

# DISTRICT PRIMARY EDUCATION PROGRAMME

*MURSHIDABAD*

## REVISED PLAN

APRIL - 1996

District level Co-ordination Committee  
DPEP, Murshidabad.

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## FORWARD

The first draft plan for DPEP in Murshidabd District was prepared and presented in April, 1995 for joint appraisal by the joint Mission of Govt. of India and ODA, U.K. subsequent to that, our planning team attended several work shops at Calcutta and Delhi to build up capacity to understand and apply the concepts of contextual and areaspecific planning. At the district level also we arranged for more active interaction and participation of local bodies, their representatives and experts from different fields with our planning team. Special studies on gender issues, quality of learning level and training needs were also conducted and results obtained and accordingly a supplimentary plan document was submitted earlier. Meanwhile a slice of Annual Plan document has also been furnished and ultimately this Revised plan document has been prepared conglomerating the knowledge and experience gathered. Through workshops, interactions, studies and analysis into the plan exercise at this final slape in a large measure.

We hope, this will be appreciated by the authoritis as it is enriched with an analytical approach to some specific problems of the District which are close to the aims and objectives of the D.P.E.P guidelines.

Sweta Chanda  
*Chairperson,*  
Murshidabad District  
Primary School Council  
&  
*Chairperson,*  
Core Committee DPEP,  
Murshidabad

Nripen choudhuri  
*Sahbadhipati*  
Murshidabad Zilla Parishad  
&  
*Chairperson*  
Planning Committee DPEP.

## PREFACE

Murshidabad is one of the five districts in West Bengal for which District Primary Education programme (DPEP) has been taken up with the assistance from Overseas Development Administration (DDA) for achieving the goal of universal elementary education (UEE). To achieve the goal of UEE in the district, we have adopted a holistic planning approach and kept the guidelines of DPEP in view emphasizing both the questions of improving the access to primary education in terms of additional schools and teachers as well as generating awareness among the people for getting the out-of-school children enrolled in greater number.

While preparing the draft plan for the district for seven years commencing from Sept.'96 we have relied primarily on interaction with the local Panchayet bodies at the village and Block level and the Zilla Parishad at the district level. To provide professional expertise for preparation of the Plan document and analysis of the situation obtaining in the district some experts were inducted into the Planning Committee for DPEP of this district. The D.P.E.P. is an additionality to serve the purpose of Universal enrolments and retention in the Primary Education and to achieve essential level of learning level.

To increase the enrolment and to diminish the dropout rate activities like construction of school buildings, supply of necessary funds to the schools for development of school facilities and to achieve quality development, training of teachers establishment of B.R.C.'s, C.R.C.'s, strengthening of P.T.T.I. etc. have been proposed to be undertaken under the programme.

The activities proposed are in accordance with the D.P.E.P. guidelines.

We sincerely hope that with the commencement of the D.P.E.P. in the District, a new chapter in the Primary Education would open.

Dated: 30th April, 1996.

Berhampore.

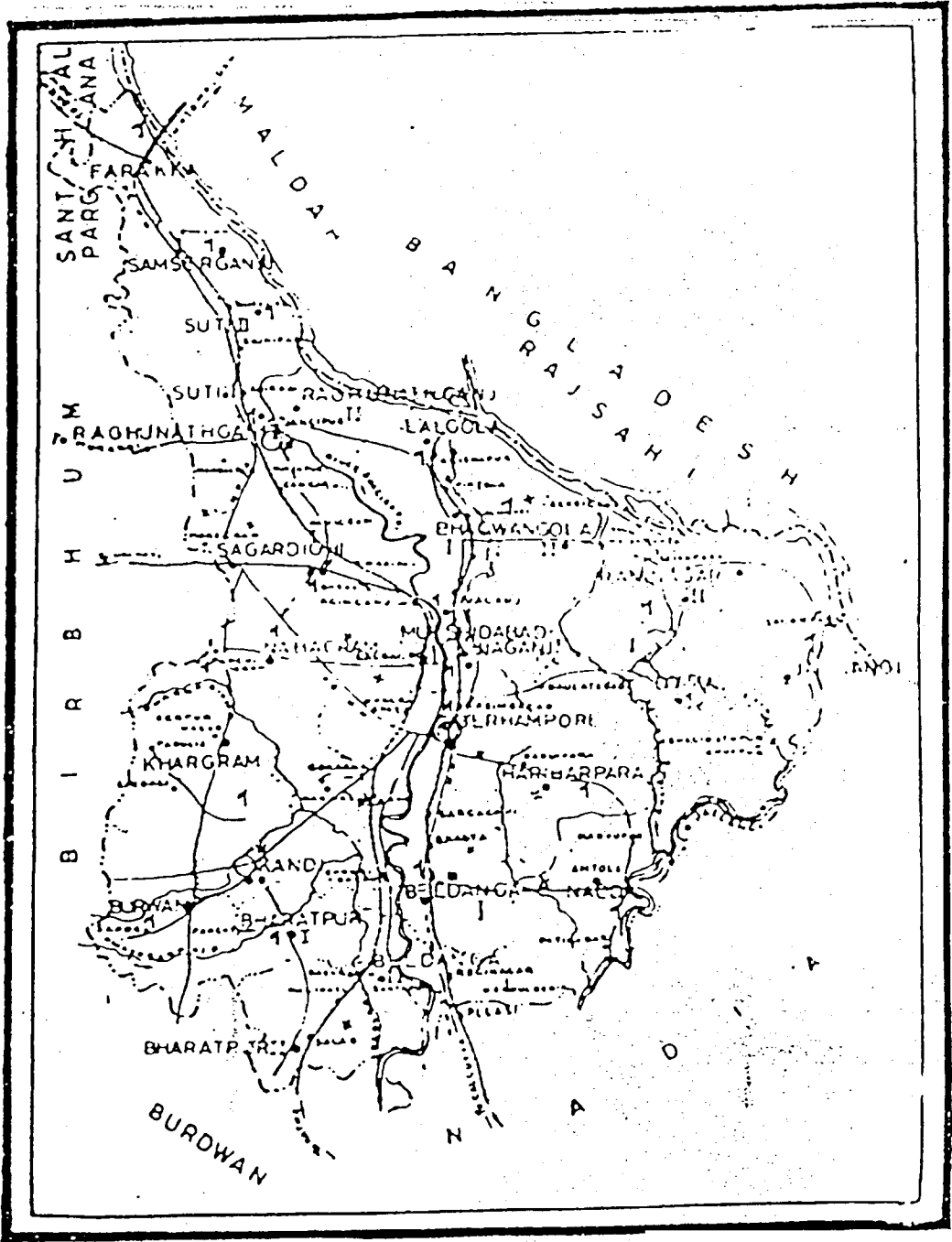
Sadananda Mondal

secretary, Planning

Committee, D.P.E.P. Murshidabad &

D.I. of Schools (RE.),

Murshidabad.



GEOGRAPHICAL MAP  
MURSHIDABAD

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## INTRODUCTION

"The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years" - these are the words in which the constitution of India solemnly proclaims our commitment to achieve Universalisation of Elementary Education (UEE). But in spite of all efforts, the goal of achieving UEE has remained a distant dream even after the lapse of more than four decades of Independence. Though the Country's education system is quite vast in size and growing over time, India possesses the dubious distinction of having the world's largest number of out-of-school children (22% of the global total).

The situation in West Bengal in the matter of pursuing the goal of UEE can be studied in the context of national achievement. The year 1977 constitutes a high watermark in the history of growth of education in the State. From that year onwards, the State witnessed a phenomenal increase in the outlay on education of all categories. In absolute terms, the total expenditure on education increased more than ten (10) times between 1977-78 and 1992-93 from Rs.152.3 crores to a phenomenal figure of Rs. 1818.7 crores of which 36.5 per cent was spent for primary education. But even an increase of expenditure of such order was not enough to translate the dream of achieving UEE into reality. Coupled with this, there are the twin problems\_\_\_\_\_ high drop-out rate among the children and high illiteracy rate among the adults. The problem reveals its many-sided complexities when we take into account the gender and regional disparities in enrolment, drop-out and illiteracy rates. So, the problem calls for not only more intensive and massive efforts but indepth soul-searching and investigation. That mere increase in outlay on education for construction of more class rooms and appointment of teachers will not take us much towards the goal of UEE is now amply clear. Indeed, the strategies adopted so long at the national and the State level have placed emphasis on enhancing the access to education in terms of increasing the number of schools, adding to the existing number of rooms and appointment of more teachers. The experience of all these years clearly shows that the strategies need to be augmented by a holistic planning and management approach which view the task of UEE in its totality. It is now the time to go beyond implementation of a disjointed set of individual schemes and to integrate all the measures needed to achieve UEE in the specific context of a district.

The District Primary Education Programme (DPEP) has been formulated precisely in the context of above experience at the national level and is also based on the experience gained while implementing UEE programmes in some other States of the country. DPEP intends to adopt a holistic planning approach and develop a district specific project with specific activities and specific targets. It puts emphasis on local area - planning with the district plan being not conceived merely as a part of a State Plan. Summing up the experience of pursuing with the goal of UEE the DPEP is characterised by more focussed targetting as it is being implemented in only selected districts which are educationally backward with low female literacy and in which demand for elementary education has gone up as consequence of literacy campaign.

The district of Murshidabad has qualified for DPEP because of its alarming backwardness in educational achievement in general and low level of literacy in particular. While on the basis of 1991 census figures, the overall rate of literacy in West Bengal was 57.7 per cent (fifth among the major States), the female literacy rate was only 46.56 per cent (sixth among the major States). The position of Murshidabad District is way behind even the paltry State - level achievement 38.28 per cent being the over-all literacy rate and 29.57 per cent the female literacy rate (among the lowest ranking districts of the State).

### LITERACY RATE AS PER 1981 CENSUS

	State	district
	1981-1991	1981-1991
Total	46.56-57.70	24.89-38.28
Male	59.93-67.81	31.75-46.42
Female	36.07-46.56	17.75-29.57

Sadananda Mondal

Member Secretary

D.P.E.P. Msd.

D.I/S(P.E.) Msd.



**CHAPTER - I**  
**THE DISTRICT OF MURSHIDABAD-A PROFILE.**

**A .LOCATION:**

The District is bounded on the West by the rugged terrains of the santhal Parganas of Bihar and the district of Birbhum. On the the eastern side the district shares a long international border with Bangladesh. On the north lies the Malda district and on the south is the Burdwan district. The district is flanked by Nadia district both on the eastern and southern sides. The main rivers of the district are the Padma, the Bhagirathi, the Jalangi, the Bhairab, the Balda. Some other rivers such as the Dwarka, the Kuiya, the Brahmani and the Mayurakshi are also flowing into it and mingling with the main rivers and thus a well -knit mesh of river system has been formed. Agriculture is naturally the principal occupation of the population of the district as is evident from the fact that more than 70% of the main workers are engaged in agriculture. The over whelming predominance of the rural sector of the district economy is exposed by the fact that nearly 90% of the population live in villages.

**B. DEMOGRAPHIC FEATURES:**

The demographic features of the district present a complex and varied scenario. As per the Census of 1951 the total population was 47.34 lakh. By now, It is sure to have crossed the 5-million mark. Religion-wise, more than 58 per cent of the population are Muslims and 41.15 per cent are Hindus. The other religions groups are in obvious minority (as per 1991 census). The density of population is also quite high viz.,797 persons per sq. km. The following table would highlight the position of the district as compared to the state.

	State of West Bengal	Murshidabad District
Total Population (in lakh)	679.83	47.34
Rural Population (in lakh)	473.61(72.5%)	42.41(89.6%)
Total S.C. Population (in Lakh).	160.58(22*)	6.35 13.05%)
Total S.T. Population (in lakh).	38.0(5.6%)	0.61 1.2%)
Sex ratio (per 1000 male)	917	940
Population Density (per sq.km).	766	797
Percentage of Muslims to total population (as per 1981)	21.5	58.4

**SOURCE 1991 CENCUS**

The rate of growth of population in the district is also comparatively higher than that observed for the state. During the decade 1981-1991 more than 10 lakhs numbers have been added to the population of the district giving rise to a 28.04 per cent decennial growth rate i.e. 2.8 per cent per annum. On the other hand, the decennial growth rate of population for the whole state for the period in question was 24.55 per cent - well below the district rate of growth. With the population density already high, such high rate of growth is going to pose serious problems for the district economy as well as eco-system in the coming decades. There is no big and modern industry worth the name in the district except one Thermal Power Plant at the far northern tip of the district which contributes little towards absorption of the ever expanding labour force. Traditionally, the district had a number of small scale and cottage industries - such as silk weaving , ivory and bell-metal works. But each one of these is on the path of steady decline. So there is no alternative left for the bulk of 50 lakhs people but to fall back on agriculture and small business to ake out their livelihood. But the latter too can not prosper very much as long as the economy would remain founded on the vast illiteracy of the masses of the district. As we have noted earlier, the district stands unfavourably low compared to the state not only in respect of demographis pressures but also in respect of literacy level and enrolment rate.

**C. Infrastructural facilities for primary Education:-**

The number of Pry schools in the district is at present 2985 out of which 2737 are in the rural areas and 248 are in the urban areas. These figures exclude the privately managed schools. The number of teachers working at present is 10115 of which female teachers are merely 1702 accounting for 16.8 per cent of the total No. of teachers engaged in the district at present .

The schools profiles in the district in Pry Education Sector is given is given below:-

Total No. of schools - 2985

Number of schools with

One room -	527	90
with two rooms -	929	90
with three as more rooms -	1259	90
with No. room-	270	90

Number of schools with

One teacher	99	90
with two teachers	878	90
with three teachers	1045	90
with 4 as more teachers	963	90

There are 2737 schools in the rural areas of the District while the number of villages is 1957. This is due to the varied population across the villages. Distribution of villages by population range is as follows:-

Range of population.	No. of villages in each range
200	165
200 499	312
500 1999	947
2000 4999	370
5000 9999	144
10,000 and above	19
	<u>1957</u>

#### D. Pre primary Education & I.C.D.S. centres.

There is no pre primary education centre except the I.C.D.S. Centres. Fourteen Blocks out of 26 Blocks in the District are provided with I.C.D.S. centres as follows :-

Name of the Block	Children in the age group 4-5	No. of I.C.D.S. Centres	No. of beneficiaries including mother.
1. Berhampore	6484	220	13,300
2. Beldanga	3813	155	9,300
3. Nowda	3561	144	9,500
4. Domkal	5408	100	17,600
5. Kandi	3451	162	10,300
6. Bharatpur I	2791	106	7,000
7. Bharatpur II	2753	100	7,000
8. Khargram	4789	168	10,600
9. Barwan	4255	165	11,600
10. Nabagram	3461	216	12,000
11. Lalgola	4469	164	10,200
12. Raghunathganj I	2563	150	9,400
13. Suti - I	2413	88	6,100
14. Sagardighi	4305	173	13,300
	<u>54,116</u>	<u>2,111</u>	<u>1,37,300</u>

E. Training of teachers and facilities :

Qualitative aspect of Primary Education depends primarily on quality of teaching. At present 63 percent of existing teachers of the District are trained. There are two training Institutes in the District one being Govt. and the other being Govt. sponsored. The total intake capacity of the training Institutes can not be fully utilised most probably for the absence of any compulsive clause for going through training.

No. of Teachers		: 10115	
Male		Female	
Trained	Untrained	Trained	Untrained
5335	3074	987	719
90	90	90	90
Total:		Total:	
6322		3793	
90	90		

F. Enrolment position:

Let us now look at the enrolment position in the district:

Year	Total Enrolment	Enrolment Growth Rates
1989	3,44,829	-
1990	3,65,556	68
1991	3,88,920	68 / 6.39
1992	4,30,829	108 / 10.77
1993	5,00,915	168 / 16.31
1994	5,01,890	0.2% / 2
1995	5,14,846	2.6% / 2.54

As is evident from the above table, the growth rate in enrolment has been erratic over the years. The maximum growth in enrolment was witnessed during the year 1993 and probably it was due to spin-off effect of Total Literacy Campaign (TCC) launched in 1992. But the effect of T.L.C. on the enrolment has been returned which is again going to be accelerated by the D.P.E.P. motivation & awareness campaign.

Taking into account the number of children in the age-group (5-11 years) in the district we can now compute the Enrolment ratio for 1994 as follows: (as calculated in 1994)

Overall E.R.	:	77.29
ER in urban schools	:	106
ER in rural schools	:	75.4
Female ER for rural schools	:	74.97
Male ER for rural schools	:	76.65

The degree of divergence in ER is very high across the Blocks. There are seven blocks having more than 90 per cent while five blocks are found to be lagging behind the district average with less than 70 per cent ER.

Blocks with ER greater than 90	Blocks with ER less than 70
Berhampore, Jalangi, Kandi	Nowda, Suti-I & II
Murshidabad - Jiaganj,	Bhagwangola - II,
Nabagram, Raghunathganj - I & II	Samsanganj

Out of seven municipal towns, four are found to have ER less 100, viz. Jangipur, Jiaganj-Azimganj, Dhuliyana, Beldanga. Of these, Beldanga has the lowest ER (728).

To probe into the educational scene further, we can have a look at other educational indicators. Berhampore Block is endowed with the highest number of schools (184) while in Bhagwangola II and Suti-I Blocks the number of schools is the lowest (69). The overall pupil - teacher ratio in the district is around 54 which is much above the desired pupil - teacher ratio of 40 : 1. The quality of Education obviously suffers because of the fact that as many as 11 blocks are seen to have pupil - teacher ratio greater than 60. In eight of the remaining 15 blocks, the ratio varies from 40 to 50.

In the district, the present enrolment is 5.15 lakhs. We can have a closer look at the enrolment scenario.

Year : 1995

Total Enrolment	:	5,14,846
Male	:	2,65,852
Female	:	2,48,994
Total S.C. Enrolment	:	73,613
Male	:	40,924
Female	:	32,689
Total S.T. Enrolment	:	6,101
Male	:	3,928
Female	:	2,163

Set against the population in the specific age-group (5-11 years), the data on enrolment given above would throw light on the two main problems of primary education in the district - viz. low access and low retention.

The number of children in the primary school age cohort for different years since 1991 and the respective level of enrolment are given below :

(Assuming that 12% of the total population is within the age group of 5-11 yrs.)

Year	Population in the primary schools age cohort (5-11)	Enrolment in Pry. Schools.	
1991	5,68,817	3,88,920	?
1992	5,84,744	4,30,829	?
1993	6,01,117	5,00,915	?
1994	6,13,139	5,01,890	?
1995	6,30,000	5,14,846	?

It is obvious that more than one lakh children in the relevant age-cohort are not able to reach schools. These children are precisely the clientele of District Primary Education Programme.

#### G. Allocation of Funds towards Pry. Education in Murshidabad.

Year	Non planned expenditure. In crores.
1991-92	29.71
1992-93	27.10
1993-94	33.37
1994-95	35.98
1995-96	40.90

But mere expansion in terms of greater fund allotment has not succeeded in achieving U.E.E. in the District as the following data would show:-

	1991-92	1992-93	1993-94	1994-95	1995-96
Total enrolment ratio in classes -I to IV.	68%	74%	83%	82%	82%

**H.No of teachers :-**

Male	Female	Total
Trained - Untrained	Trained-Untrained	Trained-Untrained
5335 - 3074	987-719	6322 - 3793

**IDrop out :**

The high rate of drop out is another barrier towards achieving U.E.E. The Drop out rate is as follows:-

Year	No.of students.				Drop out rate.			
	I	II	III	IV	Itoll	II to III	III to IV	I-IV
1990	1,67,224	-	-	-	-	-	-	-
1991	1,73,248	84,382	-	-	49.5%	-	-	-
1992	1,99,490	88,810	74,488	-	48.7%	11.7%	-	-
1993	2,21,512	1,11,572	87,298	74,862	44.1%	1.7%	-	55.23%
1994	1,77,998	1,33,683	1,02,360	80,139	39.6%	8.2%	8.2%	53.7%
1995	1,62,394	1,36,312	1,17,397	92,932	23.4%	12.18%	9.2%	53.4%

It is observed that the rate of drop out is the highest from class I to II and it diminished in Upper classes.

Due to the interventions of W.B.B.P.E through orientation of teachers and supply of teaching learning aids to the schools under O.B. Scheme the rate of drop out from I to IV is gradually decreasing from 1990-93 onwards.

In case of Girl students drop out rate from I to IV is higher than the total drop out rate and it is the highest (71.1%) in cash of S.T. Girsl.

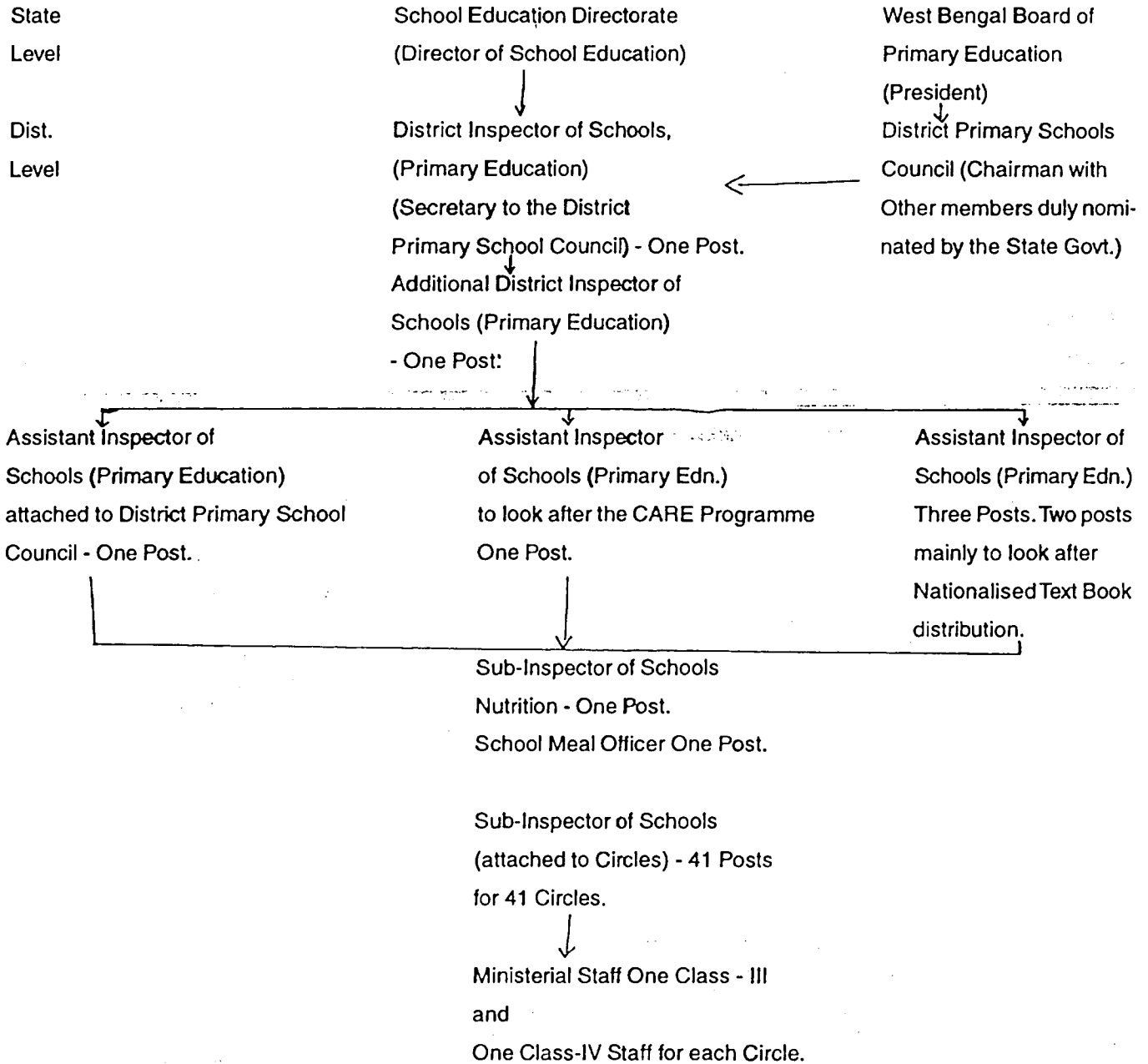
**J. Administrative set up:**

The district is divided into four sub-Divisions (viz Berhampore (Sadar), Murshidabad, Jangipore & Kandi) and 26 C.D. Blocks and 7 Municipalities. Murshidabad Zilla Parishad being the Highest body of the three tier Panchayati Raj System is supported by 26 Panchayet Samities and 255 Gram Panchayets.

The total primary Education in the District is supervised under 41 educational circles. The C.D. Blocks having more than 100 Pry. Schools are normally divided into two educational circles, whereas C.D. Blocks having less than 100 Pry. Schools consists of one educational circle.

**CHAPTER - 2**  
**MANAGEMENT OF PRIMARY EDUCATION**  
**CURRENT ORGANISATIONAL STRUCTURE**

The Organisation for managing and running the Primary Education Section in the district is given below with the help of following diagram:



A. At the district level District Primary School Council (DPSC) is the highest body on Primary Education management and administration. It is entrusted with the following responsibilities:

- ) Recruitment and posting of Primary of Primary School Teachers in the district.
- i) Payment of salary to teachers.
- ii) Providing teaching, learning materials and equipments for games and sports as and when fund is available.

- iv) Organising and conducting orientation camps for Primary School teachers.
- v) Collection of data on educational indicators.
- vi) Organising sports competition at the Gram Panchayat level, Circle level, Sub-Divisional level and district level on regular basis.
- vii) Regulating the services of teachers.

B. District Primary School Council is headed by the Chair Person who is at present nominated by the State Government. It is a statutory body with provision for elected representatives as per provision laid down in West Bengal Primary Education Act, 1973. Present strength of District Primary School Council members is 25 all of whom are nominated by the State Government at present. District Inspector of Schools (Primary) acts as ex-Officio Secretary of the District Primary School Council.

C. There is a text book advisory Committee with Sabhadhipati of Zilla Parishad as its Chairman and the Dist. Magistrate as its Vice-Chairman. The District Inspector of Schools (Primary Education) is the member Secretary of this committee. The main function of this Committee is to ensure and look after the procurement and distribution of text books to all the Primary Schools of the district. Two Assistant Inspector of Schools (Primary Education) look after text book distribution.

D. In regard to the management at Primary School Level, every urban Primary School has so long been managed by a Managing Committee. In case of rural primary school, there was a school advisory committee with its Secretary elected by the members of the Committee. There was provision for representation on the above committee from among the guardians, Panchayat bodies, persons interested in education.

For implementation of D.P.E.R in the district there will be V.E.C.S. to manage, monitor and evaluate the activities to be undertaken under the scheme at the grass-route level.

#### **E. School Supervision and Management :**

The whole district is divided into 41 circles and each circle is looked after by a School Inspector (Primary). This division does not coincide with the administrative division of the districts into sub-division or block. In general each Sub-Inspector of Schools (Pry.) has to take care of 70 schools on average within a circle. The main functions of Sub-Inspector of Schools (Pry.) are as follows:

- i) Administration of service of Primary teachers.
- ii) Supervision and inspection of Primary Schools.
- iii) Assisting and ensuring the distribution of text books to all schools within the circle.
- iv) Collection of monthly return of each school and the submission of the same to District Primary School Council.
- v) Drawing of bill for salaries of teachers and ensuring payments.
- vi) Organising sports for Primary School students from Gram Panchayat level onwards upto Sub-Divisional level.
- vii) Supervising and ensuring different on-going Government schemes for primary school and students.
- viii) Collection and submission of various data on primary education as and when called for.

## CHAPTER III

# **Some Important Parametre At A Glance**



**TABLE - 1****BLOCKWISE BREAK UP OF POPULATION IN TERMS OF GENDER**

Name of Block	1991 Census		
	Total	Male	Female
Berhampur	298557	153708	144849
Beldanga-I	209875	110031	99844
Beldanga-II	176083	91490	84593
Hariharpara	185324	95827	89497
Nowda	164533	85059	79474
Domkal	253094	130844	122250
Jalangí	824	83231	89593
Msd-Jiaganj	173	80950	77223
Raninagar-I	361	65133	61228
Raninagar-II	620	68395	63225
Bhagwangola-I	790	67853	63937
Bhagwangola-II	1125	56854	53271
Lalgola	400	106796	99604
Nabagram	1895	81977	77918
Kandi	1573	82100	77473
Khargram	1022	103787	98235
Burwan	1584	101213	95371
Bharatpur-I	1356	66563	62793
Bharatpur-II	1219	64952	62267
Raghunathganj-I	1550	60111	58439
Raghunathganj-II	1755	78598	76157
Suti-I	399	56372	55027
Suti-II	1535	80086	77449
Samserganj	179570	90093	89477
Sagardighi	198191	102020	96161
Farakka	155275	79225	76050

TABLE - 2

**MUNICIPALITYWISE BREAK-UP OF POPULATION IN TERMS OF GENDER**

Name of the Municipalities/Urban area	1991 Census		
	Total	Male	Female
Berhampur	115036	58774	56262
Dhulian	33184	16661	16523
Beldanga	20239	10375	9864
Kandi	39651	20523	19128
Jangipur	56078	28741	27337
Murshidabad	30339	15410	14929
Ziagang Azimgang	42096	21565	20531
Farakka Bariage Township	20345	10841	9504
CISF/NTPC	804	518	286
CISF/F.B.P.	281	165	116
109 Bn.B.S.F.	950	785	165
161 Bn.B.S.F.	602	518	84

TABLE - 3

## BLOCKWISE BREAK UP OF POPULATION IN TERMS OF CASTE

	1991 Census					
	S.C.Total	S.C.Male	S.C.Female	S.T.Total	S.T.Male	S.T.Female
Berhampur	53935	27755	26180	8369	4236	4133
Beldanga-I	12988	6769	6219	7	5	2
Beldanga-II	17512	8978	8534	231	125	106
Hariharpara	13660	7046	6614	2229	1142	1087
Nowda	15417	7866	7551	534	288	246
Domkal	8650	4494	4246	547	276	271
Jalangi	21833	11450	10383	1384	693	691
Msd-Jiaganj	24744	13119	11625	9434	4504	4930
Raninagar-I	5746	2931	2815	160	73	87
Raninagar-II	2746	1420	1326	346	171	175
Bhagwangola-I	9295	4770	4525	102	46	56
Bhagwangola-II	1949	1033	916	47	24	23
Lalgola	24507	12622	11885	58	37	21
Nabagram	43587	22716	20871	12505	6383	6122
Kandi	30444	15794	14650	2606	1197	1409
Khargram	51258	26290	24968	1772	916	856
Barwan	48928	25427	23501	2174	1100	1074
Bharatpur-I	20036	10366	9760	59	29	30
Bharatpur-II	23911	12356	11555	134	67	65
Raghunathganj-I	27571	14101	13470	1614	835	779
Raghunathganj-II	12679	6543	6136	81	37	44
Suti-I	15579	8062	7517	155	78	77
Suti-II	15158	7716	7442	5	3	2
Samserganj	13402	6885	6517	5	5	-
Sagardighi	40072	20581	19491	13838	7082	6756
Farakka	13114	7090	6024	2569	1277	1292

TABLE - 4

MUNICIPALITY WISE BREAK UP OF POPULATION IN TERMS OF CASTE

Name of the Municipality/ Urban area	1991 Census					
	S.C.Total	S.C.Male	S.C.Female	S.T.Total	S.T.Male	S.T.Female
Berhampur	12269	6281	5988	623	367	256
Dhulian	3823	1910	1913	10	4	6
Beldanga	1398	697	701	-	-	-
Kandi	7744	3998	3746	80	43	37
Jangipur	7492	3825	3667	184	97	87
Murshidabad	8239	4508	3731	310	149	161
Ziaganj Azimganj	9710	5042	4668	176	86	90
F.B. Township	6780	3525	3255	128	69	57
CISF/NTPC	106	68	38	74	50	24
CISF/F.B.P.	44	29	15	28	17	9
109 Bn.B.S.F.	129	112	17	77	65	12
161 Bn. B.S.F.	57	49	8	30	30	-

**TABLE - 5**

	Total popu- lation in lakhs.	Density of po- pulation per sq.Km.	Popu- lation growth rate	Litaracy percentage			Population		S.C.	S.T.	Population		Sex ratio Female per 1000 males.
				Male	Female	Total	Male	Female	M.F.%	M.F.%	Rural	Urban	
W.B.	679.8	766	2.22	67.81	46.56	57.7	679.8	354.6	23.62	5.59	493.6	186.2	917 (72.61%) (27.34%)
Murshi- dabad	47.34	797	2.80	R-43.68 U-69.12	R-26.77 U-52.12	R-35.52 U-60.80	24.28	23.06	M-3.24 F-3.02 % -(13.22)	M-0.31 F-0.30 %- (0.20)	R-42.41 U-4.93 (89.6%)	10.4%	940

**Some salient features emerging out of Blockwise population**

- |    |  |   |  |
|----|--|---|--|
| A. | Block with highest population                  | — | Berhampore                                 |
| B. | Block with Lowest population                   | — | Bhagawangola II                            |
| C. | Block with highest S.C. population             | — | Nabagram (27.25%)                          |
| D. | Block with lowest S.C. population              | — | Bhagwangola II (1.76%)                     |
| E. | Block with Highest S.T. population             | — | Sagardighi (6.98%)                         |
| F. | Block with lowest S.T. Population              | — | Beldanga Municipality where there is none. |
| G. | Percentage of Muslims against total population | — | 58.4%                                      |

TABLE - 6

**YEARWISE STUDENT ENROLMENT IN DIFFERENT CATEGORIES  
YEARWISE IN THE PRIMARY SCHOOLS OF THE MURSHIDABAD DISTRICT :**

Category	1990	1991	1992	1993	1994	1995
<b><u>CLASS - I</u></b>						
S.C. Boys	13566	14272	16163	18524	14937	12679
S.C. Girls	10963	11272	13525	16613	13239	10456
S.T. Boys	1060	1111	1287	1817	1530	1159
S.T. Girls	748	838	932	1253	1111	802
Other Common Boys	75547	77300	91413	95882	76396	70040
Other Common Girls	65313	68455	76170	87423	70785	67258
Class-I Total Boys	90200	92683	108863	116223	92863	83878
Class-I Total Girls	77024	80565	90627	105289	85135	78516
Class-I Total students	167224	173248	199490	221512	177998	162394
<b><u>CLASS-II</u></b>						
S.C.Boys	6179	6729	6922	8899	12181	10792
S.C. Girls	4937	4900	5324	6975	9704	8571
S.T. Boys	397	460	458	673	934	921
S.T.Girls	281	262	355	499	603	528
Other Common Boys	35267	38693	40221	49477	56662	58616
Other Common Girls	30006	33338	35530	45049	53599	56884
Class-II Total Boys	41843	45882	47601	59049	69777	70329
Class-II Total Girls	34724	38500	41209	52523	63906	65983
Class-II Total students	76567	84382	88810	111572	133683	136312

15

The drop in enrolment figures for 1995 is due to the exclusion of pre-primary students in calculation of the total enrolment from that year onwards.

Category	1990	1991	1992	1993	1994	1995
<b><u>CLASS-III</u></b>						
S.C. Boys	5975	5622	5516	6609	8499	9608
S.C. Girls	3649	3851	4164	5234	6393	7584
S.T. Boys	298	350	360	495	624	956
S.T. Grils	192	177	262	314	397	496
Other Common Boys	29377	32135	34141	38347	44362	50107
Other Common Girls	25077	27447	30045	36299	44085	48646
Class-III Total Boys	35650	38107	40017	45451	53485	60671
Class-III Total Girls	28913	31769	34471	41847	50875	56726
Class-III Total students	64563	69876	74478	87298	104360	117397
<b><u>CLASS-IV</u></b>						
S.C. Boys	4353	4571	4791	6233	6417	7212
S.C. Girls	2950	3182	3543	4444	4632	5676
S.T. Boys	254	251	262	384	403	877
S.T. Girls	147	127	220	251	242	322
Other Common Boys	24904	26392	28934	33308	35287	39701
Other Common Girls	20905	22048	25581	30278	33158	39144
Class-IV Total Boys	29511	31241	33987	39889	42107	47790
Class-IV Total Girls	24002	25357	29344	34973	38032	45142
Class-IV Total Students	53513	56571	63331	74862	80139	92932

Category	1990	1991	1992	1993	1994	1995
<b>CLASS-V</b>						
S.C. Boys	359	529	557	627	611	633
S.C. Girls	249	321	278	386	447	402
S.T. Boys	362	16	34	60	48	19
S.T. Girls	25	7	9	14	21	15
Other Common Boys	1687	2208	2237	2624	2429	2526
Other Common Girls	1333	1762	1595	1960	2154	2180
Class-V Total Boys	2082	2753	2828	3311	3088	3178
Class-V Total Girls	1607	2090	1882	2360	2622	2597
Class-V Total students	3689	4843	4710	5671	5710	5775
<b>Total Students (I to V)</b>	<b>365556</b>	<b>388920</b>	<b>430829</b>	<b>500915</b>	<b>501890</b>	<b>514810</b>

**TABLE - 7A**

Drop out rate (from session 1992-93)

A. For total Boys :

Year :                      Enrolment :                                      Drop out Rate :

	I	II	III	IV	I to II	II to III	III to IV	I to IV
1992	108863	—	—	—	—	—	—	—
1993	116223	59049	—	—	45.75%	—	—	—
1994	92863	69777	53485	—	49.2%	9.42%	—	—
1995	83878	70329	60671	47790	24.26%	13.05%	10.65%	56.10%

**TABLE - 7B**

B. For total Girls :

1992	90627	—	—	—	—	—	—	—
1993	105289	52523	—	—	42.04%	—	—	—
1994	85135	63906	50875	—	50.11%	3.13%	—	—
1995	78516	65983	56726	45142	22.4%	11.23%	11.27%	50.18%



Table - 7C

C. S.C.Boys :

Year :	Enrolment :				Drop out Rate :			
	I	II	III	IV	I to II	II to III	III to IV	I to IV
1992	16163	—	—	—	—	—	—	—
1993	18524	8899	—	—	44.94%	—	—	—
1994	14937	12181	8499	—	34.24%	4.49%	—	—
1995	12679	10792	9608	7212	27.74%	21.12%	15.14%	55.37%

TABLE - 7D

D. S.C. Girls :

1992	13525	—	—	—	—	—	—	—
1993	16613	6975	—	—	48.42%	—	—	—
1994	13239	9704	6393	—	41.58%	8.10%	—	—
1995	10456	8571	7584	5676	35.25%	21.84%	11.21%	58.03%

Table - 7E

E. S.T. Boys :

1992	1287	—	—	—	—	—	—	—
1993	1817	673	—	—	47.70%	—	—	—
1994	1530	934	624	—	48.59%	0.07%	—	—
1995	1159	921	856	577	39.80%	8.35%	7.35%	55.16%

TABLE - 7F

F. S.T. Girls :

1992	932	—	—	—	—	—	—	—
1993	1253	499	—	—	46.45%	—	—	—
1994	1111	603	397	—	51.87%	20.44%	—	—
1995	802	528	496	322	52.47%	17.74%	18.89%	65.45%

Table - 8

## BLOCK PROFILE OF SCHOOL ROOMS IN THE DISTRICT : YEAR 1994

Name of Block/ Municipality	Number of Schools with				Total Number of schools
	One room	Two rooms	3 and above rooms	With no room	
Berhampore	38	68	68	10	184
Beldanga-I	7	21	65	8	101
Beldanga-II	7	30	56	-	93
Nowda	8	36	54	6	104
Hariharpara	26	39	42	9	116
Jalangi	37	36	23	-	96
Domkal	35	59	30	3	127
Kandi	8	23	72	17	120
Bharatpur-I	15	22	49	13	99
Bharatpur-II	5	19	64	5	93
Khargram	6	41	77	22	146
Barwan	34	35	54	50	173
Murshidabad Jiaganj	11	33	47	8	99
Nabagram	6	55	80	7	148
Raninagar-I	31	20	14	7	72
Raninagar-II	46	22	4	6	78
Bhagbangola-I	22	31	9	8	70
Bhagwangola-II	16	25	19	9	69
Lalgola	32	48	40	3	123
Raghunathganj-I	14	29	29	8	80
Raghunathganj-II	2	24	47	8	81
Suti-I	12	24	28	5	69
Suti-II	19	25	31	3	78

Name of Block/ Municipality	Number of Schools with			With no room	Total Number of schools
	One room	Two rooms	3 and above rooms		
Sagardighi	15	53	61	21	150
Samserganj	12	34	32	10	88
Farakka	12	33	29	6	80
<b>MUNICIPALITY</b>					
Berhampore	11	14	58	5	88
Jangipur	11	8	11	4	34
Jiaganj-Azimganj	10	5	15	1	31
Kandi	3	1	25	5	34
Dhuliyān	2	4	10	2	18
Murshidabad	13	11	9	-	33
Beldanga	1	1	7	1	10
<b>Total :</b>	<b>527</b>	<b>929</b>	<b>1259</b>	<b>270</b>	<b>2985</b>

TABLE 9

**BLOCKWISE PRESENT ENROLMENT IN THE PRIMARY CLASSES  
ENROLMENT GAP AND OTHER EDUCATIONAL INDICATORS - 1994**

Name of the Block	Population 1994	Children in the age group (4-5 years)	Children in the age group (5-10 years)	Present enrolment	No. of schools	No. of teachers	G.E.R.	Student per school	Student per teacher.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Berhampore	432563	6484	38941	36931	184	744	94.8	200	49
Beldanga-I	227497	4507	27294	20996	101	415	76.9	209	50
Beldanga-II	190885	3813	22900	16261	93	283	71.0	174.85	57.46
Nowda	178349	3561	21396	14683	104	295	68.6	141	51
Hariharpara	200887	4012	24093	17057	116	308	70.7	148	55
Jalangi	187336	3743	22478	21794	96	299	96.9	227	72.8
21. Domkal	263081	5408	32916	24046	127	345	73.0	189	69
Kandi	172767	3451	20728	19522	120	405	94.0	162.68	48.20
Bharatpur-I	140218	2791	16822	13006	99	298	77.3	131.3	43.6
Bharatpur-II	137883	2753	16543	12150	93	292	73.4	130	41
Khargram	219671	4389	20360	23714	146	503	89.9	164.3	47.2
Burwan	213058	4255	25001	21886	173	496	85.6	130.4	44.5
Msd.Jiaganj	170690	3357	20480	20463	99	355	99.9	206	57.64
Nabagram	173323	3461	20795	19004	148	430	91.3	129.2	44.1
Raninagar-I	136972	2736	16434	13294	72	176	80.8	184	69
Raninagar-II	142672	2849	17116	13359	78	186	78.0	171	71
Bhagwangola-I	142857	2853	16140	13790	70	181	85.4	197	76
Bhagwangola-II	119372	2385	14322	9623	69	152	67.1	139	63
Lalgola	223098	4469	26841	21483	123	369	80.0	174	58
Raghunathganj-I	128361	2563	15400	14262	80	240	92.6	189	61
Raghunathganj-II	159737	3558	18224	16798	81	241	92.1	207	69.7

Name of the Block	Population 1994 group (4-5 years)	Children in the age group (5-10 years)	Children in the age group	Present enrolment	No.of schools	No.of teachers	G.E.R.	Student per school	Student per teacher.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Suti-I	120754	2413	14488	9974	69	176	68.8	144	56
Suti-II	170763	3411	20487	13288	78	223	64.8	170	60
Sagardighi	215533	4305	25779	22775	150	494	88.3	152	46
Samserganj	191386	3822	22954	15727	88	238	68.5	179	66
Farakka	168313	3362	20194	14670	80	208	72.6	183	71
<b>Total :</b>	<b>4828026</b>	<b>91930</b>	<b>610682</b>	<b>460564</b>	<b>2737</b>	<b>8352</b>	<b>75.4</b>	<b>168.27</b>	<b>55.14</b>

TABLE - 10

**MUNICIPALITY WISE PRESENT ENROLMENT, ENROLMENT GAP AND OTHER EDUCATIONAL INDICATORS - 1994**

Name of the Municipality	Population 1994 group(4-5)	Children in the age group (5-10)	Children in the age ment	Present enrol-	No.of schools	No.of teachers school	GER	Student per	Student per teacher
Berhampore	124699	2493	14963	15561	100	326	104%	155.6	47.7
Jangipore	60788	1215	7294	6243	34	121	85.5%	183.6	51.5
Jia-Azimganj	45632	912	5475	4949	31	122	90.3%	159.6	40.5
Kandi	42981	859	5157	5268	34	132	102%	154.9	39.9
Dhulian	35971	719	4316	3431	18	78	79.4	190.6	43.9
Murshidabad	32887	657	3946	3953	33	104	100.0	119.7	38.0
Beldanga	21939	438	2632	1921	10	41	72.9	192.1	46.8
<b>Total :</b>	<b>364897</b>	<b>7293</b>	<b>38626</b>	<b>41326</b>	<b>260</b>	<b>924</b>	<b>106</b>	<b>158.9</b>	<b>44.7</b>

## CHAPTER : IV

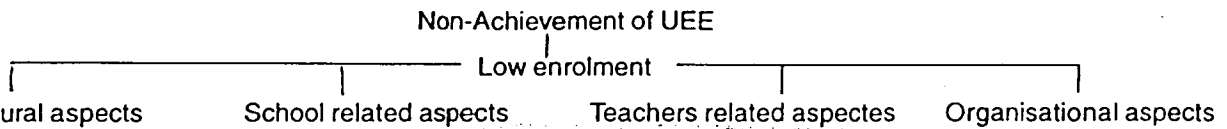
### PROBLEMS AND ISSUES IN PRIMARY EDUCATION.

The basic problem in primary education in the district concerns the achievement of UEE. Logically this problem is related to three specific problems that need to be identified precisely. These are problems relating to low enrolment, poor retention and poor quality of education. D.P.E.P. seeks to address these three issues and to implement related strategies to achieve the goal of UEE within a specified time period of seven years. We first take up these three issues and proceed to analyse and find out the cause giving rise to them.

#### 2.1 LOW ENROLMENT

In 1995, total number of children enrolled in primary schools was 5.14 lakh. About 6.30 lakh children belonged to the primary school-age cohort in the same year thus giving rise to a size of child population of more than one lakh as the clientele for a programme to achieve UEE.

As we proceed to analyse the problem and probe into its causal interrelationship we develop a problem tree as follows:



All these aspects combine together to create a lack of demand for education which indeed acts as a principal factor behind low enrolment. The different aspects of the problem may be specified below :

#### Socio-cultural aspects :

- ☆ The parents of the out-of-school children do not find it worthwhile to send their children to schools;
- ☆ The education meted out in schools is not need-based and hence irrelevant;
- ☆ The school, the teachers, the curriculam, the language used, the class room environment are not child-friendly particularly to children of the weaker social groups;
- ☆ The rest of the village community is indifferent to the educational needs of the community of out-of-school children and does not undertake any motivational campaign;
- ☆ Religious and social inhibition among minority children and parents;
- ☆ Engagement in household chores;
- ☆ The need to look for job to supplement family income;

#### School Related aspects :

- ☆ Some villages have no school;
- ☆ Inconvenient distance to the nearest school;
- ☆ Inconveneient environment of schools;
- ☆ Unattractive environment of schools;
- ☆ School timing not suitable for working children;
- ☆ Some schools have no building at all-students have to squat on the ground in all kinds of weather;
- ☆ Some schools have not adequate number of rooms hence class rooms are over-crowded;
- ☆ Schools do not provide facilities for games and sports
- ☆ No separate toilets for girls.

#### Teacher Related Aspects :

- ☆ Lack of adequate number of teachers-pupils-teacher ratio very irrationally high;

- ☆ Lack of female teachers in most schools;
- ☆ High rate of absenteeism of teachers;
- ☆ Lack of sympathy and love on the part of teachers in their dealings with students;
- ☆ Teachers are not imaginative in setting students to creative work and joyful learning;
- ☆ Teachers are averse to adopting new teaching methods in the class rooms;

**Organisational Aspects :**

- ☆ No management system worth the name exists at present centring round a primary school-no managing committee or council what-so-ever;
- ☆ No avenue for community involvement or participation in the functioning of primary schools;
- ☆ Whatever control and supervision barely exists is mediated through a set of Govt. officials;
- ☆ No grass-root organisation like VECs has yet developed;

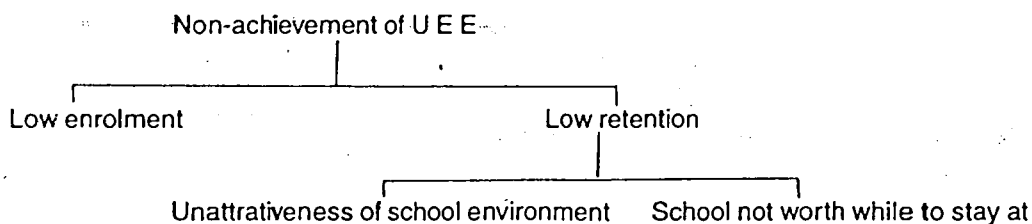
**2.2 LOW RETENTION.**

The fact that 5.14 lakh children are enrolled or that the GER is around 80 per cent does not tell the whole story about the state of primary education in the district. This must be coupled with the data on rate of retention or the rate of completion of cycle of primary education. The district stands miserably low on this count. It would be evident from the following table on the cycle of enrolment and retention for all groups of children taken together starting with the academic session of 1991 and ending in 1994.

Year	Enrolement			
	Class-I	Class-II	Class-III	Class-IV
1991	1,73,248	—	—	—
1992	—	88,810	—	—
1993	—	—	87,298	—
1994	—	—	—	80,139

There are some striking revelations from the table. Firstly, 53.7% of the students enrolled at the beginning of a cycle drop out of schools before the cycle comes to an end. In other words, only about 46% of children retain themselves through primary schooling. Secondly, 48.7% of the children leave the schools within one year of entering them. This fact is highly significant indicating on the one hand the unattractiveness of a school or worthlessness of going to a school and on the other hand pointing to a possibility of a great number of children never dropping in a school at all.

Here also we can develop a problem tree as :



The 'Low Enrolment' part of the problem tree is already explained in the previous section (2.1). Now in this section we concentrate on explaining the causal interrelationship of the phenomenon of 'Low retention'.

Many of the factors responsible for low enrolment reappear in the analysis of factors affecting level of retention. However, the aspects related to curriculum, teaching practices and motivation of teachers play relatively more important role in influencing retention. Let us specify these :

**School related aspects :**

- ☆ The school holds no attraction for the child;
- ☆ No provision and arrangement exists for joyful learning;

- ✧ Roomless school-in this district the number of such schools is more than 150. School environment is anachronistic in such cases;
- ✧ Conventional class-room practices prevalent in schools;
- ✧ Lack of teaching-learning aids in schools.

**Teacher related aspects :**

- ✧ Teaching-learning methods followed by teachers are not child-centred;
- ✧ Teachers are unsympathetic to the specific needs of children;
- ✧ Teachers hostile attitude towards the problems of first generation learners;
- ✧ Teachers apathy to children from weaker sections of the community;
- ✧ Teachers are reluctant to adopt themselves to changes in teaching practices;
- ✧ Teachers do not interest with children or their parents in order that they are motivated to stay at schools.

**Curriculum related aspects :**

- ✧ School syllabus is burdensome;
- ✧ Curriculum is not relevant to the needs of children from weaker and disadvantaged groups;
- ✧ Text-books are not in all cases child-centred and need-based;
- ✧ Text-books do not leave much scope for creative application of ideas and concepts.

**BASE-LINE STUDY ON DROP-OUT**

In addition to the reasons outlined above for low retention, we may bring in here the results of base-line study carried out in the district on drop-out :

Reasons of dropping out from School	Percentage of students belonging to the category.
Parental Unwillingness	—
Engagement in household chores	20.37
Engagement in jobs for earning income	25.92
To get trained in family occupation	5.56
Inability to meet costs of schooling	7.41
Difficult lessons/Don't like to study	16.67
Failed in the examination/could not learn anything	1.85
School is too far away	3.70
Early Marriage	3.70
Due to illness	9.26
Other reasons	5.56
	100.00

The baseline study was conducted on 40 primary schools by s.r.s.w.o.r. (sample random sample without replacement) covering rural and urban areas of all the Sub-divisions of the district of Murshidabad. A more detailed and block, gender and group specific study has to be made in order to learn everything about the problem of drop-out.

**2.3 LOW LERNING ACHIEVEMENT :**

The provision of Primary Education is not to be seen merely in terms of achieving higher enrolment and retention. The most important part of expanding Primary Education is to improve the learning level or quality of education along with ensuring Universal access. As we have already noted in the earlier sections while analysing the problems of low Enrolment and low Retention, the district is far too behind the goal of Universal access and retention. To ascertain the



level of achievement among the primary students of the district and various sub-groups along gender, caste or occupational lines, a base line study was conducted in the district on a sample of 40 schools spread across all the sub-divisions.

We propose that the results of present base line studies be considered as measures indicating 'minimum levels of achievements' or learning (MLL).

**Measure of MLL (per cent) in the district :**

Population	Language (L)	Mathematics (M)
Class II students	58.59	49.92
Class IV students	48.82	36.16

The test on achievement in language was carried out in two parts-vocabulary and comprehension of passages. The results are as follows :

**Measure of MLL in Language (per cent) :**

Population	Vocabulary (V)	Passage (P)
Class IV students	57.71	39.96

So a pattern of achievement of learning among the students of Class IV emerges—MLL achieved in a declining order from Vocabulary, through comprehension of Passage to Mathematics.

Class IV students	V	P	M
	56.71	36.96	36.16

The findings on Achievement of Learning Level are further disaggregated along socio-economic group divisions and the following tables give the data on assessment of learning of Class IV students by location of primary schools, gender of students, their castes and community, occupational class and literacy background of respective family of origin.

	Vocabulary (V)	Passage (P)	Language (L) (V+P)	Mathematics (M)
Rural	58.34	41.26	49.34	36.41
Urban	49.54	35.06	42.30	33.07
Boys	60.91	43.25	52.08	38.98
Girls	55.50	37.18	46.34	34.55
S.C.	57.83	38.13	48.01	37.45
S.T.	49.05	37.14	43.10	43.43
O.B.C.	50.59	66.67	58.63	28.82
Muslim	55.39	35.90	45.64	34.64
Others	63.85	48.41	56.13	40.33

The data given in the above table discern the following patterns which are highly significant and interesting :

- Rural children show a higher level of achievement than urban children in all areas of learning (V,P,L & M).
- The girl children distinctly lag behind boys in all areas of learning assessed in the study.
- Community or social group wise, S.T. children show the lowest level of achievement in language thus pointing to the alien nature of language used in teaching. Maybe, this points to the necessity of revising text book modules.
- OBC group of children fare worst in Mathematics. Indeed, Muslims, S.C. and OBC groups together belong to the lowest rung of achievement level.

Now we present below the data on learning level for children across occupational groups.

**MLL across occupational groups :**

V	P	L (V+P)	M
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Cultivators	54.02	37.51	45.76	36.69
Agricultural Labourers	60.0	38.24	49.12	36.03
Non-agricultural labourers	56.86	45.72	51.29	37.29
Others	59.30	40.32	49.81	35.57

**The findings of the table are :**

- The learning achievement is consistently lower in mathematics than in Language for all groups.
- However within language area, the performance level differs widely between vocabulary and passage. Indeed, the level of achievement is almost equally low in passage part of Language and Mathematics. This clearly shows that children enrolled in Primary school are not taught properly in the matter of developing and applying reason.
- However, compared to cultivators and agricultural labourers, students belonging to non-agricultural occupation (Category 'others' imply service, business and other urban employment) show better achievement level in all areas of learning.
- Students coming from family of agricultural labourers, however show a surprisingly high level of performance in V relative to their own performance in areas such as, P, L, and M.

Finally, we give below the data obtained from the base line study on learning level attained by students of first generation literate (fgl) families.

V	MLL of "fgl"			V	MLL of others		
	P	L (V+P)	M		P	L(V+P)	M
57.83	38.09	47.96	35.56	57.62	40.86	49.24	36.45

As is evident from the data, students hailing from the background of "fgl" are as good as the "others" in each area of learning assessed. This fact gives a lie to the widely held belief that first generation literate have weak educational potential.

#### 2.4 PROBLEMS RELATED TO MANAGEMENT AND SUPERVISION

Though at the beginning of this chapter we mentioned three basic issues in Primary Education, one more important issue or problem is to be discussed. This is about the problem of management supervision and institutional capacity in primary education.

In fact, at present there is no serious and well meaning management system of the primary schools in the district. Though there is a provision for a welfare committee to function for each school, there is at present none. The supervision of the school is the assigned task of the School inspectors of the district functioning under the Government of West Bengal. But most of the time and energy of these Government Officials are taken up in official works other than inspection and supervision.

The result of all these is that the involvement of the community in the management of the primary schools is minimal. The supervision through Government functionaries is also very weak and infrequent.

**Such state of affairs has led to the problems identified below :**

Lacklustre functioning of schools;

High incidence of absenteeism of teachers

Loss of faith in schools among the guardians;

Community becomes indifferent to happenings in schools.

There is a shocking lack of institutions capable of designing relevant training modules, carrying on research works or special studies on various educational indicators in the district. Thus no institutional capacity exists to bring about linkages between diagnosing the causes of various shortcomings and relevant strategies. Institutions are also absent to build up a database and to provide a feedback of these data into the exercise for planning for education.

## CHAPTER : 5

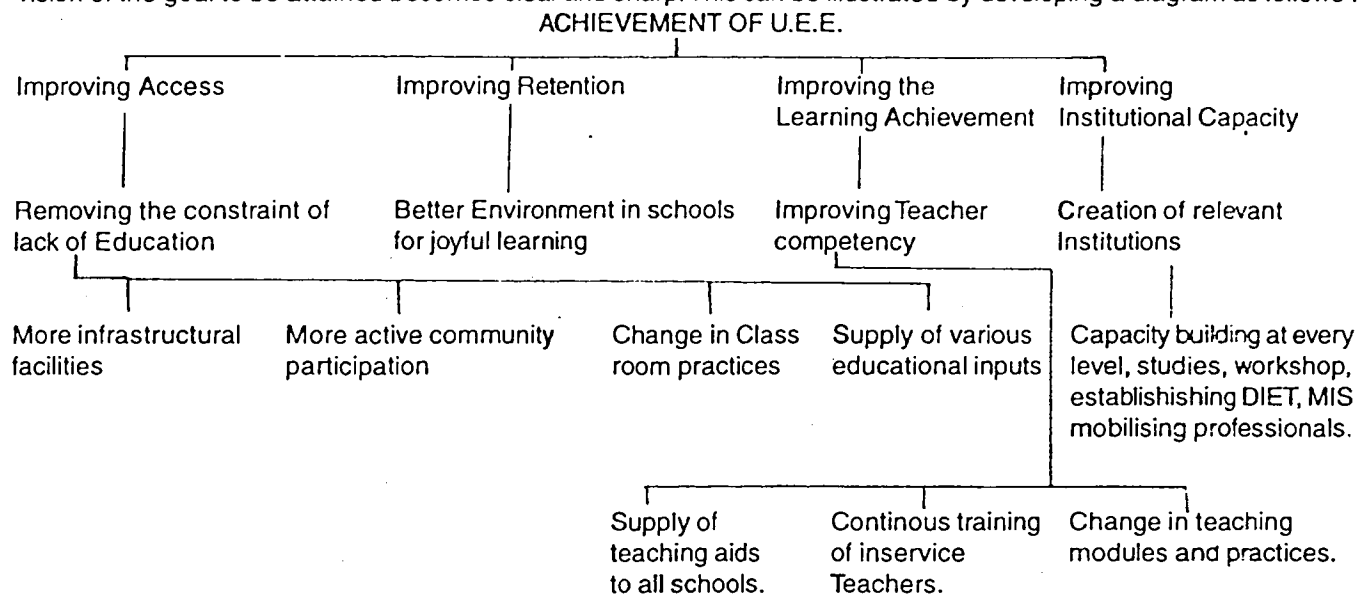
### 3.1 PROJECT GOALS AND OBJECTIVES

The fundamental goal of the D.P.E.P. is the attainment of UEE in the district of Murshidabad. But such statement is not enough to specify the goal as it sounds much like a qualitative statement. We have to lend very specific and quantitative dimension to the statement as well as a definite time-frame in order to raise a clear vision about what the goal precisely is and when the same would come true.

The analysis of the present educational scene of the district and of the basic problems of primary education, identification of the cause behind them lays the foundation for the exercise of specifying the project goal and objectives. Three basic problems-low enrolment, low retention and poor quality of education were identified to be hindering the attainment of the objective of UEE in the district. In addition to this, the problem of lack of management and institutional capacity was also identified to be an important cause affecting enrolment, retention and achievement and thus leading to non-attainment of UEE.

We further followed the chain of cause-effect relationship along the roots of each component of the problem of non-attainment of UEE and in the end we had a problem-tree showing clearly the intricate and complex mesh of interrelationship mutually affecting each variable in the system.

To make our understanding of the goal of the project more precise, specific and time-relevant, we have to follow the similar chain of cause-effect relationship of the problem-tree developed in Chapter-2. This is quite obvious because once the problems and sub-problems are identified and then overcome through adoption of appropriate strategies the vision of the goal to be attained becomes clear and sharp. This can be illustrated by developing a diagram as follows :



We can continue developing the structure branching out into different sub-activities in support of each activity which would in the final analysis help in the attainment of UEE in the district.

Now to specify the goal of attainment of UEE we have to quantify the target with references to a specific time-frame. The time-frame for implementing the DEEP is 7 years commencing from 1996-97. So within the year 2002-3 we intend to achieve the following :

- |   | Objective  |
|---|--|
| 1) Improving enrolment :                          | Enrolement to be increased by 35% from the base level (1994-95) over a 7 year period.  |
| 2) Improving Retention :                          | The drop-out rate will be reduced to 5% within the year 2002-03. This target would naturally reinforce the attainment of target of improved enrolment. |
| 3) Raising the Learning Level :                   | The M L L will be raised to 80%-85% from its base line level (1995).   |
| 4) Improved Institutional and Management capacity | Different resource institutions, like DIET, MIS, training institutes specialised in educational training, research and planning would be created.      |

While these targets are set within a time-frame extending to the year 2002-03, another issue is also kept in view-this is about removing gender inequity, locational and other social group-disparity in the areas of enrolment, retention and learning achievement.

## CHAPTER : VI

### PROCESS OF PROJECT PREPARATION AND PLAN EXERCISE

4.1 The planning for basic education in a district as envisaged in a programme like DPEP can not afford to be an exercise in isolation by pedagogic experts, planners or technical groups. Such planning exercises have to be and indeed, are built up on the interactive efforts of many expert groups working at different levels and most important of all, on the feedback received from the large clientele of any basic education programme.

In the district of Murshidabad as well the Co-ordination Committee of the DPEP formed a Planning team drawing individual experts, professionals and specialists available locally and arranged for interaction between team and the state-level and National level institutions through various seminar and workshops. The officials of the District Education department and District Primary School Council also provided backup support to these exercise of plan preparation.

The planning team first concentrated on collection of basic data on education indicators, demographic features, existing infrastructure on primary schooling and the like. These were collected from school statistics, Zilla Parishad, District Collector, Statistical Department, Social Welfare Deptt. etc. The statistical records published by State govt. Finance & Planning Deptt. were also consulted.

But the main emphasis was placed on the results of participatory exercise carried out at Sub-Divisional Block and G.P. level. The elected representatives of the local bodies, women activists groups, teachers organisations, retired teachers, villagers were organised and mobilised in these participatory meetings and their views on kind of primary education available in the villages, types of schools, the problems experienced by them, their needs, measures need to be taken and such other related issues were allowed to be expressed freely and taken note of. Some of the suggestions were indeed wild and irrelevant. But much more were realistic, objective and important and hence these were incorporated in framing strategies and listing activities.

#### 4.2 Types of issues discussed :

The issues emerged out of these participatory exercises ranged over a broad spectrum from type of buildings to teachers' duties. We summarise them as follows :

- 1) Teachers should take more care of students.
- 2) Teachers' attendance need improvement.
- 3) School supervision and inspection is not regularly done. The officials concerned do not visit schools.
- 4) School facilities should be enhanced such as, provision of games & sports materials, teaching & learning materials, separate toilets, seating arrangements in schools.
- 5) Demand for additional schools from many villagers.
- 6) Demand for construction additional rooms in the existing schools.
- 7) Repairing and renovation of the existing school building in the villages.
- 8) Facilities for drinking water and playground.
- 9) Local boys and girls be given job in village school.
- 10) Teachers demanded more furniture, equipment and rooms in schools.
- 11) Proposal for training of teachers at Block-level.
- 12) Proposal for short-duration training.
- 13) Demand for opening child-care centres in villages near or at the school-building.
- 14) Issue of constructing pucca roads up to school-building from the nearest high road and also from surrounding village to school buildings.
- 15) Issue of free school meal.

### 4.3 Documentation of the plan process:

The process of building up plan exercise and the types of issues emerged through interaction with clientele groups and lowerlevel organisations are described below.

#### 4.3 SUMMARY OF PARTICIPATORY PROCESSES MURSHIDABAD

Sl. No.	Level of participation	No. of meetings held	Participants	Main issues discussed	Conclusions arrived at and suggestions incorporated in the project.
(1)	(2)	(3)	(4)	(5)	(6)
1.	G.P. Level	255	No. of participants 188 on average. Govt. Officers, members & other functionaries, Block Level representtives, Teachers, Members of schools Advisory Committes, others Panchayat members, Women activities.	Awarness generation about DPEP. Assessment of the existing facilities. Low enrolment and low retention rate. Lack of potential awarness.	Motivation campaign to be conducted in all villages. Set up new schools to improve enrolment, where necessary. Provide pre-primary educartional facilities. Appoint more teachers when enrolment rises. Provide learning facilities to the working children.
2.	Block Level & 33 Municipality level.		No. of participants-average 200 per block and average 150 per municipality. Govt. officers and staff. (including district officials of education and other Dept.) Panchayat and Municipalities representatives, Block Level persons, Head Teachers of different primary schools, villagers, Representatives of teachers' associations, Persons from various walks of life interested in education and sub-inspector of schools.	Awarness generation about DPEP. Identification of local problems. Discussion on strategies. Low achievement. Low enrolment and low retention.	Frequent supervision of schools. Motivation campaign to be conducted off and on. Studies and surveys are to be undertaken. Construction of additional rooms to avoid over crowdeness. Open pre-primary schools attached to the existing schools. Provide training for all inservice teachers. Provide educational facilities to the children belonging to the working group. Provide teaching learning aids and games and sports equipments to all schools. Appoint more teachers to reduce the existing teacher pupil ratio. Communication between District and Block Committees should be widened and made more effective. Provisions for frequent supervision of schools are to be made. There should be a management information system at the District Level.

Sl. No.	Level of participation	No. of meetings held	Participants	Main issues discussed	Conclusions arrived at and suggestions incorporated in the project
(1)	(2)	(3)	(4)	(5)	(6)
3.	Sub-Division Level	4	No. of participants average 100 per sub-division. Govt. officers and staff (including district officials and staff of education and other departments), Panchayat and Municipalities representatives, Block Level Organisations, N.G.O's, Representatives of Teachers' Associations, Women activists, Sub-inspector of schools, Sub-Divisions Level Officials.	<p>Parental awareness for enrolling their wards.</p> <p>Collection of data and information on educational indicators.</p> <p>Physical facilities available in schools</p> <p>Problems of tribal children.</p> <p>Low enrolment of girls.</p> <p>Roomless schools.</p> <p>High teachers students ratio.</p> <p>Low achievement.</p>	<p>Village level motivation campaign.</p> <p>Studies and surveys are to be undertaken specially on</p> <p>1) Gender issue.</p> <p>ii) S.C., S.T. issue.</p> <p>iii) Selection of sites for setting up of new schools etc.</p> <p>Provision of games and sports in schools.</p> <p>Appointment and posting of S.C., S.T. teachers in S.C., S.T. areas.</p> <p>Identification of the roomless schools and construction of building.</p> <p>Appointment of additional teachers.</p> <p>E.C.C.E. centres to be opened for S.T. and economically and educationally backward groups.</p> <p>Teachers are to be oriented.</p> <p>Alternative schooling system to be provided for the working group children.</p> <p>Frequent supervision and monitoring of the schools.</p> <p>Follow up actions in all activities are to be taken.</p>
4.	District Level 1		No. of participants 153. Hon'ble Ministers, Sabhadhipati, Zilla Parishad, District Magistrate, Members of Zilla Parishad, Govt. officials including officials of the Edn. department, Block Level Persons, N.S.D's, Teachers' Representatives, S.I. of schools representatives from different mass Organisations.	<p>Aims and Objectives of DPEP.</p> <p>Creation of general awareness and motivation.</p> <p>Discussion of strategies.</p> <p>Study of existing facilities available.</p> <p>Study about additionality to be provided.</p> <p>Low enrolment, low retention and low achievement.</p>	<p>Frequent awareness campaign to be organised as and when necessary.</p> <p>Awareness campaign for parents to avoid irregular attendance and absenteeism of children.</p> <p>Conduct study to asses the existing facilities.</p> <p>The gap between what we have and what is to be done.</p> <p>Selection of sites where the</p>

Sl. No.	Level of participation	No. of meetings held	Participants	Main issues discussed	Conclusions arrived at and suggestions incorporated in the project
(1)	(2)	(3)	(4)	(5)	(6)

Educational back-wardness of girls, different disadvantaged groups of child.

Education to the working children.

new schools are to be set up to bring the schools within the reach of all students especially for the S.C., S.T. and disadvantaged groups of child.

Provide alternative schooling facilities for the working group of children.

Construction of additional rooms in the existing schools to avoid over crowdedness.

Supply of teaching learning materials and games and sports equipments to schools.

Appointment of additional teachers where necessary.

Appoint educational volunteers for the alternative schooling system.

Organise frequent training of teachers.

Establish Resource Centres at different levels.

To evolve strategies to arrest the problem of low enrolment, low retention and low achievement.

Set up management information system for upward and downward communication in the most effective way.

Organise training of all the educational volunteers of Alternative schooling system, E.C.C.E. centres and pre-primary centres.

Different committees are to be formed.

## CHAPTER : 7

### **PROGRAMME COMPONENTS**

The identification and analysis of the basic problems in Primary Education in the District (Chapters 1 & 2) laid the foundation for exposition of measures to be undertaken to overcome the problems. The intervention strategies designed to solve each basic problem constitute a specific component of the project. Moreover, the issues of strong gender inequity, lack of access to formal education to working children need to be addressed in the project by specially focussed strategies. We describe below the strategies component wise :

#### **5.1 Improving Access:**

This component of DPE programme is based upon following strategies.

- a) Vigorous campaign in all villages ;
- b) Identification of villages in need of new schools;
- c) Setting up of new schools in locations with high demand for enrolment;
- d) Construction of additional rooms in existing schools;
- e) Conversion of room less schools into full fledged buildings;
- f) Provision of toilets in schools;
- g) Establishing Pre Pry. Education centres in non-ICDS areas;
- h) Establishing alternative schooling centres for working children;
- i) Appointing teachers in new schools is to be set up under DPEP;
- j) Appointing additional teachers to cope with upsurge in enrolment.
- k) Active participation of organisations like VEC, Panchayat Bodies, Women activists, NGO's.

#### **5.2 IMPROVING RETENTION LEVEL:**

The following strategies and activities are envisaged to implement the target of improving Retention or completion rate in the district;

- a) Strong motivational and awareness campaign in all villages;
- b) Renovation and facelifting of all school buildings to enhance attractiveness of the school environment;
- c) Supply of learning-teaching aids to the newly set up schools;
- d) Active contacts with parents of dropout children to keep their children in schools;
- e) Motivation of teachers;
- f) Recruitment of female teachers and provision of at least one female teacher in each school;
- g) Providing all schools and all teachers with school development funds;
- h) Provision of toilets for girls and boys separately;
- i) Special programmes designed to enhance retention of girls;
- j) School development grants to all schools.



### 5.3 IMPROVING LEARNING LEVEL

Learning level of the students is sought to be achieved through following strategies and set of activities:

- a) All teachers (11,000 nons.) would be made to go through training. These training sessions will be of 15 days' duration and will be held in phased manner. BY the end of the year 2002 all in-service teachers would be trained twice.
- b) The results of the BLS would be fed back to the teachers during training sessions in order that the areas of low performance (such as comprehension, mathematics) are given special attention to.
- c) Teachers would be motivated to make use of the learning-teaching aids.
- d) Continuous evaluation of students performance through examinations and tests.
- e) Adequate arrangement for training of teachers and selection of venues, training modules.
- f) Selection of trainers and arrangement of their training.
- g) Strengthening of P.T.T.I.
- h) Full capacity utilisation of the existing PTTIs.
- i) C.R.C., B.R.C.s would be strengthened.

### 5.4 BUILDING INSTITUTIONAL CAPACITY

An important component of the project is building up institutional and managerial capacity in the district.

The following activities would be undertaken to support the strategy of institutional capacity building:

- a) Setting up MIS;
- b) Strengthening P.T.T.I.
- c) VECs would be formed and actively mobilised in each village to attain the goal of DPEP.
- d) Professionals, planning experts, educational specialists, researchers and other resource persons would be pooled together and harnessed to the service of the institutions built up.
- e) Community involvement in the supervision and management of schools to be ensured through VECs.
- d) Professionals, planning experts, educational specialists, researchers, and other resource persons would be pooled together and harnessed to the service of the institutions built up.
- e) Community involvement in the supervision and management of schools to be ensured through VECs.

### 5.5 IMPLEMENTATION OF ACTIVITIES

The activities related to different components of the project are already specified in sections (5.1 - 5.4) of this chapter. Here we present below in a structured fashion the problem, the strategies to overcome the problem, the activities envisaged to implement the strategies, the agencies responsible for undertaking the activities and finally the indicators about the progress of work. We do this exercise for each of the problems mentioned earlier. In our exercise, therefore, firstly the problems are identified, secondly strategies are evolved and next supporting activities are listed. Thus a clear linkage is established between activities, strategies and the particular problem in question.

## 5.5 STRATEGIES, ACTIVITIES UNDER DIFFERENT PROJECT COMPONENTS

Problem	Strategy	Specific Activity	Agency Responsible	Progress indicators
1) Low Enrolment	1. Opening of new Schools	1. Identification of the areas where new schools need be set up.	Project Authority in consultation with Block Education Committees (BEC) and VEC.	Monthly work report of the Project Authority.
	2. Conversion of roomless schools into full fledged building (150 Nos).	2. Collection of data on exact location of roomless Schools.	"	Conclusions arrived at regarding no. of schools to be set up, where and when.
	3. Facelift of old school buildings.	3. Identification of the schools building which need renovation and repair.		Time-schedule of construction properly maintained.
	4. Strengthening pre-primary School component.	4. Selection of sites for new Schools.	VEC, BEC and Panchayats, Project Authority.	Pre-Primary Schools centres start functioning Report on number of such centres.
	5. Convergence of Educational Programme with early child health care.	5. Arrangement of land transfer.		
	6. Strong motivational campaign in all village.	6. Selection of Schools in need of repair.		
	7. Involvement of village-level organisations and panchayat representatives in all decisions relating to enrolment drive.	7. Formation of technical support group for construction, Designing of school buildings.	Project Authority Zilla Parishad.	No. of children enrolled in the ECCE centres.
		8. Opening of Pre-Primary schooling centres.	Project Authority VEC BEC, Panchayat.	No. of children enrolled in the alternative schooling centres.
		9. Identification of areas where ECCE centres need be set up.	"	Report from the VECs regarding supply of learning materials to A.S., ECCE and pre-primary schooling centres.

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Problem	Strategy	Specific Activity	Agency Responsible	Progress indicators
		10. Opening of Alternative schooling centres.	"	
		11. Selection of sites for pre-primary schooling centres.	"	
		12. Selection of sites for ECCE centre.	Project Authority VEC, BEC, Panchayat.	No. of Pre-Primary schooling centres ECCEs, As start function year wise report.
		13. Selection of sites for ECCE centres.	"	
		14. Supply of teaching learning materials to pre primary schooling centres.	Project Authority	Annual Report on enrolment level from each school through VECs.
		15. Supply of teaching learning materials to ECCE centres.	"	
		16. Supply of teaching learning materials to alternative schooling centres.	"	
		17. Appointment of educational volunteers for pre-primary schooling centres.	Project Authority VEC	
		18. Appointment of educational volunteers for ECCE centres.	"	
		19. Appointment of Educational volunteers for alternative schooling centres.	"	
		20. Awareness and motivation campaign.	Project Authority Block administration VEC and BEC.	

Problem	Strategy	Specific Activity	Agency Responsible	Progress indicators	
2) Low Retention	1. Improvement of learning environment in schools	1. Renovation and facelift of school buildings.	Technical support group for construction of the Project Authority and Panchayat bodies, Zilla Parishad.	Report from the site-in-charge, Technical Support group and VECs, BECs.	
	2. Community mobilisation	2. Construction of additional rooms.	"	Report from the VECs, Head Teachers study on no. of female teachers Report from the C.R.Cs + VECs.	
	3. Educational incentives to schools with high.	3. Supply of games and sports equipments to all schools.	Project Authority through V.E.Cs.	Annual Report on the drop-out children from each school.	
	4. Specially focussed programme for girl children to reduce drop out rate of girl students.	4. Provision of at least one female teacher in every school.	"	Monthly school inspection report.	
	5. Specially focussed programme for weaker social groups and minority children	5. Provision of teaching learning materials to all schools	"	Village wise report on the drop out children-month wise	
	6. Changes in Class room practices	6. Motivate the parents of the drop-out children to send back the children to schools	VECs and MTAs	Special report on dropout girl children-month wise	
	7. Provision of school development Fund Rs., 2000/- for each school per annum.		7. To supervise the attendance of students regularly	VECs and MTAs and teachers of the village	Special report on tribal students attendance from VECs and tribal organisation
			8. Identifying the children of the village not attending regularly and keep in touch with parents	VECs and MTAs.	
			9. Training of VEC and MTA members	Project Authority BRCs, CRCs	Periodic study on dropout children

Problem	Strategy	Specific Activity	Agency Responsible	Progress indicators	
		10. Recruitment of female teachers	DPSC, SG & Project authority	Utilisation report of the school development Fund	
		11. Recruitment of female educational volunteers.	"		
		12. Posting of tribal teachers in Tribal areas	Project Authority through tribal organisations.		
		13. Suitable changes in the text books for tribal students	SCERT, PTTI		
		14. Orientation of teachers	Project Authority & BRCs		
		15. Motivation of teachers to take special care for the absentee students	BECs, BRCs		
		16. Improving Effectiveness of schools	Head Teacher and teachers of each school		
3)	Low Achievement level	1. Training of all inservice teachers (11,000 nos.)	1. Selection of KRPs and RPs	Project Authority	
		2. Consultation with SCERT and DIET	2. Training of KRPs and RPs	BRC, PTTIs	Monthly work report of the project Authority
		3. Strengthening of DIET	3. Selection of training modules for trainers and teachers.	Project Autho., P.T.T.I.	No. of training sessions held and no. of teachers trained.
		4. Full utilization of capacity of PTTIs.	4. Selection of batches of teachers to be trained in different phases.	Project Authority.	Training programmes schedule is adhered to.

Problem	Strategy	Specific Activity	Agency Responsible	Progress indicators
	5. Suitable changes in the training program and materials.	5. Selection of values for training at Block levels.	Project Authority and Block level.	Trainers receive the training module in time.
	6. Feed back of base line studies into the training programme and methods	6. Selection of time schedule of training.	Inspector of schools	Intrraction with studients, teachers, inspection report of school inspectors.
	7. Supervision of schools on regular basis.	7. To design the training module.	SCERT, PTTI	Examination and text report from each school.
	8. Supply of teaching learning materials to all schools.	8. Teachers to be motivated to adopt changes in the contents and teaching methods and apply the same in the class room.	BRC & Project Authority and School Inspector.	Periodic study on achivement level.
	9. To stop absentism of students.	9. Changes in class room practice.		Monthly and annual work report of the Project Authority.
	10. To reduce the teacher people ratio to desired level.	10. Continuous evaluation of students learning level.	Head teachers and other teachers of school.	Reports from the schools - no. of schools supplied with materials
		11. Adoption of remedial teaching in case of weaker students.		Inspection of CRCs and school inspector.
		12. Procurement of teaching learning materials.	Project Authority	Changes in the Pupil-teacher ratio.
		13. Survey of the requirement of teaching learning materials in all schools.	VECs, BECs	
		14. Arranging for supply of teaching learning materials.	Project Authority.	
		15. Teachers to be motivated in survey using teaching learning in class room.	BRCs & School Inspector	
		16. Encouraging use of local materials as teaching aids.	Project Authority and VECs	

	-Problem	Strategy	Specific Activity	Agency Responsible	Progress indicators
			17. Guardinas to be contacted and motivated.	VECs, MTAs.	
			18. Appointment of teachers in overcrowded schools.	Project Authority and DPSC.	
4)	Lack of Institutional Capacity	1. Establishment of DIET.	1. Selection of venue for DIET	Project Authority	Annual work report of the Project Authority
		2. Establishment of MIS.	2. Selection of functionaries at DIET.	State Government.	Annual work report of the Project Authority
		3. Establishment of DRC & BRC.	3. Staffing and furnishing of DIET.	"	DIET functioning and tacking up its assigned task. No. of trainers trained modules prepared.
		4. Formation of VECs and MTAs.	4. Selection of site for MIS.	Project Authority	MIS functioning and providing the expertise.
			5. Recruitment of experts, technical staff for MIS.	"	Guidelines received from State Project Authority.
			6. Furnishing and equipping MIS.	"	No. of journals, books subscribed and made use of.
			7. Formulation of Activities of DIET and MIS.	State Project	
			8. Ensure linkage between the activities of MIS and DIET.	Authority and District	
			9. Subscription to journals purchase of books on education.	Project Authority	
			10. Publication of journals and documentation of different reports.	MIS, PTTI	No. of bulletins and journals published by the Project Authority and DIET.
			11. Ensuring back-up supports of professionals, experts from various disciplines.	Project Authority and Zilla Parishad.	No. of Professionals from other fields utilised, seminars, workshop.

Problem	Strategy	Specific Activity	Agency Responsible	Progress indicators
		12. Selection of site for DRC and BRC.	Project Authority and Zilla Parishad.	BRC and DRC starts functioning holds training courses no, of teachers trained.
		13. Furnishing Staffing and equipping DRC and BRC.	Project Authority	BRC and DRC starts functioning holds training courses no, of teachers trained.
		14. Construction of BRC.	Project Authority	
		15. Selection of experts and Resource persons for BRC and DRC.	Project Authority with the help of Technical Support group and Zilla Parishad.	



## CHAPTER : 8

### 7.0 IDENTIFICATION OF GENDER ISSUES & PLANNING OF STRATEGIES

Problems relating to Access, Retention and Achievement of Girl Children:

#### (1) Low Female Literacy:

Female literacy in the district is 29.5 per cent as against male literacy rate of 46.42 per cent. The female literacy in the rural areas of the district is shockingly still lower - merely 26.7 per cent against the corresponding male literacy rate of 43.6 per cent.

#### (2) Low enrolment and completion rate among girls:

Year : 1994

No. of Girl children in the age group (5 - 11 years)	2.95 lakh
No. of girl children enrolled (Class I - IV)	2.40 lakh
Gap in enrolment	0.55 lakh

The cycle of enrolment and retention is shown here from the Class I to Class IV starting from 1991 and ending in 1994.

Year	Class I	Class II	Class III	Class IV
1991	80565	—	—	—
1992	—	41817	—	—
1993	—	—	41209	—
1994	—	—	—	38032

It is observed that 48.8% of girls enrolled in Class I dropped out of school before entering Class II. The drop out rate pattern is shown below :

Year 1991-1994

	At the end of Class I	At the end of Class II	At the end of Class III
Percentage of drop out	48.8%	1.5%	9.1%

As it turns out, 54.3% of girl children enrolled at the beginning of the cycle disappear from the scene of education before the cycle ends.

#### (3) Low Enrolment, Retention for S.C/S.T Girls:

Year : 1994

No. of S.C. Girl Children enrolled (Class I - Class IV)	34415
Percentage of S.C. girls enrolled	45.28%
Percentage of S.C. girls drop-out	60.0%
No. of S.T. girl children enrolled	2353
Percentage of S.T. girls enrolled	40.26%
Percentage of S.T. girls drop-out	71.0%

The above table shows that gender disparity is more intense in the case of girls belonging to disadvantaged and weaker groups.

**(4) Low proportion of female teachers:**

A strong gender bias is evident also in respect of appointment of teachers working in rural and urban schools.

**R U R A L**

Year : 1994

Total No. of teachers	:	8355
No. of Female Teachers	:	997
Percentage of female teachers	:	11.93%

**(5) Low proportion of S.C. and S.T. female teachers:**

No. of S.C. and S.T. female teachers	:	79
Percentage of S.C. and S.T. female teachers	:	0.07%

**U R B A N**

Total No. of Urban teachers	:	1084
Total No. of Urban female teachers	:	348
Percentage of Urban female teachers	:	32.1%
No. of S.C. and S.T. Urban female teachers	:	11
Percentage of S.C. and S.T. Urban female teachers	:	3.16%

Strong male bias in Class rooms, Schools and curriculum is also witnessed particularly in text-books, module of games generally encouraged in schools.

**C A U S E S**

**Low Enrolment and Low Retention :**

**a) School related causes :**

- 1) Prohibitive location of Schools (30%);
- 2) Improper and inflexible school timing (20%);
- 3) Lack of separate/exclusive schools for girls. This is true in case of minority girl children in the district (25 - 30%);
- 4) No separate facilities, for example - toilets (75%);
- 5) Absence of female teachers in 80% schools leading to inhibition of parents to send their girl children to schools;
- 6) Lack of attention in and outside class rooms about the girl - specific problems. Indifferent attitude of male teachers leading to inferiority complex among girl students ;
- 7) Lack of facilities for girl - specific activities (games/excursions/social work/leadership);
- 8) Curriculum and text books irrelevant and insensitive to girls' needs problems.

**b) Family related causes :**

- 1) Discriminatory attitude of parents towards girls' education. Parental perception that value of girls' education is low.
- 2) Low status of women in general in the poorer families.
- 3) Engagement of girls in sibling care and other domestic work as well as in wage work.
- 4) Concern of parents about girls' safety, in case girl children have to walk long distances to reach a school.
- 5) The practice of early marriage (specially in socially disadvantaged groups and minority communities).
- 6) Lack of proper garments.

**SOLUTIONS/INTERVENTIONS**

- 1) New schools to be set up within a mutual distance of 1 k.m. of villages on the basis of extensive school mapping exercises.
- 2) School timing to be properly rescheduled keeping in view the specific problems and needs of local areas.
- 3) Some exclusive schools for girls may be started in the areas having large minority population.
- 4) Separate facilities like toilets etc. are to be provided in all schools. Improved school buildings would create a better environment.
- 5) Flexible school timings to suit the needs of girls.
- 6) Gender sensitive curriculum and text books.
- 7) Recruitment of more women teachers. Necessary changes in recruitment rules to be effected.
- 8) Appointment of women educational volunteers to run ECCE.
- 9) Special stress on recruitment of women educational volunteers from minority community.
- 10) Activation of women groups/organisations in villages, women members in VECs/MTAs.
- 11) Gender sensitisation of teachers, supervisors, text book writers, project personnel.
- 12) Devising a teacher training module with focus on gender issues.

DISTRICT PRIMARY EDUCATION PROGRAMME II — MURSHIDABAD

## SUMMARY COSTING TABLE

## Expenditure Accounts by Project Components (Cost in lakh Rupees)

Expenditure Account	Build State Institutional capacity.	Build District Institutional capacity	Improve Retention.	Increase Access	Improve Learning Achievements.	Total	Physical Contengencies % Amount
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
<b>INVESTMENT COSTS :</b>							
Civil Works	104.0	357.60	359.15	68.18	888.93	—	—
Furniture	1.5	0.75	6.60	19.3	28.15	—	—
45 Equipment	2.25	2.00	3.90	5.00	13.15	—	—
Vehicles	—	—	—	—	—	—	—
Books & Liabraries	.29	.12	—	10.65	11.06	—	—
Local Consultants	—	—	—	—	—	—	—
Sports Equipments & Amenities	—	—	—	—	—	—	—
Training Costs (including T.A./D.A.)	1.78	6.66	10.20	113.25	131.89	—	—
Workshops and Seminars	—	8.10	8.10	3.9	20.10	—	—
Awareness Campaign Expenses	—	4.45	5.0	—	9.45	—	—
Studies and Documentation	2.00	7.0	7.0	5.02	21.02	—	—
<b>TOTAL INVESTMENT COSTS :</b>	<b>111.82</b>	<b>386.68</b>	<b>399.95</b>	<b>225.30</b>	<b>1123.75</b>	<b>—</b>	<b>—</b>

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(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
<b>RECURRENT COSTS :</b>							
Salaries of Additional Teachers	—	198.72	633.96	198.72	1031.40	—	—
Salaries of Additional Staff	152.52	71.82	70.20	42.60	337.14	—	—
Consumables (Office Expenses etc.)	66.15	—	—	—	66.15	—	—
Teaching Materials	—	271.7	271.7	271.93	815.33	—	—
Contingency at District/BRC/School	16.38	—	—	—	16.38	—	—
Vehicle Operation & maintenance	38.40	—	—	—	38.40	—	—
Equipment operation and maintenance	4.53	—	—	—	4.53	—	—
Alternative Schools	—	—	10.50	—	10.50	—	—
Civil Works maintenance	—	—	—	—	—	—	—
Honorarium	80.93	—	—	—	80.93	—	—
Rent of Office premises	6.24	—	—	—	6.24	—	—
<b>TOTAL RECURRENT COSTS :</b>	<b>365.15</b>	<b>542.24</b>	<b>986.36</b>	<b>513.25</b>	<b>2407.00</b>	—	—
<b>TOTAL BASELINE COSTS</b>	<b>476.97</b>	<b>928.92</b>	<b>1386.31</b>	<b>738.55</b>	<b>3530.75</b>	—	—
Physical contingencies	—	—	—	—	—	—	—
Price Contingencies (@ 10%)	10.40	23.00	23.28	14.32	71.00	—	—
<b>TOTAL PROJECT COSTS</b>	<b>487.37</b>	<b>951.92</b>	<b>1409.59</b>	<b>752.87</b>	<b>3601.75</b>	—	—

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## Costing of Activity Schedule under D.P.E.P., Murshidabad

Activity	$Y_1$ a - b	$Y_2$ a - b	$Y_3$ a - b	$Y_4$ a - b	$Y_5$ a - b	$Y_6$ a - b	$Y_7$ a - b	Total a - b
<b>A. Civil Works</b>								
1. Construction of new School (165 Nos.) Unit cost Rs. 1.65 Lakh (includes of prise contingency)	0	65-107.25	100-165.00	0	0	0	0	165-272.25
2. Conversion of existing roomless schools into full fledged school buildings (164 Nos.) Unit Cost Rs. 1.65 Lakh (including price contingencies)	10-16.5	100-165.00	54-89.10	0	0	0	0	164-270.60
3. Extension of existing School buildings (400 Nos.) Unit cost Rs. 0.55 Lakhs (Including price contingencies)	0	100-55.00	300-165.00	0	0	0	0	400-200.00
4. Construction of B.R.Cs (26 Nos.) Unit cost Rs. 4.4 Lakh (including price contingency)	0	26-114.4	0	0	0	0	0	26-114.4
5. Repairing of existing school buildings (500 Nos) (Including Price Contingency)	0	300-49.5	200-33.0	0	0	0	0	500-82.5
<b>Total</b>								<b>959.75</b>

Activity	Y <sub>1</sub> a - b	Y <sub>2</sub> a - b	Y <sub>3</sub> a - b	Y <sub>4</sub> a - b	Y <sub>5</sub> a - b	Y <sub>6</sub> a - b	Y <sub>7</sub> a - b	Total a - b
<b>B. Activities related to higher enrolment reputation &amp; achievement</b>								
<b>1. Awareness campaign in all V.E.S level (270 Nos.) Unit cost Rs.700/-</b>								
a) for community participation	.007-1.89 (270 Nos.)	0	.007-1.89 (270 Nos.)	0	.007-1.89 (270 Nos.)	0	0	810-5.67
b) for gender (Other D.P.E.P strategies)	0	.007-1.89 (270 Nos.)	0	.007-1.89 (270 Nos.)	0	0	0	540-3.78
<b>2. Grants For</b>								
a) Alternative schooling centres (250 Nos.) unit cost, Rs. 500 p.m.	0	.005-1.25 (250 Nos.)	.005-1.25 (250 Nos.)	.005-1.25 (250 Nos.)	.005-1.25 (250 Nos.)	.005-1.25 (250 Nos.)	.005-1.25 (250 Nos.)	1500-7.5
b) Alternative schooling centres for girls (100 Nos.) unit cost Rs. 500 P.A.	0	.005-0.5 (100 Nos.)	.005-0.5 (100 Nos.)	.005-0.5 (100 Nos.)	.005-0.5 (100 Nos.)	.005-0.5 (100 Nos.)	.005-0.5 (100 Nos.)	600-3.00
3. Grants N.G.Os for running pre-primary schooling centres (300 centres in 12 blocks) Unit cost Rs. 300/- p.m.	0	.0036-10.8 (300 Nos)	.036-10.8 (300 Nos)	.036-10.8 (300 Nos)	.036-10.8 (300 Nos)	.036-10.8 (300 Nos)	.036-10.8 (300 Nos)	1800-64.8
4. Engagement of educational volunteers for alternative schooling centres (350 Nos.) Unit cost Rs. 500 p.m.	0	.06-21	.06-21	.06-21	.06-21	.06-21	.06-21	2100-126.0
5. Salaries for additional teachers for additional enrolment	0	216-28.08 (130 Nos)	.216-117.72 (545 Nos.)	.216-205.20 (950 Nos.)	.216-226.80 (1050 Nos.)	.216-226.80 (1050 Nos.)	.216-226.80 (1050 Nos.)	4775-1031.40
6. School Development grant for all schools Unit cost Rs. 2000/- p.a. per school	.02-59.7 (2985 Nos.)	.02-61.00 (3050 Nos)	.02-63.00 (3150 Nos)	.02-63.00 (3150 Nos)	.02-63.00 (3150 Nos)	.02-63.00 (3150 Nos)	.02-63.00 (3150 Nos)	21785-435.7

Activity	Y <sub>1</sub> a - b	Y <sub>2</sub> a - b	Y <sub>3</sub> a - b	Y <sub>4</sub> a - b	Y <sub>5</sub> a - b	Y <sub>6</sub> a - b	Y <sub>7</sub> a - b	Total a - b
7. Grant to al teachers for improvement of school facilities	.005-50.58 (10115 Nos)	.005-51.23 (10245 Nos)	.005-53.30 (10660 Nos.)	.005-56.13 (11225 Nos.)	.005-56.13 (11225 Nos.)	.005-56.13 11225 Nos.	.005-56.13 (11225 Nos.)	66105-379.63
<u>8. Furniture</u>								
a) for strengthened P.T.T.I (1 Nos)	0.50-0.50	0	0	0	0	0	0	1-0.50
b) For B.R.Cs (26 Nos.)	0.10-2.60 (26 Nos.)	0	0	0	0	0	0	26-2.60
c) For M.I.S. (1 No)	0.75-0.75 (1 No)	0	0	0	0	0	0	1-0.75
d) For C.R.Cs (270 Nos)	0.06-16.20 (270 Nos.)	0	0	0	0	0	0	270-16.20
e) For new Schools	0.04-0 (0 No)	0.04-2.6 (65 Nos)	0.04-4.0 (100 Nos)	0	0	0	0	165-6.60
<u>9. Equipments for</u>	5.00-5.00	0	0	0	0	0	0	1-5.00
a) Strengthened P.T.T.I (1 No)	(1 No)							
b) For M.I.S.	2.00-2.00	0	0	0	0	0	0	1-2.00
c) For B.R.Cs (26 Nos.)	0.15-3.90 (26 Nos.)	0	0	0	0	0	0	26-3.90
<u>10. Books For</u>								
a) Strengthened P.T.T.I (1 No)	0.25-0 (1 No)	0.25-0.25	0	0	0	0	0	1-0.25
b) B.R.Cs	0.04-0	0.04-10.40 (26 Nos)	0	0	0	0	0	26-10.40
c) Journals & Magazines for strengthened P.T.T.I	0.02-0	0.02-0.02 (1 No)	0.02-0.02 (1 No)	0.02-0.02 (1 No)	0.02-0.02 (1 No)	0.02-0.02 (1 No)	0.02-0.02 (1 No)	6-0.12
<u>11. Training :-</u>								
a) For R.Ps & Teachers	.005-25.0 (5000 Nos)	.005-26.23 (5245 Nos)	.005-0	.005-27.5 (5500 Nos)	.005-29.13 (5825 Nos)	.005-5.4 (1080 Nos)	0	22650-113.25
b) for M.I.S. (1 No)	0.50-0.50 (1 No)	0	0.50-0.50	0	0	0	0	2-1.00



Activity	Y <sub>1</sub> a - b	Y <sub>2</sub> a - b	Y <sub>3</sub> a - b	Y <sub>4</sub> a - b	Y <sub>5</sub> a - b	Y <sub>6</sub> a - b	Y <sub>7</sub> a - b	Total a - b
c) Training for B.R.C. Co-ordinators (26 Nos)	0.01-0.26 (26 Nos)	0.9-.26	0.01-.26 (26 Nos)	0	0.01-.26 (26 Nos)	0	0	78-0.78
d) For C.R.C. Co-Ordinators (270 Nos)	0	.005-1.35 (270 Nos)		.005-1.35 (270 Nos)	0	.005-1.35 (270 Nos)	0	810-4.05
e) For V.E.C. members (1700 Nos)	0	.002-3.4 (1700 Nos)	.002-3.4 (1700 Nos)	0	.002-3.4 (1700 Nos)	0	0	5100-10.20
f) For A.E.P.C. Workers (350 Nos)	0	.0012-0.42 (350 Nos)	0	.0012-0.42 (350 Nos)	.0012-0.42 (350 Nos)	0	0	1050-1.26
g) N.G.O.s for pre primary schooling centres (No. of centre 300 )	0	.0012-0.36 (300 Nos)	0	.0012-0.48 (400 Nos)	0	.0012-0.51 (425 Nos)	0	1125-1.35
<u>12. Work Shops &amp; Seminars</u>								
a) at B.R.C. level (26 Nos)	0	0.5-1.3 (26 Nos)	0.5-1.3 (26 Nos)	0	0.5-1.3 (26 Nos)	0	0	78-3.90
b) at C.R.C. level (270 Nos)	0	0.02-5.4 (270 Nos)	0	0.02-5.4 (270 Nos)	0	0.02-5.4 (270 Nos)	0	810-16.20
<u>13. Staff of B.R.C.</u>								
a) B.R.C. Co-ordination	.004-.78 (26 Nos)	.004-1.30 (26 Nos)	.004-1.30 (26 Nos)	.004-1.30 (26 Nos)	.004-1.30 (26 Nos)	.004-1.30 (26 Nos)	.004-1.30 (26 Nos)	2028-8.58 (26 Nos)
b) Clerk-Cum-Typist (26 Nos)	.015-2.34 (26 Nos)	.015-4.68 (26 Nos)	.016-5.03 (26 Nos)	.017-5.33 (26 Nos)	.18-5.63 (26 Nos)	.19-5.93 (26 Nos)	.02-6.24 (26 Nos)	2028-35.18
c) Class IV Staff (26 Nos)	.012-1.87 (26 Nos)	.012-3.74 (26 Nos)	.0128-3.99 (26 Nos)	.0136-4.24 (26 Nos)	.0144-4.49 (26 Nos)	.0152-4.74 (26 Nos)	.016-4.99	2028-28.06



Activity	Y <sub>1</sub> a - b	Y <sub>2</sub> a - b	Y <sub>3</sub> a - b	Y <sub>4</sub> a - b	Y <sub>5</sub> a - b	Y <sub>6</sub> a - b	Y <sub>7</sub> a - b	Total a - b
b) Magazines & Journals for the Dist Project office	0.02-0.02 (1 No)	0.02-0.02 (1 No)	0.02-0.02 (1 No)	.02-.02 (1 No)	.02-.02 (1 No)	.02-.02 (1 No)	.02-.02 (1 No)	7-0.14
5. Salaries of additional staff (1st year for 6 months)								
a) Staff salary for D.P.O Staff								
i) Finance-cum-administrative officer								
(1 No)	.04-0.24 (1 No)	.04-.48 (1 No)	.042-.50 (1 No)	.044-.53 (1 No)	.046-.55 (1 No)	.048-.58 (1 No)	.05-.60 (1 No)	6.5-3.48 (1 No)
ii) circle works-Charge	.04-0.24 (1 No)	.04-.48 (1 No)	.042-.50 (1 No)	.044-.53 (1 No)	6.5-1.75	.05-.60 (1 No)		
iii) Woman development Charge & Project. Education Centre	.025-0.15 (1 No)	.025-.30 (1 No)	.0265-.32 (1 No)	.028-0.34 (1 No)	.095-.36 (1 No)	.031-.37 (1 No)	.0325-.39 (1 No)	6.5-2.23
iv) Teacher-training in-charge	.04-.24 (1 No)	.04-.48 (1 No)	.042-.50 (1 No)	.044-.53 (1 No)	.046-.55 (1 No)	.048-.58 (1 No)	.05-.60 (1 No)	6.5-3.48
v) Documentation & media-in-charge	.04-0.24 (1 No)	.04-0.48 (1 No)	.042-.50 (1 No)	.044-.53 (1 No)	.046-.55 (1 No)	.048-.58 (1 No)	.05-.60 (1 No)	6.5-3.48
vi) Head Clerk-Cum-Cashier	.025-0.15 (1 No)	.025-.30 (1 No)	.0265-.32 (1 No)	.028-0.34 (1 No)	.0295-.36 (1 No)	.031-.37 (1 No)	.0325-.39 (1 No)	6.5-2.23 (1 No)
vii) Accountant	.020-0.12 (1 No)	.02-.24 (1 No)	.0215-.26 (1 No)	.023-.28 (1 No)	.245-.30 (1 No)	.026-.31 (1 No)	.0275-.33 (1 No)	6.5-1.84
viii) Clerk-cum-Typist	.015-.27 (3 Nos)	.015-1.44 (8 Nos)	.016-1.54 (8 Nos)	.017-1.63 (8 Nos)	.018-1.73 (8 Nos)	.019-1.83 (8 Nos)	.020-1.92 (8 Nos)	51-10.36
ix) Project Co-ordinator	.008-.05 (1 No)	.008-.10 (1 No)	.008-.10 (1 No)	.008-.10 (1 No)	.008-.10 (1 No)	.008-.10 (1 No)	.008-.10 (1 No)	6.5-0.65 (1 No)
x) Dist. Project Officer	.008-.05 (1 No)	.008-.10 (1 No)	.008-.10 (1 No)	.008-.10 (1 No)	.008-.10 (1 No)	.008-.10 (1 No)	.008-.10 (1 No)	6.5-.065

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Activity	Y <sub>1</sub> a - b	Y <sub>2</sub> a - b	Y <sub>3</sub> a - b	Y <sub>4</sub> a - b	Y <sub>5</sub> a - b	Y <sub>6</sub> a - b	Y <sub>7</sub> a - b	Total a - b
xi) Deputy District project officer	.006-.04 (1 No)	.006-.08 (1 No)	.006-.08 (1 No)	.006-.08 (1 No)	.006-.08 (1 No)	.006-.08 (1 No)	.006-.08 (1 No)	6.5-0.52
xii) Asst. Dist. Project officer (1 No)	.004-.03 (1 No)	.004-.05 (1 No)	.004-.05 (1 No)	.004-.05 (1 No)	.004-.05 (1 No)	.004-.05 (1 No)	.004-.05 (1 No)	6.5-.33
xiii) M.I.S. in-charge (1 No)	.04-0.24 (1 No)	.04-0.48 (1 No)	.042-.50 (1 No)	.044-0.53 (1 No)	.046-0.55 (1 No)	0.48--0.58 (1 No)	.05-0.60 (1 No)	6.5-3.48
xiv) Data Entry operators (1 No)	.02-0	.02-.24	.0215-.26	.023-.28	.0245-.30	.026-.31	.0275-.33	6-1.72
xv) Darwan-Night guard (1 No)	.01-0.06 (1 No)	.01-0.12 (1 No)	.018-0.13 (1 No)	.0116-0.14 (1 No)	.0124-0.15 (1 No)	.0132-0.16 (1 No)	0.014-0.17 (1 No)	6.5-0.93
xvi) Machine Operators (1 No)	.01-0	.01-0.12 (1 No)	.018-0.13 (1 No)	.0116-0.14 (1 No)	.0124-0.15 (1 No)	.0132-0.16 (1 No)	.014-0.17 (1 No)	6-0.87 (1 No)
xvii) G.P.D. Staff (3 Nos)	.012-0.15 (2 Nos)	.012-.43 (3 Nos)	.0128-.46 (3 Nos)	.0136-.49 (3 Nos)	.0144-.52 (3 Nos)	.152-0.55 (3 Nos)	.016-.58 (3 Nos)	19-3.18
xviii) Sub-Assst. Engineer (1 No)	.025-0.15 (1 No)	.025-0.3 (1 No)	.0265-.32 (1 No)	.028-0.34 (1 No)	.0295-.36 (1 No)			6.5-1.47
<b>C. STRENGTHENED</b>								
<b>P.T.T.I</b>								
i) Branch Head (4 Nos)	.05-1.2 (4 Nos)	.05-2.4 (4 Nos)	.052-2.5 (4 Nos)	.054-2.59 (4 Nos)	.058-2.69 (4 Nos)	0.60-2.78 (4 Nos)	.062-2.88 (4 Nos)	26-17.04 (4 Nos)
ii) lecturer (4 Nos)	.04-0.96 (4 Nos)	.04-1.92 (4 Nos)	.042-2.02 (4 Nos)	.044-2.11 (4 Nos)	.046-2.21 (4 Nos)	.048-2.30 (4 Nos)	.050-2.40 (4 Nos)	26-13.92
iii) U.D. Clerk (1 No)	.02-0.12 (1 No)	.02-.24 (1 No)	.0215-.26 (1 No)	.023-.28 (1 No)	.245-.30 (1 No)	.026-.31 (1 No)	.0275-.33 (1 No)	6.5-1.84
iv) L.D. Clerk (2 Nos)	.015-0.18 (2 Nos)	.015-0.36 (2 Nos)	.016-.38 (2 Nos)	.017-.41 (2 Nos)	.018-.43 (2 Nos)	.019-.46 (2 Nos)	.02-.48 (2 Nos)	13-2.70 (2 Nos)
v) GPD (4 Nos)	.012-.29 (4 Nos)	.012-.58 (4 Nos)	.0128-0.62 (4 Nos)	.0136-.65 (4 Nos)	.0144-.69 (4 Nos)	.152-.73 (4 Nos)	.016-.77 (4 Nos)	26-4.33 (4 Nos)
vi) Technician (1 No)	.02-0.12 (1 No)	.02-.24 (1 No)	.0215-26 (1 No)	.0238-.28 (1 No)	.0245-.30 (1 No)	.026-.31 (1 No)	.0275-.33 (1 No)	6.5-1.84

	$Y_1$ a - b	$Y_2$ a - b	$Y_3$ a - b	$Y_4$ a - b	$Y_5$ a - b	$Y_6$ a - b	$Y_7$ a - b	Total a - b
vii) Machine operation (1 No)	.01-0.06 (1 No)	.01-0.12 (1 No)	.018-0.13 (1 No)	.0116-0.14 (1 No)	.0124-0.15 (1 No)	.0132-0.16 (1 No)	.014-0.17 (1 No)	6.5-0.93
6. Installation of Telephone at D.P.O (1 No)	.30-.30 (1 No)	0	0	0	0	0	0	1-0.30
7. T.A./D.A. at D.P.O (6 months)	1.30 (6 months)	0.65	1.30-1.30	1.30-1.30	1.30-1.30	1.30-1.30	1.30-1.30	6.5-8.45
8. Conveyance at B.R.Cs (26 Nos) (6 Months)	.04-0.52 (6 Months)	.04-1.04 (26 Nos)	.04-1.04 (26 Nos)	.04-1.04 (26 Nos)	.04-1.04 (26 Nos)	.04-1.04 (26 Nos)	.04-1.04 (26 Nos)	169-6.76
9. Conveyance at C.R.Cs (270 Nos) (6 months)	.02-2.70 (6 months)	.02-5.4	.02-5.4	.02-5.4	.02-5.4	.02-5.4	.02-5.4	1755-35.1
<u>10. Stationaries and consumables at</u>								
i) D.P.O (1 No) (6 months)	2.07-1.5 (6 months)	2.07-2.07 (1 No)	2.06-2.06 (1 No)	2.05-2.05 (1 No)	1.93-1.93 (1 No)	1.93-1.93 (1 No)	1.92-1.92 (1 No)	6.5-13.46
ii) at B.R.C. (26 Nos) (6 months)	.01-.13 (6 months)	.01-.26 (26 Nos)	.01-.26 (26 Nos)	.01-.26 (26 Nos)	.01-.26 (26 Nos)	.01-.26 (26 Nos)	.01-.26 (26 Nos)	169-1.69
11. Contingency	0.63-2.52	0.63-2.52	.063-2.52	0.63-2.52	0.63-2.52	.0325-1.26	.063-2.52	6.5-16.38
<u>12. Equipment Operation &amp; maintenance</u>								
i) at DPO (6 Months)	.50-.25 (6 Months)	.50-.50	.50-.50	.50-.50	.50-.50	.50-.50	.50-.50	6.5-3.25
ii) At M.I.S. unit (6 months)	.15-.075 (6 months)	.15-.15	.15-.15	.15-.15	.15-.15	.15-.15	.15-.15	6.5-.98
Rent of D.P.O (1 No) (6 months)	0.72-0.36 (6 months)	0.72-0.72	0.72-0.72	0.72-0.72	0.72-0.72	0.72	0.72	6.5-4.68

Note : a) denotes unit cost  
b) denotes total cost  
No, which in brackets denotes physical target

## CHAPTER : 10

### Clarification of budget proposal in the District.

#### 1. Setting up of new schools, construction and repair of school buildings.

A. There are 2985 pry & Jr./B. schools in the district serving 5,14,736 students. The average role strength per school is 172. To achieve the goal of U.E.E. 165 new schools have been proposed to accomodate the additional enrolment due to D.P.E.P. intervention. The new schools will be set up in the following manner.

- i) 65 new schools in the 2nd year.
- ii) 100 new schools in the 3rd year of the project.

The site of all such schools will be selected as follows :-

- i) Mouzas not having pry schools withing 1 km. and having population of more than 300.
- ii) Mouzas having insufficient No. of schools to serve the total age group population.
- iii) Habitations isolated by natural barriers and predomenantly inhabited by S.C./S.T.
- iv) Where separate/exclusive schools for girls are necessary. This is true in case of minority girls children.
- v) Opening of new schools will be guided by the D.P.E.P. norms.

Necessary cost for construction of the school buildings, appointment of teachers, school development grants to all these schools, grants for improvement of school facilities to the teachers of all these schools, furniture have been provided for.

The schools will have four teachers each in a phased manner :-

- |          |  |
|----------|--|
| 2nd Year | — 65 new schools opened and 130 teachers appointed @ 2 per school.   |
| 3rd Year | — 100 new schools opened and 200 teachers appointed @ 2 per school opened this year. 65 teachers appointed @ 1 per school opened in the 2nd year.  |
| 4th Year | — No new schools will be opened 100 teachers appointed @ 1 per school for the schools opened in the 3rd year. 65 teachers appointed @ 1 per school for the schools opened in the 2nd year. |
| 5th Year | — No schools will be opened. 100 teachers will be appointed @ 1 per school for the schools opened in the 3rd year.   |

B. There are 270 Nos. of roomless schools, out of these schools 164 schools will be provided with buildings out of the D.P.E.P. fund.

The construction work will be undertaken in the phased manner :-

- |          |   |
|----------|---|
| 1st year | — 10 school buildings will be constructed.  |
| 2nd year | — 100 school buildings will be constructed. |
| 3rd year | — 54 school buildings will be constructed.  |

The construction of the rest of the 106 roomless school buildings will be undertaken by the Zilla Parishad, Panchayet Samities, Gram Panchayets through their annual plan programme and award money received by them viz small savings award etc and the M.P.s' development grants.

Sanitation and water facilities of all these schools will be made available by the Panchayets. Water facilities are being made available by the Panchayets at present.

Floor area of these all 329 buildings will be 1055 sq.ft. with (3) three class rooms, one office room and a verandah.

Total cost of one such building including contingencies will be 1.65 lakhs. The rooms will be separated by movable partition.

Plan and estimates of construction of new school buildings is enclosed.

C. 400 No. of Panchayat school buildings will be extended by adding one room with a verandah of area 386 sq.ft. each, Construction cost of one such room is estimated to be 0.55 lakhs, including contingencies.

Plan and estimate of such extension is enclosed.

The schools for extension will be selected mainly considering the enrolment of the school and the growing demand for enrolment.

If more number of schools are to be extended the problem will be solved by Panchayat and community participation.

D. 500 Nos. of school buildings will be repaired & renovated @ cost of Rs.165 lakh each. Major items of repair and cost thereof is enclosed.

E. All such works will be undertaken by the V.E.C.s with technical support from the technical support group of the Dist. Project office and S.A.E.s of the Panchayat Samities. In the meantime one S.A.E. of each of the 26 Panchayat Samities have been identified to be entrusted with the D.P.E.P. civil works.

The construction work will be supervised by the B.E.C & Dist. Project Office.

Fund for the construction will flow from the Dist. Project office to the V.E.Cs. in a phased manner depending upon the progress of construction and submission of utilisation of the previous grant.

In case the expenditure exceeds the limit the fund will be collected by community mobilisation.

## 2. Establishment of B.R.Cs.

26 B.R.Cs at 26 C.D. Blocks will be established.

In the 1st year the B.R.Cs will start in the rented buildings at or near the Block Head Quarters. Monthly rent of one such B.R.C. has been proposed to be Rs.500/- p.m. for the 6 months of the 1st year.

In the 2nd year B.R.C. buildings will be constructed through selected agencies. Construction cost of one such building is estimated to be Rs.4.4 lakhs (including contingencies).

Total floor area of each B.R.C. will be 2400 sq.ft. (approx).

Plan & Estimate enclosed.

Each B.R.C. buildings will be constructed under the Direct Supervision of the B.E.C and District Project office.

Furniture of Rs. 10,000/- and equipments of Rs.15,000/- will be provided to each of the B.R.Cs. Each B.R.C. will have libraries wherefrom the books will be lent to the teachers for updating their knowledge. The clerk-cum-typist will be in-charge of the library.

The member Secretary of the B.E.C. who is the sub-inspection of schools of one of the circles of the Block will act as B.R.C. co-ordinator.

Conveyance allowance & vehicle (@ 1 vehicle for 4 B.R.C.) will be provided to each B.R.C. for monitoring and supervision of the schools under the C.D. Block. The B.R.Cs. will be guided by the B.E.Cs. & Municipality level Education committee.

## **Cost component.**

### **Staff of B.R.C.**

B.R.C. co-ordinator one each on an honorarium of Rs.400/- p.m. clerk-cum-typist one for each B.R.C. on a monthly salary of Rs.1,500/- p.m. with annual increment of Rs.100/- p.m. from the 3rd year.

Class IV Staff : One for each B.R.C. on a monthly salary of Rs.1,200/- p.m. with annual increment of Rs.80/- p.m. from the 3rd year.

Consumables & contingencies : Each B.R.C. will be provided.

### **Functions of B.R.Cs.**

- i) To utilise monitor and programming the service of R.Ps.
- ii) To conduct training & orientation of teachers.
- iii) To monitor and evaluate the teachers' performance.
- iv) To ensure & monitor qualitative changes.
- v) To identify the gaps and collect suggestings.
- vi) To act as liason between the P.T.T.I. & C.R.Cs.
- vii) To organise workshops & seminars at B.R.C. level.

### **3. Establishment of C.R.Cs.**

270 C.R.Cs. will be established. In the rural areas 255 C.R.Cs. at 255 G.Ps. and 15 C.R.Cs. in the urban area will be established. One C.R.C. in the urban area will be in charge of 17 schools (approx.).

C.R.C. will be established in a room of the existing Pry. school at or near G.P. H.Q. and in case of urban area C.R.C. will be established in the school at a centre place of all the 17 schools.

Where there is no such provision, one additional room to be constructed will be used as C.R.C.

C.R.C. Co-ordinator will be selected from amongst the efficient and responsible teachers. The B.E.C. together with the recognised Pry teachers' association will select the C.R.C. Co-ordinator.

Each C.R.C. Co-ordinator will be paid a remuneration of Rs.400/- p.m. Each C.R.C. will be provided with a conveyance grant of Rs.2000/- p.m. C.R.C will start functioning from the 1st year.

C.R.C. will guided by G.P. level & ward level Education Committees.

### **Functions of C.R.C.**

- i) To organise sports & cultural functions.
- ii) To arrange for reaping the good harvest of the motivation and awareness campaign.
- iii) To help the orientation of teachers.
- iv) To take follow up measures.
- v) To take steps for enrolment and reduce dropout.
- vi) To mobilize the community participation.
- vii) To act as liason between the teachers & B.R.C. ; teachers & parents.
- viii) To solve the problems.
- ix) To monitor supervise and evaluate the school performance.



#### 4. Pre primary Education centres :

Out of 26 C.D. Blocks in the District 12 C.D. Blocks are out of I.C.D.S. programme. All these 12 C.D. Blocks will be provided with 300 Pre Primary Education centres as pilot scheme N.G.Os. and other voluntary organisations performing social works will be invited to organise these centres. To run these centres Rs.300/- p.m. per centre will be provided from the D.P.E.P. fund. The organisers of these centres will be trained.

The centres will be opened in the existing Pry School buildings and may be beyond the school hours and will have flexible timings.

These centres will serve the purpose of preparation of the pre primary age group for attending the schools. It will also help to reduce the dropout rate.

Selection of female instructors will be considered.

These centres will be opened mostly in the backward areas and from the 2nd year of the programme. V.E.C. & C.R.C. supervise the centres.

#### 5. Alternative Schooling Centres :

As there is not sufficient source of earning livelihood most of the inhabitants of the district are marginal farmers and agricultural labours. A good no of age group children are to add to their gross family income. Bidi, Brick field and Silk weaving are the main cottage industries in the District. Boys and Girls are engaged in these industries. To serve the goal of U.E.E. it is essential to bring all those children under the Pry Education System. But as the formal system will not be realistic and effective, 350 Alternative schooling centres will be set up in the areas in need of the same.

These centres will have flexible timings and instead of bringing the age group children to these centres, the centres will go to them.

One instructor on a monthly remuneration of Rs. 500/- will be appointed for each centre. Every centre will be provided with grants @ Rs 500/- p.a.

The centres will be supervised, monitored by the V.E.C. and C.R.C. Out of 350 Alternative education centres 100 will be exclusively for girls in the areas having large minority population. Volunteer Instructors of all these centres will be female.

Volunteers Instructors will be selected from the efficient V.Ts/ M.Ts of the T.L.C.

The Instructors will be oriented.

#### 6. Appointment of Additional teachers

Total No. of teachers now serving is 10115 against sanctioned posts of 10448. Arrangements have been taken to fill up all the posts by appointing more 333 teachers. But inspite of all the teachers appointed there will be need of more 2420 teachers ( as in 1995) considering the enrolment of 5,14,736 in 1995. The Govt. will have to be moved for arranging the required No. of additional teachers to bring the teacher student ratio to 1:40.

However during the D.P.E.P. regime the teachers will be recruited in the following manner :-

	y1	y2	y3	y4	y5	y6	y7	Total
1. For the newly setup schools.	—	130	265	165	100	—	—	660
2. For the additional enrolment	—	150	240	—	—	—	—	390
Total:	—	280	505	165	100	—	—	1050

The salary of these teachers are computed in the declining manner of 90%, 80%, 80%, 80%, 65%, and 65% ( as no teacher is proposed to be appointed in the 1st year). It is proposed that salary of the newly appointed teachers will be as follows (p.m):

2nd year	3rd year	4th year	5th year	6th year	7th
2000/-	2,100/-	2,250/-	2,400/-	2,650/-	2,900/-

The average salary thus becomes Rs.1,800/- p.m. which will be met out of the D.P.E.P. Fund.

Salary of additional teachers met out of the D.P.E.P. fund will be as follows:- (Calculated on the average of Rs.1,800/- p.m.)

y1	y2	y3	y4	y5	y6	y7	Total
0	28.08	117.72	205.20	226.80	226.80	226.80	1031.40

Selection of additional teachers will be made as follows:-

- 1) 500 female teachers will be recruited.
- 2) All the teachers will be trained preferably.
- 3) Selection will be made through interview by the Dist. Committee.
- 4) Academic performance will be a criteria for selection.

#### 7. Training:-

62% of the existing teachers at present are trained. But they are trained not with uniform syllabus of training. Moreover in service orientation and training for shorter periods is very much effective in the classroom interaction. To develop better skill, effective classroom communication and to adopt modern technology of and in education, all the teachers including the newly appointed teachers are proposed to be oriented and trained twice in the D.P.E.P. regim. As the R.Ps will be incharge of the training they will also be oriented twice in the D.P.E.P. regim just before the orientation of the teachers.

The K.R. persons and the persons at P.T.T.I. will be trained by the State Project Director and S.C.E.R.T. The training module and programme is to be designed by S.C.E.R.T. and W.B.B.P.E.

Training module should contain the following :-

- i) M.L.L.
- ii) Multigrade teaching.
- iii) Gender sensitively.
- iv) Development of instructional materials and teaching aids.
- v) Learners' evaluation.

As the District will not reach the teacher pupil rates of 1-40, multigrade teaching is an essential module on which all the teachers must be trained. In the Dist. 8 K.R.Ps (3 sub Inspectors of schools, lecturer of the P.T.T.I, 2 High School teachers and two pry school teachers) have already been selected. R.Ps also have been selected @ 6 per Block out of whom there is the circle inspector.

Other persons related with the programme and will help in achieving the goal of U.E.E. will be trained.

Each camp will censits of 50 and 70 trainees. Trainings will be on the 1st, 2nd, 3rd, 4th, 5th & 6th year of the project and will be of 5 days' duration at a time.

Training cost has been estimated to be Rs.100/- per day per teacher.

The following persons will also be trained in required module during the D.P.E.P. period M.I.S. persons :- twice in the 1st year and in the 3rd year/B.R.C. co-ordinators - thrice - in the 1st, 3rd, and 5th year.

C.R.C. Co-ordinators :- thrice in the 2nd, 4th and 6th year.

V.E.C. members :- thrice in the 2nd, 3rd and 5th year.

A.E.P.C. workers :- thrice in 2nd, 4th & 5th year.

N.G.O.S. for pre primary schooling centres :- thrice in 2nd, 4th & 6th year.

(Numbers have been increased in the 4th & 6th year assuming the increased enrolment in the centres.)

#### 8. Strengthening of P.T.T.I.

Berhampore Govt. Pry Teachers' training Institute will be strengthened to serve the following purposes :

1. Work Experience activities.
2. Physical Education activities.
3. Educational technology activities.
4. Educational management & training activities.

These will be treated as additional cells for training activities in the Districts to run for 2 years in the P.T.T.Is to be strengthened and to get merged ultimately in D.I.E.Ts in the district after two years or after operationalisation of D.I.E.T whichever is earlier. Apart from normal pre-service and in service training and M.L.L. work it will arrange for the proposed correspondence-cum-contact programme of the untrained teachers for making them initially trained and will act as pivot of all trainings under D.P.E.P.

Staff will be provided in the following manner :

Cell -	Staff	No.
W.E.	Branch Head	1
	Lecturer	1
	Group D	1
P.E.	Branch Head	1
	Lecturer	1
	Group C	1
	Group D	1
E.T.	Branch Head	1
	Lecturer	1
	Group D	1
	Technician	1

E.M.T.	Branch Head1	1
	Lecturer	1
	U.D.A.	1
	L.D.A	1
	Group D	1
	Technician	1

Salaries of persons appointed for strengthening P.T.T.I. will be as follows :-

1. Branch heads on a monthly salary of Rs.5000/- p.m. with annual increment of Rs.200/- from the 3rd year.
2. Lecturers - Rs. 4000/p.m. with annual increment of Rs.200/- p.m. from the 3rd year.
3. U.D.Clerk - Rs.2000/- p.m. with annual increment of Rs 150/- p.m. from the 3rd year.
4. L.D. Clerk - Rs. 1500/- p.m. with annual increment of Rs.100/- p.m. from the 3rd year.
5. Group D Staff - Rs.1200/- p.m. with annual increment of Rs 80/- p.m. from the 3rd year.
6. Technician - Rs.2000/- p.m. with annual increment of 80/- p.m. from the 3rd year.
7. Machine operator - Rs 1000/- p.m. with annual increment of Rs 80/- p.m. from the 3rd year.

As the supervision and monitoring of the functions of B.R.Cs and C.R.Cs is also an assignment of the P.T.T.I. a vehicle will be provided along with books, magazines and journals, furniture and equipments, maintenance and operation grants and contingency expenditure.

The strengthened P.T.T.I. will be accountable to the D.P.O. and will be under the administrative control of the D.P.O.

#### 9. Procurement & hiring of vehicle :

Procurement procedure as laid down by the G.O.I. & O.D.A. will be followed.

in case of procurement within the local purchase limit and meant for the schools viz building materials, community participation will be inspired.

In the 1st year of the project 4 vehicles will be hired for 6 months. The vehicles are for -

One for the District programme co-ordinator

One for the strengthened P.T.T.I.

And two for the common pool of the D.P.O.

From the 2nd year 10 vehicles will be hired, one for the District Programme co-ordinator, One for the strengthened P.T.T.I. one for the District Project Officer, 7 for the common pool calculated @ one vehicle for every four blocks.

#### 10. Teaching learning equipments & furniture

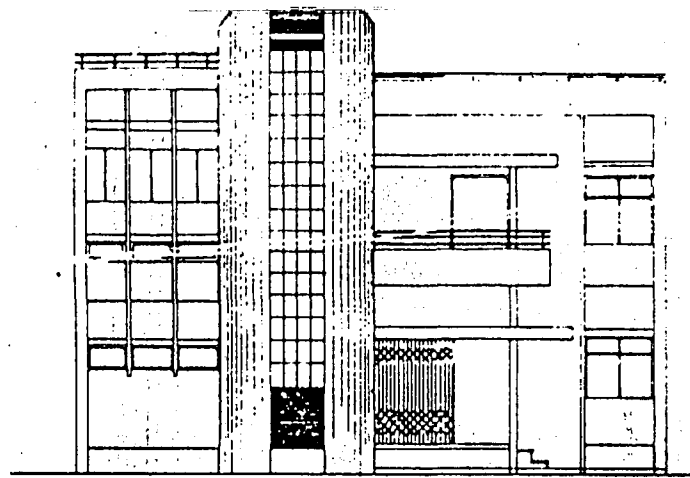
The newly set up 165 schools will be provided with furniture @ Rs 4000/- each.

The grants of Rs.2000/- p.a. per school and Rs.500/- p.a. per teacher will be utilised for development & improvement of school facilities. The V.E.C. will survey the needs of the schools for greater access, retention and improvement of quality of education. The needs with prioritisation will fulfilled out of this fund. They will have to sought for approval from D.P.O. through B.E.C. with the needs clearly spelt out.

They will have to submit the quarterly report and utilisation certificate to the D.P.O.

## CHAPTER XI

# **Details of Civil Works**



ELEVATION

Door	D <sub>1</sub>	1.85 x 2.10
"	D <sub>2</sub>	0.90 x 1.00
"	D <sub>3</sub>	0.90 x 2.00
"	D <sub>4</sub>	0.75 x 2.00
Window	W <sub>1</sub>	0.90 x 1.20
"	W <sub>2</sub>	1.50 x 1.20
"	W <sub>3</sub>	0.65 x 0.60
"	W <sub>4</sub>	0.80 x 1.20

**BLOCK RESOURCE CENTRE**  
in Murshidabad District  
under D.P.E.P.

SCALE 1 Cm = 1 Metre

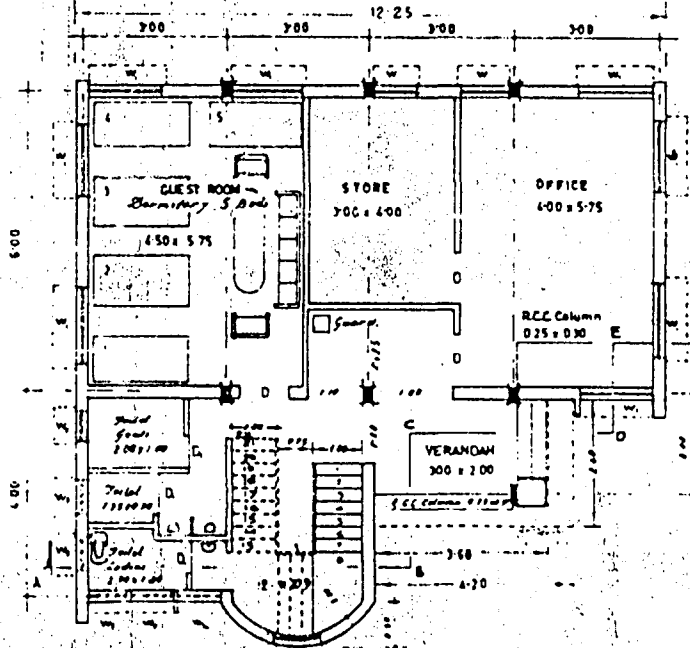
Drawn by *Syhad.*  
27.4.96.  
S.C.NOSH.

ALL DIMENTION ARE IN Metre

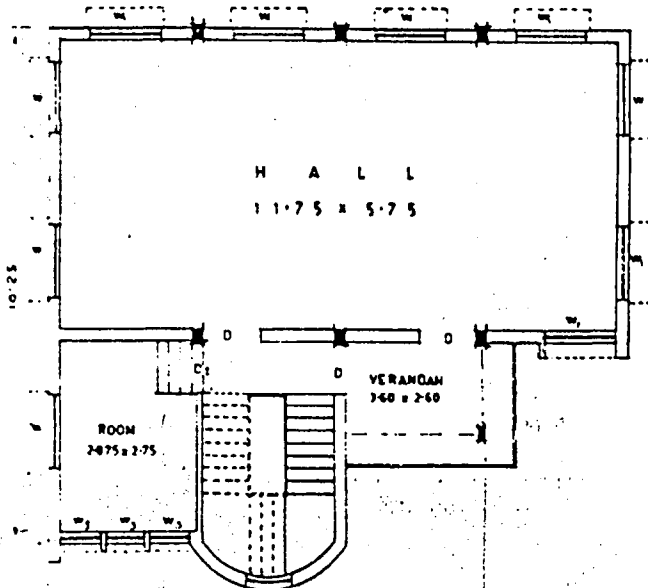
Approved by:

**PLINTH AREA**  
Ground floor = 109.60 Sqm = 1178 Sqft.  
First floor = 112.70 Sqm = 1213 Sqft.

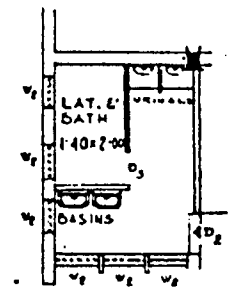
- Brief Specification**
1. Brick wall in cement mortar 8:1
  2. R.C.C. Roof 4:2:1.
  3. R.C.C. Column 4:2:1.
  4. Wooden doors.
  5. Steel windows.
  6. Patent stone floor.
  7. Sanitary latrine with water plumbing.
  8. Electrification with PVC wiring on wooden battens including fittings.



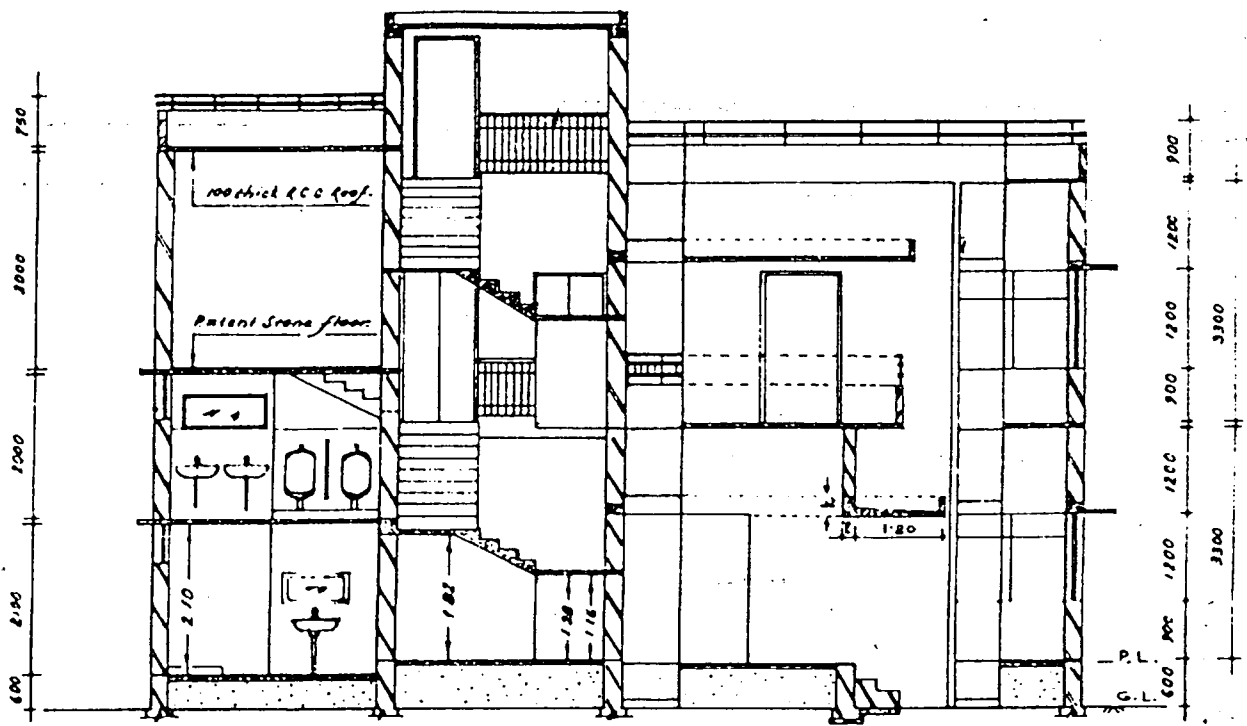
GROUND FLOOR PLAN



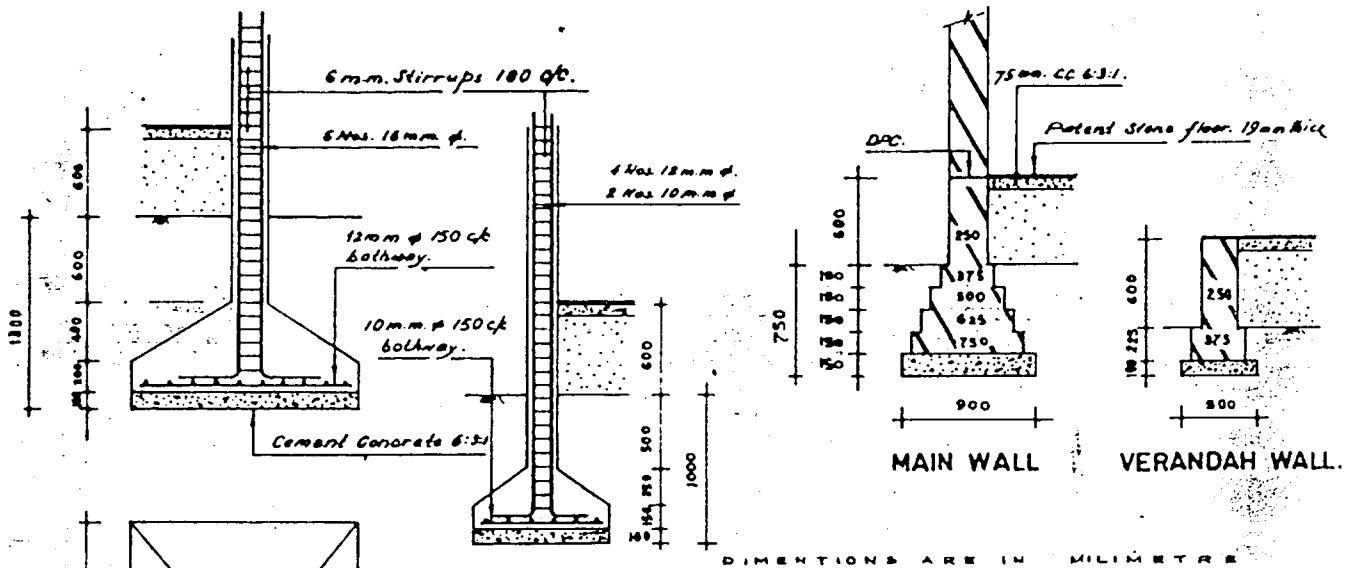
FIRST FLOOR PLAN



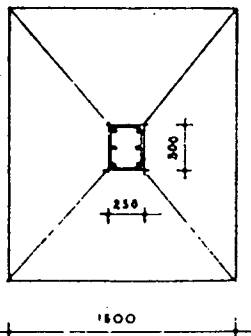
MEZZANINE FLOOR



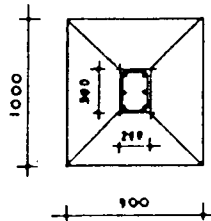
SECTION



DIMENSIONS ARE IN MILLIMETRE



COLUMN-C



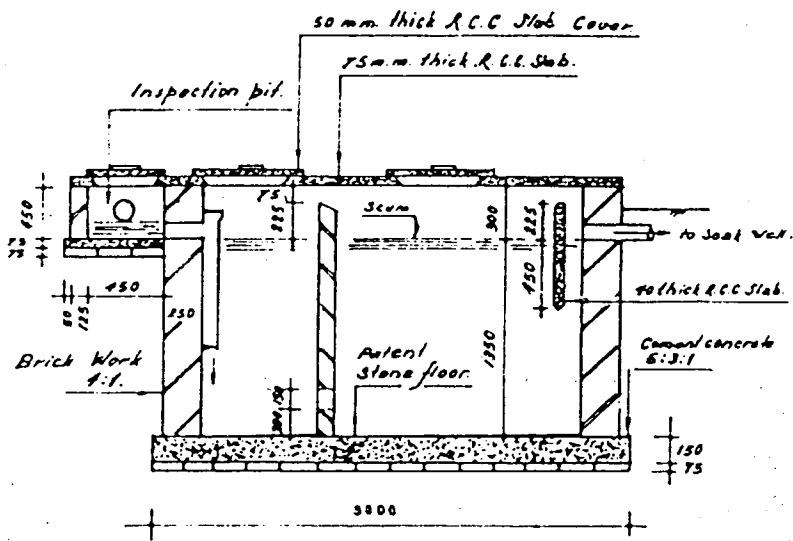
COLUMN-C1

BLOCK RESOURCE CENTRE

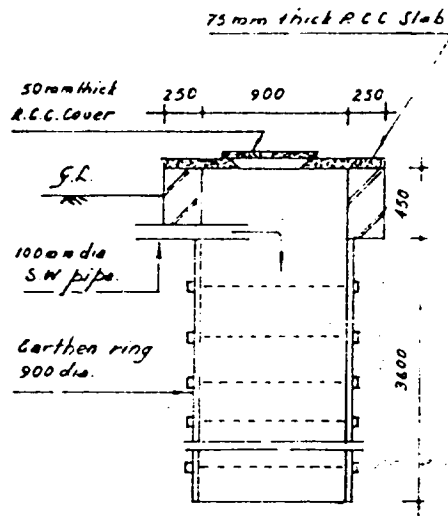
SECTION & FOUNDATION DETAILS.

Scale:  
Section - 1:100  
Foundation - 1:50

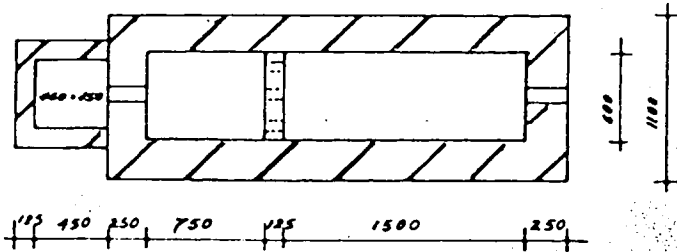
Drawn by.  
*S. Ghosh*  
27.4.96.  
S.GHOSH.



SECTION

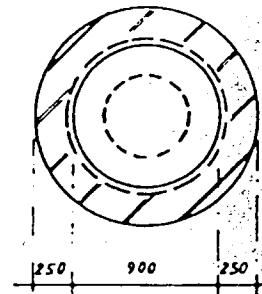


SECTION



PLAN

SEPTIC TANK



PLAN

SOAK WELL

SEPTIC TANK AND SOAK WELL  
 FOR PROPOSED  
 BLOCK RESOURCE CENTRE  
 BUILDING  
 UNDER D.P.E.P.  
 IN MURSHIDABAD DISTRICT (V.B.)

SCALE... 2cm=1'00"

PREPARED BY

*E. Ghosh*  
 17/18  
 E. Ghosh  
 D.C.E  
 SERAMPUR



## Estimate for proposed Construction of Block Resource Centre Under D.P.E.F. in the District Murshidabad (W.B.)

### Report :

This is a two storied building with brick walls, R.C.C. column & roofing, steel windows, wooden doors, ordinary patent stone floor etc.

Provisions has been kept for sanitary and water plumbing works and Electrification.

The Building consists of one office room, one guest room, store, sanitary latrins & bath etc. in the ground floor while the first floor comprises one meeting hall with the capacity of 170 persons, necessary toilets and one additional room.

Total plinth area in the ground floor is 109.40 sqm.(1178.00 sq ft.) & the same in the first floor is 112.70 sqm. (1213.00 sq ft.)

The Estimate has been prepared as per Schedule of rates of P.W.D. Govt. of W.B.

Since the work will be taken up departmentally without engaging any contractor, contractors profit (15%) has been deducted from the scheduled rates.

The Estimate amounts to a total sum of Rs. 4,40,000.00 only including contingency, unforeseen & supervision charges.

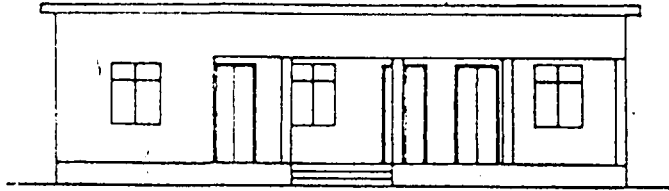
### Estimate

#### Block Resource Centre under D.P.E.F. in Murshidabad District.

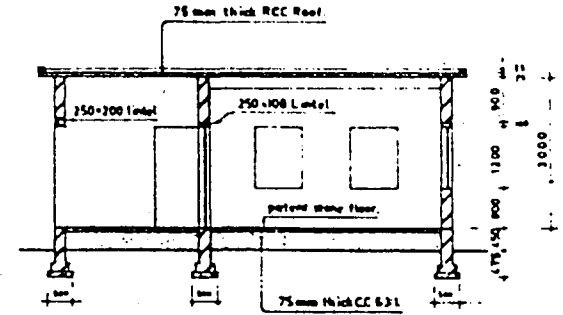
1.	Earthwork in excavation in foundation trenches including dressing & levelling bed. 53.78 m <sup>3</sup> @Rs. 1439.10% cum.	Rs. 774.00
2.	Cement concrete (6:3:1) with Jhama Khoa. 15.30 m <sup>3</sup> @ Rs. 1097.10/ Cum.	Rs. 16,786.00
3.	Brick Work in cement mortar (6:1) In foundation & plinth. 27.92 m <sup>3</sup> @ Rs. 902.40/- cum.	Rs. 25,195.00
4.	Brick work in cement mortar (6:1) in superstructure.	
a)	Ground floor 31.30 m <sup>3</sup> @ Rs. 925.20/-Cum	Rs. 28,959.00
b)	First Floor 30.00 m <sup>3</sup> @Rs. 939.60/-	Rs. 28,188.00
5.	Earthfilling in foundation & Plinth including watering consolidation	
a)	By earth available from foundation 10.75 @Rs. 1160.90% m <sup>3</sup>	Rs. 125.00
b)	By carried earth or local sand 41.90 m <sup>3</sup> @Rs. 1917.50% m <sup>3</sup>	Rs. 803.00
6.	Damp proof course with cement concrete 4:2:1. 25 mm thick 13.48 sq.m @ Rs. 46.00/- sqm.	Rs. 620.00
7.	Hire and labour charges of shuttering, centering and staging & removing after completion of work.	
G.	Floor 192.99 gm. @Rs. 60.00/sqm.	Rs. 11,579.00
	First Floor 170.00 sqm. @Rs. 63.60/- sqm.	Rs. 10,812.00

8.	Reinforcement for R.C.C. slab, beam, column, lintel, chajja, roof slab etc. including supplying binding, binding complete as per design. Tor steel & M.S. G. Floor 24.70 qntl. @Rs. 1790.00/qntil. First Floor 16.85 Qntl. @Rs. 1796.70	Rs. 44,213.00 Rs. 30,274.00
9.	Cement concrete (4:2:1) with 19mm graded stone chips in roof slab, beam, column lintel, chajja etc. G. Floor 26.36 m <sup>3</sup> @Rs. 1583.55/m <sup>3</sup> First Floor 18.00 m <sup>3</sup> @Rs. 1596.75/m <sup>3</sup>	Rs. 41,742.00 Rs. 28,742.00
10.	Wood work in door & window frames fitted & fixed complete. 0.359 m <sup>3</sup> @Rs. 20,800.00/m <sup>3</sup>	Rs. 7,467.00
11.	M.S. Clam for fixing frames to wall including embedding in cement concrete (4:2:1) 20 Kg. @Rs. 26.40/Kg.	Rs. 528.00
12.	Supply fitting fixing steel windows with integrated grills at rate 5 Kg/sqm. fully openable & fide hung. (In G. Floor & First Floor) 41.34 sqm. @Rs. 765.60/sqm.	Rs. 31,650.00
13.	Supply fitting fixing two point alluminium handle. - 82 Nos. @Rs. 13.20 each	Rs. 1,082.00
14.	Supplying fitting fixing aluminium peg stay...82 Nos. @Rs. 9.00 each	Rs. 738.00
15.	6.5 mm thick cement plaster (4:1) in celing of roof, chujja etc. In G.Floor 155.00 gm. @Rs. 20.40/sq.m In First Floor 140.00 Sq.m. @Rs. 20.95/sqrr	Rs. 3,162.00 Rs. 3,162.00
16.	12.5 mm thick cement plaster (6:1) In G.Floor 501.00 sqm. @Rs. 22.80/-sqm. In First floor 395.00 sqm. @Rs. 23.35/ sqm.	Rs. 11,423.00 Rs. 9223.00
17.	19 mm thick patent stone floor (4:2:1) with 6mm stone chips & skinning with cement & marble dust (1:1) In G. floor-117.32 sqm. @Rs. 51.60/sqm. In First Floor 98.00sqm. @Rs. 52.35/sqm.	Rs. 6054.00 Rs. 5,130.00
18.	White washing three loats. in G. floor & first floor-725 sqm. @Rs. 504 % sqm	Rs. 3,654.00
19.	Colour washing Two coats on a coat of priming. G.Floor 190.00 sqm. @Rs. 882.00% sqm. First floor 220.00 sqm. @Rs. 912.00% sqm.	Rs. 1676.00 Rs. 2006.00
20.	Painting with ready mixed primer. G. floor & first floor 139.00 @Rs.14.05/sqm.	Rs. 1,953.00
21.	Painting with synthetic Enamel paint Two coats.	
a)	On Timber surface 64.00 sqm. @Rs. 30.00/sq.	Rs. 1,920.00
b)	On steel surface 75.00 sq. @Rs. 28.20/sq.	Rs. 2,115.00
22.	Supplying fitting fixing door & window fittings. (Iron butt linges, socket bolts, Hasp bolt etc.) L.S.	Rs. 2,000.00
23.	Neat cement punning on dado skirting, plinth etc. 83.00 sqm. @ Rs. 10.55	Rs. 876.00

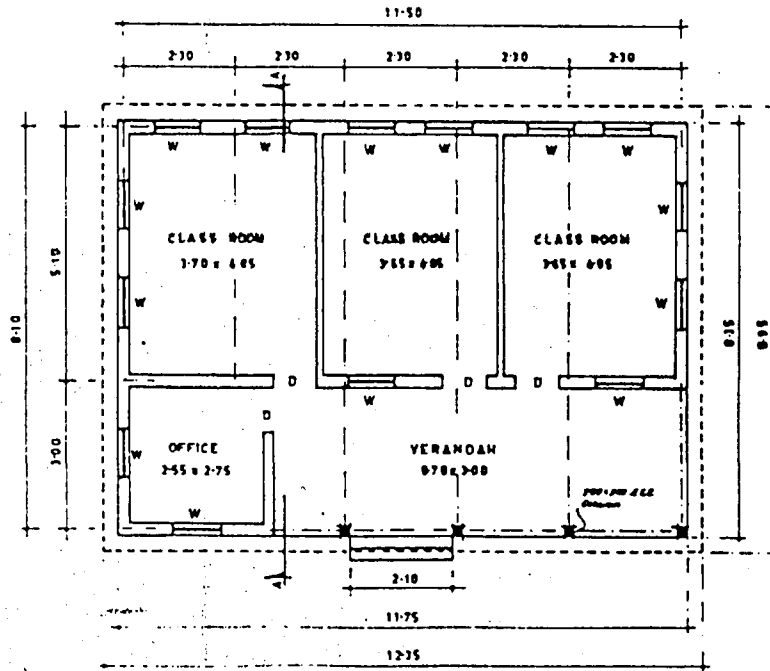
24.	Supplying fitting fixing 3mm thick sheet glass pan-with wire clips & putty. ....40.00 @ Rs. 150.00/sqm.	Rs. 6,000.00
25.	12.5 cm. thick brickwork in cement mortar. (4:1) G. floor-70.79 sqm. @ Rs. 129.60/sqm. First floor 45.00 sqm. @ Rs. 132.00/sqm.	Rs. 9,174.00 Rs. 5,940.00
26.	M.S. ornamental grill as per design, supplying, fitting & fixing complets. 304.00 kg. @ Rs. 26.10/kg.	Rs. 7,934.00
27.	38 mm thick panel shutter with 20 mm thick one side raised panels. Gamari or Sisoo .... 13.24 sqm. @ Rs. 898.80/sqm.	Rs. 11,900.00
28.	32 mm thick panel shutter with 12 mm thick plain panels. 8.16 sqm. @ Rs. 717.00/sq.	Rs. 5,851.00
29.	Steel collapsible gate (weighing 35 kg/sqm.) supplying fitting fixing complete. 5.88 sqm. @ Rs. 1069.20/sqm.	Rs. 6,287.00
30.	Galvanised corrugated iron sheet work (excluding supporting frame work) fitted & fixed complete with galvanised J or L hooks nut bolts, limpet, bitumen washer & putty. in stair case roof with 24 gauge sheet.- 12.00 sqm. @ Rs. 212.30/sqm.	Rs. 2,548.00
31.	M.S. structural work in roof trass etc. With simple rolled structural members like Tee, flat angle etc. including fabricating, hosting & erection complets. 75.00 kg. @ Rs. 25.80/kg.	Rs. 1,935.00
	The Estimate has been prepared as per shedule of rates of P.W.D. But the work will be taken up departmentally without engaging any contractor.	
	So deduct the element of contractors profit from the above estimate rates.... 15%.....(-)	Rs. 63,296.00
32.	Sanitary & water plumbing works. L.S.	Rs. 25,000.00
33.	Electrification including service connection charges.....L.S.	Rs. 16,325.00
34.	Add for unforeseen contingency & supervision charges....10%	Rs. 40,000.00
		<u>Rs.4,40,000.00</u>



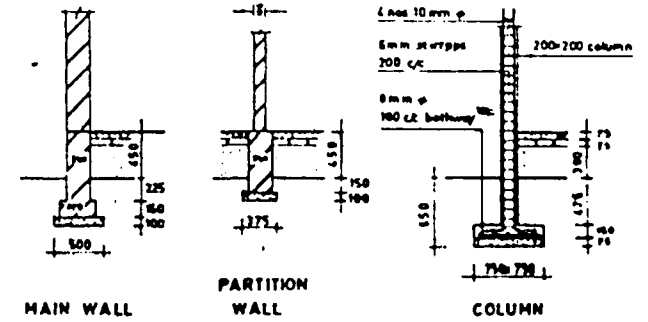
ELEVATION



SECTION AT A-A



PLAN



FOUNDATION Scale-1:50

**Brief Specification**

1. Brick wall in cement mortar 6:1.
2. Ordinary potent stone floor.
3. Steel window 100x120
4. Wooden door 090x200
5. RCC Roof.
6. Cement plaster.

**Model Plan**

for construction of Primary School  
in Murshidabad District  
under U.P.E.P.

**Scale**  
1 Cm. = 1 Meter

Drawn by *S. Ghosh*  
S. Ghosh  
S. Ghosh

**PLINTH AREA**  
= 94.11 Sqm.  
= 1055 Sqft.

Approved by

## Estimate For Construction of Primary School in Murshidabad District Under D.P.E.P.

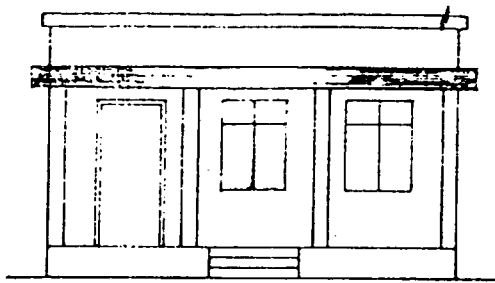
1.	Earthwork in excavation in foundation trenches..... 14.43 cum. @ Rs. 1439.10/% cum.	Rs. 208.00
2.	Cement concrete (8:4:1) with 32 mm. down jhama khoa..... 9.54 cum. @ Rs. 943.00/cum.	Rs. 8,996.00
3.	Brick work with cement mortar (6:1) in foundation & plinth. 13.66 cum. @ Rs. 902.40/cum.	Rs. 12,327.00
4.	Earthwork in filling in foundation & plinth including dressing & ramming. 31.35 cum. @ Rs. 1160.90/% cum.	Rs. 364.00
5.	Brick work with cement mortar (6:1) in super structure. 26.41 cum. @ Rs. 925.20/cum.	Rs. 24,435.00
6.	12.5 cm. thick brick work with cement mortar (4:1).... 29.10 sqm. @ Rs. 129.60/sqm.	Rs. 3,771.00
7.	Cement concrete (4:2:1) with 19 mm. down graded stone chips. 12.19 cum. @ Rs. 1583.55/cum.	Rs. 19,303.00
8.	Hire & labour charges for shuttering & centering including staging..... 136.15 sqm. @ Rs. 60.00/sqm.	Rs. 8,169.00
9.	Reinforcement for R.C.C. slab, beam, lintel column etc. including supplying bending, binding complete 9.50 qntl. @ Rs. 1790.00/ quint.	Rs. 17,005.00
10.	Wood work in door frame including fitting fixing complete, Neam, Jam. 0.123 cum. @ Rs. 11490.00/cum.	Rs. 1,413.00
11.	32 mm. thick panel shutter with 19 mm. thick plain panel jack..... 6.24 sqm. @ Rs. 678.00/sqm.	Rs. 4,231.00
12.	Supplying fitting fixing fully operable steel windows with side bunge shutters & horizontal glaring bar & integrated grill @ 5 kg/sqm...16.80 sqm @ Rs. 765.60/sqm.	Rs. 12,862.00
13.	Supplying fitting fixing two point nose steel handles...14 Nos. @ Rs. 13.20/each	Rs. 185.00
14.	Supplying fitting fixing steel peg stay 300 mm. long...28 Nos. @ Rs. 8.40/each	Rs. 235.00
15.	Supplying fitting fixing glass panes 3 mm. thick of fixed with nails & putty. sheet glass..16.80 sqm. @ Rs. 180.00/sqm.	Rs. 3,024.00
16.	Priming one coat on timber or steel surface....35.52 sqm. @ Rs. 14.05/sqm.	Rs. 499.00
17.	Painting with synthetic anamel paint two coat.	
i)	On timber surface...18.72 sqm. @ Rs. 30.00/sqm.	Rs. 562.00
ii)	On steel surface...16.80 sqm. @ Rs. 28.20/sqm.	Rs. 474.00
18.	6 mm thick cement plastering (4:1) ..... 111.32 sqm. @ Rs 20.40/sqm.	Rs. 2,271.00
19.	19 mm. thick cement plastering (6:1) ... 230.20 sqm. @ Rs. 32.40/sqm.	Rs. 7,458.00

20.	Neat cement punning in dado.... 41.07 sqm. @ Rs. 10.55/sqm.	Rs. 433.00
21.	12.5 mm. thick cement plastering (6:1) .. 114.72 sqm. @ Rs. 22.80/sqm.	Rs. 2,616.00
22.	19 mm. thick patent shone floor (4:2:1) with stone chips.... 86.47 sqm. @ Rs. 51.60/sqm.	Rs. 4,462.00
23.	White washing with stone lime three coats. ... 415.17 sqm. @ Rs. 504.00/% sqm.	Rs. 2,092.00
24.	Supplying fitting fixing precast machine compressed concrete roof files with lime mortar....100.13 sqm. @ Rs. 130.90/sqm.	Rs. 13,107.00
25.	Door fittings 100.13 sqm. @ Rs. 130.90/sqm L.S...Rs. 407.00	<u>Rs.1,50,909.00</u>
26.	Unforeseen contingency 10% .... say ...	<u>Rs. 14,091.00</u>
	The estimate prepared as per schedule of rates of P.W.D. '95-'96.	<u><u>Rs.1,65,000.00</u></u>

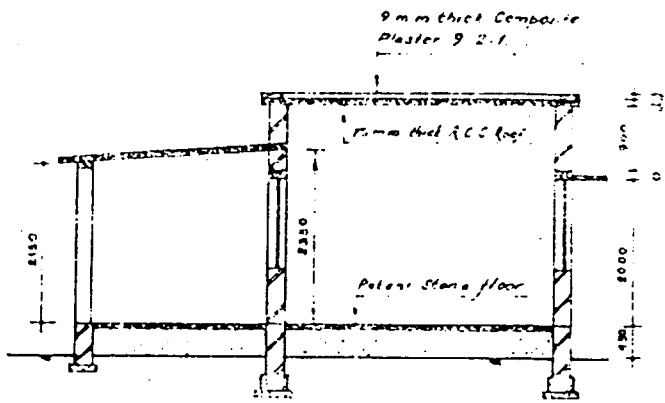
S. GHOSH

D.C.E.

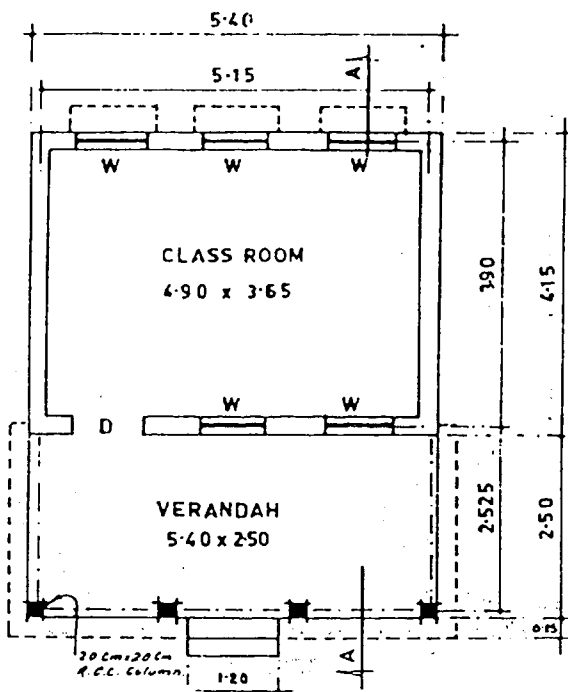
BERHAMPORE.



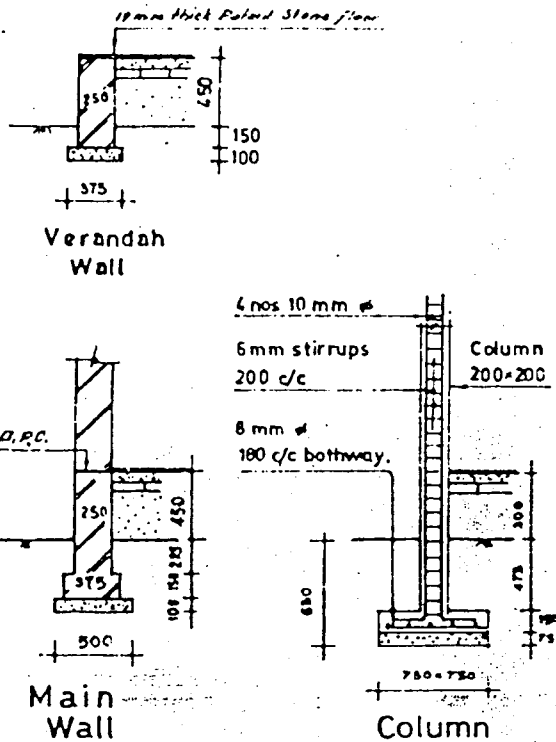
ELEVATION



SECTION AT A-A



PLAN



FOUNDATION

Scale 1:50

<p><b>Brief Specification</b></p> <ol style="list-style-type: none"> <li>1. Brick wall in cement mortar 6:1.</li> <li>2. Ordinary patent stone floor.</li> <li>3. Steel window 0.90 x 1.20</li> <li>4. Woode door 0.90 x 2.00</li> <li>5. R.C.C. Roof.</li> <li>6. Cement plaster.</li> </ol>	<p>Plan for proposed construction of <b>ADDITIONAL CLASS ROOM</b> under DPEP DISTRICT MURSHIDABAD, W.BENGAL.</p>	
	<p>Scale-1:100</p>	<p>Drawn by <i>S. Ghosh</i></p>
	<p>Plinth area 3591 sqm =386 sqft</p>	<p>25.4.16 S.Ghosh. Approved by</p>

**ESTIMATE FOR CONSTRUCTION OF ONE  
ADDITIONAL CLASS ROOM.  
UNDER D.P.E.P. IN MURSHIDABAD DISTRICT.**

1.	Earthwork in excavation in foundation trenches including dressing & levelling bed. ...6.43 cum. @ Rs 1439.10/% cum.	Rs. 93.00
2.	Cement concrete (8:4:1) with 32 mm. graded Jhama Khoa ...3.51 cum. @ Rs.943.00/cum.	Rs. 3,310.00
3.	Brick work with cement mortar (6:1) in foundation & plinth 5.76 cum. @ Rs. 902.40/cum.	Rs. 5,198.00
4.	Brick work with cement mortar (6:1) in superstructure. 11.32 cum. @ Rs. 925.20/cum.	Rs. 10,473.00
5.	Earthfilling in foundation & plinth .....	
	i) In foundation	
	2.84 cum. @ Rs. 1160.90/% cum.	Rs. 33.00
	ii) In plinth by fresh excavation. 11.00 cum. @ Rs. 1917.50/% cum.	Rs. 211.00
6.	Hire & labour charges of shuttering & centering including staging. 58.66 sqm. @ Rs. 60.00/sqm.	Rs. 3,520.00
7.	Cement concrete with 19 mm. graded stone chips (4:2:1) 4.89 cum @ Rs. 1588.55/cum.	Rs. 7,768.00
8.	Reinforcement for R.C.C. slab, beam, lintel, column etc. including supplying bending, binding complete 4.80 quintal. @ Rs. 1790.00/ qntl.	Rs. 8,592.00
9.	Supplying fitting fixing steel windows fully operable with integrated grills 5 kg/sqm.- 5.40 sqm. @ Rs. 765.60/sqm.	Rs. 4,134.00
10.	Supplying fitting fixing two point alluminium Handles. -10 Nos. @ Rs. 13.20/each.	Rs. 132.00
11.	Supplying fitting fixing Aluminium peg stay..... 10 Nos. @ Rs. 9.00/each.	Rs. 90.00
12.	Wood work in doors & window frame ream (Section 100 mm x 62.50 mm) 0.03 cum. @ Rs. 11490.00/cum.	Rs. 345.00
13.	25 mm thick Z pattern shutter with 19 mm thick batten Jack. ... 1.56 sqm. @ Rs.785.00/sqm.	Rs. 1,225.00
14.	Supplying fitting fixing iron butt hinges. 10 cm long. 6 Nos. @ Rs. 9.85/each.	Rs. 59.00
15.	Supplying fitting fixing iron door rings. 5 cm dia.... 2 Nos. @ Rs. 3.60/each.	Rs. 7.00



16.	12.5 mm thick cement plastering (6:1) 125.00 sqm. @ Rs. 22.80/sqm.	Rs. 2,850.00
17.	6.5 mm thick plastering with cement mortar (4:1) 45.00 sqm. @ Rs. 20.40/sqm.	Rs. 918.00
18.	19 mm thick patent stone floor (4:2:1) with stone chips 31.50 sqm. @ Rs. 51.60/sqm.	Rs. 1,625.00
19.	Neat cement finish on plastered surface for plinth & dado. 15 sqm. @ Rs. 10.55/sqm.	Rs. 158.00
20.	White washing with stone lime three coats 170.00 sqm. @ Rs. 5.04/sqm.	Rs. 857.00
21.	Painting with ready mixed oil bound primer (one coat)... 13.32 sqm. @ Rs. 14.05/sqm.	Rs. 187.00
22.	Painting with synthetic enamel paint (Two coat)	
	i) On steel surface...8.64 sqm.	Rs. 244.00
	ii) On timber surface...4.68 sqm. @ Rs. 30.00/sqm.	Rs. 140.00
23.	Supplying fitting fixing 3 mm. thick glass pan for window shutters, fixed with wire chips & Putting... 5 sqm. @ Rs. 175.00/sqm.	Rs. 875.00
24.	Brick work in cement mortar (6:1) 1st floor... 0.57 cum. @ Rs. 939.60/cum.	Rs. 536.00
25.	Composite mortar plastering with sand, lime & Cement (9:2:1) 19 mm. thick... 38.63 sqm. @ Rs. 25.40/sqm.	Rs. 981.00
		Rs. 54,561.00

S. GHOSH  
D.C.E.  
BERHAMPORE.

## ESTIMATES FOR REPAIRS TO EXISTING OLD PRIMARY SCHOOL BUILDINGS IN MUSHIDABAD DISTRICT UNDER D.P.E. DURING 1996 - 97

### Report :

This is estimate for general repairs to the existing old primary school buildings in this Districts. Items of work considered in this Estimate will lower almost all the requirements of these schools, but quantities of work may vary for different schools.

While taking up of the repair works the concerned beneficiaries will of course give priority to the items those are found to be essential & may consider some additional items of work if necessary for successful work.

### ESTIMATE :

1.	Lime terracing on roof with brick aggregate surkee & lime 7:2:2 laid to proper slope, thoroughly beaten & smooth finishing the top complete. Average thickness 7.5 cm. 50.00 sqm. @ Rs. 130.80/sqm.	Rs. 6,540.00
2.	6.5 mm thick cement plaster (4:1) on ceiling of roof slab, sunsheds, lintel etc. 40.00 sqm. @ Rs. 20.40/sqm.	Rs. 816.00
3.	12.5 mm thick cement plaster (6:1) 100.00 sqm. @ Rs. 22.80/sqm.	Rs. 2,280.00
4.	19 mm. thick patent stone floor with cement concrete (4:2:1) including necessary underly of cement concrete (6:3:1) as levelling course below the new flooring. 60.00 sqm. @ Rs. 51.60/sqm.	Rs. 3,096.00
5.	Brickwork in cement mortar (6:1) in parapet wall & patches in damaged part of wall steps etc. 0.90 m <sup>3</sup> @ Rs. 925.20/m <sup>3</sup>	Rs. 833.00
6.	Petty repairs to wooden doors & windows including renewing damaged parts & fittings. Doors 2 Nos. Windows 4 Nos. L.S.	Rs. 510.00
7.	Neat cement punning on dado, skirting, drains, etc. @ Rs. 16.55/sqm. Rs. 414.00	25.00 sqm. Rs. 414.00
8.	White washing Two coats 300.00 sqm. @ Rs. 357.60% sqm.	Rs. 1,073.00
9.	Painting with synthetic enamel paint (Two coats) 16.00 sqm. @ Rs. 30.00/sqm.	Rs. 480.00 Rs. 16,042.00
	Estimate has been prepared as per schedule of rates of P.W.D. But the work will be taken up departmently without engaging contractors. So deduct contractor's profit 15% from the item rates considered above	Rs. 2,406.00
		Rs. 13,636.00
10.	Add for unforeseen items & contingency 20% Say	Rs. 2,864.00 <u>Rs. 16,500.00</u>

**CHAPTER XII**  
**STAKE HOLDER'S ANALYSIS.**

**A. Primary Stake Holders.**

Sr. No.	Stake Holders	Stake	Value	Power	Impact
1.	None enrolled children of age group 5-10 yrs.	i) Brininging all of them to schools. ii) Relevant & Joyful learning. iii) arrangement for accesss.	5	6	30
2.	Children adding to their gorss family income.	i) Provide a shift in their social status. ii) Impart quality education. iii) Provide joyful & meaningful learning.	5	6	30
3.	Girl Children.	i) Provide opportunities for attending schools. ii) Gender friendly and freeness in learning. iii) Equality with the boys. iv) Social inspiration.	5	6	30
4.	Children of SC/ST & other backwork class.	i) Equality with others. ii) Their culture.	5	6	30
5.	Parents.	i) Demand for education. ii) Participation in the process. iii) Quality Education.	5	6	30
6.	Dropout students.	i) Better environment in schools.	5	6	30
7.	Teachers	i) Increase enrolment & reduce dropout. ii) Improvement of quality of teaching. iii) Sense of responsability. iv) Friendly behaviour.	5	6	30

Sr. No.	Stave Holders	Stave	Value	Power	Impact.
<b>B. Secondary Stave Holders :</b>					
1.	Panchayets	i) Development of education.	3	4	12
		ii) Motivational campaign.			
2.	Community	i) Arrangement for access.	4	5	20
		ii) Development o schools environment.			
		iii) Motivation of Parents of out-of-schools children.			
		iv) Participation in the process.			
3.	N.G.Os and other Functioneries & voluntary organisation.	i) Motivation	3	4	12
		ii) Better school atmosphere.			
		iii) Increase enrolment & reduce Dropout.			
		iv) Successful implementation of the programme.			
		v) Arrangement for Pre-Primary education.			
4.	Officers of Education Department.	i) Better skill	4	5	20
		ii) Academic Supervision and monitoring.			
		iii) Sense of responsibility.			
5.	Dist.Pry.School council.	i) Take care of education,		5	4 20
		ii) Increase enrolment & reduce Dropout.			
		iii) Building better environment.			
		iv) exercise of authority and power in respective areas.			
6.	P.T.T.J./S.C.E.R.T. R.P.S. & K.Ps	i) Development of Pry. Education.	5	5	25
		ii) Improvment of teaching technology.			
		iii) Orientations of teachers			

Sr. No.	Stave Holders	Stave	Value	Power	Impact
		iv) Competency in using improvised teaching aids.			
		v) Multiple class teaching.			
7.	B.R.C; C.R.C; V.E.C.	i) Convergence	4	4	16
<b>C. TERTIARY STAVE HOLDERS.</b>					
1.	Govt. of W.B. & G.O.I.	i) Development of Pry. Education.	5	5	25
		ii) Improve infrastructural facilities.			
		iii) Provide adequate supplementart fund.			
2.	O.D.A.	i) Development of education.	4	4	16
		ii) Better international relation.			
		iii) Disbursement of fund.			
3.	General Administration.	i) Successful implementation of the programme.	4	4	16
		ii) Convergence of diffn. Departments.			
4.	Political Organisation	i) Environment creation.	5	5	25
		ii) Better motivation & skill.			
		iii) Mobilisation of people.			
5.	High schools and other higher order educational Institution.	i) Improvement of teaching process.	3	2	6
		ii) Motivation and awareness campaign..			

LOG-FRAME ANALYSIS OF THE PLAN-COMPONENTS OF THE DPEP, MURSHIDABAD

( 1996-97 TO 2000-2001 )

- A. ENROLMENT DRIVE
- B. TOWARDS GENDER-EQUITY
- C. TRAINING
- D. ENVIRONMENT & CAPACITY BUILDING
- E. CIVIL WORKS
- F. SCHOOL DEVELOPMENT PROGRAMME
- G. ADMINISTRATION

A. ENROLMENT DRIVE

OUTPUT	OVI	MOV	ASSUMPTION
1. Universalisation of primary education in the District through creation of additional physical facilities and better academic environment; vigorous drive for 100 p.c. enrolment of school-age children and retention.	100% of Children in the age group 5-10 years are enrolled and drop-out rate falls to 5% level by the year 2001.	Appraisal report at the end of the DPEP.	All the separate component of DPEP plan of the district are successfully implemented and converge.

EFFECT	OVI	MOV	ASSUMPTION
08 1. Access to Primary Education improved through additional schools and teachers.	Total enrolment raised to 7.5 lakhs by the year 2002 from the present level of 5.4 lakhs.	Periodical study on additional enrolment schoolwise, Blockwise.	The supply-side as well as demand-side constraints are removed to the extent as designed.
2. Demand for primary education enhanced through strengthening of pre-school education.			
3. Convergence and linkages between health care and child education established.			
4. Opportunities for joyful learning created through repair and renovation of school buildings, better health and sanitary arrangements and provisions for games and sports.			

OUTPUT	O V I	M O V	A S S U M P T I O N															
1a) 300 Pre-Primary education centres are set up and educational volunteers engaged in each of them.	<p>1. Yearwise profile of opening of pre-primary education centres.</p> <table border="1"> <tr> <td>Y<sub>1</sub></td> <td>Y<sub>2</sub></td> <td>Y<sub>3</sub></td> <td>Y<sub>4</sub></td> <td>Y<sub>5</sub></td> </tr> <tr> <td></td> <td>300</td> <td>-</td> <td>-</td> <td>-</td> </tr> </table>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>		300	-	-	-	<p>1. Report from the N.G.Os regarding performance of the education volunteers.</p>	<p>1. Pre-Pry. Education centres are well run and contribute to the growth in demand for education.</p>					
Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>														
	300	-	-	-														
2a) Alternative schooling introduced at 250 centres for working children and 100 centres for girl children.	<p>2. Number of alternative schooling centres opened yearwise, learning aids supplied and volunteers.</p> <table border="1"> <tr> <td>Y<sub>1</sub></td> <td>Y<sub>2</sub></td> <td>Y<sub>3</sub></td> <td>Y<sub>4</sub></td> <td>Y<sub>5</sub></td> </tr> <tr> <td></td> <td>250</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td></td> <td>100</td> <td>-</td> <td>-</td> <td>-</td> </tr> </table>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>		250	-	-	-		100	-	-	-	<p>1. Report from the BRC's the officials of the primary council and project officials.</p>	<p>2. Education volunteers work sincerely.</p>
Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>														
	250	-	-	-														
	100	-	-	-														
18 b) 350 education volunteers appointed at such centres.	<table border="1"> <tr> <td>Y<sub>1</sub></td> <td>Y<sub>2</sub></td> <td>Y<sub>3</sub></td> <td>Y<sub>4</sub></td> <td>Y<sub>5</sub></td> </tr> <tr> <td></td> <td>250</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td></td> <td>100</td> <td>-</td> <td>-</td> <td>-</td> </tr> </table>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>		250	-	-	-		100	-	-	-		
Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>														
	250	-	-	-														
	100	-	-	-														
3. 165 new schools opened and become functional by accommodating additional demand for enrolment.	<p>3. Number of schools set up yearwise break up</p> <table border="1"> <tr> <td>Y<sub>1</sub></td> <td>Y<sub>2</sub></td> <td>Y<sub>3</sub></td> <td>Y<sub>4</sub></td> <td>Y<sub>5</sub></td> </tr> <tr> <td></td> <td>65</td> <td>100</td> <td>-</td> <td>-</td> </tr> </table>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>		65	100	-	-	<p>3. Mid-term survey and study report on educational indicators of the working children</p>	<p>3. Civil works are completed as scheduled.</p>					
Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>														
	65	100	-	-														
4. Additional Rooms constructed for 400 schools and existing school buildings repaired.	<p>4. Progress of construction of additional rooms in terms of No. of additional rooms constructed</p> <table border="1"> <tr> <td>Y<sub>1</sub></td> <td>Y<sub>2</sub></td> <td>Y<sub>3</sub></td> </tr> <tr> <td>0</td> <td>100</td> <td>300</td> </tr> </table> <p>No. of school buildings repaired</p> <table border="1"> <tr> <td>Y<sub>1</sub></td> <td>Y<sub>2</sub></td> <td>Y<sub>3</sub></td> </tr> <tr> <td>0</td> <td>300</td> <td>200</td> </tr> </table>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	0	100	300	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	0	300	200	<p>4. Report on the progress of civil works repair works.</p>	<p>4. Allotment of fund is made well in time and no interruption in the flow of fund as planned.</p>			
Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>																
0	100	300																
Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>																
0	300	200																



OUTPUT	O V I	M O V	A S S U M P T I O N
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5. 164 Nos. of room-less provided with full-fledged buildings.

5. Conversion of room-less schools year-wise profile :

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>
10	100	54	-	-

5. Report from Head teacher of every schools, teachers-in-charge of BRC's on the conditions of schools building, maintenance of sanitary and water facilities.

5. Contractors and suppliers executed the contract in time and as per schedule.

6. 165 new schools provided with necessary furniture.

6. Number of new schools provided with furniture yearwise break-up :

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>
-	65	100	-	-

6. Project authority's report on recruitment of teachers.

6. Water and sanitary arrangements are well maintained.

82

7. 660 teachers are appointed for 165 new schools.

7. Number of teachers appointed for new schools, yearwise :

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>	Y <sub>6</sub>
-	130	200	100	100	-
		+	+	+	
		65	65		

7. No hold-up-legal or political in the process of employment of teachers.

7. No hold-up-legal or political in the process of employment of teachers.

8. 390 additional teachers are appointed for additional enrolment.

8. No. of additional teachers appointed yearwise :

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>
-	150	240	-

8. No cost escalation beyond the contingency level of 10% as provided for in the cost calculations.

8. No cost escalation beyond the contingency level of 10% as provided for in the cost calculations.

I N P U T

O V I

M O V

A S S U M P T I O N

1. Strengthening of pre-school component in  
a) 300 Nos. of Pre-Pry. Education centres to be set up in non-ICDS Blocks.

1. Cost incurred towards setting up of 300 Pre-Pry. education centres.  
Y<sub>1</sub> Y<sub>2</sub> Y<sub>3</sub> Y<sub>4</sub> Y<sub>5</sub> Y<sub>6</sub> Y<sub>7</sub>  
- 10.8 10.8 10.8 10.8 10.8 10.8

1. Monitoring Report by BRC's and CRC's on the functioning of Pre-Pry. Education Centres.

1. Location of Pre-Pry. Education centres properly chosen.

2. Adoption of alternative school timing for  
a) Working children at 250 centres.

2a) Cost of introduction of alternative schooling for working children & girls centres :  
Y<sub>1</sub> Y<sub>2</sub> Y<sub>3</sub> Y<sub>4</sub>  
- 22.75 22.75 22.75

2. Report from the officials of the District Primary Council and local bodies on the functioning of alternative schooling centres.

2. Educational volunteers are available to do the job on terms & conditions as designed.

b) Girls 100 centres.  
c) Engagement of education volunteers for 250 alternative schooling centres.

Y<sub>5</sub> Y<sub>6</sub> Y<sub>7</sub>  
22.75 22.75 22.75

3. Setting up of 165 New schools.

3 + 4 + 5 :  
Cost of establishing 165 new schools converting rootless schools and constructing additional rooms, of repairing and renovating old schools are shown here in aggregate. The detailed item wise expenditure is shown under the title "Civil Works".

3. Monthly report on the work of every educational volunteer engaged in the alternative schooling centres.

3. Location of alternative schooling centres is rightly chosen for catering to the needs of working children and girls.

Y<sub>1</sub> Y<sub>2</sub> Y<sub>3</sub> Y<sub>4</sub> Y<sub>5</sub>  
16.5 491.15 452.1 - -

I N P U T

O V I

M O V

A S S U M P T I O N

4. Provision of additional rooms to existing schools (400 Nos.) and repairing and development thereof.

5. Conversion of roomless schools (164 Nos.) into full fledged schools.

6. Provision of furnishing 150 new schools.

7. Appointment of teachers for 165 new schools - 4 teachers for each school - in all 660 teachers.

8. Appointment of additional teachers for additional enrolment (390 Nos.)

6. Cost of provision of furniture for 165 Nos of schools :

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>
-	2.6	4.0	-	-

7. Cost towards salary of teachers be appointed in new schools and additional teachers :

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>
0	28.08	117.72	205.20	226.80
	Y <sub>6</sub>		Y <sub>7</sub>	
	226.80		226.80	

4. Report on Progress of completion of civil works of all sorts to be monitored by executing agencies and Engineering Cell.

5. Yearwise report on appointment of teachers for new schools and their deployment.

4. Civil works of all types are initiated, implemented, and executed on time.

5. No snag in the flow of funds yearwise or itemwise.

6. No impediment - legal or otherwise in the process of recruitment and deployment of teachers.

I M P A C T	O V I	M O V	A S S U M P T I O N
Achievement of UEE through specific focus on gender equity.	Gender equity achieved in respect of access to education, retention participation in parity with the sex ratio in the total population.	Final study report on the status of gender equity in the year 2002.	Successful implementation of the Gender-specific programmes.

E F F E C T	O V I	M O V	A S S U M P T I O N
1. Gender disparity reduced in respect of access, retention and achievement levels of girl children.	1. GER for girl children raised to more than 100 by the year 2002.	1. Periodic survey on key educational indicators highlighting gender perspectives.	1. Women participation at all levels of planning taken place as designed.
2. Gender sensitivity permeated through all aspects of planning, teachers training, recruitment and other facilities.	2. Number of women teachers, instructors, volunteers, and functionaries at all levels raised to a level of 40% of the total number recruited.		2. Functionaries at all level of DPEP committed to the goal achieving greater gender equity.

O U T P U T	O V I	M O V	A S S U M P T I O N
1. Alternative schooling centres opened for girls belonging to disadvantaged group - 100 Nos. and operationalised.	1. 100 alternative schooling centres for girls set up in year-2 and kept running through the DPEP years.	1. Report from the BRC's, CRC's and VEC's regarding operation and performance of alternative schooling centres for girls.	1. Proper supervision of centres where alternative schooling is operative.
2. 100 women education volunteers are engaged for such alternative schooling centres.	2. Women education volunteers appointed Y2 - 100. They continue to function for remaining years.	2. Report on the working and participation of the MTA's.	2. Successful motivation of the parents of minority girl children for sending their wards to schools.

OUTPUT

O V-I

MOV

ASSUMPTION

3. 100 such centres are provided with an annual grant of Rs.500/= each.

3. Alternative schooling centres receive teaching learning aids every year.

3. Periodic survey and study on the state of gender disparity.

3. Proper and successful motivation of parents of girl children belonging to SC/ST groups.

4. Number of MTA's formed in 1950 villages and municipal towns - actively associated in the awareness programme.

4. Yearwise progress of formation of MTA's (in terms of Number of villages)

4. Yearly report on the performance of the women RP's women volunteer.

4. Involvement and active participation of the MTA's.

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>
500	1450	-	-	-

5. Women functionaries of local bodies and VEC's and women associations trained.

5. Women functionaries trained yearwise :

5. Involvement of religious leaders of the minority group and the elders of SC/ST group in the motivation campaign.

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>
250	250	-	-	-

6. Number of women appointed as trainers and RP's - 30 and started functioning.

6. Number of women RP's appointed - 30 in year-1.

7. More women teachers are recruited total number of additional female teachers :

7. Additional women teachers recruited :

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>
-	60	200	200	40

500 (out of 1050 additional teachers appointed under DPEP).

Y <sub>6</sub>	Y <sub>7</sub>
-	-

## INPUT

## OVI

## MOV

## ASSUMPTION

1. Setting up of alternative schooling centres for girls belonging to :

1. Cost incurred yearwise for opening 100 alternative schooling centres for girls : (In lakh Rs.)

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>
-	6.5	6.5	6.5	6.5
Y <sub>6</sub>		Y <sub>7</sub>		
6.5		6.5		

2. Engagement of women educational volunteers for 100 such centres from respective groups.

2. Allowance paid to 100 women volunteers year wise (in lakh Rs.)

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>
-	6.0	6.0	6.0	6.0
Y <sub>6</sub>		Y <sub>7</sub>		
6.0		6.0		

3. Provision of grants to all the 100 centres.

3. Grants for 100 alternative centres (in lakh Rs.)

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>
-	0.5	0.5	0.5
Y <sub>5</sub>		Y <sub>6</sub>	Y <sub>7</sub>
0.5		0.5	0.5

4. Awareness programme through formation of Mother-teacher Associations (MTA).

4. Cost of training incurred yearwise for women functionaries.

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>
-	0.12	-	0.12	0.12

1. Report from women functionaries of the local bodies, VEC's and BRC's on working of the alternative schooling for girls.

1. Proper identification of alternative schooling centre most suitable for disadvantaged and minority group girls children.

Report from the women RP's and teachers-in-Charge.

Availability of women educational volunteers, women RP's and trainers in the numbers as desired.

3. Monthly report from the education officials of the District Primary Council.

3. Commitment of the project authority and other agencies of the DPEP towards achieving greater gender equity.

4. Performance and appraisal report on the functioning of Women RP's.

4. No time-lag in the flow of fund.

I N P U T

O V I

M O V

A S S U M P T I O N

5. Training and orientation of women functionaries of the local bodies, VEC's and women's associations.

5. Cost of recruitment of 500 women teachers (yearwise in Lakhs Rs.)

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>
-	12.96	56.16	99.36

Y <sub>5</sub>	Y <sub>6</sub>	Y <sub>7</sub>
108.00	108.00	108.00

6. Recruitment of women as training personnel and RP's (30 women).

7. Recruitment of more women teachers in the proposed schools (500 women teachers)

8. Activities for empowering girl students by providing creative and productive skill during schooling.

80

I M P A C T	O V I	M O V	A S S U M P T I O N
Achievement of UEE with marked shift in the quality of education and MLL through trained teachers.	All the teacher, instructors, master trainers, volunteers are adequately trained.	Report on the status of trained teachers and other functionaries associated with DPEP.	All the proposed training Programmes are successfully implemented.

E F F E C T	O V I	M O V	A S S U M P T I O N
1. Teacher's motivation improved.	1. Teacher's attendance in school improved.	1. Results of annual inter school test.	1. Teachers, activists, local bodies representatives properly motivated.
2. Class-room transitions undergone a qualitative shift.	2. Average achievement level of children raised by at least 25% over measured baseline levels.	2. Report on interaction programmes with children, guardians, educational instructors and administrators.	2. Training sessions are regularly held
3. The competence of teachers toned up.	3. Yearly study on MLL - blockwise.	3. Annual study on MLL and sample survey.	3. MLL studies are periodically held.
4. MLL raised through training and motivation of teachers.			
5. Skill capacity and competence of RP's volunteers women activists, project staff increased.			
6. P.T.T.I. Strengthened.			

8



## INPUT

## OVI

## MOV

## ASSUMPTION

1. All teachers are trained No. of trained teachers : 11160 (twice for every teacher)

2. 104 RP's trained four in each BRC - as trainers for conducting training in the blocks.

3. Education volunteers and workers are trained for providing pre-school education / alternative schooling at -

- a) 300 Pre-Pry. Centres
- b) 350 alternative schooling centres.
- c) 100 alternative schooling centres run exclusively for girls.

4. Members of the Administrative staff, VEC and MTA's trained and oriented towards the goal of DPEP

5. PTTI's strengthened and becomes operationalised.

1. Yearwise achievement in terms of No. of teachers and R.Ps trained.

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>	Y <sub>6</sub>
5000	5245	-	5500	5825	1086

2. Number of educational volunteer trained yearwise at

a) Pre-Primary Centres -

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>	Y <sub>6</sub>
-	300	-	400	-	425

b) Alternative schooling centres -

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>	Y <sub>6</sub>	Y <sub>7</sub>
-	250	250	250	250	250	250

c) Alternative schooling centres for girls -

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>	Y <sub>6</sub>	Y <sub>7</sub>
-	100	100	100	100	100	100

1. Report from the training centres and in-charge of BRC's on each training session and its performance.

2. Periodic survey and study on the status of teachers in respect of training undergone.

3. Report on the training of Educational volunteers engaged in Pre-Pry. centres, alternative schooling centres.

4. Report on the utilisation of services of experts from PTTI's.

1. Training sessions are properly conducted.

2. Stipulated number of teachers attend and complete the training each year.

3. Educational volunteers attend and complete the training sessions as proposed.

4. Capacity of PTTI's is fully utilised.

5. Availability of training aids.

INPUT	OVI	MOV	ASSUMPTION												
1. Training programmes of training during 7-years DPEP regime for -	(a) 1. Cost of training of in + teachers & RP's yearwise.	1. Report from the RP's teachers-in-Charge and BRC's regarding the No. of training sessions held in each block and the No. of teachers trained yearwise.	1. Funds are made available on time and as designed.												
a) 10115 Nos. of existing teachers.	(b) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>Y<sub>1</sub></td><td>Y<sub>2</sub></td><td>Y<sub>3</sub></td><td>Y<sub>4</sub></td></tr><tr><td>25.0</td><td>26.23</td><td>-</td><td>27.5</td></tr></table>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	25.0	26.23	-	27.5	Report from the PTTI's.					
Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>												
25.0	26.23	-	27.5												
b) 1050 Nos. of additional teachers to be appointed.	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>Y<sub>5</sub></td><td>Y<sub>6</sub></td><td>Y<sub>7</sub></td></tr><tr><td>29.13</td><td>5.4</td><td>-</td></tr></table>	Y <sub>5</sub>	Y <sub>6</sub>	Y <sub>7</sub>	29.13	5.4	-								
Y <sub>5</sub>	Y <sub>6</sub>	Y <sub>7</sub>													
29.13	5.4	-													
c) Training of R.Ps.															
2. Training of education volunteers and workers of :	2. Cost of training of education volunteers of :	2. Report from the RP's teachers-in-Charges and BRC's regarding the No. of training sessions held in each block and the No. of teachers trained year-wise.	2. Adequate training facilities in terms of space and training personnel - are available.												
a) 100 Pre-Pry. Centres.	a) 100 Pre-Pry. Centres -														
b) 250 alternative schooling centres	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>Y<sub>1</sub></td><td>Y<sub>2</sub></td><td>Y<sub>3</sub></td><td>Y<sub>4</sub></td><td>Y<sub>5</sub></td><td>Y<sub>6</sub></td></tr><tr><td>-</td><td>0.36</td><td>-</td><td>0.48</td><td>-</td><td>0.51</td></tr></table>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>	Y <sub>6</sub>	-	0.36	-	0.48	-	0.51		
Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>	Y <sub>6</sub>										
-	0.36	-	0.48	-	0.51										
c) 100 alternative schooling centres for girls.															
<u>3.</u> Training of Administrative staff, members VEC's and MTA's.	3. Cost of training of administrative staff, VEC and MTA's functionaries.	3. Yearwise report from the project Authority on the No. of teachers trained, No. of trainers engaged in training.	3. Timely framing of training module.												
	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>Y<sub>1</sub></td><td>Y<sub>2</sub></td><td>Y<sub>3</sub></td><td>Y<sub>4</sub></td></tr><tr><td>0.76</td><td>4.74</td><td>4.16</td><td>1.35</td></tr></table>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	0.76	4.74	4.16	1.35						
Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>												
0.76	4.74	4.16	1.35												
	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>Y<sub>5</sub></td><td>Y<sub>6</sub></td><td>Y<sub>7</sub></td></tr><tr><td>3.66</td><td>1.35</td><td>0</td></tr></table>	Y <sub>5</sub>	Y <sub>6</sub>	Y <sub>7</sub>	3.66	1.35	0								
Y <sub>5</sub>	Y <sub>6</sub>	Y <sub>7</sub>													
3.66	1.35	0													
4. Utilisation of physical and human capacity of PTTI's and raising of resource pool of expertise at the PTTI's.	4. Cost of strengthen is and equipping the PTTI with furniture, equipments and personnel.	4. Financial report on the fund utilised for	4. Services of experts from SCERT and P.T.I. are available.												
	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>Y<sub>1</sub></td><td>Y<sub>2</sub></td><td>Y<sub>3</sub></td><td>Y<sub>4</sub></td></tr><tr><td>8.52</td><td>6.24</td><td>6.3</td><td>6.59</td></tr></table>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	8.52	6.24	6.3	6.59						
Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>												
8.52	6.24	6.3	6.59												
	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>Y<sub>5</sub></td><td>Y<sub>6</sub></td><td>Y<sub>7</sub></td></tr><tr><td>6.9</td><td>7.18</td><td>7.49</td></tr></table>	Y <sub>5</sub>	Y <sub>6</sub>	Y <sub>7</sub>	6.9	7.18	7.49								
Y <sub>5</sub>	Y <sub>6</sub>	Y <sub>7</sub>													
6.9	7.18	7.49													

INPUT	OVI	MOV	ASSUMPTION
5. Framing of training module.			5. Proper and full utilisation of the capacity and expertise of the strengthened P.T.T.I's.
6. Strengthening of P.T.T.I.			6. Necessary change in the service rule of existing teachers in regard to compulsory provision for undergoing training is given effect to.  7. P.T.T.I. is properly equipped with technical know-how and skilled personnel.

D. ENVIRONMENT & CAPACITY BUILDING

IMPACT	OVI	MOV	ASSUMPTION
<p>10 Achievement of target of UEE in the district through creating better environment and improved capacity of the participants, implementing agencies.</p>	<p>1. Lack of asymmetry of information throughout all level of project management.</p> <p>2. Improved level of understanding and knowledge about the tasks assigned among all the participants.</p>	<p>Ability of the project officials, co-ordinators BRC's functionaries to innovate and to design solutions in keeping with realities obtaining in the district.</p>	<p>Information promptly and adequately disseminated among all hierarchic level of management and participants.</p>

E F F E C T	O V I	M O V	A S S U M P T I O N
<p>1. An environment of improved awareness about the tasks and goal of DPEP is created.</p>	<p>1. Increasing number of village people, NGO's, voluntary associations taking part in meetings, seminar / workshops.</p>	<p>1. Minutes, proceedings of the village level meetings, BRC and CRC level interactions.</p>	<p>1. Stake holders at the grass root level are motivated to participate in meetings, seminars workshops in greater number.</p>
<p>2. Capacity to understand and explain the strategies of achieving UEE is built up at all levels.</p>	<p>2. RP's Co-Ordinators local bodies functionaries taking greater part in seminar / workshops / meetings.</p>	<p>2. Report on the activities and performance of RP's, functionaries of different local bodies, NGO's and other village level organisations.</p>	<p>2. Functionaries, activists, volunteers and officials of the project authority quickly orient themselves towards the goal of DPEP.</p>
<p>3. Participatory mechanism for preparing and implementing the plan is created and operationalised.</p>			

OUTPUT

OVI

MOV

ASSUMPTION

1. 26 Co-ordinators appointed for 26 BRC's.

2. Study and survey undertaken at CRC level at 270 CRC's.

3. Study and survey on important educational indicators and demographic changes at 26 BRC's undertaken.

4. Volunteers are trained and oriented towards the purpose and method of conducting survey and study.

5. Survey and study reports are compiled, processed and documented.

6. MIS established in the district headquarters with necessary technical know-how and staff.

7. Seminar/workshops held at 270 GP and municipalities, 226 Block and at the district level.

8. Awareness camps organised in all villages.

1. 26 Co-ordinators are appointed in Y1 and continue functioning through DPEP years.

2. Survey and study on enrolment, gender disparity, training undertaken each year in 270 CRC's.

3. Survey and study reports on various educational indicators - Yearwise progress in 26 -

Y1	Y2	Y3	Y4	Y5	Y6	Y7
26	26	26	26	26	26	26

4. Number of volunteers trained for undertaking survey / study yearwise - 10 for each BRC :

Y1	Y2	Y3	Y4	Y5
260	260	260	260	260

Y6	Y7
260	260

5. Survey and study reports compiled and documented.

6. Seminar/workshops/meetings held every year at village level, B.R.C. & C.R.C. level.

1. Report from the project authority and BRC's.

2. Survey and study reports prepared at different levels and their publication.

3. Minutes and proceedings of the seminar / workshop and awareness camps.

1. Co-ordinators are appropriately chosen and pressed into service.

2. Survey and study modules are properly framed.

3. Skilled and competent volunteers are available in adequate numbers and conduct the surveys as designed.

4. Organisation ability of the project authority and BRC's and CRC's to hold seminar / meetings / awareness camps in every village, GP and blocks.

5. MIS functions efficiently and disseminates information.

94.

1. Appointment of 26 Co-ordinator for 26 BRC's.

2. Conducting studies and surveys on all educational indicators and demographic changes in all villages through 270 CRC's.

3. Study and survey at 26 BRC.

4. Training of volunteers to be engaged in survey work.

5. Compilation, processing and documentation of survey reports.

6. Establishment of MIS with necessary technical and humankind.

7. Holding Seminar workshop and studies at - a) 270 CRS's  
b) 26 BRC's and  
c) District

8. Organising awareness camps in all villages.

1. Allowances for 26 B.R.C. Staff yearwise expenditure :

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>
4.99	9.72	10.32	10.87	11.42
Y <sub>6</sub>	Y <sub>7</sub>			
11.97	12.53			

2. Cost of awareness campaign

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>
1.89	1.89	1.89	1.89	1.89
Y <sub>6</sub>	Y <sub>7</sub>			
0	0			

3. Cost of survey studies and research.

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>
2.20	12.3	6.7	10.4	6.3
Y <sub>6</sub>	Y <sub>7</sub>			
5.4	0			

4. Allowance to G.R.C. Co-ordinators -

Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>
5.4	5.4	5.4	5.4	5.4
Y <sub>6</sub>	Y <sub>7</sub>			
5.4	5.4			

1. Report from BRC's and project Authority.

2. Number of studies and surveys undertaken and number of volunteers engaged.

3. MIS functioning and issuing instruction and providing expertise.

4. Number of reports compiled processed.

5. Number of reports compiled, processed.

6. Report on awareness.

1. Prompt selection of Co-ordinators in respective blocks and their engagement.

2. Studies and surveys are undertaken and completed in time

3. Availability of competent enumerators, volunteers engaged in study and survey works.

4. Proper orientation and training of volunteers engaged in survey work.

5. Precise formulation of questionnaire and points of study.

6. Participation of NGO's, bodies, women activists, volunteers and project officials in the seminar/workshop and awareness camps.

7. Meaningful and effective interaction among the stake holders of all sorts and between them and project authority.

## E. CIVIL WORKS

IMPACT	OVI	MOV	ASSUMPTION																																																								
Attainment of UEE in the district through the removal of supply side constraints in access to primary education.	All the proposed physical facilities are created and made use of.	A final appraisal report on the status of school buildings, rooms, toilets, drinking water sources at the end of DPEP.	All the civil works plans are implemented without delay.																																																								
EFFECT	OVI	MOV	ASSUMPTION																																																								
<ol style="list-style-type: none"> <li>Better physical facilities for education created.</li> <li>Additional enrolment of students made possible through construction of more schools.</li> <li>Improved environment for joyful learning created through renovated buildings, separate toilet and water facilities, improved learning aids, games, sports provisions.</li> </ol>	<ol style="list-style-type: none"> <li>Every child has access to a primary school within less than one kilometre from his/her village.</li> <li>No school is without any room, toilet, safe drinking water sources.</li> <li>All school building wear a new and fresh look.</li> </ol>	Report on the physical facilities available in the district in the year	<ol style="list-style-type: none"> <li>All the programmes relating to civil works are successfully implemented in time.</li> </ol>																																																								
OUTPUT	OVI	MOV	ASSUMPTION																																																								
<ol style="list-style-type: none"> <li>165 new schools opened and buildings constructed by the year 1996-1998 and operationalised.</li> <li>Number of room-less schools reduced to Zero. All such schools have full-fledged building by 1996-98 and used.</li> <li>500 schools have additional rooms.</li> <li>All the schools in the district are provided with toilets - separate arrangements for girl students.</li> </ol>	<ol style="list-style-type: none"> <li>Year wise achievement in respect of new schools (in numbers)  <table style="margin-left: 20px; border: none;"> <tr><td>Y<sub>1</sub></td><td>Y<sub>2</sub></td><td>Y<sub>3</sub></td><td>Y<sub>4</sub></td><td>Y<sub>5</sub></td><td>Y<sub>6</sub></td><td>Y<sub>7</sub></td></tr> <tr><td>-</td><td>65</td><td>100</td><td>-</td><td>-</td><td>-</td><td>-</td></tr> </table> </li> <li>Number of additional rooms constructed year-wise  <table style="margin-left: 20px; border: none;"> <tr><td>Y<sub>1</sub></td><td>Y<sub>2</sub></td><td>Y<sub>3</sub></td><td>Y<sub>4</sub></td><td>Y<sub>5</sub></td><td>Y<sub>6</sub></td><td>Y<sub>7</sub></td></tr> <tr><td>-</td><td>100</td><td>300</td><td>-</td><td>-</td><td>-</td><td>-</td></tr> </table> </li> <li>No. roomless schools converted  <table style="margin-left: 20px; border: none;"> <tr><td>Y<sub>1</sub></td><td>Y<sub>2</sub></td><td>Y<sub>3</sub></td><td>Y<sub>4</sub></td><td>Y<sub>5</sub></td><td>Y<sub>6</sub></td><td>Y<sub>7</sub></td></tr> <tr><td>10</td><td>100</td><td>54</td><td>-</td><td>-</td><td>-</td><td>-</td></tr> </table> </li> <li>No. of schools repaired and renovated  <table style="margin-left: 20px; border: none;"> <tr><td>Y<sub>1</sub></td><td>Y<sub>2</sub></td><td>Y<sub>3</sub></td><td>Y<sub>4</sub></td><td>Y<sub>5</sub></td><td>Y<sub>6</sub></td><td>Y<sub>7</sub></td></tr> <tr><td>0</td><td>300</td><td>200</td><td>-</td><td>-</td><td>-</td><td>-</td></tr> </table> </li> </ol>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>	Y <sub>6</sub>	Y <sub>7</sub>	-	65	100	-	-	-	-	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>	Y <sub>6</sub>	Y <sub>7</sub>	-	100	300	-	-	-	-	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>	Y <sub>6</sub>	Y <sub>7</sub>	10	100	54	-	-	-	-	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>	Y <sub>6</sub>	Y <sub>7</sub>	0	300	200	-	-	-	-	<ol style="list-style-type: none"> <li>Report of the BRC's on completion and functioning of new schools; on repair and renovation and on construction of additional rooms from engineering cell of the DPEP.</li> <li>Report from the CRC's on the state of school buildings and water and sanitary arrangements.</li> </ol>	<ol style="list-style-type: none"> <li>New schools are constructed and become functional by accommodating additional students enrolled.</li> <li>Toilets and water supply facilities constructed and well maintained throughout the year.</li> <li>Supervision of the execution and contractual works are efficiently done.</li> </ol>
Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>	Y <sub>6</sub>	Y <sub>7</sub>																																																					
-	65	100	-	-	-	-																																																					
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0	300	200	-	-	-	-																																																					
INPUT	OVI	MOV	ASSUMPTION																																																								
<ol style="list-style-type: none"> <li>Construction of new school building-165 nos.</li> <li>Conversion of 164 room-less schools into full-fledged buildings</li> <li>Construction of additional rooms for 400 single room schools.</li> <li>Renovation and repairing of old school buildings. 500 nos.</li> </ol>	<ol style="list-style-type: none"> <li>Cost of construction of new schools-year-wise :  <table style="margin-left: 20px; border: none;"> <tr><td>Y<sub>1</sub></td><td>Y<sub>2</sub></td><td>Y<sub>3</sub></td><td>Y<sub>4</sub></td><td>Y<sub>5</sub></td><td>Y<sub>6</sub></td><td>Y<sub>7</sub></td></tr> <tr><td>-</td><td>107.25</td><td>165</td><td>-</td><td>-</td><td>-</td><td>-</td></tr> </table> </li> <li>Costs incurred for converting roomless schools-year-wise :  <table style="margin-left: 20px; border: none;"> <tr><td>Y<sub>1</sub></td><td>Y<sub>2</sub></td><td>Y<sub>3</sub></td><td>Y<sub>4</sub></td><td>Y<sub>5</sub></td><td>Y<sub>6</sub></td><td>Y<sub>7</sub></td></tr> <tr><td>16.5</td><td>165</td><td>89.10</td><td>1</td><td>-</td><td>-</td><td>-</td></tr> </table> </li> <li>Costs incurred for construction of additional</li> </ol>	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>	Y <sub>6</sub>	Y <sub>7</sub>	-	107.25	165	-	-	-	-	Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>	Y <sub>6</sub>	Y <sub>7</sub>	16.5	165	89.10	1	-	-	-	<ol style="list-style-type: none"> <li>Year wise progress on completion of construction works.</li> <li>Report on utilisation and allotment of funds.</li> <li>Report of the civil engineers and site-in-charges.</li> <li>Report of the respective BRC's on the progress of works of various civil works.</li> </ol>	<ol style="list-style-type: none"> <li>Release of funds against different items of civil construction.</li> <li>No bottleneck in the process of execution of stipulated civil works.</li> <li>Timely issue of necessary tenders and works order for the items of construction and repair works.</li> <li>No escalation of costs of</li> </ol>																												
Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>	Y <sub>6</sub>	Y <sub>7</sub>																																																					
-	107.25	165	-	-	-	-																																																					
Y <sub>1</sub>	Y <sub>2</sub>	Y <sub>3</sub>	Y <sub>4</sub>	Y <sub>5</sub>	Y <sub>6</sub>	Y <sub>7</sub>																																																					
16.5	165	89.10	1	-	-	-																																																					

INPUT	OVI	MOV	ASSUMPTION
	rooms :		materials beyond the level provided in the plan.
	Y <sub>1</sub> Y <sub>2</sub> Y <sub>3</sub> Y <sub>4</sub> Y <sub>5</sub> Y <sub>6</sub> Y <sub>7</sub> - 55 165 - - - -		
	4. Cost of renovation and repairing :		
	Y <sub>1</sub> Y <sub>2</sub> Y <sub>3</sub> Y <sub>4</sub> Y <sub>5</sub> Y <sub>6</sub> Y <sub>7</sub> - 49.5 33 - - - -		

## F. SCHOOL DEVELOPMENT PROGRAMME

IMPACT	OVI	MOV	ASSUMPTION
Attainment of the goal of JEE in the district through wider participation of children in cultural shows, competitive programmes and creation of an environment for joyful learning.	1. Enhanced level of enrolment and 8 to 10% growth in enrolment per annum. 2. Reduction in the drop-out rate and higher level of retention.	Periodic study report on enrolment and retention level.	Motivation of teachers, coordinators and project officials to mobilise children in greater number in the inter-school programmes.
EFFECT	OVI	MOV	ASSUMPTION
Wide participation of school children in various cultural programmes, science shows and competitions. Creation of an environment for joyful learning. Quality of education improved.	1. Number of children participating in cultural programmes year-wise. 2. Increasing number of enrolled students in schools.	Report on the organisation of programmes and participation of children in the competitions.	Successful organisation of inter-school programmes and motivation of children, parents and other functionaries for taking part in the competitions.
OUTPUT	OVI	MOV	ASSUMPTION
Every school endowed with a fund of Rs. 2000/- each per annum. The fund utilised for meeting the needs for development, Inter School competitions, programmes of cultural and science shows held currently at the CRC, BRC and District. 51 schools provided with furniture. Every teacher endowed with a fund of Rs, 500/- each.	1. Number of schools endowed with development fund and utilising the same: Y <sub>1</sub> Y <sub>2</sub> Y <sub>3</sub> Y <sub>4</sub> Y <sub>5</sub> Y <sub>6</sub> Y <sub>7</sub> 2985 3050 3150 3150 3150 3150 3150 2. Number of blocks and municipalities organising inter-school programmes : Y <sub>1</sub> Y <sub>2</sub> Y <sub>3</sub> Y <sub>4</sub> Y <sub>5</sub> Y <sub>6</sub> Y <sub>7</sub> 33 33 33 33 33 33 33 3. Number of GP's holding inter-school programmes : Y <sub>1</sub> Y <sub>2</sub> Y <sub>3</sub> Y <sub>4</sub> Y <sub>5</sub> Y <sub>6</sub> Y <sub>7</sub> 270 270 270 270 270 270 270 4. One programme is organised once a year at the district level.	1. Report on the utilisation of fund by every school and schedule of items on which fund is spent. 2. Report on the number of Blocks, municipalities organising inter-school programmes. 3. Inspection report regarding provision and receipt of furniture by 165 schools.	1. Proper identification of needs of development of each school and use of the fund. 2. Proper design and planning of inter school programmes. 3. Timely execution of contracts of supply of furniture by suppliers if required.



OUTPUT	OVI	MOV	ASSUMPTION
	5. Number of schools provided with furniture year-wise :		
	$Y_1 Y_2 Y_3 Y_4 Y_5 Y_6 Y_7$		
	10115 10245 10660 11225 11225 11225 11225		

INPUT	OVI	MOV	ASSUMPTION
1. School Development programme in all schools.	1. Cost of school development programme-year-wise :	1. Report from every school on utilisation of fund of-Rs. 2000/- per annum assigned to each school & Rs. 500/- assigned to each teacher.	Organisational ability of the project authority BRC's, CRC's to Chalk out programmes of cultural shows and competitions.
2. Provision of furniture for 451 existing schools having no furniture.	$Y_1 Y_2 Y_3 Y_4 Y_5 Y_6 Y_7$ 59.7 61 63 63 63 63 63	2. Report from each BRC's CRC's and project co-ordinator on use of fund for organising for inter-school programmes.	
3. Inter-school competitions, art, cultural shows, science fair to be organised at :	2. Cost of provision of furniture :		
a) BRC level	$Y_1 Y_2 Y_3 Y_4 Y_5 Y_6 Y_7$ - 2.6 4.0 - - - - -		
b) CRC level	3. Cost of organising cultural shows, inter-school programmes :		
c) District level	$Y_1 Y_2 Y_3 Y_4 Y_5 Y_6 Y_7$ 50.58 51.23 53.3 56.13 56.13 56.13 56.13		
4. Teachers fund for improvement of school facilities			

**G. ADMINISTRATION**

IMPACT	OVI	MOV	ASSUMPTION
Achievement of the objective of DPEP in the district through developing an efficient administration and delivery mechanism.	Programmes adopted are implemented in time and as per schedules without any snag.	Performance report on every aspect of planning.	Successful mobilisation and the orientation of more-power and availability of skilling committed and efficient personnel.

EFFECT	OVI	MOV	ASSUMPTION
1. Efficient management and administration of fund and personnel of DPEP.	1. Funds are released and utilised in time.	1. Year-wise appraisal report of the plan implementation.	1. Project management is manned by efficient personnel committed to the goals of UEE.
2. Proper and optional co-ordination of activities of BRC's, CRC's, VEC's and the District project office.	2. Speedy implementation of decisions taken.	2. Report on the performance of BRC's, CRC's, MIS year-wise.	2. BRC's and CRC's and VEC's are well motivated and aware of the tasks assigned.
3. Widest possible participation of stakeholders of all sorts in the preparation and implementation of plan.	3. The tasks and targets assigned to the BRC's, CRC's are completed in time and fulfilled year-wise.		

OUTPUT	OVI	MOV	ASSUMPTION
1. District project office established and become functional.	1. Year-wise achievement in setting up the District project office-staff employed and offices equipped.	1. Report of the project authority regarding.	1. Funds available and utilised in the amounts as designed.
2. BRC's, CRC's, and the District office set up and start functioning.	2. 6 issues of journals published per annum.	2. Number of journals received, issued and recorded.	2. Staff and equipment furniture are made available on schedule.
3. All resource centres are well equipped and manned.	3. Number of vehicles hired per annum and tours	3. Report of the project authority on the use of	3. No delay in publication and issue of journals,

OUTPUT	OVI	MOV	ASSUMPTION
with personnel and furniture.	undertaken.	vehicle and performance.	bulletins.
4. Journals and news bulletine published and made use of.	5. Number of consultant and professionals consulted and no. of reports prepared by them.	4. Report prepared by the consultants, experts and professionals.	4. Journals published elsewhere are received in time.
5. Vehicles hired and utilised and tours undertaken.			5. Vehicles and other facilities used economically.
6. Consultants and professionals hired and pressed into service.			
INPUT	OVI	MOV	ASSUMPTION
1. Establishment of the District Project office with necessary personnel, office equipments stationaries, furniture with the M.I.S. wing.	1. Year-wise expenditure incurred for establishment of District project office including salary, cost of stationaries and furniture : Y <sub>1</sub> Y <sub>2</sub> Y <sub>3</sub> Y <sub>4</sub> Y <sub>5</sub> Y <sub>6</sub> Y <sub>7</sub> 6.17 6.22 6.57 6.96 6.76 6.71 7.01	1. Report of the project authority-Blockwise and year-wise.	1. Adoption of timely measures by the project Authority to establish BRC's and CRC's.
2. Publication of Project journals and the district news letter & suscription to journals on education published elsewhere.	2. Cost of publication and suscription to journals on education-year-wise : Y <sub>1</sub> Y <sub>2</sub> Y <sub>3</sub> Y <sub>4</sub> Y <sub>5</sub> Y <sub>6</sub> Y <sub>7</sub> 0.4 0.4 0.4 0.4 0.4 0.4 0.4	2. Number of issues of journals on published and subscribed.	2. Timely execution of the contracts by the suppliers.
3. Hiring of services of consultants, experts and professionals of other disciplines.	3. Cost of hiring vehicles and traveling allowances for project officials at levels : Y <sub>1</sub> Y <sub>2</sub> Y <sub>3</sub> Y <sub>4</sub> Y <sub>5</sub> Y <sub>6</sub> Y <sub>7</sub> 1.85 7.3 7.3 7.3 7.3 7.3 7.3	3. Report on the utilisation of experts and consultants.	3. Availability of Journals, bulletine and timely publication and printing of journals.
4. Setting up of 26 BRC's with necessary personnel and office equipments, furniture stationaries, Books.	4. Cost of establishing and running CRC's : Y <sub>1</sub> Y <sub>2</sub> Y <sub>3</sub> Y <sub>4</sub> Y <sub>5</sub> Y <sub>6</sub> Y <sub>7</sub> 2.7 5.4 5.4 5.4 5.4 5.4 5.4	4. Tour diary and monthly performance report of the project personnel.	4. Proper supervision and caution is the use of vehicle and tour programme.
5. Hiring of vehicle and providing travelling allownce for project personnel of all levels.	5. Cost of setting up & furniture of B.R.C's : Y <sub>1</sub> Y <sub>2</sub> Y <sub>3</sub> Y <sub>4</sub> Y <sub>5</sub> Y <sub>6</sub> Y <sub>7</sub> 8.71 11.7 1.3 1.3 1.3 1.3 1.3		
6. Providing furniture, office stationaries for 270 CRC's.	6. Contingency cost year-wise : Y <sub>1</sub> Y <sub>2</sub> Y <sub>3</sub> Y <sub>4</sub> Y <sub>5</sub> Y <sub>6</sub> Y <sub>7</sub> 4.38 5.31 5.31 5.31 5.31 5.31 5.31		
7. Setting up of 270 CRC's.	7. Equipment operation & maintenance : Y <sub>1</sub> Y <sub>2</sub> Y <sub>3</sub> Y <sub>4</sub> Y <sub>5</sub> Y <sub>6</sub> Y <sub>7</sub> .325 .65 .65 .65 .65 .65 .65		

## ANNEXURE

## FORMATION OF COMMITTEES AT DIFFERENT LEVELS

## THE BLOCK EDUCATION COMMITTEE :

- 1) Sabhapati, Panchayet Samity : Chairman
- 2) Block Development Officer : Vice-Chairman
- 3) Sub-Inspector of Schools : Secretary  
(Where two or more Sub inspector of schools are posted, the Senior most Sub-Inspector of Schools will be the Secretary and the other will be included as Member of the Committee).
- 4) Karmadhyaksha, Shiksha Sthayee Samity : Member
- 5) Block Medical Officer of Health : Member
- 6) Block SC/ST, Welfare Inspector : Member
- 7) Child Development Project Officer : Member
- 8) Block Extension Officer/Lady Extension Officer for Social education. : Member
- 9) All Resource Persons attached to Primary Education : Member
- 10) Representative of all approved Primary Trachers' Association : Member
- 11) All Pradhans : Member
- 12) All Zilla Parishad Member of the Panchayet Samity : Member
- 13) One active women organiser attached to Primary Education (to be nominated by the Chairman) : Member
- 14) Two Block Survey Supervisors (The Sub- Inspector of Schools will one of the Block Survey Supervisors, the other Block Survey Surpervisor will be nominated by the Chairman amongst Block Primary Resource persons. Where more than one sub-Inspector of Schools are posted both the Sub-Inspector of Schools will be Block Survey Supervisors.)
- 15) The representative from N.G.O. (Nominated by the Chairman).

## THE BLOCK LEVEL CORE COMMITTEE:

- 1) Sabhapati, Panchayet Samity : Chairman
- 2) Block Development Officer : Vice-Chairman
- 3) Sub-Inspector of Schools : Secretary
- 4) Karmadhyaksha, Siksha Sthayee Samity : Member
- 5) Child Development Project Officer : Member
- 6) Block SC/ST Welfare Inspector : Member
- 7) Block Medical Officer of Health : Member

## GRAM PANCHAYET EDUCATION COMMITTEE:

- 1) Pradhan : Chariman
- 2) Upa-Pradhan : Vice-Chairman
- 3) All Head Teacher/Head Master/ Mistress of Primary Jr. High/ High School. : Member
- 4) All Gram Panchayet Members : Member
- 5) All Panchayet Samity Member : Member
- 6) Two members of minority Community (to be nominated by Prodhan) : Member
- 7) Three women members (to be nominated by Prodhan) : Member
- 8) 2 SC/ST Member (to be nominated by Prodhan) : Member
- 9) Secretary of the Committee ( to be selected by the Prodhan mainly amongst Retd. teacher, Revenue Inspector, From Sevak KPS etc.)

## GRAM PANCHAYET LEVEL CORE COMMITTEE

- 1) Prodhan : Chairman
- 2) Upa-Prodhan : Vice-Chairman
- 3) Secretary : Secretary
- 4) One women representative (to be nominated by the Prodhan) : Member
- 5) One SC/ST representative (to be nominated by the Prodhan) : Member
- 6) One member of minority community (to be nominated by the Prodhan) : Member
- 7) One G.P. Member (to be nominated by the Prodhan) : Member

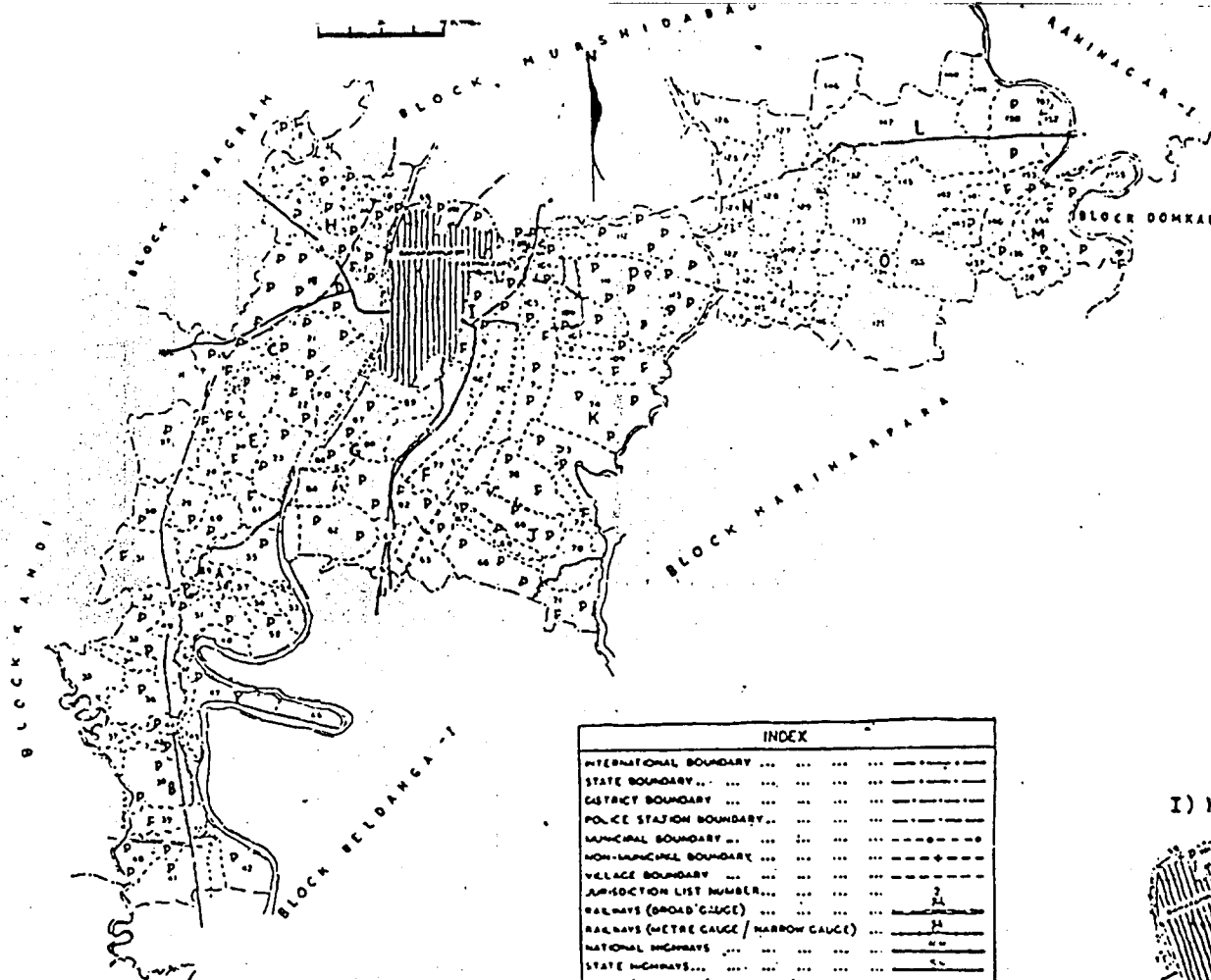
**MUNICIPALITY LEVEL EDUCATION COMMITTEE**

Chairman of the Municipality	:	Chariman
Sub-Inspector of Schools	:	Secretary
Nominee of SDO	:	Member
Representative of all approved Primary Teachers' Association	:	Member
Three Commissioners (to be selected by the Chairman)	:	Member
One women representative (to be nominated by the Chairman)	:	Member
One member from Non-Govt. Organisation (to be nominated by the Chairman)	:	Member

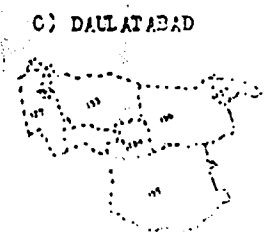
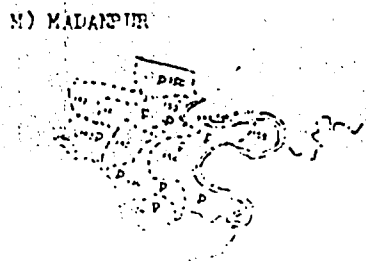
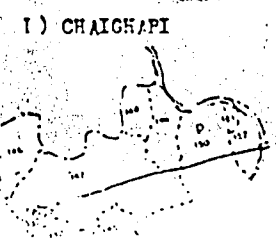
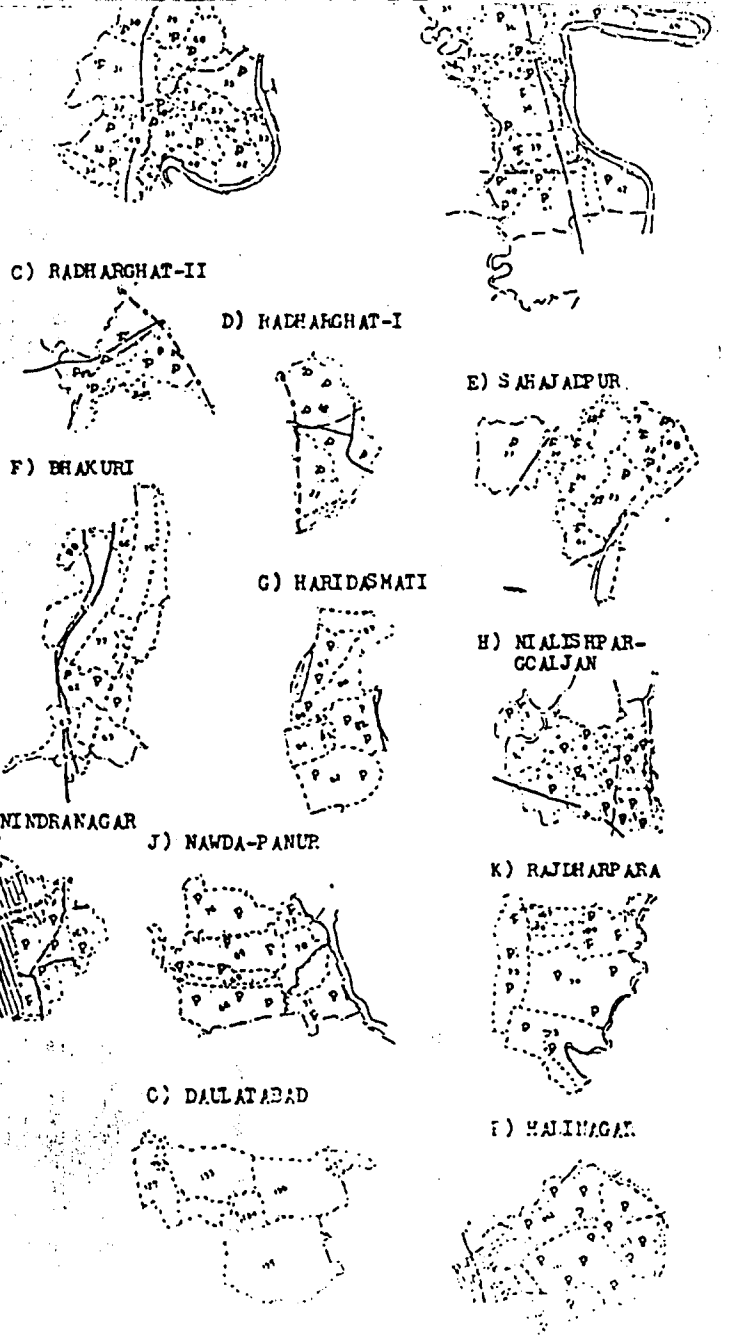
(There is no separate core committee in case of Municipality)

**VILLAGE EDUCATION COMMITTEE.**

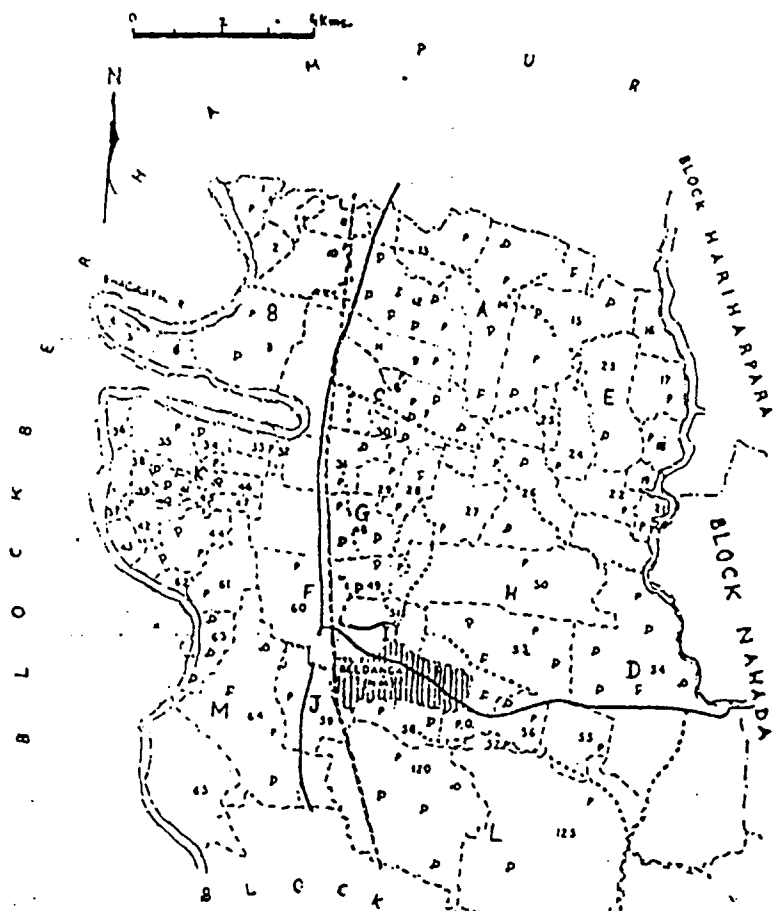
1.	Prodhan/Upaprodhan/Seniormost Gram Panchayet member/(residing in the village) -	Chairman
	Head teacher of the Pry. School of the village -	Secretary.
1.	Member of the Panchayet Samity and member of the Zilla parishad (residing in the village) -	Member.
5	Two women interested in education and residing in the village to be nominated by the Gram Panchyaet -	Member.
8	One member of each from S.C., S.T. and minority community of the village to be nominated by the Gram Panchayet (at least one to be woman) -	Member.
11	Three parents (Guardians of the pupil of the school/ schools in the village of whom one must be woman/mother - to be nominated by the Gram Panchayet) -	Member.
2.	One teacher from the secondary school of the village on a neighbouring village (preferably be an inhabitant of the village) to be nomimated by the Panchayet Samity -	Member.
3-14	Two members to be nominated by the Gram Panchayet from amongst Master Trainers/Voluntary trainers of T.L.C. residing in the village -	Member.
5.	Aganwadi worker of I.C.D.S. residing in the village, if any -	Member.
5.	Librarian of the recognised rural library, if any, in the village -	Member.
7.	Nominee of the Sub-Inspector of schools of the concerned circle -	Member.



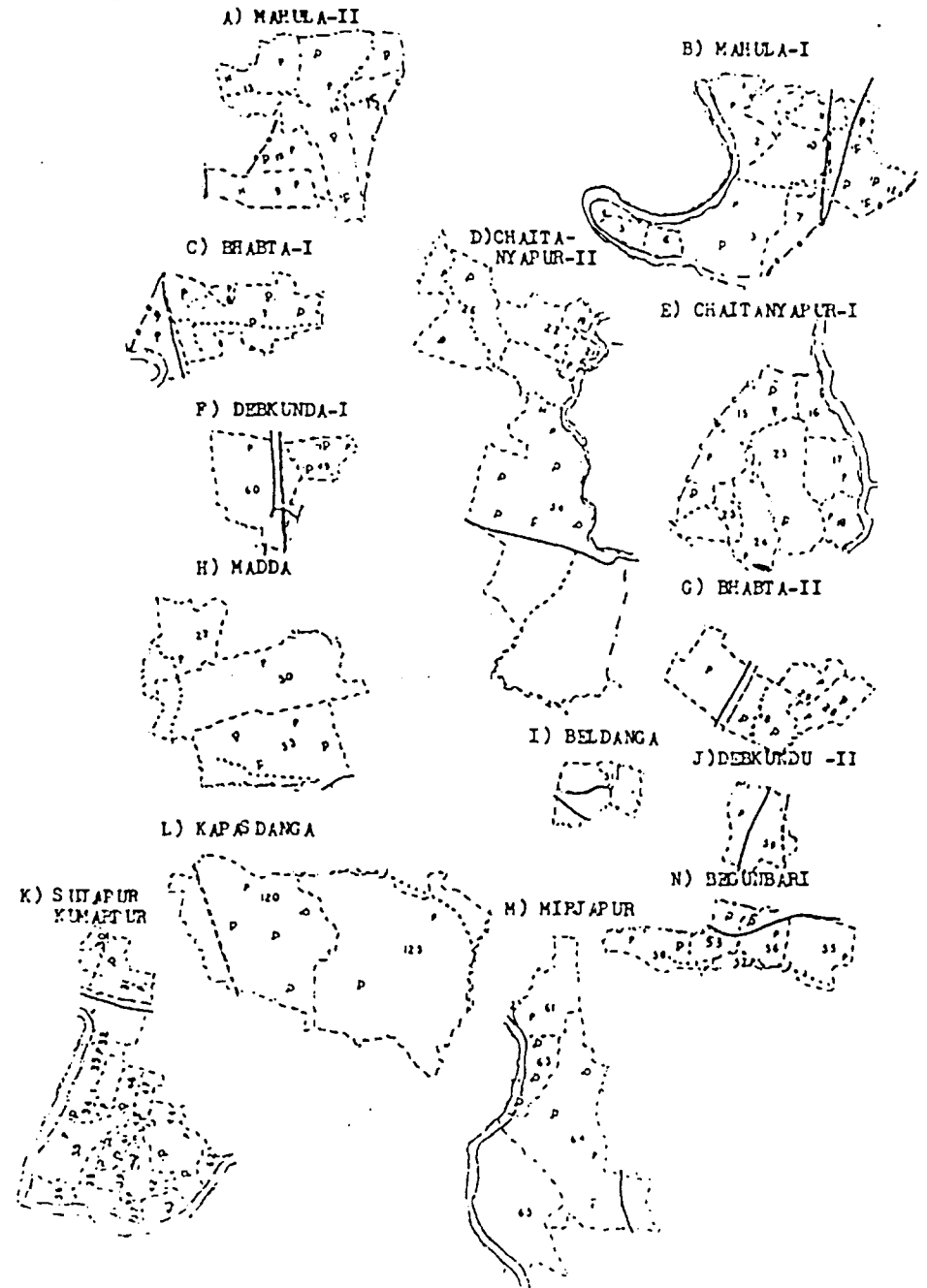
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SCHOOLS-PRIMARY	P



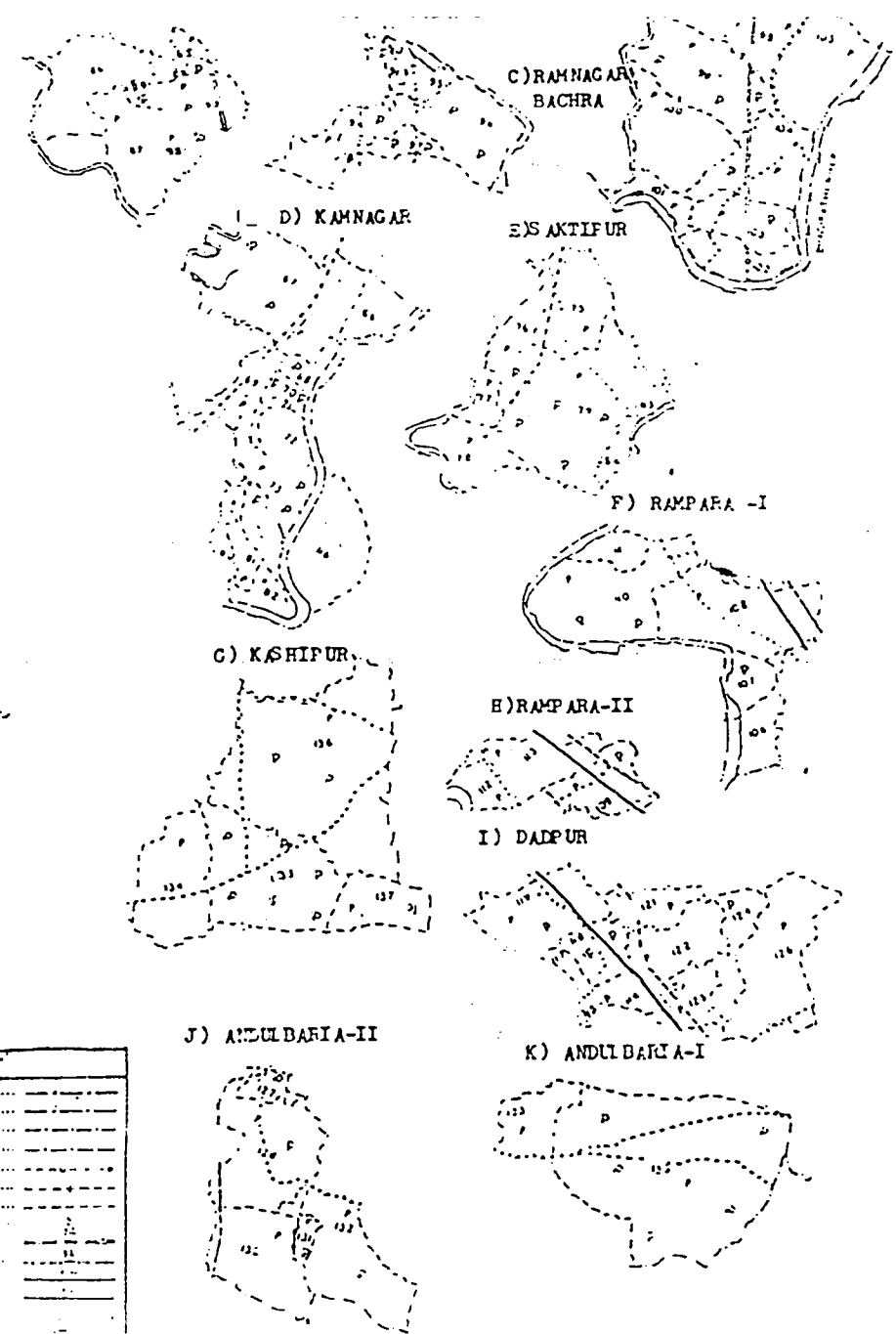
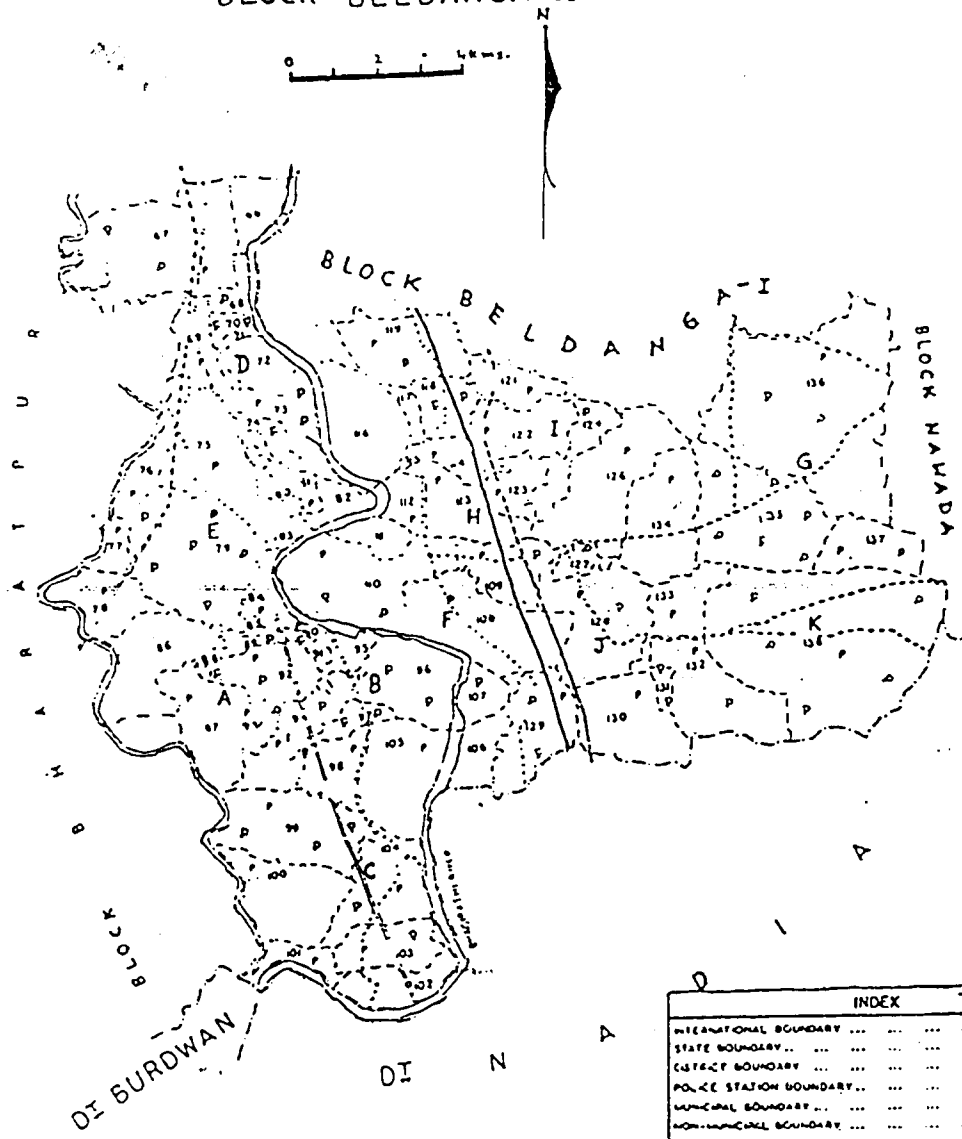
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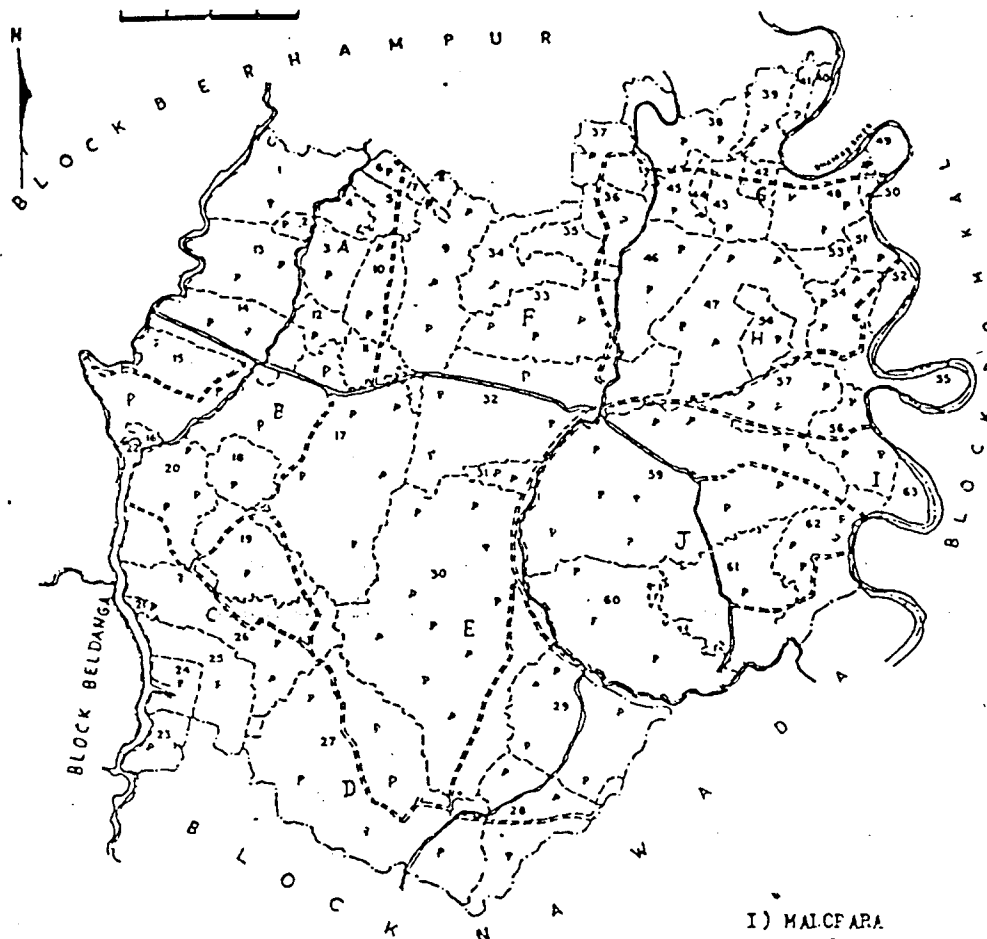
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STATE HIGHWAYS	—+—
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SCHOOLS - PRIMARY	P



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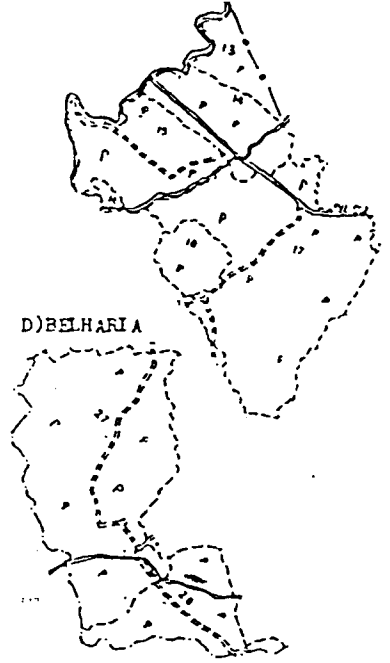
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C) HUMAIFUR



D) BELHARIA



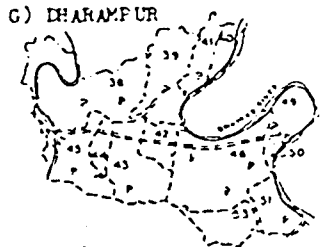
F) HARIHARPARA



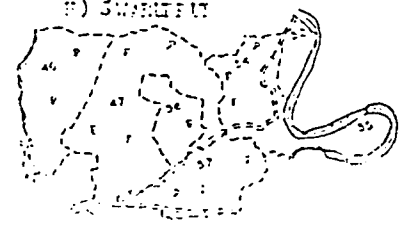
E) RUKUNPUR



G) DHARAMPUR



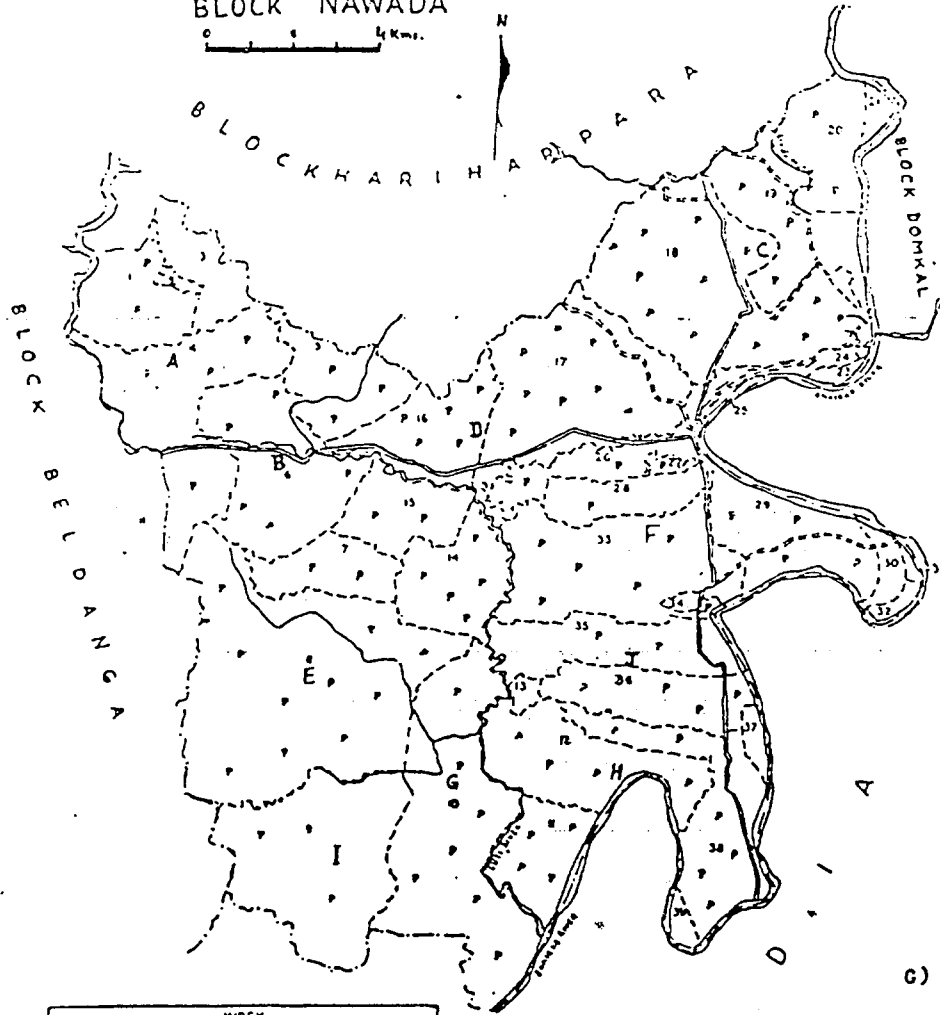
J) CHGA



H) SHARIFPUR



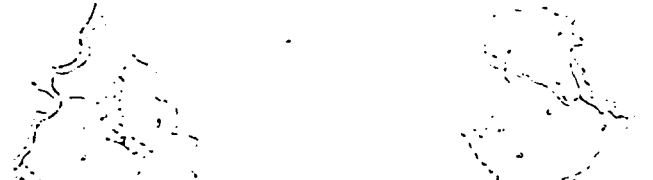
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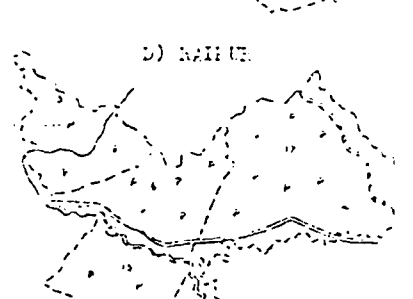
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A) KILABHATI I

B) KILABHATI II



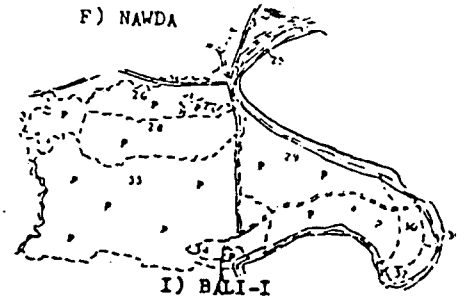
D) BAHUR



C) MALHITUR



F) NAWDA



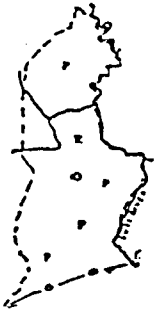
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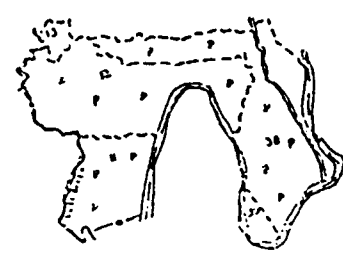
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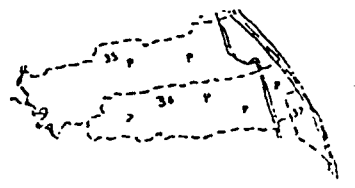
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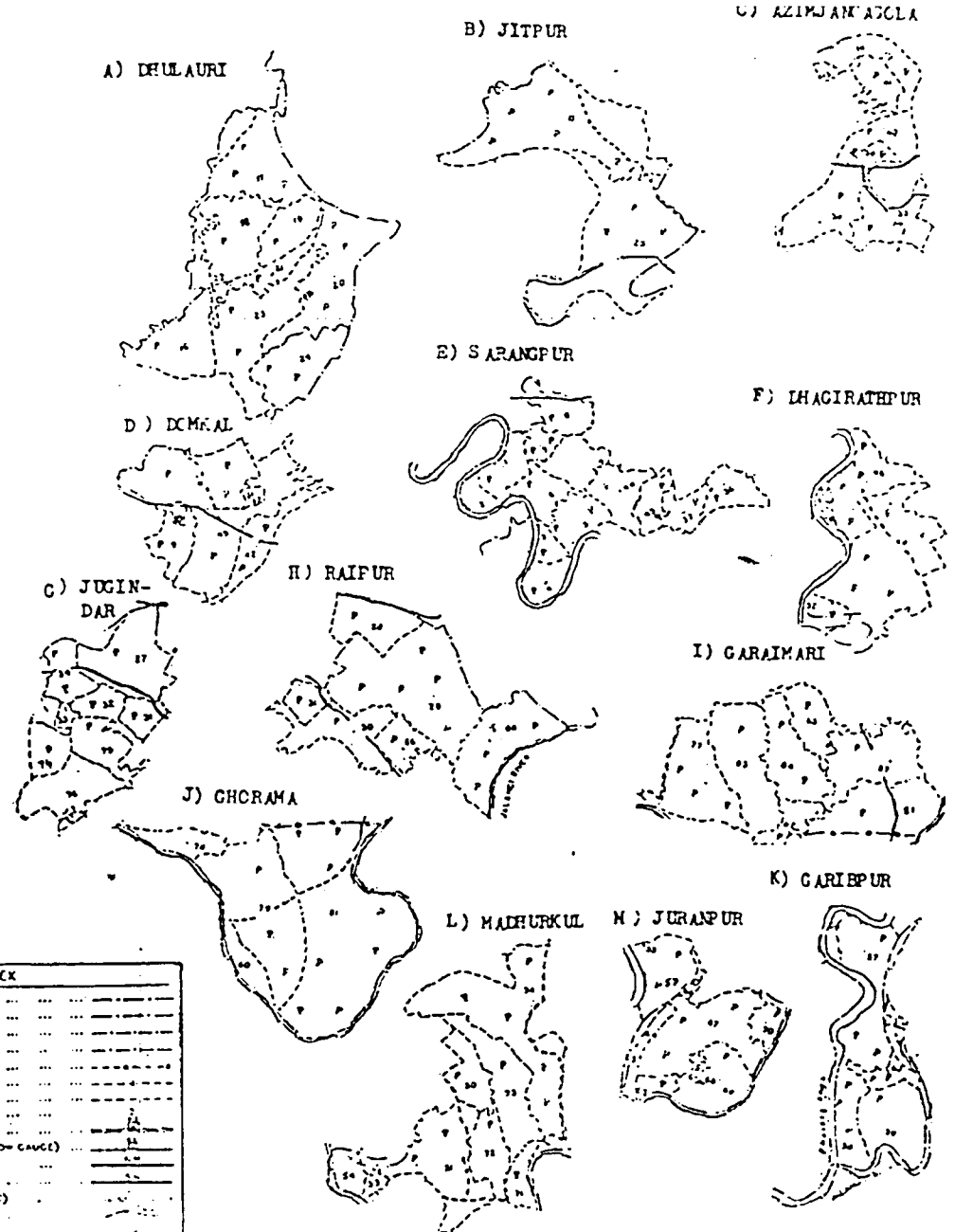
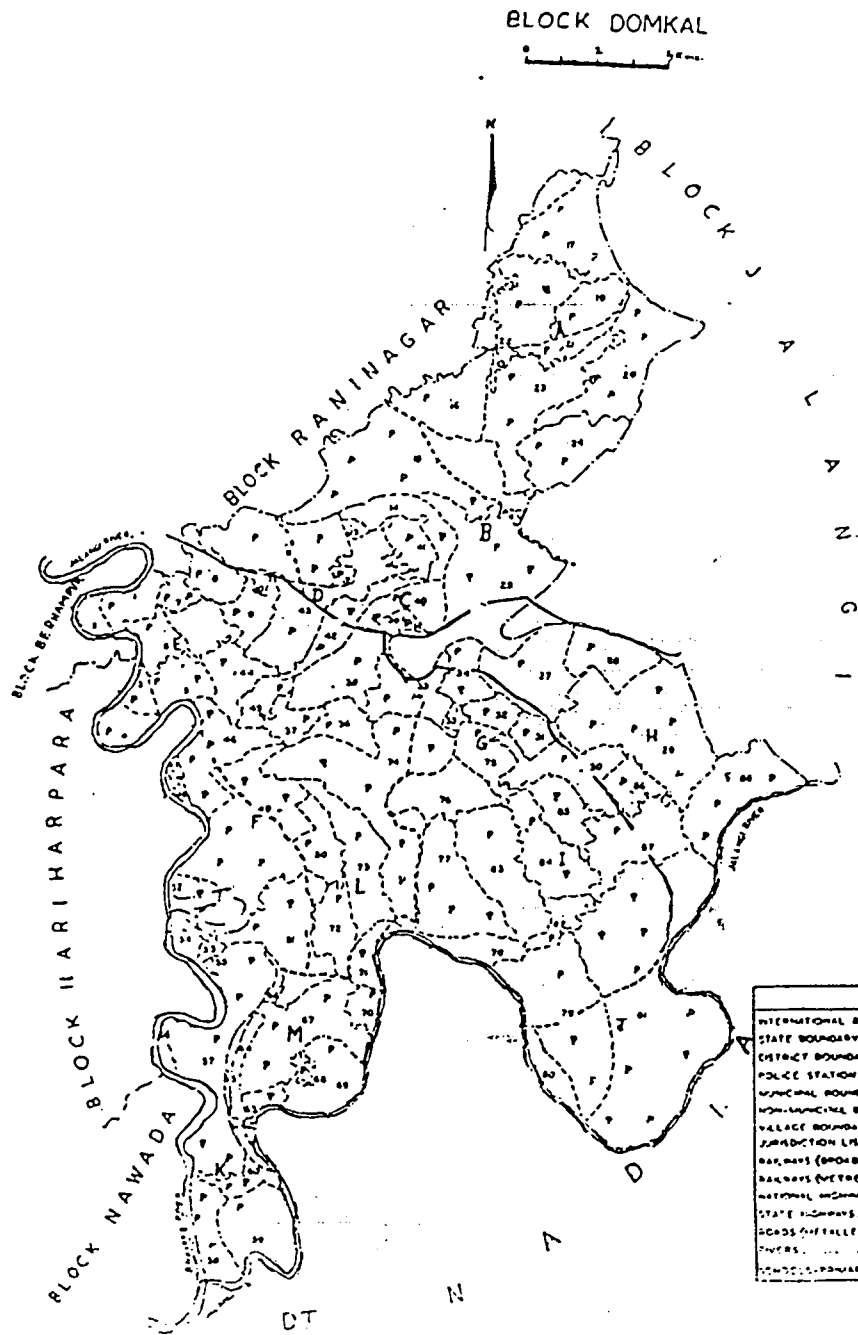


H) CHAMPUR



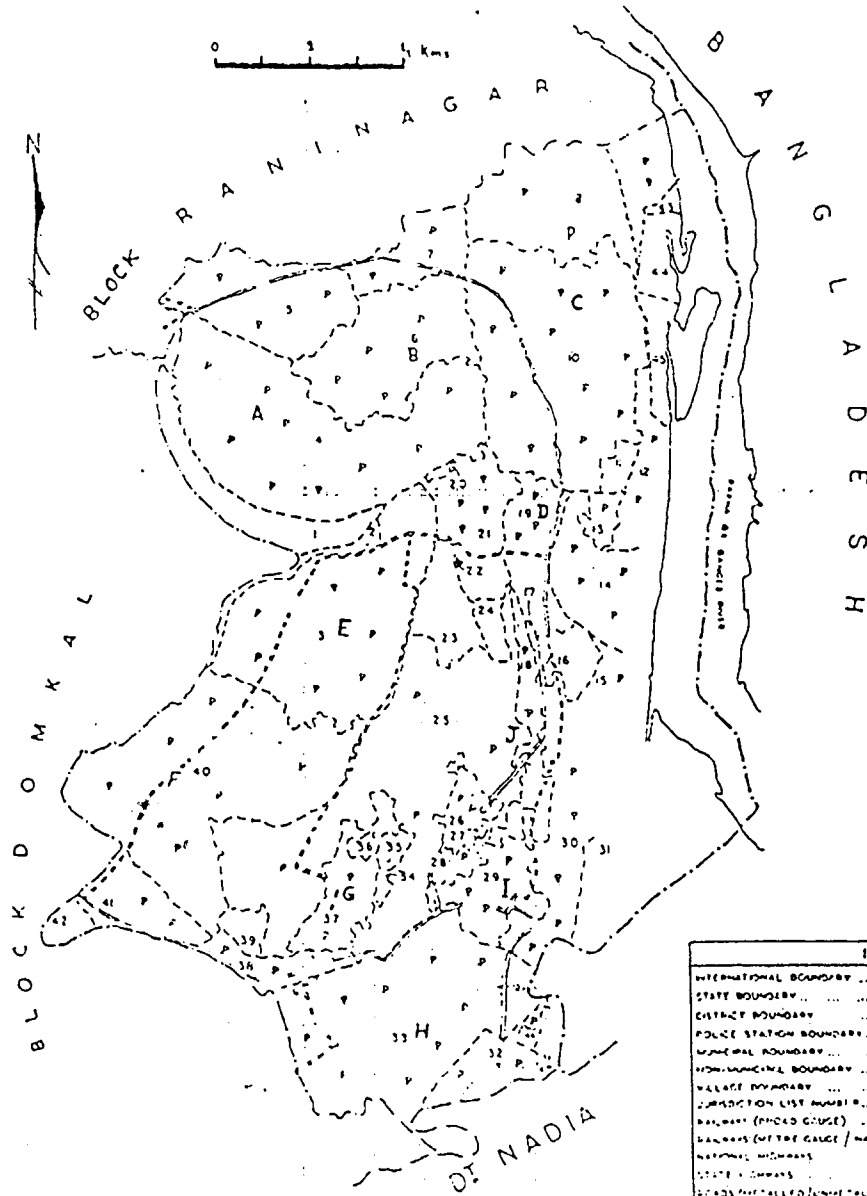
J) PATKABARI





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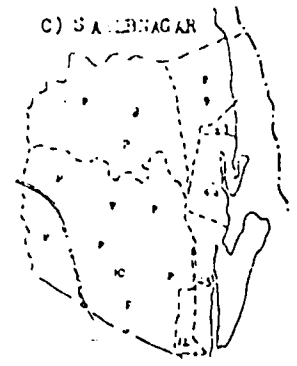
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B) DEMIPUR



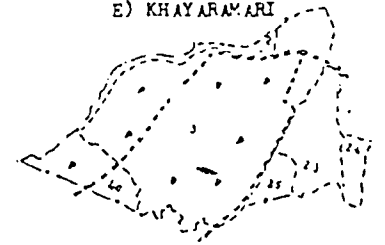
C) SAILDNAGAR



D) SAGAFFARA



E) KHAYARAMARI



F) FARIDPUR



G) SHAHKHAN'S DIAR



H) CHOAPARA



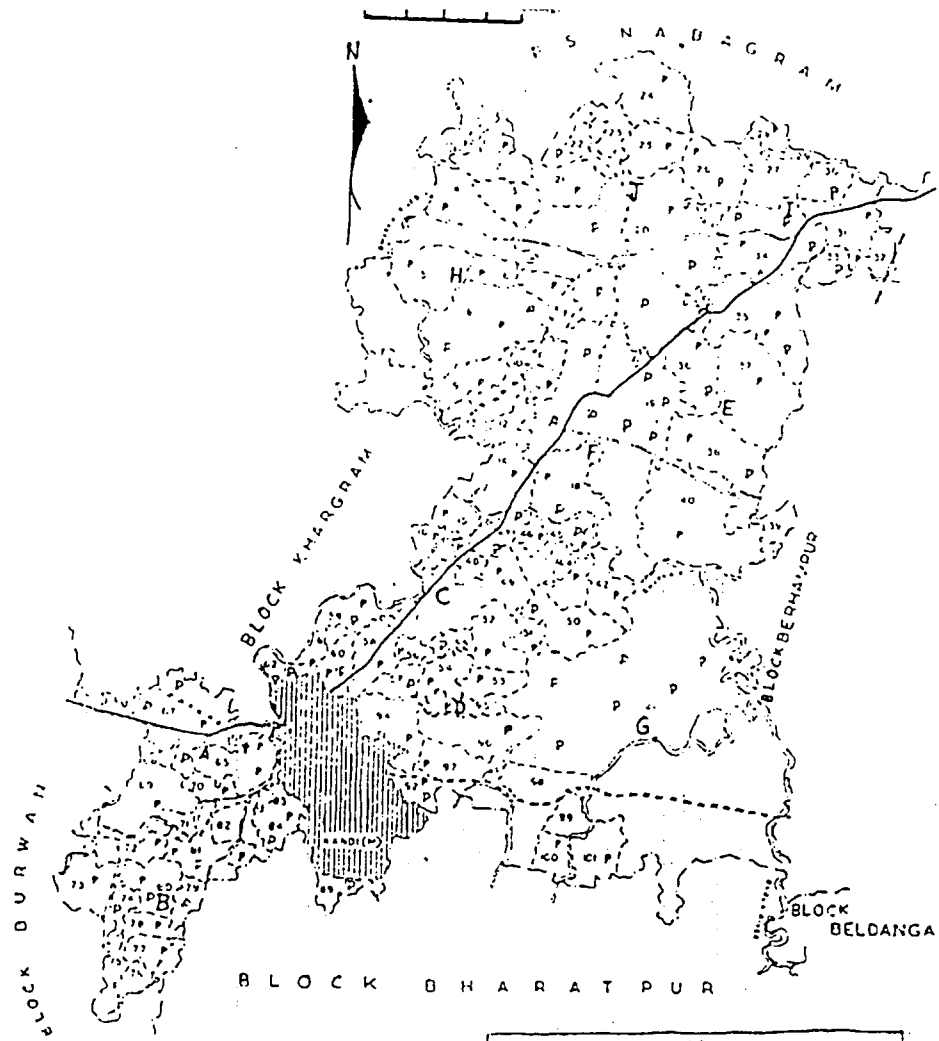
J) GHOSIFARA



I) JALANGI



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A) ANANDI-I

C) PURANDARPUR

D) ANULI A

E) GOKARNA-II

F) GOKARNA-I

G) HIZOLA

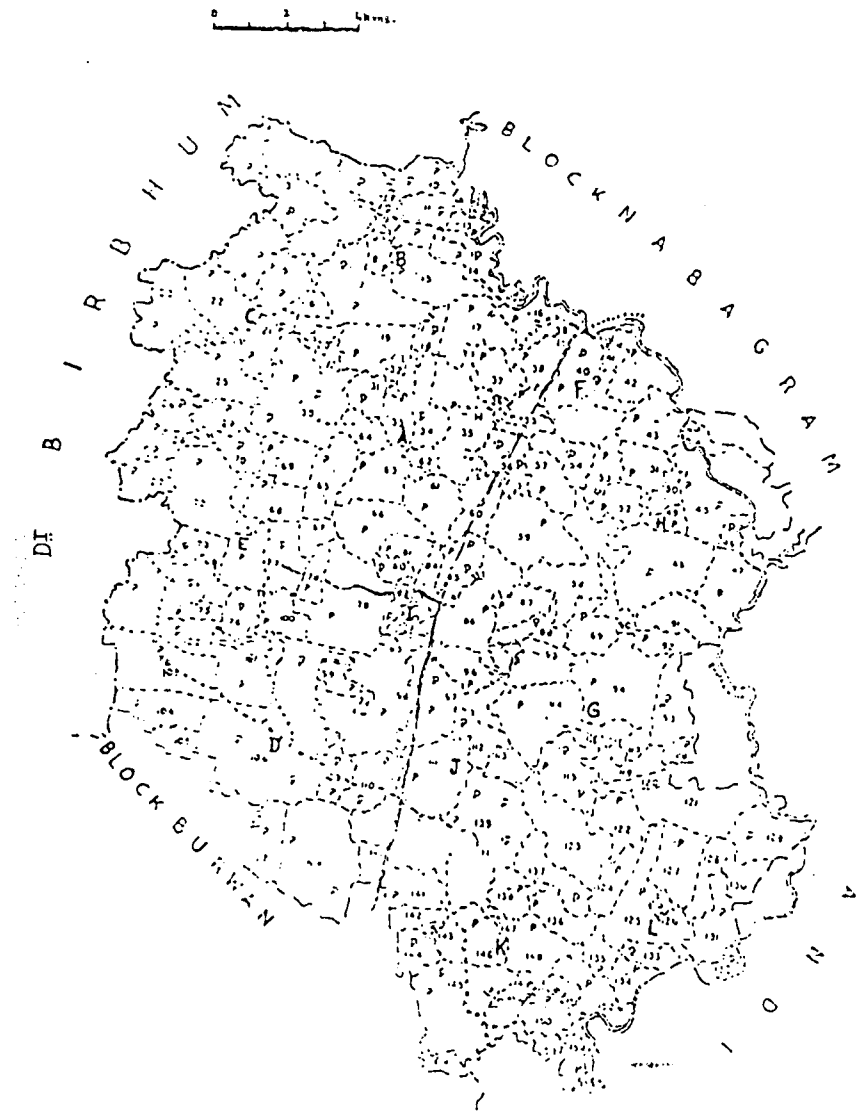
H) KUMARS ANDA

I) MAHAL ANDI-II

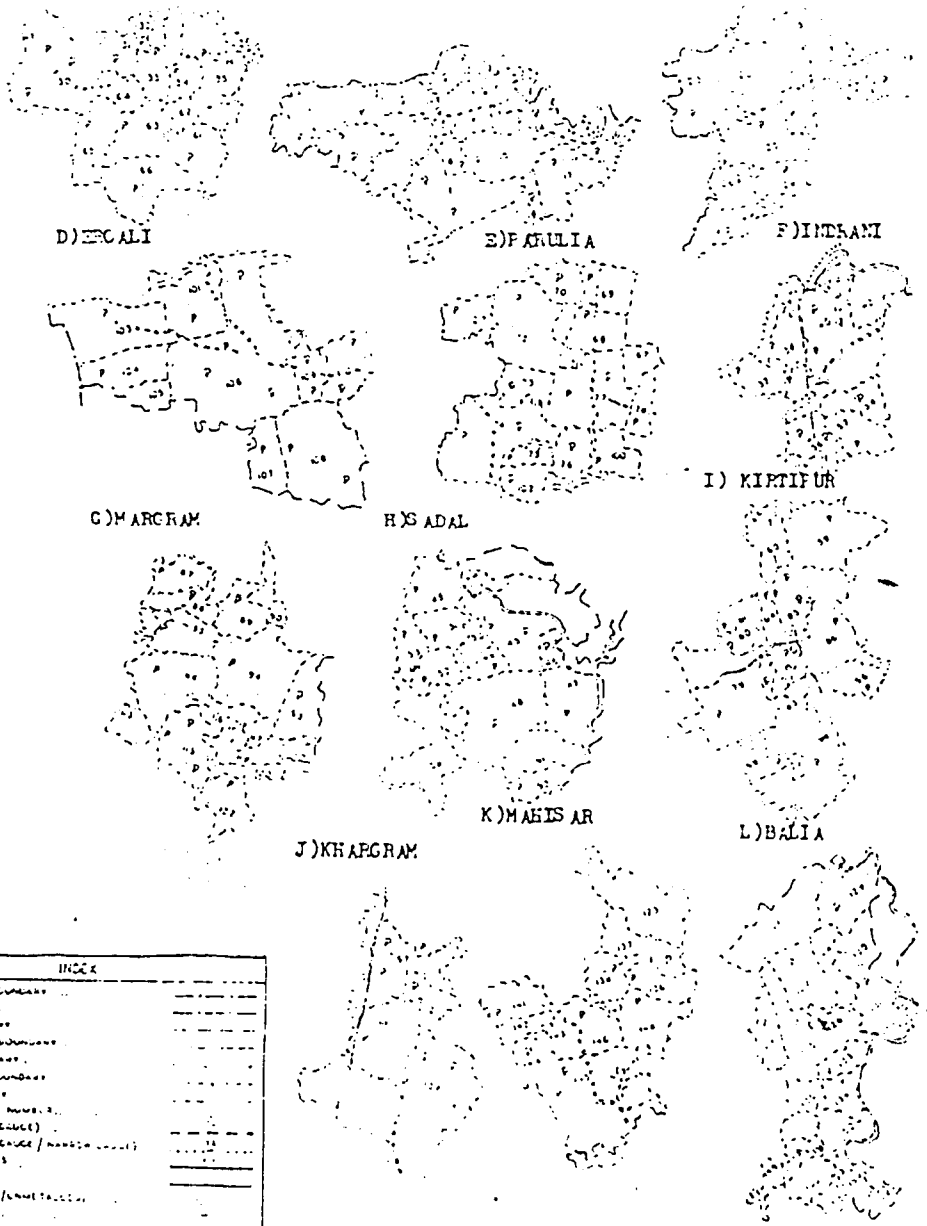
J) MAHAL ANDI-I

BLOCK BHARATPUR

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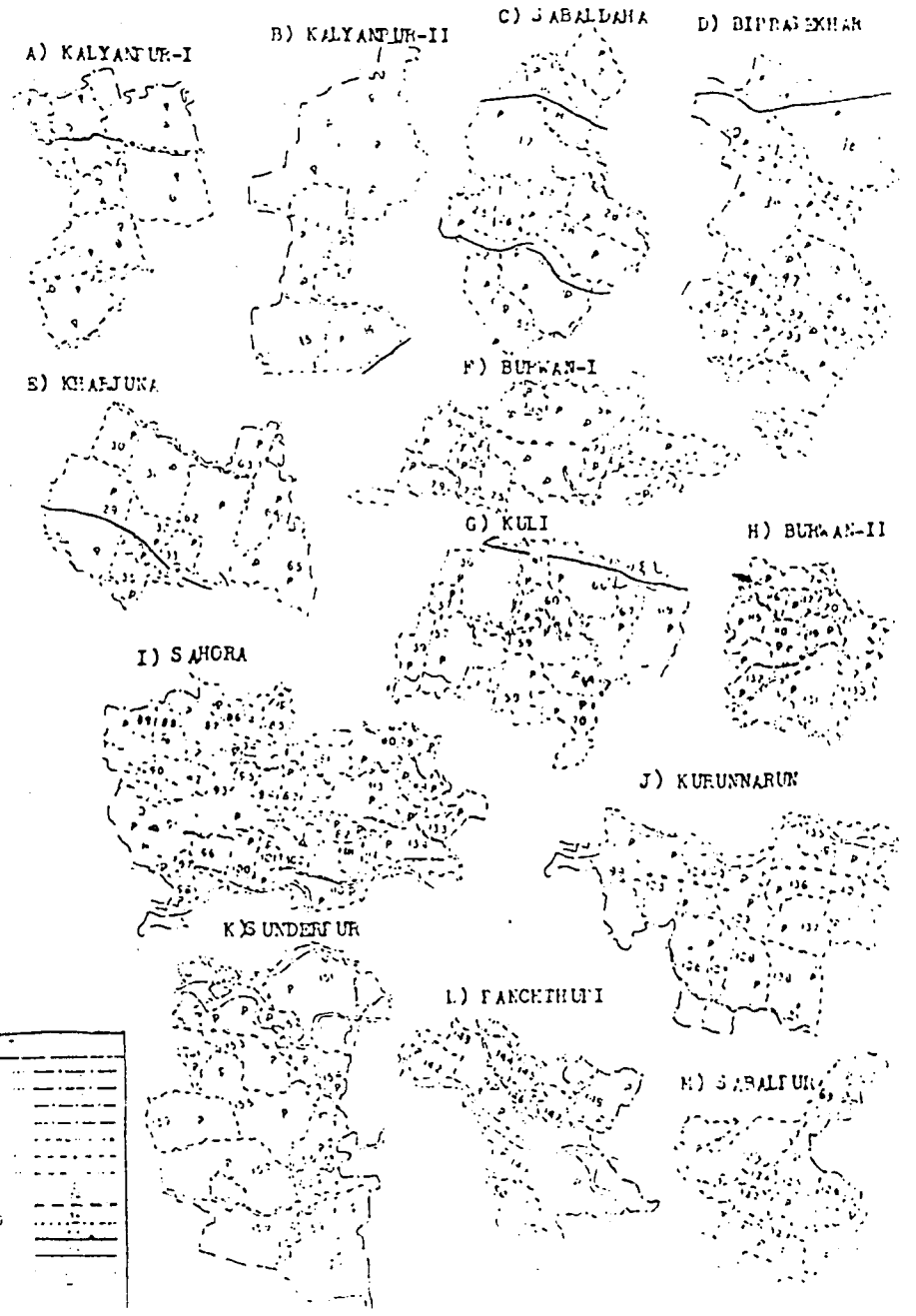
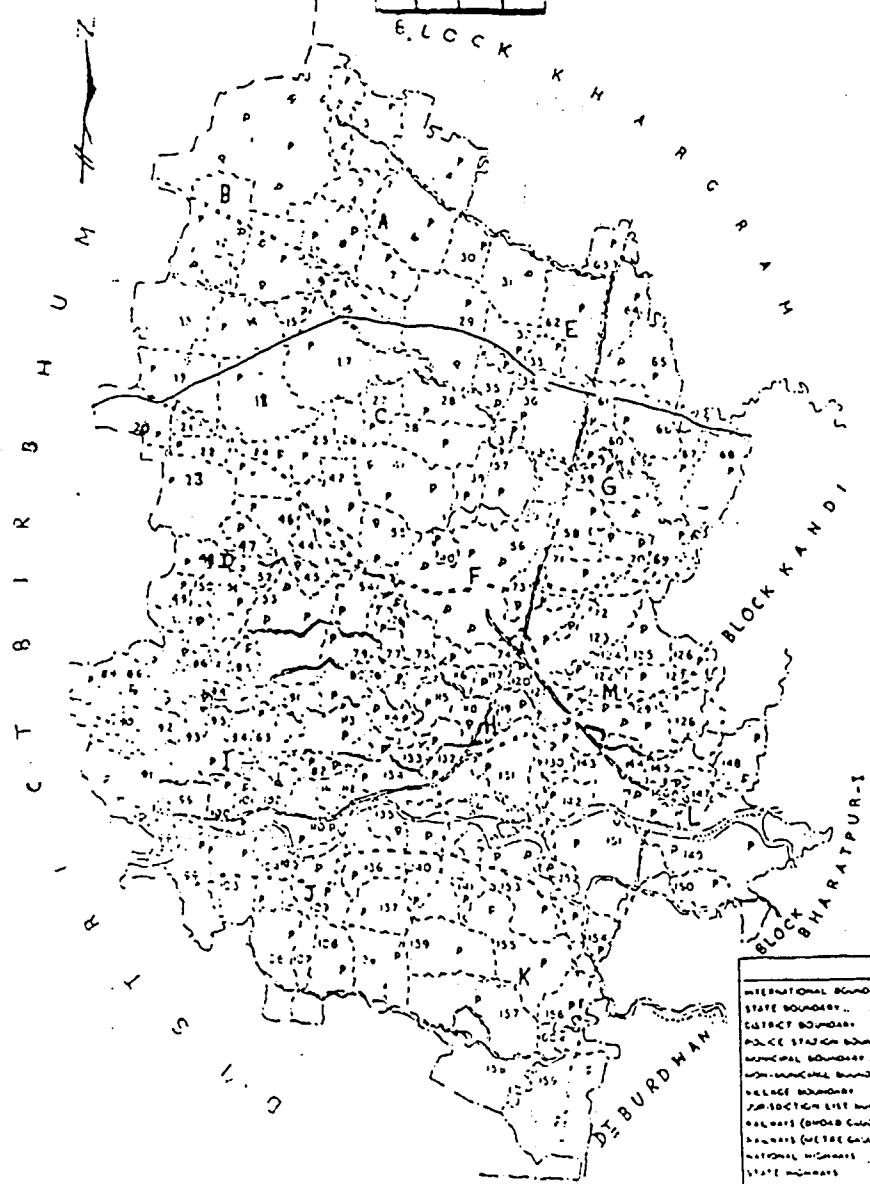
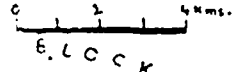


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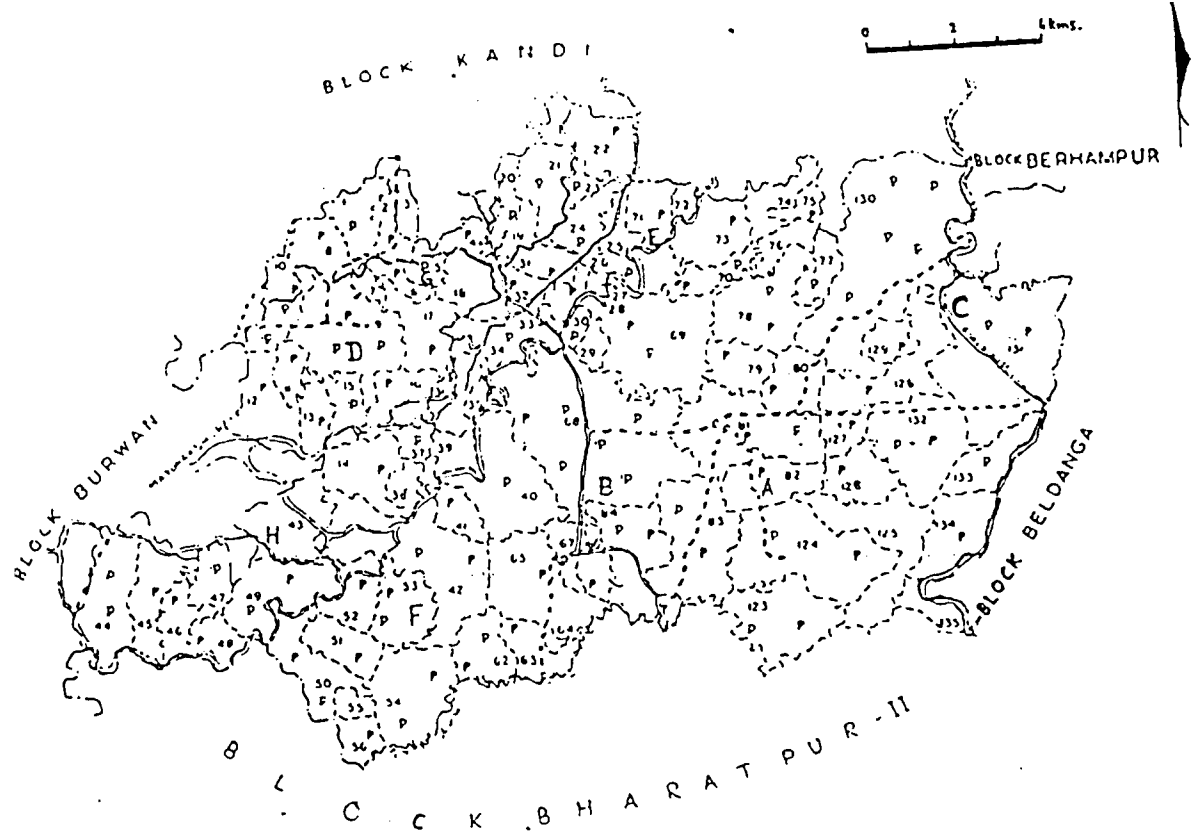


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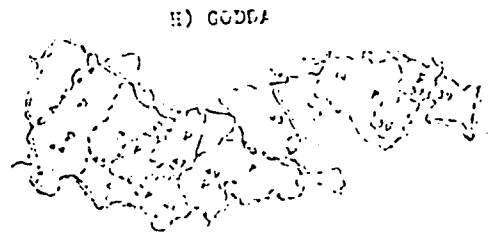
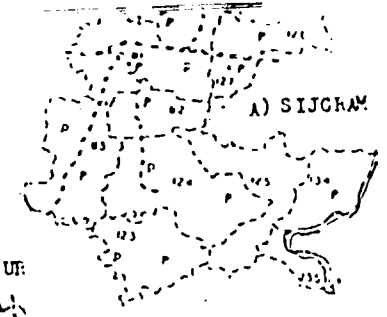
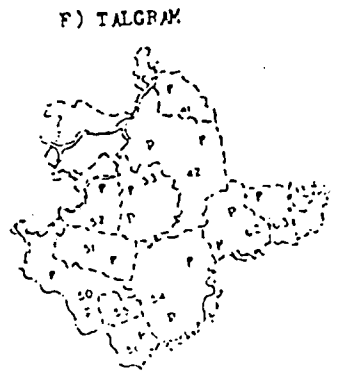
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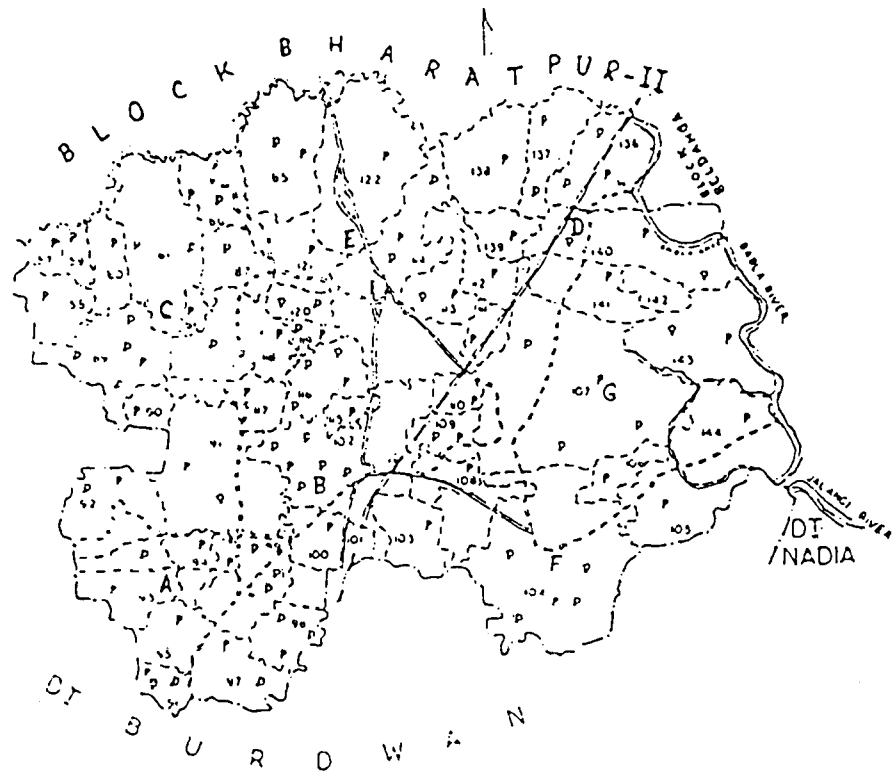


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C) SALU



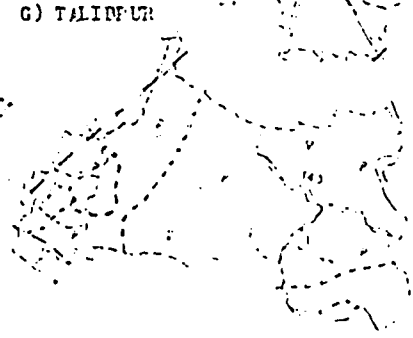
D) TENYA-BALDYAPUR



E) MALIHATI

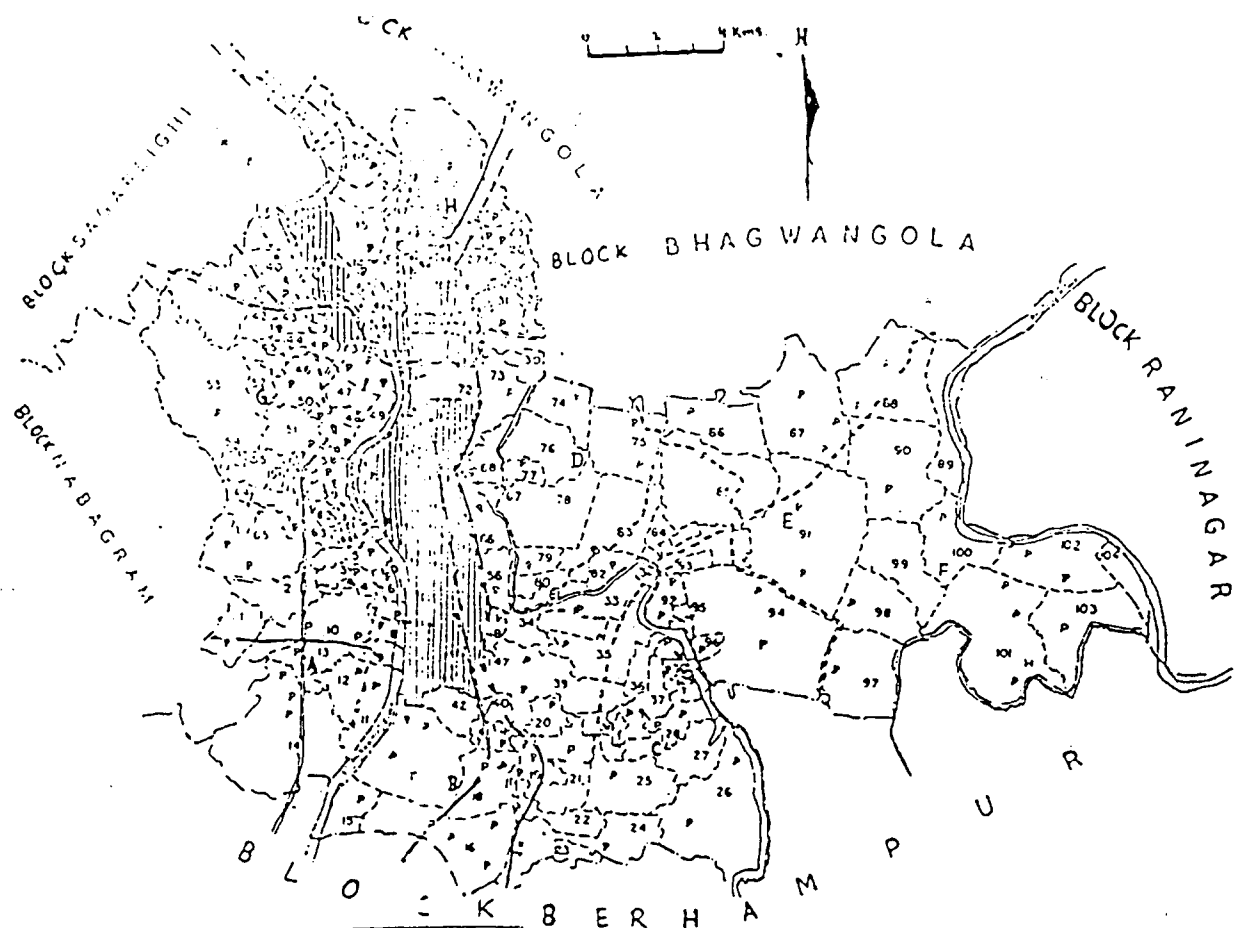


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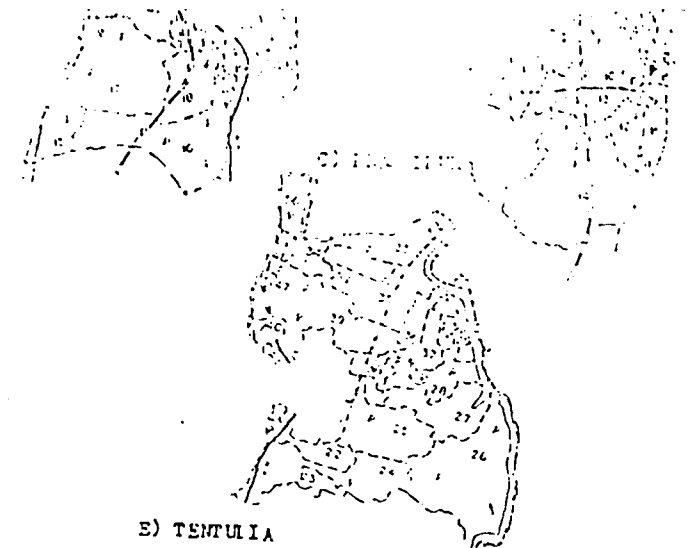


G) TALIDPUR





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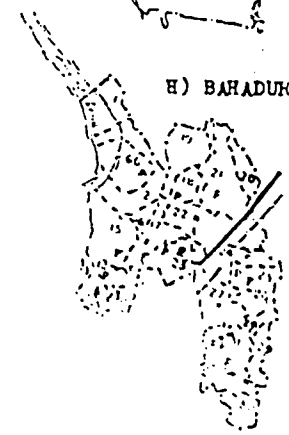
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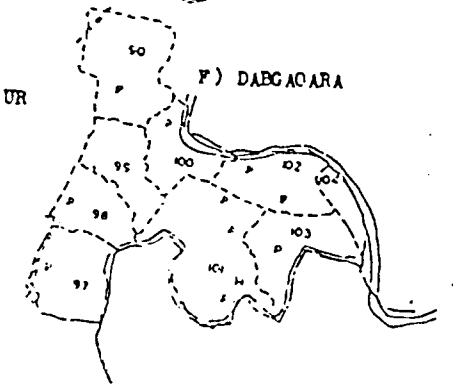
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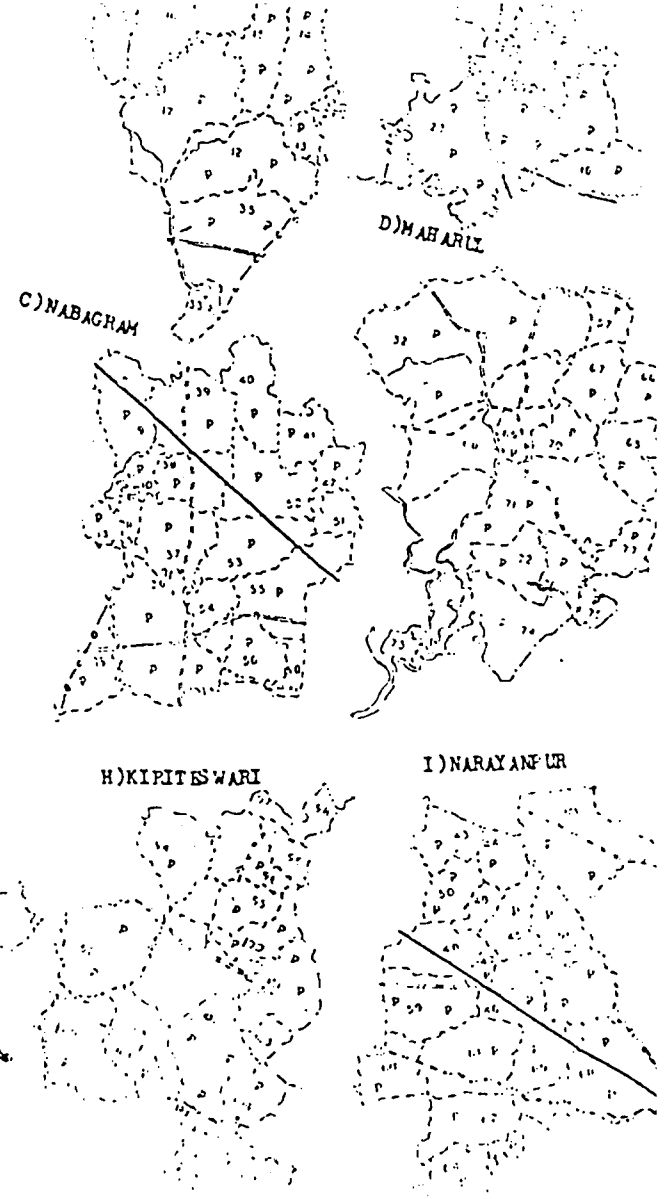
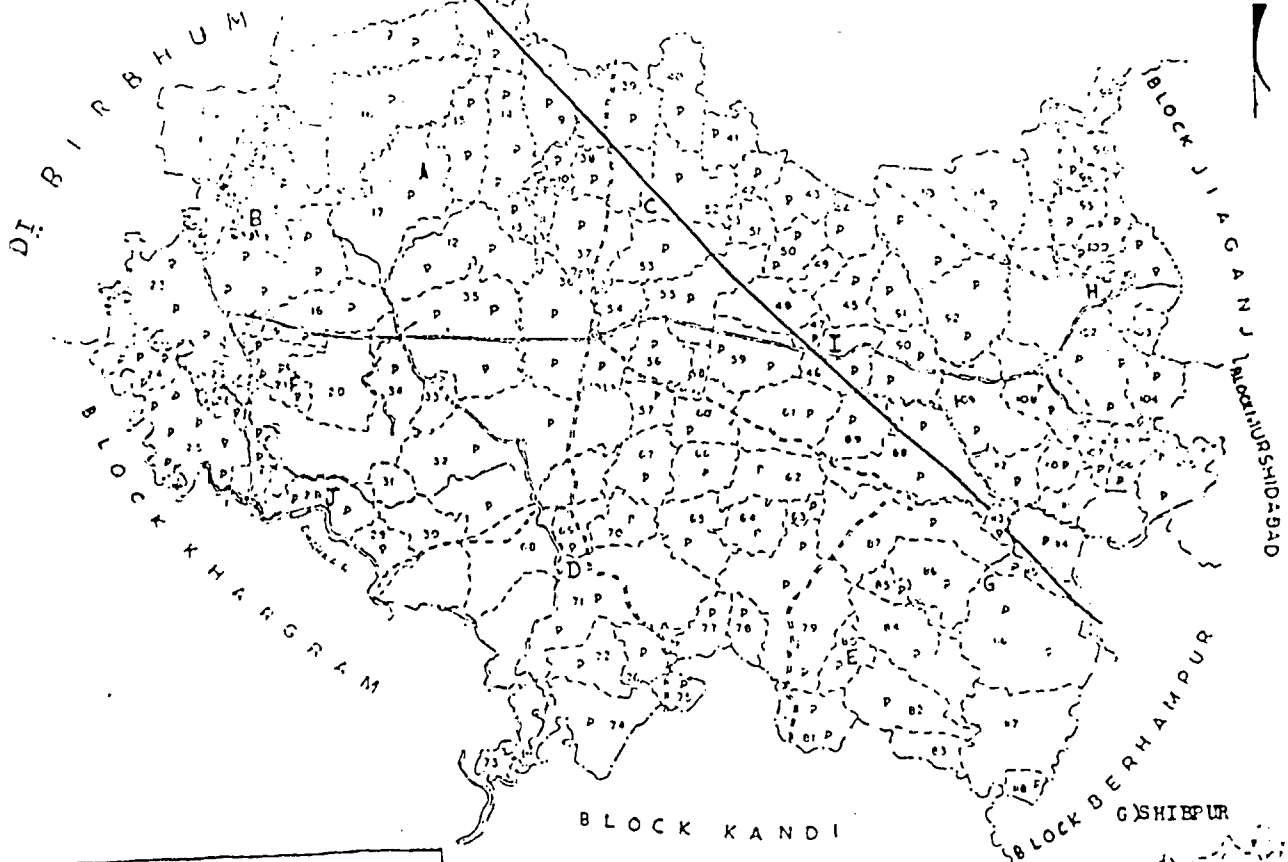
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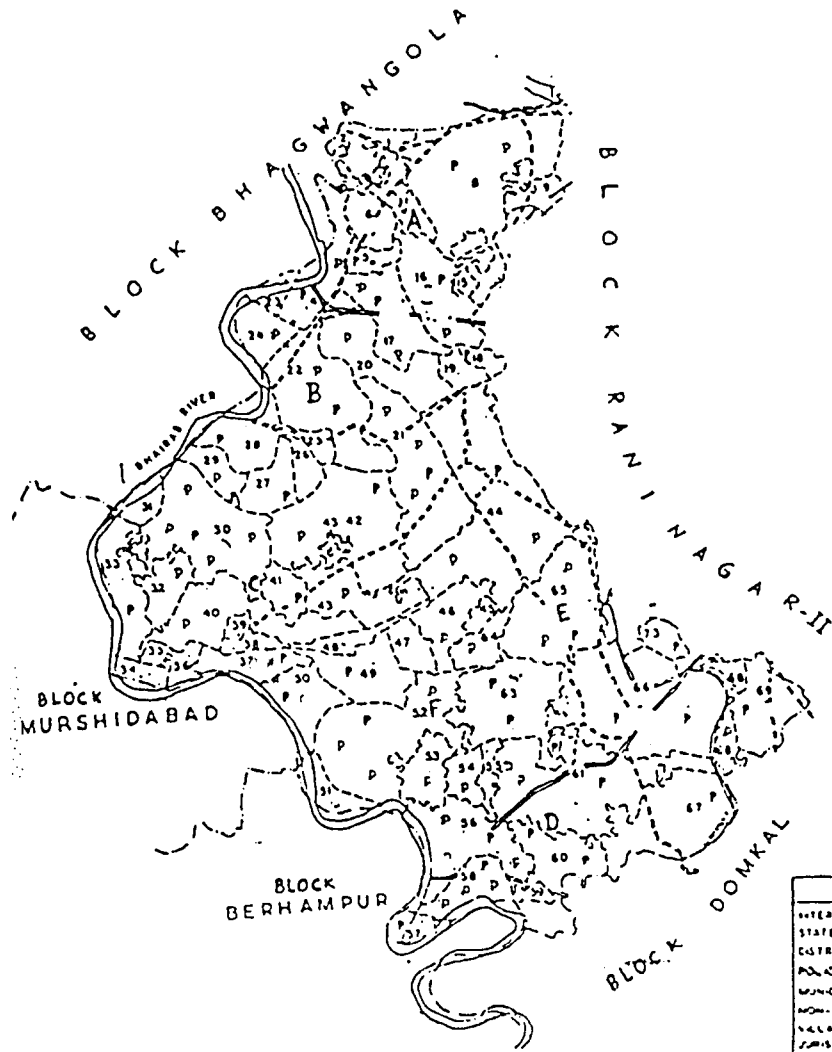
H) BARADURPUR



F) DAGACARA



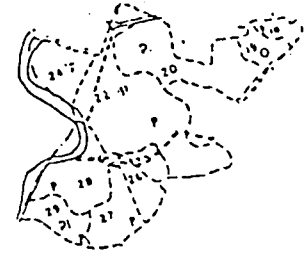
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A) HUBHRI



B) LOCHANPUR



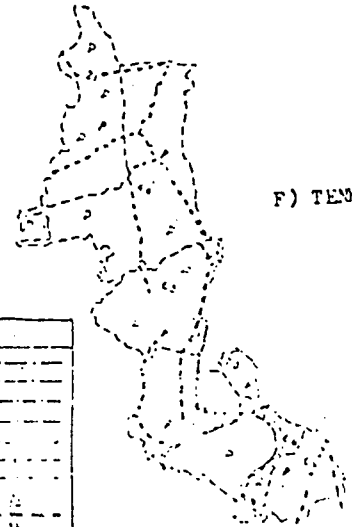
C) FARHAPUR



D) ISLAMPUR CHAK



E) HERAMPUR



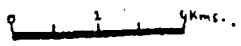
F) TENKASEPUR BALIMATI



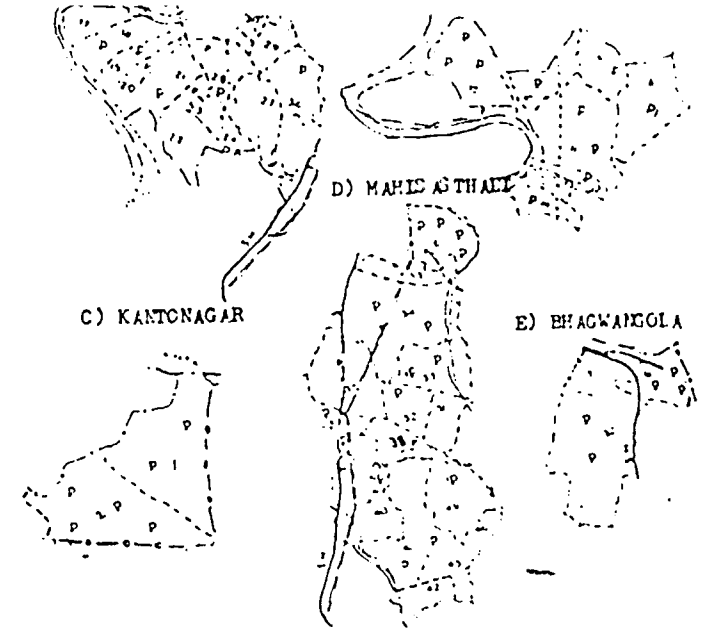
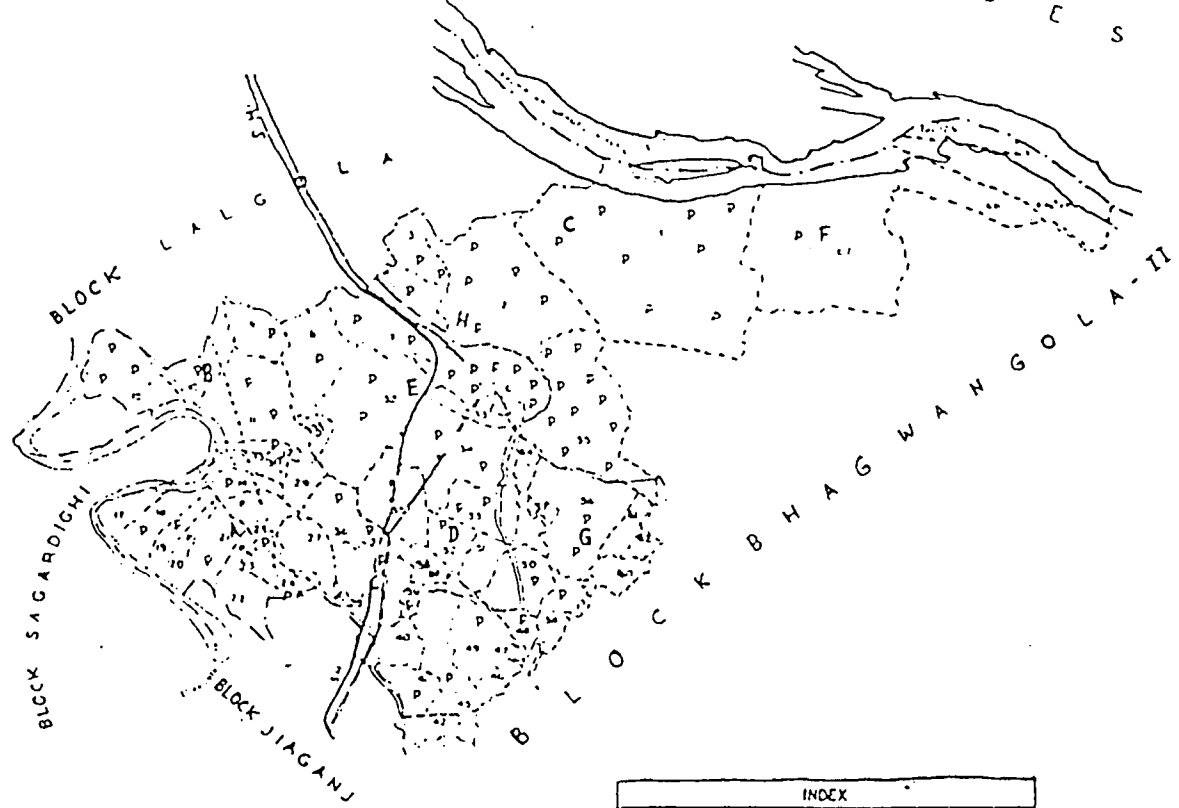
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BLOCK BHAGWANGOLA - I



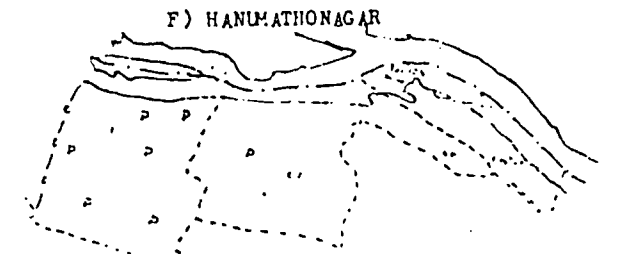
B A N G L A D E S H



C) KANTONAGAR

D) MAHESATHALL

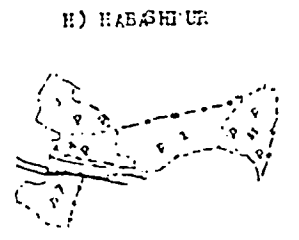
E) BHAGWANGOLA



F) HANUMATHONAGAR



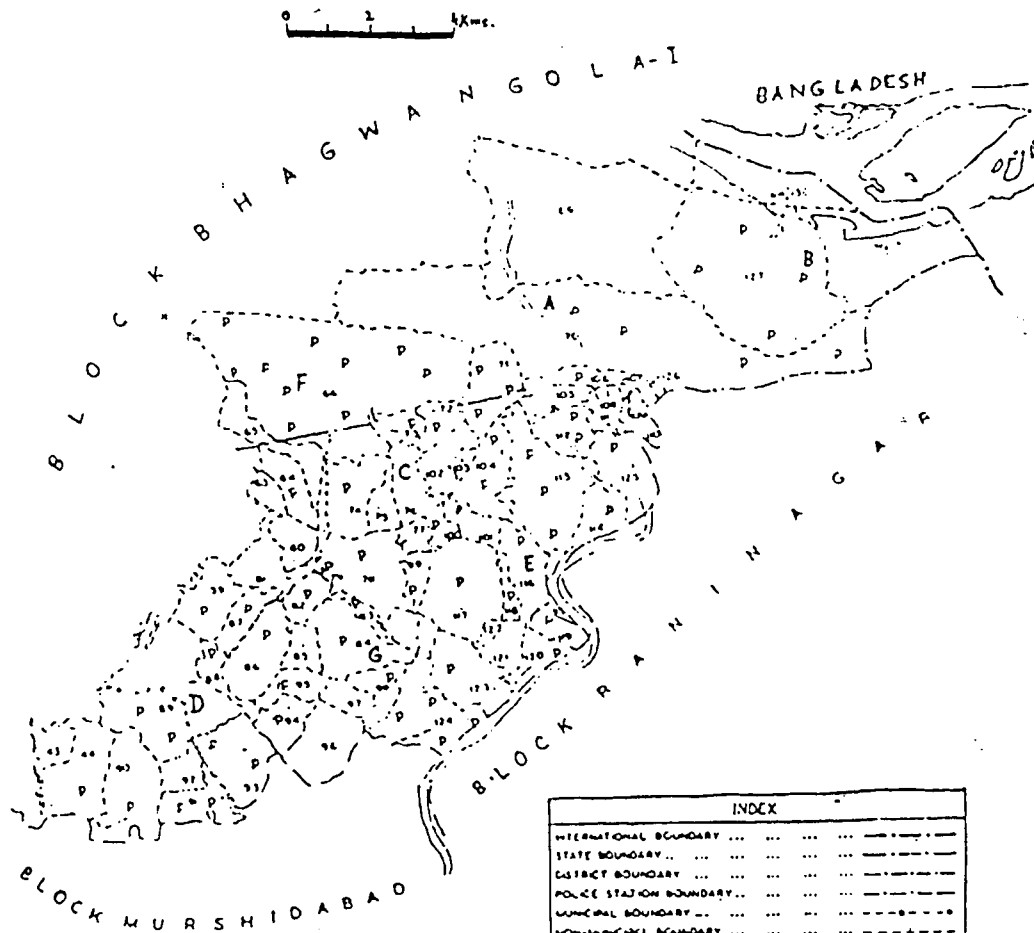
G) MAHAMADPUR



H) HABSHUR

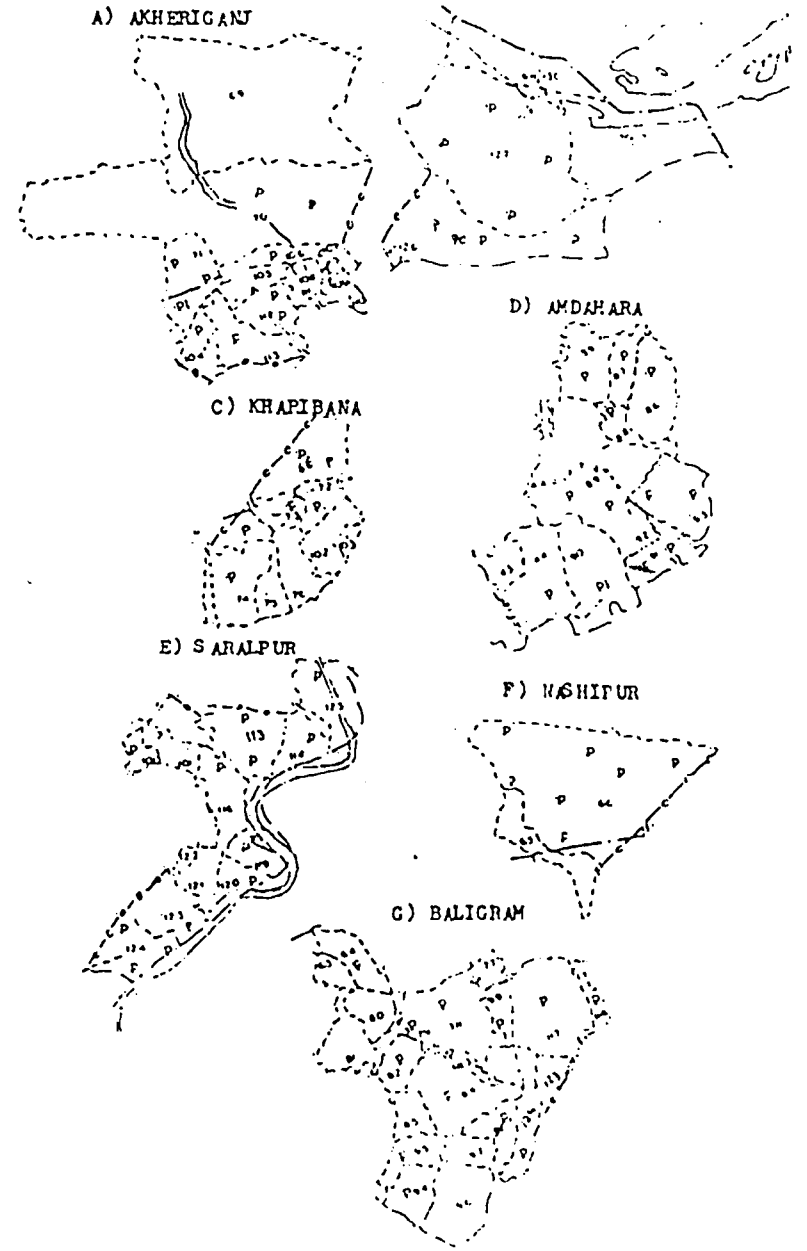
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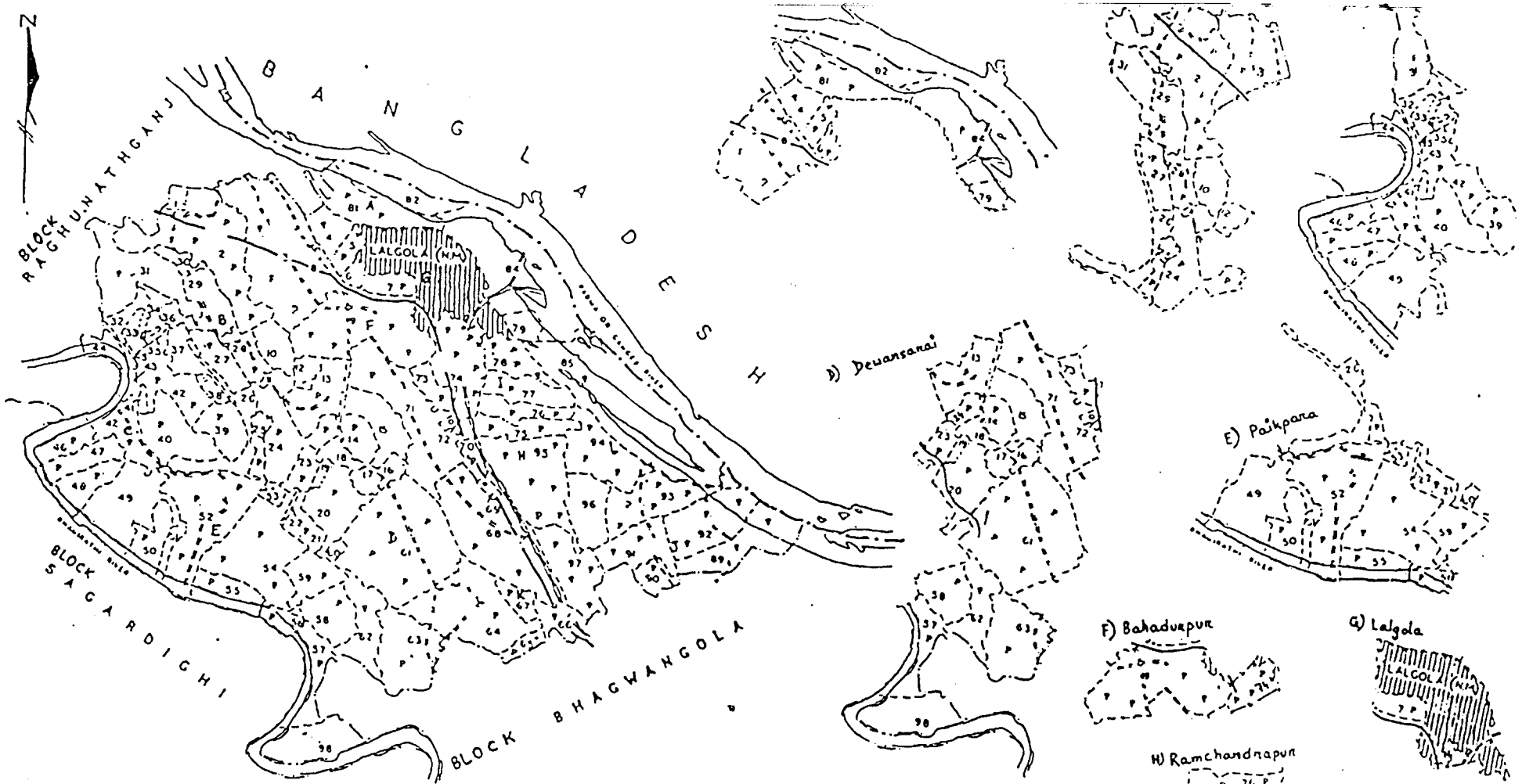
# BLOCK BHAGWANGOLA-II



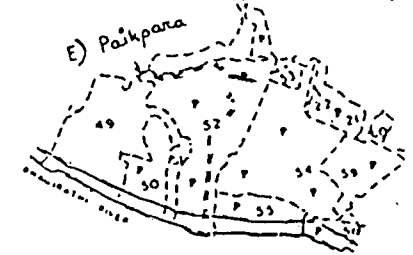
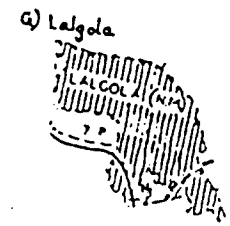
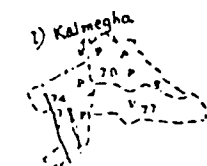
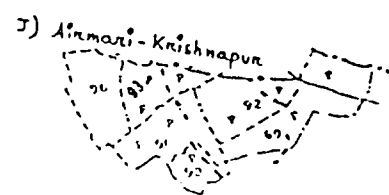
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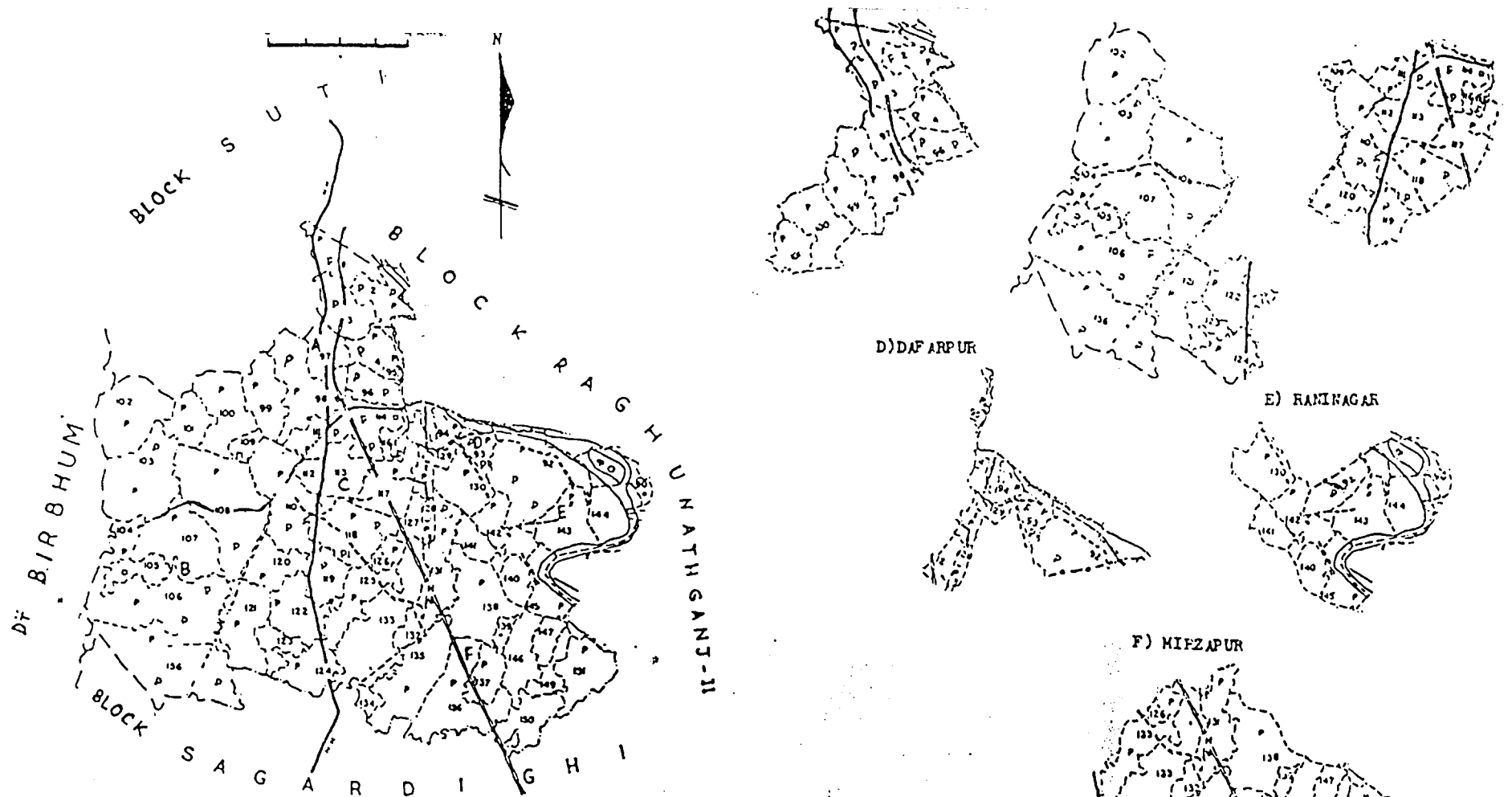
## B) CHANNOKHILSA





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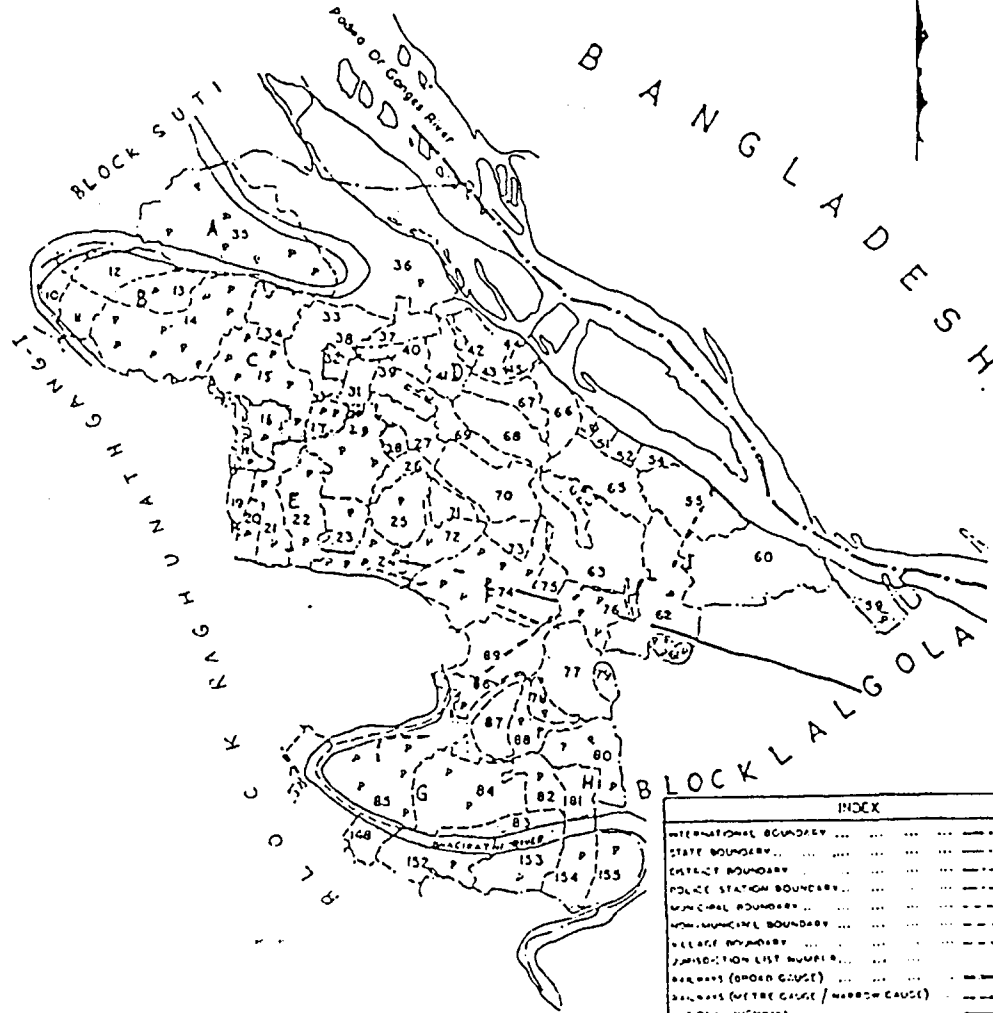
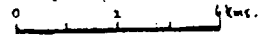




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A) GINIA



D) BARASHIMUL-DAYARAMPUR



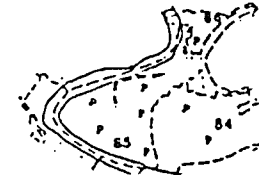
E) TEHGRI-II



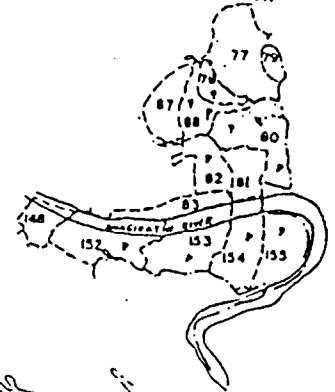
F) TEHGRI-I



G) KASIDANGA



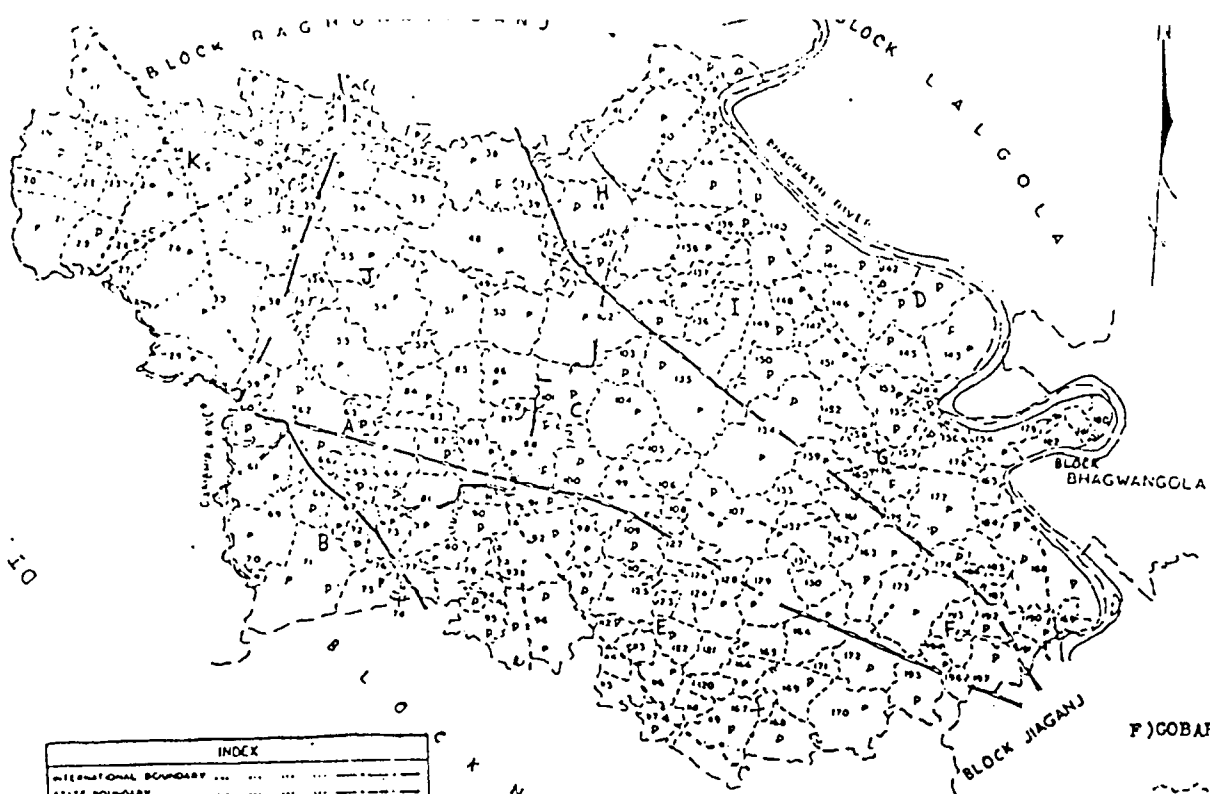
H) AKSHIJCLA



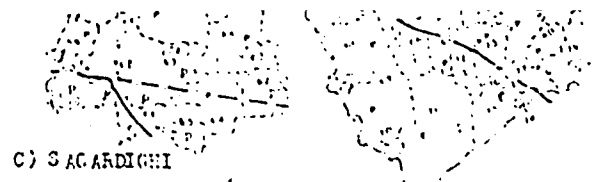
I) SINHAIPUR



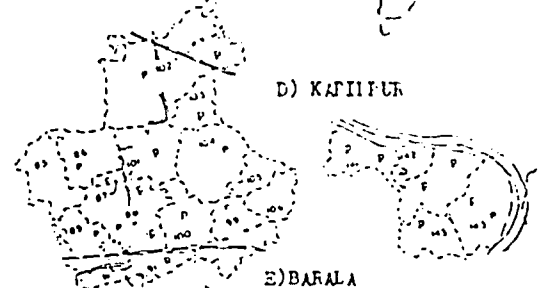
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 R B U M  
 H U M  
 C A B A G R A M



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C) SAGARDIGHI



D) KATIPUR



E) BARALA



F) COBARHANDANGA



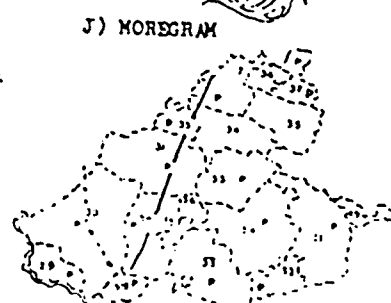
G) PATKELDANGA



H) MANIGRAM



I) BALIA

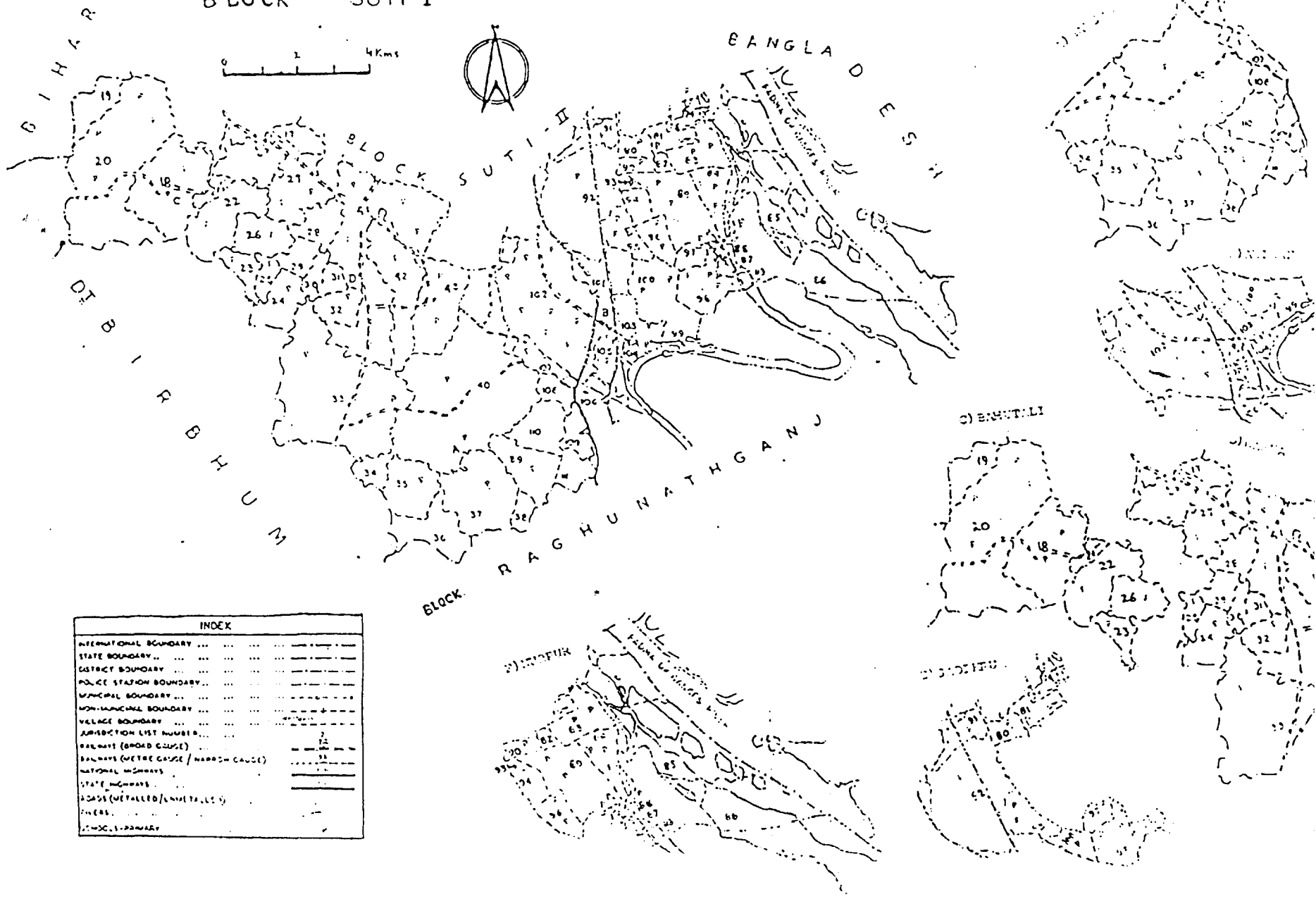


J) MOREGRAM

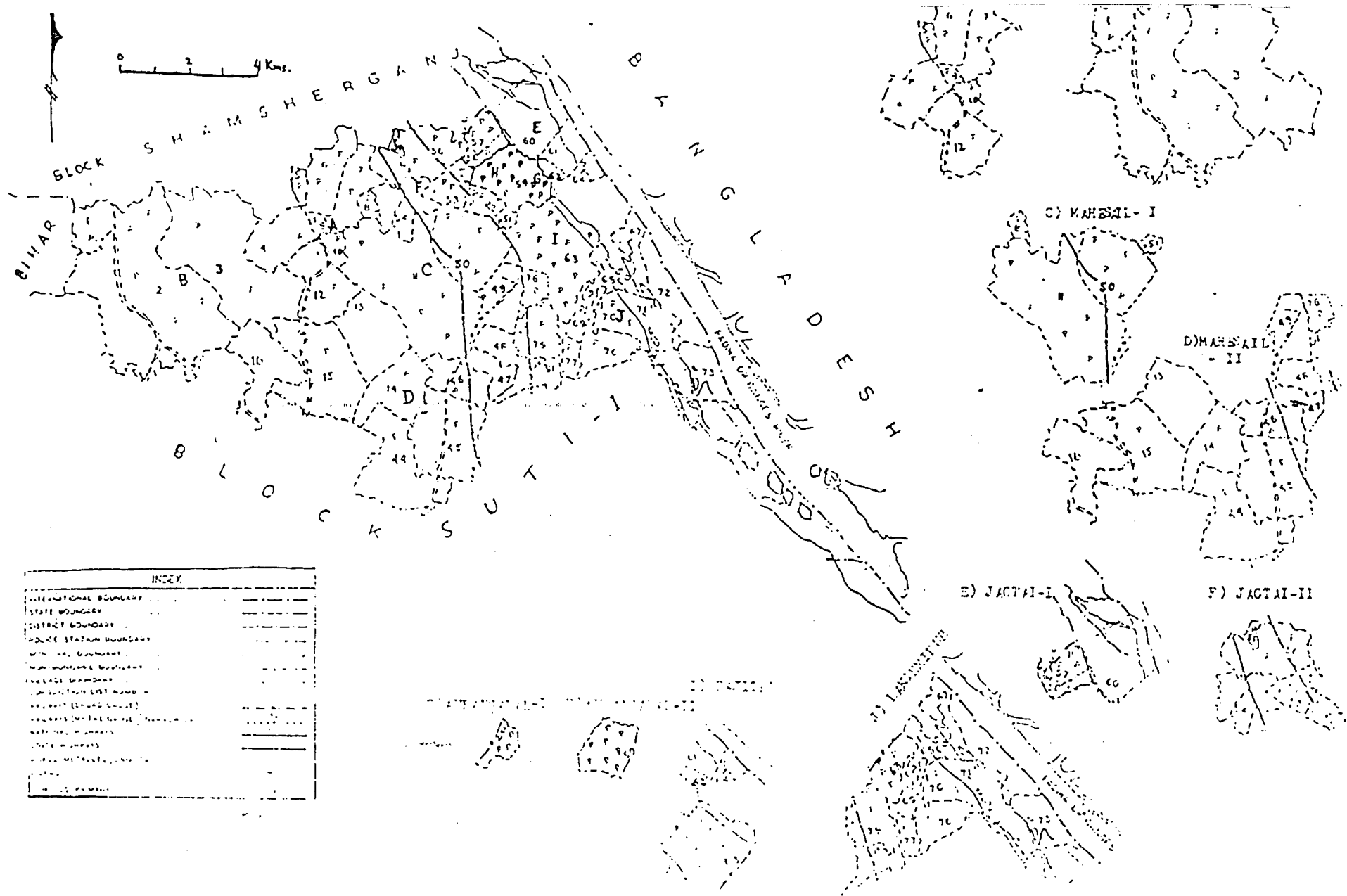


K) BAHYESWAR

# B BLOCK SUTI-I

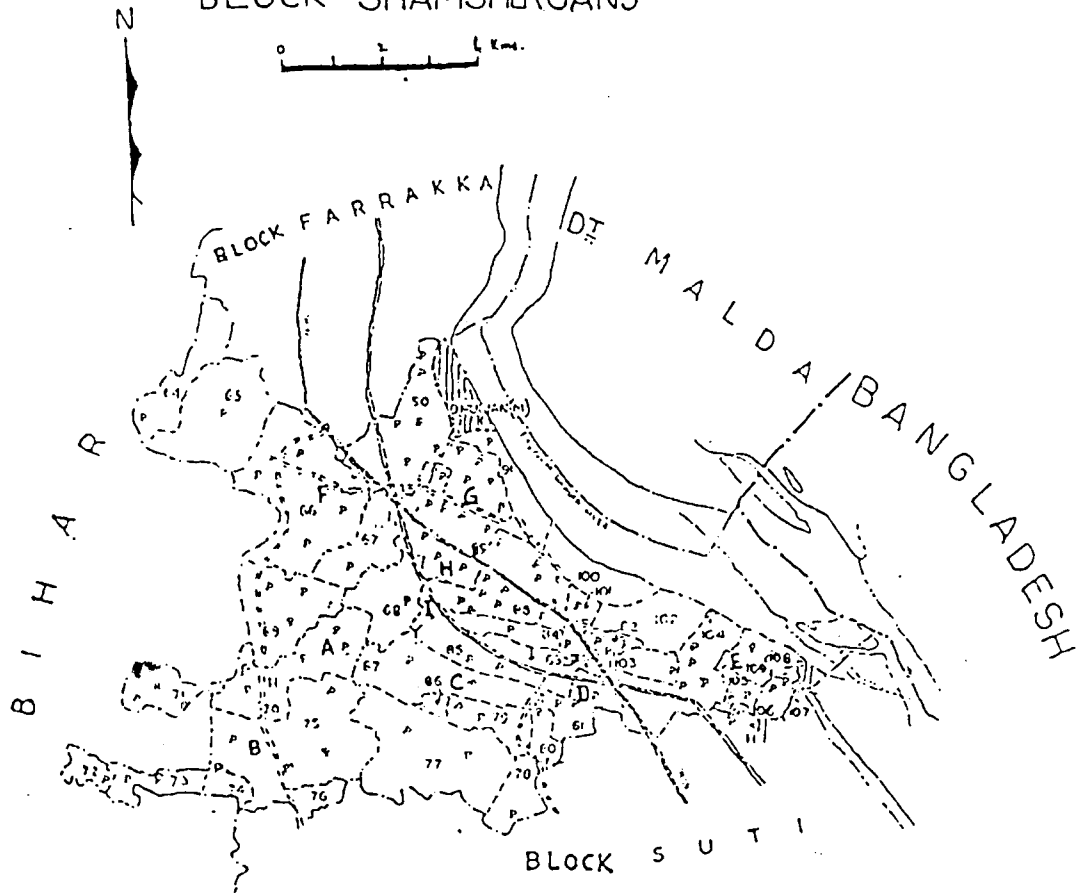


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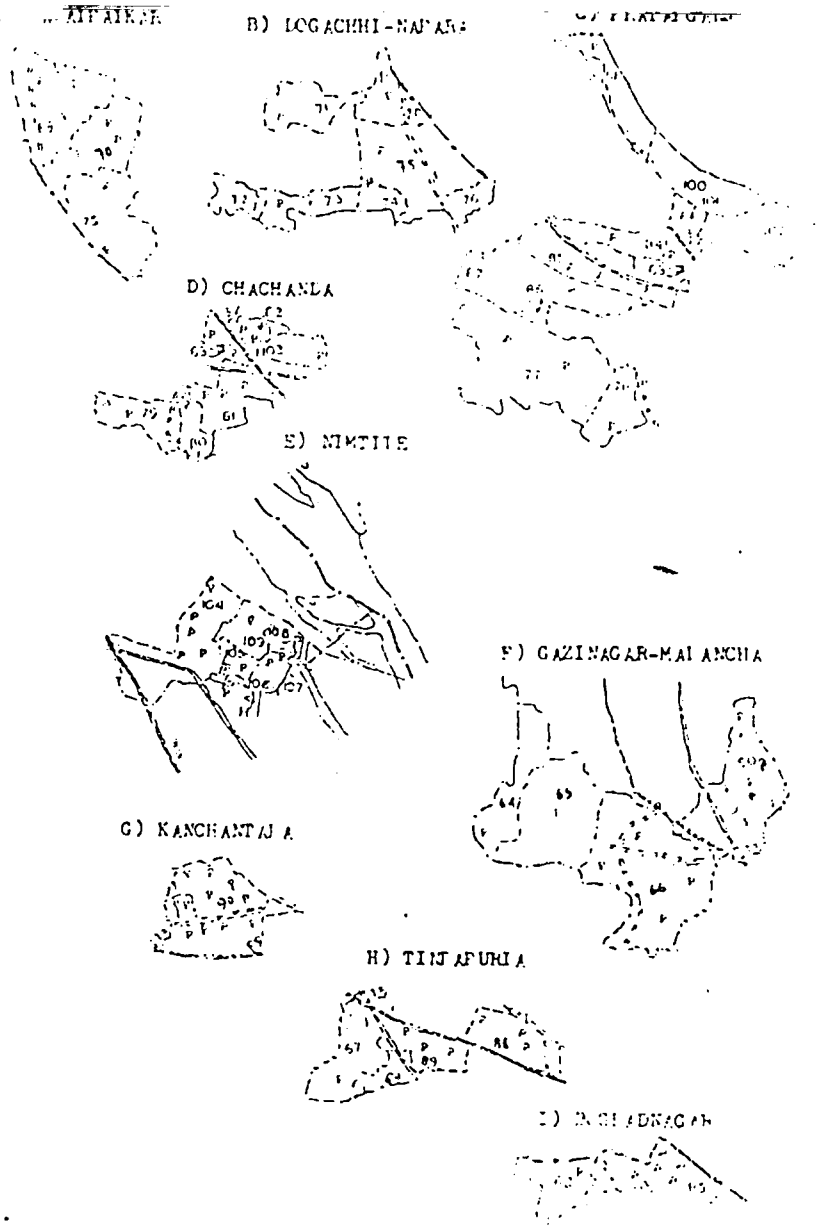


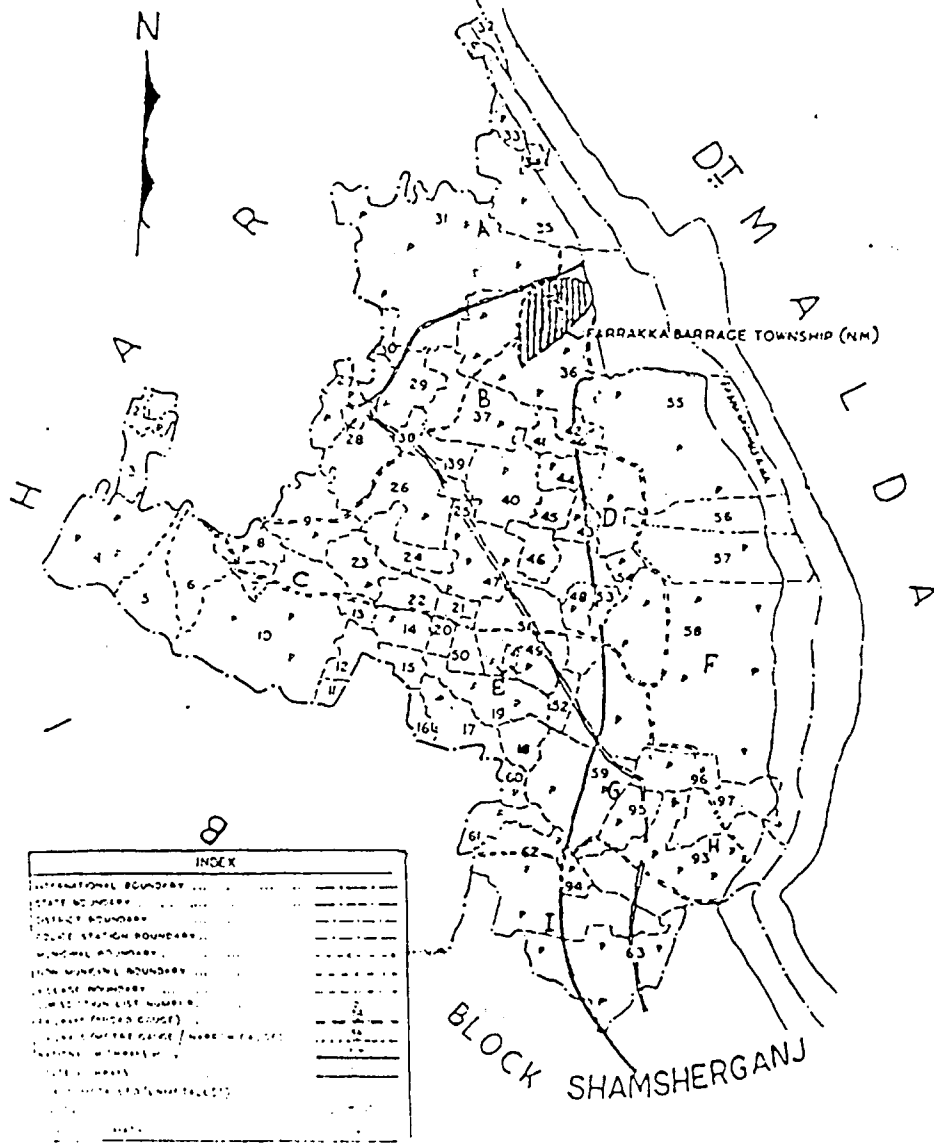
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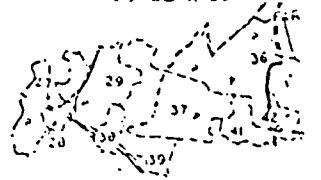


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K) BENA - I

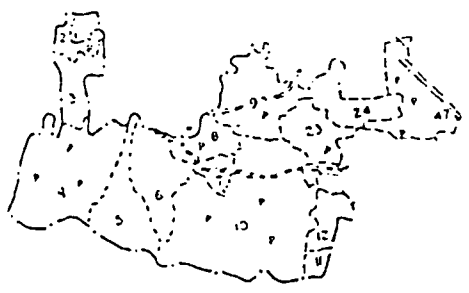
B) BENA-II



D) DENIAGRAM



C) BAHADURPUR



F) NAYANGIKH



E) IMAMNAGAR



I) KAPADEVNAGAR



G) RAJENDRA

