

**District Primary Education  
Programme-III**

**PERSPECTIVE PLAN**

**District: Farrukhabad**

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

**LIBRARY & DOCUMENTATION CENTER**

**National Institute of Educational  
Planning and Administration.**

17-D, Academic Bldg.

New Delhi-110016

DOC. No

D-10380

Date

11-11-81

# DPEP: FARRUKHABAD

## CONTENTS

SL.NO	CHAPTER	PAGE
	LIST OF ABBRVIATIONS	-
1.	DISTRICT PROFILE	1
2.	EDUCATIONAL PROFILE OF THE DISTRICT	9
3.	PLANNING PROCESS	18
4.	PROBLEMS ISSUES & STRATEGIES	23
5.	GOALS AND OBJECTIVES OF DPEP IN FARRUKHABAD DISTRICT	29
6.	PROGRAMME INTERVENTIONS	33
7.	PROJECT MANAGEMENT	51
8.	PROJECT COST	58
9.	CIVIL WORKS & LIST OF EQUIPMENTS	59
10.	RISKS & BENEFITS	64
11.	ANNUAL WORK PLAN & BUDGET	66

## APPENDIX

PROCUREMENT PLAN

IMPLEMENTATION SCHEDULE

## LIST OF ABBREVIATIONS

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

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

\*\*\*\*\*

## CHAPTER I

# DISTRICT PROFILE

### 1.1 Historical Background

District Farrukhabad has an ancient and historical background. Before the medieval period, the area must have certainly been ruled by the Hindu dynasty. In the period of Shahjehan, Farrukh-sear is believed to have organised the territory, the center of which was called "Farrukhabad" after the name of Farrukh sear Mohd. Khan Bangas is another important Historical figure who contributed the development and progress of the territory. The recoveries of medieval period are still found. There are Kadrigate, Lal Sarai, Jasmai Darwaza and Mau Darwaza.

There are many remains of the historical buildings famous for of medieval periods found in the district. Also, there are two very famous and important places, one is Sankisa famous for the temple of Lord Buddha and the second is Kampil which is famous for 'Jain Math and worshiip place of Muni Kapil'. Persons of the above faiths from all over the country as well as from different countries of the world, every now and then visit these places. **Fatehgarh**, is the one district Headquarters and all the district level offices are located here. The place gained offices joined importance during the British Rule. The British Rulers also established a center of Military Training on the bank of River Ganga where the remains of a grand castle are still found and the premises is occupied and used for Military trainees. On the bank of holy river Ganga , some religious spots such as Kila Ghat, Rani Ghat, Ghatia Ghat and Sringi Rampur are also in existance. The Town Hall situated at the west of Farrukhabad is said to have been built by some Mughal Ruler but the building was dismantled during the British Rule and they built a New building of their own choice. Presently, the building is being used by Revenue - Department.

### Geographical Profile Of The District

The district is situated in North Central region of U.P. It lies between 79° to 80° North latitude and 24° to 28° East langitude. The district is surrounded by five distriets. In the North it is surrounded by Hardoi and Shahjanpur, in the south by, Etawah in the east of this district is newly carved District Kannauj which had been an important part of Farrukhabad District. Mainpuri is another district which forms the west boundary of district Farrukhabad. River Ganga is the most important river in the North of the district.

The land is most fertile,the soil of the district is Doimat & Matiyar. Thus the main occupation of people has been Agriculture.

## Administrative Set-Up

Administratively Farrukhabad district is divided into 3 tehsils and 7 Development Blocks. Amritpur is a New tehsil of the district. The district has 87 Nyay Panchayats and 511 Gram Sabhas. There are 1010 villages out of which 881 are inhabited villeges. Farrukhabad district has 2 Nagar Palikas Vth. Kaimganj and Farrukhabad. 4 Town Areas and has Contonmental area at Fatehgarh.

**TABLE 1/1**  
Administrative Structure

No. Of Villages	No.of Towns	No.of Nayay Panchayats
881	04	87
No.of Gram Sabhas	Nos. Of Blocks	No. of Tehsils
511	07	03

The district administration is headed by the District Magistrate. Cheif Development Officer assisted by Project Director and Block Development Officers are primarily responsible for the development activities in the district. All development departments are represented by the district level officers.

### Demographic Features

According to census 1991 the total population of the district is 12.47 lacs of which 6.81 lacs are males and 5.66 females. The sex ratio is 835 femals per 1000 of males. The urban population is 2.35 lacs which is 18.84 % of total population resides. The Scheduled Castes population 16.36 % of total population. Majority of the Scheduled Castes populations in the rural Areas. There is a sizeable population of the Muslims which is 14.17 percent of total population exist in the district. The density of the population is 571 persons per sq. km. The demographic features of Farrukhabad district is shown in the following table.

**TABLE 1/2**  
Demographic features Of Farrukhabad

SLNO.	ITEMS	FARRUKHABAD
1	Total population (Lakh)	12.47
2	Rural population (Lakh)	10.12
3	Urban population (Lakh)	2.35
4	Growth rate of Total population (1981-91)	22.5
5	Nos. of Females per 1000 Males	835
6	Sc.Population (percentage)	16.36
7	Percentage of Muslim population total population	14.17
8	Density of Population / sq.Km.	571
9	Literacy percentage	38.95

Source - Census 1991

### 1.4.1 Inter Block Disparities

It is necessary to take into account the inter-block disparities in the levels of development for planning primary education (or any other sector). The following table gives you important block-wise indicators of the district.

**TABLE 1/3**  
**IMPORTANT BLOCKWISE INDICATORS**

SL. NO.	BLOCK	POPULATION	S/C Population (P/R)	Litracy RATE	DENSITY of Population	ROAD Length/ Lakh Population	Agr% workers % Total workers	Nos. of Primary Schools Lakh Population
1	KAIMGANJ	152459	20.4	26.00	303	83.3	86.3	55.0
2	NAWABGANJ	112099	19.7	32.75	488	64.2	89.8	71.4
3	SHAMSHABAD	135414	17.7	32.83	387	57.6	91.5	67.2
4	RAJEPUR	121090	10.9	30.86	378	66.9	92.3	73.5
5	BARHPUR	95337	23.5	34.78	691	82.9	79.4	82.9
6	MOHAMMADABAD	204424	16.2	46.78	506	70.4	87.5	62.6
7	KAMALGANJ	190760	17.2	34.2	554	62.9	87.4	60.8

**SOURCE : CENSUS 1991**

It would be obvious from above table that population of Scheduled Castes varies from 10.9 percent in Rajepur 23.5 % in Barhpur. Similarly, the number of Primary Schools vary from 53.1 in Kaimganj to 82.9 in Barhpur. In the matter of road length per lakh of population. Shamshabad is most backward as it has only 57.6 km road length per lakh population as compared to 83.3 km. in Kaimganj. It is observed that the block which have relatively longer road length per lakh of Population, also. There exist more number of primary schools per lakh of population

Settlement Pattern :-

Out of total nos. of 881 villages in the district, the maximum number of 274 Villages had a population between 500-999 followed by 241 in the population range of less than 500.

**TABLE 1/4**  
**Settlement Pattern**

S.No.	Particulars	Less than 500	500-999	1000-1499	1500-1999	2000 & 4999	5000 & above	Total
1	Nos. of Villages	241	274	171	83	100	12	881
2	As % of Total	27.36	31.1	19.41	9.42	11.35	1.36	100

Source :- Census 1991



It would be obvious from the above table that there is predominance of small sized settlements in the district and nearly 58 percent of the total villages had population below 999. Another 19 percent had population between 1000-1499 and nearly 9.42 percent villages had population between 1500-1999. Only 1.36 percent villages had population above 5000. It implies that the demand for Infrastructural facilities and amenities including Primary Schools, will be more.

## **Economic Condition**

### **Occupational Structure**

The economy of district is predominantly Agriculture. Around 72 percent of the total workers are cultivators and 14.95 percent are Agricultural Labourers. There are 2.35 percent workers engaged in industries. Even trade and commerce is not developed as only 1.79 percent workers were engaged in these activities. The following table shows the occupational pattern of workers in the district :

**TABLE 1/5**  
**Occupational Pattern**

S.No.	Category	Percentage of Total workers
1	Cultivators	71.6
2	Agricultural Labourers	14.75
3	Other Primary Occupation	1.76
4	Domestic Industries	0.95
5	Other Industries	2.35
6	Trade and Commerce	1.79
7	Others	5.83

Source - Censuses 1991

### Land Holding Pattern

There is skewed distribution of operational land holdings in the district. More than 55.9 percent the holdings are below 0.5 ha. and another 22.4 percent at between 0.5-1.0 ha. The small and marginal holdings which are 92.6% cover 64.5% of the total area. The average size of land holdings is 0.7 has as compared to 0.9 ha for the state. The following table shows the land holding pattern.

**TABLE 1/6**  
**Distribution Of Operational Holding By Size**

Size of Holding (RANGE)Ha	NUMBER	AREA (HAC)	% to TOTAL HOLDING
Below 0.5	12481	27214	55.90
0.5 To 1	48655	33459	22.40
1 TO 2	30425	41257	14.00
2 To 4	12617	33633	5.80
4 To 10	3595	19861	1.65
10 and To above	186	2564	0.08
Total	216953	157998	100

Source : District statistical Hand Book, 1996.

## LAND USE PATTERN

The total reporting area of the district is 218035 ha. out of which forests area is only 0.45 percent. The net sown area is 66.61 percent. The land use pattern of the district in major categories is given in the following table.

**TABLE 1/7**  
**Land Use Pattern**

Sl.No.	CATEGORY	AREA in (ha)	Percentage to Reporting Area
1	Total reporting Area	218035	100
2	Area under forests	959	0.45
3	Land put to Non Agriculture use	9044	4.15
4	Net Sown Area	145250	66.61
5	Net Irrigated Area	115374	52.91
6	Net Irrigated Area to Net Sown Area	---	79.43
7	Area Sown more than once	78831	36.25

Source - District Statistical Hand Book 1996

It would be obvious from the above table that despite the fact, that the net area sown to total area of the district is 66.66 percent, the district is underdeveloped so far still under developed so far as agricultural is concerned. Area under forest is negligible.

## Cropping Pattern

The major crops grown in the district are Potato, Maize and Wheat. The district is famous for potato growing. Although tobacco also used to be an important cash crop of the district but its cultivation is diminishing because of many restrictions imposed by the Govt. in its cultivation.

## Socio-Economic Structure

It is obvious from the foregoing analysis that Farrukhabad is still an undeveloped district characterised by almost subsistence agriculture, inadequate infrastructure, lack of entrepreneurship, almost no industrialisation and poor quality of human resources. The most important cause of the backwardness of the district has been its Socio-Economic Structure.

Farrukhabad reminiscent of a semi-feudal structure can be observed in the society. The social relationship, behavioural pattern and cultural norms all portray sharp inequalities. Then there are clear cut caste divisions. There is a sizable population of Muslims which have their own caste or class hierarchy.

The Socio-Economic structure coupled with poverty and unemployment has resulted in lowering down the, status of women discrimination against girl child, rural indeptedness and low educational status of the Scheduled castes and the poorer amongst Muslims. The non-participation of these disadvantaged groups in education and other development activities should be seen in the background of social organisation of which they are an integral part.

## **Infrastructure Facilities**

### **Transport and Communication**

This district is well served by railways. There is 27 Km. of broad guage railway line and 78 Km. meter guage railway line with 20 railway stations including hauls. The district does not have a good road network. The total length of Pucca Roads was 983 Km. in 1994-95. There was 3364 Km. of road length per 1000 sq. Km. of area and 68.87 Km. per lakh population. All block head quarters are connected by pucca roads.

There were 794 Villages ( 90.12 % ) which were located at a distance of less than three Km from nearest pucca road. There are disparities in the matter of road accessibility and Rajepur had larger number of villages which were located farther than 3 Km. from Pucca roads. The Rajepur is also a flood affected block. There are 49 Post Offices in urban areas and 118 in rural areas. There are 12 telegraph offices in the district. The Telephone facility in the district has been extensively expanded in recent years and the facility of P.C.O.'s and S.T.D.'s is available even in remote area of district.

### **Electricity and Power**

About 72 percent villages (723) of district were electrified till 1995-96 while all the urban habitations had this facility. In all only 359 Harijans Basties were electrified in the district. The major power consumption is in agriculture. This is followed by domestic use and industrial uses. The Power supply is erratic.

### **Irrigation**

The major sources of irrigation in the district are canal state and Private Tube-Wells, Ponds and other sources only 6% area is irrigated by state Tube-Wells, 90 % by Private Tube - Wells and remaining area by cannals Ponds,, Wells and other Sources.

### **Banks**

There are 42 branches of Commercial Banks, 36 in Urban and only, 6 in Rural areas. The branches of other banks are 6. The number of branches of Regional Rural Banks are 51 The Credit deposit ratio was 45 % in 1995-96.

## Industry

There are 42 industrial units registered under Industries Act 1948 which employ 1098 persons. Thus industries do not contribute much to district economy. Farrukhabad is famous for printing of sarrees, bed sheets, covers and a large number of such units exist here.

## Unemployment

There is a large scale unemployment in the district according to the records of the Employment Exchange 48000. Candidates were registered with the Exchange. The incidence of unemployment is also high, on the whole district continues to be economically background.

## Poverty

Approximately 1/3 of the total population of Farrukhabad is living below poverty line.

## Development Schemes

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

DRDA sanctions the funds under Jawahar Rojgar Yozna for construction of school buildings providing facilities in the school. So far school buildings have been constructed under J.R.Y.

### **DISTRICT PLAN**

In every annual district plan money is sanctioned for opening of new schools. During the last 5 years 166 schools have been sanctioned.

## Summing Up

The obvious conclusion which emerges from the above analysis that Farrukhabad has had a slacked economic growth with numerous problems like floods, subsistence agriculture, large scale of unemployment and under employment. Low literacy is also responsible for poor economic growth of the district. For this a massive programme is needed for bringing the children in the schooling system alongwith concrete measures to create awareness among poorer and deprived section of society, so that they are capable of utilising the services provided by the Government.

## CHAPTER II

# EDUCATIONAL PROFILE OF THE DISTRICT

## 2.1 INTRODUCTION

As pointed out earlier in Farrukhabad district, the most serious constraint to development is the poor quality of human resources. For this education is the most critical input. It needs no emphasis that elementary education is the most important input as it lays foundation for making one eligible for higher education. Thus the entire system of primary education needs to be overhauled and revamped.

### LITERACY

According to 1991 census, the literacy rate of the district was 8.95% against 41.60% of the state. The comparative picture is shown below :

**TABLE 2/1  
LITERACY RATE**

Sl.No.	Particulars	Farrukhabad District	Uttar Pradesh
1.	Total	38.95	41.60
2.	Rural	34.60	36.66
3.	Urban	57.48	61.00
4.	Total Male	49.77	55.73
5.	Total Female	25.92	25.31
6.	Rural Male	46.41	52.11
7.	Rural Female	20.23	19.02
8.	Urban Male	64.2	69.98
9.	Urban Female	49.7	50.38

Source - District Statistical Handbook, 1996.

### BLOCKWISE LITERACY RATE :

Blockwise literacy rates indicates that out of seven blocks five block namely Kaimganj, Nawabganj, Shamshabad, Rajepur and Kamalganj have lower literacy rate than the rural literacy rate of the district. Six blocks had rural male literacy less than that of district. The following table shows blockwise Literacy rate.

**TABLE 2/2**  
**Blockwise Literacy**

Sl.No.	Name of Block	Literacy			Literacy percent		
		Male	Female	Total	Male	Female	Total
1	Kaimgarh	30193	9566	39724	35.87	14	26
2	Navebgarh	27812	9104	36716	45	18	32.75
3	Shamsabad	32359	12093	44457	43.31	19.93	32.83
4	Rajapur	28832	8538	37370	42.62	15.97	30.88
5	Barhipur	23581	9594	33175	44.73	22.5	34.78
6	Mohamdabad	68527	25106	95633	61.66	26.91	46.78
7	Kamalgarh	46882	18367	65269	45.45	20.9	34.2

Source - District Statistical Hand Book 1996.

It may be added that literacy of urban areas is higher i.e. 57.48 percent as against 34.60 percent in rural areas.

#### EDUCATIONAL INSTITUTIONS

There are 7 degree colleges, 45 Intermediate colleges 72 High schools, 126 Senior Basic schools and 865 Junior Basic schools.

#### MEMBER OF STUDENTS IN PRIMARY SCHOOLS :

Following table gives the distribution o Schools by number of students :

**TABLE 2/3**  
**PRIMARY SCHOOLS BY NUMBER OF STUDENTS**

Sl. No.	Range of enrolment	No. of Primary Schools	Percentage of Primary Schools
1.	Less than 50	43	4.77
2.	Between 50-100	155	17.97
3.	Between 100-150	236	27.28
4.	Between 150-200	197	22.77
5.	Between 200-250	104	12.02
6.	Between 250-300	55	6.33
7.	Above 300	75	8.67
	<b>Total</b>	<b>865</b>	<b>100</b>

Source B.S.A. Farrukhabad 1998

A combined analysis of table 2/4 and 2/5 would show that there are 40 schools with a single room. These are in need of additional rooms. As is clear from table 2/5 there are 431 schools whose strength of students is more than 150. Obviously these schools are included in 691 schools need one additional classroom.

### UNSERVED HABITATION :

It is estimated that 66 habitations of the district are not served with a primary school. These habitations do qualify for having a primary schools according to the norms prescribed by the State Govt. The following table gives blockwise details of unserved habitations-

**TABLE 2/4**  
**UNSERVED HABITATIONS**

Sl. No.	Block	Nos. of Habitations
1.	Kaimganj	11
2.	Nawabganj	13
3.	Shamshabad	-
4.	Rajepur	04
5.	Barhpur	06
6.	Mohamdabad	23
7.	Kamalganj	09
TOTAL		66

Source- B.S.A. Farrukhabad 1998

Beside the above 66 habitations there are 100 more habitations, in the district which do not qualify for having a primary school as per norms and hence alternative schools could be opened in all these 100 more habitations in the district.

### ENROLMENT

The Gross Enrolment Ratio (GER) in primary schools in the district in 1998-99 was 89.8 percent. It is based on estimated population of children in the age group of 6-11 years assuming that it constitutes 12.50 percent of total population and projecting the total population of the district assuming growth rate of 2.50 percent per annum over the population of 1991. The share of population of boys and girls was worked out assuming boys-girls rates as 56 : 44. The number of children belonging to scheduled castes in age group 6-11 years was also estimated assuring their percentage as 20.13. The GER for 1997-98 and 1998-99 calculated on the basis of enrolment data for these years is given below.



TABLE 2/5

## GROSS ENROLMENT RATIO

GROSS ENROLMENT RATIO									
Year	Nos of children 6-11 years			Enrolment of children			GER		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1997-98	111906	95066	206162	101974	82024	183998	91.7	86.2	89.2
1998-99	115840	98680	214520	107011	85643	192654	92.3	86.7	89.8
SCHEDULED CASTES CHILDREN									
1997-98	22492	19160	41652	19855	16052	35907	88.2	83.7	86.2
1998-99	23500	19702	43202	20944	16824	37668	89.1	85.3	87.4

Source- B.S.A. Farrukhabad 1998

It would be obvious that GER in 1998-99 was 89.8 percent. It was 92.3 percent for boys and 86.7 percent for girls. Similarly the GER for the scheduled caste children was 87.4 and for scheduled caste girls it was only 85.3 percent.

### ENROLMENT FOR THE LAST FIVE YEARS THE FOLLOW

	1994			1995			1996			1997			1998		
	Boys	Girls	Total	B	G	T	B	G	T	B	G	T	B	G	T
Parr had	95233	35196	130429	95889	47659	143548	73782	55392	129174	81781	66300	148081	79637	66306	145943
Reco gnise d	21285	12820	34105	22133	14540	36673	17526	12231	29757	17557	15875	33432	27374	21270	48644
Total	86518	58016	144534	88022	62199	150221	91308	67623	158927	99338	82175	181513	107011	87636	19464

Source : BSA Farrukhabad 1998-99

## DROP-OUT RATIO

In the district as out of 19001 the children enrolled in class I only 62.76 percent children continue their education till class V. And the dropout ratio was 37.24 percent. In case of boys/Girls drop out ratio is 36 percent and 39 percent respectively. The drop out rates have been calculated on the basis of data of Rajepur, Kamalagnj and Barhpur.

TABLE 2/7

Class :	1			2			3			4			5		
Year	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1994-95 <sup>a</sup>	19001	15511	34512												
1995-96				18332	13946	32278									
1996-97							16309	12107	28416						
1997-98										14125	11005	25130			
1998-99													12170	9490	21660

Source-- B.S.A. Farrukhabad 1998.

## DRINKING WATER AND TOILET FACILITIES IN SCHOOLS

The primary schools in this district are particularly different in the matter of availability of drinking water and toilet facility. There are only 579 schools in the district which had drinking water facility. The situation regarding availability of toilet facility for Girls is worse. There were only 83 schools who had the toilet facility. The blockwise position of availability of drinking water and toilet facility in the schools is given in the following table:--

**TABLE 2/8**  
**Drinking water and Toilet Facility in school**

Sl. No.	Name of Block	Total No. of Schools	No. of Schools not having D/W facility	No. of schools having toilet facility
1.	Kaimganj	119	10	118
2.	Nawabganj	88	--	66
3.	Shamsabad	120	25	101
4.	Rajepur	114	29	100
5.	Barhpur	84	26	75
6.	Mohamdabad	138	53	126
7.	Kamalganj	140	83	134
8.	Nagar Farrukhabad	53	52	52
9.	Nagar Kaimganj	09	--	--
	<b>TOTAL</b>	<b>865</b>	<b>278</b>	<b>772</b>

SOURCE : B.S.A. FARRUKHABAD

### Dislocation of Education due to Floods

In the blocks of Rajepur and Shamsabad approximately 139 villages are flood affected villages and during the months of August and September, the primary education is adversely affected.

### TEACHER RELATED INFORMATION

The total no. of teachers in primary schools in the district were 2483 including 568 lady teachers (27% ) while the number of children enrolled in 1998 was 131028. Thus the teacher pupil ratio is 1:53. The distribution of primary school according to teacher pupil ratio is shown in the following table :

**TABLE 2/9**  
**PRIMARY SCHOOLS AS PER TEACHER - PUPIL RATIO**

Sl.No.	Teachers pupil ratio	Nos of primary schools	% of Primary Schools
1.	Less than 1:20	27	3.12
2.	1:20 - 30	49	5.66
3.	1:30 - 40	120	13.87
4.	1:40 - 50	128	14.80
5.	1:50 - 60	145	16.76
6.	1:60 - 70	109	12.60
7.	1:70 - 80	84	9.71
8.	1:80 - 90	55	6.36
9.	More than 90	148	17.10
TOTAL		865	100

**Source- B.S.A. Farrukhabad 1998**

It would be clear from the above table that more than 17.10 percent of schools have a teacher pupil ratio more than 90. As many as 16.76 percent schools have a teacher pupil ratio of 1:50 - 60. Only 3.12 percent schools have a teacher pupil ratio less than 1:20.

**BLOCKWISE TEACHERS PUPIL RATIO**

There are significant disparities in respect of teacher pupil ratio in different block of district In Kaimganj block it is highest i.e. 1:75 followed by Nawabganj having the rates as 1 : 74. Five blocks of the district which have a teachers pupil ratio higher than the district average. It shows that the postings of teachers needs to be rationalised.

**TABLE 2/ 10**  
**BLOCKWISE TEACHERS PUPIL RATIO (1998 -99)**

Sl.No.	Name of Block	No.of schools	No.of children	No.of teachers	Teachers-Pupil Ratio
1.	Kaimganj	119	17156	229	1:75
2.	Nawabganj	88	16370	220	1:74
3.	Shamsabad	120	20051	330	1:61
4.	Rajepur	114	18617	306	1:61
5.	Bathpur	84	15748	365	1:43
6.	Mohamdabad	138	26063	464	1:56
7.	Kamalganj	140	24200	379	1:64
8.	Nagar Farrukhabad	53	6668	155	1:43
9.	Nagar Kaimganj	09	1903	35	1:54
TOTAL		865	131023	2483	1:53

**SOURCE : B.S.A. FARRUKHABAD 1998**

## OFFICE BUILDING OF B.S.A.

The B.S.A. Office is located at Fatehgarh which does not have sufficient accommodation. There is no sufficient furniture and proper place for the staff to sit.

## EDUCATIONAL ADMINISTRATION

At the district level the department of primary education is supervised by Basic Siksha Adhikari. He is assisted by the Deputy B.S.A. of schools for academic supervision and inspection of primary schools at the block level. There are 7 Asstt. B.S.A. (A.B.S.A.) and 1 Sub-Deputy Inspector of schools (S.D.I.). For the urban area there is one superintendent of education. The Dy. B.S.A. Farrukhabad also looks after the Non-Formal Education Programme in the district. There are Central schools (Sankul Vidhyalaya) covering around 15 Primary schools. The A.B.S.A. is responsible for drawing and disbursing the salary of teachers of Central Schools.

## LINKAGE OF PRIMARY EDUCATION WITH OTHER PROGRAMMES.

It is necessary that creating a perceptible dent on the problem of literacy of primary education must have organic linkages with on going programmes, which have direct or indirect bearing on education. A brief appraisal of these programmes has been given in the following paragraphs:--

## DISTRICT INSTITUTE OF EDUCATION AND TRAINING

The DIET is located at Chhibramau in Kannauj district on main G.T. road cannot be said to be functional because a large number of positions are lying vacant for a long time. The DIET has not conducted any course of the teachers. SOPF has been organised in the district at the block head quarters. The quality of master trainers was not upto the mark. The following is the staff position in the DIET. Now this falls in the newly created district of kannauj.

TABLE 2/11  
STAFF POSITION OF DIET AS ON JAN 1998

Sl.No.	DESIGN	NO.OF POST SANCTIONED	NO. OF POST FILLED	DATE FROM WHICH FILLED
1.	Principal	01	01	16.11.98
2.	Vlice-Principal	01	--	-
3.	Sr. Lecturers	06	--	--
4.	Lecturers	17	6	April 1997
5.	Office Super- intendent	01	--	--
6.	Statician	01	01	--
7.	Clerks	09	05	--
8.	Lab. Asstt. Class IV	02 05	-- 05	-- --

SOURCE : DIET CHHIBRAMAU KANNAUJ

## **NON-FORMAL EDUCATION**

There are 700 Non Formal Education Centres (NFE) reported to be running in the district. District B.S.A. who is presently looking after N.F.E. There are 18243 children enrolled in N.F.E. The general impression about the performance of N.F.E. programme was very poor

## **INTEGRATED CHILD DEVELOPMENT SERVICES**

Integrated child development services (ICDS) project is being implemented in the entire district and all Gram Panchayats have been covered under it. ICDS has a component of Pre-School Education for children of the age group of 3-6 years. This is very crucial both for increasing the enrolment and retention in primary schools. There are Aanganwadi centres running in the district. There were 3982 boys and 3578 girls enrolled with Aanganwadi.

## **MID-DAY MEAL SCHEME**

Under this scheme 3 Kg. of food grains is given to every S/C child studying in primary school and having 80 percent attendance in the last month. This scheme has become a great source of attraction as retention and enrolment has increased.

## **STIPEND FOR SCHEDULED CASTE/B.C. AND MINORITIES CHILDREN**

The scheduled caste and backward class students are getting the scholarship from social welfare department. The scheme is being implemented through school teachers. The students of minority groups are getting the scholarship from minority department. There exist good co-ordination between the social welfare officer and the B.S.A. for implementing this scheme.

## **MEDICAL HEALTH DEPARTMENT**

There are 28 primary health centres and 168 sub centres in the district with 56 doctors and 207 multipurpose workers working in these centres. These can help in health check-up of children studying in primary school. Also a school health programme exists under the medical and health department. However, no health check-up of students in primary school is done so far.

## **CONCLUSION**

There are number of qualitative and quantitative gaps and deficiencies in the implementation of different components of primary education. While there is inadequacy of buildings accommodation and other amenities in schools the work of academic supervision and inspection is also not up to desired quality because of pre-occupation of ABSA's and SDI's in some other jobs. Their capability is low in terms of their frequency and quantity of inspections. There are problems of irrational distribution of teachers among various schools and their poor competency

for teaching. Unattractive school environment does not motivate children of focus groups to come and continue in the school etc. All these factors point out to the need of taking immediate measures for improving primary education in all its aspects and supplement them adequately and suitably.

## CHAPTER III

### PLANNING PROCESS

#### INTRODUCTION

Planning process and project formulation under DPEP is of great significance. DPEP emphasises location specific participatory planning. In the centralised, planning system adopted by the government the physical and financial programmes were formulated at state level and handed over to the district for their implementation. The plans so prepared did not take into consideration the resources available at grass root level, the needs and aspirations of local people. The local people for whom the plan is formulated and implemented did not take interest in such plan. This resulted in non-fulfilment of objectives. An attempt has been made here to reverse the process and adopt bottom up planning.

#### FORMATION AND FUNCTIONING OF PLANNING COMMITTEE

A district core team was constituted, and the member of the core team were :

1. Basic Shiksha Adhikari Farrukhabad
2. Deputy Basic Shiksha Adhikari
3. Assistant Basic Shiksha Adhikari / Sub Deputy Inspector of School
4. DIET Principal
5. A / O BSA

The core team of the district was also oriented to DPEP at the state level on 3.12.98. The district planning core team was given training for 9 days at SIEMAT Allahabad during 4.1.99 to 12.1.99. The details about DPEP programme were explained to the team in these training programmes.

#### DISTRICT PLANNING TEAM

Another district planning team was formed to assist the core team which had following members.

- i. District Collector Farrukhabad - Chairman
- ii. Chief Development Officer (C.D.O.) - Vice Chairman
- iii. Basic Shiksha Adhikari - Member / Secretary.
- iv. B.D.O. all Blocks ( Kaimganj , Nawabganj ,Shamshabad, Rajepur , Barhpur , Mohammadabad and Kamalganj ) Group coordinator.
- v. Project Director , ICDS Farrukhabad and other Members.
- vi. Dy. B., S.A. , A.B.S.A., SDI Farrukhabad.
- vii. A.E. (R.E.S.)
- viii. Principal DIET
- ix. Distt. Programme Officer I.C.D.S.

- x. Chief Medical Officer
- xi. DPRD
- xii. ALC

### ORGANISATION OF WORKSHOPS AND INTERACTIONS

The process of participatory planning and consultation was started simultaneously. Several meetings at the village level and discussions with focus Groups were organised in which the ABSAs and SDIs were present and were involved in the discussions. The following workshops and interactions were organised during December 1998 to January 1999.

- i. District level training and orientation workshops on DPEP.
- ii. Combined workshop of different functionaries of Basic Education Department including teacher representatives.
- iii. Block Level Meeting with Gram Pradhan.
- iv. Block Level Meeting with Focus groups. (Muslims and S.C. Girls )
- v. Subsequently the ABSAs and SDIs organised open meetings with disadvantaged groups on the basis of guidelines given to them in the respective blocks. It may be added that planning process for DPEP in the district was adopted so as to involve the community especially the focus groups, the teachers, officials of primary education and related departments N G Os and other resource persons including educationists and representatives teacher.

### PROBLEMS & INTERVENTIONS EMERGING OUT OF OPEN MEETINGS WITH THE DISADVANTAGED GROUPS

S.R.	PROBLEMS	INVENTIONS
1.	The S/C parents are not able to send their children to school due to poverty.	Incentives like stipend, uniform for children are badly needed.
2.	The S/C parents don't think that education is useful and important for their future.	Adequate awareness needs to be created.
3.	Several children left after joining the school as it is far from their village.	Arrangement for alternative schooling must be made.
4.	Working children are reluctant to join the school because of rigid timing of school.	Alternative schooling to be provided and timing of school should be adjusted suiting to the working children.
5.	Scheduled castes people say that their children are discriminated.	Sensitization of teachers.
6.	Sibling care problem with female children.	Early care education is to be provided.
7.	The teaching in flood affected areas is disrupted for three months.	Appointment of volunteers, para teachers in the flood affected areas.



**DETAILS OF PARTICIPATORY INTERACTION AND OPEN MEETINGS  
WITH DISADVANTAGED SPECIALLY WOMEN ORGANISED  
IN CONNECTION WITH FORMULATION OF DPEP FARRUKHABAD**

		Block Pradhan	Makhtabs as alternative schools lack of teacher and awareness of teacher.
22th January 99	Mohammadabad & Nawabganj	BSA , ABSAs SDIs , Dy.B.S.A. DLOs , Gram Pradhan and Teachers	Specific problems of primary education in Farrukhabad district regarding to access and enrolment , retention quality of education , effectiveness of existing system to address such as - Philosophy , Concept goals and objectives of DPEP Achieving UEE steps involved in preparation of realistic DPEP plan in a participatory manner.
30th January 99	Shamshabad & Kaimganj	BSA , ABSAs ADO ( Panchayat) Teachers Villagers etc	Dislocation of education in those villages which are cut off from school during flood , Alternative education should be arranged for continuity of class ; Mobile schools Tent school and Para teachers must be arranged in flood affected areas. New schools to be opened reconstructed . Absentism of teachers and students will be erratcted , Drinking water will be arranged by the volunteers of school . Help of the dare children should be taken for assistance to sufferers .

**District level workshop on 30th Jan. 99**

District level workshop was held under the District Magistrate. District planning team DPEP core team , B.D.O. , P.O. , A.L.O. , C.M.O. and ABSAs / SDIs of the 7 blocks of Farrukhabad district. Issues and problems have been discussed in that workshop that given below :

1. Child labour problem
2. Socio-Phycho problems of the poor children , specially girls.
3. Participation of the N.G.Os and respected persons of the locality.
4. Lack of early child education to promote the children interest for schooling.
5. Lack of motivation for girls.
6. Literacy rate of the district is below the state average.
7. Lack of general awareness.

**SUGGESTIONS :**

- Social mobilisation must be arranged to promote the awareness of SC/ST.
- Special campaign must be arranged to motivate the girls children specially minority groups and SC/ST.
- Child labour must be enroled in the school.
- Shiksha Mela should be displayed by the Government /Private agency.
- Motivators should be sent to the locality from where girls are not going to school.
- Early child education Centres must be enriched.
- Para teachers must be arranged for that areas where too less for proper and regular cattering of the education.

- School facilities and maintenance should be arranged by the VEC and educated persons of the society.
- Literacy rate should be increased by mass mobilisation.
- Health care centres should be activated at cluster level.

## **THE PROCESS OF DATA COLLECTION**

The basic data collected through District Statistical Hand Book, Farrukhabad, 1996 and secondary data collected through BSA Office Farrukhabad and ABSAs and SDIs, block Level officers during Dec. 98 to Jan 99. The data so collected was analysed and district profile was prepared. The core team at the first instance arranged to collect information directly from the different institutions and the information so collected were analysed. The district profile and other relevant analysed data were made the basic for plan formulation.

## **PROCESS OF PLAN PREPARATION AT DIFFERENT LEVELS**

The core team organised the workshops and meetings at various levels to find out the problems and issues relating to access, enrolment, retention and quality of education.

## **VILLAGE**

In all 16 village level meetings were organised in which 975 community people participated. The members of the district core team conducted meeting at village Dhansua, Baraun, Masaini and Amethi kohna. Their views were also taken in a writing about the problems and issues regarding access, enrolment, retention & quality of education.

## **ISSUES**

- (i) Lack of sufficient teachers.
- (ii) Additional works given to teachers.
- (iii) Lack of cooperation between society and school.
- (iv) Lack of proper buildings for primary schools, schools repair work is required in most of primary schools.
- (v) Lack of women teachers in the schools.
- (vi) Child labour.
- (vii) Lack of school facilities.

## **SUGGESTIONS FOR SOLVING THE ABOVE PROBLEMS**

1. Requirement of new schools.
2. Requirement for A.S. schools.
3. Requirement of additional class-rooms and new school buildings.
4. Playful teaching methods and orientation of teachers.
5. Proper teaching aids.

## **INVOLVEMENT OF INSTITUTIONS IN PLAN PREPARATION**

### **INVOLVEMENT OF DIET :**

The involvement of DIET in the process of district plan formation is very significance. Principal DIET is the Vice-Chairman of "**District Planning Team**". In various meetings and workshops, he gave valuable suggestions. DIET conducted baseline assessment studies in the district with the help of SCERT Lucknow.

### **NGOs and others :**

There are very few active NGO's working in the field of education. Involvement of NGO and other institutions in plan preparation is also valuable. The panches , sarpanches , pradhans , director , retired teachers , stake holders , union leadres also helped in preparing the project in time.

In this way the core team prepare a district plan in participatory manner approach. It is able to fulfil the local needs of the pupils and help to achieve the UPE goal. This will also help to increase the enrollment in the age group 6-11 to decrease the drop out and for quality improvement.

## CHAPTER IV

### PROBLEMS ISSUES AND STRATEGIES

#### Introduction

In the earlier chapters, situation analysis of primary education has been conducted. In this chapter the problems issues and strategies that act as obstacles to achieving UPE are discussed in the following components.

- I ACCESS AND ENROLMENT**
- II RETENTION**
- III QUALITY OF EDUCATION**
- IV CAPACITY OF BUILDING**

It may, however be mentioned here that quite a few problems and issues would be common to all categories of children whether they come from the general category or deprived category or minority category or other categories. Nevertheless, there would be some problems and issues specific to focus groups including the girls which would be addressed on a priority basis component wise issues and strategy as emerged out of participatory interactions between share holders are listed below :

#### ACCESS AND ENROLMENT

##### (a) PROBLEMS AND ISSUES

- (i) For universal access, all unserved areas need facility of primary education. These are in all 30 Muslims , 70 S/C, 212 B.C. predominant habitations.
- (ii) There are 40 single room schools wherein the children can not be accommodated.
- (iii) Because of being flood affected, areas, the teaching in the block of Rajepur, Shamshabad, Kaimganj and Barhpur are disturbed for about two to three months
- (iv) There are 66 unserved areas which are vulnerable to have primary schools according to state norms.
- (v) There are 100 unserved habitations which do not fulfil the since filled State norms. For having a primary school.

##### (b) STRATEGY FOR SOLVING PROBLEMS

For these unserved areas new schools will be opened. Disadvantaged groups will be served first with the temporary schools ( Tent School, Para Teaching) and location for permanent schools will be decided through micro planning to be done by V.E.C. by involving the focus groups.

- (i) In the areas where formal school cannot be opened. About 100 alternative school would be arranged by VEC. Para teachers, instructor and supervisor would be selected from among focus group.
- (ii) In Muslim dominated areas Maqtabas will be adopted as centres for education Religious and qualified teachers will be given training and a workshop regarding teaching aid may be arranged to develop effective teaching.
- (iii) In flood affected areas, identification of habitations through microplaning would be done and in those habitation which are totally cut off, a Shiksha Mitra (Para Teacher) from the habitation itself will be selected by VEC so that continuity of education be maintained.
- (iv) Urdu teacher will be posted in schools located in muslim localities.

**(a) ENROLMENT**

- (i) Low enrolment in case of SC and muslim children of age group between 6 and 11 year, while enrolment of children of the age group between 3 and 4 years is more than the enrolment of children of the agegroup between 6 and 11 years.
- (ii) Poverty , illiteracy of parents and their ignorance.
- (iii) Occupation of children in domestic work, farming, and looking after the younger. i.e. sibling care problem.

**(b) STRATEGY**

- I. First, VEC's will be activated and the work of environment forming would be done through meetings of disadvantaged groups. In the meeting influential persons from among the community will be involved to convince the parents/guardians of children who are not going to school, about the importance and benefits of education. All other methods of creating awareness, media, folk songs, special Films, slogans regarding role of education and nukkad natak etc. will be adopted. Religious festivals will be utilised for this purpose.
- II. Women social workers from the community will be appointed under the project in muslim areas and S/C and ST areas will be deployed to increase the awareness level in women.
- III. Woman and Training of woman motivators. Gender sensitization Programmes will be organised at all levels members of focus groups.

**II RETENTION**

**(a) PROBLEMS AND ISSUES**

- (i) Dropout rate in S/C and Muslim children is higher particularly among girls.
- (ii) Attendance is very poor because (10 %) ten percent children are below four year of age in the schools are admitted.
- (iii) Parents demand skill oriented education for girls.
- (iv) Minimum basic facilities in schools do not exist. Furniture is required.

- (v) Parents are not interested in sending their children regularly to school in proper dress.
- (vi) A large number of school buildings are in bad shape and need reconstruction, repairs and maintenance.
- (vii) During harvesting of various crops, children remain busy in agriculture.

**(b) STRATEGY**

- (i) Environment building and creating awareness among the parents/gurdains will be taken up through all the measures suggested under the head of enrolment, Community leaders and religious leader will be taken into confidence, so that they follow up the continuance of education of their children.
- (ii) School will be made attractive by providing basic facilities and maintenance of building through community participation.
- (iii) VEC will be in touch with parents whose children remain absent.
- (iv) Cluster Resource Centre co-ordinators will visit school every month to check the attendance of teachers and students.
- (v) Meetings of Mata Samiti will be held on fixed dates in every school.
- (vi) Schools will be adopted by DIET, BRC, B.S.A. and other key functionaries for academic supervision.
- (vii) A lady instructor will be appointed to visit the schools by rotation to equip the girls with useful skills in home science eg. sewing, embroidery etc. It is proposed to take up this kind of activity in an effective manner which is very much demand.

**III QUALITY OF EDUCATION**

**(a) PROBLEMS AND ISSUES**

- (i) Quality of teaching is poor.
- (ii) Some teachers did not receive any training before / after joining the service, and if taken than it has not made any dent, i.e. no change in their old methods of teaching.
- (iii) Unsuitable and uninteresting curriculum and no joyful learning by students.
- (iv) Absence of minimum learning level and maximum learning level.
- (v) The school preparedness programme should be made for six months, to give the homely atmosphere to the children.
- (vi) Absence of child based education.
- (vii) Absence of activity based education.
- (viii) Non-pictorial teaching.

**(b) STRATEGY**

- (i) Aganwadies workers will be given special training in pre-school teaching skills and provided teachers learning material.
- (ii) Workshops should be organised to develop the quality of the teachers.

- (iii) DIET will be strengthened to take up training programmes under DPEP.
- (iv) Minimum Learning Level must be achieved by each students before entering in next class.
- (v) New ECCE Centre will be opened where Aganwadi does not exist to strengthen pre-school education.
- (vi) Groups will be formed in the class.
- (vii) Pictorial books will be provided to the children.

## **COMMUNITY PARTICIPATION**

### **(a) PROBLEMS AND ISSUES**

- (i) Lack of awareness in general public about utility of primary education.
- (ii) Community does not have a sense of belonging for the School and it does not take interest in management of primary education.
- (iii) No-action planning at village level for primary education.
- (iv) Non-existence of active NGO's working in the field of primary education.

### **(b) STRATEGY**

- (i) VEC members will be involved in the task of academic supervision after suitable training.
- (ii) Combined workshop of teachers and VEC members so that they could come closer.
- (iii) In micro-planning and preparation of village plan, participation of community will be ensured through VEC.
- (iv) VEC will ensure convergence of services for the children of primary education and give feedback to B.R.C.
- (v) Regular monitoring of VEC work will be done and they will report their difficulties to BRC and DPEP.

## **WOMEN EMPOWERMENT AND DEVELOPMENT**

### **(a) PROBLEMS AND ISSUES**

- (i) Low status of women in society.
- (ii) Discrimination against girl child.
- (iii) Illiteracy and lack of awareness among women about primary education for girls.
- (iv) Women have no role in decision making either in the family affairs or other affairs.

### **(b) STRATEGY**

- (i) Gender sensitisation workshops will be organised at various levels for both the official and non-official functionaries with the help of NGO's women activist Mahila Utthan Samiti and Mahila Shiksha Samiti.

- (ii) Networking will be done with Mahila Mandal, DWCRA groups, self help groups etc.
- (iii) Mata samiti's will be organised which will meet on a fixed date in every school and attend to problem of girl children.
- (iv) Participation of the girls in the group activities, sports, debate, calligraphy, drawing, song competition, reading, writing and hand writing etc. to develop the leadership, confidence, power of speaking correctly, friendship, boldness, courage, honesty, positive attitude towards school friends and society and respect to others etc.

## **IV CAPACITY BUILDING**

### **(a) PROBLEMS AND ISSUES**

- (i) Training infrastructure is not satisfactory.
- (ii) DIET is performing only formal functions.
- (iii) Decentralization of orientation and management is needed.
- (iv) Traditional structure of administration has become outmoded and ineffective.

### **(b) STRATEGY**

- (i) We have a centre of DIET in our district another establishment of B.R.C. and C.R.C. will be taken up for specialised training.
- (ii) Management of training should be taken as a function of BRC and CRC. Thus decentralising the management.
- (iii) Training of all functionaries of basic education should be made compulsory.
- (iv) The skill of management needs is to be upgraded in quality and quantity for this purpose specialist are required.

### **TEACHER RELATED ISSUES**

- (i) There are 772 post of teachers lying vacant in the district.
- (ii) Additional teachers are required to ensure the teacher pupil ratio as 1 : 40.
- (iii) Shortage of Urdu teachers in Muslim localities..
- (iv) Teachers are demotivated and absenteeism among them is very rampant and they have no contact with the community. No meetings of PTA / MTA are organised.
- (v) The primary teacher are deputed for many non-academic / non-teaching work in the school, the teaching schedule is distributed.

### **STRATEGY**

- (i) All vacant posts would be filled up on priority basis.
- (ii) Ratio of the teacher-pupil will be maintained up as 1 : 40.



- (iii) Rationalisation of teacher units so as to post lady teachers and urdu teachers in muslim localities will be taken up.
- (iv) Efforts will be made to make the teachers free from non-teaching work in the ABSA office.
- (v) As far as possible the teacher will ensure normal functioning of school.
- (vi) Academic supervision through CRC its co-ordinator SDI / ABSA and members of resource groups will be done for checking absentism.
- (vii) Training and reorientation of teachers will be done to develop in them commitment and devotion to the objectives of DPEP.

### CONVERGENCE

#### (a) PROBLEM

There is no proper co-ordination and linkages to primary education with related departments.

There is no participation among students for participating learning and teaching themselves.

#### (b) STRATEGY

Convergence will be achieved through VEC at school level and simultaneous action at the level of DEPC for networking with related departments.

**Table 4/1**  
**Summary of Problems**

S.NO.	AREAS	PROBLEMS
1	ACCESS & ENROLMENT	66 Schoolless villages are the main cause of loss enrolment . 100 small villages are not eligible for school as per state norms . Lack of awareness for education among the parents particularly of disadvantaged groups.
2	RETENTION	Classrooms are over crowded, girls drop out is high due to household work . Boys helping the parents in their agriculture works drop out from school Girls retention is less as they are mostly engaged in sibling care.
3	QUALITY IMPROVEMENT	Absence of activity based teaching uninteresting text books . Poor academic environment, absence of MLI based teaching .
4	CAPACITY BUILDINGS	Lack of academic staff at block level . Poor school supervision and monitoring .

## CHAPTER V

### GOALS AND OBJECTIVES OF DPEP IN FARRUKHABAD DISTRICT

#### 5.1 INTRODUCTION

The national policy of education 1986 (NPE) and the programme of action (POA) 1992 clearly states and re-affirms the national commitment to universalisation of elementary education (UEE). The NPE also specifies that UEE has three aspects.

- (i) Universal access and enrolment.
- (ii) Universal retention of children upto 14 years of age.
- (iii) A substantial improvement in quality of education to enable all children to achieve essential level of learning.

It has been established from the national experience that UEE should be contextual which initialises local level planning with decentralised planning and management. The strategies for UEE have to be augmented by holistic planning and management approach.

The district primary education programme (DPEP) seeks to operationalise POA 1992 which lay down that further efforts would be made to develop district specific project activities 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. Apart from effective UEE, the goals of each project will include the reduction of existing disparities, systems of comparable standard to the disadvantaged groups a substantial improvement in the quality of school facilities obtaining a genuine community to ensure effective decentralisation of education planning. That is to say the over-all goal of the project would be reconstruction of primary education as a whole instead of a piecemeal implementation of schemes. An integrated approach is more likely to achieve synergies among different programme components.

#### GOALS AND OBJECTIVES OF DPEP

##### a. 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 the next five years. An attempt has been made to project 6-11 years population during the project period from 1999-2000 , 2003-20004 AD. The population of 6-11 years age group has been assumed. 13-15 percent of total population. The decadal growth of population in the district during 1981 -91 was 25 percent and average annual growth of population worked out to 2.5 percent. The ratio of male and female population in 1991 was 54:46 approximately. The share of SC in total population in 1991 was 54.46 percent. The following table shown the projected population of children of 6-11 years age.

**TABLE 5/1**  
**PROJECTED NO. OF CHILDREN OF 6-11 YEARS AGE GROUP**

Years	Total No. 6-11 Yrs	Boys	Girls	SC boys	SC girls	Total S.C.
1999-2000	223208	120309	102899	24326	20474	44800
2000-2001	232247	125181	107066	25226	21231	46457
2001-2002	241653	130251	111402	26159	22016	48175
2002-2003	251439	135526	11513	26916	23041	49957
2003-2004	261622	141014	120608	28130	23675	51805

Source BSA Farrukhabad 1998.

**b. ACCESS**

**OPENING OF NEW SCHOOL**

It is estimated that there are 66 habitations not served with a primary school. These habitations do qualify for having a primary school, according to norms, prescribed by the State Government.

After opening 66 formal schools. There will be no unserved habitation left in the district which do not qualify for the primary schools as per norms and hence alternative schools could be opened in all these habitations.

**c. ENROLMENT -**

One of the major objectives of DPEP is to increase the gross enrolment ratio GER from the present level 89.8 percent to 120 percent at the end of 2003 -2004. The percentage also aims at increasing the GER for the scheduled castes children from 87.4 percent to 120 percent while for scheduled caste girls from 85.3 percent to 120 percent. The year wise break-up of targets is given below.

**TABLE 4/2 -**

**PROJECTED ENROLMENT OF 6-11 YEARS CHILDREN IN PARISHADIYA SCHOOLS**

S.N.	Particulars	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
i	GER %	94.8%	100.3%	106.3%	112.8%	120%
ii	Total No. of children enrolled	21160	232943	256877	283623	313946
iii	Boy GER %	97.3	102.7	108.3	114.1	120
iv	Total No. of boys enrolled	117060	128560	141061	154635	169216
v	Girl GER %	91.8	97.5	105.8	111.3	120
vi	Total No. of girls enrolled	94541	104383	117816	128988	144730
vii	S/C Boys (GER %)	94.1	99.6	105.6	112.1	120
viii	Total No. of boys enrolled	22890	25125	27624	30173	33756
ix	S/C Girls (GER %)	91.5	98.0	105.2	112.8	120
x	Total No of S/C girls enrolled	18729	20821	23152	25978	28410
xi	Total S/C (Boys & Girls enrolled)	41619	45949	50776	56152	62166
xii	TOTAL GER (%)	92.9	98.9	105.4	112.4	120

**d. RETENTION**

Currently the retention rate in primary schools in the district is alarmingly low rate. Over all retention rate is 63 percent. For boys it is 64 percent , for girls it is 61 percent only. The objective under DPEP is to bring the retention rate upto 90 percent. The year wise target of overall retention rate and that for boys and girls during the project period are shown in the table below.

**TABLE 5/3**

**TARGETS FOR INCREASING THE RETENTION RATE**

S.N.	Particulars	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
1	Over all retention rate	68	73	78	84	90
2	For Boys	68	74	79	84	92
3	For Girls	65	71	76	83	91

Source B.S.A. Farrukhabad 1998

Taking into account the base year ( 1998-99) figures and the projected figures given in the tables 4/2 and 4/3 the time bound objectives under DPEP have been set. These are stated below :

- (i) To increase GER from 89.8 percent to 120 percent the GER for girls on the whole has to be raised from 86.7 percent to 120 percent.
- (ii) To reduce gap in GER for boys and girls from the current level of 5.60 percent to zero percent.
- (iii) To reduce overall dropout rate from 37 percent to less than 10 percent.
- (iv) To reduce gap in drop out rates in boys and girls from the level of 36 to 8 percent from 39 to 9 percent respectively.

- (v) To reduce gap in GER for boys of general category and GER for SC/ST children from the present rate of 3.20 percent to nil and in girls from 1.40 percent to nil.
- (vi) To raise average basic literacy and numerary competencies and a minimum of 40 percent levels in other competencies by all primary school.
- (vii) To provide access for all children for primary formal education wherever possible or its equivalent non-formal education.

### **QUALITATIVE OBJECTIVES**

There would be certain qualitative objectives of D.P.E.P which is crucial but cannot be quantified. These are given below.

- (i) To mobilise the community so that they can implement all schemes related to primary education and take over the responsibility of school management through village education committees with focus on girls education belonging to muslims and S/C.
- (ii) To create awareness and build an environment conducive to primary education specially for girls and children of the disadvantaged sections.
- (iii) To achieve convergence of services and inputs to provide synergic development.
- (iv) To experiment and develop innovative approaches to primary education.
- (v) To build sound relationship between teachers VEC members supervisory staff and others to develop team work ensuring creative co-operation of all stake holder.
- (vi) To provide and upgrade the teaching skills of teachers, ECC workers and instructors.
- (vii) To develop the capacity of instructors and other functionaries at all levels to meet the demand of primary education.
- (viii) To reduce inequalities in access providing primary education facilities in unsensual habitations, particularly remote, flood prone and muslim and S/C dominated small habitations where formal schooling is not possible, to make specific efforts for improving educational status of children belonging to muslim community and scheduled castes.

## CHAPTER VI

### PROGRAMME INTERVENTIONS

#### INTRODUCTION

A situation analysis was undertaken at the district level with its socio-economic profile, keeping in view problems, issues and strategies. In this chapter, interventions proposed to translate the strategies into action programmes are discussed :

#### ACCESS

One of the major hinderances in achievement of the goals of universalization of primary education is non-availability of schools at walkable distance. Each and every child should be provided with elementary school facility within 1.5 Km. from his residence.

#### OPENING OF NEW SCHOOLS

There are 66 habitations spread over 7 blocks which are unserved by primary school. The blockwise unserved habitations and the number of schools proposed to be opened are given in the table below.

**TABLE 6/1**  
**UNSERVED HABITATIONS**

S.No.	Blocks	No. of inhabited villages	School less habitations	New schools to be opened under DPEP
1	Kalamganj	150	11	11
2	Nawabganj	88	13	13
3	Shamshabad	143	—	—
4	Rajepur	136	04	04
5	Barhpur	82	06	06
6	Mohamdabad	120	23	23
7	Kamalganj	162	09	09
<b>Total</b>		<b>881</b>	<b>66</b>	<b>66</b>

Source B.S.A. Farrukhabad 1998

## **ALTERNATIVE SCHOOLING**

There is a large number of habitations in which sizable number of children from the disadvantaged groups are not able to join formal school due to rigid timings and other social factors. These habitations do not qualify for a primary school also Alternative Schooling facility will be provided in these habitations. Since it is difficult to estimate the exact number, tentatively it is proposed to open 100 AS centres during the project period. The number may vary according to actual requirement which will be identified after a detailed survey.

After extensive action research and examining alternative school models being implemented in other states four models of alternative schooling have been evolved. These are tailored to the specific needs of different categories of children such as working children engaged in domestic jobs, minority girls, street children etc. These models have been designated as Shiksha Ghar Balshala, Maqtab/Madarsa, Prahar Pathshala. For these curriculum TLM and training modules for instructors/teachers have been developed by SPO/SCERT under DPEP-II. These will be utilised for AS centres proposed to be opened in this district. Local adaptations will be made as required. Each centre will have an instructor who will get an honorarium of Rs. 600 p.m. and a supervisor for 10 centres each getting an honorarium of Rs. 1000 p.m. Both of these will receive one month induction training and recurrent training of seven days every year. These schools will be managed by the community through VEC.

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

The district will adopt suitable model out of the above for individual habitations keeping in view of the category of boys or girls for which the above models have been evolved. These schools will be opened in the following types of habitations.

### **HABITATIONS OF CHILD LABOUR**

There are a number of small establishments in which printing of textiles like sarees, quilt covers, bed sheets is undertaken. These are scattered and children are employed who cannot join a formal school because of rigid timings of schools. In these habitations AS Centres will be opened and 25 centres are proposed for for this category of children.

### **HABITATION OF S/C AND DISADVANTAGED GROUPS**

There are habitations predominantly populated by disadvantaged groups whose children are not able to join primary school due to rigid timings of school which clash with their working hours. In these 25 centres are proposed to be opened.

## STRENGTHENING OF MAKTAB/MADARSA

In Muslim dominated habitations, do not attend formal school because of several reasons including exclusive on religious education. These girls do attend the Maktabas which do not have any input of general elementary education. Efforts will be made to convert. These Maqtabas into AS centres with upgrading of skills of Hafizji or Maulvi who look after these Maktabas if they have the minimum qualifications. Otherwise an identify 50 Maqtabas in the first instance.

These 50 habitations will be identified out of the above 100 alternative schools. If the experiment is successful additional locations may be selected/added for this intervention. The cosing of these centres is also included under the head of AS centres.

### Retention

As mentioned earlier, the retention rate of children in the district is low. The most important objective of DPEP is to increase the retention rates. The following interventions are proposed in this connection.

### ADDITIONAL CLASS ROOMS

In the district 500 additional classrooms are presently required. The phasing of construction of these classrooms is shown below :

TABLE 6/2

**REQUIREMENT OF ADDITIONAL CLASSROOMS**  
Year Wise

Activity	1999-2000	2000-2001	2001-2002	2002-2003
Additional Classrooms through DPEP	50	150	150	---

Source B.S.A. Farrukhabad 1998

Due to constraint of resources a provision of construction of additional class rooms numbering 350 has been made under the project

### Construction/Reconstruction of School Buildings

There are 72 school buildings which are totally non-usable and need reconstruction. It is proposed to reconstruct these school buildings under DPEP. This work will also be undertaken by VEC from the second year onwards.



## Repair and Maintenance

There are 143 school building which are in need of urgent repairs ranging from minor to heavy repairs. Due to paucity of funds under the head of civil works, it is proposed to take up repair work in only 90 schools and the repair of other schools will be taken up in the remaining school through other resources. In the first six months the cost estimates will be prepared and actual work will be taken up in the second phase of 1999-2000.

## Basic Facilities

There 278 schools without drinking water facility and 772 schools without toilet facility. Out of these, it is proposed to provide India Mark-II in 250 schools and toilet facility to 600 schools under the project. These facilities in remaining schools will be provided through convergence with rural development, Jal Sansthan and Panchayat Raj Departments.

## ADDITIONAL TEACHERS / PARA TEACHERS

There are 2483 primary teachers against sanctioned post of 3255. Thus, currently 772 posts are lying vacant. The overall teacher-pupil ratio in the district is 1:40. Based on the projected enrolment the total requirement of teachers will be 4709 of which at least 33 percent should be lady teachers. While projecting the requirement of additional teachers it is assumed that 25 percent of total estimated enrolment in primary classes will be shared by alternative schooling and non-parshadiya schools. The following table shows the details :

**TABLE 6/3**  
**PROJECTED NO. OF ADDITIONAL TEACHERS**

1999-2000	211601	94.8	158700	3968	713	
2000-2001	232943	100.3	174707	4368	1113	100
2001-2002	256877	106.3	1925657	4816	1561	100
2002-2003	283623	112.8	212717	5318	2063	100
2003-2004	313946	120.0	235459	5886	2631	-----

Source B.S.A. Farrukhabad 1998

It is obvious from above table that it only 300 para teachers will be appointed under DPEP due to constraint of finance.

## **Award to best schools**

In order to create healthy competition amongst schools for achieving the targets of retention especially of girls, award will be given to two schools showing out-standing performance from each block in the above field.

## **COMMUNITY MOBILISATION & PARTICIPATION**

For the sustainability as well as ownership for DPEP interventions it is necessary to bring mobilisation in the community and this mobilisation 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, ideas, attitudes and values of the VEC / community this results in the participation. Though it is not impossible to bring any 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 remains deprived of their participation.

A pre-condition for participation is 'People understanding' and this understanding takes place when people are sensitised, oriented in organised or unorganised manner. A lot of activities will be done in this direction which are as follows.

### **A. 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. In Farrukhabad district instructions to include parents of disabled child as members of the VEC also being made.

VEC will 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 to the school.

1. Children with disabilities.
2. Children in the age group of 3-6 to the ECCE centres for pre-schooling.
3. 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.

### **B. Strengthening of VEC**

Under DPEP, the VEC will be assigned the responsibility of school construction, purchase of material, maintenance and repair of school buildings, mobilisation and environment building activities, taking special measures for

education of children of deprived sections, ensuring access and retention, supervising schools and alternative schools for effective functioning, conducting micro level planning and developing village education plans, implementing, monitoring plan activities and ensuring convergence of services and inputs for primary education.

An extensive three days orientation training of members of the village education committee along with 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 & understanding with VEC on such as enrolment, retention, mobilising community girls education, microplanning, school mapping, school improvement plans etc. is already with DPEP II. These materials with little adaptations will be used in Farrukhabad District.

In order to sensitize VECs of the district a District Resource Group' will be formed. In District Resource Group 2 faculty members of DIET, Teachers, from those blocks where NYK organisation exists & volunteers of NYK will be selected. These DRG members will impart training to members of Block Resource Groups which will be constituted in those block where NYK is in operational. This group includes 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 all DPEP districts. Training will be at the village level, which besides sensitizing VEC members also aims at developing skills of village education plans through microplanning and school mapping. Main objectives of training VEC will as follows

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

#### Phasing for VEC training

I st year	7 Blocks 311 VECs
II nd year	7 Blocks 200 VECs

#### STRATEGIES FOR DISADVANTAGED GROUPS ( GENDER) GENDER STRATEGIES

Under DPEP emphasis on equality among sexes in receiving Primary Education. It aims at reducing the difference in enrolment drop-out and learning achievement amongst boys and girls to less than 5 %.

## **GIRLS EDUCATION**

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

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

## **STRATEGIES FOR GIRLS EDUCATION**

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

### **A. GENERIC INTERVENTIONS**

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

- \* Community Mobilisation.
- \* Alternative Schooling.
- \* Special Focus Groups (IED, SC, Minorities etc.).
- \* Teacher Training.
- \* Text Books
- \* VEC training.
- \* Civil works
- \* Research.

### **B. SPECIFIC INTERVENTIONS**

The specific strategy for girls to be adopted in Farrukhabad District is the model cluster / village development approach for improved participation of girls in primary education

There are specific pockets and population sections that have very low female literacy rates in the district. 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 necessary to work intensively in a few villages/clusters/mohallas by providing all possible inputs, maintaining regular contact and closely monitoring the progress/impact using an operational mechanism specially designed for the purpose.

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

## **I. MODEL VILLAGE/CLUSTER DEVELOPMENT PLAN FOR GIRLS EDUCATION**

Certain villages in each block or cluster will be identified for model village/cluster development approach for girls's education. The criteria for selections of the village/cluster would be --

- \* Low female literacy and backwardness.
- \* Poor enrolment and retention of girls.
- \* Minority, SC or working girl's dominated specially those are involved in labour work.
- \* NPRC having 10-12 villages.
- \* Active VECs or VECs in place.
- \* Presence of some active women's groups or active individuals.

## **II. 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 contest of girls education.
- \* The improved school environment.
- \* The fact that community involvement in school management is being attempted and closer interaction between the school and the community will be possible.
- \* The fact that girls education is central to the programme.

## **III. FORMATION & CAPACITY BUILDING OF GRASS ROOT LEVEL ORGANISATION FOR GIRLS**

1. Project Functionaries.  
Mother teacher association for every school.
2. Village Education Committee  
The training module for VEC developed under BEP, DPEP will be used it has an important component an girl's education.
3. Parent Teacher Association
4. Woman Forum at Cluster level  
It will consist woman VEC members of the villages of cluster.

### **I Woman Motivator Groups**

Module will be developed for developing leadership , mobilisation skills and to sensitise them to persuade for girls education.

### **II N.G.O.s.**

Sensitisation for girls education microplanning, PLA, house to house survey etc.

### III School Teacher

- For girl child friendly environment in & side class room.
- Special Campaigns to be launched for girls enrolment & retention.
- \* Meena Campaign.
- \* Special enrolment drive for girls.
- \* Street plays, kala jathas.
- \* Development of audio cassettes regarding girls education.

### IV. SPECIAL INCENTIVES FOR GIRLS IN DPEP

Free text books will be provided to all girls.

### V FLEXIBLE TIMINGS OF SCHOOLS

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

### ECCE (EARLY CHILDHOOD CARE AND EDUCATION)

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

1. Preparing children, particularly first generation learners, for primary schools.
2. School Readiness  
Facilitating participating of girls in primary school by relieving them from sibling care responsibilities.  
The approach to ECCE would be as follows :--
  1. Co-ordination with ICDS Presently 108 ICDS centres are urnning in the district. District resource group and block resource groups would be formed consisting of gender co-ordinator, District Programme Officer, ICDS, health personnals, NGOs etc. Convergence would be sought in following areas.
    - (i) To ensure that school timings and Anganwadi centre timings are same.
    - (ii) To ensure that the primary school and Anganwadi centres are located either in same campus or close to each other.
    - (iii) Providing TLM to strengthen the ECCE component of Anganwadi centres.

component.

7+7 days training for Anganwadi workers is proposed for 1st year.

2. It is proposed to open 70 ECCE Centres in the project with the objective of :-
  - (ii) Allowing children to bring sibling to schools where same lesson on early childhood stimulation is included in the syllabus.
  - (iii) Opening of ECCE centres by NGO in localities thickly populated with SC / Minorities in rural as well as in urban areas.
  - (iv) Community mobilisation for supporting child care.

In the first year of project only 15 centres will be opened in 4 blocks. Criteria for selection of these blocks will be as

1. Low female literacy.
2. High girls drop-out rate.
3. Presence of ICDS.
4. Presence of good NGOs working for girls / women benefits.

## QUALITY IMPROVEMENT

### TEXT BOOKS AND TLMs

#### A. TEACHING LEARNING MATERIAL FOR TEACHERS

For improving quality of primary education teacher should be provided resources for developing necessary teaching aids and for this purpose a grant of Rs.500/- per year will be given to all primary teachers and parateachers for developing their own TLM. A grant of Rs.2000 per annum will be given to every school for school improvement.

#### B. DISTRIBUTION OF FREE TEXT BOOKS

Free textbooks upto class V will be made available to all students by DPEP through State Government. DPEP Farrukhabad proposes to give workbooks to all children. These workbooks will be prepared in State level workshop and distribution. of free text books will be given in table.

**TABLE 6/4**  
**Distribution of Textbooks For Girls And S/C Boys**

Year	Girls	Boys	Total
1999-2000	102899	24326	127225
2000-2001	107066	25226	132292
2001-2002	111402	26159	137561
2002-2003	115913	26916	142829
2003-2004	120608	28130	148738

Source B.S.A. Farrukhabad 1998

## **BOOK BANK SCHEME**

It is proposal to set up book bank in every school having five to ten sets of text books for all primary classes. This will facilitate education of poor children. The books were be issued on returnable basis.

## **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 and cluster levels. The major input for capacity building is training which should be organised in recurrent basis. It has been proved by the past experience that no training can be effective in changing the class rooms 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 Naya 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. Since there is no DIET in Farukhabad, A mini DIET will be established by upgrading one BRC at district headquarter block.

The staff of mini 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 resource.
- 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 trainer for BRCs /NPRCs.
- IV. Evaluation of the performance of primary school teachers and ECCE workers.
- V. Monthly meeting of BRC coordinators and action research on important issues related with primary education.



- VI. Evaluation of MLL
- VII. Publication of magazines/newsletters. Development of instructional material
- VIII. Workshop on preparation of training module for different trainees.
- IX. Workshop on supplementary reading material
- X. Workshop on gender sensitization
- XI. Conduct base line studies for assessing MLL so as to improve it.
- XII. Support adaption of text books and to act as District Resource Centre for AS/ECCE.
- XIII. Monitoring of activities of BRCs and CRCs
- XIV. Updating educational resources by constant research work in order to contextualise 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 seven BRCs established in the district one each in every block including one BRC to be upgraded. Each BRC will also provide guidance and technical support to NPRCs and will handle the functions of evaluation and monitoring of the working of NPRCs. The BRC will have around 10-20 NPRCs in its jurisdiction. Each BRC will have two assistant coordinators in addition to a whole time coordinator. The assistant coordinators will be specialists from mathematics, language and environmental studies. The BRC will also have residential facilities. Till such time as building 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 outside scholars and supervisors be conducting action research.
- d) Organise orientation programme for block level officials under guidance of DIET.
- e) In service recurrent training for primary school teachers, para teachers and ECCE instructors.
- f) Monthly reflectio of NPRC co-ordinators.
- g) Participation in monthly meetings of NPRCs.
- h) Monitoring of the functioning of schools.
- i) Développement and supply of Teaching and Learning Material.
- j) Organising workshops of different agencies involved in implementation of DPEP.
- k) Documentation and dissemination of information.

An academic supervision and resource group will also be constituted in BRC and its members will be required to attend the meetings of atleast one NPRCs every month. It will also adopt at least one school in its area which has poor enrolment and attendance of the children of the disadvantaged groups. In this

fashion, the BRC will act as a coordinating link between the village, NPRC and DIET in whose supervision the BRCs will be functioning.

### **NAYA 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 practising 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 their 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 87 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 DIET. 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 inservice 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 and BRC levels for faculty and coordinators.
- Five days workshop (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 intergrated 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. An IEP programme officer will also be placed at DPO level. Functional assessment of disabled children will be done by the BRG. In one of the room 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 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 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 block per annum has been made for this purpose.

### **RATIONALISATION OF TEACHER UNITS**

The distribution of teachers among schools is uneven 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 aim at posting of 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 else where 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 labour 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 functionaries.

## **TRAINING PROGRAMMES**

In order to upgrade the knowledge and skills of the teachers and bring attitudinal changes to raise their motivational levels and also of VEC members and other functionaries, a number 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 each cycle 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, concurrent evaluation, diagnostic testing and remedial teaching. The DIET will train six Master Trainers for this purpose. There will be a recurrent training programme of 15 days.

### **b) IN-SERVICE TRAINING**

The CASCADED 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 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 mention 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 slow learners, handicapped children and those with some kind of disabilities. The methodology of training would be based on child centred approach and utilised in designing in-service training programme. The cycles of training of master trainers will be of 15 day in the first and 9 days in subsequent years and of resource persons it will be of 14 days in the first and 8 days in subsequent cycles.

c) **TRAINING OF BRC CO-ORDINATORS**

Training of 7 coordinators and 14 Assistance 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 87 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. SIEMAT 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. SIEMAT will provide the training modules and the training of master trainers at DIET level. Feed back will be obtained and analysed by SIEMAT. All the ABSAs, SDIs and head teachers will also participate in the in-service teachers' training programmes as well as those for BRC and NPRC coordinators. The purpose is to develop a shared perspective on administrative as well as academic supervision and guidance.

f) **TRAINING ON ACTION RESEARCH AND INNOVATIVE PROGRAMMES**

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

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

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 SIEMAT 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.

g) **TRAINING WORKSHOP IN VISION 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 SIEMAT 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 108 centres will be reoriented through a training programme of 7 days every year. It has been proposed that 70 ECCE centres will be opened in the district where Anganwadi centers 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.

j) **TRAINING PROGRAMME FOR CIVIL WORKS CONSTRUCTION**

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

k) **TRAINING ON MIS**

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

l) **VISIONING WORKSHOPS IN DIET**

Our present educational set up bears a rigid discipline pattern at primary stage, which is harmful and a hindrance in formation of a free and independent make up of mind of the children. Free environment of learning and achievements should be provided at primary stage. The visioning workshops imparts a great role in change of environmental set up of basic and primary education system.

There will be a provision of residential visioning workshops of 5 days in DIET for DIET staff, DPO members, ABSAs, SDIs and BRC, NPRC coordinators to make them aware of new educational patterns of teaching learning procedure.

## 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 institutes. 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**

## CHAPTER IX

### CIVIL WORKS AND LIST OF EQUIPMENTS

#### BACKGROUND:

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

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

#### APPROACH :

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

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

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



PROJECT COST  
DISTRICT: FARRUKHABAD

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		
A1.	(A) ACCESS Additional Classroom (70 out of which 28 from DPEP) - Additional rooms in Nagar Schools	28	50	1400	300	8400.00									350	9800.00		
A2.	New Primary Schools Unserved Areas																	
1	Construction @ Rs. 191 per school (76.4 from DPEP & 114.6 from JRY/State Govt.	76.4			40	3056.00	20	1528.00	6	458.40					66	5042.40		
2	Salary (1HT+ 2 Para Teacher per School)	1.4			480	672.00	1320	1848.00	1392	2140.80	1392	2480.80	759.00	1240.40	5459	8382.00		
3	Furniture/Fixture & Equipment	15			40	600.00	20	300.00	6.00	90.00					66	990.00		
	<b>Total</b>			1400.00		12728.00		3376.00		2839.20		2480.80		1240.40		21214.40		
A3.	<u>Shiksha Mitra</u>																	
1	Honorarium	1.0 pm													0	0.00		
2	Training																	
3	Inductive Training	3.0													0	0.00		
4	Recurring Training	1.2													0	0.00		
	<b>Total</b>			0		0		0		0		0		0		0.00		
A4	<u>Alternative Schools</u>																	
1	Honorarium																	
a	Workers	0.6 p.m.			150	90.00	600	360.00	1050	630	1200	720	600	360	3600	2160.00		
b	Supervisors	1.0 p.m.			12	12.00	54	54.00	108	108	120	120	60	60	354	354.00		

**PROJECT COST**  
**DISTRICT: FARRUKHABAD**

(Rs. in thousand)

S.No.	Heads/Sub-Head/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks		
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin			
2	Maintenance of Centres	2.0 p.a			25	50.00	75	150.00	100	200	100	200			300	600.00			
3	TLM	1.65 p a 1.35			25	41.5	50	82.5	25	41.5	75	101.25	100	135	100	37.5	300	337.50	
4	Training																		
a	Inductive (Worker + Supervision)	2.1			27	56.70	56	117.5	27	56.7							110	230.90	
b	Recurring	0.84					77	64.68	108	90.72	110	92.4	110	92.4			405	340.20	
5	Equipment	2.5			25	62.50	50	125	25	62.5							100	250.00	
	<b>Total</b>					<b>0.00</b>		<b>312.70</b>		<b>987.43</b>						<b>579.90</b>		<b>4438.10</b>	
	<b>Sub Total</b>					<b>1400.00</b>		<b>13040.70</b>		<b>4663.43</b>						<b>1820.30</b>		<b>28652.50</b>	
R1	(R) RETENTION Publicity & Extention Awareness Building/Mass Communication	1 PA P VEC	511	255.5	511	511.00	511	511										1277.50	
R2	Motivators for Girls Education	3.5																	
R3	Newsletter																		
R4	Cons./Recons. of old PS (Cons. through community action) - Recon. of Nagar Schools	76.4			80	6112.00	10	764.00	20	1528							110	8404.00	
R5	Toilets	10	100	1000	200	2000.00											300	3000	
R6	Drinking Water	22			150	3300.00	100	2200.00									250	5500.00	
R7	Repair & Maintenance (School Needing Repairs & General Maintenance) <b>Repairs</b>	20	13	260	75	1500.00	55	1100									143	2860.00	
	- Repair of Nagar Schools																		
R8	Salary of Addl. Para Teachers	1.4			600	840.00	1800	2520.00	2800	4160	3300	5300	1650	2350	10150		15470.00		

PROJECT COST  
DISTRICT: FARRUKHABAD

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		
R9	Innovative Programmes through NGOs / Mahila Samakhya	100 P.B.																
R10	Promoting Girls Education	100			3	300.00	3	300.00	3	300	3	300			12	1200.00		
R11	Hamari Nursery	39.6																
R12	Training of Elected Women of G.P. / M.G	0.09	766	68.94	766	68.94	766	68.94	66	68.94	766	68.94			3630	344.70		
R13	MTA/PTA Training	0.09	865	33.93	871	78.39	911	81.09	931	83.79	931	83.79			4509	366.89		
R14	Bal Mela	.5 PA			87	43.50	87	43.50	87	43.5	87	43.5			348	174		
R15	Honararia to AEs & JEs	P NPRC 52PM																
R16	Innovative Prog. For G.E.	200 PB																
R17	Health Card & Health Check-up	15 PB																
R18	Honorarium of Aes (Fixed)	10			12	120.00	12	120.00	12	120					36	360		
R19	Honorarium of Jes 14 No	7			87	588.00	84	588.00	34	588					255	1764		
R20	Teenagers Club																	
R21	Women Motivators																	
R22	Meena Campaign																	
R23	MTA Training	100																
R24	PTA																	
Sub Total				1623.37		15481.83		8297.43		6892.23		5796.23		2650.00		40721.09		

**PROJECT COST**  
**DISTRICT: FARRUKHABAD**

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		
	<b>(Q) QUALITY IMPROVEMENT</b>																	
Q1	Opening of ECCE Centres																	
1	Civil Works (one additional room)	28			40	1120	15	420	15	420					70	1680.00		
2	TLM	0.5			40	200	15	75	15	75					70	300.00		
3	Educational Equipment	5																
4	Honorarium AWW	0.6 pm			240	144	570	342	750	450	340	504	420	252	2820	1662.00		
5	Contingency	1.5			40	60	55	82.5	70	105	70	105			235	352.50		
	<b>Training</b>																	
	Induction	1.47			40	58.8	15	22.05	15	22.05					70	100.00		
	Recurring	0.56					40	22.4	55	30.8	70	39.2			165	92.40		
	Anganwari Worker's training	0.49			150	73.5	150	73.5	150	73.5	150	73.5			600	294.00		
	<b>Total</b>			0.00		1658.30		1037.45		1175.35		721.70		252.00		4843.00		
Q2	Training Programmes																	
1	Civil Work	10																
2	VEC Members Training	0.09	3833	344.97	3833	344.97	3833	344.97	3833	344.97	3833	344.97			19165	1724.85		
3	Induction Training to para teachers	2.1			180	378	140	294	132	277.2					452	949.20		
4	Teachers Training(para)	1.4					180	252	320	448	432	604.8			932	1308.00		
5	Rec In Service Teachers Training	0.84			3255	2734.2	3255	2734.2	3255	2734.2	3255	2734.2	3255	2734.2	16275	13671.00		
6	Innovative Training	0.84	87	73.08	87	73.08	87	73.08							281	239.24		
7	BRC Coordinators/	0.8			42	33.6	42	33.6	42	33.6	42	33.6			168	134.40		
8	Resource person training																	
9	NPRC Coordinators training	0.8			87	69.6	87	69.6	87	69.6	87	69.6			340	273.60		
10	ABSA/SDI Training	0.84	13	5.46	13	10.92	13	10.92	13	10.92	13	10.92			55	49.14		
11	Head Teacher's training	0.84																
	<b>Total</b>			423.51		3644.37		3812.37		3918.49		3802.09		2734.20		13335.00		
Q3	Teaching Learning Material to:																	
1	School Improvement Fund	2			905	1810	925	1850	931	1862	931	1862			3692	7384.00		
2	Teacher's grant	0.5			3225	1612.5	3305	1650	3345	1672.5	3357	1678.5			13232	6613.50		
3	Feee Text Book to SC/ST & Girls	0.03	12225	3636.75	132293	3968.79	137561	4126.83	142829	4284.87	148738	4462.14			573646	29479.38		
	<b>Total</b>			3636.75		7391.29		7826.83		7819.37		8002.64		0.00		34678.90		

**PROJECT COST**  
**DISTRICT: FARRUKHABAD**

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		
Q4	Awards to VECs	5			87	435	87	435	87	435	87	435	87	435	435	2175.00		
Q5	School Awards	5pbx2			14	70	14	70	14	70	14	70	14	70	70	350.00		
Q6	Book Bank in School	0.3			905	271.5	925	277.5	931	279.3	931	279.3			3692	1107.60		
	<b>Sub Total</b>			<b>4060.26</b>		<b>13468.46</b>		<b>13459.15</b>		<b>13693.51</b>		<b>13310.73</b>		<b>3491.20</b>		<b>61488.3</b>		
	<b>(C) CAPACITY BUILDING</b>																	
C1	School Mapping & Microplanning																	
1	Printing/Survey	10	1	10	3	30	3	30							7	70.00		
2	Seminar & Workshop	3	7	21			7	21							14	42.00		
3	Village level Microplanning	15			7	105	7	105	7	105					21	315.00		
	<b>Total</b>			<b>31.00</b>		<b>135.00</b>		<b>158.00</b>		<b>105.00</b>		<b>0.00</b>		<b>0.00</b>		<b>427.00</b>		
C2	Operationalising DIETs																	
1	Furniture/Fixture														0	50.00		
2	Equipment	50		50											0	50.00		
3	Books	10		10	10		10		10		10				0	50.00		
4	Honorarium														0	0.00		
5	Printing														0	0.00		
6	Travelling Allowances	40		40	40		40		40		40				0	200.00		
7	Maintenance	5			5		5		5		5					20.00		
8	Workshop/Seminar/Comp. Trg.	40PA			40		40		40		40				0	160.00		
9	Purchase of vehicle	350	1	350											1	350.00		
10	POL	5		15	60		60		60		60			30	0	285.00		
11	Action Research	25			25		25		25		25				0	60.00		
12	Wages of Driver	2.5		7.5	30		30		30		30			15	0	142.50		
	<b>Total</b>			<b>472.50</b>		<b>210.00</b>		<b>210.00</b>		<b>185.00</b>		<b>185.00</b>		<b>45.00</b>		<b>1307.50</b>		
C3	Block Resource Centre																	
1	Civil Construction	800			4	3200	3	2400							7	5600.00		
2	Salary Coordinator	6			24	144	66	330	84	504	84	504	42	252	300	1734.00		
	Asstt Co-ordinator, (chowk dar)	12.5			24	300	66	825	84	1050	84	1050	42	525	300	3750.00		
3	Equipment/Furniture	150			4	600	3	450							7	1050.00		
4	Travelling Allowance	5			4	20	7	35	7	35	7	35	7	35	32	160.00		

**PROJECT COST**  
**DISTRICT: FARRUKHABAD**

(Rs in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
5	Maint. of Equipment	1					5	5	7	7	7	7			19	19.00
6	Maint. of Building	6					4	24	7	42	7	42			13	103.00
7	Books	10	1	10	5	50	2	20							8	80.00
8	BRC Exhibition fair of teaching aids	20					7	140	7	140	7	140			21	420.00
9	Consumables	5			4	20	7	35	7	35	7	35	7	35	32	142.50
	<b>Total</b>			10.00		4334.00		4264.00		1813.00		1813.50		329.50		13083.5
<b>C4</b>	<b>District Project Office</b>															
1	Equipment	210			1	210									1.00	210.00
2	Furniture & Fixture	120				120									0.00	120.00
3	Books	10			1	10	1	10	1	10	1	10			4.00	40.00
4	Purchase of Vehicle	350	1	350												350.00
5	Consultancy charges	120			1	120	1	120	1	120	1	120			4.00	480.00
6	Salary staff	115	6	690	12	1380	12	1380	12	1380	12	1380	6	690	60.00	690.00
7	Travelling Allowances	50		30		50		50		50		50		30	0.00	260.00
8	Consumables	40		20		40		40		40		40		20	0.00	200.00
9	Telephone/Fax	50		25		50		50		50		50		25	0.00	250.00
10	Vehicle Maint. & P.Ot.	80		40		40		40		40		40			0.00	200.00
11	Maint. of Equipment	30			1	30	1	30	1	30	1	30			4.00	120.00
12	Seminar/Workshop	40		40		40		40		40		40			0.00	400.00
13	POL		3	54	12	216	12	216	12	216	12	216	12	108	80.00	1260.00
14	Purchase of Vehicle for SDI/ABSA	40														40.00
15	Distt. level Convergence workshop	15		15		15		15		15		15			0.00	75.00
16	Study Tours	50				50		50		50		50			0.00	100.00
17	Distt. level Exhibition & Fair	40		20		40		40		40		40			0.00	160.00
18	AWP & View Workshop	15		15		15		15		15		15			0.00	75.00
19	Research Evaluation	50				50		50		50		50			0.00	200.00
20	Contingency			20		40		40		40		40		20	0.00	200.00
21	Vehicle	40	12	480												480.00
	<b>Total</b>			1799.0		2516.0		2186.0		2186.0		2186.0		893.0		11764.00
<b>C4.1</b>	<b>MIS/Research &amp; Evaluation</b>															
1	MIS Cell Furnishing	180		180											0.00	180.00
2	EMIS/PMIS (Printing/Survey etc	30		15		30		30		30		30			0.00	120.00
3	MIS Equipments	250		250											0.00	250.00
4	Comp. systems training	50		50											0.00	50.00
5	Maintenance of equipments	30				30		30		30		30			0.00	120.00
6	Consumable	50		25		50		50		50		50		25	0.00	250.00
	<b>Total</b>			520.0		110.0		110.0		110.0		110.0		25.0		950.00

PROJECT COST  
DISTRICT: FARRUKHABAD

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		
C5	School Complex (NPRC)																	
1	Construction	28			60	1680	27	756							87.00	2408.00		
2	Salary Coordinator	5.5			360	1980	882	4851	1044	5742	1044	5742	522	2871	3852.00	21186.00		
3	Equipment	15			60	900	27	405							87.00	1305.00		
4	Books for Library/Book Bank	5			7	35	60	300	20	100					87.00	135.00		
5	Audio visual hiring charges	0.8			7	5.6	67	56.6	87	69.6	87	69.6	87	34.8	335.00	233.20		
6	Monthly meeting	2			60	120	67	134	87	174	87	174	87	87	388.00	630.00		
	Total			0.00		4720.60		6502.60		6085.60		5985.60		2992.80		26267.2		
C7	Distance Education																	
1	Equipment & others	75				75										75.00		
2	Telephone & Fax Bills	10		5		10		10		10		10			0	45.00		
3	Maintenance	10				5		5		5		5			0	20.00		
4	Video Recording & Packaging	200				200		200		200		200			0	600.00		
5	Printing materials	20				20		20		20		20			0	60.00		
6	Workshop & Seminar	50														0.00		
	Total			5.0		310.0		235.0		235.0		235.0		0.0		1020.0		
C8	Integrated Education																	
1	Distt. level workshop	50			1	50	1	50	1	50					0	150.00		
2	Block level resource support	27			6	162	12	324	12	324	12	324			0	1134.00		
3	Survey through VECs	5			4	20	3	15							7	35.00		
4	Training of BRG/DRG	0.6			20	12	18	10.6	20	12					58	34.80		
5	Orientation of Teachers NGOs	0.09			930	83.7	1395	125.55	930	83.7					3285	252.55		
	Total			0.00		327.70		525.35		469.70		324.00		0.00		1646.75		
	Sub Total			2837.50		12663.30		14188.95		11189.30		10838.60		4725.30		66502.95		
	Grand Total			9921.13		54634.29		40808.96		35759.91		33893.76		12746.80		167364.86		

SUMMARY - I  
COMPONENT WISE PROJECT COST  
DISTT. - FARRUKHABAD

(Rs in thousand)

Sl No	Component	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	Apr 2004-	TOTAL	As%to Total Projectcost
		^Oct-March 1st year	^April -March 2nd year	^Apr-March 3rd year	^Apr-March 4th year	^Apr-March 5th year	Oct'2004 6th year		
1	Access & Enrollment	1400	13040.70	4363.43	3979.37	3748.2	4920.00	28652.50	15.29
2	Retention	1623.37	15461.33	8297.43	6692.29	6798.33	2650.00	40721.00	21.73
3	Facility Improvement	4060.26	13468.43	13159.15	13698.51	11310.70	4000.00	61488.31	32.82
4	Capacity Building	2837.50	12663.30	14128.95	11180.30	12593.4	4735.00	58502.95	30.16
	<b>TOTAL</b>	<b>9921.13</b>	<b>54624.29</b>	<b>40508.95</b>	<b>35759.91</b>	<b>34450.78</b>	<b>12745.00</b>	<b>137354.85</b>	<b>100</b>



SUMMARY (CW) FARRUKHABAD  
DETAILS OF CIVIL WORK

(Rs. in thousand)

Sl.	Particulars	1999-2000		2000-2001		2001-2002		2002-2003		Total	
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
1	Additional Class Room	50	1400	300	8400.00					350	9800.00
2	New School			40	3058.00	20	1828.00	8	458.40	68	5344.40
3	School Reconstruction			30	6112.00	10	764.00	30	1528.00	70	8404.00
4	Toilets	100	1000	200	2000.00					300	3000.00
5	Drinking Water			150	3300.00	100	2200.00			250	5500.00
6	School Repair	13	260	75	1500.00	55	1100.00			143	2860.00
7	BRC Construction			4	3200.00	3	2400.00			7	5600.00
8	NPRC Construction			60	1680.00	27	756.00			87	2436.00
9	ECCE Centre			40	1120.00	13	420.00	15	420.00	70	1960.00
	<b>Total</b>	<b>163</b>	<b>2660.00</b>	<b>949</b>	<b>30368.00</b>	<b>230</b>	<b>9168.00</b>	<b>41</b>	<b>2406.4</b>	<b>1383</b>	<b>44602.40</b>

Civil Work is 23.80% of total cost.

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

*(Rs. in thousand)*

S.No.	Component	Component Cost	Out of which Investment Cost	Recurring Cost	% of Investment Cost	% of Recurring Cost
1	Access & Enrollment	28652.5	21086.5	7566.00	73.62	80.87
2	Retention	40721.1	23487.1	17234.00	57.68	42.92
3	Quality Improvement	61488.3	59448.8	2044.50	96.67	3.33
4	Capacity Building	68503	22047.46	34455.52	30.02	60.98
	TOTAL	187354.9	126074.68	61290.02	67.28	32.71

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

#### **TECHNICAL SUPERVISION :**

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

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

#### **INNOVATIVE DESIGNS.**

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

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

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

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

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

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

1.	Construction of new primary school and	66
2.	Construction of buildings/dilapidated primary schools buildings	90
3.	Construction of additional class rooms	350
4.	Repairs of School	143
5.	Construction of toilets	600
6.	Provision of drinking water facility	250
7.	Construction of rooms for NPRC	87
8.	Construction of BRC	7

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

)	FOR DPO (one vehicle)	3.50
)	FOR DIET (One Vehicle)	3.50
)	Motor Cycles - 17	8.50
	Total	15.50

PRC

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

## ENVIRONMENT BUILDING AND COMMUNITY MOBILISATION

- (a) Activisation of VEC through mass contact programme and earmark of responsibility of ABSA/SDI and other officers to get a VEC meeting organised in their presence. Primary teaches to maintain coordination with VEC and its members.
- (b) Printing of a brief brochure about DPEP in Hindi and Urdu for wider circulation among public and official functionaries.
- (c) Identification of NGOs and women groups which can contribute towards UEE and their orientation.
- (d) Utilisation of audio and video cassettes developed by the SPO for distribution among different agencies and organising shows in common places.
- (e) Display of pictures and print media in prominent places in the village especially in the habitations of disadvantaged groups.
- (f) Cultural programmes like folk songs, nautanki, mushaira, Qawwali, Kavi 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 monthly meeting of Maa-Beti association
- (f) Ensuring monthly meeting of MTA/PTA.
- (g) Compiling success story of girls and circulating it in the project villages.

#### **ACCESS AND ENROLMENT**

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

#### **RETENTION**

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

#### **QUALITY IMPROVEMENT**

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

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

## SECOND PHASE

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

### CAPACITY BUILDING

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

### DISTANCE EDUCATION

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

### INTEGRATED EDUCATION

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

## ENVIRONMENT BUILDING

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

## DIET, BRC, NPRC

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

## ACCESS, ENROLMENT AND RETENTION

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

## QUALITY IMPROVEMENT

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

## SUMMING UP

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

LIBRARY & DOCUMENTATION  
Central Institute of Educational  
Technology Administration,  
B-10, Roobindo Marg,

Delhi-110016 D-10380

11-11-99

A.W.P.B

DISTRICT: FARRUKHABAD

(Rs. in thousand)

S.No.	Head/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
A1.	Additional classroom	28	350	9800	20	560	
A2.	Additional classroom in Nagar School						
	New Primary Schools						
	Unserviced						
1	Construction	76.4	66	5042.40			
	@ Rs. per school						
	73.4 from PEP & 114.6 from J.R. State Govt.						
2	Salary of Para Teachers (1.0 PA Teacher/School)	1.4	5499	8382.0			
3	Furniture, Fixture & Equipment	15	66	990			
	<b>Total</b>			<b>24214.40</b>		<b>560.00</b>	
A3.	<u>Shiksha Mitra</u>						
1	Honorarium	1.4 pm	0	0		0	
2	Training						
3	Inductive Training	3.0	0	0		0	
4	Recurring Training	1.2	0	0		0	
	<b>Total</b>			<b>0.00</b>		<b>0.00</b>	
A4	<u>Alternative Schools</u>						
1	Honorarium						
a	Workers	0.6	3800	2160			

A.W.P.B

DISTRICT: FARRUKHABAD

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
b	Supervisors	1.0	354	354			
2	Maintenance of Centres	p.m.	100	600			
3	TLM	p.a	100	165			
4	Training	1.65	100	165.50			
a	Inductive	1.35	100	230.90			
b	Recurring	2.1	110	340.20			
c	Training for Supervisors	0.84					
5	Equipment	2.5	100	250			
	<b>Total</b>			<b>4265.60</b>		<b>0.00</b>	
	<b>Sub Total</b>			<b>28480.00</b>		<b>560.00</b>	
	<b>RETENTION</b>						
R1	Publicity & Extention Awareness Building/Mass Communication	1 PA P VEC	1533	1277.50	511	511	
R3	Newsletter						
R4	Cons./Recons. of old PS(Rural) (Cons. through community action)	76.4	110	8404.00	40	3056	

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

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
R5	Toilets	10	300	3000			
R6	Drinking Water	22	250	5500			
R7	Repair & Maintenance (School Needing Repairs & General Maintenance) <i>Repairs</i>	20	143	2860			
R8	Salary of Addl. Para Teachers	1.4	10150	15470			
R9	Innovative Programmes through NGOs/Mahila Samakhya	100					
R10	Promoting Girls Education	100	12	1200	2	200	
R11	Training of Elected Women of G.P. a) Meena Campaign b) Model Village	0.09 25 40	3830	344.70	736	68.94	
R12	MTA/PTA Training	0.09	4509	366.88	865	77.84	
R13	MTA Award	1					
R14	Bal Mela	.5 PA P NPRC	348	174	87	21.75	
R15	Honorarium of AEs	10	36	360		60	
R16	Honorarium of JE	7	255	1764		294	
	<b>Sub Total</b>			<b>40721.08</b>		<b>4289.53</b>	



A.W.P.B

DISTRICT: FARRUKHABAD

(Rs. In thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
	<b>(Q) QUALITY IMPROVEMENT</b>						
Q1	Opening of ECCE Centres						
1	Civil Works (one additional room)	28	70.00	1960			
2	TLM	5	70	350			
3	Honorarium (Constructor + Helper)	0.6 bd	2820	1692			
4	Contingency <u>Training</u>	1.5	235	352.5			
	Induction	1.47	70	102.90			
	Recurring	0.56	165	92.40			
	Anganwari Worker's training	0.49	600	294.00			
	<b>Total</b>			<b>4843.80</b>		<b>0.00</b>	
Q2	Training Programmes						
1	VEC/ABSA Eng. CW	10		1724.85			
2	Induction Training to para teachers	2.1	452	949.20	40	84	
3	In-service teachers training	0.84	16275	13671.00	3255	2734.2	
4	Rec Training for para teachers	1.4	732	1308.80			
5	VEC Members Training	0.09			1916	172.49	
6	NGOs Training/Innovative Trg.	0.84	261	219.24	87	73.08	
7	BRC Coordinators'	0.8	168	134.40	42	33.6	
8	NPRC Coordinators training	0.3	348	278.40	87	69.6	
9	ABSA/SDI Training	0.84	65	49.14	13	10.92	
10	Head Teacher's training	0.84					
	<b>Total</b>			<b>18335.03</b>		<b>3177.89</b>	

**A.W.P.B**

**DISTRICT: FARRUKHABAD**

*(Rs. in thousand)*

Sl.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy.	Fin	Phy	Fin	
Q3	<b>Teaching Learning Material to:</b>						
1	School Improvement Fund	2	3692	7384			
2	Teacher's grant	0.5	13232	6813.50			
3	Free Text Book to SC/ST & Girls	0.03	682646	20479.38			
	<b>Total</b>			<b>34676.88</b>		<b>0.00</b>	
Q5	<b>Awards to VECs to per NPRC</b>	5	435.00	2175			
Q6	School Awards	5 PB	70	350			
	Book Bank	2 School 0.03		1107.60			
	<b>Sub Total</b>			<b>61488.31</b>		<b>3177.89</b>	
	<b>(C) CAPACITY BUILDING</b>						
C1	<b>School Mapping &amp; Microplanning</b>						
1	Printing/Survey	10	7	70	2	20	
2	Seminar & Workshop	3	7	42	7	21	
3	Village level Microplanning	15	7	315	7	105	
	<b>Total</b>			<b>427.00</b>		<b>146.00</b>	
C2	<b>Operationalising DIETs</b>						
1	Furniture/Fixture	0					
2	Equipment	50		50		50	
3	Books	10		50		10	
4	Honorarium						
5	Printing						
6	Travelling Allownces	40		200		40	
7	Maintenance	5		20			
8	Workshop/Seminar/Comp. Trg.	40		160			
9	Purchase of vehicle	350		350		350	
10	POL	5		285		45	
11	Action Research	25		50			
12	Wages of Driver	2.5		142.50	9	22.5	
	<b>Total</b>			<b>1307.50</b>		<b>517.50</b>	

**A.W.P.B**

**DISTRICT: FARRUKHABAD**

*(Rs. in thousand)*

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
<b>C3</b>	<b>Block Resource Centre</b>						
1	Civil Construction	800	7	5600			
2	Salary (Coordinator, 2 No.)	6	300	1734.00			
	Asstt Co-ordinator, Chowkidar)	12.5	300	3750.00			
3	Equipment/Furniture	150	7	1050			
4	Travelling Allowance	5	32	160			
5	Maint. of Equipment	1	33	19.00			
6	Maint. of Building	6	18	108			
7	Books	10	8	80			
8	BRC Exhibition fair of teaching aids	20	21	420			
9	Consumables	5	7	142.50			
	<b>Total</b>			<b>13063.50</b>		<b>0.00</b>	
<b>C4</b>	<b>District Project Office</b>						
1	Equipment	210		210		210	
2	Furniture & Fixture	120		120	1	120	
3	Books	10		40		10	
4	Purchase of Vehicle	350	1	350	1	350	
5	Consultancy charges	120		480		120	
6	Salary staff	115	60	6900	12	1200	
7	Travelling Allowances	50		260		50	
8	Consumables	40		200.00		40	
9	Telephone/Fax			250.00		50	
10	Vehicle Maint. & POL	80		200		80	
11	Maint. of Equipment			120			
12	Seminar/Workshop	40		200		40	
13	Hiring of Vehicles						
14	CW Supervisory Consultancy						
15	Distt. level Exhibition & Fair	40		180.00		40	
16	Study Tours	50		200		50	
17	Distt. level conversion workshop	15		75		15	

A.W.P.B

DISTRICT: FARRUKHABAD

(Rs. in thousand)

S.No	Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
18	A.W.P. & Mlow Workshop	15		75		15	
19	Research/Evaluation	50		200		50	
20	Contingency			200		40	
21	Vehicles (Motor Cycle)	40		480	12	480	
22	TOT			1026.00	108	162	
	Total			11766.00		3122.00	
21.1	<u>MIS/Programch &amp; Evaluation</u>						
1	MIS Cell Furnishing	180		180		180	
2	MIS/MIS (Printing Survey etc per block	30		135		30	
3	MIS Equipments	250		250		250	
4	Comp. systems training	50		50		50	
5	Maintenance of equipments	30		120			
	Exposure Visit						
6	Consumable	50		250		50	
	Total			985.00		560.00	
25	<u>School Complex (NPRC)</u>						
1	Construction	28	87	2436			
2	Salary Coordinator	5.5	87	21166			
3	Equipment	15	87	1305			
4	Books for Library/Book Bank	5	87	435			
5	Audio visual hiring charges	0.8	87	233.20			
6	Monthly meeting	2	87	689			
7	Motat/ Workshop etc.						
	Total			26284.20		0.00	

A.W.P.B

## DISTRICT: FARRUKHABAD

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
C7	Distance Education						
1	Equipment & others	75		75			
2	Telephone & Fax Bills	10		45			
3	Maintenance	5		20			
4	Video Recording & Packaging	200		800			
5	Printing materials	20		80			
	Work Group & Seminar						
	<b>Total</b>			<b>1020.00</b>		<b>0.00</b>	
C8	Integrated Education						
1	Distt. level workshop	50		150			
2	Block level resource support/DC	27		1134			
3	Survey through VECs	5		35			
4	Training of BRG/DRG	0.6		34.80			
5	Orientation of Teachers	0.09		292.95			
	<b>Total</b>			<b>1646.75</b>		<b>0.00</b>	
	<b>Sub Total</b>			<b>56499.95</b>		<b>4345.50</b>	
	<b>Grand Total</b>			<b>187189.34</b>		<b>12372.92</b>	

# APPENDIX

# DISTRICT: FARRUKHABAD

## PROCUREMENT PLAN

Rs. in thousand

TYPE OF PROCUREMENT	TOTAL COST AMOUNT	UNIT	UNIT COST	PROCUREMENT PROCEDURE	PROCUREMENT AGENCY	TIME SCHEDULE
Additional Classroom	9800.00	350	28.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2003
Construction of New Primary School Building	5042.40	66	76.40	Commu. Participation	VEC	APRIL 2000 TO MARCH 2003
Furniture/Fixture & Equipment	990.00	66	15.00	National Shopping	VEC	APRIL 2000 TO MARCH 2003
Alternative School						
1. TLM	165.00	100	1.65	National Shopping	DPO	APRIL 2000 TO MARCH 2004
2. Equipment	250.00	100	2.50	National Shopping	DPO	APRIL 2000 TO MARCH 2004
Reconstruction of old PS	6876.00	90	76.40	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002
Toilets-	6000.00	600	10.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002
Drinking Water	5500.00	250	22.00	Jai Nigam (Single Source Contract)	DPO	APRIL 2000 TO MARCH 2002
Repair & Maintenance of School Building	2860.00	143	20.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002

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

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



**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.	<b>CAPACITY BUILDING</b>												
C1	<b>School Mapping and Microplanning</b>												
	• Printing of Formats			****									
	• Distribution				**								
	• Training				**	**							
	• Collection of Data					****							
	• Village Level Microplanning						****						
	• Seminars / Workshops							****					
	• Formation of Village Plan								****	****			
C2	<b>DIETs</b>												
	• Procurement of Goods / Furniture / Equipments						****	****					
	• Action Research												
	• Printing												
	• Seminar / Workshops				**	**	**	**	**	**			
	• Training												
C3	<b>BRC</b>												
1.	<b>Building Construction</b>												
	• Site Collection			****									
	• Selection of Construction Agency				****	****							
	• Transfer of Funds						****						
	• Construction Work							****	****	****			
2.	<b>BRC Co-ordinators, Asstt. Coordinator</b>												
	• 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	S.
Q.	<b>QUALITY</b>												
Q1	<b>Opening of ECCE Centres</b>												
	• Identification of Location								****	****			
Q2	<b>Training Programmes</b>												
1.	<b>Induction Level Training</b>												
	• Procurement of Training / Manual								****		***	***	
	• Training of RPs												
	• Training of Teachers										****	****	*
2.	<b>In Service Training</b>												
	• Training of MTs												
	• Procurement of Training / Manual								****		*		
	• Training of RPs/MRCs, Asstt. Co-ordinators									****			
	• Training of Teachers												
	• Training for Project Functionaries				****			****			*		
	• VEC Member Training						****	****	****	****			
	• Training of NPRC Co-ordinators									**	**		
Q3	<b>TLM</b>												
1.	<b>TLM to Schools</b>												
	• Procurement				****	****					**	**	
2.	<b>TLM to Teachers</b>												
	• Procurement										****	****	
3.	<b>Free Text Books to SC / ST Girls</b>												
	• Procurement								****	****			
	• Distribution										****	**	

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

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



# DISTRICT: FARRUKHABAD

## PROCUREMENT PLAN

Rs.in thousand

S	O.	TYPE OF PROCUREMENT	TOTAL COST AMOUNT	UNIT	UNIT COST	PROCUREMENT PROCEDURE	PROCUREMENT AGENCY	TIME SCHEDULE
Q-		<u>Opening of ECCE Centes</u>						
		TLM	350.00	70	5.00	National Shopping	DPO	APRIL 2000 TO MARCH 2002
		Civil Works	1960.00	70	28.00			
Q-		<u>Teaching Learning Material to</u>						
	1	School Improvement Fund	7384.00	3692	2.00	National Shopping	VEC	APRIL 2000 TO MARCH 2004
	2	Teahers Grant	6616.00	13232	0.50	National Shopping	SCHOOL TEACHER	APRIL 2000 TO MARCH 2004
	3	Free Text Book to SC/ST & girls	20479.38	682646	0.03	Proprietary Item	VEC	APRIL 2000 TO MARCH 2004
C-		<u>Operationalising DIETs</u>						
	1	Furniture/Fixture						
	2	Equipment	50.00	DIET	50.00	National Shopping	DIETs	OCT. TO DEC. 99
		Vehicle	350.00	1	350.00	National Shopping	SPO	OCT. TO DEC. 99
		Books	250.00	DIET		Proprietary Item	DIETs/SPO	APRIL 2000 TO MARCH 2001
C-		<u>Block Resource Centre</u>						
	1	Civil Construction	5600.00	7	800.00	NCB	DPO/SPO	APRIL 2000 TO MARCH 2002
	2	Equipment/Furniture	1050.00	7	150.00	National Shopping	BLOCK COORDINATOR	APRIL 2000 TO MARCH 2002
	3	Books	70.00	7	10.00	Proprietary Item	SPO	APRIL 2000 TO MARCH 2004

## DISTRICT: FARRUKHABAD

### PROCUREMENT PLAN

Rs.in thousand

S. NO.	TYPE OF PROCUREMENT	TOTAL COST AMOUNT	UNIT	UNIT COST	PROCUREMENT PROCEDURE	PROCUREMENT AGENCY	TIME SCHEDULE
C-1	<u>District Project Office</u>						
1	Equipment	210.00	DPO	210.00	National Shopping	DPO	OCT 99 TO MARCH 2000
2	Furniture/Fixture	120.00	DPO	120.00	National Shopping	DPO	OCT 99 TO MARCH 2000
3	Books	120.00	DPO	10.00			OCT 99 TO MARCH 2000
4	Purchase of Vehicle	350.00	1	350.00	National Shopping	SPO	OCT 99 TO DEC 99
C-4.1	<u>MIS Research &amp; Evaluation</u>						
1	MIS Cell furnishing	180.00	DPO	180.00	National Shopping	DPO	APRIL 2000 TO MARCH 2001
2	EMIS/PMIS (Printing/Survey etc.)	135.00	DPO		National Shopping	DPO	APRIL 2000 TO MARCH 2001
3	MIS Equipment	250.00	DPO		National Shopping	SPO	OCT 1999 TO MARCH 2000
C-5	<u>School Complex</u>						
1	Construction	2436.00	87	28.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002
2	Equipment	1305.00	87	15.00	National Shopping	DPO	APRIL 2000 TO MARCH 2002
3	Books for Library/Book Bank	435.00	87	5 PA	Proprietary Item	SPO	APRIL 2000 TO MARCH 2004

