

District Primary Education Programme-III

PERSPECTIVE PLAN

District: Ghaziabad

NIEPA DC



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

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DPEP GHAZIABAD

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APPENDIX

PROCUREMENT PLAN

IMPLEMENTATION SCHEDULE

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

CHAPTER – I

DISTRICT – PROFILE

INTRODUCTION :

Ghaziabad district is a part of Meerut commissionery of Uttar Pradesh, which was formed by combining the south part of Meerut district and the North part of Bulandshahr district. The date of its formation is 14th November, 1976. Meerut district is in the north and Moradabad is in east while the state Delhi and the district Gautam Budha Nagar and Haryana state are in the west side. The industrial area of the district Gautam Budha Nagar, demarcates the district from Haryana state in the west. The river Ganges surrounding this district from the east separates it from Moradabad.

TOPOGRAPHY :

The topography of this district is generally flat. In this district, soil found is largely of good quality and fertile. In some parts of the district, there is sandy soil while in some other parts there is Chikni Mitti. District Ghaziabad has its own importance due to being nearest to Delhi, which is the capital of the country, Except this, Ghaziabad is going on developing as an important industrial city of U.P. The climate of the district is quite suitable.

HISTORICAL BACKGROUND

The religious and historical background of district Ghaziabad is most ancient. The state of Delhi existing in the west is the witness of the fact that the king Dhritrashtra, born in Kuruvansha, had divided the kingdom and given to his own nephew, Yudhishtra, Bhima and Arjuna by the name of Khandava Prastha. They toiled hard and changed this state into attractive and extremely fertile one and named it Indraprastha, which is at present called as Delhi. This (Meerut & Ghaziabad) was famous by the name of Khandava Van. There is a place named Loni, where a giant named Iavanasur dwelled. Bhima had killed him and made the people of this locality fearless. Besides it in

east the holi river Ganga which demarcates the district Ghaziabad from Moradabad, has a religious and beautiful place named Garh at its bank where a grand fair is held. It has its own importance. According to Indian puranavas king Bhagiratha had given tribute to his ancestors at this very place. Since that very time, the people of the whole of India continuously come here on Kartik Purnima to have a holi bath.

According to legends, the aagels of lord Shankara got the salvation at this very place. Since then it was called Ganamukteswar which, in due course of time came to be known as Garhmukteswar.

In addition to it, the fair of Ma Kali at Sikri near Modinagar reminds us that Shakti Ma had killed the giant Nishumbh at this place. Since then, not only the people from this district but also the people from nearby districts and other states come here to warship the goddess Shakti Ma in the Navratri festival twice a year.

ADMINISTRATIVE SET-UP:

From administrative point of view district Ghaziabad is divided into 4 tehsils and 8 Development Blocks. On the basis of recent district reorganization of the state, there are at present 74 Nyaya Panchayats, 457 Gram Sabhas and 589 Villages in the district Ghaziabad is a Maha Nagar.

There are 60 wards in it Besides this, there are 3 Nagar Palikas in district Ghaziabad.

Sl. No.	No. of Tehsil	Blocks	Naya Panchayats	Villages	Gram Sabhas	Towns	Nagar Palikas
1	4	8	74	589	457	20	03

The district administration is handled by the District Magistrate, ADM, SDM Chief Development officer, assisted by project director, Block Development officers are primarily responsible for administration of development activities. All the development departments are represented by the district level officer.

DEMOGRAPHIC FEATURES:

According to the census 1991 the total population of the district is 2588491 in which the male population is 1434136 and the female is 1154345, while the rural population is 753814 in which the male is 411034 and the female is 342770. The following table shows all this clearly.

Sl. No.	Male	Female	Total
Rural	1023102	811575	1834677
Urban	411034	342770	753814
Total	1434136	1154345	2588491

Scheduled Castes and Scheduled Tribes :

According to the census of 1991 the scheduled castes population of rural areas is 269884 in which the male population is 146529 and the female population is 113355, while in the urban areas the Total population is 232327 in which male population is 127074 and the female population is 106253. The total scheduled tribes population of rural areas is only 57 in which male population is 45 and the female population is 12 while in the urban areas the total scheduled tribes population is 92 in which male population is 53 and the female population is 39. The following table shows it clear.

Scheduled Castes

Sl. No.	Male	Female	Total
Rural	146529	113355	269884
Urban	127074	106253	232327
Total	273603	219608	502211

Scheduled Tribes

Sl. No.	Male	Female	Total
Rural	45	12	57
Urban	53	39	92
Total	98	51	149

According to the demographic analysis the conclusion is that the total population of the district is 2588491 in which the male is 1434136, and the female is 1154345. The percentage of the male is 54.35%, and the percentage of the female is 45.65%. The percentage of rural population is 52.77% while the percentage of urban is 47.28%.

The scheduled castes population is 19.04% of the total population and the percentage of scheduled tribes is 0.006%. In the district the percentage of Muslim Population is 21.16%.

INTER BLOCK DISPARITIES :

It is necessary to take into account the disparities in the levels of development in different blocks while planning for primary education (or any other sector). The following table gives some important indications of the district.

Important Block wise indicators

Sl. No.	Block	Population	Sc. Population %	Literacy rate	Road length lakh Population	Density of population	Agri. Worker % Total workers	Number of Primary school / lakh population
1	Bhojpur	314854	22.50	48.00	138.80	625.80	61.90	82.80
2	Murad Nagar	313886	19.10	55.09	132.50	534.80	63.40	85.40
3	Rajapur	220403	20.30	51.10	66.40	739.20	56.40	36.30
4	Loni	300294	21.60	53.90	77.20	726.70	42.80	60.60
5	Dhaulana	173749	14.70	43.10	66.40	673.80	72.60	45.30
6	Hapur	258420	22.90	46.80	68.40	749.90	74.20	49.80
7	Simbhawali	177427	18.30	41.80	118.90	749.30	76.60	48.80
8	Garh	175644	19.50	39.50	119.40	533.90	80.30	48.70

ECONOMIC STRUCTURE :

On analysing the district Ghaziabad economically it is apparent that most of the farmers and labourers are facing the problem of poverty for want of sufficient resources in agriculture. The workers appointed in the industrial areas and the workers belonging to labour class are spending their lives miserably on account of not getting sufficient salary. The dairy industry is also in a miserable condition for want of good-breed cattle and in-availability of medical aid for unhealthy cattle. Mostly the persons belonging to scheduled tribes, minority classes and other backward castes are found below poverty line. Illiteracy is a curse to them. On account of this, these people are deprived of the facilities given by the government. Moreover, they are incapable of thinking for their good.

On the basis of above analysis, the conclusion is that the people belonging to lower classes should be educated and avail the opportunities of employment. Besides the development of cottage industries would pave the path for the economic progress of these people. For this, many plans are being organised by the government. As JRY, E.A.S., S.G.V.Y., ETC. The JRY also makes the money available for construction of school-buildings.

PERCENTAGE OF DIFFERENT WORKERS IN MAIN WORKERS :

According to the census of 1991 in district Ghaziabad the number of farmers was 190578, that is 25.9%. The number of people engaged in cattle-rearing and plantation was 5471 whose percentage is 0.7%. The number of men engaged in household industries was 10797 whose percentage is 1.5%. The number of the persons engaged in non-house hold industries is 139036. Their percentage is 18.9%. About 27614 men are engaged in construction work whose percentage is 3.3%. The men related to business and commerce are 82095 whose percentage is 11.1%. Men engaged in other works are 147729 whose percentage is 20.1%.

In the following table the percentage of the chief workers in comparison to total workers has been shown:-

The Number of Main Workers	Farmers		Labourers		Vatarnary Cattle - Rearing		Household Industry		Non-Household Industry		Construction Workers		Business		Others		Transport	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
736171	190578	25.90	98896	13.40	5471	0.70	10797	1.50	139036	18.90	27614	3.80	82095	11.10	147729	20.10	33745	4.60

LAND USE :

In district Ghaziabad the information of the year 1994-95 which was obtained from the district statistical magazine of 1996, the classification of land has been arranged according to the following table. As it is given that the total reported area of the district is 258926 hectares in which the cultivated land is 180104 hectares. About 448 hec. In pastures, 2556 hec. In forests, 7363 hec in non-cultivated land, 7321 hec., used barren land, 10447 hec. high lands, 7819 hec. In low land, used except for agriculture in other purposes 41669 hec, 1199 hec. of land has trees, bushes and gardens.

Sl. No.	Land use pattern	Area in Hectors	Percentage of the Total area
1.	Cultivated area	180104	69%
2.	Land put to - non agricultural use	41669	16%
3.	area under Trees-and Groves	1199	46%
4.	Forests area	2556	1%
5.	Un - cultivated area	7363	3%
6.	Barren Land	7321	3%
7.	Other Follow land	10447	4%
8.	Present Fallow land	7819	3%
9.	Area under pastures	448	0%
	Total	258926	100%

TRANSPORT AND COMMUNICATIONS :

District Ghaziabad is well served by railways. The length of the railway-lines is 156 km. And the number of railway stations and halts is 27. The length of Pucca roads in the district is about 3141 km. This is according to the calculation of 1994-95. According to the calculation of 1994-95 the length of Mud. Roads on every 100 km. Is (210.9%. It is 14.6% on every lakh population. The head offices of all the Development Blocks are connected with roads. About 543 villages of the district are connected with roads. A large number of villages are connected with roads. In urban areas, there are 113 post offices. In rural areas there are 140 post offices. There are 23 telegraph offices in the district. The district is well served by telephone facilities S.T.D. and P.C.O. facility are available in the district.

ELECTRICITY & POWER :

About 650 villages in the district are electrified while the total urban area has electric facility 383 Harijan is Basties are electrified. Both in urban and rural areas electric power is used for irrigation household industries, cottage industries and other industries.

IRRIGATION :

The main source of irrigation in the district is tube-well. About 93494 hec. of land is irrigated by tube-well. In which about 4969 hec. of land is irrigated by government tube-well and 88525 hec. of land is irrigated by private tubewells. About 27439 hec. of land is irrigated by canals. About 6843 hec. of land by well and 446 hec. of land is irrigated by other sources. In this way, the total irrigated area in the district is 15995 hec

SOCIO-ECONOMIC Structure

The district of Gaziabad has a typical socio-economic structure . Whereas it has high degree of Urbanisation and most of it is same urban, it is characterized by a sociological gap in the same that it continues to be dominated by outmoded social customs, values progress it has attained, Sand modes of behavior despite the economic progress it has attained. The status of women is low and there is discrimination against girl child . Income disparities are also discernible as also social distance between different castes.

CHAPTER - II

CURRENT STATUS OF PRIMARY EDUCATION

INTRODUCTION :

After completing 51 years of Independence, we are far from the targets to provide free and compulsory education for the boys and girls of 6-14 years mentioned in our Constitution. Even today, a large number of children of 6-14 years are deprived of primary education. In which, the number of girls is greater than that of boys. The level of our primary education is low and uneven which will be considered an unfortunate condition at world stage in the age of computer, industrial revolution and communication revolution.

Where Kerala, Tamilnadu and Karnataka etc. states are advanced in the sphere of education. Uttar Pradesh is backward enough in the sphere of education. Although different plans have been organised from time to time for the progress of elementary education. But still we have not got its good output. Its main reason is the economically backwardness of the State.

In district Ghaziabad the number of children of age group 6-11 is 322804 in which the boys are 174702 and girls 148102. While contrary to it only 247561 of these are enrolled. In it, the boys are 141157 and the girls are 106404. Despite it, about 80143 boys and girls are readers that is 24.82% of the total population of children. This is an interesting element in the progress of the district

Besides, Drop out is also a critical problem, mainly in the children of scheduled castes and Muslim. The drop out number of girls is the greatest.

TABLE 2.1

S.No.	Kind of Institutions	Number of Institutions 97-98	Number of Institutinos 98-99
1.	Degree College	09	11
2.	Commercial College	03	03
3.	Intermediate College	70	74
4.	High School	40	46
5.	Junior high school	260	319
6.	Primary School	1143	1338
7.	Polytechnic	01	01

Source B.S.A. Ghaziabad

LITERACY :

In district Ghaziabad the percentage of rural literacy is 48.2% and the percentage of urban literacy is 63.3%. The percentage of male literacy in rural areas is 64.9% and the percentage of female literacy is 27.7% whereas in urban areas this percentage is 73% and 63.3% respectively. Thus woman literacy especially in rural areas is very less. The least woman literacy rate is in Garh Block.

TABLE /2.02.

S.No.	Name of Block	Male	Female	Total	Male	Female	Total
1.	Bhojpur	63.3	29.4	48.0	34057	12981	47038
2.	Muradnagar	71.4	37.0	55.0	35504	15066	50575
3.	Rajapur	66.9	32.3	51.1	36919	14955	51874
4.	Loni	70.6	32.3	53.9	40305	15523	55828
5.	Dhawlana	59.0	23.6	43.1	38796	12652	51448

6.	Hapur	63.0	27.4	46.8	61936	22405	84341
7.	Simbhawali	57.3	21.5	41.0	38251	11989	50240
8.	Garh	55.2	20.9	43.5	36459	11658	48117
9.	Total Rural	64.9	27.7	48.2	322232	117229	439461
10.	Total Urban	73.0	51.4	63.3	404439	233527	637966
11.	G.T.	68.6	38.8	55.2	726671	450756	1077427

Source B.S.A. Ghaziabad

CURRENT EDUCATIONAL STATUS :

The development of primary education is the responsibility of Education Department, Rural Development and Panchayat Raj Department For primary education, the B.S.A. is the principal authority of education department in the district. So, B.S.A. is responsible for the development of education at district level. For the development of education, a primary school should be in every village, whereas in district Ghaziabad 18 villages out of 543 are still unserved.

The following table shows the number of Block-wise served and unserved villages.

TABLE 2.3

S.No.	Name of Block	Total number of villages	Served Villages	Unserved villages	Other Remark
1.	Bhojpur	57	56	01	-
2.	Muradnagar	60	60	-	-
3.	Rajapur	45	45	-	-
4.	Loni	56	55	01	-
5.	Dhawlana	68	62	06	-
6.	Hapur	99	98	01	-
7.	Simbhawali	74	70	04	-
8.	Garh	84	79	05	-
	TOTAL	543	525	18	-

TABLE NO. 2.4

PARISHADIYA SCHOOL RELATED INFORMATION

S.No	Kind of Institution	Govt.	Private	Aided	Total
1.	Primary School	750	-	588	1338
2.	Junior high school	120	03	196	319
3.	High School				
	• Boys	-	01	40	41
	• Girls	-	-	05	05
4.	Intermediate				
	• Boys	-	-	64	64
	• Girls	-	01	09	10
5.	Degree Colloege				
	• Boys	-	-	08	08
	• Girls	-	-	03	03
6.	Commercial College	-	03	-	03
7.	Jawahar Navodya Vidyalaya	-	-	-	-
8.	Central School	-	01	-	01
9.	Non Formal Education Centre	-	600	-	600
10.	?	-	1023		1023

Source B.S.A. Ghaziabad

NUMBER OF PARISHADIYA PRIMARY SCHOOLS ON THE BASIS OF THE CONDITION OF BUILDING :

The total number of parishadiya primary schools in the district is 750 in which the buildingless schools are 116. The schools having one room are 21 and the schools having two rooms are 400. The number of schools having 3 rooms is 111. The number of 4 roomed school is 62 and the number of schools having 5 rooms is 40. These are shown in the following table

S.No.	Particulars	No. of school	As % of total	Rural	Urban	Other Remarks
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1.	Building less/ dilapidated	116	15.46	66	50	
2.	Schools with one room	21	2.80	13	08	
3.	Schools with two rooms	400	53.34	394	06	
4.	Schools with three rooms	111	14.80	109	02	
5.	Schools with four rooms	62	8.27	54	08	
6.	Schools with more than four rooms	40	5.33	33	07	
	TOTAL	750	100%	669	81	

Source B.S.A. Ghaziabad

The buildings for about 60 buildingless schools of rural areas will be constructed by district plan in the year 1998-99 and 50 school buildings of urban areas will be constructed by DPEP. JRY does not make the money available for the buildings of urban areas. Therefore DPEP will bear the total expenditure of constructing these 50 schools. Out of these 50 schools, 25 schools are such as are to be relocated in another places of urban areas. The D M has made us known a conversation that has taken place with G.D.A. If needed, G.D.A will provide the land.

RECONSTRUCTION AND REPAIR :

In district Ghaziabad, 215 primary school buildings are such that these need repair. Out of these 215 schools, about 100 schools need major repair and 115 schools need minor repair.

TABLE 2.06

S.No.	Particulars	Total	Urban	Rural
01	Repair	215	14	201

Sixty buildings out of 66 abandoned buildings in the rural areas will be constructed by the sanctioned money of Zila Yojana 1998-99. The rest 6 buildings will be constructed by 40% contribution of DPEP and by 60% aid of JRY. The repairing of 215 buildings is the goal under DPEP plan.

DESCRIPTION OF PRIMARY SCHOOLS ON THE BASIS OF THE NUMBER OF STUDENTS :

The total number of primary schools in the district is 750. About 40 schools out of these are such in which the number of students is less than 50 and 179 schools are such in which the number of students is more than 51 and less than 100. The schools consisting of 101 to 150 students are 196 and 165 schools are such in which the number of students is in between 151 and 200. There are 74 schools in which the number of students is in between 201 to 250. There are forty/schools such in which the number of students is in between 251 to 300 and the remaining 42 schools have more than 300 students

Above facts can be understood by the following table

TABLE NO. 2.07

S.No.	Range of Enrolments	No. of primary schools	Rural	Urban	% of
1.	Less than 50	48	30	18	6.40
2.	Between 50-100	179	151	28	23.87
3.	Between 100-150	196	180	16	26.13
4.	Between 150-200	165	156	09	22.00
5.	Between 200-250	74	70	04	9.87
6.	Between 250-300	46	43	03	6.13
7.	Above 300	42	39	03	5.60
	TOTAL	750	669	81	100%

Source B.S.A Ghaziabad

An analysis of both tables above is as follows: In the district there are 21 schools with one classroom. These are in due need of one additional room. There are 74 schools in which, on growing the number upto 200 or more than 200, require 148 additional rooms at the rate 2 additional rooms for each one, besides on the basis of the number of students from 250 to 500 there are eighty eight schools. So 176 additional rooms are required at the rate of 2 additional rooms.

The district requires $21+148+176 = 345$ rooms in all.

TOTAL ENROLMENT AND GER

The following tables show the total enrolment and GER for the years 1997-98 and 1998-99.

TOTAL ENROLMENT & GER IN YEAR 1997-98 AND 1998-99
TABLE NO. 2.8.2

Year	Total Boys of 6-11 years of age	Total girls 6-11 years of age	Total Boys Girls	Enrolled Boys of 6-11	Enroled Girls	G.E.R		
						Boys	Girls	Total
1997-98	168410	142904	311314	134758	100242	80.07	70.14	75.48
1998-99	174702	148102	322804	141157	106404	80.79	71.84	76.69

Source B.S. A. Ghaziabad

TABLE NO. 2.8.3

Total Enrolment to GER of SC

1997-98	46168	42116	88284	36003	26163	62166	77.98	62.16	70.41
1998-99	49116	42831	95947	39336	30322	69558	80.08	64.74	72.49

Source B.S. A. Ghaziabad

TABLE 2.8.4

TOTAL ENROLLMENT & GER OF MINORITIES

1997-98	34001	29192	63193	28342	17181	45523	75.35	58.85	72.03
1998-99	34553	321142	68695	32362	19093	51455	78.53	59.40	74.90

Source B.S. A. Ghaziabad

On studying GER from the above table, it is obvious that -

1. GER of the Muslim children and SC children is less than the GER of total children.
2. GER of girls is about 10% less than GER of boys

3. GER of the girls of scheduled caste is 8% less than GER of total girls.
4. GER of the girls of Muslim community is 12% less than GER of total girls.

In this way, under DPEP, the girls are focus group. In it, the girls of scheduled caste and Muslim community are main focus group.

TABLE 2.8.5
Students Enrollment in classes I to V for 1993-94 to 1997-98

Year	Class - I			Class - II			Class - III			Class - IV			Class - V		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1993-94	13916	11720	25636	10916	7112	18028	7704	5917	13621	6907	4913	11820	5179	4665	9844
1994-95	13416	12220	25636	10616	7312	17928	7504	6117	13621	6707	5213	11920	5142	4739	9887
1995-96	15801	14201	30002	13105	8301	21406	7904	6009	13913	7801	5103	12904	6347	4871	11268
1996-97	16212	15301	31513	14001	9002	23003	8111	7111	15222	8412	5432	13844	7887	5015	12902
1997-98	20349	16331	36980	18112	10112	28224	11009	8901	19910	9878	6932	16810	9483	6327	15810

TEACHER PUPIL RATIO :

The total number of approved teachers in primary schools in the district is 2787 while 2468 teachers have been working in the district. Among these 685 are lady teachers. In Ghaziabad (urban) the total number of approved teachers is 515 while the teachers at work are 271. In this way the teachers at work are 214 less than their sanctioned number. In the rural area of Ghaziabad, total number of approved teachers is 2272 whereas the number of teachers at work is 2197. Thus 75 teachers in total are short. A process for their appointment is on. It will be completed very soon. In 1998, the number of students was 112284. Thus the teacher pupil ratio is 1-46, the teacher-pupil ratio in primary schools has been shown clearly through this table.

TABLE 2.9

**CLASSIFICATION OF PRIMARY SCHOOLS ACCORDING TO TEACHER-
PUPIL RATIO :**

S.No.	Pupil-Teacher ratio	No. of Primary schools	Percentage of primary schools
1.	1:20 less than 1:20	27	3.6%
2.	1:26 to 30	102	13.60%
3.	1:31 to 40	142	18.94%
4.	1:41 to 51	161	20.13%
5.	1:51 to 60	12	16.00%
6.	1:61 to 70	79	10.53%
7.	1:71 to 80	45	6.00%
8.	1:81 to 90	37	4.93%
9.	1:91 more than	47	6.27%
		750	100.00%

Source B.S. A. Ghaziabad

The above table makes it clear that the percentage of schools with less than 1:20 teacher-pupil ratio is 3.6. The percentage of the schools having the ratio 1:21 to 30 is 13.60%. In the same way, the percentage of school having the ratio of 1:31 -40 is 18.94. The number of schools having the ratio of 1:41 to 50 is 20.13%. The primary schools in the ratio 1:51 to 60 is 16%. Besides, the schools having the ratio 1:61 to 70 are 10.53%. Not only this but also the primary schools in the ratio 1:70-80 is 6%. The primary schools in the ratio 1:81 to 90 in the district are 4.93%. The percentage of schools having the ratio 1:91 to more than it is 6.27%. According to the ratio 1:40, the teacher-pupil ratio is unbalanced. Arranging transfers strictly it is necessary to make it balanced. It will just be balanced through new appointments and promotions at the time of transfer in May-June 1999.

BLOCKWISE TEACHER-PUPIL RATIO

Different Development Blocks have different teacher-pupil ratio. Where in some Blocks the teacher-pupil ratio is more than the ratio of the district, in some other development blocks this ratio is less than the ratio of the district.

The following table shows it clearly :

TABLE NO. 2.10

S.No.	Name of Block	No. of schools	Total number of students	Number of teachers	Teacher-pupil ratio	Remark
1.	Bhojpur	73	10845	228	1:47-56	
2.	Muradnagar	83	11155	336	1:33-19	
3	Rajapur	66	13172	288	1:40-00	
4.	Loni	90	16405	428	1:38-32	
5.	Dhawlana	75	12033	181	1:66-48	
6.	Hapur	118	15034	327	1:45-97	
7.	Simbhawali	85	11276	200	1:56-38	
8.	Garh	79	12667	209	1:60-60	
	TOTAL	669	101587	2197	1:46-23	
	A. Ghaziabad	48	7125	160	1:44.53	
	B. Hapur	24	2221	84	1:26-44	
	C. Pilakhwa	09	1351	27	1:50-03	
	TOTAL	81	10697	271	1:39-49	

Source B.S. A. Ghaziabad

TABLE 2.11

S.No.	Name of Block	No. of schools	with toilets	without toilets
1	Bhojpur	73	06	67

2	Muradnagar	83	18	65
3	Rajapur	66	13	53
4	Loni	90	27	63
5	Dhawlana	75	13	62
6	Hapur	118	26	92
7	Simbhawali	85	22	63
8	Garh	79	29	50
	TOTAL	669	154	515
	A. Ghaziabad	48	26	22
	B. Hapur	24	18	06
	C. Pilakhwa	09	07	02
	TOTAL	81	51	30
	GRAND TOTAL	750	205	545

Source B S. A. Ghaziabad

ADMINISTRATIVE STRUCTURE FOR PRIMARY EDUCATION

In the district the highest authority of primary education is the Basic Shiksha Adhikan. Under his supervision, all the works of the primary education development are performed. For the help of D.B.S.A., Deputy B.S.A. and on the block level A.B.S.A. and SDIs are appointed with whose co-operation the DBSA performs all the responsibilities and administrative works successfully. The responsibility for the development of non-formal education is of the district non-formal Shiksha Adhikari. At present the district Basic Shiksha Adhikari is holding the responsibility of this post. On block level, project officers are appointed to help him in this purpose. All the officers mentioned above, together perform the works for the development of primary education. In this work of primary education the district Magistrate also co-operate from time to time.

OFFICE OF B.S.A.

The office of the B S A in district Ghaziabad has been taken on hire. That is not spacious and lacks sitting facilities. On Development Block level there are officers for ABSAs. The office of the Project Officer

(NON-FORMAL EDUCATION) is also situated at Block level.

CO-ORDINATION OF PRIMARY EDUCATION WITH OTHER PROGRAMMES

The primary education programme has been mixed up with the programmes for the development of primary education. These programmes effect the development of primary education in some way or the other. So we shall have to provide sincerity to co-ordination of these programmes.

These programmes are as follows :-

DISTRICT INSTITUTE OF EDUCATION AND TRAINING :

D.I.E.T. is responsible to make the qualified and trained teachers available for the development of primary education in the district. In district Ghaziabad, the office of D.I.E.T. is situated in Hapur. That is at the distance of 32 Kms. from Ghaziabad Head office. D.I.E.T. arranges training (BTC) of primary teachers. Besides it, the D.I.E.T. provides the teachers instructions and training on district level and block level from time to time that helps the development of primary education. D.I.E.T. is being carried on in a double-storey building that is its own. The situation of D.I.E.T. staff is clear in the table below :-

STAFFING PATTERN OF DIET

The DIET staff pattern is given below :-

S.No.	Name of the Post	No. of sanctioned posts	No. of working Posts	Vacant
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1.	Principal DIET	01	-	01
2.	Vice-Principal	01	01	-
3.	Sr. Lecturer	06	03	03
4.	Lecturers	17	14	03
5.	Statistical Officer	01	01	-
6.	Work experience Teacher	01	01	-
7.	Technical Assistant	01	01	-
8.	Office Superintendent	01	01	-
9.	Librarian	01	01	01
10.	Accountants	01	-	01
11.	Steno	01	01	-
12.	Clerk	09	08	01
13.	Lab Assistant	02	-	02
14.	Peon	05	01 Extra	04
	TOTAL	48	38	12

NON-FORMAL EDUCATION

In the district, under the leadership of district NON-FORMAL EDUCATION OFFICER, the NON-FORMAL EDUCATION programme is being operated on, except two development blocks Loni & Rajapur is supervised by the project officers on Block level. At present about 600 Non-formal education centres are in operation. There are 15125 children in them. The instructors have been appointed to provide them education through Non-formal education programme. We provide education to those children who can not go to primary schools on account of some reasons. In 6 project organised in the district, 600 centres are at work in which 600 instructors handle the teaching process. Through DOFO plan on being the arrangement to train the instructors of Non formal education, then on formal education centres will have a proper guidance.

INTEGRATED CHILD DEVELOPMENT SCHEME (ICDS) :

Integrated Child Development Scheme is being implemented through

the gram panchayats of the district. Under this programme, the children of age group 3-6 are educated before going to school. This plan can be helpful to have more children enrolled in primary schools. But this plan has not remained effective because the Anganwadi Kendra, organised in district Ghaziabad are far apart from primary schools. It is necessary to run them close to primary schools, so that the girls may come to school with their younger brothers and having them seated in Anganwadi Kendra.

In district Ghaziabad the list of Anganwadi Kendra is as follows :

S.No	Name of Block	Sanctioned Centres	Organised Centres
1.	Garh	100	100
2.	Bhojpur	102	100
3.	Loni	104	94
4.	Hapur	224	198
5.	Sembhawali	150	136
6.	Rajapur	130	127
7.	Muradnagar	113	108
8.	Ghaziabad City	100	100
	TOTAL	1023	963

NEHRU YUVA KENDRA

In the same way Nehru Youth Centre Ghaziabad has organised Mahila Mandal and Yuvak Mandals & in different Blocks which aim at creating social awareness. Their co-operation is valuable for DP&P. The following is the position of women and youth group organised by NYK.

S.No.	Name of Block	Mahila Mandal	Youth Mandal	Total
1	Muradnagar	05	49	54

2.	Rajapur	-5	54	59
3	Bhojpur	15	44	59
4	Loni	09	31	40
5	Barh	18	51	69
6.	Dhaulana	07	56	63
7.	Simbhawali	05	51	56
8.	Hapur	01	34	35
	TOTAL	65	370	435

Source : NYK Ghaziabad

MID-DAY MEAL SCHEME According to this scheme, the children having 80% of their attendance get 3 Kg of wheat per month. The scheme is being implemented through teachers and PDS

STIPENDS FOR SCHEDULED CASTE CHILDREN

The scheduled caste children get scholarship from social welfare department and the scheme is being implemented through school teachers. There is co-ordination between the social welfare officer and the BSA in implementing this scheme.

DISTRICT RURAL DEVELOPMENT AGENCY

DRDA sanctions funds under Jawahar Rozgar Yojana for construction of school buildings and provision of amenities in the school. So far, 130 school buildings have been constructed under JRY. The construction work is done through VEC. DRDA employs private contractors in certain cases. The norms are different in the two cases. The work is done by both the agencies without desired coordination.

DISTRICT PLAN

In every annual district plan money is sanctioned for new school. During the last 3 years 77 new junior high schools, 15 other buildingless junior High Schools and large number of primary schools have been sanctioned in the district. Since BSA is a member of District Planning Committee, there is no problem of Co-ordination.

MEDICAL & HEALTH DEPARTMENT

There are 73 primary health centres, 11 health post centres, 2 EST hospitals in Modi Nagar and Sahibabad. These can help in health check up of children studying in primary schools.

OPERATION BLACK BOARD

In operation Black Board Scheme basic facilities dari-patti, staff tables, chairs, library, games equipemnt are given to selected schools.

JOYFUL LEARNING

In district Ghaziabad Joyful Learning Programme has been implemented in Block Hapur for the last 4-5 years. This year it has been spread in an another Block named Bhojpur, with the result of Joyful Learning programme, the number of children has increased in the schools. In this way its result is fruitful

CONCLUSION

SThere are a 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 also needs to be improved. 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 disadvantages groups to attend the school regularly. All these factors point out to the need of taking immediate measures for improving primary education in all its aspects and supplement them adequately through a holistic approach.

CHAPTER – III

PLANNING PROCESS

INTRODUCTION

Planning process and project formulation under D.P.E.P. has its own importance. D.P.E.P. emphasizes location specific planning in a participatory manner. D.P.E.P. is the first project which combines the district education programme with the necessities of education for the disadvantaged groups of society. Specially, planning process should keep in view all the components such as :

1. Access
2. Enrollment
3. Retention
4. Quality improvement

Above mentioned core group members were received comprehensive training in DPEP philosophy, planning methods, costing etc.

Several other meetings were organised at various levels to find out the problems and issues relating to Access, Enrollment, Retention and Quality of education. The summary of meetings is given below -

Sl. No.	Level	No. of Meetings	No. of Participants
1	District	6	132
2	Block	7	262
3	Village	12	525

Source : B.S.A Ghaziabad

<u>PROBLEM</u>	<u>CAUSES</u>	<u>STRATEGIES</u>
Non enrollment or Low Enrollment	Extreme poverty and unemployment among the disadvantaged Groups	Starting employment generating programmes and developing cottage and other household industries for deprived groups. Starting residential schools for the children of poorest families of the disadvantaged groups.
	Children are engaged as hard labour in order to supplement the income of the family Children are engaged in agricultural field to help their parents in cultivation.	Starting more non formal education centers or alternative schools
	Children look after their younger brothers and sisters	Establishment of Anganwadi centers in each village or starting ECCE centres in the habitations where anganwadi centres are not started. The ECCE centres will be attached with all the primary schools.
	Lack of female teachers leads to low enrollment of female children	Appointment of at least one female teacher in every school.
	Lack of school infrastructure and teaching aids other material	Construction of proper school buildings and equipping the schools with all necessary material aids
DROPOUT	Unattractive	Making schools more attractive

LOW-ACHIEVEMENT

environment of the school and lack of teaching learning material in the schools

by constructing proper school buildings and equipping them with all necessary articles and material aids

The illiteracy and ignorance of guardians has also increased the Dropout rate.

Making parents aware the importance of education through implementing the total literacy programme more effectively.

Lack of quality in education due to non adoption of new and latest methods and new techniques of teaching by teachers

To reorient the teachers by organising in service training.

Lock of contact on part Activation of village education of guardians with teachers committee.

BASE LINE ASSESSMENT STUDY

The quality of education in primary classes is low in the district, base line surveys was carried out by the DIET Ghaziabad reported is still awaited. The main objective of BLS is to know the current level of achievement of the student studying in class 1 to 5. The main target is to develop the quality of education.

VILLAGE LEVEL MEETINGS

As mentioned earlier 12 meetings at village level were organised in which 525 community participated. In addition, seven block level and six district level meetings were organised. The members of the district core team conducted meetings at village Mandaula (Loni) Kanauja (Murad Nagar), Biluni (Garh). Their views were obtained about the problems and issues regarding different components of UPE. The problems and issues raised in these district, block and village level meetings, are described below.

DATE	PLACE	PARTICIPANTS	PROBLEMS – ISSUES –
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DATE	PLACE	PARTICIPANTS	STRATEGIES
16 1 99	J H S GHAZIABAD	District Basic Shiksha Adhikari Lekha Adhikari A.B.S.AS and S.D.Is. Four or five teachers from every block.	<ol style="list-style-type: none"> 1. Low retention and increasing condition of Drop out. 2. Lack of contact between teachers and society. 3. Lack of interest of teachers for their duty. 4. Negligence of V.E.C. for the progress of school. <p>Lack of sense or responsibility of teachers for their teaching work-</p> <p>Strategies :-</p> <ol style="list-style-type: none"> 1. The environment of the school should be good. 2. Adequate seating arrangement is needed for the students. 3. The reputed and learned persons of the society should take interest to motivate the disadvantaged persons for their children's education. 4. The V.E.C. members must be trained. 5. The teachers should be careful for their duty and the additional work must not be taken by them

Date	Place	Participants	Problems and Issues – Strategies
18.01.99	Block Head Quarter Loni	Block Pramukh BDC members BSA and ABSA Loni Teachers of Nearest Schools and Gram Pradhans – BDO, and his staff members. VEC members Women of disadvantaged groups	<ol style="list-style-type: none"> 1. Lack of sufficient teachers. 2. Lack of A.S. Schools in those habitations in which the population is less than 250. 3. Illiteracy of parents. 4. Additional works given to teachers and dislocation in teaching. 5. Lack of women teachers in schools. 6. Teacher parents meetings are not effective. <p>SUGGESTIONS FOR SOLVING THE PROBLEMS</p> <ol style="list-style-type: none"> 1. Requirement of new schools. 2. Requirement of alternative schools. 3. Social mobilization. 4. There should be one lady teacher in every school. 5. Teacher parent meetings must be effective.
27.01.99	Block Headquarter at Bhojpur	M L A. Shri Raj Pal Singh Tyagi, B.D.O. Block Bhojpur, BDC Members and Gram Pradhans educationist Sh Harpal Singh, Teacher- ABSA Block Bhojpur and	<p>The main findings for low enrollment and high drop out rate are as follows:</p> <ol style="list-style-type: none"> 1. Social customs are hindrance for girls education. 2. Poverty illiteracy and lack of awareness in scheduled caste

		the teachers VEC members Elected-Women representatives	
22.1.99	Nayaya Panchayat Mandaula Primary School Mandaula	M.L.A. Sh. Roop Chandhary, Gram Pradhan Sh. Raghraj Singh Educationist Sh. Girish Chand Tyagi, Principal Inter College Mandaula A.B.S.A. and S.D.I. Loni and the Teachers of Nayaya Panchayat Mandaula Schools, VEC members,	<ol style="list-style-type: none"> 1. Lack of attendance of teachers in schools. 2. Additional works given to teachers. 3. Lack of contact between society and school. 4. Lack of school facilities. 5. Unsufficient class rooms. 6. Minority students go to Maktab and get religious education. <p style="text-align: center;">SUGGESTIONS :</p> <ol style="list-style-type: none"> 1. Requirements of Para Teachers in Maktab. 2. Requirement of additional classrooms in the schools. 3. Elective supervision 4. Playful teaching methods and orientation of teachers Proper teaching aids.
23.1.99	Kasimabad in Block Hapur	Gram Pradhan Reputed persons of the village. ABSA and SDI and the teachers of nearest schools.	<ol style="list-style-type: none"> 1. Lack of sufficient teachers. 2. Additional works given to teachers. 3. Lack of contact between society and the School. 4. Lack of women teachers in schools. 5. Lack of School facilities. <p style="text-align: center;">SUGGESTIONS</p>

			<ol style="list-style-type: none"> 1. Para teachers should be appointed in the needed schools. 2. Play ful teaching methods. 3. Proper teaching aids. 4. Social mobilization. 5. One Women teacher should be appointed in every school. 6. Teacher parent Meetings must be effective.
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25.1.99	Office of the District Adult Education Office (Ghaziabad)	BSA Ghaziabad, BSA Meerut All ABSAs and SDIs Ghaziabad DIET Representative and city education officer.	<ol style="list-style-type: none"> 1. Poor boys and girls should be offered free books, but these books should be kept in Book Bank. 2. Matenal-aids should be given to the girls for learning. 3. The teachers who are employed in Maktabas should be trained. 4. Para-teacher can be employed to teach other subjects, but BSA would not take this decision. Only the Village Shiksha Samiti will have the right to appoint para teachers. 5. There should be arrangement for building extra class room to open ECCE centres adjoining school. 6. The Swayam Sevi
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			<p>Institutions (NGOs) should be encouraged</p> <p>7. Having a understanding with Health – Department, an arrangement should be made for primary health check-up monthly and terminally in the schools.</p>
27.01.99	Block Head Quarter at Bhojpur		<p>1. Lack of contact between teacher and taught.</p> <p>2. Lack of alternative schools in the Hamlets which are unserved.</p> <p>3. Lack of supervision.</p> <p>4. Lack of proper orientation of teachers.</p> <p>SUGGESTIONS FOR SOLVING THE ABOVE PROBLEMS.</p> <p>1. Parents-teachers meetings should be held every month.</p> <p>2. Social awareness.</p> <p>3. Effective supervision</p> <p>4. Need for new schools.</p> <p>VEC Members should pay attention to the primary schools and arrange the meeting every month.</p>
27.01.98	Block Head quarter at Hapur	Ex. M.L.A. Sh. Rajendra Sharma Block Pramukh K. Hapur – BDO and BDC Memebtrs ABSA Hapur. Teachers from nearest schools.	<p>1. Lack of proper teaching methods for primary school children.</p> <p>2. Dull curriculum.</p> <p>3. Poor attendance of teachers in primary schools</p> <p>4. Defective evaluation at primary level</p>

			<p>5. Lack of NFE Centres, specially of formal schools</p> <p style="text-align: center;">SUGGESTIONS</p> <ol style="list-style-type: none"> 1. Requirements of Additional classrooms. 2. Requirement of NFE Centre so that girls and boys who are attached with household works and agriculture or sibling care can attain education. 3. Curriculum should be revised. 4. Elective supervision and evaluation 5. Teaching aids and contingency to schools
30.01.99	Block Head Quarter at Dhaulana	Ex. M.P. Anwar Ahemud-Block Pramukh – BDC member – BSA Ghaziabad ABS and SDI Dhaulana and the teachers from nearest Schools.	<ol style="list-style-type: none"> 1. Lack of awareness among parents 2. Lack of sitting arrangement for students 3. Muslim Children specially are getting religious education and do not get education in formal schools 4. Unawareness of parents specially in SC communities 5. Improper evaluation from class I to III <p style="text-align: center;">SUGGESTIONS</p>

			<ol style="list-style-type: none"> 1. Social mobilization 2. Revised curriculum and evaluation method. 3. Need for NFE Centres. 4. Awareness of parents. 5. Requirement of additional class-rooms and new school buildings.
29.01.99 1.02.99	Collectorate Hall Ghaziabad	BSA, Member of Committee, and Public Representatives, Sh. Ramesh Chand Tomar (MP) District Magistrate C.D.O. Sh. Rajpal Tyagi (MLA) Sh. Narendra Singh Sirohi (MLA) Sh. Jaiprakash Singh Educationists and Renowned advocates etc.	<ol style="list-style-type: none"> 1. There is no arrangement for keeping the toilets neat and clean. 2. There is a lack of teachers in the schools. 3. A great number of Muslim Children read in unrecognised maqtabs. 4. There is lack of play things for the children to play in the school. 5. There is no joyful learning in the schools. 6. There are no books available to the children of poor class. 7. There is no arrangement of learning English in Primary School. 8. There is no proper arrangement for the boys to sit. <p style="text-align: center;">SUGGESTIONS.</p> <ol style="list-style-type: none"> 1. Safaivallas should be employed on honorarium to keep the toilets neat and clean and tanks should be

			<p>made</p> <ol style="list-style-type: none"> 2. Para-teachers should be appointed to fulfill the lack of teachers. 3. Minimum salary for para teachers should be Rs.1200/- 4. All the Para-teachers should be ladies. 5. SC para teachers should be appointed in all the Ambedkar villages. 6. In Muslim – majority villages, the para teachers should be appointed Muslim ladies. 7. There should be arrangement of swings for boys to play in school. 8. Para-teachers should be appointed who could teach the children English. 9. There should be arrangement for joyful learning. 10. There should be proper arrangement for boys to sit 11. The schools in which there are students more than 250, a sum of Rs. 2000/- + Rs. 2000/- should be given to those schools for equipment and maintenance. 12. Alternative schools should be opened in slum areas 13. All the schools should be made recognised Before the recognition those schools
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			<p>should be kept in the category of alternative schools. The instructors should be appointed who could educate the children in language, mathematics and science. The maqtab should have the facility of alternative schools.</p> <p>14. Free text books and supporting books should be offered to the poor students.</p> <p>15.5 M.T. As should be rewarded 1000/- blockwise.</p>
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CHAPTER – IV

GOALS AND OBJECTIVES OF DPEP

INTRODUCTION :

The unfinished task of Universalization of Primary education on NPE 1986 (revised in 1992) would be taken up by DPEP. DPEP mainly emphasizes on :-

1. The main focus during planning will be given to disadvantaged groups.
2. Improving quality of education.
3. DPEP would develop replicable, sustainable and cost effective programmes.
4. The main thrust in DPEP will be given to community participation and decentralized planning
5. Emphasis on focussed targeting. This programme would focus on primary stage with stress on education for girls and socially disadvantaged groups.

ACCESS :

Providing all children with access to primary education facilitating access for disadvantaged groups such as girls S.C. (Scheduled caste) and Minorities and handicapped children.

ENROLLMENT AND RETENTION ;

Reducing the differences in enrollment, drop out and learning providing achievement to less than 5% between boys and girls and also for disadvantaged social groups and reduction of dropout to less than 10% of all groups.

QUALITATIVE IMPROVEMENT

Improving the quality of education through a process of demand creation for better service. The achievement level will be raised by 25% over the measured achievement level by BAS(Baseline

Achievement Survey)

GOALS AND OBJECTIVES OF DPEP IN GHAZIABAD :

ACCESS :

In order to provided access to all children of 6-1 year age it has been planned to open 50 new alternative schools and 255 madtars will be converted into alternative schools. In this way there will be 305 Alternative Schools in the district. The total number of unserved villages in the district are 18 and the DPEP is going to start new schools in each school less village. The figure is clear from the following table:-

Table No. 5.01

	I year	II year	III year	IV year	V year	Total
Alternative School	-	50	150	105	-	305

The GER in Ghaziabad district is 76.69 at present. The current position of GER and Targets of GER are as given below:-

Table No.5.02

	Present 1998			Target 2004-2005		
	B	G	T	B	G	T
G.E.R. Overall	80.79	71.84	76.69	124.52	116.95	120
G.E.R. S.C.	80.08	64.74	72.49	120.37	105.40	118.18
G.E.R. Minority	75.53	59.40	74.90	119.42	95.70	120

Source BSA, Ghaziabad

Taking into account the base year(1998-99) figures and keeping in view the figures given in tables 5.02 and 5.03, the following objectives have been fixed for DPEP for five years perspective plan

- i.) To increase over all enrolment ratio from 76.69 percent. To 120 percent

- II.) Boys' GER will be increased from 80.79 to 124.52.
 III.) Girls' GER will be increased from 71.84 to 116.95.
 IV.) To increase GER of SC girls from 69.79 to 105.40.
 V.) To reduce drop out rate of SC from 57.23 to 9.90.
 VI.) To reduce drop out rate of minority from 54.92 to 10.00.
 VII.) To reduce drop out rate in case of girls of SC from 61.89 to 10.61 and girls of minority from 58.79 to 11.00.

RETENTION :

The rate of retention at primary level in the district according to the sex and caste wise are given below:-

Table No. 5.03

The Retention Targets From 1998-99 to 2003-2004

		1998-99	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
S.C.	B	47.44	56.40	60.00	68.60	82.20	90.80
	G	38.11	48.51	53.91	60.95	78.99	89.39
	T	42.77	52.45	56.95	64.278	80.59	90.09
Minority	B	48.96	55.00	63.00	75.00	84.00	91.00
	G	41.21	47.00	56.00	66.00	77.00	89.00
	T	45.08	51.00	59.50	70.50	80.50	90.00
Other caste	B	69.00	75.00	80.00	86.00	91.00	96.00
	G	56.65	64.00	81.00	81.00	91.00	94.00
	T	62.82	69.50	83.50	83.50	91.00	95.00

DROPOUT :

Dropout rate at the primary level in the district is very high. The following table reveals the rate and castewise dropout rate in the district.

Table No.5.4

The Category-wise Drop-out Rate For Five Years

		1998-99	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004

S C	B	52.56	43.60	40.00	31.94	17.80	09.20
	G	61.89	51.09	46.09	39.05	21.01	10.61
	T	57.23	52.34	43.04	35.49	19.40	9.90
Minority	B	51.06	45.00	37.00	25.00	16.00	09.00
	G	58.79	53.00	44.00	34.00	23.00	11.00
	T	54.92	49.00	40.50	29.50	19.50	10.00
Other Caste	B	31.00	25.00	20.00	14.00	09.00	04.00
	G	43.35	36.00	28.00	19.00	09.00	06.00
	T	37.17	30.50	24.00	16.50	09.00	05.00

JUSTIFICATION :

Reduction in dropout rate is though a very difficult task, but the mode of work will give success in achieving the target. The whole district plan has given emphasis on awareness developing activities on girls education. Some important activities undertaken for girls are condensed course, community learning centre and girl child activities at CRC in blocks having female literacy rate below 15%. These strategies will certainly ~~by~~ reduce the drop out rate and increase the retention rate.

QUALITY IMPROVEMENT :

DPEP aims to improve the learning achievements by 25% against the present situation. For improving quality, teachers competencies will be measured through training and by providing kits and other TLM.

CAPACITY BUILDING :

In order to improve the quality of education, the grass root level institutions like VECs, PT As – MT As will be formed. Every block of the district will have a BRC.

GENDER DISPARITY :

Gender disparity will be reduced in enrollment and retention by active involvement of community.

Orientation of DPO staff, teachers, V.E.C. members will be done in Gender sensitization.

Identifying girl child in every village to motivate her parents for enrollment.

CHAPTER – V

PROBLEMS, ISSUES AND STRATEGIES

INTRODUCTION :

To improve primary education in district Ghaziabad in accordance with the objectives of DPEP, it is essential to identify the problems and issues and then develop the strategies. In the following paragraphs these problems, issues and strategies are described :

ACCESS AND ENROLLMENT RELATED PROBLEMS AND ISSUES :

SCHOOL LESS HABITATIONS :

In district Ghaziabad, 18 unserved habitations as per state norms exist.

ALTERNATIVE SCHOOLING :

The new schools could be opened in the village where the population is 300 or more and the distance to the nearest school is more than 1.5 K.m. The total numbers of slums in the city area of Ghaziabad are 18, while in Hapur city there are 4 and in Pilakhuar there are 4 and in Modi Nagar there are two and 2 are in Murad Nagar . Alternative schools may be opened in these areas.

Lack of awareness in the community about value of education.

WORKING CHILDREN :

The child labour as well as the children engaged in house hold jobs and agricultural employment remain deprived of the benefits of education.

Strategies to increase access and involvement

Strategies:

- 1.Environment building will be taken up on an intensive scale.
- 2.New schools will be opened in unserved villages
- 3.Para teachers will be appointed according to additional posts of teachers especially in remote areas
- 4.Alternative schools and non formal education centres will be organised.
- 5.The V.E.Cs will be activated
- 6.Additional class rooms will be made available in the schools which are crowded.

RETENTION RELATED PROBLEMS AND ISSUES :

OVER CROWDED CLASS ROOMS :

In most of the schools, class rooms are over crowded. The number and size of class rooms are insufficient according to the number of students enrolled in schools.

SIBLING CARE :

Girls do not attend the school because their parents remain busy to earn livelihood and they have to take care of their siblings.

STRATEGIES FOR IMPROVING Retention:

1. Awareness building through local opinion leaders of the community will be taken up.
2. One female teacher will be appointed or transferred in each school.
3. Alternative schools will be organised seeing the problem of the girls.
Additional classrooms will be constructed.
5. Linkage with ECCE will be established
6. Award to best schools

ABSENCE OF ACTIVITY BASED TEACHING

Children do not attend school due to monotonous teaching. Teaching techniques are not activity based. So teaching becomes monotonous for them.

UNINTERESTING TEXT BOOKS

The text books are uninteresting. So it results in lack of interest. Pictures given in the books are also not relevant. So the books should be colourful to primary school children.

POOR ACADEMIC ENVIRONMENT :

Because the school environment is not academic. So the children runaway from school and it finally leads to drop outs. School environment should be improved.

ABSENCE OF MLL BASED TEACHING

The main cause of decreasing standard education is that there is absence of competency based teaching. Minimum learning level must be achieved by each student before entering in next class.

Strategies

- I. DIT will be strengthened to take up training programmes under DPEP
 - II. BRCs will be established for organising various programmes for training, workshops and environment building and follow-up teachers support system
 - III. NPRCs will be established at Nyaya Panchayat level to introduce and follow up teaching through new method by teachers with suitable TLM. BRC coordinators will monitor these activities through monthly meetings and visit schools in their cluster to provide on-site support to teachers.
 - IV. All teachers will receive in-service training in multi-grade teaching and preparing TLM. Training will also aim at increasing motivational level of teachers. It is hoped that their performance will be improved through motivation and peer group pressure
 - V. Free text books to girls and all S/C students will be supplied and book banks for poor boys will be established in every schools.
 - VI. District and block level academic resource groups will be constituted for different components which will help in designing and conducting training programmes and identification and training of master trainers
 - VII. The task of pedagogical renewal will be taken up and the curriculum, text books developed under BEP, DPEP -II will be adopted
- Anganwadi workers will be reoriented to improve pre-school education

COMMUNITY PARTICIPATION ISSUES

- I. Lack of awareness in general public about regular attendance of children and their completion 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. VECs are ineffective and the members are unaware of their

duties and responsibilities

- IV. There is no relationship between VEC, the community and the teachers and supervisory functionaries like ABSA and SDI.
- V. No action planning at village level for primary education
- VI. There is no active participation of NGOs in UPE

STRATEGIES

- I. VEC members will be involved in the task of academic supervision after suitable training
 - II. Exposure visits of VEC members and other key functionaries of DPEP will be organised to enable them to study centres of excellence within and outside the State.
 - III. Combined training workshop of teachers and VEC members so that they could come closer.
 - IV. Institution of awards to best VECs.
 - V. Micro planning and preparation of village level plan will be done through VEC
- VEC will be enabled to ensure convergence of services for the children.

WOMEN EMPOWERMENT AND DEVELOPMENT RELATED ISSUES

- I. Low status of women in society .
- II. Discrimination against girls child.
- III. Illiteracy and lack of awareness among women about UEE.
- IV. Women not involved in decision making either in the family or other forums.

STRATEGIES

- I. Gender sensitisation workshops will be organised at various levels for both the official functionaries with the help of NGOs, women activists, women groups etc.
- II. Networking with Mahila Mandals, DWCRA groups, self help groups etc.
- III. Regular meetings and publicity and extension with the organised at the village

- IV. Mata Samitis will be organised which will have monthly visits to school, to attend to problem of girl child.
- V. Efforts will ~~be~~ made by project **functionaries** to motivate **women members to participate actively in VEC meetings and other forums.**
- VI. Training of **elected women representatives at BRC level on the pattern of VEC.**

CAPACITY BUILDING:

(A) PROBLEMS AND ISSUES

- I. Training infrastructure is inadequate **and building of DIET is in bad shape.**
- II. DIET is not functioning effectively **as technical positions are vacant.**
- III. Conventional administrative structure is **not effective and not responsive.**

(b) STRATEGIES

- I. Efforts would be made to repair **DIET building.**
- II. Strengthening and streamlining of **working of DIET** by filling up vacant posts and provision of equipment, **establishment of BRC and NPRC and specialised training of their functionaries**
- III. Management of training at **BRC and NPRC with decentralised system**
- IV. All functionaries of basic education **and related departments** will be trained and oriented towards **UEE on a repetitive basis.**
- V. The management capacity will be **upgraded** of concerned personnel qualitatively by providing **higher level specialist, and other staff** alongwith four coordinators **specialising in alternative schooling, training, girls education and community participation.**
- VI. Involving Deputy Basic Shiksha Adhikari and ABSA/SDI actively in DPEP and opening block project office. Increasing mobility of these officers
- vii) Providing training in **decentralized annual work planning and budgeting to basic education officers by SIEMAT**

CHAPTER - VI

DPEP INTERVENTIONS

A detailed situation analysis at the district level was undertaken in the earlier chapters to identify important issues and problems which come in the way of achieving objectives of UPE. Relevant strategies were also framed to tackle these issues and problems. In this chapter we shall discuss the interventions proposed under DPEP in this background.

OPENING OF NEW SCHOOLS : There are 18 unserved habitations in the district. It is proposed to open 18 new schools under DPEP to cover these unserved areas under formal schooling.

TABLE NO. 6.1

UNSERVED HABITATIONS AND NUMBER OF PROPOSED NEW SCHOOLS.

S.No.	Name of Block	No. of Inhabited villages	No. of existing primary school	No. of unserved habitations per NORMS.
1.	Bhojpur	57	56	01
2.	Muradnagar	60	60	-
3.	Rajapur	45	45	-
4.	Loni	56	55	01
5.	Dhaulana	68	62	06
6.	Hapur	99	98	01
7.	Simbhawali	74	70	04
8.	Garh	84	79	05
	TOTAL	543	525	18

The above school buildings will be constructed during second year of the project. In the first year, location of the schools would be decided

after a detailed micro-planning exercise which would be initiated soon after clearance of project by involving VECs

ALTERNATIVE SCHOOLING

There are several habitations in which sizable number of children from the disadvantaged groups including muslim children are not able to join formal school due to rigid timings and other social factors. Alternative schooling facility will be provided in these habitations. Whose exact number may be ascertained after detailed survey and micro planning exercise at the village level and conducted through ABBSAs and SDIs a number of habitations which require the facility of alternative schooling have been identified which are mentioned below :

(I) Habitations which do not qualify for a formal school on the basis of population. In rural areas of the district there are 20 habitations which do not for a primary school as per government norms. To make education available to children in these settlements who are not able to join a formal school alternative schools will be opened

(II) Muslim predominant habitations : In Ghaziabad, the population of Muslim Community is 21.6 percent. They live in concentrated pockets in the district. In these settlements, it has been found that the children, specially the girls do not either enrol themselves in the primary school or even if they enrol they do not attend it regularly or drop out after some time. Nevertheless they do attend the Maqtabs (or some Madarsas) for religious education as their parents feel that 'Deeni Talim' (religious education) is sufficient for them. It has been estimated that at least 255 Maqtabs are existing in these habitations. The children attending these Maqtabs are deprived of general primary education and remained outside the mainstream of education if these Maqtabs are adopted or strengthened and adopted as alternative schooling centres the children would join. The mainstream and their parents will be willing to co-operate in running these Maqtabs efficiently. The probability of appointing hafiz ji or the priest as instructor will be explored. Otherwise a local person preferably women will be appointed as an instructor.

After extensive action research and examining alternative school

models being implemented in other states, several models of alternative schooling have been evolved. These are tailored to the specific needs of different categories of children such as working children, children engaged in domestic jobs, minority girls, street children etc. These models have been designated as Shiksha Ghar, Bal Shala, Maqtab/Madarsa, Prahar Pathshala, Rishi Valley Model and Camp Approach. For these, curriculum, TLM and training modules for instructors/teachers developed by SPO/SCERT under DPEP - II will be utilised. The AS centre will have an instructor preferably a woman from the local community who will receive an honorarium of Rs 600 pm. There will be a supervisor for each 10 centres who will receive an honorarium of Rs 1000 pm. Both the instructor and the supervisor will get an induction training of one month and a refresher course of seven days per year. Local adaptations will be made as required.

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

Other than strengthening of Maqtab/Madras's. The district will adopt suitable model out of the above for individual habitations keeping in view the category of boys or girls for which the above models have been evolved.

(III) Urban Slums : In the district, at least 30 urban slums are clearly identifiable. There are 18 slums in Ghaziabad, two in Modi Nagar, four in Murad Nagar, two in Hapur and four in Plakhuwa. In these slum areas, the children do not attend primary school as they are engaged in one or the other economic activity and their working hours usually clash with their school hours. In these slum areas, alternative schooling facility will be provided under DPEP. For running these centres NGO's will be motivated.

It may not however, be possible to open such a large number of AS centres due to constraint of resources. But 100 AS centres are proposed to be opened under DPEP.

Award to best schools :

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

ADDITIONAL CLASS ROOMS :

In the primary schools of the district 345 additional class rooms are needed. The number of additional class rooms to be constructed is given in the following table :

ACTIVITY	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Additional Classroom	45	100	100	100	-

CONSTRUCTION/RECONSTRUCTION OF OLD BUILDINGS :

In the district, there are 60 primary school buildings which are to be repaired in rural areas. The number of dilapidated buildings is 49 of which 43 school buildings will be constructed with the amount sanctioned for the year 1998-99 under district plan. The remaining 6 buildings will be constructed in 1999-2000.

The construction of 25 school buildings in city area will also taken up under be DPEP. These 25 school buildings will be constructed in urban areas of Ghaziabad and Hapur cities which will be constructed in the year 2000-2001.

REPAIR AND MAINTENANCE : About 215 school buildings of the district need repairs of which about 100 school buildings need major repairs and 115 buildings need minor repairs An amount of Rs 20,000 on an average will be provided under DPPEP.

TABLE NO. 6.2
REPAIR OF BUILDINGS

No. of schools to be repaired	Major repair	Minor repair
215	100	115

Source B S A, Ghaziabad

DRINKING WATER FACILITY :

In all the primary schools of the district drinking water facility is available. In the 25 primary schools to be reconstructed and in 18 new schools, India mark II hand pumps will be provided. This work will be got done through Jal Nigam or any other agency.

TOILET FACILITY :

Out of 750 schools of the district 205 schools have toilet facility Thus it is required in 551 schools. This facility will also have to be provided in 25 schools to be reconstructed and 18 schools which are proposed to be constructed. Therefore, it is necessary to build toilets in 588 schools of the district. About Rs. 10,000/- will be spent for every toilet. This amount will be managed through DPEP plan. These toilets will be construct.

Requirement of Additional Teachers

In order to cope with the additional requirement it will be necessary to recruit additional teachers to maintain the teacher pupil ratio of 1:40. The following table shows the projected requirement.

TABLE 6.3

Projected number of Additional Teachers (Para Teachers)

Sl. No.	Year	Total enrolment	Parishadiya enrolment	Total teachers required 1:40	No. of additional teachers	No. of para teachers under DPEP
1	1999-2000					
2	2000-1					
3	2001-2					
4	2002-3					
5	2003-4					

Source : BSA 1999

Since there is a resource constraint under DPEP it is proposed to appoint para teachers specially in remote pockets of the district.

Environment Building

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

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

Community Mobilisation and Participation :

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

A pre-condition for **participation** is 'people understanding' and this understanding takes place **when** people are sensitised, oriented in organised or

unorganised manner. The activities be organised in this connection area described below :

Village Education Committee :

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

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

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

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

Strengthening of VEC :

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

An extensive three days orientation training of members of the village education committee alongwith other enthusiastic contact person of the community will be done in the programme. A training manual and a handbook for the members have been developed with the help of Gram Pradhans,

teachers, BRC/CRC, Nehru Yuva Kendra, UNICEF to build an information base and understanding with VEC on such aspects as enrolment, retention, mobilising community girls education, micro planning, school mapping, school improvement plans etc. These materials/units will be used with suitable adaptations.

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

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

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

Phasing for VEC trainings :

Training of VEC members will be conducted at village level through a block resource group with academic support of DIET. The following is the phasing of training programme.

1st Year

In the first year four out of eight blocks will be covered under training in which members of around 200 VECs will be covered alongwith other resource persons.

in the second year the members and resource persons of the remaining four block having 257 VECs will be trained.

AWARDS TO VECs

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

NGOs orientation for partnership in DPEP Interventions

- ❖ In order to widen the networking amongst voluntary organisations to seek their assistance in spearheading mobilisation exercises, girl's education, integrated education in the district. NGOs, working in these areas and those interested will be invited to join hands. The objective of the workshop will be
 - To sensitize voluntary development organisations about DPEP.
 - To develop a conceptual understanding of community mobilisation and participation, girls education, integrated education in context of DPEP.
 - Identification of voluntary organizations to be involved in DPEP.
 - To devise a strategy of voluntary development organisations involvement in DPEP.

Areas where support from NGOs WILL BE SOUGHT :

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

Micro Planning through Participatory Approaches

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

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

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

EARLY CHILDHOOD CARE AND EDUCATION :

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

1. **Coordination with ICDS –**
There are 963 Anganwadis Centres functioning covering all the blocks of the district. Convergence with primary school of these centres will be effected and their pre school component will be strengthened. For achieving this objective. District resource group and block resource groups would be formed consisting of gender coordinator, District Programme Officer, ICDS, health personnel, NGOs etc. Convergence would be sought in following areas.
 - To ensure that school timings and anganwadi centre timings are same
 - To ensure that the primary school and anganwadi centres They are located either in on campus or close to each other.

- Providing TLM to strengthen the ECCE component of Anganwadi centre.
 - Capacity building of ICDS functionaries for strengthening the ECCE components.
2. Innovative methods in areas not covered by ICDS (hamlets with population less than 1000 or where Anganwadi is not functioning).
- Allowing children to bring sibling to schools where same lesson on early childhood stimulation is included in the syllabus (could be tried out on an experimental basis)
 - Secondly, the project will open 63 ECCE centres in selected villages of Dhaulana block where Anganwadi centres are not functioning. These villages will be selected on the basis of low participation of girls in primary education, dropouts etc. These centres will work for four hours. In ECCE centres, there would be an instructor getting an honorarium of Rs. 400 p.m. assisted by a helper with an honorarium of Rs. 200 p.m.. A contingency grant of Rs. 1500/- per annum will be given for maintenance of accommodation.
 - An amount of Rs. 5000/- will be sanctioned for TLM and other equipment for these centres in the first year of the project. Instructor will receive an induction training of 30 days and a recurrent training of 7 days every year. The training curriculum and related issues will be looked after by State Resource Group and District Resource Group. The schools where these centres will be opened will allow the siblings of students where lesson on early childhood stimulation is included in the syllabus on experimental basis.

Since ECCE is a community based programme, support of mothers and other committee members would be enlisted for the effective functioning of ECCE.

QUALITY IMPROVEMENT

In order to improve the quality of teaching, the teachers will be motivated and trained to prepare TLM from locally available material. For this purpose, every teacher will be given a grant of Rs. 500 per annum. Also, an amount of Rs. 2000 per annum will be given to every school for purposes of school improvement.

FREE TEXT BOOKS FOR S.C. BOYS AND ALL THE GIRLS :

In the planning period, an arrangement will be made for providing free text books to S.C. boys and all the girl students. As it is generally found that S.C. guardians do not send their children to school due to their economic conditions and the guardians consider it unnecessary to spend money on education of girls and they do not send the girls to schools. The number of children who will be given free text books is as follows :

DISTRIBUTION OF FREE TEXT BOOKS FOR S.C. BOYS AND ALL GIRLS :

Year	No. of SC boys	No. of all Girls	Total
1999-2000	55009	52450	107549
2000-2001	61610	58744	120354
2001-2002	69003	64793	134796
2002-2003	77283	73688	150971
2003-2004	86557	82500	169057
TOTAL	349462	333175	682637

BOOK BANK SCHEME :

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

Women Empowerment And Girls Education

It is important to improve the status of women in society and reduce the

gender gap in terms of discrimination against girl child. Thus awareness needs to be created. It is proposed to involve NGOs women activities and women social workers in the process of empowerment of women and getting them into the main stream of decision making within the family and in social and political forms. For this purpose linkages would be established with Mahila Samakhya and other women groups and meetings, seminars, conferences will be organised at the village, NPRC, BRC levels. Gender sensitisation workshops will be organised on a repetitive basis at various levels throughout the project period. The following strategies would be adopted in Danpur, Unchagaon, Dibai, Pahasu, Jahangirabad blocks where female literacy rates are low.

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

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

Preparatory Activities :

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

- ❖ Sharing the concept of the model cluster development approach with the district team including the NPRC Co-ordinator.

- ❖ Identification of a core team that will be directly involved in co-ordinating the activities in the cluster identified.
- ❖ Identification of the cluster.
- ❖ Making village visits to establish contact with key persons and the VEC members.
- ❖ Orientation of the VEC members, teacher, key persons from the village, etc.
- ❖ Organisation of village meetings.
- ❖ Special orientation for house to house survey and PRA for girls' education.
- ❖ Collection of the data from the House Survey/PRA and development of village specific plans.
- ❖ Gender sensitisation of all the teachers from the primary schools in the villages being covered under this approach.
- ❖ Gender sensitisation of the NPRC co-ordinators to enable them to monitor class room processes from the gender perspective.

Development of gender aware material for use during enrolment drives, etc. The effort should be to develop songs, slogans, scripts, etc.

The preparatory activities would have :

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

Created a favourable climate in the village and motivated the community to some extent.

The enrolment drive would focus on :

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

community will be possible.

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

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

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

CAPACITY BUILDING

Under the head capacity building, major emphasis is on upgrading the capacity of teachers, and create infrastructure for this purpose at the district and block levels. The major input for capacity building is training which should be organised on recurrent basis. It has been proved by the past experience that no training can be effective in changing the class room situation if it does not have recurrent features. Besides District Institute of Education and Training (DIET), it is proposed to establish a Block Resource Centre in every block and a Nyaya Panchayat Resource Centre (NPRC) at a cluster of around 10 villages. While DPEP funds will be made available to operationalise the DIET, the entire cost of establishment of BRCs and NPRCs (excluding 60 percent of cost from SRY/DRDA) will be borne out of the project funds. There will be complete coordination and networking between these, the DIET will have a major and

leading role as a mother institution. The role and functions of NPRC, BRC and DIET are described below starting from DIET.

District Institute of Education And Training (DIET)

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

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

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

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

- i) Identification of Resource Persons
- ii) Induction training of instructors of alternative schooling instructors.
- iii) Induction training of ECCE instructors.
- iv) Training in multigrade teaching for master trainers/BRCs NPRCs.
- v) Evaluation of the performance of primary school teachers and ECCE workers.
- vi) Monthly meeting of BRC coordinators and action research on important issues related with primary education.
- vii) Evaluation of MLL.
- viii) Publication of magazines/newsletters
- ix) Development of instructional material
- x) Workshop on preparation of training module for different trainees.
- xi) Workshop on supplementary reading material.
- xii) Workshop on teachers handbook.
- xiii) Workshop on gender sensitisation.
- Xiv) Conduct base line studies for assessing MLL so as to improve it.
- Xv) Support adaptation of text books and to act as District Resource Centre for AS/ECCE
- Xvi) Monitoring of activities of BRCs and CRCs
- xvii) 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 8 BRCs established in the district, one in every block. 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 co-ordinators in addition to a whole time co-ordinator. The BRC will also have residential facilities. Till such time as buildings of BRCs are constructed, make shift arrangement will be made. Broadly they will have the following functions:

- a) Support and guide NPRCs in discharge of their functions.
- b) Function as a field laboratory of DIET for testing training materials developed and baseline studies.
- c) Develop locally relevant material for the use outside scholars and supervisors by conducting action research.
- d) Organise orientation programme for block level officials under guidance of DIET.
- e) Inservice induction and recurrent training for primary school teachers, para teachers, ECCE instructors and Anganwadi workers..
- f) Monthly reflection of NPRC Co-ordinators.
- g) Participation in monthly meetings of NPRCs.
- h) Monitoring of the functioning of schools.
- i) Development and supply of Teaching and Learning Material.
- j) Organising workshops of different agencies involved in implementation of DPEP.
- 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 four NPRCs every month. It will also adopt at least one school in its area which has poor enrolment and attendance of the children of the disadvantaged groups. In this fashion, the BRC will act as a coordinating link between the village, NPRC and the DIET in whose supervision the BRCs will be functioning

NPRC (NYAYA PANCHAYAT RESOURCE CENTRE)

An NPRC will be organised at every Nyaya Panchayat level in the district 74 NPRCs will be established in 74 Nyaya Panchayats of the district.

ROLE AND FUNCTION OF NPRC :

1. To help the schools in the functioning of VEC.
2. To guide the teachers in preparing TLM.
3. Arraigning cultural programmes, exhibition, children fair at Nyaya Panchayat level through community participation
4. To give proper guidance to educationally backward schools.
5. To help in avoiding the difference between student enrolment and retention
6. Holding the meeting of teachers of Nyaya Panchayat Schools.
7. To increase the capacity of teachers through pedagogic interventions

SELECTION OF NPRC CO-ORDINATOR :

The co-ordinator of NPRC will be selected amongst the teachers of all the schools in the cluster through a workshop at DIET. The co-ordinator will have to visit all the villages and schools of Nyaya Panchayat once a month. The co-ordinator will contact VECs. The co-ordinator of NPRC will be paid according to the rules of DPEP. For NPRC an extra class will be constructed in the Kendriya School of Nyaya Panchayat. Thus 74 extra class rooms will be constructed in the district the primary schools located at Nyaya Panchayat Headquarters.

Distance Education

The main objective of distance education is to strengthen in-service training system of teachers. The major media of distance education are radio/video programmes, educational programmes telecast by Television, self instructional material, news letter, teleconferencing and radio conferencing. For this purpose, DIET will be provided with equipment. material, television, VCR, generator, fax machine, telephone with STD camera etc. The following activities will be taken up in connection with distance education

- Two days orientation workshops at DIET, BRC and NPRC levels.

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

INTEGRATED EDUCATION

STRATEGIES FOR DISABLED CHILDREN

- * District level workshop
- * Placement of district co-ordinator and three resource teachers at block level.
- * Orientation of DRG and BRG.
- * Sensitisation of community.
- * Co-operation of the parent of disabled children in VEC.
- * Orientation of VEC.
- * Orientation of general school teachers.
- * Screening of disabled children.
- * Functional assessment of children with special needs.
- * Placement of children in general schools.
- * Supply of aids and appliances.

Regular support to the schools by resource teachers.

NGOs will be encouraged to work as BRG at block level. BRG will be comprised of specialists in different areas of disabilities. Doctors, educationists, psychologists and special workers will be involved. Functional assessment of disabled children will be done by this BRG. A resource support room will be established at BRC, where aids and appliances will be made available according to the needs of children. Regular support will also be provided to all school/teachers by BRG.

EXPECTED ROLE OF BRC

- * 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 equipment accordingly.
- * To maintain records and monitor the educational plans.

To generate discussions on issues related to the needs of the children with disabilities in monthly meeting at cluster level.

SCHOOL HEALTH PROGRAMME :

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

ENVIRONMENT BUILDING :

This is the most important activity on which the success of the project is entirely dependent. The basic goal of this activity is to create a sense of belonging in the community for the school so that they can take over the function of management of primary education in the totality. In the task of environment buildings -

teachers, community teachers, women leaders, VEC members, all official functionaries, not only of the basic education department but also of other departments grass root levels. Yuvak Mangal Dal, Mahila Mandal, Nehru Yuvak Kendra and Non government organisations etc. in a systematic manner. The basic idea is that it should take a shape of mass movement and the message of UFE should reach every nook and corner of the district.

STEPS FOR COMMUNITY MOBILIZATION :

1. Prabhat Feries at village level with the help of school children.
2. Meeting/Convention with all concerned Govt. Department and NGOs.
3. Formation of DRC and BRC.
4. Training of VEC members.
5. Women's awareness campaign involving NGO groups.
6. Convention for women members of VEC
7. By conducting mother's forum at least once in all schools.
8. School campaign.
9. By organising an exhibition in mela at Garh Mukteshwar.

MEDIA AND COMMUNICATION AND AWARENESS BUILDING :

The following activities will be organised their head :

- a Audio and video cassettes development by the state project office will be used for creating awareness. Audio Cassettes which would be utilising folk song will be distributed free of costs to bus operators and other selected agencies audio shops. Video film on education and social aspects viz. status of

women, girls child etc. will be shown in hats, bazaars, Bal Diwas, Shikshak Diwas and other central places.

- B Systematic use of print media (Hindi and Urdu) will be made and wall news letters, poster with pictorial contents will be pasted in school and other prominent places in habitations of S.C. Muslims etc. in the village.
- C Slogan writing at prominent place particularly in habitations of S.C. and Muslims.
- D Cultural programmes based on folk dances, folk song focusing on primary education and other social evils, will be organised.
- E Padyatra by group of teachers, students, youths, women with suitable banners and posters and also group-signing processions.
- F Organisation of meeting and orientation workshops of officials and non officials at Nyaya Panchayat and village level
- g Special efforts for girls education through women para teachers.
- h Enrolments and retention drives through door to door contact by VEC members, teachers, and resource persons
- I Micro-planning and educational planning.
- J Organisation of Bal Mela at NPRC level.
- K Involvement of PTA/ MTA members
- l Involvement of elected women representatives
- m Grant of Rs 1000/- per annum to VEC for organising programmes awareness including campaign at the village level

E.C.C.E. (Early Childhood Care and Education)

For universalisation of education among girls, ECCE is an important intervention.

1. Preparing children, particularly first generation learners for primary school.
2. School readiness : Facilitating retention of girls in primary school by relieving them from sibling care responsibilities.

The approach to ECCE would be as follows :-

Co-ordinator with ICDS district resource group and block resource group could be formed consisting of gender coordination district programme officer, UICDS health personnel, NGOs etc convergence would be sought in following areas.

4. To ensure that school timing and Anganwadi Centre timings are same.

To ensure that the primary school and Anganwadi Centre are located either in one campus or close to each other. For this in about 60 primary schools, block-wise in all the seven blocks of the district, additional class rooms have been proposed to be constructed. Thus,

INTEGRATED EDUCATION

STRATEGIES FOR DISABLED CHILDREN

According to DPEP guidelines, the education of disabled children will be integrated with general schools. For this purpose, a district co-ordinator will be placed, DRG and BRG will be constituted. In the first year of the project, one block will be taken. Major activities at various level will be taken as follows :

- * District level workshop
- * Placement of district co-ordinator and three resource teachers at block level.
- * Orientation of DRG and BRG.
- * Sensitisation of community.

- * Cooperation of the parent of disabled children in VEC.
- * Orientation of VEC.
- * Orientation of general school teachers
- * Screening of disabled children.
- * Functional assessment of children with special needs.
- * Placement of children in general schools.
- * Supply of aids and appliances

Regular support to the schools by resource teachers.

NGOs will be encouraged to work as BRG at block level. BRG will be comprised of specialists in different areas of disabilities. Doctors, educationists, psychologists and special workers will be involved. Functional assessment of disabled children will be done by this BRG. A resource support room will be established at BRC, where aids and appliances will be made available according to the needs of children. Regular support will also be provided to all school/teachers by BRG.

EXPECTED ROLE OF BRC

- * 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 equipment accordingly.

- * To maintain records and monitor the educational plans.
- * To generate discussions on issues related to the needs of the children with disabilities in monthly meeting at cluster level

SCHOOL HEALTH PROGRAMME :

Special emphasis will be laid on making school health programme effective through functional linkage with Medical Department by getting proposed a roster of health functionaries whose responsibility will be to visit school 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. TAVDA support or vehicle support will be provided. Small honorarium of Rs. 100/- for the doctor per day in case private doctor is engaged will be provided. The check ups of students will be done on quarterly basis at school/cluster level. A provision of Rs. 15000 per block per annum will be made for this purpose.

- * Practical research for effective use.

STUDY TOURS : It is useful to learn from the experience of success stories which have been achieved elsewhere in the state. Lump sum provision has been made in DPO for organising study tours/exposures of key functionaries.

CONVERGENCE

For convergence of service and inputs, DEPC will do networking with related departments such as medical and health, ICDS, DRDA, minority welfare, social welfare departments at the district level. The VEC will ensure convergence of these inputs at the village level. For example, it will organise regular health check ups, 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 Village Development Officer, Gram Panchayat Adhikari and other such functionaries.

RATIONALISATION OF TEACHER UNITS

The distribution of teachers among schools is erroneous as in some schools the number of teachers is less with more students and in some the number is more as compared to the students. It is necessary to take up rationalisation exercise rationalising the teachers according to the attendance of the children. If we look at the table of teachers pupil ratio in the second chapter we can see that a

sizeable number of schools are below the average 40 students per teachers. This activity will be taken up in the first year itself. Rationalisation will also aim at posting lady teachers on even basis and urdu teacher particularly in muslim localities.

PROVISION OF FUNDS FOR PREPARATION OF AWPB

In order to organise the work of formulation of AWPB in a systematic manner it is necessary to organise workshops, seminars and other participatory interactions. These entail some expenditure which is not provided in different budget sub-heads. It is, therefore, proposed to make a provision of Rs 50,000 per annum in the project cost for this purpose.

QUALITY IMPROVEMENT :

In the present changing educational pattern educational quality improvement is needed urgently. The following steps will be taken for quality improvement

TEXT BOOKS AND TLMs :

- a. To achieve minimum level of learning, the arrangement of such text books will be made whose syllabus is based on MLL.
- b. The teachers will be trained to prepare TLM. Every school will be provided Rs. 2000/- per year. The schools, in which there are students more than 250, will be provided Rs. 2000 + 1000. The teachers who prepare TLM will get Rs. 500/- every year.
- c. The teachers will be trained by BRC and NPRC to prepare TLM.
- d. Such text books will be arranged in the school in which the syllabus is according to the interest of the child.

HONOURING THE BEST TEACHERS

- a. Having trained the teachers in service through DIET they will be motivated to adopt latest methods of teaching. Leading to joyful learning by children. Their teaching efficiency will be adjudged and noble and hard-working teachers will be honoured by giving them PRASHASTI PATRA (CERTIFICATE OF HONOUR)

- b. Inspection of schools will be made effective and the co-operation of VEC will be taken in inspection activity.
- c. Efforts will be made to relive teachers from non-academic jobs as far as possible and it will be ensured that school teaching is not dislocated.

MONITORING LEARNING ACHIEVEMENT :

- 1. There will be continuous evaluation system to monitor learners' achievements. Monthly and unit tests are proposed to be organised in all classes.

ACTION RESEARCH AND INNOVATIVE PROGRAMME :

Action Research is a must for the successful implementation of DPEP. A few problems are always faced during participation in the project. Identifying these problems, they will be removed. At present, the pre-estimation of these problems is quite difficult. A sum of Rs. 50,000 is fixed per year for action research. This amount will be spent by NGOs. The teachers will be endowed with the capacity that they themselves find out the solution of their current problems through action research. The teachers will be motivated to discover new research so that they may develop the innovative programme. The training for action research will be performed by DIET in three rounds as given below :

TABLE NO. 6.9

1.	Ist Round	6 days	Identification of problems statistics and methods of action research	All the BRCs NPRCs co-ordinators and minimum 3 teachers of each block
2.	IInd Round	5 days	Workshop regarding proposal building	As above.
3.	IIIrd Round	6 days	Workshop regarding to the presentation of the conclusion received from action research	As above.

DISTANCE EDUCATION :

TRAINING PROGRAMMES

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

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 being used by DPEP-II. The training module contains topics on child centred education, language competencies, multigrade teaching, operation blackboard, MLL, environmental studies, school complex, continuous evaluation, diagnostic testing and remedial teaching. The facility of DIET will act as a Master Trainers. There will be a recurrent training programme of 15 days.

b) IN-SERVICE TRAINING

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

first and 9 days in subsequent years and resource persons will be of 14 days in the first and 8 days in subsequent cycles.

(c) TRAINING OF BRC CO-ORDINATORS

Training of 8 co-ordinators and 16 Assistant Co-ordinators would be organised in DIET for four days every year under the project for which BEP DPEP-II module will be utilised.

(d) TRAINING OF NPRC COORDINATORS

An eight days training of 74 NPRC co-ordinators will be organised in DIET/BRC which will be on recurrent basis.

(e) TRAINING OF DPO/ABSAS/SDIS

The district planning core team including BSA have been trained and oriented to the task of DPEP planning. Training of ABSA, SDIS and Head Teachers will be organised at DIET. It will be of five days duration to be repeated every year. SIEMET will conduct a six day module on orientation and implementation of DPEP to the DPO staff. Once the staff is in place, in the fresh year of the project training of ABSA, SDIS and head teachers will be organised at DIET. It will be of five days duration to be repeated every year. SIEMET will provide training modules and training of master trainers at DIET level. Feedback will be obtained and analysed by SIEMET. All the ABSAS, SDIS, head teachers will also participate in service teachers training as well as therefore BRC and NPRC co-ordinators. 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 statistics at analysis 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 co-ordinators, free motivated teachers from each block, enthusiastic SDIS etc. The following cycles of training will be organised:

(g) TRAINING WORK SHOP ON VISION OF

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

(h) TRAINING OF ECCE WORKERS

There will be two training programmes for strengthening pre-school education component. First the Anganwadi workers of existing 963 centres will be reoriented through a training programme of 7 days in every year. It has been proposed that 63 ECCE centres will be opened in the district where Anganwadi 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.

(j) TRAINING PROGRAMME FOR CIVIL WORKS CONSTRUCTION

It will be of 4 days and will be organised at DPO or alternative venue 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.

CHAPTER – VII

PROJECT MANAGEMENT

INTRODUCTION

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

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

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

ORGANISATIONAL STRUCTURE

DISTRICT EDUCATION PROJECT COMMITTEE

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

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

BLOCK EDUCATION PROJECT ADVISORY COMMITTEE

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

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

VILLAGE EDUCATION COMMITTEE

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

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

DISTRICT PROJECT OFFICE:

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

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

The staffing pattern of DPO would be as under.

STAFF OF DISTRICT PROJECT OFFICE

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

- means consolidated salary.

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

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

BLOCK LEVEL PROJECT OFFICE

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

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

INTER-SECTORAL LINKAGES AND CONVERGENCE

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

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

ACADEMIC SUPPORT & QUALITY IMPROVEMENT

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

PROJECT MONITORING, REPORTING AND SUPERVISION :

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

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

USAGE OF DATA

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

FINANCIAL CONTROL

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

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

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

PURCHASE AND PROCUREMENT

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

CIVIL WORKS

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

The guiding principles for the controls would be:-

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

CHAPTER - VIII

PROJECT COST

DISTRICT: GHAZIABAD

(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	45	1260	100	2800	100	2800	100	2800.00					345	9660.00	
A2.	New Primary Schools Unserved Areas														0	0.00	
1	Construction '@ Rs 191 per school (76.4 from DPEP & 114.6 from JRY/State Govt	76.4			10	764.00	8	611.20							18	1375.20	
2	Salary (1HT+ 2 Para Teacher per School)	1.4			120	168.00	316	442.40	396	602.40	316	602.40	216.00	301.20	0.00	0.00	
3	Furniture/Fixture & Equipment	15			10	150.00	8	120.00							18	270.00	
	Total			1260		3882		3973.60		3402.40		602.40		301.20		13421.80	
A3.	Shiksha Mitra																
1	Honorarium	1.0 pm													0	0.00	
2	Training																
3	Inducive Training	3.0													0	0.00	
4	Recurring Training	1.2													0	0.00	
	Total			0		0		0		0		0		0		0.00	
A4	Alternative Schools																
1	Honorarium																
a	Workers	0.6 p.m.			1200	720	3000	1440	3660	2196	3660	2196			11520	6552.00	
b	Supervisors	1.0 p.m.			120	120	300	300	300	300	300	300			1020	1020.00	
2	Maintenance of Centres	2.0 p.a			200	400	300	600	300	600	300	600			1100	2200.00	
3	TLM	1.65 p.a			200	330	300	495	300	495	300	495			1100	1815.00	
4	Training																
a	Inducive (Worker + Supervision)	2.1			220	462	110	231							330	693.00	
b	Recurring Equipment	0.84			200	500	100	250	330	277.2	330	277.2			880	739.20	
5	Total	2.5		0.00		2632.00		3500.80		3868.20		3868.20		0.00		13769.20	
	Sub Total			1260.00		6414.00		7474.40		7270.80		4470.80		301.20		27180.80	

PROJECT COST
DISTRICT: GHAZIABAD

(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			
R1	(R) RETENTION Publicity & Extension Awareness Building/Mass Communication	1 PA P VEC	457	457	457	457	457	457							1371 00	1371 00	
R2	Motivators for Girls Education																
R3	Newsletter																
R4	Cons /Recons of old PS(Rural) (Cons through community action) Recons of Nagar Schools(Urban)	76.4			6	458.4									6	458 40	
					30	2292	20	1528							50	3820 00	
R5	Toilets	10			388	3880	200	2000							588	5880 00	
R6	Drinking Water	22			33	726	10	220							43	946 00	
R7	Repair & Maintenance (Schools, Hospitals & General Maintenance) Repairs Repair of Nagar Schools	20 20	75	1500	140	2800									215	4300 00	
															0	0 00	
R8	Salary of Addl Para Teachers	1.4			1200	1680	3400	4760	5600	8320	7200	10600	3600	5300	21000	30680 00	
R9	Innovative Programmes for Slum/Street Children/100 for shed	150 P.B.			2	300	2	300	2	300	2	300			6	1200 00	
	Promobog Girls Education	10	8	80	8	80	8	80	8	80					32	320 00	
R11	Training of Elected Women of G.P. / M G	0.09	914	82 26	914	82 26	914	82 26	914	82 26	914	82 26			4570	411 30	
R12	MTA/PTA Training	0.09	1500	135	1500	135	1500	135	1500	135	1500	135			7500	675 00	
R13	Bal MeLa	.5 PA P NPRC	74	37	74	37	74	37	74	37	74	37			370	185 00	
R14	Seminar, Workshop, Meetings, Campaigns etc.	15PB													0	0 00	
R15	MTA Award	1	40	40	40	40	40	40	40	40	40	40			200	200 00	
R16	Health Card & Health Check-up	15 PB			4	60	4	60	4	60	4	60			16	240 00	
R17	Honorarium of Aes (Fixed)	10			12	120	12	120	12	120					36	360 00	
R18	Honorarium of Jes 14 No	7			96	672	96	672	96	672					288	2015 00	
	Sub Total			2331.26		13819.66		10491.28		6846.28		11254.28		6300.00		63042 70	

PROJECT COST
DISTRICT: GHAZIABAD

(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		
	(Q) QUALITY IMPROVEMENT																	
Q1	Opening of ECCE Centres																	
1	Civil Works (one additional room)	28			30	840	30	840	40	1120					100	2800.00		
2	TLM	5			30	150	60	300	100	500	100	500			290	1450.00		
3	Honorarium (Constructor + Helper)	600 pm			180	108	590	354	960	596	1200	720			2930	1778.00		
4	Contingency Training	15			30	45	60	90	100	105	100	105			290	345.00		
	Induction	1.47			30	44.1	30	44.1	40	58.5					100	146.70		
	Recurring	0.56					30	18.8	60	33.6	100	56			190	106.40		
	Anganwari Workers training	0.49			200	98	300	150	300	150	300	150			1100	548.00		
	Total			0.00		1285.10		1794.90		2563.10		1631.00		0.00		7174.10		
Q2	Training Programmes																	
1	VEC Members Training	0.09	1440	129.6	1440	129.6	1440	129.6	1440	129.6	1440	129.6			7200	648.00		
2	Induction Training to para teachers	2.1			120	252	116	243.6	100	210					336	705.60		
3	In Service Teachers Training(para)														0	0.00		
4	In Service Teachers Training	0.9	2097	1887.3	2097	1887.3	2097	1887.3	2097	1887.3	2097	1887.3			10485	9436.50		
5	Innovative Training / Nqp Training	0.84	25	21	25	21	25	21							75	63.00		
6	BRC Coordinators/ Rec. Trg. to Para Teachers	0.6 1.4	50 120	40 168	50 236	40 330.4	50 336	40 470.4	50 336	40 470.4	50 336	40 470.4			250	200.00		
7	NPRC Coordinators training	0.8	74	59.2	74	59.2	74	59.2	74	59.2	74	59.2			370	296.00		
8	VEC/ABS/Eng. CW)	0.84	1	10	1	10	1	10							3	30.00		
9	Head Teacher's training	0.84	749	629.16	749	629.16	749	629.16	749	629.16	749	629.16			3745	3145.80		
	Total			2776.26		3196.26		3350.26		3425.66		3218.66		0.00		18864.1		
Q3	Teaching Learning Material to:																	
1	School Improvement Fund	2			760	1520	768	1536	768	1536	768	1536			3064	6128.00		
2	Teacher's grant	0.5			2057	1028.5	2073	1036.5	2073	1036.5	2073	1036.5			8276	4138.00		
3	Fee: Text Book to SC/ST & Girls	0.03	107469	3223.77	20354	3610.62	134796	4043.88	150471	4529.13	169087	5072.61			582187	20480.01		
	Total			3223.77		6159.12		6616.38		7101.63		7845.11		0.00		30746.0		
Q4	Awards to VECs	25			8	200	8	200	8	200	8	200			32	800.00		
Q5	School Awards	5 per bl			16	80	16	80	16	80	16	80			64	320.00		
Q6	BOOK BANK	0.3			760	228	768	230.4	768	230.4	768	230.4			3064	919.20		
	Sub Total			6000.03		11148.48		12271.94		13600.79		12902.17		0.00		55923.4		

PROJECT COST
DISTRICT: GHAZIABAD

(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		
	(C) CAPACITY BUILDING																	
C1	School Mapping & Microplanning																	
1	Printing/Survey	10	4	40	4	40										8	80.00	
2	Seminar & Workshop	3	2	6	8	24	6	18								16	48.00	
3	Village level Microplanning	15	8	120	8	120	8	120								24	360.00	
	Total			166.00		184.00		138.00		0.00		0.00		0.00			488.00	
C2	Operationalising DIETs																	
1	Furniture/Fixture															0	0.00	
2	Equipment	50	0	50	0		0									0	50.00	
3	Books	10				10		10			10		10			0	40.00	
4	Honorarium																	
5	Printing															0	0.00	
6	Travelling Allowances	40		20		40		40			40		40	20		0	200.00	
7	Maintenance	15				15		15			15		15			0	60.00	
8	Workshop/Seminar/Comp. Trg	40PA				40		40			40		40			0	160.00	
8	Purchase of vehicle	350	1	350												1	350.00	
10	FOL	30		10		30		30			30		30	15		0	145.00	
11	Action Research	40				40		40			40		40			0	160.00	
12	Wages of Driver	25	3	75	12	40	12	40	12	40	12	40	6	15		57	182.50	
	Total			437.50		216.00		216.00		215.00		215.00		80.00			1347.50	
C3	Block Resource Centre																	
1	Civil Construction	800			4	3200	4	3200								8	6400.00	
2	Salary (Coordinator, 2 Ho)	6			24	144	62	372	96	576	96	576	48	288		326	1956.00	
	Asstt Co-ordinator, Chowkidar)	12.5			24	300	62	775	96	1200	96	1200	48	600		326	4075.00	
3	Equipment/Furniture	150			4	600	4	600								8	1200.00	
4	Travelling Allowance	5			4	20	8	40	8	40	8	40	8	20		36	160.00	
5	Maint. of Equipment	1			4	4	4	4	8	8	8	8				20	20.00	
6	Maint. of Building	6			4	24	4	24	8	48	8	48				20	120.00	
7	Books	10			8	80	8	80	8	80	8	80				72	320.00	
8	BRC Exhibition fair of teaching aids	20			8	160	8	160	8	160	8	160				32	640.00	
9	Consumables	5			8	40	8	40	8	40	8	40				32	160.00	
10	Motor Cycle	50	8	400												8	400.00	
11	FOL	12	8	96	8	96	8	96	8	96	8	96				40	480.00	
	Total			496.00		4640.00		5391.00		2248.00		2248.00		908.00			15931.00	

PROJECT COST
DISTRICT: GHAZIABAD

(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		
C4	<u>District Project Office</u>																	
1	Equipment	200				100		100							0 00	200 00		
2	Furniture & Fixture	120				100		20							0 00	120 00		
3	Books	10		10		10		10				10			0 00	50 00		
4	Purchase of Vehicle	350	1	350											1 00	350 00		
5	Consultancy charges	120		120		120		120		120		120			0 00	600 00		
6	Salary staff	115	6	690	12	1380	12	1380	12	1380	12	1380	6	690	60 00	6900 00		
7	Traveling Allowances	40		40		40		40		40		40		20	0 00	220 00		
8	Consumables	50		25		50		50		50		50		25	0 00	250 00		
9	Telephone/Fax	40		20		40		40		40		40		20	0 00	200 00		
10	Vehicle Maint & POL	120		60		120		120		120		120		60	0 00	600 00		
11	Maint of Equipment	25				25		25		25		25			0 00	100 00		
12	Seminar/Workshop	40				40		40		40		40			0 00	160 00		
13	Hiring of Vehicles	10	0	5		10		10		10		10			0 00	45 00		
14	CW Supervisory Consultancy																	
15	Distt level Exhibition & Fair	50				50				50					0 00	100 00		
16	Study Tours	40				40		40		40		40			0 00	160 00		
17	Distt level workshop	15		15		15		15		15		15		0	0 00	75 00		
18	AWP & View Workshop	15		15		15		15		15		15		0	0 00	75 00		
19	Research Evaluation					50		50		50		50			0 00	200 00		
20	Contingency		0	10		10		10		10		10		0	0 00	50 00		
21	Motor Cycle	50	6	300											6 00	300 00		
22	POL	12	6	72	6	72	6	72	6	72	6	72			30 00	360 00		
	Total			1732.00		2267.00		2167.00		2087.00		2037.00		815.00		11115.0		
C4.1	<u>MIS/Research & Evaluation</u>																	
1	MIS Cell Furnishing	180	1	180											1 00	180 00		
2	EMIS/PMIS (Printing/Survey etc	50	0	50		50		50		50		50	0	0	0 00	250 00		
3	MIS Equipments	250	1	250											1 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		
	Total			655.00		130.00		130.00		130.00		130.00		25.00		1100.0		

PROJECT COST
DISTRICT: GHAZIABAD

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	1998-2000(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			50	1400	24	672							74 00	2072 00		
2	Salary Coordinator	5.5			300	1650	744	4092	888	4884	888	4884	444	2442	3264 00	17952 00		
3	Equipment	15			50	750	24	360							74 00	1110 00		
4	Books for Library/Book Bank	5			50	250	74	370	74	370					198 00	990 00		
6	Audio visual hiring charges	0.8			74	59.2	74	59.2	74	59.2	74	59.2			296 00	236 80		
6	Monthly meeting	2	74	148	74	148	74	148	74	148	74	148			370 00	740 00		
7	Mela / Workshop etc														0 00	0 00		
	Total			148.00		4257.20		5701.20		5481.20		5091.20		2442.00		23100.8		
C7	Distance Education																	
1	Equipment & others	75				75									0 00	75 00		
2	Telephone & Fax Bills	6				6		6		6		6		0 00	24 00			
3	Maintenance	5				5		5		5		5		0 00	15 00			
4	Video Recording & Packaging	200				200		200		200		200		0 00	800 00			
5	Printing materials	25				25		25		25		25		0 00	100 00			
	Total			0.00		308.00		236.00		236.00		236.00		0 00		1014.0		
C8	Integrated Education																	
1	Distt level workshop	50			1	50	1	50							2 00	100 00		
2	Block level resource support	27			6	162	12	324	12	324	12	324	6	162	48	1296 00		
3	Survey through VECs	0.5			2	10	3	15	3	15		0		48	40 00			
4	Training of BPG/IRC	0.6			3	18	3	18	3	18		0		9 00	5 40			
5	Orientation of Teachers	1109			420	73.8	706	54.94	600	84	600	54		2386 00	236 74			
	Total			0.00		297.80		445.74		394.80		378.00		162 00		1878.14		
	Sub Total			3534.60		12318 80		14413.04		10772.00		10336.20		4402.00		85774.4		
	Total			13128.79		43698.94		44651.54		41489.68		38762.23		10003.20		191831.4		

SUMMARY - I
COMPONENT WISE PROJECT COST
DISTT. - GHAZIABAD

(Rs in thousand)

S No	Component	1999-2000 ^Oct-March 1st year	2000-2001 ^April -March 2nd year	2001-2002 ^Apr-March 3rd year	2002-2003 ^Apr-March 4th year	2003-2004 ^Apr-March 5th year	Apr 2004- Oct'2004 6th year	TOTAL	As%to ^Total Projectcost
1	Access & Enrollment	1260	6414	7474.4	7270.6	4470.6	301.20	27190.8	14.16
2	Retention	2331.26	13819.56	10491.26	9846.26	11254.26	5300.00	53042.6	27.73
3	Quality Improvement	6000.03	11148.48	12271.94	13600.79	12902.17		55923.41	29.13
4	Capacity Building	3534.5	12316.8	14413.04	10772	10385.2	4402.00	55823.54	29.05
	TOTAL	13125.79	43698.84	44650.64	41489.65	39012.23	10003.20	191980.35	

**SUMMARY (CW) GHAZIABAD
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	45	1260	100	2800.00	100	2800.00	100	2800	345	9660.00
2	New School			10	764.00	8	611.20		0.00	18	1375.20
3	School Reconstruction			36	2750.40	20	1528.00		0.00	56	4278.40
4	Toilets			388	3380.00	200	2000.00		0.00	588	5880.00
5	Drinking Water			33	726.00	10	220.00		0.00	43	946.00
6	School Repair	75	1500	140	2800.00		0.00		0.00	215	4300.00
7	BRC Construction			4	3200.00	4	3200.00		0.00	8	6400.00
8	NPRC Construction			50	1400.00	24	672.00		0.00	74	2072.00
9	ECCE			30	840.00	30	840.00	40	1120.00	100	2800.00
	Total	120	2760	791	19160.4	396	11871.2	140	3920	1447	37711.6

Civil Work is 19.65% of total Project Cost

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

(Rs. in thousand)

S No	Component	Component Cost	Out of which Investment Cost	Recurring Cost	% of Investment Cost	% of recurring Cost
1	Access & Enrollment	27190.8	15202.4	11988.40	55.91	44.09
2	Retention	53042.7	20006.7	33036.00	37.71	62.63
3	Quality Improvement	55923.4	53800.4	2123.00	96.20	3.79
4	Capacity Building	55774.4	21868.9	33905.50	39.20	60.80
	TOTAL	191931.3	110878.4	81052.90	57.76	42.24

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 (NRPC) in the form of an additional room in existing primary school at each Nyaya Panchayat, and a Block Resource Centre (BRC) building at each block headquarters are proposed to support teacher's training and other academic activities. The proposals also include repairs of existing primary school buildings.

APPROACH :

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

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

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

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

TECHNICAL SUPERVISION :

The necessary technical support to DPO for construction works by the VECs shall be provided by 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	18
2.	Construction of buildings/dilapidated primary schools buildings	50
3.	Construction of additional class rooms	345
4.	Repairs of School	215
5.	Construction of toilets	588
6.	Provision of drinking water facility	43
7.	Construction of rooms for NPRC	74
8.	Construction of BRC	8

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

LIST OF EQUIPMENTS

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

DISTRICT PROJECT OFFICE

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

B. FURNITURE & FIXTURE

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

LIST OF EQUIPMENTS OF DIET

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

EQUIPMENTS AT BRC

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

VEHICLES

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

NPRC

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

CHAPTER – X

RISKS AND BENEFITS

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

The project would assure

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

This would lead to

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

Risks

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

Financial Risks

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

Implementation

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

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

CHAPTER - XI

ANNUAL WORK PLAN AND BUDGET

(October 99 to September 2000)

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

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

FIRST PHASE

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

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

Strengthening of DIET. Creation of BRC, NPRC.

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

ENVIRONMENT BUILDING AND COMMUNITY MOBILISATION

- (a) Activisation of VEC through mass contact programme and earmark of responsibility of ABSA/SDI and other officers to get a VEC meeting organised in their presence. Primary 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.

* A.W.P.B
DISTRICT: GHAZIABAD

(Rs. In thousand)

S.No	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
A1.	(A) ACCESS Additional Classroom Additional Classroom in Nagar School	28	345	9660	45	1260	
A2.	New Primary Schools Unserved Areas						
1	Construction @ Rs. 191 per school (76.4 from DPEP & 114.6 from JRY/State Govt.	76.4	18	1375.20	10	764	
2	Salary of Para Teachers	1.4 AT	1444.00	2116.00	0	0	
3	Furniture/Fixture & Equipment	15	18	270	10	150	
	Total			13421.20		2174.00	
A3.	<u>Shiksha Mitra</u>						
1	Honorarium	1.0 pm	0	0.00			
2	Training						
3	Inducive Training	3.0	0	0.00			
4	Recurring Training	1.2	0	0.00			
	Total			0.00		0.00	
A4	<u>Alternative Schools</u>	10					
1	Honorarium						
a	Workers	0.6	11520	6552			

A.W.P.B
DISTRICT: GHAZIABAD

(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	1020	1020			
2	Maintenance of Centres	p.m. 2.0	1100	2200			
3	TLM	p.a 1.65 p.a	900	1815.00			
4	Training						
a	Inducive	2.1	330	693			
b	Recurring	0.84	880	739.3			
c	Training for Supervisors	0.54					
5	Equipment	2.5	300	750			
	Total			13769.30		0.00	
	Sub Total			27190.50		2174.00	
	RETENTION						
R1	Publicity & Extention Awareness Building/Mass Communication	1 PA P VEC	1371	1371.00	457	457.00	
R3	Newsletter						
R4	Cons /Recons. of old PS(Rural) (Cons through community action)	76.4	6	458.40	6	458.40	
-	Urban Relocated/Reconstruction	76.4	50	3820.00	10	764.00	
R5	Toilets	10	558	5880	100	1000.00	
R6	Drinking Water	22	43	946	10	220.00	

A.W.P.B

DISTRICT: GHAZIABAD

(Rs. in thousand)

S.No	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
R7	Repair & Maintenance (School Needing Repairs & General Maintenance) <i>Repairs</i>	20	215	4300	75	1500.00	
R8	Salary of Addl. Para Teachers	1	21000	30660			
R9	Innovative Programmes through NGOs/Mahila Samakhya	100	8	1200			
R10	Promoting Girls Education	10	32	320.00	8	80.00	
R11	Training of Elected Women of G P	0.09	4570	411.30	914	82.26	
R12	MTA/PTA Training	0.09	7500	675.00	1500	135.00	
R13	MTA Award	1	200	200.00	40	40.00	
R14	Bal Mela	5 PA P NPRC	370	185	74	37.00	
R15	Innovative prog. For G.E.	200 PB					
R16	Health Card & Health Checkup	15PB	16	240			
R17	Salary of AEs(Fixed)140	10		360		60.00	
R18	Salary of JEs(Fixed)	7		2016		336.00	
	Sub Total			53042.79		5169.66	

A.W.P.B
DISTRICT: GHAZIABAD

(Rs. In thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
	(Q) QUALITY IMPROVEMENT						
Q1	Opening of ECCE Centres						
1	Civil Works (one additional room)	28	100.00	2800.00			
2	TLM	5	290	1450.00			
3	Honorarium (Constructor + Helper)	600 pm	2930	1778			
4	Contingency <u>Training</u>	1.5	290	345			
	Induction	1.47	100	147.70			
	Recurring	0.56	290	106.40			
	Anganwari Worker's training	0.49	1200	548.00			
	Total			7175.10		0.00	
Q2	Training Programmes						
1	VEC/ABSA Eng. CW	10	3	30	1	10	
2	Induction Training to para teachers	2.1	336	705.60	60	126	
3	In-service teachers training	0.9	10485	9436.50	2097	1887.3	
4	Pec training for para teachers	1.4	1028	1439.20			
5	VEC Members Training	0.09	7200	648.00	1440	129.6	
6	NGOs/Innovative Training	0.84	75	63.00	25	21	
7	BRC Coordinators/	0.8	250	200.00	50	40	
8	NPRC Coordinators training	0.8	370	296.00	74	59.2	
9	ABSA/SDI Training	0.84	32	30.00			
10	Head Teacher's training	0.84	3745	3145.80	749	729.16	
11	Book Bank	0.3	3027	919.20			
	Total			16883.30		2992.26	

A.W.P.B
DISTRICT: GHAZIABAD

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
Q3	Teaching Learning Material to:						
1	School Improvement Fund	2	3064	6128 00	760		
2	Teacher's grant	0 5	8276	4138 00	2057		
3	Free Text Book to SC/ST & Girls	0.03	582167	20480 01	107459		
Q4	Book Bank	0.03					
	Total			30746.01		0.00	
Q5	Awards to VECs to per NPRC	25	32.00	800 00	8	200	
Q6	School Awards	5 per block	64.00	320 00	16	80	
	Sub Total			55924.41		3272.26	
	(C) CAPACITY BUILDING						
C1	School Mapping & Microplanning						
1	Printing:Survey	10	8	80 00	4	40	
2	Seminar & Workshop	3	16	48 00	2	6	
3	Village level Microplanning	15	24	360 00	8	120	
	Total			488.00		166.00	
C2	Operationalising DIETs						
1	Furniture/Fixture						
2	Equipment	50		50 00		50	
3	Books	10		40 00		10	
4	Honorarium						
5	Printing						
6	Travelling Allownces	40		200 00		40	
7	Maintenance	15		60 00			
8	Workshop/Seminar/Comp. Trg			160 00		40	
9	Purchase of vehicle	350		350 00		350	

A.W.P.B
DISTRICT: GHAZIABAD

(Rs. In thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
10	POL			145.00		30	
11	Action Research	40		160.00		40	
12	Wages of Driver	2.5		182.50		30	
	Total			1347.50		590.00	
C3	Block Resource Centre						
1	Civil Construction	800	8	6400.00	2	3200	
2	Salary (Coordinator, 2 No.)	6	326	1956.00	12	72	
	Asstt Co-ordinator, Chowkidar)	12.5	326	4075.00	12	150	
3	Equipment/Furniture	150	8	1200.00	2	600	
4	Travelling Allowance	5	40	160.00	2	10	
5	Maint. of Equipment	1	20	20.00			
6	Maint. of Building	6	20	120.00			
7	Books	10	32	320.00			
8	BRC Exhibition fair of teaching aids	20	32	640.00			
9	Consumables	5	32	160.00			
10	Motor Cycle	50	8	400.00	8	400	
11	POL	12	40	480.00	8	96	
	Total			15931.00		4528.00	
C4	District Project Office						
1	Equipment	200	0.00	200.00			
2	Furniture & Fixture	120	0.00	120.00			
3	Books	10	0.00	50.00		10	
4	Purchase of Vehicle	350	2.00	350.00	1	350	
5	Consultancy charges	120		600.00		120	
6	Salary staff	115	60.00	6900.00	6	1380	
7	Travelling Allowances	40		220.00		40	
8	Consumables	50		250.00		50	
9	Telephone/Fax	40		200.00		40	
10	Vehicle Maint. & POL	120		600.00		120	
11	Maint of Equipment	25		100.00			

A.W.P.B
DISTRICT: GHAZIABAD

(Rs. in thousand)

S.No	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
12	Seminar/Workshop	40		160.00		40	
13	Hiring of Vehicles	10		45.00		10	
14	CW Supervisory Consultancy						
15	Distt. level Exhibition & Fair	50		100.00		50	
16	Study Tours	40		160.00		40	
17	Distt. level conversion workshop	15		75.00		15	
18	AWP & View Workshop	15		75.00		15	
19	Research Evaluation			200.00			
20	Contingency			50.00		10	
21	Motor Cycle	50	6.00	300.00	6	300	
22	POL	12	30.00	360.00	6	72	
	Total			1115.00		2662.00	
C4.1	MIS/Research & Evaluation						
1	MIS Cell Furnishing	180	1.00	180.00	1	180	
2	EMIS/PMIS (Printing/Survey etc per block	50		250.00		50	
3	MIS Equipments	250	1.00	250.00	1	250	
4	Comp. systems training	50		50.00		50	
5	Maintenance of equipments	30	1.00	120.00			
6	Exposure visits						
7	Consumable	50		250.00		50	
	Total			1100.00		580.00	
C5	School Complex (NPRC)						
1	Construction	28	74.00	2072.00	25	700	
2	Salary Coordinator	5.5	3264.00	17952.00	150	825	
3	Equipment	15	68.00	1110.00	25	375	
4	Books for Library/Book Bank	5	198.00	990.00	25	125	
5	Audio visual hiring charges	0.8	296.00	236.80	74	59.2	
6	Monthly meeting	2	370.00	740.00	74	148	
7	Mela/ Workshop etc						
	Total			23100.80		2232.20	

A.W.P.B
DISTRICT: GHAZIABAD

(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		75.00			
2	Telephone & Fax Bills	6		24.00			
3	Maintenance	5		15.00			
4	Video Recording & Packaging	200		800.00			
5	Printing materials	25		100.00			
	Total			1014.00		0.00	
C8	Integrated Education						
1	Distt. level workshop	50	2.00	100.00	1	50	
2	Block level resource support/DC	27	8.00	1296.00			
3	Survey through VECs	5	8.00	40.00	2	10	
4	Training of BRG/DRG	0.6	9.00	5.40	3	1.8	
5	Orientation of Teachers	0.09	2386.00	236.74			
	Total			1678.14		61.80	
	Sub Total			55774.44		10820.00	
	Grand Total			191932.05		21435.92	



D10381

NIEPA DC

LIBRARY & DOCUMENTATION UNIT
 National Institute of Educational
 Planning and Administration
 17-B, Sri Aurobindo Marg,
 New Delhi-110016
 D-10381

APPENDIX

DISTRICT: GHAZIABAD

PROCUREMENT PLAN

Rs in thousand

S. NO.	TYPE OF PROCUREMENT	TOTAL COST AMOUNT	UNIT	UNIT COST	PROCUREMENT PROCEDURE	PROCUREMENT AGENCY	TIME SCHEDULE
A-1	Additional Classroom	9660.00	345	28.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2003
A-2	Construction of New Primary School Building	1375.20	18	76.40	Commu. Participation	VEC	APRIL 2000 TO MARCH 2003
A-3	Furniture/Fixture & Equipment	270.00	18	15.00	National Shopping	VEC	APRIL 2000 TO MARCH 2003
A-4	Alternative School						
	1. T.M	1485.00	900	1.65	National Shopping	DPO	APRIL 2000 TO MARCH 2004
	2. Equipment	750.00	300	2.50	National Shopping	DPO	APRIL 2000 TO MARCH 2004
R-3	Reconstruction of old PS	3820.00	50	76.40	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002
R-4	Toilets	5880.00	588	10.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002
R-5	Drinking Water	946.00	43	22.00	Jal Nigam (Single Source Contract)	DPO	APRIL 2000 TO MARCH 2002
R-6	Repair & Maintenance of School Building	4300.00	215	20.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002

DISTRICT: GHAZIABAD

PROCUREMENT PLAN

Rs in thousand

S. NO.	TYPE OF PROCUREMENT	TOTAL COST AMOUNT	UNIT	UNIT COST	PROCUREMENT PROCEDURE	PROCUREMENT AGENCY	TIME SCHEDULE
Q-1	<u>Opening of ECCE Centres</u>						
	TLM	1450.00	290	5.00	National Shopping	DPO	APRIL 2000 TO MARCH 2001
	Civil Work	2800.00	100	28.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2001
Q-3	<u>Teaching Learning Material to</u>						
1	School Improvement Fund	6128.00	3064	2.00	National Shopping	VEC	APRIL 2000 TO MARCH 2001
2	Teachers Grant	4138.00	8276	0.50	National Shopping	SCHOOL TEACHER	APRIL 2000 TO MARCH 2001
3	Free Text Book to SC/ST & girls	20480.01	682667	0.03	Proprietary Item	VEC	APRIL 2000 TO MARCH 2001
C-2	<u>Operationalising DIETs</u>						
1	Furniture/Fixture						
2	Equipment	50.00	DIET		National Shopping	DIETs	OCT TO DEC 99
	Vehicle	350.00	1	350.00	National Shopping	SPO	OCT. TO DEC 99
	Books	40.00	DIET		Proprietary Item	DIETs/SPO	APRIL 2000 TO MARCH 2001
C-3	<u>Block Resource Centre</u>						
1	Civil Construction	6400.00	8	800.00	NCB	DPO/SPO	APRIL 2000 TO MARCH 2001
2	Equipment/Furniture	1200.00	8	150.00	National Shopping	BLOCK COORDINATOR	APRIL 2000 TO MARCH 2001
3	Books	320.00	32	10.00	Proprietary Item	SPO	APRIL 2000 TO MARCH 2001

DISTRICT: GHAZIABAD

PROCUREMENT PLAN

Rs in thousand

S. NO.	TYPE OF PROCUREMENT	TOTAL COST AMOUNT	UNIT	UNIT COST	PROCUREMENT PROCEDURE	PROCUREMENT AGENCY	TIME SCHEDULE
C-4	<u>District Project Office</u>						
1	Equipment	200.00	DPO		National Shopping	DPO	OCT 99 TO MARCH 2000
2	Furniture/Fixture	120.00	DPO		National Shopping	DPO	OCT 99 TO MARCH 2000
3	Books	55.00	DPO				OCT 99 TO MARCH 2000
4	Purchase of Vehicle (4 Wheeler)	350.00	1	350.00	National Shopping	SPO	OCT 99 TO DEC 99
	(2 Wheeler)	300.00	6	50.00	National Shopping	SPO	
C 4 1	<u>MIS Research & Evaluation</u>						
1	MIS Cell furnishing	180.00	DPO	180.00	National Shopping	DPO	APRIL 2000 TO MARCH 2001
2	EMIS/PMIS (Printing/Survey etc.)	180.00	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	2072.00	74	28.00	Commu Participation	VEC	APRIL 2000 TO MARCH 2002
2	Equipment	1110.00	74	15.00	National Shopping	DPO	APRIL 2000 TO MARCH 2002
3	Books for Library/Book Bank	990.00	230	5 PA	Propuluary Item	SPO	APRIL 2000 TO MARCH 2001

IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000

S. No.	Heads / Sub Heads	Oct. 1999	Nov. 1999	Dec. 1999	Jan. 2000	Feb. 2000	Mar. 2000	Apr. 2000	May 2000	June 2000	July 2000	Aug. 2000	Sept. 20
R	RETENTION												
R1	Awareness Building												
	<ul style="list-style-type: none"> • Procession / Rallies, Audio Visual, Publicity, Posters / Banners, Hoardings, Festival/ Sports etc. 		****	****	****	****	****	****	****	****	****	****	****
R2	Exchange Visits					****			****				
R3	Toilets												
	<ul style="list-style-type: none"> • Selection of Schools • Distribution of Manual / Training • Transfer of Money • Construction 				****	**	**	****					
R4	Drinking Water												
	<ul style="list-style-type: none"> • Selection of Schools • Selection of Agency • Transfer of Funds • Installation • Verification 					****	**	**	****	****			****
R5	Upgrade H.T.												
	<ul style="list-style-type: none"> • Post Creation • Placement 						****	****	****	****			
R6	Reconstruction of Old P.S. Buildings												
	<ul style="list-style-type: none"> • Finalisation of the List • Opening of Joint Account • Transfer of Funds • Distribution of Manual / Training • Construction Work 				****	****	**	**	****	****	****		
R7	Innovative Programmes												
R9	Salary of Addl. Teachers												
R10	Promoting Girls Education							****	****	****	****	****	****
R11	Training of Elected Women of GP							****	****	****	****	****	****
R12	MTA / PTA Training							****	****	****	****	****	****
R13	Bal Mela							**	****	****	****		

IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000

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

IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000

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

IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000

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