

**District Primary Education  
Programme-III**

**PERSPECTIVE PLAN**

**District: Agra**

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

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# **DPEP: AGRA**

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## **LIST OF ABBREVIATIONS**

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

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

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# *Chapter 1*

## District Profile

### *Introduction*

Agra which was once the administrative centre for Gwalior, Dholpur, Narwar and Chanderi; Agra where Raja Todarmal evolved the most effective Land Revenue System which formed the foundation of the Indian Revenue System; Agra which was at one time a hub of culture and a centre of learning now ails with the 'malady' of illiteracy and ignorance, no different from other cities and districts of India.

The population here increased at a rate of 21.9% in the last decade, but the other indicators of population growth, support and sustenance have not been very convincing. With aggregate literacy at 48.6% the sustainable threshold of 75% by 2005 will require tremendous will and effort from "all" and the stretching of all available resources to the maximum to attain the "quality" of life. The gender disparity is depicted in the fact that as against the official figure of 63.1% male literacy, the female literacy percentage stands at 30.8. The dichotomy between the state run schools and private schools is wide. In comparison to the so-called "Public Schools", the State schools and institutions lag behind terribly. People with means and clout prefer to send their wards to privately owned public schools. The state run schools with crumbling buildings and inappropriate teaching aids are left only with the age-old teaching aid, the stick.

The ongoing paragraphs discuss the key indicators pertaining to the district in general and primary education in particular and very cogently and convincingly fructify the need of the spread co-ordinated program of primary

education and then ensuring its availability and accessibility to the local population.

### *Historical Background*

Agra finds mention in the epic Mahabharata when it was called "Agravana" or forest paradise. The name Agra evolved from Agravana. The 2<sup>nd</sup> century Geographer Ptolemy marked this city in his map as Agra.

Some historians associate this place with King Badal Singh, whose Badalgarh Fort stood on or near the present Fort around 1475 AD. There is also a reference of stiff resistance to Mahmud of Ghazni by King Jaipal in the accounts of Persian poet Salman in 12<sup>th</sup> century AD. Proper historical evidence of Agra is found in the regime of Sikandar Lodhi (AD 1489 - 1517) who formed an administrative centre at Agra to control Gwalior, Dholpur, Narwar and Chanderi. Agra provided strategic opening to Delhi, Madhya Pradesh and Rajasthan.

With the death of Ibrahim Lodhi in the battle of Panipat (1526 AD), Agra was captured by Babur. The decisive battle of supremacy between Babur and Rana Sanga was fought at Khanwa (near Sikri) in Agra where Rana Sanga was defeated and Babur established his reign.

It was, however Akbar (AD 1556- 1605), who nurtured Agra to its prime. He built the present Red Fort and Fatehpur Sikri. Dargah of Shaeikh Salim Chisti, with whose blessings a son was born to Akbar, is at Fatehpur Sikri. The Capital of Mughal Empire was transferred from Agra to Fatehpur Sikri, but Akbar had to abandon Fatehpur Sikri because of scarcity of water. In this period Raja Todarmal, one of the nine jewels of Akbar, established the revenue system which laid the foundation of Indian Revenue System. In this

revenue system the tillers of the land were given the highest priority and maximum benefits.

Akbar denounced the conservative Sunni sect and a new religion "Din-e-Illahi" was also promulgated by Akbar. "Allah - O - Akbar", God is Great and Akbar is Great too was given prominence in his time. During this period the Indian currency was valid upto Central Asia.

Akbar's descendent Shahjehan was the "prince of builders". His famous building "Taj Mahal" is perhaps the finest building in the world. In perfection of finish to the minutest detail, it stands quite unsurpassed. Built by the architect Ustad Isa, Taj Mahal stands on the banks of river Yamuna. It took 22 years and 20,000 workers, masons and jewelers to build this perfectly symmetrical building. Taj Mahal built by Shahjehan as a resting-place of his favourite queen Mumtaz Mahal was completed in 1653 AD. The other noteworthy building is the Moti Masjid. With the accession of Aurangzeb to the throne the centre of activity shifted to Delhi.

Other captivating buildings built during the Moughal Empire are:

- Agra Fort* : It was built by Akbar in the year 1565 AD.
- Fatehpur Sikri* : This magnificent building was built by Akbar in 1569 AD. Akbar later abandoned this due to scarcity of water. This building houses the world's highest gate 'Buland Darwaza', which was built by Akbar in the memory of his victory in Chittor.
- Sikandra* : Akbar's tomb is in Sikandra and was built in Akbar's lifetime and completed by his son Jehangir in 1613 AD. It is a fusion of Hindu and Persian architecture.
- Ram Bagh* : This is the earliest example of Moughal architecture. It was built by Babur in 1526 AD.



- Jama Masjid* : Built by Jahanara Begum in 1648 AD. It has patterns of red and white stones. The absence of minarets makes it different from others.
- Itmad-ud-Daulah* : This impressive building was built in 1628 AD by Empress Noor Jehan in memory of her father Ghias-ud-Din Beg. This white structure is a forerunner to Taj.
- Chini-ka-Roza* : This building in glazed tiles is in memory of Allama Afzal Khan.
- Akbar's Church* : For communal harmony, Akbar built a church in Agra. This cathedral now has the Diocese Office with an Archbishop. The oldest school St. Peter's College is built in the compound of this church. Sir Jones also built a church here.

Other places of historical importance are:

Kavi Surdas memorial at Keitham Lake. Famous poet Surdas was born here. The lake has been converted into a bird sanctuary. The place where Surdas was born has a school for blinds.

Radha Swami Mandir in Dayalbagh has the holy ashes of the founder of the Radha Swami sect.

All these places of historical importance and architectural excellence have put Agra on the tourist map. The city is also being considered to be declared a Heritage City.

Bateshwar, which has a string of temples of Lord Shiva is also an important historical place. An animal fair is held annually at this place.

Sir Jones, who was the richest diamond merchant of his time established Jones Mill for weaving of cotton cloth in 1921. The Jones Mill was

established on the banks of river Yamuna. There was a water link for transportation of goods from Agra to Calcutta. The Nallahs or drains inside the city now were also once used to bring water inside the city and boats plied in some of them for transportation of goods.

Agra played an important role in the uprising of 1857. The garrison at Agra was captured by the locals and the garrison commander was defeated. At this site now stands an emporium. Village Roujholi fought the British under the Maratha flag. In 1930 again these villoges heeded the call for non-payment of taxes given by Jawahar Lal Nehru and not a single paisa could be collected . The famous Hardy Bomb case during the freedom struggle in which a bomb was thrown on the District Collector also took place in Agra.

Agra was a part of the United Provinces and was once a provincial capital. District status was conferred in the year 1808 with a permanent Collector. Temporary Collector was first appointment in the year 1806. The capital was transferred from Agra to Allahabad in 1868.

### *Geographical Features*

Agra is situated on the south western part of Uttar Pradesh on the banks of river Yamuna at 27° 12' north latitude and 77° 54' east longitude with east zone time hours GMT + 5 hours. It is surrounded by states of Rajasthan and Madhya Pradesh. Mathura, Etah and Firozabad are its neighbouring districts.

Situated approximately at 169 meters above the sea level, it has a total expanse of 4027 Sq. KM. Agra experiences extremes of temperature . Average maximum summer temperature is 45°C and minimum 21.9°C. During winter it dips to 4.2°C with a maximum of 31.7°C. The average rainfall

recorded is 660 m.m. during June to September. The topography is uneven. Khari nadi traverses the district and Chambal is at the fringe.

Wheat, mustard, pulses, potatoes form the major crops. The soil is generally alluvial and water table is extremely low at places. The total arable land is 287 and net irrigated land is 223 (figures in thousand hectares). Canals in the district are 594 KM long. State owned pumps are 381 in number while 61200 are privately owned. 9.7% land is under forest.

The area lacks mineral resources. However, deep and open stone quarrying is carried out in Fatehpur sikri, Tantpur and Jagner. Only red stone is found in the mines and is used for buildings and crude artifacts. The same red stone has been used in all the historical park.

### *Administrative Structure*

For effective and efficient administration the district has been divided into 6 *Tehsils*, 15 *Blocks*, 114 *Nyaya Panchayats*, 636 *Gram Sabhas*. 940 villages come under these administrative units. 904 villages are inhabited and 36 are uninhabited. The 15 towns are sub- divided into 1 *Nagar Mahapalika*, 5 *Nagar Palikas*, 1 *Cantonment Area*, 7 *Town Areas* and 1 *Census Town*.

The District Magistrate heads the district administration. Chief development Officer, SDMs and ADMs assist the District Magistrate. At block level the Block Development Officers are responsible for the administration and implementation of district development activities. The Cantonment has Cantonment Board consisting of elected and nominated members. The Nagar Nigam is headed by the Mayor who is the first citizen of the city. There are elected corporators in the body. Mukhya Nagar Adhikari (MNA) is the state representative and the executive head at Nagar Nigam. The district level officer represents all development departments.

### *Demographic Features*

As per the 1991 census the total population is 27.51 lakh of this 15.2 lakh are males while 12.49 lakh females. Thus the ratio of females per 1000 males is 832 as against 879 of the state. 16.40 lakh reside in the rural areas while 11.11 lakh are located in the urban areas. Thus only 40.38% population is in the urban areas. The remaining population is in the rural areas.

The scheduled caste population of the district is 6.38 lakh, which is a substantial 23.19% of the total population. The Scheduled Tribe population is very negligible. It is 0.0027 lakh or less than 1%. The Muslim population however is 10.97%. These are followed by Buddhists 1.00% and Christian 0.23%.

The average population density is of 683 persons per sq. Km. it is 427 persons per sq. Km for rural areas. It is fairly higher than the state average of 474 persons per sq. Km.. It can be simply deduced that the pressure on the resources especially education, health is very high.

The average family size is 6.55 persons per family. It is as high as 6.61 persons per family in rural areas and as low as 6.46 persons per family in urban

areas. There is not a very significant variation in the family sizes in rural and urban areas.

The table below enumerates the important demographic indicators.

**Table 1/2: Demographic Profile**

S No	Description	Key Indicator	%
1	Total Population	27.51	100
2	Rural Population (lakh)	16.40	59.61
3	Urban Population (lakh)	11.11	40.39
4	Male (lakh)	15.02	54.60
5	Female (lakh)	12.49	45.40
6	Growth rate of population(1981-91)		21.9
7.	Population density (person /sq km  Rural 427  Urban 58957	683	
8.	Average family size (person/family)  Rural 6.61  Urban 6.46	6.55	
9	Number of females per 1000 males	832	
10	S/C population (lakh)	6.38	23.19
11	Muslim population (lakh)	3.02	10.97
12	Literate person (lakh)  Male (lakh)  Female	10.59 7.57 3.02	38.50 27.52 10.98

Source: District Statistical Handbook 1996 and Census 1991

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Source: District Statistical Handbook 1996 and Census 1991

### Inter - Block Comparative Details

While planning for sustainable well being and development, it is imperative to take into account the inter block key indicators of development and growth given in the table below. The table 1/3 has been arranged in descending order of block population. Block Baroli Aheer has the maximum population - general as well as SC, Block Jagner has the lowest. The ST population which is an insignificant, 156 persons only, is in the blocks Akola (148) and Jagner (8).

Table 1/3

Block	Total			SC			Increase %
	Male '000	Female '000	Total lakhs	Male '000	Female '000	Total lakhs	
	90346	736471	16.40	193861	161827	3.60	16.65
1 Baroli Aheer	87490	73167	1.60	21103	17719	0.39	27.32
2 Shamshabad	75130	60095	1.35	16538	13593	0.30	23.44
3 Fatehabad	73376	58595	1.32	11263	8947	0.20	17.92
4 Khandoli	68146	55849	1.24	17084	13804	0.31	5.94
5 Acchnera	67739	55287	1.23	13760	11035	0.25	13.02
6 Etmadpur	61949	50194	1.12	15488	12347	0.28	17.36
7 Savyian	62650	49282	1.12	12231	9645	0.22	17.56
8 Kheragarh	59111	47606	1.07	13238	10722	0.24	21.87
9 Fatehpur Sikri	56795	4627	1.03	14045	11204	0.25	22.20
10 Bah	54911	45747	1.00	13949	11404	0.25	21.64
11 Akola	51520	42344	0.94	10695	8719	0.19	11.56
12 Jaitpur Kalan	49248	42315	0.92	9330	6904	0.15	11.02
13 Bichpuri	47803	39763	0.88	13254	11249	0.25	5.25
14 Pinahat	46770	35514	0.85	8792	7218	0.16	22.73
15 Jagner	40826	32286	0.73	9091	7317	0.16	23.82

Source: District Statistical Handbook 1996, Agra

Table 1/4 Further delves into the block details. It has been arranged in descending order of overall percentage of literacy rate. Jaitpur Kalan has the maximum rate of literacy of 50.4% and has 104.8 Junior Schools per 1 lakh population and population density of 290. Baroli Aheer with maximum population has a density of 670, literacy rate of 37.9% and there are 55.1 Junior Schools



per 1 lakh population. Fatehabad has the lowest literacy rate of 31.5% while being at number 3 in population. There are, however, 72.7 Junior Schools per 1 lakh population.

**Table 1/4**

Sr No	Block	Population In lakhs	SC Population	% age SC Population	Density	Literacy %	Agri Workers	Road per Lakh Population	Junior schools per Lakh	Senior Basic Schools per Lakh	Populat. .
1	Jaitpur Kalan	0.92	0.15	16.30	292	50.4	84.8	113.6	104.8	17.5	
2.	Etmadpur	1.12	0.28	22.32	502	49.4	74.5	107.9	73.1	23.2	
3.	Bah	1.00	0.25	25.00	369	44.9	82.3	114.2	91.4	18.9	
4.	Akola	0.94	0.19	20.21	571	43.8	65.5	91.6	68.2	11.7	
5.	Khandoli	1.24	0.31	25.00	578	43.5	70.7	100.0	76.6	12.1	
6.	Bichpuri	0.88	0.25	28.40	722	42.1	43.1	103.9	74.2	14.8	
7.	Aachnera	1.23	0.25	20.32	447	41.0	71.1	90.2	70.7	13.0	
8	Fatehpur Sikri	1.03	0.25	24.27	333	40.6	77.9	79.4	71.7	13.6	
9	Kheragarh	1.07	0.24	22.43	437	40.0	79.3	103.1	65.6	15.9	
10	Savvian	1.12	0.22	19.64	488	39.0	77.1	81.3	58.1	9.8	
11	Pinahat	0.85	0.16	18.82	287	38.1	92.2	136.0	71.5	12.9	
12	Barali Aheer	1.60	0.39	24.38	670	37.9	61.5	61.4	55.1	8.8	
13.	Shamshabad	1.35	0.30	22.22	508	36.5	79.1	87.3	68.0	12.6	
14	Jagner	0.73	0.16	21.92	229	36.3	78.0	142.2	73.9	8.2	
15	Fatehabad	1.32	0.20	15.15	378	31.5	87.3	85.6	72.7	12.1	
	<i>Total</i>	16.40	3.60	21.95	427	40.7	89.9	96.6	72.0	13.5	

Source: District Statistical Handbook, 1996, Agra

Table 1/5 gives the town details. Dhanaoli, which has the highest SC population of 61.5% and is also a census town, has the lowest literacy rate of 39%. Swamibagh and Dayalbagh have literacy rates of 86 and 74 respectively and have the lowest population too. Agra MC has the highest population of 8.92 lakh, literacy rate of 60% and has 416 junior schools. Fatehpur Sikri with 12 junior schools and 14.4% SC population has a literacy rate of 39%.

**Table 1/5**

Sr. No.	Block	Total Population	Males	Female	SC	7 age of SC Population	Density	Literacy	Montessori Schools	Junior Basic Schools	Senior Basic
1.	Swamibagh T.A.	0016	0008 4	0007 6	00007	437	5312	86	1	2	0
2.	Dayalbagh T.A.	0048	0024	0024	0006	125	569	74	2	3	0
3.	Agra Cantt.	050	027	023	011	220	4304	71	4	16	4
4.	Bah M.B.	013	007	006	0017	130	22184	62	7	9	3
5.	Agra M.C.	8.92	4.80	4.12	2.28	25.5	7337	60	6	416	114
6.	Kheragarh T.A.	013	007	006	0017	130	5175	59	5	8	3
7.	Fatehabad T.A.	014	007	007	0032	228	7324	58	3	8	4
8.	Jagner T.A.	009	005	004	0019	211	2924	58	4	6	3
9.	Etmadpur M.B.	013	007	006	0030	230	4900	57	9	9	6
10.	Acchnera M.B.	018	010	008	0037	205	2973	51	4	8	7
11.	Shamshabad M.B.	019	010	009	0034	178	1826	51	5	9	6
12.	Pinahat T.A.	011	006	005	0030	272	16788	49	0	6	3
13.	Kirawali T.A.	014	008	006	0029	207 8	2294	44	3	9	3
14.	Fatehpur Sikri	025	013	012	0039	144	3180	42	3	12	4
15.	Dhanaoli C.T.	013	007	006	0080	615	3056	39	0	1	1
		1111	598	513	277	249	5896	59	56	522	

Source: District Statistical Handbook, 1996, Agra

The maximum population is in the age group of 5-9 years, 2.30 lakh males and 1.86 lakh females. This is followed by the age group of 10-14 years - 2.06 and 1.75 lakh males and females respectively. 0-4 years age group has 1.9 lakh males and 1.76-lakh females. The age group 15-19 years have 1.72 lakh males and 1.21-lakh females.

It is evident that the age group 5-14 forms a huge chunk of population and utmost care and attention especially on education and health is needed.

### **Settlement Pattern**

The table below shows the settlement pattern in the 904 inhabited villages of Agra District.

*Table 1/7: Settlement Pattern*

Settlement/ Villages	< 200	200-499	500- 999	1000- 1499	1500- 1999	2000- 4999	> 5000
Number	20	101	219	177	118	216	53
%	2.21	11.17	24.23	19.58	13.05	23.89	5.87

Source: District Statistical Handbook, 1996, Agra

The table clearly indicates that there are only 20 villages, which have a population of less than 200. The others are in the category of more than 200 population. It is thus clear that 884 villages qualify for schools under state norms. These are revenue villages for the purpose of administration. For the purpose of ascertaining the population of children and need for schools, the majras and naglas attached to these villages will be considered as separate entity.

### *Economic Condition*

#### *Occupational Structure*

A sizable percentage, 36.2% of the total population is of farmers. Farm labourers are 11.1%, 14% are engaged in jobs other than their family occupation and 3.9% are in traditional family occupation. 16.3% are engaged in other trades and occupation while 11.7% are in trade and commerce.

Table 1/8 contains the figures of breakup of population as per their occupation.

*Table 1/8: Distribution Occupation wise*

S.No	Description/ Type of Occupation	%
1	Farmers	36.2
2	Farm Labourers	11.1
3	Animal Husbandry/ Forestry	0.6
4	Mining	0.3
5	Household Industry	3.9
6	Non Household Industry	14.0
7	Construction	2.1
8	Trade and Commerce	11.7
9	Transportation and Commerce	3.8
10	Others	16.3

Source: District Statistical Handbook, 1996, Agra

Shoe making, zari work, zadozi, carpet, durri making are traditional family occupations. Children enter at very early age to learn these trades and forego basic education. This results in their very rigid and educationally unreceptive attitude. There are children working as rag pickers, assistants in auto shops, in petha making units, at farms and roadside dhabas. They all are far away from the 3Rs and formal education and have no opportunity of pursuing hobby and leisure.

#### *Land Holding Pattern*

The land holding pattern is shown in the table 1/9.

*Table 1/9: Distribution by Size of Land*

Land Size in Ha	Rural		Urban		Total	
	No / %	Land / %	No / %	Land / %	No / %	Land / %
< 0.5	73949 36.28	17843 6.47	6846 44.3	1680 10.61	80795 36.84	19523 6.70
0.5-1	43381 21.28	29760 10.79	3610 23.36	2504 15.82	46991 22.45	32272 11.06
1-2	43527 21.35	61094 22.15	2994 19.37	4211 26.61	46521 21.21	65305 22.39
2-4	29174 14.31	81123 29.41	1553 10.5	4193 26.50	30727 14.68	85316 29.25
4-10	12926 6.34	73391 26.61	420 2.71	2289 14.46	13346 6.08	75680 25.98
> 10	892 0.43	12548 4.55	29 0.18	945 5.97	921 0.41	13493 4.62
	203849	275767	15452	15822	219301	291589

Source: District Statistical Handbook, 1996, Agra

The distribution is highly skewed as is evident from the table above. 36.84% are in the category of marginal farmers / land owners and they hold 6.70% of land measuring < 0.5 hectare. 29.25% land measuring between 2-4 ha. is held by 14.68% of the owners. Big landowners are 0.41% and they hold 4.62% land measuring more than 10 ha.

### *Land Utilization*

The total reporting area is 403787 hectares. 39325 is under forests; 11809 is unsuitable for farming; 35214 hectares is being used for purposes other than farming. Net sown area is 286931 hectares. 94865 hectares is sown more than once.

*Table 1/10: Land Utilization*

S No	Category	Area Ha	%
1	Total Reporting Area	403787	100.00
2	Area under Forests	39325	9.73
3	Land unsuitable for Farming	11809	2.92
4	Land put to non-agricultural use	35214	8.72
5	Net Sown Area	286931	71.05
6	Area Sown more than Once	94865	23.49
7	Net Irrigated Area	222532	55.11
8	Gross Irrigated Area	240389	59.53
	Net Irrigated Area as % of Sown		77.50
10	Gross Irrigated Area as % of Sown		63.00

Source District Statistical Handbook 1996 Agra

The output of grains per person is 164.6 Kg and that of pulses 8.9 Kg per person.

### *Socio-cultural features*

Agra has a sizable SC population, 25% in urban area and 22% in rural area. It is for this reason that famous anthropologist Prof. Owen M. Lynch chose Agra for his study in the sixties and his famous work "Politics of Untouchability" and its sequel three decades later revolves around Agra.

There is a rigid division on the basis of caste and religion. The divide between Jats (higher dominant class) and *Jatavas* (SC) has witnessed many feuds in the rural areas in the district.

The traditional folk arts of Agra are now at the verge of extinction because of lack of proper support and governmental apathy. *Khayal*, *Rasia*, *Languria*, *Ramkatha*, *Nautanki*, *Bhagat*, are now the dying traditional folk

arts of Agra . Lack of support has made them to lose ground to pernicious Jazz , Rock , Pop , and beauty pageants . Properly supported and revived , folk arts can be potent means of Information , Education and Communication and recreation . The office of CDO supports Yuvak Mangal Dals and Mahila Mandals in villages . It is a pity that the number of Yuvak Mangol Dals has reduced to 636 from 797 in 1993-94 . The situation of Mahila Mandals is even worse. The number has gone down to 276 from 568 in 1993-94 . This is not very encouraging .

*Sulehkul* was started in Agra for communal harmony. It no longer exists. However, "Nazir Basant Utsav" is celebrated annually on January 22 for communal harmony in memory of people's poet Mia Nazir. The annual fair of Bateshwar is also an important event. Gangaur Mela and Ram Barat are organised with much fanfare. Agra has temples of Lord Shiva in all the four directions. Balkeshwar, Rajeshwar, Kailash and Prtvinath are at the fringes and Mankameshwar is in the centre. Parikrama of all these temples is held on Mahashivratri.

Abu Lala Ki Dargah, Dragah of Sheikh Salim Chisti and Sher Jang Baba are signs of Sufi movement in Agra. People of all religions visit these. Annual Urs is also held in these places.

*Taj Mahotsava* is another annual event. It is held every year from February 18-27. It is a convergence of country's rich cultural and artisanal heritage at Agra.

The stage and theatre movement has died its own death. There is only one hall, the Sur Sadan for cultural performances. After "Kala Jathha" started in 1993 for TLC there is nothing new to boast of . Kala Jatha played a major role during TLC and will certainly repeat its performance for creating environment for primary education.

## *Infrastructure Facilities*

### *Transport and communication*

The total length of the roads in the district is 2395 Km. 172 villages with population less than 1000 have all weather roads. 117 villages with population between 1000-1494 and 299 villages with population more than 5000 have all weather road .

There are 29 railway stations in the district including halts. Of these 17 are in rural and 12 in urban areas. The length of broad gauge line is 196 Km and that of meter gauge 35 Km .

The bus stops in the district are 144 in number, 129 in rural and 15 in urban settlements.

98 post offices are in the urban area and 253 are in the rural area. The numbers of telegraph offices is 21 . Thus there are 0.7 telegraphs offices / 1 lakh population and 12.6 post offices on every / 1 lakh population .

The number of telephones connection is 41816. There are thus 320.4 phones for every 1-lakh population. 2140 PCOs are in service at present.

### *Electricity*

Out of 904 inhabited villages, 742 have been electrified, the supply though is highly irregular. SC population dominated areas numbering 386 have electric connection. All the 15 towns have electric supply with long and irregular power cuts .

27.9% of the total electric supply is being used for agriculture and farm purposes. Per person electric usage is 298 units .



### *Drinking water*

The availability of potable water is a major problem in Agra . The old supply system has collapsed and the new one has failed to make any dent . The water table is depleting with no planning or arrangement to replete it. The barrage is a far cry and the canals are awaiting desilting. There is no arrangement to store water from the rainy season for future use. Keetham an artificial lake , rescues the citizens during scorching heat. The pressure on it is high because of supply to Mathura refinery. Now new measures have been taken up despite the fact that Agra is in the red zone and will have barely sufficient water supply after 2013 AD . To face the water crises there are 631 hand pumps in the rural areas and 15 in urban areas . The population depends on private water resources. Conservation of water needs to be a major part of the curriculum.

### *Developmental Schemes*

JRY, EAS , MLA /MP fund , TRYSEM and DWACRA are all in force in the district and are related to the CDO's office. Apart from this there are schemes under SCP and special advantages to Scavengers . These are not fully utilised because of lack of awareness. Training and teaching facilities are also available in NGO sector.

### *Conclusion*

With a glorious past, magnificent buildings and a rich cultural heritage,  
• Agra qualifies to be a Heritage City. It however, lacks in the basic ingredients essential for the enhancement of the quality of life of the people.

## Chapter 2

### Education Profile of the District

#### *Introduction*

Illiteracy is a serious threat to nation's progress and sustainable development. Peace and harmony too stand threatened due to illiteracy. UNICEF's report on the "State of World Children 1998" states that soon India will be the largest country of illiterates. The Parliamentary Committee has confirmed the report.

Net enrolment in Primary education is 68%- 75% for boys and 61% for girls. Gross Enrollment Ratio is 100%. At the primary level Gross Enrolment Ratio at Secondary level is 49% being just 38% for girls. The literacy percentage is 52 - 66 for males and 38 for females. 6.3 crore children in the age group of 6-14 are out of school. Drop out rate is 35% at primary level and 51.6% at upper primary level. Only 62% children reach grade 5.

The National Sample Survey Organisation (NSSO) has refuted these claims. They project a literacy rate of 64%, a whopping 10% above the 1991 level. They maintain that a sustainable threshold of 75% will be achieved by the year 2005, much before the projected year of 2011.

What is not debatable, however, is the fact that the health of state run primary school is failing. Even after a decade of launching "Operation Blackboard", the infrastructure support to primary schools is far from satisfactory.

The 'neighbourhood schools' as envisaged in the Kothari Commission Report (1966) are a far-fetched dream. The public and private system of schooling has become widespread and more entrenched. Unless the State

spends in the infrastructure to improve the quality of its schools, they will never turn into genuine neighbourhood schools where children study equitably. Money is there. What is needed is the political will and massive community mobilisation and public pressure.

### *History of Educational Development in Agra*

In 1823 the present Agra College was started in Singhi Gali by the name of 'Madrasa - e - Sarkari'. The existing Zoology Department of Agra College once housed the famous Charles Albert School. In 1831 it was called the Government College. In 1847 St. Peter's College was started and in 1856 Normal School came into existence. Victoria College was established in 1863 by Sri. A.N. Kunjru. S. P. Jones, one of the richest diamond merchants of his time established Jones Public Library in Hawitt Park, now Paliwal Park and Queen Empress Library in Agra Cantt. The Chiranjeev Library was established in 1915 by Sri. Chiranjeev Paliwal. Sri. K.C. Mehta, the first Indian Principal of Agra College discovered the black rust of wheat.

Agra has the famous Agra Gharana for Classical Music. This was started by Ustad Fayyaz Khan. Mr. Talegaonkar came to Agra in 1921 and took the Classical Music to its heights.

Agra has been a place for many newspapers. The most famous being "Sainik" started by Sri.K.D. Paliwal. This paper played an important role in the Independence movement of the country.

Agra was among the first districts to be declared literate as per the NLM norms in 1994-95. The TLC campaign to promote literacy among the masses was the most successful as compared to other places.

### *Current Status of Education Development*

Table 2/3 enumerates the number of educational institutions in Agra.

Table 2/3: Educational Institutions

S No	Institution	Rural	Urban	Total	Type
1	Junior Basic School	1161	522	1703	Mixed
2	Senior Basic School	222	161	383	78 for Girls
3	High Schools	74	78	152	39 for Girls
4	Colleges	1	8	9	2 for Females
5	Universities	0	2	2	-----
6	I.T.I	0	2	2	1 for Girls
7	Polytechnic	0	2	2	1 for Girls

Source: District Statistical Handbook 1996, Agra.

Dr. B.R. Ambedkar University and Dayalbagh University are the two universities in Agra. Agra College, St. John's College, R.B.S. College, Baikunthi Devi, B.D. Jain Girls Degree College and Chaharbati Degree College are the prominent degree colleges. Baikunthi Devi and B.D.Jain colleges are exclusively for girls. More private institutions affiliated to the University have come up in the recent years.

#### *School Related Information*

As far as primary schools in the district are concerned the infrastructure is far from satisfactory. Not only that the buildings are dilapidated; some of the schools do not have any structure. The following table shows the type and condition of buildings of primary school.

#### **Schools By Type of Building**

Table 2/4: School Buildings

S. No.	Building Particulars	Number of Schools	%
1	Buildingless Schools	52	3.72
2	Dilapidated Buildings	106	7.58
3	Schools with 1 Room	88	6.29
4	Schools with 2 Rooms	852	60.87
5	Schools with 3 Rooms	176	12.59
6	Schools with >4 Rooms	96	6.88
7	Schools under Construction	29	2.07
	Total	1399	

Source BSA Agra 1998

Quality assurance lies not in the quantity but in the quality of the infrastructure and in ensuring its availability. In the backdrop of this it can be deduced from the above table that 52 schools need immediate attention. The priority then is the 106 dilapidated school buildings. 88 schools have only one room and would require additional room as per the norms. Schools lack proper storage facility, which is essential for efficient management. Provision for storage will also have to be deliberated and executed.

The condition of school buildings in the Nagar Nigam are in very bad. There are 24 buildings, which are in a dilapidated condition and need immediate reconstruction. 52 schools do not have a building. The land in Nagar Nigam is costly and hence there is no availability of land for new schools. There are many Government recognised schools. There is access to education but education is very costly. For poor children there is a need for state run schools. In absence of such schools, provision for alternative school is urgently required.

Table 2/4.1: Schools in Nagar Nigam

S No	Particular	No. of buildings	No. of Schools
1.	Buildings with 1 School	71	71
2	Buildings with 2 Schools	32	64
3	Buildings with 3 Schools	05	15
4.	Buildings with 4 Schools	02	08
5	Buildings with 5 Schools	01	05
	Total	111	163

163 schools are running in 111 buildings. Out of these 111 buildings, 24 are in a dilapidated condition and need immediate repair/reconstruction. 52 schools do not have a building.

#### Schools With Drinking Water and Toilet Facility

2	Jaitpur	94	94	0	20	74
3	Pinahat	65	65	0	52	13
4	Fatehabad	121	121	0	19	102
5	Shamshabad	106	97	9	11	95
6	Kheragarh	76	75	1	4	72
7	Saiyyan	76	76	0	4	72
8	Jagner	58	53	5	8	50
9	Fatehpur Sikri	75	54	21	26	49
10	T.A.	10	0	10	0	10
11	Achhnera	78	75	3	16	62
12	Khandoh	83	83	0	15	68
13	Etmaapur	87	82	5	19	68
14	Akola	62	57	5	20	42
15	Bichpuri	63	55	8	15	48
16	Baroli Aheer	99	93	6	21	78
17	Nagar Nigam	163	48	115	53	110
	Total	1399	1211	188	336	1063

Source: BSA Agra 1998.

There is massive contrast as far as drinking water facilities and toilet facilities in schools are concerned. While 183 (13.13%) schools do not have drinking water facility, 1057 (75.88%) lack toilet facility especially for girls. The situation of Nagar Nigam Schools is the worst. Out of 163 schools, 115 (70.55%) do not have drinking water facility and 110 (67.48%) require toilet facilities.

From the perusal of the table it can be established that there are 188 schools where drinking water facility is required and there are 1063 schools which urgently need toilet facility.

#### School Buildings Needing Repairs.

Table 2/6: Repair Work

<i>S No</i>	<i>Block</i>	<i>Number of Schools</i>	<i>Number of Schools Needing Repairs</i>
1.	Bah	83	58
2.	Jaitpur	94	66
3.	Pinahat	65	46
4.	Fatehabad	121	85
5.	Shamshabad	106	74
6.	Kheragarh	76	53
7.	Saiyyan	76	53
8.	Jagner	58	41
9.	Fatehpur Sikri	75	53
10	T A	10	7
11	Achhnera	78	55
12	Khandaoli	83	58
13	Etmadpur	87	61
14.	Akola	62	43
15	Bichpuri	63	44
16.	Baroli Aheer	99	69
17.	Nagar Nigam	163	114
	Total	1399	980

Source: BSA Agra 1998

980 school buildings in the district need immediate major or minor repairs for the safety and well being of the students enrolled.



**Student Related Information**

**Table 2/7: Primary Schools by Number of Students**

S.No	Enrollment Range	No. of Schools	%
1.	< 50	50	4
2	50 - 100	200	14
3	100 - 150	364	26
4.	150 - 200	328	23
5	200 - 250	218	15
6	250 - 300	105	8
7	300 and above.	134	10
	Total	1399	100

Source: BSA Agra 1998.

In the district there are 134 schools with an enrollment of more than 300 students. 333 schools have an enrollment between 200-300 students.

**School Accessibility**

**Table 2/8: School Accessibility**

S No	Block	In Village	< 1 KM	1-3 KM	Total
1	Fatehpur Sikri	67	5	3	75
2	Acchnera	65		0	65
3	Akala	40		0	40
4	Bichpuri	34		0	34

5	Barali Aheer	69	0	0	69
6.	Khandoli	47	0	0	47
7.	Etmadpur	59	0	0	59
8.	Jagner	39	5	4	48
9.	Kheragarh	46	0	0	46
10.	Sayyan	51	1	2	54
11.	Shamshabad	67	0	0	67
12	Fatehabad	87	6	2	95
13	Pinahat	47	3	1	51
14.	Bah	65	10	4	79
15.	Jaitpur Kalan	71	4	0	75
		854	34	16	904

Source District Statistical Handbook 1996, Agra

There are 904 inhabited villages in the district. 854 schools are situated inside the villages and 50 are within a distance of 3 KM.

#### Unserved Habitations and Requirement of New Schools and Alternative Schools.

As per the State norms every village/hamlet having a population of 300 and without a school within 1.5 KM radius, should have a primary school to fulfill the requirement of universalisation of primary education. Villages and hamlets not falling in this category will be eligible for Alternative School (AS). The table below shows the unserved areas i.e. areas without schools and their subsequent requirement for either for a new school or an alternative school.

Table 2/9: Unserved Habitations and Requirement of Schools

S No.	Block	No. of Unserved Area	Unserved Area which require	
			New Schools	Alternative Schools (AS)
1	Bah		14	20

2.	Jaitpur	12	12	12
3.	Pinahat	13	13	22
4.	Fatehabad	14	14	34
5.	Shamshabad	14	14	17
6.	Kheragarh	24	24	13
7.	Saryyan	5	5	10
8.	Jagner	6	6	10
9.	Fatehpur Sikri	8	8	9
10.	T.A.	0	0	14
11.	Achhnera	8	8	10
12.	Khandaoli	15	15	17
13.	Etmadpur	12	12	11
14.	Akola	5	5	9
15.	Bichpuri	4	4	6
16.	Baroli Aheer	6	6	6
17.	Nagar Nigam	0	0	15
	Total	160	160	235

Source: BSA Agra 1998.

There are 235 (two hundred and thirty five) habitations which are not satisfying state norms for new schools. So they will be served by Alternative Schools. It includes rural and urban areas both and also areas having SC/OBC/ST population and working children in majority.

In Nagar Nigam Area there are 35 unserved areas that do not have parishadiya schools and 22 buildingless schools. But all the unserved areas are served by private schools. In Agra city land is not available for schools, so new buildings cannot be constructed.

There is a need of 160 new schools and 235 alternative schools. The number of AS and new schools has been decided taking into account the

decade growth of the population. During the project period more villages will qualify for new school.

It is very relevant to note here that there is a very high incidence of child labour in durri industry and stone quarrying at Fatehpur Sikri, mining in Jagner and shoe industry, marble work, zari and zardozi and carpet industry at Agra. These children are cut off from the mainstream. There is a need to educate them and arrange for their hobby and leisure in non-formal schooling. Style of imparting them vocational training, literacy, numeracy, 3Rs, etc. will be different from the formal schooling and also different for children engaged in different industry. This will require lot of innovation and firm commitment. However, 15 AS are required as per the table in Nagar Nigam area. There will be a need for more. For Fatehpur Sikri the requirement is of 9 alternative schools. For the purpose of organising of AS for child labour, it will be in the interest of the total programme to involve conscientious and committed NGOs with a proven track record.

## *Student Related Information*

### Gross Enrollment Ratio

Table 2/10: Gross Enrollment Ratio

Year	No. of Children in 6-11 years		Children Enrolled		GER			SC Children		Children Enrolled		GER		
	Boys	Girls	Boys	Girls	Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls	Total
1998-99	206975	173356	202274	156250	98%	90%	94%	52592	43201	48384	35424	92%	82%	87%

Source BSA Agra 1998

The Gross Enrollment Ratio GER for the district is 94%. There is a difference of 8% between the GER of boys and girls. It has to be reduced to 5% during the programme period.

In the case of SC students the GER is 87%. The difference between the GER of SC boys and SC girls is 10%.

## Dropout Ratio

*Table 2/11: Enrollment During 1997 - 98 In Primary Schools*

<i>Class/ Year</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>V</i>
	Total	Total	Total	Total	Total
1993-94	49179	38589	30762	21142	16158
1994-95	55326	43499	33566	23029	17932
1995-96	60389	45151	34588	24322	17750
1996-97	77340	48610	35176	26202	19922
1997-98	75810	33508	42553	28431	20842

Source. BSA Agra 1998.

From the perusal of the table given above the Dropout Rate of the district comes out to 58%. The retention of the students is thus poor 42%. The present dropout rate of 58% has to be reduced to 10% and the retention of the students has to be increased to 90%.

### *Teacher Related Information*

#### *Teacher - Pupil Ratio*

There are 4919 sanctioned posts of teachers for the schools at Agra. Out of these 833 are lying vacant. Efforts will have to be made to get these posts filled. The teacher - pupil balance in different blocks is given in the tables below.

(a) Blockwise Teacher Pupil Ratio

Table 2/12: Teacher - Pupil Ratio

S No	Blocks	Schools	Teachers Working		Students Enrolled	Teacher -Pupil Ratio	Teachers Trained	
			Male	Female			Male	Female
1.	Bah	83	160	25	12822	1:69	157	23
2.	Jaitpur	94	172	19	11826	1:61	170	19
3.	Pinahat	65	123	10	12950	1:97	120	10
4.	Fatehabad	121	180	41	17974	1:80	221	3
5.	Shamshabad	106	186	90	17056	1:62	182	90
6.	Kheragarh	76	233	15	16252	1:53	218	13
7.	Saiyyan	76	205	18	12919	1:58	199	18
8.	Jagner	58	131	12	10269	1:72	121	14
9.	Fatehpur Sikri	75	199	16	11916	1:52	196	16
10.	T.A.	10	22	6	1750	1:62	16	8
11.	Achhnera	78	250	42	15643	1:46	238	41
12.	Khandaoli	83	312	56	19373	1:52	303	56
13.	Etmadpur	87	244	27	17054	1:63	244	27
14.	Akala	62	230	39	14150	1:51	233	38
15.	Bichpuri	63	154	129	12437	1:44	151	128
16.	Baroli Aheer	99	246	135	22222	1:58	240	131
17.	Nagar Nigam	163	243	116	16469	1:46	240	115
	Total	1399	3290	796	243082	1:60	3249	750

Source: BSA Agra 1998.

Out of 4086 teachers working only 796 (19.48%) are females. The number of female teachers is exceptionally low.

The District Teacher - Pupil Ratio is 1:60. The highest ratio of 1:97 is in the block Pinahat and the lowest ratio of 1:40 is in the schools of block Achhnera and Nagar Nigam schools.

A total number of 3999 teachers are trained and 87 untrained. There are 46 untrained female teachers of which 38 are in Fatehabad.

From the table above and from the list of unserved habitations it can be deduced that the requirement of teachers for DPEP is of 320 para teachers

#### Alternative School Instructors

The gap of 833 teachers against the posts lying vacant has to be fulfilled. Working on the assumption that these posts will be duly filled, there will be a requirement of 208 teachers during the project period taking into account the projected enrollment, 86 in the year 2002-2003 and 122 in the year 2003-2004.

#### (b) Schools as per Teacher- Pupil Ratio

Table 2/13: Schools and Teacher - Pupil Ratio

S.No.	Ratio	No. of Schools	%
1.	Less than 1:30	78	5.58
2.	1:30-40	168	12.01
3.	1:40-50	263	18.79
4.	1:50-60	221	15.80
5.	1:60-70	163	11.65
6.	1:70-80	160	11.43
7.	1:80-90	98	7.00
8.	1:90-100	108	7.72
9.	> 1:100	140	10.02
		1399	100

Source: BSA Agra 1998



## Teacher Related Information

Table 2/14: Teachers - Gender and Caste

S.No.	Blocks	Schools	Actually Filled	Male	Female	SC
1.	Bah	83	185	160	25	21
2.	Jaitpur	94	191	172	19	14
3.	Pinahat	65	133	123	10	12
4.	Fatehabad	121	221	180	41	18
5.	Shamshabad	106	276	186	90	15
6.	Kheragarh	76	248	233	15	61
7.	Saryyan	76	223	205	18	23
8.	Jagner	58	143	131	12	15
9.	Fatehpur Sikri	75	215	199	16	39
10.	T.A.	10	28	22	6	01
11.	Achhnera	78	292	250	42	21
12.	Khandaoli	83	368	312	56	62
13.	Etmadpur	87	271	244	27	59
14.	Akala	62	269	230	39	28
15.	Bichpuri		283	154	129	27
16.	Baroli Aheer		31	246	135	33
17.	Nagar Nigam		9	243	116	8
	Total	11	3290	3290	796	457

Source: BSA Agra 1998.

The table above shows the number of teachers working in 15 blocks Fatehpur Sikri TA and Nagar Nigam. There are 457 (11.18%) teachers belonging to the Sched:

## *Structure of Educational Administration*

### District Level and Block Level

At the district level Basic Shiksha Adhikari (BSA) heads the department of primary education. He is assisted by Deputy Basic Shiksha Adhikari (Dy.BSA) for academic and administrative supervision. They are 3 in number, 1 each for 2 for Tehsils. There are 13 Assistant Basic Shiksha Adhikari (ABSA) against the sanctioned post of 15. The Sub Deputy Inspectors of Schools (SDI) look after the Block affairs. There are 7 SDIs posted at Agra while 8 posts of SDI are lying vacant. The Drawing and Disbursing power is with the Accounts Officer.

### Office Building of BSA and existing infrastructure

The office of BSA is located in an old church. This office lacks basic amenities and modern infrastructure. There is an urgent need for the upgradation of the office of BSA.

### *Requirements*

One computer room, conference room, toilets and repair of the existing building are required. The office also needs to be equipped with modern audiovisual equipment, LCD Projector, computers with compatible software, water cooler and furniture.

### *District Institute of Education and Training (DIET)*

The office of DIET is in Agra and in the same premises as that of the BSA office. The staffing pattern of DIET is as below:

**LIBRARY & DOCUMENTATION CENTRE**  
National Institute of Educational  
Planning and Administration.  
17-B, New Aurbindo Marg,  
New Delhi-110016  
DOC, No. D-10376  
Date 11-11-99

Table 2/15: Staffing Pattern DIET

S.No	Designation	Post Sanctioned	Filled	Gap
1	Principal	1	1	0
2	Vice Principal	1	1	0
3	Sr. Lecturer	6	3	3
4	Lecturer	17	16	1
5	Statistician	1	1	0
6	Teacher	1	1	0
7	Tech Asst	1	1	0
8	Librarian	1	0	1
9	Accountant	1	0	1
10	Office Supdt	1	0	1
11	Steno	1	1	0
12	Clerk	1	1	0
13	Lab Asst	9	9	0
14	Peons	5	5	0

Source DIET, Agra.

### *Existing Infrastructure*

For the purpose of training and research DIET has audiovisual equipment, colour television, epidiascope, OHP, Xerox machine and computer. Hostel facility is available for outstation participants.

### *Requirement*

For the purpose of DPEP DIET would require a jeep with driver, computer, TV-VCR and water cooler.

## *Ongoing Educational Programmes and Schemes*

Education is necessary for physical and mental development; cognitive and language development; socio-economic development and development of aesthetic and creative expression. To achieve these, apart from formal schools, there are many other schemes in force.

### **Baseline Line Survey**

A baseline survey of schools is being conducted by SECRT in Agra. The results of the study will be communicated on the completion of the survey.

### **Programmes at DIET**

1. **W.E. (Work Experience):** The W.E. section deals with developing low cost teaching aids, teaching learning material and evaluation tool. Teachers are trained in the skills of preparing low cost teaching material.
2. **D.R.U. (District Resource Unit):** D.R.U. section deals with preparing competent Resource Persons for successful implementation of different educational programmes. DRU monitors D.E.R.F. also. It also undertakes research and action research.
3. **I.F.I.C. (In Service Field Interaction and Coordination):** This section deals with the preparation of annual calendar of all the programmes organised at DIET. It assists educational authorities in planning and coordination. In service training to cater to the needs of the schools, publication of newsletter, and periodical and institutional journal for elementary schools and alternative schools are also covered under this.
4. **C.M.D.E. (Curriculum Material and Evaluation):** CMDE deals with organising workshop for curriculum assessment taking small samples.

It also evaluates MLI based curriculum and organises workshops for preparing question papers.

5. E.T. (Educational Technology): ET branch provided educational technology to other branches of DIET. It maintains an audio-visual laboratory and a computer laboratory. ET organises training programmes for resource persons in preparing simple, low cost and effective teaching material for various subjects.
6. P.M. (Planning and Management): This section deals with planning and management of DIET.

Different training programmes conducted at DIET have been enumerated below:

Table 2/16: Training Programmes Conducted at DIET

Training Prog.	95-96		96-97		97-98		Total	
	Training	Participants	Training	Participants	Training	Participants	Training	Participants
1 Curriculum and Evaluation	-	-	1	-	-	-	1	-
2 Inservice	4	129	6	291	1	53	11	473
3 Skill Upgradation	-	-	4	176	1	44	5	220
4 Education Technology	-	-	2	69	1	13	3	82
5 DRU	-	-	4	162	-	-	4	162
6 SOPT	23	897	13	566	40	1888	76	3351
7 Joyful Learning	1	36	5	190	-	-	6	226

Source DIET, Agra

## Non - Formal Education

There are 604 Non Formal Education Centres in Agra district. 12695 children are enrolled in these centres.

## Aganwadi

There are 846 Aganwadi centres in operation. Each centre has two workers. Aganwadis are not present in all the villages and blocks.

Table 2/17 gives the blockwise details of Non Formal Education centres and Aganwadi centres and their enrollment.

Table 2/17: NFE and Aganwadis

S No	Blocks	No. of NFE Centres	Enrollment		Total	No. of Aganwadi	Children Enrolled
			Boys	Girls			
1	Bch	85	1175	950	2125	---	---
2	Jaitpur	---	---	---	---	---	---
3.	Pinahat	81	984	705	1689	---	---
4.	Fatehabad	---	---	---	---	---	---
5.	Shamshabad	---	---	---	---	67	2680 (40)
6.	Kheragarh	80	1102	898	2000	103	6945 (67)

7	Saiyyan	84		2100		---	---
8	Jagner						
9	Fatehpur Sikri					95	2925 (31)
10	T. A.						
11	Achnnera	96	1044	1433	2477	91	4329 (48)
12	Khandoli					93	8507 (91)
13	Etmadpur						
14	Akola	80	929	1039	1968	103	3010 (30)
15	Bichpuri	98	1204	1232	2436	96	4884
16	Baroli Aheer					138	600 (66)
17	Nagar Nigam					60	
	Total	604	6438	6257	12695	846	

(Figures in parentheses show average children per centre) (In Nagar Nigam ICDS centres are called Balwadis).

Total number of NFE centres is 604. 10 Blocks i.e. 58.8% blocks do not have NFE centres, thus less than 50% are being served through NFEs. The total number of beneficiaries is 12695.

The number of Aaganwadi centres is 846, out of which 60 are in Nagar Nigam and are called Balwadis. Eight blocks (47%) do not have Aaganwadis. These blocks are Bah, Jaitpur, Pinahat, Fatehabad, Saiyyan, Jagner, Fatehpur Sikri TA and Etmadpur. These blocks are also low in literacy rates. There can be seen a strong correlation between ICDS centres and literacy. Fatehabad has the lowest literacy rate in the district. Enrollment of girls is also low in these blocks especially in Fatehabad, Shamshabad, Jagner, Saiyyan, Pinahat, and Kheragarh. The average number of children per centre is as high as 91 in Khandoli and as low as 31 in Fatehpur Sikri.

There are five blocks that have neither a NFE centre nor Aaganwadi. These blocks are Jaitpur, Fatehabad, Jagner, Fatehpur Sikri T.A. and Etmadpur. It has been stated earlier that the enrollment of girls is low in Fatehabad and Jagner and these blocks lack both NFE centres and Aaganwadi centres.

It can be deduced from the figures above that substantial inroad can be made in UPE by opening ECCEs in blocks which do not have Aaganwadi centres. Improvement and substitution in the existing Aaganwadi centres can make a serious dent in the UPE.

### TLC

TLC campaign was successfully completed in Agra. Agra has now entered the post literacy phase.

### Incentives

Incentives are provided to students in cash and kind. SC, Minority and OBC students get a scholarship. 52753 students are benefiting from this scheme and there has been a disbursement of Rs.6643628=00 to the deserving students.

Wheat is also distributed to students in Panchayatiya Schools. Students who achieve 85% attendance in a month are given 3 KG of wheat for that month. 272407 students avail of this facility in a month and approximately 8172.21 quintals of wheat is distributed every month.



Table 2/18: Distribution of Food grains

S. No.	Name of Nigam / Block	Enrolment	Food Allocation for 10 months	Utilisation per month
1	Fazalpur Nagar, Agra	22150	9759.03	975.90
2	Nagar Palika Fatehpur Sikri	1741	522.30	52.23
3	Ajithnagar	17502	5250.6	525.06
4	Ajith	13812	4143.6	414.36
5	Budh	13751	4125.30	412.53
6	Bardoli Aheer	22920	6879.00	687.90
7	Brahmpuri	13912	3903.60	390.36
8	Ernadpur	17905	5371.50	537.15
9	Fatehpur Sarai	14822	4446.60	444.66
10	Fatehabad	18281	5484.30	548.43
11	Jagner	9127	2738.10	273.81
12	Jampur Kalan	12936	3880.80	388.08
13	Khandoli	19812	5943.60	594.36
14	Kheragarh	15803	4730.00	474.00
15	Pinahat	15807	4742.10	474.21
16	Saiyyan	14112	4233.60	423.36
17	Shamshabad	18527	5558.10	555.81
	Total	272407	81722.10	8172.21

Source: SSA, Agra

### Joint UN System

This scheme is in force in five blocks viz. Pinahat, Fatehabad, Shamshabad, Kheragarh and Saiyyan. The plan for these five blocks has been submitted. The objective of this scheme is to strengthen the activities for the universalisation of primary education. In this scheme the emphasis is on

teachers training and building of resources at block level for the universalisation of elementary education.

### *Joyful Learning*

The scheme of Joyful Learning is being implemented in blocks Baroli Aheer and Etmadpur. There has been a reduction in the drop out rate of the children enrolled in these blocks due to this scheme.

### *Operation Blackboard*

Operation Blackboard was started in all the blocks of the district. Under this scheme Training and Learning Material and material for games and hobby was provided to the schools. In absence of proper maintenance and adequate training, this scheme failed to deliver the goods.

### *Conclusion*

There are many quantitative and qualitative gaps in existence. There is inadequacy of buildings and amenities in the schools. Pursuance of hobby and leisure is important for students. The schools lack such facilities. There has not been an attempt to have innovative teaching and training programmes for child labour involved in shoe making, petha manufacturing, carpet and durri, zardozi, shops and workshops, etc. The teachers lack proper training and also receptive attitude and innovative teaching techniques. The building of BSA lacks modern infrastructure and equipment. The inflow and outflow of information is poor and evaluation and monitoring not very strong because of the workload in the office. All these problems have together taken a gigantic shape and are hampering the progress. These need to be tackled immediately but not on a piece meal basis. A holistic approach for sustainable well being and development is required.

# Chapter 3

## Planning Process

### *Introduction*

While planning for development in the central planning system, the people at the grass root levels are treated as "Targets" and not as "Agents" of growth and development. Plans are prepared without people's participation and they are also not need based. Since the planning is imposed and does not come up from the bottom, the benefits do not percolate down to the people for whom the plans are made. The fate of primary education is no different from other developmental programmes owing to the discrepancy in centralized planning.

Planning process and project formulation are of great importance under DPEP. In order to counteract the weaknesses of centralized planning DPEP lays emphasis on location specific participatory planning in which "people matter". The idea in DPEP is that resources do matter but what matters most is ensuring the availability of resources. The three aspects of UEE - universal access and enrollment, universal retention and substantial improvement in quality of education are achieved when "people operate" and the "state cooperates". It is for this reason that under DPEP the community plans for itself and takes the responsibility while the state facilitates by government functionaries. It requires a lot of people's mobilisation and participation. The whole process of planning is to be initiated from the grass root levels. Planning criteria requires to be processed through NGOs, village leadership, Mahila Mandals, district block and school level personnel and social activists.

### *Formation and Functioning of Planning Committee.*

The planning process for effective implementation of the District Primary Education Programme started with a meeting on Joint UN System held at Agra on 29-08-98. This meeting was attended by Director SCERT, UNICEF representatives Mr. James Muller and Mr. A.A.C. Lal; Managing Director Mr. Sudesh Kumar; Principal DIET; ABSAs of 5 blocks; President Zila Panchayat Mr. Chandan. Singh and Pradhans. The idea of DPEP was mooted in this meeting. Following this meeting a survey of five blocks Saiyyan, Kheragarh, Shamshabad, Pinahat and Fatehabad was conducted in October 1998 for the purpose of data collection on primary education with the objectives of DPEP and Joint UN System.

On November 5, 1998 the Zila Basic Shiksha convened a meeting of all the Deputy BSAs, ABSAs and SDIs in his office. This discussion between the district functionaries focussed on the modalities of primary data collection pertaining to *parishadiya* schools in all the blocks of the district. It was unanimously decided in this meeting to complete the data collection job by 30-11-1998. The schedule formulated and finalised in this meeting and which also forms the primary source of information in project formulation, aimed to gather specific information on schools in the blocks. This exercise was conducted to elicit information on:

1. Unserved areas as per the state norms.
2. Need for establishing new schools, again as per the state norms.
3. Need for Alternative Schools (AS) in unserved habitations that do not qualify for new schools.
4. Buildingless schools in different blocks.
5. Schools in blocks needing additional rooms.

6. Schools lacking toilet and drinking water facility.
7. The distance of schools from the village and their teacher-pupil ratio.
8. Schools requiring minor and major repair.
9. Status of enrollment of students in the age group of 6-11 years in different schools in the blocks.
10. Problem of low enrollment rate especially of girl students, SC/OBC/Minority students.
11. Location specific strategies required to improve the enrollment, retention upto class 5 and school environment.
12. Reasons of dropping out of schools by children.
13. Need of training and the types of in-service training for working teachers.
14. Text books, curriculum, syllabus and timetable in different schools.
15. Minimum Learning Level in schools.
16. Reasons of absenteeism among the teachers.
17. Status and functioning of Non Formal Education (NFE) centres and *Aanganwadi* centres in the blocks.
18. Status of working children in villages and urban areas.
19. Availability of resources in different blocks.
20. Current status of Village Education Committee (VEC); *Mahila Mandals*, *Charcha Mandals*, Parents-Teachers Association (PTA)/Mother-Teachers Association (MTA) (if any).

The ABSAs responsible for functioning at the block level were asked to gather information in the prescribed formats and submit them to the District Office before November 30, 1998. This exercise was successfully completed.

Following this exercise of data collection, Mr. Om Shanker Pachauri, Deputy Basic Shiksha Adhikari, Agra attended a State Level Meeting at Directorate of Basic Education, Nishatganj, Lucknow on 03-12-1998. The focus of this meeting was to orient the district functionaries on the objectives of DPEP and its project formulation.

The information and knowledge imparted in this state level meeting was shared with the AO, DBSAs, ABSAs and SDIs posted at district Agra. The ABSAs and SDIs then held meetings at block and village/cluster levels to orient people connected with basic education regarding the objectives of DPEP. These meetings yielded information on local specific problems hampering the spread of the primary education. Strategies required to cope with these problems were also suggested and have been summarised in the perspective plan.

#### *District Core Team*

With the inclusion of Agra District in DPEP, a district core team was formed under the instructions of the State Project Office (SPO), Lucknow. This team consists of:

1. Shri Cheddi Lal, Basic Shiksha Adhikari, Agra
2. Smt Kirti Gautam, Principal DIET, Agra
3. Shri Sonveer Singh, AO, Agra
4. Shri O.P. Tripathi, ABSA, Agra
5. Shri Jamuna Prasad, SDI, Agra

Four members of the core team, BSA Agra, Principal DIET, ABSA and SDI underwent intensive ten days training in project formulation of DPEP and in strategic management, supervision, monitoring and control of plan activities from December 22, 1998 to December 30, 1998 at SIEMAT, Allahabad.

These members were also sensitized on the issues and objectives of DPEP, role of government functionaries in the process and plan implementation and methods of eliciting people's participation in the program.

The district core team on returning from the training held a similar exercise for ABSAs and SDIs on 02-01-1999.

### *District Planning Team*

The DPEP has a very wide canvass and requires an innovative and decentralized approach of plan formulation and implementation.

Primarily, the district core team is responsible for the project formulation and implementation. In order to elicit more technical and professional expertise, critical for the project, a bigger committee District Planning Committee has been constituted. This committee has the District Magistrate (DM) as the Chairman and Chief Development Officer (CDO) as Vice-Chairman. The Basic Shiksha Adhikari (BSA) is the Member Secretary. This committee has eminent persons from the community, experts from the field of education, NGOs active in the field of education, female activists as Members. The planning team will have a proactive role to play.

The constitution of the District Planning Committee is as follows:

1. Shri RK Tiwari, DM Agra, Chairman
2. Shri Amit Ghosh, CDO, Vice Chairman
3. Shri Chedi Lal, BSA, Member Secretary
4. Prof. Rajeshwar Prasad, Eminent Scholar Consultant
5. Principal DIET, Member
6. Vice-Principal DIET, Member

7. Secretary, Zila Saksharta Samiti
8. Distt. Information Officer "
9. Distt. Program Officer "
10. Dy. Labour Commissioner "
11. Account Officer "
12. Distt. NFE Officer "
13. Dy. BSAs "
14. ABSAs "
15. SDIs "
16. Shri Jogendra Singh "
17. Dr Sudha Saxena, "
- All India Women's Conference
18. AE, RES "
19. NGO Representatives (2) "

A meeting of the members of District Planning Team was convened in the office of the BSA, Agra on 13-01-1999. This meeting was presided over by Smt. Subhashini Paliwal, Sr. Consultant, DPEP, at Lucknow. The members were provided specific information on the objectives of DPEP in this crucial meeting. The members were also acquainted with the problems of universalization of primary education in the district as enumerated from the survey conducted by the office of the BSA. The members also raised issues pertaining to access to schools, retention of students, quality of teaching and suggested prospective viable measures to counteract various problems. The problems raised and their remedial measures suggested by the planning team



have been incorporated in the project and have been used in different chapters.

The second meeting of the planning team was held on 16-01-1999 at CDOs camp office. The meeting was presided over by the CDO and attended by all the members. The modalities of the project formulation were discussed exhaustively by the planning team in this meeting. The information collected from three levels- village, block, and district were shared and critically analysed for the purpose of DPEP implementation in the district.

### *Meetings, Workshops, Seminars*

To elicit maximum grass root participation and to prioritise the problems being faced vis-a-vis spread of primary education, brainstorming sessions were held at three levels.

**Level 1:** The core team convened meetings of the district level functionaries of the education department, ABSAs, SDIs to acquaint them with the art of organising meetings at village and cluster level and enumeration and prioritisation of the problems raised and measures suggested.

**Level 2:** The ABSAs and SDIs organised meetings and workshops at village and block level. The information collected in all such meetings was put before the core planning team. The findings were also discussed in the meetings of the planning team on 13-01-1999 and 16-01-1999. The ABSAs and SDIs also collected specific information on schools, teachers and pupils.

**Level 3:** To strengthen the participatory process further, the members of the core team organised several meetings at village and cluster level. These meetings were held for Special Focus Groups (SFGs) and in association with the Village Education Committee (VEC). In these meetings the BSA floated the discussion and people participated. The purpose of these meetings was-

- (i) To have close interaction with the people at grass roots level and (ii) to verify the information provided through meetings held at level 2.

Some of the significant meetings of this stage are:

1. Village level sensitization meeting at village Sikrara in Block Fatehabad on 23-01-1999.
2. Block level Special Focus Group (SFG) meeting on 02-02-1999 at bloc Bah. This meeting also covered blocks Pinahat and Jaitpur Kalan. Blocks Pinahat and Bah are the dark blocks of the district.

The meeting was held at Junior High School, Bah and was presided over by Shri. Ajmer Singh Tomar, Block Pramukh, Pinahat. Shri Sobran Singh, Block Pramukh Jaitpur; Shri. Brahm Dutt Sharma, Corporator Nagar Palika Parishad, Bah, Shri Kailash Chandra Chaturvedi, Gram Pradhan Beri and Shri Banwari Singh, Gram Pradhan Fatehpura were principal participants. The district level officers also participated. The subject was floated by the BSA. Problems and issues pertaining to SC, minority and girls enrollment and retention were discussed. Focus was also on the local social, demographic, topographic and geographic problems of the area.

3. Special Focus Group meeting at Bichpuri on 04-02-1999. Shri Jaswant Singh, Gram Pradhan, Bichpuri presided the meeting. Smt. Urmila Prakash, Block Pramukh, Bichpuri, Smt. Jamuna Devi, Gram Pradhan, Lakhanpur, Shri. Ram Singh, Pradha, Chauhatna, Shri. Tej Singh, Pradhan Kalwari and Shri. Sushil Chandra Yadav, Pradhan Baipur Village were chief participants apart from block level government functionaries. This meeting focussed specially on issues of girls' education and their remedial measures.
4. Meeting at Fathepur Sikri Village on 05-02-99 organised by the BSA. Vice-president, Zila Panchayat Shri Suraj Singh chaired the meeting. Shri. Om Prakash, Members Panchayat Dura, Dr Chand Khan, Shri. Deen Dayal,

Gram Pradhan, Shri Rahmat Khan and Shri Mahavir Singh were active participants. VEC members, District Samaj Kalyan Adhikari, Viklang Kalyan Adhikari, ABSAs and SDIs also participated and interacted with the participants. Several important and pertinent issues relating to minorities and oppressed were raised, debated and discussed.

5. Meeting of the SFG on 05-02-1999 at Fatehpur Sikri (Nagar Palika). Fatehpur Sikri has high incidence of child labour in stone mining and durri weaving. Shri Raghuvir Singh, Sabhasad, Fatehpur Sikri Presided over the meet. Pt. Ramjilal, Shri Daulat Usmani, Shri Roop Kishore, Shri Bharat Prasad and Smt. Bhagwati Devi were active participants. The ABSAs, SDIs and block and district functionaries were present problems specific to child labour and minority were discussed and prioritized.

The problems raised in various meetings and strategies that were suggested for access, retention, capacity building and quality improvement at cluster/village, block and district levels have been enumerated in section 3.7 of the chapter.

#### *The Process of Data Collection and use of Data in Plan Preparation*

The "Data Mining" for this project was done from the secondary data and primary data collected.

The secondary data was collected from different sources. The District Statistical Handbook provided vital details on the district and blocks. Information on *Aanganwadi* and Balwadis was collected from District Program Officer ICDS. Data on latest literacy rates was provided by the Zila Saksharta Samiti Office. The District Panchayat Raj Officer (DPRO) provided vital statistics on Panchayati Raj Administration. Information for different district developmental schemes was given by the office of CDO.

Information regarding unserved habitations and problems being faced by schools in the blocks on retention, enrollment, quality improvement and capacity building was collected by the concerned SDIs on specific schedules developed at the district office. Surveys conducted by the teachers every year on the status of primary education and enrollment of children between the age of 6-11 years helped in data mining for the formulation of the project.

### *Micro Planning and School Mapping*

Micro planning and school mapping are important in mobilizing the local community and ensuring their proactive participation. The need for new schools in unserved areas was ascertained through micro planning keeping in mind the state norms for opening of new schools. Village wise information received from Gram Pradhans and BDC members was discussed with block and district level teachers representatives. These discussions presented a village wise perspective of the requirements of DPEP. This perspective and experience of field visits by the core team formed the basis of planning for village level.

Participatory Research Appraisal (PRA) technique will be used for Social Mapping and subsequent school mapping at micro level. PRA techniques will also be used at VEC level to decide upon the location of new schools and also for prioritizing the needs for massive spread of primary education. This process will be an important part of village level planning. This will help identify the reasons/ aspects, which are local specific and hindering the universalisation of primary education. The priority list too will be developed in this process. The problems will be deciphered and sorted out at village level. Training will also be provided to VEC members, NGOs and local leaders and resource persons in PRA techniques. This ongoing activity will help in designing strategies and then modifying and redesigning them to achieve the goals and objectives of DPEP.

All the 904 revenue villages will be covered in two phases for microplanning and social mapping. After microplanning the problems will be prioritized. The Decision Tree model will be used in problem solving and community action.

### *Social Assessment Studies*

The SAS is underway in six blocks Bah, Pinahat, Fatehabad, Shamshabad, Kheragarh and Saiyyan and the results will be intimated shortly.

### *Baseline Achievement Study*

A baseline Achievement study of sample schools is being conducted by SCERT. The finding will be reported separately.

### *Process of Plan Preparation at Different Levels*

As described above, the functionaries organized number of meetings seminars and workshops at different levels to involve the people in plan preparation. The number of meetings at different levels, in addition to written responses from village level people and teachers representatives, is as under:

Number of village level meetings	8
Number of meetings at cluster level	6
Number of meetings at block level	18
Number of meetings at district level	6

### *Village & Cluster:*

The village and cluster level meetings at level II provided some local level specific problems and suggestion. These were raised in the meetings and are listed below:

*Problem:* Teachers do not come to school regularly and even if they come they do not stay there for full time.

*Solution:* There should be rational posting of teachers. Teachers who belong to the same block and adjoining area should be posted in the schools there.

*Problem:* Teachers do not take interest in teaching.

*Solution:* Good teacher should be posted there who gives affection to children and takes interest in teaching. Teachers should also have a timetable and a formal syllabus to complete. Teachers should be on contract. The renewable of contract should be on the performance of the teacher.

*Problem:* Some people cannot look after their children's education because father is busy in profession or is uneducated and mother is also uneducated.

*Solution:* Extra guidance to children by teachers will attract students.

*Problem:* Children do not go to school regularly or they are not sent to school regularly because parents think that their children are not good at studies and education will not be helpful to them in life.

*Solution:* Strict attendance schedule should be followed. There should also be a minimum level of attendance to promotion to next class or to take final test.

*Problem:* Some people are too poor to bear the financial burden of the education of children.

*Solution:* If the government has any scheme to educate the children free of cost then that should be informed to them through awareness programmes.

**Problem:** Achievement level of children is low because they can not study after school or get guidance from anyone. Parents cannot make them study at home after school hours because either the parents are uneducated or they are too busy in earning their livelihood. Once a child gets weak at studies he does not take interest in studies.

**Solution:** Arrangement of after school coaching or tuition will be very useful. A minimum level of learning should also be ascertained for each class.

The above suggestions were received in the village level meetings by the core team.

### **Blocks**

The block level meetings have yielded the following suggestions:

<i>Problem</i>	<i>Solution</i>
i. Schools are far flung from the village.	New school should be opened near the village.
ii. Boys are sent for work to earn livelihood instead of going to school.	School timings should be adjusted for their convenience and such student should be given some extra benefits. Alternative form of schooling be available with flexi time.
iii. Poor parents hesitate to send their children to school due to financial constraints.	Education should be free of cost. Books, stationary etc. should be provided from the school.
iv. Girls are engaged in house hold work specially sibling care when	In absence of Aaganwadi, ECCEs be opened in villages to reduce the

their parents go to work.	drudgery of girl child. If aaganwadi is present then its time should coincide with the school time.
v. Muslims do not send their children for education by involving them in family profession	Awareness in such families be created for the importance of education.
vi. Muslims send their children to Madrasas.	Arrangement should be made so that the Madrasas provide modern education. They should also be provided with proper facilities, staff, TLM, etc.
vii. Children work in mines and durri weaving in the morning and evening during summers.	To catch the children young, the time of the school is adjusted as per their needs.
viii. Working children, children of CSWs are in far flung areas.	There should be provision for Mobile Schools. Attempt should also be made to draw the children of CSWs for their atmosphere.

#### *Retention Related*

i. Children do not want to go to school due to apathy of teachers towards them.	Teachers should take interest in teaching and they should be affectionate with the students, for that they should be given proper training. Strict supervision by the
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	officials is also necessary.
ii. Teachers do not come to school regularly and or they do not stay at school full time.	Local teachers should be posted in schools and there should be provision for strict punishment for such habits.
iii. Parents are not serious about sending their children to school regularly. They are held at home either for helping their parents at work or they do not take interest in school.	Awareness about education is needed for such parents and some adjustment in school timings for their convenience, provision of cooked meal during lunch hours will be much helpful.
iv. Teacher pupil ratio is too high at a substantial number of schools. So the teacher can not take care of every child and the children poor at studies get chance to escape from the school.	Sufficient number of teachers should be posted in schools, their number should be at least three in a school.
v. Education is thought to be means of employment. If the child is poor at studies parents think that sending them school is waste of time. The children too, in such cases stay away from schools.	Children poor at studies should be given special care at school. They should be given remedial coaching separately. Parents should be convinced that education is essential for life and it is not merely a means of getting employment.
vi. Parents and students do not find education purposeful	Education should be ethics and moral based. It should include moral and behavioural science.

<p>vii. Children enter their family trade or profession at a very age and earn a living for the family.</p>	<p>Education should also emphasise on vocational training so that the children are not cut off from their roots after getting education. The education should also be ethics based so that the dignity for labour is inculcated.</p>
<p>viii. Schools lack amenities like drinking water, toilets, hobby and leisure facility, games, etc.</p>	<p>Basic facilities and teaching aids should be provided to the schools to retain the students. There should be adequate arrangement for hobby and leisure.</p>
<p>ix. The routine and teaching in the schools is uninteresting and boring.</p>	<p>Joyful learning be promoted. Teachers should be imparted training in modern pedagogical tools to make teaching and learning interesting.</p>
<p>x. The male teachers neglect girl students and hence they leave.</p>	<p>More female teachers are appointed. They should also discuss home science, health and hygiene with girl students.</p>
<p>xi. Teachers beat students for not performing well.</p>	<p>The age-old adage "Spare the rod and spoil the Child" should be done away with. Tender care should be given to every child.</p>

## Quality Related Problems

<p>i. Absenteeism among teachers is very high. There is very little time for teaching.</p>	<p>Absenteeism is reduced among the teachers by rational postings and provision of residential facility for female teachers. It also requires strict monitoring and supervision.</p>
<p>ii. The textbooks are uninteresting, unattractive and unuseful.</p>	<p>Attractive and interesting textbooks should be adopted uniformly at the district level.</p>
<p>iii. Children do not understand the instructions in the class.</p>	<p>The communication between the teachers and the students be improved by proper training to the teachers.</p>
<p>iv. Students cannot afford books and stationery.</p>	<p>Books and stationery be provided to the students.</p>
<p>v. Children are unable to get proper guidance at home.</p>	<p>There should be arrangement for instructions and coaching after school.</p>
<p>vi. Teachers do not take interest to improve the general ability of the children.</p>	<p>There should be a fixed MLL for each class. Emphasis should also be on extra curricular activities. Strict Monitoring and supervision needed.</p>
<p>vii. Teachers lack modern training.</p>	<p>Teachers should be proper training to enhance and sharpen their skills. They should also be provided modern teaching and learning material. Training should also be provided to teachers in developing their own TLM.</p>

### Capacity Building Problems

i. Regular inspection and monitoring of schools is not done.	There should be strict supervision and control. The block level staff should be made responsible for this.
ii. Schools lack the sufficient number of teachers.	The posts lying vacant should be filled. Else there should be a provision for adhoc or temporary teachers.
iii. Teachers are engaged in activities other than teaching.	Teachers should be freed from non-academic jobs.

### 3.7.2. District Level Meetings

The problems and suggestions, which came up at the district, level meetings and which were pertinent to the objectives of primary education have been summarised below.

i. Atmosphere in the schools is un-academic and unhygienic.	Proper environment and decorum be maintained in all the schools. Schools following the academic norms should be awarded.
ii. Teachers fail to reach the schools in the interior villages.	Special incentive should be given for posting in interior villages.
iii. Quality of teaching is unsatisfactory.	There should be fixed syllabus and timetable for every class. There should also be regular Parent Teacher and Mother Teacher meeting to ensure quality teaching at schools.

iv. Curriculum is uninteresting.	Learning while playing and learning while doing should be promoted in early classes. Children should also be motivated to pursue their hobby.
v. Parents get their children enrolled for scholarship and food grains.	Strict checks should be enforced to refrain people from doing so.
vi. Examination is not conducted.	MLL should be fixed for each class and this should be achieved through monthly, quarterly and final examinations. There should also be a standard question bank for each class.
vii. The number of teachers is insufficient and they are also engaged in other jobs.	Teachers should be free from non-academic jobs.
viii. Working children are located in the slums. The children of CSWs stay in brothels.	Mobile schools be promoted to cover the slums. The alternative schools should have flexible time of teaching. Effort should be made to draw out the children of CSWs from their hegemonic atmosphere.

### *DIET*

The Principal DIET is one of the Members of the District Core Team. The DIET has played an active role in the plan preparation. The data pertaining to the training needs, training facilities at DIET and information regarding the academic support systems as required in the plan were made available by DIET. DIET has also immaculately planned the entire training schedule of the project.

### *Non Government Organisations (NGOs)*

Non Government Organisations (NGOs) will be the kernel of change in the coming times. Much will depend on the sagacity of NGOs. Fortunately for Agra there are a number of established and committed NGOs. There also exists an umbrella organisation of NGOs "NEED" - Networking, Elan, Empowerment and Sustainable Development. This is being organised by Messers Brij Khandelwal, Abhinay Prasad, Vinay Paliwal and Surendra Rawat.

The role of NGOs like AADHAR, Kala Jattha, All India Women's Conference Agra City Branch and Shamshi Trust in the success of TLC campaign at Agra was widely acclaimed in the Concurrent and Final Evaluation of the TLC campaign at Agra.

To arrive at a realistic approach and implementable strategies for mass mobilisation, a meeting with NGOs was held at BSA office. This was attended by representatives of established NGOs like AADHAR, NEED, Rural Development Association, All India Women's Conference Agra City Branch, Shrandhanjali Natya Samiti, Awahan Natya Manch, Rawat Gramodyog Sansthan, Prtibha Gramodyog Sansthan, Lohiya Vichar Manch and Indian Social Science Association. The problems at the grass root pertaining to UPE were discussed and enumerated and prospective remedial measures suggested have been included in the project proposal. Project "TILT" - Training, Intelligence, Learning and Trade implemented by Aadhar was discussed in the meeting. Representative of Aadhar also informed the gathering that the agency is working on "Operation FLOW"- Facilitating Learning On Wheels. Aadhar, which is an established NGO of Agra with national and international linkages, provided strategic support in the project formulation. The agency has also agreed to provide strategic infrastructure support for NGO coordination job during the project.

# Chapter 4

## Problems and Issues

### *Introduction*

Coming out of the pandemonium of the status of education, it becomes imperative to analyse the problems and issues related to primary education and to find suitable remedial measures. This is a kind of strength, weakness, opportunities and threat analysis (SWOT) conducted at the local or field level. The problems underlining the low rate of primary education can be broadly divided into four categories.

- (i) Access
- (ii) Retention
- (iii) Quality Education
- (iv) Capacity building

Component wise issues and analysis are discussed in subsequent paragraphs that follow. These have emerged out of participatory interaction, survey conducted and secondary data analyzed. Several suggestions overlap as far as the four problems are concerned. Some may be common in two or more.

### *Access and Enrollment Related Problems*

#### **Problems**

##### *School less habitations*

There are 160 unserved habitation. The number of existing schools is 1399 in 904 revenue villages. The Gross Access Ratio (GAR) in the district is 61.55% - 52 schools are building less and 106 are in a dilapidated condition. 1057 schools lack toilet facility especially for girls. (Refer Table 2/9 Table 2/4).

### *Small habitations not eligible for schools*

A school could be opened in village/hamlet where population is 300 and the distance to nearest school is more than 1.5 KM. At present there are 160 villages where a new schools could be established as per the state norms. The others have to be served through 235 Alternative Schools.

### *Lack of Awareness*

Education is important for the social well being of people but there is lack of awareness among the people regarding the importance of education.

### *Child Labour/ Working Children*

The incidence of child labour is high in the industry, petha, marble, zardozi, carpet and durri weaving. Children enter at very early age to learn the trade. They also earn a meager living from working. Children also work as ragpickers, at repair shops and at dhabas. Children of Scavengers also enter the family occupation at early age. Though there are economic implications, the children working as labourers are cut off from the main stream. They need to be educated but in an innovative manner. The task may be experimentally done by some NGO who had had some experience in this area.

Children also work in farms and are also engaged in cattle grazing in rural areas. Most of the times they work in their own farms and tender their own cattle. All this is at the cost of their exposure to the wonderful world of education and recreation. Again, they need to be consciously and positively involved in education.

\*Eight Blocks Bah, Jaitpur, Pinahat, Fatehabad, Saiyyan, Jagner, Fatehpur Sikri T.A. and Etmadpur do not have Aaganwadi centres (Table 2/17). The enrollment of girls is low in Fatehabad, Shamshabad, Jagner, Saiyyan, Pinahat, and Kheragarh. There are no ECCE centres in these blocks



### *Migration*

Poverty leads to migration and families migrate in search of jobs. The example is of brick kiln workers and building construction workers migrating from the tribal areas of Bihar and Madhya Pradesh in search of jobs. Also there are tribes in the adjoining Madhya Pradesh and Rajasthan which keep migrating to Agra thus remaining devoid of education. There is a need to net their children in education.

### *4.2.6 Children of Commercial Sex Workers (CSWs) / Scavengers and Eunuchs*

The children of CSWs and Scavengers are the most deprived.

The other deprived group is of eunuchs. Eunuchs were once warriors. They are now at the bottom of the caste and class hierarchy of the society. All these groups need special attention in educational process and movement.

### *Children with disability*

Children with disability have some respite in the urban areas. In villages however, they are among the most disadvantaged. The schools lack the amenities and infrastructure to cope with the needs of the children with disability and the teachers lack the skill of tender handling of children with disability. There is need to have special focus on this group in the education system to bring them in the main stream.

### *Suggestions*

New schools will be opened in unserved habitation. PRA technique will be used by VEC to decide upon the location and place of school to provide access to all. ECCEs will be opened in blocks where there are no *Aaganwadis*. The time of *aaganwadi* centres will be made to coincide with the school timing so that girls can attend classes.

Toilet facility and drinking water facility is to be provided on priority. Schools that do not have boundary walls, be given funds for the same.

Since the schools are inaccessible because of distance or their absolute absence or because of lack of building, children prefer to pursue their chores rather than education. GAR is to be increased to 100% from the present 61.55%.

Places where schools cannot be opened as per the norms, are to be provided with Alternative Schools with Para teachers. These be run in active collaboration of VEC and Ward Education Committee.

Environment building for awareness, through Yuvak Mangal Dals, Mahila Mandals, Folk Art and NGO participation. Local dialect and songs be used for the Environment Building (EB).

House to house contact by VEC/ WEC members and teachers to motivate children to join schools. Each teacher and member be given responsibility for a cluster of houses.

Alternative schools for child labour, migratory children, children of CSW, children of scavengers, children with disability and eunuch children to be run with NGO participation or by NGOs as these need innovative style of teaching and approach.

Special schools and teaching aids for children with disability. Training to teachers in techniques for teaching children with major or minor disability.

Residential schools for migratory children and children in dark areas of the district.

## Retention Related Problems and Issues

### *Over crowded classrooms*

The teacher pupil ratio is as low as 1:40 and as high as 1:97. The District Teacher- Pupil ratio is 1:60 against an optimum ratio of 1:40. (Refer Table 2/12 and Table 2/13).

88 schools have just one room and 851 have two rooms. 106 are in a dilapidated condition. The rooms are insufficient as per the number of students. (Refer Table 2/4 ,Table 2/7, and Table 2/12).

### *Household work*

Girls have to do the household works. Family size is 6.61 in village. Boys too have to work in the agricultural field. Villages lack aaganwadis or ECCEs. (Refer Table 2/17).

### *Sibling care*

Parents do not allow the girls to go to school because while they are at work, the girl looks after the youngsters.

### *Lack of female teachers*

The number of female teachers is only 796 in the district. A child needs care. Females can better achieve anything creative and aesthetic. (Refer Table 2/14).

## Suggestions

Environment Building through folk art, folk songs, posters, banners, Shiksha Melas, Rallies, etc.

VECs involvement with the people to encourage them for education of children.

Formation of Parent Teacher Associations and Mother Teacher Associations at school level and their regular meeting to assess the progress of child.

Activisation of Mahila Mandals in villages.

Schools will be adopted by NGOs, VEC, DIET, BRC and BSA for academic and qualitative supervision.

Appointment and training of female teachers to motivate girl students to attend classes. Female teachers will also be oriented to discuss home science, health and hygiene with girl students.

Supply of text books and stationery to girl students.

Strengthening of school health programmes in association with Health Department and local medical associations.

Establishment of ECCEs at places where Aaganwadis and Balwadis do not exist. This will facilitate girl child to attend school by detaching her from the chore of sibling care.

## Quality related problems and issues

### *Language Problem*

Students very often use local dialect. In formal system they find it difficult to cope with the language.

The expression of children is very different from others and it sometimes becomes difficult for the teachers to comprehend their communication. Special care needs to be taken to overcome this problem.

### *Absence of Activity Based Learning*

The teaching is monotonous. The teachers work as per the wrot. There is an absolute lack of facility to help children to pursue their hobby and

leisure, which is very important for development. Fixed and monotonous curriculum erodes the interest of children. This aspect needs to be taken care of.

#### *Uninteresting Text Books*

The books are uninteresting and irrelevant and lack colours and texture. Books should be colourful and should have attractive illustrations for children. Efforts must be made to not only make good selection of reading material but the emphasis should be to devise good, interesting and attractive reading material.

#### *Absence of Joyful Learning*

Absence of joyful teaching *i.e.*, "Learning by playing" and "Learning by doing", is detrimental in creating interest among the children. The children are generally forced to learn with the use of stick. There is horror of education rather than a crave for learning. Environment for joyful learning will be created.

Joyful learning was started in two blocks of the district, Baroli Aheer and Etmadpur. It has been noticed that there was a reduction in the dropout rate.

#### *Poor Academic Environment*

The academic environment is poor. The pupil must be taught discipline and regularity for their behavioural development. The discipline is lacking in the teachers and so it is not instilled in the children. The peers are not role model for children. In DPEP special attention will be given to it.

### *Absence of MLL Based learning*

The absence of competency based teaching is the cause of decreasing standard of education. Minimum Learning Level must be ascertained and achieved by each student.

### *Suggestions*

*Aaganwadi* workers should be given special training

MLL to be ascertained and VEC and village/ward management be empowered to supervise the achievement of MLL. MLL is very important for AS for working children and special focus group if they have to be brought to the main stream. MLL to be achieved by regular monthly tests, half yearly and final assessment. For this there will be a Standard Question Bank prepared Class-wise by DIET and teachers.

Constant monitoring and supervision of the schools by district functionaries and NGOs to discipline the teachers, will be evolved to make the program functional and successful.

Training of children in cultural activities and physical education for total personality development is very important. Such teachers are to be appointed at NPRC level who can achieve this objective.

Reduction of absenteeism among the teachers and the pupils to improve academic environment. At present the teaching is for 400 hours in a year. It should be 1000 hours in a year.

There should be a fixed syllabus and a fixed time table for teaching. This is associated with MLL.

Introduction of activity based curriculum to help children pursue their hobby and leisure is to be done. Revamping of the curriculum is required. There should be value and ethics based teaching.

Visits of teachers to neighbouring schools is necessary to give a feel of failure of success at other centres. The change in face and style will also create interest among the students.

Special emphasis on the language *i.e.*, "Bhasha". If the language is strong at the lowest level, learning at higher levels becomes very easy.

Special emphasis be given on Literacy.

Comprehension of the environment and people around by introduction of learning while playing and doing. Emphasis be on socially useful and productive activities.

Teachers be motivated to prepare TLM. However, the schools be provided with standard and modern TLM.

### **Capacity related problems and issues**

#### *Lack of Academic Staff at Block level*

The posts of teachers are not filled. The sanctioned and filled posts are inadequate to meet the growing demand. (Table 2/12 and Table 2/14).

#### *Lack of Training and Motivation among Teachers*

The teachers appointed for the job lack training in pedagogy. The incidence of training is much lower in the case of female teachers.(Table 2/12).

#### *Poor School Supervision and Monitoring*

The supervision and monitoring is poor. Because of centralised planning, the decision making is very slow and so is the follow-up. The number of supervisors is inadequate. The problem solving process is also poor.

### Suggestions

Training on recurrent basis. Training also required in behavioural science to motivate teachers. Effective HRM and HRD techniques for effective working of institutions and effective supervision and control of teachers

Rational posting of teachers especially lady teachers. Effort should also be made to free teachers from non academic jobs.

Training and orientation of DBSA, ABSAs, SDIs for modern and effective monitoring and supervision.

The DPO be used only for the purpose of the programme objectives. The selection process should be strong. There should be proper job specification and work distribution of the personnel

Effective MIS to develop strategies for problem solving. Monthly progress report to be had from schools.

Immediate disposal of problems of the schools and decentralized decision making.

Awards for teachers for developing TLM. Inter block exhibition at BRC and NPRC to be promoted for development of TLM and teaching methods by teachers, NGOs, educationists and social activists.



## Chapter 5

### Goals and Objectives of DPEP in Agra District

#### *5.1 Introduction*

One of the targets of year 2000 goals agreed to by all nations at the 1990 world summit for children is universal access to basic education and completion of primary education by atleast 80% children and reduction in adult and female illiteracy.

India's commitment to the spread of knowledge and freedom of thought among its citizens is reflected in its Constitution. The Directive Principles contained in the Article 45 enjoins that "the state shall endeavour to provide within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years" Article 29 (i) provides that any citizen having a distinct language, script will have access to education. Special care of the economic and educational interests of the underprivileged sections, particularly, the Scheduled Castes and Scheduled Tribes is laid down as an obligation of the State under article 46.

Though education is in the concurrent list of Constitution, the State Government plays a very major role in the development of education particularly in the primary and the secondary education sectors.

#### *NATIONAL POLICY ON EDUCATION*

Educational policy and progress have been reviewed in the light of the goal of national development and priorities set from time to time. In its resolution on the National Policy on Education in 1968, an emphasis on quality

improvement, more equitable expansion of educational facilities and the need to focus on the education of girls was stressed.

About a decade and a half later, the National Policy on Education (NPE - 1986) was formulated which was further updated in 1992. The NPE 1986 provides for a comprehensive policy framework for the development of education upto the end of the century and a Plan of Action (POA) 1992, assigning specific responsibilities for organizing, implementing and financing its proposal was formulated. The NPE also states that UEE has three most important aspects:

1. Universal access and enrollment.
2. Universal retention of children upto the age of 14 and,
3. Improvement in quality of education and capacity building.

#### *DPEP goals and objectives*

With the commencement of the present decade and particularly after the World Conference on Education, the gaps affecting the quality and efficiency of basic education in India became more apparent. This led to the beginning of a very active collaboration between the government of India and the World Bank in the field of basic education in order to fill up these gaps.

India's most stubborn challenge to development is the fact that 33 million children are not enrolled in primary schools. In addition to this the quality of teaching and holding power of primary schools are weak, and there are large gaps in access to education, quality education and learning according to gender, ethnicity and location.

In response to this the DPEP will particularly focus at the spread of education among girls, scheduled castes, scheduled tribes, scavengers and

working children. It will also emphasize on enrollment, retention and raising student's learning achievement. Estimated one million students especially girls will complete their education and acquire basic literacy and numeracy skills and 600,000 unserved students are expected to benefit from basic education services.

DPEP aims at building state and district managerial capacity to have sustainable primary education. It will support district based programmes to decrease drop outs, increase learning achievements and improve access to primary education. The emphasis is on increased access for female, SC & ST students and child labour. The aim is creation of approximately 8,52,000 new schools per year.

It is thus clear that DPEP seeks to operationalize the strategies of micro planning at district and block level. The emphasis mainly is on:

- (i) Bottom to top planning.
- (ii) Thrust on community participation and decentralized planning.
- (iii) Focus on disadvantaged groups and working children.
- (iv) Improvement in quality of education.
- (v) Emphasis on focused targeting.
- (vi) Replication of sustainable and cost effective programmes.

The long term objectives to be fulfilled and goals to be achieved are:

#### *Access*

Access to all students while facilitating access to disadvantaged groups such as girls, SC/ST, scavengers and working children. Achievement of Gross Access Ratio (GAR) of 100%.

### *Enrollment and retention*

Reducing the dropout ratio of children reaching grade 5 to less than 10%. Reduction of learning achievement to less than 5% between boys and girls.

### *Qualitative improvement*

Improving the quality of education through public pressure and demand creation for better service. The achievement level to be raised by 25% over the measured achievement level at present.

## **Goals and Objectives of DPEP in Agra District**

### *Access*

At present the Gross Access Ratio (GAR) is 55%. In order to achieve a GAR of 100% it has been planned to open 160 new schools and 235 AS. The total number of school-less villages in the district is 349 and DPEP is going to start AS schools in each school-less village having population upto 250. In addition to this AS are proposed for working children of CSWs and children of scavengers and children with disability. (Refer Table 2/9 page 23).

The phase wise details of new schools and AS is as below:

*Table 5/1*

	<i>I Yr.</i>	<i>II Yr.</i>	<i>III Yr</i>	<i>IV Yr</i>	<i>V Yr.</i>	<i>Total</i>
New Schools		48	64	48		160
AS		100	135			235

### *Enrollment and Retention*

For enrollment and retention it is necessary to project the number of students in the five year to come.

*Table 5/2: Projected No of children of 6-11 year age group*

Years	Total	All	All	SC	SC	SC
	6-11 Yr	Boys	Girls	Boys	Girls	Total
1998-99	380331	204975	173356	52592	43201	95793
1999-2000	389078	212436	176842	53506	44490	97996
2000-2001	398027	217323	180740	54736	45514	100250
2001-2002	407182	222321	184861	55995	46560	102555
2002-2003	416527	227435	189112	57283	47631	104914
2003-2004	426127	232665	193462	58600	48727	107327

### **Enrollment**

The target is to increase the enrollment from present level of 94% to 119%, 120% for boys, 118% for girls at the end of the year 2003-2004. It is also aimed to increase the present GER of 87% of SC students to 116% while for SC girls from 82% to 114%. The breakdown of year wise target is as below:

*Table 5/3: Projected Enrollment and GER*

Sr #	Particular	1998-99	99-2000	2000-01	2001-02	2002-03	2003-04
1	GER %	94%	99%	104%	109%	114%	119%
2	Total no of children enrolled	358524	386260	415083	444952	475630	587483
3	Boys GER %	98%	102%	107%	112%	116%	120%
4	Total Boys enrolled	202274	216684	232526	248999	263825	279198
5	Girls GER %	90%	96%	101%	106%	112%	118%

6	Total Girls enrolled	156250	169576	182547	195953	211805	228285
7	S/C Boys GER %	92%	96%	102%	108%	113%	118%
8	Total SC Boys Enrolled	45054	51365	55830	60474	64720	69145
9	S/C Girls GER %	82%	88%	94%	100%	107%	114%
10	Total SC Girls enrolled	35424	39151	42783	46560	50965	55548
11	Total SC Boys and Girls enrolled	87808	90516	98613	107034	115695	124696
12	Total GER %	87%	92%	98%	104%	110%	116%

Source: BSA, Agra

The figures of Muslim children are not available. They are, however, not better than the SC figures. The target is difficult to achieve and requires immense commitment and community mobilization and improvement in education outfit.

#### Retention

Currently the retention rate in the district is alarmingly low at 46%. The objective under DPEP is to bring up retention rate to 90%. The year-wise target for gender and caste is given below.

**Table 5/4: Retention**

Class Enroll / Year	1998-99	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Class I	68067	74873	86103	94713	101342	104382
Class V	31311	41929	61133	76717	89181	94988
Retention Rate	46	56	71	81	88	91

Source BSA, Agra.

**Table 5/4.1: Target Retention**

Sr #	Particular	98-99	99-2000	2000-2001	2001-2002	2002-2003	2003-2004
1	Overall retention	46%	56%	71%	81%	88%	91%

Source BSA, Agra

### *Dropouts*

Reduction in dropout rate from 54% to 10% is envisaged. It is a gigantic job. It can be achieved with missionary mode. The whole district plan is laying emphasis on reduction of dropout. Condensed courses, community learning centres and girl child activities will be taken up. The Mahila Mandals in village are being activated.

### *Quality Improvement*

The aim is to improve Learning achievement by 25% over the present level. For improving quality the competence of teachers is to be improved by training and retraining. Kits for TLM will also be provided and the teachers at school level will be motivated to develop innovative TLM. There will be strategic management combined with effective supervision and monitoring.

In order to improve the quality of education at grass root level VECs, PTAs and MTAs will be made operational and active.

### *Capacity building*

Every block will have a Block Resource Centre (BRC) thus there will be 15 BRCs. There will be 114 Nyaya Panchayat Resource Centre (NPRC) at Nyaya Panchayat (NP) level. The criteria for them is (i) distance within 8 km, (ii) numbers of schools 10-15 and (iii) easy approach to NPRC. The NPRC will be in form of an additional room. This will be done through social mapping.

Apart from this DIET will be strengthened to meet the training needs of the District. The District Project Office will have a furnished and modern MIS. Trainers, Administrators, teachers will be trained in modern and strategic management. Teachers will have special training in pedagogical skills.

### *Gender Disparity*

The Gender Disparity is to be reduced by 5% in enrollment and retention with the active involvement of the community. There will be awareness campaigns for gender sensitization, orientation of DPO staff, VEC, teachers on gender based issues. Identification of Girl Child Activists to motivate the families to send their girl child to school. There will be 'Preraks'/Motivators to interact with the family members of the girl child. There will be escorts for girl child in selected schools.

### **Conclusion**

#### *Objectives*

From the perusal of the data presented in this chapter and chapter II, the following objectives have to be achieved in the project period

1. Gross Access Ratio (GAR) at present is 61.55%. It has to be increased to 100%.
2. There are 160 unserved areas. Thus 160 new schools and 235 Alternative Schools (AS) have to be opened.
3. The civil work is to be completed in the three years.
4. The overall GER is 94%. It has to be raised to 119% for the district including all gender and castes.
5. The GER for boys has to be raised to 120% from 98%. For girls it has to be raised from 90% to 118%. Thus the gap of 8% has to be reduced.
6. The GER of SC has to be raised from 87% to 116%.
7. The present retention rate of children is a meager 46%. It has to be raised to 91% by the target year 2004.



8. The rate of dropout is to be reduced to 10%.
9. The learning achievement has to be raised by 25% over the present rate.
10. The gender disparity has to be reduced to 5% in enrollment and retention.
11. Planning process is to be initiated at the local level by the activation of VECs, MTAs, PTAs.
12. Capacity building through resource centres at Block and Nyaya Panchayats is to be done urgently.
13. Seek participation of NGOs and Girl Child Activists for community mobilization to increase the enrollment of girl child.

## Chapter 6

### Program Interventions and Strategies

#### *Introduction*

It has already been duly emphasized in last chapters that primary education to All is of utmost required not only for an individual for his well-being but also for micro level development of a country. Education expands one's productive capacity as well as entrepreneurial spirit and skills, which is a prime need of hour in India. It is primary education and particularly its formal form that promotes higher level of social integration and cooperation also which is most important for social harmony and political stability.

This is however, unfortunate that the state of primary education is not in a very good shape in India. There are millions of unfortunate children, who are so much cut-off from the development mainstream of the country, that they have yet to know the concept of schooling. They are completely unaware of what are the schools, classes, textbook, teaching or reading. Millions are those who have attended school only for very small period, say less than even one year and millions are those who attended school passed hardly one or two classes but dropped out before completing their primary education for various odd reasons which may be hundreds ranging from economic to political and cultural to social. The number of these dropouts is also very large. This number is much higher in underprivileged sections, such as scheduled castes, scheduled tribes backward and those groups who are living in isolated rural and tribal pockets. Such children obviously have no future. They are most often converted either into child labour and hundreds of them turn to anti-social

acts. Primary education is needed both for social development and political stability.

Recognizing the importance of primary education, Indian Government Union as well as States have been trying hard to spread it all over the country. But primary education to All still remains a far cry. The problem is on both the fronts. On the one hand, primary education facilities are not available to accommodate all the child populace to impart good quality education and on the other all the odd children belonging to different caste and class community are not also enthusiastic to receive the primary education even in case moderate education facilities are available in their area.

#### *Access*

If the dream of primary education to all has to be materialized, the first step should be to make primary education accessible to all the children. This education should be qualitatively superior, which can appear to be fruitful to the parents of those children who have no tradition of sending children to schools. The following steps may be taken for the aforesaid objective.

#### *Opening of New Schools*

To open new schools in those areas where there are no schools of any kind as yet is the first step. There are still many habitations particularly in the areas inhabited by underprivileged castes which have no schools. Neither traditional schools nor modern or missionary schools. Such areas should be given first priority in any plan of primary education, rather, the State run schools must serve these areas.

To identify those areas in schools which are running and imparting education but which do not have even basic infrastructure facility. They can not then improve quality of their education nor can they make it attractive to the children and their parents, in the absence of basic infrastructure

To motivate children and their parents for getting education and convincing them that the education imparted at schools is useful and fruitful and that will enhance their income level and productivity in future.

To make primary education more interesting by introducing modern means of education which may be imparted through audio-visual etc.

### *School Less Habitations*

The identified school less habitations in Agra are 349.

The state norms for opening new schools spell that there should be a population of 300 in a village and no school within a vicinity of 1.5 km.

### *Number of schools to be opened.*

It is proposed to open 160 new schools in the district

**Table 6/1: Opening of schools**

<i>Blocks</i>	<i>School-less habitations</i>	<i>New Schools to be opened Under DPEP</i>	<i>Gap</i>
Bah	28	14	14
Jaitpur	22	12	10
Pinahat	29	13	16
Farehabad	37	14	23
Shamshabad	25	14	11
Kheragach	30	24	06
Saayyan	15	05	10
Jagner	15	06	09
Fatehpur Sikri	15	08	07
T.A.	14	00	14
Acchnera	17	08	09
Khandol	15	15	00
Bhmedpur	29	12	17
Azila	12	06	06
Birkpur	04	04	00

Barah Atcer	07	06	01
Nagar Nigam	35	00	35
Total	349	160	189

The Alternative Schools will cover the gap of 189 schools after opening 160 new schools. In Nagar Nigam 46 AS will be opened thus the number of alternative schools proposed is 235. It has been ascertained keeping in view that (i) new habitations will qualify for school with the growth in population and (ii) there will be requirement for alternative schooling for children engaged in industry and farm and migratory labour and tribes.

#### *Phasing of schools*

All the new schools will be opened in a period of three years.

Table 6/2

Activity	1999-2000	2000-01	2001-02	2002-03	2003-04	Total
New Schools	0	46	64	48	0	160
Building less schools	0	62	62	34	0	160
Additional classrooms	0	134	177	134	0	445
ECCE Rooms	0	50	75	50	0	175

#### *Cost*

The building cost of new school is Rs. 1.91 lakh. 40% i.e., Rs. 0.764 lakh will be paid through DPEP and balance from JRY.

The cost of constructing additional classrooms is Rs. 0.70 lakh. 40% i.e., Rs. 0.28 lakh will be borne by DPEP.

#### *Appointment of Teachers/Para-teachers*

The contract to start work will be done by VEC.

The para teachers will essentially have to a local person.

The qualification will be 12<sup>th</sup> pass.

For female teachers, it may also be 12<sup>th</sup> pass.

Honorarium to Para-teachers will be Rs. 1,400.00 per month.

The agreement to start work and removal of para teachers will be done by VEC.

Para teachers will be selected by a committee prepared by VEC in association with NPRC coordinator. The amount of Rs. 500.00 per centre will be allotted for the selection of teachers.

### *Opening of A. S. Centres (Alternative Schools)*

For achieving UEE a variety of alternative workable models are required to cater to the needs of children of all areas, sex, caste, religion and profession.

Under DPEP alternative schools will be opened and run by Instructors. The qualification of Instructors will be 12<sup>th</sup> pass. In absence of 12<sup>th</sup> pass candidate, in case of females, a 10<sup>th</sup> pass female may be appointed. The essential qualification, however, will be that the Instructor will have to be a local person.

The honorarium to Instructor will be Rs. 600.00 per month.

Alternative schools will be opened for the following categories:

1. Children engaged in household activities, especially girl child.
2. Children working in farms.
3. Children working in establishments.
4. Children of commercial sex workers.
5. Eunuch children.
6. Children with major and minor disability.

7. Children in SC dominated localities.

8. Muslim children in Maqtab

The phasing will be as follows:

Table 6/3

Activity	1999-2000	2000-01	2001-02	2002-03	2003-04	Total
AS	0	100	135	0	0	235

**Financial Requirement - AS**

1. Non recurring grant of Rs. 2,500.00 per AS once in project period.
2. Contingency of Rs. 2,000.00 every year.
3. TLM to Instructors @ Rs 1,650.00 per centre.
4. Award to best AS at Block level, NP and District level. The award will be of Rs. 1,500.00, Rs. 1,000.00 and Rs. 2,000.00 respectively.

There will a Supervisor for Alternative Schools. The span of control of one supervisor will be of 10 AS. The supervisor will be paid an honorarium of Rs. 1,000.00 per month. The supervisor will give his report to the NPRC coordinator.

To motivate girl students, students of SC and minority and working children, MOTIVATORS "Prerak" will be appointed at NP level. They will have a special role to play during the admissions by motivating prospective students to get enrolled. During the *melas* and rallies, they will bring people for exposure. They will be appointed for a period of 10 months.

## Enrollment and Retention

### *Issues*

1. The GER of the district is 94% and retention is 46%.
2. There are 52 building less schools and 106 are in a dilapidated condition.
3. The teacher pupil ratio is 1 : 60.
4. 88 schools have just one room and 139 schools have enrollment of 250 to 300 or more students.
5. Toilet facilities is lacking in 1057 schools.
6. Incidence of high child-labor in industry, farms and *dhabas*.

### *Strategies*

The following strategies are proposed to be adopted:

1. House to house survey would be conducted during the months of June and July to motivate people to send their wards to school.
2. 160 new schools will be constructed and 52 building less schools will be provided a building.
3. 445 schools will be provided an additional classroom.
4. Buildings to be constructed with low cost housing techniques and will be properly laid.
5. The schools do not have a boundary wall. A lump-sum provision will be made in the project to have a boundary wall at schools.
6. For repairs there will be provision of Rs. 20,000=00.
7. Toilet facilities is to be provided in 1057 schools. It is a basic need and hygienic tool.



8. Residential hostel for migratory boys and girls: families migrate in search of livelihood and the children suffer. It is proposed to have 4 hostels for migratory children. Hostels are also required in blocks Pinahat, Bah and Jaitpur. In these blocks the terrain is very difficult as they are at the ravines of the Yamuna river.
9. Rs. 2,000.00 will be provided as school improvement funds to all the schools.
10. All the working teachers will be provided teaching and learning material.
11. The teachers will be provided Rs. 500.00 every year for developing innovative TLM.
12. Opening of ECCE centres: 175 ECCE centres are proposed to be opened. 50 will be opened in the first year and 75 and 50 in the next two years. The ECCEs will be opened in Fatehabad, Jagner, Saiyyan and Pinahat.

*Table 6/4: Opening Of ECCEs*

S #	Block	No. Of ECCEs
1	Fatehabad	66
2	Jagner	31
3	Saiyyan	41
4	Pinahat	37
	Total	175

13. To strengthen the ICD Aaganwadi Worker (AWW) The AWW will also centres in the dis  
 PEP will provide Rs. 150.00 per month to 50.00 per month to Aaganwadi helper. ning and TLM. There are 846 Aaganwadi

### *Additional Classrooms*

Keeping in view the increment in the population of children, their subsequent enrollment, the present enrollment in schools and present rooms available, it is estimated that 445 new schools would be required.

**Table 6/5: Additional classrooms**

Activity	1999-2000	2000-01	2001-02	2002-03	2003-04	Total
Additional Class Rooms	0	134	177	134	0	445

**Table 6/6: Additional Teachers/Para Teachers**

Year	Enrollment Govt Schools	Teachers Requirement (1:50)	Additional Teachers	Teachers DPEP	Gap
98-99	243082	4919	00	00	00
99-2000	248673	4973	54	00	00
2000-2001	254352	5088	115	96	00
2001-2002	260243	5225	117	128	00
2002-2003	266229	5325	120	96	86
2003-2004	272352	5447	122	00	122
			528	320	208

Source: BSA, Agro

The above calculation has been made taking the teacher - pupil ratio of 1:50.

These figures have been derived keeping in view the fact that there are 4919 post for teachers. However, 833 are not yet filled. Taking into consideration the total number of vacancies there will be a requirement of 86

teachers in the year 2000-2003 and 122 teachers in the year 2003-2004. Out of the total requirement of 528, 320 will be filled while new schools will be opened.

The para teachers at new school will be paid Rs. 1,400.00 per month consolidated.

### *Community Mobilization and Participation*

Community Mobilization and public pressure are an integral part of DPEP. The various socio-cultural barriers to primary education will be addressed by environment building, awareness campaigns, rallies, *melas* etc. It is also proposed to have *Krishak Charcha Mandals* at village levels and *Mahila Charcha Mandals* also at village level to promote primary education among the children.

*Kala Jathas* will be formed at Block level for massive community mobilization. Street theatre, folk songs and messages will be prepared in the local dialect. The *Kala Jatha* of Agra has a proven track record and played an important role in Environment Building (EB) during TLC at Agra. A provision of Rs. 1.5 lakh per year for 3 years will be made for *Kala Jatha* for a district level campaign. Separate provision will be at Block and *Nyaya Panchayat* level. The other activities proposed are:

*Table 6/7*

<i>Sr. No</i>	<i>Activity</i>	<i>Venue and Duration</i>	<i>Amount</i>
1	Bal Melas	At NP level - once in a year for 3 years	1,000.00 per NPRC
2	Rallies & Kala Jathas	At NPRC 1/yr. For 3 years At BRC 1/yr. For 3 years	1,000.00 per NPRC 2,000.00 per Block
3	Mahila Mandal Melas	District level for 3 years	10,000.00
		At BRC 1/yr. For 3 years	2,000.00 per NPRC

4.	Award to best VEC at Block level	Once in a year for 5 years	3 000 00 per block
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### 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 the weaker sections, women, voluntary groups. In Agra district provisions to include parents of disabled children as members of the VECs will also be made.

- Children with disabilities.
- Children the age group of 3-6 will be engaged in pre-schooling.
- Out of school children especially girls, working children to be educated in alternative schooling.

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

#### *Preparing VECs for fulfilling DPEP's tasks*

Under DPEP, the VEC will be 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 relation of pupils, supervising schools and alternative school centres 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.

For the purpose, special program will be conducted to prepare VECs.

An extensive three days orientation training of members of the village education committee along with other important persons of the committee will be done.

Aspects such as enrollment, retention, mobilizing community for girls education, micro-planning, school mapping, school improvement plans etc. which is already with DPEP will be covered, materials with little adaptations will be used in Agra District.

In order to sensitize VECs of district, a District 'State Resource Group' will be formed. In District Resource Group 2 faculty members of DIET, teachers from these blocks and where NYK organization exists volunteers of NYK will be selected. These DRG members will impart training to members of Block Resource Groups which will be constituted in those blocks where NYK is in operation. This group includes NYK volunteers, teachers and representatives of NGOs. Each BRG will have 20-25 members.

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

- To activate VECs to perform functions of primary education.
- To sensitize VECs towards universalization of primary education with special emphasis on the girl child.
- To sensitize the community towards integrated education.
- To develop skill through various exercises for micro planning school mapping and develop a village education plan.

- To sensitize and involve VEC in activities related to school improvement.
- To sensitize VEC and committee for into sectional convergence and mobilization of local resources.

### *1 Phasing for VEC training*

1<sup>st</sup> Year Approximately 50% Blocks *i.e.*, 7 Blocks *i.e.*, 389 VECs.

2<sup>nd</sup> Year Other 50% *i.e.*, 8 Blocks *i.e.*, 515 VECs.

### *Involvement of NGOs in DPEP*

NGOs Orientation for partnership in DPEP intervention will be done to achieve the following:

- To widen the networking amongst voluntary organisations to seek their assistance in spearheading mobilization exercises for girls' education, to carry out integrated education in the district, to identify NGOs working in these areas and those NGOs who are interested in participating in DPEP will be invited to join hands.
- There will be workshops for NGO functionaries to sensitize voluntary organisations/ NGOs about the development, organisation and participation in DPEP.
- To develop a conceptual understanding of community mobilisation and participation in DPEP especially in girls' education, integrated education in the context of DPEP.
- Identification of voluntary organizations to be involved in DPEP.
- To devise a strategy of development of voluntary organizations involvement in DPEP.

- Intensive community mobilisation focussing on enrollment and retention of children in the age group of 6-11
- Intensive community mobilisation for enrollment and retention of girls, SC and ST children and other disadvantaged group of children.
- Training of VECs, Mother-Teacher Associations, Parent-Teacher Associations.
- Facilitating micro-planning through VECs and the community and subsequent follow-up.
- Development of a village education plan after micro-planning ensuring follow up.
- To facilitate school-community interface through local events competitions and meetings etc.
- To facilitate VECs to participate in school management and running of *alternative schooling centers*.
- To mobilise community to extend cooperation to improve school environment, build and maintain infrastructure, effective utilization of school improvement and efficient utilization of grants etc.
- To facilitate community support to teachers, in school management and development of local cost-effective teaching materials etc.
- To help develop skills of the VECs to function in a transparent manner and coordinate with the teachers and other functionaries as well as with the teachers and other functionaries as well as with the *Gram Sabha* in overall development of primary education.
- To facilitate VECs to follow up with the District Project Officers and Block Officers on implementation of Village Education Plans.
- To work as BRG and resource support unit for integrated education.

- To work in the area of ECCE and in specific areas of girls' education.

NGOs will also be involve in implementing Innovative Programmes. An innovative programme was implemented by an NGO by the name of "TILT"- Training Intelligence Learning and Trade. It had to be discontinued due to financial constraints. Yet another programme "FLOW"- Facilitating Learning On Wheels is being deliberated by an NGO. NGOs will also be involved for specific educational programmes for working children, children of CSWs, Girl Child, Meena Campaign, etc.

### *Strategies for Disadvantage Groups (Gender)*

#### *Girls' Education*

Girls, who comprise almost one half of the eligible child population, fall into this category of children requiring special attention as their participation in primary education has been far from the desirable. In this context it must be recognized that their participation levels tend to decline in the case of particular social groups such as SCs, STs, minorities, OBCs, etc. Data has clearly indicated that girls' enrollment and retention have been low as compared to boys and this has widened the gender gap which DPEP seeks to reduce.

Given this overall situation DPEP's thrust on area specific contextual planning, the deterrents to girls' education in general and particular (among social groups and in geographic locations), must be addressed in our district.

Two types of strategies are being proposed for girls' education in Agra District.

#### 1. Generic interventions

Integration of gender perspective in the activities of various functional areas. These would be done in the areas of



- Community mobilization
- Alternative schooling
- Special focus groups (IED, SC minorities, etc.)
- Teacher training
- Text Books
- VEC training
- Civil works
- Research

*Table 6/8: Free Text Books to SC Boys and Girls*

<i>Year</i>	<i>SC Boys</i>	<i>All Girls</i>	<i>Total</i>
1999-2000	51365	169576	220941
2000-2001	55830	182547	238377
2002-2002	60474	195953	256427
2002-2003	64730	211805	276535
2003-2004	69148	228285	297433
	301547	988166	1289713

Source BSA Agra

### *Specific interventions for Girls' Education*

The specific strategy for girls to be adopted in Agra district is of model cluster/village development approach for improved participation of girls in primary education.

There are specific pockets and population sections that have very low female literacy rates in Agra district. The enrollment and retention rates in these pockets are not very encouraging either. This is particularly true of the SCs and minority. The problem has been recognized through various focus group discussions held. However, considering the severity of the problem the

planned intervention may not be adequate. At the same time, it may not be feasible to invest the kind of time and resources (on scale) as would be required. It has, thus been considered to work intensively in a few villages/clusters/mohallas by providing all possible inputs, progress/impact using an operational mechanism specially designed for the purpose.

There would have to be certain specific strategies to counter the acute situations faced by girls in certain geographic locations and among social groups.

#### *Model village/cluster development for girls' education*

- Active VECs or VECs in plane.
- Presence of some active women's groups or active individuals.

#### *Preparatory activities-*

- 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 coordinating the activities in the cluster identified.
- Identification of the cluster.
- Making village visits to establish contact with key persons and the VEC members.
- Orientation of the VEC members, teacher, key persons from the village, etc.
- Organization of village meetings.
- Special orientation for house to house survey and PRA for girls' education.

- Collection of the data from the House survey/PRA and development of village specific plans.
- Gender sensitization of all the teachers from the primary schools in the villages being covered under this approach.
- Gender sensitization of the NPRC coordinators to enable them to monitor classroom processes from the gender perspective.
- Development of gender aware material for use during enrollment drives, etc. The effort should be to develop songs, slogans, scripts, etc.

The preparatory activities would have:

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

The enrollment drive would focus on:

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

- The fact that girls' education is central to the program.

*Once the girls are enrolled in school the focus would be on their activities.*

- It may be a good idea to organise a felicitation function in the schools with the active participation of parents.
- This would also be the opportune time for a stock taking exercise to ascertain the number of girls who remain outside school. Based on the information that emerges and depending on the causes that keep the girls out of school, provision of AS facilities can be worked out. Flexible school timings be tried out to encourage more girls to join schools.
- To support girls' education, ECCE centres would be provided either through convergence with ICDS or by starting new centres.
- Close monitoring of the girls' attendance and performance in school and the classroom processes should be made a regular feature.
- Regular review meetings to be held at the village level and NPRC level. This forum could be used to learn from each other and also discuss problems and future course of action proposed.
- Encourage some functions in the school that will enable greater participation of girls.
- Encourage field study trips in the nearby villages.
- Capacity building of VEC members, especially women members
- Free text books and stationery to girls (Table 6/8).

### *Skill development centres for 9+ girls' urban slums*

Urban slum of Jagdishpura, Telipara, Purani Mandi, Gali Asad, Nai Basti, Nagla Padi, Nagla Haweli, Boodi ka Nagla have a large number of drop out girls in the age group of 9+ would be a major concern in DPEP. These girls leave school as their parents want them to be involve in certain traditional works as *jardozi*, shoe making & pasting, darri (mat) weaving etc. An alternative model of school is being proposed for these girls.

The graded TLM for the skill development centres will be developed locally and would comprise of basic reading material as in other alternative centres. In addition to it skill development will also be focused. The duration of these centres would be 10-12 months. Girls will opt this course according to their ability/competence.

One general instructor will be provided to each of these centres beside this 2-3 mobile instructor for skill development will be provided on a cluster of 07-10 such centres.

### *Costing of one skill development centre for 15 girls*

Rs. 1,500.00	TLM
Rs. 7,200.00	General Instructor Honorarium
Rs. 20,000.00	Contingency
Rs. 2,000.00	Improvement fund
Rs. 1000.00	Training
Rs. 2,400	Education equipment
Rs. 1084.00	Unit Cost

### *Hamari Nursery*

During the project formulation for DPEP, planning team conducted sample house survey in few villages which revealed there are 20-30 out of school children in various sector of society like SC/minority in the age group of 06-09. For these children, "Hamari Nursery" is to be run in 20 selected villages. The main objective of Hamari Nursery is to prepare children for formal school. Duration of this course would be 3-6 months specially before admission time. Tools to evaluate these children for getting them in formal school will be developed by DIET. After preparation in nursery children will be admitted to class I, II or III according to their ability/competence provision for age relaxation will also be made. It is being thought that the kids are out of school due to certain social and economic reasons a massive community mobilization drive would be prerequisite. Graded learning material will be either adopted from NGOs working in alternative schooling or will be developed locally by DIET. School readiness will be one of the main component of this material.

### *Costing*

#### *Hamari Nursery*

25 x 100

Rs. 2,500.00	TLM
Rs. 2,000.00	Contingency
Rs. 1,500.00	Education Equipment
Rs. 500.00	Education Toys
Rs. 2,400.00	Instructor
Rs. 1,000.00	Training

### *Teenagers Club*

Pressure groups will be formed in special problems areas (SC/minority dominated areas) from educated/school going teenager girls. This group will go to the families whose children specially girls are not being sent to the school to persuade and will see that their children get in to the school positively. This group will have certainly a very positive effect as they are either educated or going to the schools. This group will run a teenagers club and will sensitize people for the purpose for developing life skills among all girls as well as coaching centers will be operated on every Saturday and Sunday. *Beside these models, other models like Ghar Shala, Bal Shala, Strengthening of Madrasas will also be adopted from existing alternative models for girls.*

*Formation and capacity building of root level organization for girls.*

1. Project functionary.
2. Mother teacher association for every school.
3. Village education committee: The training module for VEC developed under BEP, DPEP will be used it has an important component in girls' education.
4. Parent-teacher association.
5. Woman forum at cluster level: it will consist woman VEC members of the villages of cluster.

### *6. Women motivator groups*

Module will be developed for developing leadership, mobilization skills and to sensitize them to persuade for girls' education.

### *7. NGOs*

Sensitization for girls education micro-planning. PRA, house to house survey etc.

### *8. School Teacher*

For girl child friendly environment in and out-side class room.

Special campaigns to be launched for girls enrollment and retention.

#### *1. Meena campaign*

#### *2. Special enrollment drive for girls.*

#### *3. Street plays, KALA JATTHAS.*

#### *4. Development of audio cassettes regarding girls' education.*

### *Special incentives for girls in DPEP*

Free textbooks will be provided to all girl (Refer Table 6/8).

### *Flexible timings of schools*

Poor retention of girls is attributable to two main factors the one is the tendency of parents to withdraw them from school on attainment of age, as they become capable of fulfilling certain domestic needs. During harvesting season marriage festivals ETC girls attendance at school suffer a set back as they are kept back at home. Flexible timing coaching would be used to cope with this situations.

### *Extra coaching*

Girls will be provided free extra coaching in the schools. This facility will be extended to dropout girls also.

### *Escorts to girls (especially at a minority schools)*

Escorts will be provided in selected areas to girls. This will be an extra motivation to go to schools. There will be an honorarium to escorts.



### *School Health Program*

Special emphasis will be laid on making school health program effective through functional linkages with medical and health department. It would be done on a regular basis by getting prepared a roster of health functionaries whose responsibility will be to visit schools allocated to them on fixed dates. Proper records will be maintained about health and nutritional status of children at the school level. *Health cards for students will be printed and maintained.* TA/DA support or vehicle support will be provided. *Small honorarium of Rs. 100 for the doctor per day, in case private doctor is engaged will be provided.* The check-ups of students will be done on quarterly basis at school/cluster level.

### *Distance Education*

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

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

### *INTEGRATED EDUCATION*

(Project intervention for special groups)

According to DPEP guidelines mild to moderate disabled children will be integrated in general schools. For this purpose a district coordinator will be placed, DRG and BRG will be constituted. In the first year of the project one Block will be taken for the above purpose. Major activities at various level will be taken up as follows.

- District level workshop.
- Placement of district coordinator and three resource teachers at block level.
- Orientation of DRG and BRG.
- Sensitization of community.
- Cooperation of the parent disabled children in VEC.
- Orientation of VEC

- Orientation of general schoolteachers.
- Screening of disabled children.
- Functional assessment of children with special needs.
- Placement of children in general schools
- Supply of aids and appliances.
- Regular support to the schools by resource teachers.

NGOs will be encouraged to work as BRG at block level. BRG will be comprised of specialists in different areas of disabilities, doctors, educationist, psychologists and social workers. Functional assessment of disabled children will be established at BRC, where aids and appliances will be made available according to the needs of children. Regular support will also be provided to all school/teachers by BRG.

#### Expected role of BRG

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

#### Community Mobilization and Participation

When there is mobilization in the thinking, ideas, attitudes and values of the VEC/community, it results in the participation of people in schemes and programs. Though it is not impossible to bring change in a community yet it becomes a little difficult to mobilize it. Until sustained integrated efforts are made they remain alienated and community remains deprived of their participation.,

A pre-condition for participation is 'Peoples understanding' and this understanding takes place when people are sensitized, oriented in program functioning in organized manner. A lot of activities will be done in this direction.

### *Microplanning*

50% of the Blocks i.e. 7 Blocks and 389 Villages will be covered in microplanning in the first year of the project. Balance 8 Blocks with 515 villages will be taken up in the second year of the project. Microplanning will be done by VEC with the help of the community. Household survey will be done through PRA technique. After analysis and consolidation of data School Mapping will be done. VEC will develop specific village education plan. These plans will be updated every year.

### **ECCE (Early Childhood Care and Education)**

#### *Early Childhood Education*

(ECCE)

For universalisation of education among girls ECCE is an important intervention. In Agra district it will be used as a vital input towards:

1. Preparing children, particularly first generation learners for primary schools.

2. School readiness *i.e.*, facilitating participation of girls in primary schools by relieving them from sibling care responsibilities.

The approach to actualize ECCE would be as follows:

1. Coordination with ICDS-District resource group and block resource groups would be formed consisting of gender coordinator, District Program Officer, ICDS, health personnel, NGOs etc. Convergence would also be sought in following areas:

- To ensure that school timings and *Aaganwadi* center timings are same
- To ensure that the Primary school and *Aaganwadi* centers are located either in one campus or close to each other.
- Providing TLM to strengthen the ECCE component of *Aaganwadi* centers.
- Capacity building of ICDS functionaries for strengthening the ECCE component.

7 days training for *Aaganwadi* workers is proposed for 1<sup>st</sup> year.

For Districts/Blocks not having ICDS.

2. Innovative methods in areas not covered by ICDS (hamlets with population less than 1000 or less than 700 in tribal habitation. The criteria would be same as ECCE)

(a) Opening of ECCE centers.

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

(c) Opening of ECCE centers by NGOs in localities thickly populated with SC/minorities in rural as well as in urban areas.

(d) Community mobilization for supporting child cares.

In the first year of project only 50 centers will be opened in three blocks. Criteria for selection of these block will be as follows:

- (i) Low female literacy.
- (ii) High dropout rate of girls.
- (iii) Presence of ICDS.
- (iv) Presence of good NGOs working for girls/women benefits.

Phasing of the program

First year	50 centers
Second year	75 centers
Third year	50 centers

A workshop to decide time-table, content to be given at ECCE, to assess the training needs of A.W. would be held.

*Grants to be given to ECCE Program*

(For centres those are convergence with ICDS)

1. Additional honorarium for additional hours - 250 A.W.
2. Educational toys & equipment @ 5000 per center.
3. Contingency - 1500 per center

(For innovative centres where ICDS is not coordinated)

4. Selection of ECCE workers according to ICDS criteria.
5. Honoraria according to ICDS criteria.

Educational toys & equipment contingency according to DPEP criteria.

## Quality Improvement

### *Textbooks and TLMs*

Adequate textbooks will be adopted in a uniform pattern in the district. Teachers will be provided a grant of Rs. 500.00 per year to develop local specific and need based TLM for primary children.

A teacher's handbook and reference will also be prepared by DIET.

There will be a syllabus for each class for achieving MLL. A standard question bank will be prepared to aid MLL in the district. They will also be a fix time table to cover the syllabus for MLL.

### *Teacher Training*

The standard and quality of the education being imparted in our primary schools can not be improved and upgraded until and unless we do not come up with a planned and well designed method of teacher-training. The teaching skills of a teachers can be improved by equipping him with innovative techniques of teaching involving participatory training methods for schoolteachers.

### *Different types of training to be conducted/imparted under DPEP.*

Four Trainings of Trainers (TOT) will be organised in the first year. This will be conducted for the Lecturers of DIET and selected teachers at SECRT / SIEMAT. Time will be 10 days.

10 days sensitization training of Head Teachers and Assistant Teachers at DIET in the first year.

6 days training at BRC for teachers in new curriculum for classes 1-3. It will be conducted in the second year. 9 days training at State Level for DIET Trainers and Head Teachers. Later at BRC 5088 teachers will be trained every year.

In the third year training will be for new curriculum for classes 3-4. Training will be at BRC. 5205 teachers will be trained.

In the fourth year training will be on Language and environment. 6 days training at BRC level. 5325 teachers will be trained.

In the fifth year training will be on subjects of Maths. Master trainers will get training at SIEMAT. Thereafter there will be 4 days training at DIET. At BRC level 5447 teachers will be trained.

To acquaint the primary school teachers with latest techniques of education, it is essential to impart the various types of training at DIET, BRC and NPRC level. The details of these trainings are given in the following table:

Table A

Sr.No	Venue	Description of Training	Duration	No. of Participants	Time Period
1.	DIET	BRC Resource Persons	10 days	Three for each block	Once
2	DIET	BRC Coordinator	10 days	15	Every year
3	DIET	District and block level functionaries for gender sensitization	3 days	40	Once
4	DIET	MIS DIET staff	6 days	10	Once
5	DIET	Skill development of BRC and NPRC coordinators	3 days	144	Every year
6	DIET	BRC Asst. Coordinator NPRC Coordinator	10 days	40	Every year
7	DIET	ABSA/SDL	3 days	30	Every year



Table B

Sr. No.	Venue	Description of Training	Duration	No. of Participants	Time Period
1	BRC	NPRC Coordinator	10 days	40 - 1 Batch	Every year
2	BRC	Induction training of Pr School Teachers	9 days	40 - 1 Batch	Once
3	BRC	Refresher training of Pr School Teachers	6 day	40 - 1 Batch	Every Year
4	BRC	Induction Training of Para Teachers	2 days	40 - 1 Batch	Once
5	BRC	Mid-term foundation training of para teachers	10 days	40 - 1 Batch	Once
6	BRC	Refresher training of para teachers	10 days	40 - 1 Batch	Every year
7	BRC	Angan Wadi workers training	6 days	40 - 1 Batch	Every year
8	BRC	Special training of women members of VEC	3 days	30 - Batch	Every year
9	BRC	Monthly review meeting of NPRC coordinators	2 days	40 - 1 Batch	Every Month
10	BRC	Special training of elected PRIs members	2 days	40 - 1 Batch	Once

Table C

Sr. No.	Venue	Description of Training	Duration	No. of Participants	Time Period
1	NPRC	Orientation of VEC members	3 days	36	Once
2	NPRC	Training of municipal ward members	1 day	40 - 1 batch	Once
3	NPRC	Monthly review meetings of P. School teachers	1 day	40 - 1 batch	Every month
4	NPRC	Monthly review meeting of para teachers	1 day	40 - 1 batch	Every month
5	NPRC	Special training of women workers	2 days	40- 1 batch	Once
6	NPRC	Low cost teaching aids workshop for teachers	3 days	30	Every year
7	NPRC	Low cost teaching aids workshop for para teachers	3 days	30	Every year

### *Monitoring Learners' Achievements*

There will be a continuous system to evaluate learners achievements. Monthly and unit test are proposed upto class III. From std. III to V, monthly, quarterly and annual evaluation will be done. The five year progress of the child will be maintained in the progress card. The evaluation will also be for general awareness and socially useful and productive activities.

There will also be a constant monitoring and evaluation of school's progress. Specific formats will be developed at the MIS centre at DPO and the information will be collected through BRC and NPRC coordinators.

### *6.5 Capacity Building & Institutional Development*

The present infrastructure is insufficient to cope with the needs of the training of the present staff. Therefore, facility will be established at block and *Nyaya Panchayat* level. Thus 15 BRCs and 114 NPRC will be constructed and equipped to cope with the needs of training and monitoring.

### *DIET*

To meet the training needs of personnel at the district level, DIET will be strengthened with furniture, fixture and equipment worth 2.5 lakhs. Books will be added to the DIET library at a cost of Rs.1.00 lakh. A DG set will also be provided.

The other activities of DIET will be Follow up Linkage, Visioning, Preparation of Calendar and Printing of Newsletter. The requirements of DIET have been discussed in chapter2.

### *BRC*

The Block Resource Centre will be a step towards decentralization of training and monitoring needs. Each block will have a resource centre. The total cost of civil construction will be Rs. 97.5 lakhs. There will be equipment worth RS.1.00 lakh at every block. This include TV, VCR, OHP, DG set water cooler and white board.

### *Role of BRC*

1. Receiving feedback from clusters regarding enrollment and retention.
2. Compilation and transformation of information and reporting to the district.
3. Receive inputs from DIET and disseminate them in different trainings.
4. Monitor and evaluate NPRC

### *Function of BRC*

1. Induction and refresher training of teachers.
2. Monthly meeting of NPPC.
3. Visits to NPRC by Resource Person and Coordinators.
4. Adoption of NPRC and its development into a model NPRC.
5. Visits to schools/AS/ ECCEs/ Hamari Nursery by resource person and coordinator.
6. Adoption of schools/AS/ECCEs by resource person / coordinator and its development into a model.
7. Rapport with community.
8. Communication and guidance to VECs.
9. Linkage between NPRC / Schools / NPRC / ECCEs.
10. General supervision of civil works.
11. Managing distance education.
12. Management and organisation of meetings / workshops / melas / rallies at Block level.
13. Feedback to MIS cell.

Staff: There will be highly motivated BRC Coordinator. There will be four resource persons including one on contract basis. There will be a Gender specialist at the block level. One peon and typist will be provided.

Vehicles will be taken on hire for supervision and control.

### 6.5.3 NPRC

The Nyaya Panchayat Resource Centre will be the centre at the grass root level. For supervision and monitoring 114 Nyaya Panchayat Resource Centres will be opened.

There will be a NPRC Coordinator to manage the NPRC. A Gender Specialist will be provided at each NPRC. A Peon cum Watchmen will also be present.

114 NPRC will be constructed at a cost of Rs. 74.10 lakhs. There will be furniture worth Rs. 15000.00 at every NPRC.

The NPRC coordinator will be provided an allowance of Rs. 600.00 per month.

#### *Functions*

1. Determination of catchment area for schools for registration.
2. Organising VEC meetings if necessary.
3. Review meeting of teachers.
4. Training VEC members and community members in PRA, school mapping and microplanning.
5. Contact with VEC members and community.
6. Arranging programmes at nyaya panchayat level.
7. Holding of Bal Melas and Utsovs.
8. Feedback for MIS monitoring and evaluation

## Chapter 7

### Management Structure and Monitoring

#### *7.1 Introduction*

Management by objective of development calls for optimum utilization of resources; strategic planning and intervention, strategic marketing of concepts and sustainability of the development project. The result of effort is a negative bottom line but a changed human being.

DPEP being a time bound program aims at bring structural change in the education system by innovative management structure with decentralized power. The management has to be flexible and innovative. There is a social responsibility to perform.

#### *Organizational Profile*

Organisational structure will be created at the District, Block and NP level.

At District level the district project office (DPO) will be established. A district project coordinator will be the incharge of the affairs at DPO.

There would also be a district educational project committee (DEPC) to oversee the implementation of DPEP in the district. The district magistrate will be the chairman of this committee. Vice-chairman will be the CDO and the ESA will act as member secretary. This committee will have principal DIET, peoples representatives, NGO representatives, women social workers and all

district level officers as members. The functions of the DEPC as envisaged are:

1. To oversee the different components of DPEP.
2. Development of effective district MIS.
3. Coordination between different departments of convergence.
4. Coordination between DIET, BSA and DPO.
5. To consider the issues of localized planning and issue compatible guidelines.
6. To promote participatory planning for educational development.

At block level Block Education Project Committee will be constituted. This will have representatives from minority, weaker sections and SC.

At Nyaya Panchayat level VEC will be the advisory body.

#### *District Project Office*

DPO will be the core of project management. The BSA will head this.

DPO will take up all the activities shown in the plan. It will have the administrative and financial control of the program. The DPO will be responsible for the monitoring of the project program through effective MIS

#### *7.2 Staffing Pattern at DPO*

*Table 7/1: Staffing pattern*

Sr #	Post	Member	Pay/Month	Unit Cost	Total
1	Distt Project Coordinator	1	16,500.00	198	9.90
2	Add. Distt Project Coordinator	1	14,500.00	174	8.70
3	Asstt. Distt Project Officer	4	11,500.00	138	16.56
4	Project Administrator	1	12,500.00	15	7.50

5	Sr. Accountant	1	8,000.00	0.96	4.80
6	Jr. Accountant	1	4,500.00	0.54	2.70
7	MIS Officer	1	12,500.00	1.5	7.50
8	Research Asstt.	1	11,500.00	1.38	6.90
9	Data Entry Operator	1	4,500.00	0.54	2.70
10	Stenographer	1	4,000.00	0.48	2.40
11	Typist/Clerk	2	4,000.00	0.48	4.80
12	Driver	5	3,500	0.42	10.50
13	Peon	5	2,000	0.24	6.00

#### Consultants

1	Sr. Consultants	2	7,000.00	0.84	8.40
2	Jr. Consultant	1	6,000.00	0.72	3.60

#### Engineers

1	Asstt. Engineer	1	10,000.00	1.2	3.6
2	Junior Engineer	15	7,000.00	12.60	37.80

### 7.3 Staff Recruitment

The required staff at DPO will be recruited by open selection from within and outside the education department. The selection for the posts will be done as per the procedure approved by the DEPC.

### 7.4 Equipment

The DPO office will be furnished with modern office equipment. The total estimated cost of the equipment will be Rs. 3.3 lakh. Rs. 0.22 lakh per year for maintenance from the second year.



### *7.5 Management Expenses*

To achieve the goals and objectives of DPEP, DPO will be the key resource. Total management cost of DPO office will be an estimate Rs. 22087 Lacs. These include recurring, non-recurring, salaries and vehicles etc.

### *7.6 Monitoring (EMIS & PMIS)*

7.6.1 MIS plays an important role in the project monitoring and evaluation and designing and restructuring of the strategies. A well-equipped MIS unit will be established at the DPO. It will have a programmer, a data entry operator and a research assistant. It will prepare strategic information reports.

### 8.6.2 Education Management Information System

It is a comprehensive package to store information on education and analyzes the results.

CHAPTER - VIII

# PROJECT COST

PROJECT COST  
DISTRICT: AGRA

(Rs. in thousand)

S.No	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		
	<b>(A) ACCESS</b>																	
A1.	Additional Classroom (70 out of which 28 from DPEP)	28			134	3752.00	177	4956.00	134	3752.00					445	12460.00		
-	Additional rooms in Nagar Schools	28													0	0.00		
A2.	New Primary Schools Unserved Areas																	
1	Construction @ Rs 191 per school (76.4 from DPEP & 114.6 from JRY/State Govt.	76.4			48	3667.20	64	4889.60	48	3667.20					160	12224.00		
2	Salary (1HT+ 2 Para Teacher per School)	1.4			576	806.40	1824	2553.40	3040	4486.40	3520.00	5657.60	1760.00	2828.80	10720	16332.60		
3	Furniture/Fixture & Equipment	15			48	720.00	64	960.00	48.00	720.00					160	2400.00		
															0	0.00		
	<b>Total</b>			0		8945.60		13359.00		12625.60		5657.60		2828.80		43416.60		
A3	<b>Shiksha Mitra</b>																	
1	Honorarium	1.0 pm													0	0.00		
2	Training																	
3	Inductive Training	3.0													0	0.00		
4	Recurring Training	1.2													0	0.00		
	<b>Total</b>			0		0		0		0		0		0		0.00		
A4	<b>Alternative Schools</b>																	
1	Honorarium																	
a	Workers	0.6 p.m.				846.00		2820	1962.00	2820	1962	2820	1962	1410	846	11280	7578.00	
b	Supervisors	1.0			144	144.00		288	288.00	288	288	288	288	144	144	1152	1152.00	

DISTRICT: AGRA

(Rs. in thousands)

S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
2	Maintenance of Centres	p.m. 2.0			235	470.00	235	470.00	235	470	235	470			940	1880.00	
3	TLM	p # 1.65 p.#			235	387.75	235	387.75	235	387.75	235	387.75			940	1511.25	
4	Training																
a	Inductive (Worker + Supervision)	2.1			259	543.90									259	543.90	
b	Recurring	0.84					259	217.56	259	217.56	259	217.56			777	652.68	
5	Equipment	2.5			235	587.50									235	587.50	
<b>Total</b>				<b>0.00</b>		<b>2979.15</b>		<b>3325.31</b>		<b>3325.31</b>		<b>3325.31</b>		<b>3325.31</b>	<b>999.00</b>	<b>13945.09</b>	
<b>Sub Total</b>				<b>0.00</b>		<b>11924.75</b>		<b>16684.31</b>		<b>15950.91</b>		<b>8982.91</b>		<b>3818.80</b>		<b>57301.66</b>	
<b>(R) RETENTION</b>																	
R1	Publicity & Extention Awareness Building/Mass Communication	1 PA P VEC	904	904	904	904.00									904	904.00	
R2	Motivators for Girls Education	3.6															
R3	Newsletter																
R4	Cons./Recons. of old PS (Cons. through community action)	76.4			20	1528.00	38	2903.20							58	4431.20	
	- Recon. of Nagar Schools	76.4													0	0.00	
R5	Toilets	10			400	4000.00	400	4000.00	257	2570					1057	10570	
R6	Drinking Water	22			100	2200.00	100	2200.00	35	770					235	5170.00	
R7	Repair & Maintenance (School Needing Repairs & General Maintenance)																
	Repairs	20	200	4000	290	5800.00									490	9600.00	
	- Repair of Nagar Schools	20													0	0.00	
R8	Salary of Addl. Para Teachers	1.4			576	806.40	1824	2553.60	3040	4486.4	3570	5007.6	1760	2823.6	11140	15600.00	

PROJECT COST  
DISTRICT: AGRA

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
R9	Innovative Programmes through NGOs / Mahila Samaknya	100 P.B.													0	0.00	
R10	Promoting Girls Education	108.4	8	867.2	8	867.20	8	867.20	8	867.2	8	867.2			40	4336.00	
R11	Hamari Nursery	39.6	20	792	20	792.00	20	792.00	20	792	20	792			100	3960.00	
R12	Training of Elected Women of G.P / M.G.	0.09	950	85.5	950	85.50	950	85.50	950	85.5	950	85.5			0	0.00	
R13	MTA/PTA Training	0.09	1399	125.91	1399	125.91	1447	130.23	1511	135.99	1559	140.31			7315	658.35	
R14	Bal Mela	5 PA P NPRC			114	57.00	114	57.00	114	57	114	57			456	228	
R15	Seminar, Workshop, Meetings, Campaigns etc	15PB		25				25.00				25			0	75	
R16	Innovative Prog. For G.E	200 PB													0	0	
R17	Health Card & Health Check-up	15 PB													0	0	
R18	Honorarium of Aes (Fixed)	10			12	120.00	12	120.00								240	
R19	Honorarium of Jes 14 No	7			180	1260.00	180	1260.00							360	2520	
R20	Teenagers Club		15	15.00	15	15.00	15	15	15	15	15	15			75	75	
R21	Women Motivators			30.00		30.00		30.00		30		30.00			0	150	
R22	Meena Campaign		16	75.00			15	75.00			15	75.00			45	225	
R23	MTA/PTA Training	0.09		100.00		100.00		100.00		100		100.00			0	500	
R24	PTA			50.00		50.00		50.00		50.00		50.00			0	250	
Sub Total				7069.61		18741.01		15263.73		9959.09		7894.61		2828.80		61756.9	

PROTECT COST  
DISTRICT: AGRA

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		
	<b>(Q) QUALITY IMPROVEMENT</b>																	
Q1	<b>Opening of ECCE Centres</b>																	
1	Civil Works (one additional room)	28																0.00
2	TLM	0.5			125	62.5	175	87.5	175	87.5	175	87.5						175.00
3	Educational Equipment	5			125	62.5	50	25.0										87.50
4	Honorarium AWW	0.8 pm			750	450	1650	990	2100	1260	2100	1260	1050					4990.00
5	Contingency Training	1.5			125	187.5	175	262.5	175	262.5	175	262.5						1050.00
	Induction	1.47			125	183.75	50	73.5										257.25
	Recurring	0.58			896	501.76	971	543.78	1021	571.96								1115.74
	Anganwan Worker's training	0.49																117.00
	<b>Total</b>			0.00		2010.51		2207.28		2181.96		1610.00		630.00				6039.73
Q2	<b>Training Programmes</b>																	
1	Civil Work	10			10	10	10	10										10.00
2	VEC Members Training	0.09	2303	207.27	2351	211.59	2415	217.35	2463	221.67	2463	221.67						217.55
3	Induction Training to para teachers	1.47			144	211.68	192	282.24	144	211.68								282.60
4	Teachers Training(para)	1.4					144	201.6	336	470.4	480	672						1641.00
5	In Service Teachers Training	1.5			5088	7632	5088	7632	5088	7632	5088	7632	5088					2463.00
6	Innovative Training / Ngo Training	0.84				10		15		20		20						20.00
7	BRC Coordinators/	0.6	30	18	30	18	30	18	30	18	30	15						30.00
8	Resource person training																	1.00
9	NPRC Coordinators training	0.8	114	91.2	114	91.2	114	91.2	114	91.2	114	91.2						466.00
10	ABSA/SDI Training	0.84	30	25.2	30	25.2	30	25.2	30	25.2	30	25.2						30.00
11	Head Teacher's training	0.84																1.00
	<b>Total</b>			351.07		8209.67		8492.59		8690.15		8980.07		7652.00				41676.44
Q3	<b>Teaching Learning Material to:</b>																	
1	School Improvement Fund	2	1447	2894	1511	3022	1559	3118	1559	3116	1559	3119						3119.00
2	Teacher's grant	0.5	4973	2486.5	5088	2544	5205	2602.5	5325	2662.5	5447	2723.5						2723.50
3	Free Text Book to SC/ST & Girls	0.03			201198	6035.94	205826	6174.78	210559	6316.77	215403	6462.09						6462.09
	<b>Total</b>			5380.50		11601.94		11896.28		12097.27		12303.59		0.00				57204.68

PROJECT COST  
DISTRICT: AGRA

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
Q4	Awards to VECs	25 pb	114	570	114	570	114	570	114	570	114	570			570	2850 00	
Q5	School Awards	per bl. 2			30	150	30	150	30	150	30	150			120	600 00	
Q6	Book Bank In School	0.3			1399	419.7	1477	493.1	1541	462.3	1589	476.7			600.6	1851.80	
	Sub Total			6302.17		22961.82		23808.23		24151.68		23790.36		8282.00		109296.3	
	<b>(C) CAPACITY BUILDING</b>																
C1	School Mapping & Microplanning																
1	Printing/Survey	10	7	70	8	80	7	70	8	80					30	300 00	
2	Seminar & Workshop	3	15	45	15	45	15	45	15	45	15	45			75	225 00	
3	Village level Microplanning	20	30	600			30	600			30	600			90	1800 00	
	Total			715.00		125.00		715.00		125.00		645.00		0.00		2325.0	
C2	Operationalising DIETs																
1	Furniture/Fixture	50		50											0	50 00	
2	Equipment	50		50											0	50 00	
3	Books	50		50											0	50 00	
4	Printing														0	0 00	
5	Traveling Allowances	20 PA		15		25		25		25		25		10	0	125 00	
6	Maintenance							20		20		20		10	0	70 00	
7	Workshop/Seminar/Comp. Trg	40PA													0	0 00	
8	Purchase of vehicle	375	1	375											1	375 00	
9	Wages of Driver	40				20		40		40		40		20	0	160 00	
10	Action Research	25				25		25		25		25			0	100 00	
11	Wages of Driver	2.5				30		30		30		30		15	0	135 00	
12	Person Training			30		30		30		30		30				120 00	
	Total			570.00		130.00		170.00		170.00		140.00		55.00		1235.00	
C3	Block Resource Centre																
1	Construction	800			8	6400	7	5600							15	12000 00	
2	Salary Coordinator	5			8	288	15	828	15	1080	15	1080	15	540	68	3816 00	
3	Salary Coordinator (Chowkidari)	8.5			8	406	15	1101.8	15	1530	15	1530	15	765	68	5332.80	
4	Equipment/Furniture	150			8	1200	7	1050							15	2250 00	

**PROJECT COST**  
**DISTRICT: AGRA**

(Rs. in thousand)

S.No.	Head/Sub Head/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
4	Travelling Allowance	5			8	40	15	75	15	75	15	75	15	37.5	68	302.50	
5	Maint. of Equipment	2					8	16	8	16	15	30		31	82.00		
6	Maint. of Building	6					8	48	8	48	15	90		31	186.00		
7	Books	10			8	80	15	150	15	150				30	380.00		
8	BRC Exhibition fair of teaching aids	20			8	160	15	300	15	300	15	300		45	1660.00		
9	Consumables	10			8	80	15	150	15	150	15	150		51	530.00		
	<b>Total</b>			0.00		8664.00		9318.80		3349.00		3255.00		1342.50		25919.3	
<b>C4</b>	<b>District Project Office</b>																
1	Equipment	200		200											0	200.00	
2	Furniture & Fixture	130		130											0	130.00	
3	Books	10				10		10				10			0	40.00	
4	Purchase of Vehicle	350 / 7			1/15	1300										1300.00	
5	Consultancy charges	120				120		120		120		120			0	480.00	
6	Salary staff	115	6	690	12	1380	12	1380	12	1380	12	1380	0	690	0	5400.00	
7	Travelling Allowances	85		42.5		85		85		85		85		42.5	0	425.00	
8	Consumables	25		10		25		25		25		25			0	100.00	
9	Telephone/Fax	40 PA		20		40		40		40		40			0	160.00	
10	Vehicle Maint. & POL	230				100		230		230		230			0	920.00	
11	Maint. of Equipment	20						40		40		40			0	160.00	
12	Seminar/Workshop	40		50		50		50		50		50			0	200.00	
13	Hiring of Vehicles	10		10		20		20		20		20			0	80.00	
14	CW Supervisory Consultancy																
15	Distt. level Convergence	15			1	15	1	15	1	15	1	15			0	60.00	
16	Study Tours	40				80		80		80		80			0	320.00	
17	Distt. level Exhibition & Fair					30		30		30		30			0	120.00	
18	AWP & View Workshop	15			1	15	1	15	1	15	1	15			0	60.00	
19	Research Evaluation	35				40		40		40		40			0	160.00	
20	Contingency			20		50		50		50		50			0	200.00	
21	Exposure Visit					100		100		100		100			0	400.00	
	<b>Total</b>			1172.5		3460.0		2330.0		2330.0		2230.0		942.5		12465.0	
<b>C4.1</b>	<b>MIS/Research &amp; Evaluation</b>																
1	MIS Cell Furnishing	180		180											0	180.00	
2	EMIS/PMIS (Printing/Survey etc	25				51		51		51		51		0	204.00		
3	MIS Equipments	250		250											0	250.00	
4	Comp. systems training	50		50											0	50.00	
	<b>Total</b>			505.00		51.00		51.00		51.00		51.00		26.00		735.00	



PROTECT COST  
DISTRICT: AGRA

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		
C5	School Complex (NPRC)																	
1	Construction	28			45	1260	45	1280	24	672					114	3192.00		
2	Salary Coordinator	5.5			45	1485	90	4455	114	7524	114	7524	114	3762	477	24750.00		
3	Equipment	25			45	1125	46	1125	24	600	0	0	0	0	114	2850.00		
4	Books for Library/Book Bank	5			45	225	90	450	114	570	114	570			363	1815.00		
5	Audio visual hiring charges	0.8			114	912	114	912	114	912	114	912	114	912	570	456.00		
6	Monthly meeting	2			114	228	114	228	114	228	114	228			450	912.00		
	<b>Total</b>			0.00		4414.20		7609.20		9685.20		8413.20		3653.20		33975.00		
C7	Distance Education																	
1	Equipment & others	75		75											0	75.00		
2	Telephone & Fax Bills					5		5		6.5		6.5		6.5	0	29.50		
3	Maintenance	2				5		5		5		5		5	0	25.00		
4	Video Recording & Packaging	400				400		400		400		400		400	0	2000.00		
5	Printing materials	40				35		40		40		40		40	0	195.00		
	<b>Total</b>			75.00		445.00		450.00		451.50		451.50		451.50		2324.5		
C8	Integrated Education																	
1	Distt level workshop	50		50				50							0	100.00		
2	Block level resource support	50			3	150	10	500	15	750	17	850			48	2250.00		
3	Survey through VECs	5	100	500	150	750	300	1500	354	1770					904	4520.00		
4	Training of BRG/DRG	0.6	150	90			150	90							300	180.00		
5	Orientation of Teachers	0.09	200	18	200	18	200	18	200	18	200	18			1000	90.00		
	<b>NGOs</b>					100		100		100		100				400.00		
	<b>Total:</b>			658.00		1918.00		2258.00		2638.00		968.00		0.00		7540.00		
	<b>Sub Total</b>			3695.50		18297.20		22902.00		18799.70		16153.70		6670.70		86518.8		
	<b>Grand Total</b>			17067.28		71924.78		78658.27		68861.38		56821.58		21600.30		314933.6		

SUMMARY - I  
COMPONENT WISE PROJECT COST  
DISTT. - AGRA

(Rs. in thousand)

Component	2000-2001 Apr-March 1st year	2001-2002 Apr-March 2nd year	2002-2003 Apr-March 3rd year	2003-2004 Apr-March 4th year	2003-2004 Apr-March 5th year	Apr 2004- Oct 2004 6th year	FOF At	Rs% to Total Project cost
Admission & Enrollment		11634.75	16684.31	15050.91	8982.91	3818.50	57307.98	18.21
Retention	7069.31	15141.01	15263.73	9959.09	7894.61	2828.80	61156.25	19.61
Quality Improvement	6302.11	22111.52	23803.23	4151.68	23790.36	8282.00	109296.26	34.7
Capacity Building	2695.50	18097.20	22902.00	18799.70	16153.7	6670.70	86518.20	27.48
<b>TOTAL</b>	<b>17067.28</b>	<b>71924.78</b>	<b>78658.27</b>	<b>68561.38</b>	<b>56821.58</b>	<b>21600.30</b>	<b>314933.59</b>	<b>100</b>

SUMMARY (CW) AGRA  
DETAILS OF CIVIL WORK

(Rs. in thousand)

Sl	Particulars	1999-2000		2000-2001		2001-2002		2002-2003		Total	
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
	Additional Class Room			134	3752.00	177	4956.00	134	3752	445	12460.00
	New School			48	3667.20	64	4889.60	48	3667.20	160	12224.00
	School Reconstruction			20	1528.00	38	2903.20			58	4431.20
	Toilets			400	4000.00	400	4000.00	257	2570.00	1057	10570.00
	Drinking Water			100	2200.00	100	2200.00	35	770.00	235	5170.00
	School Repair			200	4000.00	290	5800.00			490	9800.00
	BRC Construction			8	6400.00	7	5600.00			15	12000.00
	NPRC Construction			45	1260.00	45	1260.00	24	672.00	114	3192.00
	Total	0	0	955	26807.2	1121	31608.8	498	11431.20	2574	69847.20

Civil Works 2016-17

**SUMMARY - III**  
**-PERCENTAGE OF INVESTMENT AND RECRUITMENT COST TO**  
**COMPONENT WISE PROJECT COST (AGRA)**

*(Rs. in thousand)*

Component	Component Cost	Out of which Investment Cost	Recurring Cost	% of Investment Cost	% of recurring Cost
1) Access & Enrollment	57361.68	36407.68	20954.00	63.47	36.53
2) Retention	61756.9	42664.1	19092.80	69.08	30.92
3) Quality improvement	109296.3	103731.3	5565.00	94.91	5.09
4) Capacity Building	86518.8	40240	46278.80	46.51	53.49
<b>TOTAL</b>	<b>314933.68</b>	<b>223043.08</b>	<b>91890.60</b>	<b>70.83</b>	<b>29.17</b>

# Chapter 9

## Civil Works

### 8.1 Introduction

Civil works is an important component of DPEP. It includes:

- Construction of buildings for new schools, buildingless schools and schools with dilapidated buildings.
- Addition of rooms, repair and upgradation of existing buildings, toilets and drinking water facility.

Construction of new building includes

- Schools (government only)
- BRCs, NPRCs, Alternative schools.
- ECCE centres in now ICDS areas.

There is a ceiling on the expenditure on civil works. It cannot exceed 24% of the total project cost.

Utmost optimum expenditure is engrained in the DPEP philosophy through social mapping, school mapping and microplanning.

Before construction following activities will be completed

- Identification and selection of site by social mapping.
- Requisition of land
- Phase wise and year wise construction plan

### 8.1.1 Problems and Issues

The condition of primary schools is not very encouraging in the district.

Many schools are without building and many others are in a dilapidated condition. They are unfit for use.

It is proposed to carry out the civil works in consultation with the VEC and WEC.

All the civil works will be completed in 3 years, hence the civil work staff will be recruited on contract for 3 years. Innovative designs and low cost housing will be done. Indigenous materials will be used for civil works.

### 8.2 School building and class rooms

It is proposed to construct 160 new school buildings. The requirement of additional rooms is 445. There are 52 schools which are building less and need a building.

#### 8.2.1 Unit Cost

##### A. Construction

Table 8/1

Sr #	Particular	Requirement	Unit Cost	DPEP Share 40%	JRY Share 60%	Total Cost for DPEP
1	New School	160	1.91	0.764	1.146	122.24
2	Reconstruction	158	1.91	0.764	1.146	115.42
3	Additional Rooms	445	0.70	0.28	0.42	124.60
4	Rooms ECCE	175	0.70	0.28	0.42	49.00
	Total					414.26

The DPEP component in construction of new schools, reconstruction, additional rooms and rooms for ECCE will be Rs. 414.26.

## B. Furniture and Fixture

Table 8/2

Sr. #	Particular	Unit Cost
1	New School Furniture and Fixture	0.15

### 8.2.2 Phasing of school construction

The construction work is proposed to be completed in three years. The phasing is given in table 8/3.

Table 8/3

Sr. #	Particular	No	2000-2001	2001-2002	2002-2003
1	New Schools	160	48	64	48
2	Building less schools	158	62	62	34
3	Additional Classroom	445	134	177	134
4	ECCE Rooms	175	50	75	50

It is proposed to construct 160 new schools. The unit cost is Rs. 1.91 lakh. 40% i.e., Rs. 0.764 will be borne by DPEP and the rest by convergence through JRY. 52 schools for building less schools and 445 additional rooms.

### 8.2.3 Process of construction

The construction will be through *Bhawan Nirman Samiti*, a sub-committee of VEC. The fund will be released to the committee and held in joint account.

### 8.3 Nyaya Panchayat Resource centres

There are 114 NPs in Agra district. Each will have a resource centre in form of an additional room. The cost of NIPRC will be Rs. 0.76 lakhs of which 40% i.e., Rs. 0.30 lakh will be borne by DPEP and the balance i.e., 0.46 lakhs by JRY. The total cost of 114 NIPRC will be Rs. 1.92 lakhs.

### 8.3.1 Unit Cost

#### A. Construction

Table 8/4

Sr. #	Particular	Total #	Unit Cost	DPEP share 40%	JRY share 60%	Total Cost for DPEP
1	NPRC	114	0.70	0.28	0.42	31.92

#### B. Furniture & Fixture

Table 8/5

Sr. #	Particular	Unit Cost
1	Furniture & Fixture	0.25

Rs. 28.5 lakhs is required for 114 NPRCs for furniture and fixture

### 8.3.2 Phasing

BNS of VEC will be responsible in the construction, junior engineer will do technical supervision.

Table 8/6

Sr. #	Particular	No	2000-2001	2001-2002	2002-2003
1	NPRC	114	45	41	28

The construction will be completed in three years.

### 8.3.3 Process of Construction

Bhawan Nirman Samiti (BNS) of VEC will be responsible for the construction of NPRCs. Technical supervision will be done by civil engineers to be placed on contract with DPO.



#### 8.4 Block Resource Centre (BRC) Building

There are 15 blocks in Agra district, hence 15 BRCs will be constructed. The unit cost of BRC is an estimated Rs. 8.00 lakhs. Thus Rs. 120 lakhs will be spent on the construction of BRCs. Local contractors will do the construction work. It shall be supervised and managed by a government agency to be selected by the SPO.

##### 8.4.1 Unit Cost

###### A. Construction

Table 8/7

Sr #	Particular	Total #	Unit Cost	Total Cost DPEP
1	BRC	15	8.0	120.00

The civil construction cost of 15 BRCs will be Rs. 120.00 lakhs. The total amount shall be borne by DPEP.

###### B. Equipment

Table 8/8

Sr #	Equipment	Amount
1	TV, VCR	0.30
2	Over-head projector	0.15
3	DE Sets	0.20
4	Two in One	0.05
5	Water Cooler	0.15
6	White Board	0.15
	Total	1.00

The unit cost of equipment at BRC is Rs. 1.00 lakh. Thus for 15 BRCs Rs. 15.00 lakhs will be required.

### 8.4.2 Phasing

Table 8/9

Sr. #	Particular	No.	2000-2001	2001-2002	2002-2003
1.	BRC	15	08	07	00

The construction will be completed in two years.

### 8.4.3 Process of construction

The construction will be by local contractors. The work shall be supervised and managed by government agency to be selected by SPO.

### 8.5 Drinking Water and Toilets

Drinking water facility will be required in 160 new schools, 52 building less schools and 183 existing schools i.e., 395 schools. Toilet facilities required in 1217 schools which includes 160 new schools.

#### 8.5.1 Unit Cost

Table 8/10

Sr. #	Particular	Total	Unit Cost	Total Cost DPEF
1.	Drinking Water	395.00	0.22	86.90
2	Toilet	1217.00	0.10	121.70
	Total			208.60

Rs. 208.6 lakhs are needed for drinking water and toilet facilities in schools. Rs. 86.90 lakhs is required for providing drinking water facility and Rs. 121.70 lakhs is needed to provide toilet facility.

### 8.5.2 Phasing

Table 8/11

Sr #	Particular	No.	2000-2001	2001-2002	2002-2003
1	Drinking Water (Units/Hand Pumps)	395	200	100	95
2	Toilet	1217	400	417	400

Toilet and drinking water facility will again be completed in three years. 400 toilets and 200 drinking water units in one year, 417 toilets and 100 drinking water units in second year and 400 toilets and 95 drinking water units in third year.

### 8.6 Shed for Alternative Schools (AS)

### 8.7 Repair of Existing School Buildings

Repair work is required in 980 school buildings. The total cost of repair work would be Rs. 196.00 lakhs.

#### 8.7.1 Unit Cost

Table 8/12

Sr #	Particular	Total #	Unit Cost	Total Cost DPEP
1	Repair Work	980	0.20	196.00

#### 8.7.2 Phasing

Table 8/13

Sr #	Particular	No.	2000-2001	2001-2002	2002-2003
1	Repair Work	980	400	380	200

The repair work is to be completed in three years.

### 8.7.3 Process of Repair Work

The repair work is to be done through local contractor by the BNS of VEC. The civil engineers attached to DPO will supervise the work.

### 8.8 Equipment Requirement

List of equipment, furniture and fixture at DPO and DIET along with estimated cost is given below:

#### 8.8.1 District Project Office

Table 8/14

##### A. Equipment

Sr #	Equipment	Amount
1.	Photo copier (one)	0.90
2	Telephones	0.05
3	Fax Machine	0.20
4	Type Writer (1 ET and 1 manual)	0.25
5	Public Address System	0.10
6.	Water Cooler	0.15
7	Over-head projector	0.10
8	DG Sets	0.10
9	TV	0.15
	Total	2.00

##### B. Furniture & Fixture

Sr #	Equipment	Amount
1	Tables (10)	0.20
2	Chairs (25)	0.10

3	Conference Table (1) & Chairs (20)	0.40
4	Almirah (5)	0.25
5	Filing Cabinets (3)	0.10
6	White Board (1)	0.10
7	Finishing (Curtains etc.)	0.05
	Total	1.30

### 8.8.2 Equipment DIET

Sr #	Equipment	Amount
1	One Genset	0.30
2	Video Camera	0.20
	Total	0.50

### 8.8.3 Vehicles

Sr #	Particular	Amount
1	Vehicle For DPO (One)	
2	Vehicle for DIET (One)	
3	Motor Cycles	
	Total	14.00

## Chapter 10

### Risks & Benefits

#### *Introduction*

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

The project would assure

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

This would lead to

- Universal enrollment and retention of children in primary schools.

- Negligible percentage of drop-outs
- Satisfactory learning-achievement over the measured base line levels (20-25%).
- Reduction in gender insensitivity.

### *Risks*

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

### *Financial Risks*

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

### *Implementation*

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

Uttar Pradesh is experienced in implementing a similar program: UPBEP, which is also externally funded. All the development activities are implemented and monitored through local governments and hence the State is in a much better position to implement this project. The role of a full-time State Project

Director for DPEP becomes critical for project management and coordination with various branches of the State government, the education department and the district and sub-district bureaucracies. The State's commitment to go ahead with the project and actions to facilitate planning activities in a smooth manner provide enough evidence to the fact that the relationship between State government and implementing society would evolve and grow to the satisfactory level.



# Chapter 11

## Annual Work Plan and Budget

### *Introduction*

The first year of the project is expected to comments from October 1998 to September 1999. It implies that during the current financial year 1998-99 a period of first six months would be available from October 1998 to March 1999. The second span of six months will be first six months of the financial year 1999-2000. Keeping this in view, the activities for the first year of the project have been planned in two phases of six months each as specified above.

During the first phase (from April 1999 to March 2000), the first and foremost task would be to create structures and mechanisms so as to provide sound basis for further planning and implementation of DPEP interventions. This would also aim to adequate capacity building. The following are the strategic action areas under Capacity Building.

- (a) Establishment of District Project Office and getting the staff in position with the support of State Project Office.
- (b) Constitution of District Education Project Committee and get its meetings concerned on a regular basis.
- (c) Constitution of Block Project Advisory Committees at Block level.
- (d) Orientation of all functionaries of DPO field staff and teachers about concepts, goals and objectives of DPEP.
- (e) Convergence workshop of district level workshops to establish organic linkages with related department, NGOs and other agencies.

- (f) Preparatory work for taking up micro planning by organizing seminars/workshops at BRC level constituting core groups at NPRC level and their training in the methods and participatory approaches and printing of formats etc.
- (g) Preparatory work for EMIS and PMIS.
- (h) Identification of habitations, which are cut off from, schools during floods.
- (i) Identification of the problem and number of child labour in Nagar Nigam, Fatehpur Sikri and Jagner.
- (j) \* Identification of key areas of research \* Identification of *Madrasas* which can be adopted as Alternative Schools.
- (k) Purchase of MIS equipment, furnishing of MIS cell and recruitment of computer staff. The first training programme on MIS for computer personnel would be organised in Feb/March 2000. Printing of MIS forms shall be completed by March 2000.

#### Strengthening of DIET, Creation of BRC, NPRC

- (a) Initiate action with the support of SPO for filling vacant position in DIET.
- (b) Identification of suitable accommodation for functioning MINI-DIET at district headquarters block and site selection.
- (c) Identification of locations for BRC and NPRC.
- (d) Selection of suitable model for BRC and NPRC.
- (e) Creation of posts of Coordinators/Assistant Coordinators at BRC and NPRC level and their selection with the help of BSA and DIET.

#### Environment building and community mobilisation

- (a) Printing of a brief brochure about DPEP in Hindi and Urdu for wider circulation among public and official functionaries.

- (b) Identification of NGOs and women groups which can contribute towards UEE and their orientation
- (c) Utilisation audio and video cassettes developed by the SPO for distribution among different agencies and organising shows in common places.
- (d) Display of pictures and print media in prominent places in the village especially in the habitations of disadvantaged groups.
- (e) Cultural programs like folk songs, nautanki, mushaira, qawwali, kavi sammelan, khayalgori, languria, rasia in local dialect.
- (f) Organisation of Padyatra, Prabhat Pheri.
- (g) Organisation of special enrollment and retention drives for children (especially girls) of disadvantaged sections.
- (h) Activisation of PTA/MTA and their involvement in enrollment building.
- (i) Involving religious leaders of Muslims community and scheduled Castes/Tribes in environment building.
- (j) Training of elected women representatives at block level.
- (k) Identification and training.
- (l) Steps for community mobilisation.

Meeting convention with all govt. official and NGO.

Formation of DRG and BRG.

Training of DRG

#### *Access and Enrollment*

- (a) Identification of villages, site selection for opening of new schools in consultation with VEC.

- (b) Identification of individual schools where additional room will be constructed.
- (c) Detailed survey of habitations in consultation with VEC and micro planning with disadvantaged groups where alternative schooling facility is to be provided.
- (d) Selection of instructors for Alternative Schooling in consultation with VEC and disadvantaged groups.
- (e) Constitution of District Resource Groups for Alternative Schooling and girls education.
- (f) Training of VECs to commence after formation and training of BRG in Nov. 98 and training of Master trainers.

#### ***Retention***

- (a) Identification of individual schools in consultation with VEC whose building is to be constructed/reconstructed.
- (b) Identification of schools where drinking water and toilet facilities have to be provided.
- (c) Preparation of school-wise estimates for repair and maintenance of candidate schools.
- (d) Selection of teachers for upgraded post of head teachers.
- (e) Rationalization of teacher units.

#### ***Quality Improvement***

- (a) Constitution of District Resource Group on Training and ECCE.
- (b) Procurement of training modules for teachers.

- (c) Organisation of pedagogy visioning workshop in collaboration with SPO.
- (d) Grant of money for TLM for teachers and schools.
- (e) Developing criteria for giving award to VEC and schools.
- (f) Selection of habitations for opening ECCE centres in consultation with VEC where Aaganwadi Centre is not existing.
- (g) Training of MTs through TOT at DIET.

### *Second Phase*

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

### *Capacity Building*

- (a) Purchase of equipment/furniture fixture etc for DPO and fully operationalising MIS Cell.
- (b) Second training on MIS to be organised I June/July 2000 and presentation of first MIS report by Sept. 2000.
- (c) Further, strengthening and empowerment of VEC, especially for women and members of disadvantaged sections.
- (d) Micro planning will be extended to all the blocks.
- (e) Getting research and evaluation studies conducted which were planned in first phase.
- (f) Training of VEC members.
- (g) Training of PTA and MTA.

- (h) Induction training of new teachers.
- (i) Inservice training of teachers
- (j) Induction training of AS instructors.
- (k) Induction training of Shiksha Mitra
- (l) Training of BRC/NPRC coordinators.
- (m) Training of ABSAs/SDIs and head teachers.

#### *Distance Education*

- (a) Preparatory work for launching the program of distance education.

#### *Integrated Education*

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

#### *Environment Building*

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

#### *DIET, BRC, NPRC*

- (a) Operationalising DIET and start the functioning of mini-DIET in hired building.
- (b) Starting construction work of BRC, NPRC buildings.
- (c) Appointment of coordinators, assistant coordinators BRC, NPRC.

### *Access, Enrollment and Retention*

- (a) Construction of buildings for new schools.
- (b) Appointment of Head Teachers and Assistant Teachers.
- (c) Purchase of furniture etc for schools.
- (d) Construction of additional class rooms.
- (e) Repair and maintenance of schools.
- (f) Provision of drinking water and toilet facility in schools.
- (g) Opening of Alternative Schooling.
- (h) Appointment of Shiksha Mitra.

### *Quality Improvement*

- (a) Induction training of ECCE workers
- (b) Training of Aaganwadi workers in pre-school education.
- (c) Grant of Rs. 2000 for TLM per school and Rs. 500 per annum per teacher.
- (d) Distribution of free text books to all girls and S/C boys.
- (e) First round of in-service teacher's training.

It may be added by way of conclusion that in the first year of the project the basic structures and participatory mechanism for project planning and implementation will be created. Also the requisite knowledge and skills and capability for project implementation would be imparted to key functionaries would be imparted to key functionaries so that they are able to comprehend the basic philosophy and objectives of DPEP. All preparatory works would be done alongwith advance planning for construction of civil works. Above all greatest emphasis has been given to environment building, which is most critical for the success of the project.

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District Primary Education Plan | 141

**A.W.P.B**  
**DISTRICT: AGRA**

(Rs. In thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000		Remarks
			Phy	Fin	Phy	Fin	
	<b>(A) ACCESS</b>						
A1.	Additional Classroom Additional Classroom in Nagar School	28	445	12460			
A2.	New Primary Schools Unserved Areas						
1	Construction @ Rs 191 per school (76.4 from DPEP & 114.6 from JRY/State Govt)	76.4	160	12224			
2	Salary of Para Teachers 1(PARA Teacher/School)	1.4	10720	16333			
3	Furniture/Fixture & Equipment	15	160	2400			
	<b>Total</b>			<b>43416.80</b>		<b>0.00</b>	
A3.	<b>Shiksha Mitra</b>						
1	Honorarium	1.4 pm	0	0		0	
2	Training						
3	Inducive Training	3.0	0	0		0	
4	Recurring Training	1.2	0	0		0	
	<b>Total</b>			<b>0.00</b>		<b>0.00</b>	
A4	<b>Alternative Schools</b>						
1	Honorarium						
a	Workers	0.6	11280	7578			



## DISTRICT: AGRA

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
b	Supervisors	1.0	1152	1152			
2	Maintenance of Centres	p m.	940	1880			
3	TLM	p a	940	1551			
		P A					
4	Training						
a	Inductive	2.1	259	543 90	130	273	
b	Recurring	0 84	777	652 68			
C	Training for Supervisors						
5	Equipment	2 5	235	587 50			
	<b>Total</b>			<b>13945.08</b>		<b>273.00</b>	
	<b>Sub Total</b>			<b>57361.88</b>		<b>273.00</b>	
	<b>RETENTION</b>						
R1	Publicity & Extention Awareness Building/Mass Communication	1 PA P VEC	1808	1808	904	904	
R3	Women Motivator			150 00		30 00	
R4	Cons /Recons. of old PS(Rural) (Cons. through community action)	76.4	58	4431 20			
R5	Toilets	10	1057	10570			
R6	Drinking Water	22	235	5170			

**A.W.P.B**  
**DISTRICT: AGRA**

(Rs. In thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
R7	Repair & Maintenance (School Needing Repairs & General Maintenance) <i>Repairs</i>	20	490	9800	200	4000	
R8	Salary of Addl Para Teachers	1	10720	16332.8			
R9	Innovative Programmes through NGOs/Mahila Samakhya	100					
R10	Promoting Girls Education	108.4	40	4336	8	867.2	
R11	Hamari Nursery	39.6	100	3960	20	792	
R12	Training of Elected Women of G.P.	0.09	4750	427.50	950	85.5	
	a) Meena Campaign	25	45	225	15	75	
R13	MTA/PTA Training	0.09	7315	658.35	1399	125.91	
R14	MTA Award	1		750			
R15	Teenagers Club			75			
R16	Bal Mela	.5	456	228			
		PA P NPRC					
R17	Kala Jatha						
R18	Seminar Workshop			75		25.00	
R19	Honorarium of AEs	10	24	240		60	
R20	Honorarium of JE	7	360	2520	90	630	
	<b>Sub Total</b>			<b>61756.85</b>		<b>7594.61</b>	

**A.W.P.B**  
**DISTRICT: AGRA**

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
	<b>(Q) QUALITY IMPROVEMENT</b>						
Q1	Opening of ECCE Centres						
1	Civil Works (one additional room)						
2	TLM	5	650	325			
3	Education Equipment		175	875			
4	Honorarium (Constructor + Helper)	0.6 bd	7650	4590			
5	Contingency	1.5	650	975			
	<b>Training</b>						
	Induction	1.47		257			
	Recurring	0.56		1617			
	Anganwadi Worker's training	0.49					
	<b>Total</b>			<b>8639.73</b>		<b>0.00</b>	
Q2	Training Programmes						
1	VEC/ABSA Eng. CW	10		30		10	
2	Induction Training to para teachers	1	480	705.60	72	105.84	
3	In-service teachers training	0.36	25440	38160.00			
4	Training for para teachers(Rec)	1.4	960	1344			
5	VEC Members Training	0.09	1195	1079.55	3479	313.11	
6	NGOs Training	0.84		85.00		10	
7	BRC Coordinators/Resource Person	0.6	150	90.00	30	18	
8	NPRC Coordinators training	0.8	570	456.00	114	91.2	
9	ABSA/SDI Training	0.84	150	126	30	25.2	
10	Head Teacher's training	0.84					
	<b>Total</b>			<b>42046.15</b>		<b>563.35</b>	

**DISTRICT: AGRA**

*(Rs. In thousand)*

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
Q3	Teaching Learning Material to:						
1	School Improvement Fund	2	7635	15270	1447	2894	
2	Teacher's grant	0 5	26038	13019	4973	2486 5	
3	Feee Text Book to SC/ST & Girls	0 03	832986	24989 58	201198	6035 94	
	<b>Total</b>			<b>53278.58</b>		<b>11416.44</b>	
Q5	Awards to VECs to per NPRC	5	570 00	2850			
Q6	School Awards	5 PB	120	600			
	Book Bank	2 School 0.03	6003	1851 80			
	<b>Sub Total</b>			<b>109266.26</b>		<b>11979.79</b>	
	<b>(C) CAPACITY BUILDING</b>						
C1	School Mapping & Microplanning						
1	Printing/Survey	10	30	300	7	70	
2	Seminar & Workshop	3	75	225	15	45	
3	Village level Microplanning	15	90	1800	30	600	
	<b>Total</b>			<b>2325.00</b>		<b>715.00</b>	
C2	Operationalising DIETs						
1	Furniture/Fixture	0		50 00		50 00	
2	Equipment	50		50 00		50 00	
3	Books	50		50 00		50 00	
4	Honorarium						
5	Printing						
6	Travelling Allownces	30		125 00		25 00	
7	Maintenance	15		70 00			
8	Workshop/Seminar/Comp Trg	60					
9	Purchase of vehicle	375		375 00		375 00	
10	POL	25		160 00		20 00	
11	Action Research	80		100 00			
12	Wages of Driver	2 5		135 00		15 00	
	Key Person Training			120		30	
	<b>Total</b>			<b>1235.00</b>		<b>615.00</b>	

**A.W.P.B**

**DISTRICT: AGRA**

*(Rs. in thousand)*

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
<b>C3</b>	<b>Block Resource Centre</b>						
1	Civil Construction	650	15	12000			
2	Salary (Coordinator, 2 No.)	6	68	3816			
	Asstt Co-ordinator, Chowkidar)	85	83	5332 80			
3	Equipment/Furniture	150	15	2250			
4	Travelling Allowance	5	68	302 5			
5	Maint. of Equipment	2	31	62			
6	Maint. of Building	6	31	186			
7	Books	10	38	380			
8	BRC Exhibition fair of teaching aids	20	53	1060			
9	Consumables	10	53	530			
	<b>Total</b>			<b>25919.30</b>		<b>0.00</b>	
<b>C4</b>	<b>District Project Office</b>						
1	Equipment	200		200		200	
2	Furniture & Fixture	120		130		130	
3	Books	10		40		10	
4	Purchase of Vehicle	350/50		1300		1250	
5	Consultancy charges	120		480		120	
6	Salary staff	115	60	6900		1380	
7	Travelling Allowances			425		85	
8	Consumables			120 00		20	
9	Telephone/Fax			200 00		40	
10	Vehicle Maint. & POL			890		100	
11	Maint. of Equipment			120			
12	Seminar/Workshop			250		50	
13	Hiring of Vehicles			100		20	
14	CW Supervisory Consultancy						
15	Distt. level Exhibition & Fair			120.00			
16	Study Tours			320			
17	Distt. level conversion workshop		4	60		15	

**A.W.P.B**  
**DISTRICT: AGRA**

(Rs. in thousand)

S.No	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
18	AWP & View Workshop		4	60		15	
19	Research Evaluation			200		20	
20	Contingency			250		45	
21	Exposure Visit			300			
22	POL						
	<b>Total</b>			<b>12465.00</b>		<b>3500.00</b>	
C4.1	<u>MIS/Research &amp; Evaluation</u>						
1	MIS Cell Furnishing			180		180	
2	EMIS/PMIS (Printing/Survey etc per block			255		51	
3	MIS Equipments			250		250	
4	Comp. systems training	50		50		50	
5	Maintenance of equipments						
6	Exposure Visit						
6	Consumable						
	<b>Total</b>			<b>735.00</b>		<b>531.00</b>	
C5	<u>School Complex (NPRC)</u>						
1	Construction	65	114	3192			
2	Salary Coordinator	5.5	477	24750			
3	Equipment	25	114	2850			
4	Books for Library/Book Bank	5	363	1815			
5	Audio visual hiring charges	0.8		456.00			
6	Monthly meeting	?		912			
7	Meta Workshop etc						
	<b>Total</b>			<b>33975.00</b>		<b>0.00</b>	

**A.W.P.B**  
**DISTRICT: AGRA**

(Rs. In thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
C7	Distance Education						
1	Equipment & others			75.00			
2	Telephone & Fax Bills			29.50			
3	Maintenance			25.00			
4	Video Recording & Packaging			2000.00			
5	Printing materials			195.00			
	Work Group & Seminar						
	<b>Total</b>			<b>2324.50</b>		<b>0.00</b>	
C8	Integrated Education						
1	NGO	100		400		400	
2	Distt. level workshop	50		100		50	
3	Block level resource support/DC	50		2250		75	
4	Survey through VECs	5		4520		875	
5	Training of BRG/DRG	0.6		180.00		90	
6	Orientation of Teachers	0.09		90.00		27	
	<b>Total</b>			<b>7540.00</b>		<b>1517.00</b>	
	<b>Sub Total</b>			<b>86518.80</b>		<b>6878.00</b>	
	<b>Grand Total</b>			<b>314903.79</b>		<b>26725.40</b>	

# APPENDIX



## DISTRICT: AGRA

### PROCUREMENT PLAN

Rs. in thousand

S. NO.	TYPE OF PROCUREMENT	TOTAL COST AMOUNT	UNIT	UNIT COST	PROCUREMENT PROCEDURE	PROCUREMENT AGENCY	TIME SCHEDULE
A-1	Additional Classroom	12460.00	445	28.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2003
A-2	Construction of New Primary School Building	12224.00	160	76.40	Commu. Participation	VEC	APRIL 2000 TO MARCH 2003
A-3	Furniture/Fixture & Equipment	160.00	160	1.00	National Shopping	VEC	APRIL 2000 TO MARCH 2003
A-4	<u>Alternative School</u>						
	1 TLM	1551.00	940	1.65	National Shopping	DPO	APRIL 2000 TO MARCH 2004
	2 Equipment	587.50	235	2.50	National Shopping	DPO	APRIL 2000 TO MARCH 2004
R-3	Reconstruction of old PS	4431.20	58	76.40	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002
R-4	Toilets	10570.00	1057	10.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002
R-5	Drinking Water	5170.00	235	22.00	Jal Nigam (Single Source Contract)	DPO	APRIL 2000 TO MARCH 2002
R-6	Repair & Maintenance of School Building	9800.00	490	20.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002

# DISTRICT: AGRA

## PROCUREMENT PLAN

Rs in thousand

S. NO.	TYPE OF PROCUREMENT	TOTAL COST AMOUNT	UNIT	UNIT COST	PROCUREMENT PROCEDURE	PROCUREMENT AGENCY	TIME SCHEDULE
Q-1	<u>Opening of ECCE Centes</u>						
	TLM	325 00	650	0 50	National Shopping	DPO	APRIL 2000 TO MARCH 2002
Q-3	<u>Teaching Learning Material to</u>						
1	School Improvement Fund	15270 00	76 35	2 00	National Shopping	VEC	APRIL 2000 TO MARCH 2002
2	Teahers Grant	13019 00	26038	0 50	National Shopping	SCHOOL TEACHER	APRIL 2000 TO MARCH 2002
3	Free Text Book to SC/ST & girls	24989 52	882986	0 02	Proprietary Item	VEC	APRIL 2000 TO MARCH 2002
C-2	<u>Operationalising DIETs</u>						
1	Furniture/Fixture	50 00	DIET		National Shopping	DIETS	OCT TO DEC 99
2	Equipment	50 00	DIET		National Shopping	DIETS	OCT TO DEC 99
	Vehicle	375 00	1	375 00	National Shopping	SPO	OCT TO DEC 99
	Books	50 00	DIET	50 00	Proprietary Item	DIETS/SPO	APRIL 2000 TO MARCH 2002
C-3	<u>Block Resource Centre</u>						
1	Civil Construction	12000 00	15	800 00	NCB	DPO/SPO	APRIL 2000 TO MARCH 2002
2	Equipment/Furniture	2250 00	15	150 00	National Shopping	BLOCK COORDINATOR	APRIL 2000 TO MARCH 2002
3	Books	380 00	38	10 00	Proprietary Item	SPO	APRIL 2000 TO MARCH 2002

**PROCUREMENT PLAN**

Rs in thousand

S. NO.	TYPE OF PROCUREMENT	TOTAL COST AMOUNT	UNIT	UNIT COST	PROCUREMENT PROCEDURE	PROCUREMENT AGENCY	TIME SCHEDULE
C-4	<u>District Project Office</u>						
1	Equipment	235 00	DPO		National Shopping	DPO	OCT 99 TO MARCH 2000
2	Furniture/Fixture	130 00	DPO	130 00	National Shopping	DPO	OCT 99 TO MARCH 2000
3	Books	45 00	DPO	10 00			OCT 99 TO MARCH 2000
4	Purchase of Vehicle (4 Wheeler)	2250 00		150 00	National Shopping	SPO	OCT 99 TO DEC 99
	(2 Wheeler)	720 00	10		National Shopping	SPO	
C-4.1	<u>MIS Research &amp; Evaluation</u>						
1	MIS Cell furnishing	180 00	DPO	180 00	National Shopping	DPO	APRIL 2000 TO MARCH 2001
2	EMIS/PMIS (Printing/Survey etc.)	255 00	DPO		National Shopping	DPO	APRIL 2000 TO MARCH 2001
3	MIS Equipment	400 00	DPO		National Shopping	SPO	OCT 1999 TO MARCH 2000
C-5	<u>School Complex</u>						
1	Construction	3192 00	114	28 00	Comm. Participation	VEC	APRIL 2000 TO MARCH 2002
2	Equipment	2850 00	114	25 00	National Shopping	DPO	APRIL 2000 TO MARCH 2002
3	Books for Library/Book Bank	1815.00	363	5 PA	Proprietary Item	SPO	APRIL 2000 TO MARCH 2004





**IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000**

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

## IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000

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

**IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000**

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