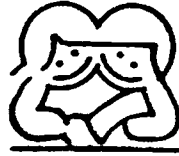


APRIL 1996

VOLUME 1.2

DPEP REVISED PLAN BIRBHUM



বীরভূম জেলা প্রাথমিক শিক্ষা প্রকল্প

**D. P. E. P.
Birbhum**

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- 2) Objective
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- 4) Activity
- 5) Budget

11-11-96 DOCUMENTATION (General)
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Planning and Administration,
17-B, Sri Aurobindo Marg,
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**DISTRICT PRIMARY EDUCATION PROGRAMME ;
BIRBHUM**

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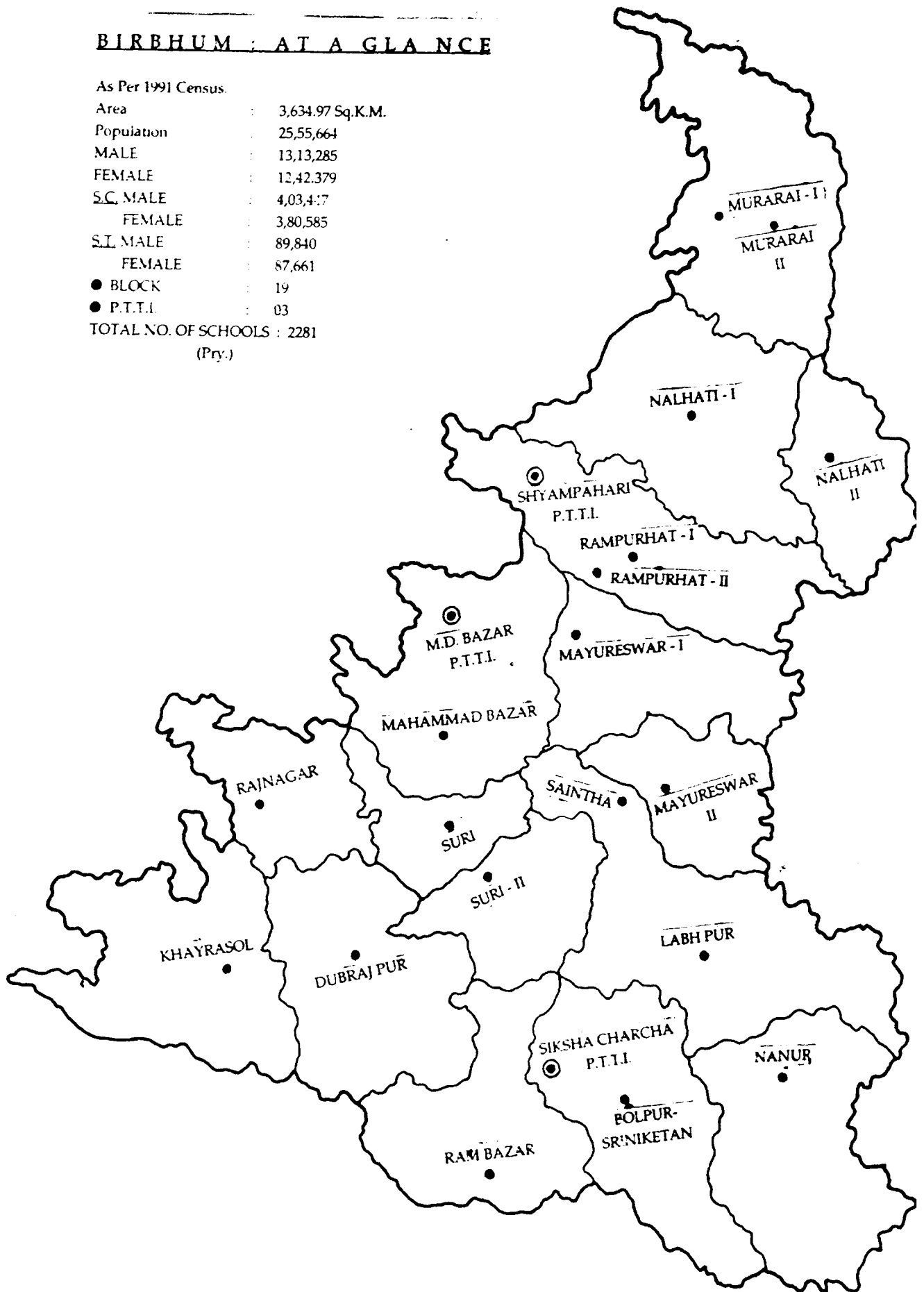
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BIRBHUM : AT A GLANCE

As Per 1991 Census.

Area	: 3,634.97 Sq.K.M.
Population	: 25,55,664
MALE	: 13,13,285
FEMALE	: 12,42,379
S.C. MALE	: 4,03,417
FEMALE	: 3,80,585
S.I. MALE	: 89,840
FEMALE	: 87,661
● BLOCK	: 19
● P.T.T.I.	: 03
TOTAL NO. OF SCHOOLS	: 2281
	(Pry.)



DISTRICT PRIMARY EDUCATION PROGRAMME : BIRBHUM

INTRODUCTION

Since the last part of the previous year this District has been trying heart and soul to achieve the objectives of the programme e.g. to provide all children access to Primary Education through formal primary schools or its equivalent through alternatives, to reduce overall drop out rate at the primary level to less than 10 per cent, to increase achievement levels by 25 percentage points over and above the measured baseline levels and to reduce disparities of all types to less than 5 per cent.

To reach the crest the District Level Committee for implementation of the Programme arranged an intensive Survey in the grass-root level to know the actual picture/ position of the primary Education and relevant matters of this District. The key - responsibility of the Survey was handed over to the volunteer - youths who had a great experience behind them in the sphere of illiteracy eradication movement alongwith a good number of Teachers of Primary and Secondary level, Retired persons and Circle Inspecting Officers, Assistant Inspectors of Schools attached to both Primary and Secondary Education.

Several Sensitisation meetings and Participatory meetings / Workshops at Gram Panchayat, Panchayat Samity, sub-division and District Level were organised with a view to fulfil the objectives of the D.P.E.P. Besides the Government – level officials, different N.G.Os., Peoples' Representatives, Parents, Teachers, Mothers of children belongs to Tribal and Minority communities, Lecturers and students of P.T.T. Is, also participated in the said meetings and workshops. The outcomes of the Workshops /Meetings have helped immensely to develop the draft plan.

It is anticipated that by the end of this Century, inspite of some trifle problems, this District will be fully prepared to enter into the 21st, century by dint of the same success in implementation of this DISTRICT PRIMARY EDUCATION PROGRAMME as achieved in the sphere of TOTAL LITERACY CAMPAIGNS under the infallible leadership of the people.

DISTRICT PROFILE

Birbhum has a geographical area of 4514 sq kms. It is situated on the western side of West Bengal. The rivers that flow through the district are Ajay, Mayurakshi, Bakreswar, Hinglow, Siddheswari, Dwarka, Kobai, Bansloti and Branmani. The soil is mostly red laterite with some patches of alluvium.

ADMINISTRATIVE SETUP

The district having its headquarter at Suri, is divided into three Sub-divisions namely, Suri, Rampurhat and Bolpur, 19 Blocks and 17 Police Stations. The district comprises of 169 Gram Panchayat, 19 Panchayat Samities with 5 Municipalities and one Notified area. There are 2252 inhabited villages and 237 un-inhabited villages.

The name of the Blocks under three sub-divisions are as follows :

Subdivision	Blocks
Suri Sadar	Suri – I
	Suri – II
	Md. Bazaar
	Sainthia
	Dubrajpur
	Khoyrasole
	Rajnagar
Bolpur	Bolpur–Sriniketan
	Illambazar
	Labhpur
	Nanoor
Rampurhat	Rampurhat–I
	Rampurhat–II
	Nalhati–I
	Nalhati–II
	Mayuraeswar–I
	Mayureswar–II
	Murari–I
Murari–II	

HUMAN RESOURCE (1991 CENSUS)

1. Total population :	2560498
2. Male population :	1315847
3. Female population :	1244651
4. SC Male population :	403473
5. SC Female population :	379110
6. ST Male population :	90385
7. ST Female population :	87990
8. % Literacy	48.56%
9. Male Literacy	59.26%
10. Female Literacy	37.17%

NUMBER OF LEARNERS
(Class-caste & Gender-wise)
1993—94

BOYS					GIRLS				
Class	All	SC	ST	Minty.	Class	All	SC	ST	Minty.
I	66372	21187	5758	22448	I	49887	16820	3946	17920
II	38835	11450	2976	12356	II	29320	7957	2199	9639
III	33624	9639	2749	10157	III	25450	6534	1423	8151
IV	25577	8248	1779	8863	IV	19740	5305	1197	6857
V	19392	6469	1326	6534	V	15261	3396	807	4787

1994—95

BOYS					GIRLS				
Class	All	SC	ST	Minty.	Class	All	SC	ST	Minty.
I	67555	22455	6161	23824	I	50765	17868	4244	19032
II	38992	12186	3218	13144	II	29536	8489	2396	10269
III	35680	10269	2944	10817	III	27048	6983	1575	8694
IV	29871	8763	1917	9447	IV	22811	5682	1301	7325
V	22498	6914	1438	6983	V	17748	3628	890	5134

1995—96

BOYS					GIRLS				
Class	All	SC	ST	Minty.	Class	All	SC	ST	Minty.
I	68953	23433	6368	24828	I	51737	18603	4365	19856
II	43167	12700	3291	12666	II	32671	8801	2433	10061
III	36069	10661	3005	11234	III	27322	7227	1610	9015
IV	30186	9087	1968	9803	IV	23033	5867	1288	7584
V	24953	7155	1431	7227	V	19670	3756	894	5295

DPEP

Objectives.

The District Planning Team feels the following should be the main objectives of the DPEP.

1. To Provide access for all children, to formal primary education wherever possible or its equivalent alternative primary education.
2. To reduce overall primary dropout rates for all children, enrolled in class I, to 10%.
3. To reduce difference in enrolment, dropout and learning achievement among girls, SC, ST & Muslim to 5% over 1995 baseline level.
4. To increase the average level of achievement by 25%.
5. Establishing convergence and linkages between primary education, health and ECCE activities.
6. Promoting Community Participation in the management of primary education.
7. Strengthening the local, Block, Sub-divisional & District level management, monitoring and supervision.

Strategy

1. Access
 - Create adequate number of Primary schools.
 - Create sufficient number of trained and motivated teacher.
 - Create Alternative Primary Education Centers in the district.
2. Enrolment
 - Create awareness and mass campaign for 100% enrolment of children of school going age.
 - Remove disabilities of culture, gender bias, through sensitization and campaign.
 - Close monitoring of left out and dropout cases by the community and Circle Inspectors.
 - Create minimum hygiene factors like toilet and drinking water in the school.
3. Retention
 - Create awareness and mass campaign.
 - Improve school environment.
 - Make learning a joyful experience by introducing playful methods.
 - Strengthening ECCE activities in the district.
 - Introduce Remedial Learning.

4. Achievement
 - Training of Teachers
 - Improved teaching aides.
 - Continuous evaluation of students.
 - Rational distribution of teachers.
 - Remedial learning.

5. Equity
 - Special Enrolment drives for girls.
 - Identification of pockets of marginalisation.
 - Take a look at gender sensitivity of the curricula.
 - Training of teachers on gender issue.
 - Sensitizing members of Village Education Committee.
 - Creating Role Models.
 - Introducing Innovation for children working in the stone quarries, brick fields, tea stall etc

6. Convergence
 - Convergence of Health, ECCE & Primary Education at the village level.

7. Community Participation
 - Creation of VEC / WEC.
 - Training and sensitizing VEC.
 - Training of Panchayat members.

8. Capacity building in management and administration of primary education.
 - MIS
 - DIET
 - BRC
 - CRC

ACCESS & ENROLMENT

Present scenario :

Between 1990 & 1995, 2 lakh children had dropped out of school at various stages upto class V. According to a sample estimate there are about 44000 children of school going age who either do not enroll at all or enter class I at older age (6+). There are 30000 children who repeat Class I. One of the reason for the present situation is poor access of schools in the rural areas. When a proposal to open a new primary school comes, the Council looks for either a vested government land or gifted land. In most cases the land is insufficient and also not in ideal location. The school buildings are very poor, without drinking water source, toilet, play ground or electricity. There are not many primary schools with Class V. Many schools have insufficient number of teachers. The primary schools have little coordination with the ICDS centers.

Goals for 2002 AD

1. One school for every 200 students within 1.5 k.m. of the locality.
2. Enrolment of 100% children in primary schools.
3. Upgrading building in all the schools.
4. At least 3 teachers in every Primary Schools and 4 teachers in Junior Basic School.
5. Junior Basic Schools in every GP.
6. No building less school in the district. (School building in Non-EAS blocks out of DPEP).
7. Drinking water in every school.
8. Toilet in every School.
9. Alternate Primary Education Center in every Gram Panchayat.
10. Remedial Learning centers in every village for Scheduled Caste, Tribe, girls & Muslims.

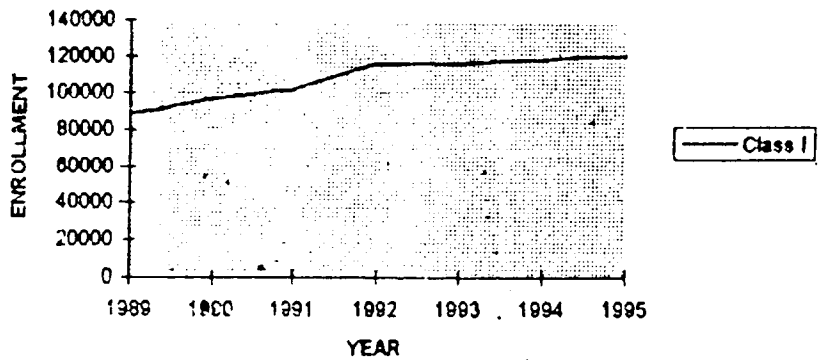
Strategy :

1. Opening of new schools in areas where Population per school is more than 1600.
2. Repair of dilapidated school buildings.
3. Creating Additional Class rooms.
4. Changing school timing.
5. Upgrading primary to Junior-basic schools.
6. Appointing at least one lady teacher in every school.
7. Filling up vacancies of teachers.
8. Construction of toilets.
9. Creating drinking water source.
10. Opening APE center in every Gram Panchayat.
11. Opening Remedial Learning Center (RLC) in every village.
12. Tagging ICDS centers with primary schools.
13. Special schools for handicapped children.
14. Special Enrolment Drive (Green Card)

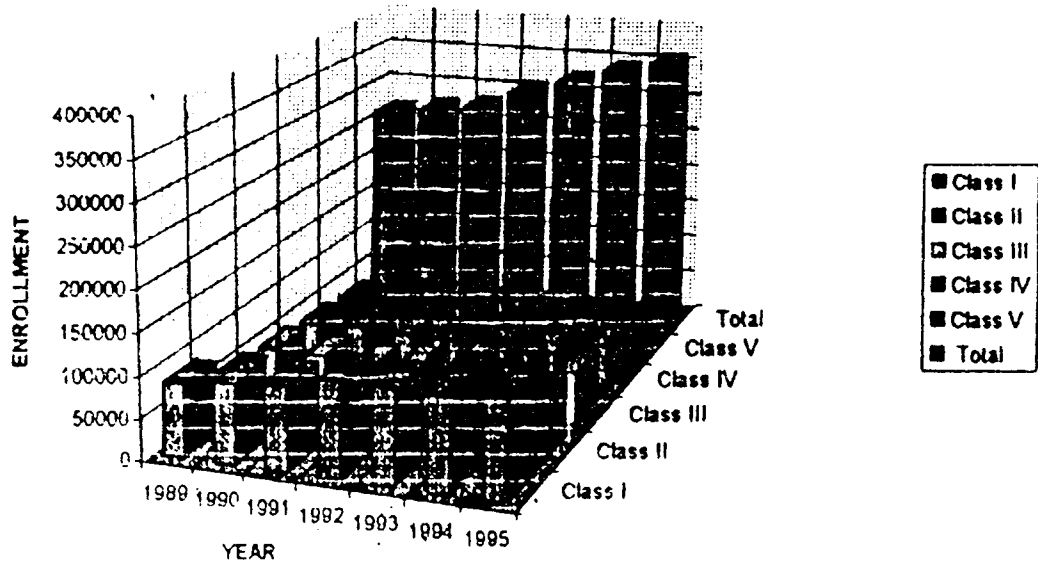
Class-wise Enrollment of children (1989 - 1995)

Year	Class I	Class II	Class III	Class IV	Class V	Total
1989	88242	55265	47283	40261	33342	264393
1990	96721	51292	45671	43542	34235	271461
1991	102213	55731	42302	40528	39188	279962
1992	116159	59174	54417	38503	36475	304728
1993	116259	68155	59074	45317	34653	323458
1994	118320	68528	62728	52682	40246	342504
1995	120680	75838	63391	53219	44623	357751

CLASS-I ENROLLMENT



SCHOOL ENROLLMENT



1. Strategy : Opening of 61 new schools & Construction of 99 buildingless schools in Non EAS Blocks / Municipality.

Activity	Agency	Time period	Cost	Remark
Identification of location for schools to be opened	Block Level DPEP Committee	By August '96		All Buildingless schools be constructed in the 2nd year.
Sending of proposal	Block Committee	September '96		
According Sanction	DLCC	September '96		
Release of Fund to VEC	Project Office	By Nov. '96	160 × Rs 1.25 lakh = 200 lakh	
Construction of school building	Empowered Village Education Committee/ SAE, Block	Complete by March '97		Supervision by civil work Incharge.

2. REPAIR OF SCHOOLS	Number = 500	@ Rate of 15,000/-	1996 - 100 schools 1997 - 200 1998 - 200	
Activity	Agency	Time period	Cost	Remark
Identification of schools	BLCC	By October 1996	@ Rs 15000/-	
Sending of proposal & estimate to DPEP project office	BLCC	By November 1996		
Sanction of proposal	DLCC	By December 1996		
Release of Funds to V.E.C	Project Office	By January '97	Rs 75 lakhs	

3. Creating Additional Class Rooms	In 249 schools with single class room in Non-EAS blocks.	@ Rs 35,000/-	249 out of DPEP fund.	
Activity	Agency	Time period	Cost	Remark
Identification of schools	BLCC	By December 1996.		
Sending of proposal to Project Office	BLCC	By January 1997.		
Sanction of proposal Release of funds to VEC	DLCC Project Office	By February 1997. by July 1997.	First year Rs. 87.15 lakhs. Second year Rs 112 lakhs.	
Construction by VEC	VEC/SAE, Block	by Nov. '97		Monitoring & Supervision by Civil Work Incharge.
Submission of U.C.	VEC	Within 6 months of receipt of fund by VEC.		

4. Changing School Timing.

Activity	Agency	Time period	Cost	Remark
Changing of school timing to morning; 6:30 a.m. to 11:30 a.m. with 30 minutes recess.	Order to be passed by DPSC.	Before May 1997		In case the morning timing does not suite children, a resolution has to be adopted by the VEC and send the proposal for alternate timing to the Project Office.

5. Upgrading 317 schools with 4+ rooms from Primary to Jr., Basic School.

Activity	Agency	Time period	Cost	Remark
Identification of schools	Project Office to fix the criterion.	By December 1996		All 4 Room schools will be upgraded to Jr. Basic
Sending of proposal to DPSC	DLCC	By January 1997		
Sanction of proposal	DPSC	By Feb. 1997.		
Appointment of one additional teacher if required.	DPSC			

6. Appointment of lady teacher, at least one, in every school.

Activity	Agency	Time period	Cost	Remark
Identification of schools	Project Office.	By Decr. 1996		
Sending of proposal to DPSC	DLCC	By February 1997		
Transfer of teachers if possible	DPSC	By March 1997.		
Appointment of one additional teacher if required.	DPSC	By May 1997.		

	Number of teachers Under DPEP	Salary of teachers				Total in Rs
		appointed in 1997	1998	1999	2000	
1997	122	2732800				2732800
1998	111	4209000	2486400			6695400
1999	50	4318800	3829500	1120000		9268300
2000	38	4428600	3929400	1725000	851200	10934200
2001		4538400	4029300	1770000	1311000	16648700
2002		4648200	4229100	1815000	4672100	15364400
					Total	56643800

7. Filling up vacancies of teachers.

	Sanctioned Posts	Vacancy	Additional Posts to be created.	Total number of recruitment required
1. Existing Schools	1996 7512 1997 1998 1999 2000 2001 2002	1996 335 1997 1998 1999 2000 2001 2002	1996 1997 1998 1999 2000 2001 2002	1996 335 1997 1998 1999 2000 2001 2002
2. New Schools (3 teachers per school); number = $61 \times 3 = 183$	1996 1997 1998 1999 2000 2001 2002	1996 1997 1998 1999 2000 2001 2002	1996 1997 122 1998 61 1999 2000 2001 2002	1996 1997 122 1998 61 1999 2000 2001 2002
3. Upgraded Schools (138 (317-179) school)	1996 1997 1998 1999 2000 2001 2002	1996 1997 1998 1999 2000 2001 2002	1996 1997 1998 50 1999 50 2000 38 2001 2002	1996 1997 1998 1999 2000 2001 2002

Year	Recruitment under DPEP	Salary in the scale Rs 2800 p.m. Rs in lakhs	Annual Increment @ Rs 75 per yr.
1997	122	27.328	
1998	111	66.954	
1999	50	92.683	
2000	38	109.342	
2001		116.487	
2002		153.644	
Total	321	566.438	

Activity	Agency	Time period	Cost	Remark
1. Identification of schools for filling up of vacancy.	BPCC	By Aug. '96		
2. Calling of Names from Employment Exchange.	DPSC	Oct. '96		
3. Interview of candidates.	DPSC	From January 1997.		
4. Issuing of appointment letter	DPSC	By April '97		Candidates to Join in May.

8. Construction of Toilet in all the schools.

Activity	Agency	Time period	Cost	Remark
Identification of schools without toilet	BLCC in rural area Project Office in the Municipality	By May 1996		
Sanction of grant to the implementing agency for the Municipality	Project Office	By June 1997	@ Rs 10,000/- per school. in 75 schools in the 5 municipalities. = Rs 7.5 lakhs.	Toilet in the rural schools will be constructed out of JRY funds or Special GOI programme, with the assistance of CAPART.
Construction	Ward Education Committee	By September 1997		
Submission of UC	WEC	By November 1997		
Supervision	SAE of DPSC.			

9. Drinking Water

Activity	Agency	Time period	Cost	Remark
Identification of schools without drinking water.	BLCC in rural area. Project Office in the Municipality	By April 1996.		No funds will be utilised from DPEP for this purpose. VEC & WEC will have to raise fund for this purpose.
Construction	VEC & WEC	By November 1996.	Rs 20,000/-	Under special GOI programme.
Supervision	SAE of DPSC			

10. **Alternate Primary Education.** Perhaps it is true that we will not be able to enroll all the children in the formal schools. In order to solve the problem we will setup two Alternate Primary Education Center in each Gram Panchayat and Municipality. Alternate Primary Education means providing non-formal education for the left-out and drop-outs. Minimum Level of learning will be attained in two years. There will be two trained instructors in the center. The center will be housed in the locality where the incidence of left-out & dropout is most acute. The choice of location and the instructor will be upon the VEC. The Center will run for two hours every day & five days in a week. The instructor will be chosen by the VEC to whom a special training will be imparted under DPEP. A honorarium of Rs 250/- per month will be paid to the instructor. The curricula will be prepared by SCERT & DIET. Free Text books will be given to the children. The girls who have been compelled to discontinue studies due to poverty should be provided as Instructor—So that they may carry on studies by dint of their earnings.

Activity	Agency	Time period	Cost	Remark
Identification of location of the Center	Gram Panchayat Municipality	By September '96		
Identification of Instructor	Gram Panchayat Municipality	Feb. '97		
Training of APE Instructor	DRU	June '97	3 days training in the BRC. Fooding @ Rs 50 per (50/-)day Training Cost @ Rs 1000/- per Camp x 19 Camp = Rs. 1.235 lakhs.	By Key Resource Person in the Block.
Tagging of Children to the Center.	VEC	By April 1997.		
Distribution of text books	Project Office	By April 1997		Books will be designed by SCERT & DIET.

Release of Honorarium (@ Rs 250 per instructor) to the Gram Panchayat Contingency @ Rs 50/- per month per Center.	By Project Office.	By May 1997	@ Rs 250/- per month per instructor. = Rs 20.88 lakh per year.	
Release of fund for training to BRC	Project Office.	By April 1997.		
Training Of Block Key Person	By Project Office. In the PTII	By March 1997	4 Block Resource Person per BRC Two Camps in PTII. Fooding @ Rs 60/- per day for five Days. Training Cost @ Rs 2000/- = Rs 0.268	
Training of District Key Resource Persons	By State Project Director.	By Feb 1997	TA @ Rs 300/-per head.	

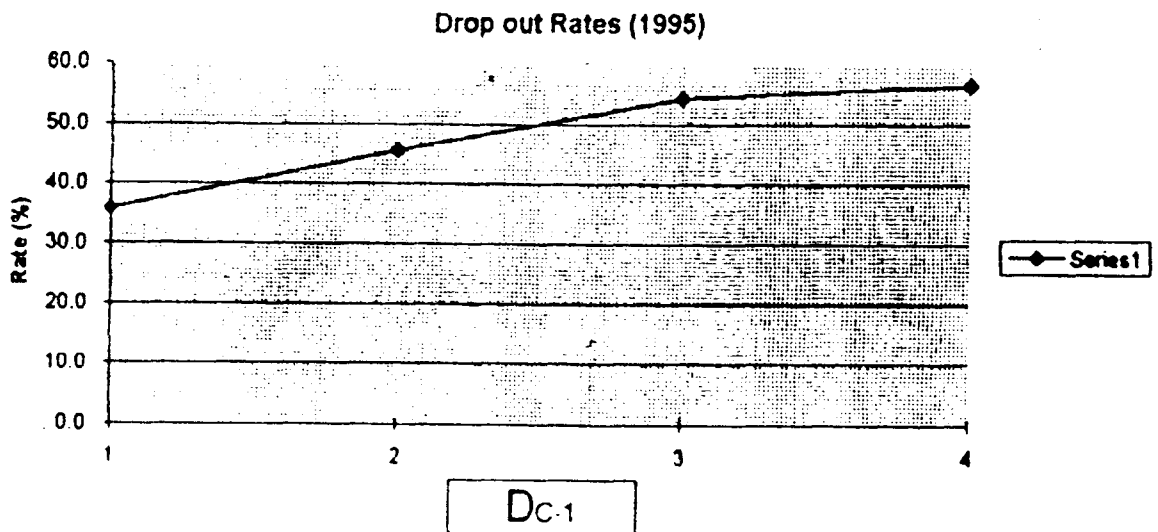
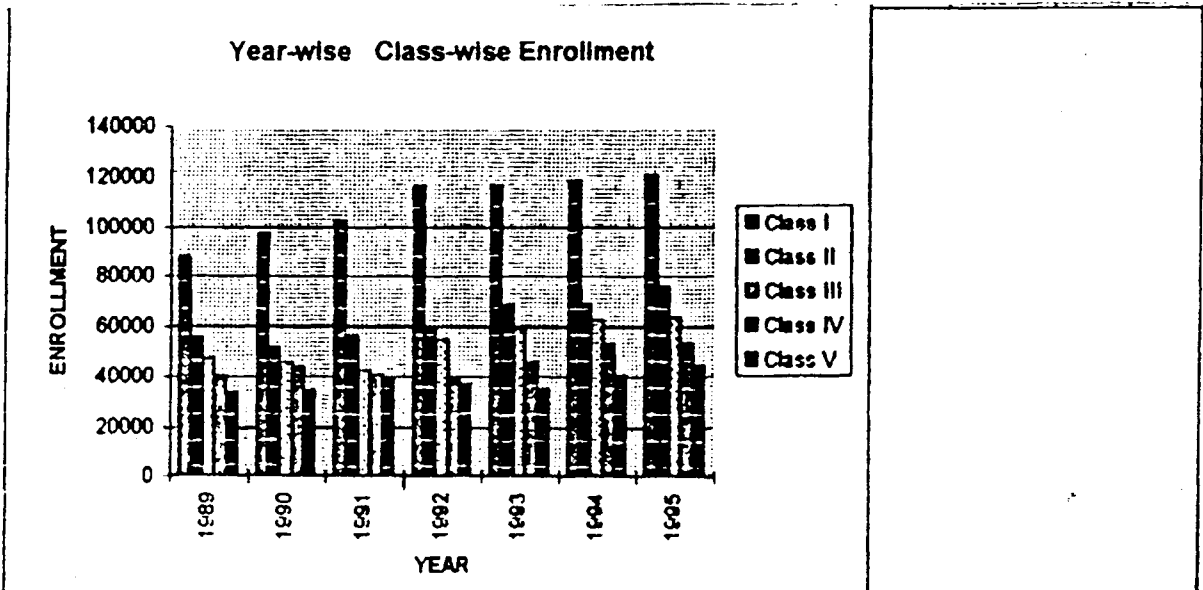
11. Remedial Learning Centere in Villages & Slums. Children of disadvantaged section have been found to be slow learners because they have no family guidance. When a child lags behind in the class, there is a tendency to dropout of school. As a remedy we will have Remedial Learning Centres (RLC) in villages and slums run by an instructor chosen by the VEC. There will be 2 RLC in each Gram Panchayat and Municipality. There will be one Instructor per Center. The Instructor will be paid an honorarium @ Rs 150/- per month and a contingency grant of Rs 50/- per month per centre. It is expected that there will be 15 - 20 children in each centre. This center will benefit children from poor socio-economic background, especially Scheduled Castes, Tribes & Muslims. The slow learners, who will be tagged with the R.L.C., be spotted by the teachers of the school. The present system of continuous evaluation/Record card is much helpful to spot the slow learners. At least one member of the VEC concerned be entrusted upon the responsibility to keep close contact with one school within the VEC regarding the matter. He/She along with the Head Teacher concerned will have discussion with the guardians/parents of slow learners before tagging him/her with the R.L.C. It is expected that this proposal for introducing R.L.C. will also be included into the state component.

Activity	Agency	Time period	Cost	Remark
Identification of location of the Center	Gram Panchayat Municipality	By Jan. '97		
Tagging of Children to the Center.	VEC	By April 1997.		
Release of Honorarium to the Gram Panchayat @ Rs 150 per instructor & Contingency @ Rs 50/- per month per Center.	By Project Office.	By May 1997	@ Rs 200/- per month per center per year. = Rs 8.352 lakhs.	
Identification of Instructor	Gram Panchayat/ Municipality	By Jan. '97		

12. Tagging ICDS Centers with Primary Schools
See Chapter on Convergence of Services.

Dropout Rate $D_{c,y} = (E_{1,y-c-1} - E_{c,y}) / E_{1,y-c-1} \times 100\%$
 Where $E_{1,y-c-1}$ = Enrollment in Class C-1 the year Y-c-1

Class-wise Enrollment of children (1989 - 1995)							Dropout Rates			
Year	Class I	Class II	Class III	Class IV	Class V	Total	D2	D3	D4	D5
1989	88242	55265	47283	40261	33342	264393				
1990	96721	51292	45671	43542	34235	271461	41.9			
1991	102213	55731	42302	40528	39188	279962	42.4	52.1		
1992	116159	59174	54417	38503	36475	304728	42.1	43.7	56.4	
1993	116259	68155	59074	45317	34653	323458	41.3	42.2	53.1	60.7
1994	118320	68528	62728	52682	40246	342504	41.1	46.0	48.5	58.4
1995	120680	75838	63391	53219	44623	357751	35.9	45.5	54.2	56.3



Drop Out

Dropout of children happens to be the most difficult hurdle towards achievement of universal primary education in the district. Out of every hundred child in class one, 55 drop out by then they reach class V. Half of the dropout occurs between Class I & II. Classwise dropout rates in Birbhum for 1993 & 1994 are shown below.

Dropout per 100 children

Class	Enrolled in Class I (1993)	Enrolled in Class I 1994
II	41.3	41.1
III	42.2	46.0
IV	53.1	48.5
V	60.7	58.4

Dropping out of children from school is the extreme form. The planning team has identified two disguised forms of dropout. One, in which a child drops out temporarily in form of absenteeism and second, in which a child repeats class-I. The second form of disguised dropout inflates the class I enrolment unusually, as a result the dropout rates computed on class-I enrolment becomes very high. Both the forms of dropout will be addressed in the DPEP.

GOAL

In the scenario, the district Planning Committee proposes to reduce dropout rates for all students to less than 10%.

Causes of Dropout.

1. Our society is characterised by illiteracy of parents, poverty, and children participating in economic activities. In such a society the demand for formal education is low and thus the motivation of parents to send child to school is also low. Even the community as a whole gives low priority to education.
2. Poor school infrastructure (space, class rooms, toilet, drinking water etc.) is also the cause of dropout amongst the children because they do not find the school environment interesting.
3. Children do not find schooling a joyful experience.
4. School timings do not suit large number of children. Many are weaned away to tending cattle or household chores under economic compulsions.
5. There are many children who are first generation learners. They do not get family support to pick up lessons. Very soon they lag behind in performance and finally dropout.
6. Teachers follow traditional teaching methods. Even, those teachers who have been trained in 'joyful learning' rarely try the new methods. They say that there are too many children in the school and few teachers. Teacher's motivation to try new skill is also very low.
7. There are cultural biases against education of girls particularly amongst the Muslim & Scheduled Caste.

Strategy

1. Motivation of Parents, teachers, children, members of village education committee, Panchayat members, ICDS workers, Health workers and community as a whole.
2. Improvement of school infrastructure.
3. Training and motivation of teachers.
4. Joyful learning.
5. School timing to suit children.
6. Remediation support to slow learners.
7. Monitoring and Feedback.
8. Special interventions to counter cultural bias against girl child.
9. Reduce incidence of repeating classes.
10. Class-I enrolment in I (A) will be shown separately.

School Registration and Attendance in Class I in Md. Bazaar Block								
Year	Total	Caste Hindu		ST/SC		Muslim		Attendance
		Boys	Girls	Boys	Girls	Boys	Girls	
1976	1528	414	259	414	190	160	91	778
1978	2145	478	398	666	308	195	103	1376
1980	2335	420	264	821	470	185	117	1490
1982	2703	418	342	892	598	265	188	1922
1984	2400	293	285	897	551	229	145	1757
1986	1945	250	271	690	445	185	124	1320
1988	2354	255	230	886	584	238	161	1702
1990	2257	245	226	850	514	269	173	1678
1992	2360	256	238	864	534	285	183	1703
1994	2445	270	258	876	545	298	198	1745

Boy's & Girl's Disparity in enrollment.

Year	Enrolment in Class I		Total	Girls per 100 boys	
	Boys	Girls		enrolled in class I	
1976	988	540	1528	54.7	
1978	1339	809	2148	60.4	
1980	1426	851	2277	59.7	
1982	1575	1128	2703	71.6	
1984	1419	981	2400	69.1	
1986	1125	840	1965	74.7	
1988	1379	975	2354	70.7	
1990	1364	913	2277	66.9	
1992	1405	955	2360	68.0	
1994	1444	1001	2445	69.3	

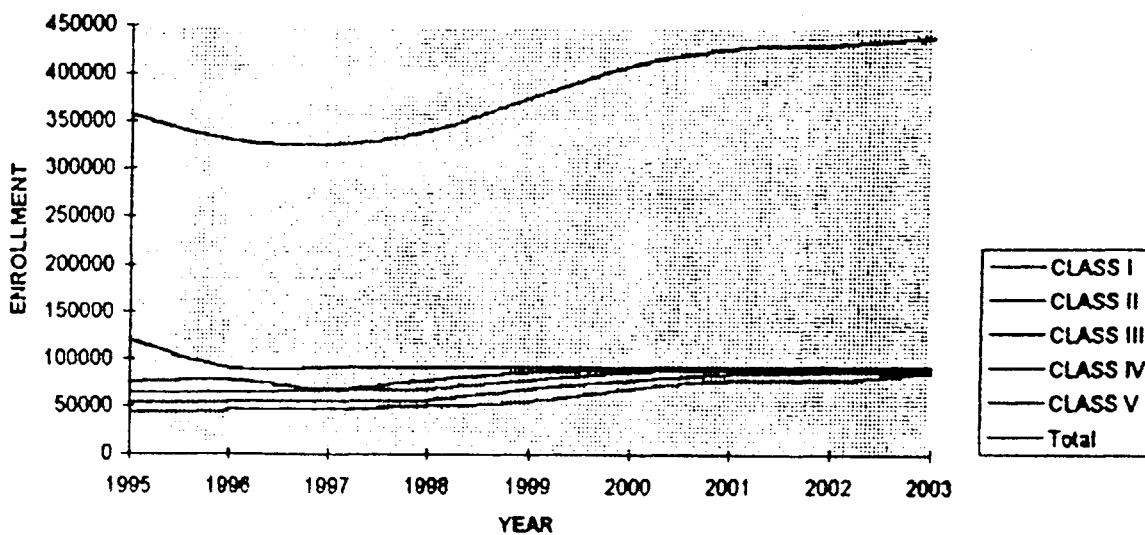
Boy's & Girl's Disparity in enrollment (Community wise)

Year	Caste Hindu		ST/SC		Muslim	
	Girls per 100 boys		Girls per 100 boys		Girls per 100 boys	
1976	62.6		45.9		56.9	
1978	83.3		46.2		52.8	
1980	62.9		57.2		63.2	
1982	81.8		67.0		70.9	
1984	97.3		61.4		63.3	
1986	108.4		64.5		67.0	
1988	90.2		65.9		67.6	
1990	92.2		60.5		64.3	
1992	93.0		61.8		64.2	
1994	95.6		62.2		66.4	

DROPOUT YEAR WISE					
Year	Class II	Class III	Class IV	Class V	Total
1989					
1990	36950				
1991	40990	45940			
1992	43039	42304	49739		
1993	48004	43139	51404	53589	196136
1994	47731	53431	49531	56475	207168
1995	42482	52868	62940	57590	215880

ENROLLMENT PROJECTION						
Year	Class I	Class II	Class III	Class IV	Class V	Total
1995	120680	75838	63391	53219	44623	357751
1996	90000	77356	64000	54000	45000	330356
1997	90000	67500	65771	55000	46000	324271
1998	90000	76500	67500	55271	50000	339271
1999	90000	85500	76500	67500	55000	374500
2000	90000	88200	85500	76500	67500	407700
2001	90000	88200	87300	83250	76500	425250
2002	90000	89100	87300	86400	76500	429300
2003	90000	89100	87300	86400	85000	437800

ENROLLMENT PROJECTION



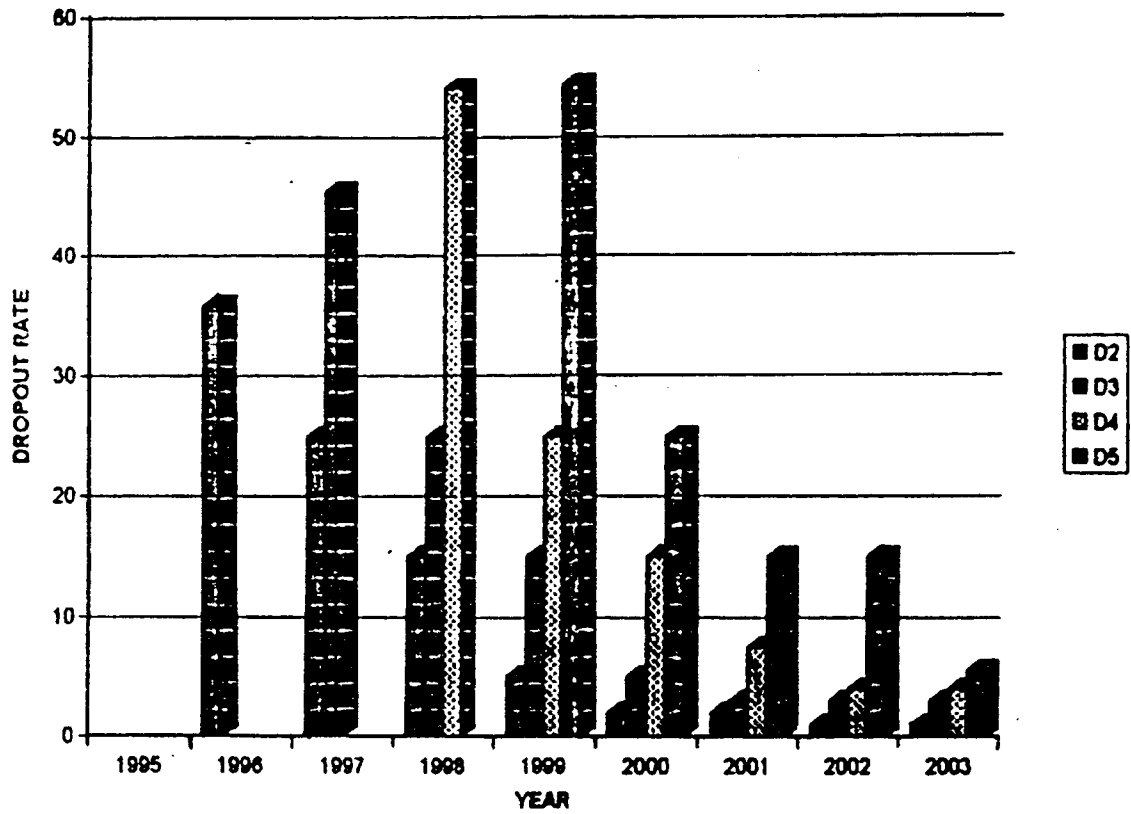
1. Strategy : Motivation

Activity	Agency Responsible	Time period	Cost	Remarks
<p>parents teachers meeting (PTM) motivate parents through meetings with parents and teachers; ensuring involvement mothers.</p>	<ul style="list-style-type: none"> ● Head Teacher. ● Village Education Committee 	Twice a year.	Rs 500/- per year for two meetings a year	<ul style="list-style-type: none"> ● Teachers will be trained in the conduct of the Parents Teachers Meeting. ● Project Office will include PTM in the MIS.
<p>the group plays in school curricula to assist the adaptation of children to school and dropout.</p>	Teacher will design group plays.	All round the year.		Children will be divided in groups. The game should be such that attendance of all members in a group be necessary for the group to win.
<p>motivate teachers by; posting in own charge, distribution of work, orientation training, recognition of good work.</p>	<ul style="list-style-type: none"> ● District Primary School Council. ● Project Office 		see scale in chapter on VEC	
4. Motivating Teachers by assessing performance, reward & monitoring	VEC PTA			Project Office will prepare a reporting format for assessing the teachers' performance by the VEC. The Monthly performance report of each teacher will be sent to VEC for follow up action.
5. Students' Attendance Card, School teachers will fill up the	Design of the Card by the Office DI (Pry). It will be the responsibility of		Rs 1/- per child enrolled per year.	

PROJECTION OF DROPOUT RATE

YEAR	D2	D3	D4	D5
1995				
1996	35.9			
1997	25	46		
1998	15	25	54	
1999	5	15	25	54
2000	2	5	15	25
2001	2	3	8	15
2002	1	3	4	15
2003	1	3	4	6

DROPOUT PROJECTION



Activity	Agency Responsible	Time period	Cost	Remarks
columns of the students attendance card. The card will be countersigned by the parents and returned to the school.	the Head Teacher of the school to get the cards filled.			
6. Regular meetings in GP, Block, sub-division, and district.	Circle every Monday Block every alternate Tuesday, Sub-division every alternate Wed, and District last thursday.			
7. Painting of Schools	VEC	Dec. 1996	Rs 22.81 lakh	Rs 1000/- per school

2. Improvement of School Infrastructure.

Activity	Agency Responsible	Time period	Cost	Remarks
1. Provision for drinking water in all schools by 2001	State Government will give funds, Panchayat will execute.	2000 A.D.		Deptt. of Rural Development will be moved for this purpose.
2. Toilet in all schools by 2000.	- do -	2000 A.D.		_____

3. Identification of Irregular, repeaters & dropped out children.

Activity	Agency	Time	Cost	Remarks
1. Identification of absentee children; list of children with attendance less than 80%.	<ul style="list-style-type: none"> • DI (Pry)- format • Head Teacher to prepare • VEC to discuss 			
3. Identify Left out	do			VEC will tag the children to Remedial Learning Centres. List of leftout children will be prepared by 15th August for status as on 1st Aug every year. Leftout children will be tagged with the APE centres.
4. Separation of children in Class I(A) & giving pre-school education.				

Improvement of Achievement Level & Quality of Education

Objective

Our objective will be to improve the achievement level of children through quality education.

Goal

To achieve 25% increase over the base line achievement standard by the end of the project period.

Strategy

1. Training of teachers, Supervisors & VEC Members.
2. Improved pedagogy.
3. Improved curricula
4. Rational distribution of teachers.
5. Remedial Learning Center.
6. Better attendance of children.
7. Check absenteeism among teachers.
8. Incentive and award.

Training of Teachers.

In the absence of other influence a teacher tries to teach in the way he himself was taught by his favorite teachers and thus tends to perpetuate the traditional methods of teaching. In the situation like the present when new and dynamic methods of instruction is needed such an attitude becomes an obstacle to progress. It can be modified by only effective professional training.

Every teacher should do inservice training of 5 days duration every year during the project period. There are three P.T.T.Is in Birbhum at present. The present capacity is limited to 300 teachers in a year. Therefore, we plan to augment the training infrastructure in the district by creating Block Resource Center in every block. The inservice training will be compulsory. The teachers will be exposed to new teaching methods. They will be familiarized to the concepts and techniques of joyful learning, participative learning. They will also be exposed to latest thoughts on multigrade teaching, curriculum and student evaluation. They will also be trained up in a manner so that the gender biasness is wither away.

SCERT & SPD will be the nodal agency for the preparation of the training programmes, curriculum, support material, training equipment and training of the trainers. The SCERT will develop the programmes for the District, Block and Cluster levels.

We will train 8 District Level Trainers (DLTs) KRPs in SCERT who in turn train 171 Block Level Trainers (BLTs), nine per block. The training of the BLTs will be in the upgraded PTTI in the district.

P.T.T.I UPGRADATION

It has been decided that DIET will be established in this district near Bolpur-Santiniketan by way of Setting pp new DIET. It is felt that a time spon of about two (2) years will be required for making this DIET functional. The District Planning Team proposes to strengthen the Md. Bazar P.T.T.I to take up some of the activities of the DIET. And this is proposed to be done by empowering the present staff of the P.T.T. Is on the one hand and by augmenting the members for specific activities on the other. Infrastructure facilities will also be provided as to be considered by the district Planning team in the District.

The Identified P.T.T.I will strengthened for the following purposes :—

1. Work experience activities.
2. Physical Education activities.
3. Educational Technology activities and
4. Educational Management & Training activities.

Thus these will be four addl. Cell for training activities in the district. The addl. cells will be strengthened by recruitment of teaching and non-teaching staff for two years. They will inturn be placed at the DIET when this is setup and opetationlised.

Staff requirement for such strengthening of the identified PTTIs will be as follows :

Cell	Staff		Salary P.M. (in Rs.)	Salary P.A. (in Lakh)
We	1. Branch Head	(1)	6,500.00	0.78
	2. Lecturer	(1)	5,500.00	0.66
	3. Group D	(1)	2,500.00	0.30
	Total			1.74
PE	1. Branch Head	(1)	6,500.00	0.78
	2. Lecturer	(1)	5,500.00	0.66
	3. Group C	(1)	3,000.00	0.36
	4. Group D	(1)	2,500.00	0.30
Total			2.10	
ET	1. Branch Head	(1)	6,500.00	0.78
	2. Lecturer	(1)	5,500.00	0.66
	3. Group D	(1)	2,500.00	0.30
	4. Technician	(1)	3,500.00	0.42
Total			2.16	
EMT	1. Branch Head	(1)	6,500.00	0.78
	2. Lecturer	(1)	5,500.00	0.66
	3. UDA	(1)	4,000.00	0.48
	4. LDA	(1)	3,000.00	0.36
	5. Group D	(2)	5,000.00	0.60
(including machine operator)			Total	2.88

To carry on such additional activities in the identified PTTI one room will be added for each of the WE, ET and EMT cells and also a small gymnasium for the PE, cell and also on office room and separate toilets for Boy's and Girls' in each institute. The rooms will be supplied with proper electrification and water Supply. Adequate furniture and equipments will also be provided to carry on specified activities.

The Budget for the PTTI — strengthening as above will be as follows :—

Items	Unit cost.	Physical Target	Y 1st	Y 2nd	Total
A. Non-recurring.					
1. Civil Work.					
a. Room for cell	1.20	4	4.80		4.80
b. Office room & Toilet	.35	2	.70		.70
c. Plumbing & Electrification	1.50	1	1.50		1.50
2. Furniture	0.40	4	1.60		1.60
3. Equipment for ET cell	3.60	1	3.60		3.60
Equipment for other cells	0.75	3	1.25	1.00	2.25
4. Mise.	0.20	4		0.80	0.80
(A) Total :			13.45	1.80	15.25
B. Recurring.					
1. Salary	8.88	1	*4.44	*8.88	13.32
2. Programme cost (including TA/DA and consultancy)	0.075	12	*0.45	0.9	1.35
4 cells, 4 x24 Programmes in 2 years, 19 RPS in each Programme each day and 2 consultants on each day.			(Rate for each Programme: a. Programme cost : 60x19x5 = 5700 b. TA : 40x19 = 760 c. Consultancy 100x10 = 1000 = 7460		
3. Consumables	0.10	4	*0.20	0.40	0.60
4. Contingency	0.05	4	*0.10	0.20	0.30
5. Conservancy/ Watering	0.03	4	*0.06	0.12	0.18
* for 6 months in year Total (B)			*5.25	10.5	15.75
Grand Total (A+B) =			18.7	12.3	31.00

The main tasks to be performed by such upgraded PTTI in different areas of 'Training under DPEP interventions' would be to prepare Resource persons at the District Level. Such Resource persons would in their turn, train up teachers and others towards school effectiveness.

It is expected that the State Project Director will prepare a Training manual for all kind of training in the block, in consultation with SCERT. Suggested training required.

1. Teachers training in two modules.

On Joyful learning & new methods of teaching.

On Curriculum, text book, MLL, evaluation & Girls-education.

2. Head teacher training including CRC-Coordinator.

5 days training in BRC. (Trgs. be held at High School or Block auditorium until the BRCs are constructed).

3. Training of Sub-inspectors of Schools including BRC-Coordinator.

4. Training of Block Development Officers, Panchayat Samity Savapatis, Karmadhakshyas SSS, Extension Officers in PTTIs.

5. Training of VEC members in CRC.

Activity	Agency	Time period	Cost	Remark
Development of training manual & material.	State Project Director & SCERT	By November 1996.		
Training of DLTs	SCERT	by December-January	Rs. 2500 per Yr.	On T.A.
Training of 171 BLTs	PTTI (upgraded)	by January-February '97	Rs. 10000/- per camp × 9 = Rs. 0.9 lakh per year.	5 days every year. 9 Camps in PTTI (upgd.) every year.
Training of all teachers	BRC	to be started March '97	Rs. 20000/- per camp per year. 40 camps in 1st. year.	5 days camp per teacher. 40 teachers per camp.
Training of Head Teachers including CRC Coordinators.	BRC	January to March '97	Rs. 43.878	1 × 3 days × 60 camps
Training of Sub-inspectors including BRC Coordinators	PTTI (Upgraded)	January to March '97	Rs. 17,500/- per camp	1 camp per year of 5 days
Training of BDOs, Savapati Karmadhyaksa & Extension Officers of Block & district level officers	PTTI	Calendar to be prepared by District Project Office	Rs. 10,000/- per camp × 3 = Rs. 30,000/- per year.	1 camp in each PTTI for 3 days Every Year.
Training of VEC members, (6 members of VEC per year)	CRC	January - February '97	1st Yr. 174 Camps. Rs. 8.7 lakh	1 camp in each CRC for 3 days.

2. Improved pedagogy

Teacher will acquire skill to use teaching aids in the training camps. Each teachers get an annual grant of Rs. 500/- to develop teaching aids District Level Study Committee will also try innovation in pedagogy. we will earmark a budget of Rs. 20,000/- for research on pedagogy by the district Resource person.

3. Curricula

District Study Team will prepare suitable recommendations on text books and curricula. A research grant of Rs. 20,000/- will be earmarked out of DPEP.

4. **Rational Distribution of teachers in schools.**

A survey will be conducted to identify schools where there are surplus teachers. DPSC will try to transfer such teachers to schools where there is deficit. If that is not possible DPSC will post the newly appointed teachers to the teacher deficit schools.

5. **Remedial Learning Center**

See chapter on Dropout.

6. **Attendance of children**

The Planning team feels that lot many days children do not come to schools because the school calendar does not tally with the local festivals. One example was that in some pockets 'Hul' is a more important festival than 'Durga Puja'. District Study Team will prepare alternate calendar keeping into account the local festivals. This calendar will be implemented in selected pockets.

7. **Check Teacher Absenteeism**

Leave application of the teacher has to be submitted to the SI of schools through the VEC. A matching order from the DPSC will be issued by September 1996. VEC committee will be sensitized on this issue.

8. A award of Rs. 2000/- per annum will be given to the best performing V.E.C in each block in matter of enrollment, retention & achievement. The amount will be utilised for betterment of the school (s) under the VEC.

9. **Continuous evaluation of student.**

Achievement level will be measured for all children in class II & IV in the centres to be decided by the Block level committee. The questionnaires will be prepared by DIET/PTTI and District Project Officer (DPEP). It is estimated that a sum of Rs. 100/- per school will be required for this purpose. Rs. 2.342 lakh will be required every year.

10. **Construction of BRC**

Every Block will have a upgraded SI office with Block resource Centre. BRC will be a training school at the block level. It will have two dormitories, one hall two office rooms, a kitchen and a store. Rs. 7.5 lakh will be spent for this purpose.

Activity	Agency	Time period	Cost	Remark
Selection of Site	BLCC	July 1996		
Preparation of plan & estimate	Project Office	Completed & in the plan		
Release of 50% of the fund	Project Office	By December 1996	Rs. 71.25 lakh	
Release of rest amount	Project office	on getting UC from block	Rs. 71.25	
Construction	BLCC. /SAE, Block			CIVIL WORK INCHARGE

11. Cluster Resource Centre (CRC).

One school in each gram panchayat and municipality will be upgraded as cluster Resource Center (CRC). We will add one hall and one room for training and meeting purpose. All training of VEC, Health & ICDS workers will be held in CRC. It will cost Rs. 1.70 lakh per CRC.

Activity	Agency	Time period	Cost (in Lakh)	Remark
Selection of site.	GP/ Municipality	August 1996		
Preparation of plan & estimate	Project Office	Completed & in the plan		
Release of 50% of the fund	Project Office	By July 1997	Rs. 147.9	
Release of rest amount	Project office	on getting UC from block	Rs. 147.9	
Construction	VEC/VAE, Block			CIVIL WORK INCHARGE

Community Participation in Management of Primary Education.

Despite the provision of schooling facilities, adult and alternative centers heavy dropout and non-participation of a substantial segment of weaker section continues.

It is the realization of the planning team that without the involvement of the rural people, landless labourers and weaker sections like SCs & STs there will be no substantial change. DPEP will be a mass based programme and hence the linking the schools with the social processes will be taken up.

First we will organize the local people to form their own group, then we will impart necessary knowledge and skill. There will be multi-tier organization. Attempt will be made to make the Education Committees at various level coterminous with the Panchayat structure.

1. District Level Committee.
2. Sub-divisional level Committee.
3. Block / Municipality Education Committee.
4. Gram Panchayat/ Ward Committee.
5. Village Education Committee.

1. District Level Committee.

The District Level Committee will be none other than DLCC. This broad based Committee with the membership from all the major stakeholders be the most powerful committee at the district level to achieve the ultimate goal/benefit of the Programme.

2. Sub-divisional Committee.

There will be a committee at the Sub-divisional level with the following membership.

- | | |
|--|-----------|
| 1. Subdivisional Officer | Chairman. |
| 2. MP or his representative | Member. |
| 3. MLAs | Member |
| 4. All Municipality Chairman | Member |
| 5. All Panchayat Samity Savapatis | Members |
| 6. All BDOs | Members |
| 7. All CDPOs | Member |
| 8. All of Secondary Education | Member |
| 9. All SIs of Primary Education | Member |
| 10. All District Level Monitoring Officers | Member |
| ACMOH | Member |
| 11. Representative of recognized teachers association. | Member |

3. Block/Municipality Level Committee

- | | |
|--|---------------|
| 1. Savapati Panchayat Samity/Chairman Municipality | Chairman |
| 2. BDO | Vice-chairman |
| 3. SI of Schools | member |
| 4. All of reps. of teachers Organization | member |
| 5. Karmadhaksha Siksha Sth. Samity | member |
| 6. CDPO | member |

7. Block Youth Officer
8. BSEO
9. All Pradhans/Commissioners
10. All BLMOs
11. BMOH.

4. Gram Panchayat/Ward Committee.

1. Pradhan/Commissioners Chairman
2. Head teacher of all the primary schools.
3. One woman representative from each VEC
4. Supervisor ICDS.
5. Primary Health Worker.

5. Village Education Committee.

The Village Education Committee will be organised in each village as per the G.O. Apart from duties enlisted in the G.O. the VEC will do the following;

1. Annual Sports
2. Annual Cultural Function
3. Monitor ECCE/ICDS centers.
4. Organize two sensitization meetings every year.
5. Two Parents teachers meetings every year.
6. Pay honorarium to RLC instructors and APE instructors.

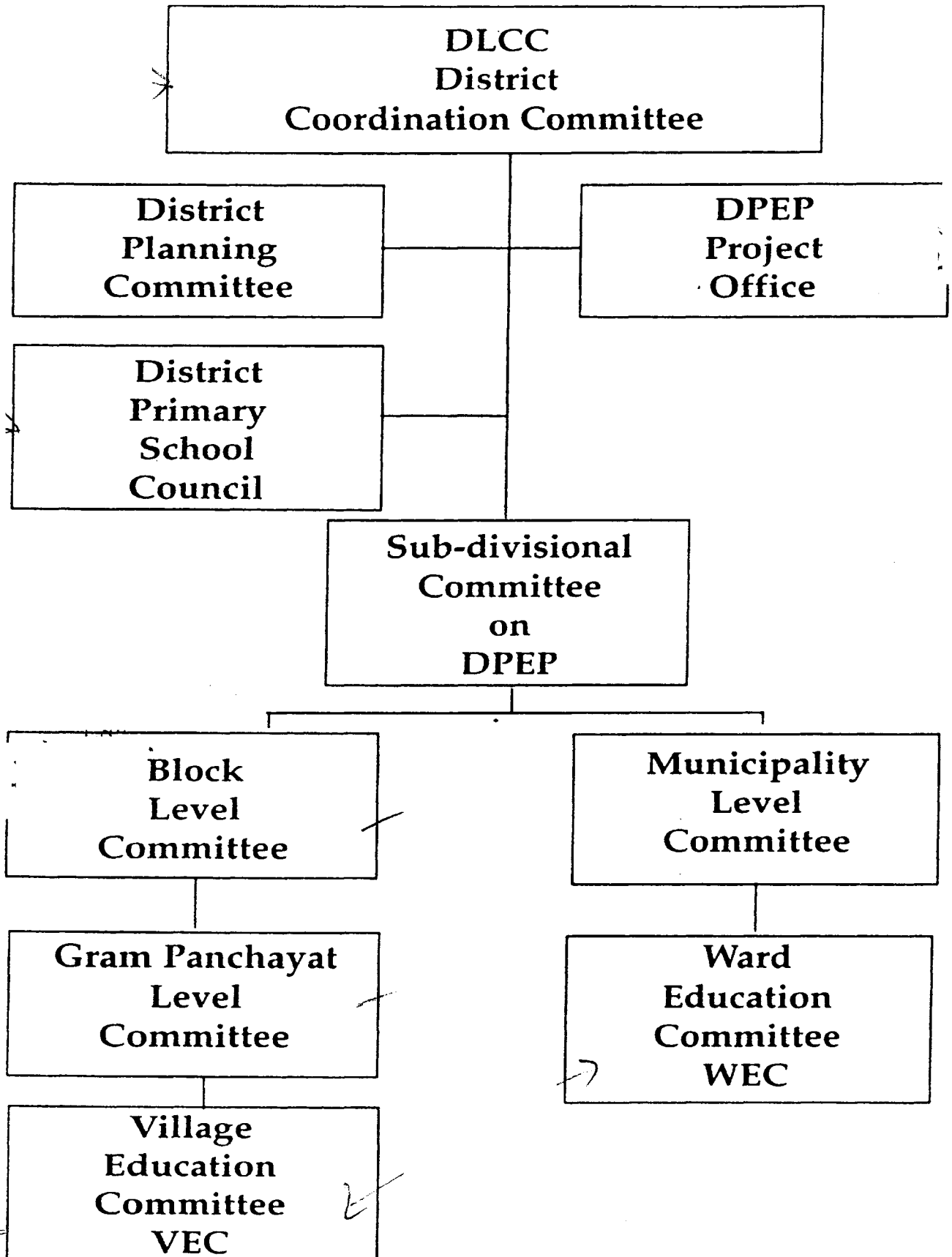
Financial Resources which will be given to the VECs.

Rs. 300/- per year to organise sensitization camps.

Rs. 300/- per year to organise Parents Teachers Camp.

Rs. 1000/- one time grant for painting & repair of building.

DPEP Management Structure



MEMBERS OF DLCC, DPEP

1.	Sabhadhipati, Zilla Parishad	.....	Chairman
2.	District Magistrate	.....	Vice-Chairman
3.	Addl. District Magistrate (in charge of Development matters)	.....	Member
4.	Chairman, District Primary School Council	.....	Member
5.	One Chairman of Municipality to be nominated by Chairman	.....	Member
6.	Karmadhyaksha Siksha Sthayee Samity, Zilla Parishad	.....	Member
7.	Special Officer, Sc & Tw	.....	Member
8.	District Welfare Officer	.....	Member
9.	District Social Education Officer	.....	Member
10.	One Principal of PTTI to be nominated by the Chairman	.....	Member
11.	One representative of Paridarshak Samity	.....	Member
12-13.	Two Women Activists connected with Primary Education (to be nominated by the Chairman)	.....	Member
14.	District Planning Officer	.....	Member
15-16.	Two representatives of the Non-Governmental Organisation of the District (to be nominated by the Chairman)	.....	Member
17-22.	One representative from each of the recognised Primary Teachers' Association in the district	.....	Member
23.	District Inspector of Schools (SE)	.....	Member
24.	District Inspector of Schools (PE)	.....	Member-Secretary

MEMBER OF VILLAGE EDUCATION COMMITTEE

1. Pradhan/Upa-pradhan or Senior most Gram Panchayat Member who resides in the village concerned-Chairman.
2. Head Teacher of Primary School of the village - Secretary (in the case there is more than one primary school in the village. Head-Teachers other than the one nominated by the Panchayat Samity as Secretary also be members).
3. Members of the Panchayat Samity and members of the Zilla Parishad residing in the village, if any — Members.
- 4-5. Two women interested in education of residing in the village to be nominated by the Gram Panchayat — Members.
- 6-8. One Member each from Sc/ST and Minority Community of the village, to be nominated by the Gram Panchayat (atleast one of whom must be woman)— Members.
- 9-11. Three parents/guardians of the pupils of the school/schools in the village, of whom one must be a woman/mother, to be nominated by the Gram Panchayat — Members.
12. One teacher from the Secondary school of the village or a neighbouring village, in case there is no secondary school in the village (the teachers should preferably be an inhabitant of the village), to be nominated by the Panchayat Samity — Members.
- 13-14. Two members, to be nominated by the Gram Panchayat from amongst Master Trainers/ Voluntary Trainers of Total Literacy/Post Literacy Campaign, residing in the village — Members.
15. Anganwadi - Worker of ICDS residing in the village, if any — Member.
16. Librarian of the recognised Rural library, if any, in the village—Member.
17. Nominee of the Sub-Inspector of schools of the concerned circle—Member.

2. The above committee will be constituted by the Panchayat Samity after obtaining relevant nominations from the Gram Panchayat and the District Primary school council. For the purpose of this committee, a village may be considered to be a compact locality, known as such and by a name in the locality and its immediate neighbourhood.
3. The term of V E C will be the same as that of the Panchayat Samity unless it is superseded by the Panchayat Samity by an order in writing and on Express reasons subject to be approval of the District Level Co-ordination Committee on DPEP.

4. Function of VEC

- i) Assessment of the educational needs of the village population at the primary level through a process of survey.
- ii) Building of awareness and mobilisation for enrolment and retention of children in primary schools.
- iii) To maintain a register enlisting children of the primary age — Group (five years to nine years).
- iv) Ensuring participation of every child in the school/alternative system of education.
- v) Reviewing performance of the schools.
- vi) Making recommendations with suggestions for betterment of the performance of the schools.
- vii) Ensuring proper utilisation of the fund, if any, placed at the disposal of VEC.
- viii) Mobilisations of community support for school Building and other required facilities of the school.
- ix) Projecting estimates for enrolment in each school for the next year.
- x) Arranging additional resource requirements for the next year.
- xi) Arranging remedial teaching/alternative education through community involvement.
- xii) Distribution of Text Books, Teaching - Learning Materials and other incentives.
- xiii) Ensuring convergence of different rural services.
- xiv) Any other work, as may be assigned by the Gram Panchayat/Panchayat Samity/Zilla Parishad/District Primary school council and District Level Co-ordination Committee on DPEP.

5. Meeting of VEC.

The Secretary will convene the meeting of VEC in consultation with the Chairman at a place within the village atleast once in every month. The resolution of such meeting should be properly recorded by the Secretary and submitted at the next meeting for confirmation by the VEC.

6. Controlling Authority

Panchayet Samity being the body responsible for consultation of VECs shall have the powers to monitor and evaluate the work of VECs. If necessary, it may re-constitute any VEC after supersession of the earlier VEC as provided in para 3 above. The constituted VEC shall hold office for the remainder of the term of the Panchayet Samity.

Convergence of ECCE Or ICDS Services

Early Childhood Care and Education (ECCE) is generally defined as a care and education of children from birth to 8 years. It includes :

1. Early Stimulation Programmes through Creches / home stimulation for 0 to 3 years.
2. Pre-school/Early Childhood Education Programmes (ECE) for 3 to 6 years old.
3. Early primary education programmes as part of primary schooling for 6-8 years old,
4. Protection of children from major child killer diseases.

In the Indian Context the latest policy documents that is National Policy on Education (NPE 86) and subsequent Rammoorthy Committee Report 1990 have considered ECCE as a care and education of children from birth to 6 years. Realising the crucial importance of the early childhood years as a period of rapid physical and mental growth, the policy has placed a great deal of emphasis on ECCE Programmes. Finally ECCE programme includes components of health, nutrition and pre-school education, for ensuring holistic development of the children.

It has been found by the district planning committee from the enrollment figures in Class I & II over the years that there is high rate of repetition in Class I. This creates burden on the Primary education system. This is also one kind of wastage which we want to avoid. Hence it is proposed to have one Anganwadi Center (ICDS/ECCE) for every primary school. In villages where there is already existing an ICDS center we propose to bring about close coordination and interaction between the ICDS center & the primary school through the active involvement of the VEC. It may entail change in timing, location of the Anganwadi center.

Block	Number of ICDS Centers
Sainthia	202
Md-Bazar	144
Mayureswar I	105
Bolpur	152
Illambazar	110
Nanoor	143
Labhpur	132
Dubrajpur	125
Rajnagar	66
Suri I	74
Suri II	90
Rampurhat II	132
Khayrasole	100
Nalhati II	84*
Rampurhat I	132*
Mayureswar II	99*
Nalhat I	88*
Murarai II	145**
Murarai I	122**

**** To be opened in April 1996.**

The Convergence of ICDS and the primary schools will be at two levels. One, at the organisation level and second in the implementation of the programme. The Centers will be brought under the supervision of the VEC and also the DPEP will supplement by giving training to the ICDS workers for forging linkages with schools.

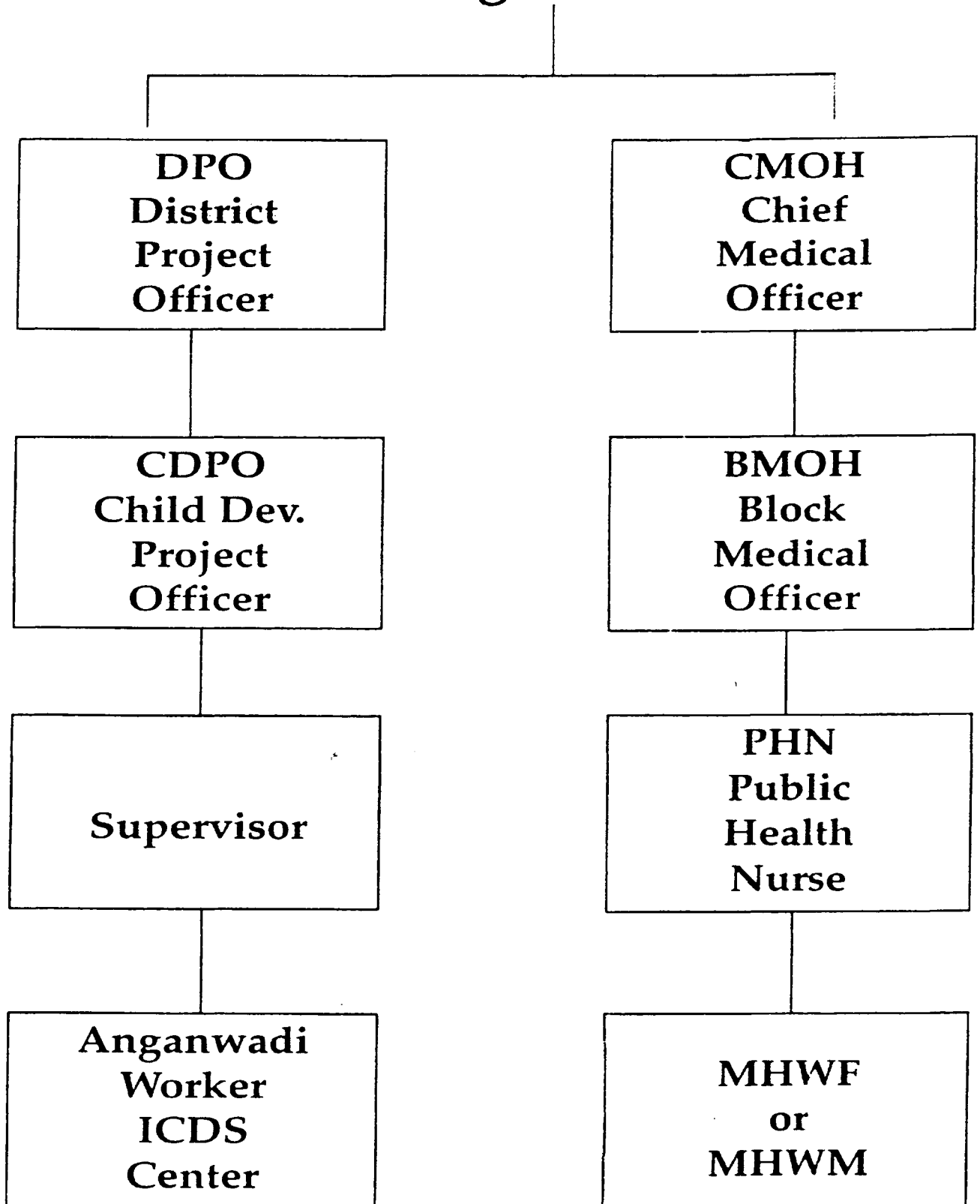
There will be a three days training of Anganwadi workers every year in the BRC to be initiated from the Second year. The training will be designed by the State Project Director, DPEP.

Training of Key Resource persons	Rs. .145 lakhs
Training of Block Res Persons	Rs. 1.95 lakhs
Training of A. Workers	Rs. 18.11 lakhs.

Pre School

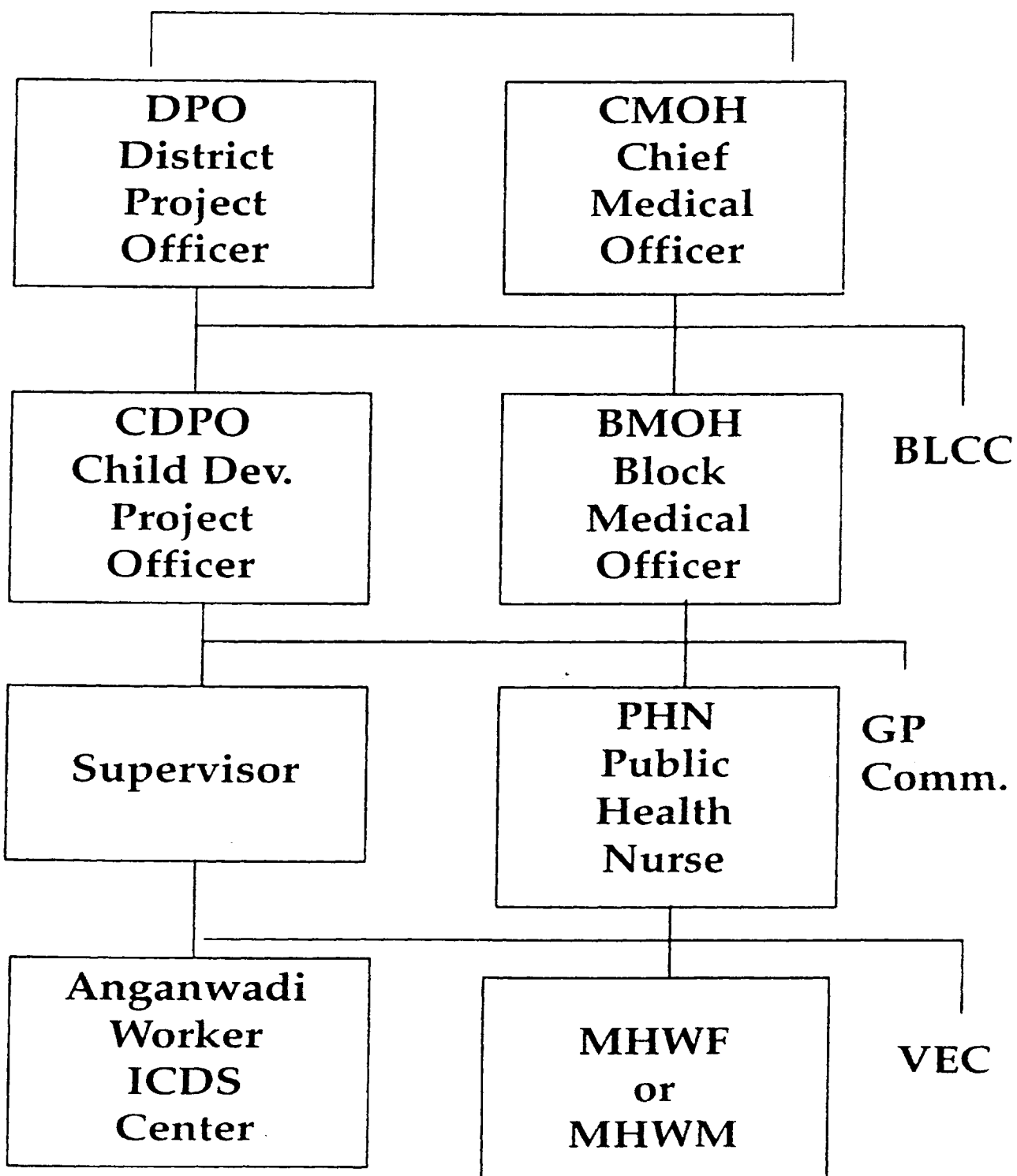
It is expected that State Project Office will develop a set of course material for pre-school or Class-I (A) children. State Project Office will also develop a training module for the teachers on the method of handling Class-I (A) children. To add there will about 30,000 children in class I (A) every year.

ICDS Organisation



Proposed Convergence Under DPEP

DLCC



Child to Child

ACTIVITY SHEET 5.1

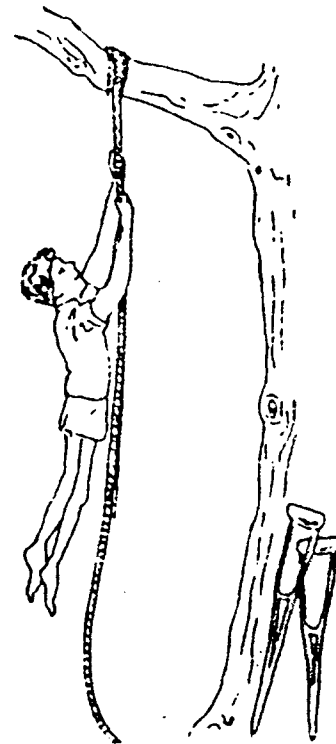
Child-to-Child Activity Sheets are a resource for teachers and health and community workers. They are designed to help children understand how to improve health in other children their families and their communities. Topics chosen are important for community health and suit the age, interests and experience of children. The text, ideas and activities may be freely adapted to suit local conditions.



HANDICAPPED CHILDREN

THE IDEA

Some children cannot walk, or run, or see, or hear, or talk like other children. These children are handicapped. There are many reasons why children may be handicapped. By learning more about handicaps, children can understand what it feels like to be disabled. They can help the handicapped by being friendly and playing with them to make them happier, grow stronger and more able to help themselves.



LOOK FIRST AT MY STRENGTHS
NOT AT MY WEAKNESSES

Some children are not like other children because, in some way, their mind or senses (hearing and seeing) have been damaged. Sometimes the handicap is small, but sometimes it is so severe, that they can only do the same things as other children of the same age with difficulty.

Children usually behave well to a child with a very bad handicap. They are more often cruel to a child with a smaller handicap. Children will sometimes tease or bully a disabled child. They may leave him out of their games and other activities, making him feel very lonely and miserable. They may be cruel because they are afraid of something they don't understand because it is different.

Handicapped children are just like other children: they like to laugh, they like to play, they like to have friends, and they want to learn just as much as any other children, though they may learn more slowly.

All children can help, handicapped children to grow better if they learn more about handicaps, understand what it feels like to be handicapped, and know that some handicapped people can do some things better than they can. They can be friends with them and share their play activities. They can help to make the life of disabled children better. They can encourage them to do as much as possible for themselves and by themselves.

This sheet may be used together with Polko (Sheet No. 6.5) Let's Find Out How Well Children See and Hear (Sheet No. 5.2), and Helping Children who cannot hear well.

Different Kinds of Disability

Children can be handicapped in several ways.

Physical

Physically disabled children often have difficulty moving about. If their legs are weak, they may have trouble walking or sitting, and may need to lie down. Others whose arms are weak may find it difficult to hold things like a cup or a pencil.

Sensory

Some disabled children may be deaf or blind (or have very bad eyesight). Deaf children may also have difficulty speaking and communicating with others.

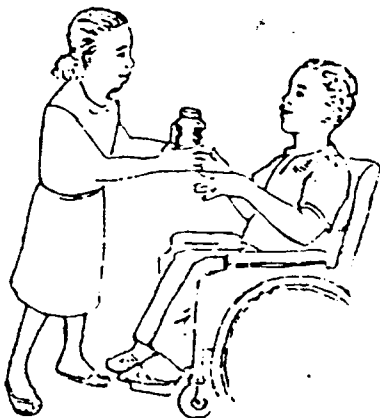
Mental

Some children may find it difficult to learn and understand things. They may behave in ways that seem strange to others. They may not even know who they are, or understand how to take care of themselves.

Some children may have fits, perhaps staring into space without seeing anything. Others may fall to the ground and shake. It can be frightening to see someone with a fit, but the child is not in pain and will not die. Keep calm, and be sure the person having the fit is safe and does not harm himself. Fits cannot spread from one person to another.

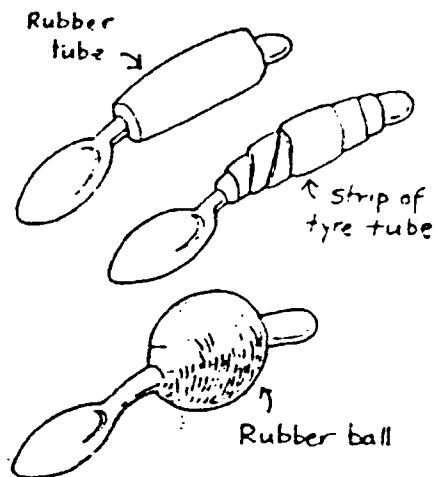
Children who are disabled cannot do everything like other children. But often there are certain things that they can do better, or at least just as well, as the others. For example, a child who uses crutches or a wheelchair may have very strong arms and hands. A child who is blind may be very good at hearing and identifying different sounds. A child who is mentally handicapped may be very kind and helpful, and a good friend.

LET ME TRY
TO OPEN IT!



DO YOU KNOW

- There are Olympic Games for handicapped people.
- Christy Nolan, a young boy who cannot speak or use his limbs, has won literary prizes.
- Franklin Roosevelt, one of the greatest political leaders this century, had polio and could not stand without help.



Causes of Disability

Some children are superstitious about handicaps, and think they are caused by some kind of magic. That is not true.

There are five main causes of handicap. Children can be

- (1) **born with the disability.** A child can be born deaf, blind or mentally handicapped.
- (2) **disabled at birth.** Sometimes the birth of a baby is difficult, and it is injured when it is being born.
- (3) **disabled by disease.** Polio, measles, leprosy and whooping cough can disable a child. Polio can cause paralysis, and measles can make children blind, deaf, and mentally handicapped.
- (4) **disabled by accidents.** Children may fall out of trees, or burn themselves, or injure their eyes. Accidents can happen on the roads, and damage a child's body forever.
- (5) **disabled by poor diet.** Young children may become disabled if they do not get enough food or the right kind of food. In severe cases, they may become blind, or their brain may not develop properly, so they become mentally handicapped.

Helping the Handicapped

If we understand the different kinds of handicap, and know how they are caused, it may be easier to cooperate with children who are handicapped, and learn how to help them.

Four important things to remember :

- **Give them hope :** help them to feel that life is not dull and miserable, and try to give them the same chances as any other child
- **Make them feel confident :** make them feel wanted and useful, and proud of what they can do, instead of bad about what they cannot do.
- **Help them to help themselves :** don't help them with a certain job unless help is really needed. Let them do the things they can do, even if they do them slowly or not very well
- **Include them in play activities :** children always learn faster if they are helped by the group, and if exercises are made into games. All children learn and grow through play.

ACTIVITIES

Understanding Handicaps

Discussing our Experience

Look at a picture or a poster of a child who is handicapped, or make a drawing of someone who is disabled. Talk about handicapped children, or older people, in the community :

- Do you know someone who cannot run or walk like you ? Why can't he run or walk properly ? Or perhaps you know someone else with another kind of handicap ? What kind ?
- Do other children play with this child ? Why not ? Do you ? Is the child able to play some of the games, or not ? Why not ?
- Do other children laugh at this child ? Why ? What is it like when other children laugh at you ?
- Do you like having friends ? Do you like playing with other children ? How would you feel if you were handicapped and had no friends ? Or if you were alone at home all day by yourself ?
- Would you like to be disabled ? Why not ?
- What can disabled children do better than you can ? Can you think of a disabled person with very strong arms, or very good hearing, a very good memory, or who can draw, write and read very well ?
- How can you make life better for children who are handicapped ? Make a list of things you can do.
- Do you know of people who have become famous in spite of their handicap ?

What Does it Feel Like to be Physically Handicapped ?

Children can understand better what it is like to be physically disabled by pretending to be handicapped themselves.

Organise a game of football or tag. Before starting, tie a stick to one leg of a child, so that she cannot bend her leg. Some children can try playing on one leg only (hopping). Tie a cloth over the eyes of another child so that she cannot see properly.

Let several children try playing the game with different handicaps. The rest of the children can behave in different ways to those who are handicapped. Some help, others laugh; some are friendly, but others are indifferent. The children can think of different ways to behave. They can take it in turns to be handicapped.

At the end of the game, the children can discuss :

- what was it like to be handicapped ?
- did you like being handicapped ? why not ?
- what did the other children feel about those who were handicapped ? why did they tease them ?

Taking Action

Making a Plan

Children can discuss ways to help a disabled child to be happier and more independent. They can list handicapped children they know, and think of ways in which they could help each of those children. They can make a plan and then form action groups. Parents and teachers can help to guide these groups. Whenever possible, handicapped children should be members of these groups.

Remember : this is a project which will take some time, for it is important not to forget the disabled child after a little time, or he will be even more unhappy.

Here are some ideas for plans :

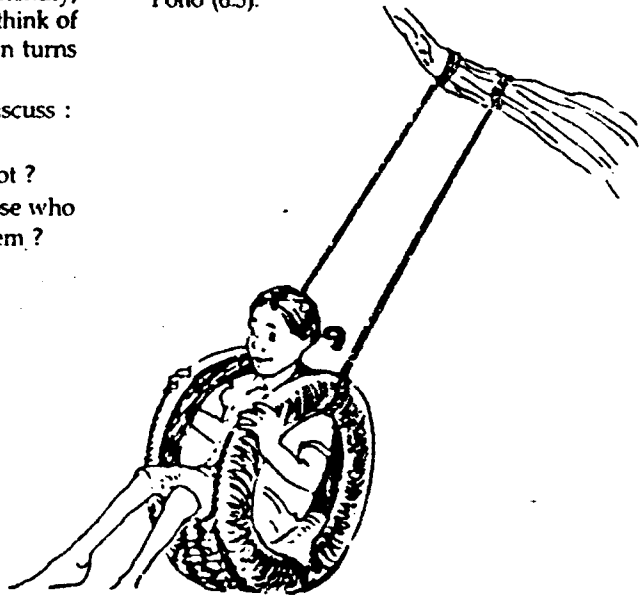
One or more children can make friends with a handicapped child, and visit him or her regularly at home, to talk or play with him or her. They can get to know the family and find ways of helping. Don't stop visiting. Don't forget to go and visit the handicapped.

Find a way of getting handicapped children to school, and back home again, if they cannot walk or they are blind.

At school, one or more children can take charge of the disabled child : find out what they need, take turns to look after them properly, try to include them in the activities of other children. (Remember : handicapped children cannot do everything the others can. Keep them away from danger. Protect them, but not too much. Too much protection doesn't help them.)

Disabled children need play and adventure like all children. Think of games which they can play. Children who cannot walk can still play guessing games, cards, or singing and clapping games. Read to children who are blind. Take children whose legs are weak swimming. They may also enjoy creating a puppet theatre.

Make toys or equipment which handicapped children can use, and play with them to help them get stronger. A tyre and rope, tied to a strong branch, make a good swing and can help a child learn to walk. Some ideas for making a back rest, a floor seat and a trolley can be found in the activity sheet about Polio (6.5).



Find ways of making exercises into games, to strengthen muscles, to improve hearing, to improve learning and memory. Play is the best way of learning, and disabled children will learn faster if the exercises they must do are made into games.

Give handicapped children plenty of encouragement. Praise them when they do something good, make them feel useful. Listen to them. They must learn to help themselves.

Helping Children with Severe Handicaps

Some children have very bad disabilities. They cannot move around or take part in games. But they can sometimes learn simple guessing games, cards, or singing games. They may like to hear stories, or just have someone touch them and hold their hands. Remember that although some children cannot speak or think well, they can still understand and feel. They may be very lonely and unhappy, and need friends who will visit, laugh with them, talk and play.

Many children who cannot talk or move well are very intelligent and can think, feel and understand better than an ordinary child. Try and find out what they want by looking at them and taking notice of them.

FOLLOW-UP

If children have started a project to help a handicapped child, plenty of time is needed. Once each month, or every two months, the children can discuss

- what they are trying to do to help a handicapped child
- what things have worked very well
- what difficulties they have found
- how they are trying to solve those difficulties.

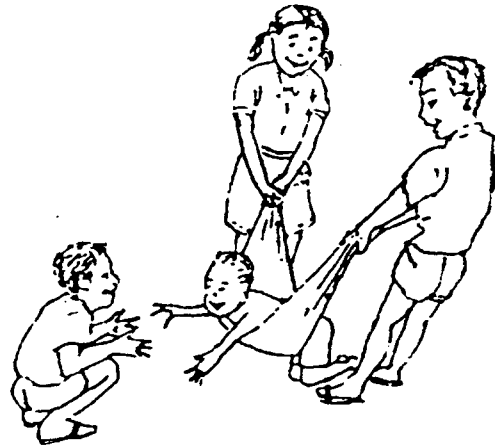
If they are not doing a special project, they can discuss how they are trying to change the way they think and act towards handicapped children, both at school and in the community.

Handicapped children can join in the group discussions.

For further information contact : Child-to-Child.
University of London Institute of Education, 20
Bedford Way, London WCH1H OAL.

Babies with Problems

A baby may have a weak back or legs, and find it difficult to sit, walk or crawl. Other children can help the baby to learn through play. For example, if a baby cannot crawl, two children can hold the baby on a cloth, letting its arms and legs hang free towards the ground



Another child shows the baby a toy or some food, and the baby can crawl to the toy. Play the game every day, so that arm and leg muscles get stronger, and perhaps one day the baby will crawl without any help.

USING THIS SHEET

Teachers can

- help children to make a list of those who are disabled, and think of the best ways to help them.
- supervise the play activities of children, to make sure they include disabled children, and that they understand the feelings of those who are handicapped.
- work with parents and health and community workers to help older children carry out an action plan to help the handicapped.

The handicapped themselves can help, by making suggestions for others who are more handicapped than they are, or by visiting others and helping them.

Community workers should find out where there are handicapped children who are left alone or ignored in a home where no one has time for them. They should help the other children in the family and neighbourhood to find ways of helping them.

Child to Child

ACTIVITY SHEET 5.2

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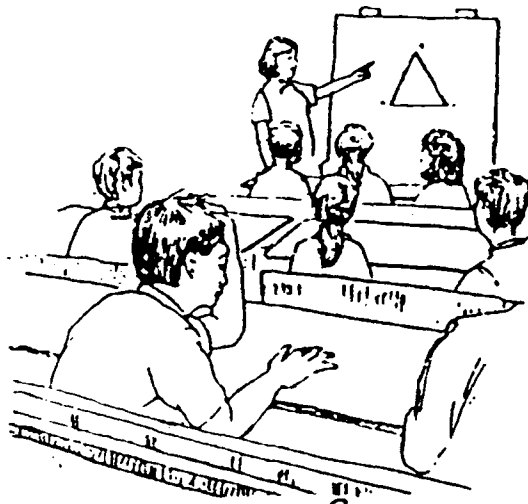


LET'S FIND OUT HOW WELL CHILDREN SEE AND HEAR

THE IDEA

Some children cannot see or hear as well as others. There are different ways of testing how well children can see and hear. School children can use them to find out which babies and small children need help.

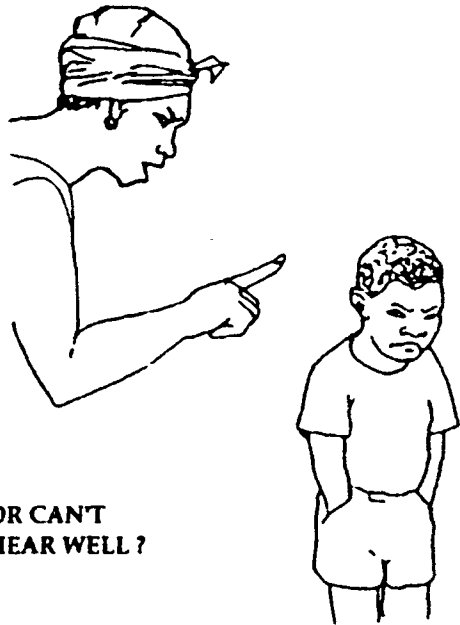
STUPID ?



OR CANT SEE WELL ?

children who do not hear and see properly will not learn as quickly as other children. Babies who do not hear will not learn to talk or understand as early as others. Their development will be slower than other children. Sometimes such children may be very quiet and may not like to be with other children. Others may

NAUGHTY ?



OR CANT HEAR WELL ?

often stumble and fall, if they cannot see properly (see sheet No. 3.2. **Looking After Our Eyes**). They may not notice stones or holes in the ground and so trip over.

Sometimes we do not know what is wrong with such children. We do not know they are having difficulty because they do not tell others. They may not even know themselves.

This sheet should be used together with **Helping Children Who Cannot Hear Well** (Sheet No. 5.3).

What are the signs that a child does not hear well? There are a number of signs which children can learn to recognise which show that a child does not hear properly.

- the child speaks rather loudly
- he turns his head in one direction in order to hear
- he fails to answer questions, or to come when his name is called because he does not seem to hear
- the child watches people's lips when they are talking
- sometimes such a child appears to be quiet and perhaps rude.

It may be that such a child does not hear well, and needs help.

ACTIVITIES

Understanding what it is like to have problems hearing and seeing. One way of getting children to think about problems of seeing or hearing is to ask questions like:

- Do you know anyone who does not see or hear well? How do they behave?
- Do you act differently with these people? What do you do?
- How do you think you would feel if you did not see well? or hear well?

Hearing

Testing children's hearing. Older children can help to find out how well children can hear by playing a game with the younger ones. Let young children about to enter school stand in a semicircle. An older child stands by each younger one. Each older child has a pencil and paper. Another older child stands at the centre of the semicircle. He should be several metres from the younger ones. This older child then calls out the name of an animal very loudly. Each young child whispers the name to his helper who writes it down. The older child again says the name of another animal. Each time he says a name, he makes his voice softer, until he is whispering. The young children tell their helper what they hear each time, and the helpers write it down. After about ten animals, the helpers compare their lists to see what the younger children have heard.

If any child hears fewer names than the others, he may have a hearing problem. Let him sit in the front of the class. If possible, he should be examined by a health worker especially if he has pus in an ear or frequent ear-acne.



Testing babies hearing. Children can help to find out how well the babies in the family can hear.

- They can play games with their baby brothers and sisters. For example, they can make a rattle from seeds or small stones. They can creep up quietly behind the baby's head. When they shake the rattle, does the baby turn its head?
- They can call out the baby's name from different places in the room. If the baby does not seem surprised or does not turn his head towards the noise, he is probably not hearing well. He may need to be taken to the health worker to have his hearing properly checked.

Looking after babies' ears. Older children can regularly check the ears of smaller brothers and sisters to see that there is no pus or dirt or small objects in them. If they see anything wrong they should tell an older person who should take the child to a health worker for help.



Hearing games for children to play. Children may think of games to play with babies such as:

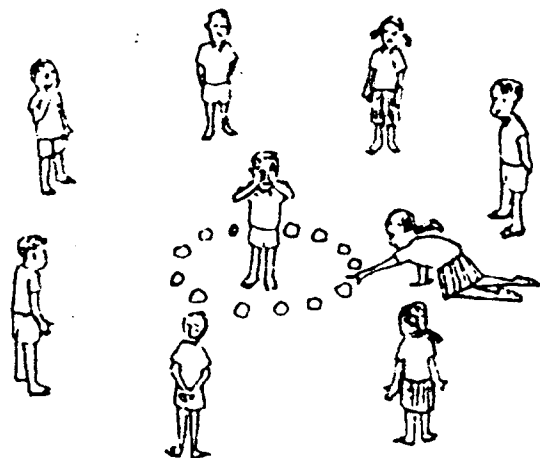
- singing songs to babies and teaching them to young children
- telling stories and changing the voice to sound like different people in the story; some may be soft, others loud, others angry.

Other games can help children realise how important it is to hear well. Have one child cover his ears while another tells a funny story to the group. One child can pretend to be the teacher, and ask all the children to answer questions about the story. Can the child whose ears are covered answer the questions?

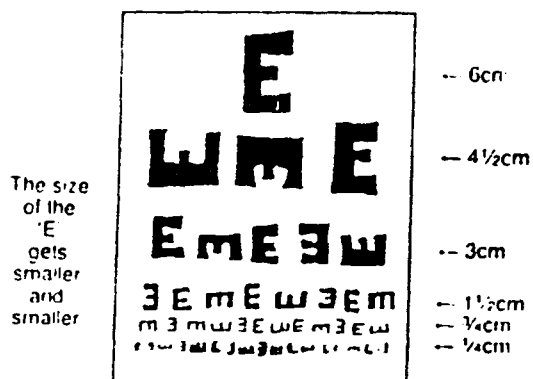
Seeing

Seeing games for children to play. Children can invent games to learn the difficulties of children who cannot see well. They can play a game in which one child is blindfolded and then tries to recognise his friends by feeling them. A blindfolded child could also try to find his way from one place to another. Let him describe how he feels.

Another game can show how important both hearing and seeing are to us. Children of all ages stand in a circle. One child stands in the middle with his eyes covered. Around his feet are small stones or other objects. Some of the other children try to creep up and steal these objects. If the child in the middle hears the 'thief' and points to him, the thief has to go out of the game. The winner is the one who steals most without being heard.



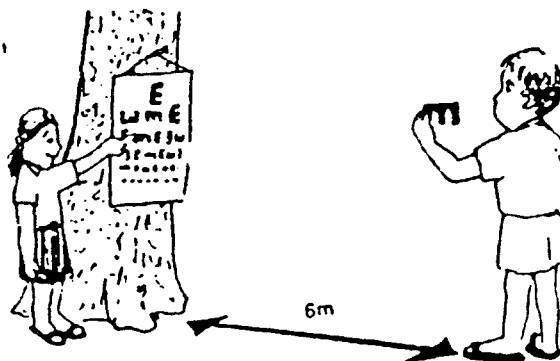
Testing children's eyesight. Older children can help to make an eyechart like this.



Also make another large 'E' out of cardboard or other stiff material. First let the children test each other. Hang the chart where the light is good. Make a line on the ground about six metres from the chart. The child being tested stands behind this line with the large cardboard 'E'. Another child points to the different shapes on the chart. Point to large letters first, then to smaller and smaller ones. The one being tested must hold up his 'E' in the same direction as the one being pointed to by his friend.

When the children know how to give the test, help them think of ways to give the test to young children especially those who will soon be going to school. At school the children in the higher grades can test the sight of those in the lower grades.

Each child can make an 'E' shape of the right measurement and glue it onto the chart. The teacher can make a Stencil to get the right size.



It is very important that children who see and hear well always play with those who do not.

FOLLOW- UP

Find out the children understand what it feels like not to see well or not to hear properly. Ask them to say what it feels like either in a story, or a play, or a poem.

Ask one child to tell the others what he would do if he found a baby at home with a hearing problem.

Ask children if they know any children

- who cannot see well ?
- who cannot hear well?

Are they doing anything to help ? What are they doing ?

USING THIS SHEET

Teachers may be the first to notice in the classroom that a child is not seeing or hearing properly. They may wish to use some of the ideas suggested here in lessons, or during outside games. Mathematics teachers could help in making the 'E' shapes. Health and other community workers. Scout and Guide leaders, may be able to encourage older children to check the hearing and eyesight of their friends and family.

Children can tell teachers, parents or other relatives about friends who have weak hearing or eyesight. Children can make sure they include in their games children who do not hear and see well.

For further information contact: Child-to-Child University of London Institute of Education, 20 Bedford Way, London WC1H 0AL.

Child to Child

ACTIVITY SHEET 5.3

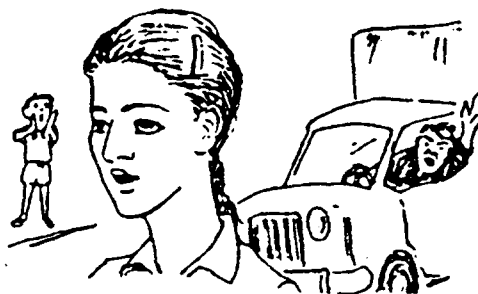
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HELPING CHILDREN WHO CANNOT HEAR WELL

THE IDEA

While children are still young, it is important to find out if they can hear properly. One child in every 1000 has a bad hearing problem. If this can be discovered the child can develop normally. Other children can easily find out whether a child hears properly and learn to do a lot to help those with hearing problems.



Like any other child the deaf child learns by watching others and copying what they do. When they are included in family activities. They are quick to learn. If deaf children are left alone, they will not learn. A deaf child is as intelligent as any child with normal hearing but needs a lot of the right kind of help.

Children who are born deaf; or who become severely deaf when they are young have great difficulty in learning to speak. They cannot hear speech sounds, and so they are not able to copy the sounds. However, some children learn to understand people's speech by watching the lips of the person talking (lipreading). Others learn to communicate with hand and body signs. Some people make the mistake of thinking that these children are 'dumb' (that they cannot speak). A deaf child is not dumb. He is as intelligent as any other child and can learn to speak very well when given the right help.

Many deaf children can hear some sounds. These children can learn to speak more easily if they are helped.

This sheet should be used together with Let's Find Out How Well Children See and Hear (Sheet No. 5.2.)

There are a number of ways that older children can be of help to other children who cannot hear properly :

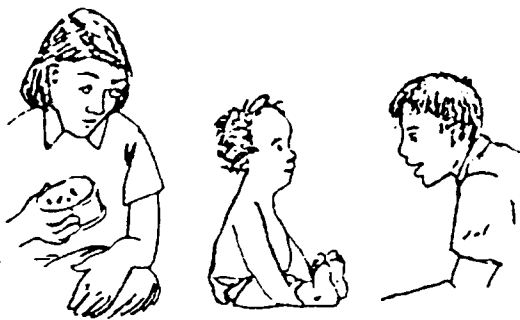
- if they notice signs of deafness or infection in the ears of the younger children in the family, they can tell parents, teachers, or health workers
- they can test younger children to find out how well they can hear
- they can communicate with deaf children by learning some sign language or by speaking slowly and directly to deaf children so that they can lip read
- they can think of ways to include children who are deaf in as many ways as possible
- they can understand that the deaf child can do as much and sometimes more than the one who hears well.

ACTIVITIES

Recognise the Signs

Here are some signs which can tell us if a young child is having difficulty hearing :

- a child normal noises as a baby, but does not learn to speak as he gets older
- a child does not notice voices or noises out of his sight
- a child seems to be disobedient or is the last person to obey and order or a request
- the child's eyes look cloudy, the ears are infected or liquid is coming out.



Understand deafness

Play some games with children to help them understand what it feels like to be deaf.

- Get some of the children in the group to cover their ears while you tell a funny story. Tell the story in a very quiet voice. Get the children who couldn't hear to talk about how they felt when the others laughed
- Get children to read each other's lips. One child can tell a story in a very quiet voice. The others can sit about one metre from him with hands over their ears. How much of the story did they 'read' from watching his lips?
- Let the children talk about all the sounds they can hear around them. They let them cover their ears. What can they hear now? How do they feel about it?
- Get the children to make up a sign language. Let them pretend their partner is deaf and take turns to use signs to ask for something in the room.

Test For Deafness

Use this test for young children who do not speak. Sit the child on the ground. Stand about one metre behind him so that he cannot see you. Use a rattle (like seeds in a tin) and gently shake it. first at one side of his head and then the other. Have another child sit in front of him, to check his reaction. If the baby's eyes or head do not move to follow the sound, he may be having difficulty hearing.

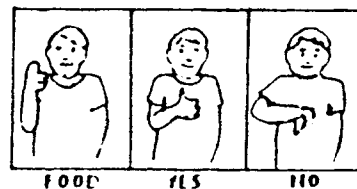
You can test in the same way

- by tapping or stirring a spoon or bowl
- by making a snake hissing sound
- by calling the baby's name softly.

Can the baby hear the sound at all? How close do we have to be before he can hear the sound? Can he hear it when it is a gentle noise or does the sound have to be very loud before he can hear it?

There is another test we can use for children who can understand some words. Gather together a number of things around the house — like a bowl, cup, spoon, some fruit or a toy. Check to make sure the child knows the names of these things. Then sit about one metre away from the child with your back to him, so that he cannot see your lips moving as you talk. Ask him in a normal voice to give you the objects, one after another. Can he hear you ask for the cup, the bowl, the spoon? This is one way of finding out if children are hearing or if they are lipreading in order to understand what people are saying to them.

Remember : Never rely on just one test try again on another day in order to make sure. And if a child is not hearing well he must be taken to a health worker for a thorough check up.



Make up a sign language

Children Can Help

Older children can be very helpful to younger ones who are having difficulty hearing. They can help them to hear; they can help them to learn to speak and to communicate in other ways with family and friends.

Hearing

Very few people are completely deaf. There is almost always some hearing left and it should be used. It is often difficult to know how much a deaf child is able to hear. So it is important to give him plenty of practice in listening to different sounds and to people speaking to him.

Older children can help a young baby start to listen for sounds. Sit the baby on your knees and sing into the ear. Ask someone to watch the baby's face and see if the baby reacts to the sound. Do this several times each day. Don't give up if at first the baby doesn't seem to notice the sound. Keep on trying.

Communicating with Others

Brothers and sisters often understand the deaf child better than his parents and can help him to communicate with those around him, by taking, by signing or by lipreading.

Talking Older children can help others to remember the rules for talking with children who have difficulty hearing :

- talk to the deaf child as much as possible
- use a good clear voice
- talk to a deaf child so that he can see the face and lips : that way he can see and understand the feeling on the face and the sound the lips are forming
- always show pleasure when the deaf child uses his voice, and praise any attempt at speech even if it is not correct
- use signs when necessary but don't stop talking to the child as well.

Using Signs

Sometimes the deaf child is angry and seems naughty (he may cry and scream) because he does not understand others or they don't understand him. Always be patient. Encourage other children in the family to make up signs to represent the words he needs. Everyone in the family can learn them. When using signs always speak at the same time so that the child can learn to lipread the words.

Speaking

Older children can play games with the young child, to encourage him to try and speak. Take some familiar objects—only two to begin with. Hold one up and say its name. Put it in the child's hand and then say the name twice gently in his ear. Encourage the deaf child to say the word if he is able. Praise any attempt he makes to speak, even if it is not clear. Let him try again. Don't force him to speak, if he can, he will do it in his own time.



Lipreading

Some deaf people lipread well; others find it very difficult. Some words are easier to lipread than others. All deaf children should be given the chance to learn to lipread.

Here are some games older children can play with others who have difficulty hearing. Don't spend more than ten minutes with a game, as the child will get tired.

- Point to yourself and say your name. Point to the child and say his name. Do this many times during the day. Ask another helper to say the names with you while pointing to the right person. Let the child join in.
- Give the child different objects to hand to people saying 'Give the cup to Mama'. Similarly you can ask the deaf child to throw a ball to different children whose names are called out by the leader.



Make Toys and Play Games

Older children can make toys for deaf children and teach them the names of the toys. Or make a book of pictures pasted on cloth so that the deaf child can begin to learn the names, and say them.

It is very important that older children think of games that deaf children can play with them. Never leave a deaf child out of play activities. Take turns in talking and singing songs to a deaf child. Remember, he can only learn by watching and copying what we do. If he is left alone, he cannot learn. You must go on and on helping him, until he learns.

Find Out and Discuss

Ask the children to find out if anyone is having hearing problems at home, in the community or in the school. How old are they? How did they become deaf? How do they communicate with others? What things can they do well at?

The children can discuss ways of protecting their ears and their hearing. They can learn to watch for the warning signs, like ears that are sore and infected. They can learn to protect young children from pushing sticks and other dangerous things like seeds and stones in their ears. Like our eyes and our teeth, our ears are very precious.

FOLLOW-UP

Have the children identified others in the family, the community or the school who may have difficulty in hearing? Have any of them been able to help a younger child who is deaf? Let them tell a story about what they have done, and discuss it with the others.

Can they remember the signs which tell us that a child may be having difficulty hearing? What can they do if they see these signs?

For further information contact: Child to Child
University of London Institute of Education.
20 Bedford Way, London WC1H 0AL



USING THIS SHEET

Teachers and youth leaders can pass on these ideas to children through group activities at school or in club meetings. They can encourage children to identify other children who may have difficulty hearing and include them in their activities.

Health workers and parents have a special responsibility for those who are deaf. They must encourage children with hearing problems to go to school.

Headmasters and teachers can do a great deal to encourage parents to send such children to school and to teach other children to find ways of helping them.

Older children must always make sure that they include deaf children in their play and make them feel that they are part of the group. All children can learn to understand and help the deaf, and behave towards them as they would to any other child.

Child to Child

ACTIVITY SHEET 6.4

Child-to-Child Activity Sheets are a resource for teachers and health and community workers. They are designed to help children understand how to improve health in other children, their families and their communities. Topics chosen are important for community health and suit the age, interests and experience of children. The text, ideas and activities may be freely adapted to suit local conditions.



IMMUNISATION

THE IDEA

Every year, five million children die and five million are disabled from diseases which can be prevented by immunisation against the germs which cause them. Children can understand the diseases which can be prevented by immunisation, how immunisation works and the correct immunisation programme for themselves, their friends and their families.



People say, **OUR CHILDREN ARE NOT SICK. SO WHY SHOULD WE TAKE THEM TO THE CLINIC?**

The answer is, **BECAUSE WE WANT TO HAVE THEM IMMUNISED TO PROTECT THEM AGAINST SOME SERIOUS DISEASES.**

IMMUNISATION MEANS MAKING THE BODY STRONG AND WELL PREPARED TO FIGHT PARTICULAR DISEASES.

Each year, in every village and community, some babies and young children die from diseases like measles and tetanus. Others are disabled for life by diseases like polio. This can all be avoided by immunisation.

We can first look at the diseases which can be prevented by immunisation and then we can look at how immunisation works.

This sheet should be used together with *Caring for Children Who are Sick* (Sheet No 6.2) and *Polio* (Sheet No 6.5)

Diseases That Can be Prevented by Immunisation

Measles. Pradeep has had a high fever for six days, with red eyes, a runny nose, noisy breathing and a cough and a rash all over. He has measles and is very ill. If he gets better he will be weak for a long time and may catch other diseases.

Diphtheria. Rosa breathed in some diphtheria germs which settled in her throat and made it sore; her neck swelled. Her breathing became noisy and difficult. Then her breathing stopped and she died.

Tuberculosis (TB). Musa's uncle had a cough for a long time with blood in his spit. He coughed up the TB germs which Musa and his baby sister breathed. The germs settled in Musa's lungs. He began to cough, lost weight, and became very weak. His baby sister died.

THIS COULD HAVE BEEN PREVENTED BY IMMUNISATION

Tetanus. Joseph cut his foot in his field. Tetanus got in with the dirt. A week later all his muscles became tight so he could hardly breathe. They took him to hospital, but we do not know if they can save him.

When Vimla had her baby, they cut the cord with a dirty knife and germs got in. A week later the baby became stiff and stopped sucking; he later had convulsions and died.

THIS COULD HAVE BEEN PREVENTED BY IMMUNISATION



Polio. Odongo, Opio and Akello caught polio when there was an epidemic some years ago. They and a lot of other children were ill with it. They were left paralysed and will always be disabled.



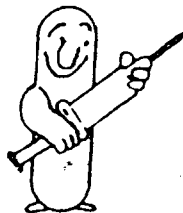
Whooping Cough. Four year old Amin caught whooping cough from his friends and gave it to his sister Fatima and baby Myriam. They have all been coughing, vomiting, losing weight and becoming weak. The baby goes blue with the cough and may die.

THIS COULD HAVE BEEN PREVENTED BY IMMUNISATION

How does Immunisation Work ?

THIS COULD HAVE BEEN PREVENTED BY IMMUNISATION

In some countries, immunisation is given against other diseases too, such as meningitis, yellow fever and cholera. Find out from a health worker if your country does, and if so, teach about these as well.



Immunisation builds protection in the body against the germs which cause these diseases. How does it do this?

When we are ill, it is because a tiny germ that can only be seen under a microscope has entered the body. The body protects and defends itself by making special 'soldiers' for killing those particular germs. These soldiers, which are specially armed to fight a certain kind of germ, are called antibodies.

Sometimes, when a disease enters the body

the body has not made enough soldiers or antibodies in advance

the antibodies are made too late to prevent or fight the disease.

If the disease is very serious, or if the child is very weak perhaps has been ill before, or is malnourished - there is a risk that he will die before the body can make enough antibodies to fight the disease



Immunisation is a way of encouraging the body to make enough of the right kind of antibodies in advance of the disease. Then, when the disease comes, the body is ready to fight it. For diphtheria, tetanus, whooping cough and polio, immunisation must be given at least three times before enough antibodies are produced and protection is complete. For these diseases, it is very important for children to be taken back for their second and third injections at the right

times. For some diseases like polio and tetanus, the antibodies made in the body by the immunisation will not last for an entire lifetime, and so we need a second immunisation five or ten years after the first, to remind our body to make more antibodies.

When a child is immunised, the immunisation will sometimes make a small swelling, or make the child feel unwell. This is the body's way of learning to fight disease.

The Immunisation Programme

Your country has an immunisation programme against these diseases. Make sure that all families with children know about this programme. Immunisation should be given by qualified health workers who are part of this programme. If possible, talk to your health worker to learn about this programme.

What is the right time? Programmes change with new and local knowledge. Know your own country's programme.

The World Health Organisation recommends (as of 1985)

Before birth (to be given to the mother)	Tetanus
As soon as possible after birth	BCG (against TB) and first Polio
Age 6 weeks	DPT (one injection against Diphtheria, Whooping Cough and Tetanus)
	Polio (second)
Age 10 weeks	DPT (second)
	Polio (third)
Age 14 weeks	DPT (third)
	Polio (fourth)
As soon as possible after 9 months	Measees
Age 5 years	BCG (second)

Remember : Immunisation still helps to prevent disease even if the spaces between the immunisations are longer than they should be. Also remember that even some immunisation is better than none.

IN ORDER TO STAY HEALTHY, WE MUST ALL BE IMMUNISED

ACTIVITIES

Children can find out about the Immunisation programme in their community. Where is immunisation given? Are there certain days and hours for immunisation? What sort of injections are being given? (Teachers, youth workers and health workers can help children to find out this important information.)

Children can find out who needs to be immunised. Children can find out what diseases members of their family had and discuss them in class. Which illnesses have they had? How did it make them feel?

In school, identify any children in the class and in the children's families who have not been immunised. Get children to check with their mothers and report back. If growth charts or other records are used, show the children where immunisation comes on the growth chart. Remind them of the dates for immunisation. Children must keep immunisation cards safe, and always have them when they go to the health centre.

If any young child in the class or group, or any child in their families, has not been immunised, check with health workers to see how it can be done.

Children can keep records. Children and their teachers can support the clinic by keeping records for all the families of the children in the class, or even if possible for all the families in the village.

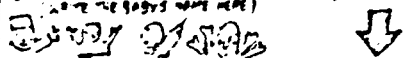


Children can help in the family. Older children can make a birthday card to take home for a new baby in the family or neighbourhood. They can hang it on the wall as a reminder. The class can help to design the card, so that it shows the right times for the local immunisation programme.

Keep reminding the mother and father to look at the baby's clinic card and the birthday card, to remind them when immunisations are due.

When the time comes, help the family to take the baby to the clinic.

During the day after the immunisation, help to look after babies and comfort them if they feel unwell and cry.

YOUR IMMUNISATION CARD	
HAPPY BIRTHDAY (WRITE THE BABY'S NAME HERE) 	
AT 1 MONTH AGE A SEVERAL DAYS BEFORE TB + POLIO VACCINE	
AT 2 MONTHS AGE DPT + POLIO	
AT 3 MONTHS AGE DPT + POLIO	
AT 5 MONTHS AGE DPT + POLIO	
BEFORE VISIT ARE VISIT MEASLES	
WHEN YOU ARE 5 YEARS OLD BCG	

Children can help in the community

They can pass the message. Children can make birthday cards for babies, make posters, and make up songs and dances.

Children can make up plays and puppets and mime shows, such as one about a family where the children are immunised and another where they are not. Or about what happens when someone in the family who is not immunised gets one of the diseases which can be prevented.

Another play might show the unpleasant and crafty Germs who wait around for those who have not been immunised. They include Measles Germ (with red spots), Polio Germ (who limps), Whooping Cough Germ and TB Germ (who cough). Some children can take the part of the Germs; others can be the Antibodies.

They can help in immunisation campaigns. Children can help others to know about immunisation programmes and to prepare, with adults, for the visit of the immunisation team or health worker to the community. They can show their posters and plays, and make sure that everyone in the community knows about the immunisation programme.



FOLLOW-UP

Children can discuss among themselves to make sure that they all remember about the immunisation message. Have they understood it properly? Have all the children in the class been properly immunised? What about their brothers and sisters? Their parents?

Children can count how many polio damaged people there are in their age group; how many there are among people who are ten years older; twenty years older. Is there a difference? Why?

Children can try and ask their grandparents what happened before immunisation.

USING THIS SHEET

Teachers, including religious teachers, youth group leaders and community development workers must introduce these ideas to groups of children, if possible with help from health workers. It is important for children really to understand about immunisation if they are to pass on the message and help their families and communities. It is important for teachers and youth leaders to give the message regularly and not just once.

For further information contact: Child-to-Child, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL

Child to Child

ACTIVITY SHEET 6.5

Child-to-Child Activity Sheets are a resource for teachers and health and community workers. They are designed to help children understand how to improve health in other children, their families and their communities. Topics chosen are important for community health and suit the age, interests and experience of children. The text ideas and activities may be freely adapted to suit local conditions.



POLIO

THE IDEA

Polio is caused by a virus which can leave a child weak and disabled. Arms and legs that are paralysed and backs that are twisted and weak can never be cured, but the healthy muscles can be taught to make up for the damaged ones. Children can help to build up muscles damaged by polio. They can spread the message that polio can be prevented by immunisation by trained health workers. Most important, they can help children with polio by being friendly, and playing with them.



What is polio?

Polio is a disease which can injure the muscles of the body. In severe cases, children who have had polio may lose power in some of their muscles. One or more limbs—arms and legs—may be paralysed, and the spine or backbone may become twisted.

When children get polio, they may have a fever for some days. While they have fever, they need to rest very quietly. Sometimes the fever is very little and it is almost impossible to know that the child is suffering from an attack of polio. Not all fever leads to polio. BUT if children have fever and then become weak in the arms, legs or back, they must be taken to the doctor or health worker.

This activity sheet can be used together with Immunisation (Sheet No. 6.4) Handicapped Children (Sheet No. 5.1)

Preventing Polio

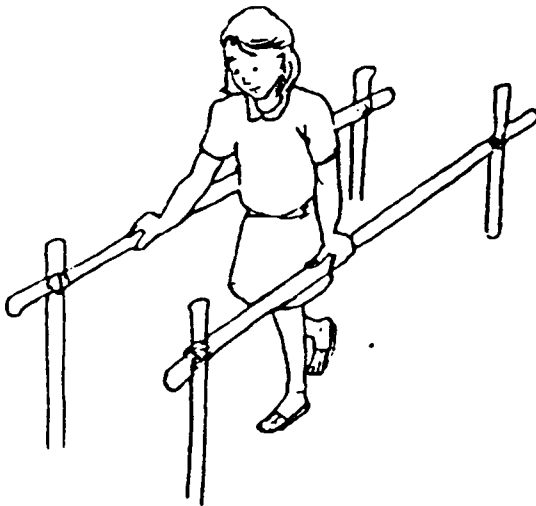
Polio can be prevented. The most important thing that children can do is to make sure that everyone they know has been protected from polio by immunisation (see Sheet No. 6.4 about Immunisation). Immunisation is a way of encouraging the body to make enough soldiers (we call them antibodies) to fight a disease when it attacks the body.

Children are immunised by an injection or by swallowing a few drops of a liquid vaccine. Both methods work very well, but must be given by trained health workers who know how to look after the vaccine and make sure that it is strong enough. The vaccine often has to travel thousands of miles before it is given to the children. The journey may take some months. The vaccine must be kept cold all the time, so the journey is known as the 'cold chain'.

Children must have three or more doses of the vaccine, and older children can make sure that younger ones come back for their extra 'booster' doses. This is important, for if the booster is missed, the children will not be properly protected against polio.

Helping the Disabled Child

Exercises : Doctors or trained social workers can teach older children to work at home with children whose bodies have been damaged by polio. Older children can help paralysed children to do their exercises. It is always easier to do exercises if they are made into a game, and it is more fun for the disabled if they can do the exercises with the help of other children. This makes them get stronger faster (See Sheet No. 5.1. Handicapped Children). It is also a great help to the parents who may sometimes be tired.

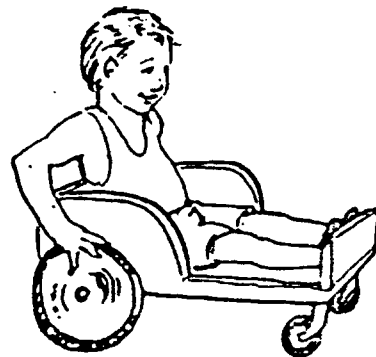


Equipment : The doctor or health worker may decide that the disabled child has enough muscle power to learn to walk. The child must therefore practise walking regularly. Older children can build rails outside the house to help him take exercise and to begin using the different muscles in his legs.

Older children can also make a simple crutch or cut a stick to help the disabled child to walk. They can hang a rope over the bed. So that he can pull himself up, if he is not strong enough to sit up by himself.

Being Friends : Children can remember to include children who are disabled in their own play and work as much as possible. If a disabled brother or sister is small and cannot walk, the older children can find a way of carrying him or her with them, of taking him or her to school, and including him or her in their games.

If the disabled children are bigger, the older children can make a trolley, or perhaps the local carpenter can make a wheelchair with bicycle wheels. The older children can help to move the chair or trolley around. Sheet No. 5.1. Handicapped Children suggests many other ways in which children can help a child who is handicapped.



FOLLOW-UP

After one or two months quiz the children to see if they can remember the important points about polio, what are the symptoms, why is it dangerous, how can we prevent it how can we help those who have been disabled by it?

During the year, keep checking to make sure that every child in the class or group has been immunised against polio and has had the booster doses. Does the wall chart have every child's name on it?

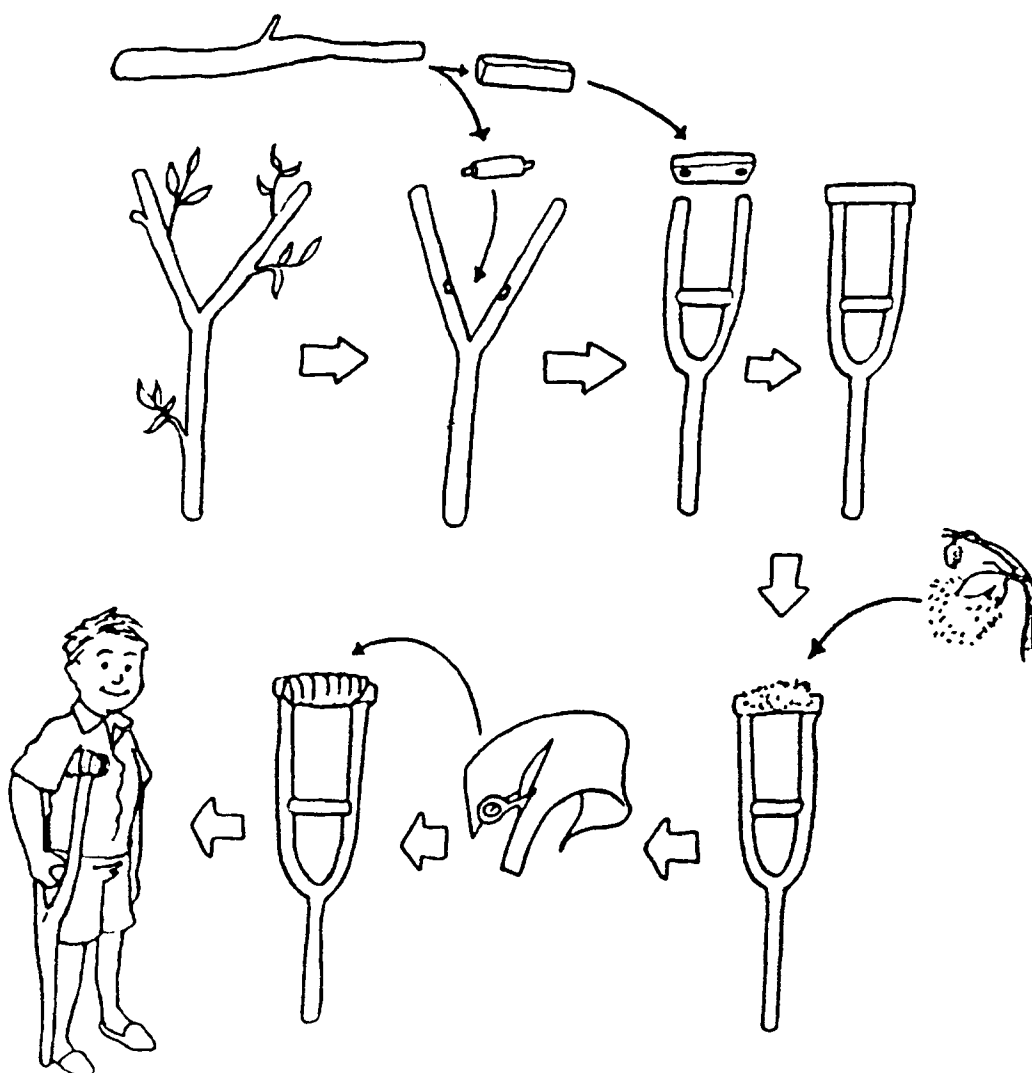
Have the children been able to identify and help a child who has been disabled by polio? If so what have they done to help? Have they helped with exercises? With equipment? by being friends? What problems have they overcome? Have they been able to help the child over a long period of time, so that their help has made some difference to the child as well as the child's family?

USING THIS SHEET

Teachers can explain how immunisation protects the body, as part of the health or science lesson. Health workers can advise parents and show how to make simple aids. Children can make health cards and remind others of immunisation dates, especially the booster dose. They can help polio victims to do exercises, and make equipment for them to use.

For further information contact: Child-to-Child, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL

HOW TO MAKE A CRUTCH



Equalisation of Educational Opportunities

Two forms of educational inequality need attention. The first is the disparity between education of boys and girls in all stages, the second is the disparity of education between, SC, ST, OBC, Muslim and the Other.

Goal.

Reduce the disparity in enrollment dropout & achievement to less than 5% by the end of 2002 AD.

Present Status

The planning team has made an attempt to study the difference in enrollment in class-I, by studying the Registered enrollment in Class-I, in Md. Bazaar Block from 1976 to 1994.

The total enrollment in class I has increased by 60% between 1976 and 1994. In 1976 there were 54.7 girls enrolled for every 100 boys. There has been very slow improvement over the years. In 1994 there are only 69.3 girls enrolled in class I for every 100 boys.

Girl's to boys ratio in class I is more than 95% in the case of Caste Hindus. Disparity is most severe amongst the SC/ST and the Muslim (see Table).

Indian Statistical Institute did a sample study during 1995 to find out the characteristics of dropout children. As per the ISI study report in every 100 dropout children there are 61.82 girls against 38.16 boys. Also, 76.36% of dropout children are SC/ST or OBC. Muslims are 23.64% of the dropout cases.

Characteristics of dropout students (in percentage)

Male	Female	SC/ST/OBC	Muslim	Others
38.16	61.82	76.36	23.64	

ISI is also going into the disparity in 'achievement'. It has been found that the SC/ST and Muslim girls have lower level of achievement.

OBJECTIVES

1. 95 SC/ST girls for every 100 SC/ST boys by 2002 A.D.
2. 95 Muslim girls for every 100 Muslim boys by 2002 A.D.
3. MLL score of SC/ST and Muslim girls = 95 × MLL scores of Others by 2002 A.D.

Strategy

1. Campaign & sensitisation of the community.
2. Involvement of Women, mothers in the VEC.
3. Creches attached to primary schools.
4. Girls' school in Muslim area.
5. School uniform for Muslim girls also.
6. Involvement of NGOs in creating awareness.
7. Take help of Media Publicity to create a role model.
8. Special enrollment drives for SC/ST & Muslim Girls.
9. Take a look at gender sensitivity of the curricula.
10. Training of teachers on gender disparity.
11. Sensitizing VEC.
12. Innovative schooling in the stone quarries, crusher, brick field and tea stalls.

School Registration and Attendance in Class I in Md. Bazaar Block								
Year	Total	Caste Hindu		ST/SC		Muslim		Attendance
		Boys	Girls	Boys	Girls	Boys	Girls	
1976	1528	414	259	414	190	160	91	778
1978	2145	478	398	666	308	195	103	1376
1980	2335	420	264	821	470	185	117	1490
1982	2703	418	342	892	598	265	188	1922
1984	2400	293	285	897	551	229	145	1757
1986	1945	250	271	690	445	185	124	1320
1988	2354	255	230	886	584	238	161	1702
1990	2257	245	226	850	514	269	173	1678
1992	2360	256	238	864	534	285	183	1703
1994	2445	270	258	876	545	298	198	1745

Boy's & Girl's Disparity in enrollment.

Enrollment in Class I				Girls per 100 boys	
Year	Boys	Girls	Total	enrolled in class I	
1976	988	540	1528	54.7	
1978	1339	809	2148	60.4	
1980	1426	851	2277	59.7	
1982	1575	1128	2703	71.6	
1984	1419	981	2400	69.1	
1986	1125	840	1965	74.7	
1988	1379	975	2354	70.7	
1990	1364	913	2277	66.9	
1992	1405	955	2360	68.0	
1994	1444	1001	2445	69.3	

Boy's & Girl's Disparity in enrollment (Community wise)

Year	Caste Hindu		ST/SC		Muslim	
	Girls per 100 boys		Girls per 100 boys		Girls per 100 boys	
1976	62.6		45.9		56.9	
1978	83.3		46.2		52.8	
1980	62.9		57.2		63.2	
1982	81.8		67.0		70.9	
1984	97.3		61.4		63.3	
1986	108.4		64.5		67.0	
1988	90.2		65.9		67.6	
1990	92.2		60.5		64.3	
1992	93.0		61.8		64.2	
1994	95.6		62.2		66.4	

STRATEGY : SUPPLY OF LEARNING MATERIALS FOR SC/ST & GIRLS.

The planning Team suggests that SC/ST and Girls students be supplied with a Slate and a box of Pencils in Class-I and three Exercise Books and Pencils for other classes each year.

ACTIVITY	AGENCY	TIME	COST(in lakh)
1. Purchasing the Learning Materials. a) Slate-Pencil b) Ex-Book & Pencil	D.P.O.	NOV. '96 for 1st year MAY for the rest years - do -	Rs. 4.2
2. Supply to the BRC	D.P.O.	- do -	
3. Supply to the VEC	B.L.C.C.	DEC. '96 for the 1st year JUNE for the rest years	Rs. 28.0
4. Distribution to the Students	V.E.C.	- do -	

STRATEGY : SEPARATE SCHOOLS FOR GIRLS.

Female Literacy Rate in MURARAI-I and MURARAI-II is much less than those of other Blocks. Minority Community Population is more than 50% of the total population in this two Blocks. The Planning Team suggests to establish 4 (four) Schools exclusively for Girls in each of this two Blocks to enhance the Girls' Education. These 8 (eight) schools, of course, are inclusive of the proposed 61 schools. It is proposed that the schools will be run exclusively by Female Teachers.

ACTIVITY	AGENCY	TIME	COST(in lakh)
1. Selection of Location for separate schools for Girls.	B.L.C.C. of Murarai I & II	By AUG. '96	
2. Sending Proposals to Dist. Project Office.	- do -	SEPT. '96	
3. Sanction of Proposal	D.L.C.C.	SEPT. '96	
4. Release of Fund to V.E.C.	Project Off	NOV. '96	1.25 x 8 = 10.0
5. Construction of School Buildings	V.E.C.	MARCH '97	
6. Appointment of Teachers	DPSC/DPO	MAY '97	
7. Functioning of Schools	School Functionary	- do -	

STRATEGY : PREPARATION OF HAND-BOOK FOR THE TEACHERS OF SCHOOLS IN THE I. T. D. P. AREA.

The Planning Team suggests for preparation of Handbook for Teachers of I. T. D. P. Area to eliminate the language barrier between Scheduled Tribe Students and the Teachers of their schools not belonging to the same community. Apart from the use by the teachers the books will be supplied in sufficient numbers in schools for the use of the students. It is anticipated that the needful to be done, in this regard, by the SPD.

STRATEGY : QUALITATIVE ENHANCEMENT THROUGH FACILITIES TO THE GIRL STUDENTS AND FEMALES.

The Planning Team has suggested, for upliftment of the quality and quantity to some extent of the girl students by setting up of separate toilets, providing free learning materials and a few separate school exclusively for them in two minority-dominated blocks. At the proposed APE

Centres the females who have been compelled, to discontinue studies due to poverty are suggested to provide them as Instructor with a view to confirmation of their studies by means of their earnings.

M. I. S.

At present all data regarding enrolment, attendance of students, school rooms construction, implementation of various schemes and service matters of education staff is collected manually in a form. The manual collection of data, storage and consumes 95% of the time of the SI, AI of schools. Very little analysis of the data is done at the district council of primary education. There is a pressing need for the introduction of a modern and efficient MIS based on computer for primary education.

Strengthening of district level Administration & MIS

At the district level, a well equipped project management cell will have to be developed. In addition modern office equipment and better facility are proposed for the Project Office.

It is felt necessary that a computer based MIS be developed for the Primary education system and even for the implementation of the Project. The MIS will be developed for the following purposes :

1. Setting up a data bank pertaining to the infrastructure available for primary education, including comprehensive information on facilities available in each primary school.
2. Monitoring of the projects implementation.
3. Setting up a data bank on Primary Teachers and other employees for quick disposal of service matters.
4. Analysis of data generated out of monthly reports.

Information will be collected by District Primary School Council and District Project Office through Sub-Inspector of Schools.

The MIS will help to District Project Office to receive informations from State Project Office and to pass it to the Sub-District levels monitoring will be done more frequently by making the concerned functionaries more effective through training.

The informations will be collected mainly on :

- i) Enrolment in different classes.
- ii) Retention rate
- iii) Achievement level of learning

Detailed requirements of staff etc. and funds for MIS are noted below :

<u>Particular</u>	<u>Scale of Pay</u>	<u>Monthly Honorarium</u>
System Supervisor	1. Rs. 1780 – 3780 /-	Rs. 4000 /-
Non-Primary Expenditure =====		
1. (Computer Set-up)		
(a) Hard-wares Configuration	-----	1.15 lakh.
(b) Soft-ware Configuration	-----	0.03 lakh.
2. Environment Set-up	-----	1.00 lakh.
3. Human Resource Development	-----	1.00 lakh.
4. Soft-ware Installation	-----	0.27 lakh.
5. Clipper	-----	0.15 lakh.
Total :	-----	3.60 lakh.

Recurring Expenditure

1. NICNET Charges	-----	0.15 lakh.
2. Stationary etc. for 1 year	-----	0.25 lakh.
3. Data entry Charges	-----	0.50 lakh.
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Total :	-----	0.90 lakh.

Budget for MIS

	<u>V1</u>	<u>V2</u>	<u>V3</u>	<u>V4</u>	<u>V5</u>	<u>V6</u>	<u>V7</u>	<u>Total</u>
1. Setting up of MIS	3.60							3.60
2. Maint of the system		.12	.12	.12	.12	.12	.12	0.72
3. Consumables	0.90	0.99	1.09	1.19	1.29	1.39	1.49	8.34
4. Pay and allowances	0.48	0.53	0.58	0.64	0.75	0.87	1.01	4.36
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	4.98	1.64	1.79	1.95	2.16	2.38	2.62	17.52

CONSTRUCTION

ACTIVITY	1st year		2nd year		3rd year	
	Rec	Non-Rec.	Rec.	Non-Rec.	Rec.	Non-Rec.
1. Construction of School Building						
a) New School 61 Nos.		1.25×61 = 76.257				
b) Buildingless School in Non-EAS Block.						
2nd. year : 50				1.25×50		1.25×49
3rd. year : 49				= 62.50		= 61.25
TOTAL : 99						
2. Repair of Schools						
1st. year : 100						
2nd. year : 200						
3rd. year : 200		$.15 \times 100$		$.15 \times 200$		$.15 \times 200$
TOTAL : 500		= 15.0		= 30.0		= 30.0
3. Additional classroom for Single roomed schools in non-EAS Blocks						
No. : 249				$.35 \times 249$		
				= 87.15		

ACTIVITY	1st year		2nd year		3rd year	
	Rec	Non-Rec.	Rec.	Non-Rec.	Rec.	Non-Rec.
4. Construction of Toilets : 1st year : 61 in new schools. 2nd year : 75 in Urban Schools.		.10 × 61 = 6.1		.10 × 75 = 7.5		
5. Expension of Existing schools as eRc In Gram Panchayat : 169 In Municipalities : 5 Total No. : 174				1.70 × 174 = 295.80		
6. Construction of B.R.C. (No. 19) Phase-I : 50% in 1st year Phase-2 : 50% in 2nd year		[7.5 × 19 = 142.50] 71.25		71.25		
7. Maintenance of School Building including painting of walls.		.01 × 2281 = 22.81				
8. Construction of additional rooms for upgradation of Md. Bazar PTTI		7.50				
Total :		198.91		554.2		91.25

QUALITY IMPROVEMENT

ACTIVITY	1st. year		2nd. year		3rd. year		4th. year		5th. year		6th. year		7th. year		GRAND TOTAL
	Rec.	Non-Rec.	Rec.	Non-Rec.	Rec.	Non-Rec.	Rec.	Non-Rec.	Rec.	Non-Rec.	Rec.	Non-Rec.	Rec.	Non-Rec.	
1. Salary of Teachers. 2nd. year: 122 3rd. year: 233 4th. year: 283 5th. year: 321 6th. year: 321 7th. year: 321			90% of 27.328 = 24.595		90% of 66.954 = 60.259		80% of 92.683 = 74.146		80% of 109.34 = 87.474		80% of 116.489 = 93.190		65% of 153.644 = 99.869		
TOTAL :			24.595		60.259		74.146		87.474		93.190		99.869		439.533
2. Training of Teachers															
a) Training of District Level Trainers. (8 Persons)	0.025		0.040		0.050		0.060		0.07		0.08		0.08		.405
b) Training of Block Level Trainers (19 × 9 = 171)	0.1 × 9 = 0.90		0.12 × 9 = 1.08		0.14 × 9 = 1.26		0.17 × 9 = 1.53		0.20 × 9 = 1.80		.23 × 9 = 2.07		0.26 × 9 = 2.34		10.98
c) Trg. of Teachers. 1st. year : $\frac{1600}{7177}$ 2nd. year: 7634 3rd. year: 7745 4th. year: 7795 5th. year: 7833 6th. year: 7833 7th. year: 7833	0.20 × 40 = 8.0		0.21 × 330 = 69.3		0.23 × 194 = 44.62		0.25 × 195 = 48.75		0.27 × 196 = 52.92		0.29 × 196 = 56.84		0.30 × 196 = 58.8		339.23

ACTIVITY	1st. year		2nd. year		3rd. year		4th. year		5th. year		6th. year		7th. year		GRAND TOTAL
	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec.	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec	
3. Training of Head Teachers including C.R.C. Co-ordinator															
a) Training of KRP's (6 Persons)	0.018		0.02		0.022		.024		.026		.028		.03		0.168
b) Training of Block Resource Persons (38)	0.12		0.14		0.16		0.18		0.20		0.22		0.24		1.26
c) Training of Head Teachers, including C.R.C. Co-ordinators	1.7392		9.7108		6.00		6.10		6.20		6.30		6.40		42.45
1st. year : $\frac{760}{2281}$															
2nd. year to 7th. year : 2342															
4. Training of Inspecting Officers :															
i) Training of KRP's(5)	.025		.028		.031		.034		.037		.040		.044		0.239
ii) Training of A.1 & S.1 of schools (40)	.15		.17		.19		.21		.23		.25		.27		1.47
5. Training of Block Officials & PR's/ DLMO's															
a) Training of KRP's(6)	.03		.035		.04		.045		.05		.055		.06		.315
b) Training of Block Officials, PR's & DLMO's (3 camps with 40 members for 3 days)	.285		.3		.315		.33		.345		.36		.375		2.31

ACTIVITY	1st. year		2nd. year		3rd. year		4th. year		5th. year		6th. year		7th. year		GRAND TOTAL
	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec.	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec	
6. Training of VEC Members :															
i) Training of KRP (6) (3 days Camp)	.02		.025		.030		.035		.040		.045		.055		.250
ii) Trg. of Block PR's (6 x 19 = 114)	.3		.35		.40		.45		.50		.55		.62		3.17
iii) Training of V.E.C. members (6960 in the 1st. year)	8.38		24.30 (6540 + 13500 = 20040)		16.40 (13500)		16.5		16.6		16.7		16.9		115.78
7. Honararium with contingency to APE instructor 696 @ Rs. 250.00 P.M.			20.88		20.88		20.88		20.88		20.88		20.88		125.28
8. Training of A.P.E. instructors.															
a) Training of KRP's(6) (6 days Camp)			.035		.04		.045		.05		.055		.06		.285
b) Training of A.P.E. instructors 696 in 19 BRC for 6 days Camp			1.2		1.4		1.6		1.8		2.0		2.2		10.2
9. Teaching Learning Materials for APE centres including Books	6.0		8.0		4.0		3.0		3.0		3.0		3.0		30.0

ACTIVITY	1st. year		2nd. year		3rd. year		4th. year		5th. year		6th. year		7th. year		GRAND TOTAL
	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec.	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec	
10. Training of I.C.D.S. Workers :															
i) Training of KRP for 3 days (6 No's)			0.0175		0.02		0.022		0.025		0.0275		0.033		0.145
ii) Block R. P (6 No.'s) (3 days Camp. Rs. 60/- Per Head Per Day)			0.20		0.25		0.3		0.35		0.4		0.45		1.95
iii) Training of I.C.D.S. workers (Non-residential in C. R. C.) 2245 No.'s			2.70		2.85		3.00		3.10		3.20		3.26		18.11
11. Workshops & Seminars :															
a) District Level	1.0		1.0		1.0		1.0		1.0		1.0		1.0		7.0
b) Block Level	9.5		9.5		9.5		9.5		9.5		9.5		9.5		66.5
c) In C.R.C.'s (Rs. 0.03 Lakh/CRC/P.A.) 0.01 Lakh for the 1st. year	1.74		5.22		5.22		5.22		5.22		5.22		5.22		33.06
12. Campaign :															
i) Sensitizing V.E.C. members through Seminer, monthly meeting Rs. 300/- P.A. Per V. E. C.	6.84		7.02		7.02		7.02		7.02		7.02		7.02		48.96
ii) Parent Teachers meeting Rs. 300/- P. A. Per V. E. C.	6.84		7.02		7.02		7.02		7.02		7.02		7.02		48.96

ACTIVITY	1st. year		2nd. year		3rd. year		4th. year		5th. year		6th. year		7th. year		GRAND TOTAL
	Rec.	Non-Rec.	Rec.	Non-Rec.	Rec.	Non-Rec.	Rec.	Non-Rec.	Rec.	Non-Rec.	Rec.	Non-Rec.	Rec.	Non-Rec.	
iii) Walling, Festun, Pada-Jatra, Posterine, Seminer Etc.															
a) VEC Rs. 400/- for the 1st. year; Rs. 100/- P.A. 2nd. year 1st. year : 2281 2nd. year to 7th. year : 2342	9.124		(61 × 400 + 2281 × 100) = 2.444		2.342		2.342		2.342		2.342		2.342		23.278
b) CRC (174) Rs. 300/- P.A.	.522		.522		.522		.522		.522		.522		.522		3.654
c) BRC (19) Rs. 400/- P.A.	.076		.076		.076		.076		.076		.076		.076		0.532
d) District Level	5.0		2.0		2.0		2.0		1.0		1.0		1.0		14.0
13. Environment Building : School level Rs. 2000/- per school (in the first year-2281 Nos. 2nd. to 7th. year 2342	45.62		46.84		46.84		46.84		46.84		46.84		46.84		326.66
14. Development of Teaching aids Rs. 500/- per Teacher per year	35.885		38.17		38.725		38.975		39.165		39.165		39.165		269.25
15. Attendance card :	3.5		-		3.75		-		4.25		-		4.30		15.8

ACTIVITY	1st. year		2nd. year		3rd. year		4th. year		5th. year		6th. year		7th. year		GRAND TOTAL
	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec.	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec	
16. Supply of Learning materials to SC/ST & Girls in general students.	4.2														
a) Slate Pencil @ Rs. 7 per student (60,000)	+ 28.0														
b) Ex. Books & Pencil @ Rs. 18 per student (1,56,000)	32.2		34.0		36.0		38.0		40.0		41.9		43.9		266.0
17. Furnitures to 61 New Schools Rs. 12,000 per School				7.2											7.2
18. Furnitures for upgraded P.T.T.I.		1.60		-		-		-		-		-		-	1.60
19. Equipment for upgraded P.T.T.I.		4.85		1.00											5.85
20. Books & Libraries for strengthment P T T I	0.5		0.1		0.1		-		-		-		-		0.7
21. Health :															
a) Health Card	3.5				2.5				1.5				1.0		8.5
b) Fuel Cost for School visit Rs. 6000 per Block per year	1.14		1.14		1.14				1.14		1.14		1.14		7.98
c) Quiz, Poster etc. on Health awareness for school children Rs. 3000 per Block per year	0.57		0.57		0.57		0.57		0.57		0.57		0.57		3.99

ACTIVITY	1st. year		2nd. year		3rd. year		4th. year		5th. year		6th. year		7th. year		GRAND TOTAL
	Rec.	Non-Rec.	Rec.	Non-Rec.	Rec.	Non-Rec.	Rec.	Non-Rec.	Rec.	Non-Rec.	Rec.	Non-Rec.	Rec.	Non-Rec.	
22. Monitoring, supervision and Evaluation :															
a) Learning Assessment Cost	2.281		2.342		2.342		2.342		2.342		2.342		2.342		16.333
b) Award to best V.E.C. of 19 Blocks & 5 Municipalities each one for SC/ST & Minority Community Dominated school (19+5+3) = 27 VEC Rs. 2000/- P.A.	0.54		0.54		0.54		0.54		0.54		0.54		0.54		3.78
c) T.A. for workshop, Monitoring, Supervision and Evaluation etc.	5.0		6.0		7.0		8.0		9.0		10.0		11.0		56.0
23. Spl. Project Cost :															
i) Special study Rs. 1.0 Lakh P.A.	1.0		1.0		1.0		1.0		1.0		1.0		1.0		7.0
ii) Evaluation by External Agency	1.0		1.0		1.0		1.0		1.0		1.0		1.0		7.0
24. Honorarium to Instructor of Remedial Learning Centre @ Rs. 200 P.M. per Instructor			8.352		8.352		8.352		8.352		8.352		8.352		50.112

ACTIVITY	1st. year		2nd. year		3rd. year		4th. year		5th. year		6th. year		7th. year		GRAND TOTAL
	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec.	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec	
25. Library Development for District Project Office	0.5	0.5	.2		.2		.2		.3		.3		.3		2.5
26. Library Books & Journals in B.R.C. (2nd. year 0.2 Lakh 3rd. to 7th. year 0.05)	-		3.8		0.95		0.95		0.95		0.95		0.95		8.55
27. Salary for Staffs of upgraded PTTI	4.44		8.88		-		-		-		-		-		13.32

ADMINISTRATIVE COST

ACTIVITY	1st. year		2nd. year		3rd. year		4th. year		5th. year		6th. year		7th. year		GRAND TOTAL
	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec.	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec	
1. M. I. S.															
i) Computer Hardware		1.15													
Soft ware		.03													1.18
ii) Environment Set-up (for Computer)		1.0													1.0
iii) Human Resource Development		1.0													1.0
iv) Soft ware installation		0.27													0.27
v) Clipper		0.15													0.15
vi) Maintenance			0.12		0.15		0.18		0.20		0.22		0.25		1.12
vii) Consumable	1.20		1.30		1.4		1.5		1.6		1.7		1.8		10.50
viii) Pay & allowances :															
a) M.I.S System in charge Rs. 4000/- P.M.															
b) Data entry incharge Rs. 2500/- P.M.	0.78		0.85		0.92		1.00		1.08		1.12		1.16		6.91
2. Furniture fixture :															
a) District Project Office		1.0													1.0
b) B.R.C. Rs. 0.3 in 19 BRC's				5.7											5.7
c) CRC (Rs. 0.05)				8.7											8.7

ACTIVITY	1st. year		2nd. year		3rd. year		4th. year		5th. year		6th. year		7th. year		GRAND TOTAL
	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec.	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec	
3. Equipment :															
a) District Project Office : Over Head Projector, Type-writer, Duplicating machine etc.		1.50													1.50
b) For B.R.C. Purchasing Type-writer, Duplicating machine Over Head Projector etc. in 19 Blocks for 0.72 Lakhs in each.				13.68											13.68
4. Staff Salary :															
a) District Project Office :															
i) Civil work incharge(1) (Rs. 2500/- P.M. for 3 years)															
ii) Allowance for D.P.C. @ Rs. 800/- P.M.															
iii) Administrative Officer (1) (Rs. 3000/- P.M.)															
iv) Upper Div. Clerk (1) (Rs. 2500/- P.M.)															
v) Lower Div. Clerk (2) (Rs. 1800x2 = 3600/-)	1.776		1.9		2.0		1.7		1.8		1.9		2.0		13.076
vi) Group "D" - (2) (Rs. 1200/- PM x 2 = 2400/-)															

ACTIVITY	1st. year		2nd. year		3rd. year		4th. year		5th. year		6th. year		7th. year		GRAND TOTAL
	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec.	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec	
b) B. R. C.															
i) B. R. C. Supervisor (Rs. 2000/- PM × 19 = 38000/-)			11.40		11.7		12.0		12.3		12.6		13.0		73.0
ii) LDC Rs. 1800/- × 19 = 34200/-)															
iii) Group "D" (1200 × 19 = 22800/-)															
5. Vehicle (Hiring Cost)															
i) For Dist. Project Office :															
a) Rs. 200/- per day for 300 days	0.60 0.75 1.35		1.40		1.45		1.5		1.55		1.6		1.65		10.50
b) Fuel															
ii) For BRC's Rs. 350/- per day for 200 days	3.50		3.75		4.00		4.25		4.50		4.75		5.00		29.75
6. Contingency :															
i) For District Pro- ject Office	0.25		0.30		0.35		0.40		0.45		0.50		0.55		2.8
i) For P T T I	0.10		0.20		—		—		—		—		—		0.30
iii) For BRC Rs. 5000/- PA	—		0.95		1.0		1.05		1.10		1.15		1.20		6.45
iv) For CRC (0.02 PA)	—		3.48		3.48		3.48		3.48		3.48		3.48		20.88

ACTIVITY	1st. year		2nd. year		3rd. year		4th. year		5th. year		6th. year		7th. year		GRAND TOTAL
	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec.	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec	Rec.	Non-Rec	
7. Other charges															
i) For District Project Office	0.30		0.35		0.40		0.45		0.50		0.55		0.66		3.15
ii) For P T T I	0.25		1.32		—		—		—		—		—		1.58
iii) For BRC Rs. 6000/- PA per BRC	—		1.14		1.20		1.25		1.30		1.35		1.40		7.64
8. Rent for Accomoda- tion for the District Project Office 1200 Sq. ft. × Rs. 3.50 per Sq. ft.	0.504		0.504		0.56		0.56		0.56		0.60		0.60		3.888
9. T. A. for District Project Office.	.6		.7		.8		.9		1.0		1.1		1.2		6.30

CONSOLIDATED STATEMENT OF BUDGET

CATEGORY	yr. 1	yr. 2	yr. 3	yr. 4	yr. 5	yr. 6	yr. 7	TOTAL
CIVIL WORKS								
a) Recurring								
b) Non-Recurring	198.91	554.2	91.25					844.36
ADMINISTRATIVE								
a) Recurring	10.62	29.664	29.425	30.32	31.42	32.63	33.89	197.969
b) Non-Recurring	6.1	28.08						34.18
QUALITY IMPROVEMENT								
a) Recurring	204.2852	350.8623	344.926	359.85	386.746	394.5895	412.065	2453.324
b) Non-Recurring	6.95	8.2						15.15
GRAND TOTAL :	426.8652	971.0063	465.601	390.17	418.166	427.2195	445.955	3544.983

**Upgradation of P. T. T. I.
(upto the establishment of DIET)**

DISTRICT : BIRBHUM

Sl. No.	Activity	Time Period	Agency	Unit Cost (Lakh)	Target or Unit	Total Cost (Lakh)
1.	Selection of P. T. T. I for upgradation	April '96	D. L. C. C.	—	—	—
2.	Spot/Site Selection	Jnne '96	DPO, GB, PTTI	—	—	—
3.	Agreement with the PTTI authorities	August '96	DLCC	—	—	—
4.	Preparation of plan and Estimate	April '96	DPO, SAE, DPSC	—	—	—
5.	Sanction for Construction	Sept. '96	DLCC	—	—	—
6.	Release of Funds	Sept. '96	DPO, DPEP	7.50	01	7.50
7.	Procurement of Materials	Sept. '96	SAE, DPSC	—	—	—
8.	Construction of Building	by Nov. '96	SAE, DPSC	—	—	—
9.	Monitoring/Supervision	Oct, Nov. '96	CIVIL WORK INCHARGE, DPEP	—	—	—
10.	Submission of U/C	Dec. '96	SAE, DPSC.	—	—	—
11.	Procurement of equipments & Furniture	Jan. '97	DPO, DPEP	1.032		8.25
12.	Appointment of staff (Teaching)	Oct. '96	SPO/Edn. deptt. of W. B.	0.06 p.m.	8	2.88 For Six months in first year.
13.	Appt. of staff (N. T)	Oct. '96	D. L. C. C.	0.0325	8	1.56-do-

ANNUAL WORK PLAN FOR THE FIRST YEAR

Name of the State—West Bengal

DISTRICT : BIRBHUM

IMPROVING ACCESS : OPENING OF NEW SCHOOL

Sl. No.	Activity	Time Schedule.	Implementation Body.	Unit Cost (Lakh)	Target or Unit	Total Cost
1.	Identification of location of new Schools to be opened.	Aug. '96	Block Level D. P. E. P. Committee.	—	—	—
2.	Sending of proposals to D. P. O./D. P. E. P.	Sept. '96	-Do-			
3.	According Sanction.	Sept., '96	D. L. C. C.			
4.	Release of Fund to V.E.C.	Nov. '96	D. P. O./D. P. E. P.			
5.	Construction of (a) Buildings for new Schools.	by March '97	V. E. C.	1.25	61	76.25
	(b) Toilets for new Schools.	-Do-	-Do-	0.10	61	06.10
6.	Monitoring	-Do-	S. A. E. of the concerned Block/ Civil Work I/C.			
7.	Purchase of furniture	April, '97	D. P. O.	0.12	61	07.20
8.	Posting of Teachers.	May, '97	D. P. O./D. P. S. C			
9.	Starting of Classes.	May, '97	V. E. C.			

WORK PLAN FOR 1996—1997.
IMPROVING ACCESS : REPAIR OF SCHOOLS.
DISTRICT : BIRBHUM

Sl. No.	Activity	Time Schedule.	Agency.	Unit Cost (Lakh.)	Target or Unit	Total Cost (Lakh.)
1.	Identification of the Schools for Repairing.	October '96	B. L. C. C.			
2.	Priority list for the first year.	Oct., '96	-Do.-			
3.	Sending of proposal & Estimate to D. P. E. P. Project Office.	Nov., '96	B. L. C. C.			
4.	Release of Funds to V. E. C.	Jan., '97	D. P. O./D. P. E. P.			
5.	Repair works.	April, '97.	V. E. C.	0.15	100	15.0
6.	Monitoring of Repair Work.	April, '97	S. A. E. of the concerned Block./ Civil Work I/C.			

IMPROVING ACCESS : Creating Additional Classroom.
DISTRICT : BIRBHUM

Sl. No.	Activity	Time Period.	Agency.	Unit Cost	Target or Unit	Total Cost.
1.	Identification of the Schools.	Dec., '96	B. L. C. C.		Toilet in the rural schools will be constructed out of J. R. Y. funds or special G. O. I. Programme. No. funds for additional classromm in the first year.	
2.	Sending of proposal to the Project Office.	Jan., '97	-Do-			
3.	Sanction of Proposal.	Feb., '97	B. L. C. C.			
4.	Release of Funds to V. E. C.		D. P. O.			

WORK PLAN FOR 1996-1997.
Quality improvement : Construction of B. R. C.
DISTRICT : BIRBHUM

Sl. No.	Activity	Time Schedule.	Agency	Unit Cost (Lakh)	Target or Unit	Total Cost
1.	Selection of site for B. R. C. new Schools to be opened.	July, '96	B. L. C. C.			
2.	Preparation of Plan & Estimate.	April, '96	District Planning Team.	7.50	19	142.50 Lakh.
3.	Release of 50% of the fund.	December, '96	Project Office.			71.25
4.	Completion of the work.	April, '97	B. L. C. C.			
5.	Submission of Utilisation to District Project Office.	May, '97	B. L. C. C.			
6.	Release of rest 50% of the amount.	June, '97	District Project Office.			

Quality Improvement : Construction of C. R. C.
DISTRICT : BIRBHUM

Sl. No.	Activity	Time Schedule.	Implementation Body.	Unit Cost (Lakh)	Target or Unit	Total Cost (Lakh)
1.	Identification of schools at central place with facilities for C. R. C.	September, '96	G. P./Municipality Level Committee.			
2.	Preparation of Plan & Estimate.	April, '96	District Planning Team		No construction in the first year.	

Improving Assess/Increasing Achievement Level : Teacher requirement.
DISTRICT : BIRBHUM

Sl. No.	Activity	Time Schedule.	Agency.	Unit Cost	Target or Unit	Total Cost
1.	Estimate of Teacher requirements for the Project period.	Jan., '96	District Planning Team.			
2.	Estimation of number of Teachers to be appointed :					
	(a) In the first year	No Teacher will be recruited in the first year.				
	(b) In the Second year	July, '96	D.L.C.C.		122	
3.	Calling of Names from Employment Exchange.	Oct, '96	D.P.S.C.			
4.	Interview of Candidates.	From Jan. '97	D.P.S.C.			
5.	Issuing of appointment letters.	April, '97	D.P.S.C.			
6.	Joining in the School.	May, '97	V.E.C.			

Improving Access : Alternate Primary Education.
DISTRICT : BIRBHUM

Sl. No.	Activity	Time Period.	Agency	Unit-Cost	Target or Unit	Total Cost
1.	Identification of location of the Centre.	Sept. '96	G.P./Municipality Level Committee.		174 × 2 = 348	
2.	Identification of Instructor.	Feb. '97	-Do-			
3.	Training of Key Resource Persons for Training of APE Instructors	Feb. '97	State Project Director and S. C. E. R. T.	.005 for T. A.	6	.03
4.	Developing Training Materials.	March, '97	-Do-			
5.	Training of A.P.E. Instructors, 3 days Camp in B.R.C.	June '97	D.R.U.	Rs. 50/- per day/ Head + 1000/- per camp for trag. Cost.	696 Instructor & 19 Camps.	1.235
6.	Developing Learning Materials for A. P. E. Centre.	Feb. '97	State project Director & District Project Office			
7.	Supply of Teaching Learning materials to the A. P. E. Centre.	April, '97	District Project Office & G. P. Level Committee.	2300/- per centre	348 Nos.	6.0
8.	Tagging of Children to the School	April, '97	V. E. C.			

Improving Retension & Quality ; Remedial Learning Centre.

DISTRICT : BIRBHUM

Sl. No.	Activity	Time Period.	Agency.	Unit Cost	Target or Unit	Total Cost
1.	Identification of the location of remedial learning centre.	Jan, '97	Gram Panchayat/ Municipality.			
2.	Tagging of the Children to the Centre.	April, '97	V. E. C.			
3.	Identification of the Instructor	July '96	Gram Panchayat/ Municipality			
4.	Engagement of Instructor.	April, '97	- Do -			
5.	Commencement of the R. L. Centres	May, '97	V. E. C.			No cost honorarium for the 1st year

Improving Retension & Quality : Inservice Training of Teachers.

DISTRICT : BIRBHUM

Sl. No.	Activity	Time Period.	Agency.	Unit Cost	Target or Unit	Total Cost
1.	Identification of training needs	July, '96	SCERT/ State Project Director			
2.	Development of Training Materials.	Sept, '96	- Do-			
3.	Training of Key Resource persons or District Level Trainers. (6 Persons).	Jan, '97	-Do-	.004 Lakh per head as T. A.	6	.025
4.	Training of Block Level Trainers (5 days camp in the P.T.T.I. Upgd.)	by Feb, '97 Feb, '97	P. T. T. I.	0.15 per Camp.	6	.90
5.	Training of all Teachers (40 Teachers in a Camp.)	March, '97 March, '97	B.R.C.	0.20 per Camp	360	8.0

**Improving Retension, Quality & management : Inservice Training of Head Teachers
including CRC Co-ordinators.**

DISTRICT : BIRBHUM

Sl. No.	Activity	Time Period.	Agency.	Unit Cost	Target or Unit	Total Cost (Lakh.)
1.	Identification of training needs	July, '96	SCERT/ State Project Director			
2.	Development of Training Materials.	Sept. '96	- Do -			
3.	Training of Key Resource persons or District Level Trainers. (6 Persons).	Nov. '96	-Do-	.003 Lakh per head as T.A.	6	.018
4.	Training of Block Level Trainers	Dec. '96	P.T.T.I.	Rs. 100/- per head per day.	40	.12
5.	Training of Head Teachers including CRC Coordinators (3 days camp.)	Jan. '97	P.T.T.I.	Rs. 75/- per head per day.	760 out of 2281	1.7392

**Improving Management & Supervision : Training of Inspecting Staff
including BRC Coordinator**

DISTRICT : BIRBHUM

Sl. No.	Activity	Time Period.	Agency.	Unit Cost	Target or Unit	Total Cost (Lakh.)
1.	Identification of training needs	July, '96	SCERT/ State Project Director			
2.	Development of Training Materials.	Sept. '96	-Do-			
3.	Training of key Resource persons	Nov. '96	-Do-	.005 Lakh per head as T. A.	5	.025
4.	Training of Assistant Inspector of Schools & Sub-Inspector of schools. (3 days in each year.)	Jan. '97	P.T.T.I. (upgraded)	.15 Lakh per camp.	1	.15

Improving Management & Supervision : Training of Block Officials, Panchayat, Representatives & D.L.M.O.s
DISTRICT : BIRBHUM

Sl. No.	Activity	Time Period	Agency.	Unit Cost	Target or Unit	Total Cost (Lakh.)
1.	Identification of training needs	July, '96	SCERT/ State Project Director			
2.	Development of Training Materials.	Sept., '96	-Do-			
3.	Training of key Resource persons (6)	Dec., '96	-Do-	.005 Lakh per head as T.A.	6	.03
4.	Training of B.D.O.s, panchayat Samity, Savapaties, Siksha Karmadhyakshas, Exten. Officers & D.L.M.O.s (3 days camp)	Jan., '97	P.T.T.Is (3 camps with 40 members).	.095 Lakh per camp.	3	.285

Improving Enrolment, Retention : Training of V.E.C. Members & Management.
DISTRICT : BIRBHUM

Sl. No.	Activity	Time Period.	Agency.	Unit Cost	Target or Unit	Total Cost (Lakh.)
1.	Identification of training needs	August '96	SCERT/ State Project Director			
2.	Development of Training Materials.	by Nov., '96	-Do-			
3.	Training of key Resource persons	by Jan., '97	-Do-	3.35 per head as T.A.	6	.02
4.	Training of Block Resource persons.	by Feb., '97	P.T.T.I.	.1 Lakh	3	.3
5.	Training of V.E.C. members (6 members from each of 2250 V.E.C.) 6960 in the first year.	by March '97	B.C.R.C (Non-residential)	Rs. 40 per head per day	6960 out of 13,500	8.38

Work Plan for 1996-1997
Establishing Convergence : Training of I.C.D.S Workers.
DISTRICT : BIRBHUM

Sl. No.	Activity	Time Period	Agency.	Unit Cost	Target or Unit	Total Cost (Lakh.)
1.	Identification of training needs	Oct. '96	State Project Director Dist. Programme Officer, ICDS Dist. Project Officer			
2.	Development of Training Materials.	Dec. '96	State Project Director			
3.	Training of Key Resource Person (3 days)	April '97	-Do-	.003 Lakh per head for T. A.	5	.0175
4.	Training of Block Resource persons (5 persons per Block).	May '97	P. T. T. I.	Rs. 70 /- per head per day.	95	0.20
5.	Training of workers I.C.D.S.	July '97	C. R. C. (Non-residential)	Rs. 40/- per head for each camp.	2245	2.70

Improving Retention : Convergence with Health.
DISTRICT : BIRBHUM

Sl. No.	Activity	Time Period	Agency.	Unit Cost	Target or Unit	Total Cost (Lakh.)
1.	Preparation of Health Card.	Aug. '96	C.M.O.H. & DPO,DPEP			
2.	Printing of the Cards.	Sept. '96	Dist. Project Officer	Rs. 01/- per card.	3,50,000	3.5
3.	Supply of Cards to Schools.	Oct. '96	-Do-			
4.	Planning for Health check-up of the Students.	July '96				
5.	Execution of health Check-up. P.O.L. (2250 V.E.C.)	Nov. '96	Health Staff.	a) Rs. 6000 per Block	19	1.14
6.	Selection & Preparation of Materials for Quiz; Poster Contest on Health	Aug. '96	D.L.C.C.			
(b)	Quiz & Poster contest.	Nov. '96	B.L.C.C.	Rs. 3000/- per Block	19	0.57

Improving Access, Retention and Quality : Campaign.

DISTRICT : BIRBHUM

Sl. No.	Activity	Time Period	Agency.	Unit Cost	Target or Unit	Total Cost (Lakh.)
1.	Sensitizing V.E.C. members through monthly meeting	Each month from Aug '96	V.E.C.	Rs. 300/- per school	2281	6.84
2.	Parent—Teacher meeting, twice a year	June, & Dec.	V.E.C	300/- per per school	2281	6.84
3.	Wall writing, festun, padajatra etc. a) V. E. C. level b) G. P. level c) Block level d) Subdivisional level & District level		V. E. C. G. P. L. C. B. L. C. C. Subdivision level Committee & D. L. C. C.	Rs. 400,- per school for first year. Rs. 100/- p. a for later years. Rs. 300- per C. R. C. Rs. 400/- per Block	2281 174 19	9.124 0.52 0.076 5.0

Improving Enrolment, Retention and Quality : "V. E. C. of the year" Award.
DISTRICT : BIRBHUM

Sl. No.	Activity	Time Period	Agency.	Unit Cost	Target or Unit	Total Cost. (Lakh.)
1.	Preparation for questionnaire for class-II & IV)	Dec., '96	P. T. T. I./D. P. O./State Project Director			
2.	Printing of questionnaire	Jan., '97	D. P. O.	Rs. 40/- per school	2281	0.9124
3.	Annual return form regarding Enrolment, retention	Aug., '96	D. P. O.	Rs. 1500/- per gram		0.015
4.	Selection of Centres	Oct., '96	B. L. C. C.			
5.	Selection of Supervisor	Jan., '97	D. P. O./B. L. C. C.			
6.	Implementation	Feb., '97	B. L. C. C./D. L. C. C.	Rs. 10/ per Supervisor as tiffin cost	4800	0.48
7.	Assessment of achievement level	April, '97	MIS/D. P. O.			
8.	Award to best VEC (Block -19 Municipality -5 SC, ST, Minority-dominated -3	May., '97	D. P. O.	Rs. 2000/- per award	27	0.54

Capacity building : Management structure, District Level.
DISTRICT : BIRBHUM

Sl. No.	Activity	Time Period	Agency.	Unit Cost.	Target or Unit	Total Cost. (Lakh.)
1.	Identification of staff requirement.		S. P. D./D. P. O.			
2.	Deputation of Staff	Jan., '96	D. I./S (PE)			
3.	Recruitment of Staff	Sept., '96	D. L. C. C.	Rs. 2116/- per month	7	1.776 p. a.
4.	Formation of VEC	July. '96	B. L. C. C.			
5.	Procurement of office furniture	by Oct., '96	D. P. O.			1.0
6.	Furniture for Library	by Oct., '96	D. P. O.			0.5
7.	Books for Library	Nov., '96	D. P. O.			0.5
8.	Recruitment of Computer/MIS Operator & Data Entry Operator	Sept., '96	D. L. C. C.	Rs. 3250/- p. m.	2	0.78 p. a
9.	Functionalisation of MIS	Oct., '96	-Do-			5.0
10.	Purchasing of office equipments	Oct., '96	-Do-			1.5

WB DPEP ANNUAL PLAN (1996-'97) : DISTRICT IMPLEMENTATION SCHEDULE

Comment	Activity	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
	1. Establishment of DPO :			Pre-project					Project				
	1. Establishment of DPO in rental bldg.	■	■	■	■	■							
	2. Appointment of DPO.	■	■	■	■	■							
	3. Appointment of supporting staff.	■	■	■	■	■	■						
	4. Define roles & responsibilities of DPO staff.	■	■										
	5. Identifying training needs/developing training plan.			■	■	■	■	■					
	6. Induction course for DPO staff (DPEP awareness) :												
	a) Trg. in planning.	■	■	■	■	■	■						
	b) Procurement Trg.						■	■					
	c) MIS training.						■	■					
	d) other trgs.							■	■				
	7. Procurement of furniture/equipments.	■	■	■	■	■	■	■					
	8. Procurement of hardware & software.				■	■	■	■	■				
	9. Car hire.				■	■	■	■	■	■	■	■	■
	10. APWB, 97-98 preparation.											■	■
	11. Submission of monthly expenditure reports.								■		■		■
	12. Mounting of Joint Supervision Mission										■		
	2. District MIS :												
	1. Survey design.						■	■					
	2. Trg. to data-gatherers.							■	■	■			
	3. Administration of survey									■	■	■	
	4. Data Entry & Analysis.										■	■	■

Timing will depend on capability-building at the State Level at the initial stage.

WB DPEP ANNUAL PLAN (1996-'97) : DISTRICT IMPLEMENTATION SCHEDULE

Comment	Activity	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
				Pre-project					Project				
3.	<u>Civil Works :</u>												
1.	Preparation of Cons- -truction Manual (with type plans & estimates)	■	■										
2.	<u>Construction of new school bldgs. :</u>												
a)	Identification of land and obtaining land-title ;		■	■	■	■							
b)	Identification of construction and supervision agencies	■	■										
c)	Trg. to agencies						■	■	■				
d)	Agreement with VECs					■	■						
e)	Release of funds (in phases)						■	■	■				
f)	Procurement of materials							■	■	■			
g)	Completion of cons- -truction.									■	■	■	■
3.	<u>Construction of addl. rooms in existing school buildings :</u>												
a)	Identification of schools						■	■	■	■			
d)	Agreement with VECs										■	■	■
e)	Release of funds (in phases)												
f)	Procurement of materials												
g)	Completion of cons- -truction.												

WB DPEP ANNUAL PLAN (1996-'97) : DISTRICT IMPLEMENTATION SCHEDULE

Comment	Activity	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
				-Pre-project-					-Project-				
4.	<u>Repairs to existing Schools :</u>												
	a) Identification of schools ;					■	■	■					
	d) Agreement with VECs								■	■			
	e) Release of funds (in phases) (f) Mat.										■		
	g) Completion of works											■	■
5.	<u>Toilets :</u> (On pilot project basis)												
	a) Identification of schools ;	■	■										
	b) Agreement with VECs					■	■						
	c) Release of funds (in phases) (d) Mat.								■	■			
	d) Completion of work									■	■	■	
6.	<u>Construction of BRCs :</u>												
	(a) Procurement of land with proper title-deed	■	■	■	■								
	(b) Agency selection & trg.			■	■	■							
	(c) Agreement with Agency						■	■					
	(d) Release of fund (in phases)								■	■			
	(e) Procurement of materials									■	■	■	
	(f) Completion of construction.										■	■	■
7.	<u>Construction of CRCs in new/existing school Bldgs.</u>												
	(a) Identification of Schools (with added facilities of sanitation and watering)			■	■	■	■						

WB DPEP ANNUAL PLAN (1996-'97) : DISTRICT IMPLEMENTATION SCHEDULE

Comment	Activity	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
				Pre-project					Project				
	4. TEACHER TRAINING :												
	<u>Schools :</u>												
	1. Development of Tr.-Trg. strategy (in conjunction with state level).					■	■	■	■				
	2. Identification of RPs for training in specific areas :		■	■	■	■	■	■					
	(a) MLL												
	(b) Multigrade teaching												
	(c) Contact-cum- cor- -rence Course												
	(d) Value Education												
	(e) Teaching Skills for lower Primary Classes (I & II)												
	(f) Ors. [at the district-level]												
	3. Identification of Trs. in Blocks in the above-mentioned areas :			■	■	■	■	■	■				
	(a)												
	(b)												
	(c)												
	(d)												
	(e)												
	(f) [at the BRC-level]												
	4. Start of Training Courses :									■	■		
	(a) K.R.P										■		
	(b) R.P										■	■	
	(c) Training of teachers												■
	(d)												
	(e)												
	(f)												

(Could be started after State Level Trg. of KRPs so far the district-level activities are concerned)

WB DPEP ANNUAL PLAN (1996-'97) : DISTRICT IMPLEMENTATION SCHEDULE

Comment	Activity	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
	5. PROVISION OF MATERIALS : TO SCHOOLS :												
	1. 1. Identification of schools for grants @ Rs. 2,000/-	■	■										
	2. Release of funds to VEC						■	■					
	3. Identification of materials					■	■						
	4. Procurement of materials							■	■	■			
	5. Accounting of expenditure											■	■
	2. 1. Define list of materials @ Rs. 500/- per teacher in identified schools					■	■						
	2. Release of due funds						■	■	■				
	3. Purchase of materials								■	■	■		
	4. Accounting of expenditure											■	■
	6. STRENGTHENING OF PTF :												
	1. Define list of non-consumables					■	■						
	2. Inviting and approving tenders							■	■				
	3. Contracting suppliers									■			
	4. Supply of materials										■	■	
	5. Release of funds											■	■
	6. Purchase of consumables								■	■	■		
	7. Accounting of expenditure towards purchase of consumables and non-consumables											■	■

District Purchasing Committees to be set up
Rooms/space for additional activities to be provided with necessary facilities

WB DPEP ANNUAL PLAN (1996-'97) : DISTRICT IMPLEMENTATION SCHEDULE

Comment	Activity	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
Development of State implementation schedule	6. STRENGTHENING OF PTII : (CONTD.)												
	8. Appointment of staff						■	■					
	9. Initial Training needs analysis & Trg. Plan							■	■				
	10. Trg. in VEC functions											■	■
	11. Trg. in Ednl. Manage- -ment										■	■	
	12. Trg. in PE activities										■	■	
	13. Trg. in WE activities										■	■	
	14. Trg. in ET activities												
	15. Trg. in AEPC activities												
	16. Trg. in ECCE work												
	17. Identification of furniture/equipment/ Books/Journals						■	■					
	18. Trg. in procurement							■	■				
	19. Trg. in monitoring & supervision of Trg. activities								■	■			
	7. COMMUNITY DEVELOPMENT :												
	1. Social Mobilisation												
	a) Identification of blocks			■	■								
	b) Trg. to district teams at State level								■	■	■		
	c) Trg. to Block teams at Dist. -level									■	■	■	
	d) Campaigning through rallies, jathas, Meetings, poster exhibitions, etc.										■	■	■

WB DPEP ANNUAL PLAN (1996-'97) : DISTRICT IMPLEMENTATION SCHEDULE

Comment	Activity	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	
State activities	2. Training to VECs													
	a) Identification of agencies					■								
	b) Developing Trg. Modules							■	■					
	c) Trg. of KRPs at State level									■	■			
	d) Trg. of RPs at District level										■	■		
	e) Conduct of Trg. Programmes for VECs											■	■	
NGO involvement State Strategies	8. <u>DEVELOPING PILOT ECCEs :</u>													
	a) Identification of Villages in non-ICDS blocks													
	b) Identification of children													
	c) Identification of ECE workers													
	d) Construction of shed/ provision of room													
	e) Identification of materials/playkits													
	f) Procurement of materials													
	g) Development of Trg. Modules											■	■	
	h) Trg. of ECE workers K.R.P. & R. P.													■
	i) Initial impact evaluation design													
	j) Conduct of evaluation													
State Strategies NGO involvement	9. <u>DEVELOPING PILOT AEPCs :</u>													
	a) Identification of villages					■	■							
	b) Identification of children											■	■	
	c) Identification of APEC workers										■	■		

WB DPEP ANNUAL PLAN (1996-'97) : DISTRICT IMPLEMENTATION SCHEDULE

Comment	Activity	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	
Subject to development of course materials and trg. modules at state level	9. <u>PILOT APECs (Contd.) :</u>													
	d) Provision of space/ room for centre							■	■	■				
	e) Trg. of APEC workers (KRP) at state level										■	■		
	f) Trg. of APEC workers (RP) at district/ Block level											■	■	
	g) Procurement of materials (Syllabus, T/L materials)											■	■	
	h) Start of centres													
	i) Initial impact evaluation design													
After state strategies on Alternative Schooling, tribals, women (Gender) are designed	j) Conduct of evaluation													
	10. <u>Workshops : Building awareness amongst stakeholders :</u>													
	a) For BRC staff					■	■							
	b) For ICDS staff							■	■					
	c) For public representatives								■	■				
	d) For selected Hd.-masters								■	■				
	e) Convergence of services									■	■	■		
	f) For tribal School trainers										■	■	■	
g) For SC/ST youth								■	■	■				
h) For women activists														
	11. <u>RESEARCH STUDIES :</u>													
	a) Inviting and approving proposals						■	■	■					
	b) Release of funds							■	■	■				
	c) Conduct of research									■	■	■		
	d) Submission of phased reports											■	■	

**ANNEXURE
PARTICIPATORY PLANNING PROCESS (DPEP)**

No. of Meeting/ WS Held	Organised by	Participants	Issues Discussed	Conclusions/Suggestions	Remarks
Dist Level Meeting. (03)	District Magistrate /District Project Officer	D.M., A.D.M. (g), CMOH D.I. S. (PE), D.W.O. (ICDS), SPL. Officer (ITDP), Dist. Organiser on Phy. Edn. Sabhadhipati, BZP. Members of DLCC & a few eminent educationists.	Co-ordination among the Deptt. of Govt. Combined monitoring & assessment. Proper planning with a view to achieve Maximum output.	<ol style="list-style-type: none"> 1. Various Deptt. will work in unison as far as practicable. 2. Combined minotoring be made. 3. Regular health checkup of Pry. School Students by health workers. 4. Convergence of ICDS Centers with Pry. Schools 5. DLCC/DPSC will Sit to Review in a regular manner. 	
03 (Sub-Divi. Level)	D.P.O.,D.P.E.P	A.D.M. (G), S.D.O.S, Savapaties of P.S., B.D.O.S, & Officers of Block & Sub-Div. Level, Existing Trs. & Lecturers of PTI Lecturers of B.ED. College, retired Teachers & Lecturers, AI/s, NGOs, Social workers, Mothers, from Sc/St Community, Women activists, Trs' Associations.	Access, Dropout, Enrolment, Qualitative achievement, School Trainings, Tachers & motivations, Public awareness, roll of NGOs & Women activists.	<ol style="list-style-type: none"> 6. Govt. Officials in unison with Panchayat Representatives will work to waken the people with a view to achieve the crest target of Education. <p>Suggestions/Conclusions cited earlier in case of GP/Block Levels Meetings & Training to the Pradhan other Panchayat Personnels, Convergence with ICDS/ITDP /Spl. care to the Tribal Learners & best effort to bring the Children who are still out of School/School Trainings as per need of the Locality /Training of the officers of different level & ICDS workers / Spl. care to the Girl Child.</p>	

**ANNEXURE
PARTICIPATORY PLANNING PROCESS (DPEP)**

No. of Meeting/ WS Held	Organised by	Participants	Issues Discussed	Conclusions/Suggestions	Remarks
Meeting with Specific target Groups.	SI of Schools	Peoples' Representatives, Circle Inspecting officers, Parents, Block Officials, Representative of ITDP.	Droupout, problem, Non-schooled Children, lack of Schooling facilities, lack of Trs., school timing.	Awareness Campaign be launched. School-facilities be restored. Teachers be provided. School timing be adjusted with the local needs.	
Tribal Community (01)	SI of Schools One General One Minority community	SI/PRS, Mother Parents, Pradhans, Block and Dist. Officials.	Special problems of Girls-students, School timing, lack-different School facilities	Awareness among the parent be launched. TLMs be provided to girls.	
Mothers/Parents (2)		Socio-economic Problems of Minority Communities girls, school timing separate toilet facilities, religions obligations Dist. Tribal Welfare officer, Manager, DPO DPEP / A.D.M. (G) School Ins.Officers	Mohila Samity, ICDS workers.	Seperate toilet facilities be provided. Schools timing be adjusted with the local needs. Monitoring be strengthened. Demand for female Trs. and seperate schools for Girls. i) Convergence be made ii) Monitoring be made	
Tribal welfare Deptt. (01)	DPO/DPEP		a) problems of Tribal students. b) Convergence with the Tribal Welfare Deptt. c) Monitoring	iii) Problems of tribal Students be sorted out & endeavour be made to solve these.	
Tribal Community (01)	S.I. of Schools	D.I / S(PE)-cum-DPO, DPEP, Inspecting officers, Peoples' Rep., Guardians from T.C, Mothers from T.C., Teachers.	a) Language Problem of the Tribal Taughts. b) Social Taboos—hindrances to Continue studies. c) Distance of Schools. d) Lack of Facilities for Tribal students.	i) Tribal Teachers be provided in Tribal dominated schools. ii) Proper campaign be made to eradicate social hindrances. iii) Proposal for new schools be made. iv)Facilities be provided as far as possible.	

STAKEHOLDER ANALYSIS

SL. NO.	STAKEHOLDER	STAKE
A : PRIMARY :		
1.	Student	a) Students will learn more. b) Students will attain the achievement level.
2.	Teachers	a) Teachers will be trained. b) Students will be benefited.
3.	Parents	a) Children will learn more.
4.	S/C Students	a) S/C students will learn more. b) They can impart education to future progress.
5.	S/T Students	a) S/T students will learn more. b) They can impart education to future progress.
6.	Girls Students	a) Girls students will learn more. b) They will be able to inculcate education into their offsprings in future.
B : SECONDARY :		
7.	Political Parties	a) To extend help to achieve target. b) A great deal of purpose be served by the right leadership.
8.	Panchayat Authorities	a) They will influence the Project through benevolent command and control.
9.	Private Schools	a) As their necessity and income be reduced with the implementation of the project — they will try to harm through anti-propaganda.
10.	Project Staff	a) Be involved in planning process. b) To control / influence the project Management.
11.	D. P. S. Council	a) Project will, almost totally, be impressed by the overall control/supervision of the DPSC on the District Primary Education.
12.	State Govt.	a) Control over fund and activities. b) Target be achieved by its needed advise and suggestions etc.
13.	Anganwadi Workers	a) They will prepare the infants for the primary stage by proper care and nature.
14.	Health Workers	a) They will make the students and their guardians conscious about the proper health care and hygiene.
15.	NGOs	a) Will involve in mass Campaign.
16.	V.E.C.	a) Will act to increase enrolment. b) Will act against drop-out. c) Will control over-all Management of the School.
17.	Women Groups	a) Will act for increasing enrolment b) Will act against drop-out. (especially for Gurl students)
C : TERTIARY :		
18.	Govt. of India	a) Control over fund and activities. b) Target be achieved by its needed advise and suggestions etc.
19.	ODA	a) Fund be utilised properly under its vigilance and guidance.
20.	High Income Group E l i t e s	a) They will approach negatively as they have to face some social/financial troubles such as non-availability of child-labourer, labour will be more expensive etc.
21.	News Papers	a) Approach/Outlook will be either positive or negative according to the line adopted by the owner/Publication Group.
22.	Private Tutors	a) As the income be decreased/stopped they will try to put some negative approaches towards the project.
23.	Secondary Schools	a) The Secondary Institutions and the teachers will influence over the students of primary level.

NO. OF BUILDINGS LESS SCHOOLS, SINGLE ROOM SCHOOLS, TWO ROOMS SCHOOLS IN NON E A S BLOCK & MUNICIPALITY IN BIRBHUM DISTRICT.

NON EAS BLOCK	BUILDINGLESS	SINGLE ROOM	TWO ROOMS
1. KHYRASOLE	5	38	35
2. DUBRAJPUR	17	45	28
3. NANOOR	1	44	62
4. MAYURESWAR - I	10	22	38
5. MAYURESWAR - II	13	23	16
6. NALHATI - I	24	30	43
7. NALHATI - II	12	16	9
8. MURARAI - II	11	10	56
9. R'HAT MUNICIPALITY	0	5	8
10. DUBRAJPUR MUNICIPALITY	0	2	5
11. SURI	3	7	8
12. SAINTHIA	1	3	4
13. BOLPUR	2	4	8
TOTAL	99	249	320

**ANNEXURE
TOILETS & DRINKING WATER IN PRIMARY SCHOOLS OF BIRBHUM, WEST BENGAL**

Block	Schools without drinking water	Schools requiring two toilets	Schools requiring one toilet
Rampurhat - I	66	144	12
Rampurhat - II	60	101	5
Mayureswar - I	34	109	11
Mayureswar - II	40	81	3
Nalhathi - I	40	138	2
Nalhathi - II	39	64	1
Murarai - I	73	94	0
Murarai - II	53	84	1
Nanoor	65	149	3
Labhpur	74	152	0
Illambazar	82	127	1
Bolpur	65	139	0
Suri - I	58	71	7
Suri - II	37	64	6
Md. Bazar	56	104	10
Dubrajpur	110	126	8
Khairasole	78	107	11
Rajnagar	63	83	5
Sainthia	96	158	9
Total	= 1189	2095	95

ADDITIONAL SCHOOLS REQUIRED

Sl.	NAME OF GP	TOTAL POPULATION	Number of schools Number of Class Room						Population to School Ratio	Additional
			0	1	2	3	4+	Total		
1.	PAIKAR-I	19677	1	1	2	1	0	5	3935	7
2.	BOLPUR	52760	2	4	8	8	5	27	1954	6
3.	DUBRAJPUR	26983	0	2	5	1	3	11	2453	6
4.	MITRAPUR	20186	1	0	4	2	1	8	2523	5
5.	MARGRAM-II	11797	1	0	0	0	2	3	3932	4
6.	RAMPURHAT	43275	0	5	8	2	8	23	1882	4
7.	SAINTHIA	30024	1	3	4	4	3	15	2002	4
8.	BARA -II	12996	1	0	0	3	1	5	2599	3
9.	SIAN-MULUK	17239	0	2	2	2	2	8	2155	3
10.	NALHATI-II	13778	0	1	3	1	1	6	2296	3
11.	BISHNUPUR	20140	0	2	1	4	3	10	2014	3
12.	DUMURGRAM	16384	0	1	2	4	1	8	2048	2
13.	MAYURESWAR	16369	1	3	1	0	3	8	2046	2
14.	JAJIGRAM	17786	1	3	2	2	1	9	1976	2
15.	KAITHA -I	13967	1	0	2	2	2	7	1995	2
16.	BARRAH	13415	1	1	1	2	2	7	1916	1
17.	MURARAI	22937	0	4	3	1	5	13	1764	1
18.	AMDOLE	16503	1	1	1	6	0	9	1834	1
19.	BARA -I	17729	0	3	0	4	3	10	1773	1
20.	SURI	54298	3	7	8	5	10	33	1645	1
21.	KIRNAHAR -I	11654	0	0	3	2	2	7	1665	
22.	TILPARA	13251	0	2	2	2	2	8	1656	
23.	KAITHA -II	9895	1	2	1	2	0	6	1649	
24.	MARGRAM -I	11395	2	2	0	1	2	7	1628	
25.	HAZARATPUR	12494	0	0	5	1	2	8	1562	
26.	LABPUR -I	12205	0	0	2	1	5	8	1526	
27.	RUDRANAGAR	21720	0	0	4	9	1	14	1551	
28.	ALUNDA	13659	1	3	2	2	1	9	1518	
29.	SINGHEE	19929	0	6	3	2	2	13	1533	
30.	SEKEDDA	15094	2	2	2	3	1	10	1509	
31.	DWARKA	19500	4	3	3	3	0	13	1500	
32.	NANDIGRAM	16118	3	1	2	2	3	11	1465	
33.	ANGARGORIA	9694	1	0	3	1	2	7	1385	
34.	PAIKAR -II	8088	0	2	0	3	1	6	1348	
35.	KUSHMORE -II	11222	0	1	4	3	0	8	1403	
36.	JASHPUR	16000	2	3	3	2	1	11	1455	
37.	MOLLARPUR-I	10982	0	1	5	1	1	8	1373	
38.	KURUMGRAM	20562	0	1	6	2	5	14	1469	
39.	RUPPUR	23704	1	4	5	3	3	16	1482	
40.	RAMPUR	5946	0	2	1	2	0	5	1189	
41.	BARATURIGRAM	13847	2	1	1	3	3	10	1385	
42.	DEUCHA	7393	3	0	1	1	1	6	1232	
43.	PAIKPARA	16978	2	1	3	3	3	12	1415	
44.	BHADARPUR -II	13500	2	3	2	1	2	10	1350	
45.	MD- BAZAR	11563	0	2	3	2	2	9	1285	
46.	DASKAIGRAM-KAREYA-I	9739	0	1	4	1	2	8	1217	
47.	CHARKOLEGRAM	15975	0	8	3	0	1	12	1331	
48.	ULKUNDA	11110	0	2	1	1	5	9	1234	
49.	PALSA	14280	0	3	3	3	2	11	1298	
50.	DASPALSA	13796	2	4	2	2	1	11	1254	
51.	UCHKARAN	15386	0	5	4	2	1	12	1282	
52.	DUNIGRAM	18444	2	2	5	4	1	14	1317	
53.	KALESWAR	11766	4	2	1	2	1	10	1177	
54.	CHINPAI	13237	1	1	5	4	0	11	1203	
55.	CHATRA	16390	2	4	5	1	1	13	1261	
56.	KALITHA	19403	5	3	4	2	1	15	1294	

SL. BLOCK	NAME OF GP	TOTAL POPULATION	Schools hearing Number of Class Room					Total No of Schools.
			0	1	2	3	4+	
1. SURI-I	KHATANGA	6616	1	2	5	2	0	10
	NAGARI	8563	0	5	6	2	0	13
	KARIDHYA	14044	0	9	4	0	0	13
	TILPARA	13251	0	2	2	2	2	6
	ALUNDA	13659	1	3	2	2	1	9
2. SURI-II	MALLICKPUR	10006	0	5	5	2	1	13
	BHURKUNA	11291	0	8	4	2	0	14
	BANSANKA	10518	0	8	3	1	1	13
	ABINASHPUR	10386	1	8	2	2	1	14
	FURANDARPUR	11029	0	3	3	1	3	10
3. KHAYARASOLE	DOMDAMA	9480	0	7	4	1	0	12
	KENDUA	16460	3	5	5	1	0	14
	KOMA	7280	1	5	4	0	0	10
	LOKEPUR	12274	1	5	6	2	1	15
	RUPUSPUR	11012	0	4	6	2	3	15
4. MD-BAZAR	KHAYARASOLE	8020	0	5	2	0	1	6
	NAKRAKONDA	10557	0	2	4	4	1	11
	BABUIJORE	11652	3	7	2	2	1	15
	PARSUNDI	10339	0	0	5	1	4	10
	BARRAH	13415	1	1	1	2	2	7
	HAZARATPUR	12494	0	0	5	1	2	6
	KENDOGORE	12125	0	5	2	2	3	12
	PANCHRA	20193	0	9	2	5	2	16
	KAPISTA	7584	0	7	2	1	0	10
	HINGLOW	6542	1	5	0	1	0	7
	BHARKATA	12835	3	4	4	3	0	14
	5. SAINTHIA	GANPUR	6944	1	6	2	0	1	10
SEKEDDA		15094	2	2	2	3	1	10
PURANAGRAM		14216	2	3	1	4	3	13
DEUCHA		7393	3	0	1	1	1	6
RAMPUR		5946	0	2	1	2	0	5
CHARICHA		9115	0	7	5	3	0	15
BHUTURA		9393	0	6	1	3	1	11
MD-BAZAR		11563	0	2	3	2	2	9
ANGARGORIA		9694	1	0	3	1	2	7
SANGRA		11924	2	6	4	3	1	16
AHMEDPUR		20801	0	9	2	2	4	17
PANRUI		11034	1	11	2	1	0	15
6. DUBRAJPUR	AMARPUR	9457	0	11	1	1	1	14
	SRINIDHIPUR	9625	0	3	8	1	2	14
	BHARAMARKOLE	12709	0	12	2	0	1	15
	HARISARA	8495	1	2	2	4	0	9
	DERIAPUR	6988	1	1	5	2	0	9
	MATHPALSA	16733	0	8	4	1	1	14
	HATOARA	12327	0	1	2	5	3	11
	BANAGRAM	15712	1	3	6	3	1	14
	FULUR	19299	1	5	5	5	3	19
	GOHALIARA	11765	0	5	6	2	1	14
	SAHAPUR	13651	1	7	3	2	0	13
	JASHPUR	16000	2	3	3	2	1	11
6. DUBRAJPUR	LOBA	15538	4	7	1	2	2	16
	CHINPAI	13237	1	1	5	4	0	11
	PADUMA	14706	4	7	6	0	0	17
	PARULIA	10932	1	6	4	3	1	15
	HETAMPUR	14940	2	3	2	2	4	13
	LAKHINARAYANPUR	13069	1	3	6	2	0	12
	BALIJURI	11949	1	3	2	1	5	12

SL. BLOCK	NAME OF GP	TOTAL POPULATION	Schools hearing Number of Class Room					Total No of Schools.	
			0	1	2	3	4+		
7. RAJNAGAR	GANGMURI-JOYPUR	12814	2	16	7	0	2	27	
	BHAVANIPUR	10862	1	4	8	2	2	17	
	RAJNAGAR	13744	3	4	2	1	3	13	
	TANTIPARA	12700	0	3	5	4	1	13	
	CHANDRAPUR	11419	2	5	9	1	3	20	
								0	
								0	
8. DOLPUR	BAHIRI-PANCHSOWA	18492	0	3	13	0	2	18	
	KANKALITALA	15600	2	5	10	1	0	18	
	KASBA	12535	5	10	2	0	1	18	
	RAIPUR-SUPUR	18035	0	5	2	0	8	15	
	RUPPUR	23704	1	4	5	3	3	16	
	SARPALEHANAALBANDA	10310	0	6	4	2	1	13	
	SATTORA	16201	1	8	7	3	1	20	
	SIAN-MULUK	17239	0	2	2	2	2	8	
	SINGHEE	19229	0	6	3	2	2	13	
9. ILLAMBAZAR	BATIKAR	10940	3	3	4	1	0	11	
	BELATI	12953	3	6	3	3	0	15	
	JOYDEB-KENDULI	14459	2	5	4	2	1	14	
	DHRAMPUR	11663	4	5	3	1	0	13	
	GHURISHA	14159	0	8	7	0	0	15	
	NANASOLE	11278	6	5	0	0	0	11	
	SIRSHA	10036	5	3	6	1	0	15	
	MANGALDIGHI	12734	4	6	3	0	0	13	
	ILLAMBAZAR	22704	1	6	8	3	1	19	
10. NANOOR	KIRNAHAR-I	11654	0	0	3	2	2	7	
	KIRNAHAR-II	12818	0	2	4	5	1	12	
	NOWANAGAR KADDA	20625	0	4	11	3	4	22	
	CHARKOLEGRAM	15975	0	8	3	0	1	12	
	JALUNDI	16948	0	3	6	2	3	14	
	DASKALGRAM-KAREYA-I	9739	0	1	4	1	2	8	
	DASKALGRAM-KAREYA-II	9927	0	2	7	1	0	10	
	UCHKARAN	15386	0	5	4	2	1	12	
	CHANDIDAS NANOOR	15777	0	4	5	2	3	14	
	BARA SAOTA	18670	1	7	4	4	3	19	
	THUFSARA	20845	0	8	11	2	2	23	
	11. LABPUR	INDUS	13639	2	4	4	4	1	15
		THIBA	14217	0	7	3	0	6	16
JAMNA		11320	2	2	2	7	2	15	
HATIA		17856	2	3	5	4	1	15	
CHOWHATTA MOHODARI-I		15328	0	7	2	4	1	14	
CHOWHATTA MOHODARI-II		9532	2	3	9	1	1	16	
LABPUR-I		12205	0	0	2	1	5	8	
LABPUR-II		11129	1	0	4	3	3	11	
DWARKA		19500	4	3	3	3	0	13	
KURUNNAHAR		14673	5	1	5	3	3	17	
BIPRATIKURI		14147	3	3	2	4	1	13	
12. MAYURESWAR-I	MOLLARPUR-I	10982	0	1	5	1	1	8	
	MOLLARPUR-II	11548	0	3	4	2	2	11	
	BAJITPUR	11166	1	2	3	1	4	11	
	JHIKADDA	13944	4	7	2	1	2	16	
	KANACHI	14891	0	0	6	4	4	14	
	TALOWN	13434	2	4	4	1	1	12	
	DABUK	13485	1	3	4	4	3	15	
	BARATURIGRAM	13847	2	1	1	3	3	10	
	DAKSHINGRAM	13295	0	1	9	0	2	12	

SL. BLOCK	NAME OF GP	TOTAL POPULATION	Schools hearing Number of Class Room					Total No of Schools.
			0	1	2	3	4+	
13. MAYURESWAR-II	KUNDALA	16090	0	1	5	5	2	13
	MAYURESWAR	16369	1	3	1	0	3	8
	SATPALSA	15035	1	4	4	6	1	16
	DASPALSA	13796	2	4	2	2	1	11
	ULKUNDA	11110	0	2	1	1	5	9
	DHEKA	14652	5	7	2	1	2	17
14. RAMPURHAT-I	KALESWAR	11766	4	2	1	2	1	10
	AYAS	20767	4	3	10	4	0	21
	BARASAL	16571	2	4	4	2	3	15
	BANHAT	13282	1	0	7	2	3	13
	DAKHALIBATI	17341	5	0	8	3	4	20
	KASTOGARA	10566	3	1	2	3	2	11
	KHARUN	10172	3	3	4	2	1	13
	KUSUMBA	16024	4	1	6	2	2	15
	MASRA	10862	3	4	8	0	1	16
	NARAYANPUR	18744	2	5	4	3	2	16
15. RAMPURHAT-II	BUDHIGRAM	19133	4	4	3	3	3	17
	DUNIGRAM	18444	2	2	5	4	1	14
	HASAN-I	10915	1	1	3	3	2	10
	HASAN -II	11011	0	4	4	3	3	14
	KALUHA	16959	3	3	3	3	2	14
	MARGRAM -I	11395	2	2	0	1	2	7
	MARGRAM -II	11797	1	0	0	0	2	3
	SAHAPUR	18691	2	2	4	5	4	17
	BISHNUPUR	20140	0	2	1	4	3	10
	PAIKPARA	16978	2	1	3	3	3	12
16. NALHATI-I	BARALA	14862	5	1	4	3	0	13
	KURUMGRAM	20562	0	1	6	2	5	14
	BAUTIA	14698	2	3	5	1	2	13
	HARIDASPUR	16788	4	6	6	1	2	19
	NALHATI-I	17625	1	3	3	3	4	14
	NALHATI-II	13778	0	1	3	1	1	6
	KALITHA	19403	5	3	4	2	1	15
	KAITHA -I	13967	1	0	2	2	2	7
	KAITHA -II	9895	1	2	1	2	0	6
	BANIOR	15985	3	9	6	1	1	20
17. NALHATI-II	NOWAPARA	16912	4	1	2	2	6	15
	SITALGRAM	17641	3	3	3	1	7	17
	BARA -I	17729	0	3	0	4	3	10
	BARA-II	12996	1	0	0	3	1	5
	BHADRAPUR -I	11063	2	3	2	1	2	10
	BHADRAPUR -II	13500	2	3	2	1	2	10
18. MURARI -I	RAJGRAM	18707	3	3	5	2	2	15
	GORSHA	14114	3	5	4	1	0	13
	MOHURAPUR	19732	4	5	6	5	1	21
	PALSA	14280	0	3	3	3	2	11
	DUMURGRAM	16384	0	1	2	4	1	8
	MURARAI	22937	0	4	3	1	5	13
	CHATRA	16390	2	4	5	1	1	13
	AMDOLE	16503	1	1	1	6	0	9
19. MURARI -II	NANDIGRAM	16118	3	1	2	2	3	11
	MITRAPUR	20186	1	0	4	2	1	8
	PAIKAR -I	19677	1	1	2	1	0	5
	PAIKAR -II	8088	0	2	0	3	1	6
	RUDRANAGAR	21729	0	0	4	9	1	14
	KUSHMORE -I	13608	4	1	4	3	0	12
	KUSHMORE -II	11222	0	1	4	3	0	8
	JAJIGRAM	17786	1	3	2	2	1	9
	RAMPURHAT	43275	0	5	8	2	8	23
	DUBRAJPUR	26983	0	2	5	1	3	11
20. MUNICIPALITY	SURI	54298	3	7	8	5	10	33
21. "	SAINTHIA	30024	1	3	4	4	3	15
22. "	BOLPUR	52760	2	4	8	8	5	27
23. "								
24. "								
TOTAL		2555695	246	659	676	383	317	2281

Population per School In Ascending Order

SL.	BLOCK	NAME OF GP	TOTAL POPULATION	Number of Class Room					Total	Population per School.
				0	1	2	3	4+		
1.	MURARI -I	PAIKAR -I	19677	1	1	2	1	0	5	3935
2.	RAMPURHAT -II	MARGRAM -II	11797	1	0	0	0	2	3	3932
3.	NALHATI -II	BARA -II	12996	1	0	0	3	1	5	2599
4.	MURARI -II	MITRAPUR	20186	1	0	4	2	1	8	2523
5.	Municipality	DUBRAJPUR	26983	0	2	5	1	3	11	2453
6.	NALHATI -I	NALHATI -II	13778	0	1	3	1	1	6	2296
7.	BOLPUR	SIAN-MULUK	17239	0	2	2	2	2	8	2155
8.	MURARI -I	DUMURGRAM	16384	0	1	2	4	1	8	2048
9.	MAYURESWAR -II	MAYURESWAR	16369	1	3	1	0	3	8	2046
10.	RAMPURHAT -II	BISHNUPUR	20140	0	2	1	4	3	10	2014
11.	MUNICIPALITY	SAINTHIA	30024	1	3	4	4	3	15	2002
12.	NALHATI -I	KAITHA -I	13967	1	0	2	2	2	7	1995
13.	MURARI -II	JAJIGRAM	17786	1	3	2	2	1	9	1976
14.	Municipality	BOLPUR	52760	2	4	8	8	5	27	1954
15.	KHAYRASOLE	BARRAH	13415	1	1	1	2	2	7	1916
16.	Municipality	RAMPURHAT	43275	0	5	8	2	8	23	1882
17.	MURARI -II	AMDOLE	16503	1	1	1	6	0	9	1834
18.	NALHATI -II	BARA -I	17729	0	3	0	4	3	10	1773
19.	MURARI -II	MURARAI	22937	0	4	3	1	5	13	1764
20.	NANOOR	KIRNAHAR -I	11654	0	0	3	2	2	7	1665
21.	SURI -I	TILPARA	13251	0	2	2	2	2	8	1656
22.	NALHATI -I	KAITHA -II	9895	1	2	1	2	0	6	1649
23.	Municipality	SURI	54298	3	7	8	5	10	33	1645
24.	RAMPURHAT -II	MARGRAM -I	11395	2	2	0	1	2	7	1628
25.	KHAYARASOLE	HAZARATPUR	12494	0	0	5	1	2	8	1562
26.	MURARI -II	RUDRANAGAR	21720	0	0	4	9	1	14	1551
27.	BOLPUR	SINGHEE	19929	0	6	3	2	2	13	1533
28.	LABPUR	LABPUR -I	12205	0	0	2	1	5	8	1526
29.	SURI -I	ALUNDA	13659	1	3	2	2	1	9	1518
30.	MD- BAZAR	SEKEDDA	15094	2	2	2	3	1	10	1509
31.	LABPUR	DWARKA	19500	4	3	3	3	0	13	1500
32.	BOLPUR	RUPPUR	23704	1	4	5	3	3	16	1482
33.	NALHATI -I	KURUMGRAM	20562	0	1	6	2	5	14	1469
34.	MURARI -II	NANDIGRAM	16118	3	1	2	2	3	11	1465
35.	DUBRAJPUR	JASHPUR	16000	2	3	3	2	1	11	1455
36.	NALHATI -I	PAIKPARA	16978	2	1	3	3	3	12	1415
37.	MURARI -II	KUSHMORE -II	11222	0	1	4	3	0	8	1403
38.	MD-BAZAR	ANGARGORIA	9694	1	0	3	1	2	7	1385
39.	MAYURESWAR -I	BARATURIGRAM	13847	2	1	1	3	3	10	1385
40.	MAYURESWAR -I	MOLLARPUR -I	10982	0	1	5	1	1	8	1373
41.	NALHATI -II	BHADARPUR -II	13500	2	3	2	1	2	10	1350
42.	MURARI -II	PAIKAR -II	8088	0	2	0	3	1	6	1348
43.	NANOOR	CHARKOLEGRAM	15975	0	8	3	0	1	12	1331
44.	RAMPURHAT -II	DUNIGRAM	18444	2	2	5	4	1	14	1317
45.	MURARI -I	PALSA	14280	0	3	3	3	2	11	1298
46.	NALHATI -I	KALITHA	19403	5	3	4	2	1	15	1294
47.	MD- BAZAR	MD BAZAR	11563	0	2	3	2	2	9	1285
48.	NANOOR	UCHKARAN	15386	0	5	4	2	1	12	1282
49.	MURARI -I	CHATRA	16390	2	4	5	1	1	13	1261
50.	NALHATI -I	NALHATI -I	17625	1	3	3	3	4	14	1259
51.	MAYURESWAR -II	DASPALSA	13796	2	4	2	2	1	11	1254
52.	MURARI -I	RAJGRAM	18707	3	3	5	2	2	15	1247
53.	MAYURESWAR -II	KUNDALA	16090	0	1	5	5	2	13	1238
54.	MAYURESWAR -II	ULKUNDA	11110	0	2	1	1	5	9	1234
55.	MD-BAZAR	DEUCHA	7393	3	0	1	1	1	6	1232
56.	SAINTHIA	AHMEDPUR	20801	0	9	2	2	4	17	1224
57.	NANOOR	DASKALGRAM-KAREYA -I	9739	0	1	4	1	2	8	1217

SL.	BLOCK	NAME OF GP	TOTAL POPULATION	Number of Class Room					Total	Population per School.
				0	1	2	3	4+		
58.	RAMPURHAT -II	KALUHA	16959	3	3	3	3	2	14	1211
59.	NANOR	JALUNDI	16948	0	3	6	2	3	14	1211
60.	DUBRAJPUR	CHINPAI	13237	1	1	5	4	0	11	1203
61.	BOLPUR	RAIPUR-SUPUR	18038	0	5	2	0	8	15	1203
62.	SAINTHIA	MATHPALSA	16733	0	8	4	1	1	14	1195
63.	ILLAMBAZAR	ILLAMBAZAR	22704	1	6	8	3	1	19	1195
64.	LABPUR	HATIA	17856	2	3	5	4	1	15	1190
65.	MD-BAZAR	RAMPUR	5946	0	2	1	2	0	5	1189
66.	MAYURESWAR -II	KALESWAR	11766	4	2	1	2	1	10	1177
67.	SURI -II	KENDUA	16460	3	5	5	1	0	14	1176
68.	RAMPURHAT -I	NARAYANPUR	18744	2	5	4	3	2	16	1172
69.	DUBRAJPUR	HETAMPUR	14940	2	3	2	2	4	13	1149
70.	NALHATI -I	BARALA	14862	5	1	4	3	0	13	1143
71.	MURARI -II	KUSHMORE -I	13608	4	1	4	3	0	12	1134
72.	NALHATI -I	BAUTIA	14698	2	3	5	1	2	13	1131
73.	NALHATI -II	NOWAPARA	16912	4	1	2	2	6	15	1127
74.	NANOR	CHANDIDAS NANOR	15777	0	4	5	2	3	14	1127
75.	RAMPURHAT-II	BUDHIGRAM	19133	4	4	3	3	3	17	1125
76.	SAINTHIA	BANAGRAM	15712	1	3	6	3	1	14	1122
77.	KHAYRASOLE	PANCHRA	20193	0	9	2	5	2	18	1122
78.	SAINTHIA	HATOARA	12327	0	1	2	5	3	11	1121
79.	MAYURESWAR -I	TALOWN	13434	2	4	4	1	1	12	1120
80.	MAYURESWAR -I	DAKSHENGRAM	13295	0	1	9	0	2	12	1108
81.	NALHATI -II	BHADARPUR -I	11063	2	3	2	1	2	10	1106
82.	RAMPURHAT -I	BARASAL	16571	2	4	4	2	3	15	1105
83.	SURI -II	PURANDARPUR	11029	0	3	3	1	3	10	1103
84.	RAMPURHAT -II	SAHAPUR	18691	2	2	5	5	4	17	1099
85.	LABPUR	CHOWHATTA MOHODARI-I	15328	0	7	2	4	1	14	1095
86.	MD-BAZAR	PURANAGRAM	14216	2	3	1	4	3	13	1094
87.	RAMPURHAT -II	HASAN -I	10915	1	1	3	3	2	10	1092
88.	DUBRAJPUR	LAKHINARAYANPUR	13069	1	3	6	2	0	12	1088
89.	LABPUR	BIPRATIKURI	14147	3	3	2	4	1	13	1088
90.	MURARI -I	GORSHA	14114	3	5	4	1	0	13	1088
91.	SURI -I	KARIDHYA	14044	0	9	4	0	0	13	1088
92.	RAMPURHAT -I	KUSUMBA	16024	4	1	6	2	2	15	1083
93.	NANOR	KIRNAHAR -II	12818	0	2	4	5	1	12	1082
94.	MAYURESWAR -I	KANACHI	14891	0	0	6	4	4	14	1082
95.	RAJNAGAR	RAJNAGAR	13744	3	4	2	1	3	13	1081
96.	DUBRAJPUR	SAHAPUR	13651	1	7	3	2	0	13	1081
97.	MAYURESWAR -I	MOLLARPUR-II	11548	0	3	4	2	2	11	1081
98.	NALHATI -II	SITALGRAM	17641	3	3	3	1	7	17	1081
99.	KHAYRASOLE	PARSUNDI	10339	0	0	5	1	4	10	1081
100.	ILLAMBAZAR	JOYDEB-KENDULI	14459	2	5	4	2	1	14	1080
101.	BOLPUR	BAHIRI-PANCHSOWA	18492	0	3	13	0	2	18	1081
102.	ILLAMBAZAR	NANASOLE	11278	6	5	0	0	0	11	1080
103.	RAMPURHAT -I	BANHAT	13282	1	0	7	2	3	13	1080
104.	SAINTHIA	FULUR	19299	1	5	5	5	3	19	1080
105.	MAYURESWAR -I	BAJITPUR	11166	1	2	3	1	4	11	1080
106.	LABPUR	LABPUR -II	11129	1	0	4	3	3	11	1080
107.	KHAYRASOLE	KENDOGORE	12125	0	5	2	2	3	12	1080
108.	KHAYRASOLE	KHAYRASOLE	8020	0	5	2	0	1	8	1080
109.	DUBRAJPUR	BALIJURI	11949	1	3	2	1	5	12	988
110.	ILLAMBAZAR	BATIKAR	10940	3	3	4	1	0	11	988
111.	NANOR	DASKALGRAM-KAREYA -II	9927	0	2	7	1	0	10	988
112.	RAMPURHAT -I	AYAS	20767	4	3	10	4	0	21	988
113.	NANOR	BARA SAQTA	18670	1	7	4	4	3	19	988
114.	ILLAMBAZAR	MANGALDIGHI	12734	4	6	3	0	0	13	988
115.	RAINAGAR	TANTIPARA	12700	0	3	5	4	1	13	988
116.	DUBRAJPUR	LOBA	15538	4	7	1	2	2	16	988

SL. NO.	BLOCK	NAME OF GP	TOTAL POPULATION	Number of Class Room					Population per School.	
				0	1	2	3	4+	Total	per School.
117.	RAMPURHAT -I	KASTOGARA	10566	3	1	2	3	2	11	961
118.	KHAYRASOLE	NAKRAKONDA	10557	0	2	4	4	1	11	960
119.	ILLAMBAZAR	GHURISHA	14159	0	8	7	0	0	15	944
120.	SAINTHIA	HARISARA	8495	1	2	2	4	0	9	944
121.	MAYURESWAR -II	SATPALSA	15035	1	4	4	6	1	16	940
122.	MURARI -I	MOHURAPUR	19732	4	5	6	5	1	21	940
123.	NANOOOR	NOWANAGAR KADDA	20625	0	4	11	3	4	22	938
124.	MD-BAZAR	HINGLOW	6542	1	5	0	1	0	7	935
125.	MD-BAZAR	BHARKATA	12835	3	4	4	3	0	14	917
126.	LABPUR	INDUS	13639	2	4	4	4	1	15	909
127.	NANOOOR	THUPSARA	20845	0	8	11	2	2	23	906
128.	MAYURESWAR -I	DABUK	13485	1	3	4	4	3	15	899
129.	ILLAMBAZAR	DHRAMPUR	11663	4	5	3	1	0	13	897
130.	LABPUR	THIBA	14217	0	7	3	0	6	16	889
131.	NALHATI -I	HARIDASPUR	16788	4	6	6	1	2	19	884
132.	MAYURESWAR -I	JHIKADDA	13944	4	7	2	1	2	16	872
133.	RAMPURHAT -I	DAKHALIBATI	17341	5	0	8	3	4	20	867
134.	BOLPUR	KANKALITALA	15600	2	5	10	1	0	18	867
135.	DUBRAJPUR	PADUMA	14706	4	7	6	0	0	17	865
136.	ILLAMBAZAR	BELATI	12953	3	6	3	3	0	15	864
137.	LABPUR	KURUNNAHAR	14673	5	1	5	3	3	17	863
138.	MAYURESWAR -II	DHEKA	14652	5	7	2	1	2	17	862
139.	MD-BAZAR	BHUTURA	9393	0	6	1	3	1	11	854
140.	SAINTHIA	BHARAMARKOLE	12709	0	12	2	0	1	15	847
141.	DUBRAJPUR	COHALIARA	11765	0	5	6	2	1	14	840
142.	KHAYRASOLE	LOKEPUR	12274	1	5	6	2	1	15	818
143.	BOLPUR	SATTORA	16201	1	8	7	3	1	20	810
144.	SURI -II	BANSANKA	10518	0	8	3	1	1	13	809
145.	SURI -I	BHURKUNA	11291	0	8	4	2	0	14	807
146.	NALHATI -I	BANIOR	15985	3	9	6	1	1	20	799
147.	BOLPUR	SARPALEHANAALBANDA	10310	0	6	4	2	1	13	793
148.	SURI -II	DOMDAMA	9480	0	7	4	1	0	12	790
149.	RAMPURHAT -II	HASAN -II	11011	0	4	4	3	3	14	787
150.	RAMPURHAT -I	KHARUN	10172	3	3	4	2	1	13	782
151.	KHAYRASOLE	BABUIJORE	11652	3	7	2	2	1	15	777
152.	SAINTHIA	DERJAPUR	6988	1	1	5	2	0	9	776
153.	SURI -I	MALLICKPUR	10006	0	5	5	2	1	13	770
154.	MD-BAZAR	KAPISTA	7584	0	7	2	1	0	10	758
155.	LABPUR	JAMNA	11320	2	2	2	7	2	15	755
156.	SAINTHIA	SANGRA	11924	2	6	4	3	1	16	745
157.	SURI -II	ABINASHPUR	10386	1	8	2	2	1	14	742
158.	SAINTHIA	PANRUI	11034	1	11	2	1	0	15	736
159.	KHAYRASOLE	RUPUSPUR	11012	0	4	6	2	3	15	734
160.	DUBRAJPUR	PARULIA	10932	1	6	4	3	1	15	729
161.	SURI -II	KOMA	7280	1	5	4	0	0	10	728
162.	BOLPUR	KASBA	12535	5	10	2	0	1	18	696
163.	MD-BAZAR	GANPUR	6944	1	6	2	0	1	10	694
164.	SAINTHIA	SRINIDHIPUR	9625	0	3	8	1	2	14	688
165.	RAMPURHAT -I	MASRA	10862	3	4	8	0	1	16	679
166.	SAINTHIA	AMARPUR	9457	0	11	1	1	1	14	676
167.	ILLAMBAZAR	SIRSHA	10036	5	3	6	1	0	15	669
168.	SURI -I	KHATANGA	6616	1	2	5	2	0	10	662
169.	SURI -I	NAGARI	8563	0	5	6	2	0	13	659
170.	RAJNAGAR	BHAVANIPUR	10862	1	4	8	2	2	17	639
171.	MD-BAZAR	CHARICHA	9115	0	7	5	3	0	15	608
172.	LABPUR	CHOWHATTA MOHODARI -II	9532	2	3	9	1	1	16	596
173.	RAJNAGAR	CHANDRAPUR	11419	2	5	9	1	3	20	571
174.	RAJNAGAR	GANGMURI - JOYPUR	12814	2	16	7	0	2	27	475
TOTAL			2555695	246	659	676	383	317	2281	

REPORT ON LITERACY RATE IN BIRBHUM DISTRICT AS PER CENSUS - 1991

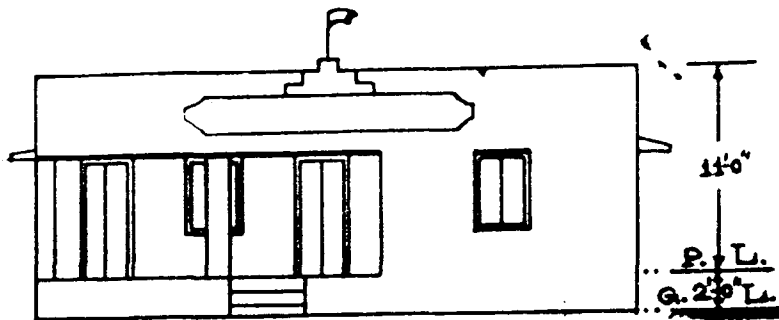
BLOCK OR MUNICIPALITY	MALE LITERATE		FEMALE LITERATE		TOTAL LITERATE	
	NO.	%	NO.	%	NO.	%
NALHATI - I	34801	43.96	18526	24.85	53327	34.69
NALHATI - II	20043	43.65	10253	23.34	30296	33.72
MURARAI - I	21440	34.28	11393	18.99	32833	26.79
MURARAI - II	24675	33.39	12370	17.42	37045	25.56
MAYURESWAR - I	30848	51.35	18243	32.28	49091	42.10
MAYURESWAR - II	26682	52.30	15143	31.68	41825	42.33
RAMPURHAT - I	32481	47.20	19417	29.64	51898	38.63
RAMPURHAT - II	35069	48.90	19350	28.98	54419	39.30
MOHAMMAD BAZAR	27105	45.39	14446	25.52	41551	35.72
SAINTHIA	40039	50.24	24799	32.88	64838	41.80
BOLPUR-SRINIKETAN	35997	46.47	22086	29.61	58083	38.20
LABPUR	38030	48.28	23575	31.56	61605	40.12
NANOR	42430	49.32	27920	38.91	70350	41.78
DUBRAJPUR	32585	47.28	17392	26.57	49977	37.19
ILLAMBAZAR	30126	48.31	17147	29.29	47273	39.10
RAJNAGAR	14905	47.29	7875	26.23	22780	37.02
SURI - I	19799	49.57	11715	31.25	31514	40.70
SURI - II	15423	45.92	9210	29.18	24633	37.81
KHOYRASOL	32787	52.15	17399	29.39	50186	41.11
NALHATI (NM)	5955	55.72	4143	40.87	10098	48.49
RAMPURHAT (M)	15577	68.69	10480	50.88	26057	60.21
BAKRESWAR TOR.CEN. T. SHIP	358	50.56	294	42.55	652	46.60
DUBRAJPUR (M)	7961	56.35	4611	35.87	12572	46.59
SURI (M)	19493	68.99	14627	56.16	34120	62.84
SAINTHIA (M)	9305	59.65	6614	45.85	15919	53.02
BOLPUR (M)	18397	67.83	13435	52.41	31832	60.33
DISTRICT TOTAL	632311	48.15	372463	29.98	1004774	39.32

CENSUS REPORT OF BIRBHUM DISTRICT AS PER CENSUS - 1991

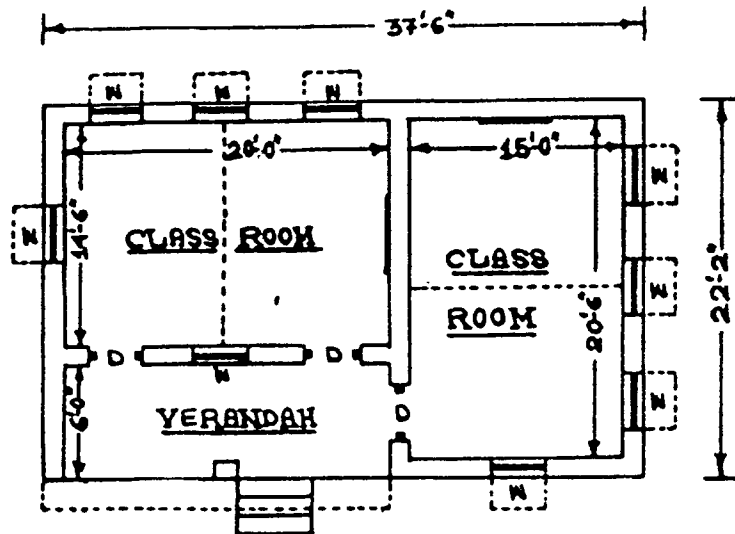
BLOCK OR MUNICIPALITY	MALE POPULATION	FEMALE POPULATION	TOTAL POPULATION	S C MALE POPULATION	S C FEMALE POPULATION	S T MALE POPULATION	S T FEMALE POPULATION
NALHATI - I	79165	74552	153717	28951	27009	4091	4082
NALHATI - II	45921	43920	89841	10905	10417	152	142
MURARAI - I	62547	59997	122544	17087	16123	3193	3249
MURARAI - II	73897	71011	144908	14353	13566	319	301
MAYURESWAR - I	60075	56517	116592	20726	19347	3700	3540
MAYURESWAR - II	51014	47804	98818	158481	14825	3273	3161
RAMPURHAT - I	68818	65511	134329	22170	21126	9377	9183
RAMPURHAT - II	71723	66762	138485	24654	22376	315	295
MOHAMMAD BAZAR	59719	56600	116019	16842	16042	11715	11495
SAINTHIA	79691	75413	155104	27245	25853	9485	9361
BOLPUR-SRINIKETAN	77457	74591	152048	20860	22795	14537	14506
LABPUR	78850	74696	153546	24637	23010	3075	2940
NANOOOR	86032	82332	160364	28007	27230	1650	1673
DUBRAJPUR	68925	65463	134088	24280	23158	3496	3176
ILLAMBAZAR	62354	58541	120895	15554	14639	5451	5191
RAJNAGAR	31515	30024	61539	11134	10432	4776	4623
SURI - I	39944	37486	77430	15267	14280	3655	3493
SURI - II	33587	31566	65153	11500	10824	4397	4234
KHOYRASOL	62872	59209	122081	22109	20585	1063	934
NALHATI (NM)	10688	10136	20824	1753	1702	93	91
RAMPURHAT (M)	22676	20599	43275	6397	6025	470	481
BAKRESWAR TOR. CEN. T. SHIP	708	691	1399	357	363	2	1
DUBRAJPUR (M)	14129	12854	26983	3147	3063	423	382
SURI (M)	28254	26044	54298	5844	5516	434	404
SAINTHIA (M)	15600	14424	30024	3934	3858	223	225
BOLPUR (M)	27124	25636	52760	6616	6421	475	497
DISTRICT TOTAL	1313285	1242379	2555664	403477	380585	89840	87661

PLAN OF A PROPOSED TWO ROOM WITH VERAN-
DAH PRIMARY SCHOOL BUILDING

NOT TO SCALE



ELEVATION



PLAN

REF:-
D- 3'-0" X 6'-6"
N- 3'-0" X 4'-0"

PLINTH AREA :- 831 SFT. (APPROX)

APPROX. COST :- RS. 1,25,000/-

FLOOR AREA :- 717.50 SFT

By
18-04-36
B.A.E.
B.D.P.E.C.
DRAWN BY

Estimate for a proposed two room with verendar
Primary School Building in the
District of, Birbhum under DPEP programme.

Plinth area = 831 Sft (APPROX.)

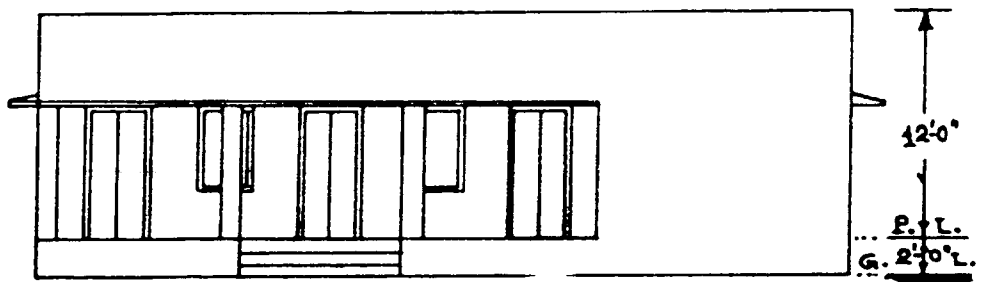
Assume at present market rate @ Rs. 150/- per Sft of plinth area cost for ground floor and construction use for damp burnt bricks, Load wood and Local other construction materials etc.

Cost of different parts or percentage break-up of the building.

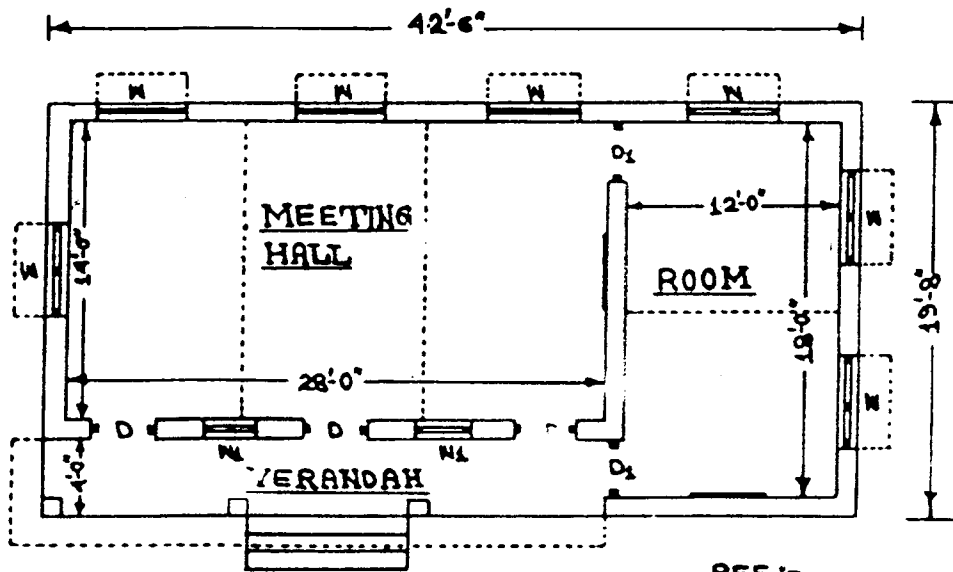
Sl. No.	Description of works	Quantity	Amount	
			Rs.	P.
1.	Earth work in excavation and filling in foundation 1% of the total cost.	$1,25,000 \times \frac{1}{100}$	1250.00	
2.	Concreting in foundation 5% of the total cost	$1,25,000 \times \frac{5}{100}$	6250.00	
3.	Brick work in foundation to plinth and super structure 34% of the total cost.	$1,25,000 \times \frac{34}{100}$	42500.00	
4.	Damp proof course 1% of the total cost.	$1,25,000 \times \frac{1}{100}$	1250.00	
5.	Lintel, Chujja, Roofing etc. 25% of the total cost.	$1,25,000 \times \frac{25}{100}$	31250.00	
6.	Flooring 6% of the total cost.	$1,25,000 \times \frac{6}{100}$	7500.00	
7.	Doors and windows 10% of the total cost.	$1,25,000 \times \frac{10}{100}$	12500.00	
8.	Plastering and pointing etc. 10% of the total cost.	$1,25,000 \times \frac{10}{100}$	12500.00	
9.	White washing, colour washing, painting etc. 3% of the total cost.	$1,25,000 \times \frac{3}{100}$	3750.00	
10.	Miscellaneous 5% of the total cost.	$1,25,000 \times \frac{5}{100}$	6250.00	
	(Rupees one lakh twenty five thousand only.)	Total =	1,25,000.00	

PLAN OF A PROPOSED CLUSTER RESOURCE CENTER AT EVERY GRAM PANCHAYET.

NOT TO SCALE



ELEVATION



PLAN

- REF:-
 O - 8'-6" x 7'-0"
 D1 - 3'-0" x 7'-0"
 W - 5'-0" x 4'-6"
 W1 - 3'-0" x 4'-6"

PLINTH AREA :- 836 SFT. (APPROX)

APPROX. COST :- RS. 1,70,000/-

Refal
 08-04-26
 S.A.E.
 B.O.P.S.C.
DRAWN BY

Estimate for a proposed cluster resource centre at
every Gram Panchayet in the district of
Birbhum under DPEP programme.

Plinth area = 836 Sft (APPROX.)

Assume at present market rate @ Rs. 200/- per Sft of plinth area cost for ground floor.

Cost of different parts or percentage break-up of the building.

Sl. No.	Description of works	Quantity	Amount Rs. P.
1.	Earth work in excavation and filling in foundation 1% of the total cost.	$1,70,000 \times \frac{1}{100}$	1700.00
2.	Cement concrete in foundation 5% of the total cost	$1,70,000 \times \frac{5}{100}$	8500.00
3.	Brick work in foundation to plinth and super structure 34% of the total cost.	$1,70,000 \times \frac{34}{100}$	57800.00
4.	Damp proof course 1% of the total cost.	$1,70,000 \times \frac{1}{100}$	1700.00
5.	Lintel, Chujja, Roofing etc. 25% of the total cost.	$1,70,000 \times \frac{25}{100}$	42500.00
6.	Flooring 6% of the total cost.	$1,70,000 \times \frac{6}{100}$	10200.00
7.	Doors and windows 10% of the total cost.	$1,70,000 \times \frac{10}{100}$	17000.00
8.	Plastering and pointing 10% of the total cost.	$1,70,000 \times \frac{10}{100}$	17000.00
9.	White washing, colour washing, painting etc. 3% of the total cost.	$1,70,000 \times \frac{3}{100}$	5100.00
10.	Miscellaneous 5% of the total cost.	$1,70,000 \times \frac{5}{100}$	8500.00
	(Rupees one lakh seventy thousand only.)	Total =	1,70,000.00

Estimate for a proposed block resource centre
at every Panchayat Samity in the
district of Birbhum under DPEP programme.

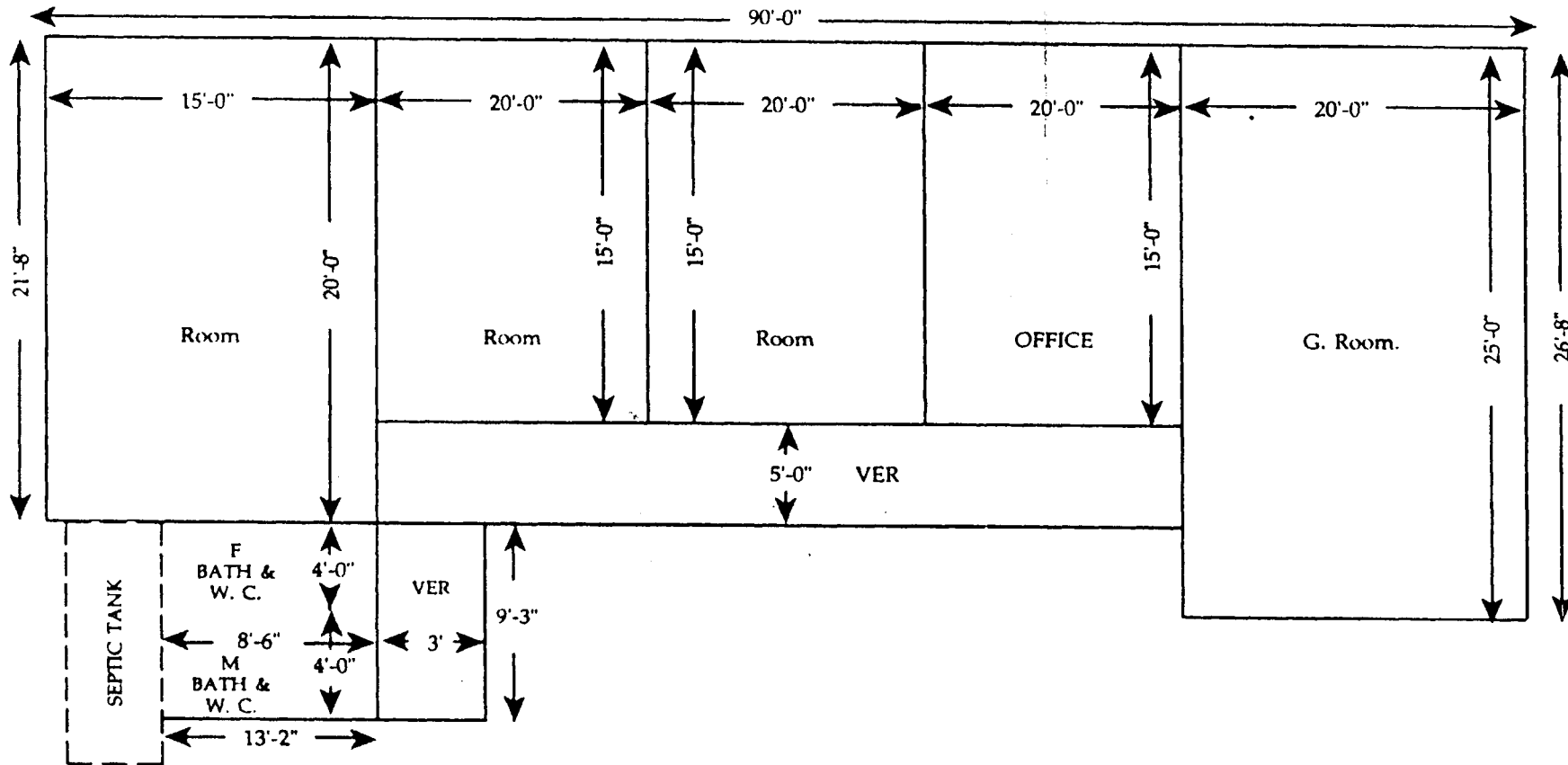
Ground floor plinth area = 2850 Sft. (APPROX.)

Assume at present market rate @ Rs. 200/- per Sq. ft of plinth area cost for ground floor.

Cost of different parts or percentage break-up of the building.

Sl. No.	Description of works	Quantity	Amount	
			Rs.	P.
1.	Earth work in excavation and filling in foundation 1% of the total cost.	$5,70,000 \times \frac{1}{100}$	5,700.00	
2.	Concreting in foundation 5% of the total cost.	$5,70,000 \times \frac{5}{100}$	28,500.00	
3.	Brick work in foundation to plinth and superstructure 34% of the total cost.	$5,70,000 \times \frac{34}{100}$	1,93,800.00	
4.	Damp proof course 1% of the total cost.	$5,70,000 \times \frac{1}{100}$	5,700.00	
5.	Lintel, Chujja, beam, staircase, Roofing etc. 25% of the total cost.	$5,70,000 \times \frac{25}{100}$	1,42,500.00	
6.	Flooring 6% of the total cost.	$5,70,000 \times \frac{6}{100}$	34,200.00	
7.	Doors and windows 10% of the total cost.	$5,70,000 \times \frac{10}{100}$	57,000.00	
8.	Plastering and painting 10% of the total cost.	$5,70,000 \times \frac{10}{100}$	57,000.00	
9.	White washing, colour washing, painting etc. 3% of the total cost.	$5,70,000 \times \frac{3}{100}$	17,100.00	
10.	Miscellaneous 5% of the total cost.	$5,70,000 \times \frac{5}{100}$	28,500.00	
		Total	5,70,000.00	

PLAN OF A BUILDING OF STRENGTHENED PTTI



Construction cost :— Rs. 5,50,000/-
 Sanitary, plumbing
 & Electrification cost :— Rs. 1,50,000/-
Rs. 7,00,000/-

Plinth Area = 1950 S. fit
 108 "
 122 "
 2180 S. fit

Plinth area cost :—
 @ Rs. 250/- per S. fit.

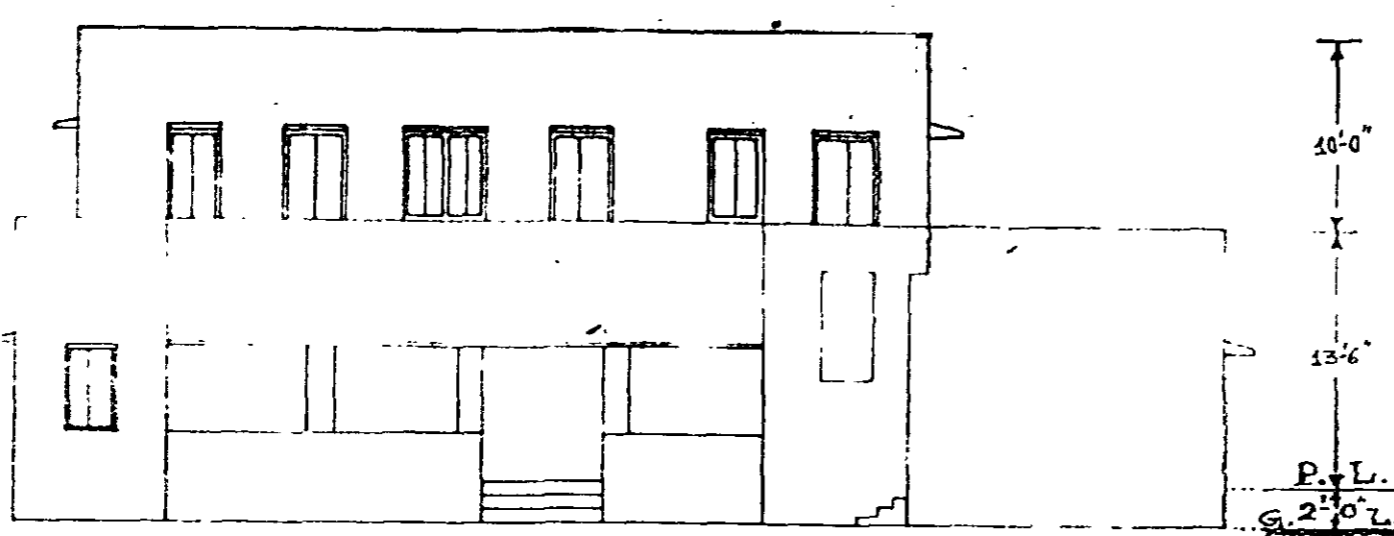
Estimate for a proposed construction of strengthened PTII with three cell rooms, one gymnasium including a store room, one office room and two separate toilets for Boys' & Girls' at Md. Bazar PTII in the District of Birbhum under DPEP programme.

Plinth area = 2180 Sq. ft.

Assume at present market rate @ Rs. 250/- per Sq. ft of plinth area for the ground floor.

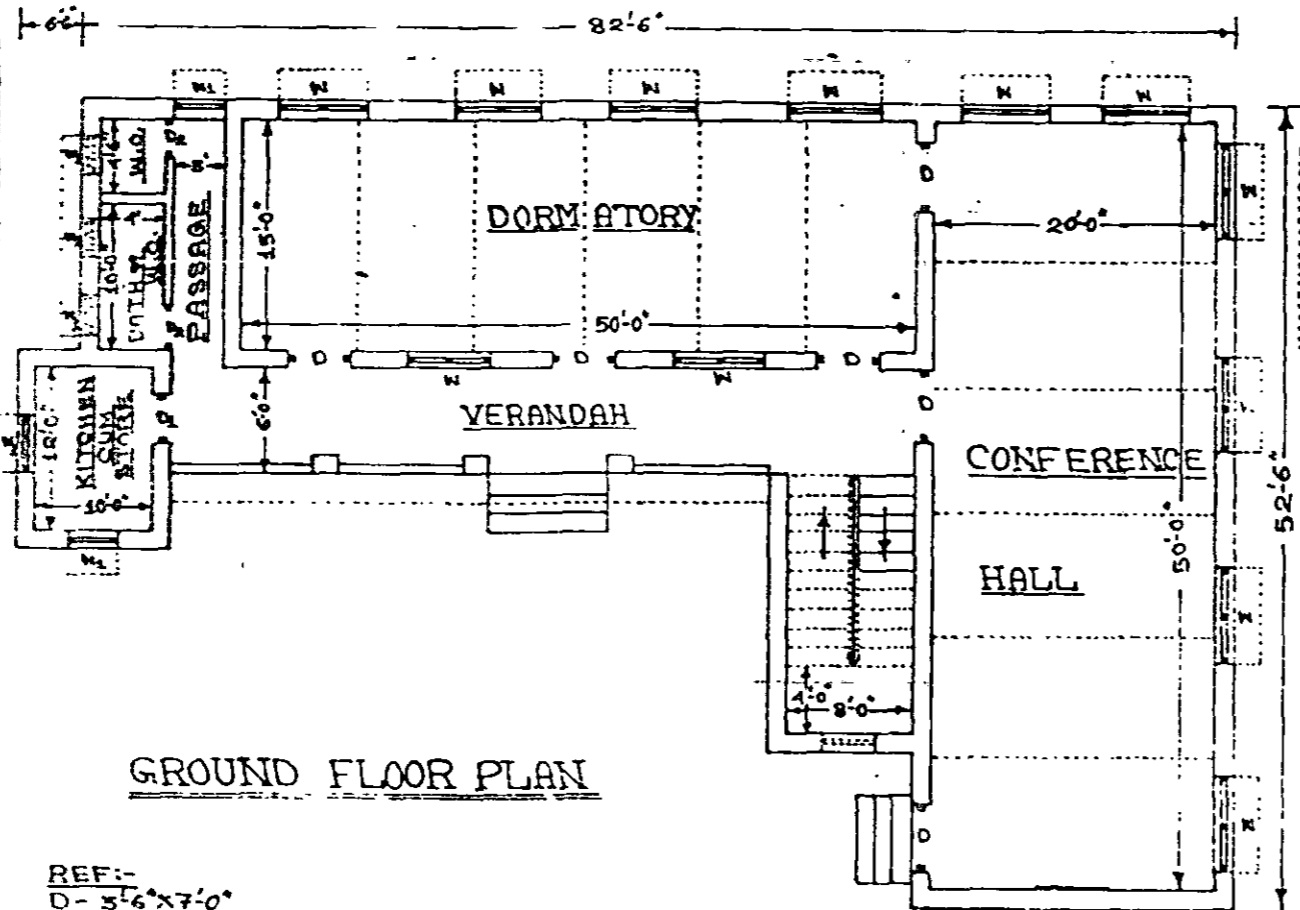
Cost of different parts on percentage break-up of the building.

Sl. No.	Description of works	Quantity	Amount	
			Rs.	P.
1.	Earth work in excavation and filling in foundation 1% of the total cost.	$5,50,000 \times \frac{1}{100}$	5,500	
2.	Cement concrete in foundation 5% of the total cost.	$5,50,000 \times \frac{5}{100}$	27,500	
3.	Brick work in foundation to plinth and superstructure 34% of the total cost.	$5,50,000 \times \frac{34}{100}$	1,87,000	
4.	Damp proof course 1% of the total cost.	$5,50,000 \times \frac{1}{100}$	5,500	
5.	Lintel, Chujja, Roofing etc. 25% of the total cost.	$5,50,000 \times \frac{25}{100}$	1,37,500	
6.	Flooring 6% of the total cost.	$5,50,000 \times \frac{6}{100}$	33,000	
7.	Doors and windows 10% of the total cost.	$5,50,000 \times \frac{10}{100}$	55,000	
8.	Plastering and pointing 10% of the total cost.	$5,50,000 \times \frac{10}{100}$	55,000	
9.	White washing, colour washing, painting etc. 3% of the total cost.	$5,50,000 \times \frac{3}{100}$	16,500	
10.	Miscellaneous 5% of the total cost.	$5,50,000 \times \frac{5}{100}$	27,500	
		Total	5,50,000	
	Sanitary, plumbing & Electrification cost.		1,50,000	
		Grand Total	7,00,000	



PLAN OF A PROPOSED BLOCK
RESOURCE, CENTER AT EVERY
PANCHAYET SAMITY AREA

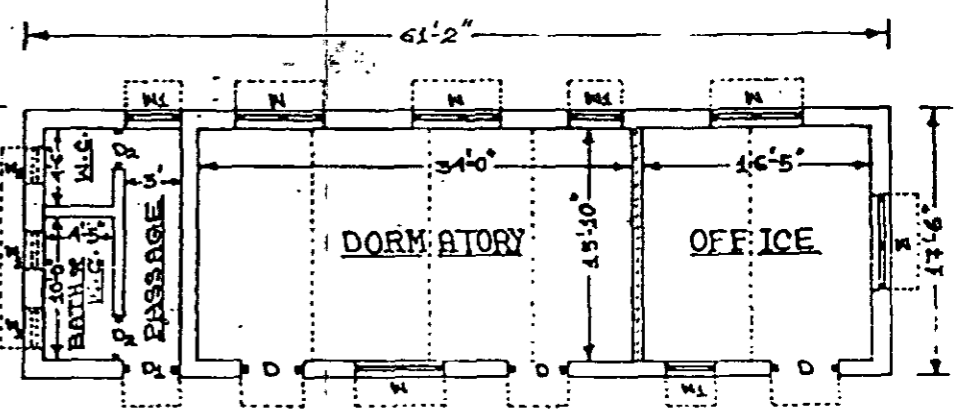
ELEVATION



GROUND FLOOR PLAN

- REF:-
 D - 5'-6" x 7'-0"
 D1 - 3'-0" x 7'-0"
 D2 - 2'-6" x 7'-0"
 V - 5'-0" x 4'-6"
 V1 - 5'-0" x 4'-6"
 V2 - 2'-0" x 4'-6"

NOT TO SCALE



FIRST FLOOR PLAN

GROUND FLOOR PLINTH AREA :- 2850 SFT.(APPX)

FIRST FLOOR PLINTH AREA :- 1070 SFT.(APPX)

APPROXIMATE COST :- RS. 7,50,000

Aspal
 10-01-96
 B.A.E.
 B.O.P.S.C.
DRAWN BY

First floor Roof area = 1070 Sft. (APPROX.)

Assume at present market rate @ Rs. 168/- per Sft. of Roof area cost for first floor.

Cost of different parts or percentage break-up of the building.

Sl. No.	Description of works	Quantity	Amount	
			Rs.	P.
1.	Brick work in superstructure 25% of the total cost.	$1,80,000 \times \frac{25}{100}$	45,000.000	
2.	Lintel, Chujja, beam, Roofing etc. 30% of the total cost.	$1,80,000 \times \frac{30}{100}$	54,000.000	
3.	Flooring 8% of the total cost.	$1,80,000 \times \frac{8}{100}$	14,400.00	
4.	Doors and windows 12% of the total cost.	$1,80,000 \times \frac{12}{100}$	21,600.00	
5.	Plastering and painting 15% of the total cost.	$1,80,000 \times \frac{15}{100}$	27,000.00	
6.	White washing, colour washing, painting etc. 5% of the total cost.	$1,80,000 \times \frac{5}{100}$	9,000.00	
7.	Miscellaneous 5% of the total cost.	$1,80,000 \times \frac{5}{100}$	9,000.00	
		Total	1,80,000.000	
	(Rupees Seven lakh fifty thousand only.)	Grand total =	7,50,000.00	