

Annual Report of LOKMITRA

2016 - 2017



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Letter from the Director

Last few years has seen dramatic changes in the scenario in which a development NGO finds itself working. Lokmitra also got impacted by such changes, leading to shrinkage of resources. This happened when Lokmitra had acquired sufficient organisational strength to further deepen and scaleup its work, being more confident of its effectiveness. Educational NGOs like Lokmitra faced further challenges as number of NGOs & Corporates started working on education in large scale, leading to moving out of experienced & trained professional staff.

In this context year 2016-2017 has been an encouraging year for Lokmitra as it found itself moving through this transition smoothly. Its previous effort of investing on capacity building of local field staff and documenting all its knowledge, many as publications, helped the organisation in this transition.

Lokmitra aims for quality and equity in basic education of all children. It works with rights perspective. While working directly with few schools or in a few geographical locations, it aims for system wide change and uses the direct work for systemic change as well. In this regard Lokmitra started reaching out to large number of NGOs in most of districts of Uttar Pradesh and promoted an innovative education coalition of Basic Shiksha Manch (BSM) in 2007. BSM is an informal coalition at district & state level that brings SMC Federation (that Lokmitra had tried out successfully in a few blocks) and CSOs. Lokmitra invested on capacity building of NGOs through workshops & publications. While this approach has worked to large extent, but it had its limitation in absence of education focussed NGOs in different region of the state. In this scenario, Lokmitra has been considering another strategy to have direct field presence in a district/block of each region. This would have enabled Lokmitra is getting deeper insight of education scenario in different regions, as well as enable it to make concerted effort to test out effectiveness of its practices, getting them seeded, so that there are greater chances of system wide adoption. In this regard year 2016-17 provided opportunity to work in western, eastern & southern Uttar Pradesh in district of Saharanpur, Jaunpur and Banda, while we were based in Raebareli, in central Uttar Pradesh since inception of the organisation.

Despite there being small project team located in distance, and a small management team in head office in Raebareli, entry to new region, mobilising teachers and SMC in new area, has been very smooth and fast. Within a few months Lokmitra was trying out most of its practices. This has been possible due to moving out of a few experienced staff to those locations. With use of WhatsApp on daily basis for sharing daily plan, progress, it was possible to monitor and guide the team in time and this is working as real time system. This was complemented with periodic field monitoring and regular capacity building support. Video & photo documentation was also used for giving input. Lokmitra continuously updates its knowledge base and accordingly revises its publications, especially teaching learning materials. This also helped in being effective and energised.

By the end of year 2016-17, we realized that we couldn't do a few other things like production of new video film of our work/practice, or publishing next annual issue of JanPahal that we have been doing to sensitise key stakeholders for systemic change. Activities related to Basic Shiksha Manch also got reduced. During SMC reconstitution, Lokmitra couldn't support NGOs all over

the state with its publications in in this regard. Lokmitra website also couldn't get updated on regular basis, but facebook page was used for sharing some highlights.

But Year 2016-17 saw new height in some work. For the first time Lokmitra worked with Out of School children in large scale (about 2500 children). After a long gap, Lokmitra again started giving attention to families (especially for children's education) affected by distress migration. We found that a number of teachers' groups (mostly using social media) have emerged in different part of Uttar Pradesh, sharing good practices. We consider this an indirect impact of Lokmitra work as we had pioneered the idea of promoting Teacher's Learning Forum in the state from year 2005. Lokmitra has continued this practice since then. Spread of idea of SMC



Federation at Cluster/Block Level has been limited, even though large numbers of NGOs have got exposed to work of Lokmitra. But idea of SMC federation has gained strength and spread to other states. Lokmitra and Basic Shiksha Manch are associated with National and State RTE Forum and works in synergy. But Lokmitra would have liked to get involved in larger mobilisation of NGOs through periodic workshops at district and state level for promoting RTE.

New component of supporting school for infrastructure improvement and promoting WASH in school got successfully taken up this year in two districts.

Overall we are happy that Lokmitra is able to further enhance its capacity to promote quality of education children in age group of 6 to 17 either directly or through schools teachers. We have maintained our capacity to promote peer learning among teachers and promote multi stakeholder dialogue for collective understanding and collaborative effort. And at the same time we are prepared for new challenges and eager to accept one.

We are especially thankful to TATA Trusts for their almost continuous support to education program of Lokmitra (from SRTT till 2012 and then from SDTT/TSWT). Lokmitra education program has evolved with generous support from SRTT and later from Oxfam Novib (from 2004). We are also thankful to Oxfam India for maintaining continued support from Oxfam. In fact this is the only grant support for project area near Lokmitra head office. We are thankful to ITC Ltd for posing faith in capacity of Lokmitra and engaging it for education program in far west Uttar Pradesh and Uttarakhand (earlier Lokmitra had worked with ITC support in Lucknow). And finally we are thankful to AIF for initiating new partnership for a new location in Banda district of Bundelkhand region of Uttar Pradesh. This has highlighted the inner strength of Lokmitra further deepen and scale up its work.

Rajesh Kumar

1. Education of Out of School Children and Adolescents

Previous work

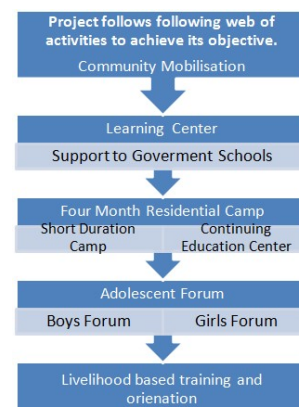
Fifteen year back, in year 2000, LOKMITRA started mobilising Out of School Girls for supplementary education and subsequent mainstreaming in schools. By 2010, with support from SRTT & Oxfam Novib, about 3,000 OoSC were mobilised and about half of them joined schools for regular education. During year 2008-2009 about 400 OoS children engaged in rag picking in Lucknow City were enrolled in schools with the support of ITC (MSK). During this period team adapted best of available pedagogy. Year 2013 saw some good outcome of earlier effort with School Dropout. Ms Neeta Maurya, one of such girl, who got support from Lokmitra in year 2000, joined Lokmitra in 2012 as Teacher while doing her college education. After enactment of RTE Act, School Children and SMCs are being encouraged to identify OoSCs and get them enrolled. If such children need remedial or supplementary education, they are still being provided.

With growing capacity of the organisation, attention was also given to out of school adolescents above 14 years of age (being not covered under RTE Act). Just when adolescents are just getting ready for adult life and expected to meet their own need and that of family and society at large, majority of them find themselves ill prepared with little schooling, that too of poor quality (to the extent that majority attending school just become literate). Quite a few of such adolescents get engaged in economic activities, some even undertaking seasonal migration for employment. These adolescents are hardly be prepared to be active citizens and take effective interest in public life in a way that needs and interests of poor and deprived is promoted, either through PRIs or through federal political processes. Being isolated and ill equipped, bogged in their problems, they find themselves away from the information channel and so get further deprived. Relevant education, livelihood and imbibing idealism can enable them to reach their potential, and also become a source of social change and economic advancement for their communities.

Adolescent Education Project initiated in April 2012 with the support of SDTT in 31 Gram Panchayat of Raebareli with high population of Muslim community. About 3,500 OoS Adolescents in 11 to 16 year age group were identified. Out of them 2456 (1496 girls) adolescents were provided education and life skills. 575 (359 girls) attended four month Residential Camps. About 830 (587 girls) got vocational training. Adolescent Forums were promoted in village level and 152(92 girls) adolescents were trained. 309 (135 girls) adolescents attended short duration camps on Life skills. About 947 (521 girls) adolescents got mainstreamed in Junior and secondary Schools.

Current Year Work

SDTT supported adolescent education project in Raebareli ended in Aug 2015. Lokmitra was expected to continue this work, supporting adolescents for their continued education and development so as achieve long term objective of channelizing idealism of youth for local



development and social change. But due the changes at Tata Trust level and Raebareli not being among a few districts taken up by Tata Trust, this work couldn't be continued.

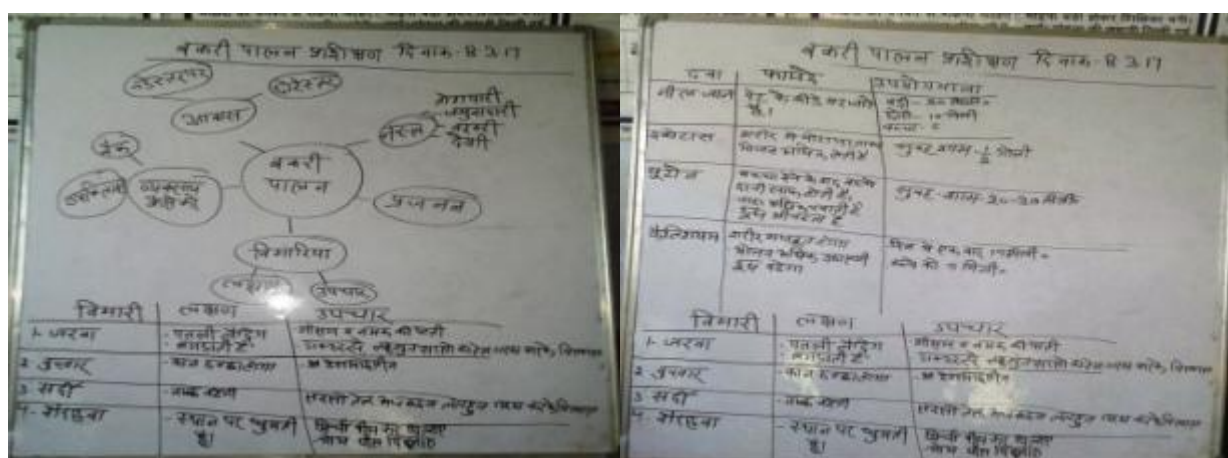
From March 2016, new Adolescent Education & Development project was initiated in two Blocks (Shashanganj and Khuthan) of Jaunpur District of east Uttar Pradesh as a part of Tata Trust's Project 'Eastern Uttar Pradesh Education Program'. Some of team members from previous project shifted to Jaunpur and build rapport with officials, teachers and community.

1.1. Work with Out of School Adolescents

Periodic Survey was conducted to identify out of schools adolescents above 14 years of age in 10 Gram Panchayats and about 320 (160 girls) were found. Many of them had not completed elementary education and most lacked even basic reading and numeracy ability. About 135 adolescents were provided supplementary education for residential camps and non residential centres. A few got admitted in NIOS for 10th exam.



Along with supplementary education adolescent were provided initial orientation in various vocations identified from need assessment. Lokmitra had some previous experience in this. So a detailed study of other such work was done and materials were collected. A draft list of vocation and training design was prepared. Strategy adopted was to identify local persons practicing that vocation and support him in providing initial training to adolescents.



56 girls got 2 month non residential training on sewing, in which 15 girls got advance level of 1 month sewing training. Other 135 Adolescents got non residential training on various other trades. For Residential Vocational Training 66 boys got enrolled and 47 completed one month training on various trades.



Outcome in visible in short period has been that about 23 girls have taken up sewing as vocational skill. About 7 of them have started earning about 2 thousand per month. (Case study of Chandtara is enclosed; detailed report of all girls is enclosed). About 10 adolescents have moved forward in their preferred trades like (carpentry, kitchen gardening etc), along with reinitiating school education. Deepak is earning Rupees 5 thousand per month at a carpentry shop. (Case study of 4 adolescents has been prepared)

Deepak Kumar is 18 years old and is a resident of Baramarkal, Shahganj. Deepak's father works as a wage laborer. Due to financial difficulties of the family, Deepak used to do wage work while studying in Junior School, such as marriage function etc. Deepak studied till 8th in Dr. Bhimrao Ambedkar Junior High School in Katsasarai. After taking the 8th exam, Deepak's uncle took Deepak to get work in the bag making company in Jalandhar (Punjab). Deepak stayed there for a year. He discontinued his school. But he wanted to study. That's why he came home from Punjab. Due to poor financial condition, he was unable to study for 10th standard.

He was contacted during field survey of Lokmitra staff. Looking at his interest, he was selected for admission in National Open School (NIOS). He got the Reading material and is also preparing for the 10th exam. Along with that, he got training in the Lokmitra Residential Education cum Vocational Training Camp for a month in Jan-Feb 2017. In the camp, Deepak found furniture work interesting. After the training of the camp, Deepak is working part time as apprentice in a furniture shop in Khetasarai Market. According to Deepak, he earns 5000/- per month while learning the work. Deepak wants to passed 10th standard and do training from ITI in carpentry course and wants to open his own wooden shop.



1.2. Support to Adolescents in School & Madarsa

As a part of Work Education Agriculture is in syllabus of Upper Primary Schools and a text book is prescribed. Given that in rural area farm and farm based occupation constitute major source of livelihood and agricultural related activity provides good opportunity to make school education more activity based, it was decided to improve revise the content and pedagogy of this subject and implement in school. Therefore, a detailed course material and lesson plan was prepared and it was named 'School-Vatika' (School Gardening). A total of 11 lessons were prepared and delivered in 5 schools among 290 adolescents. Outcome of this has been that about 40 children have continued learning by doing gardening in school or at home. They have are adopting organic methods as well. This has added to improved supply/use of green vegetables. This has led to saving of about Rs. 800/- per month per family.



Lokmitra for the first time engaged with any Madarsa. About 135 adolescents (95 girls) of 3 Madarsa were also provided Vocational Training. Interesting outcome of this has been in change of attitude of 5 Madarsa Teachers (out of 20) towards need of vocational training of girls. Now Lokmitra team is confident in providing educational support to Madarasas.



1.3. Education of Out of School Children of Saharanpur and Haridwar

After a gap of few years, Lokmitra gain partnered with ITC under its MSK CSR for Saharanpur in western Uttar Pradesh, Haridwar in Uttarakhand and Baddi in Himachal. Saharanpur with a population of about 7 Lakh, has a large number of children dropping out of school very early and getting engaged in household occupation. Some locality lack is easy availability of govt schools. Muslim community don't find it safe to send their girl child to distant schools. This city is known for wood carving cottage industry and also for hosiery industries. Book titled "Wood Handicraft: A Study of Its Origin and Development in Saharanpur" by Dr. Madhu Jain indicates that about 20% of 1 Lakh labour engaged wood carving were children in age group of 5 to 14 (2000). Most of child labours are boys and majority are Muslims. A child labour is paid Rs. 10 to 65 per day depending upon his age and performance. About 70% are primary school dropout. Haridwar city has a massive industrial area and this attracts large number of migrant labour family to this city. Project initiated in September 2015 had covered 1200 out of school children (769 girls) through 24 Supplementary Learning Centres (SLC).

In year 16-17 previously enrolled children continued getting education. About 154 children got enrolled in school. By March end 1160 children (740 girls) were enrolled in 30 SLCs (20 in Saharanpur & 10 in Haridwar). SLC teachers were provided periodic training and regular on hand support. Children were provided with workbooks for Hindi and Mathematics as well as stationeries. These workbooks were developed and printed by Lokmitra. Children data were compiled in excel and monthly progress in learning of each child was maintained. Progress in learning has been satisfactory. Average attendance has been 70 to 80 percent. Most places for SLC were provided by parent community for free.



To promote enrolment of connect out of school children in schools, at the end of school session in March, enrolment camp was organised in which Block Education Officer, teachers of schools and prospective children were invited. About 150 children and 150 parents participated. Children showed their new confidence and ability through essay writing, story telling etc. About 60 children were enrolled by teachers of govt schools in the Kamela Colony, Khakroban, Habibgarh, Lakhigate and of Nav Bharat Public School.



1.4. Education of Out of School Children of Raebareli

In Raebareli district, where Lokmitra initiated its work, in last few years a supplementary education caters have been taken up when sufficient number of out of school children has been found. This has been generally found in some hamlets inhabited by very deprived castes like Baiga, Nat, Beriya among SC population. Some of them live in makeshift tents and belong to nomadic community. One such hamlet on outskirts of Raebareli town (Gareriya ka Purva) was inhabited by Saperas and about 56 children were found out of school. They were enrolled in nearby school.

In year 16-17, 63 children out of school children (52 Girls) were identified who belonged to Scheduled Caste, Bedia community and minority communities. Four month supplementary education centre was run to prepare them for enrolment in school. Activity-based teaching learning was done on language and mathematics with the help of workbooks, charts, story books and other learning materials. Prior experiences of children were included in language teaching. Language class would start with an oral story. Then children will be guided to read a paragraph or a line of story. Then children learn sound of letters in words, working with letters to make new words. In mathematics Lokmitra has improvised on number of learning activities. In four month time children showed good progress over end line.

Hindi	Able to write own name	read Letters	read Words	read Sentence	Read Paragraph
Baseline	27%	0%	0%	0%	0%
End line	92%	71%	62%	29%	10%

Mathematics	Counting 1-20	Counting 1-40	Counting 1-100	Simple Addition	Addition Carryover	Simple Subtraction	Subtraction Carryover	Multiplication	Subtraction
Baseline	16%	6%	0%	0%	0%	0%	0%	0%	0%
End line	84%	29%	25%	37%	27%	37%	27%	19%	14%



By January 2017, out of 41 girls enrolled in Viswanathan Lalapur, 27 girls were enrolled in school according to their age till January 2017. These girls are from Scheduled Bedia and Pasi

community. Girls of this centre also underwent gender awareness, exposure visit. The girls shared their experiences. Girls were prepared in the meeting so that they should not tolerate any wrongdoing. Rather talk to your parents about their relationship and resist the behaviour that they do not like. At the end of the meeting the girls said that now they will not tolerate such behaviours in future, but will oppose it and call on 1090 if needed.



1.5. Education of Out of School & irregular Children of Banda

Banda is one of 7 districts of Bundelkhand region of Uttar Pradesh. Lokmitra has been engaging with NGOs of Banda through district level meeting of Basic Shiksha Manch and has been aware of problem of large scale distress migration due to frequent severe drought. From middle of 2015 Lokmitra initiated regular engagement in Tindwari Block of Banda to get more in-depth understanding of the area and also get an idea of feasibility of existing approach of Lokmitra in Banda district. Field work was initiated in Bhujrakh Cluster and two round of cluster level meeting of SMC members were organised and there was good response to the idea of Parent Association. Engagement with teachers and education functionaries at Block & Cluster level was encouraging and ideas & practices of Lokmitra were welcomed for promoting school effectiveness.

From discussion it emerged that about 30% households are dependent on seasonal migration. Among Scheduled Caste about 80% seasonally migrate to as far as Punjab, Rajasthan & Gujarat and some within the state. Half of migrating SC male does it with families, including children of all age group. With family they generally go to Brick Kiln for brick moulding. Male members migrate to Porbandar for fishing work in sea near Indo Pakistan border. About 10% OBC Male would be undertaking in other state, mainly in factories.

Migrating SC families undertake migration in distress as they are indebted to local money lenders. They take advance from labour contractor to payback to money lender. At destination families live in hardship and save some amount. But that is not sufficient to tide over expenses during stay in village. While in village, having no productive engagement, many male members spent good part of money in intoxication. Children of such families suffer in many ways. Children migrating with parents, have to support their parent in number of ways, including doing odd work. Children staying back are infrequent in attending school, occasionally doing some household work and generally spending time in play and roaming around.

FGD with children in schools and in villages like Mata, Jasaipur, Bhujrakh and discussion with parents, teachers and secondary data (& estimation from that) suggests that about 6 thousand children of Tindwari Block are out of School. Out of 26 thousand enrolled in govt schools, about 1/3rd actually attend unrecognized private school. Transition from Primary to Upper Primary has been 80% in 2014-2015. Proportion of SC Children in school enrolment falls from 26% in PS to 23.7% in UPS. GER in Upper Primary Schools is 75% and NER 61% in 2014-15. As per census 2011,

number of Child Labour is 16,792. About forty thousand children in age group of 6 to 14 are expected to be Out of School.

From June 2016 a Project was initiated in partnership with American India Foundation (AIF) under its LAMP program with the objective to reduce the extent of child migration and ensure that all children of ages 6-14 years attend school for the entire academic year and to create an environment in the area that promotes education and encourages children to continue schooling. As a part of this a model Seasonal Hostel to retain ---- migrant children in 1 village, and ensure their regularity in school was initiated. One Community Learning Resource Centre was started to support dropout and irregular children (including those in hostel) with remedial/supplementary education.

Bhujarakh Learning Resource Centre – It started with 63 children from 9th November 2016. It was made resource rich with chart & posters prepared by Lokmitra and by materials procured from Nav Nirmati, Eklavya, National Book Trust, Children Book Trust, Pratham Books etc. By March end 106 children (41 Girls) were coming to the centre in 2 batch and study. Of these 35 children are from the migrant family. 27 were OoSC. 20 of them have started going to school. Other 7 have dropped after 8th Grade.

Regular meeting of parents at the Centre and youths involved them in activities and management of the Learning Resource Centre. The learning of these children is interesting and easy with educational activities and regular innovations. Lokmitra also believes that reading and learning can be learned only by reading. Children use the library to read the story a lot. Teachers also help in reading. It has been important to give children opportunity for peer learning. Children use atlas/globe to find their village in the world. Along with these activities, use of language and mathematics workbook of Lokmitra has increased the learning of children. Percentage of children who could read words, increased from 8% to 89%. Percentage of children who could do multiplication, increased from 3% to 54%.

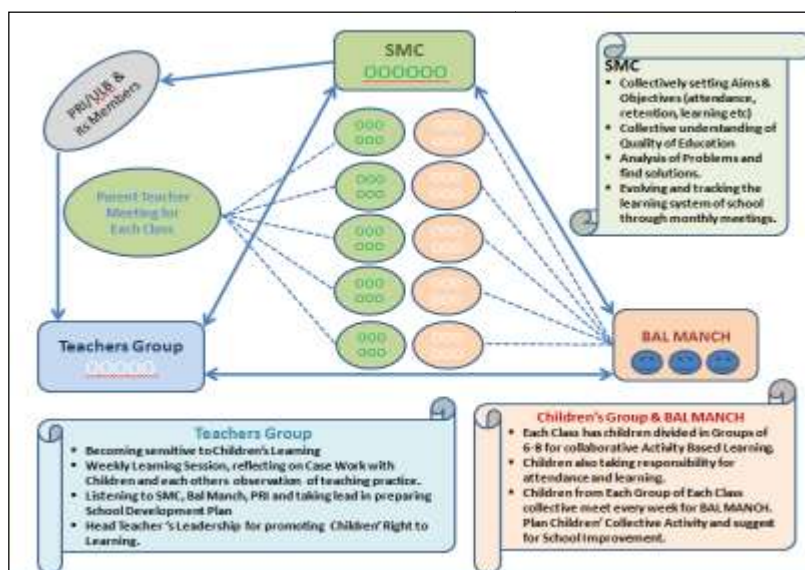
Hindi	Able to write own name	read Letters	read Words	read Sentence	Read a Paragraph
Base Line	73%	30%	8%	3%	3%
End Line	100%	95%	89%	65%	27%

Mathematics	Understanding of Number						Multiplication-Division		Profit & Loss
	20	40	100	1000	Addition	Subtraction	Multiplication	Division	
Base Line	57%	35%	30%	11%	3%	3%	3%	5%	3%
End Line	100%	81%	86%	95%	73%	49%	54%	46%	41%



2. Promoting School Effectiveness for ensuring Right to Education

At the time of inception of Lokmitra in 1997-98, first initiative has been to mobilise a village community to meet its need to provide basic education through state government school in the village. From this engagement Lokmitra charted a long journey of learning, innovating, evolving, acting to make school and education system effective. First grant support to from SRTT in 1999 and exposure the work of Eklavya, MVF put us on the right trajectory. Over the years LOKMITRA has been able to evolve its strategy and fine-tune its practices so as to effectively engage with Elementary Education System of Uttar Pradesh in multi-pronged and multi-level manner for engendering change, from within with new ideas and practices that could be further adopted by the system & its key stakeholders, for wider change. Effort at micro-macro level has been to promote through multi stakeholder dialogue and group learning. Parent members of SMCs & Teachers are being mobilised as change agent. Inception of partnership with Oxfam Novib in 2004 (this continued till 2012 and later got routed through Oxfam India for a few more years) helped Lokmitra in consolidating its learning, further evolving it innovative practices and scaling up.



LOKMITRA has over the years developed activity system for promoting improvement in school from within. LOKMITRA engages with parents/community, teachers & children so that they work together as learning group to face school level challenges and work for school improvement. Lokmitra has documented its knowledge and understanding. These are in the form of publication for teachers, children and SMCs. These publications keep on getting updated and revised as per our increasing understanding and changing context. These materials help Lokmitra team in effectively engaging with teachers, children and SMCs, supporting their learning and initiative.

SMC & SMC Federation – During 2002 Lokmitra evolved the idea of Cluster level & Block level Parents Association to address the powerlessness of poor parents who were sending children to state govt schools and enhance the collective voice to demand for making school better. In next few years parents associations emerged in Dih Block and idea was further evolved to promote school level Parent Committee for improving the governance of each school. Existing VEC with 3 nominated parents for each Gram Panchayat/Ward was not expected to tilt power balance towards parents.

By end of 2004, about 13 Cluster level & 1 Block level Parent Association got initiated with bi-monthly meetings. By 2006 School Management Committee (SMC) got evolved in 36 schools and Parent Association became federation of SMC. In 2008 an Innovative documentation on practice of Parent Association was developed and printed (DHRUVTARA).

By June 2011, before the Govt. Order for SMC Formation under RTE Act, about 500 SMCs were promoted in 7 rural blocks, Lucknow City & Raebareli town. About 300 SMCs (out of 500 schools in Lokmitra work area) got properly formed. Regular monthly meeting got initiated in one third schools. About 25% of old members become member in reconstituted SMCs. Cluster & Block Parent Association also got reconstituted with new and old members. New leadership kept on emerging in Parent Association.

Lokmitra also influenced state level officials for ensuring suitable provision of SMC in state RTE Rule. Lokmitra also associated with SSA in preparing manual, training design and three staff became state level trainer. During state MTOT supplementary reading material and posters were given to all 72 district coordinators of SSA and other 144 participants as well.

Teachers Peer Learning - During 2005-07, Lokmitra conceptualised as voluntary learning forum of teachers which meets at regular interval to share their school level experiences among themselves and promote their learning/knowledge. In this way not only good practices get shared, peer reviewed, but also a culture of participatory learning gets promoted (contrary to top driven & non-participatory training). Practice of Teachers' Forum evolved around 2007 in one Block and in next few years, got spread to about 10 other Blocks of three districts, reaching out to about 600 teachers. This practice was shared in the meeting of Knowledge Commission. Later revised SSA Framework included the idea of cluster level peer learning of teachers. Good practices of teachers were collated and published every year (Pragya).

In recent years District level (in 5 districts) and State Level Good Practice sharing workshops of teachers were organized to promote these ideas as way to enhance the motivation and learning of teachers. Teachers were encouraged to use social media as well for such sharing.

Workbook and Activity for Multilevel Teaching - Lokmitra realized that large number children in primary schools don't learn to read even after 4-5 years of schooling. This has been true even in schools with good PTR and reasonably motivated teachers. We realized that this has been due to teachers not adapting to changed circumstances where children of first generation learners are not getting any support at home and children are not doing boring repetitive practice in absence of physical punishment. Education authorities expect that by the end of class 1 or 2, children will become good reader. Accordingly, text books of class 2 and above are made. In such background, teachers move very fast and burden children with complete Hindi Alphabet in 1st month of Grade 1. Teachers complete the lessons in class textbooks in order as per schedule prescribed for them. Children just copy the text and create the illusion by reading the text from memory.

Based on long successful experience of promoting reading ability of Out of School Children, that involved multi level teaching, Lokmitra had published a Manual for Teachers 'सभी बच्चों का पढ़ना सीख पाना, चुनौती से संभावना की ओर' (All children learning to read, from challenge to prospect) in June 2013. Theoretical understanding was presented in dialogue form and sample of lesson plan and worksheets were included.

Children of different learning levels should be given extra books / workbook as per their requirement in class 2 and above classes. Lesson plan could be such that same text can be used by teacher in doing the education work in different ways, as per the needs of the children. So to

assist teachers in adapting better teaching practices, two Hindi work-books were published for class 3 to 5 and for children 10 to 16 years out of school. Teachers in many schools and education camps used it among their children and found it very useful. These two workbooks have been prepared based on suggestions from them. Later in year 2015, Mathematics workbook and set activity was prepared and published. In these workbook, a few lessons from prescribed text books of SCERT in summarized form. Lokmitra also considers it important that teacher should also do continuous and comprehensive assessment to assess the difficulties face by children and accordingly plan teaching activity. More over teaching should be such that promoted basic competencies (observation, memory, relation, classification, logic, imagery etc.) in the child as these help in learning to read and in mathematics as well. Keeping in mind these things, indicators of continuous and comprehensive assessment have been given in the workbook.

School Development Planning (SDP) – Under RTE Act SMC is expected to prepare SDP. In this regard Lokmitra developed a comprehensive framework and process so that SMC/School can prepare a more holistic plan that aim for quality education and also looks into improving organizational mechanism so as to effectively achieve plan objective. This is expected to take the school on the path of sustainable development. Aim of school was facilitate children’s learning so that “Children be sensible, be sensitive, understand their obligations towards society and the environment, and grow well by adopting good livelihoods”.

During 2011 to 2015 Lokmitra had maximum coverage of working in schools. About 400 schools were supported in 7 rural Blocks (Rahi, Salon, Deeh, Chhatoth, Lalganj, Harchandpur, Sataon) and two Urban Areas (Lucknow & Raebareli) of 3 districts of central Uttar Pradesh. This was possible with the support of Oxfam Novib/Oxfam India, PACS (DFID) SRTT and SDTT. About 75 schools were supported regularly with pedagogy input. In other schools effort focussed more on SMC effectiveness and peer learning among teachers.

Reach out and coverage in year 2016-2017 has been following.

	Oxfam India	Tata Trust / SDTT	AIF	ITC-MSK	Total
Project District	Raebareli	Raebareli	Banda	Saharanpur	Three Districts
Project Block	Raebareli Town, Rahi & Salon	Shahganj & Khuthan	Tindwari	Saharanpur City	Rural Block – 5 Urban Area - 2
School covered	210	50	18	10	288 Schools
Intensive Support	30	11	4	5	50 Schools

Learning Materials and Workbooks – Lokmitra had developed and printed three Hindi Workbooks and one Math Workbook by March 2016. During 2016-17 these workbook were reprinted with revision.

2.1. Work in Jaunpur District

Support to 50 schools in two Blocks of Jaunpur started in July 2016 under the 'Eastern Uttar Pradesh Education Program' of Tata Trusts. Total 50 schools were selected. 11 schools were intensively and 39 were extensively supported. To promote institutional development of these schools, shared understanding and cooperation between the teacher, guardian and the children was encouraged. Under this 61 meeting of teacher group at school level, 34 meeting of the school management committee and 41 meeting of Child Forum was organised. Support to Govt Schools & Teachers for ensuring reading ability of all Children of Class 5 to 8 was initiated in Sept 2016 and by next March encouraging initial progress was observed. A new Hindi Workbook was developed for Upper Primary and it use lessons from Hindi Text book of Grade 6 to 7. In the month of October, 410 children of Upper Primary and 75 children of Primary school were given Hindi Workbooks.

This has led to improved learning of children and better teaching practices by teachers. Various types of teaching material were provided to 40 teachers of 11 intensive schools on regular basis. 80 teachers got exposed to teaching material (Hindi workbook) developed by LOKMITRA. Attendance and Learning of children 1900 children of 11 schools have improved by 10% to 20%. Teachers are more regular and give more quality time to children.



Newly developed Learning Material and Lesson Plan on Gardening 'School Vatika' were delivered among 472 adolescents of 5 Schools with active participation of teachers. About 40 children have continued learning by doing gardening in school or at home. They have are adopting organic methods as well. This has added to improved supply/use of green vegetables. This has led to saving of about Rs. 800/- per month per family.



Cluster & Block Level Peer Learning Meeting of Teachers was also taken up. About 180 teachers participation in 2 block level meeting on proper formation of SMC. 20 cluster level meeting was organised in which about 80 teachers participated. About 80 teachers got sensitised for need of peer learning among teachers. In 11 Schools, 47 teachers have adopted practice of school level peer learning among them. About 26 teachers have improved their teaching style.

Case Study Badanpur School (Khuthan Block, Jaunpur)

Badanpur Primary and Upper Primary School are in same campus but they have separate Head Teacher. From July 2016, the organization worker started going to school. After a few round of meeting with teachers of both schools, Primary school head teacher Subhash Upadhyay showed interest. When asked about challenges faced by school, teacher said about low attendance of children, little learning of children, burden of non-academic work, lack of awareness of parents etc. Lokmitra staff asked what is the most important thing which is entirely in the hands of teachers. The group said that "children do not have regular attendance" is the biggest challenge. After this, discussions about the causes of this problem took place. Eventually, the root cause was that the education process and school environment adopted were not suitable for the children. Children don't learn because what is being taught is beyond their comprehension due to huge learning gap in respect to what is expected by prescribed text book. At the same time, attention was drawn to other dimensions of the school such as physical facilities, learning conducive environment & facility, etc.

Regular meeting of Teachers' group, School Management Committee (SMC) and meetings of Children Forum was supported to promote shared understanding and mutual coordination among three key stakeholders. On the interval, a demo of the academic activities was done by the worker. Chart-posters of reading material were made available at the level of children in the classrooms. Hindi language workbook was given. SMC members attended residential training.

Now Head Teacher of UPS Mr. Abul Lukman has started taking leadership. Now both head teachers consult each other. Teachers' group meeting takes place to discuss academic and management issues. SMC meeting has got regularized. On the demand of children and SMC 1 female teacher has been appointed (earlier there were no female teacher). Now PTR is 1: 29.

The quality and system of mid-day meals has improved. All the children eat together. Toilet is being used by girls and boys. Earlier only teachers were using it. SMC has got class room floor repaired by Gram Panchayat.

Attendance of children has increased from 40% to 60%. The learning of children has progressed. Baseline was done in Sept 2016 and end line in March 2017. Now 82% could read words while only 47 children in the baseline could do so.

Proper Formation, Capacity Building and Federation of SMC –

As per government order for reconstitution of SMC after a gap of three years (RTE norm is every 2 year) during June-July concerted effort was made to ensure proper formation of SMC. Efforts were made at district and block levels for better formation. Officials were provided with suitable materials to support proper formation of SMCs. 25 Head Teachers of 25 schools got sensitised to form SMC in democratic manner.

Workshop for the training program of the School Management Committee was organized on 23rd June by the Sarva Shiksha Abhiyan in the State Project Office. It included program conductor. Draft training module was discussed in the workshop. Required suggestions for modification in the module were given, along with the soft copy of the module received. Proposals suggested for improvement were given to the project office.



After formation, the member's two-day residential training of 79 members (43 women) of SMC was done. This was followed by 5 Panchayat level training of SMC members with participation of 108 (60 female) members. Panchayat level training also provided opportunity to involve Gram Pradhan in school improvement. Six members participated in State Level Basic Education Conference on December 24-25, 2016. SMC and Gram Panchayat members were provided with two learning materials developed for them.

About 11 SMCs have become functional due to initiative of SMC members. About 20 members have enhanced their capacity and got interested in improving their school. This has led to functional toilet, construction of boundary wall, repairing of floor of classroom, appointment of lady teachers etc.

2.2. Work in Raebareli District

Lokmitra directly works in 30 schools for over all improvement in functioning of school. All other schools of Rahi, Salon, Chhatoth, Dih and Raebareli town area are reached through SMC and Parent Association (SMC Federation). In intensively supported 30 schools, teachers and children are given teaching learning support through dialogue with teachers, demonstration of multi level teaching and improved method of teaching involving activities and use of TLMs. Three groups of Teacher, Parents (SMC) and Children (Children Forum) are facilitated so that they envision a better school and work towards that as collective responsibility and with collective understanding. School Development Plan was prepared and some schools displayed aims and objectives of school on school wall.

Children

In the beginning of school session SMC and volunteers identified 57 dropped out children (27 girls). SMC ensured that they got 47 (24 girls) got re-enrolled in age appropriate grades. All children of 6 years age got enrolled in grade 1. In March 2016 of selected 30 schools, all 531 children (281 girls) of Class 5 were going to join Class 6. Similarly all Class 8 273 children (153) girls were going to join Class 9.

Social Profile of enrolled children in 30 schools has been following. 49% children belonged to SC category. Hardly 6% of general category students come to state govt school and among them girls in larger number.

Block	No. of School	SC			Muslim			OBC			Gen			Total		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
Rahi	10	282	243	525	14	17	31	244	249	493	24	54	78	564	563	1127
Salon	10	302	331	633	84	94	178	174	193	367	38	44	82	598	662	1260
Raebareli Town	10	235	228	463	132	123	255	61	75	136	29	25	54	457	451	908
Total	30	819	802	1621	230	234	464	479	517	996	91	123	214	1619	1676	3295
% share				49%			14%			30%			6%			

Children's Baseline and End line on Language and Mathematics

To assess the effectiveness of approach and workbook developed by Lokmitra for promoting reading & numeracy ability in govt school, systematic effort was made with 320 children of Class 4 and 5 in 8 schools (Primary school, Bhadokhar, Balapur, Rewali, Matka, Kala, Police line, Devanandpur). Lokmitra team & school teachers worked together for 2 days in a week. On other days teacher and children used workbook. Baseline and end line of six month effort was done. Progress of the children has been good. Ability to read write simple sentence and do addition with carryover improved by about 40 percent point. Most children learnt to read and write numbers up to 100, but there are some problems with some numbers like -59, 67, 69, 79, 89 etc. While in baseline only 24% of class 4 and 40% of class 5 were able to do so.

	Class-4	Class – 5
Enrolled	Children - 81 Boys, 86 Girls Total 167	Children - 67 Boys, 85 girls Total 152
Hindi Assessment	57 Boys, 67 girls Total 124	57 Boys, 67 girls Total 124
Math Assessment	59 children, 67 girls total 126	56 children, 66 girls total 122

	Read (in %)				Write (in %)			
	Letter	word	sentence	give answer	Letter	word	sentence	write answer
Class 4 Baseline	79	63	26	11	87	50	16	5
Class 4 End line	96	82	64	34	95	76	53	22
Class 5 Baseline	90	63	34	21	90	58	29	9
Class 5 End line	96	87	73	51	96	83	67	39

	Number (in %)				Plus (in %)	Minus (in %)	Multiplication (in %)	Division (in %)
	20	40	100	1000	Addition with Carryover	Subtraction with Carryover		
Class 4 Baseline	84	55	24	5	31	21	22	10
Class 4 End line	100	95	60	21	71	56	51	41
Class 5 Baseline	90	68	40	12	45	34	51	41
Class 5 End line	100	99	72	36	80	73	71	61

Local knowledge fair in Schools – For past few years Lokmitra has been supporting schools in organising local knowledge fair. We believe that schools and communities need to be complementary to each other. They leave their influence on each other. NCF and RTE Both support school education to connect with external life. The meaning of education should not be restricted to formal knowledge of books. Today the questions are being raised that educated people are getting cut off from useful elements of traditional knowledge. Further school education fail establish how knowledge is related to daily life and all kind of works, occupations. School tends to undermine the value of manual work and its knowledge aspect. There is need to promote dignity of manual work and dissolve the hierarchy between mental and manual work. So in Local Knowledge Fair we identify local knowledgeable persons pursuing livelihood in traditional and non traditional occupation. Bring them to school and get them respected, welcomed. Let them present and demonstrate their skill and knowledge. Encourage children to ask questions to know in detail and subsequently prepare a chart to consolidate their learning, or do further project work. This makes children’s learning more interesting and activity based, related to their surrounding, Community also come closure to schools as they see that community knowledge finding a place in school and school education getting related to work life.



This year Local Knowledge Fair was organized in 19 schools. Artisans like carpenter, potter, bamboo basket maker, envelop maker, etc and herbal medicine practitioners were invited to school for a day. In the local knowledge fair, children, teachers, block education officer, committee, local authority participated very enthusiastically.



Children’s Fair for promoting Children’s Right to Joyful School - To make school joyful and to demonstrate that a joyful school is possible Lokmitra organised Children Fair in a number of schools in July (after summer vacation) and in November (during Child Right Week).



In the celebration, the children, the committee members and teachers worked together for the school's decoration. After that, the children worked in groups, writing slogans, making Wall Newspaper, paper toys etc. Children wrote letters Local Authority and others. Through appeals, the children demanded the protection of child rights; prevent child labour and education of children. Children enacted play, took out rally, raising slogan against child labour.

Child forum meeting

A total of 131 meetings were held in 21 schools. In the meeting, children discussed the issues related to child rights, education rights and presented their demand to SMC, teachers and local authority. Issues by them were drinking water, MDM, children's survey for enrolment, preparations for child fair, sports material, etc. In order to get the electric transformer out of school boundary, children gave letter to the local authority. Children of Revali met the District Officer, the Basic Education Officer, for the restoration of his school teacher, after his suspension on frivolous ground. Children under took Postcard Campaign to demand timely availability of Text Books. 150 postcards were sent to the Education Minister.

Block	School	Children			Meetings
		Boys	Girls	Total	
Rahi	09	67	84	151	50
Salon	04	44	46	90	20
Town	08	57	87	144	61
Total	21	168	217	385	131



Support to Teachers –

Lokmitra has adopted multiple approaches to promote capacity building and motivation of teachers so that they could provide all children need based learning support in an encouraging learning environment. Teachers are also supported in mobilising parents and involving them through SMC for development of school education and at the same time demonstrate their accountability to them. There have been 96 teachers (65 women) of 30 schools with overall PTR of 36 and that of in PS 55.

About half of teachers of 30 schools were provided unhand support through demonstration and supporting TLMs (Cards, Posters etc). At school level teachers' group meeting was facilitated so that teachers in school become a learning group, reflecting their practices, discussing the learning experience and progress of children, reading articles, etc. Apart from this Teachers Workshop were organised on preparing and using TLMs. Departmental monthly of teachers at Cluster and Block level were supported. And finally Good Practice Sharing workshops were organised that was open to teachers outside project area as well.

Teachers Group Meetings - There were 138 meeting of teachers' groups in 30 schools. There have been only about 3 to 6 meetings in each school, while it is aimed that it should be fortnightly. Apart form discussing teaching learning, children's learning assessment, organising Local Knowledge Fare, teachers also did preparation of proper formation of School Management Committee & SDP.

Teachers Meeting at Cluster Resource Centre were supported in 10 Clusters (12 meetings) with total participation of about 500 teachers (300 women). Use of place value card and collection of stick for explaining place value and do addition subtraction with carry over was main highlight of this meeting. Card Matching Memory game to improve working memory and learning of numbers, letters etc was shared. For language teaching, use of Word and Sound Card for making sentence, word is highlighted. Use of grid with set of *Phonemes* taken from key words of a sentence or paragraph to make words, etc is shared. *Lokmitra understands that phonemic awareness*



makes learning to read easier. Phonemes are the individual sounds that make up words. Phonemic awareness is the ability to split up and rearrange individual sounds within words. This ability to work with sounds (phonemes) in language is a foundational skill that makes learning to read easier.

After discussion and demonstration, teachers were encouraged to prepare their TLM and take them with them for use in school. Some teachers have moved in this direction.

Teachers' Good Practice Sharing Workshop

was organised in three districts (Raebareli, Banda, and Jaunpur) and one Block (DinshahGaura) with participation of 148 teachers (47 women). About 50 teachers shared their practices, which was followed by discussion in which teachers tried to review the practice and highlight its



good and not so good aspect of it. It was also tried to understand reasons for the effectiveness of practices shared, so that teachers get deeper understanding, rather than just copying practices. Objective of the program has been to promote peer learning among teachers as well as to enhance motivation in large number of teachers. Teachers were asked to document their practice for publication in Pragya Bulletin of Lokmitra.

Teacher and Children worked together in Pure Kallu School to transform the schools from chaotic place to that of a place suitable for learning in free free environment. Her only two had to teach about 150 children of grade 1 to 5. But chaotic environment was making it impossible. This change takes place due to simultaneous change in teacher's attitude and promotion of culture of self discipline among children. Lokmitra staff facilitated and teacher worked together in Children Forum and School Assembly for formation of self-rules in consultation with children. Teachers realized that use of punishment hampers children's attendance and doesn't improve the situation. Self Rule was displayed in classroom. Whenever children would break the rule, they were showed the Rule Poster. Children were responsibility for proper maintenance of school, like taking care of plants, safe keeping and use of TLMs, etc. Slowly school environment become ordered. Teachers realized that promotion of self rule with children's consultation is a better way to bring order and now find it more conducive to teach.

School Management Committee and its Federation (Parent Association)

Case study of Satan, a women SMC member of Upper Primary Schools of Purwa of Dhamsirai in Raebareli town indicates the positive outcome of Lokmitra. In 2013 she was elected as a member for Primary School located in same building. In 2016 she became SMC member of Upper Primary School as her son was now in grade 6. Satana is from scheduled caste community and her husband works as wood cutter. Earlier she used to take little interest in attending SMC meeting. With regular support and training, now she is aware of RTE Act and importance of education of all children. She started attending SMC federation meeting and become one of its office bearers of her ward and Raebareli Town level Parent Association. She has taken responsibility of quality of education and ensuring availability of facilities to children. On behalf of SMC and Parent Association she has given letter to education officer and others for sufficient teachers, proper road to school, water facility, cleaning of toilet, etc.

Ensuring proper Reconstitution of School Management Committee

As per RTE Act, SMCs should have got reconstituted in 2015. But schools were waiting for order of education secretary. In this context, Lokmitra continuously brought this matter to the attention of senior officials and Ministers. On 28 June 2016, the order for reconstitution of SMC came. Lokmitra had supported SMC formation state wide in previous two occasions (2011 and 2013). Based on that some preparations were already done. This time with much limited resource, effort was to be made. Soft copy of Posters and Pamphlets were emailed to 400 NGOs of all other districts of the state. A few districts where Lokmitra was directly active, like Banda, Jaunpur, Saharanpur, printed copy was provided. Lokmitra also participated in District level official Meeting in Banda and Jaunpur for SMC formation, and shared materials.

Poster and pamphlets on formation process was printed. All the blocks of Rae Bareli were provided 100 posters through BRC/CRC/Parent Association.

Twin pronged approach was to mobilise officials/coordinators/teachers as well as SMC/Parent Association leaders.

On 3rd day after release of letter, meeting of Parent Associations of 6 Blocks and Town area was called on July 1 and previous experience was recalled, democratic process of proper formation of SMC was understood, mobilisation and advocacy strategy was discussed.

Lokmitra participated in meeting of District Education Committee of SSA on 11th July 11 shared its posters all 18 Block Education Officers. There was some delay from BEO in releasing dates of SMC formation in different school. Parent Association kept on demanding. Meanwhile Lokmitra organised meeting with Cluster Coordinators at Block level, then with Head Teachers at Cluster level, reaching out to most of 273 schools (261 teacher participating). In the meeting, discussion on advantages, importance of the School



Management Committee and process of formation took place. On this basis teachers planned to constitute SMC in democratic manner.



Formation of SMC in 30 intensively supported School

In these 30 schools, on average 55 parents participated per school, women being 55% of them.

Block	Parent			Selected Members					Chairperson					
	F	M	T	T	F	M	SC	Mus	F	M	F	M	OBC	Gen
Rahi	215	336	551	110	65	45	42	5	4	6	3	1	5	1
Salon	325	300	625	110	61	49	58	10	4	6	3	2	4	1
Town	351	105	456	110	88	22	53	23	8	2	5	1	1	3
Total	891	741	1632	330	214	116	153	38	16	14	11	4	10	5



School management committee got formed in all 30 schools in a democratic way. In the open meeting, the parents selected members from each class. Then selected 11 members sat together to select Chairperson and Vice- Chairperson. Prior to formation, the importance of education rights law, school management committee, and detailed discussion of the work by the teacher and Lokmitra worker were done. After the formation of the teachers and selected members, they resolved to make their school better than common efforts.

In all other schools of Rahi, Salon and Town area, about 80% of SMCs got formed in democratic manner. In some schools, where it was not properly formed, effort was made by Parent Association to bring it to the attention of officials and tried to arrange formation again.

Training and Capacity Building of SMC members – In September two day residential training workshop of newly selected school management committee was organised in which 53

members (34 women, 34 SC, 4 Muslims) of 30 selected schools participated. Apart from this, there has been regular hand holding support during SMC meeting. Members were provided with IEC materials on RTE Act.

Meetings of SMC and its Outcomes

Block	School	Total Meetings	Participation				
			Total	Female	Male	SC	Muslim
Rahi	10	88	746	465	281	311	41
Salon	10	86	725	411	314	412	66
Town	10	95	763	625	138	383	145
Total	30	269	2234	1501	733	1106	252

On average there were nine meetings per school, with participation of 8 members (5 women). During these meetings status of school education was understood, like attendance, enrolment of new students and that of passing out students. School Development plan was prepared and even shared with Gram Panchayat for its contribution. SMC played its due role in ensuring proper use of facilities by children. SMCs planned about communicating with concerned stakeholders for their role in improving the functioning of school. These resulted in many positive outcomes.

Outcome of effort of SMC

In January 2017, the school development plan was prepared and handed over to the local authorities. Many Gram Panchayats have made effort to improve the infrastructure of schools, like land levelling, repairing of floor, overhead tank with arrangement for water refilling, re-bore of hand pump, tree plantation, etc.

Parent Association – SMC Federation

This year Parent Association of three rural Blocks and Raebareli town area remain vibrant and active. To support their collaborative effort at district level meeting of selected members was organised on, on 16th of June. 25 members (8 women) participated in it. At the end of the meeting participants sent a letter to government suggesting proper implementation of RTE Act and follow-up action on Allahabad High Court of judgement of 18th August 2015.



SMC Federation (Parent Association) Meetings

There were 14 meetings in which on average 35 members (20 women) participated. Structure of Parent Association had been formalised last year. Office bearers continued to enhance their role and be confident in taking

Block	Meetings	Participant				
		Total	Women	Men	SC	Muslim
Rahi	03	101	15	86	41	03
Salon	02	65	44	21	30	11
Raebareli Town	04	136	104	32	80	14
Dih	01	20	14	06	12	02
Chhatoth	03	154	84	70	80	07
Lucknow City	01	17	07	10	05	01
Total	14	493	268	225	248	38

initiative. After reconstitution of SMC there was reconstitution of Parent Association as well. Some new leadership also emerged. Women are equally active in Parent Association.

Lokmitra has promoted SMC federation even at cluster level. Following is the detail of cluster level meeting.

District Level Workshop of the Parent Association office bearers – This was organised on

January 9, 2017 in which 45 people participated from 5 blocks. The main purpose of the workshop was to make the participants competent

Block	Total Meeting	Participants				
		Total	Women	Men	SC	Muslim
Rahi	4	96	59	37	54	4
Salon	4	104	76	28	59	2
Town area	3	90	81	9	63	1
Total	11	290	216	74	176	7

and enthusiastic for the implementation of the Right to Education Act and to understand the need, nature, spread, stability and importance of the Parent Association. Participants in the workshop presented their efforts in their block, in which their accomplishment and challenges were presented.



2.3. Banda

LOKMITRA's systematic effort to strengthen government schools in Bhujarakh Cluster of Tindwari Block of Banda district, started from July 2016 in partnership with American India Foundation. Before that Lokmitra had done initial interaction with children, parents, SMC & Teachers. It was found that many OBC & Gen caste children while being enrolled in Govt School, actually attend private unrecognised school. Parents of such children also become SMC member and even Chairperson. This contributes to poor functioning of SMCs. Education of larger number of SC children gets affected due to seasonal migration of children. Many SC children are still not attending school.

Bhujarakh Cluster has 11 Primary School with 1538 children (765 girls) and 7 Upper Primary School with 853 children (468 girls). School attendance of children in September-October was found to be just about 35%. Teachers were suggested to make morning Assembly interesting with children's poems and other interesting activities that also promote learning in numeracy and language. Further teachers were encouraged to give sometime for art & craft related activity by children. Teachers were supported in these activities. As a result average attendance improved to 55 percent.

The school management committee was to be formed in July 2016. For the purpose of establishing the committee in Bhujarakh cluster and in the whole district in a transparent manner, awareness campaign was initiated by Lokmitra. It started with participation and sharing in the District Education Committee meeting in District Office, Banda. Through Posters and pamphlet an understanding of the process of constitution of SMC was made. On seeing this initiative of Lokmitra, the District Magistrate made Lokmitra a member of the District Education Committee. After the district level meeting, Block level and Cluster level meeting of teachers was supported in Tindwari Block. In Bhujarakh Cluster all 18 schools were supported. In 16 schools, the SMC has been formed in a democratic way. A total of 1150 people including parents, teachers, and Panchayat members participated.

After the formation capacity building of parent members of SMC was done in August 16, in which 137 members (50% women) from 16 schools participated. Lokmitra also supported official effort to give training to SMC, in District level and Block Level Training of Trainer under Sarva Shiksha Abhiyan. For effective training in Banda district, TOT will be done at the district level. In next round of training under SSA, 75 members (20 women) participated in Bhujarakh. Reference material made by Lokmitra was given to the participants. The main provisions of the Education Rights Act were explained. Role of the school management committee and its effective functioning through SMC was discussed.



The meeting of the School Management Committee has become regular in 6 schools. In meeting teachers accepted that hardly 15% children are able to read simple text. According to them this is due to low attendance of children. They cajoled parent member to do something for improving children's attendance. Parents and Lokmitra staff impressed upon teachers that unless school teaching improves, it will be difficult to motivate children to attend school regularly. Now some teachers are more motivated and their teaching time and quality of teaching has improved. Workbooks and TLMs provided by Lokmitra to teachers have helped them in their effort.

Promotion of Cluster level SMC Federation (Parent Association) - On March 1, 2017, cluster level meeting of SMC was held in which 15 SMC member (5 women) from 10 schools joined. This was 2nd meeting this year. Meeting started with revisiting RTE Act, then process of process of meeting of SMC and status of SMC meeting in each school was discussed. Then SDP was discussed. Bhidaura SMC Chairperson told that they have prepared a SDP and given the same to Gram Panchayat. All agreed to do the same. Lokmitra shared its effort to support teacher and children for improving the quality of education, ensuring reading and numeracy of each child by workbook provided by it. Members saw the workbook and they were asked to demand quality & equity of education from teachers and also support teachers. Finally need of Parent Association was discussed and its organisational structure was understood. Preparation was made for forthcoming Block level Multi Stakeholder Workshop.



Block level Multi Stakeholder Workshop – It was organised on 16th March 2017 at Block Resource Centre, Tindwari, in which 98 people participated (1 Block Education Officer, 10 coordinators, 48 teachers, 22 SMC members, 5 Gram Pradhan, 1 Town are Chairperson). Workshop was jointly facilitated by Lokmitra staff and a teacher. Workshop started with discussing how education is a public good and it is in benefit of all that all children get quality education. If farmers are well educated, there will be good availability of safe food. With good education, distress seasonal migration may reduce. Narendra Soni told that earlier there was much discrimination in education. Now equity in education has to be ensured as RTE Act has given everyone the fundamental right to get basic education.



Discussion between Teachers and SMC members took place on why all children are not regularly attending school, not learning sufficiently. After mutual discussions, it came out that there was a

need to improve on both sides. The facilitator told that all schools should be made so good that all children love to school daily. In school there should be regular SMC meeting and Teacher Group Meeting to understand the issue and plan for betterment. Parent Teacher and Children should work together to ensure learning of each child.

Support to Teacher

In 15 schools out of 18 schools of Bhujrakh packages, the use and the importance of accessory in language and mathematics education were discussed with periodicals and those of class 3 to 8 whose education is of Class I and II level only Intermediate education work methods and support materials were discussed and together with the teacher,

Meeting with teacher group – Discussion with 42 teachers in 16 schools took place on how to better the management and functioning of the school, how to promote children's learning in fear free environment. It was emphasised that teachers and parents need to have mutual trust and work together to promote children's learning. Learning level of 538 children from 15 schools in reading and numeracy was assessed. Based on the assessment that most children lack in basic reading and numeracy, discussion with teachers took place at school level. They were introduced to Lokmitra workbook and TLMs. Demo was given to 688 children (369 girls) on promoting reading and numeracy, using Lokmitra workbook and TLMs.

Cluster level meeting of teachers was supported 4 times with 17 teachers per meeting with the aim to bring improvement in school through improved teaching practice and regular SMC meetings. Teacher's Journey film was shown to them. Idea of Peer learning among teacher was introduced.

Child Forum has been set up in 11 schools to promotes children's participation in betterment of school and encourage children's initiative for realization of children's right.

Gram Pradhan's workshop - The meeting of Gram Pradhan of all Gram Panchayats of Bhujrakh Cluster was organized so as sensitize them on role of the local authority under Right to Education Act. The situation of school education was discussed. It was emphasised how education and development are related. They were told about forthcoming preparation Annual Plan of Gram Panchayats to utilize the resource



made available by Finance Commission. It was emphasised that relevant portion of SDP be made part of Panchayat Plan.

It was told by the facilitator that in March the Annual Plan of Gram Panchayats is to be included in which issues of school development are important, because in 14th Finance, spending on school education is in priority. Gram Pradhan told that SMC and Teachers be told that they share SDP with them. Pradhan narrated other problem of them being not able to make teacher or sweeper punctual as they have little power. Only officials exercise powers and promote corruption.

2.4. Work in Saharanpur City

Lokmitra engaged with 20 schools of Saharanpur City to mobilise SMC and Children to work collectively with teachers to make school better, especially by improving the infrastructure and use of facilities by children. This work was in collaboration with ITC's Mission Sunhera Kal CSR activities.

Children's Forum was promoted in 16 schools by selecting one boy and one girl from every class. Total 106 meetings of Forum were organised. In the meetings main points of the Right to Education Act and other Child Rights as per CRC have been explained. Children were encouraged to take initiative for some aspect of schools like proper availability of drinking water and toilet, their maintenance, arranging soaps, collecting towels, distributing mid-day meals in the school, hand washing etc. Children have become aware of cleanliness. Lokmitra has developed and printed a story book for children, titled "Karan ki Kahani" to make them aware of their right. This book has been provided to children and read in meeting. Because of this initiative cleanliness among children has increased. Children are beginning to use hand washing and toilets. Children are beginning to organize their class.

Children of different school Child Forum were brought together through two joint meetings. They shared their work and experiences. Total 81 children from 12 schools participated.



Hand washing training program was organised 12 government schools. The six steps to wash hands were explained.

School Management Committee - This year, 124 meetings have been held in 20 identified schools. The average attendance was of 9 members in the meeting. SMC discussed level of education, attendance, enrolment, RTE Act, the importance of SMC, etc. Collective responsibility of SMC, Teacher, and Children towards improvement of school was discussed. There has good outcome of such meetings in the primary schools of Kamela, Habibgarh, Khakroban, Kori Majra, Gallira, etc.



Reconstitution of SMC - Preparation of formation was done by meeting at the basic education officer, ABSA, CRC and Head Teacher level and spreading awareness in the community. SMC was formed in a democratic manner in 18 schools.



Capacity building of SMC members was organised in which 43 parents from 10 schools participated. This was followed by conference of SMCs in which SMC members, teachers from 20 schools and education officials, in total 170 persons participated. Dialogue among all stakeholders was promoted. The main points of the Education Rights Act were again presented.

Improving the infrastructure of Schools –

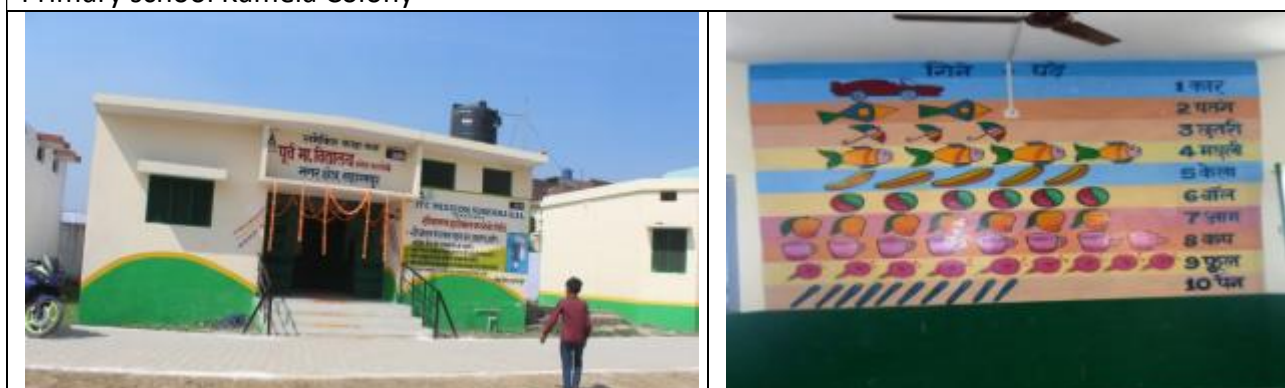
Many schools of Saharanpur city need large investment to make school suitable and attractive for children. Based on demand of SMCs, 5 schools (Kamela, Habibgarh, Khakroban, Galira and Kori Majra) were

2016-2017	Amount Spent
Primary school Kamela Colony	1,553,250
Primary School Khakroban	561,976
Primary School Galleria	943,042
Primary school Habibgarh	572,633
Primary school Kori Majra	708,105

supported. District Education Officer gave approval on the basis of SMC's planning for school development. An engineer was hired to prepare technical plan and construction contractors were contracted on the basis of competitive bidding. After completion of construction, schools were inaugurated by government officials (District Collector, Chief Development Officer of Saharanpur) and I.T.C. Branch Manager.

Newly painted classroom walls were painted with suitable TLMs designed by Lokmitra.

Primary school Kamela Colony



Primary school Habibgarh



Primary School Galira



Primary school Kori Majra





3. Systemic Reform and Promoting System wide change

Background –

Effort of LOKMITRA, Basic Shiksha Manch (coalition of Parent Association & CSO) has contributed to development with RTE Act. Subsequent advocacy for influencing the Model Rule gave a direct result in terms of being provisioned that a Parent would be chairperson of SMC. In State RTE Rule of UP it has been included that SMC will be formed in open meeting, as demanded by BSM. Subsequent to consistent effort Govt Order for SMC formation was made in June 2011. It had such provisions, as demanded by BSM, like formation of SMC in open meeting of parents, sufficient parents in SMCs (11 parents in 15 person body), selection of parents from each class, Chairperson/Vice Chairperson from parents etc. In 2013, Govt adopted many suggestions made for proper reconstitution of SMC, like provision of Quorum, admission of children at the close of session, involvement of NGOs, display of name of selected members, etc. In acknowledgement to contribution of LOKMITRA, Program Director of LOKMITRA Ms. Priya Bharti, was nominated as member of State Advisory Committee constituted under RTE Act in 2013. LOKMITRA has been advocating for provision of peer learning of teachers at Cluster & School level. New Framework of SSA has the provision of cluster level peer learning.

LOKMITRA has been suggesting start of school before summer vacation (in May) so that there is smooth transition to next session while continuity in school operation is maintained. From 2015, school session starts from 1st April.

Informal education education coalition of Basic Shiksha Manch continues maintain its relation with large number of NGOs of the state even though there has been infrequent interaction and activities.

Progress –

In year 16-17 a major outcome has been the order for reconstitution of SMC. SMC should have got reconstituted last year as per state RTE Rule. Persistent demand made by Parent Association, BSM and Teacher's Union (which was mobilised by Lokmitra) gave positive result.

Another major outcome has been the provision of plate and glass for MDM to schools by the state government. Parent Association of Raebareli had demanded this in 2014 from district administration and same was provided in rural Raebareli through Gram Panchayats. Idea was shared with state govt and it got fructified in 2016. This development will save time of children, promote inclusion and equity.

Due to ban in appointment and transfer of teachers in urban area for the past 10 years, most primary schools become short of teachers. Attention of govt was drawn towards this by Parent Association & BSM. Finally state govt responded to it positively. But meanwhile due to change in govt, its implementation is yet to take place.

State Level Program of the Basic Shiksha Manch (Basic Education Forum)

Total Participants			From NGOs	Teacher Union	Pradhan Sangh	MP/MLA	SMC
Female	Male	Total					
59	125	184	92	2 Leaders	1	1 MP	88

Two day program was organised during 24th-25th Nov in Nehru Youth Hostel, Lucknow with objective to ensure RTE of all children, especially of migrant families, those out of school and irregular. 184 persons from 31 districts participated. It was deliberated that strengthening SMC and its federation in very important for ensuring RTE. Mr. Kaushal Kishore, BJP MP from Lucknow promised that he will raise the demand of common school system. Gram Pradhan Sangh representative said that he will include Basic Education in their charter of demand. Primary Teacher Union leader Mr. Lallan Misra and Virendra Yadav supported the usefulness of SMC for better functioning of school. AIF country director also participated.



At the end of the program, the BSM delegation submitted memorandum to Education Minister and Basic Education Secretary.

Role of Local Body in RTE Act –

With growing devolution of resources to state and local bodies by 14th Finance Commission, Lokmitra found a good opportunity to mobilise resources from Local Bodies (Gram Panchayat &

Urban Body) for effective discharge of their role as envisaged under RTE Act. Initiative in this direction started towards the end of 2015. Lokmitra engaged Prof. Fahimuddin and Dr. R. K. Jaiswal of Giri Institute of Development Studies, Lucknow prepares a study report titled “Roles and Responsibilities of Local Bodies in RTE Act: Putting the Plea before 5th Finance Commission and State Government”. According this study under Uttar Right of Children for Free and Compulsory Education Rules-2011 following responsibilities assigned current status is as below:

Responsibilities of Local Bodies	Status as in 2015 status remains same in 16-17)
The SMC/Gram Panchayat, Nagar Nigam/Nagar Palika/Nagar Panchayat shall within the area of jurisdiction thereof identify never enrolled or drop-out children above the age of 6 years and get them enrolled in class appropriate to their age in the neighbourhood school, assess their learning level and accordingly arrange special training for them.	<i>Partial help has been provided by local bodies during the survey, particularly by Panchayats. Nothing has been being done by the local bodies relating to other activities.</i>
The Gram Panchayat, Nagar Nigam/Nagar Palika/Nagar Panchayat, as the case may be, shall identify a neighbourhood school where children can be admitted and make such information public for each habitation.	<i>Nothing has been done by the local bodies in this regard.</i>
For the purpose of determining and establishing neighbourhood schools, Gram Panchayat, Nagar Nigam/Nagar Palika/Nagar Panchayat shall undertake school mapping and identify all type children datas by 31 st March of every year.	<i>Nothing has been done by the local bodies in this regard.</i>
The Gram Panchayat, Nagar Nigam/Nagar Palika/Nagar Panchayat shall be responsible that no child is left out and no child is discriminated, on any basis, in the school.	<i>Nothing has been done by the local bodies in this regard.</i>
The Gram Panchayat, Nagar Nigam/Nagar Palika/Nagar Panchayat shall maintain a record of all children in its jurisdiction, through a survey, from birth, till they attain the age of 14 years.	<i>Nothing has been done by the local bodies in this regard.</i>
The Gram Panchayat, Nagar Nigam/Nagar Palika/Nagar Panchayat shall ensure that the names of all children enrolled under its jurisdiction are publically displayed in each school.	<i>Nothing has been done by the local bodies in this regard.</i>

The website-www.shashandesh.up.nic.in shows that the Panchayati Raj Department of Government of Uttar Pradesh has issues a total 407 GOs but none of them has been issues to local bodies for the implementation of RTE. Likewise, The Education Department has also issued a total of 1137 GOs but of few them is related with the implementation of RTE. It is also noticed here that copy of such GOs has not been sent to local bodies.

This study was shared in a state level workshop and letter was sent to senior officials, minister education, local bodies etc to draw their attention. This idea of mobilising finance commission resources of local bodies for basic education was circulated via social media as well to NGOs and district officials.

Workshop on Role of Local Body in RTE Act -

In year 2016-17, sporadic efforts continued and finally a workshop on Role of Local Body in ensuring in RTE was organised in Gomti Hotel, Lucknow on 24th January 2017, in which 50 people (15 women) participated. This was to assess the efforts of the government in ensuring role of Local Bodies ad Local Authority, and again highlight this issue. Avinash Shrivastav of Panchayat Department said that under the 14th Finance, the entire fund will be given to the Gram Panchayats, which was Rs 38 crores in 2015-16. He said that now there is a meeting of Gram Panchayat every month. It is necessary to discuss and plan work in Gram Sabha. Later 1000 posters and 1000 pamphlets on the role of local authority were printed shared with public representatives.

Two more meetings were organised in Sept at Block level with Panchayat representatives on their role under RTE Act, in which 61 Panchayat Members and 67 SMC members (34 women) participated. Despite policy lacuna, Gram Panchayat were sensitised to see their role in some component of SDP and make them part of Panchayat Plan.

District level Multi stakeholder Education Dialogue program of Basic Shiksha Manch

Date	District	SMC			Teacher			NGO person			others			Total		
		F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
27-9-16	Raebareli	06	27	33	04	06	10	04	05	09	00	11	11	14	49	63
6-11-16	Shrawasti	01	30	31	00	20	20	00	15	15	00	04	04	01	69	70
19-11-16	Jaunpur	20	13	33	03	05	08	00	03	03	00	02	02	27	23	50
27-11-16	Lucknow	12	15	27	00	04	04	01	02	03	00	01	01	13	22	35
	Total	39	85	124	07	35	42	05	25	30	00	18	18	55	163	218

District level Multi stakeholder Education Dialogue program of Basic Shiksha Manch was organised in four districts with on average participation of 54 persons (13women). Status of RTE Act in the district, situation of school, quality of education, functioning of SMC, etc were understood and collective understanding and commitment was promoted.

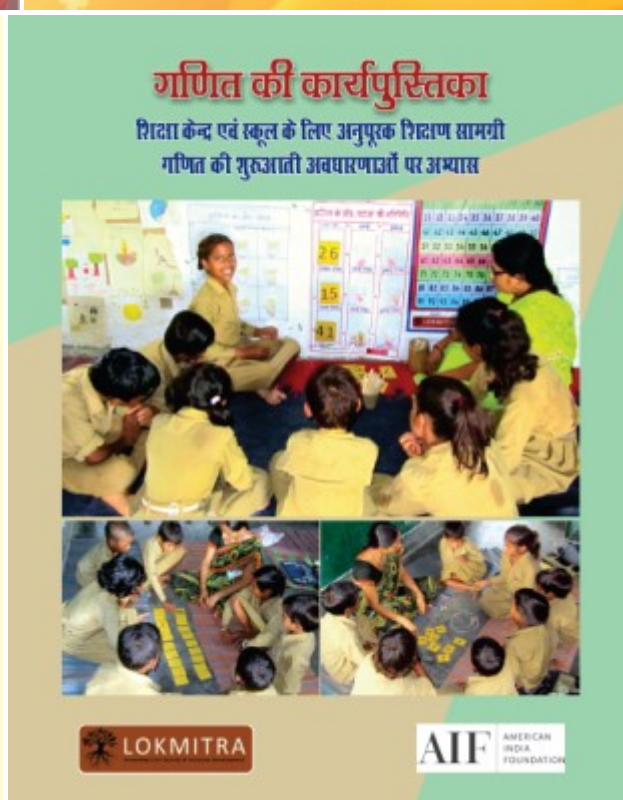
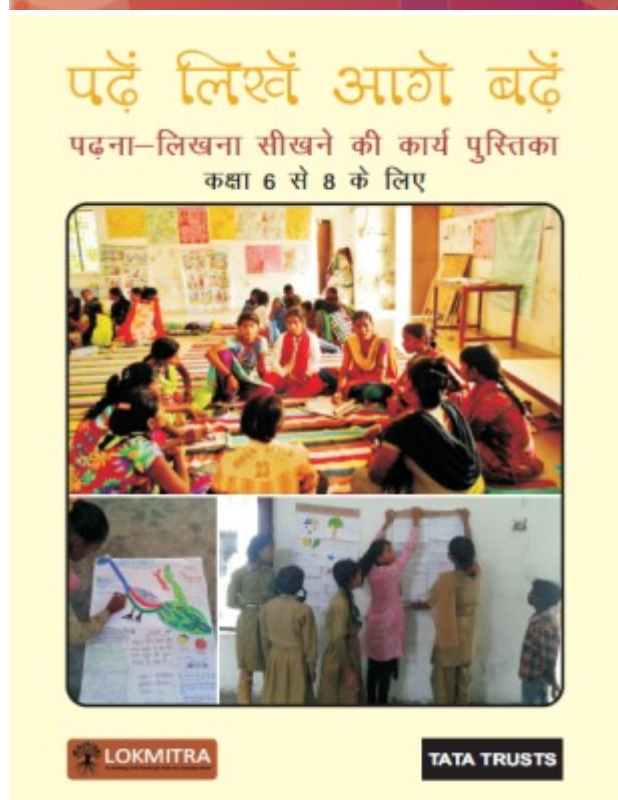
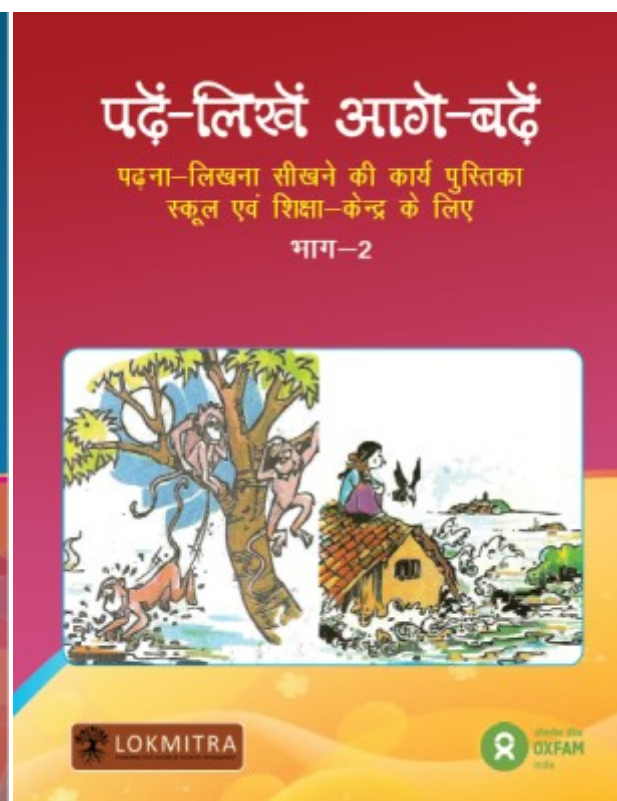
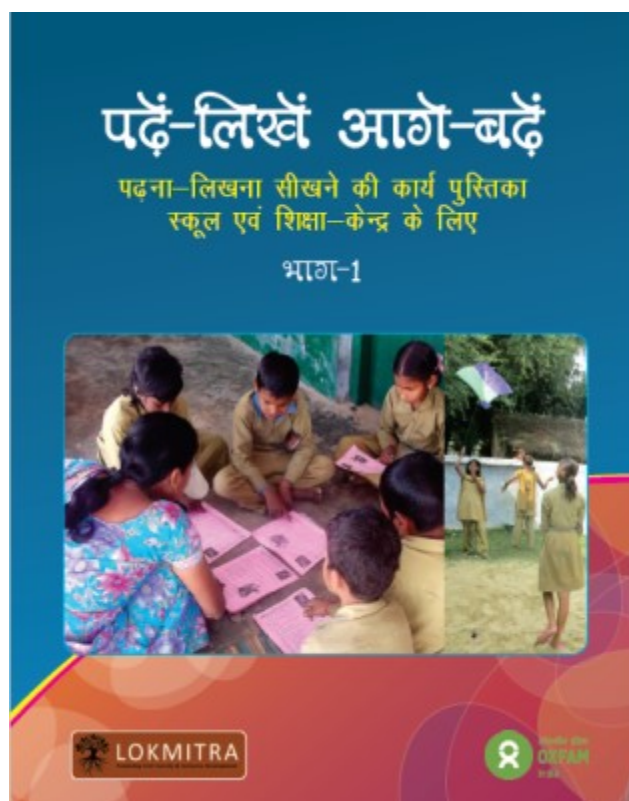


Participation in activities of RTE Forum

State Level Convention of School Management Committee – On 30th November 2016, the State Level Convention of SMC was organised in Lucknow by state level RTE Forum (SCoRE). About 20 SMC members participated from Rae Bareilly. Mr Nagendra, advisor to Rahi Block Parent Association facilitated the program. SMC members from different districts shared the experience in SMC. From Lokmitra project area school of Pure Kallu, women SMC Chairperson spoke in the presence of State Project Director of SSA. Mr Binod from Oxfam presented the finding of survey of out of school girls. After this, a list of demand was presented by Nagendra and people's suggestions were taken. In the end, it was planned state level federation of SMC may be formed by nominating one women and one men SMC member from each district.

Annual Convention of State level RTE Forum – It was organised on 20th Dec in Lucknow and 24 SMC members from four districts of Lokmitra project area participated.

4. Publications



अभिभावक और शिक्षक का साझा प्रयास सभी बच्चों के सीखने का हक हो साकार



शिक्षा का अधिकार हो तब साकार पूरा हो जब सभी बच्चों का सीखने का अधिकार

लोकमित्र

सभी बच्चों के शिक्षा हक को पूरा करना

देश में शिक्षा अधिकार कानून (निःशुल्क और अनिवार्य बाल शिक्षा का अधिकार अधिनियम, 2009) 1 अप्रैल 2010 से लागू हुआ है। इससे 6-14 साल के सभी बच्चों को 8वीं तक की स्कूली शिक्षा मिलना उनका मौलिक अधिकार बन गया है।

- अब यह सरकार की जिम्मेदारी है कि हर बच्चे का अनिवार्य वांछित, उपस्थिति और प्रारम्भिक शिक्षा की पूर्ति सुनिश्चित करे।
- बच्चों को पढ़ाई के स्कूल में 8वीं तक की मुफ्त स्कूली शिक्षा का हक है। आयु का सबूत नहीं होने पर भी नामांकन करने से मना नहीं किया जाएगा।
- स्कूल नहीं जाने वाले वे बच्चे जो कक्षा 8 तक की शिक्षा पूरा नहीं किये हैं, उन्हें उच्च के मुताबिक कक्षा में प्रवेश पाने का हक है। उन्हें स्कूल में विशेष शिक्षा भी मिलेगी।
- बच्चे पाठ्यक्रम के अनुसार सीख पायें, इसके लिए शिक्षक बच्चों की प्रगति को लगातार जानेंगे। इसके आधार पर बच्चों के विकास का प्रयास करेंगे। जरूरत के अनुसार बच्चों को अतिरिक्त शिक्षण प्रदान करेंगे। अभिभावकों से बच्चों की प्रगति पर राय सलह करेंगे। बच्चों को किसी कक्षा में रोका नहीं जायेगा और प्रारम्भिक शिक्षा पूरा होने के पहले स्कूल से निकाला नहीं जायेगा।
- स्कूल में बच्चों को किसी प्रकार का शारीरिक दण्ड, मानसिक यातना देना या किसी आधार पर भेदभाव करना गैर कानूनी होगा।
- शिक्षकों से चुनाव, आपदा और दस वर्षीय जनगणना के अलावा गैर शैक्षणिक कार्य नहीं कराये जायेंगे।
- स्थानीय प्राधिकारी (ग्राम पंचायत/नगर पालिका/नगर निगम) बच्चों का रिकार्ड रखे।
- विद्यालय प्रबंध समिति द्वारा बनाई गई स्कूल विकास की योजना के आधार पर सरकार व स्थानीय प्राधिकारी अपनी योजना और अनुदान तय करेंगी (22-2)।

स्कूल को इन मानकों की पूर्ति करना जरूरी है—

- स्कूलों में शिक्षक इस प्रकार हों। प्रारम्भिक स्कूल में 30 बच्चों पर 1 शिक्षक हों। 150 से अधिक बच्चे होने पर प्रधानाध्यापक। जूनियर स्कूल में 35 बच्चों पर एक शिक्षक हों। 100 से अधिक बच्चे होने पर प्रधानाध्यापक और तीन अंशकालिक अनुदेशक।
- प्राइमरी स्कूल में 200 दिन और प्रतिदिन 4 घंटे (कुल 800 घंटे) शिक्षण कार्य होता हो।
- जूनियर स्कूल में 220 दिन और प्रतिदिन साढ़े चार घंटे शिक्षण कार्य होता हो।
- हरेक शिक्षक के लिए 'कक्षा कक्ष' हो। हर कक्षा में शिक्षण सामग्री हो। खेल सामग्री हो।
- स्कूल में खेल का मैदान, चहारदिवारी, बालक एवं बालिका के लिए अलग-अलग शौचालय हो, ताक पीने का पानी हो। पुस्तकालय हो।

बच्चों के अधिकार को हनन होने पर पहली शिकायत ग्राम शिक्षा समिति/ग्राम पंचायत/नगर पालिका/नगर निगम से होगी। देश और राज्य के स्तर पर बाल संरक्षण आयोग को बच्चों के शिक्षा अधिकार की रक्षा करने की जिम्मेदारी दी गई है। मौलिक अधिकार हनन होने पर उच्च न्यायालय में याचिका दायर की जा सकती है। जनहित याचिका भी दायर की जा सकती है।

स्थानीय प्राधिकारी की भूमिका व कार्यदायित्व

निःशुल्क और अनिवार्य बाल शिक्षा का अधिकार अधिनियम 2009

उत्तर प्रदेश निःशुल्क और अनिवार्य बाल शिक्षा का अधिकार नियमावली 2011

शिक्षा अधिकार कानून 2009 में स्थानीय प्राधिकारी से तात्पर्य जिला परिषद, ग्राम पंचायत/नगर निगम/नगर पालिका/नगर पंचायत से या स्कूल पर प्रशासनिक नियंत्रण रखने वाली किसी अन्य निकाय से है। नियमावली के धारा 4-3 के अनुसार स्थानीय प्राधिकारी से तात्पर्य ग्राम पंचायत/नगर निगम/नगर पालिका/नगर पंचायत से है।

स्थानीय प्राधिकारी की भूमिका व कार्यदायित्व

- हर बच्चे को मुफ्त और अनिवार्य बेसिक शिक्षा की उपलब्धि सुनिश्चित करेगा। (कानून-9.क)
- अपने कार्य / अधिकार क्षेत्र के भीतर आने वाले प्रत्येक बच्चे के दाखिले, उपस्थिति और बेसिक शिक्षा को पूरा कराने की प्रक्रिया का अनुश्रवण करेगा। (कानून-9.ड.)
- स्थानीय प्राधिकारी अपनी सीमा क्षेत्र के स्थित प्रत्येक बस्ती के लिए पड़ोस के किसी स्कूल को चिन्हित करेगा जहां बच्चों को प्रवेश दिलाया जा सके तथा उस बस्ती हेतु चिन्हित स्कूल की जानकारी को सार्वजनिक करेगा। कक्षा 1 से 5 तक के बच्चों हेतु किसी बस्ती के 1 किलोमीटर की परिधि में कोई विद्यालय नहीं है तथा न्यूनतम आबादी 300 है तो उस बस्ती में स्कूल की स्थापना कराना। कक्षा 6 से 8 तक के बच्चों हेतु किसी बस्ती के 3 किलोमीटर की परिधि में कोई विद्यालय नहीं है तथा न्यूनतम आबादी 800 है तो उस बस्ती में स्कूल की स्थापना कराना। (स्पष्टीकरण:-इस नियम के प्रयोजनार्थ पद 'राज्य सरकार द्वारा प्राधिकृत समिति' का तात्पर्य उत्तर प्रदेश बेसिक शिक्षा अधिनियम, 1972 की, यथास्थिति, धारा-10 या धारा-10 के अन्तर्गत स्थापित समिति से है, जोकि ग्राम शिक्षा समिति/वार्ड शिक्षा समिति है।)
- उपरोक्त मानक के अनुसार किसी बस्ती में स्कूल कर स्थापना कराना संभव नहीं है तो ऐसे क्षेत्र के बच्चों के लिए निःशुल्क यातायात, आवासीय सुविधा उपलब्ध कराना। निःशक्तता से ग्रस्त बच्चों के लिए समुचित एवं सुरक्षित परिवहन व्यवस्था कराने का प्रयास करेगी। इन बच्चों को निःशुल्क विशेष शिक्षा, सहायक सामग्री एवं उपकरण भी निःशुल्क उपलब्ध कराये जायेंगे। स्थानीय प्राधिकारी समस्त बच्चों (दूर के क्षेत्र के बच्चों, निःशक्तता से ग्रस्त बच्चों, साधनहीन वर्ग के बच्चों, कमजोर वर्ग के बच्चों सहित) का जन्म से 14 वर्ष की आयु प्राप्त होने तक का सर्वेक्षण के माध्यम से रिकार्ड रखेगा। प्रत्येक बच्चे के नामांकन, उपस्थिति एवं प्रारंभिक शिक्षा पूरा करने को सुनिश्चित करने का अनुश्रवण करेगा।
- आधारभूत संरचना प्रदान करना जिसमें स्कूल भवन, शिक्षकगण एवं सीखने के उपकरण भी शामिल हैं। (कानून-9.च)
- स्कूल बाहर बच्चों को स्कूली शिक्षा से जोड़ने के लिए खण्ड 4 के अनुसार बच्चों को विशेष प्रशिक्षण सुविधा प्रदान करना। (कानून-9.छ)
- अनुसूची में बतलाये गए मानकों के अनुसार अच्छी गुणवत्तापूर्ण बेसिक शिक्षा की पूर्ति सुनिश्चित करना। (कानून-9.ज)
- समस्त बच्चों का चिह्निकन दिनांक 31 मार्च तक प्रत्येक वर्ष करेगा। प्रवासी परिवारों के बच्चों का दाखिला सुनिश्चित करना। स्थानीय प्राधिकारी यह सुनिश्चित करेगा कि उसकी अधिकारिता के अधीन विद्यालयों में नामांकित समस्त बच्चों के नाम प्रत्येक विद्यालय में सार्वजनिक रूप से प्रदर्शित हो।
- स्थानीय प्राधिकारी यह सुनिश्चित करेगा कि विद्यालय में किसी बच्चे के साथ जाति, वर्ग, धर्म अथवा लिंग आधारित दुर्व्यवहार या भेदभाव न किया जाय। स्थानीय प्राधिकारी यह सुनिश्चित करेगा कि कक्षा में, मध्याह्न भोजन के दौरान, खेल के मैदानों में, सामान्य पेयजल एवं प्रसाधन सुविधाओं के प्रयोग में एवं प्रसाधनों अथवा कक्षाओं की सफाई में कमजोर एवं साधनहीन वर्ग के बच्चों के साथ कोई विभेदकारी अथवा अलगाववादी व्यवहार न किया जायें।
- बेसिक शिक्षा हेतु समायोजित तरीके से पाठ्यक्रम और अध्ययन के विषय निर्धारित करना। (कानून-9.झ)
- शिक्षकों के लिए प्रशिक्षण सुविधा उपलब्ध कराना। (कानून-9.ञ)
- अपने अधिकार क्षेत्र में आने वाले पड़ोसी स्कूल के परिचालन का अनुश्रवण करना। (कानून-9.ट)
- शैक्षणिक सत्र निश्चित करना। (कानून-9.ड)
- विद्यालय प्रबन्ध समिति द्वारा बनायी गई स्कूल विकास योजना, उपयुक्त सरकार अथवा स्थानीय प्राधिकारी द्वारा बनाई जाने वाली योजनाओं और दिए जाने वाले अनुदानों का आधार होगी। (कानून 22-2)

शिक्षा अधिकार के हटन की स्थिति में कोई व्यक्ति शिक्षा अधिकार कानून 2009 के धारा (32.1) के अनुसार स्थानीय प्राधिकारी से शिकायत कर सकता है। परन्तु उत्तर प्रदेश की नियमावली 2011 के अनुसार शिकायत निवारण के संदर्भ में ग्राम शिक्षा समिति को भूमिका दी गई है। यह असमंजस की स्थिति पैदा करती है।

प्रकाशन



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ऑक्सफैम इंडिया
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India

ग्राम पंचायत विकास योजना में बच्चों की शिक्षा

(हमारी योजना हमारा विकास, सबकी शिक्षा से सबका विकास)

पंचायती राज अधिनियम एवं वित्त आयोग के तहत ग्राम पंचायत को हर साल लोगों की भागीदारी से विकास योजना बनाने का अवसर मिला है। योजना से सामाजिक, आर्थिक, वैयक्तिक एवं संरचनात्मक विकास होना है। विकास के लिए सभी बच्चों की शिक्षा, कौशल विकास, स्वास्थ्य एवं पोषण को सुनिश्चित करना काफी जरूरी है। शिक्षा अधिकार कानून के तहत पंचायत को स्थानीय प्राधिकारी की भूमिका मिली है। इसके तहत क्षेत्र के सभी बच्चों की 8वीं तक शिक्षा पूरी कराने की जिम्मेदारी ग्राम पंचायत की है। इस कानून के तहत हरेक स्कूल की विकास योजना बनती है। स्कूल विकास की योजनाओं से संबंधित बातों को पंचायत की योजना में शामिल किया जाए।

स्थानीय प्राधिकारी की भूमिका व कार्यदायित्व -

- हर बच्चे की 8वीं कक्षा तक की मुफ्त शिक्षा सुनिश्चित करना। प्रवासी परिवारों के बच्चों का दाखिला सुनिश्चित करना।
- बस्ती के एक किलोमीटर के दायरे में प्राथमिक स्कूल और तीन किलोमीटर के दायरे में जूनियर स्कूल की स्थापना करना। ऐसा न होने पर निःशुल्क यातायात की व्यवस्था करना।
- निःशक्तता से ग्रस्त बच्चों के लिए परिवहन व्यवस्था करना।
- समस्त बच्चों का जन्म से 14 वर्ष की आयु प्राप्त होने तक का सर्वेक्षण के माध्यम से रिकार्ड रखना। प्रत्येक बच्चे की 8वीं तक की शिक्षा सुनिश्चित होने का अनुबन्धन करना।
- आधारभूत संरचना प्रदान करना जिसमें स्कूल भवन, शिक्षकगण एवं सीखने के उपकरण भी शामिल हैं।
- स्कूल बाहर बच्चों को स्कूली शिक्षा से जोड़ने के लिए बच्चों को विशेष प्रशिक्षण सुविधा प्रदान करना।
- विद्यालय में दखलेंदगी करना कि किसी बच्चे के साथ जाति, वर्ग, धर्म अथवा लिंग आधारित दुर्व्यवहार या भेदभाव न हो।
- विद्यालय प्रबन्ध समिति द्वारा बनायी गई स्कूल विकास योजना को पंचायत की योजना में शामिल करना।

ग्राम पंचायत विकास योजना हेतु -

- ग्राम पंचायत की तैयारी बैठक करना। बैठक में यह तय किया जाए कि वार्ड मेंबर अपने वार्ड की बैठक की तारीख तय करें। ग्राम सभा की तारीख तय करें। दीवाल लेखन से सभी को योजना बनाने के बारे में तथा बैठकों की तारीख के बारे में बताना।
- वार्ड मेंबर द्वारा अपने-अपने वार्ड में मीटिंग कर समस्या एवं जरूरतों का संकलन करना।
- ग्राम सभा की बैठक करना। बैठक में वार्ड मेंबर द्वारा वार्ड की संकलित योजना को बताना।
- योजना को अंतिम स्वरूप देना।
- योजना का ग्राम सभा में अनुमोदन।

वार्ड बैठक

ग्रामसभा बैठक

शिक्षा समिति की बैठक

ग्राम सभा में अनुमोदन बैठक

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बाल शिक्षा अधिकार कानून के तहत नवीन विद्यालय प्रबंध समिति का 7 से 25 जुलाई 2016 के बीच गठन स्कूल बेहतर की बुनियाद डालें - जनतांत्रिक तरीके से समिति का गठन करें



समिति के गठन की प्रक्रिया

- बैठक में पचास प्रतिशत से अधिक अभिभावकों की भागीदारी कराना।
- अभिभावकों को कक्षावार समूह में बैठाना, बैठक का उद्देश्य व प्रक्रिया बताना।
- बाल शिक्षा अधिकार कानून के बारे में बताना तथा स्कूल विकास में विद्यालय प्रबंध समिति के कार्य और महत्व पर चर्चा।
- बेहतर विद्यालय प्रबंध समिति के और सदस्यों के मापदण्ड पर चर्चा।
- कक्षावार समूह के द्वारा 2 से 4 सदस्यों का नाम प्रस्तावित करना। आधे सदस्य महिलायें हों, वंचित समुदाय से हों, तो स्कूल विकास में सभी की सहभागिता रहेगी।
- प्रस्तावित सदस्यों को अपने बारे में, स्कूल में पढ़ रहे बच्चे के बारे में और स्कूल विकास की जरूरत के बारे में कहने के लिए प्रेरित करना।
- बड़े समूह में आम सहमति से या बहुमत से 11 सदस्यों का चयन करना।

- चयनित सदस्यों के द्वारा गोल घेरे में बैठकर अपने में से अध्यक्ष व उपाध्यक्ष का चयन (1 महिला व 1 पुरुष)।
- चयनित सदस्यों की घोषणा करते हुए गठन की कार्यवाही लिखना और उस पर चयनित सदस्यों का, अध्यक्ष व उपाध्यक्ष का हस्ताक्षर लेना। शिक्षक द्वारा सदस्यों की सूची विद्यालय की दीवार पर पेंट करवाना तय करना।
- विद्यालय प्रबंध समिति की मासिक बैठक का दिन निश्चित करना। कुछ माह बाद समिति के कार्य की समीक्षा के लिए अभिभावकों की सभा तय करना।
- चेतना गीत एवं सभी बच्चों को शिक्षा हक दिलाने का संकल्प लेना।



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बाल शिक्षा मंच, उत्तर प्रदेश

शिक्षक साधियों से अपील

विद्यालय प्रबंध समिति के बेहतर गठन और सक्षमता से
स्कूलों का विकास और शिक्षा व्यवस्था में सुधार

प्रिय साधियों

सभी बच्चों को गुणवत्तापूर्ण शिक्षा मिल जाने के प्रयासों में शिक्षक कोष में हैं। परन्तु शिक्षा-तंत्र में शिक्षकों को निम्नलिखित पापदान पर रखा गया है। उन्हें निर्णय शक्ति और नियंत्रित किया जाता रहा है। नियंत्रण और अविश्वास पर आधारित कोषित व्यवस्था में शिक्षकों की सक्षमता व मनोबल की स्थिति गिर रही है। इन सब के परिणामस्वरूप सरकारी स्कूलों में बच्चों की संख्या में गिरावट आ रही है। कुछ राज्यों में तो बच्चों की कमी के कारण स्कूल बंद किया जा चुके हैं। इन सब का फलस्वरूप निजी स्कूलों का मिल रहा है जहाँ बच्चों को संख्या तेजी से बढ़ रही है।

सरकार व्यवस्था में व्यापक बदलाव लाये बिना सुधार लाना चाहती है। इस कर्म में शिक्षकों में आंतरिक कमियाँ दूर करने के बजाए, उन्हें अनदेखा करने का प्रयास होता है। इस कारण से सहभागिता को बढ़ावा नहीं दिया जाता है। ऐसी बैठकें नहीं आयोजित होती हैं जिसमें सभी प्रत्यक्ष और संस्थाओं को समझ और सामूहिक समझ से कार्य को बढ़ावा मिले। इन हालातों में शिक्षा में व्यापक बदलाव की मांग लगातार उठने की जरूरत है। यह कहाँ से और कैसे उठ सकती है। विद्यालय प्रबंध समिति को माध्यम से इसकी शुरुआत हो सकती है।

बेहतर शिक्षा की मांग जब समाज से उठ कर राजसत्ता तक जाती है तो बच्चों की शिक्षा को लिए पर्याप्त संसाधन व समुचित व्यवस्था संभव हो पाती है। इनारे देश में इसकी कमी रही है। विद्यालय प्रबंध समिति के माध्यम से अभिभावक व शिक्षक ऐसी परिस्थितियाँ बना सकते हैं कि समाज शिक्षा प्रणाली की तरफ बढ़ना संभव हो पाये तथा इसके लिए पर्याप्त संसाधन उपलब्ध हो पायें।

अतः सभी शिक्षक साधियों से अपील है कि पुनः पूरे उत्साह व विश्वास के साथ विद्यालय प्रबंध समिति के गठन को शासनादेश को अनुसार बढ़ावा दें। कोरम की साथ और जनतांत्रिक तरीके से गठन करें। कमजोर वर्ग को माल-पिछा को बाल शिक्षा अधिकार कानून से अवगत कराएँ और समिति की प्रक्रिया में भागधार होने का पूरा अवसर दें।

इस सभी विद्यालय प्रबंध समिति गठन के कार्य को एक ऐतिहासिक अवसर के रूप में लें जिससे कि पूरी शिक्षा व्यवस्था को बेहतर की संभावना बने।

निवेदन

बाल शिक्षा मंच के सदस्य संगठन व अभिभावक समिति/विद्यालय प्रबंध समिति के सदस्य

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अभिभावकों को आमन्त्रण-पत्र

विद्यालय प्रबंध समिति के गठन हेतु

शिक्षा अधिकार कानून के तहत स्कूल में विद्यालय प्रबंध समिति का गठन होना है। इस समिति में स्कूल में पढ़ने वाले बच्चों के 11 अभिभावक, जिसमें 6 महिलाएं सदस्य के रूप में चुने जायेंगे। यह समिति हर एक माह स्कूल में बैठक करके स्कूल की बेहतर की लिए काम करेगी। समिति सदस्य बनने के लिए या समिति सदस्य चुनने के लिए आप इस बैठक में अवश्य आएँ। अतः आप से अनुरोध है कि दिनांक . को, बजे स्कूल में उपस्थित होकर समिति का गठन कराएँ।

प्रधानाध्यापक

हस्ताक्षर

मोहर

नोट: समिति के गठन की बैठक में कम से कम आधे अभिभावकों की भागीदारी जरूरी है।

सौजन्य से : लोकमित्र

5. Audited Financial Report

Awaited

6. Brief Profile of LOKMITRA

Name of the organization	LOKMITRA
Registered Address and Current Postal Address	B-62 Anand Nagar, Raebareli, Uttar Pradesh, 229001
Phone	0535 2200908, 9415071246
Email	lokmitra.rajesh@gmail.com
Website	www.lokmitra.org.in
Society Registration No.	Society Registration Act 1860, UP at Lucknow. Reg. No. 2457, 9th January 1998, Renewed on 9 th Jan 2013 with renewal number of 651-2013-2014
FCRA Number & Year of FCRA Registration	FCRA No. - 136670019 , 30 July 2001
FCRA Bank Account Number	00520100005626, Bank of Baroda, Branch Code No. 00520, BARBORAEBAR
Income Tax Registration No. under Section 12A	58-59/85/98-99/TK/LKO DATED 11/01/1999
PAN (Permanent Account Number)	AAAAL0650J
TAN Number, if available	LKNLO5186J
EPF	UPLKO0041392000 01 Aug 2007

Vision and mission

Vision of LOKMITRA is people centered development. We envision a social change process where weaker sections of society get full opportunity to set the agenda and course of action for their overall development. Such a process will be characterized with socio-economic as well as gender equality and justice. There will be respect for ecological balance & sustainable development.

Mission is to make governance & administration of the state participatory, accountable & effective and bring improvement in basic education, health & livelihood, especially for the interest of children, women and other weaker section of the society.

Lokmitra strives desires for a world where all communities grow through such a collective process of learning that is filled with humane feelings. There should be affirmative action for people discriminated on the basis of gender, caste, region, culture. Children are our assets for building a better society.

Objectives of the organization

Ensure the right of each child to learn and develop through public education system by promoting improvement in Elementary Education System of Uttar Pradesh. Towards this engaging with public education system (from school to state level) in multi pronged and multi level manner, generating effective ideas and practices for systemic improvement.

Provide for education and other support to out of school children and those of deprived community so that they are able to get mainstream education of at least higher secondary level.

Promote inclusive and sustainable development.

LOKMITRA intends to further intensify its effort through supporting ongoing process and improving the quality of intervention. LOKMITRA has been taking its Ideas & Practices to other NGOs of Uttar Pradesh and a few other states. Same needs to be pursued further in systematic manner so that emerging praxis is put to larger use, improving the prospect of larger change.



