

DISTRICT PRIMARY EDUCATION PROGRAMME

[DPEP]



DISTRICT EDUCATION PLAN
December 1998 – November 2003

DPEP



जिला प्राथमिक शिक्षा कार्यक्रम
DISTRICT PRIMARY EDUCATION PROGRAMME

JHUNJHUNU DISTRICT
(RAJASTHAN)

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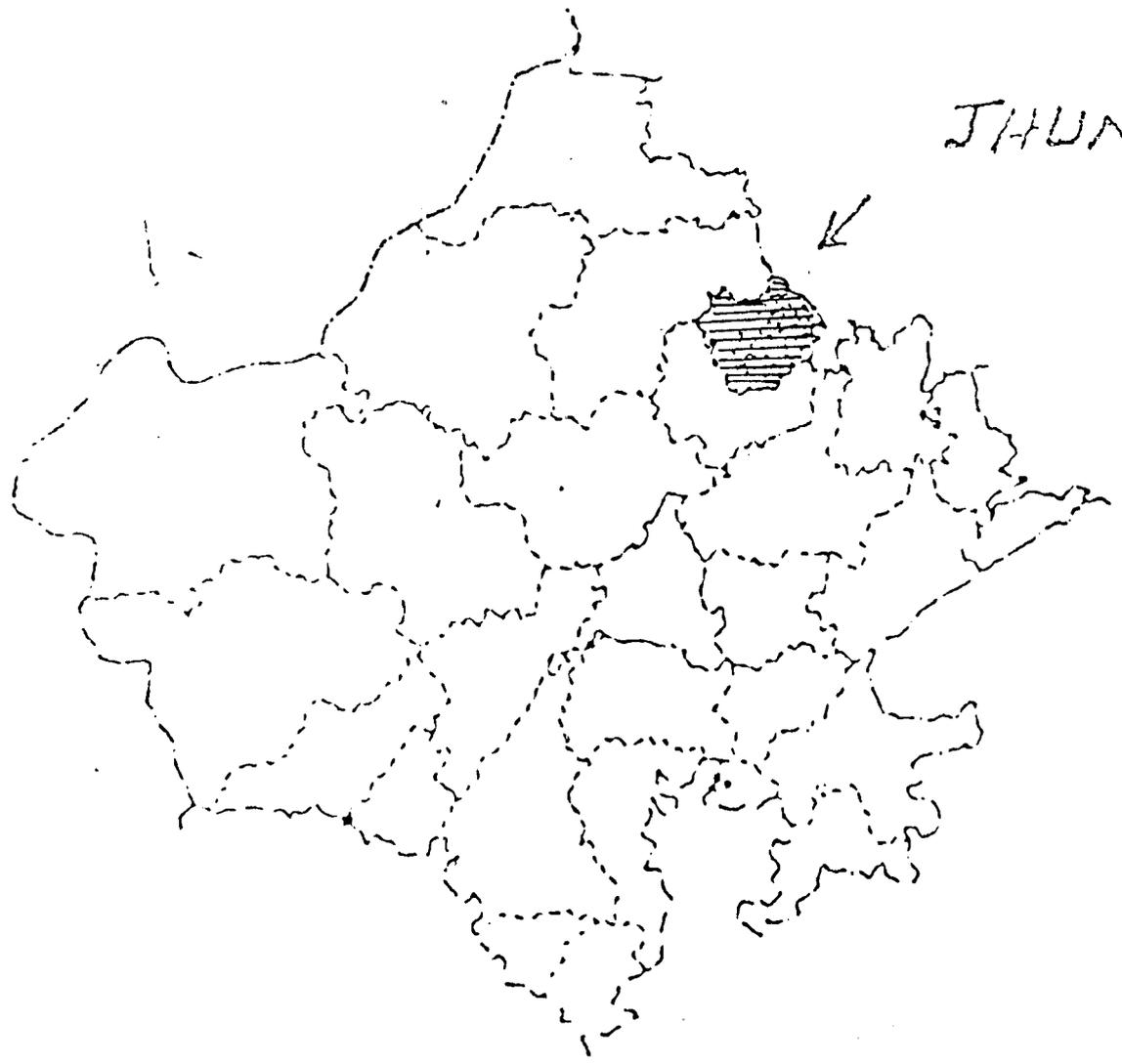


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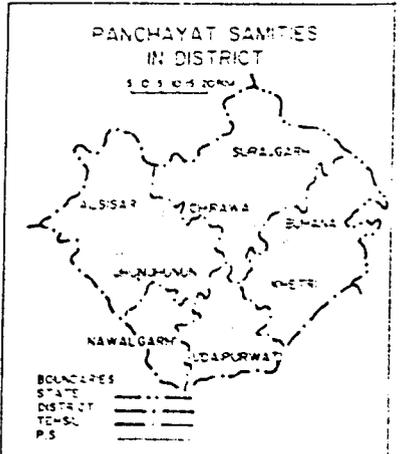
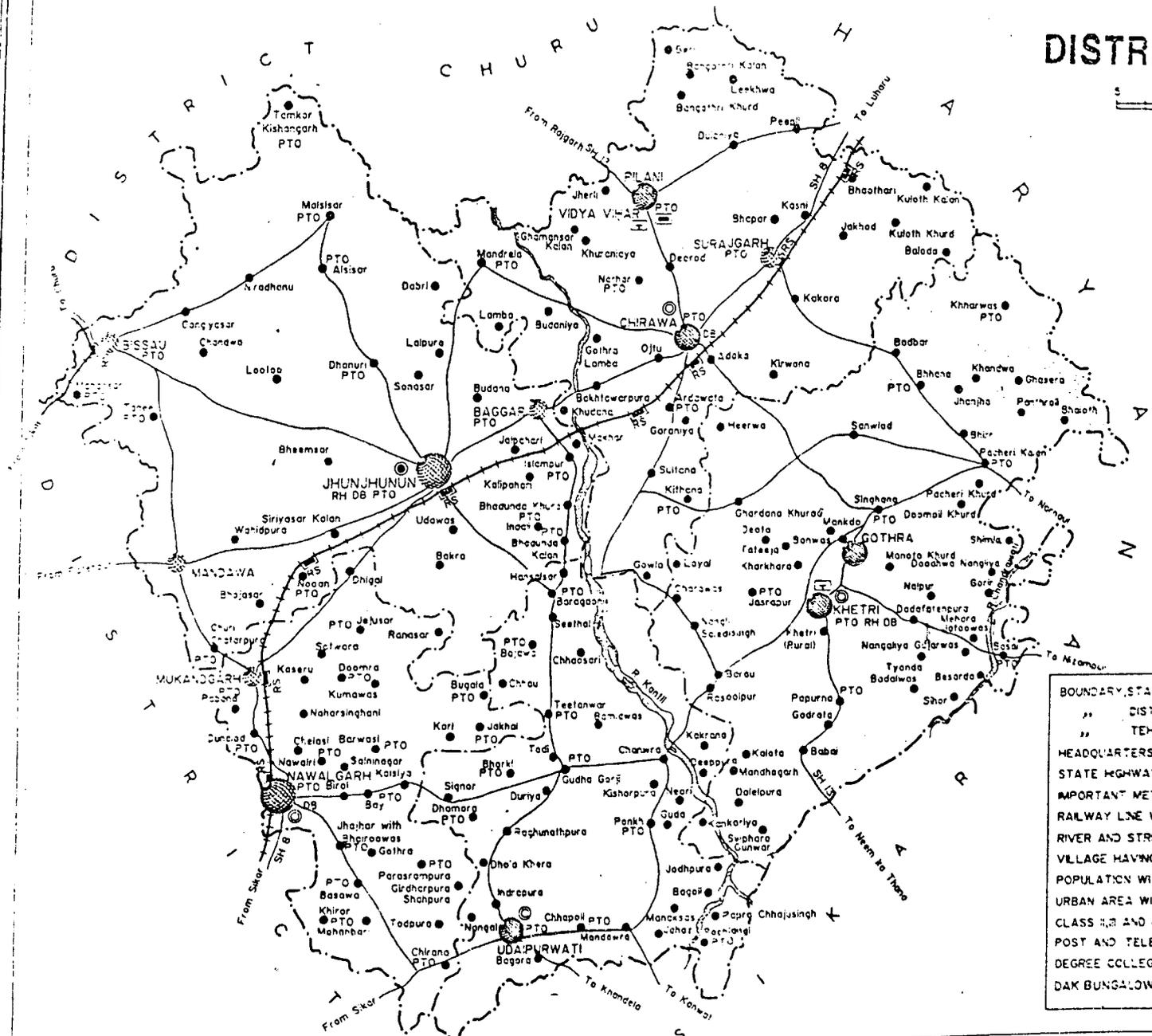
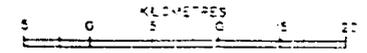
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JHUNJHUNU



RAJASTHAN DISTRICT JHUNJHUNUN

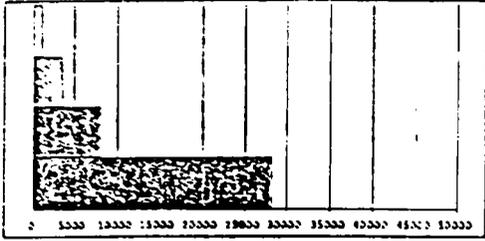


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" DISTRICT	- - - - -
" TEHSIL
HEADQUARTERS, DISTRICT, TEHSIL	●, ○
STATE HIGHWAY	—+—
IMPORTANT METALLED ROAD	—+—+—
RAILWAY LINE WITH STATION, METRE GAUGE	—+—+—+—
RIVER AND STREAM	~~~~~
VILLAGE HAVING 2000 AND ABOVE POPULATION WITH NAME	●
URBAN AREA WITH POPULATION SIZE CLASS III AND IV	○, ○
POST AND TELEGRAPH OFFICE	PTO
DEGREE COLLEGE, TECHNICAL INSTITUTION	—+—+—
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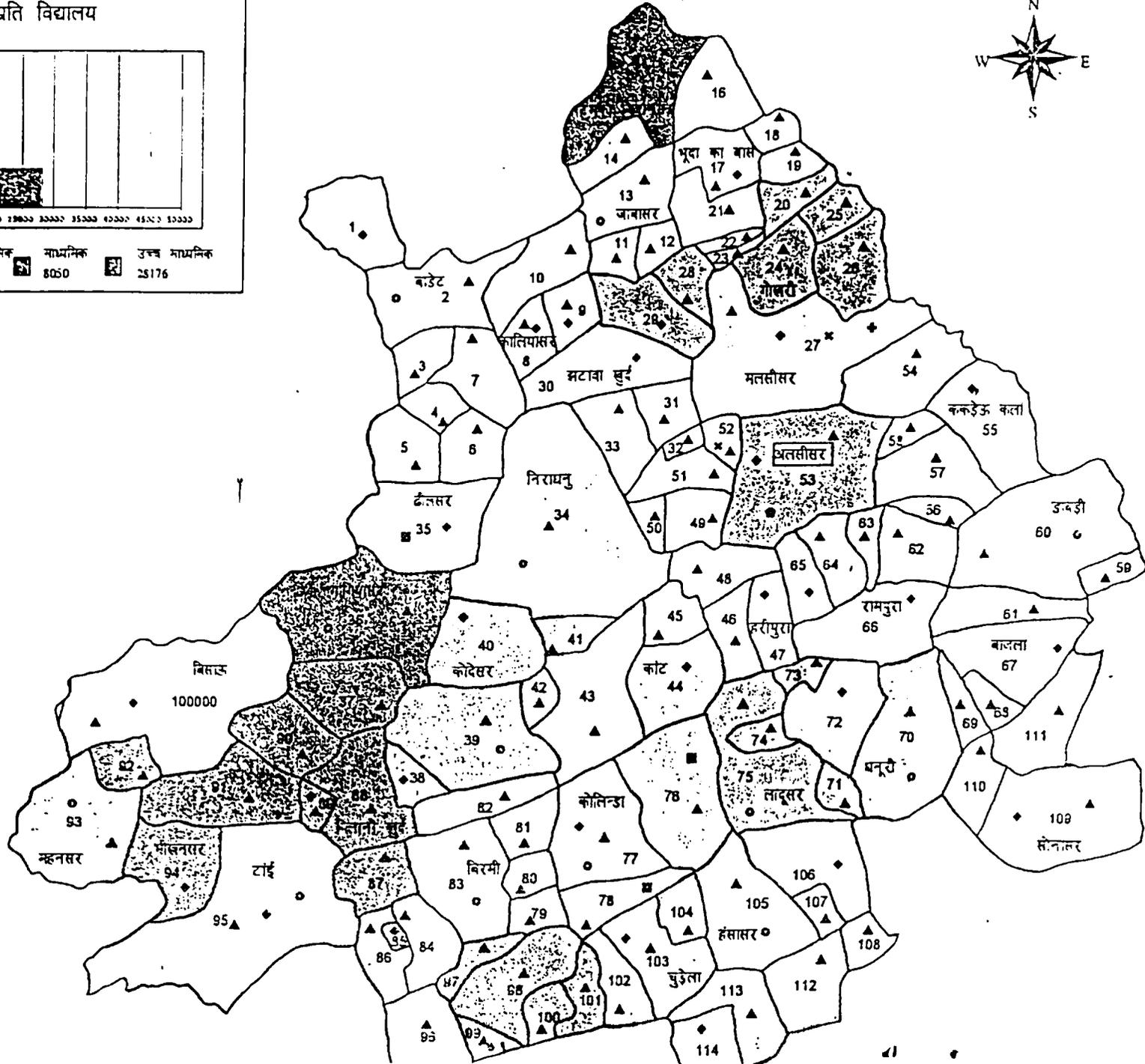
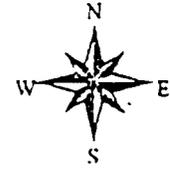
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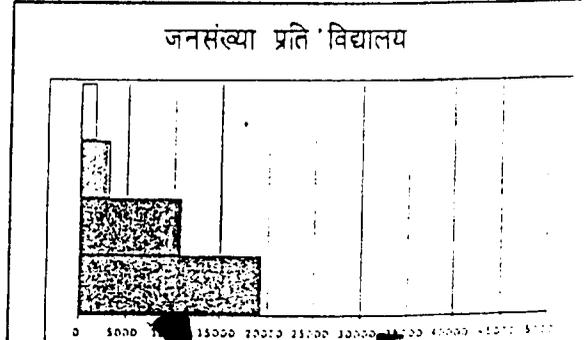
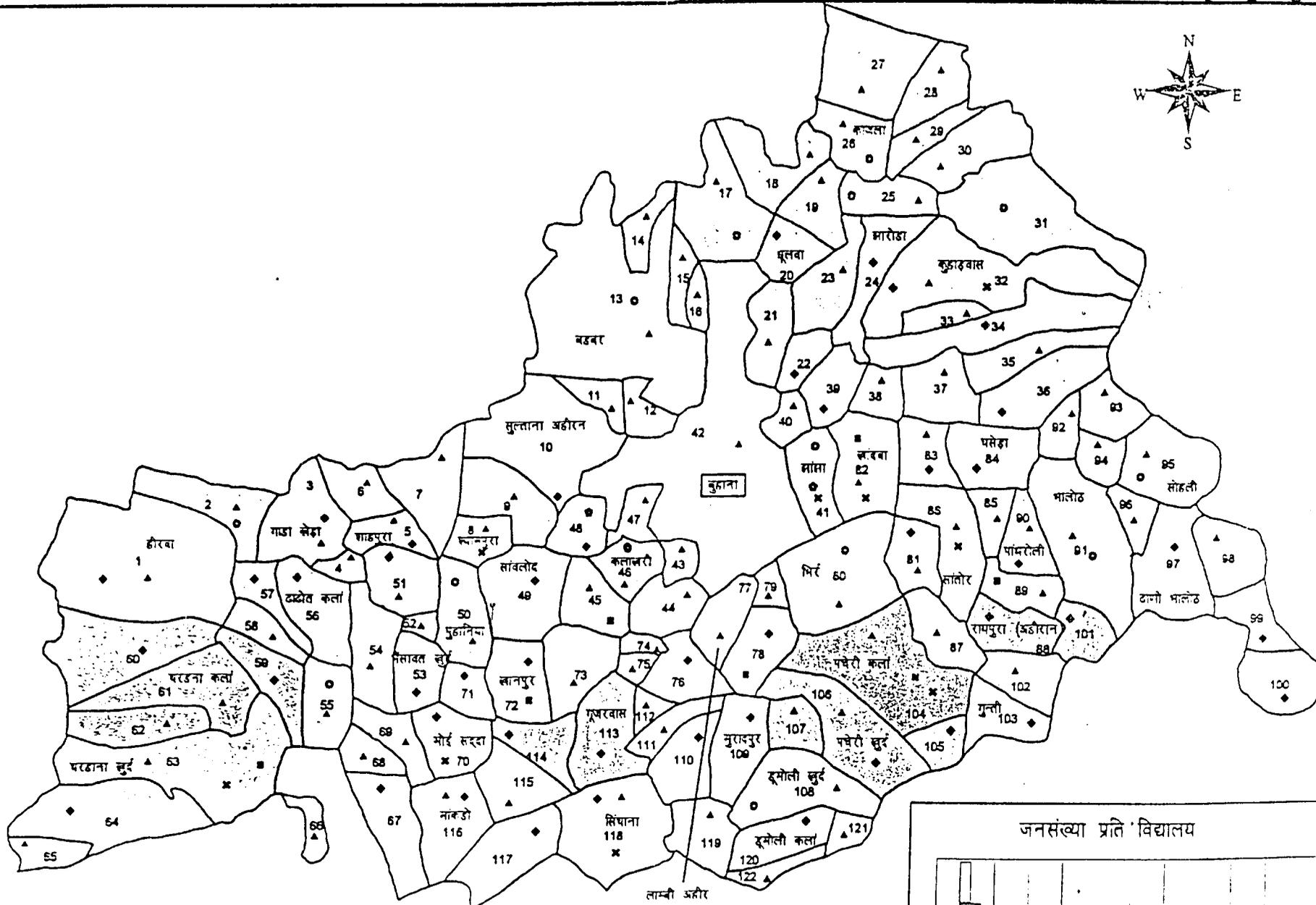
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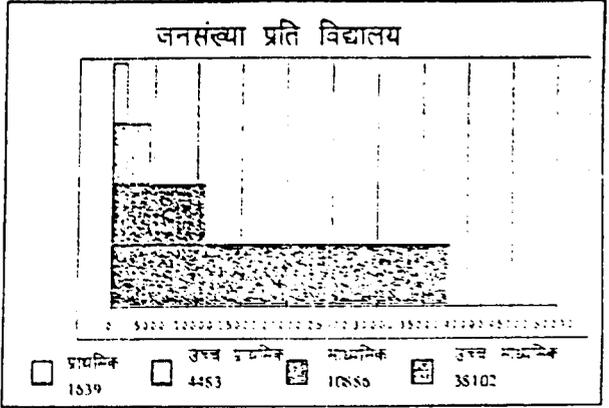
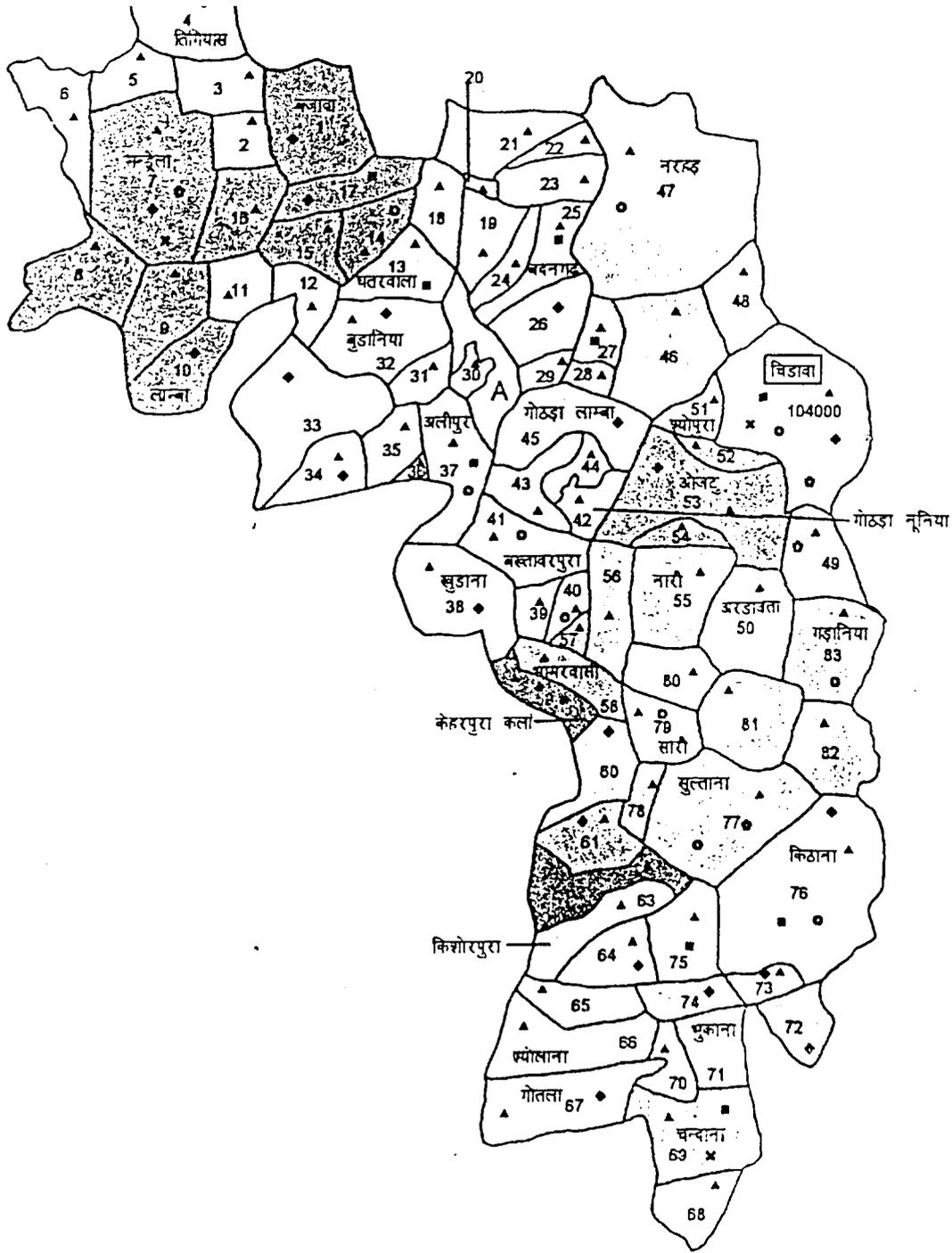
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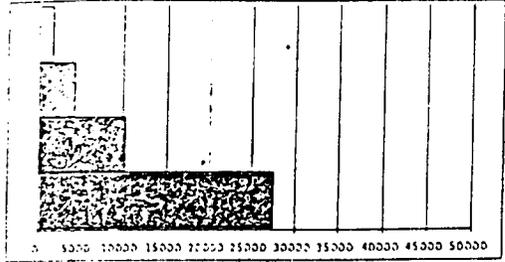
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 माध्यमिक 8050
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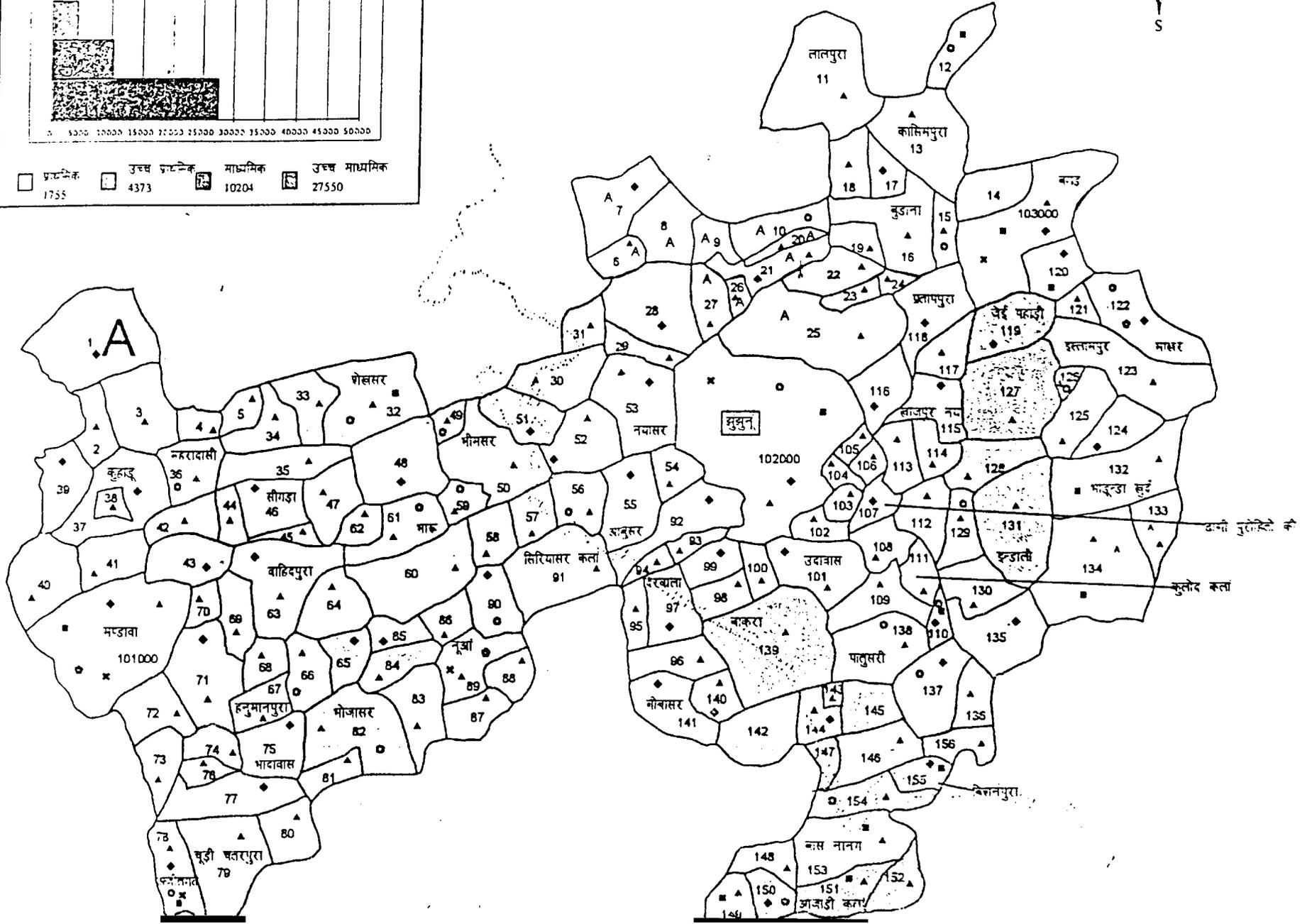


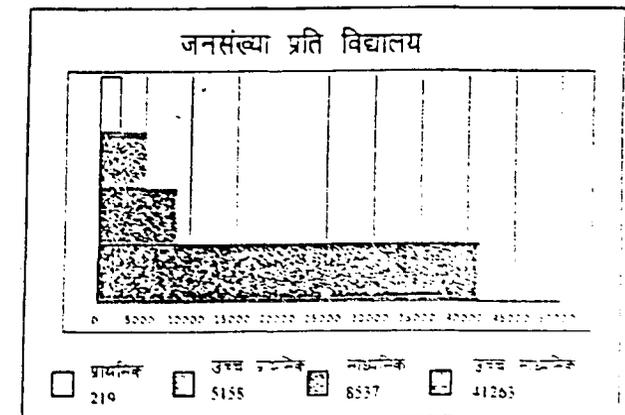
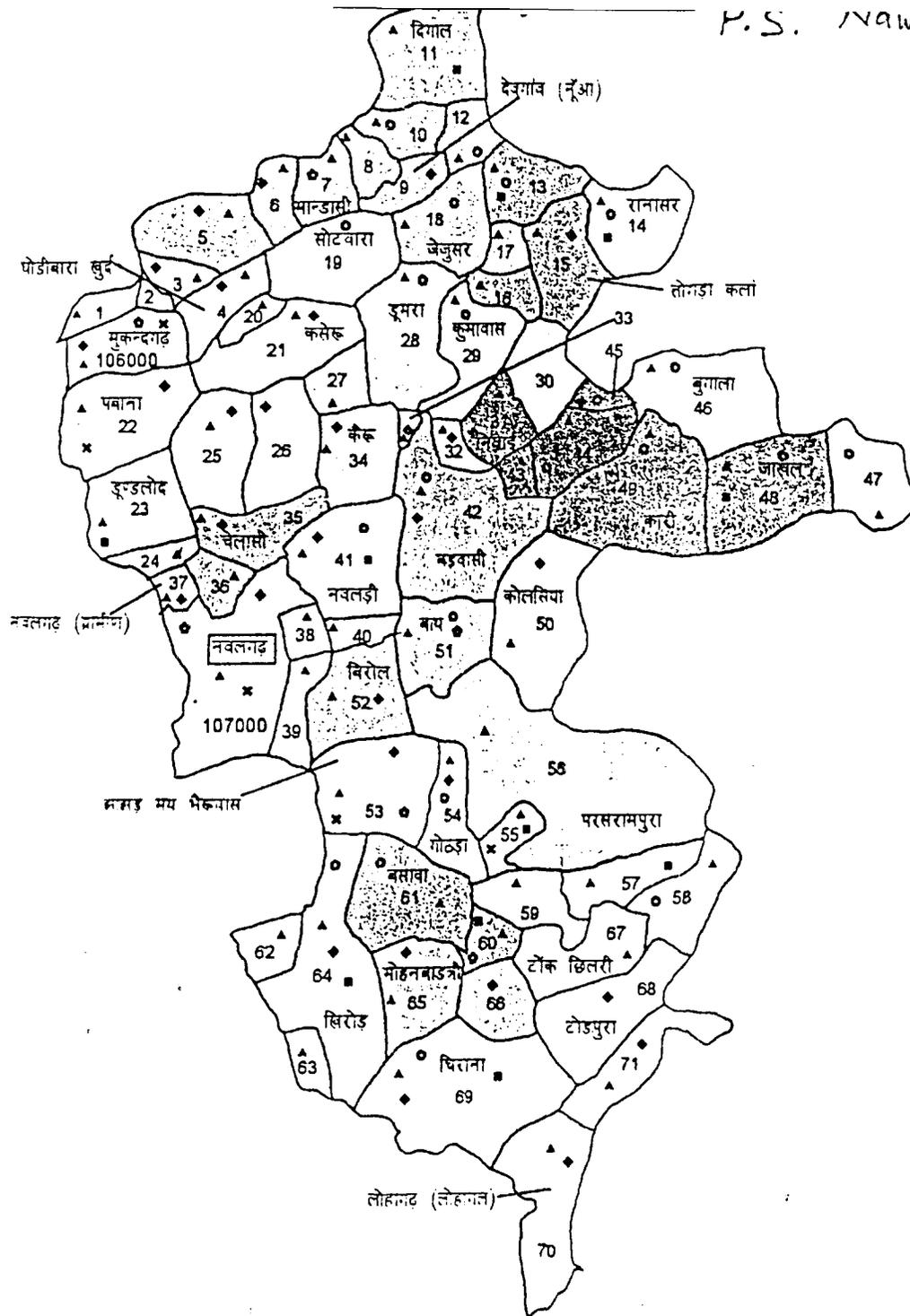


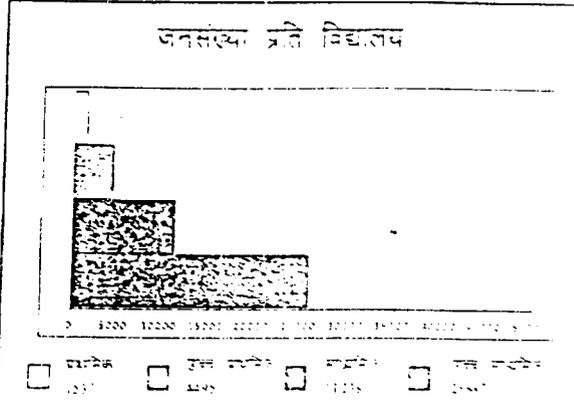
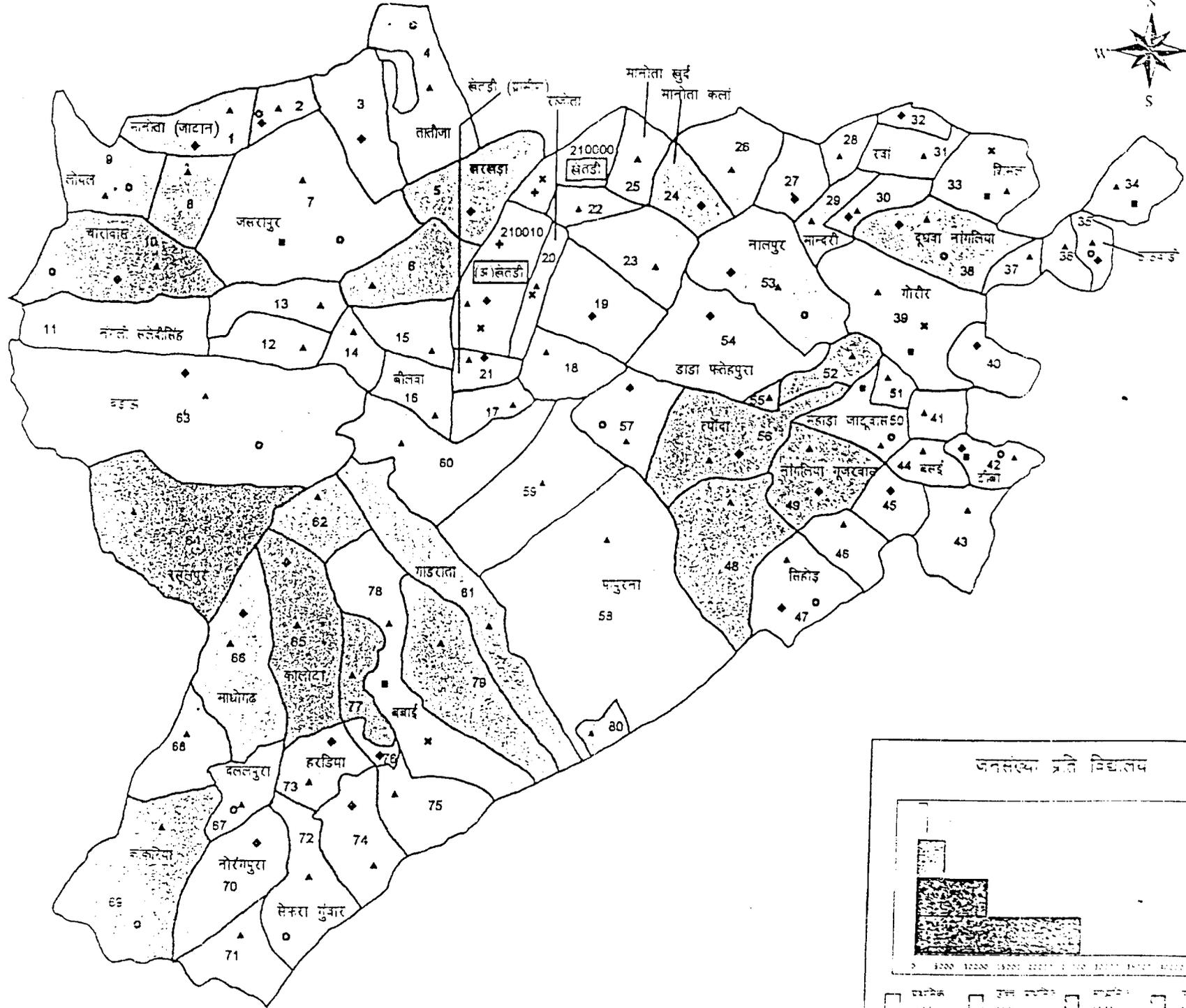
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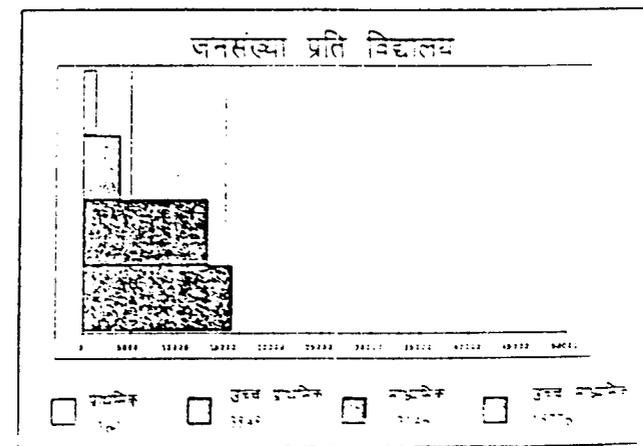
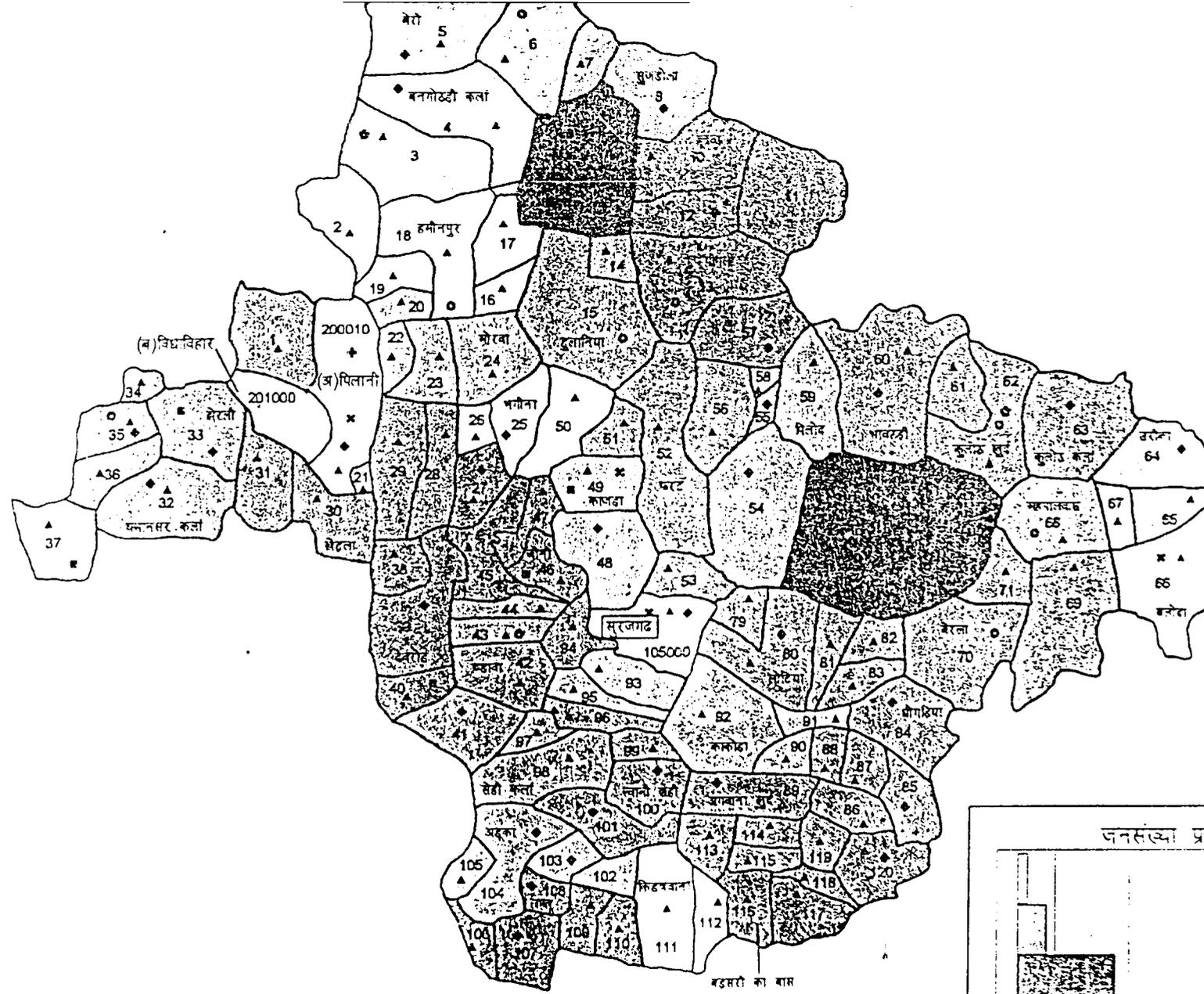


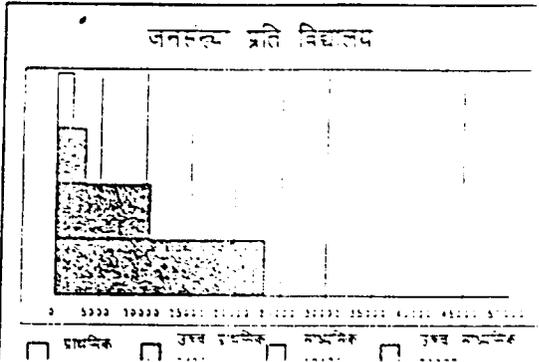
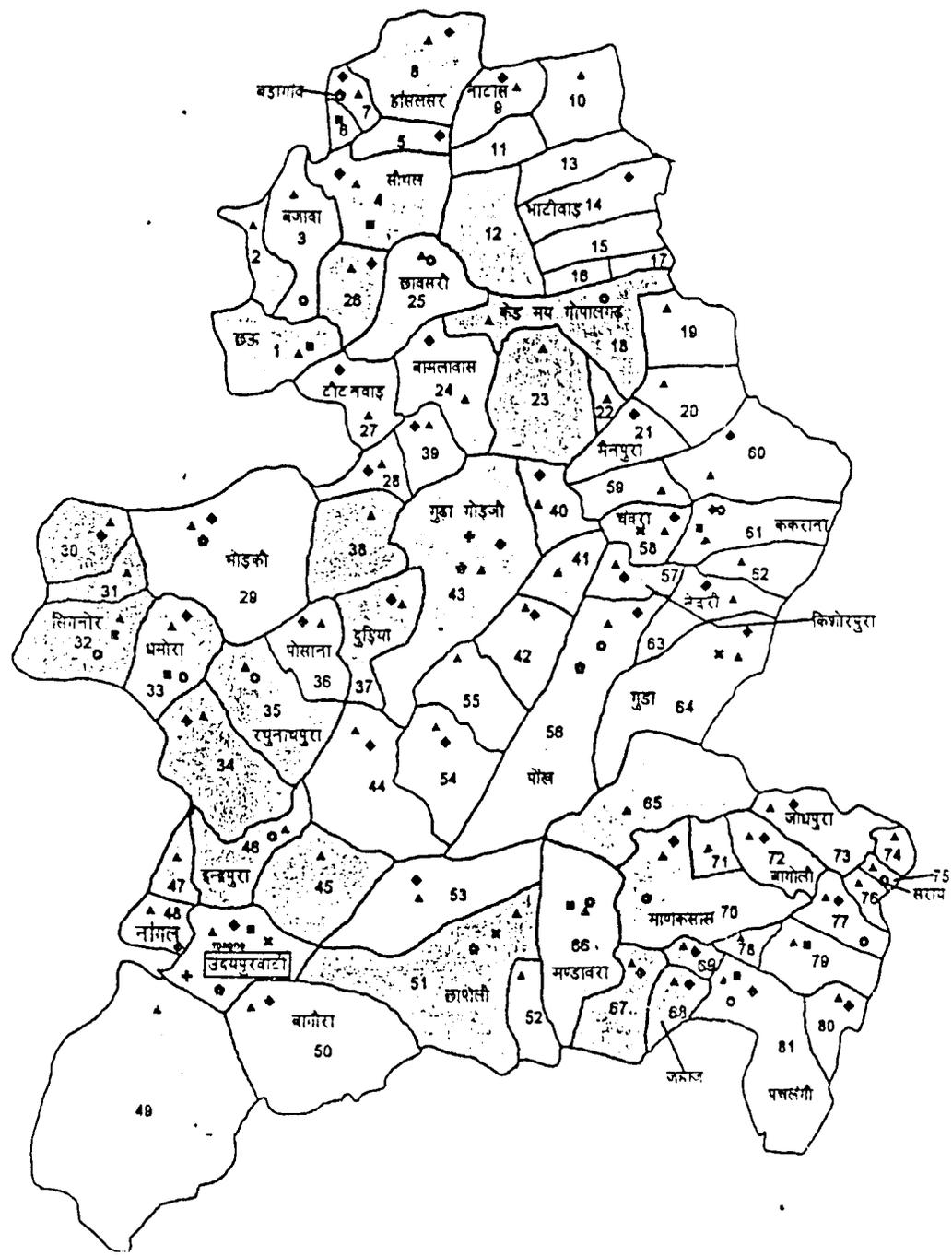
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 उच्च प्रथमिक 4373
 माध्यमिक 10204
 उच्च माध्यमिक 27550











PREFACE

Jhunjhunu district is well known for its deep and sound educational background. Though it possesses a high rank in the hierarchy of literate districts of the state. Yet there are thousand of the children (6-11) in the district, who can't come to school for various reasons. State Govt. is trying to streamline non school going children up to its best level. Through "Praveshotsav" we have reached near to our goals. Besides this, total literacy campaign carried out in the district have creates the desired level of awareness and awaking in the various groups of community about the need for education. TLC has definitely promoted the universalization of primary education.

The people of Jhunjhunu district can consider themselves privileged in the mother of strengthening of primary education. In addition to the earlier state intervention like total literacy campaign and compulsory primary education project. DPEP has now been introduced to meet the increasing demand of primary education.

Through DPEP an effort has been made to solve all the issues at grass root level and thus to give a new direction to primary education.

In the DPEP project a better quality of primary education well equipped schools and latest innovations and technique of teaching learning has been proposed. The programme would strive to reduce economic and social disparities in enrollment, drop out and learning achievement among gender and social groups.

In the nutshell, this programme will be carried out in the district with the desired co-operation of public representatives, NGOs and different Govt. departments.

I hope all the sections of the community will own this programme and put their joint efforts to achieve the goal of the project for the betterment of our children.

Dr. Manjeet Singh
Collector & Chairman DPEP
Jhunjhunu

DISTRICT PRIMARY EDUCATION PROGRAMME

DISTRICT : JHUNJHUNU

DISTRICT CORE TEAM

- ◆ *Sh. Yogesh Sharma* - *Incharge Core Team*
- ◆ *Sh. Pitram Singh Godara* - *Member Core Team*
- ◆ *Sh. Mohinder Singh* - *Member Core Team*

DISTRICT SUPPORT GROUP

- ◆ *Sh. Manjeet Singh* - *Collector*
- ◆ *Sh. S.K. Srimali* - *A.D.M. (Admi)*
- ◆ *Sh. Ramesh Chandra* - *A.D.M. (Dev.)*
- ◆ *Sh. Goutam Mukarji* - *C.E.O Zila Parishad*
- ◆ *Sh. V. K. Handa* - *Deputy Director & Principal DIET*
- ◆ *Sh. Bhagwan Singh Tweenwal* - *D.E.O. (Ele I)*
- ◆ *Sh. B.M. Panchola* - *D.E.O. (Ele II)*
- ◆ *Sh. Ramsingh Gararia* - *D.E.O. (Sec.)*

List of Abbreviations

AC	Awareness Campaign
AICTE	All India Council of Technical Education
AS	Alternate School
AWP&B	Annual Work Plan & Budget
AWW	Anganwari Worker
BAS	Baseline Assesement Studies
BDO	Block Development Officer
BEC	Block Education Committee
BLS	Base Line Survey
BNS	Bhawan Nirman Samittee.
BRC	Block Resource Centre
CABE	Central Advisory Board of Education
CEC	Cluster Education Committee
CEO	Chief Executive Officer
CRC	Cluster Resource Centre
CRCC	Cluster Resource Centre Coordinator
CSS	Centrally Sponsored Scheme
DEO	District Education Officer
DIET	District Instituted of Educational Technology
DPC	District Programme Coordinator
DRDA	District Rural Development Agency
ECCE	Early Childhood Care & Education
ECE	Early Child Education
EdCIL	Educational Consultants India Limited
EFC	Expenditure Finance Committee
EMIS	Educational Management Information System
GAR	Gross Access Ratio
GER	Gross Enrollment Ratio

GOI	Govt. Of India
HRD	Human Resource Development
IAY	Indira Awas Yojana
ICDS	Integreted Child Development Scheme
IDA	International Development Agency
JRY	Jawahar Rojagar Yojana
LBSNAA	Lal Bahadur Shastri National Academy of Administration
LJP	Lok Jumbish Project
MBVK	Mahila Bal Vikas Kendra
MIS	Management of Information System
MLL	Minimum Level of Learning
MTA	Mother Teacher Association
NCERT	National Council for Educational Research and Training
NER	Net Enrollment Ratio
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
NV	Navodaya Vidyalaya
NYK	Nehru Yuva Kendra
OBB	Operation of Black Board
PFE	Primary Formal Education
PFS	Primary Formal School
PHC	Public Health Centre
PMIS	Planning Management Information System
PNFE	Primary Non-Formal Education
PNFE	Primary Non Formal Education

PO	Programme Officer
POA	Programme of Action
PRI;s	Panchayati Raj Institutions
PRIs	Panchayati Raj Institutions
PS	Primary School
PT	Para Teacher
RCPE	Rajasthan Council of Primary Education
RR	Retention Rate
SAS	Social Assessment Survey
SC/ST	Scheduled Caste/Scheduled Tribe
SES	Sixth Educational Survey
SIDA	Swedish International Development Agency
SIERT	State Institute of Educational Research and Training
SKB	Shiksha Karmi Board
SPO	State Project Office
SSSS	Shiksha Sawyam Sevi School.
TGT	Trained Graduate Teacher.
TLC	Total Literacy Campaign
TLM	Teaching Learning Material
UEE	Universalisation of Elementary Education
UNICEF	United Nation International Children's Educational Fund
UPE	Universalisation of Primary Education
VEC	Village Education Committee
WB	World Bank
ZP	Zila Parishad

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3. Implementation Schedules
4. Summary of SAS & BAS
5. Blockwise Projected Population
6. List of habitations without schools

Chapter-1

District Profile

HISTORICAL BACK GROUND :

Jhunjhunu is a result of merger of Thikanas of Khetri, Bissau, Nawalgarh, Mandwa, Dundlod and Udaipurwati region of former Jaipur state, However, the district was reconstituted after merger of the areas of Neem-ka-thana and Birath- formerly a part of Jaipur State. Parts of these area were transferred to Sikar and Jaipur districts respectively. Several other inter-tehsil village level transfers also took place within the district for instance the transfers of some villages from Churi Ajitgarh The District derives its name from the town of Jhunjhunu. The transfer of Churi – Ajitgarh Tehsil Partly to Jhunjhunu Tehsil and partly to Udaipurwati Tehsil are worth maintaining as these transferes abolished the existance of Churi-Ajitgarh. Village Guglawa was transfered to Rajgarh tehsil of Churu district Tehsil from Jhunjhunu. Twenty seven villages were transferred to Jhunjhunu Tehsil from former Churi Ajit garh Tehsil, and nine villages were transferred to Udiapur Wati Tehsil. New Tehsil Nawalgarh was formed after 1981.

GEOGRAPHICAL FEATURE :

LOCATION : The district is irregular hexagon in shape, situated in north eastern part of the State. It lies between 27°-38°-28°-31° north of the latitudes and 75°-2° to 76°-06° east of the longitudes. It is surrounded by Churu district in north-western side, by Hissar and Mehendragarh district of Hariyana state in north eastern part and by Sikar district in the South, South west and South eastern part.

TOPOGRAPHY (SOIL & LAND) :

In some parts of the district are scattered the cylindrical shaped mountain ridges. In the South eastern part lies a thin range of Aravali hills. One branch of the Arawali hills enters the district through South Udaipurwati Tehsil and reaches Singhana and Khetri Tehsils in the east. Average level is 300 to 450 feet. from the sea level. The highest mountain situated in the South of Lohargal village is 1051 ft. from the sea level.

The soils of district Jhunjhunju are broadly classified as desert & red soils of Rajasthan along with some extension of non calcic brown soils in Khetri area. The soils are generally sandy in texture but sandy loam to loamy soil are also found in the South-eastern parts of the district.

A major part of the Jhunjunu district is sandy a tract with small hills and fertile lands in the east. The soil of Jhunjunu and Chirawa tehsils are sandy and very poor in fertility. The soils in Khetri, Buhana and Udaipurwati are comparatively fertile where variety of crops can be grown. The wind erosion, shifting sand-dunes and poor fertility of soils require a careful crops management.

CLIMATE:

The district of Jhunjunu has a dry climate with hot sandy storms common in the summer. The winter season begins with the middle of November and continues till around beginning of March. This is followed by hot season which extends upto the end of June. Rainy season is of short duration from July to mid September. The minimum temperature remain 10°C & 48°C respectively while the mean temperature of the area is 23.0°C. The normal annual rain fall mostly received from July to September is 444.5 mm. on and average. There are 27 average rainy days in a year. Wind in general are of moderate speed except in the summer, when dust storms are common. Westerly to South westerly winds bring the monsoon in the district.

FOREST & ANIMALS :

The district forest resources are poor as the total area under forest including hills is reported to be 39.338 hect. This is 6.65% of total geographical areas of the district. The forest coverage is below the state average of about 9% under forest. Compared to 13% of forest area at national average, the district needs launching an area specific and intensive social forestry on programme. Large parts of forest area of the district consist of vast sandy stretches. There are extremes of seasonal variations when hot and dry winds make the environment tough and formidable for considerable period in of May & June.

The forests are subjected to unsystematic and indiscriminate felling of trees and cattle gazing. Such practices proved to be harmful and caused failure of forest regeneration.

Jhunjunu district is quite rich in live stock both numerically and qualitatively. Live stock population in the district is 10.95 lacs at present.

Table-1.1

ANIMALS & LIVE STOCK POPULATION
IN DISTRICT JHUNJHUNU :

7
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2,50,071

S.No.	LIVE STOCK	1992	1997
1.	BUFFALOS	42,50,071	2,60,071
2.	HORSE, PONIES & MULES	546	566
3.	DONKEYS	2,996	3,596
4.	SHEEP	2,17,724	2,31,745
5.	GOATS	4,44,055	4,48,068
6.	CAMELS	32,667	3,094
7.	PIGS	3,193	3,874
8.	OTHERS	26,902	28,982
9.	CATTLES	1,13,794	1,14,595
Total :-		10,91,948	10,94,591

Source - census 1991

Cattle found in the district mostly belong to the Haryana breed which is considered as one of the best for dual purpose of having good breed for milk and yielding heavy duty during draughts. The bullocks of this breed are found useful for heavy draught work like pulling heavy loads, drawing water from deep wells and ploughing heavy loamy clay soils. Buffaloes of the Murrah breed are found in large numbers in the district. Camels are bred and tended in the district. They are useful for tilling the land and carrying loads to places.

MINERALS RESOURCES :

South-eastern part of the district Jhunjhunu in general is rich with deposits of mineral resources. The famous Khetri Copper Complex is located near Khetri where deposits of Copper are found extensively in surrounding areas. Other important minerals are fluoride, iron ore, dolomite & lime stone, The calcite, soap stone, beryta, quartz and silica are also available. The production of good quality of Marble and Granite has been possible through mining activities on large scale in this district. Beside this the cobalt, silver and traces of gold are also associated with copper ore.

DRAINAGE :

There are no perennial rivers in the district. Katly and Dohane are only seasonal rivers. River Katly originating from Khandela hill sides of Shri Madhopur Tehsil (Sikar) enters near South-west of Udaipur Wati Tehsil running towards North-west direction and ultimately disappears in sandy tracks of Churu district. Similarly river Dohane also originates from Shri Madhopur hills and flows to North-eastern direction and disappears in sandy tracks of Mahendragarh district of Haryana. Kolsya rivers origin is hills of Chirana. It flows from South to North-West up to Nawalri village. It is a seasonal river. But some times it becomes dangerous and cause a lot of damage.

HOLY PLACES :

Kirodi, Lohargal, Mansha, Dhosi are holy places where people go on pilgrimage. Baba Rameshwer Das & Baba Sunder Das Ashrams are also holy places where people go for Darshna for blessings.

OCCUPATIONS :

Most of the people are engaged in farming and agriculture related occupations. People grow crops like bajara, wheat, mustered etc. as well as vegetables. Some people work in factories. A sizeable number of people have temporarily migrated to Gulf countries and they send home large amounts in foreign exchange. There are also some small industries installed recently in different towns of the district.

Junjhunu is well known through out India for its armed personnel. A lot of people are in the army. The first gallantary award winner Hav. Major Peeru Singh got Param Veer Chakra for gallantry.

LAND OF CAPITALISTS :

The fabulously rich Birla family belongs to this district. Smilarly Dalmia, Podar, Somani, Singhaniya, Adukia, Seksariya, Piramal are also from district who own big industries and business throughout the country. These industrial and business houses have helped to expand strengthen and sustain educational activities in the district.

HISTORICAL AND TOURISM PLACES :

There are many historical tourist places in Jhunjhunu.

Jhunjhunu : There is a beautiful and carved Dargah of Shekh Qumru-Din-Shah at the foot of a hill attached with city Jhunjhunu. The country wide famous temple of Rani Shakti situated in the city attracts Lakhs of divotees from far off places.

Mandawa & Nawal Garh : The havelies and Chhatries of Mandawa & Nawal Garh are famous for their carving and wall paintings.

Vidya Vihar Pilani : Vidya Vihar the Deemed to be University is famous for science and technology. The Birla Institute of Technology and Science (BITS),

Central Electronics Engineering Research Institutes (CEERI) are well known all over the country.

Khetri : The Vivekanand Smarak, Ajeet Sagar Bandh, Bhopal Garh Fort, Bagor Fort of Khetri are famous for their sculpture.

14.2. ADMINISTRATIVE STRUCTURE :

ADMINISTRATIVE DIVISION :

The district is divided into three administrative division and five Tehsils. There are eight Panchayat Samitties and twelve Municipal towns in this district.

Sub-divisions	-	3
Tehsils	-	5
Blocks	-	8
Panchyats	-	288
Revenue villages	-	860

Sub-division are :-

- 1) Jhunjhunu
- 2) Khetri
- 3) Nawalgarh.

Name of Tehsils :-

1. Jhunjhunu
2. Chirawa
3. Khetri
4. Nawalgarh
5. Udaipurwati

Name of Panchyat Samitties

1. Jhunjhunu
2. Alsisar
3. Chirawa
4. Surajgarh
5. Khetri

6. Buhana
7. Nawalgarh
8. Udaipurwati

There are 12 Urban areas under :-

1. Bisau
2. Mandawa
3. Jhunjhunu
4. Bagar
5. Pilani
6. Vidya Vihar Pilani
7. Surajgarh
8. Chirawa
9. Khetri
10. Mukangarh
11. Nawalgarh
12. Udaipurwati

The above mentioned areas have municipal boards but there are some small towns still existing as Gram Panchyatas. They are :-

Gudhagorji, Malsisar, Mandrela, Sultana, Islampur, Singhana, Gothara and Buhana.

The district administration is headed by the Collector and District Magistrate at H.Q. Jhunjhunu. The Collector is assisted by an Additional Collector and magistrate at the H.Q. Three Sub-Divisional Magistrates at Sub-Division and by the Tesildar for revenue purposes at each Tehsils. The Chief Executive Officer (C.E.O.) cum secretary Zila parishad and project Director (Additional Collector Development) also assist the Collector in the district development activities.

The Collector being chief executive of the district, is vested with powers for maintaining law and order, collection of land revenue and he also functions as authority in district for revenue matters.

The Collector is the ex-officio, district development officer and as such he is responsible for planning and implementation of development activities. All welfare schemes are formulated in consultation with the collector, he maintains co-ordination among district level agencies for implementation of schemes and target achievements etc.

The Superintendent of Police is the Chief of Police Administration in the district. He is assisted by a Deputy superintendent of Police at each of the three Sub-Division Police Circles. The Police circles are divided into 14 Police stations.

For the administration of justice there are three courts of the level of District and Session Judge. Civil Judge cum Chief Judicial Magistrate and a Munsif cum Magistrate at Jhunjhunu. Besides the additional Judicial Magistrate at Khetri, Chirawa and Nawalgarh are also posted in the District.

DEMOGRAPHIC FEATURES :

According to 1991 Census the population of the district is 15,82,421- out of them 8,19,448 were male and 7,62,973 were women making 3.54% of the state total population.

Male, Female Ratio is :	51.78	:	4722	
Male	8,19,448	/	51.78	<i>51.78</i>
Female	7,62,973		47.2	
Total :-	15,82,421		100%	
SC Population	2,43,287		15.37	<i>15.37</i>
ST Population	30,528		0.193	

24/11/20

POPULATION DENSITY :

The district covers an area of 5916 Sq. Km, which is 1.73 percent of the total area of the state, on the other hand 3.54% of the total population of the state resides in the district.

The population density of the district is reported to be 267 persons per Sq. Km., which is nearly double of the state population density of about 129 Persons Per Sq. Km.

Table-1.2

BLOCKWISE POPULATION (RURAL)

S.No.	Block	Rural Population			Number of Revenue Villages	Habitated Revenue Villages
		Male	Female	Total		
1.	Jhunjhunu	80014	77306	157320	156	156
2.	Alsisar	56906	55799	112705	114	113
3.	Chirawa	63972	60649	124621	83	82
4.	Surajgarh	73678	67544	141222	120	120
5.	Buhana	89282	83563	172845	122	122
6.	Khetri	94715	85096	179811	80	80
7.	Nawalgarh	92535	88778	181313	71	70
8.	Udaipurwati	96238	91302	187540	81	81
Total :-		647340	610037	1257377	827	824

(Source Census-1991)

Table-1.3

POPULATION IN URBAN AREAS

S.No.	Towns	Population		
		Male	Female	Total
1	Bissau (P.S. Alsisar)	8818	8595	17413
2	Mandawa (P.S. Jhunjunu)	8221	8269	16490
3	Jhunjhunu (P.S. Jhunjunu)	37968	34219	72187
4	Bagar (P.S. Jhunjhunu)	6549	5539	12088
5	Pilani (P.S. Surajgarh)	11506	9924	21430
6	Vidya Vihar (P.S. Surajgarh)	7418	4262	11680
7	Surajgarh (P.S. Surajgarh)	8702	7832	16534
8	Chirawa (P.S. Chirawa)	14543	13244	27787
9	Khetri (P.S. Khetri)	22614	18576	41190
10	Mukandgarh (P.S. Nawalgarh)	7738	7335	15073
11	Nawalgarh (P.S. Nawalgarh)	24498	24692	49190
12	Udaipurwati (P.S. Udaipurwati)	11533	10449	21982
Total Urban :-		172108	152936	325040
Total Rural :-		647340	610037	1257377
Total Urban + Rural :-		819448	762973	1582421

(Source Census 1991)

SC & ST POPULATION :

As per 1991 census there were 243287 S.C. and 30528 S.T. Population in the district. They comprise 15.37% and 1.95% segments of the district total population respectively. The S.C. Population is equally distributed between the Rural (15.52%) and the Urban (15.20%) areas. The approximate distribution of S.T. population in the rural and urban areas is 2.23% and 0.73% respectively.

Table-1.4

Blockwise Population

Block	Total			SC			ST		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Jhunjhunu	132752	125223	258085	22207	20604	42811	2617	2458	5075
Alsisar	65724	65394	130118	11554	11031	22585	1368	1287	2655
Chirawa	78515	73893	152408	12722	11830	24552	1180	1113	2293
Buhana	89282	83563	172845	14419	13422	27841	777	723	1500
Khetri	117329	103672	221001	14417	12817	27234	3283	2848	6231
Nawalgarh	126771	120805	247576	17021	16171	33192	2412	2254	4666
Udaipurwati	107771	101751	209522	11777	112287	23064	3519	3353	6872
Surajgarh	101304	89862	190866	22182	19824	42008	667	569	1236

(Source Census – 1991)

Table-1.5

Distribution of Population Rural & Urban

Block	Rural			Urban		
	Male	Female	Total	Male	Female	Total
Alsisar	56906	55799	112705	8818	8595	17413
Buhana	89282	83563	172845	--	--	--
Chirawa	63972	60649	124621	14543	13244	27787
Jhunjhunu	80014	73306	157320	52738	48027	100765
Khetri	94715	85096	179811	22614	18576	41190
Nawalgarh	92535	88778	181313	32236	32027	64263
Surajgarh	73678	67544	414222	27626	22018	49644
Udaipurwati	96238	91302	187540	11533	10449	21982

(Source – Census –1991)

As per the census data of 1991 the tehsils with the highest and the lowest population in the district are Nawalgarh (15.65%) and Udaipurwati (13.24%) However with the bifurcation of Udaipurwati into Nawalgarh and Udaipurwati Tehsils and according to the total figures projected Khetri is the most populated (24.89%) tehsil surpassing the two leading and high density Tehsils of Nawalgarh & Udaipurwati.

INFRASTRUCTURE FACILITIES

Transport/Mean of Communication

The district Jhunjhunu consists of mostly sandy tracts. Net-work of roads plays an important role in the district development.

The road length is classified below :-

1.	N.H.W.	Nil
2.	State Highway	278 Km.
3.	District Road	663 Km.
4.	Rural Roads	1531 Km.

Further 280 Gram Panchayts and 350 village of 1000 population and above are connected with road facilities. Jhunjhunu district has only 1.69 kms of roads per thousand population.

ROAD TRANSPORT

This district is provided with a net-work of a well organised road transport system managed by the Rajasthan State Road Transport Corporation having depots at Jhunjhunu and Khetri. Both depots control the road traffic on the following nationallised routes. Total district level of road length operating per day is above 4071 Km.

Many bus services are available connecting Delhi, Jaipur, Kota. Haridawar, Chandigarh, and other places in Rajasthan, Haryana and other states.

RAILWAYS :

There are meter guage lines passing through this district. The Largest rail track which connects Sikar to Loharu passes through this district. The total length of this line is 95 Km. and it connects important towns of Nawalgarh, Mukandgarh, Jhunjhunu, Chirawa, Surajgarh.

The total length of Sikar-Churu line in the district is only 95 Km. and it connects two stations of Mehansar and Bissau.

Apart from this another 27 Km. Long Dabla Singhana line is also constructed but presently it is used only for goods transport to and from Khetri Copper Complex.

DRINKING WATER :

The public health engineering department has been looking after resource management and water supply programme in this district.

The department executes and maintains regular water supply to the villages and almost all the towns of the district . The primary functions of this department is to provide safe potable and adequate quantity of drinking water to the people.

In order to provide potable water free from bacterial, pathogenic and harmful soluble minerals impurities, different treatments to drinking water are given like sedimentation, filtration and chlorination making it free from unhygienic ingredients. Large quantity of drinking water in this district is supplied from ground water resources and the chlorination process done by using bleaching powder and other disinfectants.

The water samples are tested in the laboratory from time to time and water quality is ensured before use.

The department has executed several water supply schemes since its establishment in the district. At present there are about 282 rural water supply schemes in the district and almost all the towns and urban areas are very well connected with water supply schemes. Hand pumps are also installed in remote areas for the remote difficult places which could not be easily provided with drinking water facilities. Department is taking necessary steps to connect them with one or the other water supply schemes.

DISTRICT DEVELOPMENT SCHEMES :

There are some important development schemes started by the government. They are as follows :-

FOR INDIVIDUALS :

I.R.D.P :

In this scheme people below the poverty line are given loans for development or to purchase tools, equipments and raw materials for their self employment and creating a regular source of income.

TRYSEM :

In this scheme unemployed youth are given some kind of training to start their own business or run small industries :

DWCRA :

This scheme is for women. In this scheme rural women are given training to develop skill in small crafts like tailoring, food preservation etc. for self employment and to earn some money for supporting their families. At present 42 groups are functioning in four blocks (Buhana, Surajgarh, Jhunjhunu, Alsisar) in which 606 ladies have been benefited upto March 1998.

INDIRA AWAS :

Under this scheme the people who are below poverty line, get 17500 rupees for construction of houses.

JEEWAN DHARA :

31,200 rupees are given to deepen the existing old wells or for digging new wells.

BIKHARI (SCATTERED)JAN JATI YOJNA :

Under this project the ST girls are given scholarships for higher education. In tribal villages some camps are held for animal treatment.

SOME PROJECTS FOR GROUP BENEFITS :**J.R.Y.**

Under this project poor people are given employment. Its duration is minimum 100 working days in a year for unemployed persons.

ASHWASIT ROZGAR YOJNA :

During agriculture of seasons poor people and marginal farmers are given employment for minimum 100 days in a year.

32 ZILA 32 KAM

4 desert development programmes are also run by the government.

CHAPTER-2

EDUCATIONAL PROFILE

2.1 INTRODUCTION :

This chapter gives a summary of educational facilities, institutions, enrolment, retention and working teachers etc. available in the district.

2.2 HISTORY OF EDUCATIONAL DEVELOPMENT :

This district is quite advanced in education in matters related to expansion of educational facilities. Its educational history begins from 1880. There is a sizeable number of business and industrial houses in the district. They are called "Marwari" business man. They established their own factories and trades at different places throughout the country. They also needed educated persons from their own district. Beside these prosperous people have been genuinely concerned about girls education. So they opened a number of schools and colleges. They constituted several trusts for development of educational institutes. They brought real improvement in the district education profile. Even before independence a deep concern for backward classes was felt and after Bissau, schools were opened at Nawalgarh, Bagar, Chirawa, Jhunjhunu & Pilani. Many such schools are also opened alongwith Harizan hostels at Pilani. In post independence days since equal rights were gradually given for all sections of the community special schools were either converted to general schools or closed down with children transferred to other schools.

Birla, Dalmia, Somani, Podar, Sekhsaria, Rungta, Piramal, Goyanka & Sabu families opened many schools and colleges not only in this district but in other part of the country too.

Padam Shree Shri Shisram Ola the former state minister of India has also helped in opening Indira Gandhi Balika Niketan Maha Vidyalaya at Ardawata. This is a premier autonomous institution providing education facilities exclusively for girls of all age groups. The school and college with provision of residential facilities are located in same campus. It proved immensely useful institution for rural girls.

Apart from state government managed schools there are two Kendriya Vidyalayas one located at Khetri Nagar and the other at Jhunjhunu. There is a famous privately managed residential public school at Pilani and a number such schools are also coming up in this area which are run by private bodies or through autonomous educational society/trust

Swami Vevekanand had travelled a lot in this district. Khetri "Maharaja" was his pupil and also a friend. He inspired the Maharaja and inhabitants of Khetri for spreading the spirit of education. Its effects were felt to be remarkable and a number of schools were opened at that time. Rajkiya Praveshika Sanskrit Vidyalaya Khetri, was established in

May 1883 by Khetri state. The subject taught here are Sanskrit, Hindi, Mathematics, Social Studies, General Science, Dharm Sastra, Hindi, Civics & English.

There is a good net work of schooling equally distributed throughout the district and there has been increase of all types of education institutions.

The progress of education infrastructure have been very impressive in last few years.

2.3 CURRENT EDUCATIONAL STATUS

2.3.1 LITERACY :

Jhunjhunu district occupies the fourth place in literacy in the state. The state average literacy as per 1991 census is 44.09% and the district total literacy is 37.75% male literacy is 53.96% and Female literacy is 20.35% .

There is great variation between Urban & Rural, literacy, Rural literacy of Male is 52.03% and Female literacy rate is 17.52%. In urban area male literacy rate is 61.21% and female literacy is 31.61%.

According to census of 1991 cast wise and block wise details is given in the following Tables :-

Table-2.1

BLOCK WISE LETERACY RATE IN %

S.N o.	Block	All Cast			S.C.			S.T.		
		Male	Femal e	Total	Male	Fema le	Total	Male	Femal e	Total
1.	Jhunjhunu	56.44	23.37	40.38	46.2 4	10.67	29.1 2	52.15	13.34	33.3 5
2.	Alsisar	51.26	18.13	34.86	37.8 8	6.88	22.7 4	43.49	8.62	26.5 9
3.	Chirawa	54.47	12.10	38.93	41.4 9	9.14	26.1 2	47.03	4.58	28.6 0
4.	Surajgarh	55.97	23.31	40.65	40.0 9	9.13	25.4 8	50.67	14.23	33.6 9
5.	Buhana	55.80	20.19	38.58	42.5 0	9.64	26.6 6	61.51	27.10	44.9 3
6.	Khetri	54.74	21.03	38.93	51.1 9	12.54	34.4 8	52.69	15.63	35.1 6
7.	Nawalgar h	52.77	19.14	36.36	44.2 5	8.79	26.9 7	44.98	9.05	27.6 2
8.	Udaipurw ati	44.08	15.01	32.54	45.6 1	8.0	27.2 1	47.34	9.66	29.1 2

(Source Census : 1991)

Table-2.2

LITERACY % OF DISTRICT (RURAE & URBAN)

S.No.	Area	All Casts			S.C.			S.T.		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	Urban	61.20	31.61	47.29	52.07	15.98	35.12	67.54	30.36	50.76
2.	Rural	52.03	17.52	35.29	41.70	8.17	25.48	47.74	10.86	29.88
Total :-		53.96	20.35	37.75	43.85	9.72	24.44	49.37	12.28	31.50

(Source Census : 1991)

Why ST. lit. is less?
Why 20.35?

2.3.2 SCHOOL RELATED INFORMATION: 1002

At present Jhunjhunu district has 1000 Govt. Primary school, 960 local bodies school. 05 private aided schools, 37 unaided, 360 Government Upper Primary Schools, 05 aided Upper Primary Schools, 260 unaided Upper Primary schools, 62 Govt. Senior Secondary schools, 28 aided, 10 unaided. Total schools in the district are 1928.

For higher education and technical education there are 3 I.T.I., 2 B.Ed. Colleges and 22 Degree & P.G. Colleges.

Information regarding educational institutions are given below :-

Table-2.3

SCHOOL SITUATION :

S.No.	Level of School	Local Bodies & Govt.	Private (Aided)	Private (Unaided)	Total
1.	Primary	960	05	37	1002
2.	Upper Primary	360	05	260	625
3.	Secondary	146	06	49	201
4.	Senior secondary	62	28	10	100
Total :-		1528	44	356	1928

(Source - CEO & Edu. Deptt.)

Table-2.4 TECHNICAL & HIGHER EDUCATION INSTITUTE

S.No.	Institution	Govt	Private	Total
1.	I.T.I	2	1	3
2.	B.Ed.	--	2	2
3.	College	1	21	22
4.	University	--	1	1

(Source P.R.O.)

2.3.3 STUDENTS RELATD INFORMTION

At present total students 240487 are enrolled in classes 1 to 5. There are 125438 boys and 115049 girls. In all SC boys and girls are 45995, out of which 24243 are boys and 21772 girls. Total of S.T. boys and girls is 5492 out of which 2894 are boys and 2598 are girls.

Table-2.5
Block Wise Enrollment (1997-98)

S.No	Block	Gen			S.C.			S.T.			Total		
		B	G	T	B	G	Total	B	G	Total	B	G	Total
1.	Alisar	8157	7135	15292	2590	2235	4825	283	254	537	11030	9624	20654
2.	Buhana	9738	10529	20267	2753	2547	5300	93	88	181	12584	13164	25748
3.	Chirawa	9351	8702	18053	2281	2185	4466	220	227	447	11852	11114	22966
4.	Jhunjhunu	17104	43472	30576	4396	3927	8323	546	495	1041	22046	17894	39940
5.	Khetri	14374	13081	27455	2393	1994	4387	526	489	1015	17293	15564	32857
6.	Nawalgarh	12454	12262	24716	2800	2622	5422	343	321	664	15597	15205	30802
7.	Surajgarh	10833	11033	21866	3893	3605	7898	240	154	394	14966	14792	29758
8.	Udaipurwat	16310	14465	30775	3117	2657	5774	630	570	1213	20070	17692	37762
Total :-		98321	90679	189000	24233	21772	45995	2844	2598	5492	125438	115049	240487

(Source Edu.Deptt.)

G.E.R.

The G.E.R. of the district is 91.99 at present. Therefore efforts are needed to improve this Table-2.6 shows that there is no serious disparity between boys & girls about their enrolment ratio.

Table-2.6
G.E.R. AS PER 1997 (30.9.97) ENROLLMENT IN %

Sex	S.C.	S.T.	Gen	Total
Boys	116.19	110.66	86.52	91.49
Girls	112.68	106.91	88.42	92.55
Total	114.48	108.86	87.42	91.99

(Source : DEO Ele.)

As per state policy the primary education in rural area is looked after by panchyat samities. Some of the primary schools are situated in remote rural areas. Besides schools education there sufficient colleges in this district imparting higher education for degree and post graduate courses. A technical cum academic institution B.I.T.S. is a deemed university situated at Vidya Vihar Pilani.

2.3.4 DROP OUT & RETENTION RATE

The position of retention rate is very serious in the district. Female literacy rate in the district is very low and drop out rate is very high and retention rate is not up to the mark as indicated in Table-2.8. This is because of the fact that primary classes are not within the reach of habitations and schools environment infrastructure, in many of the

institutions is not very attractive. In S.C. & S.T. and backward classes the literacy rate is very low. Total retention rate of boys is 51.46% and girls retention rate is 55.93% . Out of which the retention rate of S.C. boys is 47.69% and for girls it is 48.09. The retention rate of S.T. boys and girls is 45.62 & 60.36% respectively.

Retention and drop-out rates given in the following Table :-

Table-2.7

ENROLMENT IN CLASS I (93-94) & IN CLASS V (97-98)

Cast	Enrolment in Class I (93-94)			Enrolment in Class V(97-98)		
	Boys	Girls	Total	Boys	Girls	Total
S.C.	6687	4500	11187	3189	2164	5363
S.T.	857	555	1412	391	335	726
Gen.	28496	20766	49262	14967	11943	26900
Total :-	36040	25821	61861	18547	14442	32989

(Source : Edu. Deptt.)

Table-2.8

RETENTION & DROP OUT PERCENTAGE.

Cast	Retention Rate			Drop Out Rate		
	Boys	Girls	Total	Boys	Girls	Total
S.C.	47.69	48.09	47.85	52.31	51.91	52.15
S.T.	45.62	60.36	51.42	54.38	39.64	48.58
All Cast	51.46	55.93	53.33	48.54	44.07	46.67

(Source Edu. Deptt.)

The problem of drop out in schools in the district is directly related to quality of education. Individual category wise analysis of disadvantaged groups have not been very fruitful in this context, another important issue related to drop out is over all infrastructure of education in the villages. Sufficient facilities at senior levels are not within their reach. The resulting frustration/helplessness makes them take early decision to give a schooling.

2.3.5 TEACHERS RELATED INFORMATION & PUPIL TEACHER RATIO :

Presently there are total 7449 teachers working in primary and middle schools. Out of which 5475 teachers (Both Male & Female) are teaching primary classes (1 to 5) among them there are 1883 female teachers and 5556 male teachers.

The students are 1,15,049 enrolled in classes I to V.

The ratio of student teacher is to given in the following Table :-

Table-2.9

STUDENT TEACHER RATIO

Teachers			Students			Student Teacher Ratio
Male	Female	Total	Boys	Girls	Total	
4086	1379	5465	125438	115049	240487	1:44

(Source Edu. Deptt.)

Table-2.10

STUDENT TEACHER RATIO IN GOVT. SCHOOLS

Teachers			Students			Student Teacher Ratio
Male	Female	Total	Boys	Girls	Total	
3250	1083	4333	83640	89799	173439	1:40

(Source Edu. Deptt.)

2.3.6 STRUCTURE OF EDUCATIONAL ADMINISTRATION :

The Administrative structure is divided into four parts in the district

1. DISTTICT EDUCATION OFFICER (SECONDARY)

All the secondary & Senior secondary schools are managed by District Education officer (Sec.)

2. DISTTICT EDUCATION OFFICER (ELEMENTORY-I)

DEO (Ele. – 1) manages 4 blocks namely Jhunjhunu, Alsisar, Nawalgarh & Udaipurwati and all upper primary schools along with all the primary schools of urban areas in these blocks are also managed by D.E.O. (Ele. – 1)

3. DISTTICT EDUCATION OFFICER (ELEMENTORY-II)

All the schools of upper primary level and all the primary schools of urban areas in the other four blocks namely Chirawa, Surajgarh, Buhana are managed by D.E.O. (Ele-II)

4. C.E.O.

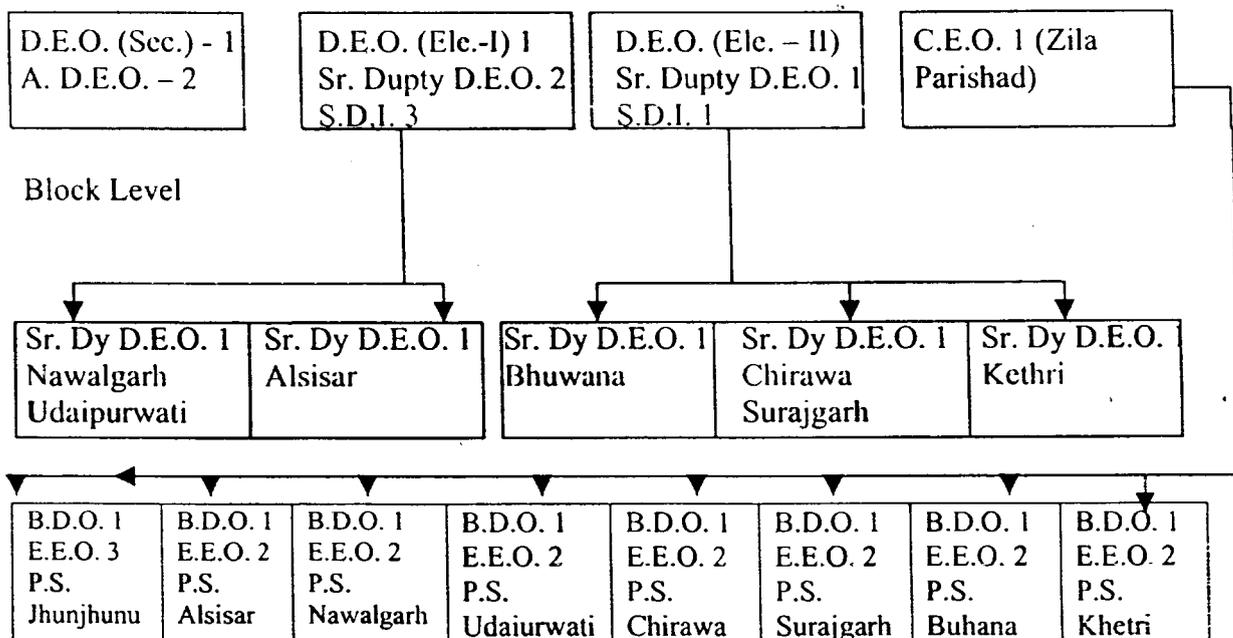
Total primary schools of rural areas are managed by Zila Parishad. All the primary schools are administratively controlled and supervised by Vikas Adhikari (B.D.O.) of all blocks.

For supervision and inspection of schools in the district there are in all 3 DEOs, 2 Addl DEOs, 9 senior Deputy DEO, 5 SDIS and 22 Education Extension Officers are working in different offices. Table-2.11 gives a picture of district educational structure management.

Table-2.11

EDUCATIONAL STRUCTURE & MANAGEMENT

District Level



2.3.7. N.F.E. ON GOING EDUCATIONAL PROGRAMME SCHEME

This district has 620 N.F.E. centres run by the department. The Asstt. Director (Non-Formal) is the administrative head. This formation also work on development of curricular relevant education and joyful learning in N.F.E. centres.

The Following Table gives the number of centres (Block wise)

Table-2.11

NONE FORMAL EDUCATION CENTRE

S.No.	Name of Block	Number of N.F.E. Centres
1.	Jhunjhunu	60
2.	Nawalgarh	50
3.	Udaipurgarh	100
4.	Khetri	100
5.	Buhana	100
6.	Surajgarh	Nil
7.	Chirawa	100
8.	Alsisar	110
	Total :-	620

(Source : District Literacy Office)

SARSWATI BAHAN YOJANA

Sarswati Bhahan Yidyalaya Yojana was started in 1996 in the district. It has already spread out in 86 villages up to now. This scheme is not so popular among public representatives as well as in teachers. Initially the progress on this scheme was discouraging but eventually 21 centres came into existence after serious concerted efforts were made and they are still running.

Table-12

SARSWATI BAHAN YOJANA

S.No.	Name of Block	Number of Saraswati Vidyalaya
1.	Jhunjhunu	03
2.	Nawalgarh	01
3.	Udaipurwati	Nil
4.	Khetri	05
5.	Buhana	04
6.	Surajgarh	Nil
7.	Chirawa	03
8.	Alsisar	05
	Total :-	21

(Source : DEO Ele.II)

ANGANWADI SCHEME (I.C.D.S.)

At Present this scheme is being run in two blocks Surajgarh & Jhunjhunu. Total number of centres is 122 and 150 respectively. Rs. 400/- is paid as honorarium to each ICDS worker. These centres provide not only educational facilities to boys and girls but also nutrition.

FREE TEXT BOOK :

In order to control drop out rate free text books distribution programme has been taken up by the State Government for all the boys & girls of Class (I to V) and all the girls upto class VIII since 1993-94.

MID DAY MEAL PROGRAMME :

Provision is made for the supply of wheat with the rate of 3 Kg. per month per child whose attendance is not less than 80%. This scheme has been introduced by the Government of India.

With the objective of realizing universalisation of primary education, in Jhunjhunu district. This scheme is under implementation in all 8 blocks and 12 Municipalities. The total number of children of class (I to V) are benefited by this scheme.

Compulsory primary education scheme has been planned for the universalisation of primary education.

CHAPTER-3

PLANNING PROCESS :

3.1 INTRODUCTION

This Chapter has an important role in the whole planning for D.P.E.P.. If planning is done meticulously taking all precautions about the process, it would help to a great extent in successful implementation. In this chapter the planning process is explained under different points.

3.2 Formation and functioning of Planning Committee :

First of all a core team was formed by the director of D.P.E.P. Jaipur. The members of the team were selected through an interview. The three members of the core team so selected are as follows :-

1. Mr Yogesh Kumar Sharma, Sr. Lecturer, DIET, Jhunjhunu
2. Mr Pit Ram Singh Godara, Lecturer, DIET, Jhunjhunu
3. Mr Mahendra Singh, Upper Dy. District Education Officer, D.E.O. (Ele.-I)

The Members of the core team were trained at Lal Bhadur Shastri Academy Mussorie after selection. All the members were trained in planning. Later they were asked to join two visioning workshops held at HCM RIPA Jaipur. In this period deputation order for D.P.E.P. was given to them. The team started its office in DIET campus Jhunjhun.

3.3.1 MEETINGS AT DISTRICT H.Q.

First of all a meeting was held in District collector's meeting hall. The district collector Dr. Manjeet Singh presided the meeting. All elected public representatives, DEO's, Principal-DIET, BDOs Sr Dy. DEOs, Upper Dy. DEOs., EEOs, were invited in this meeting. In this meeting all participants made their presentation and shared their views about primary education.

The Second meeting was held after two days. The director of D.P.E.P. Jaipur Mr. B.N. Sharma presided over the meeting. He explained the planning process strategies of D.P.E.P. and invited suggestion for strengthening primary education.

In this meeting all members who had been present in the first meeting again participated. Several participants raised important issues in the field of primary education and gave their suggestions.

BLOCK LEVEL MEETINGS :

At block head quarters, in panchayat Samities meeting were held. In these meetings the elected representatives & cluster in-charges were invited. There are eight blocks in the district and in each block the meetings were held. In Compulsory Education Programme a cluster is mentioned and treated as a gram panchayat. The cluster in-charge from every cluster, therefore participated in the meeting. In these meetings the block was divided in five clusters. Every cluster incharge (Gram Panchayat level) was asked to invite the VEC members, and the Secretary (In compulsory Education programme there is one secretary in a revenue village). All elected representatives and others who are interested in education, were requested to participate in cluster meetings. In this way 40 cluster meetings in all were held.

VILLAGE LEVEL MEETINGS :

After cluster level meetings village level meetings were held. In these meetings all villagers, representatives, teachers and others who take interest in primary education, were invited. These meetings were open to all. The stake holders could participate and discuss the problems and suggest remedies to the problem in primary education. This process was also adopted at ward level in urban areas .

3.3 THE PROCESS OF DATA COLLECTION

At all the above level meetings problems were discussed. To prepare the project data collection and compilation was based on documents from Praveshotsava, Compulsory Education Project and DEO's office. Besides this, formats were developed to get the latest information. In every meeting these formats were distributed. The village secretary in villages and ward secretary in urban area were asked to collect the information in the prescribed formats. If there were too many information items were compiled annexures were required. In this way the real issues and problems emerged from grass root level.

FOCUS GROUP DISCUSSIONS :

Through different level meetings a lot of people put their views. Problems came out and their solutions were obtained.

(a) GENDER DISPARITY :

In Jhunjhunu district female education is far better than in other districts. The girls have their own problems. Every body wants to educate their children but takes greater care of boys education. Little girls also share household works. So their studies are disturbed. On the other hand they have to take care of their old gram parents, younger brothers and sister. In some cases they have to graze animals in open fields. Pardah system also prevails in the village and towns and this puts a serious hindrance in girls education. Similarly, if parents could not send their girls schools in early age, there is more difficulty to send them in co-education schools. Parents hesitate to send these grown up girls (11 years) to boys schools for co-education

(b) MINORITY :

The mohmmadens belong to minority groups. Some of them are well-to-do and have good business. Some of kiths and kins are in foreign countries. They earn a lot of money. But on the other hand they are too orthodox to send their kids to school. Besides most of Muslims do not want to send their girls to school. They want to educate them but only through the traditional religion based methods. They send their children, especially girls to Madarsas where only Urdu, Arabic language and religious education is imparted to them.

(c) MIGRATORY PEOPLE :

There are many poor families who migrate periodically from one place to another in search of employment or to graze their cattles. Their departure and returning home is irregular. While they migrate they also take their children with them. Now the school going children have to leave the school to go with their parents.

Above mentioned groups have houses and they reside permanently at some village or Dhani. They return to their houses in irregular intervals. But there is also another kind of migratory people. They never stay at a particular place for a long time or period. Gadia Luhar are such people. They keep their mobility regular. Their work is related to making and repairing farm equipments and domestic utensils. So they go from one village to another in search of work of work. Their kids are unable to attend any school. They are mostly illiterate and fail to understand the practical importance of education. On the other hand they start teaching their skills and craft to the young ones in early childhood so that they may help their elders in work.

Kalbelia & Bhopa are other castes, they don't stay at a place for long duration. They are highly mobile. Banwria caste also do not stay for long time at a place. But some of them are now settled and became permanent inhabitants of particular places.

(d) HOUSE HOLD WORK FOR KIDS :

There are many families who earn their livelihood from cattle feeding and animal husbandry activities. They keep animals and sell them in large numbers. Some families sell milk. In this way the children help their parents in small works. Shepherds go to the forest early in the morning and return late in night. Little boys and girls graze sheeps and goats.

(e) PHYSICALLY DISABLED AND RETARDED CHILDREN:

There is no boarding school where physically handicapped children can stay and get education. Moderately and partially disabled children can enrolled and get education in normal schools but deaf and dumb, mentally retarded etc. are problems. There should be a special school for them.

(f) SC & ST ;

People belonging to S.C. and S.T. communities are generally not very serious about education. They get their children admitted in any education centre but after it they do not take care of them and are indifferent to whether, they regularly attend the school or not. Many of them are so disinterested that they do not send their children to schools at all.

But this is better thing

3.4 THE PROCESS OF DATA COLLECTION ANALYSIS :

In planning process data collection and data analysis is very important work. For data collection some formats were developed and were distributed among participants at different level meetings. The ward secretary in urban areas and village secretary in Rural area got the information in meetings and also got filled the informations in formats from schools and other educational institutions.

Some important information have been collected from D.E.O's Zila Parishad, block level, Z.S.S., C.D.P.O., D.W.D.A and D.R.D.A. offices. After the collection and compilation work was completed the relevant data was properly analysed.

3.5 MICRO PLANNING & SCHOOL MAPPING :

A micro plan activities were carried out at different levels. All schools were asked to give their present positions. Informations was collected by the village / ward secretary If any school less habitation, it placed under the head opening of new schools. The village/ward secretary was made responsible for all the informations. He contacted the village people in meetings as well as the teachers of his village/ward schools. V.E.C. were found quite keen to share their experiences with the secretary.

3.6 SOCIAL ASSESSMENT STUDIES

Social assessment studies were done by Morarka foundation under IDP. The agency has reported that out of non school going S.C. children are 23% , 01% are S.T., 27% are OBC and 49% are general category in towns. In rural areas among non school going children 24.5% are S.C., 3.38% S.T., 36.59% OBC and 35.44% of general casts.

One very important finding of this study is the change in attitudes. As compared to earlier era when education was perceived as a means to secure job, now many people in all categories also perceived education as necessary input to improve the quality of life. Women respondents have been more vocal on this score and is a very positive sign. Total literacy Campaign carried out since last three years in the district created definite awareness amongst people about the need for education.

DISADVANTAGED GROUPS :

The social assessment study has enabled us to identify disadvantaged groups.

1. SCHEDULED CASTE :

Balai, Raigar, Chhamar, Dhanaka, Khatik, Dhobi and Sansi are the main communities living in education. The people are deprived of economic growth. SC in general are not discriminated socially and in school it is just no discrimination. The main deprivation (Balai, Raigar & Chamar) is seasonal migration. Rest have traditional occupations requiring extra help by children to remain economically viable as neither they afford to hire others nor do they get others to work for them. For them education is expensive i.e. about 70 to 80 rupees per month as reported by school going family and known to non school going families also inspite of government claim of free education.

2. MINORITIES :

Generally believed to have entire community in disadvantaged category Chobdar, Fakir, Kaji, Bisaity, Teli, Kasai & Leelgar are more backward. They also have the same predicament of essential requirement of children to share the work. To them it is also one way of transferring skills to next generation so that by the age of 16 to 18 years a boy/girl is ready to live independently.

3.OBC :

Numerically small percentage in total population of the district by sizeable in non school going category have traditional prosperous and high income occupations. Gurjar, Mali, Yadav, Charan & Jangid are in this category. Dakot, Nayak, Nai, Kalal, Daroga & Teli are further backward & deprived as they do not have land holdings and are dependent only on skill based traditional occupations. The forward (economically) never considered securing jobs as an important requirement but now are willing to get educated. Backwards now being aware of reservation benefits now want education to secure jobs.

4. GIRL CHILD :

In all CATEGORIES SC, ST, OBC etc. the percentage of non school going girls is in the range of 52% to 63%. In most families education was traditionally linked to jobs, priority for girls education was never considered. But the attitudes have changed and is evident from enrolment statistics that the disparity between boys & girls has now reduced to less than 10%.

5. SCHEDULED TRIBES :

Mainly Meena's a farming community is equivalent to any forward OBC community in district, located in few small pockets as Bhorki, Bajawa, Jherli, Khetri PS.

Handwritten signature and scribbles

6. HANDICAPPED :

About 500 children in this category have specific need and no facilities exist to meet their requirement.

One very important issue raised by people during the field work has been related to the very basic concept of present primary education system. The long hours about full day (9:00 A.M. to 4:00 P.M.) according to them is wastage of time. Irregularity of schools (about 250 days) in a year spread over 10 months another irritant. Poor educational standard, known to them only after private schools have come up in villages and since they are now able to compare have made them sit up and raised voice against the present set up. Even amongst teachers. Since they are not held responsible for standards of teaching (MLL is not known to majority) the basic skills of reading-writing and elementary maths should not take more than 100 days and that too for about 2 to 3 hours is more than enough as is the case with alternates like NFE, SARASWATI etc. This definitely needs to be considered very seriously with regards to disadvantaged category.

3.7 BASE LINE ACHIEVEMENT STUDIES

Base line achievement studies were organised by the SIERT through the DIET. In this programme 22 persons carried out the study. The data collection was through random system. Data analysis and report writing is in progress.

3.8 PROCESS OF PLAN PREPARATION AT DIFFERENT LEVELS

To prepare the plan meetings were held at different levels as village, cluster, block & district level. In these meetings suggestions were accepted and discussions were held.

VILLAGE LEVEL :

To find out the problems about primary education at every village and ward (in Urban area) meetings were organised by village/ward education secretary. The participants were village/ward's elected members, inhabitants & teachers related to primary education. Also the other government and non government agencies were invited.

In the meetings detail information were imparted about D.P.E.P. Some formats had been distributed to the secretaries in cluster meetings. So the secretaries furnished the necessary information in the prescribed formats containing the information required. This was done after discussion with participants.

CLUSTER LEVEL :

In all 33 cluster meetings were held. Here public representatives, NGOs, cluster education secretaries & village secretaries participate in the meetings. In cluster level meetings problems were discussed. The participants were asked to take interest and tell about the programme to all in villages and wards. The formats were distributed for collecting information.

BLOCK LEVEL :

There are eight blocks in the district. At the block head quarters meetings were organised. In these meetings, public representatives, N.G.O.'s & government servants participated cluster secretaries & others also participated. In these meetings all participants discussed the problems related to primary education.

DISTRICT LEVEL :

Two meetings were held at district level. In one meeting Dr. Manjeet Singh, the collector presided the meeting & after two days Mr. B.N. Sharma, the director D.P.E.P. presided over the meeting held in the collectorate meeting hall. In both meetings. D.L.O.S.. Education officers, governing staff and public representatives participated.

The members of the core team explained the programme in detail. In all the above mentioned meetings, suggestions were invited after discussions. Each of the participants was asked to highlight the D.P.E.P. programmes. The details of meetings are given at the end of this chapter.

3.9 INVOLVEMENT OF INSTITUTIONS IN PLAN PREPARATION :

Academic and Pedagogical institutions as DIET, N.G.O's and others were involved in planning process. The principal of the D.I.E.T. attended the meetings at district level. The base line survey was organised by SIERT through the DIET. The Principal D.I.E.T. suggested some useful points relevant the plan formulation. The Morarka Foundation organised social assessment studies. A few voluntary agencies helped in data collections.

In the block level meetings every block was divided into several clusters for the purpose of meetings. The clusters were as follows :-

Table-3.1

Meetings For Public Participation

S.No.	Date	Meeting Held at	Organised by	Particulars of Participants	Issues Discussed	Suggestion Given & Suggestions Accepted	Suggestion rejected
1.	24.2.98	District Level Jhunjhunu	Collector	The Collector D.E.O.S. Sr. Dy. D.E.O.'s Up. Dy. D.E.O.'s B.D.O.s, E.O. member of core team DPEP Jhunjhunu EEO's 45 candidates in all	Preparation of Project Problems of retention enrollment access, absenteeism of teachers, Free text books distribution upto VIII class, construction of new rooms boundary walls etc.	Retention, Enrollment access, boundary wall new rooms	Free text book up to VIII class
2.	26.2.98	District Level Jhunjhunu	Collector	Director DPEP, Collector, C.E.O. DEO's Dy. DEO's D.A.E.O., ZSS Paradhan, PRO. The member of core team DPEP Jhunjhunu 37 Candidates in all public representatives-2 Total-39	Buildingless Schools extra class rooms, drinking water problem, Access, migration, lack of awareness, lack of teaching aids. teacher's stay at H.Q. modernisation of madarsas, incentives to children, reformation of syllabus.	School buildings, extra class rooms, modernisation of Madarsas appointment of new teachers, retention and access.	Incentives to children, revision and reformation of syllabus state level work.

S.No.	Date	Meeting Held at	Organised by	Particulars of Participants	Issues Discussed	Suggestion Given & Suggestions Accepted	Suggestion rejected
3.	18.3.98	Block Level Navalgarh	BDO, Block OIC DPEP	BDO Nb Tehsildar, Sy. Dy. DEO, EEO, Coordinator /Cluster incharge of compulsory education & teacher 66 Surpanch, members of block, Members of Zila Prishad, Ward Members 28 all Total 94.	Preparation of Plan, enrollment & retention qualitative education supervision of primary education, access vehicle for supervision.	Access, supervision, qualitative, education were accepted	Suggestions regarding vehicle can not be provided to each block according to rules.
4.	18.3.98	Block Chirawa	B.D.O. & Block OIC DPEP	BDO, EO, EEO's Sr. Dy. DEO coordinator of compulsory education, coordinator municipal board, Pradhan, Sarpanch, block members 75 in all & member of core team DPEP. SDM presided over the meeting.	Drinking water problem in school, enrollment boundary wall new school residential school for handicapped and migratory families, children, residential quarters for teachers play ground, teaching aids class IV employee for primary schools, Urinals for girls & Boys.	Drinking water residential school for handicapped & migratory families teaching aids, play grounds boundary wall urinals were accepted.	class IV employee for every school is not as per statement not as per state norms, residential quarters can not be constructed in DPEP.

S.No.	Date	Meeting Held at	Organised by	Particulars of Participants	Issues Discussed	Suggestion Given & Suggestions Accepted	Suggestion rejected
5.	18.3.98	Block Bhuwana	B.D.O. & Block OIC DPEP	Education Extension Officer member of DPEP, core team, Surpanches, Block members Ward Panch & others a total of 54 attended the meeting	Universalization of primary education, enrollment, retention, Filling up the vacant posts of teachers, Construction should be done through VEC & drinking water problems emerged	Vacant post of teachers will be filled up, Urinals, facilities were accepted.	Nil
6.	18.3.98	Block Alsisar	B.D.O. & Block OIC DPEP	ADM. BDO, Principal of Sr. Sec. School, EEO's, Sarpunch, Members of blocks, Zila Parishad members, Vice Pradhan, Sr. Dy. DEO & Coordinators of compulsory education & others, 150 were in all.	Teachers presence is abnormal in the school supervision of school is not effective, drinking water problem in hard & difficult area. the norms for opening new schools should be more relaxed.	All suggestion were accepted	Nil

S.No.	Date	Meeting Held at	Organised by	Particulars of Participants	Issues discussed	Suggestion Given & Suggestions Accepted	Suggestion rejected
7.	20.3.98	Block Level Udaipurwati	B.D.O. OIC of the Block DPEP	B.D.O. D.E.O. Ele. I member coordinators of compulsory Education Programme, Sarpanch, Block members, core team DPEP. The total no. of the participants were 77.	Problems of access lack of teacher, low physical development in school, Urinals problems, rooms for new school, in tough & hard areas should be relaxed, pupil teachers ratio is not proper, at least one woman teacher must be appointed in every primary school. Teaching aids must be supplied to the schools, residential school should be opened for migratory & handicapped.	Alternate school, residential schools, teaching aids teacher pupil ratio normalization, Appointment of lady teacher in each school.	Nil
8.	20.3.98	Block Surajgarh	B.D.O. & OIC of the Block DPEP	P.D., B.D.O. District core team member. E.EO's CDPO, Sarpanch, Block members, Ward members coordinators of compulsory Education Programmes and others, 78 were in all	Urgency of Primary Edu. Enrollment retention of qualitative & joyful teaching, project preparation, problem of access, co-operation of public representatives urinals, class rooms training related problems emerged.	Urgency of Primary Edu enrollment retention qualitative & joyful teaching, project preparation, problem of access, co operation of public representatives urinals, class rooms training related problems emerged	Nil

S.No.	Date	Meeting Held at	Organised by	Particulars of Participants	Issues Discussed	Suggestion Given & Suggestions Accepted	Suggestion rejected
7.	20.3.98	Block Level Jhunjhunu	B.D.O. OIC of the Block DPEP	B.D.O. core team member coordinators of compulsory education . programme Pradhan, Grampanch block member teachers & others, 67 were in all	Enrollment retention gender disparity, Class-Rooms minority urinals related problems emerged madarsa's reformation emerged as main problem.	All accepted	Nil
8.	20.3.98	Block Khetri	B.D.O. & OIC of the Block DPEP	B.D.O. , E.E.O. EO SDM Tehsildar, district core team member ADEO Sr. Dy DEO Sarpanches, Block members panch coordinators of compulsory education programme & others, 72 in all.	Access, Class room boundary wall, migration, drinking water problem teaching aids alternate schools for hard & tough area, teachers irregularity. child marriages, business of children in household work. gender disparity related problems emerged.	All accepted	Nil

Table-3.2

CLUSTER LEVEL MEETINGS

S.No.	Date	Name of P.S.	Meeting Held at
1.	21.3.98	Jhunjhunu Udaipurwati Alsisar	Patusari Baragoan Bazla
2.	22.3.98	Nawalgarh Jhunjhunu Udaipurwati Buhana Surajgarh Chirawa Alsisar Nawalgarh	Mandasi Bagar Gudhagorji Pachri Bari, Singhana Morwa Ojatoo Malsisar Kari
3.	24.3.98	Jhunjhunu Khetri Surajgarh Chirawa Alsisar Nawalgarh	Mandawa Babai Dev Road Bakhatwarpura Gangiasar Nawaladi
4.	25.3.98	Jhunjhunu Udaipurwati Buhana Surajgarh Chirawa Alsisar	Nua Udaipurwati Bhaiswata Kalan Kakoda Sultana Birrmi
5.	26.3.98	Nawalgarh Chirawa	Basawa Mandrela
6.	27.3.98	Jhunjhunu Khetri Buhana Surajgarh Chirawa Alsisar	Jhunjhunu Mehara Jatowas Kuharwas Jakhod Solana Rampura

CHAPTER-4 PROBLEMS AND ISSUES
4.1 INTRODUCTION:

This chapter states some educational problems that emerged at various level consultations and meetings some of them are in connection with scarcity of schools or related to primary education in remote villages and hamlets (Dhanies), on the other hand, there are some social problems affecting the targets of elementary compulsory education for all. A number of problems among them are related to students and social environment. It seems ignoble to avoid the problems related to access and equipment and even related to teachers.

4.2 ACCESS AND ENVIRONMENT RELATED PROBLEMS AND ISSUES:

1. SCHOOLLESS HABITATIONS:

The number of school-less habitation is as many as 67 in all. Moreover, there are many other small villages and hamlets (Dhanies) where no primary schools still exist. The population of each of the villages and Dhanies is less than 250. As a result they are not eligible for opening new schools as per state norms.

In farming communities, families in great number, have left their villages and have begun to live near their farm-land so as to look after them in a better way. So they face school problems for their children. Hence, for the bunching groups of these families inhabiting on farm-lands, primary education centres are inevitably required.

2. HARD TOUGH AND REMOTE AREAS :

Hilly and Sandy areas can be defined as hard and tough belts. Some seasonal rivers and brooks (nallahs) may also cause school in accessibility for children. In Udaipurwati block, Chhapoli, Mandawara, Mankshas, Bagoli, Khoh, Gur, Ponkh, Nevery, Kakarana, Papra, Pachlangi, Bhojgarh and Basari and in Khetri block Madhogarh, Papuna, Beelwa, Bankuti, Jasrapu, Tatija, Chirani, Tyonda, Nalpur, Rasulpur, Barau and in Nawalgarh Block Chiraná and above mentioned villages belong to hilly areas, Inhabitatants of these areas, usually live at the foots of one or another hill. Their children have to climb over some hills to reach their school. Secondly, in rainy season some rivers and brooks (Nalas) are flooded which are very risky to cross. It is a great hind.ance for them so, they are to stay at home for may many days without going to schools.

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3. LACK OF AWARENESS :

Lack of awareness among people regarding education is a very serious problem. Many illiterate parents even do not understand the value of education so they hardly take interest in educating their children. They do not attempt to get good education for them. The base line survey report says that some of the parents are ignorant of the facilities under "Free Primary Education" provided by the state governments. Apart from this, private public schools are growing very fast even in villages which charge very high fees which the poor villages can not afford. So it has become necessary to open new education centres among such habitations and an awareness programme should be launched through them to create interest among them to get their children educated.

4. CHILD LABOUR/WORKING CHILDREN :

The 80% of India's population living in villages is involved in farming or cattle breeding. These jobs being major part of their income generation parents take help of their children in common agricultural tasks and feeding their cattle without carrying much for their education. Parents involved in skilled job try to put their children in their family jobs in their early age to make them efficient and skilled. As a result most children are deprived of education. In villages it is children's duty to look after their younger brothers and sisters because their parent are always busy on their fields or other house hold task. In some minor communities quite small girls are put into the job of binding clothes in small bit to prepare them for printing. As a conclusion, unless child labour is restricted or a few hours are spared for them to attend some school, the education of this type of children seems impossible.

5. EARLY MARRIAGE :

This problem is immensely prevalent in some backward parts of the area. In some communities like Mohammedan, Meenas, Scheduled castes and tribes children, are married at an early age. The lack of education seems to be the main cause of this problem. So education seems must for such areas to prevent people from this kind of social evils.

4.3 RETENTION RELATED PROBLEMS AND ISSUES

Retention is the major problem of this district. Children get enrolled on class first but often drop out without passing primary education. Percentage of such students is very high. Relevant table and percentage of retention and drop out can be seen in chapter-II related to educational profile of the district. There are may other causes which affect the retention.

1. OVER CROWDED CLASS-ROOMS DETERRANT TO SPONTANEOUS TEACHING LEARNING

In most villages the school buildings and rooms are not up to standard. It is striking that in some villages schools are running under the shades of the trees. The rooms available are rather small. Some of such class-rooms are without windows or windows without glasses 60 or more students sit in them which causes suffocation because there are no fans or other facilities. The condition in private schools of these days is still worse. Some of this kind of schools are running in old buildings (Havelies) without any known source of ventilation or under tin shades which are painful in summer as well as in winters. So this kind of schools should be banned and airy rooms and school buildings should be provided for better health of the children.

2. CHILDREN SHARING HOUSE HOLD WORKS :

In villages the old as well as the young - every one has to do a bit of the house hold work. Younger take cattle for grazing, they take care of their infant brothers and sisters. They help in harvesting and winnowing . It evident that they help in house-hold works in plenty and they are of great use to their parents so they do not want to send them away to study in distant schools

3. CORPORAL PUNISHMENTS AT SCHOOL :

One thing is still considered justified in some village schools "Spare the rod and spoil the child" which has though grown obsolete in the modern psychological age. Some teachers still abuse children and beat them mercilessly. This is more correct in the context of the private school. It causes a terror in small children and they try to avoid schools resulting in lack of interest in them for schools.

4. LACK OF FEMALE TEACHERS :

Small children in primary standard long for love and affection. Lady teachers are kind hearted. They generally treat children motherly. They better understand the problems of the children. It is especially true in the case of girls. Even children do not hesitate to tell their problems to the lady teachers. In some orthodox communities and families people don't send their daughters to schools because there are no lady teachers. So it is necessary to appoint at least one lady teacher in every primary school.

5. INEFFICIENT AND UNTRAINED TEACHERS :

Even though in government schools certain qualifications are necessary for a school teacher, still refresher courses, time bound programmes should be made a permanent feature of these schools. Every body knows the fact that in so called private schools the teachers are not only untrained but also lacking in necessary academic qualifications. The education imparted by such teachers is sub-standard, uninteresting and monotonous and it is notable here that over thousands of students are reading in such schools in the district to day.

6. RESIDENCE PROBLEMS OF THE TEACHERS :

Residence is a great problem for the teacher in villages. Village people themselves face residence problems. They live in mud huts. So even to avail a small room in a village is very rare. Therefore, the teachers detailed in villages, have to make long up and downs every day which causes great exertion to them and they fail to work hard in the class room with the students.

4.4 QUALITY RELATED PROBLEMS AND ISSUES

Retaining quality in education is a very serious problem. Our system, methods and techniques can not be successful, unless there is a proper balance between quantity and quality. New innovations are desired in our system to keep pace with the progress of the other fields in this age. Regular research programmes have proved that our system needs a change which is inevitable. Absence of activity based teaching, uninteresting text-books, absence of joyful learning, poor academic environment and absence of MLL based teaching are among major problems under this point.

1. ABSENCE OF ACTIVITY BASED TEACHING :

It is a major problem to improve the quality in primary education. Knowledge imparted to the student should be applicable. Even some students pass class IV or V still they can neither read nor write correctly. Solving very simple sums in mathematics is unthinkable for them. The students should learn the reason after every logic other wise, he will not be able to apply the assumed knowledge practically.

2. UNINTERESTING TEXT BOOKS :

Most children like pictorial, interesting and thought provoking books. Books written in old pattern lack this quality. Books should touch the heart and mind of the students. Books should produce good examples before the students so they may adopt them in future life. Books should produce good examples before the students so they may adopt them in future life. Books should be able to relate past, introduce present and predict future. They should grow curiosity

3. ABSENCE OF JOYFUL LEARNING :

Class teaching is getting boring day by day. Teachers often read the chapter speedily without any analysis. There is neither rhythm in poetry nor zeal in prose. There is neither humour nor tears. There is a monotony in most class rooms. Student yawn and dozz. It concludes in indifference to the class-rooms in the students which causes great stagnation.

4. POOR ACADMIC ENVIRONMENT :

While at school, students feel as if they are in jail because school environment is not attractive. There are no neat and clean class rooms, no play fields and merry go round, no fields full of flowers or greenery, no teaching aids, no charts or maps. There is still same suffocation in the class-rooms, same harsh words being heard from the teachers, the same uninteresting and old methods. This monotony is sufficient to fade up a creative and efficient mind.

5. LACK OF URINALS :

A boy or girl reading in IV or V class touches the age of 11 to 12 which is the pre stage maturity. In this age children experience new things and they feel as if they are grown up. So they can not discharge urinals in the open. Hence, in lack of urinals they feel shy and bound to leave the schools consequently.

6. ABSENCE OF MLL BASED TEACHING :

The previous analysis shows that neither the teacher is teaching honestly nor the achieved knowledge is evaluated properly what ever may be the reason behind it but, in-fact, it is true because a student passing call V doesn't maintain that standard.

4.5 CAPACITY BUILDING RELATED PROBLEMS AND ISSUES :

Capacity building is too a burning issue which is mainly related to academic staff and effective supervision.

1. LACK OF ADEQUATE ACADEMIC STAFF AT BLOCK LEVEL :

The ratio of pupils and teachers is not balanced in most schools. In some of the schools the ratio is 20:1 and in others it is 60:1 or more. Teachers who have approach and impression keep staying in the schools where the teaching staff is already in excess and on the other hand remote and neglected villages are always under great constraints for lack of teachers and vacancies continuing for months together or even for the whole session.

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2. REPEATATION OF TRAINING FOR THE TEACHERS :

. Refresher Courses launched for in-service teachers has become a formality. These programmes are held in DIETS for very short periods which are not sufficient. So the refresher courses time bound programmes should be held regularly at the block level.

Refresher courses held at the DIET, are commenced by the same teachers who repeat the same things again and again. So this training programme becomes meaningless because other necessary points are left untouched.

3. POOR ACADEMIC STAFF IN DIET :

It is believed that who way trained others must be expert in their field but here the situation is quite contrary. The training staff in he DIET it self needs proper training. Some typical concepts of some subjects are not very clear to the trainers. So no innovation can be expected from such a poor staff.

4. LACK OF TRAINING EQUIPMENTS IN DIET :

Software is very significant item modern teaching and learning. DIET deserves to possess them but they are quite rate in it. Moreover, the handling of such equipments is another important thing. Only trained and expert person should be subjected to do this job but it does not generally happen and these costly equipments are destroyed. The facilities and literature which is available is not availed to the trainees. A DIET must have a rich library with rare and precious books. It should also facilitate research works which can not be counted forth zero at present. It should have a very rich reading room with different kinds of rate magazines and research works.

5. POOR SUPERVISION AND MONITORING :

To conclude the success of some programme necessary supervision and Monitoring is quite necessary. A proper plan should be made at the beginning of the session for supervision and every institution should be inspected as per plan.

During every inspection & supervision an evaluation should be made to evaluates and assess and further instructions should be released

Table-4.1

PROBLEMS AND ISSUES

AREAS	PROBLEMS	
ACCESS	1.	School less habitations – 67
	2.	Small habitations not eligible for school as per state norms – 164
	3.	Lack of awareness
	4.	Child labour/working
ENROLMENT	1.	240487 out of 289644 have been enrolled in govt. & recognized private schools
	2.	129825 have been enrolled in private unrecognized schools or in NFE/Sarwati centres which shows double enrolment to some extent.
	3.	About 6000 children are still out of educational centres Note :- The total population 6-11 age group has been calculated according to census 1991 by taking 15.6% of total population. This population of 6-11 may be less or more than actual population of 6-11 age as above mentioned. According to compulsory education and pravesotswa campaign most of the 6-11 age group children have been enrolled any where but their retention is great problem.
	4.	Total enrolment I-V is 240487
QUALITY IMPROVEMENT	1	Absence of activity based teaching.
	2	Uninteresting text books
	3	Absence of joyful learning.
	4	Poor academic environment.
	5	Absence of MLL based teachings
	6	Untrained teachers
CAPACITY BUILDING	1	Lack of adequate academic staff at block level
RETENTION RELATED PROBLEMS AND ISSUES	1	Absence of activity based teaching.
	2	Uninteresting text books
	3	Absence of joyful learning.
	4	Poor academic environment.
	5	Absence of MLL based teachings
	6	Unrecognized private schools and N.F.E. centres. They have no existence. Some time they may in existence but then they may get lost permanently so they affect retention

CHAPTER-5

GOALS AND OBJECTIVES OF DPEP

5.1 INTRODUCTION

When India became a democratic republic after independence our own constitution was applied in 1950 which states in its section 45 in next 10 years all the children of age group 6-14 will be provided compulsory and free education.. Because of unfavourable geographical phenomenon and economic reasons in Rajasthan However, the goal of universalization of primary education could not be achieved.

The new Education Policy, 1986 (Revised in 1992) once again reiterates its determination for the universalization of compulsory education for the age group 6-14 as said in clause 45 of the constitution. It has been determined in the para 5-12 of new education policy that before entering in the next century, all the children up to 14 will be taken under the programme to provide free, compulsory and qualitatively improved education at the primary level. We have been making steady progress in the phase of the universalization of primary education, yet the goals are far away.

The Govt. of Rajasthan launched the Pravesotsva programme through out the state for the age group of 6-14 to enroll maximum boys and girls in formal and informal education centers. Distt. Jhunjhunu has played significant role in this aspect and considerably achieved the target of 41%. A new interest has raised among people influenced by this programme, the way DPEP now desires to have it in this district.

Three blocks of the district i.e. Khetri, Udaipurwadi and Alsisar are rough and difficult areas because they are either hilly or sandy. Therefore, it is not always easy for small children to approach the remote education centres.

In context to the district Primary Education Programme following concepts are included to achieve the goals of the universalization of Primary Education.

1. Universalisation of Primary Education and maximum enrollment of deprived children.
2. Retention up to the age of 11.
3. Improvement in the standard of primary education.
4. Through community participation, all the children of remote hilly or sandy areas, are to be brought into some education centre made accessible to them.
5. To ensure an efficient management of the Project, to strive for achieving the uncoyered aims and goals and to decentralize the plans are the chief objectives. District Plan is to be framed with the co-operation of local agency teachers and voluntary organization after serious discussions and consultations at various levels.
6. To achieve the goals of the universalisation of primary education financial and other resources are required and their proper supply is to be ensured.
7. This project may lead to improve the capacity and capabilities of formal and non-formal primary education centres. It emphasizes to seek public co-operation to

improve the present physical and educational conditions and share their experiences in strengthening the present educational institutions .

8. This project will explore the inner powers and qualities of the teachers. It will train them and motivate to touch the new heights in the fields of knowledge, It will avail for them funds and aids for best achievements in teaching.
9. It will establish a uniformity in imparting education and provide basic help services to the children.
10. The project will apply a need based teaching and learning system in the rural schools.
11. This project emphasizes education programmes for the deprived children belonging to weaker sections children of migrating families, the handicapped, child labourers and specially for girls including minority classes.
12. In special context to Jhunjhunu district the working conditions and academic, environment of Madarsas is to be improved and this has been made a feature of the project.

5.2 PROJECT OBJECTIVES :

1. To provide universal access to primary education to all children aged 6-11 years through formal primary schools or its equivalent alternatives.
2. To achieve universal enrollment at the primary level i.e. increase NER/GER during the five years of the 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/ST 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 directed by the base line survey report.
5. To reduce the gender gap and all type of disparities at the Primary level.
6. To strengthen the existing capacity of district education system and DIET for planning management and evaluation of Primary education.

5.3 AIMS AND OBJECTIVES SPECIALLY FOR JHUNJHUNU DISTRICT:

Aims and objectives specially in context to Distt. Jhunjhunu.

- I) To achieve cent percent enrollment targets for the age group 6-11
- II) To ensure retention of the enrolled boys and girls till they pass class V at least.
- III) To retain quality in primary education.
- IV) To promote the rate of female education and reduce the gender gap bringing it down to 5%
- V) To reduce the rate of drop out up to 10%.
- VI) To ensure public sharing in universalisation of primary education.
- VII) To make physical appearance of the school attractive.
- VIII) To keep up dynamic social roles.
- IX) To establish new schools and alternative schooling system.
- X) To ensure a better and more balanced teacher students ratio.
- XI) To raise motivation for child education.
- XII) To strengthen the organisation of DIETs.
- XIII) To make co-ordination among different educational offices and agencies.
- XIV) To strengthen the infrastructure of the district primary education system.

- XV) To modernise the Madarsas and bring the minorities groups in mainstream of education.
- XVI) To ensure primary education for migrating and handicapped children.
- XVII) To provide educational facilities to the children of the difficult & tough areas making the state norms reasonably flexible for them.

5.4 CHIEF TARGETS GROUPS OF THE PROJECT IN THE CONTEXT OF THE SPECIFIC CONDITIONS OF JHUNJIUNU.

Chiefly following targets groups have been high lighted in this projects.

1. Deprived and neglected sections (6-11 age group).
2. Children from ST/SC (boys and girls both).
3. Girls from general and minority communities.
4. Migrating Family children.
5. Handicapped boys & girls
6. Children hard & inaccessible areas i.e. (Udaipurwati Khetri, Alsisar)
7. Working children like shepherds and those involved in other works.
8. Boys and girls from minority groups.

5.5 FACTORS OF THE PROJECT

To achieve the goals of the project in the district intensive work will be done on 7 different aspect of primary education

1. Formal education.
2. Non-formal education.
3. Continuos education.
4. ECCE
5. Ladies edu. Centres (Mahila Mandal)
6. Cultural and social awareness and
7. Training.

Separate funds will be arranged for different components. Resource persons will play active role to enhance to the programmes of the project. A brief introduction of different components in given below :-

(A) FORMAL EDUCATION :

Formal education has played a significant role in the field of enrollment during the past few years. Praveshotsava programme has given positive results in the task. The following table shows increase in the enrolment of boys is 27.82% and increase in the enrolment of girls is 22.79%. Overall increase in the enrolment is 25.36%.

Increase in Enrollment

year	Boys	Girls	Total
1996-97	98132	93692	191824
1997-98	125438	115049	240487
Increase	27306	21357	48663
Percentage	27.82%	22.79%	25.300%

(Source Edu. Edptt.)

5.7 FREE TEXT BOOKS DISTRIBUTION :

Text Books is the chief attraction for primary students but some families are so poor that they can not afford to buy books for their children resulting drop out of children from schools. The Govt. of Rajasthan has started to distribute text books free of cost to all children up to class V and girls up to class VIII since the session 1994-95. It has played important role in enrollment and checked drop out up to some extent.

Table-5.2

NUMBER OF BOOKS IS GIVEN IN SETS

Season	Class					Total
	1	2	3	4	5	
94-95	9831	12326	12437	10690	10692	54686
95-96	21157	18019	14776	13397	12397	79656
96-97	21767	18662	15088	13894	12740	82151
97-98	21309	18264	15806	13699	12610	81688

(Source DEO Ele. I)

5.7 PREPARATION AND DISTRIBUTION OF TEACHING AIDS :

Joyful learning is to be introduced to improve the quality in every primary school. The state Govt. has provided teaching aids for the same. I.e. charts, maps, drawing painting, globe, geometry boxes, language cards, language games, mathematical charts and games etc.

5.8 CONSTRUCTION OF NEW SCHOOL BUILDING :

Condition of some school buildings in the district is pitiable, There are some single room schools, where all the classes sit and study in the same room. Some schools have no buildings and run under trees. Some school buildings need repairing. It is risky for children and teachers to sit in them in rain season. DPEP will construct new buildings where they are necessary and repair the old ones.

5.9 TRAINING :

Human resource development is necessary to implement some new projects and they need training for its sure success. As per Govt. norms DIET as a training centre, has been established in the district which arrange pre service and in service trainings to teachers. Training facilities, regarding different projects is provided to the in-service teachers. Heads of institutions and co-ordinators and trainers of non formal education centres also get specific need based training in the DIET. In the past sessions the institute held training as follows :-

Table-5.3

**TRAINING GIVEN TO THE TEACHERS OF
PRIMARY & UPPER PRIMARY SCHOOL**

Session	No of Trainees
93-94	1371
94-95	867
95-96	1006
96-97	823
97-98	1814

(Source DIET)

Table-5. 4

**TRAINING GIVEN TO THE SUPERVISORS
OF NON-FORMAL EDUCATION**

S.No.	Name of Block	No of Supervisors				Tenure of training
		1996-97		1997-98		
		15 Days	10 Day	15 Day	10 Day	
1.	Jhunjhunu	40	18	41	18	1. 15 days innovation Programme
2.	Alsiar	26	30	25	64	
3.	Nawalgarh	26	18	26	18	
4.	Udaipurwati	65	20	65	32	2. 10 Days Innovation Programme
5.	Chirawa	49	20	65	41	
6.	Buhana	60	30	49	51	
7.	Khetri	27	43	59	48	
	Total :-	293	179	288	272	

5.10 SARSWATI SCHOOLS FOR GIRLS :

During the session 96-97 some Sarswati schools were opened in the villages where they were necessary. Untrained and partially educated local women as teachers were appointed for them but only 62 schools could remain open. In 1997-98, 21 more new centres were opened. This plan proved to be of really useful specially among minority groups :-

Table-No. 5.5.

S.No	Name of Block	1996-97		1997-98	
		Schools	Enrollment	Schools	Enrollment
1.	Jhunjhunu	02	34	03	41
2.	Alsiar	03	82	05	87
3.	Nawalgarh	11	217	01	10
4.	Udaipurwati	12	188		
5.	Chirawa	11	181	03	47
6.	Surajgarh	05	92		
7.	Buhana	06	147	04	53
8.	Khetri	12	139	05	50
	Total :-	62	1080	21	288

(Source DEO Ele. II)

5.11 NON-FORMAL EDUCATION :

Because of poor economic condition some boys and girls are unable to go to school as they help in work of their parents to improve their economic conditions. To eradicate this problem the state Govt. has opened the office of literacy and continuous education. 7 Non-formal education offices have been established block wise who manage several non-formal education centers in villages and hamlets (Dhanies) This whole infrastructure is headed and supervised by the district education officer . During the current session 4025 boys and 8086 girls are getting their primary education in these centres, shows the record of the non-formal education office

N.F.E. centres run by N.G.O.

A voluntary organisation named Morarka foundation also run some educational centres in Nawalgarh block. They train their supervisors and arrange workshops and seminars for them. The enrollment situation of these centers are as follows :-

S.No	Name of Block	Enrolled Students		No. of Centres	
		1996-97	1997-98	1997-98	1997-98
1.	Nawalgarh	1266	1236	61	61
Total :-		1266	1236	61	61

(Source : Morarka Foundation)

N.F.E. CENTRES RUN BY GOVT. :-

The government has established NFE centres in seven blocks of the district. At district Head Quarter the office of Addl. Director is functioning to monitor the progress of NFE centres. Every block is supervised by a project officer posted at block Head Quarter.

A total no. of 620 NFE centres have been sanctioned, out of which 497 centres are functioning in the district. Total involvement of boys and girls is 13708 out which 5277 are boys and 8431 are girls. The enrolment of S.C. boys and girls is 1227 and 2039 respectively. The enrolment of S.T. boys and girls is 477 and 758 respectively. Surajgarh block of the district has not been covered so far under this scheme.

Table No. 5.7

Block wise enrollment in NFE Centres 1997-98

S.N	Name of Block	Centres				Enrollment								
		G	SC	ST	Total	General		S.C.		S.T.		Grand Total		Total
						B	G	B	G	B	G	B	G	
1	Jhunjhunu	40	12	-	52	255	775	45	345	35	85	335	1205	1540
2	Alsisar	83	21	1	105	688	946	360	445	150	120	1198	1511	2709
3	Nawalgarh	33	2	-	35	140	640	030	165	48	105	218	190	1128
4	Udaipurwati	72	16	12	100	78	1003	321	596	115	400	1216	1999	3215
5	Chirawa	45	6	-	51	505	554	56	79	93	03	654	636	1290
6	Buhana	87	-	-	87	836	767	310	170	10	05	1156	942	2098
7	Khetri	45	10	12	67	369	949	105	239	26	40	500	1228	1728
Total :-		405	67	25	497	3573	5634	1227	2039	477	758	5277	8431	13708

5.12 Mahila Mandals

Women's role is most important in social change if there is an enlightened women in a family, it becomes the centre of awareness for whole village/ward. This district has also made some efforts in this direction. In pre-independence days women education in Jhunjhunu was launched by Arya Samaj. Some of these educated women took part in freedom movement.

In the matter related to education in rural areas the women of Jhunjhunu are in for front. To bring forwardness, To bring social change and to develop national values. The women committee has been formed by DWDA in this district. They are given some trainings. At the time of literacy campaign Mahila Mandal were established and they have made significant contribution in the literacy campaign .

C.D.P.O. and D.W.D.A have also organized Mahila Mandal. These Mahila Mandals work in rural areas and they motivate the women to take active part in every field of life .

The above mentioned government departments are trying to bring general awareness and impart current information schemes and programmes of government. They also inspire the people to shun the meaningless customs superstitions and social evils like dowry, untouchability early child marriage etc. that weaken the community Mahila Mandals meetings are organized every month. 15 to 20 women can be in a Mahila Mandal.

TableNo. 5.8

BLOCK-WISE MAHILA MANDALS

S.No.	Name of Block	Number of Mahila Mundals
1.	Jhunjhunu	09
2.	Surajgarh	09
3.	Alsisar	05
4.	Nawalgarh	07
5.	Udaipurwati	04
6.	Chirawa	10
7.	Buhana	04
8.	Khetri	03
Total :-		51

(Source DWDA)

Chapter-6

PROGRAMME INTERVENTIONS AND STRATEGIES

6.1 INTRODUCTION :

The New Education Policy, introduced in the year 1986, emphasizes, free and compulsory education to all the children up to the age of 14 (fourteen) before entering the 21st century. Keeping pace with the norms of the new National Education Policy, a door to door survey was arranged throughout the district in July 1997 to achieve the goals of UPE. A vital awareness was grown among people which resulted in a lot of admissions of children in education centres, still, there are many children to be covered under more enrollment drive. The boys and girls whose parents find it too difficult to send them to school make a sizeable number. They could not be enrolled because of personal, social and economic conditions. Therefore, an immense programme is being treated at an ambition, scale in the district to eradicate illiteracy for good. To improve quality of education and institutional support based on the issues and gaps certain strategies and interventions are proposed. Besides the above mentioned activities, targets and proposed budget out lays are also clearly shown in this chapter.

Information on the basis of reports of District Education officer, DRDA, CDPO, DWDA etc. collected as for census report 1991 related to problems and issues have also been included in this chapter.

6.2. ACCESS :

Recent survey shows that there are 67 habitations where no primary education centre exists in 1.5 km radius. Some hard and tough remote areas scattered in small hamlets (Dhanjes), are still awaiting some primary education centre for their unfortunate children. The population in each of these habitations is less than 250. So they do not fall in the criteria of opening new schools as per state Govt. norms consequently, children of such rough and tough remote areas either suffer the difficulties of walking to distant villages or are totally deprived of primary education.

6.2.1. OPENING OF NEW SCHOOLS :

Some new problems emerged in the village level block level and district level meetings. They are being highlighted & followed by the strategies being adopted to solve these problems.

6.2.1.1 SCHOOLESS HABITATIONS :

As much as 67 habitations, have been identified as having no school through the district survey programmes. These habitations inspite of fulfilling the prescribed norms of having 250 inhabitants or have no school within 1.5 km radius. The table given below makes the situation quite clear continued.

Approved?

S.No.	Name of Block	No. of School Less Habitation
1.	Buhana	3
2.	Alsisar	Nil
3.	Udaipurwati	22
4.	Nawalgarh	18
5.	Khetri	3
6.	Surajgarh	2
7.	Jhunjhunu	15
8.	Chirawa	4
	Total :-	67

(Source : BDO Report)

6.2.1.2. STATE NORMS OF OPENING NEW SCHOOLS:

As per state norms a primary school is proposed only for the habitations having a population of 250 or more and having no existing school within 1.50 km radius. Relaxations in these norms may be given in case of hard and tough hilly areas or if people of backward class prevail in the area.

6.2.1.3. NUMBER OF NEW SCHOOLS TO BE OPENED IN PHASED MANNER :

67 new school will be opened under DPEP.

6.2.1.4. PHASING :

Ten new-schools are proposed to be opened in the first year and more schools which are likely to be opened in the subsequent years are mentioned in the table below :-

Year	1998-99	1999-2000	2000-2001	2001-2002	2002-2003	Total
No of Schools to be opened	10	37	20	-	-	67

6.2.1.5. CONSTRUCTION OF BUILDINGS FOR NEW SCHOOLS:

All 67 proposed school buildings will be constructed by DPEP in three phases as mentioned in the above table No. 6.3. A set of 2 rooms (Size 20' x 20' each) with verandah will be constructed for each school. A separate toilet facility for ladies and gents will be provided in each school. Drinking water facility will also be arranged by DPEP. Total unit cost will be 2.5 lakh. Thus, DPEP will invest 92.50 lac rupees to construct schools with subsidiary facilities.

Table 6.4 (Cash in Laes)

Year	1998-99	1999-2000	2000-2001	2001-2002	2002-2003	Total
No of Schools	10	37	20	-	-	67
Cost Per-Unit 2.5 Laes	25.00	92.50	50.00	-	-	(167.50)

6.2.2. APPOINTMENT OF TEACHERS :

In the proposed 67 schools as above, DPEP will appoint new teachers in them one of them as a regular teacher and one as a para teacher, the regular teacher will be paid as per Govt. norms. The para teacher will be paid a fixed amount of Rs. 1350 per month and the para teacher posted at part time A.S. (4 Hourly) will be paid a fixed remuneration of Rs. 1000/- per month.

6.2.2.1.NO. OF NEW TEACHERS TO BE APPOINTED :

As per state Govt. policy, appointments and rationalisation of the posts of teachers will be finalised. One post of teacher will be created for every 50 students and in case of students being more than 50, 2 teachers may be given as per government norms. Each of the habitations identified in the district, consists of nearly 50 boys and girls. So two teachers may be appointed for each centre as and when the schools are opened, 10 teachers will be appointed in the first year and in the next consecutive years 37 and 20 teachers will be appointed.

6.2.2.2. SALARY OF TEACHERS :

These newly appointed teachers will be paid a salary equivalent to the PRT teachers salary (4500-700). It will cost .84 lacs for every individual teacher per annum. Thus DPEP has to invest for 5 years as much as 267.4 lac rupees on the salary of teaches. Salary of para teacher @ 1350/- p.m. and Rs. 1000/- per month for alternative schools (6 hourly) and Alternative part time schools (4 hourly) respectively work out to 132.84 and 63.00 lacs.

6.2.2.3. SELECTION PROCEDURE OF TEACHERS :

Selection of the teachers will be made as for Govt. rules. No relaxation's will be given in this matter. VEC will propose the name of local candidates for para teachers and distt. selection board will select the para teachers.

6.2.3. OPENING OF AS (ALTERNATIVE SCHOOLS)

) As Alternative Schools are proposed for the habitations which are not eligible for opening of new schools as per Govt. norms considering the present constraints, and also considering the DPEP commitment of making primary education accessible to all the children alternative schools will be opened by DPEP to benefit the boys and girls of such areas.

6.2.3.1. POPULATION RANGE OF SMALL HABITATIONS :

Habitations consisting of population of less than 250, are not eligible for opening of a new school. Only in some exceptional circumstances as the habitations situated in tribal schedule caste and of hilly areas schools can be opened relaxing the rules. In the remaining cases A.S. centres are proposed to be opened by DPEP.

6.2.3.2. STATUS OF EXISTING NFE CENTRES :

In all the blocks of the distt, except Surajgarh, NFE centres are functioning. The total number of these centres is 497 on the present day and number of students covered by them is 13594.

Table-6.5
Position of NFE Centres - Block Wise

S.No	Name of Block	No. of NFE Centres Functioning	No. of Learners		
			Boys	Girls	Total
1	Buhana	87	1156	942	2098
2	Chirawa	51	564	636	1200
3	Alsisar	105	1178	1509	2687
4	Udaipurwati	100	1216	1999	3215
5	Khetri	67	500	1228	1728
6	Jhunjhunu	52	335	1205	1538
7	Nawalgarh	35	218	910	1128
8	Surajgarh	Nil	Nil	Nil	Nil
Total :-		497	4497	9100	13597

6.2.3.3. OPENING OF AS CENTRES :

DISTT. DPEP will open 164 centres even in the habitations which consists of the population of 250. Such habitations have been identified in the village level meetings held earlier. All the AS centres are proposed to be opened in the second year of the project.

Table-6.6
Blockwise opening of the AS centres is given as in table 6.6

S.No	Name of block	As Centre
1.	Buhana	05
2.	Alsisar	01
3.	Udaipur	26
4.	Nawalgarh	69
5.	Khetri	27
6.	Surajgarh	17
7.	Jhunjhunu	08
8.	Chirawa	11
Total		164

6.2.3.4. HONORARIUM TO AS INSTRUCTORS (PARA TEACHERS)

164 Para teachers (one for each AS centre) will be appointed by the concerning VEC. The VEC/WEC preferably trained unemployed teachers will be appointed for working as A.S. teachers. The VEC/WEC may remove them if their work is not satisfactory. Such a teacher will be paid 1350/- per month as honorarium. Supervision work to take stock of these centres will be done by CRC, BRC & DPC etc. Para teachers for part time A.S. part time A.S. will be given @ 1000/- p.m. No. of part time & full time . A.S. is 164 & 105 respectively.

6.3. ENROLLMENT AND RETENTION :

Enrollment and retention are two major problems in the process of Primary Education. Although a lot of boys and girls in the age group of 6-11 have been motivated to be enrolled in formal or non-formal education centres through "Praveshtsava" and other endeavours. Private schools are emerging these days in large numbers. These privately managed primary schools do not require any recognition. In case they fail to make good money, they close the schools in mid-session leaving the children in an uncertain state of affairs. Irregular stay of teachers in Govt. schools, their reluctance to have a class and effective rapport with the students and parents, lack of effective teaching learning material and other necessary facilities in schools also cause a drastic reduction in the retention rate. Hence a serious problem of drop out which in turn bring about a fall in quality of education. The following table highlights the present situation of the rate of retention

TABLE 6.8
RETENTION-RATE OF DISTT. JHUNJHUNU.

S.no.	Caste	Rate of Retention in %		
		Boys	Girls	Total
1.	SC	47.699	48.099	47.85
2.	ST	45.62	60.369	51.42
3.	All Caste	51.46	55.939	53.33

6.3.1. VEC's RESPONSIBILITIES IN ENROLLMENT RETENTION :

VEC's / WEC's will share the responsibility for enrollment and retention of boys and girls. It is learnt that some boys and girls are simultaneously enrolled in 2 or more education centers. Group of children living in one particular area will be allotted to a teacher by the CRC coordinator. He will be made guardian teacher of that particular group of children. He will work in close co-operation with the parents and VEC. He will ensure the regularity of these children at the school or some other centres. If a child casually leaves the school his/her case will be thoroughly looked into and report to the VEC. In order to check the occurrence of drop out cases the VEC members and family

members will be approached by the concerning teacher or the CRC coordinator and they will expectedly come into action to get the child re-admitted in the centre or the school. The guardian teacher with the help of the VEC and the family members will maintain a regular record of all the boys and girls (6-11) of the area which fall in its Jurisdiction.

6.3.1 ADDITIONAL CLASSROOMS :

In some villages and Dhanies schools do not consists of sufficient classrooms. Apart from this, the classrooms available are very small, unsafe and without ventilation. Therefore, the classes are often suffocating and unattractive. In such schools DPEP will construct 164 additional rooms in three phases costing Rs. 1.25 lacs per room. Thus, 205.00 lacs will be invested by DPEP in a period of 5 years.

Table No. 6.9 (Additional Classrooms)

Year	1998-99	1999-2000	2000-2001	2001-02	2002-03	Total
No. of classrooms	NIL	24	100	40	NIL	164
Cost of classrooms. Per unit 1.25 lacs	NIL	30.00	125.00	50.00	NIL	205.00

6.3.2 ADDITIONAL TEACHERS/PARA-TEACHERS

In some schools the ratio of pupil- teacher is not as per govt. norms which causes increase in the rate of drop-out. In some schools surplus teachers are remain posted. They should be shifted to the schools where they are most required for the effective implementation of DPEP programme in the area. A regular exercise in rationalisation of teachers posts on an annual basis is quite necessary. It is believed DPEP will ensure the enrolment and retention of the deprived children to achieve the ultimate goal of complete literacy in the district.

Modernisation of Madrasas and Para- teachers

There are as many as 105 Madarasas running in the district in Mosque or separate buildings. They are totally religious preaching oriented. In general they study only Urdu and Persian languages to study Quran. It has been decided that one para-teacher will be attached with each Madarasas to teach them Hindi, Maths and social sciences so as to enable them to join main national stream. Most of these teachers will belong to the same community. Lady teachers will be preferred to teach girls. An honorarium of 0.100 lacs per para teachers per annum will be paid to such para-teacher. These teachers will be appointed in the season 1999-2000. The AS will be called a part time alternative school. They will run for 4 hours per day. Timings of the school will be decided by the VEC. These part time AS will also conduct bridge/condense course for drop-outs.

6.3.3 COMMUNITY MOBILIZATION

People should get aware of the process of compulsory primary education. Besides, innovative approaches and practices should be popularized among them. They should be told about the achievements retained and what is yet to be done in this field so as to gain active co-operation of the society. People will be introduced with the new programmes launched on

different levels, some of them are given below ;

BALMELA : Balmela's are proposed to be organised at every cluster centre. Atleast 100 such Mela's will be organised every year and this process will continue for three years to boost up interest for education in them.

MAHILA MEETINGS : Every year Mahila meetings with P.T.A/M.T.A. and VEC will be organised at cluster level to create awareness among people for enrolment and retention of their children. This programme will continue for five years consecutively.

KALA JATHA'S , EXHIBITIONS AND RALLIES

Kala Jatha's will perform cultural programmes at every cluster centre in local language at least once in a year to create interest among people for education . Exhibitions and Rallies will also be organised in this relevance. This programme will continue for three years to maintain atmosphere. Atleast 9 Kala Jhata's will be organised including local artists to each Jhattha will include 2 two women artists at least.

6.3.4.6 AWARD TO THE BEST VEC

Best VEC will be selected on the basis of its performance and achievements and awarded in cash every years. It will continue for 5 years. The works of best VEC will be high lighted among others. The cash awards to the VECs will be utilised for the physical betterment of the local schools.

The following table shows the above mentioned programmes in a nut-shell :

Table 6.10
Community Mobilization

S.No	Year	1998-99	1999-2000	2000-01	2001-02	2002-03	Total
1	Balmela at cluster level cost 100 X .02 lacs per year	2.0	2.0	2.0	--	--	6.0
2	Mahila meetings with PTA,MTA & VEC at cluster level. Cost 100 X.02 lacs per year	2.0	2.0	2.0	2.0	2.0	10.0
3	Kala Jhata at CRC level BRC level Distt. level	1.0	1.0	1.0	--	--	3.0
		0.16	0.16	0.16	--	--	0.48
		0.10	0.10	0.10	--	--	0.30
4	Award to best VEC at BRC level . cost 8 X.03 lacs per year	0.24	0.24	0.24	0.24	0.24	1.2
5	Total cost in lacs	5.24	5.24	5.24	2.24	2.24	20.20

How many in each year

6.3.4 STRATEGIES FOR DISADVANTAGED GROUPS :

People living in remote rough and tough areas, migrating population and people of minority groups will be benefited under this title. Children of such disadvantaged groups will be provided free textbooks, will be given by the Govt. Stationary materials, work books will be given by DPEP as an effective costing Rs. 65 to each children to attract them . Para teachers are proposed for such areas under AS scheme.

6.3.4.1 GENDER STRATEGIES :

There is no gender gap in the district, hence, no separate strategy is required on this point.

6.3.4.2 STRATEGIES FOR SC/ST :

Textbooks, stationary items and other necessary aids , costing 65 rupees is provided to the SC/ST girls in the blocks where female literacy rate is less than 15% . But in Jhujhunu districts there is no block where female literacy is less than 15% so this incentive can not be provided. Para- teachers appointed for these classes will be selected from the local communities and castes and they will be trained suitably at the required centre.

6.3.5 ECCE

Early childhood education is a feeder and support programme Primary Education, the role of ECE envisaged in the context of (i) preparing a child for Primary education (ii) A support service for girls in Universal Primary Education and (iii) support service for working women in low income groups. At present only in two blocks Surajgarh and Jhunjhunu as much as 277 ICDS centres are in progress.

CONVERGENCE WITH ICDS

An extra amount Rs. 200/- will be given to the existing workers of ICDS .400/- Rs. each will be paid to the newly opened ECE for two year and Rs. 200/- for 3 years by DPEP. After 5 years ICDS will take over these centres . A thatched shed will be constructed for 60% of total ECE centres. The DPEP will bear 50% of the shed cost, rest will be done by convergence with public.

*9.11.14
ICDS will
pay after
5 years*

Table No. 6.11

ECE

Year	1998-99	1999-2000	2000-01	2001-02	2002-03	Total
No. of centres	--	-	960	-	--	960
Thatched shedes	--	-	576	-	--	576

In II year DPEP will open 960 new ECE centre according to the proposals of ICDS. These centres will be called Bal Avam Mahila Vikas Kendra. Training to the "Prerak" of existing and new centres will be given by DPEP and ICDS with equal sharing of that training cost.

To strengthening the ECE centres a kit Rs. 500/- will be provided by district unit of DPEP to each centre. After 5 years ICDS will take over all these ECE centres. The ultimate aim of this convergence is to take help of ECCE for increasing enrolment and check drop out rates.

6.4 QUALITY IMPROVEMENT

The achievement level of the children of the district is poor specially in SC-ST groups. During the detailed discussions in the workshops and participatory meetings at village level, it has been felt that unless we bring meaningful changes in the field of pedagogical quality no fruitful achievement can be obtained. It was seen that teachers are not adopting innovative and dynamic methods for teaching, but are following traditional outdated techniques while imparting education and thus they have become almost mechanical in their classroom processes.

6.4.1 TRAININGS :

The Education at present has poor linkage with the world of work. The parents educate their children so they may get a job in the future. The education at present does not provide for self development. With the view to suggest some measures to restructure the curriculum to make it more area specific and relevant to the real life, inputs will be collected and various training programmes will be scheduled - training, VEC members, H.M., supervisory officers etc. To improve quality the strategies are suggested as follows :

Training in preparation of TLM and grants to teachers for the preparation of TLM. All the primary teachers will be given 5,00 Rs. per year for making TLM.

Strengthening of DIET, BRC, CRC, VEC.

Training of teachers and para teachers on motivation and other academic issues.

Creating gender sensitivity among the parents, community by various mobilization programmes.

To carry out research activities at BRC, CRC and DIET level, to find out solutions of the problems being faced

6.4.2 TEACHERS TRAINING

Training is an integrated part of educational activities. The quality of teachers depends on the environment in which a teacher has undergone training. Improvement in educational standard is not possible without the planned and well designed methods of teaching. A teacher must be equipped with new innovations and the techniques of teachings involving participating methods for the school teachers.

DPEP strategy envisages teachers training programme at participative process. Different types of training at different level to be conducted under DPEP as follows :

1	Training of Para-teachers --	30 days
2	Training of Para-teachers--	10 days
3	Refresher training of para-teachers	15 days
4	Training of BRC resource persons	06 days
5	Primary schools regular teachers/refresher trainings.6+3	9 days
	Primary Schools regular Teacher refresher training	06 days

TRAINING FACILITIES

During the training programme the teachers will get training material, T.A., D.A. facilities. The following table shows the duration and cost of the trainings :

S.No.	Component/Activities	Duration	Unit Cost
1	Training of para teachers	30 days	0.031 lac
2	Training of parateachers	10 days	0.008 lac
3	Refresher training of parateachers	15 days	0.0102 lac
4	Training of BRC resource person at DIET	06 days	0.008 lac
5	Training of primary school regular teachers/refreshers training.	06 days	0.005 lac
	Training of Primary School Regular Teachers	03 days	.0035 lac
	Training of Pri. Schools Regular Teachers (Refresher)	06 days	.005 lac

Details of calculation How derived as these figures

6.5 CAPACITY BUILDING AND INSTITUTIONAL DEVELOPMENT

6.5.1 District Institute of Education and Training (DIET)

Teacher is the axis of any educational programme. DPEP aims at bringing about social change through UPE by revamping the content and process of education . To achieve these objectives, it is extremely necessary to enhance competency and involvement of teachers in the process of education programmes . It will be the responsibility of the DIET to provide resource support for teachers, teaching methods and to strengthen primary schools and teachers academically by training them and monitoring their work. The methods adopted to achieve these aims will be identified. The present status of the DIET will be reinforced by providing it several physical and academic inputs from DPEP. The following additional facilities are being given to the DIET.

Construction of Additional Rooms and subsidiary building facilities.	3.00 lac
Furniture and equipment	0.63 lac
Vehicle	2.50 lac
Office Expenses (recurring)	0.80 lac

Details

126th state of art of DIET = Staff position, remuneration activities?

STAFF OF DIET

S.NO.	NAME OF POST	NO. OF POST
1	Principal	1
2	Vice-principal	1
3	Senior Lecturer	7
4	Lecturer	18
5	Accountant	1
6	Librarian	1
7	Office superintendent	1
8	UDC	4
9	LDC	5
10	Computer Operator	1
11	Computer technical	2
12	Peon	7
	Total	50

The existing faculty members working in the DIET will be given further opportunities in profession growth and equipped with efficient educational technology through intensive reorientation programmes.

6.5.2 BRC

The philosophy behind setting up of BRC is decentralization of training process. As per state norms there will be one BRC in every block & BRC will be constructed in Jhunjhunu district under DPEP.

The role of BRCs

To impart different kinds of trainings

To organise monthly meetings and to share analysis of different kinds of studies.

To build capacity in different fields of education

Receiving feedback from the clusters to the district.

To receive inputs from DIET/SIERT and provide them different kind of trainings to be conducted at BRC.

To monitor and evaluate the trainings at CRC levels.

Two weeks and one week in service training with the help of MTS and involvement of BRC coordinators.

Material production

Evaluation of textbooks and teachers guide

Conducting exams, records of schools and keeping a close vigilance on it.

Assistance in involving proper contact and methodology for AS instructors training through participatory approach.

Short term training for subject teachers

FACILITIES TO BE PROVIDED AT BRC

Name of post	No. of post	Grade	Total cost (in laes)
1. Staff			
(a) BRC coordinator	1	9000-12400	1.584
(b) Asstt. "	1	6500-10500	1.152
(c) Resource persons	2 on contract	Rs. 5000 p.m.	1.200
(d) Typist	1 on contract	RS. 3000 p.m.	0.360
(e) Peon &chowkidar	2 on contract	Rs. 1800 p.m.	0.420
Total Cost			4.716
2	Furniture and equipments for BRC		2.13
3	Library books for BRC		0.050
4	Building cost for BRC		7.40
5	Office Expenses		1.26
Total Cost			81.40

13,200

Details

6.5.3 CRC

No. of 100 CRCs are to be established under DPEP in Jhunjhunu district, to boost the educational activities at the grassroot level by holding mutual interaction by the teacher of the school. In 8 km. of radius, 12 to 15 schools will be included in one CRC.

The role of CRC

To impart trainings to teachers, VEC members, ECE and AS para-teachers.

To hold meetings with the teachers of clusters and MTA/PTA members

To organise Balmelas at cluster and village level

To provide feedback to BRC for monitoring

CRC CALENDER (MONTHLY)

S.NO.	ACTIVITY	MONTHLY
1	Monthly meetings with teachers	01 day
2	Quarterly meetings with VEC members	02 days
3	Co-ordinator with BRC	01 day
4	Monthly meetings with AS para-teachers	1 days
5	Support system for schools	
	(A) Scheduled	08 days
	(B) Non Scheduled	07 days

Selection of CRC Co-ordinator as per state norms

S.NO.	NAME OF POST	NO. OF POST	SALARIES/HONO.
1	CRC Co-ordinator	1	5000-8000

6.3.4 VEC

In order to provide education to all formation of village education committee /WEC has been perceived as a major organisation at the grassroots level. This will have a strong impact ~~impact~~ on enrolment of children specially girls . No. of 1270 VECs/WEC will be established in the district.

The VEC/WEC will consist of following 11 to 15 members.

S.NO.	MEMBERS	POST
1	Sarpanch/Ward member or a person elected by Gram Sabha.	Chair person
2	SC member	member
3	ST member	member
4	Woman representative	member
5	OBC/Minority representative	member
6	AWW	member
7	Retd. Teacher/Govt. employee	member
8	Youth club/Youth org.	member
9	Woman activist	member
10	Central or state Govt. employee (post master, railway, roadways, soliders, policeman)	member
11	Other villagers	member
12	Headmaster of (P./U.P. school)	member secretary

Functions of VEC

It will depend on the Gram Sabha to elect chairperson. In the absense of chairperson, the vice chairperson will preside over the meetings of the VEC.

Help in village level micro planning, school mapping and determination of catchment area.

School construction management and accounts in co-operation with Member Secretary

Obtaining maximum enrolment and retention

Finanup maximum enrolment and retention

Encouraging effectivity and punctuality to teachers
Procurement of low cost teaching learning material and other educational facilities
Holding or co-operating in school level cultural programmes and tournaments etc.
Arranging educational tours of VEC members
Taking care of AS, AW centres and evaluation of their performance and achievements
Teachers awards
Prizes to talented students
Review of enrolment register, drop-out register
Arranging Mahila Utsav and Bal Melas
Attending 2 days VEC training at CRC level
Identifying Parateachers

MANAGEMENT FUNCTIONS

Monitoring Civil Works
Supervision of schools functioning
Supervision and appointment of Para-teachers
Supervision of AS, ECE Centres.

TRAINING OF VEC 'S

Training will be organised during project period to strengthn the VEC's at CRC level.
Monthly meetings will be held in their respective village.

The total costing of orientation of VEC members is 99.06 lacs. — Details

Convergence with various Governmental & Non-Governmental Agencies.

For achieving the objectives of universalisation of primary education retention and quality improvement. The various activities to be launched by the DPEP would certainly need close interaction and convergence with various organisation working in the field of primary education and betterment of children's well being.

DPEP will make concerted efforts to converge with the following on-going programmes and agencies.

AGENCY	CONVERGENCE
(i) DIFT Work as a BRC Training	- Preparation of Resource Person

Research
Base Line Survey.

2. DRDA - Construction Work
Dawakara Schemes

3 DWDA - Mahila Mandal
Environment Building
Survey

Education &
Panchayatiraj Deptt. - Rationalisation
Training
Supervision
Appointment of New Teachers

5 NGOs - Environment Building
Survey
Enrolment and Retention
Community Participation

6 Waqf Board - Modernisation of Madarasas
Enrolment and Retention
Community Participation
Environment Building.

Chapter-7
MANAGEMENT STRUCTURE AND MONITORING

7.1 INTRODUCTION :

To ensure the effective implementation of DPEP in the district Jhunjhunu and to execute its desired impact, a new management structure is being proposed. It will be a part and parcel of the existing education set up in the district, and will function in close co-ordination with the existing set up. The district will have a district unit of the DPEP headed by district collector as its Chair Person and DPC will act as member secretary. There will be five district Programme officers to execute and manage the project in the district. The actual management of the project will be done by a project officer which will be established separately. The district project officer will be assisted by statistical assistant and an accountant.

The details of the staff is given in the table below :-

Table-7.1

DISTRICT PROJECT OFFICE					
Staff at D.P.O.					
S.No.	Post	No.	Pay Scale	Unit Cost (in Lacs)	Total Cost in (Lacs for 5 Years)
1.	MANAGEMENT District Project Co-ordinator	1	12000-16500	2.000	10.00
2.	PROGRAMME Programme Officers	5	10000-15200	1.73	216.00
3	ACCOUNTS Accounts Officer Accounts Assistant	1 1	8000-13500/- On contract fix 3000 Pm.	1.52 0.36	7.6 1.8
4.	CIVIL WORKS Graduate Engineer (A. En) Diploma Engineer (J.En) Draftsman	1 2 1	8000-13500/- Fix on contract 5000/- Pm.	1.52 0.60 0.120	7.6 0.60 0.6
5.	MIS Computer Operator/Programmer	1 2	On Contract Fix Rs. 4000/- Pm.	0.480	2.4
6.	AUXILIARY STAFF Stenographer L.D.C. PEON Night Guard	1 1 1 1	3000/- Pm. " " 3000/- Pm. " " 1800/- Pm. " " 1800/- Pm.	0.36 0.21 0.21 0.21	3.6 1.8 1.05 1.05
Total Cost Per Year :-				16.325	259.5

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6.5

EQUIPMENT FOR DPO

It is proposed to equip the district management office with the following items :-

S.No.	Name Of Items	Numbers
1.	Xerox Machine	1
2.	Fax Machine	1
3.	Ordinary Type Writer (2) (H) & (E)	1

VEHICLES⁽⁵⁾

One vehicle will be provided to DPC office and one vehicle will be provided to the principal DIET. Two vehicles will be used as pooled vehicles for educational Blocks. This vehicle may be used by DEO Ele. I & II for supervision of the project.

Table No. 7.2

FURNITURE FOR DPO

S.No.	No.	Name of Furniture
1	5	Deluxe Chairs
2	6	Large Tables
3	16	Office Chairs
4	16	Office Tables
5	20	Chairs for Meetings
6	10	Almirahs
7	1	Chest

The whole management expenditure will not exceed the DPEP norms i.e. (6%) of the total budget.

DPC will bear the sole responsibility of the district project.

He will have the responsibility of monitoring the programme and also entertain financial aspects preparing reports, maintaining record of progress and assisting the District Programme Officers. The training programme officer will focus his attention on the training programme & their financial aspects.

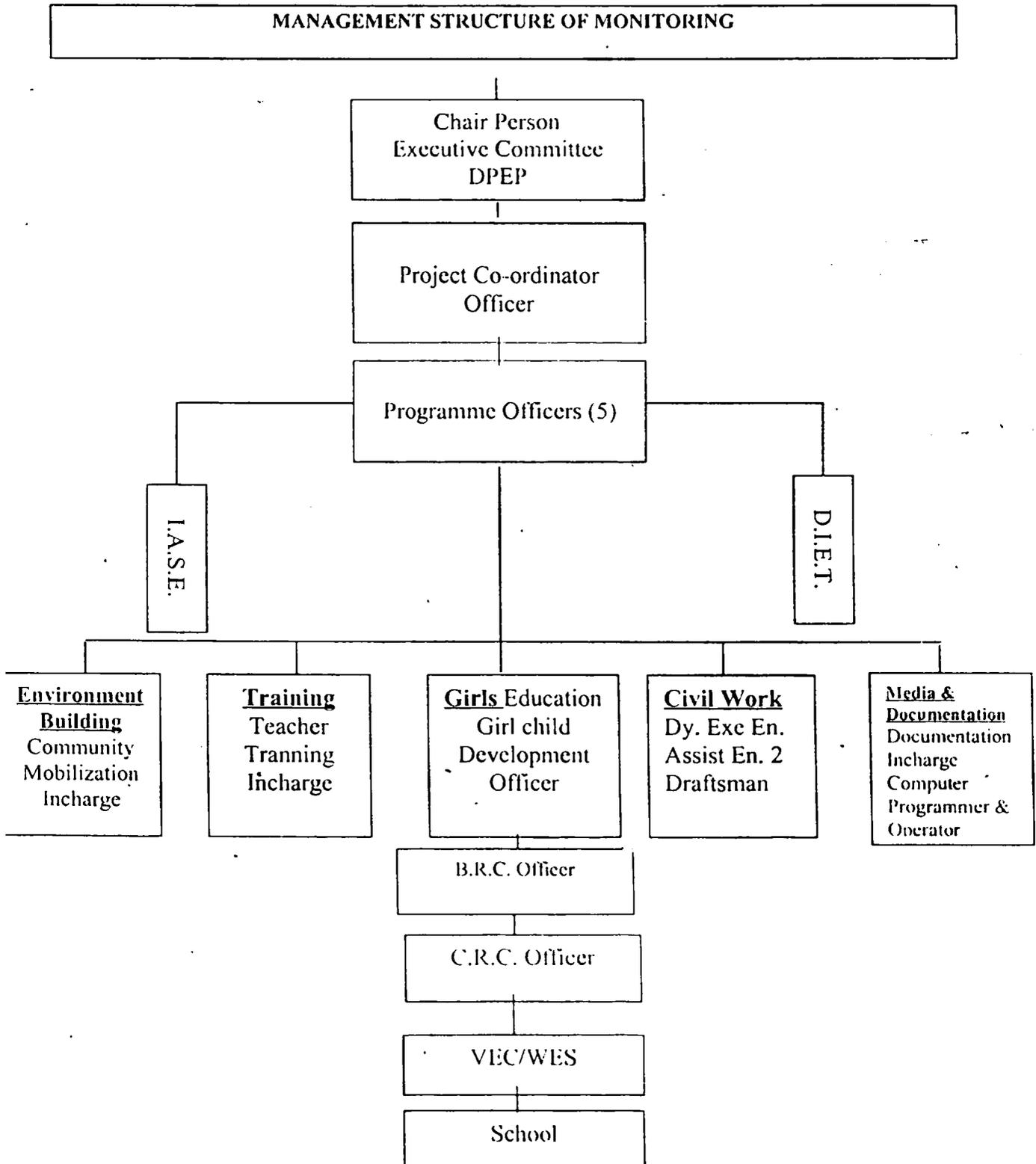
The A. En appointed by DPEP will be responsible for ensuring quality of the construction works, in accordance to the standard and estimate approved by district unit. A team of 8 J.En and a draftsman will assist him in this task. On J.En for each block will be appointed.

The Accountant of the district office will maintain the accounts of the project and submit the monthly financial report to the DPC.

7.3.1 MANAGEMENT INFORMATION SYSTEM :

? For making the field manageable in the light of DPEP activity there is necessity to have an efficient management information system (MIS) which is the key of the success of the project. MIS produces a variety of out put reports which are very useful in management and planning. Details of the management structure of the district project is as given below:

Table-7.3



7.3.2. OBJECTIVE OF (MIS)

- Main objective of implementing the computer based MIS at primary level of education are as follows.
- To create a comprehensive data collection for reviewing its status annually.
- To review the data concerning the problem of drop out and its remediation.
- To monitor school programmes in respect of students achievement especially among girls teacher training and education of deprived section of society..
- To enable the planners to obtain up dated information every year.

VILLAGE LEVEL PARENT TEACHER ASSOCIATION

All teachers of the school and parents of all children enrolled in the school shall constitute parent teacher association. The association shall meet as often as necessary but not less than two times in a year.

FUNCTIONS :-

The Head Master of the local school will be the Secretary of this association and two persons among parents will members .)

1. The association shall ensure universal access enrollment and retention by motivating for regular attendance of children and assessing drop out.
2. The association shall create conducive atmosphere by improving the in infrastructure facilities in schools with ensuring quality of instruction
3. The association shall improve the quality of education.
4. The association shall mobilize for membership fee and corpus fund for school and sanctioning of the budget and approve the accounts of school education fund and placing before the village education and placing before the village education committee.

VEC/WEC

Village education committee/wa) The V.E.C. education committee (Urban areas to fifteen members out of them whom there shall be four parents of the children enrolled in the school and elected by the parents. Head master shall be the Secretary of the V.E.C. out of 6 or seven member of V.E.C., there shall be atleast two women and one or two persons belonging schedule caste and scheduled tribes V.E.C. will also monitoring and observe the civil works.

WEC
Village Education Committee
L.A. ...

Handwritten mark or signature on the right margin.

FUNCTIONS :

- Managing the school education fund for school development .
- Helping the teachers in ensuring the attendance of the children.
- Ensuring the enrollment and retention of school age children.
- Holding the meetings with the parents who fail to send their children to the school.
- Monitoring the school health programmes.
- Ensuring excellence in over all performance of school and children.
- Improving infrastructure facilities needed by for school.
- Ensuring effective use of education equipment school.

BLOCK LEVEL :

Block education committee shall be constituted consisting the following members

- The Pradhan of Block shall be the chair man
- B.D.O. shall be the vice chairman
- One head master of the schools under control of Block shall be member
- One representative from recognized teacher union to be co-opted in manner prescribed.
- One Sarpanch to be co-opted by B.E.C. in member of Block, shall be co-opted. The committee shall meet every month at the Block.

FUNCTIONS : Block Level

- Undertake annual evaluation of the performance of the schools facilitate and provide academic supervision of schools under the control of. B.E.C.
- Promote sports and cultural activities among the students in Block schools B.R.C. will be regarded as mini DIET.

DISTRICT LEVEL

Each district will have a district education committee. With following members Zila Parmukh

1. The of zila parishad Who shall be chairman of the committee.
2. The chief executive officer of the Zila Parishad who shall be the member convener
3. Two parents among the parent members of the school committee in the district of whom not less than five shall be women and one shall be from S.C. or S.T. and one from minority community out of ten parent members of DEC. There shall be not less than 5 women members and one member each from SC/ST/OBC.
4. Two head masters of zila parishad's school co-opted in committee in manner prescribed.
5. One educationist or social activist.
6. District education officer (Elementary).
7. Project officer, integrated tribal development agency.
8. One representative of recognized teacher's union.
9. Two zila parisad members.

All the decisions of committee shall be taken by majority of the members of the committee present by voting and vote. The term of office of the committee shall be two year.

The committee shall have to undertake annual evaluation of the performance of schools, facilitate and provide for academic supervisions and inspections of schools to be undertaken by appropriate and competent authorities to be specified by the education department. Organise sports, cultural and other related activities, prepare annual budget for the district education committee and assist in the maintenance of proper accounts. The committee shall meet every month at district level.

Chapter-8 CIVIL WORKS

8.1 INTRODUCTION :

The district has 840 revenue villages and 12 towns. At present 67 habitations have not primary school facilities. There are 37 building less schools, 429 additional class rooms will be required due to projected enrollment up to 2003-2004.

There are 164 small tough areas/Dhanics/Slum colonics where new primary schools can not be opened because they are unable to fulfill the state norms. So 164 alternative schools will have to be opened in the next five years.

The construction of above mentioned new primary schools, additional class rooms and alternative school is the major. The state is probably not in a position to allocate adequate budget to fulfill all the above requirements. So D.P.E.P. will construct some new primary schools, additional class rooms alternative schools etc. to facilitate all the school going children (6-11 year) .

In D.P.E.P. the following :-

Civil work, have been proposed

Table-8.1

CIVIL – WORK

S.No.	Name of the Civil Works	No.	Unit	Total
1.	Construction of B.R.C.	7	7.40	51.80
2.	Construction of C.R.C.	100	1.75	175.0
3.	I New Primary School (Two rooms with verandah)	67	2.50	167.50
4.	Additional class rooms (with verandah)	164	1.25	205.0
5.	Drinking water			
	I Tank with connection	716	0.15	107.40
	II Hand pump/Kund	114	0.45	51.30
6.	Urinals facilities	751	0.05	37.55
7.	Shed for A.S.	98	0.05	490
	Shed for ECE	576	0.05	28.80
8.	Repair of existing School buildings			
	I Minor Repair	135	0.25	33.75
	II Major Repair	140	0.50	70.00
9	Boundary Walls for Primary Schools	Lumpsum amount (30% by DPEP and 70% by Convergence)		27.00
10	Civil work for DIET			3.00
Total :-				963.00

8.2 PROCESS OF CONSTRUCTION :

The process of construction with in DPEP is very democratic and people participatory. Every block/village /word will have its Bhawan Niraman Samiti. The amount will be released to the BEC/VEC/WEC. The chairman and the members will be responsible for the construction work. The "Bhawan Nirman Samiti", which will see the quality of material and work.

The BEC/VEC/WEC will have power to call tenders approve the rates and allocate. The works to appropriate parties.

The J.En. at B.R.C. will see the technical aspects of the buildings. The final payment of work will be made after taking utilization certificate from BNS and J.En .

In the above mentioned construction process, community will play a vital role for primary education.

8.3. PHASING OF THE CIVIL WORKS :

The phasing of the civil work is given in the following Table.

Table-8.2

S.No	Name of the Work	1998-99	99-2000	2000-2001	2001-2002	2002-2003	Total	Convergence
1.	Construction of B.R.C.	4	3	-	-	-	7	
2.	Construction of B.R.C.	10	70	20	-	-	100	
3.	I New Pri. School (2 Rooms + Verandah	10	37	20	-	-	67	
4.	Additional classroom (with Verandah)	-	24	100	40	-	164	
5	<u>Drinking Water</u>							
	I Tank with connection	-	366	350	-	-	716	
	II Hand Pump	-	107	7	-	-	114	
6.	Urinals Facilities	-	-	375	376	-	751	
7.	Shed for A.S. E.C.E., Madarsa	-	98	576	-	-	674	

8.4. CONSTRUCTION OF B.R.C.:

There are 8 blocks in the district. Every block will have a "block resources Center". This B.R.C. will work as a mini DIET. Different trainings of newly appointed teachers, para teachers, existing teachers will be held at B.R.C. This B.R.C. will be the centre of all other activities of environment building, material development, quality improvement orientation etc. The design of B.R.C. will be decided by the state office of DPEP but it will have atleast two halls and three rooms with water/electricity/sanitary facilities.

orientation etc. The design of B.R.C. will be decided by the state office of DPEP but it will have atleast two halls and three rooms with water/electricity/sanitary facilities.

8.5 ,CONSTRUCTION OF C.R.C. :

to search the grass root level the whole dist. is divided into 100 clusters. These clusters are made on average of 10 to 12 schools. The cluster will be the centre of all the village/school level activities of environment building, quality improvement, and orientation etc.

Every cluster will have its own building containing one big room with verandah. The design of C.R.C. will be decided by the state office of DPEP.

8.6 ADDITIONAL CLASS ROOMS :

The requirement of additional class-rooms in the next 5 year is estimated 429. DPEP will construct 164 rooms and remaining 256 rooms will be constructed by convergence. The size of additional class room will be 25' x 20' with verandah. So that about 50 students may sit in easily.

8.7 DRINKING WATER FACILITIES :

There are 830 schools where water facilities are not available. There are 716 schools where water facilities will be provided by giving a water storage tank and P.H.E.D. water connection.

8.8 SHED FOR A.S. & ECE :

There are 164 small Dhanies/Slum areas/tough areas where opening of new primary schools is not economical. In these 164 habitations alternative schools will be open to provide primary school facilities. These alternative schools will run in a Shed. A total of 1124 ECE + AS centers will be opened. Sheds will be provided to 60% AS and ECE centres by DPEP, rest will be constructed by convergence. In this way a total of 674 sheds will be constructed for AS and ECE.

8.9 REPAIR OF EXISTING SCHOOL BUILDINGS :

There are 135 existing school buildings where minor repair is needed. In the minor repair white wash, repair of door, windows, wall roof and floor is included. The unit Cost of minor repair is Rs. 25000 per school.

There are 140 existing school buildings where major repair is required. In the major repair replacement of roof, floor, wall, door, window is included. The unit cost of major repair is Rs. 50000/-.

8.10 URINALS FACILITIES :

There are 751 existing schools where urinals facilities are not available. Many children specially girls do not comes to the schools because there is no urinal facilities to attract the girl children in to the schools, separate (boy girls) urinals facilities will have to be provided under D.P.E.P. Project. The unit cost of urinals is 0.05 laes.

Chapter-9

COSTING AND PROCUREMENT

9.1 Introduction

The state Govt. 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 Govt. Deptt. This directorate can also make purchase of stores on behalf of local bodies and co-operative societies etc. on payment of 20% departmental charges. The purchases are made by directorate of supplies and disposal Rajasthan as follows :

- ◆ Inviting tenders
- ◆ Arranging rate contracts
- ◆ Declaring certain public sector/under taking as approved sources.
- ◆ Operating rate contracts arranged by DGS and D New Delhi.

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

Distt. level purchase Committee

For the purchase of stores of the value of more than Rs. 3000/- but less than 5 lacs in a financial year district level purchase committee will, consists of the following members make purchasing. This purchasing committee will make purchase by applying any of the procedures mentioned above as per their requirement.

1.	Distt. Collector	Chairman
2.	Technical Expert of Industries Dept.	Member
3.	Two head of the education institutions	Member
4.	Principal DIET	Member
5.	Account Officer of DPEP dist., office	Member
6.	District Project co-ordinator	Member Secretary

9.2 Costing

State level office has decided some unit cost norms considering every component seriously. The state office has guided the distt. core team to form the plan accordingly.

(Rs. In lacs)		
Component and activities	Amount	Percentage
Access	959.54	23.96
Retention	871.58	21.76
Quality Improvement	910.19	22.72
Capacity Building	1264.14	31.56
Distt. Project Office	138.79	

9.3 Recurring cost is Rs. 267.40 (6.68%)

9.4 Non recurring cost is Rs. 3738.05 (93.32%)

9.5 Total recurring and non-recurring cost is 4005.45 lacs.

The district planning 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 enrollment in existing schools. The following components have been taken-up with the priority.

- ◆ Opening of new primary schools. (total cost Rs. 167.50 lacs)
- ◆ **Alternative Schools:** Construction of shed AS in general area is 50% by DPEPO and 50% by community shed will be provided to 60% of total AS. Total cost Rs. 4.90 lacs
- ◆ **ECE centres Sheds** will be provided to 60% of total ECE centres. The cost of shed is Rs. 0.10 lacs. DPEP will bear 50% of the cost rest will be convergence with community. Total cost Rs. 28.80 lacs.
- ◆ **Drinking water:** Facility will be provided to all the schools total exp. Will be 158.70 lacs.
- ◆ **Boundary wall:** Provisions have been made for boundary walls of the existing primary schools. DPEP will bear 30% of the boundary wall cost and 70% will be done by community. Total cost Rs. 27.00 lacs.
- ◆ **Compliance of DPEP norms**

Civil works	24.04 %
Management	03.47%
Other Educational Prog.	72.49%

9.4. PROCUREMENT PROCEDURE:

A basic understanding of the procurement procedures in DPEP is necessary for effectively carrying out the programmes.

Procurement activities would be broadly en-compass (I) Civil Works (ii) Equipment, Furniture, Books, Vehicles and Education material (iii) Consultancies.

The guidelines issued by SIERT and "A ready Handbook" on appraisal of project plans (Ed. CILO Dec. 1996) will be followed by DPO during the procurement/purchasing. The procedure will include

1.	Civil Works (without any limit)	1.	National Competitive Bedding (NCB)
		2.	Force Account for Works Estimated
		3.	Community Approx Rs. 6.80 Lacs
		4.	National Shopping or less
2.	Furniture, equipments books, educational and consumable material	1.	NCB
		2.	National Shopping
		3.	Direct Contacting
3.	Vehicles	1.	On hire process

Handwritten signature and date: 15/10/15

Regular and periodical monitoring of actions envisaged under the procurement plan will be done. Timely action to over come the obstacles in the way of procurement will thereby be facilitated.

9.4. : PROCUREMENT :

Procurement Item	Attachment Percentage of Expenditure to be Reimbursed DPEP-1	Category No.
Equipment, Vehicles, Books, Furniture	100% of foreign expenditure 100% of local expenditure of local expenditures for other items procured locally	Management
Consultancy Service, Training, Fellowships		Training
Incremental Salaries, Honorarium, Consumable, Teaching Mateials & Maintenace Costs	90% of local expenditure incurred untill Oct. 99, 80% of the expenditure incurred from Nov. 99 to Sep. 2002. 60% of the expenditure incurred there after	Quality Improvement

**FORMAT FOR ABSTRACT OF ESTIMATED COSTS DISTRICT
JHUNJHUNU**

(BY OBJECTIVES)

TABLE 1-B

S.NO.	Objectives	Amount (Rs. in Lakhs)	Percentage
1	Improving Access	959.54	23.96
2	Improving Retention	871.58	21.76
3	Quality Improvement	910.19	22.72
4	Capacity Building	1264.14	31.56
	Total Project Cost	4005.45	100.00

**FORMAT FOR ABSTRACT OF ESTIMATED COSTS DISTRICT
JHUNJHUNU**

Table I-C

S.NO.	Components	Amount (Rs. in Lakhs)	Percentage
1	Civil Works	963.00	24.04
2	Management	138.79	3.47
3	Other Educational Programme	2903.66	72.49
	Total Project Cost	4005.45	100.00

	Amount (Rs. in Lakhs)	Percentage
Recurring Cost	267.40	6.68
Non Recurring Cost	3738.05	93.32
Total Cost	4005.45	100.00

**PROJECT COMPONENTS: DPEP: CHU. JF. JNC
RAJASTHAN**

(Rs. In lakhs)

COMPONENT / ACTIVITY	UNIT	1ST YEAR		2ND YEAR		3RD YEAR		4TH YEAR		5TH YEAR		6TH YEAR		TOTAL		CAT-EGORY
	COST	(1998-99)		(1999-2000)		(2000-2001)		(2001-2002)		(2002-2003)		(2003-2004)		PHY.	FIN.	R/I
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.			
ACCESS																
A.1 New Primary Schools																
(a) Construction of school building i) Two Room building	2.50	10	25.00	37	92.50	20	50.00	0	0.00	0	0.00	0	0.00	67	167.50	
ii) Three room building	3.75	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	
(b) Teacher (teachers) Salaries	0.84	10	2.80	47	39.48	67	56.28	67	56.28	67	56.28	67	56.28	325	267.40	
c) Para teacher salaries in new schools	0.162	10	0.54	47	7.61	67	10.85	67	10.85	67	10.85	67	10.85	325	51.57	
d) Furniture & Equipments	0.100	10	1.00	37	3.70	20	2.00	0	0.00	0	0.00	0	0.00	67	6.70	
e) Construction of 1 room in building less schools	1.25	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	
A.2 Alternative Schools																
a) Construction of shed for AS			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
i) In tribal, Mewat, Dang area 80% by DPEP & 20% by community	0.08	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	
ii) In general area 50% by DPEP and 50% by community	0.05	0	0.00	98	4.90	0	0.00	0	0.00	0	0.00	0	0.00	98	4.90	
b) AS Instructors Honorarium			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
i) AS 6 hourly @ 1350/- p.m.	0.162	0	0.00	164	26.57	164	26.57	164	26.57	164	26.57	164	26.57	820	132.84	
ii) AS 4 hourly @ 1000/- p.m.	0.120	0	0.00	105	12.60	105	12.60	105	12.60	105	12.60	105	12.60	525	63.00	
c) Non recurring expenditure per AS	0.05	0	0.00	269	13.45	0	0.00	0	0.00	0	0.00	0	0.00	269	13.45	
d) Games material per AS	0.005	0	0.00	269	1.35	269	1.35	269	1.35	269	1.35	269	1.35	1345	6.73	
e) Contingency per AS	0.01	0	0.00	269	2.69	269	2.69	269	2.69	269	2.69	269	2.69	1345	13.45	
A.3 Additional Classrooms.																
	1.25	0	0.00	24	30.00	100	125.00	40	50.00	0	0.00	0	0.00	164	205.00	
A.4 Construction of Boudary wall for primary school- Lumpsum provision																
	0.09	0	0.00	100	9.00	100	9.00	100	9.00	0	0.00	0	0.00	300	27.00	
GRAND TOTAL			29.34		243.85		296.34		169.34		110.34		110.34		959.54	

**PROJECT COST DPEP -JHUNJHUNU
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		GATE GRV PFI
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	
RETENTION																
R.1 Community Mobilization																
a) Ba Mela at cluster level for 3 years @ Rs. 2000/-	0.02	100	2.00	100	2.00	100	2.00	0	0.00	0	0.00	0	0.00	300	6.00	
b) Man-a Meetings with assistance of PTA, MTA and VEC @ Rs. 2000/- at the cluster level for 5 years	0.02	100	2.00	100	2.00	100	2.00	100	2.00	100	2.00	0	0.00	500	10.00	
c) Kaag Jatha/ Exhibition / Rallies at - CRC level For 3 years	0.01	100	1.00	100	1.00	100	1.00	0	0.00	0	0.00	0	0.00	300	3.00	
- Block Level -- do--	0.02	8	0.16	8	0.16	8	0.16	0	0.00	0	0.00	0	0.00	24	0.48	
- District level -- do--	0.10	1	0.10	1	0.10	1	0.10	0	0.00	0	0.00	0	0.00	3	0.30	
d) Award to the best VEC at BRC (every year)	0.03	0	0.00	8	0.24	8	0.24	8	0.24	8	0.24	8	0.24	40	1.20	
R.2 Construction			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
a) Toilets (unna's)	0.05	0	0.00	0	0.00	375	18.75	376	18.80	0	0.00	0	0.00	751	37.55	
i) Drinking water i) Hand pump	0.45	0	0.00	107	48.15	7	3.15	0	0.00	0	0.00	0	0.00	114	51.30	
ii) P-ED Connection with storage tank	0.15	0	0.00	366	54.90	350	52.50	0	0.00	0	0.00	0	0.00	716	107.40	
b) Pockets			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
ii) Minor	0.25	0	0.00	0	0.00	0	0.00	135	33.75	0	0.00	0	0.00	135	33.75	
iii) Major	0.50	0	0.00	0	0.00	0	0.00	140	70.00	0	0.00	0	0.00	140	70.00	
R.3 School Improvement Fund (to VEC)	0.02	1502	30.04	1515	30.30	1530	30.60	1545	30.90	1560	31.20	0	0.00	7552	151.04	
R.4 Additional Teachers (Enrolment based)	0.162	0	0.00	20	3.24	170	27.54	200	32.40	250	40.50	250	40.50	890	144.18	
R.5 ECCE Opening of new ECE centers			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
a) Construction of thatched shed (in 60% only) As for alternative schools			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
i) In the Mewar, Dang	0.08	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	
ii) In general	0.05	0	0.00	0	0.00	576	28.80	0	0.00	0	0.00	0	0.00	576	28.80	
b) Instructors Salaries	0.048	0	0.00	0	0.00	960	46.08	960	46.08	960	23.04	960	23.04	3840	138.24	
c) ECE @ Rs. 500/- per centre	0.005	0	0.00	0	0.00	960	4.80	0	0.00	0	0.00	0	0.00	960	4.80	
Strengthening ICDS centers.			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
1) Additional honorarium to the ICDS instructors @ Rs. 200/- per month	0.024	0	0.00	277	6.65	277	6.65	277	6.65	277	6.65	277	6.65	1355	33.24	
2) ECE @ 500/- per centre	0.005	0	0.00	277	1.39	0	0.00	0	0.00	0	0.00	0	0.00	277	1.39	
3) San. improvement for furniture (Additional cost)	0.025	0	0.00	24	0.60	100	2.50	40	1.00	0	0.00	0	0.00	164	4.10	
a) Replacement for furniture in odd schools (1/3 of total schools every year)	0.025	500	12.50	505	12.63	510	12.75	0	0.00	0	0.00	0	0.00	1515	37.88	
b) Incentive to AS Pra teacher on 75% Retention and achievement	0.0025	0	0.00	10	0.03	336	0.84	506	1.27	535	1.34	536	1.47	1973	4.94	
Total			47.80		163.37		240.46		243.08		104.97		71.89		571.58	

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

(Rs. In lakhs)

COMPONENT / ACTIVITY	UNIT COST	1ST YEAR		2ND YEAR		3RD YEAR		4TH YEAR		5TH YEAR		6TH YEAR		TOTAL		Category RI
		(1998-99)		(1999-2000)		(2000-2001)		(2001-2002)		(2002-2003)		(2003-2004)				
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	
QUALITY IMPROVEMENT																
C.1 Training																
1. Training of Para Teachers (30 days) per para teacher one time	0.0312	10	0.31	326	10.17	170	5.30	30	0.94	50	1.56	0	0.00	586	18.28	
2. Training of Para Teachers (10 days) per Para Teacher one time	0.008	10	0.08	326	2.61	170	1.36	30	0.24	50	0.40	0	0.00	586	4.69	
3. Refresher training of para teachers (10 days) 30 Para Teacher subsequent	0.0102	0	0.00	10	0.10	336	3.43	506	5.16	536	5.47	586	5.98	1974	20.13	
4. Training of BRC resource persons at DIET (3 days) per resource person	0.008	16	0.13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	16	0.13	
5. Gender sensitization training of District level education officers (3 days) (20 participants)	0.008	20	0.12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	20	0.12	
6. Training of BRC co-ordinators at DIET (10 days) (15 persons)	0.014	8	0.11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	8	0.11	
7. Orientation of DLOs at DIET (2 days) (25 persons)	0.002	25	0.05	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	25	0.05	
8. Training of CRC co-ordinators at BRC (10 days) (20 person) (Induction training)	0.008	100	0.80	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	100	0.80	
9. Refresher training of CRC Co-ordinator at BRC (5 days) (20 person)	0.005	0	0.00	100	0.50	100	0.50	100	0.50	100	0.50	100	0.50	500	2.50	
10. Training of Primary Schools Regular Teachers			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
11. Induction Trg. - (a) 6 days, (20 persons)	0.005	0	0.00	4343	21.72	4406	22.03	4430	22.15	4500	22.50	4550	22.75	22229	111.15	
12. Induction Trg. - (b) 3 days, (20 persons)	0.0035	0	0.00	0	0.00	4343	15.20	4406	15.42	4430	15.51	4500	15.75	17679	61.63	
13. Refresher training for 6 days, (20 persons)	0.005	0	0.00	0	0.00	4343	21.72	4406	22.03	4430	22.15	4500	22.50	17679	86.40	
Total			1.60		35.10		69.54		66.44		68.08		67.48		308.23	

**PROJECT COST (DPEP) JHUNJHUNU
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 Ref
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	
CAPACITY BUILDING																
C.1 Strengthening DIET																
a) Furniture	1.50	1	1.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	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	0.63	
c) Civil Work Lumpsum	3.00	0	0.00	1	3.00	0	0.00	0	0.00	0	0.00	0	0.00	1	3.00	
d) Vehicles			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
Hire	1.5	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) Recurring Expenditure of Office	0.80	1	0.27	1	0.80	1	0.80	1	0.80	1	0.80	1	0.53	6	4.00	
C.2 BRC																
a) Construction of BRC building	7.4	4	29.60	3	22.20	0	0.00	0	0.00	0	0.00	0	0.00	7	51.80	
b) Furniture	0.800	7	5.60	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	7	5.60	
c) Equipment	1.33	7	9.31	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	7	9.31	
d) Maintenance of equipments	0.092	0	0.00	7	0.64	7	0.64	7	0.64	7	0.64	7	0.64	35	3.22	
e) Books and library	0.50	0	0.00	7	3.50	7	3.50	7	3.50	7	3.50	7	3.50	35	17.50	
f) Office expenses (recurring)	1.26	7	8.82	7	8.82	7	8.82	7	8.82	7	8.82	0	0.00	35	44.10	
(non-recurring)	0.61	7	4.28	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	7	4.28	
T.A./D.A.	0.20	7	0.47	7	1.40	7	1.40	7	1.40	7	1.40	7	0.93	42	7.00	
Medical	0.05	7	0.12	7	0.35	7	0.35	7	0.35	7	0.35	7	0.23	42	1.75	
Vehicles (i) Hire	1.50	2	1.00	2	3.00	2	3.00	2	3.00	2	3.00	2	2.00	12	15.00	
ii) Fuel	1.00	2	0.67	2	2.00	2	2.00	2	2.00	2	2.00	2	1.33	12	10.00	
g) Salary- - Coordinators' Salaries	1.58	7	3.70	7	11.09	7	11.09	7	11.09	7	11.09	7	7.39	42	55.44	
- Assistant co-ordinator	1.152	7	2.69	7	8.06	7	8.06	7	8.06	7	8.06	7	5.38	42	40.32	
- Resource persons	0.600	14	2.80	14	8.40	14	8.40	14	8.40	14	8.40	14	5.60	84	42.00	
- Typist	0.360	7	0.84	7	2.52	7	2.52	7	2.52	7	2.52	7	1.68	42	12.60	
- Peon	0.210	7	0.49	7	1.47	7	1.47	7	1.47	7	1.47	7	0.98	42	7.35	
- Security Guard	0.210	7	0.49	7	1.47	7	1.47	7	1.47	7	1.47	7	0.98	42	7.35	
h) Action research	0.10	0	0.00	7	0.70	7	0.70	7	0.70	7	0.70	7	0.70	35	3.50	
i) Rent for nine months @ Rs. 4000/- as per PWD assessment.	0.48	7	1.12	7	1.40	0	0.00	0	0.00	0	0.00	0	0.00	14	2.52	
C.3 CRC																
a) Construction of CRC building	1.75	10	17.50	70	122.50	20	35.00	0	0.00	0	0.00	0	0.00	100	175.00	
b) Furniture	0.192	100	19.20	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	100	19.20	
c) Salaries- -CRC co-ordinator salary	1.00	100	33.33	100	100.00	100	100.00	100	100.00	100	100.00	100	66.67	600	500.00	
d) Office expenses (recurring)	0.050	100	5.00	100	5.00	100	5.00	100	5.00	100	5.00	0	0.00	500	25.00	
(non-recurring)	0.060	100	6.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	100	6.00	
T.A. D.A.	0.06	100	2.00	100	6.00	100	6.00	100	6.00	100	6.00	100	4.00	600	30.00	
Medical	0.01	100	0.33	100	1.00	100	1.00	100	1.00	100	1.00	100	0.67	600	5.00	
Motor cycle allowance @ 600 - p.m.	0.072	8	0.19	8	0.58	8	0.58	8	0.58	8	0.58	8	0.38	48	2.88	
Total			158.78		318.40		204.30		169.30		169.30		105.27		1125.35	

PROJECT COST (DPEP)- JHUNJHUNU

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	
		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		0.00		0.00		0.00	0	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			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00
- DPC (1)	2.00	1	0.67	1	2.00	1	2.00	1	2.00	1	2.00	1	1.33	6	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	0.25	0	0.00	5	5.32
- Junior Engineer	0.60	8	1.60	8	4.80	8	4.80	8	4.80	8	0.80	0	0.00	40	16.80
JEN motor cycle allowance @ 1000/-	0.120	8	0.32	8	0.96	8	0.96	8	0.96	8	0.16	0	0.00	40	3.36
- Draftsman	0.120	1	0.04	1	0.12	1	0.12	1	0.12	1	0.02	0	0.00	5	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
f) 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
g) Contingency	0.75	1	0.75	1	0.75	1	0.75	1	0.75	1	0.75	0	0.00	5	3.75
h) Office Expenditure	0.513	1	0.51	1	0.51	1	0.51	1	0.51	1	0.51	0	0.00	5	2.57
i) 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
j) Office Rent Average 5000 - per month / as per PWD assessment	0.50	1	0.20	1	0.60	1	0.60	1	0.60	1	0.60	1	0.40	6	3.00
T.A./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
Medical	0.300	1	0.10	1	0.30	1	0.30	1	0.30	1	0.30	1	0.20	6	1.50
Innovation	1.00	0	0.00	1	1.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.00
District 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
Total			15.41		29.89		28.89		28.89		22.72		12.00		138.70

CHAPTER-10

FIRST YEAR ANNUAL WORK PLAN AND BUDGET

Strategies to be adopted during the first year.

10.1 DISTRICT PROJECT OFFICE :

In the starting a couple of months year during 1998-99 were devoted to gear up the system to handle the additional responsibilities of DPEP. Distt. Project office for the implimentation of DPEP in the distt., has been established at Jhunjhunu in a rented building have been arranged minimum necessary furniture and equipments. The management information system is being set up. At the same time necessary staff for this office has been recruited. The office will be strengthened with equipments, furniture, vehicles, phones and other facilities for its proper and efficient functioning.

10.2 MANGEMENT INFORMATION SYSTEM :

By the end of Jan. 1999 hardware will be precured and in the month of Feb. 1999 software will be installed. Training of the DPO staff (MIS staff) will be done in the month of Feb. and March 1999. The system will start functioning from March 1999. The SMIS and the statistical package are under development at the state project office. They are likely to be installed by January 1999. It is possible to implement these package as soon as the district project office staff is trained. The micro planning exercise would have to be started immediately. The urgency of this exercise is important for finalising the locaion of civil works pertaining to schools. This exercise is planned to be completed by the end of Sept. 1998.

10.3 BLOCK RESOURCE CENTRES :

The office of BRC co-ordinator will be located at the block head quarter in a rented building for 6 to 9 months. As soon as the BRC building are completed, they will be operated in their own building. The equipments for the BRC office will be purchased up to April 1999.

10.4. CIVIL WORKS :

The construction of civil works will be carried out from Dec. 1998 to March 1999, in the first year of planning. For the effective implementation of the project, the civil works will have to be taken on top priority. The construction of 7 BRC office

building would be started in the month of Dec. 1998 and would be completed by July 1999. The drawing and tender documents are being finalised by the state office of DPEP.

10.5. FORMATION OF VILLAGE EDUCATION COMMITTEE (V.E.C.)/WEC:

The VEC/WEC will be formed in the month of Sept, Oct, 1998, The VEC and WEC (in the urban area) will bear the main responsibilities of insuring proper and solid construction of all the civil works as per the norms decided by the DPEP. A BHAWAN NIRMAN SAMITTEE will be formed from each VEC/WEC consisting 3 to 5 members for each samittee. This BNS will be thoroughly trained to check the standard of the construction work.

10.6. Training of Resource Persons :

To train the teachers/para teachers some resource persons are to be trained at SIERT, Udaipur and DIET, Jhunjhunu.

FIRST YEAR PLAN ACTIVITIES (Year 1998-99)

S.No.	Item	Unit Cost in Lacs	No of Units	Amount
1.	Furniture			
	a) D.P.O. office	1.60	1	1.60
	b) B.R.C.	0.800	7	5.60
2.	c) C.R.C.	0.192	100	19.20
	Equipment			
	a) D.P.O. office	2.82	1	2.82
	b) B.R.C.	1.33	7	9.31
	D) DIET	.63	1	.63
3	Vehicle			
	a) Hire charges for D.P.O. for 4 months	Hire 1.50 Fuel 1.00	1	.50
	b) Hire charges for block vehicle	Hire 1.50 Fuel 1.00	2 2	1 .67
	c) Hire charges for DIET vehicle	Hire 1.50 Fuel 1.00	1 1	.50 .33
4.	Community Mobilisation			
	a) Bal Mela at cluster level	0.02	100	2.00
	b) Mahila Meetings with assistance of PTA/MTA & VEC	0.02	100	2.00
	c) - Kala Jatha/Exhibition/Rallies at - C.R.C. level - B.R.C. level - Distt. Level	0.01 0.2 0.10	100 08 01	1.00 0.16 0.10

FIRST YEAR PLAN ACTIVITIES (Year 1998-99)

S.No.	Item	Duration	Unit Cost in Lacs	No of Units	Amount (in Lacs)
5)	Office Expenses				
	<u>D.P.O.</u>				
	- Contingency	4 Month	0.75		0.75
	- Recurring.	4 Month	0.513		0.51
	<u>B.R.C.</u>				
	- Non-recurring	4 Month	0.612	7	4.284
	- Recurring	4 Month	1.260	7	8.82
<u>C.R.C.</u>					
- Non-recurring	4 Month	0.060	100	6.00	
- Recurring	4 Month	0.050	100	5.00	
6)	Building Rent				
	<u>D.P.O.</u>	4 Month	0.60	1	0.20
	<u>B.R.C.</u>	4 Month	0.48	7	1.12
7)	Work Shops and Seminars at D.P.O.	4 Month	0.55	1	0.55
8)	Civil Works				
	- Construction of B.R.C.	4 Month	7.40	4	29.60
	- New school building	4 Month	2.50	10	25.00
9)	Training				
	- Gender sensitization at DPO (3 days)	4 Month	0.006	20	0.12
	- Training of B.R.C. co-ordinator at DIET (10 days)	4 Month	0.014	8	0.112
	- Training of B.R.C. resource persons (10 days)	4 Month	0.008	16	0.13
	- Orientation of DLOS at DIET (2 days)	4 Month	0.002	25	0.05
	- Training of CRC Co-ordinators at BRC (10 days)	4 Month	0.008	100	0.08
	- Training of Panchyat community (days)	4 Month	0.0025	300	0.75
	- Orientation Cum Review meetings of CRC Co-ordinators at BRC (2 days)	4 Month	0.0025	100	0.25
	- Orientation of VEC/WEC members at C.R.C. (2 days)	4 Month	0.002	16510	33.02
	- Monthly Review Cum orientation meeting of primary school teachers at C.R.C. (1 days)	4 Month	0.001	-	-
	- Training of Para teachers (30 days)	4 Month	0.0312	10	0.31
	- Training of Para teachers (10 days)	4 Month	0.008	10	0.08
	- Training & orientation of BNS at CRC (1 days)	4 Month	0.001	3810	3.81

10)	Salary & Honorarium				
	i) D.P.O. Staff				
-	D.P.C.	4 Month	2.00	1	0.67
-	Programme Officers	4 Month	1.730	5	2.88
-	Account Officer	4 Month	1.520	1	0.51
-	Account Asstt.	4 Month	0.360	1	0.12
-	A.En.	4 Month	1.520	1	0.51
-	J.En.	4 Month	0.600	8	1.60
-	Drafts man	4 Month	0.120	1	0.04
-	Computer Operator/	4 Month	0.480	1	0.16
-	Programmer	4 Month	0.600	1	0.20
-	Computer lit. Steno	4 Month	0.360	1	0.12
-	L.D.C.	4 Month	0.360	1	0.12
-	Peon	4 Month	0.210	1	0.07
-	Chowkidar	4 Month	0.210	1	0.07
	ii) B.R.C. Staff				
-	B.R.C. Co-ordinator	4 Month	1.584	7	3.70
-	Asstt. Co-ordinator	4 Month	1.152	7	2.69
-	Resource persons	4 Month	0.600	14	2.80
-	Typist	4 Month	0.360	7	0.80
-	Peon	4 Month	0.210	7	0.49
-	Chowkidar	4 Month	0.210	7	0.49
	iii) C.R.C. Staff				
-	C.R.C. Co-ordinator	4 Month	1.00	100	33.33

Table-7.2.

Staffing Pattern at DPO

S.N	Post	No.	Pay Scale	Unit Cost (Lacs)	Amount
A	Management - District Project Co-ordinators	1	12000-16500	2.000	
B	Programmes - Programme Officer	5	10000-15200	1.730	
C	Civil Works - Graduate Engineer (for 3.5 yrs.) - Diploma Engineer (for 3.5 yrs.) - Draft Man (for 3.5 yrs)	1 8 1	8000-13500 On Contract Fix Rs. 5000/- p.m. On Contract Fix Rs. 1000/- p.m.	1.520 0.600 0.120	
D	Accounts - Accounts Officer - Account Asstt.	1 1	8000-13500 On Contract Fix Rs. 3000/- p.m.	1.52 0.360	
E	MIS - Computer Operator/Programmer	1	On Contract Fix Rs. 4000/- p.m.	0.480	
F	Auxiliary Staff - Computer Literate Stenographer - L.D.C. - Peon - Night Gaurd	1 1 1 1	On Contract Fix Rs 3000/- On Contract Fix Rs 3000/- p.m. On Contract Fix Rs1750/- p.m. On Contract Fix Rs 1750/-	0.360 0.360 0.210 0.210	

STAFFING PATTERN FOR B.R.C.

S.No.	Name of Post	Number	Grade	Unit Cost Per Year (Rs. In Lacs)
A	1. Management			
	2. B.R.C. Co-ordinator	1	9000-12400	1.584
	3. Asstt. Co-ordinator	1	6500-10500	1.152
	4. Resource Persons	2	On Contract Fix Rs. 5000/- p.m.	0.600
	5. Typist	1	On Contract Fix Rs. 3000/-	0.360
	6. Peon	1	On Contract Fix Rs. 1750/-	0.210
	7. Chowkidar	1	On Contract Fix Rs. 1750/- p.m.	0.210

STAFFING PATTERN FOR C.R.C.

S.N.	Name of Post	Number	Grade	Unit Cost Per Year (Rs. In Lacs)
1	Management			
	C.R.C. Co-Ordinator	1	5000-8000	1.00

DISTRICT – JHUNJIHUNU (D.P.O. OFFICE)**List of Equipments, Furniture of Office Expenses**

S.No.	Particulars	Nos	Amount
	Equipments		
1.	Computer	1	1.250
2.	Xerox Machine	1	1.150
3.	O.H.P.	1	0.100
4.	T.V.	1	0.160
5.	VCR	1	0.080
6.	Type-writer (Manual)	1	0.080
	Furniture		
1.	Tables	12	0.432
2.	Chairs	24	0.480
3.	Dari	2	0.080
	Office Expenses		
1.	Black Board	2	0.20
2.	Display board	2	0.030
3.	Bucket	5	0.005
4.	Petromax	3	0.018
5.	Tea Container	1	0.005
6.	Crockery	1	0.020
7.	Curtains	1	0.020
8.	Fan Ceiling	5	0.050
9.	Tube Lights	10	0.050
10.	Stationery	1	0.100
11.	Xerox & Computer Paper rim	1	0.100
12.	Cooler	3	0.030
13.	Wall Clock	2	0.005
			0.453

D.M.H.

TABLE 4 : Abstract of Estimated Cost (Objective wise)
STATE : RAJASTHAN DISTRICT : JHUNJHUNU

S.No.	Name of Components	Amount	Percentage
1.	Improving Access	29.34	10.09
2.	Improving Retention	47.80	16.44
3.	Quality Improvement	39.43	13.56
4.	Capacity Building	174.19	59.91
	Total Project Cost	290.76	

TABLE 5 : Abstract of Estimated Cost (Component wise)
STATE : RAJASTHAN DISTRICT : JHUNJHUNU

S.No.	Name of Components	Amount	Converg	Total	Percentage
1.	Civil Works	72.10			24.79
2.	Management	15.41			5.30
3.	Other Educational Programme	203.25			69.91
	Total Project Cost	290.76			

TABLE 5 : Abstract of Estimated Cost (Component wise)
STATE : RAJASTHAN DISTRICT : JHUNJHUNU

S.No.	Category	Amount	Percentage
1.	Recurring	2.80	0.96
2.	Non-recurring	287.96	99.04
3.	Total	290.76	

DISTRICT SYNOPSIS
PHYSICAL TARGETS AND FINANCIAL IMPLICATIONS
STATE RAJASTHAN DISTRICT : JHUNJHUNU

(Rs., in lacs)

S.N	Category	Physical Total Project period	Targets First year	Unit cost	Estimates first year	Total Project period	Percentage of total cost in 1 year
1.	Access						
	♦ New primary schools	67	10	2.50	25	167.50	14.92
	♦ Para teachers salary in new schools	67	10	0.162	0.54	51.57	1.04
	♦ Teachers salaries	67	10	0.84	2.80	267.40	1.04
	♦ Furniture & Equipment	67	10	0.100	1.00	6.70	14.92
	Total	-	-		29.34	493.17	5.94
2.	Retention - A. Community mobilisation						
	♦ Bal mela at cluster level	300	100	.02	2.0	6.0	33.3
	♦ Mahila meetings at cluster level	500	100	.02	2.0	10.00	20.00
	♦ Kala Jhata/Exhibition CRC level	300	100	.01	1.00	3.00	33.3
	♦ Kala Jhata/Exhibition BRC level	24	100	.02	0.16	.48	33.3
	♦ Kala Jhata/Exhibition District level	3	100	.10	0.10	.30	33.3
	Total				5.26	19.78	26.59
	B. School improvement fund	7652	1502	.02	30.04	153.04	19.62
	C. Replacement of furniture in old school	1515	500	.025	12.50	37.88	32.99
	Grand Total				47.80	210.70	22.68
3.	Quality Improvement						
	♦ Training of Para teachers (30 days)	586	10	0.312	.31	18.28	1.70
	♦ Training of Para teachers (10 days)	586	10	0.008	.08	4.69	1.70
	♦ Training of BRC resource person	16	16	0.008	.13	.13	100
	♦ Gender sensitization training	20	20	0.006	.12	.12	100
	♦ Training of BRC coordinator	8	8	0.014	.11	.11	100
	♦ Orientation of D.D.Os	25	25	.002	.05	.05	100
	♦ Training of CRC Coordinators	100	100	.008	.80	.80	100
	♦ Training of Panchayat comm. Members	1500	300	.0025	.75	3.75	20
	♦ Orientation cum review Meetings of CRC coordinators	500	100	.0025	.25	1.25	20
	♦ Orientation of VEC members at CRC level	49539	16510	.002	33.02	99.07	33.3
	♦ Training and orientation of	11440	38010	.001	3.81	11.43	33.3

BNS at CRC level							
	Grand Total				39.43	139.64	28.73
4.	Capacity Building- Strengthening DIET	A.					
	♦ Furniture	1	1	1.50	1.50	1.50	100
	♦ Equipment	1	1	.63	.63	.63	100
	♦ Vehicle A Hire	6	1	1.50	.50	7.5	6.67
	♦ B. Fuel	6	1	1.0	.33	5.0	6.67
	♦ Recurring exp. Of office	6	1	.80	.27	4.0	6.67
	Total				3.23	18.63	17.33
	B. BRC						
	♦ Construction of BRC building	7	4	7.4	29.60	51.80	57.14
	♦ Furniture	7	7	.80	5.60	5.60	100
	♦ Equipment	7	7	1.33	9.31	9.31	100
	♦ Office exp. A. Recurring	35	7	1.26	8.82	44.10	20
	♦ B. Non recurring	7	7	.61	4.28	4.28	100
	♦ TA & DA	42	7	.20	.47	7.0	6
	♦ Medical	42	7	.05	.12	1.75	6.67
	♦ Vehicle A. Hire	12	2	1.5	1.0	15.0	6.67
	♦ B. Fuel	12	2	1.0	.67	10.00	6.67
	♦ Salary 1) Coordinator	42	7	1.58	3.70	55.40	6.67
	♦ Asst. Coordinator	47	7	1.15	2.69	40.32	6.67
	♦ Resource person	84	14	.60	2.80	42.00	6.67
	♦ Typist	42	7	.36	.84	12.60	6.67
	♦ Peon	42	7	.21	.49	7.35	6.67
	♦ Security guard	42	7	.21	.49	7.35	6.67
	♦ Rent for 9 months	14	7	.48	1.12	2.52	44.4
	Total				72.00	316.38	27.75
	C. CRC						
	Construction of CRC building	100	10	1.75	17.50	175.0	100
	Furniture	100	100	.192	19.20	19.20	100
	Salaries CRC coordinator	600	100	1.00	33.33	500.0	6.67
	Office exp. A. Recurring	500	100	.05	5.00	25.00	20
	B. Non recurring	100	100	.06	6.00	6.00	100
	TA & DA	600	100	.06	2.00	30.00	6.67
	Medical	600	100	.01	.33	5.00	6.67
	Motor Cycle allowance	48	8	.07	.19	2.88	6.59
	Total				83.55	763.08	1.94
	D. District Project office						
	Furniture	1	1	1.60	1.60	1.60	100
	Equipment	1	1	2.82	2.82	2.82	100
	Vehicle A. Hire	6	1	1.50	.50	7.50	6.67
	B. Fuel	6	1	1	.33	5.00	6.67
	Salary 1) DPC	6	1	2	.67	10	6.67
	Programme officer	30	5	1.73	2.88	43.25	6.67
	Account Officer	6	1	1.52	.51	7.60	6.67
	Asst. Acct. Officer	6	1	.36	.12	1.80	6.67

AFN	5	1	1.52	.51	5.32	9.58
JFN	40	8	.60	1.60	16.80	9.52
JFN motor cycle allowance	40	8	.12	.32	3.36	9.52
Draftsman	5	1	.12	0.04	.42	9.52
Computer operator	6	1	.48	.16	2.40	6.67
Programmer	6	1	.60	.20	3.00	6.67
Steno	6	1	.36	.12	1.80	6.67
LDC	6	1	.36	.12	1.80	6.67
Peon	6	1	.21	.07	1.05	6.67
Night Guard	6	1	.21	0.07	1.05	6.67
Work shops & seminar	5	1	.55	.55	2.75	20
Contingency	5	1	.75	.75	3.75	20
Office Exp.	5	1	.513	.51	2.57	19.84
Publicity/ media	5	1	.30	.30	1.50	20
Office rent	6	1	.60	.20	3.00	6.67
TA/DA	6	1	1.00	.33	5.00	6.67
Medical	6	1	.30	.10	1.50	6.67
Dist. Comm. Registration Fees	1	1	.03	.03	.03	100
Total				15.41	136.67	11.27
Grand Total				174.19	1234.76	14.80

SCHEDULE OF ACTIVITIES FOR THE YEAR 1998-99
STATE : RAJASTHAN DISTRICT : JHUNJHUNU

S.N.	Activities	Implementing Agency	Completion Month
A.	Increasing Access		
	• Formation of VEC	BDOs & Sr. Dy. DEO	August, 1998
	• Writing of slogans and developing of banners, posters calenders etc	H.M., VEC, WEC, NGO, CEO, DEO	October, 98
	• Orientation of District functionaries	DPO, DIET	Nov. 98
	• Holding function for building environment and awareness	DISTRICT BLOCK & VILLAGE CRC LEVEL.	Nov 98 -- Jan 99
	• House to House survey	DPC	Jan 99
	• Orientation of teachers/Head teachers for environment building and school readiness	DPC	Oct. 98
B	Improving Retention and Quality		
	• Identification of schools where schools clusters are to be set up.	BRC	Aug 98
	• Completion of civil works in clusters	VEC/WEC/BNS	MAR, 99
	• Recruitment/Deputation of staff	DPO/SPO	OCT 98
	• Purchase of location of BRCs	DPC	NOV 98
	• Identification of location of BRCs	DPC	JUL 98
	• Civil works for BRCs	BRC/BNS	MAR 99
	• Listing of teaching learning material and material for co-curricular activities	STATE OFFICE	
	• Purchase of Material	STATE OFFICE	
	• Listing of Students requiring text books	CRC/VEC	JUL 98
	• Purchase and distribution of text books	SUPPL. BY GOVT.	JUL-AUG 98
C	Capacity building		
	• Formation of Distt. level Management committee.	DPO/CHAIRMAN	JAN 98
	• Recruitment/Deputation of staff	CHAIRMAN/DPC	OCT 98
	• Purchase of furniture and Equipment	DPC/SPO	NOV, 98
	• Construction and furnishing of EMIS cell	DPC	SEPT 98
	Innovative Project		
	• Training of Teacher	DIET/SIERT/BRC	JAN 99
	• Starting of Project	STATE OFFICE	DEC 98

CLASS WISE ENROLLMENT IN GOVT. & PRIVATE SCHOOLS 1997-98
(Class I to 5)

Class	Enrollment in Govt & Private Schools			Enrollment included in Column No. 2 to 4					
	Boys	Girls	Total	Enrollment in Govt Schools			Enrollment in Private Schools		
				Boys	Girls	Total	Boys	Girls	Total
I	2	3	4	5	6	7	8	9	10
I	4236	41507	84343	31341	34266	65607	11495	7241	18736
II	25131	24179	49310	17183	19257	36440	7948	4922	12870
III	20541	19144	39685	12705	14295	27000	7836	4849	12685
IV	18383	15777	34160	11159	11525	22684	7224	4252	11476
V	18547	14442	32989	11252	10456	21708	7295	3986	11281
Total	125438	115049	240487	83640	89799	173439	41798	25250	67048
						72.12%			27.88%

YEARWISE PROJECTED ENROLLMENT & G.E.R. OF BOYS & GIRLS

Gender	1998	1999	2000	2001	2002	2003
Boys	131100	143067	154956	161345	166262	169680
Girls	118940	129677	140526	146280	152804	153960
Total	250040	272744	295482	307625	317066	323640
Ger	95%	103%	111%	115%	118%	120%

CAST WISE G.E.R. (1997-98) ON 23-09-97

Cast	SC	ST	General	Total
Boys	116.19	110.66	86.52	91.49
Girls	112.68	106.91	88.42	92.55
Total	114.48	108.86	87.42	91.99

RETENTION & DROP OUT RATE

Caste	Enrollment in Class V (1997-98)			Enrollment in Class IV (1993-94)			Retention Rate %			Drop Out Rate %		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
All	18547	14442	32989	36040	25821	61861	51.46	55.93	53.33	48.54	4407	46.67
S.C.	3189	2164	5353	6687	4500	11187	47.69	48.09	47.85	52.31	51.91	52.15
S.T.	391	335	726	857	555	1412	45.62	60.36	51.42	54.38	39.64	48.58

ESTIMATION OF TEACHERS
(Enrolment Based)

	1998	1999	2000	2001	2002	2003	Remark
Number of students in Govt. Schools	200032	223650	251160	261481	269506	275094	
Number of teachers required (1:5)	4000	4473	5023	5229	5390	5501	
Present position of teachers	4333	4393 (4333+60)	4473 (4393+80)	4683 (4473+210)	4773 (4683+92)	4883 (4773+110)	
Number of new teachers required	-	80	550	546	617	618	
Teacher to be appointed by DPEP	-	20	150			50	
Teacher to be appointed by Govt	60 (due to open new PS)	60	60	30	50	60	An average 30 new primary schools are open every year
Unmate			340	486	560	508	

ESTIMATE OF CLASS ROOMS

	1998	1999	2000	2001	2002	2003
Number of students in Govt. Schools	200032	223650	251160	261481	269506	275094
Number of Class Rooms required	4000	4473	5023	5229	5390	5501
Present position of Class Rooms	5718	5782	5930	6082	6172	6250
No. of New Class required	-	-	-	-	-	-
Class Rooms constructed by DPEP	-	80	80	14	-	-
Class Rooms constructed other Govt. Schemes	64	68	72	76	80	84
Class room constructed by unmate	-	-	-	-	-	141

Note :

The requirement of new class – rooms in 1998 is Nil, yet 32 uppen primary schools have raised to secondary schools and their primary section (class I to V) will have to be seprated so these 32 primary school required 64 rooms (2 rooms per school) which will be constructed by convergence (Govt. or public) this trench can be seen in subsequent year also.

**SANCTIONED POST FOR PRIMARY SCHOOL
(1997-98)**

S.No.	Block	Panchyat Raj.	D.E.O. (E-I, II)	Sanskrit Edu.	Total
1	Alsisar	303	165	21	489
2	Buhana	308	165	4	477
3	Chirawa	377	150	14	448
4	Jhumjhunu	374	201	10	585
5	Khetri	427	165	17	609
6	Navalgarh	368	162	30	560
7	Surajgarh	364	159	29	552
8	Udiapur wat	388	213	12	613
	Total :-	2816	1380	137	4333

**ESTIMATED CHILDREN
(Age Group 6-11)**

1997	SC	ST	GENERAL	TOTAL
BOYS	20856	2615	113629	1371100
GIRLS	19321	2430	102549	124300
TOTAL	40177	5045	216178	261400
1998				
BOYS	20999	2633	114368	261400
GIRLS	19455	2447	103298	125200
TOTAL	40454	5080	217666	263200
1999				
BOYS	21127	2644	115124	138900
GIRLS	19573	2462	103865	125900
TOTAL	40700	5111	218989	264800
2000				
BOYS	21239	2663	115698	139600
GIRLS	19676	2475	104449	126600
TOTAL	40915	5138	220147	266200
2001				
BOYS	21443	2676	116281	140300
GIRLS	19775	2487	104938	127200
TOTAL	41218	5163	221219	267500
2002				
BOYS	21438	2677	116774	140900
GIRLS	19861	2498	105441	127800

TOTAL	41299	5186	222215	268700
2003				
BOYS	21518	2698	117184	141400
GIRLS	19935	2507	105858	128300
TOTAL	41453	5205	223042	2697700

YEAR WISE PROJECTED POPULATION (1991-2003)

Year	SC	SI	GENERAL	TOTAL
1991				
MALE	126252	15829	677319	819400
FEMALE	116962	14711	631327	763000
TOTAL	243214	30540	1308646	1582400
1998				
MALE	150731	18898	808671	978300
FEMALE	139639	17564	753697	91900
TOTAL	290370	36462	1562368	1889200
1999				
MALE	154417	19360	828423	1002200
FEMALE	143053	17993	772154	933200
TOTAL	297470	37353	1600577	1935400
2000				
MALE	158159	19829	848512	1026500
FEMALE	146520	18429	790851	955800
TOTAL	304679	28258	1639363	1982300
2001				
MALE	18094	20305	952701	1051100
FEMALE	72347	18872	887581	978800
TOTAL	150441	39177	1840282	2029900
2002				
MALE	165810	20788	889502	1076100
FEMALE	153609	19321	829170	1002100
TOTAL	319419	40109	1718672	2078200
2003				
MALE	169720	21279	910501	1101500
FEMALE	157231	19776	8486693	1025700
TOTAL	326951	41055	1759194	2127200

SEX WISE POSITION OF THE TEACHERS
In Govt and Private Schools 1997-98

Primary Schools	Govt. (CEO + DEOS)	Private	Total
Male	2011	156	2167
Female	1016	63	1079
Total	3027	219	3246

Upper Primary Schools	Govt. (CEO + DEOS)	Private	Total
Male	1982	1586	3568
Female	575	331	906
Total	2557	1917	4474

Secondary	Govt. (CEO + DEOS)	Private	Total
Male	1463	501	1964
Female	252	139	391
Total	1715	640	2355

Senior Secondary School	Govt. (CEO + DEOS)	Private	Total
Male	1143	537	1680
Female	155	290	445
Total	1298	827	2125

Total	Govt. (CEO + DEOS)	Private	Total
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Male	6599	2780	9379
Female	1998	823	2821
Total	8597	3603	12200

**CASTE WISE ENROLLMENT OF THE LAST FIVE YEAR
(1993-94 TO 1997-1998)**

1993-94		CASTE		
CLASS - I	GENDER	All	SC	SI
	BOYS		36010	6687
GIRLS		25821	4500	555
TOTAL - I		61831	11187	1412
CLASS - II	BOYS	22549	4055	584
	GIRLS	15892	2487	391
TOTAL - II		38441	6542	975
CLASS - III	BOYS	19722	3575	461
	GIRLS	13749	2044	278
TOTAL - III		33461	5619	739
CLASS - IV	BOYS	18654	3068	444
	GIRLS	12149	1488	223
TOTAL - IV		30793	4556	667
CLASS - V	BOYS	17914	2904	342
	GIRLS	11227	1254	201
TOTAL - V		29141	4158	543
GRAND TOTAL I,II,III,IV,V :		193667	32062	4336

1994-95		CASTE		
CLASS - I	GENDER	All	SC	ST
	BOYS		37941	7057
GIRLS		39328	5285	640
TOTAL		67269	12342	1567
CLASS - II	BOYS	13744	4282	571
	GIRLS	18060	2916	451
TOTAL		41804	7198	1122
CLASS - III	BOYS	20595	3762	445
	GIRLS	15346	2398	320
TOTAL		35941	6160	765
CLASS - IV	BOYS	19583	3226	438
	GIRLS	13997	1746	256
TOTAL		33380	4972	694
CLASS - V	BOYS	18790	3055	335
	GIRLS	12762	1471	234
TOTAL		31552	4526	569
GRAND TOTAL I,II,III,IV,V :		209946	35198	4717

1995-96		CASTE		
CLASS - I	GENDER	All	SC	ST
	BOYS		38231	7192
GIRLS		31253	5827	786
TOTAL		69484	13019	1715
CLASS - II	BOYS	23747	4437	619
	GIRLS	19121	3259	548
TOTAL		42868	7696	1167
CLASS - III	BOYS	19829	3650	522
	GIRLS	16268	2616	421
TOTAL		36097	6266	943
CLASS - IV	BOYS	19379	3252	446
	GIRLS	15316	2111	309
TOTAL		34705	5363	755
CLASS - V	BOYS	19090	2956	513
	GIRLS	13288	1801	215
TOTAL		32378	4757	728
GRAND TOTAL I,II,III,IV,V :		215532	37101	5308

1996-97		CASTE		
CLASS - I	GENDER	All	SC	ST
		BOYS	40477	8747
	GIRLS	37315	8014	943
	TOTAL	77792	16761	1930
CLASS - II	BOYS	25157	4849	625
	GIRLS	22779	4276	545
	TOTAL	47936	9125	1170
CLASS - III	BOYS	20456	3799	460
	GIRLS	17793	3043	423
	TOTAL	38249	6842	883
CLASS - IV	BOYS	18158	3355	434
	GIRLS	14865	2371	314
	TOTAL	33023	5726	748
CLASS - V	BOYS	17975	3121	413
	GIRLS	13145	2040	253
	TOTAL	31120	5161	666
GRAND TOTAL I,II,III,IV,V :		228120	43615	5397

1997-98		CASTE		
CLASS - I	GENDER	All	SC	ST
		BOYS	42836	9034
	GIRLS	41507	8968	982
	TOTAL	84343	18002	2005
CLASS - II	BOYS	25131	4880	611
	GIRLS	24179	4738	542
	TOTAL	49310	9618	1153
CLASS - III	BOYS	2041	3826	449
	GIRLS	19114	3351	404
	TOTAL	39685	7177	853
CLASS - IV	BOYS	18383	3294	420
	GIRLS	15777	2551	335
	TOTAL	34160	5845	755
CLASS - V	BOYS	18547	3189	391
	GIRLS	14442	2164	335
	TOTAL	32989	5353	726
GRAND TOTAL I,II,III,IV,V :		240487	45995	5492

Additional facilities provided under five years DPEP Plan

S.N	Block	No. of BRC	No. of CRC	New PS	A.S	Additional classroom	Water facilities		Urinals
							HP	PHED	
1.	Alsisoar	1	11	-	1	10	10	48	72
2.	Buhana	1	12	3	5	9	9	92	74
3.	Chirawa	1	9	4	11	10	50	50	84
4.	Jhunjhunu	DIET	15	15	8	15	7	110	112
5.	Nawalgarh	1	15	18	69	54	10	66	94
6.	Khetri	1	13	3	27	13	-	127	110
7.	Surajgarh	1	10	2	17	23	28	105	88
8.	Udaipurwati	1	15	22	26	30	-	115	117
	Total	7	100	67	164	164	154	716	751

District--JHUNJHUNU
PROJECT COST ESTIMATES

Recurring / non- Recurring	Objective	Civil Works	Unit Cost (In Lakhs)	1998-99		1999-2000		2000-2001		2001-2002		2002-2003		Total	
				1st Year		2nd Year		3rd Year		4th Year		5th Year		Phy	Amt.
				Phy	Amt.	Phy	Amt.	Phy	Amt.	Phy	Amt.	Phy	Amt.		
		Construction of BRC	7.40	4	29.60	3	22.20							7	51.80
		Construction C.R.C.	1.75	10	17.50	70	122.50	20	35.00					100	175.00
		New Primary School (including ECÉ room)													
		i) Three room building	3.75												
		ii) Two room building	2.50	10	25.00	37	92.50	20	50.00					67	167.50
		iii) One room building	1.25												
		Additional Classroom with verandah	1.25			24	30.00	100	125.00	40	50			164	205.00
		Boundary wall	9.00												
		Drinking Water in School.													
		i) Hand Pump	0.45			107	48.15	7	3.15					114	51.30
		ii) PHED connection	0.15			336	54.90	350	52.50					716	107.40
		Sanitary Urinals facilities in school.	0.05					375	18.75	376	18.8			751	37.55
		Cost of shed for alternative school.													
		i) Tribal, Mewat area	0.08												
		ii) General (A.S.) (50% by DPEP & 50% BY Community)	0.50			98	4.90							98	4.90
		Cost of ECCE shed													
		i) Tribal, Mewat area	0.08												
		ii) General (50% by DPEP & 50% by Community)	0.50					576	28.80					576	28.80
		Repairs of existing school building													
		Minor	0.25							135	33.75			135	33.75
		Major	0.50							140	70			140	70.00
		Civil Works DIET	0.3				3.00		3.00						3.00
		Boundary wall for P.S.					9.00		9.00		9.00				27.00
		TOTAL				72.10		387.15		322.20		181.55			963.00

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List of School Less Habitations

S.N	Block	Name Of Village/Dhani Or Ward (Urban)
	Chirawa	Moran Wali Johari
		Rehan Keharpura Kalan
		Dasawala Johara
		Khuba Ki Dhani
	Surajgarh	Ward No 3 Nagar Palika Pilani
		Ward No 12 Nagar Palika Pilani
	Udaipurwati	Dhani Sinthal
		Jhar Lizori
		Pehlana Johra
		Hukampura
		Khatkar
		Ghatla Kalan
		Kakrana
		Deppura
		Kishorpura More
		Parav Khola Khera
		Chapoli
		Bagora
		Cirawari
		Mandawara
		Naharwari
		Mavta
		Khoh
		Bujalatedi
		Rolanwali Dhani
		Haripura
		Patchlangi
		Ward No 10 Nagar Palika Udaipurwati
4.	Alsisar	Nil
5.	Navalgarh	Irrana Johr
		Halana Johar
		Beekhani Johri
		Navalari
		Gehoon Wali Dhani
		Maghas Ki Dhani
		Johar Ki Dhani
		Panjohara
		Kheruvon Ki Dhani
		Gododia Avam Beelva Ki Dhani
		Khokhta Johari
		Dhakla
		Meethar Walon Ki Dhani
		Gadhwaloon Ki Dhani
		Ramsar Johari
		Dasawala Johar
		Ward No. 1 Nagar Palika Mukangarh
		Ward No 11 Nagar Palika Mukangarh
6.	Khetri	Manota Khurd
		Devwala Johar
		Karmari
7.	Bhuana	Three Villages And Dhani Are Identified
8.	Jhunjhunu	Fifteen Villages And Dhani Are Identified

Note : This list is tentative, confirmation of the list will be after micro-planning.

Social Assessment
(Executive Summary)

Today in our country a Parliamentary bill is being debate to make primary education a fundamental right of every citizen. Still not every one eligible is enrolled in schools. It is of almost importance that children belonging to certain particular groups are deprived of education. They must have some specific constraints in their participation and achievement in schools. Hearing is not uniform, in certain categories.

Strategies :

The following strategies have been suggested for non-enrolment, dropouts and low learning :

Low enrolment

Causes	Strategies
This advantage is not aware that primary education is free and school uniform is not needed	A massive campaign should be start for their awareness.
Parents are pressed to contribute on regular basis.	All contribution of any kind should be stopped.
7-8 hr of every day schools, prevent many to come school.	Part time school should be started for deprived section of the society.
Migration of the parents	A comprehensive condensed courses should be started/
Girls in minorities and Rajputas	Generate awareness and open Saraswati type Shiksha Kendras for girls.
Disabled	A separate boarding school should be started. The age limit should be relaxed for such children.

Drop out

Children don't feel any attraction in the school	Training of joyful learning should be given to the teachers.
Due to crowded class rooms children do not get sufficient attention	Ensure sufficient teachers and class rooms
Education does not bring any perceptible change	Include some very interesting scientific developments as part of curriculum to impress their parents.
Long houses of school makes child get bored just sitting in class	Create facilities for reading books, comics, stories, poetry etc.) at least for half the duration in schools.
Very long hours and irregularity of schools	Reduce schools hours to half even that is enough for covering the syllabus.
Punishment & home assignment creates fear.	No punishment and no home work should be given. Only observation on every day happening and essay writing various aspects of every day life is sufficient for primary school child.

Low learning achievements

Primary education is not relevant to every day life	Undertake an exercise to make use of MLL.
Very poor ability to compared every day life, non-scientific temper and non-inquisitive attitude of the children	Trained teachers to develop their abilities to impart education to achieve these objectives.
Lack of concern by teachers in both teaching as well as being enlightened citizen having capacity to guide villagers in their hours of crises.	Constantly feed the teacher with latest information (more than news). Motivation them to share their knowledge and wisdom with villagers.
Fear of transfer and undesired posting	Evolve a mechanism to ensure mutually acceptable posting. For at least 60 to 70% teachers.

NIEPA DC



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Recommendations :

During the field work most of the people suggested that a full day (6-7 hrs) schooling for primary classes is wastage of time. Irregularity of the Govt. teacher and poor educational standard known to them only after private schools have come-up in the villages and since they are know able to compare, have made them sit up and raise voice against the present Govt. set up. The timing and duration of primary school should be cut down 3-4 hrs. Alternate school should be started for deprived section of the society.

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