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LOKSHALA Program

Alternative Vision
for UEE

Bharat Jan Vigyan Jatha
(BJVJ)

THEMATIC PACKET 'E'

LOKSHALA Programme: Alternative Vision of
Universalisation of Elementary Education (UEE)

– Bharat Jan Vigyan Jatha (BJVJ)

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Duplicate

Lokshala Programme

for

*Demonstrating an Alternative Vision for
Universalisation of Elementary Education*

Proposal for Support from
Child Relief and You

May 1999

Bharat Jan Vigyan Jatha

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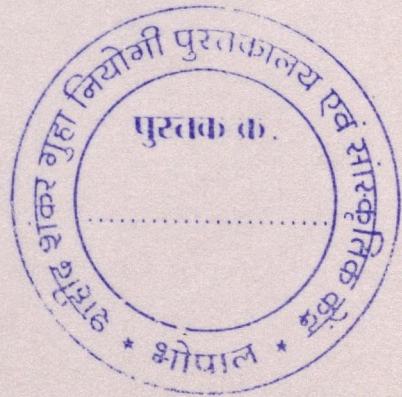
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The Lokshala Programme

THE LOKSHALA PROGRAMME

(Nation-wide Process)

PART A

Concretising Synergy between

Academics and Activists

THE LOKSHALA PROGRAMME
(Nation-wide Process) :
Concretising the Synergy Between
Academics and Activists



LOKSHALA PROGRAMME

Demonstrating an Alternative Vision for Universalisation of Elementary Education

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The Lokshala Process: An overview

People's movement for education-how it began

Bharat Jan Vigyan Jatha (BJVJ), popularly known as the Jatha, is an all-India network of people's science organisations and groups located in different parts of the country. The Jatha was founded in 1991 by the coming together of a large number of voluntary groups working on the issues of environment, health, science popularisation, education, watershed management, energy, appropriate technology, afforestation, rural development, etc. From its inception, the whole process was organised under the chairpersonship of Prof. Yash Pal, the former UGC Chairperson and space scientist, who continues to inspire the network to date with his subtle ways of sharing wisdom and social concern. His contribution to educational policy through the document "Learning without Burden" is a source book of the movement.

The first programme taken up by Jatha was an all-India people's science Jatha carried out between October 1992 and February 1993. The Jatha received financial support from the National Council for Science and Technology Communication of the Department of Science and Technology, Govt. of India for organising the people's science Jathas and the post-jatha activities until March 1995. The 1992-93 Jatha criss-crossed 50,000 villages and several hundred towns and cities in almost all States/UTs of India, carrying the message of social engagement and people's science. This gigantic exercise took us to the islands of Andaman and Nicobar, Lakshwadeep, to the districts of Nagaland, Arunachal Pradesh and Sikkim. In May 1994, nearly a 1,000 activists from all over the country participated in a Marthan Sammelan organised in Delhi. From this emerged the vision of founding development on the bedrock of geo-cultural diversity. This vision is articulated through the Jatha slogan, 'From Kutch to Kohima, from Ladakh to Lakshwadeep'.

The enclosed documents (Nos. 1-3) describe the activities, reflections and the working principles which helped unfold the vision of Jatha during the first phase which ended in March 1995.

Emergence of the Lokshala Perspective

In March 1995, the Central Executive Committee of Jatha met at Itarsi, Madhya Pradesh, to consider the possibility of taking up a thrust programme which would make a significant impact on the national scene. Through an interactive debate over a three-day period, it was decided to organise a programme for Universalisation of Elementary Education (UEE) which aimed at building up an alternative vision of school education by synthesising the rich indigenous experience in this field both

before and after independence. Three major considerations that guided the choice of education as a thrust area were as follows:

i) School education sets the mindset of crores of our children in a hierarchical submissive mould. The attributes such as a questioning mind, courage to dissent and chart a new path or creativity are generally suppressed, rather than being encouraged. This situation holds true as much for the school system as for our homes and communities. Indeed, the entire domain of the adult-child interaction and the adult view of child development makes the child probably one of the most subjugated categories. How this systematic oppression of the child impacts on the entire national life and erodes the potential for social and economic development is an issue that is yet to reach the centre-stage of national discourse. Without altering this situation, change cannot be envisaged in any sector of development. Attempting to transform the school system as part of a people's movement will contribute significantly to all sectors of development by creating an educational environment in our schools and communities around them in which the full potential of each child can unfold. Indeed, the Jatha experience shows that in the extensive interaction with people all over the country, the most commonly felt need was that of good education for children; and this need was particularly expressed by people from the marginalised sections of society. The people's movement for education of children may well be the rallying point for a people's movement in other sectors.

ii) About half of our children and two-thirds of our girls are not going to school today. The aim of Universalisation of Elementary Education cannot be fulfilled without changing the the social and pedagogic character of school education and influencing the related socio-economic factors. This implies that work would have to be necessarily multi-dimensional, rather than being confined to school education alone. How one goes about linking the effort in the educational sector with other issues of social justice and development is a problem that each local voluntary group or organisation would have to work out. The exact route or strategy one chooses would depend on a number of factors, including the local social context and the history of engagement of the group or organisation seeking to catalyse the initiative in education. It is here that the Jatha's vision of geo-cultural diversity, decentralised functioning rooted in community participation as the foundation of social change and development assumes critical significance.

iii) The issue of transforming the social character of education involves re-organisation of the curriculum, both overt and hidden. This would include, amongst other things, work on linking the curriculum with all social and developmental concerns. For this it would become imperative to examine the various contextual issues, beginning from those of local significance and then moving on to the regional and finally to to global concerns. Still more important, is to develop an understanding of how global and regional concerns impact on local concerns and to work out ways to re-instate the primacy of local concerns and their solutions. The pedagogic approach must be such that it enables the children, their teachers and members of the concerned communities to actively reflect upon ways in which such concerns and their inter-relationships influence our daily lives. An exercise of this kind would necessarily persuade the activist group to promote a critical examination of the indigenous, regional and global knowledge systems and involve communities in the task. Looked

at in this manner, the educational intervention is expected to become an exercise in evolving a new epistemological perspective wherein the existing relationship of knowledge with issues of social justice and development would be questioned. This is not an ivory tower exercise undertaken in an alienated intellectual ambience. Instead, it is viewed as a challenge to engage the people, particularly the oppressed segments of society such as children, women, dalits, tribals, other backward social groups and cultural minorities in an exercise of collective reflection and action for gaining social justice and actualising their own development.

The Jatha initiative, known as the Lokshala Programme, emerged out of an in-depth analysis of the colonial history of school education, educational policies pursued since independence and the scores of educational experiments undertaken in the past several decades.

These concerns and ideas are spelt out in a booklet (Document No. 4), which includes a background paper on the policies on education and their impact, as well as a programmatic sketch of the proposed nation-wide process.

Some of the ideas and direction for intervention that have emerged can be stated as follows:

i) There has been continuous attrition of the child's right to education, guaranteed under Article 45 of the Constitution. The government school system is being continuously weakened by creation of layers of school systems within it such as Kendriya Vidyalaya, Navodaya Vidyalaya etc; gross neglect of even basic infrastructure within the schools, creating conditions where even basic teaching-learning cannot take place, designing curricula and evaluation systems that can only lead to pushing children away from schools; dividing the administrative structures into primary and middle stages and providing for a mere one-fifth of primary school children with middle schools. This effectively cuts them off from securing their Constitutional Right to eight years of free and compulsory education. All this has led to less than 7% of our children ever reaching higher education including vocational education. The Lokshala process attempts to generate a people's movement for Education as a Fundamental Right for all children upto the age of fourteen years, including early childhood care and education.

ii) Non-Formal Education, the alternate structure of schooling in force since the National Policy on Education, 1986, by its very design and outlay cannot be rendered equivalent to the formal stream. It has served merely to legitimise child labour and offer extremely limited literacy skills as a sop to children's educational rights. Despite 15 years since the Policy, the number of children who have succeeded in entering the middle school level after the non-formal stream is so low as to be negligible and raises grave doubts on the sanctity and intent of the policy. A great source of concern is the blatant declaration within the policy that the State *cannot* reach all children through the formal stream, hence the non-formal stream is envisaged. This reasoning needs to be challenged by everyone who is committed to children's right to

education. Drawing all children into the formal school system and strengthening it to provide quality education is the Lokshala goal.

iii) Schooling cannot be viewed in isolation of the social context. The education of girls, children with special needs and those from marginalised communities cannot be envisaged without concomitant changes in society. The school is not only a subset of society, but also has the potential to transform society both by demanding changes in society, and preparing children for participating in creating change. The current predominant view that school is only a reflection of society as a gross distortion of the power and potential education has for development and transformation. School thus needs to be viewed as a living symbol of all development, and serve as the developmental centre of the neighbourhood. The Common School System, recommended by Kothari Commission, 1966, wherein all children in the neighbourhood go to the same school needs to be established. The empowered school concept, described in the booklet spells out some basic ideas on change. The existing practice of relying entirely on pre and in-service teacher training alone cannot be expected to bring about change. It is through community-school interaction that teachers can be motivated to fulfil their role as facilitators of child development in a socio-cultural context.

iv) The attempt to transform school education cannot be fulfilled without involvement of higher education in schools. Higher education must accept as part of its research agenda, the responsibility for generation of relevant knowledge base for school curriculum, pedagogy, language, local history, culture, technology etc., and evolve participatory research methods for the generation of this knowledge.

v) School transformation cannot be envisaged without involvement of the community, and within it, those from the marginalised sections, particularly women. Any intervention process, must therefore begin with intimate engagement with the community, leading to a dialogue between them and those in school system, and gradually resulting in ever-increasing role of the marginalised community in decision making and control of the school system. It has been seen that parents of children who are not yet in school and parents of children who are in danger of being pushed out of the school system have been most active in intervention processes in schools as they have the greatest vested interest. These sections will therefore constitute an important part of community involvement. The pedagogy and path of change envisaged is described in figure 1.

vi) The education of the girl child cannot be envisaged in isolation of the empowerment of women and without challenging the patriarchal societal structures. It is only when women collectively reflect upon their own situation, the historical basis of their subordination, social exploitation and powerlessness and explore ways to address these, and perceive education as a powerful tool of emancipation, will the girl-child acquire the enabling condition and space for her education. The history of women's own struggles for participation as equal

partners with men both in the public and private socio-cultural domains will form the basis of a gender equitable curriculum in schools.

vii) The community is also a rich repository of local knowledge which will provide the curricular base of the transformed school system. The process of documenting this knowledge will serve as the means to engage people with themselves, while increasing their capacities to reflect on what they know and how to incorporate their knowledge in schools. This process will enable the engagement of people with schools, while also ensuring that the curriculum in schools is relevant and meaningful to the people. As a first concrete step towards this, a six point agenda is envisaged:

- 1) documenting the folk songs of the area.
- 2) documenting puzzles, games of the area.
- 3) documenting the history of an old school.
- 4) interacting with 12 innovative teachers in the area.
- 5) undertaking *Hunar Khoj*, the study of local artisanal skills in each region, developed over centuries in a unique combination of technical knowledge and the local material resources will also serve as the curricular base for schools; and
- 6) study the people's initiative at educational intervention in the area.

These will constitute the initial step towards the quest for **local history** and the people's engagement with themselves.

In Lokshala, the search for meaningful education has also resulted in developing ideas and methodologies on the following:

Bio-diversity : Each geo-cultural region has wealth of bio-diversity. The environmental science curriculum will be centred around children and youth in each region going on a bio-diversity yatra, collecting various species of flora from the nearby areas, setting up nurseries, raising seedlings, developing better variety of seeds, learning their local names and local uses.

Agro-climate : Study of the local water sources, learning to test water quality, soil analysis, learning techniques of water-shed planning and water-harvesting, organic farming techniques etc. will be other areas of school study.

x) The Ministry of Human Resource Development admits that less than 2% of children with special needs have access to elementary education. This is despite the provision for reservation upto 3% for this category in all educational institutions. Unless those with special needs collectively demand their right to participate in all spheres of social and economic life, this situation is unlikely to improve. Special needs arising out of polygenic factors such as that of a dalit girl-child with disabilities require focussed intervention.

ix) There has been over the last five decades, a systematic marginalising of the rich and diverse indigenous efforts at transformations in schooling. These experiments are proven testimony of sustainable models, each uniquely

blending the local resources with the established knowledge systems to generate a vibrant and effective alternative to the existing systems. Such efforts have been systematically ignored and in its place, extremely limited, ill-conceived models have been adopted on a "project mode" which have, without exception proved to be failures in the long-term. Since the 1980s, the policy trend has been to surrender abjectly and uncritically to the international agency-based models. The result is ever increasing accrual of debt with little to show for it. Lokshala is an attempt to demonstrate that indigenous efforts at UEE is not only viable but also sustainable.

x) The resources required for the transformation of schools will be generated by creating pressure for re-prioritization in favour of education within the national economy. Externally funded experiments do not provide viable models of resource generation that can be applied nation-wide. Attempts at intervention will therefore be primarily through a significant proportion of self-generation, contributions from local, regional and national groups. There is ample evidence to prove that the marginalised sections of society have contributed greatly to constructive action once they perceive the action to be genuinely in their favour. International aid is actually a very small proportion of the total resources being spent on education. However, this small proportion has often been used as the tool to skew local priorities in favour of international agenda which may or may not be in tune with the interests of the people. An essential counter-thrust to these trends is to develop a critical consciousness of the impact of policy on our lives and to generate people's pressure to re-instate the importance for the search of sustainable methods for renewal of the educational system. To demonstrate this, Lokshala process at any Block begins with a collective analysis of educational policy and its local impact. The resources required for interventions following this analysis is locally generated. The Lokshala process does not receive foreign funding.

xi) The scope and extent of change required to make education a Fundamental Right of all our children necessitates change at all levels ranging from the political, beurocratic, to systemic changes in the school system and socio-cultural changes in society. Such a wide spectrum of change can only be envisaged through a people's movement for the right to education of their children. These changes cannot be brought about through isolated islands of excellence, but will have to become part of every school nation-wide. Further, these changes will not be uniform, but will reflect the geo-cultural uniqueness of each region even while pursuing the common goal of education of equitable quality for all. Demonstrating the alternative vision for UEE through community empowerment will therefore have to be carried out in several, geo-culturally distinct regions if an impact has to be made at the national policy level.

Lokshala Programme: the warming up

The process of conceptualising and programme planning was undertaken as a collective exercise over a period lasting a year. It was initiated in the first Jatha workshop on elementary education organised at the Institute of Education, Pune, in

March 1994. This workshop received guidance from eminent educationists such as Dr. Chitra Naik, Member, Planning Commission, and Shri. Jyotibhai Dasai, the reputed Gandhian educationist. The process was extended in a two-day interaction held in Delhi in March 1995 wherein Jatha activists from different parts of the country reflected on the implications of their own field experiences in education. Between the period from July 1994 to March 1995, a series of deliberations were organised at the Maulana Azad Centre for Elementary and Social Education (MACESE), Department of Education, University of Delhi, in which, apart from University Faculty members and research workers, a number of representatives of voluntary organisations engaged in elementary education activities also participated. In March 1995, the Lokshala Programme formally became an R&D Project of MACESE.

The whole process of deliberative planning undertaken in the Lokshala Programme in the initial phase characterised by constructive synthesis of academic and activist reflection represents a methodological feature of Lokshala. This bringing together of activists and academia is a result of a conscious and planned effort of Jatha which views social transformation as part of wider social engagement and change. Continuing in this spirit, Jatha has continued to forge links with other Universities in the country, as well as with UGC.

Lokshala Programme: the first step

The Lokshala Programme was begun by organising a 10-day National Orientation Workshop at District Solan, Himachal Pradesh, in May, 1995. The workshop, supported by an ad-hoc grant by the Ministry of Human Resource Development, had participants who were Jatha activists from various parts of the country. The Resource Persons included, apart from the core group from the University of Delhi, some of the leading academicians and field-level activists concerned with issues of transformation of elementary education.

A collective statement on the basic concepts and operational principles prepared at the workshop was released under the title of 'Nauni Declaration' (Document No.5).

The participants returned to their field areas with an understanding that they would explore the possibility of initiating the Lokshala process in their respective areas by involving voluntary groups and organising dialogue with academic and research institutions in their regions. The particular path chosen by a local group would reflect its own conception of Lokshala as well as its specific orientation. Between June 1995-May 1996, more than six dozen meetings were organised in different parts of the country to mobilise local involvement and to deliberate on possible steps that could be initiated. Many of these meetings were organised in collaboration with University or college teachers such as those of Nagaland University, NEHU (Shillong), Patna University, Devi Ahilya Vishwa Vaidyalaya (Indore), Osmania University, South Gujarat University, etc. Since no grant or any other source was available for this process, this mobilisation was carried out entirely on the basis of public support mobilised by Jatha activists. While such self-generation of resources tested our strengths and convictions, many of the planned steps could not be undertaken in the initial phase or had to be postponed due to paucity of funds. In many ways, the first phase of the Lokshala process following the Nauni workshop can be termed as the phase of 'missed opportunities'!

Lokshala Advanced Field Laboratories

It is envisaged that constructive intervention by the communities in their respective schools as well as in the village where there are no schools would be synergistically built up if this is undertaken in a unit of educational administration that also interacts with other sectors for development. In the rural areas therefore, Lokshala views Development Block (or its equivalent) as the level at which community intervention can be organised effectively and also linked to other issues of development. For urban areas, the area can be that under an administrative setup and have certain socio-cultural features in common, that would give people a sense of common identity, (e.g. a slum).

These areas would be termed Lokshala Field Laboratories if a voluntary organisation of that area with a history of activism in any sector of development was prepared to initiate the Lokshala process and further, if one or two individuals within the organisation have shown a strong sense of commitment and understanding of the Lokshala vision. When these conditions are fulfilled, the Development Block (or its equivalent) can be termed a Lokshala Field Laboratory. Typically a Field Laboratory would have 125-150 primary schools, 25-30 middle schools and 10-15 high schools. Since activities in each Development Block will serve as exemplars to future work in contiguous Blocks, the term 'Advanced Field Laboratory' is used. It is expected that the initial phase of community interaction for school transformation will yield a rich store of insights and experiences that will help seed the process in other areas and will therefore have great learning value. Being a pioneering programme in a sense, the field laboratories are likely to generate new and geo-culturally specific models for universalisation of elementary education. It is likely that in the initial stages, the local organisations begin work with a small cluster of villages, but the overall vision from the planning stage involves the entire Block.

By 1996, three advanced field laboratories had come into being. A brief description of these is given in Table 1. Between 1996-98, in all 10 field laboratories had emerged, wholly out of local initiative. Not a rupee has been spent to "motivate" people to join the process! This in itself is a 'first' in Indian educational history—this overwhelming concurrence of people in different parts of the country to the Lokshala idea, without any external support.

BJVJ-UGC Teacher-Fellowships for Lokshala

In March, 1997, in keeping with the Lokshala attempt to involve institutions of higher education in elementary education, Jatha persuaded UGC to provide 12 Teacher Fellowships for University and College teachers to work full-time for Lokshala Programme for a period of two years each. This resulted in the full-time participation of academics in the programme. The list of UGC Fellows for Lokshala is given in Table 2. Once again, paucity of support funds has been a major factor in the inability of Jatha to fully utilise this tremendous academic resource to the fullest extent possible.

Despite the fact that 8 of the 10 field laboratories have not received any field support, the Lokshala process has been going forward at a steady, if slow pace. A brief description of the work undertaken so far by six of the field laboratories follows:

The Field Laboratories:

1. Karpi-Kurta, Jahanabad, Bihar

The area renowned for the caste, class and communal conflicts often resulting in violence and death, is now slowly getting recognition for the educational efforts spearheaded by the Centre for Development of India and the district-level BJVJ unit. Building on the history of intervention initiated by a local team with active support from the District Educational Officer in 1985, the Lokshala process began with a series of dialogues at the panchayat level since 1993. With the concretisation of the Lokshala programme at Nauni in 1995, an orientation workshop was held in 1996 at Patna for 17 district-level units of BJVJ, Bihar. The activists from Jahanabad were very active in this process and contributed to the generation of the 6-point agenda for local history and people's engagement. A three-day workshop was held on local history and community involvement in 1997, for the activists of Jahanabad. Over 40 participants outlined already existing efforts at local history documentation including village diaries, publications on the history of the region, etc. These perspectives catalysed block-level efforts in various ways. For instance, with the assistance of UNICEF, Bihar, attempt was made to ascertain the status of children's rights in Jahanabad within the overall framework of the International Child Rights Convention. The report, known as the People's Audit, points out the clear relationship between land holding pattern of the parents and right to education of their children. Also in 1997, systematic panchayat-level interactions on education was initiated. Youth groups studied the situation of the schools in the panchayats and came up with reports. These reports were then presented at a Lok Sansad, comprising of over 300 village level participants. The social pressure generated resulted in teachers who were not coming to schools regularly, making public promises to be more regular. One of the villages had no school. The Lok Sansad debated on how school could be made available for the children in the village. The Lok Sansad also had, perhaps for the first time in the history of the region, active participation of around 25-30 musahar (low caste) women of the region. One of them also participated in the Public Hearing on Education as a Fundamental Right held at Delhi in 1999, and were active participants at the participatory planning workshop.

Since work related to schools cannot take place in isolation of the socio-political situation in the region, a series of peace meetings are also being held by the Lokshala team, in an attempt to draw attention to the critical developmental needs of the region. The success of this approach can be gauged by the fact that the participatory planning workshop for Lokshala with around hundred participants was held within a few kilometres of the place of the massacre of large numbers of people by the Ranvir Sena in early January, 1999. The peace meetings are continuing and on-going. A common feature in this region is the takeover of schools by the police on the grounds that the area is disturbed and police presence is essential for security. The fact that the use of the school premises by the police deprives children of education has not been appreciated. Village-level committees now propose to take up this issue at the district and state levels and with the judiciary. Much of this work has been undertaken without any funds, except for voluntary contributions and local self-generation. The work in this laboratory is led by Shri Akshay Kumar, a BJVJ activist.

Work is now being envisaged to initiate action spanning the entire developmental age span of the child from birth to completion of elementary education. The detailed workplan and budget requirements are presented in the project proposal.

2. Debitola Block, Dhubri District, Assam

The Lokshala Programme at Debitola Block is built on the foundation of Dhubri Science Club, an association found in the 1960s to popularise science, eradicate superstition, bring technology to people, particularly in the area of fisheries; build a scientific base for developmental planning. In the 1990s, Dhubri became one of the districts selected by Government of India for its District Primary Education Programme (DPEP) funded by World Bank and a consortium from Europe with an outlay of Rupees 40 crore (loan) for Dhubri district alone over a period of 5 years. The youth activists of Dhubri Science Club observed that despite such a huge influx of funds, the status of education in Dhubri did not improve substantially. The Lokshala process began with the formation of 9 Panchayat-cum-Study groups to study the status of schools in Debitola Block. A workshop was held in December 1997, for around 130 College/school teachers, teacher associations, Boro and Raba Sahitya Sabhas, activists including women's groups to orient them on the principles of Lokshala. This was followed by a workshop to evolve methodologies for documenting local history, mobilising community, and micro-planning in December 1998. In January 1998, Dhubri hosted a 7-day workshop for the North-Eastern region in collaboration with Bharat Jan Vigyan Jatha and funded by Ministry of Human Resource Development. Representatives from Nagaland, Manipur, Meghalaya, Arunachal Pradesh, Sikkim and several districts of Assam apart from representatives from Uttar Pradesh, Maharashtra, Orissa, and Delhi participated. The workshop heralded the Lokshala initiative in these states. Within Debitola Block, the workshop helped catalyse a Lokshala Organisation comprising of Panchayat-level activists. Priority areas for intervention are demand for upgrading all government schools upto class VIII, a Constitutional Right (All Assam government schools terminate at class VII at middle school level, depriving children of a whole year of education), demand establishment of schools particularly in tribal areas, work towards enriching curriculum through local history, etc. Debitola Block has a multi-ethnic composition comprising of Boro, Garo, Raba, Santhal, Bengali, Rajvanshis, 'settled' as well as 'migrant' Muslims and Hindus etc. The issue of learning through mother-tongue at elementary level alone is a huge challenge facing the activists. The team at Debitola is being led by Shri Debasish Dutta, activist of Dhubri Science Club with full institutional support.

3. Jahangirpuri slum-cum-re-settlement colony, Delhi

Beginning as an effort to re-vitalising in-service teacher training of Delhi University's Department of Education in 1995, the project has become a full-fledged field laboratory of Lokshala. Two workshops for parents, teachers, administrators in Jahangirpuri, a workshop with children, and a diagnostic test of children going to Jahangirpuri government schools in Hindi, mathematics and environmental studies paved the way for collective intervention by the local community.

The first step was to demand admission of children from slums into the 30 government schools which was being consistently denied to them. A '*Dhakila Utsav*' was a

concerted effort by over 400 parents simultaneously demanding admission; that resulted in the Municipal Corporation of Delhi bringing out a Government Order ensuring entry of 283 children into the schools in 1997. The far-reaching impact of this has been the sea-change in the attitude of the Principals and teachers towards admitting slum children. By 1999, at least in K and D Blocks, it is reported that no child is being denied admission. Now several groups of women, who came together during this period continue make collective demands for provision of drinking water, clean toilets, electricity, carpets for their children to sit on, black boards etc. Demand to know what teachers teach is also slowly emerging.

The issue of drawing children with disabilities into education has also begun. A survey of disabled children in several Blocks has been completed. Efforts to get the schools to admit these children is also underway. A core team of disabled adults from Jahangirpuri is also emerging providing leadership in this area. The strongest feature of the work here has been the participatory nature of work and the strong leadership role of basti women. This was very much in evidence at the Public Hearing organised by a network of voluntary organisations in Delhi on January 2, 1999 at which Prof. Amartya Sen, Secretary, Education, Government of India, member, National Commission for Women and several well-known academics and activists were present. The school observation reports being painstakingly compiled by the basti women on what is happening inside these schools. Simultaneously, workshops for teachers of Jahangirpuri schools are also being conducted to orient them towards effective teaching methods. All these efforts are co-ordinated by a *Sanjha Manch*, a network of voluntary and government organisations working in Jahangirpuri. Ms. Chhaya, a woman activist, co-ordinates the work.

4. Ranpur Block, Nayagarh District, Orissa

The BJVJ State Unit of Orissa, has initiated the Lokshala process at Nayagarh. Drawing upon the rich experience of the People's Science movement in the area, and the activities of the Children's Science Congress, interaction on the issue of school education began here in May 1997, with over 100 school teachers, local administration, activists and community members at Phulbani. A noteworthy feature of this workshop was the novel method of providing food for the participants, by collecting a mango and a measure of rice from the people of Phulbani. The Lokshala process however, emerged some time later from Ranpur Block, partly due to a major initiative for elementary education here by a consortium of United Nation agencies named UNSCOPE. Local activists reasoned that a large influx of funding by such a programme would constrain voluntary action and leadership, apart from conflicting ideas. The participatory planning workshop held at Nayagarh in January 1999 amply demonstrated that large numbers of people could be mobilised for intervening in school education. Processes for strengthening at grassroots level and a clearer understanding of the role of women are underway.

5. Valmiki Pathar, Pathan Tehsil, Karad District, Maharashtra

The M.N. Roy Institute for Non-Formal Education and Research has a long-time track record for work among people at Pathan tehsil. The Lokshala process began with their collaboration with an orientation workshop in October, 1997, at Karad, with around

70 activists, teachers, in-charges of school complexes. At Valmiki Pathar, where there is no middle school for five villages, a school is being constructed by the people of the area. A seed grant of Rs. 10,000 was raised by the men of Pathan tehsil, presently workers of the Mazagaon docks of Mumbai. The strength of the effort lies in the sound alternate technology base built around local resources and the potential to evolve curricula and pedagogy in school through involvement of artisans. The current women's struggle against liquor, initiated under the leadership of M.N.Roy Institute has great potential for being broad-based to include wide issues of education and development. The strong income-generation activities by trained women artisans, *rani-mistri* in building low-cost latrines, hand-pumps, etc. The team is led by Dr. Rajender Khumbhar, UGC Teacher-Fellow for Lokshala and Director, M.N.Roy Institute.

6. Wardha Block, Wardha District, Maharashtra

The Lokshala process began at Wardha in 1998 under the overall guidance of Centre for Science for Villages by a youth organisation Revolution for Better Education and Liberty. The team is in the process of exploring its co-ordinates through a study group that discusses various dimensions of the Lokshala process; dialogue with school going children; cycle yatras to interact with people in the villages, including nomadic tribes; exploring possibilities with the 10 school complexes in Wardha Block. The participatory planning workshop drew response from activists, teachers and youth as well as women groups working on income generation through local material; particularly bamboo. The community involvement arising out of the various science popularisation Jathas provides a strong base for involvement in school intervention as well. The team is led by Shri Prabhakar Pusadkar, Office-Bearer of the BJVV District Unit, Wardha.

A brief description of their area and workplan evolved out of a participatory planning exercise held at each of the field laboratories is enclosed in Annexure 4.

The National Academic Resource Group

As stated earlier, the synergistic relationship between activists and academics is the foundation of collective and creative re-thinking in the Lokshala process. These interactions have been formalised within Lokshala by the formation of a National Academic Resource Group (NARG). The process initiated in Nauri took a formal shape in January 1997. A theme paper on the role and function of NARG, developed in October 1997 is enclosed in Annexure 2. NARG members are not just academics. Activists with a history of struggle and who have demonstrated their ability of having learnt from their experiences are core members of NARG. The mutual enrichment between academics and activists that takes place through the sharing of insights developed in the field and the academic study of issues has made each NARG member a valuable academic resource that Lokshala has generated. The orientation and seeding of ideas in the various field laboratories has been one of the key contributions of NARG. The lack of funds has affected NARG, but this has not deterred the members from fulfilling their responsibilities, often even at their own expense! The NARG membership is continuously enlarging as more and more people get interested and involved. A list of the present members is enclosed in Table 3. The organisational structure of Lokshala process is shown in Figure 2.

The BJVJ Central Office: centre-field interactions of Lokshala

The de-centralised mode of functioning is one of the most thoroughly discussed aspects of Lokshala. While the quest for realising UEE is common for all, its concretisation at each field laboratory will be unique and reflective of its local flavour. How to nurture the local initiative and create space for it, while seeding commonly evolved ideas has been one of the biggest challenges of the process. Field Laboratories are autonomously functioning units, developing at their own pace and rhythm. Input from core group is given only when the field laboratory expresses the need and has put in the requisite preparatory work. The common principles of Lokshala are continuously validated against actual field conditions. This has resulted in the continuous evolution and development of Lokshala ideas. It can be said that the Lokshala central-field relationships is one of the most participatory processes in people's movements.

The mode of interaction between centre and field is through workshops held at State, District or Block-level. Field visits are another important way in which all concerned learn to dialogue with the community, particularly the marginalised and the women. The rich insights informing Lokshala is a cumulative result of the wisdom so readily shared by the community. Methodologies are not worked out in advance at Delhi or any State capital, but is collectively evolved through dialogue not only with activists, but members of the community. Members from various field laboratories continuously visit and interact with each other resulting in much mutual learning. It can be safely said that what is happening in Umsning Block, Ri-Bhoi District of Meghalaya has a lot to do with the what they have heard from Timarni, Karpi-Kurtha, Karad or Jahangirpuri field laboratories. In fact several experiences have served as critical 'don'ts' for other laboratories; for example, despite the wealth of data in the Timarni Survey, it could only be of limited use as community was not involved; the 'hired field worker' approach of Jahngirpuri diverts attention from issue of education to issue of unemployment; etc. On the positive side, all laboratories take Karad as an example of how to incorporate issues of alternate technology, the Jan Sansad of Karpi-Kurtha as means of catalysing rural male community, the women empowerment component of Jahangirpuri as a method for involving women etc. Between 1995-99, around 6-8 new methodologies for UEE have evolved, a contribution to the knowledge base for elementary education. It is doubtful of these could have been generated by the centre alone or the field alone.

Policy Advocacy

It is not surprising that such a wide network such as Lokshala has been able to initiate a wide range of interventions in policy, both at national and state level. With meagre resources, Lokshala has still been able to earn a position of leadership in the field of elementary education. Lokshala's view has been continuously sought by government and international agencies, voluntary organisations and people's initiatives. A brief description of these interventions is described in Table 1.

Lokshala Programme

Principles of Budgetting

1. **Decentralised utilisation of funds.**
2. **Proportionate sharing of relevant budget items between central office and field.**
3. **Field laboratory budgets amount to enabling support only; not the actual cost of intervention.**
4. **Direct funding to field laboratories proposed.**
5. **Field laboratories are directly accountable for funds received.**
6. **Each field laboratory to prepare its own specific budgets for enabling support-in consultation with community members, activists in the area.**
7. **Additional self generation at all structural levels.**

Some Principles of field work in the Lokshala process

1. Each field laboratory is unique.
2. Translation of Lokshala vision of each field laboratory is according to its own specificities.
3. Each field laboratory operates on its own pace and rhythm.
4. Concrete vision of all components of Lokshala may or may not be visible in the initial stages.
5. Field work is initiated according to people's perception of priorities in the local area.
6. Interactions between field laboratories as means of mutual learning and guidance stressed and facilitated.
7. Efforts of each laboratory serves as valuable model for school intervention at systemic level.
8. Each field laboratory operates in a decentralised manner.
9. Interactions with central office and field is based on mutual learning and needs.
10. All field efforts contribute towards the larger efforts for policy re-formulation for UEE.

BHARAT JAN GYAN VIGYAN JATHA
भारत जन ज्ञान विज्ञान जत्था

GEO-CULTURAL PERSPECTIVE

भू-सांस्कृतिक परिपेक्ष

IN GEO-CULTURAL PERSPECTIVE ?

भू-सांस्कृतिक परिपेक्ष में क्या है ?

PART B

MASS ACTION FOR NATIONAL REGENERATION (MAHATMA)

जनता का क्रियात्मक कार्य (महात्मा)

1920-1921

1920-1921

THE UNIVERSITY OF CHICAGO

PHILOSOPHY DEPARTMENT

PHILOSOPHY 101

LECTURE NOTES

BY

PART B

LECTURE 1

THE PHENOMENON OF CONSCIOUSNESS

1. INTRODUCTION

2. THE HARD PROBLEM OF CONSCIOUSNESS

3. THE EASY PROBLEM OF CONSCIOUSNESS

BHARAT JAN GYAN VIGYAN JATHA

भारत जन ज्ञान विज्ञान जत्था

GEO-CULTURAL PERSPECTIVE

भू-सांस्कृतिक परिप्रेक्ष्य

WHY GEO-CULTURAL PERSPECTIVE ?

Why do we talk of Geo-Cultural perspective at all? Would it not suffice if we consider our village, locality or town alone? There is a growing consensus that,

- * developmental action should be a result of people's initiative;
- * local perception, experiences and aspirations must find an expression in programmes of development; and
- * developmental planning must involve people's participation.

However, would it be necessary to enrich the above understanding by including yet another dimension? The question of geo-cultural perspective is indeed such a dimension.

The features of physical resources and socio-cultural conditions are not unique only to one village, locality or town. One can always identify a geo-cultural region which shares many such features. These would invariably determine the priorities and direction of developmental action. A deeper and more comprehensive understanding of development can emerge only through understanding the dialectical relationship between geo-cultural features and the process of development.

The geo-cultural viewpoint provides us with an opportunity to look at the local issues of development in a macro-perspective. This would so be the natural basis for reviewing and modulating our development plans based upon local perceptions alone.

By integrating these plural and disaggregated macro-perspective with one another, we can move on to build up a meaningful perspective not only the entire country, but also possibly for the entire world and eventually the whole Universe!

भू-सांस्कृतिक परिप्रेक्ष्य की बात क्यों ?

हम भू-सांस्कृतिक परिप्रेक्ष्य की बात क्यों करते हैं? क्या केवल अपने गाँव, बस्ती, या मुहल्ले की बात करके काम नहीं चल सकता? यह तो हम सभी मानते हैं कि

- * विकास का काम जन पहल पर होना चाहिए।
- * विकास के कार्यक्रमों में स्थानीय समुदाय की समझ, अनुभव एवं आकांक्षायें झलकनी चाहिए।
- * विकास के नियोजन में स्थानीय समुदाय की भागीदारी होनी चाहिए।

परन्तु क्या इतना ही काफी होगा या इसमें कोई और आयाम जोड़ना आवश्यक है? भू-सांस्कृतिक परिप्रेक्ष्य का प्रश्न इसी आयाम से जुड़ा हुआ है।

किसी भी गाँव, बस्ती या मुहल्ले के भौतिक संसाधन सामाजिक स्थिति या सांस्कृतिक परिवेश अकेले उसी गाँव, बस्ती या मुहल्ले के नहीं होते। अपितु एक पूरे अंचल को पहचाना जा सकता है जिसके हालात लगभग एक समान होंगे। उस अंचल की विशेषताओं के आधार पर विकास प्रक्रिया का प्राथमिकतायें व दिशा तय की जा सकती है। यदि हम इन विशेषताओं और विकास प्रक्रिया के द्वैतात्मक रिश्ते को समझ सके तो हम अपने गाँव, बस्ती या मुहल्ले के स्तर पर एक बेहतर व समन्वित समझ के साथ काम कर सकते हैं।

भू-सांस्कृतिक चिंतन हमें स्थानीय विकास को एक व्यापक परिप्रेक्ष्य में देखने का मौका देता है, अपनी स्थानीय समझ को संशोधित करने की संभावनाओं के प्रति सचेत बनाता है। और जब हम इन विविध और बिखरे हुए व्यापक परिप्रेक्ष्यों को एक दूसरे से समन्वित करते हैं तो हम पूरे देश का ही नहीं, बल्कि विश्व का और शायद इसी क्रम में पूरे ब्रह्माण्ड को सही ढंग से जानने व समझने का मार्ग प्रशस्त करते हैं।

MASS ACTION FOR NATIONAL REGENERATION (MANAR)

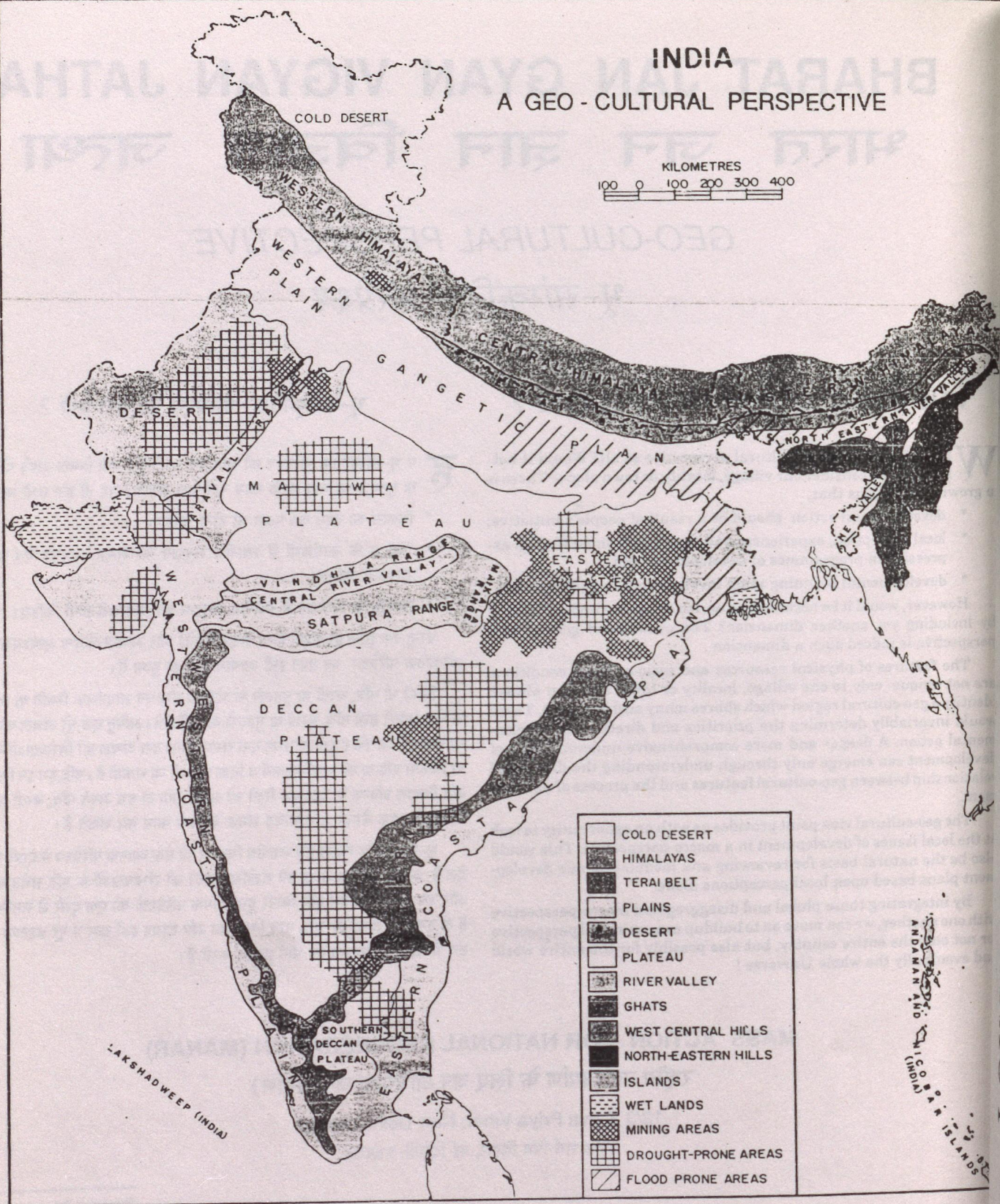
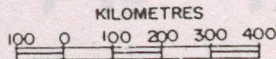
राष्ट्रीय नव निर्माण के लिए जन अभियान (जन निर्माण)

12/3 Sarva Priya Vihar, New Delhi-110016

12/3 सर्व प्रिय विहार, नई दिल्ली-110016

INDIA

A GEO - CULTURAL PERSPECTIVE



- COLD DESERT
- HIMALAYAS
- TERAI BELT
- PLAINS
- DESERT
- PLATEAU
- RIVER VALLEY
- GHATS
- WEST CENTRAL HILLS
- NORTH-EASTERN HILLS
- ISLANDS
- WET LANDS
- MINING AREAS
- DROUGHT-PRONE AREAS
- FLOOD PRONE AREAS

LAKSHADWEEP (INDIA)

ANDAMAN AND NICOBAR ISLANDS

LOKSHALA PROGRAMME

LOKSHALA PROGRAMME
for
UNIVERSALISATION OF ELEMENTARY EDUCATION¹

LIST OF ADVANCE FIELD LABORATORIES
(September 1998)

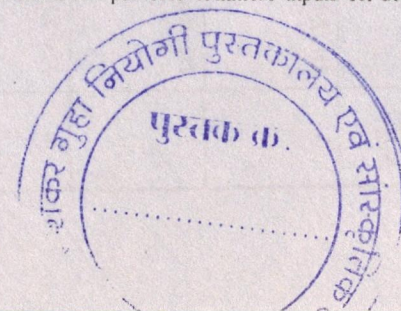
S. No.	Block	District	State	Remarks
1.	Timarni	Hoshangabad	Madhya Pradesh	Initiated in 1995-96 with financial support from Kishore Bharati Trust and individual donors (report available); work stopped in 1997 due to paucity of funds; work started again in January 1998 with funds from UNICEF and ASHA-Stanford (Indian students and faculty members at Stanford University). Work led by a UGC Teacher Fellow from January 1998 to June 1998.
2.	Jahangirpuri Slum-cum- Resettlement Colony		Delhi	Initiated by MACESE, Department of Education, University of Delhi, with funds from Ministry of HRD; women empowerment component supported by Unniti Foundation, Delhi; DIET (Keshavpuram) of Delhi is actively involved in the programme. Fourteen Jahangirpuri-based voluntary organisations came together in July 1997 to form a <i>Sanjha Manch</i> in order to carry forward the Lokshala process in different blocks.
3.	Karni & Kurtha	Jahanabad	Bihar	Initiated in 1995-96 with local and regional public support; work proceeded at low but steady pace with strong local support base. A workshop on local history was held for activists in August 1997. <i>Lok Sansads</i> being organised at panchayat-level since October 1997. Work continuing on a voluntary basis. No funding for field-level programme available so far.
4.	Debitola	Dhubri	Assam	First initiation workshop held in February 1997 with partial support from DPEP- Assam and substantial public support raised in Dhubri town. Local History documentation began with a workshop in December 1997 with public donations and academic support made available by MACESE. Block-level Lokshala Committee constituted in January 1998 at the National Workshop for the North-Eastern Region organised with funds from Ministry of HRD. Work continuing on a voluntary basis. No funding for the field-level programme so far.

¹ Catalysed by Bharat Jan Vigyan Jatha with academic support from Maulana Azad Centre for Elementary and Social Education (MACESE), Department of Education, University of Delhi.

LIST OF ADVANCE FIELD LABORATORIES (contd.)

S.No.	Block	District	State	Remarks
5.	Patan Taluka	Satara	Maharashtra	Preparatory work undertaken by a UGC Teacher Fellow. First initiation workshop held in October 1997 with financial support from Sir Dorabji Tata Trust, UNDP, a deemed University viz. Bharati Vidyapeeth (Pune) and a Karad-based cultural organization called Chaupher. Work continuing on a voluntary basis. No funding for field-level programme available so far.
6.	Umsning	Ri-Bhoi	Meghalaya	Preparatory work undertaken by a BJVJ member. First initiation workshop held in April 1998 with financial support from Ministry of HRD. Work continuing on a voluntary basis. No funding for field-level programme available so far.
7.	Peren Sub-Division	Kohima	Nagaland	Preparatory work undertaken by a UGC Teacher Fellow. First initiation workshop held in April 1998 with financial support from Ministry of HRD. Work continuing on a voluntary basis. No funding for field-level programme available so far.
8.	Kakching	Thoubal	Manipur	Preparatory work undertaken by a UGC Teacher Fellow. First initiation workshop held in April 1998 with financial support from Ministry of HRD. Work continuing on a voluntary basis. No funding for field-level programme available so far.
9.	Ranpur	Nayagarh	Orissa	Preparatory work undertaken by the BJVJ State Convenor-cum-UGC Teacher Fellow. Work continuing on a voluntary basis. No funding for field-level programme available so far.
10.	Wardha	Wardha	Maharashtra	Preparatory work initiated by a local youth team led by BJVJ State Convenor. Work continuing on a voluntary basis. No funding for field-level programme available so far.

Note : Since the inception of the Lokshala Programme in May 1995, MACESE, Department of Education, University of Delhi, has been providing systematic academic support which includes initiatives in evolving new concepts, visualisation of the content of field-level activities, identification of appropriate resource persons and orientation/training to field laboratories. MACESE also provides technical inputs for documentation, data collection, formulation of project proposals and planning of the future steps.



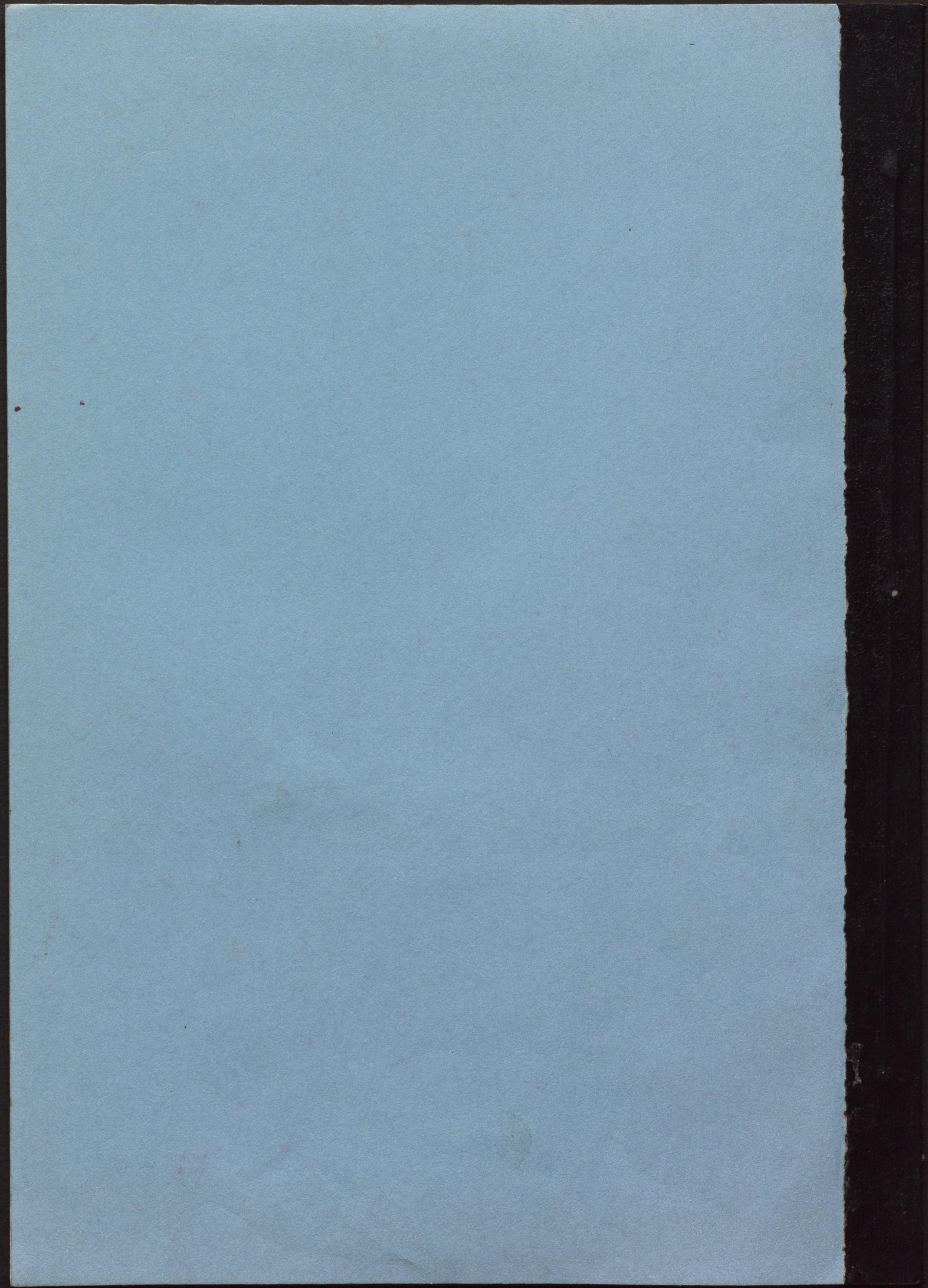
LOKSHALA PROGRAMME

List of BJVJ-UGC Teacher Fellows for Lokshala Programme (as of March 1999)

S.No.	Name	College	Discipline	Area of Work
1.	Dr. Dinesh Baishya	P. Barooah College, Guwahati, Assam.	Zoology	Documenting indigenous knowledge systems with focus on North-East.
2.	Dr. Anita Ghai	Jesus & Mary College, University of Delhi Delhi.	Psychology	Education of the marginalised with focus on disabled children.
3.	Ms. Zhatsu Humstoe	Patkai Christian College, Chumukedima, Nagaland.	Education	Developing field laboratory in Peren Sub-Division, Kohima District, Nagaland (until September 1998).
4.	Dr. R. R. Kumbhar	Sadguru Gadage Maharaja College, Karad, Maharashtra	Chemistry	Developing field laboratory in Patan Taluka, Satara District, Maharashtra.
5.	Dr. R. N. Ray	Sri Jayadev College of Education & Technology, Orissa	Physics	Developing field laboratory in Ranpur Block, Nayagarh District Orissa.
6.	Mr. S. S. Ray	Kidderpore College, West Bengal	History	Organising a campaign for a rational drug therapy and linking it with school curriculum.
7.	Dr. M. Shamungou Singh	Kha-Manipur College Kakching, Manipur	Linguistics	Developing a field laboratory in Kakching Block, Thoubal District, Manipur (until January 1999).
8.	Dr. R. Rangaraj	Bhartiar University	Tamil Literature	Developing a field laboratory in Erode, Tamil Nadu
9.	Dr. Wandana Sonalkar	Department of Economics, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad	Economics	Socio-Political Economy of Elementary Education.

With academic support from : MACESE, Department of Education, University of Delhi, Delhi.





LOKSHALA PROCESS

*Demonstrating
An Alternative Vision of Universalisation of Elementary Education
At
Umsning Block of Ri-Bhoi District,
Meghalaya*

**PROPOSAL
FOR
(2001, APRIL – 2002, MARCH)
BY**

- *Synroplang , Shillong*
- *Raid Bhoirymbong BJVJ Basic Unit, Ri-Bhoi*
- *Raid Bhoilasa BJVJ Basic Unit, Ri-Bhoi*
- *Raid Nongtung BJVJ Basic Unit, Ri-Bhoi*
- *Raid Madan Kyrdem BJVJ Basic Unit, Ri-Bhoi*
- *Raid Iapngar Bvjv Basic Unit, Ri-Bhoi*

**In
collaboration
With**

**BHARAT JAN VIGYAN JATHA,
NEW DELHI**

*With
Academic Support
from*

*Maulana Azad Centre for Elementary and Social Education,
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"We are convinced that the kind of education which our Schools impart lacks relevance to social needs of the majority of the children. This cannot, and must not be, universalized."

Nauni Declaration, 1995

**Looking back
Lokshala process in Umsning Block, Ri-Bhoi District,
Meghalaya.**

(September 1997-April 2001)

Background:

- May 22-31st, 1995 Two persons from Meghalaya participated in the National Orientation workshop on universalisation of elementary education at Nauni in Himachal Pradesh organized by Bharat Jan Bigyan Jatha from 22 -31 May, 1995. It was in this workshop that the historic Nauni Declaration was made. Mr. S.S Thokchom who later initiated the Lokshala process in Meghalaya was one of the participants from Meghalaya.
- July 1997 In the BJVJ meeting held in Bhopal, Mr. S.S. Thokchom was encouraged by CEC, BJVJ to explore the possibility of initiating Lokshala in Meghalaya.
- September 1997 Lokshala Process in Umsning Block of Ri-Bhoi District of Meghalaya State was initiated. Two organizations were simultaneously formed: The Bhoi-Rymbong Lokshala Working Group Committee with its central office at Madan Riteing village and SYNROPLANG in Shillong with the primary objective to take Lokshala forward.

Looking To The Field:

- 18th January, 1998 During the Lokshala Workshop in Dhubri in Assam, a decision to hold a National Workshop on Lokshala in Umsning in the first week of April, 1998 was taken.
- 28Feb- 2nd Mar.'98 An Exhibition on the theme "Know your Village" was displayed in Shillong presented by Lokshala Activist.
- And a workshop was organized with 22 villagers and Shillong based Lokshala activists.
- The workshop was partially supported by State Council of Science, Technology and Environment, Meghalaya.
- 1-3 April 1998 The Northeast Workshop in Guwahati was participated by a team of 3 people (one male and 2 females) from the Umsning Lokshala field lab. and presented their perspective and progress on Lokshala and North east.

4-8 April 1998 The National Workshop on Lokshala was held in Nongsder, Umsning Block of Ribhoi District. More than 45 people mostly from the Bhoi Rymbong area of Umsning Block comprising of Village women, Durbar leaders and educated young people participated the 5 days workshop.

The workshop was partially supported by MHRD through BJVJ Central office, New Delhi and academically supported by MACESE, Department of Education, University of Delhi.

Bet Symbai(showing Seed) was formed as a body to reach out Lokshala to the people 22 villages in the Bhoi-Rymbong area of Ri-Bhoi District.

Bet Symbai(Sowing the Seed):

May 1998 People who were in the Lokshala expanded Lokshala in the length and breadth of Bhoi-Rymbong area of Umsning block without depending so much on Bet Symbai.

May 3rd week 1998 The coordinator of Umsing field lab. was nominated as a National Resource Group Member of Lokshala.

6-8 October 1998 The Umsning field Laboratory activists participated in the Lokshala workshop in Dimapur, Nagaland and visited the Peren Lokshala Field Lab. And, built up a comparative analysis of Lokshala process, which led to the emergence of another phase in the Umsning.

2 January 1999 The Lokshala Activist of Umsning Block attended Public hearing in Delhi on state of elementary education

1st half of Jan. 1999 Now the Lokshala Activist in Umsning approach to NEHU (informally) for meaningful partnership in the Lokshala process in Umsning Block.

An understanding developed that the university departments particularly the Department of Education of NEHU were not very keen to associate with a body who is committed to educational transformation through social intervention.

Ka'Sing Krut (Beating the Drum to Control the Pace):

- 13th February 1999 A 13 members ad-hoc Lokshala Steering Committee was formed. And named it KA'sing Krut.
- ◆ Initial programme of action was formulated
 - ◆ Decided to form a BJVJ Basic unit in Ri-Bhoi.
 - ◆ Plan out for a state steering committee/ advisory committee.
 - ◆ Synroplang is to merge as a Basic Unit of BJVJ.
- Mar.'99- Feb. 2000. During this period intense interaction took place. At times, it was frustrating. There was a widespread idea that the Khasi are in the state of great danger. The following trends which was directly effected the Process but successfully survived the period may be noted on records:
- There were spades of criminal activities all over Khasi hill particularly In Shillong.
 - The Local people took over the role, which was supposed to play by police.
 - The Local Senior Leader in the Field Laboratory suggested to the Mr.S.S. Thokchom not to venture in the Umsning Block in the night time.
 - Mr. S. S. Thokchom, being not a Khasi, was not encouraged by the Local Leaders to work as a co-ordinator.
 - In the Meantime, the Local leaders did not want to lose the services of Mr.S.S Thokchom.
 - After having a lot of frictions for a while , the local leaders started calling Mr.S.S. Thokchom as a North East Co-ordinator of Lokshala in order to give space for him to work in the Khasi society of the Umsning Block.
 - Thus the Co-ordinator was handed over to the Local leaders
 - A new dimension of Lokshala process emerged.
- 22-26 March 2000 Lokshala review Workshop at Arobindo Ashram, Delhi participated by 5 of us. And presented our success stories as well failure in the last three years by the local activist of the field.
- 22nd May 2000 In a joint Meeting inclusion of Ginger plantation into school curriculum came out as a big agenda.

**Lokshala Ri-Bhoi
(an Umbrella body of Raids Education Committees):**

- May –June 2000 Build up Dialogue with Ri-Bhoi Youth Federation, Khasi Student Union, Federation of Khasi Garo. Jaintia, People, U Barim Trop and got support from all the above morally and financially.
- 2nd-3rd June 2000 The Workshop was held to discuss about Lokshala's action plan where Prof. Anil Sadgopal and Shashi Mourya were also present.
- 12- 14 June 2000 A team of 6 people from Umsning Block participated in Gender Sensitization Workshop at Dhubri.
- September 2000 The Umsning Lokshala activists initiate a Northeast Planning meet at Patkai Christian College.
- The workshop was hosted by Zhatsu Humsto, Ex-UGC Fellow of Lokshala Process in Peren Nagaland and partially funded by Centrall Office BJVJ.
- October 2000 After the North East Planning workshop the Lokshala Process of the Umsning block was critically reviewed and restructured again. In the new structure, Ka'sing Krut was renamed as Lokshala Ri-Bhoi and the area covered by the Lokshala process was divided into 5 clusters of Villages which are Known as Raid. And Lokshala's power structure and traditional Durbar structure become very similar. This was done in order to empower the people in the real sense.
- October 2000 Initiated steps to establish 5 Basic units of BJVJ.
- Nov. 3-5-2000 Participated a team of 9 people from Meghalaya in the people's science convention at Bharat scout ground at Delhi . 5 basic units of BJVJ were established and Lokshala now took shape into a movement owned by the people. There were plans and strategy to raise fund in the local level indicating the people's commitment.

- 1st -3rd Feb. 2001 The Umsning Block activists participated in the Lokshala workshop in Peren and played the role of resource persons as well as activists.
- March 2001 Worked out the following area of intervention
- At least to three school of Upper Primary School located in Bhoirybong area, the SUPW period now is to be taken by the Lokshala activist.
 - To negotiate with Inspector school school managing committee to permit at least 3 Lokshala activists to associate with schools officially for one year to work on how to reduce Drop Out Rate out in the area where the school is capable to cover.
 - The Pre-Primary level attached to the primary school now will run jointly with the village education durbar where the Local folk songs and music will be a pedagogic input in place of the nursery rhyme prevalent now.
 - The Health education textbook will be reprinted again with some changes :figures, examples and diseases prevalent in Khasi hills etc. without disturbing the main contents.
 - How to reduce the dropped out will depend on Raid education committee's decision.
- April -May 2001 Preparation of Action plan is in progress.

Lokshala Process in Umsning Block ,Ri-Bhoi District, Meghalaya

A status report

Lokshala Process is a Nation-wide people's Movement for transformation of government school system by social intervention for the Universalisation of Elementary Education (UEE). It was started in May 1995 by Bharat Jan Vigyan Jatha (a network of people's science movement) with Academic support from Maulana Azad Centre for Elementary and Social Education, Education Department, University of Delhi. The movement has been consciously attempting to evolve and demonstrate an Alternative Model for Universalisation of elementary education. At present, the process is going on in 10 field advanced field laboratories all over India. In Meghalaya, it is going on in 2 field laboratories viz. Umsning Block (since 1997), MMP (since 2000). In the meantime, the exploratory work for establishing a field laboratory in South Garo Hill District of Meghalaya is in progress. The contact to initiate the exploration work to establish field laboratories in West Khasi Hill and Jaintia Hill districts of Meghalaya has been completed.

In Umsning Block of Ri- Bhoi district, it was started in during the 2nd half of 1997. In September 1997, a group was formed and named it **Bhoi Rymbong Lokshala Working Group Committee** and was operated with its office at Madan Ritieng Village of Umsning block. Preliminary survey was done. A National Workshop was organized by the above team and Synroplang, Shillong in collaboration with BJVJ, Delhi at SIRD, Nongsder, Ri-Bhoi District, Meghalaya from 4th to 8th April 1998. The Workshop was participated by mostly people from Umsning Block and representatives from different part of India. The workshop was partially supported by MHRD, Government of India through the central office of BJVJ in Delhi. Many individuals from Shillong contributed the rest of the expenditure. On the 7th May 1998, a " Report to the Nation on Educational Issues from the North East Region" was presented at India International Centre, Delhi. Perhaps for the first time in the Indian History both Pre and Post Independence period, it was documented that the concept of North East itself is a Misconception and any attempt to deny the Diversity in the North Eastern region can be sustained at grave political risk and confusion.

During the National Workshop in April 4-8, 1998 at Nongsder, the Bhoirymong Lokshala Working Group Committee was emerged to a larger body constituted during the workshop as an Action Group. It was named **Bet Symabai**(sowing the Seed). And Lokshala in Umsning Block was steadily growing. By January 1999 the role of Bet Symbai was re-structured and it was re-named as **Ka'Sing Krut** (drumming the beat to keep the process with the desire pace). Now Ka'Sing Krut adopted^a Process called **Ka Jala. Jala**(in Khasi) means **choosing the right seed and making them grow in the appropriate time without external means**. By this time, Lokshala Process as an Alternative to the ongoing social crisis gathered momentum and enjoyed moral support from each and every section of society. By now Ka Jala was effectively taken up and more and more new people showed their willingness to work for Lokshala.

A team of the five people from the Umsning Field Laboratory participated in the National Review Workshop at Delhi. During Jan- Feb. 2000, a larger action group called **Lokshala Ribhoi** was constituted as an umbrella body. Lokshala Ri-Bhoi envisaged to expand Lokshala Movement in different part of Khasi Hill in particular and North East in General because of two important reasons:

1. Lokshala is too good to confine in Umsning Block only.
2. At some point of time, we need to have our collective strength to give pressure to the authorities for the necessary policy and perspective changes as well as new paradigm of development in the society.

It is in this spirit that Lokshala Initiative Meeting was held with the Resource Person from the Umsning Field Laboratory in Thangsning village of East Khaki Hill on the 23rd May, 2000 which resulted to the formation of Lokshala Initiative Group in Thangsing. In the meantime, looking from the practical point of view, the intervention would concentrate in the five Raids of the Umsning Blocks viz; Raid Bhoi-Rymbong, Raid Kyrdem, Raid Nongtung, Raid Ingpnar and Raid Bhoi-Lasa. It was with this specific aim of intervention that we had a series of One-day workshops in the above 5 Raids during the April-May 2000.

To draw collective plan for intervention we had a Workshop on June 2-3 2000. Prof. Anil Sadgopal and Shasi Mourya were also attended the Workshop. The Workshop was morally as well as financially supported by various organizations viz. RBYF, FKJGP, KSU, U Trop Barim, Synroplang and BJVJ and many individuals in cash or kinds. Some interesting things came out:

- Some of the Activists who were employed in Schools in Bhoirymbong area who had been working for Lokshala were looking forward to work for Lokshala in full time
- At least the Head of an Upper Primary School came forward asking Lokshala Ri-Bhoi to consider to implement Lokshala in his School.
- The organisations like KSU, FKJGP and RBYF indicated their willingness for a long-term association and sharing of the resources.
- A local member of Lokshala Ri-Bhoi from Bhoirymbong offered two Rooms from his house along with Telephone facility as an Office for Lokshala Ri-Bhoi free of Cost for a period of one year.
- Some local youth have decided to earn money by working in the Ginger Field and to donate their earning to the Lokshala Fund.
- A Key member in the Raid Durbar volunteered to take Lokshala in the Durbar under his leadership.

All these things were happen just before the November convention of BJVJ in Delhi.

In last quarter of 2000, the Lokshala Process took a new dimension. The Raid Education Committees, which was formed earlier under the umbrella of Lokshala Ri-Bhoi, were emerged as the Basic Units of BJVJ. Just after the Convention, a new power equation emerged under the constitution of BJVJ. In a crucial meet of Lokshala Ri-Bhoi in December 2000, the following came out very strongly:

1. The five Basic Units being already represented by a lady and 4 male members in the General Body of BJVJ, according to the rules and regulation of the BJVJ, there will be 4 female representatives and 1 male representative from the 5 Basic Units of the area. **This was not readily acceptable to the key senior members of Lokshala.**
2. The fact that the District body of BJVJ Basic Units of the Ri-Bhoi District, if it happen to form will not have the right to control over the decision made by the Basic Units was exactly opposite to the kind of the structure that was envisaged by Lokshala Ri-Bhoi at the time of its formation hence the **disagreement of the structure as per BJVJ Constitution.**

As a result there were conflicts of ideas. The BJVJ's concepts of Power to the local unit and loose structure in the higher level became a point of contention.

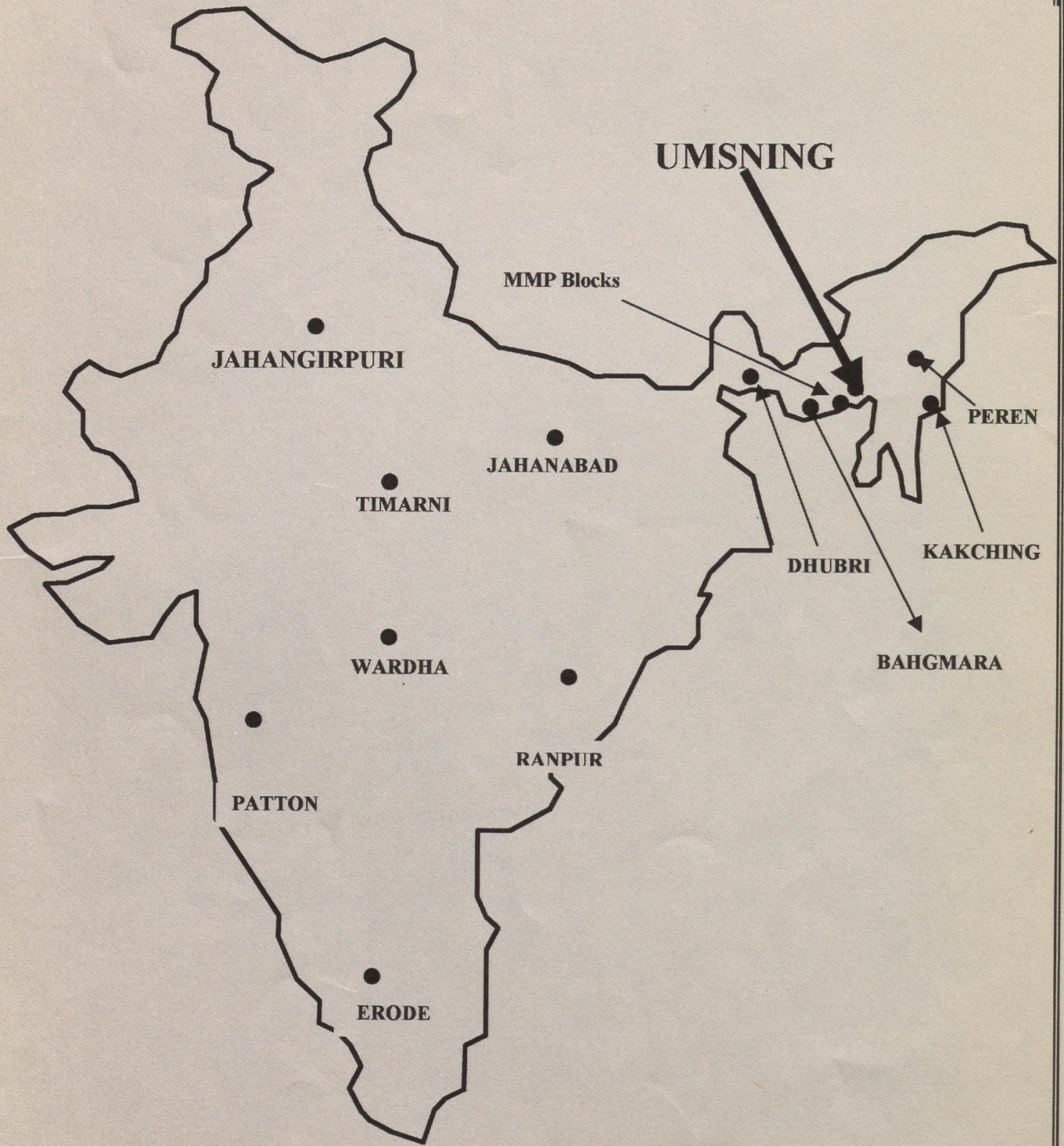
The work of Lokshala was continued. But here and there were unexpected reactions by the already established traditional local leaders towards the Lokshala Activist.

By end of 2000, Lokshala Process was continued on one side and on the other side the proposed structure of Lokshala Ri-Bhoi as per BJVJ Structure could not materialize because of the undercurrent strong opposition of some established leaders in the society.

Due to the problem arises out of the question of Power structure amongst the Basic Units and Lokshala Ri-Bhoi the understanding about Lokshala by the local activists was very much sharpen. The Truth that Lokshala envisaged exactly the power structure as outlined in the BJVJ Constitution made some of the leaders very much annoyed and hence the negative attitude towards the Lokshala Process.

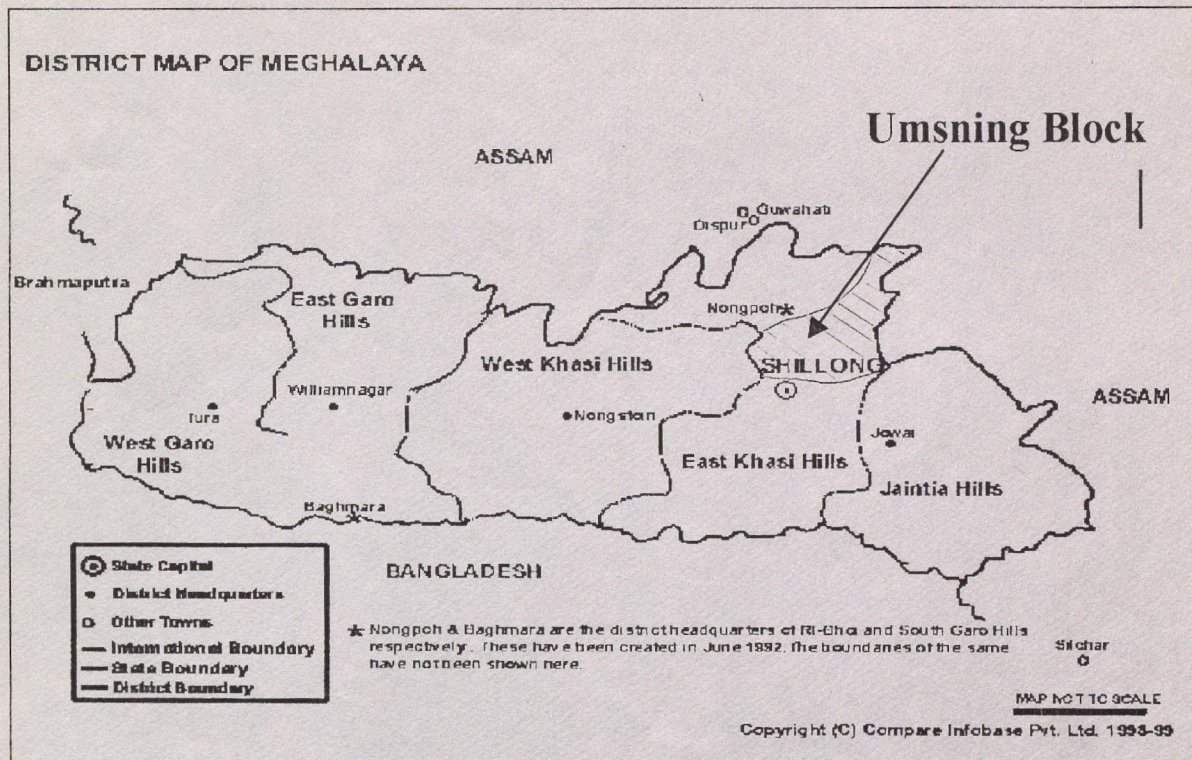
In the mid of all these conflicts we have achieved a very important stage that people has internalized the Lokshala Process and realized the great potential inherent in the process for a social transformation.

Our planning meeting in April 2001 was attended by activists from all the 5 units. There were unresolved issues regarding power structure and resourcefulness of the activists. We understood that this is not to be resolved within four walls but the people must be given a chance to decide by themselves. 2001-2002 is very important years during which our focus will be to take **the issues of power structure** to the people and to resolve the issue through people's evolvment.



LOKSHALA FIELD LABORATORIES

Lokshala Process in Umsning Block, Ri-Bhoi District, Meghalaya



The total population of Meghalaya as at 0:00 hours of 1st March 2001 stood at 2,306,069 as per the provisional results of the Census of India 2001. As against decadal growth rate of 21.34% at the national level, the population of the State has grown by 29.94% over the period 1991-2001. The sex ratio of Meghalaya at 975 females to 1000 males is significantly higher than the national average of 933. Total literacy of the State rose to 63.31% from 49.10% in 1991.

Population:

Persons 2,306,069
Males 1,167,840
Females 1,138,229
Sex Ratio: 975

Decadal Growth 1991 – 2001:

Persons: (+) 29.94 %
Males : (+) 28.66 %
Females : (+) 31.27 %

Population (0-6 yrs):

Persons 457,442
Males 231,571
Females 225,871
Sex Ratio: 975

% of Population(0-6 yrs) to total population:

Persons : 19.84 %
Males : 19.83 %
Females : 19.84 %

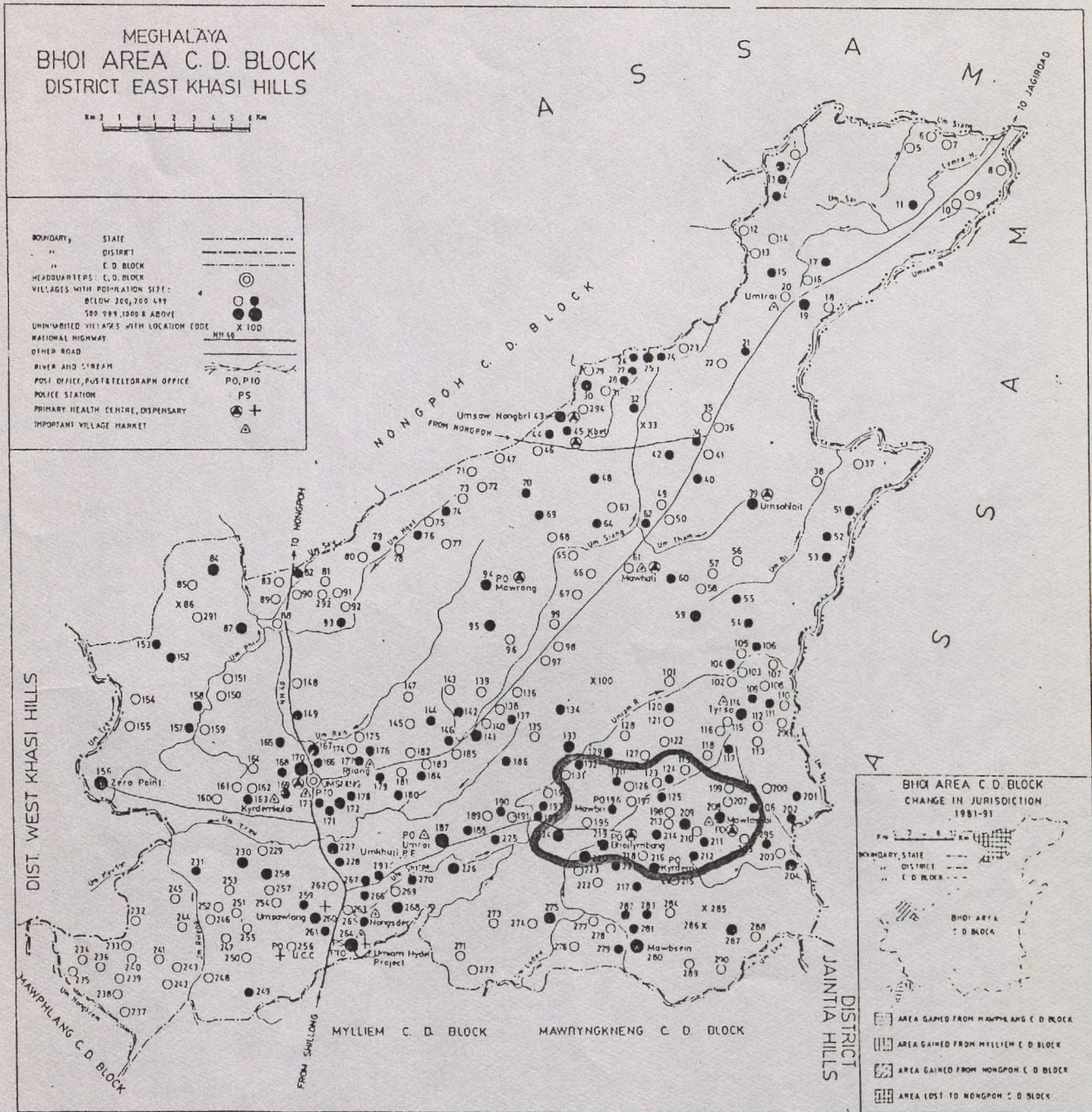
Number of Literate:

Persons 1,170,443
Males 619,274
Females 551,169

Percentage of Literates to Total population:

Persons : 63.31 %
Males : 66.14 %
Females : 60.41 %

(Source: Provisional Population Totals : India . Census of India 2001, Paper 1 of 2001)



Based upon Survey of India Map with the permission from the Surveyer General of India. The boundary of Meghalaya shown on this map is as interpreted from the North-Eastern Areas (Re-organisation) Act, 1971, but has yet to be verified. © Government of India copyright, 1995.

Name of the villages under Lokshala Process in Umsning Block since 1997.

Name of the village	code	Name of the village	code	Name of the village	Code
1. Mawbri	196	2. Palwi	218	3. Lumdaitkhla	220
4. Lairsluid	197	5. Lum U blei	119	6. Umket	221
7. Khweng	130	8. Nong-la-dew	196	9. Manri Umsning	132
10. Kdonghulu	126	11. Bhoirybong	219	12. Kyrdem	216
13. Thadnongiaiw	125	14. Khleinumstein	213	15. Umriliang	212
16. Lairkhla	123	17. Umpawin	209	18. Khyndewsaw	211
19. Lairbang	124	20. Mawlasnai	208	21. Mawsut	214
22. Madanrieng	131	23. Jatalong	199		

Action Plan for 2000-2001
Umsning Block Lokshala Advanced Field Laboratory.

1st Quarter (1st April 2001 to 30th June 2001)

Objectives:

1. To see that the young Enthusiastic Lokshala Activists who had been motivated during the last few years are not demoralized because of the negative attitude of those leaders who would like to see that Lokshala Process is also follow the traditional NGO Approach.
2. To keep at Bay those who are not willing to reach out Lokshala as it is but would like to misuse for some short-term personal gain.
3. To take enough precaution that the People who had been helping us are not misinformed to the extend that they withdraw the support.
4. Not to rush for speeding up the Process when the mind-set of the People are not in a position to resolve the ongoing issues arising out of Power Equation based on the BJVJ structure.

Activities:

1. To keep in touch with the Activists by occasional visits to their houses and show concerns about their personal life as well as social life.
2. To organise small meetings of 3 to 5 people at a time either in Shillong or Umsning or elsewhere depending on the situation and discuss the Lokshala at length.

Expected Outcome:

1. The Activists sustain their enthusiasm to Work for Lokshala.
2. The Lokshala Activist can differentiate between a Movement and an NGO.
3. They also become persons who motivate the people to continue to support us.
4. They look Lokshala as a process to be continued for a long time.

Action Plan for 2001-2002 Umsning Block Lokshala Field Laboratory.

2nd Quarter (1st July 2001 To 30th September 2000)

Objectives:

1. To Promote that
 - Availability but not necessarily Ability to join Lokshala as an Activist for Lokshala Process.
 - The Poor and Illiterate's need is not so much of the sympathy but due recognition of their contribution
2. To appreciate diverse views on Lokshala by the people and to document it to consolidate our common views on Lokshala.
3. To examine all the resistance in the Lokshala Process till date.

Activities:

1. To organise 3 inter- field interactions where the Activists are to go as a Resource person outside the Umsning Blocks with some honorarium if needed.
2. To organize special meeting for those who are not active for the past few weeks to interact with them and ask them to spell out why they are not active.
3. To conduct 1-month Survey of the opinion, suggestion and criticism on Lokshala process from those people who already came in contact with Lokshala in some forms.
4. To conduct One-Month long a step by step Critical Analysis of the problems and issues in the Lokshala Process till date by using:
 - Interviews to the villagers
 - Interviews to the University faculty members
 - interview to the Administrative machinery
 - Interview to the church leaders
 - Finally interviews with the children.

Expected Outcome:

1. Lokshala Activist improve their resourcefulness
2. The field laboratory now started collaborative activities with the other field laboratories.
3. Some of our activist who drifted away from us came again with strong commitment.
4. A new understanding emerge out of the Manthan within the Lokshala Activists and Villagers.

Action Plan for 2001-2002 Umsning Block Lokshala Field Laboratory.

3rd Quarter (1st October 2001 To 31st December 2000)

Objective:

1. To defend Lokshala's decentralized approach but in the meantime to build up collaborative effort with those organizations in the centralized mode of administration.
2. To design an approach that will enable us to overcome the barrier because of layer of cultural cages viz. Khasi-NonKhasi, Male-Female, Old-Young, Literate-Illiterate, etc.
3. To design the Process of Lokshala in a new approach where
 - The earlier resistance is now an asset for the Lokshala movement.
 - The Lokshala Process is not a vision for future alone but it is the vision of today as well, a way of life that will enable the people to co-exist equitably meaningfully in all respect.

Activities:

1. 3 one-day workshops on Lokshala, Seeking collaborative support from the Organizations like FKGJP, KSU, RBYF etc. is to be organized.
2. 3 month long campaign on Lokshala by the activists with alternate days for personal reached out and alternate days for reviewing and documentation of the process.
3. A three days workshop of Activists to design an approach to make the resistance an asset to the process.

Expected Outcome:

1. A new network for Lokshala Process emerges where the Basic units have to work with other organizations hand in hand.
2. The Problems of Yesterday is now an asset for us.
3. Lokshala comes out as a way of life.
4. More Basic units are established

Action Plan for 2001-2002 Umsning Block Lokshala Field Laboratory

4th Quarter (1st January 2002- 31st March 2002)

Objectives:

1. To strengthen the Basic units.
2. To build up strength both intellectual and physical, for voicing in favor of a Transformed traditional Administrative structure advocating Transformation against Revivalism.
3. To educate the Basic units about how to take issues to the various levels such as Court, Legislative Assembly, Himas etc.
4. Intervention to provoke debate on issues related with educational transformation

Activities:

1. At least 5 Workshops in the Raid level to make the leaders of Basic units understood that they are very much resourceful. For this, to carefully record their work, speech and conversation and putting this in a presentable manner and publish it for distribution.
2. To organise 5 One-day special meetings where we discuss about the welfare of ourselves and to link up our own individual problems with the social issues and examining Lokshala from the perspective of our own well being.
3. To further the above Processes leading to intervention by organizing learning through actions such as Examining Drooped out to see how they were pushed out.
4. To organise a One-day workshop and pass a Resolution to be followed by a signature campaign.

Expected outcome:

1. The Basic Units are stronger than before.
2. They voice in favor of a transformed Traditional Administrative Structure Advocating Transformation against Revivalism but do not confront directly with the traditional Heads.
3. The Basic Units now took Lokshala to the various levels such as court, Legislative Assembly, Himas etc.
4. Intervention to provoke debate on issues related with educational transformation started.

Lokshala Process in Umsning Block, Ri-Bhoi District, Meghalaya.

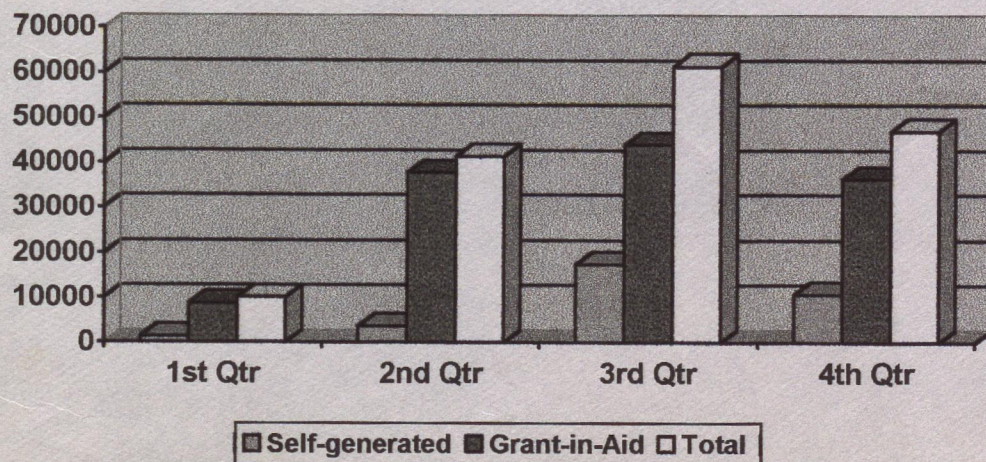
Summery of the Budget (2001 April-2002 March)

	<u>Particulars</u>	<u>Estimated Expenditure</u>		
		<u>Total</u>	<u>Self-generated</u>	<u>grant-in-aid</u>
1 st Quarter	Activities and Advocacy	Rs 7700/-	Rs 1400/-	Rs 6300/-
	Administrative	Rs 1500/-	Nil	Rs 1500/-
	Contingencies	Rs 900/-	Nil	Rs 900/-
	Total	Rs 10100/-	Rs 1400/-	Rs 8700/-
2 nd Quarter	Activities and Advocacy	Rs 15000/-	Rs 2850/-	Rs 12150 /-
	Administrative	Rs 15400 /-	Rs 800/-	Rs 14600 /-
	Contingencies	Rs 3000/-	Rs 500/-	Rs 2500/-
	Total	Rs 33400/-	Rs 4150/-	Rs 29250/-
3 rd Quarter	Activities and Advocacy	Rs 40500/-	Rs 14500/-	Rs 26000/-
	Administrative	Rs 15400/-	Rs 1400/-	Rs 14000
	Contingencies	Rs 5500/-	Rs 1500/-	Rs 4000/-
	Total	Rs 61400/-	Rs 17400/-	Rs 44000/-
4 th Quarter	Activities and Advocacy	Rs 27500/-	Rs 8750	Rs 18750/-
	Administrative	Rs 15400/-	Rs 800/-	Rs 14600/-
	Contingencies	Rs 4200/-	Rs 900/-	Rs 3300/-
	Total	Rs 47100/-	Rs 10450/-	Rs 36650/-
Total for 2001-2002.		Rs 160000/- 1,52,500/-	Rs 33200/-	Rs. 126800/- 1,18,600/-

Total = Rupees One Lakh Sixty Thousand only

Grant-in-aid = Rupees one Lakh twenty-six Thousand Eight Hundred only

Self Generation = Rupees Thirty Three thousand Two hundred only



**Lokshala Process in Umsning Block of Ri-Bhoi District, Meghalaya.
Budget for 2001-2002**

1st Quarter (1st April 2001- 30th June 2001)

<u>Sl. No.</u>	<u>Particulars</u>	<u>Total</u>	<u>Estimated Expenditure self-generated</u>	<u>Grant-in-aid</u>
Activities:				
1.1	i) Travel expenditure from Shillong to different parts of Umsning Block and Back to Shillong for 12 trips @ Rs 100 per trips	Rs 1200/-	Rs 300/-	Rs 900/-
	ii) Local conveyance for Local activists @ Rs 300/- per Basic units	Rs 1500/-	Rs 300/-	Rs 1200/-
1.2	5 evening meetings one for each Basic units in field laboratory @ Rs 300/- per Meeting.	Rs 1500/-	Rs 300/-	Rs 1200/-
1.3	A token honorarium for activists from the 5 Basic units @ Rs 500 per Basic Units	Rs 2500/-	Rs 500/-	Rs 2000/-
1.4	Documentation	Rs 1000/-	Nil	Rs 1000/-
Administrative:				
2.1	Rent for Office	Nil	Nil	Nil
2.2	Telephone + Postal	Rs 500/-	Nil	Rs 500
2.3	Stationeries + Xerox	Rs 1000/-	Nil	Rs 1000/-
	Total	Rs 9200/-	Rs 1400/-	Rs 7800/-
	Contingencies	Rs 900/-	Nil	Rs 900/-
	Total	Rs 10100/-	1400/-	Rs 8700/-

Total Estimated Expenditure for the First Quarter from the 1st April 2001 to 30th June 2000 = Rupees Ten Thousand One Hundred only.

Total Estimated Self-Generated Income during the First Quarter of 2001-2002 = Rupees One Thousand Four Hundred.

The Estimated Grant-in-Aid for the 1st Quarter of the 2001-2002 = Rupees Eight Thousand Seven Hundred

Lokshala Process in Umsning Block of Ri-Bhoi District, Meghalaya. Budget for 2001-2002

2nd Quarter (1st July 2001- 30th September 2001)

Sl. No.	Particulars	Total	Estimated Expenditure	
			self-generated	Grant-in-aid
Activities:				
1.1	Visits to the MMP Blocks by the 5 Activists of Umsning Block for exchange programme @ Rs 300 per head.	Rs 1500/-	Rs 300/-	Rs 1200/-
1.2	5 special meetings with the dormant Lokshala Activists @ Rs 300/- per Meetings	Rs 1500/-	Rs 300/-	Rs 1200/-
1.3	One month survey on the views of Lokshala from the People by Activist (honorarium + T.A. and Documentation)	Rs 5000/-	Rs 1000/-	Rs 4000/-
1.4	One Month Study on Issues and Problems arising out of the Lokshala Process.(Honorarium + T.A. + documentation)	Rs 5000/-	Rs 1000/-	Rs 4000/-
1.5	Compilation of the above experiences(Word Processing Xerox)	Rs 1000/-	Nil	Rs 1000/-
1.6	Quarterly Newsletter	Rs 1000/-	Rs 250	Rs 750/-
Administrative:				
2.1	Honorarium for the coordination @ Rs 3000/- per Month	Rs 9000/-	Nil	Rs 9000
2.2	Rent for Office @ Rs 300/- per month	Rs 900/-	Rs 300/-	Rs 600/-
2.3	Telephone + Postal	Rs 1000/-	Nil	Rs 1000
2.4	conveyance	Rs 1500/-	Rs 500/-	Rs 1000/-
2.5	Stationeries + Xerox	Rs 3000/-	Nil	Rs 3000/-
	Total	Rs 30400/-	Rs 3650/-	Rs 26750/-
2.6	Contingencies	Rs 3000/-	Rs 500/-	Rs 2500/-
	Total with Contingencies	Rs 33400/-	Rs 4150/-	Rs 29250

Total Estimated Expenditure for the 2nd Quarter for 2001-2002
= Rupees Thirty Three Thousand Four Hundred only.

Total Estimated Self-Generated Income during the 2nd Quarter of 2001-2002
= Rupees Four Thousand One Hundred and Fifty only.

The Estimated Grant-in-Aid for the 2nd Quarter of the 2001-2002
= Rupees Twentynine Thousand two hundred and fifty only.

**Lokshala Process in Umsning Block of Ri-Bhoi District, Meghalaya.
Budget for 2001-2002**

3rd Quarter (1st October 2001- 31st September 2001)

<u>Sl. No.</u>	<u>Particulars</u>	<u>Total</u>	<u>Estimated Expenditure</u>	
			<u>self-generated</u>	<u>Grant-in-aid</u>
Activities:				
1.1	At least 3 collaborative Workshops with organizations involved in the People's movement in Umsning Field Laboratory @ RS 1000/- per meeting (TA , tea etc.)	Rs 3000/-	Rs 500/-	Rs 2500/-
1.2	3 Months long Personal study come campaign in the villages by the activists (Documentation, Food, T.A for 15 Activists)	Rs 10000/-	Rs 2500/-	Rs 7500/-
1.3	Three Days Workshop to make resistance into asset to the Process with invitees from outside the Field Laboratory.	Rs 10000/-	Rs 5000/-	Rs 5000/-
1.4	Documentation	Rs 5000/-	Rs 2000/-	Rs 3000/-
1.5	Quarterly Newsletter	Rs 5000/-	Rs 2000/-	Rs 3000/-
1.6	Honorarium for Activists from 5 Basic Units Rs1500/- per head	Rs 7500/-	Rs 2500/-	Rs 5000/-
Administrative:				
2.1	Honorarium for the coordination @ Rs 3000/- per Month	Rs 9000/-	Nil	Rs 9000
2.2	Rent for Office @ Rs 300/- per month	Rs 900/-	Rs 900/-	Nil
2.3	Telephone + Postal	Rs 1000/-	Nil	Rs 1000
2.4	Conveyance	Rs 1500/-	Rs 500/-	Rs 1000/-
2.5	Stationeries + Xerox	Rs 3000/-	Nil	Rs 3000/-
	Total	Rs 55,900/-	Rs 15,900/-	Rs 40,000/-
2.6	Contingencies	Rs 5500/-	Rs 1500/-	Rs 4000/-
	Total with Contingencies	Rs 61400/-	Rs 17400/-	Rs 44000/-

Total Estimated Expenditure for the 3rd Quarter for 2001-2002
= Rupees Sixty one Thousand Four Hundred only.

Total Estimated Self-Generated Income during the 3rd Quarter of 2001-2002
= Rupees Seventeen Thousand Four Hundred only

The Estimated Grant-in-Aid for the 3rd Quarter of the 2001-2002
= Rupees Forty-four Thousand only.

Lokshala Process in Umsning Block of Ri-Bhoi District, Meghalaya. Budget for 2001-2002

4th Quarter (1st January 2002- 31st March 2001)

<u>Sl. No.</u>	<u>Particulars</u>	<u>Total</u>	<u>Estimated Expenditure</u>	
			<u>self-generated</u>	<u>Grant-in-aid</u>
Activities:				
1.1	5 Basic Unit Level workshops for Lokshala to strengthen the intellectual and physical strength of the activist and to look into the avenues for interventions. @ Rs 1000/- per Basic Units	Rs 5000/-	Rs 2500/-	Rs 2500/-
1.2	To document the above(word Processing @ Rs 200/- Per Workshop)	Rs 1000/-		Rs 1000/-
1.3	One Day Workshop to discuss about the Welfare of the Activists	Rs 1000/-	Rs 750/-	Rs 250/-
1.4	A month long critical study on Dropped - out by the Activists (TA Food, Xerox etc.)	Rs 3000/-		Rs 3000/-
1.5	Documentation of the Above work	Rs 2000/-		Rs 2000/-
1.6	A one day meeting participated by Large no of Villagers not less than 200 where a Public declaration is to be made	Rs 5000/-	Rs 2000/-	Rs 3000/-
1.7	Door to door campaign	Rs 3000/-	Rs 1000/-	Rs 2000/-
1.8	Honorarium for 5 activists from the 5Basic units @ Rs 1500 per head	Rs 7500/-	Rs 2500/-	Rs 5000/-
1.9	Quarterly Newsletter			
Administrative:				
2.1	Honorarium for the coordination @ Rs 3000/- per Month	Rs 9000/-	Nil	Rs 9000
2.2	Rent for Office @ Rs 300/- per month	Rs 900/-	Rs 300/-	Rs 600/-
2.3	Telephone + Postal	Rs 1000/-	Nil	Rs 1000
2.4	conveyance	Rs 1500/-	Rs 500/-	Rs 1000/-
2.5	Stationeries + Xerox	Rs 3000/-	Nil	Rs 3000/-
	Total	Rs 42900/-	Rs 9550/-	Rs 33350
2.6	Contingencies	Rs 4200/-	Rs 900/-	Rs 3300/-
	Total with Contingencies	Rs 47100/-	Rs 10450	Rs 36650/-

Total Estimated Expenditure for the 4th Quarter for 2001-2002
= Rupees Forty-seven Thousands One Hundred only.

Total Estimated Self-Generated Income during the 4th Quarter of 2001-2002
= Rupees Ten Thousand Four Hundred Fifty only.

The Estimated Grant-in-Aid for the 4th Quarter of the 2001-2002
= Rupees Thirty-six Thousand Six Hundred and Fifty only.

LOKSHALA PROCESS

DEMONSTRATING AN ALTERNATIVE VISION
OF
UNIVERSALISATION OF ELEMENTARY EDUCATION

AT
Mawryngkneng, Mawkyntrew and Pynursla Blocks,

East Khasi Hill District,
Meghalaya State.

Proposal
For
May 2003 to March 2006

By

Thangsning-BJVJ Basic Unit, Thangsning;
Synroplang for Social Transformation, Shillong;
Bharat Jan Vigyan Jatha, New Delhi.

Contact address:

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LOKSHALA PROCESS

DEMONSTRATING AN ALTERNATIVE VISION OF UNIVERSALISATION OF ELEMENTARY EDUCATION

AT
Mawryngkneng, Mawkynrew and Pynursla Blocks,

East Khasi Hill District,
Meghalaya State.

**Proposal
For
May 2003 to March 2006**

By

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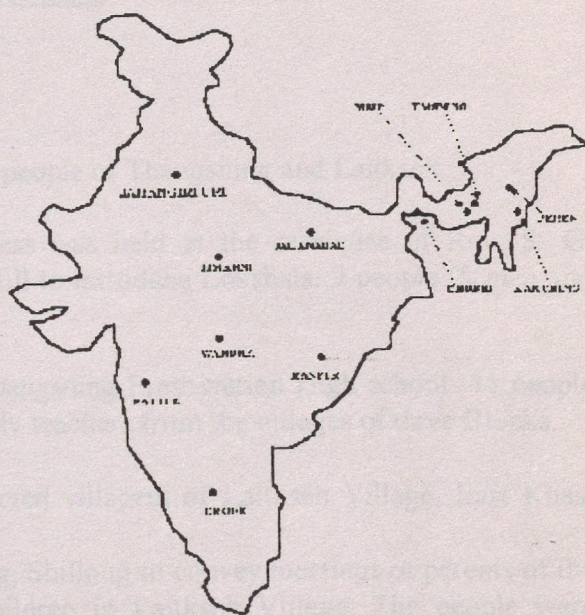
Lokshala - A Nationwide Movement

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"We are convinced that the kind of education which our Schools impart lacks relevance to social needs of the majority of the children. This cannot, and must not be, universalized."
Nauni Declaration, 1995

Lokshala- A Nationwide Movement

Lokshala is a Nation-wide Movement for Transformation of Government School System through Social Intervention for the Universalisation of Elementary Education (UEE). It was started in May 1995 by Bharat Jan Vigyan Jatha (network of People's Science Movement) with Academic Support from the Maulana Azad Centre for Elementary and Social Education, University of Delhi. The movement consciously attempts to evolve and demonstrate an Alternative Model of UEE. At present the process is going on in 11-advanced field laboratory viz. Mawryngkneng-Mawkyntew-Pynursla & Unising (Meghalaya), Wardha & Patton (Maharashtra), Peren (Nagaland), Kakching (Manipur), Debitola (Assam), Jahanabad (Bihar), Ranpur (Orissa), Jahingirpuri (Delhi), Timarni (Madhya Pradesh), Erode (Tamilnadu).



LOKSHALA ADVANCED FIELD LABORATORIES

Lokshala perspective emerged out of an in-depth analysis of the colonial history of School education and from a detailed critique of educational policies and designs of government programmes undertaken since Independence. The Lokshala programme argues that the quality of the infrastructure and pedagogy of the state run schools should be transformed and at the same time private schools should be drawn in a common school system. This can be achieved by acknowledging the critical role of the community sector instead of enamouring the role of private sector. The community sector does not absolve the government of its Constitutional obligation to provide education to all children. It only implies that the controls over the affairs of the school is handed over to the local communities through a systemic plan.

The process is based on the following premises:

1. The education policies and the design of government programmes themselves are responsible for failure to achieve UEE, rather than faults in their implementation.
2. UEE cannot be achieved until decision making regarding education planning and curriculum development remains centralized and people continue to be kept alienated from the process.
3. People's intervention on school system is critical in making the long awaited breakthrough.
4. The very notion of knowledge in curriculum needs to be redefined through active engagement of the local communities on documenting local history including science and technology practices and generating knowledge relevant to education.
5. Schools need to be empowered to do their own planning for UEE as well as goal setting in desegregated manner by handing over their control to the local bodies /communities.

**Lokshala Process in Mawryngkneng, Mawkynrew and Pynursla (MMP) Blocks
East Khasi Hills District, Meghalaya**

A brief History

Tilling the ground

January – February:

Lokshala reached out to some selected people of Thangsning and Laitkseh.

May 2000

The first meeting for Lokshala Process was held at the residence of Rev. S. G. Kshiarngap, Thangsning, East Khasi Hill to introduce Lokshala. 9 people (5 men and 4 women) attended the meeting.

June 2000

One-day Workshop on Lokshala at Thangsning Presbyterian High school: 44 people attended the meeting. There were mostly teachers from the villages of three Blocks.

September –October 2000

- ◆ Reached out Lokshala to the selected villagers of Laitkseh Village, East Khasi Hills.
- ◆ Attempts were made by Synroplang, Shillong to convey meetings of parents of the out-of-school and dropped-out children in Laitkseh Village. The people were over-cautious and not very confident about Lokshala.
- ◆ Case studies of Drop out children were conducted.
- ◆ Children in the Village Street were surveyed and interviewed by Lokshala activists. Strong opposition was expressed, at least, by one lady to the survey on the ground that it was not done with the consent of Durbar after which we withdrew the activities of the survey and the interview.
- ◆ The experience drawn from the above became a guiding factor to design a course of action to initiate Lokshala.

December 2000

- ◆ The Thangsning BJVJ Basic unit was established.
- ◆ It was decided that Synroplang, Shillong and Thangsning BJVJ Basic Unit, Thangsning would work jointly to carry on Lokshala Process in East Khasi Hills.

During January-February, 2000 Lokshala was discussed to some selected people in Thangsning and Laitkseh Villages of East Khasi Hill. The experience and the impression given by the people gave impetus to start Lokshala in this part of the East Khasi Hills. The first meeting for Lokshala Process was held in the 2nd week of May 2000. There were 11 people, aged between 30 to 70 years. At least two persons were very old people and there were 5 women. Rev Pastor S.G. Ksiarngap interpreted into Khasi from English.

The second meeting for Lokshala Process was in Thangsning Presbyterian School, Thangsning on 6th June 2000. The meeting was conveyed by Rev. Pastor Kshiarngap. Bah S.S. Thokchom presented Lokshala. The Khasi Translation of Nauni Declaration and Lokshala Newsletter of Umsning Block Lokshala Process were distributed. Majority of the people appreciated Lokshala.

- There were some teachers who felt that teaching Local History is undesirable.
- At least by one teacher strongly recommended that for the integrity and speedy

progress of Khasi and Jaintia hills, we must do away the local dialects as well as Khasi languages. All the Khasi now must switch over to English.

- One teacher told us that there was already local history in the NCERT books.
- It was pointed out that if we want to introduce local languages in the primary education, the alphabet used for the Standard-Khasi is not adequate. Therefore we need to create new alphabets.

There were several meetings during September –October 2000. The drop-out children study and interaction with the parents of out-of-school children as well as interviewing the children who are playing in the village street were conducted by the Synroplang members in order to internalize a workable strategy to start Lokshala. The Thangsning BJVJ Basic Unit was established in the month of December, 2000 and decided that the Lokshala process would be initiated in the East Khasi Hill district jointly by Synroplang and Thangsning Basic unit.

During this phase (2000), all the expenses for invitation, food, tea and snacks were borne by Rev. Pastor S.G Kshiarngap. And Synroplang, Shillong, supported the travel expenditure and academic support and literature. No request for financial support was made to central office or any other funding agents consciously as a part of the policy.

Showing the Seed of Lokshala

January 2001:

Planning workshop was conducted on 26th Jan. 2001

February 2001:

Thangsning BJVJ Basic unit participated the Lokshala Workshop in Peren, Nagaland

March 2001:

Thangsning Basic Unit members visited the Umsning Lokshala field Laboratory to learn as well as to critically examine the ongoing Lokshala Process.

One lesson we learn in this short period of time as well as 4 years experience in the Ri-Bhoi District is that it is not the ability of a person that qualify him/her to become an activist of Lokshala but the availability and commitment. Another lesson we learn is that **wherever women take a lead to the movement, it grows steadily**. It was also very exciting to find it out that in this field laboratory those who could manage to spare time for serious study on Lokshala are all women.

During January 2000, the activist from Mawusam, Rapleng, Laitkseh and Thangsning have

- drawn the village maps,
- surveyed the socio-economic condition of the villages and presented the same during the 26th January Planning Workshop.

There were two important reasons to rejoice in the workshop. All the hard work of survey, drawing maps and charts were done completely free of cost by the activists. Some of them opined that it is a sacred mission. The second reason was that at the end of the workshop Rev.S.G.Kshiarngap announced that there was a deficit to meet the expenses of the workshop. And requested to the participants for free-will contribution. The villagers contributed Rs 10/- per head.

Germinating the seed.

April – June 2001:

We initiated a series of marathon study meetings. Each meeting lasted for one or two days sitting for 10 to 12 hours at a time. Lokshala Song was written. The Meghalaya Government's action plan for Elementary education was critically analyzed. The education policies were studied. Drop-out study were conducted. We eventually established our understanding that **Drop-out is not simply Drop out but it is Push-out by the school.** And further we analyze and found it out that phenomenon of Drop out is not because of poverty and ignorance but it is **a conscious rejection of the prevailing education by the people.** By June the process was crystallized. The proposal for 2001-02 was approved and 5 Lokshala Activists were given the responsibility of working for Lokshala –full time or part time depending on the availability of their time and fund.

Showing the tender leave , Waiting for the rain

July –November 2001:

In July 2001, our work demanded frequent long meetings and we were in need of a place where the Activists could work and meet together without much constraint. We found out a room in Thangsnung and occupied the room on rent. All of us were very optimistic about the fund to come through central office, which is yet to realize till date. We reviewed once again our progress. And we found out that there were many planned activities, which could not be done because of paucity of fund. We re-estimate our budget, change the modalities of Programme, each and everyone of us contributed as per our capacity and continued to work. The situation was so intense that Mr. S.S. Thokchom who was co-ordinating the process took a calculated risk and resigned from his regular teaching job to work full time for Lokshala Process. For a while the response was very good and process was in full swing. But the lack of financial support became a hurdle for us. In fact, by November end we were demoralized and the work become stagnant.

Struggle to survive-search of an alternative.

December 2001-March 2002:

Our expectation for fund to come was very high. In the meantime, there was growing uncertainty about how to sustain in the process in the interim period. So we decided to look for alternative ways and means to generate income. In November- December, we tried out Screen Printing with a hope that we would start printing the cards, literature etc. for sale. Midway, we realize that in absence of sizable amount of capital and quality of products, we would not be able to generate the income as we envisaged. And in the meantime, one key activist got allergic to the chemical we use. One activist got married and other two got busy with the examination to be appeared. In January again we got a sum of Rs 2000 as loan from a person and we invested the amount for running small shops in three villages. The profit we got was very small. We could not even get 5% profit. We discovered the complex process of how the market in the village is directly or indirectly control by the wholesale dealer in Shillong. Our small investment of Rs 2000 did not provide the calculated profit. We started negotiating with some wholesaler in Shillong and found out that we need large investment to earn profit and in the meantime we need to serve the interest of the wholesaler rather than our need.

In February 2002, a funding agent came to visit us. We enter into disagreement because they

would like to change our perspective and priorities. By the end of March 2002, we were given the understanding that fund which was expected to come earlier through Central office was likely not to come at all.

We still continued to work. But we could not go further to proliferate the base for our work. Some activist got demoralized and in the struggle to survive, they were compelled to change their priorities. And today Lokshala process is now in a very crucial stage.

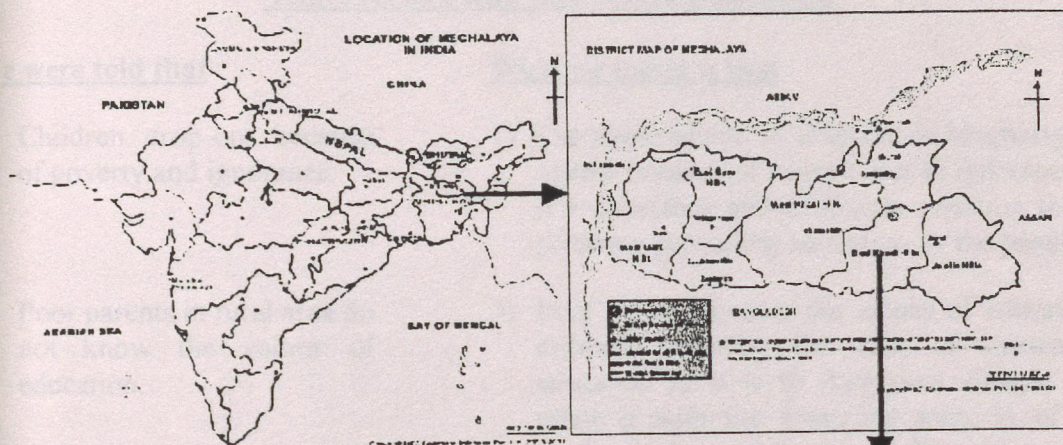
From here where shall we go?

In the last 18 months (April 2001-Sept.2002), we learn many things.

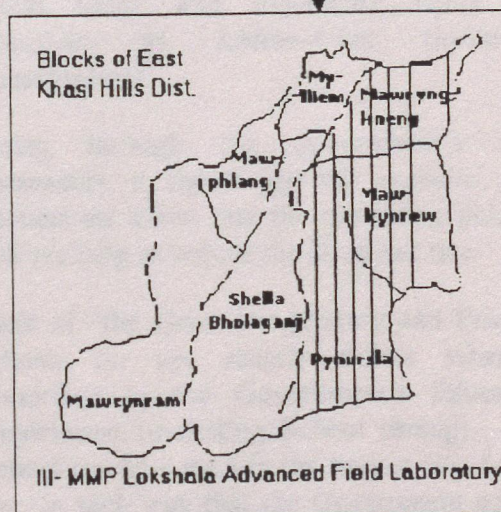
1. At least for few years, external fund to sustain the Programme and to support the full time activist is necessary.
2. For those people who were holding key positions in the organizational level but did not engage in the ground level could not understand pain of frustration due to the lack of financial support. Key people to handle the fund and those who work in the field level must not be entirely two different sets of people.
3. Regarding how much one should get and how much one should spend for a Programme and how to distribute the fund, People who work in the field are the best people to decide.
4. The pedagogical problem why people do not respond to our call, is to be resolved with the search of *jubab kaba khelaiñ* (a meaningful process of dialogue).
5. Effort must be made to convince Lokshala Process as a process that will give *Akor* and *Sngewtymad* (even if we need to review our concept of Lokshala Process).
6. We cannot effectively work by ignoring the existing power structure. We have to work within the parameters given by the existing power structure with the objective of transforming the power structures from both within and outside..

We need financial and academic support for the work. But we also need to make ourselves financially independent. Our ability to generate income for the activities must be coupled with our attempts to widen our base.

Profile of Mawryngkneng, Mawkynrew and Pynursla (MMP) Blocks of East Khasi Hills District.



Block Name	Area (Sq. Km.)	Population	Inhabited Villages	House holds
<u>Mawryngkneng</u>	293	35914	61	6326
<u>Mylliem</u>	204	293973	97	55851
<u>Mawp hlang</u>	290	46685	156	7837
<u>Mawkynrew</u>	355	30170	65	5110
<u>Shella Bholaganj</u>	578	45799	183	9164
<u>Pynursla</u>	505	47171	145	9404
<u>Mawsynram</u>	523	38194	151	7129



The Khasi Hills District was divided into two districts, viz. the East Khasi Hills District and the West Khasi Hills District on 28th October 1976. On June 4th, 1992, East Khasi Hills District was further divided into two administrative districts of East Khasi Hills District and Ri-Bhoi District. Shillong is the district headquarter of East Khasi Hills District. The district consists of seven Community and Rural Development blocks at present.

The district has a population of 4,95,446 as per the 1991 census. The Khasis are predominant inhabitants of the East Khasi Hills, though Garos and others are found in the southern border areas.

District Name : East Khasi Hills District Hq. : Shillong

Area (Sq. Km.)	2748	Population	537906
Inhabited Villages	858	Towns	7
No. of Constituencies (LA)	19	Credit/Deposit %	14.43
No. of PHC	12	No. of CHC	1

Emergence of an Alternative understanding
On
Issues related with Elementary Education.

We were told that

What we found is that

- 1) Children drop-out because of poverty and ignorance.
- 2) Poor parents in rural area do not know the values of education.
- 3) Government is interested to reduce the drop-out rate and has taken steps to reduce it
- 4) School, on their own, cannot decide anything independently, their role is to follow what is decided by the Government.
- 5) Standard Khasi language is the mother tongue for all the Khasi children in Khasi Hills. Since the medium of instruction in Khasi hill upto Class IV is in Standard Khasi, it can be said that that Primary education in Khasi hills is taught in Mother tongue.

- 1) The phenomenon of drop-out in Meghalaya is neither because of poverty nor of ignorance. It is a conscious and deliberate rejection to the presently prevailing education by the people.
- 2) Poor parents knows the values of education, critically examine the state of elementary education as it is in their own villages and relate it with the emerging scenario of the world today and eventually reject the education as *Khlem-A'kor* (irrelevant /meaningless)
- 3) Going through the government's own documents, it shows just the opposite. And bureaucrats know that the prevailing policies will not help to reduce the Drop-out rate.
- 4) Most of the Govt. Pre-primary and Primary schools do not strictly follow what is prescribed by the Government's Education Department (including School timing). The School teachers modify the timing, text books etc. in such way that the Government school looks likes a private English medium school.
- 5) All the Primary schools in rural area for all practical purposes including explanation, the teacher use the local language which is different from the standard Khasi. In case of teacher's inability to speak the local languages, the children have no choice except to drop-out.

- 6) The rural people are very lazy(*Jaituh*). They are devoid of educational values, and are ignorant of use of education in life.
- 7) Women are less capable of intellectual work. That is one reason why our forefathers did not allow them to become a member in *Durbar*.
- 8) In order to uplift the rural poverty, we need to increase the productivity. In order to increase the productivity, we need the transfer of technology.
- 9) There is no point of talking with people regarding educational change. Nothing could be expected from them and what they decide can not be executed without government's permission / order.
- 10) Corruption is because of illiteracy and poverty.
- 11) Government's Existing Policies are for fighting against corruption.
- 6) The rural people are definitely hard working. Their so-called laziness(*Jaituh*) is in fact a language expressing to us that they do not understand (*khlem sngewthuh*) therefore they don't feel good (*khlem Sngewtynmad*), as such they don't see any reason to get motivated (*Khlem-akor*). They are, therefore, not motivated to co-operate with you from their Heart (*Ka-Mon*).
- 7) It is understood that intellectual work needs patience, a lot of endurance and constant search for the answer and ability to relate with one's own life experience. It is the Khasi women who excel in the above area. The Khasi women are intellectually not at all inferior in comparison with Khasi man.
- 8) In absence of a feasible market for increased products, people will call the whole programme *Khlem-akor* (meaningless). They may come for training because they may get some money during the training but being *Khlem-a'kor* they will reject it even before they reach home after the training is over.
- 9) It is already shown that so many programs like TLC, Population Control program etc fail terribly in Khasi Hills because people do not see any *A'kor* in it. 50 years is long enough for us to realize that unless people internalize the program as *A'kor*, the program is not going to implement effectively.
- 10) Corruption is a crisis of identity. People live a dichotomous life- *A'kor* (honest, transparent, humane etc) for life in the village and *Khlem-akor* (*dishonest, nontransparent, etc.*) for the life within the prevailing system due to the state's policies.
- 11) Many of the Government of India's rules and regulations pertaining to the Khasi hills are inherently to breed corruption. From this point of view, people question how can you be an Indian and in the meantime, an uncorrupted person.

- 12) People get motivated only with monetary incentives.
- 13) Khasi is a matrilineal society. Therefore the status of Khasi women is higher than that of man.
- 14) Male empowerment movement, which is going on in full swing, is the need of the hour in Khasi hills.
- 15) Tribal people are very innocent. If we want to work for tribal, we need to show them that we are working to uplift them. We provide them skills and technology for development, they will definitely welcome us. But never trust them, they are after all tribal, don't make them know everything of us.
- 16) What people want is money only. They are not interested about what is the merit of the work.
- 12) How much money you give to them, in absence of *A'kor*, there is very less chance of getting motivated.
- 13) The status of women is not independent of other spheres of life, which are dependent to the policies of the Government of India. So whatever the inherited Khasi traditional values in favor of women are no longer practiced. And looking to the Khasi society as it was, traditionally also, it is not true to say that women's status was higher than that of man. The fact remains that women do not have space in the traditional administrative body called *Durbar*.
- 14) Man or women empowerment both does not have a holistic meaning if it is to demean other half of the society. What is needed now is to redefine the family questioning both patriarchal and matrilineal system.
- 15) The true appreciation by the tribal people comes only when they are convinced that we are *A'kor*. How we treat them, how much money we spend for them do not really make us an *A'kor* in their eye. Our attitude to them only as an independent variable do not qualify us as an *A'kor*. They will examine us holistically as a person then they decide whether we are in the world of *Akor* or not.
- 16) Until and unless, it is established that the work is *Sngewtynnad* and it is *A'kor*, they will not bother about. But once they are convinced that work is *Akor* then they will commit themselves to it.

The Objective, Action Plan and Expected Outcome for 2003-2006

For the Year 2003-2004

May 03 to June 03

<u>Objective</u>	<u>Action</u>	<u>Expected outcome</u>
1. To identify at least one volunteer from each village of MMP Block to work for achieving UEE through Lokshala Process.	1. To write 500 letters along with our documents to Durbar, Seng Samla, church organizations, schools, teachers and their organizations, voluntary organizations, individuals etc., inviting recommendations of volunteers to work for Lokshala.	1. At least 100 out of 500 organizations will respond, giving space for us to visit and interact with them.
2. To feel the pulse of the volunteers for further engagement with them.	2. To visit villages (5 activists, 10 villages per day) to interact with local leaders in order to identify potential volunteers within our well defined parameters.	2. Around 150 volunteers who now subscribe to the idea of Lokshala are available to work towards achieving UEE through Lokshala Process.
3. To initiate dialogue with volunteers so as to help them to internalize the Lokshala perspective and also to enrich the Lokshala perspective from the life experience of the volunteers.	3. To interact with groups of volunteers from clusters of villages in the form of workshops.	3. Volunteers' initial appreciation of Lokshala is gradually converted to a commitment.
4. To widen activists' perspective of Lokshala and build up their capacity to generalize from the specifics and then to apply generalizations to interpret the specifics.	4. To visit Lokshala Field laboratories in cross-cultural areas and interact with them in order to be able to appreciate diversity as our strength, explore our common issues and the common thread that binds us.	4. The Lokshala activists can now relate their experience gained from their own cultural context with that of others in a different cultural context and learn horizontally from each other.

For the Year 2003-2004

July 2003-September 2003

<u>Objective</u>	<u>Action</u>	<u>Expected outcome</u>
1. To critically analyze the issues related with the push out (i.e. drop out) phenomenon with the help of the volunteers.	1. To orient the volunteers about the modality and methodology of the Push Out Study To conduct the Push Out Study with the help of the volunteers in their respective villages about the no. of push outs in different age groups and the reasons for becoming push outs.	1. Data on Push Outs of 150 villages will become available for further analysis. Enriched perspectives are evolved out of the process of engagement with the people.
To dialogue with people towards an alternative model of UEE.	3 Block level one-day Workshops on Dialogue with People in Search of an Alternative Model.	2. Volunteers and activists will develop insights about an alternative model.

For the Year 2003-2004

October 2003 –December 2003

<u>Objective</u>	<u>Action</u>	<u>Expected Outcome</u>
1. To consolidate ideas from the people and compile these for wider dissemination of the findings.	1. 3-days workshop on compilation and translation of the findings in at least three languages (Hindi, English and Khasi) and to print the same - at least 1000 copies each.	1. People will read the report, provide their critical inputs on the findings, and will begin to question the notion of knowledge.
2. To draft an Alternative Curriculum Framework through participation of teachers, parents, volunteers, Lokshala activists, guest resource persons etc.	2. 3-day workshop to make a broad outline of the Alternative Curriculum Framework.	2. The alternative teaching-learning materials will be available for being tried out.
3. To make the draft alternative curriculum available to people for comments.	3. To prepare to disseminate the ideas of draft alternative curriculum framework by printing 1000 copies of the draft framework in Hindi, English and Khasi, cassettes to record speech on it, poster campaign etc.	3. People will comment on the alternative framework.
4. To communicate the alternative framework to people.	4. 10 village cluster-level workshops on alternative curriculum framework.	4. There will be widespread acceptance of the alternative framework and, in the meantime, there may be also a growing critique.

For the Year 2003-2004

January 2004 to March 2004

<u>Objective</u>	<u>Action</u>	<u>Expected outcome</u>
1. To incorporate people's wisdom and to enrich the curriculum framework.	1. 3 Block-level Review Workshops on alternative framework	1. Reviewed curriculum will be ready.
2. To bring out draft Alternative Curriculum Framework for scrutiny by others.	3. To edit and print the Alternative Curriculum Framework in Hindi, English and Khasi.	4. People will read and will comment on Alternative Framework.
2. To equip us to build up curriculum based on Alternative Framework.	2. National Workshop on Curriculum Development.	5. The Lokshala Team will now confident to facilitate the development of curriculum by people.

For the Year 2004- 2005

April 04 to June 04

<u>Objective</u>	<u>Action</u>	<u>Expected outcome</u>
1. To engage people in development of curriculum.	1. 10 village cluster-level workshops on curriculum development.	1. People's capacity to participate in curriculum development will be enhanced.
2. To bring out a draft of the curriculum for further discussion.	2. 3-day intensive workshop to finalize the draft curriculum.	2. Draft curriculum will be ready.
3. Review the draft curriculum.	3. Block-level Review workshop on curriculum.	3. Reviewed curriculum will be available.

For the Year 2004- 2005

July 04 -September 04

<u>Objective</u>	<u>Action</u>	<u>Expected outcome</u>
1. To receive critical inputs for the curriculum in terms of comments, questions etc.	1. Print the curriculum for distribution/sale.	1. People will read and comment.
2. To equip for preparing curricular materials.	2. Thematic workshops on developing curricular materials.	2. People will now start working on developing curricular materials.

For the Year 2004- 2005

October 04 - December 04

<u>Objective</u>	<u>Action</u>	<u>Expected Outcome</u>
1. To develop curricular materials.	1. At least 10 two days - Workshops to develop curricular materials	1. Curricular materials will be ready and people own these.
2. To take initiative to evolve an Alternative Teacher Education Programme	2. Teacher Education Workshop	2. An alternative approach to Teacher Education will evolve.

For the Year 2004- 2005

January 05- March 05

<u>Objective</u>	<u>Action</u>	<u>Expected outcome</u>
1. To review the curriculum.	1. Workshop on curricular materials.	1. Curricular materials will be ready for trials.
2. To call upon people to implement the curriculum.	2. Workshop on the role of the people to implement the curriculum for UEE.	2. People will work out a strategy to implement the curriculum.

- | | | |
|--|--|---|
| 3. To understand the desirable role of the State Government towards UEE. | 3. National Workshop on the Role of the State Government for UEE in context of the alternative curriculum. | 3. People will prepare to engage in dialogue touching upon policy issues. |
|--|--|---|

For the Year 2005-2006

April 05 to June 05

<u>Objective</u>	<u>Action</u>	<u>Expected outcome</u>
1. To begin implementation of the Alternative curriculum.	1. 3-day workshop to identify the modalities of implementation.	1. Implementation will begin.
2. To build up people's collective strength for the alternative curriculum.	2. 10 one-day Workshops on People's role in UEE through Lokshala Process.	2. People understood their critical role and prepared to do the needful
3. To initiate steps for teachers' meaningful participation.	3. Workshop on alternative teacher education for UEE.	3. Paradigm change for teacher's education.

For the Year 2005-2006

July 05 – September 05

<u>Objective</u>	<u>Action</u>	<u>Expected outcome</u>
1. To assess the progress amongst parents, community and teachers.	1. 10 community-teacher workshops on how to make sure that we are heading towards UEE.	1. People are aware of what is happening in the school.
2. To further interact with community regarding the alternative curriculum.	2. 6 programmes of alternative teacher education.	2. Teachers will engage in teaching-learning process with the new perspectives.
3. To get the pulse of people towards alternative curriculum.	3. To organize visits to schools by the local resource teams for constant vigil on what is happening in the school.	3. Villagers will have the necessary perception to give suggestions for further improvement.

For the Year 2005-2006

October 05 –December 05

<u>Objective</u>	<u>Action</u>	<u>Expected outcome</u>
1. To pursue to further strengthen implementation of Alternative curriculum	1. Workshops on the role of people in UEE.	1. The implementation will now initiated with new vigor.
2. To evaluate the progress.	2. Evaluation workshop on Lokshala Process.	2. People's understanding on Lokshala will be enriched.

3. To continue the interaction programme.

3. Programmes on teacher education.

3. More and more teachers will now join the programme.

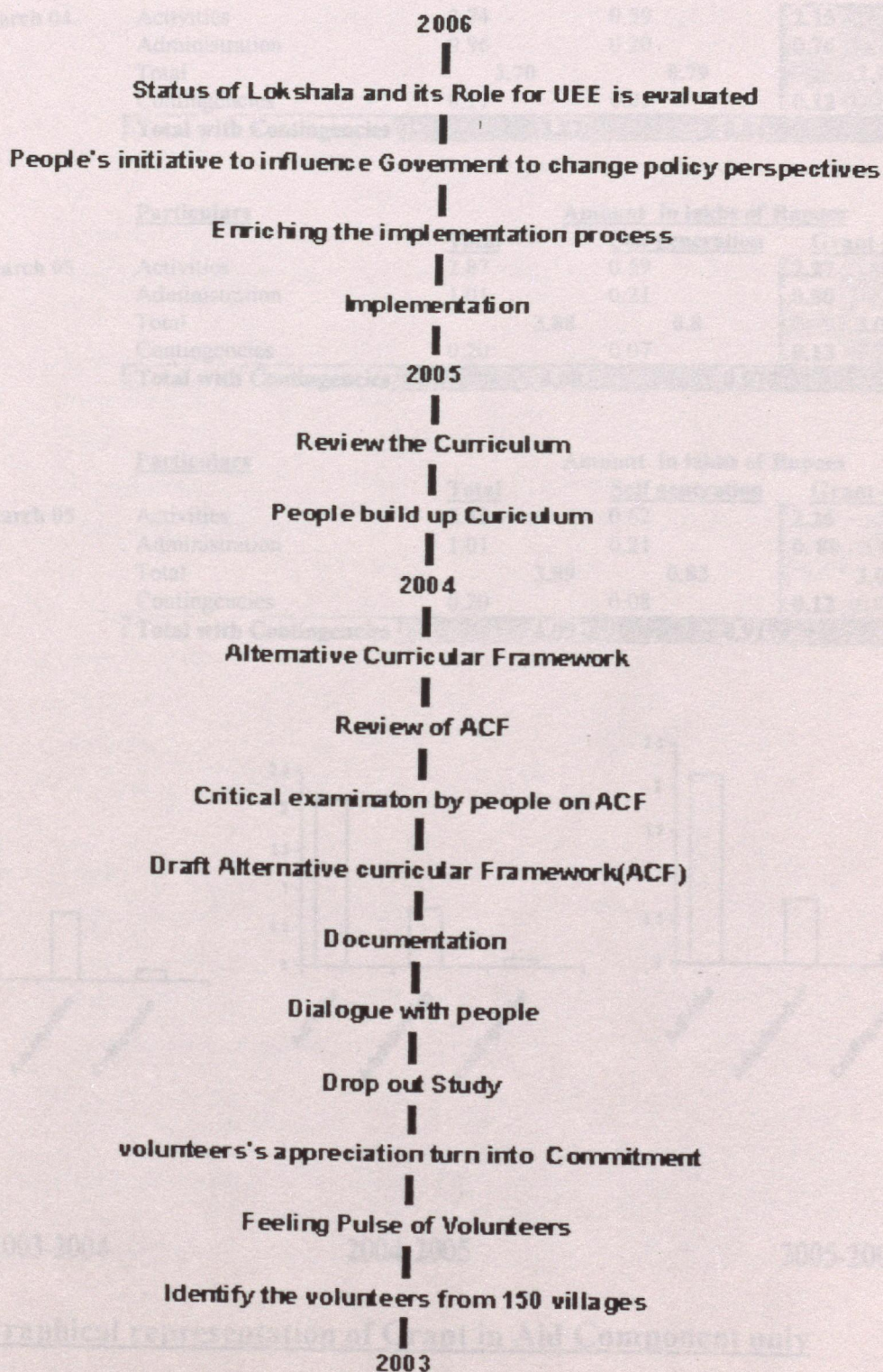
For the Year 2005-2006

January 06 to March 06

<u>Objective</u>	<u>Action</u>	<u>Expected outcome</u>
1. To continue the interaction.	1. Programme on teacher education.	1. More teachers will join.
1. To strengthen the local level resource group	2. Workshops on curriculum	2. People's faith on the alternative curriculum will be deepened.
2. To workout a an alternative administrative structure.	3. Convention on UEE and National Policy Perspective.	3. People will now understand the implications of the policy of the State towards education of children.

Summary of Action Plan for 2003-2006

Action Plan for 2003-2006

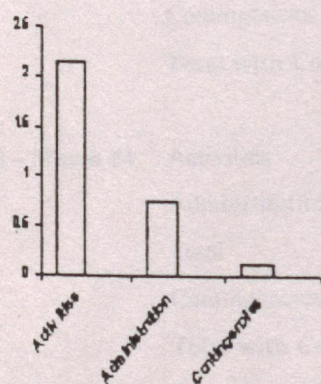


Summary of yearly estimated amount of expenditure for 2003-2006

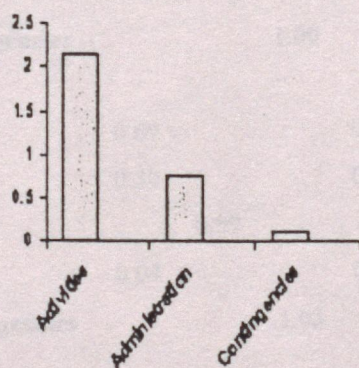
Year	Particulars	Total	Amount in lakhs of Rupees	
			Self generation	Grant-in-aid
May 03 - March 04	Activities	2.74	0.59	2.15
	Administration	0.96	0.20	0.76
	Total	3.70	0.79	2.91
	Contingencies	0.17	0.05	0.12
	Total with Contingencies	3.87	0.84	3.03

Year	Particulars	Total	Amount in lakhs of Rupees	
			Self generation	Grant-in-aid
April 04 - March 05	Activities	2.87	0.59	2.27
	Administration	1.01	0.21	0.80
	Total	3.88	0.8	3.07
	Contingencies	0.20	0.07	0.13
	Total with Contingencies	4.08	0.87	3.20

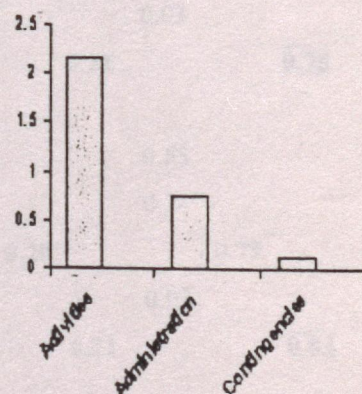
Year	Particulars	Total	Amount in lakhs of Rupees	
			Self generation	Grant-in-aid
April 04 - March 05	Activities	2.88	0.62	2.26
	Administration	1.01	0.21	0.80
	Total	3.89	0.83	3.06
	Contingencies	0.20	0.08	0.12
	Total with Contingencies	4.09	0.91	3.18



2003-2004



2004-2005



2005-2006

Graphical representation of Grant in Aid Component only

Summary of Quarter-wise estimated amount of expenditure for 2003-2004

<u>Year</u>	<u>Particulars</u>	<u>Amount in lakhs of Rupees</u>		
		<u>Total</u>	<u>Self generation</u>	<u>Grant-in-aid</u>
May 03 – June 03	Activities	0.63	0.15	0.48
	Administration	0.18	0.04	0.14
	Total	0.81	0.19	0.62
	Contingencies	0.04	0.01	0.03
	Total with Contingencies	0.85	0.20	0.65
July 03 – Sept. 03	Activities	0.71	0.15	0.56
	Administration	0.24	0.05	0.19
	Total	0.95	0.20	0.75
	Contingencies	0.04	0.01	0.03
	Total with Contingencies	0.99	0.21	0.78
Oct. 03- Dec. 03	Activities	0.71	0.15	0.56
	Administration	0.24	0.05	0.19
	Total	0.95	0.20	0.75
	Contingencies	0.05	0.02	0.03
	Total with Contingencies	1.00	0.22	0.78
Jan. 04 – March 04	Activities	0.69	0.14	0.55
	Administration	0.30	0.06	0.24
	Total	0.99	0.20	0.79
	Contingencies	0.04	0.01	0.03
	Total with Contingencies	1.03	0.21	0.82
Total without Contingencies for 2003-2004		3.71		2.9
Total with contingencies for 2003-2004		3.87	0.84	3.03
Total Grant in Aid for 2003-2004 = Rs 3.03 lakhs only				

Summary of Quarter-wise estimated amount of expenditure for 2004-2005

<u>Year</u>	<u>Particulars</u>	<u>Total</u>	<u>Amount in lakhs of Rupees</u>	
			<u>Self generation</u>	<u>Grant-in-aid</u>
April 04- June 04	Activities	0.73	0.16	0.57
	Administration	0.24	0.05	0.19
	Total	0.97	0.21	0.76
	Contingencies	0.05	0.02	0.03
	Total with Contingencies	1.02		0.79
July 04- Sept. 04	Activities	0.70	0.14	0.56
	Administration	0.24	0.05	0.19
	Total	0.94	0.19	0.75
	Contingencies	0.05	0.01	0.04
	Total with Contingencies	0.99		0.79
Oct. 04-Dec. 04	Activities	0.73	0.14	0.58
	Administration	0.24	0.05	0.19
	Total	0.97	0.19	0.77
	Contingencies	0.05	0.02	0.03
	Total with Contingencies	1.02		0.80
Jan. 05- March 05	Activities	0.71	0.15	0.56
	Administration	0.29	0.06	0.23
	Total	1.00	0.21	0.79
	Contingencies	0.05	0.02	0.03
	Total with Contingencies	1.05		0.82

Total without Contingencies for 2004-2005 4.08 3.20

Total Grant in Aid for 2004-2005 = Rs 3.20 lakhs only.

Estimated Budget Expenditure for the year 2003-2004

Summary of Quarter-wise estimated amount of expenditure for 2005-2006

<u>Year</u>	<u>Particulars</u>	<u>Amount in lakhs of Rupees</u>		
		<u>Total</u>	<u>Self generation</u>	<u>Grant-in-aid</u>
April 05- June 05	Activities	0.73	0.15	0.58
	Administration	0.24	0.05	0.19
	Total	0.97	0.20	0.77
	Contingencies	0.05	0.02	0.03
	Total with Contingencies	1.02	0.22	0.80
July 05- Sept. 05	Activities	0.70	0.14	0.56
	Administration	0.24	0.05	0.19
	Total	0.94	0.19	0.75
	Contingencies	0.05	0.02	0.03
	Total with Contingencies	0.99	0.21	0.78
Oct. 05- Dec. 05	Activities	0.72	0.16	0.56
	Administration	0.24	0.05	0.19
	Total	0.96	0.21	0.75
	Contingencies	0.05	0.02	0.03
	Total with Contingencies	1.01	0.23	0.78
Jan. 06- March 06	Activities	0.73	0.17	0.56
	Administration	0.29	0.06	0.23
	Total	1.02	0.23	0.79
	Contingencies	0.05	0.02	0.03
	Total with Contingencies	1.07		0.82

Total without Contingencies for 2004-2005 4.09 3.18
Total Grant in Aid for 2005-2006 = Rs 3.18 lakhs only

Estimated Budget Expenditure for the year 2003 –2004

May 03– June 03

<u>Particulars</u>	<u>Amount</u>	<u>Self-Generated</u>	<u>Grant in Aid</u>
A. Activities			
1. 500 Letters & sets of literature @ Rs 10/- per letter.	Rs 5000/-	Rs 1000/-	Rs 4000/-
2. Visits to 150 villages by 5 Lokshala activists @ Rs 100/- per activist per day (DA+ TA).	Rs 7500/-	Rs 1500/-	Rs 6000/-
3. Honorarium for 5 activists @ Rs 1000/- per activist for village visits to interact with people.	Rs 5000/-	Rs 1000/-	Rs 4000/-
4. 10 village-cluster workshops @ Rs 2000/- per workshop.	Rs 20000/-	Rs 5000/-	Rs 15000/-
<u>Horizontal Learning</u>			
5. Reaching out to other areas of North East for establishing new field laboratory/ies.	Rs 4000/-	Rs 1000/-	Rs 3000/-
6. 3 field activists visiting other field labs @ Rs 2000/- per person for TA+ DA.	Rs 4000/-	Rs 1000/-	Rs 3000/-
<u>Self-Evaluation</u>			
7. One Review Meeting with activists and volunteers.	Rs 2000/-	Rs 500/-	Rs 1500/-
8. Visit by BJVJ resource group for critical evaluation.	Rs 4000/-	Rs 1000/-	Rs 3000/-
<u>Academic Support from BJVJ</u>			
9. Academic Resource Support from BJVJ.	Rs 4000/-	Rs 1000/-	Rs 3000/-
10. Documentation, materials, translations and travel.	Rs 4000/-	Rs 1000/-	Rs 3000/-
<u>Field Documentation</u>			
11. Data entry to computer & printing of Quarterly Report (500 copies).	Rs 4000/-	Rs 1000/-	Rs 3000/-
Total of A	Rs 63500/-	Rs 15000/-	Rs 48500/-
B. Administration			
12. Honorarium for 1 Co-coordinator @ Rs 3000/- per month.	Rs 6000/-	Rs 1000/-	Rs 5000/-
13. Honorarium for 2 assistant Co-ordinators @ Rs 1000/- per person per month.	Rs 4000/-	Rs 1000/-	Rs 3000/-
14. Rent for an office room @ Rs 500/- per month	Rs 1000/-	Rs 400/-	Rs 600/-
15. Telephones, postal, email etc.	Rs 3000/-	Rs 1000 /-	Rs 2000/-
16. Photocopying, stationery etc	Rs 2000/-	Rs 500 /-	Rs 1500/-
17. Conveyance @ Rs 1000/- per month	Rs 2000/-	Rs 500/-	Rs 1500/-
Total of B	Rs 18000/-	Rs 4400/-	Rs 13600/-
Total of A and B	Rs 81500/-	Rs 19400/-	Rs 62100/-
C. Contingencies			
18. Total of A, B & C	Rs 4000/-	Rs 1100/-	Rs 2900/-
Total of A, B & C	Rs 85500/-	Rs 20500/-	Rs 65000/-

Total Grant in Aid for May 2003 –June 2003 = Rupees sixty-five thousand only.

For the year 2003-2004

July 03 to September 03

<u>Particulars</u>	<u>Amount</u>	<u>Self-Generated</u>	<u>Grant in Aid</u>
A. Activities			
1. Two -days Workshop on Study of Drop out for Volunteers and Lokshala Resource Group and Activist.	Rs 4000/-	Rs 1000/-	Rs 3000/-
2. Drop out study in 150 villages by 50 volunteers(T.A+ Honorarium) @ 500 per volunteers	Rs 25000/-	Rs 5000/-	Rs 20000/-
3. 3 Block level Drop out/out of school children's' parent-Lokshala activist's workshop @ Rs 3000 per workshop.	Rs 9000/-	Rs 2000/-	Rs 7000/-
<u>Horizontal Learning</u>			
4. Reaching out to the others areas of North East for establishing new field laboratory/ies.	Rs 4000/-	Rs 1000/-	Rs 3000/-
5. Visits by Activists from other Field Laboratories	Rs 4000/-	Rs 1000/-	Rs 3000/-
6. 3 field activists visiting to the other field lab @ Rs 2000/- per head for TA+ DA	Rs 5000/-	Rs 1000/-	Rs 4000/-
<u>Self Evaluation</u>			
7. One Review Meeting with Activists and volunteers	Rs 2000/-	Rs 500/-	Rs 1500/-
8. Visit by BJVJ Central office for critical evaluation.	Rs 4000/-	Rs 1000/-	Rs 3000/-
<u>Academic Resource Support from BJVJ</u>			
9. Academic Resource Support from BJVJ.	Rs 5000/-	Rs 1000/-	Rs 4000/-
10. Documentation, materials, translations and travel.	Rs 5000/-	Rs 1000/-	Rs 4000/-
<u>Documentation</u>			
11. Data entry to computer & printing of Quarterly Report (500 Copies)	Rs 4000/-	Rs 1000/-	Rs 3000/-
Total of A	Rs 71000/-	Rs 15500/-	Rs 55500/-
B. Administration			
12. Honorarium for 1 Co-coordinator @ Rs 3000/ month	Rs 9000/-	Rs 2500/-	Rs 7500/-
13. Honorarium for 2 assistant coordinator @ Rs 1000/- per month per head	Rs 6000/-	Rs 1000/-	Rs 5000/-
14. Rent for an office room @ Rs 500/- per month	Rs 1500/-	Rs 500/-	Rs 1000/-
15. Telephones, postal, email etc.	Rs 3000/-	Rs 1000 /-	Rs 2000/-
16. Xerox , stationers etc	Rs 2000/-	Rs 500 /-	Rs 1500/-
17. Conveyance @ Rs 1000 a month	Rs 3000/-	Rs 500/-	Rs 2 500/-
Total of B	Rs 24500/-	Rs 5000/-	Rs 19500/-
Total of A and B	Rs 95000/-	Rs 20500/-	Rs 75000/-
C. Contingencies			
18. Total of A, B & C	Rs 100000/-	Rs 22000/-	Rs 78000/-

Total Grant in Aid for July 2003 to September 2003 = Rs seventy-eight Thousands only.

For the year 2003-2004

October 03 – December 03

<u>Particulars</u>	<u>Amount</u>	<u>Self-Generated</u>	<u>Grant in Aid</u>
A. Activities			
1. 3 Days workshop to consolidate the people's knowledge and to print out 500 copies of it in Hindi, English and Khasi	Rs 12000/-	Rs 2000/-	Rs 10000/-
2. 3 days Workshop on alternative curricular framework.	Rs 6000/-	Rs 1000/-	Rs 5000/-
3. 10 village cluster level convention on alternative curricular framework @ Rs 2000/- per Convention	Rs 20000/-	Rs 5000/-	Rs 15000/-
Horizontal Learning			
4. Reaching out to the others areas of North East for establishing new field laboratory/ies.	Rs 4000/-	Rs 1000/-	Rs 3000/-
5. Visits by Activists from other Field Laboratories	Rs 4000/-	Rs 1000/-	Rs 3000/-
6. 3 field activists visiting to the other field lab @ Rs 2000/- per head for TA+ DA	Rs 5000/-	Rs 1000/-	Rs 4000/-
Self evaluation			
7. One Review Meetings with activists and volunteers	Rs 2000/-	Rs 500/-	Rs 1500/-
8. Visit by BJVJ Central office for critical evaluation.	Rs 4000/-	Rs 1000/-	Rs 3000/-
Academic Resource Support from BJVJ			
9. Academic Resource Support from BJVJ.	Rs 5000/-	Rs 1000/-	Rs 4000/-
10. Documentation, materials, translations and travel.	Rs 5000/-	Rs 1000/-	Rs 4000/-
Documentation			
11. Data entry to computer & printing of Quarterly Report	Rs 4000/-	Rs 1000/-	Rs 3000/-
Total of A	Rs 71000/-	Rs 15500/-	Rs 55500/-
B. Administration			
12. Honorarium for 1 Co-coordinator @ Rs 3000/ month	Rs 9000/-	Rs 2500/-	Rs 7500/-
13. Honorarium for 2 assistant Coordinator @ Rs 1000/- per month	Rs 6000/-	Rs 1000/-	Rs 5000/-
14. Rent for an office room @ Rs 500/- per month	Rs 1500/-	Rs 500/-	Rs 1000/-
15. Telephones, postal, email etc.	Rs 3000/-	Rs 1000 /-	Rs 2000/-
16. Xerox, stationers etc	Rs 2000/-	Rs 500 /-	Rs 1500/-
17. Conveyance @ Rs 1000 a month	Rs 3000/-	Rs 500/-	Rs 3500/-
Total of B	Rs 24500/-	Rs 5000/-	Rs 19500/-
Total of A and B	Rs 95500/-	Rs 20500/-	Rs 75000/-
C. Contingencies			
Total of A, B & C	Rs 100000/-	Rs 22000/-	Rs 78000/-

Total grant in aid for September 2003 to December 2003= Rs. Seventy-eight Thousand only.

For the year 2003-2004

January 04 to March 04

<u>Particulars</u>	<u>Amount</u>	<u>Self-Generated</u>	<u>Grant in Aid</u>
A. Activities			
1. 3 Block level Review Workshop by Teachers, Parents volunteers, lokshala Activists etc.	Rs 6000/-	Rs 1000/-	Rs 5000/-
2. To print out supplementary addition, alternation and comments by people.	Rs 5000/-	Rs 1000/-	Rs 4000/-
3. National Workshop on Alternative Curricular Framework. (without TA of Participants)	Rs 25000/-	Rs 5000/-	Rs 20000/-
<u>Horizontal Learning</u>			
4. Reaching out to the others areas of North East for establishing new field laboratory/ies.	Rs 4000/-	Rs 1000/-	Rs 3000/-
5. Visits by Activists from other Field Laboratories	Rs 4000/-	Rs 1000/-	Rs 3000/-
6. 3 field activists visiting to the other field lab @ Rs 2000/- per head for TA+ DA	Rs 5000/-	Rs 1000/-	Rs 4000/-
<u>Self evaluation</u>			
7. One Review Meetings with Activists and volunteers	Rs 2000/-	Rs 500/-	Rs 1500/-
8. Visit by BJVJ Central office for critical evaluation.	Rs 4000/-	Rs 1000/-	Rs 3000/-
<u>Academic Resource Support from BJVJ</u>			
9. Academic Resource Support from BJVJ.	Rs 5000/-	Rs 1000/-	Rs 4000/-
10. Documentation, materials, translations and travel.	Rs 5000/-	Rs 1000/-	Rs 4000/-
<u>Documentation</u>			
11. Data entry to computer & printing of Quarterly Report	Rs 4000/-	Rs 1000/-	Rs 3000/-
Total of A	Rs 69000/-	Rs 14500/-	Rs 54500/-
B. Administration			
12. Honorarium for 1 Co-coordinator @ Rs 3000/ month	Rs 9000/-	Rs 2500/-	Rs 7500/-
13. Honorarium for 2 Assistant Co-ordinator @ Rs 1000/- per month per head.	Rs 6000/-	Rs 1000/-	Rs 5000/-
14. Rent for an office room @ Rs 500/- per month	Rs 1500/-	Rs 500/-	Rs 1000/-
15. Telephones, postal, email etc.	Rs 3000/-	Rs 1000 /-	Rs 2000/-
16. Xerox , stationers etc	Rs 2000/-	Rs 500 /-	Rs 1500/-
17. Conveyance @ Rs 1000 a month	Rs 3000/-	Rs 500/-	Rs 2500/-
18. Audit fees	Rs 5000/-	Rs 1000/-	Rs 4000/-
Total of B	Rs 29500/-	Rs 6000/-	Rs 23500/-
Total of A and B	Rs 98500/-	Rs 20500/-	Rs 78000/-
C. Contingencies			
Total of A, B & C	Rs 103000/-	Rs 22000/-	Rs 81000/-

Total grant in Aid for January 2004 to March 2004 = Rs Eight-one Thousand only

Estimated Budget Expenditure for the year 2004 –2005

April 04 to June 04

<u>Particulars</u>	<u>Amount</u>	<u>Self-Generated</u>	<u>Grant in Aid</u>
A. Activities			
1. 10 Village clusters level workshop on people's engagement on curriculum development.	Rs 20000/-	Rs 5000/-	Rs 15000/-
2. 3 days intensive Workshop to consolidate the people's contribution on Alternative Curriculum.	Rs 10000/-	Rs 2000/-	Rs 8000/-
3. 3 Block level Workshop to review the Alternative Curriculum Developed by people.	Rs 10000/-	Rs 2000/-	Rs 8000/-
<u>Horizontal Learning</u>			
4. Reaching out to the others areas of North East for establishing new field laboratory/ies.	Rs 4000/-	Rs 1000/-	Rs 3000/-
5. Visits by Activists from other Field Laboratories	Rs 4000/-	Rs 1000/-	Rs 3000/-
6. 3 field activists visiting to the other field lab @ Rs 2000/- per head for TA+ DA	Rs 4000/-	Rs 1000/-	Rs 3000/-
<u>Self evaluation</u>			
7. One Review Meetings with Activists and volunteers	Rs 2000/-	Rs 500/-	Rs 1500/-
8. Visit by BJVJ Central office for critical evaluation.	Rs 4000/-	Rs 1000/-	Rs 3000/-
<u>Academic Resource Support from BJVJ</u>			
9. Academic Resource Support from BJVJ.	Rs 5000/-	Rs 1000/-	Rs 4000/-
10. Documentation, materials, translations and travel.	Rs 5000/-	Rs 1000/-	Rs 4000/-
<u>Documentation</u>			
11. Data entry to computer & printing of Quarterly Report	Rs 4000/-	Rs 1000/-	Rs 3000/-
Total of A	Rs 73000/-	Rs 16500/-	Rs 56500/-
B. Administration			
12. Honorarium for 1 Co-coordinator @ Rs 3000/ month	Rs 9000/-	Rs 1500/-	Rs 7500/-
13. Honorarium for 2 Assistant coordinators @ Rs 1000/- per month per head	Rs 6000/-	Rs 1000/-	Rs 5000/-
14. Rent for an office room @ Rs 500/- per month	Rs 1500/-	Rs 500/-	Rs 1000/-
15. Telephones, postal, email etc.	Rs 3000/-	Rs 1000 /-	Rs 2000/-
16. Xerox , stationers etc	Rs 2000/-	Rs 500 /-	Rs 1500/-
17. Conveyance @ Rs 1000 a month	Rs 3000/-	Rs 500/-	Rs 2500/-
Total of B	Rs 24500/-	Rs 5000/-	Rs 19500/-
Total of A and B	Rs 97500/-	Rs 21500/-	Rs 76000/-
C. Contingencies			
Total of A, B & C	Rs 102000/-	Rs 23000/-	Rs 79000/-

Total grant in aid for April 2004 to June 2004 = Rs Seventy-nine Thousands only.

For the Year 2004-2005

July 04 to September 04

	<u>Particulars</u>	<u>Amount</u>	<u>Self-Generated</u>	<u>Grant in Aid</u>
A. Activities				
1.	To get ready the reviewed and edited curriculum and to print out several copies.	Rs 12000/-	Rs 2000/-	Rs 10000/-
2.	5 Thematic Workshop on curriculum material development @ Rs 5000/- per workshop	Rs 25 000/-	Rs 5000/-	Rs 20000/-
3.	Horizontal Learning			
4.	Reaching out to the others areas of North East for establishing new field laboratory/ies.	Rs 4000/-	Rs 1000/-	Rs 3000/-
5.	Visits by Activists from other Field Laboratories	Rs 4000/-	Rs 1000/-	Rs 3000/-
6.	3 field activists visiting to the other field lab @ Rs 2000/- per head for TA+ DA	Rs 5000/-	Rs 1000/-	Rs 4000/-
Self evaluation				
7.	One Review Meetings with activists and volunteers	Rs 2000/-	Rs 500/-	Rs 1500/-
8.	Visit by BJVJ Central office for critical evaluation.	Rs 4000/-	Rs 1000/-	Rs 3000/-
Academic Resource Support from BJVJ				
9.	Academic Resource Support from BJVJ.	Rs 5000/-	Rs 1000/-	Rs 4000/-
10.	Documentation, materials, translations and travel.	Rs 5000/-	Rs 1000/-	Rs 4000/-
Documentation				
11.	Data entry to computer & printing of Quarterly Report (500 Copies)	Rs 4000/-	Rs 1000/-	Rs 3000/-
Total of A		Rs 70000/-	Rs 14500/-	Rs 55500/-
B. Administration				
12.	Honorarium for 1 Co-coordinator @ Rs 3000/ month	Rs 9000/-	Rs 1500/-	Rs 7500/-
13.	Honorarium for 2 Assistant coordinators @ Rs 1000/- per head per month	Rs 6000/-	Rs 1000/-	Rs 5000/-
14.	Rent for an office room @ Rs 500/- per month	Rs 1500/-	Rs 500/-	Rs 1000/-
15.	Telephones, postal, email etc.	Rs 3000/-	Rs 1000 /-	Rs 2000/-
16.	Xerox , stationers etc	Rs 3000/-	Rs 500 /-	Rs 2500/-
17.	Conveyance @ Rs 1000 a month	Rs 2000/-	Rs 500/-	Rs 1500/-
Total of B		Rs 24500/-	Rs 5000/-	Rs 19500/-
Total of A and B		Rs 94500/-	Rs 19500/-	Rs 75000/-
C. Contingencies				
18.	Total of A, B & C	Rs 99000/-	Rs 24000/-	Rs 79000/-

Total Grant in Aid for July 2004 to September 2004 = Rs Seventy-nine Thousands only.

For the Year 2004-2005

October 04 to December 04

	<u>Particulars</u>	<u>Amount</u>	<u>Self-Generated</u>	<u>Grant in Aid</u>
<u>A. Activities</u>				
1.	2 months long workshop on curriculum materials development.	Rs 30000/-	Rs 5000/-	Rs 25000/-
2.	Workshop to evolve an Alternative Teacher's Education.	Rs 10 000/-	Rs 2000/-	Rs 8 000/-
<u>Horizontal Learning</u>				
3.	Reaching out to the others areas of North East for establishing new field laboratory/ies.	Rs 4000/-	Rs 1000/-	Rs 3000/-
4.	Visits by Activists from other Field Laboratories	Rs 4000/-	Rs 1000/-	Rs 3000/-
5.	3 field activists visiting to the other field lab @ Rs 2000/- per head for TA+ DA	Rs 5000/-	Rs 1000/-	Rs 4000/-
<u>Self evaluation</u>				
6.	One Review Meetings with Activists and volunteers	Rs 2000/-	Rs 500/-	Rs 1500/-
7.	Visit by BJVJ Central office for critical evaluation.	Rs 4000/-	Rs 1000/-	Rs 3000/-
<u>Academic Resource Support from BJVJ</u>				
8.	Academic Resource Support from BJVJ.	Rs 5000/-	Rs 1000/-	Rs 4000/-
9.	Documentation, materials, translations and travel.	Rs 5000/-	Rs 1000/-	Rs 4000/-
<u>Documentation</u>				
10.	Data entry to computer & printing of Quarterly Report (500 copies)	Rs 4000/-	Rs 1000/-	Rs 3000/-
Total of A		Rs 73000/-	Rs 14500/-	Rs 58500/-
<u>B. Administration</u>				
11.	Honorarium for 1 Co-coordinator @ Rs 3000/ month	Rs 9000/-	Rs 1500/-	Rs 7500/-
12.	Honorarium for 2 Assistant coordinator @ RS 1000/- per head per month	Rs 6000/-	Rs 1000/-	Rs 5000/-
13.	Rent for an office room @ Rs 500/- per month	Rs 1500/-	Rs 500/-	Rs 1000/-
14.	Telephones, postal, email etc.	Rs 3000/-	Rs 1000 /-	Rs 2000/-
15.	Xerox , stationers etc	Rs 2 000/-	Rs 500 /-	Rs 1500/-
16.	Conveyance @ Rs 1000 a month	Rs 3000/-	Rs 500/-	Rs 2500/-
Total of B		Rs 24500/-	Rs 5000/-	Rs 19500/-
Total of A and B		Rs 97500 /-	Rs 19500/-	Rs 78000/-
<u>C. Contingencies</u>				
17.	Total of A, B & C	Rs 102000/-	Rs 21000/-	Rs 81000/-

Total Grant in Aid for October 04 to December 04 = Rs Eighty-one Thousands only.

January 2005 to March 2005

For the Year 2004-2005

Particulars	Amount	Self-Generated	Grant in Aid
A. Activities			
1. Regional Level Workshop to evaluate and review the Alternative Curriculum and materials (without TA for Resource Person)	Rs 15000/-	Rs 3000/-	Rs 12000/-
2. Regional Level Workshop on role of people in implementing the curriculum.	Rs 15000/-	Rs 3000/-	Rs 12000/-
3. Workshop on UEE and Policy perspectives.	Rs 8000/-	Rs 2000/-	Rs 6000/-
Horizontal Learning			
4. Reaching out to the others areas of North East for establishing new field laboratory/ics.	Rs 4000/-	Rs 1000/-	Rs 3000/-
5. Visits by Activists from other Field Laboratories	Rs 4000/-	Rs 1000/-	Rs 3000/-
6. 3 field activists visiting to the other field lab @ Rs 2000/- per head for TA+ DA	Rs 5000/-	Rs 1000/-	Rs 4000/-
Self evaluation			
7. One Review Meetings with Activists and volunteers	Rs 2000/-	Rs 500/-	Rs 1500/-
8. Visit by BJVJ Central office for critical evaluation.	Rs 4000/-	Rs 1000/-	Rs 3000/-
Academic Resource Support from BJVJ			
9. Academic Resource Support from BJVJ.	Rs 5000/-	Rs 1000/-	Rs 4000/-
10. Documentation, materials, translations and travel.	Rs 5000/-	Rs 1000/-	Rs 4000/-
Documentation			
11. Data entry to computer & printing of Quarterly Report (500 Copies)	Rs 4000/-	Rs 1000/-	Rs 3000/-
Total of A	Rs 71000/-	Rs 15500/-	Rs 55500/-
B. Administration			
12. Honorarium for 1 Co-coordinator @ Rs 3000/ month	Rs 9000/-	Rs 1500/-	Rs 7500/-
13. Honorarium for 2 Assistant Coordinators @ RS 1000/- per head per month	Rs 6000/-	Rs 1000/-	Rs 5000/-
14. Rent for an office room @ Rs 500/- per month	Rs 1500/-	Rs 500/-	Rs 1000/-
15. Telephones, postal, email etc.	Rs 3000/-	Rs 1000 /-	Rs 2000/-
16. Xerox , stationers etc	Rs 2000/-	Rs 500 /-	Rs 1500/-
17. Conveyance @ Rs 1000 a month	Rs 3000/-	Rs 500/-	Rs 2500/-
18. Audit fees	Rs 5000/-	Rs 1000/-	Rs 4000/-
Total of B	Rs 29500/-	Rs 6000/-	Rs 23500/-
Total of A and B	Rs 100500/-	Rs 21500/-	Rs 79000/-
C. Contingencies			
	Rs 4500/-	Rs 1500	Rs 3000/-
Total of A, B & C	Rs 105000/-	Rs 23000/-	Rs 82000/-

Total grant in Aid for Jan 05 to March 05 = Rs Eighty-two Thousands only.

Estimated Budget Expenditure for the year 2005 –2006

April 05 to June 05

<u>Particulars</u>	<u>Amount</u>	<u>Self-Generated</u>	<u>Grant in Aid</u>
A. Activities			
1. 3 days workshop on intervention for UEE	Rs 6000/-	Rs 1000/-	Rs 5000/-
2. 10 Workshop on people's role in implementing the curriculum.	Rs 20000/-	Rs 5000/-	Rs 15000/-
3. Workshop on Alternative Teachers' Education.	Rs 15000/-	Rs 3000/-	Rs 12000/-
<u>Horizontal Learning</u>			
4. Reaching out to the others areas of North East for establishing new field laboratory/ics.	Rs 4000/-	Rs 1000/-	Rs 3000/-
5. Visits by Activists from other Field Laboratories	Rs 4000/-	Rs 1000/-	Rs 3000/-
6. 3 field activists visiting to the other field lab @ Rs 2000/- per head for TA+ DA	Rs 5000/-	Rs 1000/-	Rs 4000/-
<u>Self evaluation</u>			
7. One Review Meetings with Activists and volunteers	Rs 2000/-	Rs 500/-	Rs 1500/-
8. Visit by BJVJ Central office for critical evaluation.	Rs 4000/-	Rs 1000/-	Rs 3000/-
<u>Academic Resource Support from BJVJ</u>			
9. Academic Resource Support from BJVJ.	Rs 5000/-	Rs 1000/-	Rs 4000/-
10. Documentation, materials, translations and travel.	Rs 5000/-	Rs 1000/-	Rs 4000/-
<u>Documentation</u>			
11. Data entry to computer & printing of Quarterly Report	Rs 4000/-	Rs 1000/-	Rs 3000/-
Total of A	Rs 73000/-	Rs 15500/-	Rs 57500/-
B. Administration			
12. Honorarium for 1 Co-coordinator @ Rs 3000/ month	Rs 9000/-	Rs 1500/-	Rs 7500/-
13. Honorarium for 2 assistant co-ordinator @ RS 1000/- per head per month	Rs 6000/-	Rs 1000/-	Rs 5000/-
14. Rent for an office room @ Rs 500/- per month	Rs 1500/-	Rs 500/-	Rs 1000/-
15. Telephones, postal, email etc.	Rs 3000/-	Rs 1000 /-	Rs 2000/-
16. Xerox , stationers etc	Rs 2000/-	Rs 500 /-	Rs 1500/-
17. Conveyance @ Rs 1000 a month	Rs 3000/-	Rs 500/-	Rs 2500/-
Total of B	Rs 24500/-	Rs 5000/-	Rs 19500/-
Total of A and B	Rs 97500/-	Rs 20500/-	Rs 77000/-
C. Contingencies			
	Rs 4500/-	Rs 1500/-	Rs 3000/-
Total of A, B & C	Rs 102000/-	Rs 22000/-	Rs 80000/-

Total Grant in Aid for April 05 to June 05 = Rs Eighty Thousand only.

For the Year 2005-2006

July 2005 to September 2005

	<u>Particulars</u>	<u>Amount</u>	<u>Self-Generated</u>	<u>Grant in Aid</u>
A. Activities				
1.	10 Community -Teachers` Workshop on their roles in the ongoing process of UEE under Lokshala Process.	Rs 20000/-	Rs 4000/-	Rs 16000/-
2.	3 Block level Teacher`s` education programme.	Rs 12 000/-	Rs 2000/-	Rs 10 000/-
3.	Visit for interaction by Local resource teams	Rs 5000/-	Rs 1000/-	Rs 4000/-
Horizontal Learning				
4.	Reaching out to the others areas of North East for establishing new field laboratory/ies.	Rs 4000/-	Rs 1000/-	Rs 3000/-
5.	Visits by Activists from other Field Laboratories	Rs 4000/-	Rs 1000/-	Rs 3000/-
6.	3 field activists visiting to the other field lab @ Rs 2000/- per head for TA+ DA	Rs 5000/-	Rs 1000/-	Rs 4000/-
Self evaluation				
7.	One Review Meetings with Activists and volunteers	Rs 2000/-	Rs 500/-	Rs 1500/-
8.	Visit by BJVJ Central office for critical evaluation.	Rs 4000/-	Rs 1000/-	Rs 3000/-
Academic Resource Support from BJVJ				
9.	Academic Resource Support from BJVJ.	Rs 5000/-	Rs 1000/-	Rs 4000/-
10.	Documentation, materials, translations and travel.	Rs 5000/-	Rs 1000/-	Rs 4000/-
Documentation				
11.	Data entry to computer & printing of Quarterly Report	Rs 4000/-	Rs 1000/-	Rs 3000/-
Total of A		Rs 70000/-	Rs 14500/-	Rs 55500/-
B. Administration				
12.	Honorarium for 1 Co-coordinator @ Rs 3000/ month	Rs 9000/-	Rs 1500/-	Rs 7500/-
13.	Honorarium for 2 assistant co-ordinator @ RS 1000/- per head per month	Rs 6000/-	Rs 1000/-	Rs 5000/-
14.	Rent for an office room @ Rs 500/- per month	Rs 1500/-	Rs 500/-	Rs 1000/-
15.	Telephones, postal, email etc.	Rs 3000/-	Rs 1000 /-	Rs 2000/-
16.	Xerox , stationers etc	Rs 2000/-	Rs 500 /-	Rs 1500/-
17.	Conveyance @ Rs 1000 a month	Rs 3000/-	Rs 500/-	Rs 2500/-
Total of B		Rs 24500/-	Rs 5000/-	Rs 19500/-
Total of A and B		Rs 94500/-	Rs 19500/-	Rs 75000/-
C. Contingencies				
Total of A, B & C		Rs 4500/-	Rs 1500/-	Rs 3000/-
Total of A, B & C		Rs 99000/-	Rs 21000/-	Rs 78000/-

Total Grant in Aid for July 2005 to September 2005 = Rs seventy-eight Thousands only.

For the Year 2005-2006

July 2005 to September 2005

	<u>Particulars</u>	<u>Amount</u>	<u>Self-Generated</u>	<u>Grant in Aid</u>
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5.	Visits by Activists from other Field Laboratories	Rs 4000/-	Rs 1000/-	Rs 3000/-
6.	3 field activists visiting to the other field lab @ Rs 2000/- per head for TA+ DA	Rs 5000/-	Rs 1000/-	Rs 4000/-
Self evaluation				
7.	One Review Meetings with Activists and volunteers	Rs 2000/-	Rs 500/-	Rs 1500/-
8.	Visit by BJVJ Central office for critical evaluation.	Rs 4000/-	Rs 1000/-	Rs 3000/-
Academic Resource Support from BJVJ				
9.	Academic Resource Support from BJVJ.	Rs 5000/-	Rs 1000/-	Rs 4000/-
10.	Documentation, materials, translations and travel.	Rs 5000/-	Rs 1000/-	Rs 4000/-
Documentation				
11.	Data entry to computer & printing of Quarterly Report	Rs 4000/-	Rs 1000/-	Rs 3000/-
Total of A		Rs 70000/-	Rs 14500/-	Rs 55500/-
B. Administration				
12.	Honorarium for 1 Co-coordinator @ Rs 3000/ month	Rs 9000/-	Rs 1500/-	Rs 7500/-
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14.	Rent for an office room @ Rs 500/- per month	Rs 1500/-	Rs 500/-	Rs 1000/-
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Total of B		Rs 24500/-	Rs 5000/-	Rs 19500/-
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C. Contingencies				
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Total Grant in Aid for July 2005 to September 2005 = Rs seventy-eight Thousands only.

For the Year 2005-2006

July 2005 to September 2005

	<u>Particulars</u>	<u>Amount</u>	<u>Self-Generated</u>	<u>Grant in Aid</u>
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2.	3 Block level Teacher's' education programme.	Rs 12 000/-	Rs 2000/-	Rs 10 000/-
3.	Visit for interaction by Local resource teams	Rs 5000/-	Rs 1000/-	Rs 4000/-
Horizontal Learning				
4.	Reaching out to the others areas of North East for establishing new field laboratory/ies.	Rs 4000/-	Rs 1000/-	Rs 3000/-
5.	Visits by Activists from other Field Laboratories	Rs 4000/-	Rs 1000/-	Rs 3000/-
6.	3 field activists visiting to the other field lab @ Rs 2000/- per head for TA+ DA	Rs 5000/-	Rs 1000/-	Rs 4000/-
Self evaluation				
7.	One Review Meetings with Activists and volunteers	Rs 2000/-	Rs 500/-	Rs 1500/-
8.	Visit by BJVJ Central office for critical evaluation.	Rs 4000/-	Rs 1000/-	Rs 3000/-
Academic Resource Support from BJVJ				
9.	Academic Resource Support from BJVJ.	Rs 5000/-	Rs 1000/-	Rs 4000/-
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Documentation				
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14.	Rent for an office room @ Rs 500/- per month	Rs 1500/-	Rs 500/-	Rs 1000/-
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16.	Xerox , stationers etc	Rs 2000/-	Rs 500 /-	Rs 1500/-
17.	Conveyance @ Rs 1000 a month	Rs 3000/-	Rs 500/-	Rs 2500/-
Total of B		Rs 24500/-	Rs 5000/-	Rs 19500/-
Total of A and B		Rs 94500/-	Rs 19500/-	Rs 75000/-
C. Contingencies				
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Total of A, B & C		Rs 99000/-	Rs 21000/-	Rs 78000/-

Total Grant in Aid for July 2005 to September 2005 = Rs seventy-eight Thousands only.

October 05 to December 05

For the year 2005-2006

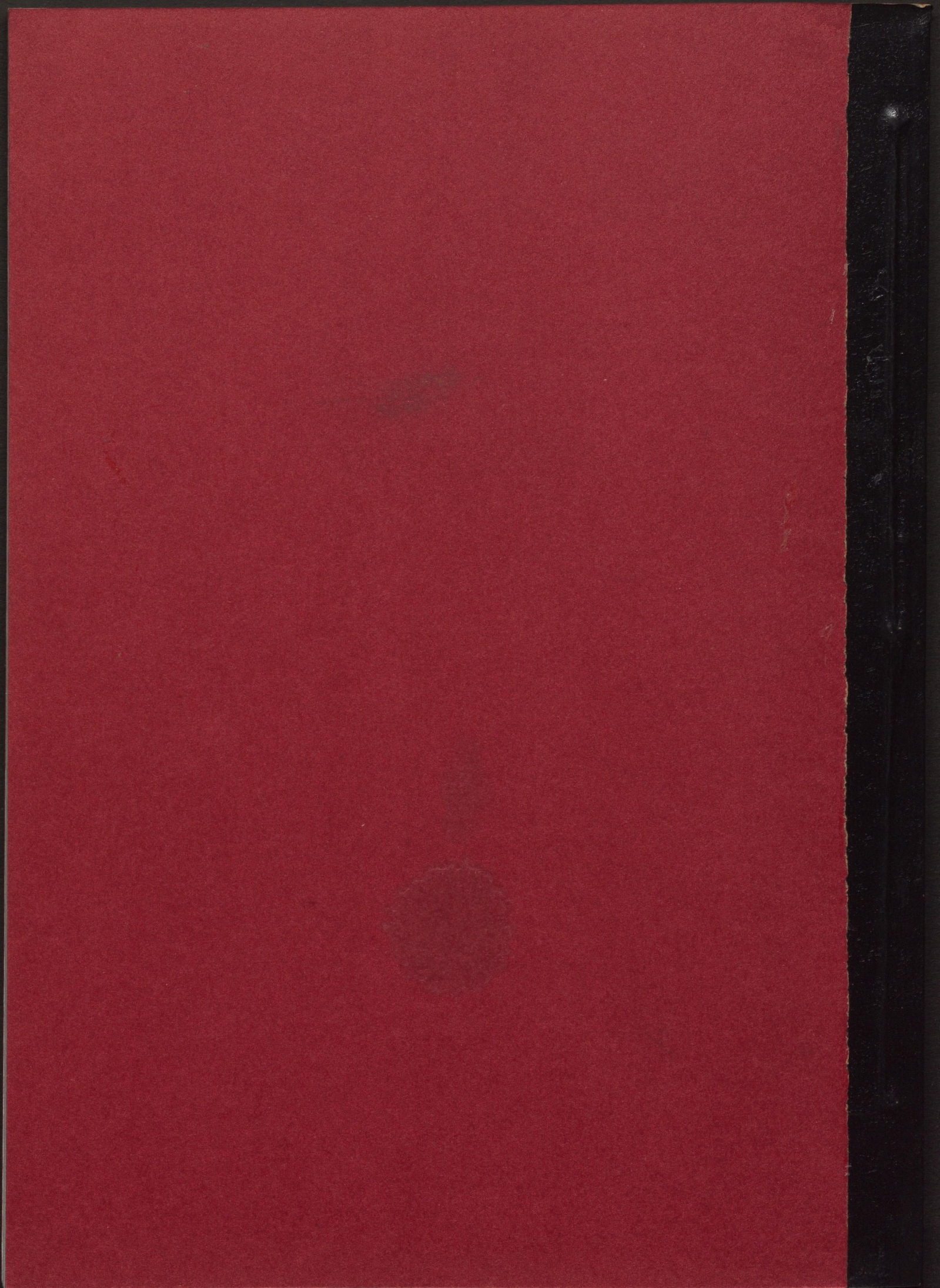
	<u>Particulars</u>	<u>Amount</u>	<u>Self-Generated</u>	<u>Grant in Aid</u>
A. Activities				
1.	Workshop on Role of State and People to expand the intervention for UEE under Lokshala Process.	Rs 20000/-	Rs 5000/-	RS 15000/-
2.	Review Workshop	Rs 10000/-	Rs 2000/-	Rs 8000/-
3.	3 Teachers -community education Programme	Rs 9000/-	RS 2000/-	Rs 7000/-
Horizontal Learning				
4.	Reaching out to the others areas of North East for establishing new field laboratory/ies.	Rs 4000/-	Rs 1000/-	Rs 3000/-
5.	Visits by Activists from other Field Laboratories	Rs 4000/-	Rs 1000/-	Rs 3000/-
6.	3 field activists visiting to the other field lab @ Rs 2000/- per head for TA+ DA	Rs 5000/-	Rs 1000/-	Rs 4000/-
Self evaluation				
7.	One Review Meetings with activists and volunteers	Rs 2000/-	Rs 500/-	Rs 1500/-
8.	Visit by BJVJ Central office for critical evaluation.	Rs 4000/-	Rs 1000/-	Rs 3000/-
Academic Resource Support from BJVJ				
9.	Academic Resource Support from BJVJ.	Rs 5000/-	Rs 1000/-	Rs 4000/-
10.	Documentation, materials, translations and travel.	Rs 5000/-	Rs 1000/-	Rs 4000/-
Documentation				
11.	Data entry to computer & printing of Quarterly Report	Rs 4000/-	Rs 1000/-	Rs 3000/-
Total of A		Rs 72000/-	Rs 16500/-	Rs 55500/-
B. Administration				
12.	Honorarium for 1 Co-coordinator @ Rs 3000/ month	Rs 9000/-	Rs 1500/-	Rs 7500/-
13.	Honorarium for 2 assistant co-ordinator @ RS 1000/- per head per month	Rs 6000/-	Rs 1000/-	Rs 5000/-
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Total of B		Rs 24500/-	Rs 5000/-	Rs 19500/-
Total of A & B		Rs 96500/-	Rs 21500/-	Rs 75000/-
C. Contingencies				
Total of A, B & C		Rs 101000/-	Rs 23000/-	Rs 78000/-
Total Grant in Aid of October 05 to December 05 = Rs Seventy-eight Thousands only				

For the year 2005 to 2006

January 2006 to March 2006

	<u>Particulars</u>	<u>Amount</u>	<u>Self-Generated</u>	<u>Grant in Aid</u>
A. Activities				
1.	Programme of Teacher's education	Rs 20000/-	Rs 5000/-	Rs 15000/-
2.	National level workshop on status of Lokshala(without TA Resource Person from Outside NE)	Rs 20000/-	RS 5000/-	Rs 15000/-
Horizontal Learning				
3.	Reaching out to the others areas of North East for establishing new field laboratory/ies.	Rs 4000/-	Rs 1000/-	Rs 3000/-
4.	Visits by Activists from other Field Laboratories	Rs 4000/-	Rs 1000/-	Rs 3000/-
5.	3 field activists visiting to the other field lab @ Rs 2000/- per head for TA+ DA	Rs 5000/-	Rs 1000/-	Rs 4000/-
Self evaluation				
6.	One Review Meetings with activists and volunteers	Rs 2000/-	Rs 500/-	Rs 1500/-
7.	Visit by BJVJ Central office for critical evaluation.	Rs 4000/-	Rs 1000/-	Rs 3000/-
Academic Resource Support from BJVJ				
8.	Academic Resource Support from BJVJ.	Rs 5000/-	Rs 1000/-	Rs 4000/-
9.	Documentation, materials, translations and travel.	Rs 5000/-	Rs 1000/-	Rs 4000/-
Documentation				
10.	Data entry to computer & printing of Quarterly Report	Rs 4000/-	Rs 1000/-	Rs 3000/-
Total of A		Rs 73000/-	17500/-	Rs 55500/-
B. Administration				
11.	Honorarium for 1 Co-coordinator @ Rs 3000/ month	Rs 9000/-	Rs 1500/-	Rs 7500/-
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13.	Rent for an office room @ Rs 500/- per month	Rs 1500/-	Rs 500/-	Rs 1000/-
14.	Telephones, postal, email etc.	Rs 3000/-	Rs 1000 /-	Rs 2000/-
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17.	Audit fees	Rs 5000/-	Rs 1000/-	Rs 4000/-
Total of B		Rs 29500/-	Rs 6000/-	Rs 23500/-
Total of A & B		Rs 102500/-	Rs 23500/-	Rs 79000/-
C. Contingencies				
		Rs 4500/-	Rs 1500/-	Rs 3000/-
Total of A, B & C		Rs 107000/-	Rs 25000/-	Rs 82000/-

Total Grant in Aid for January 2006 to March 2006 = Rs Eighty-two Thousand only



LOKSHALA PROCESS IN NORTH EAST

DEMONSTRATING
AN ALTERNATIVE VISION OF UNIVERSALISATION OF ELEMENTARY EDUCATION



The Northeast India

Proposal
For
Academic Support
To
The Lokshala Advanced Field Laboratories of North East

By
Bharat Jan Vigyan Jatha, New Delhi
&
Synroplang for Social Transformation, Shillong.

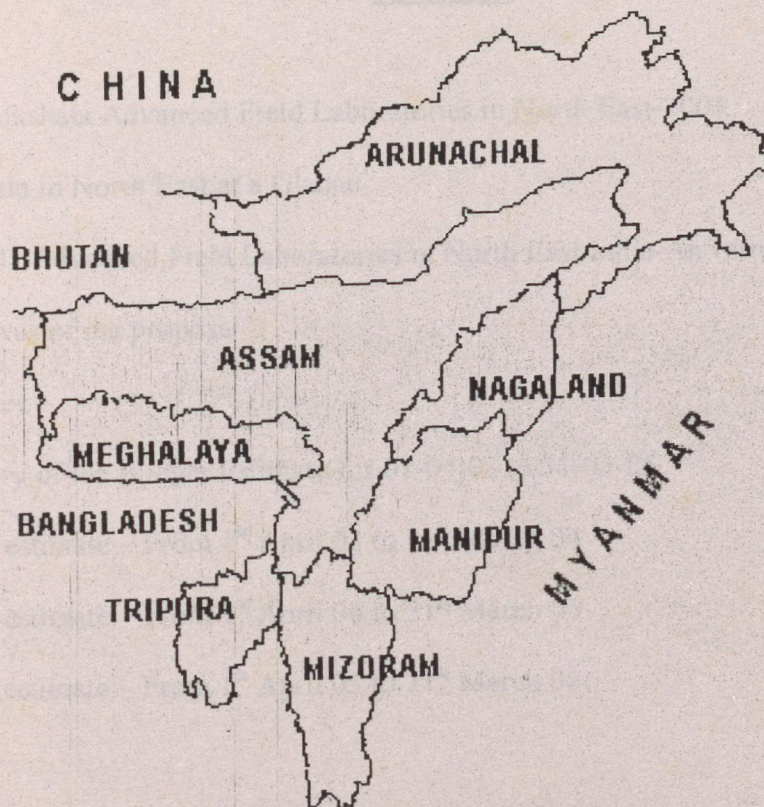
Contact Address:

- C-28 St. 8A West Vinod Nagar, Delhi-92
- Old Telecom Building, Upland Rd, Laitumkrah, Shillong-3

Proposal of Academic Support to the Lokshala in the North East, 2003-2005, BJVJ, New Delhi

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Content

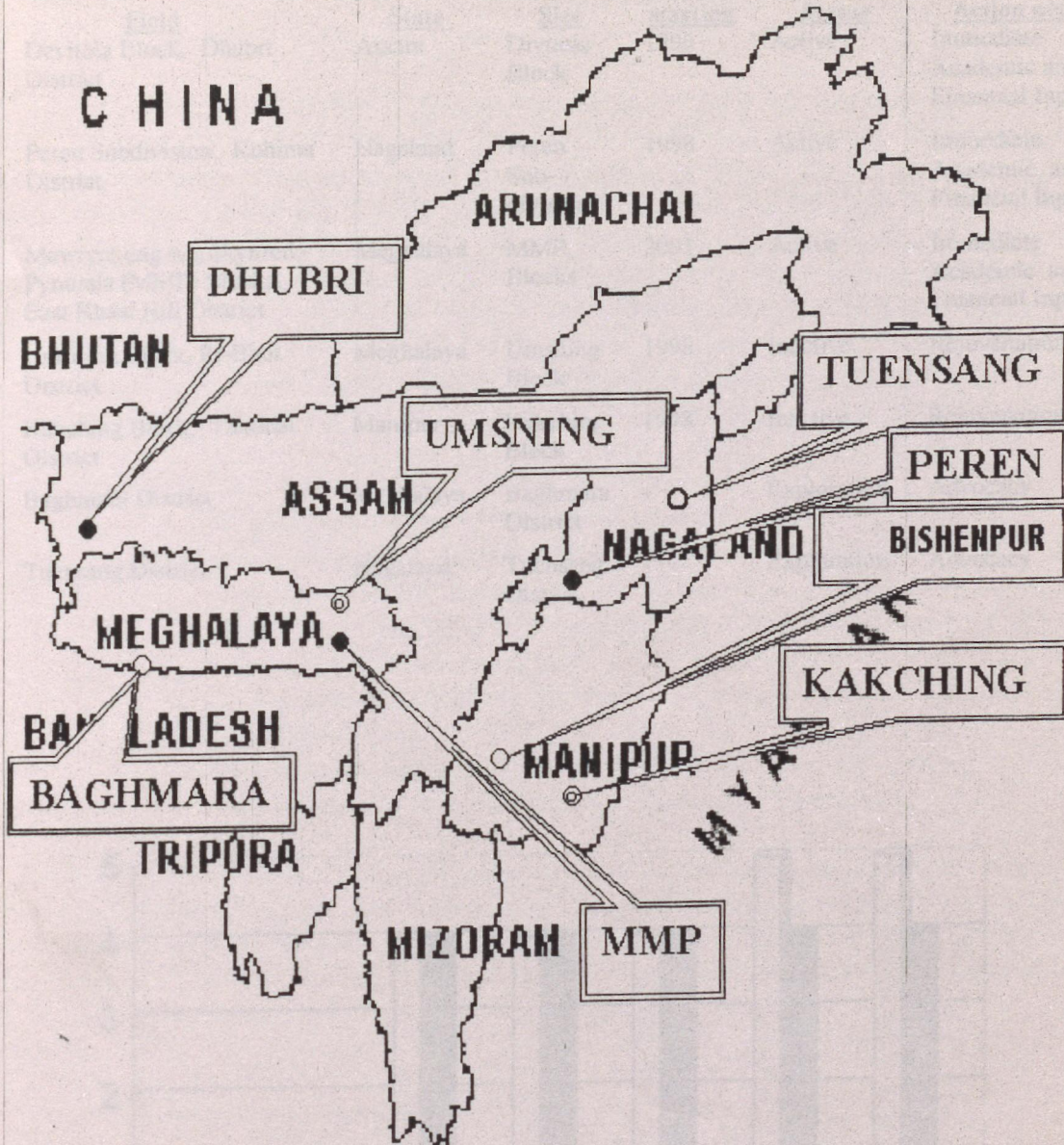
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The Northeast India

● ACTIVE FIELD LABORATORY
● DORMANT FIELD LABORATORY
● EXPLORATORY STAGE

LOKSHALA IN NORTHEAST AS A GLANCE

MAP-LOK SHALA ADVANCED FIELD LABORATORIES IN NORTH EAST-2003

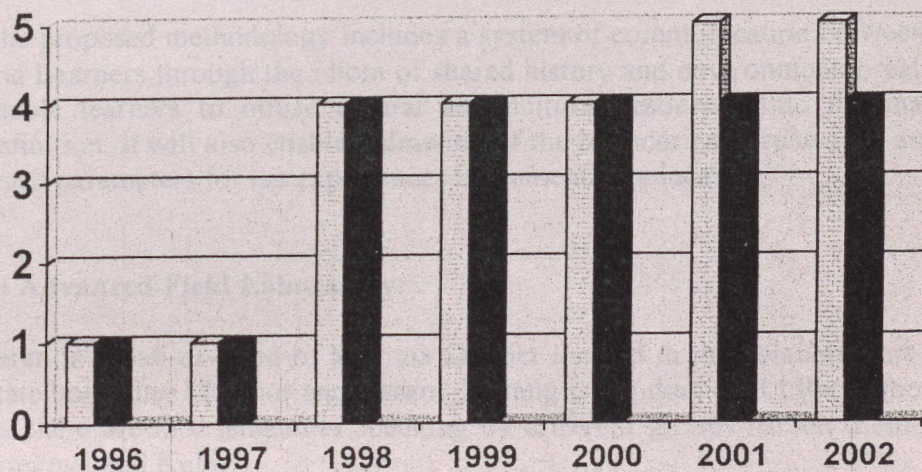


The Northeast India

- ACTIVE FIELD LABORATORY
- ⊙ DORMANT FIELD LABORATORY
- EXPLORATORY STAGE

LOKSHALA IN NORTH EAST AT A GLANCE

	<u>Field</u>	<u>State</u>	<u>Size</u>	<u>Years of starting</u>	<u>Status</u>	<u>Action needed</u>
1.	Devitola Block, Dhubri District.	Assam	Divitola Block	1996	Active	Immediate Academic and Financial Input
2.	Peren Subdivision, Kohima District.	Nagaland	Peren Sub-division	1998	Active	Immediate Academic and Financial Input
3.	Mawrynkeng-Mawkynrew-Pynursla (MMP) Blocks, East Khasi Hill District.	Meghalaya	MMP Blocks	2001	Active	Immediate Academic and Financial Input
4.	Umsning Block, Ri-Bhoi District.	Meghalaya	Umsning Block	1998	Inactive	Rejuvenation
5.	Kakching Block, Thoubal District.	Manipur	Kakching Block	1998	Inactive	Rejuvenation
6.	Baghmara District.	Meghalaya	Baghmara District	-	Exploration	Advocacy
7.	Tuensang District.	Nagaland	Tuensang Dist.	-	Exploration	Advocacy



Advanced Field laboratories
 No. of States covered

Lokshala Advanced Field Laboratories in North East India- An Introduction

1. Debitola Advanced Field Laboratory :

The Lokshala Programme at Debitola Block is built on the foundation of Dhubri Science Club, an association founded in 1960 to popularize Science, eradicate superstition, bring technology to the people. In 1990, Dhubri became one of the districts selected by the Government of India for its District Primary Education Programme (DPEP) funded by World Bank and Consortium for Europe with an outlay of Rupees 40 cores as loan for Dhubri District alone over a period of 5 years. The youth activist of Dhubri Science Club observed that despite such a huge influx of funds, the status of education in Dhubri did not seem to improve substantially. The Lokshala Process begins with the formation of 9 Panchayat-cum Study groups to study the status of schools in Debitola Block of Dhubri District of Assam.

The identified areas of intervention on priority basis are :

- Upgrading all government School upto Class VIII.
- Issues of learning through Mother tongue at the elementary level.
- Evolving a new dimension of elementary education to oppose the prevailing educational dimension of controlling demographic trends and of aiding market economy only.)
- To redefine once again to reverse the increasing alienation of learners from their real life context.
- To evolve a framework of educational system that focuses on intimate identification of learners with their geo-cultural reality.

The proposed methodology includes a system of communication between Community and Learners through the idiom of shared history and environmental reality. This will enable learners to infuse natural and cultural resources into the matrix of self-definition. It will also enable redrawing of the boundaries of relevance and creation of reach parameters for the experiences in elementary education.

2. Peren Advanced Field Laboratory:

Peren is a Sub-division of Kohima District located in the southern part of Nagaland State bordering Manipur and Assam. Zeliang is the dominant tribe in the subdivision, yet there are four languages speaking by different groups namely Zemei, Liangmei, Rongmei and Kuki.

Though there is an increase in the number of schools in the last 50 years, the quality of education in Peren is very unsatisfactory. Children are not given education in their mother tongue right from day one of their school. There is no free supply of educational materials including textbooks. The practice of Proxy teachers is rampant. It is at the backdrop of this scenario that Lokshala was initiated under the leadership of a UGC Teacher Fellow for the Work of Lokshala in 1998 in Peren Sub Division. The first National Workshop for Lokshala in Peren was organized during April 1998. And it was followed by several workshops involving people in the length and breadth

of the Sub-division. The following issues were identified for our immediate action through Lokshala :

- Non- Supply and therefore non-availability of free text books for the children of the sub-division.
- Widespread uncommitted attitude of the village schools.
- Corrupted practice of employing Proxy Teachers in the village schools, whereas the government appointed teachers engaged themselves in some private business in the town. It may be mentioned that such procedures are inducted with the blessings of the concerned village authorities, as they see this as employment opportunities for one or more of the village youths.
- The unavailability of the space for the role to be played by the people in the village schools in the existing government schools in the villages.
- The rampant mis-utilisation of the fund for Day-Care for the children of pre-school level.
- Lack of infra structural facilities in the schools.

The Lokshala Team in the Peren under the umbrella of PEREN BJVJ BASIC UNIT now is working in collaboration with Zeliangrong Student Union, Zeliang Mipui and Zeliang Women Organization. One of the problems that Lokshala Team is trying to draw attention of the authorities and parents is the nonavailability and nonissue of free textbooks.

3. Umsning Advanced Field Laboratory:

Umsning Block of Ri-Bhoi District is located between Bramhputra Valley and Plateau of Khasi hills. There are more than 150 villages in the Blocks. Each village is governed by a traditional, democratically elected "Durbar". The representative of each Durbar in turn makes a federal body called Hima, which was the Administrative Unit of the traditional Federal Government of Khasi State prior to independence. It continues, without state sanction. This is a matrilineal society. Ironically, in spite of the fact that women enjoy comparatively higher status in the region they cannot be members of the Durbar.

In Umsning Block of Ri-Bhoi district, Lokshala was initiated in during the 2nd half of 1997. In September 1997, a group was formed and named it Bhoi-Rymbong Lokshala Working Group Committee and was operated with its office at Madan Ritieng Village of Umsning Block. Preliminary survey was done. A National Workshop was organized by the above team and Synroplang, Shillong in collaboration with BJVJ, Delhi at SIRD, Nongsder, Ri-Bhoi District, Meghalaya from 4 to 8 April 1998. The Workshop was participated by mostly people from Umsning Block and representatives from different part of India. The workshop was partially supported by Ministry of Human Resource Development (MHRD), Government of India through Central office of BJVJ in Delhi.

The main issues that Lokshala Process is working upon on priority basis are :

- 77.78 % drop out rate as per government 's own data. A close look to the ground reality reveals that drop out rate will be not less than 90%

- Issues of Language of instruction- why not mother tongue in place of Standard Khasi upto class IV and from Class V onward English as prevailed today in all schools.
- Community's role in the School including curriculum construction

Lokshala Process in Umsning advocate that the content and process elementary education should acknowledge the collective wisdom of the community gained over generations. This would empower the locals to take direct responsibility of education and strengthen the bond between the individual and the society. Such a transformation would make education sustained and meaningful.

4. Mawryngkneng- Mawkynrew & Pynursla Blocks Advanced Field Laboratory:

The Mawryngkneng, Mawkynrew & Pynursla Blocks Lokshala Process is the continuation of Umsning Lokshala Process. The experience we gained and lessons we learned from Umsning Block were utilized to try out an alternative Method of Advocating Lokshala. These three blocks are located in the east Khasi hill district of Meghalaya State. Most of the people are cultivators and like any other Khasi villagers, here also the village is governed by a democratically elected traditional body called "DURBAR" and the representatives of the Durbar, in turn, makes a federal body called HIMA which is the higher body to govern the people. The Durbars and Durbar Hima are still running effectively without state sanction. The people here are matrilineal. Ironically, despite of being privileged with comparatively higher status of women, the women are not allowed to participate in the Durbar.

The following conclusions were the outcome of The intensive interaction and dialogue with the people in the villages of these blocks :

1. Poor and illiterate parents have their own perspectives of education; this is to be articulated and documented in such a way that it could be meaningful for all including educated elite and academician. In fact, the perspectives of parents on education are more realistic and rooted to the present socio-economic cultural agenda of the society and it is much more sustainable.
2. The prevailing notion of content of elementary education leading towards the undesirable romanticization of Ancient India, preference to information than concept formation etc. must be rewritten in order to reflect the pragmatic, and holistic vision of Indian nation.
3. People must understand the vision of India as envisaged by Delhi and Delhi also must be willing and pursue to understand people's vision of future and their perception of present India. Such a continuous dialogue is the only option to seek peace and prosperity of our country.
4. The very notion that rural means poor, less developed and urban means rich and developed is not only wrong but also very dangerous indeed. It is dangerous because it allows to continue to exist the power structure that does not permit change towards an equitable life. It is not true that only villagers are socially handicapped. In fact the middle class elite are also socially handicapped and they live a very insecure life.
5. Today the knowledge in classroom is just like dollar that does not have currency value in our own place. If we look it from this angle, the majorities of Indian people are deprived of working currency of knowledge. The valid knowledge and

invalid knowledge domain divide our people into two parts: one live as refuge and other live with comfort at the cost of the majority. The only option is to create a world of knowledge where the valid knowledge and invalid knowledge partition is broken. This can be achieved by using the local and indigenous knowledge and knowledge system as the basis of the acquiring global knowledge system.

On the basis of the above findings the team now working very seriously to initiate the following:

- To document people's perceptions on (both Prevailing and proposed) design of Elementary Education and catalyzed people's collective actions towards the framing of a curricular framework for a sustained, relevant and meaningful free and compulsory elementary education.
- To take steps to organize collective strength and to make them conscious of their due right, strength, duty and vision of India thereby redefining the notion of being anti national or an Indian.
- To take up steps to re-write the textbooks and redefine the role of textbooks using local knowledge to meaningfully switch over to global knowledge.
- To convince the middle class elite that what Lokshala proposed is not only true for poor and rich alike but it is useful for them within a foreseeable future. Hence seeking their help is mutually beneficial.

5. Kakching Advanced Field Laboratory:

Kakching is located in Thoubal District of Manipur in the southern part of the Manipur. The Lokshala Field was initiated through an UGC Fellow of Lokshala in 1998. The following finding was the outcome of the Lokshala Process since 1998:

- The Arms Forces Special Power Act 1958 is the determining factor in various sphere of life. Children who had not seen what it looks like to live in an independent country needs a kind of schools which is not the prevailing one.
- The women groups called Meira Paibi are very much vocal and powerful. They can take up Lokshala effectively.
- The elementary grace to the private English Medium Schools by the people makes education for the children of poor parents from bad to worse.
- There is a viscous circle- parent blame teachers, teachers blame government, government blames teachers and parents. And those who have a vested interest in education of children are socially handicapped.

Armed with the above findings, the Lokshala team in Kakching worked out a plan of Action. The plan of action includes the following component:

- Networking youth clubs, Meira Paibi groups and government's organizations.
- Building unconditional dialogue with those people whom people bestowed to them as people who struggle for liberation and learn lesson from each other's experiences.

- Looking for meaningful participation of reconstruction of school education and struggle for a more meaningful life.

6. Proposed Baghmara Advanced Field Laboratory:

The first meeting for initiating of a field laboratory was held in Baghmara in September 2001. Right now it is still in the exploratory level.

7. Bishenpur Lokshala Advanced Field Laboratory :

The first meeting was held in Jan. 2001 in Bishenpur. A national workshop is due to be held somewhere in the later part of 2003.

8. Tuensang Lokshala Advanced Field Laboratory:

A Local Activists Team had initiated some steps in 2001-2002 to establish a Field laboratory. The local team is now looking forward for academic support from the resource person outside the field laboratory.

The above brief notes on the Lokshala field laboratories in North East shows that there is no uniformity in the process. In fact it is wrong and highly undesirable to look North East as one single entity. It is the homes of several people of diverge language, culture and ethnic groups. It is here that the BJVJ's Perspective of North East become handy for us. We take the diversity not as a problem but as strength. And it is in this newly emerged perspective of India as a multi ethnic, multi language, multi culture country that our India where the mind is without fear, our head held high can sustain. Lokshala process is an answer towards the reconstruction of such an Alternative India.

OBJECTIVE OF THE PROPOSAL

1. To facilitate the Lokshala Process in the existing active field laboratories such as Devitola of Dhubri Dist. of Assam, Peren of Kohima Dist. of Nagaland and MMP of East Khasi Hill Dist of Meghalaya.
2. To rejuvenate the stagnant field laboratories such as Umsning in Ri-bhoi Dist. of Meghalaya , Kakching of Thoubal District of Manipur etc.
3. To provide Lokshala Process in the areas where people are interested to start Lokshala process such as Bishenpur in Manipur, Tuensang in Nagaland and Bhaghmara in South Garo Hill of Meghalaya etc.
4. To build up a very effective and Strong Regional Resource Group.
5. To make best use of the IT to facilitate the lokshala process.
6. To work towards the self- sustained support mechanism by empowering ourselve ; to generate income
7. To document the Experiences of Lokshala Processes going on in the North East.

ACTIVITIES

1. To visit the filed laboratory at least once in three month for each field laboratory.
2. To conduct workshop/interaction in the field along with local activists and people.
3. To go and meet people to tap the existing resources in the government/ non-governmental establishment in the local/state /regional level.
4. To identify members of NE resource groups and conveys regular meetings and workshop from time to time.
5. To build up a data and resource bank based in Shillong for the Northeast.
6. To conduct regular Lokshala Activists Exchange/programme etc.
7. To document whole proceeding reports and experiences of the process and disseminate it in local languages.
8. To conduct training for Lokshala Activists so as to enable them to make the best use of available modern technology such as Internet.
9. To organize training programme to help the Lokshala team to generate income for the process through the process by the process.
10. To open and maintain a website to link all the related online documents for easy excess by us and to use it as a window for us to reach out our ideas and work to the rest of the world.

Summary of the Budget Estimate for 01-04-03 to 31-03-06

<u>Date</u>	<u>Particulars</u>	<u>Total</u>	<u>Self generated</u>	<u>Grant in Aid</u>
01-04-03	Activities	Rs 440000/-		Rs 307000/-
to	Administration	Rs 204000/-		Rs 192000/-
31-03-04	Physical facilities	Rs 70000/-		Rs 60000/-
	<u>Total</u>	<u>Rs 714000/-</u>	<u>Rs 155000/-</u>	<u>Rs 559000/-</u>
01-04-04	Activities	Rs 440000/-		Rs 307000/-
to	Administration	Rs 204000/-		Rs 192000/-
31-03-05				
	<u>Total</u>	<u>Rs 644000/-</u>	<u>Rs 145000/-</u>	<u>Rs 499000/-</u>
01-04-05	Activities	Rs 440000/-		Rs 307000/-
to				
31-03-06	Administration	Rs 204000		Rs 192000/-
	<u>Total</u>	<u>Rs 644000/-</u>	<u>Rs 145000/-</u>	<u>Rs 499000/-</u>
	<u>Total grant in Aid for three Years</u>			<u>Rs 1557000/-</u>

Rupess fifteen Lakhs fifty-seven thousand only.

**BUDGET ESTIMATE OF THE ACADEMIC SUPPORT TO THE
LOKSHALA ADVANCED FIELD LABORATORIES IN NORTH EAST.**

From 1st April 2003 to 31st March 2004

<u>Particulars</u>	<u>Amount</u>	<u>Self Generated</u>	<u>Grant in Aid</u>
A. Activities:			
1. T. A. for visiting filed laboratories and potential field laboratories (2 field visits per month @ Rs 2000 per trip.)	Rs 48000/-	---	Rs 48000/-
2. TA for a local Activists who assist the co-ordinator in the field @ Rs 500/- per Visits.	Rs 12000/-	---	Rs 12000/-
3. Local level meeting/workshop with local activists @ Rs 2000/- per visit	Rs 48000/-	Rs 24000/-	Rs 24000/-
4. 3 Regional Resource Group meetings in a year @ Rs 15000/- per meeting.	Rs 45000/-	Rs 15000/-	Rs 30000/-
5. Seed money for initiating New field laboratories (3 in a year)	Rs 75000/-	Rs 25000/-	Rs 50000/-
6. Field Activists to go for inter-field learning visits(T.A + working expenditure)	Rs 50000/-	---	Rs 50000/-
7. 4 Lokshala Activists training camp about the application of modern technology for Lokshala Process and training for self generation @ Rs 20000/- per training camp	Rs 80000/-	Rs 40000/-	Rs 40000/-
8. Xerox, stationers computer works etc along with documentation @ Rs 3000/- month	Rs 36000/-	---	Rs 36000/-
9. Report @ Rs 1000/- per month	Rs 24000/-	Rs 12000/-	Rs 12000/-
10. Web space charge +Maitenance@ Rs 5000/- + Rs1000/-X12	Rs 22000/-	Rs 12000/-	Rs 5000
Total of A	Rs 440000/-		Rs 307000/-
B Administration			
11. Honorarium for Regional co-ordinator @ Rs 12000/- per month	Rs 144000/-	---	Rs 144000/-
12. Telephone, Postal charges etc. @ Rs 3000/- per month	Rs 36000/-	---	Rs 36000/-
13. Rent for an office Room @ Rs 2000/-per month.	Rs 24000/-	Rs 12000/-	Rs 12000/-
Total of B	Rs 204000/-		Rs 192000/-
C Physical Facilities			
A Computer + printer back up system	Rs 50000/-	---	Rs 50000/-
14. Furniture + 10 beds	Rs 20000/-	Rs 10000/-	Rs 10000/-
Total of C	Rs 70000/-		Rs 60000/-
15. Total of A , B & C	Rs 714000/-		Rs 559000/-
16. Contingencies.	Rs 35700/-	Rs 5700/-	Rs 30000/-
17. Total with Contingencies	Rs 749700/-		Rs 589000/-
Total grant in aid for 2003 = Rupees five lakhs eighty-nine thousand only			

From 1st April 2004 to 31st March 2005

<u>Particulars</u>	<u>Amount</u>	<u>Self Generated</u>	<u>Grant in Aid</u>
A. Activities:			
18. T. A. for visiting filed laboratories and potential field laboratories (2 field visits per month @ Rs 2000 per trip.)	Rs 48000/-	---	Rs 48000/-
19. TA for a local Activists who assist the co-ordinator in the field @ Rs 500/- per Visits.	Rs 12000/-	---	Rs 12000/-
20. Local level meeting/workshop with local activists @ Rs 2000/- per visit	Rs 48000/-	Rs 24000/-	Rs 24000/-
21. 3 Regional Resource Group meetings in a year @ Rs 15000/- per meeting.	Rs 45000/-	Rs 15000/-	Rs 30000/-
22. Seed money for initiating New field laboratories (3 in a year)	Rs 75000/-	Rs 25000/-	Rs 50000/-
23. Field Activists to go for inter-field learning visits(T.A + working expenditure)	Rs 50000/-	---	Rs 50000/-
24. 4 Lokshala Activists training camp about the application of modern technology for Lokshala Process and training for self generation @ Rs 20000/- per training camp	Rs 80000/-	Rs 40000/-	Rs 40000/-
25. Xerox, stationers computer works etc along with documentation @ Rs 3000/- month	Rs 36000/-	---	Rs 36000/-
26. Report @ Rs 1000/- per month	Rs 24000/-	Rs 12000/-	Rs 12000/-
27. Web space charge +Maitenance@ Rs 5000/- + Rs1000/-X12	Rs 22000/-	Rs 12000/-	Rs 5000
Total of A	Rs 440000/-		Rs 307000/-
B Administration			
28. Honorarium for Regional co-ordinator @ Rs 12000/- per month	Rs 144000/-	---	Rs 144000/-
29. Telephone, Postal charges etc. @ Rs 3000/- per month	Rs 36000/-	---	Rs 36000/-
30. Rent for an office Room @ Rs 2000/-per month.	Rs 24000/-	Rs 12000/-	Rs 12000/-
Total of B	Rs 204000/-		Rs 192000/-
31. Total of A & B	Rs 644000/-		Rs 499000/-
32. Contingencies.	Rs 30000/-		Rs 30000/-
33. Total with Contingencies	Rs 674000/-		Rs 529000/-
Total grant in aid = Rupees five lakhs twenty-nine thousand only			

From 1st April 2005 to 31st March 2006

Total grant in aid = Rupees five lakhs twenty-nine thousand only

