

DRAFT PROPOSAL

FOR

**DISTRICT PRIMARY EDUCATION PROGRAMME
(D. P. E. P.)**

**BANASKANTHA DISTRICT
GUJARAT STATE**

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EXECUTIVE SUMMARY

1. *This draft DPEP II proposal for Banaskantha, Gujarat (1996-2001) has been drawn up after a series of consultations at the district level with elected panchayat representatives, administrators, school teachers, inspectors, non-governmental organizations, educationists and others interested in education.*

2. *The introductory section (Section 1.0) describes the features of the district. Gross literacy levels for males (43.94 %) and females (18.06 %) are the lowest among those of all the districts in Gujarat. Population grew at around 29 percent over the ten year period 1981-1991. Indications are that about 55000 children will be added on an average to the school-going age population, every year, over the next decade.*

3. *There are 1945 elementary schools in Banaskantha, out of which 1862 are managed by the district panchayat. Of these 1862, 902 are class one to four schools and the rest are class one to seven schools. There are 205 pay-centre schools.*

Total enrollment in 1995-96 in classes one to five is 3,03,681, out of which 1,93,643 (63.8 %) are boys and 1,10,038 (36.2 %) are girls.

There are 7504 teachers in panchayat schools (classes 1 to 7), and 318 in private primary schools. The proportion of women in the teaching force (26 percent) is low.

About 8.5 percent of the schools are single-teacher schools.

There is an overall shortage of about 975 teachers, as per norms; 268 posts are vacant. The problem is severe in the educationally problematic talukas of Dhanera, Tharad, Vav and Deodhar.

There is also a shortage of 1287 classrooms, though two talukas are surplus at present.

4. *The main educational problems are poor enrollment of girls and high drop-out rates.*

The gross enrollment ratio (1995-96) for boys is 113.27 % and for girls, only 69.18 % for girls (total 92.02 %).

The net enrollment ratio (1995-96) for boys is 98.35 % and for girls is 62.76 % (total 81.20 %).

The crude drop-out rates of 64.5 % over classes one to five are very high.

5. *The programme goals and objectives are presented in Section 4.*

The projected GER for the year 2001 is 113.3 for boys and 86.7 for girls (total 100.5). The girls enrollment is expected to go up from 1,10,038 to 1,37,850 in 2001, an addition of more than 27,800 girls.

The projected NER for 2001 is 98.5 for boys and 80.0 for girls (total 89.6).

The projected gender disparity in gross enrollment between boys and girls is 58.4% to 41.6%.

Drop-out rate is expected to reduce to 35 % by 2001.

The out-of-school children in age group 6 to 11 number 62,052 at present. Of these, at least 75 % are expected to be covered.

6. *The proposed strategy stresses decentralization of educational planning and empowering of local structures at the village level. Activities for awareness creation and mobilization have been proposed. Non-governmental organizations and teachers themselves will play an important role in such activities.*

It also emphasizes decentralized teacher development, through taluka and school-cluster level structures. Appropriate training interventions have been proposed.

7. *The programme components are divided into three categories:*

measures for promoting access (nine items); measures for promoting retention and learning achievement (ten items), and capacity building initiatives (ten items), (section 6).

Under access, 100 new schools (including teachers and furniture), toilets for 200 schools, urinals for 1200 schools and drinking water supply for 1200 schools, creation of demand through cultural programmes, working group of women teachers to promote girls' education, incentives for girls' enrollment, education of out-of-school children, have been proposed.

Under measures for promoting retention and achievement, repairs of 900 schools, provision of learning material, funds for village education committees, innovation fund, school awards, cultural activities, newsletter, fellowships to outstanding teachers, have been proposed.

Under capacity building initiatives, 11 taluka resource centres and 77 cluster resource centres, formation and training of village education committees, in-service training programmes for teachers and officials, equipment and research support for the DIET, infrastructure and computer set-up at the district level, and support for personnel and management costs, have been proposed.

8. *The estimated financial outlay for the five years is as follows: (in rupees)*

Access	23,89,17,720 (59.79%)
Measures for promoting retention, achievement	5,75,05,000 (14.39%)
Capacity building initiatives	10,31,55,370 (25.82%)

	39,95,78,090

9. *The first year will be devoted to developing and refining the programme components and to putting training systems in place. No civil works are proposed. The proposed budget for the first year, is Rs. 1,98,52,690.*

10. *For management of the programme, a district governing body and an executive committee have been proposed (section 7). These structures will be supported by taluka resource groups and five district-level special working groups. Monitoring will be based on specified goals of the programme.*

1.0 DISTRICT SCENARIO

Banaskantha district is divided into eleven talukas (Palanpur, Vadgam, Deesa, Kankrej, Santalpur, Deodhar, Radhanpur, Tharad, Vav, Dhanera and Danta).¹ There are 1374 villages, six of which are uninhabited. There are seven towns in the district. The district is spread over an area of 12703 km², located between 23°33' and 24°45' N latitudes, and between 71°03' and 73°02' E longitudes. It is bounded on the north by the state of Rajasthan and on the west by the Rann of Kutch. Sabarkantha and Mehsana districts of Gujarat are situated to the east and south of the district, respectively. Palanpur is the district head quarters. The district derives its name from the main river in the area, the Banas. Banaskantha is the third largest district in the state occupying 6.5 percent of the land area, but it has only 5.2 percent of the state's population.

Danta taluka and parts of Palanpur and Dhanera talukas in the north are hilly areas, inhabited by scheduled tribes. The western parts (Santalpur and Vav talukas) are desert/ semi-desert types. Tharad and Radhanpur talukas are drought-prone, rainfed areas. Deodhar, Kankrej and Dhanera have marginal irrigation facilities. The rest of the district (Deesa, Vadgam and a major portion of Palanpur) is an agricultural area, parts of which are covered by ten irrigation reservoirs. The main crops in Deesa and Palanpur include sorghum, maize, bajra, wheat, mustard, cumin and psyllium; castor and cotton are also found in these two talukas and in Kankrej, Dhanera and Deodhar. Maize is an important crop in Danta. Deesa is well known for potatoes and other vegetables. Dairying is another popular occupation. The district is considered industrially backward. Diamond polishing is a major industry in Palanpur

1. The taluka is the sub-district unit for educational planning in Banaskantha. Therefore, the concept of block is not used in this proposal.

taluka and quarrying is undertaken in Danta. There are four cooperative cement factories and two oil mills. Santalpur taluka is a salt production centre.

The average annual rainfall is about 430 mm. and the average number of rainy days is 25 per year. The latest available land utilization pattern (1991-1992) is presented in Table 1.1.

Table 1.1: Land utilization pattern (1991-1992)

Type of use	Area in km ²	%
Forest area	1494	12.12
Uncultivable land	353	2.86
Non-agricultural use	688	5.58
Culturable waste	251	2.04
Pasture	696	5.65
Cultivable land	8845	71.75
Area under cultivation	8130	
Multiple cropping area	2560	
Total	12327	

Source: District Panchayat, Banaskantha.

Danta and parts of Palanpur have significant tribal populations. Scheduled castes are found in all parts of the district. Dominant communities include Jains, Brahmins, Patels and some artisan castes. The dry, drought-prone western parts are dominated by the 'socially and economically backward' Koli Thakurs. The main festivals are *Holi*, *Diwali*, *Raksha bandhan* and *Mahavir jayanti*. Ambaji is an important pilgrimage centre. The district has many other centres of religious importance.

From the point of view of identifying potentially important festivals and gatherings for spreading the message of primary education, the following occasions are important:

- * The annual Bhadharva poonam gathering in Ambaji;
- * The annual gathering in Balam on the last Monday of Shravan;
- * The birthday festival of Lord Dharnidhar in Dhima;
- * The Mahashudi folk festival in Dev village, Radhanpur;
- * The Mahabali Pir festival in Gotarka, which is especially important for the Muslims of the district.

1.1 Population statistics

The population statistics (1991) are presented in Tables 1.2a to 1.2c. Vadgam, which is considered an educationally better-off taluka, and Vav, Tharad and Dhanera, which are problematic talukas, have high proportions of scheduled castes. Most of the scheduled tribes (74.9 percent of the district's tribal population) are in Danta and Palanpur talukas.

Table 1.2a: Population, Banaskantha (1991)

Taluka	Male	Female	Total
Palanpur	204619	192818	397437
Vadgam	88133	85507	173640
Deesa	182037	170003	352040
Danta	68078	63398	131476
Kankrej	98297	91378	189675
Santalpur	45145	41251	86396
Radhanpur	49418	45251	94669
Deodhar	99422	90655	190077
Tharad	101634	94655	196289
Dhanera	99561	92072	191633
Vav	83026	76220	159246
Total	11,19,370	10,43,208	21,62,578

Table 1.2b Population of scheduled castes and tribes (1991)

Taluka	Scheduled castes				Scheduled tribes			
	Male	Female	Total	%	Male	Female	Total	%
Palanpur	20262	18911	39173	9.86%	24777	22862	47639	11.99%
Vadgam	14656	13887	28543	16.44%	2028	1862	3890	2.24%
Deesa	17622	16454	34076	9.68%	4172	3698	7870	2.24%
Danta	2636	2486	5122	3.90%	32880	31422	64302	48.91%
Kankrej	7420	7111	14531	7.66%	181	174	355	0.19%
Santalpur	3276	3025	6301	7.29%	563	465	1028	1.19%
Radhanpur	4377	3939	8316	8.78%	1102	1026	2128	2.25%
Deodhar	8831	8187	17018	8.95%	1212	1039	2251	1.18%
Tharad	14014	13025	27039	13.78%	2521	2225	4746	2.42%
Dhanera	12397	11489	23886	12.46%	7485	6781	14266	7.44%
Vav	13599	12379	25978	16.31%	501	430	931	0.58%
	1,19,090	1,10,893	2,29,983	10.63%	77,422	71,984	14,9406	6.91%

Note: '%' indicates SC or ST as percentage of total taluka/ district population

Table 1.2c Population of 'others' (1991)

Taluka	Non scheduled castes/tribes ('Others')		
	Male	Female	Total
Palanpur	159580	151045	310625
Vadgam	71449	69758	141207
Deesa	160243	149851	310094
Danta	32562	29490	62052
Kankrej	90696	84093	174789
Santalpur	41306	37761	79067
Radhanpur	43939	40286	84225
Deodhar	89379	81429	170808
Tharad	85099	79405	164504
Dhanera	79679	73802	153481
Vav	68926	63411	132337
Total	9,22,858	8,60,331	17,83,189

1.1.1 Sex ratio

The number of females for every 1000 males in Banaskantha, 932, is marginally lower than the state's ratio of 934. The ratios for scheduled castes, tribes and others are almost the same (Table 1.3). The largely tribal taluka of Danta shows a healthy ratio. The economically better-developed talukas of Palanpur, Vadgam and Deesa, show much better ratios than the economically and educationally poor talukas of Deodhar, Radhanpur, Santalpur, Radhanpur and Vav. The latter talukas are the ones where females are probably subjected to greater deprivation, and where education of girls would need greater attention. While improving the sex ratio is a complex social task, the DPEP target of reducing gender disparity to less than five percent may have to be adjusted for the sex ratio.

Table 1.3: Sex ratios, Banaskantha (1991)

	Total	SC	ST	Others
Palanpur	942	933	923	947
Vadgam	970	948	918	976
Deesa	934	934	886	935
Danta	931	943	956	906
Kankrej	930	958	961	927
Santalpur	914	923	826	914
Radhanpur	916	900	931	917
Deodhar	912	927	857	911
Tharad	931	929	883	933
Dhanera	925	927	906	926
Vav	918	910	858	920
District average	932	931	930	932

1.2 Literacy levels

Female gross literacy levels are very low (about 18 percent) and compare unfavourably with the state average of 40.62 percent. Male literacy levels of 43.94 percent are much lower than the state average of 61.03 percent. In fact, Banaskantha has the dubious distinction of having the lowest female and male gross literacy rates among all the 19 districts of Gujarat. The gross literacy statistics are presented in Tables 1.4a to 1.4d.

Table 1.4a: Taluka-wise gross literacy levels (entire population)

Taluka	Literate population (all)			Gross Literacy rate		
	Male	Female	Total	Male	Female	Total
Palanpur	115289	59249	174538	56.34%	30.73%	43.92%
Vadgam	53752	28016	81768	60.99%	32.65%	47.09%
Deesa	75618	27915	103533	41.54%	16.42%	29.41%
Danta	28682	11811	40493	42.13%	18.63%	30.80%
Kankrej	37462	12309	49771	38.11%	13.47%	26.24%
Santalpur	16585	5243	21828	36.74%	12.71%	25.27%
Radhanpur	22976	9377	32353	46.49%	20.72%	34.17%
Deodhar	37453	10731	48184	37.67%	11.84%	25.35%
Tharad	37281	7802	45083	36.68%	8.24%	22.97%
Dhanera	36452	9874	46326	36.61%	10.72%	24.17%
Vav	30330	6120	36450	36.53%	8.03%	22.89%
Total	4,91,880	1,88,447	6,80,327	43.94%	18.06%	31.46%

Table 1.4b: Taluka-wise gross literacy levels (entire scheduled caste population)

Taluka	Literate population (all)			Gross Literacy rate		
	Male	Female	Total	Male	Female	Total
Palanpur	11675	5045	16720	57.62%	26.68%	42.68%
Vadgam	9844	4049	13893	67.17%	29.16%	48.67%
Deesa	6439	3002	9441	36.54%	18.24%	27.71%
Danta	1208	419	1627	45.83%	16.85%	31.76%
Kankrej	2774	1081	3855	37.39%	15.20%	26.53%
Santalpur	1108	443	1551	33.82%	14.64%	24.62%
Radhanpur	2272	924	3196	51.91%	23.46%	38.43%
Deodhar	3046	1299	4345	34.49%	15.87%	25.53%
Tharad	4520	1371	5891	32.25%	10.53%	21.79%
Dhanera	4358	1336	5694	35.15%	11.63%	23.84%
Vav	4212	1253	5465	30.97%	10.12%	21.04%
Total	51,456	20,222	71,678	43.21%	18.24%	31.17%

Table 1.4c: Taluka-wise gross literacy levels (entire scheduled tribe population)

Taluka	Literate population (all)			Gross Literacy rate		
	Male	Female	Total	Male	Female	Total
Palanpur	14669	8109	22778	59.20%	35.47%	47.81%
Vadgam	1219	471	1690	60.11%	25.30%	43.44%
Deesa	1707	551	2258	40.92%	14.90%	28.69%
Danta	12262	5103	17365	37.29%	16.24%	27.01%
Kankrej	57	29	86	31.49%	16.67%	24.23%
Santalpur	221	71	292	39.25%	15.27%	28.40%
Radhanpur	589	217	806	53.45%	21.15%	37.88%
Deodhar	600	218	818	49.50%	20.98%	36.34%
Tharad	904	241	1145	35.86%	10.83%	24.13%
Dhanera	2544	862	3406	33.99%	12.71%	23.87%
Vav	228	56	284	45.51%	13.02%	30.50%
Total	35,000	15,928	50,928	45.21%	22.13%	34.09%

Table 1.4d: Taluka-wise gross literacy levels (entire 'others' population)

Taluka	Literate population (all)			Gross Literacy rate		
	Male	Female	Total	Male	Female	Total
Palanpur	88945	46095	135040	55.74%	30.52%	43.47%
Vadgam	42689	23496	66185	59.75%	33.68%	46.87%
Deesa	67472	24362	91834	42.11%	16.26%	29.61%
Danta	15212	6289	21501	46.72%	21.33%	34.65%
Kankrej	34631	11199	45830	38.18%	13.32%	26.22%
Santalpur	15256	4729	19985	36.93%	12.52%	25.28%
Radhanpur	20115	8236	28351	45.78%	20.44%	33.66%
Deodhar	33807	9214	43021	37.82%	11.32%	25.19%
Tharad	31857	6190	38047	37.44%	7.80%	23.13%
Dhanera	29550	7676	37226	37.09%	10.40%	24.25%
Vav	25890	4811	30701	37.56%	7.59%	23.20%
Total	4,05,424	1,52,297	5,57,721	43.93%	17.70%	31.28%

Source for Tables 1.4a to 1.4d: Census abstracts, District Panchayat, Banaskantha and Action Plan for Total Literacy Programme in District Banaskantha, 1993-95.

The performance of the non-tribal population in the largely tribal taluka of Danta is better than that of the tribal population, but in Palanpur, which also has a sizeable population of tribals, the situation is reversed. In the talukas with sizeable scheduled caste populations, the backward talukas of Tharad, Dhanera and Vav show less gender disparity in the case of scheduled castes than the category of "others", whereas the better-off taluka of Vadgam shows wide disparities among the males and females of the scheduled castes. While there is a general need for attending to female education all over the district, specific programmes for the girl child are necessary for scheduled castes of Vadgam, scheduled tribes of Danta, and the other castes (predominantly the 'other backward classes') of Vav, Tharad and Dhanera.

2.0 DISTRICT EDUCATIONAL PROFILE, BANASKANTHA

2.1 Educational statistics: Banaskantha (1994-1995)

An overall picture of the educational status of the district is presented in Table 2.1.

Table 2.1: Educational institutions, teachers, enrollment (1994-1995)

1.	a)	Total number of primary schools	1945
		(out of which) district panchayat run	1862
		Class 1 to 4 schools	902
		Class 1 to 7 schools	960
		(Pay-centre schools	205)
2.		Number of ashram shalas	34
		(out of which):	
		For scheduled castes	4
		For scheduled tribes	16
		For socially-economically backward castes	9
		For nomadic groups	2
		Central ashram shalas for tribals	3
3.		Private schools	49
4.		Number of teachers (panchayat schools)	7504
5.		Number of teachers (private schools)	318
6.		Total enrollment (1994-95, as on 30 September 1994) in panchayat schools:	
		Boys:	2,13,446
		Girls:	1,10,762
		Total	3,24,208

Note: Ashram shalas are residential primary schools run by Gandhian institutions which follow the 'Buniyadi talim' philosophy of education.

Table 2.1: Educational institutions, teachers, enrollment (1994-1995) [contd.]

7.	Number of primary teacher training institutions:	3
	For boys:	2
	For girls:	1
8.	Secondary schools:	198
	Private :	94
	Government:	6
	Basic secondary:	45
	Basic higher-secondary:	45
	Basic-secondary & higher secondary:	3
	Vocational secondary:	5

Note: 'Basic' schools refer to the 'Buniyadi talim' schools which follow Gandhiji's educational philosophy.

9.	B. Ed. colleges:	1
10.	Degree colleges:	5
11.	Polytechnics:	1
12.	Technical high schools:	1
13.	Industrial training institutions:	5
14.	Gram vidyapiths (rural colleges):	5
15.	Agricultural Universities:	1
16.	District Institute of Education & Training:	1
17.	Pre-primary educational training college for girls:	1

2.2 Single-teacher panchayat schools

About 8.5 percent of the schools are single-teacher schools (Table 2.2). These schools need to be accorded priority in matters of teacher placement. The proportion of one-teacher schools is low in the problematic areas of Tharad and Dhanera.

Table 2.2: Single teacher schools, district panchayat (1995)

Villages	SCHOOLS		
	Total	Single teacher	(%)
Kankrej	106	29	15.26
Santalpur	73	10	11.76
Vadgam	110	16	11.27
Danta	183	20	10.53
Deesa	145	26	9.81
Palanpur	189	22	8.63
Radhanpur	54	7	8.43
Deodhar	124	13	7.07
Vav	120	8	5.41
Tharad	134	4	2.34
Dhanera	130	3	2.01
Total	1368	158	8.49

A related problem in Banaskantha is the presence of 19 'no-teacher' schools. These schools are schools to which teachers have not been posted, but which are being handled by a single teacher deputed from a nearby school. In effect these are also single-teacher schools. This problem is expected to be sorted out soon, as soon as recruitments are finalized.

2.3 Teachers in district panchayat managed schools

Table 2.3: Taluka-wise number of teachers (31 August 1995)

	SCHOOLS		TEACHERS					
	<i>Requirement</i>	<i>Availability</i> as per norms	Sanctioned	Filled	<i>vacancies</i> Sanctioned less filled	<i>vacancies</i> As % of sanctioned	<i>deficiency as per norms</i> As per norms less sanctioned	As % of as per norms
Tharad	171	789	624	580	44	7.1	165	20.9
Dhanera	149	718	570	547	23	4.0	148	20.6
Deodhar	184	778	645	627	18	2.8	133	17.1
Deesa	265	1319	1121	1097	24	2.1	198	15.0
Vav	148	661	563	513	50	8.9	98	14.8
Santalpur	85	350	312	279	33	10.6	38	10.9
Kankrej	190	789	723	719	4	0.6	66	8.4
Radhanpur	83	406	381	374	7	1.8	25	6.2
Palanpur	255	1424	1354	1317	37	2.7	70	4.9
Danta	190	668	644	631	13	2.0	24	3.6
Vadgam	142	845	835	820	15	1.8	10	1.2
Total	1862	8747	7772	7504	268	3.5	975	11.1

Note: The number of scheduled caste and tribe teachers in Banaskantha (details not provided here) constitute 22.8 percent of the teaching force; this is close to the state's average of 23.4 percent.

The gap between sanctioned and filled up posts is 3.5 percent (268 posts) as on August 31, 1995. This shortfall is expected to be filled up through regular recruitment procedures. These were initiated on April 25, 1995 and are about to be completed. The additional posts which need to be sanctioned, if appropriate teacher ~~to~~ student ratios are to be maintained, works out to 975, a shortfall of about 11 percent.

2.4 Women teachers

The proportion of women teachers (Table 2.4) is low in comparison with the state average of about 44.1 percent. The proportion of women teachers is high in Dhanera, though Vav, another problem taluka, has a low proportion of women teachers. The linkages between proportions of one-teacher schools and

women teachers on the one hand, and educational performance on the other, need to be examined further.

Table 2.4: Proportion of women teachers (August 31, 1995)

	SCHOOLS	Teachers in position		Women teachers	
		Number	% of total	Number	% of total
Vav	148	513	74	14.4	
Vadgam	142	820	161	19.6	
Santalpur	85	279	60	21.5	
Danta	190	631	137	21.7	
Tharad	171	580	126	21.7	
Deodhar	184	627	147	23.4	
Radhanpur	83	374	95	25.4	
Palanpur	255	1317	340	25.8	
Kankrej	190	719	193	26.8	
Dhanera	149	547	189	34.6	
Deesa	265	1097	409	37.3	
Total	1862	7504	1931	25.7	

2.5 Student enrollment

The details of student enrollments in Classes 1 to 5, as on September 30, 1994, are provided below (Table 2.5).

Table 2.5: Students in primary schools of district panchayat as on September 30, 1994

	Class 1			Class 2			Class 3			Class 4		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Palanpur	7400	5685	13085	4722	3474	8196	5236	3664	8900	4780	3235	8015
Deesa	8222	5078	13300	5667	3312	8979	6475	3308	9783	5270	2497	7767
Kankrej	4248	2481	6729	2850	1612	4462	2922	1507	4429	2904	1183	4087
Radhanpur	1933	1427	3360	1942	958	2900	1705	966	2671	1400	763	2163
Santalpur	2008	1383	3391	1353	823	2176	1689	857	2546	1268	563	1831
Tharad	4572	2622	7194	3198	1423	4621	3878	1371	5249	3210	861	4071
Vav	3634	2620	6254	2537	1374	3911	3120	1195	4315	2542	722	3264
Deodhar	4447	2756	7203	3044	1715	4759	3917	1681	5598	2922	1145	4067
Vadgam	3544	2871	6415	2522	2214	4736	2869	2434	5303	2653	2168	4821
Danta	3043	2231	5274	2166	1433	3599	2243	1574	3817	2106	1285	3391
Dhanera	4903	2533	7436	3561	1504	5065	4129	1451	5580	2677	845	3522
Total	47954	31687	79641	33562	19842	53404	38183	20008	58191	31732	15267	46999

	Class 5			TOTAL (Classes 1 to 5)			Girls as % of total
	Boys	Girls	Total	Boys	Girls	Total	
Palanpur	4138	2546	6684	26276	18604	44880	41.45%
Deesa	4228	1758	5986	29862	15953	45815	34.82%
Kankrej	2202	664	2866	15126	7447	22573	32.99%
Radhanpur	1203	584	1787	8183	4698	12881	36.47%
Santalpur	970	307	1277	7288	3933	11221	35.05%
Tharad	2531	556	3087	17389	6833	24222	28.21%
Vav	1985	385	2370	13818	6296	20114	31.30%
Deodhar	2370	687	3057	16700	7984	24684	32.34%
Vadgan	2405	1612	4017	13993	11299	25292	44.67%
Danta	1815	915	2730	11373	7438	18811	39.54%
Dhanera	2006	547	2553	17276	6880	24156	28.48%
Total	25853	10561	36414	177284	97365	274649	35.45%

The gender disparity in enrollment between boys and girls is 64.55 percent to 35.45 percent; in comparison with the state average of 57.6 percent to 42.4 percent. Under DPEP this should be reduced to at least 52.5 percent to 47.5 percent in five years. It should be noted here that adjustments for present sex ratios have not been made. If the existing sex ratio of 932 were to be taken into account, the target may be revised to approximately 54.3 percent to 45.7 percent.

The gender disparity in enrollment between boys and girls of the scheduled castes (details not given here) is the highest in Banaskantha (64 percent to 36 percent) as compared with the state average of 57 to 43 percent (as on September 30, 1993). In the case of scheduled tribes, the disparity ratio is 70 to 30 percent in comparison with the state average of 59 to 41 percent. These situations obviously need to be improved under the DPEP.

The question of gender-related disparities and strategies for overcoming them should be addressed in a broader framework which covers not just enrollments, but includes institution-building interventions at all levels. The experiences of Mahila Samakhya may be drawn upon for this purpose.

2.6 Classroom status as on June 1, 1995

Table 2.6: Classroom status as on June 1, 1995

Taluka	Required	Owned	Rented	Required less owned	Planned (OBB)	Deficit	Deficit as % of required
Deficit							
Deesa	1121	746	16	375	40	335	29.88%
Palanpur	1354	1002	2	352	63	289	21.34%
Deodhar	645	515	16	130	0	130	20.16%
Vadgam	835	647	9	188	42	146	17.49%
Radhanpur	381	312	9	69	10	59	15.49%
Tharad	624	532	0	92	0	92	14.74%
Kankrej	723	566	0	157	51	106	14.66%
Danta	644	485	0	159	74	85	13.20%
Dhanera	570	499	19	71	26	45	7.89%
Surplus							
Santalpur	312	367	0	-55	0	(surplus)	
Vav	563	574	0	-11	2	(surplus)	
Total	7772	6245	71	1527	308	1287	

Notes:

1. The required number of classrooms has been estimated based on number of teachers.
2. Planned constructions under OBB are rooms to be built with Operation Blackboard funds.
3. The deficit column deals only with the nine deficit talukas.

Most of the educationally problematic talukas, except Tharad, do not appear to suffer from classroom shortages.

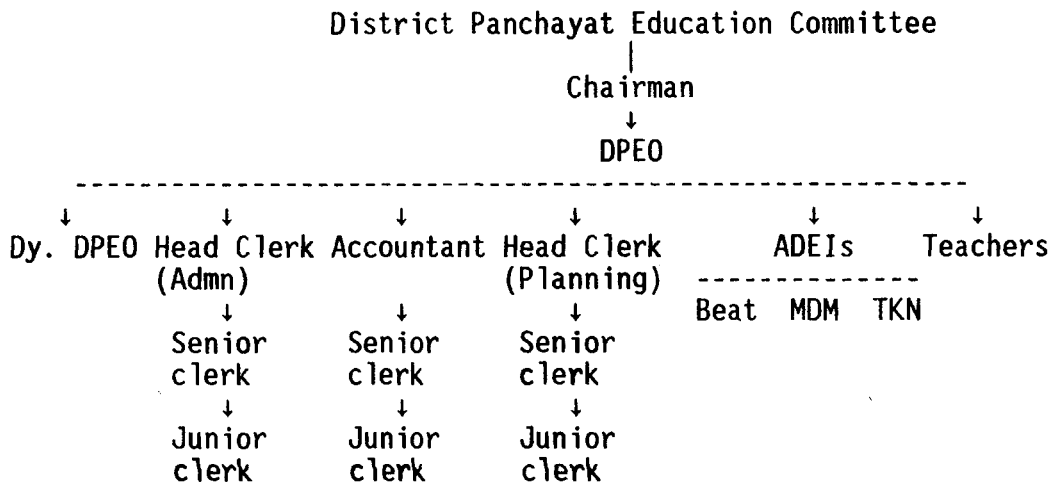
2.7 Position of inspectors: August 31, 1995

The total number of inspectors required under taluka education inspectors, enrollment inspectors, mid-day meal scheme inspectors and beat inspectors, as per norms work out to 70. The number of sanctioned posts is 63 at present. With 11 posts under litigation, 52 posts need to be filled. There are 22 inspectors working at present, leaving a shortfall of 30 posts to be filled

by normal channels through direct recruitment and promotions in the ratio of 1:1.

2.8 Organizational structure

The organization structure at the district level is shown below:



Notes:

DPEO = District primary education officer

Dy. DPEO = Deputy District primary education officer

ADEI = Assistant district education inspector

Beat = a circle of about 50 schools

MDM = Mid-day meal scheme

TKN = Taluka kelavani nirikshak, education inspector at taluka level

3.0 PROBLEMS AND ISSUES

3.1 General educational issues and problems

During pre-independence times, Banaskantha was fragmented into many princely states and estates. Unfortunately, mass education was not an important priority. At the time of independence, there were very few primary schools in the then Banaskantha district (which comprised the present district without Radhanpur and Santalpur talukas, but included parts of Sirohi district which were later transferred to Rajasthan). Serious efforts to expand schooling were initiated in 1953 with the introduction of three schemes: (a) single teacher schools for villages with population of over 500; (b) clustering of small villages for a centrally located school and (c) peripatetic teachers, under which a teacher covered one village in the morning and another in the evening. By 1953, there were 511 primary schools and by 1961, two years before the panchayat system took over, 91.24 % of the villages had access to primary schooling. By 1974, 97.30 percent of the population had primary schooling facilities within a distance 1.5 km. from their habitations. However, in spite of this rapid development in access to schooling during the first three five-year plans, the educational performance in terms of retention of children in the system has been very poor.¹ In what follows, the reports on educational issues and problems, prepared by teachers and inspectors, are summarized. These reports draw on the proceedings of two district-level workshops conducted in September 1995, and on discussions the teachers have had with community leaders at the taluka level.

Palanpur: Present day Palanpur taluka covers the former Palanpur state. From

1. In the absence of data on achievement levels, it is not possible to comment on the achievement of primary competencies. The Shree Palanpur Shishushala, Balmandir and Education Trust, Palanpur initiated the MLL Programme in 86 schools of Palanpur in 1991-92. While the overall performance of this project is reported to be satisfactory by the Project Director, the baseline study under preparation would result in better benchmark criteria.

ten schools in 1880, the number of primary schools increased to 110 at the time of independence. Forty one of these were private schools. Though the taluka is economically well-off, problems of dropout, scattered habitations of tribals in the northern part of the taluka, lack of community participation in primary schooling are important issues.

Vadgam is relatively better-off in terms of educational performance. However, there are 17 villages in the taluka which are economically and educationally very backward. These villages are populated by Baxi panch castes who are primarily labourers. Education of girls, especially among other backward classes, is very problematic in this taluka.

Vav and **Tharad** are the two most-problematic talukas in the district. Migration of families in search of work for about six to eight months in a year is common among the scheduled castes and other backward classes in these talukas. This is one reason for the high dropout rates in these areas. Ecological problems like drought add to the problem. The problem of child labour is most acute in these talukas. They are also the most economically backward in the district. Most of the teachers are from Mehsana and Sabarkantha districts.

This often results in many teachers demanding transfers out of the district. **Danta** is a mineral-rich forest area. Its educational performance is quite good, with low dropout rates. But the problems of girls' education, child labour and student absenteeism are severe. The problems of **Deesa**, **Radhanpur**, **Santalpur** and **Deodhar** are similar. Educational performance is especially affected by migration of the Koli community which inhabits the western part of Deodhar taluka. The high proportions of certain communities of Rajputs, Rabis and Jath (Muslims) which have very low levels of enrollment of girls, add to the educational problems in Radhanpur and Santalpur.

Kankrej taluka is comparatively well-off, but specific areas along the Banas river (about 20 villages) show very low enrollment and high rates of dropout.

3.2 Educational performance: Banaskantha

The two major educational problems are poor enrollment and high drop-out rates.

3.2.1 Enrollment

Gross enrollment in Gujarat (Classes 1 to 5) has grown by about 10 percent over the period 1990-91 to 1994-95, with the enrollments increasing from 58,12,232 in 1990 to 63,93,850 in 1994. Over the same period, enrollments in Banaskantha's panchayat schools (these schools account for approximately 93 % of the enrollment; data for private schools are not available) decreased from 2,80,459 to 2,74,649, a decrease of 2.07 percent. Taluka-wise and sex-wise gross enrollment changes between 1990 and 1994, and between 1993 and 1994 are presented in Table 3.1 and class-wise changes (1990-1994) for the district are presented in Table 3.2. The (See Appendix 1 for data on enrollment, and taluka-wise, class-wise trends of gross enrollment.)

Table 3.1 Gross enrollment (Classes 1 to 5) percentage change 1990 to 1994; 1993 to 1994

	Change 1990 to 1994			Change 1993 to 1994		
	Boys	Girls	Total	Boys	Girls	Total
Palanpur	-1.64%	1.00%	-0.56%	-2.08%	6.07%	1.14%
Deesa	0.40%	3.29%	1.39%	0.81%	1.03%	0.89%
Kankrej	-6.91%	-5.21%	-6.35%	-8.43%	11.62%	-2.66%
Radhanpur	-8.13%	-15.96%	-11.15%	-2.92%	-7.25%	-4.54%
Santalpur	-15.38%	-14.28%	-15.00%	-0.57%	3.12%	0.69%
Tharad	-3.18%	4.29%	-1.19%	1.39%	5.82%	2.60%
Vav	-10.45%	-10.42%	-10.44%	-3.01%	-1.99%	-2.69%
Deodhar	-4.28%	12.66%	0.61%	-1.47%	2.14%	-0.33%
Vadgam	2.55%	7.12%	4.54%	-0.74%	2.91%	0.86%
Danta	-17.58%	0.66%	-11.22%	-0.68%	-0.77%	-0.72%
Dhanera	11.19%	16.33%	12.60%	3.59%	4.16%	3.75%
Total	-3.67%	0.98%	-2.07%	-1.13%	2.86%	0.25%

Table 3.2 Class-wise gross enrollment change, 1990 to 1994, district

	Change from 1990 to 1994		
	Boys	Girls	Total
Class 1	-15.51%	-17.29%	-16.23%
Class 2	-11.38%	-0.02%	-7.47%
Class 3	0.73%	12.23%	4.41%
Class 4	9.30%	26.52%	14.36%
Class 5	15.04%	26.25%	18.08%

The picture presented above may appear alarming. The enrollment in class one has fallen over the five year period. However, estimates of new admissions prepared by the district panchayat indicate that the fresh intake in class one has been maintained between 50,000 and 55,000. The reasons for the decline in the gross enrollment at class one stage are believed to be the following:

(a) the most important factor is the policy of the government, being implemented since 1991-92, to remove the names of "ghost" children (children whose names are on the register, but do not attend school. The names of such children get carried forward every year). As a result of such a policy, it has been possible to re-deploy the teachers who are declared surplus. For instance, in 1994-95, 200 teachers were thus freed. Since there were no recruitments in the Eighth plan period (except for backlog appointments in the reserved categories), such freed teachers compensated for the retiring teachers.

(b) children who do not meet the minimum attendance requirement are retained in class one. These children (and the "ghost" children) account for about 30 percent of the gross enrollment in class one. In recent years there has been a reduction in the retention at class one stage, and hence there is a fall in class one gross enrollments and a rise in the higher stages.

(c) panchayat schools' enrollment in certain town areas like Palanpur and

Deesa may show a marginal decrease as a result of the policy (being implemented since 1992) of encouraging unaided, privately managed primary schools to come up. For instance, in 1996, 26 such schools will start functioning.

The District Primary Education Officer is at present engaged in streamlining the data collection procedures, and once the DISE system becomes fully operational, it should be possible to monitor the new admissions and retention at various levels.

The summary statistics of 1994-95 enrollments (panchayat schools only) for scheduled castes and tribes are presented in Table 3.3.

Table 3.3 SC/ST enrollment Panchayat schools (30 September 1994)

	Classes					Total	% of total	% in population
	1	2	3	4	5			
SC Boys	5711	4062	4458	3970	3108	21309	12.02%	10.64
SC Girls	4261	2704	2844	2198	1418	13425	13.79%	10.62
SC Total	9972	6766	7302	6168	4526	34734	12.65%	10.63
ST Boys	3950	2776	2672	2032	1633	13063	7.37%	6.92
ST Girls	2193	1269	1245	724	564	5995	6.16%	6.90
ST Total	6143	4045	3917	2756	2197	19058	6.94%	6.91
All students:								
BOYS	47954	33562	38183	31732	25853	177284		
GIRLS	31687	19842	20008	15267	10561	97365		
TOTAL	79641	53404	58191	46999	36414	274649		

3.2.2 Gross enrollment ratio

The GER for the state is estimated to be about 126 percent. The ratio for Banaskantha is about 92 percent, with girls having a ratio of 69 percent and boys 113 percent (Table 3.4). This reflects the gender disparity in enrollment noted earlier. (The total number of school-going children in all schools (panchayat and private), class-wise, for 1995-96, is presented in Appendix 2.

Table 3.4: Gross enrollment ratios, classes 1 to 5, 1995-96

	School-goers			6-11 Population			Gross enrollment ratios		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Palanpur	30350	21620	51970	31119	29534	60653	97.53%	73.20%	85.68%
Deesa	33132	18504	51636	27923	25802	53725	118.65%	71.72%	96.11%
Kankrej	16227	8292	24519	15032	13914	28946	107.95%	59.59%	84.71%
Radhanpur	8826	5227	14053	7645	6802	14447	115.45%	76.85%	97.27%
Santalpur	7804	4353	12157	6924	6261	13185	112.71%	69.53%	92.20%
Tharad	18652	7552	26204	15414	14542	29956	121.00%	51.93%	87.47%
Vav	14818	6943	21761	12519	11784	24303	118.36%	58.91%	89.54%
Deodhar	17902	8848	26750	15019	13989	29008	119.19%	63.25%	92.22%
Vadgam	15258	12714	27972	14002	12497	26499	108.97%	101.73%	105.56%
Danta	12220	8371	20591	10249	9816	20065	119.23%	85.28%	102.62%
Dhanera	18454	7614	26068	15117	14128	29245	122.08%	53.89%	89.14%
Total	193643	110038	303681	170963	159069	330032	113.27%	69.18%	92.02%

Source: 6-11 population data from National Informatics Centre, Banaskantha, and adjusted for child mortality according to indications provided by District Panchayat, Banaskantha.

3.2.3 Net enrollment ratio

The age-specific enrollment is presented in Table 3.5 and the net enrollment ratios for the district in Table 3.6.

Table 3.5 Age-specific enrollment matrix, Banaskantha (November 1995)

Age	I		II		III		IV		V		Total		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
5	6122	4494	531								6653	4494	11147
6	23470	15300	7018	4758							30488	20058	50546
7	11802	8109	13823	8247	5677	3772					31302	20128	51430
8	5006	3751	8064	4970	12475	7074	4513	2982			30058	18777	48835
9	2344	1698	4257	2674	9779	5438	9470	5078	3668	2463	29518	17351	46869
10	1127	916	2337	1542	6372	3156	9282	4533	8903	4547	28021	14694	42715
11	604	420	1070	676	3156	1511	5740	2653	8184	3571	18754	8831	27585
>11			924	538	2703	1227	5214	1877	10008	2063	18849	5705	24554
Total	50475	34688	38024	23405	40162	22178	34219	17123	30763	12644	193643	110038	303681

Source: DPEO, Banaskantha (survey carried out under DPEP planning exercise)

149387 91008 240395

Table 3.6: Net enrollment ratio (1995), Banaskantha

	6-11 in school	6-11 population	Net enrollment
Boys	168141	1709387	98.35
Girls	99839	159069	62.76
Total	267980	330032	81.20

Handwritten corrections:
 Boys: 168141 → 169387
 Girls: 99839 → 91008
 Total: 267980 → 240395
 Net enrollment: 98.35 → 87.38, 62.76 → 57.21, 81.20 → 72.84

The picture of gross and net enrollments presented above indicates the poor performance of the district with respect to education of girls.

3.3 Drop out

Dropout rates for Gujarat (Class 1 to 5) are 38.4 percent for boys and 49.1 percent for girls. The rates for Banaskantha district are much higher (Table 3.7).

Table 3.7: Crude dropout rates (Classes 1 to 5), taluka-wise (1985, 1986, 1987, 1988, 1989 and 1990 batches)

Taluka	Batches						Average	Rank
	1985	1986	1987	1988	1989	1990		
Palanpur	60.62%	66.07%	61.40%	59.49%	57.44%	56.78%	60.30%	9
Deesa	68.05%	62.72%	57.63%	62.75%	61.11%	60.32%	62.10%	8
Kankrej	72.96%	77.59%	67.91%	69.62%	65.01%	66.91%	70.00%	4
Radhanpur	69.01%	71.90%	49.62%	60.33%	60.17%	61.73%	62.13%	7
Santalpur	74.86%	69.17%	72.69%	72.08%	73.51%	74.26%	72.76%	2
Tharad	70.22%	66.63%	65.05%	66.89%	65.50%	63.31%	66.27%	6
Vav	76.36%	74.95%	73.83%	72.67%	73.06%	73.04%	73.99%	1
Deodhar	68.39%	64.21%	67.51%	67.16%	65.36%	65.13%	66.29%	5
Vadgam	51.95%	49.90%	44.31%	47.07%	50.37%	36.85%	46.74%	11
Danta	63.26%	54.70%	54.77%	66.86%	54.45%	55.32%	58.23%	10
Dhanera	75.72%	72.30%	72.99%	70.77%	65.09%	67.47%	70.72%	3
Average							64.50%	

Source: From data provided by District Primary Education Officer, Palanpur.
 Note: Only the 1862 schools run by the district panchayat are considered here. These schools constitute about 96 percent of the 1945 schools in the district, and account for about 93 percent of the enrollment.

What is significant is that the best taluka in Banaskantha (Vadgam) has a higher dropout rate than the state's average of about 44 percent. One possi-

ble factor peculiar to Banaskantha is the very low transition rate from Class 1 to 2. A taluka-wise analysis of the average transition rates of five batches (1986 to 1990) indicated that compared with the state average of 79.7 percent for Class 1 to 2, Banaskantha has a rate of only 66.1. Artificially high registrations at the beginning of the academic year when the household survey is done--which may be assumed to be common to all districts--may be an influencing factor. But when the existing scheme of automatic promotions in classes one and two--provided children attend school for 150 days--is also considered, it is obvious that, regardless of the accuracy of enrollment data, non-attendance in class one is very poor and that the lower primary levels are more crucial in districts like Banaskantha than in other districts.

In order to bring down the high dropout levels, it is necessary to understand the socio-economic correlates of the dropout and "never-enrolled" phenomena. Macro-level pictures indicate the magnitude of the problem, but in-depth field studies, based on qualitative information, may provide a better appreciation of the problem. The next section highlights, very briefly, some of the socio-economic factors affecting enrollment and retention, which are of relevance to planning.¹

Studies of 208 children in the age group of 6 to 11, indicated that the proportion of school-going children (attending school, not just enrolled) was only 38.5 percent. Dropouts accounted for 38.9 percent and the never-enrolled for a significant 22.6 percent. This finding is consistent with the findings of other micro-level studies. The sample children belong to 83 families which are classified according to schooling status of children in Table 3.8.

1. These studies were carried out by the Ravi J. Matthai Centre for Educational Innovation, Indian Institute of Management, Ahmedabad, in 1994, in the two talukas of Vadgam (lowest dropout rate) and Vav (highest dropout rate). A major part of the study concentrated on two villages in each taluka, the villages with the lowest and highest dropout rates.

Table 3.8: Classification of families according to schooling status of children -- sample survey of parents

Family type	Number
All children in the family attending school	(a) 14
All children in the family drop-outs	(b) 14
All children in the family never-enrolled	(c) 0
Families with at least one each of school-going, drop-out and never-enrolled	(d) 12
Families with school going and drop-out children	(e) 17
Families with school going and never-enrolled	(f) 7
Families with drop-out and never-enrolled	(g) 19
Total	83

Note: The categories in the above table are mutually exclusive.

What is significant is that all the families have made attempts to enroll at least one child in school. Further, 45 families (a+b+e), or about 54 percent, have made attempts to enroll all their children in school. These findings are encouraging when considered from the point of view of the 'demand' for education. However, 38 families have at least one never-enrolled child. This indicates that the need for education for all children in the family may be perceived as unnecessary by many parents. A sex-wise break down of the categories is instructive (Table 3.9).

Table 3.9: Distribution of children by sex and schooling status -- sample survey of parents

	School-going	Dropouts	Never-enrolled	Total
Male	51 (45.5%) (63.8%)	51 (45.5%) (63.0%)	10 (9.0%) (21.3%)	112 (53.8%)
Female	29 (30.2%) (36.2%)	30 (31.3%) (37.0%)	37 (38.5%) (78.7%)	96 (46.2%)
Total	80 (38.5%)	81 (38.9%)	47 (22.6%)	208

While the never-enrolled category accounts for 22.6 percent of the children, 78.7 percent of these children are girls. A separate analysis indicated that the problem of non-enrollment of girls cuts across all caste groups -- the 'other backward classes', scheduled castes and other caste groups. But when we look at those who drop out as a percentage of total enrolled, the figure is almost the same (50 percent) among girls and boys. Perhaps, one may conclude that *the initial barriers to enrollment are more important than in-school performance in affecting the educational attainment of girls*. Any plan for universal enrollment, therefore, needs to *identify these barriers and devise strategies for overcoming them*.

The field studies indicate that these barriers in Banaskantha may be mainly the attitudes of parents and the communities in general, regarding the utility of education of girls. The perception that the low future economic returns from education of girls does not justify their schooling is quite common -- the argument being that girls will "pass on to someone else after marriage". Lack of a tradition of educating girls is also cited as a reason for not considering education of girls important. A third factor mentioned is the fear that exposure to schooling will lead to an erosion of traditional values and norms of behaviour. These factors only reflect the prejudices against women which follow from the way gender relations are structured in society in general. However, the *need for specific awareness creation, communication, attitude change and mobilization strategies is indicated*.

Reasons for the phenomenon of dropout have tended to cluster around two themes -- the dominant perspective which emphasizes factors external to the school (economic compulsions or in other words, work opportunities), and schooling itself as a factor in "pushing out" children. Both these sets of factors appear to be important in Banaskantha, with the "dropout" phenomenon

reflecting the interplay between the socio-cultural and economic environments of the family, the perceived relevance and utility of schooling, and the actual culture that the school system manages to produce.

4.0 PROGRAMME GOALS AND OBJECTIVES The main long-term goals of the DPEP include: (a) reducing differences in enrollment, dropout and learning achievement among gender and social groups to less than five percent; (b) reducing primary dropout rates for all students to less than ten percent; (c) raising average achievement levels of all children by at least 25 percent over baseline levels and (d) achievement of basic literacy and numeracy competencies and at least 40 percent achievement levels in other competencies. In the context of Banaskantha district, the targets to be reached by the year 2000-2001 may have to be scaled down.

4.1 Projected targets

4.1.1 Enrollment

The net addition to Banaskantha's population over the decade 1981 to 1991 has been 29.41 percent, which compares unfavourably with the state's net growth rate of 21.19 percent over the same period. Indications provided by the District panchayat point to the addition of approximately 55,000 children to the school-going age population in the district every year, over the next decade.¹ Out of these, 28500 may be assumed to be boys and 26500 girls, on the basis of existing sex ratios. Thus, the expected 6 to 11 age population at the end of five years is expected to be 3,30,000.

1. This crude figure is only an approximation and has been derived from population growth projections which assume a marginal decline in birth rate to 2.9 percent per annum, and net of infant mortality and mortality in the age group 1 to 4.

Table 4.1: Projected enrollment targets

	Boys	Girls	Total
Present school-goers (classes 1 to 5)	193643	110038	303681
School-goers, age 6 to 11 only	168141	99389	267530
Present net enrollment ratio	98.35	62.76	81.20
Projected 6 to 11 population (2001)	171000	159000	330000
Projected net enrollment (2001)	168435	127200	295635
Projected net enrollment ratio (2001)	98.5	80.0	89.6
Present gross enrollment ratio	113.27	69.18	92.02
Projected gross enrollment (2001)	193700	137850	331550
Projected gross enrollment ratio (2001)	113.3	86.7	100.5
% to total enrollment	58.4	41.6	

why not 100%

Taluka-wise targets will be fixed, based on the picture presented earlier. Thus, the four talukas of Tharad, Vav, Dhanera and Deodhar will be important areas for targetting attention. As far as girls' education is concerned, Vadgam taluka is one taluka which has performed well.

4.1.2 Drop-out

As noted earlier, the reduction of the numbers of "ghost" children in classes one and two will lead to removing an anomaly in the data collection system. This exercise is expected to go on for the next two years. As a result of this exercise, crude drop out rates will fall by about 10 percent. A further reduction of 20 percent appears feasible, so that the district should aim for a crude drop out rate in 2001 of about 35 percent.

Table 4.2: (Projected drop-out performance), classes one to five

Batch (entering class one)	Percent	Calculated on
1990 (actual performance)	61.9	September 1994
1992 (projected)	58	September 1996
1993 (projected)	54	September 1997
1994 (projected)	50	September 1998
1995 (projected)	46	September 1999
1996 (projected)	41	September 2000
1997 (projected)	35	September 2001

4.1.3 Out-of-school children education

Table 4.3: Out-of-school children targets

6-11 Age group population (1995-96)	330032
Enrolled in school (1995-96)	267980
Out-of-school children (1995-96)	62052
Targeted coverage by 2001 (75 %)	46500

Note: The on-going exercise of removing "ghost" children from the enrollment registers may add to the population of the out-of-school children in the age group 6 to 11. This addition has not been considered here.

4.1.4 Achievement levels

This section will be added as soon as the benchmark levels are fixed on the completion of achievement surveys being carried out by GCERT.

4.1.5 Proposed strategy

The proposed strategy assumes that decentralization of educational planning and empowering of local structures at the village level towards organizing for a non-economic good like primary education, are most important. This would need activities for awareness creation and mobilization, which are

culturally appropriate, and attempt to overcome barriers to the attendance and achievement of girls.

Educational performance is the responsibility of the teachers, parents and village community. While the teacher can play an important role in making schooling processes functional, her role in tackling the social bases of educational inequality needs the support of the village community. In other words, the problem of non-enrollment, especially of girls, needs tackling at the social level, by gaining the commitment of village educational committees to tackling barriers to enrollment and retention of children, especially girls.

Secondly, decentralized teacher development, through taluka and school-cluster level structures, is necessary for strengthening teacher competence, not just in matters of pedagogy, but in the broader area of managing an educational context. This is essential to enable the teachers to attend to the social aspects of unequal educational performance, in addition to the traditional activities of running a school and instituting appropriate teaching-learning processes. Provisions have been made for eleven taluka resource centres, in addition to the identified 77 school clusters.

Thirdly, the plan assumes that the district panchayat already has sufficient experience in implementing activities for meeting shortages of physical infrastructure like classrooms. The proposals involve construction of 150 classrooms for new schools, toilets in 200 schools, urinals, water facilities and electrification in 1200 schools. In addition, provisions have been made for recruiting 400 teachers for new schools and twenty two female inspectors. The main departure made in this plan is to involve identified non-profit charity organizations of the district, which have experience of constructing quality school buildings.

Some of the trusts, which have established their credibility in the district, can be involved in construction and other education-related activities of DPEP. They have been identified and preliminary contacts established. A select list is given below:

- * Bhansali Trust, which undertakes developmental and educational activities, including building schools, and which has a well-established organization;
- * Rajmal Rikhavdas Mehta Trust (Shri Ramniklal R. Mehta), which has a scheme for rewarding children who attend school more than 70 percent of the time, in 800 schools of Vav, Tharad, Santalpur, Deodhar, Danta and Dhanera. The trust has also mobilized resources for building classrooms;
- * Bombay Palanpur Samaj, which in the 1970s contributed on a large scale to construction of classrooms;
- * Lok Niketan trust, which runs a string of aided ashram shalas in the district;
- * Banas Trust, which runs schools and a rural college;
- * Chitrasani Sagan Kshetra, an educational trust which runs educational institutions for women.

4.2 Summary of taluka indicators

Given the district educational status (chapter two) and the problems and issues (chapter three), this section provides, in tabular form and taluka-wise, a summary of educational and other indicators (Table 4.4). This table is a summary of tables presented earlier, and is presented only from the point of view of *prioritizing talukas for action along different dimensions. It should be noted that only a relative picture (within the district rankings of the talukas) is presented here. No attempt is made to compare the talukas' performance along different dimensions with absolute standards.*

Each taluka has been categorized as High (H), Medium (M) or Low (L), for every indicator, depending on its location in the top third, middle third or lowest third of the range of values. For example, for the indicator 'population of SC (%)', the lowest value is 3.9 (Danta), the highest is 16.44

(Vadgam). The range of 12.54 has been divided into three equal parts, to arrive at the three classes of 3.9 to 8.07 (low), 8.08 to 12.26 (medium), and 12.27 to 16.44 (high). Each taluka is then classified according to its value for the particular indicator.

Table 4.1: Relative positions of talukas

INDICATOR	Range of values	Taluka										
		Pala npur	Vadgam	Deesa	Danta	Kankrej	Santal-pur	Radhan-pur	Deodhar	Tharad	Dhanera	Vav
Population of SC (%)	3.90-16.44	M	H	M	L	L	L	M	M	H	H	H
Population of ST (%)	0.19-48.91	L	L	L	H	L	L	L	L	L	L	L
Sex ratio	912-970	M	H	M	M	L	L	L	L	M	L	L
Female Gross literacy (%)	8.03-32.65	H	H	M	M	L	L	M	L	L	L	L
SC Literacy (%)	21.04-48.67	H	H	L	M	L	L	M	L	L	L	L
One-teacher schools (%)	2.01-11.76	M	H	M	M	H	H	M	M	L	L	L
Teacher vacancy (%)	0.6-10.6	L	L	L	L	L	H	L	L	M	M	H
Teacher deficiency as per norms (%)	1.2-20.9	L	L	H	L	M	M	L	H	H	H	H
Women teachers (%)	14.4-37.3	M	L	H	L	M	L	M	M	L	H	L
Gross enrol. ratio (%)	84.71-105.56	L	H	M	H	L	M	M	M	L	L	L
% girls enrolled	28.82-45.45	H	H	M	H	L	M	M	L	L	L	L
Drop-out rate (%)	46.74-73.99	M	L	M	M	H	H	M	H	H	H	H

Notes H = High M = Medium L = Low

5.0 PROCESS OF PARTICIPATION

As indicated earlier, the present proposal is the result of various meetings held at the district and sub-district levels.

TABLE DESCRIBING PARTICIPATORY PLANNING PROCESS

A) State level meetings:

Date of Meeting	Place	Participants	Issues discussed
22.6.95	Gandhinagar (Directorate of Primary Education)	7	Preliminary discussion on DPEP Programme
13.9.95	Gandhinagar (Directorate of Primary Education)	100	Preparation of district plan, Participation of various stakeholders
22.9.95	Gandhinagar (Secretary of Primary Education)	20	Discussion on Base-line survey and Social assessment
4.10.95	Ahmedabad (GCERT)	30	Preparation of district draft plan
4.11.95	Ahmedabad (GCERT)	80	Preparation of district draft plan
19.11.95	Gandhinagar State Textbook Board	30	Discussion with MHRD on preparation of district draft plan
21.11.95			
22.11.95	Dakor	20	Revision of district draft plan
28.11.95	Ahmedabad (GCERT)	50	Meetings with Pre-appraisal mission
2.12.95	Ahmedabad (GCERT)	15	Preparation of civil-works manuals
29.12.95	Ambaji	24	Revision of district draft plans
31.12.95			

B) District level meetings:

14.9.95	Palanpur	160	Educational Problems of the District
21.9.95	Palanpur	70	Data-cleaning of DPEP-school data base forms
13.10.95	Palanpur	35	Preparation of draft plan
1.12.95	Palanpur	40	Meetings with appraisal mission members, field-visits

All the meetings were held at DPEO Office, Palanpur.

C) Block and Village level:

18.9.95
21.9.95 Different Head teachers and Local educational problems and issues, VEC formation
Beat-head local members from
quarters beats

D) National level:

25.7.95-
26.7.95 New Delhi 30 Workshop on preparation of plans (CCRT and NIEPA)
25.8.95-
27.8.95 New Delhi 30 Training workshop (NIEPA)
18.12.95-
22.12.95 New Delhi 80 National level workshop (CCRT and NIEPA)

26.12.95-
28.12.95 New Delhi 80 Training on gender-sensitivity and
preparation of civil-works manual (CCRT)

Meetings on 16-17 October, 23 November, 12 December, at Indian Institute of Management were held to discuss various aspects of district draft plan.

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State of Educational
Administration
Dr. J. K. Mohanty
DCC, No. 10-110016
Date: D-9029
22-02-96

(See Appendix 3 for the list of district-level workshop participants, district-level planning meetings.)

6.0 PROGRAMME COMPONENTS AND STRATEGIES

The programme components have been grouped under the following heads:

- A. Access
- B. Measures for promoting retention and achievement
- C. Capacity building initiatives

A: ACCESS

A.1 New Schools: The proposed regular state primary education plan for the remainder of the Eighth Plan period includes construction of new classrooms through 100 percent grants. Other central and state government developmental schemes like Jawahar Rojgar Yojna, 'Gokul Gram Yojana,' Tribal Area Development Programme are also expected to provide funds for construction of the classrooms. Under DPEP, 100 new schools, each with two classrooms, toilets/

urinals for boys and girls, and drinking water facilities, are proposed. These schools will be located in pockets identified as problematic in terms of access of villages, girls' education and high migration of population. Out of the 100 schools, at least 50 will be girls' schools. The 32 priority locations identified are as follows:

- * Tervada, Kasra, Totana and Unn in Kankrej taluka;
- * Gotarka in Radhanpur taluka;
- * Kotada and Gadsai in Santalpur taluka;
- * Meeta Verna, Eta, Baradva, Dhreyana and Radka in Vav taluka;
- * Bhoral, Ranisari, Mortal, Bevtal, Rampura and Naroli in Tharad taluka;
- * Tanvad and Kotarwada in Deodhar taluka;
- * Bakadiyal in Deesa taluka;
- * Viramveri, Jamar, Maachla and Kandhar Umri in Danta taluka;
- * Karamdi, Bhamariya, Sonwadi, Gantha, Parijana, Khara and Jaalra in Palanpur taluka.

The present system works through the district panchayat, PWD and its contractors. The proposed system will use the working group established for civil works under DPEP. This group will have NGO representatives and consultants, in addition to the engineering staff proposed under DPEP.

A.2 Teachers for new schools under DPEP

Under the state primary education plans for the remainder of the Eighth Plan period, provisions are being made for filling up vacant posts. For the 100 new schools under DPEP, 200 teachers will be recruited. At least 100 will be women teachers.

A.3 Furniture for new schools

The furniture for the new schools has been proposed as per state norms. The furniture includes benches, chairs and tables for teachers, blackboard etc.

A.4 School infrastructure: toilets, urinals, water facilities and electrification

Infrastructure like toilets and urinals will be built in accordance with government norms. It is proposed to construct toilet facilities in 200 identified schools (most of them pay centre schools) and urinals in 1200 schools.

Drinking water supply in most parts of the district is a major problem, and water supply is expected to be one of the most important factors improving access and enrollment. In all, 1200 schools of the district will be covered. These are located mainly in the drought prone and deprived talukas of Tharad, Vav, Santalpur and Radhanpur, which have been given priority. This component, for purposes of organization of implementation, will be linked with the construction of new schools, so that quality can be ensured.

(About 25 percent of the schools do not have electricity connections. This item is not covered under DPEP since OBB grants for 1996 of Rs. 50,000 per school will be available.)

A.5 *Creating demand among educationally-backward groups:*

A key component of the DPEP programme will be enlisting the cooperation of community leaders, traditional and emerging, and gaining their commitment to the educational goals of the Programme, especially for achieving the goal of enrollment girls. The problematic talukas of Vav, Tharad, Dhanera will be accorded priority. Other talukas will also be covered.

The help of already identified teachers who have used this approach successfully in other parts of the state, will be sought for utilizing social networks and organizing issue-specific meetings. The proposed plan is to have groups of teachers/ social workers and officials travel to identified villages, with the aim of improving enrollment of girls and gaining commitment of the village people in matters of girls enrollment. Each visit will be of three days duration.

One of the methods to be used will be *dayara* (folk forms) and plays already developed and used with effect by some teachers who have been identified. The local groups of performers built up by these teachers in their own areas will be provided travel and hospitality assistance for replicating their

initiatives at the cluster or village level in Banaskantha.¹ The culturally-appropriate communication forms so used will have both children and adults as the intended audience. Some of the local teachers and artistes may also join these groups in order to enable suitable follow up.

The initial list of teachers identified for this purpose is as follows:

Shri Tagjibhai Barot (Charadia, Vav)
Ms. Leelaben Barot (Sudha, Palanpur)
Shri Mashrubhai Chauhan (Kalyanpur, Deesa)
Ms. Kamla T. Joshi (Moria, Palanpur)
Shri Vishwajit Gosai (Makhi vas, Dhanera)
Shri Chetan Chaurasia (Pasladal, Vadgam)
Shri Ishwarbhai Mir (Patosan, Palanpur).

This programme is envisaged for 100 villages of the four most difficult talukas during the first year. Depending on the results, it will be extended to other areas, so as to cover 650 problem villages in the second and third years, 600 in the fourth year and 400 in the fifth year.

A.6 Working group of women teachers:

Another key component will be the constitution of a working group of women teachers who are willing to take up the cause of promoting education of girls. The women's cell of the State Teachers' Federation is also likely to assist in the formation and strengthening of this group. This group needs to link up with the Mahila Samakhya programme, just initiated in the district, in order to chalk out realizable awareness generation and mobilization strategies.

This group will target the problematic villages or areas and will undertake the following activities:

1. Some of the songs were recorded and the play scripts examined as part of a research project of the Ravi J. Matthai Centre for Educational Innovation, Indian Institute of Management, Ahmedabad. The identified teachers of other districts, Shri Motibhai B. Nayak, Ms. Manjula Upadhyaya, Shri Shankar R. Patel, Shri Natwarlal Vaghela, Shri Jashbhai Patel, Ms. Manjari Vyas, Shri Dahyabhai Kataria, Shri Ramesh Thakkar and seven others, will be contacted for chalking out further details.

(1) Two seminars in the first year, which will involve participation of women's development groups in other parts of the state, local social and political leaders of Banaskantha in order to make visible the problems of poor access of girls to education and to derive special strategies for girls education;

(2) One follow-up workshop in each taluka, every year, to highlight progress of education of girls;

(3) Collection and preparation of relevant material on access of girls to education and performance of girls, for dissemination through proposed newsletter or directly to panchayats and pay-centre schools.

A.7 Incentives for girl students

Along with the creation of demand for girls' education, it is assumed that incentives in the form of learning material for girls, will attract girls and parents to school. At present scheduled caste and tribe and OBC boys and girls receive free textbooks from the state. Provisions have been made under DPEP for providing a set of work books, lesson book, drawing book and atlas to 100,000 girl children in classes 1 to 5.

A.8 Non-attendance of children:

A specific problem in the district is the enrollment of children in class one by the teacher, but non-attendance of the children. This results in the phenomenon of 'ghost' children who remain on the rolls, year after year. This problem needs tackling at the level of the community. Feedback to the village education committee and panchayat should put moral pressure on the community. One of the important responsibilities of the VEC should be seeing to it that this phenomenon is eliminated.

Two studies are proposed; these will adopt participatory methods like focussed group discussions to understand the phenomenon of 'non-attendance' --

privileging the perspective of children and community, especially in problem areas. These studies will explore ways and means to encourage attendance in school by transforming schooling into an activity-oriented development process.

A.9 *Alternative schooling for out-of-school children*

One of the most important challenges for the DPEP is the education of the out-of-school children who are currently in the age group 6-11. The experience with the nonformal education centres has not been very positive in Banaskantha. The number of children who were enrolled in 1991 was only 7475, out of whom, 4406 (58.9 percent) were declared 'successful'. Obviously innovative and feasible alternatives have to be generated.

As noted earlier, there are about 62,000 out-of-school children in the age group 6 to 11. This difficult situation is likely to persist for another few years, when the improvement in enrollment of girls and reduction of drop-out rates may be expected to reduce the additions to the category of out-of-school children. A serious effort is needed to study this phenomenon and make reliable taluka-wise projections of the total number of children who would comprise this category in different years in the future. It is also necessary to derive concrete strategies for implementation. No such study has been undertaken up to now in Banaskantha. The plan makes provisions for this study.

The approach envisages using motivators from the second year onwards, who will be paid an honorarium for bringing the out-of-school children to competency levels of class 5. These motivators are expected to be village-based, preferably women, volunteers. Lump sums of Rs.1000 per month have been provided to cover honoraria. Their services will be rendered for 10 months per year. One to two motivators are expected to cover all the out-of-school children in the village. The activities are expected to be located on school premises or any public place that panchayats may decide upon. Material cost is

provided for development of relevant learning material, and handicraft items that motivators may require.

Two broad approaches may be examined: (a) *combining elements of traditional skills like handicrafts with development of primary education competencies in nonformal settings*. This has been tried out in different forms by teachers in some parts of the state; (b) *building upon condensed modules specifically developed for older out-of-school children* (for instance, the package developed by St. Xavier's College, Ahmedabad and tried out in Bharuch district). Another module is being developed by GCERT. The options will be evaluated in the first year, so that motivators can be trained in the appropriate manner, by the DIET.

B. RETENTION AND LEARNING ACHIEVEMENT:

B.1 School Repair fund

A total of 1091 classrooms are in need of urgent repair. Out of these, 896 classrooms are more than 35 years old. About 900 rooms in all are proposed to be repaired through this fund.

B.2 Learning material: Lump sum grants of Rs. 500 per annum per teacher, for teachers of class I-V as per the guidelines, have been provided to facilitate the development of low-cost teaching aids, charts etc. Training for this purpose will be covered under the proposed in-service training through the taluka resource centres.

B.3 School-village education committee fund: As per the guidelines, a lump sum of Rs. 2000 per school per annum, will be provided for buying journals and educational material (excluding textbooks), bettering school environment, health check-up of children and miscellaneous equipment. This fund will be administered jointly by the village education committee and the school.

B.4 Problem of repetition and school quality:

This is an important problem in Banaskantha and needs to be studied in greater depth. Provisions for a district-level study have been made. The problem is quite severe in some talukas and contributes to the drop out phenomenon. The usual reasons offered are irregularity of children and lack of parental support. While these reasons may be valid, it is possible that schooling processes themselves may be responsible for the severity of the problem. The proposed study should aim at arriving at possible ways of tackling the problem and should feed into the proposed training programmes.

B.5 Innovation fund

In accordance with the guidelines, an innovation fund of Rs. 1,00,000 per annum has been set up from the second year onwards for encouraging teachers, non-governmental organizations and other educationists, to take up specific innovative projects which are likely to have an impact on the key educational problems of the district. Proposals for this fund will be invited through the competition mode, and their screening will be done by reputed educationists and administrators. The preference will be for smaller projects, so that a larger number of innovators can be supported. Some of the important areas for preferential treatment will be development of viable models for education of out-of-school children, motivation of educationally-backward communities for attendance and retention of girls, innovative teaching methods designed to promote quality of education, and therefore, retention and achievement, integration of child health services and primary education, child to child teaching activities, alternative knowledge systems of children etc.

B.6 Taluka school awards for best girls' and SCs\STs' enrollment and retention

It is proposed to establish a system of recognizing, through awards,

outstanding schools in each taluka, which achieve the targets of DPEP. From the second year onwards, schools will be allowed to apply for these awards. Two awards per taluka have been proposed, one for highest enrollment of girls and the other for SC/ST children. The details of the award may be worked out later. The awards may comprise honouring children, teachers, village parent-teacher associations and the concerned schools. Cash prizes will not be awarded, but prizes in kind, like teaching aids etc. will be given.

B.7 Cultural activities fund

Provisions have been made for supporting four kinds of activities in district panchayat schools -- science fairs, sports festivals, exchange visits between schools within the district and cultural activities. Taluka-wise allocations may be made, and the taluka education inspector may recommend suitable proposals to the DPEO.

B.8 Communication newsletter

The district level needs to develop regular communication channels with about 1900 schools. A newsletter can be started, specifically for reporting on DPEP activities of the district and for communicating achievements and challenges to village panchayats and teachers.

B.9 Fellowships to outstanding teachers for mentoring:

There are many motivated teachers who are willing to spend short periods of time in problematic areas so that local teachers can benefit from their special skills and experiences. Such teachers may be located in the proposed taluka resource centres. The details of the fellowship and the contribution expected from them can be worked out by the taluka resource centres. In addition, outstanding teachers of Banaskantha may be rewarded by sending them on visits to schools, within and outside the state, which are acknowledged to be good.

B.10 *Monitoring and evaluation studies:*

Provisions have been made for evaluation research and monitoring support to ensure systematic and rigorous monitoring and evaluation. Appropriate resource institutions can be identified for this purpose and the DIET may also be involved in these activities.

C: *CAPACITY BUILDING:*

C.1 *VEC formation and training*

The proposed village education committees or parent-teacher committees can draw on the associations which have already been in operation for the purposes of the Total Literacy Campaign. In many villages these are not functional; more attention may be needed in these areas. Representatives from the elected panchayat, women, all sections of the village, people interested in education, anganwadi worker and school teachers may constitute the membership of such a committee. The head teacher of the primary school can act as the secretary of this committee.

Teachers, inspectors, the taluka-level core groups which are to be constituted, will need to play an important role in the communication of the idea and facilitating the process of formation of the committees. This process is easier said than done, given the social situation, factionalism and low importance of primary education in most villages. The state's guidelines will facilitate the formation work. A working group at the district level will monitor and guide this process.

Training for the formation of the committees and capacity building of the committee members themselves are important tasks, for which more planning and preparation needs to be done in Banaskantha than has been possible till now. It is proposed to have separate discussions in the DIET to evolve strate-

gies for this purpose.

The functions expected of the committee include attention to out-of-school children, the management of the school-village committee fund, ways of tackling social bases of educational inequality (including enrollment of girls and disadvantaged groups). Methods of extensive and rapid communication need to be evolved for linking parent-teacher committees with district-level concerns.

Bulletin boards which detail the status and progress of primary schooling in the village may help the committees monitor the performance on the educational front.

C.2 Taluka resource centre buildings: Eleven buildings are expected to be built at eleven taluka-level schools, one in each taluka. A larger TRC with additional facilities is proposed at the district headquarter. (For details on the proposed taluka resource centres see section C.3.)

C.3 Taluka resource centres:

The rationale for such a centre derives from the need to decentralize the process of teacher development and to establish teacher-driven structures, which are intermediate between the district and the village school and can facilitate school development. Accordingly, the centre will play two kinds of roles: (the following is intended to serve only as guidelines; each resource centre may develop its own strategy, based on the number of the schools under it and area-specific problems)

(a) Academic:

1. To study the educational context in the various clusters under it. Educational context will include the school, the strength of school-community relationships, the participation of children in schooling, out-of-school learning opportunities, parental perceptions of the progress of schooling and other related issues. It may do this through field visits to systematically

selected villages, or small action research projects which may be undertaken by interested teachers.

2. To develop markers for identifying good schools and good teachers, either through indicators available from the inspection reports or independently developed criteria. This exercise may be extended into the broader question of what constitutes quality of schooling and how it may be improved.
3. To disseminate the results of field studies, good schools, good teachers and their innovations, and successful initiatives in special areas like education of girls, to the taluka's schools through regular newsletters (cyclostyled or photocopied) to villages and schools.
4. To house outstanding teachers from elsewhere in the state who will be granted fellowships to stay in the talukas, in order to promote lateral learning.
5. To visit schools which request the help of the resource centre in matters of feedback on teaching and other schooling processes.
6. To produce educational material, based on inputs from DIET or other support institutions, for dissemination to schools. This activity may be expanded to include important educational literature which can form part of a taluka library.
7. An important aspect of primary education is enabling out-of-school children to reach at least standards applicable to class four stage. One of the resource persons will be needed to concentrate exclusively on this issue, in order to provide academic support to the initiatives for out-of-school children.

(b) Training:

1. To organize teacher training programmes with the help of the resource persons already identified at the cluster level, or other resource persons. Such training programmes may be held at the cluster or taluka level.

2. To organize awareness and training campaigns for village education committees and mother-teacher associations, with the help of recognized training institutions -- governmental or non-governmental.
3. To serve as a forum for discussion of the progress of integration of child development services and primary education.
4. To develop taluka-specific training material and handbooks for teachers and village education committees and organize preparation of communication and awareness generation material like posters etc.

The taluka resource centre is designed to be an academic and training resource centre; therefore, it will not concern itself with monitoring the progress of the Programme or other administrative matters.

Location and Staffing:

It is proposed to locate the taluka resource centre in identified taluka-schools, preferably *shreshth* (best) schools. A small complex for office purposes and conducting training sessions will be built for each resource centre. One larger taluka resource centre at district head quarter with additional facilities will be built.

Each taluka resource centre will be staffed by one coordinator and three resource persons. At least one of the resource persons will be a woman. It is proposed to draw all four staff from the existing pool of teachers. The selection process will consider proven performance in achieving educational goals, potential for innovation, ability to motivate, additional qualifications like degrees etc.

The salary scales and other allowances will be continued with and the costs will be borne by the Programme. Two Support staff (One attendant and a watchman) will be hired on yearly basis. They will be paid a consolidated sum with slight increase in third and fifth year. Provisions will also be made for

office equipment, recurring material expenses, travel costs and contingencies.

The coordinator, for administrative purposes, will report to the District Programme Coordinator. The performance of the resource centres will be appraised annually by the DPC, in the light of the academic and training goals of the Programme.

C.4 Cluster resource centres:

A total of 77 cluster resource centres have been identified. The names of the centres, the number of pay schools covered and the resources persons identified, are listed in Appendix 4.

These resource centres will serve as decentralized fora for teacher training and will coordinate their activities with the taluka resource centres and DIET. The main aim of the resource centres will be integration of M.L.L programme approach with the DPEP activities.

The identified coordinators or resource persons will coordinate the activities of the resource centres.

The first Saturday of every month is proposed as a meeting day for class one teachers, and the third Saturday for class two teachers. The meetings will be scheduled for three hours. These meetings will help in the planning of classroom activities, preparation of low-cost teaching aids, guidance in matters of teaching methodologies and solving academic problems faced by teachers in their classrooms. The best teaching aids will be sent to the DIET for district-level exhibitions. All the resource persons will meet at the DIET Palanpur on the last Friday of every month. A quarterly progress report will be prepared. Funding support for the training activities have been built into the taluka resource centres' provisions. However, contingency grants to take care of miscellaneous expenses like meetings, stationery etc. have been provided.

A special provision has been made for educational aids like models,

charts, advanced teaching equipments like Overhead Projector, Slide projector etc.

C.5 Training of teachers and officials

This module is the primary responsibility of the DIET. As and when needed, the DIET may co-opt other trainers or institutions for support.

In-service training of teachers is an important aspect of capacity building to achieve DPEP goals. Existing mechanisms for teacher training are known to be inadequate. With the establishment of decentralized structures like the taluka resource and cluster resource centres, it should be possible to bring down the per teacher cost of training and cover many more teachers than has been hitherto possible. However, the focus of the training needs to be worked out in greater detail. Teachers need to understand the educational context in its totality, and not just in terms of managing the school. This implies greater awareness about village community-school linkages, the social dimensions of primary education, knowledge about monitoring progress of primary schooling in terms of retention and achievement, attracting children to school etc. Another important aspect is gender sensitivity and the need to recognize existing gender biases and overcome them. This is assumed to cut across all training activities and hence no separate "training" for teachers has been proposed.

A second focus of training has to be on building teachers' capability for improving quality of education. Specifically, skills in designing low-cost teaching aids, pedagogical innovations etc. are important areas for attention.

A third area for attention is upgrading content or subject matter knowledge of teachers. Specific provisions have been made for teachers in the areas of science, mathematics and English language.

These tasks require the development of appropriate training modules

during the first year of the programme. It is proposed to have a series of meetings at the DIET Palanpur, to evolve specific teacher training strategies for the district. These will have to be cost effective, cover large numbers of teachers, and ensure that follow-up is easy. Similar strategies will be evolved for the training of officials.

Another component proposed is the preparation of audio cassettes on relevant topics for distribution to pay centre schools. These could cover subject matter, talks, or other topics of interest to teachers.

A taluka-level meet of teachers and others interested, is proposed. Similar activities in talukas like Chanasma, Mehsana, have been noted to motivate teachers and promote a sense of belonging. Teachers may attend the meets at their own cost, but provisions for refreshments have to be made. Such meets may also be used for lectures by experts and information sharing, exhibitions and demonstrations. The DIET may organize this in collaboration with the district authorities.

Other specific training programmes are listed below:

(a) Planning and management for head teachers:

These training programmes are designed to impart skills on planning and management issues like monitoring, creating and maintaining school data-bases, designing innovative procedures at local levels, convergence with other agencies and institutions at village level etc. In the first year, training will be limited to head teachers of CRC. These teachers may become master trainers for subsequent training programmes to be conducted at CRC for other head teachers.

(b) Training to CRC teachers for helping motivators of out-of-school children in the proposed alternative schooling. DIET will train one teacher from each cluster resource centre under this provision.

(c) Multi-grade training. Modules are being developed by DIET with the help

of GCERT.

(d) Maths, language and science teaching. The GCERT's help in this aspect will be taken.

(e) Training of trainers for the TRC staff, since these staff will play a crucial role in the training of the wider body of teachers.

(f) Educational technology. This training will introduce low-cost teaching aids, models etc.

The following table is a summary of the proposed training plan, for which the DIET is primarily responsible.

Name of training module	Training responsibility	Trainees	Trainees target Year-wise				
			1	2	3	4	5
Officials	<u>DIET/Administration</u>	District officials	200	200	200	200	200
Motivational meet	<u>Administration/DIET</u>	Teachers	5500	5500	5500	5500	5500
Planning & Mgt.	DIET CRC (with TRC, DIET)	CRC coordinators	77	-	-	-	-
		Head teachers		200	200	200	200
Trainer training for out-of-school motivators	DIET	CRC coordinators	77	-	-	-	-
Multi-grade teaching	DIET CRC (with TRC, DIET)	CRC coordinators	77	-	-	-	-
		Teachers	500	500	500	500	
Maths/lang/science	DIET TRC (with CRC, DIET)	CRC coordinators	77	-	-	-	-
		Teachers	1166	1166	1166	1166	1166
TRC staff training	DIET	TRC staff	44	44	44	44	44
Education technology	TRC (with CRC,DIET)	Teachers	500	500	500	500	500
Teacher training (various subjects)	TRC	Teachers (# of classes)	-	5200 (130)	5600 (140)	6000 (150)	6400 (160)
VEC trainers & members	Administration/DIET	TRC/CRC/Officials VEC Members	10000	12000	12000	15000	15000

C.6 Equipment for DIET

Provisions have been made for additional infrastructure like library,

furniture, workshop equipment, video camera, video film projector, two computers, fax, musical instruments, and equipment for exhibition.

C.7 Research support for DIET

Five studies on learning achievement, effects of migration on educational performance, tribal education, education of SC/ST girls and teachers' professional development. (See notes to financial estimates.)

C.8 Infrastructure:

Provisions for additional infrastructure and staff recruitment has been proposed to manage the DPEP programme at district level.

It is proposed to set up computer facilities (standard prescribed package as advised by DPEP Bureau) at the district level. Ideally, every taluka resource centre should have computer facilities, but it is difficult to obtain back-up support at the taluka level. The district officials need to be trained, gradually, so that the top management at the district can use the facilities on their own. Office equipment and vehicles are also proposed as per norms.

C.9 Honoraria and personnel:

In order to integrate the DPEP with the existing structures, posting of district programme co-ordinator (deputy director cadre of the state) has been proposed.

Necessary academic, research, support staff and drivers are also proposed. In addition, funds for the five working groups have been proposed.

C.10 Recurring management costs:

Travel, office expenses and miscellaneous expenses constitute this head.

6.1 FINANCIAL ESTIMATES

The financial estimates for the programme components detailed in the earlier chapter are presented below. (*The programme components are presented in the same order as in the previous chapter to facilitate reference.*)

Year-wise phasing is also shown.

Units refer to the physical units or targets

Unit costs and total costs (units x unit cost) are in rupees.

Details of the calculations and assumptions are presented in 'Notes to the financial estimates', which follows the financial estimates.

ITEM DESCRIPTION	YEAR					ITEM SUB-TOTAL	ITEM TOTAL
	1	2	3	4	5		
A. ACCESS							
A.1 New Schools	Units	-	20	25	25	30	
	Unit cost	-	210000	210000	210000	210000	
	Total	-	4200000	5250000	5250000	6300000	21000000
A.2 Teachers for new schools							
	Units	-	40	90	140	200	
	Unit cost	-	43200	51840	62208	74650	
	Total	-	1728000	4665600	8709120	14930000	30032720
A.3 Furniture for new schools							
	Units	-	20	25	25	30	
	Unit cost	-	10000	10000	10000	10000	
	Total	-	200000	250000	250000	300000	1000000
A.4 Infrastructure							
Toilets	Units	-	50	50	50	50	
	Unit cost	-	30000	30000	30000	30000	
	Total	-	1500000	1500000	1500000	1500000	6000000
Urinals							
	Units	-	300	300	300	300	
	Unit cost	-	5000	5000	5000	5000	
	Total	-	1500000	1500000	1500000	1500000	6000000
Water supply							
	Units	-	300	300	300	300	
	Unit cost	-	40000	40000	40000	40000	
	Total	-	12000000	12000000	12000000	12000000	48000000 (60000000)
A.5 Creating demand Cultural Programmes							
	Units	100	650	650	600	400	
	Unit cost	9000	9000	9000	9000	9000	
	Total	900000	5850000	5850000	5400000	3600000	21600000

ITEM DESCRIPTION	YEAR					ITEM SUB-TOTAL	ITEM TOTAL
	1	2	3	4	5		

A.6 Working Group of Women Teachers							
Meetings	Units	2	11	11	11	11	
	Unit cost	27500	5000	5000	5000	5000	
	Total	55000	55000	55000	55000	55000	275000

Travel & Honoraria	Units	-	-	-	-	-	
	Unit cost	-	-	-	-	-	
	Total	20000	25000	30000	35000	40000	150000

Material Development	Units	-	-	-	-	-	
	Unit cost	-	-	-	-	-	
	Total	60000	60000	60000	60000	60000	300000

A.7 Incentives for girls' enrollment	Units	-	100000	100000	100000	100000	
	Unit cost	-	75	75	75	75	
	Total	-	7500000	7500000	7500000	7500000	30000000

A.8 Non-attendance study	Units	1	-	-	1	-	
	Unit cost	30000	-	-	50000	-	
	Total	30000	-	-	50000	-	80000

A.9 Out-of-school children study	Units	1	-	-	1	-	
	Unit cost	30000	-	-	50000	-	
	Total	30000	-	-	50000	-	80000

Motivators	Units	-	1800	1800	1500	1500	
	Unit cost	-	10000	10000	10000	10000	
	Total	-	18000000	18000000	15000000	15000000	66000000

Training	Units	-	1800	1800	1800	1800	
	Unit cost	-	250	250	250	250	
	Total	-	450000	450000	450000	450000	1800000

Material	Units	-	18000	18000	15000	15000	
	Unit cost	-	100	100	100	100	
	Total	-	1800000	1800000	1500000	1500000	6600000

ACCESS							74480000

ITEM DESCRIPTION	YEAR					ITEM SUB-TOTAL	ITEM TOTAL
	1	2	3	4	5		
B. RETENTION & ACHIEVEMENT							
B.1 School Repair Fund	Units	-	400	500	-	-	
	Unit cost	-	15000	15000	-	-	
	Total	-	6000000	7500000	-	-	13500000
B.2 Learning material	Units	7000	7200	7400	7700	8000	
	Unit cost	500	500	500	500	500	
	Total	3500000	3600000	3700000	3850000	4000000	18650000
B.3 School-Village fund	Units	1862	1882	1907	1932	1962	
	Unit cost	2000	2000	2000	2000	2000	
	Total	3724000	3764000	3814000	3864000	3924000	19090000
B.4 Repetition study	Units	1	1	-	-	-	
	Unit cost	30000	50000	-	-	-	
	Total	30000	50000	-	-	-	80000
B.5 Innovation fund	Units	-	1	1	1	1	
	Unit cost	-	100000	100000	100000	100000	
	Total	-	100000	100000	100000	100000	400000
B.6 School awards	Units	-	22	22	22	22	
	Unit cost	-	5000	5000	5000	5000	
	Total	-	110000	110000	110000	110000	440000
B.7 Cultural activities fund	Units	-	11	11	11	11	
	Unit cost	-	50000	50000	50000	50000	
	Total	-	550000	550000	550000	550000	2200000
B.8 Communication & newsletter	Units	1900	1950	2000	2050	2100	
	Unit cost	150	150	150	150	150	
	Total	285000	292500	300000	307500	315000	1500000
B.9 Fellowships to outstanding teachers	Units	55	55	55	55	55	
	Unit cost	5000	5000	5000	5000	5000	
	Total	275000	275000	275000	275000	275000	1375000

ITEM DESCRIPTION	YEAR					ITEM SUB-TOTAL	ITEM TOTAL
	1	2	3	4	5		
B.10 Monitoring and evaluation+ studies	Units	-	-	-	-	-	
	Unit cost	-	-	-	-	-	
	Total	30000	60000	60000	60000	60000	270000
RETENTION & ACHIEVEMENT							57505000
C. CAPACITY BUILDING							
C.1 VEC formation	Units	1000	800	-	-	-	
	Unit cost	400	400	-	-	-	
	Total	400000	320000	-	-	-	720000
Training trainers & members	Units	10000	12000	12000	15000	15000	
	Unit cost	75	75	75	75	75	
	Total	750000	900000	900000	1125000	1125000	4800000
							5520000
C.2 TRC Building	Units	-	10	-	-	-	
	Unit cost	-	580000	-	-	-	
	Total	-	5800000	-	-	-	5800000
	Units	-	1	-	-	-	
	Unit cost	-	680000	-	-	-	
	Total	-	680000	-	-	-	680000
C.3 Taluka resource centres							
Coordinator	Units	11	11	11	11	11	
	Unit cost	66000	75000	84000	93000	102000	
	Total	726000	825000	924000	1023000	1122000	4620000
Resource persons	Units	33	33	33	33	33	
	Unit cost	42000	42000	48000	48000	54000	
	Total	1386000	1386000	1584000	1584000	1782000	7722000
Support staff	Units	22	22	22	22	22	
	Unit cost	36000	36000	42000	42000	48000	
	Total	792000	792000	924000	924000	1056000	4488000

ITEM DESCRIPTION	YEAR					ITEM	ITEM
	1	2	3	4	5	SUB-TOTAL	TOTAL
Research\ material	Units	11	11	11	11	11	
	Unit cost	60000	60000	60000	60000	60000	
	Total	660000	660000	660000	660000	660000	3300000
Establishment	Units	-	11	-	-	-	
	Unit cost	-	100000	-	-	-	
	Total	-	1100000	-	-	-	1100000
Library	Units	-	11	-	11	-	
	Unit cost	-	50000	-	30000	-	
	Total	-	550000	-	330000	-	880000
Laboratory & educational aids	Units	-	11	-	11	-	
	Unit cost	-	100000	-	100000	-	
	Total	-	1100000	-	1100000	-	2200000
Contingency	Units	11	11	11	11	11	
	Unit cost	36000	36000	36000	36000	36000	
	Total	396000	396000	396000	396000	396000	1980000
C.4 Cluster resource centres							
Coordinators	Units	-	77	77	77	77	
	Unit cost	-	36000	36000	36000	36000	
	Total	-	2772000	2772000	2772000	2772000	11088000
Contingency	Units	77	77	77	77	77	
	Unit cost	3600	3600	3600	3600	3600	
	Total	277200	277200	277200	277200	277200	1386000
Educational aids	Units	-	77	-	77	-	
	Unit cost	-	100000	-	50000	-	
	Total	-	7700000	-	3850000	-	11550000
							24024000

ITEM DESCRIPTION	YEAR					ITEM SUB-TOTAL	ITEM TOTAL
	1	2	3	4	5		
C.5 Teacher training							
Teacher training Units at TRC/CRC levels	-	130	140	150	160		
Unit cost	-	(20000)	20000	20000	20000		
Total	-	2600000	2800000	3000000	3200000	11600000	
Officials							
Units	200	200	200	200	200		
Unit cost	1000	1000	1000	1000	1000		
Total	200000	200000	200000	200000	200000	1000000	
Education Audio material							
Units	-	205	205	205	205		
Unit cost	-	3000	3000	3000	3000		
Total	-	615000	615000	615000	615000	2460000	
Motivation meets							
Units	11	11	11	11	11		
Unit cost	50000	50000	50000	50000	50000		
Total	550000	550000	550000	550000	550000	2750000	
Planning & Mgmt. for head teachers							
Units	77	200	200	200	200		
Unit cost	320	320	320	320	320		
Total	24640	64000	64000	64000	64000	280640	
Out-of-school motivator training for teachers							
Units	77	-	-	-	-		
Unit cost	370	-	-	-	-		
Total	28490	-	-	-	-	28490	
Multi-grade for teachers							
Units	77	500	500	500	500		
Unit cost	600	600	600	600	600		
Total	46200	300000	300000	300000	300000	1246200	
Maths, Lang. & Sci for teachers							
Units	1243	1166	1166	1166	1166		
Unit cost	720	720	720	720	720		
Total	894960	839520	839520	839520	839520	4253040	
TRC staff training of trainers							
Units	44	44	44	44	44		
Unit cost	800	800	800	800	800		
Total	35200	35200	35200	35200	35200	176000	
Educ. Technology							
Units	-	500	500	500	500		
Unit cost	-	400	400	400	400		
Total	-	200000	200000	200000	200000	800000	24594370

ITEM DESCRIPTION	YEAR					ITEM SUB-TOTAL	ITEM TOTAL
	1	2	3	4	5		
C.6 Equipment for DIET	Units	-	-	-	-	-	
	Unit cost	-	1100000	-	-	-	
	Total	-	1100000	-	-	-	1100000
C.7 DIET research	Units	-	-	-	-	-	
	Unit cost	-	350000	350000	350000	350000	
	Total	-	350000	350000	350000	350000	1400000
C.8 Infrastructure							
Computer set-up +training	Units	-	1	-	-	-	
	Unit cost	-	350000	-	-	-	
	Total	-	350000	0	0	0	350000
Office Equipment	Units	-	-	-	-	-	
	Unit cost	-	-	-	-	-	
	Total	-	120000	0	0	0	120000
Vehicles	Units	5	-	-	-	-	
	Unit cost	400000	-	-	-	-	
	Total	2000000	0	0	0	0	2000000
C.9 Honoraria & personnel:							
Working group	Units	5	5	5	5	5	
	Unit cost	6000	12000	12000	12000	12000	
	Total	30000	60000	60000	60000	60000	270000
Dy. Director (Dist. level)	Units	1	1	1	1	1	
	Unit cost	100000	120000	140000	160000	180000	
	Total	100000	120000	140000	160000	180000	700000
Accounts officer	Units	1	1	1	1	1	
	Unit cost	65000	78000	94000	113000	135000	
	Total	65000	78000	94000	113000	135000	485000
Academic Supervisor	Units	4	4	4	4	4	
	Unit cost	66000	79000	95000	114000	137000	
	Total	264000	316000	380000	456000	548000	1964000

Research Assistant	Units	1	1	1	1	1	
	Unit cost	60000	72000	86000	104000	125000	
	Total	60000	72000	86000	104000	125000	447000

Data entry operator	Units	2	2	2	2	2	
	Unit cost	45000	53000	62000	78000	94000	
	Total	90000	106000	124000	156000	188000	664000

Senior Clerk	Units	4	4	4	4	4	
	Unit cost	40000	48000	58000	69000	84000	
	Total	160000	192000	232000	276000	336000	1196000

Junior Engineer	Units	2	2	2	2	2	
	Unit cost	66000	79000	95000	114000	137000	
	Total	132000	158000	190000	228000	274000	982000

Steno Grade-III	Units	1	1	1	1	1	
	Unit cost	40000	48000	58000	69000	84000	
	Total	40000	48000	58000	69000	84000	299000

Support Staff	Units	4	4	4	4	4	
	Unit cost	36000	36000	36000	36000	36000	
	Total	144000	144000	144000	144000	144000	720000

Driver	Units	5	5	5	5	5	
	Unit cost	36000	36000	36000	36000	36000	
	Total	180000	180000	180000	180000	180000	900000
							8627000

C.10 Recurring management costs:

Fuel charges & maintenance	Units	5	5	5	5	5	
	Unit cost	50000	50000	50000	50000	50000	
	Total	250000	250000	250000	250000	250000	1250000

Travel & conveyance	Units	-	-	-	-	-	
	Unit cost	-	-	-	-	-	
	Total	100000	100000	100000	100000	100000	500000

Office running expenses	Units	-	-	-	-	-	
	Unit cost	-	-	-	-	-	
	Total	60000	120000	120000	120000	120000	540000

Contingency	Units	-	-	-	-	-	
	Unit cost	-	-	-	-	-	
	Total	48000	48000	48000	48000	48000	240000

Meetings\	Units	-	-	-	-	-		
Miscellaneous	Unit cost	-	-	-	-	-		
	Total	24000	24000	24000	24000	24000	120000	2650000

CAPACITY BUILDING 103155370

SUMMARY OF FINANCIAL ESTIMATES

(in Rupees, percentage of total in brackets)

ACCESS	23,89,17,720	(59.79)
MEASURES FOR PROMOTING RETENTION AND ACHIEVEMENT	5,75,05,000	(14.39)
CAPACITY BUILDING	10,31,55,370	(25.82)

	39,95,78,090	

6.2 PHASING OF PROGRAMME COMPONENTS

	YEAR					TOTAL	%
	1	2	3	4	5		
A. ACCESS	1095000	54868000	58910600	59309120	64735000	238917720	59.79
B. RETENTION & ACHIEVEMENT	7844000	14801500	16409000	9116500	9334000	57505000	14.39
C. CAPACITY BUILDING	10913690	34597920	16620920	22682920	18339920	103155370	25.82
	-----	-----	-----	-----	-----	-----	-----
	19852690	104267420	91940520	91108540	92408920	399578090	100.00
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6.3 NOTES TO FINANCIAL ESTIMATES:

A. ACCESS

A.1 Classrooms: Estimates prepared by civil work core group of DPEP planning team. Civil works manual has been prepared at the state level. The estimates and designs are included in that manual.

A.2 Teachers for new schools: Two teachers per school have been proposed. Annual increment and increases of 20 percent have been assumed.

A.3 Furniture for new schools have been provided as per state norms.

A.4 Infrastructure: Toilets, Urinals, Water facility, as per estimates prepared by civil works core group.

A.5 Creating demand through cultural programmes:

The programmes will be limited to the problematic pockets of the district. A uniform cost of Rs. 9000 per programme has been assumed.

Honorarium to artistes	10 artistes * Rs. 150 * 3 days	= 4500.00
Travel to artistes	10 artistes * Rs. 200	= 2000.00
Local food and hospitality	10 artistes * Rs. 150	= 1500.00
Stage arrangements and material		= 1000.00

		9000.00

A.6 Working group of women teachers

Meetings:

Provisions have been made in the first year for 2 district-level workshops for generation of action plans, specific to talukas.

Unit cost year 1: 50 participants		
Food and stay	50 * Rs 150 * 2 days	= 15000.00
Travel	50 * Rs 150	= 7500.00
Seminar material	50 * Rs. 100	= 5000.00

		27500.00

Unit cost year 2 to 5: 60 participants		
Food and stay	60 * Rs 50 * 1 day	= 3000.00
Travel	60 * Rs 25	= 1500.00
Material		= 500.00

		5000.00

Travel & Honoraria:

Budget for year one:

8 members * Rs. 100 honoraria * 15 days	= 12000.00
Travel @ Rs 1000 per member	= 8000.00

	20000.00

(Progressive increases have been assumed for the following years)

Material:

Preparation and distribution of posters (1800 villages * Rs. 10)	= 18000.00
Booklet on gender issues, girls' enrollment (2000 copies * Rs. 20)	= 40000.00
Contingency	= 2000.00

	60000.00

A.7 Incentive for girls:

Work books	= 30.00
Lesson book	= 15.00
Drawing book	= 10.00
Atlas	= 20.00

	75.00

A.8 Non-attendance: Special studies will be undertaken in first and fourth years, as proposed.

A.9 Alternative schooling for out-of-school children

Motivators:

Honoraria @ Rs. 1000 p.m. * 10 months = 10000.00

Training:

5 days * Rs. 50 per day = 250.00

Material: (lumpsum) = 100.00

For years two and three, 1800 motivators, and for years four and five, 1500 motivators have been assumed. However, for training, in years 4 and 5, 300 units have been assumed in addition to the proposed 1500 (repeat training).

B. RETENTION AND ACHIEVEMENT

B.1 School repair fund: Provisions for 900 classrooms at the rate of Rs.15,000 per room.

B.2 Learning material

For the first year, approximately 7000 teachers (class I to V)-- have been considered. The programme will be expanded from second year onwards. For the next year, 7200 teachers have been assumed on account of new recruitments. Further recruitments are assumed to result in the growth indicated.

B.3 School-village fund

District panchayat schools have been considered. An addition of 20 new schools in the second year, 25 in the third and fourth years, and 30 in the fifth year has been assumed.

B.4 Repetition and quality

Studies and strategy generation are expected to be undertaken in the first two years.

B.5 Innovation fund

Provisions are as per Guidelines.

B.6 School awards

Provisions of lump sum of Rs. 5000 for two awards per taluka have been made.

B.7 Cultural activities fund

Lumpsum of Rs. 50000 have been provided for which proposals will be invited. These may cover exchange visits of students, science fairs and student learning activities.

B.8 Communication & newsletter

Provisions have been made for a newsletter to about 1900 schools (in the first year) and other regular communications between the district and the village panchayats and schools (@ Rs. 150 per village per annum).

B.9 Fellowships to outstanding teachers

Five outstanding teachers per taluka at the TRC:		
Honoraria 10 days * Rs. 150	=	1500.00
Food and stay 10 days * Rs. 100	=	1000.00
Travel	=	400.00
Two workshops for teachers	=	1600.00
Stationery and other material	=	500.00

		5000.00

B.10 Monitoring and evaluation studies are expected to be carried out by identified resource institutions every year.

C. CAPACITY BUILDING

C.1 Village committee and mahila mandals

Formation:

The provisions for formation are meant to cover communication/ publicity material expenses and any travel expenses that

may be required. The total number of panchayats are about 1000. Repeat visits in the second year are assumed.

Training members:

Training exercises are expected to cover large group sizes and will be based in the villages, the cluster resource centres or the taluka resource centres.

C.2 Taluka resource centres building:

Provisions as per civil works core group's estimates.

C.3 Taluka resource centres:

The costs of Coordinator and resource persons are based on estimates of projected salary increases. Support staff will be paid consolidated sum as proposed with a slight increase in third and fifth year.

Establishment costs include furniture, storage cupboards and cyclostyling equipment.

Contingency includes travel and miscellaneous expenses.

C.4 Cluster resource centres

Coordinators:

Flat amount of Rs. 36,000 per annum per coordinator has been provided. This amount may be revised in the future.

Contingency:

Flat contingency of Rs. 3600 per annum per centre is provided to cover meeting and miscellaneous costs.

Educational aids will be provided as proposed.

C.5 Training

Teacher training at TRC/CRC levels:

Units of 130 in the first year means 130 classes of 40 teachers each and the per unit cost has been worked out to be Rs. 20000. Rs. 4000 have been allotted for the material which will be produced by the DIET. Rs. 16000 per class, at Rs. 400 per teacher, will be the training cost for training at the TRC and CRC levels. This will cover the various kinds of training proposed under DPEP.

Officials:

Unit cost = Rs. 1000 for 4 days	
DA	4 * 200 = 800.00
Travel	= 100.00
Material	= 100.00

	1000.00

Educational audio material:

Units = 205 pay-centre schools

Unit cost = Rs. 3000

(Preparation of 10 cassettes * 10 copies per pay-centre)

Motivation meets are expected to cover 500 teachers on an average per taluka at Rs. 100 per participant. .

Planning and management training:

Three days training of CRC teachers to be held at DIET followed by subsequent training for other head teachers at CRC itself. Number of the participants per training will be 50.

Item	Amount
i. Traveling Allowances: (@ 30 Rs. per participant)	30=00
ii. Daily Allowances: (@ Rs.60 per day)	180=00
iii. Tea expenses: (@ Rs. 10 per day)	30=00
iv. Material costs:	40=00
v. Contingencies:	20=00
vi. Honorarium to resource persons:	20=00

TOTAL :	320=00

Training to cluster resource persons for motivators for out-of-school children: (4 days training)

Unit cost = Rs. 370

DA	240.00
TA	50.00
Tea	20.00
Material	40.00
Contingency	8.00
Resource person	12.00

	370.00

Multi-grade teaching: (6 days) 10 classes per year with 60 teachers per class.

Item	Amount
i. Traveling Allowances:	60.00
ii. Daily Allowances:	360.00
iii. Tea expenses:	60.00
iv. Material costs:	60.00

v. Contingencies:	30.00
vi. Honorarium to resource persons:	30.00

	600.00

Maths, language, environment and science training: (6 days)
 In the first year, training will be given to CRC coordinators and other teachers. Two classes at TRC with 50 participants per class.

Item	Amount
i. Traveling Allowances:	40.00
ii. Daily Allowances:	360.00
iii. Tea expenses:	60.00
iv. Material costs:	150.00
v. Contingencies:	50.00
vi. Honorarium to resource persons:	60.00

	720.00

TRC Staff training: (6 days)
 Six days training at DIET for four members from each TRC making class of 44 trainees.

Item	Amount
i. Traveling Allowances:	40.00
ii. Daily Allowances:	360.00
iii. Tea expenses:	60.00
iv. Material costs:	250.00
v. Honorarium to resource persons:	90.00

	800.00

Educational technology (three day training)

i. DA	180
ii. TA	40
iii. Tea	30
iv. Material	130
v. Contingency	20

	400

C.6 Provision of rupees eleven lakhs have been made for strengthening the DIET --- purchase of equipments and additional facilities.

Item	Amount
1. Library:	2,00,000.00
2. Workshop equipment	25,000.00
3. AV aids, computers with printer, Fax etc.	4,00,000.00
4. DIET furniture	3,75,000.00

5. Additional facilities for workshop, exhibitions, seminars etc. 1,00,000.00

Total: 11,00,000.00

C.7 Research support to DIET:

(a) Study:

5 investigators and 3 guides

TA 8 * 150 1200

DA 8 * 60 480

Tea 8 * 20 160

Contingency 1000

2840

2840 * 6 meetings = 17040

Staff:

Stipend 3000 pm * 5 * 2 months = 30000

Guide experts = 15000

Material = 5000

Report preparation = 25000

92040

92040 * 5 = 4,60,200

(b) Similar study on innovations under DPEP 4,60,200

(c) Action research and evaluation research 4,60,200

(d) Contingency 19,400

14,00,000

C.8 Infrastructure + computer set up

Computer (Pentium), with minimum 4 MB RAM, 132 column printer and other accessories, as prescribed by DPEP bureau, are provided. Set-up includes cost of air-conditioning computer cabin, and training of district level staff who will be using the computer.

Office equipment includes fax, typewriters, furniture.

Vehicles provided as per guidelines, one each for district management committee and DIET, and three for the common pool.

C.9 Honoraria and personnel

Working groups (five):

These groups are expected to function only part-time in the first year. Lumpsum provisions have been made.

One program coordinator (of deputy director cadre) has been provided at district level. Necessary academic, research and support staff have been proposed. All personnel under this item have been provided for as per state norms.

C.10 Recurring management costs

Fuel costs are provided at Rs. 10,000 per vehicle per year, as per state norms.

Office expenses, contingency and meeting costs assumed at flat rates.

7.0 PROJECT MANAGEMENT

The programme will draw upon the existing management structures, under which the District Primary Education Officer, as the responsible executive authority for primary education in the district, acts as the secretary of the District Education Committee of the District Panchayat. However, to ensure specific attention to DPEP components, a nodal body -- the District Governing Body (DGB) -- which will be responsible for the programme at the district level, is being proposed. In addition, a district executive committee is being proposed:

Members	Position in DExC
1. District development officer(DDO)	Chairman
2. Chairman of district education committee	Member
3. Principal, DIET	"
4. District adult education officer	"
5. District health officer	"
6. Awardee teacher (selected by DGB)	"
7. District statistical officer	"
8. Female representative from district	"
9. Principal of B.Ed./P.T.C. college	"
10. Reputed educationist from the district	"
11. Executive Engineer, District panchayat	"
12. Two representatives of NGOs from the district	"
13. District primary education officer	Member-secretary

Objectives of DExC:

1. To implement the DPEP programme in the district with the consultation of District executive committee.
2. Work area of the body will be limited to the district only.
3. Committee will work in a missionary spirit and aim to bring grassroots changes in primary education through cultural and social activities.

Functions:

1. To provide information about the DPEP programme through different educational institutions and individuals.
2. Networking with NGOs, Educational institutions, Federations to encourage their involvement in programme.
3. Efforts to encourage participation of local people and teachers through training.
4. To conduct research studies on innovations, new trends in the field of primary education in consultation with state executive council and district executive committee.
5. Technical support to encourage mutual learning and dialogue between new and existing educational institutions.
6. Organizing workshops, seminars, conferences related to DPEP programme.
7. Design the rules and regulations and to modify them.
8. Prepare annual report of DGB.
9. To shoulder the administrative, financial and academic responsibilities for all round improvement in education of the district in accordance with the regulations of Gujarat Council of Primary Education and in consultation with state executive committee.
10. Functioning of the body should be in accordance with district panchayat executive committee.

In addition, five working groups (teams) will be set up at the district level, to assist the DPEO in specific areas of action:

1. A working group of selected teacher-artistes for creating demand through cultural action;
2. A team of women teachers and educationists;
3. A team to oversee the formation and strengthening of the village education committees or parent teacher associations;
4. A group to oversee the education of out-of-school children.
5. A civil works team, comprising identified NGOs, consultants and representatives of the DGB.

Taluka level groups

At the taluka level, it is proposed to establish *taluka core groups*, with the Taluka Development Officer, education officials, non-government organizations' representatives, elected officials, educationists and teachers as members.

7.1 Distribution of responsibilities for programme components

ITEM	ACTIVITY	RESPONSIBILITY	
<i>A: Access</i>			
A.1	New schools	Construction	Executive committee + civil works group
A.2	Teachers for new schools	Recruitment	Regular channels
A.3	Furniture for new schools	Purchase	Civil works group
A.4	Infrastructure	Construction	Executive committee + civil works group
A.5	Creating demand: Cultural programmes	Formation & Implementation	Working group of DGB Taluka core groups
A.6	Working group of women teachers	Constitution	Executive committee
A.7	Incentives for girls' enrollment	Purchase Distribution	Executive committee VEC
A.8	Non-attendance study	Study	DIET, specified institution
A.9	Out-of-school children (OSC)	Study	DIET, specified institution
		Motivators' selection	OSC working group of DGB Taluka core group
		Training, support, material	TRC, DIET
<i>B: Retention and achievement</i>			
B.1	School repair fund	Administration	Executive committee
B.2	Learning material	Disbursement Management	Executive committee VEC/Teachers

ITEM	ACTIVITY	RESPONSIBILITY
B.3	School-village fund Disbursement Management	Executive committee VEC
B.4	Repetition & quality Study	DIET, specified institution
B.5	Innovation fund Management	Executive committee, TRC
B.6	School awards Management	TRC Taluka core group
B.7	Cultural activities fund Management	Executive committee, TRC
B.8	Communication/newsletter Production & distribution	Executive committee
B.9	Fellowships to outstanding teachers Identification Programme	Executive committee TRC
B.10	Monitoring studies Study	Executive committee
<i>C: Capacity building</i>		
C.1	Village committee Formation Training	VEC working group of DGB Taluka core group Executive committee, DIET, TRC
C.2	TRC Building Construction	Executive committee + civil works group
C.3	Taluka resource centres Formation Staff training	Executive committee DIET
C.4	Cluster resource centres Formation	Executive committee
C.5	Teacher training Training	DIET
C.6	DIET-strengthening Purchase & implementation	DIET
C.7	DIET research Studies	DIET
C.8	District infrastructure Implementation	Executive committee
C.9	Honoraria & personnel Selection & implementation	Executive committee

Appendix 1

Change 1990 to 1994

Class	I BOYS	I GIRLS	TOTAL	II BOYS	II GIRLS	TOTAL	III BOYS	III GIRLS	TOTAL
Palanpur	-14.69%	-16.29%	-15.39%	-3.63%	1.25%	-1.62%	-0.42%	8.72%	3.15%
Deesa	-9.95%	-14.71%	-11.83%	-5.85%	0.12%	-3.73%	6.06%	16.89%	9.49%
Kankrej	-20.32%	-25.47%	-22.30%	-19.26%	-8.51%	-15.68%	-9.37%	10.97%	-3.34%
Radhanpur	-24.23%	-32.63%	-28.04%	15.46%	-13.93%	3.76%	-17.67%	-15.56%	-16.92%
Santalpur	-25.93%	-38.56%	-31.66%	-17.70%	-15.15%	-16.76%	-13.61%	9.73%	-6.94%
Tharad	-14.56%	-14.37%	-14.49%	-14.01%	-2.20%	-10.69%	1.09%	22.85%	6.00%
Vav	-25.18%	-33.38%	-28.85%	-14.78%	4.17%	-8.96%	-4.85%	17.50%	0.44%
Deodhar	-23.60%	-6.45%	-17.84%	-14.35%	7.39%	-7.61%	9.20%	30.51%	14.83%
Vadgam	-0.25%	5.63%	2.30%	1.45%	3.12%	2.22%	2.79%	4.24%	3.45%
Danta	-14.16%	-14.03%	-14.10%	-49.63%	-8.14%	-38.58%	-9.48%	4.65%	-4.14%
Dhanera	-6.32%	-3.10%	-5.25%	16.30%	27.13%	19.32%	24.29%	33.73%	26.62%
Total	-15.51%	-17.29%	-16.23%	-11.38%	-0.02%	-7.47%	0.73%	12.23%	4.41%

	IV BOYS	IV GIRLS	TOTAL	V BOYS	V GIRLS	TOTAL
Palanpur		8.96%	17.68%	12.32%	18.43%	22.52%
Deesa		11.82%	25.98%	16.01%	12.00%	28.23%
Kankrej		21.35%	35.67%	25.18%	24.41%	24.11%
Radhanpur		-3.51%	3.11%	-1.28%	4.43%	22.95%
Santalpur		-5.86%	45.10%	5.53%	1.46%	55.05%
Tharad		8.34%	47.68%	14.81%	20.98%	65.48%
Vav		3.42%	45.56%	10.49%	6.78%	46.39%
Deodhar		14.41%	57.71%	23.99%	22.73%	29.62%
Vadgam		2.31%	14.53%	7.47%	8.24%	10.79%
Danta		13.10%	30.32%	19.07%	12.45%	22.98%
Dhanera		15.84%	29.60%	18.87%	24.67%	43.95%
Total		9.30%	26.52%	14.36%	15.04%	26.25%

Change 1993 to 1994

Class	I BOYS	I GIRLS	TOTAL	II BOYS	II GIRLS	TOTAL	III BOYS	III GIRLS	TOTAL
Palanpur	-6.45%	11.32%	0.52%	-3.67%	15.65%	3.67%	-11.91%	-8.63%	-10.59%
Deesa	4.58%	6.70%	5.38%	-3.75%	-2.24%	-3.20%	-6.62%	-6.08%	-6.44%
Kankrej	-5.89%	15.83%	1.10%	-5.44%	14.65%	0.95%	-22.94%	-4.44%	-17.51%
Radhanpur	-4.68%	-2.19%	-3.64%	25.61%	-6.45%	12.84%	-14.45%	-22.22%	-17.43%
Santalpur	2.40%	14.87%	7.14%	-1.60%	-4.97%	-2.90%	-6.53%	-10.73%	-7.99%
Tharad	8.16%	22.18%	12.88%	-6.11%	-10.05%	-7.36%	-5.44%	-7.11%	-5.88%
Vav	-0.47%	-1.69%	-0.98%	-7.44%	-9.07%	-8.02%	-7.00%	-10.02%	-7.86%
Deodhar	5.15%	8.68%	6.47%	-8.04%	-1.15%	-5.67%	-6.38%	-11.11%	-7.85%
Vadgam	1.78%	-5.25%	-1.49%	0.24%	8.11%	3.77%	-9.04%	-2.76%	-6.26%
Danta	4.61%	5.99%	5.19%	1.79%	-4.28%	-0.72%	-12.04%	-12.17%	-12.09%
Dhanera	3.24%	4.54%	3.68%	4.15%	12.07%	6.39%	5.44%	4.69%	5.24%
Total	0.91%	7.14%	3.30%	-1.99%	2.26%	-0.45%	-8.50%	-7.74%	-8.24%

	IV BOYS	IV GIRLS	TOTAL	V BOYS	V GIRLS	TOTAL
Palanpur	12.47%	4.12%	8.94%	8.10%	10.12%	8.86%
Deesa	6.72%	1.18%	4.87%	5.70%	6.29%	5.87%
Kankrej	-2.39%	30.29%	5.25%	-0.99%	3.91%	0.10%
Radhanpur	-12.88%	-0.39%	-8.85%	-4.14%	1.74%	-2.30%
Santalpur	3.59%	7.65%	4.81%	0.73%	17.62%	4.33%
Tharad	5.31%	5.00%	5.25%	6.84%	28.41%	10.17%
Vav	5.61%	18.17%	8.15%	-5.16%	24.60%	-1.33%
Deodhar	0.72%	15.08%	4.39%	1.94%	4.09%	2.41%
Vadgam	0.80%	13.63%	6.19%	3.98%	8.12%	5.60%
Danta	-0.33%	6.37%	2.11%	3.66%	2.35%	3.21%
Dhanera	6.19%	-1.63%	4.20%	-3.19%	-8.07%	-4.27%
Total	3.65%	7.72%	4.93%	2.62%	7.52%	4.00%

Appendix 2

Enrollment in all schools (as of November 1995)

Taluka	I			II			III		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Palanpur	7841	6592	14433	6592	4091	10683	5568	4139	9707
Deesa	8685	5895	14580	6850	3908	10758	6799	3699	10498
Kankrej	4460	2635	7095	2993	1902	4895	3068	1658	4726
Radhanpur	2030	1498	3528	2089	1130	3219	1790	1063	2853
Santalpur	2108	1452	3561	1421	971	2392	1773	943	2716
Tharad	4801	2753	7554	3358	1679	5037	4072	1508	5580
Vav	3816	2751	6567	2664	1621	4285	3276	1315	4591
Deodhar	4669	2894	7563	3196	2024	5220	4113	1849	5962
Vadgam	3721	3115	6836	2848	2613	5461	3012	2677	5689
Danta	3195	2443	5638	2274	1691	3965	2355	1731	4086
Dhanera	5148	2660	7808	3739	1775	5514	4335	1596	5931
Total	50475	34688	85163	38024	23405	61429	40162	22178	62340

	IV			V			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Palanpur	5301	3691	8992	5048	3107	8155	30350	21620	51970
Deesa	5718	2848	8566	5080	2154	7234	33132	18504	51636
Kankrej	3107	1313	4420	2598	784	3382	16227	8292	24519
Radhanpur	1498	847	2345	1420	689	2109	8826	5227	14053
Santalpur	1357	625	1982	1145	362	1507	7804	4353	12157
Tharad	3435	956	4391	2987	656	3643	18652	7552	26204
Vav	2720	801	3521	2342	454	2796	14818	6943	21761
Deodhar	3127	1271	4398	2797	811	3608	17902	8848	26750
Vadgam	2839	2406	5245	2838	1902	4740	15258	12714	27972
Danta	2253	1426	3679	2142	1080	3222	12220	8371	20591
Dhanera	2864	938	3802	2367	645	3012	18454	7614	26068
Total	4219	17123	51342	30764	12644	43408	193643	110038	303681

Appendix 3

District-level workshop participants

Three workshops were conducted under the chairmanship of Shri C. K. Desai I.A.S., Deputy Secretary. In addition, various core groups were formed to discuss different aspects of the DPEP plan. A two-day workshop for the district education functionaries was organized on October 16-17, 1995, by the Ravi J. Matthai Centre for Educational Innovation, Indian Institute of Management (IIM), Ahmedabad, at the IIM, Ahmedabad. This annexure lists the names of the participants of two of the workshops and the members of the core groups.

District-level planning meeting held on September 14, 1995 at Palanpur

1. Mr C K Desai (I.A.S.) , Deputy secretary, Department of Education, Gujarat State, Gandhinagar.
2. Dr R K Choudhari, Director, Gujarat Council of Educational Research and Training (GCERT), Ahmedabad
3. Mr A C Patel, Education Officer, Department of Education, Gujarat State, Gandhinagar
4. Mr S N Tadvi, DPEO, Banaskantha District, Palanpur
5. Mr Ashok Patel, District Education Officer(DEO), Palanpur
6. Mr H J Parmar, AEI, Palanpur
7. Mr N M Mesara, AEI, Deesa-5
8. Mr B K Mehta, AEI, Palanpur
9. Mr P K Patel, AEI, Palanpur
10. Mr D K Shrimali, AEI, Palanpur
11. Mr P R Patel, AEI, Deesa-4
12. Mr V A Patel, Dhanera-1
13. Mr A G Choudhari, AEI, Shihori
14. Mr D U Suthar, AEI, Shihori
15. Mr S R Patel, AEI, Shihori
16. Mr J V Dave, Asst. teacher, Thavra
17. Mr V C Rajput, Asst. teacher, Thavra
18. Mr S K Joshi, Asst. teacher, Thavra
19. Mr M P Raval, Asst. teacher, Thavra
20. Mr N K Dharani, Asst. teacher, Chandisar
21. Mr P R Joshi, Asst. teacher, Januki
22. Mr H D Parmar, Asst. teacher, Tharad
23. Mr G H Patel, AEI, Tharad
24. Mr A A Patel, Asst. teacher, Rahahela
25. Mr T K Patel, Asst. teacher, Diyada
26. Mr J N Patel, Asst. teacher, Bhensana
27. Mr A I Talpada, Asst. teacher, Radhanpur
28. Mr A J Jadav, Asst. teacher, Radhanpur
29. Mr N B Parmar, Head clerk, Radhanpur
30. Mr D S Vakhariya, AEI, Radhanpur
31. Mr R D Vaghela, Asst. teacher, Radhanpur
32. Mr J C Desai, AEI, Deesa
33. Mr M B Gothi, CDPEO, Vav
34. Mr M K Palavani, Bhansali trust, Deesa
35. Mr D B Joshi, CDPO, Tharad
36. Mr M J Gohil, Asst. teacher, Vav
37. Mr T K Barot, Asst. teacher , Vav

38. Mr K J Vejiya, President, District Primary Teachers' Federation
39. Mr N S Thakkar, Principal, Tharad
40. Mr H A Modi, Principal, Vadha
41. Mr V D Panchal, Principal, Sanali
42. Mr D R Oza, AEI, Santalpur
43. Mr S V Choudhary, Santalpur
44. Mr J K Patel, AEI, Danta
45. Mr K S Shrimali, AEI, Dhanera
46. Mr K M Darji, Asst. teacher, Pethapura
47. Mr V K Prajapati, Asst. teacher, Meethla
48. Mr O S Shirvi, Asst. teacher, Vadgam-1
49. Mr S K Kureshi, Asst. teacher, Vadgam-2
50. Mr B V Thakor, Secretary, District Primary Teachers' Federation
51. Mr D R Soni, Asst. teacher, Shirohi
52. Mr M J Vyas, Asst. teacher, Vav-2
53. Mr M K Patel, Asst. teacher, Vandhiya
54. Mr K N Gamar, AEI, Danta-2
55. Mr J B Joshi, Asst. teacher, Surana
56. Mr A V Patel, Asst. teacher, Deodar-1
57. Ms G A Badhiya, I.C. CDPO, Deesa
58. Mr P D Damor, Asst. CDPO, Palanpur
59. Mr V N Shah, I.C. CDPO, Dhanera
60. Mr M K Chauhan, I.C. CDPO, Shihori
61. Mr B R Goswami, I.C. CDPO, Shihori
62. Ms Kantaben Patel, Principal, PTC College for girls, Chitrasani Saghan Kshetra, Palanpur
63. Dr. Ravajibhai Patel, Ex-DPEO and Journalist
64. TDO, Deesa
65. TDO, Vadgam
66. TDO, Vav and Tharad
67. TDO, Shihori
68. TDO, Dhanera
69. Mr B K Gadiya, Administrative Officer, Palanpur
70. P.G. Vijaya Sherry Chand, Indian Institute of Management, Ahmedabad
71. S. R. Shukla, Indian Institute of Management, Ahmedabad

DPEP Planning workshop held on 13-10-95 at Palanpur

1. President, District Panchayat, Banaskantha
2. Mr P B Solanki(IAS), District Development Officer, Palanpur
3. Mr C K Desai (IAS), Deputy secretary, Department of Education, Gujarat State, Gandhinagar
4. Dr R K Choudhari, Director, Gujarat Council of Educational Research and Training (GCERT), Ahmedabad
5. Mr A C Patel, Education Officer, Department of Education, Gujarat State, Gandhinagar
6. Mr S N Tadvi, DPEO, Banaskantha District, Palanpur
7. Taluka Development Officer (TDO), Vadgam
8. TDO, Dhanera
9. TDO, Vav

10. TDO, Deodar
11. TDO, Shihori
12. TDO, Radhanpur
13. TDO, Santalpur
14. Chairman, Taluka Panchayat, Deesa
15. Chairman, Taluka Panchayat, Dhanera
16. Chairman, Taluka Panchayat, Vav
17. Chairman, Taluka Panchayat, Radhanpur
18. Chairman, Taluka Panchayat, Santalpur
19. Chairman, Taluka Education Committee, Nandla
20. Mr Damaraji Rajgor, Member, District Education Committee
21. Mr Andabhai Patel, Kankrej
22. Ms Daxaben Solanki, Vadgam
23. Ms Kamiben Patel, Tharad
24. Ms Rasilaben Oza, Tharad
25. Ms Bhuriben Rabari, Vav
26. Mr Parshuram Gothlani, Santalpur
27. Mr Somabhai Khokhariya, Danta
28. Mr G B Patel, Principal, DIET
29. Mr H M Trivedi, Education Officer, Gandhinagar
30. District Statistical Officer, Palanpur
31. Administrative Officer, Nagarpalika, Palanpur
32. Project Officer, ICDS, Palanpur
33. Project Officer, ICDS, Vadgam
34. Project Officer, ICDS, Danta
35. Project Officer, ICDS, Deesa
36. Project Officer, ICDS, Dhanera
37. Project Officer, ICDS, Tharad
38. Project Officer, ICDS, Vav
39. Project Officer, ICDS, Deodar
40. Project Officer, ICDS, Shihori
41. Project Officer, ICDS, Radhanpur
42. Project Officer, ICDS, Santalpur
43. Mr Niranjan Thakkar, Principal, Ogad Vidyamandir, Kankrej
44. Mr Virchand Panchal, Sanali High school, Sanali, Danta
45. Mr K C Patel, Professor, Radhanpur Arts College
46. Dr R V Patel, EX-DPEO and Journalist, Palanpur
47. Mr Shankarbhai Patel, Professor, B K Arts College, Palanpur
48. Mr Has mukhbhai Mohi, Principal, Gadhi High School, Gadhi
49. Mr Kanubhai Acharya, Davas High School, Deesa
50. Principal, Mithgam High School, Vav
51. Mr M N Patel, Managing Head, Gramvidyapith, Amirgadh
52. Principal, DD Choksi College, Palanpur
53. Principal, CK Mehta PTC College for Boys, Palanpur
54. Principal, Pre-PTC College, Palanpur
55. Mr K J Venjiya, President, District Primary Teachers' Federation
56. Secretary, District Primary Teachers Federation
57. DEO, Palanpur
58. District Adult Education officer, Palanpur
59. Ms Niranjanaben Patel, Mahila Samakhya, Palanpur
60. Ms. Suryabala Patel, Social Worker, Palanpur
61. Executive Engineer, PWD, Palanpur
62. Mr P G Patel, Taluka Education Inspector, Palanpur
63. Mr B R Mehta, Educational Inspector(Bit), Palanpur

64. Mr D K Shrimali, AEI, Palanpur
65. Mr H J Parmar, Educational Inspector(Bit), Palanpur
66. Mr A S Modh, Educational Inspector(Bit), Vadgam
67. Mr Jitubhai Patel, Educational Inspector(Bit), Danta
68. Educational Inspector(Bit-2), Danta
69. Educational Inspector(Bit-3), Danta
70. Educational Inspector(Bit-1), Deesa
71. Educational Inspector(Bit-2), Deesa
72. Taluka Educational Inspector, Dhanera
73. Taluka Educational Inspector, Tharad
74. Mr H Solanki, Educational Inspector(Bit-1), Vav
75. Mr R J Rana, Taluka Educational Inspector, Deodar
76. Mr Vakhariya, Taluka Educational Inspector, Radhanpur
77. Mr Dalsukhbhai Oza, Taluka Educational Inspector, Santalpur
78. Mr Suthar, Taluka Educational Inspector, Shihori
79. Mr B Patel, Educational Inspector (Bit-1), Shihori
80. Mr S Patel, Educational Inspector (Bit-3), Shihori
81. Mr N Bhagat, Asst. teacher, Ranpur, Palanpur
82. Mr N G Dharani, Asst. teacher, Palanpur
83. Mr J K Joshi, Head teacher, Jodnapura, Palanpur
84. Mr M Mavat, Asst. teacher, Sedrasan, Palanpur
85. Mr H Polra, Asst. teacher, Bhagal, Palanpur
86. Mr S A Gadhvi, Asst. teacher, Dhandha, Palanpur
87. Mr H D Shrimali, Asst. teacher, Khodla, Palanpur
88. Ms K T Joshi, Asst. teacher, Moria, Palanpur
89. Ms M T Joshi, Asst. teacher, Rooppura, Palanpur
90. Mr D Shrimali, Asst. teacher, Navi Bhildi, Deesa
91. Mr B B Joshi, Head teacher, Dhanera-1, Dhanera
92. Mr R S Vyas, Head teacher, Khimat, Dhanera
93. Mr B S Mehta, Asst. teacher, Sipu Vasahat, Dhanera
94. Mr K J Pandya, Asst. teacher, Panthavada, Dhanera
95. Mr R A Patel, Head teacher, Mangudra, Dhanera
96. Mr J L Dave, Head teacher, Sodal, Dhanera
97. Mr I M Bahelim, Asst. teacher, Vadgam-1, Vadgam
98. Mr G Raval, Asst. teacher, Chhapi, Vadgam
99. Ms D S Thakar, Asst. teacher, Jalotra, Vadgam
100. Ms P M Thakar, Asst. teacher, Teniwada, Vadgam
101. Mr R D Joshi, Phogas, Vadgam
102. Mr P M Solanki, Asst. teacher, Shihori, Kankrej
103. Mr B M Barot, Asst. teacher, Ubri, Kankrej
104. Mr N B Kapdi, Head teacher, Tantiya, Kankrej
105. Mr I M Chavda, Asst. teacher, Ranakpur, Kankrej
106. Mr G K Vaghela, Head teacher, Kheroj, Danta
107. Mr K N Darji, Asst. teacher, Pethapur, Danta
108. Mr M M Prajapati, Asst. teacher, Mota Bamodra, Danta
109. Mr B B Patel, Asst. teacher, Rangpur, Danta
110. Mr M S Prajapati, Asst. teacher, Danta-1, Danta
111. Mr A J Jadav, Asst. teacher, Radhanpur-2, Radhanpur
112. Mr C K Panchal, Head teacher, Subapura, Radhanpur
113. Mr L D Parmar, Head teacher, Bhilot, Radhanpur
114. Mr I A Patel, Head teacher, Javantri, Radhanpur
115. Mr M M Joshi, Head teacher, Gotarka, Radhanpur
116. Mr D R Oza, Head teacher, Varahi-1, Santalpur
117. Mr M S Thakkar, Asst. teacher, Lakhapura, Santalpur
118. Mr S D Solanki, Asst. teacher, Zekda, Santalpur

119. Mr P R Parmar, Head teacher, Tharad-3, Tharad
120. Mr R K Trivedi, Asst. teacher, Malupur, Tharad
121. Mr R B Manvar, Head teacher, Bhorori, Tharad
122. Mr J K Dave, Head teacher, Tharad-3, Tharad
123. Mr N S Nayi, Head teacher, Arantva, Tharad
124. Mr H D Parmar, Asst. teacher, Tharad-4, Tharad
125. Mr K H Trivedi, Head teacher, Vav-2, Vav
126. Mr H B Trivedi, Asst. teacher, Vandhiya Vas, Vav
127. Mr J V Trivedi, Head teacher, Suigam, Vav
128. Mr P R Mali, Head teacher, Bharpura(Jaloya), Vav
129. Mr A K Dave, Asst. teacher, Dheema, Vav
130. Mr T K Barot, Head teacher, Charadiya Vas, Vav
131. Mr R M Joshi, Asst. teacher, Nava, Deodar
132. Mr J B Joshi, Asst. teacher, Suran, Deodar
133. Mr J M Vedia, Head teacher, Sanadar, Deodar
134. Mr T K Patel, Asst. teacher, Deodar-1, Deodar
135. Mr A V Patel, Asst. teacher, Deodar-1, Deodar
136. Jr. Lecturer. PTC College, Palanpur
137. Mr M K Raval, Senior Lecturer, PTC College, Palanpur
138. Ms V H Shah, CDPO, Dhanera
139. Mr S U Parma, Member, District Education Committee
140. Mr P L Matad, Jr. Lecturer, DIET, Palanpur
141. Mr K Pechrot, Head teacher, Thara, Kankrej
142. Mr B J Oza, Head teacher, Tharad
143. Mr Patel G R, Asst. teacher, Gorad, Danta
144. P.G. Vijaya Sherry Chand, IIM, Ahmedabad
145. S.R. Shukla, IIM, Ahmedabad

The following district education staff participated in the workshop held at the IIM, Ahmedabad, on 16 and 17 October, 1995 at Indian Institute of Management, Ahmedabad

1. Mr S N Tadvi, District Primary Education Officer, Banaskantha
2. Mr M K Raval, Senior Lecturer, DIET, Palanpur
3. Mr A J Patel, Junior Lecturer, DIET, Palanpur
4. Mr H J Parmar, Education Inspector, Palanpur
5. Mr P R Patel, Education Inspector, Deesa
6. Mr D K Shrimali, Education Inspector, Palanpur
7. Mr M I Mavat, Asst. teacher, Sedrasan Primary School, Palanpur

LIST OF CORE GROUPS' MEMBERS

Group 1: Civil works

1. Mr P D Patel, Executive Engineer, PWD, Palanpur
2. Mr K G Oza, Executive Engineer, PWD, Palanpur
3. Mr M K Choudhary, Deputy Executive Engineer, PWD, Palanpur
4. Mr R J Patel, Executive Engineer, PWD, Palanpur
5. Mr K L Choudhary, Deputy Executive Engineer, PWD, Palanpur
6. Mr G M Patel, Executive Engineer, Irrigation Deptt., Palanpur
7. Mr K G Soni, Consult Supervisor Office, Palanpur
8. Mr V K Lakhatariya, Consult Supervisor Office, Palanpur

Group 2: Education of girls

1. Mr B R Mehta, Education Inspector, Palanpur (Convenor)
2. Ms Madhuben P Joshi, Asst. teacher, Rooppura
3. Ms Nuriben D Polra, Asst. teacher, Kanodar-2
4. Ms Haliben M Mukhi, Asst. teacher, Jagana
5. Ms Pushpaben Patel, Asst. teacher, Gathamam

Group 3: Education for socio-economically deprived groups

1. Mr D K Shrimali, Education Inspector, Palanpur (Convenor)
2. Mr Kirtibhai Pandya, Asst. teacher, Panthavada, Dhanera
3. Mr M S Prajapati, Asst. teacher, Danta-1, Danta
4. Mr Dalsukhbhai Oza, Head teacher, Varahi-1, Santalpur
5. Ms Fatamaben N Mukhi, Asst. teacher, Kanodar-1, Palanpur

Group 4: Women teachers and teacher residences

1. Mr M I Mavat, Asst. teacher, Sedrasan, Palanpur (Convenor)
2. Mr I I Belim, Asst. teacher, Vadgam-1
3. Mr R B Polra, Asst. teacher, Kanodar-2
4. Mr R M Kugasiya, Asst. teacher, Kanodar-1
5. Mr I M Vaghela, Asst. teacher, Punmaji Pani

Group 5: Strengthening resource centres (RCs)

1. Mr M K Raval, Senior lecturer, DIET, Palanpur (Convenor)
2. Mr M P Raval, Junior lecturer, DIET, Palanpur
3. Mr K T Poraniya, Junior lecturer, DIET, Palanpur
4. Mr Bhogilal Patel, Junior lecturer, DIET, Palanpur
5. Ms Padmaben Matad, Junior lecturer, DIET, Palanpur

Group 6: Improving enrollment and retention

1. Mr P G Patel, Education Inspector, Palanpur (Convenor)
2. Ms K T Joshi, Asst. teacher, Moriya
3. Mr N P Nayak, Asst. teacher, Jagana
4. Ms Noorjahan R Polra, Asst. teacher, Chadotar
5. Mr Abdulbhai Dodiya, Asst. teacher, Kotda

Group 7: Tackling issues of migration and child labour

1. Mr L G Choudhary, Education Inspector, Kankrej (Convenor)
2. Ms R N Thakar, Asst. teacher, Jalotra
3. Mr H R Polra, Asst. teacher, Bhagal
4. Mr B N Barot, Asst. teacher, Ubari
5. Mr R B Joshi, Asst. teacher, Fatehgadh

Group 8: Joyful learning for young children

1. Mr N S Bhagat, Asst. teacher, Ranpuriya, Palanpur (Convenor)
2. Mr Ishwarbhai Patel, Asst. teacher, Malan, Palanpur
3. Mr I M Mir, Asst. teacher, Jethi, Palanpur
4. Mr Hemabhai Parmar, Asst. teacher, Juni sarotri, Palanpur
5. Mr Jagdishchandra Dave, Asst. teacher, Suigam, Vav

Group 9: Taluka Resource Centres(TRCs) and training for inspectors

1. Mr H J Parmar, Education Inspector, Palanpur (Convenor)
2. Mr V A Patel, Education Inspector, Dhanera
3. Ms P N Thakar, Asst. teacher, Teniwada, Vadgam
4. Mr N G Dharani, Asst. teacher, Chandisar, Palanpur
5. Mr Samaratdan Gadhvi, Asst. teacher, Dhandha, Palanpur

Group 10: Mid-day meals programme

1. Mr M D Dhasura, Asst. teacher, Bhutedi, Palanpur (Convenor)
2. Mr S A Patel, Asst. teacher, Badarpura
3. Mr M G Goswami, Asst. teacher, Bhutedi
4. Mr Nanjibhai Prajapati, Asst. teacher, Laxmipura-2
5. Mr K H Majatar, Asst. teacher, Gokulpura

Group 11: Health and curriculum

1. Mr J K Joshi, Head teacher, Jodnapura
2. Mr Haribhai Shrimali, Head teacher, Khodla
3. Ms Sayraben N Mulla, Asst. teacher, Jodnapura
4. Mr S G Joshi, Asst. teacher, Gadh-2
5. Mr Ramajibhai Kaloya, Vedcha

Persons who sent in written notes on educational issues

1. Mr N G Trivedi, Retired Education Inspector and National Awardee primary teacher, Tharad
2. Mr K A Purohit, Retired Taluka Edn. Inspector and National Awardee primary teacher, Tharad
3. Mr T K Barot, Asst. teacher, Charadiya vas, Vav
4. Mr S J Raval, Ex-principal and National Awardee primary teacher
5. Mr J C Desai, Education Inspector, Deesa
6. Mr P R Pari, Education Inspector, Deesa
7. Mr N M Mesra, Education Inspector, Deesa
8. Mr H J Parmar, Education Inspector, Deesa

9. Principal, Varahi Pay-center school and I.C. Taluka Education Inspector, Santalpur
10. Mr R R Jani, Asst. teacher, Tharad-4, Tharad
11. Mr J L Thakkar, Taluka Education Inspector, Deodar
12. Mr I A Katariya, Princiapal and State Awardee teacher, Dhanakvada primary school, Deodar
13. Mr J K Patel, Education Inspector, Danta
14. Mr K M Darji, Asst. teacher, Pethapur, Danta
15. Mr B B Patel, Asst. teacher, Malana, Danta
16. Mr V K Prajapati, Asst. teacher, Machhla, Danta
17. TDO, Kankrej
18. Mr G K Solanki, TDO, Dhanera
19. TDO, Radhanpur
20. Asst. teacher, Thavar primary school, Dhanera
21. Mr B N Choudhary, Asst. teacher, Valer, Dhanera
22. Education Inspector(Bit-1), Dhanera
23. Taluka Education Inspector, Dhanera
24. Mr P G Patel, Taluka Education Inspector, Palanpur
25. Mr H J Parmar, Education Inspector(Bit), Palanpur
26. Mr B R Mehta, Education Inspector(Bit), Palanpur
27. Mr D K Shrimali, Education Inspector(Bit), Palanpur
28. Mr A Ghasura, Retired National Awardee primary teacher, Deesa
29. Mr Maheshbhai Bhansali, Bhansali trust, Radhanpur and Santalpur

Members of Banaskantha District Education Committee

1. Mr Bhanajibhai P Patel, Nandla, Deesa (Chairman)
2. Ms Kamiben M Kag, Bevta, Tharad
3. Ms Dakshaben P Solanki, Nanosana, Vadgam
4. Mr Andabhai R Patel, Thara, Kankrej
5. Ms Rasilaben B Oza, Tharad
6. Ms Bhuriben B Rabari, Limbadka, Radhanpur
7. Mr Farsubhai M Goklani, Varahi, Santalpur
8. Mr Somaji D Khokhariya, Ambaji, Danta
9. Mr Damraji K Rajgor, Palanpur

Appendix 4

School cluster resource centres

Taluka	Resource centres		Number of Pay-centres	Names and designations of Resource persons
	Number	Names		
Palanpur	9	Amirgadh	3	Maheshbhai P Raval, Asst. teacher, Sagrosana
		Iqbalgadh	3	Nagajibhai S. Bhagat, Asst. teacher, Ranpuriya(Jethi)
		Malan	2	Hasanbhai R Polra, Asst. teacher, Bhagal(Jagana)
		Gola	3	Samarathdan A Gadhvi, Asst. teacher, Dhandha
		Jagana	3	Kamalaben T Joshi, Asst. teacher, Moriya
		Kumbhasan	3	Haribhai T Shrimali, Asst. teacher, Khodla
		Chandisar	3	Jagdishbhai Joshi, Asst. teacher, Jodanapura
		Laxmipura	4	Madhuben T Joshi, Asst. teacher, Ruppura(Parapada)
		Kanodar	2	Mahammadbhai A Mavat, Asst. teacher, Sedrasan
	Vadgam	7	Vadgam	4
		Chhapi	4	Pratimaben M Thakar, Asst. teacher, Teniwada
		Jalotra	2	Paragbhai L Parmar, Asst. teacher, Parkhadi
		Panchda	2	Ganshyambhai M Raval, Asst. teacher, Chhapi
		Meta	2	Roognathbhai D Joshi, teacher, Fatehgadh
		Pilucha	2	Anilkumar K Upadhyaya, Asst. teacher, Nagana
		Kodram	2	Manilal Bhagvandas Mevada
Deesa	10	C.Doshi Primary School, Deesa	3	Laljibhai M Prajapati, teacher, Tekra
		Taluka S. Deesa	4	Chandulal M Mehta, Asst. teacher, Leo
		Juna Deesa-1	3	Keshavlal U Unavadia, Asst. teacher, Juna Deesa - 3
		Samau Mota	2	Mafatlal M Mehta, teacher, Vasna(Juna)
		Lakhni	3	Girishkumar D Patel, Asst. teacher, Krushnanagar (Lakhni)
		Rampura	3	Ishwarlal M Vaghela, Asst. teacher, Punmajidhani
		Ramsan	2	Mukeshkumar T Vyas, Asst. teacher, Zaverinagar
		Jherda	3	Amrutlal B Patel, Asst. teacher, Kansari
		Kuchavada	2	Dharmabhai Bhatiya, teacher, Ratanpura(Bhildi)
		Navi bhildi	4	Dineshbhai B Shrimali, Juni Bhildi
Kankrej	7	Shihori	3	Purushottambhai M Solanki, Asst. teacher, Shihori
		Khimana	2	Manubhai H Raval, Head teacher, Motipura
		Kamboi	3	Babulal M Barot, Asst. teacher, Umbari
		Thara-1	2	Babuji Bhavanji Thakor, Asst. teacher, Indramana
		Thara-2	3	Vaghabhai R Patel, Asst. teacher, Adhgam
		Unn	3	Narbheram B Kapdi, teacher, Tatiyana
		Terwada	2	Ishwarlal M Chavda, Asst. teacher, Ranakpur

Danta	7	Danta-1	3	Gajendrasinh K Vaghela, teacher, Kheroj
		Motasada	2	Kanubhai N Darji, Asst. teacher, Pethapur
		Navovas	2	Manubhai M Prajapati, Asst. teacher, Motabamodara
		Mandali	2	Baldevbhai B Patel, Asst. teacher, Rangpur
		Hadad	2	Revabhai B Prajapati, Asst. teacher, Bawanoj
		Mankadi	2	Pujabhai J Bhambhi, teacher, Vekri
		Ambaji	1	Maganbhai S Prajapati, Asst. teacher, Danta-1
Radhanpur	5	JP Kumarshala, Radhanpur	3	Anthabhai J Jadav, Asst. teacher, Radhanpur-1
		Arjansar	2	Chimabhai K Panchal, Asst. teacher, Subapura
		Mahendavad	2	Lakhabhai D Parmar, Head teacher, Bhilot
		Moti pimpli	2	Ishwarbhai A Patel, Head teacher, Javantri
		Gotarka	2	Mulshankar M Joshi, Asst. teacher, Gotarka
Santalpur	3	Santalpur-1	3	Mohanlal S Thakkar, Asst. teacher, Lakhapura
		Varahi-1	3	Dalsukhram R Oza, Head teacher, Varahi-1
		Zekda	3	Sombhai D Solanki, Asst. teacher, Zekda
Tharad	8	Tharad-1	3	Pathusinh R Parmar, Head teacher, Tharad-3
		Malupur	2	Rasiklal K Trivedi, Asst. teacher, Malupur
		Bhachar	2	Ranchhodbhai B Manvar, Head teacher, Bhorol
		Rampura	3	Shankarlal N Sadhu, Asst. teacher, Dedarda
		Piluda	2	Hirabhai C Kher, Asst. teacher, Kharakhoda
		Dudhva	2	Madanlal R Vaishnav, Asst. teacher, Kumbhara
		Undrana	2	Jagdishbhai K Dave, Asst. teacher, Tharad-3
		Rah	4	Narottambhai S Nayi, Head teacher, Arantva
Vav	9	Vav-1	3	Taghajibhai K Barot, Head teacher, Chardiya vas
		Madka	3	Hasmukhlal B Trivedi, Head teacher, Bhatasana
		Tadav	3	Hemrajbhai E Manvar, Head teacher, Bardvi
		Sanval	2	Praffulchandra C Dave, Head teacher, Bhakhari
		Bhatvar	2	Kirtilal H Dave, Head teacher, Vav-2
		Suigam	2	Jagdishchandra V Dave, Asst. teacher, Suigam
		Benap	2	Pathubhai R Mali, Asst. teacher, Hirpura(Jaloya)
		Morvada	2	Bavabhai S Thans, Asst. teacher, Bhardva
		Dhima	2	Ashokkumar K Dave, Asst. teacher, Dhima
Dhanera	6	Dhanera-1	2	Babulal B Joshi, Head teacher, Dhanera-1
		Jadiya	3	Rambhai A Patel, Asst. teacher, Gangudara
		Thavar	2	Jagdishchandra L Dave, Asst. teacher, Sodal
		Khimat	3	Ratilal S Vyas, Asst. teacher, Khimat
		Panthavada	3	Kirtilal J Pandya, Asst. teacher, Panthavada
		Dantiwada	4	Bhikhalal S Mehta, Asst. teacher, Sipu Vasahat
Deodhar	6	Bhabhar(Nava)	4	Kantilal T Poraniya, Head teacher, Madhupura
		Bhabhar(Juna)	3	Rameshwar M Joshi, Asst. teacher, Nava
		Deodhar-1	2	Jayrambhai B Joshi, Asst. teacher, Surana
		Phorna	3	Jyantilal M Vediya, Head teacher, Sanadar-1
		Paldi	3	Kalidas K Khandelwal, Head teacher, Deodar-8
		Kuvala	3	Vishnubhai D Trivedi, Asst. teacher, Deodar-1

ANNUAL WORK PLAN AND BUDGET: BANASKANTHA DISTRICT

1996 - 1997

OBJECTIVES (1996-1997)

The main goals of the first year are the following:

1. Build an appropriate environment for creating awareness about enrollment and retention through cultural programmes
2. Establishment of 1000 village education committees, and initiate training programmes for about 10000 members of VECs
3. Prepare for education of out-of-school children through a study to be completed in the first year
4. Establish 11 taluka resource centres, staff them with 33 staff members and 22 support staff and build up research and training agenda of the taluka resource centres
5. Conduct one motivational meet of teachers in each TRC
6. Capacity building of 77 identified cluster resource centres through:

preparing plans for the CRCs
TRC staff training

7. Undertake training programmes for 200 officials to familiarize them with DPEP goals, strategies and systems
8. Undertake training programmes for cluster resource centre coordinators (one per CRC) in:

management training for head teachers
training of out-of-school children motivators
multi-grade teaching
formation of VECs and mahila mandals
curriculum development

9. Undertake one training programme for 1166 teachers and 77 cluster resource centre in-charges in teaching maths, language and environment

10. Establishment of programme management:

district management committee
setting up five working groups
purchase of five vehicles
appointment of staff
initiate first issue of newsletter

PRIORITISATION

1. In the first year, no civil works are planned, since adequate time is needed for preparation of designs, models and manuals.
2. Therefore, the ten items listed above have been prioritised.
3. The major focus in the first year is on training, and hence the DIET will have to be prepared adequately to begin to play its role in DPEP.

COMPONENTS

1. Building an environment for enrollment and retention through cultural programmes:

A working group of already identified teachers will coordinate this activity. A sub-component is the use of *dayara* (folk forms) and plays already developed and used with effect by some teachers. The local groups of performers built up by these teachers in their own areas will be provided travel and hospitality assistance for replicating their initiatives at the cluster or village level in Banaskantha. The culturally-appropriate communication forms so used will have both children and adults as the

intended audience. Some of the local teachers and artistes may also join these groups in order to enable suitable follow up.

The initial list of teachers identified for this purpose is as follows:

Shri Tagjibhai Barot (Charadia, Vav)
Ms. Leelaben Barot (Sudha, Palanpur)
Shri Mashrubhai Chauhan (Kalyanpur, Deesa)
Ms. Kamla T. Joshi (Moria, Palanpur)
Shri Vishwajit Gosai (Makhi vas, Dhanera)
Shri Chetan Chaurasia (Pasladal, Vadgam)
Shri Ishwarbhai Mir (Patosan, Palanpur).

This programme is envisaged for the four most difficult talukas during the first year. Depending on the results, it may be extended to other areas in the following years.

2. Establishment of 1000 village education committees, and initiate training programmes for about 10000 members of VECs:

A working group, to be constituted, will coordinate this activity. The taluka-level machinery is expected to play a major role in the constitution of the VECs in accordance with DPEP guidelines and the guidelines to be provided by the state government. This is the most crucial step in the first year.

3. Prepare for education of out-of-school children through a study to be completed in the first year: This preparatory phase is necessary since the NFE programmes in the district have not been successful and the DIET does not have the capability to deal with issues of alternative schooling. The study should be initiated by the DPEP management structure, and should involve the DIET, proposed working group for alternative schooling, and outside resource institutions.

4. Establish 11 taluka resource centres, staff them with 33 staff members and 22 support staff and build up research and

training agenda of the taluka resource centres. The five-year describes in detail the staffing of the resource centres. The first year will be spent in identifying the right schools for locating the TRCs and the right staff members.

5. Conduct one motivational meet of teachers in each TRC: This will be conducted towards the end of the first year, and will be an annual feature. It is a means of mass contact and training of teachers.

6. Capacity building of 77 identified cluster resource centres through:

preparing plans for the CRCs
TRC staff training

The training will be undertaken by the DIET

7. Undertake training programmes for 200 officials to familiarize them with DPEP goals, strategies and systems: This will be coordinated by the district authorities, with the cooperation of the DIET.

8. Undertake training programmes for cluster resource centre in-charge teachers (one per CRC) in:

management training for head teachers
training of out-of-school children motivators
multi-grade teaching
formation of VECs and mahila mandals
TRC staff training

This entire programme is being designed by the DIET, using its existing resources. This training in the first year is limited to the cluster resource centre teachers. The agenda and material for training will be developed during this phase, before

scaling up in the second year.

9. Undertake one training programme for 1166 teachers and 77 cluster resource centre in-charges in teaching maths, language and environment: This will also be coordinated by the DIET.

10. Establishment of programme management: The constitution of a functional district management committee and filling the staffing positions proposed under DPEP, will be priorities in the first year. In addition, purchase of five vehicles, finalising the setting up and terms of reference for the five working groups (civil works, alternative schooling, schooling of girls, creation of demand through cultural programmes, and coordination of VEC formation and monitoring will be priority items. Towards the end of the first year, a newsletter for village education committees and teachers will be initiated.

11. Learning material: Provisions have been made as per DPEP guidelines.

12. School-village fund: Provisions have been made as per DPEP guidelines.

13. Working group for girls' schooling (women teachers and others): This has been specifically provided for, since this is an important area and seminars involving outside agencies like NGOs will be necessary.

14. Repetition study: This is necessary in order to focus on one of the main factors contributing to low achievement in Banas-kantha, high repetition rates.

15. Fellowships to outstanding teachers: This, as explained in the main proposal, involves inviting teachers from within or outside the district to spend time at the TRC level so that local

teachers may learn from them.

16. Non-attendance study: This is another specific study, since even where enrollment is there, attendance is poor. Two studies are proposed. These will adopt participatory methods like focussed group discussions to understand the phenomenon of 'non-attendance' - privileging the perspectives of children and community, especially in the problem areas. These studies will explore ways and means of encouraging attendance in school by transforming schooling into an activity-oriented development process.

No.	Activity	Unit cost	Physical target	Total
1.	DEMAND PROGRAMMES			
	Resource persons	4600		
	Travel	2200		
	Local hospitality	1200		
	Equipment rent	1000		
	Total	9000	100	900000
2.	COMMUNICATION/NEWSLETTER	150	1900	285000
3.	VEC FORMATION			
	Total	400	1000	400000
	VEC TRAINING per member	75	10000	750000
4.	OUT-OF-SCHOOL STUDY			
	Resource persons	12000		
	Data collection	12000		
	Report preparation	6000		
	Total	30000	1	30000
5.	TRC			
	Coordinators	66000	11	726000
	Resource persons	42000	33	1386000
	Support staff	36000	22	792000
	Research material	60000	11	660000
	Contingency	36000	11	396000
6.	Motivational meet Teachers 500 @ Rs.100	50000	11	550000
7.	CRC	3600	77	277200
8.	TRAINING OFFICIALS			
	Total	1000	200	200000
9.	DIET TRAINING FOR CRC			
	Management - heads (3 days)			
	Total	320	77	24640
	Out-of-school motivators (4days)			
	Total	370	77	28490
	Multi-grade teaching (6 days)			
	Total	600	77	46200
	TRC staff training			
	Total	800	44	35200
10.	Maths, language, environment			
	Total	720	1243	894960

11.	PROGRAM MANAGEMENT			
	Vehicles	400000	5	2000000
	Working group (honoraria)	6000	5	30000
	Dy. Director	100000	1	100000
	Acct. officer	65000	1	65000
	Academic supervisor	66000	4	264000
	Research assistants	60000	1	60000
	Data entry operators	45000	2	90000
	Senior clerks	40000	4	160000
	Junior engineer	66000	2	132000
	Steno Gr.3	40000	1	40000
	Support staff	36000	4	144000
	Drivers	36000	5	180000
	Fuel charge	50000	5	250000
	Travel/conveyance	100000		100000
	Office running	60000		60000
	Contingency	48000		48000
	Meeting/miscellaneous	24000		24000
12.	MONITORING/EVALUATION	30000		30000
13.	LEARNING MATERIAL	500	7000	3500000
14.	SCHOOL-VILLAGE FUND	2000	1862	3724000
15.	WORKING GROUP WOMEN TEACHERS			
	Meeting	27500	2	55000
	Travel/honoraria	20000		20000
	Material development	60000		60000
16.	REPETITION STUDY	30000	1	30000
17.	FELLOWSHIPS TO TEACHERS	5000	55	275000
18.	NON-ATTENDANCE STUDY	30000	1	30000
	TOTAL			19852690

EXPENDITURE ACCOUNTS BY PROJECT COMPONENTS:

Expenditure account	State Inst. Cap.	District Inst. Capacity	Improve retention	Increase Access	Improve Learning Ach.	Total

Investment Costs:						
CW		64.800	135.000	810.000		1009.800
FU		4.250		10.000		14.250
TA			15.000	369.000		384.000
EM		185.300	186.500			371.800
CO		33.660	190.900			224.560
AW			4.400			4.400
RS		14.000	3.500	1.600		19.100
HO		2.700		661.500		664.200
TC		218.643		18.000		236.643
MA		7.200	22.000	216.000		245.200
WS		28.700		2.750		31.450
LF			13.750			13.750
ET		11.000	4.000			15.000
BL		10.800				10.800
EQ		9.450				9.450
VH		20.000				20.000
OE		2.500				2.500
SA		77.220				77.220
		690.223	575.050	2088.850		3354.123
Total Investment costs						3354.123
Recurrent Costs						
SA		285.530		300.327		585.857
CO		2.400				2.400
OE		20.400				20.400
EM		33.000				33.000
		341.330		300.327		641.657
Total Recurrent costs						641.657
Total Project costs						3995.780

MAJOR COMPONENT-WISE CLASSIFICATION: 1996-2001

Component cost	Description	Physical Units	Total Rs. lakhs

PFE: Primary Formal Education			
PFEC4/ CW	New schools	100	210.0000
PFEA1/ SA	Teachers for new schools	200	300.3270
PFEF2/ FU	Furniture for new schools	100	10.0000
PFEC6/ CW	Toilets	200	60.0000
PFEC6/ CW	Urinals	1200	60.0000
PFEC5/ CW	Water supply	1200	480.0000
PFEI3/ TA	Incentives for girls enrolment	400000	300.0000
PFEC1/ CW	School repair fund	900	135.0000
PFED3/ EM	Learning material	37300	186.5000
PFEN1/ CO	School-village fund	9545	190.9000
PFES3/ AW	School awards	88	4.4000
ALS: Alternate schooling			
ALSR1/ RS	Study	2	0.8000
ALSH1/ HO	Motivators	6600	660.0000
ALST1/ TC	Training for motivators	7200	18.0000
ALSI2/ TA	Material	66000	66.0000
MED: Media and Environment Building			
MEDQ2/ MA	Creating demand: Cultural programmes	2400	216.0000
MEDW1/ WS	Meeting of women working grp	46	2.7500
MEDH1/ HO	Honoraria for women working grp	5	1.5000
MEDP1/ TA	Material women working grp	5	3.0000
MEDP2/ TA	Communication & news letter	10000	15.0000
MEDQ5/MA	VEC formation	1800	7.2000

BRC: Block Resource Centre		
BRCQ1/ MA	Cultural activities fund	44 22.0000
BRCK1/ LF	Fellowships to outstanding teachers	275 13.7500
BRCT7/ TC	Training VEC members	64000 48.0000
BRCC1/ CW	TRC Buildings	10 58.0000
BRCC1/ CW	TRC Buildings	1 6.8000
BRCA3 /SA	TRC Coordinator	55 46.2000
BRCA5/ SA	TRC Resource persons	165 77.2200
BRCA1/ SA	TRC Support staff	110 44.8800
BRCD1/ EM	TRC Research material	55 33.0000
BRCE1/ ET	TRC establishment	11 11.0000
BRCL1/ BL	TRC Library	22 8.8000
BRCD2/ EM	TRC Lab & educational aids	22 22.0000
BRCN1/ CO	TRC contingency	55 19.8000
BRCW1/ WS	TRC Motivational meets	55 27.5000
BRCT2/ TC	TRC Teacher Training	580 92.8000
CRC: Cluster Resource Centre		
CRCA1/ SA	CRC coordinators	268 110.8800
CRCN1/ CO	CRC contingency	385 13.8600
CRCD1/ EM	CRC Educational aids	154 115.5000
DIT: District Institute of Education and Training		
DITR2/ RS	Non-attendance study	2 0.8000
DITR2/ RS	Repetition study	2 0.8000
DITD2/ EM	DIET Teacher training material	580 23.2000
DITTF/ TC	DIET Officials' training	1000 10.0000
DITD4/ EM	Educational audio material	820 24.6000
DITT3/ TC	Planning & Mgt training for teachers	877 2.8060
DITT6/ TC	Teacher training for OSC motivators	77 0.2850
DITT2/ TC	Multi-grade teaching	2077 12.4620

DITT2/ TC	Maths, language, science training	5907	42.5300
DITT1/ TC	Training of trainers (TRC staff)	220	1.7600
DITT2/ TC	Educational technology	2000	8.0000
DITB1/ EQ	DIET computer	1	2.0000
DITB3/ EQ	DIET Fax	1	0.3000
DITB7/ EQ	DIET AV aids	1	1.7000
DITF1/ FU	DIET furniture	1	3.7500
DITB8/ EQ	DIET exhibition equipment	1	1.2500
DITL1/ BL	DIET Books	1	2.0000
DITR2/ RS	DIET research	5	14.0000
DITV1/ VH	DIET vehicle	1	4.0000
DIT03/ OE	Fuel charge & maintenance	1	2.5000
MIS: Management Information System			
MISR2/ RS	Monitoring & evaluation studies	5	2.7000
MISB1/ EQ	District computer	1	2.5000
MISB4/ EQ	A.C. machine and set-up	1	1.0000
MISB3/ EQ	District fax	1	0.3000
MISB8/ EQ	Typewriters and office equipment	1	0.4000
MISF1/ FU	Furniture	1	0.5000
MGT: Management			
MGTV1/ VH	District vehicles	4	16.0000
MGTH1/ HO	Honoraria to working groups	25	2.7000
MGTA1/ SA	Dy. Director	1	7.0000
MGTA2/ SA	Acct. Officer	1	4.8500
MGTA3/ SA	Academic supervisor	4	19.6400
MGTA3/ SA	Research assistant	1	4.4700
MGTA3/ SA	Data entry operator	2	6.6400
MGTA3/ SA	Senior clerks	4	11.9600

MGTA2/ SA	Junior engineer	2	9.8200
MGTA3/ SA	Steno Gr. III	1	2.9900
MGTA4/ SA	Support staff	4	7.2000
MGTA3/ SA	Drivers	5	9.0000
MGT03/ OE	Fuel charges & Maintenance	4	10.0000
MGT0B/ OE	Travel and conveyance	5	5.0000
MGT09/ OE	Office running expenses	5	5.4000
MGTN1/ CO	Office contingency	5	2.4000
MGTW2/ WS	Meetings and workshops	5	1.2000
INV: Innovation			
INVE1/ ET	Innovation fund	5	4.0000
		Total	3995.7800

MAJOR COMPONENT-WISE CLASSIFICATION: 1996-2001 PHASING

State: Gujarat District: Banaskantha Year: 1996-2001

Component	Unit cost For yr.	Rs.	Yearly target										Total cost (lakhs)	
			I Physical Financ		II Physical Financ		III Physical Financ		IV Physical Financ		V Physical Financ		Recurr- ing	Non-re- curring
PFEC4/ CW		210000		20	42.000	25	52.500	25	52.500	30	63.000		210.000	
PFEA1/ SA	Yr2	43200		40	17.280	90	46.656	140	87.091	200	149.3	300.327		
	Yr3	51840												
	Yr4	62208												
	Yr5	74650												
PFEF2/ FU		10000		20	2.000	25	2.500	25	2.500	30	3.000		10.000	
PFEC6/ CW		30000		50	15.000	50	15.000	50	15.000	50	15.000		60.000	
PFEC6/ CW		5000		300	15.000	300	15.000	300	15.000	300	15.000		60.000	
PFEC5/ CW		40000		300	120.000	300	120.000	300	120.000	300	120.000		480.000	
PFEI3/ TA		75		100000	75.000	100000	75.000	100000	75.000	100000	75.000		300.000	
PFEC1/ CW		15000		400	60.000	500	75.000						135.000	
PFED3/ EM		500	7000	35.000	7200	36.000	7400	37.000	7700	38.500	8000	40.000	186.500	
PFEN1/ CO		2000	1862	37.240	1882	37.640	1907	38.140	1932	38.640	1962	39.240	190.900	
PFES3/ AW		5000		22	1.100	22	1.100	22	1.100	22	1.100		4.400	
ALSR1/ RS	Yr1	30000	1	0.300				1	0.500				0.800	
	Yr4	50000												
ALSH1/ HO		10000		1800	180.000	1800	180.000	1500	150.000	1500	150.000		660.000	
ALST1/ TC		250		1800	4.500	1800	4.500	1800	4.500	1800	4.500		18.000	
ALSI2/ TA		100		18000	18.000	18000	18.000	15000	15.000	15000	15.000		66.000	
MEDQ2/ MA		9000	100	9.000	650	58.500	650	58.500	600	54.000	400	36.000	216.000	
MEDW1/ WS	Yr1	27500	2	0.550	11	0.550	11	0.550	11	0.550	11	0.550	2.750	
	Yr2-5	5000												
MEDH1/ HO	Yr1	20000	1	0.200	1	0.250	1	0.300	1	0.350	1	0.400	1.500	
	Yr2	25000												
	Yr3	30000												
	Yr4	35000												
	Yr5	40000												

MEDP1/ TA	60000	1	0.600	1	0.600	1	0.600	1	0.600	1	0.600	3.000	
MEDP2/ TA	150	1900	2.850	1950	2.925	2000	3.000	2050	3.075	2100	3.150	15.000	
MEDQ5/MA	400	1000	4.000	800	3.200							7.200	
BRCQ1/ MA	50000			11	5.500	11	5.500	11	5.500	11	5.500	22.000	
BRCK1/ LF	5000	55	2.750	55	2.750	55	2.750	55	2.750	55	2.750	13.750	
BRCT7/ TC	75	10000	7.500	12000	9.000	12000	9.000	15000	11.250	15000	11.250	48.000	
BRCC1/ CW	580000			10	58.000							58.000	
BRCC1/ CW	680000			1	6.800							6.800	
BRCA3 /SA	Yr1	66000	11	7.260	11	8.250	11	9.240	11	10.230	11	11.220	46.200
	Yr2	75000											
	Yr3	84000											
	Yr4	93000											
	Yr5	102000											
BRCA5/ SA	Yr1,2	42000	33	13.860	33	13.860	33	15.840	33	15.840	33	17.820	77.220
	Yr3,4	48000											
	Yr5	54000											
BRCA1/ SA	Yr1,2	36000	22	7.920	22	7.920	22	9.240	22	9.240	22	10.560	44.880
	Yr3,4	42000											
	Yr5	48000											
BRCD1/ EM		60000	11	6.600	11	6.600	11	6.600	11	6.600	11	6.600	33.000
BRCE1/ ET	Yr2	100000			11	11.000							11.000
BRCL1/ BL	Yr2	50000			11	5.500			11	3.300			8.800
	Yr4	30000											
BRCD2/ EM	Yr2,4	100000			11	11.000			11	11.000			22.000
BRCN1/ CO		36000	11	3.960	11	3.960	11	3.960	11	3.960	11	3.960	19.800
BRCW1/ WS		50000	11	5.500	11	5.500	11	5.500	11	5.500	11	5.500	27.500
BRCT2/ TC		16000			130	20.800	140	22.400	150	24.000	160	25.600	92.800
CRCA1/ SA		36000			77	27.720	77	27.720	77	27.720	77	27.720	110.880
CRCN1/ CO		3600	77	2.772	77	2.772	77	2.772	77	2.772	77	2.772	13.860
CRCD1/ EM	Yr2	100000			77	77.000			77	38.500			115.500
	Yr4	50000											
DITR2/ RS	Yr1	30000	1	0.300					1	0.500			0.800
	Yr4	50000											
DITR2/ RS	Yr1	30000	1	0.300	1	0.500							0.800
	Yr2	50000											
DITD2/ EM		4000			130	5.200	140	5.600	150	6.000	160	6.400	23.200
DITTF/ TC		1000	200	2.000	200	2.000	200	2.000	200	2.000	200	2.000	10.000

DITD4/ EM	3000			205	6.150	205	6.150	205	6.150	205	6.150	24.600
DITF3/ TC	320	77	0.246	200	0.640	200	0.640	200	0.640	200	0.640	2.806
DITF6/ TC	370	77	0.285									0.285
DITF2/ TC	600	77	0.462	500	3.000	500	3.000	500	3.000	500	3.000	12.462
DITF2/ TC	720	1243	8.950	1166	8.395	1166	8.395	1166	8.395	1166	8.395	42.530
DITF1/ TC	800	44	0.352	44	0.352	44	0.352	44	0.352	44	0.352	1.760
DITF2/ TC	400			500	2.000	500	2.000	500	2.000	500	2.000	8.000
DITB1/ EQ	200000			1	2.000							2.000
DITB3/ EQ	30000			1	0.300							0.300
DITB7/ EQ	170000			1	1.700							1.700
DITF1/ FU	375000			1	3.750							3.750
DITB8/ EQ	125000			1	1.250							1.250
DITL1/ BL	200000			1	2.000							2.000
DITR2/ RS	350000			1	3.500	1	3.500	1	3.500	1	3.500	14.000
DITV1/ VH	400000	1	4.000									4.000
DIT03/ OE	50000	1	0.500	1	0.500	1	0.500	1	0.500	1	0.500	2.500
MISR2/ RS	Yr1 30000	1	0.300	1	0.600	1	0.600	1	0.600	1	0.600	2.700
	Yr2-5 60000											
MISB1/ EQ	250000			1	2.500							2.500
MISB4/ EQ	100000			1	1.000							1.000
MISB3/ EQ	30000			1	0.300							0.300
MISB8/ EQ	40000			1	0.400							0.400
MISF1/ FU	50000			1	0.500							0.500
MGTV1/ VH	400000	4	16.000									16.000
MGTH1/ HO	Yr1 6000	5	0.300	5	0.600	5	0.600	5	0.600	5	0.600	2.700
	Yr2-5 12000											
MCTA1/ SA	Yr1 100000	1	1.000	1	1.200	1	1.400	1	1.600	1	1.800	7.000
	Yr2 120000											
	Yr3 140000											
	Yr4 160000											
	Yr5 180000											

MGTA2/ SA	Yr1	65000	1	0.650	1	0.780	1	0.940	1	1.130	1	1.350	4.850
	Yr2	78000											
	Yr3	94000											
	Yr4	113000											
	Yr5	135000											
MGTA3/ SA	Yr1	66000	4	2.640	4	3.160	4	3.800	4	4.560	4	5.480	19.640
	Yr2	79000											
	Yr3	95000											
	Yr4	114000											
	Yr5	137000											
MGTA3/ SA	Yr1	60000	1	0.600	1	0.720	1	0.860	1	1.040	1	1.250	4.470
	Yr2	72000											
	Yr3	86000											
	Yr4	104000											
	Yr5	125000											
MGTA3/ SA	Yr1	45000	2	0.900	2	1.060	2	1.240	2	1.560	2	1.880	6.640
	Yr2	53000											
	Yr3	62000											
	Yr4	78000											
	Yr5	94000											
MGTA3/ SA	Yr1	40000	4	1.600	4	1.920	4	2.320	4	2.760	4	3.360	11.960
	Yr2	48000											
	Yr3	58000											
	Yr4	69000											
	Yr5	84000											
MGTA2/ SA	Yr1	66000	2	1.320	2	1.580	2	1.900	2	2.280	2	2.740	9.820
	Yr2	79000											
	Yr3	95000											
	Yr4	114000											
	Yr5	137000											
MGTA3/ SA	Yr1	40000	1	0.400	1	0.480	1	0.580	1	0.690	1	0.840	2.990
	Yr2	48000											
	Yr3	58000											
	Yr4	69000											
	Yr5	84000											
MGTA4/ SA		36000	4	1.440	4	1.440	4	1.440	4	1.440	4	1.440	7.200
MGTA3/ SA		36000	5	1.800	5	1.800	5	1.800	5	1.800	5	1.800	9.000
MGTO3/ OE		50000	4	2.000	4	2.000	4	2.000	4	2.000	4	2.000	10.000
MGTOB/ OE		100000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	5.000
MGTO9/ OE	Yr1	60000	1	0.600	1	1.200	1	1.200	1	1.200	1	1.200	5.400
	Yr2-5	120000											
MGIN1/ CO		48000	1	0.480	1	0.480	1	0.480	1	0.480	1	0.480	2.400
MGTW2/ WS		24000	1	0.240	1	0.240	1	0.240	1	0.240	1	0.240	1.200
INVE1/ ET		100000			1	1.000	1	1.000	1	1.000	1	1.000	4.000
TOTAL													641.657 3354.123

State: Gujarat District: Banaskantha Annual Plan 1996-97

Component	Unit cost Rs.	1996-97		Total cost (lakhs)	
		Physical	Financial	Recurring	Non-recurring
PFE: New Primary schools					
PFED3/ EM	500	7000	35.000		35.000
PFEN1/ CO	2000	1862	37.240		37.240
ALS: Alternative schooling					
ALSR1/ RS	30000	1	0.300		0.300
MED: Media and Environment Building					
MEDQ2/ MA	9000	100	9.000		9.000
MEDW1/ WS	27500	2	0.550		0.550
MEDH1/ HO	20000	1	0.200		0.200
MEDP1/ TA	60000	1	0.600		0.600
MEDP2/ TA	150	1900	2.850		2.850
MEDQ5/MA	400	1000	4.000		4.000
BRC: Block Resource Centres					
BRCK1/ LF	5000	55	2.750		2.750
BRCT7/ TC	75	10000	7.500		7.500
BRCA3 /SA	66000	11	7.260	7.260	
BRCA5/ SA	42000	33	13.860		13.860
BRCA1/ SA	36000	22	7.920	7.920	
BRC1/ EM	60000	11	6.600	6.600	
BRCN1/ CO	36000	11	3.960		3.960
BRCW1/ WS	50000	11	5.500		5.500
CRC: Cluster Resource Centres					
CRCN1/ CO	3600	77	2.772		2.772
DIT: District Institute of Education and Training					
DITR2/ RS	30000	1	0.300		0.300
DITR2/ RS	30000	1	0.300		0.300
DITTF/ TC	1000	200	2.000		2.000
DITT3/ TC	320	77	0.246		0.246
DITT6/ TC	370	77	0.285		0.285
DITT2/ TC	600	77	0.462		0.462
DITT2/ TC	720	1243	8.950		8.950
DITT1/ TC	800	44	0.352		0.352
DITV1/ VH	400000	1	4.000		4.000
DIT03/ OE	50000	1	0.500		0.500
MIS: Management Information System					
MISR2/ RS	30000	1	0.300		0.300

MGT: Management

MGTV1/ VH	40000	4	16.000		16.000
MGTH1/ HO	6000	5	0.300		0.300
MGTA1/ SA	100000	1	1.000	1.000	
MGTA2/ SA	65000	1	0.650	0.650	
MGTA3/ SA	66000	4	2.640	2.640	
MGTA3/ SA	60000	1	0.600	0.600	
MGTA3/ SA	45000	2	0.900	0.900	
MGTA3/ SA	40000	4	1.600	1.600	
MGTA2/ SA	66000	2	1.320	1.320	
MGTA3/ SA	40000	1	0.400	0.400	
MGTA4/ SA	36000	4	1.440	1.440	
MGTA3/ SA	36000	5	1.800	1.800	
MGT03/ OE	50000	4	2.000	2.000	
MGT0B/ OE	100000	1	1.000	1.000	
MGT09/ OE	60000	1	0.600	0.600	
MGTN1/ CO	48000	1	0.480	0.480	
MGTW2/ WS	24000	1	0.240		0.240
TOTAL			198.527	38.210	160.317

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