

PROPOSAL

FOR

DISTRICT BASIC EDUCATION PROJECT

DISTRICT -BAHRAICH

UTTAR PRADESH

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PREFACE

It has been a challenging task to prepare this important project document for educational development of district Bahraich. The project demanded a comprehensive understanding of the district profile, educational problems and needs of the local people, and of the constraints which have limited the expansion of literacy in the past.

It would not have been possible for the district administration to develop this plan and proposal without active and constructive participation of the community representatives, NGOs, social activists, particularly women, members of minority and Scheduled caste and Scheduled tribe community, parents and the teachers, who came forward so overwhelmingly with their valuable suggestions. Their perceptions and suggestions have not only been incorporated in the document, in fact, they form the very basis of the approach adopted by the District Administration in formulating this plan.

I also express my gratitude to the Chief Development Officer and Basic Shiksha Adhikari who worked untiringly for compiling the suggestions/data to prepare this report.

I am confident that this project once completed would usher in this district a new era of growth, development and improved quality of life.

DISTRICT MAGISTRATE

BAHRIACH

CHAPTER I INTRODUCTION TO DISTRICT BAHRAICH

1.1 GEOGRAPHICAL INFORMATION :

One of the six districts of Faizabad division in the State of Uttar Pradesh, Bahraich is situated on the banks of sacred river Saryu. It is bounded by the foreign Land of Nepal in the North, District Barabanki in the South, Sitapur and Lakhimpur in the West and District Gonda in the East. With the total land area of 6877 sq. kilometers, this district is located between 27.4 to 28.24 latitudes and 81.03 to 82.13 longitudes.

1.2 TOPOGRAPHY:

Located in the foot-hills of Himalayas the landmass of the district is a part of the fertile terai belt. Green and beautiful landscape of this district is richly endowed with rivers, natural streams, ponds and lakes. Saryu, Ganga, Rapti, Bhakhla are some of the important rivers running through the district. However, the rivers are flood prone and have devastated the district year after year during the monsoons. Streams like Gandari, Telri, Jhinguri, Lobal, Babuni and ponds Sitadohar, Chittaura, Anarkali interperse this forest dominated district. Predominantly plain and fertile district has small pockets of swampy and arid land.

About 15% of total land area is covered by rich Sheesham, Sakhu, Mango, Neem dominated forest. Much of the forest land lies on the Indo-Nepal border and is fed by ample rainfall the whole year long. Temperature of the district varies from 42.4 C on the high to 4.9 C on the low. The main ~~crops~~ crops of Bahraich are

Wheat, Rice, Arhar, Moong, Urad, Mustard, Sugarcane, Sunflower, Groundnut etc. Besides, the district is also rich in Jamun, Lemon, Mango, Guava, Watermelon cultivation.

This forest dominated district is gifted with wide variety of wildlife. Tigers, Lion, Bear, Wolfes, Jackal are found in the jungles and cow, buffalo, bull, sheep, goat, horse, mules are the main domesticated animals.

1.3 HISTORICAL BACKGROUND :

Fascinating mythological beliefs and facts adorn the history of Bahraich. It is believed that this sacred 'Gandharva Van' region was once the Capital of Brahma, the creator and the first congregation of the rishis was held here. And thus this region came to be known as 'Brahmalch'. According to district gazeteer Maharaja Luv of Suryavansh dynasty, son of Lord Rama and subsequently Raja Bharr and 'Bharshiv' ruled this land. Apparently it was the dominance of Bhar dynasty that gave this district its present name "Bahraich"

Ashtavakra, guru of emperor Janak resided in Chittaura Block, and the Pandavas spent one year of their exile in Shravasti.

Lord Gautam Buddha is said to have spent more than 25 years in the region and even today Shravasti resounds with stories of his miracles. Famous Jain Tirthankars Bhagwan Sambhaav Nath and Chandra Prabha were also born in this enlightened land. Thousands of Buddhist pilgrims from China, Japan, Thailand, Srilanka, Combodia visit Shravasti every year.

Bahraich is also remembered for its role in the first war of independence in 1857. Having eliminated Lt. Longbailey Clark, Dy. Commissioner C.W. Cornaliff and Mr. Jordan, the rebel forces succeeded in pushing the British out of Bahraich. It was only after the fall of Avadh to the British that the rebels begin to disintegrate. Raja of Chehlari-Balbhadra Singh and Raja Bhitauini are among the famous freedom fighters who were killed in the first war or independence.

1.4 CULTURE :

Awadhi language, folk songs and Hindu customs, rituals form the core of regional culture. Tharu tribal culture in all its traditional richness can be seen in blocks Mihirpurwa and Sirasla. However, this tribal community today is stricken by poverty and low self-esteem.

This region has also contributed enormously to Indian literature. "Surya Shatak" by Sanskrit scholar Mayur Bhatt, "Maslah Nama" by famous poet Jayasi, "Chand Shingar" by Jagat Singh are some of the famous literary works produced in this region. Mahakavi Baan Bhatt, progressive Urdu poets Shauk Bahraichvi and Sagar Mehendi are some of the leading literary lights born here. Among the contemporary poets Paras 'Bhramar', Radha Krishan Pathak, Hari Bux Singh Pawar, Sharda Prasad Singh "Shaida", Suresh Prasad Khare are prominent.

News dailies and Magazines like Dainik Lok Riti Bahraich Times, Sandhya Dainik, Pratishana Times, Ellora Times. Weekly Sahet-Mahet, Sansamaran continue to add to the glorious culture of Bahraich.

1.5 SOCIO-ECONOMIC BACKGROUND:

Bahraich, with all its lofty and glorious past, today is one of the most backward district of the State both socially and economically. 27.64,000 strong population of this district comprises primarily of Kori, Chamar, Pasi among the Scheduled Caste; Tharus among the Scheduled Tribes; Yadavas, Kurmis and Lodhs among the OVCs, Muslims among the Minorities; Brahmin, Kshatriyas and Vaishyas among the Hindus.

1.5(A) SEX-WISE POPULATION DATA:

According to 1991 Census, 12,63,000 women and 15,01,000 males constitute the total population of this district. Majority of the population i.e. 92.14% lives in rural areas of which about 45.60% are women. In the rural area Mihirpurwa Block has the highest population both for males and females. Significant part of the district being under forest cover there are small clusters of forest habitations scattered in Mihirpurwa, Nawabganj, Jamunaha, Hariharpur Rani, Sirasia and Ikauna Blocks, where 5606 persons reside.

The sex-wise rural population data is given in Table -I

TABLE I
DISTRICT BAHRAICH
RURAL POPULATION DATA ; SEX-WISE - 1991

SL. NO.	NAME OF BLOCK	TOTAL	MALE	FEMALE
1.	2	3	4	5
1.	CHITTAURA	132544	72451	60093
2.	PAYAPUR	122512	66534	55978
3.	IKAUNA	129631	70451	59180
4.	VISHESWARGANJ	127967	69196	58771
5.	GILLAULA	121832	67191	54641
6.	QAISERGANJ	114201	61972	52229
7.	PHAKHAR PUR	152764	72748	70016
8.	MAHASI	136528	73701	62827
9.	TAJAWAPUR	124294	67594	56700
10.	JARWAL	131867	71365	70502
11.	HUJOORPUR	117145	63163	53982
12.	BALAHA	139249	76115	63134
13.	SHIVPUR	148460	81301	67159
14.	NAWABGANJ	111902	60860	51095
15.	RISIA	127277	68922	58355
16.	MIHIPURWA	208581	112605	95976
17.	JAMUNAHA	141796	76912	64884
18.	HARIHARPUR RANI	121176	66868	54308
19.	SIRSIA	131512	72288	59224
20.	FOREST VILLAGES	5606	3315	2291
TOTAL		2546844	13854499	1161345

1.5(b) **URBAN POPULATION DATA:**

The total urban population of district is 216906 of which 46.6% are women and 53.4% are males. Bahraich city accounts for nearly 65% of the total urban population while Risia has the smallest urban population of 8814. (See Table-II)

TABLE II
 DISTRICT BAHRAICH
 URBAN POPULATION DATA : SEX-WISE 1991

SL. NO.	NAME OF URAN AREA	TOTAL	MALE	FEMALE
1.	BAHRAICH	135400	72372	63028
2.	NANPARA	34409	18434	15975
3.	BHINGA	16628	8795	7733
4.	RISIA	8814	4629	4185
5.	JARWAL TOWN	11741	6271	5470
6.	IKAUNA	10014	5250	4764
TOTAL		216906	115751	101155

1.5(c) AGE-WISE POPULATION DATA:-

It is noteworthy that almost 48% of the total population falls in the age-group of 0 to 19 years and equally significantly, more than 26% of the population forms the target group of primary education as it lies in the age-group 5 to 14 years. The data on age-wise break-up of population is based on 1981 Census. (See table - III)

TABLE III

DISTRICT BAHRAICH
AGE-WISE POPULATION DATA
POPULATION (AGE GROUP-WISE) 1981

AGE GROUP	TOTAL		RURAL AREA		URBAN AREA	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
1	2	3	4	5	6	7
ALL AGE GROUP	1194943	1021302	1111811	948221	83132	73081
0-4	152764	151353	142569	140497	10195	10856
5-9	181080	157427	168505	146029	12575	11398
10-14	149766	103248	138137	94095	11629	9153
15-19	96624	64442	88051	58051	8573	6380
20-24	78704	74722	71650	68454	7054	6268
25-29	84174	76126	78274	70808	5900	5318
30-34	78955	76515	73834	71555	5121	4960
35-39	74734	66593	69956	62278	4778	4315
40-44	73214	61145	68859	57458	4355	3687
45-49	56053	48950	52475	46089	3578	2861
50-54	57468	40801	54282	38382	3186	2419
55-59	26616	26234	25038	24919	1578	1315
60 AND EXCESS	84412	73390	79861	69274	4551	4116
TOTAL	1194943	1021302	1111811	948221	83132	73081

1.5(d) SCHEDULED CASTE/TRIBES:

Caste-wise, 15.9% of the district population belongs to scheduled caste category. Bahraich also has 9467 persons belonging to Scheduled Tribes.. mostly Tharus, who are concentrated in blocks Mihirpurwa and Sirasia. These Tribes have largely nomadic lifestyles. (See Table - IV).

TABLE IV
DISTRICT BAHRAICH
POPULATION DATA : SC/ST 1991

SL. NO.	NAME OF BLOCK	SC			ST		
		T	M	F	T	M	F
1.	CHITTWA	33111	18171	14940			
2.	PAYAGPUR	26315	14425	11890			
3.	IKAUNA	24765	13675	11090			
4.	VISHWESHARGANJ	23999	13077	10922			
5.	GILAULA	33349	18547	14802			
6.	KAISERGANJ	13469	7378	6091			
7.	PHAKHERPUR	18354	10010	8344			
8.	MAHASI	22898	12395	10503			
9.	TAJAWAPUR	16053	8730	7323			
10.	JARWAL	15102	8264	6838			
11.	HUJOORPUR	15464	8446	7018			
12.	BALAHA	22754	12517	10237	16	10	6
13.	SHIVPUR	21985	12155	9830			
14.	NAWABGANJ	25436	13916	11520	4	1	3
15.	RISIA	22001	12159	9842			
16.	MIHIPURWA	39761	21511	18250	6044	3108	2936
17.	JAMUNAHA	25317	13935	11382	5	3	2
18.	HARIHARPUR RANI	17220	9552	7668			
19.	SIRSA	24038	13314	10724	3334	1725	1609
	FOREST VILLAGES	739	434	305	64	45	19
TOTAL		442130	242611	199519	9467	4892	4575

MINORITIES:

Minority population in the district accounts for 26% of the total population of which 25% are Muslims. 0.08% are Christians, 0.15% are Sikhs and 0.03% are Budhist etc. The list of habitations predominated by SCs/STs. OBCs and Minorities is given in Table 5.

TABLE V
DISTRICT BAHRAICH
HABITATIONS PREDOMINANTLY INHABITED BY SC/STs OBCs
MINORITIES, ETC.

FIRST FIVE BLOCKS IN DISTRICT			
SL. NO.	SC/ST NAME OF BLOCK	OBC NAME OF BLOCK	MINORITIES NAME OF BLOCK
1.	MIHIPURWA	IKAUNA	JARWAL
2.	GILAULA	MIHIPURWA	BALAHA
3.	CHITTAURA	SIRSIA	CITY BAHRAICH
4.	PAYAGPUR	NAWABGANJ	RISIA
5.	JAMUNAHA	JARWAL	SHIVPUR
6.	SIRSIA		

SEX RATIO:

Bahraich has a highly adverse sex-ratio of 841 females per thousand male population. While in the urban areas the sex-ratio is 874 to a thousand males, in the rural areas it is only 827. Interestingly, the sex-ratio in the age-group of 0 to 4 years is a healthy 990 to a thousand males which drastically declines with increasing female age. (See Table - VI)

TABLE VI
DISTRICT BAHRAICH
SEX RATIO - 1991

SL. NO.	NAME OF BLOCK	FEMALE PER THOUSAND MALE
1	2	3
1.	CHITTAURA	839
2.	PAYAGPUR	841
3.	IKAUNA	840
4.	VISHWESHWARGANJ	849
5.	GULAULA	813
6.	QAISERGANJ	843
7.	PHAKHERPUR	846
8.	MAHASI	852
9.	TAJWAPUR	838
10.	JARWAL	847
11.	HUJOORPUR	854
12.	BALAHA	829
13.	SHIVPUR	826
14.	NAWABGANJ	839
15.	RISIA	846
16.	MIHIPURWA	852
17.	JAMUNAHA	843
18.	HARIHARPUR RANI	812
19.	SIRSIA	819

URBAN SEX RATIO - 873 (PER THOUSAND MALE)

DISTRICT BAHRAICH SEX RATIO - 841 (PER THOUSAND MALE)

POPULATION GROWTH & DENSITY:

During the period 1981 to 1991 population grew at the rate of 24.74% bringing the population density per sq.km. to 401 persons (See Table - VII)

TABLE VII
DISTRICT BAHRAICH
POPULATION GROWTH AND DENSITY - 1991

SL. NO.	NAME OF BLOCK	POPULATION GROWTH DURING 1981-91 IN %	DENSITY OF POPULATION PER SQ.KM.
1.	2	3	4
1.	CHITTAURA	21.98	429
2.	PAYAGPUR	22.30	458
3.	IKAUNA	29.05	452
4.	VISHWESHWARGANJ	25.04	503
5.	GILAULA	22.80	385
6.	QAISERGANJ	27.07	478
7.	PHAKERPUR	21.79	451
8.	MAHASI	25.88	373
9.	TAJAWAPUR	23.93	466
10.	JARWAL	22.83	476
11.	HUJOORPUR	21.19	490
12.	BALAHA	26.16	463
13.	SHIVPUR	21.08	389
14.	NAWABGANJ	21.07	462
15.	RISIA	21.28	501
16.	MIHIPURWA	29.47	361
17.	JAMUNAHA	24.34	391
18.	HARIHARPUR RANI	20.84	462
19.	SIRSIA	20.90	302
TOTAL		23.75	372

POPULATION DENSITY OF BAHRAICH - 401 (PER SQ.KM.)
POPULATION GROWTH OF BAHRAICH DURING 1981-1991 - 2474%

BIRTH/DEATH RATE:

The birth and the death rates according to Census 1991 are 38.61 and 15 per thousand respectively. High infant mortality of 150 per thousand births is indicative of adverse living conditions, poor maternal and child health care, and general socio-economic backwardness. However, a concerted effort is underway to improve the lot of people and bring down the birth rate to 31 per thousand and death rate of 11 per thousand by the year 2000 A.D. (See Table - VIII)

TABLE VIII
DISTRICT BAHRAICH
BIRTH RATE AND DEATH RATE - 1991

BIRTH RATE	DEATH RATE	INFANT MORTALITY
38.61	15.00	150.00
Per thousand	Per thousand	Per thousand

TARGET 2000 AD

BIRTH RATE	DEATH RATE
31.00	11.00
Per thousand	Per thousand

OCCUPATIONAL CLASSIFICATION OF POPULATION:

Occupationally the economy is largely agrarian accounting for nearly 96% of the employment. Small, village and cottage industries, traditional family skills and forest based produce also provide living to small percentage of population. Northern and Western parts of the district comprising of blocks Mihipurwa, Nawabganj, Sirsia, Narsia, Hariharpur Rani, Jamunaha etc. are extremely backward with much of its population living below the poverty line. Occupation-wise classification of population is given in Table 9.

TABLE IX
DISTRICT BAHRAICH
OCCUPATION WISE DATA
ECONOMIC CLASSIFICATION OF POPULATION - 1991

SL. NO.	NAME OF BLOCK	FARMER	AGRI-CULTURAL LABOUR	LAND PLAN-TATION	INDUS-TRY PARI-WARIK	NON-PARI-WARIK
1	2	3	4	5	6	7
1.	CHITTAURA	31758	8879	588	286	944
2.	GILAULA	34299	5965	171	241	304
3.	IKAUNA	33849	6076	149	155	468
4.	VISHWESHARGANJ	32711	5856	221	322	468
5.	PAYAGPUR	30408	6119	263	302	451
6.	QAISERGANJ	27841	5443	101	207	357
7.	HUZOORPUR	30288	5617	106	141	276
8.	JARWAL	32721	5348	192	142	844
9.	PHAKARPUR	41645	6152	231	230	330
10.	TAJAWAPUR	34595	4265	77	88	183
11.	MAHASI	39406	4096	70	91	220
12.	BALAHA	33151	9330	460	354	1155
13.	NAWABGANJ	23236	110016	323	171	766
14.	JAMUNAHA	37130	5754	108	251	338
15.	RISIA	30948	7515	196	105	472
16.	SHIVPUR	43736	5200	111	141	414
17.	MIHIPURWA	47720	15885	810	130	1046
18.	HARIHARPURRANI	34492	4233	246	200	616
19.	SIRSIA	37175	8247	195	188	334
FOREST VILLAGES		452	411	536	5	34
RURAL TOTAL		657569	130407	5154	3750	10028
URBAN TOTAL		7007	5697	1079	1761	7324
TOTAL		664576	136104	6233	5511	17352

ADMINISTRATIVE SET-UP OF DISTRICT BAHRAICH

Administratively Bahraich is divided into 5 tahsils and 19 Developmental Blocks. The district has 1936 villages of which 1878 are habited and 15 are in forest areas. Bahraich and Nanpara are two Nagarpalikas besides four town areas namely Risia, Bhinga, Jarwal and Ikauna. The district has 190 Nyaya Panchayats and 1270 Gram Sabhas. The district administration is headed by the District Magistrate. Chief Development Officer, assisted by Project Director, Block Development Officers, is primarily

responsible for administration of developmental activities in the district.

District Basic Education Officer is responsible for the management of primary education at the district level. He is assisted by Deputy Basic Education Officers, Assistant Basic Education officers in the rural areas, and Education Superintendent in the urban areas. Besides, District Adult Education Officer and District Non-Formal Education Officer supplement efforts for spread of literacy and alternative schooling in the district.

Three-tier Panchayat system came into operation in the district with the Panchayat elections held in May 1995. Zila Panchayat at the district level, 19 Area Committees at the Block levels and the village Panchayat at the village levels have been duly formed and are since working for integrated development in their respective areas.

This three-tier system under the amended Panchayat Raj Act forms the nucleus of decentralised planning, implementing and monitoring of the developmental activities. Panchayat Raj institutions are expected to play an important role in micro-planning and school-mapping at the grass root levels and subsequently in effective administration of educational activities. These institutions would also be instrumental in mobilising the community participation and support for achieving the objectives of this project.

However, it is being experienced that the Panchayat members lack the desired level of knowledge and commitment on the issues relating to educational development. Active participation of these members being a pre-requisite in implementing the project at grass-root levels, the members should be made to understand the importance of educating the community. They should be urged to accord high priority to education in their agenda.

CHAPTER II

EDUCATION SCENARIO IN DISTRICT BAHRAICH

HISTORICAL BACKGROUND:

Historically Bahraich district has been an extremely backward district in terms of educational development. In the year 1921 the literacy of Bahraich was less than 5%. Even primary education seems to have been beyond the reach of most. District had only 200 educational institutions. Access to the education facilities was poor and only the affluent could afford to avail of them.

It is indeed interesting that inspite of the very apparent neglect of education to which the district has been subjected to decades, there have been a number of important educationists and literateurs who sprang from this land namely Thakur Hukum Singh, Pandit Surya Lal Divakar, Bhagwan Deen Valdyia of the yester years and Kanhalya Lal Srivastava,, Satyavrata Singh, Pratap Bahadur Pathak, Parashuram Tripathi in the modern times.

The educational infrastructure witnessed continuing but abysmally slow development in the post independence period. The rate of literacy increased to 11.7% in 1961 and has gradually inched to 24.39% in 1991. During the four decades between 1921 and 1961, the literacy rate grew by a negligible 6%. The decadal increase in literacy rates since 1961 is given below:-

<u>Year</u>	<u>Literacy Rate</u>
1961	11.70
1971	12.10
1981	15.57
1991	24.39

It is evident that much remains to be done in this direction. The educational environment in the district needs to be understood and seriously reviewed in the light of the significant fact that in terms of educational infrastructure and availability of educational institutions Bahraich is placed 25th in the state and yet in terms of literacy rates it stands at lowly 56th position. This clearly indicates that the available educational facilities, for one reason or the other, are not being fully utilised.

EDUCATIONAL INSTITUTIONS :

The category-wise break-up of educational institutions in the district is given below in Table 2.1

TABLE 2.1
DISTRICT BAHRAICH
EDUCATIONAL INSTITUTIONS
YEAR 1996

SL. NO.	CLASS	PARISHADIYA	MANAGEMENT (RECOGNISED)	TOTAL
1.	PRIMARY	1704	891	1793
2.	UPPER PRIMARY	195	112	307
3.	HIGH SCHOOL/ INTERMEDIATE		56	56
4.	DEGREE COLLEGE	-	03	03

DISTRICT INSTITUTE FOR EDUCATION AND TRAINING:

DIET is functioning in district Bahraich as an academic support education for training. The elementary teachers, head

teachers and the officials of education department at Block levels. However, to be able to perform more productively and professionally the DIET needs to be strengthened both in terms of professional competencies and equipments.

ENROLMENT OF CHILDREN :

The enrolment rate of the children in the target group (6-11 and 11-14 years) in district Bahraich is 51.90%. thereby leaving a population of nearly 48% uncovered. About 32,500 boys and girls are enrolled for education at Non-Formal Education Centres. There are number of factors that prevent children from availing the educational facilities and enroll for schooling. Northern and Western parts of this district are highly under-developed and majority of the population here lives below the poverty line. They can hardly afford schooling and are compelled to assist the family in household and income generating activities. The enrolment data of district Bahraich for the year 1994-95 and 1995-96 are given below :-

	<u>6-11</u>			<u>11-14</u>		
	Boys	Girls	Total	Boys	Girls	Total
1994-95	215	116	331	47	36	83
1995-96	215	124	339	52	37	89

DROPOUT RATE AND COMPLETION:

Of the children that are enrolled a very large percentage do not complete the primary education cycle. The drop-out rate in Bahraich is approx. 49% more so in case of a girl child i.e. approx. 68%. Factors contributing to this high drop-out are

economic compulsions, low achievements and perceived low rate of return on the time spent in school. Education is yet to be accepted by the parents and children as a good investment.

TEACHERS :

As on March '96 district had a total number of 4388 primary teachers and 696 upper primary teachers as against the sanctioned posts of 5083 and 902 respectively.

As per the data available for 1993-94 the total population of the children in 6-11 year age-group is 413514 of which 242774 are boys and 170767 are girls. Presently the total number of enrolled children is 339200. The current Teacher Pupil ratio is 1:77.

In order to ensure education for all in the 6-11 years age group provision for 100 additional Asstt. Teachers has been made. The existing vacant posts will be filled soon. Further, to compensate the deficiency Non-formal Education system will be adopted in a big way which will also cater to the needs of disadvantaged children like handicapped and working children.

The projections regarding the additional enrolments of the students during the period 1996-2000 A.D. are given below:-

<u>Year</u>	<u>Enrolment Projections</u>
1996-97	339200
1997-98	369200
1998-99	401200
1999-2000	443514

PRIMARY SCHOOLS WITHOUT HEAD TEACHER:

It has been accepted in principle that each school will have a Head Teacher, in district Bahraich, there are total of 355 schools without a head teacher.

SCHOOLING FACILITIES:

UNSERVED AREAS:

According to the norms set there should be a primary school per population of 300 located within a distance of 1.5 km. of the habitation 75 such unserved areas have been identified in District Bahraich.

SHELTERLESS AND SCHOOLS IN DILAPIDATED CONDITION :

169 schools in the district are either without school building or make do with dilapidated shelter.

SCHOOLS REQUIRING REPAIR :

492 existing school buildings require major or minor repairs.

SCHOOLS WITHOUT TOILET AND DRINKING WATER FACILITY:

There are a total of 428 primary schools in district Bahraich which do not have drinking water facility. Further, 227 schools have been found to be lacking proper toilet facility.

SCHOOLS REQUIRING ADDITIONAL CLASS-ROOMS :

345 primary schools have inadequate housing capacity for the students, of which 225 schools require one additional classroom

and 120 schools need two additional class-rooms.

NON-FORMAL EDUCATION :

District Bahraich and has taken up Non-Formal Education Programme in all earnestness. 1300 NFE centres have been established. As of April 1996 the total enrolment is 33168 including 14607 girls. There are 1300 instructors to conduct the programme. The process has also been initiated to enlist the NGO participation particularly for educating the remote and nomadic populations. Details of NFE in the district are given in Table 2 (a).

TABLE 2(a)
DISTRICT BAHRAICH
NON-FORMAL EDUCATION
APRIL 1996

SL. NO.	NAME OF BLOCK	NO. OF NFECs	ENROLMENT			NO. OF INSTRUCTORS
			BOYS	GIRLS	TOTAL	
1	2	3	4	5	6	7
1.	CHITTAURA	-				-
2.	GILAULA	100	1635	865	2500	100
3.	IKAUNA	100	1545	1055	2600	100
4.	VISHWESHWARGANJ	-				-
5.	PAYAGPUR	-				-
6.	QAISERGANJ	100	1228	1311	2539	100
7.	HUJOORPUR	100	1622	944	2566	100
8.	JARWAL	100	1348	1416	2764	100
9.	PHAKHERPUR	100	1769	1748	2517	100
10.	TAJAWAPUR	-				-
11.	MAHASI	100	1176	1356	2532	100
12.	BALHA	50	-	-	-	50
13.	NAWABGANJ	100	1306	1203	2509	100
14.	JAMUNAHA	100	1150	1396	2546	100
15.	RISIA	-				-
16.	SHIVPUR	100	1707	884	2591	100
17.	MIHIPURWA	50	1569	931	2500	50
18.	HARIHARPUR RANI	100	1474	1030	2504	100
19.	SIRSIA	100	1532	968	2500	100
TOTAL		1300	15561	14107	33168	1300

BALWADI/ANGANWADI :

464 Balwadi/Anganwadi centres are in operation with 464 Anganwadi workers and 11 supervisors. These ICDS centres are being run in four blocks namely Chittaura, Fakarpur, Gilaula and Hariharpur Rani. A total number of 31552 children of the age-group 0 to 6 years are enrolled in the centres. See Table 2(b).

TABLE 3 (b)**BALWADI/ANGANWADI**

NAME OF THE BLOCK	NUMBER OF ANGANWADI CENTRES	NUMBER OF CHILDREN ENROLLED	NUMBER OF WOMEN ENROLLED @ 16 PER CENTRE	NUMBER OF ANGANWADI WORKERS EMPLOYED	NUMBER OF SUPERVISOR EMPLOYED
CHITTAURA	112	7616	1792	112	5
FAKHARPUR	133	9044	2128	133	2
GILAULA	119	8092	1904	119	3
HARIHARPUR RANI (BHINGA)	100	6800	1600	100	1
TOTAL	464	31552	7424	464	11

TOTAL LITERACY CAMPAIGN:

Total literacy campaign was undertaken in district Bahraich to cover the illiterate population of the total 20,93,412 illiterates, 31,1179 persons have been covered at 57646 literacy centres.

VILLAGE EDUCATION COMMITTEE :

VECs have been constituted at all the Gram Panchayats in the

district. However, they have yet to emerge as active friends, philosophers and mentors for the educational development programme. There is an urgent need to generate awareness and consciousness in the members about the importance of education and their pivotal role in its dissemination and extension. It is indeed expected that the VECs, once activated, will be major contributors in planning, implementing and monitoring the educational activities at micro-levels as also main motivators for community participation.

CHAPTER III
PROBLEM AREAS IN EDUCATIONAL DEVELOPMENT IN
DISTRICT BAHRAICH

a) INFRASTRUCTURE AND ADMINISTRATIVE DIFFICULTIES :

It is noteworthy that literacy rate of 24.39% does not truly reflect the infrastructure existing in district Bahraich. In terms of the educational institutions and related infrastructure, though definitely not adequate to meet the challenges. Bahraich ranks much above many other districts having higher literacy rates. It is apparent that the existing educational facilities are not optimally planned or utilised. The district has 1704 primary and 188 upper primary schools. At least 74 unserved habitations have been identified to increase the educational access at the primary levels. The problem in this district is further accentuated by the difficult geographical terrain which places many a habitations in remote isolation. The official effort has failed to make in-roads in these secluded pockets. Non-Government Organisations which possible could have addressed these areas have yet to put their act together.

The top down administrative structure has not helped the cause and the process of decentralisation in educational planning, implementation, management and monitoring is in its infancy. The low priority accorded to education lack of professionalism in educational administrators and managers, inadequacy of trained staff have all been limiting the educational development. To make matters worse 355 primary schools in the district are without head teachers.

Political influences, motivated interests, emphasis on quantitative targets, lack of appreciation about the ground realities have all plagued the decision making in the sphere of education.

With 26% of the district population constituting the target group for this project, a committed and professionally skilled cadre of education administrators and NGOs needs to be created.

b) BUILDINGS AND FACILITIES :

Of the total number of schools 169 are either dilapidated or shelterless, 492 schools need repairs. Nearly 650 schools lack even basic amenities like drinking water and toilets, 345 schools in the district do not have adequate capacity to house the students and need additional classrooms. To meet the project objectives a minimum of 74 new primary schools will have to be set-up. In addition to these basic amenities, it is important to increase the attractiveness of the schools for increasing enrolment and retention. Blackboards, seating facilities, recreational and extra curricular facilities, library, inviting decor need to be provided for.

c) TEACHERS :

At present the district has 4388 primary teachers against the sanctioned strength of 5093. The present teacher-taught ratio is 1:77. There is need to fulfil sanctioned vacant posts. Additional 100 Asstt. Teachers are being proposed keeping in view the increase in enrolment.

However, the increase in number of teachers alone is

unlikely to achieve the project objectives. Low level of motivation and self-esteem, lack of proper training, consequent lack of professionalism, improper selection, attitudinal angularities are some of the teacher oriented problems that need to be addressed urgently. There is urgent need to organise periodical teachers' training programmes.

d) **STUDENTS:**

The socio-economic and cultural environment prevailing in the district has had an adverse bearing on the enrolment rate of students. Poverty and economic compulsions, social and parental apathy low priority to education in terms of investment, unattractive and not - so - relevant. Educational curriculum, unplanned educational development have been major constraints in spread of education among the children. The worst affected are weaker sections of the society like SCs, STs, Minorities and Girl children.

e) **TRAINING:**

There is an acute shortage of professionally trained personnel at all functional levels in administration of education. The district officials, the non-government support agencies, school management and most importantly the teachers are ill-equipped to meet the project challenges. There is an urgent need to develop a trained cadre of educational planners, managers, supervisors and teachers in order to effectuate the delivery system. A strong training infrastructure is required at the district and the grass-root level for upgrading the skills of the functionaries and more particularly the large number of Asstt. Teachers who would be recruited over a period of next 2 to 3 years. It is also important to develop training curriculum and

methodology suited to local conditions. A need is also felt to impart training to members of Village Educational Committees.

f) **CURRICULUM AND TEXTBOOKS:**

The present curriculum is not sufficient to incorporate the local needs and priorities adequately. There are hardly any innovative learning materials or activity based learning equipment with the schools. Traditional cramming based teaching method and examination system dominates the educational approach. The system neglects the development of relevant competencies, disirable attitudes, values and personality traits. Besides, extra-curricular and informal learning aids are conspicuous by their total absence. In short, there is little in the school curriculum to attract and retain the child for a prolonged period.

g) **SPECIAL PROBLEMS:**

Scheduled Castes :

The district has 16.5% population under scheduled caste category. This disadvantaged, discriminated and economically very weak section has only 12.5% literates.

Minorities:

Similarly, the muslims who constitute 25% of the district's population also suffer from abysmally low, literacy rate. The main reasons for poor literacy levels in these communities are their economic plight, low accessibility to educational facilities, lack of community support and above all their low self-esteem and confidence.

Scheduled Tribes:

The district also has about 9000 tribal population who are largely concentrated in Sirasia and Mihipurwa blocks. However, their nomadic life style has defied the efforts to educate them.

Girl Child Education :

Another major segment of the society needing an immediate attention is that of girl child. Female literacy in rural areas of Bahraich is as low as 7%. Early marriage, low priority to female education, domestic pre-occupations, social neglect and lack of girls' schools are the reasons attributed for negligible female education in the district.

FOREST VILLAGES:

Significant part of the district being under forest cover, there are isolated and remote pockets of habitations of about 15 villages where traditional approach to education is unlikely to yield results.

h) VEC EFFECTIVENESS:

VECs have been constituted in practically all the Gram Panchayats of district Bahraich. However, the VEC members have yet to contribute constructively towards the schools. Low level of consciousness about the importance of education in community development, lack of understanding on the educational needs of the villages and their own role in the process of planning, managing and monitoring the educational activities at the grass-root levels have all combined to hamper their effectiveness. Their active participation having been accepted as a pre-requisite to the success of this programme, the VEC members need to be trained and motivated for the role.

CHAPTER IV
THE PROJECT PROPOSAL

Educationally Bahraich is one of the most backward districts of Uttar Pradesh. Low level of education and poverty have mutually reinforced each other to perpetuate over all backwardness. The project proposes to break this vicious circle by a strong dose of educational intervention.

The aim of the project is to universalise primary education on a sustained basis in the district. Education for all children in 6 to 14 years age-group by the year 2000 A.D. is aimed to be achieved in district Bahraich.

The objectives of the project are -

1. Create an environment for providing sustained momentum through attitudinal change to the extension and spread of education in the district.
2. Decentralisation of educational administration through increased community participation in educational planning, management and monitoring.
3. Ensure equitable and increased access of educational facilities to all and most particularly the weaker sections of the society, girl-child, the handicapped, minorities etc.
4. Cover the areas neglected by the existing network of schools, remote forest villages and nomadic tribal clusters.
5. Streamline and professionalise educational administration and management.
6. To increase retention and decrease drop - out rate

through improved school environment.

7. Creation of education data base.
8. Upgrade and improve the delivery system including teachers, curriculum and overall quality.
9. Strengthen and effectuate the educational infrastructure of the district especially at Nyaya Panchayat and block levels.

AREA AND SCOPE :

The project proposal covers geographical area of district Bahraich. The focus of the efforts will be the rural area specially the remote, hitherto, untouched habitats and forest villages of the district. The rural population in the age group of 6 to 14 yrs. forms the target of this exercise for providing access to primary education to all. The scope of the project emphatically addresses the problems and the need of educational among socially disadvantaged and economically backward segments of the community, including girl children, scheduled castes and Tribes, Minorities and Nomadic population etc.

PROJECT PLANNING :

The objectives of the project and the problems identified in the district form the basis of the project planning. The approach covers -

- * A strategy to remove the hurdles and create a conducive environment.
- * An action-plan specifying physical targets, activities and time-frames.

I. Strategy : Salient features of the strategy adopted for achieving the project goals and objectives are -

i) Develop a responsive and professional administrative set-up : The proposal recognises the need to eliminate apathetic attitude among the project functionaries, procedural bottleneck and red tape so as to create a committed and responsive set-up for administration of the project and sustained thrust to the cause. In addition, efforts shall be made to professionalise and upgrade the skills of the functionaries to make the system effective. Orientation and training programmes have been provided for in the proposal for bringing about the desired attitudinal changes among the functionaries.

ii) Decentralisation of Planning Process, Management and Monitoring" The proposal is based on enhanced level of decentralisation in planning, implementation and management of the project so as to fine tune the thrust in the light of local needs and conditions. It is envisaged that the process will be initiated at the grass-root levels with VECs and Panchayat Raj institutions, NGOs making constructive contributions. The Annual Work Plan and budget (AWPB) will be formulated on the basis of their recommendations. Provision has been made to involve and train these representatives on a continuing basis.

iii) Promote All-round Awareness: Efforts will be made to make the cause of education a massive peoples movement. The value of education would be promoted and the community perception would be changed in positive direction to increase the acceptance of education as a pre-requisite for improved quality of life. The same shall be achieved by innovative ways of publicity and extension.

iv) Community Participation: The proposal is based on the premise that the enormous task and objectives of the project cannot be achieved without the support of community at all levels. Representatives of cross-sections of the community like prominent citizens of the district, opinion leaders, social motivators, parents, members of minority communities, scheduled caste and tribes, school teachers would be involved from the conception to the completion of the project.

Besides, community libraries, ECCE's and annual health checkups of school children have been added to make the programme wholesome and community friendly. A scheme of annual cash grants to VECs is proposed.

v) Motivation and Human Resource Development: High level of motivation and skills among the functionaries directly associated with the delivery system viz. teachers, school administrators etc. is critical to the success of the project. Proposal provides for on-going system of training for in-service and freshly recruited teachers. In order to provide the necessary expertise and support in this field. DIETS have been developed and strengthened. To provide infrastructural and academic support at the block level, Block Resource Centres will be established. These centres will serve as field units of DIET. Provision for NPRCs (School clusters) at each Nyaya Panchayat is also made. A system of rewards and incentives has also been developed to ensure high level of commitment and motivation among the functionaries and the institutions associated with the project.

vi) Non-Formal Education and Special Programmes: Limitation of formal education in the prevailing conditions in

the district are pragmatically accepted by the proposal. In order to increase the coverage non-formal methods of education have been incorporated as integral part of the project. Provision has been made for 90 ECCE centres and 180 NEF centres in the district during the project period. Besides, special programmes for nomadic tribes, remote habitats and forest villages, handicapped children would be implemented with the help of Non-Government Organisations and committed resource persons in the community.

vii) Research and Development: The strategy for achieving the project objectives is based on making education an attractive proposition. This can be achieved through a continuing and systematic effort to improve the quality of education imparted as also the usefulness and relevance of the curriculum to the needs of the children and the community at large. In order to achieve this end DIETS, BRCs, NPRCs have been provided necessary funds and staff. External expertise is also proposed to be used for designing and developing the educational curriculum.

In order to develop and upgrade the teaching skills and competencies among the teachers, a comprehensive package of annual training to the in-service and newly appointed teachers has been included in the proposal.

viii) Quality of Education: A strong training infrastructure is required at the district and the grass-root level for upgrading the ~~the~~ skills of the functionaries and more particularly the large number of Asstt. Teachers who would be recruited over a period of next 2 to 3 years. It is also important to develop training curriculum and methodology suited to local conditions. A need is also felt to impart training to members of Village Education Committee.

ix) Infrastructure: In order to concretise this ambitious and challenging project existing infrastructure will be strengthened and additional infrastructure created. As far as possible effort shall be made to strengthen and enhance the usability of the existing infrastructure, more so because district Bahraich has far superior educational infrastructure, though definitely not adequate, to many other districts with higher literacy achievements.

The major thrust in the proposal is to strengthen and supplement the existing structure available. However, ^{gr} creation of additional infrastructure has been proposed wherever it has been felt absolutely necessary to do so.

a) **CIVIL WORK:**

Tentatively 74 habitats have been identified as unserved as per the norms for establishing new primary schools. New schools will be opened in these habitations and will be provided with a new school building. Schools without buildings or having dilapidated buildings will also be provided with a new school building. Besides, provisions for constructing Block Resource Centres, Nyaya Panchayat Resource Centres (school clusters) has been made in the proposal.

In addition, the existing school with inadequate civic facilities have been provided funds to extend the same. Additional class-room, toilets and drinking water facility will be provided in schools not having these facilities. Exercise has been undertaken to identify the specific needs of the schools in the district in making the allocations. The technical supervision of various civil works would be carried out by specialised engineering departments.

The norms and the designs specified in the Construction Manuals prepared by the State Project Office would govern the construction of new schools, additional classrooms and facilities like toilets and drinking water.

b) **EQUIPMENT** : The proposal envisages strengthening and modernising the administration, management and delivery system by providing the equipment necessary for smooth and efficient functioning. While the administrative outlets have been strengthened by providing means of transport, communication and office equipment, the academic support institutions have been provided with books and other necessary facilities. The schools have been supplemented with teaching and learning material, equipment and books.

c) **MANPOWER**: On the basis of project goals and objectives the activities and the manpower requirements have been assessed. Recognising the fact that manpower cost would be a continuing and fixed burden on the exchequer for a long period of time, parcimony and care have governed the decision regarding creation of additional posts. At the same time the critical positions have been created and upgraded to meet the project challenges. In order to strengthen the internal management the schools without head teachers have been upgraded. The necessary posts in the district project office, block resource centres, Nyaya Panchayat Resource are proposed to be open centres. New Primary Schools have been provided with the operational staff of one head teacher and one Asstt. teacher. In order to meet additional manpower requirements provision has been made for honoraria to different institutions at all levels.

CHAPTEIR - V

ACTION PLAN & PHYSICAL TARGETS

The plan has been phased out over the period of 1996-97 to 1999-2000 A.D. during which planned efforts will be made to acheive the project goals and objectives mainly universalising the access to primary education for the target population. The organisational setup required for implementation of the project, their role function, activities and the time frame have been analysed and the targets set in order to ensure timely completion of the project. The same are detailed below :-

1. School Mapping & Micro Planning : This exercise is considered a prerequisite for effective execution of the plan. It will fine tune the plan to suit the local conditions, needs and diverse nature of educational demands in the district. This process will be undertaken by the District Project office involving teachers, VEC members and representatives of the cross-sections of the community. This exercise will be completed within 6 months of the launching of the project.

2. Equitable Access and Enrolment : Presently about 50% of the target population is not enrolled for schooling. The project would cover this group through formal and non-formal education to achieve universal access to primary education in the district. Additional 1.5 lakh children in the target age-group are projected to be enrolled for formal primary schooling.

3. Operationalising DIET : The District Institute for Education and Training would be strengthened and made fully operational by the year 1997-98 to suit the needs of the project.

It will be responsible for carrying out innovative educational activities and planning in the district. Besides, it would also be the apex body for providing training programmes in the district.

4. BRCs and NPRCs : 19 Block Resource Centres and 190 Nyaya Panchayat Resource Centres (School Clusters) are proposed to be set-up. The civil works for both would commence in 1996-97 itself and would be completed by 1997-98. These centres would become operational by 1997-98 and provide infrastructural and academic support to the schools at the block and Nyaya Panchayat levels. In addition, they will also serve as a channel for community participation and decentralised educational planning management and monitoring. More specifically they would manage community libraries, organise meeting, seminars, conferences, provide forum for problem solving and supervise the local educational institutions.

5. District Project Office : District Project office would be operational by 1996-97. This office will be primarily responsible for all the activities of the project and serve as apex body for project execution.

6. Strengthening the Existing Civil Facilities: 169 shelterless and dilapidated schools ^{will be} ~~have been~~ provided funds for constructing the school buildings. In addition 225 schools will be adding one-room, 120 schools will have two additional rooms to increase the classroom capacity. Toilets and drinking water facilities will also be added to 227 and 428 schools respectively. 492 schools are proposed for repairs. These civil work will be commence in 1996-97 and completed by 1997-98.

7. Upgradation to Head-Teachers and Additional Astd.Teachers: 355 schools in the district will be provided with head teachers by process of upgradation. Also in order to meet the increased enrolment 50 teachers are expected to be appointed in 1997-98 and 25 teachers each in the years 1998-99 and 1999-2000 respectively.

8. New Primary Schools in Unserved Areas: Additional 74 primary schools would be established in the identified unserved areas to increase the educational access for the population. The construction of these schools would be completed by 1997-98 and they will be made operational the same year.

9. Training Programme: In order to upgrade the professional skills in the teachers, training programmes will be conducted for all the in-service and newly inducted teachers every year. Approximately 4600 teachers would go through the training programmes during the project period on annual basis.

10 Non-Formal Education : 180 NFE centres in 6 blocks and 90 ECCE centres would supplement the efforts for formal schooling. These centres would be set-up in the higherto neglected blocks and villages of the district. In addition to this NGOs and voluntary efforts would also be used for educating special need children. It is estimated that these programmes would cover 30,000 to 40,000 children.

11. Community Library, Health checks : In order to make the programme more meaningful and create a conducive environment 228 community libraries would be set-up in different blocks of

the district during the project period. Health checks for all the enrolled children upto class VIII will be conducted by the health department every year.

12. Equipment, Furniture, Fixture : The District Project office, DIET, BRCs, NPRCs have been provided the equipment to facilitate their functioning, DIET and DPO are proposed to be made functional in 1996-97 while BRCs and NPRCs would be equipped after the civil work is completed.

13. Innovative Programmes : Innovative programmes of educational extension would be conducted for special need groups like forest habitations, nomadic tribes, women and handicapped children. These programmes would be designed and implemented with the help of Non-Government Organizations.

CHAPTER VI
PROJECT COST

The project cost and estimates incorporate and reflect needs, aspirations and local conditions of district Bahraich as also the targets and objectives of the effort proposed.

Attempt has been made to abide by the broad norms laid down by the State Project Office. Yet there are some justified deviations in response to the local needs and problems peculiar to this district. Mostly these deviations centre around the allocation made towards special programmes for non-formal education particularly for nomadic tribes, forest villages and female education.

The basis and assumptions for cost estimates are given below :

1. Micro Planning and School Mapping Rs. 10,000/- per block (for printing of survey forms)
2. Civil Works :

It has been assumed that 40% of the construction work would be completed in 1996-97 and balance 60% in 1st half of 1997-98.

Construction of BRCs	- Rs. 10 lacs per BRC
Construction of NPRCs (School Clusters)	- Rs. 1.95 lacs per NPRC
Construction of New Schools/ Shelterless & dilapidated schools	- Rs. 2.14 lacs per school
Extension of one room	- Rs. 55,000/-
Extension of two rooms	- Rs. 1.05 lacs
Toilets	- Rs. 12,000/-
Drinking Water Facility "India Mark-II/III"	- Rs. 20,000/- per pump
Repairs of schools	- Rs. 2,000/- to Rs. 20,000/- per school (depending on the type of repair)

3. Salaries:

Salaries have been worked out on the basis of existing grades and total emoluments for Head Teachers and Asstt. Teachers i.e. RS. 4360/- per month for head teacher and Rs. 2808/- per month for Asstt. Teacher. 5% increase per annum has been assumed in the salary. The salary structure of the District Project office staff is given below :-

Salary Structure of DPO staff

<u>Designation</u>	<u>Grade</u>
Asstt. Director (Specialist)	- Rs. 3000/- - 4500/-
Specialist-Primary Education	- Rs. 2200/- - 4000/-
Asstt. Finance and A/cs officer	- Rs. 2000/- - 3200/-
Computer Operator	- Rs. 1400/- - 2600/-
Accountant	- Rs. 1400/- - 2600/-
Asstt. Accountant	- Rs. 1200/- - 2040/-
Steno-Typist	- Rs. 1400/- - 2600/-
Clerk	- Rs. 950/- - 1500/-
Driver	- Rs. 950/- - 1500/-
Peon	- Rs. 750/- - 940/-

Salary of Head Teachers/BRC Co-ordinators Rs. 4360/- p.m.

Salary of Asstt. teachers/Asstt. Co-ord. Rs. 2808/- p.m.

4. Equipment :

It has been assumed that District Project Office and DIET would be operational in 1996-97 and hence complete allocation of funds for equipment has been done in the same year. However, to Block Resource Centres and NPRCs only

preparatory funds for equipments etc. have been given in the year 1996-97 and major part of the funds has been allocated 1997-98 onwards.

5. Maintenance :

Reasonable provisions have been made for maintenance of building and equipment to ensure proper upkeep of the investment made.

6. Allocation of Funds for Books, Teaching, Learning, Material, Community Libraries, Publicity and Extension, Honoraria, Health Check-ups and Incentives have been spread out over the project period. However, the 2nd and 3rd year of the project have been taken as thrust years.

7. Training :

Provision has been made for training of in-service and newly inducted teachers of the district. Approximately Rs. 700/- per teacher per year has been allocated for training teachers every year. The training for in-service teachers would commence immediately i.e 1996-97 onwards.

8. Travelling Allowance & Contingency - Have been worked out on the basis of the size and the conditions of the district.

Project cost at a Glance.

(A) **TOTAL COST OF THE PROJECT - Rs. 31,74.95 lacs**

(B) **YEAR-WISE BREAK-UP OF PROJECT COST :**

1996-97	-	Rs. 962.96 lacs
1997-98	-	Rs. 1106.96 lacs
1998-99	-	Rs. 536.86 lacs
1999-00	-	Rs. 568.17 lacs

OBJECTIVE-WISE COST BREAK-UP

a) **Building Institutional Capacity : Rs. 446.08 lacs**

b) **Improving Quality and Completion : Rs. 1768.61 lacs**

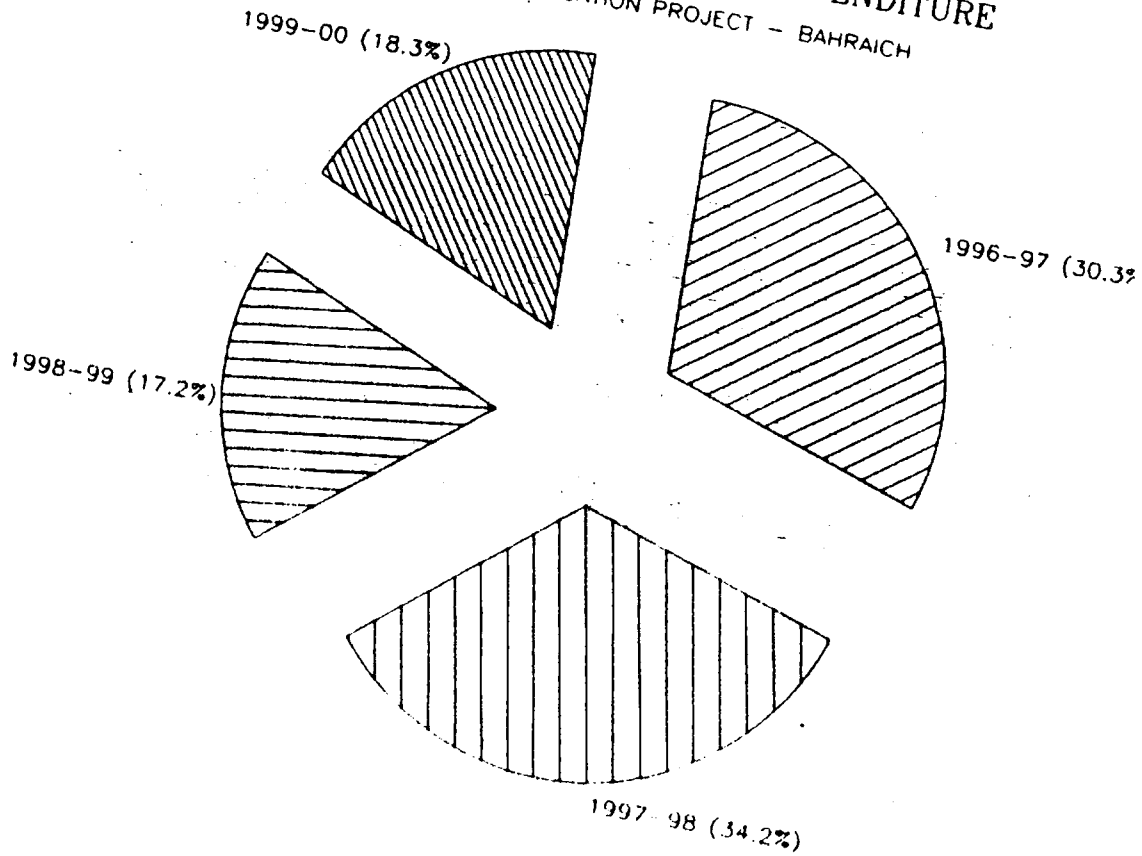
c) **Expanding Access : Rs. 960.25 lacs**

TOTAL : Rs. 3174.95 lacs

DETAILED COST ESTIMATE OF THE PROJECT IS ANNEXED IN THIS CHAPTER:

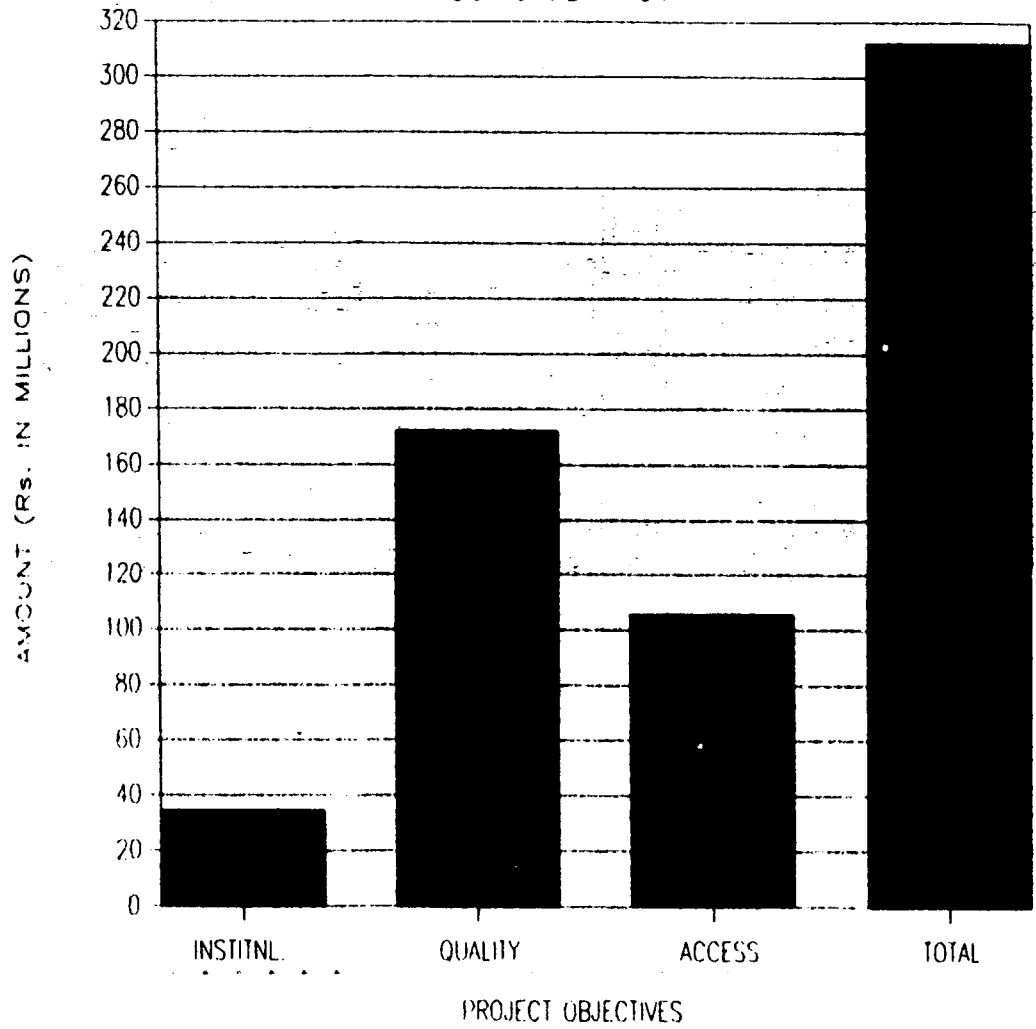
YEARLY BREAK-UP OF EXPENDITURE

BASIC EDUCATION PROJECT - BAHRAICH



PROJECT COST BREAK-UP : OBJECTIVEWISE

DISTRICT : BAHRAICH



ANNEXURE-

PROJECT COST : DISTRICT - BAHRAICH

(Rs. in '000)

S.No.	HEADS / SUB-HEADS	96-97	97-98	98-99	99-00	TOTAL
1.	SCHOOL MAPPING & MICRO PLANNING					
1.1	PRINTING/SURVEY @ Rs.10000 / BLOCK	190	0	0	0	190
1.2	SEMINAR/WORKSHOP	40	20	0	0	60
	TOTAL	230	20	0	0	250
2.	OPERATIONALISING DIET					
2.1	FURNITURE/FIXTURE	50	100	100	0	250
2.2	EQUIPMENT	50	200	0	0	250
2.3	BOOKS	25	50	50	25	150
2.4	PRINTING	10	25	60	65	160
2.5	HONORARIUM	20	50	50	50	170
2.6	CONTINGENCY	25	50	50	25	150
2.7	TRAVELLING ALLOWANCE	10	50	50	50	160
2.8	MAINTENANCE	5	10	25	25	65
2.9	SEMINAR/WORKSHOP	10	50	50	25	135
2.10	VEHICLE/P.O.L.	350	50	50	50	500
	TOTAL	555	635	485	315	1990
3.	BLOCK RESOURCE CENTRE					
3.1	SALARY	456	1915	2010	2110	6491
3.2	MAINTENANCE OF EQUIPMENT	0	0	38	57	95
3.3	TRAVELLING ALLOWANCE	38	95	95	95	323
3.4	EQUIPMENT	0	950	0	0	950
3.5	FURNITURE/FIXTURE	0	95	0	0	95
3.6	BOOKS	190	190	95	95	570
3.7	CONTINGENCY	57	57	57	57	228
3.8	CIVIL CONSTRUCTION @Rs.10 LAC/BLOCK	7600	11400	38	57	19095
	TOTAL	8341	14702	2333	2471	27847
4.	DISTRICT PROJECT OFFICE					
4.1	EQUIPMENT	175	100	15	10	300
4.2	FURNITURE/FIXTURE	100	0	0	0	100
4.3	BOOKS	0	10	5	5	20
4.4	PURCHASE OF VEHICLE	350	0	0	0	350
4.5	CONSULTANCY CHARGES	0	50	25	0	75
4.6	SALARY	325	683	717	753	2478
4.7	TRAVELLING ALLOWANCE	57	57	57	57	228
4.8	CONTINGENCY	50	50	50	50	200
4.9	TELEPHONE	25	35	45	45	150
4.10	VEHICLE MAINT. & P.O.L.	50	50	50	50	200
4.11	COMPUTER SYSTEM	500	10	10	10	530
4.12	PRINTING	15	10	10	5	40
4.13	MAINTENANCE	0	15	15	15	45
4.14	SEMINAR/WORKSHOP	0	20	10	5	35
4.15	INCENTIVE	0	10	5	5	20
	TOTAL	1647	1100	1014	1010	4771

(Rs. in '000)

S.No.	HEADS / SUB-HEADS	96-97	97-98	98-99	99-00	TOTAL
5.	PUBLICITY & EXTENSION	10	100	50	50	210
6.	CONSTRUCTION/RECONSTN. - PR SCHOOLS (CONSTN. THROUGH COMMUNITY ACTION)	14466	21700	0	0	36166
7.	EXTENSION & ADDITIONAL FACILITIES - EXISTING PR SCHOOLS					
7.1	ONE ROOM (225 Nos.)	4950	7425	0	0	12375
7.2	TWO ROOMS (120 Nos.)	5280	7920	0	0	13200
7.3	TOILETS (227 Nos.)	1090	1634	0	0	2724
7.4	DRINKING WATER (428 Nos.)	3424	5136	0	0	8560
	TOTAL	14744	22115	0	0	36859
8.	REPAIR & MAINTENANCE OF SCHOOL BUILDINGS (492 Nos.)	492	984	0	0	1476
9.	UPGRADED HEAD TEACHERS (355 Nos.) (ADDITIONAL SALARY)	4644	18574	19502	20477	63197
10.	ADDITIONAL ASS'T. TEACHERS - SALARY (2 YR 50+3 YR 25+4 YR 25= 100 Nos.)	0	1685	2611	3583	7879
11.	OPENING OF ECCE CENTRES - 30/YEAR					
11.1	TEACHING/LEARNING MAT. & KITS	50	150	300	450	950
11.2	HONORARIUM	27	81	162	243	513
11.3	CONTINGENCY	10	30	60	90	190
11.4	MAINTENANCE OF EQUIPMENTS	0	0	30	45	75
11.5	SERVICE CHARGES TO NGOs	20	60	120	180	380
	TOTAL	107	321	672	1008	2108
12.	HEALTH CHECKUP OF STUDENTS(89 PHCs)					
12.1	HONORARIUM	0	140	145	150	435
12.2	TRAVELLING ALLOWANCE	0	475	500	525	1500
	TOTAL	0	615	645	675	1935
13.	TRAINING PROGRAMMES					
13.1	INDUCTION TRAINING	0	35	17	17	69
13.2	IN-SERVICE TEACHERS' TRAINING	2826	2940	3034	3150	11950
13.3	VEC MEMBERS' TRAINING	0	635	635	635	1905
	TOTAL	2826	3610	3686	3802	13929

(Rs. in '000)

S.No.	HEADS / SUB-HEADS	96-97	97-98	98-99	99-00	TOTAL
14.	TEACHING/LEARNING MATERIAL TO PRIMARY SCHOOLS	3500	3500	3500	3500	14000
15.	SCHOOL COMPLEX (NPRC) - 190 Nos.					
15.1	CONSTRUCTION @ Rs. 1.95 LACS/CENTRE	37050	0	0	0	37050
15.2	SALARY (1 HT/CENTRE)	0	4970	10437	10958	26365
15.3	EQUIPMENT @ Rs. 5000/CENTRE	0	950	0	0	950
15.4	BOOKS	950	570	190	190	1900
15.5	MAINTENANCE	0	0	190	190	380
	TOTAL	38000	6490	10817	11338	66645
16.	INCENTIVE TO VECs @ Rs. 25000/BLOCK	0	475	475	475	1425
17.	COMMUNITY LIBRARY IN SCHOOLS					
17.1	BOOKS @ Rs.5000/LIBRARY	190	190	380	380	1140
17.2	HONORARIUM	17	137	281	417	852
	TOTAL	207	327	661	797	1992
18.	NEW PRY.SCHOOLS-UNSERVED AREAS (74)					
18.1	CONSTRUCTION @ Rs. 2.14 LACS/SCHOOL	6335	9500	0	0	15835
18.2	SALARY (1 HT+1 ASST.TEACHER/SCHOOL)	0	3182	6684	7017	16883
18.3	FURNITURE/FIXTURE & EQUIPMENT	0	740	0	0	740
	TOTAL	6335	13422	6684	7017	33458
19.	PRIMARY LEVEL NFE CENTRES (60 Nos.)					
	(30 CENTRES/BLOCK IN 2 BLOCKS)					
19.1	EQUIPMENT	10	22	22	0	54
19.2	SUPERVISION	5	15	60	15	95
19.3	HONORARIUM	20	72	144	72	308
19.4	TEACHING/LEARNING MAT. & KITS	42	84	168	84	378
19.5	CONTINGENCY	5	7	15	7	34
19.6	TRAINING	10	21	42	21	94
	TOTAL	92	221	451	199	963
20.	ASSISTANCE TO NGOs FOR INNOVATIVE PROGRAMMES	100	100	100	100	400
	GRAND TOTAL	96296	110696	53686	56817	317495

CHAPTER VII
IMPLEMENTATION OF PROJECT:

Implementation Methodology of the Project has been worked on the basis of the project activities and assignment of roles and responsibilities to the institution and persons associated with the project. Broadly, the components of implementation are given below :-

1. Organisational structure.
2. Academic support and quality management.
3. Community participation & motivation.
4. Internal management of school and teaching staff.
5. Special programme in non-formal education.
6. System of control.
7. Monitoring.

1. **ORGANISATIONAL STRUCTURE :**

A four tier organisational structure will ensure effective implementation of the project.

(a) District Project Education Committee:

District Education Project Committee (DEPC) will be the apex body for overall implementation and monitoring of the Project. This Committee will exercise administrative and financial control over the project activity. This high powered committee will be constituted under the Chairmanship of District Magistrate. The Chief Development Officer will function as the

Vice Chairman of DEPC. The Asstt. Director (Expert) will be the member Secretary of the Committee. The Committee also has people representatives, NGOs and female members besides District Level Offices from various related departments as members.

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

(1) 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 district Bahraich.

(2) Prepare district education plan involving BRCs, NPRCs & VECs.

(3) Administration & financial control of the project, develop physical infrastructure and ensure qualitative improvement in the delivery system.

(4) Monitoring of the programme.

(b) Block level Management Structure :

Decentralisation of the planning, implementing and monitoring of the project form the core of implementation methodology. Block resource centres and BEPACs will be established in all the 19 blocks of District Bahraich. Advisory Committee set up at the block level would be made active. The BEPACs will be headed by Block Pramkukh. The Gram Pradhans, Representatives of women SC/ST, head teachers of local schools

and colleges, NGOs, Men & Women activists will be members of the committee. BEPAC will be link between DEPC on the one hand and NPRCS & VECs on the other. The main function of BEPAC will be evolving a healthy environment for the project through community participation, formulate block education plan, work in unison with BRCs, supervise project implementation and monitoring at block level.

NPRCS (School Cluster)

Nyaya Panchayat resource centres in 190 Nyaya Panchayats will be developed as an effective unit for academic and co-curricular activities. These centres will also function as academic and information channels.

Village Education Committee:

VEC set up in 1270 villages will function as primary units for formulating, implementing and supervising the project programme at grass root level. VECs will be interested with the task of school mapping and micro-planning as also with the work of education for all through formal, Non-formal media. The main functions of the VEC will include:

- (a) Community involvement and environment building;
- (b) Conducting educational survey of the village and develop village education plans;
- (c) Implement and monitor the plan by ensuring an increased enrolment, attendance and learning to all children.;

In order to motivate and develop necessary skills at all

levels of the organisational structure intensive programme of orientation and training would be conducted at district, block & village levels with the assistance of SIEMAT & DIET.

Inter-sectoral Linkages:

Multi- agency linkages and co-ordination would be established with Jal Nigam, Rural Engineering Departments, Health Department, NIEPA/NCERT/SCERT and other government and non-government agencies for assistance in their specialised areas. NGOs and Community Institutions would also be encouraged to provide their expertise in the implementation.

(2) ACADEMIC SUPPORT & QUALITY MANAGEMENT :

Stress would be given to the development of human resource and management capabilities of all the participants associated with the project. District Institute for Education & Training would be strengthened to play a key role in this regard. DIET would be responsible for carrying out innovative activities, planning for educational and quality improvement in the delivery system.

DIET would be the primary academic and resource support system to the programme. Besides training and orientation programmes DIET would also be contributing towards development of local relevant curriculum and teaching material, action research and special programmes for achieving the project objectives. Evaluation of programme would also be one of the functions of DIET.

In addition to DIET, SIEMAT, NCERT & SCERT would also be invited to provide necessary expertise in this field.

(3) COMMUNITY PARTICIPATION AND MOTIVATION:

Community participation and involvement is considered critical to the success of the project. An organised and innovative programme of publicity and extension would be undertaken to mobilise social support for for the programme while BRCs, NPRCs, VECs, NGOs would play a role of a catalyst, effort would be made to broad base the community involvement so as to make this programme a peoples programme. Prominent citizens of the district, opinion leaders, social motivators and activists, teachers, students, parents, members of minority community, tribals, SC/ST would all be encouraged to participate in the project implementation. Women participation would be elicited at all levels. The deep interaction between educational administrators and the people would be ensured through community workshop, educational fairs, conferences and public meeting at village, block and district levels. The neglected segments of the society would be involved on the priority basis and at all costs to strengthen this participatory process. A system of incentives and rewards has also been envisaged at different levels for increased participation and quality consciousness. High level of motivation would be ensured among both the internal and external associates of the project. Above all, the teaching staff would be the focus of this exercise so as to eliminate low level of motivation, self-esteem, and commitment among them. Though a tall order social perceptions and attitudes about teaching staff and their status would be changed. Even if this has achieved in part, this phenomenon is expected to provide a significant momentum to cause and smoothen the implementation.

(4) INTERNAL MANAGEMENT OF SCHOOL & TEACHING STAFF :

It is important that the delivery system is strengthened and the internal management of the schools streamlined and effectuated. In order to achieve this 355 headless schools will be provided with head teachers. Additional teaching staff of approximately 300 teachers would be added to the present strength.

Extensive training arrangements are envisaged for training the head teachers and teachers on regular basis during the project period. Schools will also be provided with teaching learning materials, civil facilities, on a time bound basis so as to make the delivery system more efficient and attractive.

(5) SPECIAL PROGRAMME IN NON-FORMAL EDUCATION :

District Bahraich has a diverse and difficult terrain demanding innovative approaches for educational intervention. There are nomadic tribes, remote and forest based villages habitats without means of regular transport and communication which defy formal methods of education. Similarly minority, SC/STs & Women segments of the district community need an extra pull towards education. NGOs & individual resource persons will be identified to undertake specially designed programmes and supplement the shortage of regular teaching staff in these areas.

(6) SYSTEM OF CONTROLS & INFORMATION:

A project of such massive proportion pre-supposes an effective system of controls, checks and balances and information channels.

(a) Financial Control :

At the District head quarters District Project Office will be responsible for expenditure control and compilation. Financial procedures and reporting systems 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 the financial statements.

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

(b) Purchase & Procurement :

Purchase and procurement of equipment, materials and vehicles would be made 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.

(c) Civil Works:

The project envisages community participation in carrying out the civil work on de-centralised basis. The

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The project envisages community participation in carrying out the civil work on de-centralised basis. The

procedure will ensure timely completion of work matching the cost and quality norms. Proper A/cs will be maintained by the concerned institutions and schools, VCEs for expenditure under this head. In order to ensure quality of civil works, periodic technical supervision by specialised agencies would also be undertaken.

The Guiding principles for the controls would be :-

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

7. MONITORING:

The programmes will be strictly monitored at district, block and village levels on a continuing basis. Achievements will be evaluated on regular intervals and the deviations corrected without delays. Monitoring of programmes in IInd and IIIrd year of the project is considered important so as to have enough time for providing necessary doses to weaker areas. When required independent professional agencies will also be involved in this exercise.

A system of information generation and feed back mechanism will be developed for facilitating evaluation, supervision and problem solving. Computerisation of DPO would effectuate the monitoring and information systems for the programme.

8. INTER SECTIONAL LINKAGES: Multi-agency linkages and coordination is essential for effective and timely

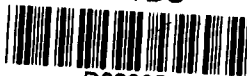
implementation of this project, involving a wide range disparate activities. Linkages would be established with Jal Nigam, Health Deptt. Rural Engineering Deptts. SCERT/NCERT/NICPA and other support agencies for assistance in their specialised areas.

CONCLUSION :

Commitment, motivation, target orientation, administrative responsiveness, enhanced community participation, infrastructure development, will all combine to realise the lofty objectives of the project within the given timeframe. The thrust propelled during the project period, will provide a sustained momentum to the cause of educational development in District Bahraich and create an environment conducive to the cause for all times to come.

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