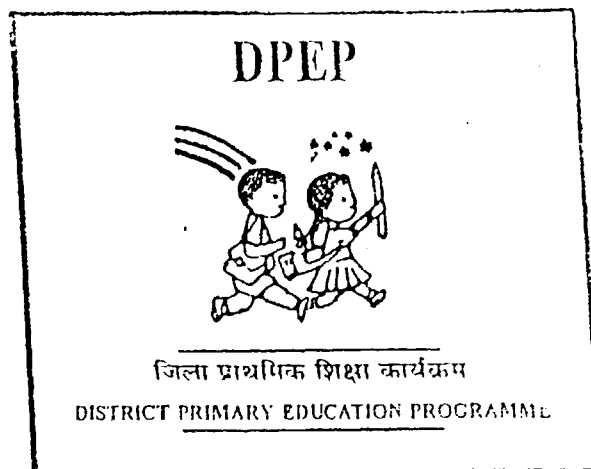


DISTRICT PRIMARY EDUCATION PROGRAMME

[DPEP]



DISTRICT EDUCATION PLAN
December 1998 – November 2003



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(RAJASTHAN)

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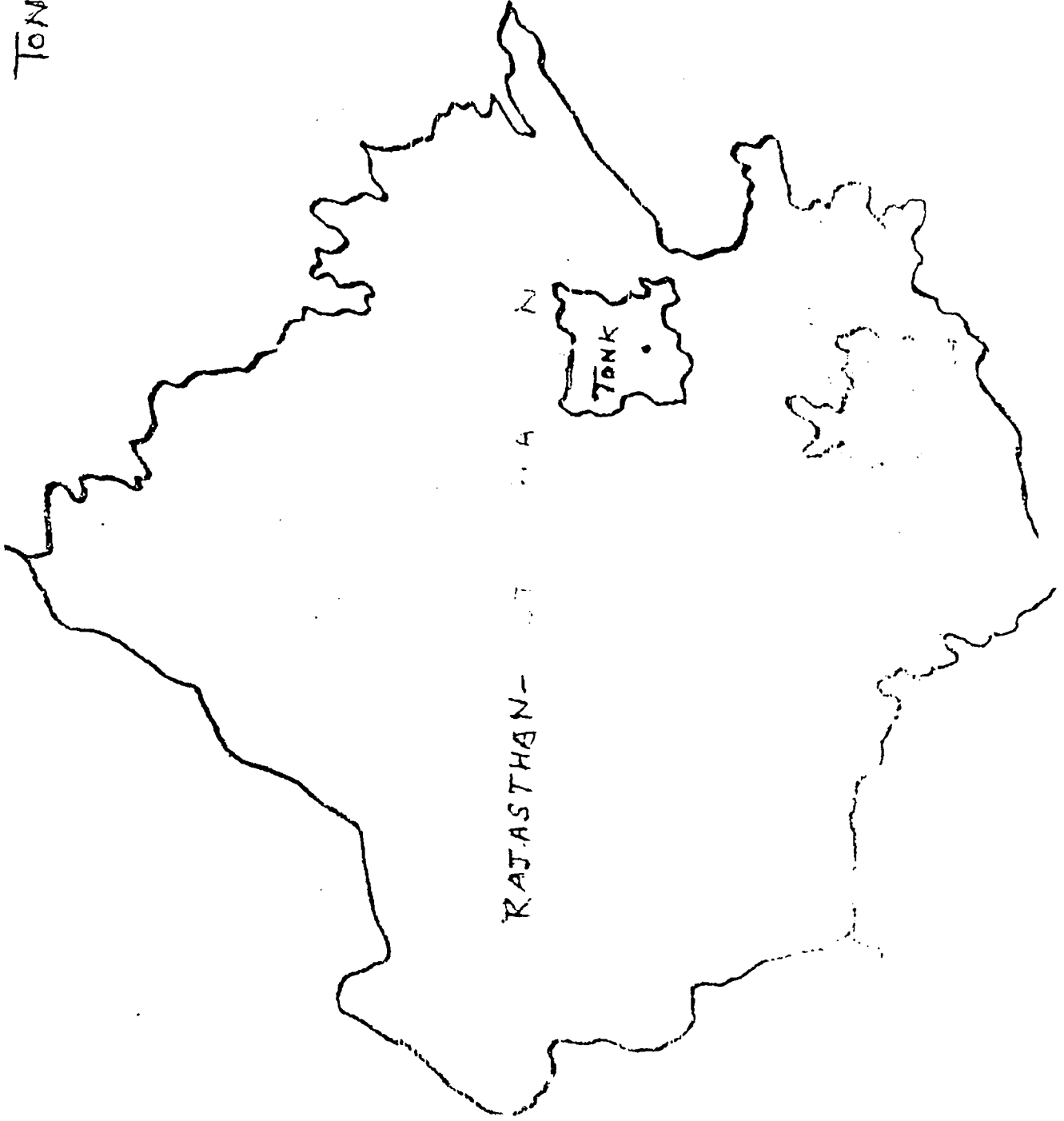
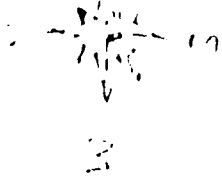
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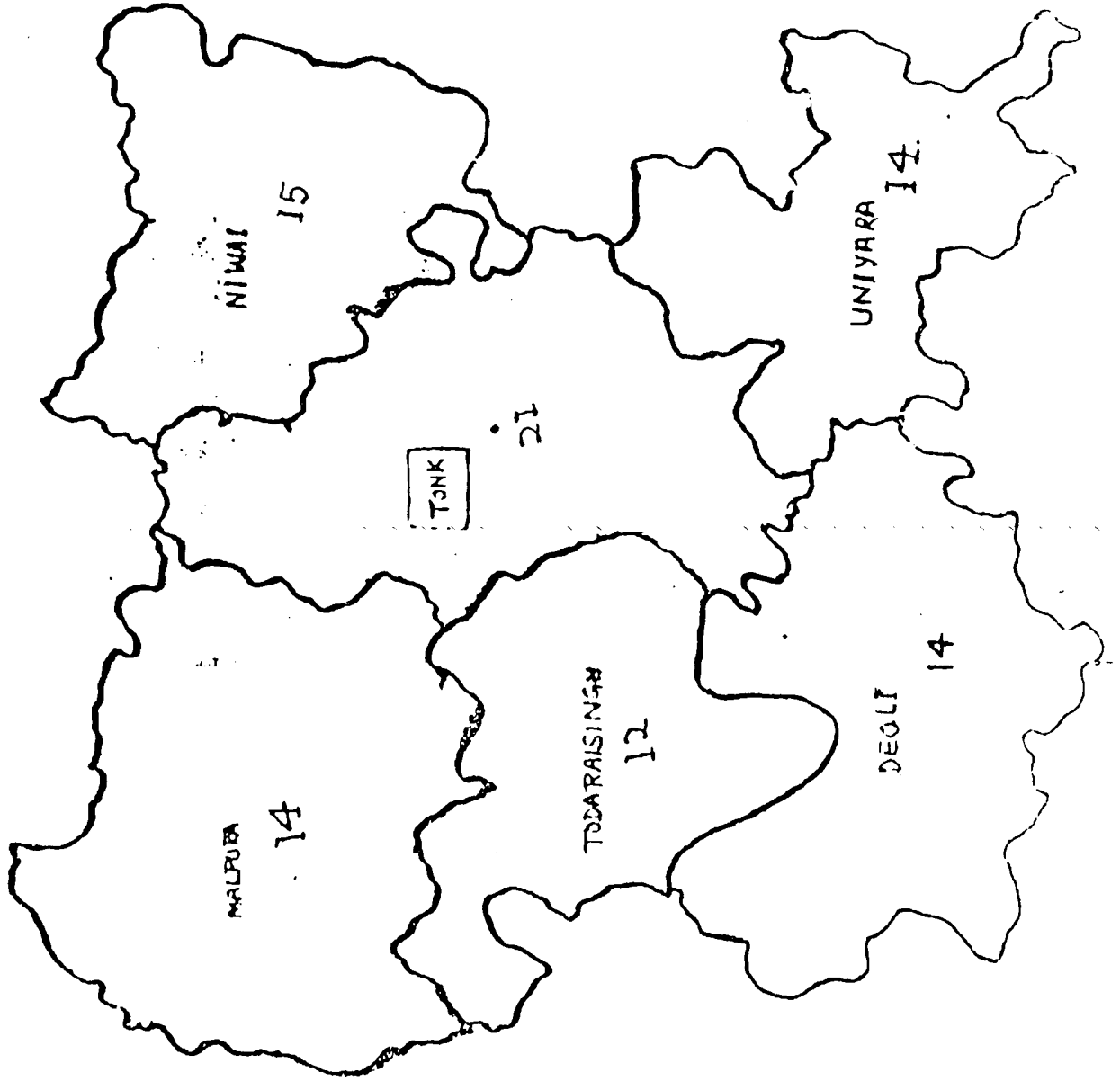
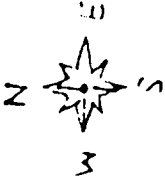
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TONK IN RAJASTHAN



DISTRICT TONK WITH ALL BLOCKS AND CLUSTER



LIST OF ABBREVIATIONS

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

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

List of Abbreviations

KNB	Koshal Nirman Balika Vidyalay
GM	Guru Mitra
MBVK	Mahila Bal Vikas Kendra
HV	Mamara Vidyalay
VVMM	Vidyalay Vahini Mahila Mandal

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CHAPTER I DISTRICT PROFILE

1.1 INTRODUCTION

Historical Background of the District

District Tonk ,an erstwhile princely state of Rajasthan is located in the north-eastern part between longitudes 75 07'and 76 16'and latitudes 25 41 and 26 34'. It is bounded in the north by Jaipur district,in the south by Bundi and Bhilwara districts in the West by Ajmer district and in the east by Sawai Madhopur district.

During the reign of Akbar the great, Tori and Tonkra districts were conquered by Raja Mansingh of Jaipur. In 1643 A.D. twelve villages in Tonkra district were given to a brahmin named this cluster of Villages as Tonk Later Sawai Jai Singh of Jaipur made it over in Jagir to Bhao Singh Solanki whose daughter he married. But in 1729 A.D. the Jagir was resumed.In 1804 A.D. both these districts were seized by the Britishers and soon afterwards Tonk was granted to Jaipur.In 1806 A.D. the reigns of Tonk Came into the hands of Amir Khan.the transfer was subsequently confirmed by the treaty of 1817 A.D. and thus the area was transformed into a Principality and governed by the decendants of Amir Khan till the formation of Rajasthan on March 25,1948 when Mohammad Ismail Khan was the ruler.

1.2 PHYSIOGRAPHY

The district is Flat and has a shape of a kite.It has an elevation of about 264.32 metres above sea-level.The only important river of the district is the Banas that, divides it into two halves.

The soil is somewhat sandy but fertile. Some off-shoots of Aravli hills are also found Scattered here and there. The general slop in the district is from the north-west to the south and east.

1.2.1 CLIMATE

The Climate of the district is dry and healthy.The minimum temperature in the district varies between 15 to 17.5 centigrade while the maximum fluctuates between 27.5 to 30 centigrade.

1.2.2 GEOLOGY AND MINERALS

The district is quite rich in minerals and resources. Some of the minerals found in the district are of rich quality. Garnet a Semi precious Stone the Glass sand Suitable for use in glass industries, Mica is another important mineral found in the district.

1.2.3 CROP PATTERN

Rabi is the main crop of the district.Wheat, barley and grah are the important rabi crops. Other rabi crops are mustard, line seed, pea cumin (Zeera) cariander (Dhaniya) and methi. The important Kharif crops sown in the district are cotton, maize, bajra,Jowar and Sugarcane, grounut, Sesamum and pulses link urad,moong, month etc. In the river beds specially Banas which froms a large part of the agricultural land in the district, fruits and vegetables like water-

melons musk-melons and cucumbers are common. the river beds are also used for the cultivation of potato, brinjal and onion, garlic etc.

1.2.4 IRRIGATION

Irrigation in the district is mostly done by wells. The prominent tanks in the district are Galwa, Galwania, Masi, Tordi Sagar and Moti Sagar. In Deoli tehsil Bisalpur project is constructed by Raj govt for irrigation at the Banas river.

1.3 ADMINISTRATIVE SET UP

The Present set - up of Tonk district comprises of the area of the former tehsil of Tonk, Aligarh, Niwai, Malpura and Todarai Singh, Thikana Uniara, Lawa and Deoli, a few villages of Ajmer Mewara and a group of 27 villages of Bundi district as they then existed. Even since its formation, the district continues to have two Sub-divisions. Tonk Sub-division comprises tehsils of Uniara, Niwai, Deoli and Tonk while Malpura Sub-division has Malpura and Todarai Singh Tehsils under its jurisdiction.

As in other districts, the collector is the administrative head of the district besides being the District Magistrate - Each Sub division is under the charge of a sub-divisional officer while each of the tehsils is under the charge and supervision of a Tehsildar who is also vested with the powers of Executive magistrate.

With the advent of democratic decentralization in 1959, Six Panchayat Samities were formed in the district. They are guided by the Zila Parishad which functions under the chairmanship of the Zila Prammukh, and their work is supervised by the collector of the district who is an ex-officio district Development officer. The ultimate aim of the government is to make the Panchayat Samities the main agencies of all the developmental activities at the block level.

ADMINISTRATIVE DIVISION:

Administrative Division	Number
Sub division	2
Block	6
Tehsil	7
Panchayat	231
Village	1089

1.4 DEMOGRAPHIC FEATURES

As per the census 1991 the population of the Tonk district is 975006 of which male is 506928 (51.99%) and female 468078 (48.1%). The SC population is 196936 (20.19%) and ST population 115948 (11.88%). The number of females per thousand males is 923. The decadal growth of population of the Tonk district is shown in the table given below :

TABLE : 1.1 DECENNIAL GROWTH OF POPULATION 1981-1991

Tonk		1981		1991		%age
		Number	Percent	Number	Percentage	
All	M	406530		506928	-	24.69
F		377105	-	468078	-	24.12
T		783635	-	975006	-	24.42
SC	M	83503	13.05	102362	10.49	22.58
F		78182	12.22	94574	9.70	20.96
T		161685	25.27	196936	20.19	21.80
ST	M	48607	7.60	61092	6.26	25.68
F		43870	6.85	54856	5.62	25.04
T		92477	14.45	115948	11.88	25.38

(SOURCE CENSUS - 1991)

1.4.1 BLOCK-WISE POPULATION 1991

The population density of Tonk district is 136 person per Sq Kms. The main tribal groups which are residing here are 'Bhils', 'Meenas' Kanjar and Sansi. They have kept themselves away from main stream. The block wise population of the district is as given below :

TABLE - 1.2. BLOCK-WISE POPULATION 1991

BLOCK	RURAL			URBAN		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
TONK	88261	80695	168956	51825	48410	100235
MALPURA	76818	71588	148406	12295	11348	23643
NEWAI	70877	66586	137463	12011	108708	22889
TODA	45695	44095	90790	9102	8539	17641
DEOLI	70652	64901	135553	9449	7330	16779
UNIARA	54127	49291	103418	4816	4417	9233
TOTAL	407430	377156	784586	99498	90922	190420

(Source census - 1991)

In Urban areas Hindi language and in rural area regional language Rajasthani (Haroti) is spoken by majority. Specially in Tonk city urdu language is spoken by muslim population.

TABLE - 1.4.2. OCCUPATIONAL PATTERN 1991

The following table shows the occupational pattern of Tonk district :

	MALE	FEMALE	TOTAL
Area in Sq. K.m.s.	7194		
No. of occupied Residentialts	147350		
Population	506978	468078	975006
SC Population	102362	94574	166936
ST Population	61092	54856	115948
Population below 7 years	99710	92856	192566
Literates	206226	57190	263416
Total workers	251730	98038	349748
Cultivators	143971	65635	209606
Agriculture labour workers	22251	19951	42202
Workers Live stocks Forests	11511	2688	14199
Workers Mining and quarrying	499	63	562

Workers MAF & PRO-DN-N.II IND	7322	1582	8904
Construction workers	4998	510	5508
Trade and Commerce workers	15482	417	15899
Transport, Storage, Communication	5814	16	5830
Workers in other Services	25720	8088	28808
Marginal workers	2897	52315	55212
Manufacturing processing. Servicing and repairing and Other Household Industries	14162	4088	18250
Non Workers	252301	317725	57006

(Source Census - 1991)

1.5 ECONOMIC CONDITION

The main occupation in the rural areas of the district is animal husbandry. Most of the people in the villages who have no land for farming earn their living by animal husbandry. The children help their parents in their occupation. The animals which are mostly found in the rural areas are cows, sheep, goats, buffaloes etc. The doctors are trying to improve the breeds of the animals. Central sheep and wool research institute situated in Avika Nagar (Malpura) is the center where great efforts are being made for the improvement of breeds of sheep.

1.5.1 INDUSTRIES AND LABOUR

The district is among the industrially backward areas of the State lack of Railway line. Although Tonk district is rich in minerals but there is not any support and effort done by Govt to bring it out. Most of the people earn their living by Beedi udyog and carpet industries. In the view of industrial progress Tonk district is very poor. Main industries of Tonk district are Namda, Niwar and Dari. Tonk district is rich in seed crops so there are so many oil industries situated in the Newai block of the district.

1.5.2 TRADE AND COMMERCE

There are two important mandies in the district one at Malpura and other at Newai. Malpura Mandi is larger than Newai. Agricultural products Jeera, Gram, and Iron buckets are exported out of the district. There are 85 branches of various banks commercial and cooperative basis. There is only one employment exchange in the district which is located at the district head quarter.

1.5.3 TRANSPORT AND COMMUNICATION

Tonk is one of the district head quarters in Rajasthan which is not connected by Railway line. The broadguage Bombay-Sawai Madhopur- Jaipur line of the Western Railway Passes through Newai block. There is no air service to or through the district. National Higway No. 12 Passes through the district. The important State highways passing through the district are Jaipur - Kota road and Nasirabad- Deoli - Bundi Kota road. At present communication facilities are adequate in the district. Each block has a telephone exchange. Telegraph Department provides telegraph and telephone facilities at various convenient places.

The public works Department of the State govt maintains dak bunglow / rest houses at fifteen places. The district headquarter provides a circuit house for V.I.P's.

1.6 OTHER FACILITIES (LOCAL BODIES)

The Municipal Board, Tonk is the oldest municipality of the district. It was established in 1886 to supervise the lighting and conservancy. there are 5 Nagarpalika's in each block which supervise the lighting and conservancy. The Municipalities can levy certain specified taxes besides Octroi in order to implement their welfare policies. The government grants them loans and subsidies from time to time.

1.6.1 SOCIAL AND CULTURAL ACTIVITIES

In 1980 the Arabic - persian research Institution was established by Rajasthan government to preserve the ancient books of Arabic and persian literature. It is one of the biggest Arabic and Persian Institute in Asia. It has a great collection of important - books which is related to medieval history of India.

1.6.2 PLACES OF RELIGIOUS, HISTORICAL AND ARCHAEOLOGICAL IMPORTANCE AND TOURIST INTEREST:

TONK

The capital of the former state, Tonk presently is the headquarter of the district. It lies on the Jaipur - Kota National Highway No - 12 and about 100 Km from Jaipur. It is famous for its Bidi, Namda, Dari Udyog and Kharbuja. Picnic spots in nearby pacca Bandha, Banas river, Bisalpur Dam, Raisa ki Chatri. Sunehari Kothi which was once known as shees Mahal was built by the first muslim ruler of the Tonk State Nawab Mohammad Amir Khan in 1824 at the cost of Rs. 10 lakhs. 80 k.m. away from Tonk, Diggi is situated that is famous for Kalyan Ji temple. In Deoli there is a famous Dam called "Bisalpur Dam" being administered by the

Govt. of Rajasthan to supply drinking water to Ajmer, Nasirabad, Kekri, Beawar, Deoli and Jaipur. Malpura the sub Division of Tonk has an Important Central Sheep and Wool Research Institute working in sheep breeding and rabbit farming.

Again there is an academically important institution "Banasthali Vidya Peeth" a deemed University, established by Heera Lal Shastri the late Chief Minister of Rajasthan. It is exclusively for Girls. Medical and health facilities have steadily expanded in the district. There is a general hospital Sadat hospital and 4 dispensary at the district headquarter. Each block has a primary health centre To Promote the public health department, conducts family planning camps in every month in their hospitals, blocks and P.H.C. centres.

1.7 POVERTY ERADICATION PROGRAMMES UNDER DIFFERENT GOVERNMENT SCHEMES

The central concern of planning in India has been the removal of poverty. However, during the first three Five Year Plan (1951-66), the planning was mainly concerned to achieve growth in Gross National Product (GNP). The thinking was that the benefits of higher growth will automatically "Flow Down" to the masses and alleviate their poverty. Therefore, the projects and policies which were expected to have higher growth rate were sought. No specific measures or means were adopted for poverty eradication.

During the fourth Five Year Plan (1969-74) the planning got considerable modified changes and it was focussed on alleviation of poverty particularly rural poverty. Special programmes were introduced for the betterment of poor, disadvantaged classes and backward areas. The objectives 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.

(ii) 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.

1.7.1 JAWAHAR ROZGAR YOJANA (JRY)

This programme is a result of the merger of two programmes namely National Rural Employment Programme (NREP) and Rural Landless Employment Guarantee Programme (RLEGP). These two programmes were merged into a single rural employment programme known as Jawahar Rozgar Yojana (JRY). The objectives of the programme are as follows :

1. a. Primary Objective :

Generation of additional gainful employment for the unemployed and underemployed persons both men and women, in the rural areas.

b. Secondary Objectives :

(i) Creation of sustained employment by strengthening rural economic infrastructure.

(ii) Creation of community and social assets.

(iii) Creation of assets in favour of rural poor particularly the SCs and STs for their direct and continuing benefits.

(iv) Improvement in the overall quality of life in the rural areas.

2. Target Groups :

People below the poverty line will be the target group.

3. Special safeguards for certain sections of the Target Group.

3.1 Preference shall be given to scheduled Caste and Scheduled Tribes and freed bonded labourers for employment under the Yojana.

3.2 30 percent of the employment opportunities under the Yojana will be reserved for women.

1.7.2 INDIRA AWAAS YOJANA (IAY)

Introduction :

Indira Awaas Yojana (IAY) which was launched during 1985-86 as a sub-scheme of Rural Landless Employment Guarantee Programme (RLEGP) is being continued as a sub-scheme of Jawahar Rozgar Yojana (JRY) since its launching from April, 1989.

Objective of IAY :

The objective of the IAY is primarily to provide houses to members of scheduled Castes/Scheduled Tribes .Freed bonded Labourers in rural areas and also to non-SC/ST rural poor below the poverty line, free of cost.

IDENTIFICATION OF BENEFICIARIES :

The order of priority for selection of beneficiaries amongst target group is as follows :

- (i) Freed bonded labourers.
- (ii) SC/ST households who are victims of atrocities.
- (iii) SC/ST households, below poverty line, headed by widows and unmarried women.
- (iv) SC/ST households affected by flood, fire earthquake and similar natural calamities.
- (v) Other SC/ST households below poverty line.
- (vi) Non-SC/ST households below poverty line .The allotment of houses should be in the name of the female member of the beneficiary household.

Alternatively, it can be allotted in the joint names of both husband and wife.

1.7.3 TRYSEM

A centrally sponsored scheme " Training of Rural Youth for Self Employment (TRYSEM) was launched by the Government of India in the Department of Rural Development on 15th August, 1979. TRYSEM is a facilitating component of the Integrated Rural Programme (IRDP).

OBJECTIVE AND APPROACH :

The objective of TRYSEM is to provide technical and entrepreneurial skills to rural youth from families below poverty line to enable them to take up self employment in the broad fields of agriculture and allied activities, industries, services and business activities.

STRATEGY :

The identified youth are to be put through a period of training either with a training institution or a master craftsman to provide necessary technical and entrepreneurial skills. On the successful completion of training, they should receive a combination of subsidy and institutional credit under IRDP, for acquisition of income generating assets, if they so desire. Care should be taken to ensure that IRDP activity provided to the beneficiary has relevance to the training imparted under TRYSEM.

COMPONENTS OF THE PROGRAMME :

1. Selection of Trainees :

Once an exhaustive list of potential beneficiaries is available a committee presided over by the BDO and including members from training institutions of the area, banks, KVIs, Panchayati Raj institutions, and any other which it may wish to co-opt will finalize selection on the basis of following criteria.

- (i) An attempt should be made to select the members of the poorest families first.
- (ii) At least 40 percent of the candidates should be women.
- (iii) At least 50 percent of the candidates be members of Scheduled Castes/Tribes.
- (iv) At least 3 percent of the benefits be earmarked for physically handicapped persons.
- (v) Preference should be given to persons who have been made literate under the National Literacy Mission. There are no educational qualifications prescribed for selection of trainees.

2. Identification of Vocations :

The District Rural Development Agency (DRDA) will identify the necessary vocations in consultation with the District level officers of different departments, keeping in mind their sectoral plans. To give TRYSEM a market orientation, the DRDAs should get area skill surveys initiated in their districts to establish demand for various skills. The demand for skills in the near by urban areas, industrial estates, growth centres and major project areas must also be kept in view. The final selection of vocations must be done keeping in mind the demand for skills, goods and services required.

1.7.4 INTEGRATED PROGRAMME FOR RURAL DEVELOPMENT (IRDP)

The concept of integrated programme for Rural Development based on the knowledge of local needs, resource endowment and potentialities was first introduced by the finance minister, Government of India, in his Budget speech in 1976. The programme was initially started in 20 selected districts of the country.

The programme was reviewed in 1978-79 to integrate the methodology and approach of the three major on-going special programmes of SFDA, Community Area Development (CAD) and Drought Prone Area Programme (IRDP). All the principal contents of these three major programmes were integrated into a new programme called IRDP and taken up in 2300 Block of the country in 1978-79 upto 1978-79 IRDP was a central sector scheme and 100% funds were provided by the Central Government. During 1979-80 this programme was made a centrally sponsored scheme in which funding was shared on 50:50 basis between the centre and the state. In case of UTs, however, 100% funds were provided by the Central Government. IRDP was extended to all the blocks in the country w.e.f. 2nd October, 1980. Since then IRDP continues to be a major instrument of poverty alleviation in the rural areas.

PROGRAMME OBJECTIVES :

IRDP is a beneficiary oriented programme. Its objective is to enable selected families in rural areas to cross the poverty line. A family with an annual income of Rs. () or less is considered to be below the poverty line.

Programme Strategy : The objective of the programme is achieved by providing productive assets and inputs to the target group. The assets which could be in primary, secondary or tertiary sectors, are provided through financial assistance in the form of subsidy by the Government and term credit advanced by the financial institutions.

TARGET GROUP :

The target group consists of small and marginal farmers, agricultural labourers and rural artisans etc. whose annual family income is below the "cut-off" line. The small and marginal farmers and agricultural labourers have been defined as under :

(i) Small Farmers : A cultivator with a land holding of 2 hectares or below is a small farmer where a farmer has class I irrigated land, as defined in the state land ceilings legislation with 1 hectare or less, he will also be considered as small farmers. Where the land is irrigated but not of the classified variety, a suitable conversion ratio may be adopted by the state government with a ceiling of 2 hectares.

(ii) Marginal Farmers : A person with a land holding of 1 hectare or below is a marginal farmer. In the case of classified irrigated land, the ceiling will be 0.5 hectare. The land limits for Drought Prone Areas Programme Desert Development Programme areas for small and marginal farmers are given at Annexure - I.

(iii) Agricultural Labourers : A person without any land any other than homestead and deriving more than 50% of his income from agricultural wages is an agricultural labourer.

1.7.5 (DWCRA)

Development of Women and Children in Rural Areas (DWCRA), a sub-scheme of IRDP, was started in 1982-83 with the primary objective of focussing attention on the woman members of rural families below poverty line with a view to provide them with opportunities of self-employment on a sustained basis. The need for a special programme designed exclusively for women was felt as it was noticed that women members of IRDP families were not availing of the benefits of that programme in adequate measure. However, DWCRA and IRDP are not mutually exclusive. Women belonging to identified rural families can become members of DWCRA and also avail of subsidy and credit under IRDP, subject to overall subsidy ceilings for various categories of beneficiaries laid down in IRDP guidelines. The target group for DWCRA is same as for IRDP.

STRATEGY :

A distinguishing feature of DWCRA is group strategy as against family as a unit of assistance under IRDP. The women members of DWCRA form groups of 10-15 women each for taking up economic activities suited to their skill, aptitude and the local conditions. The group strategy was adopted to motivate the rural women to come together and to break social bonds which had denied them income generating and self-fulfilling opportunities.

FORMATION OF GROUP :

As stated above, a DWCRA Group may consist of 10-15 women. In difficult terrain and far flung areas, groups with small numbers of women may be formed.

BANK CREDIT FOR DWCRA GROUPS :

A Group which is registered under the Societies Registration Act or State Co-operative Societies Act can approach a bank for getting a loan in the name of the Group for production purpose.

SKILL TRAINING FOR BENEFICIARIES :

The nature and level of training depends upon the type of economic activity selected by the Group. The training is imparted under TRYSEM either through the master craftsman or in an institute.

1.7.6 (DPIP)

In Tonk a new scheme of development has recently been launched by IDA(International Development Association) under the name of DPIP.

OBJECTIVES:

- 1 Alleviation of poverty .
- 2 Strengthening Distt. level schemes.
- 3 Building the local institutions capacity.

SPECIFIC OBJECTIVES:

- 1 Reducing poverty.
- 2 Improving productivity.
- 3 Ensure enviornmental sustainability.
- 4 General employers.
- 5 Development of the distt. poorest villages.
- 6 Strengthening administrative capacity.

SCOP:

- 1 Village more than 1000 of population.
- 2 Supporting the poorest.

STRATEGY:

Identification of problems by different surveys (PRA Techniques)

AREA:

- * Surface water harvesting
- * Improvement of ecological balances
- * Construction of roads (Link Road)
- * Transportation and marketing
- * Income generating (Namda/Dari/Niwar/Fruits/
Vegetables/Carpets)

CHAPTER 2 EDUCATION PROFILE

2.1 INTRODUCTION

Education provides an important role in human life. Without education a person is like an animal which is unknown about society and the World around. Character, and life styles. For living a peaceful and a good life getting education is necessary for all human beings. According to the Indian constitution the people of India have a right to get education without any partiality. For the children education the constitution propose primary education for all in each state through districts. Specially concerned to the Tonk district an impressive progress has been made in the field of education after independence at present 791 primary, 266 middle, 67 secondary, 37 Sr.Secondary, 4 college and 1 deemed university exist in Tonk district. Banasthali University (Deemed University) which is situated near Newai (Tonk) has a premier all India residential Institution of Girls and famous for its higher education standard and other Co-curricular activities. The present schools position in the Tonk district which are acting in education development given below:

TABLE : POSITION OF SCHOOLS IN TONK DISTRICT

NAME OF SCHOOL	GOVT.	PRIVATE	TOTAL
PRIMARY	791	26	817
UPPER PRIMARY	266	77	343
SECONDARY	67		67
SR.SECONDARY	33		33
COLLEGE	4		4
UNIVERSITY BANASTHALI VIDHYAPITH (DEEMED UNIVERSITY)		1	1

(Source : DEO/CEO, Tonk)

2.2 CURRENT EDUCATION STATUS

2.2.1 LITERACY RATE DIFFERENT SOCIAL GROUPS :

As per census 1991 the literacy rate of Tonk distt. is 33.66% as compared to 38.55% of the state and all India level of 52.21% in Tonk distt. female literacy rate is 15.24% which is lower than Rajasthan state and less than all India a rate 13.66% the block wise literacy position is shown in the table below. Comparative literacy rates are shown in the table below.

BLOCK OVER ALL SC ST

Block	Overall			SC			ST		
	M	F	T	M	F	T	M	F	T
TONK	52.06	18.11	35.81	47.72	7.59	28.41	36.48	2.25	20.67
MALPURARA	47.40	13.68	31.15	37.40	7.71	21.54	29.97	3.94	17.79
NEWAI	51.08	17.19	34.72	43.63	5.98	25.78	38.28	2.60	21.41
TODA	50.89	12.14	32.02	38.58	3.40	21.42	36.10	2.73	20.43
DEOLI	54.13	16.19	36.19	43.58	6.08	25.60	46.55	5.37	27.05
UNIARA	46.52	9.79	29.07	39.48	3.61	22.34	39.29	1.17	21.49
TOTAL	50.64	15.24	33.66	42.64	5.68	24.87	39.88	3.00	22.57

(Source census -1991)

TABLE COMPARATIVE LITERACY RATES 1991 :

Literacy Rate	Tonk	Rajasthan	All India
All Male	50.44	54.99	64.13
Female	15.24	20.44	39.29
Total	33.66	38.55	52.21
SC Male	42.64		
Female	5.68		
Total	24.87		
ST Male	39.88		
Female	3.00		
Total	22.57		

(SOURCE CENSUS 1991)

These literacy figures are misleading . There are blocks where overall literacy rates are lower than overall literacy rates of the state (38.55%).

TABLE - 1.6. BLOCK WISE LITERACY RATE 1991

Blocks of Tonk district having literacy rates lower than State literacy rate 1991:

Block	Overall Literacy	Rajasthan
Tonk	35.81	38.55
Malpura	31.15	
Niwai	34.72	
Toda	32.02	
Deoli	36.19	
Uniyara	29.07	

(Source Census 1991)

There are all block where the overall female literacy rates are lower than the overall literacy rate of the State (20.44%)

TABLE - 1.7 BLOCKS WITH FEMALE LITERACY RATE

Block	Female Literacy	Rajasthan
Tonk	18.11	20.44
Malpura	13.68	
Niwai	17.19	
Toda	12.14	
Deoli	16.19	
Uniyara	9.79	

(Source Census 1991)

TABLE - 1.8. BLOCKS WITH ST LITERACY RATE

Block	Overall ST Literacy rate	ST Literacy Tonk
Tonk	20.67	22.57
Malpura	17.79	
Niwai	21.41	
Toda	20.43	
Deoli	27.05	
Uniyara	21.49	

(Source Census 1991)

TABLE - 1.9. BLOCKS WITH ST FEMALE LITERACY RATE

Block	Overall SC Literacy rate	SC Literacy Tonk
Tonk	2.25	3.00
Malpura	3.94	
Niwai	2.60	
Toda	2.73	
Deoli	5.37	
Uniyara	1.17	

(Source Census 1991)

TABLE - 1.10. BLOCK WITH SC LITERACY RATE-

Block	Overall Literacy	SC literacy Tonk
Tonk	28.41	24.87
Malpura	21.54	
Niwai	25.78	
Toda	21.42	
Deoli	20.60	
Uniyara	22.34	

(Source Census - 1991)

TABLE - 1.11. BLOCK WITH SC FEMALE LITERACY RATE :

Block	SC female Literacy rate	SC female literacy Tonk
Tonk	7.59	5.68
Malpura	4.71	
Niwai	5.98	
Toda	3.40	
Deoli	6.08	
Uniyara	3.61	

(Source census - 1991)

TABLE - 1.12. BLOCK-WISE LITERACY RATE URBAN AND RURAL :

Block	Literacy rate	
	Urban	Rural
Tonk	41.49	21.19
Malpura	44.40	21.83
Niwai	56.29	22.10
Toda	40.71	23.25
Deoli	45.38	25.22
Uniyara	64.72	21.23

(Source Census 1991)

LITERACY RATES OF THE DISTRICT

MALE - 56.67
 FEMALE - 5.42
 OVER ALL - 33.82

(Source Census 1991)

STUDENTS ENROLMENT (GER):

The district has been divided into 6 educational blocks. There are 791 Government primary, 26 private primary, 266 middle and 77 private schools. The total enrolment of all the class (1-5) as on 31/07/97 is 131494 of which 46054 are girls and 85440 are boys, sex and community wise, Block-wise enrolment for the year 1997 is as follows: next page.

DETAIL OF EDUCATIONAL INSTITUTE FUNCTIONING IN THE DISTRICT IS GIVEN BELOW:

1. Banasthali Vidhyapith (Deemed University) specially for woman education .
2. DIET - District of Education and Training .
3. APRI - Arabic and persian Research Institute .
4. APRT - All putpase Revenue Training Institute .
5. CSWRI - Central sheep and Wool Research Institute.
6. ITI - Industrial Training Institute.
7. CISFI - Central Industrial Security force Traning Institute
8. Navodaya Vidhyalaya, Chhan.
9. District Agriculture Research and Extention Institute.
10. District Nursing Training Institute.

2.3.2.1 PRESNT POSITION OF SCHOOLS:

The education block wise break up of existing primary and middle schools are as under:

TABLE : BLOCK WISE BREAK UP OF SCHOOLS

Block	Village		Primary Schools			Upper Primary Schools			Total Schools			School less villages
	Total	Resd	Govt.	Pvt.	Total	Govt.	Pvt.	Total	Govt.	Pvt.	Total	
TONK	263	248	191	7	198	59	30	89	250	37	287	59

MAI PURA	131	123	131	4	135	44	13	57	175	17	192	29
NIWAI	201	191	145	3	148	48	14	62	193	17	210	55
TODA	118	109	98	2	100	40	6	46	138	8	146	47
DEOLI	165	157	120	6	126	39	7	46	159	13	172	39
UNIARA	211	191	106	4	110	36	7	43	142	11	153	69
TOTAL	1089	1091	791	26	817	266	77	343	1057	103	1160	298

(Source : DEO/CEO, Tonk)

Habitation not having school within 1 Km.

Note:- Micro planning is soon going to be conducted after that the actual data will be given(Estimated)

2.3.2.2 STUDENT RELATED INFORMATION

TABLE : ABSTRACT OF TOTAL ENROLMENT AS ON 31/07/97

	I	II	III	IV	V	Total
General						
Boys	21107	10984	8670	7318	6832	54911
Girls	13797	6341	4777	3856	3371	32142
Total	34904	17325	13447	11174	10203	87053
SC						
Boys	7096	3937	3000	2468	2204	18705
Girls	4534	1776	1030	755	626	8721
Total	11630	5713	4030	3223	2830	27426
ST						
Boys	4590	2315	1854	1576	1489	11824
Girls	2845	992	647	399	308	5191
Total	7435	3307	2501	1975	1797	17015
Grand Total						
Boys	32793	17236	13524	11362	10525	85440
Girls	21176	9109	6454	5010	4305	46054
Total	53969	26345	19978	16372	14830	131494

(Source : DEO/CEO, Tonk)

TABLE : COMMUNITY WISE ENROLMENT OF BOYS AND GIRLS FOR LAST 5 YEAR

Year	GENERAL		SC		ST		TOTAL		GRAND TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1993	45363	20141	14347	5281	9029	2268	68739	27690	96429
1994	46368	24427	15639	5485	9668	2733	71675	32645	104320
1995	51400	25080	16840	6935	10818	3778	79058	35793	114851
1996	53502	28750	18405	7887	11916	4671	83823	41308	125131
1997	54911	32142	18705	8721	11824	5191	85440	46054	131494

(Source : DEO/CEO, Tonk)

TABLE : BLOCK WISE GROSS ENROLMENT RATE 1997

Block	Population 6-11 yrs			Enrolment			General Enrolment		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TONK	21460	20693	42053	20902	12044	32946	97.39	58.20	78.34
MAL- PURA	14171	13189	27360	14802	7708	22510	104.45	56.17	82.27
NEWAI	13183	12319	25502	15187	7771	22958	115.20	63.08	90.02
TODA	8873	8370	17243	12255	5935	18190	138.11	70.90	105.49
DEOLI	12739	11487	24226	13301	7173	20474	104.41	62.44	85.51
UNIARA	9374	8542	17916	8993	5423	14416	95.94	63.49	80.46
TOTAL	79800	74500	154300	85440	46054	131494	107.01	61.87	85.22

(Source : DEO/CEO, Tonk)

TABLE : ENROLMENT DIFFERENT SET-UP OF SCHOOL CATEGORY WISE

Block	Govt. Schools			Private Aided School			Private Un-aided School		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TONK	16733	9724	26457				4169	2320	6489
MALPU RA	12067	6461	18528				2735	1247	3982
NEWAI	13539	6869	20408				1648	902	2550
TODA	8156	5021	13177				837	402	1239
DEOLI	11761	6445	18206				1540	728	2268
UNIAR A	10998	5379	16377				1257	556	1813
TOTAL	73254	39899	113153			--	12186	6155	18341

(Source : DEO, Tonk)

On the basis of the average growth rate of the enrolment of the last 5 years the enrolment growth for the next 5 years is projected below:

TABLE : PROJECTED ENROLMENT FOR 5 YEAR FOR THE CATEGORY OF GIRLS AND BOYS UNDER DPEP

Years	1998	1999	2000	2001	2002	2003
Population (6-11)						
Boys	80321	80998	81449	81951	82408	83058
Girls	75119	75475	76006	76527	77039	77059
Total	155440	156475	157455	158478	159447	160567
Enrolment						
Boys	85140	87478	89594	91785	93945	95517
Girls	51647	59608	67861	74616	78258	81107
Total	136787	147086	157455	166401	172203	176624
G.E.R.						
Boys	105.99	108	110	112	114	115
Girls	68.75	78.97	89.28	97.50	101.58	104.64
Total	88	94	100	105	108	110

(Source : DEO/CEO, Tonk)

The enrolment in Tonk district is around 85.21. A large section of the primary school going age children are uncovered by primary schools. The community wise difference in enrolment rates are as below:

TABLE : COMMUNITY, GENDER-WISE ENROLMENT 1997

Category	Population (6-11 yrs) ^A	Children 6-11 years	Enrolment 1997	GER
Total	1112200	154300	131494	85.21
Male	578200	79800	85440	107.06
Female	534000	74500	46054	61.81
SC				
Total	224556	31153	27426	28.03
Male	116739	16112	18705	116.09
Female	107.817	15041	8721	57.98
ST				
Total	132249	18361	17015	92.66
Male	69667	9623	11824	122.87
Female	62582	8738	5191	59.40
General				
Total	755347	104786	87053	83.07
Male	391791	54065	54911	101.56
Female	363556	50721	32142	63.37

RETENTION:

The dropout rate in Tonk district is very high:

TABLE : DROPOUT RATES OF TONK DISTRICT (COHORT : 1993)

	SC	ST	TOTAL
BOYS	60.24	60.33	60.80
GIRLS	74.47	78.19	64.70
TOTAL	64.61	65.02	62.02

(Source : DEO/CEO, Tonk)

TABLE : RETENTION RATE OF DISTRICT (COHORT : 1993)

Block	RR2		
	Enr. 97	Enr.93	RR2
Tonk	3578	9065	39.47
Malpura	2792	6343	44.01
Newai	2357	7664	30.75
Toda	1825	4361	41.85
Deoli	2362	6562	35.99
Uniara	1916	5044	37.98
Total	14830	39039	37.98

(Source : DEO/CEO, Tonk)

The block wise retention rate reveals a gap between the gender and the blocks. These are depicted below:

TABLE : RETENTION RATIO OF BOYS AND GIRLS (COHORT : 1993)

Blocks	RR2 Boys			RR2 Girls			RR2 Total		
	Enr. Class V 97	Enr. Class I 93	RR2	Enr. Class V 97	Enr. Class I 93	RR2	Enr. Class V 97	Enr. Class I 93	RR2
TONK	2515	5711	44.03	1063	3354	31.69	3578	9065	39.47
MALPURA	2015	4561	44.17	777	1782	40.60	2792	6343	44.01
NEWAI	1634	5526	29.57	723	2138	33.82	2357	7664	30.75
TODA	1192	2711	43.97	633	1650	38.36	1825	4361	41.84
DEOLI	1734	4654	37.26	628	1908	32.91	2362	6562	35.99
UNIARA	1435	3683	38.96	481	1361	35.34	1916	5044	37.99
TOTAL	10525	26846	39.20	4305	12193	35.30	14830	39039	37.98

(Source : DEO/CEO, Tonk)

The block wise retention ratio of SC, ST and all are depicted below:-

Blocks	RR of SC			RR OF ST			RR Total		
	Enr. Class V 97	Enr. Class I 93	RR2	Enr. Class V 97	Enr. Class I 93	RR2	Enr. Class V 97	Enr. Class I 93	RR2
TONK	791	2144	36.89	252	621	40.58	3578	9065	39.47
MALPURA	477	1141	41.80	70	128	54.69	2792	6343	44.01
NEWAI	422	1632	25.85	365	1290	28.29	2357	7664	30.75
TODA	384	916	41.92	28	325	30.15	1825	4361	41.84
DEOLI	469	1230	38.13	527	1382	38.13	2362	6562	35.99
UNIARA	287	932	30.79	485	1419	34.18	1916	5044	37.99
TOTAL	2830	7995	35.39	1798	5165	34.80	14830	39039	37.98

(Source : DEO/CEO, Tonk)

TABLE : SEX WISE, COMMUNITY WISE, BLOCK WISE TEACHER POSITION (PRIMARY & MIDDLE)

Block	SC			ST			General			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tonk	150	13	163	30	-	30	549	140	689	729	153	882
Malpura	85	13	98	40	4	44	445	101	546	570	118	688
Newai	101	6	107	48	2	50	444	74	518	593	82	675
Toda	54	3	57	36	2	38	358	60	418	448	65	513
Deoli	91	11	102	70	14	84	362	100	462	523	125	648

Umar	53	1	54	99	2	101	267	587	305	419	41	460
Total	534	47	581	324	24	347	2425	513	2938	3282	584	3866

(Source DEO/ CEO Tonk)

Existing brakup of primary education teachers position in the district is

TABLE : EDUCATION TEACHERS POSITION

Block	In Position Teachers	Vacant Post	Sanctioned Post
Tonk	882	14	896
Malpura	688	16	704
Newai	675	61	736
Toda	513	25	538
Deoli	648	12	660
Uniara	460	32	492
Total	3866	160	4026

TABLE TRAINED AND UNTRAINED TEACHER

Block	Trained			Untrained			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tonk	727	150	877	2	3	5	729	153	882
Malpura	570	118	688	-	-	-	570	118	688
Newai	593	82	675	-	-	-	593	82	675
Toda	448	65	515	-	-	-	448	65	513
Deoli	523	125	645	-	-	-	523	125	648
Uniara	419	41	460	-	-	-	419	41	460
Total	3280	581	3861	2	3	5	3282	584	3866

SCHOOL RELATED PROBLMS

Data pertaining to schools related problems derived from number of sources from numbers of meeting held upon different levels show that the present plight of school buildings is pitiable. Confining only upto primary schools there are place to place disparities such as:-

(a) Most of the Govt. Primary schools (almost 80% of the schools in city) are running in rented buildings on a very high cost rent that is traditionally assessed by P.W.D. and helplessly hired by the Deptt. of Education for there is no way to go out of the situation.

(b) In villages the scenario is better than that of the Urban due to Gram Panchayats that have allotted a piece of land with a small two rooms building built on it under variety of development schemes:

1. DRDA
2. JRY
3. APNA GAON APNA KAM
4. Development Fund
5. Tees Zile Tees Kam

(c) Building problem is of many folds

1. No building
2. Inadquate building (in want of one or two additional rooms)
3. Buildings in want of repairs.

(d) Toiletless buildings (No toilets at all)

(e) Toilets for girls (Separately)

(f) There are hundreds of villages where there is no schools neither formal nor informal.

The Performa below brings out the drastic need of school buildings in the district. To facilitate the plan we are giving separate Performa for urban and rural areas:-

TONK MUNICIPAL AREA/SCHOOL BUILDING PROFILES

School not drinking facility	No. of primary schools under DEOs I & II	No. of schools having their own building	Building less school or rented building	No. of schol no having toilets	NO. of schools having no electricity	No. of schools no having girls toilets
549	300	980	33 urban 44 rural	790	267	1057

and rural areas are attached with upper primary schools, therefore the aids and benefits being given to primary schools will be utilized by upper primary schools and there is again no way to go out of the situation except that we entertain upper primaries also to be benefited. Apart from these school buildings there is drastic shortage of separate toilets for girls.

ATTITUDE OF TEACHERS:

It is honestly a pitiable plight that almost all the surveys, exercises conducted so far undisputedly indicate that the attitude of teachers mainly in primary and upper primary schools is apathetic and of shirking nature. The problem is just doubled when the five per cent of the hard workers among teachers are mocked at by the majority of shirkers. Vicinity all around the schools in a village dose not have an agreeable rapport with the teachers due to their apathetic attitude. Within the radius of 40 Kms. round the city 90% of the teachers are busy in up and down between home and the school. Most of their time is consumed in travelling. Even the Heads of the schools are sailing in the same boat and when the cat is away naturally mice start playing. There is an entire lack of commitment and belongingness towards their pious job of teaching. They always sit in a group and encircle the headmaster by different strategies of harassment. The poor powerless-helpless headmaster has nothing to do but to stand alone against the united mass facing the cannons of criticism and lastly starts eating a very humble pie for he knows it certain that going to DEO means nothing because the side of the teachers will be protected by a number a of agencies such as ,teacher unions with which they belong to. Clerical friends and other officials of DEO staff are other helping agencies of the teacher.

SUGGESTIONS:-

1. Empowering the VEC's

1. Because there is no other agency as powerful as local public, it is therefore advised that the VEC must have all the administrative and financial powers sharing with the Headmaster to pressurise and control the said situation

2. Teachers should not be deputed in other administrative functions those are non academic.

3. Above all the Headmaster of school should play a decisive roll in school administration and not the DEO because it is he, who knows who works and who works not, what is good on the

part of the students and what impedes the progress of the school. Unfortunately in the present trend the advice of the headmaster has no weight. Transfer is merely a clerical game. The teacher who has slapped his own headmaster is often kept continue under the subordination of the injured headmaster.

4. The teachers and their administrators should have a good working relations that is possible only when their genuine problems are sensitively solved in time. There is a general feeling that prevails among the teachers that their problems are not addressed properly by the administrators.

FACTORS AFFECTING QUALITY

In general the achievement level of the students in Tonk is poor. It does not even touch the minimum level of learning. This fact is based upon the thousand of visioning exercises which have been exercised by the District Core Unit, Tonk. The DCU tried to have an access to hundreds of remote villages where these exercises were conducted to almost all who gathered there:-

- * The Teachers
- * The Administrative Officers
- * The Education Officers
- * The SDIs
- * The Public Representatives
- * The CRCs/the BRCs
- * The Journalists
- * The Heads of the Institutions
- * The District Education Officer
- * The public in general - Researcher
- * The students
- * Revenue people such as Patwaries

In the near future a base line survey is also going to identify the problems of the district. The DCU has so far located the seven major reasons for the poor level of achievement of Tonk District.

REASONS:-

1. Unscientific evaluation methods
2. Lack of perpetual supervision
3. Lack of recurrent teachers training
4. Cumbersome curriculum
5. Dull and monotonous methods of teaching
6. Lack of TLM in schools
7. Quality of textbooks

- a. Our present evaluation system encourages cramming and child who crams much is called an intelligent child.
- b. Informations are imparted more than the development of cognitive aspect of the child.

c. Personality of the child is measured by the percentage he secures more than what he virtually learns. Gandhi in politics, Shakespeare in English and Ghalib in Urdu do not have any division or percentage and same is the case with other prominent personalities of the world.

d. Intelligence and creativity are two different things. A three time failed student in fifth class may be an outstanding artist or painter, but this type of creativity is entirely ignored in the present system of evaluation. It is periodically causing the fear and depression among the learners .Over emphasis on these issues hampers over all child development.

e. There is no evaluation of teachers in my humble opinion "the one who dares to teach should never cease to learn". There must be a test of recurrent yearly evaluation of teachers through a refresher training also before they get their annual increment .They have to prove themselves that they are the virtual masters. If we really love our country the builder of the country has to be a devoted builder.

CHAPTER 3 PLANING PROCESS

3.1 INTRODUCTION

A good planing is the back bone of any project. In order to plan a pre meditated strategy regarding the phases of works , the decentralisation of responsibilities ,various committees under the guidance of the state and the district Collector was pondered over . The process of it is given below:

3.2. FORMATION OF PLANNING COMMITTEES:

Initially a Distt. Core Unit was selected by a high level committee consisting of Hon. ES,Hon. Director of DPEP and the Joint Director of Secondary Education . The Dy. Director of Shiksha karmi and lastly the two renounced educationist of the state three to five members of the core unit from each Distt. were selected .

Distt. Core Unit Tonk: -

- 1.Sh. Mehboob Ali Usmani Vice Principal,Govt. Sr. Sec. School Anwa Tonk.
- 2.Sh. Jagdish Lal-Verma Principal Govt. Sr. Sec. School Jhilay Tonk.
- 3.Sh. Mohan Singh Solanki H.M. Govt. Sec. School Avika Nagar Malpura Tonk.

Soon after the selection the Distt. Core Unit was immediately sent to Lal Bahadur Shastri National Academy for administration where the selected core unit went under a condense training imparted by the National level trainers. The district core team planned to collect relevant data from secondary sources the Distt. Unit for data collection of all pertaining data were collected on every Monday & Tuesday .

3.2.2. FORMATION OF DISTRICT PLANNING TEAM

The district planning team was constituted by district collector as follows:

SNO	NAME	DESIGNATION
1.	SHRI R.S. AGRAWAL DISTT. COLLECTOR	CHAIRMAN
2.	SHRI A.S. YADAV C.E.O ZILA PARISHAD	VICE CHAIRMAN
3.	(I) SHRI K.K. KHANT D.E.O. (II) SHRI D.P. PANDAY	CO-ORDINATION (ELEMENTARY Ed. IInd) VICE CHAIREMAN
4.	(I) SHRI MEHBOOB ALI KHAN (II) SHRI JAGDISH LAL VERMA (III) SHRI MOHAN SINGH SOLANKI	DISTRICT CORE UNIT DISTRICT CORE UNIT DISTRICT CORE UNIT

3.2.3. DISTT. GOVERNING BODY

Similarly the Distt. Collector constituted a governing body as follows:

1. DISTT. COLLECTOR	CHAIRMAN
2. ZILA PRAMUKH	VICE CHAIRMAN
3. M.P.	VICE CHAIRMAN
4. M.L.A.	VICE CHAIRMAN
5. PRADHAN	MEMBER
6. SARPANCH	MEMBER
7. CHAIRMAN SOCIAL WELFARE DEPARTMENT	MEMBER
8. ALL THE MEMBERS OF EX.CORE COMMITTEE	MEMBER
9.S.D.M'S	
10.DISTT. PROJECT CO-ORDINATOR	

DISTT. PLANNING EXECUTIVE COMMITTEE:

SNO	NAME	DESIGNATION
1.	DISTT. COLLECTOR	CHAIRMAN
2.	CHIEF EXECUTIVE OFFICER	VICE CHAIRMAN
3.	A.D.M. DEVELOPMENT	VICE CHAIRMAN
4.	ALL D.E.Os	MEMBER
5.	SENIOR DEPUTY D.E.O.	MEMBER
6.	DEPUTY D.E.O ZILA PARISHAD	MEMBER
7.	DEPUTY DIRECTOR (I.C.D.S)	MEMBER
8.	SECRETARY ZILA SAKSHARTA SAMITI	MEMBER
9.	PRINCIPAL DIET	MEMBER
10.	PROJECT DIRECTOR D.W.DA.	MEMBER
11.	TWO EDUCATIONISTS	MEMBER
12.	D.P.E.P CORE UNIT	TWO MEMBER
13.	REPRESENTATIVES FROM PRIVATE SCHOOLS -	TWO MEMBER
14.	CO-ORDINATOR ZILA NEHRU YUVA KENDRA -	MEMBER

DISTT. PLANNING COMMITTEE:

1. DISTT. COLLECTOR	-	CHAIRMAN
2. CHIEF EXECUTIVE OFFICER	-	VICE CHAIRMAN (I)
3. PRINCIPAL DIET	-	VICE CHAIRMAN (II)
4. D.E.O ELEMENTARY EDUCATION	-	MEMBER

5. DEVELOPMENT OFFICER (BLOCK)	-	MEMBER
6. YOUTH CO-ORDINATOR NEHRU YUVA KENDRA	-	MEMBER
7. PROJECT DIRECTOR D.W.C.D.A	-	MEMBER
8. ALL THE OFFICERS OF DISTT. CORE UNIT	-	MEMBER
9. SENIOR DEPUTY D.E.O. ZILA PARISHAD	-	MEMBER
10. S.D.I. PANCHAYAT SAMITI	-	MEMBER
11. SHIKSHA KARMI	-	MEMBER
12. D.E.O ELEMENTARY EDUCATION I	-	MEMBER
13. VOLUNTARY ORGANIZATION	-	MEMBER
14. EDUCATIONIST	-	MEMBER

MEETING AT THE COLLECTORATE :

A meeting was held at the meeting hall of collector on 24th Feb. ¹⁹⁹⁸ The Chairman of the meeting was Mr. R.S. Agarwal Distt. Collector. State Director of DPEP Mr. B.N. Sharma addressed the participants of the meeting main subject of the address was about the concept of DPEP and the problems of the Primary Education were discussed . In the meeting Pardhan and up paradhan of all blocks of the panchyat samiti Tonk were present . All DEO's , E.E.O's, Incharge of Mahila Vikas Pradhi Karan, Coordinatior of Nehru Yuva Kendra, Secretry of Zila Sakashrta Samiti (T.L.C) B.D.O.S, Additional D.E.O., all the S.D.I's from education and Panchayat, and members of core unit of DPEP were present in the meeting. The participant raised the question and problems of the primary education. Some of the problems were - (i) How to attracts the girls towards school. (ii) Water problems in school (iii) Problems of retention of the children (iv) Problem of accomndation in the school. (v) Shortage of teaching material in the school (vi) Separate toilets for girls is needed. (vii) To improve examination system.(viii) To open ECCE centres for children. (ix) To improve enrolment (x)children have to walk 3-4 Km. on foot to reach the school need of school in every distant colony (xi) Shortage of games material in school.

MEETING AT CIRCUIT HOUSE:

A meeting was help at circuit house on 8.2.98 (Sunday). The chairman of the meeting was CEO Vice chairman of DPEP other participants were the members of core unit of the DPEP, all DEO's. All Deputy DEO's, Mr. Jagdish Verma, Mr. Mahboob Uasmani from dist. core unit DPEP unit Tonk discussed the concept of DPEP Mr. M.A. Usmani (Dist. Core Unit) discussed the aims and organisational concept of DPEP. He also discussed about the progress of DPEP and the points to be expressed in the meeting at Jaipur on 9.2.98.

Meeting at DIET:

Meeting was held at Diet on 19.2.98 staff of the DIET and the members of core unit of DPEP were present in the meeting problems of the Primary education were discussed. Main

topic of the meeting was how to make the programme of DPEP more effective. Mr. Mahboob Ali Khan (from the Dist. Core Unit) elaborately and effectively threw light on each of the objectives of DPEP and responded the DIET persons.

Meeting at DPEP Unit Office:

A meeting on 2.3.98 was held in the office of DPEP unit in which all the existing teacher's union along with their Dist. level leaders participated ardently. It was a day long meeting. They were very curious to know about this new influx of (DPEP) in educational arena. The following topics were mainly discussed

- (1) The problems of primary education.
- (2) Problems of low enrolment
- (3) Problems of retention.
- (4) Problems of drop out.
- (5) Teacher's prime role in DPEP.

All possible efforts to solve these problems were also discussed. Mr. Mahboob Ali member of Dist. Core Unit tried his best to satisfy their queries and discussed the concept of DPEP with them. There was an admiring scene of perfect interaction. At last Shri Mahboob Ali succeeded in taking the Unanimous promise from the teachers for their helping hand. Mr. M. Ali Usmani member of the DPEP district core unit told that one of the aims of DPEP is to provide school in each colony of 200 people in rural areas. He added that girls and SC/ST condition of enrolment is very poor. DPEP would try its best to bring those children in schools. Different office bearers of the Teacher's association also expressed their Ideas about the different problems of education and their possible solution with the help of DPEP.

Mr. J.L. Verma of the unit thanked them. Meeting at Collector Meeting Hall. A Meeting was held at collector meeting Hall on 18.3.98 meeting was headed by pradhan of Tonk Block. Members of the Distt. Core unit DPEP, EEO, S, BDO, D.R. CR of panchayat Samiti and other Public representatives were in the meeting. Mr. M.A. Usmani member of core unit expressed the role of BRC, CRC, VEC, S P.T.A MTA. NGOs, Retired persons for the effective execution of DPEP programme and the enrichment of primary education in rural area. BDO threw light on the poor enrolment in rural schools. He also explained the contribution of different Agencies in Village is the only way for the success of the project. Public and VEC should take active part in every of DPEP. DPEP / UNIT - TONK Block .

Meeting at Panchayat Samiti Niwai:-

Today on 5.5.98 a meeting was organised under the presidentship of Shri Ram Karan, Gurjar. Shri Kailash chand Jhanwar senior deputy Inspector . Shri Mehboob Ali introduced DPEP in detail. He said that there is a provision in Indian constitution to provide compulsory primary education to the focussed group but we are far away from the goal. Especially in Rajasthan the graphic positions of education is comparatively very low.

D.P.E.P \ UNIT Block level Panchayat Samiti TONK Meeting Dated 6.3.98:-

The meeting was held on 6.3.98 under the presidentship of Shri pradhan panchayat Samiti Tonk. Shri Jhanwar senior Deputy addressed the meeting. Mr. Mehboob Ali informed that D.P.E.P. is a plan of world bank having 85% from world bank and rest 15% from central govt. of India. Mutual co-operation of the village community and the govt machinery is essential for its success. Shri Jagdish Verma high lighted the organization of VEC and CRC. These two units will be under control of the two local and popular members of the village.

There is a provision of survey of the village by DPEP this survey will consists of the data regarding 6 to 11 yrs children and the enrollment, retention and quality of education. Mr. Mahboob Usmani Mr. Solanki, Mr. Prem chand and Mr. Kailash expressed their ideas about the misuse of teacher's power, and about the backwardness of primary education in the district. They also explained the lack of teaching aids in these schools. Shri Sazid & Shri Verma also suggested some reforms to improve the present condition of primary education in the District.

Meeting at Panchayat Samiti UNIARA 7.3.98:

The Meeting was organised under the presidentship of Mr. Ajeet single Yadava secretary Zila parishad Tonk. The following reputed members of the society adressed the meeting :-

Shri Jagdish Lal Verma Incharge District core unit, Mr.C.E.O, Shri Pradhan Ji, Shri Mishra, Shri Jhanwar and Shri Mahboob Usmani. All the members expressed their ideas about D.P.E.P. regarding its organisation and functions. They expressed their ideas on the following points : -

- (1) Compulsory primary education.
- (2) Retention of the child in schools (age group 6-11)
- (3) Qualitative improvement of teaching and learning.
- (4) Formation of VECs - to controll the primary Schools, to solve the problems of the field to build school buildings to form VEC centres with the help of local community members, to collect the reliable data.

Problems in Uniara : -

Burden of house hold works, lack of school buildings, lack of proper ratio of students and teachers, lack of text books, lack of attractive programmes and new innovations, over burdened teachers with non teaching programmes, illiteracy of parents.

Suggestions:-

Individual contacts to local members and family members financial assistance to the poor, evening classes, lack of motivation to brilliant students, proper supervision of schools accommodation to the girls and boys etc.

Problems in Tonk :-

Absenteeism of teachers, late arrival and early departure of lack of spacious school builddings, poverty of parents, illiteracy of parents.

Suggestions : -

Establishment of Navodaya vidhalay, proper attendance and list of teacher, Insurance of the girls, month wise evaluation of teacher student performance, motivation to brilliant students etc..

Ma.lpura Block - Problems :-

Weak financial position of the parents, child marriages, weightage to household affairs lack of vocational education lack of libraries and unattractive teaching programme.

Suggestions :-

Compulsory primary education reorientation of examination system, easy and attractive teaching programmes, entry in ration cards of the children who attend schools, education through excursion.

Suggestion :-

SUMMARY OF SUGGESTION AND ISSUES DRAWN FROM COMMUNITY PARTICIPATORY MEETING:

Following suggestions emerged in the meetings held at district, block and village levels. All the suggestions and issues drawn from these meetings have been summarised below:

A. 100% enrollment of boys and girls of the age group of 6-11 is required. This goal would be achieved with the active participation and coordination of VCE and VVMM along with the local agencies and reputed community members.

B. Much emphasis should be given on the fulfillment of basic needs like buildings, seating facilities, teaching aids so that favourable atmosphere may be created for effective teaching and learning.

C. Parents should be inspired and motivated in such a manner that they may be able to feel the importance of education in daily life. Total literacy campaign should be re-evaluated and reorganised.

D. Incentive in the form of scholarship uniform and teaching learning material should be supplied to the students.

E. It was also recommended that some special educational incentives should be granted to the teacher's working in difficult and remote areas so that they may be able to cope with the unfavourable conditions of these areas.

F. Favourable residential facilities should be provided to teaching staff in order to retain them at the place of posting.

G. It is demanded that new schools should be established on each 1 Km. distance so that the students don't have to walk longer distances to reach the schools.

H. Proper ratio of students and teacher should be maintained. It should be 1:20.

I. Proper opportunities of professional development should be provided to the teacher to make them familiar with new teaching methods and innovations. These trainings will create among them a sense of self confidence and devotion to the duty.

J. Proper arrangement of play grounds, toilets, water and electricity should be made in new school buildings.

K. DIET centres should be made well equipped with all necessary equipments and especially trained staff in order to impart training to service teacher.

L. Mobile and residential schools should be opened at remote and difficult areas.

M. It is also recommended that Guru-Mitra system of teaching should be applied up to I, II standard.

N. Curriculum should be re-evaluated and it should be made more favorable to the community requirements of the area. It should be flexible too.

O. Evaluation system should be more practicable and regular.

P. Provisions of sudden and random supervisions should be made.

Q. Co-curricular activities should be a part of the co curriculum to make teaching learning more interesting and effective.

R. Special arrangements should be made for girls education. Special type of schools should be established to fulfil the requirement of the society.

OBJECTIVE WISE SUGGESTIONS:

ENROLMENT :-

DPEP wants 100% enrolment of the boys and girls of the age group of 6-11 yrs. state government is also adopting measures to achieve 70 % enrolment target, in addition to get 100% enrolment agencies of DPEP like VCE and VVMM (Vidhayala Vahini Mahila Mandal) would work in the villages. Following measures should be adopted :

1. New local survey of the children of age group of 6-11 by VEC and VVMM.
2. Supervision of Angan Badi and T.L.C by these two bodies. VEC and VVMM would do their best to help them.
3. VEC and VVMM would remove the difficulties in the way of enrolment.
4. Admission should not be time bound.
5. Constant supervision over attendance will be kept.
6. Proper co-ordination among various agencies of this field will be established.
7. Schools should be responsible to inform various agencies about the enrolment position of the students in school.
8. Motivation of society regarding education is very necessary.

RETENTION :-

Retention of the child is another important aspect. The following devices are advisable to cope with the problem.

1. Teaching learning interaction should be made more effective and attractive based on learning by doing principle.
2. Guru - Mitra Yojna should be applied only up to the I and II standard.
2. Provision of Unit test, weekly, test and monthly test would be very helpful to keep watch on enrolment.
4. Sudden and random supervisions of the schools would also be an effective measure to evaluate enrolment in the schools. Supervisions will also be made by CRC on cluster level.

QUALITY: -

Quality improvement of education is possible through :

1. Weekly test at the week - end should be administered to diagnose the weaknesses of the students.
2. Remedial classes are also advisable after each unit test.
3. Provision of oral test by giving them some extra remedial work should be there to improve power of expression and pronunciation of the students.
4. Regular and proper correction of written work is also suggested.
5. Teachers should be bound to contact parents once a week to discuss the problems or development of the child.
6. Professional development of the teachers should be maintained by organising re-orientation programmes.

FACTORS AFFECTING ACCESS AND RETENTION :

Lack of schooling facilities (unserved areas) there are small isolated villages which are unapproachable months during rainy season. Underserved areas. There is a number of schools having single teacher. These single teacher schools are not able to fulfill the requirement of the area.

A. Poverty : - Families living without - land without work are not able to admit their children in schools.

B. Lack of Interest to literacy :- passing days in hands to mouth position they have no interest in teaching learning programmes. They only think about food and shelter.

C. Lack of interest in teaching programmes :-The teaching programmes in our schools are quite traditional and dull. They are in want of teaching aids, like charts, maps, pictures, picture albums. There is no provision for proper re-orientation programmes for teachers, child assistance for seasonal labour, incompetent school. There is no academic assistance from home particularly in rural areas.

DROP OUT

The chief causes of dropout of children at primary education are following :

1. Lack of parental encouragements.
2. Child assistance for seasonal labours
3. Language and cultural gaps between home and school between teacher and taught.
4. Poverty of parents.
5. No academic support at home.
6. Unattractive environment of school.
7. Lack of incentives to children in school.

8. Migration of parents from one place to another to earn their living.
9. Early marriages of girls in rural areas.

Quality :-

It is observed that the quality of the education imparted to the children is not up to mark in most of the rural area schools. The main causes of poor quality of Teaching in the schools are following :-

- 1.Lack of proper training the teacher in various academic fields.
- 2.Lack of teaching aids in existing schools existing.
- 3.Syllabus of teaching is not child based and child. It is not related to day to day life.
- 4.Most of the time the post of teacher remain vacant in schools. There is a of general teachers in the school. The must be based upon the subject wise need.
- 5.Lack of supervision of teachers teaching process.
- 6.Teachers are not serious about the quality of education.
- 7.Security of the service of the teachers is the main of poor teaching.
- 8.Defective examination system.
- 9.Lack of diagnostic test and remedial classes in the school.
- 10.Teachers and students of the rural area are not exposed to environment and activity so their learning is confined to bookish knowledge.
- 11.Teaching is not Joyful in existing system.

Administration and Management:-

In existing system of primary education administration of district level is not up to mark. DEOs and senior Deputy DEOs from the administrative team they are unable to supervise the large number of primary schools under them. The main function of them is to maintain their office record (service record), Salary of the teachers, sanction of their various types of leave and other works. Lack of proper supervision is one of the important cause of poor enrolment and quality of teaching in the school.

SUGGESTION FOR IMPROVEMENT

ENROLMENT :-

1. Creating Educational environment in the village by programmes for example street meetings and personal contact with the parents of the children not coming to school.
2. Opening new schools in distant colony of the village.
3. Proper coordination between different agencies working in the village for education for example VFC / VVMM/ TLC / PTA/ MTA for the work of enrolment.

DROPOUT AND RETENTION :-

1. In order to reduce the rate of dropout joyful learning in the school is essential.
2. By reviewing Guru Mitra Yojana upto second class.
3. creating good educational environment in the school.
4. By providing good incentives to children.
5. by contacting parents regularly once a week.

QUALITY -

To improve the quality of education in schools following suggestions are advisable:-

- 1.Intensive training programme for teachers.
- 2.Making the curriculum child centred and activity base.
- 3.Changing the present examination system for it evaluates the cramming power of the child and never the creativity of the child.
- 4.Arranging weekly test and remedial teaching classes.
- 5.Regular supervision of the teaching
- 6.Appointing teachers on contract basis.

2.3.2.3 TEACHERS POSITION

Existing teacher position of Tonk district aggregated by block, community and sex is:-

STRUCTURE OF EDUCATIONAL ADMINISTRATION:

It is classified under two heads

1. Education Department.
2. Structure under Panchayat Raj and Rural Development.

DEO (Elementry I&II)

CEO (Panchayat Raj)

(In 6 Blocks)

All Rural Area

TONK UNIYARA TODA MALPURA NEWAJ DEOLI TEACHERS TRAINING INSTITUTION (DIET):

District Institute of education and training is situated at Vazirpura 8 Km. from district headquarter. There is a great problem to reach that place at the rainy season lack of conveyance and bad condition of route. The DIET was started in 1991 under the SIERT Udaipur with the vision of providing pedagogical management, research and support to primary education in the district. The following seven components were started with this purpose:-

- | | |
|---------|--|
| 1. PSTE | Pre Service Teacher Education |
| 2. ET | Educational Technology. |
| 3. IFIC | In-Service Field Interaction and coordination. |
| 4. WE | Work Expenditure. |
| 5. PM | Planning and Management. |
| 6. CPMD | Curriculum and Material Development. |
| 7. DRU | District Rural Unit. |

2.3.4. EDUCATIONAL SCHEME / PROJECT

NFE - New Formal Education . Under National policy of education, non formal education programme is being run for the following categories of children.

- 1.Those residing in school less habitation.
- 2.Working children.
- 3.Development.
- 4.Girl child who can not come to school the whole day .The District Adult Education Programme. There are 300 centers running in 12 blocks (Newai and Uniara). The number of student are 8818 in these NFE centers. NFE centers are opened by DAEO and run under the supervision of village education committee.

TABLE : DETAILS OF NFE CENTRES.

BLOCK	CENTRE NO NFE	NO. OF CHILDREN
NEWAI	100	3160
UNIARA	200	5658
TOTAL	300	8818

(Source Dept. of DAEO)

ICDS INTEGRATED CHILD DEVELOPMENT SCHEME:

The ICDS programme was started in the year. The main objectives of the programme is as follows:

- 1.To improve the level of health and nutrition among the children of 0-6 years.
- 2.To lay the foundation of sound physical mental and social development among the children.
- 3.To reduce the child mortality rate, mal nutrition and the tendency of dropouts.
- 4.To develop the knowledge and ability of health and nutritional needs of the children.
- 5.To make effective convergence with different departments for policy, decision and its implementation to encourage the child development.

THE SERVICE OF ICDS :-

SERVICE -----	BENEFICIARIES -----
1. Supplimentary (Food) Nutrition	1. Expecting lectating mother 2. Children below the age of 5 years
2. Imunization	Expecting mother, Infant & Children below the age of 6 years.
3. Health Check-up	Expecting and lactating mother

infant and the children below the age of 6 years.

- | | | |
|----|---|---|
| 4. | Consultancy Service | 1. Expecting and lactating mother.
2. Infant.
3. Children from the age of 3 years to below 6 years. |
| 5. | Informal Pre-primary Education (P.S.E.) | Children from the age of 3 years and above but below 6 years. |
| 6. | Nutrition and Health Education | Woman of the age group of 15 years to 45 years specially expecting and lactating mothers. |

Five major aspects of pre-School education.

1. Physical and motor developments .
2. Cognitive development .
3. Language development .
4. Socio-emotional development .
5. Aesthetic and creative expression .

TABLE: BLOCK WISE DETAILS OF ICDS 1997-1998

BLOCK	ICDS CENTRE	
	SANCTIONED	FUNCTIONAL
TONK	226	223
MALPURA	148	132
NEWAI	128	125
TODA	101	100
DEOLI	138	129
UNIARA	105	105
TOTAL	846	814

(Source Deptt. of ICDS Tonk)

CONVERGENCE WITH DPEP:

DPEP and ICDS will be keeping pace together to a long way like two sister departments . DPEP will strengthen all the 846 centers of Anganbaris by paying them Rs.200/- to its workers in addition to what they are already getting. The areas uncovered by ICDS will be covered by DPEP.

SHIKSHA KARMI PROJECT:

Shiksha Karmi project was launched in Rajasthan State from the year 1987 by SIDA, concerning to the Tonk district it was implemented here in 1993. At present this project is going on 3 block, Malpura and Toda. The numbers of schools are 36. The block wise beneficiary schools under shiksha Karmi Project are shown below:-

TABLE : SCHOOLS COVERED UNDER SKP

BLOCK	NO. OF SCHOOLS COVERED UNDER SKP
TONK	13
MALPURA	16
TODA	7
TOTAL	36

(Source CEO, Tonk)

GURU MITRA :-

All the pedagogical methodology is the begotten of child psychology. Child psychology speaks about the specific needs, attitudes and aptitudes of the child at different stages of childhood .It is an established psychological fact that the children from 6 to 11 age group appreciate the joyful things and take great interest in games. At this stage of childhood, they hate the formal kind of teaching. For them, teaching, learning and schooling have no attraction. They want a free flight in an open sky. On the contrary it is our obligation to universalize the primary education. To meet both the contradictory poles, several strategies were sought out, but they could not be implemented properly due to one or another reason. Keeping in the view the child psychology the whole scenario was gravely meditated and after lots of visioning exercises and community participatory meetings it was felt that 'Guru Mitra' is an unfailing remedy to make the primary education joyful, interesting and child centered for the children of 6 to 11 age group. 'Guru Mitra' has gone much inside of the child psychology and tried to understand the needs and demands of the children . 'Guru Mitra' provides the children what they really want at this stage of childhood. They learn in an amicable environment without much effort. The traditional image of a teacher with a rod in his hand does not exist and the teacher adopts several gestures for arousing the interest of the children in teaching-learning process. The teacher reconciles himself with the taught in such a way that the taught begin to experience a very different relationship between the teacher and themselves . Schools is no more a school but it becomes a center of attraction for the children and they go there filled with a sense of getting something new. 'Guru Mitra' promises smiling faces to the schools of future. Besides this, it promises :

- (a) Joyful learning.
- (b) Quality improvement.
- (c) Learning by playing.
- (d) Enhancement in retention.
- (e) Universalisation of primary education.
- (f) Achievement of MLL.
- (g) To enrich teacher's capacity.
- (h) Child-centred action based education.
- (i) Creation of the best out of the waste.

NEED :

- (i) To check the decreasing number of enrolment.
- (ii) To replace the dull and monotonous teaching by joyful learning.
- (iii) To lighten the cumbersome school bag.
- (iv) To reduce the drop-out rate.

Tonk has been a pioneer district in 'Guru Mitra' but now it has been kept under a cold bag in the district. We strongly recommend the revival of 'Guru Mitra' in the district with a little change that it should be implemented only for the children of I and II class. We cannot satisfy the cognitive aspect of the children of higher classes only with learning by playing. They need something more. So it is advisable that 'Guru Mitra' should be implemented only for the students of class I and II.

In 'Guru Mitra' teacher does not teach English to John but teacher teaches John English. The infrastructure and TLM of G.M. is already there in the District.

2. SUPERVISION.

The administrative supervision is conceived only with administrative angle. It is confined only to the checking of cash registers/attendance of the teachers. It does not have any room for the real problems of the school and does not have any thing to converse with the academic side of the school that is the real and important aspect. Pedagogical issues do not figure in their priority. It is because the supervisory staff are not well equipped to provide pedagogical support to the needy teachers.

3. TEACHERS TRAINING:

Majority of the teachers are above 40. They did their training before they got their posting. They can not keep pace with what is happening today. Unfortunately due to their excessive many fold business in other jobs they try to avoid the training's calling them the wastage of time. The more they slide down in their present the louder they glorify their past.

4. CUMBERSOME CURRICULUM :

1. Unrelated to regional cultural need.
2. Unrelated to day to day life.
3. Burdensome curriculum.

5. DULL AND MONOTONOUS METHOD OF TEACHING :-

Lecture method is the worst possible method in the world of methodology for psychology says that "we soon forget what we listen to, but learn a little when we see and we learn it well when we do it". The most traditional method in the teaching is that a teacher asks a student to stand up and read. We may call it a one way traffic that goes from teacher to student. It is not joyful and child centred.

5. LACK OF TLM IN SCHOOLS:

1. Teacher has minimum reliance of teaching learning material. Apart from the text book the teachers at present hardly use any TLM while imparting education.
2. In schools also there is an acute shortage of required TLM at present.

6. QUALITY OF TEXT BOOKS:

Lack of gender sensitivity /cast /religion sensitivity towards girl and women. They appear doing some traditional house hold works. Present text book do not lead this

disadvantaged group ahead. This insensitivity perpetuates the traditional beliefs and practices which effect achievement.

PROCESS OF DATA COLLECTION THROUGH PRAVESHOUTSAVE:

DEO's , CEO, Block officers, Sen. Dyp. DEO's were the man source of collecting relevant data. DPEP district core unit converged with different authorities for this purpose. In the beginning of the session Praveshoutsav was celebrated in each school throughout the state. Each district did it's best to get the maximum enrolment. This celebration ultimately proved a helping junction of getting all the pertaining data.

MICRO PLANING AND SCHOOL MAPPING:

Micro planing is likely to be conducted soon in a near future . All the data given in the project are based upon secondary sources. The accuracy of data will emerge after micro planing.

SOCIAL ASSESSMENT STUDIES:

The summary of the SAS is attached in end of the project.

BASE LINE ASSESSMENT STUDIES:

This study is again an important survey on which most of the strategies depend. The picture of the root level problem and demand is revealed by it. The incumbency of BLS goes to the distt. DIET, that has recently conducted it the report of it's findings is still awaited. The copy of it will be furnished later on.

INVOLVEMENT OF INSTITUTIONS ;

DIET:

DIET played an important role by conducting base line study. The principal of DIET is the patron of DPEP and the vice chairman. DIET is also supposed to impart different type of trainings at different levels.

NGO:

Different NGO's also took part in the process of planing such as conducting SAS studies and environment building.

CHAPTER 4 Problems & Issues

4.1 INTRODUCTION

IDENTIFICATION OF PROBLEMS AND ISSUES

The district core unit selected six villages in each block to come across the educational problems of the local people, they were discussed with their problems. Encouraged and motivated to express their own opinions and suggestion which may enable the concerned core unit to assess the grass root problems facing the rural India to remain have not so far as the education is concerned. On basis of practicability and feasibility the suggestion forwarded by the rural folk were contemplated throughly their statistical relevance was examined and then a vital strategy to implement the project was given concrete practicability. This participation must have a say in formulating policies and plans for not only the educational but also other kind of physical, social, financial and cultural development of the common run of men. Destiny has yet not favoured the downtrodden who have been looking forward to elitist plans and projects to get nothing substantial but disappointment after disappointment for the last fifty years. Consequently it has been realized by a few enlightened ones to reverse the elite serving process to mass serving one. It has also been realized that the air-conditioned plans and projects are bound fail us. So mass sharing and mass participation from the hovels have been accepted to put process of real advancement on the right track. This participation includes the real participations of real claimants viz. Schedule castes, tribes, advisable women and the poverty stricken if every section of the society who are forced to drag their life below poverty line-the horrible line of fate. The project to be put into action by the DPEP will have a village level programme viewing the Geographical, social, education, economic, culture and ethical aspects of rural life, its problems and remedies based on locally available resources.

4.2 ACCESS AND RETENTION RELATED PROBLEMS

1. Distant Schools :

In for flung areas of the district children have to go a long way to reach into schools.

2. Child Labour :

Drowned by grin poverty the parents force their children to make a contribution to the firmly earnings. The children are forced to do various petty jobs in order to get the basic requirements of living.

3. Migration :

Having seen no future in villages, the villagers migrate from villages to cities. In cities they have to struggle for their survival. In this combat of survival the children are, though unknowingly, deprived of education.

4.Cattle Grazing :

In a very large number the children of 6 to 11 age group are idling away their life with cattle grazing in rural areas.

5.Farming Activities :

As most of the inhabitants of the villages primarily depend upon farming for their living, the school going children have to be a chain of the series of various activities throughout the year.

6.Parda System :

In some aspects. "Parda", being an integral part of certain religious beings, has valid the educational possibilities of the girl students.

7.Evil Habits :

A great number of people in rural areas, particularly in Sc /St working class groups, indulges in the habit of drinking. Most of the part of their income is spent over drinking and they do not care properly for the education of their children.

8.Lack of public awareness for education :

There is a grave lacking in knowing the real worth and essence of education among the common mass. For them , education is just a way to unemployment. A scientific attitude and an extensive thinking for education do not exist among them.

9.Social position of S.C. & S.T. :

In District villages the S.T. Tribes are still tortured with the curse of untouchability, in the so called high class gentry practice untouchability with them and these type of customs create inferiority complex among the new generations of these classes, especially the young generation.

10.Castism and classism :

They have to face the complications of classism and castism in there routine. they are for from the hereditary benefits, rich the general classes enjoy i.e. the luxurious houses among, the comforts of life etc.

11.Lack of school buildings :

Even after a long period of independence we are not in position to supply basic needs of primary education. Some schools are in remote areas do not have school buildings and if there are some they are not spacious and well equipped. There is no arrangement for light and water, and the toilets. These schools are in want of means of communication. They are still suffering with the lack of boundary walls, play grounds, furniture or seating arrangement. These district area school should be granted special aid.

4.3 RETENTION RELATED PROBLEMS AND ISSUES

1. Household works : Most of the children are incapable in coming to schools, as it has become their destiny to have an active part in the household works since their childhood.
2. Child Marriage : In a very early age the children get married in rural areas. The schools going girl child has to leave the school because after the marriage she is sent to her father-in-law's house.
3. Illiteracy and insensibility of parents : As parents themselves do not know the real worth of education they do not consider it as essential to educate their children. They are not socially compelled to educate their children.
4. Negative thinking towards female education : In our villages the way of thinking is always negative to the female class the group is not mentally prepared to accept the equal rights of female group. They restrict them to the house hold affairs only. Even the mothers are not interested in female education. They think it wasting of time energy and money, and nothing else.
5. Lack of participation of poor and neglected social development : The general classes and the rich ones are the builders of society. They make social reforms and try to curb the social values is accordance of their own benefits and the majority of the society the low class is far from this participation of social affairs. So some extent this passiveness is due to their ignorance and illiteracy, they are not aware about their strength.
6. Insensitivity for gender disparities : In rural areas, parents do not pay much attention to girls education because of their orthodoxy. They assume that woman is destined only for house hold works and education would not bring any change in their destiny.

4.4 QUALITY RELATED PROBLEMS AND ISSUES

1. Language Problem :

In the rural and tribal areas the children do not feel at home with Hindi language. So for them the teaching process becomes dull and incomprehensible and they soon pervert from the schools. Where these children compete with the children from cities find them selves now here in competition. This inferiority complex becomes another reason of their dropout.

2. The Low Social Status of the Teacher :

Now a days drastic change has taken place in social status of the teacher in comparison to others. The class is not satisfied with the social values, granted to him, even he is not being totally reputed by his students. All these factors minimized his sense of duty. Modern teacher has become more professional.

There is a lack of devotion and initiatives among them.

All these factors are playing active part in minimizing the enrolment in primary schools.

3. Lack of Teachers Training:

Majority of the teachers are above 40. They did their training before they got their posting . They can not keep pace with what is happening today. Unfortunately due to their

excessive many fold business in other jobs they try to avoid the trainings calling them the wastage of time. The more they slide down in their present the louder they glorify their past.

4. Cumbersome Curriculum :

1. Unrelated to regional cultural need.
2. Unrelated to day to day life.
3. Burdensome curriculum.
5. Dull and monotonous method of teaching.

Lecture method is the worst possible method in the world of methodology for psychology says that "we soon forget what we listen to ,but learn a little when we see and we learn it well when we do it. The most traditional method in the teaching is that a teacher asks a student to standup and read. We may call it a one way traffic that goes from teacher to student .It is not joyful and child centered .

6. Lack of TLM in schools:

1. Teacher has minimum reliance of teaching learning material. Apart from the text book the teachers at present hardly use any TLM while imparting education.
2. In schools also there is an acute shortage of required TLM at present.

7. Inferior Quality of Text Books:

Lack of gender sensitivity /cast /religion sensitivity towards girl and women. They appear doing some traditional house hold works. Present text book do not lead this disadvantaged group ahead. This insensitivity perpetuates the traditional beliefs and practices which effect achievement.

8. Capacity Building Related Problems and Issues:

Educational problems :-

These primary schools do not have proper curriculum. The curriculum does not match their requirements. There is a need to reorient the whole curriculum in accordance to the social cultural, religious economical, and traditional values of the villages. Moreover it should be made up to the mental status of the child of these regions. It should be different from that of the urban area. These schools are suffering from the short-coming of teaching aids. The lack of games articles and the lack of the text books. The concept of education in these schools is not child centred. There is not proper contact between the teacher and parents, there is no arrangement of proper guidance of the parents regarding child education. The text books have not yet been made attractive to the child and the lack of reading rooms is also one of the factor.

All these short-comings of our primary system of education are responsible for low enrolment in the schools.

9. Teacher related Problems :

In this system of education a primary school teacher is facing the following problems : -

- (1) Lack of re-orientation programmes.
- (2) Lack of in-service trainings.
- (3) Lack of facilities in the field of self studies.
- (4) Limited and out dated education of the teachers.
- (5) untrained and low paid teachers.
- (6) vacancies and transfers of the teachers.

10. Lack of follow-up programmes:

1. Lack of proper ratio of students and teachers.
2. Lack of knowledge about new innovations in education.
3. Late arrival and before time departure of the teachers.
4. Appointment of teachers in surveys and election duties.

Surrounding with all these problems how can we expect from a teacher proper performance of teaching duties. All these equations are highly effecting our primary education and it is totally paralyzed.

11. Administrative problems :

To some extent our administration is also responsible for the prevailing condition of primary education.

- (1) Lack of proper supervision of the schools.
- (2) Lack of diagnostic tests of the students at the time of admission.
- (3) Defective examination system.
- (4) Lack of the fulfillment of requisites in time.
- (5) Lack of the solution of individual problems of the teachers.

12. Lack of Supervision:

The administrative supervision is conceived only with administrative angle. It is confined only to the checking of Cash different registers/attendance of the teachers. It does not have any room for the real problems of the school and does not have any thing to converse with the academic side of the school that is the real and important aspect. Pedagogical issues do not figure in their priority .It is because the supervisory staff are not well equipped to provide pedagogical support to the needy teachers.

SUMMARY TABLE OF ALL THE IDENTIFIED PROBLEMS & ISSUES

AREAS	PROBLEMS
Access & Environment Awareness	Distant Schools/Cattle grazing/House holding works/Child labour/Farming/Migration/Lack of Public Awareness.
Retention	Child Marriage/Evil Habits/Insensitivity for Gender desperrity/House Holding Works/Illiteracy and Insensibility of parents,Naegative Theme
Quality	Language Problem/Insensibility of parents/Social Position of SC/ST.
Capacity	Casting and Classism/Negative Thinking for Female Education/Lack of school Facilities/Teacher Related Problems/Lack of Supervision/Educational Problems Lack of follow up/Administrative Problems

CHAPTER 5

Goals & Objectives of DPEP in Tonk District

5.1 INTRODUCTION

DPEP is an ambitious programme promising the Universalization of education . Generally all the schemes come from upward to downward ,but DPEP is a root based programme. They works after the identification of the real .The solutions of the problems are suggested and solved by the local people themselves it is a plan of education for the local people ,by the local people and of the local people.

5.2 DPEP GOALS AND OBJECTIVES

- (i) Universalization of Education.
- (ii) Retention of the enrolled children.
- (iii) Achievement of Minimum Learning Level.
- (iv) Easy approach (schools should be at the nearest possible distance. The distance should not be more than 1 Kilometre).

5.3 OBJECTIVE OF DPEP IN DISTRICT TONK

- (i) To identify the local problems and plan.
- (ii) To emphasize upon the problems of the district to make education accessible with the help of non-formal and partial educational programmes.
- (iii) To keep children active through various educational activities till the end of primary education.
- (iv) Development and progress in MLL.
- (v) The total eradication of illiteracy,
- (vi) Imparting a sense of equality. Self dependence in women and making them aware and progressive through education.
- (vii) Providing the quality education to SCs, STs and other socio-economically backward classes and make them feel equal to other upper classes. Reducing the drop out rate of SCs, STs and other socio-economically backward classes.
- (viii) Connecting the education with the basic needs of day to day life. (Day to day life education)
- (ix) Embodying the children with scientific and environmental awareness.
Making the plan of the primary education for the district by focussing on the various problems of the district and ensuring the active participation of the

community. It is for the first time that a project is planned by the local people keeping in the view the various problems of the district and village. The project is not imposed upon the people by the highups.

(x) To animate and improve the Capacity of the teachers and other workers concerned with education through a time bound intense training programme.

(xi) Regular evaluation of the achievements. Concepts, implementation and every part of the project.

(xiii) An Active participation of NGO's and Community At every level.

APPROACH:

(i) Education to be used as a medium of bringing about social change.

(ii) To make necessary changes in curriculum, Education devices and Exam patterns (If these changes may help in achieving the aforesaid objectives)

(iii) To make strategies for the intensive training programmes which are conducted regularly at district level for the teachers. These strategies should enhance the spirit of the teacher and help them in making their quality better.

(iv) The teacher should be motivated for becoming a part of the constant teaching and training programme.

NOTE: The word " Teacher" includes all the employees of formal and non-formal education.

(v) After an intensive discussion with self motivated politicians, social workers and other social service agencies an organization should be set up for the primary education and it should be accepted by all the Groups of Community.

(vi) The teacher should be to the fore at each level of the project and motivated by the various creative activities.

(vii) To set up an effective and accountable organization at village level. This organization should ensure the participation of the village in total education. This organization should also be responsible for the quality and development of education in the village. The organization should trace the hindrances which are faced by the villagers in getting the quality education.

(viii) To set up Institutional managerial, organizational and educational replica which is worthy in the present and replicable for the future.

(ix) To prepare constant internal evaluation method for examining. If this method produces the desired results it may go on, if not it may be dropped out.

(x) To make open all the parameters taken in the project for a critical analysis and evaluation for constant reviewing of the project for the new ideas and potentialities.

COVERING AREAS AND ACHIEVEMENTS OF THE PROJECT DPEP :

would function in the different areas to achieve the fixed objectives such as :

- i) Formal education.
- ii) Non-formal education.
- iii) Adult education.
- iv) Pre. primary education.
- v) Mahila Mandal (the name is under consideration)
- vi) Voluntary organizations related with continuing education.
- vii) Training institution such as DIET.
- viii) Emphasis on the planning of the local problems.

DPEP is not a money derived project. The philosophy behind the projection of this project is to develop a system for the primary education, a system which is replicable and sustainable and should have come into existence earlier but due to financial problems could not come into existence. In the project 24% of the total budget is proposed for civil work. The state government is responsible for the recurring liabilities by the end of the district programme.

AIMS AND OBJECTIVES :

ACCESS/ENROLMENT & RETANTION/QUALITY

According to DPEP guide line GER is to be reached up to 100%. At present, educational prospects in the district is in a very low state. According to the census of 1991, the number of the children from 6 to 11 was 96429. The number of the children of 6 to 11 age group rose up to 154300 in 1997, and it is likely to be 158400 by the end of 2001. Though 100% enrolment seems quite impossible in a very short period of 5 years and with limited means, it may be believed that it would reach up to 80%. Due to financial problems it is not possible to build schools in all those areas which are without schools for primary education.

The whole educational prospect would expose after the due micro village mapping. About 6 block areas would have schools under the project, which would facilitate the access. Department of mass education is already running 300 alternative schooling NFE centres. About 80% of the children of the age group of 6 to 11 would be getting education by the end of project. In addition to aforesaid efforts about 382 Hamara Vhidhalayas and about 18 skill developing schools for girls of above 9 years if age would be set up in those areas where Mahila Mandals are not established.

CHAPTER 6
Programme Interventions & Strategies

6.1. INTRODUCTION

The reason for children not going to school despite the presence of primary school with reasonable distance is mainly socio economic. But the sole aim of DPEP is to universalise the elementary education at any cost. The focus group is the age group from 6-11. In the achievement of this target distance is the main impediment . DPEP promises a school within 1 Km. each.

6.2. ACCESS

Access as identified the major responsible problem of not only lower enrolment but also of high dropout particularly for the girls, Tonk is a plain and flated Distt. .If we bunch up the scattered hamlets the problem of access will just be doubled.

6.2.1. OPENING OF NEW SCHOOLS.

In Tonk we do not have scarcity of schools but the allocation of schools to the habitation is not justified. Through various surveys and visioning exercises SAS studies some school less habitations the emerged in the scenario (44 new schools proposed to be constructed) though the number of schools less habitation is 382 but the main emphasis will be paid to the for scattered hamlets. These hamlets are too small to introduce a full fledge formal school and to big to be deprived of .The accurate number and the name will be given after the which is likely to be conducted in a near future. The education block wise break up of existing primary and middle schools are as under:

TABLE : BLOCK WISE BREAK UP OF SCHOOLS

Block	Village		Primary Schools			Upper Primary School			Total School		
	Tot.	Resid.	Govt.	Pvt.	Total	Govt.	Pvt.	Total	Govt.	Pvt.	Total
TONK	263	248	191	7	198	59	30	89	250	37	287
MALPURA	131	123	131	4	135	44	13	57	175	17	192
NEWAI	201	191	145	3	148	48	14	62	193	17	210
TODA	118	109	98	2	100	40	6	46	138	8	146
DEOLI	155	157	120	6	126	39	7	46	159	13	172
UNIARA	211	191	106	4	110	36	7	43	142	11	153
Total	1089	1091	791	26	817	266	77	343	1057	103	1160

(Source : DEO/CEO, Tonk)

The present schools position in the Tonk district is given below:

TABLE : POSITION OF SCHOOLS IN TONK DISTRICT

NAME OF SCHOOL	GOVT.	PRIVATE	TOTAL
PRIMARY	791	26	817
UPPER PRIMARY	266	77	343
SECONDARY	67	3	70
SR.SECONDARY	33	5	38
COLLEGE	4	-	4
UNIVERSITY (DEEMED) BANASTHALI VIDHYAPITH	-	1	1

(Source : DEO/CEO, Tonk)

According to the state norm a new school can be opened on the population of 250 or more. Therefore in Tonk ALS will be much more in number than that of the new schools. 44 new school have been proposed for new construction by DPEP , name of the village will be determined after the due discussion with the district collector and the microplanning.

Tonk	11
Todaraisingh	9
Malpura	7
Uniyara	6
Deoli	7
Newai	4

Total:	44

6.2.2:- Appointment of teachers /Para teachers with the fast increasing population will depend upon the increasing the GER. in Tonk ,the present position of teacher can be seen in the following table:-

TEACHER'S POSITION (1997-98)
TABLE : SEX WISE, COMMUNITY WISE,
BLOCK WISE TEACHER POSITION (PRIMARY & MIDDLE)

Block	SC			ST			General			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tonk	150	13	163	30	-	30	549	140	689	729	153	882
Malpura	81	13	98	40	4	44	445	101	546	570	118	688
Newai	101	6	107	48	2	50	444	74	518	593	82	675
Toda	54	3	57	36	2	38	358	60	418	448	65	513
Deoli	91	11	102	70	14	84	362	100	462	523	125	648
Uniar	53	1	54	99	2	101	267	58	305	419	41	460
Total	534	47	581	324	24	347	2425	513	2938	3282	584	3866

(Source DEO/ CEO Tonk)

Existing brakup of primary education teachers position in the district is

Apart from this table 715 more teachers are needed in the 5 consecutive year 88 teachers for the 44 newly opened schools, 227 para teachers will be appointed in the formal primary

schools as the results of the increase in the GER and lastly 400 para-teachers will be required for the different type of ALS.

The unit cost is revealing the fact . The selection of the teachers will be as per norms of the state with the norms of salaries as well .DPEP would prefer local teachers to be appoint as far as possible . Para teachers will be appointed by VEC's.

6.2.3. OPENING OF ALTERNATIVE SCHOOLS

ALTERNATIVE SCHOOLING

After the issues mentioned above we can now categorise the children who have to be provided alternative schooling of we are to be anywhere mean the UEE.

1.The formal system of education is inadequate to meet the growing needs of children's education. ALS are needed for achieving the goals of universalisation of Elementary Education.

2.ALS assumes the role of a key intervention toward fulfilling the needs of the focus group.

3.It tends to be a crucial input towards education of the most disadvantaged details of the society.

- a. Supplimentary in nature
- b. Cost effective and feasible
- c. Diversity and choice
- d. Needed to create a learning community.

WHERE ALS ARE REQUIRED :

1. There are small and scattered habitations

2. In remote inaccessible areas, where size of the population is not large enough for having formal schools.

3. Where the drop out rates are larger (Girls-child labour)

4. To serve the need of special communities.

WHY:

1. To universalise elementary education
2. To meet the reasons constraints.
3. To serve scattered and sparsely populated areas.
4. To meet the inadequacy of formal education
5. To enable "Earn while you learn" for the pupils
6. To enable people to learn who have never gone to school before.
7. To provide education to the deprived and the disadvantaged.
8. To reach the unreached.

FOR WHOM:

1. For overage/deprived the formal schooling and drop outs.
2. For nomadic children
3. Children living in hamlets which do not justify a formal school.
4. Other categories deprived of formal education due to rigidity of timings.

SKILLED DEVELOPING ALS FOR GIRLS IN RESPONSE TO GENDER EQUALITY AND ENROLMENT OF GIRLS IN RURAL AREAS (KNBV's) :

It is an established fact that there has been drastic differences in the enrolment ratio of boys and girls. D.P.E.P. aims at decreasing it to the minimum of 10%. At present we have a pitiable plight of N.E.R. and the disparities between the two sex (The performa, revealing the fact is attached)The drop out rate of the district is 62.02% on an average. In the case of S.C. girls it is 74.47% and among S.T. it is 78.19%. To bridge up this huge gape .

The dropout rate in the Tonk district is very high:

TABLE : DROPOUT RATES OF TONK DISTRICT(COHORT : 1997)

	SC	ST	TOTAL
BOYS	60.24	60.33	60.80
GIRLS	74.47	78.19	64.70
TOTAL	64.61	65.02	62.02

(Source : DEO/CEO, Tonk)

we propose a new tentative plan of skilled developing ALS for girls (KNBV) Koshal Nirman Balika Vidhyalay).

THE NEED OF KOSHAL NIRMAN BALIKA VIDHYALAY (KNBV) :-

Even after the thousands of women liberations movements, slogans and seminars on equally these big-bright and bombastic talks of Gender Equality is confined only to Urban areas. In the social air of Rajasthan in general and Tonk in particular there has been unfortunately a firm usage that girdles the whole district that a girl (9+)is strongly deemed as "Paraya Dhan" who after a decade would unfailingly go to her husband's house to cater the need of wifery business. The total emphasis is on her being a perfect wife and her perfection is measured by the householding crafts.

These works are supposed to be indispensable on the part of the girls failing which, it is a commonly believed notion, that a girl can neither be a befitting daughter nor a befitting mother. Any effort that aims to wipe off this wrong notion may take 5 more consecutive decades. It was, therefore seriously pondered that if we want to universalise primary education we should directly go to the way they (rural folk) suggest. Present system of education, according to the villagers, is not a subject of progression instead it is a case of retrogression that leads a girl (particularly of rural area) towards shamelessness imbibes her with an infusion of equality with man, creates emancipation in her personality. This emancipation and the feeling of equality with man is an abuse in the villages that can never be tolerated by 90% of the population that resides in the 1089 villages of the district. They firmly believe that present education does nothing good except imparting information. It is not related with day to day life. It pollutes the deep rooted

and customs. A woman claiming her rights is not an acceptable woman. If we want to get rid of this wrong notion we have to awaken them through their own choices. We must do what exactly they want from us and from the girls. With a planned and premeditated strategy we propose 7 optional subjects of householding crafts to be introduced in KNBV in addition to these subjects Language/Elementary /Social Sciences with ecological concept will be taught compulsorily. In these KNBV the practical knowledge of the householding subjects would be imparted.

2. OPTIONAL SUBJECTS OF KNBV (Koshal Nirman Balika Vidhyalay):

1. Cooking food with variety of items
2. Tailoring
3. Mehendi Lagana with variety of it.
4. Knitting
5. Aari-Tari
6. Singing and dancing (Folk songs-Folk dances)
7. Interior decoration

Two optional subjects are to be introduced in a year, completing all the 7 subjects by the time she passes her 5th class. It is strongly recommended that in Tonk District there must be two types of ALS:

1.Common for both Girls and boys, as per norms of ALS (6 to 11) age groups. That will go by the name of "Hamara Vidyalaya"

2.KNBV exclusively for girls (9+)who are deprived of the primary education. They will tick our aim of imparting primary education along with the learning of householding/wifery bussiness (What elderly people like), under the guidance of an skilled lady craft teacher on contractual basis. These crafts are much more important in village/rural atmosphere.

NEED:-

The need for these centres will be determined on the basis of microplanning exercises which will be carried out soon in all the villages. In the District initially 18 KNBV's will be opened on a pilot basis. Thereafter on the basis of education and need the number will be increased. A proposed year wise list of " Hamara Vidyalaya" and " KNB Vidyalay" will be furnished lateron. These Vidyalayas will be opened in the location where 20 or more children are identified.

DURATION OF THE CENTRES:-

The centres will run for 4 semesters of 10 months each and all centres will be phased out by the end of the project period. Three hours of education will be provided every day for 250 days in a year. It may be mentioned here that even formal schools function normally for about 250 days in a year.

CURRICULUM AND TLM :-

The education that will be imparted in "Hamara Vidyalaya" and "KNB Vidhyalay" will be equivalent to the formal primary education being provided in the formal schools. Appropriate Curriculum for KNBV's will be devised and TLM will be developed on these lines by the District or State office.

CURRICULUM AND TLM OF KNBV:-

1. A curriculum committee will be selected by the District people under DPEP. This committee will comprise of people of great academic attitude, including 4 prominent women educationist and a lecturer of psychology.
2. The real problem and the interest of the rural people will be taken care of with the help of S.A.S. and visioning exercises. The call of situation/The demand of the soil may vary from one area to another area. Therefore, there will be 7 subjects, out of which two are to be ticked in 1st year and two in the second year and so on. In addition to these householding subjects Language/Elementary Mathematics and Social Sciences environmental studies will also be taught. In this way a girl 9th will be reading 6 subjects in a year. In due course of time they will be able to get admission in the formal schools if they wish it to continue for future.

HOW TO :-

Initially these "KNBV" will be opened in 18 villages where ICDS and Mahila Abhikaran do not have their Mahila Mandals. Gradually the number of these KNBV will be increased according to the call of experience and demand. Each KNBV will be looked after by VVMM (Vidyalaya Vahini Mahila Mandal). This VVMM will be solely responsible for the smooth running of these KNBV. Having seen the KNBV protected by the renowned local ladies the elderly people of the village will not hesitate in sending their girls to school. This VVMM will also manage the TLM of householding subjects such as 4 sewing machines/ 4 stoves/ Kerosine/ needle work etc. Flour will be brought by the girls themselves according to the need. They will be able to take it back to their houses after cooking in whatever way they use it.

WHO WILL TEACH:

1. All the female members of VVMM will not only monitor and manage these KNBV's but will also teach whatever householding jobs they have mastered.
2. In addition to these VVMM there will be one full time lady teacher posted on contract basis by DPEP who must have mastery over two or three householding subjects in addition to her academic qualification Rs.1350/- will be paid per month to this craft teacher.
3. First preference will be given to local girls either the daughter of the village or the bride of the village. In the case of non-availability a lady from the nearest place will be tried out.
4. She must be atleast secondary pass but preference will be given to those who have some extra skills in house holding crafts.
5. With due course of time a net work of KNBV will be spread out in each big village of the district, protected by the local VVMM and they will extend their transactions in many other walks of village life. Ultimately there will be active Mahila Mandals in 18 villages of the district, fully confident managing a local school facilitating it in whatever way they can and doing numbers of other creative jobs.

TRAINING OF VVMM:-

Since it is entirely a matter of householding crafts, the training of VVMM alongwith the craft teacher appointed in KNBV will have to undergo a special training for atleast ten days. These members will be trained by very skilled ladies (resource person) at district level or block level. So far the academic side is concerned the lady teacher is there and some of the members from among the VVMMs are also literate but the special attention during the intensive training for KNBV will be paid to householding subjects. In the training all activities will be conducted practically. Instead of

theory it will be a real practical training. The cost of the training of VVMM members is included with VEC members.

DEVELOPING OF SUB-CULTURE TO ERADICATE THE PROBLEM OF UNTOUCHABILITY IN KNBV's :-

The problem of untouchability is not only very powerful in rural areas but also rampant among them. Out of the seven optional subjects of KNBV's cooking is the one that may create the problem of untouchability. It would therefore be essential to develop a particular sub culture in KNBV. The values of this sub culture would not only necessarily be followed by the teacher and the taught, but also be infused in their habits and thoughts. These girls would be trained and developed in their thoughts in such a way that all these social evils may not have any tint of them in their minds. Thus it will be a three way academic journey, one way going to primary education achieving universalisation of elementary education second way leading to householding crafts and the third way will lead them towards national concerns such as removal of untouchability, national integration, environment building and the last but not the least equality of all the section of global society. A village will be the root level unit for these global values because we firmly believe that if we educate a boy we educate only an individual but if we educate a girl we educate the whole of the family. Perpetual education is the only tool with which the society as a whole can get rid of these social stigmas and to pervert the mind of the girls in a positive direction. A provision of Rs. 3 lacs has been made of project life.

TABLE : RETENTION RATE OF DISTRICT (COHORT : 1997)
BLOCK PR2

BLOCK	PR2		PR2
	ENR.-97	ENR.-93	
TONK	3578	9065	39.47
MALPURA	2792	6343	44.01
NEWAI	2357	7664	30.75
TODA	1825	4361	41.85
DEOLI	2362	6562	35.99
UNIARA	1916	5044	37.98
TOTAL	14830	39039	37.98

(Source : DEO/CEO, Tonk)

6.3.ENROLMENT & RETENTION

The retention of the enrolled children is a big problem of the state in general and Tonk in particular. DPEP aims at maximum retention by reducing the rate of dropout to the minimum of 10%. at present the district is facing an awful situation of dropout as has been shown in the afore said table.

TABLE : COMMUNITY WISE ENROLMENT OF BOYS AND GIRLS FOR LAST 5 YEAR:

Year	GENERAL		SC		ST		TOTAL		GRAND TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1993	45363	20141	14347	5281	9029	2268	68739	27690	96429
1994	46368	24427	15639	5485	9668	2733	71675	32645	104320
1995	51400	25080	16840	6935	10818	3778	79058	35793	114851
1996	53502	28750	18405	7887	11916	4671	83823	41308	121131
1997	54911	32142	18705	8721	11824	5191	85440	46054	131494

(Source : DEO/CEO, Tonk)

The enrolment in Tonk district is around 85.21. A large section of the primary school going age children are uncovered by primary schools. The community wise difference in enrolment rates are as below:

TABLE : COMMUNITY, GENDER-WISE ENROLMENT 1997

Category	Population (6-11 yrs)	Children (6-11 yrs)	Enrolment 1997	GER
Total	1112200	154300	131494	85.21
Male	578200	79800	85440	107.06
Female	534000	74500	46054	61.81
SC				
Total	224556	31153	27426	28.03
Male	116739	16112	18705	116.09
Female	107.817	15041	8721	57.98
ST				
Total	132249	18361	17015	92.66
Male	69667	9623	11824	122.87
Female	62582	8738	5191	59.40
General.				
Total	755347	104786	87653	83.07
Male	391791	54065	54911	101.56
Female	363556	50721	32142	63.37

(Source : DEO/CEO, Tonk)

TABLE : ENROLMENT DIFFERENT SET-UP OF SCHOOL CATEGORY WISE

Block	Govt. Schools			Private Aided School			Private Un-aided School		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
TONK	16733	9724	26457				4169	2320	6489
MALPU RA	12067	6461	18528				2735	1247	3982
NEWAI	13539	6869	20408				1648	902	2550
TODA	8156	5021	13177				837	402	1239
DEOLI	11761	6445	18206				1540	728	2268
UNIAR A	10998	5379	16377				1257	556	1813
TOTAL	73254	39899	113153			--	12186	6155	18341

(Source : DEO, Tonk)

On the basis of the average growth rate of the enrolment of the last 5 years the enrolment growth for the next 5 years is projected below:

PROJECTED-POPULATION & ENROLMENT UNDER D.P.E.P Distt. Tonk:

Years	1998	1999	2000	2001	2002	2003
Population (6-11)						
Boys	80321	80998	81449	81951	82408	83058
Girls	75119	75475	76006	76527	77039	77059
Total	155440	156475	157455	158478	159447	160567
Enrolment						
Boys	85140	87478	89594	91785	93945	95517
Girls	51647	59608	67861	74616	78258	81107
Total	136787	147086	157455	166401	172203	176624
G.E.R.						
Boys	105.99	108	110	112	114	115
Girls	68.75	78.97	89.28	97.50	101.58	104.64
Total	88	94	100	105	108	110

(Source : DEO/CEO, Tonk)

In order to improved the rates of retention and to reduce the rate of dropout certain measures have been meditated by DPEP as:-

1. Construction of additional classrooms
2. Making the teaching joyful
3. Coplete revival of Guru Mitra in the 1st and 2nd class in Tonk Distt.
4. Quality improving teachers training provisions
5. Different educational incentives
6. Perpetual enviornment building
7. Opening of KNBV's as for girls(9+)
8. Parental awakening programmes
9. Appointment of additional teachers
- 10.Appointment of Para-Teachers
- 11.Providing other facilities such as school improvement funds
- 12.Opening of ECCE centers
- 13.Strengthening ICDS centers
- 14.Opening of ALS and the appointment of Para-Teachers
- 15.Additional class rooms proposed to be constructed 232
- 16.Additional teachers proposed to be appointed 556 (Due to GER)
- 17.Appointment of teachers in the formal schools 88,Para-Teachers 400.

DROP OUT IN THE DISTRICT :-

Though the visioning exercises, meetings with the teachers and participation with community the reason of lower enrolment, poor retention and quality, but having seen the clostic decrease in retention and drop out a special study is recommended for the low role of drop out. At present the average rate of dropout in Tonk is 62.02.

6.3.3. COMMUNITY MOBILIZATION

FORMATION OF MTA/PTA :-

The illiteracy and ignorance of parents in particular and others in general have been identified as one of the reasons for the higher drop-out rates of children particularly girl child. It is necessary to make the parents aware of their duties and functions especially concerning to their children's education. We propose to form MTA/PTA at school level. It will be formed by the village Education Committee and their regular orientation meeting will be conducted by the school teacher in which the following issues will be highlighted . An awareness programme at CRC level will be conducted every year for which a sum of Rs. 2000/- per cluster is ear marked.

FUNCTIONS:

Enviornment building aiming at 100% retention. Lowering down the rate of dropout to 10%. Sharing experiences with the teachers. Harmony between the school and the vicinity around.

6.3.4. GENDER SPECIFIC INTERVENTIONS

The retention rate of girls in Tonk Distt. is 35.3% which is lower than the overall retention rate. The problem is acute among ST & SC girls (ST girls 21.81 & SC girls 25.53). It is felt necessary to mobilise the community openion for women empowerment. The result of which is the out come of KNBV's in the Distt.

MAHILA & BAL VIKAS KENDRA:

On an experimental basis 432 MBVK centers are proposed to be opened in Tonk. 332 centers in the first phase will be opened after microplaning. Children of 3 to 6 year age group are benefited by good care and habit formation of pre primary education.

CONVERGENCE:

MBVK centers will have there convergence with ICDS (phase III) DPEP will not introduced it's centers where the ICDS already exists. Instead of opening it's own centers DPEP will strengthen the center of ICDS and a sum of Rs. 200/- will be given per center per worker in addition to what they are already getting.

Where there are no Anganbari centers DPEP will open it's own MBVK's and the prerak of the centers will be paid Rs.400/- per month for 2 years and Rs. 200/- per month for the rest of three years. With the due passage of time ICDS is supposed to be adopted these MBVK's . A sum of Rs.----- is ear marked for this purpose. These MBVK's will be opened attached with the local primary school which are already running.

ACTIVITIES OF MBVK's

- * Convergence activities and stratagies with ICDS
- * Initial training with Anganbari workers
- * Recurrent training of Anganbari workers

TLM Support:

TLM support will given to MBVK's being run by DPEP as per norm of the state.

SUGGESTIONS FOR PROVISION:

- * Soft Toys 10 items
- * Rubber Balls 10 items
- * Kitchen Sets 10 sets

THE PREFACE TO COMMUNITY MOBILIZATION:-

DPEP is an ambitious programme. Its principal objective is the universalisation of primary education .To obtain this objective the public participation and involvement is essential. Schools are a miniature of society where we have the representation of all casts and creeds. It is almost impossible to universalise the primary education without mobilizing the society .To pour into this highly animated impulse among the common mass and to make them of this programme a sound strategy is needed we hope that in a great number of people who are animated and have a constructive approach would come to fore and contribute in making a good and healthy society. Rallies, Kalajatha, Display Different type of exhibition and all type environment building programme will be organised at District ,Block and Cluster level. A sum of Rs. 1000/- 2000/- 10000/- respect quality has been kept for the purpose. The total cost of it is Rs.3.36 Lacs has been ear mark . Development of awareness material such as posters, charts, audio vedio cassettes, collection of folk sounds, folklorists etc. A provision of Rs. 8.10 for the whole project is ear marked. The community would take these programmes as granted. To facilitate the mobilisation activities a particular amount specially for this purpose will be spared out.

VEC AND VVMM :-

- 1.It is proposed that VEC & VVMM will be responsible for environment building and other education related issues at the village level.
 - 2.To achieve the main goal of DPEP that is the universalisation of elementary education/VEC will be the back bone and will play an indispensable role to decide the future of primary education in the district.
 - 3.It will work as a key institution at the village level.
 - 4.VEC and VVMM will have the accountability for all the academic transactions at village level.
 - 5.Their activities include enhancing enrolment, improving retention/ excellent quality/enrichment of the physical need of the village school.
- I.VEC and VVMM's will be empowered in financial matters. In the village these two agencies (VEC and VVMM) will identify the local problems, the real need that lies on the root level will be discussed by local people. They will make their own strategies and will implement them of their own accord.
- II.Both the members of VEC and VVMM's will comprise of two separate committees. These committees will be registered in the relevant government office. VVMM and VEC will be to a great extent responsible for increasing the enrolment and to improve retention and the quality

and lastly to provide an easy access to the vicinity. These VEC's for boys (6 to 11) habitating in the village and

V.V.M.M. girls are supposed to certify that all the boys and girls of the focussed group of that village have sought the admission in the school or schools in the village area under their jurisdiction. In this way the force of mobilisation will be

conceived with a direct accountability. Keeping in view the direct responsibility of VEC we propose to conduct their training at cluster level every year perpetually

so that they may keep pace with the new influx of notions at cluster level. The total No. of VEC is 953 in Tonk district that comprises of 9710 members. Members of VEC's are supposed to under go an intensive training for atleast 2 days. Apart from these VEC members the female VVMM members shall have to undergo a special

training of 2 days. It will be a different type of training totally based on practical performance. An annual grant of Rs. 2000/- will be given to the VEC for school

Development. An outlay of Rs.110.10 lacs has been kept. And yearly award of Rs. 3000/- for a selected VEC at block level has been kept for the best retention.

INTER SCHOOL FUNCTIONS AND FAIRS AT CLUSTER LEVEL :-

To promote healthy atmosphere among various academic walks, students, teacher schools. It is felt that Bal Melas, Cultural, sports and academic functions at cluster level will be held. It is proposed to have atleast three inter school activities of the cluster level in an academic year. These three activities are

Balmelas inter school academic cum cultural exhibitions and inter school sports meet. But in the case of KNB Vidyalay these inter school competitions will be of different types. In the Balmelas the preparation of different cooking items will be displayed for selling purpose in small. Stalls one for each school within the four walls of the hosting school and the vicinity habitating around the school will

be promoted to buy these items. Apart from the art of cooking there will be a display of tailoring and other arts such as embroidery and painting, and a selected Jury will judge all these artistic preparations. Different items can be suggested for KNB Vidyalay such as, Mehnghi Competitions, Tailoring, Cooking, Drawing. There is a provision of Rs. 2000/- per cluster for three years. Total cost for projected period is 5.88 lacs. The performance of each school will be decided by the

product of the students displayed in their own stall. Thus 601 Bal Melas and 601 academic cum cultural exhibitions and 601 school sports including KNB Vidyalay will be held during project life. These activities will not only mobilise the village community through out the district by moulding their opinions towards positive direction. A sum of Rs.18.66 lakhs for inter school activities have been earmarked.

DPEP/RESOURCE FACULTY AND ADVISORY BOARD AT DISTRICT LEVEL :-

DIET is the only agency that is incumbant to the training part of the project. In our humble submission the dependability upon DIET only may injure the quality of training. Because in most of our DIETS there is an acute shortage of skilled personnels. Most of the posts, almost 80% of them, are filled up under administrative facilitation. The principal of the DIET in 90% of the Cases does not continue on his post more than a year and a half. Same is the case with the vice-principal. It is therefore strongly recommended that we should either adopt

the whole of the DIET or a wing of it under the DPEP so that the smooth running of teachers training may be ensured. We cannot stake the quality and the future of primary education upon

administrative facilitation. One member from the district core unit, who has seen much inside of DIET should be posted in DIET.

It will undoubtedly be a wise step to have a selected, competent resource faculty of teachers trainer at the district level- in addition to the DIET. This resource faculty will also perform the work of an advisory board. It is generally felt that the planning committee, executive committee and other administrative officers deputed by the District Collector for the purpose of DPEP have numbers of irons in their fire and therefore they do not pay the due heed to the virtual transactions. This resource faculty will be comprised of prominent educationists who have seen much inside of primary education. Further, it is suggested that two or three fulltime devoted lecturers from among the aforesaid advisory board should be selected to work with DIET. Research works, innovations and other problems of primary education will be pondered over perpetually by this advisory board by board at district level. The District Core unit is the real architect of the building of DPEP. Therefore at least one member from core unit must also be attached with all academic activities pertinent to training in the DIET.

6.4 QUALITY IMPROVEMENT

TEACHERS TRAINING :-

Quality in education has traditionally been defined in terms of inputs and process inputs include materials, desks, black boards, text books as well as teachers and students outputs include promotion and completion rates of actual achievement. More recently quality has been defined in relation to the nature of the education process. Thus the proper organisation of classroom activity. It will save as an outlet for the creative abilities of the teachers and motivating all the rest of the people who go through these letters or magazines. We also propose to have a quarterly magazine at DPO which will serve as DPEP News letter. An outlay of Rs.1.5 lacs is proposed for this.

ORIENTATION PROGRAMME FOR ADMINISTRATIVE OFFICERS AND INSPECTING OFFICERS:

For the smooth running of any ambitious programme such as DPEP all authorities directly or indirectly concerned with DPEP in the District it is necessary that there is co-operation, support and sharing among the district functionaries, educational officials, teachers associations, NGO, VEC's , V.V.M.Ms etc. AT present teachers feel a lot of difficulties with regard to redressal of their grievancies. Further the inspection being carried out by educational officers at present are administrative by nature. The pedagogical aspects and problems faced by the teachers are seldom discussed during the inspection. Such inspections do not yield any fruitful results. With a view to improve the existing relationship among the 3 or 4 education officers at the District level, teachers, teachers associations and parents. It proposed to have a 2 day orientation module for educational officials to expose them to the pedagogical and humanitarian aspects of primary education. We propose to conduct orientation programme.

6.4.2. PHASING OF THE TRAINING PROGRAMME

1998-99	1999-2000	2000-2001	2001-2002	2002-2003
4042	4212	4354	4444	4510

The estimated cost of training of regular primary school teachers for five years is Rs. 107.81 lacs.

6.4.3. INDUCION TRAINING TO PARA-TEACHERS

Since the para-teachers in the proposed new primary schools as well as in the existing schools are appointed with relaxation in the educational and professional qualifications. There is a need to provide induction training programme in various aspects related to classrooms pedagogy. Accordingly it is proposed to provide a 30 day training to the para-teachers in the year of appointment. The estimated cost of induction training to 400 para-teachers is Rs. 12.48 lacs. The phasing of appointment and training is as follows :

TRAINING OF PARA-TEACHERS IN MULTI-LEVEL TEACHING :-

Now a days the role of the teacher becomes multidimensional. In order to promote the competencies of the teachers on multilevel teaching and other issues, training is required. After induction training the para-teacher will be provided recurrent training for a period of 10 days every year in multi-level teaching which is the main problem faced by the teacher at primary level. The estimated cost is Rs. 3.20 lacs.

PHASING OF THE TRAINING PROGRAMME :-

	1998-99	1999-2000	2000-2001	2001-2002	2002-2003
	110	300	530	530	530

6.4.4. INDUCTION TRAINING TO INSTRUCTORS OF ALTERNATIVE SCHOOLS

As in the case of para teachers in formal schools, the instructors in alternative schools are also appointed by relaxing their educational and professional qualifications. As such the instructors are new to the teaching and other pedagogical aspects they should also be provided induction training on classroom practices and techniques of teaching for a period of 30 days at a cost of Rs. 12.48 lacs.

PHASING OF THE TRAINING PROGRAMME :-

	1998-99	1999-2000	2000-2001	2001-2002
No.Para Teachers	138	262	-	-
Cost	4.31	8.17	-	-

Ten-days training for para-teacher will be held in the 1999 to 2000 for 400 para teachers a sum of Rs. 3.20 lacs. has been ear marked.

6.4.5. RECURRENT TRAINING TO INSTRUCTORS OF ALTERNATIVE SCHOOLS

The alternative schools function with untrained person and he will be handling the classes at the primary level. Hence, there is a need for recurrent training to the instructors of alternative schools. They should be oriented with multi-level teaching, activity-based teaching learning approaches and transactions of work books. So to upgrade the teaching competencies among the instructors it is propose to give them recurrent training for all the years. The duration of the training is 15 days. The estimated cost of this item in the project is 13.65 lacs..

PHASING OF THE TRAINING PROGRAMME

	1999-2000	2000-2001	2001-2002	2002-2003
	138	400	400	400
Year wise cost	1.41	4.08	4.08	4.08

TRAINING ON ECCE CENTRES :-

In order to ensure quality education the girls Mahila and Bal Vikas Kendra and KNBV's are proposed to open in the district. There is only one training of 432 workers and cost of it 1.73 lacs.

	1998	1999	2000	2001	2002	2003
No. Teacher	4000	4042	4212	4354	4444	4510

TEACHER'S TRAINING :-

To bring about qualitative change in the teaching learning process of school teacher. It is proposed to orient different teachers training in different phases (6 day and 3 day training package which will be conceived with motivation, child psychology, team building, capacity building, school administration and other pedagogical aspects. We propose two training programme for school teachers at DIET twice a year during the project life. A sum of Rs. 183.28/- lacs has been year marked for this purpose.

6.4.6. TRAINING OF CRC CO-ORDINATORS

The CRC Coordinator will be posted at each CRC center there are 90 cluster in Tonk. each headed by a coordinator. They will be trend in their transactions and responsibilities . The first training programme will be of 10 days and the other will be a 5 day refresher programme in the successive year. A sum of Rs. 2.97/- lacs is ear marked for this purpose.

6.4.7. TRAINING OF BRC CO-ORDINATORS

A training of BRC coordinators for 10 days will be conducted at DIET with the same parameter as have been mentioned in the CRC training the cost of which is 0.08 lacs.

TRAINING OF RESOURCE PERSONS:

A six day training of the resource person on each BRC will be conducted . The total cost of which is Rs. 19 lacs. 72

6.5. CAPACITY BUILDING & INSTITUTIONAL DEVELOPMENT

A district core unit was formed for the effective steering of the programme in the district. To form this core unit the Hon. E.S. of the state, Hon. state Director and other dignitaries from the department of education and the SKS interviewed and selected the following district core units.

- 1) Mahboob Ali Khan Vice Principal
- 2) Jagdish Lal Verma Principal
- 3) Mohan Singh Solanky Head Master

After an acute screening the officers with laurels in academics were selected for 10 districts. These 44 officers were further divided into two groups of 22 each and were given an intense training of the skills in regard to DPEP at National Administrative Academy Masoori. A 3 to 5 member committee was formed in every district to make an extensive plan for the project in the district. The project aims at the immense participation of the down trodden, schedule castes, schedule tribes and women in primary education. The common mass is in the centre of this project. The nature and form of the educational development is to be decided by the community participation universalization of the primary education is a dire need of the society today. It is proposed to develop and make progressive the already functioning institutions of the district for the fulfilment of the local needs of the people and to mobilize the villagers from distant places, deprived class and women all round quality education is intended for the students of 6 to 11 age group. The District Collector will be the chairman of the committees which are formed to help the district core unit in steering the project effectively and efficiently.

These committees are as follows :-

- (i) Planning committee
- (ii) Executive committee.
- (iii) Governing board.

While ensuring the assistance from other concerned institutions. DPEP in itself has an organizational body.

DISTRICT PLANNING COMMITTEE :-

- | | |
|--|------------------|
| 1. District Collector | Chairman |
| 2. Chief executive officer (ZILA PARISHAD) | Vice Chairman |
| 3. Principal DIET | Vice Chairman II |
| 4. DEO Elementary Education - II | Member-II |
| 5. Development officer | Member |
| 6. Youth Co-ordinator Nehru Yuva Kendra | Member |
| 7. Project Director DWDA | Member |
| 8. All the officials of District core unit | Member |

9. Senior Deputy D.E.O. Zila Parishad	Member
10. S.D.I. Panchyat Samiti	Member
11. Shiksha Karmi S.D.I.	Member
12. D.E.O. Elementary Education -I	Co-ordinator
13. Voluntary Organizations	Member
14. Educationist	Member

DISTRICT EXECUTIVE COMMITTEE :-

1. District Collector	Chairman
2. Chief Executive Officer	Vice Chairman
3. A.D.M. (Development)	Vice Chairman
4. All D.E.O.S.	Member
5. Senior Deputy D.E.O. Zila Parishad	Member
6. Deputy Director (ICDS)	Member
7. Secretary Zila Saksharta Samiti	Member
8. Principal DIET	Member
9. Project Director DWDA	Member
10. Two Educationists	Member
11. DPEP Core Unit	All Members
12. Representatives from Private Schools	Member
13. Co-ordinator Zila Nehru Yuva Kendra	Member

DISTRICT GOVERNING BODY :-

1. District Collector	Chairman
2. Zila Pramukh	Vice Chairman
3. M.P.	Vice Chairman
4. M.L.A.	Member

5.	Sarpanch	Member
6.	Chairman Social Welfare Department	Member
7.	All Add. D.O.s	Member
8.	All the Members of Ex-Core Committee	Member
9.	S.D.M. s	Member
10.	District Project Co-ordinator	Member

The district Project office of DPEP will be established in July 1998. The district project coordinator will be the in-charge of this office. The DEO is the ex-officio District Project coordinator of DPO. The chairman is the district collector. The supporting staff will be appointed in time as per the orders of Rajasthan Government. The District Project coordinator is the sole responsible agency for implementation of DPEP with the cooperation of DEOS and DPOS and DIET staff in the district. The DPO will have a teacher training incharge who is responsible for organising all the training programmes. The DPO will take up all the activities shown in the plan to achieve the objectives of DPEP. The district project office will also have a management information system with computer software and hard ware packages. The mass media and documentantion incharge will look after the MIS. The MIS will have all the educational data pertaining to village and block of the district. The engineering cell will look after of survey of land and water, selection of sites designs structures, estimates, quality maintenance.

INSTITUTIONS AND LEVELS :-

Distriet	Zilla Parishad	District Education Officer	DPO-DEO DIET	DIET
Block Mandal Takuka	Panchyat Samiti	Block Education Officer School Inspectorat ATL	BEO	BRC
Cluster			CRC	CRC
Village/Town	Gram Pradhan Village Education Committee	Head master	VEC/ SMC	School

DIET :-

Teachers is the axle of any educational programme. In Tonk district DPEP aims at bringing about social change through UEE by revamping the content and process of education.

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

DIET STRENGTHENING :-

The introduction of DPEP in the District will increase the work load of DIET, therefore, in addition to existing sanctioned post of DIET it is proposed to have four lecturers trained in education, Alternating schooling and child care, planning and management and philology on contract basis in the pay scale of Rs..... as per state norm for imparting different kind of trainings to inservice trained untrained teachers, ECCE and ALS workers, mobile school teachers, VEC members, NGO's and KRP's for all kinds of trainings.

ROLE OF DIET :-

The following activities of DIET under DPEP would include:-

1. Training of teacher at all levels. Master trainer, ALS instructors, BRC and CRC co-ordinators, resource persons for VEC and NGOS, trained and untrained teachers, BPEOs, other educationists and supervisory staff.
2. Monitoring and evaluation of training programme and developing strong MIS.
3. Carry out survey and studies.
4. Identifying innovations and disseminating them.
5. Developing teacher guides, student work books, VEC and ECCE workers guid books.
6. Training of Aangan Bari workers.
7. Action Research Work.
8. To held meeting at BRC.
9. The members of DIET faculty to participate in monthly meetings at CRC.
10. To assist DPEP in the implementation of yearly action plan .
11. To develop the schools in which the enrolment and retention of the focussing group are not up to the mark, each faculty members of DIET will adopt at least ten schools every year

12. Running model schools by adopting one school by each teacher in order to implement model methodologies and approaches in order to provide role model to teachers and demonstration.

13. Conducting field studies, action researches, case studies and pure resources.

TEACHERS TRAINING AND DIET ACCORDING TO THE TEACHERS PERCEPTION AS REVEALED ON 2ND MARCH 1998:

District Core Unit, DPEP, Tonk has conducted a number of visioning exercises among the teachers in the district. On the 2nd March, 1998 a meeting was held at district level in which all the powerful unions of the teachers along with their prominent leaders participated and in an amicable environment they expressed their views on different pedagogical issues pertaining to the various objectives of the DPEP. District core unit humbly tried to crop up teachers' perceptions in regard with their impressions for different academic agencies. The main emphasis was needed to the quality aspect. Numbers of the examples, of other projects and plans that emerged in the academic scenario in a manner but ultimately went into smoke. They did not want DPEP to get the same fate. They emphasized the quality of curriculum, the quality of teachers, the quality of TLM and above all the quality of the recurrent teachers training but to our utter surprise almost 90% of the union leaders opposed the DIETs in terms of qualitative training. Almost 2/3 of them had gone to DIET before they participated in the meeting and therefore they were doubtful about the role of DIETs for the following reasons:

1. To be in DIET does not mean to be in quality.

2. 95% DIETs in the state of Rajasthan are nothing but the jumbled junction of administrative facilitations.

3. All principals and Vice-principals in the DIETs are on their verge of retirement that is quite at hand with the result they are always on leave, coming very seldom just to sign their payment bills.

4. DIETs in Rajasthan are in dire want of skilled teachers/trainers.

5. It is the most rampant scene in most of the DIETs that a lecturer of history is in charge of educational technology and a lecturer of Urdu is in charge of work experience cell.

6. These people have never seen in side of their respective jobs ever. They somehow or other managed to get themselves transferred in the DIET because all the rest of the institutions were preoccupied.

SUGGESTIONS:

Knowing the teachers' negative perceptions for DIET, the core unit asked them to suggest their own "way out" to meet the need of quality education and the quality of teachers training. They suggested as follows:-

1. Partial dependability for quality upon DIET is advisable but the sole dependability upon DIET for the quality aspect would injure the objectives of the DPEP for you can not get a pond out of an earthen pot.

2.70% of the total amount of the DPEP in the district is being spent only upon quality education. It is therefore, more important that we must not stake the future of the quality upon the present administrative facilitation.

3. DIET may be a venue providing a forum for different academic activities including the teachers training but DPEP must develop its own sub culture.

4. DIET should always work in collaboration with DPEP in different academic activities at each level.

5. To meet with the need of quality in education, DPEP should develop a resource faculty besides DIET at District level. This resource faculty would comprise of key persons and it would curb the sole dependability for quality upon DIET.

6. Some of the teachers suggested the total adoption of DIET by DPEP, but all were agreed unanimously that DPEP should adopt only a wing of DIET.

7. As the District Core Unit is the real and virtual architect of DPEP, it is the responsibility of the District Core Unit to develop a sub culture for quality in education. DIET.

BRC : FORMATION OF BRC AT BLOCK LEVEL :-

The philosophy behind setting up of BRC at educational block level is to conduct various educational training programmes from the centre. Each BRC will be constructed at block head quarter preferably adjoining to existing primary school building. Each BRC will identify teacher/NGOs retired teacher academicians, who will be used as resource persons in the recurrent Training programmes. The BRC resource team will receive training as master trainers at DEIT. BRC will provide lodging and boarding facilities to the trainees.

ROLE OF BRC's :-

The main function of BRCs will be as follows :-

1. To provide various trainings.
2. Conducting monthly meetings for the analysis of various observations.
3. To enhance the various skills in the fields of education Resource Persons of BRC to visit all the schools under that BRC atleast in a year and to attend CRC meetings every month.
4. Providing various learning inputs to the different training institutes such as DIET, SCERT at block level.
5. Monitoring and evaluating of various trainings at cluster level.
6. BRC shall adopt one school in each year and shall work for its betterment. The criteria of adoption will be similar as of DIET.

STAFF :-

The BRC Co-ordinator will be the incharge of BRC. He will be the highly motivated teacher preferable graduate taken on deputation. Beside this the staffing would be as follows :-

S.No.	Name of the post	Number	Pay scale
1.	BRC Coordinators	1	
2.	Asstt. Coordinators	1	
3.	Resource Person	4	As per
4.	Clerk	1	state norms.
5.	Pcon	1	
6.	Security Guard	1	

FURNITURE :-

The following furniture is proposed :

- (i) Durries.
- (ii) Office chairs.
- (iii) Almirahs.
- (iv) Tables.
- (vi) Chairs
- (vii) Beds/ Beddings

EQUIPMENT :-

Teaching aids. like projector, tape recorder, cassettes, Audio visual aids and Hindi type writer will be provided to each BRC. Keeping in view the needs of the people small libraries would be set up at each block level. Books of common interest for the whole community would provided in these libraries .With the help of people.

CRC :-

CRC has an important role to play in strengthening the primary education system. CRC is aiming at boosting the educational quality at the grassroot level. This will be achieved through continuous interaction among teachers with in the cluster. A highly self motivated and devoted teacher will be deputed as the Coordinator of CRC. A part time attendant will also be provided to CRC from the Ist year of the project .The additional room at each CRC will be used for imparting different kinds of training at each CRC the physical facilities will be provided as per norm of the state .The following article material will be provided.

1. Durry
2. Chairs
3. One Table (small size)
4. Buckets
5. Mugs/Jugs
6. Steel almirah (small size)
7. Trunk

8. Globe
9. Chairs, Maps etc.
10. Black boards.
11. Other materials

ACTIVITIES/FUNCTIONS OF CRC :-

- 1.To impart recurring training to teachers, VEC members ECCE and ALS instructors.
- 2.To hold meetings with the teachers of clusters and MTA/PTA members.
- 3.To organise bal Melas, inter school educational exhibitions. Inter schools sports meet Vigyan Melas and Teacher pupil Melas at cluster and village levels.
- 4.To provide feed back to BRC for monitoring.
- 5.Assist in education work.
- 6.CRC coordinator to visit all the schools every month.
- 7.To adopt one school every year and the adoption criteria will be similar to that of DIET.
- 8.CRS coordinators to attend BRC meetings.
- 9.Visiting every school twice in a month for assessing and evaluating the progress and providing directions to the schools where ever necessary.
- 10.Analysis of examinations, texts and making the school evaluation report.
- 11.Helps teachers in formulating their monthly work plan.
- 12.Implementation of innovative practices at the Block level.
- 13.Providing DIETs with information on academic needs of teachers.

The following capacity building measures are to be taken for effective implementation of DPET at the root level.

- 1.Training of trainers (CRC) to develop teaching competencies.
- 2.Organizing workshops to identify and develop activities innovative teaching methods and strategies.
- 3.Setting up resource centres for materials.
- 4.Developing a local and outside expertise availability of required expertise to be ensured and also developing a core resource group.
- 5.Seeking cooperation from the NGOs.
- 6.Available of reading material through library books.
- 7.To organise visits between on going DPEP programme resources.

CLUSTER RESOURCE CENTRE :-

Teachers of the cluster will work as CRC co-ordinators on to rotation for one year each. In the project period co-ordinators of clusters will be trained to function as co-ordinator training programmes of days each will be conducted each year. A sum of Rs..... is earmarked for this purpose. Keeping in view the work load and thereupon liabilities of CRC co-ordinator it is not advisable to engage the working teachers without giving any incentives, it is proposed to make provision of an honorarium of Rs. as per norm per month for the CRC coordinator and the expenditure in these will be Rs. as per norm during the project period. Regular feedback from CRC will be taken to find out the problems faced by the teachers with regard to language maths and EVS. The teacher who express weakness in any of the three areas will be given special days subject specific training. It is proposed to conduct such training programme clustering the project period. A sum of Rs..... is earmarked for this.

ONE DAY PROGRAMME AT CRC :-

All teachers will have a monthly one day meeting at their respective CRC. This monthly meeting will be organised by the coordinators of the CRCS with the help of the head master of the school in whose premises the CRC is situated. A typical CRC programme has three distinct sessions mainly.

EXPERIENCE SHARING :-

The teachers share problems faced by them with regard to child centred pedagogy along with their own innovation applied. The group identifies possible solution to the various problems faced. Feed back on the text books, reading materials are also collected.

SUBJECT AREA SESSION :-

This session used for preparing model lessons are given by the teacher on rotation basis in this session.

PLANNING SESSION :-

This session is used for carefully planning out the activities for the next month.

CONSTITUTING VECS AT THE VILLAGES LEVEL :-

VEC has been visualised as the link between the community and Government education system. It is being formed not only to bring about change in the management and process of imparting of education but to decide attitude, role and participation in the whole process. It will also boost up the enrolment, particularly the enrolment of girl child. The VEC will consist of the following members :

1.	Pradhan/Sarpanch of the Panchyat/Members of the Panchyat	Chairman
2.	One representative of PTA	Member
3.	One worker of the Anganwadi of concerned village	Member
4.	One member of the concerned village who takes interest in the field of education	Member
5.	Head Teacher of the primary school	Member Secretary
6.	One member of each of SC, ST, backward class and minority community	Member

The village education committee shall consist of minimum 7 members and maximum 10. One third of the members should be women. The committee may have more than one village as its area of operation. It will be left to the committee to elect its president. In the absence of the president the vice president will preside the meeting of VEC. The tenure of the committee is 5 years. The functions of the committee will be :

- 1.To help bring about an all round development in the field of education in the village.
- 2.To help in providing necessary infrastructure facilities including building, equipment, furniture ,TLM, drinking water, sanitary facilities, play ground etc.

- 3.To bring to the notice of government the educational needs of the village.
- 4.To bring to the notice of the educational authorities the problem being faced by the school and suggest ways and means to improve the situation.
- 5.To assist and co-operate in educational activities, construction of schools and CRC building.
- 6.To laise with parents of sheool children of 6 to 14 age group regularly to ensure that there is no incidence of dropout and bring them into formal non formal streams.
- 7.To mobilise the community for increasing enrolment and reducing dropout.
- 8.To sensitise the community towards the girls child and deprived session of the village.
- 9.To assist in maintaining discipline and quality education in the schools.
- 10.To take out PADYATRAS every year to sensitise the community towards education.

Management function of the VEC will be as below :

- 1.Monitoring civil work.
- 2.Supervision of school functioning.
- 3.Supervision of payment of incentives and honorarium.
- 4.Supervision of ALS centres ECCE centres and other support services.
- 5.Survey of the village to identify non stayers dropouts children.
- 6.Ensuring participation of every eligible child in primary Education.
- 7.Ensuring quality achivement of children.

PARENTS TEACHER ASSOCIATION :-

All teachers of the school and parents of all children enrolled in the school shall constitute parent teacher association .The association shall meet as often as necessary but not less than two times in a year. The headmaster of the school of institution shall be convenor. A parents member may be elected for the purposes of presiding over the meetings of parents teacher association.

FUNCTIONS :-

- 1.The association shall ensure universal access, enrolment and retention by motivating for regular attendance of children and accessing dropout.
- 2.The association shall create conducive atmosphere by improving the infrastructure facilities in sheools with ensuring quality of instruction.
- 3.The association shall mobilise for membership fee and carpus fund for school and sanctioning of the budget and approving of the accounts of school education fund and placing before the school committees.
- 4.Parents teacher association will meet two times in a month to review the of their children and their institution. Parents will provide their suggestion to teachers for much improvement of their children education.

CONVERGENCE :-

There are various departments working for the welfare of children. The departments of education, health, woman and child welfare Panchayat Raj have introduced many programmes and activities. Until recently these departments worked in isolation fashion, concerning to Tonk district Gram Sabhas teachers, NFE instructors ICDS, Health Department functionaries are playing important role in this programme. Hence DPEP proposed to establish ECE centres in school premises.

The Anganbadi presently working are to be oriented for the convergence various workshops have been arranged to ensure convergence namely. Training workshop of DPO staff administrator of other departments.

CHAPTER 7
MANAGEMENT STRUCTURE AND MONITORING

7.1 INTRODUCTION

DPEP is a national project keeping in the view the local needs of the people. It is planned. The main objective of DPEP is to provide primary education to all the children of the age of 6 to 11 as promised in the constitution after the independence. We are staggering in achieving this objective. Therefore, to achieve this objective UEE is included in the education policy of 1986. As the desired results are still not coming. It is decided that DPEP should undertake UEE programme. DPEP intends to bring about a distinct change in the existing infrastructure of primary education. DPEP intends to decentralize the powers in the management structure of primary education by facilitation and rejuvenate the existing education system with a fresh air of modernization. So far as the monitoring system of the infrastructure is concerned, the project will concentrate upon the following points:

1. Introducing a modified form of constructive and innovated management structure.
2. Accepting a new management structure and decentralizing the decision making with specific objectives and flexible means with a feeling of express for the district and implementing the programme by including financial aspects and ensuring the active participation of the community.

7.2. MANAGEMENT IN DPEP AT DISTRICT LEVEL

Keeping in the view the backwardness of Tonk district in the field of education DPEP has to play an important role for the betterment of education. To ensure the effective implementation of DPEP in the distt. Tonk and to ensure its desired impact a new management structure is being proposed. This will be a part and parcel of the existing education set up in the distt. and will function in co-ordination with the existing set up. The district will have a district unit of DPEP headed by district collector as its chairman and C.E.O. will act as vice chairmen. There will be a district co-ordinator officer to execute and manage the project in the district the actual management of the project will be done by a project office which will be established separately. The district co-ordinator will be assisted by Statistical Assistant and accountant. The detail of the staff is as follows:-

S.NO.	Name of the Post	No. of Posts	Pay Scale
A. 1	Distt.Co-ordinator	1	12000-16500
B2.	Programme Officers	5	10000-15200
C3.	Accounts officers	1	8000-13500
4.	Asstt. Account Officer	2	Fix. Rs. 5000/-
5.	Graduate Engineer (AEN)	1	8000 to 13500
6.	Diploma Engineer (JEN)	-	Fix 5000 -
7.	Draftsman	1	Fix. 1000/-
8.	Computer Operator	1	Fix. 4000/-
9.	Programmer	1	Fix 5000 -
10.	Steno	1	Fix. 3000/-
11	L.D.C.	1	Fix. 3000/-
12.	Peon	1	Fix. 1800 -
13.	Night Guard	1	Fix. 1800/-

The district co-ordinator will be fully responsible for the effective implementation of the project in the district. He will have to look into the monitoring of the programme, financial aspects preparing reports, maintaining record of progress and assisting the district project office. The training incharge will focus his concentration particularly on training programmes and their financial aspect. The requirement of above staff will be done by DPC.

7.3 MONITORING AND SUPERVISION FUNCTION MONITORING UNIT

MONITORING UNIT

The monitoring resource team at the national level will receive quarterly reports from the projects and analyse them. For the purpose monitoring resource team personnel and consultants will visit each state and a sample of districts quarterly, preparing reports on all elements of programme implementation. They will present to the ministry a quarterly review of the programme. Reports will be made available to all funding agencies. It is proposed to develop a project management information to monitor the programme inputs, the expected outcomes and the financial disbursements. School statistics to be collected in all DPEP districts (and subsequently the state as a whole) will be standardised and for that data capture formats will be developed. Data collectors (i.e. Teachers, Block and district officials and the Data Entry Operators will undergo a training. Concurrent evaluation of the programme will also be taken up at the national level as part of the monitoring programme for the project.

SUPERVISION:-

To assess the progress of the programme there will be biannual supervision missions. The GOI and International funding agencies will jointly conduct these supervision missions. Two of the four quarterly monitoring visits will coincide with these supervision missions. The first supervision mission would be in Sep.-Oct. and the second would be in Feb.-March. The timing would facilitate to ensure and varify the budgetary (supplementary as well as generally) provisions, and the progress being achieved on the ground. These missions will therefore comprise of field visits on a sample basis. Document based analysis of all the district and states would however be undertaken.

SET-UP OF MIS UNIT:-

An effective and efficient management information system plays a key role in success and failure of any project. We propose to establish a strong MIS unit in Tonk district which will have PMIS and EMIS.

PROJECT MANAGEMENT INFORMATION SYSTEM (PMIS)

PMIS is a computerised monitoring system which is used to collect information on project progress interms of fund movement, actual expenditure against budget, quarterly progress report and performance indicators. Main objectives of PMIS will be to track the progress of delivery of project inputs, monitoring the fund movements, monitoring the physical progress of the project activities and to provide project performance indicators which help the project authorities to take corrective step for smooth implementation of the project.

7.3.1. MIS AT DISTRICT LEVEL

In order to systematically monitor the progress in providing primary education of acceptable standards for all, a computerised management information system (MIS) will be

developed so that the flow of information from the schools/ CRC's to the district level runs smoothly. Hence it is proposed to have effective MIS for implementation and monitoring of the project in the district. As the present system of collecting the data is time consuming and likely to have manual errors.

7.3.2 EDUCATIONAL MANAGEMENT INFORMATION SYSTEM : (EMIS) :

EMIS is a comprehensive software package which collects educational statistics to reflect various educational indicators such as enrolment retention and dropout. It is also used for planning and monitoring project inputs. Chief objective of EMIS will be to develop a network for collection of educational statistics from recognised institution imparting primary education to create a school level computerised data based at the district level, to provide access to school level data base to educational planners, administrators and researchers at district, state and national level and train them adequately to analyse and use the date base for the future planning and to provide a programme solution for the BEP/DPEP society to monitor the progress of primary education at the district state and national level by monitoring key educational indicators.

7.3.3. FINANCIAL MANAGEMENT INFORMATION SYSTEM (FMIS)

FMIS is an integrated package for financial Accounting, Budgeting and MIS. FMIS will enable us to maintain accounts and monitor all activities in terms of financial parameters.

SCHOOL STATICS:-

Arrangements will be made to transmit and receive the district level data and reports at the state level. The input formats and the software for the district will be collected and reported for the district, as one unit. The software developed by NIEPA will be adopted for collection of education statics by the district.

OBJECTIVES:-

Main objectives of implementing the computer based MIS at pry. level of education are as follows:-

- * To create a comprehensive data for reviewing its status annually.
- * To review the data concerning the problem of dropouts and its remediation.
- * To monitor school programmes in respect of students achievement especially among girls, teacher training and education of deprived section of society.
- * To enable the planners to obtain updated information every year as and when needed.

The cost of infrastructure hardware/ software is indicated as under:-

- | | | |
|----|--------------------------------|------------------|
| 1. | Computer room civil works cost | Rates in Lacks : |
| 2. | One A/c for computer room | |
| 3. | furnishing of room floor | |

FURNISHING:-

1.	Computer Table	2
2.	Chairs for operators	4
3.	Printer Tables	2
4.	Simple Tables	2
5.	Simple Table Chairs	4
6.	Almirahs with locker	
7.	Pedestal fan	
8.	Racks	
9.	Fire protection equipments	
10.	Vacuum Cleaner	
	Total	As per state norms

HARDWARE:

PC/ AT PENTIUM 233 MHz

- * 2.1 GB Hard disk
- * 16 MB RAM
- * Super VGA Colour Monitor
- * Ethernet Card
- * Gist Card
- * Keyboard 105 Keys
- * Mouse
- * One Floppy Disk Drive (1.44 MB)
- * One Floppy Disk Drive (1.2 MB)
- * One Plus fourterminal PC/ AT 486 DX4 100 MHz
- * 1 GB Hard Disk
- * 8 MB RAM
- * VGA Monitor 14"
- * Gist Card
- * Key Board 101
- * One Floppy Disk Drive (1.44 MB)
- * One Floppy Disk Drive (1.2 MB)
- * One CTD 150 MB

DOT MATRIX PRINTER

- * with ribbon (100)

LASER PRINTER

- * Cartipese for laser printer

U.P.S.

C.V.T. (4 kva)
Other Stationary Binders, Stand etc.
FLOPPY STORAGE BOXES
Tabular Batteries
MODEM

SOFTWARE :-

The software into school statics and project monitoring will be developed at NIEPA and will be distributed to the district through rate H.Q. The software to be purchase by the district are as under:

1.MS WINDOWS FOR WORK GROUP

* Per M/C Rs.
MS Windows 95
Law Features
E Mail Facility

2.MS OFFICE

MS WORD
MS EXCEL
MS POWER POINT
MS E-MAIL SERVICES

3.MS FOX PRO 2.5 (run time)

Windows version

4.HINDI LANGUAGE W.P.

anti Virus software and other utilities

5.CONSUMABLE

* 25 boxes of DS HD 5.25"
* 15 Boxes of DS HD 3.5"
* 5000 sheets (80 and 132 col.both)

MAINTENANCE:-

There will no maintenance cost of the hardware for the 1st year, but in subsequent year it will be borne which is normally 15% of the total cost of hardware for one year. A telephone with STD facilities will be required to communicate with the state and block functionaries. Thus the total maintenance cost of this component comes to Rs. _____ estimated.

9.INSTALLATION OF DPO OFFICE FOR DISTRICT PRIMARY EDUCATION PROGRAMME:

MIS Centre room in district head quarter will be constructed to install computers. The district management will comprise district project officer and others as shown in the management chapter of this proposal. Besides this, there will be a computer cell, manned by programme monitoring incharge and two computer operators. IT is also proposed to have a civil construction cell in the district project office which will be located in a rented building at the district head quarter.

7.4 SETTING UP COMMITTEE/TASK FORCE AT DIFFERENT LEVELS

- * District Level
- * Block Level
- * Village Level

DISTRICT PLANNING COMMITTEE

1. DISTRICT COLLECTOR	CHAIREMAN
2. CHIEF EXECUTIVE OFFICER (ZILA PARISHAD)	VICE CHAIRMAN
3. PRINCIPAL DIET	VICE CHAIRMAN
4. DEO ELEMENTRY EDUCATION II	MEMBER
5. DEVELOPMENT OFFICER	MEMBER
6. YOUTH CO-ORDINATOR NEHRU YUVA KENDRA	MEMBER
7. PROJECT DIRECTOR DWDA	MEMBER
8. ALL THE OFFICIALS OF DISTRICT CORE UNIT	MEMBER
9. SENIOR DEPUTY DEO ZILA PARISHAD	MEMBER
10. SDI PANCHAYAT SAMITI	MEMBER
11. SHIKSHA KARMI SDI	MEMBER
12. DEO ELEMENTRY EDUCATION I	CO-ORDINATOR
13. VOLUNTARY ORGANIZATIONS	MEMBER
14. EDUCATIONIST	MEMBER

DISTRICT PLANNING EXECUTIVE COMMITTEE

1. DISTRICT COLLECTOR	CHAIRMAN
2. CHIEF EXECUTIVE OFFICER	VICE CHAIRMAN
3. A.D.M. DEVELOPMENT	VICE CHAIRMAN
4. ALL DEO'S	MEMBER
5. SENIOR DEPUTY DEO	MEMBER
6. DEPUTY DEO ZILA PARISHAD	MEMBER
7. DEPUTY DIRECTOR (I.C.D.S)	MEMBER
8. SECRETARY ZILA SAKSHARTA SAMITI	MEMBER
9. PRINCIPAL, DIET	MEMBER
10. PROJECT DIRECTOR D.W.D.A.	MEMBER
11. TWO EDUCATIONISTS	MEMBER
12. D.P.E.P. CORE UNIT	MEMBER
13. REPRESENTATIVES FROM PRIVATE SCHOOLS	MEMBER
14. CO-ORDINATOR ZILA NEHRU YUVA KENDRA	MEMBER

DISTRICT GOVERNING BODY

1. DISTRICT COLLECTOR	CHAIRMAN
2. ZILA PRAMUKH	VICE CHAIRMAN
3. M.P.	VICE CHAIRMAN
4. M.L.A	MEMBER
5. SARPANCH	MEMBER
6. CHAIRMEN SOCIAL WELFARE DEPARTMENT	MEMBER
7. ALL ADDITIONAL D.O's	MEMBER
8. ALL THE MEMBERS OF EX-CORE COMMITTEE	MEMBER
9. S.D.M.'s	MEMBER
10. DISTRICT PROJECT CO-ORDINATOR	MEMBER

BLOCK LEVEL COMMITTEE

- | | |
|---|-----------|
| 1. B.D.O., PANCHAYAT SAMITI CONCERNED | PRESIDENT |
| 2. CO-ORDINATOR DPEP, BLOCK CONCERNED | SECRETARY |
| 3. PRADHAN, PANCHAYAT SAMITI CONCERNED | MEMBER |
| 4. SARPANCH, ALL SENIOR SCHOOLS | MEMBER |
| 5. PRINCIPALS, ALL SENIOR SCHOOLS | MEMBER |
| 6. JUNIOR ENGINEER, BLOCK CONCERNED | MEMBER |
| 7. PARCHETA, D.W.D.A. CONCERNED | MEMBER |
| 8. PRESIDENT, PRIMARY TEACHERS UNION
BLOCK CONCERNED | MEMBER |
| 9. YOUTH CO-ORDINATOR, NEHRU YUVA KENDRA | MEMBER |

VILLAGE LEVEL COMMITTEE

- | | |
|---|-----------|
| 1. SARPANCH/SENIOR PANCH | PRESIDENT |
| 2. HEADMASTER, PRIMARY SCHOOL | SECRETARY |
| 3. ALL WARD MEMBERS | MEMBER |
| 4. RETIRED TEACHERS | MEMBER |
| 5. SOCIAL WORKERS | MEMBER |
| 6. YUVA CO-ORDINATOR, NEHRU YUVA KENDRA | MEMBER |
| 7. GRAM-SATHIN, WOMEN DEVELOPMENT | MEMBER |
| 8. PRESIDENT, PARENT-TEACHERS ASSOCIATION | MEMBER |

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Chapter 8 Civil Works

8.1 Introduction

8.2 Civil works is an important component of DPEP. It includes:

- Construction of new buildings.
- Addition, alteration, repair, upgradation of existing buildings.
- Above related works like site development, landscaping, laying of services, building of boundary wall, provision of water supply, building of toilets etc.

Construction of new building includes:

- Schools (Govt. only)
- BRCs, CRCs, Altimate Schools.
- ECCE centres in non ICDS villages.

The expenditure on civil works can be upto the maximum of 24% of overall investments, according to DPEP guide-lines. DPEP also follows the philosophy of utmost parsimony in expenditure which applies to civil works as well. While appraising the component of civil works, certain crucial elements emphasised by the programme need to be considered. School mapping exercises and micro planning are encouraged as a tool for planning civil work activities. DPEP also encourages use of 1000 cost indigenous materials, vernacular design and participative construction methods.

Before constructing any civil work the following activities will be completed:

- Identification and selection of the site.
- Requisition of the land of the selected site.
- Phase-wise and year-wise construction work plan in the district, alongwith preparation of blue prints of the proposed building/additional rooms.

8.1.1 Problems & Issues

The condition of primary school buildings in the district is very serious and daring. Many of the schools in urban area are running in old and dangerous buildings and some schools are building less. The neglected condition of the buildings is due to :

- (i) Lack of community involvement.
- (ii) The construction system being used are quite conventional and no efforts have been made to develop cost effective and appropriate designs.
- (iii) No-sufficient and proper funds are allotted.

It is proposed to carry out all the civil works through the VECs.

As all the civil works will be completed by the end of third year of the project, therefore staff for civil works will be recruited on contract for three years only.

8.2 School Buildings and Class rooms

8.2.1 Unit Cost

(i)	Two rooms building	2.5 lacs
(ii)	Three rooms building	3.75 lacs
(iii)	Additional room	1.25 lacs

8.2.2 The number of existing primary and upper primary schools in Tonk is 1057, which is inadequate to cater the needs of a population of 155440 souls, hence it is proposed to construct 44 new primary schools. School building will be of two types (I) two room building and (ii) three room building. The unit cost for two room building is 2.5 lacs and for three room building is 3.75 lacs. The phase-wise detail is given below:

Unit Cost	Total Cost	Construction of School Building	Ist Year	IInd Year	IIIyr Year	Total
		Two Room Building	-	-	-	-
		Three Room Building	-	-	44	44
		Total	-	-	44	44
		Additional Room	-	62	189	251

8.2.3 Process of Construction

These buildings will be constructed through Bhawan Nirman Samiti which is a sub committee of VEC. The fund will be released to this committee which will be deposited in joint account. All construction will be supervised by BNS and Jr. Engineer jointly. The purchase of material will be purchased locally by committee.

8.3 CRC Buildings

8.3.1 Unit Cost

The unit cost for the construction of CRC building is 1.75 lacs. CRC buildings have been proposed to community. Total CRC to be constructed are 90.

8.3.2 Phasing

	Ist Year	IInd Year	IIIyr Year	Total
CRC buildings	45	45	-	90

8.3.3 Process & Construction

BNS will be responsible for the construction of CRC buildings. Technical support and supervision will be done by Jr. Engineer. The process of purchase of material will be same as described above.

8.4 BRC Buildings

8.4.1 Unit Cost

The unit cost for the construction of BRC building is 7.40 lacs. Five BRCs are to be constructed at each block of the district excluding Tonk.

8.4.2 Phasing

	Ist Year	IInd Year	Total
BRC buildings	5	-	5

8.4.3 Process of Construction

It is the same as for CRC buildings.

8.5 Drinking water and Toilets (Urinals)

8.5.1 Unit Cost

The unit cost for providing facility for drinking water is 0.15 (storage tank). The drinking water facility will be provided to 549 schools.

8.5.2 Phasing

The unit cost for toilets is 0.05. The facility will be provided to 1057 schools.

	Ist Year	II nd Year	IIIy Year	IV th Year	Vith Year	VI the Year	Total
Drinking water	57	500	500	-	-	-	1057

8.6 Shed for Alternative Schools

8.6.1 Objective

Unfortunately, a large number of children of the age group 6 to 14 years of our society like girls, SC/ST/OBC, working children and poorer sections living in rural areas and urban slums are out of school and have remained deprived of primary education due to poverty and various physical socio-economic, geographical and physiological reasons.

NPE for the first time acknowledges that, it may not be possible to provide Primary Schools in all habitations, and it would also be unrealistic to expect working children and girls who attend to their siblings and are engaged in other domestic works, to attend whole day formal schools. It is, therefore, envisaged that an effective and systematic programme of Alternative Schooling will be launched for these children.

8.6.2 Unit & Unit Cost

Number	Unit Cost	Total Cost
400	Tribal 0.8 General 0.5	14.70

DPEP Tonk proposed to launch 400 Alternative Schools. The unit cost for the construction of shed for AS is 14.70 lac. The phase-wise detail is given below:

8.6.3 Phasing (60%)

	Ist Year	II nd Year	IIIy Year	Total
Shed for ASs	72	168	-	240

8.6.4 Construction and Maintenance

The sheds will be constructed with local available materials by BNS as per process described above. The maintenance and additional cost will be bear by community. It is planned to develop a matching grant from the community.

8.7 Repair of Existing School Buildings

8.7.1 Unit Cost

	Number	Unit Cost
Major Repair	-	0.50
Minor Repair	354	0.25

- 8.7.2 It has been proposed that minor repair works will be done in 354 schools. The unit cost for Major repair work is 0.50 and for Minor repair work is 0.25. The DPEP Tonk aims at only minor repair works. So that a bigger number of school may be covered.

8.7.3 Phasing

	Ist Year	II nd Year	III yr Year	Total
Minor repair	100	100	154	354

8.7.4 Process

The proposed minor repair will be done through BNS under the technical supervision of Jr. Engineer.

- 8.7.5 The present plight of DIET is very piliable. It is in want of extra strenght. Since DIET is the training agency of DPEP that is supposed to bear additional burdon of work, it needs to be more powerful. It is therefore proposed the few following necessary areas to be monitorily strengthened.

Strengthening DIET

	Unit Cost	Total Cost
DIET hall	3.00	3.00

8.7.6 Boundary Walls

In the case of boundary wall 30% of the cost will be born by DPEP and the rest 70% of the amount will go to DRDA or other agencies. It will be in 3 phases. Each phase will have 9.0 lacs and total is 27.00 lacs.

	Unit Cost	Phasing			Total
		I	II	III	
Boundary wall		9.00	9.00	9.00	27

8.8 Building Designs

- Sitting: allows desirable levels of lighting and ventilation, future extensions, good views etc.
- Space: adequate as per norms.
- Facilities: toilets, storage etc.
- Safely: structurally, from animals, disasters.
- Comfort: adequate levels of light and ventilation. (location, number, size, shape of openings), thermal (use of appropriate building materials).
- Appropriateness: materials and technology easily available, cost effective, easy workability, less supervision requirements, optimal construction time etc., also in terms of local needs and sentiments. Also Replicability.

Chapter 9
Costing & Procurement of Plan

9.1 Introduction

District Primary Education Programme is a project of district level. It is a five year plan of improvement of primary education. Amount of about 40 crore will be provided to each district for five year 6% amount for management 24% amount for civil work and 70% for quality improvement of primary education. The costing plan has been prepared as per DPEP norms. This programme will be additional support to elementary education in the district.

9.2 Cost Summary

The cost summary has been divided recurring and non-recurring cost civil work, management and other objective-wise cost in the following tables:

(A) Cost of civil works

Note:- Laes construcion of civil works will be completed by public participation.

S.No.	Items	Invest	Unit Cost	R	Total
1.	Construction of school buildings (i) Two rooms building (ii) Three rooms building	Invest	2.5 3.75	- 165.00	- 165.00
2.	Additional class rooms	Invest	1.25	313.75	313.75
3.	Construction of Shed for AS	Invest	0.08	7.20	7.20
4.	Construction of shed	Invest	0.05	7.50	7.50
5.	Boundary wall	Invest	-	27.00	27.00
6.	Toilets	Invest	0.05	52.85	52.85
7.	ECCE shed	Invest	T. 0.08 G. 5.05	16.00	16.00
7.	Drinking water (i) Hand pumps (ii) Storage Tank	Invest	0.45 0.15	82.35	82.35
8.	Repair (i) Minor (ii) Major	Invest	0.25 0.50	88.50 -	88.50 -
9.	Construction of BRC building		7.40	37.00	37.00
10.	Construction of CRC building		1.75	157.50	157.50
11.	DIET		3.00	3.00	3.00
	Total			957.65	957.65

(B) Costing of Management (District Project Officer)

S.No.	Items	Invest	Unit Cost	R	Total
1.	Furniture – Nos. 1	Invest	1.60		1.60
2.	Equipment – Nos. 1	Invest	2.82		2.82
3.	Vehicles Nos.	Invest	1.50		12.50
4.	Staff Salaries Nos.	Invest	-	102.11	102.11
5.	Maintenance of Equipments	Invest	0.224		1.12
6.	Work shop and Seminars	Invest	0.55		2.75
7.	Contingency	Invest	0.75		3.75
8.	Office Expenditure	Invest	0.513		2.57
9.	Publicity/Media	Invest	0.20		1.50
10.	Office Rent	Invest	0.60		3.00
11.	Others	-	-	-	11.53
	Total	-	-	-	145.25

(C) Other Objective-wise Cost

S.No.	Items	Invest	Unit Cost	R	Total
1.	Access related expenditure	Invest			
	(i) New Primary School Salary		0.84	-	172.48
	(ii) Alternative School		0.162	-	33.26
	(iii) Additional class room			-	289.00
	(iv) Salaries and other				54.07
2.	Retention related				
	(i) Community mobilization	Invest			18.66
	(ii) School improvement fund	Invest			110.10
	(iii) Additional Teachers	Invest		R 260.28	260.28
	(iv) ECCE Instructors Salaries	Invest			91.97
	(v) Additional honorarium to the ICDS	Invest		R	101.52
	(vi) Incentives to Para-teachers	Invest			4.35
	(vii) Construction of Urinals drinking water & repair	Invest			
	(viii) Construction of ECCE-shed	Invest			16.00
	(ix) EC kit for ECCE centres	Invest			2.16
	(x) EC kit for ICDS	Invest			4.23
	(xi) Escort	Invest			112.50
	(xii) Other	Invest			16.37
	Total				1270.95

(D) Quality Improvement

S.No.	Items	Invest	Unit Cost	R	Total
1.	Para teachers training	Invest			37.65
2.	OCR meetings CRC supervisor training at BRC	Invest			1.13
3.	BRC Resource persons				0.16
4.	CRC co-ordinators training	Invest			0.72
5.	Primary schools regular tech. Training.	Invest			268.54
6.	BNS members training	Invest			2.00
7.	Para teacher refresher course	Invest		R	30.33
8.	CRC supervisor refresher training	Invest		R	-
9.	Gender training	Invest		R	0.18
10.	BRC co-ordinator training	Invest		R	0.14
11.	Orientation of DLO's	Invest		R	0.06
12.	Refresher training of CRC co-ordinator	Invest		R	2.25
13.	Existing schools teachers training			R	
14.	ECCE workers training	NR		R	4.47
15.	Training of PRI members			R	2.35
16.	CRC co-ordinator meeting			R	
17.	VEC members training			R	5.98
18.	Primary teachers meetings			R	106.96
19.	Para teacher meetings			R	12.70
20.	BRC supervisor meeting			R	
21.	Stationary to the focus group			R	71.50
22.	TLM for teacher/para teacher			R	127.17
23.	Education visits				4.96
24.	Work book				122.97
25.	Teacher guide				0.90
	Total				803.11

(E) Capacity Building

S.No.	Items	Invest	R	Total Cost
1.	Strengthening of DIET			
	(i) Furniture & Equipment	Invest		2.13
	(ii) Vehicle & others	Invest		12.50
	(iii) Other	Invest		4.00
2.	BRC			
	(i) Furniture and Equipment, Maintenance	Invest		12.95
	(ii) Library books & office expenses	Invest		47.06
	(iii) Office rent	Invest		1.80
	(iv) Salary and others		R 188.95	188.95
3.	CRC			
	(i) Furniture & office expenses	Invest	-	45.18
	(ii) Salary & others		R 450.00	508.50
	Total			823.07
	Grand Total			4000.03

9.3 Procurement Procedure

District Primary Education Programme will be implemented in the five years under DPEP planning programme. The process of implementation through costing and other planning procedure. Public participation and decentralization of the planning programme and improvement of district primary education plan.

Chapter 10
First Year Annual Work

10.1 Introduction

DPEP Tonk will be implemented from November 1998 to October 2003. There will be projected annual work plan and budget for every year. The annual work plan of first year is discussed in this chapter.

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

Major Activities

District Project Officer

The district project office for the implementation of DPEP in the district will be established in November 98 in rented building and it will start functioning immediately to take steps for carrying at the projected activities scheduled in the equipments furniture hire charges for vehicle and other facilities for its proposed and efficient functioning.

Appointment of Staff

The selection of the block resource centre BRC's coordinates Asstt. Coordinator BRCs and CRCs will be done during November 98. The officer of BRC's will be settled temporarily in a rented building and the officer of CRCs will be settled temporarily in a central primary school building. As soon as the buildings are completed they will start working as the BRC's and CRC's. The equipments to the BRCs and CRCs will be purchased in November 98.

10.3. Management Information System (MIS)

DPEP follows the PMIS package prepared by DPEP bureau by the end of November 98 hardware will be procured and in the month of December 98. Software will be installed. Training of the Project staff in the package will be done during January and February 1999. The SMIS and statistical package are under development at state project officer and are likely to be installed November 1998. It is possible to implement these packages as soon as the project staff are trained.

10.3 Annual Budget

First Year Plan Activites 1998-99

S.No.	Items	Duration	Unit Cost	No. of Units	Amount (In lacs)
i.	Civil Works				
	(i) BRC's office 1st year	1st year	7.40	5	37.00
	(ii) BRC's Office	1st year	-	-	-
	(iii) Additional Class room				
	(1) One room		1.25	-	-
	(2) Two rooms		2.5	-	-
	(3) Three rooms		3.75	-	-
	(iv) Sheds for AS for T		0.8	22	1.76
	G		0.5	50	2.50
	(v) Sheds for T.C.C.E.		-	-	-
	(vi) Urinals		0.5	57	2.85

	(vii) Water facilities (1) Hand pump (2) Water tank				
	(viii) Repairing (1) Major (2) Minor	-	-	-	-
	(ix) CRC office	1st year	1.75	45	78.75
	Total	-			
2.	Furniture				147.86
	(i) Furniture for DPO		1.60	1	1.60
	(ii) Furniture for DIET		1.50	1	1.50
	(iii) Furniture for BRC		0.80	5	4.00
	(iv) Furniture for CRC		0.192	45	8.64
	Total				15.74
3.	Equipments				
	DPO		2.82	1	2.82
	BRC		1.15	5	6.65
	DIET		0.63	1	0.63
	Total				10.10
4.	Vehicle				
	(i) (1) Hire charges for DPO (2) Fuel charges for DIET		1.50 1.00	1 1	0.50 0.33
	Total				
	(ii) (1) Hire charges (2) Fuel charges for DIET		1.50 1.00	1 1	0.50 0.33
	BRC				
	(1) Hire (2) Fuel		1.50 1.50	5 5	2.50 1.67
	Total				5.83
5.	Training Programmes				
	(i) VEC members	2 days	0.002	-	-
	(ii) Panchayat Communicatin members	2 days	Nil	-	-
	(iii) (1) Para teachers (2) Para teachers	30 days 10 days	0.0312	138 138	4.31 1.10
	(iv) (1) CRC Supervisors (2) CRC Supervisors	30 days 10 days	- 0.008	- 20	- 0.72
	(v) BRC Resource Persons	6 days	0.008	20	0.16
	(vi) Gender Issue Training	3 days	0.006	30	0.18
	(vii) BRC Co-ordinatory	10 days	0.014	10	0.14
	(viii) Primary School Teachers	6 days			
	(ix) ECCE Workers	3 days			
	Total				6.61
6.	Orientation cum-meetings				
	(i) Orientation f DLO's	2 days	0.002	30	0.06
	(ii) Meeting of CRC co-codinator	2 days			
	(iii) Meeting of P.S. teachers	1 days	0.0005	4000	6.67
	(iv) Meeting of Para teachers	1 days	0.0005	1380	0.69
	(v) Orientation of BNS	1 days	-	-	-
	(vi) Meeting of CRC supervisor	2 days	0.0025	90	0.00
	Total				6.81
7.	Research				
	(i) Research fund DIET	1st year			
	(ii) Action Research BRC	1st year			
	Total				
8.	Awareness campaigns				

	(i) Awards to best VEC	1st year	0.03	-	-
	(ii) (1) Bal mela at CRC	1st year	-	-	-
	(2) Block level	1st year	0.02	6	0.12
	(3) District level	1st year	0.10	1	0.10
	(4) M.M., PTA meeting	1st year	0.02	90	1.80
	(5) Kala Jatha	1st year	0.01	90	0.90
	(v) Publicity & Media at DPO	1st year	0.30	1	0.30
	Total				3.22
9.	Books & Library				
	(i) Library books for BRC	1st year	0.50	5	2.5
	Total				2.5
10.	Workshops & Seminars				
	(i) Work shop for DPO staff	1st year	0.55	1	0.55
	Total				0.55
11.	Teaching & Learning Materials				
	A. Alternative School				
	1. TLM grants for para teachers	1st year	-	-	-
	2. TLM for AS	1st year	-	-	-
	Total				
	B. Existing Primary Schools				
	(i) TLM grants for teachers	1st year			
	(ii) Stationary to the focus				
	(iii) Stationary to the focus				
	(iv) Stationary to the focus				
	C. ECCE centres				
	1. ECE kit	1st year	0.005	846	4.23
	Total				4.23
12.	Salaries				
	(i) DPO staff	1st year	-	-	6.19
	(ii) BRC staff	1st year	-	-	7.98
	(iii) CRC staff	1st year	-	-	30.00
	Total				44.17
13.	Honorarium				
	(i) Para teachers New Primary Schools	1st year	-	-	-
	(ii) (1) As Instructors	1st year	0.162	100	5.4
	(2) As Skill development for girls		0.120	20	0.8
	(iii) Existing schools para teacher	1st year	-	-	-
	(iv) ICDS Instructors	1st year	0.024	846	6.77
	(v) Escort	1st year	0.06	3.75	7.50
	Total				20.47
14.	Consumables				
	(i) Contingency of DPO office	1st year	0.75	1	0.25
	(ii) DPO Rent	1st year	0.60	1	0.20
	(iii) Contingency of BRC office	1st year	-	-	-
	(iv) BRC Rent	1st year	0.48	5	0.80
	Total				1.25
15.	School Improvement Fund	1st year			
	Total				
16.	DIET				
	(i) Recurring Exp. Of DIET	1st year	0.80	1	0.27
	(ii) Maintenance of Equipments at DIET	1st year			
	(iii) Equipments at BDO	1st year			
	Total				0.27

FORMAT FOR ABSTRACT OF ESTIMATED COSTS DISTRICT ~~XXXX~~ TONK

(By Objectives)

Table I-B

Sl.No.	Objectives	Amount (Rs. in Lakhs)	Percentage
1	Improving Access	1069.27	26.73
2	Improving Retention	961.83	24.05
3	Quality Improvement	803.11	20.07
4	Capacity Building	1165.82	29.15
	Total Project Cost	4000.03	100.00

FORMAT FOR ABSTRACT OF ESTIMATED COSTS DISTRICT KOTA

(By Components)

Table I-C

Sl.No.	Components	Amount (Rs. in Lakhs)	Percentage
1	Civil Works	957.65	23.94
2	Management	145.25	3.63
3	Other Educational Programme	2297.13	57.43
	Total Project Cost	4000.03	100.00

	Amount (Rs. in Lakhs)	Percentage
Recurring Cost	482.55	12.06
Non-Recurring Cost	3517.48	87.94
Total Cost	4000.03	100.00

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)			
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.
ACCESS															
A.1 New Primary Schools															
a) Construction of school building i) Two Room building	2.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
b) Three room building	3.75	0	0.00	44	165.00	0	0.00	0	0.00	0	0.00	0	0.00	44	165.00
b) Teacher (teachers) Salaries	0.84	0	0.00	44	36.96	44	36.96	44	36.96	44	36.96	44	36.96	220	172.48
c) Para teacher salaries in new schools	0.162	0	0.00	44	7.13	44	7.13	44	7.13	44	7.13	44	7.13	220	33.28
d) Furniture & Equipments	0.100	0	0.00	44	4.40	0	0.00	0	0.00	0	0.00	0	0.00	44	4.40
e) Construction of 1 room in building less schools	1.25	0	0.00	30	37.50	14	17.50	0	0.00	0	0.00	0	0.00	44	55.00
A.2 Alternative Schools			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00
a) Construction of shed for AS			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00
b) In tribal, Mewat, Dang area 80% by DPEP & 20% by community	0.08	22	1.76	68	5.44	0	0.00	0	0.00	0	0.00	0	0.00	90	7.20
c) In general area 50% by DPEP and 50% by community	0.05	50	2.50	100	5.00	0	0.00	0	0.00	0	0.00	0	0.00	150	7.50
d) AS Instructors Honorarium			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00
e) AS 6 hourly @ 1350/- p.m.	0.162	100	5.40	300	48.60	300	48.60	300	48.60	300	48.60	300	48.60	1600	232.20
f) AS 4 hourly @ 1000/- p.m.	0.120	20	0.80	100	12.00	100	12.00	100	12.00	100	12.00	100	12.00	520	56.80
g) Non recurring expenditure per AS	0.05	120	6.00	280	14.00	0	0.00	0	0.00	0	0.00	0	0.00	400	20.00
h) Games material per AS	0.005	120	0.60	400	2.00	400	2.00	400	2.00	400	2.00	400	2.00	2120	10.60
i) Contingency per AS	0.01	120	0.40	400	4.00	400	4.00	400	4.00	400	4.00	400	4.00	2120	19.00
A.3 Additional Classrooms.	1.25	0	0.00	32	40.00	175	218.75	0	0.00	0	0.00	0	0.00	207	258.75
A.4 Construction of Boudary wall for primary school- Lumpsum provision	0.09	0	0.00	100	9.00	100	9.00	100	9.00	0	0.00	0	0.00	300	27.00
GRAND TOTAL			17.46		391.03		355.94		119.69		110.69		74.46		1069.26

COMPONENT ACTIVITY	UNIT COST	1ST YEAR (1998-99)		2ND YEAR (1999-2000)		3RD YEAR (2000-2001)		4TH YEAR (2001-2002)		5TH YEAR (2002-2003)		6TH YEAR (2003-2004)		TOTAL		CATE- GORY
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	R/I
		RETENTION														
R 1 Community Mobilization																
a) Bala Mela at cluster level for 3 years @ Rs. 2000-	0.02	0	0.00	90	1.80	90	1.80	90	1.80	0	0.00	0	0.00	270	5.40	
b) Mania Meetings with assistance of PTA, MTA and VEC @ Rs. 2000- at the cluster level for 5 years	0.02	90	1.80	90	1.80	90	1.80	90	1.80	90	1.80	0	0.00	450	9.00	
c) Kala Jatra- Exhibition- Rallies at - CRC level For 3 years.	0.01	90	0.90	90	0.90	90	0.90	0	0.00	0	0.00	0	0.00	270	2.70	
- Block Level -- co--	0.02	6	0.12	6	0.12	6	0.12	0	0.00	0	0.00	0	0.00	18	0.36	
- Dist. ct level -- co--	0.10	1	0.10	1	0.10	1	0.10	0	0.00	0	0.00	0	0.00	3	0.30	
- Award to the best VEC at BRC (every year)	0.03	0	0.00	6	0.18	6	0.18	6	0.18	6	0.18	6	0.18	30	0.90	
R 2 Construction																
a) Toilets (unnaals)	0.05	57	2.85	500	25.00	500	25.00	0	0.00	0	0.00	0	0.00	1057	52.85	
b) Drinking water (i) Hand pump	0.45	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	
(ii) P-ED Connection with storage tank	0.15	0	0.00	200	30.00	200	30.00	149	22.35	0	0.00	0	0.00	549	82.35	
c) Repairs			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
d) Minor	0.25	100	25.00	100	25.00	154	38.50	0	0.00	0	0.00	0	0.00	354	88.50	
e) 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)																
R 4 Additional Teachers (Enrolment based)	0.162	0	0.00	88	14.26	258	41.80	400	64.80	490	79.38	556	60.05	1792	260.28	
R 5 ECCE Opening of new ECE centers																
a) Construction of thatched shed (in 80% only) As for alternative schools			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
b) In tribal Mawat, Dang	0.08	0	0.00	80	6.40	20	1.60	0	0.00	0	0.00	0	0.00	100	8.00	
c) In general	0.05	0	0.00	120	6.00	40	2.00	0	0.00	0	0.00	0	0.00	160	8.00	
d) Instructors Salaries	0.048	0	0.00	332	15.94	432	20.74	432	20.74	432	20.74	432	13.82	2060	91.97	
e) ECE Kit @ Rs. 500- per center	0.005	0	0.00	332	1.66	100	0.50	0	0.00	0	0.00	0	0.00	432	2.16	
Strengthening ICDS centers.																
a) Additional honorarium to the ICDS instructors @ Rs. 200/- per month	0.024	846	6.77	846	20.30	846	20.30	846	20.30	846	20.30	846	13.54	5076	101.52	
b) ECE Kit @ 500/- per centre	0.005	846	4.23	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	846	4.23	
c) School improvement for furniture (Additional items)	0.025	0	0.00	32	0.80	100	2.50	100	2.50	0	0.00	0	0.00	232	5.80	
d) Replacement for furniture in old schools (1/3 of total schools every year)	0.010	0	0.00	352	3.52	352	3.52	353	3.53	0	0.00	0	0.00	1057	10.57	
R 6 Incentive to AS Pra teacher on 75% Retention and achievement																
a) Escort to fetch the children	0.06	375	7.50	375	22.50	375	22.50	375	22.50	375	22.50	375	15.00	2250	112.50	
Total			49.27		198.64		236.88		183.52		167.92		125.61		961.83	

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

(Rs. In lakh)

COMPONENT / ACTIVITY	UNIT COST	1ST YEAR		2ND YEAR		3RD YEAR		4TH YEAR		5TH YEAR		6TH YEAR		TOTAL	
		(1998-99)		(1999-2000)		(2000-2001)		(2001-2002)		(2002-2003)		(2003-2004)			
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.
QUALITY IMPROVEMENT															
Q.1 Training															
a) Training of Para Teachers (30 days) per para teacher one time	0.0312	138	4.31	350	10.92	170	5.30	142	4.43	90	2.81	65	2.05	955	29.83
b) Training of Para Teachers (10 days) 30 Para Teacher one time	0.008	138	1.10	350	2.80	88	0.70	170	1.36	142	1.14	90	0.72	978	7.82
c) Refresher training of para teachers (5 days) 30 Para Teacher subsequent year	0.0102	0	0.00	138	1.41	488	4.98	658	6.71	800	8.16	890	9.08	2974	30.33
d) Training of BRC resource persons at DIET (6 days) per resource person	0.008	20	0.16	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	20	0.16
e) Gender sensitization training of District & block level education functionaries (3 days) (20 participants)	0.006	30	0.18	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	30	0.18
f) Training of BRC co-ordinators at DIET (3 days) (15 persons)	0.014	10	0.14	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	10	0.14
g) Orientation of DLOs at DIET (2 days) (25 person)	0.002	30	0.06	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	30	0.06
h) Training of CRC co-ordinators at SRC (10 days) (20 person) (Induction training)	0.008	90	0.72	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	90	0.72
i) Refresher training of CRC Co-ordinator at BRC (5 days) (20 person)	0.005	0	0.00	90	0.45	90	0.45	90	0.45	90	0.45	90	0.45	450	2.25
j) Training of Primary Schools Regular teachers			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00
i) [Induction Trg. - (a) 6 days (20 persons)	0.005	0	0.00	4042	20.21	4212	21.06	4354	21.77	4444	22.22	4510	22.55	21562	107.81
ii) Induction Trg. - (b) 3 days (20 persons)	0.0035	0	0.00	4042	14.15	4212	14.74	4354	15.24	4444	15.55	4510	15.79	21562	75.47
iii) Refresher training for 6 days (20 persons)	0.005	0	0.00	0	0.00	4042	20.21	4212	21.06	4354	21.77	4444	22.22	17052	85.26
Total			6.67		49.93		67.45		71.02		72.10		72.86		340.03

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.	
		Training of ECE Anganwadi workers at BRC (3+3 days training cost) by convergence with WDP) (20 persons)	0.0035	0	0.00	1278	4.47	0	0.00	0	0.00	0	0.00	0	0.00	
Training of Panchayat community members municipality functionaries (20 persons)	0.0025	0	0.00	940	2.35	0	0.00	0	0.00	0	0.00	0	0.00	940	2.35	
Orientation - cum - Review meetings of CRC Co-ordinators at BRC (2 days) (20 persons)	0.0025	90	0.08	90	0.23	90	0.23	90	0.23	90	0.23	90	0.15	540	1.13	
Orientation of VEC members at CRC (2 days) (36 persons) for first 3 years	0.002	0	0.00	997	1.99	997	1.99	997	1.99	0	0.00	0	0.00	2991	5.98	
Monthly Review-cum-Orientation Meeting of primary school teachers at CRC (1 day) (20 persons) per month	0.0005	40000	6.67	40420	20.21	42120	21.06	43540	21.77	44440	22.22	45100	15.03	255620	106.96	
Monthly review meeting of para-teachers at CRC (2 days) (20 persons) per month	0.0005	0	0.00	1200	0.60	3680	1.84	6580	3.29	8000	4.00	8900	2.97	28360	12.70	
Training and orientation of BNS at CRC (1 day) (20 persons)	0.001	0	0.00	2000	2.00	0	0.00	0	0.00	0	0.00	0	0.00	2000	2.00	
Educational incentives (stationary items for ST girls (in blocks less than 15% literacy)	0.00065	0	0.00	17000	11.05	20000	13.00	22000	14.30	25000	16.25	26000	16.90	110000	71.50	
Workbook to students class I to V-unit 1000 copies	0.00015	0	0.00	147086	22.06	157456	23.62	166401	24.96	172203	25.83	176624	26.49	819770	122.97	
Teacher guide-unit 1000 teachers	0.00015	0	0.00	6000	0.90	0	0.00	0	0.00	0	0.00	0	0.00	6000	0.90	
TLM grants for Primary school																
Teachers	0.0005	0	0.00	4042	20.21	4212	21.06	4354	21.77	4444	22.22	4510	22.55	21562	107.81	
Para Teachers	0.0005	0	0.00	368	1.84	658	3.29	800	4.00	890	4.45	1156	5.78	3872	19.36	
Educational Visits																
Exposure visits for VEC members within district																
Two days visit within district 4 batches of 10 person each every year (per person cost)	0.004	0	0.00	40	0.16	40	0.16	40	0.16	40	0.16	0	0.00	160	0.64	
3 day visit outside district, 2 batches of 10 person each every year (per person cost)	0.008	0	0.00	20	0.16	20	0.16	20	0.16	20	0.16	0	0.00	80	0.64	
5 days visit outside state, one batch of 5 person each year (per person cost)	0.04	0	0.00	5	0.20	5	0.20	5	0.20	5	0.20	0	0.00	20	0.80	
Exposure visits for AS para teachers																
Two days visit within district 4 batches of 10 person each every year (per person cost)	0.004	0	0.00	40	0.16	40	0.16	40	0.16	40	0.16	0	0.00	160	0.64	
3 day visit outside district, 2 batches of 10 person each every year (per person cost)	0.008	0	0.00	20	0.16	20	0.16	20	0.16	20	0.16	0	0.00	80	0.64	
5 days visit outside state, one batch of 5 person each year (per person cost)	0.04	0	0.00	5	0.20	5	0.20	5	0.20	5	0.20	0	0.00	20	0.80	
Exposure visits for PFE teachers																
5 days visit outside state, one batch of 5 person each year (per person cost)	0.04	0	0.00	5	0.20	5	0.20	5	0.20	5	0.20	0	0.00	20	0.80	
GRAND TOTAL			6.74		89.15		87.33		93.55		96.44		89.87		463.08	

RAJASTHAN

(Rs. In lakhs)

COMPONENT / ACTIVITY	UNIT COST	1ST YEAR (1998-99)		2ND YEAR (1999-2000)		3RD YEAR (2000-2001)		4TH YEAR (2001-2002)		5TH YEAR (2002-2003)		6TH YEAR (2003-2004)		TOTAL		Case No.
		PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	PHY.	FIN.	
CAPACITY BUILDING																
C.1 Strengthening DIET																
a) Furniture	1.50	1	1.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.50	
b) Equipments	0.63	1	0.63	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.63	
c) Civil Work Lumpsum	3.00	0	0.00	1	3.00	0	0.00	0	0.00	0	0.00	0	0.00	1	3.00	
d) Vehicles			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
Hire	1.5	1	0.50	1	1.50	1	1.50	1	1.50	1	1.50	1	1.00	6	7.50	
fuel	1.0	1	0.33	1	1.00	1	1.00	1	1.00	1	1.00	1	0.67	6	5.00	
e) Recurring Expenditure of Office	0.80	1	0.27	1	0.80	1	0.80	1	0.80	1	0.80	1	0.53	6	4.00	
C.2 BRC																
a) Construction of BRC building	7.4	5	37.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5	37.00	
b) Furniture	0.800	5	4.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5	4.00	
c) Equipment	1.33	5	6.65	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5	6.65	
d) Maintenance of equipments	0.092	0	0.00	5	0.46	5	0.46	5	0.46	5	0.46	5	0.46	25	2.30	
e) Books and library	0.50	5	2.50	5	2.50	5	2.50	5	2.50	5	2.50	5	0.00	25	12.50	
f) Office expenses (recurring)	1.26	5	2.10	5	6.30	5	6.30	5	6.30	5	6.30	5	4.20	30	31.50	
(non-recurring)	0.61	5	3.06	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5	3.06	
T.A./D.A.	0.20	5	0.33	5	1.00	5	1.00	5	1.00	5	1.00	5	0.67	30	5.00	
Medical	0.05	5	0.08	5	0.25	5	0.25	5	0.25	5	0.25	5	0.17	30	1.25	
Vehicles (i) Hire	1.50	5	2.50	5	7.50	5	7.50	5	7.50	5	7.50	5	5.00	30	37.50	
ii) Fuel	1.00	5	1.67	5	5.00	5	5.00	5	5.00	5	5.00	5	3.33	30	25.00	
g) Salary- - Coordinators' Salaries	1.58	5	2.64	5	7.92	5	7.92	5	7.92	5	7.92	5	5.28	30	39.60	
- Assistant co-ordinator	1.152	5	1.92	5	5.76	5	5.76	5	5.76	5	5.76	5	3.84	30	29.60	
- Resource persons	0.600	10	2.00	10	6.00	10	6.00	10	6.00	10	6.00	10	4.00	60	30.00	
- Typist	0.360	6	0.72	6	2.16	6	2.16	6	2.16	6	2.16	6	1.44	36	10.80	
- Peon	0.210	5	0.35	5	1.05	5	1.05	5	1.05	5	1.05	5	0.70	30	5.25	
- Security Guard	0.210	5	0.35	5	1.05	5	1.05	5	1.05	5	1.05	5	0.70	30	5.25	
h) Action research	0.10	0	0.00	5	0.50	0	0.00	0	0.00	0	0.00	0	0.00	5	0.50	
i) Rent for nine months @ Rs. 4000/- as per PWD assessment.	0.48	5	0.80	5	1.00	0	0.00	0	0.00	0	0.00	0	0.00	10	1.80	
C.3 CRC																
a) Construction of CRC building	1.75	45	78.75	45	78.75	0	0.00	0	0.00	0	0.00	0	0.00	90	157.50	
b) Furniture	0.192	45	8.64	45	8.64	0	0.00	0	0.00	0	0.00	0	0.00	90	17.28	
c) Salaries- -CRC co-ordinator salary	1.00	90	30.00	90	90.00	90	90.00	90	90.00	90	90.00	90	60.00	540	450.00	
d) Office expenses (recurring)	0.050	90	1.50	90	4.50	90	4.50	90	4.50	90	4.50	90	3.00	540	22.50	
(non-recurring)	0.060	90	5.40	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	90	5.40	
T.A./D.A.	0.06	90	1.80	90	5.40	90	5.40	90	5.40	90	5.40	90	3.60	540	27.00	
Medical	0.01	90	0.30	90	0.90	90	0.90	90	0.90	90	0.90	90	0.60	540	4.50	
Motor cycle allowance @ 600/- p.m.	0.072	90	2.16	90	5.40	90	5.40	90	5.40	90	5.40	90	3.24	540	27.00	
Total			200.45		248.34		156.45		156.45		156.45		102.43		1020.57	

PROJECT COST (DPEP)--TONK
RAJASTHAN

(Rs. In lakhs)

COMPONENT / ACTIVITY	UNIT COST	1ST YEAR		2ND YEAR		3RD YEAR		4TH YEAR		5TH YEAR		6TH YEAR		TOTAL		Category R/I
		(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.	
4 District Project Office (DPO)																
- Furniture	1.50	1	1.60	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.60	
- Equipments	2.82	1	2.82	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	2.82	
- Maintenance of equipments	0.224	0	0.00	1	0.22	1	0.22	1	0.22	1	0.22	1	0.22	5	1.12	
- Vehicles			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
- Hire	1.50	1	0.50	1	1.50	1	1.50	1	1.50	1	1.50	1	1.00	6	7.50	
- Fuel	1.0	1	0.33	1	1.00	1	1.00	1	1.00	1	1.00	1	0.67	6	5.00	
- Staff Salaries			0.00		0.00		0.00		0.00		0.00		0.00	0	0.00	
- DPC (1)	2.00	1	0.67	1	2.00	1	2.00	1	2.00	1	2.00	1	1.33	6	10.00	
- Programme Officer (5)	1.73	5	2.88	5	8.65	5	8.65	5	8.65	5	8.65	5	5.77	30	43.25	
- Account officer	1.52	1	0.51	1	1.52	1	1.52	1	1.52	1	1.52	1	1.01	6	7.60	
- Assistant Account Officer	0.36	1	0.12	1	0.36	1	0.36	1	0.36	1	0.36	1	0.24	6	1.80	
- Assistant Engineer	1.52	1	0.51	1	1.52	1	1.52	1	1.52	1	1.52	1	1.01	6	7.60	
- Junior Engineer	0.60	3	0.60	12	7.20	13	7.80	2	1.20	0	0.00	0	0.00	30	16.80	
- Motor cycle allowance @ 1000/-	0.120	3	0.12	12	1.44	13	1.56	2	0.24	0	0.00	0	0.00	30	3.36	
- Draftsman	0.120	1	0.04	1	0.12	1	0.12	1	0.12	1	0.12	1	0.08	6	0.60	
- Computer Operator	0.480	1	0.16	1	0.48	1	0.48	1	0.48	1	0.48	1	0.32	6	2.40	
- Programmer	0.60	1	0.20	1	0.60	1	0.60	1	0.60	1	0.60	1	0.40	6	3.00	
- Steno	0.36	1	0.12	1	0.36	1	0.36	1	0.36	1	0.36	1	0.24	6	1.80	
- LDC	0.36	1	0.12	1	0.36	1	0.36	1	0.36	1	0.36	1	0.24	6	1.80	
- Peon	0.21	1	0.07	1	0.21	1	0.21	1	0.21	1	0.21	1	0.14	6	1.05	
- Night Guard	0.21	1	0.07	1	0.21	1	0.21	1	0.21	1	0.21	1	0.14	6	1.05	
- Workshops and Seminars	0.55	1	0.55	1	0.55	1	0.55	1	0.55	1	0.55	0	0.00	5	2.75	
- Contingency	0.75	1	0.25	1	0.75	1	0.75	1	0.75	1	0.75	1	0.50	6	3.75	
- Office Expenditure	0.513	1	0.17	1	0.51	1	0.51	1	0.51	1	0.51	1	0.34	6	2.57	
- Publicity / Media	0.30	1	0.30	1	0.30	1	0.30	1	0.30	1	0.30	0	0.00	5	1.50	
- Office Rent Average 5000/- per month / as per PWD assessment	0.60	1	0.20	1	0.60	1	0.60	1	0.60	1	0.60	1	0.40	6	3.00	
- D.A.	1.000	1	0.33	1	1.00	1	1.00	1	1.00	1	1.00	1	0.67	6	5.00	
- Medical	0.300	1	0.10	1	0.30	1	0.30	1	0.30	1	0.30	1	0.20	6	1.50	
- Gratiation	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	0	0.00	5	5.00	
- District Committee Registration Fees	0.030	1	0.03	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.03	

Matter Not Found 59 to 64 (Old Number)
Identification of Problems and Issues by District, Block & Village Level Community
Participatory Meeting

S.No	Date	Meeting Held at	Organised By	Issues Discussed	Suggestions Accepted & Incorporated In The Project	Suggestion Rejected	Particulars of Participants
1	8.2.98	Circuit house Tonk	CEO, Tonk	Concept of DPEP Aims, organization of DPEP	Problems of Primary Education were discussed. Less enrolment detention on the important points for the project of DPEP, preparation of the meeting to be held at Jaipur on 9.2.98	Nil	Members of core unit DPEP Tonk all DEOs all Sr Dy DEOs & EEOs etc
2	24.2.98	Coll. Meeting Hall	District Collector	Problems of Primary Education	The following main problems were discussed 1. Drinking water problem in school. 2. Accommodation in schools. 3. Separate toilets for boys & girls. 4. Improvement in education system. 5. To open ECCCE centres for children. 6. To enhance enrolment and reduce drop out rate. 7. To open schools in every distant colony 8. Shortage of games articles in schools 9. How to attract the Girls towards schools	Nil	State director of DPEP, All DEOs, EEOs, Pradhans of all blocks, incharge of Mahila Vikas Bhikaran, Coordinator NYK, Sec Of TLC, ADEO, members of the core unit of DPEP ton
3	19.2.98	DPEI, Building, Tonk		Problems of drop out and enrolment	Problems of the primary education were discussed How to make the programme of DPEP more effective? How to reduce the rate of drop out? How to enhance enrolment? How to make schools more attractive for children?	Nil	Members of core unit DPEP Tonk and staff of DPEI Tonk
4	2.3.98	DPEP Office	Incharge of DPEP		Concept and organisation of DPEP were discussed 1. Existing problems of primary education. 2. Concepts and organisation of DPEP 3. Functions of DPEP as an effort to solve the problems of primary education. 4. Aim of DPEP is to achieve 100% enrolment 5. Special provision for SC ST girls children of enrolment 6. Improvement of quality teaching, problems of school building shortage. 7. Role of teachers in the programme of DPEP 8. Role of different agencies like VEC, MAMM, PIA, H.C. etc. To make the programme DPEP more effective.		All the office bearers of different Tonk organisations of the teachers of district.
5	18.3.98	Collectorate meeting Hall Tonk			Concept and Aims of DPEP for the improvement of primary education in rural areas.		Pradhan, Panchayat Samiti, Tonk

(vii)

Identification of Problems and Issues by District, Block & Village Level Community Participatory Meeting

S. No.	Date	Meeting Held at	Organised By	Issues Discussed / Suggestions	Suggestions Accepted & Incorporated In The Project	Suggestion Rejected	Particulars of Participants
1	17.2.98	Kishanpura Tonk by Sarpanch EEOs			Participatory meetings. Water supply establishment of informal education and Anganbani, Health Care Centre electricity at primary school.	Suggestion accepted	Pry. School teacher NGOs, retired Govt. Servants.
2	18.2.98	Bhansa Toda Sarpanch			Enrolment, supply of uniform for school, retention boys		Sarpanch core unit H.M. primary school NGOs.
3	20.2.98	Naner Tonk, EEOs			Motivation for cent percent enrolment in school enhances on girls education construction of boundary walls.	Suggestion accepted	Up-Sarpanch, Govt. Servant
4	21.2.98	Noorpura Khera			Enrolment, retention water supply electricity, reconstruction and development of school buildings new primary schools link roads enrolment of girls, supply of teaching aids, mid session break up at crop time health care centre, separate schools for girls seating facilities appointment of teachers, enrolment of backward tribes students, extra burden of work upon teachers community, construction of toilets for boys and girls close contact between teachers and parents distance of schools from village.		Sarpanch primary, Rahili school teacher member of Mahila mandal Retired Govt. Servants NGOs.
5	22.2.98	Pathraj Kalan Mehru Chanana					
6	27.2.98	Sawant Garh Pohiyara			Frictions and formation of DPEP, low teaching learning standard, scarcity of teachers in schools, appointment of fourth class, separate toilets for girls, construction of water tank, health care centres, opening of middle schools at each Gram Panchayat head quarter, irregular distribution of mid day meal, poor financial position of the parents, supply of teaching learning material, reconstruction of old buildings and construction of new ones, need of residential schools, children park, scholarship for girls, opportunities of work to parents construction of short bridge in Polyada migration of parents to seek earnings.	Suggestion accepted	Sarpanch, Upsarpanch, H.M. Primary school, NGOs retired Govt. servants, member of Mahila Mandal, core unit members.
7	7.3.98	Unara Algarh	CI-O Zia Parshad Tonk	Organisatio n & questions of DPEP importance of primary education factors responsible for less enrolment, Negligence towards low academic position of girls	Removal of all these problem was highly emphasized Improvement and reconstruction of well equipped school building, revised text books application of learning by doing method reinforcement of Guru Mitra Yojana in Class I and II class contact among teachers and students and parents was recommended. Special facilities to girls and SC ST students political indulgence in education was discarded inservice teacher training and civic sense among the teachers was expected Job opportunities to parents of poor students financial	Financial assistance to the parents and students	

8	9.3.98	Deoli	Dr. Ami Mahila Vidyas Pradhikanan	devotion and sincerity among teachers unhygienic condition of school	assistance to girls, boys of SC/ST students and girls in general. importance of DPEP programme importance of compulsory primary education non availability trained teachers supply of drinking water separate toilets. Suggestion: 100% enrolment of the children reviewing of curriculum text books evaluation system teaching learning position equipment of school building.	All the suggestions were accepted	Mrs. Thagaria Sanyal Dy. DEOs Elementary II, Deoli Pradhan, H.C. Coordinator, Deoli, DRC (R.C. member of Mahila Mandal. BDO, EEOs pay centre incharge.
9	10.3.98	Tota	Sh. Pradhan Zila Parishad, Tonk		issues were discussed and suggestions were given on organisation and functions of DPEP factors responsible for less enrolment of girls and SC/ST students, curriculum scarcities negligence and illiteracy of parents, scarcity of teaching learning material. Suggestions: 100% enrolment, special arrangements for girls and SC/ST students education psychological inspiration of parents and community members, new and well equipped school buildings, supply of drinking water, separate toilets system reforms in social customs and traditions such as Parda system, child marriages untouchability infusion of political and social awareness, introduction of moral education, new teaching methods, incentives uniform, pocket money to the child.	Incentive to children	Members of core committee, public representative, centre incharges of Primary school teachers. BDO Pradhan Uppradhan parents Mahila Mandal
10.	11.3.98	Malpura		Construction & reconstruction of school buildings supply drinking water, improvement of enrolment and retention.	formation and functions of DPEP, enrolment responsibility of Head masters and teachers, social arrangements and civic sense among community members, school buildings, water supply, close contacts between Govt. machinery and local community bodies. Suggestion: Well equipped school buildings, play ground water supply construction of separate toilets for boys and girls, evolution of enrolment and retention re-construction of old school buildings in-service training programme of teachers, opening of new schools for especially education to girls and SC/ST supply of basic need schools at deserted and remote areas. A new scheme was suggested to be pitched in education. At the time of administration in a rural primary school each pupil has to be trained under this policy prominently to give her a certain amount after the due completion of primary education.		Secretary Zila Parishad Tonk, Members of core committee public representative, centre incharges of primary school, BDO, Pradhan, up of Mahila Mandal

Summary of SAS/Tonk

The study revealed the causes of low enrolment high drop out, and poor quality of the school children (6 to 11 years age) in Tonk district.

The few major reasons stated are as following:

1. Poverty of the parents.
2. Illiteracy of the parents.
3. Fascination towards income generating works.
4. House holding works on the part the girls.
5. Religious rigidity of some sections (minor in population).

It also revealed the fact about the disadvantaged sections of the society.

1. Kanjar
2. Sansi
3. Nagori Muslim at Malpura and scattered in Tonk.
4. Gujar

But the problem with these aforesaid sections of the society is that they are scattered and so much mingled with other sections of society that an exclusive pocket of these people can not separately be developed.

For this study 8 villages and two urban slums from all the six Panchayat Samities were selected. It was based on common methodology of IDST.

Different perceptions have been given by the surveyer such as

Parental perception

Girls perception

Gender Equality perception

According to it the causes of low enrolment are:

1. Lack of parental initiative
2. Not interested in educating daughters.
3. Involvement of house holding activities.
4. Migration
5. Free education at Madaras.
6. Public schools faculty.

Causes of Drop out & Retention

Apart from these aforesaid reasons these are:

1. Child marriage
2. Child own disinterest
3. Involvement in householding activities.
4. Involvement in remunerative jobs.

Causes of Low Achievement

1. Teachers Absenteeism
2. Teacher's apathy towards job.
3. Dull and monotonous method of teaching.

Teachers

1. Lack of self study.
2. Rate system of teaching.
3. Negligence in home work and correction work.
4. Cost discrimination by teachers.

A list of the villages of lowness literacy rates, lowest female literacy rates, highest tribal population/scheme cost population. This was done on the basis of identification.

The study makes use of tools as discussed by IDSJ.

- Observation
- Interview
- Participatory rural appraisal.

In district profile – all the concerning aspects such as population health, education, geology, occupation and other aspects have been covered.

The abound story of the village has been shown by tabulization which have been helpful in the project.

Village wise profile of nine villages has also been given.

In the last this study supported in the identification of problems that prevail in the district and also proved helpful in the strategy. Educational profile of nine villages has been given that was used as the base for further projection.

Summary of SAS/Tonk

The study revealed the causes of low enrolment high drop out, and poor quality of the school children (6 to 11 years age) in Tonk district.

The few major reasons stated are as following:

1. Poverty of the parents.
2. Illiteracy of the parents.
3. Fascination towards income generating works.
4. House holding works on the part the girls.
5. Religious rigidity of some sections (minor in population).

It also revealed the fact about the disadvantaged sections of the society.

1. Kanjar
2. Sansi
3. Nagori Muslim at Malpura and scattered in Tonk.
4. Gujar

But the problem with these aforesaid sections of the society is that they are scattered and so much mingled with other sections of society that an exclusive pocket of these people can not separately be developed.

For this study 8 villages and two urban slums from all the six Panchayat Samities were selected. It was based on common methodology of IDST.

Different perceptions have been given by the surveyor such as

Parental perception

Girls perception

Gender Equality perception

According to it the cases of low enrolment are:

1. Lack of parental initiative
2. Not interested in educating daughters.
3. Involvement of house holding activities.
4. Migration
5. Free education at Madaras.
6. Public schools faculty.

Causes of Drop out & Retention

Apart from these aforesaid reasons these are:

1. Child marriage
2. Child own disinterest
3. Involvement in householding activities.
4. Involvement in remunerative jobs.

Causes of Low Achievement

1. Teachers Absentecism
2. Teacher's apathy towards job.
3. Dull and monotonous meeting of teaching.

Teachers

1. Lack of self study.
2. Rate system of teaching.
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