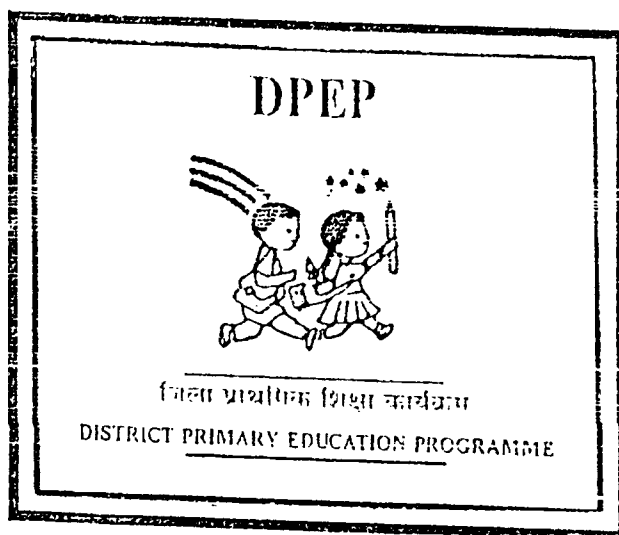


DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP)



DISTRICT PLAN

NIEPA DC



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SRI GANGANAGAR (RAJASTHAN)

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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 Assessment 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
PRIs	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

PREFACE

Ganganagar district is predominantly an agriculture district having international boundary with Pakistan and inter-state boundary with Punjab.

As per the census of 1991 the literacy rate of the district is 44.55% whereas the female literacy rate was 30.37%. After 1991 many changes in terms of opening of newschools, upgradation of schools and construction of new school buildings have taken place and with the start of literacy programme in the district there has been tremendous awareness among the people about the education particularly the girl education.

In Ganganagar district there are 1148 villages which are still without elementary education facilities. It is reported that 76% of the students within the age group of 6-11 years are enrolled in the schools and upto 5th class drop out rate is approximately 55%. However, the drop out rates is more among the children of socially educationally backward classes. In order to provide universal elementary education to all the children and to create a better educational environment by way of providing more women teachers, improving the infrastructural facilities and providing better motivated trained teachers. The DPEP programme for Ganganagar district has been prepared by a team of highly motivated people from the Education Department in consultation with Pandhayati Raj Functionaries teachers and members of NGOs.

DPEP is a long termed, innovative and multidimensional programme made locally on the basis of needs and demand of the people. The emphasis under this programme will be on improving the quality of education, strengthening the infrastructural facilities at the root level and reducing the gender-bias. The successful implementation of this programme, no doubt, will increase the enrolment rate of children particularly the girl child.

The successful implementation of this programme will not only bring the dropout rates upto 10% but it will also reduce the gender differences upto 5%. It will bring more and more awareness about the education in the socially deprived people

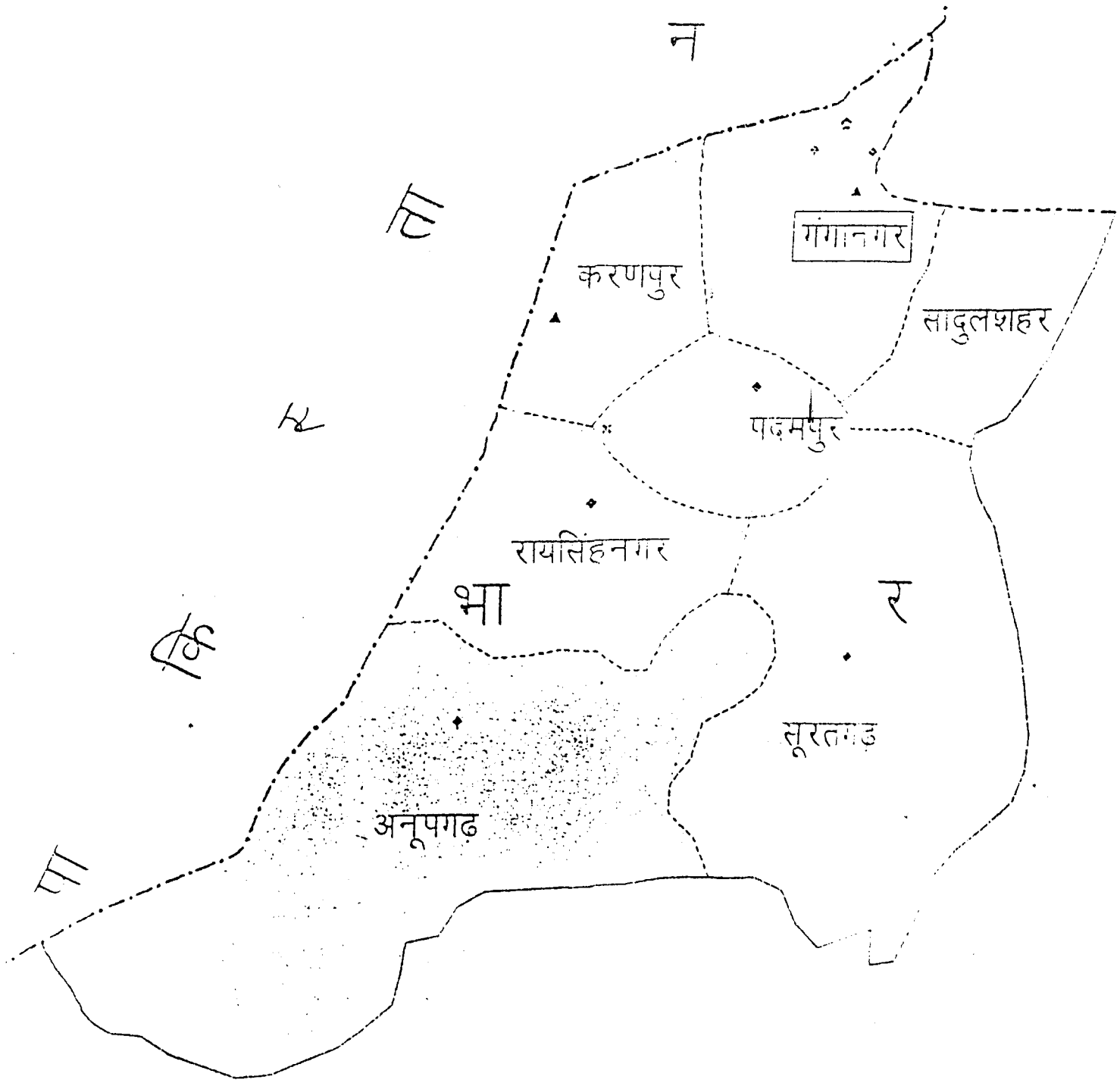
of the district. It will provide better facilities to the children particularly in the girls schools and it will also improve the standard of the education by imparting training to the teachers and other officers relating to the teaching process.

This programme has been prepared after a long deliberation with various Panchayati Raj Functionaries and local leaders and they have promised their total commitment and co-operation in the implementation of this programme.

As this programme will start from 1998 in Ganganagar district and we hope that we will achieve the aims and objectives of universal primary education by 2003.

I wish a great success for this ambitious challenging project.

(Prem Singh Mehra) IAS
District Collector & Chairman,
DPEP - Sri Ganganagar



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DISTRICT SRIGANGANAGAR - AT A GLANCE

1.	Population	Male	:	751928
		Female	:	650516
		Total	:	1402444
2.	SC Population	Male	:	249237
		Female	:	217614
		Total	:	466851
		Percentage	:	33.28%
3.	ST Population	Male	:	2185
		Female	:	1907
		Total	:	4092
		Percentage	:	0.3%
4.	Area			11,15,468 Hectare 12643.02 Sq. Kms.
5.	Decennial Growth			+ 29.04%
6.	Literacy Rate			44.55%
	Male			56.98%
	Female			30.07%
	Rural			56.98%
	Urban			66.83%
7.	Population Density			127 per sq.km.
8.	Temperature			Min. 4° C Max. 49° C
9.	Agricultural Area			202757 Hac.
10.	Panchayat Samities			7
11.	Tehsils			9
12.	Urban & Towns			10
13.	Municipal Boards			10
14.	Gram Panchayat			320
15.	Total Village			3014
	(a) Inhabitated			2739
	(b) Unhabitated			275
16.	Hospital & Dispensaries			253
17.	Primary Health Centre			60
18.	Registered Factories			3390
19.	Post Office & Telegram Offices			693
20.	Total School			2780
	Primary School			1203
	Upper Primary School			401
	Secondary School			77
	Sr. Secondary Schools			34

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DISTRICT PROFILE

CHAPTER-1

DISTRICT GANGANAGAR - AN INTRODUCTION

1.1 INTRODUCTION

This Chapter deals with profile of Ganganagar district along with its historical back ground and formation of the district Geographical features, administrative structure and demographic features are also described. Description of occupational structure, land holding pattern, land utilization reveal economic condition of the district. Further more infrastructure facilities such as transportation, means of communication, electricity, health and medical facilities, drinking water etc. are also dealt with.

Lastly the ongoing development schemes in Ganganagar district are also illustrated.

1.2 Establishment and Historical Background of the District

Surrounded by hilly sand, a small village Ram Nagar in tehsil Mirjawala was brought into existence by a ruler of Bikaner Riyasat named Sri Ganga Singh, Later on, it developed by leaps and bound and within 4 decades became world famous in the field of agriculture and is still a pioneer in crops of wheat kinnoos and maltas. It was named Ganganagar after the founder ruler Maharaja Ganga Singh.

Pauranic Position and Ancient History

Karm Bhoomi of Kamayani's Vaivasvat Manu Saraswat Pradesh sounded by Rigvedic mantras, scented by yagyiya ahuties, centre of culture and civilization, there are so many pauranic and cultural memories inter twined in this piece of land. In the opinion of geologist and historians once there was a vast ocean flowing over this land and the river Sarasvati fell into this ocean. Conches shells and sand found in the deserts of Rajasthan prove this fact. Geographical changes brought an end to this flowing water and converted it into a desert, this desert began to extend before 4000 B.C. and till 1000 B.C. according to geologists.

In Valmiki Ramayana vide a reference to 'Marukantar' this sea land was raised high with Shri Rama's arrow, on the basis of geographical similarities Dr. Ojha has proved it ultra ancient. It is mentioned in the Mahabharat period that this area was in the 'Kuru Jangal' where Kauravas ruled. Results of the diggings in the towns of this district Kalibanga, Nohar, Rang Mahal and Badopal (Now in the new constructed district Hanumangarh) and also the remains of Sindhu Ghati lead us to believe that this Janpad must be as ancient enough to be equivalent to Sindhu Ghati civilization.

In Panini's Ashtadhyayi, people of Yodheya caste are mentioned. Perhaps the Joyiya caste of the present community derived from Yodheya existed. In 321 B.C. Chandra Gupt Mourya was throned and he triumphed North India. So this piece of land became a part of the Maurya Empire.

This fact is proved by the coins of Kanishka found in the excarvation of Thedi in Suratgarh and Hanumangarh, that this land must be a part of Gupta dynasty. According to Dr. Ojha it must have gone in the hands of Hunas. Hunas destroyed Baudh vihars of Barath, temples of Badopal and Thedi of Peer Sultan, which were situated in the land of Ganganagar. Coins on the name of Torman tuler is carved are still found here and there.

In the seventh century, Harsh Vardhan ruled over this kingdom. After this it came under the rule of Gurjars and Vaish Dynasty. In the period of Pratihars it was under the rule of Chauhan Samants Bronze coins found in the Bhatner, (presently named Hanumangarh) prove this fact. It is said that in 13th Century, it was under Goga Chauhan and in his memory Gogamedi fair is still arranged.

Medieval Period

Bhatner became much famous in the history because it was situated on the way, from which the invaders of Madhya Asia had to cross to reach India. It is said that it was inhabited in the 12th century by Shalivahan Vanshas Abhayarav Bhati.

In 13th century, Sher Khan, Balvan's relative was governor in Bhatner. In 1398 Taimoor usurped this fort from the Emperor Doolchand but the Bhaties again conquered it.

Rav Bika, of Rathore Dynasty, the founder of Bikaner availed to himself the opportunity arising from the internal disturbances among the Jat community, spread his terror and made the inhabitants of Anupgarh his slaves and also snatched the areas around Bhatner. In this way, he expanded his Empire.

After Babar's death, his son Kamran usurped Bhatner in 1534 to expand his kingdom. But thanks to god Rav Jaitey's strategy that saved the land of Ganganagar also alongwith Bikaner.

Akbar sent a Subedar from Hisar to Bhatner and established Mughal Thana and made Bhatner his sub servient.

After some time, this fort was presented to Thakursi's son Bagha. When Rai Singh, Kalyan Mal's son was enthroned, Akbar in 1585 honoured him by giving pargana of Bhatner. As ruler Shoor Singh was very loyal, he was presented this fort as Pargana in 1614 by Jahangir. Due to frequent revolts this fort was sometimes in the hands of Rathores and sometimes in the hand of Bhaties and Johias at the time of Bikaner rulers Anoop Singh and Sujjan Singh.

Suratgarh of this district was founded by Maharaja Surat Singh in 1799. He conquered Bhatner by supressing the riots of Bhaties. But due to the repeated rebellions of Bhaties and Thakurs Bikaner ruler had to compromise with East India Company.

Modern Age

Before independence Ganganagar was benefited by the reforms brought by Maharaja Dungar Singh in his period. In 1872 Sati Pratha was legally banned. In 1880 Settlement of Tibbi Pargana took place. In 1881 census of Bikaner state was held as a part of Indian census. In 1884 Suratgarh was one of the four Nizamats of Sri Ganganagar. In this very year along with the facilities of schools, hospitals, railway and irrigation facilities were also provided.

In 1899-1900 at the occurence of a natural calamity "Chhapaniya Kal" Maharaja Ganga Singh in order to avoid the drought wheat was made available to the local people at a very low rate. He also planned to give employment to people by spreading railway line upto 900 miles in the far desert. During this period in 1901 the

first train was started from Dulmera to Suratgarh. Shri Ganga Singh established autonomous institutions, Legislative Assembly High Court and also colleges for higher students. But viewing the contemporary spread of education, it can be guessed that education was confined to only royal families and high caste people. In some Sanskrit Pathshalas, priests and in general Poshals and Madarsas very few children received education.

When Mahatma Gandhi entered national politics this district too could not remain unaffected, Bikaner ruler Sh. Ganga Singh though co-operated the English Rulers he adopted the policy of integration and supported "Swa Rajya". In 1936, Prajamandal and in 1942 Bikaner Rajya Praja Parishad were established. In 1944 when the local branch of Praja Parishad was opened the labourers especially the agricultural and farm labourers came to take part in it. The first conference of political workers was held at Raisingh Nagar in Ganganagar District in 1946. There was a lathicharge by the police and the armed soldiers fired shots. Shri Birbal Singh got martyred "Birbal Chowk" at Ganganagar is the symbol of his sacrifice.

After Independence

On 4 December, 1947 Maharaja Sardul Singh declared the New constitution and privileges. A popular Government was formed on 18 March 1948. The ministry was formed by taking members both from Government employees and Public representatives. Shri Gauri Shankar Acharya was appointed as Education Minister. But this Government (cabinet) could not stay for long.

There were a lot of political changes after Independence. On 18 th March 1948, a union was formed out of the four ex. states of Rajasthan. On 25th March 1948, Rajasthan was formed. Udaipur Riyasat of Mewar became a part of it. Later on with the Riyasat of Jaipur, Jodhpur and Jaisalmer, Bikaner also accepted Home minister Patel's agreement on 30 march, 1949 Ganganagar being a part of Bikaner, was also merged in Rajasthan and became an important district and from that time this district is constantly progressing by leaps and bounds. The role of Ganganagar after Independence is worth mentioning. It collected 68.5 kg. of gold and much more amount of silver to contribute to the National Defence Fund in 1962 during Chinese invasion. Major Harbans Singh Chahal who got martyred in 1971 in the war between India & Pak, was the son of this District.

1.3 Sri Ganganagar Geographical Features

1.3.1 Sri Ganganagar is a border district situated in the North of Rajasthan State lying between 72°30 and 74°16 East Longitude and between 28°4 to 30°6 North Latitude. In the North of this district lies the Punjab State, In the North East is Hanumangarh District. To the south of this district lies Bikaner and Churu District & in the North West is the Bahawalpur district of Pakistan. It is about 168 meter high from the surface of the sea level. The western part of this district is surrounded by sandy hills and is slanting. The district is spread within an area of 250 kms. The total area is 11,15,468 Hac. The census report in 1991 indicates the Panchayat Samiti wise area as follows :-

<i>S.No.</i>	<i>Name of Panchayat Samiti</i>	<i>Area (In Hectares)</i>
1.	Sri Ganganagar	87500
2.	Sri Karanpur	81757
3.	Sadul Shahr	89923
4.	Padampur	84745
5.	Raisinghnagar	131982
6.	Suratgarh	284392
7.	Anoopgarh	355159
	Total area of District Ganganagar	1115468
		12643.02
		Sq.Kms.

1.3.2 Land & Soil

Being a part of the western desert, the soil of this land is sandy and barren. Generally the sandy hills are upto 4 and 5 meters high but Ganga canal, Bhakhra canal, Indira Gandhi canal & Gaggher canals made the soil of this land fertile. In the irrigated areas soil is good and useful for agriculture. Most segments yield very good crops of wheat, cotton, rice and sugarcane throughout the district.

1.3.3 Climate

There is a lot of variations in the climate and temperature of this district. There is not much monsoon in the district and the average annual rainfall is 25 to 37 cms. The winter season sets in November, Spring is March & half of April, May and June are the hottest months. There is monsoon period from the month of July to September. After the monsoon during the fag end of September there is always a marked change in the weather. Average temperature is 23.0^oc. This climate protects this area from natural calamities.

1.3.4 Forestry

Only about 1% of the total area is covered under forest. A happy development in this regard is initiated in the form of social forestry. 30.82 sq.km. area is now strictly reserved for forestry and 836.42 km. of area is not classified. Total area of forest is 600 sq.kms.

1.3.5 Minerals Resources

District Ganganagar is not rich in mineral resources. Only Gypsum is found in Suratgarh, Tolania, Kishanpura, Rang Mahal, Desuri, Raghunathpura and Dhadhra areas. It is used for making plaster of Paris and portland cement.

1.3.6 Irrigation

This land of sandy hills traditionally suffering the vagaries of droughts due to scanty monsoon has now transformed itself into a land of greenery containing all types of crops and trees. Thanks to the comparatively recent development of a chain of canals including the Ganga Nahar and Indira Gandhi Canal. The Ganga Canal is 137 Km. long. It was constructed at the cost of 3,30,70,336 rupees and within a short period of three years. The Ganga Canal was inaugurated by Viceroy Lord Erwin on the Shivpur head in the presence of Pt. Madan Mohan Malviya on 24 October, 1927. About eight lakh acre land is irrigated with the water of Satluj river.

In 1958, keeping in view the prosperity of Ganga canal, the then Home Minister of Centre Govt. Shri Govind Vallabh Pant started the project of the world's biggest canal Indira Gandhi canal. This rises from Sutluj and Beas and Hari Ka Pattan and enters village Khara (Tehsil Tibbi) of this district. In 1961 the Vice President Dr. Saravpalli Radhakrishnan inaugurated this canal. This canal irrigates about 60 lakh acre land including Sri Ganganagar, Bikaner, Jaisalmer.

So we see that in Ganganagar, canals are the main sources of irrigation. Irrigation facilities are available in the area of about 835696 hectares from the water of Ganga canal, Indira Gandhi canal, Bhakhra and Ghaggar canal. In addition to it the area of about 3561 hectares of land is irrigated with the water of the wells. The fields in Ganganagar where the canals flow, are fertile, but 53.74% of the area is devoid of the facility and is barren.

1.4 Administrative Structure

Administratively, Ganganagr District is divided into five sub-divisions. Sri Ganganagar, Suratgarh, Anoopgarh, Raisinghnagar and Karanpur. From the development point of view the district is divided into seven community development blocks i.e. Shri Ganganagar, SadulShahar, Suratgarh, Anoopgarh, Raisinghnagar, Karanpur and Padampur. There are three hundred & twenty Gram Panchayats, nine tehsils, ten Municipal boards and three thousands and fourteen revenue villages in the district out of them two hundred and seventy five villages are not habitated and two thousands seven hundreds and thirty nine villages are habitated.

Table : Administrative divisions

<i>Administrative Divisions</i>	<i>Numbers</i>
Sub-Divisions	5
Blocks	7
Educational Blocks	6
Tehsils	9
Gram Panchayats	320
Revenue villages	3014

(habitated villages 2739+
non habitated 275)

(Source - Census -1991 Sri Ganganagar)

1.5 Demographic Features

According to the census in 1991 the population in this district is 14,02,444 among them 7,51,928 are men and 6,50,516 are women. There are 865 female among per thousands of male and population density is 127 per sq. km. The population of men is 53.61% of the total population and women are 46.38 % of total population. The S.C. men are 2,49,237 and S.C. women are 217614. The total SC. population is 4,66,851. There are 53.38% of S.C. men and 46.62 % of S.C. women.

There are 33.28 % S.C. of total population. In this district the population of Scheduled Tribes men and women is 2185 and 1907 respectively. Total population of S.T. is 4,092 which is only 0.3% of the population.

BLOCKWISE POPULATION OF SRI GANGANAGAR DISTRICT

Blocks	Total					SC					ST				
	Male	%	Female	%	Total	Male	%	Female	%	Total	Male	%	Female	%	Total
Sri Karanpur	64232	52.58	57931	47.42	122163	27567	52.67	24775	47.33	52342	70	58.82	49	41.18	119
Sri Ganganagar	175085	54.06	148792	45.94	323877	48441	54.52	40407	45.48	88848	875	51.68	818	48.32	1693
Padampur	66931	32.71	60191	47.30	127122	21326	53.12	18823	46.88	40149	158	54.68	131	45.32	289
Sadulshahar	79085	54.33	66481	45.67	145566	21175	55.72	16827	44.28	38002	90	36.00	160	64.00	250
Raisingh Nagar	79879	52.60	71851	47.40	151730	31295	53.45	28360	47.35	59655	206	53.78	177	46.22	383
Suratgarh	110276	54.35	92606	45.65	202882	29115	53.09	25731	46.91	54846	285	60.51	186	34.49	471
Amperah	66546	53.86	56993	46.14	123549	26436	52.95	23490	47.05	49926	244	54.84	201	45.16	445
Vijay Nagar	50092	53.36	43776	46.64	93868	18414	52.95	16365	47.05	34789	178	56.74	120	40.26	298
Ghadsara	59802	53.54	51895	46.66	111697	25468	52.72	22836	47.28	48304	79	54.86	65	45.14	144
Total	751928	53.62	650516	46.38	1402444	249237	53.38	217614	46.62	466851	2185	53.39	1907	46.61	4092

(Source : Census 1991)

RURAL AND URBAN POPULATION COMPOSITION IN SRI GANGANAGAR DISTRICT

Blocks	Rural					Urban					Percentage	
	Male	%	Female	%	Total	Male	%	Female	%	Total	Rural	Urban
Sri Karangur	48390	52.49	43791	47.51	92181	15842	52.83	14150	47.17	29982	75.46	24.54
Sri Ganganagar	87416	53.82	74980	46.18	162395	87009	54.29	73813	45.71	161182	50.14	49.86
Padanagar	35562	52.48	50308	47.52	105870	11369	53.49	9883	46.51	21252	87.28	12.72
Sarda's Nagar	69518	54.30	58346	45.64	127864	9567	54.04	8135	45.96	17702	87.84	12.16
Raisingh Nagar	67260	52.21	61570	47.79	128830	12613	55.09	10281	44.91	22894	84.91	15.09
Sarangahi	88771	54.62	71441	45.38	157012	24705	53.85	21165	46.15	45870	77.39	22.61
Amargarh	157267	53.47	136830	46.53	294097	19173	54.76	15834	45.24	35007	89.36	10.64
Total	570990	53.45	497265	46.55	1068255	180938	54.14	153251	45.86	334189	70.17	29.83

(Source: Census 1991)

Mostly Hindu, Sikh and Muslim, Jainies, Christians reside in this District. In 1947 the Indo-Pak partition affected this area the most because it was on the boarder land and people of Pakistan resided here in abundance. So Ganganagar got a population of 36,437 in 1951 whereas in 1941, its population was only 16,136.

In 1927 when the Ganga Canal entered this field many hard working labourers, businessman from South Punjab migrated to this district. This land became more prosperous with the hard work of both Panjabis and Rajasthanis.

We find a natural and spontaneous combination of Rajasthani, Panjabi, Haryanvi culture in this district. People who come from other states feel at home. They consider themselves Rajasthani first, feeling of affection, tolerance and brotherhood can be seen here. The important fact of this area is that there are almost no occurences of communal riots any where. People meet each other happily, greet each other and honour each other. Everyone reciprocates the feeling of love and honour.

The language spoken here are Rajasthani and Punjabi. Neighbouring districts and states have their influence on the language and other matters of this district.

1.6 Economic Condition

The main profession of this district is agriculture. Keeping in view the aim of increasing food production sources, to improve the quality of seeds, to control the extension of desert, an agriculture farm was set up in 1956 in Suratgarh with the help of the Soviet Russia. This is the biggest collective farm in the country and in 1961-63 this type of another farm was set up in Jaitsar of this district. Cotton, sarson(Musturd), rice, gram (Chana), barley, gwar, moong, groundnut and tarameera are the main crops of Ganganagar district.

Among the fruit production grapes, red blood (Malta), kinnoo, mausami and jamun are much in production. Kinnoos and maltas are being exported these days. S. Balwant Singh was honoured as " Krishi Pandit" in agriculture sphere by India Government belonged to this laud.

In spite of being an agriculture oriented district Ganganagar gets very little monsoon rains. The only source of irrigation are the canals. Some tubewells also serve the purpose. Water is obtained from Ganga canal, Bhakhra canal and Indira Gandhi canal 46.26% of agriculture land is irrigated and the remaining 53.74% of the barren land, depends solely on the rains. Most of the farmers having only one crop. They remain unemployed for half of the year. Some gets busy working in kilns, while some others engaged in constructing roads and working in cotton factories.

Small Industries

This district has got its specific importance in the field of industries. Cotton mills, pressing mills, oil mill, dal mill, Rice mill, flour mill, surgical cotton, P.V.C. pipe, food processing and preservation milk powder, ghee, makhan, bread, biscuit, cards and paper are the most prominent among the industrial activities of the district. In addition to it there are wood and steel furniture, powerlooms, kilns polythean bags, Ayurvedic and allopathic medicines, T.V. assembling, soap, detergent powder, Ice factory, cold drink and cold stores also add to the total industrial scenario. Sri Ganganagar is the centre of various Government and private industrial enterprises. There are cotton complexes, Musturd project, Sardul Textile at Ganganagar and Ganganagar Sugar Mill. There is another plant come up for making sugar from chukunder. In cooperation area Gajsinghpur has an oil mill of Binolas. Ghaggar River gives water to 32 artificial lakes and in these lakes activities related to fishery has acquired a considerable foothold.

In addition to it, there are strong potentialities for industries making articles like card board, fiber board, paper and many types of plastics and chemicals.

The meter guage railway line of Jaipur and broad guage lines of Bombay, Chandigarh connects Sri Ganganagar. This district is linked with the main cities through roads and railways.

There is a telephone exchange at Sri Ganganagar head quarter and 639 post offices and telegraph offices also serve here.

1.7.2 Electricity

In Ganganagar district of the total 2739 habitated villages about 15% of them were electrified in 1960. Presently more than 61% of the villages are electrified. Ganganagar was the first to be benefited with electricity. Yet in order to satisfy the total needs of electricity Rajasthan Rajya Vidyut Mandal (RSEB) is geared to establish power generation plants based on coal in Suratgarh Tehsil in a village named Thakurana in this Distt. The estimated amount on this project is about 1400 crore rupees. This project will start in 1998.

1.7.3 Medical Facilities and Drinking Water

There has been a rapid increase in the number of medical and health centres in Ganganagar District. Currently there are five allopathic hospitals, 46 dispensaries, 34 health centres and five maternity and child welfare centres in the district. Family planning is also gradually progressing in the district . There are 14 family welfare centres (5 in urban and 9 in rural area) in the district. In the Ayurvedic Sector, there are 162 dispensaries besides 3 hospitals with 20 beds.

Drinking water facilities can be found in 99.89% villages of the district.

1.8 Developmental Schemes

As Ganganagar is a boarder district, many developmental schemes are running in the district. Poverty eradication programmes under different Governmental schemes like - Jawahar Rojagar Yojana, Indira Awas Yojana, I.R.D.P., T.R.Y.S.M., D.W.A.C.R.A. etc. are being vigorously implemented in the district. Poverty Eradication is related to

central plan of India. Special weightage was given on increasing national gross production in the first five year plans. It was thought that poverty will automatically be removed gradually with the increasing production rate. Having modified the fourth five year plan, special weightage was given on poverty eradication. Various programmes are being started in the country for the political, economics, social upliftment of females, neglected public masses, deprived classes, the poor, handicapped, scheduled cast, scheduled tribes, farmers and people of backward classes by the centre and state government through different projects and programmes so that these people might join the main stream of developmental activities. Following will be the aims of these programmes-

- To adopt constructive tasks, build property, develop skills and build up physical facilities.
- To start useful programmes for targetted classes.

The following programmes are being organised by the central and the state government to uplift the families who are living under proverty line:-

1.8.1 Jawahar Rojgar Yojana (J.R.Y)

National rural employment programme and rural landless employment guarantee programme in their joint form known as Jawahar Rojgar Yojana have been going on since April 1989. Its main aim is to create additional useful employment opportunities for the unemployed and the under employed male and female.

Aims of the Yojana

1. To arrange additional/extra employment for unemployed males and females of rural area.
2. To raise employment by strengthening the rural economic structure.
3. To create communal and social values.
4. Creation of values of direct and constant benefit for S.C/S.T in rural areas.
5. Total life long improvement in rural areas.

Target- The main target of the Yojana is to provide employments for the people who lead their life below the poverty line. Priority of employment is given to S.C, S.T. and bonded labourers under this and 30% employment is reserved for women so that they may get employment to strengthen the economic standard of the family.

8.1.2 Indira Awas Yojana

Under the Indira Awas Yojana in rural areas free houses are made available to S.C/S.T, freed bonded labourers and to the non S.C, S.T villagers leading life under poverty line. The Primary aim of this Yojana is to provide houses people to S.C and S.T., to generate employment opportunities in the rural area without contract. Besides, the scheme also gives free housing facility to non S.C and S.T classes who lead life below the poverty line.

The order of the target groups will be as below -

- Free bonded labourers.
- Families of S.C and S.T who have been victim of exploitation.
- Families of S.C and S.T leading life below the poverty line in which the earning member is either a widow or unmarried women.
- The families of S.C and S.T who have been victim of flood, fire, earthquake and other natural calamities of this type.
- People of S.C/S.T who lead life below the poverty line.
- Other non S.C and non S.T families who lead life below poverty line.

Under this Yojana the sum of Rs. 1600 for house construction in plain areas, Rs. 1500 for the construction of neat and clean urinals and smokeless ovens and Rs. 2500 for general facilities is made available.

1.8.3 I.R.D.P.

The main aim of this Yojana is to make economic development of persons of identified families who are below poverty line and bring up their economic status. Bank loans and grants along with the sources are made available to such persons through this Yojana. Persons of the families taken out of the selected list of 1992-93, who lead life below poverty line are benefited by this Yojana. Besides, this facility is also given to small farmers, marginal farmers and agriculture labourers.

1.8.4 T.R.Y.S.M (Training of Rural Youth for Self Employment)

The main aim of this Yojana is to provide employment to youths of families leading life under poverty line by giving them proper training through well established agencies who have got facility and infrastructure for employing people of various trades and professions. The youths from the list of selected families who are not bank defaulter and have no time barred bank dues, are eligible for this Yojana. Out of the total beneficiaries 50% youths of S.C/S.T and 40% females are necessarily included.

Criterion of selection

1. Selection of members of the poorest families.
2. At least 40% seats for females.
3. 50% seats for the members of S.C and S.T
4. At least 3% seats for handicapped persons .
5. Literates under the programme run by National Literacy Mission are to be included.

1.8.5 D.W.A.C.R.A (Development of Women And Children in Rural Areas)

This unit is formal only for the women under I.R.D.P. which aims at providing the females with 40% benefit of all the schemes run by the govt. so that women may get more and more benefit and participate in the process of development. One group will have 10 to 15 women. The arrangement of their training will be done by the experts of various agencies under TRYSEM.

1.8.6. Jiwan Dhara Yojana(Million Wells Scheme)

This Yojana is run under and J.R.Y. This Yojana comprises of free construction of wells in the fields of small and marginal farmers related to S.C and S.T. Under this scheme the ratio of material and labour should be 60:40.

Targeted Groups

1. Free Bonded labourers.
2. Victim to cruelty people of S.C and S.T. and small and marginal farmers.
3. People of S.C and S.T leading life under poverty line, widows and unmarried women.
4. Flood, fire ,earthquake stricken and other people of S.C. and S.T. stricken with natural calamities.
5. People of non S.C. and non S.T. below the line of poverty.

1.8.7 Modified Border Area Development Programme

In district Sri Ganganagar this programme was started in 1986-87 with the aim to provide basic facilities on the basis of development works in the sensitive border area and develop sense of security in the local community. Under this scheme various development works are done within 50 kms. of the international border. Some changes or modifications can be done keeping in view the local circumstances.

Activities Under the Programme

Following tasks may be included under this programme:-

1. Construction of patwarghar, Police posts, Sub Tehsil office and house building.
2. Roads of border area are got constructed.
3. Construction of school buildings, apparatus, new school and adult education centres, construction of public education and exchange centres works.
4. Under this programme some relaxations may be given in the prescribed norms for opening new schools and constructing additional classrooms.
5. Electrification in the border area should done based on alternative source of energy like solar power.
6. Works for providing drinking water facility, animal husbandary programme and medical facility can be taken up under this programme.
7. Non agricultural works can be included with a view to generate employment to men and women under this programme.

1.8.8 AGAK Yojana (Apna Ganv Apna Kam Yojana)

This Project has been introduced with the aim to awaken the sense of self support and literacy in the local community by determining the participation of public and govt. in the development works of the villages on the basis of their priority and with contribution from the community who will be motivated to collect money from the well-to-do donors. 30% amount with public co-operation and the remaining 70% amount under this programme is arranged by the Government in order to generate employment opportunities in rural areas so that permanent assets may be constructed. Labour material ratio of 60:40 is compulsorily maintained in all the works undertaken in this scheme.

Selection of Work

Road building, construction of school buildings, reading rooms, hostels, community training centres, toilets, drinking water wells, tanks and panchayat buildings are taken up under these programme.

Besides these plans many other activities are initiated under various programmes launched by Governmental and voluntary agencies for effective eradication of poverty in the district. Samitiwise particulars of rooms built in schools during the last 5 years by the DRDA, as follows:-

Year	Ganga Nagar	Padam Pur	Raisingh Nagar	Anoop Garh	Sadul Shahar	Surat Garh	Karan Pur	Total
93-94	4	7	6	8	4	-	6	35
94-95	4	4	3	4	4	-	4	23
95-96	-	-	-	-	-	-	-	-
96-97	10	5	7	3	-	-	7	34
97-98	11	17	1	39	-	-	2	70
Total	29	33	19	54	8	-	19	162

In the year 97-98 in the district Rs. 1460.78 lakh were spent on different programme by DRDA while Rs. 1909.44 lakh were received (details in the proforma). The DRDA is likely to provide more physical facilities in the coming months which may strengthen the activities sponsored by the DPEP.

**EDUCATIONAL
PROFILE
OF
THE
DISTRICT**

CHAPTER -2

EDUCATIONAL PROFILE OF THE DISTRICT

2.1 INTRODUCTION

This chapter is related with educational scenario of district Ganganagar. History of educational development in the district from 1884, current educational status - literacy and educational levels, current status of educational development for last five years are discussed in this chapter. School related information is also given in the chapter Students enrollment, retention and dropout rate in primary classes are illustrated block wise. Data about teachers position by levels of education (Primary/ Middle), sanctioned posts of teachers and position of working teachers and vacancies are given by gender and blocks, teacher-pupil ratio by blocks are given in the chapter- Structure of educational administration at district level and block level and the different educational programmes/schemes running in Ganganagar district are also described in this chapter.

2.2 History of Educational Development in the District

Maharaja Dunder Singh ruler of Bikaner State initiated many reforms in educational field alongwith administrative field in 1884. Till 1906 the arrangement of eight school was made in the district by former rulers of the State. After 1906 the new educational method started in 1927. A remarkable progress was made by this district because of Gang Canal. Govt. English Middle School was established this year. Considering the importance of education in 1928-29 primary education was made compulsory by law. For women education in the year 1931 the Govt. School & in 1934 Arya Prathmic Pathshala Govt. Middle school were constructed, similarly, High School (1938) Govt. Kanya Pathshala (1942) Govt. Kanya Prathmic Pathshala (1945) Govt. Inter College (1946) were established. All these institutions tell us about the growing development of education from time to time.

Till the golden Jubilee of Sri Ganga Singh in 1937, one can easily conclude on the basis of observing the old literacy percentage, that before independence education was clearly in a neglected state and it was adequate weightage by the rulers.

Because of the old feudal set up, people have not been mentally prepared for education. Education remained confined only to the royal families and families of high caste society. Because of the social evils like *paradah pratha*, child marriage etc. education could not spread and the women education took too long to make any visible progress. Just after the Independence the Girl School was raised to high school. After the Independence, according to the five year plan Bihani High School (1951) and Degree College in 1959 were brought into existence. The Contribution of Choudhri Harish Chander and Swami Keshavanand in the field of education, Gramothan Vidhyapeeth Agriculture college, Museum Sangaria is well known.

The government institutions of Ganganagar district constantly occupied an important place in the expansion of education. At the same time the institutions established by Swami Keshvanand Agriculture college at Sangaria (Dist. Hanumangarh) Khalsa School, D.A.V., S.D., Shri Gurunanak School, Colleges and the only Teacherone Training Centre for women Dadhimathi college at Ganganagar, Agriculture College at Gajsinghpur play very important role in the spread of education. Bhamashah (Donors) of Shri Ganganagar also came forward to help in strengthening infrastructure facilities in educational institutions.

2.3 Current Educational Status

Ganganagar district is ripe for a new educational initiative. According to 1991 census the literacy rate in Ganganagar was 44.55% female literacy was 30.07% and the SAS reports observe that the literacy rates in the district run between 47.45% and 28% with women averaging ten percentage points lower on both ends of the scale as determined by the study group. The variations are even more striking among scheduled castes and tribes.

National literacy rate is 52.21 % and female literacy rate is 39.29%. Comparison between the literacy rate of Rajasthan and India clears that on the one side Ganganagar leads Rajasthan in literacy but on the other hand the district is far below the average of national literacy rate.

2.3.1 Blockwise Literacy Rate in Ganganagar

S.N.	Block	Overall		
		Male	Female	Total
1.	Sri Ganganagar	68.95	44.70	57.89
2.	Karanpur	56.35	33.46	45.48
3.	SadulShahar	58.02	26.31	43.63
4.	Padampur	59.45	32.71	46.75
5.	Raisinghnagar	55.90	27.99	42.68
6.	Suratgarh	61.43	30.61	37.66
7.	Anoopgarh	47.59	27.99	35.30
	Total	56.98	30.07	44.55

(Source: TLC Proposal)

Table 2.3.2 Literacy among Scheduled Castes & Scheduled Tribes.

S.No.	Block	SC Total	SC	Rank	ST Total	ST	Rank
1.	Sri Ganganagar	7382	8.31	7	537	31.07	4
2.	Karanpur	7677	14.66	5	41	21.57	5
3.	SadulShahar	9481	24.97	1	132	46.31	2
4.	Padampur	6237	15.53	4	46	15.91	7
5.	Raisinghnagar	11034	11.56	6	138	20.26	6
6.	Suratgarh	12494	22.78	2	275	58.38	1
7.	Anoopgarh	17079	17.38	3	187	31.74	3

(Source :- Social Assessment survey by CECON DECON, Chaksu)

Among the scheduled castes the highest percentage of literacy (24.97%) is found in the Sadulshahar Panchayat Samiti and the lowest (8.31%) is found in the Ganganagar Panchayat Samiti. Among the Scheduled Tribes the highest percentage of literacy in the district (58.38%) is found in the Suratgarh Panchayat Samiti and the lowest (15.91%) is found in the Padampur Panchayat Samiti.

Table 2.3.3 Literacy Rate Block and Municipality wise

S.No.	Block	Urban	Rural	Total
1.	Sri Ganganagar	70.78	44.62	57.89
2.	Karanpur	61.03	40.12	45.48
3.	Sadulshahar	59.33	41.45	43.63
4.	Padampur	65.00	42.88	46.75
5.	Raisinghnagar	68.00	38.12	42.68
6.	Suratgarh	61.43	30.61	37.66
7.	Anoopgarh	62.08	32.05	35.30
		66.83	56.98	44.55

(Source : District total literacy Project Proposal 1996)

2.3.2 Current Status of Education Development

Only eleven new primary schools are opened under Panchayati Raj during the last two years. Among them only two are for girls. Post for 15 teachers were sanctioned. 162 class rooms were constructed under different developmental schemes during the period of last five years.

2.3.2.1 School Related Information

There are two categories of primary schools. All schools of the rural area are under Panchayat Raj looked after by Zila Parishada and Urban schools are controlled by Education department through District Primary Education officer and Sr. Deputy officers. There are 1085 primary schools run in rural area and 118 schools run in urban area.

There are 396 upper primary schools in the district and among them 33 schools are for girls education, 8 primary and 5 upper primary Sanskrit schools are also being run in the district. 161 primary and 217 upper primary schools are under the management of private sector. —

The following table shows the current status of schools and colleges in the district.

Primary and Upper Primary Schools in Ganganagar

S.No.	Block	Primary	Upper PS.	Total
1.	Sri Ganganagar	146	78	224
2.	Karanpur	144	49	193
3.	Sadulshahar	77	38	115
4.	Padampur	160	34	194
5.	Raisinghnagar	191	58	249
6.	Suratgarh	112	45	157
7.	Anoopgarh	365	94	459
8.	Sanskrit Schools	8	5	13
	Total	1203	401	1604

(Source : Information from Zila Parishada and District Primary Education office)

There are only 66 primary schools for girls out of 1203 Govt primary schools and only 33 girls upper primary schools among 401 upper primary schools. There are also 14 Madarsas / makatabas in the district. 545 children study there. These Madarsa and makatabas impart only religious teaching.

161 primary and 217 upper primary schools are being managed in private sector. They are recognized by education department and out of them 111 are aided schools, placed in the grants-in-aid list.

The following table shows current status of secondary and higher education in Ganganagar:-

Table : Higher Educational Institution Ganganagar

S. N.	Level of Institution	Govt			Private			Total		
		B	G	T	B	G	T	B	G	T
1.	Secondary	68	9	77	23	3	26	91	12	103
2.	Navodaya	1	-	1	-	-	-	1	-	1
3.	Senior Secondary	23	11	34	13	6	19	36	17	53
4.	Central Sr. Sec.	8	-	8	-	-	-	8	-	8
5.	DIET	1	-	1	-	-	-	1	-	1
6.	I.T.I.	3	-	3	-	-	-	3	-	3
7.	Poly Technic	1	-	1	-	-	-	1	-	1
8.	Agriculture & Pharmacy	-	-	-	1	-	1	1	-	1
9.	Teachers training	-	-	-	-	1	1	-	1	1
10.	Graduate College	1	-	1	2	3	5	3	3	6
11.	Post Graduate Co.	1	1	2	4	-	4	5	1	6

There are three special institutions working in the field of special education. Shri Jagadamba School for Blind dumb and deaf children is a model institution giving education to disabled children and also providing self employment training, rehabilitation services. There are 69 blind children, 316 dumb and deaf boys and girls who are trained here. This institution was established in 1980. The computerised braile printing press is the first press of Rajasthan Govt. which is established in this institution with the help of social welfare department. The State Govt. has given aid of 20 lacs rupees.

"Tapowan Manovikas School" was established in March 1991. Mentally retarded children are educated and trained giving them adequate academic atmosphere in it.

"Vivekashram" running at Mohanpura village near the district head quarter is also a remarkable institution in which helpless destitute children are imparted quality education

Above three schools are run by private management.

2.3.2.2 Enrolment in primary education

There is co-education in Govt. primary schools and in private upper primary schools. Total enrolment, gender wise and community wise in classes 1 to 5 on 30-9-97 is as follows:-

Enrolment in Primary Classes in Sri Ganganagar

	I			II			III			IV			V			Total		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
All	53138	44049	97187	20956	16905	37861	18391	14163	32554	17228	12640	29268	15840	10540	26380	1274443	99410	226851
SC	23245	18049	41294	8914	5499	13413	6689	4139	10728	5709	3198	8904	5981	2401	7482	48801	33494	82295
ST	242	207	440	84	65	149	79	45	124	60	36	96	60	34	94	544	398	942

Total enrolment in all the classes I to V is on 30.09.1997 is 226853 out of which 99410 are girls and 127443 are boys.

GER - At Present

1997

Population		Over all	ST	SC
	M	874900	289900	2600
	F	756900	253200	2200
	T	1631800	543100	4800
Population	B	118400	40300	400
6-11 age group	G	108400	35200	300
	T	226800	75500	700
Enrolment	B	127400	48800	500
	G	99400	33500	400
	T	226800	82300	900
GER	B	107	121	125
	G	91	95	133
	T	100	109	128

Above table shows that overall GER is 100%, among SC children it is 109% and among ST children it is increased upto 128%. But real position is different. Being a agricultural district and having 33% SC population, 76% population is engaged in agriculture and SC children go to school very late. They help their parents in house holding. Sample checking of seven schools tells that overaged sc children are more than 40%.

Block wise Retention Rate of Children in Primary classes

S.N.	Block	Enrolment of Class V in 1997	Enrolment of Class I in 1993	RR2	Dropout Rate
1.	Sri Ganganagar	6936	12577	55.14	44.86
2.	Karanpur	2053	5600	36.66	63.34
3.	Sadulshahar	2283	3995	57.14	42.86
4.	Padampur 2838	6167	46.01	53.99	
5.	Raisinghnagar	2952	7367	40.07	59.93
6.	Suratgarh	3386	7437	40.93	59.07
7.	Anoopgarh	5932	14491	40.93	59.07
Total		26380	57634	45.77	54.23

As evident from the above tables during the last two years the enrolment has increased in the district Ganganagar due to the well planed and broad based enrolment campaigns (praveshotsava) held upto village and ward level. The strengthening of the total enrolment scenario is also made possible through incentive of free books and three kg. wheat in primary classes. Nevertheless the retention rate is poor and children still drop out in large number on very casual grounds.

Retention Rate at Present (Boys)

S.N.	Block	Enrolment of Class V in 1997	Enrolment of Class I in 1993	RR2	Dropout Rate
1.	Sri Ganganagar	3485 ⁸⁴	7265	52.92	47.08
2.	Karanpur	1266	3181	39.80	60.28
3.	Sadulshahar	1364	2361	57.77	42.23
4.	Padampur	1647	3402	48.41	51.59
5.	Raisinghnagar	1744	4467	39.04	60.96
6.	Suratgarh	2169	4346	49.91	50.09
7.	Anoopgarh	3805	8808	43.20	56.80
Total		15840	33830	46.82	53.18

GER among boys is 107% but they do not continue their study longer.

Retention Rate (Girls)

S.N.	Block	Enrolment of Class V in 1997	Enrolment of Class I in 1993	RR2	Dropout Rate
1.	Sri Ganganagar	3091	5312	58.19	41.81
2.	Karanpur	787	2419	32.53	67.47
3.	Sadulshahar	910	1634	56.27	43.73
4.	Padampur	1191	2765	43.07	66.93
5.	Raisinghnagar	1208	2900	41.66	58.34
6.	Suratgarh	1217	3091	39.37	60.63
7.	Anoopgarh	2127	5683	37.42	62.58
Total		10540	23804	44.27	53.73

There is a minor variation between enrolment and retention rate of boys & girls among common children but the gender disparity becomes more striking in the matter related to retention and dropout rates among the children of deprived class which can be seen in the following table:-

Retention Rate of S.C. & S.T. Children

Caste	Retention Rate			Drop Out Rate		
	Boys	Girls	Total	Boys	Girls	Total
S.C.	35.99	27.77	32.88	64.01	72.23	67.12
S.T.	43.16	NA	37.30	56.84	NA	62.70

Reasons of low retention rate are described in chapter IV while discussing problems and issues.

2.3.2.3 Teacher related information

2877 posts are sanctioned for primary schools managed by the Zila Parishad (under the Deptt. of P.R. & R.D.) in the district but at present 2682 teachers are working in primary schools and 195 posts are vacant. Among these teachers there are 1884 male teachers and 798 female teachers. Gender, caste and block wise position of primary teachers is as follows :-

Number of Working Teachers - Caste & Gender Wise

Block	SC			ST			OBC			GEN.			TOTAL		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
SriGanganagar	6	4	10	1	-	1	28	10	38	132	159	291	167	173	340
Karanpur	19	7	26	-	-	-	12	04	16	171	117	288	202	128	330
Sadulshahar	8	-	8	-	-	-	28	07	35	81	55	136	117	062	179
Padampur	21	6	27	-	-	-	17	2	19	214	100	314	252	108	360
Raisinghnagar	31	7	38	2	-	2	67	20	87	236	95	331	336	122	458
Suratgarh	66	8	74	10	5	15	10	2	12	118	66	184	204	81	285
Anoopgarh.	128	8	136	60	-	60	75	12	87	343	104	447	606	124	630
Total	279	40	319	73	5	78	237	57	294	1295	696	1991	1884	798	2682

(Source : Information from Zila Parishad, Sri Ganganagar)

In addition to the number of teachers working under Panchayat Raj Department as mentioned in the above table there are 1991 additional number of them working in primary (urban) and upper primary schools under the department of education.

29.7 percent posts are filled up with female teachers. There are 420 posts of sr. teachers cum headmasters of upper primary schools. Primary classes also run in upper primary schools.

Teacher pupil general ratio is 1: 43 but block wise it differs from one block to another block.

Table : Teacher-Pupil Ratio

<i>S.No.</i>	<i>Block</i>	<i>Ratio</i>
1.	Sri Ganganagar	1:59
2.	Karanpur	1:32
3.	Sadulshahar	1:52
4.	Padampur	1:39
5.	Raisinghnagar	1:32
6.	Suratgarh	1:60
7.	Anoopgarh	1:45
	Total	1:43.27

2.3.3. Primary Education In Ganganagar

In Ganganagar Distt. primary education is managed at two levels. The Rural primary schools under Panchayat Raj are controlled by CEO of Zila prishad with the help of senior deputy distt. education officer at the head quarter and development officer appointed at Panchayat Samiti and EEO.

The work of opening new schools and appointment of teachers is done by CEO. At Panchayat Samiti level, alongwith the development work, the work of education is also controlled by development officer. The education extention officers are appointed for supervision of the primary schools of the area. But in actual practice it seems that these education officers can't spare time from other development activities and field of education which is the foundation and basis of all social development remains totally neglected. They can't even complete the stipulated tours in a month.

The Directorate of primary education has been brought to existence through bifurcation of the Education Directorate Rajasthan in 1998. In this connection in Ganganagar Distt. responsibility of primary education (urban) and upper primary education has been handed over to district education officer (ele.) I and II. The Distt. education officer controls the primary education with the help of Senior Deputy.

Education Officer appointed in his office, SDI and education cell officer and at the Panchayat Samiti level are appointed Senior Deputy Education Officer and SDI. It is to be noted that though Padampur and Karanpur are two separate Panchayat samities yet there is only one office of the Senior Deputy District Education Officer. Similarly though Anoop garh Panchayat Samiti is quite wide spread yet is controlled by only one Senior Deputy Education Officer .

Alongwith the supervision of the school under him, the SDDEO sends the monthly reports and does the work of drawing and disbursing.

Administrative Structure of District Education

Urban (Under education department)

Rural (Under Panchayati Raj)

DEO I

CEO and Secretary

DEO II

Zila Parishad

1. SDDEO 6

1. Block Development

At headquarter

(At every Panchayat Samiti)

officer 7

Sr.Dy.DEO

2. SDI

2 EEO 18

3. Educational cell officer

(at every Panchayat Samiti)

4. Office superintended

5. Office assistant

6. Junior accountant

7. Senior and junior clerks

8. Assistant employec

2.3.4 On going Educational Programmes/ Schemes

There are many educational programmes and schemes going on in the district to achieve the goal of universalization of primary education.

2.3.4.1 Non formal education

Under national education policy, the non formal education is running for the following groups of children

1. Children living in a school less habitation unable to enter schools due to overage.
2. Drop out children who want to study but hesitate to enter schools due to overage.
3. Labour class children.
4. Girls who cannot attend school for whole school time due to domestic work.

At the non formal education centres children are taught in such a way that they are enabled to join the level of schooling for which they are suitable as per their age and academic achievement. They might take admission to further classes on the basis of certificates issued by these centres.

Non formal Education officers conduct and supervise the centres block wise in the district.

Block wise position of centres running in the district

<i>S.N.</i>	<i>Block</i>	<i>App. Centres</i>
1.	Sri Ganganagar	80
2.	Karanpur	100
3.	Sadulshahar	95
4.	Padampur	100
5.	Raisinghnagar	127
6.	Suratgarh	97
7.	Anoopgarh	345
	Total	944

786 centres are being run in Ganganagar in which children and mothers are being benefited. Centres run under block wise Integrated Child Development Scheme (1997-98)

Preschool teaching institution (Early Childhood Care and Education)

S.No.	Block	Approved	Running	Report	Nutrition Distribution Centre
1.	Sri Ganganagar	167	147	145	141
2.	Karanpur	98	96	96	96
3.	Sadulshahar	77	47	47	46
4.	Padampur	131	126	126	126
5.	Raisinghnagar	125	119	119	118
6.	Suratgarh	238	96	89	89
7.	Anoopgarh	231	155	152	76
Total		1067	786	774	292

2.3.4.4 Guru Mitra Yojna

This scheme is also being implemented in the district. Two teachers per block were trained at DIET Chhunawad. This scheme is also at initial stage. So there is not much progress report available.

2.3.4.5 Mid day Meal Scheme

The Government of Rajasthan has made a provision for supply of 3 Kgs wheat per month to each of the primary school children who put in not less than 80 % of attendance. This incentive scheme has increased the enrolment in 6-11 age group.

2.3.4.6 Incentive schemes conducted by Social welfare Department

Scheduled caste, scheduled tribes, backward caste and handicapped students are given scholarships by social welfare department of Ganganagar. But primary classes are given this incentive only for the handicapped students. There are 19 hostels in the district. The list of which with their capacity is as given below :-

<i>S.N.</i>	<i>Name of hostel</i>	<i>Place</i>		
1.	Govt. Hostel (SC)	Sri Ganganagar	92	56
2.	Govt. Hostel (SC)	Jaitsar	25	20
3.	Govt. Hostel (Sc)	Gajsinghpur	25	20
4.	Govt. Hostel (BKM)	Ganganagar	25	14
5.	Govt. Hostel (BKM)	Raisinghnagar	25	25
6.	Govt. Hostel (BKM)	Sadulshahar	25	20
7.	Govt. Hostel (BKM)	365 head	25	25
8.	Govt. Hostel (DT)	Karanpur	35	28
9.	Govt. Hostel (DT)	Muklawa	35	35
10.	Govt. Hostel (DT)	Raisinghnagar	50	50
11.	Govt. Hostel (SC)	Sameja Kothi	25	25
12.	Govt. Hostel (SC)	Anoopgarh	25	25
13.	Govt. Hostel (SC)	Gharsana	25	25
14.	Govt. Hostel (SC)	Suratgarh	25	25
15.	Govt. Girl's host.(sc)	Ganganagar	25	25
16.	Govt. Girl's host.(sc)	Raisinghnagar	25	25
17.	Govt. Girl's host.(sc)	Vijaynagar	25	25
18.	Govt. host.(sc)	Lalgarh Jatan	25	25
19.	Govt. host.(sc)	Rawlamandi	25	25

2.3.4.7 Distribution of free Books

The Government of Rajasthan is providing free text books to all the children attending class I to V and all the girls attending class I to VIII. This facility is provided to all the primary and upper primary schools under the management of State Government and Zila parishad. Distribution of free books has increased the number of students enrolled in Govt. Schools.

2.3.4.8 Total Literacy Campaign

With the aim of practical literacy the complete literacy campaign was started in Ganganagar in 1996, in which nearly 3,90,523 illiterates of 15 to 35 age group were to be made literate. A wide change has taken place in the life and view of these new literates due to literacy campaign. The literacy is the best medium to develop the potentialities and opportunities in all the fields of life. Total literacy campaign has been successful in the following matters-

1. Creation of demand of literacy in the habitants of slums and women with common public.
2. It has activated many young volunteers for social change and transformation.
3. It has created public awakeing.
4. It has created environment for aducational investment.
5. It has established intraction between developing programmes and other services through the literacy volunteers.
6. To establish friendly relations between govt. Department and private institutions.
7. To make a pool of resource presons of enthusiastic trainers/ instructor.
8. To raise a pool of personnel to get services of prominent experts to assist any public campaign/ movement.

The success of literacy campaign is visible in the following points:

1. Increase in the enrolment in schools in the age group of 6-14 .
2. Retention of enrolled children in schools and nonformal centres.
3. Social flow to basic services, like health, drinking water, hygiene etc. which are being run in district.
4. Achievement of the illiterates in three more skills reading, writing and numeracy.

The literacy campaign has prepared Ganganagar for future educational, social economic programmes where ever community participation is needed.

Basic Objectives of Post literacy

1. To provide opportunity to newly literates to consolidate and help in getting literacy with full confidence.
2. To make provisions of skill and trainings for different professions and trades so that newly literates may earn, their livelihood in a more efficient way.

Progress in T.L.C. in Ganganagar upto Feb. 1998

	Total	Male	Female	SC	ST
A. Enrolment	176167	66506	109661	82422	599
B. First Primar Readers	57695	22007	35688	28717	288
C. Completed First Primar	64120	23841	40279	26413	308
D. Second Primar Reader	41473	16114	25359	39333	133
E. Completed Second Primar	23747	8203	15544	11023	263
F. Third Primar Readers	22756	7712	15044	11488	172

Rs. 9425171 were invested out of 101 lakh upto 18 March, 1998 on Total Literacy Campaign.

PLANNING

PROCESS

CHAPTER - 3

PLANNING PROCESS

3.1 INTRODUCTION

DPEP is an innovative experiment in the field of Primary Education designed specially to achieve UPE and strengthening the quality input in it. It depends on the community participation and decentralized partnership management. Formation of planning committee, training visioning workshops and seminars arranged at the district and block level, meetings held at block and village levels participated by B.D.O's, Teachers, Sarpanches, Pradhans, teacher representatives and consultations held with VEC members and experts are dealt with in this lesson.

It is necessary to identify problems and issues to carry out the primary education programme. To collect information and relevant data through seminars/workshops/visioning and discussion, meetings were arranged with the community leaders, public representatives and NGOs. Findings related to access, enrollment, retention, quality improvement and capacity building conducted by the SIERT Udaipur are also mentioned in this chapter. The report and results of the findings collected by the NGOs CECONDECON, Chaksu, the baseline survey conducted by the SIERT with the help of DIET Chunawad were compiled and studied carefully and the processes are explained in this chapter. The involvement of DIET NGO's and other institutions are also described.

3.2 Formation and Functioning of Planning Committee

Planning process for preparing the project started with the formation of the District Project Planning Team in the month November, 1997 by the State Director DPEP, Jaipur. The following officers of the education department were selected for the core team:-

1. Sh.R.S Butter Sr.Lecturer DIET Chunawad.
2. Dr.Smt Pushpa Lata Sharma, Principal, Govt Girls Sr. Sec. School, Padampur.
3. Sh. Mahendra Kumar Choyal- Sr.Dy DEO, Anupgarh.
4. Sh.Harchand Ram Goswami, Head Master, Govt.Sec.School, H.B. Ganganagar.

These officers were asked to undergo an intensive training at Mussoorie for the formation of the project and its planning. After the training these officers started to plan the project under the guidance of the Chairman, DPEP. Mr. Prem Singh Mehra, Collector, Sri Ganganagar. About 35 meetings were arranged to tell various interdepartmental officials about the programme and to know their views regarding the formation of the project. NGO's. Panches, Sarpanches, Pradhands were invited to get their views.

Selected focus groups were identified by the district executive council Workshops/seminars were organised to get their views and to give the details of this programme. In the meetings the primary problems and issues of primary education, enrollment, retention and quality improvement were discussed.

3.3 The Process of Data Collection

A plan requires information and facts for it. The core team arranged various meetings at the District, Blocks and villages levels. The block officers were requested to provide the required information in the proforma given to them. After getting the data from the B.L.O.s, these were discussed and analysed.

The secondary data collected through 'Praveshotav', were also collected from the block offices and DEO (Ele.) and then these data were analysed. This 'Utsav' was celebrated last year. The team arranged to collect first hand information directly from the different institutions and later on they were analysed for the finalisation of data sample. Sample checking was also done in seven schools, one school per block.

3.4 Micro Planning

The DPEP, which aims at mobilizing local communities for achieving universalization of primary education, has faith in the capabilities of the people at the grass root level. In order to provide logical base at the grass root level, DPEP adopted the strategy-micro planning .

The present effort of micro planning is aimed at a house hold wise design of action by which every child must regularly attend a school or NFE centre and continue her/his study. The basis of such intensive programme is:-

- Concept of participatory planning in which the community is mobilised.
- Decentralization of administrative functions and decision making.

Micro planning necessarily implies area specific planning in which the area is ideally a habitation within the area. The steps by which micro planning operates are mobilizing community, participation through training and environment building activities, to decentralise educational administration for reorienting and strengthening local level administration and to bring to school all children who can be enrolled.

Micro planning will be taken up at a later stage and the implementation will be done accordingly. Planning work for new schools and alternative schools was done by DPC office Ganganagar. Two teachers from each panchayat samiti were called for three days. After identifying the schools and other centres in the block, after preparing the meetings and holding detailed maps and discussions the following lists were prepared.

- (1) Names of the habitations without schools.
- (2) Names of the habitations without N-F-E.
- (3) Names of the habitations without Aangawari Centres.

According on the basis of the above list of the villages. The final priority list was prepared to open new schools and alternative schools.

3.5 Social Assessment Studies

Social assessment studies were carried out by CECOEDECON, Chaksu. The members of the team worked in the district for a month. After various level discussions they found the following focus groups of low enrollment - landless labours, brick kiln labours, migrant labourers, girl children, S.C. They also discussed

the issues with the District Core Team, the community members and the teachers. They also found the causes of high drop out rate among landless labourers, slum dwellers, girl children. On the basis of data collected from the 10 villages in Ganganagar district, they arrived at some well defined conclusions and also enlisted the low level of achievements:-

- (1) Lack of regular attendance of pupils in the school.
- (2) Extra burden of household activities and lack of proper time management.
- (3) Lack of good teaching methodology.
- (4) Lack of proper utilisation of teaching and learning material.
- (5) Lack of availability of all teaching material .
- (6) Lack of conducive academic environment.
- (7) Lack of parental guidance.
- (8) Lack of constructive intermittent evaluation of pupils.

They found the following causes of low enrollment and dropout-

lack of schools in the area, lack of relevance of curricula, poor supervision, lack of dedication among teachers, unsuitable class sizes, lack of involvement of parents and community, extreme poverty and isolation in many areas within the district, migration from near by area as well as eastern Uttar Pradesh, Bihar and other parts of Rajasthan.

3.6 Base Line Achievement Studies

Generally the quality of education in primary classes is low in the district. A base line study was carried out by the S.I.E.R.T Udaipur. The report is still awaited. The main objective of it is to know the current level of achievement of the students studying in class 1 to 5 On the basis of the report, special attention would be given to improve the quality of education.

3.7 Process of Plan Preparation at different levels

3.7.1 At Village Level

The members of the district core team held meetings at Jaitsar, Nahranwali, Hinder, Rawala Mandi, Matili Rathan, Sangatpura, in order to inform the local people about the DPEP. Their views were also invited and written suggestions were collected.

3.7.2 At Cluster Level

The members of the core team arranged 10 meetings at cluster level. The basic theme of the plan was explained to the participants. Their valuable views were taken for strengthening the primary education.

3.7.3 At Block Level

12 meetings were organised at block level, BDO's, Tehsildar, SDM, Pradhans, Chairmen, Sarpanches, Panches were invited in the meetings. A detail description was given in the meetings to the participants. The participants presented the main problems concerning primary education.

3.7.4 At District Level

Three meetings were arranged at the district level in the chairmanship of the District Collector and the Chief Executive Officer, Zila Parishad.

The Chairman and the Collector Sh. Mehra told about this ambitious plan for the development of the primary education. He also instructed the participants to help in carrying out this plan so that primary education is made accessible to all the boys of 6-11 in the district.

3.7.5 At State Level

Director, DPEP held a two days workshop at state level office and gave guideline, instructions and told district core teams how to proceed in this programme. Deputy Director Sh. Harsh visited and monitored district DPEP programme progress. With his team he gave valuable and important suggestions to improve the planning process. Whenever the district team felt any difficulty or situation needed the representatives from the State Level Office solved our problems.

Interaction with other DPEP Districts by District Planning Core Team

DPEP has been introduced in 10 districts of Rajasthan. The experiences and suggestions through interactions with DPEP districts of States can be beneficial. Members of District Planning Core Team also contacted Bhilwara, Alwar and Jhalawar to know about their activities, process and different strategies during planning process period.

3.8 Involvement of Institutions in plan preparation

3.8.1 Involvement of DIET

Four meetings were arranged at DIET Chunawadh in the chairmanship of the Principal DIET who also provided facilities to prepare the plan. Base line achievement studies were also conducted with the help of the DIET under the guidance of the SIERT, Udaipur. The Institute provided technical guidance in preparing project. Although DIET has been considerably preoccupied with its usual assignments they provided help wherever the team felt the need of their assistance.

3.8.2 Involvement of NGOs

The S.A.S was conducted by the institute of Development Studies, Jaipur and their associates. The members of the study team reached the villages to assess the real issues and problems. Five mahila sammelans were organised in which nearly 1500 women came to participate. Two meetings were also organised for the teachers of private and aided institutions. Several non govt. organisations were invited in the meetings and they gave creative suggestions for an efficient and effective plan formation.

3.8.3 Involvement of Other Institutions

Involvement of other institutions for plan preparation also proved valuable. The panches, sarpanches, pradhans, retired teachers, other stake holders, teachers organisations also helped in preparing the project in time. The project can be said to be a local plan formulated by the local people for the local needs.

In this way the core team prepared a district plan based and prepared on a participatory approach. It is capable to fulfil to a great extent the local needs of the pupils and help to achieve the UPE goal. This will also help to increase the enrollment in the age group 6-11, to reduce the drop out, and to strengthen the quality improvement.

To make it essentially a participatory based plan several meetings were held as mentioned in the annexure to invite the views of the participants. Their creative and practical suggestions were also incorporated in the plan.

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**PROBLEMS
AND
ISSUES**

Chapter-4

PROBLEMS AND ISSUES

4.1 Introduction

This Chapter provides an important base for the plan formulation. It attracts our attention towards major problems and issues. These problems and issues related to the project can be classified and enumerated in the following manner:-

- Access and enrolment related problems and issues,
- Retention related problems and issues,
- Quality related problems and issues and
- Capacity building related problems and issues.

4.2.1 Access and Enrolment Related Problems and Issues

In district Ganganagar 1148 villages out of 3014 villages do not have access to primary education facilities. General information about these school less villages are as follows:-

	<i>Population No. of Villages</i>	
Villages having habitation more than	250	99
Villages having habitation more than	200	53
Villages having habitation more than	100	13
Villages having habitation less than	100	983
	Total	1148

Factors causing poor enrolment can be enumerated as non availability of schools in habitations, schools not within easy reach of the children living at kilns and hamlets, unsuitable timings of schools, lack of female teachers, illiteracy and lack of awareness in the parents, negative thinking of parents about education, high rate of migration, involvement of children in household work like looking after the siblings and cattle grazing, and poor financial status of the parents and social.

4.2.2 State Norms for Opening New Schools

Small habitations are not eligible for school as per state norms. Some villages are found within the circumference of 1 to 1½ kilometer. These habitations having independent entities but located in very close vicinity, if bunched together can become entitled to have a primary school according to the state norms because when brought together under a cluster they make a sizeable population. Besides this 983 villages fall under the category not entitled to obtain school facility according to the prescribed norms of the state. According to the above mentioned situation the children of 6-11 years age group of Anoopgarh and Suratgarh block in district Sri Ganganagar have to cover the distance of more than 1½ kilometer to reach schools. For these children therefore schools are still out of access.

4.2.3 Lack of Awareness

Lower rate of literacy of Sri Ganganagar district in comparison to national and state literacy rate, shows the lack of awareness towards education. This is why people do not send the children of 6-11 age group to schools. They stay at home to look after the siblings or extend a helping hand to their parents in agricultural work. The parents can't send their children to non formal centres of education only due to ignorance of the knowledge of non formal education arrangement.

4.2.4 Child Labour/Working Children

Economically weak families of urban and rural areas generally send their children to hotels, small industrial units and agricultural work instead of sending them to schools. Thus in spite the availability of a local school it is not accessible to children. According to the survey done by Asst. Director, Non Formal Educations, Sri Ganganagar, the position of child labour in Sri Ganganagar district is like this-

<i>S.No.</i>	<i>Block</i>	<i>Non-Risk Industries</i>	<i>Risky and non-secure Industries</i>
01.	Sri Ganganagar	233	0
02.	Sri Karanpur	17	0
03.	Sadulsahar	19	1
04.	Padampur	31	1
05.	Raisingh Nagar	75	0
06.	Suratgarh	103	13
07.	Anupgarh	198	0
08.	Sri Vijaynagar	122	1
09.	Ghadsana	133	0
	Total	931	16

4.3 Retention Problems and Issues

During last four years the primary education in Sri Ganganagar district has got due expansion and increase in enrolment as well. But the students after taking admission do not stay in the school upto a meaning conclusion of primary level of schooling and desert the school without passing class V. Factors responsible for this disturbing drop-out problems are as follows:-

4.3.1 Over Crowded Class-rooms

Opening of schools moves on at a pace changing from time to time but continuously. On the other hand simultaneous construction of class rooms is not undertaken according to the prescribed ratio of students and classes. So there is lack of class rooms for all the children enrolled in a particular school. The available class rooms do not provide even seating space to all the students. Mostly the children are packed not in the form of one class but as items of commodities. It creates dull and unmanageable environment in the school and the students cannot remain mentally and emotionally attached to the school for long. They give up their schooling being disenchanted with the quality and environment.

4.3.2 Household Work

Boys and Girls of rural and urban area are admitted to schools but more often than not they are held back at home and not sent to school on trivial grounds. They are detained at home for helping in the household work. It makes them give up their schooling in the mid way. In Sri Ganganagar district generally the children of agriculturists, farming labours, kiln labours and other labourers, suffer from this problem and they do not remain in schools for long.

4.3.3 Siblings Care

Grown up male and female members of economically weak families in rural and urban areas go on labour work for long hours which causes a problem of care taking of small sibling at home. In these circumstances they depute the school going children for looking after their siblings. So these school going children have to give up their schooling before completing the primary education.

4.3.4 Lack of Female Teachers

Provision of co-education is generally prevalent in primary education. In spite of the provision of one female teacher in primary school, the female teachers are not posted in sufficient numbers. They are posted only at some convenient places but not uniformly at all places. So the parents remove their daughters from school after one, two or three years. Women teachers are insufficient in numbers at rural primary schools of Sri Ganganagar district. It has adversely affected retention of girls in rural areas.

4.3.5 Inadequate Sanitary Facilities

There are 700 boys schools and 787 girls schools without toilet facility. Its affects girls retention.

Number of Female Teachers - Panchayat Samitiwise

<i>S. No.</i>	<i>Block</i>	<i>Total Sanctioned Posts</i>	<i>Number of Female Trs.</i>
1.	Sri Ganganagar	340	173
2.	SadulShahar	179	62
3.	Padampur	367	108
4.	Karanpur	330	128
5.	Raisinghnagar	463	122
6.	Suratgarh	318	81
7.	Anupgarh	880	124
	TOTAL	2877	798

4.4 Quality Related Problems & Issues

Quality is not up to the mark, though adequate number of schools and teachers have been made available by the state government . Much is needed in the development of competencies in language, environment and maths among the primary level children.

4.4.1 Language Problem

There is lack of activity based methods in teaching devices, due to which students do not take interest in teaching learning process. Instruction is not imparted in their native language or familiar dialect. Students feel language problems. They cannot follow difficult words of high level Hindi.

4.4.2 Uninteresting Text Books

At present in some of the subjects of primary education like Social Studies the books in prescription are uninspiring and dull which hinders the learning process.

4.4.3 Absence of Joyful Learning

At present there is lack of play way method in primary education. Bookish education dominates in schools. Unmotivated teachers working with the prescribed syllabus only in a formal way fail to sustain the children's interest in the learning process. They need intensive training and frequent refresher courses in educational games, various classroom activities and in the use of audio-visual aids. Lack of sustainable and well-planned training programmes causes deterioration of quality in education.

4.4.4 Poor Academic Environment

Not only the school environment but also the home environment is hardly suitable from education point of view, because the parents do not take interest towards children's learning process. The teachers do not teach with interest in school due to over crowded classes. This is why the schools fail to provide academic environment in the classroom processes. Consequently students find it extremely burdensome to stay at school.

4.5 Capacity Building Related Problems and Issues

4.5.1 Lack of Adequate Staff at Block Level

Besides DIET, there is no such institution at block level to enrich the teacher academically, and get them informed with new technology. In such circumstances a teacher can neither get guidance nor he can do anything for his professional growth and capacity building.

4.5.2 Poor School Supervision and Monitoring

At present the arrangement for school supervision is very pitiable. The concerning supervisory authority is deputed in other non-academic tasks, due to which they cannot do the scheduled supervision work. During the supervision, it is found, the B.D.O.s cannot do supervision work based on their standard norms. It attracts the academic environment of the schools and ultimately it adversely affects the retention.

Table : Problem and Issues

<u>Access and Enrolment</u>	
1.	No schools in 1148 habitations
2.	Distance of schools from kilns and hamlets
3.	Lack of school building
4.	Unsuitable timings of schools
5.	Lack of female teachers and absenteeism among teachers.
6.	Illiteracy and lack of awareness about educations schemes among the parents.
7.	Negative thinking of parents about education.
8.	Lack of skill oriented activities.
9.	High rate of migration
10.	Involvement of children in house hold work and sibling.

Retention

1. Inadequate number of teachers in schools.
2. Lack of female teachers.
3. Lack of recreational, activity based teaching and learning.
4. Migration of families in search of work.
5. Involvement of children in household work.
6. Responsibility of sibling care.
7. Parents misconceptions about education that it would lead to poor habits and make their children less active and more alien to the traditional family.
Destructive habits of head of family, e.g. alcohol, gambling.
9. Extreme poverty and children put to earning activities as extra hand to support the family's economic status.
10. Unattractive school environment .
11. Lack of relevant curriculum for children's living environment.
12. Daily Routine of up and down commutation of teachers to and from their places of working and lack of regular contact with the parents and the local community.
13. Lack of academic help from parents to children due to their illiteracy.
14. Fear of punishment in schools, exams and home-work.
15. Lack of proper guidance from teachers.
16. Lack of community involvement.
17. Lack of proper infrastructure facilities.
18. Lack of separate toilets for girls.
19. Over crowded class rooms.
20. Multiple class teaching without proper facilities and inadequate training to teachers in multigrade teaching technique.
21. Lack of necessary space and rooms in schools.

Quality Improvement

1. Lack of regular attendance of pupils in the school.
2. Language problem.
3. Absence of activity based teaching.
4. Lack of joyful learning.
5. Lack of proper time management at home.
6. Non availability of teaching-learning material and lack of their proper utilization.
7. Absence of MLL based teaching and proper evaluation norms.
8. Poor academic environment.
9. Lack of constructive interim and intermittent evaluation.
10. Lack of proper distribution of timings.
11. Lack of co-curricular activities.
12. Lack of personal care for individual student and lack of proper motivation.
13. Lack of regular contact of teacher with parents and community.
14. Multiple class teaching without adequate training and exposure to teachers in multigrade teaching techniques.
15. High teacher pupil ratio.

Capacity Building

1. Lack of community involvement in the school improvement.
2. Lack of academic support to teachers.
3. Lack of proper supervision and monitoring in schools at block and cluster level.
4. Inadequate institution support.
5. Lack of professional competency among of majority teachers.
6. Lack of commitment, regularity and desire for professional growth among the teachers and children.
7. Lack of women's involvement, particularly of the mothers.
8. Lack of awareness and motive among community members about sustaining children's enrollment, retention, quality, gender equity, and abolishing child labour.
9. Lack of discussion on classroom problems and lack of opportunities in experience-sharing among teacher and supervisors.
10. Lack of research and studies.

**GOALS
&
OBJECTIVES
OF
DPEP**

CHAPTER - 5

GOALS AND OBJECTIVES OF DPEP IN SRI GANGANAGAR DISTRICT

5.1 Goals and Objectives of DPEP in Sri Ganganagar District

This chapter exposes the goals and objectives of DPEP in the following areas

Access, Enrolment and Retention, Quality Improvement and Capacity Building.

5.1.1 Educational Status

Ganganagar has created a distinguished niche for itself in the agricultural and all round industrial development not only in Rajasthan but also at national level. Except some particular areas of the district as - Anoopgarh, Gharsana, Sri Vijay nagar, Suratgarh the district in general is well equipped with sufficient educational facilities. Even then this district is considered to be backward in education and literacy. At national and state level its rate of literacy in comparison to other states is low. The total literacy programme that started in 1996 in district Ganganagar proved to be successful to some extent and the post literacy scenario appears to be a mile stone in the field of educational awareness among the people. Sri Ganganagar being a border district the state government has helped a lot for the construction of school buildings under border area development programme for the last five years. Moreover adequate work has been done in the rural areas of the district under the participatory works (30:70) plan in rural areas and 50:50 participatory works plan in urban areas. Various Bhamashahs have played a unique role in the field of education. The government has opened new schools in the villages keeping in view the distance of 1.5 kilometre and population of 250 of a village. Women teachers have been appointed against 50 percent of the total vacancies under Operation Black

Board. Text books are being distributed free of cost to girls students upto upper primary level. Similarly, boy and girl students of all classes at primary level are provided with free text book and mid day meal. Through Saraswati Pathshala programme, Shiksha Karmi Plan and NFE. The primary schools have been given strong impetus. But expected Result have not been achieved as yet. As on 15-7-97 the number of students of age group 6-14 years who were not going to schools was 40697.

In 1994 the planning commission in order to improve the quality of education and universal accessibility of primary education has approved DPEP as centrally sponsored scheme and started it in the identified districts of various states of India. On deciding to introduce public participation based programme in Rajasthan in 1998 a joint identification mission of the world bank and Government of India was formed to identify the DPEP Districts in the State and Sri Ganganagar is one of the districts selected by the mission.

5.2 District Sri Ganganagr and Distrcit Primary Education Programme

The selection of Ganganagar under this programme is based on the following points :-

1. According to the census 1991, the literacy rate in Ganganagar district is 44.55% and the female literacy rate is 30.07%. From the comparative point of view it is clear that the literacy rate of Sri Ganganagar at both the levels is below the national average. The number of students who do not go to school is 40697, it is clear that the district was considered educationally backward and eligible for DPEP intervention.

2. Total literacy programme was started in Sri Ganganagar in 1996. Due to this, awareness about education increased and the demand for primary education also increased.

Keeping in view both the above facts, the aims of universal accessibility of primary education and qualitative education to the students can be achieved by introducing primary education programme in Ganganagar district. The following are the main aims of district primary education programme and these would be achieved by introducing this plan.

- To provide according to national norms access for all children to primary education classes I-V i.e. primary schooling wherever possible or its equivalent non-formal education .
- Reducing the disparities in enrollment, drop out and learning achievement to less than 5% between boys and girls and also between various social groups.
- To reduce overall primary drop out rates for all students to less than 10 %.
- To raise overall achievement levels by 25% at numeracy and language competencies and a minimum of 40% achievement levels in other competencies by all primary school children.
- The programme would also strengthen the capacity of national, state and district institutions and organisations for the planning, management and evaluation of primary education.

According to this programme planning and its implementation is to be done with the co-operation of the society, voluntary organisations, teachers and educationists. So at every level of this programme these institutions will be given

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According to this programme planning and its implementation is to be done with the co-operation of the society, voluntary organisations, teachers and educationists. So at every level of this programme these institutions will be given

low. Our target will be girls and SC children. At present GER is 100%. The following table states GER genderwise :-

Table : GER - At Present

1997

Population		Overall	SC	ST
	M	874900	289900	2600
	F	756900	253200	2200
	T	1631800	543100	4800
Population	B	118400	40300	400
6-11 age group	G	108400	35200	300
	T	226800	75500	700
Enrolment	B	127400	48800	500
	G	99400	33500	400
	T	226800	82300	900
GER	B	107	121	125
	G	91	95	133
	T	100	109	128

Table : Present and Projected Enrollment*(figures in thousands)*

S.N.	Particulars	1997	1998	1999	2000	2001	2002	2003
1.	Population 6-11 years age	2268	2282	2295	2306	2316	2335	2352
2.	Enrollment I-V	2268	2328	2433	2537	2617	2768	2775
3.	GER %	100	102	106	110.01	112.99	115.97	117.88

Gross Enrollment of children 6-11 is 100. We have to achieve the GER 117.88% during the project period under DPEP.

Table : Present and Projected Enrollment (Boys)*(figures in thousands)*

S.N.	Particulars	1997	1998	1999	2000	2001	2002	2003
1.	Population 6-11 years age	1184	1191	1198	1204	1209	1219	1228
2.	Enrollment I-V	1274	1286	1330	1373	1402	1438	1474
3.	GER %	107	107.97	111.01	114.03	115.96	117.96	120.03

Gross enrollment of only boys is 107.97% and. This enrollment will be increased up to 120.03% within five years.

Table : Present and Projected Enrollment (Girls)

(figures in thousands)

S.N.	Particulars	1997	1998	1999	2000	2001	2002	2003
1.	Population 6-11 years age	1084	1091	1097	1102	1107	1116	1124
2.	Enrollment I-V	994	1042	1103	1164	1215	1270	1301
3.	GER %	91.00	95.50	100.54	108.62	109.75	113.79	115.74

Gross enrollment of girls is 91.00% and it will be 115.74% by 2003, under DPEP.

Table : Present and Projected Enrollment (SC children)

(figures in thousands)

S.N.	Particulars	1997	1998	1999	2000	2001	2002	2003
1.	Population 6-11 years age	755	769	763	767	771	777	783
2.	Enrollment I-V	823	834	862	882	902	924	940
3.	GER %	109	110	113	115	117	119	120

Majority of SC children are working and labourer child. Their parents send them school late. So 40% children are identified overaged and under aged. Govt. is giving 3 Kg. wheat to students attending primary classes. Therefore underaged childrens's enrollment has increased.

SC children's gross enrollment is about 109%. It has to increase up to 120% during project period.

Table : Present and Projected Enrollment (SC Boys)

(figures in thousands)

S.N	Particulars	1997	1998	1999	2000	2001	2002	2003
1.	Population 6-11 years age	400	405	407	409	412	414	418
2.	Enrollment I-V	488	498	508	519	527	534	543
3.	GER%	122	123	125	127	128	129	130

Table : Present and Projected Enrollment (SC Girls)

(figures in thousands)

S.N.	Particulars	1997	1998	1999	2000	2001	2002	2003
1.	Population 6-11 years age	350	354	356	358	359	363	365
2.	Enrollment I-V	335	343	360	386	391	410	420
3.	GER%	95.71	97	101	105	109	113	115

Table : Present and Projected Enrollment Statistics of ST Boys and Girls

(figures in thousands)

S.N.	Particulars	1997	1998	1999	2000	2001	2002	2003
1.	Population 6-11 years age	764	784	804	825	847	868	891
2.	Enrollment I-V	942	949	943	952	964	986	1000
3.	GER %	123.29	121.10	117.28	115.39	113.81	113.59	112.23

No. of scheduled Tribes population in the district is very few and most of them are Govt. servant. They send their children to schools. So some time enrolment increases extremely high and sometime it decreases very low. Their GER and retention lacks reliability.

Table : Estimated Enrollment by DPEP & School Requirement

(figures in hundred)

S.N.	Particulars	1998	1999	2000	2001	2002	2003
Enrolment:							
	Boys	1286	1330	1373	1402	1438	1474
	Girls	1042	1103	1164	1215	1270	1301
	Total	2328	2433	2537	2617	2708	2775
	In Private Schools	560	560	586	613	648	661
	A.S.	52	73	101	104	104	104
	Government Schools	1716	1800	1850	1900	1956	2010
	Increasing Enrolment	60	105	104	80	91	54

5.3.3 Increasing Enrollment During Project Period

1. According to the above table access in 1998 is 6000 out of which 5200 enrollment will be covered by DPEP intervention of 100 alternative schools considering average 52 enrollment per alternative school.
2. Additional enrollment in 1999 is 10500 out of which 7300 enrollment will be covered by DPEP intervention and hence 60 new schools and 200 alternative schools are required.
3. In the year 2000 excess enrollment is 10400, out of which 10400 enrollment is to cover by DPEP by means of 120 new schools and 200 alternative schools. Remaining enrollment will be covered by other agencies i.e. Govt. school, private schools etc. This is most sensitive part of the DPEP objectives having the maximum work load on DPEP to cover 45% of its target. Hence special intervention is to be provided in the working process of the year.
4. In the year 2001 total additional enrollments is 8000. Out of which 10400 enrolment is due to DPEP by means of new schools and alternative schools.
5. In the year 2002 & 2003 the total number of additional enrollment are too small and can be adjusted in the already existing formal primary schools and through these schools the targets of 117% of achievement can be fulfilled. Hence no additional primary schools are required.

5.3.3 Quality Improvement

The achievement level of the children is very low. There is not norm to evaluate the level of learning. A base line survey has already been conducted by the SIERT, Udaipur. The report is awaited. On the basis of results prepared by the survey team, efforts for improving the level of learning will be done.

5.3.4 Capacity Building

DPEP commitment is to provide quality primary education to all children in the age group of 6-11 years. At present the formal schools suffer from some weaknesses like- (1) Lack of professional competency among majority of teachers. (2) Lack of commitment and regular attendance of the teachers and children. (3) Lack of proper academic supervision and monitoring. (4) Joyful learning and activity based teaching do not exist. (5) Community participation and co-operation are minimum. (6) Inadequate professional support to the teachers.

In order to enhance the quality of education the grass root level institutions like PTA, MTA, CRC, BRC are to be established. Under DPEP a vital place has been given to the above structures besides strengthening the existing teacher training centres like DIETs. These structures are expected to build up the capacities and professional competencies of the primary level teachers.

5.3.4.1 Strengthening Institutions (DIET)

The DIET has good infrastructure of building, hostels, enabling participants stay in the premises. Strengthen DIET for accepting the new challenges, is considered to be very important. The DPEP has proposed to provide a vehicle to supervise the

activities of DPEP interventions and normal class room processes through BRC and CRC. DIET will be enriched with funds for civil works, computer, stationary, furniture and hostel facility.

5.3.4.2 Establishing New Institutions

9 BRCs, 142 CRCs, 1600 VECs and one MTA or PTA at each school will be established in project period. Responsibilities and functions of above institutions are described in 6th chapter.

**PROGRAMME
INTERVENTIONS
AND
STRATEGIES**

CHAPTER - 6

PROGRAMME INTERVENTION AND STRATEGY

6.1. Introduction

The various **strategies**/interventions proposed to be implemented in the district for addressing the issues related to primary education identified through the participatory field exercises are described below. This chapter comprises of measures of cooperation and devices to translate all that we are aiming at into action. It covers opening of new formal schools, and alternative schools, recruiting and para making primary education accessible and sustainable to all the children in 6-11 age group, through capacity building of educational institutions and individual teachers making primary education a joyful activity making the entire enterprise more sustainable, replicable and relevant through intensive community mobilisation. This chapter will also discuss strategies for disadvantaged groups, eliminating gender and social disparities. The chapter has not overlooked the quality improvement measures including teachers' empowerment through trainings and consultations and monitoring learner's achievement.

6.2 ACCESS

One of the major hindrances, for the achievement of the goals of UPE is inaccessibility of schools in walkable distance. Each and every child should be provided with elementary school facility within one kilometer from home. In order to ensure universal enrollment in schools, the following programmes are included in DPEP:-

6.2.1 Opening of New Schools

In order to improve accessibility of schools 120 new schools will be opened in the most needy habitations/locations in the district particularly in school less habitation.

6.2.1.1 School less habitations in Ganganagar District

There are 3014 revenue villages. Out of them 2739 are habitated villages and 275 are non habitated villages. There are 1195 primary schools, 396 govt. upper primary schools having primary classes and 375 private schools. But there are 1148 villages without primary or middle schools. Block wise table of schoolless habitation is given in table 6.2.1.3

6.2.1.2 State norms of opening new schools

Govt. of Rajasthan has prescribed some norms to open a new school.

In a habitation where population is 250 or more with at least 25 school going children and having no school within a distance of 1.5 km. is eligible for a new primary school.

6.2.1.3 New schools to be opened under DPEP and GAP

To make primary education accessible to all school going children it is proposed that 120 new primary schools will be opened in phased manner during five years period of the project. The remaining 45 will be opened by convergance with education department and Zila Parishad. These schools will be opened in the habitations having no school within the distance of 1.5 kms. The phased manner of opening of new schools will be 60 in the second year, 60 in the third year of project.

6.1.2.3 On the basis of the survey 165 schools are required to be opened in the district. These villages have a population of 250 and above but they have no facilities of primary education. The students have to go for more than 3 km. from their houses.

6.1.2.5 Phasing and block wise distribution on the participatory method

It has been decided to open 120 new primary schools in the district. Year wise distribution of the new primary schools to be opened under DPEP is given below:-

<i>Year/Activities</i>	<i>1998-99</i>	<i>1999-2000</i>	<i>2000-01</i>	<i>2001-02</i>	<i>Total</i>
School Building	Nil	60	60	-	120

	<i>Unit Cost</i>	<i>Units</i>	<i>Outlay</i>
Construction	2.50 lacs	120	300.00
Salary Component	0.84 lacs	120	420.00
Regular Teacher	0.162 lacs	120	81.00
		TOTAL	801.00

6.1.2.6 Construction of New School Buildings

Every new primary school will be provided a building of two rooms. Toilet facility and office cum store room will be also provided in the school premises. The 3 rooms buildings are not required as the ECE Centres are not proposed.

Table 6.2.1.3. : School less habitations and new schools

Blockwise New School Phasing

Name of Block	School less habitations	Habitations eligible for new school as per norms	New School to be opened under DPEP	Phasing			Gap
				II yr	III yr	IV yr	
Ganganagar	17	2	1	-	1	-	1
Karanpur	7	5	5	-	5	-	Nil
Padampur	42	4	4	-	4	-	Nil
Sadulshahar	112	Nil	Nil	-	-	-	Nil
Raisinghnagar	104	7	3	-	3	-	4
Suratgarh	260	28	23	12	11	-	5
Vijaynagar		32	24	13	11	-	8
Anoopgarh	606	30	20	15	5	-	10
Gharsana		57	40	20	20	-	17
Total	1148	165	120	60	60	-	45

In the district there are 1148 schoolless habitants. 99 villages have more than 250 population, 53 villages have population from 200 to 250. 13 villages have population from 100 to 200. The remaining villages have less than 100 population. 11 schools will be opened on the bunching basis. Bunching base. Two or three habitations with populations of 100-200 in close proximity to one another (so that no child has to walk more than 1.5 km.) are clubbed together making the total population 300/400 and providing them with a school.

Provision of 0.10 laes for furniture and equipments in new schools is decided under DPEP. 120 new schools will be equipped.

Unit Cost	0.10 Laes
Total Outlay	12.00 Laes

6.2.2 Appointment of Teachers/Para Teachers

6.2.2.1 240 New Teachers will be appointed -

In the project period half of them, 120 as para teachers, and the other half (120) as regular teachers. The salary component of these regular teacher will be gradually borne by the State Govt., Deptt. of Education and Deptt. of Panchayat Raj and after the project period the entire liability will be owned by the Govt.

	1998-99	1999-2000	2000-01	2001-02	2002-03	Total
Regular Teachers	-	60	60	-	-	120
Para Teachers	-	60	60	-	-	120

6.2.2.2 Salaries of Para/Regular Teachers

The teachers in the new schools will be appointed by VEC and they will be paid as 1350 per month 500 rupees will be paid per year to every teacher for making low cost teaching material.

Salary of regular teachers will be paid according to the norms of education department. All teachers will be given Rs. 500 per year for TLM.

	Unit Cost	Total Outlay during project Period
A. Regular Teacher	0.840	420.00
B. Para Teacher	0.162	81.00
	TOTAL	501.00

6.2.2.3. Selection procedure

One para teacher will be appointed in every school. They will be appointed by Village Education Committee. A selection committee comprising of members from the District Education Committee and the BRC will finalise the proposal prepared by the VEC. Non acceptance of any proposal by the Selection Committee will be formally documented alongwith reasons of the disagreement. They will be responsible to VEC. Minimum qualification will be senior secondary and for female teachers it can be secondary.

Regular teachers will be appointed according to the norms of education department. Their minimum qualification will be senior secondary and STC trained.

6.2.3 Opening of A.S. Centres

6.2.3.1 Population range of small habitation

There are 1038 villages which have less than 250 population. 200 alternative schools will be opened in these villages to give a suitable access. The villages coming in the sphere of 1.5 km will be bunched so that an A.S. centre can be opened.

6.2.3.2 Status of existing NFE Centres

It is well known that formal schools cannot cover every child. Non formal centres are running parallel to formal schools. There are 944 NFE centres in the district where 21000 children are studying. DPEP will try to improve the present condition of these NFE centres.

Table : Status of Existing NFE Centres

Name of Block	No. of NFE Centres	No. of AS to be Opened under DPEP
Ganganagar	72	10
Karanpur	100	15
Padampur	100	10
Sadulsahar	112	10
Suratgarh	90	25
Raisingh Nagar	127	35
Vijay Nagar I		
Anoopgarh II	309	95
Gharsana III		
Total	944	200

6.2.3.3 Opening of Alternative Schools

It has been observed that formal schools does not and cannot cover every child in the age group 6-14. Following categories need some alternative methods of schooling:-

- (a) Children who are overage for enrolment now - either because of non-enrollment or becoming a drop out at some point.
- (b) Children in very small hamlets which don't justify a formal school.
- (c) Some other categories who don't fit into formal schools due to rigid timings or other reasons.

DPEP aims at providing equivalent alternative primary education to all the remaining deprived children, working children, leftout or dropouts and migratory children.

There will be four type of A.S.

- (1) Shiksha Swyam Sevi School run by para teachers. A full day school for 6 hours.
- (2) Seasonal Shiksha Swyam Sevi School run by para-teachers for migratory children.
- (3) Shiksha Swyam Sevi evening school run for 4 hours. The exact time will be decided by VEC.
- (4) Back to school programme:-
 - i. A condensed course of three months for boys/girls of 6 to 8 and 9 to 11 age group.
 - ii. Bridge course for dropout girls of age group of 6 to 11 of 6 months.

ACCOMODATION FOR A.S.

For A.S. accomodation as far as possible, would be provided by community. Where it is not available a shed (thatched class room) would be inventered. The cost of this shed will not be more than Rs. 0.10 lacs. Part of this would be bought by the VEC/community in the following manner:-

1. In tribal, Mewat, Dong area 80% by DPEP and 20% by community.
2. In other areas on 50:50 basis.

However, the number of such shed will not be more than 60% of the total number of A.S. in the district. The decision as to where DPEP contribution has to be given will be taken at DPC level.

200 centres for A.S. will be opened and will also be provided following

grants:-			
	Unit Cost (per year)	Quantity	Total Outlay
1. Non-Recurring	5000	200	10.00
2. Games Material	500	200	4.50
3. Contingency	1000	200	9.00
		TOTAL	23.50
4. Expenditure on construction	10000	120	6.00 +
		(60% of total number)	6.00
		(50% through convergence)	

CURRICULUM

The formal school curriculum will be adopted in Shiksha Swayam Sevi School, Seasonal Shiksha Swayam Sevi School and Shiksha Swayam Sevi Evening School. But curriculum for 'Back to School Programme' will be developed in collaboration with SIERT/LJP/SKB.

For making girls primary education from children relevant to other or real life needs some vocational input would be arranged through local DWACRA worker. As an incentive Rs. 200/- p.m. will be given to the instructor and Rs. 500/- p.a. for raw materials, wherever DWACRA is available locally.

TLM

Text Books:

There will be books for language and maths in I, II classes and books for language, maths and EVS in III, IV and V classes for learners. Education incentives approved as grant of Rs. 65/- per learner of rural area's SC girls of three blocks Suraghar, Anupgarh and Ghadsana, per year will be given. Total outlay will be 33.15 lacs.

Books will be distributed free of cost. Subject/Standard wise teacher guide and child work-books will also be prepared and would be given to all students of I to V standard free of cost under the distribution of free text books schemes of GOR. The cost of work-books distributed to children would be bought by DPEP.

Timings and locations of the Alternative School will be decided by VEC. To provide an appropriate access, 200 Alternative Schools will be opened during the project period. In the I and II year, 100 & 100 A.S. Centres will be opened in the district.

6.2.3.4 Honorarium to A.S. instructors

According to DPEP Rajasthan, para teacher there will be two type of A.S. cattering the needs of different categories of students.

- (1) 6-11 and average children do not have accessibility of formal primary schools because of non-fulfilment of eligibility like - population. These will be given 1350/- per month as honorarium.
- (2) Those children who have accessibility but can not carried the different reasons like - difficult circumstances. The second cluster school work for four hours. These will be given 1000/- per month as honorarium.
- (3) Provisions of bonus marks will be made for these para teachers for their selection as regular teachers if they fulfil the minimum qualification and having work with VEC for 5 years satisfactory.
- (4) A.S. para teachers will be selected preferably from the same village, if not available from the same panchayat or cluster.

40 A.S. will be started run for four hours and 160 A.S. will be opened run for 6 hours. Total outlay of these 200 teachers will be 23.20 + 125.28 = 148.48 lacs.

The alternative school instructor will be appointed by VEC. There is provision to give incentive of 250/- per year on 75% retention and achievement.

6.2.3.5 EVALUATION

- (1) There will be continuous evaluation and classwise and studentwise weekly chart will be recorded.
- (2) These alternative schools will be linked with departmental common examination paper scheme for all the Classes.
- (3) Evaluation of students performance twice a year in cognitive and noncognitive area will be done by the community.
- (4) The supervisor will monitor monthly.
- (5) Students performance twice a year in cognitive and noncognitive area will be evaluated by the community.

Supervision:

- ◆ Cluster incharge will supervise each school once a month.
- ◆ BRCC will visit the AS whenever he visits the village.
- ◆ DPC will have to supervise 10% AS.
- ◆ Outlay of AS para teachers salary will be 148.48 lacs rupees during project period.

6.3 ENROLLMENT AND RETENTION

- (1). Although gross enrollment rate of children at primary level is 100%. In case of boys it is 107% and in case of girls it is 95.50%. But there are overaged and under aged children from 30% to 40%. Therefore net enrollment rate runs between 68% to 76%.
- (2). There are 85 building-less schools and 94 single room schools in the district.
- (3). Drinking water facilities are not available in 659 schools and toilet facilities are not available in 700 boys school and 787 girls schools. This facility will be provided to schools under the DPEP project with the help of donors

education department and DRDA. Only 29 schools will be provided urinal facility under DPEP and remaining will be fulfilled through convergence. It will cost Rs. 1.45 lacs under DPEP.

- (4). 54 schools buildings need minor repair and 73 school buildings need major repair. The repairing work will be done under DPEP with the help of donation or public participation.
- (5). At present teacher pupil ratio is 1:43 in the district. But to cope up with the future enrollment and retention, 120 additional regular teachers and 120 para teachers are required. 786 ECE centres are being run in the district under ICDS. Only 15 new ECE centres will be opened with 15 urban primary and upper primary schools at Sri Ganganagar block.
- (6). 70 schools in the district are over crowded. There are not enough class rooms. Some schools have to run in two shifts. Children have to sit in open ground under trees or two/three classes sit together. Which affect retention of primary classes.
- (7). There are 947 children engaged in child labour on record. But the actual number is likely to be much more. During the micro-planning activities such cases will be identified with more exactness.
- (8). There are PTA's in almost all the schools. But they are mostly only in papers. Most of them dysfunctional and no real interest is shown by them.
- (9). There are many school in the district without boundary walls.
- (10). Primary School are not facilitated with furniture and equipments. There is not sufficient boys fund to purchase doormats. Little children have to sit on bare floor in the winter season.

6.3.1. Additional Class Rooms

6.3.1.1. Nature and Extent of over crowded class rooms-

70 schools are over crowded in the district. Efforts will be made to construct additional class rooms under DPEP.

6.3.1.2. Additional class rooms to be constructed under DPEP

68 primary schools and 17 upper primary schools are building less in the district. 85 class rooms in 85 schools will be constructed under DPEP. Unit cost will be 1.25 lac per room. 70 over crowded and 93 single room school will also be provided one additional room.

6.3.1.3. Phasing of the construction work year wise is given below-

Years	1998-99	2000	2001	2002	2003	Total
Number of Class Rooms	5	50	30	-	-	85
	10	10	90	53	-	163
					TOTAL	248

Total out lay on this construction is proposed 310.00 lacs.

6.3.1.3. Provision of Additional Grant for additional class room/Old Shool

It is proposed to grant Rs. 2500/- in the additional class room to purchase door mats and other equipments.

Replenish grant would be Rs. 1000/- for one third old schools to purchase equipments and door mats for children to sit on.

All the new schools would be provided a lumpsum grant Rs. 10000/- for furniture and equipments to be used in newly established schools. Likewise for every newly added class room a provision of Rs. 2500/- would be made.

6.3.2. Additional Teachers/Para Teachers

6.3.2.1 It is estimated that the population of school going children will be 228200 by 1998. The number of enrolled children in 1997 is 226850. The present GER is 100%. Following table tells about enrollment projected by 2003:-

PROJECTED ENROLMENT FOR 5 YEARS

(In hundreds)

Year	1998	1999	2000	2001	2002	2003	Total
Increasing additional enrollment	60	105	104	80	91	54	494
Coverage under DPEP	52	73	101	104	104	104	538

To achieve the goal of universal primary education in the district it is planned to enhance the enrollment rate to 117.88% by the year 2002-03 A.D.

—According to DPEP norms one teacher among fifty children is required. Therefore during the project period 320 para teachers and 120 regular teachers will be appointed in alternative schools and regular schools.

Regular Teachers will be appointed according to norms of education deptt. By the identification of candidate and proposal for para teacher will be approved by VEC and the Village Education Committee will appoint the para teachers. The VEC will get financial assistance from the project to fund the honorarium as stated in the sub point of new school.

The phasing of appointment of para teachers is given below:-

Year	1998	1999	2000	2001	2002	2003	Total
Para Teachers	80 20	80 20	- -	- -	- -	- -	160 40
						TOTAL	200

6.3.2.2 Construction of Boundary Wall

Boundary wall will for 300 schools be got constructed in which 30% will be given by DPEP and 70% convergence under DPEP schemes. Rs. 27 lakh will be reserved for this purpose in each district. If the amount is not utilized, then additional rooms will be constructed in the last year of project.

6.3.3 Community Mobilization

The empowerment of community solves many problems. A proper dissemination of information regarding both the challenges and achievement in the prevailing primary education scenario is an essential part of the community mobilization. Awareness campaigns are helpful to mobilize the community. Some innovations are introduced in primary education by Lok Jumbish, Guru Mitra Yojana, Shiksha Karmi but people are not aware of them. The awareness of people about education and educational innovations creates demand for education. The imbalances will be taken care of by the community itself. Hence DPEP proposed many initiatives for creating awareness.

Formation of Education and BNS:

The constitution and role of Block Education Committee and District Education Committee will be an essential part of the entire community mobilization programme. Bhawan Nirman Committee will consist of 2 members of chairman of the education committee.

In order to achieve the goal of UPE there will be organised an education committee at Block level. Members will be as follows:

1.	Pradhan Panchayat Samiti	Chairman
2.	Vikas Adhikari	Dy.Chairman
3.	Sarpanch of Gram Panchayat-3 (atleast 2 female)	Members
4.	Members of Zila Parishad-2 (atleast one female)	Members
5.	Member of Panchayat Samiti-2 (atleast one female)	Members
6.	Educationist	Member
7.	Woman Activist	Member
8.	Minority Representative	Member
9.	Sr.Dy.DEO	Member
10.	Principal of Sr. Sec. School	Member
11.	C.D.P.O. of Block	Member
12.	Medical Officer (Incharge of PHC)	Member
13.	Sacheta (WDP)	Member
14.	B.R.C. Co-ordinator (Atleast one third person are SC/ST)	Member Secretary

The role of Block Level Education Committee -

1. Helping the BRC level training Campaigns.
2. Convergence with resources at Panchayat Samiti level for school building and procurement of T.I.M.
3. Procuring land for new school building and BRC.

Consisting of District Education Committee:

1. **Governing Council** of 55 members under the chairmanship of Zila Pramukh.
2. Executive Committee consist of 20 members presiding by District Collector. DPC will be member secretary of both committees.
3. Two meetings in a year will be held of Governing Council and one meeting of Executive Committee will be held in the mid of year.

6.3.3.1 Awareness compaigns

For community mobilization awareness campaigns will be organised at CRC, BRC and district level once a year.

Reportory groups, kala jatthas will be activated through various artistic performances like folk songs, Bhajans and street plays. The message of literacy education and health, way of living will be spread in different sections of community.

To raise awareness in local festivals and melas like Chanaha Dham, Prakashotswa, Agrasen Jayanti, Gangour mela, Baba Ram Dev Mela, Mahaveer Jayanti, Melas of Dada Pamma Ram and Buddaa Johar-awareness booths/camps or centres will be set up.

School children will be encouraged to participate in the local festivals with pre-planned messages intelligently and beautifully included in their performances and cultural programmes. Bal melas, Rallies will be organised in the first three years at CRC, BRC level and District Level.

6.3.3.2 Award to the Best VEC and School in the Block

It is proposed to give awards to the VEC/Institutions of best enrolment and best retention specially specially for girls at block level per year. The award would be in the form of exposure trips to other blocks, districts and states. It will cost about 2.60 laes.

Costing table of awareness campaign and other efforts for retention is as

below:-

Total Outlay on Community Mobilization		
Particulars	Unit Cost	Total outlay
1. Bal Mela at cluster level for three years	0.02	8.52
2. VEC/PTA/MTA Mela at cluster level for five years	0.02	14.00
3. Kala Jatha/Exhibition/Rallies for 3 years at :-		
-a. CRC level	0.01	4.26
b. Block level	0.02	0.54
c. District level	0.10	0.30
4. Award to the best VEC in the each block per year	0.03	1.35
Total outlay will be		29.17

6.3.3.3 COMMUNITY PARTICIPATION

With a sense of commitment prosperous persons known for their contribution to cause of education have decided to share at various levels in the construction and procurement of teaching learning material.

DPO and DC Sri Ganganagar would ask donors (Bhamashah) to contribute liberally in the following spheres of activities:-

i. *Constructing complete school building-*

According to departmental norms, the person who donates the complete school building makes a 90% contribution towards the construction of school building is honoured by giving the name of the school as per the doners choice.

ii. *Contribution of additional rooms -*

Though DPEP Sri Ganganagar proposed to construct 163 additional class room. Total cost will be 360.5 lacs. It is belived that school will **always** need more and more additional class rooms. Doners will be motivated to keep on satisfying this requiring as they have been doing for the last several years.

iii. *Construction of School Boundary-*

DPEP Sri Ganganagar has put aside amount of 27 lacs towards construction of school boundries. At various levels of consultations this specific need was highlighted by the stake holders. For developing school small gardens for the other beautification activities and for safe guarding for school land. For enrichment the school, boundary construction is **necessary**. The amount of 27 lacs will be utilised in active community participation in 30:70 sharing basis, 70% being the community share.

iv. *Construction of Toilets-*

In a consultation district level stake holders meeting the participants expressed their willingness to share in the total expenses of toilets construction. One of the prominent and reputed citizen of Ganganagar Shri Malu Ram Bhambhu proposed to share the complete responsibility of constructing toilets wherever school are still need of the toilets.

[GNA/CPB/57/1/14]

6.3.3.4 Focus Groups

For the completely helpless children and astituters hostel facility will be provided at the needy place. This group specially include the cattle grazers, children from migrating families, child labourer, children from kilin labourer. These children can not possively attend the school throughout the year. So special condens/bridge courses are revised for them. Condensed courses required residential facility. On the basis of recommendation by the cluster resource co-ordinator a hostel for children of migratory families will be opened under this scheme. A hostel will be located in rented premises and provision of Rs. 500/- for each children. The duration of hostel students stay will be 6 months. In each block a provision of 25000/- for 50 children will be made. So that the children can make consuntrated efforts completing the regular course within shorter period. Four hostels are proposed under DPEP. Total outlay will be 30.00 lacs.

INNOVATIONS

- i. Thatched rooms for ECE
- ii. Replacement for furniture

Once the furniture was exhasted or got out of use, it was not replaced unless some doner will come.to rescue them. A healthy tradition will be introduced under DPEP and Rs. 1000/- granted to total old school. One third school will be provided grant per year. Total outlay will be 15.91 lacs.

6.3.4 Strategy for Disadvantaged groups

Girls, scheduled caste children, sheduled tribe children, children of land less labourers, kiln labourers, working children, child labourer children dwelling in sium areas, children of migrant groups are disadvantaged children. Special strategies are proposed for these focus groups.

6.3.4.1 Gender Strategies

Although the population of Ganganagar consists of various castes a common characteristic across the region is the marginalisation of female children. By all commonly accepted indicators their position in society is significantly lower than that of their male counterparts. This is due to the fact that as young children they are involved in house hold chores, fetching water, looking after their younger siblings and so on. Older girls work as agricultural labourers in the fields and in horticultural activities like plucking kinnoos, Malas, Grapes, Vegetables, cotton and narma.

Social attitude toward girl children and the lack of awareness among parents towards education are other factors which deprive girl children of education. Even the parents of the female children consider them as the future property of others and therefore see educating their daughters as a wasted investment. Early marriage, a custom prevalent throughout Rajasthan is another factor working against access to education for females. As families often misconceive education only as a means of making daughters more marriageable, girl who are married in their childhood are less likely to be sent to school.

Structural factors also act as deterrent for girls education. There is a lack of female teachers in schools of rural areas, which leads families to discourage their daughters education fearing for the security of their girls and adhering to the dictates of the purda pratha. Without female teachers there is also a lack of role models for young girls. The lack of priority for girls education is also reflected in the facilities provided at schools, which are rarely tailored to the needs of young girls. This is true in the matter of providing separate toilets, if toilets exist at all or other facilities necessary for girls. Many times girls are from poorer communities, religious minorities or lower castes, are indirectly edged out by the attitude of the teachers or students from the so called higher strata of society.

Female literacy rate is lower in comparison to national literacy rate. There are three blocks - Raisinghnagar, Suratgarh and Anoopgarh in which female literacy rate is below twenty percent. 10.23% in Suratgarh (rural) and 16.71% overall in the block. 18.73% in Raisinghnagar rural, 12.32% in Anoopgarh (rural) and 16.94% overall in the block. 12.23% female literacy rate of SC and ST is very disturbing. Gharasana (rural) and 19.53% overall in Gharasana tehsil. Some villages have almost zero female literacy.

There are only 66 primary schools only for girls. Girls are admitted in first class but they discontinue their study. GER and the retention rate can be seen in the following tables:-

GER in the District

	Boys	Girls	Total
General	107.00	94.60	100.00
SC	122.00	95.71	109.00

GER shows that there are over aged and under aged children in large number. It is estimated on the basis of sample checking that about 30 to 40 percent of the enrolled are either underaged or overaged.

Under DPEP our aim is to achieve 117.88 GER by 2003.

The table given above shows that GER is low in girls. So we have to adopt gender specific strategy as described in the following issues:

A. Access

There are 1148 school less habitations in the district. Habitation having schools do not offer facilities conclusive for girls education. There are not adequate toilets facilities in schools separately for girls.

There are not enough female teachers posted in rural areas.

Strategy

Among the teachers/para teachers being recruited under DPEP, preference will be given to women candidates. New buildings easily approachable for girls will be provided as is done in the locality of focussed groups. It will be decided after micro planning and school mapping.

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Provision of escort/ animator for the girls of focussed group by giving the responsibility to an experienced old lady taking interest in girls education will be considered in VEC meetings.

B. Enrollment

Although girls GER is 91% overall and 95.71% of SC girls. But retention rate is lower. 60% girls discontinue their study at primary level position of SC girls retention is only 27%. This can be seen in following table:

Retention and Dropout Rate of girls

S.No.	Block	Retention		Dropout	
		All	SC	All	SC
1.	Sri Ganganagar	58.19	29.92	41.81	70.08
2.	Karanpur	32.53	17.57	67.47	82.43
3.	Sadulshahar	56.24	35.45	43.76	64.55
4.	Padampur	43.07	23.56	56.93	76.44
5.	Raisinghnagar	41.66	34.49	58.34	65.51
6.	Suratgarh	38.99	62.50	61.01	65.30
7.	Anoopgarh	37.42	28.59	69.56	71.41

Problem of the child labour is a significant feature of retention. The girls do house hold work with their parent or work as seasonal labourers with land lords, farmers or at their homes.

Most of parents (specially SC) are ignorant about educational scheme of Govt. Lack of community involvement in school activities also adversely affects girls environment and retention.

Strategies

- ◆ 30% members of VEC women.
- ◆ Awareness Campaigns by youth forum/REC (Nehru Yuvak Kendra)
- ◆ Meetings with Caste/Community/Religious leaders.
- ◆ Special activities organised in focus group localities by VEC/Youth forums.
- ◆ Distribution of Self-Instructional material.
- ◆ Orientation programmes for PRI members.
- ◆ Involvement of girl child activists.
- ◆ Involvement of NGOs for environment creation.
- ◆ Special programmes for identification of drop-out girls, 'Back to School' campaigns.
- ◆ Synchronization of ICDS and ECE, two hours of additional pre-primary education for AWW. Additional payment of Rs. 200/- p.m. strengthening ECE.
- ◆ One E.C. Kit for each already running ICDS centres.
- ◆ Common core curriculum development for ECE at the state level with the help of UNICEF and DWCD act.
- ◆ Special micro project for ECE in selected clusters of low female literacy blocks.
- ◆ Checklist of do's and don'ts for teachers, A.S. workers, ECE workers etc. to ensure gender equality at **their** work place.
- ◆ Gender sensitization of all SC/ST girls who are weak in studies.
- ◆ Addressing needs of adolescent girls specially in SC/ST minority areas.
- ◆ Orientation of members of Madarsa Association in the selected areas.

- ◆ Health/IEC orientation of VEC members.
- ◆ Appointment of Girls Volunteers.
- ◆ Organisation of Bal melas of school and cluster level help from NGOs.
- ◆ Advocacy/awareness recreational-material development for girls.
- ◆ Institution of best enrollment and best retention awards specially for girls at village, cluster and block level. The awards will be in the form of exposure trips to other blocks, district and states.
- ◆ The institution of 'Khush Hal Balika Gram' in village and habitation where all the eligible girls have sustained retention and provision of special funds as a mark of recognition to that village for better retention and achievement of these girls.
- ◆ Separate provision of toilets for girls.
- ◆ Increasing community participation in school management.
- ◆ Micro project for girls education.

C. QUALITY

Issue : Qualitative achievement is low.

Strategy:

- ◆ Additional teachers, most of them as far as possible, will be female.
- ◆ Rendering the curriculum more relevant to girls daily lives and aspirations.
- ◆ Suggestions will be invited from the SIERT.
- ◆ Focus of the participation of girls child in the teaching-learning process.
- ◆ Unstructured learning focussing on gender.

- ◆ Provision of stationary to the focus groups the disadvantaged SC/ST girl child in the districts/block having literacy rate less than 15%.
- ◆ Research at BRC and DIET level to enrich gender perspective in the education.
- ◆ Social recognition of girls through awards/Certificates securing highest marks in the school at V standard.
- ◆ Making the girl child monitor of the class.
- ◆ Girls child to lead the prayer.
- ◆ Encouraging them to volunteer in community service, for teaching/village art/story telling, field visits in the close vicinity.
- ◆ Provision of weighing machines, height chart, eye test chart, Mirror etc. in the class/school.

D. CAPACITY BUILDING

Issue: Minimum participation of women in organisation & management of affairs of education.

Strategy:

- ◆ Involvement of women members of VEC in deciding sites for A.S. centres and recruitment of A.S. para teachers.
- ◆ Supervision of Civil Construction by female VEC members/Women groups.
- ◆ Mother-Teacher Association's involvement in running of schools and ECE centres.

6.3.4 Adoption of maktabas as a Alternate School

There are 14 maktabas running in Ganganagar and about 545 minority girls and boys attend regularly maktabas in morning run by community in a room attached to Mosque or in a separate premises. These maktabas mostly run from 7 to 9 in morning and 5 to 6 in the evening.

Strategies:

- ◆ Through survey activities identify and enlist the maktabas.
- ◆ Identify the children of age group 6 to 8 and 9 to 11 in Mohalla or Village through school mapping and micro-planning exercise.
- ◆ By consultation with community people adoption of Maktabas by designating them as alternative schools.
- ◆ Train the Moulavi who is at least VIII pass in A.S. curriculum and designate him as para teacher. If the Molvi is not qualified than any-qualified Minority lady may be selected and trained.
- ◆ In the first year on pilot basis 10 makbtabs will be selected in a minority concentrated area and designate them as alternate school.
- ◆ The teaching learning material and other facilities as prescribed for a alternate school will be given.

Strategies for Urban Area

There is a large population of 6 to 14 age group children in urban area, who are out of school due to many reasons such as:

- ◆ Earning wages i.e. working children.
- ◆ Social customs and traditions.
- ◆ Caring for sibling at home.

The children in the above categories may be non enrolled or drop out from the schools at different ages. 947 child labours are identified in the district but exact number of child labourer are not in known, nor properly documented.

Strategies:

Since NFE centres of 2-4 hour in night are not viable and successful due to many reasons, for making primary education accessible to these categories of children the following strategies are proposed:

'Back to School' Programme

Back to School Programme has been proposed as a major intervention for working children and girls.

Objectives:

The basic objectives of this programme under DPEP is to prepare dropout children of age group 6 to 9 and 9 to 11 years to join the main stream.

Intervention:

1. Condensed Course:

It will run for 6 to 8 and 9 to 11 years boys and girls separately. The duration of the course will be 2 to 6 months. It may be in summer vacations or at any convenient time decided by the dropouts and their parents. The major aim of this course is to prepare boys and girls for higher class as per their age and to get them enrolled in schools in July.

2. Bridge Course:

For drop out and non enrolled boys and girls of age group 9 to 11, specially for girls, will be organised for six months. The duration and venue will be decided

by negotiation with the community. It is proposed to plan the Bridge Course from January or any other suitable duration to be conducted in the premises of primary school in day time or any place agreeable to or suggested by the community. There are many children of land less labourers, kiln labourers, slumdwellers and minority groups. These children can get enrolled in the bridge migratory and condensed courses.

6.3.5 On the basis of recommendation made by CRC Co-ordinator a hostel for children of migratory families will be opened under DPEP. A hostel will be located in rented premises and provision of Rs. 500/- for each child. The duration of hostel students stay will be 6 months. Four hostels will be opened. Total outlay will be Rs. 30.00 lacs.

OPENING NEW ECCE CENTRES & STRENGTHENING ICDS CENTRES

In third phase only 15 new ECCE centres will be opened in urban area of block Sri Ganganagar converging through ICDS. The girl child get access with their siblings in formal schools. Anganwari worker will be given only Rs. 200/- per month additional payment. Total outlay will be Rs. 37.73 lacs.

ECE kit cost for Rs. 500/- per centre will also be provided. It will cost Rs. 3.93 lacs.

6.4 QUALITY IMPROVEMENT:

Qualitative achievement of primary school children is low in Ganganagar District, due to many reasons. Our commitment is to provide quality primary education to all in the age group of 6 to 11. Since the independence the quantitative components of UEE had been given priority. In the recent past several programmes were planned and implemented to enhance the quality of primary education. At present the formal schools suffer from some weaknesses like -

- (1) Lack of professional competency among majority of teachers.
- (2) Lack of commitment and irregular attendance of the teachers and children.

- (3) Lack of proper academic supervision and monitoring.
- (4) Joyful learning and activity based teaching do not exist.
- (5) Community co-operation is minimum.
- (6) Inadequate professional support to the teachers.

6.4.1 Text Books and TLMs

6.4.1.1 Introduction MLL based syllabus and text books in the district:

The text books prescribed in the syllabus are MLL based. But teaching method of teacher is traditional. It is required that the teacher must be motivated to teach according to text-books and as per the expectations given in the instructions to them in the books. Teachers guide will be prepared by the committee at SIERT and distributed among teachers. The cost of guides given to teachers of primary schools and A.S. would be bought by DPEP.

Keeping in view the fact that Rajasthan DPEP plan is basically a plan of strengthening gender perspective, it was decided to provide books exercise and stationary free of cost as an educational incentives to girls belonging to SC/ST community in the blocks, having female literacy less than 15%. The class wise cost for these item would be as under:-

1.	Classes I & II	Rs. 50.00
2.	Class III	Rs. 65.00
3.	Class IV & V	Rs. 90.00
Total outlay during five years will be		Rs. 33.15 lacs.

Work book to each student will be provided. Work book will be cost of Rs. 15/-.

Total outlay will be Rs. 150.45 lacs.

6.4.1.2 TLMs (Teaching Learning Material)

Importance of TLM in strengthening of achievement level and capacity building is well known. There is a provision of training to prepare low cost teaching learning material. Every teacher will be granted five hundred rupees per year during project period for preparing suitable low cost TLM. They will also be instructed at BRC to use the teaching material for optimum results. Use of grant of Rs. 500/- per year for TLM to every teacher would be verified by the concerned VECs and countersigned by CRC co-ordinator. It will cost about Rs. 110.98 Lacs.

Teacher Guide will be prepared and distributed to primary school teachers and para teachers. Total outlay is estimated 0.75 lacs.

6.4.1.3 MLL based text books are already introduced in Rajasthan by the LJP and the SIERT. But the acute need of work-books for consolidation of children's achievement is felt by every teacher students and guardian. There is a provision to prepare the work books under the guidance of the SIERT.

6.4.1.4 Provision of Library Books

Each VEC will provided to Rs. 2000/- annually per school for educational and physical activities. Out of this amount Rs. 500/- will be earmarked for purchase of books mainly from NTVCT. Total outlay Rs. 179.10 lacs.

6.4.2 Teacher Training

Rajasthan Government has introduced joyful learning for achieving quality. In spite of it there are a few serious gaps in teachers' competence towards achievement of the desired quality. Some of them are unskilled classroom practices by the teacher, multiple class teaching, without adequate training in multigrade teaching, high teacher-pupil ratio etc.

refresher course make the 6+6 = 12 days because most of the content of induction and refresher are common. So it make 6+3 = 9 days. In the subsequent year the refresher training will be of 6 days annually.

- ◆ Two training courses for primary school regular teacher (refresher) will be of 6 days and 3 days respectively, in first year. The first training will be the induction training initiating the teachers in DPEP norms, second will be refresher training in the same year and all the subsequent trainings will be refresher courses for keeping them abreast with the tried out techniques, use of TLM and MIS processes. The refresher courses will be an annual feature consisting of 6 days intensive training.
- ◆ These trainings will be conducted at BRC.
- ◆ Total outlay on regular teacher training is calculated to be Rs. 119.72 lacs.

6.4.2.4 Training Facilities

1. Every regular teacher and para teacher will be given regular training per year.
2. They will be provided with lodging and boading facilities.
3. These training will be residential.

The training chart give in the following table:

Training	Amount in lac.	Venue	I yr.		II yr.		III yr.		IV yr.		V yr.		Total	
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
1. Training of para teacher (30 days)	0.0312	BRC	100	3.12	160	4.99	60	187	-	-	-	-	320	9.98
2. Training of para teacher (10 days)	0.008	BRC	100	0.80	160	1.28	60	0.48	-	-	-	-	-	2.56
3. Refresher Training of Para Teacher (15 days)	0.0102	BRC	-	-	100	1.02	260	2.65	320	3.26	320	3.26	320	3.26
1000	10.20													
4. Training of Primary School Regular Teachers (6 days)	0.005	BRC	-	-	4151	20.76	60	0.30	-	-	-	-	-	-
4211	21.06													
+ 3 days)	0.0035	BRC	-	-	4151	14.53	60	0.21	-	-	-	-	-	-
4211	14.74													
5. Training of Primary Schools Regular Teachers Refresher (6 days)	0.005	BRC	-	-	4151	20.76	4211	21.06	4211	21.06	4211	21.06	4211	21.06
83.92														
6. Induction Training of ECE angan Wadi Workers (3 days)	0.0035	BRC	801	2.80	801	2.80	15	2.75	801	2.80	-	-	-	11.21
+ 3 Days refresher	-	-	-	-	786	2.75	Convergence by WDP.						2.75	

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6.4.2.5. Educational Tours

DPEP has adopted an innovation to arrange an educational tours of VEC members and A.S. para teacher per year. VEC and CRC Co-ordinator will arrange these tours. Group of 20 VEC members and another group of 20 A.S. para teachers will be facilitated these tours. Intra district 10 members and 5 members Inter state to visit school construction work and process of implementation of DPEP. These tours will improve the quality of primary education, mobilize the community through VEC members and create interest among teachers and VEC members. DPC and his assistants will select the more active, more interested and innovative minded member and teacher for this purpose on recommendation of CRC, BRC.

CHART OF EDUCATIONAL VISIT

	Duration	Participant	Unit cost per person	Total Expenditure
(a)				
(i) Exposure visit for VEC Members within District	2 days per year	4 batches of 10 persons	0.004	0.80
(ii) Visit out of District	3 days per year	2 batches of 10 persons	0.008	0.80
(iii) Visit out of state	6 days per year	1 batch of 5 persons	0.04	1.00
(b) Exposure visit for A.S. Para Teacher	Above mentioned schedule will be applied.			

6.4.3 Monitoring Learner's Achievement

The monitoring of all learners achievements will be done by the CRC Co-ordinator and VEC. The CRC Co-ordinator will also supervise ECE, NFE Centres alongwith primary schools. The CRC Co-ordinator will be trained at BRC to enable him for the work of monitoring the learners achievement. D.P.O., BRC and DIET will also monitor and guide about it. Monthly report will be sent by teachers, para teachers, ECE and Anganwadi workers to CRC Co-ordinator. Achievement chart of learner's will be recorded weekly by his teacher in the class. The general trends of

learner's achievements subject wise will be documented at the CRC, like wise the total performance of each child spread over the periodical tests and annual examinations will be documented at the CRC.

6.5 CAPACITY BUILDING AND INSTITUTIONAL DEVELOPMENT

6.5.1 DIET

Teacher has the pivotal role in any educational programme. DPEP aims at bringing about social change through UPE by revamping the content and process of education. To achieve this objective it is extremely necessary to enhance competency, efficiency and involvement of teachers in the process of education, bring about attitudinal changes and motivate them by conducting regular various inservice training programmes. It will be the responsibility of the DPEP to provide resource support for teachers, evolving proper teaching methods after experimentations and trials and to strengthen primary schools and teachers academically by training them and monitoring their work. The methods adopted to achieve these aims will be to identify the needs of students and teachers at primary level by micro level research keeping in the natural social and cultural environment in the district.

DIET as nodal agency in the district, will be responsible for various training of programmes at elementary level of education, prior to establishment of such trainings at primary level in the State.

(1) The functions of the DIET envisaged under DPEP will be:

- ◆ Provide pre-service training.
- ◆ Provide induction training to teachers and alternative education functionaries.
- ◆ In-service training and field interaction to all functionaries, formal, non-formal and adult education, alternative schools and ECE.
- ◆ Provide regular quality input to BRCs and CRCs.

- ◆ Sansitization at the district and block level educational functionaries training will be held at DIET one time in the project period. Gender perspective based literature will be published by the SLO and distributed through DLO.
- ◆ Running model schools by adopting one school by each person at the BRC in order to implement model methodologies and approaches in order to provide role model to teachers and demonstration.
- ◆ Designing courses, preparation of course material and evaluation of courses.
- ◆ Conducting fields studies, action researches, case studies and pure resources.
- ◆ Helping DEO, DPO in educational planning and programmes and provide academic support.

6.5.1 Existing staff, Sanctioned Staff

<i>S.No.</i>	<i>Post</i>	<i>Sanctioned</i>	<i>Existing</i>	<i>Vacant</i>	<i>Scale</i>
01.	Principal	1	0	1	
02.	Vice Principal	1	1	-	
03.	Sr. Lecturer	6	6	-	
04.	Lecturer	30	24	6	
05.	Accountant	1	1	-	
06.	Steno	1	1	-	
07.	Librarian	1	1	-	
08.	Lab Assistant	2	2	-	
09.	Office Suptt.	1	-	1	
10.	UDC	2	2	-	
11.	LDC	6	6	-	
12.	Stastical Inspector	1	1	-	

6.5.2 DIET Involvement in DPEP and Strengthening DIET

As the work load of DPEP will increase with the introduction of DPEP in the District, it is proposed to provide the following facilities to DIET.

The DIET, Ganganagar is 20 km. away from the Distt. Headquarter. As the DIET people are to visit the field for survey, imparting training at BRC and CRC levels and to carry out studies and evaluation therefore, it is proposed to provide a vehicle and driver to DIET and the vehicle earmarked for DIET will be shared by DEO (Ele.) also in case there is not govt. vehicle with the DEO.

It will cost Rs. 12.50 lacs during project period.

Extra grant is reserved for following purposes under DPEP :

	Unit Cost	Total Outlay (in lacs)
a. Furniture	1.50	1.50
b. Equipments	0.63	0.63
c. Civil works	Lumpsum	3.00
d. Recurring Expenditure	0.80	4.00
	TOTAL	9.13

Under DPEP would include-

- ◆ Training of key resource persons, master trainers, AS instructors, BRC coordinators and resource persons.
- ◆ Monitoring and evaluation of training programmes developing MIS.
- ◆ Carry out survey and studies.
- ◆ Identifying innovations and dissemination of the field out and successful innovative methods and practices, so that they are replicated.

- ◆ Developing teachers guides, students work book, VEC and ECE workers guide books.
- ◆ Development of curriculum and books for ECCE and AS centres in the district.

6.5.1.3 Research provision under DPEP

At present the researches and action researches are being conducted at higher levels by the universities and other research organizations. The grass root level issues are less focussed. There is an urgent need to conduct researches or action researches on the issues it is proposed to concentrate on this area. At the same time data base pertaining to educational indicators should also be generated at considerable length. Now the trend is needed to be changed by encouraging the teachers. Teacher educators will also be expected to take up the day to day problems of class room and outside class room.

Improvement of teachers through generating knowledge and information in the vital issues of education must be encouraged and supported. Under DPEP action research will be conducted in DIET. For action research there is a provision of grant at DIET. This grant remains unutilised. Therefore no any grant has been proposed for DIET. The grant allotted to the Ganganagar DIET is sufficient for DPEP matters.

Community participation in achieving UPE.

Training to be conducted at DIET

1.	Gender sensitization training of District (3 days)	At DIET	0.12
2.	Orientation of DLOs (2 days)	At DIET	0.08
3.	Training of BRC Co-ordinator (10 days)	At DIET	0.13

6.5.2 BRC

As the present infrastructure for inservice training of primary school teacher is inadequate, therefore installation BRC at block level in addition to existing DIET at Chunawadi will provide inservice training to primary school teachers, head teachers, para teachers, ECCE instructors and NGOs etc.

6.5.2.1 Number of BRC's to be established

There are seven panchayat samities in District Sriganaganar, Anupgarh panchayat samiti covers a large area. So it is divided into three blocks - Anupgarh, Srivijaynagar and Gharsana. Nine BRCs have been established. The list of BRCs is attached here:-

Sri Ganganagar, Sri Karanpur, Sadul Sahar, Padampur, Raisingh Nagar, Suratgarh, Sri Vijaynagar, Anupgarh and Ghadsana.

6.5.2.2 Role and function of BRCs

- ◆ To impart different kinds of training like - training of every teacher, CRC Co-ordinators, A.S. Instructors, Anganwadi workers, Mahila groups.
- ◆ To organise monthly meetings of block level education committee and to share analysis of different kinds of studies.
- ◆ To build capacity in different fields of education - material production, evaluation of text books and teacher guide.
- ◆ Receiving feed **back** from the clusters and compilations and transmission of the district level information back to clusters and villages.
- ◆ To receive necessary guidelines from DIET/SIERT and use them in different kinds of training to be conducted at BRC.

- ◆ Proposal by VECs for para teachers selection will be approved by BRC co-ordinator.
- ◆ Maintain examinations records of School and keep a close vigilance on it.
- ◆ To assist in evolving proper content and methodology for A.S. instructors training through participatory approach.
- ◆ There is a provision of action research at BRC class room teaching problem related topics will be base of the research. Cost for action research work is estimated during project period is 2.00 lacs.

(6) To Monitor and Evaluate the Training at CRC level

Each BRC will be constructed at education and block headquarter preferably adjoining to existing primary school building. Each BRC will identify two retired teachers and one lecturer/headmaster of secondary school, academicians who will be used and an resource persons in the recruiting training programme. The BRC resource team will receive training an master trainers at DIET, BRC will provide lodging facilities to the trainers, while the boarding arrangements will be done by participants for which they will be provided/sufficient daily allowance/honourarium. Till BRC building is constructed, the inservice training programme will be organised in the nearby centre school of the block or building on hire will be provided to conduct trainings during the first 9 months. It will cost 3.24 lacs. The vehicle earmarked 4 blocks would be shared by all blocks in the manner with each of them high set for a vehicle. BRC Co-ordinator would hire a vehicle for not more than 7 days in a month for supervision purpose.

6.5.2.3 Training to be conducted at BRC

6.5.2.4 Facilities to be provided at BRC

- (1) It is proposed to construct a building for BRC for each community development block. Anupgarh Block is divided into three blocks - Srivijaynagar, Anoopgarh and Gharsana. Building construction work for BRC at block level will be completed in two years. Construction of each block will cost Rs. 7.40 lacs. Each block will consist of an Hall, two big rooms, stores, office and toilets for male and female separately. It will cost Rs. 66.60 lacs.
- (2) Besides the Block Resource Centre Co-ordinator, Assistant Co-ordinator working in the first grade and two retired persons attached to academic profession. There will be proper arrangement of telephone, library, furniture and lodging at BRC level and equipment.

Funds will be provided at BRC as follows

Furniture	0.10
Equipments	1.15
Maintenance	0.092
Books	0.050
Office Expenses (Recurring)	0.274
Office Expenses (Non Recurring)	1.26
Action Research	0.10
Rent	0.48
Contingency	0.30
Total Outlay will be	Rs 107.02 lacs

Typist, Peon, Security Guard will be appointed on contract. It will cost Rs. 38.34 lacs.

Selection of BRC Co-ordinator & Asstt. Co-ordinator

Selection of BRC Co-ordinator and Assistant Co-ordinator will be done by the DPO. BRCC will be a good secondary school headmaster or senior secondary school's principal, selected on deputation. The post of Assistant Co-ordinator will be secondary school's headmasters. Expenditure on staff salary and TA, Medical is estimated to 223.47 lacs.

Training to be conducted at BRC

1.	Induction training of CRC	
	Co-ordinator (10 days)	1.14
2.	Refresher training of CRCC	
	(5 days)	2.84
3.	Training of Panchayat	
	Community Members	
	Municipality Functionaries	
	(per year)	5.75
4.	Orientation cum Review	
	Meeting of CRC Co-ordinator	
	at BRC (2 days)	17.75

6.5.3 CRC

6.5.3.1 Number of CRCs to be established under DPEP

142 CRCs will be established in Sri Ganganagar district to boost up the educational activities at the grass root level by holding mutual interaction by the teachers of the schools. The highly motivated and capable teacher will be taken on deputation on the incharge of CRC. There will be clusterisation of 12-15 schools. Schools within 8 kms. radius will be covered by one cluster.

CRC will be an important institution which will provide a significant direction to DPEP. Training will be given to its 5 posts - teachers, members of VEC, para teachers and ECCE workers and meetings of teachers of CRC level, PTA and members of MTA will be organised.

6.5.3.2 Construction of CRC Building

CRC building with a room and toilet, electricity and drinking water facility will be attached with a local primary school. There will be 142 CRC in Sri Ganganagar. Expenditure on construction will be Rs. 248.50 laes.

Following budget will be allotted to CRC under DPEP-

Furniture	0.192
Office Expenses (Recurring)	0.050
Office Expenses (Non recurring)	0.060
Total Outlay is estimated for	Rs 71.280

6.5.3.3 CRC Activities under DPEP

Cluster resource centre is manned by local head teacher for following action of inservice training with monthly meetings of teachers sharing class room practice and discussion on administrative, financial and academic problems. Two day monthly meeting of A.S. para teacher and one day quarterly training for VEC members will be organised subsequently in a month. CRC Co-ordinator is to visit primary schools in this cluster for supervision and to provide on the spot guidance to teachers in academic and administrative matters. He has to do micro-planning and school mapping. One day training of VEC members on school mapping and micro planning also be conducted at CRC. Checking teachers diaries and additional TLM will also be prepared there.

6.5.3.3. Monthly one day programme at CRC

All teachers of cluster level will meet at the CRC once every month on the last working day. The headmaster of the school to which CRC is attached (CRC Co-ordinator) is responsible for organizing these one day sessions and for maintaining records. CRC programme has three district sessions.

1. **Experience Sharing Session** - The teachers will share their experiences over the previous month. Difficulties faced by teachers while attempting child centred pedagogy are discussed alongwith innovations which proved to be successful. The teachers will be encouraged to identify possible solutions to the various problems encountered. This session is also used for systematically recording feedback on the text books, hand books.
2. **Subject Area Session** - This session will be mainly used for supplementing and reinforcing the area initially covered at the BRC sessions. This session is also be used for preparing evaluation material for form examination.
3. **Planning Session** - This session will be used for carefully planning of the activities for the next month.

6.5.3.4 Selection of CRC Co-ordinator

Selection of CRC Co-ordinator will be done by the DPO. He will be a good teacher selected by deputation who will be able to practise the project evaluate it and create public awareness.

6.5.3.5 CRC Co-ordinator will be deputed from education department and he will be paid the salary of a second grade/first grade teacher. Salary and TA/Medical grant will cost of Rs. 759.70 lacs during project period.

Vehicle Facility- With a view to make a CRC co-ordinator mobile a TA, subject to condition of owing a two wheeler automobile will be given @ 600/- per month. Total outlay will be Rs. 51.12 lacs.

6.5.4.1 Constitution of VEC

In order to provide education to all formation of villages, education committee has been preceived as a major organisation at the grass root level. This will give the much needed impetus to the enrollment. Villages education committee will consist of the following twelve members:

1. Sarpanch/Panch/others.
2. 30% female candidates.
3. —PTA/MTA.
4. S.C. representative interested in education.
5. Retired headmaster/Educationalist
6. Worker
7. Women activist
8. Headmaster of primary school.

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One third of the membership of VEC shall be represented by female members. The committee shall be area specific and not school specific complying so that a committee may have more than one school or the area of its operation

6.5.4.2 Functions of VECs

1. Help in village level micro planning, school mapping and determination of catchment area.
2. School construction - management and accounts in co-operation with member secretary.
3. Obtaining maximum enrolment and retention.
4. Ensuring maximum enrolment and retention.
5. Encouraging effectivity and punctuality of teachers.
6. Procurement of low cost teaching-learning material and other educational facilities.
7. Holding or co-operating in school level cultural programmes and tournaments etc.
8. Arranging educational tours VEC members.
9. Taking care of the alternative schools, anganwadi centres etc. and evaluation of their performance and achievements.
10. To provide teachers awards.
11. Prizes to talented students.
12. Review of enrolment register, drop-out register.
13. Arranging Mlahila Utsava and Bal Melas.

14. Attending 2 days VECs training at CRC level.
15. Identifying qualified para teachers and appoint them after approval of BRC level committee.

TRAINING AT CRC

1.	Orientation of VEC members at CRC (2 days) for first three years.	0.002	115.20
2.	Monthly review-cum Orientation Meeting of Primary School Teachers at CRC (one day) per month	0.0005	104.74
3.	Training and Orientation of BNS at CRC (one day)	0.001	3.20

6.5.4.3 Training strategies of VEC members

SIERT will organise orientation programme for district functionaries and DIET expert.

DIET and district functionaries will orient VEC, CRC will be assigned the training of VEC, VRCS will be assigned the training of VEC in the subsequent years after their constitution.

VEC's will be given training at DIET in DPEP for managerial skills.

VEC's will be motivated by organising function every year by NGOs (HGVS). Training component of VEC:

- (i) Main thrusts of UPE - Enrollment, retention and achievement.
- (ii) DPEP objective and strategies.

MANAGEMENT
STRUCTURE
AND
MONITORING

Chapter - 7

MANAGEMENT STRUCTURE AND MONITORING

7.1 INTRODUCTION

Management structure and monitoring are dealt with in this chapter. It consists of the management of district project office, monitoring, management information system, education management system, project management information system and setting up committees, task force at different levels. The unit cost and total cost is also mentioned in the chapter.

7.2 District Project office

7.2.1 Staffing at DPO

TABLE - DPO LEVEL STAFF

S. No.	Post	No.	Pay scale	Unit cost Amount (in laes)	Total cost of project period (Amt. in laes)
1.	District Project Officer	1	12000-16500	2.00	10.00
2.	Programme Officer	5	10000-15200	1.73	43.25
3.	Accounts Officer	1	8000-13500	1.52	7.60
4.	Accounts Assistant	2	Fix 3000/- pm	0.36	1.80
5.	A.En.	1	8000-13500	1.52	5.70
6.	J. En	9	on contract 5000/- pm	0.60	29.25
7.	Drafts Man	1	on contract	0.12	0.45

8.	Computer operator	1	on contract 4000/- pm	0.48	2.40
9.	Programmer	1	On contract	0.60	3.00
10.	Computer literate stenographer	2	on contract 3000/- pm	0.36	1.80
11.	LDC	1	on contract 3000/- pm	0.36	1.80
12.	PEON	1	on contract 1800/- pm	0.21	1.05
13.	Night Guard	1	on contract 1800/- pm	0.21	1.05

7.2.2 Staff (recruitment process of the staff)

The selection of the District project co-ordinator and programme officers will be done by the state office and the recruitment of the remaining staff will be done by the DPO office.

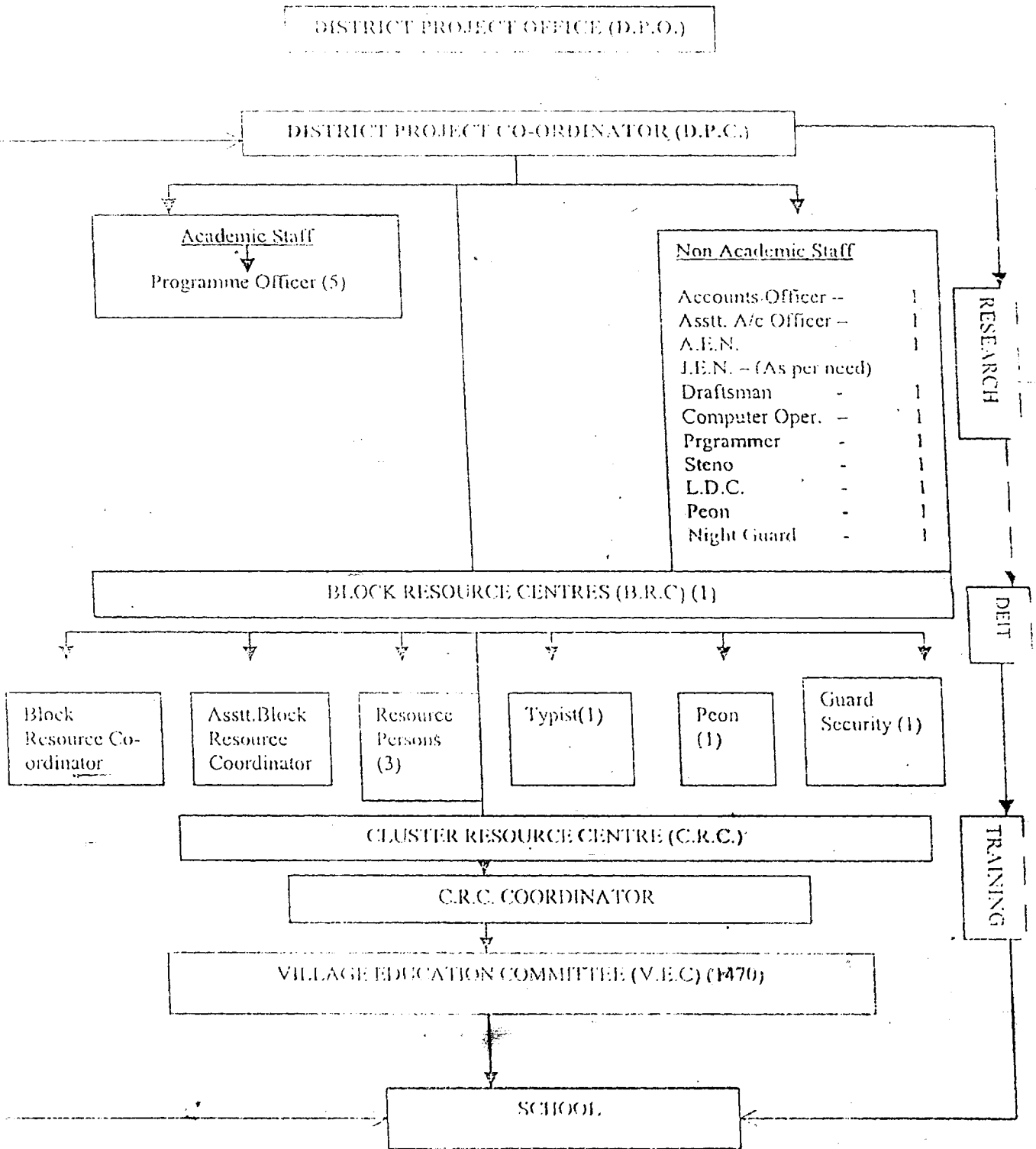
7.2.3 Furniture and Equipments

An amount of Rs. 2.82 lacs will be spent on equipments and for furniture 1.6 lac will be spent. Unit cost of the equipment to be provided under DPEP to DPO office is 2.82 lacs and for furniture it will be spent on the first year of the project period. The details of the equipment and unit cost is given in table 7.3.1.2

7.2.4 Total management expenses

Compliance of 6% management expenses, the total expenditure of the DPO staff will be put under the management head. In the first year only 14.32 lacs will be

DISTRICT PROJECT OFFICE



spent and 142.74 lacs will be spent in the total project period. In this head. Detail is given in the annexure. The DPC programme officers will be on deputation and all the other staff will be kept on contract base up to the project period. The office will be established in a rented building. Rs. 5000/- per month will be given for rent. One vehicle will be provided for the DPC and the programme officers.

7.3 Monitoring (EMIS and PMIS)

7.3.1 Management Information system (MIS)

7.3.1.1 An effective and established MIS office at DPO efficient management information system plays a key role in success and failure of a project our district core team proposes to establish a strong MIS at DPC office which will have PMIS and EMIS.

7.3.1.2 Staff

A computer operator/ programmer will be appointed on contract basis and he will be paid 4000/- P.M. He will be responsible for the compilation, documentation and preparation of the software on computer.

7.3.1.2 Equipment

The following are the infrastructure hardware and software requirements for the effective functioning of MIS unit at the DPO office.

FURNITURE

- | | |
|------------------------------|---|
| 1. Fire protection equipment | 2 |
| 2. Vacuum cleaner | 1 |
| 3. Emergency light | 1 |

HARDWARE

- | | |
|---------------------|---|
| 1. Pentium Computer | 1 |
| 2. Printer | 1 |
| 3. Modem | 1 |

SOFTWARE

1. MS Window -
2. MS Office (Word, Excel, Power point)
3. Fox-Pro (Window based)
4. Anti Virus
5. Disk diagnostic tools
6. Bilingual word processor

7.3.1.3 Maintenance

For the maintenance of equipment Rs. 1.12 lakh will be spent in the project period. The MIS staff will be responsible for the maintenance of these equipment. In the first year (for only four months) Rs. 0.07 lacs will be spent.

7.3.2 Educational Management Information System (EMIS)

7.3.2.1 Objectives

Educational management information system is a comprehensive software package which collects educational statistics to reflect various educational indicators such as enrollment retention and drop out. It is also used for planning and monitoring project inputs.

Chief objective of EMIS will be to develop a network for collection of educational statistics from recognised institutions imparting primary education to create a school level computerised data base at the district level to provide access to school level data base to educational planners administrators and researchers at district state and national level and train them adequately to analyse and use the data base for the future planning and to provide a programme solution for DPEP of our district to monitor the progress of primary education at the district state and national levels by monitoring key education indicators.

7.3.3 Project management Information system (PMIS)

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

7.3.3.1 Objective

The chief objective of PMIS will be to track the progress of delivery of project inputs, monitoring the fund movement, monitoring the physical progress of

the project activities and to provide project performance indicators which help the project authorities to take corrective steps for smooth implementation of the project.

7.4 Setting up committee/ task force at different levels

7.4.1 At district level

District Education Officer, Principal DIET, Project Co-ordinator, task officers of the SIERT, lecturers DIET, will be the members of the task force at the district level. They will be responsible for the training of the resource persons and for monitoring work. The committee shall have to undertake annual evaluation of the performance of the schools the facilitate and provide for academic supervision and inspection of schools.

7.4.2 At The Block Level

BRC co-ordinator and 2 resource persons will be responsible for training at block level. They will undertake annual evaluation of the performance of schools, to facilitate and to provide academic supervision of schemes under the control of the block. They will also promote sports and cultural activities among the students in the block schemes. 9 BRC will be formulated in the district. Rs. 421/- lacs will be spent on 9 BRC's in the total project period. Two vehicles will be provided for these 9 BRC's they will kept on rent.

7.4.3 At The Village Level

At every village a VEC will be constituted to look after the construction work and to strengthen the supervisory system of school. The VEC's will ensure

universal access, enrollment and retention by motivating the parents for regular attendance of children and reducing their dropout. They will create conducive atmosphere by improving the infrastructure facilities in schools with ensuring quality of instructions. They will also work to mobilise for membership fee and other contributions etc. Including the Sarpanch, other public representatives and people from various groups of the community, every VEC will has 12 to 15 members. A district committee will be registered on behalf of every VEC. There will be 1600 VECs in Ganganagar district. Every VEC will be given Rs. 2000/- per year for per school for school improvement fund. The members of the VEC will supervise the construction work as well as the school activities. VEC members will be trained at CRC level for 2 days every year. The members of PRI, will also be trained at VEC. There will an exposure visit for VEC members within district four batches of 10 persons each every year will made fot it. There will be a 3 days visit out side our district, 2 batches of 10 persons every year and 6 days visits outside the state of 5 persons every year.

An anward of Rs. 3000/- every year will be given to the best VEC at BRC level. Mahila meetings with assistance 06 PTA/MTA are VEC will bew organised at CRC level. Rs. 2000/- will be spent for organising these meetings. Kala Jatha/exhibition/rallies at CRC level for 3 years will be organised. Rs. 1000/- per year per VEC will be spent for 3 years.

CIVIL

WORKS

Chapter-8

CIVIL WORKS

8.1 Introduction

This Chapter trods over the civil work in the district - like construction of school building and classrooms , CRC building, BRC building, drinking water and toilets, sheds for alternative schools, repair of existing school buildings, building designs and implementation of civil works strategies.

8.2 School Building and Classrooms

Under D.P.E.P construction of school building and extra class rooms will be the main task so that all the children may get sitting facility as per the retention and access targets. 120 primary schools will be opened during the project period. Two rooms of Rs. 2.5 lacs will be constructed in each school. 85 rooms will be constructed in building less schools and 163 additional rooms will be constructed in 70 over crowded schools and in 93 single room schools.

8.2.1 Unit Costs

Per unit construction cost of a school will be 2.5 lakh. It will consist of two rooms, separate toilets for girls and boys and facility of drinking water. In the building less schools, a single room with verendah will be constructed costing Rs. 1.25 Lac.

8.2.2 Total Number of School Building (Phasing) and Classrooms

Under D.P.E.P. 120 school buildings will be constructed, respectively like

this:-

	Unit Cost	1999-2000	2000-01	2001-02	2002-03	Total
Construction of building in new schools	2.5	60	60	-	-	120
Cost		150.0	150.0	-	-	300.0

240 rooms with varandahs will be constructed in new schools costing Rs. 3.00 Lac. Besides two room sets will be constructed in 45 schools out of 78 buildingless schools. Thus total 90 rooms will be built under this scheme.

	Unit Cost	1998-99	1999-2000	2000-01	2001-02	2002-03	Total
Phasing	1.25	15	60	120	53	-	248
Cost	-	18.75	75.00	150.00	66.25	-	310.00

8.2.3 Process of Construction

Construction of buildings in building less schools, over crowded schools and new schools will be done under the direction of V.E.C. based on the norms prescribed by the members of B.N.S. All these works will be supervised by the J.En. and A.En. The building of new primary school will be constructed in the first three years and the additional rooms will be constructed in the first four years.

8.3 C.R.C. Building

Construction of one room, toilets for males and females and facility of drinking water at CRC will be done under civil works. There are 142 CRCs in the district.

8.3.1 Unit Costs

Unit cost of C.R.C. has been determined at Rs. 1.75 Lac.

8.3.2 Total number of C.R.C. Building (Phasing)

142 C.R.C.s will be established for follow-up and supervision of primary school clusters in district Ganganagar.

The CRCs will be established in the following manner-

1998-99	99-2000	2000-1	2001-2	2002-3	Total
71	71	-	-	-	142.00
13.5	235.00	-	-	-	248.50

8.3.3 Process of construction

Construction of CRC building will be managed by the concerning V.E.C. the supervision of CRC construction work will be done under the guidance of the J.En. and Bhawan Nirman Samiti. The construction of CRC will be completed in the first two years. The CRC buildings will be constructed in a primary school of that cluster.

8.4 B.R.C. Building

B.R.C. unit cost is Rs. 7.40 lac which will consist of one hall per unit two rooms, store, office and separate toilets for men and women. It will be constructed in a middle school of that block

8.4.2 Total Number (Phasing)

1998-99	1999-2000	2000-01	2001-02	2002-03	Total
9	9	-	-	-	9
9	57.6	-	-	-	66.60

The work on all BRCs will start from the first year and finish the next year. Each will consist of one hall, two rooms, office, store and toilet facility. Total 9 halls and 18 rooms will be built.

8.4.4 Process of Construction

Construction of B.R.C. will be done by B.N.S - a sub committee of the Block Education Committee.

8.5 Drinking Water and Toilets (urinals)

8.5.1 To provide drinking water facilities Rs. 0.45 lacs will be given to hand pump and Rs. 0.15 lacs will be given for PHED connection. Nearly all schools have this facility and the remainings will be provided through convergence.

Unit cost of urinals is Rs. 5000/-. 29 schools will be provided this facility.

Unit cost of drinking water is Rs. 50 thousand and urinal unit cost is 10 thousand rupees.

8.5.2 Total Number (Phasing)

(Cost in lacs)

Drinking Water	Through DPEP	Nil	-
	Through Convergence	659	98.95
Urinals	Through DPEP	29	1.45
	Through Convergence	758	72.25

8.6 Shed for alternative school

8.6.1 Objectives

A.S. have been proposed for providing equivalent primary education to all the remaining deprived, working children, left outs and drop outs and migratory children.

8.6.2 Unit Cost

Unit cost of shed of A.S. is determined Rs. 10,000. DPEP will provide 50% of cost and 50% sum of expenditure will be born by community.

8.6.3

Total 200 A.S. centres will be opened during project period. Out of these A.S. only 120 shed will be constructed on the base of 60% of the total number. 9 shed will be constructed for ECCs on the base of 0.5%. Remaining shed will be constructed through convergence.

	1998-99	1999-2000	2000-01	2001-02	2002-03	Total
	60	60	-	-	-	120
	40	40	-	-	-	80
Expenditure						
Through DPEP	3.00	3.45	-	-	-	6.45
Convergence	3.00	3.45	-	-	-	6.45

8.6.4

Local material as bricks, cement etc. according to requirements will be used while constructing the A.S. Shed. So that school structure may be constructed at reasonably low cost and maintaining the quality of work. Provision has been made for concrete and attractive floor.

8.6.4.1. Boundary walls Rs. 27.00 lacs will be used for boundary walls. For it 70% will be given by the community and 30% share will be given by DPEP.

8.6.5 Maintenance Aspect

Maintenance of all the buildings constructed under DPEP will be managed through convergence with local people and the concerning departments.

8.7 Repair of Existing School Buildings

There are 58 schools which require minor and 73 schools require major repairs. The repairing will be done and Rs. 51.00 lacs will be spent through convergence.

G.P.O. 1998-99

8.7.1 Minor Repair

Scattered breakage in flooring and repairing door and window have included in minor repairs. Rs. 0.25 lacs will be spent for one unit. It will be done through convergence. Rs. 14.5 lacs will be spent for it to cover 58 works.

8.7.2 Major Repair

Roof leakage, breaking, repair of cracks in roof or walls have been included in major repairs. Rs. 0.50 lacs will be spent for one unit due to lack of resources, it will be done through convergence and Rs. 36.5 lacs will be spent for it to cover 73 works.

8.7.3 Process and Agencies of Repair and Maintainance

Repair work will be done by the members of B.N.S through V.E.S keeping in view the prescribed norms.

8.7.4 Unit Costs

Rs. 25 thousand for minor repair and

Rs. 50 thousand for major repair

per unit has been prescribed.

8.8 Building Designs Strategy General

There will be an assistant engineer as an adviser who will help the district education coordinator. There will be one Junior Engineer for every 20 civil works posted at the BRC level. Projected (probable) targets will be decided on the basis of priority for implementation.

8.9 Implementation Plan of Civil works Strategies

8.9.1 Organisational Setup

Keeping in view the main principle " Public Participation" V.E.C. and B.N.S. will be constituted to manage and supervise the civil works adequately.

Besides an Assistant Engineer at the district level one J.En. for each 20 works will be appointed on contract basis. Thus a civil work construction unit will be formed. There will be a draftsman to draw a draft of all the construction work.

The civil works construction unit will also undertake action research for developing innovative techniques, designs and methods in civil works.

8.9.2 Construction Agencies

The entire range of civil works will be done through V.E.C. and B.N.S. Both these agencies will get the work completed through public cooperations.

8.9.3 Schedules

An amount equivalent to 5% of total civil work expenditure in the 1st year, 40% 2nd yr. 40% 3rd yr. and 15% in the 4th year will be done in schedule.

Priority has been given to B.R.C. and C.R.C. besides the construction of 60 A.S. schools will start in the first year. B.R.C. and CRC will be ready by the second year. construction of new schools will be started in the second year and all the construction works will be over by the fourth year.

8.9.4 Supervision

For the supervision of civil works besides V.E.C. and B.N.S., there will be a J.En. as technical adviser and an assistant engineer at the district.

8.9.5

Obtaining people's participation at all possible levels is the main principle of the project under which VEC and BNS will hold main role in civil works. Participation of local people, masons, skilled workers etc. in construction work will be taken so that they feel the project as their own and feel attachment.

8.9.6 Maintenance

An accountant will keep all the account of total civil works and he will also ensure that the works are being done accordingly.

COSTING

AND

PROCUREMENT

CHAPTER-9

COSTING AND PROCUREMENT

9.1 Introduction

This chapter takes account of monetary aspect of the project. It studies basic costing, summary cost and also procurement procedure.

9.2 Costing - Units Cost Norms:

9.2.1 Construction Costing

(a) Construction of DPO

Building of DPO will be taken on rent at distt. head quarter rent of building as per P.W.D. assesment will be 5000/- per month.

(b) Construction of BRC

9 BRC will be constructed by phasing. In the first phase only basement will be completed while in second phase i.e. in 1999-2000 all the 9 BRC will be completed. In a BRC 4 rooms of size 20'X 25' accompanied with toiletry facility costing Rs. 7.40 lacs. will be constructed. according to norms decided by P.W.D. State Govt. 9 Months duration is required to construct BRC Building. Hence rent building for this duration at the rate of 4,000 per month will be provided.

(c) Construction of CRC Building

There are 142 CRC decided to be opened in the distt. Each CRC building will cost Rs. 1.75 lacs having one room of size 20'X25' accompanied with toiletry facility.

(d) Construction of New Primary schools

New primary school building having two rooms and a thatched for ECE will have its unit cost 2.50 lacs. per school according to PWD norms. In the distt. there are 120 NPS proposed to be opened.

(e) Construction of shed for A.S.

At the locations not fulfilling the conditions of NPS, provision for a A.S. shed are proposed. The No. of A.S. shed proposed in the distt. are 200 costing each shed 0.05 lacs. according to Civil Works Cell norms. 50% of the cost will be shared by local participation.

(f) Construction of Additional class rooms

In the distt. numbers of schools are building less. Hence class rooms are proposed to be constructed at 163 schools single class room in each school. Cost of a room with size 20'X25' is calculated to be 1.25 lacs. according PWD norms. Thus each school will be constructed at a cost of Rs. 1.25 lacs.

9.2.2 Salary:

(a) At DPO:-

One DPC, 5 programme officer and other subordinate staff. Works out to be 14 in number are appointed at DPC. Beside this one assistant engineer and one draftman and J.Ens., one each BRC will be appointed in construction years only.

Table below gives their number and unit cost of annual salary

S.No.	Name of post	No. of post	Unit cost (In lacs per year)
1.	DPC	1	2.00
2.	Programme officer	5	1.73
3.	Account officer	1	1.52
4.	Assistant Acc. Officers	1	0.36
5.	A.En.	1 (for 4 year)	1.52
6.	J.En.	5,5,5,2	0.60
7.	Draftsman	1 (for 4 year)	0.120
8.	Computer Operator	1	0.480
9.	Programmer	1	0.60
10.	Steno	1	0.36
11.	LDC	1	0.36
12.	Peon	1	0.21
13.	Night Guard	1	0.21

(b) At BRC

At each BRC staff of 7 person are engaged. One coordinator, one assistant Co-ordinator, two R.P., a typist and security guard and peon. Salary units per year is given in the following table:-

S.N.	Post	No. of Unit	Cost per unit
1.	Coordinator	1	1.584
2.	Assistant coordinator	1	1.152
3.	Resource persons	2	0.600
4.	Typist	1	0.360
5.	Peon	1	0.210
6.	Security Guard	1	0.210

(C) Salary at CRC

Only 1 member is provided at CRC as a CRC coordinator. In district there are 142 CRCs. Salary cost norms are shown below:-

<i>S.N.</i>	<i>Name of post</i>	<i>No. Of unit</i>	<i>Cost per unit</i>
1.	CRC coordinator	1	1.00

(d) Miscellaneous

Para teacher and one regular teacher appointed at each NPS will be provided honorarium @ 1350/- per month, The same rate also is adopted for A.S. instructor/ teacher & ECE worker will be paid honorarium Rs. 400/- per month while ICDS instructor will be provided with honorarium of Rs.200/- per month for the additional responsibilities assigned by the DPEP. On 75% retention and satisfactory achievement of student each para teacher will be provided with incentive of 250/- per year in the subsequent years.

9.2.3 Community Mobilization

For community mobilization activities and their durations periodicity and unit cost norms are given in the following table:-

<i>S. No.</i>	<i>Item</i>	<i>Duration</i>	<i>Periodicity</i>	<i>Unit cost per year</i>
1.	Balmela at CRC level	3 years	yearly	0.02
2.	Mahila Meeting with assistance of PTA, MTA & VEC at CRC level.	5 year	"	0.02
3.	Kala Jatha/ Exhibiton/ Rallies at CRC level	3 years	yearly	0.01
	Block level	3 years	yearly	0.02
	District level	3 years	yearly	0.10
4.	Award to the best VEC at BRC level	5 year	yearly	0.03

9.2.3 Furniture, Equipment Maintenance

(a) At DPO :-

<i>Item</i>	<i>Unit cost</i>
Furniture	1.60
Equipments	2.82
Maintenance of Equipments	0.224
<i>Vehicles-</i>	
Lite	1.50
fuel	1.00

(b) **AT BRC:-**

<i>Item</i>	<i>Cost in lacs</i>
Furniture	0.800
Equipment	1.150
Maintenance of equipments	0.092

(c) **At CRC**

<i>Items</i>	<i>Cost in lacs</i>
Furniture	0.192

(d) **Furniture & Equipments at NPS 0.05**

9.2.4 Office Expenditure & Contingency :-

Unit cost norms are given below in table

(a) **DPO**

<i>Item</i>	<i>Expenditure</i>
Contingency	0.750
Office Expenditure	0.513

(b) **BRC**

<i>Item</i>	<i>Expenditure</i>
Contingency	0.30
Office Expenditure	0.274

(c) CRC

Office expense	0.050
----------------	-------

(d) For AS

Non recurring expenditure per AS	0.01
Games material per AS	0.005
Contingency per AS	0.010

9.2.5 Teaching learning Material

TLM for per learner for AS	0.0015
TLM grants for primary school-	
(a) Teachers	0.005
(b) Para teachers	0.005
ECE Kit per centre (ECE)	0.005
ECE Kit (for per ICDS centre)	0.005

9.2.6 Training

For quality improvement training is a major part of DPEP. Hence large scale of training programmes are to be activated at different levels and stages for quality improvement. Their calculated unit cost are as given below :-

Q.1 Training

a)	Training of para teachers (30 days) per para teacher	0.0312
b)	Training of para teachers (10 days) of para teacher	0.008
c)	Refresher training of para teachers (15 days) 30 para teacher	0.0102
d)	Training of CRC Supervisors (30 days) 30 supervisor)	0.024
e)	Training of BRC resource person at DIET (6 days) per resource person	0.008
f)	Gender sensitization training of district & block level education functionaries (3 days) per person (20 participants)	0.006
g)	Training of BRC coordinators at DIET (10 days) per person (15 person)	0.014
h)	Orientation of DLOs at DIET (2 days) (25 person)	0.005
i)	Training of CRC COordinators at BRC (10 days) (20 person) (Induction training)	0.008
j)	Refresher training of CRC Coordinator at BRC (5 days) (20 person)	0.005
k)	Training of primary schools regular tacher [Refresher's - {a} 6 days Training- {b} 3 days (20 person)	0.005 0.0035
l)	Training of ECE/Anganwadi workers at BRC (3 days) {20 persons}	0.0035
m)	Training of Panchayat community members {20 persons}	0.0025
n)	Orientation -cum review meeting of CRC coordinators at BRC (2 days) 20 persons	0.0025
o)	Orientation of VEC members at CRC (2 days) 36 persons)	0.002
p)	Monthly Review-cum-Orientation Meeting of primary schools teachers at CRC (1 day) 20 persons)	0.0005
q)	Monthly review meeting of para teachers at CRC (2 days) {20 persons)	0.0005
r)	training and orientation of BNS at CRC(1 day) {20 persons)	0.001
s)	Review and planning meeting of CRC supervisors at BRC (2 days) quarterly (20 persons)	0.007

Q.2 Educational Incentives

(Work books and other educational material)

Q.4 Educational visits per group

a)	For VEC members within district	0.004
b)	Outside district	0.008
c)	Outside state	0.040
d)	For AS para teachers	
	Intra district	0.004
	Inter district	0.008
	Inter state	0.040
e)	Exposure visit for PFE	
	(1) 6 days visit outside state for 5 persons every year	0.040

9.3 Summary cost

9.3.1 Recurring and non-recurring Costs

As the table give below recurring expenditure is 73.23 % of the total cost while 26.77% investment expenditure .

Summary project cost DPEP Ganganagar (Rajasthan)

Head	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	Total	%
recurring Expenditure	-	50.40	100.80	100.80	100.80	67.20	420.00	10.314
2) Investment	513.00	979.02	872.81	711.75	484.04	274.46	3861.02	84.686
Total	513.00	1029.42	973.61	812.55	584.84	341.66	4281.02	100.000

9.3.2 Civil work management and other costs

According to the table given below in all the heads the DPEP norms will be followed. Thus 23.576% on civil works, 3.505% on management and 72.918% on programme will be utilised.

Summary Project Cost DPEP Ganganagar (Rajasthan)

Head	1998-99	*1999-2000	2000-01	2001-02	2002-03	2003-04	Total	%
1) Civil work	212.6	362.10	310.05	75.25	-	-	960.00	23.576
2) management	14.32	30.61	29.61	29.51	24.57	14.12	142.74	3.505
3) program cost	290.14	596.71	634.05	560.50	560.24	327.54	2969.18	72.918
Total	517.06	989.42	973.71	665.26	584.81	341.66	4071.92	100%

9.3.3 Objective wise cost

As illustrated in objective wise cost 32.613% of total expenditure related access as district have target to achieve GER 117.55%. On retention 7.54% of Budget allotted to increase retention rate 20%. 17.524% of budget established to improve the quality and 42.321% of total expenditure in capacity building which have impact on the above mention objectives.

Summary Project Cost DPEP Ganganagar (Rajasthan)

Objective wise

(Rs. in lacs)

Head	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	Total	%
1) Access	33.37	341.84	468.96	729.21	113.96	100.64	1327.90	32.613
2) Retention	46.63	77.70	78.96	49.84	43.19	5.13	301.45	7.54
3) Quality improvement	77.48	172.89	150.06	117.68	118.7	69.82	713.58	17.524
4) Capacity Building	359.58	395.99	268.92	268.84	263.9	166.07	1723.30	42.321
Total	517.06	989.42	975.70	1165.57	563.76	345.66	4091.19	100.00

9.4 Compliance of DPEP norms

As the shown in summary table budget is strictly according to norms of DPEP having 3.505% expenditure on management, 23.576% on civil work and 72.918% on programme.

9.5 Procurement Procedure

In the state of Rajasthan, the Directorate of supplies and disposal is responsible for the purchase of stores required by all the Government Departments. This Directorate can also make purchase of stores on behalf of local bodies and cooperative societies etc., on payment of 2% departmental charges. The purchases are made by the directorate of supplies and disposal, Rajasthan, by :-

1. Inviting tenders.
2. Arranging Rate Contract.
3. Operating Rate Contract arranged by D.P.O.D. New Delhi.
4. Supplying materials by the Government stores or other approved sources.

This is the existing system for making purchases of store items in the state of Rajasthan. 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 and special nature. With a view to avoid unnecessary procedural delay in the existing arrangement, it is proposed to constitute committees at under this project, with the approval of Director of Supplies & Disposal.

(a) State level purchase committee

There will be a state level purchase committee to purchase the value of more than Rs. 5 lacs.

(b) District level purchase committee

For the purchase of stores of the value of more than Rs. 3 000/- but less than Rs. 5 lacs, in a financial year, District level purchase committee will consist of the following members :-

- | | |
|-----------------------------------|-------------|
| (i) District Collector | Chairperson |
| (ii) District project Coordinator | Convener |
| (iii) Account Officer DPEP | member |
| (iv) One head of institute | member |

This committee will make purchases by applying any of the procedure mentioned above, as per their requirements.

(c) **School level purchase committee**

For immediate and petty purchases, a school level purchase committee will make purchases from the local market, where the value of any particular item does not exceed Rs. 250/- at a time. The committee may purchase the same without inviting any quotations provided that the total value of such purchases, during any financial year, does not exceed Rs. 3000/-. However, the committee will ensure that the purchase is made at the lowest possible rate, keeping the quality in view. In case of purchase of stores of the value above Rs. 3000/-, the committee will effect purchase from the firms having rate contract for the item(s) to be purchased. The committee will consist of the Head teacher, a member of VEC and one teacher of the school.

The payment of amount will be made by the authority placing supply order. The institution receiving stores would also be required to get a certification as per the specifications and entered the same in the appropriate stock register.

FIRST YEAR
ANNUAL
WORK PLAN
AND
BUDGET

CHAPTER - 10

FIRST YEAR ANNUAL WORK PLAN AND BUDGET

10.1 INTRODUCTION

As discussed in the preceding chapters, the emphasis of state level interventions will be chiefly to support the district level project activities in such manners that without diluting the contextuality and initiatives at the grass root level. State Component play a well conceived role of a friend, philosopher and a guide for the furtherance of district level project activities.

Therefore, endeavours at State level will be to integrate the concept, programme and activities so that a common thread would seem to weave a holistic plan of action to achieve the objectives and goals envisaged under DPIP.

During first year, Annual Work Plan will lay emphasis on the following strategies.

10.2 Strategies to be adopted during the first year of plan implementation:-

10.2.1 Major Activities

The management structure and processes have to be set structure and processes have to be set in motion in the district after the appraisal of the project proposals. The following main activities will be chalked out in the first year under this programme:-

- (1) Environmentation building will be done effectively so that work may take place in the common run of things. They may play an effective public participation.

(2) Organization of VECs

1600 VECs will be organised in Sri Ganganagar district. BEC, DEC and BNS of related areas will also be organised.

- (3) Micro planing will be got situation will be found out at the time of school opening.
- (4) Concessing and expansion of the programme will be done in the public.

10.2.2 Appointments of staff

To make the programme successful and effective, the staff wanted for different posts at DPO office, BRC and CRC level will be deputed and appointed. Services of some of them will be hired on contract. The selection of DPO and the programme officers will be made by SLO and the remaining works of selection and deputation will be done by the DPO office in the first year. The appointment of the teachers in new primary schools will also be done at DPO office at GOR norms.

Appointment of new A.S. para teachers and ECE instructors will be done through VEC and BEC. This work will done in the first year.

10.2.3 Civil work

Construction of 2 B.R.C. and 12 C.M.C. will be started in the first year. Shed construction of 60 A.S. Schools will be done in the first year construction work 15 rooms in building less and over crowded schools will be completed in the first year.

1
2
3
4
5
6
7
8
9
10

10.2.4 MIS

There will be an important section named MIS among the different sections of DIETP will collect information with interaction of BRC, CRC, VEC. It will do monitoring work also, so that an eye may be kept on implementation of the programme.

10.2.5 Capacity Building

A programme of the magnitude of DIETP would require a cadre of motivated, professionally competent and devoted personnel at every level. Large number of creative individuals have to be identified to and trained so that resources are built at the district, BRC and CRC levels to undertake proposed activities. Hence, capacity building would be one of the most important issues to be addressed in the first year of the project implementation. Rs. 359.58 will be spent for it.

10.2.6 Quality Improvement

In the first year training of para teachers at BRC, BRC resource persons at DIET, BRC co-ordinator at DIET, orientation of DLOs at DIET, training of CRC coordinators and primary school teachers at BRC. Training of ECE instructors at BRC will be conducted. Training of VEC members, BNS, member, PRI members will also be conducted in the first year. These training will be given to make them efficient to perform their duties. Rs. 77.48 lacs will be spent in the first year.

10.2.7 Community Mobilization

In the first year, our endeavour shall be to initiate the community mobilization process with renewed vigour and energy. The involvement of the community in the programme is a must and to be achieved through judicious use of the tools of cultural, community film and optimizing education.

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The campaign materials on gender/equity issues would be developed. Bal Mela at cluster level, Mahila Meetings with assistance of PTA/MTA and VEC, Kala Jatha/Exhibition/Rallies will be organised for sensitization and community mobilization. These programmes will be organised at cluster level, block level and at district level Rs. 7.33 laes will be spent in the first year for conductivity these programmes.

10.3 Summary Table-

<i>S.No.</i>	<i>Activity</i>	<i>Cost of First Year</i>	<i>Total Cost of the Project</i>
1.	Access	33.37	1327.96
2.	Retention	46.63	307.06
3.	Quality Improvement	77.48	713.58
4.	Capacity Building	359.58	1723.30
	Total Cost	517.06	4071.92

In the first year 517.06 laes will be spent while 4071.92 laes will be spent in the total project period. The amount of first year is 12.70% of the total cost of the project.

RAJASTHAN

(Rs. in lakh)

COMPONENT / ACTIVITY	UNIT	1ST YEAR		2ND YEAR		3RD YEAR		4TH YEAR		5TH YEAR		6TH YEAR		TOTAL		EST. S
	COST	(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.			
AGRICULTURE																
1. New Primary Schools																
2. Construction of 30/20 (wing i)	2.50	0	0.00	60	153.00	0	150.00	0	0.00	0	0.00	0	0.00	0	0.00	110
3. Construction of 20/10	3.75	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
(1) Teachers Salaries	0.84	0	0.00	60	50.40	120	160.80	120	100.80	120	100.80	120	100.80	540	420.00	0
3. Retention of 20/10 in new	0.162	0	0.00	60	9.72	120	19.44	120	19.44	120	19.44	120	19.44	540	97.20	0
4. Furniture & Equipments	0.100	0	0.00	60	6.00	60	6.00	0	0.00	0	0.00	0	0.00	120	12.00	0
5. Construction of 4 room in building	1.25	5	6.25	50	62.50	50	37.50	0	0.00	0	0.00	0.00	0.00	85	19.25	0
6. New Primary Schools																
7. Construction of school for AS																
8. Construction of 20/10 area 80% by	0.08	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
9. Construction of 20/10 by PEP and	0.05	60	3.00	60	3.00	0	0.00	0	0.00	0	0.00	0	0.00	120	6.00	0
10. Construction of 20/10	0.162	80	4.32	160	25.92	160	25.92	160	25.92	160	25.92	160	25.92	640	103.68	0
11. Construction of 20/10	0.120	20	0.80	40	4.80	40	4.80	40	4.80	40	4.80	40	4.80	160	19.20	0
12. Construction of 20/10 for AS	0.05	100	5.00	100	5.00	0	0.00	0	0.00	0	0.00	0	0.00	200	10.00	0
13. Construction of 20/10	0.005	100	0.50	200	1.00	200	1.00	200	1.00	200	1.00	200	1.00	800	4.00	0
14. Construction of 20/10	0.01	100	1.00	200	2.00	200	2.00	200	2.00	200	2.00	200	2.00	800	8.00	0
15. Construction of 20/10	1.25	10	12.50	10	12.50	0	0.00	0	0.00	0	0.00	0	0.00	20	25.00	0
16. Construction of 20/10 for	0.09	0	0.00	100	9.00	100	9.00	100	9.00	100	9.00	100	9.00	400	36.00	0
17. Construction of 20/10	0.09															
TOTAL		475	33.37	1160	341.54	1150	388.98	991	229.21	810	153.98	440	107.84	8188	137.35	0

COST	(1988-89)		(1989-90)		(1990-91)		(1991-92)		(1992-93)		(1993-94)		(1994-95)	
	PHY.	FINL.	PHY.	FINL.	PHY.	FINL.	PHY.	FINL.	PHY.	FINL.	PHY.	FINL.	PHY.	FINL.
By Market	0.02	142	2.84	142	2.84	142	2.84	142	2.84	142	2.84	142	2.84	142
By VEC	0.02	142	2.84	142	2.84	142	2.84	142	2.84	142	2.84	142	2.84	142
By JSP	0.01	142	1.42	142	1.42	142	1.42	0	0.01	142	1.42	142	1.42	142
By B...	0.02	9	0.18	9	0.18	9	0.18	0	0.02	9	0.18	9	0.18	9
By ...	0.10	1	0.10	1	0.10	1	0.10	0	0.00	1	0.10	1	0.10	1
By ...	0.00	0	0.00	0	0.00	0	0.27	0	0.00	0	0.00	0	0.00	0
By ...	0.15	0	0.00	0	0.00	0	1.05	0	0.00	0	0.00	0	0.00	0
By ...	0.45	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
By ...	0.15	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
By ...	0.25	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
By ...	0.60	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
By ...	0.01	150	0.00	150	0.00	150	0.00	150	0.00	150	0.00	150	0.00	150
By ...	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
By ...	0.05	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
By ...	0.05	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
By ...	0.05	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
By ...	0.05	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
By ...	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
By ...	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
By ...	0.00	5	0.13	5	0.13	5	0.13	5	0.00	5	0.13	5	0.13	5
By ...	0.01	530	5.30	530	5.30	530	5.30	0	0.00	530	5.30	530	5.30	530
By ...	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
By ...	0.00	200	0.00	200	0.00	200	0.00	200	0.00	200	0.00	200	0.00	200
Total		2737	46.61	4513	73.77	1119	78.86	2537	49.54	2877	49.54	304	5.17	1634

**PROJECT COST (DPEP) GANGANAGAR
RAJASTHAN**

(Rs. In lakhs)

COMPONENT / ACTIVITY	UNIT COST	1ST YEAR		2ND YEAR		3RD YEAR		4TH YEAR		5TH YEAR		6TH YEAR		TOTAL		Carry over
		(1998-99)		(1999-2000)		(2000-2001)		(2001-2002)		(2002-2003)		(2003-2004)				
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	P-Y.	FIN.	
QUALITY IMPROVEMENT																
Q.1 Training																
a) Training of Para Teachers (30 days) per para teacher one time	0.0312	100	3.12	160	4.99	60	1.87	0	0.00	0	0.00	0	0.00	320	9.95	
b) Training of Para Teachers (10 days) 30 Para Teacher one time	0.008	100	0.80	160	1.28	60	0.48	0	0.00	0	0.00	0	0.00	320	2.56	
c) Refresher training of para teachers (15 days) 30 Para Teacher subsequent year	0.0102	0	0.00	100	1.02	260	2.65	320	3.26	320	3.26	0	0.00	1000	10.20	
d) Training of BRC resource persons at DIET (6 days) per resource person	0.008	27	0.22	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	27	0.22	
e) Gender sensitization training of functionaries (3 days) (20 participants)	0.006	20	0.12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	20	0.12	
f) Training of BRC co-ordinators at DIET (2 days) (15 persons)	0.014	9	0.13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	9	0.13	
g) Training of DLOs at DIET (2 days) (5 person)	0.002	25	0.05	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	25	0.05	
h) Training of GRC co-ordinators at BRC (7 days) (20 person) (Induction)	0.008	142	1.14	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	142	1.14	
i) Teacher Training of GRC Co-ordinator at BRC (9 days) (20 person)	0.005	0	0.00	142	0.71	142	0.71	142	0.71	142	0.71	0	0.00	568	2.84	
j) Training of Primary Schools Regular teachers			0.00		0.00		0.00		3.00		0.00		1.00	0	0.00	
k) (Induction Trg. - (a) 6 days (20 persons)	0.005	0	0.00	4151	20.76	60	0.30	0	0.00	0	0.00	0	0.00	4211	21.06	
l) (Induction Trg. - (b) 3 days) (20 persons)	0.0035	0	0.00	4151	14.53	60	0.21	0	0.00	0	0.00	0	0.00	4211	14.74	
m) Teacher Training for 6 days (20 persons)	0.005	0	0.00	0	0.00	4151	20.76	4211	21.06	4211	21.06	4211	21.06	16784	83.92	
Total		423	5.57	8864	43.29	4793	26.98	4673	25.03	4673	25.03	4211	21.06	27637	140.95	

**PROJECT COST (DPEP) : GANGANAGAR
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		Date 1999
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHYS.	FIN.	
a) Training of ECE/Anganwadi workers at BRC (3+3 days training cost by convergence with WDP) (20 persons)	0.0035	0	0.00	801	2.80	801	2.80	801	2.80	801	2.80	0	0.00	3204	11.21	
b) Training of Panchayat community members/municipality functionaries (20 persons)	0.0025	460	1.15	460	1.15	460	1.15	460	1.15	460	1.15	0	0.00	2300	5.75	
c) Orientation - cum - Review meetings of CRC Coordinators at BRC (2 days) (20 persons)	0.0025	568	1.42	1420	3.55	1420	3.55	1420	3.55	1420	3.55	652	2.13	7100	17.75	
d) Orientation of VEC members at CRC (2 days) (36 persons) for first 3 years	0.002	19200	38.40	19200	38.40	19200	38.40	0	0.00	0	0.00	0	0.00	57600	115.20	
e) Monthly Review-cum-Orientation Meeting of primary school teachers at CRC (1 day) [20 persons] per month	0.0005	16364	8.18	41510	20.76	42110	21.06	42110	21.06	42110	21.06	25265	12.63	219470	104.74	
f) Monthly review meeting of para-teachers at CRC (2 days) (20 persons) per month	0.0005	400	0.20	2600	1.30	3200	1.60	3200	1.60	3200	1.60	1920	0.96	14820	7.26	
g) Training and orientation of BNS at CRC (1 day) (20 persons)	0.001	1600	1.60	1600	1.60	0	0.00	0	0.00	0	0.00	0	0.00	3200	3.20	
h) Educational Incentives (stationary incentives for SC/ST girls in blocks less than 15% literacy)	0.00065	0	0.00	12000	7.80	12500	8.13	13000	8.45	13500	8.78	0	0.00	51000	33.15	
i) 3 Workbook to students class I to V-unit 1000 students	0.15	0	0.00	188	28.20	196	29.40	201	30.15	205	30.90	210	31.50	1000	150.45	
j) 1 Teacher of 10-unit 1000 teachers	0.15	0	0.00	5	0.75	0	0.00	0	0.00	0	0.00	0	0.00	5	0.75	
k) 1000 TLM cards for Primary school																
l) 1000 Educational Walls																
m) 1 Exposure visit for VEC members within district Two days visit within district 4 batches of 10 person each (per person cost)	0.004	0	0.00	40	0.16	40	0.16	40	0.16	40	0.16	0	0.00	160	0.64	
n) 2 day visit outside district, 2 batches of 10 person each (per person cost)	0.008	0	0.00	20	0.16	20	0.16	20	0.16	20	0.16	0	0.00	80	0.64	
o) 4 day visit outside district, one batch of 5 person each (per person cost)	0.04	0	0.00	5	0.20	5	0.20	5	0.20	5	0.20	0	0.00	20	0.80	
p) 20 days visit outside AS for 10 teachers																
q) 2 day visit within district 4 batches of 10 person each (per person cost)	0.004	0	0.00	40	0.16	40	0.16	40	0.16	40	0.16	0	0.00	160	0.64	
r) 2 day visit outside district, 2 batches of 10 person each (per person cost)	0.008	0	0.00	20	0.16	20	0.16	20	0.16	20	0.16	0	0.00	80	0.64	
s) 4 day visit outside district, one batch of 5 person each (per person cost)	0.04	0	0.00	5	0.20	5	0.20	5	0.20	5	0.20	0	0.00	20	0.80	
t) 20 days visit outside for 10 teachers																
u) 8 days visit outside state, one batch of 5 person each year (per person cost)	0.04	0	0.00	5	0.20	5	0.20	5	0.20	5	0.20	5	0.20	20	0.80	
GRAND TOTAL		42783	71.91	84330	129.60	84553	129.98	86858	92.65	86383	93.73	23355	58.76	372272	563.53	

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		Cate
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	
		FACILITY BUILDING														
0.1 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 Lemosum	3.00	1	3.00	0	0.00	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	1.50	5	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	0.50	1	0.50	1	0.53	6	4.00	
- BRC			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
- Construction of BRC building	7.4	9	66.60	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	9	66.60	
- Furniture	1.800	9	7.20	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	9	7.20	
- Equipment	1.33	9	11.97	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	9	11.97	
- Maintenance of equipments	0.092	9	0.28	9	0.83	9	0.33	9	0.83	9	0.83	9	0.55	54	4.14	
- Books and library	0.50	9	4.50	9	4.50	9	4.50	9	4.50	9	4.50	9	0.00	45	22.50	
- Office expenses (recurring)	1.26	9	3.78	9	11.34	9	1.34	9	11.34	9	11.34	9	7.53	54	55.70	
- (non-recurring)	0.51	9	5.51	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	9	5.51	
- D.A.	0.20	9	0.50	9	1.80	9	1.80	9	1.80	9	1.80	9	1.20	54	9.00	
- Medical	0.05	9	0.15	9	0.45	9	0.45	9	0.45	9	0.45	9	0.20	54	2.25	
- Vehicles (D) Hire	1.50	2	1.00	2	3.00	2	3.00	2	3.00	2	3.00	2	2.00	12	15.00	
- BRC coordinators' Salaries	1.58	9	4.75	9	14.26	9	14.26	9	14.26	9	14.26	9	9.50	54	71.20	
- BRC co-ordinator	1.452	9	3.46	9	10.37	9	10.37	9	10.37	9	10.37	9	6.91	54	51.94	
- Resource persons	0.600	18	3.60	18	10.80	18	10.80	18	10.80	18	10.80	18	7.20	108	54.00	
- Bus	0.360	9	1.08	9	3.24	9	3.24	9	3.24	9	3.24	9	2.16	54	16.20	
- Peon	0.210	9	0.53	9	1.89	9	1.89	9	1.89	9	1.89	9	1.26	54	9.45	
- Security Guard	0.210	9	0.53	9	1.89	9	1.89	9	1.89	9	1.89	9	1.26	54	9.45	
- Action research	0.10	0	0.00	4	0.40	4	0.40	4	0.40	4	0.40	4	0.40	20	2.00	
- Rent for nine months @ Rs. 4000/- as per B.C. measurement.	0.48	9	1.44	9	1.80	0	0.00	0	0.00	0	0.00	0	0.00	18	3.24	
- CRC			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
- Construction of CRC building	1.75	71	124.25	71	124.25	0	0.00	0	0.00	0	0.00	0	0.00	142	248.50	
- Furniture	1.92	142	27.26	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	142	27.26	
- Salaries (CRC co-ordinator salary)	1.00	142	142.00	142	142.00	142	142.00	142	142.00	142	142.00	142	94.67	552	710.00	
- Office Expenses (recurring)	0.650	142	7.10	142	7.10	142	7.10	142	7.10	142	7.10	0	0.00	710	35.50	
- (non-recurring)	0.50	142	8.52	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	142	8.52	
- D.A.	0.3	142	2.84	142	8.52	142	8.52	142	8.52	142	8.52	142	5.68	552	40.68	
- Medical	0.1	142	0.47	142	1.42	142	1.42	142	1.42	142	1.42	142	0.95	552	7.10	
- Vehicles (D) Hire	0.3	142	3.41	142	10.22	142	10.22	142	10.22	142	10.22	142	8.80	552	51.12	
TOTAL			45.00		90.00		36.00		9.00		36.00		2.33		90.00	

**PROJECT COST (DPEP)- GANGANAGAR
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 R/R
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	
		3.4 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	1	0.07	1	0.22	1	0.22	1	0.22	1	0.22	1	0.15	6	1.12	
- 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	
- Staff Salaries			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
- DPO (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	2.89	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	0.63	0	0.00	5	5.70	
- Junior Engineer	2.60	9	1.97	9	5.40	9	5.40	9	5.40	9	2.25	0	0.00	45	20.25	
- Inspector (a) - Grade 1000-	0.120	9	0.36	9	1.08	9	1.08	9	1.08	9	0.45	0	0.00	45	4.05	
- Draftsman	0.120	1	0.04	1	0.12	1	0.12	1	0.12	1	0.05	0	0.00	5	0.45	
- 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	2.80	1	0.23	1	0.60	1	0.60	1	0.60	1	0.60	1	0.40	5	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	
- Typist	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	
- Junior Clerk	0.21	1	0.07	1	0.21	1	0.21	1	0.21	1	0.21	1	0.14	6	1.05	
- Workshops and Seminars	0.55	1	0.18	1	0.55	1	0.55	1	0.55	1	0.55	1	0.37	6	2.75	
- Contingency	0.75	1	0.25	1	0.75	1	0.75	1	0.75	1	0.75	1	0.50	6	3.75	
- Office Equipments	0.513	1	0.17	1	0.51	1	0.51	1	0.51	1	0.51	1	0.34	6	2.57	
- Utility Allowance	0.30	1	0.10	1	0.30	1	0.30	1	0.20	0	0.00	0	0.00	4	0.90	
- Note Book, Diary, etc. - per staff as per 2% assessment	0.60	1	0.20	1	0.60	1	0.60	1	0.60	1	0.60	1	0.40	6	3.00	
- A.O.A.	1.000	1	0.33	1	1.00	1	1.00	1	1.00	1	1.00	1	0.67	6	5.00	
- Misc.	0.300	1	0.10	1	0.30	1	0.30	1	0.30	1	0.30	1	0.20	6	1.50	
- Stationery	1.00	0	0.00	1	1.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.00	
- Post Collection Registration Fees	0.03	1	0.03	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.03	
Total		47	14.32	45	30.61	44	29.61	44	29.51	43	24.57	23	14.12	246	142.74	

PROJECTED COST ESTIMATES

DISTRICT : GANGANAGAR

(Value in Rs. Lacs)

S.No	Civil Works Works	Unit Cost (In lacs)	1998-99		1999-2000		2000-2001		2001-2002		2002-2003		2003-2004	
			I Year		II Year		III Year		IV Year		V Year		VI Year	
			Phy.	Amount	Phy.	Amount	Phy.	Amount	Phy.	Amount	Phy.	Amount	Phy.	Amount
1	Construction of BRC	7.40	9	9.00	9	57.60	-	-	-	-	-	-	9.00	45.60
2	Construction of CRC	1.75	70	13.50	72	235.00	-	-	-	-	-	-	132.00	243.00
3	New Primary School (including ECE room)	2.50	-	-	60	150.00	60	150.00	-	-	-	-	120.00	300.00
4	Additional Class Room with varandah	1.25	15	18.75	60	75.00	120	150.00	53.00	66.25	-	-	343.00	410.00
5	Drinking Water in School	0.30	-	-	-	-	-	-	-	-	-	-	-	-
5	Sanitary Urinals facilities in school	0.05	-	-	8	0.40	21	1.05	-	-	-	-	29.00	1.45
7	Cost of shed for alternative school	0.10	60	3.00	69	3.45	-	-	-	-	-	-	129.00	6.45
6	Boundary Walls	-	-	-	100	9.00	100	9.00	100.00	9.00	-	-	306.00	27.00
8	Repairs of existing school building	-	-	-	-	-	-	-	-	-	-	-	-	-
	(a) Minor	0.25	-	-	-	-	-	-	-	-	-	-	-	-
	(b) Major	0.50	-	-	-	-	-	-	-	-	-	-	-	-
	TOTAL			44.25		530.45		310.05		75.25				930.00

DISTRICT - SRI GANGANAGAR

CIVIL WORKS - PROJECT COST

S.No.	Civil Works	Unit Cost (in lacs)	REQUIREMENT		CONVERGENCE		PROVISION BY DPEP		GAP	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
	Construction of SRC	7.40	9	66.6	-	-	9	66.6	-	-
	Construction of ORC	1.75	142	248.5	-	-	142	248.5	-	-
3	New Primary School (including ECE room)	2.50	120	300	-	-	120	300		
	Additional Class Room with verandah	1.25	248	310	-	-	248	310		
	Drinking Water in School	0.30	659	98.85	659	98.85	-	-	-	-
	Sanitary Urinals facilities in school	0.05	787	78.7	758	77.25	29	1.45	-	-
	Plot reserved for alternative school	0.10	215	21.5	86	15.05	129	6.45	-	-
	Water Pumps		-	9	L.S.	63	-	27	-	-
	Repairs of existing school building									
	1. Minor	0.25	58	14.5	58	14.5	-	-	-	-
	2. Major	0.50	73	36.5	73	36.5	-	-	-	-
	TOTAL			1265.15		305.15	519	960		

IMPLEMENTATION CHART OF ACTIVITIES UNDER DPEP : 1998 TO 2004
SRI GANGANAGAR (RAJ. STHAN)

COMPONENT / ACTIVITY	1ST YEAR (1998-99)	2ND YEAR (1999-2000)	3RD YEAR (2000-2001)	4TH YEAR (2001-2002)	5TH YEAR (2002-2003)	6TH YEAR (2003-2004)
ACCESS						
A.1 New Primary Schools						
a) Construction of school building i) Two Room building		*****	*****			
ii) Three room building						
b) Teacher (teachers) Salaries		*****	*****			
c) For teacher salaries in new		*****	*****			
ACTIVITIES						
a) Books & Equipments		*****	*****			
b) Construction of 1 room in building	*****	*****	*****			
A.2 Multi-Grade Schools						
a) Construction of shed for AS						
b) Construction of shed at Dang area 50% by DPEP & 50% by community						
c) Construction of shed at area 50% by DPEP and 50% by community	*****	*****				
d) AS instructors Honorarium						
e) AS 6 hourly @ 1350/- p.m.	*****	*****				
f) AS 4 hourly @ 1000/- p.m.	*****	*****				
g) Non recurring expenditure per AS	*****					
h) Bonus material per AS	*****	*****	*****	*****	*****	*****
i) Contingency per AS	*****	*****	*****	*****	*****	*****
A.3 Additional Classrooms.						
a) Construction of Boundary wall for primary school- Lumpsum provision		*****	*****	*****		
GRAND TOTAL						

PROJECT COST DPEP -----

RAJASTHAN

(Rs. in lakhs)

	1ST YEAR (1998-99)	2ND YEAR (1999-2000)	3RD YEAR (2000-2001)	4TH YEAR (2001-2002)	5TH YEAR (2002-2003)	6TH YEAR (2003-2004)
RECRUITMENT						
R.1 Community Mobilization						
a) PTA at cluster level for 3 years @ Rs. 2000/-	*****	*****	*****			
b) Monthly Meetings with assistance of PTA, MTA and VEC @ Rs. 2000/- at the cluster level for 5 years	*****	*****	*****	*****	*****	
c) K.A. Janta Exhibition / Roll-ops at - CRC level for 3 years	*****	*****	*****			
- EOCs Level -- do--	*****	*****	*****			
- CSCs level -- do--	*****	*****	*****			
d) Award to the best VEC at BRC (every year)		*****	*****	*****	*****	
R.2 Construction						
a) Drinking water						
i) Hand pump						
ii) Piped Connection with storage tank						
b) Toilets						
R.3 School Improvement Fund (to VEC)	*****	*****	*****	*****		
R.4 Recruitment of Teachers (Enrolment based)						
R.5 BPOE (BPOE) or other BPOE centers						
a) BPOE in matched schools (in BPOE only)						
b) BPOE in old schools						
R.6 BPOE in old schools						
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PROJECT COST (DPEP) -----

RAJASTHAN

COMPONENT / ACTIVITY	1ST YEAR	2ND YEAR	3RD YEAR	4TH YEAR	5TH YEAR	6TH YEAR
	(1998-99)	(1999-2000)	(2000-2001)	(2001-2002)	(2002-2003)	(2003-2004)
QUALITY IMPROVEMENT						
Q.1 Training						
a) Training of Para Teachers (30 days) per para teacher one time	*****	*****	*****			
b) Training of Para Teachers (10 days) 30 Para Teacher one time	*****	*****	*****			
c) Refresher training of para teachers (15 days) 30 Para Teacher subsequent year		*****	*****	*****	*****	
d) Training of BRC resource persons at DIET (6 days) per resource person	*****					
e) Gender sensitization training of Districts level education functionaries (3 days) (20 participants)	*****					
f) Training of BRC co-ordinators at DIET (10 days) (15 persons)	*****					
g) Orientation of DLOs at DIET (2 days) (25 persons)	*****					
h) Training of CRC co-ordinators at BRC (10 days) (25 person) (Induction Training)		*****	*****	*****	*****	
i) Refresher training of CRC Co-ordinator at BRC (5 days) (20 person)						
j) Training of Primary Schools Regular teachers		*****	*****			
i) Induction Trg. - (a) 6 days (20 persons)		*****	*****			
ii) Induction Trg. - (b) 3 days (20 persons)			*****	*****	*****	*****
iii) Refresher training for 6 days (20 persons)						
Total						

EXECUTIVE SUMMARY

METHODOLOGY

The first step in the Social Assessment involved meetings with the District Education Officer in order to collect details on education-related data. Supplementary information was also collected from the Panchayat Samitis and the Madarsa schools. Next, this secondary data was processed and analysed for the Desk-Based Review of District Primary Education in Ganganagar District.

The next phase involved pre-testing the Assessment field work- visiting villages, noting distances between locations, and making logistical plans for the actual field work to be carried out several weeks later.

Thirdly, the researchers from CECOEDECON met with the Social Assessment core team from Ganganagar District, which consisted of four members of the Education Department of Ganganagar District, in order to introduce the aims and methods behind the Social Assessment. Following that meeting, one member from the core team always accompanied the CECOEDECON team on their site visits. The core team was also responsible for the selection of villages for the Social Assessment. This was done on the basis of variations in literacy rates, for instance choosing villages in which the literacy rates are significantly higher or lower than the average, be it among girls, boys scheduled tribes, scheduled castes and so on.

In the villages, the CECOEDECON team met with local teachers who then facilitated meetings with the larger community, in order to collect information on the village history, health facilities, education levels, and so on. Village mapping was also done with the entire community. In order to establish, for instance, the locations of the schools and hospitals, and the areas where different castes live. In each village, ten households of different kinds (i.e. scheduled castes, scheduled tribes, poor and not sending children to school, poor and sending children to school, and so on) were interviewed. Focus group discussions were also held which involved community representatives, i.e. Sarpanch, Panch, eminent villagers, etc. Finally, interviews with children and parents were conducted in order to carry out a time-budget study, i.e. a study of how children are spending their time (and therefore what schooling times would be most appropriate). Based on this information, the Social Assessment Report itself was written.

INTRODUCTION

While the situation of education in India, and Rajasthan in particular has improved measurably over the past decade, there is still a long way to go before literacy for all is achieved. From 1950-51 to 1989-90, the number of primary and upper primary level institutions in India grew from 2,25,000 to about 6,85,000, registering a more than three-fold increase. In terms of the overall growth rate, the increase was approximately 2.6 percent for primary schools, and 6.5 percent for upper primary institutions. However, the population of the country has also increased at an exponential growth rate of 2.14 percent per annum over the past three decades. While the expanded educational facilities have boosted the number of literate people in the country, they have not been able to keep pace with the rapid population increase. Compounding this problem is the fact that a majority of children in India are full-time workers, and there is a great deal of social conservatism that restricts the education of girl children.

Relative to India, educational gains in Rajasthan have been more significant. Currently in the State, 36000 of the 40,000 villages have schools. As a result, enrollment has gone up in primary schools by 50%. Today, the literacy rate of Rajasthan has risen to 39%. This has been accompanied by a significant improvement in life expectancy, a decrease in infant mortality, and a more than proportionate growth in economic well-being.

PROFILE OF GANGANAGAR DISTRICT

The literacy rates in Ganganagar District run between 47.45% (in Ganganagar District) and 28% (in Anupgarh Panchayat Samiti), Among the males the highest literacy rate (56.84%) is found in the Ganganagar Panchayat Samiti, and the lowest, (37.91%) is found in the Anupgarh Panchayat Samiti. Among the females, also, the highest percentage of literacy (36.39%) is found in Ganganagar Panchayat Samiti, and the lowest, (16.55%) is found in Anupgarh Panchayat Samiti.

The variations are even more extreme among scheduled castes and tribes. Among the scheduled castes, the highest percentage of literacy (24.91%) is found in the Sadulsahar Panchayat Samiti, and the lowest (8.31%) is found in the Ganganagar Panchayat Samiti. Among the Scheduled tribes, the highest percentage of literacy in the district (58.38%) is found in the Suratgarh Panchayat Samiti and the lowest (15.91%) is found in the Padampur Panchayat Samiti.

Enrollment in primary education has gone up by 5.42% over the last year, which shows moderate success in increasing access to and awareness of education facilities. Happily, the increase in enrollment took place primarily among girls (at 7.68%). According to

MARGINALISED GROUPS

Urban

In the urban of Ganganagar District, many of the marginalised groups work in the kilns and/or live in slum areas, and this also increases the incidences of low enrollment and high dropout rates. Within these communities, several factors converge to make going to school a remote possibility for children. Firstly, families in search of work move from area to area. With this lack of permanence and little hope for upward mobility, the possibility of educating their children seems implausible to these families. Many of the parents are themselves illiterate, and are unsure how to guide their children, or whether their children will realistically benefit from an education. Often, the parents of these childrens feel that learning specific skills would benefit their children more than the more nebulous benefits of a general education, as specific skills would increase the scope of their job prospects. Schooling is considered useful only so far as it orients children to their future occupation. Children generally go to school up to the primary level, after which time they, like their parents become full-time labourers. Even if children want to continue their studies, they are not allowed to do so.

An additional deterrent is that there are often no schools in the immediate vicinity of these communities, and families are unwilling to send their children, especially girls, long distances and without supervision to attend school. When educational facilities are available, it is often the case that teachers are not properly oriented. This leads to ill treatment of children (e.g. meeting out overly harsh punishment), lack of enthusiasm on the part of the teachers, and lack of innovation in teaching methods. These factors are significant forces that increase the rate of dropout among school-going children.

Rural

In rural areas, marginalised communities face different but equally formidable barriers to sending their children to school. In all surveyed villages, almost 50 percent of the people do not own their own land. These people tend to be from lower castes and casual labour is their sole source of livelihood. The bulk of their work is in the agricultural sector and therefore seasonal in nature. As both wages and the time period available for such work are fixed, and food stocks for an entire year need to be secured, it is important that the opportunity to work be fully taken advantage of, which means the inclusion of all family members in such labour. Children join their parents, working for daily wages or on a contract basis.

Without their own land to cultivate, little ambition exists of breaking out beyond such agricultural labour. For these people, the formal educational system lacks relevance. Ten to twelve percent of landless labourers in Ganganagar have registered their children

the District Education Officer's Office, the dropout rates in Ganganagar District run at 54.22% in primary schools.

Many experiments have been conducted in the past to achieve the goal of education for all by the year 2000. Some of such efforts have included Shiksha Karmi, Lok Jumbish, and other government programmes. Although good in intention and using elaborate strategies, these programmes have not achieved any major breakthroughs in the elimination of illiteracy in India.

DROPOUT AND LOW ENROLLMENT

In spite of its massive increase in outreach and coverage, the Indian educational system is characterized by the persistence of high dropout rates. Factors which influence the decision of parents and children not to go to school include lack of relevance of curricula, poor supervision, lack of dedication among teachers, unsuitable class sizes, and lack of involvement of parents and the community. The high dropout rate not only erodes the gains from extended coverage but also leads to wastage of scarce resources. It also creates a sense of detachment from education among dropouts and bringing them back to school becomes more difficult than enrolling those who have not entered school at all.

These factors are all present in Ganganagar, however, the problem is accentuated by the extreme poverty and isolation in many areas within the district. According to the 1991 census, 62.76% of the total population of the district consist of non-workers. The main workers constitute 30.15% while the marginal workers form only 7.09% of the total population. In rural areas of the district, the proportion of non-workers, at 60.38% is much lower than the 71.67% average in urban areas.

At the district level, the facility of approach by pucca roads is available to only 10.05% of villages, the highest percentage 14.97% of which is found in the villages of Padampur Panchayat Samiti and the lowest 6.75% is visible in Karanpur Panchayat Samiti. The facility of approach by kuccha road is available to 45.44% of villages, the highest percentage 54.25% of which is found in the villages of Padampur Panchayat Samiti and the lowest, 45.31% is found in Anupgarh Panchayat Samiti. The facility of approach by both Pucca as well as Kuccha roads is available to 24.75% of the villages, the highest percentage 36.26% of which is found in the villages of Ganganagar Panchayat Samiti and the lowest 16.55% is found in Suratgarh Panchayat Samiti. 19.74% of the villages have no access to roads, the highest percentage 25.61% being in the Suratgarh Panchayat Samiti and the lowest percentage 11.33% being in the Padampur Panchayat Samiti.

which are rarely tailored to the needs of young girls (whether this refers to separate toilets, exist at all, or other facilities). Many times girls from poorer communities, religious minorities or lower castes, are indirectly edged out by the attitude of the teachers or students from the so-called higher strata of society.

STRATEGIES FOR CHANGE

Children form the centrepiece of the whole paradigm of education, hence any education system that aims to achieve universal education, needs to keep in mind the entire socio-cultural milieu that affects children's attitude, inclination, and motivation towards education. Any initiative must also keep in mind the particular needs of the community - taking into account such factors as migration, immediate employment needs, financial status, and so on.

Thus, any innovative educational programme would be expected to have a number of characteristics that would make schooling more accessible and relevant to local communities.

ESTABLISHMENT AND MANAGEMENT OF SCHOOL

- ◆ ***Formation of Village Education Committees (VECs)*** - In order to enable parents to take more responsibility for any educational initiative in their community. This would give parents a greater sense of ownership and would allow for regular supervision of the school at the local level.
- ◆ Establishing schools where none previously existed (e.g. in slums, near the brick kilns and so on), and creating a conducive learning environment within these schools. This includes the provision of clean toilets and drinking water facilities, in building that are safe and accessible.
- ◆ ***Establishing hostels*** - for the children of migrant labourers, to allow continuity in their studies.
- ◆ ***School timings*** - could also be determined by the community members themselves, ensuring that they did not conflict with the work and other responsibilities of the children.

WITHIN THE SCHOOLS

- ◆ *Relevant curriculum* - matching and respecting local language and culture. This would make the concepts and subjects taught more accessible to the children. Could also include skills and practical tools.
- ◆ Teaching and learning materials could be distributed free and in appropriate measure - in order to ensure that the financial burden of education doesn't deter parents from sending their children to school.
- ◆ Reducing homework levels - would also encourage parents of children who work to continue sending their children to school, seeing that education doesn't conflict with other responsibilities.
- ◆ Games and co-curricular activities - to make learning more enjoyable.
- ◆ Teacher Selection and Training
- ◆ Emphasis should be placed on hiring women - this will provide young girls role models and would also circumvent the restrictions of the purdah system that prevent young girls from studying under male teachers.
- ◆ Adequate training - this would include training in how to handle unruly children' cater to the needs of slow learners' go beyond caste and religious differences and treat all children equally; and teach in a way that is uplifting for children (i.e. that doesn't emphasise punishment as a means for motivating children).
- ◆ Teachers to have regular contact with parents and the community (both through the VECs and through home visits) - so that a strong relationship is built between the community and the educational initiative.

PROJECT POPULATION BLOCK WISE PROJECT POPULATION

		(figure in hundreds)					
		1998	1999	2000	2001	2002	2003
Population of Ganganagar	M	2107	2158	2211	2263	2315	2372
	F	1753	1796	1839	1883	1925	1974
	T	3860	3954	4050	4146	4240	4346
Population 6-11 Age Group	B	287	289	298	291	293	295
	G	239	240	248	243	265	247
	T	526	529	546	534	538	542
Population of Karanpur	M	765	784	802	822	841	861
	F	691	708	725	742	760	778
	T	1456	1492	1527	1564	1601	1639
Population 6-11 Age Group	B	104	105	108	106	107	107
	G	94	94	98	95	96	97
	T	198	199	206	201	203	204
Population of Sadul Shahr	M	943	965	989	1012	1037	1061
	F	792	812	831	851	871	892
	T	1735	1777	1820	1863	1908	1953
Population 6-11 Age Group	B	128	129	133	130	131	132
	G	108	109	112	110	111	111
	T	236	238	245	240	242	243
Population of Rai Singh Nagar	M	951	974	997	1021	1045	1070
	F	857	878	800	921	943	966
	T	1808	1852	1897	1942	1988	2036
Population 6-11 Age Group	B	129	130	134	132	133	134
	G	116	118	121	118	119	120
	T	245	248	255	250	252	254

PROJECT – POPULATION BLOCK WISE

		1998	1999	2000	2001	2002	2003
Population of Padampur	M	798	817	837	855	877	899
	F	717	735	752	772	789	807
	T	1515	1552	1589	1627	1666	1706
Population 6-11 Age Group	B	109	109	113	110	111	112
	G	97	98	101	99	100	101
	T	206	207	214	209	211	213
Population of SuratGarh	M	1314	1346	1379	1411	1445	1479
	F	1104	1131	1158	1186	1214	1243
	T	2418	2477	2537	2597	2659	2722
Population 6-11 Age Group	B	179	180	186	182	183	184
	G	151	151	156	152	154	155
	T	330	331	342	334	337	339
Population of AnupGarh	M	2103	2154	2206	2258	2313	2367
	F	1820	1864	1909	1955	2001	2059
	T	3923	4018	4115	4213	4314	4416
Population 6-11 Age Group	B	287	288	297	291	293	295
	G	248	250	257	251	254	256
	T	535	538	554	542	547	551

**List of Proposed Primary Schools
(Based on the School mapping survey report).**

in the circle of 1 Km.

Anup Garh Panchayat Samiti.

S.N.	Name of Proposed School	Population	Name of Gram Panchayat	Name of Block	Name of Legislative segment
(1)	(2)	(3)	(5)	(6)	(7)
1.	3 UDM(B)	230	74 GB	Anupgarh	Suratgarh
2.	4 H	303	11 P Patrora	--Do--	--Do--
3.	20 P	229	18 P	--Do--	--Do--
4.	11 K	378	18 P	--Do--	--Do--
5.	3 AM(A)	265	12 H (Hisamaki)	--Do--	--Do--
6.	21 A	249	22 AA	--Do--	--Do--
7.	28 APD	250		--Do--	--Do--
8.	2 APM	306	ILSM	--Do--	--Do--
9.	23 APD	199	"	--Do--	--Do--
10.	3 SJM	290	7 SJM	--Do--	--Do--
11.	155 RD	289		--Do--	--Do--
12.	1 KAM (B)	281	3 ND	--Do--	--Do--
13.	4 MD (A)	275	3 ND	--Do--	--Do--
14.	6 MD (A)	267		--Do--	--Do--
15.	1 NAM	290	11/12 ND, Nahranwali	--Do--	--Do--
16.	2 DSM	271	11/12 ND, Nahranwali	--Do--	--Do--

Block, Bijay Nagar, Anupgarh, Panchayat Samiti Distt. Ganganagar

Block, Bijay Nagar, Anupgarh, Panchayat Samiti Distt. Ganganagar

				Bijaynagar	Suratgarh
1	2 DJMA	270	50 GB		
2	2 GBB	515	2 GBA	-- DO --	-- DO --
3	12 BLD	480	10 BLMA Bilochia	-- DO --	-- DO --
4	7BLMB	572	6 BLM	-- DO --	-- DO --
5	8 BLD	475	6 BLM	-- DO --	-- DO --
6	2 BLM	560	6 BLM	-- DO --	-- DO --
7	24 GB	300	24 GB	-- DO --	-- DO --
8	18 SD	375	10 SARKARI	-- DO --	-- DO --
9	29 GBB	265	29 GB	-- DO --	-- DO --
10	11 BLM	290	10 BLM Bilochia	-- DO --	-- DO --
11	14 BLDC	585	48 GB Rerbaggi	-- DO --	-- DO --
12	4 APD	455	6 APD	-- DO --	-- DO --
13	2 DAM	525	6 APD	-- DO --	-- DO --
14	3 PTD	260	3 KSD	-- DO --	-- DO --
15	4 PTD	300	8 STB	-- DO --	-- DO --
16	2 RBM	250	48 GB Rerbaggi	-- DO --	-- DO --
17	8 APD	635	7 APD	-- DO --	-- DO --
18	13 APD	320	7 APD	-- DO --	-- DO --
19	1 TSM	315	Gomawali Barani	-- DO --	-- DO --
20	8 GM	466	"	-- DO --	-- DO --
21	16 GM	305	"	-- DO --	-- DO --
22	2 KWM	300	3 SAS Masaniwal	-- DO --	-- DO --
23	2 BGD	295	8 BGD	-- DO --	-- DO --
24	4 BGM	350	8 BGD	-- DO --	-- DO --

1	28 ADA	300		DO	DO
2	1 STYA	297	5 MLDA	-- DO --	-- DO --
3	9 KWSM	349	6 ZWMI	-- DO --	-- DO --
4	11/12 KVM	258	2 MGMB, Rojari	-- DO --	-- DO --
5	8 MGM	350	2 MGMB, Rojari	-- DO --	-- DO --
6	7 MGM	262	2 MGMB, Rojari	-- DO --	-- DO --
7	9 RLM	270	2 MGMB, Rojari	-- DO --	-- DO --
8	3 MGM	281	2 MGMB, Rojari	-- DO --	-- DO --
9	11 RJD	245	2 MGMB, Rojari	-- DO --	-- DO --
10	16 RJD	386	22 RJD	-- DO --	-- DO --
11	15 RJD	338	2 MGMB, Rojari	-- DO --	-- DO --
12	10 KPD	286	22 RJD	-- DO --	-- DO --
13	1 ANM	265	22 RJD	-- DO --	-- DO --
14	2 PM II B	255	9 PSDA	-- DO --	-- DO --
15	3 KPD	269	4 KPD	-- DO --	-- DO --
16	3 KLM	333	4 KPD	-- DO --	-- DO --
17	1 KLM	321	4 KPD	-- DO --	-- DO --
18	6 PSD	282	4 KPD	-- DO --	-- DO --
19	3 KDA	248	3 KDA	-- DO --	-- DO --
20	3 DOL	290	10 KD, Rawalamandi	-- DO --	-- DO --
21	10 KD	503	10 KD, Rawalamandi	-- DO --	-- DO --
22	8 KD	280	3 KDA	-- DO --	-- DO --
23	4 SKMB	260	6 SKMB	-- DO --	-- DO --
24	5 SKMA	248	6 SKMA	-- DO --	-- DO --
25	16 GD	326	19 GD	-- DO --	-- DO --
26	1 KYD	418	2 KLD, 365 HEAD	-- DO --	-- DO --
27	2 SJMA	331		-- DO --	-- DO --
28	3 SJM	250	7 SJM	-- DO --	-- DO --
29	15 KDB	265	10 KD, Rawala village	-- DO --	-- DO --
30	14 GD	288	19 GD	-- DO --	-- DO --
31	5 GM	273	1 SKM	-- DO --	-- DO --
32	29 ASB	598	12 MLDA	-- DO --	-- DO --
33	1 GMB	303	2 GMB	-- DO --	-- DO --
34	9 DOL (A&B)	252	13 DOL	-- DO --	-- DO --
35	14 DOL (AB)	326	13 DOL	-- DO --	-- DO --

Sri Karanpur Panchayat Samiti

1	V Head	250	8 V	Karanpur	Karanpur
2	33 H	250	14 S	-- DO--	-- DO--
3	7/8 V	250	8 V	-- DO--	-- DO--
4	2 O(B)	250	10 "O"	-- DO--	-- DO--
5	23 Dhani	260	Kaminpura	-- DO--	-- DO--

Surat Garh Panchayat Samiti

1	4 D.B.N.	223	155 G.R.	Suratgarh	Suratgarh
2	5 G.D.M	345	Ghamandia	-- DO--	-- DO--
3	28 NPM'A'	431	Nirvana	-- DO--	-- DO--
4	30 MOD	276	Gurusar Modia	-- DO--	-- DO--
5	75 GR'A'	225	Sanghar	-- DO--	-- DO--
6	5 SHPD	333	8 SHPD	-- DO--	-- DO--
7	38 PBN	253	Bhairn Pura	-- DO--	-- DO--
8	40 STG	593	Rangmahal	-- DO--	-- DO--
9	226 RIDL	148	Rajpura Piperan	-- DO--	-- DO--
10	21-800 RD	135	Udaipur	-- DO--	-- DO--
11	92.600 RIDL	222	Mokalsar	-- DO--	-- DO--
12	3 SD	587	Padampura	-- DO--	-- DO--
13	2BNM	112	Sardarpura Kharcha	-- DO--	-- DO--
14	37 PBN	252	Manaksar	-- DO--	-- DO--
15	1 SPM	240	Gopalsar	-- DO--	-- DO--
16	2 GPM	230	Gopalsar	DO--	-- DO--
17	1 SMR	303	Sobhasar	-- DO--	-- DO--
18	4 BKM	319	Bakhtawar Pura	-- DO--	-- DO--
19	2 SPM 'B'	258	Bakhtawar Pura	-- DO--	-- DO--
20	4 GDM	243	Bakhtawar Pura	DO	DO
21	6 DBN	232	Sardarpura Biba	DO	-- DO
22	Sahuwala 9SGM	590	Sardarpurh	DO	-- DO--

Padampur Panchayat Samiti

1	3 BB II	266		-- DO--	-- DO--
2	10 RB	254	46 RB, Pappura	DO	DO--
3	5 BB	276	4 BB	-- DO--	-- DO--
4	63 LNP	250	54 LNP	-- DO--	-- DO--

Ganganagar Panchayat Samiti

1	14 F Bara	243	15 F Matili Rathar	-- DO--	-- DO--
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Raisinghnagar Panchayat Samiti

1	17 SAD	362	12 NAD (Bishanpura)	-- DO--	-- DO--
2	4 BPM	252		-- DO--	-- DO--
3	28 ML	603	1 MKB (Uarsar)	-- DO--	-- DO--

MEETINGS HELD FOR COMMUNITY MOBILIZATION IN SRI GANGANAGAR DISTRICT UNDR DPEP

S. No.	Date	Meeting held at	Organised by	No. of participants	Particulars of participants	Points of discussion regarding low enrolment dropout and low educational quality given by the participants and causes.	Suggestions given at the meetings by the participants	Accepted Rejected
01.	15.01.98	DIET Chunawadh	Principal, DIET, Chunawadh	21	DIET Principal DEO (Ele.) I Sr.Dy.DEO's, & members of the core team.	<ul style="list-style-type: none"> - Poverty - Lack of Lib. facilities - House hold work - Unavailability of Scholarship. - Lack of Furniture - Temporary migration 	<ul style="list-style-type: none"> - To provide free text books to boys and girls - Separate toilets for girls - To provide water facilities 	Rejected Accepted
02.	31.01.98	Govt. Sr. Sec. School Ganganagar	DEO (Ele.) I	30	DIET Principal, DEO (Sec.), DEO (Ele.) I & II SDI's, Sr.Dy.DEO's CEO, Zila Parishad Asstt. Director (NFE) Adult.Edu.Officer. Members of core team.	<ul style="list-style-type: none"> - Child labour - Cattle grazing - Use of liquor by parents - Illiteracy of parents - Lack of water facility - Lack of toilets separately for girls. - Lack of teachers - Lack of teaching aids - To look after the younger brothers & sisters. - Lack of female Teachers - Lack of Residential facilities for teachers - Lack of School Building - Lack of recreational facilities - Lack of supervision - Lack of Games facilities - Lack of electricity 	<ul style="list-style-type: none"> - Improvement of curriculum - To repairing school building - To open schools at short distance - To open ECCE Centres - To give special education facilities to weaker section 	Accepted Accepted Accepted Accepted Accepted Accepted
03.	04.02.98	Panchayat Samiti, Sadul Shahar	B.D.O. Sadul Shahar	40	BDO, teachers of of primary schools, SDIs, Members of core team.	<ul style="list-style-type: none"> - To look after the younger brothers & sisters. - Lack of female Teachers 	<ul style="list-style-type: none"> - To open mobile schools - To provide visual aids 	Rejected Accepted
04.	21.02.98	Panchayat Samiti, Sadul Shahar	B.D.O. Sadul Shahar	60	BDO, Head Masters of primary schools. SDIs, Members of core team.	<ul style="list-style-type: none"> - Lack of Residential facilities for teachers - Lack of School Building - Lack of recreational facilities - Lack of supervision - Lack of Games facilities - Lack of electricity 	<ul style="list-style-type: none"> - To give scholarship - To provide uniforms to the poor children - Erection of boundary Walls - Teachers Training - Supervision improvement - To provide games facilities 	Rejected Rejected Rejected Accepted Accepted Accepted
05.	27.02.98	Govt. UPS 7 L.C.	Sr.Dy.DEO Anupgarh	70	Sr.Dy.DEO, Headmasters of Middle School SDIs, Panchs & Sarpanchs.	<ul style="list-style-type: none"> - Lack of supervision - Lack of Games facilities - Lack of electricity 	<ul style="list-style-type: none"> - Erection of boundary Walls - Teachers Training - Supervision improvement - To provide games facilities 	Rejected Accepted Accepted Accepted

06	02.03.98	Govt. Middle School, New Mandi, Gharsara	BDO, Anupgarh	113	BDO, SDIs, Teachers of Primary School	<ul style="list-style-type: none"> - Not separate toilets for girls - Lack of teachers Training - Lack of Boundary Walls 	<ul style="list-style-type: none"> - To improve the behaviour of Teachers - Opening of new school where needed 	Accepted
07	02.03.98	Govt. Middle School, Rawla Mandi.	BDO Anupgarh	89	BDO, SDIs, Teachers of Primary School	<ul style="list-style-type: none"> - Unawareness of Parents - Low income of Parents 	<ul style="list-style-type: none"> - Appointment of atleast one female teacher in each school - To empower PTA 	Accepted
08	03.03.98	Govt. Middle School No 4 Ganganagar	DEO (Ele.) I	35	DEO (Ele.) I, Sr.Dy.DEO, SDI, Head Masters of Middle School			Accepted
09	04.03.98	PS Heli Anupgarh	BDO Anupgarh	142	BDO, SDIs, Teachers of Primary Schools, Members of Core Team.			
10	04.03.98	Govt. PS Ramsingh Pur	BDO Anupgarh	74	BDO, SDI, Teachers and Core Team			
11	05.03.98	Govt. PS Bajaj Nagar	BDO Anupgarh	75	SDI, Teachers of Primary Schools.			
12	05.03.98	Govt. PS Jaitsar	BDO Anupgarh	85	BDO, SDI, Teachers of Primary Schools, Core Team members.			

13.	07.03.98	P.S.Hall Suratgarh	BDO Suratgarh	115	BDO, SDIs Teachers and Core Team	
14.	07.03.98	Village Matili Rathan	P.D. Women Development Agency	206	Panch, Sarpanch, Pradhan, Teachers, women of society & Core Team	
15.	08.03.98	Village Sangat Pura	Project Director (Women Development Agency)	300	Collector, PD, Pradhan, Tehsildar BDO, Teachers Ladies	
16.	08.03.98	P.S.Hall Karanpur	SDM Karanpur	150	SDM, BDO, Pradhan Chairman, M.B., Tehsildar, Adult Edu. Officer Ladies, Panch, Sarpanch.	
17.	09.03.98	Winter Hill UPS Ganganagar	DEO (Ele.1)	50	DEO (Ele.1), SDIs, Sr.Dy.DEO, Headmasters, members NGOs team members	
18.	10.03.98	Village Takhath Hajara	Project Director (WDA)	400	SDM, PD, BDO, Pradhan, Panchs, Sarpanchs, Ladies	
19.	18.03.98	P.S. Karanpur	BDO Karanpur	120	Dy. Director, DPEP Pradhan, BDO, Teachers Members of Core Team	
20.	20.03.98	Govt. UPS Raisingh Nagar	BDO Raisingh	170	BDO, SDIs, Teachers Sr.Dy.DEO, and Team Members	

**PROJECT COST (DPEP) - SRI GANGANAGAR
RAJASTHAN**

(Rs. In lakhs)

COMPONENT / ACTIVITY	UNIT	1ST YEAR		TARGET IN	TOTAL
	COST	(1998-99)		PROJECT	COST
		PHY.	FIN.		
ACCESS					
A.1 New Primary Schools					
(a) Construction of school building i) Two Room building	2.50	0	0.00	120	300.00
ii) Three room building	3.75	0	0.00	0	0.00
(b) Teacher (teachers) Salaries	0.84	0	0.00	540	420.00
c) Para teacher salaries in new schools	0.162	0	0.00	540	81.00
d) Furniture & Equipments	0.100	0	0.00	120	12.00
e) Construction of 1 room in building less schools	1.25	5	6.25	85	106.2
A.2 Alternative Schools					
a) Construction of shed for AS					
i) In tribal, Mewat, Dang area 80%by DPEP & 20% by community	0.08	0	0.00		
ii) In general area 50% by DPEP and 50% by community	0.05	60	3.00	120	6.00
b) AS Instructors Honorarium					
i) AS 6 hourly @ 1350/- p.m.	0.162	60	4.32	380	125.25
ii) AS 4 hourly @ 1000/- p.m.	0.120	20	0.80	220	26.40
c) Non recurring expenditure per AS	0.05	100	5.00	200	10.00
d) Games material per AS	0.005	100	0.50	900	4.50
e) Contingency per AS	0.01	100	1.00	900	9.00
A.3 Additional Classrooms.	1.25	10	12.50	163	203.75
A.4 Construction of Boudary wall for primary school- Lumpsum provision	0.09	0	0.00	300	27.00
GRAND TOTAL		475	33.37	5088	1328

**PROJECT COST D.P.R.
RAJASTHAN**

Rs. in lakhs

COMPONENT / ACTIVITY	UNIT	1ST YEAR		IN PROJECT	
	COST	PHY.	FIN.	TARGET	TOTAL COST
RETENTION					
R.1 Community Mobilization					
a) Bal Mela at cluster level for 3 years @ Rs. 2000/-	0.02	142	2.84	426	8.52
b) Mahila Meetings with assistance of PTA, MTA and VEC @ Rs. 2000/- at the cluster level for 5 years.	0.02	142	2.84	710	14.20
c) Kala Jatha/ Exhibition / Rallies at - CRC level For 3 years.	0.01	142	1.42	426	4.26
- Block Level -- do--	0.02	9	0.18	27	0.54
- District level -- do--	0.10	1	0.10	3	0.30
d) Award to the best VEC at BRC (every year)	0.03	0	0.00	45	1.35
R.2 Construction					
a) Toilets (urinals)	0.05	0	0.00	29	1.45
b) Drinking water i) Hand pump	0.45				
ii) PHED Connection with storage tank	0.15				
c) Repairs					
i) Minor	0.25				
ii) Major	0.50				
R.3 School Improvement Fund (to VEC)	0.02	1591	31.82	8955	179.10
R.4 Additional Teachers (Enrolment based)	0.16				
R.5 ECCE Opening of new ECE centers					
a) Construction of thatched shed (in 50% only) As for alternative schools					
i) In tribal, Mewat, Dang	0.08				
ii) In general	0.05	0	0.00	9	0.45
b) Instructors Salaries	0.048	0	0.00	75	2.52
c) ECE kit @ Rs. 500/- per center	0.005	0	0.00	15	0.05
Strengthening ICDS centers.					
i) Additional honorarium to the ICDS instructors @ Rs. 200/- per month	0.024	0	0.00	1572	37.73
ii) ECE Kit @ 500/- per centre	0.005	0	0.00	186	3.93
d) School improvement for furniture (Additional room)-	0.025	5	0.13	179	4.48
e) Replacement for furniture in old schools (1/3 of total schools every year)	0.010	530	5.30	1591	15.91
6. Incentive to AS Pra teacher on 75% Retention and achievement	0.0025	0	0.00	900	2.25
Hostel	0.03	150	1.50	900	22.50
Total		2712.00	46.13	16648.00	299.56

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

(Rs. In lakhs)

COMPONENT / ACTIVITY	UNIT COST	1ST YEAR (1998-99)		TARGET	TOTAL
		PHY.	FIN.	IN	COST
				PROJECT	IN PROJECT
QUALITY IMPROVEMENT					
Q.1 Training					
a) Training of Para Teachers (30 days) per para teacher one time	0.0312	100	3.12	320	9.98
b) Training of Para Teachers (10 days) 30 Para Teacher one time	0.008	100	0.80	320	2.56
c) Refresher training of para teachers (15 days) 30 Para Teacher subsequent year	0.0102	0	0.00	1000	10.20
d) Training of BRC resource persons at DIET (6 days) per resource person	0.008	27	0.22	27	0.22
e) Gender sensitization training of District & block level education functionaries (3 days) (20 participants)	0.006	20	0.12	20	0.12
f) Training of BRC co-ordinators at DIET (10 days) (15 persons)	0.014	9	0.13	9	0.13
g) Orientation of DLOs at DIET (2 days) (25 person)	0.002	25	0.05	25	0.05
h) Training of CRC co-ordinators at BRC (10 days) (20 person) (Induction training)	0.008	142	1.14	142	1.14
i) Refresher training of CRC Co-ordinator at BRC (5 days) (20 person)	0.005	0	0.00	568	2.84
j) Training of Primary Schools Regular teachers					
i) [Induction Trg. - { a) 6 days (20 persons)	0.005	0	0.00	4211	21.06
ii) Induction Trg. - {b) 3 days} (20 persons)	0.0035	0	0.00	42.11	14.74
iii) Refresher training for 6 days (20 persons)	0.005	0	0.00	16784	83.92
Total		423	5.57	27637	147

RAJASTHAN

(Rs. In lakhs)

COMPONENT / ACTIVITY	UNIT COST	1ST YEAR		TOTAL	PROJECT
		(1998-99)		TARGET	COST
		PHY.	FIN.		
n) Training of ECE/Anganwadi workers at BRC (3+3 days training cost by convergence with WDP) (20 persons)	0.0035	0	0.00	3204	11.21
o) Training of Panchayat community members/municipality functionaries (20 persons)	0.0025	450	1.15	2300	5.75
p) Orientation - cum - Review meetings of CRC Co-ordinators at BRC (2 days) (20 persons)	0.002	568	1.42	7100	17.75
q) Orientation of VEC members at CRC (2 days) (36 persons) for first 3 years	0.0005	19200	35.40	57600	115.2
r) Monthly Review-cum-Orientation Meeting of primary school teachers at CRC (1 day) [20 persons] per month	0.0005	16364	5.13	209470	104.74
s) Monthly review meeting of para-teachers at CRC (2 days) (20 persons) per month	0.0005	400	0.20	14520	7.25
t) Training and orientation of BNS at CRC (1 day) (20 persons)	0.001	1600	1.60	3200	3.2
Q.2 Educational Incentives (stationary items for SC/ST girls (in blocks less than 15% literacy)	0.00065	0	0.00	15855	10.31
Q.3 Workbook to students class I to V-unit 1000 students	0.15	0	0.00	1003	150.45
Q.4. Teacher guide- unit 1000 teachers	0.15	0	0.00	5	0.75
Q.5 TLM grants for Primary school					
a. Teachers	0.005	4091	2046.00	20875	104.38
b. Para Teachers	0.005	100	0.50	1320	3.3
Q.6. Educational Visits					
a) Exposure visits for VEC members within district					
i) Two days visit within district 4 batches of 10 person each every year (per person cost)	0.004	0	0.00	200	0.5
ii) 3 day visit outside district, 2 batches of 10 person each, every year (per person cost)	0.008	0	0.00	100	0.5
iii) 6 days visit outside state, one batch of 5 person every year (per person cost)	0.004	0	0.00	200	0.50
b) Exposure visits for AS para teachers					
i) Two days visit within district 4 batches of 10 person each every year (per person cost)					
ii) 3 day visit outside district, 2 batches of 10 person each, every year (per person cost)	0.008	0	0.00	100	0.50
iii) 6 days visit outside state, one batch of 5 person every year (per person cost)	0.04	0	0.00	25	1.00
c) Exposure visits for PFE teachers					
i) 6 days visit outside state, one batch of 5 person every year (per person cost)	0.04	0	0.00	25	1.00
GRAND TOTAL		42783.00	71.91	337127.00	543.79

PROJECT COST (DPEP) SRI GANGANAGAR

RAJASTHAN

(Rs. In lakhs)

COMPONENT / ACTIVITY	UNIT COST	1ST YEAR (1998-99)		TOTAL	PROJECT
		PHY.	FIN.	TARGET	COST
CAPACITY BUILDING					
C.1 Strengthening DIET					
a) Furniture	1.50	1	1.50	1	1.5
b) Equipments	0.63	1	0.63	1	0.63
c) Civil Work Lumpsum	3.00	1	3.00	1	3
d) Vehicles					
Hire	1.50	1	0.50	6	7.5
fuel	1.00	1	0.33	6	5
e) Recurring Expenditure of Office	0.80	1	0.27	6	4
C.2 BRC					
a) Construction of BRC building	7.40	9	66.60	9	66.6
b) Furniture	0.800	9	7.20	9	7.2
c) Equipment	1.33	9	11.97	9	11.97
d) Maintenance of equipments	0.092	9	0.28	54	4.14
e) Books and library	0.50	9	4.50	45	22.5
f) Office expenses (recurring)	0.26	9	3.78	54	56.7
(non-recurring)	0.61	9	5.51	9	5.51
T A / D A.	0.20	9	0.60	54	9
Medical	0.05	9	0.15	54	2.25
Vehicles (i) Hire	1.50	2	1.00	12	15
ii) Fuel	1.00	2	0.67	12	10
g) Salary- - Coordinators' Salaries	1.58	9	4.75	54	71.28
- Assistant co-ordinator	1.152	9	3.48	54	51.84
- Resource persons	0.600	18	3.60	108	54
- Typist	0.360	9	1.08	54	16.2
- Peon	0.210	9	0.63	54	9.45
- Security Guard	0.210	9	0.63	54	9.45
h) Action research	0.10	0	0.00	20	2
i) Rent for nine months @ Rs. 4000/- as per PWD assessment.	0.48	9	1.44	18	3.24
C.3 CRC					
a) Construction of CRC building	1.75	71	124.25	142	248.5
b) Furniture	0.192	142	27.26	142	27.26
c) Salaries- -CRC co-ordinator salary	1.00	142	47.33	852	710.00
c) Office expenses (recurring)	0.050	142	7.10	710	35.5
(non-recurring)	0.060	142	8.52	142	8.52
T A / D A.	0.060	142	8.52	142	42.6
Medical	0.010	142	0.47	852	7.1
Motor cycle allowance (@ 600.- p.m.)	0.072	142	3.41	852	51.12
Total		1228	345.26	5302	1581

**PROJECT COST (DPEP) - SRI GANGANAGAR
RAJASTHAN**

(Rs. In lakhs)

COMPONENT / ACTIVITY	UNIT COST	1ST YEAR		TOTAL	PROJECT
		(1998-99)		TARGET	COST
		PHY.	FIN.		
C.4 District Project Office (DPO)					
a) Furniture	1.60	1	1.60	1	1.60
b) Equipments	2.82	1	2.82	1	2.82
c) Maintenance of equipments	0.224	1	0.070	6	1.12
d) Vehicles					
- Hire	1.50	1	0.50	6	7.50
- Fuel	1.0	1	0.33	6	5.00
e) Staff Salaries					
- DPC (1)	2.00	1	0.67	6	10.00
- Programme Officer (5)	1.73	5	2.88	30	43.25
- Account officer	1.52	1	0.51	6	7.60
- Assistant Account Officer	0.36	1	0.12	6	1.80
- Assistant Engineer	1.52	1	0.51	5	5.70
- Junior Engineer	0.60	9	1.80	45	20.25
JEN motor cycle allowance @ 1000/-	0.120	9	0.36	45	4.05
- Draftsman	0.120	1	0.04	5	0.45
- Computer Operator	0.480	1	0.16	6	2.40
- Programmer	0.60	1	0.20	6	3.00
- Steno	0.36	1	0.12	6	1.80
- LDC	0.36	1	0.12	6	1.80
- Peon	0.21	1	0.07	6	1.05
- Night Guard	0.21	1	0.07	6	1.05
f) Workshops and Seminars	0.55	1	0.18	6	2.75
g) Contingency	0.75	1	0.25	6	3.75
h) Office Expenditure	0.513	1	0.17	6	2.57
i) Publicity / Media	0.30	1	0.10	4	0.90
j) Office Rent Average 5000/- per month / as per PWD assessment	0.60	1	0.20	6	3.00
T.A./D.A.	1.000	1	0.33	6	5.00
Medical	0.300	1	0.10	6	1.50
Innovation	1.00	0	0.00	1	1.00
District Committee Registration Fees	.030	1	0.030	1	0.03
TOTAL		47		246	142.74

ABSTRACT OF ESTIMATED COSTS (BY OBJECTIVES)

DISTRICT : GANGANAGAR

TABLE : I-B

<i>S.No.</i>	<i>Objectives</i>	<i>Amount (Rs. in lacs)</i>	<i>Percentage</i>
1.	Improving Access	1327.98	32.613
2.	Improving Retention	367.96	7.542
3.	Quality Improvement	713.58	17.524
4.	Capacity Building	1723.30	42.321
	TOTAL PROJECT COST	4071.92	100.00

ABSTRACT OF ESTIMATED COSTS (BY COMPONENTS)

TABLE : I-C

<i>S.No.</i>	<i>Components</i>	<i>Amount (Rs in lacs)</i>	<i>Percentage</i>
01.	Civil Works	960.00	23.57
02.	Management	142.74	3.505
03.	Other Educational Programme	2969.18	72.918
	TOTAL PROJECT COST	4071.92	100.00

		<i>Amount (Rs in lacs)</i>	<i>Percentage</i>
01.	Recurring Cost	420.00	10.314
02.	Non-Recurring Cost	3651.92	89.686
	TOTAL COST	4071.92	100.00

SCHEDULE OF ACTIVITIES FOR THE YEAR 1998-99

STATE : RAJASTHAN

DISTRICT : GANGANAGAR

S.No.	Activity	Completing Agencies	Completion Month
A.	<i>Increasing Access</i>		
1.	Formation of VECs	BDO/Sr.Dy.DEO	Dec. 1998
2.	Writing of slogans and developing of banners, posters calenders etc:	DPO	Nov.-Dec. 98
3.	Orientation of District Functionaries	DPO	Nov.-Dec. 98
4.	Holding function for building environment and awareness	DPO/BRCC/CRC	Nov.-Dec. 98
5.	House to House Survey	PTS	May-June, 99
6.	Orientation of teachers/ Head Teachers for environment building and school readiness	DPO	Jan. 1999
B.	<i>Improving Retention</i>		
1.	Identification of 15 schools where school clusters are to be set up.	DPO	Dec. 1998
2.	Completion of Civil Works of 15 school clusters.	DPO	Feb. 1999
3.	Recruitment/Deputation of Staff	DPO/SPO	Oct. 1998
4.	Purchase of furniture/ equipments.	DPO/SPO	Oct. 1998
5.	Identification of location of BRCs	DPO	Oct. 1998

6.	Civil works for 9 BRC's	DPO	Feb. 1999
7.	Listing of teaching-learning material and material for co-curricular activities.	DPO/SIERT DIET/SIEMT	Jan. 1999
8.	Purchase of Material	DPO/SPO	Oct. 98 to Jan. 1999
9.	Listing of students requiring text books	SPO	Oct. 1998 to Jan. 1999
10.	Purchase and distribution of text books.	-	-
C. Capacity Building			
1.	Formation of District level management committee	DPO	Oct. 1998
2.	Recruitment/Deputation of Staff	DPO/SPO	July 1998 to Dec. 1998
3.	Purchase of Furniture and Equipments	DPO/SPO/ VEC	Oct. 1998
4.	Construction and furnishing of EMIS Cell	-	-
D. Innovative Project			
1.	Training of Teacher	-	-
2.	Starting of Project	DPO	Oct. 1998

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