

District Primary Education Programme-III

PERSPECTIVE PLAN

District: Pithoragarh

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

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DPEP PITHORAGARH

CONTENTS

SL.NO	CHAPTER	PAGE
	LIST OF ABBRVIATIONS	
I.	PROFILE OF THE DISTRICT PITHORAGARH	1
II.	EDUCATIONAL PROFILE OF THE DISTRICT	17
III.	PROCESS OF PLANNING	41
IV.	PROBLEMS & ISSUES	54
V.	OBJECTIVE OF OF DEEP IN PITHORAGARH	59
VI.	PROGRAMME INTERVENTIONS AND STRATEGIES	69
VII.	PROJECT MANAGEMENT	98
VIII.	PROJECT COST	105
IX.	CIVIL WORKS & LIST OF EQUIPMENT	106
X.	RISKS & BENEFITS	111
XI.	ANNUAL WORK PLAN & BUDGET	113

APPENDIX

PROCUREMENT PLAN

IMPLEMENTATION SCHEDULE

LIST OF ABBREVIATIONS

ABSA	:	Asstt. Basic Shiksha Adhikari
AWC	:	Angan Wari Centre
AWW	:	Angan Wari Worker
AWPB	:	Annual Work Plan & Budget
BEPAC	:	Block Education Project Advisory Committee
BSA	:	Basic Shiksha Adhikari
BRC	:	Block Resource Centre
DEPC	:	District Education Project Committee
DPEP	:	District Primary Education Project
DPO	:	District Project Office
DIET	:	District Institute of Education and Training
DRDA	:	District Rural Development Agency
DSH	:	District Statistical Hand Book
ECCE	:	Early Childhood Care and Education
EMIS	:	Education Managment Information System
GOI	:	Government of India
ICDS	:	Integrated Child Development Scheme
NPE	:	National Policy on Education
NPRC	:	Nyaya Panchayat Resource Centre (CRC)
NIEPA	:	National Institute of Educational Planning & Administration

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

CHAPTER 1

Profile of the District Pithoragarh

Historical Background: Among the five Himalayan regions of the Vedic era, the district of Pithoragarh has been the prominent one. (Evidence on record has it that before the advent of the Aryans, this region had been the abode of Asuras, and Naagas etc., followed by the long persisting presence of Kirat, Khas, Kuninda, Shaka, Kushana, and sundry other Tibbeten and Chinese races.) Subsequent to Aryans, third century onwards, there is a mention of Katyur empire, which had later split into five kingdoms of Dote, Askot, Siera, Soar and Gangoli. In the course of time, Kumu (present Champawat) and Soar (present Pithoragarh) came under the domination of Gorkhas. In the year 1816, the British expelled the Gorkhas to establish their own control. But in view of the geographical, social and cultural peculiarities associated with the area, it was created into a "Treaty State". Numerous valiant patriots from the area, by their participation in the freedom struggle, have lent an outstanding image to this land.

Creation of the District: The district has taken the name of Pithoragarh after the Fort constructed here by the Gorkha rulers. Traditionally it is even today known as "Soar". Historical records also reveal that the place was first called "Prithvi Garh" on account of the Fort having been built by the Chand ruler, Prithvi Gosain, and later it got changed into Pithoragarh.)

Formerly Pithoragarh used to be a part of Almora district. It was carved out into a separate district on 24 February 1960. In the year 1972, Tahsil Champawat of Almora district was also merged into it. But on 15 September 1997, Champawat was extracted from it to form a separate district. Thus in the present state, this district comprises 5 Sub Divisions and 8 Development Blocks. This district has been constituted in view of the strategic location and importance of the area, as it marks the boundaries of Tibet and Nepal.)

Geographical Features: Strategically important border district of Pithoragarh lies between $29^{\circ} 9'$ and $30^{\circ} 49'$ of North latitudes, and $79^{\circ} 45'$ and $81^{\circ} 3'$ east

longitudes. Maximum North - South and East - West extents are respectively 151 and 119 kms. Its strategic importance lies in the fact that in the east it marks the international boundaries of Nepal, and in the north, that of Tibet. The district covers approximately a land area of 7243 sq kms. It is contiguous with district Chamoli in the North - West, with the district of Almora in the West, and in the South, with the district of Champawat. The route to the spiritually and religiously hallowed Kailash Mansarovar passes through this district.

- 1.3.1 Topography:** Gigantic Himalyan ranges located in this district, mighty rivers flowing through it, terraced fields, and verdant valleys are the peculiarities of its terrain. Huge glaciers, narrow gorges, thick woods, undulating expanses, rugged rocks and inaccessible lands, reflect the geographical extremes of this place. Asia's largest glacier, "Milam" is situated in this district. The chief rivers flowing through the district are Ram Ganga, Dhauli Ganga, Kali Ganga, Saryu and Gauriganga. Spots in the district soaring from 500 meters to 1000 meters from the sea level, display a wide variety of climate. Owing to the rigorous ~~rigorous~~ geographical conditions obtained in Dharchula, migration is an unavoidable life style here even today. Dharchula terrain is also seismologically sensitive. Soil formation and composition also varies depending upon the location. This gives rise to a vast diversity in the vegetation or flora and agriculture. From agriculture point of view, land in the valleys is more fertile.
- 1.3.2 Climate and Seasons:** Vast variations in the climate and seasons, specific to location are exhibited depending upon the geographical distribution, topography, mountain ranges, altitude from sea level, mountain formations and their slopes, as well as differing distances from snow bound areas. Pithoragarh, Didihat, and Gangolihat areas enjoy a moderate climate, but at the same time Dharchula and Munshiarī Tahsils remain snow bound all the year round and experience severe cold. Due to the presence of various factors and their interaction, the climate of the area is expressed as a series of location specific "micro-climates". The district receives approximately 150-200 cms of annual rainfall, 60 to 80 percent of which is from monsoons. Winters experience little rains, but snowfall in the lofty mountain ranges is a usual phenomenon. Temperature also ranges from 0.4 C to 34.2 C

according to the place and season. Hottest months in the district are June and July, whereas December and January are the coldest months. In general summers remain pleasant.

1.3.3 Flora: Large parts of the district land surface is open and available for plantations, agriculture and fodder or pastures. Almost 50 per cent land area is under forest cover. The higher reaches in the district are perennially snow clad, and the adjoining lands, known as "Buggyals" represent grass lands. This is approximately 12 per cent of the total area of the district. The predominant nature of the forests is determined by the presence of the trees of Saal, Cedar, Buransh, Banj, Pine and the like. The flora peculiarity consists in the abundance of medicinal plants and herbs. The fauna abounding in the area consists of deers such as buck, barking deer, musk deer, goral, blue bull, langur (Black faced monkey), and thar and other wild animals. Some of these species are on the verge of extinction and have been declared as protected animals. The dense forests have tigers, panthers, leopards, porcupines, and wild boars etc. Avian in the wild are charming species mainly comprising monal, kite, vulture, slowcocks, wood pigeons, tak pigeons, dove and so on. In the different areas of the district there are plenty of lizards and poisonous and non poisonous snakes and other reptiles. Different fish varieties like Mahasheer, Rohu, Massela, etc., are found in abundance in the local rivers and small streams.

1.3.4 Mineral Wealth: Opulent reserves of mineral wealth of different kinds are found in different areas. Although from the point of view of mineral exploitation, the area remains largely untapped, yet magnesite and soap stone have been widely quarried and sent out. Large scale quarrying of soap stone is being carried out of Kanalichhina, Dharchula, Gangolihat and Berinag. Geological Survey of India has reported rich deposits of Arsenite, Sulphur, Kaonite, Graphite, Lime, Zinc, Lead, and Dolomite in different places of the district. Large deposits of copper have also been prospected, although its excavation still remains to be done.

Irrigation and land drainage: District Pithoragarh is endowed with abundant water resources, as two mighty rivers, Dhauli and Kali originate in it. Besides these two, three other rivers also pass through the district. There are other big sources of water through out the district, such as, water falls, streams, wells and "Nauley". Still utilisation wise, irrigational facilities are very inadequate. The main cause for this situation is the peculiar topography of the area. Actually agriculture is almost entirely rain fed. At present the district has only 10.03 per cent arable land and of this only 14.2 per cent has the irrigation facilities. The land surface being inclined, greater part of the rain water flows away, and the rest percolates to the subsoil. Consequently, all this water remains unavailable for agriculture. In the absence of proper water management, all the cultivable land is not fully utilised. This has, naturally adversely affected the rural economy.

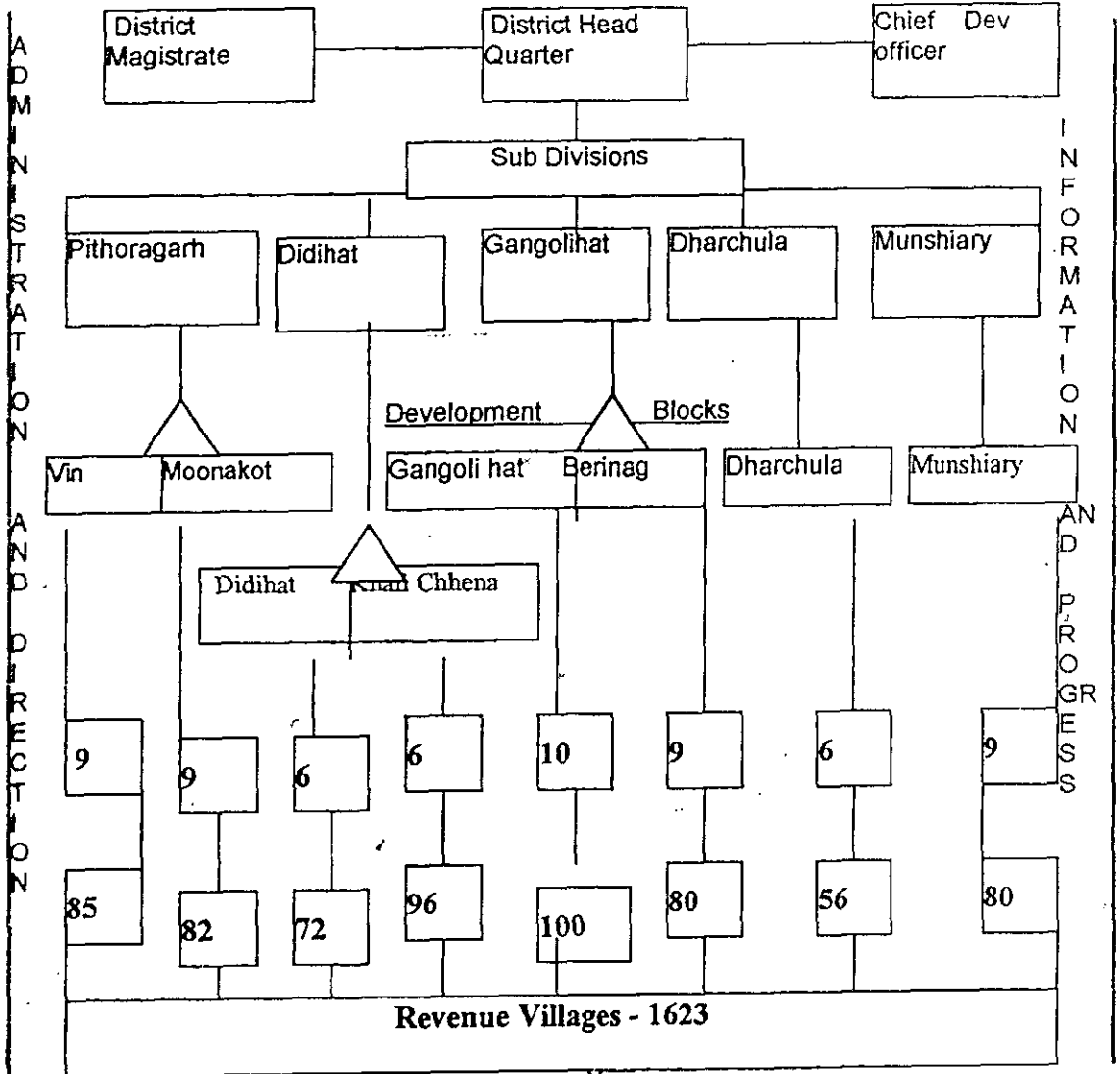
Socio-Cultural features: The district of Pithoragarh has been a kind of confluence of different religions, cultures and spiritual schools. Presence of different peoples and tongues, makes it a motley of diverse cultures. Mainly the Mongols and the Aryans had made up the original inhabitants of the land. Their customs, traditions, and cultures etc., betray diversities. Religious faiths prevailing here include worship of deities like Yakshas, Naagas, Bhakoots and the like. History also bears testimony to the prevalence of Baudh religion at one time. Northern parts of the region, Dharchula and Munshiar etc. are inhabited by "Rung" and "Shauka" tribes. Their language, speech, customs, traditions betray a total dissimilarity from others, and they have been looked upon as representing a distinct culture. "Kabirpanthi", "Nanakpanthi" and the Sikhs can be seen jostling with the common population here. They have actually become integrated with the common population of the place. The Muslims are also found here, and this depicts the communal harmony. Munshiar tahsil of the district has such a multitude of tribes that there is a saying that "Adha Sansar - Adha Munshiar", meaning thereby, "Half of the world is on one side, and the other half is in Munshiar". Presence of "Ban Rawats" in the district is the evidence of a distinct aboriginal culture. Gangolihat tahsil has the distinction of producing a number of intellectuals and thinkers, and has a rich cultural heritage.

Notwithstanding economic and geographical handicaps, the district has limitless potentials for tourism development. The district also occupies a prominent place on the world map on account of being on the route to Kailash Mansarovar. Besides this, the district has acquired international importance because the place named Gunji is also situated in this district. Gunji in fact is the place of operation of Indo-China Trade pact.

Administrative set up: The administrative structure of the district is distributed in Tehsils and Development Blocks. The administration is headed by the District Magistrate and Collector, while the Development officer is the head of the development work of the district. The district has been divided into five sub-divisions, viz., Pithoragarh, Didihat, Gangolihat, Dharchula, and Munshiri. Each of these sub divisions is administered by a Sub Divisional Magistrate (Deputy Collector). With a view to accelerate the development activities, the district has been organised into eight Blocks, viz., Vin, Moonakot, Kanalichhina, Didihat, Gangolihat, Berinag, Dharchula, and Munshiri, where Block Development Officers bear the responsibility of implementation and monitoring of all the development programmes. There are 64 Nyaya Panchyatas, and 651 Gram Sabhas. The total number of revenue villages in the entire district is 1623. The Diagram 1 represents the administrative scheme of the district.

Diagram 1

Administrative Set up of District Pithoragarh



The table 1 given below gives data related to administrative divisions.

Table 1.1
ADMINISTRATIVE DIVISIONS

SLNo	ADMINISTRATIVE DIVISIONS	NUMBERS
1-	SUB DIVISION	05
2-	DEVELOPMENT BLOCK	08
3-	NYAYA PANCHAYAT	64
4-	GRAM SABHA	651
5-	VILLAGE	1623

The Demographic information is represented in the Diagram 2 given below. There will also be found information pertaining to each Block category wise (caste) population break up and population growth in the decade ending with the 1991 Census. (Rural).

DEMOGRAPHICAL FEATURES :

The total population of the district according to consus 1991 was 380799 out of which 189129 were males and 191670 were females. The male female ratio is 49.66:51.34. The following table shows blockwise population figures from 1991 to 1998 projected :

Table 1.2
Block wise Annual population growth of the distt Pithoragarh
from 1991 - 99

Ser No	Area	Category	1991	1992	1993	1994	1995	1996	1997	1998	1999 Projected
1	Munsiari	Males	22094	22303	22514	22727	22942	23159	23378	23601	23825
		Females	21023	21222	21423	21626	21831	22038	22247	22458	22671
		Total	43117	43525	43937	44353	44773	45197	45626	46059	46496
2	Dharchula	Males	25444	25907	26378	26858	27346	27843	28349	28864	29389
		Females	23260	23683	24114	24552	24998	25452	25915	26386	26866
		Total	48704	49590	50492	51410	52344	53295	54264	55250	56255
3	Berinag	Males	22451	22630	22811	22993	23176	23361	23547	23735	23924
		Females	23636	23825	24015	24207	24400	24595	24799	24997	25196
		Total	46087	46455	46826	47200	47576	47956	48346	48732	49120
4	Didihat	Males	16099	16240	16382	16526	16671	16817	16964	17113	17263
		Females	17314	17466	17619	17774	17930	18087	18246	18406	18467
		Total	33413	33706	34001	34300	34601	34904	35210	35519	35730
5	Kanalichhina	Males	21281	21415	21549	21684	21820	21957	22095	22234	22374
		Females	23132	23277	23423	23570	23718	23867	24017	24168	24320
		Total	44413	44692	44972	45254	45538	45824	46112	46402	46694
6	Gangolihat	Males	31952	32261	32573	32888	33207	33529	33854	34182	34513
		Females	33634	33960	34289	34621	34956	35295	35637	35982	36331

	Total	65586	66227	66502	67509	68163	68824	69491	70164	70844	
7	Pithoragarh	Males	28056	28737	29435	30150	30882	31632	32400	33187	33993
		Females	25829	26456	27098	27756	28430	29120	29827	30551	31293
		Total	53885	55193	56533	57906	59312	60752	62227	63738	65286
8	Munakot	Males	21752	21976	22202	22430	22661	22894	23129	23367	23607
		Females	23842	24087	24335	24585	24838	25093	25351	25612	25876
		Total	45594	46063	46537	47015	47499	47987	48480	48979	49483
		Grand total	189129	191469	193844	196256	198705	201192	203717	206283	208838
		Males	191670	193976	196316	198691	201101	203547	206039	208560	211020
		Females	191670	193976	196316	198691	201101	203547	206039	208560	211020
		Grand Total	380799	385445	390160	394947	399806	404739	409756	414843	419908

Source District Statistical Handbook 1996

It would be obvious that the annual growth rate of population in this district excluding champawat tensil is around 1.2 percent

Scheduled Castes and Scheduled Tribes Population

The S/C population constituted 22.54 percent and S/T population is 3.93 of the total population of district. The block wise S/C and S/T population is given in table 1.2.

Table 1.2
Development Blocks (1991)

SL No	Development Block	S.C. Population			S.T. Population		
		Total	Male	Female	Total	Male	Female
1	Munshiani	7614	3969	3645	7167	3522	3645
2	Dharchula	8698	4407	4291	6404	3189	3215
3	Berinag	12266	6250	6061	407	181	226
4	Didihat	7409	3716	2693	293	142	151
5	Kanalichhina	10098	5067	5031	148	76	72
6	Gangolihat	17735	8936	8799	244	178	66
7	Pithoragarh	12458	6486	5982	298	241	57
8	Munakot	9602	4760	4842	15	11	04
Total of Development Blocks		85890	43591	41299	14976	7540	7436
Total forest area		19	12	7	26	16	10
Total Rural		4398	2390	2008	2115	1029	1087
Total Urban		77221	39473	37748	12208	6121	6038

Source : Census Hand Book 1991

PROJECTED POPULATION OF S/C AND S/T

The following tables give projected population block wise of S/C and S/T.

Table 1.3

Block wise Annual SC population of the district Pithoragarh from 91-99

Ser No	Area	Category	1991	1992	1993	1994	1995	1996	1997	1998	1999 Project ed
1	Munsiari	Males	3969	4007	4045	4083	4121	4160	4199	4238	4278
		Females	3645	3679	3714	3704	3739	3774	3809	3845	3881
		Total	7614	7686	7759	7787	7860	7934	8008	8083	8159
2	Dharchuta	Males	4407	4487	4568	4651	4735	4821	4908	4997	5088
		Females	4291	4369	4448	4528	4610	4694	4779	4866	4954
		Total	8698	8856	9016	9179	9345	9515	9687	9863	10042
3	Berinag	Males	6250	6300	6350	6401	6452	6503	6555	6607	6660
		Females	6018	6064	6102	6132	6160	6209	6258	6308	6398
		Total	12266	12364	12452	12533	12612	12742	12813	12915	13058
4	Didihat	Males	3716	3752	3782	3812	3845	3879	3913	3947	3981
		Females	3693	3725	3757	3790	3823	3856	3890	3924	3959
		Total	7409	7477	7539	7602	7668	7735	7803	7871	7940
5	Kanalichhina	Males	5067	5111	5155	5200	5227	5254	5281	5308	5336
		Females	5031	5057	5083	5109	5136	5163	5190	5217	5244
		Total	10098	10168	10238	10309	10363	10417	10471	10525	10580
6	Gangolihat	Males	8936	9022	9109	9197	9286	9376	9466	9657	9750
		Females	8799	8884	8970	9057	9144	9145	9233	9322	9412
		Total	17735	17906	18079	18254	18430	18521	18699	18979	19162
7	Pithoragarh	Males	6486	6643	6804	6969	7138	7311	7488	7669	7855
		Females	5982	6127	6275	6427	6583	6742	6905	7072	7243
		Total	12468	12770	13079	13396	13721	14053	14393	14741	15098
8	Munakot	Males	4760	4809	4858	4908	4958	5009	5060	5112	5164
		Females	4842	4891	4941	4991	5042	5093	5145	5197	5250
		Total	9602	9700	9799	9899	10000	10102	10205	10309	10414
		Grand total Males	43591	44131	44671	45221	45762	46313	46870	47535	48112
		Grand total females	42299	42796	43290	43738	44237	44676	45209	45751	46341
		Grand Total	85890	86927	87961	88959	89999	90989	92079	93286	94453

Source : Distt. Statistics officer — 7, full reference

Block wise Annual ST population of the dt PG from 91 - 99

Ser No	Area	Category	1991	1992	1993	1994	1995	1996	1997	1998	1999 Project ed
1	Munsiari	Males	3522	3555	3588	3622	3656	3690	3725	3760	3795
		Females	3645	3679	3713	3748	3783	3818	3854	3891	3928
		Total	7167	7234	7301	7370	7439	7608	7579	7651	7723
2	Dharchula	Males	3189	3247	3306	3366	3427	3489	3552	3616	3681
		Females	3215	3273	3332	3392	3453	3516	3580	3645	3711
		Total	6404	6520	6638	6758	6880	7005	7132	7261	7392
3	Berinag	Males	161	182	183	185	187	188	190	191	193
		Females	226	228	230	231	233	234	236	237	240
		Total	407	410	413	416	420	422	426	428	433
4	Didihat	Males	142	143	144	145	146	150	152	154	155
		Females	151	152	153	155	156	158	159	161	162
		Total	293	295	297	300	302	308	311	315	317
5	Kanalichhina	Males	76	76	77	77	78	78	79	79	80
		Females	72	72	73	73	74	74	75	75	76
		Total	148	148	150	150	152	152	154	154	156
6	Gangolihat	Males	178	179	180	183	184	186	189	190	191
		Females	66	66	68	69	71	72	73	73	75
		Total	244	245	248	252	255	258	262	263	266
7	Pithoragarh	Males	241	246	252	259	265	270	275	282	288
		Females	57	58	60	62	64	65	67	68	70
		Total	298	304	312	321	329	335	342	350	368
8	Munakot	Males	11	11	11	12	12	12	12	13	23607
		Females	4	4	4	4	4	5	5	5	25876
		Total	15	15	15	16	16	17	17	18	49483
		Grand total Males	7540	7639	7741	7849	7955	8063	8174	8285	31990
		Grand total females	7436	7532	7633	7734	7838	7942	8049	8155	34138
		Grand Total	14976	15171	15374	15583	15793	16005	16223	16440	66128

Source : Distt. Statics Officer

Land Use Pattern :

The total reported area in the district is 445548 ha out of which 45.72 percent is under forests and 11 percent area is cultivated. These figures exclude the area of champawat tahsil (now a district).

Table 1.5

Block wise land use pattern.

BLOCK WISE DEVELOPMENT 1994-95

Sr No	DEVELOPMENT BLOCK	TOTAL REPORTED(ha)	FOREST (ha)	NET CULTIVABLE AREA(ha)
1.	MUNSIYARI	186974	105784	15676
2.	DHARCHOOLA	85679	47494	7839
3.	BERINAAG	32163	10053	1870
4.	DIDIHAT	24784	5233	3218
5.	KANALJCHHINA	30116	5094	4334
6.	GANGOLIHAT	35433	11629	10316
7.	PITHORAGARH	20774	7922	1721
8.	MOONAKOT	29625	10532	4479
	TOTAL	445548(45.72)	203741(11.0)	49453(1.03)

Occupational Pattern

In this district 48.6 percent of the population are main workers. Out of which 64.3 percent are engaged in agriculture and except in Munsiyari and Dharchula blocks which have 6.6 and 4.3 percent workers engaged in household industry respectively, there are negligible workers in this sector. The economy of the district depends on agriculture which is at subsistence level having very little areas under irrigation. The following table gives blockwise percentage of workers in main sectors.

Table 7

Indicators of certain significant areas (blockwise) in PG

Sr No	DEVELOPMENT BLOCK	PERCENTAGE OF MAIN WORKERS OF THE TOTAL POP. 1991	PERCENTAGE OF WORKERS INVOLVED IN AGRICULTURAL PRACTICE OF TOTAL WORKERS	PERCENTAGE OF WORKERS INVOLVED IN HOME INDUSTRY OF TOTAL WORKERS
1.	MUNASYARI	44.8	76.0	6.6
2.	DHARCHULA	41.6	68.8	4.3
3.	BERINAG	38.9	80.1	1.3
4.	DIDIHAT	48.1	84.3	.8
5.	KANALI CHHINA	46.0	83.7	.5
6.	GANGOLI HAT	38.6	83.1	.6
7.	PITHORAGARH	48.6	64.3	.8
8.	MODNA KOT	48.4	81.1	.8

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7.	PITHORAGARH	48.6	64.3	.8
8.	MOONA KOT	48.4	81.1	.8
9	District Average	47.37	77.8	1.96

9	District Average	47.37	77.8	1.96
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LAND HOLDINGS

There are 109320 operational holding in the district. Holding blow 0.5 ha are 5370 which account for 49.12 percent.

Similarly, holdings between 0.5 to 1 ha are 37652 which accounts for 34.34 percent of the total holdings. It is obvious that 83.46 percent of holding are of the size of below 1 ha which are uneconomical. The following table shows the number of holdings and area covered by them.

Table 1

Size of holdings

SL.No.	SIZE	NO	AREA
1.	0-0.5 ha	53707 (49.12)	17260 (29.13)
2.	0.5-1 ha	37652 (34.34)	11318 (19.10)
3.	1-2 ha	12711 (11.62)	16994 (28.68)
4.	2-4 ha	4499 (4.11)	9854 (16.63)
5.	4-10 ha	751 (1.26)	3822 (6.45)
	TOTAL	109320	59248

Transport and Communication :

Pithoragarh is not connected with railway. The nearest railway station is Tanakpur which is around 150 Km. from the district head quarter. The district has a total road length of pucca roads 1000 Km. Area is 171.3 Km.

The road length per lakhs of population is 260.1 Km. All block head quarters are connected by all weather roads.

There are 392 post office in the district including 11 in urban area. The numbers of telegraph office is 11 which there are 1256 telephone connections. Recently telephone facility has been extended but many areas remain unserved.

Bank Branches

There are 35 branches of nationalized banks and 25 branches of rural banks. In addition there are 18 cooperative banks. The banking services are available on a fair scale throughout the district.

Industries

There is no large scale and medium industry in the district. However 1417 small industrial units were working in (1994-95) which employed 2195 persons.

Electricity

There were 1428 villages electrified in (1995-96) and 1195 Harijan Bastis were electrified. The main consumption of electricity is for household purposes followed by commercial purposes.

Medical and Health

There are 22 maternity and child welfare centres and 193 sub-centres. The number of PHC is 27 and the number of hospitals and dispensaries is 53. There are 645 beds available in these hospitals.

STRUCTURAL GAPS :

Communication facilities available anywhere are a vital key to social, economic, and educational development, and health improvement of the people of an area. As far as road access is concerned, Pithoragarh happens to be a far flung area.

Although all Tahsil and Block head quarters are connected to the district head quarter by road excepting for Kucha roads to a few villages, most of the villages lack road connection at all. From certain points, even today, access to the district head quarter is difficult and tedious. In Dharchula, Munshiari and Din a few other places domestic goods and provisions are transported by mules and sheep, which makes their cost very high. In such areas transporting ~~a sick person~~ to a sick person to a hospital is a very strenuous task. Although the district head quarter has telecommunication links with all the tahsils and block head quarters, the rural areas in the interior remain totally deprived of such facilities far and wide. This makes the people endure great hardships at various levels. Similarly, sparse rural electrification betrays poor development. So far electrification of some kind, has reached only 1116 villages out of a total of 1623 revenue villages, which means 40 percent of the villages are still bereft of this facility. Although the district is rich in water resources, because five big rivers flow through it, yet the geographical and topographical conditions come in the way of water utilisation for irrigation. Even the problem of drinking water is becoming more and more critical not only in the rural areas but also in the urban areas. Heavy influx of rural population to the cities and towns, has caused an acute drinking water crisis there. Although drinking water is being brought to the district head quarter by lift supply from 32 kms, still it has not offered a satisfactory solution. In recent times, under

the World Bank supported scheme called "Swajal Pariyojna", efforts are being made for the augmentation of drinking water systems. The worst victims of water scarcity are the women and the children. Women toil hard for fetching water, which means inordinate waste of their time too. This in turn tells upon their and their children's health and education.

Development Plans : At present in the district a number of development schemes are being conducted with the focus on holistic development. These schemes come variously under the direct control of district administration, DRDA and concerned departmental chiefs. No doubt several schemes have shown encouraging results, certain others call for more improvement so that fuller benefit could flow to the rural masses. The causes for under achievement in different schemes are deficiency in monitoring, disruption in continuity of application and lack of scientific outlook on the part of villagers. Other constraints in the transfer of benefit from these schemes are illiteracy and lack of awareness. At present mainly the following noted welfare schemes are being implemented in the District.

1. Jawahar Rozgar Yojna
2. "Ten Lac Wells" scheme
3. I.R.D.P.
4. Rozgar Assurance Yojna
5. TRYSEM
6. Tool Kits Scheme
7. DWCRRA Programme
8. National Bio gas Development Programme
9. National Improved Chulha Programme
10. SC/ST Drinking Water Programme
11. Ambedkar Village Development Programme
12. Integrated Children Development Scheme
13. "Nirashrit Vidhva Bharan Poshan Anudan" scheme
14. Mahila Smriddhi Yojna
15. National Maternity Benefit scheme
16. Widow Remarriage Scheme
17. District Science Club
18. "Swajal Pariyojna"

In addition to the above, the district has been covered under the different formal and non formal educational programmes. The chief among them are Non formal Education Programme and the Total Literacy Campaign. The Non Formal Education Programme for 6-14 year age group is being conducted in five development blocks of the district. The object is to ensure the benefit of

elementary education to all those children who have missed the mainstream formal education. At the same time Total Literacy Campaign, which aims at imparting literacy to the illiterate person in the 9-45 year age group, has entered the stage of evaluation. External evaluation is proposed in the month of March 1999. In this Campaign a total number of 75003 beneficiaries had been identified, but only 74456 persons could be enrolled. However, these figures depict the position prior to the separation of the district of Champawat. The schemes of Post Literacy Campaign and Continued Education Programme have already been designed. The Post Literacy Campaign has been envisaged to start from April 1999.

Socio- Economic Structure :

Pithoragarh being a remote, border land region, manifesting hostile geographic conditions, the economic condition of the district cannot be regarded as satisfactory. Majority of the male members of the area are employed in defence forces, which has rendered the local economy Money Order development. Next to defence, a certain proportion of the men folk is engaged in the State and the Central services also. The rural women are burdened with the domestic chores, child bearing and rearing, animal husbandry and agricultural tasks. This women based rural labour system has adversely affected the health and education of the children. Arable land area in the district is merely 12 percent approx. while 6.6 percent area is covered with fruit trees. The agricultural produce is hardly sufficient to cope with the local needs for the whole year. Hence, the population has to fall back upon the PDS Fair Price shops. Improved cattle breeds not being available to the rural people here, their efforts in animal husbandry fail to achieve commensurate results. Another significant factor for rendering animal husbandry unprofitable is the non-availability of improved cattle feed. A sizeable portion of the rural men folk is also earning its livelihood as artisans pursuing trades like carpenter, mistry(mechanic/mason etc.) and as ordinary wage earners. Employment opportunities are scarce in the absence of any small or large factories and industries. Education youth in large number remain unemployed.

One occupation in the tribal areas is sheep or goat rearing. Wool obtained from these sheep is sold by these people. A significant source of income for the tribal women is the production of Thulma, Chutka, Dan etc. In some places they sell baskets and ropes made from Ringal or Ram Baans etc. and still in some other places they sell utensils and other artifacts crafted from wood. These various practices and means, on traditional lines continue, but they hardly make an appreciable dent in the economic predicament prevailing here.

CHAPTER 2

Educational Profile of the District

Introduction: It is unfortunate that even after a lapse of 50 years of independence, the goal of Universal Elementary Education could not be achieved. After independence, tireless efforts have been made in the field of Primary Education in the country. As a consequence, considerable improvement has been made in the areas of Universal Access and Universal Enrolment. But in this respect Uttar Pradesh is lagging much behind compared to the states of Kerala, Tamil Nadu and Karnataka. Literacy rate in U.P., according to the 1991 census, is merely 41.60 per cent. There are only two more states in the country whose literacy rates are lower than U.P.'s. The literacy rate in Rajasthan is 38.55 per cent and that in Bihar is 38.4B per cent. There is an all round realisation that special efforts need be made for improving universal retention and educational quality, at all levels. But specially more vigorous efforts are needed for 6-11 year age group. A significant observation is that the present achievements consist more in quantitative expansion. What's badly wanting, is the qualitative upgradation.

Educational History of the District: Before the advent of the British, Kumaon had been ruled by various kings. It is noted that during the reign of Katyur and Chand kings, great efforts had been made for the popularisation and propagation of education. Before the arrival of the British on the scene, there had been a total of 121 Hindi and Sanskrit Pathshalas in Kumaon. These were run by arrangement in households. Brahmin comprised 4/5th of the total number of pupils. Education was not accessible to all. The British, in the year 1857, established the department of education by the name of "Kumaon circle". In the year 1859, schools existed only in Champawat, Pithoragarh and Gangolihat. It is mentioned in records that there had been one Inter College, three High Schools and 171 Junior High Schools in the district during the period between 1871 and 1874.

Education Scenario as on 31 March 1928: Some glimpses of educational scenario taken out from records, over a period of 20 years preceding independence, are given here to help understand the progress of education in this area.

Table 1

Position of Education as on 31 March 1928 in Almora District

District	Population	Boys	Girls	Total	Total primary schools	Total students	Total expenditure In Rs.
Almora	530338	23593	1587	25180	36	20773	154959

Note: The present district of Pithoragarh was then a part of Almora district.

Table 2

The number of rural schools run by district boards and the strength of students in 1932.

Name of Schools	No. of Schools	No. of Students
District Board Middle School	10	1036
Aided Middle School	03	224
Private School	01	54
District Board Primary School	274	1014
Aided Primary School	91	3127
Primary Training	02	15
School Carpentry	01	22
Night School	01	32
Sanskrit School	03	81
Girls District board	05	203
Girls Aided	14	355
Girls - Private	02	28

Source: "Kumaon Ka Itihas" by B.D. Pandeya

1932 Pithoragarh District was the part of Almora District.

Note: It may be noted that till 1947, in Kumaon, total number of rural Primary Schools was 570; Middle Schools were 36 and High Schools were 10; 02 Colleges and 01 Normal School.

Educational Development after Independence: Progress in Education in Post-Independence India: Revolutionary progress in the propagation and popularisation of education was achieved following establishment of a separate Ministry of Education after independence. Before 24 February 1960, present district of Pithoragarh used to be a tahsil of Almora. But on account of vast areas and geographical diversities, Pithoragarh was created into a separate district on 24 February 1960. Further, after Indo-China war of 1962, in recognition of its strategic significance, it was accorded the special status of a border district. Among other development activities, educational development was also undertaken. [Before it became a district, it had 248 Primary Schools and 23 "Kramottar" Junior High Schools (continuous schools). On 13 May 1972, Champawat Tahsil of Almora was also merged in it. In recent times, the educational development of the district has been at a quicker pace. There has been a remarkable progress concerning the Board's formal educational institutions, which is being represented in the Table 3.

Table 3

The Progress of Educational Institutions between 1960-61 and 1995-96

Year	Primary Schools	Junior High School
1960-61	248	23
1970-71	407	36
1980-81	818	99
1990-91	928	172
1995-96	1116	261

As mentioned earlier, four development blocks were segregated from the district of Pithoragarh and 35 revenue villages of Tanakpur - Banbasa were clubbed together on 15 September 1997 to constitute a new district by the name of Champawat. These four development blocks separated from Pithoragarh

district are Champawat, Lohaghat, Barakot and Pat. Pithoragarh now comprises 8 development blocks and 5 tahsils.

EDUCATIONAL INSTITUTIONS :

The position in respect of the educational institutions in the district is shown in the Table 4 given below.

Table 4

The status of educational institutions as in 1998

S. N o	Types of Schools	Boys			Girls			Ashram Padhiti
		Pari	Recog	Govt.	Pari.	Recog	Govt.	
1	2	3	4	5	6	7	8	9
1.	Primary School	1031	84	-	mixed	-	-	-
2.	Jr. High School	264	16	17	32	01	02	01
3.	High School	-	05	37	-	-	05	02
4.	Inter College	-	04	52	-	01	06	-
5.	Degree College	-	-	04	-	-	-	-
6.	I.T.I.	-	-	03	-	-	-	-
7.	DIET	-	-	01	-	-	-	-
8.	NFEC	-	-	382	mixed	mixed	-	-

Source : District Statistical Hand Book - 1996.

In the year 1998, there were a total of 2189 habitations in the district, out of which 1845 are being served by educational facilities, while 344 remain bereft of educational facilities G.A.R. (Gross Access Ratio) has been found to be 84.28, which has been shown in the table 5.

Table 5

Table 5

Educational facilities in the year 1998 in district Pithoragarh.

S. No	Name Of Dev. blocks	No. of habitations	Served Habitations With school	Unserved Habitations	GAR %
1	2	3	4	5	6
1.	Munshiari	296	216	80	72.97
2.	Dharchula	280	241	39	86.07
3.	Berinag	341	290	51	85.04
4.	Didihat	289	238	51	82.35
5.	Kanalichhina	244	219	25	89.75
6.	Gangolihat	334	286	48	85.62
7.	Pithoragarh	182	171	11	93.95
8.	Moonakot	223	184	39	82.51
	Total	2189	1845	344	84.28

An important indicator of educational development is the rate of literacy. The related position as in the year 1991 is shown in Table 6 below.

Table 6

Block wise literacy rate achieved in 1991

S No	Devp Block	Literate Persons			Percentage		
		Male	Female	Total	Male	Female	Total
1	Munsiari	12647	4702	17349	70.21	27.44	49.36
2	Dharchula	15270	5493	20763	74.44	29.81	53.12
3	Berinag	14381	8122	22513	79.01	41.54	59.61
4	Didihat	10574	6149	16723	81.24	43.02	61.24
5	Kanalichhina	14566	9364	23930	84.19	48.15	65.12
6	Gangolihat	18581	8434	27015	72.20	30.61	50.69
7	Pithoragarh	20506	10837	31343	86.34	50.38	69.25
8	Munakot	15212	9349	24561	87.41	47.20	66.00
	Total	121747	62450	184197	*****	*****	*****
	Average				79.38	39.77	59.30

The above table shows that women literacy percentage in Munsiari is below 30 %, while highest literacy percent of women in Pithoragarh block. Total literacy percentage of women of Distt is 39.77 percent which very low in comparision to male literacy prcentage.

It is obvious from the above table that the literacy rate of the district Pithoragarh as calculated on the basis of Census 1991, is 59.29, which exceeds the literacy rate of the entire state by 17.69 % Comparative position is being represented in Table 7 further

Table 7

Comparison of the literacy rate of the district with that of the state.

Population	Literacy Rate of Distt	Literacy Rate of State
Gross	59.29	41.60
Males	79.38	55.73
Females	39.76	25.31

The position arrived at in respect of educational institutions in the year 1998 is shown block wise in the Table 8 which follows:

Table 8

Block wise position of schools in 1998 in Pithoragarh district.

S No	Devp Block	Number of Schools				
		Recognised Primary Schools in village	Recognised Primary Schools in city	Recognised JHS	Govt recognised JHS	Recognised JHS
1	2	3	4	5	6	7
1	Munsiari	152	4	27	2	1
2	Dharchula	156	5	26	2	1
3	Berinag	124	10	22	1	2
4	Didihat	109	8	20	2	4
5	Kanalichhina	118	13	20	2	3
6	Gangolihat	146	10	30	6	1
7	Pithoragarh	109	24	23	2	4
8	Munakot	117	10	28	2	1
	Total	1031	84	196	19	17

The number of children in the district, in 6-11 year age group is 59547. The number of boys is 29605 and that of girls is 29942. Out of a total of 13001 SC children, 6578 are boys and 6423 are girls. Similarly out of a total of 2601 ST children, 1287 are male, while 1314 are female child. Block wise enrolment status for the year 1998 is being depicted in the Table 9 below.

Table 9

Child enrolment in the 6-11 year group in the year 1998 in Pithoragarh

S No	Devp Block	Children of 6 - 11 yr age gp			Enrolment			GER
		Boys	Girls	Total	Boys	Girls	Total	
1	Munsiari	3044	2964	6008	3532	2910.00	6442.00	107.22
2	Dharchula	4073	3792	7865	4369	3935.00	8304.00	105.58
3	Berinag	3061	3299	6360	3715	3757.00	7472.00	117.48
4	Didihat	2476	2645	5121	2699	2920.00	5619.00	109.72
5	Kanalichhina	2868	3190	6058	3028	3225.00	6253.00	103.21
6	Gangolihat	4409	4749	9158	4674	5210.00	9884.00	107.92
7	Pithoragarh	6660	5923	12583	6150	6586.00	12736.00	101.21
8	Munakot	3014	3380	6394	3845	2877.00	6722.00	105.12
	Total	29605	29942	59547	32012	31420	63432	106.51

As a result of concerted efforts on the part of the government awareness has perceptibly increased among the SCs and the enrolment position has substantially improved. Table 10 below shows the status of enrolment of SC children in the 6-11 year age group.

Table 10

Block wise SC Children Enrolment in the year 1998

S No	Devp Block	Children of 6 - 11 yr age gp			Enrolment			GER
		Boys	Girls	Total	Boys	Girls	Total	
1	Munsiari	546	507	1053	669	506	1175	111.58
2	Dharchula	700	692	1392	931	586	1517	108.97
3	Berinag	852	832	1684	890	723	1613	95.78
4	Didihat	563	563	1126	768	608	1376	122.20
5	Kanalichhina	684	688	1372	678	686	1364	99.41
6	Gangolihat	1245	1230	2475	1266	1125	2391	96.60
7	Pithoragarh	1329	1225	2554	1456	1431	2887	113.03
8	Munakot	659	686	1345	727	701	1428	105.42
	Total	6578	6423	13001	7385	6368	13751	104.99

2.3.3.3

Table 11

Blockwise ST Children Enrolment in the year 1998

S No	Devp Block	Children of 6 - 11 yr age gp			Enrolment			GER
		3	4	5	6	7	8	
1	2	Boys	Girls	Total	Boys	Girls	Total	9
1	Munsiari	485	513	998	479	363	842	84.36
2	Dharchula	597	629	1226	625	528	1151	93.88
3	Berinag	24	31	55	7	5	12	21.81
4	Didihat	58	64	122	33	24	57	89.06
5	Kanalichhina	10	10	20	7	3	10	100.00
6	Gangolihat	25	10	35	**	**	**	**
7	Pithoragarh	86	55	141	46	47	93	76.85
8	Munakot	2	2	4	4	1	5	125
	Total	1287	1314	2601	1201	969	2170	83.42

2.3.3.4

Table 12

Blockwise Total Enrolment of children in the schools run by the Government as well as the board in the year 1998-99

S No	Devp Block	Children of 6 - 11 yr age gp			Enrolment			GER
		3	4	5	6	7	8	
1	2	Boys	Girls	Total	Boys	Girls	Total	9
1	Munsiari	3044	2964	6008	3076	2761	5837	97.15
2	Dharchula	4073	3792	7865	3539	3671	7210	91.67
3	Berinag	3061	3299	6360	2780	3227	6007	94.44
4	Didihat	2476	2645	5121	1873	2420	4293	83.83
5	Kanalichhina	2868	3190	6058	2169	2750	4919	81.19
6	Gangolihat	4409	4749	9158	4203	4920	9123	99.61
7	Pithoragarh	6660	5923	12583	3415	4296	7711	61.28
8	Munakot	3014	3380	6394	2607	2177	4784	74.82
	Total	29605	29942	59547	23862	26222	49884	83.77

2.3.3.5

Table 13

Enrolment of SC Children in Board schools in the year 1998-99

S No	Devp Block	Children of 6 - 11 yr age gp			Enrolment			GER
		Boys	Girls	Total	Boys	Girls	Total	
1	Munsiari	546	507	1053	681	565	1246	118.30
2	Dharchula	700	692	1392	918	597	1515	108.80
3	Berinag	852	832	1684	759	636	1395	82.83
4	Didihat	563	563	1126	688	552	1240	110.12
5	Kanalichhina	684	686	1372	583	637	1220	88.92
6	Gangollhat	1245	1230	2475	913	950	1863	75.27
7	Pithoragarh	1329	1225	2554	1219	1216	2435	95.34
8	Munakot	659	686	1345	639	687	1326	98.58
	Total	6578	6423	13001	8400	5840	12240	94.14

2.3.3.6

Table 14

Enrolment of ST children in Board schools in the year 1998-99

S No	Devp Block	Children of 6 - 11 yr age gp			Enrolment			GER
		Boys	Girls	Total	Boys	Girls	Total	
1	Munsiari	485	513	998	452	345	797	7985.00
2	Dharchula	597	629	1226	580	505	1085	8849.00
3	Berinag	24	31	55	2	2	4	7.27
4	Didihat	58	64	122	15	8	23	18.85
5	Kanalichhina	10	10	20	7	3	10	50.00
6	Gangolihat	25	10	35	0	0	0	0.00
7	Pithoragarh	86	55	141	16	29	45	31.91
8	Munakot	2	2	4	4	1	5	125
	Total	1287	1314	2601	1076	893	1969	75.7

Note : A zero value means data not available.

2.3.3.7

Table 15

Block wise Enrolment in recognised schools for 1998-99

S No	Devp Block	Total Enrolment			SC Enrolment			ST Enrolment		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Munsiari	806	499	1305	88	41	129	27.00	18	45
2	Dharchula	1280	714	1994	63	39	102	45.00	21	66
3	Berinag	935	530	1465	131	87	218	5.00	3	8
4	Didihat	826	500	1326	80	56	136	18.00	16	34
5	Kanalichhin a	859	475	1334	95	49	144	0.00	0	0
6	Gangolihat	471	290	761	103	25	128	0.00	0	0
7	Pithoragarh	2235	1790	4025	237	215	452	30.00	18	48
8	Munakot	938	400	1338	88	14	102	0	0	0
	Total	8350	5198	13548	885	526	1411	125	76	201

2.3.3.8

Table 16

Enrolment and Gross Enrolment Ratio over the last five years in the age group 6-11 year in Pithoragarh

S No	Year	Children of 6 - 11 yr age gp			Enrolment			% of Enrolment
		Boys	Girls	Total	Boys	Girls	Total	
1	1994	28070	28373	56443	27835	26487	54322	96.24
2	1995	28437	28804	57241	29448	27680	57128	99.80
3	1996	28819	29179	57998	32296	30042	62338	107.48
4	1997	29209	29502	58711	31089	31024	62113	105.79
5	1998	29605	29942	59547	32012	31420	63432	106.52

Year	Children of 9 - 11 yr age			Employment			Employment % of
	Boys	Girls	Total	Boys	Girls	Total	
1988	1581	1314	2895	1501	888	2389	83.43
1987	1588	1381	2969	1453	851	2304	78.00
1986	1581	1318	2899	1401	885	2286	79.13
1985	1582	1325	2907	1411	808	2219	76.37
1984	1511	1241	2752	1403	822	2225	79.27

9-11 year age group in Pithoragarh children in

Employment and Gross Employment Ratio over the last five years among the 21

01.3.10

Table 18

Year	Children of 9 - 11 yr age			Employment			Employment % of
	Boys	Girls	Total	Boys	Girls	Total	
1988	2218	1453	3671	282	2388	3070	102.00
1987	2483	1331	3814	1132	1818	2950	103.88
1986	2403	1522	3925	1050	2058	3108	103.00
1985	2225	1500	3725	1212	2215	2927	101.00
1984	2428	1218	3646	1218	2221	3439	104.01

9-11 year age group in Pithoragarh children in

Employment and Gross Employment Ratio over the last five years among the 20

01.3.08

Table 17

Schools by Type of buildings: the position in respect of school buildings is not satisfactory. Around 81 per cent schools are run in only two-room buildings; 05.33 percent schools are housed in three-room buildings; 01.06 percent schools have four-rooms 0.38 percent buildings have five rooms. 160 schools stand in need of additional class rooms. 67 schools, started in the year 1997, still have no building at all. In fact it is the State Governments liability to provide a building for these schools. Buildings of 55 schools in the district have either become dilapidated, or are in ruins. They stand in need of repairs or reconstruction. The condition of maintenance of school buildings in the district is shown in the Table 19 below.

Table 19

Condition of school buildings in the district Pithoragarh (1998-99)

	2	4	5	6	7	8	9		
S No	Development Block	one room	two rooms	three rooms	Four rooms	five rooms	Dilapidated building	Without building	Total
1	Munsiari	2	128	1	2	1	9	9.00	152
2	Dharchula	0	138	2	2	0	6	8.00	156
3	Berinag	0	104	2	1	1	8	8.00	124
4	Didihat	0	89	4	0	0	8	8.00	109
5	Kanalichhina	0	94	12	1	1	1	9.00	118
6	Gangolihat	0	121	5	0	0	9	11.00	146
7	Pithoragarh	0	82	9	4	1	7	6.00	109
8	Munakot	0	81	20	1	0	7	8	117
	Total	2	837	55	11	4	55	67	1031

Table 20

Block wise position of schools as per number of students.

(1998-99)

Number of Students

S No	Development Block	0 to 40	41 to 80 No of sc hools.	81 to 120	121 to 160	161 to 200	above 201	Total
1	Munsiari	67	67	12	4	2	0	152.00
2	Dharchula	88	45	11	10	2	0	156.00
3	Berinag	59	39	19	6	1	0	124.00
4	Didihat	65	38	4	1	0	1	109.00
5	Kanalichhina	52	45	9	12	0	0	118.00
6	Gangolihat	49	52	25	9	8	3	146.00
7	Pithoragarh	21	38	24	18	4	4	109.00
8	Munakot	57	40	11	7	2	0	117.00
	Total	458	364	115	67	19	8	1031.00

2.3.3.11

Table 21

List of rooms for classes against the scale of 1:40 ratio (1998-99) in Pithoragarh

1	2	3	4	5	6	7	8	9	
S No	Number of Students	one room	two rooms	three rooms	Four rooms	five rooms	collapsed	Without building	Total
1	0-40	2	369	3	0	0	17	67.00	458
2	41-80	0	331	12	0	0	21	0.00	364
3	81-120	0	89	14	1	0	11	0.00	115
4	121-160	0	41	14	6	2	4	0.00	67
5	161-200	0	7	7	3	0	2	0.00	19
6	201-240	0	0	5	1	2	0	0.00	8
	Total	2	837	55	11	4	55	67	1031

2.3.3.12

On the basis of the information gathered, it is deduced that 55 school buildings need reconstruction and 160 schools need additional class rooms. In view of a survey made regarding the basic needs of the schools, the position emerges as shown in Table 22 below.

Table 22

Requirements of additional facilities in the schools in Pithoragarh (1998-99)

1	2	3	4	5	6	7	8	9	10	11	12	13
S No	Development Block	No of schools	Extra rooms	Verandah	Toilet	Boundary	Drinking water	Elect	Lib	Dilapidated building	Minor Repair	Major Repair
1	Munsiari	152	14	4	147	148	148	151	152	9	34	24
2	Dharchula	156	16	9	156	156	156	156	156	6	30	20
3	Berinag	124	26	9	123	123	122	124	124	8	72	11
4	Didihat	109	11	7	107	109	108	108	109	8	39	32
5	Kanalichhina	118	16	13	117	115	118	117	118	1	42	42
6	Gangolihat	146	36	6	146	146	140	146	146	9	41	29
7	Pithoragarh	109	31	11	107	107	107	108	109	7	33	12
8	Munakot	117	10	9	116	117	113	117	117	7	41	23
	Total	1031	160	68	1019	1021	1012	1027	1031	55	332	193

The position in respect of the requirements of additional facilities in the schools of the district can be summarised as described here in after. 32.20 percent school buildings need petty repairs, whereas 18.71 percent buildings need major repairs. 06.59 percent school buildings should be provided verandahs. Drinking water should be provided in 98.15 percent schools. 99.61 percent schools have no electric supply.

The position in regard to wastage and stagnation of the students has been assessed on the basis of some 88 surveys conducted at different levels. It is being represented in the Table 23 below and is also being described further.

Table 23

Wastage and Stagnation Status in Pithoragarh

Year	Class	Category	Regd	Left	Fail	Pass
1	2	3	4	5	6	7
93-94	I	Boys	779	47	54	678
		Girls	852	63	74	715
		Total	1631	110	128	1393
94-95	II	Boys	678	54	65	559
		Girls	715	75	84	556
		Total	1393	129	149	1115
95-96	III	Boys	559	32	72	455
		Girls	556	44	91	421
		Total	1115	76	163	876
96-97	IV	Boys	455	18	42	395
		Girls	421	27	40	354
		Total	876	45	82	749
97-98	V	Boys	395	13	20	362
		Girls	354	12	25	317
		Total	749	25	45	679

Wastage rate among boys is 21.05 percent and among girls, 25.90 percent, in this district. Over all wastage rate is 23.60 percent. Stagnation rate in the district is 32.47 percent for boys, 36.8 percent for girls and over all is 34.76 percent. A comparative appraisal shows that among boys stagnation rate is higher than wastage rate by 11.55 percent. Among girls also stagnation rate is higher than wastage rate by 10.9 percent. Consolidated figures reveal that over all stagnation rate is higher than wastage by 11.16 percent. It is also noticed that as compared to boys, the wastage and stagnation rates among girls is higher. This fact has been shown in the table 24 below.

Table 24

Comparative figures for wastage and stagnation rates.

Wastage Percentage			Stagnation Percentage		
Boys	Girls	Total	Boys	Girls	Total
21.05	25.93	23.80	32.47	36.80	34.78

When dropout (wastage) and stagnation rates are examined class wise, it is disclosed that the lowest dropout and stagnation is exhibited for class five, among boys and girls, which is respectively 3.33 and 6.0 percent. Dropout is higher in classes 1 and 2, whereas stagnation is higher in classes 2,3 and 4. Class wise position of wastage and stagnation is recorded in table 25 given here.

Table 25

Class wise position of wastage and stagnation

Class	Wastage %			Stagnation %		
	Boys	Girls	Mean	Boys	Girls	Mean
1	2	3	4	5	6	7
1	6.03	7.39	6.71	6.93	8.68	7.81
2	7.96	10.48	9.22	9.58	11.74	10.66
3	5.72	7.91	6.82	12.88	16.36	14.62
4	3.95	6.41	5.18	9.23	9.50	9.37
5	3.29	3.38	3.34	5.06	7.06	6.06

2.3.3.12.2 Position of teaching staff:

There are 348 Head Teachers and 1521 assistant Teachers working in Pithoragarh district. The total number comes to 1869. As per the norm of 40 : 1 Taught:Teacher ratio, total number of teachers required is 2300. Hence, at present there is a short fall of 431 teachers. B.T.C trained teachers are not available for making up this deficit. The only option for meeting this deficit at present is appointment of para teachers. Position regarding teachers working in the districts is shown in table 26.

Table 26

Statement of teachers working in Pithoragarh district in the session 98-99

S. No	Name of Development Block	Teachers Working			Teachers Required	Short fall	Sanctioned Posts in The District
		Head	Asstt.	Total			
		Teachers	Teachers				
1.	Munshiyari	29	185	214	314	100	
2.	Dharchula	38	207	245	344	99	
3.	Berinag	47	173	220	268	48	
4.	Didihat	31	138	169	226	57	2270
5.	Kanalichhina	51	149	200	247	047	
6.	Gangolihat	63	182	245	351	106	
7.	Pithoragarh	54	256	310	292	-	
8.	Moonakot	35	231	266	258	-	
	Total	348	1521	1869	2300	457	

There being 26 surplus teachers in Vin and Moonakot, total deficiency in Pithoragarh district is

$$457 - 26 = 431.$$

2.3.3.13 Table 27

Strength of Teachers

S No	Name of Post	Sanctioned posts	Working posts	Total need-wise minimum per school two teachers and on increase in strength of students need on the basis of 40:1	Vacant posts
1	2	3	4	5	6
1	Principal	516	348		
2	Asst lecturer	1754	1521		
	Total	2270	1869	2300	431

Sum of

Table 28

Table showing qualification of teachers

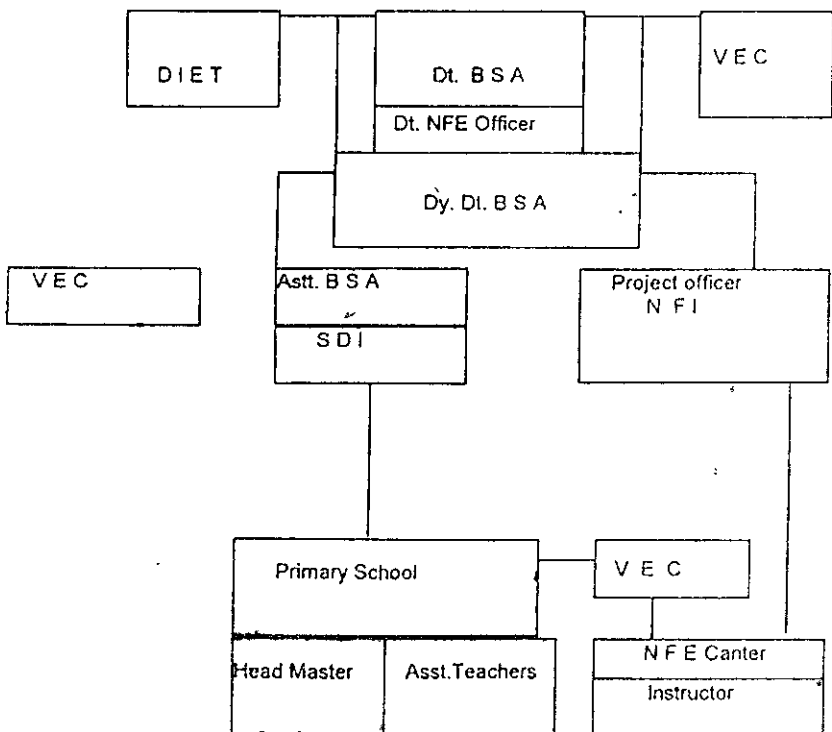
1	2	3	4	5	6	7	8	9	10	11
S No	Developmen Not Block	Middle	High School	Inter	Grad uate	PG	Total	Trained	Untrained	Total
1	Munsiari	11	25	170	8	0	214	186	28	214
2	Dharchula	6	8	191	28	12	245	237	8	245
3	Berinag	17	36	73	65	29	220	204	16	220
4	Didihat	12	13	77	44	23	169	160	9	169
5	Kanalichhina	1	40	73	47	39	200	193	7	200
6	Gangolihat	19	49	97	57	23	245	227	18	245
7	Pithoragarh	11	47	99	90	63	310	306	4	310
8	Munakot	9	28	71	100	58	266	255	11	266
	Total	86	246	851	439	247	1869	1768	101	1869

Note: Out of 1869 total working teachers in the district, 4.6 per cent Intermediate. 23.48 per cent possess graduate qualification, where as 13.21 per cent are untrained. These untrained teachers have been recruited as deceased teacher's dependent, or for making up the Uttarakhand reservation quoted.

2.3.4 Educational set up in the District: The chief of Primary Education in the district is the B.S.A., whose office is located at the district Head Quarters of Pithora Garh. Another important district level organisation is DIET (District Institute of Education and Training). This is situated in Didihat, 55 km away from the district Head Quarters. District Education Committee and Block Education Committees, in all the eight Development Blocks, and also the Village Education Committees in the village schools have been constituted. The supervisory and inspecting staff comprises four Assistant Basic Shiksha Adhikaries and six Sub Deputy Inspectors of Schools. The total of 1031 schools are staffed with 1869 teachers. Non Formal Education Scheme has been enforced in five Development Blocks of the district, 411 centres of which are being run at the places having a population of 1000 each.

Diagram

District Level Primary Education Set up



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 Date..... 11-11-99

2.4 Overview of Educational Programmes AND Plans in force in the District:

1. Operation Black Board - This Programme was enforced in the district in the year 1988 - 89, the schools which had been approved till 1986 - 87, and even the new schools are now being given grants as per the scales of 1986 - 87. But in the present circumstances these scales are very poor. The grant amount being small, the money could not be utilised for the assigned heads.
2. Mid - day Meals Scheme: In this scheme since the year 1995 - 96, Board schools are being provided mid - day meals on the basis of 80 per cent attendance of the student. In the wake of this scheme, a positive impact on the regularity of attendance and retention has been observed.
3. Scholar ships: Social Welfare Department has been giving scholarships to the schedule caste, schedule tribes and backward caste children studying in the schools. This scheme has improved the enrolment and retention of the children in the schools. In addition to this, scholarships are also being given under Uttarakhand scholarship scheme and to children of economically weak families.
4. Free distribution of the Text Books : Keeping in view the condition of girl enrolment and retention, free text books are being distributed by the department, but only to a limited extent.
5. Integrated Child Development Scheme: The scheme is being conducted in six
6. Development Blocks. It would be desirable to enforce the scheme in the rest of the two Blocks, viz., Didihat and Moonakot for the sake of affording benefit of pre-primary school education and also for upgrading the quality of education. At present 411 centres are being run under this scheme in Pithora Garh district.
7. Non Formal Education: At this instant only five Development Blocks are being served by this scheme, and 382 centres are being run. The number of boys and girls enrolled there is _ Through this scheme effort is being made to bring the drop outs and other left out children to the main stream.*

8. Total Literacy Campaign: Literacy campaign is being implemented in the district since 8 May 1994.

- Note on Non Formal Education: Non Formal Education Scheme has been designed to target those children in 6 - 14 year age group, who remained deprived of the main stream education programmes. Thus it has been enforced in the state from the year 1980, as an alternative education platform. Its beneficiaries can be the drop outs from class 1 to 5, or the children who have discontinued after failing in the same class, or those who might have been left out owing to their being occupied with the domestic chores, or family business. They are administered a special condensed learning package to prepare them to take the class fifth examination and to enable them to join the main stream of education within the prescribed time period.
- For the instruction of these deprived children, one instructor is appointed at the centre, whose training is conducted at the concerned Project centres. These instructors receive an honorarium at the rate of Rs. 200.00 p.m. from the department. Teaching - Learning material, and other necessary material also, is provided free of cost from time to time for the conduct of this scheme. The beneficiary strength norm prescribed for the plains is 25 students and in the hill areas, it is a minimum of 10 students.
- Currently Non Formal Education scheme is in force in five development blocks out of the eight in the district. The following Table gives information regarding the students under this scheme.

Table 29

Students Enrolment : NFE

S No	Project name	Centre number	Student Enrolment						
			4	5	6	7	8	9	10
1	2	3	Boys	Girls	Total	SC	ST	OBC	Minorities
1	Dharchula	98	474	779	1253	212	14	19	0
2	Berinag	37	145	264	409	278	0	0	0
3	Gangolihat	66	161	636	817	498	0	9	0
4	Pithoragarh	82	322	445	767	274	0	10	0
5	Munakot	95	509	525	1034	125	0	0	0
	Total	378	1631	2649	4280	1385	14	38	0

Some

Table 30

Management wise number of Schools 1988-99

S No	Development Block	Primary School			JHS				HS			Inter			Degree	ITI	DIET	Ashram Padhiti
		Bd	Rec	Tot	Bd	St	Re	Tot	St	Rec	Tot	St	Rec	Tot				
1	Bln	109	24	133	23	2	4	29	4	1	5	7	2	9	1	1	0	0
2	Munakot	117	10	127	28	2	1	31	6	0	6	8	2	10	0	0	0	0
3	Kanali chhina	118	13	131	20	2	3	25	8	2	10	8	0	8	1	1	0	0
4	Didihat	109	8	117	20	2	4	26	1	2	3	4	0	4	0	0	1	0
5	Berinag	124	10	134	22	1	2	25	6	0	6	6	1	7	1	0	0	0
6	Gangolihat	148	10	156	30	6	1	37	9	0	9	10	0	10	0	1	0	0
7	Munakoti	152	4	156	27	2	1	30	5	0	5	7	0	7	0	1	0	1
8	Dharchula	156	5	161	26	2	1	29	3	0	3	9	0	9	1	0	0	1
	Total	1031	84	1115	196	19	17	232	42	5	47	59	5	64	4	4	1	2

Table 31
Number of Students in recognised schools 1998-99

S No	Year	Category	CI 1	CI 2	CI 3	CI 4	CI 5	Total	SC	ST	OBC	Minorities
	1	2	4	5	6	7	8	9	10	11	12	13
1	Munaiari	Boys	113	102	90	81	70	456	50	27	7	0
		Girls	51	40	29	18	11	149	20	18	3	0
		Total	164	142	119	99	81	605	70	45	10	0
2	Dharchula	Boys	189	191	160	151	139	830	33	45	5	0
		Girls	73	60	63	44	34	264	19	21	2	0
		Total	262	251	213	195	173	1094	52	66	7	0
3	Barnag	Boys	317	139	178	143	158	933	131	14	3	4
		Girls	165	97	101	81	96	530	87	8	1	1
		Total	472	236	277	224	254	1463	218	22	4	5
4	Didihat	Boys	176	165	168	168	149	826	80	18	47	0
		Girls	109	131	97	83	80	500	58	16	47	0
		Total	285	296	265	251	229	1326	138	34	94	0
5	Kanalichhina	Boys	215	149	183	167	145	859	95	0	5	0
		Girls	123	91	94	94	73	475	49	0	2	0
		Total	338	240	277	261	218	1334	144	0	7	0
6	Gangotihat	Boys	122	102	92	80	75	471	103	0	6	0
		Girls	66	63	55	55	51	290	25	0	3	0
		Total	188	165	147	135	126	761	128	0	9	0
7	Bin	Boys	545	550	526	582	552	2735	237	30	46	10
		Girls	517	448	423	458	448	2290	215	18	35	7
		Total	1062	998	949	1018	998	5025	452	48	81	17
8	Munakot	Boys	388	252	218	198	186	1238	88	4	4	0
		Girls	184	187	140	115	94	700	14	2	2	0
		Total	572	419	356	311	280	1938	102	6	6	0
Total	Boys		2065	1650	1611	1548	1474	8348	817	138	123	14
		Girls	1278	1097	992	948	886	5188	485	83	95	8
		Total	3343	2747	2803	2494	2359	13546	1302	221	218	22

Table 32

Teacher Details postwise, sexwise, castewise Dt Pithoragarh																									
S No	Development Block	Total No of Head teachers	Head teacher Male					Head teacher Female					Asst teacher Male					Asst teacher Female					Grand Total		
			Total	Gen	S	B	S	Total	Gen	S	B	S	Total	Gen	S	B	S	Total	Gen	S	B	S	Total	Male	Female
1	Bin	54	18	0	1	0	19	31	4	0	0	35	12	4	3	0	19	208	5	23	1	237	38	272	548
2	Munakot	35	15	2	0	0	17	13	5	0	0	18	47	3	7	0	57	150	16	7	1	174	74	192	441
3	Kanalkhina	51	33	7	0	0	40	8	3	0	0	11	36	0	4	0	40	91	7	10	1	109	80	120	310
4	Didihat	31	16	2	0	0	18	11	1	0	1	13	43	2	1	0	46	74	6	8	4	92	64	105	265
5	Berhnag	47	30	2	1	0	33	10	4	0	0	14	48	12	3	0	63	98	2	10	0	110	96	124	330
6	Gangolihat	63	34	6	0	0	40	60	6	1	0	67	59	19	4	0	82	78	10	12	0	100	122	167	389
7	Munslari	29	18	3	0	4	23	2	0	0	4	8	74	25	8	5	112	40	8	13	12	73	135	79	299
8	Dherchula	38	19	3	0	1	23	5	1	1	3	10	84	10	14	1	109	40	20	14	24	98	132	108	362
	Total	348	181	25	2	5	213	140	24	2	8	174	403	75	44	8	528	779	74	97	43	993	741	1167	2944

CHAPTER 3

Process of Planning

- 3.1 The process of planning vis a vis the Project related to DPEP is a critically important exercise. The present Programme's Perspective Plan has been visualised by taking into consideration the geographical and social situations of Pithora Garh district, placing them in the real ground educational perspective. This action plan was formulated on the basis of the knowledge generated in the seminars and workshops at the Village, Block and District levels. It has incorporated and coordinated the ideas and suggestions emanating there.
- 3.2 The constitution and the modus operandi of the Planning Committee : The exercise adopted in this context is described below.
- 3.2.1 Planning Committee (Core Team) - Two prospective nominees for the District Core Team (Planning), Pithora Garh were imparted training at the Lal Bahadur Administrative Academy, Mussoorie from 10 December 1998 to 18 December 1998. Particulars of the members of the Core Team formally constituted on 14.1.99 are detailed here.

Sri Mahendra Singh, Principal DIET Didihat, Pithora Garh

Core Group Leader

Dr. Harish Singh Bohra, Assistant Basic Shiksha Adhikari, Gangolihat

Pithora Garh

Member Core Group

- 3.2:2 District Planning Committee: In view of the importance of the DPEP, in addition to the Core Team of the Planning Committee, District Planning Committee was formed in the following manner :

- | | |
|--|---------------|
| 1. District Magistrate Pithora Garh | Chairman |
| 2. Chief Development Officer Pithora Garh | Vice Chairman |
| 3. Principal DIET Didihat Pithoragarh | Vice Chairman |
| 4. Zila Basic Shiksha Adhikari Pithora Garh | Member |
| 5. Accounts Officer, Office B.S.A. Pithoragarh | Member |

6. District Finance and Statistical Officer Pithoragarh	Member
7. Deputy B.S.A. Pithoragarh	Member
8. All Assistant B.S.A.s Pithoragarh	Members
9. All Lecturers, DIET, Didihat (Pithoragarh)	Members
10. All Project Officers, Non Formal Education, Pithoragarh	Members
11. All Sub Deputy Inspectors of Schools, Pithoragarh	Members

3.2.3 Workshops, Seminars, and Discussions:

Formulation of Working Plan was initiated at a Meeting for detailed discussions, held on 2 January 1999 under the Chairmanship of District B.S.A. /Deputy Collector, Pithoragarh. It was participated by all the Assistant B.S.A.s and Sub Deputy Inspectors of Schools, Representative Lecturers, DIET. In the meeting elaborate information in respect of the DPEP and training on the formulation of Action Plan was given. Further, all the Inspecting Staff was entrusted with responsibilities in connection with distribution of work on Action Plan. All the Proforma or Formats for the collection of information were designed and distributed. Members were directed to obtain suggestions / proposals by holding meetings at the Development Block. It was decided to hold the second meeting on 9 January 1999 for examining the suggestions and for presenting other information in that meeting. It was also decided to start the process of planning after that.

3.3 Collection of Statistics and their Utilisation in the Planning Process:

Pursuant to the collection of statistical data from the field by the inspecting staff and their systematic compilation, the process of the formulation of the plan was commenced. Conclusions derived from the analysis of the statistical data and the suggestions received were utilised in the process.

3.4 Micro Planning and School Mapping : It was envisaged to launch a campaign for the micro planning and school mapping in the whole district for the assessment of school level situation and identification of community needs. In this context lecturers of DIET, assistant B.S.As, S.D.Is and primary school teachers were detailed to accomplish the allotted task in a time bound frame.

3.5 **Social Assessment Studies** : identification of socially handicapped population , knowledge of their constraints , their causes and solutions, through the technique of social evaluation , is being researched at Govind Ballabh Pant Centre for Social Studies , Jhusi , Allahbad. Its report is expected to be received in March / April 1999. On getting the conclusions arrived at by this study group, the plan draft will be reviewed in their light.

3.6 **Base Line Achievement Studies** : The survey related to the studies on the base line achievement will be accomplished by DPEP. To this end, four lecturers of DIET have already been trained at Lucknow. Another four lecturers will receive this training in the month of February 1999. The personnels will work as observers or monitors . Fourteen surveyors or investigators will be appointed in Pithoragarh District for, conducting the survey. All the investigators will be trained graduates. This survey will be carried out in the schools selected by random sampling. In this study a questionnaire will be used to study in situ (actual ground level situation) position in regard to the teachers , school building , and the infrastructure. The plan would be again reviewed for necessary adjustments on the basis of the findings of the Study.

3.7 **Process of Planning at Different Level** : The members of the Project Drafting Committee held meetings at different levels and identified the problems and their causes related to the achievement of Universal Access , Universal Enrolment , Universal Retention , and Quality of Education . Details regarding the meeting are given in the Table 1 below :

Table 1

Particulars of the Meetings held related to the Plan Formulation and Drafting.

SL No	Level of meeting	No. of meetings	No. of Part.
1	State	1	0
2	Distt.	8	397
3	Block	8	261
4	Village	20	286

37

3.7.1 Village Level : 286 members participated in 20 meetings held at village level. To start with , the participants were apprised of the details and the nature of the plan. Further its objectives and the related problems were discussed.

Issues : The main causes for the abstention of children from the schools were found to be as follows :

- 1.Undue distance of the schools .
- 2.The dearth of teachers in the schools.
- 3.Irregular attendance of teachers.
- 4.The school and class rooms not being attractive and congenial.
- 5.Inadequacy of buildings and rooms for classes.
- 6.Education not being vocation oriented.
- 7.Text books being dull and disagreeable.
- 8.Lack of playgrounds , extra curricular activities being rare.

Suggested Solutions :

1. Opening of the schools in the villages where they still do not exist (unserviced villages).
2. Emphasising appointment of teachers according to the strength as required under the norms .
3. Regular checking of the attendance of the teachers .
4. Repairs of the dilapidated school building.
5. Construction of boundaries and toilets.
6. Construction of buildings for schools without building.
7. Emphasising the vocational education.
8. Designing text books according to the local environmental context and needs. Also making the text books attractive .
9. Providing sufficient play grounds , sports equipment and regular organisation of extra curricular activities by trained game teachers .

3.7.2 Block Level : Seminars were arranged in all the Development Blocks of the district. 286 members participated in the seminars and meetings held in all the eight Blocks. Reports on the problems and the suggestions from

these above meetings were compiled and studied at the district level. As a result, the following facts emerged :

- 1.The absence of schools in unserviced communities .
- 2.Paucity of teachers.
- 3.Dilapidated condition of the school buildings and inadequacy of rooms for the classes.
- 4.Absence of basic facilities in the schools such as , toilets and drinking water.
- 5.Absence of boundary walls around the schools.
- 6.Apathy (insensitivity) of the community towards the schools.
- 7.Lack of awareness regarding education on the part of parents / guardians on account of their being illiterate.
- 8.Political interference in educational matters.
- 9.Diversion of teachers to duties unrelated to the school.
- 10.Lack of rapport and understanding between the school and the community.
- 11.Lack of awareness and alertness on the part of VECs.
- 12.Lack of timely inspection of schools.
- 13.Diversion of girls to the domestic chores by the parents for their assistance.
- 14.Examination system being faulty.
- 15.Lack of full range of primary classes in the school.

Suggestions :-

1. Opening of schools in unserviced communities.
2. Appointment of teachers as per norms and requirement.
3. Repair of dilapidated building.
4. Providing adequate class rooms according to the strength of the students.
5. Construction of boundary walls, drinking water facilities , toilets.
6. Attaining parent awareness so as to ensure community participation in the process of education.

7. Emphasising necessity of keeping education free from political interference and keeping teachers free from extra and external work.
8. Maintaining a continuous rapport between the community and the school by organising various kinds of associations , such as "Vidyalaya Parivar" , "Mother Child Welfare Committee" , "Parents Association" etc.
9. To make VECs more active by giving them greater rights and by nominating really active and aware persons.
10. Ensuring thorough and complete inspection by reinforcing the offices of the inspecting staff , and by appointing full strength of inspecting staff.
11. Arranging alternative schooling for the children who can not attend the regular schools.
12. Conducting continuous evaluation and introducing grading system in place of the present evaluation system for the students.
13. Introducing pre-primary classes in the schools and appointing additional lady teachers .

3.7.3 District Level Workshops : Two workshops were held on 22 and 27 January 1999 under the chairmanship of the president of the District Panchayat , Shri Mayukh Mahar. Workshops were attended by the public representatives from all the eight Development Blocks of the district, and representative members of the District Panchayat and several educationists. After thorough discussions the following points emerged :

1. Poverty.
2. Illiteracy among the parents.
3. Lack of schools in all the communities.
4. Dearth of teachers.
5. Engaging children in assisting the parents in domestic chores and attending upon the younger brothers and sisters.
6. Lack of basic facilities in the schools.
7. Absence of regular and full inspection of the schools.
8. Engaging teachers in external duties.
9. Lack of residential schools according to the needs of the forest tribes.

10. Lack of suitable educational facilities for the migratory population.
11. Apathy of parents and the society towards the girls.

Suggestions :

1. Provision of free uniform and textbooks to poor students.
2. In the interest of motivation of the illiterate parents , organising local cultural conferences , Nukkad Nataks etc through propaganda media.
3. Proposal for starting schools in all the communities .
4. Proposal for appointment of teachers in all the schools as per norms.
5. Provision of alternative education for the children who are unable to attend the school owing to different reasons.
6. Providing toilets, boundaries and drinking water in every school. Providing teaching aid material and other teaching accessories in the schools.
7. Appointment of adequate Inspecting Staff and reinforcement of inspecting offices with sufficient number of staff so as to conduct effective and intensive inspection. Making the Inspecting Staff free from other duties so that they could concentrate on inspecting duties.
8. Keeping the teachers free from all external work.
9. Establishing Residential schools for forest dwelling Tribes.
10. Arranging alternative education and touring teachers for the migratory populations.
11. Elimination of apathy towards girls through various means and media of mass awareness.

3.7.4 Meetings and Interviews at District Level: In addition to the Workshops described above a number of meetings of Education Officers at district level were held on 2.1.99, 9.1.99, 14.1.99, 16.1.99, 17.1.99 and 19.1.99. As a result of deliberations held in these meetings following problems were highlighted and suggestions made. These suggestions included some points and issues beyond the conclusions received from the Block and District level meetings. These Problems and issues are noted below:

1. Absence of Head Teachers in some schools.
2. Absence of schools in every community.
3. Absence of a proper library in the schools.

4. Inferior quality of teaching aids and accessories, science kits, mathematics kits. Also lack of instructions manual for the use of these kits and aids.
5. Lack of training facilities for inspecting staff.
6. Lack of decentralisation in management of schools in keeping with the aspirations of the communities.
7. Lack of rewards and incentive systems for exceptional performance of teachers and officers.
8. Lack of decentralisation of the in-service training facilities and consequent lack of expected skills and improved capacities, specially among the lady teachers.
9. Lack of an Educational journal for the dissemination of experiences and new knowledge in educational areas and new technologies.

Suggestions:

1. Augmentation in administrative capacities and introducing system of Accountability to be ensured by creating a post of head teacher in all the schools.
2. In view of geographical complexities of certain areas, relaxation in the present number based norms and evolve on priority basis a distance and handicap based norm.
3. Establishing libraries in every school and providing syllabus related as well collateral and general study related books.
4. Suggestions and instructions for acquiring teaching aids such as science kits and mathematics kits etc., of better quality and utility, from the State Science kit Production Centre. Suggestion for producing a kit use Guide book by the DIET.
5. Provision for periodical training of supervisory staff. Requiring the supervisory / inspecting staff to attend all the teachers' training staff also.

6. In the interest of decentralisation of administrative system and its reinforcement , it is necessary that the offices of the inspecting staff
7. be well organised . All the matters pertaining to the teachers to be disposed off at Development Block level.
8. Suggestions for rewarding good work and punishing for defaults , at the the district level , for the teachers and officers .
9. Decentralisation of in-service training of the teachers so as to achieve a greater participation of the teachers.
10. Publication of a monthly educational magazine at DIET level for useful dissemination of new knowledge and experiences of outstanding teachers in the field of education.

3.7.5 State Level : The first state level meeting on Planned Drafting (Action / perspective) was organised on 03 December 1998. The Action Plan Formulation Consultant and Expert , Shri NC Shah presented various information related to Planned Formulation on the basis of the meeting held on 09 January 1999 , 12 January 99 , 25 , 26 and 27 January 99 and further he apprised the Directorate of the progress made in this matter. Along with it Ms Pushpa Khandoori , Consultant appointed by the directorate , made important suggestions on the basis of her Tour of the district on 22.1.99.

3.8 Role and Contribution of DIET in the Formulation of the Plan : Institutional support in the design of the plan was received from DIET- District Institute of Education and Training , certain voluntary organisations working in this field and other agencies associated with education.

In the accomplishment of the District Action Plan , the role of the district education and training has been of key importance. Pracharya DIET has been placed as the vice-chairman of the district level planning body. Fundamental studies in the project are being conducted through the instrumentality of DIET. With the inception of the project of DPEP in the

district , DIET has been selected to act as a key resource centre. DIET will provide training to the block level resource person , District Resource Group (DRG) , Village Resource Committee (VRC) , Cluster Resource Committee (CRC) and Coordinators . DIET will also manage various trainings , and further will provide guidance to training program at other levels, besides carrying out the research work. In view of this , the support and participation of DIET in the formulation of the plan has been specially elicited.

In the preparation of the district level plan , interaction was maintained with the various voluntary organisations and the NGOs . Their suggestions have been found useful and have been incorporated in the Plan. A brief report concerning the meeting organised during the process of Plan Formulation of the district is being given as an Annexure to this Chapter 3.

ANNEXURE TO CHAPTER 3

A report on the meetings held for the formulation of District Plan

S I N O	Date	Venue	Participation	Issues and Objects	Suggestions and Conclusions
1	3.12.98	State Project Office Lucknow	Dt BSA members of Action Plan Committee	Training and guidelines for preparing Perspective Plan	Instructions to the BSAs and Pracharyas DIETs for preparation of Pers PI.
2	5.12.98	Dt DSA office, PG	1. Dist DSAs 2. Asst BSAs 3. Accts Officers BSA office.	Follow up discussion on the meeting of 3.12.98. Discussion regarding preparation of Pers PI. Briefing for training at Mussoorie.	Necessary instructions and guidelines communicated. Information on DPEP and methodology of procuring Pers PI.
3	10.12.98 to 18.12.98	NSDRT Mussoorie	Members of Core Team	Methodology of formulation of Pers PI and its design	Necessary instructions and guidelines imparted. Structure of DPEP and methodology for preparing Pers PI expounded.
4	21.12.98	Dt BSA Office	1. Asst BSAs 2. SDIs 3. Dy BSA 4. Dt BSA	Distribution of formats / proforma for collection of statistical data for preparation of Pers PI.	Asst BSAs instructed to obtain necessary formats and collect info.
5	2.1.99	DSA Office	5. Asst BSAs 6. SDIs 7. Lecturers DIET	Detailed info on preparation of Pers PI.	Analysis of formats for info collection. Issue of formats and instructions for determining Wastage Rate in ten selected schools per block.
6	6.1.99	Village level venues	Committee members, Pub Rep --, Gram Sabha members	Deficiency of teachers. Non availability of infrastructure and equipment.	Organise meetings in every village.
7	9.1.99	Dt BSA	1. Consultant Kumaon Mandal 2. Asst BSAs 3. Officials of project 4. Official of NFE 5. Lecturers DIET 6. Pracharya	Formulation of PP	Compilation of statistical data and info for PP. Examine issues emerged from village level meetings. Compilation of various reports

Sl No	Date	Venue	Participation	Issues and Objects	Suggestions and Conclusions
8	12.1.99	Dist Officer Office	1. Distt Officer 2. SDM 3. Dvdp Officer 4. Pub Rep 5. NGO 6. Insp Officer 7. Teacher	1. Need of Schools 2. Wants of Schools in unserved areas Deficiency of teachers : There is deficiency gen in remote areas.	1. Suggested to open school as per the dept norms in unserved areas. 2. Opening schools in hill areas relaxing norms as per geog conditions. 3. Arranging alt schooling in habitations with populations below norms. 4. Arranging local para teachers in areas to fulfil the need of teachers.
9	13.1.99 and 14.1.99	Vill level all the gram sabhas	1. Head teachers 2. VEC 3. Vill Community	1. Furnitures and fixtures. 2. Repairs.	1. Providing sufficient finances for fixtures and furnitures. 2. Provisions for funds for repairs.
10	14.1.99	Distt Hq	Dt BSA Asst BSA Project Officer Pracharya DIET Lecturer DIET Other Officers Pub Rep	Org of dt core group in DPEP	Dt core team appointed. Distribution of duties for PP. Preparation for PP formulation.
11	19.1.99	Vill Banna Bl / Munako	Vill rep About 200 local Citizens. Dt BSA	1. School & lack of teachers. 2. Reconstr of collapsed bldg.	Arranging local para teachers in single teacher schools as addl facility. Providing alt schooling in unserved and habitations with less population. Reconstr of collapsed and dilapidated bldg.
12	22.1.99	Mtg Hall Zila Panchayat	Chairman zila panchayat Vill Rep Dt BSA	Sanctioning new teachers posts where there are no sanctioned posts. Provision for drinking water in school	Sanctioning & filling up teachers posts in 100 schools where bldgs have been constr but posts are not sanctioned Most of the schools lack drinking water facility, it should be provided

13	27.1.99	Zila Panchayat hall	Educationists MLCs State and region level consultant CDO	Lack of furniture and fixtures in schools and need of repairs of bldg Need of verandah and more class rooms Provision for education of Rajji tribe children Improvement in quality of education. Check irregular attendance of teachers Lack of pre primary schools and child health centres	For protecting school environment constr of boundary walls Undertake bldg repairs Provide verandahs in bldg on Rooflike pattern to give protection against sun and rains. Construct addl classrooms in crowded schools. Provide furniture and fixture in every school. Open Ashram Padhti school for Rajji tribe children. For improvement in quality of education , impart necessary training to teachers . Provide staff accomodation in remote schools to stop ir regular attendance of teachers. Appoint Insp staff as per norms. Establish pre-primary education centre and child health and care centre.
14	31.199	Dt hq	Project director GB Pant Inst of Soc Sc Alahbad , BSA And Asst BSAs	Problem of norms in schools of hill areas	Proposal of Dr KN Bhatt , project director for opening schools in habitations with less than 250 population by relaxing norms.

CHAPTER 4

Problems and Issues

4.1 For the achievement of Universal Access (U.A.), Universal Enrolment (U.E.), Universal Retention (U.R.), and Qualitative Upgradation in Education, so that every child could reach expected learning achievement level, as contemplated in the National Education Policy (NEP), an Action Plan and strategy will have to be conceived under DPEP's district level Project, which may be compatible with the perspective of the district, relevant to the context, sustainable and fit to find solutions to the basic problems. As an approach to the formulation of District Action Plan, an exercise was undertaken to delineate the present educational status, at the district level, and identify various constraints and causes impeding the achievement of desired goals. This exercise comprised meetings and workshops at village, block and the district levels, attended by the Gram Pradhans, public representatives, social workers, teachers, ladies, and concerned officers. In the light of the outcome of these meetings and workshops, coupled with the research generated knowledge from DIET, all the critical issues were examined. In fact, the constraints and bottlenecks identified, interventions indicated, through these vigorous and intensive exertions are a challenge in many respects. It was realised that the peculiar and specific characteristics of this district, local geographical oddities and variations, topographic situations, natural complexities, have deeply influenced the social, economical and educational parameters. Some of the significant issues are enumerated below.

1. Imbalances and inequalities in access to education
2. Natural constraints

3. Difficulties of unrealistic and unduly restrictive norms.
4. Economic scenario of the community.
5. Involvement of children in domestic duties
6. Deficiency of teaching staff
7. Irregular functioning of schools
8. Deficiencies of material resources and infrastructure
9. Indifference and even hostility to girls education
10. Low level of community participation
11. Negative attitude to education
12. Non availability of 'multi point entry' to schooling
13. Absence of local environment context in curriculum

4.2 Problems and Issues related to Access and Enrolment : Issues delineated above are impediments in the achievement of the goals of various areas of universalisation of education such as access, enrolment, retention, quality upgradation, skill development and capacity building. In the following paras these issues are examined in the local perspective of the district.

4.2.1 Geographical and topographical complexities : The Dt of Pithoragarh is a predominantly hilly terrain . High rising mountain ranges , strong current of streams and rivulets , rugged , rocky expanses and widely scattered habitations are a serious barrier in children's reach to the school . In the face of these daunting natural obstacles , such as rivers , streams , difficult to penetrate forests , steep hills make the reach to the school difficult not only to the children but even to the grown-ups . Limited means of transportation make the problem still a more complicated and difficult task..

4.2.2 Habitations without schools : The dt has 2189 habitations , of which 344 are deprived of a school in view of the govt norms of a minimum of 250 population per village and a distance of 1 km. Even if a few such adjoining habitations are clubbed together for establishing a school , many habitations will still remain unserved. Such small habitations which have small population

and are situated at difficult spots, and which do not come within the purview of the govt norms, become a real challenge to the achievement of the target of universal access.

- 4.2.3 Lack of mass awareness : According to the census of 1991, the literacy rate in the dt for the male is 79.36 percent and for the female, 38.37 percent. The statistics disclose that in many areas the parents do not have a positive attitude to the education and enrolment of the girls. On account of their remote situation people in the dt remain oblivious to the significant changes in the field of education through various means of communication and media.
- 4.2.4 Involvement of children in domestic chores : Among the hill communities customarily the women bear the brunt of the domestic chores. The main reason for this situation is that most of the people migrate to the distant places in search of service or pursuit of livelihood. In these circumstances children also have to attend to various domestic duties such as tending to cattle and taking them for grazing, bringing fuel and fodder and such other things. Consequently they remain deprived of education.
- 4.2.5 Poverty : Indigent families in the hills are so much engrossed in the quest of bread that they fail to send their children to the school.
- 4.3 Problem of Retention in the Schools : Many children after enrolment have to quit the school without completing studies of whole range of primary classes in the prescribed terms. Such children mostly come from economical handicapped sections.
- 4.3.1 Natural impediments : In the face of geographical oddities such as rivers, streams, rocks, forests, many young children fail to reach the school at a stretch of three or four months during the rainy season. This irregular attendance tells adversely upon their education. The school timings are also not suited to their life style. At present there is no scope for making this system flexible. In

the local circumstances it is desirable that an adjustment must be made in the school timing so that the retention of the children in the school could be achieved.

4.3.2 School environment not being attractive and congenial : in the present several school buildings are either in a dilapidated state or ruined state. Still many school buildings stand a need of repair . Consequently children do not find convenient sitting places in the schools. Many schools lack boundary walls , drinking water and toilet facilities . Most of the schools have class rooms which are dull and depressing . This makes the children alienated from the school. The result is that the retention in the school is falling day by day.

4.3.3 Deficiency of lady teachers : It is imperative that at least one lady teacher should be provided in every school for making the atmosphere affectionate and doing away with the hesitation and diffidence in the girls and also to facilitate constant contact with the mothers .

4.4 Problems and Issues Concerning Quality : Maintenance of educational quality in the primary schools run in the dt is easier where means of communications are available. A marked decline in quality is noticeable in remote schools , the reasons for which are as follows :-

- Lack of action oriented teaching in the classes.
- Text books being uninteresting.
- 3 - Lack of interesting teaching.
- Unsatisfactory educational environment.
- Lack of MLL based teaching.
- Teaching not being child centred.
- Monitoring and supervision not being diagnostic and remedial.

4.5 Problems and Issues related to Capacity Building : There are no resources available at the block level for the academic support and assistance in accordance with prescribed norms , except for the ABSAs and SDIs. Further , there is no provision for the training in upgradation of capacities of the ABSAs and SDI staff. The presence of only one training in the dt is the evidence of poor facilities for training .

CHAPTER 5

Objectives of DPEP in Pithoragarh Distt

5.1 Introduction:

The national policy of education 1986 and the programs of action reaffirm the national commitment to universalization of elementary education. The national policy of education also specified that universalization of elementary education has three aspects

- a. Universal access and enrolment.
- b. Universal retention of children upto 14 years of age.
- c. A Substantial improvement in quality of education to enable all children to achieve essential level of learning.

Addressing to the objective of the national education policy to increase the minimum education level to all as a fundamental right of the individual. The following objectives have been emphasised under the Distt. primary Education prog. -

1. To develop a local education plan and policy for the village, block and distt., based on the information of micro planning justify the need of local people
2. The focus given as per the DPEP guideline on the community participation and formation of decentralization policy for the universalization of education.
3. The deprived section of the society will be a point of concentration during making of plan; particularly girls and socially deprived group will be given priority.
4. The plan will be prepared keeping in the mind its relevance and term (long) and there will be scope of alteration and addition as per need.

5.2 Objectives of DPEP in respect of Pithoragarh Distt:

The main objective of DPEP has been classified keeping in the mind the status of primary education in the distt.

The objective will be decided accordingly on the basis of micro planning and social mapping of the distt. The following objectives are in process under the prog. of DPEP on the basis of data collection, force group discussion and suggestion from various workshops.

5.2.1 Access:

Pithoragarh having 344 unserved habitations without any school facilities. The present GAR of the distt. is 84.28%. Under DPEP prog. 38 primary school will be open to serve 76 unserved habitations as per the state norm. After opening of primary school, 268 habitations will be remain unserved. To cover these habitations 9 Shiksha Ghar will be established in the habitations having population between 150-249, remaining 259 unserved habitation having population less than 150, Apna Ghar Apni Pathshala will be opened to serve with the help of para teacher proposed under DPEP.

5.2.2 Enrolment & retention:

With the provision of expansion of facilities of the age group of 5 to 11 year there is a expectation in high enrolment in the school. By the year 2004 the total enrolment will be 58297 including 28685 boys & 29212 girls. The enrolment of SC/ST will be 13086 includes 6592 boys & 6494 girls & in SC & 2321 includes 1155 boys & 1166 girls respectively.

The table shows expected gross enrollment & retention of the children of age group of 6-11 by the year 2004.

Projected Enrollment of age group 6-11 by 2004:

Total Enrollment			SC		
Boys	Girls	Total	Boys	Girls	Total
39904	38762	78666	8696	8444	17140

By the year 2004, 100% enrollment has been targeted. The GER% will be more than 120 %. Girls child from SC & ST category are targeted to enrolled not less than 95% by the year 2004. The existing gross enrollment is 63432 which includes 32012 boys and 31420 girls. The present GER is 106.52%,

GROSS ENROLMENT RATIOS.

(a) Projected number of children of age group 6- 11 years :

In order to estimate the number of children of 6-11 years age group at the end of 2003-2004 the percentage of this age group has been assumed as 13.15percentage of total population in 2003-2004. The population of the district has been projected on the basis of annual growth rate of 1.11 percent as the decadal growth rate in 1981-1991 for Pithoragarh, district was 11.12 percent. The number of boys and girls was estimated on the basis of male and female ratio which was 51.5:48.5.

The number of children belonging to SC/ST were estimated on the basis of their share in the total population which was 26.48 percent. Estimated number of children year wise during 1999-2000 upto 2003-2004 given below :

TABLE 4.1

PROJECTED NUMBER OF CHILDREN OF 6-11 YEARS AGE GROUP

Year	Total Children in 6-11 age group	All Boys 6-11 years	All Girls 6-11 years	Total S.C. Children 6-11 years	All S.C. Boys in 6-11 years	All S.C. Girls in 6-11 years	S/T Boys	S/T Girls	S/T Total
1999-2000	61142	30414	30728	13366	6772	6594	1238	1165	2403
2000-2001	61958	30830	31128	13522	6845	6677	1254	1181	2435
2001-2002	62799	31242	31557	13695	6932	6763	1271	1197	2468
2002-2003	63617	31669	31948	13668	7022	6846	1288	1212	2500
2003-2004	64480	32112	32368	14049	7114	6935	1305	1229	2534

Source : B.S.A. Pithoragarh

(b) GER TARGETS:

One of the objectives of DPEP will be to increase over all GER to 31.4% during the project period. The targeted GER for boys will be 119.5% and for girls 115.2% at the end of 2003-2004. The target of GER for SC boys and girls has been fixed respectively. The following table gives year wise targets.

TABLE 4.2

PROJECTED ENROLMENT OF 6-11 YEARS

Sl.NO.	Particular	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
1.	Projected G.E.R	121.1	123.4	125.7	129.1	131.4
2.	No. of enrollment	66376	68479	70632	73477	75704
3.	G.E.R. of Boys	110.7	112.6	114.6	117.6	119.5
4.	No. of Boys enrolled	33674	34737	35836	37272	38400
5.	G.E.R. of Girls	106.4	108.3	110.2	113.3	115.2
6.	No. of Girls enrolled	32702	33742	34806	36255	37304
7.	G.E.R. of S.C. Boys	107.7	110.9	113.4	116.6	119.8
8.	No. of S.C. Boys	7294	7593	7864	8198	8523
9.	G.E.R. of S.C. Girls	107.8	110.4	112.9	116.3	119
10.	No. of S.C. Girls	7110	7377	7639	7962	8257
11.	G.E.R. of S.C. Students	116.9	119.9	122.8	126.5	129.8
12.	No. of S.C. Students	14404	14970	15503	16160	16780

Source B.S.A Pithoragrah

RETENTION :

Efforts would be made to improve retention from existing over all 82.6% i.e. 89% for boys and 75% for girls to over 90% during the project period.

S.NO.	Particular	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
1.	Overall retention rate	82.6	88	88.9	89.2	90.6
2.	For Boys	89	91	91.5	91.5	92.4
3.	For Girls	75	85.3	85.8	86.8	88.8

Source :B.S.A. Pithoragrah

5.3.2 Quality Improvement:

To improve the quality of education during the project span the following provision has been marked which includes various work strategy plan, prog. for the improvement of capacity building for technical quality improvement and help to access physical & technical resources. It is understood that there will be substantial increase in education level with the implementation of prog. There is a provision to 25% enhancement in quality of education of math's and languages.

5.3.3 Capacity Building :-

Capacity building prog. will be organized for the enhancement of the quality of teachers. The prog. will include intensive orientation on the method of new education techniques

5.3.4 Strengthening of Institutions :-

The scarcity of specialized training organization is always a felt need in development field. To over come with the problem formation of NPRC & BRC at Nyaya Panchayat level has recommended. The village education community will activate in this direction. The task force and MIS will form for the monitoring and evaluation of the prog.

5.3.5 DIET :-

DIET will organise all the training prog. under DPEP. To strengthen DIET various infrastructure facility will be provided such as vehicle, furniture , equipment & all necessary inputs . Academic resource centers will also established at block & Nyaya Panchayat level; as a result 8 BRC & 64 NPRC will be established at block & Nyaya Panchayat. To strenthen these resource centers various facilities will be provided includes efficient staff , equipment, Building etc. will be provided.

Taking into account the base year 1998-99 figures and keeping in view the figure given in table 4.2 and 4.3 the following objectives have been fixed for DPEP for five years perspective plan of pethoragarh district.

- 1) To increase gross enrolment rate from 112 percent to 122 percent for boys it will be increased from 110.7 percent to 119.5 percent. ~~119.5 percent~~
- 2) To increase GER for girls from 106 percent to 115.2 percent.
- 3) To increase GER of S.C. children from 116.9 percent to 129.8 percent.
- 4) To increase Ger of SC girls from 107 to 119 percent.

- 5) To reduce overall dropout rate from 18 percent to 5 percent.
- 6) To reduce dropout rate of girls from 25 percent to 10 percent.
- 7) To raise average achievement of basis literacy and numerary competencies and a minimum of 40 percent levels in other competencies by all primary school children.
- 8) To provide access for all children to primary formal education wherever possible or its equivalent non-formal education.

The detail of enrolment and projected enrolment of the age group of 6-11

Year	Total Population	6-11 Yrs. Group			Children Of 6 Yrs.			Absolute Enrolment Class Wise					TOTAL	GE R	RR
		1	2	3	4	5	6	7	8	1	2	3			
								9					10	11	12
1994	38079	28070	28373	56443	5433	5579	11012	11257	11915	11911	1017	9355	54332	96	--
1995	38931	28437	28804	57241	5498	5661	1159	12053	12568	12532	10702	9663	5728	100	--
1996	39795	28819	29179	57998	5566	5731	12297	12727	13826	13646	11433	9706	61338	106	--
1997	40673	29209	29502	58711	5637	5801	11438	13025	14504	13851	11700	9768	62848	107	--
1998	41571	29605	29942	59547	5708	5871	11579	13351	14544	13880	11877	9780	63432	107	86.8
1999	42489	3009	30333	60342	5780	5943	11723	14107	15124	10004	12277	10428	66376	110	86.5
2000	43429	30414	30728	61142	5852	6016	11868	14607	15619	14896	12202	11155	68479	112	87.6
2001	44391	30830	31128	61958	5920	6089	12014	15106	16121	15381	12552	11472	70632	114	88.0
2002	45375	31242	31557	62799	6001	6168	12169	15706	16710	15956	13227	11876	73475	117	88.9
2003	46380	31669	31948	63617	6076	6239	12315	16041	17230	16151	13692	12590	75704	119	89.2
2004	47411	32112	32368	64480	6154	6316	12470	16886	17855	16376	14315	13234	78666	122	90.6

65

The detail of enrolment and estimated enrolment of Schedule Caste children of the age group of 6-11

Year	Total Population	6-11 Yrs. Group			Children Of 6 Yrs.			Absolute Enrolment Class Wise					TOTAL	GE R%	RR%
		boys	Girls	Total	boys	Girls	Total	1	2	3	4	5			
1	2	3	4	5	6	7	8	9					10	11	12
1994	95885	6246	6127	12372	1342	1307	2647	2536	2685	2688	2293	2048	12250	99	--
1995	96052	6322	6200	12522	1356	1322	2678	2778	2671	2776	2368	2138	12731	101	--
1996	97172	6403	6265	12668	1373	1376	2710	3131	2835	2689	2325	2064	13044	103	--
1997	98394	6483	6337	12820	1390	1352	2742	3137	3133	2725	2317	2020	1332	104	--
1998	99735	6578	6423	13001	1411	1370	2781	3147	3128	2836	2403	2237	13651	105	88.2
1999	101103	6671	6511	13182	1431	1389	2820	3153	3273	3025	2548	2405	14404	109	86.6
2000	102389	6772	6594	13366	1453	1406	2659	3163	3383	3025	2669	2440	14970	112	77.9
2001	103697	6845	6677	13522	1468	1424	2892	3314	3537	3375	2776	2501	15503	115	79.7
2002	104025	6932	6763	13695	1486	1443	2929	3454	3674	3503	2903	2621	16160	118	83.2
2003	106371	7022	6846	13868	1507	1460	2967	3597	3815	3643	3033	2692	16780	121	85.4
2004	107742	7114	6935	14049	1526	1479	3005	3618	3889	3719	3117	2797	17140	122	188.4

Projection of enrolment in various classes from year 1999 to 2004

Year	Population	6-11			Children of 6 Yrs.			Classes					TOTAL	GER	RR
		Boy	Girls	Total	Boy	Girls	Total	1	2	3	4	5			
1	2	3	4	5	6	7	8	9					10	11	12
1999	42489	30009	30333	60382	5780	5943	11723	14107	15124	14440	11777	10928	66376	110	86.5
2000	43429	30414	30728	61142	5852	6016	11868	14607	15619	14896	12202	11155	68479	112	87.6
2001	44391	30830	31128	61958	5925	6089	12014	15106	16121	15381	12652	11372	70632	114	88.0
2002	45375	31242	31557	62799	6001	6168	12169	15706	16710	15956	13227	11876	73475	117	88.98
2003	46380	31669 31669	31948	63617	6076	6239	12315	16231	17230	16251	13400	12592	75704	119	89.2
2004	47411	32112	32368	64480	6154	6315	12470	16886	17455	17076	14015	13234	78666	122	90.6

**Projected enrolment in Schedule caste Children in the age group of 6-11 from the year
1999-2004**

Year	Popula tion	Children of age 6-11			Children of 6 Yrs.			classes						GER	RR
								1	2	3	4	5	TOTAL		
1999	101103	6671	6511	13182	1431	1389	2820	3153	3273	3025	2548	2405	14404	105	86.6
2000	102389	6772	6594	13366	1453	1406	2659	3163	3383	3255	2669	2440	14970	112	77.9
2001	103697	6845	6677	13522	1468	1424	2892	3314	3537	3375	2776	2502	15503	115	79.7
2002	104025	6932	6763	13695	1486	1443	2929	3454	3674	3503	2903	2621	16160	118	83.2
2003	106371	7022	6846	13668	1507	1460	2967	3597	3815	3643	3033	2692	17680	121	85.4
2004	107742	7114	6935	14049	1526	1479	3005	3618	3889	3719	3177	2797	17140	122	88.4

CHAPTER 6

Programme interventions and strategies

6.1 Introduction:-

It has been proposed in the national education policy that setting out on the 25 century, every child in the country upto the age of 14 years will be provided education, which will be free, compulsory & qualitatively acceptable. The NEP specially under score the following areas.

- a) Universalization of Education
- b) Universal enrollment & retention
- c) Authentic improvement in education so that all the children could achieve the minimum level of learning.

In this background, an array of prog. , strategies & intervention has been contemplated & proposed for the achievement of the goals of universal access & enrolment, universal retention, upgradation in quality augmentation in capacity building. They will be desired so as to be relevant in the context , sustainable & decentralized.

6.1.1 Strategies:-

- a) Micro planning and social mapping :- To identified the need and ground level realities a micro planning and social mapping will be conducted at village level. To conduct micro planning and social mapping exercise training will be given to all educational officials. The following task will be accomplished under the exercise are as follows:-
 1. The survey will be conducted by the VEC
 2. Collection of data and analysis
 3. Identification of need and problem particularly in relation to education and schools such as building toilets, drinking water facilities and alternative schooling for girl child.
 4. Meeting with community and VEC.
 5. Listing of work will be accomplished.
 6. Preparation of action plan for VEC.

7. Preparation of action plan for school in connection of enrolment, retention, dropout , alternative schooling, CCE centers and the facilities required for the school

6.2 Access :-

In the end of the achievement of universal education, it is necessary that the education facilities be located at a place easily accessible to the child, at the present the state Govt. norms prescribe a school to every 250 population with in a radius of one Km. in the hills. On the basis of survey report & collected statistical data available in the district, the position that emerges in the light of these norms is as follows:

Sl. no.	dev. Block	Total Gram Sabha	Total Village	Total Habitations	Served habitations	Unserved habitations	GER %
1.	Munsyari	80	223	296	216	80	72.97
2.	Dhaarchula	56	73	280	241	39	86.07
3.	Berinag	80	283	341	290	51	85.04
4.	Didihat	72	167	289	238	51	82.35
5.	Kanalichina	96	208	244	219	25	89.75
6.	Gangolihat	100	332	334	286	48	85.62
7.	Pithoragarh	85	164	1821	171	11	93.95
8.	Munakot	82	173	223	184	39	82.5
	Total	651	1623	2189	1845	344	84.28

The present GER rate is 84.28% whereas the 100% GER is targeted to achieve under DPEP prog. The following prog. are proposed for distt.

- Primary school will be established on those habitations which are eligible for opening of new school as per state norm.
- The primary school will be established between the cluster of habitations coming under the periphery of one Km., to ensure the facility of education for all.

- c) The preference will be given to ST/ SC dominating area for opening of new schools.
- d) The school will be established on the basis of survey report, micro planning and after approval of DEC.

6.2.1 The details of school will be opened block wise.

Sl. No.	Dev. Block	Total unserved habitation	Proposed new primary school	No. of habitation to be served by altern proposal	Gap
1.	Munsheari	80	36	03	42
2.	Dhharcula	39	27	02	10
3.	Berinag	51	24	04	24
4.	Didihat	51	20	11	24
5.	Kanalichina	25	5	11	14
6.	Gangolihat	48	17	14	27
7.	Pithoragarh	11	1	09	1
8.	Munakot	39	9	22	25
	Total	344	139	76	167

It may be mentioned that out of 344 unserved habitations, 38 new schools will be opened under DPEP-III and only 139 habitations will be covered under Alternative Schooling which are priority areas, the details of which are described later in this chapter.

On the basis of information collected during micro planning and school mapping the location of the school. The construction work will be taken up VEC and its chairpersons will be trained in this work.

Enrolment and Retention:

The analysis of data of the districts, collected reflect the following facts:

1. The gross enrolment ratio (GER) of the districts is 106.52% includes 108.13% boys and 105.10% girls GER.
2. The net enrolment (NER) of the district is 85.22%. The net enrolment is calculated by decreasing 20% in gross enrolment which includes the children age group of 6-11 (assuming 20% below 6 years and above 11 years children in gross enrolment).
3. The dropout rate among the boys is 21.05% whereas girls dropout rate is 25.90%.
4. Around 55 school building are dilapidated and need repair. For the repair of the 67 school the financial assistance will be provided by the government.
5. 193 schools need heavy repair, 332 need semi repair, the need of library is found in 10.3 schools, electricity in 1012, drinking water facility in 1012, boundary wall in 1012, toilet in 1029, verandah in 68 and additional class is required in 160 schools.

Strategies:

The enrolment and retention is the major problem in the district. There is a need to provide more facilities to schools to increase enrolment and retention rate. The total retention of boys & girls in the distt. is 92.20%. There will be expected hike by 25% during the project span. The following facilities will be needed for the district to attain 100% GER and Retention target.

Additional classrooms (Block wise)

Sl. No.	Name of Block	Need of additional class rooms
1.	Munchyari	14
2.	Dhaarchula	16
3.	Berinag	26
4.	Didihat	11
5.	Karnalichina	16

6.	Gangolihat	36
7.	Pithoragarh	31
8.	Munakot	10
	Total	160

6.2.2 Opening of the alternative schools:

It is proposed to establish 139 alternative schooling centres in remote habitations where girls find it difficult in going to the formal school. Priority will be given to those habitations which have high population of S/C and S/T. These habitations will be identified after a detailed survey and inviting proposals from VECs. Entatively two models have been selected for alternative schooling in this district. After extensive action research and examination AS modles are being implemented. In other states some models have been envolved such as Shiksha Ghar, Balshala, Prahar Pathshalary, Rishi Valley, Camp approach, bridge course etc. For these models, curriculum and training models for instructors have been development by SPO/SCERT under DPEP - II.

1. **Siksha Ghar:** It will be established in those habitations having the population range between 150-250 for minimum 10 children of 6-11 age group. An instructor called Siksha Mitra will run the Siksha Ghar. The arrangement of these Siksha Mitra will be done by NPRC coordinator in consultation with VEC giving preference to women candidates. They will be given a honorarium of Rs.600/- per month. There will be a supervisor for every ten AS centres. This minimum qualification for Siksha Mitra is intermediate. There will be relaxation in age and qualification for the female candidate. Induction training of one month and recurrent training will be given to Siksha Mitra and the supervisor on annual basis.

Sl. no.	Block	Particular	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
1.	Munsyari	Shisksha Ghar	--	05	--	--	--
		Instructor	--	05	--	--	--
2.	Didihat	Shisksha	--	01	--	--	--

		Ghar Instructor	--	01	--	--	--
3.	Kanalichila	Shiksha Ghar Instructor	--	03 03	--	--	--
	Total	Shiksha Ghar Instructor	--	09 09	--	--	--

Free text book & teaching material will be provided to the children will be studied in Shiksha Ghar.

2 Apana Ghar-Apani Pathshala:

In 120 habitations Apana Ghar-Apani Pathshala will be opened under the project where there is no other possibility of establishment of new schools as per government norms. The remaining conditions of honorarium etc will remain the same.

The table shows the list of unserved habitations mentioned below:

Sl. No.	Development Block	Population	Expected Population (6-11' year)	Proposed Apana Ghar-Apani Pathshala
1.	Munsyari	4050	526	31
2.	Dhaarchula	2918	379	17
3.	Berinag	3600	468	21
4.	Didihat	2244	292	19
5.	Kanalichina	1631	212	05
6.	Gangolihat	2626	342	17
7.	Pithoragarh	342	44	01
8.	Munakot	1546	201	09
	Total	18960	2464	120

In total 139 AS centres will be opened under DPEP - IIII as mentioned above.

Provision of education for the Rajji tribes

An aboriginal tribe, widely known as Rajji or one Rajji, inhabit some forest areas of Pithoragarh distt. The chart given below describe the habitats:

Habitats of Rajji in Pithoragarh distt.

Sl. No.	Name of Tahsil	Name of Rajji gram habitats
1.	Dhaarchula	i) Kimkhola ii) Bhaktirwa iii) Gangaon iv) Chifaltara
2.	Didihat	i) Kootachaurani ii) Madanpuri iii) Jamtadi iv) Aulatadi

Rajji aborigines, in the local parlance are known as Banrawat. 74 groups have been recognised in 1975, that the Rajji's were included in the list of aborigines of India. Late Sri D.N. Mazumdar has termed this tribe as invisible traders. In ancient time, this nomadic tribe used to live in caves of dense forest and were dependent on the forest vegetation and hunting of animals. Due to lack of food they have jumped into the tradition of the work of pottery making. Now most of them are involved in pottery work sustaining their livelihood by selling pots to local community. The mode of business of the tribal community is very different. As far the book written by Sri Hira Singh Bora, ex-MLA, Pithoragarh, mentioned that as per the position in 1998 in the Tahsil of Didihat and Dhaarchula, in 8 habitations are described, a total population of 405 comprising 90 families. The present estimated population may be approximately 522. He has further noted that prior to 1980 into a single member of this tribe was literate. In 1983 a school was established at Raji village by a voluntary organization with the help of government of India. 25 boys & girls received education upto class 5th and two students were educated upto class 8th. The school was provided all kind of facilities. After two years due to inevitable circumstances the organization was

withdrawn. Today the condition is very poor. There is a great need to strengthen this school. The tribe is having a strange behaviour and not mixing with local people. They are deprived of all basic amenities.

A strategy will be visualized to cope with this object within the format of this study, the focus & the direction will be as described below.

Action Research:

The study design –

To understand and collect information about the society, culture and language.

1. To elicit information related to the social, cultural & linguistic parameters.
2. To identify their interest in education.
3. To envisage steps to impart education to them & to bring them to the main stream of the society.

There is provision for budget for the short survey to be conducted for the study of the tribe. It is proposed to setup a residential school which will provide free board, lodging, clothes and education for 100 students. The institution will be known as Rajji Pathshala Awasiya . A staff of two teacher, two peons and one chaukidaar has been proposed for it. Staff will be taken from outside only in the event of non availability of educated unemployed youth from local area.

Enrolment and Retention:

The analysis of data of the districts, collected reflect the following facts:

1. The gross enrolment ratio (GER) of the districts is 106.52% includes 108.13% boys and 105.10% girls GER.
2. The net enrolment (NER) of the district is 85.22%. The net enrolment is calculated by decreasing 20% in gross enrolment which includes the children age-group of 6-11 (assuming 20% below 6 years and above 11 years children in gross enrolment).
3. The dropout rate among the boys is 21.05% whereas girls dropout rate is 25.90%.
4. Around 55 school building are dilapidated and need repair. For the repair of the 67 school the financial assistance will be provided by the government.

6.3.3 Mobilization & Awareness of Community: -

In democratic country like India mainly in the field of education people participation is important. All the prog. of DPEP emphasis on people participation for 100% achievement of universal education. At the same time one has to include the feeling of community. People have to eradicate superstitions & need to realize importance of education. The existing literacy of the state is 59% out of which only 38.6% literacy has been contributed from female side. During the project period for social awareness following activities will be organized at different level.

6.3.4 Rally/ Meeting / Childfair-

The objective is to increase in enrolment & awareness building. In the month of July & August fortnightly rally will be organized in the non school areas, Primary teacher, Instructors, members of VEC , worker of EEC & school children will participate to aware community through slogan, posters, rally etc.

6.3.5 House Contact :-

House to house visit will be conducted by the members of VEC, school teachers & core team to aware & motivate the parents to ensure the enrolment of non school going & dropout children.

RECONSTRUCTION OF SCHOOLS :

Sl. No.	Dev. of Block	Reconstruction of buildings
1.	Muncyari	06
2.	Dhaarchula	09
3.	Berinag	08
4.	Didihat	08
5.	Karnalichina	01
6.	Gangolihat	09

7.	Pithoragarh	07
8.	Munakot	07
	Total	55

Drinking Water and Toilet Facilities.

It is proposed to provide toilet facilities in 825 schools and drinking water in 409 schools under the project as shown below :

TABLE

Provision of Toilet and D/W Facility

Sl.no.	Detail of Facility	Total no.unit
1	Toilet	825
2	Drinking water	409

6.3.6 Cultural Programme:-

Various cultural programs such as Drama, Local folk song, street play & group discussions will be conducted on various occasions to stimulate & aware people. To conduct the cultural prog. the participation from voluntary organization, school children and member of core team is desired. The list of community awareness prog. will be conducted as follows:-

Sl. No.	Prog.	Place	Time period
1.	Rally	Nyaya Panchayat/ Village level	One time in year May/June
2.	Print material	Nyay Panchyat / Distt. level	One time in year
3.	Training & meeting	VEC, CRC, BRC	As required
4.	Bal Mela	Nyay Panchayat	One time in a year
5.	Awareness Campaigning	Nyay Panchayat	One time in a year
6.	Encouragement	Block level	One time in a year
7.	Women awareness	Nyay Panchayat level	Per Month

6.3.4.1 Girl's Education: -

Girls, who comprise almost one half of the eligible child population, fall into this category of children requiring special attention as their participation in primary education has been far from the desirable. In this context it must be recognized that their participation levels tend to decline in the case of particular social groups such as SC, ST, minorities, BC etc. Data has clearly indicated that girls' enrolment and retention have

been low as compared to boys and this has widened the gender gap, which DPEP seeks to reduce.

Given this overall situation, DPEP thrust on area specific contextual planning, the deterrents to girls' education in general and in particular (among social groups and in geographic locations), must be addressed in our district.

Two types of strategies are being proposed for girls' education in Pithoragarh district.

1. Generic interventions

Integration of gender perspective in the activities of various functional areas.

These would be done in the areas of::

- ▶Community Mobilization
- ▶Alternative Schooling
- ▶Special Focus Groups (IED, SC, Minorities etc.)
- ▶Teacher Training
- ▶Text Books
- ▶VEC Training
- ▶Civil Works
- ▶Research etc.

Over all condition of girls' education is seemed to be good but gap between boys and girls' education is very high and remained it is stable for last 10 years. So special efforts are to be made for special perverts & sectors.

The specific strategy for girls to be adopted in Pithoragarh :

The model cluster/village development approach for improved participation of girls in primary education.

There are specific pockets and population sections that have very low female literacy rates in Pithoragarh & Rajji Blocks. The enrolment and retention rates in these pockets are not very encouraging either. This is particularly true of the SC and minority. The problem has been recognized through various focus group discussions held. However, considering the severity of the problem the planned intervention may not be adequate. At the same time, it may not be feasible to invest the kind of time and resources (on scale) such situation would require. It has, thus been considered to work intensively in a few villages/clusters/mohallas by providing all possible inputs, maintaining regular contact and closely monitoring the progress/impact using an operational mechanism specially designed for the purpose.

There would have to be certain specific strategies to counter the acute situations faced by girls in certain geographic locations and among social groups.

Model village/cluster development for girls education-

Certain villages in each block or cluster will be identified for model village/cluster development approach for girl's education. The criteria for selections of the village/cluster would be:

- ▶ Low female literacy & backwardness.
- ▶ Poor enrolment and retention of girls
- ▶ Minority, SC or working girl's dominated specially those are involved in (Agra, Hardoi, marble, shoe making or carpet weaving in Fatehpur Sikri, block and urban areas.
- ▶ NPRC is having 10-12 villages.
- ▶ Active VEC or VEC in place
- ▶ Presence of some active women's groups or active individuals

Preparatory Activities-

- ▶ Sharing the concept of the model cluster development approach with the district team including the NPRC Coordinator.
- ▶ Identification of a core team that will be directly involved in coordinating the activities in the cluster identified.
- ▶ Identification of the cluster
- ▶ Making village visits to establish contact with key persons and the VEC members
- ▶ Orientation of the VEC members, teacher, key persons from the village etc.
- ▶ Organization of village meetings
- ▶ Special orientation for House to House survey and PRA for girls' education.
- ▶ Collection of the data from the House survey/PRA and development of village specific plans
- ▶ Gender sensitization of all the teachers from the primary schools in the villages being covered under this approach

QUALITY IMPROVEMENT:

Grants to schools and teachers for TLM. A grant of Rs. 500 per annum will be given to every teacher for developing TLM. Similarly, an amount of Rs. 2000 will be given to every school per annum..

DISTRIBUTION OF FREE TEXT BOOKS TO GIRLS AND SC AND ST BOYS

Distribution of free books and other material for SC and ST girls and all girls will be taken up. The following table shows the likely targets for distribution of text books based on enrolment.

DISTRIBUTION OF FREE TEXT BOOKS

YEAR	GIRLS	SC BOYS	ST BOYS	TOTAL
1999-2000	32702	7294	1076	35118
2000-1	334742	7593	1125	35790
2001-2	34806	7864	1132	36113
2002-3	36205	8198	1153	36472
2003-4	37304	8523	1192	36904

Free text book facility will be provided through convergence for the remaining in above children.

BOOK BANK SCHEME

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

6.4.4 Early Childhood Education:-

For universalisation of education among girls ECCE is an important intervention. In district Pithoragarh it will be used as a vital input towards:

- a) Preparing children, particularly first generation learners, for primary schools.
- b) School Readiness.

Facilitating participating of girls in primary school by relieving them from sibling care responsibilities.

i) The approach of ECCE would be as follows:

- ▶ Coordination with ICDS-District resource group and block resource groups would be formed consisting of gender coordinator, District Programme officer, ICDS, Health Personals, NGOs etc. Convergence would be sought in following areas.
- ▶ To ensure that school timings and Anganwadi center timings are same.
- ▶ To ensure that the primary school and Anganwadi centers are located either in a campus or close to each other.
- ▶ Providing TLM to strengthen the ECCE component of Anganwadi centers.
- ▶ Capacity building of ICDS functionaries for strengthening the ECCE component through 7 day training for Anganwadi workers every year.

It is proposed to open 36 ECCE centres under DPEP-III in selected S/C and S/T habitations which do not have an Anganwadi centre with the following objectives.

- (a) Allowing children to bring sibling to schools where some lesson on early childhood stimulation is included in the syllabus (could be tried out on an experimental basis).
- (b) Community mobilization for supporting child care.
Criteria for selection of blocks habitations will be as follows
 - (1) Low female literacy.
 - (2) High girls dropout rate.
 - (3) Presence of good NGOs working for girls/women benefits

The training for ECCE workers will be organised at BRC centres which will include one month induction course and seven days refresher course every year. Instructor will be entitled to get honorarium Rs. 400/- whereas Rs. 200/- honorarium will be given to the helper.

Strengthening of VEC :

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

An extensive three days orientation training of members of the village education committee alongwith other enthusiastic contact person of the community will be done in the programme. A training manual and a handbook for the members have been developed with the help of Gram Pradhans, teachers, BRC/CRC, Nehru Yuva Kendra, UNICEF to build an information base and understanding with VEC on such aspects as enrolment, retention, mobilising community girls education, microplanning, school mapping, school improvement plans etc. These materials/units will be used with suitable adaptations.

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

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

- ❖ To activate VECs the community towards primary education.
- ❖ To sensitize VEC and community to generate and create environment for universalisation of primary education with special emphasis on the girl child.

- ❖ To sensitize the community towards integrated education.
- ❖ To develop skills through various exercises for microplanning, school mapping and development of a village education plans.
- ❖ To sensitize and involve in activities related to school improvement.
- ❖ To sensitize for inter-sectoral convergence and mobilisation of local resources.
- ❖ Literate ladies of SC/ST should be nominated in VECs.s

Phasing for VEC training :

Training of VEC mebers will be conducted at village level through a Block Resource Group and with academic level through a Block Resource Group and with academic support of DIET. The following is the phasing of training programme.

1st Year

In the first year 4 blocks will be covered under training in which members of around 300 VECs will be covered alongwith other resource persons.

In the second year the members and resource persons of the remainingfour blocks and around 35 VECs (viz 578) will be trained.

AWARDS TO VECs

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

NGOs orientation for partnership in DPEP Interventions,

- ❖ There are several NGOs working in the district as also women groups. These are very active and their assistance will be rought in spearheading mobilisation exercises, girl's education, integrated education in the district. NGOs, working in these areas and interested will be invited to join hands. NGOs may play an active part in Pethoraghar district and the members of NGOs should be given training.
- To snesitize voluntary development organisations about DPEP.
- To develop a conceptual understanding of community mobilisation and participation, girls education, integrated education in context of DPEP.
- Identification of voluntary organizations to be involved in DPEP.

- To devise a strategy of voluntary development organisations involvement in DPEP.

Areas where support from NGOs will be sought :

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

Micro Planning through Participatory Approaches

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

1. A core team of four to five persons including two women for conducting the exercise in a cluster of 10 villages. They will be trained for 3-5 days.

- II The core team will conduct micro planning village by village, in the first phase three days will be spent on environment building.
- III The second phase will include a work of three days in which PRA will be used to prepare an action plan.
- IV In third phase the VEC members will be trained and start working on the lines of what ?
- V In the last phase a follow up exercise will be taken up.

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

CAPACITY BUILDING

DIET, BRC AND NPRC

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

District Institute of Education And Training (DIET)

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

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

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

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

- i) Identification of Resource Persons.
- ii) Training of instructors of alternative schooling.
- iii) Training of ECCE and Aganwadi workers.
- iv) Training in multigrade teaching for master trainers/BRCs NPRCs.

- v) Evaluation of the performance of primary school teachers and ECCE workers.
- vi) Monthly meeting of BRC coordinators and action research on important issues related with primary education.
- vii) Evaluation of MLL.
- viii) Publication of magazines/newsletters.
- ix) Development of instructional material
- x) Workshop on preparation of training module for different trainees.
- xi) Workshop on supplementary reading material.
- xii) Workshop on teachers handbook.
- xiii) Workshop on gender sensitization.
- xiv) Conduct base line studies for assessing MLL so as to improve it.
- xv) Support adaptation of text books and to act as District Resource Centre for AS/ECCE.
- xvi) Monitoring of activities of BRCs and CRCs
- xvii) Updating educational resources by constant research work in order to contextualise new knowledge.

BLOCK RESOURCE CENTRE

Block Resource Centre (BRC) will be the next in the hierarchy above the NPRC. It will be a forum where the NPRCs will meet and interact with each other and share their experiences. Here the difficulties faced at NPRC level will be solved. There will be eight BRCs established in the district one each in every block. Each BRC will also provide guidance and technical support to NPRCs and will handle the functions of evaluation and monitoring of the working of NPRCs. The BRC will have around 8-10 NPRCs in its jurisdiction. Each BRC will have three resource persons in addition to a whole time coordinator. The resource persons will be specialists from mathematics, language and environmental studies. The BRC will also have residential facilities. Till such time as buildings of BRCs are constructed, make shift arrangement will be made. Broadly they will have the following functions:

- a) Support and guide NPRCs in discharge of their functions.
- b) Function as a field laboratory of DIET for testing training materials developed and baseline studies.
- c) Develop locally relevant material for the use outside scholars and supervisors by conducting action research.
- d) Organise orientation programme for block levels officials under guidance of DIET.
- e) Inservice induction and recurrent training for primary school teachers.

- f) Monthly reflection of NPRC Co-ordinators.
- g) Participation in monthly meetings of NPRCs.
- h) Monitoring of the functioning of schools.
- i) Development and supply of Teaching and Learning Material.
- j) Organising workshops of different agencies involved in implementation of DEEP.
- k) Documentation and dissemination of information.

An academic supervision and resource group will also be constituted in BRC and its members will be required to attend the meetings of atleast four NPRCs every month. It will also adopt at least one school in its area which has poor enrolment and attendance of the children of the disadvantaged groups. In this fashion, the BRC will act as a coordinating link between the village, NPRC and the DIET in whose supervision the BRCs will be functioning.

NYAYA PANCHAYAT RESOURCE CENTRE (NPRC)

It is proposed to establish a NPRC by adding an additional room in the central school (Sankul Vidyalaya). Besides providing for different trainings, the NPRC will also act as a forum for sharing of experience by teachers among themselves, resource support to teachers for preparation of TLM and TLA and evaluation and monitoring. At the NPRC, the teachers will meet once a month to interact with each other so that difficulties faced by them in practising the new methods of teaching are resolved by themselves. The NPRC is also expected to help improving teaching, quality of education and overall performance of teachers and effectiveness of schools. There will be a coordinator of NPRC who will assist in academic supervision. Through peer group pressure the punctuality and attendance of teachers is also expected to be improved and all the schools attached with NPRC are expected to improve the effectiveness.

Generally for a group of 30 teachers of approximately 10-12 schools who would have undergone training in one batch will function an NPRC. In this district 64 NPRCs will be established.

Every NPRC will have a core team comprising 3-4 resource persons from among the teachers. There will be one NPRC co-ordinator, NPRC will be chaired by the head master of the school selected as NPRC. The main functions of NPRC will be:

- a) Training in multigrade teaching to teachers.
- b) Training of VEC members.

- c) Capacity building of teachers through provision of pedagogic support.
- d) Holding of Bal/Balika melas.
- e) Providing academic support to weak schools.
- f) Developing Teachers Learning Materials.
- g) Conducting enrolment/retention drives.
- h) Organising cultural programmes.
- i) Organising different activities at cluster level.

The NPRC co-ordinator will be expected to visit all the schools under the cluster once in a month and meet the VEC members also. He will move around 12-15 days in the field. The core team members will also visit schools for 3-4 days in a month.

INTEGRATED EDUCATION

Expected role of BRG in Integrated Education

- To assess by means of quick survey the nature and magnitude of childhood disability in the block.
- To carry out an educational assessment of identified children and prepare an appropriate plan for them for early interventions.
- To supervise, train and guide primary school teachers as well as parents of children in integrating children with disabilities into the mainstream.
- To provide technical support, aids and equipments accordingly.
- To maintain records and monitor the educational plans.
- To generate discussions on issues related to the needs of the children with disabilities in monthly meetings at cluster level.

Selected blocks will be taken up for integrated education programme(IEP) every year in a phased manner. The purpose will be to integrate children with mild to moderate disabilities in the primary classes.

NGOs will be encouraged to work as BRG at block level. BRG will comprise of specialists in different areas of disabilities, doctors, educationists, psychologists and social workers. Functional assessment of disabled children will be done by this BRG. A resource support room will be established at BRC, where aids and appliances will be made available according to the needs of children. Regular support will also be provided to all school/teachers by BRG. Micro-planning data will be used to identify disabled children. A teachers training module and materials for

parents, community and teaching developed under UPBEP and DPEP - it will also be utilized.

Distance Education

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

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

School Health Programme

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

RATIONALISATION OF TEACHER UNITS

The distribution of teachers among schools is erroneous as in some schools the number of teachers is less with more students and in some the number is more as compared to the students. It is necessary to take up rationalisation exercise rationalising the teachers according to the attendance of the children. If we look at the table of teachers pupil ratio in the second chapter we can see that a sizeable number of schools are below the average 40 students per teachers. This activity will be taken up in the first year itself. Rationalisation will also aim at posting lady teachers on even basis.

PROVISION OF FUNDS FOR PREPARATION OF AWPB

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

STUDY TOURS

It is useful to learn from the experience of success stories which have been achieved elsewhere in the state in different activities of DPEP. Lump sum provision has been made in the DPO for organising study tours/exposure visits of key functionaries/resource persons to places where outstanding work has been done.

RESEARCH AND EVALUATION

It is important to judge the effectiveness of interventions being implemented under DPEP so that necessary corrective measures could be taken will in time to remove the gaps and deficiencies. During the course of implementation certain problems/difficulties may emerge for which solutions need to be found through proper research studies. To meet expenses on such studies it is proposed to make a provision of Rs.25,000 per annum under DPEP from the second year onwards. This will depend on the number of studies undertaken in the district.

CONVERGENCE

For convergence of services and inputs, DEPC will do networking with related departments such as medical and health, ICDS, DRDA, minority welfare, social welfare departments at the district level. The VEC will ensure this convergence of these inputs at the village level. For example, it will organise regular health checkups, supervision of civil works, mid-day meal distribution of stipends for SC/children and muslim children. VEC will also establish linkages of schools with other on going programmes at the village level through liaison with VDO and Gram Panchayat Adhikari and other such functionaries.

TRAINING PROGRAMMES

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

a) INDUCTION TRAINING

Induction training for newly recruited teachers and para teachers will be arranged under DPEP to equip them with new teaching methods. It is proposed to organise 30 days induction programme being used by DPEP-II. The training module contains topics on child centered education, language competencies, multigrade teaching, operation blackboard, MLL, environmental studies, school com-lex, continuous evaluation, diagnostic testing and remedial teaching. The facility of DIET will act as a Master Trainers. There will be a recurrent training programme of 15 days,

b) IN-SERVICE TRAINING

The CASCADE model will include selection of master trainers who will be trained at the State Institute of Education Allahabad for 15 days who in turn will train Resource Persons at DIET. Around 3-4 Resource Persons will be selected from each block for amount serving teachers who will receive training for 14 days. These Resource Persons will impart 10 days in service training to Asstt. Teachers and Head Teachers as already mentioned above. The focus of training will mainly be on effective teaching, teachers motivation and involvement, language and mathematics, competencies, preparation of TLM and other teaching aids, use of supplementary material and community participation. Special emphasis would be laid on learning of skills for management of multi grade teaching. The training programme would also lay emphasis on special training skills to cater to needs of gifted, slow learners, handicapped children and those with some kind of disabilities. The methodology of training would be based on child-centered be extensively utilised in designing in-service training programme. The cycles of training of master trainers will be of 15 days in the first and 9 days in subsequent years and resource persons will be of 14 days in the first and 8 days in subsequent cycles.

c) TRAINING OF BRC CO-ORDINATORS

Training of 08 coordinators and 16 Assistant Coordinators would be organised in DIET for four days every year under the project for which BEP DPEP-II module will be utilised.

d) TRAINING OF NPRC COORDINATORS

An five days training of 64 NPRC coordinators will be organised in DIET /BRC which will be on annual basis.

e) TRAINING OF DPO, ABSAS/SDIS

Training of ABSA, SDIS and Head Teachers will be organised at DIET. It will be of five days duration to be repeated every year.

f) TRAINING ON ACTION RESEARCH AND INNOVATIVE PROGRAMMES

Special training courses will be organised at DIET on methods of action research, statistical analysis and identification of problems/ priorities for action research. This will also include capacity building for conducting research and undertaking innovative programmes. The participants in these trainings will include BRC and NPRC coordinators, three motivated teachers from each block, enthusiastic SDIs etc. The following cycles of training will be organised:

(g) TRAINING WORKSHOP ON VISION OF CHANGE

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

(h) TRAINING OF ECCE WORKERS

There will be two training programmes for strengthening pre-school education component. First the Anganwadi workers of existing 360 centres will be reoriented through a training programme of 7 days in every year. It has been proposed that 100 ECCE centres will be opened in the district where Anganwadis are not functioning. These ECCE instructors will be imparted induction training of 30 days duration in first year and seven days duration every year in the later years of the project.

i) VEC MEMBERS TRAINING

Since the effective community participation is the core of the project strategy, the VEC members will be given 3 days orientation through NPRC to make them aware of their roles, responsibilities, school management, micro planning and school

mapping. UPBEP/DEPEP-II has developed training module in this regard. This module will be utilised in DPEP also.

- i) First cycle of six days on methods and techniques of action research, statistics and problem identification.
- ii) Second cycle of five days on research and project formulation.
- iii) Third cycle of six day on presentation of results and conclusions of the action research conducted in the district.

Financial allocation will depend on the number of studies and the cost has been included under the head research and evaluation mentioned earlier. The SCERT and SIEMET will conduct the capacity building programmes and promote research activities in their respective fields. The Academic Resource Group already set up in DIET will select, guide and develop local capacities for research and innovative activities.

(j) TRAINING PROGRAMME FOR CIVIL WORKS CONSTRUCTION

It will be of 4 days and will be organised at DPO or alternative venue in which AE, JE/SDIs and selected VECs will participate so that those involved in civil works are made aware of norms, standards and other technical specifications. The construction and repair manual will be discussed and explained. The VECs will also be oriented to involving its members and larger community in the processing construction to maintain better transparency.

(k) TRAINING ON MIS

A training programme for operationalization of EMIS and PMIS. Software will be given to the MIS and Accounts staff of DPO by SPO. The SDIs and NPRC coordinators will be trained and oriented towards EMIS, data formats time schedules for collection, quality checks and sample testing on an annual basis. These trainings will be organised by the DPO

CHAPTER – VII

PROJECT MANAGEMENT

INTRODUCTION

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

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

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

DISTRICT EDUCATION PROJECT COMMITTEE

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

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

BLOCK EDUCATION PROJECT ADVISORY COMMITTEE

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

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

VILLAGE EDUCATION COMMITTEE

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

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

DISTRICT PROJECT OFFICE:

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

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

The staffing pattern of DPO would be as under:

STAFF OF DISTRICT PROJECT OFFICE

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

- means consolidated salary.

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

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

BLOCK LEVEL PROJECT OFFICE

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

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

INTER-SECTORAL LINKAGES AND CONVERGENCE

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

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

ACADEMIC SUPPORT & QUALITY IMPROVEMENT

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

PROJECT MONITORING, REPORTING AND SUPERVISION :

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

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

USAGE OF DATA

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

FINANCIAL CONTROL

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

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

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

PURCHASE AND PROCUREMENT

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

CIVIL WORKS

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

The guiding principles for the controls would be:-

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

CHAPTER - VIII

PROJECT COST

PROJECT COST
DISTRICT: PITHORAGARH

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		
A1.	(A) ACCESS																	
	Additional Classroom (70 out of which 28 from DPEP)	28			40	1120	19	532							59	1652.00		
-	Additional rooms in Nagar Schools	28													0	0.00		
A2.	New Primary Schools Unserved Areas																	
	Construction @ Rs. 191 per school (76.4 from DPEP & 114.6 from JRY/State Govt.	76.4			18	1375.20	20	1528.00							38	2903.20		
2	Salary (1HT+ 2 Para Teacher per School)	1.4			216	302.40	636	890.40	836	1258.80	836.00	1424.80	418.00	712.40	0.00	0.00	2942	4588.80
3	Furniture/Fixture & Equipment	15			18	270.00	20	300.00							38	570.00		
	Total				0		3068		3250.40			1258.80		1424.80		712.40		9714.00
A3.	<u>Shiksha Mitra</u>																	
1	Honorarium	1.0 pm															0	0.00
2	Training																	
3	Inductive Training	3.0															0	0.00
4	Recurring Training	1.2															0	0.00
	Total				0		0		0			0		0			0	0.00
A4	<u>Alternative Schools</u>																	
1	Honorarium																	
a	Workers	0.6 p.m.			480	288	1314	788.4	1668	1000.8	1668	1000.8	834	500.4	5964	3578.40		
b	Supervisors	1.0 p.m.			48	48	132	132	168	168	168	168	84	84	600	600.00		
2	Maintenance of Centres	2.0 p.a			80	160	139	278	139	278	139	278	0	0	497	994.00		
3	TLM	1.65 p.a			80	132	139	229.35	139	229.35					358	590.70		
4	Training																	
a	Inductive (Worker + Supervision)	2.1			88	184.8	65	136.5							153	321.30		
b	Recurring	0.84			0	0	88	73.92	153	257.04	153	257.04			394	588.00		
5	Equipment	2.5			80	200	59	85							139	1085.00		
	Total				0.00		1012.80		2523.17			1933.19		1703.84		584.40		7757.40

PROJECT COST
DISTRICT: PITHORAGARH

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
A5	Raji Tribe Residential-PS	6					100.00	600.00	100.00	600.00	100.00	600.00	50.00	300.00	350	2100.00	
	Para Teacher	1.4					12.00	16.80	24.00	33.60	24.00	33.60	12.00	16.80	72	100.80	
	Worker	0.6					24.00	14.40	48.00	28.80	48.00	28.80	24.00	14.40	144	86.40	
	Furniture	50					1.00	50.00							1	50.00	
	Total		0.00	0.00	0.00	0.00	137.00	681.20	172.00	662.40	172.00	662.40	86.00	331.20	567.00	2337.20	
	Sub Total			0.00		4080.40		6454.77		3854.39		3791.04		1628.00		19808.60	
	(R) RETENTION																
R1	Publicity & Extention Awareness Building/Mass Communication	1 PA P VEC	351	351	351	351									702	702.00	
R2	Motivators for Girls Education	3.5															
R3	Newsletter																
R4	Cons./Recons. of old PS (Cons. through community action)	76.4			30	2292	25	1910							55	4202.00	
	- Recon. of Nagar Schools	76.4															
R5	Toilets	10			300	3000	300	3000							600	6000.00	
R6	Drinking Water	22			100	2200	150	3300							250	5500.00	
R7	Repair & Maintenance (School Needing Repairs & General Maintenance)																
	Repairs	20			20	400	40	800							60	1200.00	
	- Repair of Nagar Schools	20															
R8	Salary of Addl. Para Teachers	1.4															
R9	Innovative Programmes through NGOs / Mahila Samakhya	100 P.B.															
R10	Promoting Girls Education																
	a Meena Comp.	25					4	100			4	100			8	200.00	
	b Model Village	40					4	160			4	160			8	320.00	
R11	Training of Elected Women of G.P. / M.G.	0.09	1302	117.18	1302	117.18	1302	117.18	1302	117.18	1302	117.18			6510	585.90	
R12	MTA/PTA Training	0.09	1031	92.79	1031	92.79	1031	92.79	1031	92.79	1031	92.79	659	58.59	5814	522.54	
R13	Bal Mela	.5 PA P NPRC			64	32	64	32	64	32	64	32			256	128.00	

DISTRICT: PITHORAGARH

(Rs. In thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		
R14	Seminar, Workshop, Meetings, Campaigns etc.	15PB																
R15	Innovative Prog. For G.E.	200 PB																
R16	Health Card & Health Check-up	15 PB																
R17	Honorarium of Aes (Fixed)	10			12	120	12	120	12	120					36	360.00		
R18	Honorarium of Jes 14 No	7			96	672	96	672	96	672					288	2016.00		
Sub Total					560.97	9276.97	10303.97	1033.97	501.97	58.59					21736.4			
(Q) QUALITY IMPROVEMENT																		
Q1	Opening of ECCE Centres																	
1	Civil Works (one additional room)	28													0	0.00		
2	TLM	5			34	170	70	350							104	520.00		
3	Honorarium (Constructor + Helper)	0.6 pm			204	122.4	828	496.8	1248	748.8	1248	748.8	624	374.4	4152	2491.20		
4	Contingency Training	1.5			34	51	104	156	104	156	104	156			346	519.00		
	Induction	1.47			34	49.98	70	102.9							104	152.88		
	Recurring	0.56					34	19.04	104	58.24	104	58.24			242	135.52		
	Anganwari Worker's training	0.49			411	201.39	411	201.39	411	201.39	411	201.39			1644	805.56		
Total					0.00	594.77	1326.13	1164.43	1164.43	374.40					4624.16			
Q2	Training Programmes																	
1	Civil Work	10				10		10		10					0	30.00		
2	VEC Members Training	0.09	2000	180	2000	180	2000	180	2000	180					8000	720.00		
3	Induction Training to para teachers	2.1			36	75.6	40	84							76	159.60		
4	Teachers Training(para)	1.4					36	50.4	76	106.4	76	106.4			188	263.20		
5	Rec In Service Teachers Training	0.9	1869	1682	1869	1682	1869	1682	1869	1682	1869	1682			9345	8410.00		
6	Innovative Training / Ngo Training	0.84													0	0.00		
7	BRC Coordinators/	0.6			56	33.6	56	33.6	56	33.6	56	33.6			224	134.40		
8	Resource person training															0.00		
9	NPRC Coordinators training	0.8			64	51.2	64	51.2	64	51.2	64	51.2			256	204.80		
10	ABSA/SDI Training	0.8			8	6.4	8	6.4	8	6.4	8	6.4			32	25.60		
11	Head Teacher's training	0.84					516	433.44	516	433.44					1032	866.88		
Total					1862.00	2038.80	2531.04	2503.04	1879.60	0.00					10814.5			
Q3	Teaching Learning Material to:																	
1	School Improvement Fund	2			1031	2062	1069	2138	1069	2138	1069	2138			4238	8476.00		
2	Teacher's grant	0.5			1869	934.5	1905	952.5	1925	962.5	1925	962.5			7624	3812.00		
3	Free Text Book to SC/ST & Girls	0.03			351118	1054.44	35590	1067.7	36113	1080.39	36472	1094.31	36904	1107.12	496197	5403.96		
Total					0.00	4050.94	4158.20	4180.89	4184.81	1107.12					17692.0			

PROJECT COST
DISTRICT: PITHORAGARH

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
Q4	Awards to VECs	25 pb			8	200	8	200	8	200	8	200			32	800.00	
Q5	School Awards	5per bl. 2			16	80	18	80	16	80	16	80			64	320.00	
Q6	Library/Book Bank	0.3			1031	309.3	1049	314.7	1069	320.7	1069	320.7			4218	1265.40	
	Sub Total				1862.00		7273.81		8610.07		8449.08		7839.54		1481.52	35516.0	
	(C) CAPACITY BUILDING																
C1	School Mapping & Microplanning																
1	Printing/Survey	10			8	80									8	80.00	
2	Seminar & Workshop	3			8	24			8	24					16	48.00	
3	Village level Microplanning	15			8	120		8	120						16	240.00	
	Total				0.00	224.00		120.00		24.00		0.00		0.00		368.0	
C2	Operationalising DIETs																
1	Furniture/Fixture	50													0	0.00	
2	Equipment	50			1	50									1	50.00	
3	Books	10				10		10		10		10			0	40.00	
4	Honorarium														0	0.00	
5	Printing														0	0.00	
6	Travelling Allowances	20 PA			15	30		30		30		30		15	0	150.00	
7	Maintenance														0	0.00	
8	Workshop/Seminar/Comp. Trg.	40PA													0	0.00	
9	Purchase of vehicle	350				350									0	350.00	
10	POL	30				30		30		30		30		15	0	135.00	
11	Action Research	30				30		30		30		30			0	120.00	
12	Wages of Driver	2.5			12	30		12	30	12	30	12	30	6	15	54	135.00
	Total				15.00	530.00		130.00		130.00		130.00		45.00		980.0	
C3	Block Resource Centre																
1	Civil Construction	800			2	1600		6	4800						8	6400.00	
2	Salary (Coordinator, 2 No.) Assst Co-ordinator, Chowkidar)	18.5			12	222		60	1110		96	1176		48	588	312	4272.00
3	Equipment/Furniture	150			2	300		6	900						8	1200.00	
4	Travelling Allowance	5			2	10		8	40		8	40		8	20	34	150.00
5	Maint. of Equipment	1						2	2		8	8		8	8	18	18.00
6	Maint. of Building	6						2	12		8	48		8	48	18	108.00
7	Books	10						8	80		8	80		8	80	24	240.00
8	BRC Exhibition fair of teaching aids	20						2	40		3	60		3	60	8	160.00
9	Consumables	5			8	40		8	40		8	40			20	32	180.00
	Total				0.00	2172.00		7024.00		1452.00		1452.00		628.00		12728.0	

~~PROTECT COST~~
DISTRICT: PITHORAGARH

(Rs. In thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		
C4	District Project Office																	
1	Equipment	200		200												0.00	200.00	
2	Furniture & Fixture	120		120												0.00	120.00	
3	Books	10				10		10			10			10		0.00	50.00	
4	Purchase of Vehicle	350 (0)			1	350										1.00	350.00	
5	Consultancy charges	120				120		120			120			120		0.00	480.00	
6	Salary staff	115	6	690	12	1360	12	1380	12	1380	12	1380	6	690	60.00	6900.00		
7	Travelling Allowances	40		20		40		40			40			40		0.00	180.00	
8	Consumables	40		20		40		40			40			20		0.00	200.00	
9	Telephone/Fax	40		20		40		40			40			20		0.00	200.00	
10	Vehicle Maint. & POL	150		75		150		150			150			75		0.00	750.00	
11	Maint. of Equipment	20				10		20			20			10		0.00	80.00	
12	Seminar/Workshop	40				40		40			40					0.00	160.00	
13	Hiring of Vehicles	10		5		10		10			10			5		0.00	50.00	
14	CW Supervisory Consultancy																	
15	Distt. level Convergence	15		15		15		15			15			15		0.00	75.00	
16	Study Tours	40				40		40			40			40		0.00	160.00	
17	Distt. level Exhibition & Fair	50				50		50			50			50		0.00	100.00	
18	AWP & View Workshop	15		15		15		15			15			15		0.00	75.00	
19	Research Evaluation	35				35		35			35			35		0.00	140.00	
20	Contingency	20		10		20		20			20			10		0.00	100.00	
21	Motorcycle/Scooter	30	3	390													390.00	
	Total			1580.0		2365.0		1975.0		2025.0		1975.0		840.0			10760.0	
C4.1	MIS/Research & Evaluation																	
1	MIS Cell Furnishing	180		180												0.00	180.00	
2	EMIS/PMS (Printing/Survey etc	25		25		25				25			25			0.00	100.00	
3	MIS Equipments	250		250												0.00	250.00	
4	Comp. systems training	50		50												0.00	50.00	
5	Maintenance of equipments	30				30		30			30			30		0.00	120.00	
6	Consumable	30		15		30		30			30			15		0.00	150.00	
	Total			520.00		85.00		60.00		85.00		85.00		15.00			850.0	
C5	School Complex (NPRC)																	
1	Construction @ 70,000	28			30	840	34	952								64.00	1792.00	
2	Salary Coordinator	5.5			180	990	564	3102	768	4224	768	4224	384	2112	2664.00	14652.00		
3	Equipment	15			30	450	34	510								64.00	960.00	
4	Books for Library/Book Bank	5					64	320	64	320						128.00	640.00	
5	Audio visual hiring charges	0.8			30	24	64	51.2	64	51.2	64	51.2				222.00	177.60	
6	Monthly meeting	2			30	60	64	128	64	128	64	128				222.00	444.00	
7	Mela / Workshop etc	3														0.00	0.00	
	Total			0.00		2364.00		5063.20		4723.20		4403.20		2112.00			18665.6	
C7	Distance Education																	
1	Equipment & others	75				75										0.00	75.00	
2	Telephone & Fax Bills	5				5		5			5			5		0.00	25.00	
3	Maintenance	2				2		2			2			2		0.00	8.00	
4	Video Recording & Packaging	200				200		200			200			200		0.00	800.00	
5	Printing materials	15				15		15			15			15		0.00	60.00	
	Total			0.00		280.00		222.00		222.00		222.00		22.00			968.0	

PROJECT COST
DISTRICT: PITHORAGARH

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2005(6 months)		Total		Remarks	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		
C8	Integrated Education																	
1	Distt. level workshop	50				50				50						0.00	100.00	
2	Block level resource support	27			12	324	12	324	12	324	12	324				48	1296.00	
3	Survey through VECs	5			4	20	4	20								8.00	40.00	
4	Training of BRG/DRG	0.6			35	21		35		21						56.00	56.00	
5	Orientation of Teachers	0.09			1200	108	1200	108	1100	99						3500.00	315.00	
	Total			0.00		523.00		487.00		473.00		324.00		0.00			1807.00	
	Sub Total			2115.00		8543.00		15081.20		9134.20		8591.20		3662.00			47126.6	
	Grand Total			4537.97		29174.18		40460.01		22471.62		20723.75		6830.11			124187.6	

SUMMARY - I
COMPONENT WISE PROJECT COST
DISTT. - PITHORAGARH

(Rs.in thousand)

S.No	Component	1999-2000 ^Oct-March 1st year	2000-2001 ^April -March 2nd year	2001-2002 ^Apr-March 3rd year	2002-2003 ^Apr-March 4th year	2003-2004 ^Apr-March 5th year	Apr 2004- Oct'2004 6th year	TOTAL	As%to ^Total Projectcost
1	Access & Enrollment		4080.40	6454.77	3854.39	3791.04	1628.00	19808.60	15.26
2	Retention	560.97	9276.97	10303.97	1033.97	501.97	58.59	21736.44	17.64
3	Quality Improvement	1862.00	7273.81	8610.07	8449.06	7839.54	1481.52	35516.00	28.84
4	Capacity Building	2115.00	8543.00	15081.20	9134.20	8591.2	3662.00	47126.60	38.26
	TOTAL	4537.97	29174.18	40450.01	22471.62	20723.75	6830.11	124187.64	100

SUMMARY (CW)PITHORAGARH
DETAILS OF CIVIL WORK

(Rs. in thousand)

Sl.	Particulars	1999-2000		2000-2001		2001-2002		2002-2003		Total	
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
1	Additional Class Room			40	1120.00	19	532.00			59	1652.00
2	New School			18	1375.20	20	528.00			38	1903.20
3	School Reconstruction			30	2292.00	25	1910.00			55	4202.00
4	Toilets			300	3000.00	300	3000.00			600	6000.00
5	Drinking Water			100	2200.00	150	3300.00			250	5500.00
6	School Repair			20	400.00	40	800.00			60	1200.00
7	BRC Construction			2	1600.00	6	4800.00			8	6400.00
8	NPRC Construction			30	840.00	34	952.00			64	1792.00
	Total	0	0	540	12827.2	594	15822	0	0	1134	28649.2

Civil Work is 23.06% of total Project Cost

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

(Rs. in thousand)

S.No.	Component	Component Cost	Out of which Investment Cost	Recurring Cost	% of Investment Cost	% of recurring Cost
1	Access & Enrollment	19808.6	9860.2	9948.40	49.77	50.21
2	Retention	21736.4	19360.4	2376.00	89.06	10.93
3	Quality Improvement	35516	32506	3010.00	91.52	8.47
4	Capacity Building	47126.6	17275.6	29851.00	36.65	63.34
	TOTAL	124187.6	79002.2	45185.40	63.62	36.68

CHAPTER IX

CIVIL WORKS AND LIST OF EQUIPMENTS

BACKGROUND:

Provision of functional facilities as well as appropriate infrastructure under DPEP to ensure optimal effectiveness of activities envisaged in teaching learning process for achieving universalisation of primary education, constitute the civil works component of the project and involves substantial financial outlays.

The civil works proposed under the project include construction of new primary school buildings in unserved, areas/habitations, reconstruction of primary schools buildings in lieu of existing dilapidated buildings, buildings for buildingless primary schools, additional class rooms in existing primary schools, as well as construction of two-pit two roomed toilets (separately for boys and girls) and drinking water supply through installation of deep-bore well India mark II hand pumps in new primary schools and in existing primary school (presently deprived of these facilities). In addition a Nyaya Panchayat Resource Centre (NPRC) in the form of an additional room in existing primary school at each Nyaya Panchayat, and a Block Resource Centre (BRC) building at each block headquarters are proposed to support teacher's training and other academic activities. The proposals also include repairs of existing primary school buildings.

APPROACH :

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

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

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

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

TECHNICAL SUPERVISION :

The necessary technical support to DPO for construction works by the VECs shall be provided by an Assistant Engineer (AE) at DPO level and Junior Engineers (JE) at each block level. These engineers are proposed to be placed on contract with consolidated monthly salary of Rs. 10,000 per AE and Rs. 7,000 per JE for the construction period (for three years).

A Junior Engineer at each block level under the project shall be responsible for technical supervision more particularly during lay-out construction of foundation, all concrete works, lintels, beams and roofs and at completion stage.

INNOVATIVE DESIGNS.

Physical infrastructures proposed under the project shall have visible features intended to provide access and facilitate universal enrolment and maximize retention. For this, it is envisaged to create "ideal-school" environment by involving child and teacher friendly cost-effective designs of primary school buildings giving due consideration to facilities needed in each school building from the view point of multigrade teaching situations.

With this end in view, a "Civil Works Advisory Committee" has been formed at the State Project Office level. This committee is supported by 3-4 consultant Architects. A portfolio of 7 designs of primary school buildings has been developed and a proto-type building for each design will be constructed at Hardoi and Lalitpur districts of DPEP-II by VECs under continuous technical supervision of these Architects. Correspondingly, detailed construction manuals shall be prepared by the Architects. The VECs shall have the option to choose from amongst these designs. The construction of prototype primary school buildings has been initiated.

Besides two model designs shall be developed for BRCs by the Architects.

The approximate unit cost of various civil works, proposed under the project are expected to be as follows:

1.	Primary School building	Rs. 1.91 lacs
2.	Additional Class room	Rs. 0.70 lacs
3.	Toilets	Rs. 0.10 lacs
4.	Drinking Water (Handpump)	Rs. 0.22 lacs
5.	BRC	Rs. 8.00 lacs
6.	NPRC room	Rs. 0.70 lacs

The civil works proposed to be financed by DPEP in the district are as follows:

1.	Construction of new primary school and	96
2.	Construction of buildings/dilapidated primary schools buildings	09
3.	Construction of additional class rooms	20
4.	Repairs of School	62
5.	Construction of toilets	712
6.	Provision of drinking water facility	500
7.	Construction of rooms for NPRC	190
8.	Construction of BRC	06

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

LIST OF EQUIPMENTS

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

DISTRICT PROJECT OFFICE

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

B. FURNITURE & FIXTURE

1.	Tables (10)	0.20
2.	Chairs (25)	0.10
3.	Conference Table (1) and chairs (20)	0.40
4.	Almirahs (5)	0.25
5.	Filing Cabinets (3)	0.10
6.	White Board (1)	0.05
7.	Furnishing (curtains etc.)	0.05
	Total	1.30

LIST OF EQUIPMENTS OF DIET

Sl.No.	Equipments	Amount
1.	GEN SET	0.30
2.	Video Camera	0.20
3.	Dish Antena & camras for distance edueation	0.75
	Total	1.25

EQUIPMENTS AT BRC

Sl.No.	Equipments	Amount
1.	TV, VCR	0.30
2.	Over Head Projector	0.15
3.	D.G. Set	0.20
4.	Two in One	0.05
5.	Water Cooler	0.15
6.	White Board	0.15
	Total	1.00

VEHICLES

a)	FOR DPO (one vehicle)	3.50
b)	FOR DIET (One Vehicle)	3.50
c)	Motor Cycles - 1	8.50
	Total	15.50

NPRC

a)	Two-in-one	3.50
b)	Furniture & other equipment	3.50
	Total	2.20

CHAPTER – X

RISKS AND BENEFITS

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

The project would assure

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

This would lead to

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

Risks

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

Financial Risks

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

Implementation

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

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

CHAPTER - XI

ANNUAL WORK PLAN AND BUDGET

(October 99 to September 2000)

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

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

FIRST PHASE

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

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

Strengthening of DIET. Creation of BRC, NPRC.

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

ENVIRONMENT BUILDING AND COMMUNITY MOBILISATION

- (a) Activisation of VEC through mass contact programme and earmark of responsibility of ABSA/SDI and other officers to get a VEC meeting organised in their presence. Primary teaches to maintain coordination with VEC and its members.
- (b) Printing of a brief brochure about DPEP in Hindi and Urdu for wider circulation among public and official functionaries.
- (c) Identification of NGOs and women groups which can contribute towards UEE and their orientation.
- (d) Utilisation of audio and video cassettes developed by the SPO for distribution among different agencies and organising shows in common places.
- (e) Display of pictures and print media in prominent places in the village especially in the habitations of disadvantaged groups.
- (f) Cultural programmes like folk songs, nautanki, mushaira, Qawwali, Kavi Sammelan, in local dialect.
- (g) Organisation of Padyatra, Prabhat Pheri.
- (h) Organisation of special enrolment and retention drives for children (especially of girls) of disadvantaged sections.
- (i) Activisation of PTAMTA and their involvement in enrolment and retention.
- (j) Involving religious leaders of muslim community and Scheduled Castes in environment building.
- (k) Training of elected women representatives at block level.
- (k) Identification of BRG.
- (l) Training of VEC members
- (m) Commencement of micro-planning in villages by VEC.

GIRLS EDUCATION

- (a) Involving VEC members in household survey to identify out of school girls and motivating parents to send them to school. Support of elected women representative of PRIs would also be obtained in this regard.
- (b) Meena campaign
- (c) Distribution of audio cassettes in the villages, shops, buses and taxi operators etc. for wide publicity besides use of posters and wall writing for promoting girls education.
- (d) Video cassettes/films for girl education to be shown in Mela/fair etc.

- (e) Formation of Maa-beti association and ensuring montly meeting of Maa-Beti association
- (f) Ensuring monthly meeting of MTA/PTA.
- (g) Compiling success story of girls and circulating it in the project villages.

ACCESS AND ENROLMENT

- (a) Identification of villages, site selection for opening of new schools in consultation with VEC.
- (b) Identification of individual schools where additional room will be constructed.
- (c) Detailed survey of habitations in consultation with VEC and micro planning with disadvantaged groups where alternative schooling facility is to be provided.
- (d) Selection of instructors for Alternative Schooling in consultation with VEC and disadvantaged groups,
- (e) Constitution of District Resource Groups for Alternative Schooling and girls education

RETENTION

- (a) Identification of individual schools in consultation with VEC whose buidling is to be constructed/reconstructed.
- (b) Identification of schools where toilet facilities have to be provided.
- (c) Preparation of school-wise estimates for repair and maintenance of primary schools.
- (d) Rationalisation of teacher units.

QUALITY IMPROVEMENT

- (a) Constitution of District Resource Group on teachers training.
- (b) Procurement of training modules for teachers.
- (c) Organisation of pedagogy visjoning workshop in collaboration with SPO.
- (d) Grant of money for TLM for teachers and schools.
- (e) Developing criteria for giving award of VEC and Schools.

- (f) Selection of habitations for opening ECCE Centres in consultation with VEC where Anganwadi Centre is not existing.
- (g) Training of MTs through TOT at DIET.

SECOND PHASE

During the second phase, the activities for which advance planning has been done. In the first phase will be taken up. The following are the main activities proposed to be taken up during this phase.

CAPACITY BUILDING

- (a) Purchase of equipment, furniture, fixture etc. for DPO.
- (b) Further, strengthening and empowerment of VEC, especially of women and members of disadvantaged sections.
- (c) Micro planning will be extended to all the blocks.
- (d) Getting research and evaluation studies conducted which were planned in first phase.
- (e) Training of VEC members
- (f) Training of PTA and MTA.
- (g) In-service training of teachers.
- (h) Training of BRC/NPRC Coordinators.
- (i) Training of ABSAs/SDIs and head teacher
- (j) Implementation of special education package for muslim girls.
- (k) Setting up of MIS Cell and training of MIS personnel.

DISTANCE EDUCATION

- (a) Preparatory work for launching the programme of distance education in print and in visual methods. Setting up of hardware in DIETS.
- (b) Identification of children with learning disabilities
- (c) Identification of resource support

INTEGRATED EDUCATION

- (a) Preparatory work for launching the programme of integrated education.
- (b) Identification of children with learning disabilities.

ENVIRONMENT BUILDING

- (a) The work of environment building will be further strengthened.
- (b) Organisation of district media group in collaboration with SPO.
- (c) Publicity campaign and celebration of Bal Melas

DIET, BRC, NPRC

- (a) Operationalising DIET
- (b) Starting construction work of BRC, NPRC building
- (c) Appointment of coordinators, assistant coordinator in BRC, NPRC.

ACCESS, ENROLMENT AND RETENTION

- (a) Construction of buildings for new schools.
- (b) Initiation of process for selection of para teachers.
- (c) Purchase of furniture etc. for schools.
- (d) Construction of additional class rooms.
- (e) Repair and maintenance of schools.
- (f) Provision of drinking water and toilet facility in schools.
- (g) Opening of Alternative schooling.

QUALITY IMPROVEMENT

- (a) Preparing for induction training of ECCE workers.
- (b) Preparation for training of Anganwadi workers in pre-schooling education.

SUMMING UP

In the first year of the project, the basic structures and participatory mechanisms for project planning and implementation will be created. Also the requisite knowledge and skills and capability for project implementation would be imparted to key functionaries so that they are able to comprehend the basic philosophy and objectives of DPEP. All preparatory work would be done along with advance planning for construction of civil works. Above all, greatest emphasis will be given to environment building which is most critical for the success of the project.

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A.W.P.B

DISTRICT: PITHORAGARH

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
	(A) ACCESS						
A1.	Additional Classroom Additional Classroom in Nagar School	28	59	1652	20	560	
A2.	New Primary Schools Unserved Areas						
1	Construction '@ Rs. 191 per school (76.4 from DPEP & 114.6 from JRY/State Govt.	76.4	38	2903.20			
2	Salary of Para Teachers	1.4 AT	2942.00	4588.80			
3	Furniture/Fixture & Equipment	15	38	570	9	135	
	Total			9714.00		695.00	
A3.	Shiksha Mitra						
1	Honorarium	1.4 pm	0	0.00			
2	Training						
3	Inducivo Training	3.0	0	0.00			
4	Recurring Training	1.2	0	0.00			
	Total			0.00		0.00	
A4	Alternative Schools						
1	Honorarium						
a	Workers	0.6	5964	3578.40	240	44	

DISTRICT: PITHORAGARH

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
b	Supervisors	1.0	600	600	24	24	
2	Maintenance of Centres	p.m. 2.0	497	994	40	80	
3	TLM	p.a 1.65 p.a	497	590.70	80	132	
4	Training						
a	Inductive	2.1	153	321.30	44	92.4	
b	Recurring	0.84	394	588.00			
C	Training for Supervisors	1					
5	Equipment	2.5	139	1085	40	100	
	Total			7757.40		472.40	
R5	Rajiv Tribe Residential PS	6	350	2100.00			
a	Para Teacher	1.4	72	100.80			
b	Worker	0.6	144	86.80			
c	Furniture	50	50	50.00			
	Total			2338		0	
	Sub Total			19809.00		1167.40	
	RETENTION						
R1	Publicity & Extention Awareness Building/Mass Communication	1 PA P VEC	702	702.00	351	351.00	
R3	Newsletter						
R4	Cons./Recons. of old PS(Rural) (Cons. through community action)	76.4	55	4202.00			

A.W.P.B

DISTRICT: PITHORAGARH

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
R5	Toilets	10	600	6000	150	1500.00	
R6	Drinking Water	22	250	5500	50	1100.00	
R7	Repair & Maintenance (School Needing Repairs & General Maintenance) Repairs	20	60	1200	50	1000.00	
R8	Salary of Addl. Para Teachers	1.4					
R9	Innovative Programmes through NGOs/Mahila Samakhya	100					
R10	Promoting Girls' Education	10					
R11	Training of Elected Women of G.P.	0.09	6510	585.90	1302	117.18	
	a) Meena Campaign	25	8	200.00			
	b) Model Village	40	8	320.00			
R12	MTA/PTA Training	0.09	5155	522.54	1031	92.79	
R13	MTA Award	1					
R14	Bal Mela	.5 PA P.NPRC	256	128	32	16.00	
R15	Honorarium of AE.	10	36	360	6	60.00	
R16	Honorarium of JE	7	288	2016	48	336.00	
	Sub Total			21736.44		4572.97	

A.W.P.B

DISTRICT: PITHORAGARH

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
	(Q) QUALITY IMPROVEMENT						
Q1	Opening of ECCE Centres						
1	Civil Works (one additional room)	28					
2	TLM	5	104	520.00			
3	Honorarium (Constructor + Helper)	0.6 pm	4152	2491			
4	Contingency	1.5	346	519			
	<u>Training</u>						
	Induction	1.47	104	152.88			
	Recurring	0.56	242	135.52			
	Anganwari Worker's training	0.49	1644	805.56			
	Total			4624.16		0.00	
Q2	Training Programmes						
1	VEC/ABSA Eng. CW	10		30		5	
2	Induction Training to para teachers	2.1	76	159.60	18	37.8	
3	In-service teachers training	0.9	9345	8410.00	2804	2523.6	
4	Rec training for para teachers	1.4	188	263.20	1	10	
5	VEC Members Training	0.09	10000	720.00	3000	270	
6	NGOs Training	0.84					
7	BRC Coordinators/	0.6	224	134.40	28	16.8	
8	NPRC Coordinators training	0.8	256	204.80	64	51.2	
9	ABSA/SDI Training	0.8	32	25.60	8	6.4	
10	Head Teacher's training	0.84	1032	866.88			
11	Book Bank	0.3					
	Total			10784.48		2915.80	

A.W.P.B

DISTRICT: PITHORAGARH

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
Q3	Teaching Learning Material to:						
1	School Improvement Fund	2	4238	8476.00	516	1032	
2	Teacher's grant	0.5	7624	3812.00	1859	934.5	
3	Feee Text Book to SC/ST & Girls	0.03	180132	5403.96	351118	1054.44	
Q4	Book Bank	0.03	4218	1265.40	1031	309.30	
	Total			18957.36		3330.24	
Q5	Awards to VECs to per NPRC	25	32.00	800.00			
Q6	School Awards	5 per block	64	320.00			
	Sub Total			35486.00		6246.04	
	(C) CAPACITY BUILDING						
C1	School Mapping & Microplanning						
1	Printing/Survey	10	8	80.00	4	80	
2	Seminar & Workshop	3	16	48.00	4	48	
3	Village level Microplanning	15	16	240.00	8	120	
	Total			368.00		248.00	
C2	Operationalising DIETs						
1	Furniture/Fixture						
2	Equipment	50	1	50.00	1	50	
3	Books	10		40.00	1	5	
4	Honorarium						
5	Printing						
6	Travelling Allownces	30		150.00		30	
7	Maintenance	5					
8	Workshop/Seminar/Comp. Trg.	40					
9	Purchase of vehicle	350	1	350.00	1	350	

A.W.P.B

DISTRICT: PITHORAGARH

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
10	POL	30		135.00		15	
11	Action Research	30		120.00		15	
12	Wages of Driver	2.5	54	135.00	6	15	
	Total			980.00		480.00	
C3	Block Resource Centre						
1-	Civil Construction	800	8	6400.00			
2	Salary (Coordinator, 2 No.) Asstt Co-ordinator, Chowkidar)	18.5	312	4272.00	6	111	
3	Equipment/Furniture	150	8	1200.00		150	
4	Travelling Allowance	5	34	150.00		5	
5	Maint. of Equipment	1	18	18.00			
6	Maint. of Building	6	18	108.00			
7	Books	10	24	240.00			
8	BRC Exhibition fair of teaching aids	20	8	160.00			
9	Consumables	5		180.00		20	
10	Motor Cycle						
11	POL						
	Total			12728.00		286.00	
C4	District Project Office						
1	Equipment	200	1	200.00	1	200	
2	Furniture & Fixture	120	1	120.00	1	120	
3	Books	10	5	50.00	1	5	
4	Purchase of Vehicle	350	1	350.00	1	350	
5	Consultancy charges	120		480.00		60	
6	Salary staff	115	60	6900.00		1380	
7	Travelling Allowances	300	3	180.00	12	40	
8	Consumables			200.00		40	
9	Telephone/Fax			200.00		40	
10	Vehicle Maint. & POL	150		750.00		150	
11	Maint. of Equipment	20		80.00		5	

A.W.P.B

DISTRICT: PITHORAGARH

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
12	Seminar/Workshop	80		160.00		20	
13	Hiring of Vehicles	10		50.00		10	
14	CW Supervisory Consultancy						
15	Distt. level Exhibition & Fair	50		100.00		25	
16	Study Tours	40		160.00	1	20	
17	Distt. level conversion workshop	15	0	75.00	1	22.5	
18	AWP & View Workshop	15		75.00	1	22.5	
19	Research Evaluation	35	4	140.00	1	17.5	
20	Contingency	20		100.00		20	
21	Motor Cycle	30	13	390.00	13	390.00	
22	POL						
	Total			10760.00		2937.50	
C4.1	MIS/Research & Evaluation						
1	MIS Cell Furnishing	180	1	180.00	1	180	
2	EMIS/PMIS (Printing/Survey etc per block	25	5	125.00	1	37.5	
3	MIS Equipments	250	1	250.00	1	250	
4	Comp. systems training	50		50.00	1	50	
5	Maintenance of equipments	30	3	120.00		15	
6	Exposure visits						
7	Consumable	30	3	150.00	1	30	
	Total			875.00		562.50	
C5	School Complex (NPRC)						
1	Construction	28	64	1792.00			
2	Salary Coordinator	5.5	2664	14652.00	90	495	
3	Equipment	15	64	960.00			
4	Books for Library/Book Bank	5	128	640.00			
5	Audio visual hiring charges	0.8	222	177.60	15	12	
6	Monthly meeting	2	222	444.00	15	30	
7	Mela/ Workshop etc.						
	Total			18665.60		537.00	

A.W.P.B

DISTRICT: PITHORAGARH

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
C7	Distance Education						
1	Equipment & others	75	1	75.00	1	37.5	
2	Telephone & Fax Bills	5	5	25.00	1	2.5	
3	Maintenance	2	4	8.00	1		
4	Video Recording & Packaging	200	4	800.00	1	100	
5	Printing materials	15	4	60.00	1		
	Total			968.00		140.00	
C8	Integrated Education						
1	Distt. level workshop	50	1	100.00			
2	Block level resource support/DC	27	48	1296.00	6	162	
3	Survey through VECs	5	8	40.00	2	10	
4	Training of BRG/DRG	0.6	70	56.00	35	21	
5	Orientation of Teachers	0.09	3500	315.00	600	54	
	Total			1807.00		247.00	
	Sub Total			47151.60		5438.00	
	Grand Total			124183.04		17424.41	

APPENDIX

DISTRICT: PITHORAGARH

PROCUREMENT PLAN

Rs.in thousand

S. NO.	TYPE OF PROCUREMENT	TOTAL COST AMOUNT	UNIT	UNIT COST	PROCUREMENT PROCEDURE	PROCUREMENT AGENCY	TIME SCHEDULE
A-1	Additional Classroom	560.00	20	28.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2003
A-2	Construction of New Pimary School Buiding	7334.40	96	76.40	Commu. Participation	VEC	APRIL 2000 TO MARCH 2003
A-3	Furniture/Fixture & Equipment	1440.00	96	15.00	National Shopping	VEC	APRIL 2000 TO MARCH 2003
A-4	<u>Altrenative School</u>						
1	TLM	907.50	550	1.65	National Shopping	DPO	APRIL 2000 TO MARCH 2004
2	Equipment	375.00	150	2.50	National Shopping	DPO	APRIL 2000 TO MARCH 2004
R-3	Reconstruction of old PS	687.60	9	76.40	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002
R-4	Toilets	7120.00	712	10.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002
R-5	Drinking Water	11000.00	500	22.00	Jal Nigam (Single Source Contract)	DPO	APRIL 2000 TO MARCH 2002
R-6	Repair & Maintenance of School Building	1240.00	62	20.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002

DISTRICT: PITHORAGARH

PROCUREMENT PLAN

Rs.in thousand

S. NO.	TYPE OF PROCUREMENT	TOTAL COST AMOUNT	UNIT	UNIT COST	PROCUREMENT PROCEDURE	PROCUREMENT AGENCY	TIME SCHEDULE
Q-1	<u>Opening of ECCE Centres</u>						
	TLM	325.00	65	5.00	National Shopping	DPO	APRIL 2000 TO MARCH 2002
	Civil Works	1820.00	65	28.00	Commu. Participation	VEC	JULY 2000 TO MARCH 2003
Q-3	<u>Teaching Learning Material to</u>						
1	School Improvement Fund	5320.00	2660	2.00	National Shopping	VEC	APRIL 2000 TO MARCH 2004
2	Teahers Grant	2786.00	5572	0.50	National Shopping	SCHOOL TEACHER	APRIL 2000 TO MARCH 2004
3	Free Text Book to SC/ST & girls	32016.00	1067200	0.03	Proprietary Item	VEC	APRIL 2000 TO MARCH 2004
C-2	<u>Operationalising DIETs</u>						
1	Furniture/Fixture						
2	Equipment	50.00	DIET		National Shopping	DIETs	OCT. TO DEC. 99
	Vehicle	350.00	1	350.00	National Shopping	SPO	OCT. TO DEC. 99
	Books	100.00	DIET		Proprietary Item	DIETs/SPO	APRIL 2000 TO MARCH 2001
C-3	<u>Block Resource Centre</u>						
1	Civil Construction	4800.00	6	800.00	NCB	DPO/SPO	APRIL 2000 TO MARCH 2002
2	Equipment/Furniture	690.00	6	115.00	National Shopping	BLOCK COORDINATOR	APRIL 2000 TO MARCH 2002
3	Books	180.00	18	10.00	Proprietary Item	SPO	APRIL 2000 TO MARCH 2004

DISTRICT: PITHORAGARH

PROCUREMENT PLAN

							Rs.in thousand
S. NO.	TYPE OF PROCUREMENT	TOTAL COST AMOUNT	UNIT	UNIT COST	PROCUREMENT PROCEDURE	PROCUREMENT AGENCY	TIME SCHEDULE
C-4	District Project Office						
1	Equipment	200.00	DPO		National Shopping	DPO	OCT 99 TO MARCH 2000
2	Furniture/Fixture	120.00	DPO		National Shopping	DPO	OCT 99 TO MARCH 2000
3	Books	50.00	DPO				OCT 99 TO MARCH 2000
4	Purchase of Vehicle	350.00	1	350.00	National Shopping	SPO	OCT 99 TO DEC 99
C-4.1	<u>MIS Research & Evaluation</u>						
1	MIS Cell furnishing	180.00	DPO	180.00	National Shopping	DPO	APRIL 2000 TO MARCH 2001
2	EMIS/PMIS (Printing/Survey etc.)	277.00	DPO		National Shopping	DPO	APRIL 2000 TO MARCH 2001
3	MIS Equipment	400.00	DPO		National Shopping	SPO	OCT 1999 TO MARCH 2000
C-5	<u>School Complex</u>						
1	Construction	12350.00	190	65.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002
2	Equipment	2850.00	190	15.00	National Shopping	DPO	APRIL 2000 TO MARCH 2002
3	Books for Library/Book Bank	3700.00	740	5.00	Proprietary Item	SPO	APRIL 2000 TO MARCH 2004

IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000

S. No.	Heads / Sub Heads	Oct. 1999	Nov. 1999	Dec. 1999	Jan. 2000	Feb. 2000	Mar. 2000	Apr. 2000	May 2000	June 2000	July 2000	Aug. 2000	Sept. 20
R.	RETENTION												
R1	Awareness Building												
	• Procession / Rallies, Audio Visual, Publicity, Posters / Banners, Hoardings, Festival/ Sports etc.		****	****	****	****	****	****	****	****	****	****	****
R2	Exchange Visits					****			****				
R3	Toilets												
	• Selection of Schools				****								
	• Distribution of Manual / Training					**							
	• Transfer of Money						**						
	• Construction							****					
R4	Drinking Water												
	• Selection of Schools					****							
	• Selection of Agency						**						
	• Transfer of Funds						**						
	• Installation							****	****				
	• Verification												****
R5	Upgrade H.T.												
	• Post Creation							****	****				
	• Placement						****	****	****	****			
R6	Reconstruction of Old P.S. Buildings												
	• Finalisation of the List				****								
	• Opening of Joint Account					****							
	• Transfer of Funds					**	**						
	• Distribution of Manual / Training					****	**	**					
	• Construction Work							****	****	****			
R7	Innovative Programmes												
R9	Salary of Adl. Teachers												
R10	Promoting Girls Education							****	****	****	****	****	****
R11	Training of Elected Women of GP							****	****	****	****	****	****
R12	MTA / PTA Training							****	****	****	****	****	****
R13	Bal Mela							****	****	****	****	****	****
								**	****	****	****		

IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000

S. No.	Heads / Sub Heads	Oct. 1999	Nov. 1999	Dec. 1999	Jan. 2000	Feb. 2000	Mar. 2000	Apr. 2000	May 2000	June 2000	July 2000	Aug. 2000	Sept. 20
Q.	QUALITY												
Q1	Opening of ECCE Centres												
	• Identification of Location								****	****			
Q2	Training Programmes												
1.	Industion Level Training												
	• Procurement of Training / Manual								****		***	***	
	• Training of RPs												
	• Training of Teachers										****	****	****
2.	In Service Training												
	• Training of MTs												
	• Procurement of Training / Manual								****		*		
	• Training of RPs/MRCs, Asstt. Co-ordinators									****			
	• Training of Teachers												
	• Training for Project Functionaries				****			****			*		
	• VEC Member Training						****	****	****	****			
	• Training of NPRC Co-ordinators									**	**		
Q3	TLM												
1.	TLM to Schools												
	• Procurement				****	****					**	**	**
2.	TLM to Teachers												
	• Procurement										****	****	
3.	Free Text Books to SC / ST Girls												
	• Procurement								****	****			
	• Distribution										****	**	

IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000

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

IMPLEMENTATION SCHEDULE : FIRST YEAR OCTOBER 1999 – SEPTEMBER 2000

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

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