

District Primary Education Programme-III

PERSPECTIVE PLAN

District: Etah

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

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LIST OF ABBREVIATIONS

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

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

CHAPTER – I

DISTRICT PROFILE

GEOGRAPHICAL FEATURES

Etah district is a part of the Agra Division of Uttar Pradesh. It is situated between 27.18' to 28.2 lat. North and 78.11' to 79.17 Longitudes east. The northern boundary of the district is made by the river Ganga. To north east it is bound by the Farrukhabad district and towards the west, by the Aligarh and Mahamaya Nagar (Hathras). South wards it is surrounded by the districts of Agra, Firozabad and Mainpuri. Total area of the district is 4446 Sq.Kms.

Etah is traversed by three major river systems, flowing in an east-west direction parallel to each other. Burhi Ganga, the second largest river of the district is a tributary of the river Ganga and flows in its old deserted path. sand deposits, dry streams, meandeos have made the area between the two rivers fertile but unfit for surface transportation. During the three months of the rainy season almost the whole of it is flooded. Natural vegetation, plantations and difficult terrain have together made an ideal hide-out for kidnappers and other anti social elements. The area is known as Tarai.

Kali river meanders in the district over a distance of 105 Kms and divides it in two equal halves. Land between Kali and Burhi Ganga is by far most fertile in the district. Out of the 19 townships of the district 12 are located in this area.

The third river system is that of Issan and Arind, in the south of the district. Annual floods are a regular feature. A large part of the land, criss crossed by these rivers is not very fertile.

HISTORICAL BACKGROUND :

Kaniska and Basudeva ruled the land of district Etah from 76 A.D. to 176 A.D. Some remains of Kusan period are found in this district. Nagvansha ruled Etah from 200 AD to 350 AD. In 350 AD Samudra Gupta defeated the Nag ruler Achyut in Soron

and established his rule in this district. After the decline of Gupta rule, region came under the control of Kannauj which was ruled by Vardhan Vansha. Harsha Vardhan ruled Kanauj from 606 to 648 AD. In the year 867 AD, Bhatt, the ruler of Naag dynasty defeated Chandra Gupta, the ruler of Kannauj and established the Rajput dynasty.

In 9th and 10th century, come under the rule of Gujars Pratiharas and Pal dynasties. In the year 1193, "Mohammad Gori" got hold of the area and ruled it from year 1265 to 1287.

In the year 1352 Mohammad Shah built a fort in Jalesar to subjugate the Rajputs of Doaba. From the year 1450 to 1488 District Etah came under the domination of Sardar Rai Pratap, Bhogaon. Ibrahim Khan Lodhi fought Chauhans in Sakeet and it came under the Mughal empire in 1526. In the year 1737 Baji Rao Peshwa entered with the Maratha army and reached Jalesar. Passing from Raja Surajmal to Nawab Bajis, it came under the British rule in 1802. District Etah made significant contribution in the war for independence of 1857.

CULTURAL HERITAGE

District Etah has a rich cultural heritage. In Pauranic period of Barahavatar the lord retired in Soron after rescuing the earth. Therefore it is also called the Sukarkshetra and is a great centre of pilgrimage Kapil Muni and Saint Tulsidas lived here on the banks of Ganga.

Patiyali is the birth place of 'Amir Khusro'. He invented Tabla and sitar and was the poet of Hindi and Urdu, 22 volumes written by him in Arabi, Farasi and Urdu are available even today.

ADMINISTRATIVE UNITS

Administratively, Etah district is divided into 5 Tehsils and 15 development blocks. The district has 149 Nyaya panchayats and 902 Gram Panchayats. There are 1610 villages out of which 1507 are inhabited and 103 uninhabited. There are 7 Nagar Palikas and 12 Nagar panchayats. Thus, the total number of towns is 19.

Table 1.1

Name	Number
Number of Tehsils	05
No. of Blocks	15
Nyaya Panchayats	149
Gram Sabhas	902
No. of Townships	19

Source- Statistical Hand Book – 1996

SETTLEMENT PATTERN :

Out of the total 1507 villages in the district the maximum number of 464 villages had a population of 500 to 900 followed by 360 villages in the population range of less than 500. The following table shows the details.

TABLE 1.2

SETTLEMENT PATTERN

Year	Particulars	Below 500	500-900	1000-1499	1500-1999	2000-4999	Above 5000	Total
1991	No. of Villages	360	464	258	159	242	24	1507

Source – Statistical Booklet 1996.

DISTRICT ADMINISTRATION :

The district administration is headed by the District Magistrate, assisted by Chief Development Officer, Distt. Development Officer, Project Director, DRDA, Additional Distt. Magistrate (A.D.M.)-Finance & Revenue, Sub Divisional Magistrates, Tahsildars, Naib Tahsildars. S.D.Os are posted at their Tahsil head quarter. At block

level, Block Development Officer A.D.Os are posted at their Tahsil head quarter. At block level, Block Development Officers A.D.Os, Gram Vikas Adhikaries are posted.

DEMOGRAPHIC – FEATURES

Out of the total population of 2245 thousand of the district, the male and female populations are 1231 thousand and 1014 thousand respectively. There are 383 thousand and one thousand schedule castes and schedule tribes respectively. Total rural population is 1870 thousand and the total urban population is 375 thousand.

TABLE 1.3

BLOCKWISE POPULATION

Sl. No.	Blocks	Total Population			S.C.			ST		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	Soron	81377	65217	146594	16385	13135	29520	-	-	-
2.	Kasganj	73780	62152	135932	12955	10701	23656	30	13	43
3.	Amanpur	57687	47316	105003	11161	9122	20283	-	-	-
4.	Sahawar	52270	42499	96769	10696	8406	19102	-	-	-
5.	Ganjdundwara	65510	50856	116366	10712	8154	18866	-	-	-
6.	Patiyali	55863	44545	101408	11920	9121	21041			
7.	Sidhpura	53578	43201	96779	11116	8801	19917			
8.	Jalesar	71368	57654	129022	15760	12436	28196			
9.	Awagarh	58920	48276	107196	14314	11488	25802			
10.	Marhara	58915	49570	108485	10478	8779	19257			
11.	NidholiKalan	73324	61358	134682	11193	9089	20282	07	06	13
12.	Sheetalpur	88013	72794	160807	14001	11636	25637			
13.	Sakeet	75474	61844	137313	11957	9779	21736			
14.	Jaithra	74403	59363	133766	10803	8505	19308			
15.	Aliganj	88733	72855	161618	13465	10768	24233			
	Total	1030210	839530	1869740	186916	149920	336836	37	19	56

Source- Statistical Booklet 1996

The following table gives population figures for males and females for the district.

TABLE 1.4

Rural/Urban Population

RURAL			URBAN		
MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1030210 (54)	839530 (46)	1869740	200351 (53)	174907 (47)	375258

The figures in parenthesis gives percentage to total population.

The above tables shows that the rural population constitutes 83.28 percent of the total population. The population of the scheduled castes accounts for 17.3 per cent of the total population of the district. So far as religion wise population is concerned, Hindus constitute 88% Muslims are 11.3 percent and other religions account for less than 1% of the total population.

The following table gives the occupational structure in the district.

TABLE 1.5

OCCUPATIONAL STRUCTURE

S.No.		Rural	Urban	Total
1.	Farmers	402352	12667	415019
2.	Agricultural Labour	82216	10954	91170
3.	Vatanary	2461	1268	3729
4.	Industrial	26	04	30
5.	Household Industry	5146	3858	9004
6.	Non household Industries	8587	11720	20307
7.	Construction	2745	2610	5355
8.	Business	10130	24445	34575

9.	Transportation/ Communication	4007	6564	10571
10.	Other Workers	28197	21910	50107
11.	Total Main Workers	543867	96000	639849
12.	Part Time Workers	47510	4839	52349
13.	Total workers	591377	100839	692216

Statistical Booklet. 1996

The above table shows that the economy of Etah district is predominantly agricultural and there is a very small number of workers in industrial sector.

TABLE 1.6

LAND USE PATTERN

Total reporting area	Forest	Cultivable area	Present Fallow land	Other Fallow land	Barren other cultivable land	Land for non agricultural purposes	Remark
1	2	3	4	5	6	7	8
443273	470	37028	17019	26089	8926	37072	-

Source – Statistical Booklet 1996

OPERATIONAL HOLDINGS

The following table shows the size of holdings and area under each category.

TABLE 1.7

Sl. No.	Size of holding	No.	Area
1.	0.5 less than Hact.	149373	43273
2.	0.5 – 1 Hact.	82431	50546
3.	1 to 2 Hact.	62984	84780
4.	2 to 4 Hact.	29602	77564
5.	4 to 10 Hact.	8867	52364
6.	10 & More than	401	5625
	Total	333658	314252

Source – Statistical Booklet – 1996.

The above table shows that there is predominance of small sized holdings as 69.47 per cent of total holdings are of less than 1 hac. and these account for 29.85 per cent of the total area.

STRUCTURE :

Transport and Communication:

The total length of Pucca roads is 1800 Kms in the District. There are 21 railway stations and 173 bus stands. In communication facilities, there are 311 post offices, 6 telegraph offices, 491 P.C.O's and 5150 telephones in operation in the district. Rural areas have been linked with the head quarters with telephone facilities.

ELECTRICITY AND POWER:

Total number of 1132 villages and 19 towns have been electrified.

Drinking Water:

India Mark 2 hand pumps have been installed in 1507 villages and 19 towns.

Development Plan:

Several development programmes are being implemented in the district including 'Jawahar Rozgar Yojana' and 'Sunishit Rozgar Yojana. For the construction of Primary Schools DRDA provides 60% and the department provides 40% of the money. MLA/MP funds are also available for the development of district.

SOCIO-ECONOMIC STRUCTURE

AGRICULTURE

Occupational structure of the district shows that agriculture is the mainstay of the people. Almost 84% people depend on it. The land is fertile and enough irrigation facilities have helped in multiple cropping. Rice, maize, miltets and sugar cane are the main crops. Fruits and vegetables are also grown on a large scale. However the average farmer has a land area of 1.5 Hect. or less. Subsistence farming, where people grow for their own consumption, is common. Land less labourers and marginal farmers (Less than 0.5 H) constitute almost 50% of the population. Vagaries of the weather and seasonal floods have rendered the people very poor. The presence of a large number of ex Rajas – Nawabs – Zamindars etc. have kept feudalism and economic disparities alive.

Animal Husbandry :

Farm holdings being small most of the farmers depend on the animal power for their agricultural activities. A large number of cows and buffaloes are also kept to supplement the food and income. Cattle rearing and sheep and goat keeping are also practised. Milk and Milk products are supplied to big cities like AGRA and ALIGARH and DELHI.

INDUSTRIAL DEVELOPMENT

There is hardly any large scale industry except one sugar mill. However Gur and Khandsari units are dotting the whole of Terai region. Weavers constituting a large part of the Muslim population, handloom and power loom industry is very wide spread. Glass and salt petive are other industries found in the south and western parts of the district. Brick klins abound almost on both sides of every major road in the district. However one special feature about these klins is remarkeable, almost all the labour employed is from the nearby areas and therefore is not migrating.

CHAPTER – II

EDUCATIONAL PROFILE

INTRODUCTION

As pointed out in the first chapter on the district profile, that in Etah, the most serious constraint to the development is the poor quality of human resource. Development of education should be given top most priority, because it is the most critical input . It needs no emphasis that elementary education is the most important segment of education because it lays foundation for making one eligible for education at higher level. The educational scenario of the district is described in the following paragraphs.

LITERACY RATE :

District Etah has relatively low literacy. The literacy rate of district as per 1991 Census was 40.2% as against 41.6% of the state. The gap between literacy rate of the state and Etah is 1.4%. Comparative literacy chart for Etah and U.P. is given below :-

TABLE 2.1
LITERACY RATE

POPULATION	ETAH	U.P.
Total	40.2	41.60
Rural	37.1	36.66
Urban	55.3	61.00
Total Male	54.1	55.73
Total Female	22.9	26.31
Rural Male	52.1	52.11
Rural Female	18.1	19.02
Urban Male	64.4	68.98
Urban Female	44.7	50.30

Source : Statistics Deptt. Etah (1995)

While the literacy rate for males in Etah and the State are almost the same, the literacy rates for total females and rural females are lower for the district by 3.41% and 0.92% respectively. The female literacy is low in urban area. But the district being largely rural the female literacy has to be raised in entire district.

BLOCK-WISE LITERACY RATE :

The five blocks namely Saron, Kasganj, Amanpur, Sahawar and Ganjdundwara have lower literacy level than average rural literacy level of the district. Teh following table shows block-wise literacy rate.

TABLE 2.2

BLOCK-WISE LITERACY LEVELS

S.No.	Name of Block	Literacy			Literacy		
		Male	Female	Total	Male	Female	Total
1.	Saron	24730	5255	29985	38.3	10.5	26.1
2.	Kasganj	29677	7444	37121	50.8	15.5	34.8
3.	Amanpur	23201	5503	28794	50.3	15.1	34.6
4.	Sahawar	15481	3202	18683	37.3	9.7	25.1
5.	Ganjdundwara	16079	3220	19299	30.7	8.2	21.0
6.	Patiyali	24331	7638	31969	53.1	21.8	39.5
7.	Sidhpura	23622	6610	30232	55.2	19.5	39.4
8.	Jalesar	32862	9683	42545	57.5	21.5	41.6
9.	Awagarh	27649	7959	35608	58.4	21.0	41.8
10.	Marehra	27435	7694	35129	58.9	19.8	41.1
11.	N. Kalan	33756	9151	42907	58.0	19.0	40.3
12.	Sheetapur	43245	13763	57008	61.9	24.1	44.9
13.	Sakeel	34239	10315	44554	56.9	21.3	41.0
14.	Jaithra	33847	10089	43936	56.4	21.7	41.2
15.	Aliganj	37914	12184	50098	53.5	21.4	39.2
	Rural Total	428068	119800	547868	52.1	18.3	37.1
	Urban Total	103505	62255	165760	64.4	44.7	55.3
	Grand Total	531573	182055	713628	54.1	22.9	40.2

Source : Statistical handbook –Etah (1995)

A look at the literacy rate of the blocks of the district in Table 2.2 reveals a serious imbalance. The whole of the Terai region shows a remarkably low female literacy rate, perhaps unmatched in the whole of the State. In Saron, Sahawar and Ganjdundwara a female literacy rate is 10% or lower, where as Kasganj and Amanpur have only 15%. Therefore these areas need an urgent attention under DPEP. The average literacy rate is also lower than the district in these blocks due to the shortfall in the female literacy.

EDUCATIONAL INSTITUTIONS :

Educational Facilities :

There are 8 Degree College, 121 Intermediate Colleges, 535 Senior Basic Schools and 2196 Jr. Basic Schools in the district Etah. The following table gives the details of educational institutions.

TABLE 2.3
EDUCATIOANL INSTITUTIONS

S.No	Particulars	Rural	Uraban	Total	Recognised	G.T.
1	Jr. Basic School	1693	70	1763	433	2196
2	Sr. Basic School	145	10	155	380	535
3	Hr. Sec. & Inter Colleges	89	52	121	-	121
4	Degree Colleges	3	5	8	-	8
5	University	-	-	-	-	-
6	Central School	-	-	-	-	-
7	Navodaya Vidhyalaya	01	-	01	-	01
8	D.I.E.T.	01	-	01	-	01

Source : B.S.A. Etah (1999)

SCHOOL BY TYPE OF BUILDING :

There are 1495 Primary Schools out of 1763, which have only two rooms and account for 84.79% of the total schools. There are 45 schools which have only one single room. 156 schools have no building at all in which 52 buildings are under construction.

TABLE 2.4
SCHOOL BY TYPE OF BUILDING

S.No.	particulars	No. of schools	As % of Total
1	Buildingless	156	8.86
2	Schools with one room	45	2.55
3	Schools with two rooms	1495	84.79
4	Schools with three rooms	67	3.8
5	Schools with more than three rooms	-	-
	Total	1763	100%

Source : BSA Et ah (1999)

DILAPIDATED BUILDING :

The number of those school buildings which require complete reconstruction is significant. Such schools are 215 in number. In addition there are 168 school buildings which need major to minor repairs. It must be mentioned here that there are 69 Jr. Basic Schools in Urban areas. Majority of buildings in the urban areas are in very bad shape.

PRIMARY SCHOOLS BY NUMBER OF STUDENTS :

Out of 1763 primary schools, in 24.9% primary schools the No. of children ranged between 100-150 and 22.146% schools where the No. of children range between 150-200 are 396. The distribution of schools by No. are as -

TABLE 2.5
PRIMARY SCHOOLS BY NUMBER OF STUDENTS

S.No.	Range of enrollment	No. of Pr. schools	% of pr. schools
1	Less than 50	130	07.37
2	Between 50 to 100	268	15.20
3	Between 100 to 200	437	22.79
4	Between 150 to 250	396	22.46
5	Between 200 to 250	267	15.15
6	Between 250 to 300	156	08.84
7	Above 300	109	06.18
	Total	1763	100%

Source : B.S.A. Etah (1999)

A combined analysis of tables 2.4 & table 2.5 shows that there are only 45 schools with a single room. These need one additional room. There are 267 schools wherein strength of students is more than 200. Obviously these schools are included in 1495 schools having two rooms as shown in Table 2.4. These 267 schools should have one class room. In addition there are 265 schools having a strength of 250 to 300 or more in which 67 schools have 3 rooms. Thus 198 schools are in need of an additional room. Therefore additional class rooms are in 465 schools.

ACCESSIBILITY OF SCHOOLS :

The total number of inhabited villages in the district is 2547 and the total number of primary schools in the rural area is 1693. While some of the villages have two or more schools there are many which do not have a primary schools. The number of such villages is 1092. As regards accessibility, there are 1555 villages which have a school within the village and 450 have a school within a distance of 1 Km. The classification of following villages by schools is given below :

TABLE 2.6
CLASSIFICATION OF VILLAGES ACCORDING TO DISTANCE FROM
PRIMARY SCHOOL

Sl. No	Name of Block	School in village	School Less than 1Km	School of 1-3 Km.	3-5 km.	More than 5 Km.	Total
1	Sjoron	100 105	15	20	05	-	140
2	Kasganj	109 115	20	89	-	-	218
3	Amanpur	113 120	56	08	-	-	177
4	Sahawar	74 85	20	73	-	-	167
5	Ganjdundwara	87 87	15	18	20	17	157
6	Patiyali	86 105	32	02	-	-	120
7	Sidhpura	95 106	28	30	-	-	153
8	jalesar	105 106	10	95	-	-	210
9	Awagarh	92 102	86	16	-	-	194
10	Marehra	91 100	24	17	-	-	32
11	N.Kalan	118 128	25	30	-	-	173
12	Shhetalpur	111 123	50	20	-	-	181
13	Sakeel	105 120	15	12	-	-	132
14	Jaithra	120 131	15	30	-	-	165
15	Aliganj	149 160	39	36	-	-	224
	Total	1555 1693	450	407	25	17	2543

Source : Statistical Handbook 1995

The above table shows that 61.15% of all the villages have a primary school within the village. 17.7% villages have primary school in less than 1 Km. 19.5% villages have primary school within 1 to 3 Kms. Thus 98.35% villages have a school within 3 Kms. However, in several areas poor surface conditions make it almost impossible for the children to reach a school situated more than 1 Km. There are also 24 villages in which the primary schools are at distance of more than 3 Kms.

UNSERVED HABITATIONS :

In all there are 109 habitations unserved with a primary school. These habitations would qualify for having a primary school according to the norms prescribed by the State Government. The following table gives block-wise details of the unserved habitations :

TABLE 2.7
UNSERVED HABITATION

S.No.	Block	No. of Habitations
1	Sjoron	08
2	Kasganj	07
3	Amanpur	09
4	Sahawar	09
5	Ganjdundwara	07
6	Patiyali	05
7	Sidhpura	08
8	jalesar	09
9	Awagarh	05
10	Marehra	06
11	N.Kalan	08
12	Shhetalpur	07
13	Sakeel	07
14	Jaithra	06
15	Aliganj	06
	Total	109

Source : B.S.A. (1999)

After opening these 109 formal schools there will be no unserved habitation in the district. Besides, there are approximately 450 habitations in the district which do not qualify for opening primary school as per norms. This number is based on rough estimation because the population in these is less than 300.

ENROLMENT :

The gross enrolment ratio (GER) in primary school in the district in 97-98 was 85.07% which implied that this percentage of children of the age group of 6-11 years were enrolled and GER of 98-99 is 86.57% in the district. No. of children belonging to scheduled caste in 6-11 years age group GER was 60.64 % in the year of 1997-98 and 61 GER in the year 1998-99 respectively as being shown in the table below :

**TABLE – 2.8 A
ENROLMENT**

Year	Total	Boys	Girls	Total S ^c Student	Total SC Boys	Total SC Girls
1994-95	205826	150738	10088	30668	18935	11733
1995-96	273722	162246	111476	40839	27372	13469
1996-97	292728	171971	120757	43762	27954	15808

Source : BSA Etah (1998)

**TABLE – 2.8 B
GROSS ENROLMENT RATIO**

Year	No. of children in 6-11 years		Children Enrollment			GER %		
	Boys	Girls	Boys	Girls	Total	Boys	Girls	Total
1997-98	190923	167633	163801	141245	305046	85.79	84.25	85.07
1998-99	194273	170574	170142	145140	315882	87.88	85.08	86.57
S.C. Children								
1997-98	40093	25202	28065	17601	45666	69.9%	50%	60.64%
1998-99	40797	35820	28857	18210	47067	70.7%	50.8%	61.39%

Source : BSA Etah (1999)

It would be obvious that the GER in 98-99 was 86.57% while it was 85.08% for girls. Similarly the GER for the scheduled caste children was 61.39% and for scheduled caste girls it was only 50.8%. The figures for enrolment for the last five years are given in Annexure 2.1

So far as enrollment of Muslim children is concerned the children of muslim specially girls is particularly low as compared to general category.

DROP OUTS

The drop out rates are very high in the district as out of the 95174 children enrolled in class I only 44% children continued their education till class Vth. In the case of boys 48% stayed in the school till class Vth. The situation with regard to girls was more serious as around 60% of the girls dropped out. The following table gives the position of drop out over a period of 5 years from 94-95 to 98-99.

Table 2/9
DROUPOUT DURING 94-95 TO 98-99 IN PRIMARY SCHOOL

Year	CLASS I	CLASS II	CLASS III	CLASS IV	CLASS V
1994-95	B 52071 G 43103 T 95174				
1995-96		B 34801 G 23511 T 58312			
1996-97			B 31537 G 21705 T 53242		
1997-98				B 27311 G 18810 T 46121	
1998-99					B 24994 G 17241 T 42235

Source : BSA Etah (1998)

- (i) Dropout rate (total) 55.6%
- (ii) Dropout rate (Boys) 52%
- (iii) Dropout rate (Girls) 60%

TEACHER – PUPIL RATIO :

The total number of teachers in primary schools in the district are 3955 while the number of children enrolled in 1998 was 235055. Thus, the teacher pupil ratio is 1:59. The distribution of primary schools according to teacher pupil ratio is shown in the following table :

TABLE 2.10
PRIMARY SCHOOLS AS PER TEACHER PUPIL RATIO

S.No.	Teacher Pupil Ratio less than	No. of Primary Schools	% of Primary Schools
1.	1:20	83	4.7%
2.	1:20 – 30	101	9.7%
3.	1:30 – 40	238	13.49%
4.	1:40 – 50	263	14.91%
5.	1:50 – 60	280	15.88%
6.	1:60 – 70	183	10.38%
7.	1:70 – 80	199	11.28%
8.	1:80 – 90	98	5.55%
9.	More than 90	318	18.03%
	TOTAL	1763	100%

Source : BSA Etah (1999)

The table brings out anomalies in the Teacher-Pupil ratio of the schools. There are 422 schools with low Teacher-Pupil ratio i.e. more teachers in 27% schools whereas in 515 schools the Teacher-Pupil ratio is too high to be manageable. This unbalance requires remedial measures, because it is one of the reasons of having drop out rate in the district. It would be clear from the above table that more than 18% schools have Teacher-Pupil ratio between 1 more than 90.

BLOCK-WISE TEACHER-PUPIL RATIO :

There are significant disparities in respect of Teacher-Pupil ratio in different blocks. In Sahawar, the Teacher-Pupil ratio is 1:113 and in Block Ganjdundwara it is 1:79. There are 9 blocks which have higher teacher pupil ratio than the district average. The following table shows block-wise enrollment number of schools, number of teachers and Teacher-Pupil ratio, etc.

TABLE – 2.11
BLOCK-WISE TEACHER PUPPIL RATIO (98-99)

S.No.	Name of Block	No. of primary school	No. of teachers	Total Enrolment	Teacher-pupil ratio
1	Soran	105	154	12165	1:78
2	Kasganj	115	314	18063	1:58
3	Amanpur	120	225	15885	1:71
4	Sahawar	85	83	16774	1:113
5	Ganjdundwara	87	156	13612	1:87
6	Patiyali	105	105	15787	1:79
7	Sidhpura	106	262	16475	1:63
8	Jalesar	106	234	16407	1:70
9	Awagarh	102	233	15952	1:68
10	Marehra	100	252	12953	1:79
11	N.Kalan	128	308	16239	1:52
12	Shhetalpur	123	472	19952	1:42
13	Sakeet	120	479	17421	1:36
14	Jaithra	131	293	16452	1:56
15	Aliganj	160	375		1:68
	Total	1693	3955	235055	1:59

Source : BSA Etah (1998)

DRINKING WATER AND TOILET FACILITY IN THE SCHOOL :

There are 1433 schools (84.6% of total schools) which have drinking water facilities in the school. Another 15.4% of total schools have no drinking water facilities. The situation with regard to the availability of toilet facility for girls is worse. There are only 260 schools i.e. 15.4% of the total schools which have this facility. The block wise position of availability of drinking water and toilet facility in the schools is given in the following table :

TABLE 2.13
DRINKING WATER AND TOILET FACILITY IN SCHOOLS

S.No.	Name of Block	No. of Schools	No drinking water facilities	No toilet facility
1	Sjoron	105	12	88
2	Kasganj	115	15	92
3	Amanpur	120	17	83
4	Sahawar	85	38	62
5	Ganjdundwara	87	15	68
6	Patiyali	105	07	88
7	Sidhpura	106	20	87
8	jalesar	106	23	97
9	Awagarh	102	32	87
10	Marehra	100	14	86
11	N.Kalan	128	06	118
12	Shhetalpur	123	11	109
13	Sakeel	120	19	105
14	Jaithra	131	15	121
15	Aliganj	160	23	142
	Total	1693	260	1433

Source : BSA Etah (1997)

DISLOCATION OF EDUCATION DUE TO FLOODS :

In the district there are Soron, Sahawar Ganjdundwara, Patiyali blocks situated along the river Ganga. So in near about 100 villages, functioning of school becomes effective due to flood. The specific habitations will have to be identified after detailed survey.

ADMINISTRATIVE SET UP FOR PRIMARY EDUCATION :

At the district level the department of primary education is looked after by District Basic Shiksha Adhikari. He is assisted by two Deputy B.S.As. for academic supervision and inspection of schools. There are 15 Assistant BSAs in the district and 7 S.D.Is for urban areas. There are six Nagar Palikas which are controlled by Shiksha Adhikari assisted by Assistant Shiksha Adhikaris. For non-formal education

programme in district there is a Non-Education Officer. In block there are 9 projects whose offices are situated at block headquarters.

OFFICE BUILDING OF B.S.A.

The BSA office is located in Shiksha Sankul Bhawan built in 1991 but the maintenance of building is poor due to non-availability of funds. After the establishment of D.I.O.S. office there is little space left for store, meeting hall etc.

LINKAGE OF PRIMARY EDUCATION WITH OTHER PROGRAMMES :

It is necessary that for creating a perceptible dent on the problems of illiteracy primary education must have organic linkage with ongoing programmes which have direct or indirect bearing on education. A brief appraisal of these programmes has been done in the following paragraphs.

DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET) :

The district institute of education and training (DIET) is located at Harchandpur on G.T. Road at a distance of 9 Kms. from Etah city towards Kanpur. A new double storey building has been constructed which includes office, class rooms, hostel and residential quarters for Principal and staff. Campus and inside roads are still not developed. Several posts of senior lecturers and lecturers are vacant for a long time. The position of staff is shown in the following table :

Table 2.14
STAFF POSITION IN DIET HARCHANDPUR ETAH FEB. 99

S.No.	Designation	No. of posts sanctioned	No. of posts filled
1.	Principal	1	-
2.	Vice Principal	1	1
3.	Senior Lecturer	6	1
4.	Lecturers	17/3	5/2
5.	Office Supdt./Librarian	1/1	-
6.	Statistician	1	1
7.	Clerks/Acct.	9/1	3/-
8.	Lab. Assistant	2	1
9.	Class IVth	5	4

Source – Office of DIET Etah (1999)

Since DIET will have a crucial role in DPEP, it would be necessary to fill all the posts of lecturers so that the training programmes could be effectively organised.

NON-FORMAL EDUCATION

In district Etah, non-formal education scheme is implemented in 9 blocks. In every block there are 100 centres where instructors have been appointed for those children whose education some how is discontinued during class 1 to V. This project is looked after by non-formal education officer.

INTEGRATED CHILD DEVELOPMENT SERVICES (ICDS)

In district Etah, this project is being implemented in three blocks i.e. Saron, Jalesar and Sidhpura. In block Saron 104, Jalesar 89 and in Sidhpura 102 Anganwadi centres are running. Thus, in all 295 Anganwadi centres which cater to 18868 children and pregnant women.

STIPEND FOR SCHEDULED CASTE CHILDREN :

All the enrolled scheduled caste children (students) get scholarship from social welfare department. It is distributed through school head master in presence of Gram Pradhan and S.C. member. The scholarship amount from class 1 to 5th is Rs. 25 per month and class 6th to 8th is Rs. 40 per month.

DISTRICT RURAL DEVELOPMENT AGENCY (D.R.D.A.)

This agency looks after all the rural development schemes in the district DRDA sanctions funds under JRY and SRY for school building construction. Of the total construction cost DRDA provides 60% through JRY and SRY budget. Sufficient grant in JRY and SRY are not available due to which many school buildings are incomplete. District Magistrate, CDO and Project Director monitor the position from time to time.

MEDICAL AND HEALTH DEPARTMENT :

There are 24 Allopathic, 19 Ayurvedic, 11 Homeopathic, 2 Unani, 60 Primary health Centres and 19 maternity and child welfare centres in the district. Schools Health Programme is not very effective.

CONCLUSION :

There are a number of quantitative and qualitative gaps and deficiencies in the implementation of different components of primary education. There are problems of irrational distribution of teachers among various schools. School buildings are without boundary wall. Good environment in school does not exist. Lack of drinking water and toilet facilities is also a drag on the enrolment and retention in schools.

All these factors need immediate measures for improving the primary education in the district.

CLASS-WISE ENOLMENT

District – Etah

Year	Class 1			Class 2			Class 3			Class 4			Class 5			Grand Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
94-95	52071	95174	28393	28393	19069	47462	26151	15101	41252	23188	11165	34353	20935	11715	32585	150738	100088	205826
95-96	54131	98138	34801	34801	23511	58312	17908	17908	44968	24358	13604	37962	21896	23557	34342	162246	111476	273722
96-97	56245	101436	35400	35400	24022	59422	21705	21705	53242	25837	15899	41736	22952	13940	36892	171971	12858	292728
97-98	59308	105650	36001	36001	24452	60543	21893	21893	54193	27311	18810	46121	23742	15627	39369	178663	127214	305876
98-99	60977	19889	36928	36928	24706	61634	22050	33073	55123	27500	19501	47001	24994	17241	42235	183472	132410	315882

CHAPTER – III

PLANNING PROCESS

INTRODUCTION

In the context of primary education, the planning at the district level has to be further strengthened in conformity with the guidelines in Programme of Action (POP) 1992 which read as follows:

“Further efforts would be made to develop district specific projects, with specific activities, clearly defined responsibilities, definite time schedule and specific targets. Each district project will be prepared within the major strategy framework and will be tailored to the specific needs and possibilities in the district ”

The District Primary Education Programme (DPEP) emphasises local area planning with disaggregated targets and decentralised planning and management. In this, the district plans are to be prepared through an intensive process of interaction with the local bodies teachers, NGOs etc. so that it is owned by all who are to be associated with implementation and it reflects the ground level realities.

The decentralised planning and management of education under UPE implies three aspects as given below:-

- (1) Universal access and enrolment.
- (2) Universal retention of children upto 11 year of age.
- (3) Substantial achievement of quality in education.

DPEP lays greatest emphasis on participatory planning and management to achieve the above objectives and to enable the community to take up the responsibility of management of primary education.

STRATEGIES IN PLANNING FOR DPEP

The planning process for preparation of Perspective Plan for DPEP in the district was initiated in December 1998. A district planning core team was formed (which included BSA, Principal DIET, Accounts Officer and one ABSA). State level workshop was held at Lucknow on December, 1998. In this workshop, detailed interaction was held on goals, objectives, planning process, participatory exercises, implied data needs, methodology of designing strategies etc. The core team started collecting required data for DPEP.

The core team went for a training at SIEMAT Allahabad from 4.1.99 to 12.1.99.

WORKSHOPS AND PARTICIPATORY INTERACTIONS

A district level workshops of a cross-section of functionaries of Basic Education Department (including ABSA/SDI) faculty members of DIET, teachers, members of teachers' union was organised. In this workshop, full fledged participatory Discussion were held about the whole concept of DPEP on the 8th of January, 1999. Another workshop with the core team, other district officers NGOs, and teacher representatives was held on the 18th of January 99 under the chairmanship of the D.M. concepts of the DPEP, cooperation between various agencies, and matters related with convergence were discussed.

In this manner, the process of participatory planning and consultation was started for the preparation of Perspective Plan for DPEP. Several meetings at the village level and focus group discussions were organised in which the ABSAs/SDIs acted as facilitators.

BASELINE AND SOCIAL ASSESSMENT STUDIES:

The State Project Office initiated the work of conducting Baseline Assessment Study in the district through the DIET as an agency of State Council of Educational Research and Training.

SOCIAL ASSESSMENT STUDY

Social Assessment study is also being conducted in Muzaffarnagar district which has almost similar socio economic structure. It will throw light on socio structural factors impeding the progress of primary education. Its findings will be included in the plan as soon as the results are available.

FOCUS GROUP DISCUSSIONS

Date	Venue	Participants	Issues and suggestions
8 Jan. 1999	Primary School Nagla Fateh block Avagarh	VEC members, ABSA, SDI, Up Pramukh, SC and muslim women Pradhans of adjoining areas.	Problems of girls education specially dropout, incentives for girls, arrangement for care of siblings (ECCE centres), Free text books, quality of teaching should be improved. Interested persons should be coopted in VEC. Involvement of youth in VEC.
9 Jan. 1999	Sr. Basic School Sidhpura	ABSA/SDI Teachers of all schools, community members SC and Muslim Community, Pradhans, Member BDC, member Zila Panchayat	Girls education and its problems, low motivation of teachers, academic supervision, teaching methods improvement, attendance of teachers and children, scholarship and allied problems.
11 Jan. 1999	Adarsh Vidyalay Sahawar	ABSA/SDI, Gram Pradhan, head masters and teachers of adjoining schools members of Gram Sabha and VEC & NGOs Chairperson of the Town Area.	Reasons for dropout, Community does not participate in school affairs. Insecurity of girls while returning from school. Community awareness and mobilisation and strengthening of VEC, problems of academic supervision.

12 Jan. 1999	Village Jarani Kalan (Block Jalesar)	ABSA, SDI, local community members, teachers, VEC members & NGOs	Learning not joyful for children, Low MLL, training of teachers, maintenance of schools, strengthening of VEC and activation of PTAMTA and other groups use of local language.
26 Jan. 1999	Degree college Ganj Dundwara (Block)	ABSA/SDI Teachers, Principal, representatives of teachers and student union, Block Pramukh, Chairman and members of town area committee and other community members and women representatives.	The open meeting was conducted by the BSA and suggestions were invited from general public. The issues which came up for discussion included social backwardness, low status of women in VEC as reason of low enrolment of muslim girls and retention of girls in general.
26 Jan.	Sita Ram Temple Soron (Block)	BSA, members of the Nagar Palika, representatives of the teachers, religious leaders, women organisations.	Teacher absenteeism low level of motivation among students due to the over crowding in the classrooms – Difficulties in reaching the Schools Purdah and early marriage of the Girls General Poverty. High Crime rate as reasons of low literacy were discussed.
28 Jan.	Sr. Basic School Kasganj (Block)	ABSA, Teachers, NGO, Nagar Panchayat members, Women & Minority group representatives.	Problems related to women, minorities, working children and migrating people.

Problems and interventions emerging out of open meetings with the disadvantaged groups

Sl. No.	Problems	Interventions suggested
1.	Low retention of muslim girls due to exclusive emphasis on religious education	Motivation of parents, sensitize them towards elementary education to be imparted through urdu teachers.
2.	The children are working and they are not able to join school because of rigid timing	Alternative schooling to be provided.
3.	The girls from muslim community do not join school because of early child marriage and Purdah system and other social inhibitions.	Motivation of parents needed in these areas to send their children to join primary schools and Maktab/Madarsa to be converted into Alternative Schools. Lady teachers or para teachers from the same community be selected.
4.	The children of muslim families go to the Maktab for religious education and do not go to school.	Alternative facilities through Maktab.
5.	The SC families migrate to work in outside brick kilns and cane-crushers. Their children cannot join formal schools.	Alternative schooling facilities should be provided at the work place.
6.	Low motivation among students of the denotified tribes, Nats and Bangaras and other low income groups	Use of local language in the class room. Importance to the physical prowess of the younger of these communities. Help books in Brij bhasa

CHAPTER – IV

PROBLEMS, ISSUES AND STRATEGIES

In earlier chapters, the situation of primary education in the district was analysed. An attempt was also made to identify sociological factors responsible for impeding the achievement of objectives of UPE and the lack of participation of disadvantaged groups specially their girl child in primary education. These factors are interlinked with each other. It is necessary to make frontal attack on all problems to accelerate the achievement of the goals and objectives of universalisation of primary education particularly the aspect of retention of girls. For tackling these problems and issues, suitable location specific and community specific strategies have been formulated. These problems, issues and related strategies have been divided into the following components.

- I. ACCESS II ENROLMENT
- III. RETENTION
- IV. QUALITY OF EDUCATION
- V. COMMUNITY PARTICIPATION
- VI. WOMEN EMPOWERMENT
- VII. CAPACITY BUILDING
- VIII. TEACHER RELATED PROBLEMS
- IX. CONVERGENCE.

In the following paragraphs, component wise problems and issues relevant strategies suggested by the stake holders in different workshop workshop and interactions are discussed below:

- I. **ACCESS:**
 - (a) PROBLEMS AND ISSUES

- (i) Because of non-availability of primary school within a reasonable distance the children do not have access to education. Majority of these unserved areas have a predominant population of scheduled castes other backward castes and minorities.
- (ii) A substantial number of children are unable to join formal school because they work in different economic activities such as brick kilns, cane crushers and also due to rigid timings of school. Many children are held up at home to look after siblings when their parents go for work.
- (iii) Due to floods the working of schools is affected for considerable time in Soron, Sahawar, Ganjduwara and patyali blocks.

(b) STRATEGIES

- (i) New schools will be opened in unserved habitations which qualify for primary schools.
- (ii) VEC would decide modalities of above AS centres all financial and other inputs would flow through VEC. The instructor for AS would be selected from amongst the village groups. The location which would be in the habitations of disadvantaged groups, will be decided through micro planning to be done by VEC by involving the focus groups.
- (iii) In flood affected areas local para teachers will be appointed.
- (iv) In Muslim dominated areas Maqtabas will be adopted as AS centres. The religious teacher if suitably qualified will be given training and honorarium. Otherwise an instructor from the same community will be provided.
- (v) For working children, alternative schooling facilities will be provided.
- (vi) Urdu para teachers from muslim community will be posted in schools located in muslim localities and efforts would be made to motivate parents of these children through these para-teachers.

II. ENROLMENT:

(a) PROBLEMS AND ISSUES

- i) Non enrolment of S/C and Muslim girls due to sociological factors like social discrimination, focus on religious education.
- ii) Poverty, illiteracy of parents, their ignorance and low status of women and Pardah system in some pockets.
- iii) Occupation of children in domestic work, sibling care or other works. The girls do not have proper clothing.

(b) STRATEGIES

- (i) New schools will be opened in unserved habitations which qualify for primary schools.
- (ii) Local para teacher will be appointed in the flood affected settlements to be identified after detailed survey in the concerned blocks.
- (iii) VEC would decide modalities of above A S centres. All financial and other inputs would flow through VEC. The instructor for AS would be selected from amongst the village groups. The location which would be in the habitations of disadvantaged groups. will be decided through micro planning to be done by VEC by involving the focus groups.
- (iv) In Muslim dominated areas Maqtabas will be adopted as AS centres. The religious teacher if suitably qualified will be given training and honorarium. Otherwise an instructor from the same community will be provided.
- (v) Urdu para teachers from muslim community will be posted in schools located in muslim localities and efforts would be made to motivate parents of these children through these para-teachers.

CHAPTER – V

PROJECT CONCEPT, GOALS AND OBJECTIVES IN ETAH DISTRICT

The District Primary Education Programme (DPEP) seeks to operationalise POA 1992 which lays down that further efforts would be made to develop district specific project with specific activities, clearly defined responsibilities definite time schedule and specific target. Each district project will be prepared within the major strategy frame work and will be tailored to the specific needs and possibilities in the district. Apart from effective UEE, the goal of each project will include the reduction of existing disparities in educational access. The provision of alternative systems of comparable standards to the disadvantaged groups, a substantial and genuine community involvement in the running of schools and building up local level capacity to ensure effective decentralisation of educational planning. That is to say, that overall goal of the project would be reconstruction of primary education as a whole instead of a piece meal implementation of schemes. An integrated approach is more likely to achieve synergies among many different programme components.

OBJECTIVES OF DPEP :

To reduce differences in enrolment, dropout and learning achievement among gender and social groups to less than 5%.

To reduce overall dropout rates of all primary school children to less than 10% or increase retention rate to more than 90%.

To raise average achievement levels by at least 25% over measured baseline levels and ensuring basic competencies in language and numeracy and a minimum of 40% achievement in other competencies, by all P.S. children.

To provide, according to national norms, access for all children, to primary education classes (I-IV) i.e. primary schooling or equivalent NFE.

Strengthening/building national/state/district institutional capacity for planning management and evaluation of primary education.

SETTING UP OF DISTRICT SPECIFIC TARGETS :

PROJECTED NUMBER OF CHILDREN OF AGE GROUP 6-11 YEARS

For planning purpose, it is necessary to estimate the number of children of 6-11 years age group who must be admitted to primary schools during next five years. An attempt has been made to project 6-11 years population during the project period from 1999-2000 to 2003 - 2004 AD. The population of 6-11 years age group has been assumed 14.01%. The decadal growth of population in the district during 1981-91 was 20 percent. The ratio of male and female population in 1991 was 53.25 : 46.75. The SC, ST in total rural population in 1991 was 21.00 per cent. The following table shows the projected population of children of 6-11 age.

Table - 5.1**Projected No. Of Children Of 6-11 Years Age Group.**

Year	Total No.	All Boys	All Girls	S.C. Boys	S.C. Girls	S.C. Total
1999-2000	372143	198188	173985	41612	36536	78148
2000-2001	379586	202121	177465	42441	37266	79710
2001-2002	387177	206163	181014	43292	38011	81303
2002-2003	394920	210286	184634	44157	38771	82928
2003-2004	402817	214491	188326	45040	39546	84566

Source : BSA Etah

ENROLMENT :

One of the major objectives of DPEP is to increase the gross enrolment ratio from the present level 86% to 107% by 2003 –2004 and from 87.88%percent in 1998-99. to 106% for boys and 110% for girls at the end of 2003-2004 from the level of 85.08percent in (1998-99). The project also aims at increasing the G.E.R. for the scheduled castes children from 61.39% to 105% and for scheduled caste girls from 51% to 106%. The break down of year wise targets is given below.

Table 5.2
Projected Enrolment Of 6-11 Years Children In
Primary Schools.

Sl.No.	Particulars	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
I.	G.E.R%	88	90	95	100	107
II.	Total No. Of Children enrolled	328495	341627	367818	394920	431014
III.	Boys (G.E.R.)	90	92	97	102	108
IV.	Total No. Of Boys enrolled	189370	185951	199978	214491	231650
V	Girls (GER)	86	88	93	98	106
VI.	Total No. Of girls enrolled	149116	155676	167840	180429	199364
VII.	S/c children (GER)	63	65	75	90	105

VIII.	Total SC enrolled	49233	51811	60977	74635	88815
IX.	S/C Boys (GER)	73	75	80	92	104
X.	Total No. Of S.C. Boys enrolled	30376	31830	34633	40624	46841
XI.	SC Girls (GER)	53	55	70	88	106
XII.	Total No. of SC girls enrolled	18857	19981	36344	34011	41971

The above targets are difficult to achieve especially in the case of scheduled caste girls. The figure for the children of muslims community are not available separately. Never-the-less the situation would not be better in their case. It needs no emphasis that all out efforts will be made to achieve the targets.

RETENTION :

Currently, the retention rate in primary schools in the district is alarmingly low, the overall retention rate in 1998-99 being 43 percent. For boys it is 46 percent while for girls it is 38.5% percent only. The objective under DPEP is to bring the retention rate upto 92 percent. The year wise targets of over all retention rate and that for boys and girls during the project period are shown in following table.

TABLE 5.3
TARGETS FOR INCREASING THE RETENTION RATE

S. No.	Particulars	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
1.	Overall retention rate	46	50	60	74	91
2.	For Boys	50	55	65	78	93
3.	For Girls	42	45	55	70	91

Taking into account base year 1998-99 figures and following from the figure in table 4.2 and 4-3 the time bound and quantifiable objectives under DPEP have been fixed. These are stated below :

- I- To increase gross enrolment ratio from 86.6 percent to 107 percent. The GER for the girls on the whole has to be raised from 85 percent to 6 percent.

- II- The reduce gap in GER for boys and girls from the current levels of 3 percent to 2 percent.
- III- To reduce overall drop out rate from 56% to less than 8% in case of girls to reduce it from 60 percent to 10 percent.
- IV. To reduce gap in dropout rates in boys and girls from the level of 18% to 3% .
- V. To provide access for all children to primary formal education wherever possible or its equivalent alternative schooling.

There would be certain qualitative objectives of DPEP which are crucial but cannot be quantified. These are given below :

1. To mobilise the community so that they can plan and implement all schemes related to primary education and take over the responsibility of school management through their own body i.e. village education.
2. To create awareness and build an environment conducive to primary education especially of girls and children of the disadvantaged sections.
3. To achieve convergence of services and inputs to provide synergic development.
4. To experiment and develop innovative approaches to primary education.
5. To build sound relationship between teachers, VEC members, supervisory staff and others to develop team work ensuring creative cooperation of all stakeholders.
6. To create and upgrade teaching skills of teachers, ECCE workers, instructors of alternative schooling.
7. To develop the capacity of functionaries at all levels to meet the demands of primary education.
8. To make specific efforts for improving educational status of children belonging to muslim community and scheduled castes. Etah project will keep in view constantly the basic postulates of DPEP would also be kept in mind that DPEP is an additionality. Sustainability after the withdrawal of the project will be kept in focus.

Problems and interventions emerging out of open meetings with the disadvantaged groups

Sl. No.	Problems	Interventions suggested
1.	Low retention of muslim girls due to exclusive emphasis on religious education	Motivation of parents, sensitize them towards elementary education to be imparted through urdu teachers.
2.	The children are working and they are not able to join school because of rigid timing	Alternative schooling to be provided.
3.	The girls from muslim community do not join school because of early child marriage and Purdah system and other social inhibitions.	Motivation of parents needed in these areas to send their children to join primary schools and Maktabs/Madarsa to be converted into Alternative Schools. Lady teachers or para teachers from the same community be selected.
4.	The children of muslim families go to the Maktabs for religious education and do not go to school.	Alternative facilities through Maktabs.
5.	The SC families migrate to work in outside brick kilns and cane-crushers. Their children cannot join formal schools.	Alternative schooling facilities should be provided at the work place.
6.	Low motivation among students of the denotified tribes, Nats and Bangaras and other low income groups	Use of local language in the class room. Importance to the physical prowess of the younger of these communities. Help books in Brij bhasa

CHAPTER – VI

PROGRAMME INTERVENTIONS

We undertook a situation analysis at the district level with its Socio-economic profile and the outstanding problems of primary education. In this back ground the problems and issues were also identified along with the strategies. In this chapter we will discuss the interventions proposed under DPEP to address these issues while achieving its objectives.

OPENING OF NEW SCHOOLS/ACCESS

There are 109 habitations spread over 15 blocks which are unserved by primary school as per norms. 17 villages have no primary school and children of these villages have to cover a distance of more than 5 Kms. to reach school. In 25 villages children have to walk distance between 3 to 5 Km. 67 villages whose children covered the distance between 1 to 3 and fulfil the norms. Therefore, 109 new schools are proposed to be opened under the scheme of DPEP.

TABLE 6.2.1
OPENING OF NEW SCHOOLS

S.No.	Name of Block	No. of inhabited villages	No. of existing primary school		No. of unserved villages as per norms
			No. of Habitate	No. of schools	
1	Sjoron	140	100	105	08
2	Kasganj	218	109	115	07
3	Amanpur	177	113	120	09
4	Sahawar	167	74	85	09
5	Ganjdundwara	157	87	87	07

6	Patiyali	120	86	105	05
7	Sidhpura	153	95	106	08
8	jalesar	210	105	106	09
9	Awagarh	194	92	102	05
10	Marehra	132	91	100	06
11	N.Kalan	173	118	128	08
12	Shhetalpur	181	111	123	07
13	Sakeel	132	105	120	07
14	Jaithra	165	120	131	06
15	Aliganj	224	149	160	06
	Total	2543	1555	1693	109

Source : BSA Etah 1998-99

The above school buildings will be constructed during second year of the project. In the 1st year location of the schools would be decided after a detailed micro planning exercise which would be initiated soon after clearance of project by involving VECs. There would be no unserved habitation left in the district after opening of 109 formal schools and alternative schools.

The terai region of the district comprising of the blocks of Soron, Sahawar, and Gunjdundwara have a female literacy rate of 10% and less. Two other blocks Kasganj and Amanpur too have female literacy of 15%. These blocks are flood affected on the one hand and crime infected on the other.

Teachers are not willing to go to villages in this area. Girl students too are discouraged to go to schools because of the poverty and family activities. Therefore, these villages need special schooling arrangements with local para teachers. These villages will be provided A/S irrespective of the size of the villages. The teachers will be as far as possible recruited locally.

ALTERNATIVE SCHOOLS :

A total number of 250 alternative schools are proposed for the district including those in the flood affected areas.

SELECTED MODELS AS DEVELOPED FOR DPEP/UP

SHIKSHA GHAR :

This model is meant for children in the age group of 6-14 years and provides for a flexible, sensitive and child friendly school which is managed by VECs. This model, textual materials, trainers manuals, evaluation and monitoring formats developed UP DPEP for the same purpose are being reviewed for improvements.

BAL SHALAS :

Balshalas are proposed to be set up to provide primary education for those girls (3-11 years) who are out of school due to sibling care.

PRAHAR PATHSHALAS :

For girls of 9-14 age group who have been drop outs from the formal schools without completion primary education.

STRENGTHENING OF MAQTAB AND MADRASA :

In 10 muslim dominated habitations, it is found that the girls do not attend formal schools. The minority muslim community is running 10 Maqtabs 7 Madarasas in these areas. but they are providing only religious education. There is no input of elementary education. Under this project it is emphasized that either the Maulavis or Hafijji will be trained to impart formal primary education in maqtabs or instructors will be appointed to teach children after the routine of Maqtab is over. The instructors will be selected from the ladies of the same community as far as possible.

RETENTION :

CONSTRUCTION/RE-CONSTRUCTION OF OLD BUILDINGS :

In order to retain the child in school the internal and external environment of the schools needs to be improved. The building of the schools should be in good condition. Otherwise, it is risky for the children to sit inside. In Etah 156 school buildings which are totally non useable and need reconstruction. It is proposed to reconstruct these buildings under the Project. The work of reconstruction will start from April 2000. This will be in addition to the construction of 109 new schools.

It may be added here that out of the above number, the reconstruction of buildings will be taken up under DPEP and remaining work will be done through convergence with JRY district plan or community action.

REPAIR AND MAINTENANCE :

There are school buildings which need urgent repairs and maintenance work of repairs will be taken up in the first year of the project. In the first six months the cost estimates will be prepared for the repair/maintenance by the District Project Office through the involvement of VEC.

DRINKING WATER FACILITIES :

As mentioned in Chapter II only 260 schools do not have drinking water facilities. It is proposed to provide an India Mark II in all these schools in the project.

TOILET FACILITY :

As already shown in Chapter II there are 1433 schools in the district which do not have a toilet. This is a basic necessity. It is proposed to construct toilets in all of these schools. This work will be done through VEC on a priority basis.

ADDITIONAL CLASS ROOM :

There are 1763 primary schools in district 45 of these schools have only one room, hence these will be provided one additional class room. There are 239 schools with a student population of over 200 but have 2 rooms. These are also proposed to get additional class room. Thus 584 additional class rooms will be provided. According to latest information the distribution of schools by No. of rooms in each school are as under :

TABLE 6.2.2

REQUIREMENT OF ADDITIONAL CLASS ROOM

Buildingless & with building	Schools having single rooms	Schools having 2 rooms	Schools having 3 rooms	Schools having more than 3 rooms
218	45	1595	67	-

Source BSA Etah

584 additional rooms proposed.

ADDITIONAL TEACHERS (Para Teachers)

There are 4205 primary teachers in both rural and urban areas against sanctioned post 5528. Thus currently 1067 posts are lying vacant. Presently, the overall teacher pupil ratio in the district works out to be 1:59. Based on the projected enrolment the total requirement of teachers will be 8620 of which at least 30 percent should be lady teachers. While projecting the requirement of additional teachers it is assumed that 20% of the total estimated enrolment in primary classes will be shared by alternative schooling and non parishadiya schools

TABLE – 6.3

PROJECTED NO. OF ADDITIONAL TEACHERS

Year	Enrolment	Estimated GER %	Parishadiya Enrolment	Total Teachers required 1:40	No. of Additional Teachers required	No. of Teachers proposed DPEP	GAP
1999-2000	327485	88	264575	6614	1086	-	1086
2000-2001	341627	90	273301	6832	1304	500	804
2001-2002	367818	95	294254	7356	1828	600	728
2002-2003	394920	100	315936	7898	2370	700	570
2003-2004	431014	107	344811	8620	3092	800	492

Awards to best schools :

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

Environment Building

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

- Involving actively and creatively the VEC members, teachers, NGOs community leaders women of disadvantaged and minorities groups, Mahila Mandals, NYK, grass root level functionaries etc. for various activities of environment building.

- II All media of mass communication including audio, video cassettes, folk songs, culture will be utilised.
- III Special print and audio-visual material on status of woman, girl child social equity etc. will be distributed and played in Hats, Bazars and central places.
- IV Slogan writing at prominent places particularly in habitations in S/C and muslims.
- V Organisation of meetings and orientation workshops at various levels.
- VI Door to door contact with focus groups by community leaders.
- VI Special enrolment and retention drives.
- VII Children rallies on national days and religious festivals.

Community Mobilization and Participation :

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

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

Village Education Committee :

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

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

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

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

Strengthening of VEC :

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

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

In order to sensitize VECs of district, a District Resource Group will be formed. In District Resource Group, two faculty members of DIET., teachers from each block and volunteers of N.Y.K. where it exists will be selected. These DRG members will impart training to members of Block Resource Groups which will be constituted in those blocks where NYK is in operational. This group will include NYK volunteers, teachers and representative of NGOs. Each BRG will have 20-25 members.

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

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

Phasing for VEC training :

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

1st Year

In the first year eight blocks will be covered under training in which members of around 597 VECs and 3289 members will be covered alongwith other resource persons.

In the second year the members and resource persons of the remaining seven blocks and around 395 VECs will be trained.

AWARDS TO VECs

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

NGOs orientation for partnership in DPEP interventions,

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

- To sensitize voluntary development organisations about DPEP.
- To develop a conceptual understanding of community mobilisation and participation, girls education, integrated education in context of DPEP.

- Identification of voluntary organizations to be involved in DPEP.
- To devise a strategy of voluntary development organisations involvement in DPEP.

AREAS WHERE SUPPORT FROM NGOS CAN BE SOUGHT

- Intensive community mobilisation focussing on enrolment and retention of children in the age group of 6-11.
- Intensive community mobilisation for enrolment and retention of girls, SC children and other disadvantaged groups of children;
- Training of VECs, Mother – Teacher Associations, Parent – Teacher Association.
- Facilitating micro-planning through VECs and the community and subsequent follow-up.
- Development of village education plan after micro-planning ensuring follow up ;
- To facilitate school-community interface through local events, competitions and meeting etc.
- To facilitate VECs to participate in school management and running of alternative schooling centres.
- To mobilise community to extend cooperation to improve school environment, build and maintain infrastructure, effective utilization of school improvement grants etc.
- To facilitate community support to teachers in school management, multigrade situations, development of local cost effective teaching material etc.
- To help develop skills of the VECs to function in a transparent manner, and coordinate with the teachers and other functionaries as well as with the Gram Sabha in overall development of primary education.
- To facilitate VECs to follow up with the District Project Office and Block Offices on implementation of village education plans.
- To work as BRG, and resource support unit for integrated education.
- To work in the area of ECCE and specific areas of girl's education.

Micro Planning through Participatory Approaches

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

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

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

EARLY CHILDHOOD CARE AND EDUCATION :

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

1.

Coordination with ICDS –

There are 295 Anganwadi centres functioning in three blocks of the district viz. Soron, Jalesar, Sirpur. Convergence of these centres will be effected and their pre-school component will be strengthened. For this purpose district resource group and block resource groups would be formed consisting of gender coordinator, District Programme Officer, ICDS, health personnel, NGOs etc.. Convergence would be sought particularly in following areas :

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

2.

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

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

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

GRANT TO SCHOOLS AND TEACHERS FOR PREPARING TLM

For the purpose of developing suitable TLM, it is proposed to give a grant of Rs. 2000 to each school every year during the project periods. Similarly every teacher will be given a grant of Rs. 500 per year for the same. The teachers will be trained for preparing suitable TLM at the block resource centre and the Nyaya Panchayat resource centre.

FREE TEXT BOOKS FOR S/C BOYS AND ALL GIRLS :

In order to promote retention of girls and children (boys and girls) belonging to SC/ST families provision of free text books would be a good incentive and it would enable them to continue their studies, efforts shall be made for distribution of text books in the beginning of the session. The project number of children eligible for getting text books during the project period is shown below :

TABLE 6.4

DISTRIBUTION OF FREE TEXT BOOKS

YEAR	All Girls	SC Boys	Total
1999-2000	173985	41612	215597
2000-2001	177465	42441	219906
2001-2002	181014	43292	224306
2002-2003	184634	44157	228791
2003-2004	188326	45040	233366

BOOK BANK SCHEME

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

Women Empowerment And Girls Education

It is important to improve the status of women in society and close the gender gap in terms of discrimination against girl child. Thus, awareness needs to be created. It is proposed to involve NGOs, women activists and social workers in the

process of empowerment of women and getting them into the main stream of decision making within the family and in social and political forums. For this purpose, linkages would be established with Mahila Samakhya and other women groups and meetings, seminars, conferences will be organised at the village, NPRC, BRC levels. Gender sensitisation workshops will be organised on a repetitive basis at various levels throughout the project period.

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

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

Preparatory Activities :

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

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

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

The preparatory activities would have :

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

The enrolment drive would focus on :

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

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

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

DIET, BRC AND NPRC

Under the head capacity building, major emphasis is on upgrading the capacity of teachers, and create infrastructure for this purpose at the district and block levels. The major input for capacity building is training which should be organised on recurrent basis. It has been proved by the past experience that no training can be effective in changing the class room situation if it does not have recurrent features. Besides District Institute of Education and Training (DIET), it is proposed to establish a Block Resource Centre in every block and a Nyaya Panchayat Resource Centre (NPRC) at a cluster of around 10 villages. While DPEP

funds will be made available to operationalise the DIET, the entire cost of establishment BRCs and NPRCs (excluding 60 percent of cost from DRDA) will be borne out of the project funds. There will be complete coordination and networking between these, the DIET will have a major and leading role as a mother institution. The role and functions of NPRC, BRC and DIET are described below starting from DIET.

District Institute of Education And Training (DIET)

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

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

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

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

- i) Identification of Resource Persons.
- ii) Induction training of instructors of alternative schooling, para teachers and ECCE instructors.
- iii) Training in multigrade teaching for master trainers/BRCs NPRCs.
- iv) Evaluation of the performance of primary school teachers and ECCE workers.
- v) Monthly meeting of BRC coordinators and action research on important issues related with primary education.
- vi) Evaluation of MLL.

- viii) Development of instructional material
- ix) Workshop on preparation of training module for different trainees.
- x) Workshop on supplementary reading material.
- xi) Workshop on teachers handbook.
- xii) Workshop on gender sensitization.
- Xiii) Conduct base line studies for assessing MLL so as to improve it.
- xiv) Support adaptation of text books and to act as District Resource Centre for AS/ECCE.
- xv) Monitoring of activities of BRCs and CRCs
- xvi) Updating educational resources by constant research work in order to contextulise new knowledge.

BLOCK RESOURCE CENTRE

Block Resource Centre (BRC) will be the next in the hierarchy above the NPRC. It will be a forum where the NPRCs will meet and interact with each other and share their experiences. Here the difficulties faced at NPRC level will be solved. There will be 15 BRCs established in the district on in every block. Each BRC will also provide guidance and technical support to NPRCs and will also handle the function of evaluation and monitoring of the working of NPRCs. The BRC will have around 10-12 NPRCs in its jurisdiction. Each BRC will have three resource persons in addition to a whole time coordinator. The resource persons will be specialists from mathematics, language and environmental studies. The BRC will also have residential facilities. Till such time as buildings of BRCs are constructed, make shift arrangement will be made.. Broadly they will have the following functions -

- a) Support and guide NPRCs in discharge of their functions
- b) Function as a field laboratory of DIET for testing training materials developed and baseline studies.
- c) Develop locally relevant material for the use of outside scholars and supervisors by conducting action research.
- d) Organise orientation programme for block levels officials under guidance of

DIET.

- e) Inservice induction and recurrent training of primary school teachers.
- f) Monthly reflection of NPRC Coordinators.
- g) Participation in monthly meetings of NPRCs.
- h) Monitoring of the functioning of schools.
- i) Development and supply of Teaching and Learning Material.
- j) Organising workshops of different agencies involved in implementation of DPEP.

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

NGO will be encouraged to work as members of Block Resource Group. BRG will comprise specialists in different areas of disabilities, doctors, educationists, psychologists and social workers. Functional assessment of disabled children will be done by the BRG. In case, NGOs are not available three specialised teachers will be appointed per block for integrated education purposes. A programme officer will also be placed at DPO level micro-planning data will be used to identify disabled children. A teacher training module and material for parents, community and teachers developed under UPBEP and DPEP-II will be utilised.

NYAYA PANCHAYAT RESOURCE CENTRE (NPRC)

It is proposed to establish a NPRC by adding an additional room in the central school (Sankul Vidyalaya). Besides providing for different trainings, the NPRC will also act as a forum for sharing of experience by teachers among themselves, resource support to teachers for preparation of TLM and TLA and evaluation and monitoring. At the NPRC, the teachers will meet once a month to interact with each other so that difficulties faced by them in practicing the new methods of teaching are

resolved by themselves. The NPRC is also expected to help improving teaching, quality of education and overall performance of teachers and effectiveness of schools. There will be a coordinator of NPRC who will assist in academic supervision. Through peer group pressure the punctuality and attendance of teachers is also expected to be improved and all the schools attached with NPRC are expected to improve the effectiveness.

Generally for a group of 30 teachers of approximately 10-12 schools who would have undergone training in one batch will function an NPRC. In this district 149 NPRCs will be established.

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

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

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

Distance Education

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

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

INTEGRATED EDUCATION

EXPECTED ROLE OF BRG IN INTEGRATED EDUCATION

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

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

NGOs will be encouraged to work as members of BRG which will comprise specialists in different areas of disabilities, doctors, educationists, psychologists, and social workers. In case, NGOs are not available three specialized teachers will be appointed per block for integrated education purposes. AIEP programme Officer will also be placed at DPO level. Functional assessment of disabled children will be done by the BRG. In one of the rooms at BRC, aids and appliances will be made available according to the needs of children. Regular support will also be provided to all school/teachers by BRG. Micro-planning data will be used to identify disabled children. A teachers training module and materials for parents, community and teaching developed under UPBEP and DPEP -II will also be utilized.

School Health Programme

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

RATIONALISATION OF TEACHER UNITS

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

PROVISION OF FUNDS FOR PREPARATION OF AWPB

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

STUDY TOURS

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

RESEARCH AND EVALUATION

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

CONVERGENCE

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

TRAINING PROGRAMMES

In order to upgrade the knowledge and skills of the teachers and bring about in them attitudinal changes to raise their motivational levels. For VEC members and other functionaries, a number of training programmes will be conducted every year. For teachers DPEP – II pattern would be introduced. The teachers will be trained in 5 years cycle and the focus of each cycle will be determined by DPEP modules. First training programme will be of 10 days duration and subsequent cycles will be of six days duration, with regular follow-up processes at NPRC and BRC levels.

a) INDUCTION TRAINING

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

b) IN-SERVICE TRAINING

The CASCADE model of in-service teachers' training will include selection of master trainers who will be trained at the State Institute of Education Allahabad for 15 days who in turn will train Resource Persons at DIET. Around 3-4 Resource Persons will be selected from each block from amongst serving teachers who will receive training for 14 days. These Resource Persons will impart 10 days in service training to Asstt. Teachers and Head Teachers as already mentioned above. The focus of training will mainly be on effective teaching, teachers motivation and involvement, language and mathematics, competencies, preparation of TLM and other teaching aids, use of supplementary material and community participation. Special emphasis would be

laid on learning of skills for management of multi grade teaching. The training programme would also lay emphasis on special training skills to cater to needs of gifted, slow learners, handicapped children and those with some kind of disabilities. The methodology of training would be based on child-centered approach and utilised in designing in-service training programme. The cycles of training of master trainers will be of 15 days in the first and 9 days in subsequent years and resource persons will be of 14 days in the first and 8 days in subsequent cycles.

c) TRAINING OF BRC CO-ORDINATORS

Training of 14 coordinators and 42 Assistant Coordinators would be organised in DIET for five days every year under the project for which the DPEP-II module will be utilised.

d) TRAINING OF NPRC COORDINATORS

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

(e) TRAINING OF DPO, ABSAS/SDIS

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

(f) TRAINING ON ACTION RESEARCH AND INNOVATIVE PROGRAMMES

Special training courses will be organised at DIET on methods of action research statistical analysis and identification of problems/ priorities for action research. This will also include capacity building for conducting research and undertaking innovative programmes. The participants in these trainings will include BRC and NPRC coordinators, three motivated teachers from each block, enthusiastic SDIs etc. The following cycles of training will be organised:

(g) TRAINING WORKSHOP ON VISION OF CHANGE

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

(h) TRAINING OF ECCE WORKERS

There will be two training programmes for strengthening pre-school education component. First the Anganwadi workers of existing 360 centres will be reoriented through a training programme of 7 days in every year. It has been proposed that 100 ECCE centres will be opened in the district where Anganwadis are not functioning. These ECCE instructors will be imparted induction training of 30 days duration in first year and seven days duration every year in the later years of the project.

i) VEC MEMBERS TRAINING

Since the effective community participation is the core of the project strategy, the VEC members will be given 3 days orientation through NPRC to make them aware

of their roles, responsibilities, school management, micro planning and school mapping. UPBEP/DEPEP-II has developed training module in this regard. This module will be utilised in DPEP also.

- i) First cycle of six days on methods and techniques of action research, statistics and problem identification.
- ii) Second cycle of five days on research and project formulation.
- iii) Third cycle of six day on presentation of results and conclusions of the action research conducted in the district.

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

(j) TRAINING PROGRAMME FOR CIVIL WORKS CONSTRUCTION

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

(k) TRAINING ON MIS

A training programme for operationalisation of EMIS and PMIS, Software will be given to the MIS and Accounts staff of DPO by SPO. The SDIs and NPRC coordinators will be trained and oriented towards EMIS, data formats time schedules

for collection, quality checks and sample testing on an annual basis. These trainings will be organised by the DPO.

Training on MIS A special course of the function areas concerned with MIS will be organised at DPO.

TRAINING PROGRAMME

TRAINING CONDUCTED BY DIET

DPEP ETAH

S.No	Description of Training	Year	Duration
1	BRC Resource person	First year	6 days
2	CRC Resource perosn	"	1 days
3	BRC facillitator	I to V year	10 days
4	Distt. Block Level functionaries for gender sensitization	I year	3 days
5	Orientation of DLOs	I year	2 days
6	MIS DIET Staff	I & III year	6 days
7	Academic skill development BRC & CRC Coordinators	I to V year	3 days
8	Training of Addl. Para Teachers	I to V year	30 days
9	Inductive & TLM based training master trainer, DIET staff, primary teacher	I Year	10 days
10	New Tex book (1-3) based training (MT)	II year	8 days
11	New text book (4-5) based training	III year	8 days
12	Language & environment based training (MT)	IV year	8 days
13	Months skill development training (MT)	V year	9 days
14	Visioning workshop	I year	4 days
15	Script writing workshop	II to V year	3 days
16	Self institutional material workshop	II to V year	5 days

17	Tele conference	II to V year	1 days
18	Research and innovation identification of technical of statistical problems (MT abs/sdi coordinators)	III year	5 days
19	Presentation work shop of innovation	IV year	5 days
20	Multigrade teaching (MT)	I to V year	10 days

TRAINING CONDUCTED BY B.R.C.

S.No	Description of Training	Year	Duration
1	CRC Co-ordinators	I to IV Year	10 days
2	Education Training Primary School teacher	II Year	9 days
3	Refresher training of primary school teacher	I to V Year	6 days
4	Instruction Training of para teachers	II year	30 days
5	Mid-Krm foundation training of para teachers	I year	10 days
6	Refresher training of para teachers	I year	10 days
7	AWP Training	I to V Year	6 days
8	Special Training of women worker of VEC	I to V Year	3 days
9	Monthly review meeting of CRC coordinator	I to V Year	2 days
10	Special training of elected pris member	I Year	2 days
11	Language & environment based training	IV year	6 days
12	Maths skill development training (teacher)	III & V Year	6 days
13	TLM Workshop	I to V Year	5 days
14	*Orientation Workshop for distance education	II to V Year	3 days
15	Multigrade Teachers training	I to V year	10 days

MELAS AT BRC

1.	Material mela	I to V year	1 days
2.	Material mela at distt. level	I to V year	1 days

TRAINING CONDUCTED BY CRC

1	Orientation of VEC	I to V Year	1 days
2	Training of municipal board member	I to V Year	1 days
3	Monthly review meeting of primary school teacher	I to V Year	1 days
4	Monthly review meetings of para teachers	I to V Year	1 days
5	Special training of women workers for gender sensitization	I to V Year	2 days
6	Low cost teaching aids work shop for teachers	I to V Year	3 days
7	Low cost teaching aids workshop for para teachers	I to V Year	3 days
8	TLM Workshop	I to V Year	2 days
9	Orientation workshop of distance education	II to V Year	3 days

CHAPTER – VII

PROJECT MANAGEMENT

INTRODUCTION

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

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

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

ORGANISATIONAL STRUCTURE

DISTRICT EDUCATION PROJECT COMMITTEE

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

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

BLOCK EDUCATION PROJECT ADVISORY COMMITTEE

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

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

VILLAGE EDUCATION COMMITTEE

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

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

DISTRICT PROJECT OFFICE:

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

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

The staffing pattern of DPO would be as under:

STAFF OF DISTRICT PROJECT OFFICE

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

- means consolidated salary.

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

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

BLOCK LEVEL PROJECT OFFICE

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

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

INTER-SECTORAL LINKAGES AND CONVERGENCE

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

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

ACADEMIC SUPPORT & QUALITY IMPROVEMENT

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

PROJECT MONITORING, REPORTING AND SUPERVISION :

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

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

USAGE OF DATA

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

FINANCIAL CONTROL

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

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

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

PURCHASE AND PROCUREMENT

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

CIVIL WORKS

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

The guiding principles for the controls would be:-

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

CHAPTER - VIII

PROJECT COST

**PROJECT COST
DISTRICT : ETAH**

S.No	Heads/Sub Heads/Activity	Unit Cost	(Rs. In thousand)														Remarks
			Apr.1999-March 2000		Apr.2000-March 2001		Apr.2001-March 2002		Apr.2002-March 2003		Apr.2003-March 2004		Apr.2004-Sept.2004		Total		
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
(A) ACCESS																	
A1.	Additional Classroom	28					200	5600.00	100	2800.00					300	8400.00	
A2.	New Primary Schools																
1	Construction	74.4		50	3730.00	59	4389.60							109	8119.60		
2	Salary of Para Teachers 2 Nos	1.4	II Yr.	300	420.00	904	1265.60	1199	1868.60	1199	2040.20	600	1020.00	4202	6614.40	2nd Yr - 50x1.4x6	
			III Yr.													3rd Yr - 50x1.4x11+59x1.4x6	
			IV Yr.													4th Yr - 50x1.4x5+50x1.8x6+	
			V Yr.													59x1.4x11	
3	Furniture/Fixture & Equipment	15		50	750.00	59	885.00							109	1635.00	5th Yr - 50x1.8x11+49x1.4x5+	
																59x1.8x6	
	Total			0.00	4900.00		12140.20		4668.60		2040.20		1020.00		24789.00		
A3.	Shiksha Mitra																
1	Honorarium	1.4	1.4, 2.2											0	0.00		
2	Training																
3	Induction Training	3.0												0	0.00		
4	Recurring Training	1.2												0	0.00		
	Total			0.00	0.00		0.00		0.00		0.00		0.00		0.00		

S.No	Heads/Sub Heads/Activity	Unit Cost	(Rs. in thousand)														Remarks
			Apr.1999-March 2000		Apr.2000-March 2001		Apr.2001-March 2002		Apr.2002-March 2003		Apr.2003-March 2004		Apr.2004-Sept 2004		Total		
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
A4	Alternative Schools																
1	Honorarium																
a	Workers	6		600	360.00	2100	1260.00	3000	1800.00	3000	1800.00	1500	900.00	10200	6120.00		
b	Supervisors	1.0 p.m.		60	60.00	210	210.00	300	300.00	300	300.00	150	150.00	1020	1020.00		
2	Maintenance of Centres	2.0 p.m.		100	200.00	250	500.00	250	500.00	250	500.00			850	1700.00		
3	TLM	1.65 p.a		100	165.00	250	412.50	350	577.50	350	577.50			1050	1732.50		
4	Training																
a	Inductive	2.1		100	210.00	150	315.00							250	525.00		
b	Recurring	0.84				100	84.00	250	210.00	250	210.00			600	504.00		
c	Training for Supervisors	2.1		10	21.00	15	31.50							25	52.50		
		0.84				10	8.40	25	21.00	25	21.00			100	50.40		
d	Equipment	2.5		100	250.00	150	375.00							250	625.00		
	Total			0.00	1266.00	3196.40	3196.40	3408.50	3408.50	3408.50	3408.50	1060.00		12329.40			
	Sub Total			0.00	8166.00	15336.60	15336.60	8077.10	8077.10	5448.70	5448.70	2070.00		37098.40			

S.No	Heads/Sub Heads/Activity	Unit Cost	Apr.1999-March 2000		Apr.2000-March 2001		Apr.2001-March 2002		Apr.2002-March 2003		Apr.2003-March 2004		Apr.2004-Sept 2004		(Rs. in thousand)		Remarks		
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Total	Total			
	(R) RETENTION																		
R1	Publicity & Extension Awareness Building/Mass Communication	1	650	650.00	710	710.00									1360	1360.00			
R2	Newsletter	5P Block																	
R3	Cons./Recons. of old PS (Relocation (Cons. through Community))	74.6			50	3730.00	70	5222.00							120	8952.00			
R4	Toilets	10			180	1800.00	200	2000.00							380	3800.00			
R5	Drinking Water	22			100	2200.00									100	2200.00			
R6	Repair & Maintenance (School Needing Repairs & General Maintenance) - Repairs	20			68	1360.00	50	1000.00							118	2360.00			
R7	Upgraded Head Teachers (Addl. Salary)																		
R8	Salary of Para Teachers	1.4 I, II Yr. 1.8 III, IV Yr. 2.2 V Yr.					500	700.00	1800	2380.00	2800	4160.00	1400	2080.00	6500	9320.00		3rd Yr. - 100x1.4x6 4th Yr. - 100x1.4x11+100x1.4x6 5th Yr. - 100x1.4x6+100x1.4x6+ 100x1.4x11+100x1.4x6	
R9	Innovative Programmes through NGOs	100																	
R10	Promoting Girl Education	100 PB													0	0.00			
R11	Training of Elected Women of G.P.	0.09	1804	162.36	1804	162.36	1804	162.36	1804	162.36	1804	162.36			9020	811.80			
R12	MTA/PTA Training	0.09	3526	317.34	3626	326.34	3766	338.94	3838	345.42	3838	345.92			18594	1673.96			
R13	Bal Meets	0.5 P NPR			149	74.50	149	74.50	149	74.50	149	74.50			596	298.00			
R14	Salary of AE	10			6	60.00	12	120.00	12	120.00	6	60.00			36	360.00			
R16	Salary of JE	7			90	630.00	180	1260.00	180	1260.00	90	630.00			540	3780.00			
	Sub Total			1128.70		11063.20		10877.80		4342.28		5432.78		2080.00		34915.78			

S.No	Head/Sub Head/Activity	Unit Cost	(Rs. In thousand)														Rem:
			Apr.1999-March 2000		Apr.2000-March 2001		Apr.2001-March 2002		Apr.2002-March 2003		Apr.2003-March 2004		Apr.2004-Sept.2004		Total		
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
	(Q) QUALITY IMPROVEMENT																
Q1	Opening of ECCE Centres																
2	Civil Works (one additional room)																
3	TLM	5 p.a.			50	250.00	50	250.00								100	500.00
4	Honorarium (Instructor + Helper)	600 p.m.			300	180.00	900	540.00	1200	720.00	1200	720.00	600	360.00	4200	2520.00	
5	Contingency	1.5			50	75.00	50	75.00	100	150.00	100	150.00			300	450.00	
6	Training of ECCE Workers																
7	Induction	1.47			50	73.50	50	73.50								100	147.00
8	Recurring	0.56					50	30.00	100	56.00	100	56.00				250	142.00
9	Anganwari Worker's training	0.56			295	165.20	295	165.20	295	165.20	295	165.20				1180	660.80
	Total				0.00	743.70		1133.70		1091.20		1091.20		380.00			4419.80
Q2	Training Programmes																
1	Civil Works Training	10	1	10.00	1	10.00	1	10.00								3	30.00
2	Induction Training to Para teachers	1.4			100	140.00	218	305.20	100	140.00						418	585.20
3	Training for Para Teachers	1.4					140	196.00	318	445.20	418	585.20				876	1226.40
4	Rec. in Service Teachers Training	1.5															0.00
5	Innovative Programme	0.9	2497	2247.30	2497	2247.30	2497	2247.30	2497	2247.30	2497	2247.30				12485	11236.50
6	VEC Members Training	0.9	185	148.50	185	148.50	185	148.50								495	445.50
7	NPRC Coordinators/	0.09	6766	608.94	6766	608.94	6766	608.94	6766	608.94	6766	608.94				33830	3044.70
	Resource person training																
8	BRC Coordinators training	0.84			25	21.00	25	21.00	25	21.00	25	21.00				100	84.00
9	ABSA/SDI Training	0.84			30	25.20	30	25.20	30	25.20	30	25.20				120	100.80
10	Head Teachers Training	0.9			1549	1394.10	1549	1394.10	1549	1394.10	1549	1394.10				6196	5576.40
	Total				3014.74	4595.04		4958.24		4881.74		4881.74		0.00			22329.50
Q3	Teaching Learning Material to:																
1	School Improvement Fund	2			1693	3386.00	1743	3486.00	1802	3604.00	1802	3604.00				7040	14080.00
2	Teacher's grant	0.5			3955	1977.50	4055	2027.50	4313	2157.00	4513	2256.50				16636	8418.50
3	Free Text Book to SC/ST & Girls	0.03					219906	6597.18	224306	6729.18	228791	6863.73	233366	7000.98	906369	27191.07	
4	Book Bank	0.3			1763	528.90	1813	543.90	1872	561.60	1872	561.60				7320	2196.00
	Total				0.00	5892.40		12854.58		13061.78		13285.83		7000.98			51885.57
Q4	Schools Awards				30	150.00	30	150.00	30	150.00	30	150.00				120	600.00
Q5	VEC Awards	25 pb			15	375.00	15	375.00	15	375.00	15	375.00				60	1500.00
	Total				0.00	525.00		525.00		525.00		525.00		0.00			2100.00
	Sub Total				3014.74	11768.14		19269.52		19548.72		19783.77		7350.98			80734.97

S.No	Heads/Sub Heads/Activity	Unit Cost	Apr.1999-March 2000		Apr.2000-March 2001		Apr.2001-March 2002		Apr.2002-March 2003		Apr.2003-March 2004		Apr.2004-Sept 2004		(Rs. in thousand)		Remarks	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Total			
															Phy	Fin		
(C) CAPACITY BUILDING																		
C1	School Mapping & Microplanning																	
1	Printing/Survey	10		3	30.00	8	80.00	6	60.00					17			170.00	
2	Seminar & Workshop	3		3	9.00	10	30.00	2	6.00					15			45.00	
3	Village level Microplanning	15		15	225.00	15	225.00							30			450.00	
	Total			0.00	284.00		335.00		66.00		0.00		0.00				665.00	
C2	Operationalising DIETs																	
1	Furniture/Fixture													0			0.00	
2	Equipment	50			50.00									0			50.00	
3	Books	50			10.00		10.00		10.00		10.00			0			40.00	
4	Honarium	10																
5	Printing																	
6	Travelling Allowances	30		15.00	30.00		30.00		30.00		30.00		15.00	0			150.00	
7	Maintenance																	
8	Workshop/Seminar/Comp. Trg.	40			40.00		40.00		40.00		40.00			0			160.00	
9	Purchase of vehicle POL	350		1	350.00									1			350.00	
10	POL	35		15.00	35.00		35.00		35.00		35.00		15.00	0			170.00	
11	Action Research	25			25.00		25.00		25.00		25.00			0			100.00	
12	Wages of Driver	2.5		7.50	30.00		30.00		30.00		30.00		15.00	0			142.50	
	Total			37.60	670.00		170.00		170.00		170.00		45.00				1162.60	
C3	Block Resource Centre	800			8	6400.00	7	5600.00						15			12000.00	
1	Civil Construction	8.5			90	765.00	180	1530.00	180	1530.00	180	1530.00	90	765.00	720			6120.00
2	Salary, Coordinator Asst	6			180	1080.00	360	2160.00	360	2160.00	360	2160.00	180	1530.00	1440			9090.00
	Coordinator, Chowkidar																	
3	Equipment / Furniture	150			8	1200.00	7	1050.00						15			2250.00	
4	Travelling Allow.	6			8	40.00	15	75.00	15	75.00	15	75.00	15	37.50	68			302.50
5	Maint. of Equipment	1			15	15.00	15	15.00	15	15.00	15	15.00	15	7.50	60			52.50
6	Maint. of Building	6											90.00	30			180.00	
7	Books	10					15	150.00	15	150.00	15	150.00		45			450.00	
8	BRC Exhibition Fair of Teaching	20					15	300.00	15	300.00	15	300.00		45			900.00	
9	Consumables	5					15	75.00	15	75.00	15	75.00	15	37.50	60			262.50
	Total			0.00	9485.00		10955.00		4305.00		4395.00		2467.50				31607.50	

S.No	Heads/Sub Heads/Activity	Unit Cost	(Rs. In thousand)														Rem: s	
			Apr.1999-March 2000		Apr.2000-March 2001		Apr.2001-March 2002		Apr.2002-March 2003		Apr.2003-March 2004		Apr.2004-Sept.2004		Total			
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		
C4	District Project Office																	
1	Equipment	200		200.00													0	200.00
2	Furniture & Fixture	120		120.00													0	120.00
3	Books	10				10.00		10.00				10.00					0	40.00
4	Purchase of Vehicle for BSA & ABSA & Dy. Jos	350+45	1	350.00	20	900.00											21	1250.00
5	Consultancy charges	120				60.00		120.00				120.00					0	420.00
6	Salary staff	125	6	750.00	12	1500.00	12	1500.00	12	1500.00	12	1500.00	6	750.00			60	7500.00
7	Travelling Allowances	85		40.00		85.00		85.00				85.00		45.00			0	425.00
8	Consumable	25		10.00		25.00		25.00				25.00		10.00			0	120.00
9	Telephone/Fax	40		10.00		40.00		40.00				40.00		20.00			0	190.00
10	Vehicle Maint. & POL	140		70.00		140.00		140.00				140.00		70.00			0	700.00
11	Maintenance of Equip.	20				10.00		25.00				25.00		15.00			0	100.00
12	Seminar/Workshop					45.00		45.00				45.00					0	180.00
13	Hiring of Vehicles	10				5.00		10.00				10.00					0	35.00
14	CW Supervisor Consulting																	
15	District Level Exhibit	50				50.00		50.00				50.00					0	200.00
16	Study Tours	85				40.00		85.00				85.00					0	295.00
17	Convergence	15		15.00		15.00		15.00				15.00		15.00			0	75.00
18	AWPB View Workshop	15		15.00		15.00		15.00				15.00		15.00			0	75.00
19	Research Evaluation	100						100.00				100.00					0	300.00
20	Contingency	20		10.00		20.00		20.00				20.00				10.00	0	100.00
	Total			1590.00		2960.00		2285.00				2285.00		920.00			0	12325.00
C4.1	MIS/Research & Evaluation																0	0.00
1	Con. MIS Cell	180		180.00													0	180.00
2	EMIS/PMIS (Printing/Survey etc)	45						45.00				45.00					0	135.00
3	MIS Equipments	250		300.00													0	300.00
4	Computer Systems	50				50.00						50.00					0	100.00
5	Maintenance of Equipments	40						40.00				40.00					0	120.00
6	Consumables	20		10.00		20.00		20.00				20.00					0	90.00
	Total			490.00		70.00		105.00				155.00		105.00		0.00	0	925.00

No	Heads/Sub Heads/Activity	Unit Cost	(Rs. In thousand)												Remarks		
			Apr. 1999-March 2000		Apr. 2000-March 2001		Apr. 2001-March 2002		Apr. 2002-March 2003		Apr. 2003-March 2004		Apr. 2004-Sept. 2004			Total	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		Phy	Fin
C6 School Complex (NPRC)																	
1	Construction	28		49	1372.00	50	1400.00	50	1400.00					149	4172.00		
2	Salary Coordinator	5.5		294	1617.00	888	4884.00	1488	8184.00	1788	9834.00	894	4917.00	5352	29436.00		
3	Equipment	15		49	735.00	50	750.00	50	750.00					149	2235.00		
4	Books for Library/Book Bank	5		49	245.00	50	250.00	149	745.00	50	250.00			298	1490.00		
5	Audio visual hiring charges	0.8		149	119.20	149	119.20	149	119.20	149	119.20			596	476.80		
6	Monthly meeting	2		149	298.00	149	298.00	149	298.00	149	298.00			596	1192.00		
Total			0.00	4386.20	7701.20	11498.20	10501.20	4917.00	39001.80								
C7 Distance Education																	
1	Equipment & others	75					75.00							0	75.00		
2	Telephone & Fax Bills	2					10.00		10.00		10.00		5.00	0	35.00		
3	Maintenance	2									2.00		2.00	0	4.00		
4	Video Recording & Packaging	200			200.00		200.00		200.00		200.00			0	800.00		
5	Print Material	25			25.00		25.00		25.00		25.00			0	100.00		
Total			0.00	225.00	310.00	235.00	237.00	7.00	1014.00								
C8 Integrated Education																	
1	Distt. level workshop	50			50.00		50.00							0	100.00		
2	Block level resource support	27		6	162.00	12	324.00	12	324.00	12	324.00			42	1134.00		
3	Survey through VECs	0.5			25.00	5	25.00	10	50.00					15	75.00		
4	Training of BRG/DRG	0.6		30	18.00	30	18.00							60	36.00		
5	Orientation of Teachers	0.09				150	13.50	200	18.00	200	18.00	1080	57.20	1630	106.70		
Total			0.00	230.00	430.50	392.00	342.00	57.20	1451.70								
Sub Total			2117.50	18190.20	22291.70	19104.20	18035.20	8413.70	88152.60								
Grand Total			6261.94	47165.54	67776.62	61073.30	48700.45	19924.88	240901.63								

SUMMARY – I
COMPONENT WISE PROJECT COST
DISTT. – ETAH

(in Thousand)

S. No.	Component	1999-2000 Oct.-March 1 st Year	2000-2001 Apr.-March 2 nd Year	2001-2002 Apr.-March 3 rd Year	2002-2003 Apr.-March 4 th Year	2003-2004 Apr.-March 5 th Year	2004 Apr.-Sept. 6 th Year	TOTAL	As % to Total Project Cost
1	Access & Enrollment		6166.00	15336.60	8077.10	5448.70	2070.00	37098.40	15.40%
2	Retention	1129.70	11053.20	10877.80	4342.28	5432.78	2080.00	34915.76	14.49%
3	Quality Improvement	3014.74	11756.14	19269.52	19549.72	19783.77	7360.98	80734.87	33.51%
4	Capacity Building	2117.50	18190.20	22291.70	19104.20	18035.20	8413.70	88152.50	36.59%
	TOTAL	6261.94	47165.54	67775.62	51073.30	48700.45	19924.68	240901.53	100.00%

SUMMARY (CW) ETAH DETAILS OF CIVIL WORK

Particulars	1 st Year		2 nd Year		3 rd Year		4 th Year		Total	
	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
Additional Class Room					200	5600.00	100	2800.00	300	8400.00
New School			50	3730.00	59	4389.00			109	8119.60
School Reconstruction			50	3730.00	70	5222.00			120	8952.00
Toilets			180	1800.00	200	2000.00			380	3800.00
Drinking Water			100	2200.00					100	2200.00
School Repair			68	1360.00	50	1000.00			118	2360.00
BRC Construction			8	6400.00	7	5600.00			15	12000.00
NPRC Construction			49	1372.00	50	1400.00	50	1400.00	149	4172.00
TOTAL				20592.00		25211.00		1400.00		50003.60

CIVIL WORK AS 20.75% OF THE PROJECT COST.

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

S. No.	Component	Component Cost	Out of which Investment Cost	Recurring Cost	% of Investment Cost	% of recurring Cost
1	Access & Enrollment	37098.40	23344.00	13754.40	62.92	37.08
2	Retention	34915.76	21455.76	16460.00	61.45	38.55
3	Quality Improvement	80734.87	77764.87	2970.00	96.55	3.45
4	Capacity Building	88152.50	31888.00	56264.50	76.64	23.36
	TOTAL	240901.53	154452.63	89448.90	64.12	35.88

CHAPTER IX

CIVIL WORKS AND LIST OF EQUIPMENTS

BACKGROUND:

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

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

APPROACH :

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

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

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

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

TECHNICAL SUPERVISION :

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

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

INNOVATIVE DESIGNS.

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

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

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

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

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

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

1.	Construction of new primary school and	109
2.	Construction of buildings/dilapidated primary schools buildings	120
3.	Construction of additional class rooms	300
4.	Repairs of School	118
5.	Construction of toilets	380
6.	Provision of drinking water facility	100
7.	Construction of rooms for NPRC	149
8.	Construction of BRC	15

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

LIST OF EQUIPMENTS

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

DISTRICT PROJECT OFFICE

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

B. FURNITURE & FIXTURE

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

LIST OF EQUIPMENTS OF DIET

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

EQUIPMENTS AT BRC

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

VEHICLES

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

NPRC

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

CHAPTER – X

RISKS AND BENEFITS

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

The project would assure

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

This would lead to

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

Risks

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

Financial Risks

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

Implementation

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

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

CHAPTER - XI

ANNUAL WORK PLAN AND BUDGET

(October 99 to September 2000)

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

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

FIRST PHASE

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

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

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

ENVIRONMENT BUILDING AND COMMUNITY MOBILISATION

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

GIRLS EDUCATION

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

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

ACCESS AND ENROLMENT

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

RETENTION

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

QUALITY IMPROVEMENT

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

- (f) Selection of habitations for opening ECCE Centres in consultation with VEC and Anganwadis.
- (g) Training of MTs through TOT at DIET

SECOND PHASE

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

CAPACITY BUILDING

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

DISTANCE EDUCATION

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

INTEGRATED EDUCATION

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

ENVIRONMENT BUILDING

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

DIET, BRC, NPRC

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

ACCESS, ENROLMENT AND RETENTION

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

QUALITY IMPROVEMENT

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

SUMMING UP

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

A.W.P.B
DISTRICT : ETAH

S.No.	Heads/Sub Heads/Activity	Unit	Total		(Rs. in thousand)		Remarks
			Phy	Fin	Oct99-Sep2000(Cost of the 1st year)		
					Phy	Fin	
	(A) ACCESS						
A1.	Additional Classroom	28	300	8400.00			
A2.	New Primary Schools						
1	Construction	74.4	109	8119.60			
2	Salary of Para Teachers 2 Nos.	1.4 I, II Yr. 1.8 III, IV Yr. 2.2 V Yr.	4202	6614.40			
3	Furniture/Fixture & Equipment	15	109	1635.00			
	Total			24769.00		0.00	
A3.	Shiksha Mitra						
1	Honorarium	1.4, 1.8, 2.2	0	0.00			
2	Training						
3	Induction Training	3.0	0	0.00			
4	Recurring Training	1.2	0	0.00			
	Total			0.00		0.00	

-A.W.P.B-
DISTRICT : ETAH

S.No.	Heads/Sub Heads/Activity	Unit	Total		(Rs. in thousand)		Remarks
			Cost	Phy	Fin	Oct99-Sep2000 Phy	
	(R) RETENTION						
R1	Publicity & Extention Awareness Building/Mass Communication	1	1360	1360.00			
R2	Newsletter	5P Block					
R3	Cons./Recons. of old PS (Relocation (Cons. through Community)	74.6	120	8952.00			
R4	Toilets	10	380	3800.00			
R5	Drinking Water	22	100	2200.00			
R6	Repair & Maintenance (School Needing Repairs & General Maintenance) - - Repairs	20	118	2360.00			
R7	Upgraded Head Teachers (Addl. Salary)						
R8	Salary of Para Teachers	1.4 I, II Yr. 1.8 III, IV Yr. 2.2 V Yr.	6500	9320.00			
R9	Innovative Programmes through	100					
R10	Promoting Girl Education	100 PB	0	0.00			
R11	Training of Elected Women of G.P.	0.09	9020	811.80			
R12	MTA/PTA Training	0.09	18594	1673.96			
R13	Bal Mela	0.5 P NPR	596	298.00			
R14	Salary of AE	10	36	360.00			
R15	Salary of JE	7	540	3780.00			
	Sub Total			34915.76		0.00	

A.W.P.B

DISTRICT : ETAH

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		(Rs. in thousand) Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
(Q) QUALITY IMPROVEMENT							
Q1	Opening of ECCE Centres						
2	Civil Works (one additional room)						
3	TLM	5 p.a.	100	500.00			
4	Honorarium (Instructor + Helper)	600 p.m.	4200	2520.00			
5	Contingency	1.5	300	450.00			
6	Training of ECCE Workers						
7	Induction	1.47	100	147.00			
8	Recurring	0.56	250	142.00			
9	Anganwari Worker's training	0.56	1180	660.80			
	Total			4419.80		0.00	
Q2	Training Programmes						
1	Civil Works Training	10	3	30.00			
2	Induction Training to Para teachers	1.4	418	585.20			
3	Training for Para Teachers	1.4	876	1226.40			
4	Rec. in Service Teachers Training	1.5	0	0.00			
5	Innovative Programme	0.9	12485	11236.50			
6	VEC Members Training	0.9	495	445.50			
7	NPRC Coordinators/ Resource person training	0.09	33830	3044.70			
8	BRC Coordinators training	0.84	100	84.00			
9	ABSA/SDI Training	0.84	120	100.80			
10	Head Teachers Training	0.9	6196	5576.40			
	Total			22329.50			

A.W.P.B							
DISTRICT : ETAH							
S.No.	Heads/Sub Heads/Activity	Unit	Total		(Rs. in thousand)		Remarks
			Phy	Fin	Oct99-Sep2000	(Cost of the 1st year)	
		Cost	Phy	Fin	Phy	Fin	
7	Maintenance						
8	Workshop/Seminar/Comp. Trg.	40.	0	160.00			
9	Purchase of vehicle POL	350	1	350.00			
10	POL	35	0	170.00			
11	Action Research	25	0	100.00			
12	Wages of Driver	2.5	0	142.50			
	Total			1162.50		0.00	
C3	Block Resource Centre		15	12000.00			
1	Civil Construction	8.5	720	6120.00			
2	Salary-, Coordinator Asst. Coordinator, Chowkidar	6	1440	9090.00			
3	Equipment / Furniture	150	15	2250.00			
4	Travelling Allow.	5	68	302.50			
5	Maint. of Equipment	1	60	52.50			
6	Maint. of Building	6	30	180.00			
7	Books	10	45	450.00			
8	BRC Exhibition Fair of Teaching	20	45	900.00			
9	Consumables	5	60	262.50			
	Total			31607.50		0.00	
C4	District Project Office						
1	Equipment	200	0	200.00			
2	Furniture & Fixture	120	0	120.00			
3	Books	10	0	40.00			
4	Purchase of Vehicle for BSA & ABSA & Dy. los	350+45	21	1250.00			
5	Consultancy charges	120	0	420.00			
6	Salary staff	125	60	7500.00			
7	Travelling Allowances	85	0	425.00			

A.W.P.B

DISTRICT : ETAH

S.No.	Heads/Sub Heads/Activity	Unit	Total		(Rs. in thousand)		Remarks
			Phy	Fin	Oct99-Sep2000(Cost of the 1st year)		
					Phy	Fin	
8	Consumable	25	0	120.00			
9	Telephone/Fax	40	0	190.00			
10	Vehicle Maint. & POL	140	0	700.00			
11	Maintenance of Equip.	20	0	100.00			
12	Seminar/Workshop		0	180.00			
13	Hiring of Vehicles	10	0	35.00			
14	CW Supervisor Consulting						
15	District Level Exhibit	50	0	200.00			
16	Study Tours	85	0	295.00			
17	Convergence	15	0	75.00			
18	AWPB View Workshop	15	0	75.00			
19	Research Evaluation	100	0	300.00			
20	Contingency	20	0	100.00			
	Total			12325.00		0.00	
C4.1	MIS/Research & Evaluation			0		0.00	
1	Con. MIS Cell	180	0	180.00			
2	EMIS/PMIS (Printing/Survey etc	45	0	135.00			
3	MIS Equipments	250	0	300.00			
4	Computer Systems	50	0	100.00			
5	Maintenance of Equipments	40	0	120.00			
6	Consumables	20	0	90.00			
	Total			925.00		0.00	

A.W.P.B							
DISTRICT : ETAH							
S.No.	Heads/Sub Heads/Activity	Unit	Total		(Rs. in thousand)		Remarks
			Phy	Fin	Oct99-Sep2000	Cost of the 1st year	
		Cost	Phy	Fin	Phy	Fin	
C5	School Complex (NPRC)						
1	Construction	28	149	4172.00			
2	Salary Coordinator	5.5	5352	29436.00			
3	Equipment	15	149	2235.00			
4	Books for Library/Book Bank	5	298	1490.00			
5	Audio visual hiring charges	0.8	596	476.80			
6	Monthly meeting	2	596	1192.00			
	Total			39001.80		0.00	
C7	Distance Education						
1	Equipment & others	75	0	75.00			
2	Telephone & Fax Bills	2	0	35.00			
3	Maintenance	2	0	4.00			
4	Video Recording & Packaging	200	0	800.00			
5	Print Material	25	0	100.00			
	Total			1014.00		0.00	
C8	Integrated Education						
1	Distt level workshop	50	0	100.00			
2	Block level resource support	27	42	1134.00			
3	Survey through VECs	0.5	15	75.00			
4	Training of BRG/DRG	0.6	60	36.00			
5	Orientation of Teachers	0.09	1630	106.70			
			0	0.00			
	Total			1451.70		0.00	
	Sub Total			88152.50		0.00	
	Grand Total			240901.53		0.00	

DISTRICT: ETAH

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	8400.00	300	28.00	Comm. Participation	VEC	APRIL 2000 TO MARCH 2003
A-2	Construction of New Primary School Buiding	8119.60	109	76.40	Comm. Participation	VEC	APRIL 2000 TO MARCH 2003
A-3	Furniture/Fixture & Equipment	1635.00	109	15.00	National Shopping	VEC	APRIL 2000 TO MARCH 2003
A-4	<u>Alternative School</u>						
	1 TLM	1732.50	1050	1.65	National Shopping	DPO	APRIL 2000 TO MARCH 2004
	2 Equipment	625.00	250	2.50	National Shopping	DPO	APRIL 2000 TO MARCH 2004
R-3	Reconstruction of old PS	8952.00	120	76.40	Comm. Participation	VEC	APRIL 2000 TO MARCH 2002
R-4	Toilets	3800.00	380	10.00	Comm. Participation	VEC	APRIL 2000 TO MARCH 2002
R-5	Drinking Water	2200.00	100	22.00	Jal Nigam (Single Source Contract)	DPO	APRIL 2000 TO MARCH 2002
R-6	Repair & Maintenance of School Building	2360.00	118	20.00	Comm. Participation	VEC	APRIL 2000 TO MARCH 2002

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Q-1	<u>Opening of ECCE Centes</u>						
	TLM	500.00	100	5.00	National Shopping	DPO	APRIL 2000 TO MARCH 2002
Q-3	<u>Teaching Learning Material to</u>						
	1 School Improvement Fund	14080.00	7040	2.00	National Shopping	VEC	APRIL 2000 TO MARCH 2004
	2 Teahers Grant	8418.50	16836	0.50	National Shopping	SCHOOL TEACHER	APRIL 2000 TO MARCH 2004
	3 Free Text Book to SC/ST & girls	27191.07	906369	0.03	Proprietary Item	VEC	APRIL 2000 TO MARCH 2004
C-2	<u>Operationalising DIETs</u>						
	1 Furniture/Fixture	0.00	DIET		National Shopping	DIETs	OCT. TO DEC. 99
	2 Equipment	50.00	DIET		National Shopping	DIETs	OCT. TO DEC. 99
	Vehicle	350.00	1	350.00	National Shopping	SPO	OCT. TO DEC. 99
	Books	40.00	DIET		Proprietary Item	DIETs/SPO	APRIL 2000 TO MARCH 2001
C-3	<u>Block Resource Centre</u>						
	1 Civil Construction	6120.00	720	800.00	NCB	DPO/SPO	APRIL 2000 TO MARCH 2002
	2 Equipment/Furniture	2250.00	15	150.00	National Shopping	LOCK COORDINATO	APRIL 2000 TO MARCH 2002
	3 Books	450.00	45	10.00	Proprietary Item	SPO	APRIL 2000 TO MARCH 2004

C-4	<u>District Project Office</u>						
1	Equipment	200.00	DPO		National Shopping	DPO	OCT 99 TO MARCH 2000
2	Furniture/Fixture	120.00	DPO		National Shopping	DPO	OCT 99 TO MARCH 2000
3	Books	40.00	DPO				OCT 99 TO MARCH 2000
4	Purchase of Vehicle (4 Wheeler)	1250.00	21	350.00	National Shopping	SPO	OCT 99 TO DEC 99
	(2 Wheeler)			50.00	National Shopping	SPO	
C-4.1	<u>MIS Research & Evaluation</u>						
1	MIS Cell furnishing	180.00	DPO	180.00	National Shopping	DPO	APRIL 2000 TO MARCH 2001
2	EMIS/PMIS (Printing/Survey etc.)	135.00	DPO		National Shopping	DPO	APRIL 2000 TO MARCH 2001
3	MIS Equipment	300.00	DPO		National Shopping	SPO	OCT 1999 TO MARCH 2000
C-5	<u>School Complex</u>						
1	Construction	4172.00	149	28.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002
2	Equipment	2235.00	149	15.00	National Shopping	DPO	APRIL 2000 TO MARCH 2002
3	Books for Library/Book Bank	1490.00	298	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
A.	ACCESS												
A1	Additional Classroom												
	• Selection of School on the basis of Micro-planning and School Mapping		****	**	**								
	• Transfer of Money				**	**							
	• Distribution of Manual / Training						****						
	• Construction Work							****	****	****			
A2	New Primary Schools Civil Work												
	• Selection of unserved areas / Meeting of Zila Basic Shiksha Samiti			**	**								
	• Site Selection					****							
	• Opening of Joint Account					**							
	• Transfer of Funds					***							
	• Identification of Agency for Technical Supervision					****							
	• Distribution of Manual / Training					****	****						
	• Construction Work							****	****	****			
	• Posting Head Teacher							****	****	****			
A3	Para teachers												
	• Appointment of para teacher									***	****	****	
	• Training for para teacher												****

IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000

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

IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000

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

IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000

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

IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000

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


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