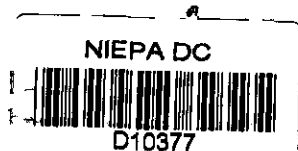


District Primary Education Programme-III

PERSPECTIVE PLAN

District: Bijnor



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

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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 Managment 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 Elementray Education
VEC	:	Village Education Committee

CHAPTER - I

DISTRICT PROFILE

GEOGRAPHICAL FEATURES :

District Bijnor is located between 29.1 to 29.58 degree latitude as 75 to 78.57 degree longitude with total area of 4938 sq. Kms. It lies in the western region of Uttar Pradesh surrounded by Pauri Garhwal district in the north, Udham Singh Nagar district in the north-east and Jyotibaphule Nagar district in the south-east respectively.

The whole district can be sub-divided into three main regions. The first is the large strip from Nagina to Afzalgarh bordering Garhwal and Udham Singh Nagar districts which is fully terrain having forest area constituting nearly 10 percent of the total reported area. The second part is the vast stretch of undulated land along the river Ganga which separates Bijnor district from Meerut, Muzaffarnagar and Haridwar districts. This land is very fertile with adequate facility of irrigation. The third important region is the plain land between Nazibabad Tehsil in the north and Chandpur Tehsil in the south being traversed by main canals and rivulets having very high agricultural productivity. The main crops include paddy, wheat, dalhan, oilseeds, sugarcane, tobacco and cotton. Dairy activities specially conversion of milk into milk product such as 'Ghee' is an important allied activity.

HISTORICAL :

According to the legend, the foundation of Bijnor kingdom was laid by the mythical king Bena or Vena. His might was acknowledged by the people right from Punjab to Bihar. In 1741, Bijnor was made part and parcel of Rohilkhand state and in 1752 Nazibudulla was given Bijnor as 'Zagir' by the Mughal Emperor, who made Nazibabad his headquarters.

This zagirdari was ceded by the East India Company in 1801 and was merged with Moradabad district. In 1867 It was separated from Moradabad district and thus Bijnor district came into being with Nagina as the district headquarters. However, later on Bijnor was made the district headquarters.

ADMINISTRATIVE STRUCTURE :

The district is subdivided into 5 tehsils and 11 development blocks. It has 131 Nyaya Panchayats and 947 Gram Sabhas. The total number of villages is 3027 out of which 2132 are inhabited . Among inhabited villages, two villages are located in the forest area having a total population of 1572 (1991 Census) with 952 males and 620 females. Only 78 people belong to Scheduled Caste and the rest to Gujjar and Buxas tribe. The district administration is headed by the District Magistrate assisted by Chief Development Officer and Block Development officers, besides the district level officers who represent different departments. As a result of 73rd Constitutional Amendment, three tier Panchayat Raj Institutions of Zila, Kshetra and Gram Panchayats have come into being. The Basic Shiksha Adhikari looks after primary education in the district. The following table gives details of administrative units :

TABLE 1/1

ADMINISTRATIVE UNITS

No. of tehsils	No. of Blocks	No. of Nyaya Pachayats		No. of Gra Sabhas
5	11	131		947
Total no. of villages	No. of inhabited villages	No. of Town Area	No. of Municipalities	No. of forest villages
3027	2132	8	12	6

Source : District Statistical Handbook (1997)

The district has 2132 inhabited villages as per 1991 Census. The size of settlements and percentage of population by the category of settlement is given below :

TABLE 1/2
RURAL SETTLEMENT PATTERN

Sl.No.	Population	No. of villages	% of population by village size
I	Less than 500	384	18.02
II	500-1999	1338	62.77
III	200-4999	353	16.57
IV	5000-9999	57	2.64
	TOTAL	2132	100

Source : Statistical Hand Book 1997

The above table indicates that 62.77 percent of the total settlements have a population ranging between 500-1999, followed by 18.02 percent settlement in 384 villages having population less than 500. Therefore, the demand for infra-structural facilities including education would be much more in the majority of villages in the district. The average family size in rural area was 6.38 in 1991 and the density of population per sq.km. was 545.

LAND USE PATTERN :

The total reported area of district Bijnor is 484693 hectare out of which 9.6 percent is forest area and nearly 11 percent land is being used for non-agriculture purposes. Fallow and uncultivable land constitute 6.5 percent of the total reported area and usar land constitutes 1.80 percent; 1.20 percent of the total reported area is under pastures and horticulture and net cropped area constitutes 70 percent of the total reported area. Net irrigated area constitutes 66 percent of the net cropped area. Area which is sown more than once constitutes 32.12 percent of the net cropped area. The following table shows the land use pattern in the district.

TABLE 1/3
LAND USE PATTERN

S.No.	Particulars	Area in hectares	As % of total area
1.	Total reported area	484693	100
2.	Forest Area	46924	9.6
3.	Land used for non-agriculture purposes	52522	10.8
4.	Fallow and uncultivated land	31254	6.5
5.	Usar land	8751	1.80
6.	Pastures & area under horticulture	5864	1.20
7.	Net cropped area	339368	70.03
8.	Net irrigated area	224251	66.00
9.	Area sown more than once.	109000	32.12

Source : District Statistical Handbook (1997)

The forest area is rich in forest produce and offer a variety of wild life. The agriculture is quite developed and there is considerably high level of farm mechanisation as indicated by more than 12000 tractors, and 15000 threshers and more than 15000 of sprayer and sowing equipments.

CROPPING PATTERN :

The cropping intensity is above the cropping intensity of the state as a whole, mainly because of the widespread application of inter-cropping techniques. Out of the total gross cropped area of 379577 hectare, cash crops (sugarcane, cotton, and tobacco) accounts for 47.80 percent and paddy 16.65 percent. Area under wheat was 20.51 percent and area under other foodgrains, Dalhan and Oilseeds was nearly 5 percent of the total gross cropped area. The per hectare yield of food grains was 0.31 mt. (1996) and that of sugarcane was 61.71 mt. which is higher than the average yield at the state level

ECONOMY :

LAND HOLDINGS :

The distribution of land holdings in the district is quite skewed out of total 2,56,590 land holdings, marginal and small land holdings constitute nearly 32 percent operating in 51.76 percent of the total area. Thus, marginal and small holdings pre-dominate in the district which are largely uneconomical. The average size of marginal holding was 0.41 hectare.

TABLE 1/4

DISTRIBUTION OF OPERATIONAL HOLDINGS

S.No.	Category	No. of Holdings	Area in (ha.)	As % of total holdings	As % of total area
1.	Below 1 ha.	146950	96041	57.26	28.30
2.	1-2 ha.	65754	79072	25.62	23.46
3.	2-3 ha	24626	50226	9.79	14.80
4.	3-5 ha	12520	55656	4.80	16.40
5.	5 ha & above	6740	58371	2.64	17.04
	Total	2,56,590	3,39,368	100	100

Source : Statistical Hand Book of U.P., 1992

The average size of land holding in the district in 1991 was 1.32 hectare which was higher than the state average of 0.93 hectare. With availability of irrigation facility, per hectare consumption of chemical fertilizer being 194 Kg. per hectare and higher degree of farm mechanisation there is considerable improvement in the productivity of the land and per head production of foodgrain went up from 1.3 kg. in 1993-94 to 2.4 Kg. In 1995-96. (District Statistical Handbook 1997). The area under commercial crops was 53.8 percent in 1996 of total gross cropped area.

OCCUPATIONAL PATTERN :

As per 1991 Census, the total percentage of main workers to the population was 27.6 percent and the same was 28.2 percent in the rural areas. The main workers involved in agriculture were 18.2 percent of the total population and agriculture labour constituted 66.20 percent of the total main workers 1.2 percent were engaged in dairy and 11.6 percent in household and non household industrial activities. Nearly 21.00 percent main workers were employed in construction activity, business and trade, infra-structure, communication and other activities. The following table reveals sector-wise position of main workers in 1981 and 1991.

TABLE 1/5

MAIN WORKERS BY SECTORS (%)

S.No.	Sectors	In 1991	In 1981	Difference
1	Primary	67.36	67.65	- 0.29
2	Secondary	14.10	17.15	- 3.05
3	Tertiary	18.55	15.20	3.35

Source: *Statistical Handbook 1999*

There is marginal decline (-0.29%) of main workers engaged in primary sector in 1991 over 1981 and secondary sector also indicated decline of 3.05 percent. However, under tertiary sector there was increase of main workers by 3.35 percent. Hence agriculture still continues to be the mainstay of the economy of the district.

INDUSTRY :

The latest data on industry is not available. However, according to district statistical hand-book 1997, in 1990-91 the total number of large industrial units functional in the district was 491. The number of small scale industries were 2693 and most of them are agro-processing units. The total number of workers engaged in the industrial sector was 28, 204 and the total value of production in 1990-91 was Rs. 133.85 crores. There were on an average 3.1 to 3.8 workers employed per SS unit and 324 people were involved in small industry, business and trade activity.

INFRA-STRUCTURE :

(a) TRANSPORT AND COMMUNICATION :

According to district statistical handbook the availability of pucca road in 1994 per lac population was 89.6 kms. Availability of rail line per sq.km. was only 0.4 kms. The number of telegraph offices per lac population was 0.9 and telephone connections per lac population was 350. The number of post offices per lac population was 10.7 and number of cinema hall per thousand population was 1.5. An analysis at the block level indicates that block Kiratpur, Afzalgarh and Nahtoor had least length of pucca road. The number of villages as per all season communication links was 1187 i.e. 55.67 percent of the total villages. The maximum number of villages being devoid of all season communication links was nearly 66 percent in Kotwali block, and 49 percent in Nazibabad block. Block Afzalgarh and Block Sheohara had least number of telephone connections. There are wide inter-block disparities in accessibility which is a constraint to universalisation of primary education. It may however be mentioned that there has been overall improvement in road accessibility and telecommunication links and the situation has considerably improved.

(b) ELECTRICITY AND POWER :

There were 82.8 percent of total villages electrified in 1995 – 96 in Bijnor district. However in Kotwali block and Nazibabad blocks only 50.5 percent and 63.7 percent villages were electrified. The major use of electricity is for agriculture and domestic purposes. All block headquarter are electrified but the power supply is rather erratic.

(c) BANKS AND CREDIT SOCIETIES :

There were 92 branches of nationalised banks and 37 branches other banks in Bijnor district in 1996. The branches of rural banks were 38 and co-operative banks had 32 branches. For providing credit for farm mechanisation, rural infra-structure and allied activities, there were eight branches of cooperative and regional rural banks

(d) **HEALTH :**

In 1995-96, the number of Allopathy Clinic in the district was 22 and the number of Ayurvedic, Homeopathy, and Unani were 10, 12 and 9 respectively. There were 52 P.H.Cs. having 49 CHCs and 253 sub centres.

(e) **POVERTY AND RURAL INDEBTEDNESS :**

According to the estimates of the DRDA nearly 42 percent population was living below poverty line which is more pronounced in block Nazibabad, Kotwali and Afzalgarh. Although no precise data on the extent of rural indebtedness is available but in the course of participatory discussions in 10-12 villages, it could be estimated that nearly 45 percent of the rural population are taking loan from the credit institutions in the organised sector and 10-15 percent from the private money lenders.

DEMOGRAPHIC CHARACTERISTICS :

The total population of the district, as per 1991 census was 24,54,521 out of which 74.93 percent lived in rural area and 25.07 percent in the urban area. The density of population per sq.km. in 1991 was 545 and the sex ratio was 881 females per thousand males. The overall decadal growth of population in 1991 over 1981 was 28.0 percent with 27.32 percent in the rural area during the said period.

**TABLE 1/6
RURAL AND URBAN POPULATION**

S.No.	Particulars	Male	Female	Total	Percentage
1.	Rural population	986099	853070	1839169	74.93
2.	Urban population	325611	289741	615352	25.07
	Total	1293710	1142811	2454521	100.

POPULATION : SC POPULATION, RELIGION-WISE AND AGE-WISE :

The Scheduled Caste constituted 20.7 percent of the total population in 1991 and the religion-wise population in the district indicated that 57.83 percent were Hindus, 40.35 percent Muslims, and others such as Sikhs, Christians etc constituted 1.82 percent of the total population. The age-wise classification of

population 1981 revealed that 14.6 percent of the total population were between 0-4 years age group 15.66 percent between 05-09 years age group and 13.63 percent between 10-14 years age group and the rest 56.08 percent were in the age group of 15-60 and more.

BLOCK-WISE POPULATION, SC POPULATION, DENSITY AND SEX RATIO :

As per 1991 Census the total population in 11 development blocks were 18,39,169. The most populous block was Kotwali having total population 2,34,271, followed by Nazibabad (2,12,231) and Kiratpur block had the lowest population of 1,15,440. Similarly, Kotwali block had highest number of villages of i.e 329 and Kiratpur block had the lowest number of villages i.e. 153. The density of rural population of Bijnor district 489 per sq.km and it ranged from 53 persons sq.km. in Nahtoor block and 304 per sq.km. in Afzalgarh. The sex ratio at the block level was 865 female per thousand males and there is considerable variation at the block level. Out of 11 blocks few blocks had higher sex ratio than the sex ratio in rural areas. The trends of population growth indicated that while the decadal population growth of all blocks in 1981-91 was 27.32 percent it ranged from 28.46 percent in Noorpur block to 22.46 percent in Kiratpur block.

TABLE 1/7
BLOCK-WISE POPULATION, SC POPULATION, DENSITY,
NO. OF VILLAGES AND SEX RATIO

S.No	Name of Block	Total population	%of SC population	Density (per sq.km)	Decennial Population growth (1981-91)	Sex Ratio (per 1000 males)	* No. of villages
1.	Nazibabad	2,12,231	28.6	335	26.56	863	226
2.	Kiratpur	1,15,440	29.9	467	22.46	862	153
3.	M.P Devmai	1,67,561	29.2	355	24.75	852	196
4.	Haldor	1,52,272	23.3	369	26.14	857	191
5.	Kotwali	2,34,271	27.6	365	28.89	867	329
6.	Afzalgarh	1,52,743	21.5	304	24.21	860	160
7.	Nahtor	1,42,860	26.7	653	27.45	884	195
8.	Dhampur	1,71,588	25.0	401	26.89	875	156
9.	B.Sheohara	1,24,909	24.0	466	27.42	864	155
10.	Jalilpur	1,72,996	19.7	431	23.25	860	197
11.	Noorpur	1,90,726	20.8	558	28.46	872	172
	Total All Blocks	18,39,169	25.3	489	27.32	865	2132

* The total number of villages also include 2 inhabited forest villages and total population include 1572 population of these two villages.

Source : *District Statistical Handbook 1997*

There is great disparity in the percentage of population of scheduled caste in different blocks. For example, block Jalilpur Afzalgarh and Noorpur had SC population ranging between 19-29 percent of the total population, in block Kiratpur, Nazibabad and Mohdpur Devmal it ranged between 28-30 percent.

SOCIO-ECONOMIC STRUCTURE :

Nearly 67 percent people in the district are dependent on land for their livelihood and there is marked disparity in its ownership as nearly 83 percent of the farmers are marginal and small farmers. Therefore, inequalities in ownership of assets have continued for centuries. It is also a fact that the owners of productive assets are mostly from the upper castes. Similar caste and class difference can be seen amongst muslims. There had been vested interest both among Hindus and

Muslims who had never favoured that the poor should claim equality with them. The worse victims have been the women of these groups. However, in recent years, as a result of agriculture modernization and growing prosperity in rural areas the quest for knowledge and education is growing considerably which is reflected in increase of enrolment of SC boys and girls as compared to the past but to a lesser extent among Muslim children.

CHAPTER – II

SITUATION ANALYSIS OF PRIMARY EDUCATION

In this Chapter, an analysis of current situation of primary education in district Bijnor has been made so as to identify the major gaps and deficiencies in the system. Such analysis would immensely help in designing suitable strategies to improve primary education in the district and to achieve the goal of UEE.

LITERACY RATE :

The literacy position in the district Bijnor is lower (40.53 percent) than the state average of 41.66 percent (Census 1991). The literacy position in the district has shown considerable improvement. The literacy level increased from 20.10 percent in 1971 to 26.7 percent in 1981 and to 40.53 percent in 1991. Thus, the average annual growth of literacy level in the district was 0.66 percent during 1971-81 which increased to 1.38 percent per annum during 1981-91. The increase in literacy rate in the district was almost at par with State average during 1981-91. The area-wise and sex-wise literacy level in Bijnor district and Uttar Pradesh in 1991 is given in Table 2/1

TABLE 2/1
LITERACY RATES

S.No.	Population	Bijnor	Uttar Pradesh
1.	Total	40.53	41.66
2.	Rural	38.56	36.66
3.	Urban	46.38	61.00
4.	Total Males	52.56	55.73
5.	Total Females	26.47	25.31
6.	Rural Males	52.18	52.11
7.	Rural Females	22.50	19.02
8.	Urban Males	53.70	69.98
9.	Urban Females	38.03	50.38

Source : 1991 Census

The literacy rate in rural area is 38.56 which is higher than the state average of 36.66 percent., However, the literacy rate in urban area i.e.,46.38 was below the state average of 61.0 percent. Similarly, the literacy rate of males in the district was 52.56 percent which was lower than the state average i.e. 55.73 percent but the female literacy rate (i.e. 26.47 percent) was above the state average by (25.31).The area-wise disaggregated data of male and female indicated that in 1991 the literacy level of rural males were almost at par with the state average of 52 percent approximately. But the literacy level of rural females at 22.50 percent was above the State average of 19.02 percent. However, the literacy rate of urban males and females i.e., 53.70 percent and 38.03 percent respectively were lower than the state average of 69.98 percent and 50.38 persons respectively. The notable feature of Bijnor district in the matter of literacy rate is that unlike other districts of the state the difference in male literacy rate in urban and rural area is not significant but in case of female there is marked disparity in this regard. It may, however, be mentioned that considerable urbanisation has not taken place so far in Bijnor district because it is still devoid of industrial activities and the 20 town areas are still predominantly rural in character with a little developed transport and communication and market places.

The district has 11 blocks (Table 2/2) and the block-wise literacy rates show that five blocks namely Nazibabad, Kiratpur, Haldaur, Kotwali and Jalilpur had low literacy rate in 1991 ranging from 33.1 percent to 37.8 percent which were lower than the district average of 38.6 percent.

TABLE 2/2
BLOCK-WISE LITERACY RATE (1991)

S.No.	Name of Blocks	Literacy rate %		
		Total	Male	Female
1.	Nazibabad	35.4	48.7	19.4
2.	Kiratpur	36.6	49.9	20.8
3.	M.P Devmal	38.8	53.1	21.7
4.	Haldoaur	37.8	51.9	21.2
5.	Kotwali	33.1	45.8	18.1
6.	Afzalgarh	40.4	52.4	26.2
7.	Nahtaur	40.7	55.6	23.5
8.	Dhampur	46.2	59.8	30.4
9.	B.Sheohara	42.9	58.0	25.1
10.	Jalilpur	33.2	46.3	17.5
11.	Noorpur	42.4	56.6	25.9
	All Blocks	38.6	52.1	22.50

Similarly, out of 11 blocks in the district, the five blocks namely Nazibabad, Kiratpur, Haldaur, Kotwali and Jalilpur had male literacy rates ranging from 46.3 to 51.9 percent which were lower than the district average of 52.1 percent. Also, there were six blocks in which the female literacy was lower than the district average of 22.5 percent. Kotwali block and Jalilpur blocks are the most educationally backward blocks of district Bijnor. The literacy rate in two inhabited forest villages was 29.5 percent as against the district average for rural area i.e. 38.6 percent. The male and female literacy rate in forest villages in 1991 were 38.1 and 16.0 respectively.

BLOCK-WISE NUMBER OF SCHOOLS AND TEACHERS :

The distribution of primary schools per lac project population in 1998 was 76.2 and five blocks namely Jalilpur, Kotwali, M.P. Devmal, Dhampur and Nazibabad had primary schools per lac population ranging from 63.8 to 71.4 which was lower than the district average of 71.2 schools. The average number of teachers per school was 2.42 at the district level but the same was 2.33 in Jalilpur block, 2.13 in Kiratpur block, 1.88 in Kotwali block and 1.97 in Nazibabad block. The teacher-pupil ratio at the district level (rural area only) was 1:61 but it was 1:76 in Nazibabad block, 1:80 in M.P. Devmal block, 1:72 in Kotwali block in 1:76 in Nehtaur block. The percentage of female teachers as percentage of male teachers were only 29.18 percent and there were marked disparity in positioning of female teachers in Nahtaur; B.Sheohara and Afzalgarh block.

TABLE 2/3
BLOCK-WISE DETAILS OF JUNIOR BASIC SCHOOLS

S.No	Name of Block	No. of Junior Basic Schools	No. of Teachers	No. of children enrolled	Teacher-pupil ratio	Percentage of female teachers to male teachers (%)	No. of HTs
1.	Nazibabad	153	243	22,771	1:66	33.33	66
2.	Kiratpur	92	202	12,333	1:61	73.34	41
3.	M.P Devmal	119	324	22,384	1:69	53.88	130
4.	Haldoor	130	372	18,702	1:45	38.49	122
5.	Kotwali	186	379	25,454	1:67	24.88	96
6.	Afzalgarh	119	283	16,581	1:58	21.53	74
7.	Nahtoor	122	270	19,215	1:71	21.07	43
8.	Dhampur	125	397	22,252	1:56	55.07	138
9.	B.Sheoharan	99	281	15,868	1:56	21.90	43
10.	Jalilpur	117	275	17,228	1:63	64.45	66
11.	Noorpur	139	399	22,797	1:57	32.66	97
	Total All Blocks	1401*	3525	215,585	1:61	29.18	916

* Parishadiya Schools.

Source : BSA (1998)

Block-wise analysis of distribution of school per lac population, teacher-pupil ratio and literacy rate indicate that block Kotwali, Jalilpur, Kiratpur, Nazibabad, Haldaur and M.P. Devmal which have sizeable scheduled caste population would require special attention for strengthening of educational infra-structure aiming at enhancement of enrolment and retention among the children of deprived section specially their girl child.

EDUCATIONAL INSTITUTIONS : -

In 1998-99, there were 1478 primary schools (both urban and rural) Thus in the district enrolment of boys and girls in these schools were 1,65,712 and 90,765 i.e. average 175 enrolment per junior school. There were 264 senior basic schools out of which 58 were exclusively for girls 85,965 boys and 42,088 girls were enrolled in senior basic school i.e. on an average 485. Besides there were 106 higher

secondary schools out of which 17 were exclusively for girls. 32,738 boys and 14,877 girls i.e. on an average 449 students were enrolled in these schools. There were 6 degree colleges in Bijnor district in which 7,364 boys and 3,372 girls were studying.

TABLE 2/4
EDUCATIONAL INSTITUTIONS

S.No.	Name of Institution	No. of Institutions	No. of boys enrolled	No. of girls enrolled
1.	All Junior Basic Schools	1478	151712	90765
2.	Senior Basic Schools	322	80965	42088
	- Total	264		
	- for girls	58		
3.	Higher Secondary School	123	52738	14877
	- Total	106		
	- for girls	17		
4.	Degree college	6	7361	3372

Source : BSA - 1998 and District Statistical Handbok 1998

BLOCK-WISE ENROLMENT :

The boys and girls respectively constituted 60.74 and 39.26 percent of total children of 6-11 years age group enrolled in Parshadiva schools in 1998-99 out of which SC boys and girls constituted 25.02 percent and 24.36 percent respectively and Muslim boys and girls 17.14 and 15.29 percent respectively. Thus out of the total children enrolled 24.67 percent belonged to SC families against the share of scheduled caste in total population of 20.7 percent. Similarly, only 16.4 percent of total children enrolled belonged to muslim community as against their share of 41 percent in total population of the district. Blockwise enrolment of boys and girls, scheduled caste boys and girls and muslim boys and girls is given in Table 2/5.

TABLE 2/8
BLOCK-WISE ENROLMENT (1998)

S.No	Name of Block	Total Boys	Total Girls	SC Boys	SC Girls	Muslim Boys	Muslim girls
1.	Nazibabad	12831	9940	4391	3754	1889	1270
2.	Kiratpur	7230	5103	5598	1070	1355	1280
3.	M.P Devmal	15935	6449	2569	1836	2655	1360
4.	Haldaur	10279	8423	2049	1340	3450	1265
5.	Kotwali	16345	9109	3536	2510	2180	1494
6.	Afzalgarh	9203	7378	2818	1355	3240	2050
7.	Nahtaur	10792	8423	3049	1340	2550	1080
8.	Dhampur	15129	7123	5186	2162	1510	764
9.	B.Sheoharan	9633	6235	2724	1095	1035	745
10.	Jalilpur	11274	5954	2505	1165	1013	640
11.	Noorpur	12295	10502	3339	2994	1565	995
	Total	130946	84639	37764	20621	22442	12943
	% of total	60.74	39.86	26.25	24.26	17.14	15.29

Source : BSA (1998)

The average number of boys and girls enrolled per block works out to 11904 and 7,694 respectively. Six block namely Kiratpur, Haldaur, Afzalgarh, Nahtaur, B. Sheohara and Jalilpur had lower number of boys enrolled than the average for all blocks and similarly block Kiratpur, M.P Devmal, Afzalgarh, Dhampur, B.Sheohara and Jalilpur had lower number of girls enrolled than the average for all blocks. Special efforts would have to be made to improve the enrolment of girl child in these blocks. The ratio of enrolment of all boys and girls was 1.54 : 1 the SC boys and girls was 1:59:1 and enrolment ratio of muslim boys and girls was 1.74:1 Besides, there were 77 recognised Junior Basic Schools enrolling 22.892 student

STATUS OF BUILDING :

In Bijnor district 3.5 percent of total schools are at different stages of construction. Out of total 1401 schools only 73 schools (5.1%) had only one pucca room, 1034 schools (73.82%) had two pucca rooms and 150 (10.70%) schools had three and more pucca rooms.

TABLE 2/6
STATUS OF SCHOOL BUILDINGS BY NUMBER OF STUDENTS

S.No	Name of Block	No. of schools	No. of schools with delapidated buildings	No. of schools with one room	No. of schools with 2 rooms	No. of schools with 3& more rooms	Schools having students between	
							150-250	250 - 500 & more
1.	Nazibabad	153	13	6	128	6	15	9
2.	Kiratpur	92	10	6	36	40	11	6
3.	M.P Debmāl	119	6	12	82	19	6	6
4.	Haldoor	130	4	15	99	12	18	10
5.	Kotwali	186	16	03	153	14	21	13
6.	Afzalgarh	119	16	10	70	23	10	10
7.	Nahtoor	122	14	7	97	4	16	9
8.	Dhampur	125	16	4	97	8	15	7
9.	B.Sheoharan	99	7	3	81	8	11	6
10.	Jaliipur	117	13	2	99	3	12	8
11.	Noorpur	139	17	5	98	19	22	16
	Total	1401	132	73	1040	156	157	100
	As % of schools	100	9.42	5.21	74.23	11.13	11.21	6.71

Note : Details of Parshadiya schools only

Source : BSA (1998)

DELAPIDATED BUILDINGS :

Table 2/6 shows that there were 132 school buildings (9.42%) which are in delapidated condition and require reconstruction. Besides as indicated by Table 2/7 there were 444 (31.69%) school buildings which require major and minor repairs..

SCHOOLS AS PER NUMBER OF STUDENTS

The block-wise analysis of schools as per number of students as given in Table 2/6 indicates that there were 157 (11.21%) schools in the district in which the average number of students ranged between 150-250 and there were 100 schools (6.71%) in which the number of students ranged between 250-350 and even more and these schools require additional one room and two rooms respectively to accommodate all the students. Besides, as per norm one additional room is also to be added in existing 73 one room schools. The distribution of students according to the number of students is given in the Table below :

TABLE 2/6.1

S.No.~	No. of students	No. of Primary Schools
1.	Less than 50	110
2.	Between 50-150	1034
3.	Between 150-250	157
4.	Between 250-350	80
5.	Between 350-450	18
6.	More than 500	2

Source : BSA 1998

An additional room is required in 73 single rooms. The status of school buildings with two rooms is 1040 as per the table 2/6, but due to the constraints of fund under DPEP the schools that will be provided with this facility, will be 357.

SCHOOLS REQUIRING REPAIRS AND WITHOUT BASIC FACILITIES :

It would be essential for planning purposes to identify primary schools in the district in terms of basic facilities. The following table shows the number of schools with drinking water and toilet facilities :

TABLE 2/7

**NO. OF SCHOOLS REQUIRING REPAIRS OF SCHOOLS WITHOUT TOILETS
& DRINKING WATER FACILITY**

S.No	Name of Block	No. of schools needing repairs	No. of Schools without toilet	No. of schools without DIW facility
1.	Nazibabad	65	106	12
2.	Kiratpur	28	66	10
3.	M.P Devmal	29	78	-
4.	Haldaur	41	66	-
5.	Kotwali	61	147	9
6.	Afzalgarh	50	78	30
7.	Nahtaur	12	100	-
8.	Dhampur	39	109	15
9.	B. Sheoharan	31	80	21
10.	Jalilpur	35	94	1
11.	Noorpur	53	112	-
	Total	444	1045	98
	As % of schools	31.69	74.6	6.99

Source : BSA (1998)

Out of 1401 primary schools in the district (1304) (93.07%) schools had drinking water facility. Drinking water facility is available in all the schools in block Noorpur, M.P. Devmal, Haldaur and Nahtaur and 98 (6.99%) schools located in remaining seven blocks have no drinking water facility. Similarly, toilet facility is available only in 365 schools (26.05%) However, the local education officers (BSA, DY.BSA and ABSA) identified 482 schools having sizeable number of girl students which require construction of separate toilet for them.

UNSERVED HABITATIONS :

As per the norm of the state Govt. new primary school could be opened in such villages where the minimum population is 300 and the primary school is located within a radius of minimum 1.5 Km. Based on the above mentioned norm Table 2/8 indicates 108 unserved areas. The block-wise position of unserved areas is given in the table below :

Table 2/8
UNSERVED AREA

S.No	Name of Block	No. of unserved area as per norm.
1.	Nazibabad	10
2.	Kiratpur	23
3.	M.P Debmaj	23
4.	Haldoor	6
5.	Kotwali	27
6.	Afzalgarh	8
7.	Nahtoor	10
8.	Dhampur	16
9.	B.Sheoharan	24
10.	Jalilpur	23
11.	Noorpur	10
	Total	187

ENROLMENT :

The number of children of 6-11 years age group has been estimated by assuming 13.50 percent of the population. For projecting the population, the annual growth rate of 2.73 percent (in case of individual block based on the decadal growth rate during 1981-91 has been accepted and number of boys and girls have been

estimated on the basis of sex ratio 54:46, Scheduled caste population was 23.50 percent of total population in 1991 and on this basis The number of S/C children has been calculated. On the basis of this assumption, number of children in 6-11 years age-group (block-wise) in 1998 has been projected and tallying the block-wise data of enrolment, collected from the field GER (%) has been calculated which is given in the table below

Table 2/9
BLOCK-WISE GER (%) (1998)

S.No	Name of Block	Total children in 6-11 years age	Total 6-11 yrs. children enrolled	GER (%)
1.	Nazibabad	34,726	22,771	65.57
2.	Kiratpur	18,377	19,333	67.11
3.	M.P Dēvmal	27,089	22,384	82.63
4.	Haldaur	24,849	18,702	75.26
5.	Kotwali	38,912	25,454	65.41
6.	Afzalgarh	24,612	16,581	67.36
7.	Nahtaur	23,513	19,215	81.72
8.	Dhampur	28,130	22,252	79.10
9.	B.Sheoharan	20,559	15,868	77.18
10.	Jalilpur	27,688	17,228	62.22
11.	Noorpur	31,598	22,797	72.14
	Total	3,00,033	2,15,585	71.85

Note : Details of Parshadiya schools only

Source : BSA (1998)

The GER(%) of all blocks in 1998 was 71.85 percent. Five blocks mainly Nazibabad, Kiratpur, Kotwali, Afzalgarh and Jalilpur had lower GER ranging from 62.22 percent to 67.36 percent as against 71.85 percent for all the blocks.

GER

The Gross Enrolment Ratio in Parshadiya School at the district level was 62.79 percent in 1995-96 which rose to 71.85 percent in 1998-99 with average annual growth of 2.51 between 1995-96 and 1998-99.

Table 2/10
GROSS ENROLMENT IN PARISADIYA SCHOOLS

Year	No. of children in 6-11 years (projected)	Total (6-11 yrs) children enrolled	GER (%)
1994-95	2,68,804	1,65,502	59.04
1995-96	2,76,124	1,73,386	62.79
1996-97	2,83,874	1,84,454	64.97
1997-98	2,91,842	1,98,338	67.96
1998-99 (Till Sept.)	3,00,033	2,15,585	71.85

Source : BSA, 1998

It is obvious from the above table that GER was 59.04 percent in 1994-95 which increased to 71.85 percent in 1998-99 with average annual growth of GER of 2.56 percent. The disaggregated data of enrolment in 1997-98 and 1998-99 (Table 2/11) indicate that total enrolment increased from 67.96 percent to 71.85 percent and that of boys from 80.79 percent to 81.39 percent. The enrolment of girls increased with a rapid pace from 53.12 percent to 60.82 percent. Amongst children belonging to Scheduled Caste the total enrolment of SC children of 6-11 years age group increased from 66.65 percent in 1997-98 to 70.32 percent in 1998-99 and that of SC boys from 76.91 percent to 80.49 during the said period which was almost at par with the total boys. The GER for SC girls increased from 54.79 percent to 58.57 percent during the said period.

Table 2/11
BREAK-UP OF ENROLMENT

Year	No. of children in 6-11 yrs			Children in 6-11 yrs enrolled		
	Total	Boys	Girls	Total	Boys	Girls
1997-98	2,91,842	1,56,486	1,35,356	1,98,338	1,26,436	71,902
GER(%)	-	-	-	67.96	80.79	53.12
1998-99	3,00,033	1,60,878	1,39,155	2,15,583	1,30,944	84,639
GER(%)	-	-	-	71.85	81.39	60.82

	SC children in 6-11 years			SC children enrolled		
	Total	Boys	Girls	Total	Boys	Girls
1997-98	73,836	35,591	34,245	49,215	30,450	18,765
GER(%)	-	-	-	66.65	76.91	54.79
1998-99	75,908	40,702	35,206	53,385	32,764	20,621
GER(%)	-	-	-	70.32	80.49	58.57

Source : BSA (1998)

DROP OUTS

The drop out rate in the district was 47.21 percent. The dropout rate among boys was 45.77 percent and among girls it was as high as 48.16 percent.

Table 2/12
DROUPOUT RATES OF STUDENTS

Year/Class	I	II	III	IV	V
1993-94	B 24845 G 18186 T 43031				
1994-95		B 21265 G 14878 T 36843			
1995-96			B 18537 G 13020 T 31557		
1996-97				B 15588 G 10595 T 26183	
1997-98					B 13479 G 9246 T 22720

- (i) Dropout rate (total) 47.21
- (ii) Dropout rate (Boys) 45.77
- (iii) Dropout rate (Girls) 48.16

NON-FORMAL EDUCATION

NFE Programme in the district is being implemented under the overall charge of NFE officer and the BSA. 800 NFE centres were operational in 8 blocks of the district. The total enrolment was 19569 i.e. average 24 students per centre. The total number of boys enrolled were 10180 and the number of girls enrolled were 9389 NFE centre is managed by an Instructor.

Table 2/13
NON FORMAL EDUCATION CENTRES

S.No.	Name of blocks	No. of NFEC	Enrollment		
			Boys	Girls	Total
1.	Noorpur	100	1303	1257	2560
2.	B. Sheohara	100	1201	1299	2500
3.	M.P. Devmal	100	1204	1087	2291
4.	Haldaur	100	1144	1189	2333
5.	Dhampur	100	1425	1128	2553
6.	Afzalgarh	100	1168	1132	2300
7.	Nahtaur	100	1360	1140	2500
8.	Jalilpur	100	1375	1157	2532
	Total	800	10,180	9,389	19,569

Source : P.O. BDW (1998)

INTEGRATED CHILD DEVELOPMENT SERVICES

Mostly, in rural areas, the children of illiterate parents, are first time school goers. It, therefore, becomes necessary to prepare children in 3-6 years for joining primary school. ICDS centres aim at preparing the children to enter primary school under its pre-school education programme. The entire district is covered under ICDS. The total number of Anganwari centres was 686 and on an average 26 children per centre were enrolled.

Table 2/14
NUMBER OF ANGANWARIS

S.No.	Name of blocks	No. of ICDS centre	Average No. of children
1	Haldaur	186	24
2	Nahtaur	150	21
3	M.P. Deomal	130	23
4	Afzalgarh	100	28
5	Nazibabad	120	32
		686	26

Source : P.O. ICDS (1998)

INTEGRATION OF PRIMARY EDUCATION WITH OTHER DEPARTMENTS :

DIET :

District Institute of Education and Training (DIET) is located in Jalilpur at a distance of 45 km from Bijnor. The building of the DIET is new and it has necessary infra-structural facility to conduct various training programmes. However, certain additional equipments are required. The following table (2/15) shows the position of important posts sanctioned and filled.

Table 2/15
POST SANCTIONED & FILLED AT DIET

S.No.	Posts	No. of posts	In Position	Vacant
1.	Principal	1	-	1
2.	Vice Principal	1	-	1
3.	Senior Lecturer	6	1	5
4.	Lecturers	17	3	14

MID-DAY MEAL :

Under mid-day meal scheme 3 Kg. of food grain is given per month to such children who have 80% attendance in their respective classes. The scheme is being implemented through distric civil supplies department .The mid-day meal scheme has led to considerable increase in enrolment.

SOCIAL WELFARE DEPARTMENT :

The State Government awards scholarships to the students of weaker sections to motivate them to complete their education. All children belonging to SC and ST are covered under the scholarship scheme. Under special scheme, scholarships are given to children belonging to OBC category. Minority Welfare Department awards stipend to the poor children of muslim community. Every school has a scholarship committee which supervises the distribution of scholarships.

MEDICAL AND HEALTH DEPARTMENT :

The school health programme is not being effectively implemented in the district. It is very important to have regular health checkup of children in The school to improve their retention.

CHAPTER - III

PLANNING PROCESS

INTRODUCTION :

In the context of primary education, the planning at the district level has to be further strengthened in conformity with the guidelines in Programme of Action (POA) 1992 which read as follows :

"Further efforts would be made to develop district specific projects, with specific activities, clearly defined responsibilities, definite time schedule and specific targets. Each district project will be prepared within the major strategy framework and will be tailored to the specific needs and possibilities in the district...."

The District Primary Education Programme (DPEP) which seeks to operationalise the POA 1992 makes a departure from the past planning practices. It lays emphasis on contextuality which entails local area planning with disaggregated targets and decentralised planning and management. In this, the district plans are to be prepared through an intensive process of interaction with the local bodies, teachers, NGOs so that it is owned by all who are to be associated in implementation and it reflects the ground level realities. It believes that resources are an important but not sufficient condition for achieving the goals of UEE. It also calls for a holistic planning and management approach incorporating gender perspective and addressing the more difficult aspects of access, particularly to girls, disadvantaged groups and out of school children. It also calls for convergence between elementary education and related services. Above all, DPEP lays greatest emphasis on participatory planning so that community takes the responsibility of management of primary education facilitated by government functionaries. Thus, the whole process of planning has to be started in a bottom-up fashion so that all sections of people are involved in this process. The focus has to be on utilisation of the facility by all instead of its provision in order that every household is able to derive benefit from the facility existing or being planned.

STAGES IN PLANNING FOR DPEP

Keeping in view the above considerations, the planning process for preparation of Perspective Plan for DPEP in the district was initiated through formation of a district planning core team and the orientation of its members (which included BSA, Principal DIET and two other members) about the philosophy and objectives of DPEP in the state level workshop held at Lucknow on 3-4 December 1998. In this workshop, detailed interaction was held on goals, objectives, planning process, participatory exercises implied, data needs, methodology of designing strategies etc. The core team started collecting required data for DPEP.

Simultaneously, the district planning core team attended a training course of 10 days duration in planning for DPEP at SIEMET, Allahabad. During the course, the methodology of planning was explained along with other related techniques of situation analysis, setting of objectives and targets etc. An idea of the contents of the DPEP plan was also given during the course.

A district level workshop of a cross-section of functionaries of Basic Education Department (including ABSA/SDI) faculty members of DIET, teachers, members of teachers' union was organised. In this workshop, full fledged participatory discussions were held about the whole concept of DPEP. In this workshop, specific tasks were also allocated to identified workers to take up the work of data collection, verification, writing of draft chapters, conducting focus group discussions and participatory meetings.

WORKSHOPS AND INTERACTIONS :

In this manner, the process of participatory planning and consultation was started for the preparation of Perspective Plan for DPEP. This process was monitored by the consultant and nodal officers of the state project office from time to time. Several meetings at the village level and focus group discussions were organised in which the ABSAs/SDIs acted as facilitators. The following workshops and interactions were organised during December 1998 to February 1999.

1. District level Training and Orientation Workshop of functionaries of Basic Education Department including teachers representatives and representative of teachers union.

2. Workshop of District Level Officers.
3. Block level meetings of stake holders.
4. Focus group discussions.

Subsequently, the ABSAs/SDIS organised open participatory meetings with the people in those areas which had special problems in the field of UEE such as concentrated pockets of muslim population where literacy levels were particularly low. The ABSAs/SDIs were provided guidelines for conducting these meetings. The findings of these meetings are given in Annex. 3.1 to 3.3

BASELINE AND SOCIAL ASSESSMENT STUDIES :

The State Project Office has initiated the work of conducting Baseline Assessment Study in the district through the agency of State Council of Educational Research and Training and Social Assessment Study by selected expert agencies on the regional basis. The Base Line Assessment aims at :

- (i) measuring the achievement levels of students of class II and Class IV in language and mathematics.
- (ii) investigating the differences in achievement of students of different grades and;
- (iii) making an analysis of family background and social factors that cause the differences in learning achievements among other things.

As a part of Social Assessment Study, micro level studies were conducted in Muzaffarnagar district which has almost similar socio-economic condition. SAS aims at finding social structural reasons for educational backwardness, peoples' perception of schooling and low participation of girls in primary education. The findings of SAS which are largely applicable to this district. Also modifications will be made in the proposed intervention.

By way of summing up it may be added that the planning process in the district was so organised as to involve the community, especially the disadvantaged groups, the teachers, representatives of teachers organisations, officials of Basic Education Department, NGOs resource persons including educationists in providing valuable inputs to the preparation of DPEP perspective plan. However, in any plan some specific objectives need to be framed to have a perceptible impact in the given time frame. These objectives are discussed in the next chapter.

**Details of Participatory interactions and Focus Group Discussions
organised in connection with formulation of DPEP Bijnor**

Date	Venue	Participants	Issues and suggestions
30-31 Dec.1998	Bijnor	BSA, ABSAs, SDIs, Deputy BSA, Education Superintendent, Teachers representatives, representative of teachers union.	Specific problems of primary education with regard to access and enrolment, retention, quality of education and system to address such problems. Philosophy, concept, goals and objectives of DPEP Achieving UEE. Steps involved in preparation of realistic, DPEP Plan in participatory manner.
2 Jan. 1999	Village Rawana (Block Sheohara)	Panchayat members, Muslim community leaders, Gram Pradhans, Scheduled Castes women members ABSA, SDI teachers and members of village education committee.	Inadequate facilities like drinking water, toilet, boundary wall in schools, community mobilisation. Activisation of VEC. Improving school buildings by regular repair and maintenance. Academic supervision. Awareness building for removing social evils.
22 Jan. 1999	Village Bakshiwala (Haldaur Block)	BSA, ABSA, Pradhans Mihila Pradhans, other social workers and selected teacher posted in the block women of muslim and S/C communities and members of VEC.	SC and Muslim girls. Role of VEC. Role of elected representatives in primary education. Mobilisation of community in promoting girls education Absenteeism of teachers. Attendance of children. Awareness building.

27 Jan. 1999	Noorpur Block headquarters	Adhyaksh, Kshetra Panchayat, BDO, ADO (Panchayat) Gram Pradhans. Women Pradhans, ABSA/SDI. Project officer ICDS and male and women teacher.	Role of VEC Coordination between Anganwadi and primary school. Problem of children engaged in crushers. Special awareness compaigns for entolment and of SC and Muslim girls retention. Proper keeping of school records Absenteeism of teachers.Improving attendance of children.
28 Jan	Bijnor	Instructors of DIET, teachers SDI ,ABSA./Principal DIET	Guidelines for holding focus group discussion. Assessment of problems of S/C and Muslim groups and general Population especially of girls.
29 Jan 1999	Vikas Bhawan Bijnor	D.M, C.D.O., D.P.R.O.B.S.A. Other DLO	Detaile methodology of DPEP plan, cooperation and convergence of other depts. For DPEP, Major problems of primary education, with problems of access retention, quality etc.

Annexure 3.2

DETAILS OF OTHER VILLAGE LEVEL MEETINGS AND FOCUS GROUP DISCUSSIONS

Date	Venue	Participants	Issues and suggestions
3 JAN. 1999	Jamalpur Pathani (MP Devmal)	ABSA, Teachers community members SC and Muslim Community	Issues and suggestions school is not attractive, teaching quality is bad, poverty and social evils hampering girls education, low attendance of children and teachers.
4 Jan. 1999	Jamalpur Block Sheohara	ABSA/SDI Pradhans, member of VEC, women members of S/C and muslims, teachers, members BDC.	Reasons for dropout, community does not participate in school affairs. unattractive school, curriculum is monotonous, need for better participation of parents, awareness and mobilisation and strengthening of VEC.
5 Jan. 1999	Village Bagarpur (Jalilpur Block)	ABSA, SDI, local community members, elected representatives and members of VEC	Problems of primary education in general solutions including awareness building academic supervision training of teachers, maintenance of schools, strengthening of VEC.

Annexure - 3.3

Problems and interventions emerging out of open meetings with the disadvantaged groups

Problems	Interventions suggested
1. The S/C and Muslim parents are not able to send their children to school due to poverty.	Incentives like stipend, uniform for girls are needed.
2. The children are working and they are not able to join school because of rigid timing of school	Alternative schooling to be provided.
3. The children from muslim community do not join school because of distance and exclusive emphasis on religious education and functional education.	Motivation of parents needed in these areas to send their children to join primary schools and Maktabs Madarsa to be converted into Alternative Schools.
4. Scheduled castes people say that their children are discriminated.	Sensitization of teachers.
5. The parents do not want to send their daughters due to non-availability of proper clothing.	Free uniform for girl child should be supplied for girls.
6. The muslim and S/C females employ their children in their own business/occupation rather than sending them to school.	Alternative schooling facility with flexible timing should be provided.

CHAPTER - IV

PROJECT CONCEPT, GOALS AND OBJECTIVES

INTRODUCTION :

The National Policy on Education 1986 (NPE) and the Programme of Action 1992 (POA) reaffirm the national commitment to universalisation of Elementary Education (UEE) The NPE also specifies that UEE has three aspects.

- (i) universal access and enrolment.
- (ii) universal retention of children upto 14 years of age and
- (iii) a substantial improvement in quality of education to enable all children to achieve essential levels of learning.

In the above background, the goal of DPEP project for Bijnor has been fixed in the light of DPEP guidelines. According to these, the District Primary Education Programme (DPEP) seeks to operationalise POA 1992 which lays down. "Apart from effective UEE, the goals of each project will include the reduction of existing disparities in educational access, the provision of alternative systems of comparable standards to the disadvantaged groups, a substantial improvement in the quality of schooling facilities, obtaining a genuine community involvement in the running of schools and building up local level capacity to ensure effective decentralisation of educational planning. That is to say, the overall goal of the project would be reconstruction of primary education as a whole instead of a piece meal implementation of schemes. An integrated approach is more likely to achieve synergies among different programme components."

SETTING OF OBJECTIVES :

The objectives for achieving the above goal are to be fixed keeping in view the specific situation obtaining in the district with regard to important aspects of UEE. The methodology of setting district specific objectives is described below :

ENROLMENT :

(a) PROJECTED NUMBER OF CHILDREN OF AGE GROUP 6-11 YEARS :

The rural Population in 1991 was 1889169. While the projected rural population in the district assuming annual growth rate of 2.73 Percent works out to 2250189 in 1997 -98.

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 13.50 percent of total population in 2003-2004. The population of the district has been projected on the basis of annual growth rate of 2.73 percent as the decadal growth rate in 1981-1991 for Bijnor was 20.70 percent. The number of boys and girls was estimated on the basis of male female ratio which was 54:46. The number of children belonging to SC were estimated on the basis of their share in the total population which was 25.3 percent. Estimated number of children yearwise during 1999-2000 to 2003-2004 are given below :

TABLE 4.1
PROJECTED NO. OF CHILDREN OF 6-11 YEARS AGE GROUP

S.N.	Year	Total children in 6-11 years age group	All Boys 6-11 years	All Girls 6-11 years	Total SC children 6-11 years	All SC Boys in 6-11 years	All girls in 6-11 years
1.	1999-2000	308224	165269	142955	75908	41813	34095
2.	2000-2001	316638	169781	146857	77750	42954	35026
3.	2001-2002	325282	174416	150866	79750	44126	35624
4.	2002-2003	334162	179177	154985	81927	45330	36597
5.	2003-2004	343284	184068	159216	84164	46359	37805

Source : BSA Bijnor 1999

(b) ENROLMENT TARGET :

One of the objectives of DPEP will be to increase overall GER to 105 percent during the project period. The targeted GER for boys will be 103 percent and for girls it would be 107 at the end of 2003-2004. The target of GER for SC boys and girls has been fixed at 103 and 107 respectively. The following table gives yearwise

TABLE 4.2

PROJECTED ENROLMENT OF 6-11 YEARS

S.N.	Particulars	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
1.	Projected GER	75	85	95	100	105
2.	No.of enrollments	231168	269142	309018	334162	360448
3.	GER of Boys	81	85	95	100	103
4.	No.of boys enrolled	133868	144314	165695	177177	189590
5.	GER of Girls %	68	85	95	100	107
6.	No.of girls enrolled	97308	124828	143302	154985	170858
7.	GER of SC boys	80	85	95	100	103
8.	No.of SC Boys	33450	36510	41919	45330	47749
9.	GER of SC girls	69	85	95	100	107
10.	No. of SC girls	23481	29722	33842	36597	40622
11.	GER of SC students	75	85	95	100	105
12.	No.of SC students	56931	66283	75762	81927	88372

Source : BSA Bijnor 1999

RETENTION :

Efforts would be made to improve retention from existing overall 52.79 in 1998-99 percent i.e. 54.23 percent for boys and 50.84 percent girls to over 90 percent during the project period.

TABLE 4.3

TARGETS FOR INCREASING THE RETENTION RATE

S.N.	Particular	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
1.	Overall retention rate	55	60	70	80	90
2.	For Boys	56	65	75	85	90
3.	For Girls	52	55	65	75	90

Source : BSA Bijnor 1999

Taking into account the base year (1998-99) figures and keeping in view the figures given in Table 4.2 and 4.3, the following objectives have been fixed for DPEP for five years perspective plan of Bijnor District

- I. To increase Gross Enrolment Ratio from 71.00 percent to 105 percent. For boys it will be increased from 81.39 percent to 103 percent
- II. To increase GER for girls from 60.82 percent to 107 percent.
- III. To increase GER of SC children from 70.32 percent to 105 percent.
- IV. To increase GER of SC girls from 58.57 to 107 percent.
- V. To reduce overall drop out of rate 47.21 percent to 10 percent.
- VI. To reduce drop out rate of girls from 49.16 percent to 10 percent.
- VII. To raise average achievement of basic literacy and numerary competencies and a minimum of 40 percent levels in other competencies by all primary school children.
- VIII. To provide access for all children to primary formal education wherever possible or its equivalent non-formal education.

QUALITATIVE OBJECTIVES :

There would be certain qualitative objectives of DPEP which are crucial but cannot be quantified. These are given below :

- I) To mobilise the community especially S/C and muslim groups so that they can plan and implement all schemes related to primary education and take over the responsibility of school management through their own body i.e. village education committee.
- II) To create awareness and build an environment conducive to primary education especially of girls and children of the disadvantaged groups.
- III) To achieve convergence of services and inputs to provide synergic development.
- IV) To experiment and develop innovative approaches to primary education.

- V) To build sound relationship between teachers, VEC members, supervisory staff and others to develop team work ensuring creative cooperation of all stake holders.
- VI) To create and upgrade teaching skills of teachers, ECCE workers and instructors of alternative schooling.
- VII) Capacity building of all functionaries at all levels to meet the demands of primary education.
- VIII) To reduce inequities in access by covering inaccessible area, particularly remote, muslim and S/C dominated small habitations where formal schooling is not possible.
- IX) To make specific efforts for improving educational status of children belonging to scheduled castes and muslim community especially of girls.

It may be added that besides efforts for achieving the above quantifiable and qualitative objectives, the focus will be on sustainability of programmes. In order to achieve these objectives suitable strategies would have to be designed which are discussed in the next chapter.

CHAPTER - V

PROBLEMS, ISSUES AND STRATEGIES

In earlier chapter, we have analysed the situation of primary education in general and the sociological factors responsible for impeding educational development in this district, especially those of the disadvantaged groups and the girl child. For tackling these problems and issues suitable location specific and community specific strategies need to be formulated. These have been divided into the following components.

- I ACCESS & ENROLLMENT
- II RETENTION
- III QUALITY OF EDUCATION
- IV CAPACITY BUILDING

Component-wise issues and strategies as emerged out of the previous exercises are discussed below:

ACCESS :

(a) PROBLEMS AND ISSUES

- (i) There are unserved areas in the district which include quite a significant number of muslim and S/C dominant villages.
- (ii) Quite a substantial number of children are out of school because of their being occupied in parental business/ventures due to rigid timing of school.
- (iii) In two forests villages the tribal children are not able to join formal school due to rigid timings

(b) STRATEGIES

- (i) New schools will be opened in unserved habitations which qualify for primary schools.
- (ii) In the scheduled cast predominant areas arrangement would be made for alternative schooling. VEC would decide modalities. All financial and other inputs would flow through VEC. The instructor would be selected from amongst the focus groups.

- (iii) In Muslim dominated areas Maqtabas will be adopted as AS centres. The religious teacher if suitably qualified will be given training and honorarium. Otherwise, an instructor from the same community will be provided.
- (iv) For working children, alternative schooling facility will be provided.
- (v) Para teachers will be posted in schools located in muslim localities.
- (vi) Alternative schooling will be provided in tribal villages falling in forest areas.
- (vii) The location of school would be preferably in the habitations of disadvantaged groups, will be decided through micro planning to be done by VEC by involving the focus groups.

II. ENROLLMENT :

(a) PROBLEMS AND ISSUES

- i) Low enrolment rates of S/C and Muslim children especially of girls.
- ii) Poverty, illiteracy of parents, their ignorance and low status of women.
- iii) Occupation of children in domestic work, sibling care or other works. The girls do not have proper clothing.

(b) STRATEGIES

- (i) VECs will be activated and the work of environment building would be done through special meetings of disadvantaged groups in which influential persons from among the community will be involved to convince the guardians of children not going to school, about education. All other methods of creating awareness, media folk songs special films, Nukkad Natak etc. will be used and religious festivals will be utilised for campaigns.
- (ii) Para-teachers from the community itself and women groups, NGOs in will be deployed to raise awareness level in women.
- (iii) Alternative schooling for working children, under the management of VEC.

- (iv) Gender sensitization programmes will be organised at all levels for all functionaries and members of focus groups.
- (v) Coordination with Anganwadies and linkage between ECCE and primary school will be established.

III. RETENTION :

(a) PROBLEMS AND ISSUES

- i) Drop out rates in S/C and Muslim children are higher particularly among girls and mainly in Najibabad, Kotwali, Jalilpur, Afzalgarh.
- ii) Children's regular attendance in the school is not monitored by the parents.
- iii) Minimum Basic facilities / amenities in schools are not available.
- iv) A large number of school buildings are in bad shape and need reconstruction, repairs and maintenance.
- v) Attendance in comparison to enrolment is poor
- vi) Discrimination by teachers against S/C children.
- vii) Overcrowding in schools and 73 schools have only a single room

(b) STRATEGIES

- (i) Environment building for creating awareness will be taken up Community leaders and religious leaders will be taken into confidence so that they follow up the continuance of education of their children.
- (ii) School will be made attractive by providing basic facilities and repair and maintenance of buildings through community participation.

- (iii) Meetings of PTA and Mata Samiti will be held on fixed dates in every school.
- (iv) VEC will be in touch with parents whose children remain absent.
- (v) NPRC coordinators will visit school every month to check the attendance of teachers and students.
- (vi) Schools will be adopted by DIET, BRC, BSA and other key functionaries for academic supervision.
- (vii) Supply of free text books to all girl students and both boys and girls of S/C.
- (viii) Activisation of school health programme.

IV. QUALITY IMPROVEMENT :

(a) PROBLEMS AND ISSUES

- (i) Quality of teaching is poor all over the district.
- (ii) Low achievement levels of children particularly of the children of disadvantage groups
- (iii) Low level of competence of teachers and TLM not prepared and used.
- (iv) Teachers have received no training after joining the service and their knowledge and motivational level is low,
- (v) Outdated and outmoded attitudes of the government functionaries.
- (vi) Unsuitable and uninteresting curriculum and no joyful learning by students.
- (vii) Pre-school education component is weak.

(b) STRATEGIES

- i) DIET will be strengthened to take up training programmes under DPEP.

- ii) BRCs will be provided for various programmes of training workshops and environment building and follow-up teachers support system.
- iii) NPRCs will be established at Nyaya Panchayat level to follow up teaching through new methods by teachers. NPRC coordinators will monitor through monthly meetings and their regular tour of schools to provide on site support to teachers.
- iv) All teachers will receive in-service training in multi grade teaching and preparing TLM attitudinal changes will be made in teachers. Their performance will be improved through motivation and peer group pressure.
- v) All the district and block levels academic resource groups will be constitute for different components which will help in designing and conducting training programmes and identification of master trainers.
- vi) The task of pedagogical renewal will be taken up and the curriculum, text books developed under BEP, DPEP - II will be adopted.
- vii) Anganwadi workers will be reoriented to improve pre-school education.
- viii) Supply of three text books to girls and all S/C boys
- (ix) Setting up of book banks in schools for poor boys.
- (x) Institution of awards to best schools.

V. COMMUNITY PARTICIPATION

(a) PROBLEMS AND ISSUES

- i) Lack of awareness in general public about regular attendance and completion of education.
- ii) Community does not have a sense of belonging for the school and it does not take interest in management of primary education.
- iii) VECs are ineffective and the members are unaware of their duties and responsibilities.

- iv) There is no relationship between VEC, the community and the teachers and supervisory functionaries like ABSA and SDI.
- v) No action planning at village level for primary education.
- vi) Active participation of NGOs working in the field of primary education is not mobilised.

(b) STRATEGIES

- (i) VEC members will be involved in the task of academic supervision after suitable training.
- (ii) Exposure visits of VEC members and other key functionaries of DPEP will be organised to enable them to study centres of excellence within and outside the State.
- (iii) Combined training workshop of teachers and VEC members so that they could come closer.
- (iv) Institution of awards to best VECs.
- (v) Micro planning and preparation of village level plans will be done through VEC
- (vi) VEC will ensure convergence of services for the children of primary education and give feed back to BRC./ABSA/SDI.
- (vii) Regular monitoring of VEC work by ABSA/SDI and NPRC coordinator.

VI. WOMEN EMPOWERMENT AND DEVELOPMENT

(a) PROBLEMS AND ISSUES

- i) Low status of women in society.
- ii) Discrimination against girl child and other social evils like child marriage .

- iii) Illiteracy and lack of awareness among women about primary education.
- iv) Women have no role in decision making either in the family or other affairs.

(b) STRATEGIES

- (i) Gender sensitisation workshops will be organised at various levels for both the official and non-official functionaries with the help of NGOs, women activists. Etc.
- (ii) Networking will be done with DWCRA groups, self help groups etc.
- (iii) Regular meetings and publicity and extension will be organised.
- (iv) Maṭa Samitis will be organised which will meet on a fixed date in every school and attend to the problems of girl child.
- (v) Women members will be motivated to participate in VEC meetings and other forums.
- (vi) Training of elected women representatives at BRC level on the pattern of VEC.
- (vii) Distribution of free text books to all girls.

VII CAPACITY BUILDING

(a) PROBLEMS AND ISSUES

- i) Training infrastructure is inadequate.
- ii) DIET is not effectively functioning because large number of posts are vacant.
- iii) Conventional administrative structure is not very effective.

(b) STRATEGIES

- (i) Strengthening and streamlining of working of DIET by filling up vacant posts and provision of equipment, establishment of BRC and NPRC will be taken

up. Their functionaries will be given specialised training and will be sent for exposure visits.

- (ii) Management of training will be done at BRC and NPRC with decentralised systems.
- (iii) All functionaries of basic education and related departments will be trained and oriented towards UPE on a repetitive basis.
- (iv) The management capacity will be upgraded quantitatively and qualitatively by providing higher level specialist, and other staff alongwith four coordinators specialising in alternative schooling training, girls education and community participation.
- (v) Involving deputy basic shiksha adhikari and ABSA/SDIs actively in DPEP by assigning them specific tasks and opening block project offices and increasing their mobility.
- (vi) Providing training in decentralized annual work planning and budgeting to basic education officers by SIEMET.

VIII. TEACHER RELATED ISSUES

(a) PROBLEMS AND ISSUES

- (i) There are 384 posts of teachers lying vacant in the district.
- (ii) Additional teachers are required in accordance with a teacher-pupil ratio 1:40.
- (iii) Shortage of urdu teachers. In Muslim localities, Urdu teachers are demanded.
- (iv) The primary teachers are deputed for many non-academic jobs and the teaching schedule is disturbed.
- (v) Teachers are demotivated and absenteeism among them is very rampant and have no contact with the community and no meetings of PTA/MTA are organised.

(b) STRATEGIES

- (i) Rationalisation of teacher units so as to post lady teachers evenly and urdu teachers in muslim localities.
- (ii) All vacant posts would be filled on priority basis. Para teachers will be provided to single teacher schools in remoter areas and schools with additional enrolment.
- (iii) Efforts will be made to make the teachers free from non-academic duties as far as possible and it will be seen that school running is not adversely affected by these.
- (iv) Rigorous training on recurrent basis and its follow up through NPRC will be done for bringing about attitudinal change in teachers.
- (v) Academic supervision through ABSAs, SDIs who will be designated as Block Project Officer and members of resource groups will be done for checking absenteeism.
- (vi) Training and reorientation of ABSA/SDI will be done to develop in them commitment and devotion to the objectives of DPEP.

IX CONVERGENCE

(a) PROBLEM

There is no adequate co-ordination and linkages of primary education with related departments.

(b) STRATEGIES

- (I) Convergence will be achieved through VEC at school level.
- (II) At the district level, networking with related departments and agencies will be done through DPEC
- (III) Arrangement for coordination between ECCE centres, Anganwadis and school timings will be made
- (IV) Sharing of 60 percent funds for civil works under DPEP will be obtained from JRY funds. The District Magistrate heads both the DRDA and DPEC, there should be no problem in achieving this convergence
- (V) Convergence will also be effected with department of minorities welfare to assist in mobilizing minority community for primary education.

CHAPTER VI

DPEP INTERVENTIONS

A situation analysis at the district level was conducted earlier including socio-economic profile and the outstanding problems of primary education. In this background the problems and issues were also identified along with the strategies. In this chapter we will discuss the interventions proposed under DPEP to address these issues and achieving its objectives. These interventions are described in the following paragraphs.

OPENING OF NEW SCHOOLS

There are 187 habitations spread over 11 blocks which are unserved by primary school. Out of these only 108 schools will be opened under the project to cover 108 unserved areas. The remaining 79 unserved villages will be covered by opening schools, under District Plan or DRDA /other schemes. The details are given below:

Table 6/1

Opening of New Schools

Sl. No.	Block	No. of inhabited villages	No. of villages with Schools	No. of villages not served by school.	No. of new schools proposed
1.	Nijibabad	228	135	10	8
2.	Kiratpur	153	79	23	9
3.	Mohmdpur Devmal	196	112	30	16
4.	Haldaur	191	152	06	6
5.	Motwali	329	182	27	12
6.	Afzalgarh	160	116	08	8
7.	Nahtaur	195	112	10	8
8.	Dhampur	156	113	16	7
9.	B. Sheohara	155	95	24	14
10.	Jalilpur	197	114	23	15
11.	Noorpur	172	131	10	5
	Total	2132	1341	187	108

Source: BSA Bijnor (1998)

The above school buildings will be constructed during second year of the project. In the first year, location of the school would be decided after a detailed micro planning exercise which would be initiated soon after clearance of project by involving VECs.

ALTERNATIVE SCHOOLING

It may be added that there are habitations where the children belonging mainly to S/C and muslim communities are not able to join formal schooling due to rigid timings and conservative attitudes of parents as many children are working in household or other income supplementing activities. The exact number of these habitations can be ascertained only after a detailed survey and micro level planning.

The State Project Office after action research in selected areas and drawing upon the experience of success stories elsewhere has evolved four models of alternative schooling for different categories of boys and girls. These four models are known as Shiksha Ghar, Bal Shala, Prahar Pathshala and strengthened Maqtab/Madarsa. For these, sufficient research has been done to develop the curriculum TLM and the training models for the instructors. These centres will be run on continuous basis for full project duration. The District Project office will select implementable models out of these.

The opening of alternative schooling centres assumes special significance in this district because the drop out rates of girls is very high and the girls of muslim and S/C communities are not able to join formal schooling system.

It is proposed to open alternative schools in S/C dominant habitations and in those habitations where female literacy is very low. These will again be identified after a detailed survey and micro planning. It is, however, proposed to open 50 AS centres catering to the needs of these target groups including two tribal villages. On the basis of census figures Kiratpur MP Deomal, Noorpur, Najibabad blocks female literacy rate ranges between 28 to 30 per cent and these obviously need AS centres.

This number of AS centres may be increased after receiving feed back from the field.

UTILISATION OF MAKTABS AS CENTRES

In muslim predominant habitations, because of exclusive emphasis on religious education, children especially girls are not able to join formal schooling mainly because of rigid timings of formal schools if the maktabs madarsas are utilised for alternative schooling the problem may be solved to a great extent,

Currently, the Muslim priest (Hafiz Ji) is running maktabs He imparts religious education in Arabic focusing on Quran Sharif. These are proposed to be upgraded and extended as alternative schools. The possibility of some of them being trained further for AS would be examined. Otherwise also, by providing another instructor from same community in the Maktabs will make these AS Centres viable. Actual number of Maktabs which could be adopted for Alternative schools will be determined after a detailed survey and negotiations with the management committee of Maktabs in individual habitations. The strengthening of Maktabs will be taken up mainly in Mohammadpur Devmal, Kotwali, Najibabad and Dhampur. In these blocks those pocket which have low enrolment of girls, drop out etc. will be identified even if there is a formal school. This scheme will be therefore, be taken up in second year. Tentatively 50 centres are earmarked for Maktab, Madarsas.

It would be obvious that there will be overlapping in the above habitations where the facility of alternative schooling has to be provided. However, the cost of each alternative school is on the same pattern. Therefore, the costing of all alternative schools has been done at one place.

BRIDGE COURSES FOR DROP OUTS

It is proposed to organise bridge courses through short and long term camps for children who have dropped out of the school. These camps will be organised through the above AS centres.

For alternative schooling (or the primary level NFE provision will be made the project for necessary equipment honorarium for instructors during training and later employment (Rs 600 pm) TLM and educational kit and training of instructors and allied activities. The instructors will be selected by VEC preferably women from the Scheduled Castes or Muslim community depending on composition of the population. Also the payment to the centre would be channeled through VEC. The instructors will be given induction training for one month and refresher training of 10 days each year.

Adequate arrangement would be made for academic supervision by providing one supervisor for 10 centres each who will also be given induction as well as refresher training. The supervisor will get an honorarium of Rs. 1000 pm. He will also receive induction training as that of instructor and additional training for supervision.

RETENTION

As mentioned earlier, the retention rate of the children in the district is to be increased from 52.79 in 1997-1998 to 90 in 2003-2004. The following interventions are proposed in this connection.

CONSTRUCTION/RECONSTRUCTION OF OLD BUILDINGS

In order to retain the child in school the internal and external environment of the school needs to be improved. The building of the school should be in good condition. Otherwise, it is risky for the children to sit inside. In this district there are 69 school buildings which are totally non usable and need reconstruction. In addition, 63 schools do not have buildings. Thus 132 schools will be provided with buildings under DPEP.

Under this component 35 primary schools located in urban areas of the district will also be taken up for reconstruction.

REPAIR AND MAINTENANCE

There are 444 school buildings which needs urgent repairs and maintenance. The work of repairs will be taken up in the first year of the project. In the first six months the cost estimates will be prepared for the repairs/maintenance by the District Project Office through the involvement of VEC.

ADDITIONAL CLASS ROOMS

There were 1401 primary schools in the district. According to latest information, the distribution of schools by number of room in each school were as under:

Table 6/2
ACCOMMODATION AVAILABLE IN SCHOOLS

Buildingless & With Delapidated Bld.	Schools having single room	Schools having Two rooms	Schools having Three rooms & more
132	73	1040	156

Source: BSA, Bijnor 1999

Since all primary schools should have at least two rooms to accommodate children of class I to V, there is a minimum requirement of one additional room in 73 single room schools. If we take into account Table 2/4 the schools having two rooms but more children will require one additional class room. The number of such schools is 357. Thus, 430 additional class rooms are required. All the 430 additional rooms are proposed to be constructed under DPEP.

Table 6/3
REQUIREMENTS OF ADDITIONAL CLASS ROOMS

Block	No. of Additional Room required
Nazibabad	39
Kiratpur	29
Moh. Pur Deomal	30
Haldaur	53
Kotwali	50
Afzalgarh	40
Nehtaur	41
Dhampur	33
B. Sheohara	26
Jalilpur	30
Noorpur	59
Total	430

Source: BSA Bijnor 1999

ADDITIONAL TEACHERS (PARA-TEACHERS)

There are 3525 primary teachers (of which around 50% are women) against sanctioned posts of 3909. Thus, currently 384 posts are lying vacant. Presently, the overall teacher-pupil ratio in the district works out to 1:61. Based on the projected enrolment, the total requirement of teachers will be 5452. While projecting the requirement of additional teachers (para teachers) it is assumed that 20 percent of total estimated enrolment in primary classes will be shared by Alternative Schooling and non-Parishadiya schools. As a policy it has been decided that instead of teachers para teachers will be appointed in DPEP.

Table 6/4

PROJECTED NUMBER OF ADDITIONAL/PARA TEACHERS

Sl. No.	Year	Total Enrollments	Enrollments in Parishadiya School	Requirements of teachers 1:40	No. of Additional (Para.) Teachers required	Para teachers to be provided under DPEP
1.	1999-2000	2,31,168	1,84,934	4,623	714	-
2.	2000-2001	2,69,142	2,15,314	5,382	759	100
3.	2001-2002	3,09,018	2,47,214	6180	798	200
4.	2002-2003	3,34,162	2,67,329	6,683	503	300
5.	2003-2004	3,60,448	2,88,358	7,208	525	400

Source: BSA Bijnor 1999

It would be obvious that although the requirement of additional teachers (Para teachers) is much more, it would be possible to provide only 400 para teachers because of financial stringency effort would be made to have more posts of teachers from State Govt.

DRINKING WATER FACILITIES

It is proposed to provide drinking water facility in 108 schools which will be opened in unserved habitations under the project. There are 98 old schools where there is no facility of drinking water. These schools will be provided with hand pumps out of funds made available by Tenth finance commission.

TOILET FACILITY

As already shown in Chapter II there are 1036 schools in the district which do not have a separate toilet for girls. This is basic necessity. However, it will be possible to construct toilets in 482 of these schools within the project. This work will be done through VEC. In remaining school the work of construction of toilets will be done through the help of Panchayat Raj and other departments.

AWARDS TO BEST SCHOOLS

In order to create a healthy competition among schools, it is proposed to give award to two schools per block per annum which have done outstanding work in increasing retention rate especially of S/C and muslim girls. An objective criteria will be evolved, for ranking of schools.

ENVIRONMENT BUILDING

This is the most critical activity on which the success of the project is entirely dependent. The basic goal of this activity is to create a sense of belonging in the community for the school so that they can take over the function of management of primary education in its totality. In the task of environment building, every individual agency would be involved including teachers, community leaders, women leaders, VEC members, all official functionaries, not only on the basic education department but also of other departments working at grassroots level, Yuvak Mangal Dal, Mahila Mandal, NYK etc. in a systematic manner. The basic idea is that it school take a shape of a mass movement and the message of UPE should reach every nook and corner of the district.

COMMUNITY MOBILIZATION & PARTICIPATION

For the sustainability as well as ownership for DPEP interventions it is necessary to bring mobilisation in the community and this mobilisation will help the community to participate in the developmental/educational activities. It is felt that mobilisation and participation are complementary to each other. When there is mobilisation in the thinking, ideas, attitudes and values of the VEC/community this results in the participation. Though it is not impossible to bring any change in a community but it becomes a little difficult to mobilise it. Unless and until sustained integrated efforts are made they remain alienated and community remains deprived of their participation.

A pre-condition for participation is 'People understanding' and this understanding takes place when people are sensitised, oriented in organised or unorganised manner. Activities which will be undertaken in this regard are given below.

VILLAGE EDUCATION COMMITTEE

In order to promote community participation in primary education the VECs have been constituted by the State. By a recent order the State Government has extended the membership of the VECs to include more representative of weaker sections, women, voluntary groups in Bijnor district instructions to include parents of disabled child as members of the VEC also being made.

VEC will have to play the major role in bringing positive attitudinal change in people towards education. Since DPEP aims at universalisation of Primary Education for children of 5-11 age group. VEC will also have to play an important role in mobilising community to bring the following the school-

- Children with disabilities.
- Children in the age group of 3-6 to the ECCE centres for pre-schooling.
- Out of school children especially girls, working children to the alternative schools.

For these activities VEC will also be involved in identifying accessible place for setting up schools, alternative school centres, and para teachers for where they are needed. Therefore strengthening of VEC is planned to make VEC more active, sound and effective.

• STRENGTHENING OF VEC

Under DPEP, the VEC will be assigned 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 & 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 along with other enthusiastic contact person of the community will be done in the programme. A training manual and a handbook for the the

members have been developed with the help of Gram Pradhans, teachers, BRC/CRC, Nehru Yuva Kendra, UNICEF to build an information base & understanding with VEC on such aspects as enrolment, retention, mobilising community girls education, microplanning, school mapping, school improvement plans etc. is already with DPEP II. These materials with a little adaptations will be used in Bijnor District.

In order to sensitize VECs a 'District Resource Group' will be formed. In District Resource Groups 2 faculty members of DIET, three teachers from each block and volunteers of N.Y.K. will be selected, where N.Y.K. organisation exists. These DRG members will impart training to members of Block Resource Groups which will be constituted in those block where NYK is in operational. This group includes 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 at the village level, which beside sensitizing VEC members also aims at developing skills of village education plans through microplanning and school mapping. Main objectives of training of VEC will be as follows-

- To activate VECs and 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 VEC in activities related to school improvement.
- To sensitize for inter-sectoral convergence and mobilisation of local resources.

Phasing For VEC Training Will Be As Follows

Training of VEC members will be conducted at village level through BRG and with academic support of DIET. The following is the phasing of training programmes:

Ist year – 6 Blocks, 7100 VEC members

IInd year – 5 Blocks 6100 members.

AWARDS TO VECs

With a view to encourage the VECs in taking up the tasks of community mobilisation for achieving the objectives of UEE, better performing VECs will be given award. In every block two VECs will be selected and ranking will be done on an objective criteria to be evolved by SPO. Every year two VECs will be selected per block.

MICRO-PLANNING THROUGH PARTICIPATORY APPROACHES

Micro-planning and school mapping by the VEC in a participatory manner will serve twin objectives of creating awareness among the people and preparing a village education action plan which will also be implemented by the VEC itself. For this purpose, a core team of four to six volunteers will be trained in micro planning. This core team will go to villages to help VECs in the above exercise. This exercise will be done in two phases each phase of 3 to 5 days. In the first phase environment building through wall writing, posters and pamphlets, organisation of meetings of the disadvantaged groups and others, audio video show cultural functions, orientation of villagers will be taken up. In the second phase some steps of participatory rural appraisal will be followed up which will include social mapping, seasonal calendar, house to house survey and action planning will be taken up. The micro planning exercise will be taken up on a continuous basis. The purpose of the above exercise is to equip the VEC to address the aspects of access, retention, particularly of the girls and improving school effectiveness. It also aims at motivating the community members and bring about attitudinal changes in them so that they start taking interest in primary education. The NGOs, local social workers and other resource persons will also be involved in micro planning activity. Training in micro planning will be given by SIEMAT. It is therefore, not reflected in costing of the project.

NGOs Orientation for Partnership in DPEP Interventions.

In order to widen the networking amongst voluntary organisations to seek their assistance 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. The objective of the workshop may be-

- To sensitize 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 organisations to be involved in DPEP.
- To device a strategy of voluntary development organisations involvement in DPEP.

Areas where support from NGOs can be sought as follows:

- * Intensive community mobilisation focussing on enrolment and retention of children in the age group of 6-11.
- Intensive community mobilisation for enrolment and retention of girls, SC and ST children and other disadvantaged group 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 a village education plan after micro-planning ensuring follow up:
- To facilitate school-community interface through local events competitions & meetings etc.
- To facilitate VECs to participate 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, development of local cost effective teaching materials 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 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 & specific areas of girl's education.

Early Childhood Care and Education (ECCE)

In Bijnor all the blocks are covered under ICDS. The pre-school component of Anganwadis will be strengthened in the project. It will be used as a vital input towards:

1. Preparing children, particularly first generation learners, for primary schools.
2. School Readiness -

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

The approach to ECCE would be as follows :

1. Coordination with ICDS - District resource group and block resource groups would be formed consisting of gender coordinator, District Programme officer, ICDS, health personnels, NGOs etc. Convergence would be sought in following areas.
 - * To ensure that school timings and Anganwadi centre timings are same.
 - * To ensure that the primary school and Anganwadi centres. They are located either in on campus or close to each other.
 - * Providing TLM to strengthen the ECCE component of Anganwadi Centres.

In order to strengthen the above components, the Anganwadi workers will be imparted seven days training in every year in the project period. In spite of the programme having covered all the blocks, there are some villages where there are no Anganwadis. It is proposed to open 50 ECCE centres under the project particularly in the villages which do not have Anganwadi and where new school is being opened. These centres will be opened in villages which have low female literacy, high girls drop out rate. There would be an instructor getting an honorarium of Rs 400 p.m assisted by a helper with an honorarium of Rs 200 p.m. A contingency grant of Rs 1500 per annum will be given alongwith Rs 5000 for TLM, and other equipment for these centres. The instructor will receive induction training of 30 days and a recurrent training of 7 days. The training and related issues will be looked after by state Resource Group and district Resource Group.

QUALITY IMPROVEMENT :

GRANT TO SCHOOLS AND TEACHERS FOR PREPARING TLM

In order to improve the quality of teaching and making the learning for children joyful, suitable teaching and learning material necessary . For the purpose of developing suitable TLM, it is proposed to give a grant of Rs. 2000 to each school every year during the project period. Similarly, every teacher will be given a grant of Rs. 500 per year for the same. The teachers will be trained for preparing suitable TLM at the Block Resource Centre and the Nyaya Panchayat Resource Centre. The ultimate aim of developing and using such TLM will be on ensuring pupil participation and generate learning and understanding to the mastery level. It should be low cost and simple.

MELA OF TEACHING AIDS

In order to encourage and motivate teachers to prepare better TLM and teaching aids and to create a spirit of healthy competition among teachers teaching aids exhibition (Melas will be organised at the district and block levels. The district level mela will be held in 2nd year and 4th year and provision of Rs. 50,000 for each Mela will be made. At the BRC level it will be organised four times in the project period. The cost of each Mela at BRC will be Rs. 20,000.

FREE TEXT BOOKS FOR S/C BOYS AND ALL GIRLS

With a view to improving the MLL of and promoting retention of girls including S/C girls and S/C and S/T boys provision of free text books will be made in the project to enable them to make improvement and continue their studies. Efforts shall be made for distribution of text books in the beginning of the session. The projected number of children eligible for getting text books during the project period is shown below :

TABLE 6/13
DISTRIBUTION OF FREE TEXT BOOKS

YEA	GIRLS	SC BOYS	TOTAL
1999 - 2000	97,308	33450	130758
200 - 2001	1,24,828	36510	161358
2001 - 2002	1,43,322	41919	185241
2002 - 2003	1,54,985	45330	200315
2003 - 2004	1,70,858	47749	218607

Source : BSA Bijnor, 1999

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 .

TRAINING OF ELECTED WOMEN REPRESENTATIVES

With a view to making effective and sound basis for empowerment of women and to have a process of change initiated with focus on girl child, it is proposed to train elected women representatives at the BRC level once in the project period. It will be organised once in the project period for 3 days on the pattern of VEC.

AWARDS TO VECs

With the activation of the VECs it would be useful to create in them a healthy competition for working towards the furtherance of DPÉP objectives. Annual awards of Rs. 15000/- and Rs. 10,000 will be instituted in which two VEC would be selected in each block on the basis of an objective involvement in school management.

Women Empowerment And Girls Education

It is important to improve the status of women in society and close the gender gap in terms of discrimination against girl child . Thus awareness needs to be created. It is proposed to involve NGOs, women activists and social workers in the process of empowerment of women and getting them into the main stream of decision making within the family and in social and political forums. For this purpose, linkages would be established with Mahila Samakhya and other women groups and meetings, seminars, conferences will be organised at the village, NPRC, BRC levels. Gender sensitisation workshops will be organised on a repetitive basis at various levels throughout the project period.

In these blocks there are specific pockets and population sections that have very low female literacy rates. The enrolment and retention rates in these pockets are not very encouraging either .This is particularly true of the SCs and minority. The problem has been recognised 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/ by providing all possible inputs, maintaining regular contact and closely monitoring the progress/impact using an operational mechanism specially designed for the purpose. These pockets will be selected after a detailed survey/micro level studies keeping in view:

- Low female literacy and backgroundness
- Poor enrolment and retention of girls
- Minority, SC or working girls dominated.
- Active VECs or VECs in place.
- Presence of some active women's groups or active individuals.

Preparatory Activities:

The following preparatory work will be done before the model cluster development:

- Sharing the concept of the model cluster development approach with the district team including the NPRC Co-ordinator.
- Identification of a core team that will be directly involved in co-ordinating 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.
- Organisation 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 sensitisation of the NPRC co-ordinators to enable them to monitor classroom processes from the gender perspective.
- Development of gender aware material for use during enrolment drives, etc. The effort should be to develop songs, slogans, scripts, etc.

The preparatory activities would have:

- Set the stage for conducting a meaningful enrolment drive in July, 1999 in the select villages.
- The teachers in a state of preparedness to handle the issue of girls' education within the classroom and outside it
- Put in place an active core team.
- Created a favourable climate in the village and motivated the community to some extent.

The enrolment drive would focus on:

- The prevalent situation of girls' education in the village and seek to impress upon the people to improve
- The actual information forthcoming from the house to house survey, to show what exactly remains to be done in the context of girls' education.
- The improved school environment .
- The fact that community involvement in school management is being attempted and closer interaction the school and the community will be possible.
- The fact that girls' education is central to the programme.

Once the girls are enrolled in school the focus would be on these activities:

- Felicitation function in the schools with the active participation of parents.
- A stock taking exercise to ascertain the number of girls who remain outside school. Based on the information that emerges and depending on the causes that keep the girls out of school, provision of AS facilities can be worked out. Flexible school timings will be tried out to encourage more girls to join school.
- To support girls' education, convergence will be achieved through 360 Anganwadi centres functioning in the district and 100 ECCE centres will be established under the new pattern under DPEOP.
- Close monitoring of the girls' attendance and performance in school and the classroom processes should be made a regular feature.
- Regular receive meetings be held at the village level and NPRC level. This forum could be used to learn from each other and also discuss problems and future course of action proposed.
- Encourage some functions in the school that will enable greater participation of girls.
- Encourage field study trips in the nearby villages.
- Capacity building of VEC members, especially women members.

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 and Nyaya Panchayat levels. The major input for capacity building is training which would be organised on recurrent basis. It has been proved by the past experience that no training can be effective in changing the classroom 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 and Nyaya Panchayat Resource Centres (NPRC) in a cluster of around 10 villages. While DPEP funds will be made available to operationalize the DIET, the entire cost of establishment of BRC will be borne out of the Project funds. For NPRC an additional room will be added to the primary school located at the Nyaya Panchayat headquarters and 60 percent of the cost will be borne from DRDA 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 NPRC.

NYAYA PANCHAYAT RESOURCE CENTRE (NPRC)

As mentioned above, it is proposed to establish a NPRC by adding an additional room in the central school (Sankul Vidyalaya). This room will be utilised by the school where NPRC is located when there is no activity of NPRC. Each of NPRC will have a coordinator. 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 and 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 their effectiveness.

Generally for a group of 30 teachers of approximately 10-12 schools who would have undergone training in one batch will function as NPRC. There are 131 Nyaya Panchayats. Therefore 131 NPRCs will be established in the district.

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.
- e) Providing academic support to weak schools.
- f) Developing of Teachers Learning Materials.
- g) Conducting enrolment / retention drives.
- h) Organising Cultural programmes.
- i) Organising different rallies a cluster level.

These will be one NPRC coordinator who will be selected from amongst active primary teachers through a workshop at DIET

The NPRC Coordinator 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.

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 11 BRCs established in the district one in every block. BRC will also provide guidance and technical support to NPRCs and will also handle the function of evaluation and monitoring of the working of NPRCs. The BRC will have around 10-12 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. Some make shift arrangement will be made for running BRC till its building is constructed. 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 of outside scholars and supervisors by conducting action research.
- d) Organise orientation programme for block levels officials under guidance of DIET.

- e) Inservice and recurrent training of primary school teachers, Para teachers ECLE instructors and Anganwadi workers
- f) Monthly reflection of NPRC Coordinators.
- 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 DPEP.
- k) Documentatino 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 at least four NPRCs every month. It would 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.

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 fully operationalised. A large number of technical positions are lying vacant for a long time which will be filled as soon as possible. DIET would work under the guidance and supervision of SCERT and NCERT and it will have mainly the following functions. The staff of DIET will receive training and will be sent for exposure visits. District Resource Group (Training) will also be constituted to provide academic and other guidance to DIET.

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

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

- i) Identification of faculty members. (Resource Persons)
- ii) Induction Training of instructors of alternative schooling.
- iii) Indiucon Training of ECCE and Anganwari workers.
- iv) Training in multigrade teaching for master trainers/BRCs, CRCs.
- v) Workshop on vision of change for DPO, DIET, ABSA/SDI, teacher, BRC and MPRC coordinators etc.

- vi) Evaluation of the performance of primary school teachers and ECCE workers.
- vii) Monthly meeting of BRC coordinators and action research on important issues related with primary education.
- Viii) Evaluation of MLL>
- ix) Publication of magazines/news letters.
- x) Development of instructional material.
- xi) Workshop on preparation of training modules for different trainings.
- xii) Workshop on supplementary reading material.
- xiii) Workshop on teaches handbook.
- xiv) Workshop in gender sensitization.
- xv) Conduct Base Line Studies for assessing MLL so as to improve it.
- xvi) Support adaptation of text books and to act as District Resource Centre for AS/ECCE.
- xvii) Monitoring of activities of BRC and NPRCs.
- xviii) Updating educational resources by constant resource work in order to contextulise new knowledge.

Distance Education:

The main objective of distance education programme(DEP) is to strengthen in-service training system of teachers. The major mediums of distance education are radio/video programmes, educational programmes telecast by television, self instructional print materials,news letters, teleconferencing and radio conferencing. For this purpose, DIET will be provided with the necessary equipment and material. Television,VCR, generator, fax machine, telephone with STD, camera etc. will be provided . Down-link facilities of dish antenna etc. will also be provided by the DEP IGNOU at central level though its costing has been done in the destrict plan. The following activitiesn will be taken up in connection with distance education.

- Two days orientation workshops at DIET, BRC and NPRC levels for faculty and coordinators.
- Five days workshop (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 reasearch for impact assessment.

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 members of BRG which will comprise specialists in different areas of disabilities, doctors, educationists, psychologists, and social workers. In case, NGOs are not available three specialized teachers will be appointed per block for integrated education purposes. AIEP programme Officer will also be placed at DPO level. Functional assessment of disabled children will be done by the BRG. In one of the rooms at BRC, 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-II will also be utilized.

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 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 to doctors. Small honorarium of Rs. 100 for the doctor per day, in case private doctor is engaged will be provided. The check-up of students will be done on quarterly 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 children. If we look at the table of teachers pupil ratio in the attendance of children. If we look at the table of teachers pupil ratio in the attendance of children. If we look at the table of teachers pupil ratio in the second chapter we can see that a sizable number of schools are below the average of 40 students per teacher. This activity will be taken up in the first year itself. Rationalisation will also aim at posting lady teachers on even basis and Urdu teachers particularly in Muslim localities.

PROVISIONS OF FUNDS FOR FORMULATION OF AWPB

Always some expenditure is involved in various exercises for preparation of AWPB such as workshops seminars and participatory appraisal. It is proposed to make a provision of Rs. 15,000 per annum from the second year for this purpose during the project period.

STUDY TOURS

An amount of Rs. 5000 per annum per block has been provided for conducting study tours of key functionaries, teachers and other resource persons to study outstanding work in different components of DPEP.

RESEARCH AND EVALUATION

Research and evaluation studies would be conducted during the project period to assess the effectiveness of the interventions being implemented in the district. An amount of Rs. 10,000 per annum has been provided for four years starting from the 2nd year of the project. Action Research at decentralised level of NPRC and BRC personnel will particularly be encouraged.

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.

CONVERGENCE

For convergence of services and inputs, DPEP 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 the convergence of these inputs at the village level. For example - it will organise regular health check ups, supervision of civil works mid-day meal distribution of stipends for S/C children for muslim children VEC will also establish linkages of school with other on going programmes at the village level through liaison with VDO and Gram Panchayat Adhikari and other such functionaries.

**SUMMARY TABLE OF TRAINING PROGRAMME
DISTRICT – BIJNOR**

S.No	Target Group	Type of Training					
		Induction			Recurrent		
		Duration		No. of Trainees	Duration		No. of Trainees
		Days	Year		Days	Year	
1.	A.S Workers And supervisors	30 days	II,III	-	10	III IV V	-
2.	Elected Women Rep.	3 days	I to V	-	3	-	-
3.	MTA/P.T.A	3 days	I to V	-	3	I,II,III,IV	-
4.	ECCE Instructor	30 days	I,III	-	8	III,IV,V	-
5.	Anganwari Workers	7 days	II, V	-	-	-	-
6.	Induction to para Teacher	30 days and 15 days	II, IV	-	15	III to V	-
7.	In-Service Training for Teacher				10	I TO V	-
8.	VEC Members	3	I to V	-			-
9.	BRC Coordinators	-	-	-	5	II TO V	-
10	N.P.R.C. Coordinators				5	II TO V	-
11	ABSA/SDI				5	II TO V	-
12	AE/JE/SDI/ABS A VEC.	4 DAYS	III	-			
13.	Civil works Training AE,JE,SDI,VEC	4	I		-	-	-
14.	Training on Action Research, SDIs, BRC,NPRC coordinator	6,5,6	II,III,IV		-	-	-
15.	Vision of change at DIET, DPO, BR NPRC	2	I		-	-	-
16.	MIS training SDIs, NPRC coordinators	7	I	-	-	-	-

CHAPTER – VII

PROJECT MANAGEMENT

INTRODUCTION

The DPEP project which is an additionality 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 suitable changes in the outlook of official and non-official functionaries since the new project cannot be implemented without capable and motivated personnel.

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 disadvantaged groups to be involved in management of primary education.

ORGANISATIONAL STRUCTURE

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 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 root 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 annual district work 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 Coordinator	6500-10500	4
4.	Programme Coordinator (IED)	6500-10500	1
5.	Asstt. Finance & Accounts Officer	6500-10500	1
6.	Assistant Engineer	10,000 p.m.*	1
7.	Junior Engineer	7000 p.m.*	11
8.	Computer operator	5000 – 8000	1
9.	Accountant	5000 – 8000	1
10.	Stenographer	5000-8000	1
11.	Typist Clerk	3050 – 4500	1
12.	Driver	3050 – 4500	2
13.	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 coordinate the project activities in their respective sub divisional jurisdictions. They will also assist the BSA in earmarked work areas like civil works, financial monitoring etc. as per the work distribution. The programme coordinators 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 on contract 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 contracted at the block level. These posts of assistant engineer and junior engineer will be filled on contract basis for a maximum period of upto three years.

IED PROGRAMME COORDINATOR

A programme coordinator for Integrated Education Programme will be appointed under the project. He will be responsible for organising and coordinating all the activities proposed under the heading of Integrated Education included in Chapter VI on DPEP Interventions.

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 earmark a clear role for the block education office in project implementation and to involve the ABSAs/SDIs in the project activities with a specific role. The ABSA/SDI will be responsible for implementing and monitoring all project activities in the block as well as regular monitoring of project interventions. He will specifically be responsible for completion of civil works and their quality control; community mobilisation and activation of VECs/NGOs and timely and qualitative collection of EMIS data. The ABSA/SDI would be designated as Block Project Officer.

One room will be provided in the BRC for the ABSAs office. One of the two BRC assistant coordinators will assist the ABSA in his duties and a motorcycle will be provided to enhance the mobility for monitoring purposes.

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, NIEP/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.

Computerised Management Information System

In order to collect data of various activities and information from the institutions, to have quick retrieval of data, to monitor and supervise implementation of Project activities and analyse the reports so as to make proper use for Annual Work Plan & Budget, a computerised MIS will be established in DPO.

Project Management Information System

PMIS will be used to monitor financial progress of the project programmes and monthly/quarterly reports will be sent to State Project Office. The feedback will be used for corrective steps.

Educational Management Information System

EMIS with DISE software will be used to collect educational data from institutions imparting primary education. The format will be printed and distributed to

schools. The data will be collected and 5% sample checking will be done by NPRC coordinations. The EMIS report will be generated for each year and the report sent to SPO for analysis. The report will be analysed to find performance in terms of enrollment, dropout, retention etc. of students.

For MIS cell, one computer will be constructed, equipped and furnished. Modern Computer hardware with UPS and software will be installed. Provision of maintenance, consumables, printing of EIMS formats, training of staff has been made.

One computer programmer and one computer operator will be engaged at DPO to handle the system.

Cost of MIS

S.No.	Head/activity	Cost(lakhs)
1.	Computer Hardware with UPS/Software	2.50
2.	Computer room (A.C.)	1.50
3.	Furniture	0.30
4.	Computer consumables	0.40
5.	Maintenance of System	0.30
6.	EMIS printing	0.30
7.	Training	0.10

The cost of MIS would be Rs 8.80 lakhs for the project period and the cost of the system in the first year would be Rs 5.40 lakh.

FINANCIAL CONTROL

At the district head quarters, District Project Office will be responsible for expenditure control and compilation. Financial procedures and reporting system as developed for DPEP-II and LACI system would be used 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. A separate bank account will be opened at DPO level for receiving project funds from SPO. It will be operated jointly by BSA and Accounts Officer.

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

Training in financial procedures and procurement rule of the funding agency will be given to all BSAs and Accounts staff by the EPO/SEMET at the start of the project. Monthly meeting of DPO Accounts Officer will be conducted by SPO at district level.

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. A procurement plan for the project period is attached.

CIVIL WORKS

The project envisages community participation in carrying out the civil works on decentralised 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

PROJECY COST

DISTRICT: BIJNOR

S.No.	Heads/Sub Heads/Activity	Unit Cost	(Rs. in thousand)																Remarks
			1999-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2004(6 months)		Total				
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin			
	(A) ACCESS																		
A1.	Additional Classroom 70 per room Rs. 28 for DPEP	28		200	5600	230	6440									430.00	12040.00		
A2.	New Primary Schools Unserved Areas																		
1	Construction @ Rs. 191 per school (76.4 from DPEP & 114.6 from JRY/State Govt.	76.4		50	3820	58	4431.2								108.00	8251.20			
															0.00	0.00			
2	Salary Para Teachers	1.4		600	840	1796	2514.4	2376	3686.4	2376	4091.2	1188	2332.8	8336.00	13464.80		2nd Yr. 100x1.4x6 3rd Yr. 100x1.4x11+		
3	Furniture/Fixture & Equipment	15		50	750	58	870							108.00	1620.00		116x1.4x6 4th Yr. 100x1.4x5+ 100x1.8x6+		
	Total			0.00	11010.00		14255.60		2688.40		4091.20		2332.80		35376.00		116x1.4x11		
A3.	Shiksha Mitra																	5th Yr. 100x1.8x11+	
1	Honorarium	1.0 pm																116x1.4x4+	
2	Training																	116x1.8x7 6th Yr. 216x1.8x6	
3	Inducive Training	3.0																	
4	Recurring Training	1.2																	
	Total			0.00	0.00		0.00		0.00		0.00		0.00		0.00		0.00		
	NOTE : Salary given in man months.																		

															(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)		2004(6 months)		Total		Remarks	
		Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		
A1	Alternative Schools																
1	Honorarium																
a	Workers	0.6		240	144	840	504	1200	720	1200	720	600	360	4080.00	2448.00	2nd Yr. 40x0.6x6	
		p.m.															
b	Supervisors	1.0		24	24	84	84	120	120	120	120	60	60	408.00	408.00	3rd Yr. 40x0.6x12+	
		p.m.															
2	Maintenance of Centres	2.0		40	80	100	200	100	200	100	200			340.00	680.00	4th Yr. 100x0.6x12	
		p.a															
3	TLM			40	66	100	165	100	165	100	165			340.00	581.00		
4	Training																
a	Inducive	2.1		44	92.4	60	138.6							110.00	231.00		
b	Recruiting	0.81				44	36.96	110	92.4	110	92.4			264.00	221.76		
c	Training for Supervisors																
5	Equipment	2.5		40	100	60	150							100.00	250.00		
	Total			0.00	608.40	1270.66	1270.66	1297.40	1297.40	1297.40	1297.40	420.00		4799.76			
	Sub Total			0.00	11516.40	16534.16	16534.16	4983.00	4983.00	6388.60	6388.60	2762.80		40175.76			

S.No.	Heads/Sub Heads/Activity	Unit Cost	(Rs. in thousand)												Remarks			
			1998-2000(6 months)		2000-2001(Apr-Mar)		2001-2002(Apr-Mar)		2002-2003(Apr-Mar)		2003-2004(Apr-Mar)		2004(6 months)			Total		
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		Phy	Fin	
	(R) RETENTION																	
R1	Publicity & Extension Awareness Building/Mass Communication	1 PA P VEC	500	500	1632	1632	2132	2132		0			0		0	4264.00	4264.00	
R2	Motivators	3.6														0	0.00	
R3	Newsletter																	
R4	Cons./Recons. of old PS (Cons. through community action)	76.4			70	5348	62	4736.8								132.00	10084.80	
	Rec. of Nagar Schools	76.4			15	1146	20	1528								35.00	2674.00	
R5	Toilets	10			50	500	200	2000	232	2320						482.00	4820.00	
R6	Drinking Water	22			40	880	57	1254								97.00	2134.00	
R7	Repair & Maintenance (School Needing Repairs & General Maintenance)																	
	Repairs	20	20	400	200	4000	224	4480								444.00	8880.00	
R8	Upgraded Head Teachers (Addl. Salary)	1														0	0.00	
R9	Salary Per Teachers	1.4			1200	1680	1800	3220	4400	5940	4400	7280	2200	3500	14000.00	21620.00		2nd Yr. 200x1.4x6
R10	Innovative Programmes through NGOs	100			1	100	1	100	1	100	1	100			4.00	400.00		3rd Yr. 200x1.4x11+
R11	Promoting Girls Education																	
R12	Training of Elected Women of G.P.	0.09	1420	127.8	1420	127.8	1420	127.8	1420	127.8	1420	127.8			7100.00	639.00		100x1.4x6
R13	MTA/PTA Training	0.09	3500	315	3500	315	3500	315	3500	315	3500	315			17500.00	1575.00		4th Yr. 200x1.4x5+
R14	Bal Mela	.6 PA P NPRC			70	35	131	65.5	131	65.5	131	65.5	131	65.5	594.00	297.00		200x1.8x6+
R15	Seminar / Workshop / Meetings for Girls Education	15 PB	7	105	11	165	11	165	11	165	11	165			51.00	765.00		100x1.4x11+
R16	Innov. For Girls Education	100 PB			2	200	2	200	2	200	2	200			8.00	800.00		5th Yr. 200x1.8x11+
R17	Medical Cards Checkup	15PA ER BLOCK			11	165	11	165	11	165	11	165			44.00	660.00		100x1.4x5+100x1.8x
R18	Honourarium of Aes 10000 fixed Aes	10			6	60	12	120	12	120					30.00	300.00		6+100x1.4x11
R19	Honourarium of JEs 7000 fixed	0.7 P. Block			6	66	132	924	132	924					270.00	1914.00		
	Sub Total			1447.60		16419.60		21533.10		10442.30		8418.30		3566.60		61826.60		

															(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	
(Q) QUALITY IMPROVEMENT																	
Q1	Opening of ECCE Centres																
1	Civil Works (one additional room)																
2	TLM	5			25.00	125.00	50.00	250.00	50.00	250.00	50.00	250.00			175.00	875.00	
3	Honorarium (Constructor + Helper)	0.06 pm			150.00	90.00	450.00	270.00	600.00	360.00	600.00	360.00	300.00	180.00	2100.00	1260.00	1st Yr. 25x0.6x6
4	Contingency Training	1.5			25.00	37.50	50.00	75.00	50.00	75.00	50.00	75.00			175.00	262.50	2nd Yr. 25x0.6x12+
	Induction	1.47			25.00	36.75	25.00	36.75							50.00	73.50	25x0.6x6
	Recurring	1.2					25.00	30.00	50.00	60.00	50.00	60.00			125.00	150.00	3rd Yr. 50x0.6x12
	Anganwari Worker's training	0.49			600.00	294.00	600.00	294.00	600.00	294.00	600.00	294.00			2400.00	1176.00	
	Total				0.00	583.25		955.75		1039.00		1039.00		180.00		3797.00	
Q2	Training Programmes																
1	Induction Training to Para teachers	1			300.00	300.00	216.00	216.00	100.00	100.00					616.00	616.00	
2	Rec. Training	1.4					300.00	420.00	516.00	722.40	616.00	862.40			1432.00	2004.00	
3	Integrating training	0.84			175.00	147.00	175.00	147.00	175.00	147.00					525.00	441.00	
4	REC Training	0.9			3400.00	3060.00	3400.00	3060.00	3400.00	3060.00	3400.00	3060.00	3400.00	3060.00	17000.00	15300.00	
6	VEC Members Training	0.09			7100.00	639.00	7100.00	639.00	7100.00	639.00	7100.00	639.00			28400.00	2556.00	
6	BRC Coordinators/ Resource person training	0.6			30.00	18.00	55.00	33.00	55.00	33.00	55.00	33.00	55.00	33.00	250.00	150.00	
7	NPRC Coordinators training	0.8			70.00	56.00	61.00	48.80	131.00	104.80	131.00	104.80	131.00	104.80	524.00	419.20	
8	ABSA/SDI Training	0.84			25.00	21.00	25.00	21.00	25.00	21.00	25.00	21.00			100.00	84.00	
9	Head Teacher's training	0.84			700.00	588.00	1400.00	1176.00	1509.00	1267.56	1509.00	1267.56			5118.00	4299.12	
	Total				0.00	4829.00		5760.80		6094.76		6987.76		3197.80		25870.12	
Q3	Teaching Learning Material to:																
1	School Improvement Fund	2			1401.00	2802.00	1451.00	2802.00	1509.00	3018.00	1509.00	3018.00			5870.00	11740.00	
2	Teacher's grant	0.5			4100.00	2050.00	4400.00	2200.00	4616.00	2308.00	4716.00	2358.00			17832.00	8916.00	
3	Feee Text Book to SC/ST & Girls	0.03			#####	4522.50	#####	4840.14	1852.41	5557.23	200315.00	6009.45	218607.00	6558.21	#####	27487.53	
	Total				0.00	9374.60		8942.14		10883.23		11385.45		6568.21		48143.53	
Q4	Awards to VECs to per NPRC	5			55.00	275.00	55.00	275.00	55.00	275.00	55.00	275.00			220.00	1100.00	
Q5	School Awards	5 per block 2 schools			22.00	44.00	22.00	44.00	22.00	44.00	22.00	44.00			88.00	176.00	
Q6	Book Bank	0.3 per school			1401.00	420.30	1451.00	435.30	1509.00	452.70	1509.00	452.70		0.00	5870.00	1761.00	
	Sub Total				0.00	15526.05		17412.99		18788.69		19183.91		9936.01		80847.65	

																(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	
(C) CAPACITY BUILDING																	
C1	School Mapping & Microplanning																
1	Printing/Survey	10	4	40	5	50	2	20								11.00	110.00
2	Seminar & Workshop	3	11	33			11	33			11	33				33.00	99.00
3	Village level Microplanning	15	11	165	11	165	11	165	11	165	11	165				55.00	825.00
		Per Block															
	Total			238.00		215.00		218.00		165.00		193.00		0.00			1034.00
	Note : School award word also include highest refenson																
C2	Operationalising DIETs																
1	Furniture/Fixture	50		50												0.00	50.00
2	Equipment	50		50												0.00	50.00
3	Books	50		50												0.00	50.00
4	Honorarium																
5	Printing																
6	Travelling Allowances	40		20		40		40		40		40		20		0.00	200.00
7	Maintenance	5				5		5		5		5				0.00	20.00
8	Workshop/Seminar/Comp. Trg.			10		40		40		40		40		10		0.00	180.00
9	Purchase of vehicle	350			1	350										1.00	350.00
10	POI	40				40		40		40		40		20		0.00	180.00
11	Action Research	10			3	30	5	50	5	50						13.00	130.00
12	Wages of Driver	2.5			12	30	12	30	12	30	12	30	6	15		54.00	135.00
	Total			180.00		535.00		205.00		205.00		155.00		65.00			1345.00
C3	Block Resource Centre	6			6	4800	5	4000								11.00	8800.00
1	Civil Construction	800															
2	Salary (Coordinator, 2 No. Assst Co-ordinator, Chowkidar)	14			54	756	117	1638	132	1848	132	1848	66	924		501.00	7014.00
3	Equipment/Furniture	150			5	900	5	750								11.00	1650.00
4	Travelling Allowance	5			6	30	11	55	11	55	11	55	11	27.5		50.00	222.50
6	Maint. of Equipment	1					6	6	11	11	11	11	11	5.5		39.00	33.50
6	Maint. of Building	6			6	36	11	66	11	66	11	66	11	33		50.00	267.00
7	Books	10			6	60	11	110	11	110	11	110				39.00	390.00
8	BRC Exhibition fair of teaching aids	20			6	120	11	220	11	220	11	220				39.00	760.00
9	Consumables	5			6	30	11	55	11	55	11	55	11	55		50.00	250.00
	Total			0.00		6732.00		6900.00		2365.00		2365.00		1045.00			19407.00

																(Rs. in thousand)	
S.No.	Heads/Sub Heads/Activity	Unit Cost	1999-2000(8 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			
C4	District Project Office																
1	Equipment	235				135		100							0.00	235.00	
2	Furniture & Fixture	130				90		40							0.00	130.00	
3	Books	10				10		10			10			5	0.00	45.00	
4	Purchase of Vehicle	350/50				1200									0.00	1200.00	
5	Consultancy charges	80	1	50	2	120	2	120	2	120	2	120			9.00	540.00	
6	Salary staff	85	4	340	12	1020	12	1020	12	1020	12	1020	6	510	58.00	4930.00	
7	Travelling Allowances	25		15		25		25		25		25		15	0.00	130.00	
8	Consumables	25		15		25		25		25		25		15	0.00	130.00	
9	Telephone/Fax	30		15		30		30		30		30		15	0.00	150.00	
10	Vehicle Maint. & POL	120		60		120		120		120		120		60	0.00	600.00	
11	Maint. of Equipment	10		5		10		10		10		10		5	0.00	50.00	
12	Seminar/Workshop	10	2	20	5	50	5	50	5	50	5	50	2	20	24.00	240.00	
13	Hiring of Vehicles	10	5	5		10		10		10		10		5	5.00	50.00	
14	CW Supervisory Consultancy	10		10		50		80		20					0.00	160.00	
15	Distt. level Exibltion & Fair	100			1	100	1	100	1	100					3.00	300.00	
16	Study Tours	100			1	100	1	100							2.00	200.00	
17	Distt. level conversion workshop	15	1	15	1	15	1	15	1	15	1	15			5.00	75.00	
18	AWP & View Workshop	15		15		15		15		15		15			0.00	75.00	
19	Research Evaluation Aes	10			3	30	3	30	3	30	3	30			12.00	120.00	
20	Contingency	20		10		20		20		20		20		10	0.00	100.00	
21	Salary to Co-ordinator	28	2	56	12	336	12	336	12	336	12	336	6	168	56.00	1568.00	
	Total			641.00		3511.00		2256.00		1956.00		1836.00		828.00		11028.00	
	Note : Vehicle 350 and moter bike 50 . Total Vehicle																
C4.1	MIS/Research & Evaluation																
1	MIS Cell Furnishing	180			1	180									1.00	180.00	
2	EMIS/PMIS (Printing/Survey etc per block)	30		20		30		30		30		30			0.00	50.00	
3	MIS Equipments	250			1	250									0.00	90.00	
4	Comp. systems training	50		50											0.00	50.00	
5	Maintenance of equipments	30						30		30		30		15	0.00	105.00	
6	Exposure visits	0				0		0		0		0		0	0.00	0.00	
7	Consumable	40PA		20		40		40		40		20			0.00	160.00	
	Total			90.00		600.00		100.00		100.00		80.00		15.00		895.00	

S.No.	Head/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)		(As. In thousands) Total		Remarks	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		
C5	School Complex (NPRC)																	
1	Construction 40% DPED	28			70	1860	61	1708							131.00	3668.00		
2	Salary Coordinator	5.5			210	1155	1023	5526.5	1572	8646	1572	8646	786	4323	5163.00	28396.50		
3	Equipment	15					70	1050	61	915					131.00	1965.00		
4	Books for Library/Book Bank	5					70	380	131	655	131	655			332.00	1660.00		
5	Audio visual hiring charges	0.8					70	56	131	104.8	131	104.8	131	52.4	463.00	318.00		
6	Monthly meeting	2					70	140	131	262	131	262	131	131	463.00	795.00		
7	Mela/ Workshop of NPRC	3 PA			70	210	131	393	131	393	131	393			463.00	1389.00		
	Total			0.00		3325.00		9323.60		10975.80		10060.80		4506.40		38191.60		
C7	Distance Education																	
1	Equipment & others	75				75									0.00	75.00		
2	Telephone & Fax Bills	1				5		5		5		5		3	0.00	23.00		
3	Maintenance	2				10		10		10		10			0.00	40.00		
4	Video Recording & Packaging	300				300		300		300		300			0.00	900.00		
5	Printing materials	50				60		50		50		50			0.00	150.00		
	Total			0.00		440.00		365.00		365.00		15.00		3.00		1188.00		
C8	Integrated Education																	
1	Distt. level workshop	50			1	50			1	50					2.00	100.00		
2	Block level resource support	50			5	250	10	500	11	550					26.00	1300.00		
3	Survey through VECs	5	11	55	11	55									22.00	110.00		
4	Training of BRG/DRG	0.6	20	12	20	12	20	12	20	12					80.00	48.00		2786.8
5	Orientation of Teachers	0.09	300	27	300	27	300	27	300	27	300	27			1500.00	135.00		
	Total			94.00		394.00		539.00		539.00		27.00		0.00		1693.00		
	Sub Total			1243		15852		19906.6		16770.8		14736.8		6462.4		74771.5		
	Grand Total			2690.80		59114.25		74386.76		50985.59		47727.61		22716.71		257621.71		

SUMMARY-III
PERCENTAGE OF INVESTMENT AND RECRUITMENT COST TO
COMPONENT WISE PROJECT COST
DISTT.BIJNOR

Sl.	Component	Component Cost	Out of which Investment Cost	Recurring Cost	% of Investment Cost	% of recurring Cost
1	Access & Enrollment	40175.76	23614.19	16560.80	68.09	41.22
2	Retention	61826.80	40206.80	21620.00	62.85	37.15
3	Quality Improvement	80847.65	79325.15	1522.50	98.59	1.41
4	Capacity Building	74771.50	30015.50	44756.00	40.28	59.76
		257621.71	173161.64	84459.30	67.22	32.78

**SUMMARY (CW) BIJNOR
DETAILS OF CIVIL WORK**

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			200	5600.00	230	6440.00			430	12040.00
2	New School			50	3820.00	58	4431.20			108	8251.20
3	School Reconstruction			85	6494.00	82	6264.80			167	12758.80
4	Toilets			50	500.00	200	2000.00	232	2320.00	482	4820.00
5	Drinking Water			40	880.00	37	1254.00			77	2134.00
6	School Repair	20	400	200	4000.00	224	4480.00			444	8880.00
7	BRC Construction			6	4800.00	5	4000.00			11	8800.00
8	NPRC Construction			70	1960.00	61	1708.00			131	3668.00
	Total		400.00		28054.00		30578.00		2320.00		61352.00

Note : The total cost of Civil Work is 23.81% of the total Project Cost

SUMMARY - I
 COMPONENT WISE PROJECT COST
 DISTT. - BIJNOR

S.No	Component	1999-2000 oct-March 1st year	2000-2001 april -March 2nd year	2001-2002 Apr-March3rd year	2002-2003 Apr-March4th year	2003-2004 Apr-March5th year	2004 Apr-sep. 6th year	TOTAL	As%to TotalProjectcost
1	Access & Enrollment		11516.40	15534.16	4983.80	5388.60	2752.80	40175.76	15.59
2	Retention	1447.80	16419.80	21533.10	10442.30	8418.30	3565.50	61826.80	23.99
3	Quality improvement	0	15526.05	17412.99	18768.69	19183.91	9936.01	80847.65	31.39
4	Capacity Building	1243.00	15032.00	19906.50	16770.80	14736.80	6462.40	74771.50	29.03
	TOTAL	2690.80	59114.25	74386.75	50985.59	47727.61	22716.71	257621.71	100.00

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 NRPC 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 SPO.

TECHNICAL SUPERVISION :

The necessary technical support to DPO for construction works by the VECs shall be provided by and 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	108
2.	Construction of buildings/dilapidated primary schools buildings	132
3.	Construction of additional class rooms	430
4.	Repairs of School	444
5.	Construction of toilets	482
6.	Provision of drinking water facility	108
7.	Construction of rooms for NPRC	131
8.	Construction of BRC	11

NB: CONVERGENCE : it has been decided that 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(Two number)	0.30
9.	T.V and VCR	0.30
	Total	2.35

B. FURNITURE & FIXTURE

1.	Tables (10)	0.25
2.	Chairs (30)	0.15
3.	Conference Table (1) and chairs (20)	0.45
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.	Disk Antena and camara for District education	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 - 17	8.50
	Total	15.50

NPRC

(a)	Two in one	0.05
(b)	Furnitures and other equipment	0.10
(c)	Total	0.15

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 centrally 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: UPBEP 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 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 first six months of the 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 below.

First phase(october 1999 to march 2000)

During the first phase from Oct. 1999 to March 2000 the first and foremost task would be to create structures and mechanisms so as to provide sound basis for further planning and implementation of DPEP interventions. This would also aim to adequate capacity building. Besides awareness building to enlist community participation for promoting girls education would be the major thrust area. The following are the strategic action areas under Capacity Building.

- (a) Establishment of District Project Office and getting the staff in position with the support of State Project Office.
- (b) Constitution of District Education Project Committee and get its meetings convened on a regular basis.
- (c) Constitution of Block Project Advisory Committee 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 functionaries to establish organic linkages with related department, NGOs and other agencies .
- (f) Preparatory work for taking up micro planning by organising seminars workshops at BRC level, constituting core groups at NPRC level and their training in the methods and participatory approaches and printing of formats etc.
- (g) Preparatory work for EMIS and PMIS.
- (h) Identification of key areas of research.
- (i) Identification of Maktabas which can be adopted as Alternative Schools.
- (j) Purchase of MIS equipment, furnishing of MIS cell and recruitment of computer staff. The first training programme on MIS for computer personnel would be organised in Feb/March 2000. Printing of MIS forms shall be completed by March 2000.

Strengthening of DIET. Creation of BRC, NPRC.

- (a) Initiate action with the support of SPO for filling vacant position in DIET.
- (b) identification of locations for BRC and NPRC.
- (c) Selection of suitable school building for BRC and NPRC where these could function till their buildings get completed.
- (d) Creation of posts of Coordinators/Assistant Coordinators at BRC and NPRC level and their selection with the help of BSA and DIETs.

ENVIRONMENT BUILDING AND COMMUNITY MOBILISATION

- (a) Printing of a brief brochure about DPEP in Hindi and Urdu for wider circulation among public and official functionaries.
- (b) Identification of NGOs and women groups which can contribute towards UEE and their orientation.
- (c) Utilisation of audio and video cassettes developed by the SPO for distribution among different agencies and organising shows in common places.
- (d) Display of pictures and print media in prominent places in the village especially in the habitations of disadvantaged groups.
- (e) Cultural programmes like folk songs, nautanki mushaira, Qawwali, Kavi Sammelan in local district.
- (f) Organisation of Padyatra, Prabhat Pheri.
- (g) Organisation of special enrolment and retention drives for children (especially girls) of disadvantaged sections.
- (h) Activisation of PTA/MTA and their involvement in enrolment building.
- (i) Involving religious leaders of muslims community and Scheduled Castes/Tribes in environment building.
- (j) Training of elected women representatives at block level.
- (k) Identification and training of resource persons
- (l) Steps for community mobilisation.
 - Meeting /convention of all govt. officials and NGOs.
 - Formation of DRG and BRG.
 - Training of DRG.
- (m) Activities of VEC and training of VEC members, ABSA/SDI to ensure regular meetings of VEC.

STEPS FOR PROMOTING GIRLS EDUCATION :

The major focus under environment building and community mobilization would be on promoting girls education.

- VEC will be activated and support of VEC members would be obtained in persuading their parents for enrolment in primary school and in drop out cases sending them back to schools.
- Utilization of Audio-Video cassettes available with SPO on girls education in Mela and fair.
- Formation of Maa-Beti association and ensuring its regular meeting.
- Monthly meetings of MTA/PTA to be ensured.
- Synergising with TLC school chalo abhiyan
- Compilation of success story of girls to be initiated.
- Use of Maqtab for providing alternative schooling to age group of 6-12 years girls belonging to Muslim family and meeting with religious heads and seeking their support for girls education.
- To organise Meena Campaign in the villages where the enrolment of girls is low

RETENTION

- (a) Identification of individual schools in consultation with VEC whose building is to be constructed/reconstructed.
- (b) Identification of schools where drinking water and toilet facilities have to be provided.
- (c) Preparation of school-wise estimates for repair and maintenance of candidate school.
- (d) Selection of teachers for upgraded post of head teachers.
- (e) Rationalisation of teacher units.

QUALITY IMPROVEMENT

- (a) Constitution of District Resource Group on Training and ECCE.
- (b) Procurement of training modules for teachers.
- (c) Organisation of pedagogy visioning 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 (April 2000 to October 2000)

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 and fully operationalising MIS Cell.
- (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) Induction training of new teachers/para teachers
- (h) In-service training of teachers.
- (i) Induction training of AS instructors.
- (j) Training of BRC/NPRC Coordinators.

DISTANCE EDUCATION

- (a) Preparatory work for launching the programme of distance education

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 and start the functioning of 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) Appointment 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) Induction training of ECCE workers.
- (b) Training of Anganwadi workers in pre-schooling education.
- (c) Distribution of text books to all girls and SC boys.
- (d) First round in-service teachers' training .

SUMMING UP

It may be added by way of conclusion that in the first year of the project, the basic structures and participatory mechanism 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 alongwith 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.

A.W.P.B
DISTRIC: BLJNOR

(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	430	12040	50	1400	
A2.	New Primary Schools Unserved Areas						
1	Construction @ Rs. 191 per school (76.4 from DPEP & 114.6 from JRY/State Govt.	76.4	108	8251.20			
2	Salary of Para Teachers	1.4	8336.00	13464.80			
3	Furniture/Fixture & Equipment	15	108	1620			
	Total			35376.00		1400.00	
A3.	Shiksha Mitra						
1	Honorarium	1.0 pm	0	0.00			
2	Training						
3	Inducive Training	3.0	0	0.00			
4	Recurring Training	1.2	0	0.00			
	Total			0.00		0.00	

A.W.P.B
DISTRIC: BLJNOR

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
A4	<u>Alternative Schools</u>						
1	Honorarium						
a	Workers	0.6	4080	2448			
		p.m.					
b	Supervisors	1.0	408	408			
		p.m.					
2	Maintenance of Centres	2.0	340	680			
		p.a					
3	TLM	1.65 p.a	340	561.00			
4	Training						
a	Inducive	2.1	110	231			
b	Recuring	0.84	264	222			
5	Equipment	2.5	100	250			
	Total			4799.76		0.00	
	Sub Total			40175.76		1400.00	
R1	Publicity & Extention Awareness Building/Mass Communication	1 PA P VEC	4264	4264.00	947	947.00	
R3	Newsletter						
R4	Cons./Recons. of old PS (Cons. through community action)	76.4	132	10084.80	0		
-	Reconstruction of Nagar School	76.4	35	2674.00	0	0.00	

A.W.P.B
DISTRICT: BIJNOR

(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	482	4820	50	500.00	
R6	Drinking Water	22	97	2134	0	0.00	
R7	Repair & Maintenance (School Needing Repairs & General Maintenance) <i>Repairs</i> - Repairing of Nagar Schools	20	444	8880	220	4400.00	
R8	Salary of Addl. Para Teachers	1.4	14000	21620	0	0.00	
R9	Innovative Programmes through NGOs/Mahila Samakhya	100	4	400			
R10	Promoting Girls Education	0	0	0.00	0	0.00	
R11	Training of Elected Women of G.P.	0.09	7100	639.00	1420	127.80	
R12	MTA/PTA Training	0.09	17500	1575.00	3500	315.00	
R13	Bal Mela	.5 PA P NPRC	594	297.00	0	0.00	
R14	Seminar / Workshop / Meeting / Campaign etc.	15PB	51	765	0	0.00	
R15	Innovative prog. For G.E.	200 PB	8	800	0	0.00	
R16	Health Card & Health Checkup	15PB	44	660	11	165.00	
R17	Salary of AEs(Fixed)140	10	30	300	0	0.00	
R18	Salary of JEs(Fixed)	7		1914	0	0.00	
	Sub Total			61826.80		6454.80	

A.W.P.B
DISTRIC: BLJNOR

(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)		0.00	0.00			
2	TLM	5	175	875.00			
3	Honorarium (Constructor + Helper)	600 pm	2100	1260			
4	Contingency <u>Training</u>	1.5	175	263			
	Induction	1.47	50	74			
	Recurring	0.56	125	150			
	Anganwari Worker's training	0.49	2400	1176.00			
	Total			3797.00		0.00	
Q2	Training Programmes						
1	Induction Training to para teachers	1	616	616.00			
2	In-service teachers training	0.9	17000	15300.00	3400	5100	
3	Rec training for para teachers	1.4	1432	2004.80			
4	VEC Members Training	0.09	28400	2556.00	7100	639	
5	NGOs Training/ Innovative training	0.84	525	441.00			
6	BRC Coordinators/ Resource person training	0.6	250	150.00			
7	NPRC Coordinators training	0.8	524	419.20			
8	ABSA/SDI Training	0.84	100	84.00	25	21	
9	Head Teacher's training	0.84	5118	4299.12	700	588	
	Total			25870.12		6348.00	

A.W.P.B

DISTRIC: BILNOR

(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	5870	11740.00	1401	2802	
2	Teacher's grant	0.5	17832	8916.00	4100	2050	
3	Feee Text Book to SC/ST & Girls	0.03	916251	27487.53	150750	4522.5	
4	Book Bank	0.03	5870	1761.00			
	Total			49904.53		9374.50	
Q4:	Awards to VECs to per NPRC	5	220.00	1100.00			
Q5	School Awards	5 per block	88.00	176.00			
	Sub Total			80847.65		15722.50	
(C) CAPACITY BUILDING							
C1	School Mapping & Microplanning						
1	Printing/Survey	10	11	110.00	9	90	
2	Seminar & Workshop	3	33	99.00	11	33	
3	Village level Microplanning	15	55	825.00	11	165	
	Total			1034.00		288.00	
C2	Operationalising DIETs						
1	Furniture/Fixture	50		50.00		50	
2	Equipment	50		50.00		50	
3	Books	50		50.00		50	
4	Honorarium						
5	Printing			0.00		0	
6	Travelling Allownces	20 PA		200.00		40	
7	Maintenance			20.00			
8	Workshop/Seminar/Comp. Trg.	40PA	0.00	180.00		50	
9	Purchase of vehicle	350	1.00	350.00		350	
10	POL	40PM	0.00	180.00		40	
11	Action Research	10	13.00	130.00		30	
12	Wages of Driver	2.5	54.00	135.00		15	
	Total			1345.00		675.00	

A.W.P.B
DISTRIC: BIJNOR

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
C3	Block Resource Centre						
1	Civil Construction	800	11.00	8800.00	6	4800	
2	Salary (Coordinator, 2 No.) Asstt Co-ordinator, Chowkidar)	14	501.00	7014.00			
3	Equipment/Furniture	150	11.00	1650.00			
4	Travelling Allowance	5	50.00	222.50		30	
5	Maint. of Equipment	1	39.00	33.50			
6	Maint. of Building	6	50.00	267.00			
7	Books	10	39.00	390.00		60	
8	BRC Exhibition fair of teaching aids	20	39.00	780.00		60	
9	Consumables	5	50.00	250.00		15	
10	Mela Fair at BRC	5			6	30	
	Total			19407.00		4995.00	
C4	District Project Office						
1	Equipment	235	0.00	235.00	1	235	
2	Furniture & Fixture	130	0.00	130.00		130	
3	Books	10	0.00	45.00		10	
4	Purchase of Vehicle	350/50	0.00	1200.00		1200	
5	Consultancy charges	60	9.00	540.00		120	
6	Salary staff	85	58.00	4930.00		390	
7	Travelling Allowances	25	0.00	130.00		7	
8	Consumables	25	0.00	130.00		7	
9	Telephone/Fax	30	0.00	150.00		15	
10	Vehicle Maint. & POL	120	0.00	600.00		30	
11	Maint. of Equipment	10	0.00	50.00			
12	Seminar/Workshop	10	24.00	240.00		20	
13	Hiring of Vehicles	10	5.00	50.00			
14	CW Supervisory Consultancy	10		160.00		10	
15	Distt. level Exhibition & Fair	100	3.00	300.00			
16	Study Tours	100	2.00	200.00			
17	Distt. level conversion workshop	15	5.00	75.00		15	
18	AWP & View Workshop	15	0.00	75.00		15	
19	Research Evaluation	10	12.00	120.00			

A.W.P.B
DISTRICT: BIJNOR

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
20	Contingency			100.00		18	
21	Salary of Coordinators	28	56.00	1568.00	8	224	
	Total			11028.00		2446.00	
C4.1	<u>MIS/Research & Evaluation</u>						
1	MIS Cell Furnishing	180	1.00	180.00	1	180	
2	EMIS/PMIS (Printing/Survey etc per block)	30	0.00	140.00	10	50	
3	MIS Equipments	250	1.00	250.00	1	250	
4	Comp. systems training	50	1.00	50.00	1	50	
5	Maintenance of equipments	30		105.00			
6	Exposure visits	20					
7	Consumable	40 P.A		160.00		20	
	Total			885.00		550.00	
C5	School Complex (NPRC)						
1	Construction	28	131.00	3668.00	30	840	
2	Salary Coordinator	5.5	5163.00	28396.50			
3	Equipment	15	131.00	1965.00			
4	Books for Library/Book Bank	5	332.00	1660.00			
5	Audio visual hiring charges	0.8	463.00	318.00			
6	Monthly meeting	2	463.00	795.00			
7	Mela/ Workshop etc.	3	463	1389	70	210	
	Total			38191.50		1050.00	
C7	Distance Education						
1	Equipment & others	75		75.00		75	
2	Telephone & Fax Bills	1		23.00		5	
3	Maintenance	2		40.00			
4	Video Recording & Packaging	300		900.00			
5	Printing materials	50		150.00		50	
	Total			1188.00		130.00	

A.W.P.B
DISTRIC: BLJNOR

(Rs. in thousand)

S.No.	Heads/Sub Heads/Activity	Unit Cost	Total		Oct99-Sep2000(Cost of the 1st year)		Remarks
			Phy	Fin	Phy	Fin	
C8	Integrated Education						
1	Distt. level workshop	50	2.00	100.00	1	50	
2	Block level resource support/DC	50	26.00	1300.00	5	250	
3	Survey through VECs	0.1	22.00	110.00	30	347	
4	Training of BRG/DRG	0.6	80.00	48.00	12	20	
5	Orientation of Teachers	0.09	1500.00	135.00	300	27	
	Total			1693.00		694.00	
	Sub Total			74771.50		10828.00	
	Grand Total			257621.71		34405.30	

DISTRICT: BIJNOR

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	12040.00	430	28.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2003
A-2	Construction of New Pimary School Buiding	8251.20	108	76.40	Commu. Participation	VEC	APRIL 2000 TO MARCH 2003
A-3	Furniture/Fixture & Equipment	1620.00	108	15.00	National Shopping	VEC	APRIL 2000 TO MARCH 2003
A-4	<u>Altrenative School</u>						
	1 TLM	561.00	340	1.65	National Shopping	DPO	APRIL 2000 TO MARCH 2004
	2 Equipment	250.00	100	2.50	National Shopping	DPO	APRIL 2000 TO MARCH 2004
R-3	Reconstruction of old PS	10084.80	132	76.40	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002
R-4	Toilets	4820.00	482	10.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002
R-5	Drinking Water	2134.00	97	22.00	Jal Nigam (Single Source Contract)	DPO	APRIL 2000 TO MARCH 2002
R-6	Repair & Maintenance of School Building	8880.00	444	20.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002

DISTRICT: BIJNOR

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 Centes</u>						
	TLM	875.00	175	5.00	National Shopping	DPO	APRIL 2000 TO MARCH 2002
Q-3	<u>Teaching Learning Material to</u>						
1	School Improvement Fund	11740.00	5870	2.00	National Shopping	VEC	APRIL 2000 TO MARCH 2004
2	Teahers Grant	8916.00	17832	5.00	National Shopping	SCHOOL TEACHER	APRIL 2000 TO MARCH 2004
3	Free Text Book to SC/ST & girls	27487.53	732662	0.03	Proprietary Item	VEC	APRIL 2000 TO MARCH 2004
C-2	<u>Operationalising DIETs</u>						
1	Furniture/Fixture	50.00	DIET		National Shopping	DIETs	OCT. TO DEC. 99
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	50.00	DIET		Proprietary Item	DIETs/SPO	APRIL 2000 TO MARCH 2001
C-3	<u>Block Resource Centre</u>						
1	Civil Construction	8800.00	11	800.00	NCB	DPO/SPO	APRIL 2000 TO MARCH 2002
2	Equipment/Furniture	1650.00	11	150.00	National Shopping	BLOCK COORDINATOR	APRIL 2000 TO MARCH 2002
3	Books	390.00	39	10.00	Proprietary Item	SPO	APRIL 2000 TO MARCH 2004

DISTRICT: BIJNOR

PROCUREMENT PLAN

Rs.in thousand

S. NO.	TYPE OF PROCUREMENT	TOTAL COST AMOUNT	UNIT	UNIT COST	PROCUREMENT PROCEDURE	PROCUREMENT AGENCY	TIME SCHEDULE
C-4	<u>District Project Office</u>						
1	Equipment	235.00	DPO		National Shopping	DPO	OCT 99 TO MARCH 2000
2	Furniture/Fixture	130.00	DPO		National Shopping	DPO	OCT 99 TO MARCH 2000
3	Books	45.00	DPO				OCT 99 TO MARCH 2000
4	Purchase of Vehicle (4 Wheeler)	350.00	1	350.00	National Shopping	SPO	OCT 99 TO DEC 99
	(2 Wheeler)	850.00	17	50.00	National Shopping	SPO	
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.)	50.00	DPO		National Shopping	DPO	APRIL 2000 TO MARCH 2001
3	MIS Equipment	250.00	DPO		National Shopping	SPO	OCT 1999 TO MARCH 2000
C-5	<u>School Complex</u>						
1	Construction	3668.00	131	28.00	Commu. Participation	VEC	APRIL 2000 TO MARCH 2002
2	Equipment	1965.00	131	15.00	National Shopping	DPO	APRIL 2000 TO MARCH 2002
3	Books for Library/Book Bank	1660.00	332	5 PA	Proprietary Item	SPO	APRIL 2000 TO MARCH 2004
	TOTAL						

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 Addl. 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												
	o Printing of Formats			****									
	o Distribution				**								
	o Training				**	**							
	o Collection of Data					****							
	o Village Level Microplanning						****						
	o Seminars / Workshops							****					
	o Formation of Village Plan								****	****			
C2	DIETs												
	o Procurement of Goods / Furniture / Equipments						****	****					
	o Action Research												
	o Printing												
	o Seminar / Workshops				**	**	**	**	**	**			
	o Training												
C3	BRC												
1.	Building Construction												
	o Site Collection			****									
	o Selection of Construction Agency				****	****							
	o Transfer of Funds						****						
	o Construction Work							****	****	****			
2.	BRC Co-ordinators, Asstt. Coordinators												
	o Post Creation				****								
	o Selection					****							
	o Placement						****	****	****	****			
	o 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								****				

