STATE COMPONENT PLAN
OF
UTTAR PRADESH
UNDER
SARVA SHIKSHA ABHIYAN

U. P. Education For All Project Board
Lucknow

INDEX

CHAPTER - I

IMPLEMENTATION ARRANGEMENTS

PROJECT MANAGEMENT

Strengthening State-Level Management

a) The State Implementation Society :

The UP Education For All Project Board (UPEFAPB) was established on May 17,1993 under the Societies Registration Act to function as a societal mission for bringing about a fundamental change in the basic education system. The project Board has been established to over see, guide and coordinate over all project implementation, allocate funds to approved programmes, maintain project accounts, coordinate procurement and monitor implementation progress. UPEFAPB has implemented UPBEP, UPDPEP-II and UPDPEP-III projects.

The EFAPB has a General Council whose chairman is the Chief Minister and Vice-Chairman, the Minister of Basic Education, U.P. The council has about 90 members, comprising senior U.P. Government officials, State and district education officials, representative of the Govt. of India, distinguished educationists and representatives of voluntary organisations. The State Project Director is the Member-Secretary. The council is the apex authority of the project and provides overall policy guidelines and direction for implementation of project activities.

The Executive Committee of the EFAPB comprises of 27 members representing the Government of U.P. and the Government of India, State and District education officials and representatives of voluntary organisations. Its Chairman is the Chief Secretary, Government of U.P., and its Vice- Chairman, The Principal Secretary (Education) U.P. The State Project Director is the Member-Secretary. The Executive committee has all administrative, financial and executive authority to achieve the objectives of the project, including the power to create posts and make appointments.

To facilitate decision-making and expedite execution the following committees have been created.

I.   Finance Committee

II.   Programme Committee

III.   Policy Research Advisory Committee

IV.   MIS Committee

V.   Training Task Force

VI.   Curriculum Review Panel

The existing UPEFAPB management arrangements have been extended by the Govt. of UP for the Serve Shiksha Abhiyan as well. See Charts 1 & 2.

b) *Establishment of the State Project Office (...)* :

A State project office set up under the UP EFAPB for implementation of the UP BEP was expanded to meet the requirements of DPEP-(II) & UPDPEP-III. The SPO headed by the State Project Director, is responsible for the day-to-day management, administration, implementation and monitoring of the project. DPEP-II will close in March 2003 and DPEP-III will close in March 2005. As SSA will cover all the 70 districts of the state it is inevitable to have state project office after close of DPEP-II & DPEP-III. Presently, SSA implementation is being done additionally by already established SPO under DPEP-II & DPEP-III. Infact the SPO staff which was created to manage DPEP in 54 districts is currently managing implementation of project in 70 districts including 16 SSA districts.

It is proposed to continue the existing SPO structure so that implementation, monitoring and management of SSA in 70 districts is ensured. The DPEP-II will end in March, 2003 and thereafter the DPEP-IISPO staff will be provided and maintained under SSA till 2010. Likewise the UPDPEP-III will close in March, 2005 and thereafter the DPEP-III SPO staff will be provided and maintained under SSA till 2010. The details of staff proposed under SSA is given below. · · · · · · · · ·

Staff : The existing staffing position in the State Project Office and the proposals for SSA are given in the following table.

S.No.	Post	No. of Existing Posts		Proposed for SSA		
		DPEP-II	DPEP-III	Since 2003	Since 2005	Total
1.	State Project Director	-	1	-	1	1
2.	Additional State Project Director		1	-	1	1

3.	Additional Director (DPEP-II / DPEP-III)	1	1	1	1	2
4.	Finance Controller	-	1	-	1	1
5.	Senior Professional	3*	6**	3	6	9
6.	Senior Finance & Accounts Officer	1	2	1	2	3
7.	Professionals	5	6	5	6	11
8.	Purchase Officer (Store)	-	1	-	1	1
9.	System Analyst	-	1	-	1	1
10.	Distance Education Coordinator	1	-	1	-	1
11.	Administrative Officer	1	1	1	1	2
12.	Computer Programmer	1	1	1	1	2
13.	Asst. Accounts Officer	1	1	1	1	2
14.	Office Superintendent	1	1	1	1	2
15.	Senior Accountant	1	1	1	1	2
16.	Accountant	2	2	2	2	4
17.	Auditor	1	1	1	1	2
18.	Junior Auditor	-	2	-	2	2
19.	Senior Clerk	2	6	2	6	8
20.	Steno	6	6	6	6	12
21.	Computer Operator	3	3	3	3	6
22.	Asst. Clerk	2	3	2	3	5
23.	Cashier	-	1	-	1	1
24.	Driver	2	6	2	6	8

25.	Peon (Peon-cum-Messenger	8	8	8	8	16
26.	Watchman	-	2	-	2	2
	Total	42	65	42	65	107

* Posts shown under DPEP-III have been worked out after deducting the posts given for Uttranchal from the Uttar Pradesh.

As the UP DPEP-III will terminate in March 2003, the State Project Director of the DPEP-III will continue for the SSA, she/he will be assisted by the key staff who will be adjusted from DPEP-II / DPEP-III from 2003 / 2005 or may be appointed after a careful selection process, on deputation or from the open market on the basis of contract.

With the spread of project coverage to 70 districts there is a practical need for sustaining the SPO to provide the necessary administrative, academic support to the districts and programmes in implementation as well as to ensure monitoring & supervision which will ensure time bound implementation, mid course corrections and maintenance of quality control. The proposal for staffing under SSA takes into regard the experience of the existing staffing and is bare minimum requirement.

The post of **Additional State Project Director** for all the projects as a whole has been created in the UP EFAPB after the recommendation of Govt. of India in the Executive Committee meeting held on 16th Oct'98 and the recommendations of the Identification Mission for DPEP-III in November'98. The post has been staffed with an IAS officer, having experience of district administration, field implementation and ability to coordinate with other on-going programmes of various Deptts. & NGOs. ASPD has been the key officer towards formulation of SSA perspective plans. It is proposed to continue this post till the end of SSA project period.

One post each of **Additional Director for DPEP II & DPEP-III** already exists in the project. Since the SSA will cover all 70 districts and DPEP-II will end in 2003 and DPEP-III in 2005, it is proposed to sustain both the posts of Additional Director one from 2003 and other from 2005 under SSA, so that the minimum core strength of 2 Additional Director continues till the end of SSA to supervise 70 districts.

Financial Controller

As per the recommendation of the Identification for DPEP III and the LACI airrangemetns, the post of Chief Finance & Accounts Officer was created for DPEP III. It is proposed to continue this post till the end of the Sarva Shiksha Abhiyan. The C.F.O. will be overall in-charge of the financial management of the project, His duties and responsibilities are as follows:

- As financial adviser he is supposed to advise all matters relating to finance, budget, procurement.

- Provide leadership and strategic direction on financial aspects of the projects, including development of financial capability at the district level.

- He will prepare and scrutinize the budget estimates, supervise timely release to districts and cooperating institutions.

- As an accounts officer he will be responsible for proper maintenance of accountants as per financial regulations of UPEFA.

- Advise the Project Director on all financial aspects especially on policy and strategic issues, financial position, and financial performance of the project.

- Liaise effectively with Government of India, Government of UP, on financial aspects.

- Ensure development and operation of a satisfactory financial management system for the project.

- Ensure smooth flow of funds to all levels of the project's organization, payments to various parties, and ensure adherence to service standards. Ensure effective cash management including short-term forecasting.

- Ensure timely generation of Quarterly Project Management Report of SSA.

- As an audit officer he will ensure regular internal audit systems as well as ensure timely audit by the independent chartered accountants an AG Uttar Pradesh. He will also ensure compliance of audit reports.

- As procurement adviser he will maintain a procurement plan, and facilitate the procurement of civil woks, goods, equipment, furniture, consutancy etc. in accordance with the rules laid down by UPEFAPB.

The post of the CFO was filled with a well qualified & experienced Chief Financial Controller level officer from the UP Finance & Accounts Service with 22 years of financial experience. The officer has been positioned in the SPO since June'99 and has contributed to streamlining the financial management system. Computerized Financial Management System has been made operational under DPEP-III as well as DPEP-II districts.

There are presently 9 posts of **Senior Professionals** created under DPEP-II & DPEP-III in the SPO handling the various functional areas of project implementation. Experience shows that given the exposure of the programme, the monitoring and supervision required, networking and academic resource mobilization required, as well as field visits and on the spot assistance to be given to districts, it is best to provide for a small unit for each functional areas. The unit would be headed by one Senior Professional, a Professional, Steno-typist and wherever required by Consultants depending on the workload and type of inputs required. There are following key functional areas in DPEP project implementation, namely:-

1. Civil works/opening of new school

2. Alternative schooling

3. Girls Education & ECCE

4. Quality improvement & Distance Education

5. Research & Evaluation

6. Integrated Education

7. Decentralised planning & AWP & B

8. Monitoring – PMIS/EMIS.

9. Administrative / Establishment

There are 9 such posts created under the DPEP II & DPEP-III with the assistance of whom project implementation is being done. It is proposed to continue the same arrangement under SSA by providing for 3 Senior Professional posts when DPEP-II concludes in 2003 and creation of 6 senior professional posts when DPEP-III concludes in 2005.

At the **Professional** level there are 11 posts in operation, 5 in DPEP-II & 6 in DPEP III. The five functional areas for which posts exists under DPEP II are training, girls education, civil works, media & establishment. It is proposed to continue 5 posts of Professional under DPEP II from 2003 under SSA. Likewise 6 posts of

professional under UPDPEP-III are proposed to continue from 2005 under SSA. A post of Distance Education Coordinator created under DPEP III, will also be continued under SSA from 2005.

For administrative back up one post of **Administrative Officer & one post of Office Superintendent** exist under DPEP II and are proposed to be continued from 2003 under SSA. One post of Administrative officer and one post of Office Superintendent created under DPEP III are proposed to be continued from 2005 under SSA.

The finance, accounts & audit wing of the SPO was established under DPEP-II and strengthened under DPEP-III. Apart from the Chief Finance Officer, there are three Senior Finance & Accounts Officers, two Asstt. Accounts Officers, two Senior Accountants, four Accountants, two Auditors, two Jr. Auditors and one post of Cashier. There is also a Purchase Officer who looks after procurement and store-in-charge. The above posts of finance wing are proposed to be continued under SSA, the DPEP-II posts from 2003 and the DPEP-III posts from 2005.

To provide support staff for the functional units at SPO there are 12 posts of Steno's, 8 Sr. Clerks, 5 Asstt. Clerks, 8 Drivers, 16 Peons, two watchmen. It is proposed to continue these minimal posts under SSA. The DPEP-II posts will be shifted to SSA from 2003 and the DPEP-III posts from 2005.

Computerized MIS is established in all the 70 districts and MIS unit of SPO coordinates & compiles the DISE & microplanning data for all the 70 districts. Besides computerised FMS has also been made effective in 32 DPEP districts. Presently there is One System Analyst, 2 Programmers and 6 Computer Operators in SPO created under DPEP-II & DPEP-III. DPEP-II posts viz one programmer and 3 computer operators will be taken under SSA from 2003 and one System Analyst, one programmer and 3 computer operators will be taken under SSA from 2005.

SSA is being implemented in all 70 districts. The quality related activities are expanding and in the coming years main thrust under SSA will be on quality of education. Many initiatives have been undertaken under DPEP and SSA in last few years. The gains of various programmes need to be consolidated. It is also imperative under SSA that mainstream Education Deptt. should be involved in SSA activities so that the project initiatives are sustained. In this background, it is felt that there should be one post of Director (Academics) in the SPO so that proper implementation of quality related programmes in the districts and coordination with SCERT, Directorate of Basic Education and other state level oranisations becomes

easier. Therefore, one post of Director (Academics) is proposed in State Project Office under SSA.

For technical supervision of civil works and to maintain its quantity, a civil work cell will be established at SPO level. Posts in the cell proposed are : Executive Enginner – 1, Asstt. Engineer – 3, Computer Operator – 1, Draftman – 1.

SPO will also avail of 48 consultancy months, as in DPEP, as and when required.

1) **Office Space:** The SPO is presently located in the campus of the Directorate of Basic Education and SCERT and located in the building of the Directorate of Basic Education. This has facilitated day to day coordination with these organisations. There is adequate space available for S.P.O.

2) **Equipment and material:** Office equipment, furniture, books, materials, vehicles, etc. under DPEP-II & DPEP III will be continued for use upto 2005 under DPEP III and thereafter under SSA. However in view of the increased work load of handling 70 districts, the SPO will be augmented by 4 Computer systems for EMIS / CFMS monitoring & documentation as well as one photocopier under SSA.

3) **Accounts:** A separate bank account for SSA has already been opened and is operational Detail financial guidelines have been prepared in connection with SSA funds flow, procurements etc. covering various aspects of day to day work of the SPO and DPOs and have been adopted after approval from Deptt. of Finance, Govt. of U.P. LACI compatible formats developed under UPDPEP-III will be generated for all the 70 districts in place of the presently existing financial management system and submitted to GOI as per quarterly schedules.

4) **Training :** The planning core team responsible for preparation of District Plans from each district have already received training. All personnel will be trained in SSA objectives, interventions and procedures by the SIEMAT professionals with focus on participatory process. Specialist staff will be appropriately trained and their skill developed in their respective areas of specialization. This will be periodically reinforced through fresh training inputs. Training on financial and procurement rules will also be imparted to SPO staff. Computer personnel ill be trained for EMIS and FMS periodically.

2 Vehicles for common pool at SPO will be bought for monitoring and supervision as replacement for old vehicles which are condemned after very long use.

c) *Establishment of management information system (MIS) :*

Computerized Management Information System has been established and made functional in all 70 districts. This will be continued under SSA and

strengthened to ensure further reliability of collection, timely data processing, effective analysis and relevant utilization of findings at state, district & sub district levels. The data from the districts will be collected every year by end of September and DISE based annual EMIS report will be generated. The data will be analysed and then utilized in preparation of AWPB for the next year. SIEMAT will be entrusted with the task of more detailed analysis for policy formulation, project monitoring & database management.

Procurement and upgradation of hardware and software, as and when required will be done under SSA after 2005 and training of personnel will be taken up on priority. SPO staff will also be given training on data analysis & utilisation in project planning, management & implementation. Maintenance of MIS Cell of SPO will be provided under SSA after closure of UPDPEP-III in 2005.

Management of Intervention for Shiksha Mitra

The execution of the scheme, though decentralized, will require a great deal of administrative guidance and support as well as timely and smooth flow of funds to the village panchayat level. The Shiksha Mitra scheme would envisage close coordination with the Basic Shiksha Parishad in terms of deployment of regular teachers in a complementary mode. The scheme would also ensure convergence with the Panchayat Raj apparatus in the districts to ensure smooth Implementation. The management of the scheme in 70 project districts is going to be a gigantic task requiring good management, timely checks and effective coordination and control.

It is proposed to execute this scheme holistically through the Directorate of Basic Education, as it is responsible for the whole State. In view of effective coordination the Directorate of Basic Education is best suited to execute this scheme, as Director Basic Education is also the Chairman of the Basic Shiksha Parishad which controls the cadre of regular teachers. Moreover in view of sustainability, the Directorate will be able to smoothly handle the maintenance and continuity of the scheme as and when districts seize to be part of the Projects in the years 2003, 2005 and 2010 respectively for DPEP II, UP DPEP III & SSA.

Under SSA it is therefore proposed to execute the scheme through the State Directorate of Basic Education, with fund support through the DEPC of the UPBEP-III in each project district. The Directorate will have to be given the necessary support at the state level in terms of computerization, staff support and contingencies to conduct the scheme on behalf of the Project in 70 districts. It is proposed to place with the Directorate of Basic Education one Senior Professional & one Professional level staff, with 2 computer & computer operators from 2003.

Improving Teacher Performance Through Grievance, redressal/ Efficient Personnel & Financial Management

The cadre of about 4 lakh primary/Upper primary school teachers and head teachers is controlled by the Basic Shiksha Parishad located at Allahabad. The personnel matters regarding recruitment, transfers, promotions and other related administrative matters are handled by the Parishad. Similarly financial matters such as payment of salaries, pensionary benefits and matters of pay fixations are handled by the same organisation. In addition, the Basic Shiksha Parishad handles the personnel and financial matters of the cadre of Basic Shiksha Adhikaris as well as Deputy and Assistant Basic Shiksha Adhikaries at the district and block level respectively. Thus there is a case for strengthening the efficiency of the Basic Shiksha Parishad so as to enhance speedy redressal of personnel and financial matters of two critical cadres of teachers and district level educational administrators. The SSA has a very big stake in supporting better efficiency in the management of the cadre for teachers, district level administators, as they staff all govt. primary schools and the educational administators are the district and block level project officials entrusted with the responsibility of timely and effective project implementation.

Teachers recount several grivances in the disposal of their personnel and financial matters where delays and red tapism causes them great anguish and contributes directly to demotivation as well as absence from duty. In discussions with the Primary School Teachers Association, a strong point has been made by them that improvement of teacher efficiency can be ascertained through timely disposal of teacher grievances both at the district level as well as in the Basic Shiksha Parishad.

Several discussions have also taken place with the Directorate of Basic Education, the Basic Shiksha Parishad and the SPO regarding more efficient handing of fiancial and personnel matters for primary/upper primary school teahcers as well as the cadre of educational officers posted in districts and blocks. The Basic Shiksha parishad made a case for augmenting their technical capacities through computerisation so that they are able to handle the vast load of maintaining personnel records, individual financial statements and responding to queries from personnel posted across the State. The Basic Shiksha Parishad requested for computerisation and other back-up equipment.

It is felt that there is need to support the requirements of the Basic Shiksha Parishad for computerisation and office equipment/ personnel, as it will enhance the

effectiveness of cadre managment and remove several bottlenecks in teachers project personnel's performance. It will lead directly to better motivation amongst them which in turn will directly affect better project implementation. The removal of managerial bottlenecks can go a long way in providing better project administration and financial system in the State Project Districts.

Under UPDPEP-III, provision of computerization of Basic Shiksha Parishad was made. Basic Shiksha Parishad has got the software developed. Procurement of computers has been completed. However, computer personnel could not be provided for the Parishad under DPEP-III while it has become now inevitable. Therefore, it is proposed to provide 4 computer operators for Basic Shiksha Parishad / Finance Controller wing from 2003 and upgradation/maintenance of computer hardware/software under SSA from 2005 afterwards.

Setting Up of Divisional Project Office:

In the existing departmental arrangement of basic education, the Assistant Director of Education is the representative of the basic education directorate at the divisional level. The office of Assistant Director (Basic) is already established and functional.There are 17 divsions in Uttar Pradesh. The Assistant Director of Basic Education monitors departmental programmes at the divisonal level. He conducts monthly meetings of district officers of his division to collect information and to review the progress of implementation of different schemes. He gives instructions to B.S.As, if there is some specific problem in the district and gets the issues resolved. He/she is also responsible for inter-departmental coordination at the divisonal level. They are an important link between the State level and the districts. Assistant Director, Basic Education is the controlling officer of the district level officer.

Keeping in view the coverage of UP BEP, DPEP-II and DPEP-III, a DPEP monitoring unit at the regional level was provided under UPDPEP-III to monitor and supervise the implementation of the project programmes/activities. Strengthening the divisional office by providing a small programme unit at the divisional level (comprising of 3-4 districts) for monitoring, supervision and co-ordination of the DPEP activities under the control of Assistant Director (Basic) was undertaken. This structure is an integrated one with the mainstream basic education departments' established structure at the divisional level.

The following posts are created and filled under UPDPEP-III in the divisional offices of Asstt. Director (Basic).

S. No.	Designation	No. of Posts
1	Deputy Divisional Project Officer	17
2	Steno	17
3	Clerk-cum-Computer Operator	17

The A.D. (Basic) who is class I level officer at the divisional level ise the divisional project officer responsible for the implementation of all project initiatives in his/her division. He is supported by a class II level officer for full time support for project implementation requirements. In order to meet the additional work load created by the project, a bare minimum support staff and mobility for touring /monitoring has been provided to augment the A.D. (Basic) set up under DPEP-III.

SPO has delegated adequate administrative functions to the Divisional Project Officer (DPEP) for monitoring, supervision and co-ordination of the implementation of project activities in the districts that come under the jurisdiction of the division. The Divisional Project Officer's (DPEP) functions include the following:-

I.   Monitoring of project districts in jurisdiction.

II.   Supervisory field visits.

III.   Monitoring progress of Civil Works.

IV.   Timely and quality control over EMIS data collection and analysis.

V.   Attend the DEPC meetings of project districts.

VI.   Attend SPO monitoring meetings.

VII.   Regular monitoring of DIETs in their jurisdiction activation of DIETs capacities for project purposes.

VIII.   Attend DIET Academic Resource Group meeting and monitor quality improvement programmes being implemented by DIETs/BRC/NPRC.

IX. Monitoring and quality checks on distribution of incentives/grants given by the project.

X. Monitor microplanning and VEC participation in school management in project districts.

XI. Provide administrative support to DPO through local problem-solving, ensuring co-ordination of DPO with DIETs, interacting with District Magistrates & Divisional Commissioners for administrative support to the project and networking with other Govt. departments, Universities, NGOs etc. for convergence and resource support.

District Project Office :

In each project district a District Education Project Committee (DEPC) has been established under chairmanship of the District Magistrate (DM) for overall guidance of programme. The Chief Development Officer is the vice-chairman of the committee which include representation, of stakeholders, experts and implementers. The District Education Officer (Basic Shiksha Adhikari) is the member-secretary of the committee.

Day-to-day implementation of programme activities would be managed by the District Project Office (DPO). The DPO is responsible for preparation of District Annual Work Plans and Budgets and co-ordination of project implementation. The DPO would function under the direct supervision of the DM/CDO. The existing BSA would be the head of the DPO, supported by 4 programme coordinators, an Assistant Accounts officer, computer operator & two consultants. The posts at DPO have been provided in the perspective plan (DPEP) of the respective district.

Block Project Office:

The Assistant Basic Education Officer (ABSA) is the key functionary of the basic education department at the block level. He/She is responsible for implementation of each and every activity related to basic education in his/ her block and is also supposed to inspect and supervise the functioning of each primary / upper primary school of the area. The assistance of ABSA has been taken the implementation of DPEP-II & DPEP-III by coopting them as Block Projects Officers. The ABSA's is responsible to supervise monitor and support all project interventions in the block. He combines academic and administrative supervision roles and is a critical link between the school and the DPO. In the populous and large districts of Uttar-Pradesh the experience of UPBEP, DPEP-II

& DPEP-III, has established the need for strengthening the block level office for primary education, so that more decentralised monitoring and relevant/ timely support can be made available to schools, clusters, BRC's as well as for more effective feed back systems. Further more, this level has traditionally been responsible for school statistics gathering, monitoring civil works, distribution of incentives and teacher deployment. Thus it is proposed to make the ABSA specifically responsible for these sets of project activities. Since the ABSA's have no office room, Block Resource Centre buildings will also have a small office accommodation for ABSA. Each ABSA office will be given a lump sum grants for office stationary TA/DA etc. Necessary promotion has been made in the perspective plan of the respective district.

Financial Management

Financial management is an extremely important aspect of project management. Financial management systems for the project aim at assisting project management in: (i) ensuring effective and efficient use of resources; (ii) facilitating better project management by providing project management with timely information on financial aspects and on key performance indicators. Financial management reports would be an important tool in the overall monitoring and evaluation of the project; (iii) promoting accountability at various levels, and enhancing transparency; (iv) establishing satisfactory internal controls to ensure that policies and procedures outlined by project management on various operational aspects are adhered to; (v) assisting project management in meeting the financial reporting requirements of the various stakeholders; (vi) Preparation of quarterly PMRs developed under UPDPEP-III and (vii) monitoring the method and the limits of the procurement laid down in the rules.

Flow of Funds

Government of India (GOI) will pass on SSA funds to the SPO through banking channels, on the basis of an approved Annual Work Plan & Budget. Government of UP (GOUP) will pass on it's 25% share to the SPO as well, on the basis of a budgetary allocation under the departments' State Budget. The State Project Office (SPO), which is the State level office of an autonomous registered society, set up to implement the project, would receive funds against this allocation. The SPO will retain part of the funds for payments on State component activities managed directly by the SPO, and pass on funds to SSA districts DPOs and DIETs through banking channels. The amounts passed on to each DPO would be on the

basis of their approved annual work plans and budgets, pace of expenditure and cash flow forecasts. It is expected that the transfer of funds from SPO to DPO would . be on a quarterly basis. The DPO would utilize the funds for payments on activities managed directly by the DPO itself and for expenditures/advances for BRC'S, NPRC's and Village Panchayats/VEC's through bank accounts as they are the executing agencies for a number of project activities. The funds release mechanism takes into account the objectives of ensuring that there are sufficient funds available at the site of the works while at the same time ensuring that internal controls are maintained and that amounts are being promptly and regularly accounted for. The first installment would be paid after approval of the works. The subsequent installments would be paid on achievement of the objectives specified for the previous installment. The bank accounts of BRC's would be operated jointly by BRC coordinator, and Asstt. BRC-Coordinator that of the NPRC's by that coordinator and that of the Village Panchayat jointly be it's chairman and member secretary. These payments can be to suppliers, consultants, staff etc. based on approved activities.

Maintenance of Accounts

These payments would be supported by standard accounting procedures and records as laid down by the Financial Rules and Regulations of the society.Financial Guidelines based on State Govt. financial rules have been prepared and approved by Finance Deptt. of Govt. of U.P. The guidelines have been made available to districts. Accounting and maintenance of books of accounts for the project would be maintained as per the laid down financial regulations of the society. Standard books of accounts (cash and bank pass books, ledgers, etc.) would be maintained at the SPO and DPO levels using an integrated accounting system. The computerized financial management system developed under UPDPEP III will be extended to all 70 districts. A chart of accounts would be developed to enable data to be captured and classified by expenditure, budget heads, project components, expenditure categories and disbursement categories. Information of transactions incurred at various levels like the SPO, SCERT, SIEMAT, Directorate of Basic Education, Directorate of Literacy & Alternative Schooling, DPO, DIET, BRC, NPRC, Village Panchayat etc. will be maintained in the form of vouchers, receipts and other standard documentation at the level where expenditures have occurred. At the time of submission of monthly accounts statement to the district, the DPO's financial staff will check them for correct classification of account heads (based on the Chart of Accounts) and have them entered into the computerized accounting system. Consolidation of the project accounts at the SPO would be done by consolidation of accounts of the SPO and all 70 districts, which would be done by the computerized

system. Data transfer would be handled through either diskette transfer from DPO's to SPO or through an integrated computer network - the NICNET.

Reporting Systems and Audit Mechanisms

Internal control mechanisms would include the following: (i) the establishment of appropriate budgeting systems as being followed under DPEP II with the additional improvements brought about by a LACI compatible accounting and budgetting system, (ii) regular monitoring of actual financial performance with budgets and targets through a computerized PMIS and FMIS which would generate monthly and quarterly reports on expenditures and budgets to assess progress against project targets and forcasts for the next quarter ; (iii) the accounts of the project will be audited by the Comptroller and Auditor General of India (CAG) through the AG Uttar Pradesh on an annual basis ; (iv) a firm of independent Chartered Accountants would conduct the statutory audit of the society's financial operations on an annual basis as well. The annual audit report of the firm of Chartered Accountants would be submitted within 6 months of the close of GOI's fiscal year. Since a significant portion of the expenditures will be made at the level of the district and sub-district levels the auditors will conduct sample audits of these structures as well. The auditors for SSA for the fiscal year 2001-02 have been appointed by the Executive Committee of the society; and (v) an internal audit system managed by the SPO financial management staff, will be conducted on a quarterly basis for all project districts and executing agencies on a sampling basis respectively.

Chart - 1

UP EFA PROJECT BOARD
(Chair person: Chief Minister, GOUP)

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EXECUTIVE COMMITTEE
(Chairman: Chief Secretary, GOUP)
Vice Chairman: Principal Secretary
(Education), GOUP

Finance Committee	Programme Committee	Policy Research Advisory	MIS Committee	Curriculum Review Panel	Training Task Force
Chairman: Principal Sec. Finance. GOUP.	Chairman: Principal Sec (Edu.).GOUP	Chairman: Principal Sec (Edu.), GOUP	Chairman: State Project Director, UP EFA Project Board, Lucknow	Chairman: Director, SCERT., UP, Lucknow	Chairman: Director, SCERT., UP. Lucknow

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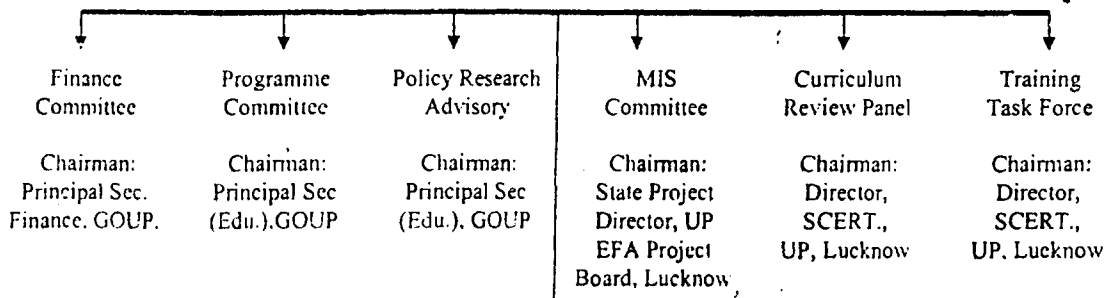
STATE PROJECT OFFICE

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DIVISIONAL LEVEL

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DISTRICT EDUCATION PROJECT COMMITTEE

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DISTRICT PROJECT OFFICE

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BLOCK PROJECT OFFICE

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VILLAGE EDUCATION COMMITTEE

17

Chart - 2
MANAGEMENT STRUCTURE UNDER UP DPEP III

State Govt. Set up   **Project Institutions**   **Supporting Academic Institutions**

General Council
[Chairman - Chief Minister
Vice-Chairman - Basic Education Minister
Member-Secretary - State Project Director]

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Department of Basic Education
[Principal Secretary Education
+ Secretary Basic Education
* Programme Committee
* Executive Committee]

Executive Committee
[Chairman - Chief Secretary
Vice-Chairman - Principal Secretary Education
Member-Secretary - State Project Director]

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Directorate of Basic Education ← →

State Project Office
[SPD + Professional Staff]   ← →   SCERT, SIEMT, SIET, NGO's

↓

Divisional Office
[Assistance Director (Basic)]

↓

Local Self Government Institutions

Zilla Panchayat ← →
[Basic Education Committee]

↓

District Project Office
[Expert BSA + Professional Staff]   ← →   DIET & NGO's

↓

Block Development Committee
[Block Education Advisory Committee] ← →

Block Project Office
[Assistant Basic Shiksha Adhikari]   ← →   BRC + NGO's

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CHAPTER – II

CAPACITY BUILDING
OF STATE RESOURCE INSTITUTIONS

State Council of Educational Research and Training (SCERT), State Institute of Educational Management and Training (SIEMAT), Directorate of Alternative Education & Literacy, Directorate of Basic Education and State Institute of Educational Technology (SIET) are the main key functionaries. These Institutions provide support to various programmes undertaken under DPEP and Sarva Shiksha Abhiyan. There is need to strengthen these State level Resource Institutions and build their capacity to handle various activities across all 70 districts. These Organizations have developed plan for their strengthening under SSA.

The plans for strengthening of the following state level key organizations are detailed in the next pages:

1. SCERT & its institutions

2. State Institute of Educational Management and Training (SIEMAT)

3. State institute of Educational Technology (SIET)

4. Directorate of Basic Education

5. Directorate of Adult Literacy & Alternative Schooling

SARVE SHIKSHA ABHIYAN

State Component Plan

State Council of Educational Research & Training
Uttar Pradesh, Lucknow
Feb., 2003

2c

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

In response to the need of universal elementary education of satisfactory quality, the National Committee of Education Ministers (1999) recommended launching of UEE in the mission mode with a holistic and convergent approach focusing on district as the unit of planning and implementation, bridging of all social and gender gaps with active participation of community. The Sarva Siksha Abhiyan (SSA) has been conceptualized to achieve universal elementary education for all with satisfactory quality by 2010 A.D. The major objectives of SSA are:

> To make special efforts towards improving efficiency in planning and management system in education

> To decentralize the educational planning and management system

> To develop mechanisms of improvements in community participation in all educational activities.

> To forge partnership between government and non-governmental organizations.

More specifically, the SSA, implemented in a mission mode in a partnership framework between union and state government will aim at:

> Providing access to all children in the age group of 6-14 years, through Education Guarantee Centres, Alternative Schools and Back to School Camp by 2003.

> Completion of five years of primary education by children by 2007.

> Completion of eight years of elementary education by all children by 2010.

> Provision of elementary education of satisfactory quality with emphasis on Education of Life by 2010.

> Bridging of gender and social category gaps at primary stage by 2007 and elementary level by 2010 and

> Universal retention by 2010.

Keeping in view the past experiences, the SSA is planned to incorporate:

➢ Effective decentralization,

➢ Sustainable financing and cost effective strategies for universalization,

➢ Interesting curriculum,

➢ Community owned planning and implementation, and

➢ Focus on girls, marginalized caste groups and ethnic minorities.

Role and Functions of SCERT

The State Council of Educational Research and Training was established at Lucknow in 1981 as an apex organization at the state level (Annexure – 1). Its roles and functions are primarily concerned with ensuring quality in respect of planning, management, research, evaluation and training at the school level. With a view to effecting suitable changes in policy formulation and policy implementing strategies, the SCERT has been identified as a lead institution. The various areas of its pre-occupations center around overall improvement of the policies and programmes of school education. As such the commitment to avowed goal of achieving universalization of elementary education and congruent with it the various action programmes undertaken under the DPEP umbrella become a significant and critical domain of the projects and activities of the SCERT. This goal is accomplished through its various organizational units operating under its fold.

The SCERT functions through its 11 departments which are as follows: -

1.   Department of Elementary Education (State Institute of Education) Allahabad.

2.   Department of Science and Mathematics. (State Institute of Science Education) Allahabad.

3.   Institute of Advanced Studies in Education, Allahabad

4.   Department of Education and Foreign Languages. Allahabad

5.   Department of Education Expansion and Audio-Visual Education, Allahabad

6.   Bureau of Psychology and Guidance, Allahabad

7.   Department of Hindi and Other Indian Languages, Varanasi

8.   Department of Curriculum and Evaluation, Lucknow

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9.   Department of Planning and Management, Lucknow

10.   Department of Vocational Education, Lucknow

In addition to these 10 departments of the SCERT, there are two CTEs and 62 DIETs (in each district), two Physical Training Colleges and 2 Nursery Training Colleges. These Institutions are at present conducting pre-service and in-service training courses to prepare required man-power in the field of Pre-Primary and Secondary Education under the umbrella organization of the SCERT. State Institute of Educational Technology, Lucknow is an autonomous organization.

The activities / programmes which are further being planned and proposed to be undertaken during the year 2001 and 2010 have been given a positive slant to bring about quality concerns in all the targetted programmes of SSA.

Capacity Development of the SCERT and the DIET Faculty

> A computer networking stations will be developed at the SCERT headquarters and each DIET for improvement of the quality and efficiency of the pre-service and in-service training as well as management and analysis of data.

> Data bank will be developed at the SCERT and the DIET level which will be helpful in knowing the status and impact of the interventions in the state.

> The SCERT will conduct subject, as well as pedagogy integrated need based programmes for DIET faculty, BRC/NPRC and elementary school teachers.

> The SCERT will organize exposure visits for DIET faculty to national organizations like NCERT, NIEPA, NCTE and the leading and effective institutions/organizations.

> The SCERT will conduct workshop-cum-training programme on research methodology and data analysis for DIET faculty, BRC & NPRC coordinators and elementary school teachers.

> The SCERT will promote inter-district exposure visits of DIET/BRC/NPRC personnel and elementary school teachers to look after innovative and good

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practices, attend workshops and training programmes. These visits will build a pool of academic resources.

➤ The SCERT will strengthen the capacity of its department, DIETs, BRC/NPRC to meet the increasing social demand for various aspects of education i.e., integrated education, information technology, computer education, educational management, social ownership of institutions and social participation programmes will also be the thrust areas.

➤ Convergence of services available in respect of disabled children, health, social welfare, UNICEF, ICDS, UNESCO, IGNOU, NOS.

Under UPBEP and DPEP the following **Training Package** has been developed:-

1. Shikshakodaya	(Motivational)	1997-98
2. Sabal	(Concept Papers)	1998-99
3. Sabal	(Activity Bank)	1998-99
4. Sabal	(Session Plan)	1998-99
5. Sabal	(Trainings Handbook)	1998-99
6. Sabal	(for NPRC/BRC Coordinators)	1998-99
7. Samarthan	(for BRC/NPRC Coordinators)	1999-2000

Besides TLM for para-teachers has also been evolved.

In the same pattern need-based TLM is required to be developed for upper primary levels which is targeted in SSA. The work in this direction is underway. It is worth mention that on the basis of experiences some new action areas are also being taken care of in the endevour.

In previous years, SCERT laid stress on the development and updating of curriculum, designing objective- congruent **TLM and textbooks**, generating training packages for teachers including para-teachers, evaluation of various ongoing academic activities, need-based training programmes in respect of resource persons and conducting of action research projects at the grass roots level. In addition to

these, appraisal surveys for baseline mid-term/final levels in respect of students' achievement and observations of classroom processes have also been accomplished.

Development of Supplementary Materials

> The SCERT will facilitate development of supplementary reading materials for children in the age group 6-14 over and above the ones already there.

> Supplementary learning materials will be developed in local dialects to facilitate language learning, comprehension and enhance achievement level. This exercise will be done by DIETs. The children with special needs will be clearly focused upon.

> The SCERT will develop the learning corners and activity bank at DIET level for improving the quality and commitment of pre-service as well as in-service elementary teachers.

Revision of Curriculum, Textbook and Evaluation Systems

> The SCERT has worked on the revision of curriculum textbooks, teacher handbooks for primary classes and curriculum, textbooks for upper primary classes. These text materials will need to be reviewed by the year 2005.

> The SCERT will develop teacher handbooks for upper primary classes.

> Pupil evaluation system at primary level evolved by the SCERT will also need a relook for improvement and revisions and pupil evaluation system for upper primary level will also be evolved and introduced which will provide feedback and on its basis remedial measures and strengthening of the strategies will be taken up.

> The SCERT will improve the quality of prospective teachers by updating the curricula, teacher's handbook, introducing competency based, value oriented modular packages and computer in their pre-service training.

Research and Evaluation

> The SCERT conduct baseline studies in respect of learner's achievement for upper primary classes in its first year, mid-year and the final year of the

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project. The SCERT will also ensure dissemination of baseline study findings for all three rounds to the concerned districts as well as for policy planners and implementers.

➤ The SCERT will conduct status and impact evaluation studies for project related interventions under SSA.

➤ The SCERT will commence thematic and impact studies on academic issues and encourage DIET faculty to undertake relevant research programmes.

➤ SCERT will sharpen skills of elementary teachers through use of action research strategy in respect of grassroots level problems of school and classroom situation. This capacity will be developed through training programmes, workshops in all DIETs. BRC/NPRC and elementary leel teachers.

Documentation, Publication and Dissemination

➤ The SCERT will build new library at the state headquarter as well as augment the library at its departments i.e., SIE, SISE, ELTI, IASE, CTEs, Bureau of Psychology. Department of Hindi and Other Language, Varanasi, DIETs, BRC/NPRC etc.

➤ The SCERT will continue to bring out bi-monthly "Shaikshika Prekshak" for its departments, DIETs, BRC/NPRC and teachers on pedagogical and academic issues, impact of innovative programmes, research findings.

➤ The SCERT will print and disseminate all newly developed materials by its departments, DIETs, BRC/NPRCs which will include good practices, that may emerge in the state.

➤ The documentation of good practices, process documentation of innovative programmes and ensures dissemination within and outside the state will be strengthened.

➤ The SCERT will provide an academic forum for collection and dissemination of relevant literature and material pertaining to its departments, DIETs. BRC/NPRC. Schools and agencies and departments associated with school education.

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Academic Supervision and Support System

The SCERT will :-

- provide administrative and academic support.to DIETs, BRC/NPRC and its departments.
- promote coordination between other educational organization/departments and agencies to fulfil UEE objectives.
- function as an academic institution for policy formation by collaborating with national and state level organization specially the NCERT, NIEPA, NCTE, NOS, IGNOU, SIEMAT etc.
- review and improve the academic support and supervision system for upper primary stage. The academic support will be given to BRC/NPRC and schools from the DIET constantly and regularly.
- orient DIETs for their role in guiding and monitoring the BRC/NPRC. BRC/NPRC will develop their capacity through the academic leadership of DIETs as well as regular feedback of the academic performance of BRC/NPRC coordinators, school teachers and students achievement.
- Development of modules/packages/strategies etc for training of TOTs in reference to working children, street children, children with special needs, nomadic tribal children etc.

Trainings

- The SCERT will develop and review need-based training modules for the capacity building of faculty of its departments, DIET faculty, BRC/NPRC and elementary school teachers including VECs, Village Zonal & Dist Panchayats and people interested in education.
- The SCERT will encourage institutions on a continuous/regular and systematic feedback basis to improve the quality of education.
- The SCERT will organize training programme on emerging trends of Elementary Education for its departments/DIETs so as to cope up with the aspirations of the society and the state.

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- Training of TOTs in specific strategies, packages, activities to cater to the needs of working children, street children, children with special needs, nomadic tribal children etc.

- To give a boost to science and mathematics education among girl child specially designed programme for TOTs will be conducted.

- To organize need-based training programmes for upper primary school teachers

- To develop need-based module for upper primary teachers

Strengthening of DPEP/SSA Cell at SCERT

At present a small cell for implementation of DPEP activities/projects has been created. The cell has been performing ably and has helped to ensure the academic quality of project led interventions. To cope with the extended areas of work and the emerging obligations in respect of DPEP period and then SSA it is proposed to suitably strengthen the DPEP cell in terms of expertise, equipment, educationa, and human resource in the following manner:-

- Two Joint Director (Evaluation and Follow up, pedagogy, training and management) , One Assistant Director, One Computer Programmer, 3 Computer Operators cum Stenos, 1 Accountant, 2 Messengers

- Computer systems, office equipments (generator, fax machine, video camera, printers, telephone line, Color photocopier, CD Duplicator, LCD etc)

- Hiring of consultancies of a specific nature for specified periods including consultants, functionaries, and messengers on contract basis.

- Additional office complex with the SCERT building to accommodate DPEP/SSA staff.

- Vehicle

- Developing a computer lab

The financial implications in respect of these support structures are indicated as follows:

Posts on Deputation Basis

Joint Director (2)	12,000-16,400
Assistant Director(1)	10,000-15,200
Research Officer (1)	8,000-13,500
Computer Programmer (1)	8,000-13,500
Accountant (1)	5,000 - 8,000

Table 1

Items	Estimated cost
Equipments (Computers and office equipments etc.)	20,00,000
DPEP/SSA cell at SCERT Posts on contract basis Consultants – 4 @ Rs. 10000 pm Computer Operator – 3 @ Rs. 5000 pm Ministerial level - 2 @ Rs. 3500 pm Functionaries - 2 @ Rs. 3500 pm Messengers -2 @ Rs.3000 pm	85,000

Construction of SSA Cell building and Computer Lab
     Civil work
     Furniture
     Maintenance (from 3rd year)
	20,00,000
	50,00,00
	80,000 p.a.

Maintenance	1,00,000 p.a.
Contingency and other overheads expenditure	1,00,000 p.a.
Exposure Visits	300000 p.a.

With a view to meeting the challenges/endevours under SSA the SCERT departments having areas specific functions and expertise need to be strengthened and hence the proposed.

State Institute of Education (SIE)

This unit was setup in consonance with the constitutional commitments towards elementary education and its qualitative improvement soon after the establishment of the national level organization- NCERT. It functions as the **Department of Elementary Education of the SCERT, and undertakes academic**

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programmes of curriculum designing, development of textbooks and TLM, training and field level researches/evaluations pertaining to elementary education. The institute organizes workshops, seminars and conferences in respect of problems of elementary education and is instrumental in preparing curriculum framework relevant to the state needs. It evaluates, monitors and organizes follow-up programmes for school as well as teacher education institutions. In a bid to improving and raising the levels of quality concerns, the institution plans and undertakes various projects.

* Orientation programme of DIET faculty on new policies and programmes for developing their of skills.

* Effective management and monitoring of Alternative Schooling (AE) with special attention to socially disadvantaged groups.

* Exploring effective plans and strategies for handling Multigrade Teaching situations.

* Revamping the curriculum framework and upgradation of the content as and when necessary.

* Improving the academic expertise of the functionaries attached to DIETs, BRCs and NPRCs so as to enable them to address the problems of schools and classrooms in respect of academic matters.

* Conducting research studies to find out problems in respect of implementation of various programmes/innovative procedures being advocated.

* Updating the textbooks and TLM in consonance with of the actual needs of the various target groups of learners.

* Reorienting the pre-service and in-service programmes of teacher preparation with adequate attention on development of communication skills, use of IT and innovative practices.

The effective management of these programmes in respect of SIE presupposes the strengthening of its academic as well as physical infrastructure to a considerable extent. The physical infrastructure in the shape of rennovation/addition/alternation of lecture halls, seminar rooms adding to the stock of equipments with modern gadgets and facilities by providing additional computers/communication network station, LCD projector etc., procuring technical support in the form of trained personnel on contractual basis, hiring of guest faculty/consultancies and maintenance/contingencies will have to be suitably augmented. This will not only provide a facelift to the

existing physical infrastructure inputs of the SIE but will also render its functioning more viable and sustainable *vis-à-vis* the programmes being contemplated and implemented under the aegis of SSA. The bare minimum requirements in the light of above stipulated framework are as follows:

Table - 2

Items	Estimated Cost
Equipments and technical support (computer, fast copier, video camera. VCR. VTR. OHP, Water Cooler, etc)	Rs. 15,00,000
Library books	Rs. 50,000 p.a.
Hiring of technical staff/operators on contractual basis (two operators)	Rs. 1,20,000 p.a.
Guest faculty/Consultancy	Rs. 1,00,000 p.a.
Vehicle (for field trips)	Rs. 5,00,000
POL	Rs. 50,000 p.a.
Maintenance	Rs. 50,000 p.a.
Contingencies- others	Rs. 1,00,000 p.a.
Trainings/ Seminar/ Workshop/ Material Development/ Publication/ Dissemination/ Research etc.	Rs. 100000

Bureau of Psychology

The Bureau of Psychology is another important department of the SCERT. Its focus of concern is to conduct research studies in psychology and education in relation to school education, to organize guidance services, evaluation and measurement programmes, to provide vocational guidance and information in respect of different avenues, to arrange workshops and seminars in the areas of guidance and evaluation and to offer special testing and guidance programme facilities for special needs and aspirations. In addition to this, the Bureau has also been assigned the task of implementing the programme of comprehensive and continuous evaluation (CCE) which further endavours and continuous monitoring to be effective. Thus, the following programmes/activities alongwith their financial implications are considered to be relevant for the effective discharge of the obligations and services by the Bureau of Psychology :

Table -3

Items	Estimated cost
Development of need based test materials relating to SSA programmes	Rs. 1,00,000 p.a.
Procurement of standardized tests and equipments	Rs. 50,000
Training programmes for DIET faculty in respect of improving psychological services at school level	Rs. 1,00,000 p.a.
Survey Research A- Development of survey and evaluation tools B- Planning and undertaking of impact studies C- Publication of evaluation tools	Rs. 1,50,000 p.a.
Dissemination of important information/publications	Rs. 1,50,000 p.a.
Strengthening of library support (in the shape of books, journals, reference materials)	Rs. 50,000 p.a.
Preparation/presentation/dissemination of charts, posters etc through Regional Psychological Centres	Rs. 50,000 p.a.
Equipments (Computers, Printer, Photocopier, OHP etc.)	Rs. 5,00,000
Contingency (including that for Regional Psychological Centres)	Rs. 1,00,000 p.a.
Maintenance (From 3rd year)	Rs. 50,000 p.a
Furniture and furnishing (for conference hall of the Bureau.	Rs. 3,00,000

State Institute of Science Education

The institute plans and undertakes development of goal oriented specific sets of textbooks, training packages, planning and conducting sponsored studies/researches in subjects of Science and Mathematics and implementing projects for quality management. It also organizes one time annual activities like Science Exhibition, Science Seminar and Intel Science Talent Search Fair. Jawahar Lal Nehru Children's Science exhibition in November in collaboration with NCERT and other state level agencies. With the introduction of new curriculum secondary level teacher's-training packages and modules have to be developed. The SISE will provide necessary expertise for improving the quality of instructional exposures and the teaching-learning materials for Science and mathematics in the schools. It is proposed undertake the development and designing of TLM for use by teachers as well as students. The plan is to devise self-instructional programmed/semi

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programmed/ modular activity based learning activity package, so as to improve the quality of learning at the school level.

Table - 4

Items	Estimated cost
Hostel 50 beds	
Civil works	50,00,000
Furnishing and fixtures	10,0000
Computer room	1,25,000
Library hall	1,50,000
Library books	50,000 p.a.
Equipments (computers, TV, VCR, Photocopier, LCD Projector, OHP. Water Cooler etc)	10,00000
AC for hostel	25,00,000
Vehicle for field trips	50,00,000
Maintenance from 3rd year	1,00,000 p.a
POL	50,000 p.a
Contingency	1,00,000 p.a.
Training/ Workshop/ Research/ Seminar/ Tool Development/ Publication/ Dissemination etc.	5,00,000 p.a.

Rajya Hindi Sansthan

The Departments' focus is on strengthening the support of teaching through the medium of Hindi and other Indian languages. The institute has been conducting sponsored researches and training programmes for various target groups in addition to organizing workshops and seminars on important issues in respect of teaching through the medium of Indian languages in general and Hindi in particular. It has also been assigned the task of writing teaching learning material and textbooks in Hindi language for the school stage. With the introduction of Sanskrit as a compulsory subject from class 3 onwards, the task writing textbooks and such other relevant material as is deemed proper comes under the ambit of its activity. Thus, in addition to these, the institute is providing an expert level support for development and production of Hindi textbooks.

The institute is also required to work for the upgradation of the quality of Hindi teachers at the school level by organizing workshops/training programmes. Thus, in order to strengthen its functioning in respect of better preparation of Hindi teachers and TLM in Hindi and Sanskrit, the following inputs have to be provided. The financial estimates as worked out have been shown against each item :

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Table -5

Items	Estimated cost
Language Laboratory including civil work furnishing and fixtures and equipments	15,00,000
Equipment(computers, photocopier, video recorded, OHP, Generators etc.)	7,00,000
Women's Hostel and Guest House (civil work, fixtures and furnishing)	15,00,000
Vehicle for field trips	, 5,00,000
Library books	50,000 p.a.
Maintenance	1,00,000 p.a.
Contingency	1,00,000 p.a.
Training/ Workshop/ Material Development/ Research/ Publication/ Dissemination etc.	2,00,000 p.a.

English Language Teaching Institute

The Departments focus of concern is to promote and strengthen the teaching of English in the state. Its activities encompass planning and designing of curriculum from class 3 onwards, developing instructional material and textbooks, conducting short term and long term training programmes for teaching of English and assessing the problems of teachers and students in respect of teaching and learning of English as a second language. The institute takes academic support from Central Institute of English and Foreign Language (CIEFL), Hyderabad under the ELT support scheme.

Besides the aforementioned wide ranging activities, it conducts a four month pre-service and in-service diploma course in English language teaching, runs a proficiency course in spoken English, organizes workshops, seminars and conferences to promote the teaching of English and undertakes research studies. extension work, innovative projects in English language teaching. With the adoption of the policy of teaching English class 3 onwards, the roles and responsibilities of the institute have considerably increased specially in the context of SSA underway. The specific task to be accomplished by the institute in a time bound manner relate to developing and designing of textbooks and TLM, training of teachers in ELT and launching induction courses of various levels for in-service groups of teachers at the primary and upper primary stage in particular. In order to enable the institute to achieve these targets, the following infrastructure and academic inputs have to be created for which the financial implications are shown here under :

Table – 6

Items	Estimated cost
Strengthening of language lab by adding 10 more booths	8,00,000
Equipments in the shape of ATR, audio cassettes, VTR and vedio cassettes, linguaphone, computer, photocopier etc.	12,00,000
Library	50,000 p.a.
Maintenance	50,000 p.a.
Contingency	50,000 p.a.
Training / Workshop/ Research/ Material Development/ Publication/ Dissemination	2,00,000 p.a.

Physical Training Institutes

The training of physical instructors forms an important activity in the current scenario of emerging educational programmes and policies. In the state of U.P., as at present we have only four such institutes which undertake this exercise. Out of these, two are government run and remaining two are private concerns. Besides their facelift, a close coordination and networking of their activities would go a long way in improving their output in practical terms. The immediate plan to address such a situation is to enhance the capacity of the existing institutions and to introduce newer ones.

The content of physical education and the training programmes are going to include activities/prescriptions derived from Yoga education as well. This will impart a new look to the entire programme of physical instruction. The preparations of instructors/teachers shall have to be adjusted to carry out the intentions in a proper frame of reference. In a modest way it is proposed to strengthen the physical training institutions and their areas of activities by creating the following additional inputs and infrastructures/equipments for which the financial estimates are as follows:

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Table -7

Items	Estimated co
Strengthening of extramural activities and programmes with creation of space and other facilities on the campus (@ 3,00,000 x 4)	12,00,000
New gadgets and appliances required for improved training programmes (@ 300000 x 4)	12,00,000
Creation of special facilities in the existing gymnasia (@ 1,00,000 x 4)	4,00,000
Centres for yogic/exercises/meditation sessions (@ 25,000 x 4)	1,00,000
Other equipments (photocopiers/computers, vedio recorder etc. (@ 500000 x 4)	20,00,000
Maintenance (@ 50000 x 4)	2,00,000 p.a.
Contingency (@ 50000 x 4)	2,00,000 p.a
Training/ Workshop	4,00,000 p.a

Nursery Training Colleges

The new policy of education rightly stressed the concerns for pre-school education in a bid to ensure and promote the quality of primary school education. As at present, there are 46 government approved pre-school level institutions in the state. It is proposed to increase the existing academic support in terms of actual assessment of needs/requirements. The existing CT Nursery Training Colleges which are only two at present- one at Allahabad and the other at,Agra will have to be strengthened in order to enable them to cope with the needs.

The curricula of the CT Nursery Training Colleges have to be completely revamped, the training programmes have to be revitalized and their relationship/networking with the institutions they have to cater to have to be rethought of. In the most immediate way these institutions will be strengthened in respect of physical and academic support structures for which the financial implications are spelt out as follows:

Table -8

Item	Estimated cost
Enrichment of gadgets and play way materials @ 200000 x 2	4,00,000
Additional provision for apparatus for organizing indoor games @ 50000 x 2	1,00,000
Equipments (computers, VCR, VTR, photocopier etc) @ 400000 x 2	8,00,000
Maintenance @ 50000 x 2	1,00,000
Contingency @ 50000 x 2	1,00,000
Training / Workshops etc.	1,00,000 p.a.

District Institutes of Education and Training

In consonance with the constitutional mandate the concern for decentralized administration and effective-planning processes has become more manifest in the recent years. It may be indicated that the NPE was quite categorical in laying stress on promotion of viable educational structures at the district level. It also pleaded for adopting firm programmes and policies suited to the local genius. The institution of DIET has been created to meet the needs of such visualization. It was conceived primarily as an apex organization at the district level to plan, promote, assess, develop, supervise and control the basic policies and programmes in respect of elementary education in particular and to consolidate the current educational practices prevalent in the district level structures in general. Thus, the DIETs have to be transformed into real centres of excellence for all matters pertaining to elementary education at the district level.

Viewed in this framework the overarching concern of DIET has to be with the quality control and management of the formal institutions as also their non-formal counterparts crated to fulfill the obligations with regard to disadvantaged groups of our society in particular. As such it has to provide leadership in planning and promoting educational programmes and services which will ensure sustainable pace of development in the district. It has to constantly adopt and assimilate a long-term perspective in keeping with the local strengths and limitations found within a district. Accordingly, the academic potential of the DIET has to be suitably improved so as to make it a real path breaker and torchbearer to the local schools/institutions in the elementary education sector.

Needless to observe that the implementation of a substantial chunk of the programmes and policies of the SSA will be contingent on the quality of leadership and expertise provided through the DIET. Undoubtedly the challenge is great in this regard. The faculty placed at the disposal of the DIET, the physical and financial inputs, the dynamic pace of its various activity cycles and the overall vision with which the programmes and policies will be pursued, would determine to a considerable extent the quality of contribution of DIET as an institution. All DIETs have developed their plans

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The main thrust of the programmes and policies to be undertaken by each DIET are being highlighted in a succinct manner:-

* Training of pre-service and in-service teachers in competency based and value-oriented management of educational processes

* Strengthening the support services in respect of disadvantaged groups, physically handicapped, women empowerment and projects being implemented in this regard.

* Undertaking action research projects to improve decision making and decision implementing strategies with reference to school and classroom processes.

* Conducting impact assessment and surveys.

* Developing socially useful and productive materials through revitalizing the supporting unit.

* Developing individualized/activity based modular and programmed material for use by students having learning disabilities.

* Promoting necessary skills and expertise for adoption of comprehensive and continuous evaluation, TLM and educational technology approach for ensuring quality of learning.

* Helping in policy formulations in respect of elementary education by taking up research oriented schemes and studies.

* Updating the curriculum in terms of local needs and constraints with a view to design viable packages.

According to our vision DIET has to be shaped into an academically viable and strong organization by incorporating the mandates in respect of the decentralized administration and planning paradigms at the district and village level. It goes without saying that the academic as well as financial supports have to be continually built up and improved by pooling all the resources at the disposal of a district.

Strengthening of SCERT and its departments
(special institution)- Budget

1. Need Based Training Programme

(Rs. in thousand)

Sl. No.	Items	Years							
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
1.	Development of Supplementary Materials	400	400	400	400	400	400	400	2800
2.	Printing	100	100	100	100	100	100	100	700
3.	Training of Master Trainers	500	500	500	500	500	500	500	3500
4.	Seminar/Workshop	100	100	100	100	100	100	100	700
Total		1100	1100	1100	1100	1100	1100	1100	7700

2. Development of Supplemary Materials

(Rs. in thousand)

Sl. No.	Items	Years							
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
1.	Development of Training Materials	200	200	200	200	200	200	200	1400
2.	Printing	100	100	100	100	100	100	100	700
3.	Dissimination	100	100	100	100	100	100	100	700
Total		400	400	400	400	400	400	400	2800

3. Revision of Curriculum, textbooks and evaluation system

(Rs. in thousand)

Sl. No.	Items	Years							
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
1.	Revision of Curriculum	500	0	0	0	500	0	0	1000
2.	Revision of Textbooks	1000	0	0	0	1000	0	0	2000
3.	Revision / evolve of evaluation system	0	0	500	0	0	500	0	1000
Total		1500	0	500		1500	500	0	4000

4. Research and Evaluation (A) Studies

(Rs. in thousand)

Sl. No.	Items	Years							
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
1.	Studies	2000	2000	2000	2000	2000	2000	2000	14000
2.	Dissimination	400	400	400	400	400	400	400	2800
Total		2400	2400	2400	2400	2400	2400	2400	16800

B. Learners' Achievement Survey

(Rs. in thousand)

Sl. No.	Items	Years							
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
1.	Survey	7000	-	-	9000	-	-	11000	27000
2.	Dissimination	400	-	-	500	-	-	600	1500
Total		7400	-	-	9500		-	11600	28500

5. Academic Supervision and Support System

(Rs. in thousand)

Sl. No.	Items	Years							
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
1.	Development and Revision	-	500	-	-	-	500	-	1000
2.	Publication/Dissimination	100	100	100	100	100	100	100	700
Total		100	600	100	100	100	600	100	1700

6. Publication

(Rs. in thousand)

Sl. No.	Items	Years							
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
1.	Material Collection and Development	300	300	300	300	300	300	300	2100
2.	Printing	7000	7000	7000	7000	7000	7000	7000	49000
3.	Dissimination	200	200	200	200	200	200	200	1400
Total		7500	7500	7500	7500	7500	7500	7500	52500

7. SCERT Headquarters, Lucknow

Sl. No.	Items	Years							
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
1.	Civil Work (Library & Cell)	5000	-	-	-	-	-	-	5000
2.	Furniture and Furnishing	1000	-	-	-	-	-	-	1000
3.	Equipments	2000	-	-	-	-	-	-	2000
4.	Maintenance	-	180	200	200	200	200	200	1180
5	Contingencies	100	100	100	100	100	100	100	700
6.	Books	100	100	100	100	100	100	100	700
7.	Salaries of Staff	1810	1810	1810	1810	1810	1810	1810	12670
8.	Exposure Visits	300	300	300	300	300	300	300	2100
Total		10310	2490	2510	2510	2510	2510	2510	25350

8. State Institute of Education UP, Allahabad

Sl. No.	Items	Years							
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
1.	Equipments	1500	-	-	-	-	-	-	1500
2.	Contingencies	100	100	100	100	100	100	100	700
3.	Maintenance	-	50	50	50	50	50	50	300
4.	Vehicle	500	-	-	-	-	-	-	500
5	POL	50	50	50	50	50	50	50	350
6	Books	50	50	50	50	50	50	50	350
7	Salaries on contract basis	120	120	120	120	120	120	120	840
8	Consultancy	100	100	100	100	100	100	100	700
9	Training/Workshop	1000	1000	1000	1000	1000	1000	1000	7000
Total		3420	1470	1470	1470	1470	1470	1470	12240

9. Bureau of Psychology, Allahabad

<div align="right">(Rs. in thousand)</div>

Sl. No.	Items	Years							Total
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
1.	Development of material/ training/research	600	600	600	600	600	600	600	4200
2.	Procurement of test material	100	-	-	-	-	-	-	100
3.	Equipments	500	-	-	-	-	-	-	500
4.	Furniture and Furnishing	300	-	-	-	-	-	-	300
5	Library books	50	50	50	50	50	50	50	350
6	Maintenance	-	50	50	50	50	50	50	300
7	Contingency	100	100	100	100	100	100	100	700
8	Training/Workshop/Research	500	500	500	500	500	500	500	3500
Total		**2150**	**1300**	**1300**	**1300**	**1300**	**1300**	**1300**	**9950**

10. State Institute of Science Education

<div align="right">(Rs. in thousand)</div>

Sl. No.	Items	Years							Total
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
1.	Civil Work	5275	-	-	-	-	-	-	5275
2.	Furnishing and furniture	1000	-	-	-	-	-	-	1000
3.	Equipments	1250	-	-	-	-	-	-	1250
4.	Vehicle	500	-	-	-	-	-	-	500
5	Library Books	50	50	50	50	50	50	50	350
6	Maintenance	-	100	100	100	100	100	100	600
7	POL	50	50	50	50	50	50	50	350
8	Contingency	100	100	100	100	100	100	100	700
9	Training/ Workshops/ Tool Development	500	500	500	500	500	500	500	3500
Total		**8725**	**800**	**800**	**800**	**800**	**800**	**800**	**1352**

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11. Rajya Hindi Sansthan

Sl. No.	Items	Years							
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
1.	Civil Work	3000	-	-	-	-	-	-	3000
2.	Equipments	700	-	-	-	-	-	-	700
3.	Vehicle	500	-	-	-	-	-	-	500
4.	Library Books	50	50	50	50	50	50	50	350
5.	Maintenance	-	100	100	100	100	100	100	600
6.	Contingency	100	100	100	100	100	100	100	700
7.	Training/ Workshops/ Tool Development	200	200	200	200	200	200	200	1400
Total		4550	450	450	450	450	450	450	7250

12. English Language Teaching Institute

Sl. No.	Items	Years							
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
1.	Equipment/Civil Work	2000	-	-	-	-	-	-	2000
2.	Library books	50	50	50	50	50	50	50	350
3.	Maintenance	-	50	50	50	50	50	50	300
4.	Contingency	50	50	50	50	50	50	50	350
5.	Training/Workshop etc.	200	200	200	200	200	200	200	1400
Total		2300	350	350	350	350	350	350	4400

13. Physical Training Institutes (4)

(Rs. in thousand)

Sl. No.	Items	Years							
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
1.	Equipment	3200	-	-	-	-	-	-	3200
2.	Space and facilities .	1500	-	-	-	-	-	-	1500
3.	Maintenance	-	200	200	200	200	200	200	1200
4.	Contingency	200	200	200	200	200	200	200	1400
5.	Training/Workshop etc.	400	400	400	400	400	400	400	2800
Total		5300	800	800	800	800	800	800	10100

14. Nursery Training Colleges (2)

(Rs. in thousand)

Sl. No.	Items	Years							
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total
1.	Material	500	-	-	-	-	-	-	500
2.	Equipment	800	-	-	-	-	-	-	800
3.	Maintenance	-	100	100	100	100	100	100	600
4.	Contingency	100	100	100	100	100	100	100	700
5.	Training/Workshop etc.	100	100	100	100	100	100	100	700
Total		1500	300	300	300	300	300	300	3300

SCERT and its department-wise summary of cost estimate

Sl. No.	Organization	Years							Total
		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
1	SCERT	30710	14490	14510	23510	15510	15910	25610	139350
2	SIE	3420	1470	1470	1470	1470	1470	1470	12240
3	Bureau of Psychology	2150	1300	1300	1300	1300	1300	1300	9950
4	SISE	8725	800	800	800	800	800	800	13525
5	Rajya Hindi Sansthan	4550	450	450	450	450	450	450	7250
6	ELTI	2300	350	350	350	350	350	350	4400
7	Physical Training Institute	530Q	800	800	800	800	800	800	10100
8	Nursery Training Institute	1500	300	300	300	300	300	300	3300
	Total	58655	19960	19980	28980	20980	20480	31080	200115

SARVA SHIKSHA ABHIYAN

State Component Plan

of

SIEMAT

(2003 - 2010)

State Institute of Educational Management and Training
(SIEMAT),
U.P Allahabad

CONTENT

COMPONENT PLAN

(Sarva Shiksha Abhiyan)

(2003-2010)

INTRODUCTION

Establishment

Till recently NIEPA was the only apex institute at the national level in the area of educational planning and management to impart training to the key functionaries of education working in various positions in the state .There was no institute at the state level to impart training in planning. and management in spite of the fact that considerable stress was laid on the capacity-building of planners and administrators at the state level in the N.P.E. (1986). After the launching of Education For All Project (Basic Education Project) and District primary education programme in 1993 and 1997 respectively the need as specified in NPE, and POA (1992) regarding development of capacity of planning and management at the state level was felt more strongly. Accordingly, the U.P. EFA project itself included the proposal for the establishment of an institute to impart training in planning and management to the educational functionaries in U.P. and the State Institute of Educational Management and Training (SIEMAT) was established, at Allahabad on 5.4.1995 under the Societies Registration Act 1860, with its office at Allenganj, Allahabad, U.P. The MOA was registered in April 1995 and the institute started functioning since July 1995.

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Objectives

The above-mentioned context and the present educational scenario in Uttar Pradesh, describe the crucial role that SIEMAT is expected to play in promoting the development of education in Uttar Pradesh and the country as a whole . The Memorandum of Association of SIEMAT states the following as its main objectives:

1. To develop and manage system of educational assessment;

2. To provide professional and resource support in educational planning and management at all levels of administration;

3. To organize pre-induction, in service training programmes and orientation courses for educational functionaries and community leaders at the state, regional, district and sub-district levels;

4. To undertake research, evaluation and experimentation in planning and management of school education;

5. To establish network with other government and non-government organizations, institutions and agencies within and outside the state for training, research, monitoring and evaluation in the area of educational planning, management and student achievement assessment;

6. To undertake, aid, promote and co-ordinate research activities including comparative studies in various planning techniques;

7. To document and disseminate state, national and international innovations and experiments in the area of educational planning, management and assessment;

8.   To offer, on request, consultancy services to the states other than U.P., Government of India and other educational organizations and

9.   To provide, on request, facilities for training and research in educational planning.

Functions

The following are the main functions of the institute :

(A)   **Research and Evaluation**

To identify, related areas of research to be conducted or sponsor research and evaluation studies, which can be utilized in shaping State. Educational Policies and to undertake action research projects specially in the following areas:

(a)   Institutional planning, management and evaluation

(b)   Micro-planning and school-mapping

(c)   Project planning and management

(d)   Inspection and supervision

(e)   Community participation

(f)   Resource management

(B) **Monitoring, Statistics and Survey:**

(i)   To provide technical support to the Uttar Pradesh "SABHI KE LIYE SHIKHA PARIYOJNA PARISHAD" and the State Council of Educational Research and Training, Uttar Pradesh (SCERT) and other educational organizations in various areas of statistical research methodology ;

(ii)   To help the Districts in design and development of system of monitoring and EMIS.

(iii)   To undertake trend analysis of educational statistics and

(iv)   To undertake directly or through other agencies, small and large scale sample surveys to collect information to fill data gaps in educational statistics.

(C) Training Programmes/Workshops:

(i)   To organize induction and in- service training programmes and orientation courses for district and state level officers and other functionaries.

(ii)   To organize orientation programmes for community leaders.

(iii)   To hold seminars, conferences, thematic workshops, etc. in areas related to educational planning and management.

(D) Extension and Dissemination :

(i)   To adopt blocks and school complexes for preparation and implementation of educational plans so as to develop replicable models;

(ii)   To perform clearing-house functions in respect of state and national level innovations and experimentation in the areas of educational policy reforms, planning, management and evaluation;

(iv)   To publish News-letters/ Journals;

(v)   To disseminate research reports and other findings of innovative experiments.

(E) Assessment of Learning Achievements :

To develop a system for assessment of learning achievements of students on regular basis up to elementary level.

(F) Miscellaneous:

Any other functions related to educational management and training entrusted by government of Uttar Pradesh or Uttar Pradesh Sabhi Ke Liye Shiksha Pariyojna Parishad.

In this context it is worth-while to mention that international conferences on education like Jomtien World Conference on Education for All in 1990 and Dakar World Education Forum in 2000 have re-affirmed and renewed the commitments to turn the vision of universal elementary education into a reality. In the light of the goals of Dakar Framework of Action, a comprehensive educational campaign entitled "Sarva Shiksha Abhiyan" has been launched in various states of India including Uttar Pradesh.

Currently SIEMAT is involved in the activities of Training, Research, Networking, Consultation etc. in the area of Educational Planning and Management. Programme under UPBEP, DPEP-II & III and the Institute has played a role of warm-up exercise for SSA in districts, After its installation SIEMAT carried out many jobs in small spells in the form of Training, Research, Networking etc. for UPBEP, DPEP-II & III covered districts. Year by year it also strengthened itself through infrastructure. Manpower, and helped served in different areas of Educational Planning & Management. But to perform the job of all 70

districts covered under SSA with same previous Qualitative & Quantitative magnitude, it needs further enrichment of infrastructure, Manpower and other related areas.

Further in order to execute the planned activities (Training, Research etc.) under SSA and perform all the allotted jobs with the desired level of quality, the SIEMAT requires strengthening in respect of inputs in the form of infrastructure, equipment, material resources, human resources etc.

Details of existing Human Resource and Infrastructure; as per the following pages, form the base for the development of Plan Component of Sarva Shiksha Abhiyan.

INFRASTRUCTURE

Building

State Institute of Educational Management and Training (SIEMAT), U.P. Allahabad is established and running in its own institution, U.P. Govt. got the building constructed through U.P. Rajkiya Nirman Nigam. The Physical infrastructure of SIEMAT can broadly be divided into 5 blocks as follows :

1. Administrative Block
2. Hostel/Guest House Block
3. Residential Block
4. Auditorium, and
5. Library

Under DPEP III budget a large training complex has been added to the above mentioned infrastructure. This training complex has been constructed by Jal U.P. Nigam as the construction agency, at a cost of Rs.29.36 lakh. This training complex mainly consists of the following :

1. Two training halls – Capacity 80 persons, each
2. Four workshop Rooms – Capacity 30.persons, each
3. One Store Room
4. One Office Room
5. One Trg. Officer's Chamber
6. One Staff Room

Besides, there are other provisions such as kitchen, dining room, waiting room, reception and toilets etc.

Administrative Block

The administrative block consists of the main office of SIEMAT as well as the training room and the conference rooms, It is a double storeyed building with provisions as follows :-

(A) Ground Floor

The Director's Chamber as well as 4 rooms for Addl. Directors, Sr. Accounts officer, Administrative Office and Asst. Accounts Officer are located on the ground floor of the block in addition to the, office room, a large canteen equipped with a LPG gas bank of 6 cylinders and a conference hall with a seating capacity of 70 persons. This conference hall is fully air conditioned fitted with conference system.

(B) First Floor

On the first floor, are located,

(i)	Two training rooms (air cooled) having a seating capacity of 50 persons each.
(ii)	A committee room (air conditioned) with a seating capacity of 35 persons.
(iii)	A computer centre equipped with 12 PCs and other I.T. equipments.
(iv)	Five chambers for HODs and a staff room.

Auditorium

To cater to the needs for large size programmes, such as seminars, conferences, workshops and cultural programmes, SIEMAT has a centrally air conditioned Auditorium, equipped with modern facilities & having a seating capacity of 200 persons, a large foyer with reception counter and a well maintained side lawn with sufficient space for catering purpose.

Hostel / Guest House

SIEMAT has a double storeyed hostel/guest house block. The hostel is 75 bedded, air-cooled, whereas the Guest House

consists of seven air conditioned rooms (double beded) and a separate suite for the Chairman, SIEMAT. This block also consists of a large dining room with attached kitchen having LPG gas-bank of 10 cylinders, a well decorated recreation room equipped with A.V facilities, as well as indoor games.

Library

SIEMAT has developed a sufficiently large library furnished tastefully with modern facilities and equipments. The library building is fully air cooled whereas a VIP reading room has been Air conditioned. The entire record of the library is computerised. It also caters Audio Vizual material, specially related to the education system.

To the library an air-conditioned training room has been recently added. This training room has a seating capacity of 50 persons and it is also equipped with projection T.V./VCR/CD player for visual display of training materials etc.

Residential Block

SIEMAT also provides residential facility to its staff. The infrastructure of SIEMAT includes five categories of residential flap as detailed below :-

1. One, Type V Flat for Director, SIEMAT
2. Eight, Type IV Flat for Sr. Officers
3. Four, Type III Flat for Subordinate Staff
4. Three, Type II Flat for Subordinate Staff
5. Four Type I Accommodation for Class IV Staff

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It will be most relevant to add at this place that SIEMAT has a separate electricity transformer for its premises and also its own Overhead Water Reservior Tank attached with its pump-house to ensure regular and better water supply in the institute premises.

Computer Facilities

The Computer Centre in the Institute has been developed in consultation with IIT Kanpur. The Institute has a number of Pentium computers connected with a 5 KVA UPS, It has, one Laser Jet 6L printer, two inkjet printers, one dot-matrix printer, a scan-jet scanner and a C.D. writer besides other common attachments. The computer center co-ordinates and provides academic support to all the five departments of the institute and the library as well. The participants arriving at the institute get hands-on experience of computer usage in various training programmes. Creating data bases for various researches, providing analysis and generating reports are the major activities of the center. It also provides support to the analysis of EMIS data collected every year from the schools. Some latest softwares have been procured. The institute also has GIS Arc info software for school mapping and other perspective work. The Internet connectivity and web site of the institute provide fast response for its users. On the basis of ongoing and forthcoming activities of the institute the web site is updated. It helps in disseminating a large amount of information to its users.

Training Equipments

All rooms of the SIEMAT are well equipped with latest office/training equipments. Office rooms are provided with cabins so as to enable the members of academic staff to work efficiently in a congenial environment. Computers/Printers/Electronic Typewriters are available for office staff.

In addition to educational equipments and materials such as Over-Head Projector, T.V., V.C.R., etc., some modern educational aids and materials have been procured to make the training programmes more effective and meaningful. These materials include the following :

(a) L.C.D. Projector with computer and Video System :   This projector is used to show multimedia programmes with the help of a computer on a bigger screen. It facilitates an effective demonstration of data and shadow pictures when connected to a computer or a video.

(b) Direct Projector with Document Feeder : The Projector does not require transparency for projecting written material and a trainer can use it with a remote control. A number of papers can be projected one-by-one through the remote control.

(c) Pana Board : In addition to its use as a writing, Board it also provides the print out of written material, copies of which may be instantly made available to the participants.

(d) Photocopying Machine : Gestetner photocopying machine facilitates direct printing of any material at a speed of 120 photocopies per minute. The other two photocopy- machines are used for general purpose, one of these is a digital photo-copier with a computer interface. SIEMAT also has a colour
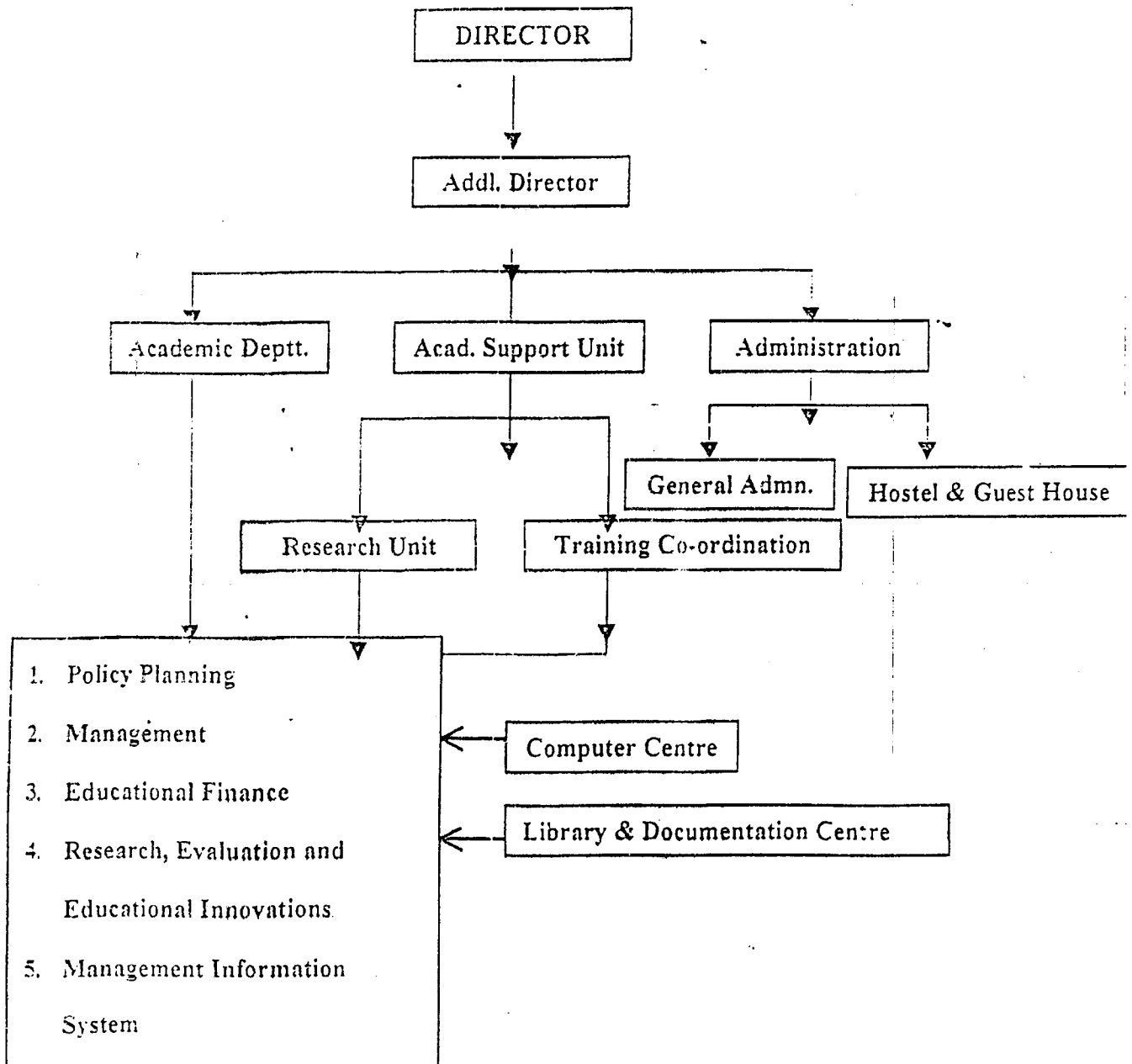
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photocopier which also provides enlarged photographs, coloured reports, etc.

(e) Other Facilities : The Institute also has the facilities for distant communication with # Fax,* EPBAX,* E-Mail and *INTERNET facilities.

Human Resource

Every since its establishment the institute has made its best efforts to build its strength by recruiting highly qualified and rigorously trained faculty staff, capable of giving best output for their departments. Every department has one head-of-Deptt. and one lecturer. Training and Research officers, with research and training associates are in place. Computer Centre and Library units provide full support to all the departments. Though most of the posts created for the institute have been filled with deserving candidates, yet a few of them have fallen vacant in the routine course. However all such posts will also be filled up in the near future.

ORGANISATIONAL STRUCTURE

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                          ┌─────────────────┐
                          │    DIRECTOR     │
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                          ┌─────────────────┐
                          │  Addl. Director │
                          └─────────────────┘
                                   │
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        ▼                          ▼                           ▼
┌────────────────┐      ┌────────────────────┐      ┌──────────────────┐
│ Academic Deptt.│      │ Acad. Support Unit │      │  Administration  │
└────────────────┘      └────────────────────┘      └──────────────────┘
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| | | General Admn. | Hostel & Guest House |

Research Unit   Training Co-ordination

1. Policy Planning

2. Management

3. Educational Finance

4. Research, Evaluation and
   Educational Innovations

5. Management Information
   System

◄── Computer Centre

◄── Library & Documentation Centre

DETAILS OF STAFF POSITION

Sl. No.	Name of post	Pay Scales	Sanctioned Posts	Remark
1.	Director	18400-22400	1	-
2.	Additional Director	14300-18300	1	
3.	HOD (Policy & Planning)	12000-16500	1	
4.	HOD (Management)	12000-16500	1	
5.	HOD (Educational Finance)	12000-16500	1	Vacant
6.	HOD (Research & Evaluation)	12000-16500	1	
7.	HOD (MIS)	12000-16500	1	
8.	Senior Account officer	10000-15200	1	
9.	Administrative Officer	10000-15200	1	
10.	Lecturer (Policy & Planning)	8000-13500	1	
11.	Lecturer (Management)	8000-13500	1	Vacant
12.	Lecturer (Education Finance)	8000-13500	1	
13.	Lecturer (Research & Evaluation)	8000-13500	1	Vacant
14.	Lecturer (MIS)	8000-13500	1	Vacant
15.	Training Officer	8000-13500	1	
16.	Research Officer	8000-13500	1	
17.	Librarian	8000-13500	1	
18.	Computer Programmer	8000-13500	1	
19.	Assistant Account Officer	6500-10500	1	
20.	Research Associate	6500-10500	1	
21.	Training Associate	6500-10500	1	
22.	Assistant Librarian	6500-10500	1	Vacant
23.	Research Assistant	5000-8000	1	
24.	Training Assistant	5000-8000	2	One Vacant
25.	Hostel Superintendent	5000-8000	1	
26.	Computer Operator	5000-8000	2	One Vacant
27.	Stenographer	5000-8000	2	
28.	Accountant	5000-8000	1	
29.	Typist cum Clerk	3050-4500	2	
30.	Library Assistant	3050-4500	1	
31.	Receptionist	3050-4500	1	
32.	Hostel Caretaker	3050-4500	1	
33.	Driver	3050-4500	5	
34.	Electric Cum Tube well Operator	3050-4500	1	
35.	Machine Man	2610-3540	1	
36.	Peon/Watchman/Messenger	2610-3540	6	
	Total		49	

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TRAINING

INTRODUCTION

In view of the need for preparing area-specific educational plans and programmes and ensuring their effective execution, capacity-building in the educational functionaries of various levels-right from the Nyaya Panchayat Resource Centre level to the State level — is a must. The demands of educational planning, preparation of work-plans and budget etc have posed new challenges and SIEMAT is committed to the task of responding to them effectively with vigour providing an innovative and contextualised training for the development of plans which directly address the area-specific needs and problems. SIEMAT has been regularly making well-planned efforts through various types of training programmes so as to cater to the developmental and educational requirements, Hence SIEMAT has its main focus on developing the capacity of the key functionaries at the State level as well as other levels of educational administration.

The target group includes top level key functionaries, Institutional functionaries, NGO functionaries, public representatives etc. at the state, region, district. Block and Nyaya Panchayat levels.

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Now the strategy has been planned to cover all the districts under Sarava Shiksha Abhiyan. Therefore, in future the target group for training will increase in large number. Under SSA more emphasis is laid on the upper primary sector, therefore, the new strategy may have to be formulated to cater to the need of the training personnel.

The Beneficiaries of SIEMAT Programmes can broadly be classified under 4 major categories :

1. Key Functionaries
2. Institutional Functionaries
3 NGO's
4. Public Representatives

The details of the above categories are as follows :

Key Functionaries

The key functionaries include :

(i) <u>At State Level</u> : Directors, Additional Directors, Joint Directors, Deputy Directors, 'Assistant Directors and Assistant Deputy Directors and other subordinate officers at the Directorate.

(ii) <u>At Regional Level</u> : Regional Joint Director, Deputy Director (Secondary), Assistant Director (Basic) and other subordinate officers at regional offices.

(iii) <u>At District Level</u> : District Inspector of Schools, Associate District Inspector of Schools, Zila Basic Shiksha Adhikari, Deputy Basic Shiksha Adhikari etc.

(iv) <u>At Block Level</u> : Assistant Basic Shiksha Adhikari/ Sub Deputy Inspectors of schools.

institutional Functionaries

(i) <u>At the State Level</u> : Heads and subordinate officers of the state level special institutes.

(ii) <u>At the Regional Level</u> : Heads and subordinate officers of Training Institutions, Regional Psychological Centres etc.

(ii) <u>At the District Level</u> : DIET Principals, Vice Principals and Senior Lectures (Planning and Management, Principals of Higher Secondary School (Boys and Girls)/Inter Colleges etc.

(iv) <u>At Block Level</u> : Co-ordinators of BRCs and NPRCs, Heads of Primary and Upper Primary schools.

NGOS and Other Related Functionaries

Heads and Important functionaries of Non Government Organisations including managers of Committees and managers of recognised institutions

Public Representatives

Zila Panchayat Adhyakshs and other public representatives at the block/area and village levels.

School Education Functionaries

(Elementary & Secondary)

Level	Key Functionaries	Institutional Functionaries	TOTAL
State	64	77	141
Region	86	37	123
District	556	620	1176

Total = 1440

Block/Area Level			1672
Pr.GIC/HS			724
Pvt./IC/HS			7615
BRC Coord.	804x3	=	2412
U.Prim.Head			20675
NPRC Coord.			8133
Primary Head			94476
Public Repersentatives			1000
NGOs			7500

	TOTAL	1,40,927

- SIEMAT intends to provide institutional training to all the employees of education department. However, considering the large number of employees, direct training will only be provided to the employees up to the district level, and for other levels the master trainers will be trained in appropriate numbers. The training to Head Teachers will mainly be imparted through cascade/distance mode. The module is ready for the same and piloting and testing of the module have been done in Fatehpur district

In different programmes for elementary education functionaries, the contents would mainly include subjects like Micro-planning, MIS, Community participation Financing and resource mobilisation, Institutional planning, Evaluation and monitoring School-mapping, Institutional management, Effective supervision, Innovative management, Leadership training, District educational planning, EMIS, etc. For the educational functionaries working at secondary level the contents of the programme would be according to their needs and requirements.

Strategy Of Training

A large number of functionaries in different categories, and working in different cadres of education will have to be included in various programmes of SIEMAT. Therefore keeping in view the limitations of the faculty of SIEMAT and time required for conducting the Need Assessment Studies, and preparing course

material for training-courses/workshops/seminars, training will be provided in Direct as well as Indirect mode. For the larger coverage of public representatives and school head teachers & teachers the Distance learning mode will also be utilised.

Duration Of The Programmes

The duration of different types of the programmes will vary. However, these programmes may fall broadly in the following two categories

1. Awareness Programme - 2 to 3 days.
2. General Orientation Programme - 5 to 6 days.

Target

Target of the institute, according to S.A.R. of UPBEP, was 1000 persons training weeks after the development of its infrastructure and full strength of staff. Over the last five years, SIEMAT has always exceeded its targets. Given the proposed infrastructure and adequate funds in this plan, SIEMAT intends to achieve much higher targets with more emphasis on quality. The implications of this target can be realized from the following:

- Average number of participants per programme - 35 Persons
- Average number of working days per year - 190 Days
- Average Training programme - 5 Days
- Average number of training weeks, per year - 38 Weeks

The following Table shows the year-wise target set for SIEMAT in the field of training during the plan period.

Unit :(Person Training Weeks)

| Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Total Target	3500	4000	4500	5000	5250	5500	5700

To prepare the plan for SSA from 2003-10 it is necessary to look through a holistic view. To execute the present responsibilities of DPEP-II & III and future responsibilities for SSA it is advisable to first study the present budgetary provisions as well as the budget requirement for the plan period of SSA.

Training Under SSA

Under SSA it needs to be mentioned that all the districts of the State are covered under the Abhiyan, therefore the target group of the institute will increase in large number. The details of the personnel are given in the previous tables. It is clear from the tables that educational functionaries of the State, Region, District and few BRC/NPRC and Head Teachers (about 10%) will be trained directly by the institute. Thus a total of 18 thousand educational functionaries will get direct training from the institute. Considering the cost effectiveness a person must get training in relevant field at a minimum period of three years. The proposed target of training in person training week under SSA is as follows :

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Target of Training * (Unit - Person Training week)

Year	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Total Target	3500	4000	4500	5000	5250	5500	5700
Target Covered Under SSA	2150	3085	3470	5000	5250	5500	5750

Total Target and Target under SS
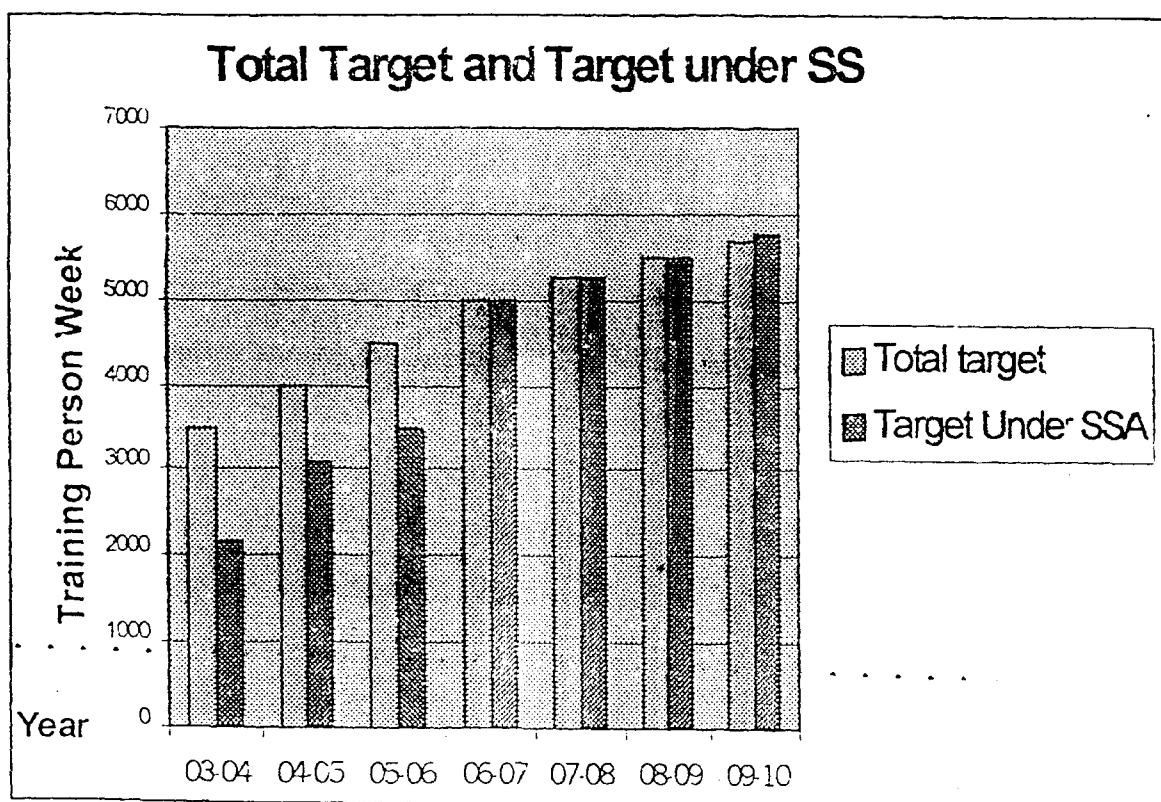
In District Primary Education Programme efforts have been made to build capacities of key functionaries of primary education system. In context of Primary and upper primary educational management and planning, the system needs to be strengthened under Sarva Shiksha Abhiyan. In order to achieve the time-bound target under SSA the following strategy will be taken up for the capacity-building of key functionaries related to primary and upper primary level.

Development of Training Programmes

For the development of training programmes a systematic approach to the identification of training needs will be adopted and content of training will be developed. Firstly training need analysis will be done followed by the design of training programme, developing training content and after that trying out the module in the field. The feedback received by the end user will be incorporated giving the final shape of the module. The gradual steps are :

- Training Need Analysis
- Designing the Training Programme
- Developing Training Content
- Trying out Modules
- Modifying Modules and Training Packages

Objectives Of Training

The main objective of the institute is to provide training in the areas of Educational Planning and Management to develop the professional competence of education functionaries, promote skill for better school management, optimum use of Human

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Resources, promoting confidence competence and commitment, developing leadership capability and motivational skills for project implementation and monitoring.

Types of Training Programme

The institute covers the various cadres of educational functionaries by organizing different training programmes –

(a) **CADRE-BASED PROGRAMME** - for BSAs, DIETs Principals, ABSAs/SDIs, DIETs Faculty Members. DDPO, Heads Intermediate Colleges, Dy.BSAs, Head Teachers Primary and Upper Primary Schools, Account Officers, MIS Professionals, District Coordinators BRCs/NPRCs, DIOSs and Joint Directors, Principals of Govt. Degree Colleges, Superintendents and Accountants of Govt Degree Colleges.

> A massive orientation programme is organized for Head Teachers to improve their managerial and pedagogical skills and competencies. The programme is in progress and the whole state will be saturated by this programme. A training package 'SANKALP' is finally developed for the propose.

Theme - Based

The theme that emerges from training need analysis, feedback from trainees, seminar/symposium, research studies, experience from past helped in the capacity development of educational functionaries and its stakeholders. The theme like – Action Research, Research Methodology in Primary Education, Financial Management in DPEP Districts, School Mapping & Micro Planning, Leadership for Primary & Secondary school Head Teachers, Planning & Management for DIET (P & M) unit, Gender Sensitization, School Management, Management of

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Libraries, Management of Divisional Project Officers, Management of NPRC, Management of BRC, Preparation of Perspectives Plans of Districts, Annual Work Plan Preparation & Budget, Plan Appraisal, Qualitative Improvement in Primary Education, Educational Management Information System (EMIS)

(c) Field Training Programmes

Some of the training programmes have been taken to the field for trying them out amidst field realities. These programmes are : - Action Research, School Management

(d) Induction Training

The National Education Policy (1986) categorically emphasized the induction training for every employee at the earliest. With the passage of time a stronger urge was felt to hold such a program for newly selected Provincial Education Service (PES) officers and new promotees. Sixteen rounds of such programmes have already been conducted. Now this training programme has become a permanent feature at SIEMAT.

Training Cost

The training cost of each training programme includes the boarding, lodging of a participant, training kit, engaging resource person and other contingency expenses. The table below shows the training cost, per person training week (five-day)

UNIT COST OF TRAINING (5-DAY)

Boarding & Lodging	Rs.	550
Training Kit	Rs.	150
Resource Persons	Rs	300
Other Expenses	Rs.	300
Total	**Rs.1300/-**	

On an average the rate of cost escalation can be taken as 10% per annum, keeping in view the rising cost of different essential commodities and services.

Thus it can be estimated that the unit cost per person training week as assessed above, will increase during the plan period. This increase is indicated in the following table taking the year 2003-04 as the base year.

Unit Training Cost During the Plan Period

Sl.No.	Year	Cost per Person Training week
1	2003-04	1300
2	2004-05	1450
3	2005-06	1600
4	2006-07	1750
5	2007-08	1900
6	2008-09	2100
7	2009-10	2300

Total Training Cost in Plan Period

Year	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
Target : Person training week	2150	3085	3470	5000	5250	5500	5750	30205
Unit cost : Per Person training week (in Rs.)	1300	1450	1600	1750	1900	2100	2300	
Training cost for the year, (in lakh Rs.)	27.950	44.732	55.520	87.500	99.750	115.50	132.25	563.20

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RESEARCH AND EVALUATION

Research in any area of human activities leads to the qualitative improvement in the related field. It is also conducive to the identification of shortcomings and problems and helps in finding out appropriate solutions to them . Keeping the significance of research in view SIEMAT has included research activities in its programmes soon after it became functional . Thus the following activities play an important role in the functions and programmes of SIEMAT:

(A)   To undertake, aid, promote and co-ordinate research activities including comparative studies in various planning techniques.

(B)   To provide professional and resource support in educational planning and management at all levels of administration.

(C)   To document and disseminate the state, national and international level information in the area of educational planning, management and assessment.

The research and related programmes of the institute will, thus, provide inputs that can be used to further improve the planning and management efficiency in the area of education in general, and basic education, in particular at the state and national levels. It is also envisaged to provide empirical evidence with clear conclusions and meaningful policy directions to educational planners, managers and policy makers with

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special focus on the needs of on going projects in Uttar Pradesh. The research programme, in addition, will provide inputs to training activities of the institute.

2   Thrust Areas Of Research

SIEMAT proposes to clearly emphasise the following areas of research during the plan period :

- Training needs assessment;
- Programme Implementation related studies;
- Evaluation studies; and
- Planning and management related studies
- Developing information base for educational research;

During the initial years of the plan high priority will be given to research studies related to Primary Education. Some of the areas which will receive emphasis are micro planning and school mapping, project planning and management, inspection and supervision, community participation and resource management. Special focus groups will be SC/ST, minorities, disadvantaged groups of the society etc.

3.   Approach

SIEMAT will endeavour to adopt a finely mixed blend of diagnostic, evaluative, empirical and action-oriented projects in its research programme. To attain this objective the institute will be guided by the following strategy:

- Research by Faculty
- Collaborative Research

- Developing MIS Data
- Research Administration
- Action Research
- Documentation & Dissemination through web site, training, publications etc.

Research by Faculty Staff

Over the period of time, SIEMAT's faculty has developed the capacity to undertake research on their own. The institute plans to reach the number of ten researches per year by the year 2007-08. The institutional project will be the outcome of team work and thus will have educational insight of the faculty and experienced consultants.

Collaborative Research

SIEMAT also undertakes research work in collaboration with other institutions like NIEPA, Ed, Cil Universities & NGO where the institutional staff will work in close co-ordination with the outside agencies. In this model, the research work will largely be done by the outside agency. The responsibility of monitoring and supervising of the progress and ensuring objectivity and reliability of the research project will be that of SIEMAT.

Developing MIS DATA

SIEMAT also aims to develop Educational MIS for the state. This, over the period of time shall enable the state to research and plan on the basis of accurate information made available through the EMIS. This may prove to be a good tool for the State Govt. to monitor and supervise the project and other

educational activities. The GIS software may be used for school planning. The various indicators like cohort dropout rate, students completion rate, pupil teacher ratio, promotion rate, repetition rate, students passing five grades in five years etc. from the database may be analysed and will be used for planning purpose. It will also help the state to analyse school level database.

Research Administration

For the effective implementation of the educational plans and programmes it is essential to acquaint the project planners and managers with project area and implementation factors. SIEMAT provides assistance in this work by identifying the relevant areas of research, selection and monitoring of different agencies to carry out the research projects scientifically so that the findings of the studies can be used in improving the quality of work at implementation level. The research administration work, therefore, forms a round the year process for SIEMAT.

The plan for the next 7 years for conducting research studies in the thrust areas is related to Assessment of Training inputs, classroom processes, community participation and resource management. Studies related to special focus groups i.e. SC/ST, minorities, disadvantaged groups of the society will be given priority. Besides primary level, some challenging issues relating to other levels of education will also be taken up for research such as management, evaluation system, institutional

planning and management etc. The proposed research studies under Sarva Shiksha Abhiyan are as follows :-

Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Research by faculty	5	6	6	7	10	10	10
Collaborative Research	5	6	6	7	10	12	14
Developing EMIS Data	2	2	3	3	4	5	5
Research Administration	7	8	10	12	18	20	22
Total	19	22	25	29	42	47	51

Research Documentation and Dissemination

SIEMAT also proposes to develop a system of research documentation and dissemination of findings through publications, research reports, and research papers. It also plans to organize seminars, conferences and workshops. To attain this objective, the institute proposes to set up a well developed publication unit, documentation centre, a library well stocked with books, journals, audio/video cassettes and C.D.

For research under Sarva Shiksha Abhiyan SIEMAT proposes the following budget

Rs.in lacs

Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
No of Research	19	22	25	29	42	47	51
Amount Required	36	46	50	58	84	94	102

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DEVELOPMENT & ENRICHMENT OF TRAINING MODULES

During the proceeding years a number of educational programmes, projects, and schemes have been implemented in the State. On the basis of experiences gained through project implementation and findings of research studies in the area of elementary education, certain requirements have been identified. In the light of these needs new training modules need to be developed while the existing training modules on the relevant topics will have to be modified, enriched and strengthened. This job can be categorised as follows :

1. Primary Level

(i) Module development
- Effective class-room management
- Management of available teaching-learning material
- Planning & Management of appropriate evaluation system

(2) Module Enrichment
- Leadership Qualities in Head teacher
- Institutional planning & Management
- Gender Senstization
- School Mapping & Micro-Planning

2. Upper Primary Level

(i) <u>Module development</u>

- Planning & management of multigrade & multi-subject teaching
- Plannnig & management of vocational education
- Planning & management of cocurricular activities

(2) <u>Module Enrichment</u>

- Training module for Head Teachers of Upper Primary school
- Financial management of school funds

3. Other Training Modules (Dev. & Enrichment)

- AWP&B Training Module
- BSA Training Module
- ABSA/SDI
- DIET-Planning & Management Unit
- BRC/NPRC Financial & academic
- Personality development

Proposed Budget

Rs. in thousands

Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Module Development	50	-	75	-	100	-	125
Module Enrichment	40	40	55	55	40	70	85
Total	90	40	130	55	170	70	210

MAN POWER

To ensure efficient working system and time-bound completion of the assigned tasks, well-equipped and competent academic experts and technical functionaries are unavoidably needed. In view of the increased responsibilities and functions of SIEMAT particularly under the SSA, the present staff needs to be strengthened.

The additional manpower requirements for SIEMAT under SSA will be as follows.

1. **Fellow (Reader)** — Keeping in view the previous experiences and future targets it is felt that the 5 departments of SIEMAT viz. Policy & Planning, Management, Research & evaluation, EMIS & Educational Finance must be strengthened. For this a post of Fellow (Reader) in every deptt. in the pay scale of Rs. 10,000 - 15,200 should be created. Fellow must play an important role between Lecturer & HOD and also share the burden of Training and in-house Research .

2. Training and Research work involves a lot of paper work in the shape of report-writing and module preparation etc. Without this exercise the objects of such activities can hardly be achieved. Keeping in view timely and adequate fulfilment of this need, the institute needs the support of

stenographer cum computer operators. A sufficient number of supporting staff of this category is required and proposed herewith.

3. Regular upkeep of various equipments viz. O.H.P., LCD, Computer, Gen.Set ,AC etc. is also an urgent need of the institution to ensure qualitative and time-bound output of training and research activities. For this purpose two posts of Jr. Technician and Sr. Technician need to be created.

4. While talking of man power, the support of class-IV employees cannot be ignored. They are equally important and unavoidable. Hence two posts of this category are being proposed in this plan.

(Rs. in Lacs)

.No.	Post	No.	Pay Scale	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
	Senior Fellow (Reader)	5	10000-15000	7.5	10	10.5	11	11.5	12	12.5	75
	Sr. Technician	1	8000-13500	1	1.5	1.65	1.75	1.85	2	2.25	12
	Jr .Technician	1	5000-8000	0.75	1	1.2	1.25	1.3	1.4	1.5	8.4
	Personal Sectary	1	6500-10500	1.05	1.2	1.25	1.3	1.4	1.5	1.6	9.3
	Stenographer cum Computer Operator	4	5000-8000	3	3.3	4	4.25	4.5	4.7	5	29.25
	Machine Man /Trg. Attended	2	2610-3150	0.8	1	1.2	1.25	1.3	1.35	1.5	8.4
	Total			14.1	18.5	19.8	20.8	21.85	22.95	24.35	142.35

CONSULTANCY

Since major areas of SIEMAT activities are related to the programmes and functions such as thematic and cadre-based training, capacity –building in educational planning and management, research, evaluation and educational innovations, publication of journals for the dissemination of findings of studies, new trends and innovative practices etc, hence the services of highly qualified and competent educational experts having long-standing experience in the educational sector (State Education Department & Universities) have been availed from the very inception of the Institute. During the phases of the implementation of Education For All Project (EFA) and District Primary Education Programme-II and III, the contribution of senior consultants & consultants has proved to be extremely beneficial and conducive to the effective execution of various programmes and activities, hence it would be in the fitness of things to take benefit of the valuable services of senior consultants and consultants under Sarva Shiksha Abhiyan also, particularly in view of the new dimensions emerging in the sector of Primary and Upper primary education. To execute the programmes of SSA, Sr. Consultants (honorarium Rs.15000/-per-month) and Consultants honorarium Rs. 10,000/- per-month) are proposed. The details of the above proposal are as follows-

Proposed Budget for Constancy

(Rs. in lakhs)

Year	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
Sr. Cons.	2	4	5	5	5	5	5	-
Cons.	1	6	7	7	7	7	7	-
Budget Proposed	4.00	12.60	15.0	15.0	15.0	15.0	15.0	91.6

TRAINING AND EXPOSURE VISITS
Of
SIEMAT STAFF

The preceding years have witnessed tremendous changes and developments of crucial significance affecting the areas of educational planning, management, researches, Training methodologies, operational techniques, Information Technology etc. In order to acquaint the academic and administrative staff of SIEMAT with the latest developments of educational significance and relevance and equip them with the upto date skills and strategies, their orientation in the above areas and enrichment of professional competence is unavoidably needed. Organisation of in – house enrichment programmes and opportunity for participation in the training programmes at the national level are regular features and such programmes will continue under SSA also.

In this connection in is worth-while to mention that the on-going programmes of educational reform and developmental activities being implemented in the developing neighbouring countries of India may be relevant to the Indian context also. The provision of opportunity for exposure visits to such countries by the members of SIEMAT staff will enrich their knowledge and improve their level of competence.

To fulfil the above proposed need of the institute budgetary provision, as detailed below, will be needed :

Rs. in lakhs

Year	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
Budget for Trg. & Exposure visit	5	7	8	10	10	12	13	65

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EQUIPMENTS

Earlier paragraphs reveal the growing demand of training under the Sarva Siksha Abhiyan. To be more specific, qualitative training with better impact is expected of the trainers; and qualitative training cannot be expected without adequate modern equipment, such as computers, LCD projector, Laser Printer, C.D. Writer, Digital Photocopier etc. The procurement of such equipment becomes unavoidable, to achieve the planned targets of the institute. Expenditure under this head is proposed to be divided in the first five year while in the remaining 5 years the proposed budget is for maintenance of the equipment procured.

(Rs. in lakhs)

YEAR	03-04	04-05	05-06	06-07	07-08	08-09	09-10
BUDGET	10.0	8.0	5.0	3.0	2.0	2.0	2.0

The above budget is proposed for procurement of the following equipment on priority basis and their regular maintenance thereof

1.	Computers	-	10
2.	LCD Projector	-	1
3.	Over Head Projectors	-	2
4.	Laser Printer (20 PPM)	-	1
5.	Deskjet Printers	-	2
6.	Digital Photocopiers	-	2
7.	Fax Machine	-	1
8.	Franking Machine	-	1
9.	Diesel Generator – (25 KVA)	-	1
10.	Video Conferencing System	-	1

VEHICLE / POL

While the targets of various activities of SIEMAT are having an upward trend, the existing conveyance facility will go downwards with the old vehicles getting older with passage of time. This fact not only invites increasing repair cost but at times also causes problems due to non availability of vehicles at required times.

In the above circumstances replacement of old vehicles by new vehicles becomes essential, rather unavoidable. It is proposed that a TATA SUMO & Ambassador Car be purchased in the years 2003-04 and Mahindra Jeep in 2004-05. The following years will bear the cost of maintenance and POL under this head. The proposed budget plan under the head Vehicle / POL is as follows :

Budget Plan

(Rs. in lakhs)

YEAR	03-04	04-05	05-06	06-07	07-08	08-09	09-10
BUDGET	12.00	6.00	3.00	3.00	3.00	3.50	3.50

BOOKS And JOURNALS

The Library serves as a catalytic agent for qualitative training. The books and A.V. material available in the library provide effective support to the training material. A good library should be kept well-equipped with latest study materials in sufficient number. Though SIEMAT has a large library yet it still needs to be sufficiently equipped with adequate number/variety of books as well as other A.V. materials. For this purpose, on an average a budget amount of Rs.2.00 lakh per annum is being proposed for the plan period.

CONTINGENCY

Practically, contingent expenses serve as fuel to the running of an institute or an office, as it covers the provision of various tools and means of the activities undertaken, such as stationary & consumables etc. Upto the year 2005 this financial burden will be shared by DPEP-III to some extent but onward the entire expenses under this head will be borne by SSA. Keeping in view the above position budget plan for this head of expenditure is proposed as detailed below :

(Rs. in lakhs)

YEAR	03-04	04-05	05-06	06-07	07-08	08-09	09-10
BUDGET	2.00	2.00	3.00	5.00	6.00	7.00	8.00

CIVIL WORKS

Extension of Hostel Building

The institute was initially established under the Basic Education Project with a training target of 1000 persons training week per annum. With the incorporation of other projects viz D PEP-II & DPEP-III etc. and growing need of the Education Department, the training target has gone up. To achieve this target SIEMAT has already developed four training rooms whereas two more, with a capacity of 60 persons each, are almost ready. Thus six training rooms are sufficient to impart six training batches of an average 45 persons each ie. 270 persons in all, at a time.

This can be possible only when the institute has sufficient accommodation in its hostel, for the trainees. The existing hostel has a maximum capacity to accommodate 80 to 90 persons only. Evidently, until this capacity is at least doubled, it will be difficult to impart training to more than two batches, simultaneously.

Hence, SIEMAT feels an urgent need of expansion of its hostel building with addition of at least 40 double bedded rooms. It is proposed that this can be more effectively and economically done by adding one more storey to the existing hostel building. The proposed additional rooms, duly furnished and equipped are estimated to cost about Rs.1.00 crore. Keeping in view the time consumption, required technical as well as financial and administrative formalities, the budget is proposed in two phases of Rs.50.00 lakh each, in the year 2003-04 and 2004-05. It is also proposed that out of the above budget 20 rooms will be constructed and furnished in the year 2003-04 & 20 more rooms in the year 2004-05.

S.No.	Budget Head	03-04
1	Training	27.95
2	Research	36.00
3	Development and Enrichment of Training Module	0.90
4	Manpower	14.10
5	Consulatancy	4.00
6	Training & Exposure Visit of SIEMAT staff	5.00
7	Equipment	10.00
8	Vehicle & POL	12.00
9	Books & Journals	2.00
10	Contingency	2.00
11	Civil Work	50.00
	Total	163.95

CONSOLIDATED BUDGET UNDER SSA FOR THE PLAN PERIOD 2003-10   Rs. in Lakhs

S.No.	Budget Head	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
1	Training	27.35	44.73	55.52	87.50	99.75	115.50	132.25	563.20
2	Research	36.00	46.00	50.00	58.00	84.00	94.00	102.00	470.00
3	Development and Enrichment of Training Module [1]	0.90	0.40	1.30	0.55	1.70	0.70	2.10	7.65
4	Manpower	14.10	18.50	19.80	20.80	21.85	22.95	24.35	142.35
5	Consultancy	4.00	12.60	15.00	15.00	15.00	15.00	15.00	91.60
6	Training & Exposure Visit of SIEMAT staff	5.00	7.00	8.00	10.00	10.00	12.00	13.00	65.00
7	Equipment	10.00	8.00	5.00	3.00	2.00	2.00	2.00	32.00
8	Vehicle & POL	12.00	6.00	3.00	3.00	3.00	3.50	3.50	34.00
9	Books & Journals	2.00	2.00	2.00	2.00	2.00	2.00	2.00	14.00
10	Contingency	2.00	2.00	3.00	5.00	6.00	7.00	8.00	33.00
11	Civil Work	50.00	50.00	0.00	0.00	0.00	0.00	0.00	100.00
	Total	163.95	197.23	162.62	204.85	245.30	274.65	304.20	1552.80

STATE INSTITUTE OF EDUCATIONAL TECHNOLOGY ACTION PLAN UNDER SARVA SHIKSHA ABHIYAN

INTRODUCTION :

The State Institute of Educational Technology (SIET), U.P., was setup during the 5th plan in the State Education department under the SCERT.

SIET is producing Educational Television programmes and telecasting them on air through DD regional station, Lucknow, Gyan Darshan and DD Bharti for in-school and out-of-school children.

SIET is carrying on the following activities functions :

a) Production and evaluation of Educational Television programmes (ETV) for in school and out of school target audience ;

b) Print support for ETV and radio programmes ;

c) In-service training programmes for teachers in cooperation with SCERT ;

d) Designing and establishing systems in coordination with CIET for data-gathering and analysis ;

INFORMATION COMMUNICATION TECHNOLOGY (ICT) :

The MHRD, Govt. of India informed all SIETs regarding the introductions of a scheme of Information Communication Technologies (ICT) in schools by merging two existing centrally sponsored schemes, i.e. Educational Technology and scheme of Computer Literacy and studies in schools (CLASS). The main features of the new ICT are as under :-

* Strengthening and restructuring of Educational Technology.

* Development of Multi Media software.

* Web/Internet based education to be managed by SIET.

* Limited and experimental supplies of Video & Audio cassettes after assessing the demands.

* SIET will cater largely to the educational software needs of in-school and out-of-school children.

In the new field of ICT, SIET has no strong background for the production of software and Web/Internet based Education. Intensive computer multimedia training requires for the SIET staff (Production & Engineering).

ROLE OF SIET IN THE SARAVA SHIKSHA ABHIYAN :

SIET can play a wider role in the access and quality in education. SIET is producing standard teaching learning material (TLM). SIET's material is based on the extensive research conducted by their academic faculty. SIET need same physical and manpower development assistance from the Sarva Shiksha Abhiyan (SSA) for the production of high-tech. media material with the latest and required technology.

FINANCIAL SUPPORT FROM THE SARVA SHIKSHA ABHIYAN TO SIET, U.P., LUCKNOW

SIET requires financial assistance, especially in the following two field :

[A] Programme production and related activities ;

[B] Physical and Technical Infrastructure ;

[A] PROGRAMME PRODUCTION AND RELATED ACTIVITIES :

(i) Educational Television Programme Production : -

The basic responsibility of the SIET is producing the Educational Television programmes and telecasting them through Doordarshan (Regional DD, Gyan darshan, DD Bharti etc.) Under Sarva Shiksha Abhiyan, SIET will produce 30 programmes based on innovatives success stories. The estimated expenditure is Rs. 72.00 laks (expenditure range from Rs. 9.00 to Rs. 12.00 lakhs per year).

(ii) Workshops for the Planning and Pre-Production : - For the production of ETV programmes, selection of the topics objectives, them etc will be selected in the workshop. Two workshops are required in every year. The estimated cost of two workshops is Rs. 18.00 lakhs (expenditure range from Rs 2.00 to 3.50 lakhs per year).

(iii) Training of Trainers :-

For the utilization of the material developed by SIET, DIET's faculty will be trained. DIET's faculty will be organised the training programmes in their respective districts. The estimated cost is Rs. 19.00 lakhs (expenditure range from Rs 2.50 to 3.00 lakhs per year).

(iv) Support Material : -

TV & Radio are emphemeral media of communication. For educational purposes, where storage and retrieval of information is an essential feature, both these media will have to be supported by various kinds of print material. The estimated cost is Rs. 25.00 lakhs (expenditure range from Rs 3.00 to 4.50 lakhs per year).

(v) Research & Evaluation :-

Any educational material requires the formative and summative evaluation. For this purpose every year evaluation & research studies will be conducted. The estimated cost is Rs. 16.00 lakhs (expenditure range from Rs 2.00 to 2.50 lakhs per year).

(vi) Training of SIET Personel :-

In the new era of Information Communication Technology (ICT) and video production, updating, upgradation and enrichment of the knowledge of SIET personnel is essential. The estimated cost is Rs. 17.00 lakhs (expenditure range from Rs 2.00 to 3.00 lakhs per year).

(vii) Field Observation :-

For field visits and follow up are essential and constant monitoring of the activities related with educational technology. This will be conducted & coordinated by the production & academic staff of SIET. The estimated cost is Rs. 8.30 lakhs (expenditure range from Rs 1.00 to 1.30 lakhs per year).

[B] SALARY :-

SIET U.P. Lucknow is receiving hundred percent grants from MHRD, GOI. MHRD infromed that it shall not be possible for the union Govt. of continue financial support to the SIETs. It is

also informed vide D.O. no. F 5-13/2002,sch 5, dated 03.01.2003 suggested that State Govt. should take up the responsibility of providing financial support for the functioning of the SIETs. The estimated expenditure on salary is Rs 837.00 lakhs (expendire range from Rs. 110.00 to 130.00 lakhs per year). Presently 82 officers & employees are working in the SIET, Lucknow.

[C] PHYSICAL AND TECHNICAL INPUT :-

1- Non Linear Editing Set up :-

Due to advancement in Technology video programmes are to be edited on Non Linear setup. This will also full fill the expectations of SSA & DPEP by storing distributing these programmes on CD. The estimated cost is Rs. 10.00 laks.

2. Multimedia Set up :-

To produce programmes on CD using Multimedia Technology Complete multimedia set along with relavent Software and Hardware is required. The quality of programmes by using this technic will be improve. The estimated cost is Rs. 5.00 laks.

3. LCD Projector :-

For Presentation of programmes and various activities a good quality LCD projector with connectivity with computer, V.H.S. and V.T.R. with this projector demonstrations and presentation to large gatherings will be move clear. The estimated cost is Rs. 4.00 laks.

4. Equipments for Audio Recording :-

Complete audio set up consisting of Multi Track, 16 Channel Mixer, Audio Recorders Microphones and Monitoring system are required for quality audio recording. This will also insure the richness of programmes. The estimated cost is Rs. 5.50 laks.

5. Digital Setup :-

These setup will increase the quality and quantity of programmes produced in studio and outside studio. Tele top camera is required for demoustration and paper presentation work. The set up includes digital recorder, DAT recorder digital camera, digital editing setup, Tele top camera and VCD record/ Player. The estimated cost is Rs. 17.00 laks.

6. Lap Top :-

Required for presentation instant updation of information at the site it self Lap top is urgently required. The estimated cost is Rs 1.00 laks.

7. Shooting Van :-

For making video programmes at different locations transport facility is required. Shooting Van will help in taking man and equipments to different location safely and timely. The estimated cost is Rs. 7.00 laks.

8. Cordless Nemine Mics. :-

To insures good audio quality in studios and different locations these Microphones are required. The estimated cost is Rs. 4.00 laks.

Summary of financial proposal atteched herewith.

B : PHYSICAL & TECHNICAL INPUT

		(In lakhs)
1.	Non linear editing set up	Rs. 10.00
2.	Multi Media setup with relevant software	Rs. 5.00
3.	LCD Projector	Rs. 4.00
4.	Audio equipment	
	(a) Recorder	Rs. 3.00
	(b) Mixture - 16 channels/Multimedia	Rs. 2.00
	(c) Monitoring system	Rs. 0.50
5.	Digital setup	
	(a) Digital recorder - one	Rs. 1.00
	(b) DAT Recorder - one	Rs. 0.50
	(c) Digital camera - Two (with asseries)	Rs. 7.00
	(d) Digital editing setup table - one	Rs. 7.00
	(e) VCD Recorder cum player - one	Rs. 0.50
	(f) Tele top camera - one	Rs. 1.00
6.	Lap Top -one	Rs. 1.00
7.	Shooting Van -one	Rs. 7.00
8.	Neuman Mice (Cordless)- Two	Rs. 4.00

Total	Rs. 53.50

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STATE INSTITUTE OF EDUCATIONAL TECHNOLOGY, U.P., NISHATGANJ, LUC
FINANCIAL PROJECTIONS FOR SARVA SHIKSHA ABHIYAN (S.S.A.)

(Rs in lakhs)

Year	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total (i
ramme Production and related activities :								
Prog. Produ.	9.00	9.00	10.00	10.00	11.00	11.00	12.00	72.00
s for pre-production kshops every year	2.00	2.25	2.25	2.50	2.50	3.00	3.50	18.00
Trainers	3.00	2.25	2.25	2.50	3.00	3.00	3.00	19.00
aterial	3.00	3.50	3.50	3.50	3.50	4.00	4.50	25.50
Evaluation	2.00	2.00	2.25	2.25	2.50	2.50	2.50	16.00
the SIET Personnel	3.00	2.00	2.25	2.25	2.50	2.50	2.50	17.00
ations/ monitoring	1.00	1.10	1.10	1.20	1.30	1.30	1.30	08.30
	110.00	115.00	115.00	120.00	122.00	125.00	130.00	837.00
al & Tech. Equipments enclosed)	53.50	--	--	--	--	--	--	53.50
Total	186.50	137.10	138.60	144.20	148.30	152.30	159.30	1066.30

Strengthening Directorate of Basic Education

The Directorate of Basic Education is responsible for administration, management and supervision of elementary education (class I to VIII) in Uttar Pradesh. It looks after the financial and service related matters of over 3 lakh teachers and about 1500 supervisory staff. The Directorate also monitors the implementation of all schemes - centrally sponsored as well as the schools financed by the State Govt.

Sarve Shiksha Abhiyan has been started in all 70 districts and all the ongoing schemes (central as well as state) have been brought within its fold, which has added new dimensions in the works. The important schemes presently being implemented and monitored by the Directorate are as follows:-

1. Mid Day Meal Scheme

2. Printing & Publication of Textbooks from class I - VIII

3. Revision of Textbooks

4. Distribution of free text-books in primary schools/upper primary schools

5. Appointment and deployment of teachers and para teachers

6. Payment of Salary, GPF, Pension to teachers & other staff

7. Control of Privately managed aided recognized schools & payment of salary and other dues to their teachers.

8. Ensuring and monitoring attendance of teachers and students in schools

9. Construction of school buildings and repairs in Ambedkar Gram Vikas Yojna in schools.

10. Construction of school buildings, classrooms etc. under 11th Finance Commission

11. Intensive Area Scheme for Border Districts.

12. Opening of schools in naxalited effected areas

13. Ensuring involvement of PRI's and Village Education Committees in primary education sector

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14. Conducting Bal Ganana (child court) and School Chalo Abhiyan every year

15. Contesting court cases related to teachers. Shiksha Mitras. Acharya ji provided under DPEP & Sarve Shiksha Abhiyan.

These schemes have been introduced during the last 5 years and so far no separate cell has been constituted to look after them. It is becoming difficult to cope up with the increasing volume of work without providing additional input in strengthening the Directorate. Now in order to run them effectively it is required that separate cell be established at the Directorate. Following posts are proposed in the cell to be located in Directorate of Basic Education at Lucknow Headquarter.

1.	Additional Director	-	1
2.	Joint Director	-	1
3.	Deputy Director	-	2
4.	Computer Operator/Steno	-	4

The posts of addl. Director, Joint Director and Assistant Director will be filled on deputation from Education Deptt. The officers having experience of DPEP/SSA will be given preference. Computer operators/Stenos will be taken on contract basis.

These officers will be entrusted with the duty of collecting information from the field, analysing and making available to the higher officers for decision making. They will also be responsible for disseminating Govt. policies and directions. The officers will be responsible to monitor progress in the concerned activity and take remedial steps to improve the implementation progress.

Besides, provision for four computers with accessories, one photocopier, one fax machine, two telephones, stationary, POL and hiring of vehicles is necessary for the effective functioning of the cell.

Cost of Cell in the Directorate of Basic Education

	2003-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
Salary	14.04	15.44	16.98	18.68	20.55	22.61	24.87	133.17
4 computers with UPS, Printer	8.00							8.00
Software	0.50	0.25	0.25	0.25	0.25	0.25	0.25	2.00
one Photocopier	2.00							2.00
one FAX	0.50							0.50
Two Telephones	0.50	0.60	0.60	0.70	0.70	0.80	0.80	4.70
Stationary	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00
POL/Hiring of vehicle	1.20	1.50	1.50	1.70	1.70	1.80	1.80	11.20
Furniture	2.00							2.00
Contingency	2.00	2.00	2.00	2.00	2.00	2.00	2.00	14.00
Annual Maintenance		1.00	1.00	1.00	1.00	1.00	1.00	6.00
Total	31.74	21.79	23.33	25.33	27.20	29.46	31.72	190.57

SARVE SHIKSHA ABHIYAN

State Component Plan

Directorate of Literacy & Alternative Education
Uttar Pradesh, Lucknow
Feb., 2003

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Historical Background

The centrally sponsored scheme of Non Formal Education (NFE) was introduced in 1979-80 on a pilot basis with a view to support the formal system in providing education to all children upto the age of 14 years. In subsequent years the NFE scheme was expanded to cover 10 educationally backward state of country including Uttar Pradesh.

The National Policy on Education, 1986 recognised that the all children could not reach to the school a large and systematic programme of Non Formal Education would be required, thus NFE scheme became an important component of the overall strategy for achievement of Universilisation of Elementary Education (UEE). Thus the NFE scheme was revised in 1987-88. The programme of Action (POA) 1992 also outlined strategies for strengthening of NFE Scheme.

All the 70 districts of State has been covered with NFE programme till 2001-2002.

Short comings of the NFE programme

Several evaluations and assessments by the state governments, institutions and programme Education ,Organisation (PEO) of the planning Commission have indicated that the implementation of the scheme has not been satisfactory. Their major short coming are :-

- Insufficient involvement of community, VECs and PRIs.
- The absence of linkage for entry at different levels into formal schools etc.
- The notion that the system is inferior.
- Insufficient decentralisation of administrative and financial powers.
- Low overall coverage of scheme.
- Insufficient flexibility, and time.
- Delay in release of funds.

- Poor coordination with VAs
- Low attendance of girls and lesser participation of women in the programme.

    Clearly, the NFE scheme could not ensure quality primary education for out of school children.

New Scheme - Education Guarantee Scheme and Alternative and Innovative Education (EGS/AIE)

The new scheme called EGS/AIE has evolved out of the following major concerns and learning experiences :-

(i) The short coming of the existing NFE scheme.

(ii) The objectives and measures identified in NFE needed to be incorporated.

(iii) The experience of programmes like DPEP and Innovative schemes implemented by NGOs.

(iv) The supreme court has recognised the education of children upto 14 years of age as a Fundamental Right which can not wait.

The Sarva Shiksha Abhiyan(SSA) has been conceptualized to achieve universal elementary education for all with satisfactory quality by 2010 A.D. The major objectives of SSA are:

- To make special efforts towards improving efficiency in planning and management system in education.
- To decentralize the educational planning and management system.
- To develop mechanisms of improvements in community participation in all educational activities.
- To forge partnership between government and non-government organization.

More specifically, the SSA, implemented in a mission mode in a partnership framework between union and state government will aim at:

- Providing access to all children in the age group of 6-14 years, through Education Guarantee Centres, Alternative Schools and Back to School Camp by 2007.

- Completion of five years of primary education by children by 2007.

- Completion of eight years of elementary education by all children by 2010.

- Provision of elementary education of satisfactory quality with emphasis on Education of Life by 2010.

- Bridging of gender and social category gaps at primary stage by 2007 and elementary level by 2010 and

- Universal retention by 2010.

Keeping in view the past experiences, the SSA in planned to incorporate:

- Effective decentralization,

- Sustainable financing and cost effective strategies for universalization,

- Interesting curriculum,

- Community owned planning and implementation, and

- Focus on girls, marginalized caste groups and ethnic minorities.

Role and Function of Directorate of Literacy & Alternative Education

In the State the separate directorate of Literacy & Alternative Education has been established in April, 2001. The Directorate will supervise EGS & AIE and as well as Literacy Programmes in the State. Presently the sanction posts of directorate level are (annex.1).

Since independence continuous effort has been made to achieve universal primary education and eradicate illiteracy. Although the achievements have been encouraging, much remains to be done. In this context various schemes and programmes of Alternative Models of education have been initiated and implemented. With the assistance of GOI Education Guarantee Scheme(EGS) & Alternative & Innovative Education(AIE) have

been started from the fiscal year 2001-02. With the basic aim of universalization of primary education these are for non school going children and drop outs. In the year 2001-02, 16 districts of the state have been covered and the rest would be covered during the coming years.

Implementation arragements

The EGS & AIE would function within the overall framework of the SSA. Till SSA becomes fully operational, separate management structures for EGS & AIE could be established for supervision and monitoring of the scheme. Later, it is expected that personnel for implementation and monitoring of EGS & AIE (the state run component) would form a part of the SSA management structure. For VA run centres, project management structure and costs would be allowed as per the norms presented later in the section on financial norms and units costs. The EGS & AIE/SSA organised arrangement at state, district and block levels would coordinate the work of VAs also. The management structure envisaged for EGS & AIE at various levels which necessary.

The state level society (High Power Committee) would be responsible for apprasing and approving district level proposals under EGS & AIE. The districts level proposals would include proposals for state-run schools/centres and also VA projects. All VA proposals would form part of the districts level EGS & AIE proposals. VA proposals would also be approved by the committee of the State Society.

Monitoring and Evaluation arrangements under EGS & AIE

The regular monitoring & academic support arrangement at the cluster level through the CRP have been finalized, provide and effective process for continuous and natural evaluation and improvement in the programme. The block level arrangement would be finalised by state level. The Block Resource

Centre (BRC) would be used in project district for regular monitoring. The district level office. DIETs, BSA. has been assigned responsibility of monitoring of EGS & AIE from the district level. At the state level, an intensive monitoring system has been established through the involvement of Education for All, SCERT, and State Resouce Centre(SRC).

Evaluation

Evaluation of EGS & AIE projects will be done at three levels; by (i) the State level Society and (ii) State Resource Centres (iii) SCERT. In addition to regular monitoring of projects through MIS and field visits, the district project are to be evaluated regularly.

Strengthening of Directorate

At present a small monitoring cell for implementation of activities/projects has been created. The cell has been performing ably and has helped to ensure the academic quality of projects led interventions. To cope with the extended areas of work and the emerging obligations in respect of monitoring cell and then SSA. It is proposed to suitably strengthen the directorate cell in terms of expertise, equipment, education and human resource in the following manner -

— 1 Joint Director (Monitoring & Evaluation / Training)

— 1 Account Officer

— 1 Research Officer

— 1 Administrative Officer

— 1 Computer programmer

— 2 Computer operator

— 1 Driver, 2 messengers

— Computer System, office equipments (UPS, Laser Printer, Colour Photo Copier, CD writer etc.)

— Hiring of Consultancies of specific nature of specified periods including consultants, functionaries and messengers on contract basis.

— Vehicle

— Developing Computer lab.

The financial implications in respect of these support structure are indicated as follows:

Post on Deputation Basis

Post	No.	Pay Scale	Per annum salary
Joint Director	1	12000-16400	3,00,000.00
Account Officer	1	8000-13500	1,20,000.00
Computer Programmer	1	8000-13500	1,20,000.00
Administrative Officer	1	8000-13500	1,20,000.00
Research Officer	1	6500-10500	90,000.00
Contract Basis Consultant	1	10000	1,20,000.00
Computer Operator	2	8000	1,92,000.00
Driver	1	5000	60,000.00
Messenger	2	3000	72,000.00
Total			**10,74,000.00**
Non- recurring & Recurring Expenses - Computer System(2), office equipments CD writer etc.			70,000.00
- (Colour Photo Copier			3,00,000.00
- Vehicles			4,00,000.00
- Contingency and other overhead expenditure			1,50,000.00
Total			**9,20,000.00**
Grand Total			**19,94,000.00**

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Estimated Salary of the existing staff

Sn	Post	No.	Pay Scale	Per annum salary
1	Director	1	18400-22400	3,00,000.00
2	Additional Director	1	14300-18300	2,50,000.00
3	Deputy Director	2	10000-15200	3,00,000.00
4	Asstt. Director	1	10000-15200	1,50,000.00
5	Steno	2	4500-7000	2,40,000.00
6	Superintendent Grade-2	1	5000-8000	1,20,000.00
7	Senior Asstt.	4	4500-7000	3,50,000.00
8	Senior Clerk	1	4000-6000	90,000.00
9	Junior Clerk	2	3050-4500	1,20,000.00
10	Driver	1	3050-4500	70,000.00
11	IV class Employee	3	2050-3200	1,80,000.00
	Total			**21,70,000.00**
	Recurring Expenses - T.A., Contingency and other expenditure			4,00,000.00
	Grand Total			**25,70,000.00**

Proposed Budget

Strengthening Directorate of Literacy & Alternative Education

(Figure in Lakhs)

Items	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Total
	2	3	4	5	6	7	8	9
Salary of existing staff	21.70	23.70	26.00	28.50	31.40	34.50	38.00	203.80
Recurring Expenses T.A., Contigency & other expenditure	4.00	4.20	4.50	4.80	5.25	5.60	5.90	34.25
Salary on Additional proposed staff	10.74	11.50	12.50	13.70	15.00	16.50	18.00	97.94
Non-reucurring expenses(Proposed) (Computer System(2), office equipments CD writer etc. Colour Photo Copier Vehicles)	7.70	--	--	--	--	--	--	7.70
Recurring Expenses (Proposed) Contingency and other overhead expenditure	1.50	2.00	2.30	2.50	3.00	3.50	4.00	18.90
Total	45.60	41.40	45.30	49.50	54.65	60.20	65.90	362.59

CHAPTER - III
COST OF STATE COMPONENT UNDER SSA

(Rs. In Lakhs)

S.No.	Activity	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Total
	1	2	3	4	5	6	7	8	9
A	**Strengthening of SPO**								
1	Salaries	77.07	101.29	238.05	260.61	285.42	312.71	342.74	**1617.89**
	(Details of Posts on Page No.2.-8..)								
2	Recurring Expenditure								
	POL & Vehicle Maintenance	12.00	18.00	30.00	33.00	35.00	38.00	40.00	**206.00**
	Telephone/Fax	7.00	10.00	20.00	22.00	25.00	28.00	30.00	**142.00**
	TA	6.00	8.00	16.00	18.00	20.00	22.00	25.00	**115.00**
	Stationary	6.00	8.00	16.00	18.00	20.00	22.00	25.00	**115.00**
	Hiring of Vehicle	2.50	2.50	10.00	12.00	14.00	16.00	18.00	**75.00**
	Maintenance	5.00	5.00	10.00	12.00	14.00	16.00	18.00	**80.00**
	Training of Personnel	5.00	5.00	10.00	12.00	14.00	16.00	18.00	**80.00**
	Books	1.00	1.00	1.00	1.00	1.00	1.00	1.00	**7.00**
	Printing	4.00	4.00	8.00	10.00	10.00	10.00	10.00	**56.00**
	Contingent Expenditure	6.00	10.00	20.00	22.00	25.00	28.00	30.00	**141.00**
	Total	**54.50**	**71.50**	**141.00**	**160.00**	**178.00**	**197.00**	**215.00**	**1017.00**
3	Equipment / Furniture								
	1 - Photocopier / Typewriter	0.00	0.00	10.00	0.00	5.00	0.00	0.00	**15.00**
	4 - Computers with accessories	3.00	4.00	3.00	5.00	5.00	5.00	5.00	**30.00**
	4 - Printers	1.50	0.50	0.50	2.00	2.00	2.00	2.00	**10.50**
	Software	2.00	1.00	2.00	2.00	2.00	2.00	2.00	**13.00**
	Maintenance of Hardware	1.00	1.50	3.00	3.00	3.00	3.00	3.00	**17.50**
	Monitoring / Management / Sample studies	2.00	2.00	2.00	2.00	2.00	2.00	2.00	**14.00**
	Computer consumables	2.00	2.00	5.00	5.00	5.00	5.00	5.00	**29.00**
	Training & Workshops of computer personnel	2.00	2.00	4.00	4.00	4.00	4.00	4.00	**24.00**
	Furniture / Room Establishment	0.50	0.50	2.50	2.00	2.00	1.00	1.00	**9.50**
	Total	**14.00**	**13.50**	**32.00**	**25.00**	**30.00**	**24.00**	**24.00**	**162.50**
	Total of SPO	**145.57**	**186.29**	**411.05**	**445.61**	**493.42**	**533.71**	**581.74**	**2797.39**

COST OF STATE COMPONENT UNDER SSA

S.No.	Activity	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Total
	1	2	3	4	5	6	7	8	9
B	Strengthening of SCERT & its Institutions	586.55	199.60	199.80	289.80	209.80	204.80	310.80	2001.15
C	Strengthening of SIEMAT	163.95	197.23	162.62	204.85	245.30	274.65	304.20	1552.80
D	Strengthening of SIET	186.50	137.10	138.60	144.20	148.30	152.30	159.30	1066.30
E	Strengthening of Directorate of Basic Education	31.74	21.79	23.33	25.33	27.20	29.46	31.72	190.57
F	Strengthening of Directorate of Alternative Education	45.60	41.40	45.30	49.50	54.65	60.20	65.90	362.59
	GrandTotal	1159.91	783.41	980.70	1159.29	1178.67	1255.12	1453.66	7970.80

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