

# DISTRICT PRIMARY EDUCATION PROGRAMME

[DPEP]



DISTRICT EDUCATION PLAN  
December 1998 – November 2003

NIEPA DC



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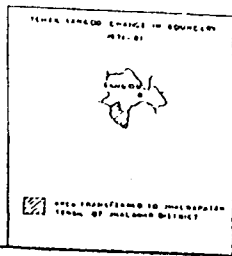
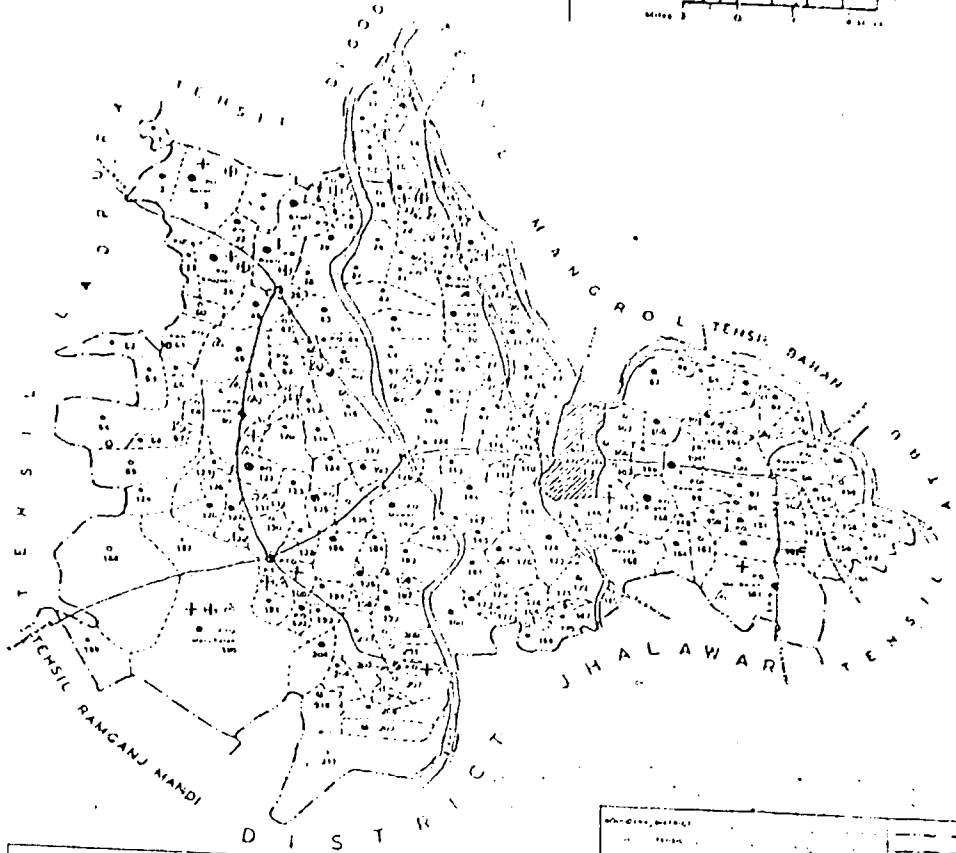
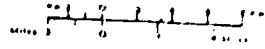
KOTA DISTRICT  
(RAJASTHAN)

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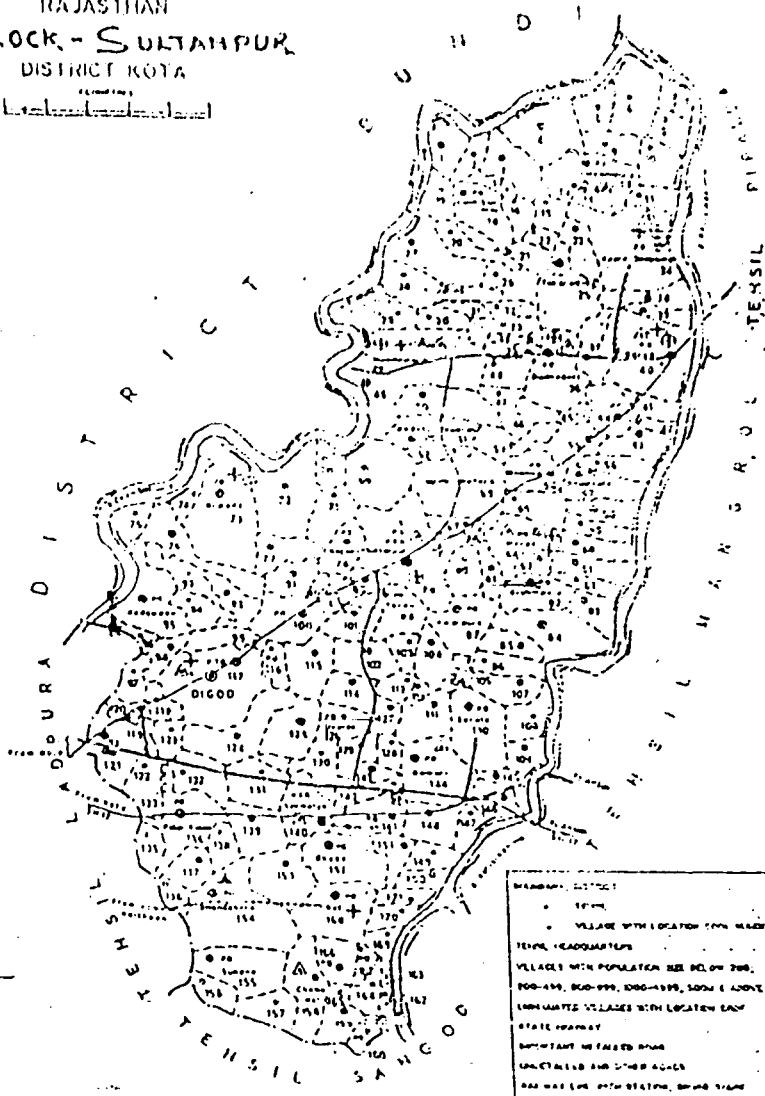


RAJASTHAN  
**BLOCK-SANGOD**  
DISTRICT KOTA



WATER POINTS	
TEHSIL HEADQUARTERS	
VILLAGES WITH POPULATION 500 OR MORE	
VILLAGES WITH POPULATION 100-500	
UNINCORPORATED VILLAGES WITH POPULATION 100-500	
STATE HIGHWAY	
STATE ROAD	
RAILWAY	
POST OFFICE	
POST OFFICE WITH TELEPHONE CONNECTION	
POST OFFICE WITH TELEGRAM CONNECTION	
POLICE STATION	
HOSPITAL, PRIMARY HEALTH CENTRE, DISPENSARY	
IMPORTANT VILLAGES	

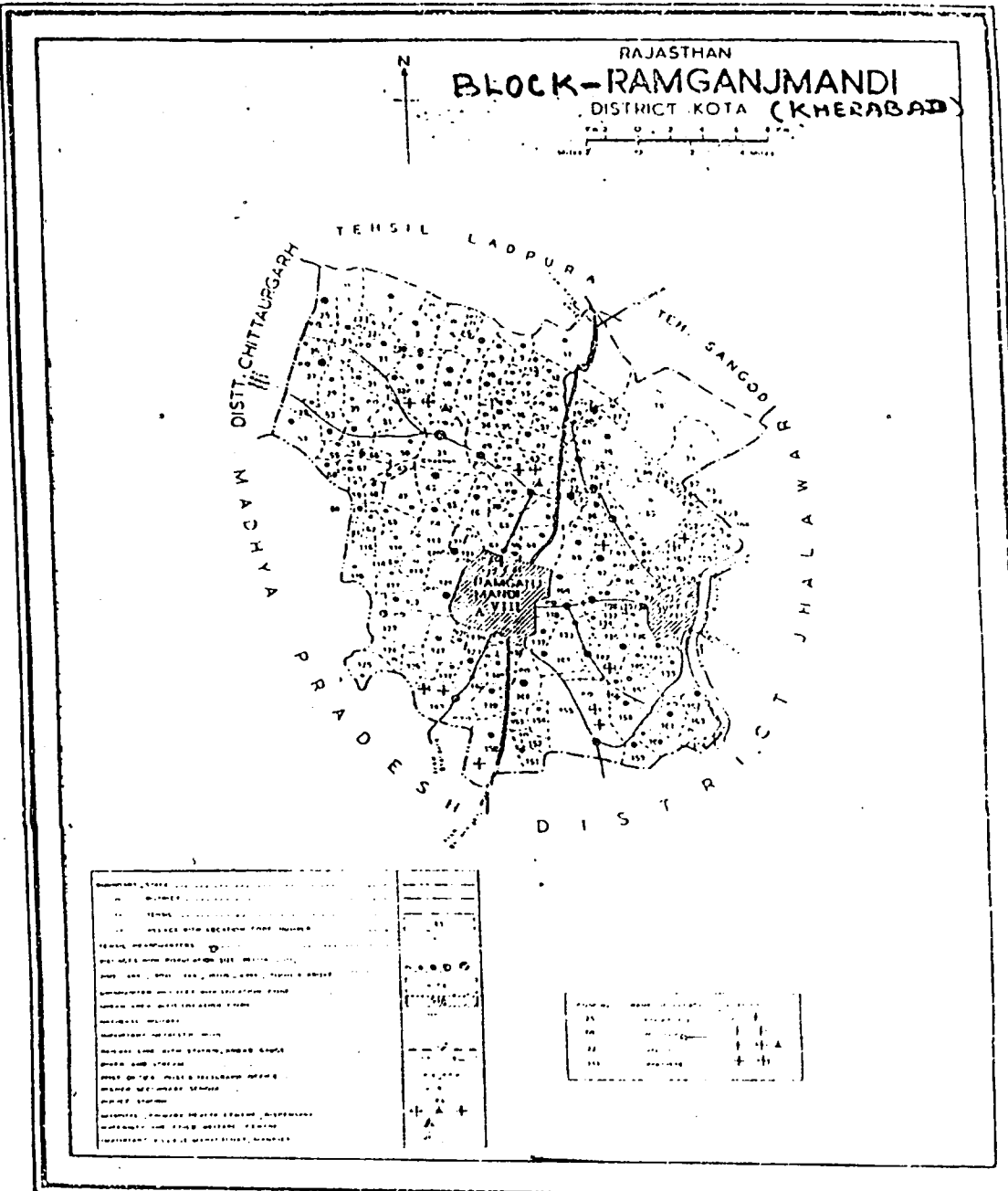
RAJASTHAN  
 BLOCK - SULTANPUR  
 DISTRICT KOTA  
 (CONTINUED)



LEGEND

HEADQUARTERS DISTRICT	●
VILLAGE WITH LOCATION CODE NUMBER	○
TEMPLE HEADQUARTERS	⊙
VILLAGES WITH POPULATION SEE BELOW TABLE	● ● ● ● ●
POP. 400-500, 500-600, 600-700, 700-800, 800-900, 900-1000	● ● ● ● ●
UNINHABITED VILLAGES WITH LOCATION CODE	○
STATE HIGHWAY	—
IMPORTANT UNPAVED ROAD	—
RAIL STATION AND OTHER RAILWAYS	—
RAILWAY LINE WITH STATION, BRANCH STATION	—
RAILWAY BRANCH	—
POST OFFICE, POLICE STATION, DISTRICT OFFICE	—
NEARLY INHABITED VILLAGES	○
POST OFFICE STATION	—
IMPORTANT VILLAGES WITH LOCATION CODE NUMBER	○
UNPAVED ROAD	—
RAILWAY LINE WITH STATION, BRANCH STATION	—
RAILWAY BRANCH	—
POST OFFICE, POLICE STATION, DISTRICT OFFICE	—
NEARLY INHABITED VILLAGES	○
POST OFFICE STATION	—
IMPORTANT VILLAGES WITH LOCATION CODE NUMBER	○

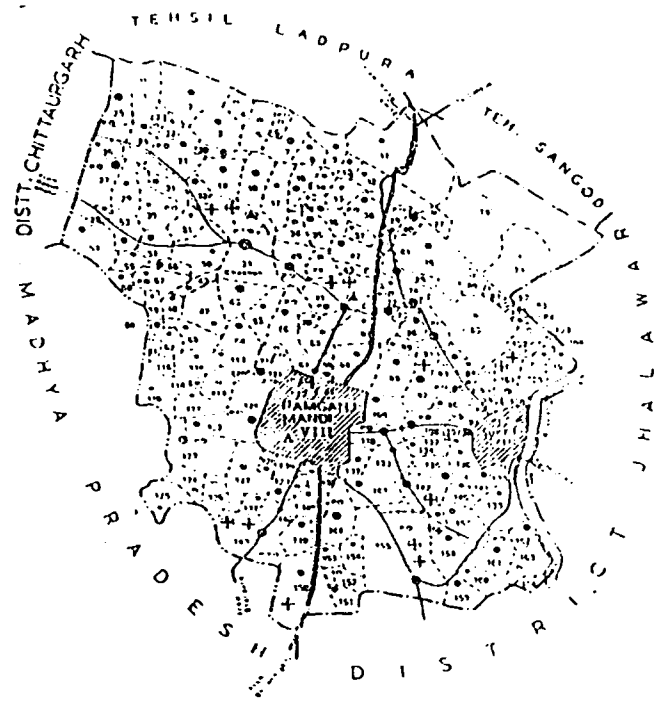
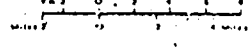
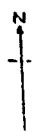
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RAJASTHAN

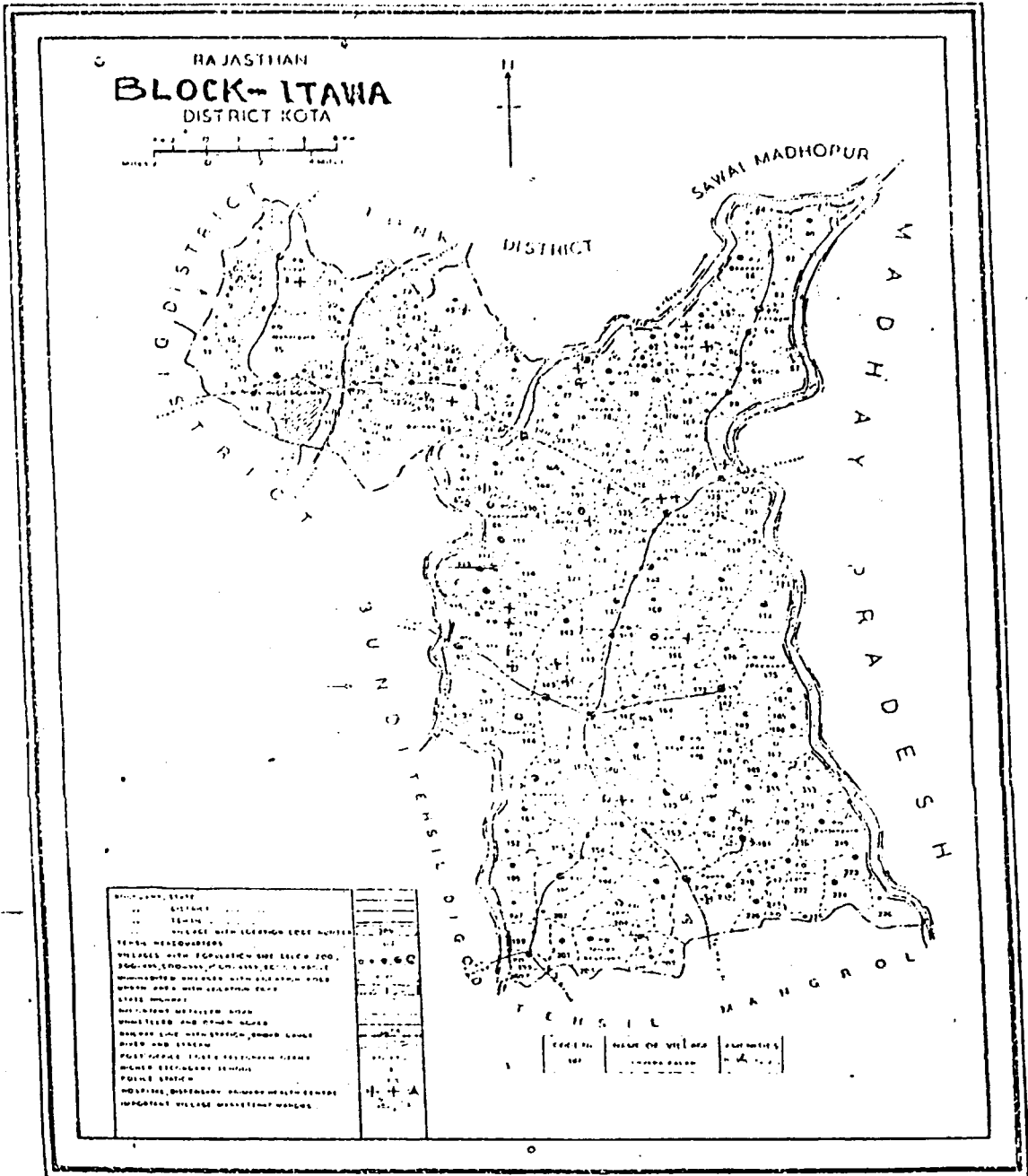
**BLOCK-RAMGANJMANDI**

DISTRICT KOTA (KHERABAD)



<p>POPULATION BY SEX AND AGE GROUPS</p> <p>MALES FEMALE TOTAL</p> <p>Under 15 15 and over 15 and over 65</p> <p>POPULATION IN HOUSEHOLDS</p> <p>1-2 3-4 5-6 7-8 9-10 11-15 16 and over</p> <p>POPULATION IN VILLAGES</p> <p>1-20 21-50 51-100 101-500 501-1000 1001-5000 5001 and over</p> <p>POPULATION IN TOWN/URBAN AREAS</p> <p>1-20 21-50 51-100 101-500 501-1000 1001-5000 5001 and over</p> <p>POPULATION IN INDUSTRIAL AND COMMERCIAL CENTRES</p> <p>1-20 21-50 51-100 101-500 501-1000 1001-5000 5001 and over</p> <p>POPULATION IN INSTITUTIONS</p> <p>1-20 21-50 51-100 101-500 501-1000 1001-5000 5001 and over</p> <p>POPULATION IN GOVERNMENT AND NON-GOVERNMENT INSTITUTIONS</p> <p>1-20 21-50 51-100 101-500 501-1000 1001-5000 5001 and over</p> <p>POPULATION IN PRIMARY, MIDDLE AND HIGH SCHOOLS</p> <p>1-20 21-50 51-100 101-500 501-1000 1001-5000 5001 and over</p> <p>POPULATION IN COLLEGE AND UNIVERSITY</p> <p>1-20 21-50 51-100 101-500 501-1000 1001-5000 5001 and over</p> <p>POPULATION IN ASYLUMS, MENTAL HOSPITALS, ETC.</p> <p>1-20 21-50 51-100 101-500 501-1000 1001-5000 5001 and over</p> <p>POPULATION IN JAIL AND POLICE STATION</p> <p>1-20 21-50 51-100 101-500 501-1000 1001-5000 5001 and over</p> <p>POPULATION IN GOVERNMENT AND NON-GOVERNMENT INSTITUTIONS</p> <p>1-20 21-50 51-100 101-500 501-1000 1001-5000 5001 and over</p> <p>POPULATION IN PRIMARY, MIDDLE AND HIGH SCHOOLS</p> <p>1-20 21-50 51-100 101-500 501-1000 1001-5000 5001 and over</p> <p>POPULATION IN COLLEGE AND UNIVERSITY</p> <p>1-20 21-50 51-100 101-500 501-1000 1001-5000 5001 and over</p> <p>POPULATION IN ASYLUMS, MENTAL HOSPITALS, ETC.</p> <p>1-20 21-50 51-100 101-500 501-1000 1001-5000 5001 and over</p> <p>POPULATION IN JAIL AND POLICE STATION</p> <p>1-20 21-50 51-100 101-500 501-1000 1001-5000 5001 and over</p>		<p>POPULATION IN VILLAGES</p> <p>1-20 21-50 51-100 101-500 501-1000 1001-5000 5001 and over</p>
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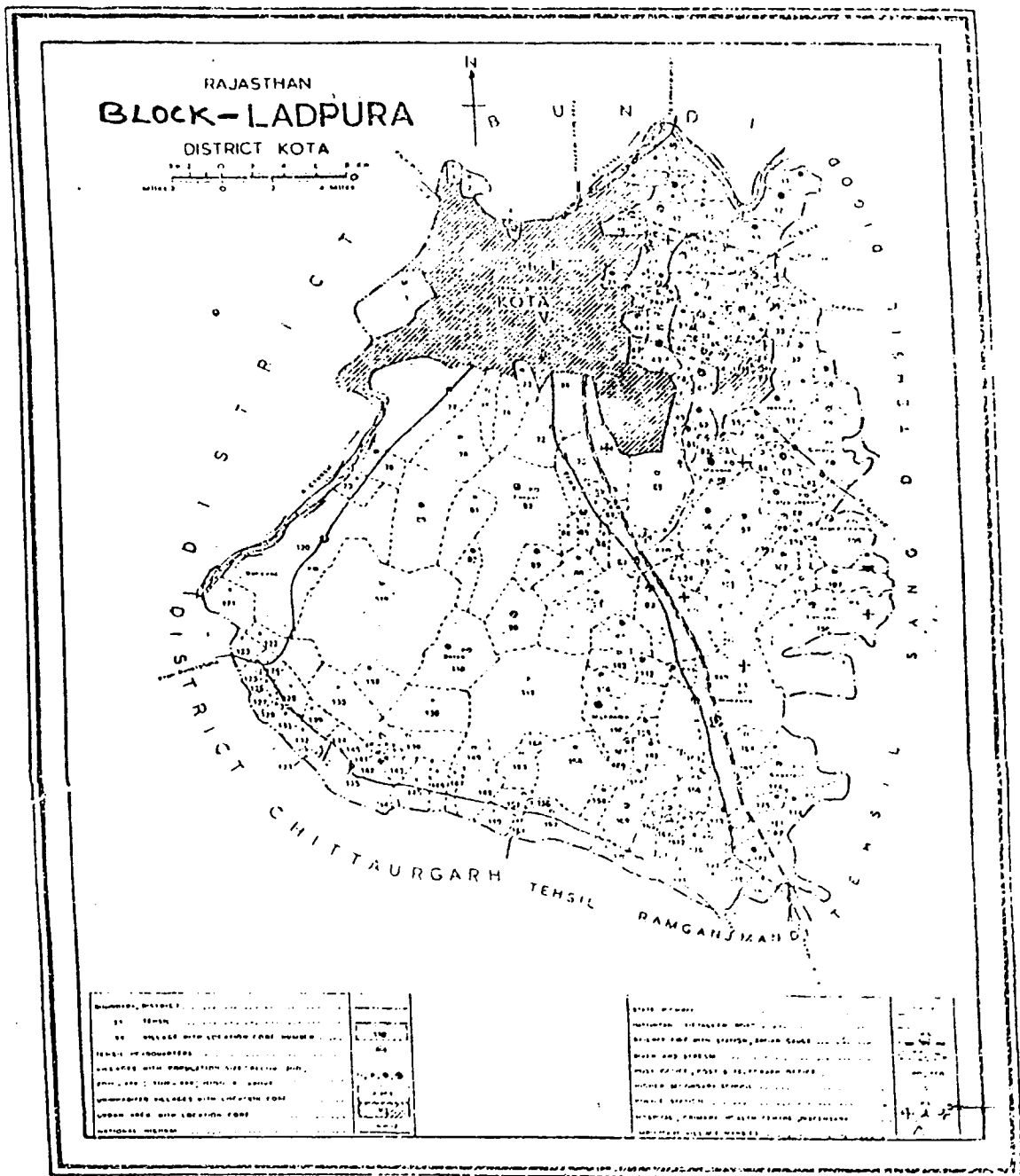
POPULATION IN VILLAGES	POPULATION IN TOWN/URBAN AREAS
POPULATION IN INDUSTRIAL AND COMMERCIAL CENTRES	POPULATION IN INSTITUTIONS
POPULATION IN GOVERNMENT AND NON-GOVERNMENT INSTITUTIONS	POPULATION IN PRIMARY, MIDDLE AND HIGH SCHOOLS
POPULATION IN COLLEGE AND UNIVERSITY	POPULATION IN ASYLUMS, MENTAL HOSPITALS, ETC.
POPULATION IN JAIL AND POLICE STATION	



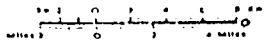
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KT 2



RAJASTHAN  
**BLOCK-LADPURA**  
 DISTRICT KOTA



POPULATION, DISTRICTS		STATE SYMBOLS	
15	TEHSIL	15	TEHSIL
20	VILLAGE WITH LOCATION CODE NUMBER	16	TEHSIL
30	TEHSIL HEADQUARTERS	17	TEHSIL
40	VILLAGES WITH POPULATION LISTED BY DISTRICT	18	TEHSIL
50	TEHSIL HEADQUARTERS WITH LOCATION CODE	19	TEHSIL
60	VILLAGES WITH LOCATION CODE	20	TEHSIL
70	URBAN AREA WITH LOCATION CODE	21	TEHSIL
80	NATIONAL HIGHWAY	22	TEHSIL

BASED UPON SURVEY OF INDIA MAP WITH THE PERMISSION OF THE SURVEYOR GENERAL OF INDIA.

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## ACKNOWLEDGEMENT

The District plan of District Primary Education Programme in Kota at the Participatory planning and enhancing the strategies for universalization of Primary Education in Kota District. The members of District core team have gone through all the basic concepts and strategies of the planning process which has been imparted to the team Massoorie. The team members have gone through the continuous cycle of planning guiding and discussions with various experts stake holders, PFI's Govt. functionaries N.G.O.'s in the district. In the cost four months each cycle has benefitted the team by their guidance encouragement support and help. Therefore we achieved our decided goals of and objectives of making the district plan. We wish to express our gratitude to them for their timely helps guidance and encouragement which have proved available in this process of making plan.

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**DISTRICT PRIMARY EDUCATION PROGRAMME  
DISTRICT - KOTA**

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Sh. Prakash Chand Sharma

Sh. Kalloo Ansari

Sh. Jugraj Lathore

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DEO Adult Edu., Kota

Sh. Mahavir Prasad Gupta

Assist. Director NFE, Kota

## LIST OF ABBREVIATIONS

AICTE	All India Council of Technical Education
BLS	Base Line Survey
BNS	Bhawan Nirman Samiltee
BRC	Block Resource Centre
CABE	Central Advisory Board of Education
CRC	Cluster Resource Centre
CSS	Centrally Sponsored Scheme
DIET	District Institute of Education & Training
DPC	District Programme Coordinator
DRDA	District Rural Development Agency
ECCE	Early Childhood Care and Education
EdCIL	Educational Consultants India Limited
EMIS	Educational Management Information System
GOI	Government of India
HRD	Human Resource Development
ICDS	Integrated Child Development Scheme
IDA	International Development Agency
JRY	Jawahar Rojagar Yojana
LBSNAA	Lal Bahadur Shastri National Academy of Administration
LJP	Lok Jumbish Parishad
MIS	Management of Information System
MLL	Minimum Level of Learning
MTA	Mother Teacher Association
NCERT	National Council for Educational Research and Training
NFE	Non Formal Education
NGO	Non Governmental Organisation
NIEPA	National Institute of Educational Planning and Administration
NLM	National Literacy Mission
NPE	National Policy of Education
NRRC	National Research and Resource Centre

OBB	Operation of Black Board
PFE	Primary Formal Education
PHC	Public Health Centre
PMIS	Planning Management Information System
PNFE	Primary Non Formal Education
POA	Programme of Action
PRIs	Panchayati Raj Institutions
PS	Primary School
RCPE	Rajasthan Council of Primary Education
SAS	Social Assessment Survey
SC/ST	Scheduled Caste/Scheduled Tribe
SCERT	State Council of Educational Research and Training
SES	Sixth Educational Survey
SIDA	Swedish International Development Agency
SIEMT	State Institute of Educational Management and Training
SKP	Shiksha Karmi Project
TLC	Total Literacy Campaign
UEE	Universalisation of Elementary Education
UNICEF	United Nation International Children's Educational Fund
UPE	Universalisation of Primary Education
UPS	Upper Primarry School
VEC	Village Education Committee
WB	World Bank
ZP	Zila Parishad

### KOTA DISTRICT AT A GLANCE

1. Population : Male - 648872, Female - 576333  
Total - 1225005
2. Area: Urban - 274.64 Sq.Km., Rural - 4923.50 Sq.Km.  
Total - 5198.14 Sq.Km.
3. Temperature: Minimum 8.1C, Maximum 46.6
4. Density: Urban - 224.6, Rural - 123, Total - 235
5. Gender Proportion: Urban 868, Rural 893, Total 887 out of 1000 male population.
6. Administrative Structure:
  - (i) Sub-Division - 2 1. Kota, 2. Ramganjmandi
  - (ii) Tahsils - 5 1. Ladpura, 2. Deegod, 3. Pipalda  
4. Sangod, 5. Ramganjmandi
  - Sub-Tehsils 1. Mandana, 2. Kanwas, 3. Chechat
  - (iii) Blocks- 5 1. Ladpura, 2. Sultanpur 3. Itawa  
4. Khairabad 5. Sangod
7. Educational Institutions: Total - 1301  
 Primary School-633, Upper Primary School: Govt.-203, Pvt.-238  
 Total=441  
 Sec.School- Govt.-72, Pvt.80 Total=152  
 Sr.Sec.School Govt.-30, Pvt.-28 Total=58
8. Literacy Rate (Percentage): Total - 55.24%
9. Female Literacy Rate: 37.56% Male literacy Rate: 70.66%
10. S.C. Population: Total - 247000
11. S.T. Population: Total - 117000
12. Deceminal growth Rate (81-91) + 32.32%

## KOTA DISTRICT IN COMPARISON TO RAJASTHAN STATE

1.

<u>Population</u>	<u>Rajasthan State</u>	<u>Kota District</u>
Male	23042780	648672
Female	20963210	571633
Total	44005990	1220505

2.

Rural

Male	17686463	333079
Female	16259414	279537
Total	3393887	612637

3.

Urban

Male	5356317	351793
Female	4710796	274096
Total	10067113	589889

4.

Area (Sq. k.m.) 342239

5198075

5.

Density of Population 129  
(Sq. k.m.)

235

6.

Gender Proportion  
(per 1000 male) 910

893

7.

Literacy Rate

Male	54.99%	70.66%
Female	20.44%	37.56%
Total	38.55%	55.24%

8.

Percentage in Comparison of Total Population

Male	48.53%	48.33%
Female	13.04%	9.83%
Total	31.62%	30.30%

9.

Percentage of SC in Comparison of Total Population

Male	17.39%	20.06%
Female	17.18%	20.30%
Total	17.29%	20.27%

10.

Percentage of ST in Comparison of Total Population

Male	12.31%	9.66%
Female	12.58%	9.52%
Total	12.44%	9.60%

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-	Sultanpur	Block
-	Sangod	"
-	Ramganj Mandi	"
-	Itawa	"
-	Ladpura	"

### ACKNOWLEDGEMENT

DISTRICT CORE TEAM  
KOTA CITY AT A GLANCE  
KOTA DISTRICT IN COMPARISON TO RAJASTHAN STATE  
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## Chapter 1. District Profile

### 1.1 Introduction

Chapter 1 establishes profile of Kota district. It provides historical background of the district whereby the formation of the district is described. It explains geographical, administrative, demographic and socio-economic features of the district. Besides, existing infrastructural facilities and developmental schemes in operation are also illustrated with details.

### 1.2 Historical Background

The appellation of this district was given after its head quarter town "KOTA" which was the capital of the erstwhile state of the same name. According to the sources, it is stated that the grand son of the Chief of Bundi, Jai Singh founded Kota by attacking and ousting some Bhils of Koteah clan from the place, east to Chambal which is named as Kota.

### 1.2 Geographical Features

The Kota district is located in the south east of Rajasthan State. The Mukandara range of Vindhyan hills which is 145 km. long is located in the district. The Chambal is the principal perennial river of the district. The district is situated between North Latitude 23°56' and 25°51' and Eastern Longitude 75°35' and 76°38'. It is bounded on the west by Chittorgarh and Bundi district, south by Jhalawar and Mandssor of M.P. State, east by Baran district, North by Sawaimadhopur and Tonk district. The area of the district is 5198.15 k.Sq. which is 1.52 % of the area of state. Its shape is something like flower pot. The land slopes gently from South to North and is drained by the Chambal and its tributaries hills are seen in the south, North and eastern portions.

Climate: The district has a dry climate except in monsoon season. The maximum and minimum temperatures were recorded as 45°C and 0.9°C, and the average humidity was 48.16 percent during the year 1989. The cold season lasts for about four months from November to February. The period from April to the end of June constitutes the hot season. The monsoon starts in the middle of July.

Natural Resources: The district is not rich in minerals. Building stone is the most important and main minerals found in the district. Also Suket limestones are exposed between Deoli and Suket covers area of about 900 Sq.Kms. The chief minerals in the district is lime stone (cement) which are found chiefly in the area of Ramganjmandi, Morak, Kasar. Other minerals sand-stone found in Baran Bans Dabiya, Bajre found in Raigpur. Masonary stones found in Rangbari. Lime Stone (working) Kasar and Jagura, Moheram in Kasar Jappura are in plenty.

### Forest, Flora and Fauna

The forest area in the district is constituted of 116426 hectares (22.34 percent). The main sub types of forests viz, (1) Anogeissus Pendula forest, (2) Miscellaneous forest and (3) Babul (*Acacia Arabica* wild) exist in the district. The main species of flora found in Anogeissus Pendula forest are Dhokra (*Anogeissus Latifolia* wall) mixed with Gurjan, Bel, endu, etc. Miscellaneous forest include Khejra, Khair, Kalarm, Amalthus, Kohra, Bahera, Apart from the above, there are certain other trees found in the district namely Dhau, Bahera, Mahuwa, Chhola, Shisham, Gular, Jamun, Neem, Pipal, Aam (Mango), Semal. The commonly found grasses which grow in Darah vally and some blocks of Ladpura range are Lapala, Polard, Ratarda, Surwal, Karar etc. The major forest product consists of timber, firewood and Charcoal. Minor forest produced includes Gum, ratins, tendu, leaves, honey and wax etc. Among the wild animals, there are Panther, Tiger, Chinkara, Chialal, Nil Gaim Sambhar, Sloth bear, Wild boar and common hare. In addition common langoor, stripped hyena, jahal, Indian fox, jungli cat, common mongoose, hedge hog, stripped squirrel, bat and bust rat are also found in the district. The common bird include Baya, Koyal, Vulture, Parrot, Jungli Crow, Bulbul, House sparrow, owl, kite, green and common pigeon, sand grouse etc. The common poisonous snakes are Kobra, Russel and Viper. It is also interesting to mention that large variety of fish is seen in the rivers and tanks of the district. The major carp consists of Catala and Ruhu mrigal, Labco, Cohite, Chal etc. The forest flora and fauna should be the part of supplemental curriculum at local level.

### 1.4 Administrative Structure

The district administration is headed by the collector. He is assisted by Additional District Magistrate and Sub divisional officers. The developmental activities are under the charge of one Additional Collector (Development) who is also ex-officio Project director of District Rural Development Agency. There is a Chief Executive officer who acts as secretary of the Jila Parishad. Kota is also the headquarter of an office of the Divisional commissioners since 1987. Presently Kota district has been divided in two-sub-divisions: Kota and Ramganjmandi.

Table-1. Administrative Divisions in Kota

S/N	Administrative Divisions	Number
1	Sub-divisions	2
2	Tehsils	5
3	Panchayats	162
4	Revenue Villages	937

## 1.5 Demographic Features

Table-2  
DEMOGRAPHIC DETAILS

Area (Sq.Km.)	:	Total	5198.14
		Rural	4923.50
		Urban	274.64
Population (in '000)	:	1221	
Density	:	223	
Decennial Growth Rate	:	+ 32.20 (1981 to 1991 in %)	

The total population of the Kota District is 1220505 (according to 1991 Census) which includes 648892 males and 576113 females. the density population of the district is 222 per Sq.Km., compared to 129 persons per Sq.Km. in Rajasthan. The Sex ratio in the district is 887 compared to 910 in the state. the rural urban distribution of population is 630616 (rural) and 589889 (urban).

Table 3. DECADAL POPULATION GROWTH OF KOTA DISTRICT

Year	Population	Decadal Growth Rate (%)
1951	670060	+ 5.37
1961	848398	+24.61
1971	1142108	+34.83
1981	1559784	+36.57
1991	1220505*	+32.32

(\* The difference and the percentage for the year 1991 has been calculated on the basis of the total population of Kota and Baran district (2030831) [Kota District, 1994].

The population density of Rajasthan is 120 per Sq.Km. Whereas in Kota district it is 235 per Sq.Km. In 1991, population density of Kota district has increased by 39.77% in rural area and by 41.61% in urban areas in comparison to that of 1981.

Table 4. Population Density

S.No.	Year	Density per Sq.Km.		Percentage Increase	
		Rural	Urban	Total	
1.	1981	88	158.6	125	+ 39.77 Rural
2.	1991	123	224.6	235	+ 41.61 Urban

(Source: Socio-Economic Survey 96-97 Kota District)

On the average the density of population in the district works out to 235 persons per sq. km. However there is a sharp variation in this respect in the rural and urban areas of the district, whereas in the rural areas the density of population is only 107 persons per sq.

km. There were 2101 villages in the district Kota in 1991 of which 89.53 Percent (1881 villages) are inhabited and the rest 10.47 percent (220) uninhabited. On 10th April 1991 the Baran District came into existence. Now only five Panchayat Samitis : Ladpura, Sangod, Khairabad, Sultanpur and Itawa exist in Kota District. Baran, Kishanganj, Shahbad, Atru, Chhipa Barod, Chhabra, Anta Blocks have been transferred in Baran district. Now there are 162 Village Panchayats and 899 Revenue villages out of which 814 are habitated and 85 uninhabited. Kaithoon, Ramganjmandi and Sangod are under urban Areas where municipalities exist while there is Municipal Corporation in Kota city..

Table 5. Decimal Comparison of Population

S.No.	Year	Population			Percentage	
		Total	Male	Female	Increase/decrease (+)	(-)
1.	1971	1143870	607116	536754	+	34.83
2.	1981	1559784	826308	733476	+	36.36
3.	1991	1220505	648872	571633	-	21.75

\* Baran, separte district came into existance of 1st April 1991.  
(Source: Socio-economic Survey 96-97 Kota District)

Table 6. SEX RATIO AND DENSITY

S. N.	Panchayat Samiti/Urban Town	Total Population	Total Area (Sq.Km.)	Sex Ratio (Females per 1000 males)	Rank	Density (No. Per Sq. Km.)	Rank
<b>RURAL</b>							
1.	Ladpura	109602	1307	896	(2)	84	(5)
2.	Sangod	123585	1046	906	(1)	117	(4)
3.	Khairabad	147485	781	883	(5)	188	(1)
4.	Sultanpur	123824	911	892	(3)	136	(3)
5.	Itawa	127120	887	889	(4)	143	(2)
<b>URBAN</b>							
1.	Kota	537351		865	(7)		
2.	Kaithoon	16040		935	(1)		
3.	Ramganjmandi	20875		879	(5)		
4.	Sangod	15603		902	(3)		

The blockwise population in 1981 and 1991 is as follows:

Table 7. Decennial Growth of Population

S. Block No.	1981			1991			Increase in Total
	Rural	Urban	Total	Rural	Urban	Total	
1. Itawa	120857		120857	127120		127120	62.68
2. Sultanpur	99052		99052	123824		123824	24.91
3. Ladpura	85039	370197	455236	109602	553411	663013	45.64
4. Khairabad	108096	23187	131280	147485	20875	168360	28.24

5. Sangod 100643 12033 112676 122585 15603 138188 122.64

(Source: Socio-Economic Survey 96-97 Kota District)

Table 8. The Total Population of Scheduled Caste and Scheduled Tribe during 1981 is as follows

Yr.	Block	Scheduled cast			Scheduled Tribe		
		Male	Female	Total	Male	Female	Total
1981	1. Itawa	13139	12115	25254	11771	10543	22314
	2. Sultanpur	11903	10631	22534	10072	9139	19211
	3. Ladpura	35252	30760	66012	13716	11634	25230
	4. Khairabad	17159	15607	32766	9400	8086	17486
	5. Sangod	14664	13171	27835	7030	6238	13268

(Source - Socio Eco. Survey of Kota District 1991)  
(Statistical Unit - Kota)

The Total Population of Scheduled Caste and Scheduled Tribe during 1991 is as follows  
Table 9.

Yr.	Block	Scheduled cast			Scheduled Tribe		
		Male	Female	Total	Male	Female	Total
1991	1. Etawa	17194	15205	32399	15222	13350	28572
	2. Sultanpur	16327	14149	30466	11570	10375	21945
	3. Ladpura	58822	51791	110613	18658	15572	34230
	4. Khairabad	15692	14112	29804	7218	6357	13575
	5. Sangod	23366	20781	44147	10035	8735	18820

(Source - Socio Eco. Survey of Kota District 1996-97)  
(Statistical Unit - Kota)

## Rural and Urban Composition

SC/ST Rural and Urban population  
Table 10

	Rural	Urban	Total	Percentage of total Population
S.C.	151852	95577	247429	20.27%
S.T.	98595	18547	117142	9.60%

### **1.6 Economic Condition**

Occupational Scenario: The prominent occupation in Kota District is pertaining to agriculture in which 57% population is engaged about 12% of the population is engaged in manufacturing and construction masonry work. 3 % of the population is involved in mining work. The district has dry climate. The cold season lasts for about (here) and half months from November to the end of February. The monsoon season starts in the middle of July. The maximum temperature was recorded 45°C and minimum 90°C. The activity of main workers is classified into following of industrial categories.

Table 11. OCCUPATION PATTERN  
Break up of main workers

S.N.	Items	Percentage to total Population		
1.	Cultivators:-	Persons	40.84	
		Male	41.76	
		Female	36.49	
2.	Agricultural labours:	Persons	16.30	
		Male	11.83	
		Female	38.19	
3.	Livestock, Forestry Fishing, Hunting & Plantation, Records allied activities.	Person	2.05	
		Male	2.31	
		Female	0.86	
4.	Planing & Quarssying.	Person	3.32	
		Male	3.05	
		Female	4.59	
5.	Manufacturing	Person	1.26	
		(a) Procasting, berruing and repairs in house- hold industry.	Male	1.07
		Female	2.16	
(b)	Manufacturing, Processing and repairs after than household industry.	Persons	8.38	
		Male	9.27	
		Female	4.24	
6.	Constructions	Persons	3.25	
		Male	3.64	

		<b>Female</b>	<b>1.43</b>
7	Trade & commerce	<b>Persons</b>	<b>8.56</b>
		<b>Male</b>	<b>10.02</b>
		<b>Female</b>	<b>1.73</b>
8	Transport, storage & communications.	<b>Persons</b>	<b>3.35</b>
		<b>Male</b>	<b>3.98</b>
		<b>Female</b>	<b>0.37</b>
9	Other services.	<b>Persons</b>	<b>12.69</b>
		<b>Male</b>	<b>13.07</b>
		<b>Female</b>	<b>10.94</b>

As per 1991 census, the population of the district is broadly classified in two categories on the basis of economic activity. These categories are workers and non-workers. As per this classification 63.79 percent of the total population of the district consists of non-workers, the main workers constitute 31.41 percent. In the rural areas of the district, the proportion of the nonworkers being 57.56 percent is much less than in the urban areas. Where it is 71.17 percent. The total area of Kota district 5198.14 Sq.Km. out of that 247.64 Sq.Km. lies in Urban area and 4923.50 Sq.Km. in rural area which is 1.52% of the state. The district is not rich enough from the point of view of minerals.

Land Use: The total reported area for land utilization purposes in the district is 521133 hectares (1992-93). Of this, the forest area consisted of 116426 hectares (22.34 percent) and the net sown area in about 355182 hectares (68.16 percent).

Crop Pattern: The district has three crop growing seasons. In Kharif season (June to September) the crops grown are maize, groundnut, pulses, til, paddy, soybean and vegetables etc. During Rabi season (October to March) the crops grown are wheat gram, linseed, coriander, peas etc. During Zaid season (April to June) fruits, vegetables, pulses etc. are grown in the district.

Industries: Kota has come up to be a hub of industrial complex in the state. Industrialization has taken roots in the district since the early sixties, mainly as a result of the availability of cheap power and water besides the facilities of land at concessional rates and other concessions provided by the state Government as well as supply of cheap labour. The road gauge railways link, connecting Kota to Delhi and Bombay has also contributed towards bringing Kota fast on the industrial map of the state. The Kota district has schold/cottage industries, small medium and large industrial units. Industrial houses contribute to community educational fund. Every industrial Houses should start NGO in most disadvantaged areas as part of their social responsibility.

Cottage and Village Industries: Weaving of cotton cloth and Doria sarrees on handloom is an important cottage industry in the district. Village Kaithoon near Kota city is



famous for Massoria fabrics. Besides, the traditional craftsmen like blacksmiths, potters, weavers, carpenters, cobblers are found scattered in the district working with their traditional tools in the hereditary style and catering to the local demands to rural areas. A few of the village industries like lime, pottery, hand paper making, Ghani oil, Gur Khandsari and village leather work have been getting special impetus through the agency of RKVIB. Skills of these crafts should be integrated in the school system as well.

#### Small, Medium and Large Industries:

Such conditions are essential for operationalising these industries in terms of minerals, raw materials and agro products. The major industries are of food and beverages, textile based industries, wood based industries, leather based plastic and rubber based, coal based, mineral based, fabrication, engineering industries repairing and job working units. In addition Kota stone in one of the biggest industry located in the district with the quarries of Kota located in Ramganj Mandi, Suket, Sathal Kheri, Khairabad Area.

Trade and Commerce: The main items of export are cereals, pulses, oil seeds, cotton and hides. The main items of import are salt, yarn, rice, sugar, gur, iron and other metals. The important trade centres of the district are Kota, Ramganj Mandi and Sangod. During the year 1989, there were 67 offices of Regional Banks, 96 of other schedules Commercial Banks and 163 branches of all scheduled Banks. In addition, there were 2 Primary Land Development Banks and one Central Co-operative Bank in the district. During the year 1988-89, there were 91 shops of country liquor, 37 shops of Indian made foreign liquor and 59 shops of drug humps in the district. During the same year 10.01 B.L. Country spirit, 0.03 lakh kg. Bhang 12.00 B.L. Indian made spirit and 3.73 lakh B.L. Indian made beer were consumed in the district. During the year 1988-89, there were 15 cinema houses in the district.

### **1.7 Socio-cultural Features**

Religious and Caste Categories: The principal religious groups found in the district, according to 1971 census, were those of Hindu and Muslims which formed 89.73 and 8.50 percent respectively of the total population. Other religious groups were those of Jains (0.89 percent), Sikh (0.53 percent), Christians (0.28 percent) and Buddhists (0.03 percent) while 0.04 percent were returned as others. The old caste ridden social hierarchy still holds good in the district, though under the changed circumstances, it is gradually loosening its grip. The principal castes in the Kota district are - Brahmins (Adi Gaur, Gujar Gaur, Gautam Gaur, chavan Gaur, Sanadhya, Galav, Pareek, Dhadhich, Haranya, Jangid, Paliwal etc.), Rajputs (Hada, Rathor, Solanki, Sisodia, Chauhan, Jhala, Rajawat, Tanwar, Panwar, Chandrawat, Shekhawat etc.) and Mahajans (Aprawal, Porwal, Saraoji, Maheshwari, Jayaswal, Vijayvargiya, Khandelwal, Bagherwal, and Metwal). Mention may be made of Kayasthas also who are mainly engaged in government services. Occupational castes consists of Khatris, Lohars, Sunars, Nais, Dhobis, Darzis, Telis, Malis,

Tambolis, Thatheras, Kumhars. The cultivating class consist of Dhakar, Gurjar, Meena and Jat. Amongst scheduled castes Chamar, Bhambhi, Jatav, Jatia, Mochi, Raidass, Raigar, Balain Koli, Melhars and meghwal are significant groups. The Muslims of the district are broadly classified as Sunni, Shia, Sayyad and Pathan who are sub-divided further on the basis of occupations, Panjara, Nilgar, Singiwala, Faqir, Mirza, Sipahi, Khalifa, Binhar, Turkiysa, Rangrez, Momin, Mandari and Kasai express such subdivision. The Muslims are engaged in business as well as in services. Some of them also pursue agriculture as their means of livelihood.

**Languages and Dialects:** Forty one dialects have been mentioned during 1961 census as mother tongue spoken by the people of the district. Hadoti (Harauti) (388131) is claimed by the largest number of people as their mother tongue followed by Khari Boli (331302), Urdu (41056), Malvi (25696), Brajbhas (19905), Marwari (13133) and Sindhi (10642). The numerical strength of those who spoke other dialects was not much except the speakers of the Punjabi (5867), Khanchi wari (4422), Gujarati (2434) and Marathi (2160).

**Belief System:** Similar to other district, people in Kota too have superstitious beliefs which centre round the existence of good and evil; interpretation of dreams, sneezing, good and bad omens and consult astrologers for fixing dates for important errands such as construction of house, commencement of journeys etc. people also believe in the efficacy of Mantra and Tantra, the Taveez and Gundas and the effects of wearing precious stones. These belief systems coexist along with rational choices and scientific temper. The traditional beliefs are stronger amongst rural, tribal population who have low access for mobility, limited exposure to media and outside world and low access to education.

**Fairs and Festivals:** A number of religious fairs are held in the district. The principal fairs which people of Kota observe are - Shivratri, Tejaji, Mahaveer Jayanti, Deshehra, and Moharrum in Itawa tehsil, and Shivratri, Moti Maharaja Baba Ratiyaji, Tejaji fairs in Digod Tehsil. In Khairabad panchayat samiti Tejaji fairs are organized. In Ramganjmandi Phalodi Mata, in Sangod Tehsil Nahaan fairs are organized. The fairs are organized in following months - Shivratri - Phalgun Badi 14, Tejaji - Bhadrapada sudi 10, Mahaveer Jayanti - Chaitra sudi 14, Dashera - Ashvina sudi 10, Moharrum - 10th of Moharrum, Shri Goverdhannathji - Phalguna badi 14, Phalodi Mata - Bhadrapada Sudi 10, Nahaan - chaitra Badi 3 to 7 etc. The important festivals which Hindus celebrate are Raksha Bandhan, Janam Ashthami, Dushehra, Diwali and Holi. However, Kota city is known for Deshehra celebrations. People, not only from neighboring villages but neighboring district also come to the town to attend the celebrations. The Muslims of the district celebrate Idul-fitar and Idul-juha while the Jains observe Mahaveer Jayanti, Paryusan and Samwatsari. The fairs and festivals underscore the commonality and diversify of people along with the strong system of sectarian religious faith in supernatural. These fairs and festivals help in creating identities, and provide opportunity for joy and aesthetic expressions. These occasions can be used for giving new messages through traditional legitimated mechanisms and idioms.

## 1.7 Health and Nutrition

The common diseases and health problems in the district are tuberculosis, malaria, leprosy, Diarrhea, birth injury, cord infection, jaundice, mental disorders, fever, asthma, Pneumonia, whooping cough, gastroenteritis, diabetes, Typhoid and other related accidents and injury are vehicular accidents, Suicide, burns, drowning, snake bite, homicide, abortion etc. Anemia is most common among females (70-80%) girl child and even smaller children in the school and pre school age, (3-6 years and 6-11 years). Low nutrition is related to low performance in education. Illness has been one of the factors for drop out and absence of students. There is therefore need to link education and health.

There are 09 Hospitals, 01 MCH centre, 26 PHCs, 132 sub-centres, 14 dispensaries and total number of beds is 1349. The proportion of medical beds per lakh population is 118. The area served by one medical centre is 34 Sq.Km. and similarly the population served by one medical centre is 5494. The infant mortality rate [IMR (q1)] is 112 compared to 82 in Rajasthan. The Crude birth rate is 40.14. The mean age of marriage in the district is 15.20 years.

## 1.8 Infrastructure Facilities

Transport and Communication: The district has well developed link roads and village roads collecting the villages and Panchayat Samiti Headquarters, Panchayat etc., with Kota city. These roads are subject to frequent interruption of traffic during rains. In earlier times the main means of conveyance and internal trade were bullock carts, camel, Bullock and Donkeys. In the villages still the bullock cart, camel cart etc, serve both as a personal carriage and for transportation. But now a days the revolution of tractors in the district has developed a very broad network with town and villages in transportation of agricultural produce. The post and telegraph was started in the district as early as in the year 1783. Presently, almost every Panchayat is connected with Telephone connection in addition to cities and municipalities. There is a relationship between communication and access to education. Areas with road, Radio and Rail are better equipped for creating educational methods. The district is well connected with Metaled road, Railways and Airways with other district of the state and major cities of the country. The Railway connects the city with Bombay, Jaipur, Delhi, Gwalior etc. Five states highways pass through the district. Their total length in the district is 544 Kms. In the Kota district there are four major district roads measuring 123 Km.

7

Table 12. INFRASTRUCTURE IN THE DISTRICT

S. No.	Panchayat Samiti	Number of Villages with any Total	No. of Villages		No. of Electrified Villages	No. of villages without Road	No. of villages On Road	No. of villages with Roads	
			Linked Pucca	Linked Both					
1.	Ladpura	146 (79.8%)	37 (20.2%)	183	107 (73%)	31	79	16	56
2.	Sangod	198 (94%)	13 (6%)	211	148 (75%)	50	29	16	116
3.	Khairabad	146 (90%)	16 (10%)	162	136 (93%)	41	27	17	76
4.	Sultanpur	160 (94%)	11 (6%)	171	161 (94%)	58	14	15	62
5.	Itawa	161 (95%)	8 (5%)	169	34 (21%)	43	17	10	98
Total		811	85	896	527	223	116	74	408

### 1.8 Concluding Remarks

Rajasthan for historical reasons is characterized by the perpetuation of wide regional and social disparities in general and that of educational development in particular. There are groups/areas of population which have attained universal literacy while others are still striving to cross the single digit threshold. The state and country are committed to reduction of disparities and achieving universal literacy and primary education by the end of the millennium. To fulfill these objectives, decentralized and participatory approach to planning, implementation and management of education and education programme is an essential pre-requisite.

In this direction District Primary Education Programme (DPEP) can be considered to be an innovative programme with its efforts to improve access to schools and retention, increase learning achievement and decrease in dropout in a manner that social, cultural and gender inequities will be reduced at lower level. The priority of the DPEP will be given on interventions aimed at improving access, retention and achievement for the disadvantaged groups. By and large DPEP aims at improving the availability and quality of primary education through various quality and innovative inputs viz., area specific strategies, community specific and gender specific strategies which may be fit for the attainment of Universal Primary Education (UPE).

## Chapter 2. Educational Profile of the District

### 2.1 Introduction

Chapter 2 deals with educational profile of Kota district. Besides highlighting history of educational development in the district, it also analyses current status of educational development in the district with details on educational levels (primary, middle and secondary). While discussing primary school scenario, it analyses school related, students related and teacher related issues. Further it describes prevailing structure of educational administration in the district and on going educational programmes which have direct or indirect bearing on the outcome primary school education.

### 2.2 History of Educational Development in the District

During the year 1988-89 there was 1 university and 7 colleges for General Education 11 colleges for professional education, 12384 Pre Primary and Primary Schools, 357 Upper Primary Schools 147 Secondary and Higher Secondary School and 4 Schools for professional education in the district. As regards the number of students in these educational institutions. There were 15984 boys and 7302 girls in university and college education. 55995 boys and 23418 girls in higher secondary and secondary schools. 69795 boys and 32005 girls in Middle schools, 47577 boys and 50356 girls in Primary schools. During the same year there were 176 male and 110 female teachers in university and colleges, 179 male and 17 female teachers in parting professional education, 2041 male and 1051 female teachers in higher secondary and secondary schools, 2298 male and 1378 female teachers in Middle schools, 2708 male and 1216 female teachers in primary schools.

### 2.3 Current Educational Status

#### 2.3.1 Literacy

The total literacy rate in India is 52.11% (63.86% for males and 39.42% for females). The same figures for Rajasthan stand at 38.81%, 55.07% and 20.84% respectively). This is indicative of low educational level of the state. However, the literacy levels of Kota district are even lower at 38.45% (51.59% for males and 23.65% for females). This indicates that much effort is needed in the direction of improving the literacy rates. (Even more intensive rates of the children of the district.)

**Table 13. Panchayat Samiti Wise Literacy Rates: 1991**  
(Excluding Children in the Age Group 0-6 Years)

S.No	Panchayat Samiti	Population			Percentage of Literates & Panchayat Samiti Rank		
		Male	Female	Total	Male	Female	Total
1.	Ladpura	45952	40812	86764	55.71(4)	16.79(3)	37.40(4)
2.	Sangod	51337	46042	97379	61.41(2)	17.18(2)	40.50(2)
3.	Khairabad	51337	45073	96410	56.01(3)	16.30(4)	37.45(3)
4.	Sultanpur	52278	46283	98561	61.77(1)	18.01(1)	41.22(1)
5.	Itawa	53565	47572	101137	53.67(5)	13.78(5)	34.91(5)

Source Census 1991

The above table presents the literacy rates of the five Panchayat Samities in the district. Itawa fares the worst on all fronts viz. male, female, and total literacy which are 53.67, 13.78 and 34.91 percent respectively. On the other hand Sultanpur has the highest literacy in all categories; its literacy figures for males, females, and total stood at 61.77, 18.01 and 41.22 percent respectively. However both these Panchayat Samities, as also the other three have lower literacy figures as compared to average literacy figures in Rajasthan. In fact the average literacy percentage for females in the Panchayat Samities in Kota is very low at about 16.4%. **LITERACY STATUS AMONGST SCs AND STs** Literacy Among Scheduled Castes And Scheduled Tribes

Table 14.

S. NO	Panchayat Samiti	Population & Percentage of Literacy and Rank									
		Schedule Castes					Schedule Tribes				
		Population			Lit. (%)	Rank	Population			Lit. (%)	Rank
		Total	Ex. 0-6	Li.			Total	Ex. 0-6	Li.		
1.	Ladpura	20528	16218	5140	31.7	1	17158	13272	4048	23.0	5
2.	Sangod	27835	21999	6178	28.1	3	13268	10477	3722	35.5	3
3.	Khairabad	40327	31910	3737	27.4	4	17651	13739	3386	24.6	4
4.	Sultanpur	34066	24091	7065	29.3	2	21945	17564	7354	41.9	1
5.	Itawa	32399	25685	6258	24.4	5	28572	22712	4571	17.7	2

From the above table it can be observed that the literacy levels for SC and ST in the Panchayat Samities are very low. Further they are unfavourable when compared with the literacy levels of the total population in the Panchayat Samities. Those for the ST and SC lie in the range of 23.0% to 41.9% only whereas the range for the latter is from 24.4% to 31.7%. in this regard, Panchayat Samities Sultanpur and Sangod fare the best. Panchayat Samiti Khairabad stands fourth on literacy levels for both SC and ST. From the above tables, following inferences can be further drawn:

- Female literacy is very low in all the five Panchayat Samities. Since Kota is an industrial city such low rate of female literacy is a clear indication of low or even marginal participation of women as skilled workers in the industrial units. In villages the low literacy of women can be associated with top-sided development.

- In Sultanpur Panchayat Samiti the literacy rate is higher at 41.9% amongst scheduled tribes than scheduled castes (29.3%). The total literacy rate is 41.22%, which is lower than the literacy rate prevailing among the scheduled tribes. It shows that the disadvantaged groups of ST have been attracted more towards literacy than the disadvantaged groups of the SC and others.
- The tables indicate that Sultanpur ranks in both the general literacy rates and the literacy rates of the SC, ST and other groups. In other Panchayat Samities both the ranks are not the same. It means that in these Panchayat Samities the efforts are no commensurate with the poor literacy standards

According to 1991 census, the district has 47.88 per cent literacy rate.. However there was still marked difference in the literacy rates of the two sexes. The female literacy rate is falling behind male literacy rate in all the parts of the district; both in rural and urban areas. At the panchayat samiti level the literacy rate for the total rural area varies from 41.22 percent in Sultanpur to 24.62 percent to other backward areas. However in the case of urban areas the literacy rate varies from 73.9 percent in Kota City of 31.95 percent in Satal Kheri census town (amongst the males in rural areas the percentage of literacy ranges between 61.77 percent in Sultanpur panchayat Samiti to 38.63 percent in backward areas. In urban areas on the other hand Kota city has recorded 84.19 percent literacy rate as against 48.95 percent in Sathal Kheri census town. However, a rather depressing picture is observed in the case of females specially in rural areas where the literacy rate touches the lowest of 3.36 percent. The highest literacy rate of 18.01 percent is recorded in Sultanpur Panchayat Samiti. In urban areas, on the other hand, female hand attained highest literacy rate with their maximum 60.98 percent in Kota City and minimum in Satal Kheri census town with 13.38 percent. In urban areas, the overall literacy rate recorded for the district as a whole works out to 69.89 percent. While it is only 34.93 percent for the rural areas of the district.

**Genderwise Literacy Rate in Percentage : 1981 and 1991  
Difference of Ten Years**

Table 15.

S.No.	Gender	1981	1991
1.	Male	45.96	70.66
2.	Female	17.39	37.56
	Total	32.53	55.24

(Source: Survey during Literacy Campaign 1996-97)

*Reference  
is all  
different*

*literacy rate?*

### 2.3.1.1 Schools and Colleges

The details of educational institutions functioning in the district is appended below Table 16.

S.No.	Institutions	Number		
		Govt.	Private	Total
1.	Primary School	633	-	633
2.	Upper Primary School	203	238	441
3.	Secondary School	72	80	152
4.	Sr. Secondary School	30	28	58
5.	Degree Colleges	4	-	4
6.	Medical College	1	-	1
7.	Engineering College	1	-	1
8.	Open University	1	-	1
9.	Polytechnic College	2	-	2
10.	Sanskrit College	1	-	1
11.	I.T.Ps	2	-	2
12.	D.I.E.T.'s	1	-	1
13.	B.Ed. Colleges	-	2	2

all Year?  
once

### 2.3.2 Current Status of Educational Development (Primary)

#### 2.3.2.1 School related information

The number of primary and upper primary schools of the district. Panchayat Samiti wise are shown in the following table:

Table 17. Block-wise Primary & Upper Primary Schools

S.No.	Name of P.S. & Urban Area	P.S. of Rural Area	P.S. of Urban Area	Total P.S.	No. of UPS
1.	Itawa	95	-	95	32
2.	Khairabad	106	13	119	28
3.	Sangod	109	02	111	41
4.	Sultanpur	115	-	115	33
5.	Ladpura	99	03	102	35
6.	Kota City	-	91	91	31
	Total	524	109	633	203

From education point of view, the district has been divided into five blocks and four Urban Areas. The Primary education of Rural area is under the supervision of Panchayat Raj (development Department) while the primary education of Urban Area is under the supervision of education dept. Rajasthan. There are 633 Primary Schools and 203 upper Primary school out of these 633 Primary schools, 524 are in the supervision of Panchayat Raj and 109 are under education department.



The number of Government schools in the district are 598 as shown above. There is only 1 Private Primary School aided by the Government. The number of villages that had a Primary school locally are 512. As for the villages that did not have a school locally, no information was available on the distances of the schools from the villages.

#### AVERAGE POPULATION SERVED BY PRIMARY SCHOOL

Total population of the Panchayat Samities : 630616  
 Number of Primary Schools : 563  
 Average population served by a primary school in Panchayat Samities : 1120

This indicates that on an average one Primary school caters to the need of a population of 1120.

STATUS OF SCHOOLS IN THE PANCHAYAT SAMITIES  
 Table 18. Number of schools and their levels

S.No.	Panchayat Samiti	Number of School				
		Primary	Middle	Secondary	Others	Total
1.	Sangod	109	30	5	3	147
2.	Ladpura	101	34	8	4	147
3.	Khairabad	106	22	7	10	145
4.	Itawa	95	34	13	3	145
5.	Sultanpur	115	31	11	3	160

The table --- reveals the number of educational institutions operational in the five Panchayat Samities of Kota district. The number of Primary varies from 95 in Itawa to 115 in Sultanpur.

Table 19. DETAILS OF SCHOOLS IN THE PANCHAYAT SAMITIES

S. No.	Panchayat Samiti	Number of School			School building details				No. of School with 1 teacher	No. of School with 2 or more teacher
		Boys	Girls	Total	Private	Govt.	Jan Sahyog	Damaged		
1.	Sangod	106	3	109	0	108	1	0	24	85
2.	Ladpura	98	1	99	0	88	11	11	26	73
3.	Khairabad	105	1	106	0	106	0	8	15	91
4.	Itawa	92	3	95	0	95	0	45	20	75
5.	Sultanpur	108	7	115	0	112	3	0	28	87

Table --- provides the detail of the school buildings in the five Panchayat Samities. It is observed that the Girls schools, as percentage of the total number of schools are very few. The percentage of schools with one teacher, at about 16% - 27% is rather high. The number of damaged schools in the Itawa Panchayat Samiti is alarmingly high. In Ladpura 2 schools are run by Lok Jumbish. There is no Government Primary

school running in private building; the Government owns all the buildings. In Ladpura quite a few school buildings have built with public assistance (Jan Sahayog).

### 2.3.2.2 Students related information

Enrolment:- The gross enrolment for the district is as follows :

#### The Gross Enrolment Ratio (GER) 1997.

S.No.	Class of population	GER	Formula	Enrolled 6-11 in I to V / ----- x 100 Total population of 6-11
1	Over all GER	Yes	$\frac{217990}{227425} \times 100 = 95.85\%$	
2	All girls	Yes	$\frac{99182}{107276} \times 100 = 92.45\%$	
3	All boys	Yes	$\frac{118808}{119825} \times 100 = 99.15\%$	

The gross enrolment ratio (GER) of all the panchayat samitis is as follows :

Table 20.

S.NO	Name of Panchayat Samiti	Enrolment	Population	GER (in %age)
1.	Itawa	21985	22383	98.2
2.	Sultanpur	23442	21537	108
3.	Sangod	25607	23699	108
4.	Kharabad	25525	29536	86
5.	Ladpura	121644	129946	93.6

#### GER - Projections :

Category	General (In %age)			SC (In %age)			ST (In %age)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
General	80.94	73.32	77.03	83.43	71.14	77.67	88.39	79.61	84.31

Table 21 (NER) Projections :-

Gender	1997	1998	1999	2000	2001	2002	2003
Boys	80.94	82	83.5	85	86	87	88
Girls	73.32	74	76.5	78.5	80	81	82
Total	77.36	78.72	88.22	81.96	83.19	84.18	85.18

#### Drop-out rate:

Total	41.6
Boys	45.31
Girls	43.68
S.C. Girls	49.06
S.T. Girls	41.65

**Retention Rate**

- Total	55.4
Boys	54.69
Girls	56.32
S.C. Girls	50.91
S.T. Girls	55.35

**Table 22. Last Four Years Enrolment Trend**

Year	Total Enrollment from I to V
1994-95	159806
1995-96	1551193
1996-97	174901
1997-98	196938

The total enrollment in all the classes (I - V) as on 30/09/97 is 196938 out of which 87283 (44.32%) are girls and 109655 (55.70%) are boys.

**Table 23: Grade, Sex and community wise enrollment for the year 1997**

Category	Class					Total
	I	II	III	IV	V	
<b>General</b>						
Girls	18930	12712	10312	8529	7909	58392
Boys	24623	14590	12154	10507	9907	71781
<b>Total</b>	<b>43556</b>	<b>27302</b>	<b>22466</b>	<b>19036</b>	<b>17816</b>	<b>130173</b>
<b>SC</b>						
Girls	7484	4389	3013	2376	1717	18979
Boys	8127	5403	4711	3421	3544	25206
<b>Total</b>	<b>15611</b>	<b>9797</b>	<b>7724</b>	<b>5797</b>	<b>5297</b>	<b>44185</b>
<b>ST</b>						
Girls	3292	2481	1705	1337	1097	9912
Boys	3960	2842	2615	1696	1555	12668
<b>Total</b>	<b>7252</b>	<b>5323</b>	<b>4320</b>	<b>3033</b>	<b>2652</b>	<b>22508</b>
<b>Grand Total</b>						
Girls	29706	19582	15030	12242	10723	87283
Boys	36710	22835	19480	15624	15006	109655
<b>Total</b>	<b>66416</b>	<b>42417</b>	<b>34510</b>	<b>27866</b>	<b>25729</b>	<b>196938</b>

The percentage of Girls is - 44.32%  
 The percentage of Boys is - 55.68%

S1,S2,S3 forms of  
 source DEO(E-1)

**STATUS OF CHILDREN IN THE SCHOOL GOING AGE**

**Table 24 -- Total Student Enrollment (Sept. 1997)**

Class	General			SC			ST			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girl	Total
I	24623	18930	43553	8127	7484	15611	3960	3292	7252	36710	29706	66416

II	14590	12712	27302	54063	4389	9852	2812	2841	5683	22835	19582	42417
III	12154	10312	22466	4711	3013	7724	2615	1705	4320	19480	15030	34510
IV	10507	8529	19036	3421	2376	5797	1696	1337	3033	15624	12242	27866
V	9907	7909	17816	3514	1717	5261	1555	1097	2652	15006	10723	25729
Total	71781	58392	130173	25266	18979	44245	12668	10272	22940	109655	87283	196938

The above table presents the total student enrollment in the Primary schools in Kota district, in September 1997, on a class-wise basis. The total number of 196938 students crosses the 2 lakh mark when the number of students in the Non-formal schools too are added. The enrollment clearly reveals that the number is very low among SC and ST in general and SC and ST girls in particular. The same trend is observed at the Panchayat Samiti levels.

#### STUDENTS ENROLLMENT (PANCHAYAT SAMITIES)

Table 25. Student enrollment in the Panchayat Samities (Sept. 1997)

S. No	Panchayat Samiti	General			SC			ST			OBC		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Ladpura	7506	5723	13229	1731	1322	3053	1178	693	1871	3400	3145	6545
2.	Sangod	7037	5310	12347	1869	1133	3002	854	682	1536	3097	2757	5854
3.	Sultanpur	7506	6199	13705	2229	1732	3961	1569	1443	3012	3708	3024	6732
4.	Itawa	6506	5088	11594	1193	1228	2421	1655	1678	3333	2604	1726	4330
5.	Khairabad	8706	6130	14836	2297	1430	3727	959	633	1592	3952	2804	25729

From the above table it is observed that Sangod and Khairabad have relatively higher enrollment rates. However the enrollment rates for the SC group is only in the region of 13% to 14%. This figure is even lower for the ST group at 5.9% to 14%. In this respect Khairabad and Sangod Panchayat Samities have exceptionally poor record. The overall enrollment for the Girl-children remains very low in the range of 40% to 47%. Here too the record of Sangod is the poorest.

#### 2.3.2.3 Teacher related information

The following table shows some of the details about the teachers in the various Panchayat Samities. About 75% of the teachers are male; the female teacher ratio can therefore be said to be adverse. The number of positions vacant in Itawa is very high at 52. It is also observed that a vast majority of the teachers are trained with B.Ed. and STC. A few of them are M.Ed. as well; while very few are untrained. On this basis the teacher training can be said to be adequate.

Table 26. TEACHER DETAILS  
Details of teachers in the Panchayat Samities

S. No	Panchayat Samiti	Total Position	Position Filled			Vacant Position	Teachers Training Status			
			Male	Female	Total		M.Ed.	B.Ed.	STC	Untrained
1.	Sangod	337	294	39	333	4	4	128	201	0
2.	Ladpura	312	112	194	306	6	13	203	84	3
3.	Khairabad	350	241	98	342	8	5	131	192	14
4.	Itawa	325	250	73	323	52	35	139	99	0
5.	Sultanpur	332	269	63	332	0	26	115	185	6
	Total	1656	1169	487	1656	70	83	716	764	23

DEO El. I	438	
DEO El. II	233	
Middle schools	609	Total 2936

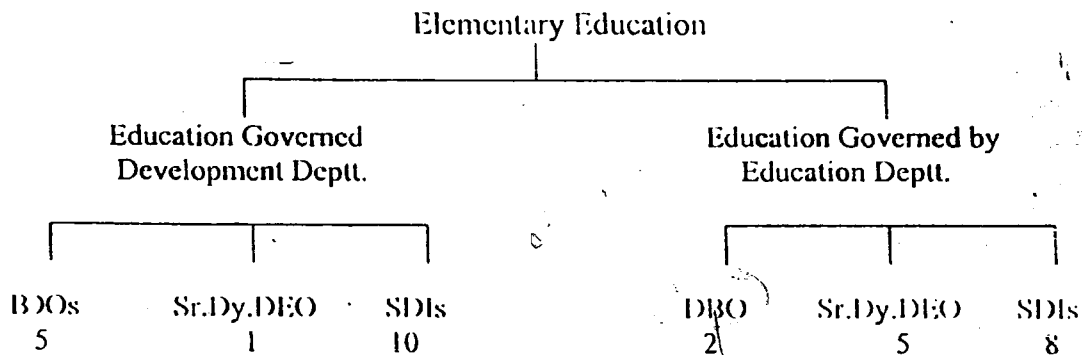
Table 27. AVERAGE NUMBER OF STUDENTS AND TEACHERS

Total number of teachers in Primary school	2936
Total number of students enrolled in Primary Schools	135888
Average number of students per teacher	46.3

This suggests that the student-teacher ratio is very high. However in this the school infrastructure and actual student attendance ought to taken into account.

### 2.3.3 Structure of Educational Administration

The elementary education has been divided in two segments in Kota District. The Rural education is controlled and administered by the Panchayat Raj where Chief Executive Officer supervise the whole phenomena at district level and Block Development Officers do at Block levels. The Urban Elementary education is administered by the Primary Education Department which has been controlled and supervised by the District Education Officer (Elementary Education). The Structure of Elementary Educational is as follows :-



At present the upper primary education and urban education of the district is under the DEO Elementary I and II. All the primary and upper primary schools of Kota City and Ladpura Panchayat Samiti are under the control of District Education Office (Elementary) I and remaining four panchayat samitis and their schools are under the control of District Education Officer Elementary II.

### 2.3.4 On going Educational Programmes/ Schemes

Shiksha Karmi: Shiksha Karmi project was launched in 1987 to regularize the schools which were facing many difficulties pertaining to punctuality and regularity Rajasthan State is surrounded by Arrival hills, desert area and chambal ravines. These are schools available in these hilly desert and ravines areas but due to many

difficulties they do not run properly therefore the enrollment and relation rate was adversely affected specially for female group. In 1994 in the second phase the distant villages, Major, Dhani, Fall where no provision for education is available, new schools were opened.

The Shiksha Karmi is in operation at Itawa Panchayat Samiti in the area where no teachers stay and are quite inaccessible. The programme is running properly in terms of regular presence of teachers, cent percent attendance of students and getting cooperation from local leaders and the community. The teachers in the Itawa Panchayat Samiti demanded for replication of the scheme in remaining problematic areas where either teachers are not staying or schools are without teachers. The present position of Shiksha Karmi Schools is as follows :-

Table 28. Information about Shiksha Karmi Vidyalaya

S.NO	Block	Difficult Area	School less	Total
1.	Sangod	14	+1	15
2.	Itawa	11	+1	12

Detailed of Shiksha Karmi's (Teacher's)

S.NO	Block	Teacher		
		Male	Female	Total
1.	Sangod	25	2	27
2.	Itawa	32	2	37

Enrollment of Students at Schools as on Sept. 1997

S.No.	Block	Divasiya Vidyalaya			Prebar Pathshalas			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Sangod	515	383	898	74	146	220	589	529	1118
2.	Itawa	836	693	1529	43	133	176	879	826	1705
	Total	1351	1076	2427	117	279	396	1468	1355	2823

### Lok Jumbish

Lok Jumbish programme was launched in in Ladpura block (Except city area) in Kota district. The block has divided into 6 clusters and at present it is working in Borabas and Alniya cluster. The main components of the programme are:

- Women development
- School mapping
- Micro planning
- To provide regard to teachers
- To improve quality is pr. Ed.
- N.F.E. centers
- Special programme for S/C, S/T.

**Sarasvati BAHAN Project:** This project was started in Kota from Dec.1996. The objectives of this project are as below.

- To provide informal education to Girls.
- To provide employment to ladies.
- To increase girls enrollment.

This projects was launched to achieve total literacy among girls. In it Rs. 4000 is given to the teacher is three on stalments. This and 8600/- for teaching aids ladies teachers are called (SARASVATI BAHAN). They are given training for 97 days to improve their knowledge.

Table 29. SARASVATI BAHAN PROJECT AT A GLACE

S. NO	Block	No. of Center	Total Enrolled Girls
1.	Sangod	2	27
2.	Khairabad	10	140
3.	Kota City	8	118
4.	Ladpura	21	281
5.	Sangod	7	87
6.	Sultanpur	3	30
	Total	51	683

**Non-formal Education:** Non formal educational scheme is being sum for the following categories of children.

- These who are residing in school less habitations.
- These who are working with their parents.
- Those who are dropouts from formal school.
- Girls who can not come to school for the whole day children.

The main objectives of N.F.E. are : (i) to provide easy primary education to all boys & girls; (ii) to achieve univerlization of education; and (iii) to conduct and administer the Non formal education programme.

**Structure of N.F.E. management in Kota district**

Director  
Assistant director  
Project Officer  
(Ladpura/Khairabad/Sangod/Sultanpur/Etawa)

**Ministerial Staff**

- (i) Jr. Account - 6
- (ii) U.D.C. - 1
- (iii) L.D.C. - 5
- (iv) Peons - 6

**Field Workers**

- (i) Supervisor - 58
- (ii) Instructors - 580

The main characteristics of N.F.E. are as follows:

- Free from Tuition Fees.
- Ample flexibility
- Free books and teaching materials.
- Educational opportunity with work.
- Provision for attachment with main stream of education.
- Facility for cenlinous education.

Table 30. STATISTICAL PURVIEW OF N.F.E. IN KOTA DISTRICT

S.No.	Block	Cluster		No. of Centres			Enrolment		
				Boys	Girls	Total	Boys	Girls	Total
1.	Itawa	9	Sanctioned Functioning	100 96	- -	100 96	1409	1143	2552
2.	Khairabad	12	Sanctioned Functioning	- -	120 119	120 119	1740	1303	3043
3.	Ladpura	12	Sanctioned Functioning	- -	130 123	130 123	1986	1292	3272
4.	Sangod	13	Sanctioned Functioning	130 128	- -	130 128	2092	1235	3327
5.	Sultanpur	10	Sanctioned Functioning	100 99	- -	100 99	1473	1506	2979
	Total	56	Sanctioned Functioning	330 323	250 242	580 565	8700	6479	15179

(Source - Pratibimb NFE Kota)

NFECentres of NGOs

Kota city slum area

Sanctioned - 100  
Functioning - 100

Class I to II

Table 31.

Total			SC			ST			General		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1215	1584	2799	479	655	1134	59	86	145	677	843	1520

The NFE scheme has created duplicacy in the areas. The students who have been enrolled in the schools are also enrolled in the non-formal schools. The programme do not have significant impact on education of the children. The enthusiasm during Abhiyan phase on the part of functionaries need not lead duplication of efforts, fictitious enrollment, double enrollment and intra-departmental unhealthy competition.



**Hostels for SC/ST children (Social Welfare Department)**

Table 32.

Govt. added Hostels of social welfare department at Kota district

S. No.	Place of Hostel	Scheme	Beneficiaries			Building Position
			B	G	T	
1.	Male Road- Kota	S.C.	61	-	61	Govt. Building
2.	Chhawani (G) Kota	S.C.	-	50	50	Govt. Building
3.	Kamolar (Sangod)	S.C.	25	-	25	Rented Building
4.	Sangod	S.C.	25	-	25	Govt. Building
5.	Khairabad	S.C.	40	-	40	Govt. Building
6.	Papalda (G)	S.C.	-	25	25	Rented Building
7.	Kaithoon	S.C.	25	-	25	Rented Building
8.	Chhawani (B) Kota	S.T.	50	-	50	Govt. Building
9.	Lawa	S.T.	50	-	50	Rented Building
10.	Bapawar	S.T.	25	-	25	Rented Building
11.	Sultanpur	S.T.	25	-	25	Rented Building
12.	Kansuva		25	-	25	Rented Building
13.	Talwandi (Kota)		25	-	25	Rented Building
14.	Chhatarpura	S.T.	30	-	30	Self

Lok Jumbish: This programme is in operation in Ladpura Panchayat Samiti only. The two primary schools under Panchayat Samiti have been taken up by Lok Jumbish. Also the Lok Jumbish project has supplied teaching aid viz., blackboard, charts etc., to some of the schools in the Ladpura Panchayat Samiti. The impact of this scheme can be observed in the area.

**DISTRICT WOMEN DEVELOPMENT AGENCY (DWDA)**

The DWDA programme has been launched to link the female group with the main stream of development in our country. The programme was started in 1984 by Rajasthan Govt. also with the help of UNISEF finance all the village level activities are conducted by a women 'MAHILA SATHIN' with the help of other ladies of the village. They work in the collaboration and co-operation helping our another in village level programmes. There is a 'Pracheta' over ten Mahila Sathins. Who helps other Sathins in every work. The counsels and suites then when there is necessary. The main function of the programmes are:

- To enhance perfectness and skill among female group in the field of education, Literacy, Informal education, Adult education and training.
- To Motivate the important and direct programmes of women development. To recognize them and make them understand everyone.
- To sponsor the programmes of development for the poor, society and physically tortured women.
- To engage female group in different programmes for the betterment of economic conditions of women.

- To seek the co-operation of different Govt. Agencies and voluntary institutions for the women development.
- To co-operate in making the rural women organizations.
- To train them for the active leadership.

Adult Education: The district Adult Education Officer is already working in the district. In the session 95-96, total no. of literacy centers were 33 and 60 male and 48 female total 108 students were enrolled but in the session 96-97 during the total literacy campaign a survey was conducted and illiterates were found; Panchayat Samiti Ladpura 26504, P.S. Sultanpur 28276, P.S. Itawa 32124, P.S. Sangod 38280 and P.S. Kherabad 34892 were found in rural areas. Whereas in Kota City 56888, Kaithoon 2936 Sangod 2312, Ramganjmandi 2508 were found in urban areas. After the survey every house in the district bears the detail about the total number of literates and illiterates. Certain voluntary institutions are already doing the prominent institutions are already doing the prominent work to educate the illiterates.

Operation Black Board Scheme: The scheme for operation Black Board was implemented in the district.

Table 33. School covered under O.B.B.

S.No.	Block	No.of School covered under O.B.B.
1.	Itawa	01
2.	Khairabad	04
3.	Ladpura	20
4.	Sangod	10
5.	Sultanpur	06

#### INTEGRATED CHILD & DEVELOPMENT SCHEME (ICDS)

In Kota, the ICDS programme was started in Kota city & three blocks (Itawa, Sultanpur, Khairabad) The main objectives of the programme are as follows :

- To improve the level of health and nutrition among the children of 0 - 6 years.
- To lay the foundation of sound physical, mental & social development among the children.
- To reduce the child mortality rate, malnutrition and tendency of drop outs.
- To develop the knowledge and ability of health and nutrition among the mother. So that they could pay attention to wards the general health and nutritional needs of the children.
- To make effective convergence with different departments for policy decision and its implementation to encourage the child development.

### Services of ICDS

<b>Services</b>	<b>Beneficiaries</b>
1. Supplementary (food) Nutrition	i) Expecting and lactating mother ii) Children below the age of 5 years
2. Immunization	i) Expecting mother, infant and children below the age of 6 years
3. Health check up	(i) Expecting and lactating mother infant and the children below the age of 6 years.
4. Community service	(i) Expecting and lactating mother. (ii) Infant. (iii) Children from the age of 3 year to below 6 years.
5. Informal pre-primary education (P.S.E.)	(i) Children from the age of 3 year and above but below 6 years.
6. Nutrition & health education	(i) Woman of the age group of 15 to 45 years specially expecting and lactating mothers.

#### Pre-school Education Component Under ICDS

1. Physical and mental development.
2. Cognitive development.
3. Language development.
4. Socio-economical development.
5. Aesthetic and creative expression.

In Kota District only Khairabad block is in under ICDS. Detailed about the ICDS Centres are given below:

Table 34. Blockwise details of ICDS

S.No.	Block	No. of ICDS Centre		Beneficiaries		Achievement (In %age)
		Sanctioned	Functioning	Boys	Girls	
1.	Khairabad	143	136	4000	3895	97.4
2.	Kota City	221	220	6200	7263	117.0
3.	Itawa	127	061	366	1913	53.14
4.	Sultanpur	124	114	25	2623	105.0
	Total	615	531	16300	15694	74.51

ICDS scheme is in operation in one of the sample village. Its effect on pre-schooling is singular. According to school headmaster, in village Saharawda, not a single child has not admission from Aanganbari to the school during 3-4 years.

## TOTAL LITERACY CAMPAIGN (TLC)

Kota district has been selected for TLC on 15th Oct., 1996. Whole the district has covered under this programme with objectives of imparting functional literacy to around one and half lakh persons of 15-35 age group. This campaign has brought drastic change in the lives of illiterates. It has been proved a Renaissance for the illiterates. This programme was started with the awakening process through conferences, rallies, exhibitions, Talks, Kala Jathas, Rath Yatras. To achieve maximum success the literacy committee have been taking pains for the success of the plan. The survey of illiterates was conducted by 7000 teachers and N.G. O's in Kota District Feb. 97. The charts pertaining to literates and illiterates (between the age group 15-35) were drawn at every gate of the houses. The D.R.U (District Resources Unit), took the pains in writing the Chambal pothees I & II. Which have been approved by state literacy Mission and National Literacy Mission. The Chambal Pothee has been prepared by experts on the I.P.C.L. method based on psychological process. The day to day problems and their feasible solutions were provided in the interesting and attractive way. Every Chambal pothee has in lesson consisting of ample exercises and practice material. The provision of evaluation has also been made in between the chapters. In brief the TLC Programme aims to :-

- Create demand for literacy, specially among women and extreme rural dwellers.
- Create an environment conducive for delivery of educational inputs.
- Mobilize a large number of young volunteers who are acting as catalyst of social change and transformation.
- Provide convergence of developmental programmes and service through TLC volunteers.
- Harness the peoples cultural expression for the achievement of larger goals and in the process broaden the concept of culture to \_\_\_\_\_ scientific temper, women's equality and social justice.
- Establish friendly link between different Govt departments and Create a resource ful of enthusiastic trainers.
- Create a pool of experts whose services can be utilised for evaluation of any mass campaign or peoples movement.

## CHAPTER 3. PLANNING PROCESS

### 3.1 Introduction

The uncovered and unfulfilled task of Universalization of Primary education would be taken over by DPEP. In order to improve the Primary Education in the district in accordance with the objectives of DPEP it is indispensable to identify the problems and issues first and then develop the strategies. In order to have participatory mode of formulation of DPEP project in Kota district meetings and conventions, workshops were conducted at district, block village level and at pay centres.

### 3.2 Formation and Functioning of Planning Committee

A district planning team was formed by this District collector, Kota ( List of members is given in anuexure No.?)

1. Collector District Kota - chairman
2. ADM Kota - vice-chairman
3. Deputy Director Elementary Education
4. Principal DIET
5. DEO Elementary Ist
6. DEO Elementary IInd
7. DEO ( Seco.Edu.)
8. CEO Zila Parishad
9. Senior Deputies 5 (Panchayat Samiti 'wise')
10. Block Development officers (5 BDO's)
11. District Adult Education Total Literacy campaign officer
12. Assitt. Director of Informal Education
13. District co-ordinator Lok Jumbish.
14. Regional co-ordinator Shiksha Karmi Board
15. Director ICDS
16. Assitt Director Social welfare
17. CM & HO
18. District Statistics officer.
19. Secretary, District women Development Agency
20. Public Relation Officer
21. President Adult Education committee
22. Ex.En PWD.

### Preparatory Training:

- A. For the selection of district planning core team about 10 officers of principal, Vice-Principal and Head-master's rank were called for at Shiksha Karmi Board, Jaipur, out of them Five officers namely Mrs. Manjula Gautam, Umesh Chand Sharma, Prakash Chand Sharma, Kalloo Ansari & Jugraj Rathor were selected in the core team for the District Kota.
- B. Out of Five Officers, Two Officers Sh. Prakash Chand Sharma and Mrs. Manjula Gautam members of 1st batch attended the 'Training at NRRC' Mussoorie from 14th Oct. 1997 to 22nd Oct. 1997.
- C. Remaining three officers, Sh. Umesh Chand Sharma, Kalloo Ansari, Jugraj Rathor participated in the training course from 14th Dec. '97 to 22 Dec. 97 at national Research and Resource Centre at Mussoorie. They all got the training about DPEP basics. participatory planning process community Mobilisation Modules. Data Analysis, Projection Techniques; Pedagogic Vision, curriculum text books, alternative schooling, Tribal education, sequences and scheduling activities, problem identification, goals and objectives linking strategies with problems. Girl education and gender issues, financial parameters, costing and financial issues Procurement procedures etc.
- D. Both the trained groups were briefed at Radhakrishnan Public Library by the state core team on 23rd Nov. '97 and 12th Dec. '97.
- E. The members of district core team attended the workshop at OTS Jaipur. There the team was imparted the knowledge about how to make district, how to frame BRC's and CRC's VEC's and formulating the participatory planning.
- F. The incharge of core team attended the workshop at staff office Jaipur from 13th April to 14th April 1998.

### Teachers' Involvement in Planning Process :

The teacher is key figure of holy profession of imparting knowledge to eagers. Therefore It was decided to collect information regarding the perceptions and experiences of the pedagogues in this noble profession. It was decided to administer questionnaire regarding the problems in enrollment, retention and quality improvement in education. The questionnaire were taken regarding the educational facilities, position of village education committees, school attendance, their expectation of infrastructural facilities, reasons for low enrolment and retention. The problems and hurdles were in five and expected solutions were collected on the various panchayat centres in all the five blocks.

Op- Distt 1, 2, 12, 15, 17, 13, 14, 22, 23  
 B-Block 3, 4, 5, 6, 7, 8, 10, 16,  
 A-Village 9, 11, 18, 19, 20, 21, 24, 25, 26, 27

Meetings and Documentation

For participatory and localised planning the core-team carried out the following exercises and studies :-

- Participatory Rural Appraisal
- Social Assessment Studies
- Teachers Perception of School , Pupil Reasons for non-achievement of UEE through questionnaire.
- Visioning Exercises.
- Baseline Survey

How  
 when it is carried by the core team?

3.3. Meetings:

At different levels meetings were held and sought the problems and solutions pertaining to the access enrolment retention and quality improvement. The problems and the solutions identified during the meetings workshops are as follows :-

Table 35: Meetings, Participants, Matters discussed, Suggestions accepted & Rejected

Date	Venue Meeting held	Presiding officer	Participants	Points & Matters Discussed	Suggestions accepted
17.1.98	DHET, KOTA	Principal DHET	Participants from DHET 10 H.M. Primary/UPS 8 Core Team Member 5	Physical Development in Schools i.g. Building, Boundary, Toilets, Drinking Water, Playgrounds, Residential Quarters for Teachers.	
20.1.98	DHET, KOTA	Principal DHET	Participants from DHET 8 H.M.'s Primary/UPS 28 Core Team Members 5	Games Facilities Residential Facilities Quality Improvement in E.D.U. Workshops for Teachers, Instructors, teaching aids	
24.1.98	Govt. Sr. S.S. Kanwas P.S. Sangod	PC DPEP	Co-ordinator DPEP 1 Supervisor Informal Edu 3 Instructors Info. Edu. 26	The Problems in non-formal Education, Enrolment, Retention, Quality Improvement	Increase in Honorarium of instructors, To make teaching Aid available Empowerment of VEC's Seating Arrangement for boys
3.2.98	Government PS, Khatoli P.S. Itawa	Assit. Director Non-formal Edu.	Assist. Director Info Edu. 1 Co-ordinator DPEP 1 Supervisor NFE 3 Instructors NFE 28	The problems of non-formal Education	Increase in the Honorarium of instructor. Early and timely supply of H.M. in centre Adhesive supervision of centres Facilities to students like in regular schools
6.2.98	Govt. Pri.S. Barod P.S. Sultanpur	B.D.O. Sultanpur	Co-ordinator DPEP 1 S.D.I. 1 Teachers Pri. Sch. 33	Low enrollment & qualitative improvement in education	Every school must be attached with E.C.C. centres. Formation of VEC for participatory plan Instructors of NFE for the migrants. Refresher courses for every teacher The teachers must know the innovative methods of teaching.
6.2.98	P.S. Ladpura	B.D.O. Ladpura	Co-ordinator DPEP 1 S.D.I. 1 Teachers of Pri.S. 42	Low rate of retention & problem of dropout	Improvement in teaching methods Seminar for new teachings methods H.M. for every schools loyal learning in schools Training for teachers E.C.C. centres, must be attached with every school
6.2.98	Pri.Sch. Suket	B.D.O. Khamabad	Co-ordinator DPEP 1 S.D.I. 1	Problems of dropouts	

	P.S. Khairabad		Teachers of Pri.S. 45		Teachers of that community must be appointed in the A S Mining area needs micro-planning The problems of labour class must be taken care of
6.2.98	P.S. Sangod	B.D.O. Sangod	B.D.O. Sangod 1 Coordinator DPEP 1 S.D.I. 2 Teachers Pri.Sch. 30	Devoidence of minimum facilities	Necessary facilities in schools Weightage on pre-primary classes Awakening amount parents The constitution of VEC's and the training the VEC members
9.2.98	Pri.Sch. Khatoli	H.D.O. Itawa	Co-ordinator DPEP 1 S.D.I. 2 Teachers Pri.Sch. 40	Education for migrants	Proposals from VEC Admission in neighbouring schools Para teachers for migrants Necessary teaching kit to para teacher
9.2.98	Pri.S. Kanwas P.S. Sangod	H.D.O. Sangod	Co-ordinator DPEP 1 S.D.I. 2 Teachers pri.sch. 32	Demand for new schools For extra teachers in schools	Adhesive supervision in existing schools New Schools according to P.S. proposals should be opened. Focussed group must be privileged Improvement in NFE centres.
12.2.98	Village Bharanpura	Co-ordi. DPEP	Co-ordinator DPEP 1 NGOs 3 Sarpanch Member of Panchayat 4	Girl Education Disadvantages group Education	Awakening among female groups society Provision of Saraswati Bahan Pathshala Innovation for disadvantaged groups
19.2.98	DIET Kota	Principal DIET Senior Lecturer	Sr.Lecturer 2 Co-ordinator DPEP 2 Hnd Grade teachers 7 Hnd grade teachers 4	Improvement in the girls Edu. Required	Awakening among parents New schools for the enrolment of girls Lady teachers must be appointed in proportionate member
20.2.98	Govt. Girls Sr.Sec.Sch. Kathoon	DEO (Sec) Kota	DEO (Sec.) 1 Academic Officer 1 Principals & Head Masters 40	Need of VEC's functions of VEC's Procedures of community participation	VEC must be formed in every school DIEE can be achieved through capacity building of VEC
3.3.98	Govt.S.S.S. Sultanpur Kota	DEO (Sec.)	Academic Officer 1 DEO 1 Principals & H.M.'S 30	Burning problems of Pri. Sch. Teachers	Residential facilities for teachers No Provision for encouragement Teachers do other works than academic Innovatory workshops Seminars must be organised
6.3.98	Deaf & Dumb school Jhalawar Road Kota	Co-Ord. DPEP	Co-ordinator DPEP 1 Head Master 1 Teachers 7	Facility for education for 6-11 age deaf dumb boys	Increase in their facilities Specially trained teachers Teaching equipments according the requirement
7.3.98	Pri.Sch. Roopahera P.S. Sangod	In-charge DPEP	Incharge DPEP 1 Core Team Members 4 Sarpanch 1 Ex-Sarpanch 1 Member of Panchayat 5	Need for VEC's	Rapport between school and VEC The suggestions of VEC must be serious taken
9.3.98	Govt. UPS Nokhapara Kota	DEO Ele.I	DEO Ele. 1 Dy. Director Ele Edu. 1 S.D.I. 2 Sr. Deputies 2 Head Masters UPS 68	Board for fifth class students Adhesive supervision Behavioural Input in the curriculum	All the suggestions accepted
19.3.98	Pri. Sch. Kahiakheri P.S. Ladpura	Incharge DPEP	Incharge DPEP 1 Core Team Members 4 Sarpanch 1 Ex-sarpanch 1 Members of Panchayat 5	Hurdles in access for Edu. Up-down trained of teachers School situated beyond National Highway	Residential Facilities for teachers Branch School in the village not beyond National Highway Alternative Schooling is a must.
19.3.98	Pri. School Kukara Khan P.S. Khairabad	Incharge DPEP	Incharge DPEP 1 Core-Team Members 4 Sarpanch 1 Ex-Sarpanch 1 Member of Panchayat 5	Labour Class Problems Encouragement for enrolment Girls look after at homes (the youngersters)	Environment buildings ECE centers are must
19.3.98	Pri. School Gunadi P.S. Khairabad	Incharge DPEP	Incharge DPEP 1 Core Team Members 4 Sarpanch 1 Ex-Sarpanch 1 Members of Panchayat 5	Girls & children are engaged in agricultural work Boundary walls for schools Drinking water facility	School needs major repair Drinking water facility must be provided
19.3.98	Pri. School Banda P.S. Khairabad	Incharge DPEP	Incharge DPEP 1 Core Team Members 4 Sarpanch 1 Member of Panchayat 5	Need for improvement in curriculum Improved assessment procedure is needed	Provision for interesting curriculum Improvement in evaluation process Awakening among parents



22.3.98 22	Voc.S.S. Naypura Kota	D.D.Ele Kota	D.D. Ele. 1 D.D.Sec. 1 D.Os Kota, Jhalawar - 2 Sr. Deputy - 1 All the members of Core- Team Kota & Jhalawar - 10	Disinterest on the part of parents Need for quality improvement in edu. Problems during formulation of plan Micro-level planning Public Participatory process is a must Sample Survey techniques	Suggestions accepted and worked accordingly
25.3.98 23	Office of DWS Commissioner	Div.Com.	Divisional Commissioner 1 Dy. Div.Com. 1 Director DPEP - 1 D.D. Secondary - 1 CEO Jhalawar - 1 DEO Sec., Ele., Girls - 5 Core-team members - 10	Difficulties in planning Progress of planning Suggestions for planning Plan time bound progress	District Plan according to local need Pre-primary edu. is a must Use of other vacant Govt. buildings for schools and AS Allotment of land with comm. Particp in urban areas Need for branch schools
25.3.98 24	Panchayat Santi Sangod	B.D.O. Sangod	S.D.M. 1 Pradhan - 1 Director of P.S. - 6 Sarpanches - 25	Improve school supervision Awakening of VEC's Encouragement of PTA's & MTAs	Accepted all the suggestions
25.3.98 24	DEO (Ele.) Office Kota	DEO (Ele.)	DEO Ele. 1 S.D.I.s - 2 Core-team members - 5 H.M. Primary schools - 75	Special Goals for deprived groups/girls ECE centers with schools Different kind of incentives for deprived groups	Micro Planning for SC/ST students ECE centers will be attached with schools Encouragement of deprived groups by incentives
27.3.98 25	Panchayat Santi Ladpura Kota	B.D.O. Ladpura	Pradhan 1 B.D.O. 1 DPEP Members - 5 Member of Zila Parishad & Sarpanches - 26	Lessen the female teachers Improve the administrative set-up Adhesive supervision Participatory Planning Quality Improvement in Education Schoolless villages must be surveyed Addl. Rooms in schools Hand pumps in schools Separate toilets for girls ECE centres needed Training of teachers required	All the proposals discussed and asked follow-up accordingly
30.3.98 27	Panchayat Santi Itawa	B.D.O. Itawa	CEO - 1 BDO - 1 Dy. Pradhan - 1 Dy. Zila Pramukh - 1 Sarpanches & Members of Panchayat - 37	Pre-primary Education ECE centres Teachers Duties Quality improvement in Edu. Need for para teachers Migrants according to season	Importance to pre-pru edu Improvement in ICDS centres Devotion towards service Quality improvement in edu. Need for para teachers Drinking water facilities Repairs of school buildings

27 *Need*  
Planning process & Findings in the process.

It was decided to administer questionnaire regarding the problems in enrolment, retention & quality improvement in education. Teachers were asked to fill-up the questionnaire formats at various pay centres in different five blocks. The problems and hurdles were invited & expected solutions were collected in the same format. The analysis of the questionnaire formats is as follows:-

A.	Causes of poor access & enrolment in schools.	Yes	No
1.	Disinterest of students towards studies	82%	18%
2.	Seasonal Migrant Families	59%	41%
3.	Poor families	80%	20%

*How many total teachers were contacted?*

Handwritten notes on the left margin:  
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 2Z

4.	Helping in Domestic Works	93%	07%
5.	Looking after youngsters	95%	05%
6.	Illiteracy of parents	93%	07%
7.	Negative Attitude of teachers	09%	91%
8.	Girls, the property of others	48%	52%
9.	Child Labour	74%	26%
10.	Child Marriage	66%	34%
11.	School out of reach for children	23%	77%
12.	Handicaps	28%	72%
13.	Non-Cooperation of community	82%	18%
14.	Unawareness of Parents about children	18%	82%
15.	Hygienic Hurdles	22%	80%
16.	Parents Interests towards private schools	70%	30%
17.	Lack of teachers strength	75%	25%
18.	Poor conditions of school buildings	35%	65%
19.	Lack of games facilities	70%	30%
20.	Lack of library facilities	72%	28%
21.	Education not related to the profession	55%	45%
22.	Teachers engaged in other works than Teaching	78%	22%
23.	Politics involved in educational spectrum	58%	42%

**B. Hampering Aspects in Retention**

1.	Disinterest towards studies	35%	65%
2.	Migrant Families	41%	59%
3.	No Minimum Learning in present educational system	46%	54%
4.	No Proper administration & management	45%	55%
5.	Dearth of minimum facilities in school	65%	35%
6.	Uninteresting teaching methods	48%	52%
7.	No education environment	42%	58%
8.	Lack of teachers in proportion to students	75%	25%
9.	Deputation of teachers in other works	38%	62%
10.	Daily up-down train of teachers	46%	54%
11.	No Joyful teaching	60%	40%
12.	Negative attitude of higher authorities	65%	35%
13.	Political pressure	38%	62%
14.	Dearth of teaching aids in schools	78%	22%
15.	Children are not healthy	20%	80%

**C. Hurdles in qualitative improvement in education**

1.	Burdensome curriculum	61%	39%
2.	Uninteresting teaching methods	63%	37%
3.	Teacher centred teaching	66%	34%
4.	No Joyful education	84%	16%
5.	Lack of self-learning exercises in the lessons	75%	25%

6.	Lack of refresher courses	76%	24%
7.	No effective supervision	68%	32%
8.	Lack of continuous evaluation	54%	46%
9.	Teachers not known about innovations	54%	46%
10.	Lack of model lessons by experts	74%	26%
11.	Inefficiency of school complexes	72%	28%
12.	Negative attitude of teachers	29%	71%
13.	No. of Proportionate teachers available	83%	17%
14.	Lack of school buildings	62%	38%
15.	Lack of teaching Aids	73%	27%
16.	Dearth of lady teachers in primary school	38%	62%
17.	lack of minimum facilities	74%	26%
18.	No relation between education & employment	61%	39%

### Suggestion of Teachers for 100% Enrolment

		Yes	No
1.	Alternative Educational Facilities	75.6%	24.4%
2.	Awakening for Education among parents	98.6%	1.4%
3.	Time to time Survey for enrolment	91.8%	8.2%
4.	Training Refresher courses for teachers	90.5%	9.5%
5.	Facility for Temporary Hostels	54.1%	45.9%
6.	Facility of teachers in proportion to the students	94.5%	5.5%
7.	Provision of VECs	94.9%	4.1%
8.	Emphasis on female education	98.6%	1.4%
9.	Endeavour for deprived groups	90.5%	9.5%
10.	Regular Supervision of Schools	70%	30%
11.	Provision of school buildings	80%	20%
12.	Joyful learning	90%	10%

*A note  
with  
document*

### Suggestion Of Teachers For Maximum Retention

1.	Awakening in the community	100%	0%
2.	Effective School Administration	95%	5%
3.	Provision for Minimum facilities	95%	5%
4.	Empowerment of VECs	89%	11%
5.	Interesting and Joyful Learning	100%	0%
6.	Vacant post of the Teachers must be immediately Fulfilled	81%	19%
7.	<u>Intents</u> must get freedom during school hours	98%	2%

### Suggestions of teachers mentioned other than the Questionnaire

1. Students must be encouraged at primary stage also -
2. Teacher must be responsible for the boys from 1st to 7th

*For  
whole*

?

3. Rich persons encouraged for Government School rather than private school. — ? How

Suggestions of Teachers for Quality Improvement

1. Improvement in the quality of education	100%	0%
2. Play-way method of teaching	95%	5%
3. Useful Education for life	95%	5%
4. Joyful learning	96%	4%
5. Use of maximum teaching aids	96%	4%
6. Refresher course are on different levels	93%	7%
7. Special training for H.M.'s	89%	11%
8. Improvement in curriculum	98%	2%
9. Provision of building in every school	— ?	? ?

SOLUTIONS

The Teachers suggestions for universalization of Elementary Education.

- A. Teachers regularly & Punctually
- B. The appointment of female teachers ?
- C. Arrangement of middle Maes
- D. Social Awareness/Mobilisation
- E. Regular Meetings of VEC
- F. Change in school timing
- G. Joyful Interaction in Teaching
- H. Free text-books / Stipend / Uniforms other innovatives.
- I. Mothers committees.
- J. Fruitful and directive supervision
- K. Proportionally appointment of teachers — ?
- L. Preparation of teaching, learning material
- M. Special attention at focussed areas (girls/SC/ST)
- N. Facility for opening new schools — ?
- O. Training for teachers
- P. Minimum facilities in every school
- Q. Qualitative change in the curriculum
- R. Alternative Schooling

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### SCHOOL FACILITIES NOT AVAILABLE AT PRESENT

1. Drinking Water
2. Toilets
3. Games and Sports materials
4. Black Board
5. Teaching, Learning Material
6. Play Ground
7. Library & Reading Rooms
8. Boundary wall.

### SUGGESTIONS OF TEACHERS FOR BETTERMENT OF SCHOOLS

1. Toilets & Urinals
2. Drinking Water
3. Dari-Patties
4. Separate Room for Each Class
5. Teaching Learning Material
6. Play Grounds
7. Musical Instrumentation / Games & Sports Materials.
8. School Building
9. Library & Reading Room
10. Boundary Wall
11. Electricity / Fans / T.V.
12. Teacher's quarters
13. Proportional Posts of Teachers
14. Hostels.

- Education as an instrument for social change
- Regenerating the content and infrastructure of education
- Induction of elaborate system on training with emphasis on continuing education of teachers, adult education and non-formal workers.
- Seeking co-operation with political parties, Social activities employers, trade unions, & voluntary agencies.
- Teachers perceptions input in the planning & implementation.
- Ensuring that the village level basic education system is accountable to village community.
- Provision of modalities to involve organisations for educational improvements
- Providing scope for periodic revision of the project parameters to allow for the existed appraisal and incorporation of new ideas & concepts

### 3.4. Participative rural appraisal

*What we have actually*  
The data were collected from DEO Ele. Ist & II nd and DEO (Sec.), Zila Parishad in the forms S-1, S-2, S-3, S-4 and analysed them accordingly. The reasons through PRAs were identified as.....

- Girls & boys not attending the schools
- Girls & boys of particular community not attending schools
- Suggestion for UPE
- Perceptions of educational facilities
- Perceptions of teachers
- Perceptions of School Timings

The main findings for girls and boys not attending schools are as follows :-

- Poverty
- Household Work
- Temporary Migration
- Child Labour
- Cattle Grazing
- Lack of parents awareness
- Parents illiteracy
- Girls considered as others property.
- Unsuitable School Location
- Language barrier in tribal pockets

The main reason for girls and boys of weaker section not attending schools are as follows :-

- Lack of community awareness
- Poverty
- Problem of social status
- Household work
- Parda System
- Child Marriage
- Child Labour
- Cattle Grazing
- Language Barrier.

### 3.5 Social Assessment Studies

#### Summary of Social Assessment Findings

The primary objective of the study Social Assessment of DPEP in Kota district was to identify where identified the groups that are socio-economically and culturally disadvantaged and which suffer from educational disadvantage (low literacy, low enrolment, high dropout, low achievement levels) in particular. Reasons for these disadvantages were sought to be understood. It was also proposed to provide a strategy that could be put to use effectively in the given socio-economic, cultural and geographical milieu of the district. Local, village-level conditions were to be designed. The study envisaged an in-depth appraisal of the socio-economic, cultural, historical, geographical forces at work in the various villages. This was to be done in order to understand adequately the background of the specific problem, viz., educational disadvantage of the concerned/identified groups. Reasons for the following phenomena were sought in great detail:

1. Low enrollment and non-enrollment.
2. High drop-out.
3. Irregular attendance
4. Low achievement level
5. Low female enrolment and high drop-out of girls in particular

In the study these phenomena were found to be a function to the following factors

1. Socio-psychological profile of the children
2. Attitude and opinion of teachers
3. Curricula
4. Attitude and opinion of parents and the atmosphere at home
5. Tradition, culture and sensibilities of the community.

The problem is a multidimensional one and requires extended consideration in terms of careful planning of the instructional objectives and proceeding of the instrumental objectives and procedures for dealing with their intellectual and motivational problems effectively. For any real breakthrough in extending education to the children of the disadvantaged groups (and their availing of the facilities) the following issues need to be dealt earnestly:

1. Reducing the opportunity cost of education. *what is it?*
2. Creating a demand for education by making parents aware of the benefits of even elementary education.
3. Orienting the educational programmes to incorporate various regional and group/community factors i.e., making them specific and very targeted and giving people the freedom to plan and implement programmes.
4. Operationalising the VECs for a proper linkage of the PRIs with the school system.
5. Re-establish the relationship between the parents, teachers and children, make the parent-teacher communities functional.
6. Extension and improvement of various school infrastructural facilities.
7. Teacher training especially to sensitize them to the needs needs of children from the disadvantaged groups.
8. Effecting appropriate changes in the curricula.

9. Early intervention and compensatory programmes (proper integration, of various child development programmes, ICDS, Anganwadi, Balwadi etc.) to prepare the children for future school environment.
10. Make special efforts for female education.

3.6 **Baseline Achievement Studies**

The District Core Team members with the help of the Principal of DIET interviewed about 70 persons for the post of surveyors and selected 22 surveyors in the last week of February 98. The surveyors conducted the survey from 27 February 98 to 6 March 98 in the selected samples of villages in the different five blocks specially the focus group areas representation. But the District Core Team has not received the survey report yet.

3.7 **Process of Plan Preparation at Different Levels**

**Village :** The district core team surveyed about 9 villages randomly and discoursed with the village representatives i.e. sarpanch, members of panchayat, ex-sarpanches etc.

(See Annexure No. 7).

**Cluster Level:** The core-team members went on pay clusters and discoursed with the teachers of every school. The main source was questionnaire approach in which we got the hampering aspects in access, enrolment, retention & quality improvement. Similarly, we sought the solutions also.

(See Annexure no. 7).

**Block Level :** The core team members attended the general meetings called by B.D.O.s at all the five blocks and took the views of public representatives about the problems and suggestions pertaining to the access enrolment, retention and quality improvement. The pradhans, The Board of Director discussed the matter seriously and give the indispensable views pertaining to the existing scenario of the educational activities.

**District Level:** The core-team members attended the district level administrative meetings organized by Zila Pramukh, Collector pertaining to TLC and other academic affairs. Similarly we attended every meeting called by the DEOs, Dy. Directors at various places during these last four months. The participants were H.M.'s, Principals, Teachers, of Primary Schools and Middle Schools. We discussed the hampering aspects in access enrolment, retention & quality improvement. We sought some conclusions and suggestions from the participants.



## Chapter 4. Problems and Issues

### 4.1 INTRODUCTION

Problems and issues regarding access, retention and quality improvement have been identified during the planning process the application of exercises like PRA, SAS etc. have revealed the locally felt problems and issues, their possible causes and possible strategies pertaining to these issues the main targets are as follows:-

- **Factors affecting Access & Enrolment**
  - Lack of School facilities
  - Cattle Grazing
  - Household Work
  - Labour
  - Agricultural Activities
  - Migration
  - Inter Community Conflicts
  - Consumption of Alcohol
  - Gender Sensitivity
  - Language Barrier
  
- **Factors affecting Retention**
  - School related factors
  - Building less schools
  - Quality of Schools
  - Over-crowded schools
  - Quality of teachers
  - Attitude of teachers
  - Non teaching activities of teachers
  - Administrative Problems.
  
- **Factors affecting quality of Education**
  - Burdensome curriculum
  - Methods of teaching
  - No Joyful learning
  - Dearth of TLM
  - Lack of initiative on the part of teacher
  - Unattractive books
  - No self learning exercises
  - Lack of gender caste, religion sensitivity
  - Lack of proper teacher orientation courses
  - Lack of proper supervision
  - Lack of proper evaluation & assessment

## 4.2 ACCESS AND ENROLMENT RELATED PROBLEMS AND ISSUES

### LOW ENROLMENT

Among the disadvantaged groups identified viz., Bhil-Thakar, Gujjars, Banjaras, SC, Muslim People residing in ravine areas, labour in mines and quarries etc., a common reason for non-enrolment of children in the age group 6-14 years lies in their low socio-economic status and poverty. Even though education in government primary schools is free, and there are numbers of schemes for providing books, mid-day meals etc., the enrolment continues to be low and drop-out rates high. This is primarily due to two reasons. One in spite of free tuition and other incentives, due to partial coverage and poor delivery of various assistance, the parents have to incur substantial expenditure to educate their children. Much of this expenditure is on account of books, stationary, uniform, examination fee etc. The poor households of these disadvantaged groups cannot afford this expenditure and therefore do not send their children (at least not all, and preferably not girls) to school even if they wish to. Most of the disadvantaged families live at bare subsistence levels. Usually both the parents work as marginal farmers, agricultural labourers, casual workers (usually unskilled). The people in ravine areas and mining areas have little opportunity of agricultural work too. As a result they can ill-afford this expenditure.

The other reason is that these disadvantaged groups cannot afford the high opportunity cost of education. They claim and it is indeed the hard reality, that their children make important contributions to the family by way of sharing responsibilities (doing household work, attending to younger siblings, taking cattle for grazing and looking after them, collection of minor forest produce etc.) and providing some income by doing some casual jobs. These contributions cannot be forgone by the poor families. amongst the Gujjar community, the help children provide in looking after the cattle and various other animal husbandry activities is quite indispensable. The money saved by way of such help cannot be earned easily. Among the other disadvantaged groups, the children bring some physical income into families which, though merge it is a great help in maintaining the living standard of the family and preventing it from declining.

Migratory tendencies among some of the disadvantaged groups is another reason for some of the non-enrolment. amongst the Gadiya Luhar, migration from one village to another is a cultural practice. As the families do not stay in a particular village for a sufficiently long duration, they do not enrol their children into schools. The enrolment efforts also fail because they (the Luhars) insist on teaching their children their art of blacksmith. Other groups like the Bhil Thakars and poor scheduled caste households migrate in search of employment opportunities. The constraint of movement coupled with their children in schools. Some of the Gujjar households migrate in search of pastures for their cattle. There is a seasonal migration but it affects the school enrolment of their children. compounding the problem is the need of children's help in various animal husbandry activities as discussed earlier.

Apart from these factors which pre-empt the children's time in activities other than learning at school, the perceptions of the parents and the community too affect the enrolment and retention rates. A not in substantial number of people (and it cannot be afforded to ignore them) were found to be lacking an awareness of the various benefits of education. Still others were sceptical of its advantages. A perception prevailed that not only was the opportunity cost of educating high, it would not, necessary result in a job. For them, education remained a means to an end, a job. They also argued that since a job would required at least 10-12 years of schooling, it was not a risk they could afford given their precarious financial situations. However, this scepticism and such views and were exhibited only by the poorest and especially the illiterate. The parents who have had some experience of learning did not think likewise, they were relatively more aware of the benefits of education and wanted their children to study for however long a duration they could, subject of course, to the financial resources of the family. Nevertheless, the genuine non-functioning/poor functioning of the government primary schools did put them on their guard. A majority of the schools visited were found to be lacking in rooms, dari-pattis, teaching aids and various other facilities. More importantly, teacher absenteeism and non-teaching was found to be a problem. In such circumstances, the communities justified the non-enrolment of their children by arguing that such enrolment and half measured at teaching-learning would not amount of much especially when the children could be of greater use/help in other activities,. Thus, it was observed that poor school functioning was advanced as a justification of non-enrolment of children. In the non-enrolment of children certain cultural factors too played a role Gujjars were not hesitant in admitting that in their community, education of girls was not looked upon favourably. Similarly, while the Muslim were not aware to sending their girls to Madarsa, they were hesitant in sending them to the regular government primary schools. However, most of the communities (disadvantaged and otherwise) did not see female education (or rather prolonged education) as desirable because it makes marriage, and ensuring observance of prevailing norms regarding gender roles more difficult. Thus it is seen that not only is the girl-child affected more adversely (in terms of educational achievement) due to poverty and socio-economic disadvantage, she also has to bear the burden of certain cultural and traditional notions and prejudices.

Another cultural practice that effects the enrolments of children adversely is the drinking habit. This habit is deep-rooted and widely prevalent among almost all the disadvantaged groups identified. Even through must of these are poor, a lot of money is spent on this habit. Consequently, little is left for the household. In such circumstances, the wife too has to seek some job and in some cases children too, to supplement the family income. Work by women is part of traditional familial work culture. However, the money earned by women and children is controlled by men. These men spend the money on unproductive non-essential items like alcohol and smoking. This leads to secondary poverty i.e. of money not being spent on the essential household items. On this account the education and health of children suffer. The expenditure incurred on Death feasts and marriages and other social

functions depletes the family income considerably. These cultural practices affect the enrolment of the children adversely and to a substantial extent.

As a starting point to redress the problem of low enrolment concerned efforts need to be made in two directions simultaneously. One, reducing the opportunity cost of education and two, improving the school functioning. A rapid rise in employment opportunities and income of poor (through faster growth, supplemented by more effectively targeted poverty alleviation programmes), basic social security against contingencies like disease, disability and death will clearly help. With this the time of a lesser number of children would be pre-empted in non-school activities; this would perhaps also result in an increased enrolment. The enrolment can be ensured to greater extent if the school functioning too improves and the parents are made aware of the benefits of elementary education. In this direction, adequate incentives by way of mid-day meals, free books, uniform, stationary etc., would go a long way in relieving the parents of the financial burden of elementary schooling of their children. Awareness campaigns should also be started among the communities to exhort them to send their daughters to school and to pay more attention to female education. Through these campaigns, the communities can also be asked to renounce practices that are inimical to the well being of the families and children in particular.

#### FACTORS AFFECTING ENROLLMENT

##### 1. Literacy/Ignorance of parents:

Due to illiteracy parents do not feel the need for education so they do not send their children to school.

##### 2. Relevance of education:

There is orthodox therefore that even the educated and highly educated youths are wandering without jobs therefore parents have biased thinking not to send their kids to school.

##### 3. Lack of facilities in school:

Some schools are building less whereas some schools have in supplied buildings and maximum schools do not have total facility. During varies most of the building oozing. Some school do not have door and windows.

##### 4. Location of school building:

Some schools are situated beyond the highway as the locality is just opposite side of high way. Therefore the parents do not want to send their kids due to the risk factors. Teaching in the school is not investing and up to the mark so the parents do not send their kids to schools.

5. Cattle grazing:

A large number of boys and Girls between 6-11 years of age are engaged in cattle grazing.

6. House hold works:

Most of the children of the age group 6-11 particularly Girls are busy in household works. Most of girls in rural are busy of looking after their youngsters so they are unable to attend school.

7. Poverty:

The poverty acts as a barrier for technical as they hence to help the family in various ways to arrangement the family income. Due to poverty, children of age group 6-11 are engaged in labour in different fields for example in mines, weaving Kota shawls, second hand plastic factories, in vaporising of automobiles, at Hostels, in part time maid servants.

8. Gender sensitivity:

Education for girls is not considered important. The female child is not considered equal to the Male child. The Girls is considered as others property as after marriage they go away to their in-laws place. Therefore any investment in their education is considered & a waste.

9. System of early marriage in some of the communities is hindrance in enrolment Access and.

10. Lack of schooling facilities:

In Kota district 147 villages are school less. The children of these villages are unable to go to the near by school during rains season approach to the nearby school becomes muddy in rainy season.

#### 4.3 RETENTION RELATED PROBLEMS AND ISSUES

Drop-out refers to leaving the school at a particular point of time with a desire not to return. It is calculated in terms of the original enrolment in class 1. The study revealed a high drop-out rate in all the ten sample village studied. The number of students reaching class five was very low as compared to the number of students studying in class one. At the same time, a high incidence of irregular attendance was reported by the teachers especially among the children belonging to the disadvantaged groups. In these two phenomena, viz., high dropout rate and irregular attendance, apart from the attitude of parents and the atmosphere at home, and the tradition, culture and sensibilities of a community, the following factors also play an important role:

1. Attitude of the teachers.
2. Classroom and school climate.
3. Curriculum.
4. The socio-psychological make-up of the children.

The factors of poverty and low socio-economic status of the disadvantaged groups, the high opportunity cost of education, the lack of parental awareness of the benefits of education, a lack of support on their part, and the migratory tendencies that were discussed earlier also result in irregular so long as they can afford it, or so long as they are not of an age when they can contribute to the family affairs by sharing responsibilities and working to earn. In Gujjar households it is observed that as the child of 6-8 years is not quite capable of looking after the cattle, he is sent to the school until he comes of age (8-9 years). In this regard the girl child suffers more since even a girl of 5-6 years can be expected to take care of her younger siblings. This is especially true if both the parents go out to work or if the women of the household have lot of responsibilities. In the meanwhile, these children are quite irregular in attending school as they are employed from time to time in some small activity or the other, and in learning to take on some responsibilities.

The same situation is prevalent among the children of Bhil Thakars and the poor SC households (especially in the mining areas). In these households, both the parents go out to work early in the morning to return only late in the evening. During the day the children remain relatively unsupervised and not many of them attend school regularly. The girls are especially handicapped as they have to look after the daily household chores, and take care of the younger siblings. This makes them ultimately in a dropout. Both girls and boys are irregular also on the account of spending their day in the search and collection of minor forest produce such as Tendu leaves, gum, wax, fuel wood, cow dung etc.

As indicated earlier, once a child goes to school, the school climate, its functioning teacher attitude and psyche (interest, attitude, ability to cope etc.) of the child become important determinants of his/her performance at school. How these factors (that are germane to the school and the student) contribute to the retention or dropout of the children is discussed at length under the next head 'Low achievement'. The steps that are prescribed to improve the enrolment of students would also go a long way in improving the situation of low retention in schools and the irregular attendance. The phenomenon of irregular attendance due to collection of forest product, water, fuel, etc., can be curbed by increasing the supply of fuel and water closer to homes. Also, measures which can help reduce claims on women's and girl's time for activities like collecting fuel, fetching water, tending animals, looking after household chores and the younger siblings will have a significant effect of regular attendance, lower dropout and an over-all increased demand for education.

Provision of adequate employment opportunities near the village themselves and the development of pastures and waste land areas would go a long way in controlling the compulsions of migration on part of the people. These would aid in increasing the income

of the family (especially of those living at the bare subsistence levels) and result perhaps in increased enrolment. At the same time longer duration of settled living would lead to a regularity in school attendance. short duration condensed courses and residential schools can be provided for the migratory groups and other disadvantaged groups as well. An improved supervision of the children by the rest of community (in the absence of the parents), through an understanding and realisation of the importance of schooling too would result in regularity of school attendance.

For the amelioration of the problem of high drop-out rate a start has to be made by changing the attitude of the parents. They need to be made to realise, through persistent, cogent propaganda that the benefits of the continuing education far outweigh the gains that would accrue to the households by way of the contribution of children (sharing work or earning money). They must understand that the opportunity cost of education is not as high as it appears to them. These efforts need to be supplemented by efforts to increase the income and the employment opportunities for the poor households. This can be done through a faster socio-economic growth and effectively targets poverty alleviation programmes. Also, the private cost of elementary education (which is not insubstantial for the poor households) needs to be reduced. This can be done through a larger coverage and timely and efficient delivery of the various assistance and incentives like free books, stationary, uniforms, mid-day meals etc. Concerted efforts need to be made simultaneously to improve the functioning of the schools. They should have the minimum physical facilities necessary for effecting teaching. Appropriate teacher attitudes a congenial relaxed school and classroom climate too are essential for regular attendance and higher retention rates. Also, effective mechanisms need to be put into place urgently to make schools and teachers responsible for their performance.

Sincere, concerted and persistent efforts need to be made after extensive consideration, taking into account all possible reasons and factors to tackle the problems of irregular attendance and high drop-out. Some of the other reasons for these and especially early drop-out are discussed in the next problem of 'low achievement'

#### FACTORS AFFECTING RETENTION

1. Lack of school building, drinking water facilities, Toilet facility.
2. Almost have of school is not attractive.
3. Attitude of teachers, is main cause effecting retention. Mostly teachers are apathetic towards the children as well as their job. The behavior of teacher towards the students in harsh. The methods of teaching are most child centered. The child is a passive list not ultimately he feels have and lefts the school. The teacher ...? very irregular in attending school, in carrying out the teaching. They are habitual before time. There is a Lack of commitment and there is nonsense of belongings among the teachers.

4. Non-teaching activity of the teachers:

The teacher force is engaged in carrying out various administrative functions like electron.

5. Lack of interest among the community:

The community attitude towards the education of children is not appreciable. They don't know the importance of P.E. They don't take any interest in school and its activity.

6. Defective curriculum:

Syllabus is not child base and child centered. It is beyond the comprehension of the rural students and is not oriented towards village schools.

7. Vacant post:

The post of teacher remains vacant for months to gather which leads the children to leave the school.

#### **4.4 QUALITY RELATED PROBLEMS AND ISSUES**

##### LOW ACHIEVEMENT

In the school and classroom observations many children were interviewed and informal discussions were held with them. these provided information on various questions viz., low enrolment, drop-out, achievement, what the non-enrolled children do, the attitude to tethers and parents towards education etc. These discussion levels. While some students were found to be motivated and interested in studies with good comprehension, reading and writing skills, a majority of them, unfortunately, were found to be lacking in these. They exhibited a lack of confidence in interaction with the teachers and the research team. Not many could read, write and calculate to a satisfactory extent. Briefly, it can be said that the achievement levels of the children were found wanting.

Not many of the children interviewed could relate as to what they would like to become when they grew up. It is true that it cannot be expected of primary school children to know what they would like to become. Yet the lack of response is sufficiently indicative of their diffidence and an inhibition of the usual childlike exuberance and imagination. It is also indicative of a low aspiration level among these children. Parental lifestyle and child rearing values have a significant effect on the psychological make-up of the children, and consequently on the academic achievement and other cognitive learning of elementary school children especially of those from the disadvantaged groups. Families from disadvantaged groups usually live at subsistence levels and are dependent on a variety of factors for their very survival. The aspiration levels of parents in these families are not high. they also exhibit low motivation levels and an inordinately high need of dependence. These low aspiration levels are internalised by the children in the course of their socialisation. this leads them to develop an inability



to like initiatives, an inability to appraise rationally, a tendency exaggerate to obstacles and an excessive fear of failure. coupled with this is the teacher expectation that these children responded that they would like the teachers to pay them more attention expect them to succeed and to encourage them. They said that teachers paid attention to only the brighter students of the class.

The aspiration of children are nothing but the internalised projections of aspirations/expectations of the parents and teachers. compounding the problem is the relatively new environment of the school which leads to certain adjustment problems. the failure or the slow progress on this front lowers the motivation further. the above factors critically affects the children and are important factors leading to early drop-outs. with a low level of aspiration, no push from home and no pull from school the children (especially those from the disadvantaged groups) adopt the normal behaviour of escape from a painful and contrived situation prevalent in the schools.

A relatively more tangible reason for the low achievement of children from disadvantaged groups is that by the time day come to primary school at the age of 5 to 6 years, their cognitive growth is already depressed. Their home environment is devoid of any intellectually stimulating conditions. The language used by them is extremely poor an expression and their verbal under development is all pervasive. Moreover, whatever language they use at home is quite different from that used in the schools. The concepts and images symbolised in the standard used of words are quite foreign to the disadvantaged children. they start with almost zero linguistic information and conceptualisation whereas children from advantaged groups have quite a few familiar concepts and linguistic associations in common. Any deficiency acquired by the disadvantaged children in class I will accumulate progressively as they go through other classes and it is this accumulated deficiency that is ultimately responsible for low achievement, stagnation, drop-out and a weaker motivation for higher education.

These findings have implications for early interventions at the family level with a view to improve the achievement levels of children. In this direction, a beginning can be made by, one, making the parents (especially from the disadvantaged groups) aware of the benefits of even the primary education. They need to be made to realise that even though elementary schooling does not lead to a job, it is beneficial in all spheres of life, especially in the development of a feeling of adequacy and self-confidence. Vigorous and concerted propaganda needs to be made in this direction. It needs to be stressed that the opportunity cost of education is not as high as they assume it to be. Second, adult education efforts need to be stepped up. The motives here need to be clarified. The aim of adult literacy efforts should not merely be to increase the number of 'literate'. Instead, it should be to install in the parents, the confidence of being literate and more importantly to make them appreciate that the environment at home should be supportive and encouraging to be conducive to learning efforts. Such efforts would not only lead more parents to send their children to school, but would also lead them to provide at home an intellectually stimulating supportive climate. The adult literacy efforts would also lead to parents to take interest in the performance of their children and would improve their achievement levels.

To improve the achievement levels of children from disadvantaged groups, there is also a necessity of pre-school education programme. The object of pre-school education programme is to equip the disadvantaged children with an enriched cognitive background comparable to that of other advantaged children. This will enable them to come to school with a marked self-confidence. Disadvantaged children need greater help, especially in subjects like language and arithmetic. Compensatory training based on such specific diagnosis is very effective in the earlier classes. At the secondary school stage, it becomes extremely difficult to tackle this problem with considerable success. The Anganwadis and Balwadis can serve not only as creches and for providing nutrition to younger children, but also provide pre-school compensatory education to the children from the disadvantaged groups. Here, the teachers/caretakers should preferably be from disadvantaged communities themselves. This would lead to a better understanding of the problems on part of the teacher and hopefully a better interaction between him/her and the parents. They also need to be motivated and especially trained to be able to provide these children a warm and supportive climate.

The educational achievements of the students are also affected to a great extent by the role the teachers play in the class. The influence is related to his status as the leader of the class as a group, his role as the dominant adult figure, his popularity with the class, and the traits and qualities possessed by him. It was observed that in classes where the teachers were supportive, permissive and encouraging not only was the class room climate very relaxed and congenial to learning, the performance of the children too was good. Further these teachers were held in high opinion by the students. On the other hand, where the teachers were found to be restrictive, authoritarian, and could not provide an open class room climate, the student achievement was poor. The children from the disadvantaged groups in particular suffer from various handicaps such as a new, unfamiliar school/class room environment, relatively poor linguistic competence and conceptualisation, poor motivation levels and possible a sense of hostility and dissatisfaction towards the school. These constitute important psycho-social barriers between these children and the school. These barriers need to be broken by the teachers a sense of confidence in the children.

To make teachers capable in this respect, adequate training must be provided to them. The seriousness of this issue can scarcely be overemphasised. In this respect, there is a need to recruit more teachers from the disadvantaged groups. This would ostensibly enable a better appreciation of the problems of the disadvantaged children on part of the teacher. It would possibly even lead to a better interaction between the teacher and local community. Further, at present only 10 percent teachers received some in-service training. Many teachers were of the opinion that this should be provided on a more regular basis. Such trainings, in new teaching methods would enable them to do their work more effectively. Teachers should be trained to not only provide a more supportive and open class room climate but also to get rid of their tendencies of levelling and expectations from students. Though none of the teachers admitted it, the students responded that they expected some of them to fare poorly as compared to rest.

This hurt their self-esteem and self-confidence and they hoped that they would be given special attention. These children exhibited a desire to participate more in the class room and for this required the support and encouragement of the teachers. It is kind of expectations that the teacher training, both preparatory and in-service, should be able to meet.

That the children from disadvantaged groups learn better with material rewards than with symbolic rewards has been supported by many studies. So, the teachers should be trained to utilise the motivation derived from curiosity and exploratory behaviour by using tangible incentives and allowing the children to work under concrete goal structures. Also, one time exposure to material is usually insufficient for the successful learning of the disadvantaged children. Sufficient time should be given to the students for reviewing, repeating and practising or what has been learned. Learning must also provide for opportunities for children to be physically active. An active orientation should be imparted to the curriculum; it should require the children to observe and explore the world around them and to engage in purposive activities.

Finally since education is concerned with the whole child and not merely his/her classroom achievement, the relationship between the parents, teachers and children needs to be reviewed. The parent teacher committees should be operationalized either by propaganda or by providing if some powers. Unless some powers are provided to the Village Education Committee and the teacher-parent committee, the control of the community over the educational system cannot be effected reasonably. While the VEC can be empowered of oversee the functioning of the teachers, they can be provided a voice in the parent-teacher committee. The latter's recommendation to the VEC would carry weight and would ensure teacher functioning as well as regular interactions among the teachers and parents regarding the various school affairs and the classroom achievements of the children.

The above suggestions are not entirely new, they have been known for a long time. Their relevance however, remains as much as then. But the urgency of implementing them is felt even more today. If implemented conscientiously and adequately, they would go a long way in improving the class room climate, teacher attitude, student motivation and their educational achievement rates and increased enrolment.

However, a beginning can be made in the more modest goals of increased teacher attendance and a greater enrolment in teaching on their part. These two involvement remain the most commonly cited grievances of the people regarding the performance of government run primary schools.

#### 4.5 FACTORS AFFECTING QUALITY OF EDUCATION

1. Curriculum related:

The present curriculum is burdensome for the children of P.S. and is not related day today life problem and regional cultural needs. The rural children are unable to relate the books to their life and happenings around them.

2. Methods of teaching:

The teaching technique are traditional and out dated. During teaching learning process the students are not engaged in any type of teaching - learning .....? The students are passive cisterns. The teaching process is not participatory. The teaching process are generally our way from teacher to student.

3. The teaching techniques are not child centered, joyful.

4. Lack of T.L.M. and equipments:

The schools are ill required. The schools don't have furniture darry-patti, Black board, Library books, Bal Sahitya etc. There is acute shortage of required T.L.M.

5. Lack of initiative on part of teacher to use local material:

The teacher do not take initiative to use locally available. Materials and environment base material while teaching.

6. No self Learning exercise:

Workbooks are not part of text beds at present. This bumps participation on part of student in the process of learning.

7. Lack of training of in service teachers:

Mostly teachers in Kota district are trained. In service teacher need training from time to time about Joyful teaching methods.

8. No follow up mechanism after training.

9. Supervision:

The administrative supervisions at present is being carried out only from administrative angle. Pedagogical issues do not figure in their priority. The supervisory staff lack infrastructural facilities. they also have to perform other administrative works not related to education.

10. Examination System:

The present examination system is periodic which encourages cramming and copying. It causes fear and depression among the learners. The main focus of our present exam. system is on percentage, rank, fail. The present exam. system is proton type.

- monotonous and fell of apathy on the part of teacher our examination system needs to be review and streamlined.

#### 4.6 DISADVANTAGED GROUPS

##### The concept of disadvantaged groups

The section of population struggling for social survival is composed of those groups and categories which are known as 'disadvantaged groups' while population actively engaged in 'conspicuous consumption' can be identified as 'privileged groups'. Since the nations of the world exist in a hierarchy of affluence which ranges from utter destitution to immense wealth, disadvantaged groups appear as structural reality of society. Disadvantaged groups in this sense are victimised groups who have been burdened by accumulated disabilities in such a way that continuance of action and efforts for their socio-economic and cultural survival become difficult. Due to 'inequalities of opportunities' disadvantaged groups suffer from equal development. 'Inequalities of opportunities' in any society are product and by product of unequal distribution of wealth (economic capital), knowledge (cognitive capital), prestige (social capital) and power (political capital). Such unequal distributions compel society units to enter into the system of relations comprising of dominance and subordination. The system of such relations leads to the 'cultures of oppression', avoidance exploitation and injustice. In fact, it can be said that the disadvantaged groups are deprived of 'social normalcy'.

#### DISADVANTAGED GROUPS AND OUR SOCIETY

Recent surveys reveal the following facts:

- More than 300 million people live below poverty line.
- More than 300 million people have no safe drinking water supply.
- (iii) More than 700 million people have no access to proper sanitation.
- More than 400 million people are illiterate.
- More than 1500000 children die each year before reaching the age of one year.
- Million of children are on the streets, involved into collecting rags, shining shoes, selling newspapers, scavenging on rubbish dumps etc. Millions of children are 'child labour' engaged in tea shops, hotels, residences of effluents, sex business and in organised private sectors.
- On the basis of casts, tribal status gender, minority religious status, physical pathologies, social stigma, diseases and transitory socio-economic pressures, millions of people are continuously experiencing different forms of lags. These forms of lags of cultural, economic, political and even of cognitive character are product of age-old exploitation. Disadvantaged groups formed on the basis of caste (lower castes), gender (women), kinship (daughters and other female relatives), religion (Muslims), distant communities (tribes) and class (workers mainly of unorganised sectors) experience 'extreme-exploitation'.
- Millions of people, because of 'non-effective implementation of land reforms, constitute the categories of agricultural (land less) workers and marginal farmers who in village setting are deprived of minimum wages, distributive justice and 'culture of human rights'.

All these attributes of Indian society indicate those dimension which can be used for identifying disadvantaged groups. These disadvantaged groups can be identified on the basis of views from above' (elite perspective) and 'view from below' (people's perspective). Views from above or elite perspective refers to those structures of thought and perception of 'upper strata' by which phenomena are evaluated. Since these status groups (upper strata) are closely associated with administrative structure, such evaluation of phenomena can also be indicated as administrative perspective. On the basis of views from above, the following disadvantaged groups can be identified:

Indicators	Disadvantaged group	Reason(s)
1. Constitution of India.	SC/ST/OBC	(1) Social background (2) Economic background (3) Educational background
2. Constitution of India.	Child Labour	(1) Non working age group (2) Labour as constraint of growth.
3. Legal Systems of Law	Women	Gender unequally
4. Legal System of Law	Minorities	Under-representation in decision making Process.
5. Legal System of Law	Displaced persons	(1) Compulsive shift (2) Geographical shift
6. Based on bure- ratic findings	Disabled groups	(1) Climatic havoc (2) Disastrous role of nature. (3) Physical pathological of enduring character (4) Accidents leading to permanent disabilities (5) Non-possessors of materials resource leading to obstacles in social survivals.

As far as people's perspective is concerned, it refers to those structures of ideas which have been developed by interventionists by observing and participating in the realities. Such explanation is also known as 'view from below'. The ideas developed in 'view from below' come close to the life of common people. We can identify several disadvantaged groups on the basis of this perspective. Since people's life is group specific and culture specific, 'view from below' may have numerous variations. These perspectives, namely 'do people need' and 'what do people want' respectively. (R.K. Mukharjee, 1989). The following groups can be identified by understanding 'what do people want':

S.N.	Indicators	Disadvantaged group	Reasons
1.	Inequality in terms of prestige because of placement in lowest rung of hierarchy.	Lower/lowest castes.	1. Pollution and purity 2. Cultural distancing 3. Low occupation 4. Perceived rank
2.	Marginalisation	Tribal groups.	1. Nominal contact with present development efforts due to special reasons. 2. Low technology based occupation. 3. Displacement and alienation.
3.	Religio-cultural deprivation.	Women prostitutes.	1. Cultural of patriarchy 2. Economic subordination 3. Institutional disabilities. 4. Unequal relations.
4.	Unequal distribution of resources.	1. Marginal farmers 2. Workers of unorganised sectors.	1. Monopolization of resources 2. Low wages.
3.	Urban slum dwellers.	3. Non availability of 4. Landless agriculturist 5. Lower segments of manual and mental workers of organized sectors. 6. Child labourer/street children 7. Unemployed/under employed population.	1. Infrastructural resources. 4. Lack of jobs.
5.	Migratory tendencies	1. Displaced groups. 2. Refugees. 3. Working class. 4. Vagabonds.	1. Alienation from land. 2. Natural disasters. 3. War. 4. Strikes, lockouts. 5. Ethnic/communal rivalry 6. Unsettled occupations.

S.N.	Indicators	Disadvantaged group	Reasons
6.	Kinship based subordination	1. Widows. 2. Step sons/daughters. 3. Illegitimate children. 4. Female/girl child. 5. Female relatives(wives)	1. Cultural dominance of husband. 2. Religious/sacramental character of marriage. 3. Male domination. 4. Non-institutional character of social relation.
7.	Social backwardness.	OBCs	1. Manual labour. 2. Female participation in the labour force. 3. Low prestige due to occupation. 4. Educational backwardness.
8.	Social stigma including physical diseases having social.	1. Group composed on the basis of certain diseases (leprosy) 2. Young widows. 3. Drug addicts. 4. Sex workers 5. Illegitimate children 6. Children of prostitutes. 7. Orphans. 8. Untouchable castes.	1. Diseases are consequences of religio-cultural perceptions. 2. Theories of Karma and rebirth. 3. Deviance of intolerant kind. 4. Non institutional or culturally (morally) disapproved occupations

- 9. Witch.
- 10. Isolated females.

- 5. Castes as prestige.
- 6. Black magic.
- 7. Social boycott.
- 8. Involvement of family members/kinn/castes follows in undesirable activities.

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These categories/groups possess an analytical significance. In reality the overlapping can not be ruled out. In context of present study it can be argued that the children belonging to all the above mentioned groups/categories have been experiencing inequalities of educational opportunities in various areas since last several decades. These groups/categories are culture and space-specific structural components. Thus children residing in a particular locality, projected as disadvantaged groups from education view point may not constitute the same nature of group in other areas. Thus 'culture-specific' formulations having spatial attributes are indispensable when identification of disadvantaged groups is made.

### THE IDENTIFICATION OF DISADVANTAGED GROUPS IN KOTA

In Kota district on the basis of cultural and regional specifications, the following disadvantaged groups from education purposes are identified. Before such identification, it is necessary to construct working definition of disadvantaged group. In this study, disadvantaged group refers to age set of 6 to 14 years which because of several apparent and hidden compulsions of structural and process & nature related to familiar caste, ethnic class, local backgrounds are discouraged or not permitted to get enrolment in the educational centres or are not allowed to participate in the classes room situation with a sense of equality leading to low enrolment and low achievement.

With this perception, we have identified certain groups as disadvantaged groups in KOTA (Rajasthan) district. Since we have used stake-holder analysis (a synthesis of 'view from above' and view from below') for identifying disadvantaged groups; we have not tried to construct 'perspective-specific' classifications. These groups have not shown interest of any serious nature due to certain constraints and other factors to send their children to schools.

Discussions with district officials such as collector, Saksharta Mission OIC, DEO (Elementary), BDOs, SDIs etc. led to the identification of certain groups and area as disadvantaged. Some of the reason for their identification as disadvantaged are low socio-economic status, cultural practices, low educational standard, topographical problem area, migratory tendencies etc. The groups identified are:

- \* SC - Raigar, Chamar Kahar, Basera, Balai in particular.
- \* ST - Bhil, Bhil-Thakar, Meena.
- \* OBC - Gujjar, Bhoi, Banjare.
- \* Muslims.
- \* Labour in stone quarries (both SC and ST)
- \* Gadiya Loohar, Banjare (migratory groups).



- \* Topographical problem area (Ravines) (Amalda).
- \* Slums - Chandraghata, and Kotri Govardhanpura.

To redress the general condition of disadvantage of these groups in particular, their low education/literacy, a full and complete appraisal of their daily life, community, culture, economy and indeed their psychological make up-needs to be done. In fact, there is no gain saying the fact that in the improvement of their education/literacy standards lies the panacea of most of their reasons for general socio-economic and cultural disadvantage.

In the household surveys, interviews with the teachers, community leaders and general village and school observations etc., the identification of these disadvantaged groups was validated. What follows is a general discussion of the life and culture of these groups and in particular, the reasons, as identified by them and as observed, for their socio-economic and educational disadvantage.

### Schedule Caste

This group constitutes one of the most disadvantaged sections of the Indian Society. In Kota, the situation is not any different. The various scheduled castes in Kota are Harijan, Raigar, Chamar, Balai, Kahar, Basera, Meghwal, Bairwa etc. All these groups are disadvantaged as they are marginal farmers, Landless agricultural labourers, casual workers, unskilled workers, mine and quarry workers etc. Their economic position is very weak and some of them also have a migratory tendency in that they move to wherever work is available. Owing to many reasons inherent in these circumstances the literacy of the group in general, and the enrolment and retention rates of the children in particular are very low. Some of the reasons can be identified as:

- \* Both parents are working; in their absence there is no one to ensure that the children go to school and stay there.

- \* Even parents who realise the importance of education and literacy can not attend school regularly. In most homes, however, there is no positive encouragement from the parents towards the children who do go to school. This is owing to the fact that much of this group is illiterate and is nor aware and/or capable of providing at home, a

stimulating atmosphere conducive to learning.

- \* Children who stay behind do not find school attractive enough to attend it regularly; much of these groups complain of improper school functioning such as teacher absenteeism, non-teaching, lack of amenities and teaching aids etc. (this was a surprising observation on part of the community since most of them did not claim to know much about the school affairs apart from the absence/presence of teachers).

- \* A major problem of this group, however, is that the children begin to shoulder some of family responsibilities at a very young age. Girls look after the younger siblings and the household chores like, cooking, cleaning, washing etc. When the children are slightly older, about 10-11 years, they even begin to contribute to family income by way of work at fields, construction sites, odd jobs (menial work in cities and towns)

etc. The income that they bring in, merge as it is, is nevertheless indispensable, since these groups are usually living at a subsistence levels. This income is very much needed to prevent the standard of living of these families from declining further.

### **Scheduled Tribes**

Meena, Bhil and Bhil Thakar are the tribes found in sample villages. Bhils and Bhil Thakars come to Kota from outside, they do not originally belong to place. As a group, the circumstances of the scheduled tribes are not any different from those of the scheduled castes. They too swell the ranks of Landless labourers, casual workers (unskilled work, mining and quarrying etc.). Their economic position is weak and they are prone to migrate wherever work is available.

Amongst the tribes the Bhil Thakars are the worst suffered. In the village Rathkankkara, the population was predominantly that of Bhil Thakars. The area is deficient in water supply for irrigation though it is enough for drinking purposes. The soil is not conducive for agriculture. Mining and casual work so they have to go to work in the Bundi region and many have had to take up casual work. For this, they either migrate to the region with families or they leave while the children stay back with the relatives. In cases of casual workers, the parents leave in the morning to return only in the evening. In such a situation, the supervision of the children suffers. It becomes difficult to ensure that they go to school and remain there. At the same time, there was also observed a feeling of fruitlessness of being educated/literate. They appeared very much resigned as a forlorn and a forlorn hopelessness pervaded the village and the community. The children have to share many of family responsibilities at an early age. They go to gather forest produce, fuel wood, cow dung etc. The girls look after the household chores and the younger siblings. Till the age that the boys and girls can earn (mining, casual labour), they either do some household work or play around in the village (due to lack of 'push' and supervision of parents) and do not go to school. These children belong to the age group 6-8 years. The older girls remain/move with parent under their supervision and to work. The older boys too find some work to support the family.

These reasons, which are broadly very similar to those of the scheduled castes, compel the scheduled tribe children, particularly Bhil Thakars, to remain outside school or to attend it only for a short time.

### **Other Backward Classes**

Gujjar, Banjara, Bhoi etc. are some of the castes belong with to the OBC category. As compared to the scheduled castes and scheduled tribes, the above castes are relatively well off. Socially they have not suffered any handicap, an economically a majority of them are well above the poverty line. However, the educational status of these groups defies the common notion that educational achievement and socio-economic status of a community are correlated. Educationally, these groups are almost as backward as the SCs and STs.

A majority of the Gujjar community practices animal husbandry. The larger reality of the Gujjar children remains the same as that of the SCs and STs but for the fact that many of them have to attend to their livestock. The boys as well as girls have to take them for grazing. This makes them unable to attend school. The business of selling various livestock products engages as well. The problems with the relatively well-off Gujjar families is that the large number of cattle requires the service of the children as well. Poor Gujjar families on the other hand cannot afford external help to take their cattle for grazing. The cost of grazing by using external help comes to Rs. 30 per cattle-head per month, this amount cannot be afforded by most households. In both situations, the children are unable to attend school. The parents too, are observed to be not very enthusiastic about education/literacy.

The Banjara community which was found predominantly in the Kalya Kheri village, too has low educational and literacy achievements. Much of this community practices small farming and animal husbandry. They also work at mines and as casual, unskilled labourers. An interesting occupation of some of Banjaras is to make blankets all over India. They procure them from Haryana and are continuously on the move in the process selling them. This leaves their children unsupervised at home and they have to start managing the household affairs at a very early age. The responsibilities of these children remain much the same as those of other children.

The Bhoi community was found in the Kotri Goverdhanpura sample in the Kota city. They work in all sorts of occupations viz. fishing, casual labour, unskilled work, government jobs etc. The women folk of this group do not work to a very large extent. This in a way ensures that the children who are enrolled do go to school. The literacy of this group is relatively high, but the community is critical of the school

functioning (non-teaching, lack of amenities etc.) There are also complaints of a lack of communication between the community and the teaching staff.

### **Muslims (Julahas)**

The Chandraghata Urban cluster of Kota city is a Muslim dominated area. There, the nature of occupations was found largely skilled, the women invariably did not work (they were engaged in the bidi-rolling work at home), and the unskilled, casual work was relatively less. This community too complained of government primary school non-functioning (primarily non-teaching). The number of children going to private schools was substantial. So too was the number of children going to the Makhtabs and Madarsa. On the whole the community gave a rather ambivalent, ambiguous picture. Some of them did not agree with the modern primary schooling and sent their children to Madarsa; the number of such people, though, is said to be on the decline. The importance of education was not lost on the community and there were instances of parents taking their children out of the government primary schools to enrol them in private schools (they are supposed to be functioning better). Even so, the attitude towards girl education was not good. Very few of them were sent to school and were engaged in household work and helping their mothers in the bidi-rolling. Many of the boys were found to be contributing to the family and

unskilled casual work etc. These children were found to have developed a certain maturity and a wider world view with a healthy realisation that education is an important factor for upward socio-economic mobility. It is the family constraints, however, that compel them to work and not go to school or to leave it at an early stage.

### **Labour in Stone Quarries**

Sangod, Khairabad and Ladpura Panchayat Samities of Kota district are largely rocky and mining and quarrying is a major occupation in these. The labour force consists of all groups, scheduled castes, scheduled tribes and other backward castes. Most of these labourers get poor wages and live bare subsistence levels. There is also a problem of bonded labour here. Many of the respondents were indebted to the contractors and owners. This forces women and children too to work. For this reason, the school enrolment and retention rates are very poor.

This group, primarily due to their poverty, constitutes a major disadvantaged group not only socio-economically, but educationally as well. The group, on the whole, is aware of the benefits of literacy/education, and do not have many complaints as regards school functioning. Their primary concern was an increase in their financial resources and an upliftment of the standard of living before they can send their children to schools regularly.

### **The People in Ravine Areas**

Amalda Village in Panchayat Samiti Itawa is a ravine area. It is only about 1.5 Km from the Chambal river. While the cultivation in Itawa Panchayat Samiti is good, it is not so in this village as it is at the tail end of the canal system. Further, the soil erosion is acute leaving little scope for two crops in a year. Whatever crops are managed are based on the monsoon alone. The people practice minor cultivation, animal husbandry, etc. The problems are the same for all the groups in the village. Most of them go to Gaita town for casual, unskilled work during off-season. The village gets totally cut-off during the rainy season. This hampers not only farming and other employment opportunities, but teaching as well. Both the teachers who come from outside, (Gaita) cannot come to school regularly.

The villagers are aware of the benefits of education but are constrained by their own problems. They did not, as such, complain of the school non-functioning, but it was observed to be virtually not functioning. The rooms though newly built were in a state disrepair, ill-maintained and lacked the various amenities and teaching aids. Even then, the two teachers did not find themselves handicapped in any way. A certain complacence was detected in their approach and attitude. The student achievement too was observed to be poor. Many of them could read, write and speak only haltingly in a shy, diffident manner and they lacked self confidence.

The problem of low enrolment and low retention is found here too. The children are engaged in activities other than studying, to share family responsibilities, work, or simply to stay out of school and do nothing. These children did not receive much encouragement and support from their families as they are living at subsistence levels and very much need the support (financial and otherwise) that these children can provide them.

### **Migratory Groups**

In Kota, there are a lot of migratory groups like Gadiya Luhar, Banjara, Bhil Thakar, Gujjar etc. Their migratory tendencies hamper the school enrolment and retention of the children of the groups. The Gadiya Luhar literacy means Blacksmiths on the move. They do not, on an average stay in any place of more than 2-3 years. Though this stay has increased over the years, it is still not conducive for student enrolment and retention at schools. This is because children are also used to share some family responsibilities and work. Also they, are kept busy in learning the trade.

The Banjaras, in the village Kalya Kheri, too, are perpetually on the move as discussed earlier. Bhil Thakars and many other too move about wherever they can find some work. The Gujjars, some of them, move wherever their livestock can find enough fodder. For this reason, their migration tends to be seasonal and even more in conducive for school enrolment, attendance and retention.

These groups do not prefer their children to get enrolment in the schools. Children, who have got enrolment, experience discriminate behavior. Sometimes, due to several reasons children show disinterestedness in 'learning activities' leading to drop out. In this study, our team has tried to identify the casual and consequences of lack of participation of children of disadvantaged groups in educational activities so that appropriate strategies for universalization of primary education could be drawn.

If these groups can be provided opportunities for a fixed, or even a longer stay at a place, the school enrolment and retention may improve. Reviving lost employment opportunities and opening new ones, social forestry and posture development, etc. are some of the ways this can be done.

### **4.7 CONCLUDING REMARKS AND EMERGING STRATEGIES**

Low enrolment rates, high drop-out rate, low achievement levels and a neglect of female education are some of the characteristics of the state of primary school education as observed during the observation. This instead, is the reality of the primary education system throughout India. It is common knowledge that much of this is a result of inadequate school facilities (class rooms, teaching aids, dari-pattis, drinking water etc.) shortage of teaching staff, teacher absenteeism, non-teaching and the like. Another common reason cited primarily by the government is the so called lack of parental demand for education and its relative neglect. surely, a part of the problem of

low educational participation of rural children (especially to their educational well-being those belonging to the disadvantaged groups) lies with inadequate parental interest in and more importantly with the high opportunity cost of schooling. But the status failure to generate demand for education through legislative (compulsory elementary education) and other means (improved functioning of schools) has worked to reinforce and not weaken those barriers

to educational participation. More significantly, the apparent lack of demand for basic education among certain sections of the population is itself, a function, in part, of the poor performance of primary and upper primary school.

Improvement in the infrastructural facilities of schools, appointment of additional teachers, supply of incentives like books, uniform, mid-day meals, stationary etc., and various teaching aids would definitely go a long way in effecting an overall improvement in the educational achievement of the people especially the disadvantaged groups. However, the shortcomings would persist unless the school functioning is improved and the entire network of educational system is suitably altered. The very subtle and psychological and cultural problems of the disadvantaged groups will stand in the way of their integration into the mainstream through the educational process.

The problem is a multidimensional one and requires extended consideration in terms of careful planning of the instructional objectives and proceeding of the instrumental objectives and procedures for dealing with their intellectual and motivational problems effectively. For any real breakthrough in extending education to the children of the disadvantaged groups (and their availing of the facilities) the following issues need to be dealt earnestly:

- Reducing the opportunity cost of education.
- Creating a demand for education by making parents aware of the benefits of even elementary education.
- Orienting the educational programmes to incorporate various regional and group/community factors i.e. making
- them specific and very targeted and giving people the freedom to plan and implement programmes.
- Operationalizing the VECs for a proper linkage of the PRIs with the school system.
- Re-establish the relationship between the parents, teachers and children, make the parent-teacher communities functional.
- Extension and improvement of various school infrastructural facilities.
- Teacher training especially to sensitise them to the needs of children from the disadvantaged groups.
- Effecting appropriate changes in the curricula.
- Early intervention and compensatory programmes (proper integration, of various child development programmes,
- ICDS, Anganbadi, Balwadi etc.) to prepare the children for future school environment.
- Make special efforts for female education.

The hard reality that for much of our population, especially for the disadvantaged groups (which are socio-economically and educationally backward) the opportunity cost of education is high, cannot be wished away. A large majority of these live at bare subsistence levels and cannot afford even two square meals. These groups cannot afford to incur the relatively substantial expenditure on the education of their children. For elementary education, though it is free, becomes a costly affair when provision for books, stationary, examination fee, uniform etc., has to be made out of the meagre family income. The cost of schooling needs to be brought down by expanding the coverage of various assistance and incentive schemes (mid-day meals, free books, stationary etc.) and more importantly by improving the delivery mechanism. Along with this, the economic position of these poor households needs to be strengthened. A rapid rise in employment opportunities and income of the poor (through faster growth supplemented by more effectively targeted poverty alleviation programmes), basic social security against contingencies like disease, disability and death will clearly help. These measures would reduce the pre-emption of children's time for household work and for supplementing family income.

However, a perception of a 'lowered' opportunity cost of education is as important as its lowering. People must be made to realise that the benefits of elementary education though of a long nature far outweigh whatever contributions little children can make to the family in the short term. As a matter of fact most people are aware of the benefits of education. It is only that they await a validation, as it were, of their beliefs and ideas, as also improved economic situation to be able to send the children to school. Economic well-being, educational capability, better social status, ease of dealing with daily activities, ease in availing loans, speaking to the contractors, government officials etc., and an overall sense of confidence and efficacy were some of the benefits people related with education. A lack of interest in education is no longer the main constraint on improving the involvement of children in schools. Mass awareness of the importance of education is spreading among all sections due to a variety of factors including the spread of education among parents, the realisation that education is essential to avail of the expanding non-agricultural job opportunities and that education is a means to empowerment. The spread to education itself is a major solvent of many of the perceptions impeding the spread of education: the more education spreads, the stronger becomes the demand for education from scheduled tribes and women and other backward sections of the society. Therefore, provision of better equipped schools of good quality must be the central thrust of policy. This should be supplemented by active encouragement and support to NGOs and reform movements to overcome prejudices and raise mass interest in education among the backward groups and regions. These efforts should also recognise and adapt to the specific situations, which are marked by a great diversity.

In this regard adult education need to be stepped up. The motives here need to be clarified. The aim of adult literacy efforts should not merely be to increase the number of 'literacy'. Instead, it should be to install in the parents the confidence of

being literate, and more importantly, to make them appreciate that the environment at home should be supportive and encouraging to be conducive to learning efforts. Such efforts would not only lead more parents to send their children to school, but would also lead them to provide at home an intellectually stimulating, supportive climate. These efforts would also lead to parents taking interest in the performance of their children and it would improve their achievement levels.

A major grievance that people expressed during the course of this study was school non-functioning (inadequacy of facilities, teacher absenteeism, non-teaching etc.) in this direction it needs to be ensured that the minimum physical facilities necessary for effecting teaching are made available to the school. More importantly improvements need to be made in regularity of classes and quality of teaching. Effective mechanism to make schools and teachers accountable for their performance are urgently needed.

Presently, though the primary schools are under the purview of Panchayat Raj Institutions, there is no effective control of the community over the functioning of the school. Teacher absenteeism and non-teaching are two specific areas where the community feels inadequate to change things. there is therefore, a need to operationalise the Village Education Committee. the committee at present, meets only in the monthly of Lujy, to pass resolutions that enrolment drive would be supported. It makes rhetorical request to the community to enrol their children and to send them to school regularly. Beyond this, it does not do any work throughout the year. the committee can be operationlized by making its constitution mandatory and developing certain financial and supervisory powers to it. The committee which consists of the school headmaster, sarpanch, other community leaders and concerned parents should have some powers of supervision over the teaching staff. Further, the penal recommendation of the committee must be provided some weight. This would ensure that the teachers perform their job to the community's satisfaction. Another committee that needs to be revitalised is the parent teacher committee. for an adequate functioning of the schools it is very important to re-establish the relationship between the parents, teachers and the children. The regular meetings would not only assess the performance of the wards, but both teachers and parents would be constantly aware of each other's expectations and constraints. Through these meetings the teachers can prevail upon the parents to provide to the children encouraging and simulating climate at home. The teacher-parent committee would inform the VEC of the teacher-performance and the latter would take actions in regard to teachers primarily in light of the recommendations. This close co-operation between the parents' committee and the VEC would ensure that appropriate checks and balances are maintained. while the teachers would be made accountable the community, particularly the parents would be ensured a say in the matter. Simultaneously, there is a need for environment in the government machinery to supervise the schools and their functioning. Many headmasters were of the view that they felt inadequate in the absence of any real authority and power to reprimand or discipline the teachers that did not perform satisfactory. They suggested that either some power should be



provided to the headmasters or the district school inspectors should make more field visits.

Greater involvement of the community in setting up and managing schools is an imperative. Local communities must be free to decide the location, type and scale of buildings to be construed from the funds provided. There should be a flexibility - subject to board guidelines - to adapt building designs, teaching and vacation schedules and the school timings in the light of local circumstances. It is pertinent to mention here that many people were of the opinion that evening schools (formal) of a shorter duration (2-3 hours) would be very helpful in improving the enrolment rates, retention rates and the regular attendance. Working children in the urban cluster suggested that similar schools during day time (1-4 pm) would suit them. It was widely felt that while the government should concern itself with curriculum design, supervision and inspection of schools, and a prescription of standards, the local communities must be given a significant role in monitoring teaching performance, with mechanisms for fair review of complaints and ensuring speedy remedial action.

However, it must be realised that there condensed, short-term courses taught by less-qualified, village youth voluntaries cannot be expected to supplement the actual formal schooling system. They can only provide a stop-gap-arrangement or a specific solution to a particular problem. If the problem of low educational participation and achievement of the disadvantaged communities is to be tackled effectively, long term sustainable improvements need to be effected in the formal Elementary schooling system.

Also, the transfer the management of the primary schools to the communities themselves can come about only in a distant future given the resistance of the government functionaries, the teaching associations and the general climates of a lack of openness to such ideas. In the meantime, the school itself remains a viable option to effect changes (both long-term and short-term) to improve the generally dismal scenario of education. In fact some aspects of school functioning are in immediate and urgent need of changes. These changes if and when made would go a long way in increasing the enrolment rates and the student achievement levels while the drop-out rates and irregular attendance would decline.

To begin with the schools should be provided with the minimum facilities (daru-patti, drinking water, charts, maps, teaching aids etc.) required for effective teaching so that educational achievements are not affected on this account at least. Next, to encourage the students to attend schools regularly, mid-day meals should be provided. It was observed that owing to the difficulty in managing the meals preparation (which was entrusted to the teachers themselves) an easier alternative of providing grains to students with 80% monthly attendance was adopted. This has completely negated the very motive of the programme. One, it became difficult to not provide grains to a student who has lesser attendance say 60-70%. Two, the quality of grains provided is not good enough; in some villages, the children and families even sell it off to purchase other articles. At the same time, the purpose of providing children

nutrition supplements is defeated. Many studies have indicated that mid-day meals affect the enrolment and attendance favourably only so long as it is regular, of good quality and enjoyed by the children. Further, the scheme benefits only the poorest and only in areas which are not particularly good in agriculture. Discussions with teachers, parents and the communities revealed that if this money were spent instead on providing uniform, stationary, books etc., the effects on enrolment and attendance would be more positive as it would reduce the expenditure incurred by the parents. The coverage and delivery of such incentives was also sought to be adequate and prompt for their maximum effectiveness. Such incentives not only ensure that more children come and more regularly, but also improve and sustain their motivation levels. Facilities for sports and interesting books in the library were related by children as needed to sustain their motivation levels. In the absence of these most of them found the school routine boring. Also, for most of them school presents a new environment and they need to get used to it. If these children do not get encouragement from teachers and parents during the adjustment process, the school and class room climate becomes boring and even oppressive (especially for the disadvantaged groups). This constitutes an important reason for early drop out. Further, the present curricula which lack an activity orientation discourage the child, his natural curiosity and observation are not only not used, but quelled and suppressed. Appropriate curricula which would use the natural curiosity and the exploratory tendencies of the children in the process of learning about their world would be a great help in sustaining the motivation of these children and avoiding the early drop-outs.

Here the role of teachers becomes crucially important. They need to be capable of breaking the psycho-social barriers between the children and the schools, by creating an atmosphere of warmth and affection and fostering a sense of confidence in these children. To make teachers capable in this respect, adequate training must be provided to them. The seriousness of this issue can scarcely be over emphasized; this would ostensibly enable a better appreciation of the problems of the disadvantaged children on part of the teacher. It would possibly even lead to a better interaction between the teachers and the local community. Further, at present only 10% of the teachers receive some in-service training. This should be provided on a more regular basis. Such training in new and improved teaching methods would enable them to do their work more effectively. Teachers should be trained to not only provide a more supportive and open classroom climate but also to get rid of their tendencies of levelling and expectations from students. Though none of the teachers admitted it, the students responded that they did expect some of them to fare poorly as compared to rest. This hurt their self-esteem and self-confidence and they hoped that they would be given special attention. These children exhibited a desire to participate more in the class room and for this required the support and encouragement of the teachers. It is these expectations that the teacher training, both preparatory and in-service, should be able to meet. However, such an attitude cannot be generated among the teachers only by training. Their working conditions need to be improved to keep their motivation high.

At present they complain of inadequate facilities, excessive burden of non-teaching tasks, involvement in government surveys, census, preparation of electoral rolls etc., difficulty of getting pay regularly and lack of interest on part of parents and

children. these need to be looked into an correct to sustain the motivation levels of the teaching staff.

That the children from disadvantaged groups learn better with material rewards than with symbolic rewards has been supported by many studies. So, the teachers should be trained to utilise the motivation derived from curiosity and exploratory behaviour by using tangible incentives and allowing the children to work under concrete goal structures. Also, one time exposure to material is usually insufficient for the successful learning of the disadvantaged children. Sufficient time should be given to the students for reviewing, repeating and practising of what has been learned. Learning must also provide for opportunities for children to be physically active. An activity orientation should be imparted to the curriculum; it should require the children to observe and explore the world around them and to engage in purposive activities. At the same time, special attention must be paid by the teachers on the development of linguistic abilities especially among the disadvantaged children.

It is only to a lack of pull from the school coupled with a lack of push from home that the children from disadvantaged groups adopt the normal behaviour of escape from a painful and contrived situation prevalent in the schools. If these changes (improved teacher attitude and a class room climate, better facilities and curricula etc.) can be made, the schools would become attractive and better equipped to sustained attention and motivation of the children from disadvantaged groups. Subsequently, the enrolment, attendance retention and achievement of the children would improve substantially.

Finally not enough change can be brought about in this dismal scenario of education unless acknowledgement of the seriousness of the problem and the institutionalisation of the political will to redress it, is made by making elementary education free and compulsory. Sincerity of efforts can be judged and understood, only in the light of this commitment. Also, this would be a fitting acknowledgement of the people demand for education and our commitment to constitutional principles.

#### 4.8 CAPACITY BUILDING RELATED PROBLEMS & ISSUES.

The main controlling and supervisory functionaries in the Department are State, District, Block & Cluster level agencies. But due to many reasons they are not able to observe their duties properly. The core-team members disposed with many representatives of departments pertaining to State, District, Block and Cluster Level and sought the suggestions regarding capacity building of infrastructural units of various departments i.e.

- District Level Office
- Set up of MIS unit
- EMIS
- FMIS
- Strengthening of DIET
- Block Resource centres
- Cluster Resource Centres
- Village Education Committees Etc.

## Chapter 5.

### Goals and Objectives of DPEP in Kota District

#### 5.1 INTRODUCTION

The DPEP aims to fulfil the gap of uncovered and unmet task pertaining to UEE, the goals are as follows :-

- **To achieve universalisation of primary education for all the children up to the age of 11 through.**
  - Access both in formal & non-formal set up.
  - Participation of children till they complete the Primary stage.
  - Achievement of minimum levels of learning
- **Drastic Reduction of illiteracy**
  - Education system viewed as an intervention for women's equality bridging the gap for educational opportunity for SC/ST and other deprived sections of society.
  - Relating education to the working and living conditions of the people.
  - Special emphasis on science environment and inclusion of social justice.
- **The Focus group is the most deprived of Educational Facilities**
  - Women & Girls
  - Schedule Castes
  - Tribal People

#### 5.2 PROJECT OBJECTIVES

1. To provide universal access to primary education to all children aged 6-14 years through formal Pry. Schools or its equivalent alternatives.
2. To achieve universal enrolment at the primary level. i.e. to increase NER during the five years of this project.
3. A. To reduce general drop out rate at the primary level to less than 8%.  
B. To bridge the gap pertaining to drop out rate as compared among boys SC/S and girls SC/ST so that it becomes less than 10%.

4. To increase average primary learning achievement by 25% especially in language and Mathematics as indicates by the baseline Survey report.
5. To reduce the gender gap and all type of disparities the primary level.
6. To strength then the existing capacity of district primary education system and DIET for planning, management and evaluation of primary education.

#### ACCESS

- ◆ For Successful planning at most important factors is base line survey at VEC level for motivation.
- ◆ All the schemes related to education specially for primary education would be converged and inter-related.
- ◆ By reducing different in access. It should be reduced up to 5% in total enrolment.
- ◆ By building the environment, enhancing teaching methods and the school facilities.
- ◆ Improvement in school buildings according to the proposals at VEC level.
- ◆ Awakening of the parents related to the focussed-group and disadvantageous groups.
- ◆ Organising Bal Melas or Basant Panchami, Bal airs, (on rivers) functions.

#### RETENTION

- By motivating the parents for girl education and establishing MTA at VEC level.
- Provision of Teachers trainings at B.R.C. and DIET level.
- The catchment areas of drop-out should be reduced.
- ECCE cluster and catches should be opened for the your bestirs.
- By raking co-operation of political parties, social activities employers, trade unions and voluntary agencies.
- Ensuring that the levels of basic education is accountable to the village community.
- Provision of modalities to involve organisations educational institutions.
- \* For migrant labour thus should be a micro-planning for alternative schooling with para-teachers.
- Condensed course for six to eight methods will be developed.
- For Muslim girl a para-teacher is proposed are Madarsa level. The will teach in Madarsa all other subjects except. Arabi and Urbane collaboration with Moulana.
- VEC will adopt the most needily and helps girls especially in S.C. and S.T. populated areas.
- Awards of 5000/- Rs. to highest enrolment & less dropout of the year will be given to the school at VEC level.
- The best and regular boy or girl should also be awarded on Annual functions and public functions.
- Good qualities and progress reports of students should be brought into the notice of presents in the P.T.A's and M.T.A.'s meetings.

### 5.3. Specific Objectives & Goals Targets in Kota District

#### 5.3.1 Access:

As per the DPEP guidelines the GAR has to be increased upto 100% providing formal education facilities to all the habitations would be impossible besides a number of these habitations would be having less than 200 population. All the details will emerge after micro-planning during the project period. About 98 habitations will be provided with access to the schools and 513 Alternative Schools will be opened to facilitate the non going students. 1145 NFE centres are being run by the mass education department.

#### 5.3.2. Enrolment

The gross enrolment of the district is as follows:-

Gross enrolment ratio

Table 37. Cost & Genderwise

S.No.		Gender	ST	SC
1.	Total	89.6		
2.	Boys	94.5	113.32	106.97
3.	Girls	84.6	102.66	-

Block-wise GER On 30.09.97 is as follows:-

Table 38.

Blocks	6-11 pop Male	6-11 pop Female	Total M F	Enrol Male	Enrol Female	Total M F	GER %
Ladpura	64145	56883	121028	63554	51985	115539	93.6
Sangod	13369	11856	25225	13200	12040	25240	108%
Khairabad	16288	14444	30732	14728	10995	25723	86%
Sultanpur	11983	10626	22609	12466	10976	23442	108%
Itawa	12298	10906	23204	10471	8360	18831	98.2%

Table 39. Increase in enrolment from 1st to Vth Class

Year	Boys	Girls	Total	Increase	
				Boys	Girls
1994	94016	65790	159806	16.64%	32.67%
1997	109655	87283	196938		

It is proposed to raise GER by 115% by 2003 by opening new schools in schoolless areas and by establishing ALS where children are helpless in going to school. ECCE centers are also proposed to check the problem of drop out due to the sibling care. The TLC has already created demand for Primary Education coupled with the effort of TLC and mobilisation campaign to be undertaken. It is proposed to bring the majority of children in the district under formal and informal mainstream of education. However, due to the poor economic condition in the rural areas, it would be impossible to achieve 100% NER

### 5.3.3. RETENTION

The drop out figures of Kota District are alarming they are as follows:-

Table 40. Drop out rates of district

S.No.		Gender	ST	SC
1.	Total	64.3%	—	—
2.	Boys	—	60.8%	56.4%
3.	Girls	—	66.77%	77%

The Kota district DPEP plan aims to reduce the general drop out the rate below 10%. Keeping in the view the economic condition of the Kota district it would be nearly impossible to achieve this in duration of five years. It is, therefore, proposed to reduce drop out around to 3% from the current levels. The highest drop out is from Ist to II nd class. Further the chances of girls dropping out in higher classes is higher than those of boys due to various socio-economic reasons. Further we want to increase the retention rate during five years as follows:-

Table 41. RETENTION RATE

Year	1997	1998	1999	2000	2001	2002	2003
Boys	54.69	58	63	70	78	82	85
Girls	56.32	59	62	70	75	78	80
SC	50.91	54	57	61	68	72	75
ST	55.35	52	62	67	71	75	75

### 5.2.3 Quality Improvement

#### Target:

To raise average achievement levels by at least 25% over measured baseline levels and ensuring achievement of basic literacy and numeric competencies and a minimum of 40% achievement levels in other competencies by all primary school children. For achieving the above goals the following measures will be adopted :

- Supply of required TLM
- Strengthening of DIET
- Training of teachers on motivation Multi grade and other academic issues.
- Addressing the specific needs of SDJ creating gender sensitivity among the parents, community by conducting various mobilising programmes.
- Orientation programmes for I.I.M.'s and inspecting officials.
- Training programmes for VEC and community members.



**PROJECT COST DREP - KOTA  
RAJASTHAN**

(Rs. in lakhs)

COMPONENT / ACTIVITY	UNIT COST	1ST YEAR (1998-99)		2ND YEAR (1999-2000)		3RD YEAR (2000-2001)		4TH YEAR (2001-2002)		5TH YEAR (2002-2003)		6TH YEAR (2003-2004)		TOTAL		CATEGORY
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	
<b>RETENTION</b>																
<b>R.1 Community Mobilization</b>																
a) Bal Mela at cluster level for 3 years @ Rs. 2000/-	0.02	60	1.20	60	1.20	60	1.20	60	1.20	60	1.20	60	1.20	300	3.60	
b) Mahila Meetings with assistance of PTA, MTA and VEC @ Rs. 2000/- at the cluster level for 5 years.	0.02	60	1.20	60	1.20	60	1.20	60	1.20	60	1.20	60	1.20	300	3.60	
c) Kala Jatha/ Exhibition / Rallies at - CRC level For 3 years.	0.01	60	0.60	60	0.60	60	0.60	60	0.60	60	0.60	60	0.60	360	3.60	
- Block Level -- do--	0.02	6	0.12	6	0.12	6	0.12	6	0.12	6	0.12	6	0.12	36	0.72	
- District level -- do--	0.10	1	0.10	1	0.10	1	0.10	1	0.10	1	0.10	1	0.10	6	0.60	
d) Award to the best VEC at BRC (every year)	0.03	0	0.00	6	0.18	6	0.18	6	0.18	6	0.18	6	0.18	30	0.90	
<b>R.2 Construction</b>																
a) Toilets (unails)	0.05	0	0.00	250	12.50	250	12.50	0	0.00	0	0.00	0	0.00	500	25.00	
b) Drinking water i) Hand pump	0.45	0	0.00	50	22.50	35	15.75	0	0.00	0	0.00	0	0.00	85	38.25	
ii) PHEE Connection with storage tank	0.15	0	0.00	25	3.75	25	3.75	0	0.00	0	0.00	0	0.00	50	7.50	
c) Water supply																
Major	0.25	0	0.00	0	0.00	100	25.00	40	10.00	0	0.00	0	0.00	140	35.00	
Minor	0.50	0	0.00	0	0.00	100	50.00	40	20.00	0	0.00	0	0.00	140	70.00	
<b>R.3 School Improvement Fund (to VEC)</b>	0.02	0	0.00	655	13.70	745	14.90	720	15.60	780	15.60	760	15.60	3700	75.40	
<b>R.4 Additional Teachers (Enrolment based)</b>	0.162	300	16.20	314	50.87	305	49.90	411	66.58	551	89.28	661	71.35	2345	344.25	
<b>R.5 ECCE Opening of new ECE centers</b>																
a) Construction of thatched shed (in 60% only) for alternative schools																
i) Sambal, Mevat, Dang	0.08	124	9.92	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	124	9.92	
ii) general	0.05	52	4.10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	52	4.10	
b) Instructors Salaries	0.048	0	0.00	344	16.51	344	16.51	344	16.51	344	16.51	344	16.51	1720	82.56	
c) ECE kit @ Rs. 500/- per center	0.005	0	0.00	344	1.72	0	0.00	0	0.00	0	0.00	0	0.00	344	1.72	
<b>Strengthening ICDS centers.</b>																
a) Additional honorarium to the ICDS instructors @ Rs. 200/- per month	0.024	0	0.00	615	14.76	615	14.76	0	0.00	0	0.00	0	0.00	1230	29.52	
b) ECE kit @ 500/- per centre	0.005	0	0.00	615	3.08	0	0.00	0	0.00	0	0.00	0	0.00	615	3.08	
c) School improvement for furniture (Additional cost)	0.025	0	0.00	615	15.38	0	0.00	0	0.00	0	0.00	0	0.00	615	15.38	
d) Replacement for furniture in old schools (1/3 of total schools every year)	0.010	0	0.00	211	2.11	211	2.11	211	2.11	0	0.00	0	0.00	633	6.33	
e) Incentive to AS Pra teacher on 75% Retention and achievement	0.0025	0	0.00	0	0.00	244	0.61	513	1.28	513	1.28	513	1.28	1753	4.42	
<b>Total</b>		693	33.44	4261	160.27	3170	209.19	2532	135.49	2381	126.06	2371	105.78	15408	770.22	

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**PROJECT COST (DPEP): KOTA  
RAJASTHAN**

(Rs. In lakhs)

COMPONENT / ACTIVITY	UNIT	1ST YEAR		2ND YEAR		3RD YEAR		4TH YEAR		5TH YEAR		6TH YEAR		TOTAL		CAT-	
	COST	(1998-99)		(1999-2000)		(2000-2001)		(2001-2002)		(2002-2003)		(2003-2004)				EGORY	
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.		R/I
<b>ACCESS</b>																	
<b>A.1 New Primary Schools</b>																	
a) Construction of school building i) Two Room building	2.50	0	0.00	27	67.50	10	25.00	10	25.00	0	0.00	0	0.00	47	117.50		
ii) Three room building	3.75	0	0.00	25	93.75	50	187.50	25	93.75	0	0.00	0	0.00	100	375.00		
b) Teacher (teachers) Salaries	0.84	0	0.00	52	43.68	112	94.08	147	123.48	147	123.48	147	123.48	605	515.20		
c) Para teacher salaries in new schools	0.162	0	0.00	52	8.42	112	18.14	147	23.81	147	23.81	147	23.81	605	99.01		
d) Furniture & Equipments	0.100	0	0.00	52	5.20	60	6.00	35	3.50	0	0.00	0	0.00	147	14.70		
e) Construction of 1 room in building less schools	1.25	20	25.00	20	25.00	0	0.00	0	0.00	0	0.00	0	0.00	40	50.00		
<b>A.2 Alternative Schools</b>																	
a) Construction of shed for AS																	
in tribal, Mewar, Dang area 80% by DPEP & 20% by community.	0.08	0	0.00	84	6.72	100	8.00	0	0.00	0	0.00	0	0.00	184	14.72		
in general area 50% by DPEP and 50% by community.	0.05	0	0.00	60	3.00	64	3.20	0	0.00	0	0.00	0	0.00	124	6.20		
b) AS instructors' remuneration																	
AS 6 hourly @ 1350/- p.m.	0.162	0	0.00	144	23.33	308	49.90	308	49.90	308	49.90	308	49.90	1228	202.96		
AS 4 hourly @ 1000/- p.m.	0.120	0	0.00	100	12.00	205	24.60	205	24.60	205	24.60	205	24.60	820	100.40		
c) Non recurring expenditure per AS	0.05	0	0.00	244	12.20	269	13.45	0	0.00	0	0.00	0	0.00	513	25.65		
d) Games material per AS	0.005	0	0.00	244	1.22	513	2.57	513	2.57	513	2.57	513	2.57	2096	10.48		
e) Contingency per AS	0.01	0	0.00	244	2.44	513	5.13	513	5.13	513	5.13	513	5.13	2096	20.96		
<b>A.3 Additional Classrooms.</b>																	
a) Construction of Boundary wall for primary school. Lumpsum provision	0.09	30	37.50	20	25.00	0	0.00	0	0.00	0	0.00	0	0.00	50	62.50		
<b>GRAND TOTAL</b>																	
		50	62.50	1468	338.46	2416	446.57	2003	360.74	1833	229.49	1833	229.49	9503	1657.23		

LIST OF SCHOOLS PROPOSED UNDER DPEP (NEW SCHOOLS  
TO BE OPENED)

DISTRICT KOTA

*Prioritisation of Villages where schools will be opened*

S.No.	Name of Village	Population	Block
1	Hamaun	208	Khairabad
2	Jhhoparia II	198	"
3	Thaliabari	188	"
4	Khareli bawadi	205	"
5	Talachi	193	Sangod
6	Girhdarpura	142	"
7	Dangawad	238	"
8	Kishanpura	207	"
9	Kolana Jagir	237	"
10	Gujaria Kheri	189	"
11	Ramajiki Taparia	208	Ladpura
12	Motipura	205	"
13	Kherali Shebharan	193	Sultanpur
14	Dediaheri	197	"
15	Khera Bhopal	192	"
16	Gaori	150	"
17	Gokulpura	196	"
18	Bishanpura	247	Itawa
19	Asida	242	"
20	Phatakheda	255	Ladpura
21	Alniya	150	"
22	Retyachanki	250	"
23	Neemkhedi	205	"
24	Laxmipura	200	"
25	Snajay Nagar Basti Kailhoon	300	"
26	Poonam Colony	2001	"
27	Charha Chauki	180	Ladpura
28	Motipura Kherah	260	"
29	Bagawda	256	"
30	Baluda Ashida	255	Itawa
31	Hawa Khedali	258	"
32	Mecllhod	252	"
33	Ramkheri	250	"
34	Bamboshiya Khrurd	1577	"
35	Padali	230	"
36	Jhhopaida Deornimandi	345	"
37	Kakawata	256	"
38	Bara	213	Sangod
39	Sankhera	194	"
40	Dobada	233	"
41	Telachhi	193	"
42	Gadarwada	204	"
43	Tarkasiya	221	"
44	Dandiya	211	"
45	Bamboshiya Jagir	217	"
46	Kishanpura Tabiya	207	"
47	Kishanpura Khera	336	"
48	Kolana Jagir	237	"
49	Khadipur	244	"
50	Saiola	211	"
51	Sanjaya nagar Sultanpur	10175	Sultanpur
52	Medpura Sultanpur	10175	"
53	Jiaheri	247	"
54	Kherali Khushk	240	"
55	Deewaniya	213	"

**BLOCKWISE LIST OF BUILDINGLESS SCHOOLS  
IN KOTA DISTRICT**

E.	P.S. Itawa
1	Khatoli II
2	Thheekarda
3	Kishanpura
4	Rampuria
5	Meerpura
6	Raghunath Pura
7	Nemoda
8	Araniya
9	Vinayaka
10	Kadila
11	Khedali Pcepald
12	Chhopal
13	Dev Khedali
14	Karoli
F.	KOTA CITY
1	Basanat Bihar
2	Ladpura Harijan Basti
3	Balakund
4	Sabzi Mandi Harijan Basti
5	Mahaveer Nagar

LAND IS ALLOTTED TO ALL 5 SCHOOLS IN KOTA

PROJECT - POPULATION ENROLMENT UNDER D.P.E.P. (KOTA)

Pop: in 00

		1988	1999	2000	2001	2002	2003
POPULATION	M	7677	7858	8041	8226	8417	8611
	F	6763	6921	7082	7247	7414	7586
	T	14440	14779	15123	15473	15831	16197
POPULATION 6-11 AGE GROUP	B	1045	1058	1071	1083	1076	1109
	G	951	962	974	986	997	1008
	T	1996	2020	2045	2069	2073	2117
ENROLMENT	B	1129	1174	1221	1267	1291	1342
	G	906	987	1069	1112	1178	1198
	T	2035	2161	2290	2379	2469	2540
G.E.R.	B	108	111	114	117	120	121
	G	95.3	102.5	109.7	112.7	118.1	118.8
	T	102	107	112	115	118	120
ENROLMENT IN PRIVATE SCHOOLS		407	432	458	476	494	508
ENROLMENT IN AS		10	78	154	156	158	160
ENROLMENT IN GOVERNMENT SCHOOLS		1618	1651	1678	1747	1817	1872
NO. OF TEACHER REQUIRED IN GOVT. SCHOOLS		3236	3302	3356	3494	3634	3744
NO. OF PARA TEACHER REQUIRED IN A.S.		33	260	513	520	526	534

*How much Project?*

**BLOCKWISE TRAINED / UNTRAINED TEACHERS  
(KOTA)**

S.No.	BLOCK'S	MEd	B.Ed	BSTC	Untrained	Total
1	Ladpura	0	203	87	14	304
2	Sultanpur	32	115	185	0	332
3	Sangod	0	128	201	4	333
4	Itawa	35	137	99	3	274
5	Khairabad	5	133	194	14	346
		72	716	766	35	1589

## MANAGEMENT WISE SCHOOLS (KOTA)

Sr.No.	Component	Government & School	PRIVATE		Total
			Aided	Unaided	
1	Primary School	633	-	-	633
2	Upper Primary School	203	2	236	441
3	Secondary and Senior Secondary Schools	102	16	101	219

Same table  
in the before

90

**BLOCKWISE TRAINED / UNTRAINED TEACHERS  
(KOTA)**

Except Edu Deptt. & DEOGirls

S.No.-	BLOCK'S	M.Ed	B.Ed	BSTC	Untrained	Total
1	Ladpur	0	203	87	14	304
2	Sultanpur	32	115	185	0	332
3	Sangod	0	128	201	4	332
4	Ilawa	35	137	99	3	274
5	Khairabad	5	133	194	14	346
		72	716	766	35	1589

Except Edu. Deptt. & DEOGirls



## BLOCK-WISE LITERACY RATE CENSUS 91 (KOTA)

Sl.No.	BLOCK	MALE	FEMALE			
1	SANGOD	50.85	15.69			
2	KHAIRABAD	48.24	13.41			
3	SULTANPUR	49.35	14.27			
4	ITAWA	42.73	10.96			
5	LADPURA	64.87	41.88			

# ABSTRACT OF TOTAL ENROLMENT A ON 30/97

DISTRICT : KC

	CLASS	I	II	III	IV	V	TOTAL
GENERAL	GIRLS	18930	12712	10312	8529	7909	58392
	BOYS	24623	14590	12154	10507	9907	71781
S.C.	TOTAL	43553	27302	22466	19036	17816	130173
	GIRLS	7484	4389	3013	2376	1717	18979
	BOYS	8127	5403	4711	3421	3544	25200
S.T	TOTAL	15611	9792	7724	5797	5261	44185
	GIRLS	3292	2481	1705	1337	1097	9912
GRAND TOTAL	BOYS	39660	28422	26152	16966	15552	126652
	TOTAL	72522	53233	43202	30332	26522	225811
	GIRLS	29706	19582	15030	12242	10723	87283
	BOYS	36710	22835	19480	15624	15006	109655
	TOTAL	66416	42417	34510	27866	25729	196938

# ABSTRACT OF TOTAL ENROLMENT AS ON 31.07.97 (KOTA)

DISTRICT : KOTA

Category	I	II	III	IV	V	Total	
GENERAL	BOYS	24623	14590	12154	10507	9907	71781
	GIRLS	18930	12712	10312	8529	7909	58392
	TOTAL	43553	27302	22466	19036	17816	130173
S.C.	BOYS	8127	5403	4711	3421	3544	25206
	GIRLS	7484	4389	3013	2376	1717	18979
	TOTAL	15611	9792	7724	5797	5261	44185
S.T.	BOYS	3960	2842	2615	1696	1555	12668
	GIRLS	3292	2481	1705	1337	1097	9912
	TOTAL	7252	5323	4320	3033	2652	22580
GRAND TOTAL	BOYS	36710	22835	19480	15624	15002	109651
	GIRLS	29706	19582	15030	12242	10723	87283
	TOTAL	66416	42417	34510	27866	25725	196934

**PROJECTED ENROLMENT FOR 7 YEARS FOR CATEGORY  
BOYS GIRLS**

DISTRICT : KC

*Handwritten note:*  
120% of 100% = 120%

*Handwritten note:*  
Give boys  
100%

YEAR	POPULATION 6-11 AGE GROUP			ENROLMENT CLASS 1-5			G.E.R.
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	
1997				109651	87263	196914	7
1998	21799	107301	129100	120801	106421	227222	95%
1999	125246	110338	235584	127159	112022	239181	100%
2000	128790	113466	242256	134788	118744	253532	106%
2001	132435	116671	249106	141146	124345	265491	111%
2002	136183	119973	256156	146232	128826	275058	115%
2003	140037	123368	263405	150047	132187	282234	118%
2004							

*Handwritten notes on the right side of the table:*  
102  
107  
112  
115  
118  
120

*Handwritten note at the bottom:*  
Difference of  
120% from 7/100 = 120%

**BLOCKWISE POPULATION 1994**      **DISTRICT : KOTA**

S.No.	Name of Blocks	Rural			Urban		
		Male	Female	Total	Male	Female	Total
1	Ladpura	57801	51801	109602	296479	256932	553411
2	Itawa	67286	59834	127120	0	0	0
3	Sangod	64303	58282	122585	8204	7399	15603
4	Sultanpur	65430	58394	123824	0	0	0
5	Khairabad	78259	69226	147485	11110	9765	20875
6	Total	333079	297537	630616	315793	274096	589889



## Chapter 6. Programme Strategies and Interventions

### 6.1 INTRODUCTION

The National Policy of Education 1986 envisages that free and compulsory education with quality should be provided to all the children upto the age of 14 years of age before we enter into the 21st century. Taking a realistic view of enormous task of achieving UPE in the district, a sample survey and micro planning has been carried out in last 4 & 5 months ensuring the relevant information about education indicators. The situational analysis of data collected from various levels has drawn the clear picture of the hampering aspects in access enrolment, retention and quality improvement. Based on the issues and gaps certain strategies and interventions are proposed. Besides the above specific activities, targets and proposed budget outlays are also clearly shown in this chapter.

### 6.2 ACCESS AND ENROLLMENT

In order to make primary education accessible to all the school going children; it is necessary to open 147 new primary schools out of the list of schools based on the rough survey. These schools will be opened in the phase manner during five years. We have to do detailed school mapping exercise. These schools will be opened in the radius of 1-5Km. Still there are various factors which effect the access to primary schools. The Access factors can be categorised mainly into three groups: Economic, Socio-cultural and Physical factors.

#### Economic factors

The prominent occupation in Kota district is pertaining to the agriculture in which 57% population is engaged whereas about 12% of the population is involved in manufacturing and constructions masonry work 3% population is engaged in minimum work. Due to poverty the children of school going age have to help the adult members is augmenting the family income. Children of 6 to 11 age group do this by helping in household work, cattle grazing, agricultural work wages labour, domestic small scale industries polish factories, bidi-factories, Masuria Saree weaving, these families are so poor that they consider every school going child as a cost to the family.

Such children can't come to school due to their essential role with parents. Unless such financial aid and support is not provided to the parents, those children can't be spared for formal education. These findings have been supported by the teacher's perceptions through questionnaires carried out in over a 10 villages in the district. Though the (control) govt. and state govt. of Rajasthan have given to priority for the eradication of poverty in the state and the country. Frontal attack has been launched against the poverty by various govt. agencies. The different development agencies will increase the per-capital income in rural and urban areas. But even then there are still many families which are in need of nominal income which the child of school going age directly earns or helps the adults in earning by doing the small assistance to parents. The Govt. has launched the non-formal education schemes for such students education. The NPE provides such students the education during the part of the day when they are free and full convenience to engage themselves in the primary education. Time will be flexible for such students.

#### Physical barriers

School building is an important component which enhances the access of students of primary education. Many schools are running without the school building on open grounds. They do not have minimum accommodation for schooling parents who are half hearted due to the poverty can very easily pretend that they are not in a position to send their children when no shelter facilities are available. Non-availability of school within reasonable distance acts as a barrier between children and school. There are ... schools which are buildingless in the district.

In order to mitigate the physical barrier of non-availability of school in the villages it is proposed to open .... new schools under DPEP. Those village which are not covered by DPEP will be covered through convergence of the other departments. For the habitations which are having very small population and are such not eligible as per norms for primary schools arrangement of alternative schooling will be provided.

The costing for the new schools under DPEP will be as follows:

- \* Construction work.
- \* Teacher's salary.
- \* Teaching learning materials.
- \* VEC expenses.
- \* Book for library.



## 6.2.2 Construction of School Buildings

It is proposed to undertake construction of school buildings in the phased manner as given below:

Table 42.

(Rs in Lakh)

S.No	Particular	Unit Cost	I	II	III	IV	V	VI	Total Phy.	Total Fin.
1.	No.of schools to be constructed Having 2 rooms verandah, toilet for girls and boys water, electricity facility type (A) along with levelling of sites.	2.50	-	27	10	10	-	-	47	117.50
2.	No.of schools to be constructed having 3 rooms verandas/store/toilets for girl & boys water/ electricity facilities (Type-B) along the levelling of the sites	3.75	-	25	50	25	-	-	100	375.00
3.	One room construction In building less schools	1.25	20	20	-	-	-	-	40	50.00
4.	Minor repair	0.25	-	-	100	40	-	-	140	35.00
5.	Major repair	0.50	-	-	100	40	-	-	140	70.00
6.	Hand pump	0.45	-	50	35	-	-	-	85	38.25
7.	PHED connection	0.14	-	25	25	-	-	-	50	7.50
8.	BRC	7.4	5	-	-	-	-	-	5	37.00
9.	CRC	1.75	-	60	-	-	-	-	60	105.00
10.	AS sheds(Tribal, Mewat, Daang 80:20)	0.08	-	84	100	-	-	-	184	14.72
11.	AS sheds(General 50:50)	0.05	-	60	64	-	-	-	124	6.20
12.	ECCE sheds (Tribal, Mewat, Daang 80:20)	0.08	124	-	-	-	-	-	124	9.92
13.	ECCE sheds(General 50:50)	0.05	82	-	-	-	-	-	80	4.10
14.	Boundry wall	0.09	-	100	100	100	-	-	300	27.00
15.	Add. Class Rooms	1.25	30	34	-	-	-	-	64	80.00

The school buildings to be constructed having three rooms Verandas, Store, Toilets for girls and boys, water and electricity supply, will be constructed in the location of different blocks where the enrolment will increase after our social awaking and environment buildings. As it is proposed to have major repair of 50 schools while minor repair will be done in 240 schools out of total 633 existing schools. These schools for which repair in proposed are badly damaged due to the heavy rains and of river floods. No repair was done by the concerned deptt. yet. However, the detailed exercise will be carried out before the actual repair work is undertaken in the blocks. Furniture and other exigencies will be provided to the newly opened primary schools as per start norms as shown in the annexure ... investing and costing.

### 6.2.3 Appointment of Teachers

Two teachers are to be appointed in the newly opened primary schools under this programme. The no of teachers will increased if the Enrolment increases in the following years as per staff norms and DPEP guideline. There will be part-time worker in each of the above mentioned schools as per staff norms. Additional teachers will be recruited from the 3rd year of the project where the expected enrolment will were age beyond go.

The detail of the year wise staff job appointed is given below:

Table 43.

S.No	Particular	Unit Cost	I	II	III	IV	V	VI	Total Phy.	Total Fin.
1.	Teachers for new schools	0.84	-	52	112	147	147	147	605	508.20
2.	Para teachers in new schools	0.162	-	52	112	147	147	147	605	98.00
3.	AS Instructors (6 hourly) @ 1350/-	0.162	-	144	308	308	308	308	1376	222.91
4.	AS instructors (4 hourly) @ 1000/-	0.120	-	100	205	205	205	205	920	110.40
5.	Addl. Teachers (Enrolment based)	0.162	300	314	308	411	551	661	2545	344.20

### 6.2.4 Alternative Schooling

Though alternative schooling is required to give full coverage. Alternative schooling in India is needed to cope up with the following problems:

- Children who are overage or have not attended school or became the subject of drop-outs in the very beginning.
- Nomadic children.
- Children pertaining to the small hemlets their access to school is not feasible.
- Who cannot attend school due the regularly to school timings and for other reasons.

Table 44. Alternative Schools

S.No	Particular	Unit Cost	I	II	III	IV	V	VI	Total Phy.	Total Fin.
1.	Construction of shed for AS In Tribal, Mewat, Daang area 80:20 DPEP	0.08	-	84	100	-	-	-	184	14.72
2.	Construction of shed for AS In general area 50:50 DPEP	0.05	-	60	64	-	-	-	124	6.20
3.	AS Instructors (6 hourly) @ 1350/-	0.162	-	144	308	308	308	308	1376	222.91
4.	AS instructors (4 hourly) @ 1000/-	0.120	-	100	205	205	205	205	920	110.40
5.	Non-recurring per AS	0.05	-	244	269	-	-	-	513	25.65
6.	Games material as per AS	0.005	-	244	513	513	513	513	2296	11.48
7.	Contingency for AS	0.01	-	244	513	513	513	513	2296	22.96

## 6.3 RETENTION

### ENVIRONMENT BUILDING

Publicity campaigns would be launched throughout the district, right from beginning of the programme. DPEP is largely based on public participation and involvement. The following measures will be adopted for the mobilisation:

- Environment building campaign will be launched through posters, banners, wall writings, Rallies teacher Public Melas, Vigyan Melas, Bal Melas Mass Melas, Praveshotsav, enrolment drives, Kota Jathas etc.
- VEC will be formed in every village to supervise the needs schools.
- The Incentives to SC/ST girls student will be publicised and given through conversance.
- Massive enrolment drives through MTA/PTA/NGO's and school teachers will be adopted.
- Songs in the local dialects, exhibition, rally will be used during environment building.

#### Mobilisation Strategy

1. Community mobilisation.
2. Motivation and trainings of VEC's
3. Kala Jatha movements and training.
4. Formation of VEC's
5. To develop environment building material.
6. Organising Bal Melas, Vigyan Melas, and Teacher Pupil Melas.  
Melas.

Table 45: Environment Building Campaigns

S.No	Particular	Unit Cost	I	II	III	IV	V	VI	Total Phy.	Total Fin.
1.	Community mobilization									
	a) Bal mela	0.02	60	60	60	60	60	-	300	6.00
	b) Mahila meetings with PTA, MTA & VEC	0.02	60	60	60	60	60	-	300	6.00
	c) Kala Jatha exhibition, rally at At CRC level	0.01	60	60	60	60	60	60	360	3.60
	At block level	0.02	6	6	6	6	6	6	36	0.72
	At District level	0.10	1	1	1	1	1	1	6	0.60
	d) Award to the best VEC at BRC	0.03	-	6	6	6	6	6	30	0.90
2.	Construction									
	a) Toilets, urinals	0.05	-	250	250	-	-	-	500	25.00
	b) Drinking water Hand pump	0.45	-	50	35	-	-	-	85	38.25
	PHED connection	0.15	-	25	25	-	-	-	50	7.50
	c) Repairs	0.25	-	-	100	40	-	-	140	35.00
	Minor									
	Major	0.50	-	-	100	40	-	-	140	70.00
3.	School Improvement Fund	0.02	-	685	745	780	780	780	3770	75.40
4.	Addl. Teachers (Enrolment based)	0.162	300	314	308	411	551	661	2545	344.20
5.	ECCE thatched sets (60% of requirement)	0.08	124	-	-	-	-	-	124	9.92
	In Tribal, Mewat, Daang area									
	in General	0.05	82	-	-	-	-	-	82	4.10
	Instructors salary	0.048	-	344	344	344	344	344	1720	82.56
	ECE kit (@ Rs. 500 per center)	0.005	-	344	-	-	-	-	344	1.72
	Strengthening ICDS centers									
	Honorarium	0.024	-	615	615	-	-	-	1230	29.52
	School Improvement for furniture	0.025	-	615	-	-	-	-	615	15.38
	Replacement of old furniture 1/3 of total school	0.010	-	211	211	211	-	-	633	6.33
6.	Incentives to AS Para teachers on 75% retention & achievement	0.0025	-	-	244	513	513	513	1783	4.46
	Total									770.22

### SCHOOL FACILITIES

As the existing schools and their environment are found not capable to cope with the problem of drop outs therefore under the DPEP norms, school facilities @ Rs 2000/- per school per annual through VEC and Rs 500/- per teacher per annual will be provided to all existing and newly opened primary schools. By this money they will improve their capacity to attract children towards class-interaction and schools.

	(In lacs)
Furniture & Equipments	14.70
Construction of one room in building less school	50.00
School Improvement fund	75.40
School Improvement for furniture, addl. Rooms	15.38
H.M grant for Primary schools teachers	76.43
Para teachers	22.71

## INCENTIVES & AWARDS

Incentives & Awards play prominent role in the process of achieving the goals therefore it is proposed to arrange educational and academic competitions at Block level among schools pertaining to the enrolment and retention of SC/ST Girls. There must be two awards-one for the highest enrolment and other for Highest Retention per block per year @ Rs 5000/- each will be given through the concerned VEC, which will use the award money for the betterment of school. These awards will be decided on the basis of the assessment and evaluation done at BRC level. Highest enrolment of all the boys and girls and including all.

	(Rs. in lacs)
Teacher guide	2.98
Education incentives for SC/ST girls	5.07
Incentives to AS para teachers	4.46

## DRINKING WATER

Various schools in Kota district do not have drinking water facilities about .....? schools are facing this difficulty where as there are other which have ...../ head pumps, not in the working order. This is the dire need of a being and has become main hurdle in field of retention. Drinking water facility will be provided in such schools through the convergence. However new schools proposed under DPEP will have drinking water facility.

		(Rs. In lacs)	
	Unit Cost	Phy.	Fin.
Handpumps	0.45	85	38.25
PHED connection	0.15	50	7.50

## TOILETS

According to this reports collated under the case history of individual school at the block level. It is found that about 500 schools do not have separate toilets for girls. All the above schools do not have the toilets facility at all. This is also the main obstacle in the coverage of Retention. It is proposed to construct 500 Separate toilets for girls.

		(Rs. In lacs)	
	Unit Cost	Phy.	Fin.
Toilets (Urinals)	0.05	500	25.00

## IMPROVEMENT OF CLASS ROOMS

The class room interaction and activities should be improved because this is only the major cause drop outs. The classroom environment will be improved through provision of teaching Aids, similarly Rs 2000/- will be given to every schools through the VEC per year.

## CONSULTATIONS AND MEETINGS OF P.T.A.'s & M.T.A.'S

There is dire need of establishing of PTA's and MTA's in the existing schools and the newly opened schools under DPEP. The functions of PTA's and MTA's are essential to solve many problems in the schools. The problem of drop outs can only be solved by the function of PTA's and MTA's. These are very indispensable for the betterment of existing schools. The meetings of PTA's and MTA's can be held on the auspicious days of academic calendar.

	Unit Cost	Phy.	(Rs. In lacs) Fin.
Community mobilization At cluster level (Bal Mela)	0.02	300	6.00
Mahila meetings of PTA MTA and VEC	0.02	300	6.00
Kala Jatha exhibition rally At CRC, BRC, district level	0.13	402	4.92

## ECCE CENTRES

Through the Trs. perceptions and resigning in puts it is known that the main cause of drop outs is that the elder children (school going age children) are busy in cooking after the kids of family when the parents are busy in the labour or agricultural work. Especially girl drop-out from school to fast the smaller kids at home. It is very essential because many children especially girls are either not enrolled or retained to look after their siblings. Sending them brought those kids to school along with them and they have the school because of those kids. It looks very merciful that those siblings or kids sit in schools with their elder brothers or sister doing nothing for the whole school time. Therefore the age of their having happens to be a sheer wastage of time and energy. Therefore ECCE centres along with the schools are needed to be opened to inculcate the habit of going to school among those small children age 3 to 5 years. Similarly these centres would be proved fruitful in leading to higher enrolment and retention in primary schools. About ...? ECCE centres have been proposed in the non ICDS blocks in the first instance in the 2nd year ....? and in the 3rd year ....? in 4th year ....? centres are required to be opened. The ECCE centres would be opened blockwise as follows:

In this way the ECCE Centres will be opened in the phased manner Kota district. The VEC's will decide the timing for these ECCE centres. Every centre will centre about 15 to 25 children of 3 to 5 age group. The lady worker and a helper would be appointed on the contract basis as per satti norms. The honorarium for them would be 480/- P.M. respectively. Similarly a supervisor would be appointed to supervise the about ECCE centres. The ECCE in structures and supervisors will be trained DIET.

BRC and CRC levels in the phased manner. A room close to the primary school will be made available for ECCE centre. The help of community and locality is essential for the provision of the room. Because this room will be provided the community free of cost for running these centres. A sum of Rs 6000/- per centre per year is proposed to be spent procuring the articles for assessment and enticement i.e. swings, balls, toys, books, puzzles, blocks, pictures etc. The supervision and monitoring will be done by VEC's and supervisors regularly. The ECCE supervisors will report to the BDO's in the monthly meetings, similarly BDO's will submit their reports to the CEO's in the Quarterly Meetings

	Unit Cost	Phy.	(Rs. In lacs) Fin.
ECCE thatched shed in 60% of Requirement in Triban, Mewat, Daang	0.08	124	9.92
ECCE thatched shed in 60% of Requirement in General	0.05	82	4.10
Instructors Salary	0.048	1720	82.56
ECCE kit @ Rs. 500/- per center	0.005	344	1.72
ICDS Instructor honorarium	0.024	1230	29.52
ECE kit	0.005	615	3.08

### The Target Group

It is important to specify the target group for farther planning. In general the target group comprises of the fire disabled - visual, speech and hearing, method retardation, learning disabilities and orthopaedic or movement disabilities. Objective planning in view the various target groups and the goal of schooling the following objectives are sought to be achieved.

State Institute of Educational Research and Training Disabled Integrated Educationa  
 plan Budget Month Feb.'1998 Govt. Navin Upper Primary School (Integrated  
 disabled) Mokhapada Kota Session 1997-98

Table 50.

S.No.	Items	Plan Budget
1.	Salaries	185000.00
2.	Travelling Allowance	2000.00
3.	Medical Allowance	2000.00
4.	Office expenses	1000.00
5.	Books & Stationary	36000.00
6.	Uniform Allowance	18000.00
7.	Transport Allowance	38500.00
8.	Extra Allowance	4125.00
9.	Personal Apparatus Allowance	1100.00
10.	Medical Check-up	2250.00
	Grand Total	299975.00

### Strategies for convergence

1. Budget should be increased according to price-index.
1. Loading and a Boarding arrangement should be provided for the students coming from outside.
2. Parts of special pedagogues should be created in the ratio 18 (Pedagogue & students ratio).
4. In service training should be emphasised.
5. Passing percentage of marks for disabled should be decreased.
6. Kits for disabled should be provided by Government.
7. Exercise apparatus for disabled should be arranged.
8. Admission capacity should be increased.

The strategies will be fulfilled through convergence. In above works will be done through convergence of related departments.

### PHASE-I

Orientation and awareness programme for various community members.

#### Group-I

Key person in a block like B.D.O.'s Pradhans, Sarpanch and block education extension officer etc will be given one day orientation programme. They will be made aware of various government scheme available facilities at district have etc.

#### Group-II

One day orientation programme for Headmaster of Primary schools of the block to Sensitise them and seek their co-operation in co-ordinating and monitoring the programme of integrated education in their schools.

#### Group-III



One day awareness programme for Aanganwadi workers, ANM's members of village Education Committee, VLW etc. Emphasis will be given to train this group in early identification of disabilities in 0-6 years age group. Aanganwadi workers will be encouraged to enrol such children in their centre and provide early stimulation activities.

#### PHASE-II

Training workshop for primary school teachers, we propose to have a 5 days training programme on integrated education for primary school teachers. The aim of this workshop will be to orient and motivate school teachers in identifying disabilities in school going children. To give them basic concept of integrated education, to motivate them to organise awareness programmes in community, conduct survey etc.

#### PHASE-III

Community awareness- Sensitised group of teachers and Anganwadi workers will be encouraged to organise awareness programmes in of Nukkad Nataks, Drama's, Stories may be written enacted. Pamphlets brochures and banners may be put on various places like school building, Panchayat, Heat etc.

#### PHASE-IV

Early identification of disabled children. Aaganwadi works may be asked to identify and screen children with disabilities in the ago range (0-6) years, they may beep record of high risk children separately and monitor their progress.

- \* School teachers will be asked to identify.
- \* Out of school children with special needs so that they can be brought into regular school.
- \* Identify in school children with in ordinary schools in order to retain them as they are one potential drop out of the system and,
- \* Identify children with in existing special schools that can be integrated to ground schools.

#### PHASE-V

Assessment and screening of disabled by professionals: one day camp school be organized with the help of medical, premedical and rehabilitation professionals for provisional diagnostic assessment. For children requiring individual educational assessment, provision school be made to have a team of doctors, Psychologist and special educator at district level, whose child can be sent for detailed assessment.

#### PHASE-VI

Setting up resources centre at DIET. To region with a District resoarees centre at DIET an attempt will be made to appoint are resource person from the field of special Education. The resources person at the DIET school have.

\* Academic qualification as prevalent in the state. One year course preferably as multi-category in special education or with specialisation in teaching any blind by disabled child.

#### PHASE-VII

Continuous monitoring and evaluation of programme will be done by a joint team of B.E.P. District Education Officer.

### 6.4 QUALITY IMPROVEMENT

These present station of primary education is not praiseworthy. The achievement on behalf of survey is not upto the mark. Therefore DPEP aims to increase 25% status. It is needed to induce the MLL (minimum level of learning). The provision of minimum facilities to every school will serve the purpose. The awakening for education in community is indisputable to get its participation in educational activities. For the environment of quality of education. Teachers skill for the class interaction should be developed. During the detailed discussion in the pedagogy visioning workshop and other participatory activities it has been felt that unless we bring some meaningful changes in the field of teacher's quality no fruitful achievement can be attained. Generally teachers are not in habit of adopting involve and dynamic methods of teaching, actually they all following traditional outdated techniques while imparting education in this way they have become mechanical workers. They seems to be rusted and it is due to the nagging attitude of their officials and due colourless infrastructural environment. Therefore a drastic changes is urgently needed in various fields which affect the quality of education.

#### CURRICULUM

The curriculum must be revised. It must be need based and child centred. The education at present has poor linkage with the world of work and occupation. The present education must be helpful in the enhancement of professional skill. The education at present does not provide for self development with a view to suggest some measures to reshape the curriculum to make it more area specific tribal specific and relevant to day life. Inputs will be collected during various training programmes, training, VEC training, MIS training, supervisory officers training and it will be improved at the state level or SCERT level.

#### EXAMINATION SYSTEM

The present examination system will be reviewed and reshaped at the district and staff level. The suggestions and solutions for the examination during the teachers perceptions and participatory process will also be given due consideration and weightage. The present examination system curbs the holy campaign of education.

### TRAINING FOR SUPERVISORY BODY

Headmaster is the steer man of the ship of whole school, he has to play an important role in bring out the overall change in the teaching learning process of school. Therefore he must be given the training the following fields to offer the better services in schools, orientation on motivation, child psychology, team building, capacity building, school administration and other pedagogical aspects. DPEP provides vehicles to monitor and supervise the academic activities. Inspection of schools which is very nominal due to the lack of speedy mobility. The supervision staff will be provided vehicles to inspect the schools. It will help in effective monitoring and supervision.

### TRAINING OF TEACHERS & HEADMASTERS

It is proposed to carry out interim trainings of the teachers for the following objectives:

- to introduce the teachers with the new pedagogical methods making teaching learning a participative joyful and child centred activity.
- for sensitizing them on the issues of disabled children and to equip them with the studies for early identifications.
- for sensitizing them for the religious, cost and gender issue.
- for enabling them to use the maximum teaching learning material based on locally available sources.
- for enhancing and enlightening their motivation levels as well as professional skill.
- these trainings will be organized at DIET, BRC & CRC level. Similarly in service trained and trained teachers VEC members will be important training workshops and seminars will be organized at DIET to evolve teacher guide books for ECCE in structures and VEC members.

The DPEP strategy envisages teacher training programme as participative process. They should be self inspired out self-motivated. The chilled programmes for trainings and methodology should emerge from interactive working group sessions according to the nature and needs of the teaching situations. The training modulus will also be developed by working with teachers at CRC and DIET level. Training programmes developed on the basis of needs:

- \* Training needs of the teachers will be assessed at district level at DIET and gradually at BRC and CRC level. It will be done by participative methods as questionnaires group interactions.
- \* Textual modules and materials for training will be developed at SIERT and DIET level.
- \* District specific and teacher group/ teaching situation sensitive training packages would be evolved.

## IN SERVICE TEACHERS TRAININGS

For the in service trained and untrained teachers, three types of courses would be developed:

1. It is proposed to in part two courses of one week for every teacher during five years project period. It will comprise introduction of DPEP service rules administration in primary schools child psychology and teaching methods.
2. Subject specific training will be given to all the teachers once during four years project period.
3. training for field study, action research, project work is be imparted for three weeks.

These courses would be organized preferably during summer vacation or in winter vacation.

The (455) Resource Personals will be trained to impart trainings to in service teachers and VEC members in the first year of the project at DIET. the above Resource Personals groups of so will be selected from district level retired and in service education in similarly a group of 20 from every BRC's (5x20=100) and a group of 5 from each .....? The MRP's (Master Resource Personals) from SIERT/NCERT, NIEPA as exports for impacting training to all the batches of Resource Personals at DIET level. The Resource Personals would give training too in service teachers at DIET/BRC/CRC levels from the 2nd year of the project while the VEC members will be given trainings at BRC's and CRC's doing the 1st and 1Ind year of the project. The proposed cost of each type of course will be as follows:

Similarly, the BDO's, BRC co-ordinates and MIS/DPO staff in the first year of project must be imparted trainer's for 8 days. ....? ..... year. It is also essential to trained the VEC members for three days of BRC/CRC level during the 1st year and 1Ind year of the project. Similarly, there is necessity to train ECCE/ALS instructors two times for two weeks course at DIET or on some other place divided by the state body in 2nd, 3rd, 4th year of the programme.

The following trainings will be organised for the quality improvement:

	Unit Cost	(Rs. In lacs)	
		Phy.	Fin.
Q1. Quality Improvement			
A. Training of para teachers (30 days)	0.0312	1174	36.63
B. Training of para teachers (10 days)	0.008	1174	9.39
C. Refresher training of para teachers (15 days)	0.0102	1783	18.19
D. Training of BRC resource personnel (6 days)	0.008	15	0.12
E. Gender sensitization Training of district & block level	0.006	20	0.12
F. Training of BRC coordinator at DIET (Ten days)	0.014	5	0.07

*Details*

G. Orientation of DLOs at DIET (2 days)	0.002	25	0.05
H. Training of CRC coordinator at BRC (10 days)	0.008	60	0.48
I. Refresher training of CRC coordinator At BRC	0.005	240	1.20
J. Induction training of regular teachers (6 days)	0.005	3083	15.42
(i) Induction training of regular teachers (3 days)	0.0035	3083	10.79
(ii) Refresher training	0.005	15285	76.43
K. Anganwadi workers (6 days)	0.0035	4795	16.78
L. Training of panchayat community members	0.0025	1375	3.44
M. Orientation cum review meeting of CRC Coordinator at BRC	0.0025	3600	9.00
N. Orientation of VEC member at CRC (2 days)	0.002	10917	21.83
O. Monthly Review cum Orientation Meeting of Pry. Schools (1 day)	0.0005	164601	82.31
P. Monthly review meeting of para teachers At CRC (2 days)	0.0005	45410	22.71
Q. Training & Orientation BNS at CRC (1 day)	0.001	924	0.92
Q2. Educational Incentives for SC/ST girls	0.00065	780	5.07
Q3. Workbook to students class 1 to 3	0.00015	1183900	177.59
Q4. Teacher guide unit 1000 teachers	0.15	19883	2.98
Q5. TLM grant for primary schools teachers Para teachers	0.005 0.005	15285 4541	76.43 22.71
Q6. Educational visits			
a) Two days visit with district (VEC members)	0.004	200	0.80
b) Three days visit outside district	0.008	100	0.80
c) 6 day visit outside state	0.04	25	1.00
d) Two day visits within district (for AS para teachers)	0.004	200	0.80
e) 3 day outside visits	0.008	100	0.80
f) 6 day visit out side state	0.04	25	1.00
g) 6 day visit out side state (for PFE teachers)	0.04	25	1.00

## 6.5 CAPACITY BUILDING AND INSTITUTIONAL DEVELOPMENT

At present the formal schools are looking behind in providing quality improvement in Primary Education to all the children in the age group of 6 to 11 years. Since Independence the quantitative components of UEE had been given priority but in last few years many programmes were planned and implemented to enhance the quality of education. The present existing scenario subjects the following draw backs in the formal schools.

1. Lack of competent professionals
2. Irregular attendance of Teachers as well as children schools.
3. Lack of proper supervision and monitoring.
4. Lack of joyful learning and activity based teaching in schools.
5. Lack of community co-operation and participation.
6. Inadequate professional support to the teachers.

Considering the above vital draw backs it is indisputable to enhance the quality of education at the grass-root level institutions i.e. cluster Resources Centers, Block Resource Centres, VEC's, PTA's, MTA's, DIET's and EMIS also. Under DPEP these above structures are expected to build up the capacities and professional competencies. Local communities have to be raised to the level of monitoring and controlling the existing formal and informal educational institutions..

### DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET)

The pedagogical is the axle of any education programme. DPEP aims at bringing about social change through UPE by revamping the content and process of education. For the better services it is extremely necessary to enhance the competency, efficiency, involvement of teachers in the process of education by conducting regular various in service training programmes. It will be the responsibility of DEIT to provide resource support for teachers evolving proper teaching methods after trails and strength primary schools and teachers academically by training them and monitoring their work. Similarly the functions of DIET under DPEP will be as follows:

1. Training/Resources training programmes for:
  - Alternative school instructors.
  - ECCE/Anganbani workers.
  - Training of master trainers, BRCCRC co ordinators.
  - Training for different Regional language.

2. Action Research work.

3. Assessment and evaluation of

- Primary schools children by conducting annual exams with the support of examination committee consisting of BRC co-ordinators and representative from teachers.

- Work and progress of ECCE centres every six months.

- Work and progress of Apna Vidyalaya after every seminars.

3.

4. To organise monthly meeting of BRC co-ordinators.

5. DIET faculty members to attend CRC meetings every six months.

6. Provide assistance in formulation of DPEP annual work plan.

7. Every DIET faculty member to adopt at least 10 schools every year for the upliftment of school on the basis of lower enrolment relation rates of focus group children.

8. Learners' Evaluation: It is proposed to establish an evaluation cell at DIET. This cell will carry out all the evaluation related activities such as printing and distribution of question papers, conduction of exams of school level and evaluation of question papers of CRC level.

9. To help DOE, DPO in educational planning and evaluation of implementation of schemes.

10. In conducting field studies, Action Research case studies.

11. In designing courses, preparation of course material and evaluation of courses.

12. In establishing co-ordination between NCERT, SCERT, MRC.

DIET strengthening components :

P. 1

C1. Strengthening DIET	Unit Cost	Qty.	(Rs. In lacs)	
			Phy.	Fin.
a) Furniture	1.50	1	1	1.50
b) Equipments	0.63	1	1	0.63
c) Civil work	3.00	1	1	3.00
d) Vehicle				
i) Hire	1.5		60	90.00
ii) Fuel	1.0		60	60.00
e) Recurring exp. Of office	0.8		60	48.00

1.5  
1.0  
0.8

### BLOCK RESOURCES CENTRES

The BRC will be set-up on every Block as the present infrastructure for in service training of Primary school teachers is in adequate therefore BRC at block level in addition to existing DIET will provide in service training to primary school teachers, Headmasters, untrained teachers, Alternative functionaries/ECCE instructors, supervisors, VEC members and NGO's.

#### The Function of BRCs

- \* To import different types of training.
- \* To organize monthly meetings and to share analysis of different kinds of studies.
- \* To build capacity in different fields of education.
- \* Receiving feed back from the clusters and compilation and transmission then to the district.
- \* To receive inputs from DIET/SEERT and provide then in different kinds of training to be conducted at BRC.
- \* To monitor and evaluate in trainings at CRC level.

Each BRC will be constructed at block level and one at Municipal corporation level preferably adjoining to existing primary schools buildings. Every BRC will identify teachers/NGO's retired teachers academicians who will be used as resource personals in the recurrent training programmes. The BRC resource team will get the training at as master trainers at DIET. BRC will provide lodging facilities to the trainers which the boarding arrangements will be done by the participants for which they will be provided sufficient daily allowance/honorarium. Till BRC buildings is constructed the in service training programmes will be organized in the near by centre school of the block.

It is proposed to construct 6 buildings for BRC at every educational block of the district. Each building will have one hall, two rooms, one store and two toilets, one for male and another for female. The hall will be used as class room and the two rooms will be used as male and female dormitories.



The BRC's will also serve as training institutions in addition to DIET. DPEP process to have one block project co-ordination who will be the incharge of BRC. The will be in highly motivated teacher of II grade, preferably a graduate taken on deputation. Besides him, a one clerk-cum-typist and one peon will be appointed on the contract basis. The BRC will be regarded as mini DIET's in respective blocks. In order to strengthen the MIS system, it is proposed to have telephone connection in each BRC of educational block. As the schools in the block are distant and scattered therefore a telephone connection is needed at every BRC to convey the message and necessary information. If the fax machine is provided to every BRC it will be more convenient to minimise the time consuming factor in collecting the feed back.

Further two durries, two office chairs, one almirah with locker facility, two black boards, two tables, one trunk with lock facility in each BRC in the 1st year are proposed to be given. In addition to the above equipments 40 chairs, 40 folding beds and beddings will be provided for the trainees. These things will be purchased in the 2nd year of the project. Teaching aids, like projector type recorder cassettes, Audio Visual Aids, Hindi Typewriter will be provided to each BRC. The library books are also proposed to be given at every BRC in the 2nd year of the project whereas newspapers and periodicals will be provided in the 1st year of the project.

Capacity Building of BRC:

C2. BRC	Unit Cost	(Rs. In lacs)	
		Phy.	Fin.
a) Construction of BRC	7.4	5	37.00
b) Furniture	0.800	5	4.00
c) Equipment	1.330	5	6.65
d) Maintenance of Equipment	0.092	10	0.92
e) Books & Library	0.50	5	0.50
f) Office Exp. (Recurring)	1.260	30	31.50
g) Office Exp. (Non-recurring)	0.612	5	3.06
T.A./D.A.	0.200	20	5.00
Medical	0.050	30	1.95
Vehicle (1) Hire	1.5	6	7.50
(2) Fuel	1.0	6	5.00
Salary (Coordinators)	1.584	30	39.60
(i) Asstt. Coordinator	1.152	36	34.56
(ii) Resource person	0.600	60	30.00
(iii) Typist	0.360	30	9.00
(iv) Peon	0.210	30	5.25
(v) Security Guard	0.210	30	5.25
h) Action Research	0.100	25	2.50
i) Rent for 9 months	0.48	10	1.80

#### CLUSTER RESOURCES CENTRE

Cluster resources centre has a significant role to boost the educational activities at the grass root level by holding mutual interactions by the teachers of the schools. It will strength the Primary education. The CRC conditions will be identified from the

Primary School Senior Headmaster from 10 to 12 schools. It will be responsible for mobilising and strengthening the community, it will organize elits level activities periodically. It will also identify local specific educational problems and needs. It will serve as the resource centre at the grassroots level. The CRC buildings will be used as alternative-classrooms.

The Roles and Functions of CRC's

- \* CRC co-ordinator will visits all the schools every month.
- \* To provide academic support to selected weak schools.
- \* To impart training to teachers VEC members, ECCE and ALS instructors.
- \* To hold meetings with the teachers of clusters & MTA/PTA members.
- \* To organize Bal Melas, Vigyan Melas, Teacher Public Melas at cluster level.
- \* To provide feed back to BRC for amounting.,
- \* To provide a platform for the innovative TLM.
- \* To provide support to VEC's.
- \* To sensitise teachers pertaining to caste edition, gender.
- \* To sensitise teachers, villagers, VEC members towards disabled.
- \* To provide training to VEC members and MTA and PTA.
- \* In assessment work.
- \* CRC co-ordinator to visit all the schools every month.
- \* To provide academic support to selected weak schools.
- \* To organize VEC Meetings.

Capacity Building of CRC:

C3.	CRC	Unit Cost	Phy.	(Rs. In lacs)	
				Phy.	Fin.
	a) Construction of CRC	1.75	60	105.00	
	b) Furniture	0.192	60	11.52	
	c) Salary (Coordinators)	1.000	360	300.00	
	d) Office Exp. (Recurring)	0.050	360	15.00	
	Non-recurring	0.060	60	3.60	
	e) T.A./D.A.	0.060	360	18.00	
	f) Medical	0.010	360	3.00	
	g) Motorcycle allowance @ Rs.600/- p.m.	0.600	300	21.60	

*Wants*

## VILLAGE EDUCATION COMMITTEES (VECs)

The real stockholders are the parents of school going children therefore it is essential to shoulder the responsibility of monitoring the schools by the parents. No other person can be expected to do the above job sincerely and honestly. Every school has mother Teacher Associations and Parent Teacher Associations which are working for the betterment of schools. Above all these a VEC must be constructed in which representation of all the social groups i.e. SC, ST, BC, OBC, minority groups-PTA, MTA Gram Panchayat and female group. The VECs will share the following responsibilities:

- \* Selection of sites for schools and other institutions.
- \* Monitoring of civil works.
- \* Supervision of school functioning.
- \* Maintenance of buildings.
- \* Monitoring access, enrolment, retention.
- \* Supervision of payments of incentives and honorarium.
- \* Supervision of ALS centres, ECCS centres and other support services.
- \* Survey of non-going students and disabled students.
- \* Ensuring the participation of every eligible student in primary education.
- \* Making community aware with problems and their eradication.
- \* Helping PTA's, MTA's, and other associations.
- \* Assessing the quality achievement of children.

### The Functions of VEC's

DPEP proposal the following functions of VEC:

- To facilitate all record development in the field of education.
- For sensitising villagers towards disabled and helping in other identification.
- To help and co-operate with all types of educational Institutions formal and non-formal.
- For sensitising community for girl child and deprived sections of society.
- To ensure retention in schools.
- To enhance the access and enrolment.
- To assist and co-operate in educational activities, construction of schools and CRC's.
- To help in providing necessary infrastructural facilities i.e. buildings, equipments, furniture TLM, drinking water, sanitary facilities and play grounds etc.
- In bringing into the notice of higher authorities the educational needs of the village.
- To co-operate in solving the local problems.

**The VEC will be consisted of the following Members**

1. Sarpanch or Member of the Panchayat (Chairman).
2. One member of each of SC, ST, BC, member BDO and minority community.
3. One representative of Parent Teacher Association.
4. One representative of Mother Teacher Association.
5. One worker of Aanganbari Teacher in village.
6. One member of the concerned village who takes interest the field of education.
6. Headmaster of Primary School (Member Secretary).

**Empowerment of VECs :**

	Unit Cost	Phy.	(Rs. In lacs) Fin.
1. Mahila Meetings with assistance of PTA, MTA, VEC	0.02	300	6.00
2. Orientation of VEC members at CRC			
3. Exposure visits for VEC members Within district (2 days)	0.004	200	0.80
4. Exposure visits for VEC members Outside district (3 days)	0.008	100	0.80
5. Exposure visits for VEC members Outside state (6 days)	0.04	25	1.00
6. Award to the best VEC at BRC	0.003	30	0.90

*VECs*

## **Chapter 7**

### **Management Structure and MIS**

#### **7.1 INTRODUCTION**

An effective and efficient management information system plays role in success and failure any project we propose to establish a strong MIS unit at DPO which have PMIS and EMIS.

##### **7.1.1 Project Management Information System :**

PMIS is a computerised monitoring system which is used to collect information on project progress in terms of fund movement , actual expenditure against budget quarterly progress report and performance indicators.

##### **7.1.2 EMIS Educational Information Management System**

EMIS is comprehensive software package which collects statistics to reflect various educational indicators such as enrolment, retention and drop-out, it is used for planning and monitoring project inputs.

##### **7.1.3 FMIS Financial Management Information System**

FMIS is an integrated package for financial accounting budgeting MIS. FMIS will enable us to maintain accounts and monitor the all the activities in terms of financial parameters.

#### **7.2 DISTRICT PROJECT OFFICE**

The District project office of DPEP will be established at District H.Q. The District project co-ordination will be the incharge of this office. The DEO is the ex-officio district Project co-ordination of DPO. The chairman is the district collection. The supporting staff will be appointed in time. The DPO is the sole responsible agency for the implementation of DPEP with co-operation of District Education Officer DIET staff in the district. The DPO will have a teacher training incharge who is responsible for organizing all the training programmes. The DPO will take up all the activities shown in the plan to achieve the objectives of DPEP. The district project office will also have a management information system with computer hardware and software packages. The mass media and documentation incharge will look after the MIS. The NIS will have all the educational data pertaining to village and block of the district.

The Civil Works Cell will look after the survey of land and water selection of sites, designs, estimates, quality maintenance. The training incharge will monitor the duration

of the courses and evaluated the reports required from BRC's. The district project office will have the following staffs:

S.No.	Name of Post	No. of Posts
1.	District Project Officer	1
2.	Programme Officer	5
3.	Accounts Officer	1
4.	Asstt. Accounts Officer	1
5.	Assistance Engineers	1
6.	Junior Engineers	6
7.	Drafts man	
8.	Computer Operator	1
9.	Computer Programmers	1
10.	Steno	1
11.	LDC	1
12.	Peon	1
13.	Night Gurad	1

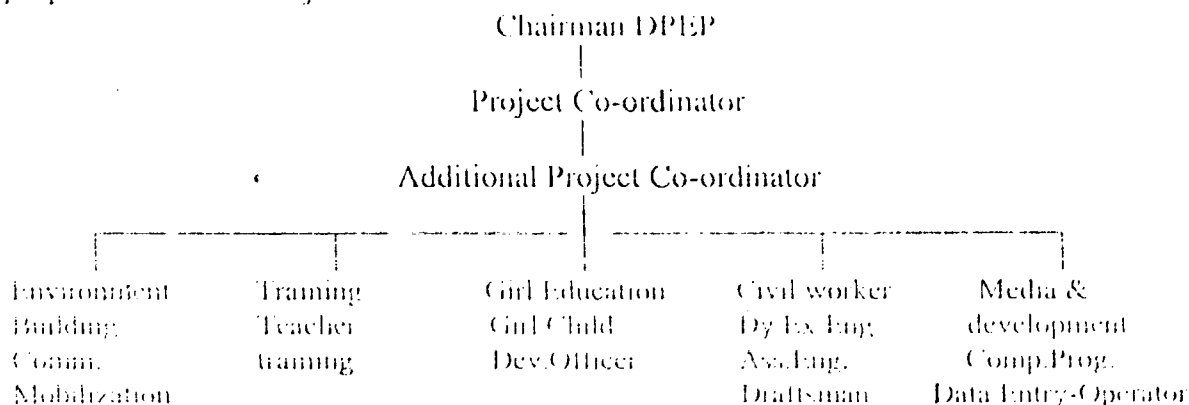
District Project Office is provided with the following committees:

Items

1. Furniture
2. Equipments
3. Hire & Fuel
4. Evaluation and documentation
5. Library books
6. Training of DPO staff
7. Salaries T.A./D.A., Medical
8. Publicity Media
9. Workshops & Seminars

### 7.3 MANAGEMENT INFORMATION SYSTEM (MIS)

For making the field manageable in the light of the DPEP activities there is necessity to have an efficient management information system which is the key for the success of the project. MIS produces a verity of output-reports that are useful no management and organisation in the process of planning and decision making. MIS is an organized method of providing present and projected information for planning purpose. The board objectives of MIS are:



Block Educational Officer

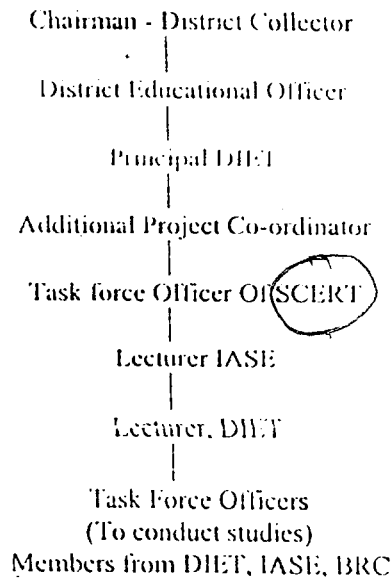
BPC Co-ordinator

BPC Co-ordinator

Schools

DISTRICT LEVEL

District Evaluation Core Team (DECT)



Block Level

BEO

Academic Monitoring Cell  
Two II gr. Trs. trained  
Evaluation studies.

- \* MIS helps in better planning
- \* MIS helps in monitoring of the system through strategic information reports.
- \* MIS supports in decision making at all levels.
- \* MIS helps in co-ordination between various programmes which helps in better planning.
- \* MIS helps in better functionality of the system.

The chief goals of MIS are:

- \* To help in the process of planning and monitoring.
- \* Quick and easy retrieval of information.
- \* To reduce the manual drudgery.

Unless we have an effective MIS system functioning, it is very difficult to monitor the above objectives, it is not possible to collect the various information time which is crucial

Components of MIS under DPFP.

1. School Monitoring Information System (SMIS).





## Chapter 8. Civil Works

### 8.1 INTRODUCTION

The activities relating to construction work are important phases of the project plan. The component of civil works includes:-

- Construction of new buildings
- Addition, alteration, repair, upgradation, of existing buildings
- Related works like site developments, land, mapping, laying of services building of boundary walls provision of water supply, building of toilets etc.
- Construction of the new building includes only in the villages where there is need.
- BRCs, CRCs and sheds for alternative schools
- ECCE centres in non ICDS districts

It is proposed to undertake the entire civil works in the phased manner as given below:

8.2. SCHOOL BUILDINGS:- According to the information every primary school through BDO's in every panchayat samiti in Kota district, the DPEP team came to know that there is need of thirty six new school buildings of three room each and 147 new school buildings of two rooms each. There is need of two hundred additional class rooms in district.

Table 51. New School Buildings Additional Class-rooms & Other Civil Works

Activity	Unit Cost	1st Year		2 <sup>nd</sup> Year		3 <sup>rd</sup> year		4 <sup>th</sup> year		5 <sup>th</sup> year		6 <sup>th</sup> year		Total	
		Phy.	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy.	Fin	Phy.	Fin	Phy	Fin
A.New Primary Schools Construction (two rooms)	2.50	-	-	27	67.50	10	25.00	10	25.00	-	-	-	-	47	117.50
Three rooms	3.75	0	0	25	93.75	20	75.00	25	93.75	-	-	-	-	70	262.50
B. Add. Class rooms	1.25	30	37.50	34	42.50	0	0	0	0	-	-	-	-	64	80.00
Const. Of Boundry walls	0.09	0	0	100	9.00	100	9.00	100	9.00	-	-	-	-	300	27.00
One Room construction	1.25	20	25.00	20	25.00	0	0	0	0	-	-	-	-	40	50.00
Total	8.84	50	62.5	200	237.75	100	221.5	155	377.75	-	-	-	-	551	649.5

<b>A.</b>	<b>Unit Cost</b>	<b>II</b>	<b>III</b>	<b>IV (years)</b>	<b>Total</b>
	(a) 2.50	27	10	10	117.50

The state core team will decide some government agencies like PWD and Housing Board etc. to get the building work done.

8.3 **CRC Buildings:** CRC buildings are being proposed in five blocks. CRC buildings will be constructed in the phased manner. VEC committees will supervise and monitor the construction work of CRC.

Table 52. CRC Building work

Activity	Unit Cost	1st Year		2nd Year		3rd year		4th year		5th year		6th year		Total	
		Phy.	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin
Const. Of CRC buildings	1.75	0	0	60	10500	0	0	0	0	0	0	0	0	60	10500

8.4 **BRC Buildings :** It is proposed to construct six BRC buildings on every block in the district . They are proposed to be constructed in the first year of the plan.

Table 53. BRC Building work

Activity	Unit Cost	1st Year		2nd Year		3rd year		4th year		5th year		6th year		Total	
		Phy.	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin
Const. Of BRC buildings	7.4	5	37.00	0	0	0	0	0	0	0	0	0	0	5	37.00

Block level civil work committee will supervise the work.

8.5 **Drinking water & Toilets (Urinals):-**

There are 150 schools where there is no drinking water facility in the district, this facility will be provided through the convergence of PHED.

Handpump 100 III IV year Unit cost 0.30 Total Cost 30.00

Table 54. Handpump, PHED connections & Urinals

Activity	Unit Cost	1st Year		2nd Year		3rd year		4th year		5th year		6th year		Total	
		Phy.	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin
Handpump	0.45	0	0	50	22.50	0	0	0	0	0	0	0	0	50	22.50
PHED connection	0.15	0	0	25	3.75	25	3.75	50	7.50	0	0	0	0	50	7.50

PHED connections 50 III IV year Unit cost 0.10 Total 5.00

The handpumps will be installed with the help of concerned agencies under the supervision of VECs. The new water connection in 50 schools will be done with the help of PHED.

8.5.2 **TOILETS (urinals):-** There is need of 500 urinals in existing schools, therefore, they will be constructed under the supervision of VECs in II and III years of the plan.

Table 55. Toilets construction

Activity	Unit Cost	1st Year		2nd Year		3rd year		4th year		5th year		6th year		Total	
		Phy.	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin
Toilet (Urinal)	0.05	0	0	250	12.50	250	12.50	0	0	0	0	0	0	500	25.00

### 8.6 SHEDS FOR ALTERNATIVE SCHOOLS:-

Through the survey and information collected from all the Primary Schools of five blocks, it is found that 513 villages need alternative schooling for the non school going children. As most of the students do not go to schools due to the youngster care taking at home, child labour, help in domestic affairs. Therefore, alternative schools are needed to streamline them.

Table 56. Alternative Schools Sheds

Activity	Unit Cost	1st Year		2nd Year		3rd year		4th year		5th year		6th year		Total	
		Phy.	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin
Cost for AS In Tribal, Mewat, Daang area (80:20)	0.08	0	0	84	6.72	0	0	0	0	0	0	0	0	84	6.72
In general areas (50:50)	0.05	0	0	60	3.00	60	3.00	0	0	60	0	0	0	120	6.00

Where there is local material available as “KHOLU” and “BAMBOO BALLIES” they can be used for sheds.

### 8.7 REPAIR OF EXISTING SCHOOL BUILDINGS:-

It is found that 310 schools in the district need minor and major repair because in rainy season and winter season teaching is suspended due to oozing and severe cold winds. The work will be given on the contract basis in the concerned villages to the local contractors the work will be supervised and monitored by VECs

Table 56. Repairing of Existing school Buildings

Activity	Unit Cost	1st Year		2nd Year		3rd year		4th year		5th year		6th year		Total	
		Phy.	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy.	Fin	Phy.	Fin	Phy	Fin
Minor repair	9.25	0	0	0	0	100	25.00	40	10.00	0	0	0	0	140	35.00
Major repair	0.50	0	0	0	0	100	50.00	40	20.00	0	0	0	0	140	70.00

### 8.8. Construction of sheds for ECCE

There is need of 344 ECCE centres in all the five blocks of the districts because children can not go to school because of taking care of siblings and youngsters of the family at homes there fore there is dire need of establishing ECCE centres for the non going children to stream line them. The following number of ECCE centres will be started the following phased manner:

Table 57. ECCE Centres

Activity	Unit Cost	1st Year		2nd Year		3rd year		4th year		5th year		6th year		Total	
		Phy.	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin
ECCE centres in Tribal, Mewat, Daang areas	0.08	124	9.92	0	0	0	0	0	0	0	0	0	0	124	9.92
In general	0.05	80	4.00	0	0	0	0	0	0	0	0	0	0	80	4.00

### 8.9 Building Designs

Building designs will be sought from the state office which will be in uniformity for all the ten districts of DPEP. The state norms will be followed for the building construction and their designing work.

### 8.10 Implementation of Civil Works Strategies

Present education scenario shows that there is scarcity of school building, major and minor repairs in schools drinking water facility additional class rooms and toilets in the existing schools DPEP proposes to facilitate the schools with its funding. In the phase manner the civil works will be channellised at district, block and village level the proposals are based on extensive village level surveys of the existing infrastructural facilities and demand made by the villagers. Most of the class rooms additional room new school building are proposed where the number of students requires them or where the primary schools were previously attached with secondary or senior secondary schools but now they are still in existence but actually they are building less or for those schools, which are running under tin sheds and in the shadow of trees, or in rented buildings.

#### 1 DISTRICT LEVEL CIVIL WORKS COMMITTEE

- A. D.C. CHAIRMAN
- B. A.D.M. Vice chairman
- C. A.En. (development) member
- D. P.O. D.R.D.A. (Development) member
- E. D.P.E.O.
- F. A.En. (DPEP const. Cell, member secretary)
- G. President of P.T.F.
- H. Secretary of P.T.F.

#### 2. BLOCK LEVEL CIVIL WORKS COMMITTEE

- A. S.D.M. Chairmen
- B. B.D.O. Member
- C. B.P.E.O. Member
- D. J.EN. (DPEP Const. Cell.) Member Secretary
- E. PRADHAN Member

As it is proposed to carry out most of the civil works through the VEC's whoever the state core team will decide some government agency like PWD and Housing Board to get the building work done it is proposed to construct no school building in the first year of the plan. Besides this, construction work will start from BRC buildings and 15% of the total work will be undertaken in the first year while this work will be done in second year of the project. As all the civil works will be completed by the end of third year of the project so the staff for civil work will be recruited on the contract basis. The VEC will observe the civil works at village level.

## CHAPTER 9

### COSTING & PROCUREMENT

#### 9.1.1 INTRODUCTION

The State Government allows all the purchase on the set pattern. The directorate of supplies and disposal is responsible for the purchase of stores required by all the Government Department. This directorate can also make purchase of stores on behalf of local bodies and cooperative societies etc. on payment of 2% departmental charges. The purchases are made by directorate of supplies and disposal Rajasthan.

1. Inviting tenders
2. Arranging rate contracts
3. Declaring certain public sector undertakings institutions as approved sources
4. Operating rate contracts arranged by DGS & D New Delhi.

The process of this existing system for making purchases of store items is practiced in the State of Rajasthan also. Under DPEP more or less the same purchase procedure in respect of the store item will be followed. However, the items is to be purchased under DPEP are of varied and special nature with a view to avoid unnecessary procedural delay in the existing arrangement. It is proposed to constitute committees at various levels to go into the purchase of various items under this project. With the approval of director of supplies and disposal.

#### 1. State Level Committee

A state Level Committee consisting of the following members is proposed to be constituted with the approval of director of supplies and disposal to finalise the purchases of the value of more than 5 lacs.

* Education Secretary	Chairmen
* A Representative of the Finance Deptt.	Member
* State Project Officer	Member
* Director of Secondary Education Rajasthan	Member
* Director of Primary Education Raj.	Member
* Director Supplies and Disposal Raj.	Member
* Controller, Printing & Stationary Raj.	Member
* Chief Accounts Officer Secondary Education Raj.	Member
* Technical Expert, industries department, Raj.	Member
* DPEO of the concerned district	Member
* State Project Coordinator	Convener

The State project Director will advertise the tenders and open them before the committee of three persons. After opening the tenders the same will be examined for technical scrutiny by the committee after technical scrutiny the case will be placed before the state level empowered committee which would finalise the purchase. After the decision, the acceptance/ supply orders will be placed by the state project director of Rajasthan. The stores will be accepted after satisfactory inspection report and then payment will be released by the consignee.

## 2. District Level Purchase Committee

For the purchase of stores of the value of more than Rs. 3000/- but less than 5 lakhs in the financial year district level purchase committee will consist of the following members.

A. District Collector	Chairmen
B. Additional Dy. Commissioner of the district concerned	Dy. Chairmen
C. Technical Expert of Industries Department from the concerned district	Member
D. One Head of the institution	Member
E. The B.D.O.	Member
F. District Project Coordinator	Convener
G. Accountant, A/C cell DPEP	Member

This committee will make purchase by applying any of the procedures mentioned above as per their requirements.

## 9.2 COSTING

Unit Cost Norms (Relevant tables with illustrations)

State level office has decided the unit cost norms considering every component seriously and dexteriously and guided the district core team to form the plan accordingly.

Component and Activities	Amount (in lacs)	Percentage
Access :	1667.23	40.53
Retention	770.22	18.72
Quality Improvement	616.83	14.99
Capacity Building	1059.93	25.76
District Project Office	146.74	

(See Annexure .....)

### 9.3 SUMMARY COSTS

#### 9.3.1 Recurring costs

Rs.1283.72 (in lacs) is 31.20% of the total budget.

#### 9.3.2 Non-recurring costs

Rs. 2830.49 (in lacs) is 68.80% of the total budget.

Total cost Rs.4114.21 (in lacs)

	(In lacs)	%
Civil Works	987.69	24%
Management	146.74	3.57%
Other Educational Programmes	2979.78	72.43%
Total Project Cost	4114.21	100%

#### 9.3.3 Objective-wise costs

	(In lacs)	%
Access	1667.23	40.53%
Retention	770.22	18.72%
Quality Improvement	616.83	14.99%
Capacity Building	1059.93	25.76%
Total Project Cost	4114.21	100%

#### 9.3.4 Relevant tables with illustrations

The district core team has decided to do many works component wise according to the goals and objectives decided in the concerned chapter. Therefore, the following components have been taken up to enhance and increase the access and enrolment in existing schools. The following components have been taken up with priority.

- Opening of new primary schools.
- Schools of two rooms buildings.
- Schools of two rooms buildings.
- Alternative schools.(Const. Of Sheds for AS).  
In Tribal, Mewat, Daang areas 80% by DPEP & 20% by community.  
In general areas 50% by DPEP & 50% by community.  
(So far as honorarium of AS instructors is concerned, AS six hourly instructors will be given @ Rs.1350/- whereas AS four hourly instructors will be given @ Rs. 1000/- per month. Similarly non recurring expenditure per AS Rs. 5000 has been decided. Similarly games material and contingency per AS have been given @ Rs.1500/- .

#### 9.6.7 Compliance of DPEP Norms

Civil Works 24%

Management 06%

**9.6.8 Procurement Procedure**

Procurement Procedure will be decided by State Project Office DPEP Jaipur. It will be followed by the District Project Office.



**CHAPTER -10**  
**FIRST YEAR ANNUAL WORK PLAN & BUDGET**

**10.1 INTRODUCTION**

After the approval of the district plan the DPEP will start its work from the month of August 1998. The following activities and works are proposed to be done in the first year of annual work plan 1998-99. In the first year of annual work plan 1998-99. The district project office, MIS, BRC's, CRC's, VEC's will be installed in the district. Similarly the budgeting will also be done according to the installation of different components of 1st year Annual Plan. Before December 1998, the strategies for the following works are proposed to be planned as follows :-

- 10.2 District Project Office :- The starting couple of months of the year of 1998-99 to be geared up the system to handle the additional responsibilities of DPEP. The district project office for the implementation of DPEP in the district will be established in August 1998 in a rented building, acquiring necessary furniture and equipment and also setting into position the management information system at the same time necessary staff for this office will have to be put in the place.

Table 58. Strengthening of District Project Office

Activity	Unit Cost	(Rs. In lacs)													
		1st Year		2 <sup>nd</sup> Year		3 <sup>rd</sup> year		4 <sup>th</sup> year		5 <sup>th</sup> year		6 <sup>th</sup> year		Total	
		Phy.	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin
District Project Office (DPO)		41	14.42	39	28.45	39	28.45	39	28.45	39	28.45	39	28.45	234	146.74

See Annexure No. ....

In the DPO office the above expenditure is shown on the following component and activities.

- (a) Furniture
- (b) Equipments
- (c) Maintenance of equipments
- (d) Vehicles: Hire, Fuel
- (e) Staff salaries : DPC(1), Programme Officer (5), Acctt. Officer (1), Asstt Account Officer (1), Asstt. Engineer(1), Jr. Engineer(6), JEN motorcycle allowance @ 1000/-, Draftman(1), Computer Operator(1), Programmer(1), Steno(1), LDC(1), Pcon(1), Nightguard(1)
- (f) Workshops & Seminars
- (g) Contingency
- (h) Office Expenditure
- (i) Publicity/Media
- (j) Office Rent Average 5000/- per month/as per PWD assessment
- (k) T.A./D.A., Medical
- (l) Innovation
- (m) District Committee Registration Fees.

10.3 MIS:- By the end of January 1999 hardware will be procured and in the month of February and March 1999. A system will be operationalised by March 1999. The SMIS and the statistical package are under development at state project office and are likely to be installed by January 1999. It is possible to implement these packages as soon as the project staff is trained. The micro planning exercise would have to be started immediately.

The urgency of this exercise is important for finalizing the location of civil works pertaining to schools. This exercise is planned to be completed by the end of August 98.

10.4 BRC's :-The offices will be located temporarily at the block head quarters. As soon as the building are completed they will operate in the BRC's. The equipment for the BRC's will be purchased at the time of teacher training during 1998-99.

10.5 CIVIL WORKS:- Under civil works construction will be carried out from December 1998 onwards action for initiating the civil works would also have to be taken as top priority. Since these works are planned to be completed by the later half of 2000, finalization of drawings, tendering of documents and awarding of contracts would have been completed by September 1998. The village education committee will have the main responsibilities of ensuring proper construction of all civil works school committee members (VEC members) will be thoroughly trained in the use of construction manual.

10.6 AN IMPORTANT PHASE would be the training of DIET by SIERT. The 1st step would be to focus on the SIERT and its capabilities and then build up the capacity of DIET's to handle and impart required training modules by SIERT would have to be initiated. Selection of the DIET faculty for training would have to be done and training imparted within the first couple of months.

Next phase would be the drawing up of a calendar for training by DIET for the training of BRC's personnel. By that time selection of BRC's personnel for training would have to be done by the DPO. This training should be completed with absence of urgency so as to make possible training manner. Trained BRC personnel's would than have to draw up their training calendar in phasing manner of in-service teachers to be completed in the first year. Training is planned to be started by December 98. Although the training of CRC coordinators may take some time sharing thee experiences by teachers at CRCs would be started earlier. Identification of NFE centers would have to be done immediately on the completion of micro-planning exercise. This would have to be followed up by identification of instructors and provision of necessary training and learning material.

10.7 Community Mobilization is an important phase so VECs would have to be constituted. This would involve a restructuring of the already existing parent teacher associations. Village Committee so as to make them more participate. This would have to be followed by the orientation programs for the members of VECs and M.T.A.'s

10.8. Summary Table :- 1st Year Cost -- percentage of total Project Cost  
Strategies to be adopted during the first year of the plan implementation.

Major Activities		Phy.	Fin.(in lacs)
Access	A1. New Primary Schools	20	25.00
	A2. Alternative Schools	-	-
	A3. Addl. Class Rooms	30	37.50
	Total	50	62.50
Retention	R1. Community mobilization	187	3.22
	R2. Construction	-	-
	R3. School improvement fund	-	-
	R4. Addl. Teachers (Enrolment based)	300	16.20
	R5. ECCE opening of new ECE centers Strengthening of ICDS centers	206	14.02
	R6. Incentives to AS para teachers on 75%Retention & achievement.	-	-
	Total	693	33.44
Quality Improvement	Q1. Training	17635	30.47
	Q2. Educational Incentives for SC/ST girls (in block less than 15% literacy)	-	-
	Q3. Work books to students class I to V.	-	-
	Q4. Teacher guide.	-	-
	Q5. TLM grants for teachers & para teachers.	-	-
	Q6 Educational visits.	10	0.04
	Total	17645	30.51
Capacity building	C1. Strengthening DIET	3	5.13
	C2. BRC	78	63.10
	C3. CRC	300	26.00
	C4. District Project Office (DPO)	41	14.42

TOTAL BUDGET FOR FIRST YEAR PROGRAMME WILL BE AS FOLLOWS: 235.01 LACHS.

**Format For Abstract of Estimated Costs District Kota  
(By Objectives)**

**Table 1-B**

S.No.	Objectives	Amount (Rs. In Lakhs)	Percentage
1.	Improving Access	1667.23	40.53
2.	Improving Retention	770.22	18.72
3.	Quality Improvement	616.83	14.99
4.	Capacity Building	1059.93	25.76
	Total Project Cost	4114.21	100

**Format For Abstract of Estimated Costs District Jhalawar  
(By Components)**

**Table 1-C**

S.No.	Components	Amount (Rs. In Lakhs)	Percentage
1.	Civil works	987.69	24.00
2.	Management	146.74	3.57
3.	Other Educational Programme	2979.78	72.43
4.	Total	4114.21	100

	Amount (Rs. In Lakhs)	Percentage
Recurring cost	1283.72	31.20
Non recurring cost	2830.49	68.80
Total cost	4114.21	100

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**PROJECT COST (DPEP)-KOTA  
RAJASTHAN**

(Rs. In lakhs)

COMPONENT / ACTIVITY	UNIT COST	1ST YEAR (1998-99)		2ND YEAR (1999-2000)		3RD YEAR (2000-2001)		4TH YEAR (2001-2002)		5TH YEAR (2002-2003)		6TH YEAR (2003-2004)		TOTAL		Category RI
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	
		C.4 District Project Office (DPO)														
a) Furniture	1.60	1	1.60	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.60	
b) Equipments	2.82	1	2.82	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	2.82	
c) Maintenance of equipments	0.224	0	0.00	1	0.22	1	0.22	1	0.22	1	0.22	1	0.22	5	1.12	
d) Vehicles			0.00		0.00		0.00									
- Hire	1.50	1	0.50	1	1.50	1	1.50	1	1.50	1	1.50	1	1.00	6	7.50	
- Fuel	1.0	1	0.33	1	1.00	1	1.00	1	1.00	1	1.00	1	0.67	6	5.00	
e) Staff Salaries																
- DPC (1)	2.00	1	0.67	1	2.00	1	2.00	1	2.00	1	2.00	1	1.33	5	10.00	
- Programme Officer (5)	1.73	5	2.88	5	8.65	5	8.65	5	8.65	5	8.65	5	5.77	30	43.25	
- Account officer	1.52	1	0.51	1	1.52	1	1.52	1	1.52	1	1.52	1	1.01	6	7.60	
- Assistant Account Officer	0.36	1	0.12	1	0.36	1	0.36	1	0.36	1	0.36	1	0.24	6	1.80	
- Assistant Engineer	1.52	1	0.51	1	1.52	1	1.52	1	1.52	1	1.52	1	1.01	6	7.60	
- Junior Engineer	0.60	6	1.20	6	3.60	6	3.60	6	3.60	6	3.60	6	2.40	36	18.00	
- Motor cycle allowance @ 1000/-	0.120	6	0.24	6	0.72	6	0.72	6	0.72	6	0.72	6	0.48	36	3.60	
- Draftsman	0.120	1	0.04	1	0.12	1	0.12	1	0.12	1	0.12	1	0.08	6	0.60	
- Computer Operator	0.480	1	0.16	1	0.48	1	0.48	1	0.48	1	0.48	1	0.32	6	2.40	
- Programmer	0.60	1	0.20	1	0.60	1	0.60	1	0.60	1	0.60	1	0.40	6	3.00	
- Steno	0.36	1	0.12	1	0.36	1	0.36	1	0.36	1	0.36	1	0.24	6	1.80	
- LDC	0.36	1	0.12	1	0.36	1	0.36	1	0.36	1	0.36	1	0.24	6	1.80	
- Peon	0.21	1	0.07	1	0.21	1	0.21	1	0.21	1	0.21	1	0.14	6	1.05	
- Night Guard	0.21	1	0.07	1	0.21	1	0.21	1	0.21	1	0.21	1	0.14	6	1.05	
- Workshops and Seminars	0.55	1	0.55	1	0.55	1	0.55	1	0.55	1	0.55	0	0.00	5	2.75	
- Contingency	0.75	1	0.25	1	0.75	1	0.75	1	0.75	1	0.75	1	0.50	6	3.75	
- Office Expenditure	0.513	1	0.17	1	0.51	1	0.51	1	0.51	1	0.51	1	0.34	6	2.62	
- Publicity / Media	0.30	1	0.30	1	0.30	1	0.30	1	0.30	1	0.30	0	0.00	5	1.50	
- Office Rent Average 5000/- per month / as per PWD assessment	0.60	1	0.20	1	0.60	1	0.60	1	0.60	1	0.60	1	0.40	6	3.00	
- D.A	1.000	1	0.33	1	1.00	1	1.00	1	1.00	1	1.00	1	0.67	6	5.00	
- Cell	0.300	1	0.10	1	0.30	1	0.30	1	0.30	1	0.30	1	0.20	6	1.50	
- Pension	1.00	1	0.33	1	1.00	1	1.00	1	1.00	1	1.00	1	0.67	6	5.00	
- Committee Registration Fees	0.030	1	0.03	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.03	
<b>Total</b>		<b>41</b>	<b>14.42</b>	<b>39</b>	<b>28.45</b>	<b>39</b>	<b>28.45</b>	<b>39</b>	<b>28.45</b>	<b>39</b>	<b>28.45</b>	<b>37</b>	<b>18.47</b>	<b>234</b>	<b>146.74</b>	

Final  
13-552

PROJECT COST (DPEP) -----  
KOTA-RAJASTHAN

(Rs. In lakhs)

COMPONENT / ACTIVITY	UNIT COST	1ST YEAR (1998-99)		2ND YEAR (1999-2000)		3RD YEAR (2000-2001)		4TH YEAR (2001-2002)		5TH YEAR (2002-2003)		6TH YEAR (2003-2004)		TOTAL		Category IRI
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	
		<b>CAPACITY BUILDING</b>														
<b>C.1 Strengthening DIET</b>																
a) Furniture	1.50	1	1.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1.00	1.50	
b) Equipments	0.63	1	0.63	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1.00	0.63	
c) Office Work Luminous	3.00	1	3.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1.00	3.00	
d) Vehicles			0.00		0.00		0.00		0.00		0.00		0.00	0.00	0.00	
Hire	1.5	0	0.00	12	18.00	12	18.00	12	18.00	12	18.00	12	18.00	60.00	90.00	
Fuel	1.0	0	0.00	12	12.00	12	12.00	12	12.00	12	12.00	12	12.00	60.00	60.00	
e) Recurring Expenditure of Office	0.80	0	0.00	12	9.60	12	9.60	12	9.60	12	9.60	12	9.60	60.00	48.00	
<b>C.2 BRC</b>																
a) Construction of BRC building	7.4	5	37.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5.00	37.00	
b) Furniture	0.800	5	4.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5.00	4.00	
c) Equipment	1.33	5	6.65	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5.00	6.65	
d) Maintenance of equipments	0.092	10	0.92	5	0.46	5	0.46	0	0.00	0	0.00	0	0.00	10.00	0.92	
e) Books and Library	0.50	0	0.00	5	2.50	0	0.00	0	0.00	0	0.00	0	0.00	5.00	2.50	
f) Office expenses (recurring)	1.26	5	2.10	5	6.30	5	6.30	5	6.30	5	6.30	5	4.20	30.00	31.50	
(non-recurring)	0.61	5	3.05	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5.00	3.05	
TA DA	0.20	5	0.33	5	1.00	5	1.00	5	1.00	5	1.00	5	0.67	30.00	5.00	-
Medical	0.05	5	0.25	5	0.25	5	0.25	5	0.25	5	0.25	5	0.17	30.00	1.25	-
Vehicles (i) Hire	1.50	1	0.50	1	1.50	1	1.50	1	1.50	1	1.50	1	1.00	6.00	7.50	-
Fuel	1.00	1	0.33	1	1.00	1	1.00	1	1.00	1	1.00	1	0.67	6.00	5.00	-
g) Salary - Coordinators' Salaries	1.58	5	2.54	5	7.92	5	7.92	5	7.92	5	7.92	5	5.28	30.00	39.60	
- Assistant co-ordinator	1.152	6	2.30	6	6.91	6	6.91	6	6.91	6	6.91	6	4.61	36.00	34.56	
- Resource persons	0.600	10	2.00	10	6.00	10	6.00	10	6.00	10	6.00	10	4.00	60.00	30.00	
- Typist	0.360	5	0.60	5	1.80	5	1.80	5	1.80	5	1.80	5	1.20	30.00	9.00	
- Peon	0.210	5	0.35	5	1.05	5	1.05	5	1.05	5	1.05	5	0.70	30.00	5.25	
- Security Guard	0.210	5	0.35	5	1.05	5	1.05	5	1.05	5	1.05	5	0.70	30.00	5.25	
h) Action research	0.10	0	0.00	5	0.50	5	0.50	5	0.50	5	0.50	5	0.50	25.00	2.50	
i) Rent for nine months @ Rs. 4000/- as per FWD assessment.	0.48	0	0.50	5	1.00	0	0.00	0	0.00	0	0.00	0	0.00	10.00	1.80	
<b>C.3 CRC</b>																
a) Construction of CRC building	1.75	0	0.00	60	105.00	0	0.00	0	0.00	0	0.00	0	0.00	60.00	105.00	
b) Furniture	0.192	0	0.00	60	11.52	0	0.00	0	0.00	0	0.00	0	0.00	60.00	11.52	
c) Salaries - CRC co-ordinator salary	1.00	60	20.00	60	60.00	60	60.00	60	60.00	60	60.00	60	40.00	360.00	300.00	
d) Office expenses (recurring)	0.050	60	1.00	60	3.00	60	3.00	60	3.00	60	3.00	60	2.00	360.00	15.00	
(non-recurring)	0.060	60	3.60	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	60.00	3.60	
TA DA	0.06	60	1.20	60	3.60	60	3.60	60	3.60	60	3.60	60	2.40	360.00	18.00	
Medical	0.01	60	0.20	60	0.60	60	0.60	60	0.60	60	0.60	60	0.40	360.00	3.00	
Motor cycle allowance @ 600/- p.m.	0.072	0	0.00	60	4.32	60	4.32	60	4.32	60	4.32	60	4.32	300.00	21.60	
<b>Total</b>		<b>316</b>	<b>94.23</b>	<b>464</b>	<b>266.88</b>	<b>334</b>	<b>146.86</b>	<b>329</b>	<b>146.40</b>	<b>329</b>	<b>146.40</b>	<b>329</b>	<b>112.41</b>	<b>2491</b>	<b>913.19</b>	

**PROJECT COST (DPEP) :- KOTA  
RAJASTHAN**

(Rs. In lakhs)

COMPONENT / ACTIVITY	UNIT COST	1ST YEAR (1998-99)		2ND YEAR (1999-2000)		3RD YEAR (2000-2001)		4TH YEAR (2001-2002)		5TH YEAR (2002-2003)		6TH YEAR (2003-2004)		TOTAL		Category
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	
		01 Training of ECE/Anganwadi workers at BRC (3+3 days training cost by convergence with WDP) (20 persons)	0.0035	0	0.00	959	3.36	959	3.36	959	3.36	959	3.36	959	3.36	
02 Training of Panchayat community members/municipality functionaries (20 persons)	0.0025	275	0.69	275	0.69	275	0.69	275	0.69	275	0.69	0	0.00	1375	3.44	
03 Orientation - cum - Review meetings of CRC Coordinators at BRC (2 days) (20 persons)	0.0025	240	0.60	720	1.80	720	1.80	720	1.80	720	1.80	480	1.20	3600	9.00	
04 Orientation of VEC members at CRC (2 days) (36 persons) for first 3 years	0.002	3639	7.28	0	0.00	3639	7.28	0	0.00	3639	7.28	0	0.00	10917	21.63	
05 Monthly Review-cum-Orientation Meeting of primary school teachers at CRC (1 day) (20 persons) per month	0.0005	11744	5.87	29880	14.94	30480	15.24	30830	15.42	30837	15.42	30830	15.42	164601	52.30	
06 Monthly review meeting of para-teachers at CRC (2 days) (20 persons) per month	0.0005	0	0.00	5580	2.79	8210	4.11	9240	4.62	10840	5.32	11740	5.87	45410	22.71	
07 Training and orientation of BNS at CRC (1 day) (20 persons)	0.001	200	0.20	500	0.50	224	0.22	0	0.00	0	0.00	0	0.00	924	0.92	
08 Educational Incentives (stationary items for 50 ST girls in blocks less than 15% literacy)	0.00065	0	0.00	1435	0.93	1435	0.93	1530	0.99	1643	1.07	1758	1.14	7801	5.07	
09 3 Work Book to students class I to V-unit 1000 students	0.00015	0	0.00	216100	32.42	229000	34.35	237900	35.69	246900	37.04	254000	38.10	1183900	77.59	
10 Teacher per unit 1000 teachers	0.00015	0	0.00	3562	0.53	3669	0.55	4014	0.60	4163	0.62	4278	0.64	19869	2.99	
11 1000 grants for Primary school			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
a. Teachers	0.005	0	0.00	2988	14.94	3048	15.24	3083	15.42	3083	15.42	3083	15.42	12255	26.43	
b. Para Teachers	0.005	0	0.00	558	2.79	821	4.11	924	4.62	1084	5.32	1174	5.87	4541	22.71	
12 Educational Visits																
01 Exposure visits for VEC members within district																
a) Two days visit within district 4 batches of 10 person each every year (per person cost)	0.004	10	0.04	40	0.16	40	0.16	40	0.16	40	0.16	30	0.12	210	0.80	
b) 3 day visit outside district 2 batches of 10 person each every year (per person cost)	0.008	0	0.00	20	0.16	20	0.16	20	0.16	20	0.16	20	0.16	100	0.80	
c) 6 days visit outside state, one batch of 5 person every year (per person cost)	0.04	0	0.00	5	0.20	5	0.20	5	0.20	5	0.20	5	0.20	25	1.00	
02 Exposure visits for AS para teachers			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
a) Two days visit within district 4 batches of 10 person each every year (per person cost)	0.004	0	0.00	40	0.16	40	0.16	40	0.16	40	0.16	40	0.16	200	0.80	
b) 3 day visit outside district 2 batches of 10 person each every year (per person cost)	0.008	0	0.00	20	0.16	20	0.16	20	0.16	20	0.16	20	0.16	100	0.80	
c) 6 days visit outside state, one batch of 5 person every year (per person cost)	0.04	0	0.00	5	0.20	5	0.20	5	0.20	5	0.20	5	0.20	25	1.00	
03 Exposure visits for PTE teachers																
a) 6 days visit outside state, one batch of 5 person every year (per person cost)	0.04	0	0.00	5	0.20	5	0.20	5	0.20	5	0.20	5	0.20	25	1.00	
<b>GRAND TOTAL</b>		<b>16108</b>	<b>14.68</b>	<b>262617</b>	<b>76.93</b>	<b>282740</b>	<b>89.14</b>	<b>289535</b>	<b>84.44</b>	<b>303950</b>	<b>94.56</b>	<b>308352</b>	<b>88.21</b>	<b>1463707</b>	<b>447.95</b>	





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PROJECT COST (DPEP) -KOTA  
RAJASTHAN

(Rs. In lakhs)

COMPONENT / ACTIVITY	UNIT COST	1ST YEAR (1998-99)		2ND YEAR (1999-2000)		3RD YEAR (2000-2001)		4TH YEAR (2001-2002)		5TH YEAR (2002-2003)		6TH YEAR (2003-2004)		TOTAL		Category RT
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	
		<b>QUALITY IMPROVEMENT</b>														
<b>Q.1 Training</b>																
a) Training of Para Teachers (30 days) per para teacher one time	0.0312	300	9.36	258	8.05	263	8.21	103	3.21	140	4.37	110	3.43	1174	35.63	
b) Training of Para Teachers (10 days) 20 Para Teacher one time	0.008	300	2.40	258	2.06	263	2.10	103	0.82	140	1.12	110	0.88	1174	9.39	
c) Refresher training of para teachers (15 days) 30 Para Teacher subsequent year	0.0102	0	0.00	0	0.00	244	2.49	513	5.23	513	5.23	513	5.23	1783	18.19	
d) Training of BRC resource persons at DIET (6 days) per resource person	0.008	15	0.12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	15	0.12	
e) Gender sensitization training of District & block level education functionaries (3 days) (20 participants)	0.006	20	0.12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	20	0.12	
f) Training of BRC co-ordinators at DIET (10 days) (15 persons)	0.014	5	0.07	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5	0.07	
g) Orientation of DLOs at DIET (2 days) (25 person)	0.002	25	0.05	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	25	0.05	
h) Training of CRC co-ordinators at BRC (10 days) (20 person) (Induction training)	0.008	0	0.00	60	0.48	0	0.00	0	0.00	0	0.00	0	0.00	60	0.48	
i) Refresher training of CRC Co-ordinator at BRC (5 days) (20 person)	0.005	0	0.00	0	0.00	60	0.30	60	0.30	60	0.30	60	0.30	240	1.20	
j) Training of Primary School's Regular teachers																
1) Induction Trg. - (a) 6 days (20 persons)	0.005	436	2.18	1052	5.26	1060	5.30	535	2.68	0	0.00	0	0.00	3083	15.42	
2) Induction Trg. - (b) 3 days (20 persons)	0.0035	436	1.53	1052	3.68	1060	3.71	535	1.87	0	0.00	0	0.00	3083	10.79	
3) Refresher training for 1 days (20 persons)	0.005	0	0.00	2988	14.94	3048	15.24	3083	15.42	3083	15.42	3083	15.42	15285	76.43	
Total		1537	15.83	5668	34.48	5993	37.35	4932	29.53	3936	26.44	3878	25.26	25947	163.88	

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How?

Institute of Educational  
and Administration.

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