

# DISTRICT PRIMARY EDUCATION PROGRAMME

[DEEP]



DISTRICT EDUCATION PLAN  
December 1998 – November 2003

NIEPA DC



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BIHILWARA - DISTRICT  
(RAJASTHAN)

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DIST. BHILWARA  
BLOCKS  
CLUSTERS.

HURDA

ASIND

SHANPURA

JANAPUR

BANERA

16

MANDAL

RAIPUR

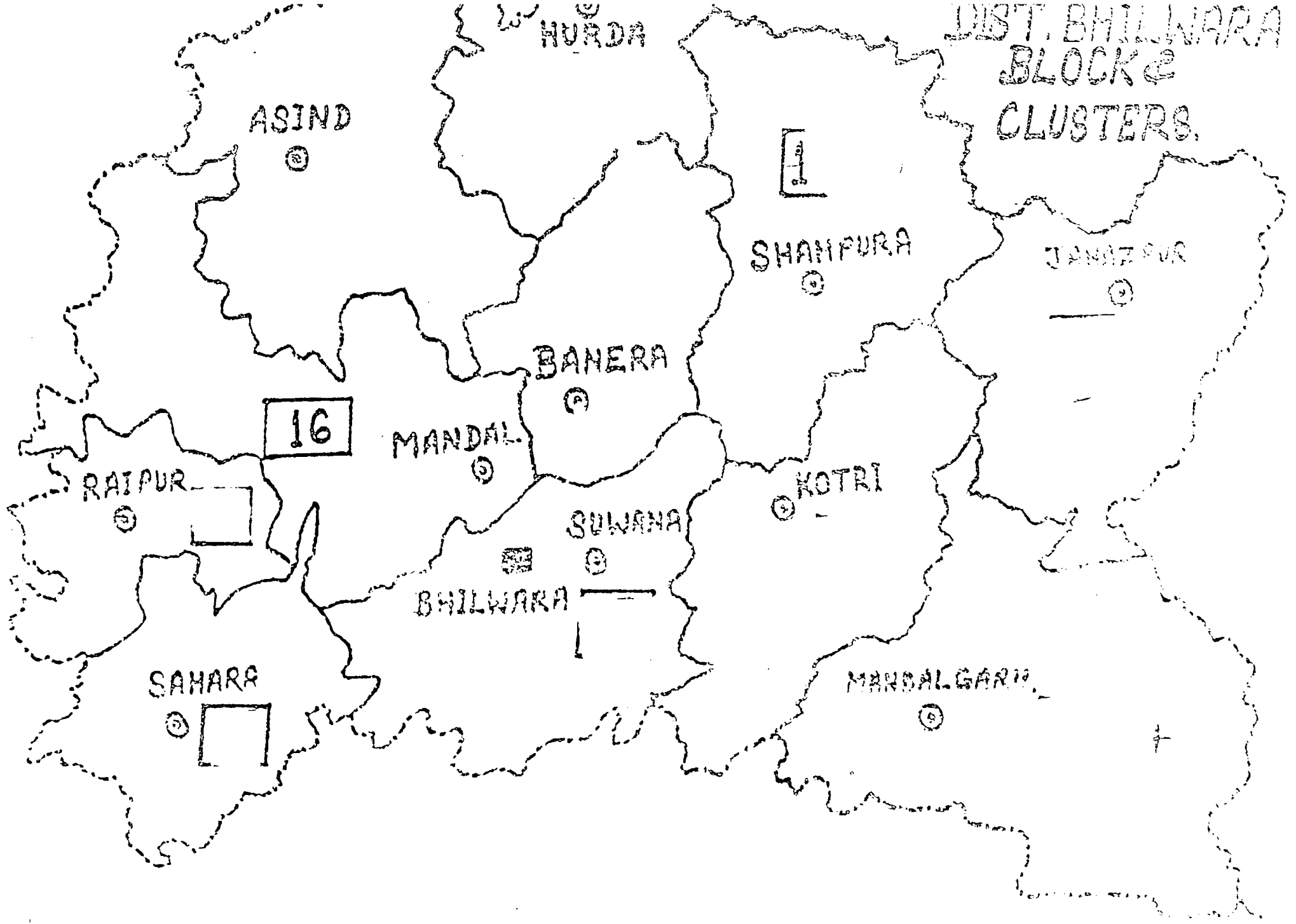
KOTRI

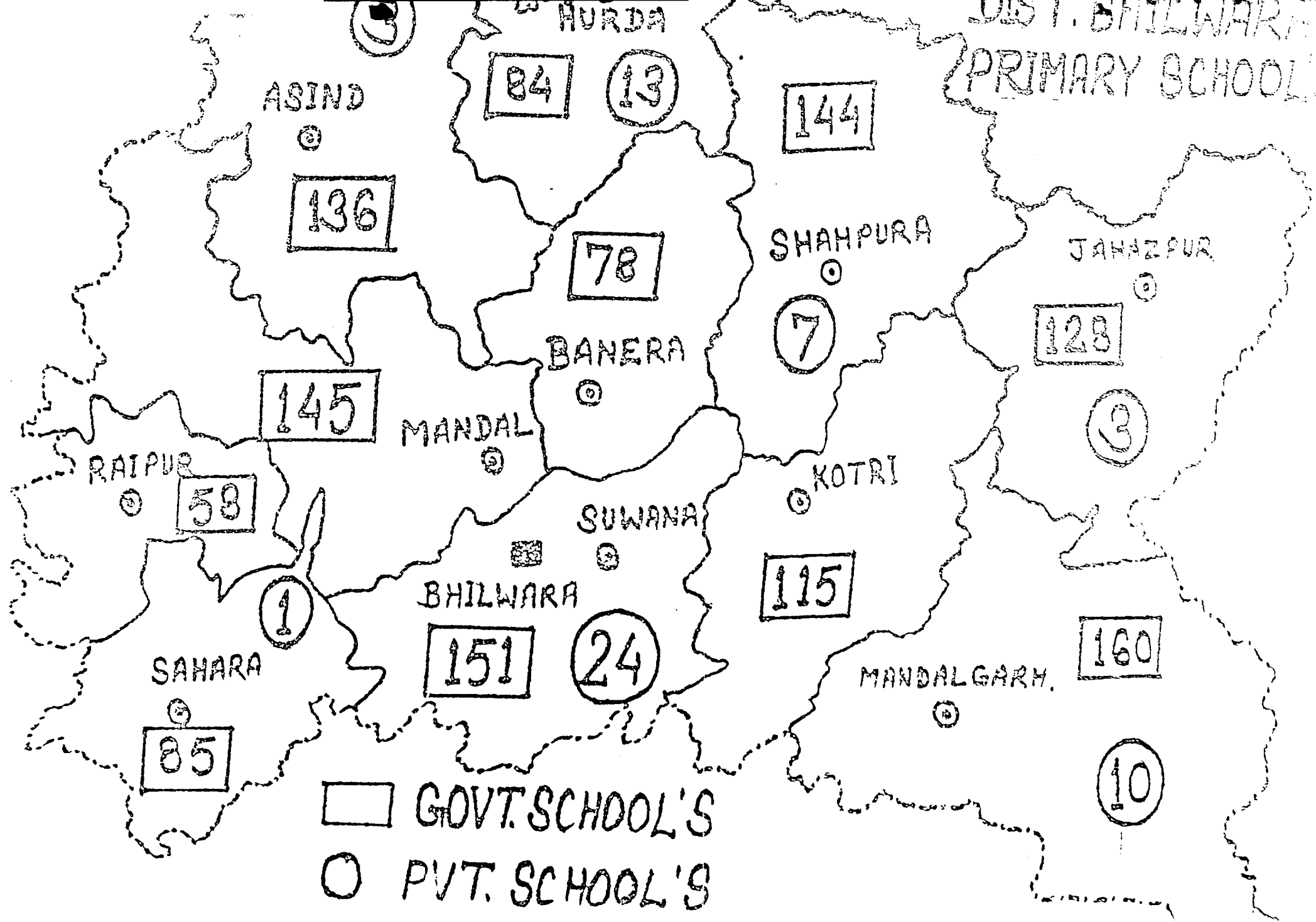
SUWANA

BHILWARA

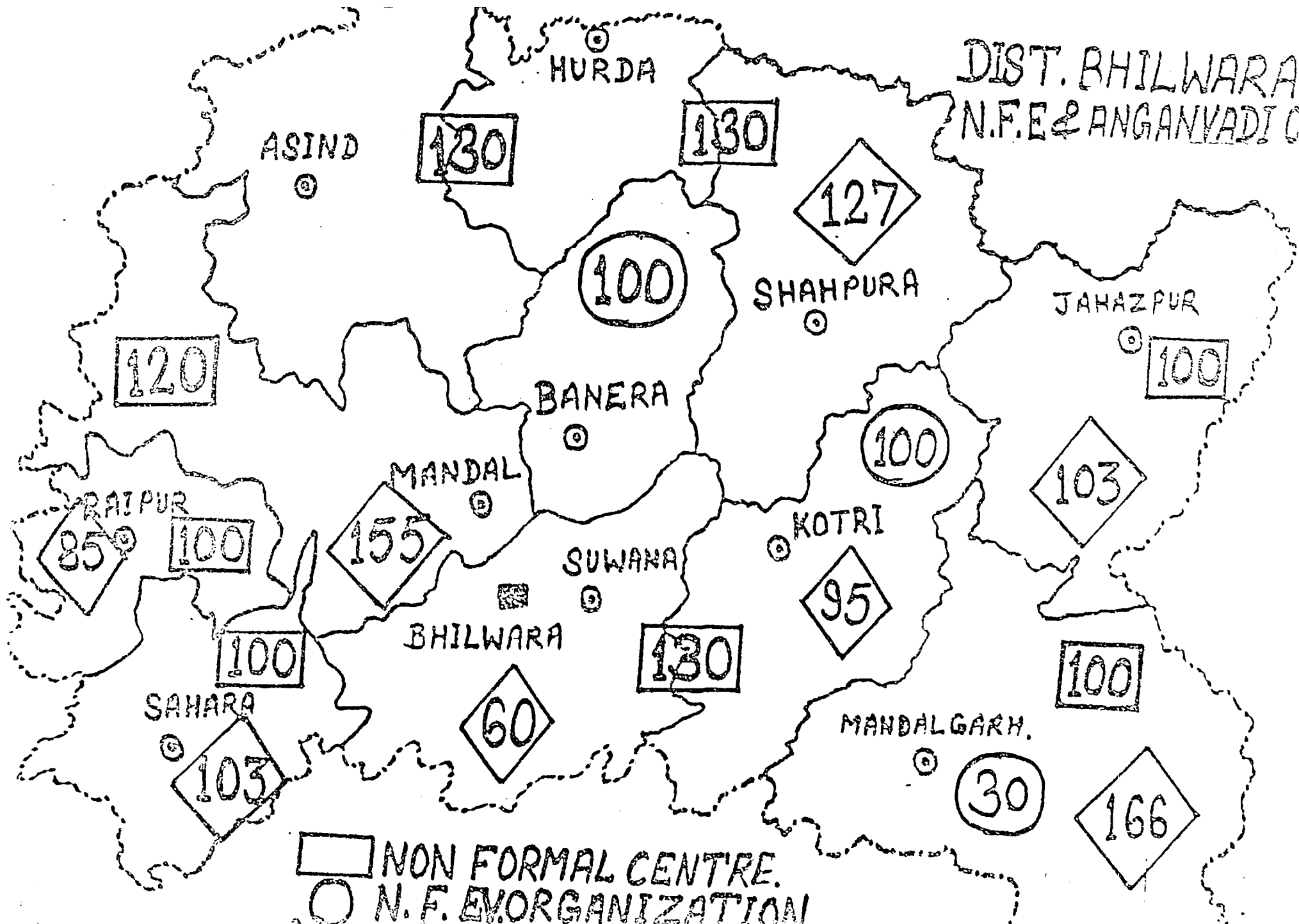
SAHARA

MANDALGARH





DIST. BHILWARA  
N.F.E & ANGANVADI CEN.



□ NON FORMAL CENTRE.  
○ N.F.E. ORGANIZATION

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## PREFACE

*The role of a literate person is of prime importance in the over all development of nation. He is the promoter of the economic and social development of the society.*

*Numerous attempts have been made in Rajasthan in the development of Education e.g. "Shiksha Karmi Yojna, Lok Jumbish, Saraswati Yojna, Balika Shiksha Foundation, Bhamashah Yojna" and others. All these are sincere attempts in the educational progress of the state. Inspite of these attempts large sections of the people in the district are still backward in education.*

*In order to attain the goals of easily accessible education and its universalisation, the beginning of District Primary Education programme is a boon.*

*In order to meet the needs and problems of primary education the district project has been launched with public participation.*

*The cooperation of social survey and baseline study has been very helpful in fabrication of the project.*

*The collection and analysis of statistics by the coreteam, organising workshops and the suggestions from educationists and meetings of public representatives have been included in the DPEP guidelines and the project fabricated there upon.*

*In the next five years the execution of this project will open new vistas of primary education in the district. It will also attain new heights in the field and thus will attain the goals of the universalisation of primary education.*

*With this hope...*

SUDARSHAN SETHI  
COLLECTOR & CHAIRMAN DPEP  
BHILWARA

## 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

# CHAPTER 1

## *DISTRICT PROFILE*

### **1.1 Introduction**

Bhilwara is situated in the south east part of Rajasthan. The district is highly industrialised. It is called Manchester of Rajasthan. The name of district Bhilwara suggest that it is a district with predominantly the Bhil population but it is not so. It is said that there was a hamlet where Bhils lived. It was called "Bhilon Ka Kheda". Later on, there developed a town and it was named Bhilwara and the district was also called Bhilwara after the name of the town .

Bhilwara has a highly prosperous heritage of art and culture.

### **1.2 Historical Background Formation Of The District**

Before the formation of the state of Rajasthan the district was a part of the former state of Mewar consisting of the federal enclaves, some of them closely related to the ruling dynasty of the Sisodiyas, the ruler of Mewar .

In March 1949 the federal states became an integral part of Rajasthan. Which formerly was 'Rajputana'. Mewar, too became a part of Rajasthan With the advent of the national movement of freedom from the British yoke. Prajamandals came into being rising and revolting against the local rulers. The district has been the 'Karmsthali' of late Sh.Vijaysingh Pathik, Sh.Manikya Lal Verma and Sh.Pratap Singh Barhat who took active part in the freedom struggle of the country and their dedication to the purpose was unparalleled.

There are a number of old forts and fortresses in the district viz. Mandalgargh, Jahazpur, Banera, Badnore. Of course, they are in partly ruined condition now but even then they reflect their old glory. The recent excavations at Bagore, have revealed the prestone age reminiscents. These reveal the old civilization of the prestone age with finding of bones in the excavated houses. An idol of revant belonging to 8th or 9th century A.D. has been traced out there.

The fort of MandalGarh has been the dwelling place of the Siddh Yogies dating back to the B.C.Era. The Shiva temple at Bijolia take us back to 12th century A.D. or even before that. The ruins of Jahazpur fort prove that the fort was constructed by the Maurya king Samprati, one of the grand sons of king Ashoka the great. The river Nagadi, surrounding the town represent 'Nag Yajya' performed by king Janmejaya, The son of Raja Parikshit and reminds us of the age of Mahabharat.

The 'Mud' system of paintings in the district has won international applause. The painter Shivlal Joshi has won National Award recently. In Shahpura there is a "RAMDWARA" of Ram Snehi Sampraday famous for "PHOOLDOL MELA"

There are two important places of pilgrimage of the Jains, one in Chanwleshwer and the other Parshwnath Atishay Kshetra near Bijolia where thousands of pilgrims visit every year to attend the annual fairs .

At present Bhilwara district is assuming national fame owing to its synthetic fabric manufacture and processing houses.

### **1.3 Geographical Features**

#### **1.3.1 Location**

This district lies between the longitude of 25 to 25.58 and latitude of 74 to 75.28. Ajmer distt. is to its north, Rajsamand is to west, Chittorgarh is its south and Tonk and Bundi are its east . The length of this district from west to east is 144 kilometer and the breadth from north to south is 104 kilometers. The area of Bhilwara distt. is 10.455 square km., Which is 3.05% of the total area of Rajasthan. It is the fourteenth district of Rajasthan in respect of area.

#### **1.3.2 Topography**

The district abounds in minerals like Mica, building Stone, Sandstone, Slates, Iron Ore, Soap stone Garnets, Asbestos, Lead, Copper and Zinc. Agoocha near Gulabpura in Hurda Tehsil is famous for Zinc mines.

The land consists of hilly and rocky stretches on one side and sandy areas on the other. The river Banas and its tributaries viz. The Berach, Khari, Kothari, Menali and the Chandra Bhaga help in the irrigation of the district and accounts for better crops in the district.

#### **1.3.3 Climate**

The climate of this district is temperate conducive and it helps to gain health. It differs from the climate of north eastern part. The summer season generally starts from March to June with its gradual increase in temperature and it begins to reduce gradually from mid November to January. The minimum low temperature of the district is generally 3° and the maximum is 47° centigrade and the average rainfall is 70 to 75 cm. There is one weather forecast office at Bhilwara. There are twelve rain gauge centers at twelve different places of the district. Ninety four percent rainfall is based on during monsoon.

#### **1.3.4 Forest**

The hills of Aravali range are squarely barren except Jabazpur Tehsil where useful forest of low quality exist. The forest

department looks after its maintenance with a view to develop forest in the area according to figures available from the forest deptt. The area under forest is 7335 hectare out of which reserved forest area is 43301 hectare. Conserved area is 292 hectare. The unclassified forest area is about 802 hectare is scattered along roadside and there is block forest land is about 270 hectare. The main variety of trees is Dhokra. Other varieties: Neem, Khejada, Babool, Sobabool, Palash .

### 1.3.5 Animals

According to the 59 thousand animal census of 1988. There are 6.00 lacs cows and oxes 2.5 lacs buffaloes, 7.38 lacs goats, 7.37 lac Sheep. Other forest animals like Chikara, Tigers, Kenri, Cheetal and Deer are rarely seen. Rabbits, Neelgay and Foxes, Jackals are generally found in the forest. Other common birds like Peacock, Cranes, domestic Pigeons, Fakhta, Mena, Sparrows, Crows, Eagle, Hawks, Gidhs, Parrots and Shekra generally found.

### 1.3.6 Mineral Resource

In respect of minerals Bhilwara is a significant place of India. Main minerals are Soapstone, Chinaclay, Quartz, Mica and Asbestos. Bhilwara is a pioneering place of the country for the quality of Soapstone. The main industry of its grinding is Mineral Development Limited at Udaipur. Bhilwara has a store of Zinc, Lead and Silver Mica of about 6.3 crore tons under its land. There are many industries based on Mica, Chinaclay, Soapstone and Felspar Silica.

### 1.3.7 Irrigation Resource

Many a big and small dams are the main source of irrigation . The basic river of Chambal namely Banas, Berach, Kothari, Khari, Menali, Annali, Mej and Chandrabhaga flow pass this district and provide a sufficient flow of water in the district. There is 27980 hectare of land is available for cultivation which is 9.8 % of the total geographical area of the district. The irrigation deptt. of Rajasthan has made 423 big and small dams in the district. On the event of there full water capacity there water irrigates 79058 hectare land. There are as many pools and tanks as 2185 and walls as 1, 15, 325 in the district. The main dams of the district are Meja, Kothari, Sareri, Arwad, Naharsagar, Ummedsagar, Gowata-dam, Dantikokra and Pachan Pura-dam.

## 1.4 The Administrative Structure

For the sake of administration the district is divided into five revenue subdivision namely by Bhilwara, Gulabpura, Gangapur, Mandal and Shahpura. They are again divided into eleven tahsils Bhilwara, MaudalGarh, Banera, Asind, Hurda,

Sahara, Raipur, Shahpura, Jahazpur, Mandal, Kotri respectively. Bijoliya is an additional tehsil and Badnor , Phuliakalan, Karedaand Hamirgarh are Sub-Tehsils.

There are eleven Development Blocks in the district: Suwana, MandalGarh, Banera, Asind, Hurda, sahada, Raipur, Shahpura, Mandal,Jahazpur, and Kotri. There are 398 village panchayats which have 1668 villages to look after there affairs of local development programme.

The urban area of Bhilwara at the headquarter is locally governed by the city corporation and other parts Jahazpur MandalGarh, Gangapur, Asind and Gulabpura have their municipalities.

**TABLE NO. 1:**

S.NO	NAME OF SUB-DIVISION	NAME OF TEHSIL	NO.OF CLUSTER	NO.OF PANCHAYAT	NO. OF VILLAGE
1	Bhilwara	1.Banera	7	26	85
		2.Mandal	16	46	165
		3.Bhilwara	13	34	142
2	Gangapur	4.Raipur	7	22	89
		5.Sahara	6	28	98
3	Gulabpura	6.Asind	10	44	204
		7.Hurda	7	20	70
4.	MandalGarh	8.Kotri	8	33	147
		9.MandalGarh	14	50	310
5.	Shahpura	10.Jahazpur	9	37	204
		11.Shahpura	13	38	154
		Total	110	378	1668

(Source: ZSS)

## 1.5 Demographic Features

### 1.5.1 Population

Its exposure according to the census of 1991 the total population of this district is 15,93,128 and the density is 152 people per square k.m., out of which male are 8,19,156 and female are 7,73,969. The SC males are 140732 and females are 131982 and in ST population the males are 74992 and females are 68756.

TABLE NO. 2 :

District Bhilwara On The Basis Of 1991 Census:

CATEGORY	MALE	FEMALE	TOTAL
GENERAL	603435	716743	1464162
S.C.	140732	131982	272714
S.T.	74992	68756	143748
TOTAL	819159	773969	1593128

(Source: Census 1991)

In the whole population the ST's are less than SC's.

**Sex Ratio**

Sex ratio means the number of female (945) per thousand males. From 1901 to 1931 the female population the female population was more than the population of male, which remained static till 1941. But female proportion to male has been recorded less between 1951 to 1961 then in 1981 in comparison to 1942 female proportion increased to 943 in 1991.

Similar rate of increase in urban and rural proportion is visible in 1931 then in 1941 female rural proportion is more than female urban proportion. But in comparison to ratio of 1951 and 1961, upward trend has been recorded in 1991. The following table shows female/male proportion.

TABLE NO. 3:

S.No.	Name of Blocks	Rural	Urban	Popu. Density
1.	Asind	989	963	147
2.	Banera	954	-	130
3.	Hurda	930	841	147
4.	Jahazpur	916	939	140
5.	Kotri	931	-	128
6.	Mandal	996	993	140
7.	MandalGarh	901	936	122
8.	Raipur	1018	-	138
9.	Sahara	1039	950	157
10.	Shapura	941	930	122
11.	Suwana	959	875	330
12.	Total Density of the District	-	-	152

(Source: Census 1991)

TABLE NO. 4 :

Urban/Rural Area & Population

S.N.	CATEGORY	1981			1991		
		RURAL	URBAN	TOTAL	RURAL	URBAN	TOTAL
1	AREA (Sq. km.)	10213.8	241.2	10455.00	10102.0	353.0	10455.00
2	MALE	575947 (10213.8)	98976	674923	655159	164000	819159
3	FEMALE	545869	89587	635456	626825	147144	773969
	TOTAL	112181	188563	1310379	1281984	311144	1593128

(Source: Census 1991)

Since last two decades Bhilwara has rapidly developed as an important industrial city in the country. This attracted people towards city and nearby towns to

earn their livelihood. How rapidly the urban population increased is clearly shown in the above table. In ten years approx. 100 Sq. Km. Area has been converted into Urban area while the population has been almost doubled in this period. This increased urbanisation brings all the problems and grievances of slum, illiteracy and child labour.

**TABLE NO. 5**  
**Blockwise Total Population**

S.NO.	BLOCK	MALE	FEMALE	TOTAL
1	Asind	84096	83012	167108
2	Banera	45076	42987	88063
3	Hurda	48267	43945	92212
4	Jahazpur	77139	70817	147956
5	Kotri	63084	58728	121812
6	Mandal	82087	81743	163830
7	MandalGarh	95746	86700	182446
8	Raipur	35377	36000	71377
9	Sahara	49549	50799	100348
10	Shahpura	74395	69889	144284
11	Suwana	164343	149349	313692
	<b>TOTAL</b>	<b>819159</b>	<b>773969</b>	<b>1593128</b>

(Source: Census 1991)

**TABLE NO. 6**  
**Blockwise Urban And Rural Population**

S.NO.	BLOCK	RURAL				URBAN			
		MALE	FEMALE	TOTAL	%	MALE	FEMALE	TOTAL	%
1	Asind	78451	77577	156028	93.36	5645	5434	11079	6.64
3	Banera	45076	42987	88063	100	-	-	-	-
2	Hurda	37811	35148	72959	79.12	10456	8797	19253	20.88
5	Jahazpur	69362	63514	132876	89.80	7777	7303	15080	10.20
6	Kotri	63084	58728	121812	100	-	-	-	-
7	Mandal	73635	73351	146986	89.71	8452	8392	16844	10.29
8	MandalGarh	82265	74127	156392	85.71	13481	12573	26054	14.29
9	Raipur	35377	36000	71377	100	-	-	-	-
4	Sahara	41743	43381	85124	84.82	7806	7418	15224	15.18
10	Shahpura	62144	58496	120640	83.61	12251	11393	23644	16.39
11	Suwana	66211	63516	129727	41.35	98132	85833	183965	58.65
	<b>TOTAL</b>	<b>655159</b>	<b>626825</b>	<b>1281984</b>	<b>80.46</b>	<b>164000</b>	<b>147144</b>	<b>311144</b>	<b>19.54</b>

(Source: Census 1991)

There are three blocks which has no urban area these are Banera, Kotri & Raipur. Other eight blocks namely Asind, Hurda, Jahazpur, Mandal, MandalGarh, Sahara, Shahpura and Suwana (Bhilwara) contains the urban area. The area near District head quarter and industrial area consists the largest urban population. Still the percentage of total rural population of the Distt. is higher than that of state and country.



TABLE NO. 7

## Blockwise Scheduled Caste Population

S.NO.	BLOCK	S.C.			%
		MALE	FEMALE	TOTAL	
1	Asind	13041	12692	25733	15.39
3	Banera	7796	7231	15027	17.06
2	Hurda	7561	6973	14534	15.76
5	Jahazpur	13610	12195	25805	17.44
6	Kotri	11433	10451	21884	17.96
7	Mandal	13230	13181	26411	16.12
8	MandalGarh	17114	15192	32306	17.70
9	Raipur	5724	5576	11300	15.83
4	Sahara	9028	9204	18232	18.16
10	Shahpura	15853	14801	30654	21.24
11	Suwana	26342	24486	50828	16.28

(Source District Census book 1991)

TABLE NO. 7.1

## Blockwise Scheduled Tribe Population

S.NO.	BLOCK	S.T.			%
		MALE	FEMALE	TOTAL	
1	Asind	6042	5982	12024	7.19
3	Banera	2997	2874	5871	6.66
2	Hurda	2814	2642	5456	5.91
5	Jahazpur	26676	24105	50781	34.32
6	Kotri	3432	3078	6510	5.34
7	Mandal	4234	4104	8338	5.08
8	MandalGarh	12985	11503	24488	13.42
9	Raipur	2135	2057	4192	5.87
4	Sahara	3064	2938	6002	5.98
10	Shahpura	6390	5745	12135	8.41
11	Suwana	4223	3728	7951	2.53

(Source: Census 1991)

The population of SC and ST (disadvantageous group) remained in the centre of every project and programme initiated for well being of this class and the society. For proper project and its successful implementation upto date data and exact information are needed. The given table shows the blockwise distribution of SC and ST population. According to the table Shahpura block has highest SC population i.e. 21.25% while all other blocks Asind, Jahazpur, Kotri, Mandal, MandalGarh & Suwana each have more than 15% SC population while Jahazpur & MandalGarh have ST population in excess i.e. 34.32% and 13.42 % respectively.

TABLE NO. 8

## Projected Population Of The District Upto Year 2003

( in 00 nos.)

S.NO.	YEAR	MALE	FEMALE	TOTAL
1	1991	8191	7740	15931
2	1992	8365	7903	16268
3	1993	8530	8059	15931
4	1994	8699	8219	16918
5	1995	8873	8382	17255
6	1996	9050	8550	17600
7	1997	9231	8722	17953
8	1998	9417	8898	18315
9	1999	9607	9079	18686
10	2000	9803	9264	19067
11	2001	10003	9453	19456
12	2002	10208	9646	19854
13	2003	10418	9845	20263

As the project will last four five years. We should have knowledge about the size of the population which enables us to meet with the challenges and problems of the future. So the projected population chart will help us to prepare plans according to it. The population growth rate is 1.973 % every year. By this estimation it is expected to be the population approximately 20,26,300 in the year 2003.

Table No. 9

## Block-wise projected population in 1997.

(in 00 Nos)

S.N	Block	Male	Female	Total
1	Asind	968	915	1883
2	Banera	510	482	992
3	Hurda	534	505	1039
4	Jahazpur	857	810	1667
5	Kotri	706	667	1373
6	Mandal	949	897	1846
7	MandalGadh	1058	999	2057
8	Raipur	414	391	805
9	Sahara	581	549	1130
10	Shahpura	836	790	1626
11	Suwana	1218	1217	2435
		9231	8722	17953

Table No. 10

**Block-wise Estimated Children (6-11) in 1997.**  
(in 00 Nos)

S.N	Block	Male	Female	Total
1	Asind	133	128	261
2	Banera	70	68	138
3	Hurda	73	71	145
4	Jahazpur	113	114	232
5	Kotri	97	94	191
6	Mandal	141	126	257
7	MandalGach	165	140	285
8	Rajpur	52	55	112
9	Sahara	80	77	157
10	Shahpura	115	111	226
11	Suwana	250	240	490
	TOTAL	1270	1224	2494

Table No. 11

**Block-wise projected population in 2003.**  
(in 00 Nos)

S.N	Block	Male	Female	Total
1	Asind	1092	1033	2125
2	Banera	576	544	1120
3	Hurda	603	570	1173
4	Jahazpur	968	914	1882
5	Kotri	797	752	1549
6	Mandal	1071	1012	2083
7	MandalGach	1193	1128	2321
8	Rajpur	467	441	908
9	Sahara	656	620	1276
10	Shahpura	944	891	1835
11	Suwana	2051	1940	3991
	TOTAL	10418	9845	20263

Table No. 12

**Block-wise Estimated Children (6-11) in 2003.**  
(in 00 Nos)

S.N	Block	Male	Female	Total
1	Asind	150	145	295
2	Banera	79	76	155
3	Hurda	83	80	163
4	Jahazpur	133	128	261
5	Kotri	110	106	216
6	Mandal	147	142	289
7	MandalGach	165	158	323
8	Rajpur	64	62	126
9	Sahara	90	87	177
10	Shahpura	130	125	255
11	Suwana	283	272	555
	TOTAL	1434	1381	2815

## 1.6 ECONOMIC CONDITIONS OCCUPATIONAL STRUCTURE

TABLE NO. 13 :

Occupational Pattern Of The Population In The Distt.

S.N	OCCUPATION	MALE	FEMALE	TOTAL	%
1	Cultivator	378317	146260	424577	26.65
2	Agri. labour	26839	25048	51887	3.25
3	Live stock, forestry, fishing, hunting & Plantation	13607	5026	18633	1.16
4	Mining & quarrying	8290	722	9012	0.56
5	Manufacturing & Processing (household)	9383	2293	11677	0.73
6	Other than household	38989	1607	40587	2.54
7	Construction	8201	716	8917	0.55
8	Trade & commerce	28620	958	29578	1.85
9	Transport	10676	131	10807	0.67
10	Other services	31831	5878	37709	2.36
11	Marginal workers	4982	96038	101020	6.34
12	Non workers	359437	489292	848729	53.27

Occupational pattern of the district shows that the farmer's percentage is far more than the other occupations; like the national scenario. Almost all of these farmers are illiterate. Thus first of all they do not know the advantages of education. They generally keep the children busy with their agricultural work at field or home. This affects the enrollment in the school .

## 1.7 INFRASTRUCTURE FACILITIES

### 1.7.1 Means Of Communication

On the district headquarter there is a Central Bus Stop of the State Roadways of Rajasthan from where 20 buses ply to Deoli, Kota, Jaipur, 55 to Chittorgarh, Udaipur, 58 to Ajmer, Jaipur, 34 to Nathdwara, Udaipur, Ahmedabad, Surat, Mt. Abu, 36 to MandalGarh, Begun, Bijoliya, Kota, Jhalawar, Bekane. In addition to it 304 buses of several private bus service is also available for Delhi, Mumbai, Ahmedabad, Agra, Mathura, Bikaner, Indore Ferozabad. The length of the roads are 3548 km. in Bhilwara district.

Bhilwara is located on the Ajmer, Khandwa meter gauge railway route. From this place direct trains are available for Delhi, Ajmer, Jaipur, Udaipur, Chittorgarh, M.P. Andhra Pradesh. Tehsil head quarter MandalGarh is connected by broad-gauge railway track enroute Kota, Chittorgarh. Bhilwara is on the N.H. No. 8 which joins Rajasthan with M.P. 28 k.m. South of Bhilwara at Hamirgarh there is an air-trip for Bhilwara, where Jetplanes and Helicopters can land.

### **1.7.2 Medical And Health Service**

On the district headquarter Bhilwara there is Mahatma Gandhi Hospital of category "A" with a capacity of 374 beds. In its premises there is an isolated ward of 20 beds for T.B. patients. In other places of the district there are several other hospitals of the different categories. Instance there is district hospital in Bhilwara. There is 11 block hospitals 67 Primary health centers 7 community health centers one referral hospital one satellite hospital 15 maternity child care clinics, 64 postmortem centers, 7 city dispensaries, 364 aid-post sub centers, 6 T.B. hospitals, 170 medical officers are working.

### **1.7.3 Electircity**

Total consumers of electricity in Bhilwara district are 1.40 lacs people, out of which 0.32 lacs thousand consumers are in Bhilwara. There is a grid sub station of 220 KV. Capacity at the district head quarter with four sub stations of the capacity of 132 KV. At Gulabpura Asind Gangapur and MandalGarh and there are 37 sub outpost of 33/11 KV too. 1578 out of 1668 are electrified.

### **1.7.4 Drinking Water**

The main source of water supply to the population of Bhilwara is Meja Dam which has the capacity of 2900 M Cub.in urban area 35 tube-well and 686 hand-pumps supplement the need of drinking water of the town. Fishery project is also in the making and it is training fish farmers with most modern techniques with a view to provide them work they are also being helped by Bank loans. There is also a female dairy project, running systematically.

### **1.8.1: Integrated Rural Development Programme (IRDP)**

The main purpose of this project is to raise the economic standard of selected economically backward people of below poverty line, by way of providing them loans and subsidies for establishing self employment through cow unit, sheep unit handicrafts, grocery shops, cycle repair, shoemaking, and so on under the schemes of family credit project, cooperative loan projects, cattle insurance project etc.

#### **Eligibility**

On the basis of the list of 1992-93 list of selected people of below poverty line are benefited

through this programme. Persons benefited through this programme earlier can not avail the advantage earlier can not avail the advantage of this project again.

The selection of new families for the ninety five year plan (1997-2002) is in progress for this purpose.

#### **The Process of Awarding Loans**

Before 1996-97 the subsidy was deposited in the Bank on the account of IRDP. The Branch Manager used to make payments for resources according to the buyers bill in the proportion of loan and subsidy. But from 1997-98 on the event of ending subsidy system now subsidy is not paid with the loan. Now the Bank consider it the loan for the investment of the whole unit and makes payment to the seller. And the amount subsidy under rule is deposited in the Bank on the account of an IRDP family member. If the borrower deposits his loan installments regularly, the last installment of the loan are deposited from his deposit of subsidy in the bank. If the loan installment are not deposited regularly, the unit investment will be considered the whole loan and the subsidy is forfeited. The interest on the loan is calculated on the basis of deducting the subsidy from the loan.

#### **The Limit of Subsidy**

A subsidy of 25% and 33.33 % of the total investment of the unit is given to the small/Marginal farmers and landless labours respectively. The maximum limit of subsidy is Rs. 4000/- respectively. The subsidy level is either 25% And 33.33% or 4000/- which ever is less.

Schedule caste/Schedule tribes and handicapped are given the subsidy of 50% of the investment or Rs. 6000/- which ever is less. In eighth plan the scheme has given to the trend youth the subsidy of 50% 50% of the investment or Rs. 7500/- which ever is less.

#### **1.8.2 Indira Awas Yojana**

Under Indira Awas Yojana houses are given to SC & ST free bounded labours and below poverty line people in the villages.

### **Eligibility**

Following type of families are eligible to get advantage in the Indira Awas Yojana housing scheme.

1. The applicant should be selected from the list of below poverty line people.
2. The applicant's wife should possess a deed of land for making a house on it.
3. The applicant should have no pucca house of his own built earlier.

### **DWACRA Scheme**

This is a scheme of all round development of woman and children in rural area, who are economically backward.

This scheme was first introduced in fifty districts of India and four district of Rajasthan have Bhilwara, Banswara, Pali and Alwar in 1982-83. Now this scheme has covered all the district of Rajasthan. This scheme is originally meant for the upliftment of the female below poverty line families in the age group of 18-35. It is also a part of integrated rural development scheme.

#### **Aims :**

- A. To increase the income of the families of the low-income group families to improve standard of living.
- B. Female which are not able to get advantage from Integrated Rural Development Programme are grouped for economic programmes to help them raise their income.
- C. To provide facilities to look after the children of working women at the places of their work.
- D. To endeavour to provide full advantage of health services any other developmental programme to women in the village.
- E. To organize female to attach with economic programme with a view to free them from any exploitation so that they can subscribe to the welfare of their children.
- F. To improve nutrient food for children and their mother and standard of living by virtue of these increased income.

#### **4.8.3—Financial Help**

### 1.8.3 Financial Help

A revolving fund of Rs 25000 is provided by the State and Central Government to females to buy raw material equipment and to make other arrangements.

### 1.8.4 Apna Gaon, Apna Kam Yojna

The project has been introduced in the basis of priority need and choice of developmental activities. The selection of activities is made to ensure involvement of public and government to help people to use their potential and the scheme of self help for the development of their village.

People are encouraged to collect contribution from generous people for the development of the people.

To solve the problem of unemployment special of constructions are introduced in rural areas so that employment opportunities may be enhanced and property of permanent nature may also be constructed.

### 1.8.5 JRY Scheme

JRY scheme has been introduced to supplement or to provide an additional beneficial employment to unemployed and partially employed males and females in rural areas.

During 7th five year plan NREP and RLGP had been conducted for four years. At the end of fourth year of the 7th five year plan, these two schemes were merged in JRY for the benefit of village employment .

#### The Aims Of JRY

1. To provide additional employment to males and females of rural areas.
2. To reinforce the rural financial structure for creating employment.
3. To improve social and community conditions.
4. To create direct and regular situations for SCs and STs of rural areas.
5. To improve total living standard in rural areas .

#### Target Group

The main object of the scheme is to provide employment to below poverty line people. Priority in



employment is given to SC, ST and bonded labours and 30 % employment is reserved for females .

#### **1.8.6 Employment Assurance Scheme**

To celebrate the birthday of Mahatma Gandhi from 2nd oct.1993 and onwards in non agriculture season for hundred days the poor and the needy of the age of 18 to 60 in rural areas were assured employment in 2470 blocks of 257 districts of the country. From April 1997 this scheme is prevalent in 5446 blocks.

##### **The Scope Of The Scheme**

1. This scheme has been introduced in all development blocks of this district.
2. The Govt. is responsible to provide employment to the target group for hundred days.
3. At least two persons in a family are to be necessarily provided employment .

#### **1.8.7 32 Districts 32 Work Scheme**

The scheme of "32 districts and 32 works" was introduced by the State Govt. In 1991. Under this scheme any project of development can be taken up with available limited resources to speed up development at a greater pace. Under this scheme any of the following development work can be selected:

1. Lift irrigation plan.
2. Fountain sprinkling irrigation, drip irrigation, construction of drains etc.
3. Small scale irrigation plan.
4. Tourism development.
5. Improvement cattle breed.
6. Development of the building for hospital.
7. Development of the building for schools.
8. Saline land reform.
9. Drinking water facility.
10. Construction of roads.
11. Electrification.
12. Sculpturing/handicrafts.
13. Family welfare.
14. Literacy.

Selected works can be executed after getting sanction from the execution council of DRDA.

#### **1.8.8 TRYSEM Schemes**

Introduction for TRYSEM scheme can be classified into urban and rural schemes as under schemes for urban areas.

**A Package Of Programme Schemes -**

Financial assistance is given to industrial services or businessmen under this scheme. The maximum investment for the unit is Rs. 55000. The bank loan is provided to establish business and subsidy is granted by the Project Manager, ST Development Corporation availed from the Bank. The maximum subsidy either 6000 or 50 % of the limit, whichever is less, is provided.

**B Eligibility**

1. The user of this advantage should be the member of below poverty line of the ST.
2. He / she should be the native of that place area.
3. The user should not be a cross limit borrower of the Bank.
4. The user should never have availed the advantage under this scheme before.

## CHAPTER -2

### *EDUCATIONAL PROFILE OF THE DISTRICT*

#### 2.1 Introduction

##### **The Primary Requirement**

The Primary requirement for social development is literate population and universalisation of education. Because of its key role to be played in the nation building process and socio-economic development education has to be a national priority. Article 45 of Indian Constitution envisages provision of free and compulsory education for children up to 14 years of age. The National Policy of Education 1986 and the programme of action 1992 confirm the commitment to arrange for free and compulsory education. In pursuance of this policy, all State Govt. have abolished tuition fee up to upper Primary level. In keeping with the political commitment to the goal of universalisation of elementary education, the budget provisions on this head as a proportion of Gross Domestic product has steadily increased about 0-68% in 1951 to 3-90% in 1994-95. It is likely to be raised up to 6%. The gross enrolment ratio rose to 104.3% for classes 1-5 in 1995-96 against 42.6% in 1951

#### 2.2 History Of Education In The District

The federal rulers were not much interested in this distt. to arrange for compulsory education because of their vested interests but Primary education was in existence in it's indigenous form classes were held in Temples, Maktabs and Dharamshalas. Some enthusiastic social leaders like Keshar Puri Goswami, Roop Lal Somani, Seth Manohar Lal Mehta started elementary schools through Seva Sadan, Seva Sangh and Gram Seva Sangh Organisations. The State of Shahpura and Banera also paved the way for establishing elementary schools followed by the Jagirdars at Meja. Gwalior state and Devgarh Raoji started Primary Schools at Gangapur and Raila respectively. Meanwhile Mewar Govt. Started schools in Khalsa regions like MandalGarh, Mandal & Jahazpur. The Hakims posted at these places were at liberty to shape to the system as per their point of view. It was the year 1949 (the year for the formation of

Rajasthan) that witnessed mushroom growth of schools in the district. The women education by this time was missed altogether and no formal schools for girls were started. The concept of co-education did not emerge at all. Naturally girl education is suffering a lot even now though its importance is being realised by and by there is still gender discrimination. At present 70000 children are out of schools in the age group 6-11. For this the plan of D.P.E.P. (District Primary Education Project) is being launched.

### 2.3 Current Educational Status

According to the census of 1991 basis of literacy percentage of district is 31.65 out of which male literacy is 45.95 and female literacy is 16.5 Urban male literacy is 76.13 urban female literacy is 45.90. Rural male literacy is 38.30 and rural female literacy is 09.37. In the age group of 6-9 literacy % is 66. From 9-18 it is 76% and 18-38 it is 63 %. Because of the total literacy campaign in the district is expected to increase by 10%. The comparative rate of literacy in the district is on the basis of the year 1991.

TABLE NO I.

#### Male/Female Literacy Rate In District In Comparison To State & National

RATE OF LITERACY	DIST	STATE	INDIA
Total	31.65	38.55	52.11
Male	45.95	54.99	63.28
Female	16.50	20.44	39.42

(Source: census 1991)

Comparative study of rural and urban literacy, shows the high gap. Female literacy rate specially in rural area is very low and less than 10%. So there is certainly very much to do in the rural area. The lower female literacy rate impact upon the child literacy as they are not very much aware to send their children to formal or non formal stream of education. Special provisions and reinforcement is needed to attract this group towards formal and informal education centres. Research and studies show that lack of employment generating scheme in the villages move the literate people toward cities and increase the rural-urban literacy gap.

TABLE NO.3

## Blockwise Total Literacy Rate And Rank

S.NO	BLOCK	TOTAL		TOTAL		TOTAL	
		MALE	RANK	FEMALE	RANK	TOTAL	RANK
1	Asind	34.03	V	2.43	IX	21.62	VI
2	Banera	33.35	VII	2.31	X	21.12	VIII
3	Hurda	36.95	II	15.56	II	31.48	II
4	Jahazpur	36.22	IV	9.15	VII	23.27	IV
5	Kotri	27.06	XI	16.67	V	19.16	XI
6	Mandal	32.79	IX	9.09	VIII	20.96	IX
7	Mandalgarh	31.36	X	10.27	VI	21.34	VII
8	Raipur	32.99	VIII	2.09	XI	20.43	X
9	Sahara	38.51	III	12.16	III	25.17	III
10	Shahpara	35.61	VI	11.34	IV	22.82	V
11	Suwana	50.79	I	27.18	I	39.55	I

The literacy among the women is very low. The lowest in Kotri block and highest in Suwana block.

## Blockwise Literacy Rate And Rank Of SC

S.NO.	BLOCK	S.C.		S.C.		S.C.	
		MALE	RANK	FEMALE	RANK	TOTAL	RANK
1	Asind	3.0	II	3.32	V	17.86	III
2	Banera	26.28	VI	2.55	VIII	14.86	V
3	Hurda	32.61	I	5.40	II	19.56	II
4	Jahazpur	25.81	VII	2.84	VI	11.47	X
5	Kotri	15.67	XI	1.45	XI	8.88	XI
6	Mandal	25.46	VIII	1.66	X	14.34	VI
7	Mandalgarh	21.53	X	3.57	IV	13.08	IX
8	Raipur	26.32	V	1.86	IX	14.25	VII
9	Sahara	30.22	IV	5.04	III	17.51	IV
10	Shahpara	23.88	IX	2.83	VII	13.67	VIII
11	Suwana	30.22	III	7.77	I	22.53	I

The literacy among the women of the SC is very low. The lowest in Kotri block 1.45 and the highest in Suwana block is 7.77. These are adjoining blocks. The total literacy rate is the lowest in Kotri Block (8.88) and the maximum is 22.53 in Suwana.

## Blockwise Literacy Rate And Rank Of ST

S.NO.	BLOCK	ST		ST		ST	
		MALE	RANK	FEMALE	RANK	TOTAL	RANK
1	Asind	9.88	V	0.53	VII	5.23	VI
2	Banera	7.64	X	0.24	XI	4.01	X
3	Hurda	14.28	III	0.53	VI	7.62	III
4	Jahazpur	32.95	I	3.63	I	19.03	I
5	Kotri	7.77	VIII	0.61	V	4.39	VIII
6	Mandal	6.89	IX	0.26	IX	3.63	XI
7	Mandalgarh	8.98	VII	0.39	VIII	4.95	VII
8	Raipur	7.77	IX	0.24	X	4.07	IX
9	Sahara	9.69	VI	0.78	III	5.33	V
10	Shahpara	11.72	IV	0.66	IV	6.48	IV
11	Suwana	18.09	II	3.35	II	11.18	II

Among the women of ST the literacy rate is very poor, the lowest in Mandal. The highest in Jahazpur where Meenas are in accesses. This is owing to the reason that the Meenas are now emerging as the advantage group because most of them are in military services. They have availed them selves of the Reservation Policy in getting Government Jobs.

### 2.3.2. Current Status Of Educational Development

#### 2.3. 2.1 School Related Information

In respect of education Bhilwara district is divided into 11 blocks. At present there are 1311 Primary Schools, 462 Upper Primary Schools, 137 Secondary Schools, and 56 Senior Secondary Schools, and so also there are 4 Colleges, one school for Deaf and Dumb, 4 Industrial Training Institute, one institution for Textile, one Central School and one Navodaya School. There is District Institute of Educational Technology in Shahpura which is 52 km. away from Bhilwara.

TABLE NO.4

#### No.Of Academic Institutions In The District

1	Primary Schools	1311
2	Upper Primary Schools	462
3	Secondary Schools	137
4	Sr. Sec. School	56
5	Degree college	4
6	Textile Institution	1
7	Industrial Training Institute	4
8	School for deaf and dumb	1
9	Navodaya Vidhyalaya	1
10	District institute of education and training	1

TABLE NO. 5

#### Blockwise Primary Chools

S.N	BLOCK	GOVT.	PRIVATE	TOTAL
1	Asind	136	1	137
2	Banera	78	-	78
3	Hurda	84	13	97
4	Jahazpur	128	3	131
5	Kotri	115	-	115
6	Mandal	145	-	145
7	MandalGarh	152	8	160
8	Raipur	58	-	58
9	Sahada	85	1	86
10	Shahpura	144	7	151
11	Suwana	151	2	153
	Total	1276	35	1311

These private schools need not to be recognised according to the present norms of the State Government.

#### 2.3.2.2. Student Related Information Enrollment

The whole district is divided into 11 blocks in respect to study the Primary education. The total enrollment from class 1 to 5 is 207846 out of which boys are 133123 and girls are 74723. The total SC enrollment is 35137 out of which boys are 23484 and girls are 11653. The total ST enrollment is 15480 out of which boys are 10766 and girls are 4714. The following shows block wise enrolment in SC ST and General.

Table No. 6

## Block wise Enrolment 1997 Class I to V

BLOCK	S.C.			ST			GEN.		
	B	G	T	B	G	T	B	G	T
	2470	1012	3482	625	127	752	11290	5223	16513
Asind	1167	524	1691	257	45	302	5730	2991	8721
Banera	1462	870	2332	395	140	535	6680	4182	10862
Hurda	2425	1164	3589	4960	2779	7739	5864	3709	9573
Jahazpur	1695	524	2219	346	75	421	7466	3775	11241
Kotri	2441	1146	3587	454	105	559	11455	5260	16715
Mandal	2969	1470	4439	1892	824	2716	11955	7566	19521
MandalGarh	1082	465	1547	215	30	245	5007	2724	7731
Raipur	1595	880	2457	381	109	490	6405	4069	10474
Sahara	2357	1055	3412	770	299	1069	8476	4817	13293
Shahpura	3821	2543	6364	471	181	652	18545	14040	32585
Suwana	23484	11653	35119	10766	4714	15480	98873	58356	157229

Table No. 6.1

## Total Block wise Enrolment 1997

BLOCK	TOTAL		
	B	G	T
Asind	14385	6362	20747
Banera	7154	3560	10714
Hurda	8537	5192	13729
Jahazpur	13249	7652	20901
Kotri	9507	4374	13881
Mandal	14350	6511	20861
MandalGarh	16816	9860	26676
Raipur	6304	3219	9523
Sahara	8381	5058	13439
Shahpura	11603	6171	17774
Suwana	22837	16764	39601
	133123	74723	207846

The current position of enrollment shows that the gap between boys & girls is very high. More efforts will be needed for girls during project period.

## Gross Enrollment Ratio

### Estimated Children (6-11 age group in 1997)

(in 00 Nos)

	Boys	Girls	Total
SC	217	210	427
ST	115	110	225
Minorities	70	67	137
General	868	837	1705
Total	1270	1224	2494

### Total Enrolment in 1997 (Class I to V)

(in 00 Nos)

	Boys	Girls	Total
SC	234	117	351
ST	108	47	155
Minorities	40	23	63
General	949	569	1509
Total	1331	747	2078

### GER

	Boys	Girls	Total
SC	107.8%	55.7%	82.2%
ST	93.9%	42.7%	68.8%
Minorities	57%	34%	46%
General	109.3%	66.9%	88.5%
Total	104.8%	61.02%	83.31%

Presently the GER of district is 83.31% out of which GER for boys is 104.8% where as the GER of girls is 61.02%. The gap between between boys and girls enrollment is 44% currently. Upto the year 2003 this gap will be covered by 24% through various activities proposed in the project. No doubt the gap between boys and girls enrollment will remain high after project. Seeing the current gap it will not be possible to cover the gap upto the mark.

This has been calculated by taking the total number of students enrollment is 2.07 lacs and the estimated child population is 2.49 lacks in the age group of 6 to 11 years. The GER for girls is 61.02% calculated by the total number of girls enrollment is 0.74 lacs and the estimated girl population is 1.22 lacs in the age group of 6 to 11 years. GER for boys is 104.8 % and in the 6-11 age group, boys are 1.27 lacs and enrolment is 1.33 lacs. NFE enrolment is not included because authentic data are not available. The following table shows projected enrollment upto 2003.



## Projected Population & Enrollment Under DPEP

(in 00 numbers)

		1998	1999	2000	2001	2002	2003
Population	M	9414	9607	9803	10003	10208	10418
	F	8898	9079	9264	9453	9646	9845
	T	18315	18686	19067	19456	19854	20263
Population 6-11 age group	B	1296	1322	1349	1376	1405	1434
	G	1248	1273	1299	1326	1353	1381
	T	2544	2595	2648	2702	2758	2815
Enrolment	B	1374	1428	1497	1555	1602	1649
	G	814	907	1019	1147	1239	1307
	T	2188	2335	2516	2702	2841	2956
G.E.R	B	106%	108%	111%	113%	114%	115%
	G	65%	71%	78.4%	86.5%	91.5%	94.64%
	T	86%	90%	95%	100%	103%	105%
Enrolment in Private schools		261	279	301	323	339	353
Enrolment in A.S.		1940	59.40	99.40	110	115	118
Enrolment in Govt. Schools		1907.60	1996.60	2115.60	2269	2387	2485
No. of Teacher required in Govt. School		1111	1112	1298	1384	1495	1645
No. of Para Teachers required in A.S.		60	260	298	298	298	298

From 1997 to 2003, GER will be increased from 83% to 105%. Present GER for girls is 61.02%, upto 2003 it will be increased by 94.64%. GER for boys is 104.8%, upto 2003 it will be increased by 115%. The gap between girls and boys enrolment is 44% at present. Upto 2003 it will be covered 24%. In 2003 the gap will be 20%.

According to 1:40 teacher pupil ratio, numbers of teachers are surplus in 1997 and 98. Due to additional enrollment, teachers are required, from 1999 to 2003, number of teachers are required 112, 298, 384, 295, 245.

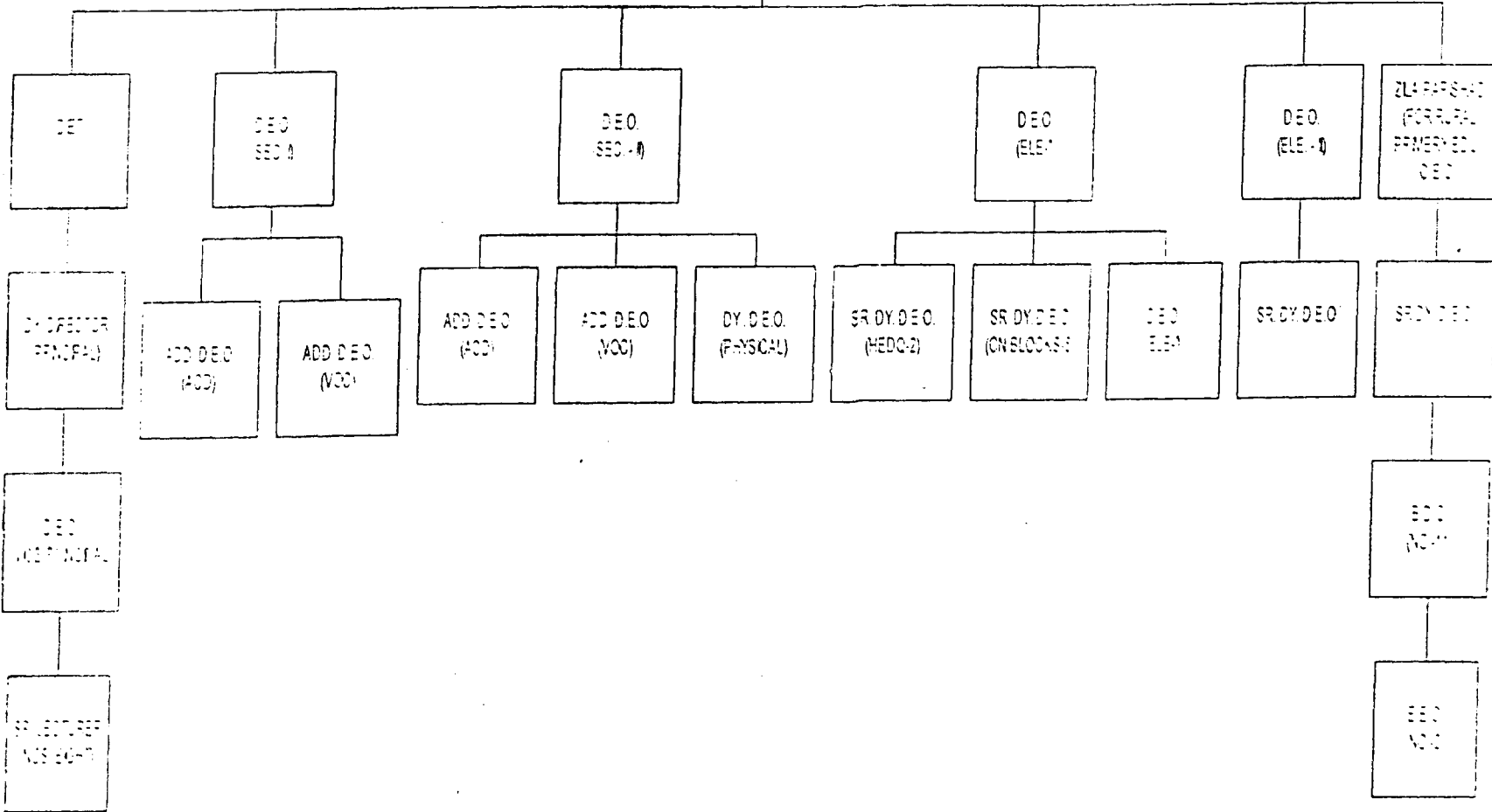
TABLE NO. 6

### Dropout And Retention Rate

GROUPS	NO. OF STUDENTS AND REPEATERS IN CLASS V (97-98)	TOTAL STUDENTS IN CLASS I (FIVE YEARS BACK)	R. R.	DROP OUT
General	18155	49025	37.80	62.20
Boys	12790	31240	39.34	60.66
Girls	5865	16785	34.94	65.06
Boys S.C.	2549	6725	37.90	62.10
Girls S.C.	772	2486	32.36	67.64
Boys S.T.	1066	3091	32.55	67.45
Girls S.T.	277	912	28.50	71.50

Literacy rate of female in the district is low because R.R. is less. Reasons identified from various studies are too much distant looking to the age group, no attraction in school atmosphere, insufficient physical condition, help of girls to parents in the house hold and cattle rearing. D.P.E.P. will help boys and girls to reach and retain there presence in the school. It will improve quality of education inevitably.

DISTT. EDU.  
ADMINISTRATION



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### 2.3.2.3 Teacher Pupil Ratio

Present teacher pupil ratio is 1:37.5 but blockwise the ratio varies from block to block. The following table shows blockwise teacher-pupil ratio.

S.NO.	BLOCKS	STUDENTS	TEACHERS	RATIO
1	AGRIID	18337	501	36.69
2	BANERA	9464	278	34.04
3	HORDA	12115	336	36.04
4	JAHAZPUR	18449	496	37.65
5	KOTRI	12266	367	33.42
6	MANDAI	18435	473	38.92
7	MANDAI GARIH	23544	599	39.30
8	RAIPUR	8410	265	38.75
9	SAHARA	11859	331	35.82
10	SHAHUPURA	15694	483	32.49
11	SUWARA	3446	157	45.49
	TOTAL	183009	4889	37.50

### Sanctioned And Vacant Post of The Primary Teachers In Distt.

At present 4543 teachers are working and total sanctioned post are 4880 so the vacant post are 337. Vacant post will be filled up by state Govt.

SANCTIONED	WORKING	VACANT
4880	4543	337

### Structure Of Educational Administration:

The administration of Primary school in villages is in the hands of PANCHAYATI RAJ, the Chief executive Officer controls every block development officer, under whom education officer helps them carry out the smooth functioning of Primary education. Besides this there are 4 district education offices out of which 2 D.E.O. of secondary education and the controlling officer of the establishment and education affairs of the secondary and senior secondary Schools of their respective areas. Primary Education and the Upper Primary Education of the urban areas under the control of D.E.O. elementary. There are two of such D.E.Os who look after their respective geographical areas of the district divided into two parts. Administrative set up of Primary Education in Bhilwara at Annexure-1.

### 2.3.4 On Going Educational Programmes/Scemes

#### Lok Jumbish

Lok jumbish [peoples movement] runs a programme to execute Primary education at present. It

is a campaign for the girls education to develop a right attitude for them and to give them proper place in society. So that they are not treated with in equally. So the most emphasized objective is one to enhance the teachers share to frame the female group, to frame the motivate group, to frame village education, management committee in respect of detailed planing, school repair promoting school, opening non formal education centres, appointment of instructors, 100% training, enrollment, retention till the completion of education and to exploit the local resources of the working capacity of the people according to the local need programme. This scheme is being carried out in Shahpura and Asind Panchayat Samiti.

#### **Shiksha Karmi Scheme:**

This is a scheme for local persons who are educated persons upto 8<sup>th</sup> standard. They are provided training for 37 days and employed in schools where a teacher has been posted for a short period or when the teacher doesn't stay at the head quarter and the enrollment is insufficient with a view to provide proper teaching for the cause of universal education. These education part time workers are obliged to run day school for the boys and girls of 9 to 14 age group to educate to children the level of Primary education. This scheme is working in all panchayat samities except three.

#### **Saraswati Yojna**

Such centers are 94 girls. Saraswati scheme provides education to Primary level learners. A female teacher imparts education at the nearest possible place to the learners home.

This scheme is being carried at the place where girls enrollment is very low and which has no separate Primary school for girls. At present 94 Saraswati schools are being run in the district at different places for the children education.

#### **Guru Mitra Yojna:**

Guru Mitra YOJNA: The Government of Rajasthan is striving to combine efforts of voluntary institution and other institutions for the universalization of elementary education. This is a combined effort of Government of Rajasthan And the UNICEF under the name of Guru Mitra Yojna scheme. The teachers potential is developed to make teaching learner centered and enjoyable to the learners and the learners may develop minimum essential skill. This scheme is being worked in Huda Panchayat Samiti.

### Non Formal Education Centers

At non-formal education centres, the children of economically backward and under privileged persons who cannot continue their education and drop out before succeeding class 5. There is a village education committee to monitor quality improvement co-operation in the field of non-formal education centres. The Sarpanch of the village is the Chairman of this Committee. The Panch and few respectable citizens of the village are the members of this Committee. This Committee helps the centres in respect of supervision enrollment and retention of pupils, selection of proper site for scheme and the appointment of the teachers for the centers. This programme of Non-formal Education has eight different projects in the district at present and the project officers at offices of the Panchayat Samitis conduct the working of these centres. The following table shows, the details :

TABLE NO. 7

S.NO	BLOCK	GROUP	SANCTIONED CENTERS	ACHEVEMENTS		
				BOYS	GIRLS	TOTAL
1	Asind/Hurdal	Boys	130	1457	2717	4174
2	Jahazpur	Boys	100	1434	2012	3446
3	Mandal	Girls	120	1347	2526	3733
4	MandalGarh	Boys	100	1492	1911	3293
5	Raipur	Boys	100	705	2194	2899
6	Salara	Boys	100	923	1710	2633
7	Shahpura	Girls	130	1813	2936	4749
8	Suwana	Girls	130	1698	2864	4462
	<b>Total</b>		<b>910</b>	<b>10769</b>	<b>18530</b>	<b>29299</b>

### Centers Run By Voluntary Organization

Bhilwara District Adult Education Association/Society

a.	Banera	Girls	100	1346	1988	3334
b.	Kotri	Girls	100	1482	1766	3248
c.	Seva Sangh Bigod	Girls	30	366	423	789
	<b>Total</b>		<b>230</b>	<b>3194</b>	<b>4177</b>	<b>7371</b>

At present 910 NFE centres are running. The total enrollment in these NFE centres is 29229.

In three blocks 230 centres are being run by voluntary organisation in Banera, Kotri, Bigod and the total enrolment is 7371.

### Integrated Child Development Scheme: (I.C.D.S.)

Here is an integrated child development scheme in the district. It runs with the following objectives:

1. To the standard of health and nutrition among the age group of 0-6.
2. To strengthen the foundation of children physical, mental and social progress.
3. To reduce the children's death rate check malnutrition and maintain retention of students in the school.
4. To enrich mothers with the knowledge of the health and nutrition so that they may look after the health of their children.
5. To establish coordination with other departments. The integrated child development scheme has sanctioned 1027 Anganwari centers and 1022 such Anganwari centers are working at present.

**TABLE NO. 8**

**The Following Table Shows The Details Of Anganwari Centers**

S.NO.	BLOCK	ESTABLISHED CENTRES	SANCTIONED CENTRES
1	Bhilwara	60	60
2	Jahazpur	103	103
3	Kotri	95	98
4	Mandal	155	155
5	MandalGarh	166	166
6	Raipur	85	86
7	Sahada	103	103
8	Shahpura	127	127
9	Suwana	128	129
	Total	1022	1027

**Incentive Scheme of The Govt. of Rajasthan :**

The other incentive to promote enrollment and retention in Primary education are as under:

1. Free text books are supplied upto class V for boys and upto class VIII for girls.
2. Mid day meal is given or grain is distributed to students.

## CHAPTER 3

### PLANNING PROCESS

#### 3.1 Introduction

Planning process and project formulation under DPEP is of great significance. DPEP emphasises local and specific planning of participatory manner. In a sense there are some basic postulates which need to be born in mind for DPEP planning processes, namely the "nine pillars". DPEP planning should include:-

1. Mobilization for UEE, parents/guardians and linking up with efforts under the total literacy campaign.
2. Planning for Primary education and not merely Primary schooling. Alternative methods have significance and a holistic view be taken.
3. Cover all qualitative aspect such as school effectiveness textbooks, teachers training and improvement in simple reading and learning skills.
4. Convergence of services such as Primary education Primary health and ECCE to provide synergistic development.
5. Openness to innovations which thrown up new solution and once tested can be scaled up, or aborted if unsuccessful.
6. Provision for trainings to improve teacher motivation and classroom transactions, as also in management of education.
7. The canvas of DPEP is systemic where the issue is one of management of change and improving of the system.
8. A marked gender focus to provide for improvement in access, retention and achievement levels of girls education.
9. Evaluation, monitoring and research are interactive and supportive of DPEP. Studies and evaluation will play a major role in project planning and action research to facilitate decision making.

### 3.2 Formation And Functioning Of Planning Committee

A registered organisation has been set by the name of Rajasthan Primary Education Council to execute the District Primary Education Programme to foster successful Primary education. It has two wings.

1. General council
2. Executive council

For making District Primary Education Programme, various orientation work-shops and meetings have been organized at National, State, District, Panchayat and Village levels. The details of which are as under:

1. A core team was selected and it was trained about project making in Lal Bahadur Shastri Academy (N.R.R.C.) at Mussoorie in two groups for eight days. There are four members in the core team of the district:
  1. *Mr. Shankar Lal Balai.*
  2. *Mrs. Kusum Jakheta.*
  3. *Mrs Madhu Samaria.*
  4. *Mis. Malini Kale.*
2. On 13 Jan. 98 office of the core team at the district h.q. came into existence and began to make the project which is in the process.
3. A two days state work shop was organized to acquaint participants with the process of project making institute to the core team at Harish Chandra Mathur public administration at Jaipur from 9th January to 10 January 98 with a view to reinforce and reorient with the knowledge gained at Mussoorie. A person from the ministry of human resources Delhi and the director of the project of the Assam briefed the participants with the project making process and acquainted them with their experience.
4. Again on 2nd February 98 a workshop was held at HCMPA, Jaipur. It was attended by the District Education Officers of the 10 selected districts and member of core team.

The involvement of the community in DPEP is the main programme, co-operations of the community is to be sought at the district level and village level for conducting school enrollment and retention. This table shows the number of meetings/ workshop at village,



block and district level. This table shows the numbers and participants of the meetings.

S.NO.	Level	No. of Meetings	No. of Participants
1.	Village	22	15-50
2.	Block	11	20-45
3.	District	9	15-50

### 3.3 Data Collection And Analysis

All the informations related to data were collected through Zila Parishad DEO, Elementary I & II. It was found that in 1997, Total enrollment of class I to V is 2,07,846 out of which boys are 1,33,123 and girls are 74,723. SC Boys are 23,484 and SC girls are 11,653. ST boys are 10,766 and ST girls are 4,714. Estimated population in 1997 are 17.95 lacs. And estimated children from 6-11 age group are 2.49 lacs. So, it was found that about 42,000 children (6-11) are not going to school. So such activities will be used that they may join the main stream of Primary Education.

### 3.4 Social Assessment Studies & Findings

On the basis of secondary data and interviews from stakeholders the main disadvantageous groups in this district have been traced out as following:-

- a. Muslims - as minorities
- b. Nayaks - Schedule Caste
- c. Bagaries - S.C
- d. Gujars - OBC
- e. Regars - Scheduled Caste
- f. Kalbelias - Nomadic Caste
- g. Balais - Scheduled Caste
- h. Jats - General
- i. Gadris - O.B.C.
- j. Banjaras - O.B.C.
- k. Bhils - Scheduled Tribe
- l. Kanjars - Scheduled Caste
- m. Keers - O.B.C.

### 3.5 Resons For Being Deprived

- A. The parents believe in immediate monitory gain than the distant one to be derived after education.
- B. Disappearance of common meadows has necessiated individual grazing with utmost care and sincerity. Only member of the family can rise to the occasion.
- C. Nomadic character of life for Keers, Bagarias, Banjaras and Rebarries cannot maintain regularity in schools. Even if some of them send children to school, the seasonal migration causes

- low achievement, irregularity resulting into drop out.
- D. For Scheduled Castes like Bhils, Gujars, Regars, Balais, Jats, lack of awakening, towards literacy and education prevails. They cannot resist income generating opportunities participated by their children according to their age and capacity. Cattle rearing parental work attracts the children more than the unattractive school life.
  - E. For girl education, sibling and helping household work play an important role, preventing them from school going. The traditional idea of taking girls as 'Paraya Dhan' still holds good in Gujar's, Jats, Gadris, do not like co-education system.
  - F. Non affectionate behaviour or attitude towards low achieving pupils on the part of teachers is also responsible for this.
  - G. Non availability of schools within easy access is also one of the reasons. They feel like sending children to school but school is not available in the neighbourhood.
  - H. Child labour inspite of enactment causes hindrance to the schooling.
  - I. Muslims as minority group have an inclination towards religious education. Formal education for them occupies secondary place. When they try to board up both the boats, they succeed little and become drop outs.
  - J. Social evils like Child Marriage, Death Feasts, Drinking, and Nata Pretha tax much on the economy of the family bearing indirect effect for the cause of education.

#### Survey of households

Interview of hundred families ten each in the villages surveyed were taken. The families belong to the deprived groups.

There was a general view that income-generating activities attract them more. Education to them is a distant gain. Therefore they can not put such activities off which are of financial help for the present. Education to them is a means of getting of a Govt. or a good private job but they feel that these days this is not possible. A number of literate people are unemployed and are in search of jobs. They do not do any manual work. This has created a negative attitude towards education.

Nata system results in maladjustment of children and they are neglected by the father when the mother leaves and the father gets a new companion. Such children indulge in wasteful activities like gambling, marble playing card playing and rebel schools.

Reservation policy in services in Govt. or a Private Sector has created frustration in people. Village Salra a Jat respondent said "why should I send my children to school when jobs are reserved for SC/ST". He also remarked "every Bairwa child in our village is attending school in the hope of getting a service whereas his/her father is engaged in masonry work and mother as labourer.

Even children attending school are seen totter in the villages in the school time. When they come home during interval, they prolong their stay. This again is responsible in developing a negative attitude. Teachers are responsible this because they themselves lack punctuality. They do not want to accept such a situation at the cost of income giving activity.

\* Most of the families interviewed were found to be ignorant about the existence of the working of the village education committees. This showed that there is absence of awakening among the families.

Some families feel that bad habit of drinking has affected childrens otherwise. The children suffer at the expenses of the parents. They generally find such cases of ruined children because of this habit in their neighbourhood.

#### **Strategies :**

- a. At present only text books are supplied to the children at the primary stage. In addition to books children needs slates, exercise books and all the learning material.
- b. School uniform should not be compulsory.
- c. Unifroms should also be supplied free of cost or at concessional rates to children to attract children to schools.
- d. There should be schools in every hamlet or Dhani irrespective of numbers of the children. A child should not be required to walk more than half km to its school.
- e. Experienced teachers must be posted in the school.
- f. BCE centres should be opened to prepare children for school and habbit is formed in them.
- g. VEC's should function effectively.

- h. Teacher must be asked to keep closer touch or link between the school and the parents and pupil.
- i. The getup of books must be attractive.
- j. There must be some means of enjoyment in a school and the teaching hours should be reduced. There should be activities like drawings, story telling, word formation competitions and the like for informal teaching with formal teaching.
- k. The children prefer to help parents in a day instead of attending the formal schools so AS should be opened to compensate for this lapse.
- l. Regular prize giving functions to admire and motivate children whos achievements are praise worthy are to be arranged so that children sustain attraction towards school.
- m. Games and sports must be formed as an invariable part of the school activity.
- n. Separate AS can be opened for girls.
- o. Schools should be supplied with audio visual aids to attract children to schools.

### 3.6 Involvement Of Institutions In Plan Preperation

✓ The District Institute of Education and Training has conducted the base line survey for the project. Zila Proudh Siksha Sangh (NGO) has conducted Social Assessment Studies. ~~Retired~~ educationists, principals, teachers, NFE workers, BDO's, SDI's, CEO (Z.P.), Journalists, Pradhans all were involved in planning process.

#### Baseline Assessment Studies

Baseline studies is being conducted by SIFERT so the findings are still awaited.

## CHAPTER - 4

### IDENTIFICATION OF PROBLEMS AND ISSUES

#### 4.1 Introduction

To improve the Primary Education in the distt. Bhilwara, in accordance with the objectives of DPEP, it is essential to identify the problems and issues first and then develop the strategies. In order to participatory and localised planning the core team carried out meetings, conventions and workshops at District Block, Panchayat, and Village levels. The meetings, workshops were conducted with the perception of village people, Panch, Sarpanch, Pradhans and teachers for school pupil's achievement. The core team relied on the result of social studies conducted by the Institute of Development Studies-Jaipur. At distt. level the meetings were conducted by the district collector with the whole distt. level officers including the Jan Pratinidhies.

The exercises shed into the following area related to Primary education as reasons for girls and boys not attending school, reasons for boys and girls of specific community not attending school, suggestions for Primary Education, perception of education facilities, perceptions of teachers and of school timings, lack of awareness for girl child education and child labour.

For the participatory planning in the distt. 4 meetings were held at distt. level in the direction of distt. Collector Mr. Sudarshan Sethi, 5 five meetings at district level were held with educationists, teachers, parents, primary school Headmasters, 11 meetings were held at Block level, 22 meetings were held at village level (with women group, teachers, Panch, Surpanch and villagers).

Through all these meetings and workshops and social survey the problems and issues raised related to access and enrollment problems related to retention quality and capacity building as mentioned in the following points.

#### 4.2 Access And Enrollment Related Problems And Issues -

In this distt., there are 108 such habitations having no any education facilities. According to state norms, formal schools can be provided to only those areas where the population is near about 250 and the distance of nearest school is more than one and half

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k.m. So only in 108 habitations DPEP will provide formal schools.

In the meetings the people and the public nominee raised the problems of awareness about education in illiterate parents. They gave suggestions to aware the village people specially women who are in favour of early child marriage and have ignorance for education so that they can send their daughters to school.

The child labour problem is also a main factor in the district. As it is told and found the children up to age 6 - 11 are busy working in industry, agriculture and hotels. Regarding these problems the suggestions are made as to provide alternative schools. Many of the schools do not have compound walls, toilets and specially for girls and drinking water facilities. Most of the schools need repairing works for the class room also. Intensive campaign against the child labour and slum children will be started through out the year. A bridge course will also be run for those children to reach them up to the level of learning to a formal school in the village.

#### **4.3. Retention Related Problems & Issues**

The problems related to retention were also raised in the meetings as the class rooms are over crowded, the teachers are not in proportion to the students. The children are engaged in house hold works as girls are made busy in domestic work and carrying for siblings at home. A great problem of female teachers is found in those remote Khedas where SC/ST people live.

It is suggested that to remove these problems - There are ~~449~~ additional class-rooms are required out of which 101 rooms will be provided by DPEP. 317 ECE centers in all the remaining three blocks with convergence and 108 new Primary Schools are proposed to establish in the district and also to strengthen the ICDS centers.

It is suggested to appoint additional teachers as a '*Para Teachers*' in the formal schools and Alternative Schools (Shiksha Swayam Sevi) in the district.

The activities for improvements the girls enrollment and retention will be done mainly in those blocks where female literacy rate is low i.e. Asand, Banera & Papan. The existing PIA in the village identified and will hold the responsibility for girl education.

#### 4.4. Quality Related Problems & Issues

Quality in education has traditionally been defined in the terms of inputs and outputs in the process. More recently quality has been defined in relation to the nature of education process. Thus proper organisation of classroom activity, the correct use of text books, the encouragement of activity based teaching learning that is a joyful learning and a healthy academic environment and MLL based education, all these are seen as defining the quality of education as a process.

In the meetings the problems were raised regarding the quality improvement as the schools are not attractive, there is a lack of practical education according to the syllabus. There is a scarcity of enough teaching materials in the schools.

The teaching in the class room is also not effective and MLL based. So the skill of teaching must be developed giving extra skillful trainings to the teachers. This provision also has adopted in DPEP to give proper training of TLM and MLL through out the programme. Grant of Rs. 500 per teacher per year will be granted to Primary School teachers. For teaching learning materials trainings will be given to the teachers to prepare the teaching learning material as different level as on district blocks and at the cluster level in the monthly meetings of teachers Rs 150 per students will be provided every year.

To improve qualitative teaching the helping reference books also will be provided and prepared based on the text books. The quality of the academic environment will be improved by giving the strength to the VEC, DIET, BRC, CRC to carry out the academic issues. Liabraries news letter and study tours will also be provided by the project.

#### 4.5. Capacity Building Related Problems & Issues

Several programmes were planned and implemented to enhance the quality of Primary Education. But at present the formal schools suffer with some weaknesses like - lack of professional competency among majority of teachers, irregular attendance of the teachers and children, lack of proper academic supervision and monitoring also, community co-operation which is minimum and inadequate professional support to the teachers.

In the meetings and workshops the problem regarding capacity building was raised. As they felt that the nos. of teachers are not in proportion to the students. The teachers are not paying proper attention on deprived group. There is no proper assessment of teachers. No feed back is given to the teachers after their training. Even the problems of teachers are not eliminated. The administrative facilities to strengthen the teachers quality is inadequate. The village committee also does not take interest in school activities.

Facing these problems it was suggested that the village education committee should be provided proper training. The nos. of teachers should be in proportion to the nos. of students. Regular training programs for teachers should be conducted. The supervision and monitoring should be done in proper way and in regular period.

Hence DPEP proposed following activities -

1. Training to school committee members on various items like enrollment, retention, equity, quality, child labour, monitoring sustenance etc. There are 2100 VECs will be formed and trained under DPEP in the district.
2. Training to MTA for girl education, child labour problems in dealing with younger, monitoring ECE centres etc.
3. Block, CRC and village level Melas (Fairs) will be organised.
4. Award to best VEC is proposed to induce competitive spirit among the school management and supervision system.

BRC will take is a necessary institution to link the distt. and CRC. The BRC take responsibilities of training and supervising the school at BRC and CRC level. There are 11 BRC to run in the district.

DDET as nodal agency in the district is responsible for various training programmes at elementary level of education.

Workshops and seminars are proposed in order to develop required capacities among the staff of the project and other field functionaries. The following objectives will be fulfilled the problems of capacity building. That is to discuss the issues and evolve certain strategies to implement the planned schemes. Developing the required material viz. T.M modules etc.



To share the successful experience and dissemination of the same to the wider areas.

TABLE NO 1

AREAS	PROBLEMS
Access & enrollment	<ol style="list-style-type: none"> <li>1. Opening of new schools and construction of new buildings.</li> <li>2. Major repairs and rehabilitation of schools.</li> <li>3. Building of additional classrooms.</li> <li>4. Construction of toilet and urinals.</li> <li>5. Drinking water facilities.</li> <li>6. Lack of awareness.</li> </ol>
Retention	<ol style="list-style-type: none"> <li>1. Child labour problem &amp; household work.</li> <li>2. Siblings care problems.</li> <li>3. Lack of female teachers.</li> <li>4. Lack of awareness.</li> <li>5. Lack of ICT.</li> </ol>
Quality improvement	<ol style="list-style-type: none"> <li>1. Training of TLM</li> <li>2. Strengthening DIET (BRC, CRC, VEC)</li> <li>3. To emphasis of community mobilisation, to remove the academic environment training programme are not effective.</li> </ol>
Capacity building	<ol style="list-style-type: none"> <li>1. Lack of adequate academic staff.</li> <li>2. The supervision is not proper.</li> <li>3. No followup programme is support to teacher.</li> </ol>



## CHAPTER - 5

### GOALS AND OBJECTIVES

D.P.E.P. is a long term multilateral programme. The object of which is to speed up the pace of the structure of the Primary Education.

The main thrust under the D.P.E.P. is:

1. To provide Primary Education to all children through formal and non-formal programmes.
2. It stresses participative process where by the local community would play an active role in promoting enrollment, retention, achievement and school effectiveness.
3. To provide facilities to all disadvantaged groups.
4. To ensure effective decentralization of educational planning.
5. To reduce the existing disparities in access.

#### Objectives

1. To reduce differences in learning achievement among gender and social groups to less than 5%.
2. To achieve drop out rate (less than 10%)
3. To achieve maximum level of achievement over measured base line (at least 25%)
4. To involve local community participation for the school effectiveness.
5. To build local level capacity to ensure effective decentralization of educational planning.
6. Facilitating access to disadvantaged groups such as girls S.C., S.T. minorities and migrated child & industrial child labour & child of the slum areas.
7. Identifying strategies for convergence with related services like I.C.D.S., Social welfare, D.R.D.A., Medical, DWAKRA & Mahila Vikas Abhikaran & P.H.E.D.
8. Improving quality of education through to intensive training programmes, effective supervision by District B.R.C. & C.R.C.
9. Improvement of infrastructural facilities.
10. Effective decentralized school management.

### **SPECIFIC OBJECTIVES**

1. To provide Access to pre Primary and Primary Education.
  - Opening of 108 ~~schools~~ new Primary schools and 19 buildings for buildings less schools.
  - Establishing Shiksha Swayam Sevi School.
  - Opening of 218 full time Alternative Schools, 22 evening/morning, 58 seasonal Alternative schools
  
2. To increase the GER from 83.31% to 105%. GER for girls will be increased from 61.02% to 94.64%. GER for boys will be increased from 104.8% to 115%.
  - Providing 108 regular teachers (Illrd grade) and 108 para teachers for new Primary Schools.
  - Establishing 317 E.C.E. centres with convergence of ICDS.
  - Awareness campaigns and community mobilization & formation of V.E.Cs, P.T.As, M.T.As.
  - Constructing 101 class-rooms for existing Primary Schools.
  - Constructing 108 new school buildings, 19 school buildings for existing building less schools.
  - To reduce over all drop out rate to less than 40%.
  - Special kits and T.L.M. will be provided for joy full learning.
  - Awareness campaigns will be organized.
  - Formations of V.E.C., M.T.As, & P.T.As.
  
3. To increase at least of Primary learning achievement levels as against the present situation (Measured by B.A.S.)
  - Improving the quality learning through kits and T.L.M.
  - Up grading of teachers competencies.
  - Capacity building through B.R.C. & C.R.C. & DIET.
  - Bal metas, at C.R.C level for V.E.Cs and parents.
  - Awards to best V.E.C. and for teachers.
  
4. To reduce the gender disparity from 44% to 20%.
  - Awareness campaign by youth forum (Nehru Yuva Kendra).
  - Orientation programme for teachers & V.E.C members.
  - 33% members of V.E.C. women.
  - Distribution of self instructional members.
  - Orientation programme for "Jan Pratinidhi".
  - Placement of one PRLKAK at MBVK.

## CHAPTER 6

### PROGRAMME COMPONENT AND STRATEGIES

#### 6.1 Introduction

Various problems and issues concerning access, retention and quality have been identified during planning process. The application of exercise like SAS have related to locally felt problems and issues, their possible causes and possible strategies. Successful implementation of the DPEP project depends upon strategies. In order to combat the problems and issues, we have to fix the priorities of interventions.

The strategies adopted for this will be as under:

1. IMPROVING ACCESS.
2. IMPROVING RETENTION.
3. IMPROVING QUALITY.
4. CONVERGENCE
5. GENDER ISSUES.
6. TRIBLE ISSUES.

#### 6.2 Improving Access

In the district there are 67.14% habitations are served with educational facilities while 32.86% are not having any educational facility. To solve the problem and provide the universal access to Primary education of all children between age group of 6 - 11 two types of educational facilities will be provided:

- A. Opening of new Primary Schools
- B. Opening of Alternative Schools

##### 6.2.1 Opening Of New Schools

Habitations having population more than 250 will be provided with formal schools and habitations having populations less than 200 will be served with Alternative schools. —

### Strategies

1. Opening of new Primary Schools in the eligible schoolless habitations.
2. Constructing of classrooms for newly proposed schools.
3. Establishing new Alternative schools in the schoolless habitations where a new primary school can not be opened due to existing norms.

According to state norms new schools can be opened only in those habitations where the population is more than 250 and the distance from the nearest school is more than one and half k.m.

### Specific Activity

Since starting a new school will give an immediate access to all the children living in these habitations and since the school is viable there.

It proposed to open 108 new primary schools in the eligible schoolless habitations in the district. Its blockwise presentation is as follows:

TABLE NO. 1

### Blockwise No.Of Schools To Be Opened

S.NO	BLOCK	NEW SCHOOL TO BE OPENED
1	Asind	25
2	Banera	2
3	Hunda	-
4	Jalazpur	13
5	Kotri	6
6	Mandal	24
7	MandalGarh	28
8	Raipur	3
9	Sahara	3
10	Shahpura	1
11	Suwana	3
<i>Total</i>		<i>108</i>

Note : This list will be finalised after micro-planning.

The phasing for opening new schools in the district will be as under :-

Activity	1998-99	1999-2000	2000-2001	2001-2002	2002-2003	Total
New schools	5	31	22	19		108

Particularly in disadvantage group which possess population less than 200 and distance from nearest school is more than 1.5 m. DPSP will provide new Primary Schools.

67 new Primary Schools will be provided 3 classrooms (including ECE room) with one verandah and 61 new primary schools will be provided with two rooms with one verandah. The total cost for new school buildings will be 401.25 lacs (including 19 building less schools)

### 6.2.2 Appointment Of Regular Teacher And Para Teachers

It is essential that the population of children in the school going age will be 2,95,600 up to 2003. The no. of children enrolled in 1997-98 is 2,07,846. One regular teacher will be appointed per new primary school. Additional teacher will be employed as *Para Teachers* due to additional enrollment.

- A. Regular teachers will be appointed by Pannel Selection.
- B. The para teacher will be employed by the VEC.
  - He will be a local person with the qualification of 12<sup>th</sup> class and STC .
  - He can be removed by the VEC.
  - The Para Teacher who will work full time, will be paid an amount of Rs. 1350/- p.m. The Para Teacher who will work for four hours, will be paid an amount of Rs. 1000/- p.m.
  - The grant will be released to the joint account of VEC and utilized.

Activity	1998-99	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	Total
Appointment of Regular Teacher	-	86	22	-	-	-	108

### 6.2.3 Alternative Schooling

For achieving UFE in the district we need a variety of workable alternative channels of education so that needs of every children of all areas and either sex, caste and religion are fully met through one or other approach. Although the NFE centres run by the Govt. and NGO's in the distt. are 1140. These centres are working at night so every child can not join school in night due to their own limitations. Thus alternative schooling is a major intervention for bringing in the educational fold of all such children who are not able to participate fully in formal schooling due to its rigidities.

Under DPEP 298 alternative schools will be run in support with Para Teachers. These will be local persons selected by committee. Qualification of Para

Teachers will be 12th passed and S.T.C. trained. Appointment and removal will be done by V.E.C. These Para-Teachers will be paid the honorarium of Rs. 1350/- p.m. The V.E.C. will be also provided Rs. 10,000 at the start for the purpose of constructing a shade for alternate school. In general areas 50% of the cost will be through convergence. In SC/ST and backward areas 20% of the total cost will be through convergence.

The following categories need some alternative methods of school.

1. For children engaged in house hold activities (specially girl child) and working in some establishment.
2. Opening the centres in near factories, mines, for child labour.
3. Migratory children need alternative schools. These will be proposed according to their migratory search

A.S. will be opened for SC/ST kheda, Mohalla and slum areas and in Kanjar Basti & Bagriya Basti.

TABLE NO. 2

**Alternative Schools To Be Opened:-**

S.NO.	BLOCK	ALTERNATE SCHOOL		
		FULL TIME	EVENING/ MORNING	SEASONAL
1	ASIND	30	-	13
2	BANERA	12	-	2
3	HURDA	15	-	-
4	JAHAZPUR	25	2	-
5	KOTRI	10	-	3
6	MANDAL	15	-	10
7	MANDALGARH	35	5	5
8	RAIPUR	18	-	7
9	SAHARA	10	-	13
10	SHAHIPURA	22	-	-
11	SUWANA	26	15	5
	<b>TOTAL</b>	<b>218</b>	<b>22</b>	<b>58</b>

Note : This list will be finalised after micro-planning.

AS will be full time day school run by *Para-Teachers* in remote slums and non-accessable SC/ST areas where opening of formal school is not be viable. The evening/morning AS will be opened for working children in industries and seasonal AS will be opened for the seasonal migratory children.

Activities	1998-99	99-2000	2000-01	2001-02	2002-03	TOTAL
Alternative Schools	60	200	38	-	-	298

65



### 6.3 Enrollment And Retention

1. The gross enrollment rate of children at Primary level is 83.31% in case of boys it is 104.8 % and in case of girls it is 61.02%. Despite several educational programme implemented in district the gross enrollment is still low.
2. There are 19 building less schools in the district.
3. There is a need to provide 449 additional classrooms to existing Primary Schools.
4. Lack of drinking water and toilets facilities.
5. Repairs of school buildings.
6. The child labour working in industry agriculture and Dhabas (Hotels).
7. Low level participation of community in the school activities.
8. Gender gap is existing in the district.

Keeping in view of the above situations the following activities are proposed.

#### 6.3.1 Additional classrooms

449 additional classrooms are presently required. 1328 additional classrooms will be required due to additional enrollment up to the year 2003.

#### 6.3.2 Community mobilisation

several activities have been designed to make the community awareness and their responsibility for quality Primary education. According to the meetings held in panchayat level and village level and the district it was found that due to literacy campaign village people are aware for education but in some community and specially in women the lack of awareness is more important in many villages. In order to promote community for the improvement of Primary education a number of activities are proposed :

- Orientation training to VEC members every year.
- For strengthening PFAs and MTAs orientation for parents will be organised every year.
- Orientation programme for educational officers and other functionaries every year.
- Orientation programme for teachers training.
- Orientation to block level functionaries.
- Awareness programmes e.g. exhibiting boards, distribution of pamphlets etc.

The various socio-cultural barriers to Primary education are proposed to be addressed by awareness

campaign and mobilisation. The following activities are proposed in social mobilisation campaign. The Bal melas, Raly, Kalajathas, Kathputali shows, meeting and orientation of VECs at district level providing material printed or audio visual, separate training for rural women focussed on women's access to health care, adequate nutrition and educating children as well as economically productive activities (Through convergence DRDA).

The guidelines for preparing the modules for the training of the above mentioned programmes will be developed at district level and also SPO. Community will be mobilised for additional funds for the construction works and for awareness campaign.

The strategies for improving retention as follows:-

### 6.3.3 Activities For Improving Retention

S.N	Particulars of Activity	Level
1	Balmelas- Environmental building	Cluster
2	Ralies- Environmental building	Cluster
3	Kalajathas training- Environmental building	Cluster
4	Puppetry making and show training	District
5	Puppetry making and show training	BRC
6	Puppetry making and show training	CRC
7	Meetings and orientation of VEC	Cluster
8	Education officers and others orientation	District
9	Education officers and others orientation	Block
10	Separate training for women groups, Mahila Sachetal, Anganwari workers, Dwakra group.	Cluster Village level
11	Awareness campaign for rural women	Village
12	In service teacher training, One day meeting	Cluster

- A- Cost of Bal Melas at cluster level is (6.6 lacs) Bal Melas will be organised once in a year, for three years. There are 110 clusters in the district.
- B- Mahila meetings (PTA/MFA) and VEC meetings will be conducted once a year at cluster level for 5 years. Total cost for these meetings is (11.00 lacs).
- C- Kala Jathas will be conducted at cluster level once a year for three years. Total cost will be (3.3 lacs).

#### 6.3.3.1 Gender Strategies

The activities for improvement of girls enrollment & retention will be done mainly in those blocks where female literacy rate is low & the enrollment of girls is low i.e. Asind, Banera & Rapur. The awareness camps will be organised at CRC village level for women. The separate training will be

organise for women groups, Mahila Sachetak, Aganwari workers and DWCRAs groups for girls education.

The existing P.T.A. in the identified village will hold the responsibility for community mobilisation for girls education. The alternative school specially for 9 to 11 age group girls will be proposed in Asind, Banera & Kotri & the Para Teacher in these areas will be female.

Besides these awareness campaign the following activities will be organised during project period for girls education.

- Separate toilets for girls are being proposed.
- During the course of teachers training special emphasis will be given for gender sensitisation.
- Aganwari teachers will be trained to aware the village women.
- Special facilities to SC/ST, specially for girls as exercise books, rubber, pencil etc. of cost Rs.65 will be provided to girls in those block where literacy rate is less than 15% E.C.E. centres will also be opened in remaining three blocks. These will be opened through convergence of ICDS III.
- 30% member of V.E.C. will be woman.
- Para Teacher in focus group as far as possible will be female.
- Focus on the participation of girl child in teaching-learning process.
- Making girl child monitor of class & to lead in prayer.
- A VEC member & village women for enlightenment of education. They will be trained at BRC level for six days.

## Bringing Slum and Working Children in To Schooling System

In the present efforts of D.P.E.P. programme for bringing the slum & working children in to schooling system is planned as follows:

1. Intensive campaign against the child labour & slum children.
2. Evening/Morning AS (Alternative school) are proposed in those block where child labour and slum children are identified.
3. A bridge course will be conducted according to the convenience of the non-school going children.

The children who attend the bridge course will be evaluated based on the level of learning they will be admitted in to formal school in the village.

### 6.3.3.2 Strategies For SC & ST

In the constitution of India special provisions are made for the up lift and development of tribal population of all States. To bring the tribal population of distt. in the view of DPEP following specific activities are planned :-

#### Improvement in The Education Of SC/ST

Schedule Cast & Schedule Tribes children are the disadvantaged social groups which require focus. In order to increase enrollment & retention among SC & ST children the following specific activities are planned.

- A. Organising awareness campaigns to remove social inaccess to increase enrollment and retention.
- B. Opening of E.C.E. centres in SC/ST populated area.
- C. During training of V.E.C. more emphasis will be given for SC/ST.
- D. Opening of Alternative School (within)/half kilometer in such areas on priority basis.
- E. Free stationary material will be supplied to SC/ST girl students. The cost of the stationary material will be 65 Rs. per student.
- F. Special focus should be given to these students during classroom teachings.
- G. Emphasis will be given for SC/ST students during teachers training.

#### 6.3.4 Opening E.C.E. Centres :

Early child hood education plays very important role in Primary education.

- A. It is preparatory activity for Primary Schools.
- B. Support service for girls in universal Primary education.
- C. Support service for working women in low-income group.

Presently, in 8 blocks I.C.D.S. are running as Aganwari Kendras. But they are giving less emphasis on early child education. Their main emphasis is on health and nutrition of child & women as well as mother of infants.

It is proposed under D.P.E.P. to open 317 E.C.E. centres in all the remaining 3 blocks through convergence with ICDS III. All the new school will be opened by D.P.E.P. during project and another in the thrust area. The V.E.C. and M.T.A.+N.G.Os will be encouraged to maintain these centres after the project. One kit will be provided to all existing Agan Wadi Centres and new E.C.E. centres through convergence with ICDS III.

The planning of establishing E.C.E. centres are as under -

Activities-	1998-99	1999-2000	2000-2001	2001-2002	2002-2003	Total
E.C.E.centres	317	-	-	-	-	317

The estimated cost of training and honorarium of workers is 85.78 lacs.

The E.C.E. centres will be with new Primary School, utilising the infrastructure of the school system besides its own sources. The timings of E.C.E. centre will be resembled with the timings of school. The Instructor will be selected through M.T.A. Apart from the regular role of instructor the E.C.E. worker will work for environment building, ensure admission of all children in age of 5 plus in to class I particularly girls and other disadvantaged groups.

#### 6.3.5 Strengthening Of Existing I.C.D.S. Centres

The D.P.E.P. will provide 2000 Rs. Per month for per existing E.C.E. centres. It will strengthened the existing E.C.E. centres. So the existing centres will take attention towards early child education and preparatory

activity for the Primary education. The total cost will be 122.64 lakhs for the programme.

### 6.3.6 Madarsa

In Muslim community there is a religious language school called "Madarsa" functioning for Urdu teaching only the "Maulvi" teachers are there. In Bhilwara distt, 10 Madarsa are proposed with convergence of Muslim community. Maulvi will be trained for Primary Formal Schools through the project. These Madarsa are added in AS. They will be paid Rs. 1000/- p.m. from DPEP.

### 6.3.7 Provision For Drinking Water And Toilets Facilities

These facilities are required in almost every school. The drinking facilities are required in 410 Primary school & demand of toilets are in 687 Primary School. These facilities will promote enrollment and retention at the Primary level. Because of financial limitation 272 toilets and 344 Hand-pump installation will be provided by convergence. The total cost for the activities will be 20.75 laes and 23.10 laes for toilet facilities in 415 schools and drinking facilities in 66 schools.

### 6.3.8 Provision Of School Improvement Fund -

To facilitates schools to meet certain expenditure like repairs to school building, furniture, equipments, maintenance of audio-visual equipments and other contingencies. D.P.E.P. is providing an amount of Rs. 2,000/- per year (~~Rs. 500/- for library books~~) to each Primary school in the district. The total cost of this item is Rs. 137.24 laes.

The phasing of schools for the provision of school improvements is as follows:-

ACTIVITIES	1998-99	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
SCHOOL IMPROVEMENT FUND	1276	1336	1384	1384	1384	1384

### 6.3.9 Government Schemes – Improving enrollment & retention.

#### a) Wheat Supply Scheme

The govt. of Rajasthan has made a provision for supply 3 kg. wheat per month to the Primary school children who has not less than 80% a.

**b) Distribution of Free Books**

The govt. of Rajasthan is providing free text books to all the children attending class 1 to 5. This facility has been provided to all the Primary schools under the management of State Govt. It will also help to increase enrollment & retention level.

**6.4 To Improve Quality**

The achievement level of the children of the district is poor specially that in SC/ST. During the details discussions in the workshops and other participatory meetings in village level, it has been felt that unless we bring meaningful changes in the field of pedagogical quality no fruitful achievement can be achieved attend. It was also been seen that teachers are not adopting innovative and dynamic methods for teaching but are following traditional outdated techniques while imparting education and thus they have become mechanical workers. 15/- will be given per student for work book and 15/- will be given per teacher for teacher guide.

**6.4.1 Trainings**

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

1. Training of TLM and grants to teachers for the preparation of TLM. All the Primary teachers will be given 500.00 Rs. per year for making TLM.
2. Strengthening of DIET, BRC, CRC, VEC.
3. Training of teachers and Para-Teachers on motivation and other academic issues.
4. Creating gender sensitivity among the parents, community by various mobilisation programmes.
5. To carry out research activities at BRC, CRC and DIET level, to find out solutions of the problems be faced

6. Para teacher will be given 250/- as incentive for 75% enrollment and 100% retention of the enrolled children.

#### 6.4.2 Teachers Training

Training is an integrated part of education activity, the quality of teachers depends on the environment in which a teacher has undergone training. It is not possible any improvement in educational standard without the planned and designed methods of teaching. A teacher must be equipped with new innovation and the techniques of teaching involving participating methods for the school teachers.

DPEP strategy envisages teachers training programme at participative process, different types of training at different level to be conducted under DPEP.

#### Training Facilities

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

TABLE No. 1

S.N	Component/Activity	Duration	Unit Cost
1.	Training of <i>Para Teachers</i>	30 days	0.0312
2.	Training of <i>Para Teachers</i>	10 days	0.08
3.	Refresher training of <i>Para Teachers</i>	15 days	0.0102
4.	Training of BRC resource persons at DIET	6 days	0.08
5.	Training of primary Schools regular teachers	6 days	0.005
6.	Training of primary Schools regular teachers	3 days	0.0035
7.	Training of primary Schools regular teachers/ refreshers training	6 days	.005

#### 6.5 Capacity Building and Institutional Development

##### 6.5.1 District Institute Of Education And Training (DIET)

Teacher is the axle of any educational programme. DPEP aims at bringing about social change through U.P.E. by revamping the content and process of education. To achieve these objectives it is extremely necessary to enhance competency and involvement of teachers in the process of education programmes. It will be the responsibility of the DIET to provide resource support for teachers, involving proper teaching methods and to strengthen Primary Schools and teachers academically by training them and monitoring their work. The methods adopted to achievement their aims will be identified. The need of students and teachers at Primary level by micro level research keeping in the



view the natural, social, cultural, environment of Bhilwara distt. Further the function of DIET envisage under DPEP will be:

- Training programme for
  - Resource persons
  - BRC co-ordinators
  - Primary school teachers
- Action research work- BRC is responsible for action research for which costing is Rs. 10,000 per year for 4 years.
- Evaluation of BRC co-ordinators.

#### Strengthening DIET's

		(Rs. In lacks)
S.N.	ITEM	UNIT COST
1.	Non recurring Expenditure	
	a) Computer Unit	.60
	b) Civil Work Lumpsum Provision	3.00
	c) Office furniture	.50
	d) Hostel furniture	1.0
	e) Telephone Connection Charge	.03
	<b>Total</b>	<b>5.13</b>
2.	Recurring Expenditure	
	a) Vehicle	
	i) Hiring Charges	1.5
	ii) POL	1.0
	b) Computer Operator (On contract)	.48
	c) Telephone charges for DIET	.12
	d) Contingency and Stationary	.20
	<b>Total</b>	<b>3.30</b>
	<b>Grand Total</b>	<b>8.43</b>

#### Staff Of DIET

S.N.	Name Of Post	No. Of Post
1.	Principal	1
2.	Vice Principal	1
3.	Senior Lecturer	8
4.	Lecturer	16
5.	Accountant	1
6.	Librarian	1
7.	Office supdt.	1
8.	UDC	4
9.	LDC	5
10.	Computer operator	1
11.	Computer tech.	1
12.	Peon	7
	<b>TOTAL</b>	<b>48</b>

F.31

### 6.5.2 BRC

The philosophy behind setting up of BRC is decentralization of training process. As per state norms there will be one BRC on every block. 10 BRCs will be constructed in Bhilwara Dist. under DPEP and the 11<sup>th</sup> is at DIET.

#### The role of BRC's

1. To impart different kinds of trainings
2. To organize monthly meetings and to share analysis of different kinds of studies.
3. To build capacity in different fields of education.
4. Receiving feed back from the clusters to the district.
5. To receive inputs from DIET/ SIERT and provide them in different kinds of training to be conducted at BRC.
6. To monitor and evaluate the trainings at CRC levels.
7. Two weeks and one week in service training with the help of MTS and involvement of BRC co-ordinator.
8. Material production.
9. Evaluation of Text-books and teachers guide.
10. Maintaining exams, records of schools and keeping a close vigilance on it.
11. Assistance in involving proper contact and methodology for AS instructors training through participatory approach.
12. Short term training for subject teachers.

#### Facilities To Be Provided At Brc

There are 11 blocks in the district. The BRC office will established at all the 11 blocks. The staff will be provided at this level will be as follows:

<u>SN.</u>	<u>NAME OF POST</u>	<u>NO. POST</u>	<u>GRADE</u>	<u>TOTAL COST(in lacs)</u>
<b>1. STAFF</b>				
a.	BRC co-ordinator	1	9000-	
	1,584			
b.	Asstt. "	1	6500- 10500	
	1,152			
c.	Resource persons	2	on contract Rs 5000 PM	1,200
d.	Typist	1	on contract Rs 3000 PM	0,360
e.	Peon and chawkidar	2	on contract Rs 1800 PM	0,432
	<b>TOTAL COST</b>			<b>4,728</b>

#### 2. FURNITURE AND EQUIPMENTS

FOR BRC

#### 3. LIBRARY BOOKS FOR

2.22

0.50

4. BUILDING COST FOR  
7.45

For furniture and equipment Rs. (2.22 lacks) will be provided to each BRC. The contingency will be provided of Rs. 61200 per year to each BRC. Staff will be recruited as per staff norms. Resource persons will be identified from among retired Principal or Lecturer of school education of that area where BRC is situated. Persons will be selected for this purpose having capacity of a trainer.

**6.5.3. C.R.C.**

CRC has an important role to play in strengthening the Primary education system. CRCs are intended to boost the educational activity at the grass root level.

No. of 110 CRC's to be established under DPEP in Bhilwara district. To boost the educational activities at the grass root level by holding mutual interaction by the teacher of the school. In 8 k.m. of radius, 12 to 15 schools will be included in one CRC.

**The Role of CRC**

1. To impart trainings to teachers, VEC members, ECE and AS instructors
2. To hold meetings with the teachers of clusters and MTA/PTA members.
3. To organise bal melas at cluster and village level.
4. To provide feed back to BRC for monitoring

**CRC CALENDER [MONTHLY]**

S.NO.	ACTIVITY	MONTHLY
1.	Monthly meetings with teachers Day	1
2.	Quarterly meetings with VEC members VEC grouped together.	2 Days
3.	Co-ordinators meeting at BRC	1 Day
4.	Monthly meetings with AS instructors	2 Day

**Selection of CRC co-ordinator as per state norms.**

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

**6.5.4 VEC**

In order to provide education to all formation of village education committee has been perceived as a major organization at the grass root level. This will give

impact on enrollment of children specially girls. No. of 2100 VEC's will be established.

The VEC consist of the following 11 members.

S.NO.	MEMBERS	POST
1.	Sarpanch / edu. Chairman	
2.	SC member member	
3.	ST member	- do
4.	Woman representative	"
5.	OBC/ Minority representative	"
6.	AWW	"
7.	Retd. Teacher / Govt. employee	"
8.	Youth club / Youth org.	"
9.	Woman activist	"
10.	Central or state Govt. employee (post master, railway, roadways soldiers, policeman)	"
11.	Headmaster	Member Secretary

### Functions Of VEC

It will be depend on the committee to elect its president. In the absence of president, the vice-president will preside over the meetings of the VEC.

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 enrollment and retention.
4. Ensuring maximum enrollment and retention.
5. Encouraging effective 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 of VEC members.
9. Taking care of AS, AW centres and evaluation of their performance and achievements.
10. Teachers awards.
11. Prizes to talented students.
12. Review of enrollment register, drop out register.
13. Arranging Mahila Utsava and Bal Melas.
14. Attending 2 days VEC training at CRC level.
15. Identifying Para Teachers.

### Management Functions

1. Monitoring civil works.
2. Supervision of school's functioning.
3. Supervision and appointment of Para Teachers.
4. Supervision of AS, I:CE centres.

### **Training Of VEC's**

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

The total costing for orientation of VEC members is as under:

PTA, MTA and VEC	11.00 lacs
Mahila Meetings (monthly meetings)	08.40 lacs
BNS meetings	04.20 lacs
Visits	02.60 lacs
<b>Total</b>	<b>26.20 lacs</b>

S. A.

## CHAPTER -7

### MANAGEMENT STRUCTURE & MONITORING

#### 7.1 Interoduction -

For implementation of plan an effective management and monitoring structure is needed. The management structure of the project is established from state to cluster level like an effective and efficient management. Information system is also established which is used to collect information on project progress in terms of budget utilization as well as in educational statistics.

#### 7.2 Management Structure

In term of district an office of DPO will be establish at the district headquarter where staffing pattern is proposed as follows.

S.NO.	NAME OF POST	NUMBER OF POST	GRADE
1.	District project co-ordinator	1	T2000-16500
2.	Programme officers	5	10000-15200
3.	a Accounts	1	8000-13500
	b. Asst Accounts	5	On contract 3000 p.m.
4.	Civil works		
	a.. A.En	1	8000-13500
	b. J.En.	11	On contract 5000 P.M.
	c. Draftsman	1	On contract 1000 P.M
5.	Computer Operator/Programmer	1	On contract 4000 P.M.
6.	Auxiliary Staff		
	a. Computer literate Stenographer	2	On contract 4000 P.M.
	b. L.D.C.	1	On contract 3000 P.M.
	c. Peon	1	On contract 1800 P.M.
	d. Night Guard	1	On contract 1800 P.M.

The above mentioned staff will be structured by as per state norms. The total amount for equipments at distt. level will be provided Rs. 2,82000, Rs. 1,60000 for furniture and Rs. 75000 for contingency per year.

#### 7.3 Monitoring ( EMIS & PMIS )

An effective and efficient management information system (EMIS) plays a key role in success and failure of any project. It is proposed to establish a strong MIS unit at DLO which will have PMIS and EMIS. There are three members in the unit. Total cost is 5.76 Laes.

### **7.3.1 Educational Management Information System**

EMIS is a comprehensive software package which collect educational statistic to reflect various educational indicators such as enrollment, retention and drop out.

The statistical data from all the schools will be collected through prescribed data collection formats. To meet state level requirements as well as national level system an integrated package will be developed. Through this package school-wise, district-wise MIS reports could be generated.

Data collected from all schools will be verified by the Block Resource Co-ordinator for the accuracy of data and provide to district project co-ordinator. At distt. level validity of data will be verified and then data entry will be done. After data validation and consistency MIS report would be generated.

The report consist of school general particulars, teachers details, classwise enrollment, repeaters information, school infrastructural facilities, equipment details, agewise, classwise, castewise enrollment etc. The report generated from this system will be used in planning at block, distt. and cluster level project to provide additional facilities to schools or to rationalize the use of existing facility. This will also be used in annual and perspective planning for education department.

### **7.3.2 Project Management System**

PMIS is a 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.

Chief objectives of PMIS will be to track the progress of delivery of project in put, monitoring the fund movements, monitoring the physical progress of the project activities and to provide project performance indicators which help the project authorities to take corrective step for smooth implementation of the project.

#### 7.4 Setting Up Committee / Task Force At Distt. Levels

At Distt. Level there are two committees. One is executive committee, second is planning committee, which including core team and the chairman is District Collector.

At BRC level there will be an education committee and similarly at cluster and village level also.

Nos. of Members at	BEC	CEC	VEC
	17	11	11



## CHAPTER - 8

### CIVIL WORKS

#### 8.1 Introduction

In the district there are 1668 revenue villages and about 108 habitations in the focus of Primary education pattern Operation Black Board Scheme had played a significant role to develop the school buildings and other physical facilities. Even then there are still 108 school less villages and 298 small habitations remained without educational facilities.

To facilitate all children to easy access enrollment and retention to all, it is important to construct the buildings and A.S. sheds. In DPEP 108 schools and 298 A.S. will be proposed under civil works the table shows detail.

#### 8.2 Civil Works

TABLE NO. 1

S.N	Name of civil work	Cost per unit (in lacs)	No. work	Total amount
1	Construction of new schools	2.50 & 3.75	60*67	401.25
2	Sheds for A.S & MBVK	0.10	298	17.3
3	Construction of BRC	7.40	10	74
4	Construction of CRC	1.75	110	192.5
5	Drinking Water facility	0.45	64	23.1
6	Toilets	0.05	415	20.75
7	E.C.E. Sheds	0.10	142	7.1
8	Repairs	0.25	232	70.75
9	Add. Classrooms	1.25	101	126.25
10	Boundary Wall	0.00	Lumpsum	27.00

#### Process Of Construction

In DPEP process of construction the VEC will play an active participation of local community. DPEP will release the amount of construction to VEC through DPO. The chairman of VEC and 6 VEC members will look after the quality of material and work also. The VEC committee will be able to call the tenders and order to prescribe the format of work. The JEN at BRC will be authorised to check the quality of material and work. Payment of work done will based on utilisation certificate.

In this scheme public interest and contribution for establishing a school or AS centres will be provide a vital role to interact with school and community.

Total civil works are phasing in six financial years from 1998-99 to 2003-04 and process of work through VEC and DPO and convergence with other department's scheme.

### 8.3. CRC & BRC Buildings, Drinking Water And Toilet Cost And Phasing

The following table shows the total civil works (phasing) and convergence with other parallel programmes -

**TABLE NO. 2**

S.N	NAME OF WORK	COST	I Yr.	II Yr.	III Yr.	IV Yr	V Yr.	Conv.
1	New schools	3.75	5	81	41	-	-	-
2	Sheds for A.S.	0.10	60	200	38	-	-	-
3	B.R.C.	7.40	6	4	-	-	-	-
4	C.R.C.	1.75	33	77	-	-	-	-
5	Add. Classrooms	1.25	-	33	38	30	-	330
6	Sheds for ECE	0.10	142	-	-	-	-	175
7	Toilets	0.05	115	150	150	-	-	272
8	Repairs	0.25 + 0.50	-	82	89	-	-	-
9	Drinking water	0.15 + 0.45	20	24	15	7	-	Conv. 344

All civil works process is as above mentioned.

### 8.4. Shed For Alternative Schools

There is a provision of alternate school calling 'Shiksha Swyam Sevi School' for these AS. There is provision for shed to provide school environment in those habitation having 15 to 30 children where opening of Primary School is not economical. In our district 298 AS have been proposed per shed unit cost is Rs. 10000. Sheds will be built by using of local available materials. Maintenance of these sheds will be through community participation/ convergence.

### 8.5. Repair Of Existing School Buildings

There is a provision in DPEP for repair of existing school buildings, minor repairing work like white wash, repair of door and windows etc. worth Rs 0.25 laes . Major works like roof and floor maintenance of broken walls etc. worth Rs. 0.50 laes .

### 8.6. Building Designs

At BRC there will be two hall and one office room, light, water and toilet facilities and at CRC level one hall and a room with essential facilities. In new school buildings, there will be three rooms and verandah including one ECE room

District--BHILWARA

PROJECT COST ESTIMATES

Recurring / non-Recurring	Objective	Civil Works	Unit Cost (In Lakhs)	1998-99		1999-2000		2000-2001		2001-2002		2002-2003		Total	
				1st Year		2nd Year		3rd Year		4th Year		5th Year			
				Phy	Amt.	Phy	Amt.	Phy	Amt.	Phy	Amt.	Phy	Amt.	Phy	Amt.
		Construction of BRC	7.40	6	44.4	4	29.6							10	74.0
		Construction C.R.C.	1.75	33	57.75	77	134.75							110	192.5
		<b>New Primary School (including ECE room)</b>													
		I) Three room building	3.75			26	97.5	41	153.75					67	251.25
		ii) Two room building	2.50	5	12.5	55	137.5							60	150.0
		iii) One room building	1.25												
		Additional Classroom with verandah	1.25			33	41.25	38	47.50	30	37.5			101	126.25
		Boundary wall	9.00			1	9	1	9	1	9			3	27.0
		<b>Drinking Water in School.</b>													
		I) Hand Pump	0.45	20	9	24	10.8							44	19.8
		ii) PHED connection	0.15					15	2.25	7	1.05			22	3.3
		Sanitary Urinals facilities in school.	0.05	115	5.75	150	7.5	150	7.5					415	21.75
		<b>Cost of shed for alternative school.</b>													
		I) Tribal, Mewat area	0.08	30	2.4	50	4							80	6.4
		ii) General	0.50	30	1.5	150	7.5	38	1.8					218	10.9
		<b>Cost of ECCE shed</b>													
		I) Tribal, Mewat area	0.08												
		ii) General	0.50			142	7.1							142	7.1
		<b>Repairs of existing school building</b>													
		Minor	0.25			60	15	60	15	61	15.25			181	45.25
		Major	0.50			22	11	29	14.5					51	25.5
		<b>TOTAL</b>		239	133.3	794	512.5	372	251.3	99	62.8	0	0	1504	960.00

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## 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

10 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 10 BRC will be completed. In a BRC 4 rooms of size 20'X 25' accompanied with toilet 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 110 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 toilet facility.

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 110 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 new primary schools 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 insturctor 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 300/- per year in the subsequent years.

**9.2.3 Comunity Mobilization**

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

S. No.	Item	Duration	Periodicity	Unit cost per year
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 Block level District level	3 years 3 years 3 years	yearly yearly yearly	0.01 0.02 0.10
4.	Development of material for awareness	3 years	yearly	0.10
5.	Award to the best VEC at BRC level	5 year	yearly	0.03

### 9.2.3 Furniture, Equipment Maintenance

(a) At DPO :-

Item	Unit cost
Furniture	1.60
Equipments	2.82
Maintenance of Equipments	0.224
<i>Vehicles-</i>	
Hire	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
Motor cycle allowance	0.072

(d) **Furniture & Equipments at New Primary Schools 0.05 in lacs.**

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 expanse	0.050
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(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)(with conv)	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. There 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 ECI/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)	0.001
q)	Monthly review meeting of para teachers at CRC (2 days) {20 persons)	0.001
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) (Rs. 65/- per unit)

specially SC/ST girls in those areas where female literacy is below than 15%

**Q.4 Educational visits per group**

a)	For VEC members within district	0.004
b)	Outside district	0.008
c)	Outside state	0.04
d)	For AS para teachers	
	Intra district	0.004
	Inter district	0.008
	Inter state	0.04

**9.3 Summary cost**

**9.3.1 Recurring and non-recurring Costs**

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

**Summary project cost DPEP Bhilwara (Rajasthan)**

Head	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	Total	%
Recurring	0.753	79.68	98.16	98.16	97.91	65.60	440.283	9.52
2)Exp.Inv.	30021	1110.50	822.63	693.01	672.03	588.49	4186.477	90.48
Total	30097	1190.18	920.79	791.17	770.57	654.08	4626.76	

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 | Convenor    |
| (iii) Account Officer DPEP        | member      |
| (iv) One head of institute        | member      |

This committee will make purchase by applying any of the procedures 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.

## **Chapter –10**

### **First Year Annual work Plan & Budget**

- 10.1 Yr. Annual Work Plan and Budget
- 10.2 Strategies to be adopted during the first year of plan Implementation

#### **10.2.1 Major Activities**

DPEP office of the Distt. will start in Oct. 1998. Four month of the first financial year will be at disposal for the DPEP programme. Main activities will be chalked out in the first year under this programme :

- 1) Environmentation building will be done effectively so that awakening may take place in the common run of men and they might play an effective public participation.
- 2) Organisation of VEC's : 2100 VEC's will be organised in the district. BEC, DEC, and BNS of related areas will also be organised.
- 3) Micro planning 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**

- 1. To make the programme successful and effective, the public servants wanted for different posts at DPEP, BRC, CRC level will be deputed and appointed. Services of some of them will be hired on-contract.
- 2. Appointment of new AS teachers (para teacher) and ECE instructors will be done through VEC and BEC.

#### **10.2.3 Civil Work**

- 1. Construction work of 10 BRCs and 33 CRCs will be started in first year.
- 2. Shed construction work of 298 AS schools will be done.
- 3. Construction work of 5 buildings less schools will be started in the first year.

#### 10.2.4 MIS

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

#### 10.3 Summary Table

First year cost percentage of total project cost Rs. 297.61 lacs of total budget of Rs. 4699.49 lacs i.e 6.33% will be spent.

(in lacs)

Name of Work	First Year	Total Project cost
1. Civil works	133.3	960
2. Furniture	17.43	56.11
3. Equipment	16.72	16.72
4. Vehicle	14.72	225.84
5. Books	-	194.3

## 10.3

**FIRST YEAR PLAN ACTIVITIES 1998-99**  
(Annual Budget)

Item	Unit Cost (In Lakhs)	No. of Units	Amount (In Lakhs)	Remark
<b><u>Civil Works</u></b>				
Construction of New Primary School Buildings:				
(i) Two Room Building	2.50	5	12.50	
(ii) Three Room Building	3.75	-	-	
(iii) Construction of BRC	7.40	6	44.40	
(iv) Construction of CRC	1.75	33	57.75	
(v) Additional Class rooms	1.25	-	-	
(vi) Drinking water				
Handpump	0.45	20	9.00	
PHED connection	0.15	-	-	
(vii) Sanitary Urinals	0.05	- 115	5.75	
(viii) Cost of sheds				
ST/SC areas	0.08	30	2.40	
General areas	0.05	30	1.50	
(ix) Repairs				
Minor	0.25	-	-	
Major	0.50	-	-	
(x) Boundary wall	0.90	-	-	
<b><u>Furniture &amp; Equipments</u></b>				
New Primary School	0.10	-	-	
Furniture at BRC	0.80	10	8.00	
Furniture for CRC	0.192	33	6.34	
Furniture for DPO	1.60	1	1.60	
Furniture for DIET	1.50	1	1.50	

S.N. Item	Unit Cost (In Lakhs)	No. of Units	Amount (In Lakhs)	Remark
f. Equipments for DPO	2.82	1	2.82	
g. Equipments for BRC	1.33	10	13.30	
h. Equipment for DIET	0.63	1	1.63	
i. Maintenance of Equip. for DPO	0.224	-	-	
j. Maintenance of Equip. for BRC	0.092	-	-	
<b>III. (i) Teachers in New Primary School in the Scale 4500-7000</b>	0.84	-	-	
(ii) Additional Teachers	0.162	-	-	
(iii) Additional Honararirum to ICDS Workers	0.024	1022	8.18	
<b>IV. Community Mobilisation</b>				
(i) Mahila Meetings with assistance of PTA/MTA & VEC.	0.020	110	2.20	
(ii) Publicity/Media	0.30	1	0.30	
<b>V. School Improvement</b>				
(i) for primary school teachers	.02	-	-	
(ii) TLM for PS teacher	.005	-	-	
(iii) TLM to para teachers	.005	-	-	
<b>VI. Books &amp; Library</b>				
(i) At BRC Level	0.50	-	-	
<b>VI. Office Expenditures</b>				
(i) At BRC:				
- Recurring	1.268	10	12.60	
- Non Recurring	.61	10	6.12	
(ii) At CRC:				
- Recurring	0.05	110	1.83	
- Non Recurring	0.06	110	6.60	
(iii) At DPO				
- Recurring	0.513	1	0.17	
(iv) At DIET				
- Recurring	0.30	1	0.27	



S.N. Item	Unit Cost (In Lakhs)	No. of Units	Amount (In Lakhs)	Ren
<b>VII. Quality Improvement</b>				
<b>A. Trainings:</b>				
(i) Training of Para Teachers (30 days)	0.312	320	9.984	
(ii) Training of Para Teachers (10 days)	0.008	320	2.56	
(iii) Training of BRC Resource Persons at DIET (6 days)	0.08	15	0.12	
(iv) Training of BRC Co-ordinator at DIET (10 days)	0.014	10	0.14	
(v) Trg. of CRC Co-ordinator at BRC (10 days)	0.008	49	0.39	
(v) Training of CRC Co-ordinator at BRC (10 days)	0.008	49	0.39	
(vi) Training of Primary Schools Teachers	0.005	1881	9.41	
(vii) Monthly Review cum Orientation Meetings of Primary School Teachers at CRC	0.001	558	0.19	
(viii) Monthly Review cum Orientation Meetings of Para Teachers at CRC	0.135	314	1.41	
(ix) Training and orientation of BNS at CRC	0.001	98	0.10	
B. TLM Grants for Primary Teachers	0.005	2195	10.98	
C. Educational Tour during 3 days Training	0.0075	447	3.35	
D. Learners evaluation test	0.00015	87800	4.39	
E. Escort for Girls in Primary School	0.06	575	11.50	
<b>VI. Salaries</b>				
<b>A. At BRC:</b>				
(i) Co-ordinator	1.584	5	2.64	
(ii) Assistant Co-ordinator	1.152	5	1.92	
(iii) Resource Person	0.60	10	2.00	
(iv) Typist	0.36	5	0.60	

S.N.	Item	Unit Cost	No. of Units	Amount (In Lakhs)	Remark
(v)	Peon	0.21	1	0.07	
(vi)	Security Guards	0.21	1	0.07	
(vii)	TA/DA	0.20	10	0.67	
(viii)	Medical	0.05	10	0.17	
(ix)	Action Research	0.10	-	-	
(x)	Rent for 9 Months	0.48	10	1.60	
(xi)	Contingency	0.30	-	-	
(xii)	Vehicle:				
-	Hire	1.50	10	5.00	
-	Fuel	1.00	10	3.33	
(vi)	Training of Pri. Teach.at BRC (6day)	0.005	-	-	
(vii)	Training of Panchayat/Muncip.Members	0.0025	-	-	
(viii)	Orientation of BEC meber at CRC	.002	-	-	
(ix)	Monthly rev. cum orient.meeting of Pr.teach	.005	-	-	
(x)	Monthly rev. meeting of Para teach.	.005	-	-	
(xi)	Training & orientation of BNS at CRC	.001	2100	2.10	
<b>B. At CRC:</b>					
(i)	Co-ordinator Salary	1.00	110	36.67	
(ii)	TA/DA	0.06	110	6.60	
(iii)	Medical	0.01	110	.37	
(iv)	Motor cycle allowance	0.072	110	2.64	
<b>C. At BRC</b>					
(i)	Co-ordinator Salary	1.58	10	5.28	
(ii)	Asst. co-ordinator salary	1.152	10	3.84	
(iii)	Resource person	0.600	20	4.00	
(iv)	Typist	0.360	10	1.20	
(v)	Peon	0.210	10	.70	
(vi)	Security Guard	0.210	10	.70	
(vii)	TA/DA	0.20	10	.67	
(viii)	Medical	0.05	10	.17	
(ix)	Vehicle hired	1.50	10	5.00	
(x)	Fuel	1.00	10	3.33	

COMPONENT / ACTIVITY	UNIT	1ST YEAR		2ND YEAR		3RD YEAR		4TH YEAR		5TH YEAR		6TH YEAR		TOTAL		CAT-
	COST	(1993-99)		(1999-2000)		(2000-2001)		(2001-2002)		(2002-2003)		(2003-2004)		PHY. FIN.		EGCF
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	RT
<b>ACCESS</b>																
<b>A.1 New Primary Schools</b>																
(a) Construction of school building i) Two Room building	2.50	5	12.50	55	137.50	0	0.00	0	0.00	0	0.00	0	0.00	60	150.00	
ii) Three room building	3.75	0	0.00	26	97.50	41	153.75	0	0.00	0	0.00	0	0.00	67	251.25	
(b) Teacher (teachers) Salaries	0.84	0	0.00	86	72.24	108	90.72	108	90.72	108	90.72	108	60.48	518	404.88	
c) Para teacher salaries in new schools	0.162	0	0.00	86	13.93	108	17.50	108	17.50	108	17.50	108	11.66	518	78.08	
d) Furniture & Equipments	0.100	0	0.00	85	8.60	22	2.20	0	0.00	0	0.00	0	0.00	108	10.80	
e) Construction of 1 room in building less schools	1.25	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	
<b>A.2 Alternative Schools</b>																
a) Construction of shed for AS			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
i) In tribal, Mewar, Dang area 50% by DFEP & 20% by community	0.08	30	2.40	50	4.00	0	0.00	0	0.00	0	0.00	0	0.00	80	6.40	
ii) In general area 50% by DFEP and 50% by community	0.05	30	1.50	150	7.50	35	1.90	0	0.00	0	0.00	0	0.00	218	10.90	
b) AS Instructors Honorarium			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
i) AS 5 hourly @ 1350/- p.m.	0.162	30	1.62	180	29.16	218	35.32	218	35.32	218	35.32	218	23.54	1052	153.27	
ii) AS 4 hourly @ 1000/- p.m.	0.120	30	1.20	80	9.60	80	9.60	80	9.60	80	9.60	80	6.40	430	45.00	
c) Non recurring expenditure per AS	0.05	60	3.00	200	10.00	35	1.90	0	0.00	0	0.00	0	0.00	298	14.90	
d) Games material per AS	0.005	60	0.10	200	1.00	35	0.19	0	0.00	0	0.00	0	0.00	298	1.29	
e) Contingency per AS	0.01	60	0.20	260	2.60	298	2.98	298	2.98	298	2.98	298	1.99	1512	13.73	
A.3 Additional Classrooms.	1.25	0	0.00	33	41.25	35	47.50	30	37.50	0	0.00	0	0.00	101	126.25	
A.4 Construction of Boudary wall for primary school- Lumpsum provision	0.09	0	0.00	100	9.00	100	9.00	100	9.00	0	0.00	0	0.00	300	27.00	
<b>GRAND TOTAL</b>			22.52		443.88		372.55		202.61		156.11		104.07		1301.75	

**PROJECT COST DPEP -BHILWARA  
RAJASTHAN**

(Rs. in lakhs)

COMPONENT / ACTIVITY	UNIT	1ST YEAR		2ND YEAR		3RD YEAR		4TH YEAR		5TH YEAR		6TH YEAR		TOTAL		CATE-	
	COST	(1998-99)		(1999-2000)		(2000-2001)		(2001-2002)		(2002-2003)		(2003-2004)				GORY	
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.		R/
<b>RETENTION</b>																	
<b>R 1 Community Mobilization</b>																	
a) Ba. Mea at cluster level for 3 years @ Rs. 2000/-	0.02	110	2.20	110	2.20	110	2.20	0	0.00	0	0.00	0	0.00	330	6.60		
b) Man. a Meetings with assistance of PTA, MTA and VEC @ Rs. 2000/- at the cluster level for 5 years	0.02	110	2.20	110	2.20	110	2.20	110	2.20	110	2.20	0	0.00	550	11.00		
c) Kala Jatha Exhibition / Rallies at - CRC level For 3 years	0.01	110	1.10	110	1.10	110	1.10	0	0.00	0	0.00	0	0.00	330	3.30		
- Block level - do-	0.02	0	0.00	11	0.22	11	0.22	11	0.22	0	0.00	0	0.00	33	0.66		
- District level - do-	0.10	0	0.00	1	0.10	1	0.10	1	0.10	0	0.00	0	0.00	3	0.30		
d) Award to the best VEC at BRC (every year)	0.03	0	0.00	11	0.33	11	0.33	11	0.33	11	0.33	11	0.33	55	1.65		
<b>R 2 Construction</b>																	
a) Toilets (mud lat)	0.35	115	5.75	150	7.50	150	7.50	0	0.00	0	0.00	0	0.00	415	20.75		
b) Drinking water hand pump	0.45	22	9.00	24	10.80	0	0.00	0	0.00	0	0.00	0	0.00	44	19.80		
PHED Connection with storage tank	0.15	0	0.00	0	0.00	15	2.25	7	1.05	0	0.00	0	0.00	22	3.30		
c) Recovers																	
Water	0.25	0	0.00	60	15.00	60	15.00	61	15.25	0	0.00	0	0.00	181	45.25		
Water	0.50	0	0.00	22	11.00	29	14.50	0	0.00	0	0.00	0	0.00	51	25.50		
<b>R 3 School Improvement Fund (to VEC)</b>	0.00	0	0.00	1326	26.52	1354	27.08	1384	27.68	1394	27.88	1384	27.68	6852	137.24		
<b>R 4 Additional Teachers (Enrolment based)</b>	0.162	0	0.00	4	0.65	302	48.92	666	111.13	981	158.92	1229	198.61	3199	513.24		
<b>R 5 ECCE Opening of new ECE centers</b>																	
a) Construction of thatched shed (in 60% only) As for alternative schools																	
At Mewar, Mewar, Dang	0.05	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00		
At general	0.05	0	0.00	142	7.10	0	0.00	0	0.00	0	0.00	0	0.00	142	7.10		
b) Instructors Salaries	0.048	0	0.00	317	15.22	317	7.61	317	7.61	317	7.61	317	5.07	1585	43.11		
c) ECE kit @ Rs. 500/- per center	0.005	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00		
<b>Strengthening ICDS centers.</b>														0	0.00		
a) Additional honorarium to the ICDS instructors	0.024	1022	5.18	1022	24.53	1022	24.53	1022	24.53	1022	24.53	1022	16.35	6132	122.64		
b) Rs. 200/- per month																	
c) ECE kit @ 500/- per centre	0.005	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00		
d) Stock improvement for furniture (Additional rooms)	0.025	0	0.00	1276	31.90	88	2.15	20	0.55	0	0.00	0	0.00	1384	34.60		
e) Replacement for furniture in old schools (13 class schools every year)	0.010	0	0.00	426	4.26	426	4.25	426	4.25	0	0.00	0	0.00	1276	12.76		
f) Incentive to AS Prā teacher on 75% Retention and achievement	0.0025	0	0.00	100	0.25	200	0.50	200	0.50	200	0.50	200	0.50	900	2.25		
<b>Total</b>			28.43		160.87		161.04		195.40		221.77		248.55		1016.05		

**PROJECT COST (DPEP) --BHILWARA  
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- seen Ru
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	
		<b>QUALITY IMPROVEMENT</b>														
<b>Q.1 Training</b>																
a Training of Para Teachers (30 days) for para teacher one time	0.0312	60	1.87	204	6.36	336	10.48	384	11.93	295	9.20	245	7.64	1524	47.55	
b Training of Para Teachers (10 days) Para Teacher one time	0.008	60	0.48	204	1.63	336	2.69	384	3.07	295	2.36	245	1.96	1524	12.19	
c Refresher training of para teachers (15 days) 30 Para Teacher subsequent year	0.0102	0	0.00	60	0.61	264	2.69	600	6.12	984	10.04	1279	13.05	3187	32.51	
d Training of BRC resource persons at BRC (2 days) per resource person	0.008	20	0.16	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	20	0.16	
e Gender sensitization training of 100 girls block level education centres (5 days) (20 participants)	0.006	0	0.00	50	0.32	0	0.00	0	0.00	0	0.00	0	0.00	50	0.32	
f Training of BRC co-ordinators at DIET (10 days) (15 persons)	0.014	10	0.14	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	10	0.14	
g Training of DIETOs at DIET (2 days) (25 person)	0.002	0	0.00	50	0.10	0	0.00	0	0.00	0	0.00	0	0.00	50	0.10	
h Training of CRC co-ordinators at BRC (10 days) (20 person) (Induction training)	0.008	0	0.00	110	0.88	0	0.00	0	0.00	0	0.00	0	0.00	110	0.88	
i Refresher training of CRC Co-ordinator at BRC (5 days) (20 person)	0.005	0	0.00	0	0.00	110	0.55	110	0.55	110	0.55	110	0.55	440	2.20	
j Training of Primary Schools Regular teachers			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
k Induction Trg. - (a) 6 days (20 persons)	0.005	0	0.00	4988	24.94	0	0.00	0	0.00	0	0.00	0	0.00	4988	24.94	
l Induction Trg. - (b) 3 days (20 persons)	0.0035	0	0.00	4988	17.46	0	0.00	0	0.00	0	0.00	0	0.00	4988	17.46	
m Refresher training for 6 days (20 persons)	0.005	0	0.00	0	0.00	4988	24.94	4988	24.94	4988	24.94	4988	24.94	19952	99.76	
<b>Total</b>			2.65		52.31		41.35		46.66		47.09		48.14		238.21	

PROJECTS (DUP) - BULWARA  
RAJASTHAN

(Rs. In lakhs)

COMPONENT / ACTIVITY	UNIT COST	1ST YEAR (1993-99)		2ND YEAR (1999-2000)		3RD YEAR (2000-2001)		4TH YEAR (2001-2002)		5TH YEAR (2002-2003)		6TH YEAR (2003-2004)		TOTAL		IR
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	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	1339	4.69	1339	4.69	1339	4.69	1339	4.69	1339	4.69	6655	23.43	
b. Training of Panchayat community members, Panchayat functionaries (20 persons)	0.0025	0	0.00	756	1.89	756	1.89	0	0.00	0	0.00	0	0.00	1512	3.78	
c. Orientation - cum - Review meetings of CRC Co-ordinators at BRC (2 days) (20 persons)	0.0025	0	0.00	1100	2.75	1100	2.75	1100	2.75	1100	2.75	1100	2.75	5500	13.75	
d. Orientation of MEC members at CRC (2 days) (33 persons for first 3 years)	0.002	0	0.00	2100	4.20	2100	4.20	0	0.00	0	0.00	0	0.00	4200	8.40	
e. Monthly Review-cum-Orientation Meeting of primary school teachers at CRC (1 day) (20 persons) per month	0.0035	0	0.00	4988	2.49	4988	2.49	4988	2.49	4988	2.49	4988	2.49	24940	12.47	
f. Monthly review meeting of para-teachers at CRC (2 days) (20 persons) per month	0.0035	0	0.00	264	1.32	600	3.00	984	4.92	1279	6.40	1524	7.62	4651	23.26	
g. Training and orientation of BNS at CRC (1 day) (20 persons)	0.001	2100	2.10	2100	2.10	0	0.00	0	0.00	0	0.00	0	0.00	4200	4.20	
20. Educational incentives (stationary items for 5000 students in books less than 15% literacy)	0.00065	0	0.00	4000	2.60	5000	3.25	6000	3.90	7000	4.55	8000	5.20	30000	19.50	
21. 3. Workbook to students class I to V-unit 1000 students	0.15	0	0.00	200	30.00	212	31.80	227	34.05	239	35.85	249	37.35	1127	169.05	
22. Teacher guide-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	
23. T.M grants for Primary school teachers			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
a. Teachers	0.0035	0	0.00	4988	24.94	4988	24.94	4988	24.94	4988	24.94	4988	24.94	24940	124.70	
b. Para Teachers	0.0035	0	0.00	264	1.32	600	3.00	984	4.92	1279	6.40	1524	7.62	4651	23.26	
24. Educational Visits																
a. Exposure visits for MEC members within district:																
Two days visit within district 4 batches of 10 person each every year (per person cost)	0.004	0	0.00	40	0.16	40	0.16	40	0.16	40	0.16	40	0.16	200	0.80	
3 days visit outs de district, 2 batches of 10 person each every year (per person cost)	0.0035	0	0.00	20	0.16	20	0.16	20	0.16	20	0.16	20	0.16	100	0.80	
4 days visit outs de state, one batch of 5 person every year (per person cost)	0.04	0	0.00	5	0.20	5	0.20	5	0.20	5	0.20	5	0.20	25	1.00	
b. Exposure visits for AS para teachers			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
Two days visit within district 4 batches of 10 person each every year (per person cost)	0.004	0	0.00	40	0.16	40	0.16	40	0.16	40	0.16	40	0.16	200	0.80	
3 days visit outs de district, 2 batches of 10 person each every year (per person cost)	0.0035	0	0.00	20	0.16	20	0.16	20	0.16	20	0.16	20	0.16	100	0.80	
4 days visit outs de state, one batch of 5 person every year (per person cost)	0.04	0	0.00	5	0.20	5	0.20	5	0.20	5	0.20	5	0.20	25	1.00	
c. Exposure visits for PFE teachers																
4 days visit outs de state, one batch of 5 person every year (per person cost)	0.04	5	0.20	5	0.20	5	0.20	5	0.20	5	0.20	5	0.20	30	1.20	
<b>GRAND TOTAL</b>			2.30		80.29		83.25		83.90		89.30		93.90		432.94	

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		Case No.
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	
<b>CAPACITY BUILDING</b>																
<b>C.1 Strengthening DIET</b>																
a) Furniture	1.50	1	1.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.50	
b) Equipments	0.63	1	0.63	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.63	
c) Civil Work Lumpsum	3.00	0	0.00	1	3.00	0	0.00	0	0.00	0	0.00	0	0.00	1	3.00	
d) Vehicles			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
Hire	1.5	1	0.50	1	1.50	1	1.50	1	1.50	1	1.50	1	1.00	6	7.50	
fuel	1.0	1	0.33	1	1.00	1	1.00	1	1.00	1	1.00	1	0.67	6	5.00	
e) Recurring Expenditure of Office	0.80	1	0.27	1	0.80	1	0.80	1	0.80	1	0.80	1	0.53	6	4.00	
<b>C.2 BRC</b>																
a) Construction of BRC building	7.4	6	44.40	4	29.60	0	0.00	0	0.00	0	0.00	0	0.00	10	74.00	
b) Furniture	0.800	10	8.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	10	8.00	
c) Equipment	1.33	10	13.30	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	10	13.30	
d) Maintenance of equipments	0.092	0	0.00	10	0.92	10	0.92	10	0.92	10	0.92	10	0.92	50	4.60	
e) Books and library	0.50	0	0.00	10	5.00	0	0.00	0	0.00	0	0.00	0	0.00	10	5.00	
f) Office expenses (recurring)	1.20	10	12.60	10	12.60	10	12.60	10	12.60	10	12.60	10	0.00	50	63.00	
(non-recurring)	0.51	10	6.12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	10	6.12	
g) A D A	0.20	10	0.67	10	2.00	10	2.00	10	2.00	10	2.00	10	1.33	60	10.00	
h) Medical	0.65	10	0.17	10	0.50	10	0.50	10	0.50	10	0.50	10	0.33	60	2.50	
i) Transport (i) Hire	1.50	10	5.00	10	15.00	10	15.00	10	15.00	10	15.00	10	10.00	60	75.00	
Fuel	1.00	10	3.33	10	10.00	10	10.00	10	10.00	10	10.00	10	6.67	60	50.00	
j) Salary - Coordinators' Salaries	1.53	10	5.28	10	15.84	10	15.84	10	15.84	10	15.84	10	10.56	60	79.20	
- Assistant co-ordinator	1.152	10	3.84	10	11.52	10	11.52	10	11.52	10	11.52	10	7.68	60	57.60	
- Resource persons	0.600	20	4.00	20	12.00	20	12.00	20	12.00	20	12.00	20	8.00	120	60.00	
- Typist	0.360	10	1.20	10	3.60	10	3.60	10	3.60	10	3.60	10	2.40	60	18.00	
- Peon	0.210	10	0.70	10	2.10	10	2.10	10	2.10	10	2.10	10	1.40	60	10.50	
- Security Guard	0.210	10	0.70	10	2.10	10	2.10	10	2.10	10	2.10	10	1.40	60	10.50	
k) Action research	0.10	0	0.00	10	1.00	10	1.00	10	1.00	10	1.00	0	0.00	40	4.00	
l) Rent for nine months @ Rs. 4000/- as per PWD assessment.	0.45	10	1.60	10	2.00	0	0.00	0	0.00	0	0.00	0	0.00	20	3.60	
<b>C.3 CRC</b>																
a) Construction of CRC building	1.75	33	57.75	77	134.75	0	0.00	0	0.00	0	0.00	0	0.00	110	192.50	
b) Furniture	0.192	33	6.34	77	14.78	0	0.00	0	0.00	0	0.00	0	0.00	110	21.12	
c) Salaries - CRC co-ordinator salary	1.00	110	36.67	110	110.00	110	110.00	110	110.00	110	110.00	110	73.33	660	550.00	
d) Office expenses (recurring)	0.050	110	1.83	110	5.50	110	5.50	110	5.50	110	5.50	110	3.67	660	27.50	
(non-recurring)	0.060	110	6.60	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	110	6.60	
e) A D A	0.06	110	2.20	110	6.60	110	6.60	110	6.60	110	6.60	110	4.40	660	33.00	
f) Medical	0.01	110	0.37	110	1.10	110	1.10	110	1.10	110	1.10	110	0.73	660	5.50	
g) Motor cycle allowance @ 600/- p.m.	0.072	110	2.64	110	7.92	110	7.92	110	7.92	110	7.92	110	5.28	660	39.60	
<b>Total</b>			<b>228.53</b>		<b>412.73</b>		<b>223.60</b>		<b>223.60</b>		<b>223.60</b>		<b>140.31</b>		<b>1452.37</b>	

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**PROJECT COST (DPEP)--BHILWARA  
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		Cat. No.
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	
<b>C.4 District Project Office (DPO)</b>																
a) Furniture	1.60	1	1.60	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.60	
b) Equipments	2.82	1	2.82	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	2.82	
c) Maintenance of equipments	0.224	0	0.00	1	0.22	1	0.22	1	0.22	1	0.00	0	0.00	4	0.90	
d) Vehicles																
- Hire	1.50	4	2.00	4	6.00	4	6.00	4	6.00	4	4.00	6	4.00	24	30.00	
- Fuel	1.0	4	1.33	4	4.00	4	4.00	4	4.00	4	4.00	4	4.00	24	20.00	
e) Staff Salaries																
- DPO (1)	2.00	1	0.67	1	2.00	1	2.00	1	2.00	1	1.00	2	1.00	6	10.00	
- Programme Officer (5)	1.73	5	2.88	5	8.65	5	8.65	5	8.65	5	5.00	9	5.00	30	43.25	
- Account officer	1.52	1	0.51	1	1.52	1	1.52	1	1.52	1	1.00	2	1.00	6	7.60	
- Assistant Account Officer	0.36	1	0.12	1	0.36	1	0.36	1	0.36	1	0.00	0	1.00	6	1.90	
- Assistant Engineer	1.52	1	0.51	1	1.52	1	1.52	1	1.52	1	0.00	0	0.00	5	6.50	
- Junior Engineer	0.60	6	1.20	11	6.60	11	6.60	11	6.60	6	0.00	0	0.00	45	27.00	
JEN motor cycle allowance @ 1000/-	0.120	6	0.24	11	1.32	11	1.32	11	1.32	6	0.00	0	0.00	45	4.30	
- Draftsman	0.120	1	0.04	1	0.12	1	0.12	1	0.12	1	0.00	0	0.00	5	0.42	
- Computer Operator	0.480	1	0.16	1	0.48	1	0.48	1	0.48	1	0.00	0	0.32	6	2.40	
- Programme	0.60	1	0.20	1	0.60	1	0.60	1	0.60	1	1.00	1	1.00	6	3.00	
- Stand	0.36	1	0.12	1	0.36	1	0.36	1	0.36	1	0.00	0	1.00	6	1.60	
- LDC	0.36	1	0.12	1	0.36	1	0.36	1	0.36	1	0.00	0	1.00	6	1.90	
- Peon	0.21	1	0.07	1	0.21	1	0.21	1	0.21	1	0.00	0	1.00	6	1.05	
- Night Guard	0.21	1	0.07	1	0.21	1	0.21	1	0.21	1	0.00	0	1.00	6	1.05	
f) Workshops and Seminars	0.55	0	0.00	2	1.10	0	0.00	0	0.00	0	0.00	0	0.00	2	1.10	
g) Contingency	0.75	1	0.75	1	0.75	1	0.75	1	0.75	1	0.00	0	0.00	5	3.75	
h) Office Expenditure	0.513	1	0.17	1	0.51	1	0.51	1	0.51	1	1.00	1	1.00	6	2.57	
i) Publicity / Media	0.30	1	0.30	1	0.30	1	0.30	1	0.30	1	0.00	0	0.00	5	1.50	
j) Office Rent Average 5000/- per month as per PWD assessment	0.50	1	0.20	1	0.60	1	0.60	1	0.60	1	1.00	1	1.00	6	3.00	
<b>T A D A</b>	1.000	1	0.33	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	6	5.00	
Medicals	0.300	1	0.10	1	0.30	1	0.30	1	0.30	1	0.00	0	1.00	6	1.50	
Innovation	1.00	0	0.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	5	5.00	
District Committee Registration Fees	0.30	1	0.03	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.03	
<b>Total</b>			16.54		40.10		39.00		39.00		31.70		19.11		185.44	



## SCHEDULE OF ACTIVITIES

S.N.	Activities	Implementing Agency	Completion Month
A.	<b>Increasing Access</b>		
	• Formation of VEC	BDOs & Sr. Dy. DDO	Dec, 98
	• Writing of slogans and developing of banners, posters calendars etc	H.M., BDO	
	• Orientation of District functionaries	DPO, DIET	
	• Holding function for building environment and awareness	DISTRICT BLOCK & VILLAGE LEVEL CRC	
	• House to House survey	PTS	
	• Orientation of teachers/Head teachers for environment building and school readiness	DPO	
B	<b>Improving Retention and Quality</b>		
	• Identification of schools where schools clusters are to be set up.	DPO	
	• Completion of civil works in clusters	DPO	
	• Recruitment/Deputation of staff	DPO/SPO	
	• Purchase of location of BRCs	DPO/SPO	
	• Civil works for BRCs	DPO	
	• Listing of teaching learning material and material for co-curricular activities	DPO, SIERT, DIET, SIEMT	
	• Purchase of Material	DPO/SPO	
	• Listing of Students requiring text books	DPO	
	• Purchase and distribution of text books	SPO/SIERT	
C	<b>Capacity building</b>		
	• Formation of Dist. level Management committee.	DPO	
	• Recruitment/Deputation of staff	DPO/SPO	
	• Purchase of furniture and Equipment	DPO/SPO/VEC	
	• Construction and furnishing of EMIS cell		
	<b>Innovative Project</b>		
	• Training of Teacher	DIET/SIERT/BRC	
	• Starting of Project	DPO/SPO	

## Annexure - V

## Estimated Population From 1997 to 2003

(in oo Numbers)

Category	1997			1998			1999			2000			2001			2002			2003		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
SC	1580	1492	3072	1677	1555	3262	1712	1617	3329	1747	1650	3397	1783	1684	3467	1612	1522	3134	1644	1553	3197
ST	832	787	1619	884	836	1720	902	853	1755	921	870	1791	946	888	1828	849	803	1652	868	819	1687
Minorities	507	479	986	538	509	1047	549	519	1065	560	530	1090	572	540	1112	517	488	1005	528	498	1026
General	6312	5964	12276	6704	6334	13038	6840	6464	13304	6980	6596	13576	7123	6733	13856	6439	6085	12524	6569	6209	12778
Total	9231	8722	17953	9803	9264	19067	10003	9453	19456	10208	9646	19854	10418	9843	20263	9417	8898	18315	9607	9079	18686

## Annexure - VI

## Estimated Children (6-11) From 1997 to 2003

(in oo Numbers)

Category	1997			1998			1999			2000			2001			2002			2003		
	M	F	Total	M	F	T	M	F	T	M	F	T	M	F	T	M	F	Total	M	F	T
S.C.	217	210	427	231	222	453	235	227	462	240	232	472	246	238	482	222	213	435	226	218	444
S.T.	115	110	225	122	117	239	124	120	244	127	122	249	129	125	254	117	112	229	119	115	234
Minorities	70	67	137	74	71	145	76	72	148	77	74	151	79	76	155	71	69	140	72	70	142
General	868	837	1705	922	889	1811	941	907	1848	961	925	1886	980	944	1924	886	854	1740	905	870	1775
Total	1270	1224	2494	1349	1299	2648	1376	1326	2702	1405	1353	2758	1434	1381	2815	1296	1248	2544	1322	1273	2595

TABLE 3 : Summary of Cost Estimates  
STATE : RAJASTHAN DISTRICT : BHILWARA

	Total project Proposal					DPEP	CONVERGENCE
	Capacity Building	Retention	Quality Improvement	Access	Total		
Investment Cost							
Construction							
Equipment							
Books & Library							
Other Consultants							
Training cost including TA DA							
Workshops & Seminars							
Business Campaign Expenses							
Sub Total							
Recurrent Cost							
Salaries of Additional Staff							
Materials							
Travel Expenses							
Supplies at BRC School level							
Equipment operation & maintenance							
Building operation & maintenance							
Other maintenance							
Sub Total							
Grand Total							

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**List of School-less Villages (Blockwise)**

S.N.	Name of Block	Name of Village
1.	Asud	Bhecupra
		Hardalon ka khera
		Sirajul La khera
		Sangani
		Khalso ka khera
		Partoon ka khera
		Kemria
		Mansingh pura
		Piplee ka baria
		Arjunpura
		Baghmal
		Gangaram ka khera
		Devari
		Kolpura
		Anandi pura
		Khumarpura
		Malnas
		Indrapura
		Gopalpura
		Keerpura
		Rampura
		Dang ka khera
		Lulas
		Paldikheda
2.	Banera	Bhaganpura
		Gadripura
3.	Jhazpur	Hempura
		Godpura
		Kanawatoon ka khera
		Ranawatoon ka khera
		Rama ka khera
		Bheem pura
		Joraji ka khera
		Panna ka khera
		Narsingh bagh
		Rampura
		Ratangath
		Udarpura
		Jaggannath pura

4.	Kotri	Chanwad khera
		Manakpura
		Natpura
		Deevkai
		Sabalpura
		Meena ka khera
5.	Mandal	Cheena ka khera
		Baliya khera
		Harinagar
		Bagpura
		Rajpura
		Baliya ka khera
		Anarpura
		Sarri khera
		Heraba kee bariyan
		Samjadi ke bariyan
		Kera ka khera
		Ketiya khera
		Khaton kee bariyan
		Chara ke bariyan
		Laxmipura
		Dhora kee bariyan
		Unali kee bariyan
		Hatimata
		Balai khera
		Dhanna ji ka khera
		Khepra ka khera
		Chamaria khera
		Rebarion ki Dham
		Ravtoon kee bariyan

6.	Mandalgarh	Chandpura
		Laxmangarh
		Keria
		Duda ji ka khera
		Deogarh
		Goth
		Peethal pura
		Devepura
		Malan ka khera
		Khama ka khera
		Kachohya kalan
		Khakhji ka khera
		Kabria Khurd
		Devpura
		Andon ka khera
		Manpura
		Gopalniwas
		Charn kheri
		Gadia
		Datrikhera
Chatri ka khera		
Rakholi		
Deviniwas		
Badwa		
Gulgaon		
Bhadhur ji ka khera		
Fatehpura		
Neemdi gula		
7.	Raipur	Dhani (khekar mala)
		Dhikani
8.	Sahada	Sarju
		Chatarsingh ka khera
		Gudda ka khera
9.	Shahpura	Rebarion ka khera
		Guruji ka khera
10.	Suwana	Ratanpura
		Rampuria
		Teelon ka khera

## Annexure - VIII

**List of Meetings at District, Block and Village Level**

<i>S.N.</i>	<i>Meeting Date</i>	<i>Venue</i>	<i>No. of Participants</i>
1	3.2.98	DRDA Hall,	22
2	5.2.98	DEO Ele. II	17
3	6.2.98	DPEP Office	19
4	19.2.98	Collectorate Meeting Hall	17
5	23.2.98	DRDA Hall	22
6	24.2.98	Girls Sr.Sec.School, Bhilwara	27
7	26.2.98	DEO Ele. II	19
8	28.2.98	Panchayat Samittee Asind	37
9	28.2.98	Govt. Girls Hr. Sec. School Asind	15
10	2.3.98	Panchayat Samittee Mandal	33
11	2.3.98	Govt. Girls Hr. Sec. School Mandal	28
12	2.3.98	Primary School Mandal	7
13	2.3.98	Women Groups Mahavir Mohalla, Mandal	15
14	3.3.98	Panchayat Samittee Hurda	25
15	3.3.98	Pay Centre Agucha, Hurda	25
16	3.3.98	Regar Mohalla, Hurda	25
17	3.3.98	Laxmipura, Kotri	20
18	4.3.98	Panchayat Samittee Jahazpur	21
19	4.3.98	Kanjar Basti Peeploond, Jahazpur	13
20	4.3.98	DWACRA Women Group, Peeploond	9
21	5.3.98	Panchayat Samittee Banera	31
22	5.3.98	Panchayat Samittee Shahpura	79
23	5.3.98	Kamalpura, Banera	15
24	5.3.98	Mahuwa Khurd, Banera	28
25	6.3.98	Collectorate Meeting Hall	43
26	7.3.98	Panchayat Samittee Suwana	41
27	7.3.98	Panchayat Samittee Mandalgarh	79
28	7.3.98	Pay Centre Singoli, Mandalgarh	48
29	7.3.98	Sarana, Mandalgarh	38
30	9.3.98	Panchayat Samittee Kotri	33
31	9.3.98	Ban Ka Ehera, Kotri	23

32	9.3.98	Akhaipur, Kotri	16
33	9.3.98	Holirada, Kotri	50
34	10.3.98	Panchayat Samittee Sahara	28
35	10.3.98	Govt. Sr. Sec. School Pottan, Sahara	37
36	10.3.98	Lakhola, Sahara	40
37	11.3.98	Jhatoon Ki Basti, Noganwa, Suwana	24
38	11.3.98	Danthal, Suwana	30
39	11.3.98	Govind Singh Ka Khera, Suwana	34
40	18.3.98	Panchayat Samittee Raipur	40
41	18.3.98	Teachers Conference, Gangapur	35
42	2.4.98	DLOs Meeting At Collectorate	67



## Enrolment of Last Five Years 1993-94 To 1997-98 (Class I To V)

Year	General			SC			ST			Grand Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1993-94	84262	37309	117978	105197	44407	149704	17486	5236	22722	7042	1862	8904
1994-95	84262	41150	125413	110199	50021	160220	18310	6577	24887	7626	2294	9920
1995-96	92268	35641	141997	123326	63266	186592	21331	9717	31048	9729	3908	13637
1996-97	94376	54592	148469	126719	68666	195385	22087	20299	32386	10256	4275	14531
1997-98	98673	58356	157229	133123	74723	207846	23484	11683	35137	10766	4714	15480

## Annexure - X

## Proposed BRC's

S.NO	BLOCK	Number of BRC's
1	Asind	1
2	Banera	1
3	Hurda	1
4	Jahazpur	1
5	Kotri	1
6	Mandal	1
7	MandalGarh	1
8	Raipur	1
9	Sahara	1
10	Shahpura	ADDET
11	Suwana	1
<i>Total</i>		<i>10</i>

## Annexure - XI

## Proposed CRC

S.NO	BLOCK	Number of CRC's
1	Asind	10
2	Banera	7
3	Hurda	7
4	Jahazpur	9
5	Kotri	8
6	Mandal	16
7	MandalGarh	14
8	Raipur	7
9	Sahara	6
10	Shahpura	13
11	Suwana	13
<i>Total</i>		<i>110</i>

*Executive Committee*

1.	Chairman	Collector
2.	Senior Dy. Chairman	Chief executive officer
3.	Vice chairman	Principal DIET
4.	District education officer (Ele I)	Member Secretary
5.	DEO (Ele II)	Member
6.	DEO (Sec I & II)	Member
7.	Project director , DWDA	Member
8.	Dy. Director ICDS	Member
9.	Secretary ZSS	Member
10.	Asstt. Director NFE	Member
11.	PRO	Member
12.	Principal Gandhi Edu. Training College, Gulabpura.	Member
13.	Social Welfare Officer	Member
14.	Educationists	Member

*Advisory Committee*

- 1 MP
- 2 MIAs
- 3 Zila Pramookh (Zila Parishad)
- 4 CEO Zila Parishad
- 5 Principal DIET
- 6 Pradhans
- 7 Dr. S. K. Trivadi, Editor Lok Jeevan
- 8 Chairman Nagar Parishad, Bhilwara
- 9 District Literacy And Cont. Edu. Officer
- 10 B.S.Chaudhary, Secretary, Adult Education
- 11 R.C.Devpura Retd. Principal Gulabpura
- 12 M.C. Bangar Retd. Bdo
- 13 J.C. Sharma, Principal Sr. Sec. School.
- 14 G. R. Khokhar, Principal
- 15 O. P. Jhanwar, Principal
- 16 B.L. Barola, Principal
- 17 O.P. Jhanwar, Sr. Lect. DIET
- 18 M.L.Meena, Principal
- 19 B.L. Ranka H.M
- 20 Mrs. C.P. Sahani, Principal
- 21 Mrs. S. Joshi, Principal
- 22 Mrs. V. L. Pareek
- 23 Coordinator, Nehru Yuva Kendra
- 24 All BDOs
- 25 All Sr. Dy.DEO
- 26 All EEO
- 27 Sh. Pradeeep Rawal Journalist
- 28 Sh. Shyam Banwari, Journalist