

SHIKSHAK SAMAKHYA

TEACHER EMPOWERMENT PROJECT

PERCEPTION TO PRACTICE



STATE COUNCIL OF EDUCATIONAL
RESEARCH & TRAINING,
MADHYA PRADESH, BHOPAL
&
UNICEF

For CHE
JN 27/4/76

*James Grant with
UNICEF Officers and
children at Dhar*



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&
dream

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TEACHER EMPOWERMENT PROJECT

(SHIKSHAK SAMAKHYA IN MADHYA PRADESH)

INTRODUCTION : Primary Education in Prime Focus

The World Conference on Education for All in Jomtien (Thailand) 1990 and the Delhi Declaration, 1993 declared four major goals to meet Basic Learning Needs and agreed to evolve a frame-work for action for these needs in the contexts of the goals. The major goals set in Jomtien were—

- (a) Expansion of Early Childhood Care and Development activities.
- (b) Universal Access and Completion of Primary Education.
- (c) Halving the present Illiteracy Rate, and
- (d) Providing Continuing Education for All.

2. Primary Education is considered to be CUTTING EDGE of development. The Teacher Empowerment Project envisages to intervene in the system of education through the empowerment of teachers for using Primary Education as a powerful agent of transforming not only the state of Primary Education in Madhya Pradesh but also bringing about social transformation. The project is also purported to evolve such a methodology through which the teacher community of the State might become autonomous and self

reliant in order to revolutionise the scenario of the Primary Education in the State. This is the first project of its kind in which the prime focus is on TEACHER, with the belief that if the teacher is motivated, encouraged and reassociated with the ancient glory and confidence, the entire process of education will get transformed with better access, more enrolment and higher levels of achievement.

3. MADHYA PRADESH AND PRIMARY EDUCATION

The present State of Madhya Pradesh was formed on 1 November, 1956. It has 5 major linguistic regions with 45 revenue districts and 54 education districts. There are 459 Development Blocks of which 174 Blocks belong to the Tribal Welfare Department. There are 76,333 Villages and 106291 habitations in the State. The population of the State according to 1991 census is 66.6 million. Thus it is the largest State in the Country in terms of its geographical area.

4. The State is one of ten educationally backward States in the country. According to 1991 census, only 43.45 percent of the population is literate of which the female literacy rate is 28.39 and male literacy rate is 57.53 percent. The State is covered by a wide network of 66849 Primary Schools, 13977 Middle Schools (Upper Primary Schools) and about 5000 High and Higher Secondary Schools. The Fifth Education Survey reports that a Primary School is available in the State at every one km. distance covering 93% of the rural population. At present there are about 18,000 villages/hemlets which do not have primary school facilities at all. The State is also running 340 Non-formal Education Projects with about 34,000 Centres. The

enrolment in the primary schools is reported to be 83.86% of which there are 98.28% boys and 69.04% girls. The drop-out rate from classes I-V is reported to be nearly 34%

5. There has also been an increase in the population of School teachers and most of the schools which were earlier single teacher schools, have now been strengthened as two teacher schools. A large number of teachers (about 31%) are untrained. There are hardly 10% of school buildings which have 5 class-rooms. Most of the schools are devoid of teaching aids such as Charts, Posters, Drawing Materials, Blackboards, Crayons/Chalk etc. and where these things are available most of the teachers either do not use them or they are not trained how to use them. The common practice in schools is to begin with alphabet and numerals with minimum use of play-way activities and child centred teaching learning materials.

6. The training of teacher has a very high importance in the Education System of the State. There are 50 Elementary Training Institutes of which 45 are District Institutes of Education and Training. They conduct a two year certificate course in education at the pre-degree level. Besides the institutional training system there have been short term training and orientation courses known as The Programme for Mass Orientation for School Teachers (PMOST), Operation Black-board (OB) training Courses and other subject-wise inservice Courses held from time to time.

7. In spite of the expansion in education facilities, the Universalisation of Primary Education continues to be a dream and there is still a large section of school going children which either does not go to the school or for whom

the facilities of schooling are yet not available. The teachers are the basic link between the school and the children in the community. As most of the parents are themselves illiterate and uneducated, the teacher assumes an important role to establish the link between the school and the children. With this powerful role of a teacher in mind, it was imperative to EMPOWER TEACHERS with suitable teaching-learning skills, essential classroom materials, teaching aids, enrichment of content areas and classroom management skills in order to ensure that effective and efficient learning takes place in Classrooms with more activities and better approaches. The constitutional commitment of providing Elementary Education to all children between 6-14 age groups would be fulfilled only by promoting various resources available in the State. The teacher is the most significant human resource and there are about two hundred fifty thousand teachers working at the elementary stage in the State. If their potential is positively utilised and they are empowered, the cherished goal of Universalisation of Primary Education by 2000 AD will not be an impossibility. With this concept in mind the Teacher Empowerment Project (Shikshak Samakhya) was launched in the year 1992 with specific targets of empowering teachers and for it the project set the following objectives.

8. OBJECTIVES OF THE PROJECT

- i) To develop a comprehensive strategy for achieving the goal of Universalisation of Primary Education by 2000 AD in the State.
- ii) To ensure that all children are enrolled and complete their five year primary education attaining the specific Minimum Levels of Learning in each subject at each standard.

- iii) To develop and try out a core set of activities in order to build up capacity and confidence amongst teachers.
- iv) To launch the project initially in development blocks of five selected districts and then to expand it in all the districts of the DPEP and the rest of the districts of the State phase-wise.
- v) To create synergetic relationships and linkages with other institutions devoted to UPE, EFA and TLC etc.
- vi) To Co-ordinate with the Department of School Education, Government of India, Rajiv Gandhi Shiksha Mission of the State and the UNICEF for initiating, expanding and evaluating the project.

9. TEACHER EMPOWERMENT AND SOME BASIC ASSUMPTIONS :

The Shikshak Smakhya Project has been developed for the empowerment of teachers in order to create their positive interventionist role for the quality of Primary Education in the State. Shikshak Smakhya means '**An Equal Say of Teachers**'. The project is one of the most unusual approaches to the renewal and revival of the school system through a radical process of teacher training. The dysfunctional system has to be made functional and classrooms have to be bright, colourful, attractive, educationally functional suiting to the learning needs and interests of children. The project is built upon the following assumptions:

- (i) Every individual teacher is responsible for the teaching/ learning environment of his/her

classroom.

- (ii) Teachers have the potential to make schools beautiful and learning interesting.
- (iii) Teachers get highly motivated if they are involved in decisions effecting their training and teaching. If they prepare and use their own teaching/learning materials, they develop greater confidence in themselves, discover suppressed talents and gain recognition from their peers, the children they teach, and the local community.
- (iv) Peer support and awareness of new ideas are important for any profession and particularly important for teachers working in isolated and difficult circumstances.
- (v) Communities support their schools and teachers only when they see that their children are enjoying the experience and learning something worthwhile.
- (vi) Practising, successful, enthusiastic teachers are the best people to train other teachers and to mobilise community resources.
- (vii) Teachers can do their best under any circumstances if they experience professional satisfaction, administrative support, settlement of their financial matters and redressal of other problems and recognition from the govt. and the community.
- (viii) It is only highly motivated school teachers, who can motivate primary school teachers. Hence a trainer is not supposed to belong to any training institution necessarily.

- (ix) High quality, low cost approaches are necessary if an innovative approach is to be sustainable in the Indian context.

10. PROBLEM IDENTIFICATION AND FORMATION OF A CRITICAL MASS :

There is a need to develop quick Assessment techniques and utilize microplanning and other techniques to identify the magnitude of the various facts or dimensions of the problems in the area of primary education.

- (i) Building consensus on the priority problems that have been identified so that all agree on the magnitude and the proximate, underlying and basic cause of these problems.
- (ii) Building up a 'critical mass' of committed officials and teachers within the department for implementation of the project. This becomes an essential requirement to ensure that the educational innovation is properly implemented and continued over time.
- (iii) An immediate priority for the project is to design, develop and establish a system of assessment of levels of achievement based on the accepted Minimum Levels of Learning. The testing and measurement is being done in a phased manner in the project areas.
- (iv) Formation and implementation of a communication plan for advocating and building up a supportive environment for primary education at the village, block, district and state levels. Involvement of political,

religious, tribal and other leaders as allies supporting and advocating the cause of primary education. The Panchayati Raj System has been established in the state by elected representatives at the village, Block, Sub-district and District levels. This is a major intervention in the project in order to mobilise community support for schools in their respective areas.

11 STRATEGY :

(I) Access to primary Education :

A Comprehensive Approach :

The TEP is being used as an effective device of environment and capacity building in order to mobilise human and material resource available in the community as well as in the system. The TEP has made a positive intervention in strengthening the existing school system by creating favourable attitude of the community, teachers, parents and administrators towards access to education for all children irrespective of caste, creed and beliefs. TEP is also a significant strategy of linkages between ICDS Aanganwadis and primary schools, between Non-formal education system and the Formal system, between mass communication media and mass education. The TEP strategy has also emerged as a powerful approach to providing facilities of primary education especially to girls and children living in difficult areas. While access has been improved, the drop-out rate is considerably lowered and retention rate has been encouragingly improved. The achievement level of the learners in TEP areas is very encouraging and schools are becoming centres of friendly

learning, co-learning and participatory learning with sharing of experiences, resources and activities. Thus TEP is a very strong intervention of not only access but of Gross-Enrolment Rate (GER), Gross Retention Rate (GRR) and Gross Achievement Rate (GAMR).

(ii) Making the System Work :

The second essential strategy of TEP is to make the existing system work more effectively, using the existing cadre of teachers and administrators, buildings and administrative infrastructure, rather than create a new or parallel system.

Allied to this is the planned strengthening of the teaching support networks and administrative infrastructure, through building up of a "critical mass" of teachers within each cluster and block, so that there is commonality of purpose and interaction as professional colleagues, rather than hierarchies defined by status.

Motivation of teachers to make a commitment to children and to excellence in their teaching, and to take pride in their own work and the achievements of their pupils and their colleagues are at the core of the TEP strategy.

(iii) Improvement of the Quality of Education

The third major strategy of the TEP is improving the Quality of Primary Education. National policy on Education 1986 has laid great stress on learners' achievement. Education for All does not mean merely involvement and regular attendance of the learners in schools. The basic objective of joining educational institutions/ centres is to learn. Unless learning of the quality and nature nationally accepted, takes place mere attendance in educational

institutions/ centres has no meaning. The project will pay particular attention on improving the quality of education. While the measures suggested in the other sections are designed to take education to everybody or to bring everybody to education, the emphasis is on ensuring quality education for all children in the existing schools.

For improving quality of education the following programme and measures have emerged from the above strategy.

12. PROGRAMMES

- (i) ***Building*** : An attempt is being made to ensure that there are at least two classrooms in each school.
- (ii) ***Classroom improvement*** : Attempts are made to ensure that all the necessary repairs are completed through the funds made available from the regular programmes.
- (iii) ***Material & equipment*** : Teachers are encouraged to utilize the equipment provided to them under various projects. In addition, teachers are supported and encouraged to prepare their own low cost materials.
- (iv) ***Availability of Textbooks*** : Efforts are made to streamline the distribution and availability of textbooks in schools within a month of the reopening of schools.

MAKING CLASSROOMS ATTRACTIVE :

An important aspect of the project is to make the existing classrooms colourful and attractive. The teachers

alongwith the students make their classrooms colourful and attractive by painting stories from the textbooks on the walls, preparation and display of a large number of relevant and useful charts, painting a blackboard on the four walls of the classroom from ground level to a height of 3 feet, preparation of a "cloth board" and a "pocket board" and so on. The school and district authorities have decided to paint the classrooms in a distinctive pink colour to give the school a proper identity. Further, as each school is becoming a "Child Friendly School", on the outside of the school, the words : "Bal Mitra Shala" is written alongwith the name of the project.

13. CONTENT OF EDUCATION

- (i) **Learning Milestones** : Within the framework of the prescribed Minimum Levels of Learning and the given textbook, to work out a monthwise detailed curriculum adapting the content to suit local needs.
- (ii) To support the teacher and to provide a sort of guide to the teacher in enabling him/ her to transact the curriculum in the classroom, Teacher's Handbook are being developed for each class based on the Learning Milestones developed. A suggestive list of activities and teaching aids and their use in the classroom is also provided.
- (iii) A small amount of Rs. 200 to Rs. 500 per class per year is provided to schools directly. The teacher and his/ her headmaster/ headmistress directly purchase the raw materials that are required for the preparation

of various teaching aids. A suggestive list of raw materials for preparation of teaching aids is also provided. This amount also includes funds for preparation of colourful walls and blackboards for children.

- (iv) In addition, a large number of teaching aids are prepared. To support the teachers, outlines of pictures, words/ alphabet are printed and distributed in schools.
- (v) **Worksheets** : Developing a range of worksheets for students which cover the entire syllabus in the subjects of mathematics and Hindi.
- (vi) **Improving quality of textbooks** : The present Hindi and mathematics textbooks need to be revised and based on new methods of language teaching and learning and realistic assumptions of basic arithmetic Skills.
- (vii) Textbooks for non-formal education and alternative centres need to be developed.
- (viii) Supplementary reading materials and teaching learning materials also need to be developed in order to reinforce further learning.

14. PROCESS OF TEACHING-LEARNING

- (i) **Child centred learning** : Given the vast number of single teacher and two- teacher schools in the state, multigrade teaching learning continues to be the main form of the teaching- learning process. Towards this end,

suitable materials are developed and teachers are equipped to support this process.

(ii) ***Use of local environment*** : All the materials, student activities inside and outside the class are drawn upon the local environment.

(iii) ***Moving away from rote learning*** : The project lays an important value on the participative process for involving students in their own learning through questioning, inquiry, search in an atmosphere where the student and teacher become equal partners. '

(iv) ***Monitoring classroom process and curriculum transaction*** : Innovative methods for assessing the teaching learning process in the classroom are evolved and systematized. Observations, recordings and work done by the students, activities conducted and issues raised and queries generated are some of the key indicators of what is happening in the classroom.

15. LEARNERS EVALUATION

Continuous comprehensive evaluation : The learning Milestones that are developed are so organised that they provide the key indicators in an operationalized form to provide easy and reliable information about the progress of each child at critical learning junctures.

16. TRAINING APPROACH : ONE DAY WONDERS

(i) Consistant with the assumptions above,

training is done by teams of practicing teachers. It is completed in intensive blocks depending largely on the numbers involved.

- (ii) The sequence of activities at the initial orientation training sessions has been evolved by careful refinement over a relatively short period of time but with an enormous cumulative experience.
- (iii) Initially using spaced training days, the programme has evolved so quickly and expanded so rapidly in response to demands for training, that it has been refined and condensed, so as to use a concentrated block of only one extended day; repeated according to the numbers involved, so as to enable sufficient time for activities which require teachers to make classroom teaching aids and to work in groups of manageable size to facilitate interaction.

During the initial training, emphasis is placed on the following components :

- * Immediate participation of all teachers through activities which encourage interaction and break down inhibitions;
- * Sitting on the floor to reinforce equality among participants;
- * Constant interaction with pictures, actions, dance and song to provide a multi-sensory input to demonstrate the teaching of each component of Class I Programme.

- Visibility of the training and the changed school appearance so that the local community can appreciate the transformation and the enthusiasm of the group;
- Extensive use of songs, riddles, dancing, play activities involving all participants, going through all the Class I themes, such as numbers, letters, family, spatial concepts (eg. the circle), colours, parts of the body, country, fruit and other things to eat, names of children, transport, directions etc. based on Minimum Levels of Learning.
- Step-by-step guidance and demonstration for transforming the classroom of every teacher. Great importance is attached to the preparation of the environment of the classroom (blackboard wall painted surface from floor to 3' height around the room; bright painted pictures and colours above the blackboard creating light, attractive walls and ceilings; strategic placement of teacher's blackboard, pocket board, cloth wall panels for attaching cotton- wool backed cut- outs of numbers, words, letters, objects, animals etc.). This transformation immediately creates a new environment in which children can learn;
- "Testimonials" of experiences by members of the training teams to give their honest impressions of what had happened, in terms of children's colleagues, parents, and community's responses when they adopted the approach;
- Pledged commitment by all present to make it all happen, as captured in some of the songs;
- Participant's comments and commitments;

Follow-up expectations, contacts, resources and plans.

These programmes are repeated after a few months with varying content depending on the progress of the project activities.

17. OTHER SUPPORT TO TEACHERS :

- (i) Monthly in-service meeting for all concerned teachers in a school cluster area (Resource Centre) to focus on the learning outcomes to be achieved during that month and prepare the necessary teaching aids and develop activities for more effective and enjoyable teaching- learning in the classroom.
- (ii) Frequent interaction opportunities are provided to exchange views and experiences which have to be result-oriented.
- (iii) Educational tours and visits within and outside the state/ country are organised to see and experience the innovative programmes of primary education which have a direct bearing on improving the implementation of the project.
- (iv) Participation in district and state level workshops, exhibitions and seminars are other activities for enhancing the capacity of the officials and teachers.
- (v) ***Newsletters at state, district and block levels*** : An effort is being made to support the development and regular publication of newsletters focussing on the project activities

especially those of teachers and children. This acts as a forum for teachers which is an attempt to acquaint them with the latest techniques of teaching and learning, along with innovative practices.

- (vi) DIETs are being strengthened to provide academic and continual support to the officers and teachers at the block, resource centre and school level.
- (vii) Academic support groups are being set up in each block to supplement the existing inspection system. Interested and capable teachers/ head-teachers from the area are selected and provided necessary training for this purpose.
- (viii) Teachers and officers are supported and encouraged to undertake innovative projects aimed at improving the quality of schools and teaching aids as well as improving the quality of teaching- learning in the classrooms.

18. STRENGTHENING THE ADMINISTRATIVE AND SUPERVISORY SYSTEM

- (I) Strengthening and implementing administrative policies and instituting suitable changes in procedures to support officers and teachers in areas such as transfers, promotions, leave, advances against provident fund etc. resulting in the speedy settlement of teacher's grievances.
- (II) Officers are supported to develop a system for regular monitoring of teacher service

conditions within an agreed time frame. The District Collectors are involved in monitoring this aspect of the programme.

- (iii) Strengthening the supervisory system and making it more effective for providing supportive supervision to the teachers rather than the present inspection system which is largely a fault finding device.
- (iv) Providing the supervisory staff with new skills for undertaking academic guidance for teachers and equipping them with suitable skills for effective monitoring of the project along key indicators.

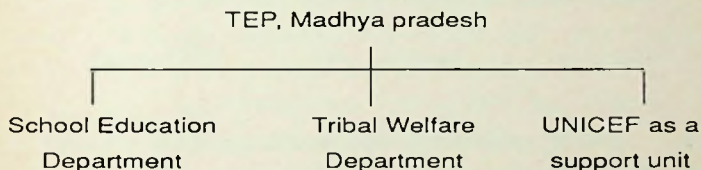
19. CONVERGENCE OF PROGRAMMES

- (i) Where problems of vicious circle of poverty prevents parents from sending their children regularly to school, attempts are made to provide revolving funds for self-help groups to develop and support cooperative processes in coordination with other programmes.
- (ii) The non-educational and other educational programmes of the tribal department are coordinated to support the educational processes in these blocks and villages and families.
- (iii) Supportive to formal primary education and vice-versa, close linkages are being established with the ICDS and TLC programmes. In both these programmes efforts are made to develop similar strategies

which in turn would support primary education. All these activities are done in collaboration with the Department of Women and Children welfare and the Rajiv Gandhi Shiksha Mission of the state.

20. RESPONSIBILITIES

The project has developed a three-tier system of sharing responsibilities:

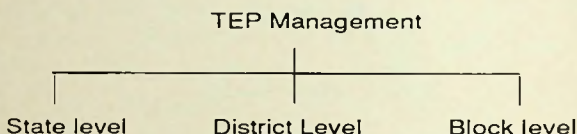


21. In Madhya Pradesh School Education System is decentralised and operated through two major State Government Departments. Out of 459 Development Blocks, 174 Blocks are under the sub-plan area with the tribal Welfare Department and the entire school education system of this area is managed by the Tribal Welfare Department. Both the Departments work in functional cooperation, coordination and mutual consonance for the project. Providing administrative and academic supports, developing Plans of Action, establishing linkages, constructing school buildings and maintaining them, producing-learning materials, supervising teaching learning activities and supporting the project activities are the major functions of both the Departments in consultation with the UNICEF. The UNICEF provides financial support and other Resource inputs to both the departments. The UNICEF Assistance is result and achievement oriented with a decentralised approach. With all these three responsible

units of the project, there is an inbuilt dissemination system which invites and attracts the NGOs, Panchayati Raj Institutions and the local community to participate in the project with the skills and resources at their command.

22. PROJECT MANAGEMENT

The project has also developed a three-tier system of management. :



23. The state level Management is basically responsible for the convergence of programmes and activities conducted by various departments under TEP. The School Education Department, Tribal Welfare Department and the UNICEF work in mutual collaboration and consensus. They draw state level plans of action and develop implementation and operationalisation strategy in order to provide adequate guidelines about the scope and aspirations of the project. The District level and Block level systems are also made to work in collaboration in order to provide facilities, opportunities, necessary support, guidance and monitoring system to the project areas.

24. PROJECT REVIEW-CUM-COORDINATION COMMITTEE.

The Review-cum-coordination committee has a four-tier system-(i) State level (ii) District level (iii) Block level and (iv) Village level. The state level committee is constituted under the chairmanship of School Education

Secretary, the Secretary Tribal Welfare Department, Commissioner Tribal Development, Commissioner School Education, Director Rajiv Gandhi Shiksha Mission, five District Co-ordinators, representatives of Social Welfare, Women and Child Welfare Developments, Panchayat and Rural Development Departments are its members along with the Representatives of the UNICEF, Government of India and the NCERT. The Director SCERT is its Member Secretary. This Committee is responsible for constituting a Task force to formulate policy guidelines and to create a positive support, coordination, monitoring and project evaluation system at the field level. The District, Block and Village level committees are responsible for creating an effective support system for the operationalisation of the Project at various levels with mutual consultation and coordination of the various Development Departments working at all these three levels. The village level committee named as VEC (Village Education Committee) receives special focus because it is responsible for motivating Panchayat functionaries, parents, teachers, children, community workers for the total coverage of Primary Education in the rural areas with special attention to girls, SC/ST and other backward children.

25. IMPACT OF THE PROJECT IN THE STATE :

The impact of Project is witnessed on almost all sections formal or informal relating to the UPE. The Samakhya approach has been able to revive and reinforce the faith of teachers in their profession. For the first time the teacher community of the state has been approached with the positive intent to harness the talents of teachers. The TEP is therefore known as the project of the teachers, for the teachers, and by the teachers. From the top

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administrative level to the field level primary school, the project has created a culture of co-sharing, co-working and co-learning with better inter-departmental co-ordination and convergence of educational programmes and activities. The project is also known as a process of educational transformation and through it social transformation because it brings about.—

- (i) Trust in teachers
- (ii) Partnership and pledge of the Panchayati Raj Institutions.
- (iii) Cooperation and commitment of Collectors and community
- (iv) Creative contribution of talented teachers and other workers of the community.
- (v) Confidence of kids in learning activities.
- (vi) Administrative assistance to teachers.
- (vii) Political support from all parties and NGOS.
- (Viii) Better coordination and collaboration amongst various development departments.
- (ix) More social and political acceptance as an effective model of the UPE, with better cost-effectiveness, and
- (x) Change in the existing concept of 'school' by making it more child friendly, activity centred and place of attraction for the children, teachers and the community.

26. The TEP has a tremendous impact as the systems of education in other states of the country. Gujrat,

Rajasthan, UP, West Bengal, Maharashtra, Tamilnadu, Assam states have sent their study teams to the project areas and they are highly impressed and motivated after observing the Samakhya activities with their own active participation. The Samakhya Team of the state was also invited to Rajasthan to demonstrate its training model known as 'one day wonders' in one of the districts of that state. In order to further enrich the model, a team of five Samakhya teachers was sent to Australia to study the multigrade system of teaching especially in New South Wales State.

The team visited about a dozen schools, both in rural and urban areas, interacted with university Department of Teacher Training and Director of schools. The Australian Schools, their teachers and teaching aids have validated the concept of Shikshak Samakhya especially in the context of the multigrade teaching with single or two teachers in primary schools. To sum up, it can be said that TEP has now assumed a shape of not only a Movement but of an Educational Revolution through teachers.

27. The other note-worthy feature of the project is a very happy and encouraging co-operation and coordination of Four J's. -Jude Henriques, the State level Unicef Project Officer is a moving soul behind the entire motivational activity of the project. John Rhode, the National Representative of the UNICEF has been very enthusiastic to support the project and the state UNICEF officers. Jim Arvin the Asian Regional Director has been very supportive, and the International Unicef Executive Director late James Grant saw the project as the fulfilment of Gandhian dream in Gandhi's country.

28. OPINIONS

- "Shikshak Samakhya" has to be spread to other parts of the country.

—*Shri Giri,*

Secretary, Govt. of India, Dept. of Education.

- Although an appraisal of TEP is pre-mature, Shikshak Samakhya is emerging as a very cost-effective, efficient, culturally consonant and sustainable approach to UPE in India.

—*Jim Arvin,*

Director, Asia Region.

- Today we are gathered to see progress in freeing people from another form of coloniality. You are liberating children, so that they can acquire knowledge and use the new citizenship that Mahatma Gandhi made possible for them. What you are demonstrating here with your new techniques and new teaching aids, you can accomplish what many people have said 'It is impossible' I congratulate you and I wish you to provide an example for other districts in India and for other countries in the World.

—*Late Dr. James Grant,*

*Executive Director
International office of the UNICEF, New York.*

The Government of M.P. made all the 1649 Primary school of Dhar District 'Child Friendly' with the Shikshak Samakhya Project in a period of less than 3 months. This implied motivating the teachers on a large scale and making complete transformation of the classrooms, an impossible task successfully accomplished.

—*John Rohde*,

UNICEF, India.

29. COMMITMENT TO TEP AT VARIOUS LEVELS :

Chief Minister Shri Digvijay Singh : The Chief Minister of the state has reiterated his faith in Shikshak Samakhya, and appreciated it as a programme of teacher's power for better primary education in the state. In the conference of Chief Ministers held in June 1994, he emphasised the need of expanding the programme in the entire state.

30. SCHOOL EDUCATION MINISTER :

Shri Mahendra Singh

The Minister, after seeing the thrill and enthusiasm among the teachers, feels that the Samakhya activities are the proof of teacher's strength and talent and it should cover the entire state for improving the quality of education and to make learning joyful.

31. STATE MINISTER FOR SCHOOL EDUCATION :

Shri Indrajeet Kumar

Shikshak Samakhya is a project of reviving and

restoring teacher's dignity and respect in the Community.

32. COLLECTORS OF THE DISTRICTS :

The Collectors have started inviting the Shikshak Samakhya teams to their districts with the commitments to providing better facilities for good quality education. They are supporting the schools and the teachers for making the schools colourful attractive and joyful.

33. PANCHAYATI RAJ INSTITUTIONS :

Shikshak Samakhya has also involved the elected representatives of the Panchayati Raj Institutions at all the three levels. The Samakhya is also addressed to the Panchas and Sarpanchas for their active support. During the one day orientation the Panchayat members are so much impressed by the Samakhya Programmes that they have adopted this programme as their own and have pledged to provide financial assistance ranging between Rs. 2000-8000 per annum.

34. ADMINISTRATORS :

The District and Block level administrators have also taken a pledge to support the Samakhya programme by settling teachers, claims and grievances without any delay. The heads of the Institutions have given autonomy to teachers for using innovative techniques and methods under the Samakhya programme.

35. TEACHERS :

The teacher absenteeism in almost all districts covered under Shikshak Samakhya is considerably controlled. More teachers are now regular, functional and active in teaching learning activities through Samakhya programmes.

36. CHILDREN :

The Children enjoy the teaching-learning process very much. They are achieving the minimum levels of learning earlier than the stipulated period for each level. The black board strip on the walls and wall paintings of stories are the most powerful participatory interactions of learning activities. The children are regular in attendance, they love to remain in schools and enjoy learning.

37. The district covered under the Shikshak Samakhya project by December 1994 are Dhar, Jhabua, Panna, Jabalpur, Tikamgarh, Betul, Khargaon, Raigarh, Rajgarh, Guna, Ratlam, Mandsaur, Raisen, Sehore, Chhatarpur, Satna, Rewa, Sidhi, Shahdol, Sarguja, Bilaspur Rajnandgaon and Bastar.

Besides the basic five districts of the TEP, 19 Districts of DPEP are also included in it and now all the 45 districts have to be covered under it with the support of the Panchayati Raj system in the state.

LIST OF MATERIALS FOR PRIMARY SCHOOLS

Card Sheets

Scissors

Gum/Fevicol

Cotton

Card-Board (thin)

Khadi cloth (2 Pieces of 2 Metre each)

Plastic scale

Carbon Paper

Coloured Tissue paper

Marble paper

Cellotape (Small)

Sketch pen

Poster Colour (Small bottles)

Brush

Twine thread (Small bundle)

Chalk (White)

Chalk (Coloured)

Needle

Coloured Pencils (Crayons)

Blades

Seeds

Marbles

Wires

Fused electric bulbs

Broken pieces of glass and

China pots

Flannel

Plastic Cards

Maize stalks

Bamboo sticks

Dry leaves and flowers

Fallen feathers

country-clay

Wax.,





We all are for Samakhyia—Panch and Sarpanch



Panchayati Raj Representatives with Samakhyia pledge papers in their hands



Women at learning in Samakhya Programmes