

RAJASTHAN COUNCIL
OF
PRIMARY EDUCATION

DISTRICT PLAN
[UNDER DPEP-I]

1998 DECEMBER-NOVEMBER 2003

ALWAR, RAJASTHAN

NIEPA DC



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LIST OF ABBREVIATION

1.	<i>A.S</i>	<i>Alternative School</i>
2.	<i>B.D.O.</i>	<i>Block Development Officer</i>
3.	<i>B.E.C.</i>	<i>Block Education Committee</i>
4.	<i>B.N.S.</i>	<i>Bhawan Nirman Samiti</i>
5.	<i>C.A.R.S</i>	<i>Center For Applied Research Studies</i>
6.	<i>C.D.P.O</i>	<i>Child Development Project Officer</i>
7.	<i>C.R.C</i>	<i>Cluster Resource Center</i>
8.	<i>D.C.T.</i>	<i>District Core Team</i>
9.	<i>D.E.C.</i>	<i>District Education Committee</i>
10.	<i>D.E.O.</i>	<i>District Education Officer</i>
11.	<i>D.I.E.T.</i>	<i>District Institute of Education and Training</i>
12.	<i>D.P.C.</i>	<i>District Project Coordinator</i>
13.	<i>D.P.E.P.</i>	<i>District Primary Education Programme</i>
14.	<i>D.P.O.</i>	<i>District Project Office</i>
15.	<i>D.R.D.A.</i>	<i>District Rural Development Agency</i>
16.	<i>E.C.C.E.</i>	<i>Early Child-hood Care Education</i>
17.	<i>E.M.I.S.</i>	<i>Educational Management Information Service</i>
18.	<i>G.E.R.</i>	<i>Gross Enrolment Rate</i>
19.	<i>I.C.D.S.</i>	<i>Integrated Child Development Scheme</i>
20.	<i>J.R.Y.</i>	<i>Jawahar Rojgar Yojna</i>
21.	<i>M.A.</i>	<i>Mother Association</i>
22.	<i>M.I.S.</i>	<i>Management Information System</i>
23.	<i>M.L.A.</i>	<i>Member of Legislative Assembly</i>
24.	<i>M.L.L.</i>	<i>Minimum Learning Level</i>
25.	<i>M.P.</i>	<i>Member of Parliament</i>
26.	<i>M.P.S.</i>	<i>Member Panchayat Samiti</i>
27.	<i>N.C.B.</i>	<i>National Competative Bidding</i>
28.	<i>N.F.E.</i>	<i>Non Formal Education</i>
29.	<i>N.G.O.</i>	<i>Non Governmental Organization</i>
30.	<i>P.H.E.D.</i>	<i>Public Health Engineering Department</i>
31.	<i>P.F.E.</i>	<i>Primary Formal Education</i>
32.	<i>P.T.A.</i>	<i>Parent Teachers Association</i>
33.	<i>S.I.E.R.T.</i>	<i>State Institute of Educational Research and Training</i>
34.	<i>T.L.M.</i>	<i>Teaching Learning Material</i>
35.	<i>V.E.C.</i>	<i>Village Education Committee</i>

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CHAPTER – 1

DISTRICT PROFILE

1.1 BACK – GROUND :

Cradled by several small hills, Alwar was founded by Rao Pratap singh in 1775 AD. Formerly it was spelt as Ulwar but in the reign of Jai singh the name was changed as Alwar.

The district is situated in the north east of Rajasthan between 27° 4' and 28°4' north latitudes and 76° 7' and 77°13' east longitudes.

1.1.1 Geographical Setting-

Situated amidst long and lofty mountain ranges of the Aravalis, Alwar district occupies a place of pride in Rajasthan, because of its geographical situation, historical heritage and also because of its political enlightenment and social harmony among its people inhabitants. On all its sides it shares its borders with Jaipur, Bharatpur, Dausa, Ferozepur Jhirka and Narnaul.

1.1.2 Cultural Aspects

The culture of this district represents a sweet composite of five different cultural shades of Haryana, Mewat, Brij, Meenawati and Dhooindharh. This multi-coloured culture is imbued with the spirit of its glorious history, chivalry, beauty, religious devotion and literature full of love for nature.

In spite of a deep impact of modernization on every sphere (walk) of life, people of this district still cherish their age-long cultural heritage and do everything possible to keep it alive, through their social customs, fairs, festivals etc. Although television has made its way to every hearth and home yet the people here haven't lost their affection and attachment to things reminiscent of our old culture such as the folk plays of Raja Bhartrihari, Swangs, Rasia, Khyal and Nehdas.

So the remarkable feature of its culture is the acceptance and adaptability to the new changes that are pouring in every moment, and at the same time keeping alive the sweet, good old traditions.

1.1.3 Social Background

The people of Alwar belonging to different communities, castes and creeds are always keen to maintain their separate identity. All of them endeavour to excel through healthy competitive ways and not through legpulling or hurting the interest of anyone. To show due regards to other people, to show proper reverence to their religious sentiments and never to hurt the feelings, is deeply ingrained in the nature of its inhabitants. This is why, Alwar district is a unique

example of unity in diversity and of sweet harmony, socially and culturally.

Now with the spread of education to every village and hamlet (Dhani) and with the speedy industrialization and wide net-work of communication, the T.V. and the telephones, the process of social change (evolution) has greatly accelerated.

1.2 Demographic Profile :

Alwar District has 14 Community Development Blocks. The following is the demographic information of the district.

As per the Census 1991 the population of the district is 2296580 of which 1075046 (46.8%) is female and 1221534 (53.2%) is male. The SC population is 408311 (17.77%) and ST population is 185048 (8.05%). The number of females per thousand of male is 831. The decennial growth of population of the district is shown in the table below.

Table 1.1 Decennial growth of pop.1981-1991.						
Alwar district		(1981)		(1991)		%
Population		Number	Percentage	Number	Percentage	Percentage
	Male	935898	52.84	1221534	53.18	+ 0.34
	Female	835265	47.16	1075046	46.82	- 0.34
	Total	1771163	100.00	2296580	100.00	
SC	Male	164235	52.58	216377	52.99	+ 0.41
	Female	148094	47.42	191934	47.01	- 0.41
	Total	312389	100.00	408311	100.00	
ST	Male	76496	53.18	98841	53.42	+ 0.24
	Female	67362	46.82	86207	46.58	- 0.24
	Total	143858		185048		

(Source Census 1991)

The density of population of Alwar is 2010 per Sq. Km.

Meo (converted) muslims reside mostly in Tizara, Kishangarh Bas, Ramgarh, Lachhmangarh, Umrain and Mandawar Blocks.

Meena (S.T.) in sizeable number in Rajgarh, Reni and part of Thanagazi C.D.Blocks.

The blockwise population of the district is as given below.

8.09 TABLE 1.2 : POPULATION OF THE DISTRICT

C.D.BLOCK / TOWN	RURAL			URBAN		
	MALE	FEMALE	TOTAL	MALE	FRMALE	TOTAL
1. Behror	59515	55530	115045	8942	7296	16238
2. Neemrana	61905	58426	120331	-	-	-
3. Mandawar	84527	77483	162010	-	-	-
4. Kishangarh Bas	71565	64523	136088	12103	10638	22741
5. Kotkasim	50302	45059	95361	-	-	-
6. Tizara	80149	71044	151193	8092	7307	15399
7. Bansur	86949	76633	163582	-	-	-
8. Umrain	87156	75567	162723	-	-	-
9. Ramgarh	86058	75614	161672	-	-	-
10. Thanagazi	76286	67833	144119	-	-	-
11. Rajgarh	59807	52733	112540	10705	9519	20224
12. Reni	56388	49367	105755	-	-	-
13. Lachhmangarh	93697	82612	176309	-	-	-
14. Kathumer	92297	77267	169565	-	-	-
15. Alwar City	-	-	-	114177	95969	210146
16. Govindgarh	-	-	-	4129	3862	7991
17. Kherli	-	-	-	6666	5597	12263
18. Bhiwadi	-	-	-	10119	5166	15285
Total	1046601	929692	1976293	174933	145354	320287

(Source Census 1991)

There are 1976293 (86.05%) peoples reside in 14 community development blocks and 320287 (13.95 %) peoples reside in 8 Urban Towns including Alwar city.

1.3 LINGUISTIC ZONES :

The district can be divided in linguistic cum social-cultural zones as follows:

1.3.1 Mewat :

Mewat region is spread in Tizara, Mandawar, Kishangarh Bas, Ramgarh, Lachmangarh and part of Umrain C.D. Block. Meos are believed to be converted to Islam in the 14th century and they trace their ancestry to Rajputs, Yadavs, Meenas. Even after their conversion, they feel proud of their ancestry and maintain strong link with their Hindu background.

Historically Mewatis were considered as warrior class and were known for their turbulence and predatory habits.

Meo community is educationally backward.

1.3.2 Meenawti :

Meenas(S.T.) reside mostly in Rajgarh, Reni and partly in Thanagazi. Their population is scattered in small dhanis and habitats and their livelihood depends on agriculture and livestock. Female literacy is very low in meenawati areas.

1.3.3 Rath :

Rath region comprises of Behror, Neemrana, Kotkasim and partly Mandawar C.D. Blocks. This region is surrounded by Haryana state which influences its culture. The highest literacy rate among male and female is in NeemRana which is a Rath area.

1.3.4 Braj :

People of Kathumer and part of Lachhmangarh C.D. Block speaks Braj and are culturally influenced by neighbouring Bharatpur district.

1.3.5 Dhoondhar :

C.D. Block Bansur and part of Thanagaji has close affinity with neighbouring Jaipur district and was once a part of earstwhile Dhoondhar pradesh. This region also lags behind in female literacy.

1.4 Occupational Pattern :

The main occupation in Alwar district is related with agriculture, livestock and forestry etc. in which around 5 lakh workers are engaged.

Marginal workers in other services are in sizable number. Agriculture is the most important segment of the economy and is still the largest source of employment in the district.

The main working population is 30.38 percent, marginal working population is 9.99 percent and rest of the population is non-working. In the main working population, 63.87 percent have self-cultivatives. 7.56 percent is agricultural labour, 1.77 percent is cottage and small scale industry worker, rest are engaged in other works.

Table 1.3 Occupation Pattern 1991

	Total	Male	Female
Area in sq. kms.	838000	-	-
No. of occupied Residential Houses	341189	-	-
No. of House holders	350550	-	-
Population	2296580	1221534	1075046
S.C. Population	408311	216377	181834
S.T. population	185048	98841	86207
Population below 7 years	489158	255502	233656
Literates	778815	589124	189891
Total workers	697597	568098	129499
Cultivators	445588	340118	105470
Agricultural Labourers	52721	40003	12718
Workers - livestock Fishing, Hunting & Plantation, orchards	7471	6895	576
Mining, Quarrying	3741	3547	194
Workers, maf & PRO in N.H. IND	12313	10476	1837
Workers MAR & PRO other than HHI	39895	38405	1490
Construction workers	11891	11500	301
Trade and Commerce workers	37382	36845	573
Transport, Storage and Commerce worker	15196	15137	59
Workers in other services	71399	65022	6317
Marginal workers	229519	15350	214169
Non - Workers	1369464	638086	731378

(Source - Census 1991)

1.5 Land Use :

According to village records the total area of the district is 863614 hectare. Out of which 78.70 percent area is pure farm area, 5.35 percent agricultural unused land and 10.18 percent uncultivable pasture land.

1.6 Land Holding : (land ownership, nature and holding.)

According to 1985-86 agriculture census, only 29.03 percent agricultural land was under the ownership of 68.85 percent land owners.

1.7 Administrative Structure :

Alwar district has been divided into 5 Sub Divisions, 12 Tehsils and 14 C.D. Blocks. There are 478 Gram Panchayats and 1946 revenue villages. This has been shown as here-under :

TABLE NO: 1.4 ADMINISTRATIVE STRUCTURE

S.No.	Sub-Division	Tehsil	C.D.Blocks	No. of village
1.	Alwar	Alwar	Umrain	150
		Ramgarh	Ramgarh	171
		Thanagzi	Thanagazi	143
2.	Behror	Behror	Behror.	90
			Nemrana	86
		Bansur	Bansur	131
3.	Rajgarh	Rajgarh	Rajgarh	136
			Reni	102
4.	Lachhmangarh	Lachhmangarh	Lachhmangarh	184 *
		Kathumer	Kathumer	158
5.	Kishangarh Bas	Kishangarh	Kishangarh Bas	135 +
		Kotkasim	Kotkasim	115
		Tizara	Tizara	199
		Mandawar	Mandawar	142
				1946
x	12 Villages from Ramgarh Tehsil.			
+	31 Villages from Alwar Tehsil.			

(Source - Census 1991)

Towns and Villages

In the district there are 7 towns/ urban centres and 1991 village out of which 1946 are habitated.

S.No.	Town / Semi Urban Centre	Population
1.	Alwar	210143
2.	Behror	16238
3.	Rajgarh	20224
4.	Khairthal	22741
5.	Kherli	12263
6.	Tizara	15399
7.	Bhiwadi	15285
8.	Govindgarh	7991

1.8 Infra – structure :

- (a) Alwar district is linked with Delhi, Jaipur, Jodhpur Amritsar, Jammu Tawi , Ahemdabad and Lucknow by Broad Gauge railway line. In the district there are 19 (22) railway stations and total length of the railway track is 113 k.m.
- (b) Alwar is linked with N.H. No.8 at Behror and is shortly going to be linked with Delhi -Bombay highway via Tizara, Alwar and Gangapur city.
- (c) Alwar district has its own Akashwani Studio and T.V. relay centre.

1.9 Place of Tourist Importance :

There are several places of tourist importance in Alwar district like, Tiger Den (Sariska), Pandav Pol, Bhartihari, Neelkanth, Bala Quila, Ajabgarh Bhangarh, TalVriksh, Jai Samand and Siliserh lake.

1.10 Development Schemes :

During the Fourth Five year plan (1969-74) the approach to planning got modified and special attention was given to alleviation of poverty, particularly rural poverty. Special programmes were introduced for the benefit of the poor, relatively less privileged classes and backward area. The objective of these programmes are

- (i) Creation of assets, skill development and creation of infrastructure as well as to take up development works in the backward areas.
- (2) Beneficiary Oriented Programmes aimed at helping the specific target groups of beneficiaries were started. Under the first category The following Programmes are being implemented in the district.

Various schemes being implemented in the district through DRDA given here under.

- (i) Integrated Rural Development Programme
- (ii) Trysem
- (iii) Aid to handloom weavers
- (iv) DWCRA
- (v) Jawahar Rojgar Yojna (JRY)
- (vi) Indira Awas Yojna
- (vii) Jeevan Dhara
- (viii) Apna Gaon Apna Kam
- (ix) Thirty Two Zila Thirty two work
- (x) Untied Fund Scheme
- (xi) M. P. Regional development Scheme
- (xii) Employment Assurance Scheme
- (xiii) Mewat development Scheme
- (xiv) Massive Scheme

CHAPTER – 2

EDUCATIONAL SCENARIO

2.1.1 Educational Scenario :

Alwar district occupies the third place in literacy in the state. The state average literacy rate as per 1991 census is 38.55 percent where as the district total literacy rate is 43.09 percent. But it is less than the national average (52.21 percent).

In Alwar district female literacy rate is 22.54 which is higher than that of Rajasthan 20.44% but less than all India rate 39.29%. The block wise literacy position and comparative literacy rates are shown in the table below.

Table 2.1 : Community wise Literacy Rates of All Blocks 1991									
Blocks	S.C			ST			Over All		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Behror	32.13	48.69	14.36	36.34	55.46	15.71	51.65	73.33	28.57
Nemrana	34.47	50.25	17.62	46.69	65.40	28.58	53.72	74.52	31.95
Mandawar	30.86	47.37	12.65	31.42	48.20	13.54	48.19	69.17	25.29
Kishangarh	23.34	37.90	06.9	70.83	82.35	42.85	38.22	55.47	18.94
Kotkasim	28.41	44.62	10.70	40.89	59.34	18.09	49.01	69.28	26.32
Tizara	25.43	40.21	08.10	30.62	47.39	10.10	33.41	50.17	14.27
Bansur	24.64	40.44	07.29	23.85	39.48	06.58	33.66	51.94	12.73
Umrain	19.01	32.32	03.72	26.04	42.79	06.67	32.04	49.93	11.12
Ramgarh	19.37	32.81	03.98	27.07	43.39	07.36	33.09	50.73	14.38
Thanagazi	18.12	32.24	02.70	17.62	21.28	01.99	28.09	44.79	08.93
Rajgarh	22.18	38.05	04.97	22.83	40.04	03.40	35.15	55.08	12.21
Reni	23.18	37.94	06.61	23.69	41.31	03.46	34.19	54.05	11.20
Lachhmangarh	20.25	34.46	04.10	25.91	43.52	05.81	33.82	52.71	12.17
Kathumer	20.55	35.33	03.15	26.05	43.75	05.68	35.58	55.48	11.44
Total	24.73	39.53	08.05	25.14	41.96	05.86	43.09	60.98	22.54

Source : Census 1991)

Table 2.2 : Comparative Literacy Rate 1991

LITERACY RATE		ALWAR	RAJASTHAN	INDIA
All	Male	60.98	54.99	64.13
	Female	22.54	20.44	39.29
	Total	43.09	38.55	52.21

(Source – Census 1991)

There are 4 Blocks, Neemrana, Behror, Kotkasim and Mandawar where literacy rates are higher than over all literacy rates of the state (38.55%)

TABLE NO. 2.3

Block	Over all Literacy	Rajasthan
Neemranā	53.72	38.55
Behror	51.65	
Kotkasim	49.01	
Mandawar	48.19	

(Source – Census 1991)

There are ten blocks where the over all female literacy rate is lower than the over all female literacy rate of Rajasthan (20.44%)

Table 2.4 : Blocks with Female Literacy Rate

BLOCK	FEMALE LITERACY	RAJASTHAN
Thanagazi	8.93	20.44
Reni	11.20	
Kathumar	11.44	
Umrain	11.92	
Lachhmangarh	12.17	
Rajgarh	12.21	
Bansur	12.73	
Tizara	14.27	
Ramgarh	14.38	
Kishangarh	18.94	

(Source Census 1991)

There are three blocks where the overall literacy rate of ST is lower than the district literacy rate of ST (25.14). These blocks are shown in the table below :

Table 2.5 : Blocks with lower ST Literacy Rate

Block	Over All ST Literacy	ST Literacy Rate District
Thanagazi	17.62	25.14
Rajgarh	22.83	
Reni	23.69	

(Source Census 1991)

There are 5 blocks where the literacy rate of S.T.female is lower than the district literacy rate of ST female (5.86%). These blocks are shown in the table below :

Table : 2.6

Blocks	Female ST literacy	ST Literacy Rate Distt.
Thanagazi	1.99	5.86
Rajgarh	3.40	
Reni	3.46	
Kathumar	5.68	
Lachhmangarh	5.81	

(Source Census 1991)

Although there is, as in other parts of the state, a wide gap in between the literacy percentage of urban and rural areas. However, rural blocks of Rath area are comparatively better placed as far as overall literacy percentage is concerned. It is notable that the literacy percentage of Neemrana block is higher than that of the country as mentioned in the table.

Table 2.7

	NEEMRANA	INDIA
Male	74.52	61.13
Female	31.95	39.29
Total	53.72	52.21

(Source Census 1991)

2.1.2 Regional Variances :

The problems related to education are different in the five linguistic and cultural zones of the district. In the 'Rath' area the literacy rates are comparatively higher. This zone is influenced by neighbouring Haryana state where the literacy percentage is 55.85.

Mewat region is educationally backward. Its five Blocks have a combined literacy level of 38.33 percent. This is five percent lower than the literacy level of the district as a whole (43.09%). The female literacy in the five blocks is as low as 17.57 percent. In Mewat area specially in Meo (muslim) population there is a gender bias against girls.

In the Meenawati area there is hilly and uneven terrain. Most of the people in this area (Mecnas and Gujars) are engaged in cattle grazing and agriculture and live in scattered hamlets.

In this area literacy is low and female literacy is very low.

In Braj region scheduled caste population is in sizeable number. Female literacy in this zone is very low.

In Dhundadar zone (Bansur and part of Thanagazi) there is very low literacy rate in male as well as female.

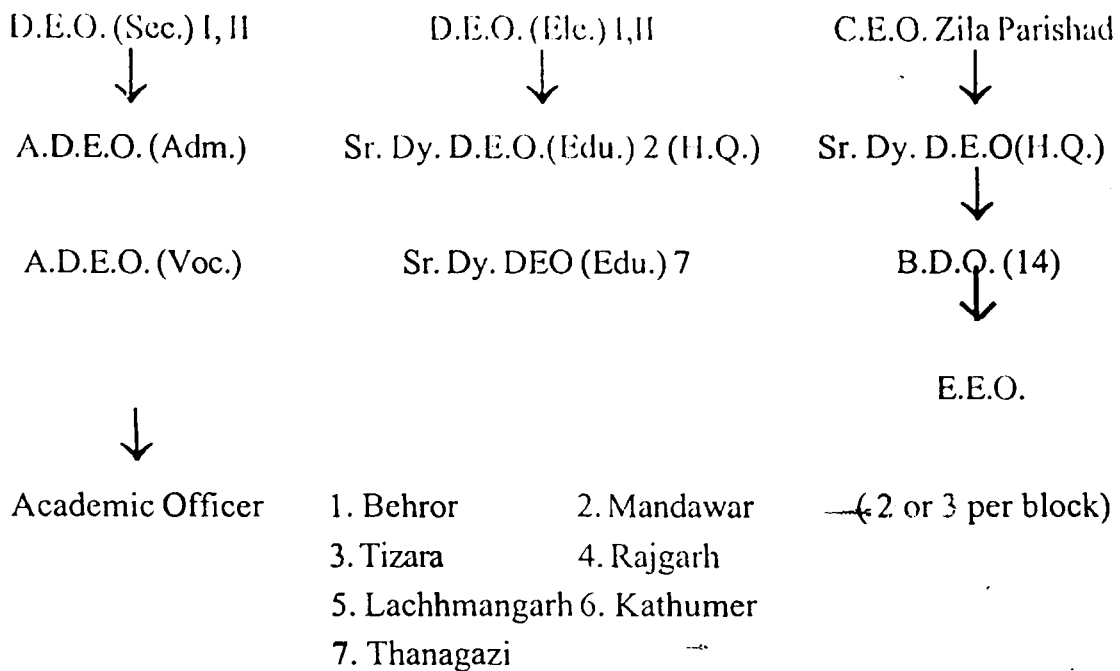
Gujars are in sizeable numbers and their livelihood depends on live-stock and agriculture.

2.2 Administrative Set-up :

There are four District Education officers (Secondary and Elementary) who supervise Secondary Education and Elementary education respectively. Chief Executive

officer Zila Parishad supervises primary education in rural areas.

Administrative set up of education is shown here-under :



2.3 VITAL EDUCATIONAL STATISTICS :

2.3.1 Access :

One of the pre-requisites for achieving the UPE is to provide access for schooling, to provide a school, within walkable distance of 1.5 Km. to all the school age children. All children, irrespective of gender, should have equal access and opportunities to achieve certain defined levels of learning.

Formal Schools :

The situational analysis of the primary /upper primary schooling facilities in the district are as under:

Management	Primary		Upper Primary	
	Boys	Girls	Boys	Girls
State Govt.	75	15	540	52
Zila Parishad	1425	--	--	--
Recognized	180	--	294	05
Total	1680	15	834	57

Table 2.8
Institutions other than Primary
/Upper Primary Schools

S.No.	Institutions	Govt.		Private		Total
		Boys	Girls	Boys	Girls	
1.	Secondary School	131	30	40	-	201
2.	Senior Sec. School	64	11	11	01	87
3.	College (Degree)	3	-	-	01	04
4.	P.G. College	2	1	-	-	03
5.	Tr. Trg. College	-	-	1	2	3
6.	Polytechnical College	1	-	-	-	-
7.	Homeopathic College	-	-	1	-	1
8.	I. T. I.s	4	-	-	-	1
9.	Nursing School	1	-	-	-	1
10.	S. T. C.	1	-	1	-	2

(Source - DEO Alwar)

2.3.2 Schoolless Habitations :

Table 2.9 Schoolless Habitaions

Villages having population 250 and above	151
Hamlets having population 100 - 250	227
Total	378

(Source DEO/CEO Alwar)

2.3.3 School facilities :

Block wise breakup of existing Primary and Upper Primary Schools are as under:

Table 2.10 : BREAK UP OF SCHOOLS BLOCK WISE

S.No.	Blocks	Village	Primary School	U. Primary School	Total School	School Less Village
1.	Behror	90	96	39	135	-
2.	Neemarana	85	74	43	117	-
3.	Mandawar	142	105	53	158	11
4.	Kishangarh	135	109	35	144	09
5.	Kotkasim	115	82	39	121	07
6.	Tizara	199	149	44	193	24
7.	Bansur	131	135	43	178	02
8.	Umrain	150	117	32	149	18
9.	Ramgarh	171	130	39	169	17
10.	Thanagazi	148	118	38	156	27
11.	Rajgarh	136	110	44	154	09
12.	Reni	102	93	33	126	07
13.	Lachhmangarh	184	156	49	207	07
14.	Kathumer	158	143	43	186	13
15.	Alwar city	W.49	49	23	73	-
	Total	1946	1669	597	2266	151

(Source : DEO/ CEO / Z.P., Alwar)

As shown in the table even today there is a good number of villages having no school facility.

2.3.4 Enrollment :

Out of 416536 children in the school going age (6–11 yrs.), 379939 children are enrolled in the district in classes I to V

Class		I	II	III	IV	V	Total
All	Girls	52900	31928	22699	19293	15571	142291
	Boys	73140	45957	34406	30877	28088	212468
	Total	126040	76885	57105	50070	43659	354759

(Source DEO/CEO Alwar)

The enrollment in Alwar district is around 71%. Still a large section of primary school going age children remains uncovered by primary schools. The community wise difference in enrollment are as below :

Category	POP 1997	Child 6-11 @ 14.03%	Enrollment 1997	GER For 1997
Total	2670600	375500	379939	101.18
Male	1420400	200175	223257	113.80
Female	1250200	179300	156682	87.38
SC Total	475100	66800	74106	110.93
SC Male	251800	34800	42782	122.93
SC Female	223300	32000	31324	97.88
ST Total	215100	30200	32642	108.08
ST Male	114800	15800	18592	117.67
ST Female	100300	14400	14050	97.56
Gen. Total	1980400	278500	273190	98.08
Gen Male	1053800	145600	161883	111.18
Gen Female	926600	132900	111307	83.75

(Source DEO/CEO Alwar)

2.3.5 School Age Population (6-11 Years) :

The estimated population in the age of 6-11 Years in 1997 sexwise and castwise break-up is given below:

All	Total	375500
	Boys	196200
	Girls	179300
S.C.	Total	66800
	Boys	34800
	Girls	32000
S.T.	Total	30200
	Boys	15800
	Girls	14400

(Source - Projected with census 1991)

2.3.6 Dropout/ Retention : The dropout rate in Alwar district is very high.

Dropout rate for 1997 verifies fact .

Boys	-	64.20
Girls	-	68.47
Total	-	65.52

The blockwise retention rate reveals gap between gender and blocks cohort 1993.

Table 2.13

Name of Blocks	RR (BOYS)			RR (GIRLS)		
	Enl. 97	Enl. 93	RR	Enl. 97	Enl. 93	RR
Behror	1757	3308	53.11	1237	2308	53.58
Necmarana	1537	4967	31.67	983	2870	34.24
Mandawar	1926	5221	36.89	1632	4207	38.79
Kishangarh	2027	5890	34.41	947	1849	51.20
Kotkasim	1115	2831	39.38	837	2413	34.68
Tizara	2064	8977	22.99	1139	4714	24.16
Bansur	2451	6247	39.23	1102	3006	36.65
Umrain	1596	4015	35.75	1495	4892	30.51
Ramgarh	2178	6104	33.68	721	2807	25.68
Thanagazi	1779	4534	49.23	538	2192	24.54
Rajgarh	1645	4139	39.74	717	2336	30.69
Reni	1497	3818	39.21	580	1921	30.19
Lachhmangarh	2402	10247	23.44	1042	4624	22.53
Kathumar	2085	5676	36.73	1154	4158	27.75
Alwar city	1993	3623	-	1447	2730	-
Total	28088	79597	35.28	14734	47027	31.33

Retention Rate of district (Cohort 1993)

(Source : Census 1991)

The table reveals that retention rate in Alwar district varies from block to blocks. There is lowest retention rate of boys is in Tizara block (22.99) and girls in Lachhmangarh (22.53%) respectively. Where as there are the highest retention rates of boys and girls in Behror block (53.11%) and (53.58%) respectively. Overall retention rate is the highest in Behror (53.33%) in rural areas and Alwar city (54.14%) in Urban areas.

TABEL 2.14

Name of Bloeks	RR2		
	Enl. 97	Enl. 93	RR 2
Behror	2994	5616	53.33
Necmarana	2556	7837	32.61
Mandawar	3553	9428	37.73
Kishangarh	2974	7739	38.42
Kotkasim	1952	5244	37.22
Tizara	3203	13691	23.39
Bansur	3553	9253	38.39
Umrain	3091	8907	34.70
Ramgarh	2899	8911	32.53
Thanagazi	2317	6726	34.44
Rajgarh	2362	6475	36.47
Reni	2077	5739	36.21
Lachhmangarh	3444	14871	23.15
Kathumer	3239	9834	32.93
Alwar city	3440	6353	54.14
TOTAL	43659	126624	34.48

2.3.7. Teacher Position : The sanctioned post of teachers at the primary and upper primary level in the district are as follows :

TABLE 2.15 :TEACHER POSITION				
S.No.	SCHOOLS	MEN	WOMEN	TOTAL
1.	Primary	5600	905	6505
2.	Upper Primary	2173	812	2985
	Total	7773	1717	9490

(Source : Census 1991)

2.3.10 Teacher Position : Existing position of Alwar District is given hereunder.

Table 2.15 : Sexwise, Communitywise, Blockwise Teacher Position 1997 - 98												
BLOCKS	SC			ST			GENERAL			GRAND TOTAL		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
Behror	45	-	45	3	-	3	398	76	474	446	75	521
Neemarana	43	1	44	4	-	4	449	58	507	496	59	555
Mandawar	80	5	85	14	1	15	532	84	616	625	90	715
Kishangarh	51	5	56	1	-	1	328	185	513	381	189	570
Kotkasim	46	3	49	4	-	4	323	54	377	373	59	432
Tizara	54	6	60	1	-	1	320	77	397	375	83	458
Bansur	125	12	137	22	1	23	384	97	481	519	123	642
Umrain	65	17	82	15	-	15	302	203	505	382	220	602
Ramgarh	44	06	50	08	-	08	399	229	628	434	229	663
Ihanagazi	123	08	131	73	4	77	464	57	521	660	69	729
Rajgarh	67	-	67	83	3	86	446	60	506	596	63	659
Reni	64	20	84	96	4	100	450	20	470	484	24	508
Lachhmangarh	84	03	87	67	1	68	508	95	603	659	99	758
Kathumer	58	-	58	65	-	65	533	35	569	656	35	691
Alwar city	08	02	10	10	-	10	321	237	558	339	239	578
	965	88	1053	466	14	480	6157	1574	7725	7425	1626	9051

(Source : DEO/ BDOs, Alwar)

Total number of Teacher existing breakup of Primary education staff position in the district is :

Table 2.17 : Education Management / Teacher Position

S. No.	Name of Post	Sanctioned	Vacant	In Position
1.	Primary Tr.	6472	196	6276
2.	Teacher (II Gr.)	273	13	260
3.	E.E.O.	28	-	28
4.	Sr. Dy. D.E.O.s	10	4	6
5.	Academic Officer	1	-	1
6.	A.D.E.O.s	2	-	2
7.	D.E.O.s (El)	2	-	2
8.	D.E.O.s (Sec.)	2	1	1

(Source : DEO / CEO , Alwar)

2.3.8. Teachers Training Institution :

District Institute of Education & Training (DIET) is situated in Alwar. The S.T.C. School was upgraded into DIET with the vision of providing pedagogical, management, research support to primary education in the district. The following components were started with the purpose.

1. Pre - Service Teacher Education
2. In - Service Teacher Training Programme
3. Educational Technology.
4. District Resource Unit.
5. Work Experience
6. Curriculum and Material Development.
7. Planning and Management.
8. Monitoring and Evaluation.

2.4 Educational Schemes / Projects :

Non -Formal Educational Programme.

Non Formal education was started for the following categories of children.

1. Those residing in schoolless habitations.
2. Working children.
3. Dropouts.
4. Girl child who can not come to school whole day.

Table 2.18 N.F.E. Centres in the district

S.No.	Blocks	NFE Centre	Working	Boys	Girls	Total
1.	Kotkasim	100	80	610	1143	1753
2.	Tizara	100	99	877	1409	2286
3.	Lachhmangarh	110	101	614	2425	3039
4.	Thanagazi	110	102	513	1904	2417
5.	Rajgarh	130	126	947	2472	3419
6.	NeemRana	100	66	633	979	1612
7.	Ramgarh	100	97	630	1665	2295
8.	Behror	100	88	752	1493	2245
9.	Umrain	130	126	1006	1767	2775
Total		980	885	6682	15258	21839

Source : AD NFE Alwar

A total of 885 Non-Formal Education centres are functioning in the district under 9 Government Projects. The total number of children availing this facility of Non-formal education through NFE centres is 21839.

In the district N.F.E. centres are functioning for girls and boys.

2.4.1 Lok Jumbish :

Lok Jumbish Project was started in Thanagazi block of the district. At present the programme is functioning in different phases. It has covered 6 out of the seven clusters.

Activities of the Lok Jumbish project is given hereunder :

1. Environment building in 92 village.
2. Constitution of preraak dal in 88 villages.
3. School mapping in 71 villages.
4. Constitution of women groups in 83 villages.
5. Building construction 22
6. Building repair works in 11 schools.
7. Sahaj Shiksha Kendra in 98 schools.

2.4.2 Shiksha Karmi Project :

Shiksha Karmi project is an innovative of alternative schools. At present 10 S.K.P. schools are functioning in Thanagazi block. In this project there are local teachers given long and specific training. Shiksha Karmi Schools are situated specially in those school less villages in which formal school can not be opened due to state norms.

2.4.3 Total literacy Campaign :

Total literacy campaign was launched on 14th Feb'1994. Teaching learning classes were started from 16th Dec'1994.

401502 illiterates were identified through popular survey in the age group of 9-35 years.

Out of 401502 illites 352933 were enrolled and 99601 were declared successful. Detailed teaching and learning achievement is shown hereunder.

Table 2.19					
Enrollment Achievement (1997)					
	Total	Male	Female	S.C.	S.T.
Survey	401502	107649	293853	85662	41689
Enrollment	352933	90174	262759	76917	39058
Achievement	99601	25242	74359	24466	10992

(Source : Z.Z.S. , Alwar)

Table 2.20					
Teaching and Learning Achievement - 1997					
	Total	Male	Female	S.C.	S.T.
Enrollment	352933	90174	262759	85662	41689
Reading Primer I	352933	90174	262759	85662	41689
Reading Primer II	249028	64878	184150	56146	26807
Reading Primer III	186142	46619	139523	43514	20521
Completed Primer II	186142	46619	139523	43514	20521
Completed Primer III	99601	25242	74359	24966	10992

(Source : Secretary Z.S.S. , Alwar)

2.4.4 Integrated Child Development Scheme (ICDS) :

Integrated Child Development Scheme is aimed for 0-6 years children. In Alwar district there are six community blocks, Kishangarh, Umrain, Lachhmangarh, Rajgarh, Kathumer and Alwar City which have 860 anganwadi centres.

Out of 860 sanctioned Centres 662 are functioning.

2.4.5 Social Welfare Department :

The Social Welfare Department has stipend schemes for SC and ST students. Following Table shows the detailed information (for the year 1997-98) of stipend distributed by Social Welfare Department.

S.No.	Item / Class	Budget	Expenditure	Beneficiary	Plan
1.	SC Hostel	16,09,431	16,09,030	240 Student	Non Plan
2.	ST Hostel	10,65,605	10,53,067	161 Student	Non Plan
3.	SwachKar Hostel	5,36,390	5,35,977	68 Student	Non Plan
4.	Handicapped Scholarship	4,36,970	4,36,970	865 Student	Non Plan
5.	Post Matric SC Scholarship	1,00,000	1,01,110	36 Student	Non Plan
6.	Post Matric ST Scholarship	85,230	85,230	35 Student	Non Plan

(Source : Social Welfare Department , Alwar)

2.4.6 Operation Black Board Scheme :

Operation Black Board Scheme was implemented in the district from the year 1988.

376 schools have been covered under operation black-board.

In this programme physical facilities like class rooms, toilets and school facilities like dury patti, minimum teaching -learning material are provided.

S.No.	Block	No. of Schools Covered Under O. B. B.
1.	Behror	01
2.	Neemrana	-
3.	Mandawar	-
4.	Kishangarh Bas	-
5.	Kotkasim	02
6.	Tizara	29
7.	Bansur	32
8.	Umrain	27
9.	Ramgarh	73
10.	Thanagazi	54
11.	Rajgarh	01
12.	Reni	-
13.	Lachhmangarh	155
14.	Kathumer	02
		376

(Source : DEO/CEO Alwar) Table 2.23

2.4.7 Free distribution of Text Books :

Rajasthan Government provide free text books to all students from class I to V in government School. Girls students get free books upto VIII class.

In the Year 1997 - 98 the number of text books distributed is given below.

Class	Number of Text books distributed
I	95530
II	71260
III	48143
IV	38909
V	35210
VI	8616
VII	8517
VIII	6548

(Source : Depo Manager Text Book, Alwar)

2.4.8 Mid day Meal (Wheat) Programme :

Mid day meal Programme was introduced to enhance enrollment and retention.

In the district, 3 Kg wheat is provided to the students per month, if he or she has 80 percent attendance in the month.

CHAPTER – 3

PARTICIPATORY PLANNING PROCESS AND DOCUMENTATION

3.1 INTRODUCTION :

A District Planning Team was formed by the Distt. Collector, Alwar. Earlier a Distt. Core Team was set up by the Rajasthan Council of Primary Education. This team underwent a training course in D P E P planning and implementation at LBSNAA Mussoorie. The DCT consisted the following members.

(See annexure 1)

1. Virendra Kumar Sharma	Principal
2. Radhey Shyam Sharma	Principal
3. Surya Prakash Jaiman	Headmaster
4. Subeh Singh Yadav	Headmaster

There are regional variances in the district. So the local requirements and demands are different at different places. To meet this need participatory and localised planning process is essential. Hence the following exercises and studies were carried out :

1. Consultations at village/block level by the	D.C.T.
2. Social Assessment studies (SAS) with the help of	CARS
3. Baseline study conducted by	SIERT/DIET Alwar
4. Visioning exercises conducted by the	DCT
5. Analysis of teachers Perception regarding schools, students, community coopertion quality etc. by the	D.C.T.

3.2 CONSULTATIONS AT VILLAGE/BLOCK LEVEL :

Consultations were held with the local people by the District Core Team (DCT) in all the blocks .BDOs and other PRI functionaries were also present .

The following points were discussed in the Consultation meetings.

(See annexure 3,4,8a,8b,8c)

- Area/blockwise identification of disadvantaged groups.
- Existing conditions of primary education in the blocks.
- Reasons for children of disadvantaged groups not attending schools.
- Suggestions for quality improvement.
- Perception of teachers .
- Perception of school timings.
- Suggestions for educational facilities.

FINDINGS :

The main findings for poor enrolment of girls and boys which surfaced are given below :(See annexure 5,6)

- Lack of awareness (parents- community) towards education.
- Household work
- Poverty
- Parent's illiteracy
- Cattle grazing
- Temporary migration
- Lack of lady teachers
- Early childhood marriage
- Engaged in agricultural work
- Lack of quality education in Govt. schools
- Looking after youngsters (brothers & sisters)
- Social and religious orthodoxy

- Girls considered as others property (paraya dhan)
- Unsuitable access facility
- Monotonous school environment
- Bigger family size
- Lack of proper Govt. attention
- Child labour
- Linking of education with employment

The main reasons for girls and boys of specific communities such as Meo, Gujars, ST& SC not attending schools are given under:-

- Lack of community's awareness
- Poverty
- Bigger family size
- House hold work
- Cattle grazing
- Child marriage
- Community out-look
- Migratory reasons

3.3 SOCIAL ASSESSMENT STUDIES (SAS) :

The study was carried out by the CARS Jaipur (NGO) under the guidance of IDS Jaipur. The reasons given above have also been validated by the said study as is reflected from its findings given in the Annexure no IX .

3.4 BASELINE STUDIES :

A Base line study was conducted by the SIERT and DIET Alwar to measure the achievement level in various subjects/competencies in the following frame:

Class II		Class IV	
Language			
Word meaning	%	Word meaning	%
Letter reading	%	Reading Composition	%
Mathematics			
Number recognition	%	Achievement	%
Addition/ Substraction	%		

Findings of the study are still awaited.

3.5 VISIONING AND INPUT EXERCISES

A District level meeting was held on 27.02.98 at DRDA Alwar in which the Director RCPE, Distt. Collector, ADM, CEO Zilaparishad, DEO's, Principal DIET, Distt. Core Team, Pradhans, BDOs, EEOs etc. took part. Infrastructural aspects and problems regarding access, enrolment, retention, quality and disparities were discussed.

A talk on An Introduction to the DPEP was delivered to the Headmasters Forum meeting on 23 and 24 Feb'98 At DIET Alwar. NFE Prerakas were addressed on joyful education and DPEP background on 7th Feb.'98. On 06.03.98 SDIs, Sr. Dy DEOs were called at CEO office where DPEP background was discussed.

Another distt. level consultative meeting was organised on 24.03.98, participated by MLAs, Pradhans, officers of education department and Zila parishad, representatives of teachers union, educationists. This meeting was held in the hall of DRDA. Local minister and Distt. Collector also participated.

3.6 TEACHERS' PERCEPTION

Teachers' Perceptions are considered to be an important element for planning in education in general and problems about enrolment, retention, role of V.C and other

facilities in particular .In this background retired teachers and office bearers of teacher's associations were approached for consultations.They also participated in the distt.,block and cluster level meetings . Questionnaires were also distributed to teachers.

(See annexure 7)

CHAPTER – 4

PROBLEMS & ISSUES

4.1 INTRODUCTION :

Various problems and issues concerning access, retention and quality have been identified during the planning process. The application of exercises like P.R.A., S.A.S etc. have revealed the locally felt problems and issues. These are discussed below.

4.2 Access : The blockwise gap is as below :

TABLE 4.1

S. Block No.	Village	Primary School	U. Primary School	Total School	School-less Villages (population 250 and above)	Habitation not having School within 1 Km. (pop 100-250)
1. Behror	90	96	39	135	-	2
2. Nembrana	85	74	43	117	-	5
3. Mandawar	142	105	53	158	11	02
4. Kishangarh	135	109	35	144	09	15
5. Kotkasim	115	82	39	121	07	03
6. Tizara	199	149	44	193	24	20
7. Bansur	131	135	43	178	02	14
8. Umrain	150	117	32	149	18	32
9. Ramgarh	171	130	39	169	17	15
10. Thanagazi	148	118	38	156	27	20
11. Rajgarh	136	110	44	154	09	20
12. Reni	102	53	33	126	07	22
13. Lachhmangarh	184	158	49	207	07	22
14. Kathumer	158	143	43	186	13	15
15 Alwar City	49 W.	50	23	73	-	20
Total	1946	1669	597	2266	151	227

W 49

(Source : D.E.O./C.T.O Alwar)

Issues :

There are 151 schoolless villages and 227 hamlets & slums in the district without school. Besides there are isolated pockets specially in Thanagazi, Bansur, Rajgarh, Reni, Tizara, Ramgarh, Kathumer, Umrain and Kotkasim blocks. As per state policy all villages having population 250 and above have to be provided with one primary school under formal stream of education. However, in Alwar district 151 villages of this category are still deprived of this facility. It may be because of the fact that they have very recently reached the level of 250 population.

4.3 Enrolment and Retention : The blockwise and genderwise gaps in enrolment are as follows:

Table 4.2 :Block-wise Enrolment for 1997							
Blocks	6-11 M-POP x100	6-11 F-POP x100	Enrol. Boys.	Enrol. Girls	6-11 Total B&G x100	Total Enrol	Enrol %
Behror	112	103	11206	10138	215	21344	99.27
Necmrana	102	95	9197	9003	197	18200	92
Mandawar	138	127	13463	12185	265	25648	96.78
Kishangarh	135	125	17368	9415	260	26783	103
Kotkasim	81	75	8302	7749	156	16051	102.89
Tizara	155	142	18110	11638	297	29748	100.06
Bansur	140	127	15337	9634	267	24971	93.52
Umrain	138	127	18571	10736	166	29307	110.17
Ramgarh	138	127	18350	11052	265	29402	100.95
Thanagazi	123	113	15605	9784	236	25389	107.58
Rajgarh	114	103	13366	10482	217	23848	109.89
Reni	91	82	11104	6961	173	18065	104.42
Lachmangarh	158	143	20670	14848	301	35518	118.0
Kathumer	156	141	16895	11581	297	28476	95.87
Alwar City	180	163	15713	11476	343	27189	79.26
Total	1962	1793	223257	156682	3755	379939	101.18

A SCHOOL RELATED ISSUES OF ENROLMENT/RETENTION:

- Low levels of enrollment and retention.
- Lack of physical facilities.
- Lack of school readiness and pre-primary schools, lack of teacher facilities.
- The gross enrolment rate of children at primary level is 100.9. In case of boys it is 111.5 and in case of girls it is 88.9.
- There are building-less schools in the district. These building-less schools constitute 3% in the total number of schools (2266) existing in the district.
- Based on the parameter, Teacher–pupil ratio (1 : 50) there is an urgent need to provide additional class rooms in primary schools in the district. The number of schools which possesses single class room in the district is 154.
- Lack of drinking water and toilet facilities.
- Lack of Repairs to school building.
- Inadequate number of teachers as against the TPR 1 : 50. To cope up with the present situation and future enrollment and retention additional teachers are required.

B. COMMUNITY RELATED ISSUES OF ENROLMENT/RETENTION

- Low girls enrollment specially among Meo, Gujar and S.C.. S.T. community, and gender gap.
- Lack of awareness.
- Lack of ECCE facilities in community development blocks.
- There are children in the age group of 6-11 engaged in child labour.
- Low levels of participation of community in the school activities.

4.3.1 ISSUES RELATED TO SPECIFIC FOCUS GROUP - MEO (MINORITY) :

Educationally Mewat is considered as a backward area. 1991 census data

shows that its five blocks studied have a combined literacy level of 38.33 percent. This is five percentage points lower than the literacy level of the district Alwar as a whole, which stands at 43.09 percent.

ISSUES :

- The Meo community supports a vigorous system of religious education. This system has almost no linkage with the formal system.
- Enrollment of the girls lags far behind the boys at primary levels.

4.3.2 ISSUES RELATED TO DISABLED :

Exact number of disabled children is not available at any level. Thus, the first task in the first year of the project will be collection of data regarding disabled children. Once the number and type of deformity is known remedial steps for their educational pursuits may be taken. Budget estimates will be submitted in the second year and in the second year programmes about disabled children will be taken up.

4.3.3 GENDER ISSUES

Girls are among disadvantage groups. Enrollment, retention and quality of education in girls particularly SC & ST. Girls is lagging far behind in the district as mentioned in the chapter educational scenario. There is gender bias in the district.

4.4 QUALITY RELATED PROBLEMS AND ISSUES

Improving learning achievements among all children through the quality education is one of the major components of universalisation of elementary education.

ISSUES

1. The present status of achievement level in the primary schools children of Alwar district is poor.
2. There is absence of activity based teaching.
3. Un interesting text books
4. Lack of joyful learning.
5. Poor academic environment.
6. Absence of MLL based teaching.

4.5 CAPICITY BUILDING :

The situational analysis of the district reveals the following issues with regard to

capacity building.

ISSUES :

1. Lack of academic support to teachers.
2. Low involvement of community in the school improvement.
3. Inadequate institutional support and management structures.
4. Poor school supervision and monitoring.

CHAPTER - 5

PROJECT CONCEPT, COMPOSITION, GOALS AND OBJECTIVES

5.1 INTRODUCTION

DPEP is an innovative experiment in the field of primary education (UPE). The DPEP seeks to operationalize the strategies of micro planning at the district/block level. The main thrust under the DPEP is:

- (i) The emphasis of local area planning with the district plans being formulated in their own right rather than being derived from a state plan project document.
- (ii) Greater rigour and infusion of professional inputs in planning and appraisal.
- (iii) More focussed coverage in that the Programme would focus on primary stage (Class I to V and its NFE equivalent), with stress on education for girls, and for socially disadvantaged groups. In states where enrollment and retention is near universal in the primary stage, support can be considered for upper primary stage.

5.2 Objective of DPEP

- (i) Providing all children with access to pre-primary education.
- (ii) Reducing the differences in enrollment drop-out and learning-achievement to less than 5% between boys and girls for disadvantaged social groups.
- (iii) Reduction in the overall drop-out rate in primary education to less than 10% for all students.
- (iv) An increase of at least 25% in primary learning achievement levels measured against the Baseline assessment study.
- (v) Facilitating access for disadvantaged groups such as girl, SC, ST, minorities and the handicapped.
- (vi) Improving the quality of education through a process of demand creation for better service.

- (vii) Recurrent and regular upgrading of teacher skills.
- (viii) Involvement of communities in programme planning as district from project planning.
- (ix) Identifying strategies for convergence with related services (School health, Social Welfare, ICDS, JRY etc.)
- (x) Improvement of infrastructure facilities.
- (xi) Effective decentralized school management.

In brief, the major objective of DPEP is to achieve universal accessibility, enrollments, retention and quality among all the children in the age group of 6-11 years.

DPEP is not a finance driven programme but seeks to build systems that are cost-effective replicable and sustainable. The construction component would be limited to 24% and management cost to 6%. The recurring liabilities at the end of the programme would be the exclusive responsibility of the State Government.

5.3 Goals and Objectives of DPEP in Alwar District

The DPEP will be implemented in Alwar district from 1998-99 to 2003-2004 A.D. The specific objectives (targets) for the district are as follows:

5.3.1 ACCESS

To provide access to school for all children of the age group 6-11 within the distance of 1.5 km.

5.3.2 ENROLLMENT

- To increase the GER upto 116%
- Opening new primary schools.
- Provision of additional teachers in new primary schools.
- Opening of A.S. Centres

- Construction of building for building less primary schools.
- Construction of Additional Class Rooms.

5.3.3 RETENTION

To increase retention rate to 75%

Table 5.1 : RETENTION RATE OF DISTRICT COHORT 1993

Name of Block	RR		RR
	Enrol. 97	Enrol. 97	
BEHROR	2994	5616	53.31
NEEMRANA	2556	7837	32.61
MANDAWAR	3558	9428	37.73
KISHANGARH	2974	7739	38.42
KOTKASIM	1952	5244	37.22
TIZARA	3203	13691	23.39
BANSUR	3553	9253	38.39
UMRAIN	3091	8907	34.70
RAMGARH	2899	8911	32.53
THANAGAZI	2317	6726	34.44
RAJGARH	2362	6475	36.47
RENI	2077	5739	36.19
LACCHMANGARH	3444	14871	23.15
KATHUMAR	3239	9834	32.93
ALWAR CITY	3440	6353	54.14
TOTAL	43659	126624	34.48

(Source : DEO/CEO Alwar)

- To increase the overall retention rate to 75%.
- Making learning joyful through provision of TLM
- Organising awareness campaigns.
- Providing para teachers to avoid the incidence of multiple class teaching.
- Formation of VECs, MAs, BECs, PTAs.

5.3.4 Quality Improvement

- Establishing ECE Centres.
- Awareness Campaigns.
- Formation of VECs, MAs, PTAs, BECs.
- To encourage the teachers for activity based teaching through teacher training.
- To develop interesting text books and work books.
- To enrich academic environment in the school.
- To provide the MLL based learning.

5.3.5 Capacity Building

To increase at least 25% of primary learning achievement levels as against the present situation (measured by BAS)

- Improving the quality learning through TLM.
- Upgrading of teacher competencies.
- Capacity building through BRCs.
- Bal Melas, Block level melas for VECs teachers.
- Awards for best VECs.
- Strengthening of DIET.

6.2.2 Opening of Alternative Schools :

There are 980 N.F.E. centres out in the district of which 885 are functioning. The working of N.F.E. centres is not very encouraging.

There are no N.F.E. centres in 6 blocks. Providing Alternative schools to the school-less habitations where it is not possible to open regular Government school is one of the innovative strategies to be adopted by the DPEP in the district.

There is a large number of school less habitations having population ranging between 100-250. It is proposed to open Alternative schools in those habitations.

The Alternative schools will be run by para teachers appointed by VECs. The parateachers will be paid an honorarium of Rs. 1350/- per month for 6 hourly A.S and Rs. 1000/- per month for 4 hourly A.S.. This amount will be released to the joint account of the VEC. The VEC will also be provided Rs. 8000/- in Mewat areas and Rs. 5000/- in general areas for erection of thatched shed. Unit cost of thatched shed will be Rs. 10,000/- remaining share will be born by community. Only 60% A.S. will be provided with thatched sheds.

The phasing of opening of Alternative schools is given below :

Activity	1998-99	1999-2000	2000-01	20001-02	2002-03	2003-04	Total
Alternative Schools		200	176				376

Thatched tin shaed Charges

for Alternative Schoolrooms

	-	15.80 Lacs.
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Honorarium for the A.S. Instructors for five years.

	-	Rs. 228.64 Lacs.
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6.3 ENROLMENT AND RETENTION :

Keeping in view of the situation the following strategies are thought of and specific activities are proposed under DPEP.

6.3.1A Provision of class rooms to building-less schools : There are 70 building-less schools in the district. It is proposed to provide one classrooms along with verandah to schools.

The total cost estimate for classroom construction is Rs. 87.5 lakhs. The phasing of classrooms construction is given below :

Activity	1998-99	1999-2000	2000-01	20001-02	2002-03	2003-04	Total
Class rooms construction		40	30	-	-	-	70

6.3.1 B Additional Class rooms :

Due to increased enrolment 678 additional class rooms will be required in the district DPEP proposes 138 class rooms.

Phasing :

Activity	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	Total
Class rooms		70	68				138

Construction total cost 172.50 lacs

Remaining 540 classrooms will be constructed through convergence.

6.3.2. Para Teachers required due to increased enrollment :

It is estimated that the population of children in the school going age will go up to 385800 in 2002-2003. The number of children enrolled in 1997-98 is 379939.

The GER is 101.18. To achieve universal primary education it is planned to enhance the enrollment rate to 100% by the year 2003-2004 A.D. In order to meet the high teacher- pupil ratio and additional enrollment in the existing schools additional teachers are required. Due to financial limitations it is proposed to provided 1129 para teachers to the existing schools and other habitation in place of 2039 required.

The phasing of appointment of para teachers is given below :

Activity	1998-99	1999-2000	2000-01	20001-02	2002-03	2003-04	Total
Para Teacher required due to increased enrol.		100	178	200	200		678
Para teacher required due to opening of new schools		60	15				75

Para Teacher
required for
A.S.

200

176

376

The total cost of honorarium to be released by the project to VEC is Rs. 580.00 lakhs.

6.3.3 OPENING OF ECCE CENTRES:

Early childhood education is an important input which acts as a feeder and support Programme to the primary education.

The role of ECCE will be ascertained in the context of

- (a) Preparation of children for primary schools.
- (b) Support services for girls in universal primary education.
- (c) Support service for working women in low income groups.

At present there are no ECCE centres in the district. Under ICDS 662 Aganwadis are functioning in the district.

It is proposed under DPEP to open 1219 ECCE centres in the said blocks during the second year of the project. The ICDS will take care of these ECCE center from year 2000-2001. These centres will function after the completion of the project. The VECs and recognised mahila mandals / NGOs will be encouraged to maintain these centres after the project.

The phasing of establishing ECCE centres are given below :

Activity	1998-99	1999-2000	2000-01	20001-02	2002-03	2003-04	Total
ECCE Centres		1219					1219

The estimated cost of maintenance of ECCE Centres and honorarium of ECCE worker Rs.58.512akhs.

6.3.4 BRINGING WORKING CHILDREN INTO SCHOOLING SYSTEM :

The attempt to provide alternative schooling through NFE did not succeed much because of lack of proper supervision and monitoring of the night centres either

by the educational administrators or by the village community. The children propensity to sleep quite early after a full day's activity is also one of the causative factors for the failure of NFE system. With similar objective of bringing the working children dropout into main stream the scheme "Back - to school" and child labour rehabilitation special schools will be introduced in the district.

In the present effort of DPEP, a programme for bringing the working children into schooling system is planned herewith.

The programme strategy is as follows :

- (a) A . S. Centers will be provided in the localities having concentration of working children 25 or more in number .
- (b) A bridge course will be designed keeping in view there requirements .
The ultimate aim is to bring the children back to school .
- (c) This course will run for two consecutive years in a particular village with an intention to bring back all the identified working children into formal school.
- (d) An amount of Rs. 1350/- per month will be provided to the VEC towards campaign expenditure and honorarium of the child labour activist.

6.3.5 Strategies for special focus group - Meo (Minority) :

There is an urgent need to ensure that the Meo community which is the dominant community in terms of population is linked with the formal system. The Meo community feels an emotional attachment to the Urdu language and introducing Urdu at the primary level would send very positive signals to it.

This is very much possible under the existing guidelines of the Directorate for Primary Education.

Therefore, for the primary level, Urdu teachers may be appointed in Meo villages. These teachers will teach in the government schools along with the government teachers. Such a scheme has already been undertaken successfully in the Kaman Block (Bharatpur district) by Lokjumbish.

6.3.5.1 STRATEGIES :

- (i) Opening of new primary schools in the eligible school-less habitations.
- (ii) Constructing classrooms for the newly proposed schools.
- (iii) Establishing alternative schools in the school-less habitations.
- (iv) Providing additional female teachers in existing single teacher schools.

(v) There is a need to Introduce Teaching of Hindi and other subjects in village Madarsas. The village Mosque (Madarsas) attract a high number of children specially girls for religious instructions in Meo villages. It is proposed that a para teacher should be appointed to provide instructions in subjects like Hindi, Maths and Environmental Science.

(vi) Awareness compaigns for removing gender bias.

6.3.5.2 CONVERGENCE :

There is Mewat Development Board working in the district. So para teachers to teach Urdu in formal school will be provided by Mewat Development Board.

6.3.6 IMPROVEMENT OF EDUCATION FOR DISABLED :

Exact number of disabled children is not available at any level . Thus the first task in the first year of the project will be collection of data regarding disabled children .Once the number and type of deformity is known remedial steps for their educational persuits will be taken . Budget estimates will be submitted in the second year .

6.3.7 PROVIDING DRINKING WATER & TOILETS (URINALS) :

Providing drinking water and urinal facilities to schools is also an important intervention for improvement of enrollment and retention at the primary level. Because of financial limitations of DPEP it is proposed to provide handpump in 100 p.s. and P.H.E.D. connection in 200 schools. The remaining intervention is proposed to be implemented through the convergence with 10th Financial Commission activities. Information has already been gathered at the directorate level .

6.3.8 GENDER SPECIFIC ISSUES :

The following strategies will be followed :

1. Access :

-Teachers/Para teachers will be preferably females

-It will be kept in view that the new buildings of the schools are easily approachable for girls .

-A S centers will be opened in the localities of focussed group

2. Enrolment:

- There will be 30% female members in the VEC
- Women groups (mahila mandals) will be organised.
- Awareness campaigns by youth forums (Nehru Yuva Kendra) will be organised .
- Meetings with caste/community/religious leaders will be held and gender issues will be discussed .
- Orientation programmes for PRI members will be organised.
- Experienced NGOs will be involved for environment creation.
- Special programmes for identification of drop-out girls will be held and after that the campaigns go back to school will be organised .
- Gender sensitization orientation programmes of all the concerneds at blocks and district level will be organised.

3. QUALITY:

- Additional teachers , as far as possible will be female .
- Rendering the curriculum more relevant to girls daily lives and aspirations. .
- Focusing the participation of girl child in the teaching learning process.
- Intensive gender input in the training module for teachers .
- Making the girl child monitor of the class.
- Ensuring girl child to lead the prayer .

4. CAPACITY BUILDING:

- Supervision of civil construction by female VEC members/Women group .
- Special coaching facilities to SC/ST girls who are weak in studies will be provided.

- Orientation of the members of the mewat madrasa association will be done .
- Institution of best enrolment and best retention awards specially for girls at village,cluster and Block level.The awards will be either in the form of exposure trips to other Blocks,Districts,States or in cash.
- The institution of "khush hal balika gram" in village and habitition where all the eligible girls have sustained retention and provision of spetial funds as a mark of recognition to that village for better retention and achievement of these girls.
- Special inter active module will be developed for the orientation of VEC members and elected PRIs towards gender issues .
- Micro projects for girls education

6.3.9 COMMUNITY MOBIEIZATION AND PARTICIPATION :

Community involvement and participation in the educational programmes at the village level is the core intervention to the implementation of DPEP in the district.

The village level structures, school committees, Mothers associations, Parent association are made to participate in the planning and implementation of DPEP to achieve UPE in the district.

6.3.10 AWARENESS CAMPAIGNS :

The awareness of community solves many problems of universlisation of education . The people will be able to monitor the institution on their own . The imbalances will be taken care of by the community itself. Hence DPEP proposes many initiatives for creating awareness.

STRATEGY :

- Creating awareness among weaker sections about value of education, enrolment, retention and quality .
- Sensitizing the community, giving special focus on girl child education,

child labour, Gurjar, Meo SC/ST education.

- Creating awareness among communities in management and monitoring of grass root institutions.
- Promoting leadership qualities in women through women groups. M. A.s which facilitates enrolments retention and equity.

6.4 QUALITY IMPROVEMENT:

Alwar Distt. has poor quality of primary education. Quality in education means quality in inputs, outputs and process. Inputs include human resources (teacher and learner) as well as physical resources (material, furniture, b.b. text books and teaching learning aids). Outputs include promotion and completion rates and measures of In actual achievement. Quality can be defined in relation to the nature of the education process.

Proper organisation of classroom activity, proper use of text books, well managed written work, child centred teaching, classroom activities leading to better learning situations are considered defining the quality of education as a process.

In Rajasthan some schemes are initiated in some specific regions like OBB, JOL (joyful learning) achieving quality. Still there are a few gaps to achieve quality such as lack of TLM, high TPR (teacher pupil ratio), single teacher schools, unskilled classroom techniques by the teacher, multiple class teaching etc. One of the DPEP goals is improving the achievement level of children by 25% to be measured by BLS. Hence, the following strategies are proposed by DPEP Alwar.

6.4.1 STRATEGIES :

1. Providing refresher training courses for HMs , teachers, AS instructors, para teachers to improve their professional competencies.
2. Providing professional support to teachers through RPs of BRCs.
3. Providing grants to teachers for TLM of their choice.
4. Grants to CRCS for TLM and awards to the best teachers.
5. Improved text books for children.
6. Providing workbooks, and exercise material on public school pattern.
7. Research studies at BRC & DIET level related with class room problems.
8. Evaluation of the impact of the teacher training, class room practices and pupil

performances and documentation of the feedback records at DPO level.

6.4.2 Teacher Training :

The following trainings are proposed to carry out the strategies in quality improvement.

1. Training to teachers of primary schools based on teaching learning approaches. 6 + 3 day refresher training is proposed under DPEP for all primary teachers. Phasing of the training programme.

Activity	1998-99	1999-2000	2000-01	20001-02	2002-03	2003-04	Total
Teacher training	-	6472	6532	6547	6547		26098

The estimated cost will be 130.49 lakhs for five years.

2. Training to para teachers:

The para teachers will be appointed with relaxation in educational and professional qualifications. Hence their (30,15,10) days initial training will be organised, Total para teachers 1129 Rs. 75.816 Lakhs.

Phasing :

Activity	1998-99	1999-2000	2000-01	20001-02	2002-03	2003-04	Total
Training of Para teachers		360	454	52	189	74	1129

3. During the training of BRC resource persons for professional support to the teachers each RP will be paid Rs. 150 daily.

BRC 14 RP @3 Each
42

Phasing :

Activity	1998-99	1999-2000	2000-01	20001-02	2002-03	2003-04	Total
Training of RP	42		42		42		126

Estimated cost Rs. 1.02 Lakhs.

4. Grants to teachers for the preparation of Teaching Learning material.

Phasing of provision of TLM Grants.

Activity	1998-99	1999-2000	2000-01	20001-02	2002-03	2003-04	Total
Regular Teachers	6472	6532	6547	6547	6547	6547	39192
Para Teacher		360	814	866	1055	1129	4224

Total cost 19.238 Lakhs.

6.4.3 Providing Text books of improved quality :

The State Government will provide free text books of improved quality to class I and II and onwards students of primary and upper primary schools.

6.5.1 DEVELOPMENT OF INSTITUTIONAL CAPACITY

Since independence the quantitative components of UEE had been given priority.

In the recent past several programmes were planned and implemented to enhance the quality of primary education. At present the formal schools suffer with some weaknesses like-

1. Lack of professional competency in teachers.
2. Irregular attendance of teachers and children.
3. Lack of academic supervision and monitoring.
4. Minimum community cooperation.
5. Non-existence of activity based teaching and joyful learning.

Under DPEP efforts have to be made to improve the general level of teaching-learning in primary school. Such efforts will be made through concerned institution such as VEC, CRC, BRC and DIET. Needless to mention, strengthening of these institution will have impact on qualitative development of primary education.

6.5.2 VEC & B.N.S. :

It is highly justified to lay the responsibility of monitoring institution to the real stakeholders. For every village there would be one VEC meant for schools located in the village. VEC would be constituted by the villagers in the meeting of gram sabha.

Other than chairman there will be 12-15 members in the VEC. One third members will be female. SC/ST will necessarily be represented. The headmaster of primary/upper primary school will be the ex-officio secretary.

The VEC & B.N.S. has to share the following responsibilities.

- Selection of sites for schools.
- Deciding the designs of buildings.
- Construction of buildings.

- Maintenance of buildings.
- Ensuring maximum enrolment and retention in the schools .
- Making community aware of problems, strategies, activities and its expected outcome. school committees have to be equipped with knowledge and skills. The attitude of school committee has to be changed towards positive direction.

Hence DPEP proposes following activities-

1. Orientation of VEC members at BRC level.
2. Awareness of women groups on girls education and child labour problems .
3. Cluster level meetings of VEC, MA. and PTA which facilitate interaction among such committees of other habitations.

6.5.3 CLUSTER RESOURCE CENTRE (CRC) :

152 CRCs will be established in the district.

CRCs are intermediate nodal agencies between BRCs and teachers and primary schools. It consists of cluster of 15 schools of adjoining gram panchyats.

DPEP proposes one coordinator for each CRC of Hnd grade status.

The CRC coordinator will visit schools of his cluster regularly and hold various meetings / trainings at CRC level. The coordinator will work as link between BRC and schools and VECS.

6.5.4 BLOCK RESOURCE CENTRE (BRC) :

14 BRCs will be established in the district.

The establishment of BRCS is an innovative idea. It provides on job support to teachers and facilitates the system with correct feedback to district and state.

Other then coordinator three resource person will be there at BRC.

They will take responsibilities of training and supervising the CRC and schools. The BRCs are being provided a building worth Rs. 7.40 lakhs, library, equipment and supervisory cost worth Rs. 1.02 lakhs is also proposed .

The different training programmes proposed under DPEP for strengthening BRPs

competencies are given below.

1. Training on multi level teaching and activity based education.
2. Training of methodology and evaluation.
3. Training on alternative schools.

The estimated cost on training programme is Rs 2.688 lakhs. The functions of BRPs would be as under :

- Training the in service and para teachers with the help of MT and involvement of BRC coordinator .
- Evaluation of text books and teacher guides
- Assisting the BRC coorddinator in maintaining examination records of schools and keeping a close vigilance on it .
- Assistent in evolving proper content and methodology for AS para teachers training through participatory approach.

6.5.5 DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET) :

DIET as nodal agency in the district is responsible for various training programmes of elementary level of education. It has seven departments. Functions of DIET as envisaged by DPEP are :

- Providing pre-service training.
- Providing induction training to teachers and alternative schools fuctionaries.
- In-service training to all educational fuctionaries.
- Running model schools by adopting one school by each lecturer in order to implement model methodologies.
- Designing courses, preparation of courses material and evaluation of courses.
- Developing techniques of evaluation, evaluation of text books.
- Conducting field studies. Action researches and case-studies.
- Helping DEO, DPO.in education of implementation of scheme.
- Establishing coordination between NCERT, SIERT BRC and CRC.
- Activities of district core committee.

- Preparing kits, activity packages.
- Developing and managing learning evaluation.

The DIET has good infra structure of buildings seminar halls, hostels enabling participants stay in the premises of DIET during trainings. The DPEP proposes to strengthen DIET. The DPEP proposes to provide following items to DIET :

1. Equipments
2. Vehicle
3. Research fund

6.6 CONVERGENCE :

There are various departments working for the welfare of children. The departments of Education, Health, Women and child welfare, Panchayat Raj have introduced many programmes and the departments and functionaries should work in unison.

Hence DPEP proposes to establish ECCE centres in schools, premises. The Anganwadi workers presently working are to be oriented for the convergence. It is ensured to have a high level of convergence among interventions proposed to DPEP . The exact nature and amount of convergence can be decided thorough meetings with other departments. The following efforts will be made for this purpose.

Various workshops have been arranged to ensure convergence namely :

1. Training Workshop of DPO staff administrator of other departments.
2. Convergence workshop on ECE.
3. Workshop on gender and girl child care.
4. Workshop on tribal issues.

The DPEP at the district level is headed by the district Collector who is the right person to coordinate and ensure convergence through various monthly meetings and reviews.

6.7 ACTION RESEARCH :

Under DPEP it is proposed to concentrate on researches on the issues of class room practices At the same time data base presenting to education indicators

will also be generated at a greater length. Now the trend is needed to be changed by encouraging the teacher educators to take up certain interventions to solve their day to day problems of classroom and out side classroom.

Empowerment of teachers through generating knowledge and information in vital issues of education must be encouraged and supported.

Action researcher will be encouraged by DPEP.

- Encouragement to teachers, BRPs at block level with an allocation of Rs. 2.80 lac for research activities.

6.8 AWARDS TO VECs :

A beginning is made under DPEP in a way to constitute certain awards to best VECs every year during the 5 year period of the project. This initiative certainly generates a healthy competition among teachers for the recognitions of the work.. The estimated cost of this item is Rs. 1.26 lacs.

6.9 WORKSHOP AND SEMINARS :

Workshop and seminars will be organised for the staff of project and other field functionaries with the following objectives :

- To discuss the issues and evolve certain strategies to implement the planned schemes.
- Developing the required material viz. T.L.M. modules etc.
- To share the successful experience and dissemination of the same to the wider areas.

The estimated cost organizing workshops is Rs. 5.68 lakhs.

6.10 MELAS AND COMPETITIONS :

Melas and competitions will improve academic environment among various sections of people. In education melas are organised for children, teacher, VEC members, PTA, members and mother association members.

The following melas are purposed to be organised at Block level once in a year.

1. Block level melas for VEC/ Teachers, parents with a total cost of Rs. 9.12 lakhs.
2. Clustre level BAL melas - These melas will be organised at clustre level to improve the capacity building and enhancing competitive spirit among the school children.

Total cost will be Rs. 13.68 Lacs.

3. District level kalajatha/Exhibition/Rallies will be organised . Total coat will be 0.30 Lacs.

CHAPTER – 7

MANAGEMENT STRUCTURE AND MONITORING

7.1 INTRODUCTION

Community support for schools and teacher community interaction make education more effective. Parental involvement is one of the best ways to get children to come to school. Where parents decide the schedule, they ensure for their children and through their involvement that the place and the time of schooling are appropriate for their children, and they ensure them to attend the school.

Gandhiji's concept of mass education visualized the people's involvement in conducting the education system suited to their culture and well-being. Gram panchayat, an organization of the people for local self government, was integrating education with developmental needs at the local level. It was obvious that such services as primary education, health-care, water supply, sanitation could best be managed by the people if they are empowered for this purpose.

To achieve the above purposes, self-directed, democratic institutions are needed. In order to ensure the parent's and community participation at the school level it is proposed to constitute different management structures like Parent-Teacher Associations, Mother Associations, Bhawan Nirman Samities (BNs), VESs, Block Education Committees (BECs) and district education board.

7.2 FIELD LEVEL STRUCTURE

Parent teacher Association.

All teacher of the school and parents of all children enrolled in the school shall constitute parent teacher association (PTA). The association shall meet as often as necessary but not less than two times in a year. The Headmaster of the school shall be the convenor, A parent may be elected for the purpose to preside over the meetings of P.T.As.

Functions-

- The association shall ensure universal access, enrolment, and retention by motivating the parents for regular attendance of children and assessing the dropout-rate.

7.3 DISTRICT PROJECT OFFICE.

The district project office of DPEP will be established in December 1998. The district project Coordinator will be the in-charge of this office. The chairman is the district collector. The DPO is the sole responsible agency for the implementation of the DPEP with the cooperation for District Education officer and DIET Staff in the district. The staffing pattern in the DPO is shown in the table given below. Table 7.1 Staff pattern

S.No.	Post	Number	Grads	Unit Cost	Total Cost (One Year in Lacks)
1	2	3	4	5	
A	MANAGEMENT				
1	District Project Coordinator	1	12000-16500	2.000	2.000
B	PROGRAME				
1	Programme Officer	5	10000-15200	1.73	8.640
C	ACCOUNTS				
1	Accounts Officer	1	8000-13500 (on contract)	1.52	7.6
2	ASSISTANT Accounts Officer	1	Fix Rs 3000p.m	.36	1.8
D	CIVIL WORKS				
1	A.En.	1	8000-13500 on contract	1.52	7.6
2	J.En	1	Fix 5000p.m	.60	3.0
3	Draftsman	1	contract	.120	0.6
	MIS				
1	Computer oprator	1	contract	.480	2.4
2	Computer programer	1	contract	.60	3.0
	AUXILIARY STAFF				
1	Steno	1	contract	.36	1.8
2	LDC	1	contract	.36	1.8
3	Peon	1	contract	.21	1.05
4	Night-Guard	1	contract	.21	1.05

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The DPO will have five programme officers to take up all the activities shown in the plan to achieve the objectives of DPEP. The district project office will also have a management information system with computer hardware and software packages. The MIS will have all educational data pertaining to villages and blocks of the district.

The engineering cell will look after, survey of land and water, selection of sites, design, estimates, quality maintenance. District project will be provided with the following amenities.

S.NO.	Items	Rs in lacs.
1.	Furniture	1.60
2.	Equipment	2.82
3.	Maintenance of equipments	.224
4.	Vehicles	
	Hire	1.50
	Fuel	1.00

Total management expenses is Rs.169.08 lacs Which is within 6% of project cost.

7.4 Monitoring (EMIS & PMIS) :

An effective and efficient Management Information System plays a key role in the success or failure of any project. It is proposed to establish a strong unit at DPO which will have MIS.

7.4.1 Management Information System (MIS) :

For making the field "manageable" in the light of DPEP activities, there is necessity to have an efficient managements information system which is the key for the success of the project MIS produces a variety of output reports that are useful to management and organization in the process of planning and decision making. MIS is an organised method of providing the present and projected information for planing purpose. There will be a computer operator and a computer programmer. Hardware and software will also be provided.

7.4.2 Educational Management - Information System (EMIS) :

Educational management Information system is a computerised software package which collects various educational statistics to reflect various educational indicators such as enrolment, retention and dropout. It is also used for planning and monitoring project inputs.

Chief objectives of the EMIS are as under :

- to develop a network for the collection of educational statistics of all institutions imparting primary education.
- to create school level computerised database at the district level,
- to provide access to school level database to educational planners, implementors, and researchers at district, state and national level.
- to train them adequately to analyses and use the database for the future planning
- to provide a programme solution for the RCPE DPEP society to monitor the progress of primary education to the district, state and national level by monitoring key educational indicators. Collection and updating of EMIS data will be done every year.

7.4.3 Project Management Information system (PMIS) :

Project Management Information System is a computerized Monitoring system which is used to collect information on project progress in terms of fund movements, actual expenditure against budget, quarterly progress reports and performance indicators.

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

7.5 Setting up committee/Task force at different level.

7.5.1 District Education Committee :

With a view to introduce an objective system of evaluation of learners achievement in schools the DPEP proposes constitution of a district evaluation committee with following membership.

- | | | |
|----|----------------|--------------|
| 1. | Principal DIET | Co-ordinator |
| 2. | DEO (Ele.) | Member |

- | | | |
|----|------------------------------------|-------------|
| 3. | Sr. Dy. DEO (ZP) | Member |
| 4. | DIET Faculty | Two members |
| 5. | BRC Co-ordinator (One by rotation) | Member |
| 6. | CRC Co-ordinator (One by rotation) | Member |
| 7. | Teachers (Two by rotation) | Members |

Functions of the District Education Committee.

1. Preparation of assessment papers on the pattern of baseline studies. The question papers will be designed in such a way that they will assess the learning levels of children and competencies attained by them in various areas/subject.
2. Review/moderation of papers with the help of subject experts.
3. Format designing for the answer sheets, printing of question papers and other stationery.
4. Distribution of question papers to BRCs for onward transmission to CRC/Schools.

7.5.2 Block Education Committee.

Objectives/functions of the Block Education Committee.

1. Helping the BRC level campaigns.
2. Convergence with resources at panchayat samiti level for school buildings and procurement of TLM.
3. Procuring land for new school building/and BRC.
4. Advisory role in assisting VEC and GEC.
5. Combined effort towards community mobilization.

Organisation of the BEC.

- | | | |
|----|--|------------------|
| 1. | Pradhan PS | Chairman |
| 2. | Chairman of Standing Committee on Education PS | Member |
| 3. | BDO | Member |
| 4. | CRC Co-ordinator (One by rotation) | Member |
| 5. | Primary School H.M. (One by rotation) | Member |
| 6. | NGO (One) | Member |
| 7. | BRC Co-ordinator | Member Secretary |

7.5.3 VEC & Bhawan Nirman Samiti (BNS) :

In every village a village Education Committee and Bhawan Nirman Samiti, would be constituted.

Main functions of VEC

To determine the school calendar and school timings subject to the guidelines of the education department and the District Education Board.

Monitoring the school health programme.

Ensuring the excellence in overall performance of the school and children.

Main Functions of BNS

To propose suitable site for new school/AS/CCF building.

To supervise and control civil works. To have proper account of construction cost.
The master of local primary school will be the ex-officio secretary of VEC and BNS.

CHAPTER – 8

CIVIL WORKS

8.1 INTRODUCTION :

The activities relating to construction form an important part of the project plans. The component of civil works include.

- Construction of new buildings .
- Addition, alteration, repair, upgradation of existing buildings.
- Related works like site developments, land scaping, laying of services, buildings of boundry walls, provision of water supply, building of toilets etc.
- Construction of new building include schools (govt. only)
- BRCS, CRCs and thatched shed for alternative school.
- ECCE centres in non ICDS district.

8.2 School Building and classrooms

Proposed 151 new primary school will be provided with two classrooms along with varandah Unit costs of new promary school building is 2.5 lacs and total cost of 75 schools is 187.5 lacs.

The new primary school building and additional class rooms will be constructed by VECs with technical support of DPO.

Additional 70 classrooms are required for school buildings having only 1 room at present. Besides, because of increase enrolment 824 rooms will be needed. Due to financial limitation DPEP will construct 208 classrooms, remaining 616 classrooms will be constructed through convergence. Unit cost of one classroom is 1.25 and total cost of classroom is 260 lacs.

8.3 CRC Building :

There are 152 CRCs in the district. It is proposed to add one big room and one small room with any of the centrally located primary school. Unit cost of CRC is Rs.1.75 lakhs. Total cost of 152 CRC will be Rs.286.0 Laes.

The CRCs will be constructed by the VEC/BNS with the technical support of DPO.

8.4 BRC BUILDINGS :

There will be 14 BRCs in the district. Unit cost of BRC construction is 7.4 laes. Total cost of 14 BRCs is 103.6 laes.

BRC building will be constructed by a committee at block level.

8.5 DRINKING WATER AND TOILETS (URINALS) :

There are 787 schools without drinking water facilities and 1343 schools need Toilets (urinals) for boys/girls. Due to financial limitation it is proposed to provide 100 handpump and 200 P.H.E.D connections to schools and 680 toilets.

Unit cost of drinking water facility in schools is Rs 45,000 and unit costs of toilet RS. 5000/-

Total cost of toilets will be 34lacs.

Total cost of drinking water facility will be 120 laes.

Remaining Drinking water facilities will be provided by convergence through tenth Finance Commission. Toilets will be constructed by VECs with technical support of DPO.

8.6 SHED FOR ALTERNATIVE SCHOOLS :

Providing alternative schools to the school less habitations, where it is not possible, to open regular Govt. schools is one of the innovative strategies adopted by the DPEP in the district. There are 360 A.S. proposed in the district. 60% of proposed A.S. will be provided thatched sheds. In Mewat region 80% and in other areas 50% cost will be shared by DPEP and rest cost by community. Unit cost of per shed for A S is Rs 10,000 Total costs of construction of shed for 226 A S is 15.80 laes.

8.7 REPAIR OF EXISTING SCHOOL BUILDINGS :

School buildings need minor repairs and major repairs. Unit cost of minor and

major repair is .25 laes and .50 laes respectively.

B.N.Ss of VEC's will be entrusted the responsibility of repairs and maintainance of existing school buildings. Total cost of minor repairs will be 60 laes .

8.8 IMPLEMENTATION PLAN OF CIVIL WORKS - STRATEGIES.

There will be an engineering cell in the DPO consisting of one Assistant Engineer and two Junior Engineer. Construction works at village level will be entrusted to B.N.S (Construction wing of VEC) A time schedule for each construction activity will be prepared and construction activities will be supervised intensively to ensure timely completion of civil works. People's participation will be accepted in material or labour form.

8.3 CRC Building :

There are 152 CRCs in the district. It is proposed to add one big room and one small room with any of the centrally located primary school. Unit cost of CRC is Rs.1.75 lakhs. Total cost of 152 CRC will be Rs.286.0 Lacs.

The CRCs will be constructed by the VEC/BNS with the technical support of DPO.

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CHAPTER- 9

COSTING AND PROCUREMENT

9.1 **Introduction :** Costing and Procurement procedures are discussed in this chapter.

9.2 **Costing-** There are certain categories of expenditure which have been agreed upon by the Government and funding agencies for consideration of DPEP financing. The categories are given in the following tables. Investment and recurrent costs are shown separately. Cost of training (with TA/DA) is included under investment cost. In-service training of teachers, as well as other functionaries is considered to be an investment in human resources to enhance their capacities and hence falls under non-recurring cost. Cost and physical target for the first year have been separated from total costs. Detailed cost estimates have been attached to the plan document. Summary tables are also furnished. Objectivewise and componentwise (civil works, management, capacity building training and others) expenditure abstracts have been given.

9.2 UNIT COST NORMS (DPEP ALWAR)

COMPONENT/ ACTIVITY	UNIT COST
<u>ACCESS</u>	
A.1 New Primary School	
(a) Construction of School Building	
I) Two Room Building	2.5
II) Three Room Building	3.75
(b) Teacher (Teachers) Salaries.	0.84
(c) Para teachers salary in new schools	0.162
(d) Furniture & Equipments	.10
(e) Construction of 1 room in building less school	1.25
A.2 Alternative Schools	
(a) Construction of shed for AS	
(I) In tribble, Mewat, Dang area 80% by DPEP and 20% by community	0.08
(II) In general area 50% by DPEP and 50% by community	0.05
(b) AS Instructors Honorarium	
(i) AS 6 Hourly @ 1350/- p.m.	0.162
(ii) AS 4 hourly @ 1000/- p.m.	0.120
(c) Non Recurring Expenditure per AS	0.05
(d) Games material per AS	0.005
(e) Contingency per AS	0.01
A.3 Additional Classrooms	1.25
A.4 Construction of Boundary wall for primary school - Lumpsum provision	0.09

9.2 UNIT COST NORMS (DPEP ALWAR)

COMPONENT / ACTIVITY	UNIT COST
RETENTION	
R1. Community Mobilization	
a) Bal Mela at cluster level for 3 years @ 2000/-	0.02
b) Mahila Meeting with assistance of PTA, MTA and VEC @ Rs. 2000/- at the cluster level for 5 years.	0.02
C) kala Jatha/Exhibition/ Rallies at	
- CRC level For 3 years	0.01
- Block level --do--	0.02
- district level --do--	0.10
d) Award to the best VEC at BRC (every year)	0.03
R2. Construction	
a) Toilets (Urinals)	0.05
b) Drinking Water	
I) Hand pump	0.45
II) PHED connection with storage tank	0.15
c) Repairs	
I) Minor	0.25
II) Major	0.50
R3. School Improvement Fund.	0.02
R4. Additional Teachers (Enrolment Base)	0.162
R5. ECCE	
Opening of new ECE centres	
a) Construction of thached shed.(in 60% only)	0.10
i) In tribal, Mewat ,Dang	0.08
ii) In general	0.05
b) Instructors Salaries	0.048
c) ECE kit @ Rs. 500/- per centre	0.005
Strengthening ICDS centres.	
i) Additional honorarium to the ICDS instructors @ 200/- p. M.	0.024
ii) ECE kit to the ICDS centers @ Rs. 2000/- per center.	0.020
d) School improvement for furniture(Additional rooms)	0.025
e) Replacement for furniture in old schools (1/3 of total schools every year	0.01
6. Inctive to AS-para teacher on 75% retention and achievement	0.0025

9.2 UNIT COST NORMS (DPEP ALWAR)

COMPONENT / ACTIVITY	UNIT COST
n) Training of ECE Aaganwadi workers at BRC (3 days) (20 persons)	0.0035
o) Training of Panchayat community members (20 persons)	0.0025
p) Orientation-cum-review meetings of CRC Co-ordinators at BRC (2 days) (20 persons)	0.0025
q) Orientation of VEC members at CRC (2 days) (36 persons)	0.002
r) Monthly review-cum-Orientation Meeting of primary school teachers at CRC (1 day) (20 persons)	0.0005
s) Monthly review meeting of para-teachers at CRC (2 days) (20 persons)	0.0135
t) Training and orientation of BNS at CRC (1 day) (20 persons) 1946 x 2	0.001
Q2. Educational Incentives (stationary items for SC / ST girls in blocks less than 50% literacy.	0.00065
Q3. Work book to students class I to V unit 1000 students	0.15
Q4. Teacher guide unit 1000 teacher	0.15
Q5 TLM grants for primary schools	
a. Teachers	0.005
b. Para Teachers	0.005
Q6. Educational Visits	
a) Exposure visit For VEC members within district	
i) Two days visit within Distt. 4 batches of 10 person each every year (per person cost)	0.004
ii) 3 day visit outside distt. ,2 batches of 10 person each , every year (per person cost)	0.008
iii) 6 days visit outside state, one batch of 5 person every year (per person cost)	0.04
b) Exposure visit for AS para teachers	
i) 2 days visit within distt. 4 batches of 10 person every year (per person cost)	0.004
ii) 3 day visit outside distt., 2 batches of 10 person each, every year (per person cost)	0.008
iii) 6 days visit outside state, one batch of 5 person every year (per person cost)	0.04
c) Exposure visits for PFE teachers	
i) 6 days visit outside state , one batch of 5 person every year (per person cost)	0.04

9.2 UNIT COST NORMS (DPEP ALWAR)

COMPONENT / ACTIVITY	UNIT COST
QUALITY IMPROVEMENT	
Q1. Training	
a) Training of Para Teachers (30 days) per Para Teacher	0.0312
b) Training of Para Teachers (10 days) 30 Para Teachers	0.008
c) Refresher Training of Para Teachers (15 days) 30 Para Teachers	0.0102
d) Training of BRC Supervisors (30 days) (30 Supervisor)	0.024
e) Gender sensitization training of District & Block level education functionaries (3 days) per person (20 participants)	0.006
f) Training of BRC Coordinators at DIET (10 days) per person (15 persons)	0.014
g) Orientation of DLOs at DIET (2 days) (25 person)	0.005
h) Training of CRC Coordinators at BRC (10 days) (20 person) (Induction training)	0.008
i) Refresher training of CRC Coordinators at BRC (5 days) (20 days)	0.005
j) training of Primary schools regular teachers (refresher's (a- 6 days)	0.005
i) Induction trg- {a} 6 days (20 persons)	0.005
ii) Induction trg- {b} 3 days (20 person)	0.0035
iii) Refresher training for 6 days (20 persons)	0.005

9.2 UNIT COST NORMS (DPEP ALWAR)

COMPONENT / ACTIVITY	UNIT COST
CAPACITY BUILDING	
C1. Strengthening DIET	
a) Furniture	1.50
b) Equipments	0.63
c) Civil work lumpsuan	3.00
d) Vehicles	
- Hire	1.5
- Fuel	1.0
e) Recurring expenditure of office	0.80
C2. (BRC)	
a) Construction of BRC Building	7.40
b) Furniture	0.800
c) Equipment	1.33
d) Maintenance of equipments	0.092
e) Books and Library	0.50
f) Office expenses (recurring)	1.26
(Non recurring)	.61
TA/DA	0.20
Medical	0.05
Vehicle (I) hire	1.50
(ii)fuel	1.00
g) Salary	
- Coordinator's Salary	1.584
- Assistant Co-ordinator	1.152
- Resource persons	0.600
- Typist	0.360
- Peon	0.210
- Security Guard	0.210
h) Action Research	0.1
I) Rent for nine Months @ Rs. 4000/- as per PWD Assessment	0.48
C3. CRC	
a) Construction of CRC Building	1.75
b) Furniture	0.192
c) Salaries	
- CRC Coordinator salary	1.00
d) Office Expenses (Recurring)	0.050
(Non recurring)	0.060
TA/DA	0.06
Medical	0.01
Motor cycle allowance @ 600/- p.m.	0.072

9.2 UNIT COST NORMS (DPEP ALWAR)

COMPONENT / ACTIVITY	UNIT COST
C4. Distt. Project Office (DPO)	
a) Furniture	1.60
b) Equipments	2.82
c) Maintenance of Equipments	0.224
d) Vehicles	
- Hire	1.50
- Fuel	1.0
e) Staff Saleries	
- DPC1	2.00
- Programme officer (5)	1.73
- Account officer	1.52
- Assistant Account officer	0.36
- Assistant Engineer	1.52
- Junior Engineer	0.60
- Draftsman	0.120
- Computer Operator	0.480
- Programmer	0.600
- Steno	0.36
- LDC	0.36
- Peon	0.21
- Night Guard	0.21
f) Workshops and Seminars	0.55
g) Contingency	0.75
h) Office Expenditure	0.513
i) Publicity / Media	0.30
j) Office Rent Average 5000 p.m./ as per PWD assessment	0.60
TA/DA	1.0
Medical	0.3
Innovation	1.0
District committee registration fees	0.030

District--ALWAR

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			14	103.6							14	103.60
		Construction C.R.C.	1.75	52	91	100	175							152	266.00
		New Primary School (including ECE room)													
		i) Three room building	3.75												
		ii) Two room building	2.50			60	150	15	37.5					75	187.50
		iii) One room building	1.25			70	87.5							70	87.50
		Additional Classroom with verandah	1.25			70	87.5	68	85.00					138	172.50
		Boundary wall	9.00												
		Drinking Water in School.													
		i) Hand Pump	0.45			100	45							100	45.00
		ii) PHED connection	0.15			100	15	100	15					200	30.00
		Sanitary Urinals facilities in school.	0.05			300	15	380	19					680	34.00
		Cost of shed for alternative school.													
		i) Tribal, Mewat area	0.08			100	8	50	4					150	12.00
		ii) General	0.50			20	1	56	2.8					76	3.80
		Cost of ECCE shed													
		i) Tribal, Mowat area	0.08												
		ii) General	0.50												
		Repairs of existing school building													
		Minor	0.25					60	15					60	15.00
		Major	0.50												
		Civil Works DIET	0.3			1	3							1	3.00
		TOTAL		52	91.00	935	690.60	729.00	178.30	0.00	0.00	0.00	0.00	1716.00	959.80

TABLE 4 : Abstract of Estimated Cost (Objective wise)

District : Alwar

(Rs in Laacs)

S.No.	Name of Components	Amount	Percentage
1.	Improving Access	1072.83	21.40
2.	Improving Retention	862.76	17.20
3.	Quality Improvement	1036.19	20.66
4.	Capacity Building	2043.15	40.74
	Total Project Cost	5014.93	100.00

TABLE 5 : Abstract of Estimated Cost (Component wise)

District : Alwar

(Rs in Laacs)

S.No.	Name of Components	Amount	Converg	Total	Percentage
1.	Civil Works	959.35			19.13
2.	Management	133.14			2.65
3.	Other Educational Programme	3922.44			78.22
	Total Project Cost	5014.93			100.00

Recurring 281.40 5.61%

Non Recurring 4733.53 94.39%

STATE : RAJASTHAN
DISTRICT : ALWAR

-Codes used for Procurement Activity

AA Initiation of procurement activity, specifications, estimating Requirement, drafting Bid document etc.)

EB Sale or bid tender document

CC Evaluation of bids quotations/ offers etc

DD Placing supply order/signing of contract with the selected bidder.

EE Obtaining delivery of goods/material.

NB (I) Local shopping method of procurement is on the basis of minimum three quotations for purchase estimated to cost less than Rs. 15 lacs.

(II) Local/National Competitive bidding requires preparation of formal bid document and is applicable to all (prev) procurements (other than local shopping) estimated to cost less than 90 lacs per contract.

Name of the item (brief description)	Quantity	Estimated Cost (Rs in Lacs)	Provision include in the AWP (Rs in lacs) (Proposed)	Methods of Procurement (Whether ICB, LCB, Local shopping or Direct Contracting)	Procurement Office/Agency responsible for conducting the Procurement	*Calander of procurement											
						Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
1. Vehicle																	
2. Passenger																	
1. Photocopier																	
2. A Conditioner																	
3. Typewriters (Manual & Elect)																	
4. Duplicators																	
5. Projector																	
6. Other Office Equipment																	
7. Fax Machines																	
8. Computer (hardware) for SPO, SEMTE, (district)																	

Codes used for Procurement Activity

NB. (I) Local shopping method of procurement is on the basis of minimum three quotations for purchase estimated to cost less than Rs. 15lacs.

(II) Local/National Competitive bidding requires preparation of formal bid Documents and is applicable to all procurements (other than local Shopping) estimated to cost less than Rs 90 Lacs per contract

- AA Initiation of procurement activity. (preparing specifications, estimating requirements, drafting Bid document etc)
- BB Sale of bid tender document.
- CC Evaluation of bids quotations/ offers etc.
- DD Placing supply order/signing of contract with the selected bidder
- EE Obtaining delivery of goods/material

Name of the item (brief description)	Quantity	Estimated Cost (Rs in Lacs)	Provision include in the AWP (Rs in lacs) (Proposed)	Methods of Procurement (Whether ICB, LCB, Local shopping or Direct Contracting)	Procurement Office/Agency responsible for conducting the Procurement	*Calander of procurement											
						Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
C Other Goods																	
1 Books for Lib																	
Magazines,																	
Textbooks, Trg																	
Materials																	
2 Stationary Items for SPO & DFO																	
D Furnitures																	
1. Tables																	
2. Chairs																	
3. Desks, book shelves, benches, blackboards																	
4. Steel Almirahs & Iron Safes																	
E Civil Works																	
1 Construction of SIEMT builds																	
2 Addl Classrooms																	
3 BRC																	
4 CRC																	
5 Const Of Toilets																	

DPEP- PHASE I
STATE : RAJASTHAN
DISTRICT : ALWAR

	International competitive Building	Local Competitive Bidding	Local Shopping	Consultancy Services	Force Account	Direct Contracting	Community Construction Programme	Total
1	2	3	4	5	6	7	8	9
Civil Works Civil Works								
Goods Furniture Equipments vehicle Books Consumables & Teacher Material								
Training & Consultants Project Preparation Implementation Support Institutional Development (includes constant awareness campaign, local training, workshop and fellowships)								
Miscellaneous Salaries of Additional Staff Honorarium Vehicle Operation and Maintenance Equipment Operation and Maint								
Total								

9.4 Procurement

ATTACHMENT - III

ITEM	PERCENTAGE OF EXPENDITURE TO BE REIMBURSED	CATEGORY NO.
DPEP - I		
Civil Works		
Equipment, Vehicles, books, furniture	100% of foreign expenditures, 100% of local expenditures (ex-factory cost) and 80% of local expenditures for other items procured locally.	
Equipment, vehicles, books, furniture and materials.	100% of foreign expenditures, (ex-factory cost) and 80% of local expenditures for other items procured locally.	
Consultancy services, fellowships and training.		
Consultant Services Fellowships and training		
Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	90% of local expenditure incurred until May 30,1997; 80% of expenditures incurred from June'1997 until May'2000; and 60% of expenditures incurred thereafter.	
Incremental Staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	90% of local expenditures incurred until May'1998; 85% of local expenditure incurred from June'1998 until May'1999; 80% of local expenditures incurred from June'1999 until May'2000; 65% of local expenditures incurred from June'2000 until May'2001; and 40% of local expenditures thereafter.	

9.4 Procurement Procedure

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

Procurement activities would broadly encompass (I) civil works (II) Equipment, furniture, books, vehicles and educational materials and (III) Consultancies.

The guidelines issued by SIS and 'A Ready Handbook' on Appraisal of Project Plans (Ed. CIL Dec.' 1996) will be followed by the DPO during procurement/purchasing. The procedure will include -

- | | |
|--|---|
| 1. Civil works | <ol style="list-style-type: none"> 1. National Competitive Bidding (NCB) (without any limit) 2. Force Account for works estimated 3. Community approx. Rs. 6.80 lacs 4. National Shopping or less |
| 2. Furniture, Equipment books, educational and consumable material | <ol style="list-style-type: none"> 1. NCB 2. National shopping 3. Direct contracting |
| 3. Vehicles | On hire process. |

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

ATTACHMENT - III

ITEM	PERCENTAGE OF EXPENDITURE TO BE REIMBURSED	CATEGORY NO.
	DPEP - I	
Civil Works		
Equipment, Vehicles, books, furniture	100% of foreign expenditures, 100% of local expenditures (ex-factory cost) and 80% of local expenditures for other items procured locally.	
Equipment, vehicles, books, furniture and materials	100% of foreign expenditures, (ex-factory cost) and 80% of local expenditure, for other items procured locally.	
Consultancy services, fellowships and training.		
Consultant Services		
Fellowships and training		
Incremental salaries, honoraria for volunteers, consumable training materials and operation and maintenance costs.	90% of local expenditure incurred until May' 1992, 80% of expenditure incurred from June 1992 until May' 2000, and 60% of expenditure incurred thereafter.	
Incremental Staff salaries, incremental honoraria for	90% of local expenditure, incurred until May' 1992, 85% of local	

**PROJECT COS. (L.P.E.P.): A.W.A.R
RAJASTHAN**

(Rs. In lakhs)

COMPONENT / ACTIVITY	UNIT	1ST YEAR		2ND YEAR		3RD YEAR		4TH YEAR		5TH YEAR		6TH YEAR		TOTAL		
	COST	(1998-99)		(1999-2000)		(2000-2001)		(2001-2002)		(2002-2003)		(2003-2004)		ESTIMATE		
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	R
ACCESS																
A.1 New Primary Schools																
(a) Construction of school building i) Two Room building	2.50	0	0.00	60	150.00	15	37.50	0	0.00	0	0.00	0	0.00	75	187.50	
ii) Three room building	3.75	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	
(b) Teacher (teachers) Salaries	0.84	0	0.00	60	50.40	75	63.00	75	63.00	75	63.00	75	63.00	360	251.40	
c) Para teacher salaries in new schools	0.162	0	0.00	60	9.72	75	12.15	75	12.15	75	12.15	75	12.15	360	54.27	
d) Furniture & Equipments	0.100	0	0.00	60	6.00	15	1.50	0	0.00	0	0.00	0	0.00	75	7.50	
e) Construction of 1 room in building less schools	1.25	0	0.00	70	87.50	0	0.00	0	0.00	0	0.00	0	0.00	70	87.50	
A.2 Alternative Schools																
a) Construction of shed for AS			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
i) In tribal, Mewat, Dang area 50% by CPEP & 20% by community	0.08	0	0.00	100	8.00	50	4.00	0	0.00	0	0.00	0	0.00	150	12.00	
ii) In general area 50% by CPEP and 50% by community	0.05	0	0.00	20	1.00	50	2.50	0	0.00	0	0.00	0	0.00	70	3.50	
b) AS Instructors Honorarium			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
i) AS 6 hourly @ 1350 - c.m.	0.162	0	0.00	200	32.40	200	32.40	200	32.40	200	32.40	200	21.60	1000	151.20	
ii) AS 4 hourly @ 1000 - c.m.	0.120	0	0.00	0	0.00	176	21.12	176	21.12	176	21.12	176	14.08	704	77.44	
c) Non recurring expenditure per AS	0.05	0	0.00	200	10.00	176	8.80	0	0.00	0	0.00	0	0.00	376	18.80	
d) Games material per AS	0.005	0	0.00	200	1.00	176	0.88	0	0.00	0	0.00	0	0.00	376	1.88	
e) Contingency per AS	0.01	0	0.00	200	2.00	376	3.76	376	3.76	376	3.76	376	3.76	1704	17.04	
A.3 Additional Classrooms.																
A.4 Construction of Boundary wall for primary school- Lumpsum provision	1.25	0	0.00	70	87.50	68	85.00	0	0.00	0	0.00	0	0.00	138	172.50	
	0.09	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	
GRAND TOTAL			0.00		445.52		272.91		132.43		132.43		89.54		1072.83	

**PROJECT COST DPEP - ALWAR
RAJASTHAN**

(Rs. in lakhs)

COMPONENT / ACTIVITY	UNIT	1ST YEAR		2ND YEAR		3RD YEAR		4TH YEAR		5TH YEAR		6TH YEAR		TOTAL		REMARKS
	COST	(1998-99)		(1999-2000)		(2000-2001)		(2001-2002)		(2002-2003)		(2003-2004)				
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	
RETENTION																
R.1 Community Mobilization																
a) Bal Mats at cluster level for 3 years @ Rs. 2050/-	0.02	0	0.00	152	3.04	152	3.04	152	3.04	0	0.00	0	0.00	456	9.12	
b) Mahila Meetings with assistance of PTA, MTA and VEC @ Rs. 2000 - at the cluster level for 5 years.	0.02	0	0.00	152	3.04	152	3.04	152	3.04	0	0.00	0	0.00	456	9.12	
c) Kala Jatha Exhibition / Rallies at - CRC level For 3 years.	0.01	0	0.00	152	1.52	152	1.52	152	1.52	0	0.00	0	0.00	456	4.56	
- Block Level -- do--	0.02	0	0.00	14	0.28	14	0.28	14	0.28	0	0.00	0	0.00	42	0.84	
- 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	14	0.42	14	0.42	14	0.42	0	0.00	0	0.00	42	1.26	
R.2 Construction			0.00		0.00		0.00		0.00		0.00		0.00		0.00	
a) Toilets (Urinals)	0.05	0	0.00	300	15.00	380	19.00	0	0.00	0	0.00	0	0.00	680	34.00	
b) Drinking water: i) Hand pump	0.45	0	0.00	100	45.00	0	0.00	0	0.00	0	0.00	0	0.00	100	45.00	
ii) PHED Connection with storage tank	0.15	0	0.00	100	15.00	100	15.00	0	0.00	0	0.00	0	0.00	200	30.00	
c) Repairs			0.00		0.00		0.00		0.00		0.00		0.00		0.00	
i) Minor	0.25	0	0.00	0	0.00	60	15.00	0	0.00	0	0.00	0	0.00	60	15.00	
ii) Major	0.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	
R.3 School Improvement Fund (to VEC)	0.02	1669	33.38	1729	34.58	1744	34.88	1744	34.88	1744	34.88	0	0.00	6630	132.60	
R.4 Additional Teachers (Enrolment based)	0.162	0	0.00	100	16.20	363	58.81	415	67.23	604	97.85	678	109.84	2160	349.92	
R.5 ECCE Opening of new ECE centers			0.00		0.00		0.00		0.00		0.00		0.00		0.00	
a) Construction of thatched shed (in 60% only) for alternative schools			0.00		0.00		0.00		0.00		0.00		0.00		0.00	
i) In tribal (Nawal, Dang)	0.08	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	
ii) In general	0.05	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	
b) Instructors Salaries	0.048	0	0.00	1219	58.51	0	0.00	0	0.00	0	0.00	0	0.00	1219	58.51	
c) ECE kit @ Rs. 500 - per center	0.005	0	0.00	1219	6.10	0	0.00	0	0.00	0	0.00	0	0.00	1219	6.10	
Strengthening ICDS centers.			0.00		0.00		0.00		0.00		0.00		0.00		0.00	
a) Additional honorarium to the ICDS instructors @ Rs. 200 - per month	0.024	0	0.00	885	21.24	885	21.24	885	21.24	885	21.24	885	21.24	4425	99.12	
b) ECE Kit @ 500 - per centre	0.005	0	0.00	885	4.43	0	0.00	0	0.00	0	0.00	0	0.00	885	4.43	
c) School improvement for furniture (Additional room)	0.025	0	0.00	110	2.75	50	1.25	48	1.20	0	0.00	0	0.00	208	5.20	
e) Replacement for furniture in old schools (1/3 of total schools every year)	0.010	0	0.00	556	5.56	556	5.56	557	5.57	0	0.00	0	0.00	1669	16.69	
6. Incentive to AS Pra teacher on 75% Retention and achievement	0.0025	0	0.00	100	0.25	100	0.25	100	0.25	100	0.25	0	0.00	400	1.00	
Total			33.38		233.01		179.39		139.77		154.22		124.00		662.76	

**PROJECT COST (DPEP) ALWAR
RAJASTHAN**

(Rs. In lakhs)

COMPONENT / ACTIVITY	UNIT COST	1ST YEAR (1998-99)		2ND YEAR (1999-2000)		3RD YEAR (2000-2001)		4TH YEAR (2001-2002)		5TH YEAR (2002-2003)		6TH YEAR (2003-2004)		TOTAL		Category R/I	
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.		
		QUALITY IMPROVEMENT															
Q.1 Training																	
a) Training of Para Teachers (30 days) per para teacher one time	0.0312	0	0.00	360	11.23	454	14.16	52	1.62	189	5.90	74	2.31	1129	35.22		
b) Training of Para Teachers (10 days) per Para Teacher one time	0.0088	0	0.00	360	2.88	454	3.63	52	0.42	189	1.51	74	0.59	1129	9.03		
c) Refresher training of para teachers (5 days) 30 Para Teacher subsequent year	0.0102	0	0.00	0	0.00	360	3.67	814	8.30	866	8.83	1055	10.76	3095	31.57		
d) Training of BRC resource persons at BRC (8 days) per resource person	0.0088	42	0.34	0	0.00	42	0.34	0	0.00	42	0.34	0	0.00	126	1.01		
e) Gender sensitization training of school & college level education functionaries (3 days) (20 participants)	0.0088	20	0.12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	20	0.12		
f) Training of BRC co-ordinators at DIET (10 days) (5 persons)	0.0144	14	0.20	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	14	0.20		
g) Orientation of DLOs at DIET (2 days) 25 person	0.0022	0	0.00	25	0.05	0	0.00	0	0.00	0	0.00	0	0.00	25	0.05		
h) Training of CRC co-ordinators at BRC (10 days) (20 person) (induction training)	0.0088	152	1.22	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	152	1.22		
i) Refresher training of CRC Co-ordinator at BRC (5 days) (20 person)	0.0088	0	0.00	152	0.76	152	0.76	152	0.76	152	0.76	152	0.76	760	3.80		
j) Training of Primary Schools Regular teachers																	
k) Induction Trg. - (a) 8 days (20 persons)	0.0035	0	0.00	60	0.30	15	0.05	0	0.00	0	0.00	0	0.00	75	0.38		
l) Induction Trg. - (b) 3 days (20 persons)	0.0035	0	0.00	60	0.21	15	0.05	0	0.00	0	0.00	0	0.00	75	0.26		
m) Refresher training for 8 days (20 persons)	0.0088	0	0.00	6472	32.36	6532	32.66	6547	32.74	6547	32.74	0	0.00	26098	130.49		
Total			1.87		47.79		55.35		43.84		50.07		14.42		213.34		

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

(Rs. In lakhs)

COMPONENT / ACTIVITY	UNIT COST	1ST YEAR (1998-99)		2ND YEAR (1999-2000)		3RD YEAR (2000-2001)		4TH YEAR (2001-2002)		5TH YEAR (2002-2003)		6TH YEAR (2003-2004)		TOTAL	
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.
n) Training of ECE/Anganwadi workers at BRC (3+3 days training cost by convergence with WDP) (20 persons)	0.0035	0	0.00	2104	7.36	2104	7.36	2104	7.36	2104	7.36	0	0.00	8416	29.44
o) Training of Panchayat community members/municipality functionaries (20 persons)	0.0025	0	0.00	425	1.06	425	1.06	425	1.06	425	1.06	425	1.06	2125	5.3
p) Orientation - cum - Review meetings of CRC Co-ordinators at BRC (2 days) (20 persons)	0.0025	152	0.38	152	0.38	152	0.38	152	0.38	152	0.38	0	0.00	760	1.90
q) Orientation of VEC members at CRC (2 days) (36 persons) for first 3 years	0.002	23352	46.70	23352	46.70	23352	46.70	0	0.00	0	0.00	0	0.00	70056	140.11
r) Monthly Review-cum-Orientation Meeting of primary school teachers at CRC (1 day) (20 persons) per month	0.0005	12914	6.46	32360	16.18	32735	16.37	32735	16.37	32735	16.37	19641	9.82	163120	81.55
s) Monthly review meeting of para-teachers at CRC (2 days) (20 persons) per month	0.0005	0	0.00	3600	1.80	8140	4.07	8666	4.33	10550	5.28	6774	3.39	37724	18.85
t) Training and orientation of BNS at CRC (1 day) (20 persons)	0.001	3892	3.89	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3892	3.89
Q.2 Educational Incentives (stationary items for SC/ST girls (in blocks less than 15% literacy)	0.00065	0	0.00	41670	27.09	48170	31.31	50618	32.90	50589	32.68	0	0.00	191047	124.15
Q.3 Workbook to students class I to V-unit 1000 students	0.15	0	0.00	274	41.10	279	41.85	294	44.10	304	45.60	379	56.85	1530	229.50
Q.4 Teacher guides for 100 teachers	0.15	0	0.00	8	1.20	0	0.00	0	0.00	0	0.00	0	0.00	8	1.20
Q.5 TLM grants for Primary school			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00
a. Teachers	0.005	6472	10.79	6532	32.63	6547	32.74	6547	32.74	6547	32.74	6547	32.74	21521	39192
b. Para Teachers	0.005	0	0.00	360	1.80	814	4.07	866	4.33	1055	5.28	1129	3.76	4024	19.24
Q.6 Educational Visits															
a) Exposure visits for VEC members within district															
i) Two days visit within district 4 batches of 10 person each every year (per person cost)	0.004	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
ii) 3 day visit outside district 2 batches of 10 person each, every year (per person cost)	0.008	0	0.00	10	0.08	10	0.08	10	0.08	10	0.08	0	0.00	40	0.32
iii) 6 days visit outside state, one batch of 5 person every year (per person cost)	0.04	0	0.00	5	0.20	5	0.20	5	0.20	5	0.20	0	0.00	20	0.80
b) Exposure visits for AS para teachers			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00
i) Two days visit within district 4 batches of 10 person each every year (per person cost)	0.004	0	0.00	70	0.28	70	0.28	70	0.28	70	0.28	0	0.00	280	1.12
ii) 3 day visit outside district 2 batches of 10 person each, every year (per person cost)	0.008	0	0.00	10	0.08	10	0.08	10	0.08	10	0.08	0	0.00	40	0.32
iii) 6 days visit outside state, one batch of 5 person every year (per person cost)	0.04	0	0.00	5	0.20	5	0.20	5	0.20	5	0.20	0	0.00	20	0.80
c) Exposure visits for P.T. teachers															
i) 6 days visit outside state, one batch of 5 person every year (per person cost)	0.04	0	0.00	5	0.20	5	0.20	5	0.20	5	0.20	0	0.00	20	0.80
GRAND TOTAL			68.22		178.38		186.95		144.61		147.98		96.74		822.85

PROJECT COSI (DPEP) - ALWAR

RAJASTHAN

(Rs. In lakhs)

COMPONENT / ACTIVITY	UNIT COST	1ST YEAR		2ND YEAR		3RD YEAR		4TH YEAR		5TH YEAR		6TH YEAR		TOTAL		Category
		(1998-99)		(1999-2000)		(2000-2001)		(2001-2002)		(2002-2003)		(2003-2004)				
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	
CAPACITY BUILDING																
C.1 Strengthening DIET																
a) Furniture	1.50	0	0.00	1	1.50	0	0.00	0	0.00	0	0.00	0	0.00	1	1.50	
b) Equipments	0.63	0	0.00	1	0.63	0	0.00	0	0.00	0	0.00	0	0.00	1	0.63	
c) Civil Work Lumpsum	3.00	0	0.00	1	3.00	0	0.00	0	0.00	0	0.00	0	0.00	1	3.00	
d) Vehicles			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
Hire	1.5	1	0.50	1	1.50	1	1.50	1	1.50	1	1.50	1	1.00	6	7.50	
fuel	1.0	1	0.33	1	1.00	1	1.00	1	1.00	1	1.00	1	0.67	6	5.00	
e) Recurring Expenditure of Office	0.80	1	0.27	1	0.80	1	0.80	1	0.80	1	0.80	1	0.53	6	4.00	
C.2 BRC			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
a) Construction of BRC building	7.4	0	0.00	14	103.60	0	0.00	0	0.00	0	0.00	0	0.00	14	103.60	✓
b) Furniture	0.800	14	11.20	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	14	11.20	
c) Equipment	1.33	14	18.62	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	14	18.62	
d) Maintenance of equipments	0.092	0	0.00	14	1.29	14	1.29	14	1.29	14	1.29	14	0.88	70	8.01	
e) Books and library	0.50	14	7.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	14	7.00	
f) Office expenses (recurring)	1.26	14	5.88	14	17.64	14	17.64	14	17.64	14	17.64	14	11.78	84	88.20	
(non-recurring)	0.61	14	8.57	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	14	8.57	
T.A./D.A.	0.20	14	0.93	14	2.80	14	2.80	14	2.80	14	2.80	14	1.87	84	14.00	
Medical	0.05	14	0.23	14	0.70	14	0.70	14	0.70	14	0.70	14	0.47	84	3.50	
Vehicles (i) Hire	1.50	3	1.50	3	4.50	3	4.50	3	4.50	3	4.50	3	3.00	18	22.50	
(ii) Fuel	1.00	3	1.00	3	3.00	3	3.00	3	3.00	3	3.00	3	2.00	18	15.00	
g) Salary- - Coordinators' Salaries	1.58	14	7.39	14	22.18	14	22.18	14	22.18	14	22.18	14	14.78	84	110.58	
- Assistant co-ordinator	1.152	14	5.38	14	16.13	14	16.13	14	16.13	14	16.13	14	10.75	84	80.64	
- Resource persons	0.600	42	8.40	42	25.20	42	25.20	42	25.20	42	25.20	42	18.80	252	128.00	
- Typist	0.360	14	1.68	14	5.04	14	5.04	14	5.04	14	5.04	14	3.35	84	25.20	
- Peon	0.210	14	0.98	14	2.94	14	2.94	14	2.94	14	2.94	14	1.95	84	14.70	
- Security Guard	0.210	14	0.98	14	2.94	14	2.94	14	2.94	14	2.94	14	1.95	84	14.70	
h) Action research	0.10	0	0.00	14	1.40	0	0.00	14	1.40	0	0.00	0	0.00	28	2.80	
i) Rent for nine months @ Rs. 4000/- as per PWD assessment	0.48	14	2.24	14	2.80	0	0.00	0	0.00	0	0.00	0	0.00	28	5.04	
C.3 CRC			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
a) Construction of CRC building	1.75	52	91.00	100	175.00	0	0.00	0	0.00	0	0.00	0	0.00	152	266.00	
b) Furniture	0.192	152	29.18	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	152	29.18	
c) Salaries- -CRC co-ordinator salary	1.00	152	50.67	152	152.00	152	152.00	152	152.00	152	152.00	152	101.33	912	760.00	
d) Office expenses (recurring)	0.050	152	2.53	152	7.60	152	7.60	152	7.60	152	7.60	152	5.37	912	38.00	
(non-recurring)	0.060	152	9.12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	152	9.12	
T.A./D.A.	0.06	152	3.04	152	9.12	152	9.12	152	9.12	152	9.12	152	6.38	912	45.60	
Medical	0.01	152	0.51	152	1.52	152	1.52	152	1.52	152	1.52	152	1.01	912	7.60	
Motor cycle allowance @ 600/- p.m.	0.072	152	3.65	152	10.94	152	10.94	152	10.94	152	10.94	152	7.30	912	54.70	
Total			272.78		576.77		288.84		290.24		288.84		192.56		1910.01	

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

(Rs. In lakhs)

COMPONENT / ACTIVITY	UNIT COST	1ST YEAR (1998-99)		2ND YEAR (1999-2000)		3RD YEAR (2000-2001)		4TH YEAR (2001-2002)		5TH YEAR (2002-2003)		6TH YEAR (2003-2004)		TOTAL	
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.
		C.4 District Project Office (DPO)													
a) Furniture	1.60	1	1.60	0	0.00	0	0.00	0.00	0	0	0.00	0	0.00	1	1.60
b) Equipments	2.82	1	2.82	0	0.00	0	0.00	0.00	0	0	0.00	0	0.00	1	2.82
c) Maintenance of equipments	0.224	0	0.00	1	0.22	1	0.22	1.00	0	1	0.22	1	0.15	5	1.05
d) Vehicles			0.00		0.00		0.00		0		0.00		0.00	0	0.00
- Hire	1.50	1	0.50	1	1.50	1	1.50	1.00	2	1	1.50	1	1.00	6	7.50
- Fuel	1.0	1	0.33	1	1.00	1	1.00	1.00	1	1	1.00	1	0.57	6	5.00
e) Staff Salaries			0.00		0.00		0.00		0		0.00		0.00	0	0.00
- DPC (1)	2.00	1	0.67	1	2.00	1	2.00	1.00	2	1	2.00	1	1.33	6	10.00
- Programme Officer (5)	1.73	5	2.88	5	8.65	5	8.65	5.00	9	5	8.65	5	5.77	30	43.25
- Account officer	1.52	1	0.51	1	1.52	1	1.52	1.00	2	1	1.52	1	1.01	6	7.60
- Assistant Account Officer	0.36	2	0.24	2	0.72	2	0.72	2.00	1	2	0.72	2	0.48	12	3.60
- Assistant Engineer	1.52	1	0.51	1	1.52	1	1.52	1.00	2	1	1.52	1	1.01	6	7.60
- Junior Engineer	0.60	1	0.20	1	0.60	1	0.60	1.00	1	1	0.60	1	0.40	6	3.00
JEN motor cycle allowance @ 1000/-	0.120	1	0.04	1	0.12	1	0.12	1.00	0	1	0.12	1	0.08	6	0.60
- Draftsman	0.120	1	0.04	1	0.12	1	0.12	1.00	0	1	0.12	1	0.08	6	0.60
- Computer Operator	0.480	1	0.16	1	0.48	1	0.48	1.00	0	1	0.48	1	0.32	6	2.40
- Programmer	0.60	1	0.20	1	0.60	1	0.60	1.00	1	1	0.60	1	0.40	6	3.00
- Steno	0.36	2	0.24	2	0.72	2	0.72	2.00	1	2	0.72	2	0.48	12	3.60
- LDC	0.36	1	0.12	1	0.36	1	0.36	1.00	0	1	0.36	1	0.24	6	1.80
- Peon	0.21	1	0.07	1	0.21	1	0.21	1.00	0	1	0.21	1	0.14	6	1.05
- Night Guard	0.21	1	0.07	1	0.21	1	0.21	1.00	0	1	0.21	1	0.14	6	1.05
f) Workshops and Seminars	0.55	1	0.18	2	1.10	2	1.10	2.00	1	2	1.10	2	1.10	11	5.65
g) Contingency	0.75	1	0.25	1	0.75	1	0.75	1.00	1	1	0.75	1	0.50	6	3.75
h) Office Expenditure	0.513	1	0.17	1	0.51	1	0.51	1.00	1	1	0.51	1	0.34	6	2.57
i) Publicity / Media	0.30	1	0.30	1	0.30	1	0.30	1.00	0	1	0.30	0	0.00	5	1.50
j) Office Rent Average 5000/- per month / as per PWD assessment	0.60	1	0.20	1	0.60	1	0.60	1.00	1	1	0.60	1	0.40	6	3.00
T.A./D.A.	1.000	1	0.33	1	1.00	1	1.00	1.00	1	1	1.00	1	0.67	6	5.00
Medical	0.300	1	0.10	1	0.30	1	0.30	1.00	0	1	0.30	1	0.20	6	1.50
Innovation	1.00	0	0.00	1	1.00	0	0.00	1.00	1	1	1.00	0	0.00	3	3.00
District Committee Registration Fees	0.030	1	0.03	0	0.00	0	0.00	0.00	0	0	0.00	0	0.00	1	0.03
Total			12.76		26.12		25.12		26.12		26.12		16.91		133.14

CHAPTER – 10

ANNUAL WORK PLAN OF FIRST YEAR OF DPEP , ALWAR 1998-99

10.1 Introductory :

After approval of the district Plant the DPEP will be started from the month of Dec.1998. The following activities and works are proposed to be completed.

10.2_ Establishments

Dlsth. Project Office.

First of all the district project office will be established for the implementation of the programme in a rented building upto Sept.1998. The office will be strengthened with necessary equipments, furniture, vehicle on, hire and other facilities which are essential for efficient functioning.

The DPO establishment will also be provided with-

- Additional staff including civil works staff.
- Infrastructural support (provision of training equipments, material / supplier etc..)
- Staff development programmes (training in various areas of planning, management, supervision etc.

MIS

The Rajasthan council of primary education is to follow the PMIS and EMIS developed by DPEP bureau.

- Management of civil works and staff training will take place there after.
- Activities for strengthening capacity for effective utilisation of MIS (including checking, analysing and taking corrective action of the MIS) and supervision data that will become available and

feed into a process. This is likely to be installed by September 1998.

Other initiatives at DPO will be like as under-

- Micro planning and school mapping upto Aug. 1998.
- Development of formats in guidance with the state directorate upto.
- Review meetings and work shops coordination with state at distt.

VECs

Village education committees have already been formed by the concerned schools under the DEOs and the CEO. These VECs will help in micro planning, civil works and day today management matters of the school being in touch with the PTA.MTAS.

Elaborate training packages will be prepared under DPEP. Which will be used for training 1946 VECs from January 1999.

Strengthening district, block, clustre and village level capacity in programme management .All capacity building efforts, workshop training etc. can be seen in annexure and tables.

Improving capacities in Research and Evaluation.

At DIET and BRCs sharing workshops will be organized and participatory research plan of action will be prepared by the month of Jan' 99.

Strengthening Educational Quality in primary Education.

Modules on various trainings workshops, review meetings will be developed by Dec'98.

(including PFE, A.S., ECE, VEC girl education, etc.)

Programmes of expansion and infrastructural support to formal systems

- Mobilization/ Environment building
- Melas, Competition, exhibition, meeting, films.
- Awareness campaigns

- Drinking water facilities to 80 Schools
- infrastructural school grant support to 1669 schools will be provided @ 2000/- Per School.

Special Focus Groups

- (a) **Strategies for girls** Gender sensitisation trainings to district and block level educational functionaries will be given . Mahila meetings with assistance of MTA and VEC at CRC level will be organised.
- (b) **Strategies for SC/ ST and other backward groups (Meo and Gurjar)** Awareness campaigns will be organised
- (c) **Strategies for disabled and working children**

The information will be collected about disabled and working children. Thereafter project programmes will be followed.

CIVIL WORK

- DIET will be strengthened
- 14 BRC buildings will be constructed
- 152 CRC buildings will be constructed

Civil works will be taken up from the month of January 1999 till Dec.'99 . The village education committees will have the main responsibilities ensuring proper construction of civil works. The construction manual will be prepared by state office. The VECs will be given training in the use of the construction manual

10.3

FIRST YEAR PLAN ACTIVITIES 1998-99
(Annual Budget)

S.N.	Item	Duration	Unit Cost (In Lakhs)	No.of Units	Amount (In Lakhs)	Remark
I. <u>Civil Works</u>						
1.	Construction of CRC buildings	1st Year	1.75	52	91.00	
Total						
II. <u>Furniture</u>						
1.	Furniture for BRC	1 Year	.800	14	11.20	
2.	Furniture for CRC	1 Year	.192	152	29.184	
3.	Furniture for DPO	1 Year	1.60	1	1.60	
Total						
III. <u>Equipment</u>						
1.	Equipment for BRC	1 Year	1.150	14	18.62	
2.	Equipment for DPO	1 Year	2.82	1	2.82	
Total						
IV. <u>Vehicle</u>						
1.	Hire charges for DPO	4 months	1.50	1	0.50	
2.	Fuel charges for DPO	4 months	1.0	1	0.33	
Total						
V. <u>Training Programme</u>						
Total						

1.	Training of BRC Resource persons at DIET	6 days	.008	42	0.34
2.	Gender Sensitisation training of District and block level educational functionaries	3 days	0.006	20	0.12
3.	Training of BRC Co-ordinators at DIET	10 days	0.014	14	0.20
4.	Training of CRC Co-ordinators at BRC	10 days	0.008	152	1.22
5.	Training and orientation of BNS at CRC	1 day	0.001	3892	3.892
6.	Orientation of VEC Members at CRC	2 day	0.002	23352	46.70
Total					54.69

FIRST YEAR PLAN ACTIVITIES 1998-99
(Annual Budget)

S.No.	Item	Duration	Unit Cost	No. of units	Amount (in lacs)
VI	<u>Awareness Campaigns and meetings</u>				
1.	Monthly review cum orientation meeting for regular teachers at CRC	4 Months	0.0005	12914	6.46
Total					

VII	<u>Books and Library</u>				
1.	Books for BRC	1 Year	0.05	14	0.07

Total

VIII **Workshops and Seminars**

1.	At DPO level	1 Year	0.55	1	0.183
2.	School Improvement fund	1 Year	0.02	1669	33.38

Total

IX **Salaries**

1.	DPO Staff	4 Months		19	5.95
2.	BRC Staff	4 Months		112	24.81
3.	CRC Staff	4 Months		252	54.22

Total

FIRST YEAR PLAN ACTIVITIES 1998-99

(Annual Budget)

X **Consumables**

1.	DPO Rent	4 Months	0.60	1	0.20
2.	BRC Rent	4 Months	0.48	14	5.04
3.	School improvement fund to each school	1 Year	0.02	1669	33.38
4.	Publicity media at DPO	4 Months	0.30	1	0.1

Total

XI **Office Expenses**

1.	At DPO	1 Year	0.513	1	0.513
2.	At BRC				
	1. Recurring	1 Year	0.274	14	3.836
	2. Non Recurring	1 Year	1.260	14	17.64
3.	At CRC				
	1. Recurring	1 Year	0.05	152	7.60
	2. Non recurring	1 Year	0.06	152	9.12

Total

XII Contingency.

1.	AtDPO	1 Year	0.25	1	0.25
2.	AtBRC	1 Year	0.30	14	4.20

Distt. Planning Team (D. P. T.)

1.	Sh. Deepak Upreti – E.A.S., Distt. Collector, Alwar	Chairman
2.	Sh. Ram Nivas Meena RAS, PD, DRDA	Vice-Chairman
3.	Sh. M.D. Detha RAS, CEO, ZP	Vice-Chairman
4.	Supdt. En.P.H.E.D. Alwar	Member
5.	C.M. and H.O. Alwar	Member
6.	D.E.O.(Ele.) I Alwar	Member Secretary
7.	D.E.O.(Ele.) II Alwar	Member
8.	Principal DIET Alwar	Member
9.	EX. En. P.W.D. Division I Alwar	Member
10.	EX. En. P.W.D. Division II Alwar	Member
11.	Regional Dy. Director ICDS Bharatpur.	Member
12.	P.D.W.D.A. Alwar	Member
13.	Sh. M.L. Sharma Secretary Z.S.S. Alwar	Member
14.	Sh. D.C. Sharma Rtd. DEO	Member
15.	Sh. Virendra Kumar Sharma Principal D.C.T.	Member
16.	Sh.Radhey Shyam, Sharma Principal D.C.T.	Member
17.	Sh. Surya Prakash Jainan Headmaster D.C.T.	Member
18.	Sh. Subeh Singh Yadav Headmaster D.C.T.	Member
19.	Dy. Labour Commissioner, Labour Deptt. Alwar	Member
20.	Officer Incharge NIC Alwar	Member
21.	Distt. Statistics Officer Alwar	Member
22.	Asst. Director NFE Alwar	Member
23.	Social Welfare Officer Alwar	Member
24.	Chief Planning Officer Alwar	Member
25.	C.D.P.O. Alwar	Member
26.	Co-ordinator NYK Alwar	Member

VISIONING/INPUT WORKSHOPS/MEETINGS

S.NO.	Date	Place	No. of Participants	Status	Discussions	Remarks
1	20.2.98	DIET Alwar	40	NFE Prerakas	Joyful education	Chap 3
2	21.2.98	DIET Alwar	40	NFE Prerakas	DPEP Background	Chap 3
3	23.2.98	Arya Kanya S.S. School. Alwar	300	DEO's Principals Sr. Dy. DEO's, Vice-Principals, Headmasters	Introduction to the DPEP	Chap 3
4	27.2.98	DRDA ALWAR	55	Directore RCPE D.C., ADM.PD,CEO, DEO's ,DCT,Pradhans BDO's, EEO's,ZP,MPS	Infrastructural aspects of primary education. problems regarding Access,Quality,girl education SC,ST issues	Chap 3
5	3.3.98	CEO-Office Z.P.	30	SDI, Sr. Dy. DEO	DPEP Background	Chap 3
6	17.3.98	G.U.P.S. Malakheragate Alwar	120	DEO, Sr. Dy DEO UPS,Ps. Headmaster	DPEP Background	Chap 3
7	24.3.98	DRDA ALWAR	28	Distt. Level Stackeholders, DM Ministers,MLA's,Pradhans Principal DIET,ADM,CEO, DCT educationist	Disadvantaged groups girl education problems Alternative Schooling	Chap 3

BLOCK LEVEL CONSULTATION MEETINGS

S. No.	Date	Block	Organising Agency	No. of Participants	Status	Discussions	Details (Remarks)
1	5.3.98	Kishangarh Bas	DCT	30	Pradhan, BDO, SDI, Principal, DCT, Sarpanch, DEO(Rtd), MPS, Trs	Present situation of primary education in the block, problems and way out methods/strategies, identification of disvantaged groups specially girls, ST, SC, others, Role of VEC, quality improvement	Chap 2
2	5.3.98	Umren	DCT	39	Pradhan, BDO, SDI, Principal, DCT, Sarpanch, DEO(Rtd), MPS, TRS, DEO (PPC), ADEO	Role of VEC, quality improvement	Chap 3
3	7.3.98	Thanagazi	DCT	54	Pradhan, BDO, SDI, Principal, DCT, Sarpanch, DEO(Rtd), MPS, Trs, PPL, DIET	- Hilly area proplems, temporarily migrating groups - Joyful learning - Teacher Training	Chap 3

7	9.3.98	Ramgarh	DCT	35		temporarily migrating groups - Joyful learning - Teacher Training	Chap 3
8	11.3.98	Mandawat	DCT	44	Pradhan BDO SDI, Principal DCT, Sarpanch	- Hilly area problems, temporarily migrating groups - Joyful learning	Chap 3 - Teacher
					DEO(Rtd) MPS, Trs DEO, Sr. Dy. DEO		
8	11.3.98	Behror	DCT	20	Pradhan BDO SDI, Principal DCT, Sarpanch DEO(Rtd) MPS, Trs DCT, SDI	-temporarily migrating groups - Joyful learning - Teacher Training	Chap 1-3
	12.3.98	Tijara	DCT	53	Pradhan	- Hilly area problems, temporarily migrating groups - Joyful learning	Chap 3 - Teacher
					BDO SDI, Principal DCT, Sarpanch DEO(Rtd) MPS, Trs MPs, Sarpanch Panchayat Secretary Trs. PPI, HMs.		

10/10/20

8	17.3.98	Neemrana	DCT	29	Pradhan, SDI Dy, DEO, PPLs, HMs, MPS, ZP, Sarpanch, Trs, DCT	- Quality education - Joyful education - Factory area labourer's problems, role of private schools - pre primary education	Chap	3
9	18.3.98	Kotkasim	DCT	32	Pradhan, SDI Dy, DEO, PPLs, HMs, MPS, ZP, Sarpanch, Trs, DCT	- Quality education - Joyful education - Factory area labourer's problems, role of private schools - pre primary education	Chap	3
10	19.3.98	Rem	DCT	25	Pradhan, SDI Dy, DEO, PPLs, HMs, MPS, ZP, Sarpanch, Trs, DCT	- Quality education - Joyful education - Factory area labourer's problems, role of private schools - pre primary education	Chap	3
11	20.3.98	Lachhmangarh	DCT	62	Pradhan, SDI Dy, DEO, PPLs, HMs, MPS, ZP, Sarpanch, Trs, DCT	- Quality education - Joyful education - Factory area labourer's problems, role of private schools - pre primary education	Chap	3

12	2018-18	Bansur	DCT	54	Pradhan, SDI Dy. DEO PPLs, HMs. MPS, ZP. Sarpanch, Trs. DCT	- Quality education - Joyful education - Factory area labourer's problems, role of private schools - pre primary education	Chap	3
13	2018-18	Nathurmat	DCT	33	Pradhan, SDI Dy. DEO PPLs, HMs. MPS, ZP. Sarpanch, Trs. DCT	- Quality education - Joyful education - Factory area labourer's problems, role of private schools - pre primary education.	Chap	3
14	2018-18	Rajgarh	DCT	23	Pradhan, SDI Dy. DEO PPLs, HMs. MPS, ZP. Sarpanch, Trs. DCT	- Quality education - Joyful education - Factory area labourer's problems, role of private schools. - pre primary education.	Chap	3

Details of Consultation Meetings (village level)

S. N.	Date	Place	Block	Org. by	No.	Details
1.	5.3.98	Kishangarh	Kishangarh Bas	DCT	30	Chap. 4
2.	5.3.98	Bhajeda	Kishangarh Bas	DCT	27	Chap. 4
3.	6.3.98	Umren	Umren	DCT	39	Chap. 4
4.	6.3.98	Kalikhoh	Umren	DCT	19	Chap. 4
5.	7.3.98	Thanagazi	Thanagazi	DCT	54	Chap. 4
6.	7.3.98	Bali Ki Dhani	Thanagazi	DCT	38	Chap. 4
7.	9.3.98	Ramgarh	Ramgarh	DCT	35	Chap. 4
8.	9.3.98	Nakachpur	Ramgarh	DCT	16	Chap. 4
9.	10.3.98	Mundawar	Mundawar	DCT	44	Chap. 4
10.	10.3.98	Jalpiwas	Mundawar	DCT	18	Chap. 4
11.	11.3.98	Behror	Behror	DCT	20	Chap. 4
12.	11.3.98	Sherpur	Behror	DCT	17	Chap. 4
13.	16.3.98	Tijara	Tijara	DCT	53	Chap. 4
14.	16.3.98	Dhakpuri	Tijara	DCT	16	Chap. 4
15.	17.3.98	Neemrana	Neemrana	DCT	29	Chap. 4
16.	17.3.98	Majri Khurd	Neemrana	DCT	25	Chap. 4
17.	18.3.98	Kotkasim	Kotkasim	DCT	32	Chap. 4
18.	18.3.98	Palpur	Kotkasim	DCT	17	Chap. 4
19.	19.3.98	Reni	Reni	DCT	25	Chap. 4
20.	19.3.98	Ukeri	Reni	DCT	37	Chap. 4
21.	20.3.98	Laxmangarh	Lachhmangarh	DCT	62	Chap. 4
22.	20.3.98	Meena Ka Bas	Lachhmangarh	DCT	34	Chap. 4
23.	21.3.98	Bansur	Bansur	DCT	54	Chap. 4
24.	21.3.98	Garh Ki Kudi	Bansur	DCT	25	Chap. 4
25.	23.3.98	Kathumar	Kathumar	DCT	33	Chap. 4
26.	23.3.98	Indra Colony Tasai	Kathumar	DCT	28	Chap. 4
27.	24.3.98	Rajgarh	Rajgarh	DCT	23	Chap. 4
28.	24.3.98	Dhamred	Rajgarh	DCT	22	Chap. 4

DETAILS OF CONSULTATION MEETING

Reason for boys not attending schools :

S.N.	Reasons	Place	Details
1.	Bigger family size	KGB, Bhajeda, Ramgarh Tijara, Rajgarh.	Chap.3
2.	House hold work	KGB, Bhajeda, Thanagazi Mandawar, Behror, Tijara Neemrana, Kotkasim, Reni, Bansur, Kathumar, Rajgarh.	Chap.3
3.	Cattle grazing	KGB, Bhajeda, Thanagazi, Behror, Tizara, Neemrana	Chap. 3
4.	Semi literate family	KGB, Bhaeda, Thanagazi Mandawar, Tijara, Nceemrana	Chap.3
5.	Poverty/Economic reasons	KGB, Bhajeda, Umren, Thanagazi, Ramgarh, Mandawar, Behror, Tijara, Nceemrana, Kotkasim, Reni, Bansur, Rajgarh, Kathumar.	Chap.3
6.	Lack of educational social/ awareness	KGB, Bhajeda, Thanagazi, Ramgarh, Mandawar, Behror, Tizara, Neemrana, Kotkasim, Reni, Bansur, Rajgarh, Kathumar.	Chap.3
7.	Rural educational background	KGB, Bhajeda,	Chap.3
8.	Lack of Govt's proper attention (improper implimentation)	KGB, Bhajeda, Thanagazi, Mundawar, Reni.	Chap.3
9.	Illiterate parents	Umren, Ramgarh, Behror. Tijara. Reni. Bansur, Rajgarh, Kathumar.	Chap. 3

Annexure - 6

10.	Helping in agricultural work	KGB, Bhajeda, Umren, Thanagazi, Ramgarh, Mandawar, Behror, Tijara, Reni, Bansur, Rajgarh.	Chap.4
11.	Monotonous school environment	Umren, Thanagazi, Ramgarh, Mandawar, Behror, Neemrana Reni, Rajgarh.	Chap.4 3
12.	Indifferent behavior of teachers	Umren, Thanagazi, Mandawar, Tijara.	Chap.4
13.	Lack of sources and aids in schools	Umren, Thanagazi, Mandawar, Tijara, Kotkasim, Bansur, Rajgarh, Kathumar.	Chap.4 3
14.	Lack of games facilities in schools	Umren, Tijara	Chap.4
15.	Lack of good teachers	Umren.	Chap.4 3
16.	Lack of parents visioning	Umren, Thanagazi, Reni	Chap.4 3
17.	Lack of employment after education	Thanagazi, Umren, Mandawar, Tijara, Reni, Bansur.	Chap.4
18.	Education is not employment oriented.	Thanagazi, Umren, Ramgarh	Chap.4 3
19.	School facility more than 3 kms.	Umren, Thanagazi, Tijara, Neemrana, Reni, Bansur, Rajgarh.	Chap.4
20.	Less number of Teachers (not according to sts, ratio)	Thanagazi, Mandawar, Behror, Tijara, Reni, Bansur.	Chap.4 3
21.	Curriculum heavily loaded (universitying)	Thanagazi, Ramgargh, Mandawar, Reni, Bansur.	Chap.4
22.	Lack of lady teachers	Thanagazi, Mandawar, Reni Bansur.	Chap.4 3
23.	Scattered habitation	Thanagazi, Mandawar, Behror, Reni.	Chap.4 3

4. The Strategies

- 4.1 The strategy has to be community and parent oriented. It was reported that active involvement of local leaders and people's representatives in motivating parents to send their children to schools, is likely to have a tangible effect in increasing the enrolment. The parents need to be persuaded and explained the overall advantage of schooling and universalization of elementary education. They have also to be enlightened about the advantage of better jobs prospects and increased productivity with education so that the positive aspects are better appreciated.
- 4.2 For children in the age group of 6-11 years education is to be made more attractive on the lines of English medium schools where good play grounds, toys, jhulas etc. are provided. For encouraging by giving aids instead of opening of private schools may be encouraged by giving aids instead of opening of new schools solely by the government.
- 4.3 It also appears to be imperative to increase the employment opportunities and overall household income so that the need for employing the children in family enterprise is not felt poverty no longer remains deterrent for enrolment or forced dropouts.
- 4.4 The provision of a female teacher is likely to encourage girls' education and may be more useful in convincing girls about the hazards of early marriage.
- 4.5 The school timings need to be rescheduled in such a manner that boys and girls find it convenient to attend without hindrance in their household or enterprise working.
- 4.6 Syllabus should not be common for rural and urban areas. For the students of rural areas, local requirements regarding the basic knowledge about agriculture, animal husbandry, cooking, sewing etc. may also find place in the course prescribed for the students of primary education as well.
- 4.7 To check drop outs it is also necessary that the environment for education is friendly i.e. proper material for games and sports, teaching aids, blocs, posters etc. are provided. Besides neat and clean pucca classrooms are needed where students are not required to face hazards of weather. For the economically impoverished students at least two sets of uniform be provided so that they don't feel complex in going to school poorly clothed. Above all dedicated teachers are most for arresting dropouts.

3. Major Findings

- 3.1 The important disadvantaged group are Meos (Meos) residing mainly in Tipara, Kishangarhbar and Raneech Panchayat Samiti, Chammas, Jatar, Bairwan, Waseper, (Bhangra, Mehtar, etc.) and Khatol, amongst scheduled castes who are spread or is practically all over the district. Amongst these scheduled tribes "Meos" or overwhelmingly predominate who are largely concentrated in Thanagazi, Ranagarh, Reni and Umren Panchayat Samitis of district.
- 3.2 The Causes of low enrollment amongst Meos is their obscurantism attitude towards education, early marriage of girls and the influence of clergy. Amongst the communities included in scheduled caste the important reason is poverty, early marriage and involvement in family occupations etc. Amongst Meenas there is discernible change towards increased enrollment but the basic reason is early marriage of girls and poverty. It may be added that basically among scheduled castes and scheduled tribes, there is gradual erosion of in-built resistance and the historical fact of age-old oppression is one of the contributory factor for low enrolment.
- 3.3 Main causes of drop outs as reported by informants are parent's illiteracy, engagement of children in their family occupation like agriculture, animal husbandry etc. and their involvement in household chores like cooking, cleaning, caring younger brother, sister when parent's are out for work, early marriage etc. Some children themselves are not interested in education and poverty of parents, locations of school which are relatively at far off places from their residence. It was also reported that migration in search of livelihood outside even for limited seasonal period also contributed to dropouts.
- 3.4 The reasons advanced by the informants for low achievement were reported to be lack of interest by teachers teaching, irregular opening of schools, absence of teachers even on working days etc. In single teacher school his remaining on leave or absence results in forcible closure thereby turning the student apathetic to school. Further it was gathered that type of education given in schools is not considered very useful and according to need of area, illiteracy of parents, social customs etc. are also responsible for low achievements. The environment and equipment was felt not conducive to attract students.
- 3.5 Gender bias still persist among majority of communities and they are more happy with the birth of a male child in the family. Girls are generally not married at an early age, they, specially Meos, do not own property and are more for child and their main priority to get an appropriate marriage for their children. The girls are not given any special

2. Universe and Methodology

- 2.1 Quota sampling procedure was adopted for the study. Ten sample units were selected to study the disadvantaged group in the context of primary education out of which 8 were villages and 2 urban wards. In rural areas panchayat samiti formed the strata and they were selected by arranging panchayat samitis in ascending order of their literacy rate. Out of 14 panchayat samiti of the district first 8 in ascending order were selected for the study. From each of the sample panchayat samiti one village was selected on the basis of pre-determined criteria to ensure for representation to the various criteria viz. lowest literacy rate, highest scheduled caste, population, highest scheduled tribe population, lowest female literacy rate, disadvantaged group belonging to other backward classes (OBC), sizable population of muslims, remoteness of which had highest percentage of scheduled caste population and the other having oldest Katchi basti.
- 2.2 In the selected block/village ten households were selected for detailed enquiry of which five were parents of students studying in primary schools and the other five of parents of these boys who were not going to school. Two females from each category were interviewed. Opinion of teachers, community leaders and officials was also sought. Discussions were also held with three focuss groups constituted in the village.
- 2.3 The schedules used for study consisted of village/ward profile, school/classroom schedule, interview schedule for teachers, parents, focussed group discussions officials and non-officials.

Documentary data was collected from District Education offices and various district level offices. Published official data has also been made use of.

COMMISSION FOR AMBITION, TRAINING & STUDIES
COMMISSION REPORT

Executive Summary (Alwar District)

1. Perspective and Issues

- 1.1 Despite fifty years of independence Rajasthan continues to be far behind other states in matters of Literacy. Rajasthan's Literacy percentage of 55 percent for males is one of lowest in the country and the female literacy of 20 percent is the lowest in the country. Then there are the disadvantaged groups particularly the scheduled castes and scheduled tribes whose literacy percentage is absolutely low in Alwar district although the position is a shade better with 61 percent literacy for Males and 23 percent for females but still is well below the national average and the target of universalisation of elementary education (UEE) appears to a far cry. Particular attention needs to be given to identify the deprived and disadvantaged groups and to evolve appropriate strategies for motivating these groups to send their Children to school and to ensure that there are no drop outs.
- 1.2 The study relates to Alwar district which is located in north eastern part of Rajasthan spread over an area of 8380 sq. kms. The district has a population of 22.97 lakh persons (1991) consisting of 12.22 lakh males and 10.75 lakh females. The growth rate of population during the decade 1981-91 was 30.51 percent for Alwar district against the Rajasthan State average of 28.44 percent. The Urban population is growing at a faster rate. 17.13 percent people among the total population belong to scheduled castes and 3.06 percent to scheduled tribes. Muslims account for 11.12 percent of total population. Roughly two fifth of rural and one third of urban population is covered under the category of worker. Participation of women as main workers is minimal. Cultivators account for nearly 64 percent of population and about 5 percent are agricultural labourers.
- 1.3 Alwar district is among the agriculturally progressive districts and is emerging as one of the industrially developed districts particularly in the form of Alwar, Bhilai, Chhabhanpur, Naganan and Behror etc.
- 1.4 In 1975-76 there were 30 primary schools, 200 upper primary schools, 200 secondary schools and 60 senior secondary schools.

Annexure 3B

PARTICIPANT AT BLOCK LEVEL CONSULTATION

- | S.No. | NAME/DESIGNATION |
|-------|--|
| 1. | Pradhan Panchyat Samiti |
| 2. | Member Z.P. |
| 3. | Member Panchyat Samiti |
| 4. | President Edu. Committee P.S. |
| 5. | B.D.O. P.S. |
| 6. | Senior Dy. DEO (Ele. Education) |
| 7. | Education Extension Officer |
| 8. | Educationist (Retd.) |
| 9. | Principal Sr. Sec. School (P.S. area) |
| 10. | Teachers Union Representative |
| 11. | N.G.O. |
| 12. | C.D.P.O. |
| 13. | Officer Incharge P.M.C. |
| 14. | P.P. N.F.E. |

Annexure-3C

PARTICIPANT AT VILLAGE LEVEL CONSULTATION

- | S.No. | NAME/DESIGNATION |
|-------|---|
| 1. | Sarpanch |
| 2. | President VEC |
| 3. | Headmaster Sec. / U.P.S. / P.S. Schools |
| 4. | Ward Panch |
| 5. | Teacher / Employee (Retd.) |
| 6. | Parents |
| 7. | N.G.O. |
| 8. | Incharge Agricultural Centre |
| 9. | Head / Worker |
| 10. | Teacher (Retd.) / School |
| 11. | Instructor / Teacher |

20. Principal DHEP Alwar
21. Principal Jain Teacher Training College Alwar
22. Principal Sanskrit College Alwar
23. Shri Dinesh Chandra Sharma Rtd. D.E.O.
24. Shri Jugmandir Tawal Rtd. College Principal
25. Dr. (Proff.) Jeevan Singh Manvi , R.R. College Alwar
26. Shri Suresh Pandit educationist & journalist
27. Shri Yogendar Singh Pundhir Rtd. D E O (Adult) Alwar
28. P.R.O. Alwar
29. President Shiksha Samiti Zila Parishad Alwar
30. President / Representative Recognized Institutions Alwar
31. Teachers Associations Representatives Alwar
32. Press Representatives Alwar
33. District Social Welfare Officer Alwar
34. Sh. Ram Sharan Sharma Rtd. Commissioner Municipality Alwar

PARTICIPANT AT DISTRICT LEVEL CONSULTATION

S.No.	NAME/DESIGNATION
1.	M.P. Alwar
2.	M.P. Bharatpur
3.	Zila PramuKh Alwar
4.	M.L.A. AH
5.	Secretary U.E.T. Alwar
6.	P.D. D.R.D.A. Alwar
7.	C.E.O. Zila Parishad Alwar
8.	S.D.M. Alwar
9.	S.D.M. Rajgarh.
10.	S.D.M. Behror
11.	S.D.M. Kisangarhbas
12.	S.D.M. Lachhmangarh
13.	C.M. and H.O. Alwar
14.	D.E.O. (secondary) I Alwar
15.	D.E.O. (SECONDRY) II Alwar
16.	D.E.O. (elementary) I Alwar
17.	D.E.O. (elementary) II Alwar
18.	Dy. Labour Commissioner, Alwar
19.	Regional Director, Alwar, District Administration

TEACHER PERCEPTION

Sr	Reasons for low quality of education	Place	Annexure-7 Details
1.	Overloaded with non academic work	Bansure SPM. Tr. Ukeri(Reni)	Chap 3
2.	Lack of inservice training (refresher)	Bansure, Baroda Meo. Tr. Majari Kalan.	Chap 3
3.	Lack of facilities in village	Baroda Bank	Chap 3
4.	Teacher recognition Honour	Rd. Headmaster	Chap 3
5.	ECCE necessary to avoid kid's Disturbance	Kashanganth	Chap 3
6.	Lack of teaching aids	Kothumam. Nimmam	Chap 3
7.	Lack of PRI interest in schools	Kothumam. Nimmam	Chap 3
8.	Teacher pupil ratio improper	Reni	Chap 3
9.	More emphasis on classes (H analysed)	Nimmam	Chap 3
10.	The impact of school's work in Panchayat samit	Nimmam	Chap 3
11.	Unsettling grievance	Nimmam	Chap 3
12.	Lack of effective VEC (management)	Ukeri	Chap 3
13.	No class board for quality	Reni	Chap 3
14.	Allegation's behaviour by ms.	Ret. DFO	Chap 3
15.	Inefficient Building facilities	Bhajeda	Chap 3
16.	Teacher should consider teaching their moral teaching	Bhajeda	Chap 3

24.	Problems before the teachers	Thamapazi, Remi.	Chap.3
25.	Temporary migration in search of earning	Thamapazi, Rangarh, Neemrana, Remi, Kathumar.	Chap.3
26.	Religious orthodoxy	Tijara, Remi, Rajgarh, Kathumar.	Chap.3
27.	Early childhood marriage	Ramparh, Tijara, Neemrana, Remi, Rajgarh.	Chap.3
28.	School timings unsuited to local needs.	Ramparh	Chap.3
29.	Child labour	Remi.	Chap.3
30.	Lack of roads (difficult ways to reach)	Bansur.	Chap.3
31.	Looking after youngsters	Bansur, Rajgarh, Kathumar.	Chap.3



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Abstract of Estimated Cost (Objective wise)

STATE : RAJASTHAN DISTRICT : BHILWARA

S.No.	Name of Components	Amount	Percentage
1	Improving Access	1301.75	28.13
2	Improving Retention	1016.05	21.96
3	Quality Improvement	671.15	14.50
4	Capacity Building	1637.81	35.39
	Total Project Cost	4626.76	

Abstract of Estimated Cost (Component wise)

STATE : RAJASTHAN DISTRICT : BHILWARA

S.No.	Name of Components	Amount	Percentage
1.	Civil Works	960.00	20.74
2	Management	185.44	4.00
3.	Other Educational Programme	3481.32	75.26
	Total Project Cost	4626.76	

Abstract of Estimated Cost (Component wise)

STATE : RAJASTHAN DISTRICT : BHILWARA

S.No.	Category	Amount	Percentage
1.	Recurring	440.28	9.50
2.	Non-recurring	4186.48	90.49
3.	Total	4626.76	

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