

DRAFT PROPOSAL
FOR
DISTRICT PRIMARY EDUCATION PROGRAMME
(D.P.E.P.)
ANNUAL PLAN
1996-97

GUJARAT STATE

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Planning and Administration

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CHAPTER - I

General & Educational profile of this state

- 1.1 General Profile**
- 1.1.1 On May 1, 1960 Gujarat was carved out of the bi - lingual Bombay State.
- 1.1.2 It is located in the western part of India, Gujarat is bounded on the west by the Arabian Sea, on the north by Rajasthan State and Pakistan, on the east by Madhya Pradesh and on the south by Maharashtra State. It is situated between 20.01' N and 24.07' N latitudes and 68.3' E and 74.4' E East longitudes.
- 1.1.3 The total area of the state is 1,96,024 Km² which is 6 % of the country's total. Gujarat ranks seventh in the country in terms of area. It has a coast line of about 1600 km, the longest in the country the Tropic of Cancer passes through the state.
- 1.1.4 There are 19 districts, 184 talukas and 18,569 inhabited villages with total population of 4,13,09,582 (according to the 1991 census). The number of urban areas is 264.
- 1.1.5 The eastern hilly and tribal belt consists of Danta Taluka of Banaskantha, the eastern parts of Sabarkantha, Vadodara, Bharuch, Surat and Valsad district, and the whole of Panchmahals and Dangs, both of which are covered under DPEP II. The average rainfall in this zone increases progressively as one moves from north to south.
- 1.1.6 Density of population according to the 1991 census, is 211 persons per Km². The thinly populated districts include Kachchh (28 per Km²), Dang (82 per Km²) and Jamnagar (111 per Km²) The thickly populated areas include Gandhinagar (630 per Km²) Ahmedabad (555 per Km²) and Kheda (478 per Km²)
- 1.1.7 According to the 1991 census the Scheduled Castes Population is 30,60,353 and Scheduled Tribes population is 61,61,775. There are 118 habitations predominantly populated with SC population and 6310 habitations predominantly populated with ST population. The percentages of SC population to total population is 7.41 % and the percentages of ST population to total population is 14.92 %.
- 1.2 Government policies programmes :**
- The National Policy on Education 1996 (as revised in 1992) framed by Government of India, envisages two main thrusts in elementary education.
- i. Universal Enrollment and universal retention of children up to 14 years of age.
 - ii. A substantial improvement in the quality of Education.

The State's Five Years Plans have also emphasized the following two areas

- i. Universal Elementary Education (UEE)
- ii. Vocationalisation of Education.

Elementary Education and Adult Education have been given special emphasis and included in the Minimum needs programme. They have also been accorded the highest priority and included in the revised national Twenty point programme also.

The Schemes of special incentives to parents of primitive groups, financial assistance to SC/ST/OBC girls students, are being continued.

1.3 Progress under Primary Education

The total enrolment in primary schools has increased from 42.58 lakhs in 1975-76 to 76.42 lakhs 1994-95. The enrollment among boys has increased from 26.21 lakh to lakhs and that among girls has increased from 16.37 lakhs to lakhs during the same period.

The year - wise and sex - wise details of enrollment from 1990-91 onwards are presented in the following table.

Table 1.1

Enrollment in Primary Schools (1990-91 to 1994-95)

Year	Enrollment (1000)		Total
	Boys	Girls	
1990-91	4,026	2,963	6,989
1991-92	4,107	3,014	7,121
1992-93	4,181	3,067	7,248
1993-94	4,300	3,166	7,466
1994-95			7,642

Total 1.2

Progress in Primary Schools and Teachers (1990-91 to 1994-95)

Year	Primary Schools	Teacher (1000)	Pupil-Teacher ratio (Enrollment/Teachers)
1990-91	31,279	168	41,60
1991-92	31,782	172	41,39
1992-93	32,227	173	41,88
1993-94	32,952	177	42,15
1994-95	33,327	178	42,85

1.4 Qualitative aspect of Primary Education

- 1.4.1 Good school buildings and a good environment are part of the basic infrastructure required to improve the quality of education. Necessary efforts in this direction have already been made through the plan programme and "Operation Blackboard" during the VII Five Year Plan of the State which covers provision of items such as blackboards, charts, drinking water facility etc. Under the New Education Policy, stress has been laid on qualitative improvement along with the quantitative improvement of Primary Education.

Various suggestions, in this regard, have been made in the policy, out of which, the most important suggestions are listed below :

1. To provide good school buildings
2. To accommodate one class in one room in due course
3. To provide one teacher for one class
4. To provide at least two class rooms & two teachers one of whom will be a female teacher in every school in an initial phase.

At present, school building facilities in State are not satisfactory, and more so in the rural areas as compared to urban areas. The State Govt. have aimed to remove the backlog of class rooms within five years.

1.4.2 Teachers Training

The National Policy on Education (NPE) 1986 (as revised in 1992) declared the determination of the Central and State Government to overhaul teacher education. Existing standards are so low that incremental changes or patchwork reforms will not be sufficient.

The District Institute of Education And Training (DIETs) will be centres well equipped in human & Physical resources to support, strengthen and improve the education climate of the whole district. The functions of a Diet are as follows .

1. Pre-service and in-service education of elementary school teachers.
2. Provision of resource support, including introduction level and formal and adult education.
3. Planning and management support for District Education Committees and city/ town Primary Education Committees, Educational Institutions & school complexes.
4. Action research and Experimentation.
5. Serving as evaluation centres for primary and Upper Primary Schools as well as non formal and Adult Education Programmes.
6. Resource and learning centre for teachers and instructors.
7. Educational technology and computer education support at the district level.

1.5 Financing Primary Education

The total expenditure per school is around Rs. 2,59 lakhs. The expenditure per pupil is around Rs. 1,285/ in 1995-96 The yearwise expenditure per pupil is as follow :

Table 1.3
The expenditure per pupil in elementary education

year	Rs.
1960-61	33
1970-72	71
1980-81	217
1985-86	373
1990-91	564
1994-95	1,137
1995-96	1,285

Table 1.4
The expenditure on Elementary Education (Rs. in lakhs)

Sr.No.	Year	Plan	Non-Plan	Total
1.	1990-91	12,73,04	453,69,06	466,42,10
2.	1991-92	16,14,88	525,69,00	541,83,88
3.	1992-93	14,64,18	547,23,18	561,87,36
4.	1993-94	17,56,61	673,04,45	690,61,06
5.	1994-95	16,76,37	84,713,24	863,89,61

Expenditure towards elementary education is more than that in higher education as can be seen from table

Table 1.5

Expenditure on Elementary Education as a percentage of total Education

Sr. No.	Year	% of expenditure on elementary against total exp. on education
1.	1990-91	52,52 %
2.	1991-92	52,07 %
3.	1992-93	52,05 %
4.	1993-94	55.82 %
5.	1994-95	51.50 %

Chapter - II

Goals aims & objectives of the Programme

- 2.1 The District Primary Education Programme (DPEP) is aimed at achieving the goal of UPE by the turn of the century. In this regards the specific goals envisaged are
- (i) to reduce differences in enrollment, drop out & learning achievement among gender & social group to less than 5 percent,
 - (ii) to reduce overall primary dropout rates for all students to less than 10 percent,
 - (iii) to raise average achievement levels by 25 % above measured base line levels &
 - (iv) to provide access for all children or its equipment non formal education.
- 2.2 The three districts aim to improve enrollment, retention & achievement level in primary schooling. The district aim to achieve 100% enrollment & a substantial increase in their retention rates. Banaskantha aims to increase its total retention rate to 10% by project and while it is about 38.3% at present. Panchmahal aims to increase the retention rate for boys from 55% to 90% & for girls from 48% to 85% by the end of the project. The target retention rate at the end of the project for Dangs is 80% for all children of 6-11 age group. The districts have fixed their enrollment & retention targets separately for girls & boys. The targets have also been phased on yearly basis for the project period which may be subject to start-up & Annual plan review. The Districts aim to raise average achievement levels of all children in primary schools by 25% above measured baseline levels.
- 2.3 To generate a demand for primary education & enhance enrollment & retention of girls & other disadvantaged social groups environment building & mobilisation become crucial. The awareness campaigns for building environment & to generate demand away educationally backward groups are to be conducted, materials to be developed. Media campaigns would be undertaken through posters, folders, slogan, cut outs etc. For regular attendance of girl MTAs are to be organised.
- 2.4 Institutional capacity for computerising management information system is order to faithful regular monitoring & evaluation of the programme is to be developed. State project office, MIS & GCERT are to be strengthened.
- 2.5 For organisation, implementation & evaluation of the district primary education programme in Gujarat, the state has constituted a registered society known as Gujarat council of primary education. This society is empowered to make financial & project implementation decisions. Gujarat council of educational research & training (GCERT) is functioning as the modal agency for qualitative improvement aspect. GCERT would be supported by the state resource group (SRG) drawn from the various institutions.

2.6 State project director has been appointed & he will be assisted by an additional project director, administrative officer a finance & accounts officer & other supporting staff for monitoring evaluation of the programme. SPO is also going to be provided with furniture & equipment, vehical staff (will be financed by the project) etc. within the limite of 6% of the total project outlay.

2.7 GCERT is also going to be strengthend in following respects :
(1) Hostel Building (2) RC Structuning some portions of the GCERT Bldg. (3) Furnishing with equipments (4) Vehical (5) Staff for planning & Management cell, Women Development cell, Tribble cell & Alternative schooling (6) Library & facilitated with reference books etc.

At districts level MIS are to be developed DIETS are to be strengthened, B.R.C. & C.R.C. are to be created.

State Resume Teams are to be developed for supporting Tribble, Cell, As Cell, WD cell & Training (Training Resource Group). P&N core teame will also be developed. It will work out the plan & will impliment the systems on the basies of feedback collected though the project management information systems (PMIS) & educational management information on system.

Chapter - III

Focus of the programme

3.1 DPEP total five year implementation plans at state & district levels focus on key activities, their relation to objectives & expected out comes. The progress of the implementation would be reported annually & plans for subsequent years would be based on progress achieved. The major focus of the programme is as the following activities.

- 3.1 1. Setting up state project office
2. Setting up MIS office
3. Strengthening GCERT. This includes additional of proposed faculty members (P4 M Cell, W D Cell, Tribal Cell & A S Cell), equipment renovation of present building & furnishing it, Hostel building & furnishing it.
4. Review of Text books of class 1 to 4. Requiring & developing the text books & prepare the text books on tribal dialect based.

Class-I - 80% Local tribal base & 20% Gujarati

Class-II - 60% Local tribal base & 40% Gujarati

Class-III - 40% Local tribal base & 60% Gujarati

Class-IV - 20% Local tribal base & 80% Gujarati

Class-V - all text books will be based on Gujarati language

Strengthening Textbook Board : This would involve hiring of professionals & their training.

5. Creation of B.R.C., C.R.C. at these district places & appointment of the coordinators.
6. Mobilisation for awareness companies cut outs, Mile-stones, Posters, Audio video cassettes etc. are to be developed. Awareness camps are to be organised at BRC, CRC levels.
7. Modules Development the state proposes to develop certain modules for training and training of master trainers on modules based.
8. Seminar, Workshops
9. Inter state tours & seminars
10. Environment building - Workshops, preparing adv.
11. Inservice Training of teachers & officials materials
12. Research & Studies
13. Meeting EDN Agencies & formation of SRG, TSG etc.

3.2 Priority of 1996-97

State has no its separate programme but it has to work for supporting the District level programmes.

Teachers are being trained for better performance in the class work utilities. The class room activities are to be developed by providing teaching learning materials & teachers are to be trained under MLL & School readiness programme. Teachers guideline, teachers hand books are to be prepared for making him capable in his teaching work. The child centred teaching process is to be developed & teachers are to be trained in that respects.

The following are the priorities of this year.

1. Strengthening state office
2. Strengthening MIS office
3. Strengthening GCERT office
4. Purchasing vehicles & equipments & furniture
5. Preparing training modules and training of master trainers
6. Preparing audio video cassettes teaching aids & developing teaching learning materials
7. For awareness campaigns & environment building, Cut outs, Posters, Street programmes, etc. are to be developed
8. Civil works - Experiments for classroom construction, construction of hostel, renovation of GCERT building.
9. Books & Library - Books for library of GCERT, Development of text books translation & publication of books etc.
10. Local consultancy for classroom construction
 - Innovation project
 - Research studies
 - STSG
11. Trainings
 - Orientation & training of dept. functionaries, SCERT & NKOS
 - Training of textbook board professionals
 - Training of Master trainers for AS
 - Training of P & M cell functionaries of SCERT

12. Workshops & Seminars - Meeting of core edu.

- **Module development**
- **National workshop on P & M**
- **Workshop for developing materials of environment Bldg.**
- **Workshop on media material for environment producing**
- **Working for preparation of Audio Video materials**
- **Workshop for sharing of research & innovation project.**

13. Awareness campaign

- **Organising campaigns**
- **Developing material for A campaigns**
- **Cut outs for WD**
- **Folders, for WD**
- **Inter state studies**
- **Publicity of programme**
- **Short film development**

14. Staff appointments - staff appointment of P & M Cells, NFE Cell, Tribble Cell, WD Cell, D.P.E.P. office etc.

All such activities are to be deformed during 1996-97 by the state.

CHAPTER - IV

Programme Components and Strategies

Three districts are proposed under DPEP Plan. The strategies of the state component will be framed on the basis of training, curriculum development, teaching-learning support, material development, education awareness programme etc. needed by the three districts.

The State will work as a nodal agency between National DPEP Bureau & DPEP districts. Districts have no separate authority for framing norms or policies for education. Further State has to monitor and evaluate DPEP activities at district level.

The total plan out-lay of State Component item is Rs. 943.93 lacs, First year out-lay of State Component plan is Rs. 266.29 lacs i.e. 28.21%. State have to insiate several activities which are needed in the first year. Without preparation of training modules, the training programme in verious field will not be possible, Awareness Programmes are also must in first year for inciation. posters, benners will be the tools of awareness compaigns.

The research study is also must for understand of problems of the areas & which leads to solution.

The revision of text books will at least three years. So in the first year some activities for revision of text books have taken.

State study, Seminar is useful for the use of experience gained by DPEP-I State.

70% activities of DPEP are of acedemic nature, GCERT is the acedemic wing of Education Department of the State. Thus strengthening GCERT in first year will contribute in the plan period.

For implimentation of DPEP activities and monitering of activities State Project Office and MIS must be needed in first year.

Thus all the activitres suggested in first year is must for suces of DPEP activities.
Strategies for State component plan

4.1 In-Service Training Programmas :

The DPEP Districts have limited scope for preparation of various types of training modules and do not have enough master trainers.

- 4.1.1 The modules are to be prepared for the trainees of different areas given below. The persons who are to be trained should have adequate knowledge about the matter for which he is going to be trained. The content part of the training subjects are to be given to him for his knowledge and it should be used during the work which he has to be performed after the training. For capacity building of the trainees and for imparting the training in proper way and to the point modules are to be prepared. It will work as a guideline to be trainers and trainees.

The following training modules and material will be prepared by G.C.E.R.T.

1. Subject contents Teachers guide for maths, language and environment for Std. I to IV i.e 12 Modules.
2. Methodology for subject contents modules for maths, language and environment for Std I to IV, (3 modules).
3. District functionaries training modules for :
 - a) Officials
 1. District Education Officers - DEOs, DPEOs, DAEOs, DIET's Principals.
 2. Other than educational officers :- Agricultural, Health Social Welfare etc
 3. Taluka development officers and other officers of different departmental-taluka level.
 4. ADEI of Panchayat,
 5. Lecturers of DIETS not working as Resource Persons in D.P.E.P.
 6. AEI & H.M. of Secondary schools, H.M. of other education Institutions.
 - b) Non officials
 - (i) D.D.O. President District Panchayat, Chairman of D.E.C.
 - (ii) Member of District Panchayat.
 - (iii) Member of Taluka Panchayat.
4. Resource persons training modules.
5. For managerial aspects.
 - (1) Officers of DPEP Office
 - (2) ADEIs Dist. Panchayat
 - (3) H.M. of Pay-centers (CRC)
 - (4) H.M. of primary schools
6. Training of workers of ECCE Centers
7. Material for awareness campaigns
8. Module for NFE Instructors
9. Guideline for BRC Co-ordinators
10. Module for CRC Co-Ordinators



11. Module for Mother-Teacher Council and Teacher Parents association

4.1.2 Training and orientation Programmes :

(a) One day orientation (For Districts under DPEP Members)

- 1. D.P.E.O., D.E.O., D.A.E.O., Principal, DIET-12**
- 2. Officers of District Panchayat (D.D.O., Dy.D.D.O., T.D.O., S.W.O.-12)**
- 3. Top Authorities of District Panchayat (President, Chairman of DEC & Other Chairmans-30)**

45 Members of the 3 Districts under project will be oriented about the DPEP and details about the projects, objectives and functions, activities and other related matters. Informative pamplets will be provided during the orientation period.

Above members will be oriented in One day meeting at GCERT, Ahmedabad.

(b) Ten-days training Programmes for Master Trainers of District. Three DIET faculty members i.e. Sr. Lecturers & Jr. Lecturers (72) & ADEI of Panchayat (125).

- (1) For Subject Content.**
- (2) For Subject teaching Methodology.**
- (3) For Managerial aspects.**
- (4) For Block level & Village level Officials & Non-Officials.**

4.2 Research & Studies :

4.2.1 For improving the quality of primary education needs of teachers, children, community & schools are to be fulfilled.

All three districts which are selected for DPEP have different issues & problems in the Education field. For giving concrete & adequate training, effective training learning material studies are to be conducted. The issues which are likely to be taken for innovation are as under :

- 1. Text-books Study**
- 2. Student migration study**
- 3. Drop out study**
- 4. Teachers Effectiveness in Learning process**
- 5. Effect of Teaching-learning Materials in Learning Process**
- 6. School Management & H.M.'s Role in Learning Process**
- 7. Evaluation & Methods**

8. Effects of Tribal Dialect in Learning Process in Std.- I & Std.- II, especially in Tribal areas
9. Role of Community support in teaching learning process
10. Multigrade Teaching
11. Gender Sensitivity awareness
12. Tribal Sensitivity awareness

The State has decided to conduct above mentioned studies under DPEP in first phase. If necessary, other essential studies will be taken up with the support of institutions like GCERT, ITEM, GIDR.

4.3 Formation of State Resource group

4.3.1 For improving the quality of primary education & for fulfilling the goals of the DPEP, innovations are necessary in training, teaching learning material, development of curriculum & training literature etc. For giving effective training help from different educational agencies must be taken in different aspects. Experts views and suggestions are to be taken in above mentioned activities as well as in the field studies.

4.3.2 Educationists, subject experts from NGOs & different institutions within and outside the State can extend their expertise. For this purpose state resource groups will be formed in the area of tribal education, alternative schooling, women development & training of teachers & other functionaries and one are team for micro planning will also be formed.

4.3.3 These state resource groups & planning team will be prepared a sharing papers for their area by organising workshops. These sharing papers will be reviewed in another workshop where experts will be called. Training resource group will be prepared a sharing papers on the call of different agencies in D.P.E.P. activities i.e. co-ordinators of B.R.C., C.R.C., D.I.E.T. officers of educational department & non officials who have link with primary educational N.G.O.S. etc.

4.4 Environment Building :

4.4.1 For environment building, different media are to be involved.

- (1) For awareness about the educational impact, some community programmes are to be set up: cultural activities, drama, state shows, competitions for teachers, students etc.
- (2) Educational Programmes on TV/Radio.
- (3) Through Audio/video aids educational cassettes are being shown at village level.
- (4) Through Newspapers - especially in Bal-vibhag, Samayik, posters, publicity board etc.

4.4.2 Gujarat State Institute Of Educational Technology

In DPEP programme preparing educational cassettes, scripts & other audio-visual aids a service of GIET will be utilized for .

Gujarat State Institute of Educational Technology is working as an autonomous body from 1995. It is also one of the important wings of education department in Gujarat. It provides educational TV programme and modern educational teaching learning materials like - cassettes - both audio & video, preparing educational scripts, educational programmes (audio-video) on the basis of current school curriculum, especially for elementary pupils and teachers.

4.5 Revision of Text-Books :

The revision of text-book of Std-I and II will be reviewed and revised in the areas of front page, pictures, matter related to gender, tribal, geographical area, practise work for students, evaluation test, size and presentation of letters etc.

Text-books for the primary school students are prepared by the Gujarat State School Text Book Board, Gandhinagar. Books are developed by GCERT & sent to the Text Book Board for preparing text books under the prior permission of Government Education Department, Gandhinagar. The text books are prepared first on a trial base and put on trial in the project schools. After one and half terms workshop is held with the collaboration of the text book board and primary teachers, who are directly connected with the text books in class-room teaching. Subject experts, DIET personnel, GCERT experts etc. are called in the workshop and with their help alteration of the matter related to the content part, pictures given in the text books and general usage are made.

Text books of Std-I and II are prepared on the basis of competency and already implemented in all the primary schools in the State. Text books of Std-III & IV are prepared (competency based) on trial base and are in modification process and will be implemented in all schools from June, 1996.

Third round of trialling is necessary for including gender sensitisation as well as to modify the different parts. This will be done with the co-ordination and collaboration of Text Book Board and subject experts, authors and teachers who are actually in the field.

4.6 Study Tours & Seminars :

State level seminar will be organised and persons from DPEP-1 States and State Personal will be called and suggestions gained by seminar will be utilized for successful implementation of DPEP activities.

4.7 Strengthening of GCERT :

4.7.1 The State Institute of Education (SIE) came into existence as a result of the decision of Govt. of India to establish nodal agencies in each State to look after the task of qualitative improvement of education at elementary school stage. Looking to the aim of National Education Policy, 1986, SIE, Ahmedabad has been upgraded into GCERT from 19-1-1990. Gujarat State Council of Educational Research and Training (GCERT) has to play an important role in implementation of the DPEP and the National Policy on Education (1986) (NPE) and programme of action (POA) 1992 in the State.

4.7.2 In view of the need for implementing a large number of programme for qualitative improvement of education, all academic institutions working for different levels of school education were merged with the SIE and it was designated as the State council of Educational Research and Training. Additional functions of the GCERT included working in different aspects like examination reforms, revision and improvement of curriculum and text books, educational and vocational guidance, improvement in science education, preparation of audio-visual aids and coordination of the programmes of teacher education through State Boards of Teacher Education. The National Policy (NP) under scored the importance of building teachers support system in the Country on a sound footing. Besides there is a need for qualitative improvement of school education. These two tasks demand that organisations as GCERT that have generally been functioning in a limited way, are re-organised with a capability to play leadership role in school education and teacher education. Besides, it is expected to co-ordinate with various National Agencies such as, NIEPA, NCERT, Central Institute of Indian Languages (CIIL) Mysore, Central Institute of English and Foreign Languages (CIEFL), Hyderabad, etc. in addition to collaborating with various International Agencies as UNESCO, UNICEF, Regional Institute of Education, Bhopal etc.

4.7.3 Role and Functions of GCERT :

4.7.3.1 The scope of GCERT has been expanded to cover Secondary Education Including Secondary Teacher's Training Colleges.

GCERT is expected :

- i) To act as agent of change in school education.
- ii) To organise in-service training and orientation of all categories of educational teachers and supervisors.
- iii) To organise programmes-including correspondence-cum-contact courses.
- iv) To provide extension services.
- v) To develop curriculum.
- vi) To co-ordinate the work related to production of text books.
- vii) To prepare instructional material and,
- viii) To conduct studies and investigations.

4.73.2 The GCERT is also required to co-ordinate all activities at the State and National levels in connection with educational matters besides handling specific projects at all levels of education as entrusted to them from time to time.

4.73.3 In addition to the existing roles and functions, GCERT is an Apex Organisation for educational planning, implementation and evaluation of the State programmes, the activities of School education and teacher education at the State level. It has to function as a State Nodal Agency for qualitative improvement in all stages of school education from pre-primary to Higher Secondary. It is also to be a consultative body and discharge an advisory role on all matters of school education, to the Department of Education in the State.

4.73.4 The main functions of GCERT are in research development, training and extension services in the areas given below :

1. Educational Research and Investigation.
2. Teacher Training and Extension Services.
3. Educational Planning, Management and Development.
4. Vocationalisation of Education.
5. Work Experience.
6. Educational and Vocational Guidance.
7. Evaluation and Examination Reforms.
8. Project Implementation.
9. Educational Technology.
10. Collecting Educational Information and Data regarding Training.
11. Documentation, Publication and dissemination.
12. Academic and administrative control over 19 DIETs, Training and their functioning.
13. Meeting grievances of the community on educational matters.

4.73.5 Besides consultancy and guidance, GCERT has to develop effective academic linkages with the colleges of Teachers Education (CTE) and Institutes of Advanced Studies in Education (IASS) which have been established in the State as a result of implementation of the NPE for enhancing the competence of teachers in-service.

4.7.4 The major functions are performed through different faculties in GCERT. These are as follows :-

1. Curriculum Section
2. Language Section
3. Science and Maths Section
4. Research Section
5. Teacher Training Section
6. Population Education Section
7. Vocational Education Section
8. Audio-Visual Section

4.7.5 Structure of GCERT

GCERT is headed by the Director (Academician) who is assisted by the Deputy Director (Secretary). Under their supervision, several other Departments - mentioned above, are functioning. The staff pattern is of three types :-

- i) Academic - Reader, Research Associate and Research Fellow
- ii) Administrative (Ministerial) - Accounts Officer, Stenographer, Typists, Clerks, Class-IV, Drivers etc.
- iii) Supporting Staff - Technical Staff, Librarian etc.

GCERT has 12 different faculties in which Readers, Research Fellow are working and they were assisted by a Clerk and peon. Each faculty has atleast one reader and one R.F. There are two research fellows who are co-ordinating with faculties work.

4.7.6 The two-storeyed building of GCERT has the following facilities :

Director, Secretary, Readers, Research Fellow, Technical Staff etc. are having a room with minimum facilities.

4.7.6.1 GCERT has a campus for its effective functioning with building structure specifically designed for educational purposes. Following are the items of requirements with regard to the building component :-

1. Hostel Building
2. Library with good design.
3. Workshops and production centres.
4. Science Laboratories with modern equipment.
5. Seminar Hall and Committee Room
6. Faculty Common Rooms
7. Audio-Video Room
8. Recreation Centres
9. Guest Rooms
10. Museum/Exhibition Centre
11. Child Media Laboratory
12. Language Laboratory

The GCERT building should be neatly designed to suit modern educational demand. The structure should be suitably surrounded by well laid gardens.

4.7.6.2 The Equipment Component :

GCERT needs to enrich its equipments, library and production facilities. The equipments that are necessary in this regard are broadly placed under the following heads :

1. Library Centres (with modern facilities of rooms and equipments)

2. Educational Technology inclusive of Micro-teaching facilities.
3. Workshop and Production Centre-associated equipments.
4. Modern Electronic Teaching Aids and Audio/Video Auxiliary equipments.
5. Fax, Electronic Typewriter, Movies Camera, Intercom telephone facilities and such educational models etc. are the urgent requirements of GCERT as it has to function as a Nodal Agency in the State.

4.7.7 The GCERT and its DIETs at the District level, conduct various training programmes for primary teachers and teacher educators. At present, M.L.L. and S.O.P.T. Programmes are prominent and per year more than 50 thousand teachers are given training under these schemes. DPEP is going to be introduced in three Districts of the State for which, many teachers, resource persons and other functionaries are to be trained. Thus GCERT must be strengthened. Following are the requirements of GCERT.

4.7.8 Requirements - Building Component :

Hostel :

(1) At present GCERT has no hostel facility. Most of the training programmes and projects are being arranged in DIET building at district place. No guest room facility is there in present building. Due to DPEP programmes GCERT has to work in different areas like, State level, Inter State level, Seminars, moduls preparation workshop, development of learning material, text books revision workshop, orientation of district functionaries. (including NGOs) Master trainers training etc. Due to these heavy work load these activities should be done at Head Quarter instead of DIET level. Due to industrial development and rush of visitors it is difficult to accommodate trainees and visitors. Therefore hostel facility is must.

1. Rooms (2 seated with attached toilet bathroom unit)	35
2. Visitors Room/Loby	01
3. Kitchen Hall	01
4. Dinning Room	01
5. Kitchen Store Room (Big)	01
6. Rector quarters (2 room set + Kitchen)	02
7. Watchman quarters (1 room set + Kitchen)	01
8. Office room	01

4.7.9 At present GCERT have 8 cells, vide 6.7.4 GECRT has no separate cells for non-formal, tribal women development and planning and management. For promotion of alternative schooling, tribal education, women development, gender sensitivity and planning and management activities under DPEP. GCERT have to play major role for development of material, training of master trainers. Thus GCERT must be strengthened with academic staff.

4.7.10 Programmes for Non-formal Education :

Non Formal Education programme is conducted by Adult Education Deptt. Gandhinagar, Now it is run by the private agencies of the districts. Separate Text books are being prepared by the Gujarat State School Text Book Board, Gandhinagar in two parts. This programme needs to be developed as follows:

(1) Material Development :

Instructors are usually untrained and are only graduates. They need guidance and for them teaching manual is required for making their teaching effective. Some modules (subjectwise) & teaching aids etc. are needed.

(2) Field activities :

(1) Educational awareness programme for parents, child labourers & specially for industrial workers. (2) Instructors training (3) Material development workshop (4) preparing special competency based textbooks with the help of text book board etc.

For promotion of these activities, separate cell headed by a reader with a R.F. will be needed.

4.7.11 Programmes for Tribal Education

Tribal Welfare department looks after the welfare activities for tribals and also Ashram Schools. But the department has no separate academic staff for supporting educational activities. For promotion of educational activities GCERT should play a role in the following items.

(1) Material Development for awareness campaign.

(2) Preparation of extra material for teachers.

(3) Training of teachers.

A separate cell headed by a reader with a R.F. will be needed under GCERT.

4.7.12 Programmes for planning and Management

Educational planning and management are weak in the State, there is no separate unit of educational planning and management in the State and we have not proposed separate SIEMT in the plan of DPEP. Therefore we have proposed a Educational Planning and Management Cell to be develop in GCERT.

The proposed cell under GCERT, will be entrusted with the over all responsibility of planning and Management of Education at various levels. It will be specially entrusted with the training and research activities necessary for effective implementation of goals of educational field activities.

Goals

To advance the professional growth and development of educational personnel such as educators, administrators and managers within the framework of proposed goals for achieving education for all.

To promote systematic development of planning and management practices relevant to the goal of planned change through education.

Objectives

The main objective of the cell will be to train GCERT and state DIETS and district level, block level, and village level functionaries/personnel in planning and management of education; to undertake studies and evaluation and develop data base/information and decision support system for Education for All.

Responsibilities

Cell will focus its activities on elementary education particularly in the districts covered under the D.P.E.P. The following will be the major responsibilities of the cell.

- to provide professional resource support in educational planning and Management at all levels of administration i.e. GCERT, DIETS, BRC, CRC, VEC level personnel.
- to organise in-service training programmes and orientation courses for educational functionaries and community leaders at the state, district, block, village and institutional levels.
- to conduct and sponsor studies, evaluations, monitoring and experimentation in planning and management of school education;
- to document and disseminate state and national information in the area of planning and management.
- to establish networking with other management institutions and agencies within the state and at the district level in educational planning and management.

Functions & activities :

a) *Training programmes and workshops*

- organise training/orientation programmes and workshops for state level educational planners and managers, district and block level functionaries, Heads of institutions, DIET personnel and community leaders.
- Hold seminars, and workshops in the areas of educational policy, planning and management of education.

b) *Studies(research) and Evaluation :*

Conduct and sponsor research and evaluative studies which will be utilised in implementation of various policy measure. It will also undertake action research in the areas of institutional planning management and evaluation, micro planning, school mapping, project planning management, inspection and supervision, community participation and resource management.

c) *Monitoring & Data base :*

Design and develop of a system of monitoring and evaluation. Monitoring and evaluation of training and other activities which will be performed in the three districts selected in DPEP will be one of the major functions of the cell. It will monitor the activities and training performed by DIETs and other functionaries at three district levels.

It will also conduct sample surveys to collect educational data not available as part of regular educational statistics.

d) *Extension and Dissemination :*

- Develop Documentation Centre and Library in the area of planning and management.
- Publication of journal.
- Publish and distribute research reports and findings of innovative experiments

e) *Assessment of learning Achievements :*

Develop, manage and coordinate a system of learning achievement on regular basis. This work will be done in collaboration with the other branches of GCERT, NIC, NCERT, Universities and other research institutions.

f) *Staff :*

The cell of planning and management will be headed by a reader, with supporting staff of two S.A.s, one clerk and one peon.

7.13 Cell for women's development

For promotion of women development, the activities was suggested earlier. A separate cell will be needed under GCERT headed by a reader with a S.A.

Women Development Programmes :

We find that women do not hold prominent positions in Society, in the community and in the family. Girls have more responsibilities than boys. Due to these reasons, retention ratio and enrolment of girls are poor. The following are the needs of women.

- (1) Attitudinal change in society.
- (2) Legal protection for women's problem.
- (3) Specific attention to Women's problems and needs.
- (4) Text Books revision highlighting the importance of women in life.

First of all, needs of women's development are to be traced out and on the basis of that, the frame work of the activities have to be designed. Following programmes are being framed for women development and girls' enrolment as well as improving the rate of girls' retention.

- (1) Parent's awareness programme.
- (2) Awareness about the girls' education as well as gender education among the teachers.
- (3) In Text-Books more focus is to be put on girls education, girls activities, pictures are to be modified in the light of gender education and content part of the text books should also be modified. In general text books are to be modified on the basis of gener sensitisation.
- (4) Health care and community development programme.
- (5) Encouraging non-formal education programme for improving the literacy rate.
- (6) Special incentives to girls.
- (7) Female teachers' appointment.

4.7.14 Renovation cum strengthening :

For promotion of DPEP activities four cells i.e. P & M, Tribal, women's development and non-formal are to be developed. Accomodation for staff of these cells will be made in existing GCERT building. For this renovation and furnishing in present building is to be done.

4.7.15 Vehicles :

State DPEP office is entitled for 3 vehicles, one for Director and two for common pool. We suggest only two vehicles for DPEP office. GCERT is needs is greater and therefore we suggest one vehicle for GCERT. Cost of this vehicle is shown in management cost.

CHAPTER - V

D.P.E.P. PROJECT MANAGEMENT & MONITORING

The State Society being constituted for implementation of DPEP will be the body responsible, at the state level, for the monitoring and supervision of the programme. The proposed monitoring system will be built around a computerized management information system, which links each district with the state level. In addition, the monitoring system will also keep in mind the need for feeding processed information and conclusions back to the district level. The proposed supervision system will depend on supervision team to be constituted by the State Project Director on a periodic basis. The reports of these teams will be used at the state level, and also made available to the DPEP Bureau.

5.1 For Organisation, implementation monitoring and evaluation State Government has established a registered Gujarat Council of Primary Education :

5.1.1 For management purpose a Governing body headed by Chief Minister is formed. List of member are given in Appendix : I. The Society is empowered to make financial and project design decisions. An exclusive committee (List of members are given in Appendix : II) will be formed for day today decisions for various activities under taken under DPEP. The registered society office was already established at Gandhinagar, Capital of Gujarat.

5.1.2 For effective monitoring and control of the District Primary Education Programme at State level a Project Director has been appointed. The Director of Primary Education of the State has been designated as Project Director DPEP of the State.

5.1.3 The Project Director is assisted by the following Staff.

1. Additional Project Director	Pay Scale Rs. 3000-4500
2. Finance and Accounts Officer	Pay Scale Rs. 2200-4200
3. incharge of Monitoring	
- Civil works	Pay Scale Rs. 2200-4200
- Teacher Training	Pay Scale Rs. 2200-4200
- Woman's Development	Pay Scale Rs. 2200-4200
- Media	Pay Scale Rs. 2200-4200

At District level, District Project Coordinators are being appointed to monitor and control the Project effectively.

The following staff are being placed under him.

- | | |
|---------------------------------------|-------------------------|
| 1. Additional Project Co-ordinator | Pay Scale Rs. 2000-3500 |
| 2. Finance cum Administrative Officer | Pay Scale Rs. 2000-3500 |
| 3. Incharge of MIS | |
| - Civil Works | Pay Scale Rs. 2200-4000 |
| - Women Development | Pay Scale Rs. 2000-3500 |
| - Teacher Training | Pay Scale Rs. 2000-3500 |
| - Media | Pay Scale Rs. 2000-3500 |

5.2 Monitoring System :

5.2.1 It is essential that the district-level functionaries understand the differences being proposed

under DPEP. At present, in each district, there is one Deputy District Primary Education Officer under the District Education Committee, for monitoring of regular education schemes. But his role is limited to collecting information for each scheme and sending it in the format prescribed by the state monitoring cell, every quarter. In addition, the expenditure and physical achievement at the district level are scrutinized in a meeting with the Collector. Feedback regarding expenditure of each scheme is sent to General Administration(planning) and regarding physical achievement, to the respective departments which monitor the physical progress of their own schemes.

5.2.2. Under DPEP, the district -level programme committee will have to play a more active role in processing information in the proposed MIS. This will need training efforts to be undertaken at the district level in computerized information processing and processes of monitoring. Each district has proposed to set up a computer cell, which will be equipped with a computer

5.2.3 At the district level, there will be two main activities :

5.2.3.1 Creating a data base of school-level information and monitoring of school statistics :

- Setting up data base is of utmost importance. The format designed for DPEP and used for collecting baseline information during the preparation of the present proposal, will be used. However, information regarding achievement levels(base-line information and MLL) will be added to the system. For this purpose, it is proposed to take the help of experts.
- The updating of this information will be done once a year. The head teachers will be responsible for the data collection and the information will be checked for accuracy and internal consistency by the education inspector.
- It is proposed to have a uniform format for all three districts.
- The processing of data will be done at the district level. At present, the data for finalizing information at the school-level (record data) is August 31. Four months (120 days) will be allowed for presenting district-level reports, so

that December 31 will be the date for presentation of annual information. These reports will be used by the state level for planning the following annual work plan.

Finally, in November of each year, a summary annual report for the previous year's activities will be presented

5.2.3.2 Performance indicators : inputs and outputs :

The districts will report on the progress of DPEP every quarter. In order to facilitate this process, quarterly monitoring of teacher training activities, nonformal education initiatives, administration indicators (cluster and block resource centres, village education committees, classrooms, etc) and financial indicators will be undertaken.

5.2.4. Supervision :

The State Society shall constitute supervision teams of local experts and consultants for periodical supervision of programme activities at district, taluka and village level. In addition, it is proposed to constitute special teams at the district level to ensure attention to educationally-problematic pockets and difficult issues like education of out-of-school children.

5.2.5 M.I.S :

Establishment of MIS.

For monitoring of the Activities of D.P.E.P. M.I.S. Unit will be established in the office of council. It needs Hardware like Computer with facilities like laser printer, U.P.S. modern, M.S. Office, Windows Software, xerox machine, Telephone, Fax, electronic type writer and Staff.

5.3 Capacity building :

5.3.1 The district-level plans have made provisions for capacity building at the taluka and village levels. The state component will therefore, concentrate on areas which apply to all three districts.

5.3.2 Areas of capacity building :

- Information handling and computerized monitoring system : District and state-level officials need to understand better the rationale behind computerized educational information system and ways of managing such a system. The target audience will be the district programme coordinators and others handling information at the district & state levels.
- Programme management capacities in district and state task forces (district management committees etc.)

- programme management seminars for senior officials like Collectors, District Development officers, DRDA Project Directors, State officials etc.
- Coordination seminars for elected district-level functionaries (specially zilla panchayat chairpersons, district education committees), other agencies and programme like ICDS, Mahila Samakhya, and district and state officials

5.4 DPEP State Project Office :

- 5.4.1 For organisation, implementation monitoring and evaluation state Govt have established a registered Gujarat council of primary education.

For management purpose a Governing body headed by Chief Minister is formed. The society is empowered to make financial and project design decisions. An executive committee (headed by education secretary) is formed for day-to-day decisions for various activities under taken under D.P.E.P. The registered society office was already established at Gandhinagar, capital of Gujarat.

For smooth implementation of DPED activities at district level a governing body headed by president district panchayat & an executive committee headed by district development officer are formed.

5.4.2 Facilities for D.P.E.P. Office :

For establishment of D.P.E.P. office the facilities like xerox, telephone with fax, electronic typewriter will be required to be provided for effective monitoring and management of the programme. The State Govt have given a two storied building with eight rooms at capital of Gujarat but it needs furnishing. The furnishing is proposed under project.

CHAPTER - VI

COSTING OF PROGRAMME COMPONENTS FOR 1990-97

In Chapter - V the strategies for problems and issues were discussed. The activities wise the financial implications are given here.

State Level		Physical Target	Amount (Rs Lakh)
6.1	Civil work		
6.1.1	Construction of hostel at SCERT	1	40.00
6.1.2	Renovation of GCERT building	1	30.00
6.2	Furniture		
6.2.1	D.T.P. Systems, Computer, Printer and Scanner for Textbook Board	1	5.00
6.2.2	Furnishing of SCERT Hostel (furniture, fans, water cooler, utensils)	1	3.00
6.2.3	Furnishing of renovation portion of SCERT Building	1	5.00
6.2.4	Furnishing the state project office	1	10.00
6.3	Equipment		
6.3.1	AC machine and set up for MIS	1	0.00
6.3.2	Equipment at state project office (photocopier, fax, phone, typewriters, AC)	1	4.00
6.3.3	Equipment for SCERT office (photocopier, FAX, typewriter, etc.)	1	1.00
6.3.4	MIS hardware (incl printer, modem, software, UPS, etc.)	1	7.20
6.3.5	State office photocopier	1	1.00
6.4	Vehicle		
6.4.1	Vehicles for state office	1	3.00
6.5	Books and Libraries		
6.5.1	Books for SCEET library (areas of planning and management, gender and		

	tribal issues, alternative schooling)	1	1.00
6.5.2	Development of textbooks for alternative schooling	1	5.00
6.5.3	Review of text books (workshops seminars, rewriting, review & finalization up to camera ready)		
6.5.4	Translation and publication of books (educational planning and management, gender, tribal, alternative schooling)	2	1.10
6.6	Local Consultants		
6.6.1	Research Studies	2	2.00
6.6.2	State Technical Support Group (Consultancy)	10	1.00
6.7	Tranining Cost		
6.7.1	Orientation and training of dept. functionaries, SCERT faculties and NGO	100	1.50
6.7.2	Training of Text Book Board Professionals	4	0.50
6.7.3	Training of master trainers for alternative schooling	50	0.00
6.7.4	Training of master trainers for planning management training	2	1.28
6.7.5	Training of planning and management cell functionaries of SCERT	4	1.00
6.8	Workshops and Seminars		
6.8.1	Meetings of core education groups (consisting of members from various agencies)	10	2.50
6.8.2	Module development workshops	5	5.00
6.8.3	National workshop on planning and management	1	0.73
6.8.4	TA/DA for state level functionaries (attending regional workshops, district mtgs and workshops)	1	1.00
6.8.5	Workshop for development of materials for environment building	1	1.00
6.8.6	Workshop for gender issues	1	1.59
6.8.7	Workshop-media/material for Environment Building	2	1.18
6.8.8	Workshops for preparation of audio and video teaching machines	1	0.00
6.8.9	Workshops for sharing of research and innovation projects	1	0.29

6.9	Awareness campaign		
6.9.1	Awareness campaign for enviroment building	20	10.00
6.9.2	Competition for deveoping teaching aids	1	1.00
6.9.3	Cut out for Woman Development	300	6.00
6.9.4	Folder for Woman Development	30000	15.00
6.9.5	Short film devpt. for Environment Building	2	8.00
6.10	Salaries of Additional staff		
6.10.1	Salary Expeses for Management cost	0	9.40
6.10.2	Salary of Staff for Text Book Board Pfoessionals	4	0.50
6.10.3	Staff Salary for NFE	2	0.90
6.10.4	Staff Salary for Planning & Mgnt. Cell	5	1.75
6.10.5	Staff Salary for Tribal Cell	2	0.90
6.10.6	Staff Salary for Woman Development	2	0.90
6.11	Consumables		
6.11.1	Consumables for MIS	1	1.00
6.11.2	Recurring expenses for STATE PROJECT OFFICE	31	2.50
6.11.3	Stationary for (RESEARCH STUDY)	1	0.2
6.12	Contingency		
6.12.1	Contingency for state office	1	1.00
6.13	Vehicle Operation and Maintenance		
6.13.1	Vehicle operation and maintenance	1	0.00
6.14	Honorarium		
6.14.1	Honorarium to members of core groups	100	1.00

**DISTRICT PRIMARY EDUCATION PROGRAMME
GUJARAT STATE COMPONENT PLAN
ABSTRACT**

Sr. No.	Name of the Components	Amount Rs. in Lacs	Percentage (%)
1.	Improving Access	25.00	3.4
2.	Improving Retention	106.85	14.6
3.	Quality Improvement	145.50	19.9
4.	Capacity Building	453.71	62.1
	Total Project Cost	731.06	100.0

Sr. No.	Name of the Components	Amount Rs. in Lacs	Percentage (%)
1.	Civil Work	115.00	15.7
2.	Management	114.60	15.4
3.	Other Educational Programme	501.46	69.9
	Total Project Cost	731.06	100.0

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