

11/11/06/99

District Primary Education Programme

(DPEP-III)



STATE PLAN

UTTAR PRADESH



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NOTIFICATION FOR ALL PROJECT BOARD

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CHAPTER 1

INTRODUCTION

Uttar Pradesh bears an unenviable burden of educational backwardness. Almost 3 out of every 5 persons, and 3 out of every 4 females, in the State are illiterate. About 10 million children in the 6-14 age group do not attend elementary school. Of those who do attend, a large number - assessed at about 50% - drop out before completing class 8. And the learning achievement of children who complete the basic education cycle leaves much to be desired. In such a scenario, immediate and comprehensive steps are required to attain the goal of Universal Elementary Education.

It should, however, be mentioned that the State has recorded significant gains in the field of elementary education in the last 48 years. The number of primary schools has increased from 32,000 in 1950-51, enrolling 27.3 lakh children to 1.17 lakh schools in 1998-99 enrolling 180 lakh students. The number of teachers working in primary schools has increased from 70,000 in 1950-51 to 3,67,000 in 1998-99. At the upper primary level, enrolment has increased from 3.5 lakh in 1950-51 to 74 lakh in 1998-99. Similarly, the number of upper primary schools has increased from 2,854 in 1950-51 to 37,000 in 1998-99. In the same manner, the total number of upper primary school teachers has increased from 14,505 in 1950-51 to 1.48 lakh (parisadiya teachers) in 1998-99. During this period, the total expenditure on education has grown from Rs. 7.5 crore to Rs. 4434.6 crore in 1997-98. It is, however, evident that major hurdles stand in the way of universalization of Elementary Education. The main problems relate to access and equity, quality and completion, efficiency and effectiveness of education system.

In order to provide greater impetus to the drive towards attaining universal elementary education, the U.P. Basic Education Project, funded from IDA credit, was launched in 1993 for a period of seven years in ten districts of the State. The Agreements between IDA, the Government of India, the State of Uttar Pradesh and the U.P. Education All Project Board (the implementing agency) were signed on 7.7.93. The Project aims universal enrolment in, and completion of, basic education and improvement of its

quality. Subsequently, another 5 districts were included within project coverage on account of re-constitution of the earlier selected districts. The U.P. Basic Education Project has been in operation for over 5 years and has already recorded significant achievements against its stipulated objectives. Success of UPBEP-I encouraged the State Govt. to initiate UPBEP phase - II in Sept, 1997 in same 17 districts for a period of three years to meet the additional demands for infrastructure and qualitative improvement which were generated due to unanticipated surge registered in enrollment in the first three years of implementation of UPBEP-I.

In 1997, the second phase of District Primary Education Programme - a centrally sponsored scheme - came up in 15 new districts of the State out of which fourteen had female literacy rate lower than the national average of 39.2% and one district namely Jhansi was selected to address the peculiar problem of working children. With the subsequent bifurcation of districts, the number of districts where DPEP-II is operational is gone upto 18 in 1998-99.

Four districts viz. Barabanki, Rampur, Bahraich and Sravasti (the last one has been carved out of Bahraich) having equally disturbing female literacy rates were proposed for inclusion in the Basic Education Project, but due to insufficiency of funds under that project, these districts have been taken under DPEP-II. The project interventions in these districts are scheduled to begin from April 1, 1999. The total expenditure earmarked for these four districts for the entire project period is Rs.103.32 crores. The addition of 4 new districts has taken up the tally of DPEP-II districts to 22. Collectively these projects cover 39 districts in Uttar Pradesh.

Educational statistics have shown a dramatic spurt in enrollment during the past 5 years in the project districts. Enrollment amongst boys has gone up by 48.62% and amongst girls it has shot up by 74.54%.

But in the context of a large state like Uttar Pradesh, with an estimated population of 13.91 crore as per 1991 census (projected to be 16 crore in 1998), the project interventions are needed on a much wider scale to realize the dream of Universal Primary Education.

With the rationale, the State Govt. proposed to replicate these interventions in remaining districts of U.P. under DPEP-III. The criteria for selection of districts under DPEP-III remained the same as applied to DPEP-II districts. The Identification Mission of the World Bank came on the visit of the State between 8-13 Nov. '98. The Mission

visited the districts and assessed their educational scene, academic institutions and infrastructural facilities. Out of 44 districts left uncovered from project spread, 38 qualified for immediate project interventions under DPEP-III.

The Mission as well as the State Govt. agreed to extend the programme to eligible districts and it has been decided that most likely the programme would be launched from Oct-Nov.'99. With this step, the distant dream of UEE in U.P. will become a reality and the Govt. of U.P. will accelerate the process towards the achievement of the goal in a time-bound manner and in a mission mode.

The preparation of the perspective plans of the district started in the month of Nov.'98. The district educational officers underwent training in preparation of district education plan and budget at NSDART, Massourie and SIEMAT, Allahabd. The specific educational needs of each village, cluster, block and district were assessed through focussed Group Discussions. Such assessment of specific educational needs of each district led to emergence of district perspective plan for primary education. The district perspective plans were scrutinized at the state level and given a final shape. The pre-appraisal of the perspective plans by the Govt. of India followed by the World Bank is scheduled for March, 1999 and April, 1999 respectively. On the basis of the discussion and the recommendations of the GOI and the Mission, the State and District perspective plans would be revised.

DISTRICTS SELECTED FOR COVERAGE UNDER DPEP - III

S. No.	Districts	Total Population (lacs)	Female Literacy (%)	Male Literacy (%)	Total
1	Padrauna	20.00 (approx.)	18.75	55.34	37.30
2	Pratapgarh	22.11	20.48	60.29	40.40
3	Sultanpur	25.59	20.84	55.36	38.69
4	Hamirpur	14.66	20.88	55.13	39.64
5	Mahoba				
6	Rae-Bareli	23.22	21.01	53.30	37.78
7	Mirzapur	16.57	22.32	54.75	39.68
8	Jaunpur	32.15	22.39	62.34	42.22
9	Azamgarh	31.54	22.67	56.13	39.22

10	Etah	22.45	22.91	54.09	40.15
11	Faizabad	29.78	22.97	55.49	39.90
12.	Ambedkar Nagar				
13.	Mathura	19.31	23.04	62.55	45.03
S. No.	Districts	Total Population (lacs)	Female Literacy (%)	Male Literacy (%)	Total
14.	Uttar Kashi	2.40	23.57	69.74	47.23
15.	Unnao	22.00	23.62	51.63	38.70
16.	Bulandshahar	28.50	24.30	61.96	44.71
17.	Ghazipur	24.17	24.38	61.48	43.27
18.	Ballia	22.62	26.13	60.76	43.89
19.	Tehri Garhwal	5.80	26.41	72.10	48.38
20.	Bijnaur	24.55	26.47	52.56	40.53
21.	Fatehpur	18.99	27.25	59.88	44.69
22.	Mau	14.46	27.86	59.44	43.80
23.	Muzaffarnagar	28.43	29.12	56.63	44.00
24.	Agra	27.51	30.83	63.09	48.58
25.	Jalaun	12.19	31.60	66.21	50.72
26.	Farrukhabad	24.40	31.97	59.48	47.13
27.	Kannauj				
28.	Mainpuri	13.17	33.05	64.26	50.21
29.	Jhansi	14.30	33.76	66.76	51.60
30.	Haridwar	11.24	34.93	59.41	48.35
31.	Meerut	34.48	35.62	64.47	51.30
32.	Baghpat				
33.	Kanpur Dehat	21.38	35.92	62.88	50.71
34.	Pithoragarh	5.66	38.37	79.44	59.01
35.	Champawat				
36.	Ghaziabad	27.04	38.81	68.96	55.22
37.	Gautam Budh Nagar				
38.	Bageshwar	2.22	32.79	67.20	44.70

CHAPTER-2

UTTAR PRADESH: THE DEVELOPMENT CONTEXT

Uttar Pradesh is the most populous State of India and also one of the least developed. With over 80% of its population living in rural areas, Uttar Pradesh is primarily an agricultural State. An assessment of human development levels, using the same indicators as in the Human Development Index developed by the UNDP (viz. life expectancy at birth, literacy levels and per capita income), places Uttar Pradesh at the bottom among the large States of the country. The comparative figures given below *relating to selected indicators of development, illustrate the huge burden of under development in the State:

TABLE-1

COMPARATIVE INDICATORS OF HUMAN DEVELOPMENT

	Population (million)	Literacy Rate %		Life Expectancy (Years)		Crude Death Rate (Per 1000)	Infant Mortality Rate (Per 1000 live births)	Total Fertility Rate	Male Female Ratio
		Male	Female	Male	Female				
Bangladesh	114	49	23	55	56	11	91	4.0	94
Sri Lanka	17	94	85	70	74	6	18	2.5	99
China	1162	87	68	68	71	8	31	2.0	94
South Korea	44	99	95	67	75	6	13	1.8	100
Thailand	58	96	92	67	72	6	26	2.2	99
INDIA	884	64	39	59	59	10	79	3.7	93
Uttar Pradesh	139	56	25	57	55	12	98	5.1	88

(all figures for 1991-92)

During the decade 1981-91, the population of Uttar Pradesh increased at an annual rate of 2.3% against the national average of 2.1%. Taking into account the huge existing population of the State, the above-average rate growth rate imposes a severe burden on the economy.

* Sen A, and Dreze J, India Economic Development and Social Opporunt 1995

Moreover, the width of the population pyramid at its base, necessitates special efforts to cater to the health and education needs of the disproportionate number of young persons. The per capita income in 1995-96 was Rs. 5983/- (at current prices) against the national average of Rs. 9321/-. During the period of 1992-97, the gap between per capita income of the State and the Country increased by Rs. 646/-(at current prices). Annual growth rate too has been lower than the national average, and below expectations. During the 8th Plan period (1992-97), industrial growth is expected to be in the range of 4% against the targeted 10%, agricultural growth 2.5% against 4.3% and the overall growth is expected to be around 3.3% against the targeted 6.0%. Weak industrial infrastructure, slow growth of agriculture, serious under-employment amongst agricultural workers and consequent high levels of poverty in rural areas, low investment in both public and private sectors and suppressed growth of the economy as a whole, impose severe challenges on the development of the State.

Jean Dreze and Haris Gazdar, in their Monograph 'Uttar Pradesh: The Burden of Inertia', describe life in Uttar Pradesh as 'short and precarious'. Female life expectancy, for instance, is still below 55 years, and the under-five mortality rate is as high as 141 per thousand. To put things in perspective, these figures are not very different from say the corresponding estimates for Sub-Saharan Africa (53 Years and 160 per thousand respectively). Among all major Indian states, Uttar Pradesh has the highest under-five mortality rate, the second-highest crude death rate, and third-lowest life expectancy figure. The number of maternal deaths per 100,000 live births in Uttar Pradesh was estimated to be as high as 931 in the mid-1980s. Only five countries in the world, among those for which official figures are available, had higher estimated maternal mortality rates at that time: Sumalia, Bhutan, Ghana, Gambia and Congo. **

Even in relation with other Indian States, the backwardness of Uttar Pradesh in terms of key demographic indicators is striking (See Table -2 for comparative figures). A new born girl, for instance has six times as high a chance of dieing before the age of one in Uttar Pradesh than in Kerala. An area in which Uttar Pradesh fares particularly badly in comparison with other States is that of gender equality. The abnormally low female-male ratio in the population is a clear indictor of the disadvantaged position of women in the Sate. The discrimination against females is also evident in the high death rate of female babies and young girls. The low status of females is reflected in their poor levels of participation in economic activity in general, and their consequent denial of betterment opportunities.

* Dreze J. and Gazdar H. Uttar Pradesh : The Burden of Inertia 1997

TABLE-2**KEY DEMOGRAPHIC INDICATORS FOR MAJOR INDIAN STATES**

States	Literacy Rates		Average Children Per Woman	Births per 1000 population	Infant deaths per 1000 births	Sex ratio females per 100 males
	Female	Males				
Andhra Pradesh	33.7	56.2	4.0	26	81	97
Assam	43.7	62.3	4.0	29	91	NA
Bihar	23.1	52.6	5.3	34	91	91
Gujrat	48.5	72.5	3.6	29	86	94
Haryana	40.9	67.8	4.3	35	82	87
Himachal Pradesh	52.5	74.6	3.6	28	74	100
Karnataka	44.3	67.3	3.4	28	80	96
Kerala	86.9	94.5	2.2	20	22	104
Madhya Pradesh	28.4	57.4	4.7	35	117	93
Maharashtra	50.5	74.8	3.5	28	59	94
Orissa	34.4	62.4	3.7	30	122	97
Punjab	49.7	63.7	3.4	28	67	89
Rajasthan	20.8	55.1	4.8	34	96	91
Tamil Nadu	52.3	74.8	2.6	23	68	97
Uttar Pradesh	26.0	55.3	5.5	37	118	88
West Bengal	47.1	67.2	3.8	27	77	91
INDIA	39.4	63.9	4.0	30	91	93

Apart from the issue of gender equity, there is the acute problem of poor levels of participation of Scheduled Castes and Minorities. The position of females among these groups is particularly disturbing. Combined with low per capita income, a sluggish predominantly agrarian economy and the denial of economic opportunity to a large section of the population, Uttar Pradesh stands at a critical juncture of its developmental path.

The challenge faced by the State becomes all the more significant in the context of the huge population of Uttar Pradesh. Considering the fact that every sixth Indian is from the State, the development of Uttar Pradesh is crucial for the progress of the country as a whole. The problem of UP's backwardness, is therefore, much more than a regional issue.

DEVELOPMENT INDICATORS

Area		: 294.411 Sq. Km.
Population (1991) :		: 139,112,000
Population density (per sq. km.)		: 473
Decennial population growth (1981 - 91)		: 25.5%
Per Capita Income (1995 - 96)		: Rs. 5983
		(at current prices)
Annual Growth Rate (1992 - 95)		:
Agriculture		: 1.4%
Industry		: 3.0%
Overall		: 2.5%
Literacy Rate (1991)		:
Male		: 55.7%
Female		: 25.3%
Total		: 41.5%
Growth Rate of Population	1981 - 91	2.3
Sex Ratio (Females / Thousand Males)	1991	879
Percentage of SC and ST to total population	1991	
(a) SC	1991	21.0
(b) ST	1991	0.2
Percentage of Urban Population	1991	19.8
Percentage of Workers of Total Population	1991	32.2

Percentage of workers engaged in	1991	
(a) Agriculture	1991	72.7
(b) Industry	1991	7.7
Credit deposit ratio	1992	14.6
Per capita own tax revenue (Rs.)	1993-94	321
Per capita own non-tax revenue (Rs.)	1993-94	95
Per capita development expenditure (Rs.)	1993-94	693
Per capita state plan outlay (Rs.)	i) Ist plan	25
	ii) IV plan	132
	iii) V plan	329
	iv) VI plan	588
	v) VII plan	1077
	vi) VIII plan	1582
AGRICULTURE		
Percentage of operational holdings below 2 hectares	1990-91	89.3
Average size of holdings (hect.)	1990-91	0.9
Consumption of fertilizer (Kg/ha.)	1992-93	84.9
Percentage of gross irrigated area of gross cropped area	1996-97	68.7
Average yield of food crops (qtls/ha.)	1990-93	17.8
POWER		
Percentage of electrified villages	1997--98	78.0
Per capita electric consumption (kwh)	1995--96	209
INDUSTRY		
Average daily number of workers in registered factories (per lakh of population)	1988-89	441
Per capita value added in registered factories (Rs.)	1988-89	310
ROADS		
Length of PWD roads		
(a) Per lakh of population (km)	1994-95	80
(b) Per 100 sq. km. (area)	1994-95	40.1
SOCIAL SERVICES		
Number of primary schools(per lakh of population)	1995-96	57
Number of hospitals and dispensaries (per lakh of population)	1993	4
Number of hospital beds (per lakh of population)	1993	4.3
Birth rate (per thousand)	1995	34.7
Death rate(per thousand)	1995	10.4
Infant mortality rate (per thousand)	1995	88

CHAPTER -3

THE BURDEN OF EDUCATIONAL BACKWARDNESS

Although significant progress has been recorded in the field of education in Uttar Pradesh in the past 5 years, the State still remains as one of the most educationally backward in the country. The literacy rate in Uttar Pradesh stands at 41.6% against the national rate of 52.1%. Male and female literacy rates are 55.4% and 26%, compared to All-India rates of 63.8% and 39.4% respectively. Enrolment figures display substantial urban-rural disparity, gender differences and disadvantage to Scheduled Caste and Scheduled Tribe children. It is estimated that around a third of the children enrolling in primary school drop-out before completing the primary cycle, with the proportion of girls and Scheduled Caste children being higher still. About 2.58 lakh children of the age-group 6-10 were not enrolled in primary school in 1998-99 for a variety of reasons. A large majority of these out-of-school children comprise of girls, and children belonging to the Scheduled Castes.

The quality of education imparted in publicly funded school in U.P. which account for about 84% of primary level enrolment in 1998-99, leaves much to be desired. Levels of learning achievement are below expectations and children acquire inadequate competence in literacy and numeracy. Unimaginative teaching-learning materials and techniques, poorly trained and motivated teachers, inadequate educational facilities and weak school management, seriously affect the quality and efficiency of the basic education system and diminish the attractiveness of schooling. The main problems in the field of education relate to access and equity, quality and completion, efficiency and effectiveness of educational management and planning.

The basic education system, as it exists in UP today is characterized by the following important features:

Inequalities : Average literacy rates in U.P. are low. This is compounded by enormous inequalities in educational achievements of males and females, urban and rural population, different social groups such as Scheduled Castes, Scheduled Tribes and minorities.

TABLE-3**LITERACY RATES**

(% of literate aged 7 years and above)

	OVERALL			RURAL		SC	
	TOTAL	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Andhra Pradesh	89.8	93.6	86.1	92.9	85.2	85.2	75.3
Madhya Pradesh	64.8	76.5	52.3	69.7	40.9	70.4	41.5
Karnataka	56.0	67.2	49.3	60.3	34.7	49.6	25.9
Uttar Pradesh	44.2	58.4	28.8	51.0	19.7	50.5	18.6
Bihar	41.6	55.7	25.3	52.0	9.0	40.8	10.6
West Bengal	38.4	52.4	22.8	48.3	17.9	30.6	7.0
INDIA	52.2	64.1	39.2	57.8	30.6	49.9	23.7

2) **Variations between Regions :** Although UP is, by and large, a homogeneous state, significant differences exist in social indicators from region to region. The variations are particularly significant with regard to gender ratio and incidence of poverty. The table given below illustrates literacy rates and other important indicators in the 5 regions of UP:

TABLE-4**UTTAR PRADESH : REGIONAL CONTRASTS**

	Share of total UP population, 1991 (%)	Child mortality rate, 1981		Female-Male ratio, 1991	Estimated rural birth rate, 1988-90 (per 1000)	Literacy rate age 7+, 1991 %		Incidence of rural poverty 1987-88
		Female	Male			Female	Male	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Western	4.3	106	110	955	32.4	43	76	8
Eastern	35.6	170	145	841	39.7	27	55	26
Central	17.4	164	158	855	37.8	28	55	36
Southern	37.9	154	144	923	37.4	21	55	43
Northern	4.8	166	147	846	37.1	24	58	50
All regions	100.0	160	146	879	38.0	25	56	35

Limited participation in the Schooling System: Illiteracy in U.P. is widespread not only among the older age groups, but it is also prevalent among the young population. A large number of children either do not enter primary school or drop-out before completing the 5 year schooling cycle. This is particularly significant among girls and children belonging to the weaker sections. It is estimated that only about 20% of girls enter upper primary school. The incomplete participation in primary schooling could therefore, result in a growing number of adult illiterates.

TABLE-5

PARTICIPATION IN BASIC EDUCATION IN UTTAR PRADESH *

	Male	Female
<u>Literacy Rate</u>		
<u>Age 10-14 (1987-88)</u>		
Rural	68%	39%
Urban	76%	69%
<u>Proportion of Children aged 12-14 who have never been enrolled in a school (1986-87)</u>		
Rural	27%	68%
Urban	19%	39%
<u>Proportion of rural children school (1987-88)</u>		
age 5-9	45%	28%
age 10-14	64%	31%

4) Incomplete Enrolment : The number of children enrolled in primary schools has increased by 23% during the past 8 years. The gross enrolment ratio has correspondingly increased from 81 to 99. Despite the substantial growth in enrolment, a large number of children belonging to disadvantaged groups are still not enrolled in primary schools. Here again, girls constitute the bulk of the disadvantaged group, as demonstrated in the table - 6.

Dreze and Gazdar, 1997

TABLE-6

PRIMARY LEVEL ENROLMENT IN UTTAR PRADESH

(nos. in thousands)

	1991 - 92			1998 - 99		
	Population* (6-10 years)	Enrolment **	GER	Population* (6-10 years)	Enrolment **	GER
Boys	9744	9274	95	11080	11368	103
Girls	8572	5546	65	9810	9264	94
Total	18316	14820	81	20890	20632	99

TABLE-7

DROP-OUT RATES (CLASS I TO V)

1988-89

	BOYS	GIRLS	TOTAL
Kerala	-3	-1	-2
Maharashtra	34	44	39
Madhya Pradesh	39	43	41
Uttar Pradesh	40	49	41
Karnataka	44	56	50
Bihar	64	70	66
INDIA	46	50	48

5) **Low Rate of Completion** : Combined with the incomplete enrolment of children in the cohort group is the low duration of schooling for children who are enrolled at some stage. It has been assessed that approximately 30% of children enrolling in class I do not complete class 5. An exercise was undertaken with projected drop-out rates of 25% which demonstrated that 6.33 years were required on an average to complete the 5 year

* Directorate of Basic Education & Unicef, "District-wise distribution of Estimated Population by age group and Gender in U.P. : 1951-1991 Censuses".

** Directorate of Basic Education, U.P.

primary school cycle. There is substantial scope for reducing the resultant input-output ratio of 1.26, through quality interventions aimed at improving retention in primary school. (A World Bank assessment showed that 8.7 years of schooling were required in 1991 to produce a Class 5 'graduate'.)

6) **Poor Achievement Levels** : Base line studies of learners achievement have indicated that the majority of class 2 and class 5 students fall far short of attaining mastery of expected Minimum Levels of Learning. (This is discussed in a subsequent chapter.) Seen in the light of low completion rates, the poor achievement levels of students highlight the need for improving the quality of classroom transactions.

7) **Low Efficiency of the System** : Dropping-out of school and lower than desired achievement levels of children, results in substantial wastage of scarce resources. As only about two thirds of the enrolled children complete primary schooling and only about half of those who finish are able to master the curriculum, a substantial portion of annual expenditures is being lost to inefficiency.

8) **Unattractive public schooling** : Inadequate schools infra-structure poor quality of educational materials, absenteeism and lack of motivation among teachers have resulted in uniformly poor quality of education in publicly - funded schools which has considerably diminished their attractiveness. Most parents seem to prefer private schools for their wards. The poorest children and those not having other options are forced to enter Parishad schools. A majority of these children are first generation learners, who might not be convinced about the rewards of education. Given the unappealing school environment, a large number of these children are, understandably, potential drop-outs.

CHAPTER -4

UNIVERSALISATION OF ELEMENTARY EDUCATION

Provision of free and compulsory education to all children until they complete the age of 14 years, is a Directive Principle of State Policy. Recognition of the need for a literate population and the crucial importance of elementary education, was expressed unequivocally in the resolve spelt out in the National Policy on Education, 1986, and the Programme of Action, 1992.

The POA emphasizes the following aspects in the context of Universalisation of Elementary Education :

Universal access and enrolment.

Universal retention of children upto 14 years of age.

A substantial improvement in the quality of education to enable all children to achieve minimum levels of learning.

The efforts made by UP in each of these areas and the present status is briefly outlined below :

UNIVERSAL ACCESS AND ENROLMENT :

In order to provide universal access to schooling the Govt. of UP has adopted the norm of providing a primary school within a radius of 1.5 Km. (1Km. in the hills) for a population of 300 peoples; and an upper primary school within 3 Km. for a population of 1000. Thus, a slightly different norm in respect of primary schools is being followed in the state as compared to the Govt. of India norm of providing a primary school within 1 Km. for a population of 300 in all topographical areas.

Almost 12043 new primary schools and 2325 upper primary schools have been opened during the period of 94-95 to 97-98 , apart from a large number of private schools. Nevertheless, recent surveys indicate that a fairly large number of habitations still remain unserved as per the norm of the GOUP. With financial inputs from the Jawahar Rozgar Yojna / Employment Assurance Scheme, as well as external credit under the UP Basic Education Project, the Government is committed to saturate all unserved habitations within the next five years.

The table below illustrates the growth in school infrastructure over the years :

TABLE-8

PRIMARY SCHOOLS AND TEACHERS ('000s)

	1950-51	1960-61	1970-71	1980-81	1990-91	1998-99
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Schools	31.98	40.08	62.13	70.61	78.08	117
Teachers	70.30	99.05	203.36	247.75	264.71	367

In terms of enrolment, there has been an almost seven-fold increase at the primary level, twenty-fold at the upper primary stage.

TABLE-9

PRIMARY SCHOOLS ENROLMENT							('000s)
	1950-51	1960-61	1970-71	1980-81	1990-91	1996-97	1997-98
Girls	334	787	3867	2774	4068	7708	8414
Boys	2392	3171	6748	6593	7893	10606	10991
Total	2727	3958	10615	9368	11961	18314	19405
UPPER PRIMARY SCHOOLS ENROLMENT							('000s)
	1950-51	1960-61	1970-71	1980-81	1990-91	1996-97	1997-98
Girls	69	103	285	391	721	2261	2341
Boys	278	446	1095	1413	2026	4627	4639
Total	348	549	1380	1804	2747	6888	6980

In 1998-99, out of 6-10 years age group population of 2.09 crore, 2.06 crore have been enrolled in primary school, resulting in a gross enrolment ratio of 99.8 %. At the upper primary level the GER in 1998-99 is 59.7%. Admittedly, a large gap remains to be filled before the goal of universalisation, particularly at the upper primary stage, can be attained. Nevertheless, the overall progress made by the state during the past 50 years has been fairly significant in the context of the low starting levels. The growth in literacy rate has been substantial as apparent from the figures given below, but it is still slow to make a lasting impact on UP's development path to the twenty first century.

TABLE-10

LITERACY RATE

Year	Male		Female		Total	
	U.P.	India	U.P.	India	U.P.	India
1951	17.4	29.4	3.4	7.9	10.9	16.6
1961	27.3	34.4	7.0	12.9	17.6	24.0
1971	31.5	39.5	18.6	18.5	21.7	29.6
1981	38.9	46.7	14.4	29.9	27.4	30.2
1991	55.7	60.1	24.3	39.3	41.5	52.2

Non-Formal Education

For children who cannot attend formal schools because of various socio-economic reasons, non-formal education is a powerful alternative education facility. At present, 596 blocks in 67 districts of UP are covered under the non-formal education scheme.

There are 59600 non - formal education centers spread over the State providing primary education to 15.81 lakh children in 98-99. In the year 1999-2000, 15 lakh children have been targeted to be brought to non-formal centers. These centers have been opened especially in those areas where female literacy is low and the concentration of disadvantaged population is high.

2. RETENTION :

High dropout rate from schools at the primary level has been a major obstacle to the fulfilment of the goal of U.P.E. The 42nd Round of the National Sample Survey (1986-87) attributed the following reasons for dropping out of school and discontinuance of studies by children in U.P. at the primary school level :

- not interested in further studies / education 28.4%
- for taking part in household economic activity 24.5%
- other economic reasons 21.0%
- domestic chores 5.9%
- failure 11.6%

The drop out rate trends in classes I – V in U.P. as assessed by Planning, Monitoring and Statistics Division of the Ministry of HRD (Deptt. Of Education), Govt. of India, for 38 districts are as follows :-

TABLE-11

DROP-OUT RATES

Year	Boys	Girls	Total
	%	%	%
1980-81	63.70	80.20	73.30
1990-91	30.67	42.42	34.82
1993-94	19.86	20.08	34.82
1998-99	41.49	46.54	43.43

The alarming factor about drop-out trends is that the large majority of children who do not complete the five-year primary cycle are from poor SC families in rural areas. Enrolment ratios at the upper primary level which was about 32% of SC boys and less than 10% of SC girls in the age group 11-14 has gone up to 71% for SC boys and 28% for SC girls having total 59% enrolment in upper primary schools in 98-99.

In order to arrest drop-out rate and to sustain retention, the following steps are being taken :-

- i) Training of teachers on a massive scale to improve teaching practices and classroom interactions. The UP Basic Education Project (financed from World Bank credit) and the UNICEF supported 'Joyful Learning programme, have provided valuable inputs in the area of teachers training.
- ii) The national programme of nutritional support to primary education, commonly known as Mid Day Meal Scheme, has been introduced which has promoted retention and attendance of students.
- iii) Village Education Committees have been energized and actively associated in school activities. This has instilled a sense of confidence in the community on one hand and contributed appreciably to the improvement of attendance and retention on the other.
- iv) Various inputs have been provided to improve the school environment and to make schooling more attractive to children and parents alike. Teachers associations have pledged to participate actively in programmes to improve enrolment and retention.
- v) Besides continuing efforts to improve school facilities, in 1998-99 alone provision was made for constructing about 12738 toilets and 20,000 hand pumps in primary schools.
- vi) The supply of equipments and teaching-learning materials to schools has assisted in creating a more attractive school environment encouraging retention of students in schools.

3. IMPROVING QUALITY OF EDUCATION :

Educational ennui in the classroom ultimately leads children to drop out from school. The quality of transactions in the classroom has a vital role in sustaining pupils' interest in education. Assessments of learning achievement of Parishad school children have revealed that a large number of children fall far short of attaining mastery of the curriculum. The following interventions have, therefore, been made to improve the quality of education in primary schools :

i) Teachers' training in effective teaching methods, improved class room interactions, child-centered education and joyful transactions have been launched in 24 blocks of 12 districts with UNICEF support under the 'Joyful Learning Programme' and in 17 districts under the comprehensive UP Basic Education Project and in 18 districts under U.P. District Primary Education Programme. In addition, the regular training programmes, such as SOPT (Special Orientation of Primary School Teachers) and OBB training are in progress.

ii) Comprehensive and continuous evaluation has been introduced in primary schools in order to facilitate remedial action in case of learning difficulties.

iii) The operation Black Board Programme was launched in the state on the basis of National Policy of Education. Under this scheme the Govt. of India has provided for training of teachers, supply of essential teaching aids and additional teachers on the understanding that the State Govt. should provide adequate school buildings and additional class rooms. Each Primary school has been provided a minimum of two teachers.

iv) Primary school curriculum in all subjects has been reviewed and brought in line with Minimum Levels of Learning. Textbooks on Language, EVS and Maths for classes 1 to 3 have been re-written in a child-friendly format conducive to joyful, activity-based classroom transactions.

v) Particularly with a view to retaining girls in primary schools, 50% of the teachers appointed are females, all schools are being provided with toilets, textural materials are being reviewed to remove gender bias, etc.

vi) Village Education Committees have been constituted throughout the State. These Committees have been entrusted with the task of checking teacher attendance, promoting enrolment, improving the school environment through community participation etc.

vii) Block level supervisory mechanism has been strengthened by decentralizing administrative powers to the block level supervisory officers. Special emphasis is being laid on regular and frequent supervision of school activities to ensure conducive environment in the schools and teacher attendance.

ONGOING DEPARTMENTAL / SPONSORED PROGRAMMES

Non - Formal Education Programme (Centrally sponsored)

Total items Campaigns (Centrally sponsored)

Adult education

Mid - day Meal Programme (Centrally sponsored)

U.P. Basic Education Project (I.D.A. credit)

Scholarships for SC/ST children in primary / upper primary schools (Welfare Deptt.)

Teacher Education

Operation Black Board Programme (Centrally sponsored)

Special Orientation of Primary School Teachers (Centrally sponsored)

Joyful Learning Programme (Unicef sponsored)

Mahila Samakhya (Netherlands / IDA sponsored)

Integrated Child Development Services

Development of Women & Children in Rural Areas.

Vocational Training in Schools

Integrated Education for the Disabled (Centrally sponsored)

School Health Programme (Health Dept.)

Schools for Special Groups (Welfare Dept., Labour Dept.)

Jawahar Rozgar Yojana (Centrally sponsored)

Employment Assurance Scheme (Centrally sponsored)

CHAPTER 5

MANAGEMENT OF EDUCATION IN UTTAR PRADESH

Primary and upper primary level education (class 1-8) is the responsibility of the Department of Basic Education of the State Government. There are separate departments in the State Government for secondary education, adult and non-formal education, higher education.

The Department of basic education functions through the Directorate of Basic Education. Routine management is the responsibility of the 'Basic Shiksha Parishad', an autonomous statutory body created by the U.P. Education Act of 1972. The Directorate of Basic Education has decentralized staff at the divisional level (Assistant Director (Basic), at the district level (District Basic Education Officer or Basic Shiksha Adhikari) and at the block level (Assistant Basic Shiksha Adhikari/Sub-Deputy Inspector of Schools).

EDUCATIONAL INSTITUTIONS IN U.P. (1998 - 99)	
Primary Schools	1,16,553
Upper Primary Schools	37,000
Secondary Schools	8,339
Degree Colleges	590
Universities	26
Engineering Colleges	12
Technical Institute (Diploma Level)	90
Medical College	10

Broadly, there are 3 types of schools in the basic education sector

(i) Schools managed by the Basic Shiksha Parishad,

(ii) recognized private schools.

(iii) un-recognized schools. In

addition there are so called

"attached" schools which may

have classes from the lower levels

upto Secondary/Intermediate stage.

A small number of schools for

special groups is also run by the

Labour Department (for working children) and by the Social Welfare Department (for disabled children and Tribal children). Within the category of recognized private schools, there are some traditional schools known as 'Maktab', 'Madarsa' and 'Pathshala', which mainly impart orthodox religious education. A large number of these traditional schools, however, fall into the unrecognized category.

Data pertaining to schools coming under the preview of the Directorate of Education is given below :

TABLE-12

PRIMARY SCHOOL DATA (1998 – 99)

		No. of Schools	Teachers (in lakhs)	Enrolment (in lakhs)
1.	Parishad Schools	97853	2.78	152
2.	Recognized Schools	18700	0.89	54
	Total	116553	3.67	206

It is estimated that private schools account for 26.21 % of total enrolment. In view of the urgency to achieve Universalization of elementary education and the need to harness all possible resources to achieve this goal, the U.P.Govt. is keen to encourage private participation in primary and upper level schooling.

In order to promote participation of the community in educational activities, the Education Act of 1972 established Village Education Committees. The role and responsibilities of VECs have been gradually strengthened through various Govt. orders. These Committees have been entrusted with school construction, management of schools, monitoring of teachers performance, etc. Block level and district level education committees have also been established under the Chairmanship of the Block Pramukh and Chairman Zila Panchayat respectively. The District Education Committee is an advisory body for educational activities in the district. All proposals for opening of new schools are to be approved by the District Committee.

There are 2.78 lakh teachers in primary schools and 0.83 lakh teachers in upper primary schools of the Basic Shiksha Parishad. The majority of these teachers have received specialized training through the 2 years Basic Training Cycle. The B.T.C. courses are conducted in the districts at Normal Schools and DIETS. The minimum qualification for admission to the course is intermediate. Those who complete the B.T.C. are assured of teaching positions in Parishad Schools of the district, as and when the need arises. Every district has been assigned a fixed quota of teachers positions, which are filled in relation to enrolment to maintain a ratio of 1:40. The Basic Shiksha Adhikari is

the appointing authority of teachers within the district and he may recruit teachers at any time if enrolment justifies the same, provided the overall quota of teachers posts is not exceeded. In order to ensure larger numbers of female teachers, 50% of the intake for the B.T.C. course is set apart for females. It is the policy of the Govt. to have a minimum of 2 teachers (including the Head Teacher) in every school, with the third being added when the enrolment crosses 100 and the fourth when the enrolment reaches 140, and so on. Similarly, new schools are provided 2 classrooms, with the third added when enrolment reaches 100 and the fourth at 140.

Education is free in Parishad schools. However, text books, note books and other materials have to be purchased by all students. The number of text books prescribed at each level is indicated below:

Class 1	---	1 Text-162 pages - Rs. 6.745; 2 Notebooks -Rs. 10
Class 2	---	2 Texts (Language, Maths)- 244 pages - Rs. 8.95 & Notebooks - Rs. 15
Class 3	---	4 Texts (Language, Maths, Social Science, Science) 524 pages - Rs. 18; 4 notebooks - Rs. 20
Class 4	---	4 Texts (Language, Maths, Social Sciences, Science) - 580 pages 18.50; 4 note books - Rs. 20
Class 5	---	4 Texts (Language, Maths, Social Sciences, Science) -188 pages Rs. 14.95; 5 note books -Rs. 25

Production of text books in UP has been "nationalized". Books are revised in accordance with changes in the curriculum and syllabus as and when required. The books are published by individual publishers who are also responsible for distribution. The price of text books is fixed by the State Govt. A Text Book Office in the Directorate of Basic Education coordinates the publication of all books. Under DPEP-II, free textbooks are being provided to all girls, SC /ST children in 18 districts. Revised textbooks for class I – III developed under DPEP-II are being introduced in the state for the academic session July 1999.

(A) (S.C.E.R.T.) :

State Council of Educational Research and Training, U.P. established in 1981 is a well established institution having various departments specializing in different areas of education and pedagogy. Under the Project, SCERT is being strengthened and its capacity is being built to initiate and sustain a variety of interventions to improve the quality of basic education in the state.

Under SCERT, Resource groups for specific areas such as teachers training, development of instructional materials, conduct of baseline studies, development of education system etc., have been established. The capacity of these resource groups to plan and effect educational interventions is built up from time to time through the provision of specialized training inputs and exposure to advanced information, supply of books, materials and equipment etc. The institution is supported by external experts and organisations in a short term basis as and when the need may arise.

Quality issues being of prime concern in the programme, SCERT extends its support and provides academic guidance and training to BEP districts in the area of pedagogy.

The initiatives taken for the pedagogical improvement by SCERT includes :

- Dissemination of findings of Baseline Studies
- Development of self-learning material for multigrade teaching
- Strengthening of education system
- Teacher training
- Review / revision of curriculum and text books developments
- Development of training packages and teaching aids
- Strengthening of State Institute of Education.

SCERT undertakes a variety of interventions to improve the quality of basic education by taking part in planning, designing and conducting Baseline Learner's Achievement Studies research and evaluation studies.

The SCERT conducted second Base Line Studies of Learning Achievement in BEP Project districts. The data is valuable in not only indicating variations in achievement level in class-5 but in facilitating specific interventions to improve the quality of the teaching-learning process, teaching training and supervision and classroom activities. The data is being distributed to reach the widest audience in the education sector. In this context SCERT organised one day seminar in each project district to disseminate the findings of BAS and thus bring qualitative change in the attitude of project functionaries.

The SCERT also conducted Baseline studies in DPEP districts. Based on the findings of the survey, dissemination seminars were conducted at district levels. For all the DPEP districts, workshops were held at nine places during Nov.'97 and Dec.'97 for sharing the baseline studies conducted by it.

SCERT undertook and completed the study "Research trend in UP in the domain of Elementary Education" during '97-98. On the basis of the study unexplored areas of research were identified and classified viz learner related studies, teacher related studies, curriculum related studies, school environment related studies and studies related with community participation. The areas identified are being utilised to plan and conduct studies in future and also to improve the quality of education in Primary schools.

Construction of a hostel and training hall is to be started shortly for the SCERT to strengthen its capacity for meeting growing training needs.

The SCERT functions through its 11 departments which are as follows :-

1. Department of Elementary Education-
State Institute of Education, Allahabad
2. Department of Science and Mathematics -
State Institute of Science Education, Allahabad
3. Department of Humanities and Social Sciences,
Central pedagogical Institute, Allahabad
4. Department of Education and Foreign Languages,
Allahabad.
5. Department of Education Expansion and Audio-visual Education, Allahabad.
6. Bureau of Psychology and Guidance, Allahabad.
7. Department of Hindi and other Indian Languages, Varanasi.
8. Department of Curriculum and Evaluation, Lucknow.
9. Department of Planning and Management, Lucknow.
10. Department of Vocational Education, Lucknow.
11. Department of Non-Formal Education, Lucknow.

In addition to these 11 Departments of SCERT there are 4 L.T Training Colleges, 62 DIETs (one in each district), 2 Physical Training Colleges and 2 Nursery Training Colleges. These Teachers Training Institutions are at present conducting pre-service and in-service training courses to prepare required, man-power in the field of Pre-primary and Secondary Education. Under the umbrella organization of SCERT there are 2 autonomous organizations.

1. State Institute of Educational Technology, Lucknow
2. Vigyan Kit Nirman Shala, Allahabad.

District Institute of Education and Training (DIET) :

DIETs are the outcome of the National Policy of Education. DIET at district level serves as a nodal institution in improving the quality of primary education. The DIET provides academic guidance and professional support through in-service and pre-service training. It serves as an apex institution for innovative interventions, action research, evaluation studies and planning for education at the district level. The functions of DIET can be briefly summarized as follows :-

- (1) Training and orientation of :
 - a. Elementary school teachers (pre-service and in-service education).
 - b. Head teachers, Heads of School complexes, Block Resource Centers
 - c. Instructors and Supervisors of Non-Formal and Adult Education (induction level) and continuing education, ECCE Centers, Alternative schooling Centers, etc.
 - d. Members of Village Education Committees (VECs), NGOs, community leaders, youths and other volunteers who wish to work on educational activities.
 - e. Resource persons who will conduct suitable programmes for the target groups mentioned at (a) and (c) above.
- (2) Academic and resource support to the elementary and adult education system in the district by
 - i) extension activities and interaction with the field
 - ii) provision of services of a resource and learning centre for teachers and instructors
 - iii) development of locally relevant materials, teaching aids, evaluation tools, etc.
 - iv) building up data base of local facts, folklore, dialects, etc.

- v) maintaining a close relationship with BRC's and NPRC's to monitor and supervise activities at these centres
 - vi) serving as an evaluation center for elementary schools and programme of NFE / AS
- (3) Action research and experimentation to deal with specific problems of the district in achieving the objectives in the area of elementary and adult education.
- (i) Analysis of EMIS and Micro planning data to plan and suggest appropriate interventions for quality improvement of basic education.

State Institute of Educational Management & Training (SIEMAT) :

Till recently NIEPA was the only apex institute imparting training in the area of educational planning and management to the key functionaries of education working in various states. There was no institute at the state level to impart training in planning and management inspite of the fact that considerable importance was given in NPE (1986) for the capacity building of planners and administrators at the state level. After launching of the District Primary Education Programme in the year 1993, the need as specified in NPE, and POA (1992) regarding developing capacity of planning and management at the state level was felt more strongly. Accordingly, the U.P. EFA Project included the proposal for establishment of an Institute to impart training in planning and management to educational functionaries in U.P. and the State Institute of Educational Management and Training (SIEMAT) was established, at Allahabad on 5.4.95 under the Societies Registration Act 1960 having registered office at Allenganj, Allahabad. The MOA was registered in April '95 and the Institute started functioning in July '95. At present the SIEMAT is fully operational and is undertaking a wide variety of activities.

On the basis of the Memorandum of Association of SIEMAT, its function are as follows :

(2) Training :

- To organise pre-induction, in-service training programmes for teachers;
- To organise training for Educational planners and administrators;
- Orientation of stake-holders, NGO's, educational functionaries and community leaders at the state, regional, district and sub district levels;
- To organise seminars, conference and thematic workshops related to educational planning and management.

(2) Statistics and Monitoring :

- Capacity building at district and sub district level ;
- To manage and utilize the school statistics Management System (EMIS) ;
- To carry out micro-planning and school mapping ;
- To prepare annual work plans and budgets ;
- To develop monitoring indicators and provide technical support to Govt., SPO and SCERT.

(3) Research and Evaluation :

- Identification of areas, conduct and sponsorship of research and evaluation studies;
- Capacity buildings for action research at district and sub-districts levels ;
- To undertake research, evaluation and experimentation in planning and management of school education ;
- To undertake, aid, promote and coordinate research activities including comparative studies in various planning technique ;
- Dissemination of findings.

Extension Documentation and Dissemination :

- To document and disseminate state, national and international innovations and experiments in the area of educational planning, management and assessment ;
- Conduct of experiments so as to develop replicable modules for educational planning and management.
- To utilize its findings for awareness building and community mobilization.

5. Miscellaneous :

- To provide professional and resource support in educational planning and management at all levels of administration ;
- To network with other government and non-government organizations, institutions within and outside the state for training, research, monitoring and evaluation in the educational planning and management and students' achievement assessment ;
- To offer, on request, consultancy services to the states other than U.P. Govt. and other educational organizations.

The manpower position in the SIEMAT are as follows :

S.No.	Name of Post	Sanctioned Posts	Filled Posts	
			Deputation	Contract
1.	Director	1	1	-
2.	Addl Director	1	1	-
	Head of Department			
3.	Policy & Planning	1	1	-
4.	Management	1	1	-
5.	Education Finance	1	-	-
6.	RES & Evaluation	1	-	1
7.	Management Information System	1	-	1
8.	Administrative Officer	1	-	-
9.	Senior Accounts Officer	1	1	-
	Lecturer			
10.	Policy & Planning	1	1	-
11.	Management	1	-	1
12.	Education Finance	1	-	1
13.	RES & Evaluation	1	-	1
14.	Management Information System	1	1	-
15.	Training Officer	1	1	-
16.	Research Officer	1	-	1
17.	Librarian	1	-	-
18.	Computer Programmer	1	-	-
	TOTAL	18	8	6

Education For All Project Board (UP EFAPB) :

Towards achieving the objective of Education For All, the Govt. of Uttar Pradesh created the U.P. Education for All Project Board, which was registered in May, 1993 under the Societies Act. The Board has been established as an autonomous and independent body, to function as a Societal Mission to bring fundamental change in the basic education system and thereby in the socio-cultural scenario of U.P.

The EFAPB has a General Council whose chairman is the Chief Minister and Vice Chairman, the Minister for Education. The Council has about 90 members, comprising senior U.P Government officials of India, distinguished educationists and representatives of voluntary organizations. The State Project Director is member-Secretary. The Council is the apex authority of the Project and provides overall policy guidelines to the Project Board.

The Executive Committee of the EFAPB comprises of 27 members representing the Government of U.P. and the Government of India, senior State and District officials and representatives of voluntary organizations. Its Chairman is the Chief Secretary, Government of U.P. and Vice-Chairman, the Principal Secretary (Education) U.P. The State Project Director is the Member-Secretary. The Executive Committee has all administrative, financial and executive authority to achieve the objectives of the Project Board including the power to create posts and make appointments. To facilitate decision- making and expedite execution, the following committees have been created :

The facilitate decision making and expedite execution of the programme the following committees have been constituted

Committee	Functions
Finance Committee	To examine and recommend AWPB for approval by EC and supervise the cash flow
Programme Committee	To monitor and supervise the implementation of the project.
Policy Research Advisory Committee	To identify research training needs of SCERT and SIEMAT and to monitor the quality of research supported through the project.
MIS Committee	To ensure operationalisation of effective EMIS and PMIS
Training Task Force	To monitor design and implementation of training programmes at various levels for different groups of teachers and functionaries
Curriculum Review panel	To review curriculum of classes 1 to 5 and classes 6 to 8 especially in the light of MLL.

TABLE-13**TOTAL EXPENDITURE ON EDUCATION**

Year	Rs. in Crore	% OF STATE PLAN
1985-86	48.2	2.3
1990-91	175.4	4.62
1991-92	178.0	4.48
1992-93	125.2	2.86
1993-94	129.4	3.33
1994-95	319.8	6.66
1995-96	364.9	7.11
1996-97	398.5	12.19
1997-98	415.8	9.01

- (3) The basic education sector receives the bulk of Plan funds allocated to the education department. In 1997-98, 75% of plan funds of the education department have been allocated to basic education.

TABLE-15**SECTORWISE PLAN EXPENDITURE ON EDUCATION**

(Rs. in crore)

Year	Basic	Secondary	Higher	Adult	S.C.E.R.T.	TOTAL
1985-86	32.1	3.2	4.9	7.6	0.4	48.2
	(66)	(67)	(10)	(16)	(0.8)	-
1990-91	114.8	31.2	17.8	11	0.6	175.4
	(65)	(18)	(10)	(6)	(0.4)	-
1991-92	98.1	48.6	20.6	8.2	2.5	178.0
	(55)	(27)	(12)	(5)	(1)	-
1992-93	65.4	27.1	26.5	5.1	1.1	125.2
	(52)	(22)	(21)	(4)	(1)	-
1993-94	77.9	20.3	24.2	5.8	1.2	129.4
	(60)	(16)	(19)	(4)	(1)	-
1994-95	228.0	59.6	19.0	7.2	6.0	319.8
	(71)	(19)	(6)	(2)	(2)	-
1995-96	252.4	67.7	19.6	13.1	12.1	364.9
	(70)	(19)	(5)	(4)	(3)	-
** 1996-97	277.8	60.7	34.5	14.8	10.7	398.5
	(70)	(14)	(9)	(4)	(3)	-
** 1997-98	312.3	35.5	40.8	9.0	18.2	415.8
	(75)	(9)	(10)	(2)	(4)	-

(Figures in brackets denote percentage)

Tiwari. H. , "State Finance Studies (Education)", UP-EFAB, 1997.
Education Department, U.P. 1999-2000

- (4) Non-Plan expenditure on education in 1997-98 amounted to 18.11% of the total Non-Plan expenditure of the State. During the same year the basic education sector obtained 58.67 % of Non-Plan funds allocated to the education department.
- (5) During the past decade the basic education sector has received an average of 53.63% of the total budget provision for education. In 1997-98, basic education share amounted to 55.67 %.

TABLE-16

SECTORWISE PLAN EXPENDITURE ON EDUCATION *

(in Rs. crore)

Year	Basic	Secondary	Higher	Adult	S.C.E.R.T.	TOTAL
1	2	3	4	5	6	7
1985-86	390.1	293.3	78.5	2.5	1.1	765.5
	(50.96)	(38.30)	(10.25)	(0.33)	(0.14)	-
1990-91	1271.6	695.4	183.5	10.5	6.4	2167.9
	(58.66)	(32.08)	(8.45)	(0.48)	(0.30)	-
1991-92	1130.9	745.9	165.5	8.0	13.7	2064.0
	(54.79)	(36.14)	(8.01)	(0.39)	(0.66)	-
1992-93	1187.2	123.97	183.7	3.2	3.0	2617.3
	(45.36)	(47.37)	(7.01)	(0.12)	(0.11)	-
1993-94	1244.8	966.2	282.8	4.1	2.9	2500.8
	(49.77)	(38.63)	(11.30)	(0.16)	(0.11)	-
1994-95	1682.0	1067.7	289.4	4.7	1.7	3045.5
	(55.23)	(35.06)	(9.50)	(0.15)	(0.05)	-
1995-96	2123.0	1228.6	266.2	10.8	22.0	3650.6
	(58.15)	(33.65)	(7.29)	(0.29)	(0.60)	-
1997-98	2488.4	1535.2	389.2	9.6	47.2	4469.8
	(55.67)	(34.35)	(8.71)	(10.21)	(1.06)	-

(Figures in brackets denote percentage)

- (6) In 1997-98 17.81 % of the State's budget (revenue and capital account) was spent on education. The share of the education sector has increased steadily from the 12.43% in 1991-92.
- (7) In 1991-92 the expenditure on education was 3.9% of the State Domestic Product, an increase from 3.4% in 1985-86. This compares favorably with the all-India average of 4% in 1991-92.

- (8) More than 90% of the budgetary allocation for education sector is spent on salaries of staff and establishment costs. At the school level, salaries accounted for 99.5% expenditure of Parishad schools.
- (9) A recent study has calculated the annual cost per student in Parishad primary schools to be Rs. 906, compared to Rs. 430 in private unaided schools. The cost efficiency of private unaided schools is apparently much higher than that of Parishad schools as well as private aided schools. This could be due to a variety of reasons, such as flexibility in fixing teacher salaries, etc. The average annual salary costs were only Rs. 9717 in private unaided schools compared to Rs. 35,039 in Parishad Primary schools. The study also indicated that the quality of education in these schools was regarded by clients as being superior to publicly funded schools.**
- (10) Improvement of the quality of education in terms of reducing drop-outs and repetitions will reduce the cost of education and will result in a substantial increase in efficiency of the education system. But, as observed by scholars, “the restricted scope and quality of public services in U.P. in comparison with south India, seems to have less to do with the level of government expenditure than with the distorted patterns of spending as well as with the defective functioning of the services”.+

** Srivastava Ravi S. “Access to Basic Education in Uttar Pradesh : results from field survey UNDP 1997

+ Dreze & Gazdar

CHAPTER-6

EQUITY ISSUES

The problem of the Universalization of Elementary Education is in essence, the problem of the girl child and of similarly marginalised groups. Large variations exist in enrolment, attendance, retention, completion and achievement levels, which can be attributed to inequities based on gender, poverty, caste, community, disability. As the large majority of the children as presently attending primary school, the gaps in enrolment, completion and achievement levels, can only be filled through contextual interventions addressed to removing inequities. Evidence shows that enrolment gaps narrow as the education system expands to provide access to all children, and achievement gaps (including differences in attendance and retention) close when the education system targets interventions selectively. This chapter discusses briefly the main equity issues relating to primary schooling in UP, as well as the problem of other marginalised groups like working children and disabled children.

I. Poverty :

Literacy rates are significantly lower in the lowest income quintile than in the highest, both in rural and urban areas. Children of poor households are less likely to enroll in school and more likely to drop out. An NCAER survey (1994) showed that these children were four times as likely to drop out of school as compared to children from more affluent backgrounds. The study found that lack of finance was mentioned by 50% of households as the reason for not enrolling and dropping out. The direct costs of schooling as well as the opportunity costs are the major deterrent to this group. The cost of text books and exercise books and of suitably clothing the students (more so in the case of girls), besides the opportunity cost in terms of household or other labour, impose a particularly heavy financial burden on economically poor parents. The learning achievements of the poorest children, too, was found to be comparatively lower, than in the case of others possibly because most of them were first generation learners, whose home environment was not conducive to study.

* Development in Practice : Primary Education in India; The World Bank.1997

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Studies have also shown that those who can afford to do so would rather not send their children to Parishad schools. More affluent parents opt for private schools where the infrastructure and staff motivation are perceived to be better. A poor family desiring education for its children might, therefore, send the boys to private schools and the girls to Parishad schools. Irregular teacher attendance and unattractive environment, combined with the poor image of Parishad schools results in lackadaisical learning.

In order to reduce the poverty gap in primary education, the following schemes will help increase participation of financially weaker children in education :

- awareness building,
- scholarships to offset opportunity cost,
- free text books and stationery,
- mid-day meals
- subsidised uniforms
- free transport, and,
- improved, more purposeful, Parishad school environment.

2. Gender

Most boys enroll in primary school (GER of boys in UP is about 100), but more than 5 lakh girls in the 6-10 years age group are out of school. Moreover, fewer girls stay in school and those who do learn less. The gender gap is significantly larger among Scheduled Castes and in rural areas. For the average girl child the privations of poverty (discussed earlier) are significantly aggravated by value systems, norms and mores.

In Uttar Pradesh there is a 30 point difference between the literacy levels of males and females. Combined with a highly disadvantageous gender ratio, higher incidence of mortality among young girls, lower overall life expectancy of females, the Gender Development Index places the State in a class of its own. The gender gap has imposed severe limitations on the development of females in general and on the extent of their participation in developmental activity. The self-image that society creates for the girl child is one of worthlessness, servitude and dependency.

* Saxena, N.K. "A comparative study of the quality of education in Primary Schools by Basic Shiksha Parishad and privately managed." UP-EFAPB, 1996

+ Atlas of South Asian Children and Women, UNICEF, 1996

In terms of enrolment, there is a 9 point gap between boys and girls. This is more pronounced among Scheduled Castes and rural communities. It also seems that girls attendance is more irregular and that factors like teacher absenteeism have a greater adverse impact on girls than on boys. There is also a gap between the learning achievement of girls and boys. While a boy's education is generally viewed from the possibility of increasing the earnings and status of a family, the value of a daughter's education is gauged in terms of her marriage prospects. However, marriage of an educated girl carries its own practical difficulties, and the benefit of her education in any case is seen as going to her husband's family. Particularly among poor families, therefore, the desire or motivation to send girls to school and to ensure their completion is circumscribed by uncertain long-term benefits, high economic costs, 'unfriendly' school environment and social sanction.

The limited number of female teachers, particularly in remote rural areas (where the need is greatest), is a major deterrent to female enrolment and retention in Parishad Schools. Teacher absenteeism in these schools results in enrolled girls not attending schools as parents are reluctant to send them to an unpredictably supervised school. Classroom transactions, too, do not enhance girls self image. Studies have shown that many songs sung in schools and games played, disparage the role of females*. Gender bias exists in classroom behavior of teachers, students and in learning materials. Shortage of female teachers. also results in the absence of role models for girl students and textual materials reinforce stereotyped female roles**.

Gender inequities in schooling in U.P. are significant and disturbing. The effect of girls schooling on human development indicators is indisputable. The spin-off benefits to other social development programmes are such that girls education, at least at primary level, must be given the highest priority. For instance, the number of infant deaths per 1000 live births is related to the mother's educational level in the following manner.

illiterate mother	:	138 deaths
below	:	99
middle	:	63
matriculate	:	43
graduate	:	28

+ Pant, Naranjan, *Statue of Girl Child and Women in India*, 1995

* Nair, Latha, "Girls Education Project in Barabanki District; A Process Evaluation Study, UNICEF, 1997

** A Study on participation of Girls in Classroom Interactions UPEFAPB 1996, UNICEF 1996.

Education is the panacea which will provide women and girls with the means to not only improve their own lives, but to initiate social change.

The following strategies are likely to reduce the gender gap in enrolment and retention :

- awareness building campaigns on the value of girls education.
- provision of crèches and ECCE Centers,
- incentives for girls education :
 - fee
 - textbooks and materials,
 - uniforms,
 - transport,
- mid-day meal,
- non-formal education centers with flexible school timings,
- better school facilities ; toilets, teaching-learning materials,,
- more female teachers,
- gender sensitisation of staff,
- gender sensitive textbooks/homework,
- development of skills.

3. Caste :

Scheduled Castes and Tribes have been historically disadvantaged socially economically and educationally. The inequities caused by poverty and gender are all the more pronounced in the case of SC children. As SCs in general constitute the financially weakest section of society, the poverty gap hits them hardest of all. The gap in literacy levels of SC males (40.8%) and females (10.6%) is 30 points indeed, many blocks of the state have female SC literary rates of below 5% and several habitations have been encountered where there is not a single literate SC women.

The SC gap in education is caused by both economic factors and the just tradition of discrimination. An interesting finding is that most SC parents would like to get their boys educated as this would confer status on the family and provide opportunity for mobility, particularly through quotas for Govt. jobs. However, the overall possibility of these children gaining employment is not higher than in the case of other groups,

resulting in the high risk and opportunity cost of schooling. In the case of SC girls, traditional patterns of discrimination are the main factor for keeping them out of school. Studies have reported that SC children enter school at a higher age level than others and parents are reluctant to retain their girls in mixed schools or those not having female teachers. Due to the combination of economic and traditional factors, and family background, the learning achievement of SC children is lower than that of others.

Blatant forms to caste-based discrimination have by and large disappeared from schools. However, more subtle forms of discrimination have been reported, such as discrimination in the location of schools, attitudes of teachers, verbal; and physical abuse by fellow students, denial of self-worth on account of their clothing and study materials, etc. which communicate a distinct message of social inferiority.

As indicators of human development are lowest among SCs the education of this section of society assumes prime importance. The following strategies are suggested to actualize the potential of one-fifth of UP's population.

- location of new schools in SC habitations,
- admission of SC children at older ages, and provision of single-sex schools,
- pre-school centers to prepare children for formal school,
- more female teachers,
- incentives for educating SC children to be dove-tailed with development programmes,
- health checks for students and medical care,
- scholarships/stipends which will meet all costs of schooling, including opportunity cost,
- free text books, notebooks and materials,
- uniforms for girls,
- improved school facilities,
- improved and more sensitive teaching practices,
- regular teacher attendance,
- awareness building and community mobilisation.

4. Scheduled Tribes :

The percentage of STs in UP is only 0.2%. The tribal population is concentrated in a few districts of the state. STs are generally limited to isolated habitations in the terai and hilly parts of the State and most of them follow their traditional life-styles as hunter-gathers and casual subsistence farmers. Literacy levels are low and so is their participation in education. By and large, they are confronted with similar handicaps as SCs, exacerbated by their segregated habitations and lack of access to schooling.

As most hamlets of STs have small populations that do not become eligible for establishment of regular schools, aspiring ST students either have to traverse long distances to school or have to rely on NFE Centers, if available in the locality. This is a major deterrent to their education, besides the general lack of appreciation of the need for schooling. Studies have recommended that locally used dialects must be utilized, and relevant curricula be prepared emphasizing life skills, to be imparted through teachers belonging to the community.

In addition to the strategies applicable to improving SC participation in schooling, the following targeted interventions are suggested :

- Alternative Schools in ST hamlets,
- instruction in the local dialect as well as in Hindi,
- appointment of teachers from the community,
- locally relevant curriculum,
- vocational training.

5. Minority communities :

The participation of Muslim children in the school system is much lower than that of the other communities. This is because of the special emphasis on religious education and the lack of appreciation, especially among poorer sections of Muslims, of the value of formal mainstream education. As most of the children of poorer Muslim families are employed, it is necessary to offset the opportunity cost in order to bring them into school. But for secular reasons, this would be more difficult than in the case of non-Muslim children.

* SCERT Baseline Study of Learning Achievement of Tribal Children, UP EFAPB, 1996

Traditional Muslim schools (Maktabs, Madarsas) provide predominantly Koranic instruction and, although this education has been accorded recognition and equivalence, it severely restricts job opportunities. Among the more affluent sections of Muslims the need for mainstream education, in addition to religious instruction, is well-recognized in case of boys'; not so for girls. Muslim girls, by and large, are denied the opportunity of formal schooling for reasons imposed by tradition, such as the 'purdah' system which demands their seclusion. A recent study relating to muslim students in primary school revealed that repetition rates are higher among boys than girls; and whereas drop-out rates of boys was high in Class I and II, among girls the number of dropouts increased in Class IV and V.

Strategies to bring children from very poor families into school would also be applicable in the case of Muslim boys from economically-disadvantaged families, provided the interventions are accompanied by attempts to create awareness among the parents. In the case of girls, however, targeted strategies are necessary to bring them into the 'mainstream' without ruffling traditional sentiments. Parents would have to be convinced of the value of a formal education and equally important, local religious leaders would level to be involved, Until conducive conditions are created for Muslim girls to enroll in regular schools, alternative strategies will have to be sought. These could take the form of extension of the house spent at the 'anjuman', 'maktab', and introduction of formal learning inputs. This would entail provision of trained female instructors, belonging to the community, to import formal education to Muslim girls within their own milieu.

6- Working children :

There are varying estimates of the number of working children in India, but it is clear that UP has the largest number of individuals who spend a large part of their early years to work for manufacturers, who have a vested interest in maintaining their illiteracy and creating a submissive labour force. (This section does not pertain to children who work in their homes or parents fields.) Interestingly, a comparison of the work participation rate of male and female children shows that there has been an increase in the rate of girls. A majority of the working children are mortgaged or bonded to their employers.

The carpet industry (Varanasi-Bhadoi, Mirzapur), glass industry (Firozabad), brass-ware (Moradahad), lock manufacturing (Aligarh) are the principal employers of child labour in UP working in obnoxious conditions, these children are not only robbed of their childhood, but are deprived the choices and opportunities to do anything else in the future. It is widely accepted that unless education is made compulsory and these children are compelled to be enrolled in the formal schooling system., the malaise will continue. This has been reinforced by the Supreme Court and the National Human Rights Commission.

Several initiatives to tackle the problems of the working children have already been launched. This needs to be strengthened through targeted interventions involving not only enforcement of labour laws and establishment of alternative skill-based schooling systems for working children, but also creating school awareness environment among employers, parents and the public in genera, the efforts of the various Departments and agencies, in addition to voluntary organisations, already working in this sphere need to be co-ordinated and dove-tailed.

7. Disabled children :

Estimates indicate that 5-10% of children either do not enroll in primary school or drop-out due to a variety of physical of learning related disabilities. While severe mental and physical handicaps may keep some children out of school, many others are marginalised on account of moderate impairments. Mild to moderate learning impairments may be caused by nutritional deficiencies and easily remediable health problems. For instance, impaired hearing, lower attention spans and restricted learning abilities may be the result of respiratory infections.

Efforts at bringing disabled children into the educational system have been rather sketchy till date. The Government runs a few institutions for the severely disabled, but there are hardly any efforts to create a friendly environment for mildly disabled children. As the majority of such children could, with sensitive handing, be encouraged to complete at least basic schooling, the following strategies become evident :

- medical examination of all students ;
- training of teachers to recognize learning disabilities ;
- sensitisation of teachers and guardians to deal with children with disabilities ;
- sensitisation of teachers and guardians to deal with children with disabilities;
- system of medical referral ;
- creation of a well- trained core group in each district on disabilities ;
- development of specially- adapted teaching - learning materials ;
- provision of physical facilities ;
- establishment of a district- level institution for the severely disabled;
- participation of voluntary organisations and voluntary workers.

Borra, Neera 'Born to Work' Child Labour in India; 1995

CHAPTER -7

LEARNING EXPERIENCES FROM UPBEP AND DPEP - II

The U.P. Basic Education Project

The U.P Basic Education Project (funded from IDA Credit) became operational in October, 1993 in 10 districts of the State. Subsequently, another 5 districts were added to the scope of project coverage on account of re-organization of existing districts. The goal of the BEP is universal enrolment in and completion of basic education (Class 1 to 8) and improvement of its quality. The basic facts related to the project are given below:

Major Facts of Basic Education Project	
Implementors	Government of Uttar Pradesh and Uttar Pradesh Sabhi Ke Liye Shiksha Pariyojna Parishad (Education For All Project Board - EFAPB)
Coverage	17 districts of the State, namely - Varanasi, Gorakhpur, Allahabad, Banda, Etawah, Sitapur, Alighrah , Saharanpur, Pauri, Nainital, Udham Singh Nagar, Baudohi, Hathras, Chitrakoot, Kosambi, Auriya and Chandauli.
Duration	Year 1993-2000
Project cost	US \$ 193 million (Rs.728.78 crores)
Credit	SDR 116.5 million (US \$ 165 million equivalent)

Broadly, the project objectives are defined as follows :

- (i) **Building Institutional Capacity** to plan, manage and evaluate a basic education development programme by establishing a strengthened framework of State, district, block, cluster and village level planning, management and professional support organizations.
- (ii) **Improving Quality and Completion** of elementary education through strengthened community participation, early childhood education, curriculum and

text-book revision, in-service training, targeted programmes for women and girls, strengthened school management and encouraging pilot projects and innovations.

(iii) **Improving Access** to basic education in project districts by constructing additional primary and upper primary schools in unserved habitations and supporting implementation of a re-designed programme of non-formal primary classes for children unable to attend formal schools.

The U.P. Basic Education Project comprises of the following components :

(I) **BUILDING INSTITUTIONAL CAPACITY**

(A) **Strengthening Institutions and Structures**

- 1) Establishment of the Education For All Project Board
- 2) Setting up of State Project Office
- 3) Establishment/strengthening of district, block, cluster and village level institutions
 - * District Education Project Committee
 - * District Project Office /
 - * District Institute of Education and Training
 - * Block Resource Centres
 - * Cluster Resource Centres
 - * Village Education Committees
- 4) Establishment of State Institute of Educational Management and Training
- 5) Strengthening of State Council of Educational Research and Training
- 6) Support for improved school management
- 7) Effective supervision and monitoring of educational activities

(B) **Improving Information Systems For Decision Making**

- 1) Microplanning and School mapping
- 2) Development of Management Information Systems
- 3) Assessment of learners achievement
- 4) Research and Evaluation Studies
- 5) Environment Building

(II) IMPROVING QUALITY AND COMPLETION OF EDUCATION

(A) Strengthening Community Participation

- 1) Development of Programmes for Community Mobilization
- 2) Participatory Planning
- 3) Motivating and Strengthening VECs
- 4) Provision of Incentives for VECs

(B) Improving Readiness To Learn

- 1) Early Childhood Care and Education Centres
- 2) Health Check of Students

(C) Improving Teacher And Staff Performance

- 1) Regular Pre-service and In-service Training of Teachers
- 2) Improving School Staffing
- 3) Providing Continuous Support to Teachers
- 4) Publication of Teachers' Journal

(D) Improving Learning Achievement

- 1) Review and Reform of Curriculum
- 2) Text-book Revision
- 3) Development of Supplementary Learning Materials
- 4) Provision of Teaching-Learning Materials to Schools
- 5) Development of Learners Evaluation Techniques
- 6) Production of Teachers' Hand Books and Guide Materials

(E) Improving School Facilities

- 1) Re-construction of damaged school building
- 2) Construction of toilets in schools
- 3) Provision of drinking water in schools
- 4) Provision of additional classrooms
- 5) Repair and maintenance of all schools
- 6) Provision of goods and equipments

(F) Programmes For Girls And Women's Education

- 1) Appointment of female teachers in 50% of vacancies
- 2) Improvement of school facilities
- 3) Gender sensitisation of all functionaries
- 4) Review of all materials to eliminate gender bias
- 5) Development of Alternative Schooling systems
- 6) Extension of Mahila Samakhya Programme
- 7) Launching of Pilot Programmes

(G) Pilot Programmes and Innovations

- 1) Work experience programme for Upper primary girls
- 2) Stipend for SC/ST children
- 3) Establishment of Community Libraries
- 4) Programmes with NGO involvement
- 5) Upper Primary NFE programme

(III) EXPANDING ACCESS

- (A) Opening of New Primary Schools
- (B) Opening of New Upper Primary Schools
- (C) Establishment of Primary Non-Formal Education Centers

The first stage of project implementation focused on putting in place essential infrastructure and launching the civil works programme. At the outset, a decision was taken that the civil works under the project should be completed within the first few years so that the subsequent period could be completely devoted to quality aspects of project implementation. The next level of activity taken up was teacher education and development of instructional materials. Subsequently, various other components of the project were also launched. Shiksha Ghar, an alternative Schooling Model for out-of-school children, based on flexibility of time, place, duration and learners needs was developed and initiated in selected blocks. Early Childhood Care & Education (ECCE) Centres were supported and an innovative NFE Programme at the upper primary level is under trial. Meanwhile school facilities and the general schooling environment have been substantially improved through repair and beautification of buildings. Provision of goods and teaching materials, etc. In order to bring about an overall qualitative improvement in primary education in Uttar Pradesh, curriculum renewal and text-book development (Class I – III) was undertaken. The new textbooks for classes I - III will be introduced in schools from academic session 1999-2000. Capacity building has taken place through the

establishment of SIEMAT, strengthening of SCERT and DIETs, creation of sub-district structures (BRCs and NPRCs), development of an educational MIS, completion of microplanning, conduct of research and evaluation studies, etc.

Mid-Term Review of the UP BEP was conducted by a World Bank Mission in December, 1996. The Mission commended the progress of project implementation. While acknowledging that the project was well on course to achieving its objectives, the Mission recognized that in order to meet the demand for quality education that had been created in project districts, it would be necessary to support further interventions. Accordingly, a proposal for extension of the project, in terms of provision of further infrastructure and more intensive pedagogy inputs was done and emerged as UPBEP - II.

As mentioned, UPBEP-II is designed to complement the first UPBEP by assisting the GOUP to cope with unanticipated surge registered in enrollment in the first three years of implementation of UPBEP-I. BEP-II became operational in Sept.,1997. Improved classroom practices and enhanced student learning remain centre stage in implementing UPBEP I and II. The BEP-II finances construction of new school and additional classrooms, recruitment of additional teachers, establishment of school improvement funds, provision and development of learning materials and recurrent in-service training of additional teachers.

Project Objectives : BEP II will sustain the pace of implementation of UPBEP I in order to -

- i) provide access to primary education to all 6-10 year old children and upper primary education to 75% of 11-13 year old children, especially to all disadvantaged groups (girls, SC and ST children); and
- ii) enhance the quality of education and improve completion rates by the year 2000

Project cost and duration :

Cost	:	Rs.2666 million
Duration	:	September, 1997 – March, 2000

IMPACT OF PROJECT IMPLEMENTATION :

Enrolment at the primary as well as upper primary school levels in BEP districts over the period 1991-92 to 1998-99 has shown a remarkable increase. At the primary school level, there has been an increase of 17.9 lakh (66.8%) and at the upper primary level 6.26 lakh (almost 64.07%). The increase in the enrolment of girls has been particularly significant. The effectiveness of project implementation can be regarded as an important factor influencing the growth of enrolment. Significantly, the rate of increase in enrolment in project districts has been higher than in non-project districts. At the primary level the increase during the past seven years in project districts is 66.79%, whereas it is 33.11% in non-project districts. Gross Enrolment Ratio in the project districts at the primary level has increased by 32.5% (from 74 to 106.5) which indicates that the project is on track to attaining its objectives. Comparative data regarding primary and upper primary level enrolment is given below :

TABLE - 17

PRIMARY SCHOOL ENROLMENT

	1991-92			1998-99			
	Cohort Population (lakh)	Enrolment (Lakh)	GER	Cohort Population (lakh)	Enrolment (Lakh)	GER	% Enrolment Increase
Project districts	36.2	26.8	74	41.96	44.7	106.5	66.79
U.P. (all district)	183.1	148.2	81	208.90	206.3	99.8	39.20
Non-Project districts	146.9	121.4	82	166.94	161.6	98.7	33.11

TABLE – 18

PRIMARY SCHOOL ENROLMENT (In 12 Project Districts)

	1991-92 Enrolment (‘000)	1998-99 Enrolment (‘000)	Increase nos. (‘000)	% Enrolment Increase
Boys	1,744	2,637	893	51.20
Girls	939	1,833	894	95.20
TOTAL	2,683	4,470	1,787	66.60

TABLE – 19

UPPER PRIMARY SCHOOL ENROLMENT (In 12 Project District)

	1991-92 Enrolment (‘000)	1998-99 Enrolment (‘000)	Increase nos. (‘000)	% Enrolment Increase
Boys	660	1032	372	53.36
Girls	317	571	254	80.13
TOTAL	977	1603	626	64.07

MAIN ACHIEVEMENTS OF U.P. BEP - I

	TARGET (1993-2000)	ACHIEVEMENT (Till 31.1.99)
GROSS ENROLMENT RATIO		
• PRIMARY LEVEL		
BOYS	85	118
GIRLS	71	93
• ENROLMENT (in '000)		
• PRIMARY LEVEL		
BOYS	1794	2637
GIRLS	1318	1833
• UPPER PRIMARY LEVEL		
BOYS	972	1032
GIRLS	721	571
CIVIL WORKS PROGRAMME		
• PRIMARY SCHOOL (incl. reconstruction/relocation)	4508	4343
• UPPER PRIMARY SCHOOL (incl. reconstruction/relocation)	1687	1618
• BLOCK RESOURCE CENTRES	176	175
• CLUSTER RESOURCE CENTRES	1768	1743
• ADDITIONAL CLASS ROOMS	3429	3374
• TOILETS	10242	10201
• DRINKING WATER	5299	4638
TRAINING		
• TEACHERS		
INDUCTION	9398	8442
IN-SERVICE	50,898	First Round - 42,759
		Second Round - 41,911
		Third Round - 39,113
		Fourth Round - Till now 31,337
		TOTAL - 1,58,120
• DISTRICT/BLOCK TRAINERS	558	558 (The trainers are imparted training on annual basis)

• V.E.C. MEMBERS	12,534 VEC	2,28,206 (Members of 10,373 VEC's trained)
• N.F.E. INSTRUCTORS	500	441
• BRC CO-ORDINATOR	176	176 (The BRC Coordinator is imparted one day refresher training at DIET once in a month)
• ASST BRC CO-ORDINATOR	176	176 (The Asstt. BRC Coordinator is also imparted one day refresher training at DIET once in a month)
• SCHOOL CLUSTER STAFF	1768	1768
• E.C.C.E. FACILITATORS	1200	1200

IMPLEMENTATION PROGRESS OF BEP – II

	TARGET (1993-2000)	ACHIEVEMENT (Till 31.1.99)
CIVIL WORKS PROGRAMME		
• PRIMARY SCHOOL (including New/Reconstruction/ Relocation)	587	340
• UPPER PRIMARY SCHOOL (including New/Reconstruction/ Relocation)	307	163
• ADDITIONAL CLASS ROOMS	6833	3276

LESSONS AND EXPERIENCE GAINED FROM UPBEP

PROJECT IMPACT

As compared to non-project, districts, there has been a significant increase in enrolment in UP BEP districts. This has necessitated a large number of additional classrooms, additional teachers and other infrastructure. DPEP-III should also plan for increase in demand on account of project implementation.

Quality improvement has been revealed through the second BAS conducted in 1996.

A study conducted by an independent agency in Saharanpur district indicated that teachers attendance has increased from 33% to 78%.

Findings of Second Baseline Learners' Achievement Survey in BEP Districts

Composite mean score in language (work knowledge and reading comprehension) has increased from 34.18 in first survey to 37.30 in second survey.

Mean achievement in mathematics in project districts is higher than in control districts.

Classroom activities are getting more varied-reading aloud, dictation, home assignment. The same trend is reported for correction of work which increased by 46 to 89 percentage points.

95% teachers received in-service training as compared to about 25-60% in first survey.

50-90% teachers in 2nd survey reported using and making teaching aids compared to 25-60% in first.

50-70% teachers reported that they were getting assistance from school head & 30-55 from cluster head.

MANAGEMENT :

A major advantage in the UP BEP, is the substantial autonomy and flexibility available to the State Project Office in planning strategies and in taking implementation decisions.

The role of the District Magistrate, and to some extent the CDO, are crucial for implementation progress.

(*) The ABSA is a key administrative figure in the system of educational management and his role must be supported and strengthened. The ABSA must be closely involved, and assigned a supervisory, role, in the activities of the BRC.

(*) For effective school management, the village community must assume the major responsibility. Creation of a sense of ownership is essential.

(*) A constraint in UP BEP has been the incomplete and unreliable data-base. This emphasises the importance of operationalising the MIS at the earliest stage.

VECs :

(*) Community mobilization is essential for participation in educational activities. Training should be given not only to VEC members but to other active and dedicated members of the village.

(*) The thrust of VEC training should be on full participation in educational activities and operation/running of the school.

(*) VEC, by and large, reflect the local power structure of the village and do not represent all sections of opinion. The Gram Pradhan is the dominant figure.

(*) Despite the authority vested in the VECs with regard to school management, many of them have not displayed much interest in this direction.

CLASSROOM TRANSACTIONS :

(*) Positive impact of the teachers' training programme is visible in the classroom.

(*) The supplementary reading materials provided to schools under UP BEP have been popular and have evoked considerable interest among students.

(*) Parents involvement and participation in affairs of the school should be developed.

(*) A general desire for tables and chairs in all schools, introduction of English in Primary classes, preference for uniforms, was expressed.

(*) Teacher absenteeism is a serious problem particularly in remote areas.

TRAINING :

(*) Teacher motivation should form the core of the initial capsule of in-service teachers training.

(*) Effective teaching practices resulting in activity based and joyful classroom transaction must be emphasized and periodically reinforced during teachers training.

(*) Creation of an attractive and conducive learning environment in the school should be emphasized through practical demonstrations and easily applicable guidelines.

(*) Transmission losses can be reduced by careful selection, strengthening and support of DIET Master Trainers, BRC Coordinators and Resource Persons.

(*) NPRC's are not yet functioning to capacity under UP BEP. The role of NPRC needs particular attention.

(*) Between training sessions teachers may be provided simple and attractive reading materials and guidelines on issues such as creation of attractive classroom environment, organisation of extra curricular activities for children, inputs on learning disabilities, etc. These issues could be discussed at monthly Cluster meetings.

(*) The role of NPRC is conducive to go beyond the strict realm of teacher support. The NPRC's are becoming significant players in VEC training & promoting community school interface. They are also playing the role of supervision of alternative schooling and non formal education centers.

(*) The BRC's are also Key players in training Key resource persons or Block Resource Groups for VEC trainings & supporting Community based initiatives.

CIVIL WORK :

(*) The UP BEP strategy of completing all works in the first part of the project has yielded good results.

(*) The experience of entrusting the construction to VECs has been, by and large, good. Motivation of VECs and creation within the community of a sense of ownership would improve the quality of construction still further.

(*) Difficulties were encountered under the UP BEP in technical supervision of VEC construction activities. A technical supervision system is essential to maintain quality of construction.

OTHERS :

(*) The alternative schooling model (Shiksha Ghar) launched under UP BEP is marked by its flexibility, contextuality and good quality of materials. Lack of community participation, delay in releasing honorarium to the Instructor by the Gram Pradhan, delay in providing materials to the centres are some of the problems encountered.

(*) ICDS Anganwaris have been upgraded to function as ECCE Centers by providing training inputs, materials, consumables, etc. At the village level the response to ECCE Centres has been good.

(*) 50 ECCE Centres have been established by a Non-Government Organisation in a non ICDS-block. The response to this initiative has been encouraging and has demonstrated the success of pre-school education in the absence of nutritional inputs.

(*) SCERT capacity has been strengthened in various core areas.

(*) DIET capacity has been substantially strengthened and some DIETs are doing exceptional work on their own initiative. In others, however, poor staffing and motivation are obstacles to making an impact.

(*) SIEMAT has been developed as an institution which can play an important role in educational development. Provided SIEMAT faculty is strengthened, it could become a training and resource institution for all Hindi speaking States.

(*) SIET has been under-utilized. The institution can play a more significant role in various activities under DPEP.

District Primary Education Programme

The District Primary Education Programme - II in Uttar Pradesh was sanctioned in September, 1997 and will continue up to December, 2002. The total project outlay is Rs.567.55 crores. As per the sharing pattern of DPEP as a centrally sponsored scheme, the Govt. of India bears 85% of the project cost and 15% share is met by the Govt. of Uttar Pradesh. The basic facts related to the project are as follows :

Basic facts of the Project	
Implementors	- Government of Uttar Pradesh and Uttar Pradesh Sabhi Ke Liye Shiksha Pariyojna Parishad (Educational For All Project Board - EFAPB)
Coverage	18 districts of the State, namely - Bareilly, Siddarthnagar, Gonda, Badaun, Lakhimpur Kheri, Pilibhit, Basti, Maharajganj, Moradabad, Lalitpur, Sonbhadra, Shahjahanpur, Deoria, Hardoi, Firozabad, Balrampur, Sant Kabir Nagar and Jyotibaphule Nagar.
Duration	Year 1997-2002
Project cost	Rs.567.55 crores

Main Programme interventions:

1. Expanding Access:

- Opening of new primary school in unserved habitation of 300 population within a distance of 1.5 Km.
- Providing alternative models of schooling for working children, street children, girls of minority community, migratory groups and scattered habitations.

2. Promoting Retention:

- Promoting awareness about the programme and eliciting active community participation in all aspects of planning, implementation and management of DPEP.
- Ensuring regular reconstruction / maintenance of primary school buildings.
- Providing drinking water facility and toilets to all primary schools and constructing additional class rooms in overcrowded schools as per requirement.
- Provision of free text-books and educational materials for all girls and SC and ST children.
- Setting up of Early childhood Care and Education (ECCE) Centers for preparing children of 3-6 years age group for school readiness and relieving elder girls from sibling care responsibility.

- Provision of Integrated Education for children with mild to moderate learning/physical disabilities in general schools.
- Activating of VECs and to vest them with management powers for development and maintenance of schools, ECCE and AS centres.
- Strengthening/setting up other grassroot level structures like Mahila Samuhis, Yuva Mangal Dals, MTAs, PTAs, etc.

3. Quality improvement:

- Review and revision of curriculum and teaching-learning materials to facilitate a two way interaction between teacher and child and to promote child-centered and activity based learning.
- Quality improvement strategies for teachers including motivation and visioning exercise and in-service teacher training programme.
- Development of teacher-training packages i.e. guides and handbooks.
- Encourage teachers to develop innovative, interesting and low-cost TLMs with locally available environment friendly materials.
- Ensure regular academic support, monitoring and supervision of teacher and school performance through NPRCs, BRCs and DIETs.
- Strengthen in-service teacher training programmes and reduce transmission loss by suitable Distance Education interventions.
- Develop strategies for multigrade teaching.
- Improve text-books by developing child-centered, joyful, competency based teaching-learning materials.
- Developing reliable techniques for learners' evaluation.

4. Capacity Building:

- Strength of State Project Office.
- Strengthening institutional capacity of SCERT in specific areas such as teachers training, development of new curriculum, textbooks, instructional material and evaluation system; and conduct of Baseline Assessment Studies, etc.
- Enhancing institutional capacity of the State Institute of Educational Management and Training, Allahabad in organising training programmes for functionaries involved with the project in educational planning and management, research and evaluation, analysis of educational statistics, documentation and dissemination of project activities.
- Strengthening and supporting SIET through provision of improved equipment, technology and training in the areas of designing, developing and producing audio-video and print materials for DEP.
- Strengthening DIETs and establishing District Project Offices by provision of adequate staff, equipment, books, vehicles, etc. for implementation of the programme.

- Establishing BRC in each block of the project district to serve as the nodal centre for teacher training and academic support activities.
- Establishing NPRC at the headquarter of each Nyaya Panchayat to act as decentralised support system for teacher training programmes.
- Activating VECs to involve them in micro planning (school mapping and house- hold surveys), mobilising community support, school improvement and community managed school construction.

5. Planning, Research And Evaluation:

- Decentralised planning process.
- Multi-stage appraisal of perspective plans and AWP & B
- Research inputs in planning/implementation.
- Building research capacities at all levels.
- Evaluation of programme components.

6. Supervision And Monitoring:

- To develop Quarterly PMIS for monitoring of programme implementation at state and district level and Annual EMIS for collection, compilation and analysis of school data.

IMPACT OF DPEP's IMPLEMENTATION :

The various programmes and activities initiated under the project have created a tangible demand for primary education. The thrust on adequate schooling facilities, gender sensitivity, quality improvement of teaching methodology; combined with growing awareness in the community of the need for education, have resulted in an upswing in demand for primary schooling.

Enrolment figure at the primary school level in project districts have shown an encouraging increase over the period 1996-97 to 1998-99. The figures display an increase of 5.7 lacs (13.13%). The increase in the enrolment of girls has been particularly significant. The girls enrolment has gone up from 1673 thousand to 2133 thousand registering a remarkable increase of 27.49% in less than two years span. The GER has also risen from 70.5 in 1996-97 to 84.7 in 1998-99. This goes to show that gender sensitive interventions being applied in project districts have been successful in serving their desired purpose.

The districts specific interventions can be regarded as the important factor influencing the growth of enrolment. Accordingly, the rate of increase in enrolment is higher (13.13%) in project districts in comparison to 11.78% in non-project districts. The comparative data of project, non-project and the State regarding primary level enrolment is given below :

TABLE - 20

PRIMARY SCHOOL ENROLMENT

	1996-97			1998-99			
	Cohort Population ('000)	Enrolment ('000)	GER	Cohort Population ('000)	Enrolment ('000)	GER	% Enrolment Increase
Project Districts	5078	4340	85.5	2381	4910	91.3	13.13
U.P. (all districts)	20421	18404	90.1	20890	20632	98.76	12.10
Non-project districts	15343	14064	91.6	18509	15722	84.9	11.78

TABLE - 21

PRIMARY SCHOOL ENROLMENT IN UTTAR PRADESH

	1996-97			1998-99			
	Cohort Population ('000)	Enrolment ('000)	GER	Cohort Population ('000)	Enrolment ('000)	GER	% Enrolment Increase
Boys	10831	10696	98.8	11080	11368	102.5	6.2
Girls	9592	7708	80.3	9810	9264	94.4	20.18
Total	20421	18404	90.1	20890	20632	98.76	12.10

TABLE - 22

PRIMARY SCHOOL ENROLMENT IN DPEP DISTRICTS

	1996-97			1998-99			
	Cohort Population ('000)	Enrolment ('000)	GER	Cohort Population ('000)	Enrolment ('000)	GER	% Enrolment Increase
Boys	2704	2667	96.2	2865	2777	96.9	4.12
Girls	2374	1673	70.5	2516	2133	84.7	27.49
Total	5078	4340	85.5	2381	4910	91.3	13.13

IMPLEMENTATION PROGRESS OF DPEP – II

	Target (1997-2002)	Achievement upto Feb'99
• Total GER at Primary Level	106.07	91.3
• Enrolment Primary Level (in '000)	5679	4910
Boys	3024	2777
Girls	2655	2133
• Civil Works Programme (1997-99)		
Primary Schools (including New / Reconstruction / Relocation)	3727	207
Block Resource Centres	215	Evaluation Report on proposal of C&DS, UPJN submitted to GOI for clearance from WB.
Cluster Resource Centres (NPRC)	2116	874
Additional Classrooms	4473	614
Toilets	12738	1130
Handpump for Drinking Water Facility	6260	The job has been entrusted to U.P. Jal Nigam and work is expected to commence from March'99
SCERT		
a) Hostel and Training Hall in SIE, Allahabad	01	Evaluation Report on proposal of C&DS, UPJN, Allahabad submitted to GOI for WB's approval.
b) 20 rooms / 40 bedded hostel in SCERT, Lucknow	01	-
c) DPEP Cell in Vidya Bhawan		Supervision & Management of construction by contractor entrusted to C&DS, UPJN, Lucknow. Work has commenced.

• Training		
Newly Inducted Teachers	6682	The training has not started as yet.
In-service Teachers	50,522	48,922 teachers trained in Ist round. Selection of TOT's for IInd round completed; IInd round of teachers training to begin shortly.
District / Block level Trainers	1025	877 (This training is imparted annually)
VEC Members	15076 VECs	About 1,95,404 members of 8882 VECs have been trained so far.
NFE Instructors	3650	605
Block Resource Centre Coordinators	215	215 trained in Ist year (This is a yearly recurring training)
Asstt. Block Resource Centre Coordinators	215	215 trained in Ist year (This is a yearly recurring training)
School Cluster Staff	2116	1395 trained in Ist year (This is a yearly recurring training)
ECCE Facilitators	1050	997

Lessons Learnt from DPEP - II

VILLAGE EDUCATION COMMITTEE

- VEC's training module has been improved and training is imparted at village level with other members of the community participating. There is a need for regular follow up and recursive training inputs.
- VEC's are now actively involved in school mapping and microplanning process. Yearly updation of microplanning data is envisaged.
- Assistance from grassroot organisations/NGO's for sustaining VEC/Community interactions with schools and school management is being attempted.

QUALITY IMPROVEMENT

- Motivational inputs in teacher trainings are required at regular intervals.
- Regular follow-up of teacher training modules is done through DIET, BRC, CRC to sustain teacher support.
- The creation of Academic Resource Groups at State, district and block levels lead to development of more comprehensive strategies for pedagogical improvements as evidenced in revision of curriculum for primary classes, revision of textbooks for classes I – III and the development of two rounds of teachers training modules.
- Improvements in the design and production processes of textbooks and supplementary materials are critical for qualitative improvements. The lack of technical capacities with the SCERT and State Textbook Officer in this aspect is a handicap and needs to be remedied.

ALTERNATIVE SCHOOLING

- This area is increasingly emerging as a forceful alternative strategy in DPEP districts, given the incidence of school dropouts, especially girls; working children; remote and scattered habitations in some districts as well as temporary dislocations caused in flood-prone areas.
- DPEP has successfully evolved a battery of AS designs to suit these varied client groups, with the help of a very active State Academic Resource Group which includes several NGO's working in the field of non-formal education.
- A variety of AS models place a severe demand on development of flexible packages for learning with commensurate teaching-learning materials. Existing capacities in DIET's, SCERT need to be augmented and provided with flexibility to be able to draw in the lessons learnt and capacities developed, so that it is

institutionalized and are made available for the increasing demands from the districts / blocks.

- AS initiatives need to be supported by a regular system of surveys and studies to estimate emerging needs and micro level requirements.

SUPERVISION & MANAGEMENT

- In large and populous districts of Uttar Pradesh, it is increasingly being felt that the block level needs to be strengthened for better supervision and monitoring. The traditional basic education structure in the State has a designated block education officer called the Assistant Basic Shiksha Adhikari (ABSA). While this level has been augmented in respect of academic inputs through the creation of a Block Resource Centre (BRC), there is still a very pressing need to strengthen the administrative supervision aspect so as to bring about effective coordination and linkage between the administrative and academic supervision structures. Steps have already been initiated in DPEP – II to clarify roles of the two structures at block level, provide office space for ABSA in the BRC, providing mobility and TA/DA funds to ABSA, hold common visioning workshops for a shared perception of the goals of DPEP and specific inputs on supervision through SIEMAT. However, this process needs to be further strengthened and institutionalized in the project management structures.
- With UP BEP and DPEP – II, 35 districts are implementing the project in mission mode with time bound targets. The need for regular and constant back stopping, problem solving and trouble shooting has raised the need for one level at the divisional headquarters to provide the necessary administrative / monitoring back up. In several cases like Bareilly division which covers 4 DPEP districts, Basti division which covers 3 DPEP districts, Gorakhpur which covers 1 UP BEP and 2 DPEP districts etc., a divisional level project officer can take care of many coordination, administrative pushing and problem solving activities which otherwise tend to depend on State level interventions. To save time and for more practical / effective local handling, it is being felt that a divisional level set up for the project areas is inevitable. It is equally clear that this level should not be another “Layer” of bureaucracy but specifically for monitoring and administrative back-stopping. Since there are already Asst. Directors for Basic Education/posted at Divisional levels, it would be prudent to strengthen staff at that level for the project purpose.

INSTITUTIONS

- SIEMAT has emerged as a key institution in providing inputs for decentralized planning, EMIS data management and capacity building of educational administrators. However, with the increasing gamut of activities both for project districts staff as well as capacity building for DIET's educational administrators, the institution is already stretched and needs strengthening in terms of faculty as well as training budgets.
- SCERT has played central role in the academic charter of UP BEP I & II as well as DPEP II. However, its capacities in terms of alternative schooling, integrated education and distance education need to be specially strengthened. Further the scope of SCERT to network with resource institutions and draw in pools of talent available in the State, NGO sector and the country as a whole, need to be strengthened.
- The Director of Basic Education handles the very critical function of administrating the basic education service cadre and the entire number of primary school teachers and head teachers, this includes personal matters as well as financial records / management of their salaries, allowances, retirement benefits, etc.. There are 2546 number of officials in the basic education cadre and 3.10 lac number of primary school teachers. It can be well understood that the personnel and financial management task at hand is gigantic and the existing pitfalls in the system lead to accumulation of grievances, long delays and lack of motivation. To improve the system of grievance redressal of teachers and educational field staff, as well as to ensure speedy responsiveness in personal matters, transfers, salary fixation, payment of dues and sanction of retirement benefits, it is necessary to streamline the system and adopt the use of computers and appropriate technology. The benefits in terms of an efficient personnel and financial management system could bear valuable fruit in a motivated and willing cadre of officials and teaching staff across the districts.

CHAPTER - 8

DPEP : PLANNING PROCESS

Planning for Universalisation of Elementary Education had hitherto been performed mainly at the state level which was too wide and heterogeneous an entity for effective planning. Keeping in view broad guidelines, the planning process and project formulation under DPEP – III in U.P. was initiated with emphasis on location-specific planning in a participatory manner. The district plans have been prepared through an intensive process of interaction with the elected representatives, local bodies, teachers, educational officers at decentralised levels, and NGOs so that it reflects the felt problems, issues and needs of state's children and is 'owned' by all those who are to be associated with its implementation.

The "nine pillars" of the planning process mentioned in the DPEP guidelines have been kept in mind in the planning exercise. An attempt has been made to ensure participation of Village Education Committees, teachers and parents. Alternative methods have been given significance and an holistic view has been taken. All qualitative aspects such as school effectiveness, text books, teachers' training and improvement in reading and learning skills have been covered. To facilitate synergistic development, conversion of services has been given importance. Improving teacher motivation, class room transactions and school management have been kept in mind in the planning process. Innovations have been welcomed and focus has been provided to improvement in access, retention and achievement levels of girls. A gender perspective has been incorporated in all aspects of planning. Evaluation, monitoring and research are interactive and supportive of DPEP. Studies and evaluation have been taken into account in project planning and action research to facilitate decision making. The planning process for DPEP - III in U.P. has been participatory and opinions and views of various cross sections of society have been given due consideration in plan formulation.

Focus Group Discussions (FGDs), PRA and other techniques have been adopted to ensure involvement and participation of stake holders in the process. A two pronged strategy was adopted for identifying and analysing the problem areas :

- first hand information was gathered and community perception was ascertained through FGDs and PRA ;
- the available secondary data related to educational development was studied and analysed.

The location, causes and probable solution of problems were also conceived through participative approach to help in deciding the strategies and interventions in the light of DPEP objectives, Contextuality lies at the heart of DPEP strategy. Micro-interventions need to be conceptualised and developed to ensure that local felt needs are fulfilled. At the present stage of planning, the feed-back from FGDs, PRA and available disaggregated data have permitted only a certain degree of contextualisation. The micro-planning exercise which will be undertaken soon, involving house-hold surveys and preparation of village-level plans, will ensure that the educational needs of

every habitation in the project districts would be provided for under DPEP. This will be reflected in subsequent Annual Work Plans.

District Core Planning Teams of all the 38 districts were constituted in November, 1998. The team consisted of Basic Shiksha Adhikari, Accounts Officer, Principal DIET and one Asstt. Basic Shiksha Adhikari. These core planning teams were given one day orientation to DPEP by State Project Office on 03-12-98 at Lucknow. Thereafter, 4 training programmes of 9 days duration each were organised for district core planning teams on "how to prepare DPEP perspective plan". Training programme for 9 districts was conducted during 10-18 Dec., 98 at Lal Bahadur Shastri National Academy of Administration, Mussourie. Training programmes for remaining 29 districts were conducted by SIEMAT, Allahabad in three rounds during 21-29 Dec, 98, 22-30 Dec., 98 and 4-12 Jan., 99. Further 6 workshops, each for 2 days were organised at State Project Office during 1-12 Feb., 99 in which planning teams of all the 38 districts participated and presented their perspective plans. Detailed discussions in respect of perspective plan of the districts were held by the S.P.O officers with the districts teams during these workshops.

Baseline Assessment Studies are being conducted by SCERT, UP in all the 38 DPEP districts to measure the existing achievement levels. The BAS has a number of general and specific objectives listed as under :

General Objectives :

1. To study the differences in learning achievement among gender and social groups.
2. To measure the level of achievement of students both in literacy and numeracy at the end of the initial stage and both in language and mathematics at the end of the penultimate stage of primary schooling.
3. To assess the effect of variables like home, school, teacher, classroom, processes, incentive schemes etc. on learners' achievement.

Specific Objectives

1. To assess the levels of achievement of students of class I both in literacy and numeracy at the end of the year.
2. To study the levels of achievement of students at the penultimate stage both in language and mathematics.
3. To assess the influence of teachers' educational and professional qualifications on the overall achievement of the learners.
4. To assess the influence of the language qualifications of the teachers on learners' achievement in language.

To study the effect of the mathematics qualifications of the teacher on learners' achievement in mathematics.

To study the effect of teaching experience of teachers on learners' achievement.

To find out the number of teachers who underwent training conducted by SCERT/DIET during the last three years.

To find out the specific areas in which the training has been imparted to the teachers.

To assess the quality of inservice training programmes conducted during the last 3 years.

To find out the extent of utilisation of in-service teacher training in classroom practices.

To find out the number of teachers trained for the use of competency based teaching-learning material.

preliminary -- reports of all the districts are now available and their findings will be incorporated in the Districts Plans. The Schedule for sharing the findings of BAS has been finalized which is enclosed.

Special Assessment Studies (SAS) were conducted in a sample of 5 DPEP-III districts through a specialised organisation, viz, Organisation for Applied Socio-Economic System (OASES), New Delhi; Operation Research Group (ORG), New Delhi; and Govind Vallabh Pant Science Institute.

These 5 districts cover each type of geographical region- Hills, Bundelkhand, Central, Eastern and Western UP and take into account demographic factors and social conditions impinging on education for girls, scheduled caste, scheduled tribes and other disadvantaged groups of society.

The following 5 districts have been identified for conduct of SAS –

No.	District	Region	Regional Peculiarities
	Pithoragarh	Hills	Some tribal group
	Mahoba	Bundelkhand	Scattered habitations
	Umao	Central	Predominant SC population
	Ambedkar Nagar	Eastern	Predominant SC population
	Muzaffar Nagar	Western	Economically advanced but girls education is an issue of concern.

The overall objective of the study was to generate a better understanding of the constraints the disadvantaged groups experience among the planners, leading to incorporations of more pointed responsive strategies in the DPEP-III as well as subsequent Annual Work Plans. The specific objectives were :-

- (a) To identify the nature and causes of disadvantages these children experience, adversely affecting their participation and learning achievement in schools;
- (b) To assess the available incidence on the effectiveness of various schemes that are in operation for some of these groups of children. The assessment would be based mainly on published and unpublished information available in the public domain supported by some primary information.
- (c) To identify and discuss the possible strategies to overcome the disadvantages and constraints within the DPEP framework.

The draft reports of SAS have been received and shared with the Districts. The findings of these reports have helped in identification of problems and evolution of strategies.

MATRIX OF SHARING SAS

Date	Venue	Participating Districts
12.3.99	DIET, Mahoba	Mahoba, Hamirpur, Jalaun, Jhansi
16.3.99	Pithoragarh	Pithoragarh, Champawat, Bageshwar, Uttarkashi, Tehri Garhwal
18.3.99	DIET, Unnao	Unnao, Kanpur Dehat, Fatehpur, Farrukhabad, Kannauj, Rai-Bareli
19.3.99	DIET, Faizabad	Faizabad, Ambedkar Nagar, Sultanpur, Jaunpur, Pratapgarh, Mau, Azamgarh, Ghazipur, Ballia, Padrauna, Mirzapur
20.3.99	DIET, Muzaffar Nagar	Mujaffar Nagar, Hardwar, Bijnor, Meerut, Baghpat, Ghaziabad, Gautam Budh Nagar, Bulandshahar, Mathura, Agra, Etah, Mainpuri

Finance Study of the state's resources, in the context of education done for DPEP -II in 1997 has been updated and submitted to GOI and the World Bank. The study contains a wealth of information, covering the financial health of the state of U.P., its plans and non-plan resources, investment in education at various levels with percentage distribution thereof, centrally sponsored schemes for elementary education, primary school expenditure on teacher salaries, text books etc. primary school teacher data, incentive schemes for primary school education, and forecasting of financial resources required at the end of Project period keeping in mind the recurring liabilities of U.P.BEP, DPEP-II and DPEP-III. Moreover, a Fiscal study has been conducted recently in UP which also covers the Education Sector. Therefore, a separate study for the expansion districts in UP was not held.

SOCIAL ASSESMENT STUDIES : Emergent issues

	Problem	Social Causes
All Districts	LOW ACCESS	Financial Constraint of parents.
	AND LOW	Illiteracy of Parents.
	DEMAND FOR	Low perceived value of education among parents.
	EDUCATION	Non-availability of schools.
		Involvement of children in household work.
		Co-education generally not favoured.
		Absence of female teachers.
		Distance between school and home.
		In accessibility of school during rainy seasons.
		Prejudical attitude towards girls education.
		Religious education favoured by muslims.
		Dissatisfaction with teaching in schools, especially teacher absenteeism.
		Irregularity in distribution of scholarship.
		Discriminatory practice followed by some teachers in rural areas.
		Lack of Parent- teacher co-ordination and co-operation.
	LOW RETENTION	Cash cost of Education
		Opportunity cost of education
		Childrens' involvement in household chores and income generating activites.
		Indifferent attitude of teachers towards education.
		Irregular teaching in schools.
		Insensivity of present system to special.
		educational needs of children.
		Curriculum not suited to local needs.
		Lack of space for children in schools.
		Lack of basic amenities in school - drinking water, toilet and blackboard etc.
		Social factors such as 'purdah' system and matrimonial considerations of girls.
		Children do not enjoy education.
		Unsuitable school timings.

	LOW ACHIEVEMENT	- Burden of household chores specially among girls.
		- Lack of proper environment for education at home.
		- Irregular attendance in schools specially in case of muslims and girls.
		- Lack of efficient teachers.
		- Irregular attendance of teachers.
		- Scarcity of teaching learning materials.
		- Unpsychological method of teaching.
		- SC, ST low achievers.
		- Textbooks not available to all children.
	MISCELLANEOUS	- Poor school supervision and school inspection.
		- Mid-day meal befitting more to parents.
		- Scattered population.
		- Teachers do not know how to cope with multigrade situations.
		- Lack of administrative support.

PITHORAGARH : Social Assessment Studies

- Highest incidence of dropout among ST children followed by SC children.
- Highest proportion of students, going to school among minorities followed by general caste category.
- About 5.9 % of the children either dropouts or never attended schools. This problem exists in SCs & STs.
- Mostly children of all castes go to primary school except 21 % of the ST children.
- Factors responsible for the ST children -
 - Scattered villages.
 - Lack of school facilities.
 - Economically very poor.
 - Cut- off from rest of the society.
 - Separate primary school opened for them on the verge of closure.
 - Medium of instruction in school is not in their Mother Tongue.
 - In common schools ST children find themselves isolated in terms of language.
- Majority of children working in fields especially ST & SC children.
- Most of the children prefer recreational activities to going to school.
- Workload on school going children relating to other than the schooling activities found to be very high.
- Poor teaching -learning aids in schools.
- In 60% of the schools, teaching method very good.
- Teacher -students relationship good in 80% of the school.
- Most of the schools poorly equipped.
- Regularity of teachers only in 60% of schools.
- Text books not available to all students especially to SC students.
- Poor quality of teaching and absenteeism among teachers due to distance of teachers residence from their schools.
- Supervision & school inspection in a sorry state.

- Distribution of scholarship quite irregular.
- Mid-day meal delayed, non-observance of attendance norm by the teachers, therefore fake enrolments.
- Mid-day meal provided mostly in uncooked form therefore befitting more to parents.
- Only two Ashram type schools existing in Dharchula block of the district.
- Poor functioning of ATS.
- Lack of coordination between the welfare & basic education departments of the districts.
- Less number of Aganvadi Centres, adult education centres & NFE centres.
- Special facilities for girls education required.
- School timings in conformity with the seasonal work required.
- The proportion of boys attending schools located outside villages almost three times higher than girls.
- A perceptible positive change for education among elders felt.
- School building in general dilapidated and isolated having no playgrounds & boundary walls.
- Scattered population.

Ambedkar Nagar : Social Assessment Studies

- Inadequate infrastructure facilities in schools.
- Distance of primary & upper primary schools from the habitations.
- Inadequate number of schools.
 - One primary school for 1,528 persons in rural areas.
- ✓ Inaccessibility of school during rainy seasons as all the approach roads to the schools remain under water even after rains are over.
- ✓ Poor ventilation in class rooms.
- Less number of classrooms as compared to the number of students.
- ✓ Lack of most of the basic amenities in schools like toilet, drinking water facilities, furniture, etc.
- ✓ Teachers do not know how to cope with multigrade situations.

- Education does not lead to job, hence meaningless.
- Irregularity of teachers.
- Poors monitoring of schools & functioning of teachers.
- High dropout rate in Muslims.
- A significant proportion of girl children in general caste have never been to school.
- Attitudinal barrier to education among social group except Muslims due to economic reasons.
- Preference for religious education among Muslims and learning of Urdu language.
- Gender bias towards education found in rural areas.
- Dowry system among Hindus deterrent to education of girl child.
- General opinion among general caste & OBCs - education beyond primary level to girl - child will pose problem in her marriage.
- Poor status of women and religious taboos, and superstitions against the movement of the women.
- Practice of marrying a girl at younger age.
- Practice of caste discrimination both in the urban & rural areas.
- Male children as earning member of the family.
- Girl child taking care of younger siblings at home.
- Curriculum not suited to traditional occupation especially among Muslims.
- Presence of child labour both in urban & rural areas.
- Illiteracy of parents.
- Unaffordable education.

UNNAO : Social Assessment Studies

- Absence of coordination and cooperation between parents and teachers.
- Dearth of female teachers.
- Disruption of schooling in monsoon season in the flood prone areas.
- Gender discrimination towards education of girls.
- Curriculum not suited to local needs.
- Preference for religious education among Muslims.
- Lack of physical facilities in schools.
- Parents hesitant to send their daughters to coeducational schools.
- High dropout rate amongst all the groups.
- Caste discrimination prevails in some schools.
- Education does not lead to employment, hence meaningless.
- Children working as earning members.
- Distance between school and home especially for girls.
- Burden of household chores especially among girls.
- Presence of displaced / migratory population.
- A predominant proportion of children working as 'Bonded Labour'.
- Limited number of schools.
- Direct cost of education unaffordable.
- The teacher pupil ratio is 1:70.
- Irregularity of the teachers.
- Unavailability of good TLM in school.
- PRA--> no primary school in 2 villages - Newaj Khara & Girwarkheda
- Illiteracy of parents.
- Significant proportion of SC & Muslim population never enrolled in school.
- SC people do not foster educating their girl- child.
- In urban, due to unsafety on roads enrolment is very less.
- Lower literacy rate.
- Ineffective teaching methods.

MAHOBA : A Social Assessment Studies

1. High drop-out rate of children especially SC/ST children.
2. Indifferent attitude of teachers towards education.
3. Lack of efficient teachers.
4. Non - availability of separate schools for girls.
5. Attitude of Muslim parents discouraging for education of girls as it is against their
6. traditional and religious believes.
7. Preference for religious education (Madarsas) among Muslims.
8. Indifferent attitude of parents towards education especially in the illiterates and
9. lower strata.
10. Indifferent attitude of parents towards girls education.
11. Coeducation not preferred by Muslims and girls.
12. Children as income earning member especially among SC/ST.
13. Irregular attendance especially of the SC/ST students.
14. Lack of Basic amenities in schools - Bad condition of the building, no toilets, no boundary wall, less number of class rooms, no hand pump etc.
15. Since no toilet in the school, children go out and do not come back.
16. Due to lack of space in the classroom children fight daily for seats in the class.
17. Insufficient supply of educational materials.
18. Poor -economic conditions of the family.
19. Non- flexible school timings.
20. Distance of school from home - lack of transport facilities.
21. Teachers engaged in Government Administrative work.
22. Illiteracy of parents.
23. Lack of female teachers and traditional taboos go against education of children especially for girls.
24. Lack of proper atmosphere of education at home.
25. Burden of household chores especially for girls.

26. No higher school in the proximity of the village results in discontinuity in education.
27. Discriminatory practices followed by teachers in some schools.
28. Some children never enrolled.
29. Irregularity in the distribution of scholarship.
30. Raw form of mid-day meal scheme benefitting parents and not to children.
31. Many parents do not know about ICDS & NFCs.
32. Academic achievement level of SC/ST children very less.
33. Curriculum uninteresting and non- innovative.
34. No economic return from education, therefore irrelevant.
35. Most VECs are non-operational in the district.
36. Lack of educational material in schools.

MUZAFFARNAGAR : SOCIAL ASSESSMENT STUDIES

1. Absence of school in the village adversely affects education eg. Batta majra and especially for girls (eg. Alharpura)
2. In case, school situated outside the village, adversely affecting education of post puberty girls.
3. Lack of proper transportation facilities to and fro from school, adversely affecting education especially of the physically handicapped children.
4. Lack of teachers and their low motivational level to teach.
5. Lack of basic infrastructural facilities in schools like-rooms, toilet, drinking water facility, adversely affecting enrolment of children.
6. Poverty acts as hindrance for education.
7. N.F.E centres not successful in creating awareness among people.
8. Though enrolment rate high but drop-out rate also high due to poor-economic condition of the parents.
9. Lack of awareness of formal education especially among Muslims.
10. Muslims still give preference to religious education.
11. Parents think education of girls create problems during their marriage- main cause for drop-out of girls after class 8. Eg. Khatoli block.

12. Low expectation from girls education affecting their enrolment and high drop-out rate.
13. Coeducation not preferred.
14. Since education do not help to get jobs therefore meaningless.
15. Problem of female education especially among Rajputs and Muslims.
16. Girls doing household work leading to their high drop-out rate.
17. The academic achievement of boys by and large average, that of girls very high.
18. Indifferent attitude of teachers towards teaching.
19. Orthodox thinking of parents affecting female education.
20. Illiteracy of parents.
21. Teachers take lot of leave.
22. No blackboard in some schools.
23. Upkeep of school not proper.
24. People more attracted towards private schools.
25. Childrens involvement in income generating activities.
26. Dropout rate higher among muslim boys.
27. Instead of wheat distribution, children to be given free uniform, textbooks, note books etc, suggested by some of the parents, teachers and local bodies
28. Wheat not proving to be a very good incentive for children.
29. Scholarship for girls also – suggested by the community.

Schedule of Dissemination of Baseline Assessment Study
Findings of 38 DPEP Districts

S.No	Date	Venue	Participating Districts
1.	5-7-99	DIET Sultanpur	Sultanpur, Faizabad, Ambedkar Nagar
2.	6-7-99	DIET Jaunpur	Jaunpur, Mau
3.	7-7-99	DIET Saidpur, Ghazipur	Ghazipur, Ballia
4.	8-7-99	DIET (Imalia-Mau) Azamgarh	Azamgarh, Kushi Nagar, Mirzapur
5.	10-7-99	DIET Unnao	Unnao, Fatehpur, Kanpur Dehat
6.	12-7-99	DIET Chhibara Mau Farrukhabad	Farrukhabad & Kannauj
7.	14-7-99	DIET Jhansi	Jhansi, Jalaun, Hamirpur
8.	16-7-99	DIET Agra	Agra, Mathura
9.	17-7-99	DIET Mainpuri	Mainpuri, Etah
10.	19-7-99	DIET Bulandshahar	Bulandshahar, Muzaffarnagar
11.	20-7-99	DIET (Mawana) Meerut	Meerut, Baghpat
12.	21-7-99	DIET (Hapur) Ghazipur	Ghazipur, Gautambudh Nagar
13.	22-7-99	DIET Roorkee (Haridwar)	Haridwar, Bijnor
14.	24-7-99	DIET Badkot Uttarkashi	Uttar Kashi, Tehri
15.	27-7-99	DIET Almora	Almora, Pithoragarh, Champawat
16.	29-7-99	DIET Rai Bareli	Rai-Bareli, Pratapgarh

Notes:-

Participants:

All BSA, ABSA, SDI

Principal and 4 Lecturers of DIET

1 Head master/Head mistress to be nominated by B.S.A from each Block.

1 Primary school teacher to be nominated by BSA from each Block.

Regional Assistant Director of Basic Education.

Five Representatives of Prathamic Shikshak Sangh to be nominated by General Secretary of Uttar Pradesh Prathamaic shikashak Sangh, UP.

One officer from Pariyojna Parishad, Lucknow.

All the members of District core Resource group.

Approximate number of participants from each district be about 60.

Duration of Seminar:- One day only from 10 AM to 5 PM.

CHAPTER - 9

DPEP : GOALS AND APPROACH

DPEP-HI is to be implemented in 38 districts of Uttar Pradesh. Broadly, the objectives of the project are to build State, District and Sub-District level managerial and professional capacity for the sustainable development of primary education, and, to decrease drop-out rates of children from primary education, increase learning achievement of children receiving primary education, improve access of children to primary education, in particular for female students, Scheduled Caste and Tribal students and children with disabilities, and enhance community participation in primary education.

Specifically, the programme aims to develop and implement in the project districts a replicable, sustainable and cost-effective programme :

- I. to reduce differences in enrolment, dropout and learning achievement among gender and social groups to less than 5 percent ;
- II. to reduce overall primary dropout rates for all students to less than 10 percent ;
- III. to raise average achievement levels by atleast 25 percent over measured baseline levels and ensure achievement of basic literacy and numeracy competencies and a minimum and 40 percent achievement levels in other competencies, by all primary school children ;
- IV. to provide, according to norms, access for all children , to primary education (classes I-V), through primary schooling wherever possible, or its equivalent non-formal education;
- V. to strengthen the capacity of national, state and district level institutions and organisations for planning, management and evaluation of primary education.

APPROACH

- **HOLISTIC**

DPEP provides a holistic planning and management approach that perceives the task of UEE in its totality, and takes an integrated view of all critical factors that bear, directly, or indirectly, on the educational system.

- **CONTEXTUAL**

Planning is based on heterogeneous needs of local units, taking into account the varying contexts for attainment of UEE, and particularly the problems of girls and disadvantaged groups.

- **PARTICIPATORY**

Widest possible participation of local bodies, teachers, NGOs, and the community as a whole, is ensured through an intensive interactive process so that plans are 'owned' by all those concerned with implementation.

- **SUSTAINABLE AND REPLICABLE**

Programme interventions will be sustainable, even after closure of DPEP, and capable of being replicated throughout the state.,

- **PROJECT DURATION**

November 1, 1999 to October 31, 2004.

CHAPTER -10

STATE LEVEL INTERVENTIONS FOR EXPANDING ACCESS

1. Expanding Access

1.1. Opening of New Schools :

As per the norms of the Govt. of UP, a primary school is to be provided to each habitation of 300 within a distance of 1.5 km. As per this norm, a large number of unserved habitations have been identified in the project districts. By limiting the cost of construction through the use of local resources and technologies, and by sharing the cost of new schools to be opened with the State Government (Jawahar Rozgaar Yojana, Employment assurance scheme), access will be provided to unserved habitations. The school construction programme will be entrusted to VECs and is targeted for completion by the third year of project. Cost effective, child-friendly, environment-sensitive building designs are being developed using the School Construction Innovation Fund of DPEP II (see chapter on Civil Works).

1.2 Development of Alternative Schooling Models :

Even after opening new schools in unserved habitations, many small isolated villages and hamlets would still need to be provided access to schooling. Non-formal classes as alternatives to formal primary schooling will be provided in such areas. The modalities of alternative schools would be determined by contextual requirements. The district plans reflect the need for such alternative schooling facilities. Broadly the following models are to meet specific local needs :

- (*) Alternative schools for small isolated communities.
- (*) Working with Maktabas / Madarsas, especially for muslim girls.
- (*) Special arrangements for flood prone areas, where schooling is disrupted during monsoon.
- (*) "Bal Shalas" for 3-8 year old children, combining pre-school education with classes 1 & 2.

- (*) Special school for working children, providing for specific curricular needs.
- (*) Bridge courses through camp methodology for dropouts, especially for girls.
- (*) Prahar Pathshalas
- (*) Shiksha Ghars

Experts at the State level and DIET staff will be exposed to experiments conducted in other parts of the country, in alternative schooling. Taking into account specific local requirements, alternative systems would be developed with the help of experts. Training of Instructors and other staff, development of materials, implementation, supervision and monitoring, etc. would be coordinated by the core district teams under the guidance of the State Resource Group. The local community, in all cases, would be closely involved in the development of the programme and in its implementation. Participation of NGOs would be encouraged and they would be supported and trained in implementing alternative schooling models.

An alternative schooling model, 'Shiksha Ghar', has been developed under the UP-BEP. This model provides the element of flexibility and sensitivity that is lacking in the GOI's NFE programme. New child-friendly instructional materials, training manuals, evaluation formats and handbooks have been prepared. District plans have recommended adopting the 'Shiksha Ghar' model for out-of-school children, as it can be implemented without delay.

In the context of small habitations, where the number of learners would not exceed 30-40, the model developed by the Rishi Valley Education Centre is being trialled in 2 districts of DPEP II. The model, which relies on self-learning materials based on the formal school curriculum, would provide 5-6 hours of instruction per day in the supervision of a local instructor. This model could be effectively used in small settlements, and the self-learning materials could be utilized in formal schools as well.

ALTERNATIVE SCHOOLING UNDER DPEP II AND LESSONS FOR DPEP III

(A) Alternative Schooling

State Resource Group

A State Resource group for Alternative Schooling has been constituted in May, 1998 in DPEP II. It comprises of Programme Officers (NFE), SCERT, NGOs,

Educationists & the DPEP Bureau's Technical Support Group representatives. This group is entrusted to guide the implementation of different Alternative Schooling packages, preparation of teaching learning materials & developing an evaluation & monitoring system. The SRG meets every month along with District-Co-Ordinators (A.S.) to discuss their district/area specific problems & then guide & support them accordingly.

(b) Different Alternative Schooling Models

After organizing an orientation programme for the members of SRG (A.S.) at SPO they were sent to an exposure visit to Hyderabad, Jaipur & Siyaldah (Calcutta) to study A.S. models working in these states. The experience gained on A.S. models for child labour, street children, back to school programme, at M.V. Foundation Hyderabad, Loreto Day School Siyaldah, Lok-Jumbish, Bodh Shiksha Samiti Jaipur, Rajasthan were utilized for developing insights into designing appropriate A.S. models for Uttar Pradesh. The SRG members also visited respective districts to interact with & facilitate the district functionaries. Through this process A.S. strategies were evolved for different target groups. The following A.S. models evolved out of the above :-

(i) *Shiksha Ghar*

This is a renewed model of the one under BEP, which is meant for children in the age group of 6-11 years providing a flexible, sensitive & a child friendly school, managed by VECs.

(ii) *Balshala*

It is meant for the children of 3-11 age group. Under this model a school readiness package will be imparted to the children of 3-6 years age group while for the children of 6-11 years age group, primary education will be given. By keeping this age group together, the girls will be benefited as sibling care will be taken care of.

(iii) *Prahar Pathshala*

This model is proposed for the girls of 9-14 age group, who have dropped out from the formal schools without completing primary education or those that have never joined formal schools.

(iv) *Strengthening fo maktab/madarsas*

Large number of Muslim children, particularly girls study in Madarsas & Maktabas. It has been felt that improved inputs need to be included in madarsas & maktabas. This strategy entails mobilizing the community & building an environment for education reform. Contacts with religious leaders are also made. The designing of special teaching learning materials, identification & training of female instructors from the community imparting management training to religious heads & the community are included in the intervention.

In 1998-99 under DPEP II, 777 Shiksha Ghar, 176 Balshala, 121 Prahar Pathshala, Strengthening of 86' Maktabas / Madarsas, 60 Rishi Valley Model Centres (30 each in Sonebhadra & Lakhimpur Khiri district) have been opened & one bridging camp has also been started in Lalitpur district.

(C) A.S. Centre

The VEC & the community would have the freedom to determine time, duration & venue for the A.S. centre. Convenient timings for transacting, on an average four hours of learning with flexibility of duration, holiday pattern etc., could be determined as per local needs.

Competency based text books which are being used in the formal schools will be adopted, except where multigrade materials have been evolved or where Shiksha Ghar materials are more appropriate.

(D) Selection of Instructors

For the selection of instructors a selection committee has been constituted at the block level which comprises District Co-ordinator (A.S.), BRC Co-ordinator, senior most NPRC Co-ordinator, two members of Block Education committee (One male & one female member of SC) & a senior lady teacher of the block.

The application of candidates from the local community who are willing to serve as an instructor in alternative schooling are forwarded by the VEC to NPRC, who send it to the BRC. The educational qualification of an instructor is intermediate or high School. However if a local person with High School qualification is not available, then a class 8 qualified person may be considered. Special training will be given to such instructors.

The selection of instructors is done on the basis of a written test, group discussions & interview by the above selection committee. The instructors are appointed by & paid honorarium by the VEC.

A module for orientation of members of the selection committee has been developed by the SPO with the help of experts of an NGO-Nalanda Lucknow. The resource person of Nalanda oriented 04 members of the selection committee for each DPEP district from 17-20 Sept., 98 at Lucknow. These trained members then organized a two day orientation programme for the remaining members of the selection committee at the district from Oct. 98 to Dec. 98.

(E) Training of Instructors

A training package for the instructor of Shiksha Ghar, Prahar Pathshala & Maktab/madarsa is being developed with the help of Nalanda, Lucknow. The resource person of Nalanda will train the master trainers including 02 DIET Lecturers, one Programme Officer (NFE), one ABSA/SDI & District Co-ordinator (AS) in the 2nd week of February, 1999. These master trainers will train the instructors of the above mentioned A.S. centres for 30 days at the DIET of respective districts.

A training programme for 26 TOT/MT for Balshala was organized by the Bodh Shiksha Samiti, Jaipur from 2nd-16th Feb, 99 at Jaipur, Rajasthan. These TOT/MT in turn will train the instructors of Balshala in the month of Feb-March, 99. The pre-service training of the instructors will be 30 days.

(F) Supervision

The supervision of A.S. centres set up under DPEP are being done through the NPRC's in the clusters. The respective supervisors training module is being used for orienting the NPRC Co-ordinator. DPEP has also provided for alternative supervision systems through NGO's or by deputing primary school teachers for a year.

(G) Alternative Schooling for working children

In the DPEP districts, Firozabad & Moradabad have substantial working children. The district co-ordinator (A.S.) for Firozabad & the BSA / DPC have been particularly oriented with the issues of working children in Firozabad. They have been assisted in their efforts by constant support from the A.S. unit of the SPO & AS units of TSG, Ed. CIL, New Delhi.

In order to provide alternative schooling to these working children, intensive & planned efforts were started in the month of June, 98. Officers of the SPO held deliberations at Firozabad to evolve a mechanism for linkages among DPO, Deptt. Of Labour, Deptt. Of Social Welfare, ICDs, District Urban Development Agency (DUDA), Deptt. Of Health & others so as to evolve a practical strategy for dealing with education for working children engaged in the glass making industry. An assessment about the _____

number of schools run by different Departments & NGOs in the district to meet the needs of working children was concretised & areas where mutual support could be taken were discussed.

On the basis of the above exercise, Firozabad district prepared a detailed plan for opening of Alternative schooling for working children by 24 July, 1998. In the first phase, 03 wards of Firozabad city have been selected where SC & Muslim populations are in a majority. For rapid implementation of the programme “Mohalla Committees”, “Nagar Committees” & “ District Committees” have been constituted to guide programme interventions & mobilize community participation. Two social animators for each ward are being provided to work for environment building, identification of children & survey work so as to make contact with the parents of out of school children & motivate them to send their children to school.

Meetings of Mohalla Committees were held. The youth / women volunteers were identified in these Mohallas during regular meetings. These identified youth volunteers helped in door to door survey of child labour & out of school children in their mohallas. At present survey work is complete in one ward while 50% work has been done in remaining two wards.

In the year 1998-99, 34 AS centers have been opened with an enrolment above 2000. The instructors for the AS centres have been selected & trained in two batches at DIET, Firozabad with the help of an NGO called CREDA which is working in Mirzapur, to eliminate child labour from the carpet industry.

The experience of Firozabad has led to adoption of the same strategy in Moradabad city, which is also a DPEP II district. The SRG & resource persons from Firozabad as well as NGO's in the sector, have come together to guide this district.

(G) Multi Grade Schools for Small Habitations

A large number of scattered habitations do not allow for opening of a new primary school as per GOUP norms. An alternative model is proposed for such habitations which provides for one instructor, multigrade teaching, self learning materials and continuous evaluation, enabling the learners to learn at their own pace.

The Rishi Valley Education Centre (RVEC) has substantial experience in running schools based on similar concepts. Therefore, the RVEC has been engaged as consultant to train, orient and establish 60 alternative schools in the remote area of two DPEP

district i.e. Sonebhadra and Lakhimpur Kheri. The RVEC also assisted in preparation of teaching learning materials in Hindi, designing of training modules, conduct training of instructors and evolve evaluation systems.

The RVEC is helping the following activities in phase 1 :

- Material creation for multigrade teaching in class 1 & 2.
- Production of trainers modules.
- Development of manual for (Alternative) School's instructors.
- Training of 60 instructors in two districts (Sonebhadra and Lakhimpur Kheri)
- Introducing class 1 & 2 materials through trained instructors in the selected alternative schools.

A State Core Team of 14 resource persons comprising programme Officers (NFE), District Coordinators (AS), ABSAs and teachers of primary schools, visited Rishi Valley Education Centre, Andhra Pradesh from 1-10 March, 98 and again from 15-24 May, 98. During this period they were given orientation for development of prototype self learning materials for class 1 & 2 so as to suit the U.P.. situation.

A series of workshop were organized from 19-20 Aug, 03-04 sept, 98 at DIET, Lucknow & 23-29 Sept, 98 (07 days) at SPO Lucknow with the help of resource persons of RVEC. In this workshop materials for class I & II have been fully developed. Again for the replication of materials two workshops were organized at SPO in which selected artist & good writers / Primary teachers participated. The RVEC & the state core team visited the concerned districts to help in setting up two model schools near the training centres, help the DIET/BRC as well as the AS coordinators to prepare for the opening of the centres. Thus, 4 existing primary schools, 2 each in Lakhimpur Kheri & Sonebhadra, are being developed as model schools for the prupose of testing newly developed multigrade teaching learning materials & for the training of newly selected instructors.

The first round of instructors training commenced at BRC Palia (Lakhimpur) from 18 Dec. 98 and at Obra, Sonebhadra in on 10 Jan'99.

The RVEC based AS centres were opened in the month of Jan. 1999 in both districts. Now the survey & monitoring of these centres are proposed from 11-19 Feb, 99

with the help of RVEC Resource Person & State core team members. A very responsive & experienced State Core Team has evolved which can guide replication the other districts.

(H) Alternative Schooling in District Lalitpur

In district Lalitpur, block Birdha has a substantial population of the Sahariya community. The children of this community are engaged in stone cutting & wood collection business. These children are first generation learners. It is proposed to run 05 short / long term camps for these children.

In order to identify & motivate the parents & children of non school going & working children of the Sahariya community to go to school & attend short term camps, an intensive & planned effort was started in the month of August, 1998. 3 day workshop was held in the last week of Sept, 98 at Junior High School, Balabehat (Lalitpur). The Resource persons of M.V. Foundation, Hyderabad, youth volunteers, VEC members, Primary/ Junior schools teachers & District Co-ordinators participated in this workshop & after a household contact programme, made a profile of the out of school children. Officers of the SPO & DPO visited the selected villages of Balabehat nyaya panchayat & contacted the parents, VEC members & community at large.

Then a 3 day short term camp was organized at Panchayat Bhawan, Balabehat, Lalitpur with the help M.V. Foundation. 65 children (including 09 girls) identified as non school going & drop outs, participated in this camp. The camp was fully residential. The locally identified youth volunteers, also participated in the camp.

As a next step, a 8 members of the District Core Team visited M.V. foundation to learn about organizing a long term (90 days) camp. They were trained on how to conduct a long term camp & on use of TLM, monitoring & evaluation of the children in these camps. Thereafter, a 90 days camp (Bridge course) was organized from Feb.'99 to May, 99. The out of school/ drop out & working children, who were identified & participated in the short term camp were enrolled in this long term camp. The instructors for these camps were selected from the youth volunteers who facilitated the awareness building / contact programme of the short term camp.

Under DPEP III the SPO will extend these AS models to the new 38 districts. The SRG will continue as the fulcrum for guiding AS activities. SPO will provide for exposure visits, facilitate inter-district, cross - state experience sharing. In collaboration with SCERT and NGO's material development and training of Master

Trainers, through DIET's will be a key activity. The SPO will provide networking with NGO's & experts, resource persons, as well as identify NGO's to run the centres wherever there are such capable NGOs. An evaluation of AS initiatives in DPEP III will be conducted in the Third year of the project whilst action research the areas will be identified for the AS programme.

CHAPTER – 11

STATE LEVEL INTERVENTIONS FOR PROMOTING RETENTION

1.1 Promoting Retention

Participation and continuous involvement of the community in planning the educational needs of the area and in implementing programmes is essential for the attainment of UEE. Awareness building campaigns will be organized on a massive scale to inform parents about the need for primary education and its benefit to the community as a whole, focusing particularly on girls and children from weaker sections of the community. Concerted campaigns will be launched to ensure that all school-age children enroll and stay in school. This would be conducted through the media, drama, puppet shows, school and village level functions and public events, village level meetings, publication of materials, etc. DPOs would plan their own campaigns to serve project objectives.

The Village Education Committees have been given considerable authority in school related matters. Training of VECs will facilitate microplanning and school mapping, identification of specific local needs and preparation of village education plans. The training programmes will also educate VECs on their role and responsibilities with regard to operation of schools, non-formal education, ECCE centres, alternative schools, etc. Close association of the community in the functioning of these centres is essential to meeting programme objectives. By creating a sense of “ownership” of educational facilities in the area, the community would also be encouraged to contribute resources and services.

Community Mobilization & Participation -- DPEP II Experience

For sustainability as well as local ownership of DPEP interventions, it is necessary to mobilise the community to participate in developmental / educational activities. Targetted activities for community mobilisation have been undertaken 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 and for DPEP districts to also include parents of disabled child as members of the VEC.

The VEC is expected to play a major role in bringing positive attitudinal change in people towards education and to play an important role in mobilising the community for the following purposes :

- To bring unenrolled children into formal schools.
- To retain children in schools, especially girls & children from disadvantaged groups.
- To bring children with disabilities into the mainstream.
- To supervise and ensure children in the age group of 3-6 come to the ECCE centres for pre-schooling.
- To encourage & support out of school children especially girls, working children, to join alternative schools.

For these activities VEC's are to be involved in identifying accessible place for setting up schools, alternative school centres, and appointment of para teachers where they are needed.

Under DPEP, the VEC has been assigned 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 & alternative schools 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 3 days orientation of members of the village education committee along with other enthusiastic persons of the community has been undertaken under DPEP.

A training manual and a hand book for the members have been developed with the help of Gram Pradhans, teachers, BRC / CRCC, Nehru Yuva Kendra, UNICEF to build an information base and understanding with VEC on enrolment, retention, mobilising community, girls education, microplanning, school mapping, school improvement plans etc. The focus of the training manual is as follows :-

- To activate VEC & the Community towards primary education.
- To sensitive VEC & Community to generate & create environment for universalisation of Primary education with special emphasis on the girl child.
- To sensitise the community towards integrated education.
- To develop skills through various exercises for microplanning, school mapping and development of a village education plan.
- To sensitise and involve inactivities related to school improvement.
- To sensitise for inter-sectoral convergence and mobilisation of local resources.

For field testing of the developed materials for VEC training material, 2 districts viz Bareilly and Siddharth Nagar were selected.

In order to sensitize VECs of DPEP districts, a 'State Resource Group' has been formed. In the State Resource, faculty members of each DIET., teachers from those blocks where N.Y.K. organisation exists and volunteers of N.Y.K. have been selected from each DPEP district. About 78 members of SRG of DPEP districts have been trained by experts in two phases at Lucknow during 22-29 September, 97. These SRG members imparted training to members of Block Resource Group which have been constituted in those blocks where NYK in operational. This group includes NYK volunteers, teachers and representative of NGOs. Each BRG has 20-25 members. A total of 176 BRGs have been trained till Sept. 98.

After completion of 4 days BRG training which was organised at DIETs, a 3 day training programme for VEC members has been initiated in all DPEP distircts. Training is held at the village level, which besides sensitizing VEC members also aims at developing skills for village education plans through microplanning and school maping.

To generate awareness amongst the community, parents & guardians as well as other opinion makers in respect of primary education issues, many activities have been undertaken at the State and district level. Each district has drawn up a calendar of activities to be undertaken by VEC's in DPEP districts for community mobilization. "School Chalo" campaigns were organised in all DPEP districts in the month of July, August, 98 to encourage enrolment of children specially girls.

The districts are organising a lot of activities to generate awareness towards primary education and to mobilise the community for participation in the school system. Prabhat pheries, jathas and various competitions have been organised in DPEP districts to ensure community involvement in the attainment of DPEP objectives. Special enrolment drives were launched in the villages to improve enrolment in the schools in all DPEP districts.

Mother-Teacher Associations

270 Mother teacher associations have been formed in 30 clusters of 15 DPEP districts and are being sensitized regarding various issues related to girl child's education, leadership, attitude development etc.

Model Cluster Development

Considering the severity of low female literacy problem, it has been decided to work intensively in 30 clusters by providing all possible inputs-maintaining regular contact, core teams, women forum (elected women members from VECs) are formed and sensitised.

Core Teams

30 core teams consisting of active committed individuals who can influence community thinking and provide leadership, members of women's groups, youth groups, NPRC etc. have been formed in 15 DPEP districts. A two day orientation for core team was given at cluster level.

Women's Forum

19 Women forums of elected women members of VECs have been formed in 19 identified cluster for model cluster development approach. These member are sensitized

and oriented to work as motivator groups for mobilising the community for girl's education.

Kala Jatthas

10 Kala Jatthas were formed with the help of NGOs and performed 194 shows in 194 villages of five districts while in the other districts workshops to form and train Kala Jatthas as being organised with the help of BGVs, UP.

Women's Awareness Camps

Women's awareness camps were organised in 39 blocks to sensitize them to send girls to the schools. "Kishori Balika" groups of school going adolescent girls are being formed in 3 clusters to build a positive pressure on mothers to send their daughters to schools.

School Chalo Campaigns

School Chalo Abhiyan has been launched in every village where VECs are already trained. Focus of the enrolment drive was to impress upon the parents to improve the enrolment of girls in school, to improve school environment, to attempt closer interaction between the school and the community and finally to involve the community in school management.

State Level Activities

- (i) District Coordinators for community mobilisation in all 15 districts have been placed.
- (ii) A four day state level training workshop was organised at Lucknow with the help of TSG, New Delhi to train the coordinators for their role & responsibilities.
- (iii) Districts specific action plans for community mobilisation were evolved for each district.

NGOs workshops for partnership in community mobilisation

To widen the networking amongst voluntary organisations to seek their assistance in spearheading community mobilisation in the DPEP districts, a 2 day State Level

workshop was organised on 6-7 August, 1998 with the assistance of Sahbhagi Shikshan Kendra a nodal NGO in Lucknow. The workshop included representatives of 28 voluntary organisations from DPEP districts along with the DPEP district coordinators for community mobilisation.

The objectives of this workshop were identified as follows :

- To sensitize voluntary development organisations about DPEP.
- To develop a conceptual understanding of community mobilisation and participation in the context of DPEP.
- Identification of voluntary organizations who could work for DPEP in the area of community mobilisation.
- To devise a strategy of NGO's to work with DPEP.

The response of NGOs was very enthusiastic and positive. They themselves suggested various areas where voluntary development groups can help, a few of them are listed below :-

- VEC Training
- Environment building activities.
- In evolving area specific plans for community mobilisation for girls and other deprived sectors.
- Microplanning exercises
- Operation & coordination of alternative schooling
- Serving as resource support groups for VEC's
- Action research
- Exchanging information/skills
- Monitoring & Evaluation

State Project Office has since received may proposals from NGOs in the area of Community Mobilization. BGVS has offered its support to train and organize Mata

Samaj in 6 DPEP districts as motivator groups for girls education. They have also shown interest in organising regional workshops to form Kala Jathas with local artists, writers, theater people and communicators.

The SPO has drawn up detailed criteria for selection of NGO's to assist in community mobilisation exercises in DPEP II and also a set of criteria for their field and desk appraisal prior to selection. The SPO has circulated this information widely and will seek applications through an advertisement.

Capacity Building for PLA techniques

A 5 day residential PLA training, focusing on the theme 'Primary Education', was organised from 21st Sept. to 25th Sept., 98 at State Rural Development Institute, Lucknow by SPO with the help of Resource Centre on Participatory Learning and Action (an NGO). All district coordinators for community mobilisation gender, alternative schooling participated in this training programme. The main objectives of this training were to develop participatory techniques, system approach concept of PRA/PLA, attitude, behaviour and communication techniques, social mapping, transect, trend analysis, daily routine of school going & non school going boys and girls. Skills were developed for preparing matrix, V.N.N. diagram, piecharts, system diagram and PMIS (education) gender & PLA (Productive-Reproductive activities, Access & control etc). Participants did lot of field work followed by late night workings and presentation.

PLA/PRA is being used in clusters identified for intensive interventions for girls education. District Coordinators have acquired capacity to carry out further training programmes in their districts.

The DPEP III will support the extension of community mobilisation strategies tried and tested in DPEP II to the additional 38 districts. The State Level Resource will train the Master Trainers of the DRG and BRG as well as the NGO's selected for village level support. The newly appointed District Community Mobilization Coordinators will be trained & oriented by SPO and reviewed every two months. Specific trainings/workshops/seminars would be organised from time to time for skill development, strategy sessions and evaluations of field performance.

In addition the SPO will commission through print and audio-visual media, awareness generation programmes on primary education which will reach out to Legislators, policy makers, govt. officials and opinion makers. Development of media packages will be facilitated for wider dissemination through newspapers, radio & television.

1.2 Strengthening School Management :

All schools will be provided a minimum of 2 teachers, of whom one would be of the level of Head Teacher. An additional teacher would be provided when enrolment crosses 100, and the next teacher when the enrolment crosses 140 and so on. 50% of the new teachers to be inducted would be females. As discussed earlier, all teachers would be provided regular training which would emphasize teacher motivation and effective class room teaching. Head Teachers would be given separate leadership training inputs. It is proposed to appoint para teachers through the VEC's for remote areas, single teacher schools and where additional teachers are required due to huge enrolment.

School facilities and infrastructure will be improved and all schools will be provided regular grants for maintenance and routine repairs, besides a school grant for materials and consumables. All expenditure would be made jointly by the chairman of the VEC and the Head Master, thereby ensuring accountability.

Schools will be provided regular professional support from NPRCs, BRCs and DIETs. The PMIS and EMIS will strengthen the management system and monitoring procedures in the district. Administrative Officers (Asstt. BSAs / SDIs) would receive training on project objectives and modalities, and would be sensitized to DPEP processes.

1.3 Maintenance of Existing Schools and Improving Facilities :

Some schools are presently in existence which have dilapidated buildings or no buildings at all. Such schools would be provided new buildings. Moreover most schools in the districts are in a poor state of repair. A programme for repair of schools will be taken up. Detailed repair manuals, decentralising the power of sanction and entrusting the responsibility for the work to VECs, has been made under UP (BEP) and will be utilized for DPEP III. In addition, all schools would be provided a small maintenance grant for routine up-keep and maintenance of facilities amounting to Rs. 2000/- per year. Toilets and drinking water provision would be made in presently deprived schools. In all these

activities the districts will converge as far as possible with other schemes, so that coverage is maximum and benefits widespread.

1.4 Interventions for girls education & women's empowerment

Development and implementation of targeted interventions to enhance delivery of project benefits to female students, minorities and SC/ST students is an important part of DPEP strategy. Equity issues are a major constraint in universalization of primary education. Social assessment Studies conducted in the project districts, and research and empirical studies conducted under UP BEP, DPEP II, have indentified a number of problems contributing to the gender and caste gap in primary education and suggest appropriate solutions. The district plans indicate contextual interventions to enhance the participation rates and achievement levels of girls and SC students in primary education.

Some of the interventions planned towards these objectives are :

- (*) Awareness building among parents and the community in general regarding education for girls but particularly those belonging to SC/ST and minorities.
- (*) Strengthening the role of VECs in educational planning and school management and ensuring female participation in the VEC.
- (*) Increasing the proportion of female teachers.
- (*) Flexibility in school timings
- (*) Locating schools in habitations with SC/ST and minority concentration.
- (*) Improving school environment and attractiveness.
- (*) Preventing teacher absenteeism.
- (*) Removing gender bias from instructional materials and teaching practices.
- (*) Sensitization of teachers to gender and other equity issues.
- (*) Providing toilets in all schools.
- (*) Establishing ECCE Centers.
- (*) Establishing alternative schooling models where required.
- (*) Encouraging innovative interventions and supporting NGOs programmes.
- (*) Introducing female instructors to impart formal education in 'madrsas / makhtabs'.

At the State level the DPEP III would assist the following initiatives :-

- (i) Mahila Samakhya (MS), a women's empowerment programme, has been closely associated with UP BEP. MS programmes are in operation in 9 of the UP BEP districts of which 6 are funded by UPBEP. The impact of MS interventions has been significant, and it is felt that it would be desirable, at this stage, to extend the spread of the programme to DPEP III districts. It is proposed to establish the MS programme in 7 of the DPEP III districts in a phased manner as well as to provide the MS, State Project Office with some support for monitoring & administrative backup for an enlarged programme.

Profile of Mahila Samakhya Projects in UPBEP Funded Districts

The Mahila Samakhya Project was initiated in India in 1987-89, for the empowerment and education of rural women, particularly those from socially and economically marginalized groups. Its main objectives are :

- To enhance their self-image and self-confidence.
- To create an environment where they can seek knowledge and information, so that, equipped with this knowledge, they able to make informed choices to determine their development and that of their family / community.
- To enable them to gain control over their health and resources.

MS is a process-oriented organization in which the pace, form and content of all activities are based on the needs of the village-level women. Planning, implementation and evaluation are all participatory exercises in which the women play a very crucial role. The ultimate goal is to render these collectives into sustainable units, entirely capable of playing an interventionist role at all levels for their own development and that of the whole community.

Mahila Samakhya, U.P., was formally launched in four districts in April, 1989. The Netherlands Government funded these projects. From 1995, it extended itself to six more districts, and it is now fully operational in ten districts. The last ten years saw the establishment of processes which have concretized into focused interventions, which are visible in a cadre of experienced and committed resource women personnel, who have effectively established the empowerment process, strong collectives and tangible alternative educational centers of learning.

Preliminary strategies for creating a conducive project environment

- Intensive training of field staff in areas related to project establishment.
- Building a database of the district and block through base-line surveys, PRA and village mapping.
- Understanding and documenting particular information relevant to the project i.e. women's status in the village, gender discrimination, violence against women, non-recognition of women's work and so on
- Establishing contact and creating bonds with targeted families / communities through home-visits, meetings etc.
- Information sharing / dissemination for awareness raising through meetings with women, local community leaders, teachers, functionaries of government / non-government agencies working in the area, and through 'jathas', 'melas', 'gram sabhas' at village / block level.
- Each sahayogini, on the basis of all the data / information collected, selects certain villages to work in, according to strictly laid down criteria i.e. economic level, level of discriminatory practices against women, paucity of basic civic amenities like drinking water, educational facilities and so on.

Project Implementation Strategy

- Community mobilization activities in targeted villages to initiate the idea of women's collectives as a means of empowerment.
- Demand-based establishment of sanghas or collectives at village level.
- Building relationships / establishing bonds at the community / sangha level.
- Developing leadership through capacity building activities like workshops, training's, exposure to other community-based programs like SEWA.
- Creating an environment which encourages the sanghas to question traditionally discriminatory practices against women and take a proactive stance towards changing them.

In Sitapur District there is a festival, which demands that the little girls of the village dress their dolls up in new clothes and take them to some central meeting place. There, their brothers and their friends proceed to whip the dolls mercilessly until they are beyond recognition. This custom has been blindly followed for centuries because of some mythological curse placed on women-kind by "Nag Devta" or the Snake-God. During discussions with the sangha members on discriminatory gender practices, the women decided to collectively do something about this ritual. So, for the past two years in all the sangha villages, the dolls are seated in swings and ceremoniously swung, instead of being beaten,. This has proved an excellent intervention in this area and is perceived as a trademark of women's empowerment and MIS activities. It often forms the basis for other radical rectifications in the existing societal / religious norms and this, in turn, has a positive effect on the way these women / girls are dealt with in their everyday lives.

Establishing alternative learning centers wherever the demand for these were raised i.e. "mahila saksharta kendras" (women's literacy centers), "kishori saksharta kendras" (adolescent girls' literacy centers) and "bal kendras" (children's' literacy centers (Please see the section below on Education).

Celebrating occasions like "Environment Week", "International Women's Day" and other such important events on a large scale, with the total involvement of the community to create an atmosphere conducive to women's empowerment.

- Encouraging the sanghas to take initiative in accessing information which is crucial to their own and their families' / community's development.
- Building the sanghas into activist groups, especially with regard to violence / abuse of any kind towards women.
- Demand – based initiation of savings / self-help groups, but only after a through assessment was made of their readiness to take on the responsibilities of this kind of activity.
- The publication of local broadsheets to disseminate beneficial information to the sanghas and the community at large – many of these are brought out by the sanghas themselves and are especially useful for the neo-literates (Please see page 5). Many libraries are also maintained at the village level for the same purposes and most of them are run by men or local youth groups.

- Liaison and networking both by staff and the sangha women, with other governmental and non-governmental agencies for the convergence of services at the community level.
- Ensuring adequate representation of sangha women in local bodies like the Village Education Committee, panchayats etc.

Education as a means of empowerment

- MS initiated educational activities in the community only when the women demanded it as a skill necessary for attaining empowerment.

During the mid-term evaluation team's visit to Khajadabar centre, in March '99, little Meenakshi did not even look up once from her books, inspite of all the singing and commotion that was going on around her. She was totally intent on her work – so keen was the desire to learn. The pace of learning in that center is mind-boggling – in the space of six months, totally illiterate adolescent girls have attained a commendable level of literacy. They could fluently read totally alien written material, which was of high-school level.

- Education in MS is understood as a process of learning to question, critically analyze issues and seek solutions, and not as a mere means to achieve the functional three 'R's.

In Hussainpur village, there was a hue and cry when a young bride returned to her mother's house because she insisted that her husband tried to poison her. She appealed to the sangha to do something about the matter. So, the Sangha summoned the offender and then proceeded in a very serious manner, to write a formal complaint to the local police station inspector. The young man got really worried in the face of such action and admitted to his misdemeanor readily. He got off with a severe censure from the sangha, and a promise never to do it again.

- All educational curricula and methodologies followed are based entirely on the community's needs, are culture / region – specific and gender sensitive. Their lessons can be centered around whatever issue is close to their hearts – be it equal wages, the availability of drinking water or some incident of abuse or violence against one / some of them.

- Whenever the community has demanded educational inputs towards mainstreaming, MS has held literacy camps and devised other ways and means, including subsidizing the cost of expensive text-books, to successfully merge them with formal schools.
- Through their capacity-building efforts in the sanghas, they have managed to develop a cadre of instructors from within the community who are familiar with both, the ways of their milieu and MS ethos.
- The neo-literates have used their literacy skills in numerous ways i.e. to write letters / applications to government / other authorities for the provision of their rights or some service which has not been provided as stipulated.

• *The sangha ladies / girls love it when they write a letter about some issue which is bothering them, or some success story from their village, and it is published in the local broadsheet brought out by MS sanghas.*

• *As part of marriage ceremonies, it is a custom to write some songs on pottery vessels, which are presented on the occasion, and Basanti's whole family was dumbfounded, when the hitherto unlettered women, volunteered to do so. It was a proud moment for her and her family.*

- The resource material used in these alternative centers, is developed within the program, and as a result of the empowerment process.
- The skills of neo-literates are sharpened by the reading material available in MS libraries, the broadsheet that it publishes and other newspapers. They also keep their learning alive through writing letters / applications.
- The project also seeks to create an environment in which the women take an active role in the local Village Education Committee affairs, so as to ensure a better deal for their children, and especially with regard to increasing girl-child enrollment in schools.
- MS enlists the co-operation of local educational staff in various matters i.e. girl-child enrollment, the implementation of a gender-sensitive curriculum and the formulation of condensed course curricula for those who want to join the mainstream.

To have an idea of the spread of the program in the six new districts supported by the World Bank assisted U.P. Basic Education Project (EPA), some relevant data is presented below.

Mahila Samakhya, U.P. – DATA pertaining to Efafunded districts (Upto dec. 1998)

Districts	Pauri	Allahabad	Sitapur	Auraiya	Gorakhpur	Nainital	Total
Established	Jan.'95	Jan.'95	April '96	April '96	Nov. '9	Nov. '96	
Block's	3	2	1	1	1	1	9
Approx. no. of women	2600	2000	2100	2025	1400	2400	12525
Covered by sanghas villages	140	155	70	81	70	80	596
Sanghas	140	90	70	81	70	80	531
1. Empowered	38	60	30	25	30	50	233
2. Emergent	56	10	30	30	20	25	171
3. Amorphous	46	20	10	26	20	5	127
Sahelis (Sak.Kendra)	24	7	3	1	-	-	35
Sahayogini	13	10	7	9	7	8	54
NFE/C.C. Centers	-	20	4	6	19	-	49
A.E./S.K. Centers	-	7	-	1	-	4	12
Savings Groups	26	7	12	5	-	24	74
Kishori Sanghas	45	-	14	19	14	14	92
Libraries	11	9	10	7	5	-	42

Locally published Newsletters / Broadsheets as a means of communication and empowerment

The rural areas of India are often starved for good reading matter and they grab anything that comes their way. MS cashed in on this opportunity, especially as they were facing a dilemma, as to what to do, to keep the literacy skills of their neo-literates alive. So, the staff, along with the better-lettered sangha women started writing, printing and distributing newsletters. These publications carry a wealth of information on several issues pertaining to community development, like health and sanitation, incidents of violence or desertion in which the woman is the victim, panchayat dealings, Government and other schemes beneficial for the community and their proper implementation. Some examples of these newsletters are as follows :

- Mahila Dakiya (Banda) is a bi-monthly, which won the Chameli Devi National Media Award in '95'-96
- Rant Raibar (Tehri)
- Hindola (Saharanpur)
- Kahi Suni (Varanasi)
- Gulak (Varanasi)
- Guiyan (Allahabad)
- Dehriya (Sitapur)
- Beni (Nainital)
- Sakhi (Gorakhpur)
- Sahkar (Etawah)
- Pallavi (Pauri)
- Jaano Behno (Pauri)

The publication of these newsletters is a very valuable learning experience for all those involved in it. It is an opportunity for normally oppressed women, to have a voice of their own, without any fear of being rebuked, and is an excellent exercise in creativity. It is used as a forum for censure of wayward functionaries (government and political) and members of the local community. It functions as a tool of information dissemination, especially with regard to health issues, prevalent superstitions, environmental protection, women's rights and so on. Matters are followed up in subsequent issues so that there is a thread of continuity. The neo-literates see living proof of their newly acquired skills when their letters are published.

- *As soon as a women wrote complaining of the filthy streets in her village in the newsletter, the village headmen immediately sanctioned money towards the cleaning up of the area.*
- *A boy was censured in the newsletter, for verbally abusing his mother. When he read about it, he was furious and threatened to harm MS staff, at which the whole village came down on him like a ton of bricks, and convinced him that he was at fault.*
- *A woman panchayat member, who is usually just a puppet in the hands of the other male members, read about panchayat funds for various public works in the village, from the newsletter. She used these figures as a rallying point to see to it that these plans were implemented according to schedule.*

(ii) Early Childhood Care & Education (ECCE) :

Establishment of Early Childhood Care & Education (ECCE) Centres serves a two pronged strategy of preparing children for entry into school while contributing to enrolment and retention of girls by providing a system of sibling care during school hours. The Integrated Child Development Scheme (ICDS) is being gradually extended to all blocks of the State. It is proposed that ICDS Anganwari Centres would be upgraded to ECCE Centers which would provide not only nutritional care but also serve educational needs. The Anganwari Centres would be provided a room (in most districts), materials and consumables, as well as a small recurring grant for contingencies. In order to ensure that the Anganwari worker and helper would be given a small honorarium for the extra hours of work. The workers would be trained in pre-school education, preparation of teaching aids and play materials, etc. A recent evaluation of the ECCE programme under UPBEP I by the NCERT has supported the strategy. Training programmes would be coordinated at the state level by the SPO. At the State level, regular monitoring & review of ECCE will be done and training programmes coordinated through the SCERT / DIET's. Material development activities would also be supported by the SPO. An evaluation of the ECCE initiatives would be conducted in the 3rd year of DPEP III implementation.

(iii) State Resource Group :-

A Gender & ECCE Resource Group at the SPO level has been constituted & activated under the DPEP II. The same would extend its advise, support & guidance to DPEP III activities as well. The SRG meets every quarter. Coverage with Dept of Women & Child Development as well as Health, Minorities etc. is also affected through this forum.

(iv) Review & Planning Meetings :-

Two-monthly meetings for review of girl child focused & ECCE interventions are conducted at SPO with district gender coordinators. These meetings are sometimes extended for a few days & converted into training & orientation workshops in view of new resource needs, special inputs etc. to be provided.

(v) Double Shifting :-

Double shifting strategies would be used to enhance girls enrolment in Primary Schools on a selective basis. (See Innovations)

(vi) Workshops, Seminars, Exposure Visits :-

Would be conducted on issues pertaining to girls education to build capacity & foster better implementation of such initiatives with SPO, DPO, SCERT, DIET's, NGO's, Universities & other experts.

Visits of State/District project teams to other States/districts would be undertaken to expose them to successful practices/programmes for girls education else where.

(vii) Model Cluster Approach

A model cluster approach for targeted & intensive interventions for girls education has been adopted in DPEP II which is to be replicated in DPEP III districts. Training & orientation of DPO, BRC, NPRC, teacher & VECs as well as setting up of cluster core teams, womens motivater groups will be undertaken by the SPO. Specialized training in PRA techniques will also be given through DIET's/DPO.

Model cluster development for improved participation of girls in primary education as evolved in DPEP II

Considering the severity of low female literacy problem it has been decided to work intensively in a few clusters in DPEP districts. The strategy focusses on providing :-

- All possible inputs
 - VEC training.
 - Formation of mother teacher association, women's forum and their orientation.
 - PLA and microplanning for identification of problems in girls' education.
 - Community mobilisation with messages for girls education.
 - Arrangement for opening AS & ECCE centres
- Maintaining regular contacts
 - By district coordinators for Gender & Community mobilisation, VEC members, active women members of NGO's, Female members of VEC and by the members of the Core team identified for cluster development approach.
 - Closely monitoring the progress / impact using a specially designed operational mechanism for purpose.
 - Core teams oriented to document the whole process regularly.
 - Assessment of the impact at the end of the first year.
 - Upscaling on the basis of one-year assessment.
 - Proposing and opening alternative schools for girls on the basis of PLA findings.

Two clusters in each DPEP district have been identified on the basis of low female literacy. A core team for each cluster of active and committed male / female community leaders, members of women groups, youth groups, NPRC coordinators have been formed. The criteria for selection for the core team has been an assurance from these persons that they would be willing to devote time and be closely associated with the model cluster approach and also that these persons belong to the cluster and are familiar with its people.

Role of the Core Team

- This team will conceptualize the model cluster approach.
- At every stage the core team will have to meet and plan the next stage.
- Undertake documentation of the experiment in each village.
- Review and monitor the intervention at regular intervals.
- Encourage such functions in the school that enable greater participation of girls.
- Encouraging field study trips in the nearby villages.
- Capacity building of VEC members, especially women members.

Preparatory Activities

Preparatory activities undertaken in model clusters –

- Identification of cluster.
- Sharing the concept of the model cluster development approach with the district team including the NPRC coordinator.
- Identification of a core team that will be directly involved in co-ordinating the activities in the cluster identified.
- Making village visits to establish contact with key persons and the VEC members.
- Orientation of the VEC members, teachers, key persons from the village etc.
- Organisation of village meetings.
- Special orientation for house to house survey and PRA for girl's education.
- Collection of the data from the house to house survey / PRA and development of village specifications.

- Gender sensitisation of all the teachers from the primary schools in the village being covered under this approach.
- Gender sensitisation of the NPRC coordinators to enable them to monitor classroom processes from the gender perspective.
- Development of gender awareness material for use during enrolment drives such as songs, slogans, scripts etc.

(viii) Educational Incentives

Educational Incentives for girls like free textbooks, other educational materials, escorts & coaching for girls are some of the other specific interventions proposed by the districts. The awareness campaigns will have a special focus on girl child and Meena campaigns will be run through the DPO.

(ix) Innovative measures proposed for girls education

- Escorts for older girls through community based effort.
- Arrangement for para teachers.
- Requirement of lady teachers.
- Flexible school timings to encourage girls to attend schools.
- Felicitation function for guardians who send their daughter to schools.
- Alternative schooling centres for girls –
- Prahar Pahshalas for girls of 9-14 age group.
- Bala Shalas for girls of 3-11 age group.
- Shiksha Ghar especially for minority girls.

Early Childhood Care and Education

1050 ECCE centres are being opened in the convergence with the ICDS programme. A Government Order has been issued by Dept. of Women & Child Development, GOUP at DPEP's behest regarding instructions for convergence,

monitoring and supervision of the centres and a district level committee for the operational management of ECCE in DPEP districts. Existing Aanganwari workers will work as ECCE workers. Seven days orientation and seven days refresher training is proposed for ECCE workers. Following activities have been undertaken till September 30th, 1998.

- Identification of 1059 ECCE centres in 15 DPEP districts.
- Review workshop to finalise strategies for ECCE material, training of SRG members monitoring and supervision regarding ECCE centres was held on 24-25 April, 98.
- Training material development workshop from 26-30 May, 1998.

A theme based hand book and training module has been developed through this workshop with experts from NCERT, SIE, Allahabad, SPO & the SRG.

- Ten days training was provided to master trainers (DIET Lecturers, ICDS functionaries, gender coordinators) by SIE from 22 June to 1st July, 1998.
- Intensive training programme is going on in each DPEP district for ECCE workers (7+7 days).

The first round of the 7 day training module emphasises and aims at the development of -

(x) Documentation & Research

The SPO will provide for periodic documentation & reporting on girl child educational initiatives for wider publicity & dissemination. The SPO will also support research studies on girl child related issues so that its findings can better inform project implementation.

1.5 Special Education :

Based on the experience in UPBEP & DPEP II for intergrating children with mild to moderate learning disabilities in the primary school system, it is envisaged that microplanning data will reveal the number of such children under DPEP III. Thereafter with the help of medical specialists, the nature of disabilities would be established. It would be necessary to sensitize teachers on the issue of disabilities, to train them to

identify such disabilities and educate parents on dealing with disabled children. In addition, a group would be constituted in each district comprising of doctors, DIET experts, select BRC/NPRC Co-ordinators and teachers who would guide the district strategy for integration. This Resource Group would provide regular guidance to teachers of the district, organise awareness programmes for the community and school, guide teachers on appropriate teaching aids for such children etc. A resource team would be organised at the block level through specialised teachers or NGO's. **The SPO will continue with the State Resource Group constituted for Integrated Education under DPEP II as well as organise requisite training programmes, workshops for the purpose.**

1.6 Innovations :

Based on currently available experience among NGOs and other agencies in UP and in other States, innovations would be introduced to improve pedagogy and classroom interaction, to create a more facilitative teaching-learning atmosphere, to promote focussed initiatives for special groups, to enhance community participation and teacher motivation, etc. A data bank of innovations would be built up, study tours and exposure visits of DPEP functionaries would be organized and regular experience-sharing workshops would be held. District and sub-district institutions would be encouraged to introduce innovative programmes, and due publicity and recognition would be given to workable new initiatives.

Some of the innovations suggested in the district plans include use of social animators and rescue volunteers in the context of working children, mobile instructors, 'Prerak dals' to motivate community involvement in enrolment and retention, female instructors to impart formal education in 'madrasas' and 'maktabs', science fairs., teaching aids 'melas', 'shikshak mela' development of wall newspapers in schools etc.

Specific Innovations for DPEP III :

(i) Double shifting :-

It is proposed to take up the strategy of double shifting in primary schools on a pilot basis and as an innovative measure. The purpose is to utilize the maximum benefit from the given infrastructure for Primary schools; to have cost effective options for schools which have large enrolments; and particularly to enhance girls enrolment by providing a shift time which is convenient for girls to attend.

The innovation will be piloted in schools with large enrolment (150-200 children or more, and where existing infrastructure can be used to the optimum by double – shifting. The innovation will initially be taken up in 2 blocks for each project district where 5 schools will be selected per block. The strategy will be constantly assessed and monitored to obtain feedback on its efficacy.

The innovation will be as per any of 3 models listed below :-

- (i) Two simultaneous shifts of classes I-V will run in existing schools for the entire duration of school timings 10-4 pm. Both shifts will have a separate set of teachers. This model will be taken up where enrolment is 200 or above, where there are 3 or more teachers and additional teachers can be arranged through redeployment and where existing school infrastructure can be utilized for two shifts.
- (ii) This model will divide the children of classes 1 & 2 from the children of classes 3, 4 & 5 and provide them 3 hours 40 minutes of instruction from 10 AM to 1 PM and 5 hours 40 minutes of instruction from 10 AM to 4 PM. respectively. The same set of teachers will first take up the classes 1 & 2 for 3 hours in the morning, while children in 3, 4, 5 classes do self study and then devote the time from 1 PM to 4 PM for classes 3, 4, 5.
- (iii) In these model classes 1 & 2 will be provided instruction for 3 hours by the para-teachers while classes 3, 4, 5 will be taught simultaneously by regular teachers for the entire duration of school timings.

Once the experiment is evaluated it will be possible to enlarge coverage.

(ii) Book Banks

The DPEP programme provides for distribution of free – textbooks to all girls, SC & ST children in project districts. The implementation of this intervention in DPEP II has shown that there are several boys from families below poverty line (BPL) (Rs. 11,000 per annum) who are not able to afford access to instructional materials and are placed in difficult circumstances of wage – earning due to economic pressures. It is proposed to provide for 10 sets of textbooks per school for the use of such boys. The books will be distributed to the school alongwith the distribution of free textbooks for other categories. The teacher in charge will issue these sets to boys coming from BPL families. The sets

will be taken back after the child passes out and will be reissued to the next batch of students subsequently.

The village panchayat maintains a register of such families in the context of several other developmental schemes of the Dept. of Rural Development, Civil supplies etc.

CHAPTER – 12

STATE LEVEL INTERVENTIONS FOR QUALITY IMPROVEMENT

1. Improving the quality of education in Primary Schools

The SCERT was closely involved with UPDPEP in developing new textbooks for class I – III in 1998-99 and workbooks, teacher guides and packages for in-service teacher training, training of ECCE functionaries, BRC/NPRC Coordinators and BSA/ABSAs. Appropriate interventions for handling multigrade / multilevel classroom situations have also been proposed.

State Resource Group

A State Resource Group (SRG) has been constituted at the State level to play a key role in order to achieve DPEP objectives for curriculum, textbooks and material development, teacher training etc.

The SRG for pedagogy comprises of 35 members drawn from SCERT, primary teachers and DIET faculty, experts, academicians, NGOs etc. The SRG is continuously strengthened by organizing various workshops and following state capacity building measures that are required to equip it to perform the nodal role in curriculum and text book / materials development and teachers training. The role of SRG covers the following :

- Initiating change through review of existing status; planning and strengthening activities.
- Evaluation and monitoring of pedagogical processes and activities.
- Responding to feedback and making necessary modification to plans and processes.
- Developing capacity in the pedagogical issues of the stakeholders at the district and block level.

The SRG is also assisting in developing new teaching learning materials or selecting materials for supply to project schools. In the long run, it will also help DIETs, BRCs and NPRCs to produce materials for their respective areas.

A Technical Resource Centre has been established at SPO which makes use of varied experiences available in the context of primary education within and outside the country. This centre has a wide variety of materials collected from other States which are being utilized for pedagogical improvement.

This center also has a Documentation Cell which keeps and maintains documentation of various activities and processes in the context of pedagogical improvement.

An Activity Bank has been established to assist resource persons and trainers to provide support to teachers regarding classroom transaction. The Activity Bank is being enriched by preparing a variety of activities through various workshops particularly related to pedagogy.

Orientation

As a first step, a brief orientation of SRG on the specific objectives envisaged under DPEP, was organized on 24th Oct., 1997 in ICCMRT, Lucknow.

Visioning

The ingredients of the Visioning workshop were to develop the 'vision' of concerned functionaries on –

- Child – teacher relationship
- Teaching learning process
- Joyful classroom transaction
- Effective school environment

To develop a common pedagogical vision among SRG members, a 4 days Visioning workshop was organized at SIEMAT, Allahabad from 18-21st July'97. The officers of SPO, DIET, DPO and SIEMAT participated in the workshop and shared their views. Subsequently, Visioning Workshop – II for SRG was organised at SIEMAT, Allahabad

from 15th – 18th Nov. 97. This workshop focussed on the curriculum, textbooks, material development and teachers training aspects.

In order to carry the dissemination process further a state level trainer's workshop was also organized from 26 to 30 Dec'97 at ICCMRT, Lucknow with the aim of organizing Visioning workshop for DRG at district levels. Visioning workshops for different levels of functionaries e.g. DPO, DIET staff, block level officers were organized at DIET's in respective DPEP districts.

Exposure Visits

In order to provide exposure to new experiences and experiments conducted elsewhere, exposure visits of SRG members were organised. These visits were preceded by detailed preparation in order to ensure their full utility. The visits included Lok Jumbish, Digantar, Bodhshala, Shiksha Karmi Yojna experiments of Rajasthan and M.V. Foundation, Deccan Development Society and Rishi Vally Centre in Andhra Pradesh. The experimental programme for street children by Loreto School, Sealdah (W.B.) was also very enriching.

These exposure visits mainly focussed on areas of alternative schooling, teacher training, text book development, multigrade teaching, environment building and women's development programmes.

Conceptual Workshop

One of the objectives in pedagogical renewal is to identify and classify broad concepts for the work of curriculum review, textbook development and teachers training. Therefore, the SRG tried to ensure 'conceptual clarity' about child, teacher, school education and learning processes in a Conceptual Workshop-I held from 14-19 Jan'98. In this workshop, four base papers were developed on 'child', 'teacher', 'learning process' and 'school education'.

These base papers became the Strategy Papers for the next step i.e.e Conceptual Workshop – II held from 23-27 March, 1998 which mainly focussed on activity based teaching learning, child teacher relationship, how children learn particularly with respect to Language. Maths and EVS supplemented by enrichment in the field of content knowledge of concerned teachers.

School Placement Programme

To get direct exposure to the atmosphere of the classroom and to observe teacher child relationships in existing in rural schools, a school placement programme was organised from 15th Feb. to 10th Mar' 98 for the State Resource Group members who had participated in Conceptual Workshop-1. Since this programme was based on participant observation techniques, these SRG members were sent to the primary schools of their respective districts to get a more realistic and practical approach to the work of pedagogical renewal.

Workshops on M.L.L.

With an aim to seek conceptual clarity about minimum levels of learning (MLL) and to envision its relevance to all components of pedagogical improvement programme, a two days workshop (5-6 March 98) was organized, with the technical support of DPSEE, at NCERT New Delhi. Members of SRG, experts from SCERT, SIE and DIET participated in this workshop.

Curriculum : Development And Review

To bring about an overall qualitative improvement in primary education in U.P. a collaborative exercise towards curriculum renewal has been undertaken by UPDPEP and the SCERT.

The SRG constituted a Core Group which began reviewing the existing curriculum through an intensive process involving teachers and experts. The process was conducted under the overall guidance of NCERT & the SCERT. As a part of the strategy to improve the quality of education in primary schools, an intensive exercise was conducted to gather feedback from teachers, experts and stakeholders regarding the present curriculum. A detailed exercise has been carried out through various workshops to delete easy or unnecessary competencies, to defer difficult competencies to a later stage and to incorporate missing competencies. The review process has been conducted in the light of an understanding of classroom realities such as the time available and the learning load on children, approaches to be adopted, sequences to be followed when imparting information etc.

The following issues were of central importance during the entire process of curriculum review.

- Relationship of MLL to the curriculum.
- Problem of limited working days, multigrade and multilevel situation, overcrowded classrooms.
- Assessment of curriculum load.
- Understanding of child's cognitive development process.
- Linkages with teaching methodology.
- Assumptions regarding nature of textbooks and teaching learning materials.
- Identification of topics and skills.
- Sequencing of topics, spiraling and cross – curricular linkages.
- Linkage with local context.

On the basis of clarification of pedagogical issues at the conceptual workshop I & II and the experiences gained during school placement, the process of curriculum review and its revision was initiated in a 10 day workshop held during 19-29 April, 1998 at SIE, Allahabad. The objectives of this workshop were to develop clarity on MLL, its use for curriculum development and to prepare a detailed paper on each of the areas, analysing the existing status in the context of the visioning and conceptual pedagogical framework of DPEP. The State Level Core team facilitated this process. The other participants at the workshop included representatives of SCERT, SIE and the members of State Resource Group for pedagogical renewal under UPDPEP.

Next in the series, a workshop for finalization of draft curriculum document was held at IMDUP, Lucknow from 1-5 June, 1998. The draft curriculum document was sent to experts for their perusal and critical feedback. The curriculum was then reviewed and edited in the light of the feedback received in a workshop on Curriculum Revision organised from 14-16 Sept. 1998.

The curriculum was accepted to the Basic Shisha Parishad on Jan. 16, 1999 and has been adopted for the whole State.

Text Book Development

Textbooks in Languages for Class 1-3 and in Maths for class – I were developed under the UP BEP. These books were developed by the Core Group within SCERT through a series of workshops involving teachers and experts. These textbooks were trialled in all schools of the state during the current academic year 1997-98. After collecting the feed back and following the schedule of curriculum review and textbook development programme, improved textbooks for class 1-3 have been prepared.

In UPDPEP the process of textbook writing which was initiated with the capacity building of SRG through visioning and conceptual workshop and school placement moved on with the identification of writers from among practicing teachers. Later, these identified writers were shortlisted through two rounds of selection test. First, a preliminary test of writers was held at DIETs of their respective districts from 20-25 July'98. 2-3 capable persons were selected from each UPBEP and DPEP districts. A final selection test of shortlisted candidates from the districts was held at state level on 31st July, 1998. Nearly 30 candidates were selected for the purpose of textbook writing in the final round. Apart from the selected 30 writers, the team of text book writers also included 24 SRG members and illustrators. Thus, textbook writing work is being done in a participatory mode with the help of resource persons to facilitate the process. The SCERT, CPI and Hindi Sansthan have been closely associated with the process.

An Orientation (conceptual) workshop for the textbook writing team comprising of SRG members, illustrators and selected writers from districts was organised from 1 to 7 Aug., 1998 at DIET, Varanasi. The textbook writers were oriented with the concept and issues of pedagogy. The writing of textbooks got off to a start in a workshop from 14-18 Sept, 1998 at SIRD, Lucknow. While developing the contents of the textbooks, the classroom transaction methodology, sequence of imparting knowledge and information, number of school days, time available per subject, capacities of children and teachers, learning load on children etc. were taken into consideration. Thus, sample lessons were drafted in the workshop. The process continued in another workshop in January'99 after the finalization of the course curriculum. The draft manuscripts for textbooks for classes 1 to 3 were readied and delivered to the Basic Shiksha Parishad in mid-Feb'99.

The textbooks for classes 4 & 5 are to be developed under UPDPEP II in '99-2000.

Textbook Production & distribution review exercise

The production and distribution of nationalised textbooks in U.P. was centralised at the level of Board of Basic Education, Allahabad upto 96-97. In 1997-98 Govt. of U.P. issued an order by which a State level committee had been set up to monitor, execute the production and distribution of textbooks. The State Textbook Officer is the nodal authority for textbooks production for classes I – VIII.

With the help of experts from National Book Trust, New Delhi, a review of textbook production and distribution system in the State was done in Sept, 98. In the light of preliminary information it has been observed that a lot more has to be done for publishing textbooks more cost effectively with improvement in quality of production in terms of content and text, size and quality of paper, print sum area, illustration, printing and binding. Current practice of incorporating notes, instructions for teachers in the textbooks increases the volume for which children have to pay. It would cost proportionally less, if a separate 30-35 page teacher handbook is developed and supplied free to teachers instead of printing a loaded textbook including teachers' note. Design layout readability, preparation of camera ready copy are other areas where right kind of interventions are needed and by this kind of approach manufacturing costs and sale prices of textbooks can be reduced.

The findings of this study has gone a long way in producing camera ready versions of the revised text books for class 1-3 as well as informed the processes adopted by the Directorate Basic Education for printing and pricing of primary school textbooks.

Strengthening the office of State Textbook Office

The production and distribution of nationalised textbooks in Uttar Pradesh is done through the Directorate of Basic Education where a State level Committee has been set up to monitor and execute the production and distribution of the textbooks. The office of the State Textbook Officer is the nodal authority for production and distribution of textbooks for Classes 1-8.

The State Textbook Officer receives the sets of approved manuscripts from the SCERT and the Basic Shiksha Parishad, where upon through open tenders he invites printers / publishers for textbook production and printing. There is no qualitative control over the design, lay-out of the school textbooks, and the quality of books in terms of

readability, illustration, design and lay-out suffer considerably as these aspects are left to the printers / publishers.

Under the DPEP-II programme a review of the textbook production system of the State was undertaken. The findings of the study have brought out a case for more effective textbook publishing and preparation of camera-ready copies before the actual printing is under taken. The GOUP has taken serious note of the findings of the above mentioned review and have already taken several measures to improve the system of production of textbooks in the State.

One of the critical stages of textbook development is the design and lay-out stage and then to prepare a camera-ready copy. It is therefore, proposed to equip the SIE (which is the nodal institute of the SCERT) to be able to prepare the camera-ready copies of newly developed textbooks. Therefore, a proposal for DTP equipment including accessories is being proposed under the DPEP – III. This will go a long way in ensuring quality control, over textbook development as well as their production.

It is also proposed to strengthen the capacities of the State Textbook Officer as this office has to handle a volume of about 18 crore textbooks annually. Presently this office has very limited capacities and faces difficulty even to handle the processes of inviting tenders, maintaining the lists of publishers and keeping tracks of the released textbooks in various parts of the State. It is proposed to strengthen this office in its capacities to be able to handle the volume of printers and publishing houses, maintain quality control systems, maintain inventories of books published and distributed, as well as maintain inventories of free textbooks supplied under the DPEP scheme.

To control quality, prevent distribution of non approved books in the market and to ensure royalty payments to the State Govt., the State Textbook Officer has been getting the cover page of nationalised textbooks printed and distributed to the publishers who then release the textbooks before releasing them into the market. Very often the Govt. security presses are not able to print the cover pages in time and this causes a delay in the availability of textbooks in the market. The DPEP programme supports timely availability of textbooks in the market as well as timely availability of textbooks for free distribution to girls, SCs and STs. Therefore, the printing of textbook covers can be done in house by the STO. Further more, those textbooks

which are intended for free distribution will also have the marking of the scheme and indicate that these books are not for sale. This will prevent any misuse of free textbooks distributed to the disadvantaged groups.

The DPEP – III project therefore seeks to create capacities in the State Textbook Office for printing of textbook covers and providing equipment and staff to this office for discharging functions related to maintaining inventories, status of printers / publishing firms, records of distribution in each district.

Teaching Learning Materials

Interaction with actual materials offers children the best learning environment. DPEP II is giving importance to production and usage of teaching learning materials. TLM suited to meet the needs of primary schools, curricular and field realities such as multigrade situations, problems of storage and handling, resource limitations, lack of supplementary materials are being aimed.

Under DPEP III, apart from the production of supplementary materials having regional to local origin, the production of textbook specific TLM would be brought under sharp focus of the pedagogical renewal programme. The first round of teachers training in DPEP III districts would orient and motivate teachers to simplify and elucidate their teaching styles with the usage of TLM. In the same year the DIETs and Block Resource Centres would organize workshops every six months to identify textbook specific TLM requirements and facilitate teachers to develop skills for TLM preparation. In follow up programmes every third month at CRC, the teachers would be helped to list out lessonwise (Textbook) TLM requirements and prepare TLM using locally available materials from their TLM grants and to put up these materials in the “material melas” at cluster and block levels. This provision has been proposed from second year to the last year of the project. The plan is to video document the processes of material production in the workshops so as to prepare a ready reference for other districts. Regular “material melas” at regional, district, block and cluster levels are also envisaged.

Supplementary materials :

Valuable expertise in the development of instructional materials has been acquired under the UP BEP. Through a participative process involving teachers, writers, experts, artists, etc. 5 supplementary readers (‘Indradhanush’) for primary classes have been

developed under BEP I. The response to the materials, which are far removed from the drab materials in existence has been very encouraging.

The quality improvement objectives of the project are to be implemented mainly via the institution of the DIET. Capacity of DIETs will be strengthened to develop region specific supplementary materials which are contextual and based on local dialects.

3.2 Improvement in the quality of teaching :

Improving the quality of teaching in the classroom is critical for the attainment of project objectives. This is primarily to be achieved by enhancing teaching competency and effectiveness through regular training of teachers for improved pedagogy using specially developed training materials.

Experience of UPBEB & DPEP II indicates the need for child-centred, activity-based pedagogy, focussing on joyful transactions and multi-grade teaching situations. Creation of an attractive school environment, development and use of teaching aids, demonstration of good practices in actual teaching situations, must be emphasized during training. While training teachers to use effective teaching methods based on these requirements, the need for enhancing motivational levels of teachers was seen to be a necessary condition.

The quality improvement objectives of the project are to be implemented mainly via the institution of the DIET. Capacity of DIETs will be strengthened and supported to enable them to fulfil this role. Specialisations within DIETs in various project inputs, such as in-service teachers training, pre-service teachers training, alternative schooling models, pre-school education, learning disabilities, gender issues, action research, materials developments, etc. will be strengthened through training at the State-level or outside the state. In each of the concerned fields, state-level resource persons will be identified and developed, who will provide regular technical assistance, as well as training, to identified DIET staff. (for details, refer SCERT section).

The realization of the critical importance of teachers training combined with the experience gained under UP BEP has influenced the planning of the first cycle of inservice teachers training under DPEP. It was felt that instead of touching on teaching content it is necessary, in the first phase, to bring about attitudinal changes in teachers, to assist them to envision an ideal teaching-learning environment and to give them an insight

into the new pedagogy. Accordingly, DEVNET, Patna was contracted to act as consultant for the first round of teacher training.

The teacher training in this first round focussed on –

- Motivating and improving of the self-image of teachers,
- Sensitizing teachers to their social responsibilities,
- Equipping teachers to analyse the existing situation, especially in the context of gender and disadvantaged groups,
- Enabling teachers to promote community participation and ownership,
- Providing an insight into child-centered, activity-based, joyful classroom transactions and creating a 'vision' of an ideal school,
- Empowering teachers for improved classroom transactions,
- Orienting teachers towards DPEP objectives.

The cascade model of training was used, but one level of the cascade has been deleted. This has been done not only to limit transmission losses, but also because BRCs and NPRCs would take some time to become completely functional. The agency conducted training for 25 DRG members for a duration of 10 days and selected teachers of each districts. In this continuation two rounds of teachers, training, (45 teachers in each round) have been done to identify the trainers. From among these trainers, teachers trainers are identified to conduct the next level of training. The selected trainers underwent 5 days TOT, which was imparted by the consultant agency. The DRG members and teacher trainers also conducted 10 – day teacher training programmes at the DIET level. The identification of trainers and TOT was completed within the period of Oct'97 to Mar'98. New trainers were however continuously identified from among teachers and provided with TOT inputs. All the training programmes are necessarily of a residential nature, in order to promote maximum participation and interaction. The first round of teacher training has been completed in DPEP II districts.

Training Module :

The training module "SHIKSHAKODAYA" was developed with the help of the consultant agency, DIET staff, BRC coordinators, primary teachers and Pedagogy Unit of SPO. It is a 10 day motivational training module.

Detailed documentation of each training session is carried out by the participants themselves. A system of evaluation and monitoring of training sessions has been developed, which involves not only visits and observation, but also external assessment

As inservice training programmes stabilised, a 3 day meet (28-30 April, 98) at DIET, Bareilly was arranged to provide a forum for trainees to :

- Exchange ideas,
- Share experiences,
- Thrash out possible solutions for peri-training difficulties,
- Seek further conceptual clarity,
- Identify areas for second round teacher training.

It is worth mentioning that all the trainers in the above meet expressed the common feeling that;

- Process of self-evaluation amongst trainees begins whereby they evaluate their own beliefs and perceptions about various processes of teaching-learning and a child's ability to learn.
- This training helped them to understand the child and their learning processes. They discovered the possibilities of their contribution in relation to school and environment enrichment.
- Earlier their vision of an ideal school was 'good infrastructure' but now their vision begins with how to make learning a happy experience for every child.

The trainers discussed in detail the problems, apprehensions and questions put forth by the teachers during training programmes. They also discussed the problems in

content and methodology adopted for the first round training package and suggested ways for better transaction of the same.

Training of BRC / NPRC Coordinators

Empowerment and capacity building of newly appointed BRC and NPRC coordinators is crucial for teacher support at school level. Keeping this in view, a three day workshop was organised for 16-19 June '98 and a training package "SAMARTHAN for training of BRC/NPRC coordinators was developed with the help of DIET faculty, SCERT/Pedagogy unit of SPO, along with fresh BRC/NPRC coordinators from DPEP and experienced BRC / NPRC coordinators from UPBEP.

In continuation, a five day training of Master Trainers was conducted at Varanasi from 26-30 June, 1998 keeping "SAMARTHAN" as its base. These trainers consisted of members from BRC, NPRC and DIET of each UPDPEP districts. At each district level, a Trainer team comprising of a member of DIET faculty, BRC & NPRC coordinators was thus constituted and this team imparted training to BRC/NPRC coordinators organised at DIET level.

Second Round of Teachers' Training

The content areas that need to be focussed on by the second round of teachers' training emerged during the Master trainers' meet (28-30 April 98) held at Bareilly. Thus, the framework for IInd round teacher training package has been drafted while keeping in view the experiences of Ist round teacher training.

- A one-day meeting was organised on 18th June, 1998 at SPO to discuss and decide the content/focus areas of 2nd round of teacher's training. Those who participated the meeting included representatives from Technical Support Group, Ed. CIL, New Delhi. DEVNET, SIE, Director SCERT, SPO and its pedagogy unit.
- It was unanimously agreed upon that the second round of teacher training will focus on activity based teaching learning methodology for Maths, Language and EVS.
- An orientation workshop of SRG members was held during 8-12 July, 1998 at Bareilly to develop the framework for the 2nd round of teacher training package.

Later, the members were given an assignment to write on the decided framework.

- The SRG members along with the TSG members, Ed.CIL, New Delhi, SIE and SPO functionaries once again met at DIET, Varanasi from 1-7 August, 1998 to develop the script for the teacher training package.
- The training module was finalised at the Editing workshop held between 24-28 August 1998 at IMDUP, Lucknow.
- Preparation for trialling of the module was done at a workshop with teachers held at ICCMRT Lucknow during 6-8 Oct. '98.
- Trialling of the module with the help of teachers done in 4 districts.
- On the basis of feedback gained from above, the modifications in the package have been introduced.
- Selection of trainers done.
- Trialling with the trainers is done.
- The objective of IIInd round of teacher training is to develop an understanding among the teachers about activity based teaching, learning methodology and teaching skills particularly with respect to Language, Maths and EVS, process of learning, beliefs and perceptions about child (how children learn), to address the problems that a teacher comes across during teaching of Maths, EVS and Language, to enrich knowledge of the teachers, to develop classroom observation skills of teachers, to provide effective feedback to teachers on classroom performance, and developing effective academic support system through NPRC coordinators. The training package is initially of 7 days at block level and then has to be followed by monthly meetings at NPRC level.

The DPEP II pedagogical plan envisages the development of teacher training modules based on the specific content of the new textbooks. Thus 3 rounds of teacher training will be based on texts while a recursive dose of motivational and attitudinal aspects will also be included.

Teacher Training Interventions for DPEP III

The tentative plan of inservice teacher training under DPEP III has emerged from the broader understanding of teacher training processes under UPBIET & UPDPEP – child centred teaching learning process, field realities – its resources and constraints and the changes that can be effected through training. The over all training strategy has taken into account the post-training support and organizational adjustments at DIET, BRC CRC and school level that may be required upon the return of teachers to their schools. More and more primary school teachers will be involved in the SRG to design teacher training package so as to make it more responsive to their needs and also to give them a greater sense of ownership for the training package. Flexible training packages are aimed at to make it easily adaptable to time, place and group specific needs. Five theme based in-service teacher training programmes will be conducted spaced over five years in each DPEP III district.

- Motivational round having inputs of teaching learning methodology.
- Training for the use of new text books class I – III
- Training for use of new textbooks class IV – V
- Content based training : Language and EVS
- Content based training : Mathematics

Acquainting BRC and NPRC co-ordinators with the renewed pedagogy is of critical importance to ensure their support to teachers at school level. Keeping this in view, the BRC & NPRC co-ordinators will be exposed to teacher training programmes. A package developed under DPEP II ‘SAMARTHAN’ for the training of BRC/NPRC co-ordinators would be revalidated in reference to new districts of DPDP III.

The follow up program of training and linkages between academic support structures such as DIETs, BRCs, CRCs and schools will be strengthened through academic feedbacks, monthly meetings, schools visits school placements and active supervision. A programme for BRC/CRC support system is under preparation in DPEP II and will be replicated for DPEP III.

Role of SCERT in DPEP III for pedagogical renewal :

Traditionally, in all the UP Project for basic/primary education, the SCERT has played a pivotal role in quality improvements. This close linkage will be continued under DPEP III. The specific tasks which SCERT will conduct, are specified under the sub head of SCERT in Chapter 13 on State level interventions for Capacity Building.

Distance Education Programme

UPDPEP aims to evolve a sustainable system of in-service teacher training linked to its Pedagogical Improvement Programme using Distance Education technology. To achieve this, SPO is taking up activities for development of distance education material, production of such materials, evaluation and research activities for such initiatives.

The Govt. of India has identified Indira Gandhi National Open University (IGNOU) to assist DPEP states in developing the Distance Education Programme. The State Institute of Education Technology (SIET) is closely involved in the Distance Education Programme of DPEP. The Institute already has expertise in preparing audio-video materials.

Appointment of State Coordinator, Distance Education was made on May 3, 1998 in DPEP II, to facilitate working in this direction. She is located with and is in close association with the Pedagogy unit of SPO. This is proving useful for coordination and systematic interventions of the distance education component in the quality improvement programmes under DPEP.

State Plan of Distance Education

The State Project Office organised a Planning meeting (May, 3-5, 1998) with the officials of DEP, IGNOU, New Delhi and a core group of primary school teachers, members of DIET faculty and the District Coordinators to explore and identify possibilities of distance education support to strengthen on-going teacher training programmes. The exercise focused on needs of teacher training, primary school curriculum, VEC training and the role of other academic support institutions like DIETs, BRCs, NPRCs. The suitable use of various modes of distance education (such as teleconferencing, audio video programmes, self instructional material) to areas where needs assessments are to be done, were also examined. Teleconferencing dovetailed with the on-going teacher training schedule was identified as an effective means of strengthening and enriching the training programmes.

A State Work Plan was evolved having the following activities :-

Capacity Building of Institutions and Individuals for the use of Distance Education Technology.

- A) Orientation of core group

B) Supply of equipments facilitating use of D.E. material such as T.V., VCR, STD, FAX, Generator, Two-in-one etc. to DIETs.

C) Providing 'down linking or talk back' facility to each DIET for teleconferencing.

- **Development & Production of DL Material**

A) Preparatory workshops for developing D.L. material

B) Review of existing D.L. material.

C) Preparation of content brief for D.L. material (self instructional material (SIM), Audio video script).

D) Training of script writers.

E) Production of software.

F) Field trails of software and modification.

- **Delivery of distance learning material**

- **Feed back collection**

Preparatory workshop for developing D.L. material :

A workshop was organised on July 7 & 8, 1998 to orient the core group to different types of distance learning material and their relative advantages in training primary education personnel. Inter-twined with the above objective was also another vital aspect of the workshop, to strengthen and expand the Core Group for Distance Education.

Review of existing Distance Learning Material

Another workshop was organised with the cooperation of State Institute of Education Technology (SIET) from July 27 to July 30, 1998 to review existing video programmes. A User's Guide for existing video programmes came out as an upshot of this workshop. This will inform users about the content of the programmes, pre, peri and post-usage preparation and also about possible extension of the programme.

Editing Workshop

On August 25, 1998 User's Guide prepared by the core group on distance education was edited by the content and script experts from SIET & SPO.

Workshop for Content – Brief Development

To identify specific themes and develop content briefs another workshop was organised in the last week of July, 1998. Second phase teacher training package and primary school curriculum developed by State Resource Group (curriculum, text-book and training) was critically looked into for developing content briefs and selecting themes for D.L. material.

- Bareilly and Badaun districts were adopted for intensive D.E. intervention in the second phase teacher training round.
- One day editing workshop for the finalisation of content briefs for distance learning material was organized on Aug. 25, 1998.

A two day workshop with DE experts and pedagogy unit was organized from Nov. 16 to 17, 1998 to identify the theme of the proposed teleconferencing. It was decided that the first teleconferencing will interact with trainers of teacher training package II, sharing their experiences and difficulties after the first phase of teacher training package II. This would help them to sort out their difficulties during training and modify their training styles.

A work shop with the members of the SRG on training was organized from Dec. 16 to 17, 1998 to identify those difficult areas in teacher training package – II which need video illustrations to be more comprehensible. The following areas were identified –

- Mathematics : multiplication, division, use of decimal and concept of Zero
- EVS : how to effectively organize information / knowledge collected through observation and educational tours.
- Preparation for writing : strengthening pre-writing skills
- TLM : Effective use of TLM grant

- Stress and fear among children and dropping out. Scripts for the above have been evolved. Eleven rough self instructional materials for strengthening pedagogical concepts introduced in the first round of teacher training have emerged, also to train district level educational functionaries in preparation of SIM. Efforts are being made to begin video production in areas identified in teacher training package – II.

Capacity Building

Capacity within the state, particularly in the SIET, will be developed in the area of designing, developing and producing audio-video and print materials. A Resource Group at the state level comprising of teachers educationists, writers, artists, guides D.E. initiatives. The resource persons oversee development of materials by SIET and other identified agencies and assist in establishing district level capacities. DIET's are not only being equipped for DE but their faculty trained & oriented for SIM development and script-writing.

Audio-Video Materials

Well produced audio and video materials are necessary not only to support training activities but also to reinforce overall programme interventions. Some areas where audio and Video materials are of immediate utility are :

- Improving physical school environment
- Multigrade Teaching, Activity based classroom transactions
- Community Mobilization, School mapping and gender sensitization.

Distance Education under DPEP III

Lessons learnt & materials developed under DPEP II will be extended to DPEP III districts. At the district level adequate provision has been made for hardware and material development in the DIETs / BRC for D.E. needs. At the SPO the post of DE coordinator will be continued till end of DPEP III.

SIET

The State Institute of Education and Technology (SIET) plays a key role in the production of audio – video materials for strengthening various teacher training

programme and building mass awareness about importance of education for children, as well as enhancing programme visibility. The following activities have been proposed for SIET under UPPDEP III --

Teacher training :

To strengthen the teacher training programmes with printed materials and interactive video programs will be needed. Twenty programmes addressing pre-service and in-service training needs will be prepared by SIET.

Documentation of good and successful practices

SIET would document good and successful practices under DPEP in the field of training, classroom interactions, girls education, alternative schooling, integrated education, academic supervision and monitoring, community mobilization etc.

To effectively discharge these tasks the SIET would undergo a visioning exercise for its staff so that it shares the goals of DPEP and its quality improvement programme. Equipments like video-overhead projector video multicopier, computers and Beta cam Beta corder will strengthen its technical base. The library at SIET would also be enriched with audio, video materials.

Learning Materials and Teaching Aids :

By and large, Parishad Schools in the project districts are poorly provided with equipment and material. It has been observed that even where materials are available, these are kept under lock and key by the Head Master, and not shared with students. Under DPEP, materials and teaching aids will be provided to all schools and teachers. will be trained in utilising these in the classroom. Apart from an annual grant of Rs. 2,000/- to the school for school improvement, each teacher would be given a grant of Rs. 500/- to purchase materials to use in preparing teaching aids. Supplementary instructional materials will be developed at the state, as well as DIET levels, which will be distributed to schools in the project districts. In addition, small libraries will be established in the schools.

CHAPTER – 13

STATE LEVEL INTERVENTIONS FOR CAPACITY BUILDING

1. PROJECT MANAGEMENT

1.1 Strengthening State-Level Management:

a) **The State Implementation Society :**

The UP Education For All Project Board (UPEFAPB) was established on May 17,1993 under the Societies Registration Act to function as a societal mission for bringing about a fundamental change in the basic education system. The project Board has been established to over see, guide and coordinate over all project implementation, allocate funds to approved programmes, maintain project accounts, coordinate procurement and monitor implementation progress.

The EFAPB has a General Council whose chairman is the Chief Minister and Vice-Chairman, the minister of education, U.P. The council has about 90 members, comprising senior U.P. Government officials, State and District education officials, representative of the Govt. Of India, distinguished educationists and representatives of voluntary organisations. The State project Director is the Member-Secretary. The council is the apex authority of the project and provides overall policy guidelines and direction for implementation of project activities.

The Executive committee of the EFAPB comprises of 27 members representing the Government of U.P. and the Government of India, senior and District education officials and representatives of voluntary organisations. Its Chairman is the Chief Secretary, Government of U.P., and its Vice-Chairman, The Principal Secretary (Education) U.P. The State Project Director is the Member-Secretary. The Executive committee has all administrative, financial and executive authority to achieve the objectives of the project, including the power to create posts and make appointments.

To facilitate decision-making and expedite execution the following committees have been created :

- (i) Finance Committee

- (ii) Programme Committee
- (iii) Policy Research Advisory Committee
- (iv) MIS Committee
- (v) Training Task Force
- (vi) Curriculum Review Panel

The existing UPEFAPB management arrangements would be extended for the UP DPEP-III.

b) Establishment of the State Project Office (SPO):

A State project office set up under the UP EFAPB for implementation of the UP BEP has been expanded to meet the requirements of DPEP-(II). The SPO headed by the State Project Director, is responsible for the day-to-day management, administration, implementation and monitoring of the project. In connection with implementation of DPEB-III in the state, it is proposed to strengthen and restructure the SPO with additional staff, equipment, etc.

Staff: The existing staffing position in the State project office and the proposal for DPEP-III are given in the following table.

S.No.	Post	No. of Existing Posts		Proposal
		UP BEP	DPEP II	For DPEP III
(1)	State Project Director	1	-	1
(2)	Additional State Project Director	-	1	1
(3)	Additional Director (BEP/DPEP II)	1	1	1
(4)	Chief Finance & Accounts Officer	-	-	1
(5)	Senior Professional	7*	3**	7***
(6)	Assistant Director	1	-	-
(7)	Senior Finance & Accounts Officer	1	1	1
(8)	Professionals	7	5	7
(9)	Purchase Officer (Store)	-	-	1
(10)	System Analyst	1	-	1
(11)	Distance Education Coordinator	-	1	1
(12)	Administrative Officer	1	1	1

(13)	Computer Programmer	1	1	1
(14)	Accounts Officer	1	-	1
(15)	Asst. Accounts Officer	1	1	1
(16)	Office Superintendent	-	1	1
(17)	Senior Accountant	-	1	1
(18)	Computer Operator	4	3	4
(19)	Steno	13	6	7
(20)	Accountant	2	2	2
(21)	Auditor	-	1	1
(22)	Junior Auditor	-	-	2
(23)	Senior clerk	-	2	6
(24)	Asst. Clerk	11	2	3
(25)	Cashier	-	-	1
(26)	Driver	6	2	6
(27)	Daftari	1	-	-
(28)	Peon (Peon-cum-Messenger)	17	8	8
(29)	Watchman	-	-	2
	Total	77	43	70

* (Planning and Monitoring / Formal Education / Non Formal Education / Training / Finance And Accounts / Civil Works / Research and Evaluation).

** (Planning and Monitoring / Programme / Establishment).

*** (Civil Works, Alternative Schooling, Girls Education, Quality Improvement Media & Documentation, Research & Evaluation, Integrated Education & Community Mobilization).

As the UP BEP will terminate in March 2000, the **State Project Director** of the UPBEP/DPEP-II will continue for the DPEP-III, she/ he will be assisted by the key staff who will be appointed after a careful selection process, on deputation or from the open market on the basis of contract.

With the spread of project coverage to 77 districts there is a practical need for augmenting the SPO to provide the necessary administrative, academic support to the districts and programmes in implementation as well as to ensure monitoring & supervision which will ensure time bound implementation, mid course corrections and maintenance of

quality control. The proposal for staffing under DPEP III takes into regard the experience of the existing staffing, the indicative staffing pattern of DPEP as communicated by GOI and the minimum staff requirements for an expanded programme.

The post of **Additional State Project Director** for all the projects as a whole has been created in the UP EFAPB after the recommendation of Govt. of India in the Executive Committee meeting held on 16th Oct '98 and the recommendations of the Identification Mission for DPEP III in November '98. The post has been staffed with an IAS officer, having experience of district administration, field implementation and ability to coordinate with other on- going programmes of various Depts. & NGO's. It is proposed to continue this post till the end of DPEP III project period.

One post each of **Additional Director for UPBEP & DPEP II** already exists in the project. Since the DPEP III will bring in an additional 38 districts, and UPBEP project will end in 2000 AD, it is proposed to create a post of Additional Director under DPEP III, so that the minimum core strength of 2 Additional Director continues till the end of DPEP III to supervise between 60 to 77 districts at given periods of time. The tasks of the Addl. Director will be as follows :-

Addl. Director I :

- Overall responsibility for the implementation of BEP I & II and thereafter DPEP III.
- Responsibility for project implementation in the functional areas of civil works, planning, monitoring, administration, establishment, finance, accounts & audit, Assembly & Parliament questions interface with Govt., supervision, UPEFAPB & its committees etc.
- Monitoring the progress of the project in half the project districts through field visits EMIS/PMIS analysis and locational problem solving.

Addl. Director II :

- Overall responsibility for the implementation of DPEP II
- Responsibility for project implementation in programmes for alternative schooling, girls education, community mobilization, quality

improvement, integrated education, media & documentation research and evaluation.

- Monitoring the progress of the project in half the project districts through field visits, EMIS/PMIS analysis and locational problem solving.

This one post of Addl Director will be created under DPEP III in continuation of the AD's post in UPBEP.

As per the recommendation of the Identification Mission for DPEP III and the LACI arrangements, the post of **Chief Finance & Accounts Officer** has been created for DPEP III. It is proposed to continue this post till the end of the project period. The job description of this post is as follows :

The Role of Financial Controller in DPEP

The C.F.O. will be overall incharge of the financial management of the project, His duties and responsibilities can be defined as follows :

- As financial adviser he is supposed to advise all matters relating to finance, budget, procurement.
- He will prepare and scrutinize the budget estimates, supervise timely release to districts and cooperating institutions.
- As an account officer he will be responsible for proper maintenance of accountants as per financial regulations of UPEFA.
- As an audit officer he will ensure regular internal audit systems as well as ensure timely audit by the independent chartered accountants an AG Uttar Pradesh. He will also ensure compliance of audit reports.
- As procurement adviser he will maintain a procurement plan, and facilitate the procurement of civil works, goods, equipment, furniture, consultancy etc. in accordance with the norms laid down by World Bank.

The UPEFAB has decided to fill the post of the CFO with a well qualified & experienced Chief Financial Controller level officer from the UP Finance & Accounts Service. An indent has been placed with the Finance Dept. of U.P. to locate a suitable candidate. The Officer would be in position before appraisal of the project.

There are presently 10 posts of **Senior Professionals** created in the SPO handling the various functional areas of project implementation. Experience shows that given the exposure of the programme, the monitoring and supervision required, networking & academic resource mobilization required, as well as field visits and on-the-spot assistance to be given to districts, it is best to provide for a small unit for each functional area. The unit would be headed by one Senior Professional, a Professional , stenotypist and wherever required by Consultants depending on the work load & type of inputs required. There are 10 key functional areas in UPBEP/DPEP project implementation, namely :-

- i) Civil works/opening of new school
- ii) Alternative schooling
- iii) Girls Education & ECCE
- iv) Quality improvement & Distance Education
- v) Media & Documentation
- vi) Research & Evaluation

vii) Integrated Education

viii) Decentralised planning & AWP & B.

ix) Monitoring - PMIS/EMIS

x) Administrative / Establishment

There are 10 such posts created under the UPBEP & DPEP II. It is proposed to continue the same arrangement under DPEP III by the creation of 7 Senior Professional posts once UPBEP concludes. DPEP II already has 3 posts created for Planning, Programmes & Establishment. The other 7 posts cover civil works, alternative schooling, girls education & ECCE, quality improvement, media & documentation, research & evaluation & integrated education.

At the **Professional** level there are 12 posts in operation, 7 in UPBEP & 5 in DPEP II. The five functional areas for which posts exist under DPEP II are training, girls education, civil works, media & establishment. It is proposed to continue the 7 UPBEP posts of Professional under DPEP III for the staffing of programme units in alternative schooling, research & education integrated education, community mobilization, decentralised planning, monitoring PMIS / EMIS and quality improvement (other than teacher training) aspects. A post of Distance Education Coordinator will be created under DPEP III, after conclusion of DPEP II which provides for such a post from the national component of DPEP II.

For administrative back up a post of **Administrative Officer & Office Superintendent** exist under DPEP II. It is proposed to add one post of Office Superintendent under DPEP III as the work load of providing administrative backup to the districts will go up from 35 to 77.

The **finance, accounts & audit wing** of the SPO will be, augmented on lines of the GOI's indicative staffing pattern whereby vide letter No. D.O. No. F 14-4/85-PN III the DPEP Bureau approved additional staff for the accounting, financing and disbursement wings of the SPO & DPO. Apart from the Chief Finance Officer, there will be a Senior Finance & Accounts Officer for DPEP III, alongwith one Accounts Officer, one Asstt. Accounts Officer, one Senior Accountant and one Accountant. There will also be one Auditor and two Junior Auditors. There will be one Cashier. There will be one Purchase Officer who will look after procurement and store-in-charge. The above proposal

confirms to the number of posts admissible under the staffing pattern of DPEP for SPO accounts wing.

To provide support staff for the functional units at SPO there are 19 posts of Steno's, 2 Sr. Clerks, 13 Asstt. Clerks, 8 Drivers and 26 Peons. It is proposed to create only those posts under DPEP III which are supported by the staffing pattern of DPEP and are minimally required to support each functional unit of SPO (see table).

It is noteworthy that SPO staffing will persist with certain posts of UPBEP till March 2000 & fill up the commensurate DPEP III posts, only thereafter. The creation / filling up posts in DPEP III will be as per table given below :

S.No.	Post / Designation	No's	1999	2000	2002
(1)	State Project Director	1		*	
(2)	Additional Project Director	1	*		
(3)	Additional Director DPEP III	1		*	
(4)	Chief Finance & Accounts Officer	1	*		
(5)	Senior Professional	7		*	
(6)	Senior Finance & Accounts Officer	1		*	
(7)	Professionals	7		*	
(8)	Purchase Officer	1	*		
(9)	System Analyst	1	*		
(10)	Administrative Officer	1			*
(11)	Computer Programmer	1	*		
(12)	Accounts Officer	1	*		
(13)	Asst. Accounts Officer	1	*		
(14)	Office Superintendent	1	*		
(15)	Senior Accountant	1	*		
(16)	Computer Operator	4	*		
(17)	Steno	7		*	

(18)	Accountant	2	*		
(19)	Auditor	1	*		
(20)	Junior Auditor	2	*		
(21)	Senior clerk	6	*		
(22)	Asst. Clerk	3		*	
(23)	Cashier	1	*		
(24)	Driver	6		*	
(25)	Peon	8		*	
(26)	Watchman	2		*	
(27)	Distance Education Coordinator	1			*
	TOTAL	70	25	43	2

DPEP IH will avail of 48 consultancy months per year, as and when required at SPO, as per DPEP indicative staffing pattern.

i) **Office Space** : The SPO is presently located in the campus of the Directorate of basic education and SCERT. This has facilitated day to day coordination with these organisations. Additional staff of the DPEP - III will be accommodated in the present SPO.

ii) **Equipment and material** : Office equipment, furniture, books, materials, vehicles, etc. under UPBEP & DPEP II will be continued for use under DPEP III. However in view of the increased work load of handling 77 districts, the SPO will be augmented by 4 Computer systems for EMIS / PMIS monitoring & documentation as well as one photocopier.

iii) **Accounts** : A separate bank account for DPEP-III will be opened. Detail financial guidelines prepared in connection with UPBEP / DPEP-II, covering various aspects of day to day work of the SPO and DPO's will be adopted for DPEP-III. LAC compatible formats will be generated from the presently existing financial management system and submitted to GOI and World Bank as per quarterly schedules.

iv) **Training** : The planning core team responsible for preparation of District Plans from each district proposed for DPEP III have already received training in connection

With DPEP objectives, interventions and procedures by the NSDART and SIEMAT professionals with focus on participatory process. All staff will be appropriately trained and their skill developed in their respective areas of specialisation. This will be periodically reinforced through fresh training inputs. Training on financial and procurement rules will also be imparted to SPO staff.

c) **Establishment of management information system(MIS):** In the context of the DPEP-II, an elaborate system of collection and aggregation of school data has been developed, through DISE Software for EMIS. This will be continued in the DPEP III districts and strengthened to ensure further reliability of collection, timely data processing, effective analysis and relevant utilization of findings at state, district & sub district levels. Procurement of hardware and software for each district and divisional office and training of personnel will be taken up on priority. SPO staff will also be given training on data analysis & utilisation in project planning, management & implementation.

2 Vehicles for common pool at SPO will be brought for monitoring and supervision.

Management of Interventions for EGS & Shiksha Mitra

The Govt. of UP has decided to implement the scheme of Shiksha Mitra (para teachers) and the Education Guarantee Scheme. Learning from the experiences of the other states, especially Rajasthan, Madhya Pradesh, Andhra Pradesh, Gujarat etc., the State Govt. has drafted its own version of the schemes for implementation in all districts of UP. The schemes emerge out of a commitment of the State Govt. to accelerate the pace for achieving universal primary education in a time-bound manner. The quickened pace for UPE has meant creation of cent percent access to all children in the 6-11 age group as well as to ensure infrastructure and teachers in proportion to the enrolled children. Simultaneously, the Govt. of UP has also decentralized the management of basic education to the village panchayats, in line with the 72nd Constitutional Amendment.

The **EGS Scheme** therefore emerges in this context. The scheme envisages the opening of a school for classes I & II where there are 30 children and where no Govt. Primary school exists within a radius of 1 Km. The teacher called Acharya ji will be appointed by the Village Panchayats' Education Committee at a fixed honorarium of Rs. 600 per month. The teacher's qualification will be High School. The community will provide the facility for class-room/space for learning. Priority will be given to women Acharya's. The scheme expects to provide cent percent access to children of remote areas, left out hamlets and caters especially for younger children who cannot walk long distances to school.

DPEP-III will fund EGS centres (unit cost @ Rs. 2350/- per centre) in the 38 districts. Rough estimates indicate that about 150 centres per district are likely to be opened – though the exact number will vary from district to district based on detailed microplanning surveys.

The **Shiksha Mitra Scheme** is patterned on the successful model of Shiksha Karmi's in Rajasthan & M.P. The Shiksha Mitra will be a para – teacher to cater for single – teacher schools or schools which need additional teachers to bring the student – teacher ratio to 40:1. The teachers' qualification will be Intermediate and they will be appointed by the Village Panchayats' Education Committee on a fixed monthly honorarium of Rs. 1450/- for 11 months. There will be an increase of Rs. 200 after every 2 years of continuous service by the Shiksha Mitra. The para – teacher will be given 30 days induction training and a refresher course of 15 days every year. The scheme envisages minimum recruitment of 50% women.

It is envisaged that as a result of the scheme at least 2 Shiksha Mitras will be available per school to handle classes I & II, initially. Regular teachers will take up classes III – V. It is hoped to ultimately provide 3 regular teachers for the higher classes based on redeployment.

DPEP will fund the honorarium of Shiksha Mitras to be appointed in the 38 UPDPEP III districts. There are about 20,000 such para teachers envisaged in the district proposals.

The execution of both schemes, though decentralized, will require a great deal of administrative guidance and support as well as timely and smooth flow of funds to the village panchayat level. The Shiksha Mitra scheme would envisage close coordination with the Basic Shiksha Parishad in terms of deployment of regular teachers in a complementary mode. The scheme would also ensure convergence with the Panchayati Raj apparatus in the districts to ensure smooth implementation. In so far, as the EGS scheme is concerned, the experience of Madhya Pradesh shows that regular checking/supervision has to be done to ensure compliance with norms and the quality of schooling. Thus, the management of these two schemes in 77 project district (out of a total of 83 districts in the State) is going to be a gigantic task requiring good management, timely checks and effective coordination and control.

It is proposed to execute this scheme holistically through the Directorate of Basic Education, as it is responsible for the whole State. In view of effective coordination the Directorate of Basic Education is best suited to execute this scheme, as Director Basic Education is also the Chairman of the Basic Shiksha Parishad which controls the cadre of regular teachers. Secondly, the Directorate is already handling the decentralization of OBB,

NFE schemes to the district / gram panchayats. Lastly, in view of sustainability, the Directorate will be able to smoothly handle the maintenance and continuity of the schemes, as and when districts cease to be part of the Projects in the years 2000, 2002 and 2004 respectively for UPBEP, DPEP II & UP DPEP III.

Under DPEP-III it is therefore proposed to execute these schemes through the State Directorate of Basic Education, with fund support through the DEPC of the UPBEP-III in each project district. The Directorate will have to be given the necessary support at the state level in terms of computerization, staff support and contingencies to conduct these schemes on behalf of the Project in 77 districts. It is proposed to place with the Directorate of Basic Education one Senior Professional & one Professional level staff, with 2 computers & computer operators.

Improving Teacher Performance Through Grievance, redressal / Efficient Personnel & Financial Management

The cadre of about 3 lakhs primary school teachers and head teachers is controlled by the Basic Shiksha Parishad located at Allahabad. All personnel matters regarding recruitment, transfers, promotions and other related administrative matters are handled by this Parishad. Similarly financial matters such as payment of salaries, pensionary benefits and matters of pay fixations are handled by the same organisation. In addition, the Basic Shiksha Parishad handles the personnel and financial matters of the cadre of Basic Shiksha Adhikaries as well as Deputy and Assistant Basic Shiksha Adhikaries at the district and block level respectively. Thus there is a case for strengthening the efficiency of the Basic Shiksha parishad so as to enhance speedy redressal of personnel and financial matters of two critical cadres of teachers and district level educational administrators. The DPEP project has a very big stake in supporting better efficiency in the management of the cadre for teachers, district level administrators, as they staff all Govt. primary schools and the educational administrators are the district and block level project officials entrusted with the responsibility of timely and effective project implementation.

Teachers recount several grievances in the disposal of their personnel and financial matters where delays and redtapism causes them great anguish and contributes directly to

demotivation as well as absence from duty. In discussions with the Primary School Teachers Association, a strong point has been made by them that improvement of teacher efficiency can be ascertained through timely disposal of teacher grievances both at the district level as well as in the Basic Shiksha Parishad.

Several discussions have also taken place with the Directorate of Basic Education, the Basic Shiksha Parishad and the SPO regarding more efficient handling of financial and personnel matters for primary school teachers as well as the cadre of educational officers posted in districts and blocks. The Basic Shiksha parishad has made a case for augmenting their technical capacities through computerisation so that they are able to handle the vast load of maintaining personnel records, individual financial statements and responding to queries from personnel posted across the State. The Basic Shiksha Parishad has requested for computerisation and other back-up equipment and one vehicle.

The DPEP – III programme feels the need to support the requirements of the Basic Shiksha Parishad for computerisation and office equipment / personnel, as it will enhance the effectiveness of cadre management and remove several bottlenecks in teacher's / project personnel's performance. It will lead directly to better motivation amongst than which in turn will directly affect better project implementation. With the coming of DPEP – III the IDA assisted projects would cover 77 districts of Uttar Pradesh which is virtually the whole state. Therefore investment in better administrative management and removal of managerial bottlenecks can go a long way in providing better project administration and financial system in the State / Project Districts.

1.2 Setting Up Of Divisional Project Office:

In the field of basic education, the Assistant Director of Education is the representative of the basic education directorate at the divisional level. There are 19 divisions in Uttar-Pradesh. The Assistant Director of Basic Education monitors the programmes at the divisional level. He conducts monthly meeting of district officers of his division to collect information and to review the progress of implementation of different schemes. He/she is also responsible for inter-departmental coordination at the divisional level.

Keeping in view the coverage of UP BEP, DPEP-II and the proposed DPEP-III, it would be appropriate to provide a DPEP monitoring unit at the regional level. Till now the SPO monitors and supervises the implementation of the project programmes/activities

through monthly meetings of the DPOs and DIET staff for UP BEP and DPEP separately. With the expansion the projects after DPEP-III to 77 districts which is 93% of the total U.P. districts, a small DPEP unit will be set up at the divisional level (comprising of 3-4 districts) for monitoring, supervision and coordination of the DPEP activities:

S.No.	Designation	No. of Posts
(1)	Deputy project Director (DPEP)	19
(2)	Steno	19
(3)	Clerk-cum- Computer Operator	19
(4)	Driver	19
(5)	Peon (Peon-cum-messenger)	19

The above stated staff will be appointed on deputation or contract basis for the project period. The Divisional Project Office would be provided office equipment (computer, fax, photocopier, etc.) furniture, materials and one vehicle.

SPO will delegate adequate administrative functions to the Deputy Project Director (DPEP) for monitoring, supervision and coordination of the implementation of DPEP activities in the districts that come under the jurisdiction of the division. The Deputy Project Director's (DPEP) functions will include:-

- (i) Monitoring of project districts in jurisdiction.
- (ii) Supervisory field visits.
- (iii) Ensuring PMIS and Project Indicator Reports on monthly basis to SPO
- (iv) Monitoring progress of Civil Works.
- (v) Timely and quality control over EMIS data collection and analysis.
- (vi) Attend the DPEC meetings of project districts.
- (vii) Attend SPO monitoring meetings.
- (viii) Regular monitoring of DIET's in their jurisdiction activation of DIET's capacities for project purposes.
- (ix) Attend DIET Academic Resource Group meetings and monitor quality improvement programmes being implemented by DIET's/BRC/NPRC.

- (x) Monitoring and quality checks on distribution of incentives/grants given by the project.
- (xi) Monitor microplanning and VEC participation in school management in project districts.
- (xii) Provide administrative support to DPO through local problem-solving, ensuring coordination of DPO with DIET's, interacting with District Magistrates & Divisional Commissioners for administrative support to the project and networking with other Govt. depts, Universities, NGO's etc for convergence and resource support.

1.3 District Project office :

In each project district a District Education Project Committee (DEPC) has been established under chairmanship of the District Magistrate (DM) for overall guidance of programme. The Chief Development Officer is the vice-chairman of the committee which includes representation, of stakeholders, experts and implementers. The District Education Officer (Basic Shiksha Adhikari) is the member-secretary of the committee.

Day-to-day implementation of programme activities would be managed by the District Project office (DPO). The DPO is responsible for preparation of District Annual Work Plans and Budgets and coordination of project implementation. The DPO would function under the direct supervision of the DM/CDO. Expert BSA would be the head of the DPO, supported by Deputy BSA, a civil works expert, an asstt. accounts officer, computer operator, accountant and supporting staff.

The job description of Asst. Accounts officer at DPO will be as follows :-

Duties and responsibilities of Assistant Accounts Officer posted in DPO

The duties and responsibilities of AAO's posted in DPO would be as financial advisor, account officer, procurement officer of the DPO.

He is responsible for maintenance of accounts records of the DPO as well as other working units of districts such as DIET, BRC, NPRC and primary schools. He will assist Expert BSA to make the AWP&B. He will be responsible for timely disbursement of funds to the working units of the districts such as BRC, NPRC and Primary schools and collection of statement of expenditures from them. He will compile the statement of expenditure of all working units and DPO every month & file returns with the State Project Office.

He will be responsible for compliance of audit observations raised by CA, AG and internal Auditor and will be responsible for proper observance of accounts as per the regulations of UPEFAB.

In all cases of procurement he will assist Expert BSA and ensure that procedure and rules laid down by the World Bank and State Project Office are followed and procurement are done well in time.

In addition 4 programme coordinators for training, alternative schooling, community mobilization and gender will also be positioned to support and assist the BSA in executing the project responsibilities.

There are 2-3 Deputy BSA posts created under the State Govt. staffing scheme in each district. It is proposed to designate the Dy. BSAs as Deputy Project Officers of the project so as to make them responsible for overall monitoring of project activities in their respective geographical jurisdiction which are sub-divisions of the district. The Dy BSAs will also be given specific functional area responsibilities such as for EMIS data collection and quality control, civil works, distribution of incentives and grants, micro planning and

VEC participation in school management etc. They will also coordinate the tasks of ABSAs and BRC Coordinators, and convergence of Rural Development, ICDS and Health depts. with the project. The DPO would be provided equipment (computers, typewriters, photocopier, fax, etc.) materials, vehicles and other resources.

District Planning Teams have already received exposure and orientation to DPEP objectives and procedures, during plan formulation. However all DPO staff will be oriented to DPEP objectives, financial and procurement rules and regulations at the launch of the project. Capacities of all district level functionaries would be built through periodic trainings over the project period. SIEMT will provide the orientation training programmes, financial and procurement training (along with SPO staff) and also the training for AWP & B development.

1.4 Block Project office:

The Assistant Basic Education Officer (ABSA) is the key functionary of the basic education department at the block level. He/She is responsible for implementation of each and every activity related to basic education in his/ her block and is also supposed to inspect and supervise the functioning of each primary/ upper primary school of the area. It is proposed to take the assistance of this key functionary in the implementation of DPEP III by coopting them as Block Projects Officers. The ABSA's will be responsible to supervise monitor and support all project interventions in the block. He will combine academic and administrative supervision roles and will be the critical link between the school and the DPO. In the populous and large districts of Uttar-Pradesh the experience of UPBEP and DPEP II has established the need for strengthening the block level office for primary education, so that more decentralised monitoring and relevant/timely support can be made available to schools, clusters, BRC's as well as for more effective feed back systems. Further more, this level has traditionally been responsible for school statistics gathering, monitoring civil works, distribution of incentives and teacher deployment. Thus it is proposed to make the ABSA specifically responsible for these sets of project activities. Since the ABSA's have no office room, Block Resource Centre buildings will also have a small office accommodation for ABSA. Each ABSA office will given a lumpsum grants for office stationary TA/DA etc. He will be provided a motorcycle as admissible under the DPEP guide lines .

At the block level, an Education Advisory Committee has been established under the Chairmanship of the elected Block Pramukh as part of the block level PRI structure.

The Committee has wide representation of stake-holders of the locality and is expected to meet every month.

1.5 Village Education Committee :

It is widely accepted that the success of DPEP depends on the participation and involvement of the local community in the project implementation. In order to foster “Ownership” of the programme, Village Education Committee which has been established throughout the State, have been given an important role in construction of schools and in educational management, supervision and planning. The VEC is chaired by the Gram Pradhan and includes women, parents/guardians, NGO representatives, etc. The Head Master of the local school is member-secretary. Recent Govt. orders have vested VECs with substantial authority in day-to-day school management, extending to monitoring of teachers, attendance and performance, etc. All construction of school buildings and other school facilities, including repairs and maintenance, is the responsibility of the VEC. Funds for school constructions, repairs and maintenance are deposited in a bank account, jointly operated by the Gram Pradhan and local Head Master. Similarly purchase of materials for the school, as well as for ECCe and NFE centres in the village has been entrusted to VECs. VEC members will receive training at the NPRCs in the various aspects of the programme. A training manual and a handbook developed for motivation of the community and for their active participation in educational activities with the help of Gram Pradhans, teachers, NGOs, etc. are available with DPEP-II. This participatory module will be taken up for training of VECs in DPEP-III.

1.6 State govt’s decision to decentralize Basic Education to Village Panchayat Education Committees :-

The govt of UP has in keeping with the 73rd constitutional Amendment decided to delegate the management of basic education (class I – VIII) to the village panchayats. As per the Panchayat Raj Act of UP – the Village Panchayat has a standing committee on Education. Since the basic membership of the erst while VEC (as created under the Basic Shiksha Adhiniyam) is the same as that of the village panchayat’s education committee there is no major dislocation in the process of decentralization & capacity building for community

participation in the DPEP implementation strategy. The powers and scope of this new village education committee would be enriched by its association with the Panchayat Raj dispensation for the village panchayat/gram sabha.

The new dispensation in fact endorses the powers of local bodies to construct new school buildings, classrooms, purchase TLM for schools & management of school maintenance grants – tasks which VEC's were already doing in project districts. The additional powers delegated to VEC's are control over teachers of training & upper primary schools as well as instructors of non formal education centres.

2. Strengthening SCERT :

The SCERT in Uttar Pradesh is a well established institution having various departments specializing in different areas of education and pedagogy. The capacity development of SCERT in general, and its subordinate departments/institutions in particular, will be undertaken. Resource groups for specific areas such as teachers training, development of instructional materials, conduct of base line achievement studies, development of evaluation systems, etc. have been established and will be strengthened. The capacity of these resource groups to plan and effect educational interventions will be built up through the provision of specialized training inputs and exposure to advanced information, supply of books, materials and equipment, etc. The institution will also be supported by external experts and organisations on a short-term basis as and when the need may arise. SCERT will be given the flexibility to engage consultants/experts to build its own capacity & to leaven up its faculty.

The SCERT will play a key role in the following areas of DPEP - III .

Multigrade Teaching :

- Development of multigrade teaching practices, organizational & classroom management techniques, as well as material development will be central to SCERT's quality improvement inputs. Variety of initiatives for this strategy will be piloted and replicated through DIET's.

Alternative Schooling :

- Efforts to institutionalize the learning achieved in the DPEP II & UPBEEP on AS will be done through the SCERT. The SRG for AS & SCERT will work closely and SCERT will build up its own capacity for developing AS materials, provide training through decentralized institutions develop evaluation systems and provide the academic back up to take various AS models to scale under DPEP III. SCERT will have the flexibility to hire experts and liaison with NGO's for the purpose.

Integrated Education :

- The Dept. of Psychology & Guidance under the SCERT will be strengthened to meet the increasing demand for integrated education. It will be specifically responsible for networking with NGO's, expert institutions and national agencies working on children with special needs development of specific curriculum, special learning materials and appropriate pupil evaluation systems will be evolved. The SCERT will also be responsible for development / revision of teacher training modules for general teacher as well as for the special teachers which will be deployed at block level. Training of master trainers and building the capacity of DIET's & BRC's towards initiative is also planned.

Capacity development of DIET faculty

- The SCERT will organise regular and systematic programmes for developing the faculty of DIET's through trainings / workshops / exposure visits and attachment with other expert institutions / field organisations. The purpose is to develop the DIET's as centres of academic leadership so that they are brought upto date with latest developments in the field of pedagogy and quality improvement as well as are able to disseminate the new thinking and latest techniques into the system.

Strengthening BRC / NPRC in followup

- The SCERT will review and impose the training modules, selection procedures and role / responsibilities of these institutions on a continuous basis by evolving systematic feed back procedures to gauge the health of academic performance. A regular calendar of events for BRC's, NPRC's will be constantly updated through interaction with the coordinators and teachers. Academic supervision processes will be further refined, training & orientation conducted and BRC / NPRC's monitored on two – monthly basis by the DIET's. The capacity building of BRC coordinators, assistant coordinators & NPRC coordinators will be done through regular trainings and workshops.
- The DIET's will be oriented to their role in guiding monitoring the BRC and NPRC's. The academic leadership of DIET's for capacity building of these sub-district structures, as well as to develop regular feedback of the academic performance of teachers, achievement levels of students, and the role played by block / cluster coordinators will be defined and capacity built for the same. The SCERT will develop the necessary materials, design the monitoring system and reconstruct the membership of Academic Resource Group at district & block levels.

Preparation of training module for Para teachers

- The SCERT will prepare a one month training module for induction training to para teachers and a 15 day annual refresher. The training of Master Trainer in DIET's will be conducted and regular follow up ensured.

Preparation of training module for EGS teachers

- The SCERT will prepare a training / orientation module for induction and refresher training for Acharya ji appointed in the EGS programme of Govt. of U.P. The focus will be on joyful learning for class I & II including school readiness as well as activity based methods.

Revision of Curriculum, text books, evaluation systems :

- The SPO/SCERT have worked on the revision of curriculum and textbooks under DPEP II in 98-99. In the year 2003 a fresh book will need to be given to curriculum and textual materials for class I – V as well as the commensurate teacher training modules and teacher handbooks.
- Pupil evaluation system evolved under DPEP II will also need a relook by year 2003 for improvement and revisions.

Development of supplementary materials

- The SCERT will facilitate development of supplementary learning materials for children in age group 6-14.
- Selected DIET's will be integrated in this exercise where local specific materials in the local dialects will be developed to facilitate language learning, comprehension and enhanced achievement levels among children.
- The SCERT will initiate programmes for selected Blocks / schools to develop wall newspapers, science corners, learning corners and activity banks where children, teachers and NPRC coordinators can be oriented to developing improved and attractive classrooms which are stimulating for children's cognitive development.

Documentation & Dissemination

- The SCERT will continue to bring out a quarterly newsletter for teachers, BRC, NPRC & DIET's on pedagogical and academic issues. This was started under UPBEP I and will continue under DPEP III.
- The SCERT will print & disseminate all newly developed materials to DIET's, BRC, NPRC's as well as provide for dissemination of good practices, which may emerge in the state.
- SCERT will promote inter-district visits of DIET/BRC/NPRC personnel to see good practices, attend workshops and training programmes. The endeavor will be to build a pool of academic resources in all project districts.
- The SCERT will commission documentation of good practices, process documentation of innovative programmes and ensure dissemination, both within and outside the State.
- The SCERT will augment the State Library at its headquarters, as well as build the libraries of project at DIET's, BRCs and NPRCs.

Research & Evaluation

The SCERT will systematically build capacity for action research through training programmes, workshops and other capacity building measures in all DPEP- III DIET's, BRC, NPRC and even amongst teachers.

- The SCERT will commission various topical thematic research studies on academic issues and encourage DIET's to undertake relevant research programmes.
- The SCERT will conduct both concurrent and mid – course evaluation studies for project related interventions under DPEP – III, especially on AS, integrated education, academic supervision, BRC / NPRC roles as well as performance of DIET's.
- The SCERT will continue to conduct the Learner Achievement Studies for DPEP III districts in its first year, mid-year and in the final year of the project. The SCERT will ensure dissemination of baseline study findings for all 3 rounds, to the districts, as well as for policy planners and implementors.

To discharge the roles expected under the project, the SCERT will need to be strengthened in terms of manpower, equipment, materials and given the necessary administrative flexibility to network with and draw in the best available expertise and resources in the country.

Strengthening of the DPEP Cell

- DPEP II had created a small cell in the SCERT to assist with the heavy load of activities thrust upon SCERT by the project. The cell has been performing ably and has helped to ensure the timeliness and academic quality which is necessary for the discharge of project – led interventions. Under DPEP III it is proposed to strengthen this cell, as the project will now be covering 77 districts which will put added pressure on SCERT.

It is proposed to add 4 consultants to the DPEP cell for the duration of the project period. 2 ministerial level functionaries and 2 messengers on contract basis will be deployed as support staff.

The DPEP cell will be strengthened with 2 computer systems, and other necessary office equipments (generator, fax machine, one telephone line, photocopier) will be provided for necessary office expenses, TA/DA, petrol, stationary & contingencies.

The SCERT office at Lucknow is very small and inadequate to meet the increasing load of academic functions, meetings, workshops & seminars which are to be organised by the institution. There is not enough place for the DPEP staff either to sit and discharge their functions. However, land and space is available in the SCERT campus. It is proposed therefore to construct additional office space in the SCERT at an estimated cost of Rs. 15.37 lakhs. The detailed drawings are attached.

DETAILS OF SCERT COSTING

I. Multigrade situation

A. Development of training material

(i)	Workshop I	25 persons x 6 days	Rs.1,00,000
(ii)	Workshop II	10 persons x 3 days	Rs. 50,000
(iii)	Printing of 1000 copies for training		Rs. 25,000

B. Development of self learning material

(i)	Workshop I	30 persons x 12 days	Rs.2,00,000
(ii)	Workshop II	30 persons x 8 days	Rs.1,50,000
(iii)	Workshop III	15 persons x 6 days	Rs.1,00,000
(iv)	Printing of material for trial		Rs. 50,000

C. Training of master trainers regarding multigrade situations.

80 persons x 8 days Rs.1,20,000

COSTS

(Rs. in thousand)

S.No.	Item	Year					Total
		1	2	3	4	5	
1.	Development of Training material	150	-	-	-	-	150
2.	Development of self learning material	450	-	-	-	-	450
3.	Printing of material for trial and training	75	-	-	-	-	75
4.	Training of master Trainers	120	-	120	-	-	240
	Total	795	-	120	-	-	915

Rs. 9.15 lakh or Rs. 0.915 million

2. Alternative schooling

(A) Curriculum development, review and revision and development of material.

(i) Workshop for curriculum development

25 persons x 6 days Rs.1,00,000

(ii) Workshop for material development (Text books, training material, progress cards and evaluation forms)

25 persons x 8 days Rs.1,60,000

(B) Training of Resource Persons (38 blocks)

40 persons x 2 x 6 days Rs. 96,000 p.a.

COSTS

(Rs. in thousand)

S.No.	Item	Year					Total
		1	2	3	4	5	
1.	Curriculum Development	100	-	-	-	-	100
2.	Material Development	160	-	-	-	-	160
3.	Training of Resource Persons	96	96	96	96	96	480
		356	96	96	96	96	740

Rs. 7.4 lakh or Rs. 0.74 million

3. Integrated Education

Curriculum, Learning material and Training modules development

(i) Workshop for curriculum development Rs. 1,00,000

(ii) Workshop for development of special learning material Rs. 1,00,000

(iii) Workshop for development of training modules Rs. 1,00,000

(iv) Training of Resource persons (38 districts)

40 persons x 2 x 6 days

Rs. 96,000 p.a

(v) Evaluation

Rs.1,00,000 p.a.

COSTS

(Rs. in thousand)

S.No.	Item	Year					Total
		1	2	3	4	5	
1.	Workshop	300	-	-	300	-	600
2.	Training	96	96	96	96	96	480
3.	Evaluation	100	100	100	100	100	500
	Total	496	196	196	496	196	1580

Rs. 15.80 lakh or 1.58 million

4. Training for para teachers

(A) Development of Induction training module.

Workshop 25 persons x 6 days

Rs.1,00,000

(B) Development of theme based training packages for refresher courses.

Workshop 40 persons x 6 days

Rs.1,50,000

(C) Training of master trainers 120 persons x 6 days

Rs. 2,00,000

COSTS

(Rs. in thousand)

S.No.	Item	Year					Total
		1	2	3	4	5	
1.	Material Development	250	250	250	250	250	1250
2.	Training	200	200	200	200	200	1000
	Total	450	450	450	450	450	2250

Rs. 22.50 lakhs or 2.25 million

6. Strengthening Role of BRC/NPRCs

(A) Development and improvement of training modules

Workshop to develop material Rs.1,00,000 p.a.

(B) Development of forms for monitoring, feed back

and Academic Supervision Rs.1,00,000 p.a.

(C) Training of master trainers

80 persons x 6 days Rs.1,20,000 p.a.

COSTS

(Rs. in thousand)

S.No.	Item	Year					Total
		1	2	3	4	5	
1.	Material Development	200	200	200	200	200	1000
2.	Training	120	120	120	120	120	600
	Total	320	320	320	320	320	1600

Rs. 16 lakh or 1.6 million

7. Revision of Textbooks, Curriculum and Evaluation system

COSTS

(Rs. in thousand)

S.No.	Item	Year					Total
		1	2	3	4	5	
1.	Revision of curriculum	-	-	-	300	-	300
2.	Revision of Textbooks	-	-	-	600	-	600
3.	Revision of evaluation systems				200		200
	Total	-	-	-	1100	-	1100

Rs. 11 lakhs or 1.1 million

10. News letter (Quantity)

100,000 copies x 4 issues x Rs 10 = Rs. 40,00,000 p.a.

COSTS

(Rs. in thousand)

S.No.	Item	Year					Total
		1	2	3	4	5	
1.	Material collection and Development	200	200	200	200	200	1000
2.	Printing	4000	4000	4000	4000	4000	20000
	Total	4200	4200	4200	4200	4200	21000

Rs. 210 Lakhs or 21 million

11. Documentation and Dissemination of good practices and Innovative Programmes

COSTS

(Rs. in thousand)

S.No.	Item	Year					Total
		1	2	3	4	5	
1.	Preparation, printing and dissemination	200	200	200	200	200	1000
	Total	200	200	200	200	200	1000

Rs. 10 lakhs or .1 million

12. Library enrichment at SCERT level (SCERT, SIE, SISE, and Hindi Santhan Bureau of psychology)

Books, Newspapers, Magazines and Journals

SCERT Headquarters

Rs 10,000 p.a.

SIE, SISE, Bureau of Psychology and Hindi Santhan

Rs. 50,000 p.a.

COSTS

(Rs. in thousand)

S.No.	Item	Year					Total
		1	2	3	4	5	
1.	Books	300	300	300	300	300	1500
	Total	300	300	300	300	300	1500

Rs. 15 Lakhs or 1.5 million

13. Research studies at SCERT level (Through Departments of SCERT)

COSTS

(Rs. in thousand)

S.No.	Item	Year					Total
		1	2	3	4	5	
1.	Studies	300	300	300	300	300	1500
	Total	300	300	300	300	300	1500

Rs. 15 Lakhs or 1.5 million

14. Evaluation Studies of Project related interventions

COSTS

(Rs. in thousand)

S.No.	Item	Year					Total
		1	2	3	4	5	
1.	Studies	-	1000	1000	1000	1000	4000
	Total	-	1000	1000	1000	1000	4000

Rs. 40 Lakhs or 4.0 million

15. Learner Achievement study and dissemination of findings

COSTS

(Rs. in thousand)

S.No.	Item	Year					Total
		1	2	3	4	5	
1.	Study and dissemination	-	-	12500	-	13500	26000
	Total	-	-	12500	-	13500	26000

Rs. 26 Lakhs or 26 million.

16. Strengthening of SCERT

(A) DPEP cell at SCERT

(i) Posts on contract basis

Consultants – 4	Rs. 8000 p.m.
Computer Operators - 2	Rs. 5000 p.m.
Ministerial level functionaries –2	Rs. 3500 p.m.
Messengers – 2	Rs. 3000 p.m.

(ii) Equipments

Computer Systems – 2
 Other equipments - Generators, Fax machine, telephone,
 Photocopiers, etc.

COSTS

(Rs. in thousand)

S.No.	Item	Year					Total
		1	2	3	4	5	
1.	Equipments	1000	-	-	-	-	1000
2.	Maintenance	-	100	100	100	100	400
3.	Contingencies	100	100	100	100	100	500
4.	POL	100	100	100	100	100	500
5.	Travelling allowance	100	100	100	100	100	500
6.	Salary (Contract basis)	660	660	660	660	660	3300
7.	Honoraerium (external experts)	200	200	200	200	200	1000
	Total	2160	1260	1260	1260	1260	7200

Rs. 72 Lakhs or 7.2 million

(B) Construction of DPEP cell building

COSTS

(Rs. in thousand)

S.No.	Item	Year					Total
		1	2	3	4	5	
1.	Civil Work	1537	-	-	-	-	1537
2.	Maintenance of building	-	-	76	76	76	228
3.	Furniture	300	-	-	-	-	300
	Total	1837	-	76	76	76	2065

Rs. 20.65 lakhs or 2.065 milliion

(C) Strengthening of State Institute of Education (SIE)

(i) Posts on contract basis

Computer operators – 2 Rs. 5000 p.m.

(ii) Equipments

Spaced printer, binding machine, water cooler etc.

COSTS

(Rs. in thousand)

S.No.	Item	Year					Total
		1	2	3	4	5	
1.	Training for capacity building of staff	100	100	100	100	100	500
2.	Vehicle	400	-	-	-	-	400
3.	POL	50	50	50	50	50	250
4.	Contingencies	100	100	100	100	100	500
5.	Equipments	800	-	-	-	-	800
6.	Maintenance	-	80	80	80	80	320
7.	Salary (contract basis)	120	120	120	120	120	600
8.	Repair and maintenance of training and meeting hall and computer room	700	-	-	-	-	700
9.	Honorarium (Consultancy)	50	50	50	50	50	250
	Total	2320	500	500	500	500	4320

Rs 43.2 Lakhs or 4.32 million

(D) Strengthening of the Deptt. of Psychology and Guidance

COSTS

(Rs. in thousand)

S.No.	Item	Year					Total
		1	2	3	4	5	
1.	Equipments	200	-	-	-	-	200
2.	Contingencies	50	50	50	50	50	250
	Total	250	50	50	50	50	450

Rs. 4.5 Lakhs or .45 million.

TOTAL COSTS

(Rs. in thousand)

S.No.	Item	Year					Total
		1	2	3	4	5	
1.	Multigrade Situation	795	-	120	-	-	915
2.	Alternative schooling	356	96	96	96	96	740
3.	Integrated Education	496	196	196	496	196	1580
4.	Para teachers	450	450	450	450	450	2250
5.	Capacity building of DIET faculty	2190	2190	2190	2190	2190	10950
6.	Role of BRC and NPRC	320	320	320	320	320	1600
7.	Revision of Curriculum text books etc.	-	-	-	1100	-	1100
8.	Supplementary method	390	-	390	-	-	780
9.	Wall Newspaper, Learning courses etc.	150	-	150	-	-	300
10.	Quarterly Newsletter	4200	4200	4200	4200	4200	21000
11.	Documentation and dissemination of good practices	200	200	200	200	200	1000
12.	Library enrichment SCERT	300	300	300	300	300	1500
13.	Research Studies	300	300	300	300	300	1500
14.	Learner's Achievement study	-	-	1250	-	13500	26000
15.	(A) DPEP cell at SCERT	2160	1260	1260	1260	1260	7200
	(B) DPEP Cell Building	1532	-	76	76	76	1760
	(C) State Institute of Education	2320	500	500	500	500	4320
	(D) Bureau of Psychology	250	50	50	50	50	450
	Total Cost	16409	10062	23298	19538	23638	84945

Total Rs. 892.50 Lakhs or 89.25 million.

3. Improving Educational Planning and Management :

The State Institute of Educational Management and training (SIEMAT) has already been established at Allahabad as a registered society, and is fully operational under UPBEP I. The main functions of SIEMAT are :

- **Training :** Training of education planners and administrators ; orientation of stakeholders. NGOs, etc. seminars, conferences and thematic workshops related to educational planning and management.
- **Statistics and Monitoring :** Capacity building at district and sub-district level to manage and utilize the school statistics management system (EMIS); to carry out microplanning and school mapping, to prepare annual work plans and budgets; to develop monitoring indicators and provide technical support to Govt., SPO and SCERT.
- **Research and Evaluation :** Identification of areas, conduct and sponsorship of research and evaluation studies; capacity building for action research at district and sub-district levels; dissemination of findings.
- **Extension, Documentation and Dissemination :** Conduct of experiments so as to develop replicable modules for educational planning and management; dissemination through publication of information on innovations and experimentation; awareness building and community mobilisation.

As **SIEMAT, UP**, is well established compared to other states, it is proposed that it could function as a regional institute providing training and other support to Hindi-speaking states. In this context, some additional civil works equipment, furniture, fixtures, vehicles are required. In addition, in order to provide the targeted 1000 person training weeks per year, **SIEMAT** faculty would have to be augmented and strengthened through networking and contacts with national and international institutions.

Training

The SIEMAT has been established to cater to the development and educational needs of the state of Uttar Pradesh in the area of planning and management through training and research. One of the main role of SIEMAT is to develop capacity of the key functionaries at the state level as well as other levels of educational administration. This includes :

- (a) Area level planning and management at the regional and district level ;
- (b) Institutional level planning and management ;
- (c) Project management related to Basic Education, NFE and other areas; and
- (d) Planning and management of school and higher education.

Target groups :

The target groups includes education management key functionaries, institutional functionaries and programme organizers at the state, region, district and block levels.

Key functionaries :

The key functionaries include :

- (i) At state level, Directors, Additional Directors, Joint Directors, Deputy Directors and Assistant Directors and Assistant Deputy Directors, etc.
- (ii) At regional level, regional deputy directors, assistant deputy director (Basic), associate regional inspector of girls schools, administrative officers of higher education etc.
- (iii) At district level are, district inspector of schools (boys and girls), deputy inspectors of schools, basic shiksha adhikaris, Dy BSA etc.
- (iv) At block level, Assistant Basic Shiksha Adhikari/Sub Deputy Inspector of schools, Project Officer (NFE) etc.

Institutional functionaries :

The state level institutional functionaries are heads of the state level institutes and training colleges. The institutional functionaries include ;

- (i) At the regional level, Principals of degree colleges etc.
- (ii) The district level institutional functionaries are DIET principals, Vice Principals and Senior Lecturers (Planning and Management), Principals of Inter Colleges etc.
- (iii) At block level the institutional functionaries are co-ordinators of BRC and heads of Primary and Junior High Schools. These functionaries do not come under the direct training target group.

Programme Organizers :

The programme organisers include the functionaries of Basic Shiksha Parishad U.P., Board of education, NFE AEP and SPOs.

2.4 DPEP-III Target Groups :

Priority target group for training at SIEMAT will be from the thirty eight project districts of the state as shown below :

DPEP-II districts	19
DPEP-III districts	38
Total	: 57 districts

Area wise the key functionaries and institutional functionaries of the priority districts are given below :-

2.4.2 Key functionaries :

- (i) At state level the key functionaries include the officers of UPEFA, DPEPII & DPEP-III Project.
- (ii) At the regional level, the Deputy and Assistant Director (Basic).
- (iii) At the district level Basic Shiksha Adhikari/Deputy Inspector of Schools and District NFE Officers.
- (iv) At the block level, Assistant Basic Education Officers/Sub-deputy Inspector of Schools and Project Officers NFE.

2.4.3 Institutional functionaries :

- (i) At the state level are heads of State Institute.
- (ii) At district level are Principal, Vice-Principals and Senior Lecturers.

Table

Priority Target Group (DPEP II & DPEP III District)

S.No.	Education Functionaries	State	Region	District	Block	Total
1.	Key Functionaries	5	18	57	800	880
2.	Institutional Functionaries	4	-	171 (Includes DIET Principal, Vice Principal and P & M Faculty)	100 BRC/NPRC selected areas	275

Training Programmes :

The institute will undertake two types of training programmes - Cadre-based and Thematic. These are proposed to be organized on the following lines during the project period.

Table

S.No.	Programmes	98-99	99-2000	2000-2001	2001-2002	2002-2003
A	Cadre - Based	1	3	6	14	20
	a) Training need Assessment	1	5	8	13	X
	b) Training Modules/Course and Material Development	1	4	10	12	X

	c) Training of Trainers	X	1	2	2	
	d) Net-working/Collaborative programmes	2	5	6	6	
B	Thematic	-	4	6	8	10
A+B		5	22	38	55	38

Where as the Cadre-based programmes would be directed towards the training needs of officers of the Education Department, the thematic programmes would be dedicated to a single theme and participants will include cadre officers and other field / institutional functionaries.

2.5.2 In different programmes for elementary education functionaries, the contents would mainly include subjects like Microplanning, MIS, Community participation, Financing and resource mobilization, Institutional planning, Evaluation and monitoring, School-mapping, Institutional management, Effective supervision, Innovative management, Leadership training, District educational planning, AWP&B, DPEP supervision & Perspective Plan Preparation etc.

CAPACITY BUILDING TRAINING PROGRAMMES

Sl No.	Planning & Management	EMIS	Trg. of Master Trainers'	Research Packages indicating support to Planning	Supervision
1.	Micro Planning & School Mapping	Analysis of School Stats.	VEC Training	Action Research	SDI/ABSA Training
2.	School Management	Computer Orientation	DIET Faculty Trg. Prog.	Research Method	Dy. BSA Training
3.	AWP&B		Leadership	Impact Study	BSA Training

4.	DPEP Supervision		Gender Sensit.	Evaluation Study	Dist. Cord. Training
5.	Perspective Plan Prep.			Survey Study	NFE Officer Trg.
6.	BRC Management				
7.	NPRC Management				

Strategy of Training :

A large number of functionaries in different categories, and working in different cadres of education will have to be included in various programmes of SIEMAT. Therefore, keeping in view the limitations of the faculty of SIEMAT and time required for doing the Need Assessment Studies, and preparing course material for training-courses/workshops/seminars, these training programmes will be taken up in a phased manner. The first phase is supposed to be over in almost three years. The second phase will cover the next two years. In both phases, the institute will conduct training programmes for educational functionaries at the induction stage and during the in-service period.

Induction Training Programmes :

SIEMAT will be responsible for the training of the freshly recruited P.E.S. probationary officers.

Inservice Training Programmes :

The inservice training programmes will cover the following :-

Direct Training :

Direct training will be organized for the state, region and district level educational functionaries and these functionaries will further deliver it to the lower level functionaries as master trainers. However, in the first phase, the institute has already undertaken training for the S.D.I.'s of the block level who are directly supervising to primary schools. In future, these trained S.D.I.'s will function as resource persons at block level.

Training of Trainers' :

Faculty members of DIET and SCERT, working specially in the areas of planning and management, will be oriented by SIEMAT for the dissemination of management skills at block and district levels.

Collaborative Training :

The institute also proposes to organize some workshops and seminars in collaboration with national and international institutes like NIEPA etc. to focus on selected themes and programmes. Besides these, some meetings will be organized in the institute for the top level functionaries of the education department to discuss special issues and policy matters. Some regional level programmes will be organized in collaboration with SCERT, etc and some district level programmes will be organized in collaboration with DIET's.

First Phase :

In the first phase, priority will be given to the EFA, DPEP II & DPEP III districts.

(A) Direct Training :

The officers of following cadres will be covered under the direct training programmes.

- i. Assistant Zila Basic Shiksha Adhikari/Sub Deputy Inspector of Schools.
- ii. Deputy Zila Basic Shiksha Adhikari/Deputy Inspector of Schools.
- iii. Zila Basic Shiksha Adhikari.
- iv. District Non-Formal Educational Officers.

Training of Trainers :

- i. DIET Faculty (Principals, Vice-Principals and Senior Lecturers of the planning and management department)
- ii. Community leaders, specially VEC members.

Thematic Programmes :

Workshops/seminars and focused group discussions will be held to involve officers, academicians and N.G.O.'s on relevant themes. Some theme based training will be conducted for different cadres.

National-level Programmes :

The institute will organize an annual conference and some national and international workshops involving top-ranking personalities. Some of these programmes will be arranged independently by the institute and some with collaborative approach because SIEMAT has additional role or Regional Research and Resource center.

Second Phase :

Induction training programme for freshly recruited P.E.S. Probationary officers will be continued in the second phase also.

Direct Training :

In this phase the officers of the following cadres will be taken in the direct training programmes.

1. Assistant Directors (Basic)
2. Programme Organizers
3. Reorientation courses for Education for All and DPEP districts educational functionaries.
4. Cadre based training programme for functionaries of DPEP districts.

Training of Trainers :

The following institutional functionaries will be involved in training of trainers programme.

1. Faculty members of DIET.
2. Selected faculty members of SCERT.

Thematic Programmes :

Some theme based workshops/seminars and group discussions will be organized in this phase also as mentioned in the first phase.

National and International Programmes :

Some national level programmes and international collaborative conferences will be organized as given in the first phase.

In this phase the institute may organize a long-term diploma course in planning and management for a duration not exceeding one academic year.

Duration of the Programmes :

The duration of different type of the programmes will vary however, these programmes may fall broadly in the following four categories.

1. Appreciation Programme - 2 to 3 days.
2. General Orientation Programme - 5 to 6 days.
3. Intensive Programme - 2 to 4 weeks.
4. Long-term Programme - 2 to 3 months

Five-Year Plan :

Target of the institute, was 1000 persons training weeks after the development of infrastructure facilities and full complement of staff. The implications of this target can be realized from the following :

1. No. of participant per programme on an average : 25
2. No. of days available with the institute per year : 186 (excluding month of March due to closing of financial year)
3. No. of working weeks $186/5 = 37$

Leaving out 8 weeks time and the entire month of March to make necessary preparation and arrangements for training programmes are the weeks left with the institute for training.

TARGET OF TRAINING (UPBEP, DPEP II & DPEP III)

TABLE

Expected Target of UPBEP			Proposed		
Target	1998-99	1999-2000			
Person week	1030	1000			

Expected Target of DPEP-II			Proposed		
Target	98-99	1999-2000	2000-2001	2001-2002	
Person week	700	1000	1000	1000	

Expected Target of DPEP-III			Proposed		
Target	1998-99	99-2000	2000-2001	2001-2002	2002-2003
Person week	400	1400	1500	1500	2500
Total :	2130	3400	2500	2500	2500

Research And Evaluation :

The objectives of SIEMAT in the context of research as stated in the Memorandum of Association of the institute are as follows :

1. To undertake, aid, promote and co-ordinate research activities including comparative studies in various planning techniques.
2. To provide professional and resource support in educational planning and management at all levels of administration.

3. To document and disseminate at the state, national and international level information in the area of educational planning, management and assessment.

The research and related programmes of the institute will, thus, provide inputs that can be used to further improve the planning and management efficiency in the area of education in general, and basic education, in particular at the state and national level. It is also envisaged to provide empirical evidence with clear conclusions and meaningful policy directions to educational planners, managers and policy makers with special focus on the needs of 'Education For All' project, Uttar Pradesh. The research programme in addition, will provide inputs to training activities of the institute.

Thrust Areas of Research :

SIEMAT proposes to emphasise on the following areas of research during the project period :

- i) Developing information base for educational research,
- ii) Training needs assessment,
- iii) Programme Implementation related studies,
- iv) Evaluation studies, and
- v) Planning and management related studies,

During the initial years of the project, higher priority will be given to research studies related to Primary Education. Some of the areas which will receive emphasis are micro planning and school mapping, project planning and management, inspection and supervision, community participation and resource management. Special focus groups will be SC/ST, minorities, disadvantaged group of the society etc. Besides primary level, some challenging issues relating to other levels of education will also be taken up for research such as management, evaluation system, institutional planning and management.

Approach

SIEMAT will endeavour to adopt a finely mixed blend of diagnostic, evaluative, empirical and action-oriented projects in its research programme. To attain this objective the institute will be guided by the following strategy :-

- (i) Direct research by the faculty.

- (ii) Research promotion through
 - (a) Sponsored researches
 - (b) Research fellowships
 - (c) Collaborative research with the district, state, national and international organizations, including NGO's and universities.

Research Administration :

For the effective implementation of the DPEP III Project, research has been given an important role so as to acquaint the project planners and managers with problems of the project area and implementation. SIEMAT will assist the DPEP project in this work by identifying the relevant areas of research, selection and monitoring of different agencies to carry out the research projects so that the findings of the studies can be used in improving quality of work at implementation level. The research administration work, therefore, will be a round the year process and will be carried out by a Research Administration unit. The unit may comprise of one Research Officer, two Research Assistants and one steno typist. The unit will sponsor and assign research projects in the priority area to identified universities, research institutions, NGOs etc in country.

Research Documentation and Dissemination :

SIEMAT also proposes to develop a system of research documentation and dissemination by the publication of various research study reports, and papers. It also plans to organize seminars, conferences and workshops and publish research reports, and a journal for wider circulation and dissemination. To attain this objective, the institute proposes to setup a well developed publication unit, documentation centre, a library well stocked with books, journals, audio/video cassettes and compact disks.

RESEARCH PROGRAMMES FOR DPEP-III

Particulars	Years				
	1998-99	1999-2000	2000-2001	2001-2002	2002-2003
ISIEMAT Research Programme					
a) Research by faculty (No. of Studies)	1	1	1	3	5
b) Sponsored Research (No. of Studies)	4	5	5	5	5

c) Research Methodology Course	-	1	2	2	2
d) Developing MIS data (No of Studies)	-	1	2	3	5
II. Sponsored studies for U.P. DPEP-III Project	-	20	20	20	20

Costing for DPEP III

3.1 Costing

3.1 A Training :

Being a training institute, training expenses can be termed as most essential recurring expenses, the same can be divided into two main categories (1) Expenses on module development & (2) Expenses on delivery of training.

(I) Module Development

This work can be done through two different methods (i) To develop the same at the institute itself by individual faculty or through course team approach & (ii) By assigning the unit work of module to competent academician on contract basis.

The expenditure to develop training software under this head is estimated around Rs 80,000/- for preparation of material for single training course and around 30,000/- for printing of the same. Thus total expenditure of Rs. 80,000 approximately will be required for software development.

(II) Delivery of Training

A training session generally involves expenses for working lunch and tea for the trainees, payment of T.A. to trainees and resource persons, cost of training kit provided to each trainee. Besides these, until all the faculty of the institute is in position the institute will be needing the support of resource persons from outside. Expenditure under these heads may be estimated as follows for per person training week (5 days) :-

Table 3.1

Lunch and Tea	1500.00 (average)
Travelling Allowance	1250.00
Training Kit	400.00
Consultant Expenses	400.00 per trainee
Other Expenses	400.00
Total	3950.00

To this may be added the cost of modules as assessed in para (I) above, and an average of Rs 400/- per person trainee week as cost of resource persons/consultant. While these expenses will go down during the future years but on the other hand, other expenses will have an increase of at least 10% per year, keeping in view the rise in cost, price of different commodities/services.

Thus it can be estimated that the cost per person of training week as assessed above, will be as follows in the remaining part of the project period :

Table 3.2

Sl.No.	Year	Cost Per Person Training Week
1	1998-1999	3950
2	1999-2000	4345
3	2000-2001	4780
4	2001-2002	5258
5	2002-2003	5784

Thus the cost of proposed training programmes can be estimated as follows :

Table 3.3

COST OF TRAINING IN DPEP III

SUBJECT	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
(A) Software Development/Recording of Software/unit cost 80,000/- per S/W	Three courses 240000	Three courses 240000	Four Courses 320000	Four Courses 320000	Four Courses 320000
Proposed no. of trg. Weeks	400	1400	1500	1500	1500
Cost/Per person trg. Week	3950	4345	4780	5258	5784
(B) Cost for the year	1580000	6083000	7170000	7887000	8676000
Cost A+B	1820000	6323000	7490000	8207000	8996000
Grand Total (1998-2003)	3,28,36,000				

B. Workshops / Seminars

SIEMAT proposes to hold workshops / seminars from time to time to discuss and evaluate various issues and problems in the field of education. The number of participants in such workshops / seminars may range from 15 to 30 persons. So for the purpose of costing an average figure of 20 persons may be considered per occasion.

Generally the workshops/seminars are for a day or two. The participants from outside are to be paid their travelling expenses whereas a fixed amount of honorarium is paid to all the participants. Besides, expenditure is incurred on providing stationary material, lunch and tea etc.

To assess the cost under this head, it will be advisable to first work out the cost per workshop or seminar on the basis of expenditure incurred per person. On an average, the aforesaid expenditure per participant may safely be assessed as follows :

Table 3,4

S.No		
1	Cost of Stationary Kit	Rs. 300' (file, pad, pen, papers, charts
2	Cost of lunch/tea	Rs. 800
3	TA & Honorarium	Rs. 1200
4	Misc. Expenses	Rs. 900
Total		Rs. 3200

Thus the cost per seminar/workshop comes to Rs. 3200 * 29 = Rs. 64000

Now estimating the minimum number of seminar/workshops per year to be 15, per annum cost can quite easily be assessed as Rs. 64000 * 15 = Rs. 960000.

Keeping in view the above costing at current rates, the future expenditure can be calculating at an inflation of 10% per year as follows :

TABLE

I.	For Year 1998-99	Rs. 960000
II.	For Year 1999-2000	Rs. 1056000
III.	For Year 2000-2001	Rs. 1161600
IV.	For Year 2001-2002	Rs. 1277760
V.	For Year 2002-2003	Rs. 1405536
	Total	Rs. 5815396

Cost of Research & Evaluation

As already mentioned, SIEMAT will take up at least 5 policy level studies. These research projects will involve expenditure in term of fees, materials, equipments, travelling expenses, technical assistance etc.

Besides the above mentioned projects, SIEMAT also proposes to sponsor local area related studies to other institutions. The studies programme of the institutes will include

(A) Organisation Work and Methods Studies

This includes -

- Work Procedure Study
- Organisation Structure Study

(B) Research Methodology Courses

SIEMAT also plans to conduct Research Methodology courses for the research scholars working in the field of Educational Planning Management and Policy. Every batch of scholars, on an average, may comprise 25 trainees. During the entire project period at least 4 such courses will be organised.

TABLE

Research Expenditure

Cadre	1998-99	1999-2000	2000-200	2001-2002	2002-2003
1. Research	200000	675000	725000	775000	825000
2. Local Area Projects	200000	450000	550000	675000	825000
3. Data Bank Creation	300000	400000	600000	600000	600000
4. Research Methodology course / Innovative Study	600000	1000000	1000000	1000000	1000000
5. Research Administration	2200000	2500000	2500000	2500000	2500000
6. EMIS/Microplanning Data Analysis	1000000	1500000	1500000	1500000	1500000
7. Documentation & Dissemination Expenses	500000	600000	700000	700000	700000
Total	5000000	7125000	7575000	7750000	7950000
Grand Total (1998-2003)	35100000				

Physical Infrastructure :

Though SIEMAT Physical Infrastructure is inadequate to meet the existing requirements however, instead of going in for further construction SIEMAT will hire infrastructure facilities. The lease rates increase every year. It must be noted that SIEMAT was planned under UPBEP to conduct 1000 persons training week every year. The residential, hostel, training rooms & academic staff room were planned accordingly. However, due to increase in the number of target group, the facilities to house faculty members and trainees have become inadequate. The tentative needs of the SIEMAT in view of expanded coverage, are given below :

PHYSICAL INFRASTRUCTURE OF HIRE BASIS

Sl. No.	Year	No. of persons Trgwee k	No. of Participa nts/Progr amme	Total No. of Program	No. of days	Trg. Room Charges per day	No. of days Trg. Room reqd.	Total Charges for training room	Accomm odation Charges per day	No. of days req.	No. of perons to be accom.	Total charges for Accommodation	DPEP-III Cord Office	Grant I. Accomou nt Training
1	1998-99	400	2	16	5	6000	80	480000	15	6	400	360000	144000	984000
2	1999-2000	1400	2	56	5	6000	280	1848000	16	6	1400	1386000	156400	339040
3	2000-2001	1500	2	60	5	7260	300	2178000	19	6	1500	1710000	180000	406800
4	2001-2002	1500	2	60	5	7986	300	2395800	21	6	1500	1890000	192000	447780
5	2002-2003	1500	2	60	5	8785	300	2635500	24	6	1500	2160000	201000	499950
Total								9537300				7506000	876400	179197
Grand Total - Rs. 1,79,19,700.00 (One Crore Seventy Nine Lakh Nineteen Thousand and Seven Hunded only)														

Cost of Construction for First Floor of Library Building :

Sl. No.	Name of the Item	Cost per Sq. ft.	Total Area	Total Cost	1999-2000	2000-2001	2001-2002	2002-2003
1.	Library First Floor	3500 (approx.)	2000 sq. ft.	7000000	700000	700000	700000	700000
2.	Cost of Furnitures	-	-	500000	50000	50000	50000	50000
	Total Cost			7500000	750000	750000	750000	750000
	Grant Total				10500000 (Rs. One Crore Five Lakh only)			

Note : The first floor of Library Building will be used for multiple purpose, i.e., training, accommodation, study rooms.

(b) Vehicles :

To meet the transportation requirements of the training programmes, the institute proposes to procure two Commander Jeeps for field visit.

Table 5.12

1.	Cost of Two Vehicles	Rs. 7 lakhs
2.	POL & maintenance	Rs. 3 Lakhs
	Total	Rs. 10 Lakhs

(c) Library :

SIEMAT's own library will be needing additional books and multiple copies for enhanced number of trainees. Accordingly, 6,00,000/- rupees have been budgeted for every year Hence for the total project plan period of DPEP – III, expenses on the library for books will be Rs. 30,00,000/-

(d) Equipment Requirement

Sl.No.	Name of Equipment	Unit Cost	No. of Unit	Total Amount
1.	Overhead Projector	25000	2	50000
2.	L.C.D. Projector	500000	2	1000000
3.	Direct Projector	150000	2	300000
4.	White Board	50000	2	100000
5.	Computer – Pentium –II (with ten dumb terminal)	90000	4	360000
6.	Colour T.V. (Theater System)	200000	1	200000
7.	Colour T.V. (53 cm.)	30000	3	90000
8.	CD – V.C.R.	10000	3	30000

9.	Xerox – Machine (heavy duty)	600000	2	1200000
10.	Glass Board	15000	2	30000
11.	SPSS SOFTWARES (Window based, Visual Basic, Visual C++, Power Builder, Developer-2000)	250000	1 copy each	250000
12.	Multimedia Kit	20000	1	20000
13.	Nick-net Connection	50000	1	50000
14.	Laser Printer	35000	3	105000
15.	U.P.S.	500000	1 (10 KVA)	500000
16.	Generator (30 KVA)	250000	1	250000
17.	Generator (50 KVA)	500000	1	500000

Grand Total : Rs. 50,35,000/- (Rs. Fifty Lakh Thirty Five Thousand only)

Details of Existing / Sanctioned Staff Position

Sl. No.	Name of post	Pay scales	Sanctioned posts	Deputation	Contact Basis
1.	Director	5900-6700	1	1	
2.	Additional Director	4100-5300	1	1	
3.	HOD (Policy & Planning)	3700-5000	1	1	
4.	HOD (Management)	3700-5000	1	Post advertised	
5.	*HOD (Educational Finance)	3700-5000	1	Post advertised & selected	
6.	HOD (Research & Evaluation)	3700-5000	1	Post advertised	
7.	*HOD (MIS)	3700-5000	1	Post advertised & selected	
8.	Senior Account officer	3000-4500	1	1	
9.	Administrative Officer	3000-4500	1		
10.	Lecturer (Policy & Planning)	2200-4000	1	1	

11.	Lecturer (Management)	2200-4000	1	Post advertised	
12.	Lecturer (Education Finance)	2200-4000	1	Post advertised	
13.	Lecturer (Research & Eva.)	2200-4000	1		1
14.	Lecturer (MIS)	2200-4000	1	1	
15.	Training Officer	2200-4000	1	1	
16.	Research Officer	2200-4000	1		1
17.	Librarian	2200-4000	1	Post advertised	
18.	Assistant Accounts Officer	2000-3200	1		
19.	Computer Programmer	2200-4000	1	Post advertised	
20.	Research Associate	2000-3200	1		1
21.	Research Assistant	1600-2660	1		1
22.	Hostel Superintendent	1600-2660	1		1
23.	Stenographer	1400-2600	2	1	1
24.	Accountant	1400-2600	1	1	-
25.	Typist cum Clerk	950-1500	2		2
26.	Driver	950-1500	3		3
27.	Electric Cum Tubewell /	950-1500	1		-
28.	Library Asstt.	950-1400	1		1
29.	Hostel Caretaker	950-1400	1		1
30.	Machine man	775-1025	1		1
31.	Peon / Watchman/ Messenger	750-940	5		5
	Total		39	9	19

1. **Total Posts :** **39**
2. **Post filled -**
 - On Deputation :** **9**
 - On Contract :** **19**
 - Total :** **28**
3. **Post vacant :** **11**

(a) Man Power Requirement (A)

Sl.No.	Name of the post	Pay Scale	No.	1998-99	1999-2000	2000-2001	2001-2002	2002-2003
1.	HOD (Eng. & Coord.)	12000-16000	1	33000	206000	221000	240000	260000
2.	HOD (Res. Admn. & Coord.)	12000-16000	1	33000	206000	221000	240000	260000
3.	Lecturer	8000-13500	5	112000	672000	722000	775000	830000
4.	System Analyst	8000-135000	1	22400	134400	144400	155000	166000
5.	Computer Programmer	8000-13500	2	44800	268800	288800	310000	332000
6.	Computer Operator	5000-8000	4	56000	360000	385000	415000	450000
7.	A.V. Officer	8000-13500	1	22400	134400	144400	155000	166000
8.	Publishing Documentation Officer	8000-13500	1	22400	134400	144400	155000	166000
9.	Research Associate	6500-10500	2	35700	214200	229800	246000	265000
10.	Training Associate	6500-10500	2	35700	214200	229800	246000	265000
11.	Technical Assistant	5000-8000	1	14000	90000	96250	103750	112500
12.	Suprintendant	5000-8000	2	28000	180000	192500	207500	225000
13.	Research Asst.	5000-8000	2	28000	180000	192500	207500	225000
14.	Training Asst.	5000-8000	2	28000	180000	192500	207500	225000
15.	Care Taker	3050-4590	2	17000	106000	110000	115000	120000
16.	Driver	3050-4590	2	17000	106000	110000	115000	120000
17.	Peon	2550-3200	4	25600	165000	180000	200000	225000
	Total			576900	3551400	3804350	4093250	4412500
Grand Total : 1,64,38,400/- (Rs. One Crore Sixty Four Lakh Thirty Eight Thousand Four Hundred Only)								

Consultants and Training of SIEMAT Staff

No.	Activity Head	Unit Cost	Estimate (98-99)	Estimate (99-2000)	Estimate (2000-2001)	Estimate (2001-2002)	Estimate (2002-2003)	Total
1.	Consultancy Charges (b)	10000 pm for 48 months	480000	480000	480000	480000	480000	2400000
2.	Consultant for Research	5000 pm for 48 months	240000	240000	240000	240000	240000	1200000
3.	Training of SIEMAT Staff	-	500000	500000	500000	500000	500000	2500000
	Total		1220000	1220000	1220000	1220000	1220000	6100000

Vehicle Requirement

Sl. No.	VEHICLES	UNIT/UNIT COST	COST	1998-99	99-2000	2000-2001	2001-2002	2002-2003
1.	2 COMMANDER JEEP	2X3.50000	700000	70000	70000	70000	70000	70000
2.	POL EXP	2X150000	-	300000	300000	300000	300000	300000
	TOTAL		700000	370000	370000	370000	370000	370000

The man power will be recruited for the project period only on contract/deputation basis.

ABSTRACT OF EXPENDITURE ON MAN POWER

Sl. No.	Year of Expenditure	Amount
1.	1998-99	576899
2.	1999-2000	2551399
3.	2000-2001	3804349
4.	2001-2002	4093249
5.	2002-2003	4412500
	Gross Total	15438396

Consolidated Estimates Expenditure at a Glance

Head of Expenditure	1998-99 (in Lakhs)	1999-2000 (in Lakhs)	2000 – 2001 (In Lakhs)	2001-2002 (In Lakhs)	2002 – 2003 (In Lakhs)	Total (in Lakhs)
Training	18.2	63.23	74.90	82.07	89.96	328.36
Research	50.0	71.25	75.75	77.5	79.5	354.00
Seminars/Workshops	9.6	10.56	11.616	12.78	14.06	58.62
Meeting	1.06	1.18	1.298	1.43	1.57	6.54
Equipments	50.35	5.035	5.035	5.04	5.04	70.50
Man Power Requirement	5.769	35.514	38.043	40.94	44.13	164.40
Vehicle + POL and Maintenance	10.7	3.7	3.7	3.7	3.7	25.50
Library	6.0	6.0	6.0	6.0	6.0	30.00
Consultancy Charges	4.8	4.8	4.8	4.8	4.8	24.00
Consultant For Research	2.4	2.4	2.4	2.4	2.4	12.00

Training of SIEMAT Staff	5.0	5.0	5.0	5.0	5.0	25.60
Establishment Charges (including Meeting & Other Contingent Expenses)	7.0	7.75	8.50	9.5	10.0	42.75
Total	170.879	216.419	237.042	251.16	266.16	1141.67
Grand Total : (Rs. 11,14,67,000.00/- (Rs. Eleven Crore Fourteen Lakh Sixty Seven Thousand Only)						

Physical Infrastructure

No.	1998-99 (in lakhs)	1999-2000 (in lakhs)	2000-2001 (in lakhs)	2001-2002 (in lakhs)	2002-2003 (in lakhs)	Total (in Lakhs)
Option 1 (Heating of premises)	9.84	33.90	40.68	44.78	50.00	179.20
Option 2 (const. Of all facilities)	116.50	3.33	3.48	3.50	3.75	130.56
Option 3 (const. Of 1 st floor of Library)	75.00	7.50	7.500	7.50	7.50	105.00

4. District Institutes of Education & Training (DIET) :

Except in the recently constituted six districts, DIETs exist in all other project districts proposed under DPEP III. The neighbouring districts cater to the six districts mentioned above. All the DIETs will be strengthened by provision of equipment, books, vehicles, materials and in case of need, limited civil construction, besides recurring grants for carrying out assigned activities. These items are costed in district plan. Adequate staffing of DIETs is an area of concern. The Govt. of UP is making efforts to fill vacant staff positions.

Under DPEP, the DIETs will be responsible for the following major activities :

(*) **Teachers Training :** Apart from conducting regular BTC courses, DIETs will be responsible for the training of in-service teachers in the district. DIET staff will be trained as Master Trainers of the in-service teachers training programme. They will in turn train resource persons who will conduct the training of teachers at the block level. In addition, newly inducted

teachers would be given a 'bridge' course as, in many cases, several years may have passed since they completed the BTC course. Para-teachers will also be trained by DIET's.

(*) **Technical support :** Being responsible for all quality aspects of the programme, DIETs will provide technical support to BRCs and NPRCs. Coordinators of these Centres would be trained at the DIETs and the performance of the centres would be monitored by the DIETs.

(*) **Other Training :** DIETs will also provide training to ECCE Workers, AS Instructors and supervisors of alternative schools. These programme interventions would also be monitored by the DIETs, Community mobilization, through training of VECs, would be coordinated by the DIETs.

(*) **Feed Back :** DIETs will obtain regular feed back in the form of completed questionnaires and reports on training conducted at BRC and NPRC level. DIETs will prepare monthly reports for SPO and SCERT.

(*) **Materials development :** A core group of out-standing teachers will be trained by the DIETs who will prepare district-specific instructional material for primary classes.

(*) **Action Research Studies :** DIET staff will be trained to conduct research, particularly action research, on locally relevant educational issues.

(*) **Data Analyses :** School statistics data and microplanning data will be analysed at the DIET level to identify appropriate programme interventions. DIET staff will be trained in this context.

(*) **Special Groups :** DIETs will study the problems of special groups in the district who would require targeted interventions. DIET staff will be sensitized to gender issues and problems associated with learning disabilities.

The DIETs will be responsible for implementation of the quality aspects of the project at the district level. In order to ensure co-ordination between DIETs and the educational administrative frame-work in the district, an Academic Resource Group, under the chairmanship of the Principal of the DIET, will be established in each district. The Group will include officials of the DPO , representatives of BRCs and NPRCs, teachers, NGOs, educationists and experts. The Resource Group will plan the training schedule, monitor the effectiveness of programme implementation, identify social needs, and formulate targeted interventions.

Research and Evaluation:

Capacity will be developed in SIEMAT/SCERT and in district and sub-district institutions to undertake research on educational issues and evaluations of programme interventions and innovations. This will be achieved through training on research methodology and techniques, and inter-action with research institutions. Studies will also be contracted to universities, institutions and NGOs.

Awards to best Institutions:

In order to recognise the really good performing DIETs/BRCs/NPRCs/VECs along certain,objective criteria a system of rewards for the best three in the state will be instituted . This will be from with in the project funds.

CHAPTER – 14

CIVIL WORKS

BACKGROUND

The civil works proposed under the project include construction of new primary school buildings in unserved areas/habitations, reconstruction of primary school buildings in lieu of existing dilapidated buildings hazardous for use, relocation of existing primary schools with a new building, as well as extension works in existing schools namely construction of additional classrooms, two-pit two-roomed toilets (separate rooms for boys and girls) and drinking water-supply through installation of deep borewell India mark II handpumps. In addition, a Nyaya Panchayat Resource Centre (NPRC) in the form of an additional class room in existing primary school at each Nyaya Panchayat head-quarter, and a Block Resource Centre (BRC) building at each block headquarter is proposed to support teachers' training and academic and extra curricular activities.

APPROACH

The civil works (except NPRC and BRC construction) shall be proposed at locations identified by micro-planning survey. Commencement of civil works is expected in April 2000, and will be implemented in 2 years duration. Priority for construction of new school buildings would be given to habitations where the VECs are keen to contribute their own resources towards development of schools in the form of boundary wall, play ground etc. and provide suitable land for it free of cost.

The construction of new schools and NPRC buildings and extension works in existing schools (except handpumps) shall be carried out by the Village Education Committees.

INNOVATIVE DESIGNS

Physical infrastructures proposed under the project shall be the visible features intended to provide access and facilitate universal enrolment and maximise retention. For this, it is envisaged to create an "ideal school" environment by evolving child and teacher friendly, cost effective designs of primary school buildings giving due consideration to

facilities needed in a school building from the view point of multi-grade teaching situations and joyful learning transactions.

With this end in view, a "Civil Works Advisory Committee" has been formed at the State Project Office level. This Committee is supported by 4 consultant architects & one over all civil work consultant. A portfolio of designs of primary school buildings has been developed and a demonstration prototype of each design is been constructed by VECs under the technical supervision of these architects. Correspondingly, draft other construction manuals have been prepared by the architects. In DPEP – III, VECs would have the option to choose from amongst these designs.

A visioning workshop was arranged in March'97 in the context of creation of an ideal teaching-learning environment. The participants, who included teachers, educationists and architects, prepared a list of 'desirables' for new schools and even came up with preliminary conceptual designs. Prior to this workshop, an exercise was conducted in schools to elicit ideas and impressions of children on what they would wish schools to be like. The children threw up interesting responses, which were discussed at the visioning workshop and formed the basis of the recommendations of the workshop.

Primary school building – design renewal – status of progress

The DPEP III will use new innovative primary school designs which are being evolved through the civil works innovation fund under DPEP II. Progress in the matter is as follows :-

1. Views of students and teachers (at Sitapur workshop of March, 21, 1997) on requirements for child and teacher friendly school building were elicited and documented.
2. Resourced mapping survey was carried out by a consultant in 4 representative districts (Hardoi, Moradabad, Lalitpur and Maharajganj) to determine local building materials, building technology, meteorological and geological conditions etc.
3. Based on above data and suggestions of GOI/TSG, proposals (Portfolio of designs) were obtained from architects for PS buildings through a newspapers advertisement.

4. From 28 proposals received from 7 architects, the Civil Work Advisory Committee of the project found 9 proposals of 5 architects appropriate for further development.
5. Based on unit cost of PS building, revised by GOUP from Rs. 1.35 lacs to Rs. 1.91 lacs in Feb. 1998, the 9 design proposals were further developed, from which CWAC shortlisted 7 designs of 4 Design consultants to take to the prototype construction stage. A Project consultant was engaged to provide support to SPO on supervision / management coordination of works of the 4 design consultants.
6. Based on the 7 short listed designs, 5 and 2 prototype PS buildings are being constructed at sites in Hardoi and Lalitpur districts respectively. Construction of prototype buildings started in January 1999, after VECs/engineers' training, and is likely to be completed by June, 1999.
7. Preliminary construction manual for these 7 designs has been drawn up.
8. Out of these 7 designs, 5 designs are to be taken to main construction stage. Final construction manuals and training modules of the final 5 designs is to be finalized by June 1999. The VEC's entrusted with PS construction under DPEP III will be having the option to choose any of these designs and will use the appropriate construction manual.
9. The training of VECs in DPEP – II districts concerned with construction of 1999-2000 PS will be carried out during July-August 1999.
10. Construction of PS targeted for 1999-2000 in DPEP II is to commence in August 1999 based on these 5 designs.
11. The DPEP III will benefit from renewed designs, user friendly construction manuals and training modules for VEC's & engeneering staff.
12. The requisite floor sketch plans for revised school designs & draft construction manual is enclosed.
13. The floor sketch plans for BRC, additional classrms & toilets as per the designs followed in DPEP II are also enclosed.

The construction agency for primary school buildings, additional classrooms, NPRC & toilets will be the Village Education Committee. Village Education Committees

will be trained & Oriented for quality construction and will be given copies of user friendly construction manuals.

The unit costs of construction works by the VEC are as per state govt. norms & are as follows –

1.	Primary School Building	Rs. 1.91 lakhs
2.	Additional Classroom	Rs. .70 lakhs
3.	Toilet	Rs. .10 lakhs
4.	NPRC	Rs. .70 lakhs

Convergence of Funding

There is convergence with the Rural Development Dept. for funds to be allocated for primary school construction, where by 40% of the unit cost will be provided by DPEP and the remaining 60% funds by the Jawahar Rozgar Yojna / SRY scheme. Since both funds are given to the district level and are under the financial control of the District Magistrate, dovetailing is not a problem. Funds are passed to the bank account of the VEC by bank transfer.

Technical Supervision

Technical Supervision of all constructions done by the VEC will be done through qualified engineering staff posted at the Block and District levels. It is proposed to contract Junior Engineers at block level and an Asst. Engineer at district level to supervise the technical aspects of construction at the specified stages of construction, make field visits to check quality and to monitor progress, as well as to continuously train and orient the VEC's in construction tasks. Detailed construction manuals & training modules for VEC's will be provided to the engineering staff for the purpose. A daily work register, accounts register and inspection register will be maintained at each site.

For Block Resource Centre to be constructed under DPEP III, it is proposed to do so by a local contractor and hiring of consultancy service for supervision & management of construction of all BRC's. Draft bidding documents for the purpose are annexed.

Repairs and Maintenance

This is an important aspect of the civil works component. All schools, as well as BRCs and NPRCs, will be given a small annual grant for routine maintenance and upkeep of facilities.

As a large majority of existing schools would require some degree of repairs, the procedure for sanctioning and implementing such works has been simplified and decentralised. A detailed Repair Manual has been developed to assist the VEC/Head teacher to prepare the estimates (on the basis of indicative unit costs) for various types of repairs, and to guide them in actually carrying out the work. Formats for letters of sanction, completion certificate, etc. are printed in the Manual. Works upto Rs.2500 may be sanctioned by the ABSA, Rs.2501 to 12,500 by the DPO, Rs. 12,501 to 30,000 by the DM, and above Rs.30,000 by the SPO.

CHAPTER – 15

ANNUAL WORK PLAN FOR FIRST YEAR

STATE LEVEL INTERVENTIONS

(i) Access : ~

- In order to expand access to schooling, the project envisages construction of new schools and classrooms.
- Schools' designs developed under the 'Civil Works Innovation Funds' of DPEP-II will be adopted for construction of new primary schools.
- The construction manuals, sketch designs will be finalized, printed and distributed to the project districts.
- The districts will be asked to recruit the staff for technical supervision.
- The SPO will organize training and orientation programme to orient the civil works engineering staff in regional meetings as well as initiate VEC trainers in selected locations in the districts.

(ii) Alternative Schooling :

- The State Resource Group will meet regularly and includes in its ambit, the training and orientation of the newly constituted DPOs in the 38 districts, DIET personnel and the newly recruited coordinators for alternative schooling in the project districts.
- The SPO will facilitate exposure visits to those DPEP-II and BEP districts where good alternative schooling centres are running as well as two other programmes out side the State which are note worthy.
- The SPO will facilitate workshops for sharing of the alternative schooling models evolved under the DPEP-II for the DPEP-III districts and guide and orient the Alternative Schooling Coordinators in setting up these models in their districts.

- The SPO will also facilitate field studies in selected districts to determine the requirements for alternative schooling models in specific DPEP – III districts, and to evolve local specific models for out of school / drop out children.
- The SPO will also initiate workshops with experts, NGOs who can run alternative schooling centres in DPEP – III districts.
- The assistance of NGOs will particularly be taken for setting up alternative schooling facilities for working children in districts like Mirzapur etc.

RETENTION

(i) Awareness Building & Strengthening Community Participation :

- State level awareness building seminars / workshops.
 - Convergence workshop with other Government departments and organisations.
 - Development and production of print materials for publicity.
 - Dispatching letters to Pradhans and teachers explaining objectives and strategies of DPEP.
 - Development of audio visual publicity materials like TV spots, jingles for radio.
 - Initiating processes for “School Chalo Abhiyan”.
 - Making available materials for “Meena” campaign to districts.
 - Training of district community mobilisation coordinators in their job tasks and orientation to DPEP programme objectives.
 - Put into operation VEC training modules by making them available to the districts.
 - Training of trainers for VEC training through 4 day training at DIETs.
- Training of Block Resources Group at DIET level in a phased manner.

- Refinement of manual for improving school facilities through utilization of Rs. 2000 grant.

Making the manual available to all districts.

(2) Early Childhood Care & Education (ECCE) :

- Regular meeting of the State Resource Group on girls education and ECCE. Meetings with Directorate of ICDS for convergence.
- Dissemination of training modules for training of ECCE workers.
- Training of trainers for ICDS staff / District Gender Coordinators and training of master trainers for 5 days.
- Distribution of other instructional materials and handbooks for ECCE centres.

(3) Integrated Education :

- Sensitization of district resource teams to integrated education and objectives of DPEP. A 3-day training to address IE issues in the districts and provide appropriate interventions.
- Advertise for NGOs / Institutions to support integrated education interventions in the districts.
- Dissemination of teacher training modules and other sensitization materials developed under UP BEP and UP DPEP – II to the new districts of DPEP – III.
- Capacity building of DIETs / BRC / CRC Coordinators for integrated education.

(4) Girls' Education :

- Regular meeting of the State Resource Group.
- Training and orientation to district girls' education coordinators.

- Dissemination of gender sensitization modules for teacher training, training of educational administrators and academic staff of DIET, BRC, CRC.
- Convergence meetings with Mahila Samakhya Programme and commencement of that programme in selected districts.
- Identification of clusters for cluster model development.
- Training and orientation of Gender Coordinators / Community Mobilization Coordinators for cluster model development, PRA methodology and formation of women's groups.

(5) Quality Improvement :

- Dissemination of baseline achievement data through district workshops.
- Visioning workshops to sensitize DPOs, District Magistrates, Chief Development Officers, DIET faculty, teachers association, NGOs, etc. for goals of UPE under DPEP and the strategies to achieve this target.
- Development of multi grade teaching materials and organizational techniques through workshops. Dissemination after finalization.
- Organising experience sharing workshops with UP BEP and DPEP – II districts in the DIETs / BRCs of DPEP – III for preparation of teaching aids. Revising manual on teaching learning materials and its dissemination.
- Processing and finalization of civil works for SCERT.
- Finalization and dissemination of para teacher training module and the training of the master trainers in all DPEP – III DIETS.
- Development of design and modules for DIET faculty capacity building.
- Finalization of action research training modules in SCERT.
- Provision of equipment to strengthen SIET and conduct of visioning exercise in that institution.

(6) Capacity Building :

- Strengthening of SPO by creation of and filling up of required staffing.
- Procurement of computer hardware / software and other office equipments.
- Training of MIS functionaries of DPEP – III districts in EMIS and PMIS packages as well as distribution of the concerned training manuals and data formats.
- Dissemination of financial regulations hand book and procurement guidelines to all districts.
- Training of District Programme Coordinators, AAOs, DIET staff in financial, procurement and administration procedures of DPEP.
- Commencement of SIEMAT activities for capacity building, training and action research.
- SIEMAT to provide training and orientation to all DPOs and DIETs towards the objectives of DPEP and annual work planning.
- Training and orientation of BRC, CRC Coordinators after appointments.

STATE LEVEL INTERVENTIONS DPEP-III
Annual Budget Estimates for the year 1999-2000

S.No.	Activity/Component	1999-2000 (6 months)
-1	-2	-3
A	ACCESS	
1.1.1	Alternative Schooling	100
1.1.2	Workshops on Dissemination of appropriate AS models (40persons x Rs.1000 x 4days)	160
1.1.3	Monthly Review & planning meeting of SRG & AS Coordinators 50x1days x.5x3	75
1.1.4	Seminars workshops on AS issues 2 lakh per year	200
1.1.5	Material Development	200
1.1.6	Training of Master Trainers (76 persons Rs 125 x 10)	190
1.1.7	Documentation (76 persons x Rs. 125 x 10) 2 Batches	
1.1.8	Grant to NGO's	500
1.1.9	Eevaluation of AS Centres	
1.1.10	Research on A.S. issue	200
1.1.11	Working Children * Survey	200
	Total	1825
B.	RETENTION	
2.1	Awareness building	
2.1.1	State level Seminar / Workshops	100
2.1.2	Development & Production of print materials	200
2.1.3	Printing & Dispatch of letters to Gram Pradhans and teachers	200
2.1.4	State level meetings of NGOs / Voluntary Agencies (50persons x Rs.1000 x 1day)	50

STATE LEVEL INTERVENTIONS DPEP-III
Annual Budget Estimates for the year 1999-2000

S.No.	Activity/Component	1999-2000 (6 months)
-1	-2	-3
2.1.5	Regional Level meetings (Public representatives and Community Leaders) (Rs.50,000/- per meeting)	100
2.1.6	Development audio publicity materials Development & Production of jingles, songs & films.	200
	Copying & Production	200
2.1.11	Consultancy	100
	Total	1150
2.2	VEC Training	
2.2.1	Refinement of VEC training module – Planning Workshop (40 persons x Rs. 1000 x 4 days) – Workshop for Finalisation of modules (15 persons x Rs. 1000 x 2 days) – Printing of modules for trailing (2000 copies) Workshop to develop training strategy for trailing	160 30 40 10
2.2.2	Trailing of the VEC training module	20
2.2.3	Finalisation of training module – Feedback workshop (15 persons x Rs. 1000 x 4 days) – Printing of modules (1,00,000 copies x Rs. 10)	0 60 1000
2.2.4	Training of Trainers(40 persons x Rs. 1000 x 4 days)	160
	TOTAL	1480
2.3	Improving School Environment	
2.3.1	Printing & distribution of school improvement of Teacher Grants manual	1000
2.3.2	Printing & distribution of construction / repair manual	1500
	TOTAL	2500
2.4	ECCE & Girl's Education	
2.4.1	Exposure visits	100

STATE LEVEL INTERVENTIONS DPEP-III
Annual Budget Estimates for the year 1999-2000

S.No.	Activity/Component	1999-2000 (6 months)
-1	-2	-3
2.4.2	- Planning Review meetings(50 persons x Rs. 500 x 2 days)	50
2.4.3	- Quarterly meeting of SRG for Girl's Education & ECCE (50 X 4100(X 1 day)	100
2.4.4	Material Development, Printing & distribution	600
2.4.5	training of Master Trainers in SCERT	200
2.4.6	Evaluation of ECCE centre	
2.4.7	Printing of monitoring & reporting forms	20
2.4.8	Seminar, Workshop	300
2.4.9	training orientation for input in Model cluster approach	
2.4.10	Documentation	100
2.4.11	Research	200
2.4.12	Grant to NGO	500
	TOTAL	2170
2.5	Special Education	
2.5.1	Quarterly meeting of SGR & Review of planning with districts	100
2.5.2	Printing & distribution of material	160
2.5.3	Sensitization of district resource teams(76 persons x Rs. 1000 x 3 days)	228
2.5.4	Grant to NGO	1000
	TOTAL	1488
2.6	Innovations (Wall Newspaper etc.)	500
2.7	Minorities Issues	
2.7.1	Convergence & awareness building meetings	25

STATE LEVEL INTERVENTIONS DPEP-III
Annual Budget Estimates for the year 1999-2000

S.No.	Activity/Component	1999-2000 (6 months)
-1	-2	-3
2.7.2	Seminar / Workshop at State Level to promote convergence	300
2.7.3	Material development & Printing	
	TOTAL	825
	TOTAL RETENTION	9613
C.	QUALITY IMPROVEMENT	
3.1	Dissemination of baseline achievement data – 2 day workshop (120 persons x Rs. 500 x 2 days)	120
3.2	Visioning Workshop – Workshop (100 persons x Rs. 1000 x 2 days)	200
3.3	Workshop on academic / quality issues with DIETs & DPOs	50
	TOTAL	370
3.4	Multigrade Teaching	
3.4.1	Exposure visits	80
3.4.2	Duplication of Materials	
3.4.3	Development of Modules Planning Workshop (30persons x Rs.1000 x 3days)	90
	Workshop for Resource Persons (30 persons x Rs.800 x 5days)	240
	Printing of the module (30,000 copies x Rs. 40/-)	
3.4.4	Training of Resource Teams (114 person x Rs. 800 x 5 days)	
	TOTAL	410

STATE LEVEL INTERVENTIONS DPEP-III
Annual Budget Estimates for the year 1999-2000

S.No.	Activity/Component	1999-2000 (6 months)
-1	-2	-3
3.5	Creation of an "Activity Bank"	
3.5.1	Workshop to provide exposure to new experiments / innovations (80 persons x Rs. 800 x 3 days)	192
3.6	Preparation of Teaching Aids	
3.6.1	Experience sharing workshop(76 persons x Rs. 10000 x 5 days)	380
3.6.2	State Resource Persons Workshop(76 persons x Rs. 1000 x 5 days)	380
3.6.3	District Functionaries Familiarization workshop(114 persons x Rs. 800 x 3 days)	275
3.6.4	Organisation of Teaching Aids Melas	200
3.6.5	Printing of Booklets(60,000 copies x Rs. 30/-)	
	TOTAL	1427
	TOTAL : QUALITY IMPROVEMENT	2207
D.	CAPACITY BUILDING	
4.1	Strengthening of SPO	
4.1.1	Staff Salaries (6 months salary in year 1999-2001)(For details see Annexure – I)	1505
4.1.2	Recurring Expenditure	
	POL & Vehicle Maintenance	120
	—Telephone (for 6 months in 1997 – 98)	50
	Maintenance	
	Contingent Expenditure	200
	T.A.	200
	Printings	100
	Rents & Taxes	100
	Incentive / Honorarium	100
	Hiring of Vehicle	50
4.1.3	Construction of MIS Cell	
4.1.4	Office Equipment	
	—Hardware (4 computers with accessories)	800
	—Laptop 1	200
	Heavy Duty Laser Printer	100
	Computer Software	100

STATE LEVEL INTERVENTIONS DPEP-III
Annual Budget Estimates for the year 1999-2000

S.No.	Activity/Component	1999-2000 (6 months)
-1	-2	-3
	—2 AC for Computer Room@ Rs. 30,000/-	60
	— 2 Typewriters@ Rs. 30,000/- Photocopier	600
	—1 TV & VCR	60
4.1.5	Vehicle (2)(One for APD another for common pool)	700
4.1.6	Purchase of books and journals	10
	TOTAL	5055
	4.2 Divisional Level	
4.2.1	Divisional Project Office(For details see Annex-II)	28323
4.2.2	Development of (AWP&B and Monitoring)	100
4.2.3	Supervision Missions	100
	TOTAL	28523
	4.3 MIS	
4.3.1	Adoption of EMIS & PMIS Package	200
4.3.2	Preparation / duplication of training manuals	200
4.3.3	Operationalisation of system	200
4.3.4	Training of SPO Staff	100
4.3.5	Training of DPO Staff	150
4.3.6	Preparation of EMIS / PMIS formats	100
4.3.7	Printing & Distribution of formats	20
4.3.8	Consultancy	200
	TOTAL	1170
	4.4 Administrative & Financial Monitoring	
4.4.1	Training of SPO /DPO / DIET Staff(190 persons x Rs. 800 x 5 days)	760
4.4.2	LACI Formats (Printing , distribution, Generation of information)	100
	TOTAL	860

STATE LEVEL INTERVENTIONS DPEP-III
Annual Budget Estimates for the year 1999-2000

S.No.	Activity/Component	1999-2000 (6 months)
-1	-2	-3
4.5	Development and Printing of Financial Handbooks(2000 copies x Rs. 50/-)	100
4.6	Development and Printing of Manuals	
4.6.1	—BRC (2000 copies x Rs. 40/-)	80
4.6.1	—NPRC (1000 copies x Rs. 20/-)	200
4.7	Micro planning & School mapping	
4.7.1	Training of BRG through SIEMT / DIETS	50
4.8	Research & Evaluation	500
	TOTAL CAPACITY BUILDING	36538
E.	DISTANCE EDUCATION	
5.1	Strengthening of SIET	
5.1.1	Material development	
5.1.2	Replication & assesmentation of materials	200
5.1.3	Workshops @ Seminars	100
	TOTAL	300
	GRAND TOTAL OF SPO	50483.00
	Strengthening of SCERT	16769
	Strengthening of SIET	6050
	Strengthening of SIEMET	17522
	Strengthening of Mahila Samakhya	1845
	<u>Strengthening of Basic Shiksha Parishad</u>	
	(i) Finance Wing	1629
	(ii) State Text Book Wing	19033
	Total	62848
	Grand Total of State Level Interventions	113331.00

CHAPTER-16
PROJECT COST
STATE LEVEL INTERVENTIONS DPEP-III

(Rs. in thousands)

S.No.	Activity/Component	1999-2000 (6 months)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 months)	Total	
(1)	(2)	(3)		(4)	(5)	(6)	(7)	(8)	(9)
A	ACCESS								
1.1	Alternative Schooling								
1.1.1	- Exposure visits	100		100	100	---	---	---	300
1.1.2	- Workshops on Dissemination of appropriate AS models (40persons x Rs.1000 x 4days)	160		160	160	160	160	---	800
1.1.3	- Monthly review & planning meeting of SRG & AS Coordinators 50x1days x.5x3	75		150	150	150	150	75	750
1.1.4	- Seminars workshops on AS issues 2 lakh per year	200		200	200	200	200	100	1100
1.1.5	- Material Development	200		200	200	200	200	---	1000
1.1.6	- Training of Master Trainers (76 persons x Rs. 125 x 10) 2 batches	190		190	---	---	---	---	380
1.1.7	- Documentation	---		100	100	100	100	---	400
1.1.8	- Grant to NGO's	500		1000	1000	1000	1000	---	4500
1.1.9	- Evaluation of AS Centres	---		---	300	---	---	---	300
1.1.10	- Research on A.S. issue	200	---	---	300	---	---	---	500
1.1.11	Working Children								
	▪ Survey	200	200	-	-	-	-	---	400
	▪ Development of Study material (Seminar, Workshops. & Printing)	-	600	600	400	---	---	---	1600
	Total	1825	2900	2810	2510	1810	175	---	12030
	TOTAL ACCESS	1825	2900	2810	2510	1810	175	-	12030

(Rs. in thousands)

S.No.	Activity/Component	1999-2000 (6 months)	2000-01	2001-02	2002-03	2003-04	2004-05	2004-05 (6 months)	Total
(1)	(2)	(3)		(4)	(5)	(6)	(7)	(8)	(9)
B.	RETENTION								
2.1	Awareness building								
2.1.1	State level Seminar / Workshops	100	--	100	--	--	--	--	200
2.1.2	Development & Production of print materials	200	300	300	200	200	-	--	1200
2.1.3	Printing & Dispatch of letters to Gram Pradhans and teachers	200	200	200	200	200	--	--	1000
2.1.4	State level meetings of ---NGOs / Voluntary Agencies (50persons x Rs.1000 x 1day)	50	100	100	100	100	50	--	500
2.1.5	Regional Level meetings (Public representatives and Community Leaders) (Rs.50,000/- per meeting)	100	200	200	100	100	--	--	700
2.1.6	Development audio publicity materials ---Development & Production of jingles, songs & films. ---Copying & Production	200	300	300	200	--	--	--	1000
2.1.11	Consultancy	100	300	300	200	--	--	--	900
	Total	1150	2000	1800	1100	600	50	--	6700

S.No.	Activity/Component	1999-2000 (6 months)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 months)	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2.2	VEC Training							
2.2.1	Refinement of VEC training module							
	– Planning Workshop (40 persons x Rs. 1000 x 4 days)	160	160	160	160	160	--	800
	– Workshop for Finalisation of modules (15 persons x Rs. 1000 x 2 days)	30	30	30	30	30	--	150
	– Printing of modules for trailing (2000 copies)	40	40	40	40	40	--	200
	– Workshop to develop training strategy for trailing	10	10	10	10	10	--	50
2.2.2	Trailing of the VEC training module	20	20	20	20	20	--	100
2.2.3	Finalisation of training module							
	– Feedback workshop (15 persons x Rs. 1000 x 4 days)	60	60	60	60	60	--	300
	– Printing of modules (1,00,000 copies x Rs. 10)	1000	1000	1000	1000	1000	--	5000
2.2.4	Training of Trainers (40 persons x Rs. 1000 x 4 days)	160	160	160	160	160	--	800
	TOTAL	1480	1480	1480	1480	1480	--	7400

(Rs. in thousands)

S.No.	Activity/Component	1999-2000 (6 months)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 months)	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2.3	Improving School Environment							
2.3.1	-- Printing & distribution of school improvement & Teacher Grants manual	1000	--	1500	--	1500	--	4000
2.3.2	-- Printing & distribution of construction / repair manual	1500	3000	3000	--	--	--	7500
	TOTAL	2500	3000	4500	--	1500	--	11500

S.No.	Activity/Component	1999-2000 (6 months)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 months)	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2.4	ECCE & Girl's Education							
2.4.1	- Exposure Visits	100	--	100	--	--	--	200
2.4.2	- Planning Review meetings (50 persons x Rs. 500 x 2 days)	50	--	50	--	-	--	100
2.4.3	- Quarterly meeting of SRG for Girl's Education & ECCE (50 X 4100 X 1 day)	100	200	200	200	200	100	1000
2.4.4	- Material Development, Printing & distribution	600	600	600	600	600	--	3000
2.4.5	- Training of Master Trainers in SCERT	200	200	200	200	--	--	800
2.4.6	- Evaluation of ECCE centre	--	--	300	--	--	--	300
2.4.7	- Printing of monitoring & reporting forms	20	20	20	20	20	--	100
2.4.8	- Seminar, Workshop	300	300	300	300	300	--	1500
2.4.9	- Training orientation for input in Model cluster approach	--	--	200	200	200	--	600
2.4.10	Documentation	100	100	100	100	100	--	500
2.4.11	Research	200	200	200	200	200	--	1000
2.4.12	Grant to NGO	500	500	500	--	--	--	1500
	TOTAL	2170	2120	2770	1820	1620	100	10600

(Rs. in thousands)

S.No.	Activity/Component	1999-2000 (6 months)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 months)	Total
(1)	-- (2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2.5	Special Education							
2.5.1	Quarterly meeting of SGR & Review of planning with districts	100	200	200	--	--	--	500
2.5.2	Printing & distribution of material	160	200	200	200	--	--	760
2.5.3	Sensitization of district resource teams (76 persons x Rs. 1000 x 3 days)	228	228	228	228	228	--	1140
2.5.4	Grant to NGO	1000	1000	1000	1000	1000	-	5000
	TOTAL	1488	1628	1628	1428	1228	--	7400
2.6	Innovations (Wall Newspaper etc.)							
		500	500	500	500	500	--	2500
	TOTAL	500	500	500	500	500	--	2500

S.No.	Activity/Component	1999-2000 (6 months)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 months)	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2.7	Minorities Issues							
2.7.1	Convergence & awareness building meetings	25	50	50	50	50	--	225
2.7.2	Seminar / Workshop at State Level to promote convergence	300	300	300	300	300	--	1500
2.7.3	Material development & Printing	--	150	150	--	--	--	300
	TOTAL	325	500	500	350	350	--	2025
	TOTAL RETENTION	9613	11228	13178	6678	7278	150	48125

S.No.	Activity/Component	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	Total
		(6 months)					(6 months)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
C.	QUALITY IMPROVEMENT							
3.1	Dissemination of baseline achievement data – 2 day workshop (120 persons x Rs. 500 x 2 days)	120	--	120	--	--	--	240
3.2	Visioning Workshop – Workshop (100 persons x Rs. 1000 x 2 days)	200	200	200	--	--	--	600
3.3	Workshop on academic / quality issues with DIETs & DPOs	50	50	50	50	--	--	200
	TOTAL	370	250	370	50	0	0	1040

(Rs. in thousands)

S.No.	Activity/Component	1999-2000 (6 months)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 months)	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3.4	Multigrade Teaching							
3.4.1	Exposure visits	80	200	200	--	--	---	480
3.4.2	Duplication of Materials	--	100	100	100	--	---	300
3.4.3	Development of Modules							
	--Planning workshop (30persons x Rs.1000 x 3days)	90	---	90	--	--	---	180
	--Workshop for Resource Persons (30 persons x Rs. 800 x 5days)	240	---	240	--	--	---	480
	--Printing of the module (30,000 copies x Rs. 40/-)	--	1200	---	1200	--	---	2400
3.4.4	Training of Resource Teams (114 person x Rs. 800 x 5 days)	---	456	456	456	456	--	1824
	TOTAL	410	1956	1086	1756	456	-	5664

S.No.	Activity/Component	1999-2000 (6 months)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 months)	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3.5	Creation of an "Activity Bank"							
3.5.1	Workshop to provide exposure to new experiments / innovations (80 persons x Rs. 800 x 3 days)	192	192	192	192	192	--	960
3.6	Preparation of Teaching Aids							
3.6.1	Experience sharing workshop (76 persons x Rs. 10000 x 5 days)	380	--	380	--	--	--	760
3.6.2	State Resource Persons Workshop (76 persons x Rs. 1000 x 5 days)	380	--	380	--	--	--	760
3.6.3	District Functionaries Familiarization workshop (114 persons x Rs. 800 x 3 days)	275	275	275	275	275	--	1375
3.6.4	Organisation of Teaching Aids Melas	200	300	300	300	300	--	1400
3.6.5	Printing of Booklets (60,000 copies x Rs. 30/-)	--	1800	--	1800	--	--	3600
	TOTAL	1427	2567	1527	2567	767	0	8855
	TOTAL : QUALITY IMPROVEMENT	2207	4773	2983	4373	1223	-	15559

S.No.	Activity/Component	1999-2000 (6 months)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 months)	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
D.	<u>CAPACITY BUILDING</u>							
4.1	Strengthening of SPO							
4.1.1	Staff Salaries (6 months salary in year 1999 – 2000) (For details see Annexure – I)	1505	8832	9712	10200	10708	5611	46568
4.1.2	Recurring Expenditure							
	---POL & Vehicle Maintenance	120	800	800	800	800	400	3720
	---Telephone (for 6 months in 1997 – 98)	50	200	200	200	200	100	950
	---Maintenance	---	400	400	400	400	200	1800
	---Contingent Expenditure	200	1200	1200	1200	1200	600	5600
	---T.A.	200	1000	1000	1000	1000	500	4700
	---Printings	100	200	200	200	200	100	1000
	---Rents & Taxes	100	200	300	300	300	150	1350
	---Incentive / Honorarium	100	200	200	200	200	100	1000
	-- Hiring of vehicle	50	100	100	100	100	50	500
4.1.3	Construction of MIS Cell	--	1000	--	--	--	--	1000
4.1.4	Office Equipment							
	---Hardware (4 computers with accessories)	800	---	---	--	---	---	800
	---Laptop 1	200	---	---	--	---	---	200
	---Heavy Duty Laser Printer	100	---	---	--	---	---	100
	---Computer Software	100	200	100	--	---	---	400
	---2 AC for Computer Room @: Rs 30,000/-	---	60	---	--	---	---	60

S.No.	Activity/Component	1999-2000 (6 months)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 months)	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	-- 2 Typewriters @ Rs. 30,000/-	60	--	--	--	--	--	60
	-- Photocopier	600	--	--	--	--	--	600
	-- 1 LCD Projector	--	250	--	--	--	--	250
	-- 1 TV & VCR	60	--	--	--	--	--	60
4.1.5	Vehicle (2) (One for APD another for common pool)	700	--	--	--	--	--	700
4.1.6	Purchase of books and journals	10	20	20	20	10	--	80
4.1.7	Purchase of furniture	--	500	50	50	50	--	650
	TOTAL	5055	15162	14282	14670	15168	7811	72148
4.2	Divisional Level							
4.2.1	Divisional Project Office (For details see Annexure II)	28323	16742	17309	17904	18530	9596	108404
4.2.2	Development of (AWP&B and Monitoring)	100	100	100	100	100	--	500
4.2.3	Supervision Missions	100	200	200	200	200	--	900
	TOTAL	28523	17042	17609	18204	18830	9596	109804

(Rs. in thousands)

S.No.	Activity/Component	1999-2000 (6 months)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 months)	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4.3	MIS							
4.3.1	Adoption of EMIS & PMIS Package	200	200	—	—	—	—	400
4.3.2	Preparation / duplication of training manuals	200	—	200	100	—	—	500
4.3.3	Operationalisation of system	200	400	200	100	—	—	900
4.3.4	Training of SPO Staff	100	140	100	60	20	—	420
4.3.5	Training of DPO Staff	150	300	150	100	100	—	800
4.3.6	Preparation of EMIS / PMIS formats	100	200	100	100	100	—	600
4.3.7	Printing & Distribution of formats	20	20	20	20	20	—	100
4.3.8	Consultancy	200	400	200	200	100	—	1100
	TOTAL	1170	1660	970	680	340	—	4820

(Rs. in thousands)

S.No.	Activity/Component	1999-2000 (6 months)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 months)	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4.3	MIS							
4.3.1	Adoption of EMIS & PMIS Package	200	200	--	--	--	--	400
4.3.2	Preparation / duplication of training manuals	200	--	200	100	--	--	500
4.3.3	Operationalisation of system	200	400	200	100	--	--	900
4.3.4	Training of SPO Staff	100	140	100	60	20	--	420
4.3.5	Training of DPO Staff	150	300	150	100	100	--	800
4.3.6	Preparation of EMIS / PMIS formats	100	200	100	100	100	--	600
4.3.7	Printing & Distribution of formats	20	20	20	20	20	--	100
4.3.8	Consultancy	200	400	200	200	100	--	1100
	TOTAL	1170	1660	970	680	340	--	4820

(Rs. in thousands)

S.No.	Activity/Component	1999-2000 (6 months)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 months)	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4.4	Administrative & Financial Monitoring							
4.4.1	Training of SPO / DPO / DIET Staff (190 persons x Rs. 800 x 5 days)	760	760	---	760	--	---	2280
4.4.2	LACI Formats (Printing , distribution, Generation of information)	100	200	200	200	200	--	900
	TOTAL	860	960	200	960	200	--	3180
4.5	Development and Printing of Financial Handbooks (2000 copies x Rs. 50/-)	100	---	---	---	---	--	100
	TOTAL	100	--	--	--	--	--	100

(Rs. in thousands)

S.No.	Activity/Component	1999-2000 (6 months)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 months)	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4.6	Development and Printing of Manuals							
4.6.1	—BRC (2000 copies x Rs. 40/-)	80	---	80	---	---	--	160
4.6.1	—NPRC (1000 copies x Rs. 20/-)	200	---	200	---	---	--	400
	TOTAL	280	--	280	--	--	--	560
4.7	Micro planning & School mapping							
4.7.1	Training of BRG through SIEMT / DIETS	50	100	100	100	100	--	450
	TOTAL	50	100	100	100	100	--	450
4.8	Research & Evaluation	500	1000	1500	1000	1000	--	5000
	TOTAL	500	1000	1500	1000	1000	--	5000
	TOTAL CAPACITY BUILDING	36538	35924	34941	35614	35638	17407	196062

(Rs. in thousand)

S.No.	Activity/Component	1999-2000 (6months)	2000-01	2001-02	2002-3	2003-4	2004-5 (6months)	Total
1	2	3	4	5	6	7	8	9
E.	<u>DISTANCE EDUCATION</u>							(
5.1	Strengthening of SIET							
5.1.1	Material development	---	1000	---	---	---	---	1000
5.1.2	Replication & dissemination of materials	200	500	500	200	---	---	1400
5.1.3	Workshops & Seminars	100	100	100	100	100	---	500
	TOTAL	300	1600	600	300	100	0	2900
F.	Mgt of Innovative Scheme	1069	974	1019	1079	1143	607	5891
	GRAND TOTAL OF SPO	51552	57399	55531	50554	47192	18339	280567

(Rs. in thousand)

S.No.	Activity/Component	1999-2000 (6months)	2000-01	2001-02	2002-3	2003-4	2004-5 (6months)	Total
1	2	3	4	5	6	7	8	9
G	Strengthening of SCERT	16409	10062	23298	11538	23638	--	84945
H	Strengthening of SIET <i>Equipment</i>	6050	780	780	855	995	--	9460
I	Strengthening of SIEMAT	17522	22200	24262	25656	27096	--	116736
J	Strengthening of Mahila Samakhya	1845	935	1100	1296	1529	--	6705
K	Strengthening of Basic Shiksha Parishad							
	(i) - Finance Wing	1629	373	410	451	496	248	3607
	(ii) - State Text Book Wing	18124	3968	4345	4799	5276	2695	39207
	TOTAL	62848	39403	55306	45696	60142	3211	266606
	GRAND TOTAL OF STATE LEVEL INTERVENTIONS	113331	95828	109818	95171	106191	20943	541282

SUMMARY OF STATE LEVEL INTERVENTIONS DPEP-III

(Rs. in thousands)

S.No.	Activity/Component	Year						Total
		1999-2000 (6 months)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 months)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
A.	ACCESS	1825	2900	2810	2510	1810	175	12030
B.	RETENTION	9613	11228	13178	6678	7278	150	48125
C.	QUALITY IMPROVEMENT	38643	40570	53243	44163	54586	-	231205
D.	CAPACITY BUILDING	63250	41130	40587	41820	42517	20618	249922
	GRAND TOTAL	113331	95828	109818	95171	106191	20943	541282

Calculation of Staff Salaries – DPEP III

(Rs. in thousands)

S.No.	Name of Posts	No. of Posts	Pay Scales (Rs.)	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-05	TOTAL
				6 months	2 nd year	3 rd year	4 th year	5 th year	6 months	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
(1)	State Project Director	1	18400-22400	-	352	370	388	407	213	1730
(2)	Chief Finance Controller	1	16400-20000	168	337	354	372	390	195	1816
(3)	Additional State Project Director	1	14300-18300	-	300	315	331	347	182	1475
(4)	Additional Project Director	1	14300-18300	150	300	315	331	347	182	1625
(5)	Senior Professional	7	12000-16500	-	1767	1855	1947	2044	1073	8686
(6)	Senior Finance & Accounts Officer	1	10000-15200	-	202	212	223	234	123	994
(7)	System Analyst	1	10000-15200	101	202	212	223	234	123	1095
(8)	Procurement Manager	1	10000-15200	101	202	212	223	234	123	1095
(9)	Finance & Accounts Officer	1	8000-13500	-	160	168	176	185	97	786
(10)	Professionals	7	8000-13500	-	1120	1176	1235	1297	680	5508
(11)	Administrative Officer	1	8000-13500	-	-	168	176	185	97	626
(12)	Computer Programmer	1	8000-13500	80	60	168	176	185	97	766
(13)	Coordinator (Distance Education)	1	8000-13500	-	-	168	176	185	97	626
	TOTAL			600	5002	5693	5977	6274	3282	26828

(Rs. in thousands)

S.No.	Name of Posts	No. of Posts	Pay Scales (Rs.)	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-05	TOTAL
				6 months	2 nd year	3 rd year	4 th year	5 th year	6 months	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
(14)	Asst. Finance & Accounts Officer	2	6500-10500	75	266	279	293	308	162	1385
(15)	Office Superintendent	1	5500-9000	56	113	119	125	131	69	613
(16)	Senior Accountant	1	5500-9000	56	113	119	125	131	69	613
(17)	Steno	2	5500-9000	-	226	238	250	262	138	1114
(18)	Steno	5	5000-8000	-	500	525	551	578	303	2457
(19)	Computer Operator	4	5000-8000	200	400	420	441	463	243	2167
(20)	Accountants	3	5000-8000	-	300	315	331	348	183	1477
(21)	Senior Auditor	3	5000-8000	150	300	315	331	348	183	1627
(22)	Accounts Clerk	2	4000-6000	82	163	171	180	189	99	884
(23)	Senior Clerk	6	4000-6000	245	489	513	538	565	297	2647
(24)	Cashier	1	4000-6000	41	82	86	90	95	50	444
(25)	Driver	6	3050-4590	-	373	392	412	432	227	1836
(26)	Peon	8	2550-3200	-	404	424	445	467	245	1985
(27)	Watchman	2	2550-3200	-	101	103	111	117	61	493
	TOTAL			1505	8832	9712	10200	10708	5611	46568

Calculation of Estimated Budget for Divisional Project Office under – DPEP III-

(Rs. in thousands)

S.No.	Name of Posts/Items	No. of Posts/Items	Pay Scales (Rs.)	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-05	TOTAL
				6 months	1 st year	2 nd year	3 rd year	4 th year	5 th year	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
(1)	Divisional Project officer	19	10000-15200	1919	3838	4030	4231	4443	2333	20794
(2)	Steno	19	5000-8000	950	1900	1995	2095	2200	1155	10295
(3)	Computer Operator	19	5000-8000	950	1900	1995	2095	2200	1155	10295
(4)	Clerk	19	4000-6000	779	1558	1636	1718	1804	947	8442
(5)	Driver	19	3050-4590	590	1181	1240	1302	1368	718	6399
(6)	Peon	19	2550-3200	475	950	998	1048	1100	578	5149
(7)	Vehicles @ 350	19		6650	-	-	-	-	-	6650
(8)	MIS Equipment @ 250	19		4750	-	-	-	-	-	4750
(9)	Equipment @ 50	19		950	-	-	-	-	-	950
(10)	Furniture & Fixture @ 120	19		2280	-	-	-	-	-	2280
(11)	MIS Cell @ 150	19		2850	-	-	-	-	-	2850
(12)	Telephone & Fax @ 40	19		1330	1140	1140	1140	1140	1140	6460
(13)	Photo Copier @ 100	19		1900	-	-	-	-	-	1900

(Rs. in thousands)

S.No.	Name of Posts /Items	No. of Posts/ Items	Pay Scales (Rs.)	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-05	TOTAL
				6 months					6 months	
(1)	(2)	(3)	(4)	1 st year	2 nd year	3 rd year	4 th year	5 th year	(10)	(11)
(14)	POL & Vehicles Maintenance @ 100	19		950	1900	1900	1900	1900	950	9500
(15)	Maintenance @ 20	19		-	380	380	380	380	190	1710
(16)	Contingency @ 50	19		475	950	950	950	950	475	4750
(17)	T.A. @ 25	19		240	475	475	475	475	240	2380
(18)	Printing @ 10	19		95	190	190	190	190	95	950
(19)	Rent & Taxes	19		190	380	380	380	380	190	1900
	TOTAL			28323	16742	17309	17904	18530	9596	108404

Calculation of Estimated Budget for Divisional Project Office under – DPEP III-

(Rs. in thousands)

S.No.	Name of Posts/Items	No. of Posts/Items	Pay Scales (Rs.)	1999-2000		2000-2001		2001-2002		2002-2003		2003-2004		2004-05		TOTAL
				6 months		6 months		6 months		6 months		6 months		6 months		
(1)	(2)	(3)	(4)	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year	7 th year	8 th year	9 th year	10 th year	11 th year	(11)	
(1)	Divisional Project officer	19	10000-15200	1919	3838	4030	4231	4443	2333							20794
(2)	Steno	19	5000-8000	950	1900	1995	2095	2200	1155							10295
(3)	Computer Operator	19	5000-8000	950	1900	1995	2095	2200	1155							10295
(4)	Clerk	19	4000-6000	779	1558	1636	1718	1804	947							8442
(5)	Driver	19	3050-4590	590	1181	1240	1302	1368	718							6399
(6)	Peon	19	2550-3200	475	950	998	1048	1100	578							5149
(7)	Vehicles @ 350	19		6650	-	-	-	-	-							6650
(8)	MIS Equipment @ 250	19		4750	-	-	-	-	-							4750
(9)	Equipment @ 50	19		950	-	-	-	-	-							950
(10)	Furniture & Fixture @ 120	19		2280	-	-	-	-	-							2280
(11)	MIS Cell @ 150	19		2850	-	-	-	-	-							2850
(12)	Telephone & Fax @ 40	19		1330	1140	1140	1140	1140	1140							6460
(13)	Photo Copier @ 100	19		1900	-	-	-	-	-							1900

(Rs. in thousands)

S.No.	Name of Posts /Items	No. of Posts/ Items	Pay Scales (Rs.)	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-05	TOTAL
				6 months					6 months	
(1)	(2)	(3)	(4)	1 st year	2 nd year	3 rd year	4 th year	5 th year	(10)	(11)
(14)	POL & Vehicles Maintenance @ 100	19		950	1900	1900	1900	1900	950	9500
(15)	Maintenance @ 20	19		-	380	380	380	380	190	1710
(16)	Contingency @ 50	19		475	950	950	950	950	475	4750
(17)	T. A. @ 25	19		240	475	475	475	475	240	2380
(18)	Printing @ 10	19		95	190	190	190	190	95	950
(19)	Rent & Taxes	19		190	380	380	380	380	190	1900
	TOTAL			28323	16742	17309	17904	18530	9596	108404

Budget estimates -Mahila Samakhya Programme

(Rs.in lacs)

	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year	Total
1. Training arrangements for District Programm Coordinator, Resource Persons and wor supervisors.						
A Training Consultant 24 women mon.	1.92	2.11	2.32	2.56	2.81	11.72
B Cost of training needs and preparation of training modules.	1.00	1.20	1.44	1.73	2.07	7.44
C Environment Building and Media-Adocacy.	0.50	0.60	0.72	0.86	1.04	3.72
D Action Research	1.00	1.20	1.44	1.73	2.07	7.44
E Lap Top	2.00	0.00	0.00	0.00	0.00	2.00
F Copier	3.00	0.00	0.00	0.00	0.00	3.00
G Computer with Projector	1.50	0.00	0.00	0.00	0.00	1.50
H Documentary Films 2 each year	3.00	3.60	4.32	5.18	6.22	22.32
I Vehicle for training purposes	4.00	0.00	0.00	0.00	0.00	4.00
J Maintenance of Vehicle	0.50	0.60	0.72	0.86	1.04	3.72
K Honoraria of Driver	0.03	0.04	0.04	0.04	0.04	0.19
TOTAL	18.45	9.35	11.00	12.96	15.29	67.05

Budget Estimats-Strengthening of Basic Shiksha Parishad

(Rs. in thousand)

S.NO.	Activitiy/Component	1999-2000 (6 months)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 months)	Total
1	2	3	4	5	6	7	8	9
(1)	Finance wing							
	4 Computer(according to estimate given by NIC)	223	-	-	-	-	-	223
	2 Printer @15,000/-	30	-	-	-	-	-	30
	1 Generator 20 kwtt.	100	-	-	-	-	-	100
	Computer Room	500	-	-	-	-	-	500
	1 Vehicles	350	-	-	-	-	-	350
	U.P.S.	20	-	-	-	-	-	20
	Furniture& Equipment	200	-	-	-	-	-	200
	Honoraria	40	40	44	48	53	26	251
	POL & Vehicles Maintenance	50	100	110	121	133	67	581
	Salary for 4 computer operator @ 4000 six months)	96	192	211	232	255	127	1113
	Wages Driver @ 3400 (6 months)	20	41	45	50	55	28	239
	Total	1629	373.00	410	451	496	248	3607

Budget Estimate - Strengthening of Basic Shiksha Parishad (Text Book Wing)

(Rs.in Thousands)

S.No.	Activity/Component	1999-2000 (6 Month)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 Month)	Total
1	2	3	4	5	6	7	8	9
	State Text Book Wing							
1	20"x30" coloured offset machine-1	1400						1400
2	4 Coloured Offset Machine	5000						5000
3	Scanner	5000						5000
4	Camera Process	200						200
5	Plate Making & Metal Slides	200						200
6	Cutting Machine 36"(Automatic)	200						200
7	Stiching Machine (Automatic)	150						150
8	Computer -12	900						900
9	U.P.S.	60						60
10	Stabiliser - 5	35						35
11	Scooner Plate Bed	20						20
12	Laser Printers	40						40
13	Colour Printers	15						15
14	A.C. - 5	200						200
15	Folding Machine - 2 (Automatic @ Rs.2 lakh)	400						400
16	Grading Machine	75						75
17	Dab Press	10						10
18	Numbering Machine - 5 @ Rs.2 Thousand	10						10
19	Generator 10 HP	75						75
20	Motor Process Tube Sink etc.	200						200
21	Plate Film & Chemicals & Other Materials	2000						2000
	Total	16190						16190

-Contd...

222 C

Budget Estimate - Strengthening of Basic SMKSHa Parishad (Text Book Writing)

Contd...

(Rs.in Thousands)

S.No.	Activity/Component	1999-2000 (6 Month)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 Month)	Total
1	2	3	4	5	6	7	8	9
	(<u>Salary</u>							
1	Officer - 1 @Rs.10 Thousand	60	120	132	145	160	80	697
2	Proof Reader - 5	180	360	396	436	480	240	2092
3	D.T.P. Supervisor - 1	42	84	92	101	111	55	485
4	D.T.P. Operator -10	240	480	528	581	639	320	2788
5	Folding Machine Operator - 1	24	48	53	58	64	32	279
6	Stiching Machine Operator - 1	24	48	53	58	64	32	279
7	Cutting Machine Operator - 1	24	48	53	58	64	32	279
8	Grading machine Operator - 1	24	48	53	58	64	32	279
9	Scooner Operator - 1	48	96	106	117	129	65	561
10	Printing Machine Operator - 2	72	144	158	174	191	96	835
11	Helper - 15	270	540	594	653	718	360	3135
12	Binding Supervisor -1	36	72	80	88	97	48	421
13	Binder - 2	54	108	119	131	144	72	628
14	Assistant Binder - 6	126	252	277	305	336	168	1464
15	Helper - 5	90	180	198	218	240	120	1046
16	Office Superintendent - 1	36	72	79	87	96	48	418
17	Senior Clerk - 3	81	162	178	196	216	108	941
18	Senior Assistant - 4	132	264	290	319	351	176	1532
19	Junior Clerk -5	115	230	253	278	306	153	1335
20	Store Keeper -2	66	132	145	160	176	88	767
21	Pion - 5	90	180	198	218	240	120	1046
	Total	1834	3668	4035	4439	4886	2445	21307

Contd...

222 D

Budget Estimate - Strengthening of Basic Shiksha Parishad (Text Book Wing)

(Rs.in Thousands)

S.No.	Activity/Component	1999-2000 (6 Month)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 Month)	Total
1	2	3	4	5	6	7	8	9
	State Text Book Wing							
1	20"x30" coloured offset machine-1	1400						1400
2	4 Coloured Offset Machine	5000						5000
3	Scanner	5000						5000
4	Camera Process	200						200
5	Plate Making & Metal Slides	200						200
6	Cutting Machine 36"(Automatic)	200						200
7	Stiching Machine (Automatic)	150						150
8	Computer -12	900						900
9	U.P.S.	60						60
10	Stabiliser - 5	35						35
11	Scooner Plate Bed	20						20
12	Laser Printers	40						40
13	Colour Printers	15						15
14	A.C. - 5	200						200
15	Folding Machine - 2 (Automatic @ Rs.2 lakh)	400						400
16	Grading Machine	75						75
17	Dab Press	10						10
18	Numbering Machine - 5 @ Rs.2 Thousand	10						10
19	Generator 10 HP	75						75
20	Motor Process Tube Sink etc.	200						200
21	Plate Film & Chemicals & Other Materials	2000						2000
	Total	16190						16190

-Contd...

222 C

Budget Estimate - Strengthening of Basic SMKSHa Paristhan (Text Book Writing)

Contd...

(Rs.in Thousands)

S.No.	Activity/Component	1999-2000 (6 Month)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 Month)	Total
1	2	3	4	5	6	7	8	9
	(<u>Salary</u>							
1	Officer - 1 @Rs.10 Thousand	60	120	132	145	160	80	697
2	Proof Reader - 5	180	360	396	436	480	240	2092
3	D.T.P. Supervisor - 1	42	84	92	101	111	55	485
4	D.T.P. Operator -10	240	480	528	581	639	320	2788
5	Folding Machine Operator - 1	24	48	53	58	64	32	279
6	Stiching Machine Operator - 1	24	48	53	58	64	32	279
7	Cutting Machine Operator - 1	24	48	53	58	64	32	279
8	Grading machine Operator - 1	24	48	53	58	64	32	279
9	Scooner Operator - 1	48	96	106	117	129	65	561
10	Printing Machine Operator - 2	72	144	158	174	191	96	835
11	Helper - 15	270	540	594	653	718	360	3135
12	Binding Supervisor -1	36	72	80	88	97	48	421
13	Binder - 2	54	108	119	131	144	72	628
14	Assistant Binder - 6	126	252	277	305	336	168	1464
15	Helper - 5	90	180	198	218	240	120	1046
16	Office Superintendent - 1	36	72	79	87	96	48	418
17	Senior Clerk - 3	81	162	178	196	216	108	941
18	Senior Assistant - 4	132	264	290	319	351	176	1532
19	Junior Clerk -5	115	230	253	278	306	153	1335
20	Store Keeper -2	66	132	145	160	176	88	767
21	Pion - 5	90	180	198	218	240	120	1046
	Total	1834	3668	4035	4439	4886	2445	21307

Contd...

222 D

Budget Estimate - Strenthening of Basic Shiksha Parishad (Text Book Wing)

Contd...

(Rs.in Thousands)

S.No.	Activity/Component	1999-2000 (6 Month)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 Month)	Total
1	2	3	4	5	6	7	8	9
	Contingency	100	200	200	240	260	150	1150
	Maintenance of Equipments		100	110	120	130	100	560
	Total	100	300	310	360	390	250	1710
	Grand Total	18124	3968	4345	4799	5276	2695	39207

222 E

Budget Estimates - Management of Innovative Scheme

(Rs.in Thousands)

S.No.	Activity/Component	1999-2000 (6 Month)	2000-01	2001-02	2002-03	2003-04	2004-05 (6 Month)	Total
1	2	3	4	5	6	7	8	9
1	<u>Salary</u>							
	1 - Senior Professional	108	252	277	305	335	167	1444
	1 - Professional	101	202	212	223	234	123	1095
	2 - Computer Operator	100	200	210	231	254	127	1122
	2 2 - Computer with accessories	500						500
	3 Computer Fixtures & Furnishing	120						120
	4 Computer Software	10	10	10	10	10		50
	5 Computer Consumables	30	60	60	60	60	40	310
	6 Office Contingency & Maintenance	25	100	100	100	100	60	485
	7 Monthly Meeting	50	100	100	100	100	60	510
	8 T.A.	25	50	50	50	50	30	255
	Total	1069	974	1019	1079	1143	607	5891

222 F

Procurement Plan (1999 – 2000)

(Rs. in thousands)

S. No.	Item of procurement	Total Cost	Unit Cost	Unit	Procurement Procedure	Procurement Agency	Time – Schedule
1.1.5	Material development	200	0.08	2500	National Shopping	S.P.O.	Oct. 99 – March 2000
2.1.2	Development & Production of Print Materials	200	200	1 package	National Shopping	S.P.O.	Oct. 99 – March 2000
2.1.3	Printing of Letters to Gram Pradhan	200	200 per issue	1 Issue	National Shopping	S.P.O.	Nov. 99
2.1.6	Development of Audio Publicity Materials	400	200	2 package	National Shopping	S.P.O.	Nov. 99 – March 2000
2.2.3	Printing of Modules	1000	0.01	1,00,000	National Shopping	S.P.O.	Oct., Nov. 99
2.3.1	Printing and distribution of school Improvement & Teachers Grant Mannual	1000	0.01	1,00,000	National Shopping	S.P.O.	Dec. 99 – Jan 2000
2.3.2	Printing and distribution of Construction/ Repair Mannuals	1500	0.025	60,000	National Shopping	S.P.O.	Nov. 99
2.4.3	Material Development Printing & distribution	600	0.3	20,000	National Shopping	S.P.O.	Oct. 99
2.4.7	Printing of monitoring & Reporting forms.	20	0.005	4000	National Shopping	S.P.O.	Oct. 99
2.5.2	Printing and distribution of materials	160	0.05	3200	National Shopping	S.P.O.	Nov., Dec. 99
2.6	Innovations (Wall News Paper etc.)	500	0.002	5 Issues x 50,000 Copies	National Shopping	S.P.O.	Dec. 99 – March 2000

S. No.	Item of procurement	Total Cost	Unit Cost	Unit	Procurement Procedure	Procurement Agency	Time – Schedule
4.1.2	Printing	100	0.05	2000	National Shopping	S.P.O.	Oct. 99-March 2000
4.1.4	-Hardware (4Computers with accessories)	800	200	4	N.C.B.	S.P.O.	Oct.99
	-Laptop - 1	200	200	1	N.C.B.	S.P.O.	Oct.99
	-Heavy Duty Laser Printer	100	50	2	N.C.B.	S.P.O.	Oct.99
	-Computer Software	100	5	20	N.C.B.	S.P.O.	Oct.99
	-2 Typewriters	60	30	2	National Shopping (DGS & D)	S.P.O.	Oct.99
	-Photo Copier	600	600	1	National Shopping (DGS & D)	S.P.O.	Oct.99
	-1 TV & VCR	60	60	1	National Shopping (DGS & D)	S.P.O.	Oct.99
4.1.5	Vehicles -2	700	350	2	National Shopping (DGS & D)	S.P.O.	Oct.99
4.1.6	Purchase of Books & Journals	10	0.05	200	National Shopping	S.P.O.	Oct.99 – March 2000

(Rs. in thousands)

S. No.	Item of procurement	Total Cost	Unit Cost	Unit	Procurement Procedure	Procurement Agency	Time – Schedule
4.2.1	-Vehicles	6650	350	19	National Shopping (DGS & D)	Div. P.O.	Nov. 99
	-MIS Equipment	4750	250	19	NCB	Div. P. O.	Oct. 99
	- Equipment	950	50	19	National Shopping	Div. P. O.	Oct. 99
	-Furniture & Fixtures	2280	120	19	National Shopping	Div. P. O.	Oct. 99
	-MIS Cell	2850	150	19	National Shopping	Div. P. O.	Oct. 99
	-Telephone & Fax	760	40	19	National Shopping	Div. P. O.	Oct. 99
	-Photo Copier	1900	100	19	National Shopping	Div. P. O.	Oct. 99
	-Printing	95	5	19	National Shopping	Div. P. O.	Oct. 99 – March 2000
4.3.2	Preparation / duplication of Training Manuals	200	100	2 Package	National Shopping	S.P.O.	Oct., Nov. 99
4.3.6	Preparation of EMIS/PMIS formats	100	0.005	20,000	National Shopping	S.P.O.	Oct., Nov. 99
4.3.7	Printing & Distribution of Formats	20	0.01	2000	National Shopping	S.P.O.	Oct. 99 – March 2000
4.4.2	LACI Formats (Printing, distribution & generation of information)	100	0.02	5000	National Shopping	S.P.O.	Oct. 99-March 2000
4.5	Development & Printing of financial handbooks	100	0.05	2000	National Shopping	S.P.O.	Nov. 99
4.6	Development & Printing of Manuals						
	-BRC	80	0.04	2000	National Shopping	S.P.O.	Oct. – Dec. 99
	-NPRC	200	0.02	10,000	National Shopping	S.P.O.	Oct. – Dec. 99

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