

District Primary Education Programme-III

PERSPECTIVE PLAN

District: Faizabad

**U.P. Education For All Project Board
Lucknow, March, 1999**

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LIST OF ABBREVIATIONS

ABSA	:	Asstt. Basic Shiksha Adhikari
AWC	:	Angan Wari Centre
AWW	:	Angan Wari Worker
AWPB	:	Annual Work Plan & Budget
BEPAC	:	Block Education Project Advisory Committee
BSA	:	Basic Shiksha Adhikari
BRC	:	Block Resource Centre
DEPC	:	District Education Project Committee
DPEP	:	District Primary Education Project
DPO	:	District Project Office
DIET	:	District Institute of Education and Training
DRDA	:	District Rural Development Agency
DSH	:	District Statistical Hand Book
ECCE	:	Early Childhood Care and Education
EMIS	:	Education Management Information System
GOI	:	Government of India
ICDS	:	Integrated Child Development Scheme
NPE	:	National Policy on Education
NPRC	:	Nyaya Panchayat Resource Centre (CRC)
NIEPA	:	National Institute of Educational Planning & Administration

POA	:	Programme of Action
PMIS	:	Project Managment Information System
SDI	:	Sub Deputy Inspector
SPO	:	State Project Office
SCERT	:	State Council of Education Research and Training
SIEMAT	:	State Institute of Educational Management & Training
TLA	:	Teaching Learning Aid
TLM	:	Teaching Learning Material
UEE	:	Universalization of Elementray Education
VEC	:	Village Education Committee

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CHAPTER - I

DISTRICT PROFILE

GEOGRAPHICAL FEATURES :

Faizabad district, also the divisional headquarter, is situated between 26°90' – 26°50' longitude and 81°30' or 81° - 85' latitude respectively. The whole district is spread in the southern part of Sarju (Ghaghra river). On its eastern border, district Ambedkar Nagar, on western border Barabanki, on northern border Gonda and Basti while on the southern border Sultanpur districts are situated. The district headquarter is 130 kms. from Lucknow the capital of the State. The area of the district was reduced as a result of carving out Ambedkar Nagar a new district from it. However, the merger of Rudauli, Mawai and Pure Dalal Block of Barabanki district added to the area and population of the district also.

Generally, the soil of the district is loam which is very fertile. The land on the bank of Sarju is somewhat sandy termed as Manjha or Diyara. Sarju (Ghaghra) Marha (Tamsa), Tonse, Bisui rivers flow through several parts of the district. The average temperature of the district remains between the maximum 43.9°C and minimum 3.2°C. The annual average rainfall is 849 mm.

The district headquarter is directly connected with Lucknow-Varanasi and Allahabad – Faizabad (roadways and railways). It is also connected with Gonda and Gorakhpur by roadways.

HISTORICAL BACKGROUND :

The history of Faizabad district has very rich religious and social background. Faizabad district has made significant contribution or to the Indian culture. On the bank of pious Sarju river, it is the birth place of Lord Rama, the God of Hindus. In ancient Indian history 6th century B.C. we find "Kausal " formed out of sixteen 'Maha Janpadas'. Ayaodhya had been its capital which is situated in Faizabad District. Suryavanshi emperor Manu had got it situated there. Lord Rama's incarnation also took place in this dynasty in the era of Ramayana. During the battle of Mahabharat there ruled the king named Bridhbal who fought from the side of the Kauravas and was put to death by Abhimanyu. In the time of Mahatma Budh, Prasenjit was the ruler of Ayodhya. Chandragupta Vikramaditya the greatest king of Gupta dynasty made it his capital for some time. In Rajput era the kingship of Pratihar dynasty was established at Ayodhya.

In 1015, Saiyad Salar the nephew of Mahmood Gajnavi invaded Ayodhya and a battle took place between him and king Ram Pal. Consequently, the kingdom of Ayodhya came under the control of Muslim rulers. Thus "Avadh Prant" came into existence under the control of Muslim rulers and Lucknow was made the capital of the Province.

In 1772, Mohamad Shah the Muslim emperor of Delhi made Sahadat Khan the governor of the province who established Avadh "as an independent state. In the regime of Safdar jang the Nawab of Lucknow, Faizabad's progress was noteworthy. Nawab Sujauddaula made Faizabad his own capital. Later on with the down fall of Wazid Ali Shah, Faizabad came under the control of Britishers.

In 1857, during the first war of independence the contribution of Faizabad praiseworthy. Mobir Ahmad Ullah and the queens of Avadh declared war against the Britishers. The district played a prominent role in the freedom struggle. Immortal martyr Ashfoque ullah Khan was hung on the holy land of this district. Dhirendra Majoomdar, Karn Bhai Baba Ram Chandra Das, Vasudha Singh, the freedom fighters sacrificed their life in this revolution of freedom. Acharya Naraendra Deo the great educationist, social worker, politician, freedom fighter and Dr. Ram Manohar Lohia, the great social worker and politician developed educated and flourished here.

The district holds significant place in the history owing to its secular culture . The first Jain Tirthkar a personality of high fame and Lord Rishabh Deo took their birth on the sacred land of the district. Ayodhya is a holy place for the Jain religious followers. Rama's birth place Kanak Bhawan, Hanuman Garhi, Valmiki Bhawan, Birla Temple and the several ghats of Sarju river are the places worth looking Surya Kund (Darshan Nagar), Bharat Kund are the famous tourist places. The melas taking place time to time in Ayodhya bring before us the unique example of the religious integrity and unity of the nation.

ADMINISTRATIVE STRUCTURE

Administratively, Faizabad is divided into five Tahsils and twelve Blocks. The Rudauli Tahsil (Pure Dalai, Mawai and Rudauli Blocks) has been added in 1997 to Faizabad. It has 112 Nyaya Panchayats 592 village Panchayats while 1028 revenue villages. 995 villages are inhabited while 33 villages are uninhabited. Likewise the district has 2 municipal boards and 4 town areas.

Administrative Units

Administrative Divisions	Numbers
Tehsil	04
Blocks	09
Nyaya Panchyats	112
Gram Sabha	592
Towns	06

Source : District Statistical Hand book. 1996

District administration is under the control of district Magistrate, Chief Development Officer and different ADMs and SDMs. The B.D.O. is responsible for all development programmes of the Block. Many District level officers supervise and administer the programmes under their effective control.

DEMOGRAPHIC FEATURES :

Total population according to census 1991 is 1374393 in which 722588 were male and 651825 female. The Male/Female ratio of the district is 1000 : 900. Rural population is 1168156 while the urban is 206237. Scheduled caste population is 282890 and there are no scheduled tribes. The density of population is 545.

Blockwise Population 1991

Blocks	Total Population			Scheduled Caste			Scheduled Tribes		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Sohwal	74559	69084	143643	20031	18697	38728	-	-	-
Masaudha	73091	64402	137493	18434	16576	35010	-	-	-
Poora Bazar	66543	60589	127132	15569	14610	30179	-	-	-
Maya Bazar	65499	61370	126869	16088	15405	31493	-	-	-

Amaniganj	66426	59636	126062	19376	17517	36893	-	-
Milkipur	66435	62091	128526	16847	15878	32725	-	-
Haringtonganj	57018	52133	109151	13151	12431	25582	-	-
Bikapur	63753	59699	123452	11942	11306	23248	-	-
Tarun	75478	70350	145828	15044	13988		-	-
Total	608802	559354	1168156	146482	136408	282890	-	-

Source : District Statistical Hand book. 1996

Rural and Urban Population 1991

S.No.	Blocks	Rural		
		Male	Female	Total
1.	Sohwal	74559	69084	143643
2.	Masaudha	73091	64402	137493
3.	Poora Bazar	66543	60589	127132
4.	Maya Bazar	65499	61370	126869
5.	Amaniganj	66426	59636	126062
6.	Milkipur	66435	62091	128526
7.	Haringtonganj	57019	52133	109151
8.	Bikapur	63753	59699	123455
9.	Tarun	75478	70350	145828
10.	Total	608802	559354	1168156
11.	Urban	113786	92451	206237
12.	Grand Total	722588	651805	1374393

Source : District Statistical Hand book. 1996

ECONOMIC CONDITION :

(A) Occupational Structure :

The whole economic structure is based on agriculture. There are 58.7% cultivators out of total main workers while 19.5% workers were agricultural labourers. Only 3.2% workers are engaged in industries and 4.6% are engaged in trade and commerce.

CATEGORY WISE WORKERS

S.No.	Category	Percentage of Total Workers
1.	Cultivators	58.7%
2.	Agricultural labourers	19.5%
3.	Household industries	1.0%
4.	Other industries	2.2%
5.	Trade & Commerce	4.6%
6.	Others	14.0%

Based on the census made in 1991

Source : District Statistical Hand book. 1996

LAND HOLDING PATTERN :

The operational land holdings of the district are dominated by very small holdings. More than 62% of the total holdings are of less than 1 hectare, or 19.46% of the total land holdings are between 0.5 to 1 hectare. Thus the 81.54 percent of land holdings are less than one hectare.

DISTRIBUTION OF OPERATIONAL HOLDINGS BY SIZE

S.No.	Size of Holding Range	Number	Area ha.	% to Total Holdings
1.	Below 0.5 ha	135056	39135	62.8%
2.	0.5 ha to 1 ha	41848	34076	19.46%
3.	1 ha to 2 ha	25053	33058	11.65
4.	2 ha to 4 ha	10356	27136	4.81
5.	4 ha to 10 ha	2537	14520	1.17
6.	10 ha and above	163	2515	0.07
Total		215013	150840	

Source : District Statistical Hand book. 1996

LAND UTILISATION :

Out of total reported area, i.e., 337430 ha in the district, forests are spread in 6037.74 ha which is 1.8% of total reporting area. Total area sown is 220004 ha which is 65.2% of the total reporting area. Utility of land is shown as per the table given below :

LAND USE PATTERN

S.No.	Category	Area ha	Percentage of Reporting area.
1.	Total reporting area	3374.30	100%
2.	Area under Forests	6073.74	1.8%
3.	Net Sown Area	220004	65.2%
4.	Net irrigated area	187309	-
5.	Net irrigated area as % of net sown area	-	85.13%
6.	Land put to non agricultural use	37117	11%

Source : District Statistical Hand book. 1996

CROPPING PATTERN :

Generally wheat, paddy, sugarcane, arhar are grown here. In vegetables besides potato many other vegetables are also grown here.

SOCIO-ECONOMIC STRUCTURE :

Low agricultural productivity is the root cause of the backwardness. Most of the land holdings are uneconomical. To a greater extent poverty and unemployment lowered the status of women in the society. Discrimination against girl child, rural indebtedness and low educational status of the scheduled castes and poverty amongst muslims have been major causes of backwardness of the district in all aspects of development especially education.

INFRASTRUCTURE FACILITIES :

(A) Communication :

The district has the facility of railways and roadways. The district headquarter is connected with Allahabad and also with the capital of the State *i.e.* Lucknow. The road leads also from Faizabad to Gonda and Gorakhpur. The total distance covered by the railways in the districts is 125 kms while distance covered between the railway stations is 19 km. The length of the Pakka road is 708 kms which is 48 km per thousand population. All block headquarters are connected with roads.

Faizabad has 321 Post Offices in which 47 are in the urban area while 274 are in the rural area. There are 30 telegraph offices. Different places of the district are equipped with PCO/STD.

(B) Electricity and Power :

906 out of 995 i.e. 91% villages are electrified. 355 Harijan habitations are also electrified. Mostly electric power is consumed in Agriculture, domestic and industrial works. Electric supply and management is irregular, not upto the mark. Negligible electric power is consumed for educational purpose.

(C) Drinking Water :

All the villages are served with drinking water facility in the district.

(D) Development Schemes :

In the year 98-99 an amount of Rs. 5 Crores 70 Lakhs was spent in the J.R.Y. Scheme and Rs. 2 Crores 70 Lakhs in the Employment Assurance Scheme.

Amount of Rs. 2 crores has been sanctioned in MP and MLA quota. Moreover, Rs. 17,74 Lakhs has been sanctioned in TRYSEM and Rs. 12,60 Lakhs in DWCRAs schemes.

CHAPTER- II

EDUCATIONAL PROFILE OF THE DISTRICT

INTRODUCTION :

In this chapter, an attempt has been made to make a critical appraisal of the different schemes/infrastructure and other related aspects of primary education with a view to rectifying the gaps and deficiencies which are identified here. The following paragraphs describe the situation in this district.

LITERACY RATE :

District Faizabad has a little low literacy rate as compared to the State average. The literacy rate of the district as per 1991 census was 40.02 percent as against 41.60 percent of the State. The gap between the literacy rates of the State and Faizabad is 1.4 percent. The table given below shows comparative literacy rates for Faizabad and Uttar Pradesh.

Table - 2.1 Literacy rates for 1991 (in %)

Population	Faizabad	Uttar Pradesh
Total	40.02	41.60
Rural	35.5	36.66
Urban	66.00	61.00
Total Male	55.9	55.73
Total Female	22.6	26.31
Rural Male	52.0	52.11
Rural Female	17.4	19.02
Urban Male	75.8	68.98
Urban Female	53.6	50.38

Source : District Statistical Hand book. 1996

While the literacy of total urban population urban male and urban female was above the state level, at the same time literacy rate of rural people was much below the State level. In case of total rural population the difference was 1.16 percent in case of rural male it was (11) and in rural female it was (3.71) percent. The table clearly shows that the educational planning process should give more emphasis to the rural areas.

BLOCK WISE LITERACY RATES :

The two blocks namely Amaniganj and Milkipur have lower literacy level than the average rural literacy level of the district, and three blocks namely Amaniganj, Milkipur and Haringtonganj have lower male literacy than the average male rural literacy of the district. In case of rural female literacy level four blocks namely Amaniganj, Milkipur, Haringtonganj, Bikapur had lower rural female literacy level as compared to the district average. Amaniganj and Milkipur blocks appear in all the three enumerations.

Table 2.2
Block wise Literacy levels

S.No.	Name of Block	Literate			Literacy Percentage		
		Male	Female	Total	Male	Female	Total
1.	Bikapur	28143	8300	36443	54.9	17.4	36.8
2.	Tarun	32101	10229	42330	52.7	18.0	35.9
3.	Masodha	35054	11995	47049	59.4	23.5	42.7
4.	Hariantonganj	22719	5204	27923	48.8	12.3	31.4
5.	Milkipur	24932	6049	30981	46.6	12.1	29.9
6.	Amaniganj	24233	5584	29817	44.2	11.6	29.0
7.	Maya	29626	10645	40271	56.2	21.4	39.3
							Contd..

8.	Pura	27451	9842	37293	51.1	20.5	36.6
9.	Sohawal	31953	10404	42357	53.3	18.9	36.8
	Rural Total	256212	78252	334464	52.0	17.4	35.5
	Urban Total	72479	40506	112985	75.8	53.6	66.00
	Grand Total	328691	118758	447449	55.9	22.6	40.2

* Source : District Statistical Handbook 96

From the above table it is also clear that literacy in urban areas is much higher at 66.00 percent as against 35.5 in rural area.

EDUCATIONAL INSTITUTIONS :

In this district there are two universities, six degree colleges, 52 intermediate college, 33 high schools, 287 senior basic schools and 1010 junior basic schools. The following table gives the details of educational institutions in the district.

Table 2.3
Educational Institutions

S.No.	Particulars	Parshadiya				
		Rural	Urban	Total	Recognised Institutions	Grand Total
1.	Junior Basic Schools	776	40	816	194	1010
2.	Senior Basic Schools	115	09	124	163	287
3.	High School (Govt. & Non Govt.)	-	-	33	-	-
4.	Intermediate Level	-	-	52		
5.	Degree College	02	4	06		
6.	University	01	01	02		
7.	Central School	-	01	01		
8.	Navodaya Vidyalaya	01	-	01		

Source : BSA Office, Faizabad.

SCHOOLS BY TYPE OF BUILDING :

There are 716 out of 776 primary schools in rural areas which have only two rooms which is 92.26% of the total schools. There are 24 schools which have single room. Only 15 schools have three rooms. The number of schools having four or more than four rooms are 17. The following table shows the number of schools by type of buildings.

Table 2.4 Schools by Type of Building.

S.No.	Particulars	No. of Schools	As % of Total
1.	Building Less	4	0.51
2.	Schools with one room	24	3.09
3.	Schools with two rooms	716	92.26
4.	Schools with three rooms	15	1.93
5.	Schools with four rooms	14	1.83
6.	Schools with more than four rooms	03	0.38
	Total	776	100

Source : BSA Office, Faizabad.

DILAPIDATED BUILDINGS :

The number of those school building which require complete reconstruction or major repairs are 46. In addition there are 110 school building which need major and minor repairs.

Majority of the buildings are in very bad shape and with few exceptions the buildings have become unsafe for the children. The classes in these schools are held in open sky because it is risky for the children to sit inside.

PRIMARY SCHOOLS BY NUMBER OF STUDENTS :

Out of 776 schools in 26.80 percent schools the number of student ranged between 100-149 and it was only in 10.95 percent schools where the number of student was upto 100. The following table gives the distribution of schools by number of students.

Rural
Table 2.5 Primary Schools by number of students.

S. No.	Range of Enrollment	No. Of Primary Schools	% of PS
1.	Less than 50	03	0.38
2.	Between 50-100	85	10.95
3.	Between 100-150	208	26.80
4.	Between 150-200	162	20.87
5.	Between 200-250	129	16.63
6.	Between 250-300	71	9.16
7.	Above 300	118	15.20
Total		776	100

* Source : BSA Office Faizabad 98

A Combined analysis of table 2.4 and 2.5 shows that there are 24 schools with a single room. These are in dire need of one additional room. From table 2.5 it is clear that there are 688 schools whose strength of students is more than 100. It is obvious (from) table 2.4 that these schools are included in 716 schools which have two rooms. These schools (688) should have one additional room in addition to the existing two rooms. Thus 712 schools need an additional

class rooms. Out of these 32/schools (table 2.4) are three or more than three rooms. Therefore remaining (680)schools should also have an additional room in addition to the existing two rooms. Thus, one additional class room is required in 680)schools.

ACCESSIBILITY OF SCHOOLS :

The total number of inhabited villages in the district at present are 995 and the total number of primary school in the rural areas is 776. Thus, every village does not have a primary schools. The average number of school per village in 97-98 worked out to be 0.78 per village. As regards the accessibility there are 633 villages which have a school within the village and 279 village have a primary school with in distance of 1 km. The following table shows the classification of villages according to distance from primary school.

Table 2.6
Classification of Villages According to distance from PS

S.No.	Name of Block	In Village	Less than 1.5 km.	(1.53) 3-5 km.	More than 5 km.	Total
1.	Bikapur	71	50	15	-	136
2.	Tarun	69	74	18	-	161
3.	Masodha	39	47	6	-	92
4.	Hariantonganj	62	23	11	-	96
5.	Milkipur	86	22	05	-	113
6.	Amaniganj	93	10	05	-	108
7.	Maya	80	22	09	-	111
8.	Pura	70	30	03	-	103
9.	Sihawal	63	01	11	-	75
Contd.						

10.	Rudauli						
11.	Mawai						
12.	Pure Dalayee						
	Total	633	279	83	-	-	995

Source : *Distict statistical Handbook 96.*

Note : *Block Rudauli, Mawai, Pure Dalayee were part of Barabanki district and hence covered under the plan of Barabanki district.*

The above table shows that 63.60 percent of all the villages had primary schools with in the village. 28.04 percent villages had primary schools within less than 1 km. 8.36 percent villages had a primary school within 1.5-3 km. There is no village which has a primary school more than 3 km away. Thus approximately 8.36 percent village would need a primary school.

UNSERVED HABITATIONS :

There are 83 habitations which are not served by primary schools. These habitations do qualify for having a primary school according to the norms prescribed by the State government. The following table gives blockwise details of unserved habitations.

Table 2.7
Unserved Habitations

S.No.	Block	No. of Unserved Habitations
1.	Bikapur	15
2.	Tarun	18
3.	Masodha	06
4.	Harintonganj	11
Contd.		

5.	Milkipur	05
6.	Amaniganj	05
7.	Maya	09
8.	Pura	03
9.	Sohawal	11
10.	Pure Dalayee (covered under Barabanki)	02
	Total	83

Source : BSA Office, Faizabad.

After opening of 83 formal schools there will be no unserved habitations left in the district. Provision for schools Rudauli, Mawai and Pure Dalayee has been made in Barabanki district plan already.

ENROLMENT :

The gross enrollment ratio (GER.) in primary schools in the district in 97-98 was 83.00 percent while it was 79 percent for girls and 86.0 percent for boys. In 98-99 it is 85 percent. 80 for girls and 89 for boys. Table 2.8 A shows the gross enrollement ratio of total boys and for boys.

Enrolment figures for last five years

Year	Parishadiya	Recognized	Total
94-95	125945	20650	146595
95-96	131710	22217	153927
96-97	138615	24105	162720
97-98	146532	25096	171628
98-99	153828	28125	181953

Source : BSA Office, Faizabad.

Table 2.8
Gross Enrolment Ratio

Year	No. Of Children in 6-11 yrs.			Children Enrolled			GER.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
97-98	1,11,661	95,120	2,06,781	96,028	75,144	1,71,628	86.0	79	83
98-99	1,17,038	95,815	2,12,850	1,04,761	77,192	1,81,953	89.0	80	85
SC Children									
97-98	24,663	21,011	45,674	20,125	15,548	35,673	81.0	74	78
98-99	25,348	21,594	46,942	21,038	16,411	37,449	83	76	80

DROP OUT RATIO :

Drop out rate is very high in the district as out of the children enrolled in class-I only 43 percent children continued their education till class V. In case of boys 48 per cent stayed in the school upto class-V. The situation is worse in case of girls as only 37 percent girls stayed in the school upto class V. The total drop out is 57 percent for boys it is 52 and for girls 63. The following table shows the position of enrollment over a period of five years from 93-94 to 97-98.

Table 2.9 Enrollment During 93.94 to 97-98 in Primary Schools :

Class	I			II			III		
	Boys	Grils	Total	Boys	Grils	Total	Boys	Grils	Total
93-94	23058	16761	39819						
94-95				17182	12564	29896			
95-96							15075	10052	25127
96-97									
97-98									

Class	IV			V		
	Boys	Grils	Total	Boys	Grils	Total
1993-94						
94-95						
95-96						
96-97	12090	7846	19936			
97-98				11067	6201	17268

Source : B.S.A. Office, Faizabad.

TEACHER PUPIL RATIO :

The total number of sanctioned posts of teachers in primary schools in the district is 2665 out of which 2179 including 494 lady teacher (22.67%) are in position. The number of children enrolled in 1998 is 1,53,828. Thus, the teacher pupil ratio is 1:71. It means that on average for 71 students there is one teacher but according to government norms the ratio should be 1:40. The distribution of primary schools according to teacher pupil ratio is shown in the following table.

Table 2.10
Primary Schools As per Teacher pupil Ratio :

S.No.	Teacher Pupil Ratio	No. of PS	% of PS
1.	Less than 1:20	01	0.10
2.	1:20 - 30	15	1.93
3.	1:30 - 40	76	9.96
4.	1:40 - 50	111	14.3
5.	1:50 - 60	155	19.9
6.	1:60 - 70	80	10.30
7.	1:70 - 80	60	7.73
8.	1:80 - 90	54	6.95
9.	More than 90	224	28.8
	Total	776	100

Source : *BSA, Office Faizabad, 98*

It is clear from the above table that more than 14 percent of schools have a teacher pupil ratio 1: 40-50. 19.9% schools have teacher pupil ratio of 1:50-60. Around 41 percent schools have a teacher pupil ratio of more than 1:70.

BLOCKWISE TEACHER PUPIL RATIO :

There are significant disparities in respect of teacher pupil ratio in different blocks. There are six blocks namely Bikapur, Tarun, Harriangtonganj, Milkipur, Sohawal, Amaniganj which have teacher pupil ratio higher than the district average. It clearly shows that the posting of teachers needs to be rationalised. The 2.11 shows blockwise enrollment number of schools, number of teachers and teacher pupil ratio.

Table 2.11
Blockwise Teacher Pupil Ratio (98-99) :

S.No.	Name of Block	No. of Schools	Total Children	No. of Teachers	Teachers Pupil Ratio
1.	Bikapur	90	16856	209	1:81
2.	Tarun	97	20375	277	1:74
3.	Masodha	89	19301	310	1:62
4.	Hariantonganj	71	12649	134	1:94
5.	Milkipur	78	15777	200	1:79
6.	Amaniganj	98	16557	230	1:72
7.	Maya	85	15988	270	1:59
8.	Pura	82	16748	335	1:50
9.	Sohawal	86	19577	214	1:91
	Total	776	153828	2179	1:71

Source : BSA, Office Faizabad, 98.

DRINKING WATER AND TOILET FACILITIES IN SCHOOLS :

The table 2.12 shows block-wise position of availability of drinking water and toilet facility in the schools.

Table 2.12 DW & TF in Primary Schools :

S.No.	Name of Block	Total No. Of Schools	No. Of Schools not having DW Facility	No. Of Schools not having Toilet Facility
1.	Bikapur	90	-	82
2.	Tarun	97	-	62
3.	Masodha	89	-	79
4.	Hariantonganj	71	-	55
5.	Milkipur	78	-	34
6.	Amaniganj	98	-	88
7.	Maya	85	-	72
8.	Pura	82	-	69
9.	Sohawal	86	-	41
	Total	776	-	582

Source : BSA, Office Faizabad, 98

The availability of drinking water is quite good. 100% schools have drinking water facility. In case of toilet facility situation is quite worse. There are only 194 schools i.e. 25% of the total schools which have this facility. 582 schools do not have toilet facility.

DISLOCATION OF EDUCATION DUE TO FLOODS :

In about 70 villages of the blocks of Sohawal, Maya and Pura the work of primary education is dislocated during the months of August and September due to floods.

ADMINISTRATIVE SETUP FOR PRIMARY EDUCATION :

At the district level, the department of primary education is looked after by Basic Shiksha Adhikari (BSA). He is assisted by three Deputy Basic

Shiksha Adhikari (Dy BSA). For academic supervision and inspection of the primary schools at the block level there are 27 Assistant Basic Shiksha Adhikari (ABBA)/Sub-Depty inspector of schools SDI. For urban areas, there is one Superindendant of Education. The Deputy Basic Shiksha Adhikari (I) also looks after the non-formal education programme in the district. The Basic Shikasha Adhikari is responsible for drawing and disbursing the salary of teachers.

OFFICE BUILDING OF BSA :

The BSA office is located in the building of model-school which does not have sufficient accommodation. There is lack of meeting room. There is also no prop^o place for the inspecting staff to sit.

LINKAGE OF PRIMARY EDUCATION WITH OTHER PROGRAMMES:

For creating an effective atmosphere for primary education, organic linkages with ongoing programmes which have direct or indirect bearing on education must be maintained. An account of these programmes is given below :

(I) DISTRICT INSTITUTE OF EDUCATION AND TRAINING :

The District Institute of Education and Training (DIET) is located in Haiderganj Mohalla of chowk area. DIET is well linked to all the important places. A new double storyied building was added to the old campus. A number of posts (ying) are vacant for a long time which include three senior lecturers.. The DIET has been conducting SOPT for teachers. In 97-98, 401 teachers got training from DIET under SOPT. The following is the staff position in DIET :

Table 2.14

Staff Position in DIET, Faizabad. :

S.No.	Design	No. of Post Sanctioned	No. Of Post Filled	Vacant Posts
1.	Principle	1	1	-
2.	Voice- Principle	1	-	1
3.	Senior- Lecturer	6	3	3
4.	Lecturers	17	17	-
5.	Office Suptd.	01	-	1
6.	Statician	01	-	1
7.	Clerks	09	05	4
8.	Lab. Assistant	01	-	1
9.	Class -IV	05	04	1
10.	Lebraian	01	-	1
11.	Steno	01	-	1

Source : DIET, Faizabad, 98

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Since the DIET will have a crucial role in DPEP the vacant post should be filled. There is effective co-ordination between BSA and DIET Principal.

(II) NON FORMAL EDUCATION :

In three blocks namely Tarun, Maya, Pura, there are 300 non-formal education centres (NFE) reported to be running in the district. Deputy BSA (I) is presently looking after NFE. There are 7490 children enrolled in NFE. The enrolment in NFE centres for five years is given below :-

No. Of Projects	Centres	Enrollment
94-95	-	7483
95-96	-	7550
96-97	-	7630
97-98	-	7607
98-99	300	7490

Source : BSA, Office Faizabad, 98

(III) INTEGRATED CHILD DEVELOPMENT SERVICES (ICDS) :

Integrated child Development Services (ICDS) project is being implemented in the entire district except Tarun and Bikapur. ICDS play a major role in pre-school education for children of the age group of 3-6 years. This is very crucial both for increasing the enrolment and retention in primary schools. It is well recognised that the functioning of ICDS is not satisfactory, and needed to be strengthened. There is lack of co-ordination between primary education officials and ICDS. There are 900 Anganwadi centres running in the district. There were 32,260 children enrolled in pre school classes in anganwadis.

(IV) MID DAY MEAL SCHEME :

Under this scheme 3 kg of food grain is given to every child studying in primary school who has 80 percent attendance. Since this scheme has been implemented the enrolment has enhanced. This scheme is being implemented through the teachers who send their requisition to the BSA, who in turn forwards it to DM/CDO/ supply officer and get the grains through Kotedars and then distribute it in their presence.

(V) STIPENDS FOR CHILDREN OF DEPRIVED SECTIONS :

The Scheduled Caste children get Rs 300/- per annum scholarship from the Social Welfare Department. The same department also

gives stipend to three students of other backward classes of a school. All muslim children also get the same amount of scholarship from District Minority Officer. The distribution of scholarship takes place through school teachers.

(VI) DISTRICT RURAL DEVELOPMENT AGENCY (DRDA) :

DRDA sanctions funds under Jawahar Rozgar Yojna (JRY) and Suneeshit Rojgar Yojna (SRY) for construction, repairing and boundary walls of schools. So far 131 (59. SRY, 72 JRY) school bouldings, 240 boundary walls have been constructed under JRY/SRY. Tthe school construction work is done through VECs. 60% cost is met from JRY/SRY funds and 40% from the education department.

(VII) DISTRICT PLAN :

In every district plan money is sanctioned for new schools. In year 1996-97, 72 schools and in 97-98, 06 schools were opened. Since BSA is a member of District planning committee there is a good co-ordination between basic education and district planning.

(VIII) MEDICAL AND HEALTH DEPARTMENT :

There are 9 primary health centres, 16 Ayurvedic, 4 Unani, 13 Homeopathic dispensaries running in the district in which 102 doctors and 426 paramedical employess are working. Also a school health programme exists under this department. This year check-up of nearly 3,000 students was done by health department. The programme needs to be strengthened.

CONCLUSION :

Primary education as a whole lacks the qualitative and quantitative infrastructure. Besides, shortage of buildings and accommodation, the performance of supervision by ABSA's & SDI's is also not very much satisfactory. The inspecting authorities especially ABSA/SDI's lack mobility. Number of inspections is low while the distribution of teachers is irrational. Therefore, with a view to improving the entire sub-sector of Primary education, some realistic efforts are required to be made.

CHAPTER -III

PLANNING PROCESS

INTRODUCTION :

With a view to reforming the primary education, the District Primary Education Programme is being adopted. Emphasis is laid on contextuality, decentralised planning and management of education of a particular area. It should be realized that the resources are an important but not sufficient condition for achieving the goal of UPE has three aspects *i.e.* :

- 1- *Universal access and enrolment.*
- 2- *Universal retention of children upto 14 years of age.*
- 3- *Substantial improvement in quality of education.*

The planning and management will be decentralised and made holistic. An approach with gender perspective aims at the education and retention of girls, disadvantaged groups and out of school children. It also envisages a convergence between elementary education and other related services.

DPEP lays greatest emphasis on participatory planning to enable the community being responsible for primary education. This way the whole process of planning of the primary education has to be carried out at the villages/block/district level.

Keeping in view, the above principles the DPEP plan formulation started in December 1998. First a core planning team was constituted which consisted of BSA, Principal DIET and two ABSAs/SDIs. A state level workshop was held on 3rd December at the office of UPEFAPB. In this workshop, the philosophy, goals and objectives were shared. The methodology of plan preparation was explained and the necessity of conducting participatory exercises and involving the disadvantaged groups in plan formulation was emphasized.

The district planning core team also participated in the training programme on the methodology of planning for DPEP from 22.12.98 to 30.12.98 at SIEMET Allahabad.

Another workshop of functionaries of basic education department was held at Faizabad on 2nd January. In this additional resource persons were also identified and specific tasks were assigned to the core planning team and detailed methodology of writing the draft report was shared and the locations for FGD) and participatory meetings with minority community and the S/C community were identified keeping in view the specific problem areas.

ORGANISATION OF WORKSHOP AND INTERACTIONS :

A number of workshops were organised at the district and block levels while focus group discussions were also held at block and village levels. The following workshops and interactions were organised during January 1999.

- 1- *District level training and orientation workshop on DPEP.*
- 2- *Combined workshop of different functionaries of Basic Education Department including teacher representatives.*
- 3- *Block level meeting with focus groups. (Muslim and S/c women)*

- 4- Village level meetings with disadvantaged groups and VEC members and women.

On the basis of the guidelines given to them the ABSA's and S.D.I. of the district organised field level meetings to discuss with disadvantaged groups in their respective blocks. The findings are given in Annexure No. 3.1.

SURVEY FOR IDENTIFICATION OF SOCIAL IMPEDIMENTS :

In order to identify the social reasons hindering primary education, comprehensive focus group discussions were conducted in 24 villages of 12 Blocks in the District. These aimed at creating awareness in the community about the need and urgency of achieving the goal of education for all and collecting requisite information through the people for formulation of strategies for achieving the above goal.

THE PROCESS OF DATA COLLECTION AND THE USE OF DATA AND PLAN PREPARATION :

The basic data from all the blocks such as enrollment, buildingless school, unserved habitations, class - room wise schools dilapidated buildings, no of teachers, Teacher - pupil ratio, was collected through S.D.Is. It was scrutinized to get the realistic figures of primary education. The data has been used in preparing the district perspective.

INVOLVEMENT OF INSTITUTIONS IN PLAN PREPARATION :

NGO'S,DIET and other related sources were utilised to get requisite information for the plan preparation. Several rounds of discussion were organised and the plan was activitised.

Baseline Assessment Study :

In the meantime Base Line Assessment Studies have been initiated by SPO through SCERT. The objectives of BAS included assessment of learning achievement levels in language and mathematics, (ii) investigating the difference in achievement of students of different groups and (iii) making an analysis of family background and social factors that cause the difference in learning achievement among other things.

Social Assessment Study :

As a part of plan formulation process, Social Assessment Study is being conducted to throw light on social structural determinants and constraints to the education of disadvantaged groups in the social situation which is quite representative of the Faizabad district.

**DETAILS OF PARTICIPATORY INTERACTIONS AND OPEN MEETINGS WITH
THE DISADVANTAGED GROUPS FOCUS GROUP DISCUSSIONS
SPECIALLY WOMEN ORGANISED IN CONNECTION WITH FORMULATION
OF DPEP FAIZABAD.**

DATE	VENUE	PARTICIPANTS	ISSUES
20.01.99	Faizabad	1. District Magistrate 2. C.D.O. 3. ADM (E) 4. A.D. (Basic) Faizabad Region 5. BSA Faizabad 6. A.O. 7. ABSA 8. S.D.I. 9. Coordinator NYK, Faizabad 10. Social Welfare Officer, Faizabad 11. DPRO, Faizabad	Meeting of Core Planing team was held under the Presidentship of DM Primary education problems and the strategies were discussed. The meeting resulted in following observations :- 1- The place where primary schools do not exist, be surveyed. 2- Buildingless schools should be surveyed In order to provide them additional classrooms. 3- Delapidated building should be reconstructed. 4- Begging children should be surveyed. 5- Literature pertaining to DPEP should be made available to the members of the committee . Thus the meeting concluded with the opinion that all concerned with DPEP should start and perform their duties with absolute sincerety, honesty, endeavour and enthusiasm.
18-01-99	Bikapur	1. Block Pramukh 2. B.S.A. 3. Dy. B.S.A. 4. A.B.S.A. 5. S.D.I. 6. Pradhans 7. Teachers 8. Muslim Repre- sentative. 9. VEC Representatives	Problem of S/c, Muslim and girls education was discussed. Unserved habitations and some As centres were proposed. B.S.A. Faizabad highlighted the teaching problems of primary education specially in the reference of deprived groups. Block Pramukh proposed that Volunteers to motivate girl education should be appointed . Discussion also dwelt on special Focus group to enable B.C. Sc., Muslims and girl schooling.

18-01-99	Tarun	<ol style="list-style-type: none"> 1. B.S.A. 2.A.B.S.A.and S.D.I. 3. Press reporter 4.Pradhans 5. Teachers 6. Politicians 7.Sc Representative. 	<p>Discussions about unserved inhabitations was held. Questionnaire was distributed among the members and their answers were collected. B.S.A. Faizabad pointed out in detail about the programme and the education of the girls, Sc and deprived group. Question about the shortage of teachers was raised by the social representatives to solve the low rate of enrolment. The poor habitations of vansajas in Kuvlapur (Tamkinganj), Narainpur, Mathia, Bajri hamlets of Tarun Block were identified and the enrollment and schooling of their children was ascertained by appointing instructors from the respective localities. Muslim children living at Nansa, Kalyanpur, Lalganj were also identified for whom the alternative schools were proposed. Likewise B/c, Muslim and girls education was also ascertained through focus group discussion.</p>
22.01.99	Milkipur	<ol style="list-style-type: none"> 1- BSA Faizabad 2- Dy BSA 3- ABSA/SDI 4- BDC Member 5- Pradhans 6- Teachers 7- S/c and Muslim representatives 	<p>Need of primary schools in the different hamlets of the block was discussed. The requirement of toilets in Primary schools was also pointed out. Appointment and posting of lady teachers in Primary schools may encourage the enrolment of girls. Motivation of the parents of girls should be ascertained by the literate ladies of the villages. Video cassettes may promote our primary education. The suggestion was entertained.</p>
22.01.99	Harington ganj	<ol style="list-style-type: none"> 1- BSA Faizabad 2- BDC Member 3- ABSA/SDI 4- Pradhans 5- Teachers 6-S/c representatives 	<p>Shortage of teachers, their local appointment and less devotion in the job was indentified to be the main reason of low enrolment and retention of the children. Regularity of teachers in the school had also to be ascertained. Stress was given on</p>

		7. VEC members 8. Mahila members of Panchayat	formation of P.T.A. in the school demand of P.T. teacher in primary schools was also made. Moreover, adequate toilets and their maintenance was also desired by members of the meeting. Schools and specially girls schools in the villages Mujahia and Dewna had to be opened for the upliftment of girls children. To reinforce the enrolment a collective effort of teachers villagers, authorities and social representatives should be made.
23.01.99	Mawai	1- Block Pramukh 2- BDC Member 3- BSA 4- ABSA 5. SDI 6- Pradhans 7- Muslim representatives 8- Teachers 9-S/c representatives 10. VEC members	General problems of primary education were discussed. Special measures of increasing enrolment of S/C students girls and muslim students and their drop out was discussed. Role of BRC in the academic development was also discussed. Needs of teachers training lack of teaching aids was kept under discussion. Building of BRC its situation and other functioning were the points of discussion. The members pointed out alternative arrangement for maintaining continuity of education.
25.01.99	Rudauli	1- BSA 2- ABSA 3. SDI 4- Pradhans 5- Teachers 6. Women of Muslim/Sc Communities 7. VEC members	System and organisation of education should be quite separate from the politics. The schools should not be made cattle houses. Proper arrangement of Tat patties Black Boards and other teaching aids should be made. Quality improvement in education should be ascertained. The members gave emphasis on the regularity and punctuality of teachers in the school to check the rate of drop outs and retention of the students enrolment should be encouraged.
25.01.99	Amaniganj	1- BSA 2- ABSA 3. SDI	Due to shortage of teachers many school are running with single teacher. The block is suffering from

		4- Pradhans 5- Teachers 6- Women of Muslim communities	academic backwardness. Literacy rate is low. Teachers are appointed from outside Blocks and consequently. They do not perform teaching well. Their migration to the most of the estern blocks of the district is also in practice out side engagement of teachers affects the teaching and also enrolment. The monotonous environment of the school should be converted into attractive and interesting atmosphere by introducing music and extra co-curricular activities. The lady teachers in the girls majority school and the Urdu teachers in Muslim majority schools should be appointed.
27.01.99	Nagar Palika Fd.	1- Chairman Zila Panchayat 2- Chairman Nagar Panchayat Faizabad. 3- Edu. Suplt. Faizabad 4- Asstt. Suplt. 5- B.S.A. 6- Member of N.P. 7- Teachers 8. VEC members	Enrolment of children should be ascertained through community efforts. Base line survey of the entire area should be made in order to collect the problems so that they might be discussed and solved. Free education and the provision of books and other stationeries for the children of deprived habitations should be made. 19 schools out of 40 are running in rented buildings. Hence land should be provided to them. Buildingless schools should be equipped with new buildings provision of toilets in the rest of 21 schools should also be made to encourage the enrolment and strength of the students. Moreover all the members of the committee were satisfied with the programmes of primary education likely to be chalked out in the district.
27.01.99	Mosodha	1- President Zila Panchayat 2- B.S.A. 3- A.B.S.A. 4- BDC Members	Village Bhupatpur having the population more than 2000 is deprived of primary school. The provision to be made. Kotsarau also required primary school as per

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District Administration.

Chandrabindoo Marg,

Patna-110016

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		5- Teachers 6-S/c representatives 7. VEC members 8. Elected women representative	discussion. Out of 89 only 10 school are equipped with toilets. The rest 79 should also be provided with the toilets. The qualitative reform in primary education required the training of teachers from time to time. Besides, proper supervision and sanitation of the schools is essential to check the rate and mode of retention and drop out.
28.01.99	Pura	1- A.D. (B) 2- B.S.A. 3- ABSA 4- Pradhans 5- Teachers 6- S/c representative including women	In order to check drop out and promote retention in the primary schools effective, attractive and regular teaching should be ascertained shortage of teachers is the great hurdle to reform and improve qualitative education moral values of the teachers and the feeling of discrimination should be avoided to encourage the enrolment and teaching of the muslim and S/C children. A campaign for the education of deprived and disadvantaged groups should be chalked out. Philosophy, concept, goals and objectives of district primary education programme were fully discussed.

The organisation of the planning process was made in a manner that the community especially the focus groups the teachers, officials of primary education and related departments, NGOS and other resource persons including educationists and representatives of teacher union were involved to ensure the realistic assessment and implementable solutions to the problems of the primary education.

CHAPTER - IV PROBLEMS ISSUES AND STRATEGIES

In order to improve the primary education in district Faizabad in accordance with, the objectives of DPEP, it is essential to identify the problems and issues. The problems, issues and relevant strategies have been divided into the following components.

- 1.) *Access and Enrolment*
- 2.) *Retention*
- 3.) *Quality of Education*
- 4.) *Capacity Building*

Now these components have been discussed separately as follows.

I. Access

(A) Problems and Issues

I- There are 83 the unserved habitations which do not have facility of primary education. These have predominant population of Muslim and scheduled castes. Beside these there are 100 habitations identified on the basis of rapid survey which do not have this facility and cannot be covered because they do not satisfy government norms.

II. Sohawal, Pura, and Maya Blocks are flood affected in which teaching is disrupted for about 2 to 3 months.

(B) Strategies :

I. It is proposed to cover all the 83 unserved habitations in which primary school will also be opened as per norms. These schools will be opened preferably in the habitations of disadvantaged groups. The location will be selected by VEC after micro-planning and it will also construct school building.

II. Alternative schools will be provided in the 100 habitations in which the schools cannot be opened as per Govt. Norms. A.S. will also be

opened in Maqtabas to impart primary education along with their religious education.

III. Parateacher arrangement will be made from within the village in remote areas, and flood affected areas which are totally cut off from schooling facilities during rainy season.

IV. The school situated in Muslim localities would be provided with urdu para-teachers.

V. Lady para teachers will be appointed in the schools where the girls enrolment is low.

(II) Enrolment :

(A) Problems and Issues

I. There is low enrolment of Muslim, Sc and girls children in the district due to factors like emphasis on religious education and social discrimination.

II. There is high dropout due to illiteracy poverty and ignorance of the parents.

III. Problem of enrolment and education of Vanraja children in the villages of Kewlapur (Tankinganj), Narainpur Bajri and Mathia of Tarun Block due to pre-occupation in economic activities and rigid timings of schools.

IV. The children do not attend the school as they are engaged in household work, sibling care.

(B) Strategies :

I. Children rallies and Campaigns will be organised specially in the beginning of educational session at village, Nyaya Panchyat and Block levels.

II. Village education committees will be activitised.

III. Display of hoardings, posters, banners, stickers and wall writings will be made to increase the awareness of the people in general and the weaker sections in particular.

IV. To create awareness through mass media, folk songs, special films, Nukkar Nataks.

V. Periodical assessment of enrolment to be done at the village and block level functions and meetings. The teachers and social workers who contribute in the effort will be honoured.

VI. Arrangement of alternative schooling of Vanraja children will be ascertained by appointing instructors from the respective localities besides motivating parents to send their children to formal school with the area who do not have any problem of working hours.

VII. In order to motivate, mobilise and train women, linkage will be established with the mother teacher association.

VII. All functionaries, members of focus groups will be required to undergo gender sensitization programmes.

IX. Linkage between primary school and ECCE will be established.

III. Retention :

(A) Problems and Issues :

I. In most of schools the class rooms are over crowded. The number and size of class rooms are insufficient according to the number of students enrolled in the schools so children run away from the school.

II. There are 11 buildingless schools and the ~~buildings~~ of 124 schools have delapidated buildings.

III. Girl children do not continue their education because they are busy in house-hold works. Poor boys who are engaged in agricultural work also discontinue their education.

IV. Girls do not attend school because their parents are busy to earn livelihood and they have to take care of siblings. Parents do not allow the elder girls to go to school for the whole day.

V. Girls education is neglected due to several social barriers. Some times parents demand lady teachers to teach their girl child. Parents do not allow their elder girls to attend school in absence of any lady teacher.

VI. Due to lack of toilet facilities of girls some guardians do not send their girls to the school.

VII. Discrimination by teachers against S/C children.

VIII. Institution of awards to schools having outstanding performance in improving retention especially of girls.

(B) Strategies :

I. School will be made attractive by providing basic facilities condition of school building, additional class rooms, repair and maintenance of building through community participation.

II. Environment building for creating awareness.

III. Mata samiti will be organised in muslim and SC areas.

IV. Village education committee will be activated to actively pursue the children who tend to abstain and contact parents.

V. Community leaders and religious leaders will be taken into confidence so that they may follow up the continuance of primary education of their children.

VI. NPRC Co-ordinators to be appointed under the project and educational authorities will visit and supervise schools every month to check the attendance of teachers and students.

VII. By supplying free text books to all girl students, both boys and girls of SC and Minorities.

VIII. Book banks will be established in every school.

VIII. Arrangement will be made for regular health check up of children by strengthening school health programme..

IV. Quality Improvement :

(A) Problems and Issues :

I. Absence of activity based teaching and joyful learning by children.

II. Uninteresting text books :

III. Poor academic environment in schools

IV. Low level of learning of children.

(B) Strategies :

I. Anganwadi workers will be given special training in pre school teaching skills.

II. New ECCE centre will be opened where Anganwadi does not exist.

III. VEC will be enabled to coordinate between school and ECCE.

IV. Arrangement will be made in DIET to take up training programmes under D.P.E.P.

V. BRCs will be provided with various programmes of training, work shops and environment building and follow up teachers support system.

VI. CRCs will be established at Nayaya Panchayat level to follow up teaching through new methods by teachers. After training in monthly meeting of teachers at CRCs level. CRC co-ordinators will follow up and visit schools regularly to give on the spot guidance.

VII. All teachers will receive in service training in multi grade teaching.

VIII. At the district and block levels academic resource groups will be constituted for different components which will help designing and conducting training programmes and identification of Master trainers.

IX. The task of pedagogical renewal will be taken up and curriculum, text books developed under BEP/DPEP-II will be adapted.

(V) Capacity building :

Problems and Issues :

- I. Training infrastructure is inadequate : There is lack of academic staff at block level.
- II. DIET needs strengthening with staff and equipment.
- III. Poor school supervision and Monitoring : The school supervision is not satisfactory. Teachers attendance and punctuality is not ensured.

Strategies :

- I. Strengthening of DIET will be taken up.
- II. Management of training will be done at B.R.C. and C.R.C. in a decentralised system.
- III. All functionaries of basic education and related departments will be trained and oriented towards UPE on a recurrent basis.
- IV. Two wheeler vehicles will be provided at each block of the district.
- V. The management capacity at district level will be upgraded by designating Dy BSAs as Addl. Project Officer and giving them specific activities. There will be four co-ordinators specialising in Alternative schooling, Training, Girls Education and Community Participation.

- VI. Establishment of B.R.C. and C.R.C. will be taken up and the functionaries will be given specialised training and will be sent for exposure visits.
- VII. SAs/SDIs will be actively involved in DPEP, by designating ABSA and Block Project Officer. Increasing their mobility and providing a room for ABSA office in BRC. Also one of assistant coordinators will be attached

VI. Women empowerment and development :

(A) Problems and Issues :

- I. Discrimination against girl child.
- II. Illiteracy and lack of awareness among women about primary education.
- III. Low status of women in society and other social with ABSA disabilities.
- IV. Women have no role in decision making either in family or other affairs.
- V. The large number of women headed households. Due to migration of men to cities in search of work and in their absence, women do not feel inclined to send their children to school.

(B) Strategies :

- I. Gender sensitisation work shops will be organised at various levels for both the official and Non-official functionaries with help of N.G.Os.
- II. Networking will be done with Mahila Mandals and other groups.
- III. Regular meeting of women activists will be organised.

- IV. All media and IEC aids will be used to create consciousness about the raising of women status and social disabilities they are subjected to.
- V. Mata samits will be organised in every school to attend the problem of girl child.
- VI. Women members will be motivated and participate in village education committee meetings.
- VII. Training of elected women representatives at B.R.C. level on the pattern of VEC.

VII. Community Participation :

(A) Problem and Issues :

- I. Lack of awareness in general public about completion of education and regular attendance of children.
- II. Community does not take interest in management of primary education and do not identify themselves with the schools.
- III. Village education committees are ineffective and its members are not aware of their duties and responsibilities. There is lack of co-ordination between V.E.C., the community and the teachers and supervisory staff like A.B.S.A. and S.D.I..
- IV. No action planning at village level for primary education is available.

(B) Strategies :

- I. V.E.C. members will be involved in task of academic supervision after suitable training.
- II. Combined workshops of teachers and VEC members will be organised so that they could come closer.

III. Awards will be given to VECs having shown results in retention of girl child, awareness building in women etc.

IV. Regular Monitoring of V.E.C.s work by NPRC/BRC/ABSAs etc.

TEACHER REALATED ISSUES :

(A) Problems and Issues :

I. Additional teachers are required in accordance with a teacher pupil ratio 1 : 40

II. Shortage of lady teachers the ratio between male and female teachers is 1:5

III. Shortage of (urdu) teachers in Muslim localities will be filled by appointing urdu teachers.

IV. The primary teachers are deputed for many non academic jobs and their teaching schedule is disturbed

V. The teachers have no contact with the community and no meeting of P.T.A./M.T.A. is organised.

(B) Strategies :

I. Efforts will be made to make the teachers free from non academic duties as far as possible.

II. Rigorous training of teacher to be followed through C.R.C.

III. Academic supervision through C.R.C., its co-dodinators A.B.S.A.S(/S.D.s) and members of resource groups will be done for checking absenteeism.

IV. Rationalisation of teachers units so as to post lady teachers evenly and urdu teachers in Muslim localities will be taken up.

IX. Convergence :

(A) Problem : There is no proper co-ordination and linkage of primary education with related departments.

(B) Strategies : In order to meet the achievements of convergence by simultaneous action will be taken by VEC at village level and for networking with departments at district level through DPEC which will ensure coordination at district level.

(C) Assistance of minority welfare department would be obtained to raise consciousness levels in muslim women about primary education.

CHAPTER - V GOAL AND OBJECTIVES OF D.P.E.P. IN FAIZABAD DISTRICT.

The National Policy on Education 1986 (NPE) and the Programme of Action 1992 (POA) reaffirmed and determined the national commitment to universalisation of elementary education (UEE). The National Policy on Education (NPE) also specifies that (UEE) has following three aspects in view :-

- 1- *Universal access and enrolment.*
- 2- *Universal retention of children upto 14 years of age and*
- 3- *A substantial improvement in quality of education to enable all children to achieve essential levels of learning.*

The D.P.E.P. seeks to operationalise P.O.A. 1992 which lays down that district specific projects with specific activities, clearly defined responsibilities, definite time schedule and specific targets will be developed. Each district project will be prepared within the major strategy frame work and will be tailored to the specific needs and possibilities in the district. Apart from effective UEE, the goals of each project will include the reduction of existing disparities in educational access, the provision of alternative systems of comparable standards to the disadvantaged group, a solid improvement in the quality of schooling facilities, obtaining a genuine community involvement in the running of schools and building up local level capacity to ensure effective decentralisation of educational planning.

SETTING OBJECTIVES OF D.P.E.P. :

Projected number of children of age group 6-11 yrs. :

For planning purposes it is necessary to estimate the number of children of 6-11 yrs. age group who must be admitted to primary schools during coming five years. An attempt has been made to project 6-11 years population during the project period from 1999-2000 to 2003-2004 A.D. The population of 6-11 years age group has been assumed as 13.51 percent of total population. The decadal growth of population in the district Faizabad during 1981-91 was 20.91% and average annual growth of population worked out to 2.09, the ratio of male and female population in 1991 was 54 : 46 approximately. The share of S.C. and S.T. in total rural population in 1991 was 12.10 percent.

The following table reflects the projected population of children of 6-11 years age.

Table - 5.1

Projected No. of children of 6-11 years group.

Year	Total No. 6-11 Yrs.	All Boys	All Girls	S.C. Boys	S.C. Girls	S.C. Total
1998-1999	212850	117038	95812	25348	21594	46942
1999-2000	215556	116400	99156	25880	22047	47927
2000-2001	220082	118844	101238	26423	22510	48933
2001-2002	224703	121339	103364	26978	22982	49960
2002-2003	229421	123887	105534	27544	23465	51009
2003-2004	234238	126488	107750	28123	23957	52080

Source : BSA Office, Faizabad.

ENROLMENT :

One of the major objectives of DPEP is to increase the gross enrolment ratio from the present level 85% to 115%, 118% for boys and 110% for girls at the end of 2003-2004. The project also aims at increasing the G.E.R. for the scheduled castes children from 80% to 110% while for scheduled caste girls from 76% to 106%. The break down of year wise targets is given below.

Table 5.2 (Projected) Enrolment of 6-11 years children in Parishadiya and Recognised Schools.

Sl.No	Particulars	1998-99	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
I.	G.E.R%	85	87	90	96	104	115
II.	Total No. Of Children enrolled	181953	189231	198692	214587	236045	266730
III.	Boys (G.E.R.%)	89	91	95	101	109	118
IV.	Total No. Of Boys enrolled	104761	108951	114398	123549	135903	153570
V	Girls (GER%)	80	82	85	91	99	110
VI.	Total No. Of girls enrolled	77192	80280	84294	91038	100142	113160
VII.	S/c Boys (GER%)	83	85	88	94	102	113
VIII.	Total No. Of Boys enrolled	21038	21879	22972	24809	27289	30836
IX.	S/c Girls (GER%)	76	78	81	87	95	106
X.	Total No. Of S.C. Grils enrolled	16411	17067	17921	19355	21291	24059
XI.	Total SC (Boys and Grils) enrolled	37494	38946	40893	44164	48580	54895
XII.	Total GER%)	80	82	85	91	99	110

Source : BSA Office, Faizabad.

The figure for the children of muslim community and slum dwellers are not available separately. Nevertheless, the situation is not better in their case. It needs no emphasis that all out efforts will be made to achieve the targets of GER.

RETENTION :

Currently, the retention rate in primary schools in the Faizabad district is alarmingly low, the overall retention rate being 43 percent. For boys it is 48 percent while for girls it is 37 percent only. The objective under DPEP is to raise the retention rate upto 93 percent. The year wise targets of overall retention rate and that for boys and girls during the project period are shown in following table.

TABLE 5.3
Targets for increasing the retention ratio:

S. No.	Particulars	1998-99	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
1.	Overall retention rate	43.36	43.36	53	65	78	93
2	For Boys	48	48	58	70	83	96
3	For Girls	37	37	47	59	76	90

Source : BSA Office, Faizabad.

Following from the above and taking into account the base year figures of 1998-99, the time bound and quantifiable objectives under D.P.E.P. have been fixed. The following objectives are proposed for D.P.E.P. Faizabad.

- I- To increase gross enrolment ratio from 85 percent to 115 percent. The GER for the boys from 89 to 118 and for the girls from 80 percent to 110 percent respectively..
- II- The reduce overall drop out rate from 57 percent to less than 7 percent, in case of girls to reduce it from 63 percent to 10 percent.

- III- To reduce gap in drop out rates in boys and girls from the current 11 percent to 6 percent.
- IV. To increase GER for S/C children from the present rate of 80 percent to 110 percent and of S/C girls from 76 to 106 percent.
- V. To raise average achievement of basic literacy and numeracy competencies and a minimum of 40 percent levels in other competencies by all primary school children.
- VI. To provide access for all children to primary formal education wherever possible or its equivalent non-formal education. ♣

The qualitative objectives of DPEP which are crucial but cannot be quantified are given as below.

- I. To mobilize or motivate the community so that they can plan and implement all schemes related to primary education and take over the responsibility of school management through their own body i.e. V.E.C. with focus on girls' education belonging to Muslims, SCs.
- II. To create awareness and build an environment conducive and contributive to primary education especially of girls and children of the disadvantaged sections.
- III. To achieve convergence of services and inputs to provide synergic development.
- IV. To experiment and develop innovative approaches to primary education.
- V. To create sound relationship among teachers, VEC members, supervisory staff and others to develop team work ensuring creative cooperation of all principal stakeholders.

- VI. To create and upgrade teaching skills of primary school teachers. Early childhood care and education (ECCE) workers and instructors of alternative schooling
- VII. To develop the capacity of instructors and other functionaries of primary education.
- VIII. To reduce inequities in access by covering inaccessible area, particularly remote, flood prone area. muslim, S/c dominated and slum dwellers small habitations where formal schooling is not possible.

CHAPTER -VI

DPEP INTERVENTIONS

INTRODUCTION :

The outstanding problems of primary education and its socio-economic profile have been analysed in the earlier chapter. In this chapter appropriate interventions to translate the earlier strategies into concrete actions are being described.

ACCESS :

OPENING OF NEW SCHOOLS :

There are 83 unserved habitations in the district which qualify for having a primary school according to government norms. By opening 83 new schools no unserved habitation will be left as such.

The construction of the relevant school and selection of site for it shall be made through VEC. In the first phase (October to september 99) of the first year of the project VEC will complete micro planning exercise for site selection. Rudauli, Mawai and Pure Dalai were earlier in Barabanki district and therefore inputs for these blocks have already been included in DPEP plan for Barabanki district.

Table 6/1

PROPOSAL FOR OPENING OF NEW PRIMARY SCHOOL

S. No.	Blocks	Schoolless Habitations	New Schools to be opened under DPEP
1.	Maya	09	09
2.	Pura	03	03
3.	Tarun	18	18
4.	Bikapur	15	15
5.	Masodha	06	06
6.	Sohawal	11	11
7.	Haringtonganj	11	11
8.	Milkipur	05	05
9.	Amaniganj	05	05
	Total	83	83

SOURCE: B.S.A Office Faizabad.

OPENING OF ALTERNATIVE SCHOOLS :

This programme aims at providing alternative schooling of equivalent quality to such children who are not able to enrol themselves in the school due to family circumstances, earning of livelihood or other social reasons. It also provides an opportunity to the children to come back to the primary education who did go to school but stopped their studies before completing primary education. The children also do not go to school because of having become older and having inferiority complex.

After extensive action research and examining alternative school models being implemented in other states, four models of alternative schooling have been evolved. These are tailored to the specific needs of different categories of children such as working children, children engaged in domestic jobs, minority

girls, street children etc. These models have been designated as Shiksha Ghar Bal Shala, Maqtab/Madarsa, Prahar Pathshala, Rishi Valley and camp approach. For these, curriculum, TLM and training modules for instructors/teachers have been developed by SPO/SCERT under DPEP-II. These will be utilised for AS centres proposed to be opened in this district. Local adaptations will be made as required.

The school timings which will be of four hours duration will be adjusted according to the needs and convenience of target groups covering children of 3 to 8 years and 6 to 14 years as per local situation.

The district will adapt suitable models out of the above for individual habitations keeping in view the category of boys or girls for which the above models have been evolved. The AS instructor will be given Rs. 600/- p.m. as honorarium. There would be one supervisor for 10 AS centres each and he will be paid an honorarium of Rs. 1000/- p.m. As instructor and supervisor will be given induction training of 30 days and recurrent training of a week every year.

In Faizabad 100 AS centres are proposed to be opened during the project period as given below :

AS Centres for S/C and working children :

It is proposed to set up 45 AS centres in habitations dominating populated by S/C and working children which will be identified after a detailed survey and microplanning to be completed by the VECs. AS centres for Vanrajas in the villages where Vanrajas are concentrated 5 AS centres will be opened and attempt will be made to identify instructors from the same community.

Strengthening of Maqtab/Madarsa :

Although, it is difficult to give the number of muslim dominated habitations, where girls muslim do not attend formal schools because of several reasons including exclusive emphasis on religious education. These girls do attend the Maqtabs which do not have any input of general elementary education. Efforts will be made to convert them into AS centres with upgrading of skills of Hafizi or Maulvi who, look after these Maqtabs if they have the minimum qualifications. Otherwise, an instructor from the community will be appointed.

Under the project 50 habitations will be selected for strengthening of Maqtabs in muslim predominant areas. These 50 habitations will be identified out of the above 100 alternative schools. If the experiment is successful, additional locations may be selected/added for this intervention. The costing of these centres is included under the head of AS centres.

Para Teachers for flood affected areas :

In those villages of Sohawal, Pura and Maya blocks where teaching is dislocated due to floods. Para teachers will be provided here who will be local residents and will look after teaching work. In normal season, they would help in the regular teaching work. Their number has been included in the total number of para teachers proposed to be appointed under the project.

Retention :

As mentioned earlier, the retention rate of children in the district is low and it has been substantially increased as given in Chapter V. The following interventions are proposed in this connection.

Reconstruction and Repair of School Buildings :

In the district, 46 schools are there which do not have buildings and need reconstruction. These schools are proposed to be covered under the project. There are another 110 schools whose buildings require heavy to minor repairs and maintenance.

Basic Facilities in Schools :

Toilet facility in 550 schools including 83 new ones is not available in primary schools in the district. Similarly, 83 schools proposed to be opened in DPEP will have to be provided with drinking water facility. Otherwise, drinking water facility is available in all the schools currently functioning in the district. Thus toilet facility in 550 schools including 83 new schools and 83 India Mark II hand pumps will be provided under the project.

Additional Class Rooms :

Most of the schools of the district are single or double roomed. There are 318 schools having the strength of more than 200. Students drop out from the school because the class rooms are over crowded. Hence, the construction of additional class-rooms in such schools shall be made according to the strength of the students. Under DPEP 556 additional class-rooms are to be constructed under the project of DPEP. The following table gives details :

ABLE 6.2

Buildingless and delapidated buildings	Schools having single room	Schools having two rooms	Schools having three rooms	Schools having more than three rooms.
50	24	670	15	17

It is clear from the above table that 24 schools have only one class-room out of 670 schools with two class-rooms 318 schools are over crowded in which it is not possible to accommodate all the enrolled children. Thus, the construction of 556 additional class-rooms is proposed in the district.

Additional Para Teachers :

At present there are 2179 teachers in primary school in district Faizabad. The percentage of women teachers is 22.67 % and the sanctioned posts are 2665. The teacher/pupil ratio of the district is 1:71 while projecting the requirement of additional teachers it is assumed that 15 % of the total estimated enrolment in primary classes will be shared by alternative schooling and non-parishadiya schools. The below table details depict the requirement of additional teachers in Faizabad district.

Table 6.3
Projected no. of Additional Teachers

Year	Parishadiya Enrolment	Total Teachers Required (1:50)	No. Of Additional Teachers	No. Of Teachers Proposed (DPEP)	GAP	Para teachers
1999-2000	157767	3155	490	100	390	
2000-2001	161711	3234	79	50	29	200
2001-2002	165753	3315	81	50	31	150
2002-2003	169896	3397	82	50	32	
2003-2004	174143	3482	85	50	35	
		Total	817	300	417	

Source : BSA Office, Faizabad.

The above table shows that the number of required additional teachers is 817 but due to financial restriction only 350 para teachers will be appointed under DPEP.

Awards to best schools :

Two schools from each block will be selected from the second year on the basis of their performance in UPE. Objective. criteria and panel of judges for this purpose will be decided by DPO/SPO.

Environment Building

It needs no emphasis that building a proper environment is a pre condition for achieving the objectives of DPEP. The ultimate goal of environment building is to make the community conscious of the fact that primary education is the most critical input for development. The following measures will be taken up in this connection.

- I Involving actively and creatively the VEC members, teachers, NGOs, community leaders, women of disadvantaged and minorities groups, Mahila Mandals, NYK, grass root level functionaries etc. for various activities of environment building.
- II All media of mass communication including audio, video cassettes, folk songs, culture will be utilised.
- III Special print and audio-visual material on status of woman, girl child, social equity etc. will be distributed and played in Halls, Bazars and central places.
- IV Slogan writing at prominent places particularly in habitations in S/C and muslims.
- V Organisation of meetings and orientation workshops at various levels.
- VI Door to door contact with focus groups by community leaders.

- VI Special enrolment and retention drives.
- VII Children rallies on national days and religious festivals.

Community Mobilization and Participation :

For the sustainability as well as ownership for DPEP interventions it is necessary to mobilise the community. This will help the community to participate in the developmental/educational activities. It is felt that mobilisation and participation are complementary to each other. When there is mobilisation in the thinking, and change in ideas, attitudes and values of the community the participation can be ensured. Though it is not impossible to bring change in a community but it becomes a little difficult to mobilise it. Unless and until sustained integrated efforts are made they remain alienated and community does not participate actively.

A pre-condition for participation is people's understanding and this understanding takes place when people are sensitized, oriented in organised forums or individually. A lot of activities will be done in this direction which are as follows :

Village Education Committee :

In order to promote community participation in primary education the VECs have been constituted by the state. By a recent order the state government has extended the membership of the VECs to include more representatives of weaker sections, women, voluntary groups. Parents of disabled child will also be included as members of the VEC.

VEC will have to play the major role in bringing positive attitudinal change in people towards education. Since DPEP aims at universalisation of primary education for children of 6-11 age group. VEC will also have to play an important role in mobilising community to bring the following into the school :

- ❖ Children with disabilities
- ❖ Children in the age group of 3-6 to the ECCE centres for pre-schooling.
- ❖ Out of school children especially girls, working children to the alternative schools.

For these activities, VEC will also be involved in identifying accessible place for setting up schools, alternative school centres, and para teachers for where they are needed. Therefore, strengthening of VEC is planned to make VEC more active, sound and effective.

Strengthening of VEC :

Under DPEP, the VEC will be enabled to take up the responsibility of school construction, purchase of material, maintenance and repair of school buildings, mobilisation and environment building activities, taking special measures for education of children of deprived sections, ensuring access and retention, supervising schools and alternative school for effective functioning conducting micro level planning and developing village education plans, implementing, monitoring plan activities and ensuring convergence of services and inputs for primary education.

An extensive three days orientation training of members of the village education committee alongwith other enthusiastic contact persons of the community will be done in the programme. A training manual and a handbook for the members have been developed with the help of Gram Pradhans, teachers, BRC/CRC, Nehru Yuva Kendra, UNICEF to build an information base and understanding with VEC on such aspects as enrolment, retention, mobilising community girls education, microplanning, school mapping, school improvement plans etc. These materials/units will be used with suitable adaptations.

In order to sensitize VECs of district, a District Resource Group will be formed. In District Resource Group, two faculty members of DIET., teachers from each block and volunteers of N.Y.K. where it exists will be selected. These DRG members will impart training to members of Block

Resource Groups which will be constituted in those blocks where NYK is in operational. This group will include NYK volunteers, teachers and representative of NGOs. Each BRG will have 20-25 members.

After completion of 4 days BRG training, a three days training programme for VEC members will be initiated in the district. Training will be conducted at the village level, which besides sensitizing VEC members, aims also at developing skills of village education plans through micro-planning and school mapping. Main objectives of training of VEC members will as follows :

- ❖ To activate VECs the community towards primary education.
- ❖ To sensitize VEC and community to generate and create environment for universalisation of primary education with special emphasis on the girl child.
- ❖ To sensitize the community towards integrated education.
- ❖ To develop skills through various exercises for microplanning, school mapping and development of a village education plans.
- ❖ To sensitize and involve in activities related to school improvement.
- ❖ To sensitize for inter-sectoral convergence and mobilisation of local resources.

Phasing for VEC training :

Training of VEC members will be conducted at village level through a Block Resource Group and with academic level through a Block Resource Group and with academic support of DIET. The following is the phasing of training programme.

In the **first year** four blocks will be covered under training in which members of around 292 VECs and 3289 members will be covered alongwith other resource persons.

In the **second year** the members and resource persons of the remaining five blocks having around 300 VECs will be trained having 6578 members approx..

AWARDS TO VECs

It is proposed to institute awards for VECs to create an environment of healthy competition. Two VECs per block will be selected from the second year of the project on an objective criteria including improvement in enrolment and retention of girls in the school under their control.

NGOs orientation for partnership in DPEP Interventions,

To widen the networking amongst voluntary organisations to seek their assistance in spearheading mobilisation exercises, girl's education, integrated education in the district. NGOs, working in these areas and those interested will be invited to join hands. The objective of the workshop will be :

- To sensitize voluntary development organisations about DPEP.
- To develop a conceptual understanding of community mobilisation and participation, girls education, integrated education in context of DPEP.
- Identification of voluntary organizations to be involved in DPEP.
- To devise a strategy of voluntary development organisations involvement in DPEP.

AREAS WHERE SUPPORT FROM NGOS WILL BE SOUGHT

- Intensive community mobilisation focussing on enrolment and retention of children in the age group of 6-11.
- Intensive community mobilisation for enrolment and retention of girls, SC children and other disadvantaged groups of children;
- Training of VECs, Mother – Teacher Associations, Parent – Teacher Association.

- Facilitating micro-planning through VECs and the community and subsequent follow-up.
- Development of village education plan after micro-planning ensuring follow up ;
- To facilitate school-community interface through local events, competitions and meeting etc.
- To facilitate VECs to participate in school management and running of alternative schooling centres.
- To mobilise community to extend cooperation to improve school environment, build and maintain infrastructure, effective utilization of school improvement grants etc.
- To facilitate community support to teachers in school management, multigrade situations, development of local cost effective teaching material etc.
- To help develop skills of the VECs to function in a transparent manner, and coordinate with the teachers and other functionaries as well as with the Gram Sabha in overall development of primary education.
- To facilitate VECs to follow up with the District Project Office and Block Offices on implementation of village education plans
- To work as BRG, and resource support unit for integrated education.
- To work in the area of ECCE and specific areas of girl's education.

Micro Planning through Participatory Approaches

Micro-planning and participatory management are the critical measures for promoting primary education and bringing every child into the formal or non-formal schooling system as also to retain him in the school. Micro planning and school mapping will be done through VEC. This exercise will be taken up on a continuous basis and it will be divided into two to three phases as given below :

- I A core team of four to five persons including two women for conducting the exercise in a cluster of 10 villages. They will be trained for 3-5 days.
- II The core team will conduct micro planning village by village, in the first phase three days will be spent on environment building.
- III The second phase will include a work of three days in which PRA will be used to prepare an action plan.
- IV In third phase the VEC members will be trained and start working on the basis of guidelines.
- V In the last phase a follow up exercise will be taken up.

These steps will be repeated every year so that the VEC maintains their updated records and is able to follow up micro-planning, school improvement and community participation.

EARLY CHILDHOOD CARE AND EDUCATION :

Pre-school education is important both for enrolment and retention of a child in primary school. In order to make the pre-school education more effective a two pronged strategy will be adopted. First, the Anganwadi workers will be imparted training in pre-school education which will be of seven days duration. It will be done every year of the project period. The following approach would be adopted in this case.

1. **Coordination with ICDS –**

There are 900 Anganwadi centres functioning in the district. Convergence of these centres will be effected and their pre-school component will be strengthened. For this purpose district resource group and block resource groups would be formed consisting of gender coordinator, District Programme Officer, ICDS, health personnel, NGOs etc.. Convergence would be sought particularly in following areas :

- To ensure that school timings and anganwadi centre timings are same.
- To ensure that the primary school and anganwadi centres are located either in one campus or close to each other.
- Providing TLM to strengthen the ECCE component of Anganwadi centre.
- Capacity building of ICDS functionaries for strengthening the ECCE components.

2. Innovative methods in areas not covered by ICDS (hamlets with population less than 1000 (The criteria would be same as ECCE)

- Allowing children to bring sibling to schools where same lesson on early childhood stimulation is included in the syllabus (could be tried out on an experimental basis)

- Secondly, the project will open 100 ECCE centres in selected villages where Anganwadi centres are not functioning. These villages will be selected on the basis of low participation of girls in primary education, dropouts etc. These centres will work for four hours. In ECCE centres, there would be an instructor getting an honorarium of Rs. 400 p.m. assisted by a helper with an honorarium of Rs. 200 p.m. A contingency grant of Rs. 1500/- per annum will be given for maintenance of accommodation. Provision has been made for one room within/adjacent to primary school for ECCE centres.
- An amount of Rs. 5000/- will be sanctioned for TLM and other equipment for these centres in the first year of the project. Instructor will receive an induction training of 30 days and a recurrent training of 7 days every year. The training curriculum and related issues will be looked after by State Resource Group and District Resource Group. The schools where these centres will be opened will allow the siblings of students where lesson on early childhood stimulation is included in the syllabus on experimental basis.
- Since ECCE is a community based programme, support of mothers and other community members would be enlisted for the effective functioning of ECCE

QUALITY IMPROVEMENT

Provision of free distribution of books will be made for all girls and S/C, S/T boys in order to encourage their retention and also to economically unburden such parents. Efforts will be made to provide the books in the opening of the session to the boys and girls. The other poor children will be given facility of book bank. The projected number of children eligible for getting books during the project period is shown below :

DISTRIBUTION OF FREE TEXT BOOKS

YEAR	Girls	SC Boys	Total
1999-2000	73591	21131	94722
2000-2001	77270	22187	99457
2001-2002	83452	23962	107414
2002-2003	91981	26358	118339
2003-2004	103938	29784	133722

Source : BSA Office, Faizabad

With a view to reform the environment of the school provision of Rs. 500.00 per teacher per year will be made to meet the need TLM. Besides, Rs. 2000.00 per schools running under a VEC will be provided to meet the expenses of books, furniture, health and hygiene. TLM prepared and collected by the teachers shall be exhibited at the block and district level in order to bring qualitative reform in education different methods in teaching should be applied to enable the students for MLL likewise to bring a qualitative reform in education the exercise books will be provided to the children of deprived section.

BOOK BANK SCHEME

In order to facilitate education of poor children and improving their achievement levels a book bank will be set up in each school. The book bank will have five to ten sets of text books for all primary classes which will be issued to needy children for a specified period on returnable basis.

Women Empowerment And Girls Education

It is important to improve the status of women in society and close the gender gap in terms of discrimination against girl child. Thus awareness needs to be created. It is proposed to involve NGOs, women activists and social workers in the process of empowerment of women and getting them into the main stream of decision making within the family and in social and political

forums. For this purpose, linkages would be established with Mahila Samakhya and other women groups and meetings, seminars, conferences will be organised at the village, NPRC, BRC levels. Gender sensitisation workshops will be organised on a repetitive basis at various levels throughout the project period.

In these blocks there are specific pockets and population sections that have very low female literacy rates. The enrolment and retention rates in these pockets are not very encouraging either. This is particularly true of the SCs and minority. The problem has been recognised through various focus group discussions held. However, considering the severity of the problem the planned intervention may not be adequate. At the same time, it may not be feasible to invest the kind of time and resources (on scale) such situation would require. It has, thus been considered to work intensively in a few villages/clusters/ by providing all possible inputs, maintaining regular contact and closely monitoring the progress/impact using an operational mechanism specially designed for the purpose. These pockets will be selected after a detailed survey / micro level studies keeping in view :

- Low female literacy and backwardness
- Poor enrolment and retention of girls
- Minority, SC or working girl's dominated.
- Active VECs or VECs in place.
- Presence of some active women's groups or active individuals.

Preparatory Activities :

The following preparatory work will be done before the model cluster development :

- ❖ Sharing the concept of the model cluster development approach with the district team including the NPRC Co-ordinator.
- ❖ Identification of a core team that will be directly involved in co-ordinating the activities in the cluster identified.
- ❖ Identification of the cluster.

- ❖ Making village visits to establish contact with key persons and the VEC members.
- ❖ Orientation of the VEC members, teacher, key persons from the village, etc.
- ❖ Organisation of village meetings.
- ❖ Special orientation for house to house survey and PRA for girls' education.
- ❖ Collection of the data from the House Survey/PRA and development of village specific plans.
- ❖ Gender sensitisation of all the teachers from the primary schools in the villages being covered under this approach.
- ❖ Gender sensitisation of the NPRC co-ordinators to enable them to monitor class room processes from the gender perspective.
- ❖ Development of gender aware material for use during enrolment drives, etc. The effort should be to develop songs, slogans, scripts, etc.

The preparatory activities would have :

- ❖ Set the stage for conducting a meaningful enrolment drive in July, 1999 in the select villages.
- ❖ The teachers in a state of preparedness to handle the issue of girls' education within the classroom and outside it.
- ❖ Put in place an active core team.
- ❖ Created a favourable climate in the village and motivated the community to some extent.

The enrolment drive would focus on :

- ❖ The prevalent situation of girls' education in the village and seek to impress upon the people to improve the enrolment of girls in school.
- ❖ The actual information forthcoming from the house to house survey to show what exactly remains to be done in the context of girls' education.
- ❖ The improved school environment.
- ❖ The fact that community involvement in school management is being attempted and closer interaction the school and the community will be possible.
- ❖ The fact that girls' education is central to the programme.

Once the girls are enrolled in school the focus would be on these activities :

- ❖ Felicitation function in the schools with the active participation of parents.
- ❖ A stock taking exercise to ascertain the number of girls who remain outside school. Based on the information that emerges and depending on the causes that keep the girls out of school, provision of AS facilities can be worked out. Flexible school timings will be tried out to encourage more girls to join schools.
- ❖ To support girls' education, convergence will be achieved through 360 Anganwadi centres functioning in the district and 100 ECCE centres will be established under the new pattern under DPEOP.
- ❖ Close monitoring of the girls' attendance and performance in school and the classroom processes should be made a regular feature.
- ❖ Regular review meetings be held at the village level and NPRC level. This forum could be used to learn from each other and also discuss problems and future course of action proposed.
- ❖ Encourage some functions in the school that will enable greater participation of girls.
- ❖ Encourage field study trips in the nearby villages.
- ❖ Capacity building of VEC members, especially women members.

CAPACITY BUILDING AND INSTITUTIONAL DEVELOPMENT :

In order to achieve the goal "Education for all" we repeat our submission. The following sub-points are specially identified under the National Education policy of India.

1. Enrolment and "Education for All".
2. Retention of the boys upto 11 years in school.
3. To bring quality development in education to enable the children attain requisite standard of knowledge.

The quality, character and efficiency of the teacher are the most important points that depend on the quality and standard of training they undergo.

DIET :

The programmes organised in DIET shall render the schools, fundamental educational and resourceful assistance. The generalisation of primary education should be based on the expansion and efficiency of total literacy. Main functions of DIET are :-

1. *Training*
2. *Assistance and aid of resources.*
3. *Activity knowledge.*

The DIET shall organise such a training for the children which will be without discrimination of caste, gender, group or residence and enable the all students in similar quality and efficiency.

DIET would aim at developing an academic resource group at the district. This will consist of DIET faculty and other interested educational practicers and also members of university faculty if possible. This group will work towards developing innovative teaching learning practices, teaching learning material and towards providing constant academic support to primary school teachers.

DIET INVOLEMENT IN DPEP :

DIET shall perform the following functions to fulfil the need of education and to ensure the access of all children in the schools -

1. *development of academic support*
2. *development of human and infrastructural resources.*
3. Identification of resource persons and strengthening of academic resource group.
4. Induction Training of instructors for alternative schools , para teachers.
5. Induction Training of Anganwadi workers and ECCE workers.
6. Training in multigrade teaching for master trainers, BRC and CRC coordinators for 4 days.

7. Evaluation of the work of teachers of primary schools and workers of ECCE.
8. Monthly meeting of BRC co-ordinator.
9. Action based research of several problems and issues concerning primary education.(research and innovative programmes)
10. Pupils evaluation on sample basis.
11. Publication of magazine and news paper.
12. Development of teaching aid material.
13. Organisation of workshops on supplementary teaching material.

District Institute of Education And Training (DIET)

For the purpose of guidance, overall monitoring and supervision of functions of BRC and NPRC, DIET will be strengthened. A vehicle will be provided to DIET. DIET would work under the guidance and supervision of SCERT and NCERT.

The staff of DIET will receive training and will be sent for exposure visits and District Resource Group (Training) will be constituted. The following are the functions of DIET.

- a) Development of professional and technical resources.
- b) Management of human and physical resources.
- c) Training in management and maintenance of school facilities.

In order to discharge the above functions, DIET will organise and supervise the following activities.

- i) Identification of Resource Persons.
- ii) Induction Training of instructors of alternative schooling, para teachers and ECCE instructors.
- III) Training in multigrade teaching for master trainers/BRCs NPRCs.

- iv) Evaluation of the performance of primary school teachers and ECCE workers.
- v) Monthly meeting of BRC coordinators and action research on important issues related with primary education.
- vi) Evaluation of MLL.
- vii) Publication of magazines/newsletters.
- viii) Development of instructional material
- ix) Workshop on preparation of training module for different trainees.
- x) Workshop on supplementary reading material.
- xi) Workshop on teachers handbook.
- xii) Workshop on gender sensitization.
- Xiii) Conduct base line studies for assessing MLL so as to improve it.
- xiv) Support adaptation of text books and to act as District Resource Centre for AS/ECCE.
- xv) Monitoring of activities of BRCs and CRCs
- xvi) Updating educational resources by constant research work in order to contextualise new knowledge.

BLOCK RESOURCE CENTRE (BRC)

Block Resource Centre (BRC) will function just like mini DIET. It will be for where NPRC will meet and interact with each other and share their experiences. In Faizabad district there are 9 blocks and in 8 BRC will be established. In Block Masodha BRC will not be established because Masodha is nearest to DIET. At BRC one co-ordinator and two assistant co-ordinators will be appointed BRC will provide guidance and academic support to NPRCs and will also be responsible for the evaluation and monitoring of NPRCs. The BRC will have all Nyaya Panchayats of the block in its jurisdiction. Each BRC will have three resource persons in addition to coordinators who will belong to field of mathematics, language and environmental studies. The BRCs buildings are not constructed. BRC will function in a hired building. BRCs will have the following role and functions: also have residential facilities. Till such time as buildings of BRCs are constructed, make shift arrangement will be made. Broadly they will have the following functions:

1. Inservice induction and recurrent training of primary school teachers.
2. Support and guidance to NPRCs to perform their functions in better manner.
3. Organise orientation programme for block level officials under the guidance of DIET.
4. Participation in monthly meeting of NPRCs.
5. Organising workshops national melas and symposium of different agencies involved in the implementation of DPEP.
6. Development and supply of teaching and learning material.
7. Monitoring of the functioning of schools.
8. BRC will also adopt atleast one school in its area which has poor enrolment and attendance of the children of the disadvantaged groups. In this way BRC will act as bridge between the VEC, NPRC and the DIET in whose supervision it shall function.
9. BRC shall identify the resource persons from society and active teachers from the teaching group.

An academic supervision and resource group will also be constituted in BRC and its members will be required to attend the meetings of atleast four NPRCs every month. It will also adopt at least one school in its area which has poor enrolment and attendance of the children of the disadvantaged groups. In this fashion, the BRC will act as a coordinating link between the village, NPRC and the DIET in whose supervision the BRCs will be functioning.

NYAYA PANCHAYAT RESOURCE CENTRE (NPRC)

NPRC shall be established in all the 112 Nyaya Panchayats under the programme of DPEP. NPRC will be made by providing an additional class-room at the Nyaya Panchayat level. The programmes running at NPRC, shall be organised in additional class-rooms. There will be one coordinator at each NPRC. The coordinator posted at NPRC, owing to make the teaching and supervision effective shall make the tour of all respective schools twice in a week. He shall organise the meeting of the teachers of all schools once in a month. He shall also prepare the work plan. He shall also make available all materials and books to the respective schools on receipt from the project.

There will be one NPRC co-ordinator, who will be selected from amongst active primary school teachers through a workshop at the DIEP. The main functions of NPRC will be:

- a) Training in multigrade teaching to teachers.
- b) Training of VEC members.
- c) Capacity building of teachers through provision of pedagogic support.
- d) Holding of Bal/Balika melas.
- e) Providing academic support to weak schools.
- f) Developing Teachers Learning Materials.
- g) Conducting enrolment/retention drives.
- h) Organising cultural programmes.
- i) Organising different activities at cluster level.

The NPRC co-ordinator will be expected to visit all the schools under the cluster once in a month and meet the VEC members also. He will move around 12-15 days in the field.

Distance Education

The main objective of distance education programme (DEP) is to strengthen in-service training system of teachers. The major mediums of distance education are radio/video programmes, educational programmes telecast by television, self instructional print materials, news letters, teleconferencing and radio conferencing. For this purpose, DIET will be provided with the necessary equipment and material. Television, VCR, generator, fax machine, telephone with STD, camera etc. will be provided. Down-link facilities of dish antenna etc. will also be provided by the DEP IGNOU at central level though its costing has been done in the district plan. The following activities will be taken up in connection with distance education.

- Two days orientation workshops at DIET, BRC and NPRC levels for faculty and coordinators.
- Five days workshops (twice in a year) at DIET, BRC and NPRC levels for script writing for radio programmes.

- Five days workshops (three times in a year) at DIET, BRC and NPRC levels for preparing self instructional material.
- Two days workshop at DIET level (once in a year) for using the methods of distance education.
- Workshop on use of the method of teleconferencing for master trainers and other trainers.
- Action research for impact assessment.

INTEGRATED EDUCATION

EXPECTED ROLE OF BRG IN INTEGRATED EDUCATION

- To assess by means of quick survey the nature and magnitude of childhood disability in the block.
- To carry out an educational assessment of identified children and prepare an appropriate plan for them for early interventions.
- To supervise, train and guide primary school teachers as well as parents of children in integrating children with disabilities into the mainstream.
- To provide technical support, aids and equipments accordingly.
- To maintain records and monitor the educational plans.
- To generate discussions on issues related to the needs of the children with disabilities in monthly meetings at cluster level.

Selected blocks will be taken up for integrated education programme (IEP) every year in a phased manner. The purpose will be to integrate children with mild to moderate disabilities in the primary classes.

NGOs will be encouraged to work as members of BRG which will comprise specialists in different areas of disabilities, doctors, educationists psychologists, and social workers. In case, NGOs are not available three specialized teachers will be appointed per block for integrated education purposes. AIEP programme Officer will also be placed at DPO level. Functional assessment of disabled children will be done by the BRG. In one of the rooms at BRC, aids and appliances will be made available according to the needs of

children. Regular support will also be provided to all school/teachers by BRG. Micro-planning data will be used to identify disabled children. A teachers training module and materials for parents, community and teaching developed under UPBEP and DPEP -II will also be utilised.

School Health Programme

Special emphasis will be laid on making school health programme effective through functional linkage with medical and health department. It would be done on a regular basis by getting proposed a roster of health functionaries whose responsibility will be to visit schools allocated to them on fixed dates. Proper records will be maintained about health and nutritional status of children at the school level. Health cards for students will be printed and maintained. TA/DA support or vehicle support will be provided to doctors. Small honorarium of Rs. 100 for the doctor per day, in case private doctor is engaged will be provided. The check-up of students will be done on quarterly basis at school/cluster level. A provision of Rs. 15000 per block per annum has been made for this purpose.

RATIONALISATION OF TEACHER UNITS

The distribution of teachers among schools is erroneous as in some schools the number of teachers is less with more students and in some the number is more as compared to the students. It is necessary to take up rationalisation exercise according to the attendance of the children. This activity will be taken up in the first year itself. Rationalisation will also aim at posting lady teachers on even basis and urdu teacher particularly in muslim localities.

PROVISION OF FUNDS FOR PREPARATION OF AWPB

In order to organise the work of formulation of AWPB in a systematic manner it is necessary to organise workshops, seminars and other participatory interactions. It is, therefore, proposed to make a provision of Rs.50,000 per annum in the project cost for this purpose.

STUDY TOURS

It is useful to learn from the experience of success stories which have been achieved elsewhere in the state in different activities of DPEP. Lump sum provision has been made in the DPO for organising study tours/exposure visits of key functionaries/resource persons to places where outstanding work has been done.

RESEARCH AND EVALUATION

It is important to judge the effectiveness of interventions being implemented under DPEP so that necessary corrective measures could be taken well in time to remove the gaps and deficiencies. During the course of implementation, certain problems/difficulties may emerge for which solutions need to be found through proper research studies. To meet expenses on such studies it is proposed to make a provision of Rs.10,000 per annum under DPEP from the second year onwards. This will depend on the number of studies undertaken in the district.

CONVERGENCE

For convergence of services and inputs, DEPC will do networking with related departments such as medical and health, ICDS, DRDA, minority welfare, social welfare departments at the district level. The VEC will ensure convergence of these inputs at the village level. For example, it will organise regular health checkups, mid-day meal, distribution of stipends for SC/children and muslim children. VEC will also establish linkages of schools with other on going programmes at the village level through liaison with VDO and Gram Panchayat Adhikari and other such functionaries.

TRAINING PROGRAMMES

In order to upgrade the knowledge and skills of the teachers and bring about in them attitudinal changes to raise their motivational levels. For VEC members and other functionaries, a number of training programmes will be conducted

every year. For teachers DPEP – II pattern would be introduced. The teachers will be trained in 5 years cycle and the focus of each cycle will be determined by DPEP modules. First training programme will be of 10 days duration and ~~and~~ subsequent cycles will be of six days duration, with regular follow-up processes at NPRC and BRC levels.

a) INDUCTION TRAINING

Induction training for newly recruited teachers and para teachers will be arranged under DPEP to equip them with new teaching methods. It is proposed to organise 30 days induction programme which is being developed by the SCERT. The training module will include visioning as well as topics on child centered education, language competencies, multi-grade teaching, operation blackboard, MLL, environmental studies, school complex, continuous evaluation, diagnostic testing and remedial teaching. The DIET will put together and train sets of Master Trainers for this purpose. There will be a recurrent training programme of 15 days.

b) IN-SERVICE TRAINING

The CASCADE model of in-service teachers' training will include selection of master trainers who will be trained at the State Institute of Education Allahabad for 15 days who in turn will train Resource Persons at DIET. Around 3-4 Resource Persons will be selected from each block from amongst serving teachers who will receive training for 14 days. These Resource Persons will impart 10 days in service training to Asstt. Teachers and Head Teachers as already mentioned above. The focus of training will mainly be on effective teaching, teachers motivation and involvement, language and mathematics, competencies, preparation of TLM and other teaching aids, use of supplementary material and community participation. Special emphasis would be laid on learning of skills for management of multi grade teaching. The training programme would also lay emphasis on special training skills to cater to needs of gifted, slow learners, handicapped children and those with some kind of disabilities. The methodology of training would be based on child-centered approach and utilised in designing in-service training programme. The cycles of training of master trainers will be of 15 days in the first and 9 days in subsequent

years and resource persons will be of 14 days in the first and 8 days in subsequent cycles.

c) TRAINING OF BRC CO-ORDINATORS

Training of 9 coordinators and 18 Assistant Coordinators would be organised in DIET for five days every year under the project for which the DPEP-II module will be utilised.

d) TRAINING OF NPRC COORDINATORS

A five days training of 112 NPRC coordinators will be organised in DIET/BRC which will be on annual basis.

(e) TRAINING OF DPO, ABSAS/SDIS

The BSA and district planning core team have been trained and oriented to the task of DPEP planning. SIEMET will conduct a six day module on orientation and implementation of DPEP to the DPO staff. Once the staff is in place, in the first year of the project, training of ABSA, SDIS and Head Teachers will be organised at DIET. It will be of five days duration to be repeated every year. SIEMET will provide the training modules and the training of master trainers at DIET level. Feed back will be taken and analysed by SIEMET. All the ABSAs, SDIs and head teachers will also participate in the in-service teachers' training programmes as well as those for BRC and NPRC coordinators. The purpose is to develop a shared perspective on administrative as well as academic supervision and guidance.

f) TRAINING ON ACTION RESEARCH AND INNOVATIVE PROGRAMMES

Special training courses will be organised at DIET on methods of action research statistical analysis and identification of problems/ priorities for action research. This will also include capacity building for conducting research and

undertaking innovative programmes. The participants in these trainings will include BRC and NPRC coordinators, three motivated teachers from each block, enthusiastic SDIs etc. The following cycles of training will be organised:

(g) TRAINING WORKSHOP ON VISION OF CHANGE

It will be organised at DIET, DPO, BRC and NPRC levels. It will include BRC/NPRC coordinators, ABSA/SDIS teachers etc. at the very start of the project. SPO/SCERT/SIEMET will guide these workshops.

(h) TRAINING OF ECCE WORKERS

There will be two training programmes for strengthening pre-school education component. First the Anganwadi workers of existing 900 centres will be reoriented through a training programme of 7 days in every year. It has been proposed that 100 ECCE centres will be opened in the district where Anganwadis are not functioning. These ECCE instructors will be imparted induction training of 30 days duration in first year and seven days duration every year in the later years of the project.

i) VEC MEMBERS TRAINING

Since the effective community participation is the core of the project strategy, the VEC members will be given 3 days orientation through NPRC to make them aware of their roles, responsibilities, school management, micro planning and school mapping. UPBEP/DEPEP-II has developed training module in this regard. This module will be utilised in DPEP also.

- i) First cycle of six days on methods and techniques of action research, statistics and problem identification.
- ii) Second cycle of five days on research and project formulation.

- iii) Third cycle of six day on presentation of results and conclusions of the action research conducted in the district.

Financial allocation will depend on the number of studies and the cost has been included under the head research and evaluation mentioned earlier. The SCERT and SIEMET will conduct the capacity building programmes and promote research activities in their respective fields. The Academic Resource Group already set up in DIET will select, guide and develop local capacities for research and innovative activities.

(j) TRAINING PROGRAMME FOR CIVIL WORKS CONSTRUCTION

It will be of 4 days and will be organised at DPO or alternative venue in which AE, JE/SDIs and selected VECs will participate so that those involved in civil works are made aware of norms, standards and other technical specifications. The construction and repair manual will be discussed and explained. The VECs will also be oriented to involving its members and larger community in the processing construction to maintain better transparency.

(k) TRAINING ON MIS

A training programme for operationalization of EMIS and PMIS, Software will be given to the MIS and Accounts staff of DPO by SPO. The SDIs and NPRC coordinators will be trained and oriented towards EMIS, data formats time schedules for collection, quality checks and sample testing on an annual basis. These trainings will be organised by the DPO.

Annexure to Chapter – VI
SUMMARY TABLE OF TRAINING PROGRAMME

S.No	Target Group	Type of Training					
		Induction			Recurrent		
		Duration		No. of Trainees	Duration		No. of Trainees
		Days	Year		Days	Year	
1.	A.S. Workers and supervisors	30 days	II,III	110+110	10	III IV V	11-+220+220
2.	Elected Women Rep.	3days	I to V	1772x5	3	-	-
3.	MTA/P.T.A.	3 days	I to V	1179x5	3	I,II,III,IV,	-
4.	ECCE Instructor	30 days	II,III	50+50	8	III,IV,V	5+100+100
5.	Anganwari Workers	7 days	II to V		-		
6.	Induction to Para Teacher	30 days and 15 dys	II to IV	360+1056+1056+1056	15	III to V	260+426+526
7.	In-Service Training for Teacher	-	-	-	10	I to V	3886X5
8.	VEC Members	3	I to V	8860x5			4410+4460+8860+8860
9.	BRC CoordinatorS	-	-	-	5	II to V	42X4
10.	N.P.R.C. Coordinators				5	II to V	112X4
11.	ABSA/SDI				5	II to V	30X4
12.	AE/JE/SDI/ ABSA VEC.	4days	III	1+14+16+14+23+14			-
13.	Civil works Training AE,JE,SDI, VEC	4	I	50	-	-	--
14.	Training on Action Research, SDIs, BRC, NPRC coordinator	6,5,6	II,III,IV	60	-	-	-
15.	Vision of change at DIET, DPO, BR, NPRC	2	I	50	-	-	-
16.	MIS training SDIs, NPRC Coordinators	7	1	148	-	-	-

Annexure to Chapter - VI
SUMMARY TABLE OF TRAINING PROGRAMME

S.No	Target Group	Type of Training					
		Induction			Recurrent		
		Duration		No. of Trainees	Duration		No. of Trainees
Days	Year	Days	Year				
17.	A.S. Workers and supervisors	30 days	II,III	110+110	10	III IV V	11-+220+220
18.	Elected Women Rep.	3days	I to V	1772x5	3	-	-
19.	MTA/P.T.A.	3 days	I to V	1179x5	3	I,II,III,IV,	-
20.	ECCE Instructor	30 days	II,III	50+50	8	III,IV,V	5+100+100
21.	Anganwari Workers	7 days	II to V		-		
22.	Induction to Para Teacher	30 days and 15 dys	II to IV	360+1056 +1056+1056	15	III to V	260+426+526
23.	In-Service Training for Teacher	-	-	-	10	I to V	3886X5
24.	VEC Members	3	I to V	8860x5			4410+4460+8860+8860
25.	BRC Coordinators	-	-	-	5	II to V	42X4
26.	N.P.R.C. Coordinators				5	II to V	112X4
27.	ABSA/SDI				5	II to V	30X4
28.	AE/JE/SDI/ ABSA VEC.	4days	III	1+14+16+14+23+14			-
29.	Civil works Training AE,JE,SDI, VEC	4	I	50	-	-	--
30.	Training on Action Research, SDIs, BRC, NPRC coordinator	6,5,6	II,III,IV	60	-	-	-
31.	Vision of change at DIET, DPO, BR, NPRC	2	I	50	-	-	-
32.	MIS training SDIs, NPRC Coordinators	7	1	148	-	-	-

**SUMMARY TABLE OF TRAINING PROGRAMME
DISTRICT FAIZABAD**

S.No. Target Group		Type of Training					
		Induction			Recurrent		
		DURATION			DURATION		
		DAYS	YEAR	No. Of Trainees	DAY S	YEA R	No. Of Trainees
1.	Shiksha Mitra	30 days	I II		12		
2.	A.S. Workers	30 days	I II III		12		
3.	A.S. Supervisor	30 days			03		
4.	Elected Women	3 days			03		
5.	MTA/PTA	3 days			03		
6.	ECCE instructor	21 days			08		
7.	Anganwadi Workers	7 days			-		
8.	Induction to new teacher	10 days			-		
9.	In service training for teachers				12		
10.	VEC members				03		
11.	BRC co- ordinator resource person				04		
12.	NPRC Coordinators				08		
13.	ABSA/SDI				07		
14.	Head teacher				07		

Source : DIET, Fiazabad

CHAPTER – VII

PROJECT MANAGEMENT

INTRODUCTION

The DPEP project which is an additionally to the ongoing educational programme in the district, aims at initiating structural changes in the existing administrative system designed for primary education so that it becomes fully equipped to meet the challenges of achieving the objectives of UEE. The project management should be able to make up the gaps and deficiencies identified in the present system. The DPEP is time bound and has well defined objectives, strategies and interventions which are different from the conventional ones. It has a different philosophy and approach. Its assets and liabilities will be taken over by the present system after five years which implies that sufficient capacity should be built to sustain the activities undertaken in the project. Therefore, the management structure for the project has to be designed keeping in view all these factors.

It should also be borne in mind that the new concepts of educational development and participatory planning with disadvantaged groups would need reorientation of the conventional administrative structure. Sincere efforts will be made to bring about a suitable changes in the outlook of official and non-official functionaries since the new project cannot be implemented without capable and motivated functionaries.

The new management structure should be based on team work, and should also be flexible to allow individuals to use their initiatives. It should be informed by the willingness, motivation and enthusiasm to work with the community and analyse the social relationships for monitoring the participation of focus groups to be involved in management of primary education.

ORGANISATIONAL STRUCTURE

DISTRICT EDUCATION PROJECT COMMITTEE

Keeping in view the above pre-requisites, it is proposed to create organisational structures at the district, block and village levels. At the district level, there would be a District Education Project Committee (DEPC) which would oversee the implementation of DPEP in the district. The DEPC will be headed by the District Magistrate, the Chief Development Officer, will act as its Vice-Chairman. This committee will include people's representatives, NGOs and women social workers, Principal, DIET, representatives of local bodies such as Zila Panchayat, Nagar Panchayat etc. All the district level officers will be its members. The BSA will function as its member secretary. The DEPC will hold its meeting every month. The following functions are envisaged for DEPC:

- i) To oversee the implementation of different components of DPEP.
- ii) Arrangement for supervision of civil works.
- iii) Development of district MIS.
- iv) Establish coordination between different departments for convergence of services for primary education at the village level.
- v) Establish coordination between DIET and BSA organisation.
- vi) To issue policy guidelines for different activities under DPEP components.
- vii) To promote structures and mechanisms for participatory educational planning and development with focus on Village Education Committees.

BLOCK EDUCATION PROJECT ADVISORY COMMITTEE

At the block level, a block education project advisory committee (BEPAC) will be constituted. The BEPAC would be headed by the Vice-Chairman, Kshetra Panchayat. It will include Pradhans, representatives of the S/C and women, Muslim community etc. It will be required to coordinate all the activities of BRC and will act as a link between the NPRC and the DEPC. It would also take up the work of evolving a healthy environment for DPEP through community participation, formulating block education plan and school mapping and monitoring of DPEP activities. This committee will also hold its meeting every month. The ABSA will act as secretary of the committee.

At the NPRC level, the concerned village education committee would be involved in advising the NPRC and planning and implementation of NPRC activities.

VILLAGE EDUCATION COMMITTEE

VEC has already been set up in all Gram Sabhas. It will function as a primary unit for formulating, implementing and supervising the project activities at the grass roots level. VECs will be entrusted with the task of micro-planning as also with the work of preparing a village education plan so that each and every child has the facility of education through formal or alternative schooling. The main functions of the VEC will include

- (a) Community involvement and environment building.
- (b) Supervising civil works
- (c) Taking special measures for education of children of deprived sections specially of girls and disabled children.
- (d) Supervise formal and alternative schooling ECCE centres for effective functioning
- (e) Conducting micro planning and develop village education plan
- (f) Implement and monitor the plan by ensuring an increased enrollment, attendance of teachers and children and joyful learning for children
- (g) Organise different functions, cultural programmes, celebration of Bal Mela and national days and special campaign on religious festivals
- (h) Ensuring convergence of services and inputs for primary education and the children

DISTRICT PROJECT OFFICE:

DPO will be the main executive body for implementing the project headed by BSA. This officer will be responsible for management of funds and all the other project activities as per the SPO norms and finalising project schedules. DPO will have following main functions:

- (i) All the funds of the project will be placed at its disposal for planning, implementing, supervising and co-ordinating the educational activities at different levels in the district.
- (ii) Prepare district education plan involving DIET, BRCs, NPRCs and VECs
- (iii) Administration and financial control of the project, plan and supervise the construction of physical infrastructure and ensure qualitative improvement in the delivery system
- (iv) Monitoring of the programme

The staffing pattern of DPO would be as under:

STAFF OF DISTRICT PROJECT OFFICE

Sl No	Designation	Pay-Scale	No of Posts
1	District Project Officer (Ex-officio; Basic Shiksha Adhikari)	8000-13500	1
2	Deputy Basic Shiksha Adhikari (Ex-officio Addl. District Project Officer)		1
3	Programme Coordinator	6500-10500	4
4	Asstt. Finance & Accounts Officer	6500-10500	1
5	Assistant Engineer	10,000 p.m.*	1
6	Junior Engineer	7000 p.m.*	11
7	Computer operator	5000 – 8000	1
8	Accountant	5000 – 8000	1
9	Asstt. Accountant	4500 – 7500	1
10	Stenographer	5000-8000	1
11	Typist Clerk	3050 – 4500	1
11	Driver	3050 – 4500	2
12	Peon	2550 – 4000	3

means consolidated salary.

As shown above the Deputy Basic Shiksha Adhikari will act as ex-officio Addl. District Project Officer and will be the key functionary who will coordinate the project activities. The programme coordinators will be incharge of (i) training (ii) girls education (iii) community participation and (iv) alternative schooling

Another gap which has been noticed in project implementation in DPEP-II, districts was regarding deficiency in proper supervision and monitoring of civil works construction. It has, therefore, been decided that an assistant engineer will be appointed at the district level. Similarly, in order to avoid cost and time over runs in community construction programme, a junior engineer will be appointed at the block level. These posts of assistant engineer and junior engineer will be filled on contract basis for three years

BLOCK LEVEL PROJECT OFFICE

In the districts covered under DPEP-II, the ABSAs/SDIs were not actively involved in project implementation. This was a bottleneck in efficient running of the project. It is therefore, proposed to involve the ABSAs/SDIs in the project activities and to assign to them specific role. The ABSA/SDI would be designated as Block Project Officer, assisting the VECs in their work. For this, they will be given a motor cycle to increase their mobility.

At the BRC level there would be two assistant coordinators including one for the ABSA and one for BRC. One room will be provided in the BRC for the ABSAs office. There would be one coordinator at NPRC level.

INTER-SECTORAL LINKAGES AND CONVERGENCE

As already mentioned in chapter VI multi agency linkages and co-ordination would be established with Jal Nigam, Rural Engineering Departments, Health Department, NIEPA/NCERT/SCRET and other government and non-government agencies for assistance in their specialised areas. NGOs and other peoples institutions would also be involved to provide their expertise in the implementation.

At the village level, the VEC will be empowered to ensure convergence of services and inputs from all agencies for primary education. In its monthly meeting this issue will be included in the agenda. A system of monitoring and feed back will be developed to keep the DPEC apprised of the progress. The Block level committee will also monitor this aspect through their monthly meetings.

ACADEMIC SUPPORT & QUALITY IMPROVEMENT

Emphasis would be laid on the ~~development of~~ human resource development and management capabilities of all the key functionaries under the project as well as other district level officers. DIET would be responsible for carrying out innovative activities, taking up research and evaluation and quality improvement in primary education.

PROJECT MONITORING, REPORTING AND SUPERVISION :

The district would have a Project Management Information System built from detailed information on progress of project implementation at the level of actual activities and expenditure. There would be a computerised Project Management Information System (PMIS) which would serve as an important source for management and obtaining timely feedback. The State Project Office and other DPEP districts are using PMIS system which will be extended to this district also.

For EMIS, data collection would be done through a specifically designed format which is structured to meet the needs of data required for the project. DPO will have one data entry operator. Hardware requirements have been built into district plans.

USAGE OF DATA

The Annual Work Plan and Budget (AWPB) would be prepared annually based on PMIS/EMIS progress reports and local action research. Education Information System would ensure that any future planning would be done on the basis of correct and up-to-date information from the grass roots level. Villages have their issues and problems pertaining to education. These problems themselves change from time to time, there is a need to keep track of the issues concerned. Interventions from EMIS, PMIS would be used for monitoring of project activities in addition to base line, evaluation and research studies.

FINANCIAL CONTROL

At the district head quarters, District Project Office will be responsible for expenditure control and compilation. Financial procedures and reporting system will be developed to ensure proper utilisation of funds on timely basis. The District Project Office has been provided with finance and accounts staff for compiling and preparing financial statements.

The accounts will be audited by Chartered Accountant annually in accordance with the provisions of Societies Registration Act, 1860. In addition, the account will also be subject to the provisions of the Comptroller and Auditor General Act 1971.

For the purpose of construction, repair, and purchase of necessary items by the different institutes and schools, the funds will be transferred to the accounts maintained by respective institutions. At the school level, accounts would be operated jointly by the Chairman of VEC and Head Teacher. The statement of accounts would be submitted to the State Project Office on monthly/quarterly basis.

PURCHASE AND PROCUREMENT

Purchase and procurement of equipment, materials and vehicles would be made in accordance with the purchase rules of the funding agency. In order to ensure the quality and the price, the items would be purchased through competitive bidding.

CIVIL WORKS

The project envisages community participation in carrying out the civil works on de-centralised basis. All civil works will be done through VEC except BRC. The procedure will ensure timely completion of work conforming to the cost and quality norms. Proper accounts will be maintained by the concerned, VECs/School teacher. In order to ensure quality of civil work and periodic technical supervision and Assistant Engineer and Junior Engineer at block level have been provided for in the staffing pattern of DPO.

The guiding principles for the controls would be -

- (1) Timely execution works so as to avoid cost over-runs and time over runs
- (2) Proper utilization of funds.
- (3) Rigid quality control as per the norms.
- (4) Transparency in procedures.

CHAPTER - VIII

PROJECT COST

**PROJECT COST
DISTRICT : FAIZABAD**

S.No	Heads/Sub Heads/Activity	Unit Cost	Apr.1999-March 2000		Apr.2000-March 2001		Apr.2001-March 2002		Apr.2002-March 2003		Apr.2003-March 2004		Apr.2004-Sept 2004		(Rs. In thousand)		Remarks	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Total	Fin		
(A) ACCESS																		
A1.	Additional Classroom	28			200	5600.00	356	9968.00							556	15568.00		
A2.	New Primary Schools																	
1	Construction @ Rs. 191 per School	76.4			25	1910.00	58	4431.20							83	6341.20		
2	Salary of Para Teachers in place of (IHT+ 1 Asst. Tech)	1.4 I, II Yr 1.8 III, IV Yr 2.2 V Yr			300	420.00	1246	1744.40	1826	2676.40	1826	3054.80	913	1527.40	6111	9423.00	2nd Yr - 50x1.4x6 3rd Yr - 50x1.4x11+11x1.4x6 4th Yr - 50x1.4x5+50x1.8x6+ 11x1.4x11 5th Yr - 50x1.8x11+11x1.4x6+ 11x1.4x11	
3	Furniture/Fixture & Equipment	10			25	250.00	58	580.00							83	830.00		
	Total			0.00		8180.00		18723.60		2878.40		3054.80		1527.40		32182.20		
A3.	Shiksha Mitra																	
1	Honorarium	1.4, 1.8, 2.2													0	0.00		
2	Training														0	0.00		
3	Induction Training	3.0													0	0.00		
4	Recurring Training	1.2													0	0.00		
	Total			0.00		0.00		0.00		0.00		0.00		0.00		0.00		

S.No	Header/Sub Header/Activity	UNR Cost	Apr. 1999-March 2000		Apr. 2000-March 2001		Apr. 2001-March 2002		Apr. 2002-March 2003		Apr. 2003-March 2004		Apr. 2004-Sept 2004		(Rs. in thousand)		Remarks
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Total		
															Phy	Fin	
A4	Alternative Schools														0	0.00	
1	Honorarium																
a	Workers	0.6 p.m			300	180.00	900	540.00	1200	720.00	1200	720.00	600	360.00	4200	2520.00	
b	Supervisors	1.0 p.m			30	30.00	90	90.00	120	120.00	120	120.00	60	60.00	420	420.00	
2	Maintenance of Centres	2.0 p.m			50	100.00	100	200.00	100	200.00	100	200.00			350	700.00	
3	TLM	1.65 p.a 1.35 p.a			50	82.50	83	82.50	100	135.00	100	135.00			333	435.00	
							68	67.50							68	67.50	
4	Training																
a	Inductive	2.1			68	111.30	50	111.30							100	222.60	
b	Recurring	0.84					86	48.20	110	92.40	110	92.40			275	231.00	
e	Training for Supervisors																
d	Equipment	2.5			50	125.00	50	125.00							100	250.00	
	Total			0.00		828.80		1262.60		1267.40		1267.40		420.00		4848.10	
	Sub Total			0.00		8808.80		17888.10		3843.80		4322.20		1847.40		37008.30	

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S.No	Heads/Sub Heads/Activity	Unit	Apr.1999-March 2000		Apr.2000-March 2001		Apr.2001-March 2002		Apr.2002-March 2003		Apr.2003-March 2004		Apr.2004-Sept.2004		(Rs. in thousand)		Remarks	
			Cost	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Total		Phy
	(R) RETENTION																	
R1	Publicity & Extention	1	598	598.00	598	598.00									1196	1196.00		
	Awareness Building/Mass Communication	PA P VEC																
R2	Newsletter	5P Block																
R3	Cons./Recons. of old PS	76.4			25	1910.00	21	1604.40							46	3514.40		
	(Rs. 191000 : 40% i.e. 76.4 from Project, 50% from JRY/SRY)																	
R4	Toilets	10			200	2000.00	350	3500.00							550	5500.00		
R6	Drinking Water	22			25	550.00	58	1276.00							83	1826.00		
R6	Repair & Maintenance (School Needing Repairs & General Maintenance) -	20			50	1000.00	60	1200.00							110	2200.00		
R7	Upgraded Head Teachers (Addl Salary)																	
R8	Salary of Para Teachers	1.4 I, II Yr 1.8 III, IV Yr 2.2 V Yr					1200	1680.00	3100	4340.00	3850	5870.00	1925	2935.00	10075	14825.00	3rd Yr - 200x1.4x6 4th Yr - 200x1.4x4+150x1.4x6 5th Yr - 200x1.4x5+200x1.8x6+150x1.4x11	
R9	Innovative Programmes through NGOs			50.00		50.00	50.00	50.00	50.00	50.00					0	200.00		
R10	Innov. Promoting Girl in 3 Block having low female listing Education	100 PB	3	300.00	3	300.00	3	300.00	3	300.00	3	300.00			15	1500.00		
R11	Training of Elected Women of G P	0.09	1184	106.56	1184	106.56	1184	106.56	1184	106.56	1184	106.56			5920	532.80		
R12	MTA/PTA Training	0.09	1990	179.10	1990	179.10	1990	179.10	1990	179.10	1990	179.10			7960	716.40		
R13	Bal Mele	0.5 P NPR	112	56.00	112	56.00	112	56.00	112	56.00					448	224.00		
R14	Salary of AE	10			12	120.00	12	120.00	12	120.00					36	360.00		
R15	Salary of JE	7			96	672.00	96	672.00	96	672.00					288	2016.00		
	Sub Total			1289.66		7541.68		10744.06		5823.68		6276.56		2935.00		34810.60		

S.No	Heads/Sub Head/Activity	Unit Cost	Apr.1999-March 2000		Apr 2000-March 2001		Apr.2001-March 2002		Apr 2002-March 2003		Apr.2003-March 2004		Apr 2004-Sept 2004		(Rs. In thousand)		Total	Remarks
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		
(Q) QUALITY IMPROVEMENT																		
Q1	Opening of ECCE Centres																	
2	CME Works (one additional room)																	
3	TLM	5 p a			50	250 00	50	250 00									100	500 00
4	Honorarium	0.6 p a			180	108 00	900	540 00	1200	720 00	1200	720 00	600	360 00			4080	2448 00
6	Contingency	1.5			50	75 00	100	150 00	100	150 00	100	150 00					350	525 00
8	Training of ECCE Workers																	
7	Induction	1.47			50	73 50	50	73 50									130	147 00
8	Recurring	0.56					50	28 00	100	56 00	100	56 00					250	140 00
8	Anganwan Workers Training	0.49			250	112 50	300	147 00	300	147 00	300	147 00					1150	553 50
Total						0.00	818 00	1188 50		1073 00	1073 00		360 00				4313 50	
Q2	Training Programmes																	
1	Induction Training to teachers	2.1			50	105 00	318	663 60	150	315 00							518	1083 60
2	Rec Training for Para Teachers	1.4					50	70 00	366	512 40	516	722 40					932	1304 80
3	In Service Teachers Training	1.5	2915	4372 50	2915	4372 50	2915	4372 50	2915	4372 50	2915	4372 50					4375	21862 50
4	VEC Members Training	0.09	3289	296 01	3289	296 01	3289	296 01	3289	296 01	3289	296 01					10445	1480 05
6	Innov Training	0.84	60	50 40	60	50 40	60	50 40									180	151 20
8	BRC Coordinators/ Resource person training	0.6	27	16 20	27	16 20	27	16 20	27	16 20	27	16 20					135	81 00
7	NPRC Coordinators training	0.8	112	89 60	112	89 60	112	89 60	112	89 60	112	89 60					580	448 00
8	ABSA/MT Training	1.05	23	24 15	23	24 15	23	24 15	23	24 15	23	24 15					115	120 75
8	Training to JE/AE	1.2	9	10 80													9	10 80
10	Training to BRG/DRG	0.84	150	105 84			150	105 84									300	211 68
Total				4965.50		4963.88		6888.30		5828.88		5820.88		0.00				28754.38
Q3	Teaching Learning Material to:																	
1	School Improvement Fund	2	816	1632 00	816	1632 00	841	1682 00	803	1798 00	800	1798 00					4271	8542 00
2	Teacher's grant	0.9			2965	1482 50	3281	1640 50	3481	1740 50		1815 50					13358	6679 00
3	Free Text Book to SC/ST & Girls	0.03	94722	2841 66	99457	2983 71	107414	3222 42	118339	3550 17		4011 66					53654	16609 62
4	Teaching Aid Mats																	
a)	District Level				1	25 00	1	25 00	1	25 00		25 00					4	100 00
b)	BRC Level	10			9	90 00	9	90 00	9	90 00	9	90 00					36	360 00
Total				4473 66		6213 21		8658 82		7203 67		7740 18		0 00				32290 82
Q4	Awards to VECs	5 per block			18	225 00	18	225 00	18	225 00	18	225 00					72	900 00
Q6	School Awards	5 per block			9	90 00	9	90 00	9	90 00	9	90 00					36	360 00
Total				0 00		315 00		315 00		315 00		315 00		0 00				1280 00
Sub Total				9438 18		12101 07		13851 72		14217 53		14848 02		360 00				64618 50

S.No	Heads/Sub Heads/Activity	Unit Cost	(Rs. In thousand)														Remarks
			Apr.1999-March 2000		Apr.2000-March 2001		Apr.2001-March 2002		Apr.2002-March 2003		Apr.2003-March 2004		Apr.2004-Sept.2004		Total		
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
	(C) CAPACITY BUILDING																
C1	School Mapping & Microplanning																
1	Printing/Survey	10	3	30.00	4	40.00	2	60.00							9	130.00	
2	Seminar & Workshop	3	9	27.00			9	27.00							18	54.00	
3	Village level Microplanning	15	9	90.00	9	90.00	9	90.00							27	270.00	
	Total			147.00		130.00		177.00		0.00		0.00		0.00		454.00	
C2	Operationalising DIETs																
1	Furniture/Fixture														0	0.00	
2	Equipment	50		50.00											0	50.00	
3	Books	25		25.00											0	25.00	
4	Staff Training	15															
6	Printing																
8	Travelling Allowances	10 p a		10.00		10.00		10.00		10.00		10.00			0	50.00	
7	Maintenance	5 p a				5.00		5.00		5.00		5.00			0	20.00	
8	Workshop/Seminar/Comp. Trg			10.00		20.00		20.00		20.00		20.00			0	90.00	
9	Purchase of vehicle	350		350.00											0	350.00	
10	POL	50 p a		25.00		50.00		50.00		50.00		50.00			0	225.00	
11	Action Research	15				15.00		15.00		15.00		15.00			0	45.00	
12	Wages of Driver	2.5	3	9.00	15	30.00	12	30.00	12	30.00	12	30.00	6	15.00	60	144.00	
	Total			479.00		130.00		130.00		130.00		115.00		15.00		899.00	
C3	Block Resource Centre																
1	CMI Construction	800			4	3200.00	4	3200.00							8	6400.00	
2	Salary-6, Coordinator Asst - 5.5 Coordinator 5.5, Chowkidar-3				24	480.00	72	1440.00	96	1920.00	96	1920.00	48	960.00	336	6720.00	
3	Equipment / Furniture	120			4	480.00	4	480.00							8	960.00	
4	Travelling Allow	3	9	27.00	9	27.00	9	27.00	9	27.00	9	27.00			45	135.00	
5	Maint. of Equipment	1			4	4.00		4.00	8	8.00	8	8.00			20	20.00	
6	Maint. of Building	5							4	20.00	4	20.00			8	40.00	
7	Books	10			9	90.00		90.00							9	90.00	
8	Consumables	5	9	45.00	9	45.00	9	45.00	9	45.00	9	45.00			45	225.00	
	Total			72.00		4322.00		5196.00		2020.00		2020.00		960.00		14590.00	

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S.No	Head/Sub Head/Activity	Unit	(Rs. in thousand)														Remarks	
			Apr.1999-March 2000		Apr.2000-March 2001		Apr.2001-March 2002		Apr.2002-March 2003		Apr.2003-March 2004		Apr.2004-Sept.2004		Total			
			Cost	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy		Fin
C4	District Project Office																	
1	Equipment	205		205.00													0	205.00
2	Furniture & Fixture	120		100.00		20.00											0	120.00
3	Books	10		10.00		10.00		10.00									0	30.00
4	Purchase of Vehicle	350		350.00													0	350.00
6	Consultancy charges	50		50.00		50.00		50.00									0	200.00
6	Salary staff	120	6	720.00	12	1440.00	12	1440.00	12	1440.00	12	1440.00	6	120.00	60		60	6600.00
7	Traveling Allowances	5	6	30.00	12	60.00	12	60.00	12	60.00	12	60.00	6	30.00	60		60	300.00
8	Telephone/Fax	25		15.00		25.00		25.00		25.00		25.00		15.00	0		0	130.00
9	Consumables	35		20.00		35.00		35.00		35.00		35.00		20.00	0		0	180.00
10	Vehicle Maint. & POL	60		30.00		60.00		60.00		60.00		60.00		30.00	0		0	300.00
11	Study Tours	30		30.00		30.00		30.00		30.00		30.00		0	0		0	120.00
13	Seminars/Workshop	20		20.00		20.00		20.00		20.00		20.00		0	0		0	100.00
13	AWPB Workers			15.00		15.00		15.00		15.00		15.00		0	0		0	75.00
14	Hiring of Vehicles			5.00		5.00		5.00		5.00		5.00		0	0		0	15.00
16	Maint. of Equipm.					5.00		5.00		5.00		5.00		0	0		0	15.00
16	Contingency			10.00		10.00		10.00		10.00		10.00		6.00	0		0	55.00
17	Research Evaluation	50	9			50.00		50.00		50.00		50.00		0	9		9	200.00
18	Purchase of Two Wheelers	50	12	600.00											12		12	600.00
19	Maintenance / POL	2		57.60		115.20		115.20		115.20		115.20		57.60	0		0	576.00
	Total			2267.60		1945.20		1930.20		1815.20		1836.20		277.60				10171.00
C4.1	MIS/Research & Evaluation																	
1	Con. MIS Cell	180		180.00													0	180.00
2	EMIS/PMIS (Printing/Survey etc	30		30.00		30.00		30.00		30.00		30.00					0	120.00
3	MIS Equipments	25		250.00													0	250.00
4	Exposure visits																	
5	Consumable	40				40.00		40.00		40.00		40.00					0	160.00
6	Maintenance of Equipments	30				30.00		30.00		30.00		30.00					0	120.00
7	Computer Systems	50		50.00													0	50.00
	Total			610.00		100.00		100.00		100.00		70.00		0.00				880.00

S.No	Heads/Sub Heads/Activity	Unit Cost	Apr. 1999-March 2000		Apr. 2000-March 2001		Apr. 2001-March 2002		Apr. 2002-March 2003		Apr. 2003-March 2004		Apr. 2004-Sept 2004		(Rs. in thousand)		Remarks	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		
			Total		Total		Total		Total		Total		Total		Total			
C5	School Complex (NPRC)																	
1	Construction	28		50	1400.00	82	1736.00									112	3136.00	
2	Salary Coordinator	5.5		300	1650.00	972	5346.00	1344	7392.00	1344	7392.00	672	3696.00	4632	25476.00			
3	Equipment	15		50	750.00	62	930.00							112	1680.00			
4	Books for Library/Book Bank	5		112	560.00	112	560.00							224	1120.00			
5	Audio visual hiring charges	0.8		50	40.00	112	89.60	112	89.60	112	89.60	112	89.60	386	308.80			
6	Monthly meeting	1		112	112.00	112	112.00	112	112.00	112	112.00	112	112.00	448	448.00			
	Total		0.00		4812.00		8773.60		7593.80		7693.80		3698.00		32188.80			
C7	Distance Education																	
1	Equipment & others	75			75.00											0	75.00	
2	Telephone & Fax Bills	5			5.00		5.00		5.00		5.00		5.00		20.00			
3	Maintenance	2					2.00		2.00		2.00		2.00		8.00			
4	Printing materials	20			20.00		20.00		20.00		20.00		20.00		80.00			
5	Video Recording & Packaging	150			150.00		150.00		150.00		150.00		150.00		450.00			
	Total		0.00		250.00		177.00		177.00		27.00		0.00		631.00			
C8	Integrated Education																	
1	Distt. level workshop			40.00			40.00								0	80.00		
2	Block level resource support	27	6	162.00	12	324.00	12	324.00	12	324.00	12	324.00		54	1458.00			
3	Survey through VECs	0.25	180	45.00	240	60.00	172	43.00						592	148.00			
4	Orientation of Teachers	0.09	900	81.00	1200	108.00	1200	108.00	1200	108.00				4500	405.00			
	Total			328.00		492.00		615.00		432.00		324.00		0.00	2091.00			
	Sub Total		3803.80		11881.20		16998.80		12367.80		11984.80		4948.80		61984.80			
	Grand Total		14532.42		40332.73		69580.88		36352.79		37232.58		10191.00		198222.20			

SUMMARY - I
COMPONENT WISE PROJECT COST
DISTT. - FAIZABAD

-(in Thousand)

S. No.	Component	1999-2000 Oct.-March 1 st Year	2000-2001 Apr.-March 2 nd Year	2001-2002 Apr.-March 3 rd Year	2002-2003 Apr.-March 4 th Year	2003-2004 Apr.-March 5 th Year	2004 Apr.-Sept. 6 th Year	TOTAL	As % to Total Project Cost
1	Access & Enrollment	0.00	8808.80	17986.10	3943.80	4322.20	1947.40	37008.30	18.67%
2	Retention	1289.66	7541.66	10744.06	5823.66	6276.56	2935.00	34610.60	17.46%
3	Quality Improvement	9439.16	12101.07	13851.72	14217.53	14649.02	360.00	64618.50	32.60%
4	Capacity Building	3803.60	11881.20	16998.80	12367.80	11984.80	4948.60	61984.80	31.27%
	TOTAL	14532.42	40332.73	59580.68	36352.79	37232.58	10191.00	198222.20	100.00%

SUMMARY (CW) FAIZABAD DETAILS OF CIVIL WORK

S. No.	Particulars	1 st Year		2 nd Year		3 rd Year		4 th Year		Total	
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
1.	Additional Class Room			200	5600.00	356	9968.00			556	15568.00
2.	New School			25	1910.00	58	4431.20			83	6341.20
3.	School Reconstruction			25	1910.00	21	1604.40			46	3514.40
4.	Toilets			200	2000.00	350	3500.00			550	5500.00
5.	Drinking Water			25	550.00	58	1276.00			83	1826.00
6.	School Repair			50	1000.00	60	1200.00			110	2200.00
7.	BRC Construction			4	3200.00	4	3200.00			8	6400.00
8.	NPRC Construction			50	1400.00	62	1736.00			112	3136.00
	TOTAL			579	17570.00	969	26915.60			1548	44485.60

CIVIL WORK AS 22.44% OF THE PROJECT COST.

SUMMARY – III
PERCENTAGE OF INVESTMENT AND RECRUITMENT COST TO
COMPONENT WISE PROJECT COST
DISTT. –

S. No.	Component	Component Cost	Out of which Investment Cost	Recurring Cost	% of Investment Cost	% of recurring Cost
1	Access & Enrollment	37008.30	24645.30	12363.00	66.59	33.40
2	Retention	34610.60	17409.00	17201.00	50.30	49.70
3	Quality Improvement	64618.50	61645.50	2973.00	95.18	4.82
4	Capacity Building	61984.80	19390.80	42594.00	31.24	68.75
	TOTAL	198222.20	123090.60	75131.00	62.10	37.90

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CHAPTER IX

CIVIL WORKS AND LIST OF EQUIPMENTS

BACKGROUND:

Provision of functional facilities as well as appropriate infrastructure under DPEP to ensure optimal effectiveness of activities envisaged in teaching learning process for achieving universalisation of primary education, constitute the civil works component of the project and involves substantial financial outlays.

The civil works proposed under the project include construction of new primary school buildings in unserved, areas/habitations, reconstruction of primary schools buildings in lieu of existing dilapidated buildings, buildings for buildingless primary schools, additional class rooms in existing primary schools, as well as construction of two-pit two roomed toilets (separately for boys and girls) and drinking water supply through installation of deep-bore well India mark II hand pumps in new primary schools and in existing primary school (presently deprived of these facilities) In addition a Nyaya Panchayat Resource Centre (NPRC) in the form of an additional room in existing primary school at each Nyaya Panchayat, and a Block Resource Centre (BRC) building at each block headquarters are proposed to support teacher's training and other academic activities. The proposals also include repairs of existing primary school buildings

APPROACH :

This component, like the other, components, is being conceived after giving due consideration to the strengths and weaknesses of UPBEP. The planning of these works is being done in an integrated manner based on actual needs to meet the objectives of the DPEP.

The civil works (except NPRC and BRC) shall be proposed at locations identified by micro-planning survey and school mapping exercises. The project implementation will start with the commencement of civil works expected in April 2000. This component of the project will be implemented in first 3 years duration. Priority for construction of new school buildings would be given where VECs are keen to contribute for development of school in the form of boundary wall play ground etc. and providing suitable Gram Sabha land for it.

The relocation/reconstruction of new primary schools NPRC rooms, additional class rooms, and toilet as well as repairs in existing schools shall be carried out by the Village Education Committees, through Gram Pradhans and the concerned Head Teachers. The main objective of giving this civil work activity in the hands of community is to create a feeling of ownership and bringing school closer to

community. The construction of drinking water facilities/handpumps shall be carried out by other agencies approved by the District magistrate, the ex-officio chairman of the District Education Project Committee. The construction of BRC buildings by local contractors shall be supervised and managed by an agency to be selected from short listed government undertakings by SPO

TECHNICAL SUPERVISION :

The necessary technical support to DPO for construction works by the VECs shall be provided by an Assistant Engineer (AE) at DPO level and Junior Engineers (JE) at each block level. These engineers are proposed to be placed on contract with consolidated monthly salary of Rs. 10,000 per AE and Rs. 7,000 per JE for the construction period (for three years)

A Junior Engineer at each block level under the project shall be responsible for technical supervision more particularly during lay-out construction of foundation, all concrete works, lintels, beams and roofs and at completion stage.

INNOVATIVE DESIGNS.

Physical infrastructures proposed under the project shall have visible features intended to provide access and facilitate universal enrolment and maximize retention. For this, it is envisaged to create "ideal-school" environment by involving child and teacher friendly cost-effective designs of primary school buildings giving due consideration to facilities needed in each school building from the view point of multigrade teaching situations.

With this end in view, a "Civil Works Advisory Committee" has been formed at the State Project Office level. This committee is supported by 3-4 consultant Architects. A portfolio of 7 designs of primary school buildings has been developed and a proto-type building for each design will be constructed at Hardoi and Lalitpur districts of DPEP-II by VECs under continuous technical supervision of these Architects. Correspondingly, detailed construction manuals shall be prepared by the Architects. The VECs shall have the option to choose from amongst these designs. The construction of prototype primary school buildings has been initiated.

Besides two model designs shall be developed for BRCs by the Architects.

The approximate unit cost of various civil works, proposed under the project are expected to be as follows:

1.	Primary School building	Rs. 1.91 lacs
2	Additional Class room	Rs. 0.70 lacs
3	Toilets	Rs. 0.10 lacs
4	Drinking Water (Handpump)	Rs. 0.22 lacs
5	BRC	Rs. 8.00 lacs
6	NPRC room	Rs. 0.70 lacs

The civil works proposed to be financed by DPEP in the district are as follows.

1	Construction of new primary school and	83
2	Construction of buildings/dilapidated primary schools buildings	46
3	Construction of additional class rooms	556
4	Repairs of School	110
5	Construction of toilets	550
6	Provision of drinking water facility	883
7	Construction of rooms for NPRC	112
8	Construction of BRC	8

NB CONVERGENCE 60 percent of unit cost of primary school buildings (new/reconstruction/relocation), additional class rooms and NPRC rooms shall be contributed by Jawahar Rozgar Yojna and Employment Assurance Scheme

LIST OF EQUIPMENTS

List of equipments and furniture and fixture for DPO, DIET and BRC alongwith estimated cost is as under

DISTRICT PROJECT OFFICE

A	Equipments	Amount
1.	Photocopier	0.90
2.	Telephones	0.05
3.	Fax Machine	0.20
4.	Typewriters (1-electronic, 1-manual)	0.25
5.	Public Address System	0.10
6.	Water Cooler	0.15
7.	Over Head Projector	0.10
8.	D G. Set	0.10
9.	T.V.	0.45
	Total	2.35

B. FURNITURE & FIXTURE

1	Tables (10)	0 20
2	Chairs (25)	0 10
3	Conference Table (1) and chairs (20)	0 40
4	Almirahs (5)	0 25
5	Filing Cabinets (3)	0 10
6	White Board (1)	0 05
7	Furnishing (curtains etc)	0 05
	Total	1 30

LIST OF EQUIPMENTS OF DIET

Sl No	Equipments	Amount
1	GEN SET	0 30
2	Video Camera	0 20
3	Dish Antena & camras for distance edueation	0 75
	Total	1 25

EQUIPMENTS AT BRC

Sl No	Equipments	Amount
1	TV. VCR	0 30
2	Over Head Projector	0 15
3	D.G Set	0 20
4	Two in One	0 05
5	Water Cooler	0 15
5	White Board	0 15
	Total	1 00

VEHICLES

a)	FOR DPO (one vehicle)	3 50
bi	FOR DIET (One Vehicle)	3 50
C)	Motor Cycles - 17	8 50
	Total	15 50

NPRC

a)	Two-in-one	3 50
b)	Furniture & other equipment	3 50
	Total	2 20

CHAPTER – X

RISKS AND BENEFITS

The project would provide substantial financial and technical support to the primary education sector of the State. Apart from larger economic and social benefits which the expansion of primary education would bring, the project would lead to a qualitative change in the primary education itself. The focus on activity based and child centred education in the project would add to State's efforts to develop and implement competency based education. The project would help in improving retention rates in primary schools, especially for socially disadvantaged children. New primary schools would be opened and buildingless schools would have their own building. Schools would be repaired too, to make them safer and congenial to education.

The project would assure

- Primary-schooling-facilities to all the schooling-going children
- Buildings to school without a building, furniture and tat-pattis/dari-pattis
- Attractive school-buildings and congenial atmosphere
- That teachers will have an up-to-date knowledge of the latest techniques of teaching and educating the child

This would lead to

- Universal enrolment and retention of children in primary schools.
- Negligible percentage of drop-outs
- Satisfactory learning-achievement over the measured base line levels (20-25%).
- Reduction in gender insensitivity.

Risks

Though there are enough evidences to show that the projects would be successful and the district would be able to sustain the programme, certain financial and implementation risks are also recognised

Financial Risks

The State is committed to meet 15 percent of the project cost and would be required to bear the recurrent cost after the project is expired. This would require additional resource mobilisation as well as reallocation of resources within the State budget. The financial capability of the State to bear the recurrent costs is doubtful on account of current deficit.

Implementation

The implementation of the project would be done through the State Project Office, a registered society. This is a deviation from the normal path under which the centrally sponsored schemes are usually implemented through the State government. Certain new structures would also be created. All these would add many new dimensions to educational management both at district and State level which may lead to problems of co-ordination.

Uttar Pradesh has the experience of implementing a similar programme UPBEP which is also externally funded. All the development activities are implemented and monitored through local governments and hence the State is in a much better position to implement this project. The role of a full time State Project Director for DPEP becomes critical for project management and co-ordination with various branches of the State Government, the education department and the district and sub-district bureaucracies. The State's commitment to go ahead with the project and actions to facilitate planning activities in a smooth manner provide enough evidence to the fact that the relationship between State Government and implementing society would be satisfactory.

CHAPTER - XI

ANNUAL WORK PLAN AND BUDGET

(October 99 to September 2000)

The major thrust area in the first year will be environment building for community participation with focus on girls education. Establishment of project implementation structures and capacity building of DIET, creation of BRC and NPRC will also be taken up in this year.

The first year of the project is expected to commence from October 1999 to September 2000. It implies that during the current financial year 1999-2000 a period of first six months would be available from October 1999 to March 2000. The second span of six months will be the first six months of financial year 2000 - 2001. Keeping this in view, the activities for the first year of the project have been planned in two phases of six months each as specified above.

FIRST PHASE

During the first phase (from October 1999 to March 2000) the first and foremost task would be to create structures and mechanisms so as to provide a sound basis for implementation of DPEP interventions. The following are the strategic action areas for first year

- (a) Establishment of District Project Office and getting the staff in position
- (b) Constitution of District Education Project Committee and get its meetings convened on a regular basis
- (c) Constitution of Block Project Advisory Committees at Block level
- (d) Orientation of all functionaries of DPO, field staff and teachers about concepts, goals and objectives of DPEP.
- (e) Convergence workshop of district level to establish organic linkages with related department, NGOs and other agencies
- (f) Preparatory work for operationalising of EMIS and PMIS and setting up of MIS cell and printing of MIS forms shall be completed by March 2000
- (g) Identification of key problem areas such as child labour for research/surveys and assessment
- (h) Identification of Maktabas which can be adopted as Alternative Schools

Strengthening of DIET. Creation of BRC, NPRC.

- (a) Initiate action with the support of SPO for filling vacant positions in DIET
- (b) Identification of locations for BRC and NPRC
- (c) Selection of suitable locations for BRC and NPRC
- (d) Creation of posts of Coordinators/Assistant Coordinators at BRC and NPRC level

ENVIRONMENT BUILDING AND COMMUNITY MOBILISATION

- (a) Activisation of VEC through mass contact programme and earmark of responsibility of ABSA/SDI and other officers to get a VEC meeting organised in their presence Primary teaches to maintain coordination with VEC and its members
- (b) Printing of a brief brochure about DPEP in Hindi and Urdu for wider circulation among public and official functionaries
- (c) Identification of NGOs and women groups which can contribute towards UEE and their orientation.
- (d) Utilisation of audio and video cassettes developed by the SPO for distribution among different agencies and organising shows in common places.
- (e) Display of pictures and print media in prominent places in the village especially in the habitations of disadvantaged groups.
- (f) Cultural programmes like folk songs, nautanki, mushaira, Qawwali, Kavi Samman in local dialect.
- (g) Organisation of Padyatra, Prabhat Pheri
- (h) Organisation of special enrolment and retention drives for children (especially of girls) of disadvantaged sections.
- (i) Activisation of PTA/MTA and their involvement in enrolment and retention
- (j) Involving religious leaders of muslim community and Scheduled Castes in environment building.
- (k) Training of elected women representatives at block level.
- (k) Identification of BRG
- (l) Training of VEC members
- (m) Commencement of micro-planning in villages by VEC.

GIRLS EDUCATION

- (a) Involving VEC members in household survey to identify out of school girls and motivating parents to send them to school. Support of elected women representative of PRIs would also be obtained in this regard.
- (b) Meena campaign
- (c) Distribution of audio cassettes in the villages, shops, buses and taxies operators etc for wide publicity besides use of posters and wall writing for promoting girls education.
- (d) Video cassettes/films for girl education to be shown in Mela/fair etc

- (e) Formation of Maa-beti association and ensuring montly meeting of Maa-Beti association
- (f) Ensuring monthly meeting of MTA/PTA
- (g) Compiling success story of girls and circulating it in the project villages.

ACCESS AND ENROLMENT

- (a) Identification of villages, site selection for opening of new schools in consultation with VEC.
- (b) Identification of individual schools where additional room will be constructed.
- (c) Detailed survey of habitations in consultation with VEC and micro planning with disadvantaged groups where alternative schooling facility is to be provided.
- (d) Selection of instructors for Alternative Schooling in consultation with VEC and disadvantaged groups.
- (e) Constitution of District Resource Groups for Alternative Schooling and girls education

RETENTION

- (a) Identification of individual schools in consultation with VEC whose building is to be constructed/reconstructed.
- (b) Identification of schools where toilet facilities have to be provided
- (c) Preparation of school-wise estimates for repair and maintenance of primary schools.
- (d) Rationalisation of teacher units.

QUALITY IMPROVEMENT

- (a) Constitution of District Resource Group on teachers training
- (b) Procurement of training modules for teachers.
- (c) Organisation of pedagogy visioning workshop in collaboration with SPO
- (d) Grant of money for TLM for teachers and schools.
- (e) Developing criteria for giving award of VEC and Schools

- (f) Selection of habitations for opening ECCE Centres in consultation with VEC where Anganwadi Centre is not existing.
- (g) Training of MTs through TOT at DIET

SECOND PHASE

During the second phase, the activities for which advance planning has been done in the first phase will be taken up. The following are the main activities proposed to be taken up during this phase.

CAPACITY BUILDING

- (a) Purchase of equipment, furniture, fixture etc for DPO.
- (b) Further strengthening and empowerment of VEC, especially of women and members of disadvantaged sections.
- (c) Micro planning will be extended to all the blocks
- (d) Getting research and evaluation studies conducted which were planned in first phase
- (e) Training of VEC members
- (f) Training of PTA and MTA.
- (g) In-service training of teachers
- (h) Training of BRC/NPRC Coordinators
- (i) Training of ABSAs/SDIs and head teacher
- (j) Implementation of special education package for muslim girls.
- (k) Setting up of MIS Cell and training of MIS personnel.

DISTANCE EDUCATION

- (a) Preparatory work for launching the programme of distance education in print and in visual methods. Setting up of hardware in DIETS.
- (b) Identification of children with learning disabilities
- (c) Identification of resource support

INTEGRATED EDUCATION

- (a) Preparatory work for launching the programme of integrated education
- (b) Identification of children with learning disabilities

ENVIRONMENT BUILDING

- (a) The work of environment building will be further strengthened
- (b) Organisation of district media group in collaboration with SPO
- (c) Publicity campaign and celebration of Bal Melas

DIET, BRC, NPRC

- (a) Operationalising DIET
- (b) Starting construction work of BRC, NPRC building
- (c) Appointment of coordinators, assistant coordinator in BRC, NPRC

ACCESS, ENROLMENT AND RETENTION

- (a) Construction of buildings for new schools.
- (b) Initiation of process for selection of para teachers.
- (c) Purchase of furniture etc for schools
- (d) Construction of additional class rooms
- (e) Repair and maintenance of schools
- (f) Provision of drinking water and toilet facility in schools
- (g) Opening of Alternative schooling

QUALITY IMPROVEMENT

- (a) Preparing for induction training of ECCE workers
- (b) Preparation for training of Anganwadi workers in pre-schooling education

SUMMING UP

In the first year of the project, the basic structures and participatory mechanisms for project planning and implementation will be created. Also the requisite knowledge and skills and capability for project implementation would be imparted to key functionaries so that they are able to comprehend the basic philosophy and objectives of DPEP. All preparatory work would be done along with advance planning for construction of civil works. Above all, greatest emphasis will be given to environment building which is most critical for the success of the project.

A.W.P.B

DISTRICT : FAIZABAD

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		(Rs. in thousand)		Remarks
			Phy	Fin	Oct99-Sep2000(Cost of the 1st year)		
					Phy	Fin	
	(A) ACCESS						
A1.	Additional Classroom	28	556.00	15568.00	100	2800.00	
A2.	New Primary Schools						
1	Construction @ Rs. 191 per School	76.4	83.00	-6341.20	5	382.00	
2	Salary of Para Teachers in place of (1HT+ 1 Asstt. Tech)	1.4 I, II Yr. 1.8 III, IV Yr. 2.2 V Yr.	6111.00 0.00 0.00	9423.00 0.00 0.00			
3	Furniture/Fixture & Equipment	10	83.00	830.00	5	50.00	
	Total			32162.20		3232.00	
A3.	Shiksha Mitra						
1	Honorarium	1.4, 1.8, 2.2	0.00	0.00			
2	Training						
3	Induction Training	3.0	0.00	0.00			
4	Recurring Training	1.2	0	0			
	Total			0.00			
A4	Alternative Schools		0	0.00			
1	Honorarium						
a	Workers	0.6 p.m.	4200.00	2520.00			

A.W.P.B
DISTRICT : FAIZABAD

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		(Rs. in thousand) Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
b	Supervisors	1.0 p.m.	420.00	420.00			
2	Maintenance of Centres	2.0 p.m.	350.00	700.00			
3	TLM	1.65 p.a.	332.50	435.00			
		1.35 p.a.	67.50	67.50			
4	Training						
a	Inducive	2.1	100.00	222.60			
b	Recurring	0.84	275.00	231.00			
c	Training for Supervisors						
d	Equipment	2.5	100.00	250.00			
	Total			4846.10			
	Sub Total			37008.30			
	(R) RETENTION						
R1	Publicity & Extention Awareness Building/Mass Communication	1 PA P VEC	1196	1196.00		1196.00	
R2	Newsletter	5P Block					

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A.W.P.B

DISTRICT : FAIZABAD

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		(Rs. in thousand)		Remarks
			Phy	Fin	Oct99-Sep2000(Cost of the 1st year)		
					Phy	Fin	
R3	Cons./Recons. of old PS (Rs. 191000 : 40% i.e. 76.4 from Project, 60% from JRY/SRY	76.4	46	3514.40			
R4	Toilets	10	550	5500.00	200.00	2000.00	
R5	Drinking Water	22	83	1826.00			
R6	Repair & Maintenance (School Needing Repairs & General Maintenance) -	20	110	2200.00	50.00	1000.00	
R7	Upgraded Head Teachers (Addl. Salary)						
R8	Salary of Para Teachers	1.4 I, II Yr. 1.8 III, IV Yr. 2.2 V Yr.	10075	14825.00			
R9	Innovative Programmes through		0	200.00			
R10	Innov. Promoting Girl in 3 Block having low female listing Education	100 PB	15	1500.00		450.00	
R11	Training of Elected Women of G.P.	0.09	5920	532.80	1184.00	106.56	
R12	MTA/PTA Training	0.09	7960	716.40	1490.00	179.10	
R13	Bal Mela	0.5 P NPR	448	224.00		56.00	
R14	Salary of AE	10	36	360.00	12.00	120.00	
R15	Salary of JE	7	288	2016.00		336.00	
	Sub Total			34610.60		5443.66	

A.W.P.B

DISTRICT : FAIZABAD

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		(Rs. in thousand) Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
	(Q) QUALITY IMPROVEMENT						
Q1	Opening of ECCE Centres						
2	Civil Works (one additional room)						
3	TLM	5 p.a.	100	500.00			
4	Honorarium	0.6 p.a.	4080	2448.00			
5	Contingency	1.5	350	525.00			
6	Training of ECCE Workers						
7	Induction	1.47	100	147.00			
8	Recurring	0.56	250	140.00			
9	Anganwari Worker's training	0.49	1150	553.50			
	Total			4313.50			
Q2	Training Programmes						
1	Induction Training to Para Teachers	2.1	516	1083.60			
2	In Service Teachers Training	1.5	14575	21862.50	2915	4372.50	
3	VEC Members Training	0.09	16445	1480.05	3289	296.01	
4	Innov. Training	0.84	180	151.20	60	50.40	
5	BRC Coordinators/ Resource person training	0.6	135	81.00	27	16.20	
6	NPRC Coordinators training	0.8	560	448.00	112	89.60	
7	ABSA/HT Training	1.05	115	120.75	23	24.15	
8	Training to JE/AE	1.2	9	10.80	7	10.80	
9	Training to BRG/DRG	0.84	300	211.68	150	105.84	
10	Rec. Training for Para Teachers	1.4		1304.80			
	Total			26754.38		4965.50	

A.W.P.B
DISTRICT : FAIZABAD

S.No	Heads/Sub Heads/Activity	Unit Cost	Total		(Rs. in thousand) Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
Q3	Teaching Learning Material to:						
1	School Improvement Fund	2	4271	8542.00			
2	Teacher's grant	0.5	13358	6679.00			
3	Feee Text Book to SC/ST & Girls	0.03	553654	16609.62			
4	Teaching Aid Held at District & BRC		40	460.00			
	Total			32290.62			
Q4	Awards to VECs	25 per block	72	900.00			
Q5	School Awards	5 per block	36	360.00			
	Total			1260.00			
	Sub Total			64618.50			
	(C) CAPACITY BUILDING						
C1	School Mapping & Microplanning						
1	Printing/Survey	10	9	130.00	7	70.00	
2	Seminar & Workshop	3	18	54.00	9	27.00	
3	Village level Microplanning	15	27	270.00	18	180.00	
	Total			454.00		277.00	

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A.W.P.B
DISTRICT : FAIZABAD

S.No	Heads/Sub Heads/Activity	Unit Cost	Total		(Rs. in thousand) Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
C2	Operationalising DIETs						
1	Furniture/Fixture		0	0.00			
2	Equipment	50	0	50.00		50.00	
3	Books	25	0	25.00		10.00	
4	Staff Training	15					
5	Printing						
6	Travelling Allowances	10 p.a.	0	50.00		25.00	
7	Maintenance	5 p.a.	0	20.00			
8	Workshop/Seminar/Comp. Trg		0	90.00			
9	Purchase of vehicle	350	0	350.00		350.00	
10	POL	50 p.a.	0	225.00		50.00	
11	Action Research	15	0	45.00			
	Total			999.00		485.00	
C3	Block Resource Centre						
1	Civil Construction	800	8	6400.00			
2	Salary-6, Coordinator Asst. - 5.5		336	6720.00			
	Coordinator 5.5, Chowkidar-3		0	0.00			
3	Equipment / Furniture	120	8	960.00			
4	Travelling Allow.	3	45	135.00			
5	Maint. of Equipment	1	20				
6	Maint. of Building	5	8				
7	Books	10	9	90.00			
8	Consumables	5	45	225.00			
	Total			14590.00			

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A.W.P.B							
DISTRICT : FAIZABAD							
S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		(Rs. in thousand) Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
C4	District Project Office						
1	Equipment	205	0	205.00		205.00	
2	Furniture & Fixture	120	0	120.00		120.00	
3	Books	10	0	30.00		10.00	
4	Purchase of Vehicle	350	0	350.00		350.00	
5	Consultancy charges	50	0	200.00			
6	Salary staff	120	60	6600.00	12	1440.00	
7	Travelling Allowances	5	60	300.00		40.00	
8	Telephone/Fax	25	0	130.00		25.00	
9	Consumables		0	180.00		20.00	
10	Vehicle Maint. & POL		0	300.00		50.00	
11	Study Tours		0	120.00			
12	Seminar/Workshop	20	0	100.00		15.00	
13	AWPB Workers		0	75.00		15.00	
14	Hiring of Vehicles		0	15.00		5.00	
15	Maint. of Equipm.		0	15.00			
16	Contingency		0	55.00			
17	Research Evaluation	50	9	200.00			
18	Purchase of Two Wheelers	50	12	600.00		600.00	
19	Maintenance / POL	2	0	576.00		175.00	
	Total			10171.00		3070.00	

A.W.P.B
DISTRICT : FAIZABAD

S.No	Heads/Sub Heads/Activity	Unit Cost	Total		(Rs. In thousand) Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
			C7	Distance Education			
1	Equipment & others	75	0.00	75.00		75.00	
2	Telephone & Fax Bills	5	0.00	20.00		5.00	
3	Maintenance	2	0.00	6.00			
4	Printing materials	20	0.00	80.00			
5	Video Recording & Packaging	150	0	450		150.00	
	Total			631			
C8	Integrated Education						
1	Distt. level workshop		0.00	80.00		40.00	
2	Block level resource support	27	54.00	1458.00		729.00	
3	Survey through VECs	0.25	592.00	148.00			
4	Orientation of Teachers	0.09	4500.00	405.00			
			0.00	0.00			
	Total			2091.00			
	Sub Total			61984.80			
	Grand Total			198222.2		15	

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APPENDIX

IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000

S. No.	Heads / Sub Heads	Oct. 1999	Nov. 1999	Dec. 1999	Jan. 2000	Feb. 2000	Mar. 2000	Apr. 2000	May 2000	June 2000	July 2000	Aug. 2000	Sept. 20
A.	ACCESS												
A1	Additional Classroom												
	• Selection of School on the basis of Micro-planning and School Mapping		****	**	**								
	• Transfer of Money				**	**							
	• Distribution of Manual / Training						****						
	• Construction Work							****	****	****			
A2	New Primary Schools Civil Work												
	• Selection of unserved areas / Meeting of Zila Basic Shiksha Samiti			**	**								
	• Site Selection					****							
	• Opening of Joint Account					**							
	• Transfer of Funds					***							
	• Identification of Agency for Technical Supervision					****							
	• Distribution of Manual / Training					****	****						
	• Construction Work							****	****	****			
	• Posting Head Teacher							***	****	****			
A3	Para teachers												
	• Appointment of para teacher									***	****	****	
	• Training for para teacher												****

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IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000

S. No.	Heads / Sub Heads	Oct. 1999	Nov. 1999	Dec. 1999	Jan. 2000	Feb. 2000	Mar. 2000	Apr. 2000	May 2000	June 2000	July 2000	Aug. 2000	Sept. 20
R.	RETENTION												
R1	Awareness Building												
	• Procession / Rallies, Audio Visual, Publicity, Posters / Banners, Hoardings, Festival/ Sports etc		****	****	****	****	****	****	****	****	****	****	****
R2	Exchange Visits					****			****				
R3	Toilets												
	• Selection of Schools				****								
	• Distribution of Manual / Training					**							
	• Transfer of Money						**						
	• Construction							****					
R4	Drinking Water												
	• Selection of Schools					****							
	• Selection of Agency						**						
	• Transfer of Funds						**						
	• Installation							****	****				
	• Verification												****
R5	Upgrade H.T.												
	• Post Creation							****	****	****			
	• Placement						****	****	****	****			
R6	Reconstruction of Old P.S. Buildings												
	• Finalisation of the List				****								
	• Opening of Joint Account					****							
	• Transfer of Funds					**	**						
	• Distribution of Manual / Training					****	**	**					
	• Construction Work							****	****	****			
R7	Innovative Programmes												
R9	Salary of Addl. Teachers												
R10	Promoting Girls Education							****	****	****	****	****	****
R11	Training of Elected Women of GP							****	****	****	****	****	****
R12	MTA / PTA Training							****	****	****	****	****	****
R13	Bal Mela							**	****	****	****	****	****

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IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000

S. No.	Heads / Sub Heads	Oct. 1999	Nov. 1999	Dec. 1999	Jan. 2000	Feb. 2000	Mar. 2000	Apr. 2000	May 2000	June 2000	July 2000	Aug. 2000	Sept. 20
Q.	QUALITY												
Q1	Opening of ECCE Centres												
	• Identification of Location								****	****			
Q2	Training Programmes												
1.	Industion Level Training												
	• Procurement of Training / Manual								****		***	***	
	• Training of RPs												
	• Training of Teachers										****	****	****
2.	In Service Training												
	• Training of MTs												
	• Procurement of Training / Manual								****		.		
	• Training of RPs/MRCs, Assit Co-ordinators									****			
	• Training of Teachers												
	• Training for Project Functionaries				****			****			.		
	• VEC Member Training						****	****	****	****			
	• Training of NPRC Co-ordinators									**	**		
Q3	TLM												
1.	TLM to Schools												
	• Procurement				****	****					**	**	**
2.	TLM to Teachers												
	• Procurement										****	****	
3.	Free Text Books to SC / ST Girls												
	• Procurement								****	****			
	• Distribution										****	**	

IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000

S. No.	Heads / Sub Heads	Oct. 1999	Nov. 1999	Dec. 1999	Jan. 2000	Feb. 2000	Mar. 2000	Apr. 2000	May 2000	June 2000	July 2000	Aug. 2000	Sept. 20
C.	CAPACITY BUILDING												
C1	School Mapping and Microplanning												
	• Printing of Formats			****									
	• Distribution				**								
	• Training				**	**				**			
	• Collection of Data					****				**			
	• Village Level Microplanning						****						
	• Seminars / Workshops							****					
	• Formation of Village Plan							****	****	****			
C2	DIETs												
	• Procurement of Goods / Furniture / Equipments					**	****	****					
	• Action Research					**							
	• Printing												
	• Seminar / Workshops				**	**	**	**	**	**			
	• Training												
C3	BRC												
1.	Building Construction												
	• Site Collection			****									
	• Selection of Construction Agency				****	****							
	• Transfer of Funds						****						
	• Construction Work							****	****	****			
2.	BRC Co-ordinators, Asstt. Coordinator												
	• Post Creation				****								
	• Selection					****							
	• Placement						****	****	****	****			
	• Training Programme							****	****	****			

IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000

S. No.	Heads / Sub Heads	Oct. 1999	Nov. 1999	Dec. 1999	Jan. 2000	Feb. 2000	Mar. 2000	Apr. 2000	May 2000	June 2000	July 2000	Aug. 2000	Sept. 20
C4	District Project Office												
	• Post Creation	****											
	• Construction of MIS Cell												
	• Staff Placement			****	****	****	****	****	****	****			
	• Procurement of Goods / Furniture / Equipments			****	****	****							
	• Printing of Survey Forms					****							
	• Exposure Visits												
• Training													
C5	NPRC												
	1. Civil Work												
	• Selection of Site							****					
	• Opening of Account								****				
	• Transfer of Funds								**	**			
	• Distribution of Manual / Training									**	**		
	• Construction Work												**
	2. Staffing												
	• Post Creation								****				
	• Placement				****				****	****	****		
3. Procurement of Goods / Furniture / Equipments								****					

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Ministry of Educational
 Science and Administration,
 Aurobindo Marg,
 New Delhi-110016 D-10379
 Date: 11-11-99

DISTRICT: FAIZABAD

PROCUREMENT PLAN

Rs in thousand

S. NO.	TYPE OF PROCUREMENT	TOTAL COST AMOUNT	UNIT	UNIT COST	PROCUREMENT PROCEDURE	PROCUREMENT AGENCY	TIME SCHEDULE
A-1	Additional Classroom	15568.00	556	28.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2003
A-2	Construction of New Primary School Buiding	6341.20	83	76.40	Commu. Participation	VEC	APRIL 2000 TO MARCH 2003
A-3	Furniture/Fixture & Equipment	830.00	83	15.00	National Shopping	VEC	APRIL 2000 TO MARCH 2003
A-4	<u>Altrenative School</u>						
1	TLM	435.00	333	1.65	National Shopping	DPO	APRIL 2000 TO MARCH 2004
2	Equipment	250.00	100	2.50	National Shopping	DPO	APRIL 2000 TO MARCH 2004
R-3	Reconstruction of old PS	3514.00	46	76.40	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002
R-4	Toilets	5500.00	550	10.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002
R-5	Drinking Water	1826.00	83	22.00	Jal Nigam (Single Source Contract)	DPO	APRIL 2000 TO MARCH 2002
R-6	Repair & Maintenance of School Building	2200.00	110	20.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002

Q-1	<u>Opening of ECCE Centes</u>						
	TLM	500.00	100	5.00	National Shopping	DPO	APRIL 2000 TO MARCH 2002
Q-3	<u>Teaching Learning Material to</u>						
	1 School Improvement Fund	8542.00	4271	2.00	National Shopping	VEC	APRIL 2000 TO MARCH 2004
	2 Teahers Grant	6679.00	13358	0.50	National Shopping	SCHOOL TEACHER	APRIL 2000 TO MARCH 2004
	3 Free Text Book to SC/ST & girls	16609.62	553654	0.03	Proprietary Item	VEC	APRIL 2000 TO MARCH 2004
C-2	<u>Operationalising DIETs</u>						
	1 Furniture/Fixture		DIET		National Shopping	DIETs	OCT. TO DEC. 99
	2 Equipment	50.00	DIET		National Shopping	DIETs	OCT. TO DEC. 99
	Vehicle	350.00	1	350.00	National Shopping	SPO	OCT. TO DEC. 99
	Books	25.00	DIET		Proprietary Item	DIETs/SPO	APRIL 2000 TO MARCH 2001
C-3	<u>Block Resource Centre</u>						
	1 Civil Construction	6400.00	8	800.00	NCB	DPO/SPO	APRIL 2000 TO MARCH 2002
	2 Equipment/Furniture	960.00	8	150.00	National Shopping	LOCK COORDINATO	APRIL 2000 TO MARCH 2002
	3 Books	90.00	9	10.00	Proprietary Item	SPO	APRIL 2000 TO MARCH 2004

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C-4	<u>District Project Office</u>						
1	Equipment	205.00	DPO		National Shopping	DPO	OCT 99 TO MARCH 2000
2	Furniture/Fixture	120.00	DPO		National Shopping	DPO	OCT 99 TO MARCH 2000
3	Books	30.00	DPO				OCT 99 TO MARCH 2000
4	Purchase of Vehicle (4 Wheeler)	350.00	60	350.00	National Shopping	SPO	OCT 99 TO DEC 99
	(2 Wheeler)	50.00	12	50.00	National Shopping	SPO	
C-4.1	<u>MIS Research & Evaluation</u>						
1	MIS Cell furnishing	180.00	DPO	180.00	National Shopping	DPO	APRIL 2000 TO MARCH 2001
2	EMIS/PMIS (Printing/Survey etc.)	120.00	DPO		National Shopping	DPO	APRIL 2000 TO MARCH 2001
3	MIS Equipment	250.00	DPO		National Shopping	SPO	OCT 1999 TO MARCH 2000
C-5	<u>School Complex</u>						
1	Construction	3136.00	112	28.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002
2	Equipment	1680.00	112	15.00	National Shopping	DPO	APRIL 2000 TO MARCH 2002
3	Books for Library/Book Bank	1120.00	224	5 PA	Proprietary Item	SPO	APRIL 2000 TO MARCH 2004

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