

FOR 18-12-1994

HARYANA

# Annual Report 1994-95



**Haryana Prathmik Shiksha  
Pariyojana Parishad**

SCO 170-171-172, Sector 17-C,  
Chandigarh

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## Message

Chief Minister,  
Haryana, Chandigarh

*It is heartening to note that District Primary Education Programme (DPEP) has been launched successfully in Haryana and Haryana Prathamik Shiksha Pariyojna Parishad has brought out its annual report indicating therein programme, policies, strategies and the progress made during the year 1994-95.*

*District Primary Education Programme is an ambitious and innovative project which aims at providing quality education to all children in the age group of 6-11 years, with special emphasis on education of girls and socially disadvantaged groups. The most significant aspect of this project is participatory approach by way of community involvement at the grass-root level, both for the planning and implementation. For this purpose, Village Education Committees and Village Construction Committees have been formed. I am happy that the project is progressing satisfactorily.*

*Haryana Government is fully committed to support this programme not only by providing the 15 per cent share but also in terms of infrastructure as well as adequate human resources. We would like to extend this project to other districts in the State also, especially in educationally backward areas like Mewat and Shivalik hill region.*

*My best wishes for the success of the venture.*

**Bhajan Lal**



## Message



Education Minister  
Haryana, Chandigarh

I am happy to know that the first annual report of Haryana Prathmik Shiksha Pariyojna Parishad is being published. This World Bank funded centrally sponsored project in Primary Education was approved in Dec. 1994 and despite a late start, it is progressing at a rapid pace. The project aims at universalisation of Primary Education, with focus on quality, gender equity and education for socially disadvantaged groups.

We are running many other schemes for enhancing enrolment and retention in Primary Schools; for instance, the "mid day meal scheme", incentive for attendance, free uniform and text books to girls and SC children etc., but DPED is by far the most comprehensive and holistic programme for both qualitative as well as quantitative improvement in Primary Education. It envisages creation of physical infrastructure in schools, teaching-learning material for teachers and children and innovative child-centred class rooms teaching practices.

We have very high expectations from this project and it is being accorded highest priority in every way. The Govt. is determined to extend all out support to this project including its share of funds and committed, efficient staff for the project.

**Phool Chand Mullana**



## Message

Chief Secretary,  
Government of Haryana, Chandigarh

*It is heartening that the Haryana Prathamik Shiksha Pariyojna Parishad is bringing out its first Annual Report.*

*The District Primary Education Programme launched with the support of the World Bank, should provide quality elementary education. It is not an isolated project. As an integral part of the educational infrastructure in the State, it will supplement existing schemes, policies and facilities. Hopefully, it would provide a sustainable, continuous and recurrent academic resource support for primary school teachers. The State Government has committed financial support as well as human and material resources for making the District Primary Education Programme a success.*

*I would be eagerly looking forward to a qualitative improvement in the elementary education programme in the State through the efforts of the District Primary Education Programme.*

**M.C. Gupta**



## Message

Financial Commissioner &  
Secretary to Government, Haryana  
Education Department, Chandigarh.

*I am happy to see the First Annual Report of Haryana Prathamik Shiksha Pariyojna Parishad. District Primary Education Programme is a giant step towards fulfilling our pledge and responsibility to provide access to quality education for all children upto eleven years of age. The programme has envisaged many activities including the improvement of physical infrastructure in schools, quality improvement of text books as well as the teaching-learning process, gender and social equity.*

*In order to achieve the cherished goal of this programme, SCERT and DJETS are being strengthened, as they will serve as the apex bodies for providing academic support to the project, with professional inputs from NCERT, NIEPA and Ed. Cil. Block Resource Centres and Cluster Resource Centres have been established to complete the cascade structure of academic resource support, starting from DJETS in every district. One of the major component of this programme is training of all teachers who are the principal actors and pivots of this comprehensive programme in primary education. Teacher Training in this programme has been envisaged not only as a one time effort but as an on-going resource support through feed back and sharing of experiences for continuous improvement of curriculum transaction in the class room, leading to child-centred, activity-oriented, relevant and authentic education for children.*

*I am confident that this project will be a great success in accomplishing the programme objectives, for which the Government is extending complete and whole-hearted support.*

**R.L. Sudhir**



## Message

Principal Secretary to Chief Minister,  
Haryana, Chandigarh

I am glad that Haryana Prathmik Shiksha Pariyojna Parishad is bringing out its First Annual report. DPEP is a significant stride in the direction of achieving the elusive goal of universal primary education. Education is a constitutional right of all children which will help them to develop as individuals, who think, feel and will for themselves.

DPEP is an innovative and ambitious project that will endeavour to bring about qualitative and quantitative improvement in primary education with focus on gender and social equity. This programme will give a boost to the inherent desire among the people in Haryana to educate their children and also the efforts on the part of the government to enable them to fulfil this desire and the constitutional mandate. DPEP is a programme that will surely take us closer to our goal of providing quality education to all children.

Community participation and gender sensitization are the highlights of this project and I am sure it will be successful in the involvement of the community both in planning and implementation. I wish all success to this noble cause.

**Dhanendra Kumar**





## Contents

1. From the Director's Desk.....	5
2. Introduction.....	11
3. Organisational Structure.....	23
4. Functions of DPEP.....	29
5. Support Structure of DPEP.....	32
6. Civil Works.....	35
7. Strategies for 1995-96.....	39
8. Appendices.....	53
I Important Events for Launching DPEP in Haryana.....	55
II Resource Group for various activities.....	57
III Financial releases.....	58
IV Incentive Schemes of the Govt. of Haryana.....	59
V Progress Report (Physical & Financial).....	61
VI Audit Report.....	71



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**FROM THE DIRECTOR'S DESK**



## From the Director's desk

*DPEP is an ambitious innovative programme aimed at Universalisation of Primary Education, with emphasis on equity - gender as well as social - and quality. The project envisages the following objectives :-*

- to reduce differences in enrolment, dropout and learning achievement among gender and social groups to less than five per cent.*
- to raise average achievement levels by atleast 25 per cent over measured baseline levels and ensuring achievement of basic literacy and numeracy competencies and a minimum of forty per cent achievement levels in other competencies, for all primary school children.*
- to provide, according to national norms, access for all children, to primary classes (I-V), i.e. primary schooling whenever possible or its equivalent non-formal education.*

*A close look at the above objectives would reveal the following immediate implications or consequences for project planning and implementation :*

- quality improvement of primary education in terms of teaching-learning materials and classroom transaction.*
- creating a conducive atmosphere for learning in primary schools by providing a minimum infrastructure in terms of classrooms, separate toilets for boys and girls, drinking water facilities, etc.*
- bringing about attitudinal change and creating an environment for gender equity and equality through sensitization and empowerment of female persons.*
- mass mobilisation for total enrolment and retention.*
- decentralised grassroot micro level planning, administration, control, evaluation and monitoring of primary education. This bottom-up approach will start from the smallest unit of the village through Village Education Committees (VECs).*
- Massive teacher training and orientation.*
- revision of text books for removing gender bias and incorporating the MLL curriculum.*
- development of teaching-learning materials and curriculum transaction methods and techniques that make learning child-centred, joyful, relevant and authentic.*

## **Uniqueness of DPEP**

*DPEP is not an enclave project and works in unison with other policies, programmes and schemes. Still it is different and stands out as a unique programme. It does not make use of incentive schemes for enhancing enrolment and retention. It envisages a holistic approach to bringing about quantitative as well as qualitative improvement in primary education. Operation Blackboard was a project wholly devoted to providing physical infrastructure to primary schools whereas in DPEP only 24% of funds are allocated for providing physical infrastructure. Total Literacy Campaign relies upon community participation in the initial phases for environmental building while DPEP is a cost effective, replicable and sustainable model of Primary Education which requires a continuous recurrent and vigorous community participation and mass mobilisation - both for participative planning as well as for achieving programme objectives.*

*DPEP is a project that will ultimately bring about transformation in social structures and processes to build up an equitable society through the powerful medium of education with special emphasis on girls and scheduled castes.*

## **Vision of DPEP in Haryana**

*DPEP was finalised for Haryana on 31st December 1994 but the bulk of funds was released in May 1995. Obviously it was a still born baby in financial terms and spill over of 1994-95 plan to 1995-96 was only expected. In spite of initial hurdles and problems, the objectives are kept in sharp focus; while planning and implementing the programme. A conscious effort is made to introduce result orientation at every stage of project implementation.*

*Many elements in the social structures and processes of the State will prove to be assets and strengths for the project. There is an inherent desire and inclination in Haryana to educate girls as reflected in the following trends :*

- A matching grant scheme was launched by Government of Haryana wherein for every rupee contributed by the community for construction of school buildings exclusively for girls, two rupees were provided by the State Government. The funds allocated under this head in the budget almost invariably dried up before the close of the financial year.*
- There is almost a universal trend in all the Districts where TLC has been launched, of more than 60% participation of women and Scheduled Caste Persons.*

*Haryana's proximity to the national capital will enable us to have access to superior professional inputs and counselling from national level organisations like N.C.E.R.T, NIEPA, and Ed.CIL at S.C.E.R.T. Gurgaon.*

*Haryana has successfully held elections for decentralised democratic structure of local governing bodies - both in urban as well as rural areas - as per 74th amendment of the constitution, with stipulated representation of women and schedule castes.*

Thus, the State presents a fertile ground for DPEP and what is needed is just an intelligent and well planned strategy to harness the positive undercurrent of desire for education in consonance with programme objectives.

## **Key elements of Strategies**

Some key elements of strategy for implementing programme objectives in the State are :

— We are experimenting with a new idea where a woman member of Village Construction Committee will be coopted to operate the Bank A/c of VCC on preferential basis. Also the Chairperson of VCC will be a female member of VEC as provided in MOU to be signed with VCC. This will bring the important objectives of DPEP of gender equity in sharp focus.

— Village level mapping as per Lok Jumbish project design and individual cases of never enrolled and dropped out children will form a part of the permanent discussion agenda of VECs.

— VCC will serve as an instrument for conferring authority on the members of the community apart from the responsibilities entrusted to them for effective community participation in the programme. To begin with construction of toilets, upto two school rooms, installing hand pumps, carrying out repairs and construction of boundary wall will be entrusted to VCCs.

— 30% women representatives in local bodies form a potential potent group for mass mobilisation drives with respect to enrolment and retention of girl children and gender sensitisation.

— Teacher training was conceived as a multi level cascade training process with key resource persons at SCERT level, master trainers at DIET level and trainers at BRC & CRC level before filtering down to the primary teacher. But it is generally observed that communication gets diluted in content and impact down the line with each stage. Therefore, we propose to organise the training in three stages instead of four. A core group of 5 to 6 persons for each Block will be trained at SCERT. Subsequently they will train cluster heads and Primary teachers.

— The Lok Jumbish manual, U.P. State manual and others are being studied to prepare a comprehensive training manual of our own.

— An important component of the teacher training programme will be gender sensitization as well as training for ensuring community participation in project planning and implementation.

— Information networking for evolving a comprehensive database is being strengthened with the help of computers and NICNET, not only for micro level planning and management of the project, but also for the purpose of research and evaluation by national level institutions, universities and other research organisations.

— DPEP will lead to emancipation and a new image of the primary school teacher, who is the pivot of this programme. It is expected that not only will a revolution take place in class room teaching-learning practices, making them activity based, child centred, self directed, joyful, relevant and authentic, but also a collaborative relationship between the teacher and members of the community for successfully grounding this programme at the village level and achieving the programme objectives through community participation for micro level planning and monitoring.

We are extremely indebted to Sh. M.C. Gupta, Chief Secretary, Govt. of Haryana, Sh. H.D. Bansal, Additional Chief Secretary, Govt. of Haryana, Sh. R.L. Sudhir, F.C.E.L., Smt. Navraj Sandhu, Director Secondary Education and Sh. P.K. Mahapatra, Director Primary Education for providing us direction, counsel, advice, encouragement and support from time to time. Mrs. S. Sandhir and her staff deserve appreciation for providing academic resource support in the form of teachers training packages, V.E.C. training Guide, M.L.L. curriculum, Gender sensitization package etc.

I acknowledge with gratitude special contribution of Dr. Sarojini Bisaria in putting together this report. Sh. T.S. Kalra, Deputy Director, Sh. O.P. Narang and Sh. Kuldeep Aggarwal, Deputy Director, H.B.S.E. alongwith the entire project team at State Headquarter deserve special mention for completing this report in a record time.

**Devender Singh**

IAS

State Project Director.



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## INTRODUCTION



## Introduction

Let us begin by asking the most fundamental questions.

*What should be the aim of education ?*

Answer 3 Hs.

*What should be the content of education ?*

Answer 3 Rs.

The 3 Hs represent Hand, Head and Heart, which in sophisticated jargon of an educationist means psychomotor, cognitive and affective domains. The 3 Rs represent Reading, Writing and Arithmetic.

Education is the fundamental right of every child as enshrined in our constitution which provides for compulsory and free education to all children upto 14 years of age.

The State policy on education derived from NPE, 1986, revised in 1992, also provides that in the age group of 6-14 years, all students, irrespective of caste, creed, location or sex, will have access to elementary education of a comparable quality.

The Jomtien declaration of 1990 echoed similar concern in the EFA summit. Subsequently the summit meeting of 9 most populous countries, held in New Delhi in the year 1992, reiterated the goal of universalization of elementary education.

Thus, there is no dearth of good intent but the goal remains elusive. Over the years there has been a very impressive increase in the number and spread of institutions as well as enrolment. There has been substantial increase in the number of primary schools, the present number in Haryana being 8207, out of which 5187 are full fledged primary schools and 3020 are attached primary schools. Now a primary stage student has not to walk a distance of more than 1.24 K.m. to reach the school. However, as stated earlier, universalization of primary education in its totality is still as elusive a goal and much ground is yet to be covered. Drop out rates continue to be significant; retention of children in school is low and wastage considerable. The NPE, 1986 and its POA gave unqualified priority to UPE and suggested the adoption of meticulously formulated strategies based on micro planning and to apply them at grass root level all over the country.

District Primary Education Programme (DPEP) is an innovative programme of primary education adopted after extensive studies involving an elaborate decentralised planning process. It is a project for primary education for all with emphasis on equity and quality being implemented in four districts of the State having lowest female literacy rate (as

illustrated in the graph below page), namely, Hisar, Jind, Kaithal and Sirsa, through mass mobilisation and community participation. Will DPEP provide the answer ?

### Major Features of DPEP

- Holistic planning and management approach which goes beyond implementation of a disjointed set of individual schemes; perceives the task of UEE in its totality, integrates all the measures needed to achieve UEE in the specific context of the district;

- This holistic planning should incorporate a gender perspective in all aspects of the planning and implementation process and be an integral part of all measures needed to achieve UEE;

- Addressing the more difficult aspects of access, particularly access to girls, disadvantaged groups and out of school children;

- Improving school effectiveness;

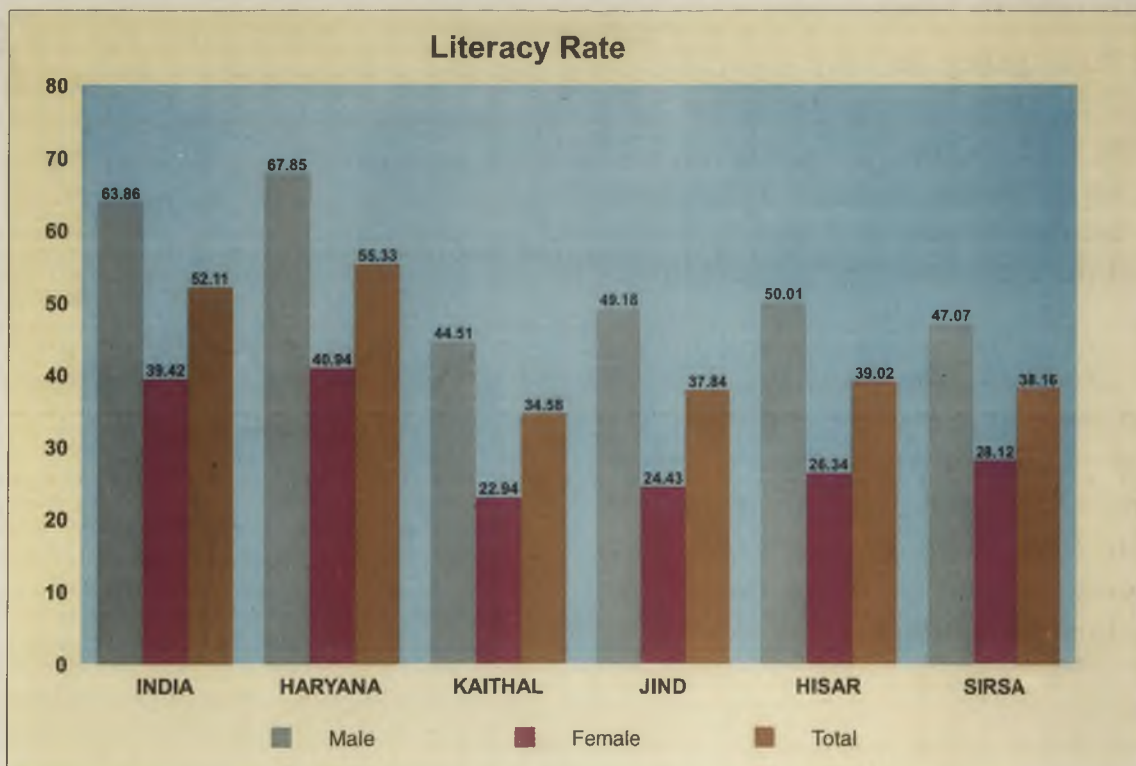
- Strengthening the alternative to schooling, particularly the non-formal education system;

- Stressing the participatory process whereby the local community facilitates participation, achievement and school effectiveness;

- Toning up teacher competence, training and motivation;

- Stressing learning competence and achievement;

- Overhaul of planning and management in respect of both routine and innovative areas;



\* As calculated on total population.

- Convergence between elementary education and related services like ECCE and school health.

#### **Further Emphasis of DPEP :**

- Local area planning with the district plans being formulated in their own right rather than being derived from a state plan project document;

- Greater rigour and infusion of professional inputs in planning and appraisal.

- More focussed targeting in the sense that the districts selected are :

Educationally backward districts with female literacy below the national average; and

Districts where TLCs have been successful leading to enhanced demand for elementary education.

- More focussed coverage in that the programme would be on primary stage (Classes I-V and its NFE equivalent), with stress on education for girls, and also for socially disadvantaged groups. In States where enrolment and retention is near universal in the primary stage, support has been considered for the upper primary stage.

- The programme attempted to develop and implement in the districts selected a replicable, sustainable and cost-effective programme :

to reduce difference in enrolment, dropout and learning achievement among gender and social groups to less than five percent;

to reduce overall primary dropout rates for all students to less than 10 per cent;

to increase average primary learning achievement by 25 per cent over measured baseline levels; and

to provide, according to national norms, access for all children, to primary education classes (I-V), i.e. primary schooling wherever possible, or its equivalent non-formal education.

- The programme aims to strengthen the capacity of national, state and district institutions and organisations for the planning, management and evaluation of primary education.

In keeping with the objectives of the programme the formulation of the district plans was expected to be through a process of capacity building rather than by entrusting the job as a turnkey assignment to consultants, institutions or individuals. Taking cognizance of the scarcity of project formulation skills, the programme envisages particular measures for strengthening state level resource institutions and DIETs, networking of these institutions with NCERT and NIEPA on one hand and with state level social sciences research organisations/IIMS/Universities/ departments on the other. Hitherto, state level resource institutions were strengthened mainly with reference to teacher training. Hereafter equal emphasis would be laid on administration and management training for educational functionaries, NGOs and members of the VECs, district and sub-district project structures.



One day Workshop on DPEP on 24th Feb. 1995 at Chandigarh

## Programme Criteria and Evidence for Appraisal of Projects

CRITERIA	EVIDENCE
Equity Focus	<ul style="list-style-type: none"> <li>* Focus on districts with low female literacy rates</li> <li>* Baseline beneficiary studies</li> <li>* Specific strategies for girls, SC/ST students</li> </ul>
Decentralisation	<ul style="list-style-type: none"> <li>* Action plans and budgets development at the district level</li> <li>* Investment in district-level institutional capacity</li> </ul>
Participatory Planning	<ul style="list-style-type: none"> <li>* Village leadership, NGOs, District, Block and school level personnel involved in programme planning through consultations and workshops</li> </ul>
Technical Feasibility	<ul style="list-style-type: none"> <li>* Strategies are based on empirical evidence or experience, preferably in India</li> </ul>
Managerial Feasibility	<ul style="list-style-type: none"> <li>* Implementation by a registered society empowered to make</li> </ul>
	<ul style="list-style-type: none"> <li>financial, staffing and project design decisions</li> <li>* Plan for MIS development that needs GOI requirements</li> <li>* Acceptable plans for development of enhanced State capacity for textbook development, teacher training, management training, student learning assessment, and programme evaluation</li> </ul>
	<p>Financial Feasibility</p> <ul style="list-style-type: none"> <li>* Programme resources are a net addition to normal growth of State Plan allocations for primary education and education as a whole</li> <li>* Full annual programme costs are included in annual State budgets</li> <li>* Annual recruitment costs of the investment are shown to be sustainable on State Non-Plan budgets at the end of the project.</li> </ul>

In Haryana, DPEP is being introduced in a phased manner. The seven-year programme is initially aimed at the educationally backward Jind, Kaithal, Sirsa, Hisar districts. It will eventually extend to cover all districts of the state. It is a centrally sponsored scheme in which the central share of funds flow to the Haryana Prathmik Shiksha Pariyojna Parishad as a grant. In Haryana the programme cost is estimated at Rs. 160 crore. 15% of this will be borne by the state. 24% of the funds are to be utilised for setting up new schools, Block resource centres and for raising the infrastructural facilities in existing schools to acceptable standards. The balance will be used for enhancing quality of education.

An autonomous registered society known as Haryana Prathmik Shiksha Pariyojna Parishad has been constituted under this project to implement the programme. This state level Parishad has two main bodies - the General Council, headed by the Hon'ble Chief Minister and the Executive Committee chaired by the Chief Secretary to Govt. of Haryana. It will coordinate and monitor the various programme components occurring at the state level. Its autonomous nature ensures freedom of operation and smooth flow of funds.

The programme provides for -

- District-level planning and decentralised management involving local communities.
- Improvement of basic infrastructure/creation of new schools and teacher requirements.

- Access to education for all children.
- Free text-books to all girl students and S.C. Children.
- Tackling problem of enrolment and reducing drop-out rate.
- Institution of Non-formal Centres in remote areas.
- Revision of text-books in the light of Minimum levels of learning to enhance the quality.
- In-service training of teachers to upgrade their skills.
- Improvement of learning achievement.
- Promotion of girls education and women's empowerment.

**In order to provide education for all,** formation of Village Education Committees has been perceived as a major organisation at grass root level. This will give impetus to the enrolment of children especially girls. To mobilise and orient the general public workshops, seminars, video movies, press releases, public functions, wall-writings, posters, banners and calendars - all means are being employed. Local communities have been entrusted with the responsibility of overseeing education in their own areas. Village Education Committees have been constituted to act as the public eye in this respect. It will also observe the impact of the programme at the School level and make practical suggestions for rendering it more effective. Emphasis is laid on greater parent-teacher interaction.

DPEP introduces the pre-existing Minimum Levels of learning (MLL) programme **to enhance quality of**



*Village Education Committee awareness camp at Kaithal*

**education.** Here, learning achievement is defined in terms of competencies. Also, the curriculum load is reduced to more realistic levels. Textbooks will be revised to make them more attractive and relevant to the child. The fully equipped artist's studio and DTP unit will make available a camera-ready copy of the revised text book for scrutiny at the source itself. This will ensure its quality and uniformity in large scale production.

A sum of Rs. 500/- every year is provided to each teacher to allow him/her to purchase consumables of their own for the preparation of low cost teaching-learning material. With a view to ensuring all round development of the children, a number of co-curricular activities in schools have been proposed and for this every primary school has been provided a sum of Rs. 2000/- annually. Head teachers will be given a free hand to promote these activities by

ensuring participation of children in all such activities.

**Strengthening of SCERT and augmentation of DIETs** of the Project Districts is also envisaged in the Project Proposals. The idea of establishing **Block Resource Centres** in all the blocks of the Project Districts and **Cluster Resource Centres** has also been perceived. BRCs will act as academic arms of DIET and will provide in-service training to all teachers, head teachers, NFE functionaries, ECE functionaries, VECs etc. SCERT is playing a key role in the development of training package for all categories of educational workers. It is also training key resource persons. Teacher journals are being published in the four districts. It will act as a forum for dissemination of various innovative teaching learning techniques developed by SCERT, DIETs and the teachers themselves. A news Bulletin "Sandesh" is

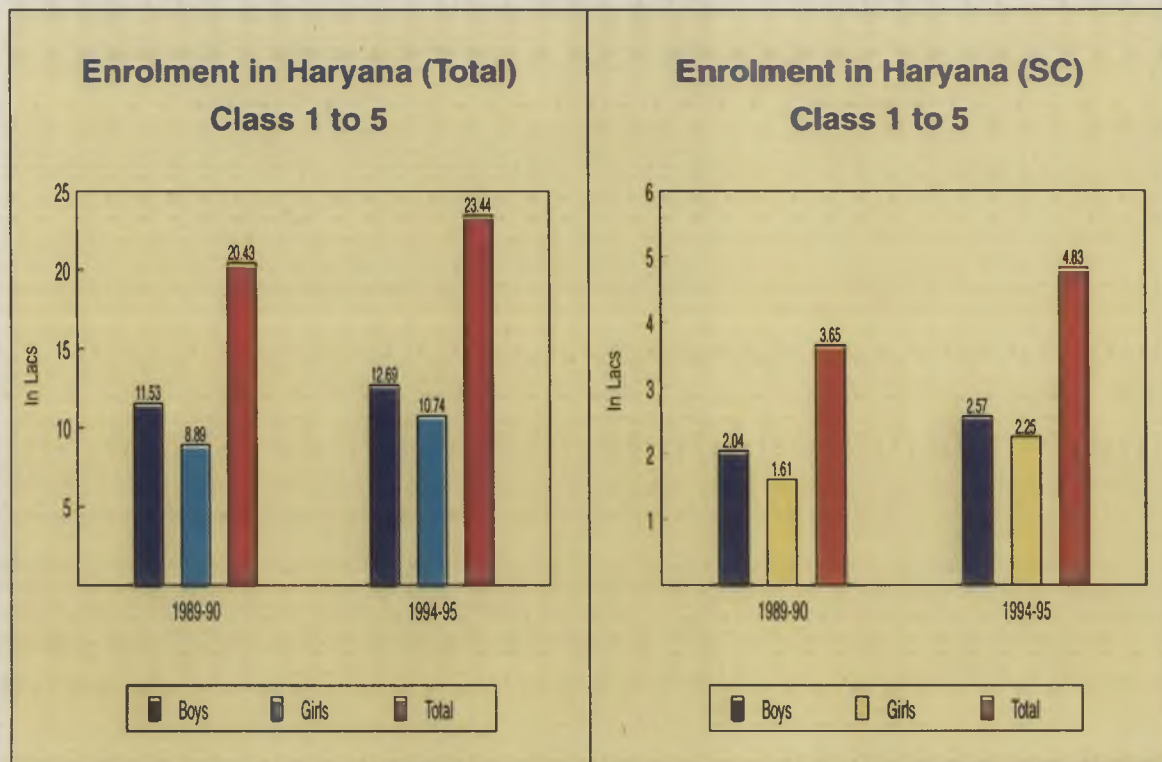


being published at State Level for dissemination of innovative practices and project activities of the districts and the state.

Baseline Assessment studies report low **levels of learning** achievement in Reading and Mathematics in Class 2 and 4/5. About 70-90% teachers expressed the need for inservice training and favoured it in the school and school complex. To orient and motivate teachers in the new direction, training is proposed at two levels - initial training at Block Resource Centre (BRC) level and monthly recurrent training at cluster level. To follow up, instructors will render on the spot training during school visits. Teachers will also be encouraged to exchange views amongst themselves and build up the experience of each other. Inservice teacher training will be monitored by the District Institutes of Education

and Training (DIETs) at Block Resources Centres. To develop a system of continuous school based in-service training Cluster Resource Centres have been set up in the Project Districts. The focus will be on providing the teachers with skills of multigrade teaching and student participation in learning.

**Awareness campaigns** are being conducted in the Project districts to promote girls education as a priority area for action, educate families about the benefits of girls education and motivate them to send daughters to school. SCERT has been asked to develop training material for gender sensitisation. SCERT has organised workshops for identifying gender bias from text-books. It will also take care of gender-biases while developing curriculum and text-books. It will also organise gender sensitisation programmes for SCERT, DIETs and BRCs



staff. Gender sensitisation of teacher and administrators will be addressed through pre-service and in-service training; of Community members and groups, other government functionaries such as NFE and ECE workers, and text-book authors through orientation workshops.

State Government strongly feels that there is no need to open any new pre-primary schools for children in the age-group of 3-6 years particularly when Anganwadis under ICDS programme are taking care of such children. Overseeing the need of **Early Childhood Education**, the programme makes provision for development of teaching-learning materials for ECE component and orientation of Anganwadi Workers.

A school without a physical structure or with a dilapidated building does not attract and draw in/retain the children. To **provide an adequate building** to each school with all physical facilities will be the first step to improve the school environment. All the primary schools will be provided water hand pumps for regular water-supply.

For effective implementation and monitoring of the Project an effective and computerised **Management Information System (MIS)** has been set up. Arrangement will be made to transmit and receive the district level data and reports at the State level and further at National Level through NICNET.

At the end, the national resolve and political commitment to achieve universalisation of Primary Education has never been so high as to-day. The

DPEP is perceived as a major instrument to achieve it by 2000 AD.

**In the planning of the project proposals**, 166 meetings at various levels - village, block, district, state were held and approximately 3000 people were involved. From this, it is clear that environment for the implementation of the programme in the districts has already been built. Though late, as in the planning, all sincere efforts will be made for the implementation of the programme. A system for its rigorous monitoring and honest evaluation will be built.

### **Issues and Problems in the Implementation of the District Primary Education Programme in Haryana**

#### **Issues**

1. Like all programmes, the requirements of implementation of the DPEP are timely availability of resources and simultaneous optimum decentralized management of the programme. Financial, human and material resources are dovetailed and also controlled and channelized by an optimum management of the same. Time targets and budgetary allocations, go hand in glove in order to meet the deadlines.
2. Financial sanction, administrative approval and codification of rules and regulations hold the key to obtain personnel who have to be trained and put to their respective responsibilities. Since DPEP envisages decentralized planning and implementation with

emphasis on participatory approach and people's participation, it is still more important to obtain funds; approval of expenditure and establishment of procedures much ahead of the starting of the next step in the programme.

3. DPEP is a combined effort of the Government of India and the State Government, handled by Haryana Prathmik Shiksha Pariyojna Parishad. Constant companionship in implementation and monitoring of the programme is warranted for effective implementation of various activities.

4. Commitments made in the programme have to be honoured by all constituents so as to set the ball rolling without bottlenecks. Academic developmental tasks, therefore, get into top priority within the preview of the issue.

### **Problems**

1. DPEP was to be launched in the State from April 1, 1994. Funds for DPEP project were released in December,

1994 and the Financial and Service Rules of Haryana Prathmik Shiksha Pariyojna Parishad were approved by the Executive Committee on 1.3.95.

2. Recruitment of the staff was undertaken subsequent to :  
- the receipt of DPEP funds,  
- the approval of financial and service rules for DPEP.

3. For civil works, since major works are to be undertaken through LCB, clarification of procedure & documents associated with LCB from Edcil was required, this being a new procedure different from the normal tendering undertaken by state engineering department.

4. A workshop to decide Procurement and Purchase Procedure for District functionaries was held at SCERT, Gurgaon on 1.7.95 where Sh. V. Natrajan and his team clarified the issues in purchase procedure. Since the purchase procedure is different from State procedure, district level purchases could be undertaken only after July '95.



Sh. Dharamvir Gauba, State Minister, Local Bodies lighting the lamp for inauguration of Workshop for development of awareness material for WECs at SCERT Gurgaon.



Workshop on development of Awareness Material for VECs in Progress (16-1-95 to 20-1-95) (from L to R) : Mrs S. Sandhir, Director SCERT, Sh P.K. Mahapatra, SPD, Sh Adriaan Varspoor Education Advisor, World Bank, Sh Dharamvir Gauba, State Minister, Local Bodies, Sh R.L. Sudhir, IAS, FCEL, Dr R.V. Vaidyanatha Ayyrar, Joint Secretary, MHRD.

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# ORGANIZATIONAL STRUCTURE

National Level

State Level

District Level

Block Level

Village Level



**Oganizational Structure for the implementation  
of  
the District Primary Education Programme**

**NATIONAL LEVEL**

**i) A Mission General Council (G.C.)**

*(Headed by the Union Minister Human Resource Development)*

- \* To provide policy direction to the District Primary Education Programme (DPEP) and to review the progress of the programme.

**ii) Project Board**

*(Chaired by Union Education Secretary)*

- \* For programme planning and implementation it will exercise all financial and administrative powers.

**iii) DPEP Bureau**

*(Chaired by Joint Secretary)*

- \* To implement programme and the decision of project board.

**STATE LEVEL**

**Haryana Prathmik Shiksha Pariyojna Parishad**

**i) General Council**

*(Headed by Chief Minister)*

- \* For laying down broad guidelines and periodic review of implementation of programme.

**ii) Executive Council**

*(Chaired by Chief Secretary)*

- \* preparation of strategies for implementation, monitoring and supervision of the programme.

**DISTRICT LEVEL**

**District Project Management Committee**

*(Chaired by the Addl. Dy. Commissioner concerned)*

- \* To monitor and evaluate the implementation of the programme.

## BLOCK LEVEL

### Block Resource Centres

- \* At block level the Block Resource centre will help the resource institutions DIET and SCERT, to provide teachers' training.

## VILLAGE LEVEL

### Village Education Committee

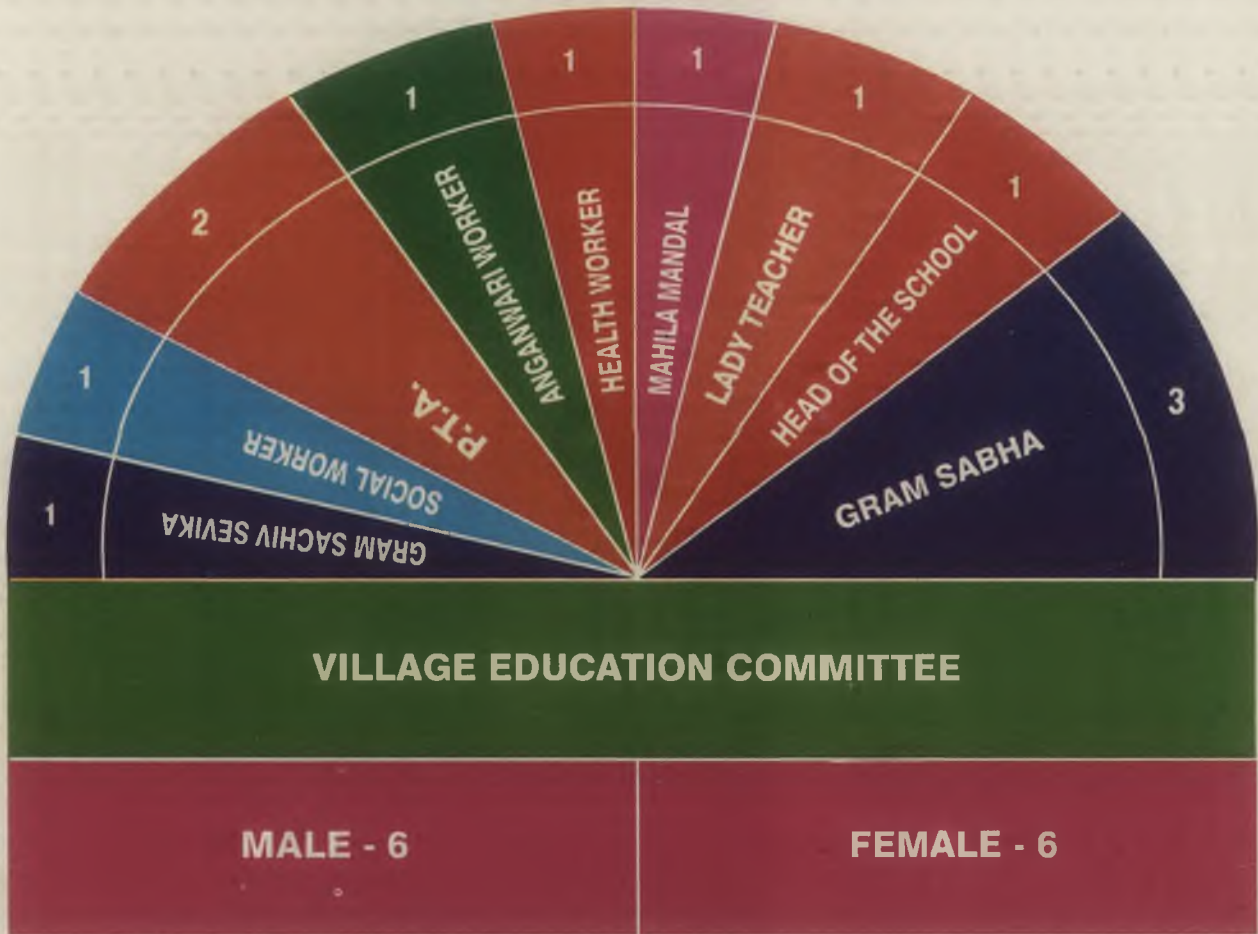
- \* Village Education Committees will help in ensuring effective implementation of the various activities and Programmes to be undertaken by the schools under this Project.
- \* Village Education Committees have been constituted in all the 1628 villages of the four project districts. Each committee has 12 members of which six have to be females.

## MAIN FUNCTIONS

- \* *To help bring about an all round educational development of the village.*
- \* *To help provide the necessary infrastructural facilities including building, equipment, furniture, teaching-learning materials, drinking water, sanitary facilities, play-ground etc.*
- \* *To help enrol and retain out of school children in the age group 6-11 years by establishing contact with the parents, particularly of the non-attending children for regularly sending their wards to schools.*
- \* *To help conduct survey of the educational needs of the village with a view to providing schooling facilities where needed.*
- \* *To bring to the notice of the educational authorities the problems being faced by the school and to suggest ways and means to improve the situation.*
- \* *To assist and cooperate in any other educational activities/school building activities.*
- \* *To help and cooperate with all types of educational institutions in the village viz. Non-Formal Education Centres, Adult Literacy Centres Anganwadis/Balwadis, pre-schools etc. for their smooth and effective functioning.*
- \* *To assist in maintaining discipline and quality of education in the school.*
- \* *Mass Mobilisation : Ensuring participation and involvement of local community in the educational process.*



## VILLAGE EDUCATION COMMITTEE





*Sh. Mange Ram Gupta, Finance Minister, Haryana is addressing the VEC in a village at Jind.*

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## **FUNCTIONS**

**Promotion of Girls' Education**

**Text Book Development and Publication**

**Strengthening of SCERT**

**Development of Teacher Education Curriculum**



## Functions of DPEP

### PROMOTION OF GIRLS' EDUCATION

Education for women's equality is a vital component of the overall strategy of securing equity with social justice in education. The state accords prime importance to enrolling and retaining girls through various incentive schemes. Some of the main action programmes promoting girls' education are as under :

*Launching campaigns to create awareness about the need and importance of girls' education.*

*Establishing village education committees, having 50% women members.*

*Involving Mahila Mandals, Gram Sevikas, Anganwadi workers in establishing contact with the parents of non-attending children.*

*Reviewing curriculum texts books and other teaching-learning materials with a view to eliminating gender bias and suggesting positives to make all the above gender inclusive.*

All the texts books for classes 1-5 were got analysed.

16-21 January 1995

**workshop**

identified gender bias

**Recommendations**

will be followed at the time of writing of the new text books.

## **Text Book Development and Publication**

“Destiny of the Nation is being shaped in its classrooms”.

The quality of education largely depends upon the teaching - learning materials used by the teacher in the classroom.

## **Development of MLL Based curriculum and text books/work books**

Involvement of district level functionaries

Feld testing and Teacher orientation for

eliminating gender bias and incorporation of local materials

on

women achievers as role models.

Two workshops were held at SCERT, Gurgaon

MLL based curriculum keeping in view the local condition/environment was developed.

## **Strengthening SCERT Instead of SIEMT**

For providing orientation and training to the educational planners and administrators in the state it is proposed to strengthen SCERT by providing two major branches. The main objectives would be the orientation and training of state, district and block level educational planners and managers.

## **Academic Branches**

- Area planning.
- Institutional Planning and Management.
- Organisation and Management.
- Statistics & Survey
- Research and Evaluation.

## **Academic Support Centres**

- Computer Centre.
- Training & Extension Centre.
- Publication and Dissemination Wing.
- Library and Documentation Centre.

## **Development of Teacher Education Curriculum**

Key role of SCERT for improvement in school education.

Developing teaching learning material for NFE/ECE master trainers and their training.

Developing teacher training package.

Training of trainers of master-trainers at SCERT & at DIETs

The existing in-service wing has been strengthened and two new units for Non-Formal Education and Early Childhood Education are being established.

## Support Structure of DPEP

### Primary Formal Education

It consists of following activities :-

- Construction/Reconstruction of schools.
- Providing toilets and water facilities.
- Opening of new schools.
- Each teacher in the Project Districts has been provided with Rs. 500/- for preparing low cost teaching aids.
- Each school has been given Rs. 2000/- for providing facilities and executing other activities.

### State/District Project Implementation Units

The Project implementation units have been set up at State/District Level to ensure effective implementation of District Primary Education Programme.

The main functions of State/District Project Implementation Units are to :-

1. monitor and evaluate the implementation of project,
2. plan and organise district level strategies and interventions,
3. ensure proper utilisation of funds,
4. give the feedback to the National/State level project implementation unit about the progress of implementation of the project, and

5. prepare quarterly progress report and send it to the State.

### District Institute of Education and Training

The DIET shall act as a resource centre for BRCs and school clusters for planning and organising in-service training programmes for primary school teachers, head teachers, non formal education instructors, village education committees etc. The important functions of DIET are to perform research, evaluation and studies connected with DPEP implementation. For this purpose, a specialist in girls education and a core group shall be made available at each DIET.

At present District Kaithal has no DIET and its programmes are being supported by DIET at Palwal, Distt. Kurukshetra.

DIETs are being strengthened by providing them with.

Reprography machine, Library Books, Journals and periodicals.

Each DIET has been given Rs. 1.61 Lakhs for this purpose.

### Block Resource Centre

The present infrastructure for in-service training of Primary School teachers is inadequate. Even District Institute of Education and Training (DIET) cannot provide recurrent training

to all teachers. BRCs as academic arms of DIET will provide in-service training to primary school teacher and Head Teachers, Non Formal Education (NFE) functionaries, ECE functionaries, Village Education Committee's (VECs) etc. The priority will be on providing about six days training to teachers at BRCs to be supplemented by school based in-service training at CRC. All teachers teaching grades 1-3 will be covered first. The emphasis will be on improving teaching of Reading and Mathematics in beginning grades. Other grades and curriculum areas will also follow after the system is in place. The DIET faculty, atleast one assisted by the BRC coordinator will organise the training programme. Each BRC will also identify experienced primary teachers and NFE functionaries, ECE functionaries and organisers and teacher educators in the area who can be used as resource persons.

There are 28 blocks in the four Project Districts. Three BRCs per District have been set up during the year 1994-95. It has been provided with a co-ordinator, clerk, class IV, and a separate building, furniture, library books, periodicals & news papers.

### **Cluster Resource Centre**

It is bringing academic assistance and guidance to the door steps of primary schools. The focus is on providing the Primary School Teachers with the skills of teaching to operate in multi grade teaching and encouraging the students participation in learning to ensure minimum levels of learning.

### **Functions :**

The functions of CRCs are as below :

1. Develop a Committee of primary schools encouraging collaboration and mutual support of improving school and classroom practice.
2. Assist teachers in implementing the skills learnt during in-service training at Block Resource Centre in their classroom.
3. Provide facilities to teachers in associated schools to develop teaching aids and encourage their use in the classroom.
4. Serve as nodal school for collection of information (MIS) and providing feedback to associated schools.

There are about 266 Clusters in the four Project Districts. Each cluster is provided a cluster head, a room, furniture and library books.





Sh. R.L. Sudhir IAS, discussing civil works with Sh. P.K. Mahapatra SPD & Project Officers



Sh. H.S. Rana IAS, ADC Hissar is addressing the VEC in a village at Hissar.

LIBRARY & DOCUMENTATION CENTRE  
National Institute of Educational  
Planning and Administration,  
17-B, Sri Aurobindo Marg,  
New Delhi-110016  
DOC, No .....  
Date .....



*Sh. Devendra Singh IAS State Project Director addressing in a National Workshop on MIS, inaugurated by Sh. R.L. Sudhir IAS, Financial Commissioner & Secretary Education on Nov. 13, 1995*



*Sh. Devendra Singh IAS SPD presenting memento to Sh. Phool Chand Mulana Hon'ble EM on National Workshop on MIS on 15.11.95.*

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**CIVIL WORKS**



## Civil Works

Action plan for 1994-95 was approved by Govt. of India in December, 1994. Financial Rules of Haryana Prathmik Shiksha Pariyojna Parishad were approved on 1-3-95. The district wise details of action plan is as follows.

### Kaithal

1. Construction of Clusters		
Resource Centres 12 Nos.	=	13.33 lacs
2. Computer Room 1 No. = 1.41 lacs		
3. New School buildings 2 nos. = 10.00 lacs		
4. Drinking water in schools		
20 nos.		2.00 lacs
5. Toilets single 38 nos. = 1.90 lacs		
Toilets Double 30 nos.		3.00 lacs
Total		31.64 lacs

### Jind

1. Cluster Resource Centres		
10 nos.	=	10.00 lacs
2. Computer Centre 1 nos. = 1.41 lacs		
Total		11.41 lacs

### Hisar

1. Cluster Resource Centres		
20 nos.		= 20.00 lacs
Total		20.00 lacs

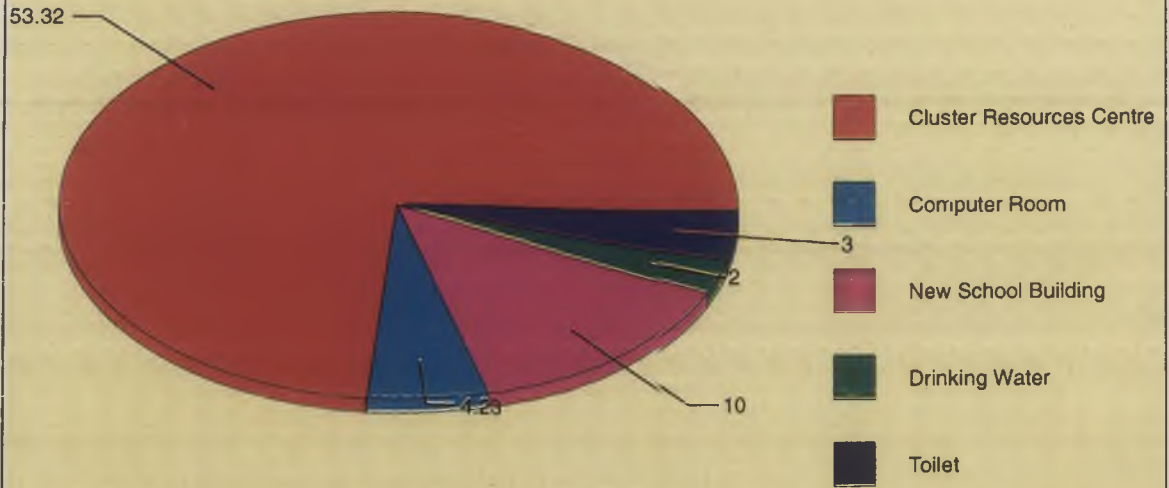
### Sirsa

1. Cluster Resource Centres		
10 nos.		= 10.00 lacs
2. Computer room 1 nos. = 1.41 lacs		
Total		11.41 lacs

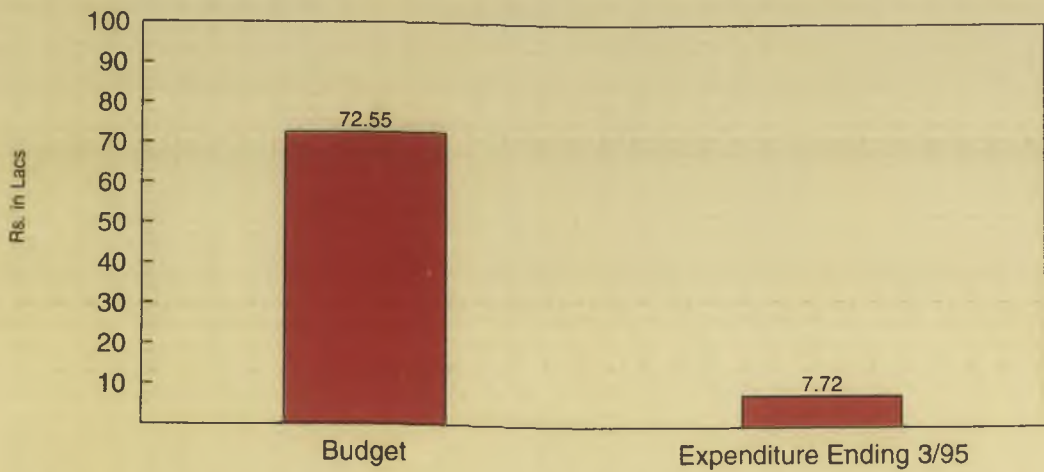
### Achievement

Financial Rules of Haryana Prathmik Shiksha Pariyojna Parishad were approved in March, 1995 and Civil Works were started in right earnest by Panchayati Raj Executive Engineers against the sanctioned plan of Rs. 73 lacs. Expenditure to the tune of Rs. 7.718 lacs was incurred in Kaithal and Jind Districts. Cluster Resource Centres were started in all the four districts. Computer room at Jind was also started.

**Action Plan-1994-95**  
**Activity wise distribution of funds in lacs**  
**Total Funds 72.55 Lacs**



**Budget and Expenditure**  
**Year 1994-95**



# STRATEGIES FOR 1995-96

**A. For Improving Access**

**B. For Retention and Achievement**

**C. Capacity Building**

**D. Mass Mobilisation**

**E. Promotlon of Girls Education and Gender Issues**

**F. Text Book Development and Publication**

**G. Non Formal Education**

**H. Early Childhood Education**

**I. Teachers' Training**

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## Strategies for 1995-96

### **District Primary Education Programme**

- Universal elementary education
- Universal access and enrolment.
- Universal retention of children.
- Improvement in quality of education to enable children to achieve essential level of learning.

### **Proposed**

Annual Work Plan and budget for the year 1995-96

#### **A. For Improving Access :**

- Mass Mobilisation.
- Construction/reconstruction of school.
- Providing Additional Class Rooms, Toilets and Water Pumps
- Maintenance of school buildings.
- Setting Non-Formal Education Centres.

#### **B. For Retention and Achievement :**

- Developing MLL based curriculum and text books.
- Promotion of Girls Education.
- Setting up of Early Childhood Education Units
- Strengthening SCERT/DIET.
- Setting up of School Clusters.
- Setting up of Block Resource Centres.

- Providing teaching - learning material
- Providing Class Room Furniture
- Free Text-books for girls.
- In service teacher training.

#### **C. Capacity Building :**

- Setting up State/District Project implementation unit.
- Setting up Educational Management Information Unit.

#### **D. Mass Mobilisation**

- Mobilisation Committees formed under TLCs will be activated
- Organisation of Maa-Beti Mela and exhibition for the promotion of girls education
- Districts to identify locations for intensive work
- A comprehensive mobilisation plan will be prepared within three months with the collaboration of Department of Womens Studies, NCERT, Edcil, N.G.Os, TLC Experts, other DPEP States, panchayats, Mahila Mandals, teachers and functionaries of ECE., N.F.E., Health and Agriculture.
- The existing mobilisation activities will be monitored internally, and comparison made with other states of DPEP.

## **E. Promotion of Girls Education and Gender Issues**

Gender Studies conducted under DPEP have revealed

- (a) girls are kept away from schools by their parents.
- (b) need for generating awareness among masses in villages and sensitizing educational planners and administrators and teachers regarding girls education and empowerment of women.
- Constituting of Village Education Committees having 50% women members.
- Launching of special enrolment drives
- Ensuring involvement of Mahila Mandals, Gram Sevikas, Anganwadi workers and other village level functionaries.
- Providing incentives to girls in general and scheduled caste girls in particular.
- Raising the percentage of women teachers from 40 to 60 per cent at primary stage.
- Opening of new primary schools.
- Providing ECE with primary schools & middle schools.
- Providing minimum essential facilities like toilets for girls.
- Ensuring quality education by giving remedial teaching to girls.

Gender perspective has been incorporated in the Action Work Plan for

1995-96, and the following strategies have been suggested on Gender Issues :

- Identification of gender bias from the text-books to make sender sensitive curricula and text-books.
- Gender sensitisation for teachers and educational administrators. Development of Material and training packages for them.
- Organisation of Maa-Beti Mela and exhibition at cluster level in which films on girls education will be shown, children's literature with new role models will be displayed and there will be an opportunity for mothers and daughters to interact with other women and girls.
- School functioning as community centre for gender sensitisation of the community through cluster Heads.
- Appointment of Assistant Project Coordinator (girls education) at district level to co-ordinate the activities.
- Providing separate toilets for girl students in Primary Schools.
- Activation of Village Education Committees to take up the responsibility for promoting girls education in their areas.
- Providing free text-books to girls.
- Coaching of girls in slum areas, and
- Establishing creches for Jind for sibling care (included under the Head ECE.).

## **F. Text Book Development and Publication**

Development of MLL based curriculum and text-books/work books is the immediate requirement.

Authors will be identified

Textual Materials shall be field tried.

In order to ensure production of quality text-books, a fully equipped Art studio and Desk Top Publishing unit is proposed to be set up at SCERT.

In the 3rd year of DPEP New text-book, work book/Teacher guide for class I.

In the 4th year of DPEP -do- Class II

In the 5th year of DPEP -do- Class III

In the 6th year of DPEP -do- Class IV

In the 7th year of DPEP -do- Class V

25 Schools in each Project District will be selected in which newly developed MLL based text-books will be introduced in phased manner.

## **G. Non Formal Education**

Though every village of the districts has been provided with a primary school, yet a large number of the age group 6-11 are out of school. Need of these children is the promotion of non-formal education at a time suitable to them.

Village Education Committees have been assigned the responsibility of running NFE Centres in villages where atleast 10-15 children are available for schooling.

NFE centres will be run for two hours a day and five years teaching will be covered in two years.

- All the children between the age group of 6-11 year who could not receive school education for some reason or other, would be educated within two years to enable them to get admission to formal education.
- Children who have left Primary Education in mid-session would be enrolled for further education for a period of two years, to enable them to join the mainstream.
- Preference will be given to girls.
- Efforts will be made to generate and encourage voluntary agencies to take up NFE-programme
- Retired teachers, educated girls and boys and other locally educated persons with a commitment to this cause and having missionary zeal will be employed on a monthly honorarium of Rs. 200/- per month for a period of 2 years.
- NFE instructor preparation package shall be developed in a participatory mode.

## **H. Early Childhood Education**

Studies and surveys have revealed that one of the main reasons for high incidence of drop outs especially among girl students is the fact that they have to look after their younger siblings. To solve this problem, a creche has been proposed to be set-up near Primary Schools and creche timings have to be according to school timings so that students are able to leave their younger sibling at the creche and can attend the school easily.

Setting up an ECE unit in DIET which looks after pre-induction and in service training needs of Anganwadi workers in the pre-school education component.

It has been found that Anganwadis, under ICDS programme are taking care of children of age group of 3 to 6 years. Thus, there is no need to develop a parallel infrastructure and unnecessary wastage of humanpower.

## **I. Teachers' Training**

### **1. Training Strategies in DPEP Haryana**

Schools do make a difference in student achievement. The level and quality of student achievement depends on what goes on in schools and class rooms. This brings the teacher to the centre stage of school effectiveness. Teacher quality is critical to the achievement of school goers. It is the outcome of dynamic interaction of teacher competency and motivation of teacher to transform competency into performance. Education and training build teacher competency while service conditions, school climate and community environment guide motivation of teacher. The process of training and support also contributes to teacher motivation to some extent. Keeping all these points in mind, the following strategies have been adopted for the training of teachers in DPEP Haryana.

### **2. KRPs Training at SCERT Level.**

Six Master Trainers from each block will be identified. This will include a Block Resource Co-ordinator, DIET personnel

and other willing, interested and committed educationists preferably located within the block. As per the training design District-Wise number of KRPs will be as under :-

Hisar	66
Jind	36
Sirsa	36
Kaithal.	30

This training will be conducted by SCERT with expertise and support from NCERT, NIEPA and Edcil from the 1st Week of December, 95. The duration of this training will be 8 days. Trainers will be asked to go to Primary Schools for actual teaching and interacting with school teachers for three days during this training.

### **3. Training of Teachers at BRC Level.**

After training the Core Team of Master trainers at SCERT, Gurgaon next part of cascade training process will take place in the blocks for the Cluster Resource Co-ordinator and Primary School Teachers. The number of District - Wise training programme to be organised will be as under :-

Hisar	92 (2 batches)
Sirsa	41 ( 1 batch)
Jind	56 (2 batches)
Kaithal	34 (1 batch)

The number of programmes to be organised at Block level will not exceed 10. The duration of training will be 8 days.

### **4. The Training package will include the following modules :**

- DPEP-an introduction
- DPEP and the teachers.

- c. Teachers & Community participation.
- d. Multigrade teaching/first generation learner.
- e. Use of teaching aids/OB material.
- f. Minimum levels of learning.
- g. Environmental Education.
- h. Activity based learning-developmental stages of the child to be linked with the activities.
- i. Language and Mathematical skills to be developed in grade-I Children.
- j. Women Education.

**The training will have mainly two parts :-**

- a. Focussing on Class-room practices.
- b. Enrolment and retention of children, especially girls.

**The training package will be in modular form. Each module will have two parts :-**

- a. What is to be covered ?
- b. How is it to be covered ?

**The modes/methods of transaction of modules will be :-**

- a. Activity based
  - b. Small group discussion
  - c. Experiments and observations
  - d. Field Visits
  - e. Slides and transparencies
  - f. Low cost teaching materials
5. A two day meeting of Key Resource Persons (KRPs) master trianers will be organised before hand for the preparation of actual training.
6. An inventory of resource persons at State as well as at district level will be prepared.

7. A one-day meeting for all the teachers at BRC level is proposed to orient them about the utilisation of Rs. 500/- and 2000/-.

### **8. Meeting of Teachers, Head Teachers at Cluster Level.**

50% teachers and head-teachers will meet on first and fourth Saturdays of every month for sharing of experiences.

### **9. Role of Cluster Heads**

- a. To assist teachers and head teachers to implement class-room skills and practices learnt in training programmes.
- b. To organise one day workshop every month for sharing of experiences.
- c. To provide facilities for development of teaching - learning material.

Cluster heads during their training will be provided with an action paper on various activities to be shared with the teachers in one-day meeting.

### **10. Innovative Project**

Each DIET at district level and SCERT at State Level will take up innovative projects (each DIET-1, SCERT-4) for the duration of 2 years.

A list of innovative projects to be undertaken will be prepared by the SCERT in a workshop to be organised for the purpose.

### **11. Evaluation**

An evaluation proforma for evaluation of each training programme (at all the three stages) will be developed by SCERT. These proformas will be evaluated



*Workshop on Baseline Studies under DPEP Hissar (2.5.95 to 3.5.95)*

regularly and a report will be submitted to the State Project Director.

## **12. Feedback Mechanism**

A one day meeting with cluster heads, BRC Co-ordinator, DIETs personnel for the feed back of the future training programmes will be conducted.

## **Strengthening SCERT and Development of Teacher Education Curriculum**

The SCERT has a key role in bringing about qualitative improvement in school education. The existing Inservice Wing has been Strengthened and two new units for Non Formal Education and Early Childhood Education are being established.

SCERT would undertake the following activities under DPEP

Developing teacher training package.

Training of master-trainers at SCERT & DIET.

Developing teaching-learning material for NFE/ECE master trainers and their training.

There is no satisfactory arrangement for providing orientation and training of the Educational Planners and administrators in the state. It is proposed to strengthen SCERT by providing two major branches.

The main objectives would be the orientation and training of state, district and block level educational planners and managers.

## **Academic Branches**

Area Planing  
 Institutional Planing and Management  
 Organisation and Management  
 Statistics & Survey  
 Research and Evaluation.

## **Academic support Centres**

Computer Centre  
 Training & Extension Centre

publication and dissemination  
Library and Documentation Centre.

### **District Institute of Educational Training**

The DIETs will have to act as a resource  
for BRC's and school clusters.

Important functions of DIET are to  
perform research, evaluation and studies  
connected with DPEP implementation.

For strengthening DIET following units  
have been provided to be set up :

ECE

Research and evaluation

Strengthening in-service training.

### **Block Resource Centre**

The present infrastructure for inservice  
training of primary school teachers is  
inadequate.

### **Training shall be conducted as follows :**

8 days training programme for teachers  
and 10 days training programme for  
cluster heads will be organised at BRC  
level. The programme; will be  
supplemented by school based inservice  
training at CRC. The priority will be on  
providing about 8 days training to  
teachers at BRCs to be supplemented by  
school based inservice training at CRCs.

All teachers teaching grades 1-3 will be  
covered first. The emphasis will be on  
improving teaching of reading and  
mathematics in beginning grades. Other  
grades and curriculum areas will also  
follow after the system is in place.

The DIET faculty, assisted by at least  
one of the BRC coordinators, will  
organise the training programme. Each

BRC will also identify experienced  
primary teachers, NFE functionaries,  
ECE functionaries and organisers and  
teacher educators in the area who can be  
used as resource persons.

### **Cluster Resource Centre**

The functions of CRCs are as below :

- Develop a committee of primary  
schools encouraging collaboration  
and mutual support for improving  
school and classroom practice.
- Assist teachers in implementing the  
skills and practices learnt during in  
service training at Block Resource  
Centres in their classroom.
- Providing facilities to teachers in  
associated schools to develop  
teaching aids and encouraging their  
use in the classroom.
- Serve as nodal school for collection of  
information (MIS) and providing  
feedback to associated schools.

It is to bring academic assistance and  
guidance to the door steps of primary  
schools. The focus is on providing the  
primary school teachers with the skills of  
teaching to operate in multigrade  
teaching and encouraging the students  
participation in learning to ensure levels  
of learning.

### **Action Envisaged**

1. 2 days - Primary school teacher  
training
2. VEC Training - twice a month.
3. VCC meeting - once a month

### **Primary Formal Education**

To achieve the goal of Universalisation

of Primary Education coupled with qualitative improvement, following activities have been undertaken under Primary Formal Education.

Construction/Reconstruction of schools

Providing toilets and water facilities

Opening of new schools

Providing teaching - learning material

Training programmes

Provision of furniture and work-books

Curricular and co-curricular activities

Free text-books to the girl students

Coaching girls in slum areas

Awards at block level for promotion of competition for enrolment and retention of girls and SC/ST students.

### **Project Management Information System and Educational Management Information System**

Project Management Information System (PMIS) and Educational Management Information System EMIS are important components of DPEP. this would provide.

- 1) Regular school statistics.
- 2) Demographic and allied indicators.
3. Project scheduling and implementation plan of resource inputs.
- 4) Data base for research and evaluation.

### **Main objectives :**

- 1) To create a comprehensive data base at primary level of education in the

State and to review its status every year.

- 2) To monitor enrolment and retention.
- 3) To monitor performance with respect to student achievement level in MLL in particular for girls and deprived groups.
- 4) To monitor implementation of all programmes and schemes of DPEP.

### **Latest development :**

The computers for all the four districts and state have been purchased and . The computers installed. The software package of PMIS has been developed/supplied by EDCIL, with the help of which AWPB for 1994-95 and 1995-96 have been prepared.

The other software package of EMIS has been developed and supplied by NIEPA. The data from all the four districts viz Kaithal, Hissar, Sirsa and Jind has been collected. The feeding of this is in progress.

### **State/District Project Implementation units**

The DPEP Project implementation units have been set up at State and District levels.

The main functions of State/districts Project implementation units are as below :-

1. Institutional management and preparing annual work plan at school and VEC level.
2. Monitoring and information gathering at cluster level.



3. Programme evaluation, data collection and analysis at block level.
4. Project planning and organising districts level strategies and interventions.
5. Programme evaluation and supervision.
6. Give feedback about the progress of implementation of the project.
7. To ensure project utilisation of funds.
8. To prepare quarterly progress report.



*Sh. Anurag Rastogi, I.A.S., A.D.C. Kaithal, addressing participants in an Awareness camp.*

## Civil Works

The Action Plan for 1994-95 was approved in two stages. First instalment was released by Govt. of India on 29.12.94 for Rs. 261.74 lacs while 2nd instalment was released on 30.05.95 for Rs. 518.31 lacs.

Civil Works amounting to Rs. 73.13 lacs were approved at 1st stage, while those at 2nd stage were of about Rs. 640 lacs.

In addition a fresh proposal for Civil Works amounting to Rs. 826.88 also stands submitted to Govt. of India for the year 1995-96.

Almost all works of the first stage were started in March 1995 by Panchayati Raj and are at various stages of completion.

Out of 52 clusters 47 were started. Out of them 8 clusters stand completed while balance are at various stages of completion. Out of 2 New School Buildings both are nearing completion. Out of 3 Computer Room one is in progress. Expenditure upto Aug. 1995 is Rs. 55.0 lacs.

Civil Works Manual duly completed in all respect was submitted to Govt. of India on 31.07.95. Proposal for forming Engineering Cell of DPEP for speedy execution also stands submitted to Govt. of India on 3rd July 1995. Some Civil Works have been planned to be executed by the community. Necessary constitution of Village Construction Committee (VCC) also stands submitted to Ed-Cil on 30.08.95

### Prospective Plan for 1995-96

Action plan for 1995-96 was submitted to Govt. of India for approval which also included spill over work not started in 1994-95. The detail of action plan 1995-96 district-wise is given as under.

#### Kaithal

1. Block Resource Centres	
5 nos.	= 30.50 lacs
2. Cluster Resource Centres	
34 nos.	= 37.74 lacs
3. Repair of School Buildings	
198 nos.	3.30 lacs

4. Additional class rooms	
35 nos.	= 38.85 lacs
5. New school buildings	
16 nos.	= 80.00 lacs
6. School buildings for existing schools	
13 nos.	= 65.00 lacs
7. Drinking water in schools	
130 nos.	= 13.00 lacs
8. Two toilets	
136 nos.	= 13.60 lacs
Total	281.99 lacs
Say	282.00 lacs

**Ind**

Block Resource Centres 6 nos.	= 36.60 lacs
Cluster Resource Centres 45 nos.	= 49.95 lacs
Repair to school buildings 2 nos.	= 2.22 lacs
Additional class rooms 14 nos.	15.52 lacs
New School buildings 10 nos.	= 40.00 lacs
Drinking water facilities 220 nos.	= 21.20 lacs
Toilets in schools (Single Toilets = 54 nos.) Double Toilets = 135x2 = 270 324=	16.20 lacs
<b>Total</b>	<b>181.69 lacs</b>

**Sirsa**

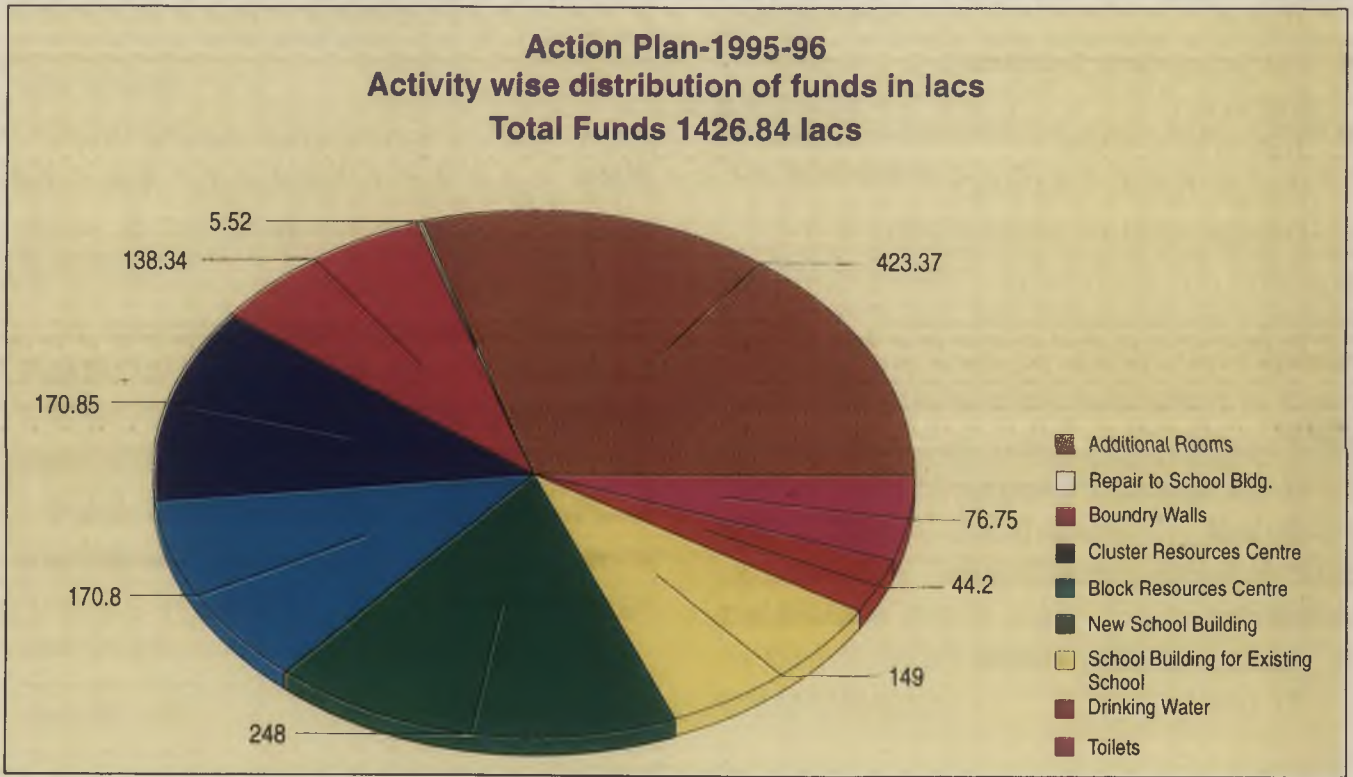
Block Resource Centres 11 nos.	= 67.10 lacs
Cluster Resource Centres 30 nos.	= 33.30 lacs
Additional class rooms 71 nos.	= 71.00 lacs

4. Additional second class rooms 182 nos. (91 schools)	=182.00lacs
5. Additional third class rooms 116 nos. (58 schools) 2 rooms to be constructed in 1995-96 and one in 1996-97=	116.00 lacs
6. 269 schools requiring two toilets and 69 requiring one toilet 607 nos.	= 30.35 lacs
7. Schools requiring boundary walls 107 nos.	=138.34lacs
8. New school buildings 11nos.	= 44.00 lacs
<b>Total</b>	<b>682.09 lacs</b>

**Sirsa**

1. Block Resource Centres 6 nos.	= 36.60 lacs
2. Clusters Resource Centres 45 nos.	= 49.86 lacs
3. Drinking water in schools 100 nos.	= 10.00 lacs
4. Toilets in School 332 nos.	= 16.60 lacs
5. New School building 21 nos.	= 84.00 lacs
6. School building for existing school 21 nos.	84.00 lacs
<b>Total</b>	<b>281.06 lacs</b>

**Action Plan-1995-96**  
**Activity wise distribution of funds in lacs**  
**Total Funds 1426.84 lacs**



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## APPENDICES

**I Important Events for launching of DPEP in Haryana**

**II. Resource Group for various activities**

**III Financial releases**

**IV Incentive Schemes of the Govt. of Haryana**

**V Progress Report (Physical and Financial)**

**VI Audit Report**



<b>Important events for the launching of DPEP in Haryana</b>
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S.No.	Date	Activity
1.	16.1.95	A function was organised at SCERT Gurgaon and addressed by Sh. Dharamvir Guaba, State Minister Local Bodies, Sh. R.L. Sudhir, IAS, Financial Commissioner and Secretary Education Deptt., Sh. R.V. Vaidyanatha Ayyar, Joint Secretary to Government of India, MHRD, Sh. P.K. Mahapatra, IAS, Director Primary Education, Haryana-cum-State Project Director (DPEP) and Mrs. S. Sandhir, Director SCERT, Gurgaon. It was attended by the officials from World Bank, NCERT, SCERT, NIEPA and State, Members of VECs and Mahila Mandals and Heads of Schools were also present.
2.	16.1.95 to 20.1.95	Workshop for framing guidelines for the development of MLL based curriculum at SCERT Gurgaon.
3.	-do-	Workshop for identification of gender bias from text-books at SCERT, Gurgaon.
4.	24.1.95	Workshop for district level functionaries for procurement and purchase procedure at Hisar.
5.	16.1.95 to 20.1.95	Workshop for development of awareness material for VECs at SCERT, Gurgaon.
6.	31.1.95	Meeting of District Project Coordinators for the selection of library books at Sirsa.
7.	4.2.95	For mobilising one day workshop for the awareness of VECs was held in District Jind.
8.	7.2.95	One day workshop for the awareness of VECs was held in District Hisar.
9.	6.2.95 to 10.2.95	Workshop for development of MLL based curriculum for primary classes at SCERT.
10.	17.2.95	One day function for the awareness of VECs in District Sirsa.

11. 20.2.95 to 23.2.95 Review by the Supervision Mission.
12. 24.2.95 One day workshop for the orientation of State/District officials at Chandigarh.
13. 27.2.95 to 3.3.95 Field testing and refinement of developed material at SCERT, Gurgaon.
14. 1.3.95 Meeting of Executive Committee at Chandigarh.
15. 3.3.95 to 5.3.95 Sharing of findings of the baseline studies in District Sirsa.
16. 6.3.95 to 10.3.95 Field testing of developed curriculum at SCERT, Gurgaon.
17. 11.3.95 to 13.3.95 Sharing of findings of the baseline studies in District Hisar.
18. 13.3.95 to 17.3.95 Finalisation of material developed (gender bias) at SCERT, Gurgaon.



*VEC members participating in awareness camp in a village in Jind District.*



## Resource group for various activities

### Training Resource Group at SCERT

1. Sh. D.C. Grover
2. Smt. Usha Batra
3. Smt. Urmil Kapoor
4. Sh. Ajay Bhardwaj
5. Sh. W.C. Arora
6. Smt. Kanta Yadav
7. Sh. M.C. Chutani

### Resource group for text book

1. Sh. S.K. Kapoor - Gurgaon
2. Sh. Ghamandi Lal Aggarwal - G.H.S. Janoula
3. Krishan Lata Yadav - G.H.S. Budhira
4. Kanta Kashyap - G.S.S.S. Gurgaon
5. Shiv Narain Jangra - G.P.S. Begampur
6. Sh. D.C. Grover - SCERT
7. Sh. W.C. Arora - SCERT
8. Smt. Vijay Sharma - Text Book Incharge, D.S.E., Haryana

### Resource group for monitoring,

#### Evaluation and research

1. Sh. N.D. Sharma - SCERT, Gurgaon
2. Sh. Sarvjit Singh - DPEP Kaithal
3. Dr. V.B. Taneja - Pranami Bhawan, Gurgaon
4. One Representative - EDCIL  
From
5. Dr. Sarwan Kumar - Retd. Deputy Director
6. Dr. Om Prakash Sharma - DIET Palwal (Kurukshehra)
7. Dr. Madhu Chikara, Lecturer - Dev Samaj College of Education, Sector 36, Chandigarh

### Resource Group for Planning and Management

1. Sh. S.K. Kapoor - Krishan Colony, Gurgaon
2. Sh. R.P. Singh - SCERT, Gurgaon
3. Sh. S.D. Datta - Administrative Officer, DPEP Haryana.
4. Sh. A.K. Chawla - DPC, Hisar
5. Sh. Kanti Chand - Retd. HES II, Kaithal
6. Sh. S.S. Gopal - Retd. HES II, Kaithal
7. Sh. Sachinder Kaura - DIET Palwal (Kurukshehra)

### Resource Group for Teacher Training

1. Sh. S.R. Mittal - A.P.O. DPEP, Haryana
2. Sh. M.C. Chutani - SCERT, Gurgaon
3. Dr. O.P. Sharma - DIET, Palwal
4. Sh. Chhabil Dass - DIET, Ding
5. Sh. Satbir Singh - B.R.C., Hansi Sabharwal
6. Sh. Dharam Raj - Kaithal
7. Sh. Ram Chander - Naraingarh

### Resource Group for Women Education and non formal Education

1. Sh. T.S. Kalra - D.D. DPEP, Haryana
2. Smt. Pushpa Abrol - Retd. Joint Director
3. Smt. Krishna Bhan - Retd. Additional Director
4. Smt. Kamla Chhikara - Retd. Additional Director
5. Dr. Sarwan Kumar - Retd. Deputy Director
6. Sh. R.N. Mehalawat - Chairman, Janta, Kalyan Samiti, Rewari.
7. Sh. Jatinder Singh - DIET, ICCUS (Jind)

<b>Financial Releases</b>
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1) BY GOI :	DATE	(Rs. in lacs)	3) DISTT. HISAR		
Pre-Project Activities	20.06.94	50.00		05.12.94	00.40
First Instalment	29.12.94	261.74		03.01.95	38.60
IIInd Instalment & Additional	30.05.95	518.31		12.05.95	40.00
				12.06.95	42.67
				11.11.95	50.00
<b>SUB TOTAL</b>		<b>830.05</b>	<b>Total</b>		<b>171.67</b>
<b>2) BY HARYANA GOVT.</b>			<b>4) DISTT. SIRSA</b>	<b>05.12.94</b>	<b>00.20</b>
First Instalment	16.03.95	46.19		03.01.95	22.80
IIInd Instalment	12.5.95	30.00		08.03.95	05.00
				07.04.95	20.00
<b>SUB TOTAL</b>		<b>76.19</b>		16.05.95	21.00
<b>GRAND TOTAL</b>		<b>906.24</b>		12.06.95	24.52
				23.08.95	30.00
				12.10.95	50.00
<b>Amount released to the field</b>			<b>Total</b>		<b>173.52</b>
1) DISTT. KAITHAL	05.12.94	00.20			
	03.01.95	24.80			
	07.04.95	25.00			
	12.06.95	60.43	5) SCERT HARYANA, GURGAON	05.12.94	00.50
				03.01.95	05.00
<b>Total</b>		<b>110.43</b>		16.11.95	10.00
2) DISTT. JIND	05.12.94	00.20	<b>Total</b>		<b>15.50</b>
	03.01.95	20.80	<b>Total grant released</b>		<b>563.82</b>
	08.03.95	25.00			
	12.06.95	46.70			
<b>Total</b>		<b>92.70</b>	Grants received from Govt. of India/State Govt.	Rs. 906.24 lakhs	
			Grants released to the field offices	Rs. 563.82 lakhs	

## Haryana Schemes of Haryana Government

### 1. Attendance Prize to Scheduled Caste Girls

This incentive scheme was introduced in the year 1979-80, with a view to enrol and retain girls belonging to scheduled castes in primary classes by giving them some monetary benefits. Under this scheme, an amount of Rs. 10/- per month is given as attendance prize to each scheduled caste girl student, whose parents'/guardians' annual income does not exceed Rs. 10,000/- and fulfils the condition of at least 70% of the total attendance in a month.

### 2. Free Uniform to girls belonging to Scheduled Castes/Weaker Sections.

Initially, this scheme was introduced by the Scheduled Castes and Backward Classes Welfare Department of the State Government during the year 1976-77 through the State Education Department. Under this scheme, poplin cloth is provided to Scheduled Caste girls, free of cost, for school uniform. Some girls of weaker sections are also covered under this scheme. The scheduled caste girls studying in classes I & II were supplied poplin cloth for two uniforms annually and the girls in classes III, IV & V were given cloth for one uniform annually upto the year 1993-94. But as per the decision taken by the State Government, instead of cloth, this incentive is being given in cash @ Rs.

100/- per girl student in classes I & II for two uniforms and Rs. 75/- per eligible girl in classes III, IV and V for one uniform during the year 1994-95 so that the parents of the beneficiaries may provide uniforms to their daughters at the earliest.

### 3. Free Stationery and Writing Material

This scheme was introduced during the year 1979-80 on the recommendation of the working group of Planning Commission, Government of India. the financial provision per student belonging to scheduled castes/weaker sections was Rs. 5/- per annum for purchase of stationery and writing material. Subsequently, this amount was raised to Rs. 10/- per student per annum. the objective of the scheme is to give some monetary relief to students of poor parents.

### 4. Book Banks

This scheme was introduced during the year 1975-76. Under this scheme, students belonging to scheduled castes and weaker sections of society are given text-books, free of cost, in the beginning of the academic session, through the Book Bank at the institutional level. Under this scheme, financial provision is made annually on Non-Plan as well as plan side.

### 5. Special Incentive Scheme for children of Nomadic Tribes :

This scheme was introduced w.e.f.

23.12.1988. Under this scheme, cash incentive of Re. 1/- per school day is given to children belonging to Nomadic Tribes for attending the school. The objective of the scheme is to enrol and retain children of Nomadic Tribes in schools. Only those children are covered under the scheme who were admitted to the first primary class on or after 23.12.1988.

Initially, Children of only those parents were eligible to get benefit under this scheme, whose names did not figure in the voters' lists. Subsequently, this condition was waived off to give the benefit of the scheme to a larger number of such children. Besides getting a cash incentive of Re. 1/- per day for attending the school, a nomadic child is also exempted from the payment of pupils' fund upto class-V.

#### **6. Pre-Matric Scholarship :**

In order to enable the children of those parents, who are engaged in unclean occupations (such as Scavengers of dry

Latrines, Tanners, Flayers and Sweepers who have traditional link with scavenging), to persue their Pre-matric Education. The Department of Scheduled Castes and Backward Classes Welfare, Haryana introduced a new scheme in 1991-92 through the Education Department, under which every such student in primary classes is given a scholarship of Rs. 25/- per month besides an annual adhoc grant of Rs. 500/-. The scholarship, under the scheme, is given for ten months in an academic session.

#### **7. Stipend to students belonging to Denotified Tribes :**

This scheme of the Department of Welfare of Scheduled Castes and Backward Classes, Haryana is being implemented by Primary Education Department since 1989-90. Under the scheme, a stipend @ Rs. 10/- per month is given to each denotified tribe student in classes I-V.



*One day Workshop on DPEP*

## Physical & Financial Progress Report

### A. State

Activity Description/Cost Description	Physical Target	Amt. Sanc (Rs. Lakh)	Target Achieved Phy.	Exp. (Rs. Lakh)	Balance
<b>1. Media/Mass Mobilisation</b>					
Puppet Show/Stree Play/Wall W/Media Campaign Activity	1000	2.000	0	0.000	2.000
Workshop and Seminar/Workshops & Seminar	1	0.500	1	0.251	0.249
Activity Totals :		2.500		0.251	2.249
<b>2. State Project Implementation Unit</b>					
Management-Staff-Group A/Salaries of Addition	10	4.370	8	3.068	1.302
Management-Staff-Group A/Salaries of Addition	8	1.660	0	0.000	1.660
Management-Staff-Group A/Salaries of Addition	5	0.240	0	0.000	0.240
Equipment - Hardware/Equipment	3	3.450	1	0.587	2.863
Furniture/Furniture	0	2.000	0	3.113	-1.113
Vehicle/Vehicles	2	5.000	1	1.671	3.329
Rent/Taxes.Rent & Taxes	0	2.000	0	1.867	0.133
Electricity/office expenses	0	3.000	0	0.000	3.000
Activity Totals :		21.720		10.306	11.414
<b>3. Management Information System</b>					
Salaries/Salaries of Addition	1	0.390	0	0.000	0.390
Equipment - Hardware/Equipment	4	8.000	0	0.000	8.000
Furniture/Furniture	5	0.230	0	0.000	0.230
Contingency/Contingency	0	0.250	0	0.000	0.250
Printing of Data capture forma/Printing cost	1000	0.600	0	0.000	0.600
Activity Total :		9.470		0.000	9.470
<b>4. Promotion of Girls' Education</b>					
Workshop for indentifying Gend/Workshops & Seminar	1	0.420	1	0.220	0.200
Identifying the theme for TRA/Training costs (trav	1	0.410	0	0.000	0.410
Field testing of developed mate/Training costs (trav	1	0.330	0	0.000	0.330
Planning of Training Package/Training costs (trav	0	18.050	0	0.000	18.050
Finalisation of Material/Training costs (trav	1	0.090	0	0.000	0.090
Workshop on Training of BRC/DI/Workshop & Seminar	4	1.160	0	0.000	1.160
Activity Total :		20.460		0.220	20.240

Activity Description/Cost Description	Physical Target	Amt. Sanc (Rs. Lakh)	Target Phy.	Achieved Ex. (Rs. Lakh)	Balance
<b>5. Strengthening of SCERT</b>					
Additional Salary/Salaries of Addition	2	0.720	0	0.000	0.720
Furnitur/Furniture	1	0.070	0	0.000	0.070
Training Programme ECE Master/Training costs (trav	1	0.430	0	0.000	0.430
Material Development for Prima/Training costs (trav	2	1.130	2	0.021	0.509
Training Programme for PFE Mast/Training costs (trav	6	0.820	1	0.096	0.724
Activity Total :		3.170		0.717	2.453
<b>6. State Institute of Educational Management and Training</b>					
Staff/Salaries of Addition	3	0.930	0	0.000	0.930
Furniture/Furniture	0	0.100	0	0.000	0.100
Contingency/Contingency	0	0.350	0	0.000	0.350
Books/Journals/Books, Libraries	0	0.500	0	0.000	0.500
Dev. of Curriculum for Trg. MA/Training costs (trav	2	0.220	0	0.000	0.220
Dev. of course Design for MANA/Training costs (trav	1	0.040	0	0.000	0.040
Activity Total :		2.140		0.000	2.140
<b>7. Developing MLL based curriculum</b>					
Field testing of revised curri/Training costs (trav	2	0.210	0	0.000	0.210
Programme for curriculum develop/Workshops & Seminar	6	1.810	0	0.000	1.810
Workshop for text book develop/Workshop & Seminar	2	0.340	2	0.220	0.120
Activity Total :		2.360		0.220	2.140
Grand Total State Component		61.820		11.713	50.107

## B. District Hisar

### 1. Block Resource Centre

Staff/Salaries of Addition	9	0.730	0	0.000	0.730
Equipment - other office equip/Equipment	3	0.300	0	0.000	0.300
Contingency/Contingency	0	0.120	0	0.000	0.120
Furniture/Furniture	3	0.900	0	0.000	0.900
Books & Libraries/Books, libraries	6	0.660	0	0.000	0.660
Training of cluster heads/Training costs (trav	110	0.580	0	0.000	0.580
Activity Totals :		3.290		0.000	3.290

Activity Description/Cost Description	Physical Target	Amt. Sanc (Rs. Lakh)	Target Phy.	Achieved Exp. (Rs. Lakh)	Balance
<b>2. Cluster Resource Centre</b>					
Additional Teachers (Staff)/Salaries of Addition	0	23.100	0	0.000	23.100
Civil Construction (Addl. Clas/Civil Works - any ty	20	20.000	20	20.000	0.000
Furniture/Furniture	110	11.000	0	0.000	11.000
Books/Library/Books, libraries	110	11.000	0	0.000	11.000
Contingency/Contingency	110	0.22	0	0.000	0.22
Contingency/office expenses	1	1.100	0	0.000	1.100
Activity Totals :		66.420		20.00	46.420
<b>3. District Institute of Educational Training</b>					
Equipment - Duplicating Machine/Equipment	1	0.700	1	0.540	0.160
Contingency/Contingency	1	0.050	0	0.000	0.050
Library Books/Books, libraries	3	0.620	0	0.000	0.620
Training of Master Trainers/Training costs (trav	44	0.440	0	0.000	0.440
Activity Total :		1.810		0.540	1.270
<b>4. Media/Mass Mobilisation</b>					
Orientation of Distt. Function/Workshops & Seminar	1	0.170	0	0.000	0.170
Holding of Functions/Media Campaign Activ	33	5.280	2	0.110	5.170
Environmental Building/Media Campaign Activ	105	10.500	0	0.000	10.500
Writing of Slogans and Develop/Media Campaign Activ	664	13.280	10	0.200	13.080
Activity Totals :		29.230		0.310	28.920
<b>5. District Project Implementation Unit</b>					
Management-Staff-Group A/Salaries of Addition	8	1.980	3	0.140	1.840
Management-Staff-Group C/Salaries of Addition	5	0.970	0	0.000	0.970
Equipment - other office equip/equipment	1	2.250	0	0.000	2.250
Furniture/Furniture	1	2.500	1	0.670	1.830
Vehicle/Vehicles	1	3.000	0	0.000	3.000
Rent/Taxes/Rent & Taxes	1	0.240	0	0.020	0.220
POL/Maintenance Vehicles	1	0.500	0	0.000	0.500
TA & DA/Training costs (trav	1	0.500	0	0.030	0.470
Contingency/Contingency	1	1.000	1	0.120	0.880
Activity Totals :		12.940		0.980	11.960

Activity Description/Cost Description	Physical Target	Amt. Sanc (Rs. Lakh)	Target Phy.	Achieved Exp. (Rs. Lakh)	Balance
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### 6. Management Information System

Salaries/Salaries of Addition	3	0.480	0	0.000	0.480
Equipment-Fax/Telephone/Equipment	1	0.080	1	0.100	0.020
Equipment - A/C, Air Cooler, F/Equipment	1	0.450	0	0.000	0.450
Equipment - Other office Equip/Equipment	1	5.130	0	0.000	5.130
Computer Room/Civil Works - any ty	1	0.300	0	0.000	0.300
Furnitures/Furniture	1	0.700	0	0.000	0.700
Consumable/office expenses	1	0.200	0	0.000	0.200
Contingency/Contingency	1	0.150	0	0.000	0.150
Printing of Data capture format/Printing cost	1	0.030	0	0.000	0.030
TA & DA/Training costs (trav	1	0.100	0	0.000	0.100
Local consultancy charges/Local Consultants	1	0.300	0	0.000	0.300
Training Cost/Training costs (trav	1	0.100	0	0.000	0.100
Activity Totals :		8.020		0.100	7.920

### 7. Primary Formal Education

Provision of teaching learning/Teaching Aids	3479	17.400	0	0.000	17.400
Curricular & Co-curricular Act/Teaching Aids	829	16.500	200	4.000	12.500
Activity Totals :		33.900		4.000	29.900
District Total :		155.610		25.930	129.68

### C. District Jind

#### 1. Block Resource Centre

Salaries/salaries of addition	9	0.730	1	0.040	0.690
Furniture/furniture	3	0.900	0	0.000	0.900
Books & Libraries/books, libraries	6	0.900	0	0.000	0.900
Activity Totals :		2.530		0.040	2.490

#### 2. Cluster Resource Centre

Additional teachers (staff)/salaries of addition	55	11.550	55	2.250	9.300
Civil Constraction (ADDL CLAS/Civil Works any type	10	10.000	10	10.000	0.000
Furniture/Furnitures	55	5.500	0	0.000	5.500
Books/Library/Books libraries	55	5.500	0	0.000	5.500
Contingency/Office Expenses	55	0.550	0	0.000	0.550
Activity Totals :		33.100		12.250	20.850



Activity Description/Cost Description	Physical Target	Amt. Sanc (Rs. Lakh)	Target Phy.	Achieved Exp. (Rs. Lakh)	Balance
<b>3. Distt. Institute of Education &amp; Training</b>					
Equipment - duplicating machin/equipment	1	0.700	0	0.000	0.700
Contingency/contingency	1	0.050	0	0.224	-0.174
Library books/books, libraries	3	0.620	1	0.260	0.360
Training of master trainers/traning costs (trav	1	0.240	1	0.240	0.000
Activity Totals :		1.610		0.724	0.886
<b>4. Media/Mass Mobilisation</b>					
Orientation of Distt. function/workshops & seminar	1	0.170	0	0.000	0.170
Holding of functions/media campaign activ	18	2.880	1	0.130	2.750
Environmental building/media compaign activ	55	5.500	0	0.000	5.500
Writing of slogans and devlop/media compaign activ	352	7.040	89	0.390	6.650
Activity Totals :		15.590		0.520	15.070
<b>5. District Project Implementation Unit</b>					
Management - Staff - Group A/salaries of addition	3	1.110	2	0.080	1.030
Management - Staff - Group B/salaries of addition	2	0.570	0	0.000	0.570
Management - Staff - Group C/salaries of addition	5	0.970	0	0.000	0.970
Management - Staff - Group D/salaries of addition	3	0.300	0	0.000	0.300
Equipment - other office equip/equipment	1	2.250	0	0.000	2.250
Furniture/furniture	1	2.500	1	0.660	1.840
Vehicle/vehicles	1	3.000	0	0.000	3.000
Rent/taxes/rent & taxes	1	0.240	0	0.000	0.240
POL/maintenance vehicles	1	0.500	0	0.030	0.470
TA & DA/office expenses	1	0.500	1	0.010	0.490
Contingency/congingency	1	1.00	0	0.082	0.918
Activity Totals :		12.940		0.862	12.078

Activity Description/Cost Description	Physical Target	Amt. Sanc (Rs. Lakh)	Target Phy.	Achieved Exp. (Rs. Lakh)	Balance
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### 6. Management Information System

Salaries/salaries of addition	3	0.480	0	0.000	0.480
Equipment - fax/telephone/equipment	1	0.080	1	0.100	-0.020
Equipment - A/C, air cooler, F/equipment	1	0.450	0	0.000	0.450
Equipment - other office equip/equipment	1	5.130	0	0.000	5.130
Computer room/civil works - any ty	2	1.410	1	1.110	0.300
Furniture/Furniture	1	0.700	0	0.000	0.700
Consumable/office expenses	1	0.330	0	0.000	0.330
Contingency/Contingency	2	0.150	0	0.000	0.150
Local Consultancy Charges/Local Consultants	1	0.300	0	0.000	0.300
Training Cost/Training costs (trav	1	0.100	0	0.000	0.100
Activity Totals :		9.130		1.210	7.920

### 7. Primary Formal Education

Provision of Teaching Learning/Teaching Aids	2187	10.930	0	0.000	10.930
Curricular & Co-curricular Act/Teaching Aids	451	9.020	252	5.040	3.980
Activity Totals :		19.950		5.040	14.910
District Total :		94.850		20.646	74.204

### D. District Kaithal

#### 1. Block Resource Centre

Salaries/Salaries of Addition	9	0.730	0	0.000	0.730
Equipment - other office equip/equipment	3	0.300	0	0.000	0.300
Contingency/Contingency	3	0.120	0	0.000	0.120
Furniture/Furniture	3	0.900	0	0.000	0.900
Books & Libraries/Books, Libraries	6	0.660	0	0.000	0.660
Training of cluster heads/training costs (trav	1	0.240	0	0.000	0.240
Activity Totals :		2.950	0	0.000	2.950

#### 2. Cluster Resource Centre

Additional Teachers (Staff)/Salaries of Addition	46	9.660	9	0.393	9.267
Civil construction (addl. clas/civil works - any ty	12	12.000	12	10.000	2.000
Furniture/furniture	46	4.600	0	0.000	4.600
Books/library/books, libraries	46	4.600	0	0.000	4.600
Contingency/office expenses	46	0.460	0	0.000	0.460
Activity Totals :		31.320		10.393	20.927

Activity Description/Cost Description	Physical Target	Amt. Sanc (Rs. Lakh)	Target Phy.	Achieved Exp. (Rs. Lakh)	Balance
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### 3. Media/Mass Mobilisation

Orientation of Distt. function/workshop & seminar	1	0.170	0	0.000	0.170
Holding of functions/media campaign activ	14	2.240	0	0.000	2.240
Environmental building/media campaign activ	38	3.800	0	0.000	3.800
Writing of slogans and develop/media campaign activ	287	5.140	90	0.578	4.562
Activity Totals :		11.350		0.578	10.772

### 4. District Project Implementation Unit

Management - Staff - Group A/salaries of addition	3	1.110	1	0.040	1.070
Management - Staff - Group B/salaries of addition	2	0.570	0	0.000	0.570
Management - Staff - Group C/salaries of addition	5	0.970	0	0.000	0.970
Management - Staff - Group D/salaries of addition	3	0.300	3	0.068	0.232
Equipment - other office equip/equipment	1	2.250	0	0.000	2.250
Furniture/furniture	1	2.500	0	0.000	2.500
Vehicle/vehicles	1	3.000	0	0.000	3.000
Rent/taxes/rent & taxes	1	0.240	0	0.000	0.240
Pol/Maintenance vehicles	1	0.500	1	0.022	0.478
TA & DA/office expenses	1	0.500	1	0.040	0.460
Contingency/contingency	1	1.000	1	0.040	0.960
Activity Totals :		12.940		0.211	12.729

### 5. Management Information System

Salaries/salaries of addition	3	0.480	0	0.000	0.480
Equipment - Fax/Telephone/equipment	1	0.080	0	0.000	0.080
Equipment - A/C, Air cooler, F/equipment	1	0.450	0	0.000	0.450
Equipment - other office equip/equipment	1	5.130	0	0.000	5.130
Computer room/civil works - any ty	1	1.410	0	0.000	1.410
Furniture/furniture	1	0.700	0	0.000	0.700
Consumable/office expenses	1	0.200	0	0.000	0.200
Contingency/contingency	2	0.150	0	0.000	0.150
Printing of data capture format/printing cost	1	0.030	0	0.000	0.030
TA & DA/training costs (trav	1	0.100	0	0.000	0.100
Local consultancy charges/local consultants	1	0.300	0	0.000	0.300
Training cost/training costs (trav	1	0.100	0	0.000	0.100
Activity Totals :		9.130		0.000	9.130

Activity Description/Cost Description	Physical Target	Amt. Sanc (Rs. Lakh)	Target Phy.	Achieved Exp. (Rs. Lakh)	Baance
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### 6. Primary Formal Education

New school building/civil works - any ty	2	10.000	0	0.000	10.000
Toilets in schools/civil works - any ty	88	6.900	0	0.000	6.900
Provision of teaching learning/teaching aids	1942	9.710	55	0.275	9.435
Curricular & co-curricular act/teaching aids	335	6.700	84	1.610	5.090
Activity Totals :		33.310		1.885	31.425
District Total :		101.000		13.066	87.934

### E. District Sirsa

#### 1. Block Resources Centre

Salaries/salaries of addition	9	0.730	0	0.000	0.730
Equipment - other office equip/equipment	3	0.300	0	0.000	0.300
Contingency/contingency	1	0.120	0	0.000	0.120
Furniture/furniture	3	0.900	0	0.000	0.900
Books & Libraries/books, libraries	6	0.660	3	0.180	0.480
Training of cluster heads/training costs (trav	1	0.290	0	0.000	0.290
Activity Totals :		3.000		0.180	2.820

#### 2. Cluster Resource Centre

Additional teacher (staff)/salaries of addition	0	11.550	0	0.000	11.550
Civil construction (addl. clas/civil works - any ty	10	10.000	10	10.000	0.000
Furniture/furniture	55	5.550	0	0.000	5.500
Books/library/books, libraries	55	5.500	0	0.000	5.500
Contingency/office expenses	55	0.550	55	0.550	0.000
Activity Totals :		33.100		10.550	22.550

#### 3. District Institute of Educational training

Equipment - Duplicating machine/Equipment	1	0.700	1	1.610	-0.910
Contingency/Contingency	1	0.050	0	0.000	0.050
Library Books/Books, libraries	3	0.620	0	0.000	0.620
Training of Master trainers/Training costs	1	0.240	0	0.000	0.240
Activity Totals :		1.610		1.61	0.000

Activity Description/Cost Description	Physical Target	Amt. Sane (Rs. Lakh)	Target Achieved Phy.	Achieved Exp. (Rs. Lakh)	Balance
<b>Media/Mass Mobilisation</b>					
Orientation of Distt. Function/Workshops & Seminar	1	0.170	1	0.151	0.019
Holding of Functions/Media Campaign Activities	16	2.560	0	0.000	2.560
Environmental Building/Media Campaign Activity	51	5.100	0	0.000	5.100
Writing of Slogans and Develop/Media Campaign Activity	325	6.500	200	0.372	6.128
Activity Totals :		14.330		0.523	13.807

#### **District Project Implementation Unit**

Management - Staff - Group A/Salaries of Addition	3	1.110	3	0.273	0.837
Management - Staff - Group B/Salaries of Addition	2	0.570	0	0.000	0.570
Management - Staff - Group C/Salaries of Addition	5	0.970	0	0.000	0.970
Management - Staff - Group D/Salaries of Addition	3	0.300	0	0.000	0.300
Equipment - other office equip/equipment	1	2.250	0	0.000	2.250
Furniture/furniture	1	2.500	1	0.292	2.208
Vehicle/vehicles	1	3.000	0	0.000	3.000
Rent/taxes/rent & taxes	1	0.240	0	0.000	0.240
Oil/Maintenance vehicles	1	0.500	1	0.022	0.478
Travel & DA/office expenses	1	0.500	1	0.020	0.480
Contingency/contingency	1	1.000	1	0.184	0.816
Activity Totals :		12.940		0.791	12.149

#### **Management Information System**

Salaries/salaries of addition	3	0.480	0	0.000	0.480
Equipment - fax/telephone/equipment	1	0.080	1	0.120	-0.040
Equipment - A/C, air cooler, F/equipment	1	0.450	0	0.000	0.450
Equipment - other office equip/equipment	1	5.130	0	0.000	5.130
Computer room/civil works - any ty	2	1.410	0	0.000	1.410
Furniture/furniture	1	0.700	0	0.000	0.700
Consumable/office expenses	1	0.200	0	0.000	0.200
Contingency/contingency	2	0.150	0	0.000	0.150
Training/training costs (trav	0	0.130	0	0.000	0.130
Local consultancy charges/local consultants	1	0.300	0	0.000	0.300
Training cost/training costs (trav	1	0.100	0	0.000	0.100
Activity Totals :		9.130		0.120	9.010

<b>Activity Description/Cost Description</b>	<b>Physical Target</b>	<b>Amt. Sanc (Rs. Lakh)</b>	<b>Target Phy.</b>	<b>Achieved Exp. (Rs. Lakh)</b>	<b>Balance</b>
<b>7. Primary Formal Education</b>					
Provision of teaching learning/teaching aids	2048	10.240	0	0.000	12.240
Curricular & co-curricular act/teaching aids	495	9.990	493	9.860	0.040
Activity Totals :		20.140		9.860	10.280
District Total :		94.250		23.635	70.615

## Auditors' Report

We have audited the attached Balance Sheet of Haryana Prathmik Shiksha Pariyojna Parishad, Chandigarh as on 31-3-1995 and also the Income and Expenditure Account of the Parishad from the period from 20-6-1994 to 31-3-1995 annexed thereto and report that :

- 1. The Accounts have not been maintained properly as regards to classification into proper Heads of Accounts on uniform basis by all the centres.
- 2. The physical verification of all the fixed assets has not been conducted by the management as on 31-3-1995.
- 3. The sundry advances, bank balances as on 31-3-1995 are subject to Confirmation.
- 4. The accounts have been kept on cash basis.

Subject to our above observations we further report that :

- a) We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purposes of audit.
- b) In our opinion proper books of accounts have been kept by the Parishad so far as appears from our examination of the books.
- c) The Balance Sheet and Income & Expenditure Account dealt with by this report are in agreement with the books of accounts.
- d) In our opinion and to the best of our information and according to explanations given to us the said accounts subject to notes on Accounts given as per Annexure 'A', give a true and fair view -
  - (i) in the case of the Balance Sheet of the state of affairs of the above said Parishad as at 31st March, 1995
  - (ii) in the case of the Income & Expenditure accounts for the period ended on that date.

for S.K. BANSAL & CO.  
CHARTERED ACCOUNTANTS

Place : Chandigarh  
Dated : 27th October, 1995

SURJEET BANSAL  
Partner

## INCOME AND EXPENDITURE ACCOUNT

<b>EXPENDITURE</b>	<b>Amount (In Rs.)</b>
To Travelling Expenses	1,84,906.50
To Travelling-Expenses (Non Officials)	4,533.85
To Printing & Stationery	36,184.53
To Office Expenses	69,979.78
To Telephone Expenses	90,376.92
To Workshop & Seminar Expenses	1,73,065.65
To Salaries	4,13,148.85
To Salaries - Others	47,893.00
To Rent, Taxes, Electricity	55,699.40
To Petrol Expenses	40,153.79
To Media Campaign Activity	1,34,055.00
	<hr/>
	12,49,997.27
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### Auditors' Report

Under reference to our separate report of even date.

for S.K. BANSAL & CO.  
CHARTERED ACCOUNTANTS

Place : Chandigarh  
Dated : 27th October, 1995

SURJEET BANSAL  
Partner



**FOR THE PERIOD FROM 20-6-1994 TO 31-3-95**

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**INCOME**

**Amount  
(In Rs.)**

By Interest from Banks

27,735.00

By Excess of Expenditure over Income  
carried over to Balance sheet

12,22,262.27

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12,49,997.27

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**DEVINDER SINGH**  
Accountant

**T.S. KALRA**  
Deputy Director (NFE)

**DEVENDER SINGH, I.A.S**  
State Project Director

## BALANCE SHEET AS ON

### LIABILITIES

Amount  
(In Rs.)

### CAPITAL FUND

#### Grant-in-Aid

From : Central Government	3,11,74,000.00	
From : State Government	46,19,000.00	
	<u>3,57,93,000.00</u>	
Less : Excess of Expenditure Over Income	<u>12,22,262.27</u>	3,45,70,737.73

Notes on Account as per Annexure-"A"

3,45,70,737.73

#### Auditors' Report

Under reference to our separate report of even date.

for S.K. BANSAL & CO.  
CHARTERED ACCOUNTANTS

Place : Chandigarh  
Dated : 27th October, 1995

SURJEET BANSAL  
Partner

**31st MARCH, 1995**

<b>ASSETS</b>	<b>Amount (In Rs.)</b>
<b>FIXED ASSETS</b>	
<b>Vehicles</b>	
As per Account	1,67,149.92
<b>Furniture &amp; Fixture</b>	4,43,430.17
As per Account	
<b>Office Equipments</b>	58,656.00
As per Account	
<b>Civil Works</b>	
(A) School building	7,43,800
(B) Computer room	28,000
	<hr/>
	7,71,800.00
<b>Current Assets, Loans and Advances</b>	
<b>A. Current Assets</b>	
Cash in hand	51,113.56
With banks in S.B./F.D.R.	2,51,63,817.09
<b>B. Loans and Advances</b>	
Sundry Advances	79,14,770.99
	<hr/>
	<b>3,45,70,737.73</b>
	<hr/>

DEVINDER SINGH  
Accountant

T.S. KALRA  
Deputy Director (NFE)

DEVENDER SINGH, I.A.S  
State Project Director

## RECEIPTS AND PAYMENTS ACCOUNT FOR THE PERIOD

RECEIPTS	Amount (In Rs.)
<b>To Grants-in-Aid</b>	
From : Central Govt.	3,11,74,000.00
State Govt.	46,19,000.00
	3,57,93,000.00
To Interest from Banks	27,735.00

3,58,20,735.00

### Auditors' Report

Under reference to our separate report of even date.

for S.K. BANSAL & CO.  
CHARTERED ACCOUNTANTS

SURJEET BANSAL  
Partner

Place : Chandigarh  
Dated : 27th October, 1995

## FROM 20th JUNE, 1994 TO 31st MARCH, 1995

### PAYMENTS

	<b>Amount (In Rs.)</b>
By Travelling Expenses	1,84,906.50
By Travelling Expenses (Non Official)	4,533.85
By Printing & Stationery	36,184.53
By Office Expenses	69,979.78
By Telephone Expenses	90,376.92
By Workshop & Seminars Expenses	1,73,065.65
By Salaries	4,13,148.85
By Salaries - others	47,893.00
By Rent, Taxes, Electricity	55,699.40
By Petrol Expenses	40,153.79
By Media Campaign Activity	1,34,055.00
<b>By Sundry Advances :</b>	
1-Development & Panchayat Raj	2,00,000.00
2-XEN-Panchayati Raj	41,39,200.00
3-Temporary Advances	11,07,070.99
4-Block Resource Centre	9,22,000.00
5-Principal, District Institute of Educational Training	3,76,000.00
6-Block Education Officer	10,68,500.00
7-Furniture	1,00,000.00
8-Driver	2,000.00
	79,14,770.99
By Vehicle Account	1,67,149.92
By Office Equipment	58,656.00
By Furniture & Fixture	4,43,430.17
<b>By Civil Works</b>	
1-School Building	7,43,800.00
2-Computer Room	28,000.00
	7,71,800.00
<b>By Closing Balances</b>	
Cash in hand	51,113.56
Bank Balances	2,51,63,817.09
	2,52,14,930.65
	3,58,20,735.00

DEVENDER SINGH  
Accountant

T.S. KALRA  
Deputy Director (NFE)

DEVENDER SINGH, I.A.S  
State Project Director

**Haryana Prathmik Shiksha Pariyojna Parishad - Chandigarh**

Notes On Accounts of Haryana Prathmik Shiksha Pariyojna Parishad, Chandigarh For the Period From 20th June, 1994 to 31st March, 1995.

1. The above society was got registered with the Registrar of Societies, Haryana on 11th March, 1994 vide registration number. 1655 of 1993-94.
2. The accounts have been kept on cash basis.
3. The debit/credit (if any) balances appearing in the Balance Sheet as on 31st March, 1995 are subject to confirmation.
4. Depreciation on fixed assets for the period ended 31st March, 1995 has not been provided for.
5. The photostat charges have been included in printing and stationery expenses/office expenses.
6. The entertainment expenses have been charged under the head 'Office Expenses'.
7. Workshop and seminar expenses, include meeting expenses, publicity, media campaign activity and slogan writing.
8. Sign board and hoarding expenses are included in office expenses.
9. Some printing and stationery expenses are included in office expenses.
10. The interest on fixed deposit with the bank has been accounted for on actual receipt basis.
11. The amount deposited for new telephone connections Rs. 77,000/- has been treated as expenses and charged to Income and Expenditure account.

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