

HARYANA PRIMARY EDUCATION DEPARTMENT

DISTRICT PRIMARY EDUCATION DEVELOPMENT

PROJECT

(SOCIAL SECURITY NET)

SIRSA (HARYANA)

PREPARED BY

DISTT. PRIMARY EDUCATION COMMITTEE

~~SIRSA~~ (HARYANA)

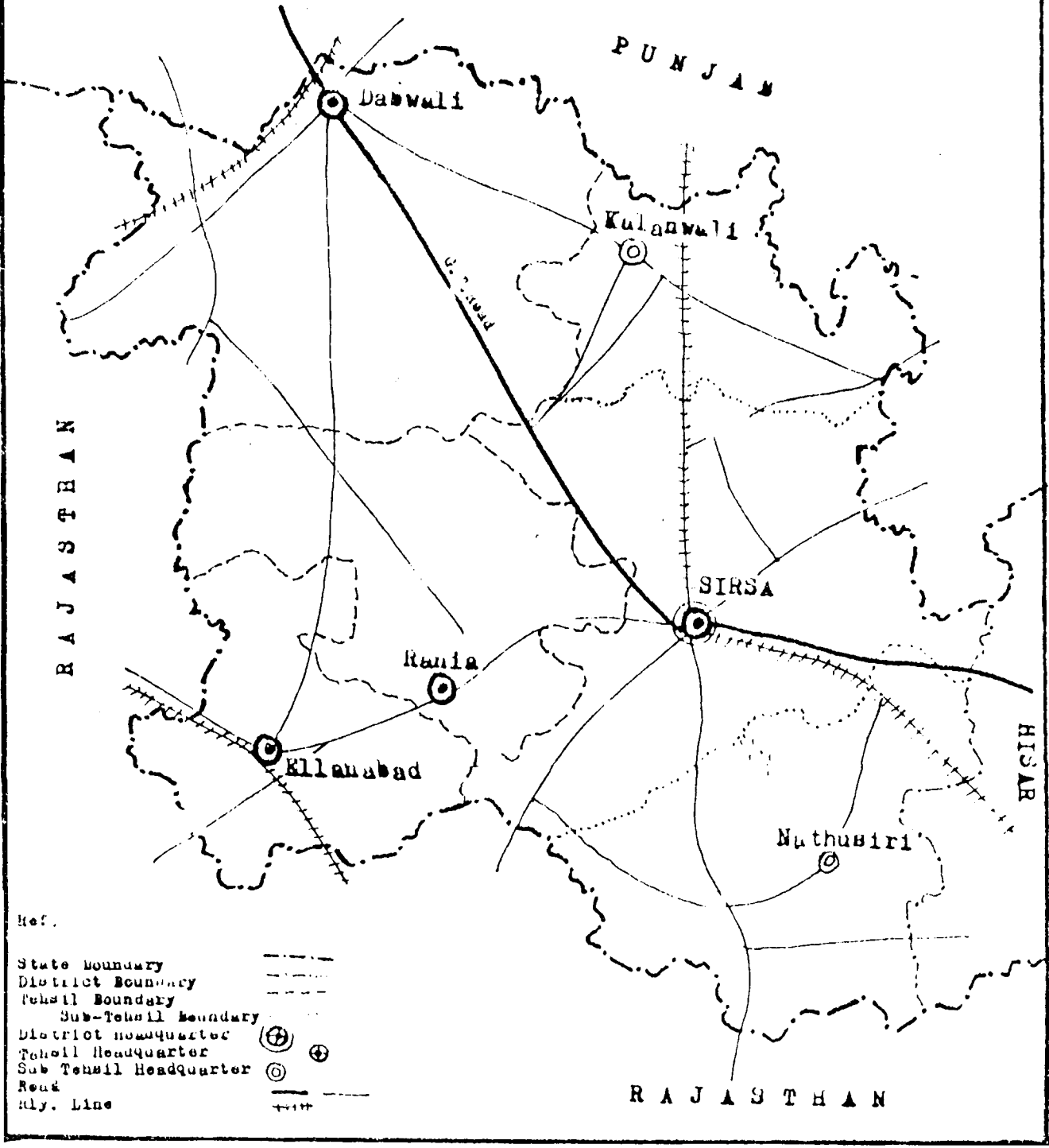
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District
SIRSA



- Ref.
- State Boundary
 - District Boundary
 - Tehsil Boundary
 - Sub-Tehsil Boundary
 - District headquarter +
 - Tehsil Headquarter +
 - Sub Tehsil Headquarter o
 - Road
 - Rly. Line

RAJASTHAN

SIRSA DISTRICT

1. Area:	4,276 Sq. K.M.		
2. No. of Sub Division:	3		
Total No. of villages	325		
Total No. of Towns	4		
3. No. of Development Blocks	7		
4. No. of Educational Blocks	5		
5. Population	Male	4,79,407	
	Female	4,24,129	
	Total	9,03,536	
	Sex Ratio	1000:885	
6. No. of full-fledged primary schools:	301		
Attached section)	Middle	95	
of Pry. Classes)	High	33	
with:	Pr. Sec.	16	
7. No. of Branch Primary Schools:	20		
8. No. of purely Girls Primary Schools	39		
9. Total No. of teachers	2035		
10. No. of additional posts of teachers required.	132		
11. No. of villages without schools	--		
12. No. of Govt. Pry. Schools opened after 30.9.36	75		
13. No. of out of school children	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
	3767	3633	7400
14. No. of full-fledged Govt. Pry. Schools without buildings but having sufficient land	10		
15. No. of full fledged Govt. Pry. Schools without building but do not have sufficient land	1		
16. No. of Schools which need total reconstruction of building	8		
17. No. of Pry. Schools having no toilet	31		
18. No. of Pry. Schools having one toilet	90		

19.	No. of Govt. schools	High/Sr. Sec.	111
		Middle	95
20.	No. of privately Managed Schools	High/Sr.Sec	9
		Middle	-

21. School enrolment (6 blocks)

<u>Boys</u>	<u>Girls</u>	<u>Total</u>
47544	37051	84595

22. Scheduled Caste students enrolment (for 6 blocks)

<u>Boys</u>	<u>Girls</u>	<u>Total</u>
11853	9182	21040

CONTENTS

- Chapter-I Primary Education in the district of Sirsa.
- A. Introduction
 - B. Organisation of Primary Education.
 - C. Management and Administration of Primary Education.
 - D. Financing of Primary Education.
- Chapter-II A. Problems and issues in primary Education
- (a) Needs in Nut-shell
 - (b) Equity
 - (c) Quality and effectiveness
 - (d) Teachers training.
 - (e) Efficiency.
- B. Govt. policies, plans and programmes in primary Education.
- Chapter-III The project.
- A. The project Goals
 - B. The Project objectives
 - C. Scopes and strategies
 - D. Process of Project Preparation
 - E. Detailed Projects, components/-sub components
- A-1 Improving quality and Completion in primary schools.
- (i) Revising curricula and text books.
 - (ii) Improving inservice teacher training.
 - (iii) Strengthening school management.
 - (iv) Strengthening school supervision.
 - (v) Rehabilitating school facilities.
 - (vi) Innovative Project and Programmes.
- A-2 Increasing Primary Completion and Learning of Girls.
- (i) Provision of stipends for B.C./Backward section Girls.
 - (ii) Eliminating gender bias in text books.
 - (iii) preparation of gender sensitisation training material for teachers and staff.
 - (iv) Providing gender sensitivity training to teachers.

S-3 Early Childhood care and Education Programme.

(i) Opening of pre-primary schools.

S-4 Increasing Equitable Access.

(i) Construction/reconstruction of primary schools.

(ii) Opening of new schools.

(iii) Non formal Education.

S-5 Building state capacity for planning and Management.

(i) Monitoring and evaluation.

Chapter-IV Project costs.

Chapter V Project management and implementation.

Chapter Vi. Benefits and Risks.

LIST OF ANNEXURE

1. District General Information.
2. Literacy of the District.
3. Organisational set up of Education Department.
4. No. of schools.
5. No. of Teachers.
6. Blockwise school Enrolment of Govt. Pry. Schools
7. Blockwise school Enrolment of attached primary Deptts.
8. Blockwise S. C. students Enrolment of Govt. schools
9. Blockwise S. C. students Enrolment of attached Primary Deptts.
10. Gradewise school Enrolment
11. Projected enrolment at primary level.
12. Estimated expenditure on Curriculum Development and Teaching Learning Development.
13. Estimated Expenditure on Teacher Training.
- 14 a) Strengthening of school centre.
- 14 b) Estimated expenditure on school complex.
- 14 c) Estimated expenditure on block resource centre.
- 14 d) Estimated Expenditure for provision of incentives to V.E.C
- 14 e) Estimated Expenditure for the post of waterman-cum-watchman.
15. Strengthening school supervision.
16. a) Provision of teaching learning material supplied under O.B. Scheme.
- 16b) Estimated expenditure on Health checkup of students.
- 16c) Estimated expenditure on educational tours for children.
- 16d) Estimated expenditure on Education for Handicapped children.
- 16e) Estimated expenditure development of extra reading habits among the children.
- 16f) Estimated expenditure of school cleanliness/beautification Programme.
- 16g) Estimated Expenditure for sports and games material and adequate training of teachers.

- 15h) Estimated expenditure for Art and Creative Activities material and adequate training of teachers.
- 16(1) Estimated expenditure on the incentives to teachers.
17. Estimated Expenditure on Innovative Projects and Programms
18. Estimated expenditure for the provision of stipend for girls belonging to S.C. community & other weaker sections
19. Eliminating gender bias in text books.
20. Development of Gender sensitisation training material.
21. Gender sensitivity training of teachers.
22. Estimated expenditure for opening of pre-primary schools.
23. Estimated expenditure on construction/reconstruction of Primary schools.
24. Estimated Expenditure on the opening of new schools.
25. Estimated expenditure on Non-formal Education.
26. Estimated expenditure on monitoring and evaluation.

Chapter-I

1. Primary Education in the State of Haryana.

(1) State Policy: The State policy on Education as envisaged in a National System of Education implies that up to the age group 6-14 yrs, all students, irrespective of Caste, Creed, location or Sex, have access to elementary Education of a comparable quality. There is provision of free and compulsory Education to all the children up to the age of 14 yr. NPE gives an unqualified priority to universalisation of Primary Education and the thrust in primary Education emphasises-

- 1) Universal enrolment and universal retention of children.
- 2) A substantial improvement in the quality of Education.

The Directorate of p-rimary education has been actively engaged in the task of achieving universalisation of primary education in the state. There has been a vast expansion of educational facilities during all these years. At present, primary schooling facilities are available within a radius of about 1 KM. District Primary Education Officers are empowered to open Branch primary schools at places where 30 or more children are available for schooling. With a view to enrolling and retaining girls, particularly those belonging to scheduled castes and other weaker sections of society, a number of incentive schemes have been launched in the State. Almost every village in Haryana has primary schooling facility. There are 125 unserved villages/habitations with Population of 300 or more which are yet to have primary schools. 100 New schools are opened every year to cater the needs of the increasing population of the state. With the opening of these additional schools every village/habitation and even small bastis/dhanis in the state will have primary schooling facility.

quantitative expansion at such a large scale, which of course is essential to ensure universal access to primary education in the state, has naturally necessitated the need for focusing attention on the qualitative aspect of education. A number of programmes have been launched for improving and raising the quality of Education. A few of them can be mentioned as below-

1. Institutional plan.
2. Monthwise distribution of syllabus, monthly class tests.
3. Strengthening school administration.
4. Adoption of schools by BEOs/DPEOs.
5. Organisation of teachers training programme.
6. Opening of DISTs.
7. Providing additional teachers to single teacher schools.
8. Activating school complexes.
9. Innovative Projects and programmes.
10. Supply of Radio-cum-cassette players to all the Schools.
11. Remedial teaching.
12. Supply of teaching learning material under operation
Black board scheme

(iii) Primary Education in the district of Sirsa.

A- Introduction

The name of the district is derived from its headquarter Sirsa. It is said to be one of the oldest places of North India and its ancient name was Sairishaka, which finds mention in Mahabharata, Panini's Ashatadhayayi and Divyavadan. In Mahabharata, Sairishaka is described as being taken by Nakula in his conquest of the western quarter. It must have been a flourishing city in the 5th century B.C. as it has been mentioned by Panini.

Location and boundaries- The district lies between 29°14' and 30°0' north latitudes and 74°29' and 75°18' east longitudes, forming the extreme west corner of Haryana. It is bounded by the districts of Faridkot and Bathinda of Punjab in the north and north-east, Ganganagar district of Rajasthan in the west and south, and Hisar district in the east. Thus, it touches the interstate boundaries on three sides and is connected with its own state only on the eastern side.

Area- With an area of 4,276 square kilometres, Sirsa is the third largest district in the State. The district has been divided into three sub divisions namely Sirsa, Dabawali and Ellanabad, seven community Development Blocks namely Sirsa, Odhan, Baragudha, Dabawali, Ellanabad, Nathusari and Ranis. The number of villages in the district is 325 and No. of towns four. The total population according to 1991 census is 9,03,536 of which 4,79,407 are males and 4,24,129 are females. Literacy among female is 34.02% and among male is 57.21%. The sex wise and area-wise population of the district as per 1991 census was as under-

<u>Rural</u>	<u>Urban</u>
7,12,336	1,91,200

Sex- Ratio

<u>Male</u>	:	<u>Female</u>
1000	:	885

The discovery of a stone slab inscription in Sanskrit (5th/6th century A.D) and an inscription of the time of Raja Bho (890 A.D.) from Sirsa and another inscription of 9th century in beautifully car-ved alphabets of the northern group from Jodhkan indicate that some system of education was prevalent in the district in those days. In 1892, the district had one Anglo-Vernacular middle school at Sirsa and 11 vernacular primary schools at Jodhkan, Kheowali, Naurang, Mithri, Natho Dada Chutala, Jagmalwali, Rania, Maujgarh, Kori and Abub Shahar.

Things materially changed after independence and even female education expanded at a rapid rate. In 1980-81 there were 407 different types of educational institutions which included 3 Degree Colleges, 1 Teachers training Colleges, 57 High/Higher Secondary Schools, 52 Middle Schools and 290 Primary Schools, 1 Polytechnic, 3 Industrial Training Institute and 1 Oriental College. In 1992-93 there are 516 education Institutions which include 301 Primary Schools, 95 Middle Schools, 83 High Schools 23 Senior Secondary Schools 1 Postgraduate College, 4 Degree Colleges, 2 Polytechnic, 4 I.T.I.s, 1 Oriental College, 2 Teachers Training Institutions.

Special efforts are being made to make the district totally literate.

The Gyan Vigyan Yuva Manch, a non governmental organisation has launched total literacy campaign in the district from July, 1992, in order to remove the blot and cause of illiteracy i.e. a large number of youth leaders and experienced persons are included in the Manch. The patron of the Manch is the Deputy Commissioner, Committees have been formed at block/village level under the direction of district committee.

The drop out rate for classes 1-5 in the district of Sirsa is 10.29 % of ~~the~~ 11.04 % of girls and 9.49 % of boys. Whereas the drop out rate in case of State of Haryana is 18.33 of ~~the~~ 18.42% is for boys and 17.78% for girls. In case of Scheduled Caste students drop out rates are amazing. The drop out rate of Haryana in case of Schedule Caste students is 30.98 of which 27.11% for boys and 35.71% for girls whereas in case of Sirsa district, it is 32.51 % of which 28.21% for boys and 36.82% for girls

Organisation of Elementary Education.

The course of Primary Education covering a period of five years was made compulsory on April 1, 1961 starting with the age group 6-7. Most of the Primary Schools are co-educational and teachers are provided at the pupil teacher ratio of 45:1. There is no single teacher school in the district at present. There are 499 primary schools which are evenly distributed all over the district. The number includes the Primary sections of Middle, ~~and~~ High and Senior Secondary schools and also private managed schools. For distribution of blockwise primary schools and attached primary department, see annexure

The Middle schools consist of classes 6-8. The pupil teacher ratio of 30:1 has been adopted for this stage and education is free in all Govt. schools. There are 201 middle schools all over the district. The number also includes the middle section of Govt. High/Sr. Secondary schools and also privately managed schools.

The medium of instruction is Hindi. Hindi is taught as first compulsory language and as medium of instruction from class I. English is taught from Sixth class as second compulsory language. Sanskrit/Urdu/Beluge/Punjabi is taught as third compulsory language in classes 7th and 8th. Certain safe-guards have been provided for linguistic minorities. The provision for teacher of Urdu/Punjabi as an additional subject (in addition to Hindi) from the first Primary class is made if there are 3 students in a class or 30 students in a Primary school or Primary section of Middle/High/Sr. Secondary Schools, desirous of studying this language. But the medium of instruction and the first language even for these students is Hindi.

To provide education to the little children at pre-primary stage, four pre-primary schools are ^{run} 1. GPS Anaj Mandi Sirsa, 2. GPS Sirsa No. 1, 3. GPS Rania and 4. GPS Dabwali-1 by the Govt. in the rural area, the central Social Welfare board and community Development Department run 600 Anganwaris which look after the little children.

There is one institution namely Bal Bhawan at Sirsa which provides re-creational, educational and developmental facilities to the children through modern methods, i.e. Play way methods (Montessori methods).

Efforts have been made to raise the literacy rate of the district especially of women through UNICEF aided Project 'Kanya Shiksha Abhiyan' and other developmental agencies such as non formal education centres, Nuhru Yuvak Kendra etc.

C. Management and Administration of Elementary Education.

The administration of Primary Education at State level is supervised by Director, Primary Education (DPE) a personnel of Education Deptt. at the District level by the Distt. Primary Education Officer assisted by the Block Education Officers at the Block level. The district has six Educational Blocks. The boundaries of which do not coincide with the C.D. blocks. For the academic guidance and professional growth of the teachers school complexes have been formed. There are 35 school complexes in the district and 40-50 teachers are attached with each school complex. The teachers meet once in a month on any Saturday as instructed. Each Primary school is headed by a Head Teacher.

The administration of middle schools at State level is supervised by the Director of Secondary Education (DSE) (an IAS officer). At the district level, two tier system exists:- Distt. Education Officer and Sub Divisional Education Officer.

The Block Education Officer is entrusted with the work of supervision and inspection of the primary schools. Generally 40-50 schools are attached to a block. The Block Education Officer is the drawing and disbursing Officer for the primary school teachers. The transfer, promotion and efficiency bar cases of teachers are finalised by the Distt. Primary Education Officer.

The inservice training programme of primary school teachers is organised by SCERT, Haryana Gurgaon. The curriculum is developed by the SCERT with the consultation of NCERT, New Delhi. The curriculum so framed is duly approved by the Govt. SCERT, Haryana Gurgaon also updates, reviews, edits the text books. It also develops teachers Hand-Books and other teaching ~~learning~~ learning material. A monthwise distribution of curriculum is designed and copies of the same are sent to all schools by the DEE. For the growth of education acumen and planning and administrative capability, National Institute of Educational Planning and administration (NIEPA) organises short terms courses for the officers of the Haryana Education Deptt. A flow chart depicting the organisational set-up is attached annexure -3

D. Financing of Elementary Education.

All the Govt. institutions get amount of expenditure on the salaries of the staff from the Govt. treasury. The State exchequer bears the maintenance charges also. The Primary school teachers get their salaries from Block Education Officer under whose jurisdiction they fall. The expenditure is bifurcated under two sub-heads Plan and Non Plan expenditure. Plan expenditure is incurred on centrally Govt. sponsored schemes and the amount spent is reimbursed by the Central Govt. to State Govt. State Govt. also bears 95% expenditure on the salaries of the staff of Govt. aided institutions. Only 5% of the salary bill

the aided school, is borne by the management from the collection of tuition fees and donations. Maintenance charges of these institutions are also borne by the management.

The expenditure on the construction and maintenance of school buildings is met by the State Govt. mainly. In rural area, Govt. Primary school buildings have been constructed under the Jawahar Rozgar Yojana (JRY) and NREP/RCE GP Schemes. The construction work is undertaken by the Block Development and Panchayat Officer BDO. But the design and other requirements are given by the Education Deptt.

With the active involvement of the Distt. Administration in the building activity in each district of the State, 2067 additional class-rooms and 1472 toilets were constructed during 1987-88 and 1988-89 under NREP/RCE GP Schemes. During the 1st year of the implementation of Jawahar Rozgar Yojna, 878 additional rooms and 75 toilets were constructed. 941 more class rooms and 65 toilets were constructed under the scheme during 1990-91. A sum of Rs. 115.60 lakhs as 40% share of the State Government was sanctioned and placed *at* the disposal of the Distt. Administration. The central Govt. released a sum of Rs. 138.72 lakhs as its share under the scheme. As per information received from the Rural Development Department, 39 additional class rooms had been constructed by January, 1992 and construction of remaining 200 additional rooms with verandah and toilets were in progress. As per the latest information, ~~there~~ there are 355 Govt. Primary schools which do not have their own buildings.

In the district of Birsa, 36 school buildings (72 rooms) have been constructed. 20 Schools still need school buildings to be constructed in the district.

The Education Deptt. has created a Distt. Pool Money for buildings at the Distt. level. This Pool Money is kept with the Distt. Primary Education Officer. This amount is

collected from the primary schools out of their building funds, 90% of which is to be remitted to the Distt. Pool money. This amount is distributed to needy schools as cent-per-cent matching grant in case of Boys schools and 200% in case of Girls schools to the amount collected from the community.

To motivate the scheduled caste/weaker section Girls students some incentives are granted to the students belonging to these communities. These incentives are free uniform, Free text books and stationery, attendance prize etc. To the students of nomadics, one rupee per day is given on every day the student attends the school. The scheme is known as 'come to school and get a rupee.'

The expenditure incurred on various incentives in the year 1992-93 is detailed below:-

1. Attendance Prize to Scheduled Caste Girls.

Under this scheme, an amount of Rs. 10/- is given per month to each scheduled caste girl student whose parents/grandians income does not exceed Rs. 10,000/- and ^{who} fulfil the condition of atleast 70% of the total attendance in a month. An amount of Rs. 130 lakhs were spent under this incentive and total No. of beneficiaries were 1,43,066.

2. Free uniform to girls belonging to scheduled castes/Weaker Sections.

Under this scheme, Poplin cloth is provided to Girls of Scheduled Castes/Weaker Sections. Girls studying in class I and II are supplied cloth for two uniforms and those studying in classes III, IV and V are supplied cloth for one uniform. The expenditure incurred under this scheme in the year 1992-93 was Rs. 102.50 lakhs and total No. of beneficiaries were 1,41,42

3. Free Stationery and Writing Material.

Under this scheme Rs. 10/- per annum for purchase of stationery and writing material is provided per student belonging

to scheduled caste/weaker sections to give some monetary relief to the students of poor parents. The expenditure incurred under this scheme in the year 1992-93 was Rs.47.56 lakhs and total No. of beneficiaries were 4,76,600.

4. Book Banks

Under this scheme, students belonging to scheduled castes and weaker sections of society are given text books free of cost.

The expenditure incurred under this scheme for the year 1992-93 was Rs.23.50 lakhs.

5- Special Incentive Scheme for children of Nomadic tribes.

This scheme has been in operation since 23.12.88 and 20408 children had been enrolled up to 31.1.93 and Rs.33.03 lakhs were spent in the year 1992-93 under this scheme.

Estimates of Costs for Elementary Education for the year 1993-94 is given below:

Total expenditure on Gen. Edu. Non-Plan	Rs. 3,72,81,87,000	plan	Rs. 58,24,46,000
			Rs. 430,86,33,000
Total expenditure on Pry. Education:			
	Rs. 1,72,88,78,000	Rs. 29,32,93,000	
			Rs. 202,21,71,000

2202:

01 Elementary Education

001 Direction & Administration	Rs. 5,07,52,000	Rs. 2,58,51,000
052 Equipment	-	-
053 Maintenance of building	Rs. 40,00,000	Rs. 2,50,00,000
101 Govt. pry. school.	Rs. 158,72,70,000	Rs. 19,18,32,000
102 Asstt. to Non Govt. pry. school	Rs. 2,82,68,000	Rs. -
103 " to local bodies	Rs. 4,40,000	-
104. Inspection	-	-
105 Non formal Edu.	-	Rs. 1,00,000
106 Teachers & other services.	-	-
107. Teacher Training	-	-
108 Text books	Rs. 5,42,97,000	Rs. 7,00,000
109 Scholarships & Incentives	Rs. 38,51,000	Rs. 4,81,10,000
110 Exam. fees	-	Rs. 17,00,000

CHAPTER-II

a. Problems and Issues in Primary Education:

1. Though there is no village in the district without a primary school, yet a large number of children are out of schools, they are either non starters or dropouts. There is lack of awakening among the masses.

2. Physical Infrastructure of Schools:

Schools have insufficient buildings. Under the centrally sponsored Scheme of operation Blackboard, Primary Schools should have at least 3 classrooms with a Verandah and 2 toilets. With the active involvement of District Administration in the building activity in each district of the State, 2067 additional class-rooms and 1472 toilets were constructed during 1987-88 and 1988-89 under NREP/RLEGP schemes. In the district of Sirsa, Sirsa, thirty six new school buildings have been constructed under the scheme. Even then a large No. of Schools in the district have either unsafe buildings or are in the rented buildings. Blockwise data available is given as under:-

Sr. No.	Block	No. of Schools without building but having sufficient land.	schools		No. of schools having one toilet	
			No. of schools without building and no sufficient land	No. of schools requiring total reconstruction of building		
1.	2.	3.	4.	5.	6.	7.
1.	Sirsa.I	4	1	3	26	19
2.	Sirsa.II	2	-	-	4	32
3.	Rania	-	-	4	-	-
4.	Baragudha	8	-	-	1	2
5.	Dabawali	2	-	-	-	-
6.	Kalanwali	3	-	1	-	37
Total		19	1	8	31	90

Most of the schools are without boundary walls. Drinking water facilities, medical facilities in most of the schools are lacking.

All the schools in the State have been provided with radio-cum-cassette players but most of schools ^{are} without electricity facilities in the District of Sirsa. Even schools have not been provided with the adequate furniture/tat-patti.

3. Quality of Education is poor. Teaching learning material under the Operation Black board Scheme such as Math Kit Science Kit, Lib.books, Charts, Maps, mini tool kits etc. have been supplied to all the 7445 primary schools ~~opened~~ before 30.9.86 and teachers and Head teachers have also under-gone training under the scheme. The text-books of the State were also modified keeping ^{in view} the minimum learning continuum developed under the Unicef. Aided project-2 (primary Education Curriculum renewal). Still primary education needs quality improvement. 75 schools in the District need supply of teaching learning material under the operation Black board scheme as these have been opened after 30.9.86.

4. The teachers need adequate training for professional efficiency

678 teachers out of 2035 teachers have gone during last 3 yrs. under state Govt. program training under O.B. scheme. The state proposes to introduce Minimum levels of learning (MLL) programme in the district of Sirsa. The teachers will need intensive training about the competencies to be developed among the children.

5. The schools do not have teaching aids/material according to curriculum.

Teachers have been given training under the O.B. Scheme and will be further oriented under M.L.L. programme. The curriculum/text books will need modification/changes. Teachers hand book should also be developed which must include the

methodology and other teaching learning strategies for teaching various subjects. Teachers need encouragement for the use of various kits and other teaching learning material supplied under the O.B. Scheme.

6. Non-formal Education Centres are needed for the education of out of school children.

7. STRENGTHENING OF DIET:

A DIET has been opened at Ding in the District of Sirsa. But it is not functioning properly. The institute needs strengthening by appointing the adequate staff.

8. activating school Complex scheme:-

Under the school complex scheme, monthly meetings of primary teachers are held to provide them ample opportunities for their continuous growth. This programme needs a fresh look for making it more meaningful and useful for the teachers.

9. Teachers have no aptitude to take innovative practices. They need encouragement.

10. All the primary schools/primary attached schools have been provided with Radio-cum-Cassette Players. But they have not been provided with Audio-Cassettes of instructional package.

11. There is no safety of equipment, furniture and other material supplied under the scheme without a watchman. Therefore there is need of one post of watchman-cum-watchmen in the schools.

12. Lack of Sports and games facilities and Art and Creative Activities:-

For the harmonious development of the Child, Sports and games and also art and creative activities play an important role. The teachers lack knowledge of the rules of games and also most of them have no inclination/aptitude towards Art and Creative activities. Also schools are not provided with adequate material for sports and games and material for art and creative activities.

NEEDS IN NUT-SHELL:

1. Opening of Non-formal education centres in district.
2. Construction of 28 school buildings with three rooms, Varandah and two toilets and also construction of one toilet in 31 schools and two toilets in 90 school
3. The overall atmosphere of school should be attractive.
4. Supply of teaching- learning material to 75 schools.

(not covered under O.B.Scheme) as these have been opened after 30.9.86.

5. Training of Teachers.
6. Production of text-books & hand books under MLL Programmes
7. Activating of school Complex scheme.
8. Strengthening of DIET.
9. Supply of Drinking water facilities, medical facilities, electricity facilities, furniture etc.
10. Construction of boundary-walls of the schools.
11. Provision of one post of water-man-cum-watchman.
12. Provision of sports and games material and also material for art and creative activities.

Equity
~~As~~ the children of school going age are not getting formal education because:-

- (i) Lack of mass awakening.
- (ii) Small children of poor families are forced to engage themselves in earning their livelihood and have no spare time.
- (iii) The girls help their mothers in house hold jobs. The parents being mostly illiterate do not recognise the importance of education and do not send them to schools.
- (iv) The girls also keep the young siblings at home while mothers are at work.
- (v) The social tradition believes that their daughters are meant for their in-laws homes and no expenditure is incurred on their education. Their marriage is the only responsibility of their parents.
- (vi) Lady teachers manage to avoid their posting in remote villages.

Quality and Effectiveness:

A number of measures have been taken to bring

quality improvement in primary education. Every Govt. Primary School is asked to prepare its annual institutional plan in the beginning of the academic session and is expected to achieve the targets for the year. To ensure timely coverage of the course study, monthwise distribution of the curricular and co-curricular subjects has been made and circulated to the schools. All schools have been asked to introduce monthly class tests and maintain students progress records.

With the sole aim of bringing about qualitative improvement in academic standards, a scheme of Adoption of schools by Education supervisors has been introduced. Realising that teachers training for a teacher is a must for his professional growth, the Department earmarked a sum of Rs. 13.10 lakhs and more than 5000 teachers, Head teachers, B.E.Os and DPEOs have been given training. Teachers have been asked to devote their last two periods for remedial teaching to help slow learners and those coming from poor families. Teachers are encouraged to take up innovative projects and programmes. Though a no. of measures have been undertaken for quality improvement yet there is large scope for further improvement. M.L.L. programme is to be introduced in the district of Jind. It will require development of new text books and hand-books. Teachers will also need training to develop various competencies among the children.

Teacher's training

A DIET has been established at Ikkus in the district of Jind in order to keep the teachers knowledge upto date. But it is not still functioning properly. Adequate staff should be recruited so that teachers training programmes in the near future may be organised by the Distt. institute.

recruited so that teachers training programmes in the near future may be organised by the Distt. Institute.

Efficiency

1. The centralisation of education tells hard upon efficiency because there are no powers with the District authorities to take decision according to the needs and circumstances of the District schools or the teachers. Approvals from above are so late to arrive that the scheme is half dead by that time.

2. The head teachers should have ^{enough} powers, administrative as well as financial in public interest to manage them and their timings etc. efficiently, effectively to achieve the desired results.

3. There is no gainsaying the fact that the creation of the post of head teacher at the primary stage of education has gone a long way in improving the working of schools. 58 schools have no Head Teachers.

4. Frequent transfers of teachers.

5. Village Education committees have ^{not} been formed, parent-teacher Association also need to be strengthened.

B. Govt. Policies, Plans and Programmes in Primary Education.

1. By the year 1999, Primary schools or their alternatives e.g. N.F.E will be provided to every child of the district.

2. By the year 1999, all the children of 6-11 age group will be enrolled in primary schools or their alternatives.

3. By the year 1999, there will be no drop out in the age group 6-11 in the district.

4. The levels of learning achievement will also go up and will lead to mastery level in due course of time.

CHAPTER-III

The project

(A) The project Goals:

Apart from achieving U E S, the goals of the project will include:-

- (i) the reduction of existing disparities in educational access.
- (ii) the provision of alternative systems of comparable standards to the disadvantaged groups.
- (iii) a substantial improvement in the quality of schooling facilities.
- (iv) Obtaining a genuine community involvement in the running of schools.
- (v) building up local level capacity to ensure effective decentralisation of educational planning.

That is to say, the overall goal of the project would be reconstruction of primary education as a whole in the district instead of piecemeal implementation of schemes. An integrated approach is more likely to achieve synergies among different programme components.

B. Project Objectives:

The project would develop and implement in the district a replicable, sustainable and cost-effective programme. The project objectives will be:-

- (i) to reduce differences in enrolment, dropout and learning achievement among gender and social groups to less than five percent.
- (ii) to reduce overall primary dropout rates for all students to less than ten percent.
- (iii) to increase average primary learning achievement by 25 percent over measured baseline levels.
- (iv) 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 would also strengthen the capacity of national, state and district institutions and organisations for the planning, management and evaluation of primary education.

(C) Scope and strategy:

The strategies for achieving UEE have emphasised mainly access in terms of construction of class rooms and appointment of teachers. This has been inadequate and needs to be augmented by:

- (a) a 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.
- (b) 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.
- (c) Improving school effectiveness .
- (d) strengthening the alternatives to schooling, particularly the non-formal education system.
- (e) stressing the participative processes whereby the local community facilitates participation, achievement and school effectiveness.
- (f) addressing the more difficult aspects of access, particularly access to girls, disadvantaged groups and out of school children.
- (g) toning up teacher competence, training and motivation.
- (h) stressing learning competence and achievement and
- (i) overhaul of planning and management in respect of both routine and innovative areas.
- (j) convergence between elementary education and related services like ECCE and school health.

(L) Process of Project preparation:

The process of Project preparation started with the issuance of a letter for the same from the directorate of primary Education. All the six B.E.O's of the District were asked to collect information required for the preparation of rough draft of Project proposal. B.E.O's in turn engaged teachers to collect information from house to house and village to village. They also acquainted the people with the aims and objectives of the Project. A state core team was formed at the state level which was given training at the National level by the Ministry of Human Resource Development. The State core team in turn trained and guided a working group at the Distt. level for the preparation of rough draft of project proposal. This rough draft was discussed with the National Core team and the experts from MHRD in a number of meetings. A meeting of state core team and Distt. Core team was called at the District level to discuss the draft for its further improvement and also acquaint the various district functionaries about the district Project to be undertaken and also about their role thereof. Subsequently many meetings of working group were held at the district level to rewrite the project proposal as per instructions provided at various levels. A general meeting of the public was called at each Block level for the extensive participation of the people of different sections connected with education, a climate of hope and enthusiasm has been generated in the District for primary education. The proposal redrafted will be reviewed by National Core team and further by World Bank team for its appraisal and approval.

E. Detailed Project/Components/Sub-Components.

1. Improving quality and completion in Primary schools.

(1) Revising curricula and text-books.

(a) Curriculum Development.

The present curriculum requires changes/modification especially in the context of minimum levels of learning (MLL). To ensure MLL, emphasis will be given on concrete syllabus for primary classes. Inclusion of components based upon the need and conditions of the district would make the curriculum more relevant and interesting. This task will be undertaken by the concerned DIET/SCERT in a phased manner.

(b) Text books Development.

Text books and teaching-learning material play a very crucial role in determining the quality of education. Text books will be developed in conformity with the revised curriculum. In preparing the text books due care will be taken to ensure achievement of MLLs. To make the text books better understandable, local objects and examples will be included. Production of text books will be planned in such a way that the text books shall be available at the district and block level well before the commencement of the academic session.

The process of preparation of text books, teachers' hand books, supplementary reading material is elaborated below:-

MLL programme has been introduced in two blocks of the Gurgaon district namely Gurgaon and Pataudi. Hand books for teachers for classes 1-5 have been developed by the SCERT keeping in mind the competencies identified under MLL. By studying the impact of the MLL programme, the text books will be developed in the workshops. Likewise handbooks for teachers and supplementary material will also be developed.

List of text-books/hand-books/manual etc. to be developed is given as under:-

- a) Text Books; (12) Hindi for classes 1 to 5
Math. for classes 2 to 5
E.V.S. for classes 3 to 5
- b) Teachers Hand- - For classes 1 to 5
Books (5)
- c) Work-books (2) Hindi for classes 1 to 2.
- d) Syllabus (1)
- e) Manual containing use of kits and other teaching-learning material (1)

Total No. of textual material to be developed = 21
For the development refinement of the textual material, 12 workshops are proposed.

Estimated expenditure for this programme is given in Annexure-12.

(11) Improving in-service teacher training.

Training is an important input in all the activities and programmes. It is necessary that teacher should have upto date knowledge about the contents of various subjects and their methodology. With the introduction of MLL programme teachers will require training about the development of various competencies among the children, continuous evaluation techniques etc. Orientation programmes will be organised for the following group of persons.

1. JBT teachers and Head teachers.

2. BEOs and DPEOs

Organisation of these programmes will be the responsibility of the concerned DIET.

These programmes will also organised at the school complex level on any saturday of the month under the academic guidance of the DIET. Estimated cost for this programme is given in the Annexure-13

(iii) Strengthening school Management

(a) Strengthening of school centres.

At present, a school centre controls about 10 schools and there are about 5 such centres in a block. The activities of school centre are as under.

- 1) The information received from BEO is passed on to these schools.
- 2) Disbursement of pay to the staff of these schools.
- 3) Collection of requisite information from these schools for further transmission to BEO.
- 4) Distribution of any material.
- 5) Temporary arrangement of teachers- as and when a teacher from a school proceeds on leave, the centre head deputes another teacher from any other school. This scheme is very effective and needs further

strengthening. Following suggestions are recommended for their strengthening.

- 1) Special pay of Rs. 100/- to the head teacher of school centre, per month.
- 2) Contingency of Rs. 2500/- per annum for making petty expenditure such as pitchers, Chalk, Newspapers, stationery etc. (See Annexure 14 A)
- b) School complex

For the professional growth of teachers, school complex meetings are must. The functioning of school complex will be further activated. The lead school will have the following functions.

- 1) Purchase of newspapers and periodical for the library.
- 2) Centre of games and sports, cultural and co-curricular activities.
- 3) Organising meetings, seminars and conference of members of VEC, Head teachers and instructors to share their experiences for mutual enrichment.

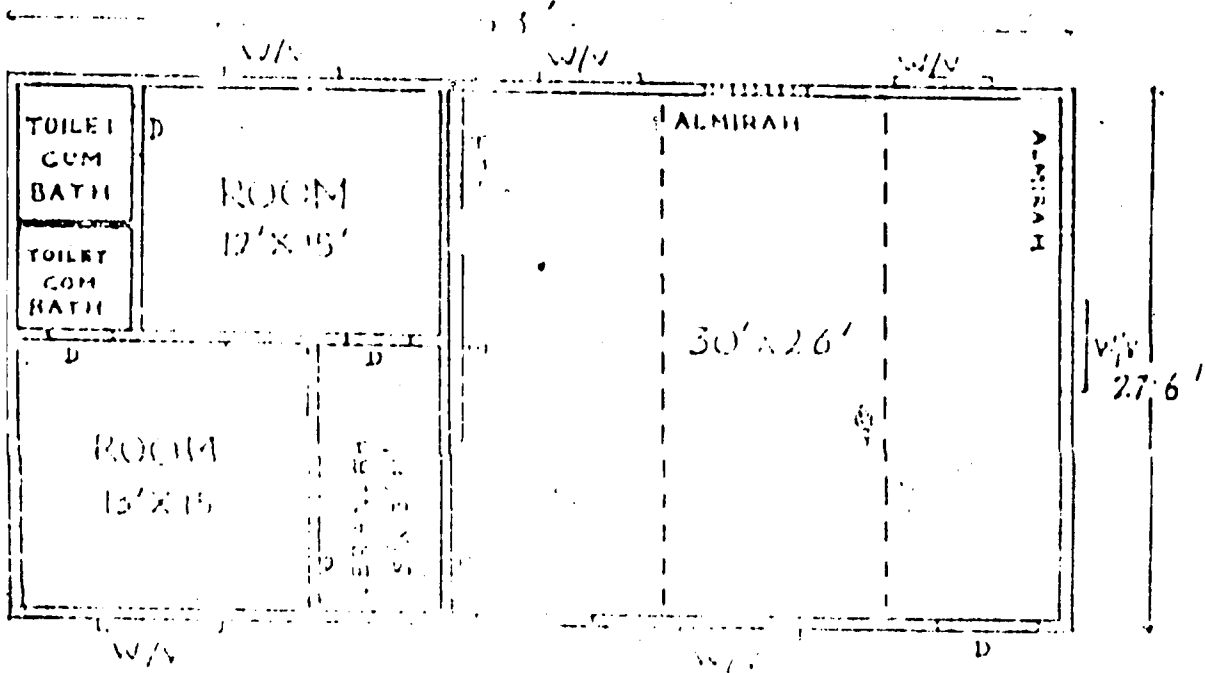
50 school complexes are functioning in the district.
(See Annexure - 14 B)

- c) Block Resource Centre . . .

To provide instructional and academic support to the schools at block level, BRCs will be established in the district of Sirsa. The centre will serve as a centre for all educational activities within the block. Main function of BRCs will be arranging seminars, workshops, training programmes for V.E.C. members, teachers, instructors and other functionaries.

One head teacher of primary school will be posted at BRC for organising seminars at block level. For organising various educational programmes including co-curricular activities in schools, the teacher having required aptitude will be nominated and posted at BRC. Estimated cost for establishing BRCs is given in the annexure - 14 C

PROPOSED PLAN OF SCHOOL COMPLEX BUILDING



(4) Village Education Committee

In order to successfully provide education to all, village Education committees have been perceived as major organisation at the grass root level to plan, organise and manage all educational needs of village. It will be made responsible for the following activities.

- a) Help in conducting Educational Survey of the village.
- b) Preparation and implementation of village education plan.
- c) To provide assistance in the school functioning.

President, P.T.A. will be the Chairman of the committee. Women and S.C. members will also be nominated as members.

Providing Incentive to VEC

In order to motivate the V.E.C.'s and provide them the incentives to achieve universalization of Primary education, a programme to give awards to the selected V.E.Cs. who have done commendable work is suggested. A provision of Rs. 25,000/- per block shall be made and distributed equally among the selected V.E.Cs of the ^{Distt.} Deptt. for some community development work in the field of education. Cost estimated for this is given in Annexure-14D.

(e) Provision of One post of Waterman-cum-watchman.

For the maintenance of School-buildings and for the safety of equipment, furniture and other material supplied under the scheme, a post of waterman-cum-watchman should be provided in each primary school of the district. State Govt. should also be asked for the commitment that a post of waterman-cum-watchman is given to all. (See Annexure 14E).

4. Strengthening supervision of schools.

Realising that no reform or improvement in education is possible without ensuring proper functioning of educational institutions, the State Govt. has created the posts of Head teachers to give a boost to educational administration at the primary level. JBT teachers are promoted to this post on the basis of their seniority-cum-merit. This has gone a long way in improving the working of primary schools. However schools in the district are still without Head teachers.

All block and Distt. level officers associated with Primary Education are asked to prepare their inspection plans in the beginning of each academic session, as a part of the implementation programme regarding revitalising and

revamping academic Supervision of primary schools. Each BEO who is responsible for looking after primary education in his/her block, shall have to conduct annual inspection of all the primary schools falling in his/her educational block. Follow up visit is also necessary to ensure implementation of suggestions made for improvement in the working of the schools in general and curricular and co-curricular areas in particular. To ensure effective supervision, a post of Asstt. Block Education Officer in the grade of Rs. 1640-2900 and a post of Deputy Distt. Primary Education Officer in the grade of Rs. 2000-3500 is recommended. The estimated expenditure is given in the Annexure-15.

5. Rehabilitating School facilities.

- a) Provision of teaching-learning material supplied under O.B.Scheme.

All the primary schools existing on 30.9.86 have been provided with teaching learning material which includes charts, maps, textual material, globes, science kits, library books, dictionaries, magazines, journals etc. under the O.B.Scheme. Furniture/tat-pati for students and teachers, black boards, games equipment, play material, toys etc. have also been supplied under this scheme. Under this scheme, the Central Govt. provided financial assistance to State Govt. @ Rs. 7215/- per school. The schools opened after 30.9.86 in the district of Hisar lack these minimum essential facilities. The prices have risen to the horizon an amount of Rs. 7215/- per school seems to be too meagre. It is, therefore, recommended that an amount of Rs. 20,000/- per school may be granted for the purchase of these minimum essential facilities. (See Annexure-16A)

(b) Health Check-up of students

Health check-up of students enrolled in primary school will be conducted once in a year. It will be responsibility of the Medical Officer PHC to conduct health check-up of the students at the PHC or at Govt. dispensary near the school. If there is no PHC or Govt. dispensary, the services of private practitioners will be sought.

The specific dates for the medical check-up of particular school will be fixed by the medical officer of the PHC which will be finalised in the BPEC meeting. The doctor engaged in health check-up of students will be entitled for an honorarium of Rs. 1500/- per annum. The payment of honorarium will be made when the annual health check up will be completed. Health record of children will be kept at school level.

It is also recommended that a sum of Rs. 20,000/- should be placed at the disposal of Doctor Incharge PHC for the purchase of medicines tonics etc. The poor and ailing children should be given these medicines, tonics etc. Free of cost. Estimated cost for this component is given in Annexure-16B.

(c) Provision for organising Educational Tours for children.

In order to provide children the knowledge of their surroundings and places of importance and to give them the first hand information about the places they visit which help to inculcate in their creativity, leadership qualities and spirit of communities living, provision for organising Educational tours for children is recommended.

In this programme, it is proposed to provide primary school children opportunities to go out on educational tours to adjoining areas of village, block of tehsil of historical, cultural, social importance of some beautiful natural sight seeing spot within the district.

The places/spot will be selected by the Head teacher

in consultation with VEC. The programme will be organised for three days during autumn season. The tour programmes will be arranged in group of 30 children. The teachers will accompany the group. BEO will coordinate and arrange for the tour. A lump sum provision of Rs. 50,000/- per block will be made. Estimated expenditure for this programme is given in Annexure-16C.

(d) Education for Handicapped children

For the education of the handicapped children special provision will be made in the primary schools.

Head teacher will be responsible for identifying the handicapped children in their schools and will also check up the information made available by the village education survey for this purpose. Annual medical check-up of students will be regularly and systematically organised.

After identification and enlisting such children they would inform their parents about the special facilities to be provided by the school to them like callipers, learning aids, crutches and spectacles etc. A lump sum of Rs. 25,000/- per block per year will be sanctioned for this purpose. Estimated cost for this purpose is given in Annexure-16D.

(e) Development of Extra-reading habits among the children.

State Primary Education Department has introduced library period in schools on every Saturday. Children read books supplied under O.B. Books received under the scheme is not sufficient. Cost of News papers and periodicals for one year also provided under the OB scheme to all the schools. It is suggested that schools should be provided with the cost of Newspapers and periodicals. A sum of Rs. 2500/- per annum per school is recommended. It is, therefore, recommended that a sum of Rs. 8,000/- per school (Rs. 5000/- for books Rs. 3000/- for Almirah) may be granted. (See Annexure-16E).

(f) School Cleanliness/Beautification Programmes

To promote Environment Awareness, all schools will be asked to take part in Block/Distt. level Competition. An evaluation proforma to be designed by the Deptt. will be sent to all the schools. Three cash awards of Rs. 2000/-, Rs. 1500/-, Rs. 1000/- will be given to first three schools at Block level. Similarly three cash awards of Rs. 5000/-, Rs. 3000/- and Rs. 2000/- to first three schools at Distt. level

For the beautification of school environment, a post of floricultural Inspector is recommended at Distt. level and also an amount of Rs. 20,000/- for the purchase of seeds, saplings etc. may be granted (See Annexure-16F).

(g) Provision of sports and games to schools and adequate training to teachers.

1. The sports and games material provided to the schools under the O.B. Scheme is inadequate and also there is no provision of its replacement. It is therefore suggested that every school in the district should be provided with a lump sum amount of Rs. 500/- per annum for the purpose of sports and game material required. Teachers should also be given training about the rules and procedures of the games. Estimated expenditure for this is given in annexure-16G.

h) Provision of Art and Creative Activities material and adequate training to teachers.

For the harmonious development of the child and for the development of creativity among them, it is suggested that all the schools of the district should be provided with Art and creative activities material. An amount of Rs. 500/- for school per annum should be available for this activity. Teachers should be given adequate training and they should also encouraged to undertake these activities in the schools. Estimated expenditure for this is given in annexure - 16H.

(1) Laying down norms for teachers' accountability
(Incentives to teachers)

An annual assessment of teachers should be made mandatory. Incentives for good performance and dis-incentive for bad performance should be awarded. Such assessment should be based on the overall performance of the teacher.

It should also include about the contribution of the teacher towards:

- i) Enrolment and retention of the school children.
- ii) Achievements among the school children.

Teachers' association should work not only for the protection of the dignity and rights of teachers, but also to ensure their proper professional conduct. A code of ethics could be evolved for general adoption.

An amount of Rs. 100/- per teacher as incentive for good performance is recommended for 200 teachers of the district every year (See Annexure-16 I).

5. Innovative project and Programmes.

Experimentation and innovation in education need to be promoted at all levels. Teachers have to be encouraged to take up innovative practices, action research projects, surveys etc. It is with this end in view that a sum of Rs. 4,000/- is being provided every year in the budget of SCERT for this purpose. Some of the projects suggested to schools are as under:-

- i) Hand-writing improvement project.
- ii) Improving oral expression of children by organising declamation contests, symposia, debates, poetic recitation etc.
- iii) Inculcating reading habit among children by providing library period in the school time-table.

The idea is to give academic freedom to teachers for undertaking such innovative programmes that they promote learning among the children at the primary stage of education.

A sum of Rs. 5,000/- per block is recommended for this purpose (See Annexure- 17)

2. Increasing Primary Completion and Learning for Girls.

(i) Provision of Stipend for Girls of S.C. and Other weaker sections.

To enable participation of children whose parents cannot send them to schools on account of direct or indirect costs of education, programme for providing stipend to girls of S.C. and other weaker sections of the society whose families are living below poverty line will be prepared. Stipend will be given to those girls who are not benefitted by scholarship etc., the head teacher of the school will popularise the programme. The head teacher will receive applications from the guardians, BEO will assess the demand and intimate the same to the D.P.E.O. The D.P.E.O. will get the necessary amount and transfer it to the Head teacher through S.E.O. Estimated cost for the programme is given in Annexure-18 .

ii) Eliminating Gender bias in text books.

The present project includes the aim for elimination of gender bias in text books. The following broad objections are as under:-

1. To develop the child as a co-sharer of all responsibilities in the home and home management.
2. To develop the feelings of respect among the children for dignity of labour in the performance of roles- inside and out-side the houses.
3. To develop the feelings of equal commitment for work at home and outside by both the sexes. Dependence of girls and women as a tradition to be rejected.
4. To develop the ^{consciousness} of rights and abilities.
5. To develop the ability of disregarding the feelings

of all activities which could be considered as anti-social in matrimony e.g. dowry etc.

6. To develop the ideas about status of women, which should be viewed not in isolation but as a part of total situation.

In this context, the text books of the primary classes will be reviewed and analysed in 12 meetings, each of three days in the subject of Hindi, Maths and Environmental studies (Part I and II). The estimated cost for this programme is given in Annexure-19.

- (iii) Preparation of gender sensitisation training material for teachers and staff.

Before providing the gender sensitivity training for teachers and staff, the requisite material will be developed. Two workshops each of 3 days duration will be organised for the development and refinement of material 5000 copies. Material developed will be got printed for the distribution. The estimates of costs is given in the Annexure-20.

- (iv) Providing gender sensitivity training for teachers and staff.

In this context, the project aims at sensitising orienting and training of teachers and staff for eliminating gender bias. The teachers are the main agents for bringing the desired social changes through moulding the minds of children for an open thinking. Therefore, to sensitise the teachers and officers working at primary stage in the district. 2-day sensitisation programme will be organised at block levels

for about 2000 teachers and officers of the district. There will be 40 programmes having 50 participants for this purpose. The estimated cost for this programme is given in Annexure--21,

3. Early Childhood and Care Education Programme.

(i) Opening of Pre-Primary schools.

The provision of pre-primary schools for children of less than 6 years is being taken up in order to make some arrangement for care of younger children so that their elder brothers and sisters are free to join schools and they in turn get tuned to school atmosphere at an early age and this programme will serve the following purposes.

1. It will minimise the number of non-starters and drop out especially ^{among} girls.
2. It will control drop-outs.
3. It will be a preparatory step to attract young children to schools when they attain the school going age.

To provide education to the little children at pre-primary stage, two pre-primary schools are run at Anaj Mandi Sirsa and Sirsa No. 1 by the Govt. In the rural area, the central Social welfare board and community Development Department run 600 Anganwaris which look after the little children.

There is one institution namely Bal Bhawan at Sirsa which provides re-creational, educational and developmental facilities to the children through modern methods, i.e. Play way by doing and Montessori methods.

A room in the primary school building will be provided to the pre-primary school. A nursery trained teacher in the grade of Primary school Teacher(1200-2040) should be appointed to run the pre-primary school. Local village lady will be identified to act as an Ayah at an honourarium of Rs. 500/- Each pre-primary school will be provided with

the furniture. Besides a kit, additional learning material and equipment like toys, Crayan, pots, towels, buckets etc. should also be provided.

Every year 5 more pre-primary schools will be opened in each block on the basis of experience gathered and results obtained. The programme will be modified accordingly.

See Annexure - 22

Number of pre-primary schools to be opened in Sirsa

Sr.No.	Name of the Block	No. of pre-primary schools/Balwadis already running.	No. of pre-prim. schools to be opened.
1.	Sirsa.I	- +95 Anganwadis.	
2.	Sirsa.II	2+110 (1 Bal Bhawan)	
3.	Rania	- 165	
4.	Paragudha	- 75	
5.	Dabawali	- +36	
6.	Kalanwali	- +69	
	Total	3 +600	

4. Increasing Equitable Access

(i) Constructions/Reconstruction of Buildings of Primary Schools

A school without a physical structure, a one with a dilapidated buildings does not attract and draw in children. To provide an adequate building to each primary school will be the first step to improve the school environment. There are 19 primary schools in rural and one in urban areas which require construction and reconstruction of the buildings. These schools have sufficient land for adequate building viz three rooms, verandah and two toilets. There is 1 primary school in urban area which has no sufficient land for building. VEC will be asked to provide sufficient land for this school.

There are 31 primary schools with no toilet and 90 primary schools with one toilet.

The VEC will be ^{the} agency responsible for the required construction/ reconstruction of the school buildings in the villages. The design of the school buildings will be prepared by the P.W.D. Estimated cost for the construction and reconstruction of schools in annexure- 23

Number and Name of schools which requires total reconstruction of Building.

<u>Block</u>	<u>No. of Schools</u>	<u>Names of schools.</u>
1. Sirsa.I	3	1. GPS, No. 2 Sirsa 2. GPS No. 4 Sirsa 3. GPS Agricultur Farm, Sirsa.
2. Sirsa.II	--	--
3. Rania	4	1. GPS, Theri Moha Singh 2. GPS, Dhani Part Singh. 3. GPS, Dhani Badh Singh. 4. GPS, Ratta Kher.
4. Baragudha	--	---
5. Dabawali	--	--
6. Kalanwali	1	1. GPS, Kalanwali Village.

Total	8	

Number and Names of Govt. Primary Schools without building but having sufficient land.

<u>Block</u>	<u>No. of Schools</u>	<u>Names of schools</u>
Sirsa.I	4	1. GGPS, Sikandharpur 2. GGPS, Darbi 3. GGPS, Suchan 4. GGPS, Nathusari Chaupta.
Sirsa.II	2	1. GGPS, Ludasar. 2. GGPS, Rampura Dhillon
Rania	--	--
Baragudha	8	1. GGPS, Kherakan 2. GGPS, Gural 3. GGPS, Fatehapuria Mayankh 4. GGPS, Funjuana.

		5. GGPS, Sahuwala-I
		6. GGPS, Andgarh
		7. GGPS, Khuhian Nepalpur
		8. GGES, 27Chakk(Panihari)
Dabawali	2	1. GGPS, Dudianwali
		2. GGPS, Keharwala.
Kalanwali	3	1. GGPS, Paniwala Morikan
		2. GGPS, Desu Malkana.
		3. GGPS, Nuhiawali.
Total	19	

No. of full fledged Govt. Pry. Schools without building and having no sufficient land for building.

Block	No. of Schools	Names of schools
1. Sirsa.II	1	1. GPS No. 3 Sirsa.
2. Sirsa.II	-	--
3. Rania	-	--
4. Baragudha	-	--
5. Dabawali	--	--
6. Kalanwali	-	--
Total	1	

Number of Schools having no toilet at all and those having one toilet

Block NO	Schools having no toilet	Schools having one toilet
1. Sirsa.I	26	19
2. Sirsa.II	4	32
3. Rania	-	-
4. Baragudha	1	2
5. Dabawali	--	--
6. Kalanwali	--	37
Total	31	90

ii) Opening of New Schools.

In the district of Sirsa, there is no village without a primary school. There are only 20 Branch primary schools in the district. The villages having branch primary schools need new full-fledged primary schools. To cater the need of increasing population, 32 schools in first year and 30 schools in every consecutive year will be required to be opened.

For the opening of these schools, the investment for building construction would be about Rs. 5 lakhs per school besides the salary of two teachers inclusive of one head teacher in the year of establishment. Drinking water facility and lavatories would also be provided besides teaching material worth Rs. 20,000/-. Estimated cost for the programme is given in Annexure- 24 .

Number of Branch Primary Schools (Blockwise)

<u>Block</u>	<u>Number of Schools</u>
1. Sirsa.I	2
2. Sirsa.II	3
3. Rania	3
4. Baragudha	8
5. Dabawali	2
6. Kalanwali	2
Total	<u>20</u>

Number of additional posts required on the basis of Enrolment as on 30.9.92.

<u>S.No.</u>	<u>Block</u>	<u>No. of posts required.</u>
1.	Sirsa.I	14
2.	Sirsa.II	37
3.	Rania	28
4.	Baragudha	16
5.	Dabawali	20
6.	Kalanwali	17
Total		<u>132</u>

(iii) Non-formal Education

Though every village of the district has been provided with a primary school, yet a large number of children of 6-11 age-group are out of schools. There can be number of reasons for this. But the need of these children is the provision of non-formal education at a time suitable to them. The population of children of the age group of 6-11 was about 25900 in the year 1992-93.

All the NFE centres running in the state under this scheme were closed down six years back. Due to litigation it is not possible for the State Govt to start the NFE centres. It is, therefore, suggested that non-Govt. organizations (NGOs) may ^{be} assigned the work of non formal education. Only one NGO may be allowed to be run in each block of the district. District Primary Education Officer and Block Education Officer may be instructed to supervise the working the NFE centres run by the NGO.

Aims and Objectives:

1. All the children between the age-groups of 6-11 years 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.
2. 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 main-stream.
3. Preference would be given to girls.

A list of out of school children blockwise as under:-

Number of out of school children

<u>Block</u>	<u>No. of children</u>		
	<u>B.</u>	<u>G.</u>	<u>T.</u>
Sirsa.I*	376	618	994
Sirsa.II	286	383	669
Rania	1199	722	1921
Baragudha	868	764	1632
Dabwali	475	723	1203
Kalanwali	563	418	981
Total	3767	3633	7400

A tentative number of NPE centres (Blockwise) to be opened by the voluntary organisation is as under:-

<u>S.No.</u>	<u>Name of block</u>	<u>No. of centres to be opened</u>
1.	Sirsa.I	45
2.	Sirsa.II	70
3.	Rania	65
4.	Baragudha	50
5.	Dabwali	80
6.	Kalanwali	40
		350

(See annexure 25)

5. Building State capacity for planning and Management.

(i) Monitoring and Evaluation.

In order to systematically monitor the progress in providing primary education of acceptable standard to all, a computerised management information system will be developed. Since the system would be computerised, it will be expected that the flow of information from the village/school complex will be directed to the district level. The school complex and the block level centres will receive only limited, selected information where their intervention may be useful.

The following will be some of the important components of the monitoring system:-

- (a) Number and percentage of persons still out of schools and learning centres.
- (b) Achievement level of learners.
- (c) Coverage of teachers in orientation and training courses on the basis of need profile.
- (d) Progress construction of buildings and provision of equipments to the school/learning centres.
- (e) Six Kinetic Honda (One for each B.E.O.) are needed for effective supervision. Even female B.E.O. can easily drive this vehicle.

For effective implementation and monitoring of the project, an effective Management Information System (MIS) is proposed at the Distt. level. Presently, regular quantitative data from lower levels of the system is collected and reviewed.

For providing effective management information system, it is proposed that a monitoring cell at Distt. level should be established. A post of technical expert in computer in the grade of Rs. 2200/4000 at the Distt. level should be provided as Incharge of Monitoring Cell. All requisite information of the Distt. will be made available in the Monitoring Cell by all concerned functionaries. Incharge, Monitoring cell will provide the requisite information regularly to state/National level implementation agencies. The monitoring cell should be equipped with computers, vehicle, furniture ect. The estimated expenditure for this is given in the annexure-2.

Chapter-4 Project Costs.

Table-I Project Costs by Component.

<u>Component/Sub Component</u>	<u>Rs. (in lakhs)</u>
1. <u>Improving quality and Completion in primary Schools:</u>	
i) Revising Curricula and Text books	51.20
ii) Improving in-service teacher training	13.00
iii) Strengthening School Management	879.00
iv) Strengthening School Supervision	14.75
v) Rehabilitating School facilities	229.40
vi) Innovative Project & Programmes	8.40
Sub Total:-	<u>1195.75</u>
2. <u>Increasing Primary Completion and learning of girls:</u>	
i) Provision of Stipend for B.C./ Weaker Section of girls.	5.00
ii) Eliminating gender biases in text books.	0.40
iii) Development of gender sensitivity training material.	0.50
iv) Providing gender Sensitivity training for teachers.	4.20
Sub Total:-	<u>10.10</u>
3. <u>Early Childhood Care and education:</u>	
i) Opening of Pre-primary Schools	591.00
Sub Total:-	<u>591.00</u>
4. <u>Increasing Equitable Access:-</u>	
i) Construction/Reconstruction of Primary Schools.	682.50
ii) Opening of new Schools	1748.55
iii) Non formal Education	690.50
Sub Total:-	<u>3121.55</u>
5. <u>Building State Capacity for Planning and managements:</u>	
i) Monitoring and Evaluation:	13.05
Sub Total:	<u>13.05</u>
G. Total:-	1195.75 + 10.10 + 591.00 + 3121.55 + 13.05
	= <u>4931.45</u>

Table-2 PROJECT COSTS BY CATEGORIES OF EXPENDITURE

<u>Category of Expenditure</u>	<u>Rs. in Lakhs</u>	<u>U.S.dollar equivalent</u>
<u>Investment Costs</u>		
i) Civil Works	1222.50	
ii) Furniture	15.65	
iii) Equipments.	288.90	
iv) Vehicle.	2.50	
v) Books.	34.00	
vi) Printing Charges.	40.41	
Sub Total:-	<u>1603.96</u>	
 <u>Recurring Costs</u>		
i) Salaries of additional staff.	1895.10	
ii) Workshop/Training.	31.89	
iii) Honorarium.	27.00	
iv) Incentives/Prizes.	14.75	
v) Operation & Maintenance	1003.50	
vi) Consumable material.	145.70	
vii) Contingencies.	209.55	
Sub Total:-	<u>3327.49</u>	
 Total Project Base Costs: 1603.96 + 3327.49		
 = <u>4931.45 lakhs</u>		

Table - 3 Project Costs and Category of Expenditure (Rs. in lakhs)

Sub Components (SC)

<u>Category of Expenditure</u>	<u>SC 1</u>	<u>SC 2</u>	<u>SC 3</u>	<u>SC 4</u>	<u>SC 5</u>	<u>Total.</u>
<u>INVESTMENT COSTS:-</u>						
Civil works.	280.00	--	--	942.50	--	1222.50
Furniture.	7.55	--	--	7.60	0.50	15.65
Equipments.	34.00	--	187.50	65.40	2.00	288.90
Vehicle.	--	--	--	--	2.50	2.50
Books.	24.00	--	--	10.00	--	34.00
Printing Charges.	40.00	0.41	--	--	--	40.41
Sub Total:-	<u>385.55</u>	<u>0.41</u>	<u>187.50</u>	<u>1025.50</u>	<u>5.00</u>	<u>1803.96</u>

RECURRING COSTS:-

Salaries of additional Staff	574.55	--	189.00	1128.55	3.00	1895.10
Workshop/Training.	27.20	4.69	--	--	--	31.89
Honorarium.	--	--	27.00	--	--	27.00
Incentives/Prizes.	9.75	5.00	--	--	--	14.75
Operation & Maintenance	43.50	--	--	960.00	--	1003.50
Consumable Material.	145.70	--	--	--	--	145.70
Contingencies.	9.50	--	187.50	7.50	5.05	209.55
Sub Total:-	<u>810.20</u>	<u>9.69</u>	<u>403.50</u>	<u>2096.05</u>	<u>8.05</u>	<u>3327.49</u>

Total Project base Costs. 1803.96 + 3327.49 = Rs. 4931.45 lakhs)

Chapter - V
Project Management

For effective implementation and monitoring of the project a high powered executive committee is to be named state core Team. It will be headed by Financial Commissioner and Secretary to Govt. Haryana Education Department. The State core Team and Distt core Team constituted by the State Govt. are as follows-

State Core Team

- | | |
|--------------------------------------------------------------------------------|---------------------|
| 1. Financial Commissioner & Secretary
to Govt. Haryana Education Department | Chairman |
| 2. Financial Commissioner & Secretary
to Finance Deptt or his nominee | Member |
| 3. Director Women and Child Development
Haryana | Member |
| 4. Director Social Welfare, Haryana | Member |
| 5. Director General Health Service, Haryana | Member |
| 6. Director Development and Panchyats,
Haryana | Member |
| 7. A Nominee of NCERT | Member |
| 8. A Nominee of NIEPA | Member |
| 9. Director Secondary Education, Haryana | Member |
| 10. Director Primary Education, Haryana | Member |
| 11. A Nominee of Teachers' Organisations | Member |
| 12. Director, S.C.E.R.T. Hr., Gurgaon. | Member |
| 13. A Nominee of NGO's | Member |
| 14. Sh. R.P. Arora, SCERT, Haryana, Gurgaon | Member
Secretary |
- District Core Teams in Jind, Kaithal & Hissar
Districts:

- | | |
|------------------------------------------------------|----------|
| 1. Additional Deputy Commissioner of the
District | Chairman |
|------------------------------------------------------|----------|

2. District Primary Education Officer of the District Member Secretary
3. Two Block Education Officers of each District (One male and one female) Members
4. Head of a Govt. Senior Secondary School or High School in the District Member
5. Distt Social Welfare Officer Member
6. Programme Officer C.D.P. Member
7. School Medical Officer of the District Member
8. District Development & Panchyats Officer Member
9. District Education Officer Member
10. A representative of NGO's Member
11. One Head Teacher Preferably a female Member
12. A representative of Mahila Mandal Member
13. A representative of DIET/Teachers' Training Institute Member
14. A representative of PTAS Member
15. One expert from SCERT, Haryana, Gurgaon for each District.

In order to consider and approve the District Primary Education Projects periodic meetings of the District Core Teams and State Core Team will be convened at District Headquarters and Chandigarh respectively.

CHAPTER-VI

Benefits and risks

Benefits. At the completion of Distt. Primary Education Development Project, the district will come under the Socially Security Net educationally. The physical targets to be achieved can be summarised as below :-

- 1) There will be cent per cent enrolment and retention of the primary school children.
- 2) There will be negligible percentage of drop-outs.
- 3) There will be learning achievement by 25% over measured baseline levels.
- 4) Primary Schooling facilities will be provided to all the School-going children.
- 5) All the school-buildings will be constructed & Tat Patis maintained properly. Furniture will be available in all the school.
- 6) The School buildings will be attractive & there will be family atmosphere available for the children.
- 7) For the alround development of the children, sports and games, art and creative activities, competition & other co-curricular activities will be the regular feature of the year.
- 8) Teachers will have up-to-date knowledge & will work with missionary zeal.
- 9) It will ensure harmonious development of the children.
- 10) Gender-biased feelings will be eliminated and equity will prevail between the Genders.

Risks:

As and when the financial help from the world-bank is stopped after a stipulated period and the State is not in a position to sustain the programme, the efforts made so far will be of no use. It is also feared if the State does not extend this programme of quality improvement to other districts of the state the principle of equity will not stand and it may be considered that the people of certain districts have been benefitted due to some consideration other than backwardness and poverty.

State Level Intervention in case of

(1) Minimum Levels of Learning (MLL) Programme

For quality improvement in Primary Education, State Govt. proposes to introduce Minimum level of learning (MLL) programme in the district of Sirsa. The present curriculum will require changes/modifications within this context. To ensure MLL, emphasis will be given on concrete syllabus for primary classes. Inclusion of components based upon the needs and conditions of the district would make the curriculum more relevant and interesting. This task will be undertaken by the concerned DIET/SCERT in phased manner.

(a) Text-Books Production

Text Books and teaching learning material play a very crucial role in determining the quality of education. Text book will be developed in conformity with the revised curriculum in preparing the text books. Due care will be taken to ensure achievement of MLLs. To make the text-books better understandable local objects and examples will be included. Production of textbooks will be planned in such a way that the text books shall be available to the students before the commencement of the academic session.

The process of preparation of text books, teachers hand-books and supplementary reading material is elaborated below:-

MLLs programme has been introduced in two blocks of the Gurgaon district namely Gurgaon and Pataudi, Hand books for classes 1-5 have been developed by the SCERT keeping in view the competencies identified under MLLs. By studying the impact of the MLL programme, the text-books will be developed in the workshops likewise hand books for teachers and supplementary material will also be developed.

List of text-books/hand books/manual etc. to be developed is given as under-

- (a) Text Books(12) Hindi for classes 1 to 5
Math for classes 2 to 5
EVS for classes 3 to 5
- (b) Teachers Hand Books(5) for classes 1 to 5
- (c) Work Books(2) Hindi for classes 1 to 2
- (d) Syllabus(1)
- (e) Manual containing use of kits and other teaching-learning material(1)

Total No. of textual material to be developed = 21

No. of workshops proposed for the development/
refinement of textual material = 42

(b) Text Books Distribution

During the project period, the text books to the student will be distributed free of cost. The responsibility of distribution of text books has been streamlined as under-

- (a) Distt. Primary Education Officer will be responsible for the production of text books and their distribution at Block level
- (b) Block Education Officer will be responsible for their distribution to school centres.
- (c) Head teachers, school centres will be responsible for the distribution to the schools under their control.
- (d) Head teacher/teachers will take the responsibility of distribution of text books among the students. Estimated Expenditure for this is given in Annexure-12

(c) Teachers Training

Training is an important part in all the activities and programmes. It is necessary that ~~their~~ teacher should have up to date knowledge about the contents of various subjects and their methodology. With the introduction of MLL programme, teachers will require training about the development of various competencies among the children, continuous evaluation techniques etc.

Training programmes will be organised for the following group of persons-

1. JET teachers and Head teachers
2. BEOs and DPEOs.

Organisation of these programmes will be the responsibility of the concerned NET. These programmes will also be organised at the school complex level on any Saturday of the month under the academic guidance of the DIET. Estimates of costs for this is given in Annexure-15

2. Management Information Syllabus(MIS)

In order to systematically monitor the progress in providing primary education of acceptable standards to all, a computerised management information system will be developed. Since the system would be computerised, it will be expected that the flow of information from the village/school-complex will be directed to the district-level. The school complex and the block resource centres will receive only limited selected information where their intervention may be useful. The following will be some of the important components of the monitoring system-

- (a) Number and percentage of persons is still out of schools and learning centres.
- (b) Achievement levels of learners.
- (c) Coverage of teachers in orientation and training courses on the basis of need profile.
- (d) Progress about construction of buildings and provision of equipments to the schools/learning centres.

A post of technical expert in computer in the grade of Rs. 2200/4000 at the district level should be provided. All requisite information of the Distt. will be made available to the monitoring cell by all concerned functionaries. Incharge Monitoring Cell will provide the requisite information regularly to state/National level implementation agencies. The monitoring cell should be equipped with computers, vehicle, furnitures etc. The estimated expenditure for this is given in Annexure-26

Annexure-I

General Information of District Sirsa.

1. Area	4,276 Sq. K.
2. Administrative structure	
Sub Division	3
(a) Community Development Block	7
(b) No. of Villages	325
(c) No. of towns	4
3. Demography (1991 Census)	
(a) Population:	9,03,536
Male	4,79,407
Female	4,24,129
(b) Sex Ratio (Male:Female)	1000:885
(c) Density of population	211 per Sq. K.M.
(d) Growth Rate (1981-1991)	27.23
4. Literacy rate (Percentage)	
Male	57.21%
Female	34.02%
Total	45.66%
5. Schedule Caste Population percentage:	
Male	84375
Female	75198
Total	159573
%age	17.66

ANNEXURE - 2

Literacy of District Sirsa

	<u>1981</u>	<u>1991</u>
Male	148832	223896 (57.21%)
Female	62404	117852 (34.02%)
Total	211236	341748 (45.61%)

No. of S.C. Literates. (1991)

Male = 17020

Female = 3017

Total = 20037

Areawise/Sexwise

No. of S.C. Literates.	<u>Male</u>	<u>Female</u>	<u>Total</u>
Rural	12521	1678	14399
Urban	4500	1138	5638
	<u>17021</u>	<u>3016</u>	<u>20037</u>

Organizational set up of Education Department

Financial Commissioner & Secretary Govt. Education Department

Director Higher Education

↓
All the Colleges of the State.

sr. Sec. schools.

Director Secondary Education

↓
Distt. Education Officers(16)

↓
Sub Divisional Edu. Officers(34)

↓
High & Middle schools.

↓
SCERT(1)

↓
Sharda Vidya Peeth(1)

Director Primary Education

↓
Distt. Primary Education Officer(16)

↓
Block Education Officers(24)

↓
Primary schools

Annexure 4
BLOCKWISE AND YEARWISE TOTAL NO. OF PRIMARY SCHOOLS ~~EXISTING~~ GOVT. AND
PRIVATES MANAGED IN DISTT. SIRSA

Block	1985-86			1986-87			1987-88			1988-89			1989-90			1990-91			1991-92		1992-9			
	G.	P.	T.	G.	P.	T.	G.	P.	T.	G.	P.	T.	G.	P.	T.	G.	P.	T.	G.	P.	T.			
Sirsa-I	39	2	41	43	2	45	45	2	47	45	2	47	47	2	49	53	2	55	54	2	56	51	2	56
Sirsa.II	49	-	49	35	-	35	35	-	35	35	-	35	31	-	31	39	-	39	39	-	39	40	-	40
Rania	57	-	57	63	-	63	64	-	64	64	-	64	62	-	62	62	-	62	62	-	62	68	-	68
Baraguhda	38	-	38	39	-	39	39	-	39	39	-	39	40	-	40	43	-	43	45	-	45	47	-	47
Dabawali	42	2	44	42	2	44	42	2	44	43	-	43	50	-	50	50	-	50	55	-	55	55	-	55
Kalanwali	36	-	36	36	-	36	36	-	36	39	-	39	38	-	38	38	-	38	38	-	38	37	-	37
Total	261	4	265	253	4	262	261	4	265	265	2	267	268	2	270	285	2	287	293	2	295	301	2	303

Annexure-5

Blockwise and yearwise total no. of J.B.T. Teachers in position of Distt. Sirsa

Sr. No.	Blocks	1985-86			1986-87			1987-88			1988-89			1989-90			1990-91			1991-92			1992-93		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1.	Sirsa-I	122	82	204	125	123	248	111	143	254	127	147	274	116	157	273	89	147	236	90	151	241	79	175	253
2.	Sirsa II	148	136	284	161	126	287	160	133	293	171	116	287	143	139	282	127	160	287	104	154	262	102	154	256
3.	Rania	217	69	286	205	91	296	173	86	259	178	101	279	128	107	235	137	105	242	103	111	214	101	133	234
4.	Baragudha	124	104	228	139	88	227	123	109	232	149	120	269	131	126	257	122	116	233	76	134	210	76	134	210
5.	Dabwali	231	143	374	218	137	375	220	160	380	185	145	430	187	147	334	195	147	342	191	115	306	191	156	347
6.	Kalanwali	105	158	263	109	160	269	114	166	280	98	114	212	98	106	204	63	138	201	63	154	217	57	155	212
Total		247	692	1639	957	745	1702	901	797	1693	903	743	1751	803	782	1535	733	813	1546	627	823	1450	605	807	1512

Blockwise and Yearwise Enrolment of Govt. Primary Schools Distt. Sirsa

Annexure-6

Block	1985-86			1986-87			1987-88			1988-89			1989-90			1990-91			1991-92			1992-93		Total
	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	
Sirsa.I	3300	1970	5270	3349	2583	5932	3238	2818	6056	3303	2887	6190	3094	3345	6439	3339	4020	7359	3055	3926	6981	3150	4554	7704
Sirsa.II	2862	2073	4935	2742	2139	4931	2671	2226	4897	2641	2353	5199	2875	2699	5564	2386	3043	5434	2506	2942	5448	2751	3124	5875
Rania	4130	2128	6258	4101	2397	6498	4276	2453	6729	4249	2531	6780	4374	2574	6948	4019	2468	6487	3662	2320	5982	3917	2548	6465
Haraganjha	2546	2185	4731	2376	2203	4579	2264	2212	4476	2214	2364	4578	2497	2213	4710	2524	2172	4696	2397	2256	4653	2307	2571	4958
Dabwali	2267	2537	4804	2616	2544	5160	2975	3012	5987	3135	3217	6352	2359	3539	6898	2309	3737	6046	1212 3056	2311 3309	5365	3087	4102	7234
Kalanwali	2065	2058	4123	2083	2129	4211	1990	2164	5154	2004	2386	4390	2270	2106	4376	1836	2423	4309	1833	2341	4179	1742	2558	4295
Total	17170	12351	30121	17267	14044	31311	17314	14385	32199	17746	15743	33489	17969	16466	34535	17023	17868	34901	16514	17594	34108	17044	19487	36531

Blockwise and Yearwise Govt. Schools Primary Department Distt. Sirsa

Annexure-7

Block	1985-86			1986-87			1987-88			1988-89			1989-90			1990-91			1991-92			1992-93		Total
	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	
Sirsa.I	3699	2520	6218	3838	2546	6434	3726	2543	6269	4192	2644	6836	4638	2608	7246	5051	2971	8022	4598	2132	6730	4512	2611	7011
Sirsa.II	4532	2719	7251	4482	2892	7374	4646	3010	7656	4631	3048	7679	4633	3074	7707	4319	2934	7253	4796	3195	7991	5236	2611	7924
Rania	3537	3258	6845	3614	3073	6687	3660	3095	6755	3639	3156	6805	4135	3495	7630	4231	3423	7709	4100	3303	7503	4279	3445	7729
Haraganjha	3704	2119	5823	3874	2308	6182	4034	2434	6468	4192	2577	6769	4315	2985	7300	4312	2926	7238	4440	2750	7190	4450	3077	7529
Dabwali	3636	3256	6902	5715	3315	9030	5937	3612	9549	6115	3436	9551	5890	3581	9471	6265	3530	9845	6465	3542	10007	6032	3972	10907
Kalanwali	3016	2211	5227	2473	2466	4939	3237	2139	5376	3044	2303	5347	3524	2545	6069	3807	2467	6274	4450	2618	7078	4641	3522	7164
Total	24173	16093	40266	24046	16600	40646	25240	16833	42073	25813	17174	42987	27135	18288	45423	28035	18306	46341	28949	17630	46579	30500	17111	48064
J. Total	41343	29044	70387	41313	30644	71957	42554	31713	74272	43599	32917	76476	45134	34044	77053	44035	36174	78321	45553	35024	80577	43511	48064	84995

Blockwise and Yearwise Enrolment of S.C. Students of Govt. Primary Schools Distt. Sirsa.

Annexure-8

Block	1985-86			1986-87			1987-88			1988-89			1989-90			1990-91			1991-92			1992-93		
	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.
Sirsa.I	958	619	1577	954	829	1783	1017	969	1986	100	946	1950	980	1077	2057	946	1091	2037	997	1216	2213	1063	1590	2653
Sirsa.II	584	425	1009	606	551	1157	543	513	1056	54	546	1087	629	619	1248	553	525	1148	559	705	1364	533	592	1175
Rania	375	200	575	297	260	557	273	237	510	527	457	984	427	322	749	397	317	714	412	303	715	444	392	886
Baranulha	542	664	1306	598	666	1265	651	647	1298	604	696	1290	668	687	1355	704	690	1384	537	461	998	653	598	1251
Dabawali	666	761	1427	794	923	1717	936	1227	2163	909	1113	2022	394	1175	2069	715	1220	2135	929	1369	2298	1021	1078	2699
Kalanwali	839	1248	2087	917	1081	1998	477	574	1051	532	673	1205	551	608	1159	619	838	1257	582	512	1094	578	679	1277
Total	4064	2917	7981	4166	4311	8477	3897	4167	8064	4177	4421	8598	4149	4488	8637	4134	4531	9675	4016	4566	9582	4342	5549	9891

Block wise and Yearwise Enrolment of S.C. Students Primary Deptt. (Govt.) Distt. Sirsa.

Annexure-9

Block	1985-86			1986-87			1987-88			1988-89			1989-90			1990-91			1991-92			1992-93		
	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.
Sirsa.I	924	540	1464	996	578	1574	985	612	1612	1093	655	1748	1120	581	1701	1323	795	2118	1207	496	1703	1355	489	1844
Sirsa.II	688	648	1536	809	680	1489	822	513	1335	817	734	1551	1064	644	1708	1003	627	1630	1032	736	1768	1355	907	2222
Rania	414	238	652	409	369	777	321	603	627	595	523	1108	482	408	890	518	378	896	478	387	965	493	450	933
Baranulha	390	494	1384	907	570	1477	1277	778	2055	1169	601	1770	1035	645	1680	1037	584	1621	1138	515	1653	1026	580	1676
Dabawali	1424	645	2069	1583	709	2292	1682	794	2476	1808	870	2678	2109	923	3032	1819	896	2715	1900	869	2769	1963	558	2521
Kalan-wali	920	1002	1922	983	1019	2002	598	595	1193	876	575	1451	921	582	1503	905	585	1490	1166	769	1935	1264	689	1953
Total	5460	3567	9027	5697	2924	9611	5685	3613	9298	6348	3958	9306	6731	3783	10514	6605	3665	10470	6921	3772	10693	7516	3033	11149
Total	9524	6404	17008	9855	4235	18098	10332	7780	17362	10525	379	17904	13880	2271	19151	10739	3346	19145	11337	4333	13275	1107	1	2101

^a
Enrolment in fullfledged govt.Pry.and attached Pry.Schools (Yearwise and classwise)

Annexure-10

No.	Year	I			II			III			IV			V			Total	Total	
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	G			
1.	1985-86	10381	7778	18159	9101	6821	15922	8532	6016	14548	7145	4728	11873	6184	3701	9885	41343	29044	70387
2.	1986-87	10169	8136	18305	8916	7047	15963	8878	6679	15557	7215	4834	12049	6135	3948	10083	41313	30644	71957
3.	1987-88	10404	8206	18610	9326	7622	16948	9110	6832	15942	7594	5144	12738	6130	3914	10044	42554	31713	74272
4.	1988-89	10794	8489	19283	9404	7603	17007	9245	7473	16718	7567	5310	12877	6540	4042	10591	43559	32917	76476
5.	1989-90	11955	9534	21489	9946	7875	17821	9331	7167	16498	7621	5885	13506	6491	4253	10644	45204	34754	79958
6.	1990-91	11057	9184	20241	10451	8668	19120	9489	7420	16909	7798	6212	14010	6262	4600	10952	45058	35174	81282
7.	1991-92	11503 11503	9087	20590	10063	7993	18056	9592	7318	16910	8040	6067	14107	6365	4739	11104	45463	35234	80687
8.	1992-93	11831	10151	21985	10600	8389	18989	9768	7388	17156	8304	6143	14447	7041	4977	12018	47544	37051	84595

Total 39094 70568

Blockwise Projected School Enrolment (Sirsa District)

Block	1993-94			1994-95			1995-96			1996-97			1997-98		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
Sirsa.I	8233	6791	15034	8404	6932	15336	8578	7076	15654	8756	7323	15079	8938	7873	15811
Sirsa.II	8153	5932	14085	8322	6055	14377	8495	6180	14675	8671	6308	14979	8851	6439	15290
Rania	3366	6122	14488	3540	6249	14789	3717	6378	15095	3898	6510	15408	4083	6645	15728
Baragudha	6979	5767	12746	7124	5886	13010	7272	6008	13280	7423	6132	13555	7577	6259	13826
Dabwali	10288	3025	19313	10501	3191	18692	10719	3361	19080	10941	3534	19475	11168	3711	19879
Kalanwali	6515	5181	11696	6650	5288	11938	6788	5397	12185	6929	5509	12438	7073	5623	12696

Annexure No. 12

Estimated Expenditure for Curriculum Development & Teaching Learning Development, Rs. in Lakhs)

<u>S.No. Category</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>Total</u>
1. Working of Review of curriculum(8 workshop (20 experts)	0.60	-	-	-	-	0.60
2. Workshop for the development of text books(42 workshops, 20 experts)	4.20	4.20	-	-	-	8.40
3. Printing charges (Rs. 2 lakh per book) 20 books	20.00	20.00	-	-	-	40.00
4. Contingencies	1.00	1.00	-	-	-	2.00
Total	25.80	25.20	-	-	-	51.00

Estimated Expenditure on Teacher Training (Rs. in lakhs)

<u>S.No.</u>	<u>Category</u>	<u>1994-94</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>Total</u>
	No of Teachers: 2000						
1.	Training programme for teachers(40 programmes Rs. 20000/- per programme)	4.00	4.00	-	-	-	8.00
2.	Reference Books	1.00	1.00	1.00	1.00	1.00	5.00
	Total	5.00	5.00	1.00	1.00	1.00	13.00

Annexure No. 14b

Estimated Expenditure on school complex (Rs. in lakhs)

Total No. of complexes = 50

<u>S.No. Category</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>Total</u>
	(10)	(10)	(10)	(10)	(10)	50
1. Civil Work	50.00	50.00	50.00	50.00	50.00	250.00
2. Equipment (Rs. 25000/-)	2.50	2.50	2.50	2.50	2.50	12.50
3. Books	1.00	1.00	1.00	1.00	1.00	5.00
4. Maintenance	-	1.00	1.00	1.00	1.00	4.00
Total	53.50	54.50	54.50	54.50	54.50	271.50

Annexure No. 14 c

Estimated Expenditure on Block Resource Centre (Rs. in lakhs)

S.No.	Category	Total No. of Resource Centres= 6					Total
		1994-95	1995-96	1996-97	1997-98	1998-99	
1.	Civil Works(6)	30.00	-	-	-	-	30.00
2.	Equipment	1.50	-	-	-	-	1.50
3.	Books	1.00	-	-	-	-	1.00
4.	Maintenace	--	0-50	0.50	0.50	0.50	2.00
5.	Salaries(6) (1400-2600)	2.16	2.16	2.16	2.16	2.16	10.30
Total		34.66	2.66	2.66	2.66	2.66	45.30

Estimated Expenditure on Incentive to Village Education Committee

Unit Cost Rs. 25,000 per block

No. of Blocks= 6

Total cost of per years 1.50 lakhs

Year wise cost Estimation

<u>S.No.</u>	<u>Category</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>Total</u>
1.	Operation & Maintenance	1.50	1.50	1.50	1.50	1.50	7.50

		Total					7.50 lakhs

Total (a+b+c+d) = 11.10+45.30+271.50+7.50 = Rs. 335.40 lakhs

Annexure 14 e

Estimated Expenditure for the Provision of one post of waterman-cum-watchman.

S.N.	Category	(Rs. in lakhs)					Total
		1894-95	1995-96	1996-97	1997-98	1998-99	
1.	Salary of one post of waterman-cum- watchman for school.	108-72	108-72	108-72	108-72	108-72	543.60

No. of school

301+152 = 453

unit cost Rs. 2000/-p-m.

Total	108-72	108-72	108-72	108-72	108-72	543-60
-------	--------	--------	--------	--------	--------	--------

14 a 11.10

b 271.50

c 45.30

d 7.50

e 543.60

G.T. 879.00lakhs

Strengthening Supervision of School

Annexure-15

<u>Sr.No.</u>	<u>Category</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>Total</u>
1.	One post of, Asst. Block Education officer in the grade of Rs 1640-2900 (3400x12x6)	2.45	2.45	2.45	2.45	2.45	12.25
2.	One post of Dy. D.P.S.O. in the grade of Rs 2000-3500 (4100x12)	0.50	0.50	0.50	0.50	0.50	2.50
		2.95	2.95	2.95	2.95	2.95	14.75

Total Rs. 14.75 Lakhs

Provision of teaching-learning material supplied under
O.B. Scheme (Rs. in lakhs)

.....

<u>S.No.</u>	<u>Category</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>Total</u>
1.	Teaching learning material at the cost of Rs. 20000/- per school to (75 schools)	15.00	-	-	-	-	15.00

.....
Total Rs. 15.00 lakhs
.....

Estimated Expenditure on Educational Tours for children (Rs. in lakhs)

<u>S.No.</u>	<u>Category</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>Total</u>
1.	Operation and maintenance. (Rs. 50 000/- per block)	3.00	3.00	3.00	3.00	3.00	15.00
.....							
Total							15.00
.....							

Estimated Expenditure on Education for Handicapped children (Rs. in lakhs)

<u>S.No.</u>	<u>Category</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>Total</u>
1.	Equipment	1.00	1.00	1.00	1.00	1.00	5.00
.....							
	Total	1.00	1.00	1.00	1.00	1.00	5.00

Estimated Expenditure on Educational Tours for children (Rs. in lakhs)

<u>S.No.</u>	<u>Category</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>Total</u>
1.	Operation and maintenance. (Rs. 50 000/- per block)	3.00	3.00	3.00	3.00	3.00	15.00
.....							
Total 15.00							
.....							

Estimated Expenditure on Education for Handicapped children (Rs. in lakhs)

<u>S.No.</u>	<u>Category</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>Total</u>
1.	Equipment	1.00	1.00	1.00	1.00	1.00	5.00
.....							
	Total	1.00	1.00	1.00	1.00	1.00	5.00

Development of Extra-reading habits among the children (Rs. in lakhs)

Annexure 16 a

<u>Sr.No.</u>	<u>Category</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>Total</u>
1.	Library Books @ Rs 5000/- per annum per school(5000x502)	2.60	2.60	2.60	2.60	2.60	13.00
2.	Almirah(one in each school @ Rs 3000/- (3000x502)	1.51	1.51	1.51	1.51	1.51	7.55
Total		4.11	4.11	4.11	4.11	4.11	20.55

School Cleanliness/Beautification Programme (Ps. in lakhs)

<u>Sr.No.</u> <u>Category</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-28</u>	<u>1998-99</u>	<u>Total</u>
1. One post of floricultural Inspector in the grade of Rs. 1400-2600	0.36	0.36	0.36	0.36	0.36	1.80
2. Purchase of Seeds etc. Rs. 30000/-	0.30	0.30	0.30	0.30	0.30	1.50
3. <u>Pr-ize Money</u> 4500x6+10000	0.37	0.37	0.37	0.37	0.37	1.35
Total	1.03	1.03	1.03	1.03	1.03	5.15

Annexure - 16 G

Estimated Expenditure for Sports and Games material and adequate training
for teachers (Rs. in lakhs)

S.N.	Category	1994-95	1995-96	1996-97	1997-98	1998-99	Total
1.	Cost of sports and games material of Rs. 500/- per school per annum.						
	No. of schools 302+152 = 453	2.27	2.27	2.27	2.27	2.27	11.35
2.	Training of teachers						
	No. of days = 3 No. of programmes = 50 unit cost Rs. 10,000/-	1.25	1.25	1.25	1.25		5.00
	Total	3.52	3.52	3.52	3.52	2.27	16.35

(Rs. 16.35 lakhs)

Estimated Expenditure for Art and Creative material
and adequate training for teachers. (Rs. in lakhs)

Annexure 16h

S.N.	Category	1994-95	1995-96	1996-97	1997-98	1998-99	Total
1.	Cost of art and creative material of Rs.500/-per school per annum. No.of schools 301+152 =453	2.27	2.27	2.27	2.27	2.27	11.35
2.	Training of teachers No.of days= 3 No.of programmes=50 unit cost Rs.10,000/-	1.25	1.25	1.25	1.25	-	5.00
Total		3.52	3.52	3.52	3.52	2.27	16.35

(Rs.16.35 lakhs)

Annexure 16(1)

Estimated Expenditure on Incentives to teachers(Rs. in lakhs)

S.N.	Category	1994-95	1995-96	1996-97	1997-98	1998-99	Total
1.	Cost of Incentives to 200 teachers per annum (Rs.100 per teacher)	0-20	0.20	0.20	0.20	0.20	1.00

	Total	0-20	0.20	0.20	0.20	0.20	1.00

(Rs. 1.00lakh)

G.Total Rs. = 15.00+135.00+15.00+5.00+20.55+5.15+ 16.35+16.35+1.00

(a+b+c+d+e+f+g+h+i) = 229.40

Estimated Expenditure on Innovative Projects and Programmes (Rs.in lakhs)

S.N.	Category	1994-95	1995-96	1996-97	1997-98	1998-99	Total
1.	Cost of innovative projects & programmes Rs.5000/-per block No.of block(1) 5000x6 = 30000	0.30	0.30	0.30	0.30	0.30	1.50
2.	Cost of prizes Distt.level= 10000/- (5000+3000+2000) Block level = 6000/- 3000+2000+1000 6000x6=36000	1.38	1.38	1.38	1.38	1.38	6.90
	For threes activities/ Competitions (36000+10000)x3 =1.38 lakh						
Total		1.68	1.68	1.68	1.68	1.68	8.40

Rs.8.40 lakhs

Estimates Expenditure for the provision of Stipend for Girls
of S.C. and other Weaker Sections.

Annexure-18

.....
Estimated beneficiaries = 1,000
Rate of stipend per annum = 100/-

Yearwise Cost Estimation

<u>S.N.</u>	<u>Category</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>Total</u>
1.	Stipend stipend (Rs. 100/-)	1.00	1.00	1.00	1.00	1.00	5.00

.....
Total 5.00 lakhs
.....

Annexure-19

Estimated Expenditure on elimination of gender biased in Text books(Rs. in lakhs)

S.N.	Category	1994-95	1995-96	1996-97	1997-98	1998-99	Total
1.	Reviewing meetings for text books						
	total No.of meetings =12						
	period of each meeting 3 days						
	No.of experts =10						
	costof one unit						
	TA 10x50 = 500						
	DA 10x50x5 = 2500						
	Refreshment 10x5x3 = 150	0.40	-	-	-	-	0.40
	Total = 3150						
	cost for 12 meetings						
	40,000/-						

	Total	0.40	-	-	-	-	0.40

(Rs.0.40 lakhs)

Annexure-20

Estimated expenditure on Development of Gender Sensitisation material to be used in
training of teachers for Gender biased sensitisation .

(Rs. in lakhs)

S.N.	Category	1994-95	1995-96	1996-97	1997-98	1998-99	Total
1.	Workshop for develop- ment of teaching learning material. No.of workshops-2 Duration= 3 days No.of experts = 5 unit cost 4500/- (per workshop)	0.09	-	-	-	-	0-09
2.	Printing charges	0.41	-	-	-	-	0.41
Total		0.50	-	-	-	-	0.50

(Total Rs.0.50 lakhs)

Estimated Expenditure for providing gender Sensitising Training for Teachers

		(Rs. in lakhs)					
Total No. of Teachers = 2100							
No. of programmes = 42							
No. of teachers in each programme = 50							
S.N.	Category	1994-95 (10)	1995-96 (8)	1996-97 (8)	1997-98 (8)	1998-99 (8)	Total (42)
1.	Training for teachers cost of one programme 10000/-.	1.00	0.80	0.80	0.80	0.80	4.20
Total		1.00	0.80	0.80	0.80	0.80	4.20

Rs. 4.20 lakhs

Estimated Expenditure of opening of pre-primary schools

(Rs. in lakhs)

No. of Anganwadi/Balwadi already running = 600

No. of pre-primary schools to be opened
with in a span of 5 years = 150

S.N.	Category	1994-95	1995-96	1996-97	1997-98	1998-99	Total
1.	No. of pre-primary schools/Anganwadi/Balwadi Equipments @ 250000 per unit	(120+30) 37.50	(120+30) 37.50	(120+30) 37.50	(120+30) 37.50	(120+30) 37.50	(600+150) 187.50
2.	Salary of 150 pre-primary school teachers @ 3500/-p.m. (1200-2040)	12.60	25.30	37.80	50.40	63.00	189.00
3.	Honorarium to 150 Ayas @ 500/-p.m.	1.80	3.60	5.40	.20	9.00	27.00
4.	Contingenc. @ 25000/- per unit.	37.50	37.50	37.50	37.50	37.50	187.50
<hr/>							
Total		89.40	103.80	118.00	132.60	147.00	591.00

(Rs. 591 lakhs)

Estimated Expenditure on Construction/re-construction of Primary schools (Rs. in lakhs)

S.No.	Category	1994-95	1995-96	1996-97	1997-98	1998-99	Total
	No. of primary schools 3+19+1 = 28	10	9	9	-	-	28
1.	Civil works (Rs. 5 lakhs per school)	50.00	45.00	45.00	--	--	140.00
	Total	50.00	45.00	45.00	-	-	140.00
	No. of primary schools without toilets=31	11	10	10	-	-	31
	Civil works	5.50	5.00	5.00	-	-	15.50
	Total	5.50	5.00	5.00	-	-	15.50
	No. of primary schools with one toilets= 90	30	30	30	-	-	90
	Civil Works Rs. 0.30 lakhs each.	9.00	9.00	9.00	-	-	27.00
	Total	9.00	9.00	9.00	-	-	27.00
	Maintenance of buildings 500x1 lakhs	100.00	100.00	100.00	100.00	100.00	500.00

G. Total : $140.00 + 15.50 + 27.00 + 500.00 = 682.50$

Estimated Expenditure on the Opening of New Schools (Rs. in lakhs)

<u>Sr.No.</u>	<u>Category</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>Total</u>
	No. of new opening schools	20+12=32	30	30	30	30	150
1.	Civil works @ Rs. 5 lakhs	160.00	150.00	150.00	150.00	150.00	760.00
2.	Equipment Rs. 20000/- per school	6.40	6.00	6.00	6.00	6.00	30.40
3.	Salaries (1 Head teacher, 1 Asst. Tr.) (1400-2600) (1200-2040) 2300-2500=5300/- +132 additional posts	20.35 39.60	39.43 39.60	58.51 39.60	77.59 39.60	98.67 39.60	292.55 198.00
4.	Cost of furniture (Rs. 5000/- per school)	1.60	1.50	1.50	1.50	1.50	7.60
5.	Maintenance including recurring expenditure (Rs. one lakhs per school)	32.00	62.00	92.00	122.00	152.00	460.00
	Total	259.95	298.53	347.61	396.69	445.77	1748.55

Estimated Expenditure on Non-formal Education (Rs. in lakhs)

Annexure No. 25

<u>Sl. No.</u>	<u>Category</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>Total</u>
	No. of Centres= 350						
1.	Equipment (Rs. 10000/- per centre)	35.00	-	-	-	-	35.00
2.	Books	2.00	2.00	2.00	2.00	2.00	10.00
3.	Salaries						
	Instructor 1200-2040	127.60	127.50	127.50	127.60	127.60	633.00
	Supervisor 1400-2000						
	No. of Instructors = 350						
	No. of supervisor = 35						
4.	Contingencies	1.50	1.50	1.50	1.50	1.50	7.50
	Total	158.10	131.10	131.10	131.10	131.10	613.50

Estimated Expenditure on Monitoring and Evaluation (Rs. in lakhs)

Annexure No. 26

<u>Sr.No.</u>	<u>Category</u>	<u>1993-94</u>	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>Total</u>
1.	Furniture	-	0.50	-	-	-	-	0.50
2.	Equipment	-	2.00	-	-	-	-	2.00
3.	Vehicle (Six Kinetix Honda one for each BEO)	-	2.50	-	-	-	-	2.50
4.	Salaries 2200-4000	-	0.60	0.60	0.60	0.60	0.60	3.00
5.	Contingences	-	1.00	1.00	1.00	1.00	1.00	5.00
6.	Contigencies (For D.P. E. O.)	0.05	-	-	-	-	-	0.05
Total		0.05	6.60	1.60	1.60	1.60	1.60	13.05

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