

DISTRICT PRIMARY EDUCATION PROGRAMME II

BANASKANTHA

GUJARAT

DRAFT PROPOSAL

1996-2003

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DISTRICT PRIMARY EDUCATION PROGRAMME II

BANASKANTHA DISTRICT (GUJARAT)

DRAFT PROPOSAL (1996-2003)

This proposal 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. Various core groups, constituted for the purpose, discussed different aspects of educational development like improving access, promoting retention and achievement, civil works, teacher training etc. Details about the workshops conducted as part of the planning process and the composition of the core groups are presented in Annexure 1.

(This draft is to be treated as tentative, pending the incorporation of the benchmark surveys on minimum levels of learning, and social assessment studies. These exercises are expected to be completed shortly.)

Keeping in mind the suggestions regarding the components of the plan (*DPEP Guidelines*, pg. 24), this draft plan document is divided into the following sections:

1. Introduction: profile and background of Banaskantha.
2. Present status of primary education.
3. Programme objectives and gaps to be bridged; approach to, and strategies for, primary education planning.
4. Programme components and phasing.
5. Financial estimates.
6. Management structures and monitoring procedures.

EXECUTIVE SUMMARY

1. *This draft DPEP II proposal for Banaskantha, Gujarat (1996-2003) 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 and its past educational performance. Gross literacy levels for males and females 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 approximately 56000 children will be added on an average to the school-going age population, every year, over the next decade.*

Conservative estimates of the school-going age group of five years (completed) to eleven years, as of 1995-1996, and current enrollments indicate that there may be about 70,000 out-of-school children in this age group who need to be considered for primary education.

The drop-out rates of 65 percent over classes one to five are very high. Non-attendance of girls is another major problem.

About 8.5 percent of the schools are single-teacher schools. The proportion of women in the teaching force (26 percent) is low.

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.

3. *The broad goals of the programme are highlighted in Section 2.0. The focus is on the following:*

- * primary education for all, so that out-of-school children in the age group of 6 to 11 may also be included in the programme;*
- * enrollment and attendance of girl children, who constitute a significant proportion of the children who never attend school; and reducing gender disparities to acceptable levels of 54.5 to 45.5 (adjusted for sex ratio);*
- * reducing the high drop out rate of about 65 percent, over classes one to five, to targeted levels;*
- * attaining the specified achievement targets.*

4. *The proposed strategy (Section 3.0) 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.

5. *The programme components are divided into four categories:*

Civil works; Measures for promoting enrollment, retention and learning achievement, and Capacity building initiatives, and Management and Information systems (Section 4.0).

Under civil works, 11 Taluka resource centres, 150 classrooms, 12 Student hostels, clustered teacher residences (100 twin units), toilet facilities in 700 schools and urinals in 80 schools, and drinking water storage facilities for 800 schools, have been proposed.

Under measures for promoting enrollment, retention, achievement, 15 items have been proposed: these include provision of learning material, funds for village education committees, cultural activities for promoting awareness, fellowships to outstanding teachers, studies on quality of education, schemes for out-of-school children, appointment of teachers, an innovation fund, award schemes and student hostels in problematic areas.

Under Capacity building initiatives, 11 taluka resource centres have been proposed, and measures for strengthening 77 cluster resource centres and for designing in-service training programmes for teachers and officials suggested.

Under Management and Information systems, infrastructure and personnel requirements have been presented. In addition, a maintenance and evaluation and monitoring studies have been proposed.

6. *The estimated financial outlay for the seven years is as follows (Section 5.0): (in rupees, budgets for management and administration have not been included, pending incorporation in state plan)*

Civil works	9,66,56,000
Measures for promoting enrollment, retention and learning achievement	22,54,80,800
Capacity building initiatives	6,21,70,100
Management and Information systems	1,46,83,600

	39,89,90,500

7. *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. 1,97,86,750.*

8. *For management of the programme, a district management committee, under the presidency of the District Development Officer, has been proposed. This committee will be supported by taluka resource groups and five district-level special working groups. Monitoring will be based on specified goals of the programme. (Section 6.0.)*

1.0 INTRODUCTION: PROFILE AND BACKGROUND

Banaskantha district is divided into eleven talukas (Palanpur, Vadgam, Deesa, Kankrej, Santalpur, Deodhar, Radhanpur, Tharad, Vav, Dhanera and Danta). 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 per cent of the land area, but it has only 5.2 per cent of the state's population. (The district and taluka maps are presented at the end of this plan.)

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 psylli-

um; 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 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 and 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 Balaram on the last Monday of Shra-
van;
- * 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.

Apart from these important festivals, there are other minor, taluka-level occasions, which are more frequent.

1.1 Population

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	1119370	1043208	2162578

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%
	119090	110893	229983	10.63%	77422	71984	149406	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	922858	860331	1783189

1.1.1 Sex ratio

The number of females for every 1000 males in Banaskantha, 932, is marginally poorer 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

1.1.2 Growth and projections

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 56000 children to the school-going age population in the district every year, over the next decade.¹

Estimates of the eligible school-going age population in the age group of five years (completed) to eleven years, as of 1995-1996, are presented in Table 1.4.

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 2.8 percent per annum, net of infant mortality and mortality in the age group 1 to 4.

Table 1.4: Estimates of population group (completed age 5 to 11) Banaskantha, 1995-1996

Taluka	Male	Female	Total
Palanpur	34554	32795	67349
Vadgam	14884	13285	28169
Deesa	34333	31726	66059
Danta	12570	12039	24609
Kankrej	18911	17503	36414
Santalpur	8001	7234	15235
Radhanpur	8861	7884	16745
Deodhar	19164	17851	37015
Tharad	19691	18576	38267
Dhanera	19769	18476	38245
Vav	14709	13846	28555
Total	205446	191216	396662

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

Given the current enrollment levels, and making allowances for older children in schools, it may be roughly, and conservatively, estimated that the number of out-of-school children in this age group may be around 70,000.

1.2 Literacy levels

Female gross literacy levels are very low (about 18 per cent) and compare unfavourably with the state average of 40.62 per cent. Male literacy levels of 43.94 per cent are much lower than the state average of 61.03 per cent. 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 1.5a to 1.5d.

Table 1.5: 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	491880	188447	680327	43.94%	18.06%	31.46%

Table 1.5b: 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	51456	20222	71678	43.21%	18.24%	31.17%

Table 1.5c: 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	35000	15928	50928	45.21%	22.13%	34.09%

Table 1.5d: 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	405424	152297	557721	43.93%	17.70%	31.28%

Source for Tables 1.5a to 1.5d: 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 PRESENT STATUS OF PRIMARY EDUCATION, BANASKANTHA

2.1 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 per cent of the villages had access to primary schooling. By 1974, 97.30 per cent 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 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

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 proposed baseline study would result in better benchmark criteria.

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, Rabaris 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.

The above is a general picture of the different talukas. Specific strategies for certain locations and for certain communities which have remained educationally backward will be formulated under this plan.

2.2 Educational performance: Banaskantha

Gross enrollment in Gujarat (Classes 1 to 7) has grown by about 13 per cent over the six-year period 1988-89 to 1993-94, with the enrollments increasing from 66,14,603 in 1988 to 74,66,424 in 1993. Over the same period, enrollments in Banaskantha increased from 2,99,212 to 3,22,294, an increase of only

7.7 per cent. The gross enrollment rate for the state is estimated to be over 100 percent. However, as is well known, this parameter tends to overestimate the actual enrollments. What will be of more relevance is the net enrollment ratio, which is the number of children belonging to the specified age group enrolled in a particular level, as a percentage of the total number of children in that age group. Tentative estimates prepared in late 1993 for Banaskantha indicate that the percentage of children of the age-group 5 to 11 enrolled in Classes 1 to 7 may be as low as 62 per cent.¹ Field studies in Banaskantha, carried out in late 1994, confirm this estimate, and in fact indicate that in many villages, the proportion may be only about 40 per cent. These estimates have to be treated with caution, but they indicate that the proportion of out-of-school children (the "never-enrolled" and the primary level dropouts) is significant and that *any plan for improving achievement levels of all children and for aiming at primary education in contrast to just schooling, needs to initiate interventions targeted at these non-school children.*²

For illustrative purposes and to obtain a relative picture of the different talukas, the gross enrollment ratios, calculated on the basis of estimated children in all schools (district

1. These estimates were based on 1991 census figures and indications regarding age group estimates provided by the Statistical Branch, Directorate of Primary Education, Gujarat; school enrolments as on September 30, 1990, and cohort analysis (accounting for dropouts and repeaters) of the relevant batches, worked out from data supplied by DPEO, Banaskantha.

A clearer picture will emerge once the analysis of the school information collected in September-October, 1995, is completed.

2. It is in this context that the existing NFE set-up in the district and any innovative 'alternative schooling' ideas need to be examined by the District Panchayat.

panchayat and other schools) and the age group estimates in Table 1.4, are presented in Table 2.1a.

Table 2.1a Estimated gross enrollment ratios, taluka-wise

Taluka	Age group estimates	Enrolled estimates	Gross enrollment ratios
Palanpur	67349	58717	87.18%
Deesa	66059	58000	87.80%
Kankrej	36414	28375	77.92%
Radhanpur	16745	16447	98.22%
Santalpur	15235	13774	90.41%
Tharad	38267	30361	79.34%
Vav	28555	24869	87.09%
Deodhar	37015	30777	83.15%
Vadgam	28169	33374	118.48%
Danta	24609	24225	98.44%
Dhanera	38245	29690	77.63%
Total	396662	348611	

One reason for the high proportion of out-of-school children in the district, is the high dropout rate. Dropout rates for Gujarat (Class 1 to 5) are 38.4 per cent for boys and 49.1 per cent for girls. The rates for Banaskantha district are much higher (Table 2.1b).

Table 2.1b: 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
Diyadher	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 per cent of the 1945 schools in the district, and account for about 93 per cent of the enrollment, as of September 30, 1994.

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 possible 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 per cent 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. *While there may be many reasons for the poor performance at the lower primary levels, one possible area requiring attention may be the need to have the right teachers in these levels.*

In order to bring down the high dropout levels to the targeted ten percent, 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 5 to 11, indicated that the proportion of school-going children was only 38.5 per cent. Dropouts accounted for 38.9 per cent and the never-enrolled for a significant 22.6 per cent. 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 2.2. Such a classification has been used as a micro-planning tool by village-

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.

level teachers.

Table 2.2: 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 2.3).

Table 2.3: 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*.¹

The field studies indicate that these barriers in Banas-
kantha may be mainly the attitudes of parents and the communi-

1. It is necessary for the question of gender disparities to be addressed within a broader framework, so that all levels of the DPEP management structures are sensitized to the issues involved.

ties 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. But significantly, there is a divergence in the perceptions of the parents, who tend to cite school-related factors, and those of dropout children, who tend to emphasize economic factors and the need to work as important factors, and express a desire to get on with their schooling. This situation calls for a *re-thinking of the mobilization strategies on the*

subject, especially in the direction of treating children themselves as a segment for attention. (Detailed micro-planning can incorporate some of the innovative ideas received from children regarding group work, structuring of school timings, combining productive work with learning etc.) It also indicates that children perhaps look forward to school as a place for interaction with their peers. Making the school an attractive place may overcome other barriers inhibiting school attendance.

Another important input into planning is the perceptions of local communities, parents and other stakeholders. It is important to distinguish between parents of school-going children and the larger community. The latter includes, in addition to the former, local opinion leaders and others interested in education. Pending further discussions to be held at the beginning of implementation, this paragraph reports on the feedback obtained from parents and village leaders during the field studies. Regardless of official initiatives to promote the role of the 'community' in the practice of primary education, many individual teachers and schools in Banaskantha, especially in Palanpur, Vadgam, Tharad and Vav talukas, have succeeded in forging productive partnerships with the village. Such efforts have usually revolved around mobilization of resources for the school, helping parents of school-going children monitor the progress of their wards, and involving parents in the cultural activities of the school and in special drives like the enrollment of girls. In addition, many communities would like to be involved in the selection of teachers from a panel, in contrast to recruitment of teachers, which may take place at the district level. Some ideas on how to moni-

tor the track record of the village in supporting the school and on how to keep the school out of the internal problems of the village are also available. These can be discussed during the process of micro-planning at the pay-school and taluka levels, during training sessions.

In brief, community participation, not in the sense of the community participating in a government programme, but rather in terms of the government participating in a programme for the community, should be the aim. Ultimately, the success of this programme will depend on its ability to develop a sense of ownership among local communities. Problems like non-enrollment are more social problems than educational problems. *Enabling local communities to monitor the goals of achievement of competencies, within the framework of primary education, in contrast to just schooling--which after all is currently perceived as a sarkari responsibility--should be an important goal of community-level capacity building interventions under this programme.*

In addition to the focus on the community, the DPEP plan for Banaskantha draws upon *the innovations of many outstanding teachers, who have on their own, achieved the goals of universalization of primary education in their own spheres of work.* A state-level workshop of such teachers held in March 1995 recommended a set of initiatives and innovations, specifically applicable to districts like Banaskantha. Many of these ideas can be introduced in the district. One important area for attention is the question of training -- training of teachers, administrators and possibly out-of-children educators and administrators. Many ideas regarding decentralized and focussed training like pay-school level

interventions, a cluster approach, a mentoring approach, using outstanding teachers who have specialized in certain subjects to train a wider teacher audience etc. are ideas worth trying out in selected pockets prior to scaling-up. These can form part of the detailed action plans of the proposed taluka resource centres.

2.3 Educational statistics: Banaskantha (1994-1995)

An overall picture of the educational status of the district is presented in Table 2.4.

Table 2.4: 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

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

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

Table 2.4: 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

2.4 Single-teacher panchayat schools

About 8.5 percent of the schools are single-teacher schools (Table 2.5). 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 2.5: Single teacher schools, district panchayat (1995)

Villages	SCHOOLS			
	Total	Single teacher	(%)	
Kankrej	106	190	29	15.26
Santalpur	73	85	10	11.76
Vadgam	110	142	16	11.27
Danta	183	190	20	10.53
Deesa	145	265	26	9.81
Palanpur	189	255	22	8.63
Radhanpur	54	83	7	8.43
Deodhar	124	184	13	7.07
Vav	120	148	8	5.41
Tharad	134	171	4	2.34
Dhanera	130	149	3	2.01
Total	1368	1862	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.

2.5 Teachers in district panchayat managed schools

Table 2.6: Taluka-wise number of teachers (31 August 1995)

	SCHOOLS		TEACHERS					
	Availability as per norms	Sanctioned	Filled	Sanctioned less filled	As % of sanctioned	As per norms less sanctioned	As % of as per norms	
<u>Higher shortfall between norms and sanctioned</u>								
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
<u>Lower shortfall between norms and sanctioned</u>								
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

Source: DPEO, District Panchayat, Banaskantha.

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

The gap between sanctioned and filled up posts is 3.5 per cent (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.

Keeping in mind the large shortfalls in the educationally problematic talukas of Dhanera, Tharad, Vav and Deodhar, the District Panchayat has decided to create 300 additional posts of teachers under DPEP, in the pay scale of Rs. 1200-2040. The rest of the shortfall and the increased requirement, which should result mainly from improved retention and enrollment of girls, will be met through regular channels.

Assuming an annual addition, as noted earlier, of about 56000 children, under perfect conditions of 100 percent net enrollment and retention, and assuming an average student to teacher ratio of 40, the maximum number of teachers required in all will be 9800.

2.6 Women teachers

The proportion of women teachers (Table 2.7) is low in comparison with the state average of about 44.1 per cent. 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 2.7: Proportion of women teachers (August 1995)

SCHOOLS	Teachers in position		Women teachers	
			Number	% of total
<u>Lower proportion</u>				
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
<u>Higher proportion</u>				
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

2.7 Student enrollment

The details of student enrollments in Classes 1 to 7 (lower and upper primary), as on September 30, 1995, are provided below (Table 2.8).

Table 2.8: Students in primary schools of district panchayat as on September 30, 1994

Lower primary:

	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

Upper Primary:

	Class 5			Class 6			Class 7			GRAND TOTAL		TOTAL	% girls
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls		
Palanpur	4138	2546	6684	3327	1916	5243	2876	1608	4484	32479	22128	54607	40.52
Deesa	4228	1758	5986	3184	1478	4662	2480	983	3463	35526	18414	53940	34.14
Kankrej	2202	664	2866	1621	515	2136	1380	300	1680	18127	8262	26389	31.31
Radhanpur	1203	584	1787	811	397	1208	867	340	1207	9861	5435	15296	35.53
Santalpur	970	307	1277	731	188	919	540	130	670	8559	4251	12810	33.19
Tharad	2531	556	3087	1954	306	2260	1509	245	1754	20852	7384	28236	26.15
Vav	1985	385	2370	1503	189	1692	1175	147	1322	16496	6632	23128	28.68
Deodhar	2370	687	3057	1764	485	2249	1399	291	1690	19863	8760	28623	30.60
Vadgam	2405	1612	4017	2036	1219	3255	1650	841	2491	17679	13359	31038	43.04
Danta	1815	915	2730	1384	658	2042	1131	545	1676	13888	8641	22529	38.36
Dhanera	2006	547	2553	1553	351	1904	1287	265	1552	20116	7496	27612	27.15
Total	25853	10561	36414	19868	7702	27570	16294	5695	21989	213446	110762	324208	34.16

The gender disparity in enrollment between boys and girls is 65.8 per cent to 34.2 per cent; in comparison with the state average of 57.6 per cent to 42.4 per cent. Under DPEP this should be reduced to at least 52.5 to 47.5 in seven 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 54.5 to 45.5.

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

2.8 Classroom status as on June 1, 1995

Table 2.9: Classroom status as on June 1, 1995

Taluka	Required	Owned	Rented	Required less owned	Planned (OBB)	Deficit	Deficit as % of required
<u>Higher deficit</u>							
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%
<u>Lower deficit</u>							
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%
<u>Surplus</u>							
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. Provisions have been made under DPEP for 250 classrooms in the talukas where the educational performance is relatively poor.

2.9 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. However, the deficit of seven posts may be filled under DPEP, in the educationally most-problematic talukas.

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3.0 PROGRAMME OBJECTIVES, APPROACH AND STRATEGIES

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 per cent; (b) reducing primary dropout rates for all students to less than ten per cent; (c) raising average achievement levels of all children by at least 25 per cent over baseline levels and (d) achievement of basic literacy and numeracy competencies and at least 40 percent achievement levels in other competencies (Government of India, *DPEP Guidelines*, 1995). In addition, the programme aims at providing all children with access to primary education (formal schooling or non-formal education) and building capacities for planning, management and evaluation of primary education in official institutions. These institutions would include, at the district level, the DIET, and at the state level, the GCERT. The time frame envisaged for realizing these goals is seven years.

Planning for achieving these long-term goals in Banaskantha, under DPEP, is based mainly on (i) the areas of weakness identified through an analysis of the past educational performance of the district, (ii) the resource gaps (as identified by the resource benchmark survey conducted by teachers and education inspectors, September-October 1995), (iii) building upon the positives and strengths identified through discussions with outstanding teachers of the district as well as other teachers and (iv) the perceptions of the local communities, parents and other stakeholders about what needs to be done and how.

The principal broad goals have already been highlighted in chapter two. To summarize briefly, the focus is on the following:

- * primary education for all, so that the approximately 70,000 children in the age group of 6 to 11 may also be included in the programme;
- * enrollment and attendance of girl children, who constitute a significant proportion of the children who never attend school; and reducing gender disparities to acceptable levels of 54.5 to 45.5;
- * reducing the high drop out rate of about 65 percent, over classes one to five, to targetted levels;
- * attaining the specified achievement targets; (benchmark levels will be established after completion of achievement surveys being carried out by GCERT).

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 250 classrooms, 12 student hostels, 100 twin-units for teacher residences, toilets in 700 schools and water facilities in 800 schools. In addition, provisions have been made for recruiting 300 teachers and seven 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.

Based on this strategy, the specific programme components which have been proposed, are described in the next chapter. It should be noted that the programme components, as they are presented below, allow for modification, expansion and refinement, by the working groups or persons responsible for their implementation, once the programme is approved and implementation begins. Thus, while broad outlines have been specified, very detailed specifications have been avoided. This approach is in accordance with the spirit of innovation and flexibility being promoted by DPEP II.

3.1 Summary of taluka indicators

This section provides, in tabular form and taluka-wise, a summary of educational and other indicators (Table 3.1). The table may help in prioritizing talukas for action along different dimensions. (It should be noted that only a relative picture is presented here. 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.)

Table 3.1 Relative positions of talukas

INDICATOR	Taluka										
	Palanpur	Vadgam	Deesa	Danta	Kankrej	Santal- pur	Radhan- pur	Deodhar	Tharad	Dhanera	Vav
Population of SC	M	H	M	L	L	L	M	M	H	H	H
Population of ST	L	L	L	H	L	L	L	L	L	L	L
Sex ratio	M	H	M	M	L	L	L	L	M	L	L
Female Gross literacy rate	H	H	M	M	L	L	M	L	L	L	L
SC Literacy	H	H	L	M	L	L	M	L	L	L	L
Gross enrollment	L	H	L	M	L	L	M	L	L	L	L
% girls enrolled	H	H	M	H	L	M	M	L	L	L	L
Retention rate	M	H	M	M	L	L	M	L	L	L	L
One-teacher schools	M	H	M	M	H	H	M	M	L	L	L
Teacher vacancies	L	L	L	L	L	H	L	L	M	M	H
Teacher deficit as per norms	L	L	H	L	M	M	L	H	H	H	H
Women teachers	M	L	H	L	M	L	M	M	L	H	L
Classrooms deficit	M	M	H	L	L	S	M	M	L	L	S

Notes H = High M = Medium L = Low
S = Surplus

4.0 PROGRAMME COMPONENTS

The programme components have been grouped under the following heads:

- A. Civil works
- B. Measures for promoting enrollment, retention and learning achievement
- C. Capacity building initiatives
- D. Management and information systems

A: CIVIL WORKS

A.1 Taluka resource centre buildings: Eleven buildings are expected to be built at eleven taluka-level schools, one in each taluka. (For details on the proposed taluka resource centres see section C.1, this chapter.)

A.2 Classrooms: A total of 150 classrooms will be built in the deficit talukas which are also educationally problematic. (See Table 2.9.) The proposed state primary education plan for the remainder of the Eighth Plan period includes construction of some new classrooms through 100 percent grants. Hence, out of the deficit of 1287 classrooms, only 150 are proposed to be covered under DPEP.

In case the state plans in the future allocate funds for new classrooms, the alternative use for the funds can be for minor repairs to the 2076 classrooms identified by the school survey as requiring major repairs. Out of these classrooms, 1607 are more than 35 years old.

A.3 Student hostels: Building on the positive experiences elsewhere in the state, it is proposed to have residential facilities for students in locations which have been identified as problematic in terms of access of villages, high migration of population and drought-proneness. The 32 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, Bevta, 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.

It is proposed to establish 12 hostels in these locations.

A.4 Clustered teacher residences: Some of the backward areas of the district are especially problematic in terms of availability of residential facilities for teachers. This situation results in teachers staying in faraway places and commuting to their schools. The problem is especially acute in the case of women teachers. There are 12 teacher residence clusters at present (four each in Danta, Tharad and Vav). Teachers do stay in them, but provisions for maintenance have not been made. The state budget provides for minor repairs, but maintenance has been a

problem. Innovative ways of maintaining the proposed residences through the people occupying them, or by creating funds, need to be examined.

Establishing centrally-located residential facilities, so that clusters of villages may be covered, will motivate teachers to stay near their places of work. Based on the difficult areas which have been mapped, 37 clusters, in which 100 twin-units for 200 teachers will be established, have been identified. These are listed below:

- * Danta: Dhorad, Makdi, Hadai and Sanali
- * Palanpur: Amirgadh, Iqbalgadh, Virampur and Dhabela
- * Dhanera: Garnodhar, Lavara and Odhva
- * Tharad: Bhoradu, Bhalasra, Rampura and Dodgam
- * Deesa: Pechdal and Kuchawada
- * Vav: Mavsari, Sanval, Tadav, Asara, Vacharda and Bhatvar
- * Kankrej: Kasra, Tervada, Dharadhara-benap
- * Radhanpur: Kamalpur and Bhilot
- * Santalpur: Singoda, Ganjisar, Madutra-korda
- * Deodhar: Sanva, Childa, Paldi and Bhalodan
- * Vadgam: Kaleda and Salemkot

A.5 School infrastructure: toilets, urinals and water facilities

Infrastructure like toilets and urinals will be built in accordance with government norms. It is proposed to construct toilet facilities in 700 schools and urinals in 80 schools. Drinking water storage facilities need to be created in 800 schools in the four talukas of Tharad, Vav, Santalpur and Radhanpur. This component, for purposes of organization of implementation, will be linked with the construction of classrooms, 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.6 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 are proposed to be repaired through this fund.

B. Measures for promoting enrollment, retention, achievement

B.1 Learning material: Lump sum grants of Rs. 500 per annum per teacher, 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.2 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.3 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. 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.

A sub-component is the use of 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 hospital-ity 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 the four most difficult talukas during the first year. Depending on the results, it may be extended to other areas in the following years.

The programme also needs to draw on the lessons of Mr. J. V. Shah's 1979 experiment of successful campaigning by involving political leaders at village, taluka and district level for enrollment of children. Similar efforts need to be undertaken now

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.

for girls' enrollment and quality of schooling.

B.4 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. It will be possible to enlist the cooperation of women's development groups in other parts of the state, at least in the initial formative stages. Provisions for an initial district-level workshop, annual meetings, travel and honoraria for the working group members and material development have been made.

B.5 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.6 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.7 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.

B.8 Functional village education committees or parent-teacher associations:

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.

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 a separate workshop to evolve strategies for this purpose.

The functions expected of the committee (including attention to out-of-school children, see section B.9 below), the management of the school-village committee fund, ways of tackling social bases of educational inequality (including enrollment of girls and disadvantaged groups), are some of the capacity-building areas needing attention. Methods of extensive and rapid communication need to be evolved for linking parent-teacher committees with district-level concerns.

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

B.9 Education of out-of-school children

As noted earlier, a very conservative estimate of the number of out-of-school children in the age group 6-11 in the district would be about 70,000. Primary education for all would imply that basic primary competencies would need to be built up in these

children. 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. No such study has been undertaken up to now for Banaskantha. The draft plan makes provisions for this study.

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.

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. A larger effort would need the involvement of motivators, especially women, who may be paid a small honorarium; (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). Provisions have been made in this plan for motivators' honoraria and training, and for development of appropriate material. The success of this initiative will depend on the involvement of the

village education committees, the school teachers and the support from the taluka resource centre (see section C.1, item [a] 7).

B.10 Teachers 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. Thus, the 268 vacancies are expected to be filled up through normal channels. However, keeping in mind the higher deficit of teachers in the talukas of Tharad, Dhanera, Deodhar, Vav and Santalpur (see section 2.5), and the expected demand for teachers as a result of improvement in educational performance, it is proposed to create, under DPEP, 300 additional posts for these talukas, out of the deficit of 975.

B.11 Inspectors under DPEP

In order to support the academic activities in the above educationally-problematic talukas, it is proposed to recruit seven education inspectors. It should be noted that they will not be 'supervisory' staff, but will be needed to support the mobilization and quality improvement steps proposed in this plan.

B.12 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.13 Taluka school award for best girls' enrollment and retention

It is proposed to establish a system of recognizing, through monetary and non-monetary 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. The details of the award process may be worked out later. The awards may comprise honouring of teachers and village parent-teacher associations, and special awards for girls.

B.14 Student hostels

It is proposed to construct 12 student hostels in identified locations of the district (see section A.3, this chapter). Each hostel is expected to cater to about 100 students initially. While the management of the hostels will be the responsibility of the District Panchayat, at the local level, it is proposed to have a managing committee which will include the hostel rector, village members, health worker or Primary Health Centre staff and teachers of the schools covered by the hostel.

B.15 Cultural activities fund

Provisions have been 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.

C. Capacity building initiatives.

C.1 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 (see section B.6).

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 the monitoring of 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.

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. 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.2 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 Annexure 2.

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 resource persons will coordinate the activities of the resource centres. The centres can invite resource persons from the DIET.

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 last 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 miscella-

neous expenses like meetings, stationery etc. have been provided.

C.3 Training of teachers and officials

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.

A second focus of training has to be on building up teachers 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 upper primary teachers in the areas of science and mathematics, and teaching the 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 workshops 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.

Finally, 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.

D. Management and Information systems

D.1 Infrastructure:

It is proposed to set up computer facilities 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, so that the top management at the district can use the facilities on their own. Experience with separate computer operators has not been positive elsewhere. Office equipment and vehicles are also proposed as per norms.

D.2 Honoraria and personnel:

In order to integrate the DPEP with the existing structures, only an assistant programme coordinator has been proposed. This person will assist the DPEO. Support staff (including one ac-

countant) and drivers will be necessary.

The five working groups also need support.

D.3 Recurring management costs:

Travel, office expenses and miscellaneous expenses constitute this head. In addition, the district level needs to develop regular communication channels with the more than 1360 villages. 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.

D.4 Maintenance and revolving fund:

Maintenance of capital equipment and constructions is a neglected item. In order to provide for regular and systematic maintenance, a district-level fund at approximately 3 percent of capital cost has been provided. The district management committee has to devise appropriate norms for this fund.

D.5 Monitoring and evaluation studies:

Finally, 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 the activities.

5.0 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.

Unit costs and total costs are in rupees.

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

DPEP BANASKANTHA: DRAFT PLAN FINANCIAL ESTIMATES

ITEM DESCRIPTION	YEAR							ITEM SUB-TOTAL	ITEM TOTAL	
	1	2	3	4	5	6	7			
A. CIVIL WORKS										
A.1 TRC buildings	Units	-	11	-	-	-	-	-	-	-
	Unit cost	-	400000	-	-	-	-	-	-	-
	Total	0	4400000	0	0	0	0	0	0	4400000

A.2 Classrooms	Units	-	30	40	40	40	-	-	-	-
	Unit cost	-	100000	100000	100000	112000	-	-	-	-
	Total	0	3000000	4000000	4000000	4480000	0	0	0	15480000

A.3 Student hostels	Units	-	4	4	4	-	-	-	-	-
	Unit cost	-	450000	450000	504000	-	-	-	-	-
	Total	0	1800000	1800000	2016000	0	0	0	0	5616000

A.4 Teacher Residence	Units	-	30	30	30	10	-	-	-	-
	Unit cost	-	300000	300000	336000	336000	-	-	-	-
	Total	0	9000000	9000000	10080000	3360000	0	0	0	31440000

A.5 Infrastructure										
Toilets	Units	-	100	150	150	150	150	-	-	-
	Unit cost	-	20000	20000	20000	22400	22400	-	-	-
	Total	0	2000000	3000000	3000000	3360000	3360000	0	0	14720000

Urinals	Units	-	40	40	-	-	-	-	-	-
	Unit cost	-	5000	5000	-	-	-	-	0	0
	Total	0	200000	200000	0	0	0	0	0	400000

Water facilities	Units	-	200	300	300	-	-	-	-	-
	Unit cost	-	15000	15000	15000	-	-	-	-	-
	Total	0	3000000	4500000	4500000	0	0	0	0	12000000
										27120000

ITEM DESCRIPTION	YEAR							ITEM SUB-TOTAL	ITEM TOTAL
	1	2	3	4	5	6	7		
A.6 School repair Units	-	400	500	-	-	-	-		
Fund Unit cost	-	14000	14000	-	-	-	-	0	
Total	0	5600000	7000000	0	0	0	0		12600000
CIVIL WORKS								TOTAL	96656000

ITEM DESCRIPTION	YEAR							ITEM SUB-TOTAL	ITEM TOTAL	
	1	2	3	4	5	6	7			
B. MEASURES FOR PROMOTING ENROLLMENT, RETENTION AND LEARNING ACHIEVEMENT										
B.1 Learning material	Units	3800	8100	8400	8600	8600	9000	9000		
	Unit cost	500	500	500	500	500	500	500		
	Total	1900000	4050000	4200000	4300000	4300000	4500000	4500000		27750000
B.2 School-village fund	Units	1862	1862	1862	1862	1962	1962	1962		
	Unit cost	2000	2000	2000	2000	2000	2000	2000		
	Total	3724000	3724000	3724000	3724000	3924000	3924000	3924000		26668000
B.3 Creating demand Cultural programmes	Units	120	120	120	-	-	-	-		
	Unit cost	9000	6000	6000	-	-	-	-		
	Total	1080000	720000	720000	0	0	0	0		2520000
B.4 Working group of women teachers Meetings	Units	1	4	4	4	4	4	4		
	Unit cost	20000	3000	3000	3000	3000	3000	3000		
	Total	20000	12000	12000	12000	12000	12000	12000		92000
Travel & honoraria	Units	-	-	-	-	-	-	-		
	Unit cost	-	-	-	-	-	-	-		
	Total	18000	18000	18000	24000	24000	24000	24000		150000
Material development	Units	-	-	-	-	-	-	-		
	Unit cost	-	-	-	-	-	-	-		
	Total	60000	24000	24000	24000	24000	24000	24000		204000 446000
B.5 Repetition & quality Study	Units	1	1	-	-	-	-	-		
	Unit cost	20000	15000	-	-	-	-	-		
	Total	20000	15000	0	0	0	0	0		35000

ITEM DESCRIPTION	YEAR							ITEM SUB-TOTAL	ITEM TOTAL
	1	2	3	4	5	6	7		
B.6 Fellowships to outstanding teachers									
Units	33	33	33	33	33	33	33	33	
Unit cost	5000	5000	5000	5000	5000	5000	5000	5000	
Total	165000	165000	165000	165000	165000	165000	165000	165000	1155000
B.7 Non-attendance (no specific provision)									
B.8 Village committees, mahila mandals									
Formation	Units	1000	800	-	-	-	-	-	
	Unit cost	250	250	-	-	-	-	-	
Total		250000	200000	0	0	0	0	0	450000
Training members	Units	10000	12000	12000	15000	-	-	-	
	Unit cost	75	75	75	100	-	-	-	
Total		750000	900000	900000	1500000	0	0	0	4050000
B.9 Education of out-of-school children									
Study	Units	1	-	-	1	-	-	-	
	Unit cost	30000	-	-	20000	-	-	-	
Total		30000	0	0	20000	0	0	0	50000
Motivators	Units	900	900	600	600	400	400	300	
	Unit cost	6000	6000	7200	7200	8400	8400	8400	
Total		5400000	5400000	4320000	4320000	3360000	3360000	2520000	28680000
Training	Units	900	900	600	600	400	400	300	
	Unit cost	250	250	250	250	250	250	250	
Total		225000	225000	150000	150000	100000	100000	75000	1025000
Material	Units	10000	30000	30000	25000	25000	25000	20000	
	Unit cost	100	100	80	80	80	80	80	
Total		1000000	3000000	2400000	2000000	2000000	2000000	1600000	14000000

ITEM DESCRIPTION	YEAR							ITEM SUB-TOTAL	ITEM TOTAL
	1	2	3	4	5	6	7		
B.10 Teachers	Units	-	300	300	300	300	300	300	
	Unit cost	-	37580	40580	43820	47320	51100	55190	
	Total	0	11274000	12174000	13146000	14196000	15330000	16557000	82677000
B.11 Inspectors	Units	7	7	7	7	7	7	7	
	Unit cost	54000	60000	60000	66000	66000	72000	72000	
	Total	378000	420000	420000	462000	462000	504000	504000	3150000
B.12 Innovation fund	Units	-	1	1	1	1	1	1	
	Unit cost	-	100000	100000	100000	100000	100000	100000	
	Total	-	100000	100000	100000	100000	100000	100000	600000
B.13 School awards	Units	-	11	11	11	11	11	11	
	Unit cost	-	5000	5000	5000	5000	5000	5000	
	Total	-	55000	55000	55000	55000	55000	55000	330000
B.14 Student hostels	Rec- Units	-	4	8	12	12	12	12	
tor	Unit cost	-	24000	24000	26400	26400	30000	30000	
	Total	-	96000	192000	316800	316800	360000	360000	1641600
	Cook Units	-	4	8	12	12	12	12	
	Unit cost	-	12000	12000	13200	13200	15000	15000	
	Total	-	48000	96000	158400	158400	180000	180000	820800
	Hel- Units	-	4	8	12	12	12	12	
per	Unit cost	-	10800	10800	12000	12000	13200	13200	
	Total	-	43200	86400	144000	144000	158400	158400	734400
	Food Units	-	400	800	1200	1200	1200	1200	
	Unit cost	-	3000	3600	4200	4200	4800	4800	
	Total	-	1200000	2880000	5040000	5040000	5760000	5760000	25680000

ITEM DESCRIPTION	YEAR							ITEM SUB-TOTAL	ITEM TOTAL
	1	2	3	4	5	6	7		
Cont Units	-	4	8	12	12	12	12		
Unit cost	-	18000	18000	24000	24000	24000	24000		
Total	-	72000	144000	288000	288000	288000	288000	1368000	30244800
B.15 Cultural activities fund									
Units	-	11	11	11	11	11	11		
Unit cost	-	25000	25000	25000	25000	25000	25000		
Total	-	275000	275000	275000	275000	275000	275000		1650000
MEASURES FOR PROMOTING ENROLLMENT, RETENTION AND LEARNING ACHIEVEMENT								TOTAL	225480800

ITEM DESCRIPTION	YEAR							ITEM SUB-TOTAL	ITEM TOTAL
	1	2	3	4	5	6	7		
C. CAPACITY BUILDING INITIATIVES									
C.1 Taluka resource centres									
Coordinator	Units	11	11	11	11	11	11	11	
	Unit cost	48000	48000	57000	57000	62700	62700	62700	
	Total	528000	528000	627000	627000	689700	689700	689700	4379100
Resource persons	Units	33	33	33	33	33	33	33	
	Unit cost	42000	42000	48000	48000	54000	54000	54000	
	Total	1386000	1386000	1584000	1584000	1782000	1782000	1782000	11286000
Staff training	Units	44	44	44	44	44	44	44	
	Unit cost	500	500	500	500	500	500	500	
	Total	22000	22000	22000	22000	22000	22000	22000	154000
Research/ material	Units	11	11	11	11	11	11	11	
	Unit cost	60000	60000	60000	60000	60000	60000	60000	
	Total	660000	660000	660000	660000	660000	660000	660000	4620000
Establishment	Units	-	11	-	-	-	-	-	
	Unit cost	-	140000	-	-	-	-	-	
	Total	0	1540000	0	0	0	0	0	1540000
Library	Units	-	11	-	-	-	11	-	
	Unit cost	-	30000	-	-	-	30000	-	
	Total	0	330000	0	0	0	330000	0	660000
Laboratory	Units	-	11	-	-	-	11	-	
	Unit cost	-	50000	-	-	-	50000	-	
	Total	0	550000	0	0	0	550000	0	1100000
Contingency	Units	11	11	11	11	11	11	11	
	Unit cost	36000	36000	36000	36000	36000	48000	48000	
	Total	396000	396000	396000	396000	396000	528000	528000	3036000 26775100

ITEM DESCRIPTION	YEAR							ITEM SUB-TOTAL	ITEM TOTAL	
	1	2	3	4	5	6	7			
C.2 Cluster resource centres										
Contingency	Units	77	77	77	77	77	77	77		
	Unit cost	2000	2000	2000	2000	2000	2000	2000		
	Total	154000	154000	154000	154000	154000	154000	154000		1078000
C.3 Training										
Teacher training	Units	-	5700	6400	6600	8000	8000	8000		
	Unit cost	-	475	475	550	550	550	550		
	Total	0	2707500	3040000	3630000	4400000	4400000	4400000		22577500
Officials	Units	165	165	165	165	165	165	165		
	Unit cost	550	550	550	550	550	550	600		
	Total	90750	90750	90750	90750	90750	90750	99000		643500
Training (Science, Math English)	Units (start)		2000	2000	2000	2000	2000	2000		
	Unit cost	-	400	400	400	500	500	500		
	Total	30000	800000	800000	800000	1000000	1000000	1000000		5430000
Education Audio material	Units (start)		205	205	205	205	205	205		
	Unit cost	-	200	200	200	200	200	200		
	Total	30000	41000	41000	41000	41000	41000	41000		276000
Motivational meets	Units	11	11	11	11	11	11	11		
	Unit cost	70000	70000	70000	70000	70000	70000	70000		
	Total	770000	770000	770000	770000	770000	770000	770000	5390000	34317000
CAPACITY BUILDING INITIATIVES								TOTAL		62170100

ITEM DESCRIPTION	YEAR							ITEM SUB-TOTAL	ITEM TOTAL
	1	2	3	4	5	6	7		

D. MANAGEMENT AND INFORMATION SYSTEMS

D.1 Infrastructure

Computer set-up+training	Units	-	1	-	-	-	-	-	-
	Unit cost	-	250000	-	-	-	-	-	-
Total		0	250000	0	0	0	0	0	250000

Office equipment	Units	-	-	-	-	-	-	-	-
	Unit cost	-	-	-	-	-	-	-	-
Total		0	120000	0	0	0	0	0	120000

Vehicles	Units	-	5	-	-	-	-	-	-
	Unit cost	-	300000	-	-	-	-	-	-
Total		0	1500000	0	0	0	0	0	1500000
									1870000

D.2 Honoraria and personnel:

Working group	Units	5	5	5	5	5	3	3	
	Unit cost	60000	120000	120000	120000	120000	120000	120000	
Total		300000	600000	600000	600000	600000	360000	360000	3420000

Asst Program coordinator	Units	-	1	1	1	1	1	1	
	Unit cost	-	72000	72000	72000	80000	80000	80000	
Total		0	72000	72000	72000	80000	80000	80000	456000

Support staff	Units	2	4	4	4	4	4	4	
	Unit cost	36000	36000	36000	36000	36000	36000	36000	
Total		72000	144000	144000	144000	144000	144000	144000	936000

Drivers	Units	-	5	5	5	5	5	5	
	Unit cost	-	31200	31200	34300	34300	37700	37700	
Total		0	156000	156000	171500	171500	188500	188500	1032000
									5844000

ITEM DESCRIPTION	YEAR							ITEM SUB-TOTAL	ITEM TOTAL	
	1	2	3	4	5	6	7			
D.3 Recurring management costs:										
Fuel charges	Units	-	5	5	5	5	5	5		
	Unit cost	-	36000	36000	39600	39600	43560	43560		
	Total	0	180000	180000	198000	198000	217800	217800	1191600	

Travel Year 1	Units	-	-	-	-	-	-	-		
	Unit cost	-	-	-	-	-	-	-		
	Total	60000	0	0	0	0	0	0	0	60000

Office running expenses	Units	-	-	-	-	-	-	-		
	Unit cost	-	-	-	-	-	-	-		
	Total	60000	120000	120000	132000	132000	150000	150000	864000	

Contingency	Units	-	-	-	-	-	-	-		
	Unit cost	-	-	-	-	-	-	-		
	Total	24000	24000	24000	24000	30000	30000	30000	186000	

Meetings/miscellaneous	Units	-	-	-	-	-	-	-		
	Unit cost	-	-	-	-	-	-	-		
	Total	24000	24000	24000	24000	30000	30000	30000	186000	

Communication & newsletter	Units	1400	1400	1400	1400	1400	1400	1400		
	Unit cost	100	100	100	120	120	120	120		
	Total	140000	140000	140000	168000	168000	168000	168000	1092000	3579600

D.4 Maintenance and revolving fund										
	Units	-	-	-	-	-	-	-		
	Unit cost	-	-	-	2900000	-	-	-		
	Total	0	0	0	2900000	0	0	0	2900000	

ITEM DESCRIPTION	YEAR							ITEM SUB-TOTAL	ITEM TOTAL
	1	2	3	4	5	6	7		
D.5 Monitoring and evaluation + Units	-	-	-	-	-	-	-	-	
studies Unit cost	-	-	-	-	-	-	-	-	
Total	20000	50000	60000	100000	80000	80000	100000		490000
MANAGEMENT AND INFORMATION SYSTEMS								TOTAL	14683600

SUMMARY OF FINANCIAL ESTIMATES

(in Rupees, percentage of total in brackets)

CIVIL WORKS	9,66,56,000	(24.23)
MEASURES FOR PROMOTING ENROLLMENT, RETENTION AND LEARNING ACHIEVEMENT	22,54,80,800	(56.51)
CAPACITY BUILDING INITIATIVES	6,21,70,100	(15.58)
MANAGEMENT AND INFORMATION SYSTEMS	1,46,83,600	(3.68)

	39,89,90,500	

(RUPEES THIRTY NINE CRORES, EIGHTY NINE LAKHS, NINETY THOUSAND
AND FIVE HUNDRED ONLY)

PHASING OF PROGRAMME COMPONENTS

	YEAR							TOTAL
	1	2	3	4	5	6	7	
A. Civil works	0	29000000	29500000	23596000	11200000	3360000	0	96656000
B. Measures for enrollment, etc.	15020000	32036200	33055400	36224200	34944200	37119400	37081400	225480800
C. Capacity building	4066750	9975250	8184750	8774750	10005450	11017450	10145700	62170100
D. Management and information	700000	3380000	1520000	4533500	1633500	1448300	1468300	14683600

	19786750	74391450	72260150	73128450	57783150	52945150	48695400	398990500

NOTES TO FINANCIAL ESTIMATES:

- A.1 BRC building
- A.2 Classrooms
- A.3 Student hostels
- A.4 Teacher Residence
- A.5 Infrastructure: Toilets, Urinals, Water facility

Provisions for these five items are based on estimates prepared by civil works core group. Detailed estimates and plans are not appended to this draft proposal. The proposed core group on civil works will finalize the designs keeping in mind ideas proposed under 'Tarang Ullas', and other child-friendly designs, including painting the bottom three feet of wall black.

A.6 School repair fund: Provisions for 900 classrooms at the rate of Rs. 14,000 per room, have been made.

B.1 Learning material

For the first year, approximately half the teachers -- 3800 -- have been considered. The programme will be expanded from second year onwards. For the next year, 8100 teachers have been assumed, because of proposed recruitments. Further recruitments are assumed to result in the growth indicated.

B.2 School-village fund

District panchayat schools have been considered. From year 5 onwards, 100 additional schools have been assumed as a result of expected growth in upper primary schools and bifurcation of large schools.

B.3 Creating demand: Cultural programmes

The programmes will be limited to the problematic pockets of the district. For the first year a cost of Rs. 9000 per programme has been assumed. This cost is expected to come down over the next two years, since set-up costs will be lower, and local teachers can be involved to a greater extent.

B.4 Working group of women teachers

Provisions have been made in the first year for a district-level workshop for generation of action plans, specific to identified pockets. In subsequent years, quarterly meetings have been assumed. Lump sums have been provided for travel and any specific gender-related material that may need to be produced. For the first year, a higher amount has been provided, since it is expected that NGOs and other resource institutions will be tapped for material like posters etc.

B.5 Repetition and quality

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

B.6 Fellowships to outstanding teachers

The amounts cover travel, stay and boarding expenses.

B.7 Non-attendance: (no specific provision)

B.8 Village committee and mahila mandals

This item includes village education committees or parent-teacher associations or mahila mandals -- any village-based community group. The provisions for formation are meant to cover communication/ publicity material expenses and any travel expenses that may be required. 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.

B.9 Education of out-of-school children

Studies need to be undertaken in the first and fourth years. Motivators are expected to be village-based, preferably women, volunteers who will be able to undertake the education of out-of-school children. From an initial requirement of 900 in the most difficult talukas of the district, the requirement is expected to decline. Lump sums have been provided to cover honoraria. 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.

B.10 Teachers

B.11 Inspectors

Provisions for these two items are based on estimates prepared by DPEO and projected increases in salary and allowances, which for teachers varies from 8 to 10 percent on an average.

B.12 Innovation fund

Provisions are as per Guidelines.

B.13 School awards

Provision of lump sum per taluka has been made.

B.14 Student hostels

Provisions for one rector, one cook and one help/ peon have been made. The contingency is expected to cover electricity, minor maintenance and miscellaneous expenses.

B.15 Cultural activities fund

Lump sums per taluka have been provided.

C.1 Taluka resource centres

The costs of Coordinator and resource persons are based on estimates of projected salary increases.

Though the buildings are to be built in the second year, the first year should see the identification and beginning of work by coordinators and resource persons.

Establishment costs include furniture, storage cupboards and cyclostyling equipment.

Contingency includes travel and miscellaneous expenses.

C.2 Cluster resource centres

Flat contingency of Rs. 2000 per annum per centre is provided to cover meeting and miscellaneous costs.

C.3 Training

Teacher training has been assumed for an average of 5700 teachers in the second year and progressively increasing. A total of 165 officials, including inspectors and panchayat officials are also expected to be covered every year.

Subject matter training in science, maths and English language teaching provided for upper primary teachers only.

Educational audio cassettes are provided for pay centres for communication of training topics.

Motivation meets are expected to cover 700 teachers on an average per taluka at Rs. 100 per participant.

D.1 Infrastructure

Computer, preferably AT-486, with 4 MB RAM, 132 column printer and other accessories provided. Set-up includes cost of air-conditioning computer cabin, and training of district level staff who will be using. No provision has been made for computer operator.

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.

D.2 Honoraria and personnel

Working groups (five) are expected to function only part-time in the first year. In sixth and seventh years, only three groups are assumed.

One assistant program coordinator has been provided, from second year onwards. Two support staff in the first year, and

four from the second year onwards are assumed. The support staff will include an accountant.

D.3 Recurring management costs

Fuel costs are provided at Rs. 3000 per month, as per existing norms for the first two years. Increases of 10 percent in fourth and sixth years have been assumed.

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

Provisions have been made for a newsletter to about 1400 villages and other regular communications between the district and the village panchayats and schools (@ Rs. 100 per village per annum).

D.4 A maintenance and revolving fund has been proposed in the fourth year, @ approximately 3 percent of civil works capital costs. Norms for this fund will be evolved by the district management committee.

D.5 Monitoring and evaluation studies are expected to be carried out by identified resource institutions every year, especially after three years and in the seventh year.

6.0 MANAGEMENT STRUCTURES AND MONITORING PROCEDURES

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 Management Committee (DMC) -- which will be responsible for the programme at the district level, is being proposed. The membership of this body will comprise:

1. District Development Officer (Chairperson)
2. District Primary Education Officer (Member secretary)
3. District Education Committee Chairman
4. Women representative from District Education Committee
5. Additional representative from District Education Committee
6. District Education Officer
7. District Adult Education Officer
8. Principal of DIET
9. President or Secretary of District unit of Teachers' Federation
10. President or Secretary of District unit of Inspectors' Federation (Member)
11. Project Director, DRDA
12. Project Officer, Tribal Sub-plan
13. District Statistical Officer
14. Programme Officer, ICDS
15. Co-opted members (state government, resource institution, non-governmental and other representatives) as decided by

the Chairperson.

In addition, five working groups (teams) need to 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 and representatives of the DMC.

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.

6.1 Monitoring groups

Three monitoring groups are proposed to be set up at the district level: Palanpur group (Palanpur, Deesa, Vadgam and Danta); Radhanpur group (Radhanpur, Santalpur, Kankrej and Deodhar); Tharad group (Tharad, Vav and Dhanera). These groups, which will have officials and elected representatives as members, will monitor the progress of the programme and report to the DMC, as and when there is a need. The monitoring will take into account

specified targets, including net enrollment rates, retention and achievement, which will be available through the district school information system. Special emphasis will be given to monitoring the education of out-of-school children, teacher and community training programmes, enrollment of special groups and progress on gender issues. At the village level, teachers, village education committees and mother-teacher associations will monitor progress at village level. A separate evaluation unit will be set up within the existing structures to periodically evaluate the programme.

6.2 Tentative distribution of responsibilities for programme components

ITEM	ACTIVITY	RESPONSIBILITY
<i>A: Civil Works</i>		
TRC building	Construction	DMC + civil works group
Classrooms	Construction	-do-
Student hostels	Construction	-do-
Teacher Residence	Construction	-do-
Infrastructure	Construction	-do-
<i>B: Measures for promoting enrollment, retention and achievement</i>		
Learning material	Disbursement	DMC
	Preparation	School teachers
School-village fund	Disbursement	DMC
	Management	VEC

Creating demand: Cultural programmes	Implementation	Working group of DMC Taluka core groups
Working group of women teachers	Constitution	DMC
Repetition & quality	Study	DIET, specified institution
Fellowships to outstanding teachers	Identification	DMC
	Programme	Taluka resource centre (TRC)
Village committee	Formation	VEC core group of DMC Taluka core group
	Training	DIET, TRC
Education of out-of-school children (OSC)	Study	DIET, specified institution
	Motivators' selection	OSC core group of DMC Taluka core group
	Training, support, material	TRC, DIET
Teachers	Selection	Regular channels
Inspectors	Selection	Regular channels
Innovation fund	Management	DMC, TRC
School awards	Management	TRC Taluka core group
Student hostels	Management	DMC, local hostel committee
Cultural activities fund	Management	DMC
<i>C: Capacity building initiatives</i>		
Taluka resource centres	Formation	DMC
	Staff training	DIET
Teacher training	Training	TRC, DIET
Officials' training	Training	DIET
<i>D: Management and information</i>		
Infrastructure + other items		DMC, DPEO

ANNEXURE 1

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, Head 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, Head teacher, Vadgam-1
49. Mr S K Kureshi, Head teacher, Vadgam-2
50. Mr B V Thakor, Secretary, District Primary Teachers' Federation
51. Mr D R Soni, Head teacher, Shirohi
52. Mr M J Vyas, Head teacher, Vav-2
53. Mr M K Patel, Head teacher, Vandhiya
54. Mr K N Gamar, AEI, Danta-2
55. Mr J B Joshi, Head 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, Head teacher, Ranpur, Palanpur
82. Mr N G Dharani, Head teacher, Palanpur
83. Mr J K Joshi, Main teacher, Jodnapura, Palanpur
84. Mr M Mavat, Head teacher, Sedrasan, Palanpur
85. Mr H Polra, Head teacher, Bhagal, Palanpur
86. Mr S A Gadhvi, Head teacher, Dhandha, Palanpur
87. Mr H D Shrimali, Head teacher, Khodla, Palanpur
88. Ms K T Joshi, Head teacher, Moria, Palanpur
89. Ms M T Joshi, Head teacher, Rooppura, Palanpur
90. Mr D Shrimali, Head teacher, Navi Bhildi, Deesa
91. Mr B B Joshi, Main teacher, Dhanera-1, Dhanera
92. Mr R S Vyas, Main teacher, Khimat, Dhanera
93. Mr B S Mehta, Head teacher, Sipu Vasahat, Dhanera
94. Mr K J Pandya, Head teacher, Panthavada, Dhanera
95. Mr R A Patel, Main teacher, Mangudra, Dhanera
96. Mr J L Dave, Main teacher, Sodal, Dhanera
97. Mr I M Bahelim, Head teacher, Vadgam-1, Vadgam
98. Mr G Raval, Head teacher, Chhapi, Vadgam
99. Ms D S Thakar, Head teacher, Jalotra, Vadgam
100. Ms P M Thakar, Head teacher, Teniwada, Vadgam
101. Mr R D Joshi, Phogas, Vadgam
102. Mr P M Solanki, Head teacher, Shihori, Kankrej
103. Mr B M Barot, Head teacher, Ubri, Kankrej
104. Mr N B Kapdi, Main teacher, Tantiya, Kankrej
105. Mr I M Chavda, Head teacher, Ranakpur, Kankrej
106. Mr G K Vaghela, Main teacher, Kheroj, Danta
107. Mr K N Darji, Head teacher, Pethapur, Danta
108. Mr M M Prajapati, Head teacher, Mota Bamodra, Danta
109. Mr B B Patel, Head teacher, Rangpur, Danta
110. Mr M S Prajapati, Head teacher, Danta-1, Danta

111. Mr A J Jadav, Head teacher, Radhanpur-2, Radhanpur
112. Mr C K Panchal, Head teacher, Subapura, Radhanpur
113. Mr L D Parmar, Main teacher, Bhilot, Radhanpur
114. Mr I A Patel, Main teacher, Javantri, Radhanpur
115. Mr M M Joshi, Main teacher, Gotarka, Radhanpur
116. Mr D R Oza, Main teacher, Varahi-1, Santalpur
117. Mr M S Thakkar, Head teacher, Lakhapura, Santalpur
118. Mr S D Solanki, Head teacher, Zekda, Santalpur
119. Mr P R Parmar, Main teacher, Tharad-3, Tharad
120. Mr R K Trivedi, Head teacher, Malupur, Tharad
121. Mr R B Manvar, Main teacher, Bhororl, Tharad
122. Mr J K Dave, Main teacher, Tharad-3, Tharad
123. Mr N S Nayi, Main teacher, Arantva, Tharad
124. Mr H D Parmar, Head teacher, Tharad-4, Tharad
125. Mr K H Trivedi, Main teacher, Vav-2, Vav
126. Mr H B Trivedi, Head teacher, Vandhiya Vas, Vav
127. Mr J V Trivedi, Main teacher, Suigam, Vav
128. Mr P R Mali, Main teacher, Bharpura(Jaloya), Vav
129. Mr A K Dave, Head teacher, Dheema, Vav
130. Mr T K Barot, Main teacher, Charadiya Vas, Vav
131. Mr R M Joshi, Head teacher, Nava, Deodar
132. Mr J B Joshi, Head teacher, Suran, Deodar
133. Mr J M Vedia, Main teacher, Sanadar, Deodar
134. Mr T K Patel, Head teacher, Deodar-1, Deodar
135. Mr A V Patel, Head 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, Main teacher, Thara, Kankrej
142. Mr B J Oza, Main teacher, Tharad
143. Mr Patel G R, Head 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, Head 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, Head teacher, Rooppura
3. Ms Nuriben D Polra, Head teacher, Kanodar-2
4. Ms Haliben M Mukhi, Head teacher, Jagana
5. Ms Pushpaben Patel, Head teacher, Gathamam

Group 3: Education for socio-economically deprived groups

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

Group 4: Women teachers and teacher residences

1. Mr M I Mavat, Head teacher, Sedrasan, Palanpur (Convenor)
2. Mr I I Belim, Head teacher, Vadgam-1
3. Mr R B Polra, Head teacher, Kanodar-2
4. Mr R M Kugasiya, Head teacher, Kanodar-1
5. Mr I M Vaghela, Head 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, Head teacher, Moriya
3. Mr N P Nayak, Head teacher, Jagana
4. Ms Noorjahan R Polra, Head teacher, Chadotar
5. Mr Abdulbhai Dodiya, Head 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, Head teacher, Jalotra
3. Mr H R Polra, Head teacher, Bhagal
4. Mr B N Barot, Head teacher, Ubari
5. Mr R B Joshi, Head teacher, Fatehgadh

Group 8: Joyful learning for young children

1. Mr N S Bhagat, Head teacher, Ranpuriya, Palanpur (Convenor)
2. Mr Ishwarbhai Patel, Head teacher, Malan, Palanpur
3. Mr I M Mir, Head teacher, Jethi, Palanpur
4. Mr Hemabhai Parmar, Head teacher, Juni sarotri, Palanpur
5. Mr Jagdishchandra Dave, Head 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, Head teacher, Teniwada, Vadgam
4. Mr N G Dharani, Head teacher, Chandisar, Palanpur
5. Mr Samaratdan Gadhvi, Head teacher, Dhandha, Palanpur

Group 10: Mid-day meals programme

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

Group 11: Health and curriculum

1. Mr J K Joshi, Main teacher, Jodnapura
2. Mr Haribhai Shrimali, Main teacher, Khodla
3. Ms Sayraben N Mulla, Head teacher, Jodnapura
4. Mr S G Joshi, Head 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, Head 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, Head teacher, Malana, Danta
16. Mr V K Prajapati, Head 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

ANNEXURE 2

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, Head teacher, Sagrosana
		Iqbalgadh	3	Nagajibhai S. Bhagat, Head teacher, Ranpuriya(Jethi)
		Malan	2	Hasanbhai R Polra, Head teacher, Bhagal(Jagana)
		Gola	3	Samarathdan A Gadvi, Head teacher, Dhandha
		Jagana	3	Kamalaben T Joshi, Head teacher, Moriya
		Kumbhasan	3	Haribhai T Shrimali, Head teacher, Khodla
		Chandisar	3	Jagdishbhai Joshi, Head teacher, Jodanapura
		Laxmipura	4	Madhuben T Joshi, Head teacher, Ruppura(Parapada)
		Kanodar	2	Mahammadbhai A Mavat, Head teacher, Sedrasan
Vadgam	7	Vadgam	4	Ibrahimbhai E Bahelin, Head teacher, Vadgam-1
		Chhapi	4	Pratimaben M Thakar, Head teacher, Teniwada
		Jalotra	2	Paragbhai L Parmar, Head teacher, Parkhadi
		Panchda	2	Ganshyambhai N Raval, Head teacher, Chhapi
		Meta	2	Roognathbhai D Joshi, teacher, Fatehgadh
		Pilucha	2	Anilkumar K Upadhyaya, Head 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, Head teacher, Leo
		Juna Deesa-1	3	Keshavlal U Unavadia, Head teacher, Juna Deesa - 3
		Samau Mota	2	Mafatlal M Mehta, teacher, Vasna(Juna)
		Lakhni	3	Girishkumar D Patel, Head teacher, Krushnanagar (Lakhni)
		Rampura	3	Ishwarlal M Vaghela, Head teacher, Punmajidhani
		Ramsan	2	Mukeshkumar T Vyas, Head teacher, Zaverinagar
		Jherda	3	Amrutlal B Patel, Head teacher, Kansari
		Kuchavada	2	Dharmabhai Bhatiya, teacher, Ratanpura(Bhildi)
	Navi bhildi	4	Dineshbhai B Shrimali, Juni Bhildi	
Kankrej	7	Shihori	3	Purushottambhai M Solanki, Head teacher, Shihori
		Khimana	2	Manubhai H Raval, Main teacher, Motipura
		Kamboi	3	Babulal M Barot, Head teacher, Umbari
		Thara-1	2	Babuji Bhavanji Thakor, Head teacher, Indramana
		Thara-2	3	Vaghabhai R Patel, Head teacher, Adhgam
		Unn	3	Narbheram B Kapdi, teacher, Tatiyana
		Terwada	2	Ishwarlal M Chavda, Head teacher, Ranakpur

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

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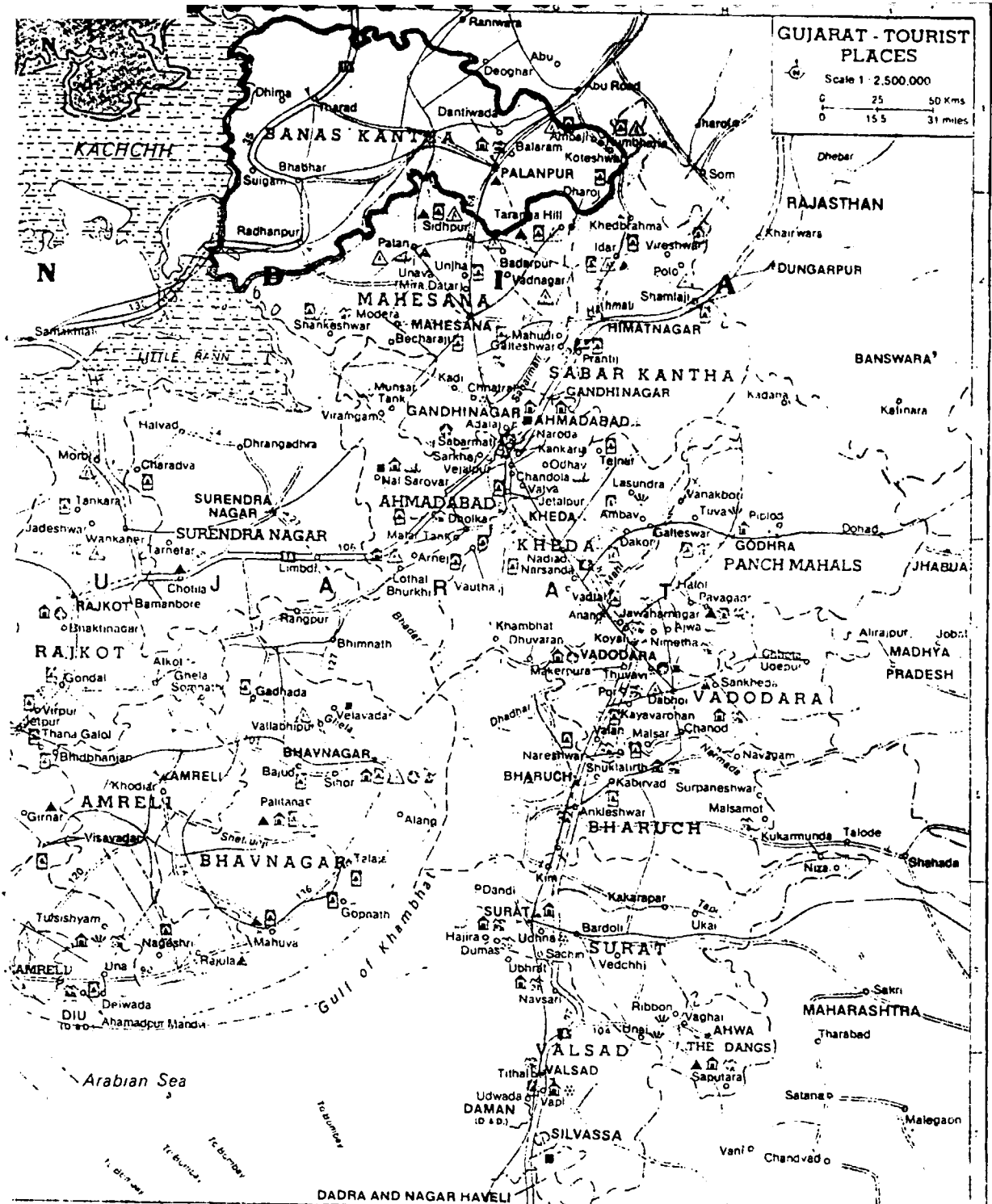
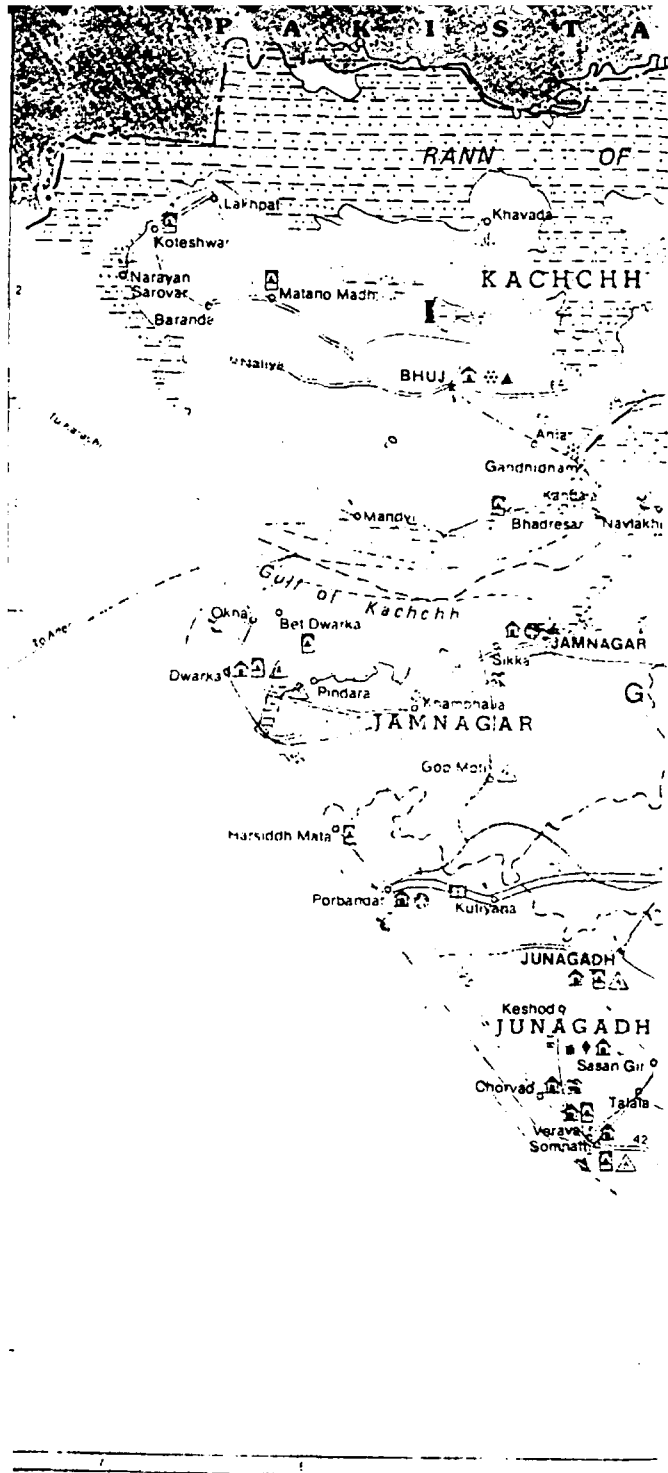
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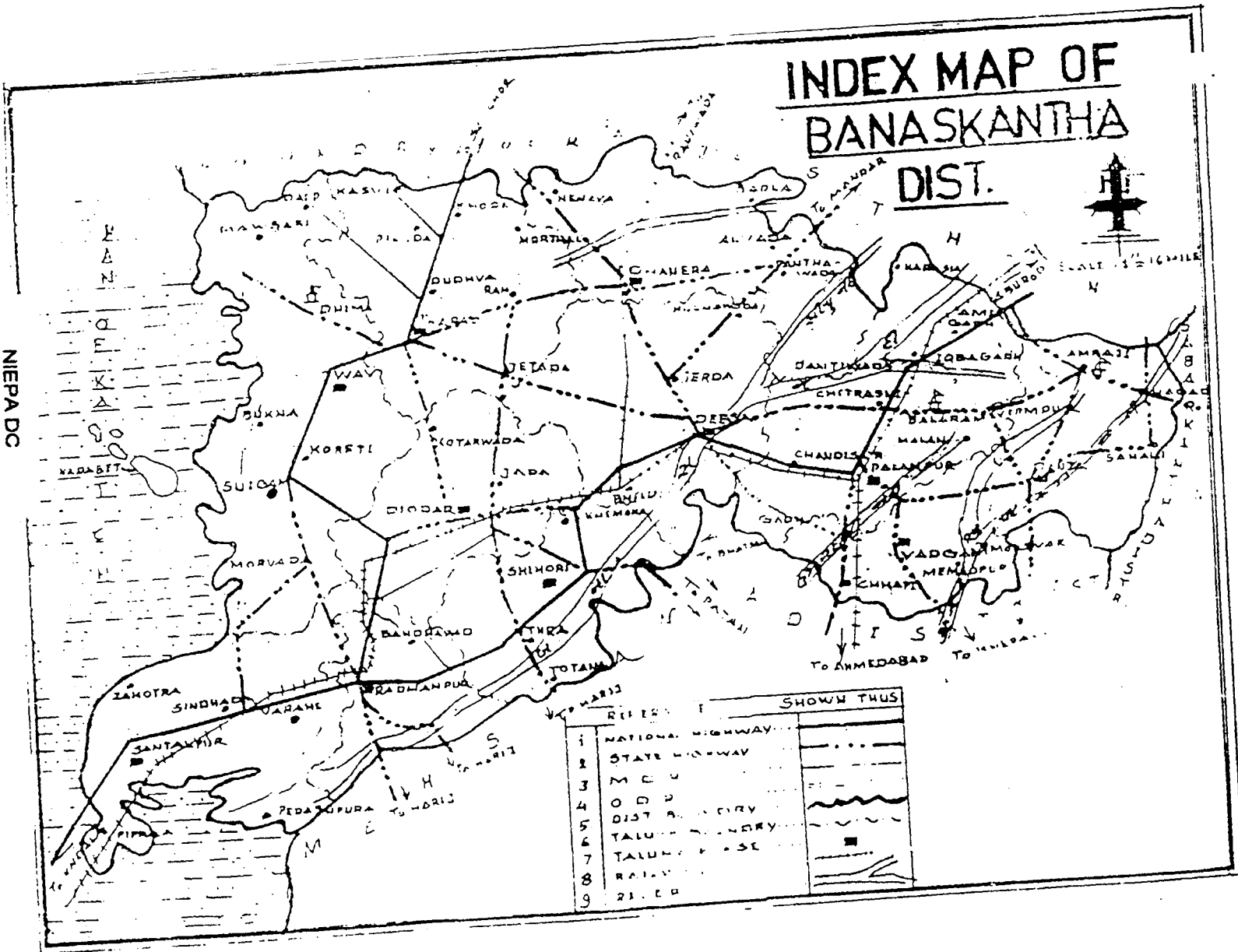
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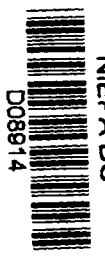
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