



STATE COMPONENT PLAN



सत्यमेव जयते

BIHAR EDUCATION PROJECT

(District Primary Education Programme - III)



DEPARTMENT OF SECONDARY, PRIMARY
&
ADULT EDUCATION
GOVERNMENT OF BIHAR
PATNA

BIHAR EDUCATION PROJECT

(District Primary Education Programme-III)

NIEPA DC



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CONTENTS

ABBREVIATIONS	1
FOREWORD	4
1. Introduction	8
2. Background	15
3. State Profile	25
4. Educational Profile of the State	33
5. State Investment Proposal	
I. A Definition of State Investment Objective	61
II. Improving the Quality of, Reducing Dropout from, and Expanding Access to Primary Education	
1. Formal Primary Education	65
2. Training	80
3. Civil Works	102
4. Alternative Schooling	105
5. Early Child Care and Education	115
6. Mahila Samakhya	124
7. Community Participation and Environment Building	136
8. Monitoring, Research & Evaluation	145
9. Management Information System	150
III. Building and Strengthening State Institutional Capacity	171
6. Project Costing	
(i) Summary Costs	227
(ii) Detailed Costs	233
(iii) Five Years Implementation Schedule	271

7. Benefit and Risk	291
8. Annexure	
(i) Procurement Policy	297
(ii) Summary Report of BAS	309
(iii) Summary Report of SAS	323
(iv) Evidence of Sharing Preliminary Findings of the BAS with the State and District Planning Team	333
(v) Summary Report of SFS	339
(vi) Summary Statistics for the Proposed Districts and State as a whole (para 2.24 of the Aide-Memoire of the Identification Mission)	343



ABBREVIATIONS

AE	Adult Education
AS	Alternative Schooling
ARP	Assistant Resource Person
AWW	Anganwadi Worker
AWC	Anganwadi Centre. (Child Care Centre)
AWTC	Anganwadi Worker's Training Centre
ASRG	Academic Supervisory-cum-Resource Group
AO	Accounts Officer
BSPP	Bihar Shiksha Pariyojna Parishad
BEP	Bihar Education Project
BRC	Block Resource Centre
BSTBPC	Bihar State Text Book Publishing Corporation
BAS	Baseline Assessment Studies
BEEO	Block Education Extension Officer
CRC	Cluster Resource Centre
DPEP	District Primary Education Programme
DCT	District Core Team
DTT	District Training Team
DLO	District Level Office
DTPS	Desk Top Publishing System
DWCRA	Development of Women & Children in Rural Areas
DTF	District Task Force
DSE	District Superintendent of Education
DM	District Magistrate
DC	Deputy Commissioner
DDC	Deputy Development Commissioner
DRU	District Resource Unit
DPC	District Programme Coordinator
DISE	District Information System for Education

DIET	District Institute of Education & Training
EMIS	Educational Management Information System
EFA	Education For All
ECCE	Early Childhood Care & Education
FMIS	Financial Management Information System
EE	Elementary Education
EC	Executive Committee
GOB	Government of Bihar
GOI	Government of India
GER	Gross Enrolment Ratio
GAR	Gross Access Ratio*
GAMR	Gross Achievement Ratio
IGNOU	Indira Gandhi National Open University
IIEP	International Institute for Educational Planning
IIM	Indian Institute of Management
ICDS	Integrated Child Development Services
JRY	Jawahar Rojgar Yojna
LAN	Local Area Network
MS	Mahila Samakhya
MSK	Mahila Shikshan Kendra
MRE	Monitoring Research & Evaluation
MLL	Minimum Level of Learning
MLTC	Middle Level Training Centre (for ICDS)
MIS	Management Information System
MODEM	Modulating Demodulating Device
MTA	Mother Teacher Association
MT	Master Trainer
MHRD	Ministry of Human Resource Development
MSRC	Mahila Samakhya Resource Centre
MBPJ	Munniya Beti Padhti Jai
NIEPA	National Institute of Educational Planning & Administration

NCERT	National Council of Educational Research & Training
NPE	National Policy on Education
NFE	Non Formal Education
NGO	Non-Government Organisation
NICNET	National Informatics Centre Network
PRA	Participatory Rural Appraisal
PTEC	Primary Teacher Education College
PFE	Primary Formal Education
PMIS	Project Management Information System
PHC	Public Health Centre
PSE	Pre School Education
RR	Retention Rate
SCERT	State Council of Educational Research & Training
SC	Schedule Caste
ST	Schedule Tribe
SLO	State Level Office
SIEMAT	State Institute of Educational Management & Training
SRG	State Resource Group
SOPT	Special Orientation of Primary Teachers
SAS	Social Assessment Studies
SRC	State Resource Centre
SPD	State Project Director
TLM	Teaching Learning Material
TLC	Total Literacy Campaign
UEE	Universalisation of Elementary Education
UPE	Universalisation of Primary Education
UPS	Un-interrupted Power Supply
UGC	University Grants Commission
UNICEF	United Nations Children's Fund
VEC	Village Education Committee

FOREWORD

Bihar Education Project has been envisaged as an endeavour to initiate social change in the existing socio-cultural-economic milieu of Bihar through the process of primary education. Such endeavours require clarity of vision, goals and objectives on the one hand and a high degree of commitment, dedication and professionalism on the other. So, BEP has been conceived as an innovative project with a goal "----- to bring about a driving force in the state through educational reconstruction. A change in the educational situation will then bring improvement in all spheres, and the atmosphere of despair, cynicism, and violence will give way to a firm determination to deal with the environmental, social, cultural and gender issues " (chapter 2, Basic document of Bihar Education Project).

Such a goal is envisaged to be achieved through the following strategies :-

- (i) "Viewing education as an instrument of social change, as a means of reducing inequalities, and as the most important investment in people, and therefore in national development".
- (ii) "Forging alliance with people who can make it successful."
- (iii) "Recognition of the centrality of teacher's / instructor's position in the BEP, improvement of their performance and participation in the planning and management at all levels."
- (iv) "Women's Empowerment."
- (v) "Equity".
- (vi) "Harnessing Institutions of Proven Quality".
- (vii) "Enlarging the Quality circle".
- (viii) "Acknowledging "non-educational" Initiatives."

(Chapter 3, Basic Document of Bihar Education Project)

The vision contained in the basic document has been specified in the Memorandum of Association of BSPP as specific objects which includes, among other things, "Universalization of Primary Education, viewed as a composite programme of (i) access to primary education for children upto 14 years of age, (ii) universal participation till they complete the primary stage through formal or non-formal education programmes; and (iii) universal achievement at least of minimum levels of learning."

For the last 5-6 years we in the BEP were addressing problems and issues as specified in the basic document and through participatory methodology and working in a mission mode were part of the process of educational reconstruction. Now we are at the

threshold of entering into a more challenging phase, a transition - not metamorphosis - from BEP to DPEP phase III is on the anvil.

The state component plan is a document encompassing the moorings of the incoming new phase of DPEP III, i. e., District Primary Education Programme III. But the horizon is not hazy; the proposed strategies, concepts and programme, as envisioned in this document are intricably linked with the experiences and ethos of the BEP as the problems and issues remain the same. The plan document, therefore, proposes interventions to complete the unfinished agenda of Bihar Education Project in seventeen districts of Bihar including the seven old districts as we have " miles to go " before we fulfil the dreams of social change. The distance is still immeasurable as the task of human development transcends the bounds of time, but it is not unsurmountable. Hence, by the end of the project period, that is, in the beginning of the 21st century, we propose to finish the greater part of the unfinished agenda.

The concepts and strategies proposed in the state component plan are the ' essence' around which the seventeen district planning teams have also shaped their investment proposals, of course, with the fragrance of contextuality. But the state interventions have been proposed with a view to provide support mechanism to the implementation of district investment proposals. The interventions also aim at interweaving the various contextual interventions enshrined in the district investment proposals.

This document has emerged and finally taken a shape through a process of intense interactions, discussions, brain-storming sessions among the members of state planning core team, district planning core teams and host of resource persons of state and national level. The participatory methodology and work-culture developed in BEP has made it possible to finalize the document within stipulated time frame. In fact, a state planning core team was constituted in the month of December, 96 and the draft was prepared within a span of two and half months. The draft was pre-appraised by NPM, in the beginning of March, 97 and the national pre-appraisal was reviewed by IDA Pre-appraisal Review Mission in the end of March. We were largely benefited by the interaction with both the Missions and incorporated their recommendation suitably.

I acknowledge the contribution of all BEP personnel-from programme personnel to the support personnel for their painstaking and untiring effort in producing this document. Sri T. S. Sandhu, Unicef representative has been a constant fellow-traveller, so he deserves special mention. The Secretaries of Department of Secondary, Primary and Adult Education, Sri Chintu Nayak and Sri A. K. Rath, have always been a source of encouragement to us in the preparation of the plan, The DPEP Bureau GOI and TSG extended immense support at all stages by providing technical assistance as and when required by us. They deserve our appreciation. Specially, Sri R. S. Pandey, Joint Secretary, Sri Ravi Capoor, Deputy Secretary, Ms Jyotsna Jha, Senior Consultant, Sri S. M. I. A. Zaidi, NIEPA deserve our gratitude for their personal indulgence in this regard.

Lastly, I commend all members of the state planning core team for their immense involvement and contribution to make this document as it is. I know that it was the commitment, dedication and professional approach on their part which has made it possible to prepare the document in time.

Now, all we need is, to apply ourselves with a sense of deep conviction and professionalism to fulfil the unfinished agenda of BEP-the 'key' to achieve the goals, objectives & vision of DPEP-III have now been conceived in this document.

I hope we shall overcome the emerging challenges of the future !! Yes, I do believe that we in BEP shall overcome !!

Patna

28.04.97

Vyas Ji
State Project Director
Bihar Education Project

CHAPTER I

INTRODUCTION

1. INTRODUCTION

The National Policy on Education, adopted in 1986 and updated in 1992, was a landmark in Indian education. It provided both a comprehensive framework for the development of education upto the end of the century and a Plan of Action assigning specific responsibilities for organizing, implementing and financing education. It gives unqualified priority to primary education. Accepting the fact that it is a herculean task to reach primary education to All children in the near future, a systematic array of innovative, flexible interventions both in the formal and non-formal education sectors are being planned and implemented across the country. The main focus of these interventions is the most disadvantaged groups in society, especially the girl children.

1.1 DISTRICT PRIMARY EDUCATION PROGRAMME :

The updated NPE of 1992 provides for key strategies of decentralisation with the district as the unit of planning for implementation of elementary education and increasing reliance on social mobilisation to promote basic education.

The Bihar Education Project was the first major new initiative taken in the direction of operationalising this new approach to primary education. The District Primary Education Project (DPEP) which has been approved as a Centrally sponsored scheme is another major initiative designed to promote a challenging, holistic planning and management approach to Universalisation of Elementary Education.

In a State like Bihar which has low enrolment and very high dropout rate, especially among the disadvantaged groups and girls in particular, DPEP is intended as a gender sensitive project which can address the problems of access, retention and above all quality in primary education. DPEP is characterised by an area specific approach which is contextual and sensitive to local conditions. It is committed to reducing gender and social disparities with regard to enrolment, retention and achievement of all children in the primary school level.

The specific objectives of DPEP have been outlined as follows :-

- * To reduce difference in enrolment, dropout and learning achievement among gender and social groups to less than five percent.
- * To reduce overall primary dropout rates for all students to less than 10 percent.
- * To raise average achievement levels by at least 25 percent over measured baseline levels and ensuring achievement of basic literacy and numeracy competencies and minimum of 40 percent achievement levels in other competencies, by all primary school children.

- * To provide, according to national norms, access for all children, to primary education classes (I-V), i. e. primary schooling wherever possible, or its equivalent non-formal education.
- * The programme would also strengthen the capacity of national, state and district institutions and organisations for planning, management and evaluation of primary education.

1.2 THE DPEP APPROACH / STRATEGIES

The emphasis and philosophy of DPEP is on Education, Empowerment and Equity for a more educated, skilled and empowered generation of women and men in the country, Hence DPEP seeks to augment the UEE efforts by :

- * **Holistic planning and management :** Planning and implementation of UEE is perceived in its totality, integrating all the measures needed for achieving quality elementary education in the specific context of the project area.
- * **Decentralised, participatory Planning Processes :** People's participation in the planning and implementation processes is emphasised to ensure that the diversities that exist in the local area in terms of strengths, problems and needs are sufficiently addressed in the project and that local community facilitates participation, achievement and school effectiveness.
- * **Focus on Disadvantaged Groups and Gender Issues :** Greatest source of disparity in access is gender. Other factors include geographic remoteness, poverty, socio-economic backwardness, disabilities, working children and various other aspects which have a direct bearing on education. DPEP focuses specifically on these groups to ensure universalisation of quality elementary education for ALL. Integration of a gender perspective in all aspects of planning and implementation processes is to be ensured in DPEP.
- * **Improving School Effectiveness :**
Making schools as well as learning more attractive and child-centred is a key issue in DPEP. This would be achieved through a series of interventions such as toning up teacher competence, training and motivating teachers, building their morale and competence as well as substantial improvement in the quality of school facilities and improved teaching - learning materials, stressing learning competence and achievement.
- * **Providing Alternative Systems of Quality Education :**
DPEP strategies for UEE goes beyond the Primary Formal Educational efforts to ensure that elementary education is accessed by all children between the

age of 6-14 years according to their need, taking into account the innumerable reasons which keep children out of formal schooling.

* **Co-ordination and Convergence of Services :**

Convergence between DPEP efforts and other services like ICDS, School Health, and related departments like Tribal Welfare, Mass Education etc. is a major concern in DPEP. Activities and processes which would promote these convergence at various levels form part of the DPEP interventions.

* **Contextuality :**

In the plan preparation at the State and district level, DPEP pre-supposes contextuality as the watch word. The plans have to incorporate local objective factors concerning primary education and effective strategies to address the local problems and issues. Contextuality entails local area-planning with disaggregated targets and decentralized planning and management. There is need of streamlining of planning and management in respect of both routine and innovative areas.

* **DPEP IN BIHAR**

DPEP experience in different States across the country and the BEP experience has been very encouraging. Based on the valuable lessons learned from these programmes, DPEP III is proposed to be implemented in the 17 districts of Bihar, including the 7 BEP districts.

1.3 PLANNING PROCESS

For reconstruction of society and social change, Universalisation of Elementary Education (UEE) would play a vital role. For achieving the goal of UEE in the district specific contexts, sharing with community and villages is quite necessary. Hence, through Participatory Rural Appraisal, efforts are being made to identify the district specific needs and through community sharing, appropriate strategies are being evolved.

For transforming vision into reality, several "Visioning Workshops" were organised at the State, district and block levels. The Visioning Workshops set in motion the whole planning process required for further Govt. of India and external funding support to BEP, in the coming years, in the selected districts.

Participatory approach to planning and decision making has been a unique feature of Bihar Education Project. This same process with more intensity was used in the preparation of the State and District Plans for DPEP III.

At the State Level, Planning Core Team was formed involving BEP, Mission Task Force and representatives from UNICEF, SCERT, Directorate of Primary Education, Directorate Mass Education, Textbook Publishing Corporation and A. N. Sinha Institute of Social Science. Regular meetings of this State Planning Core Team were held at the State Level. The members of Planning Team discussed for hours on each component to arrive at common strategies. The State Level Planning Core Team also benefitted from the broad consultations, it held with various expert groups comprising of educationists, writers, artists, and media persons. BEP has its in-built system of regular participatory planning and evaluation in its various programmes and activities which provided vital support in the formulation of the State Component Plan.

At the district level also, District Core Teams and District Planning Teams were constituted. The District Core Team members were imparted training on planning methodology at LBSNAA CMPRS, Mussoorie. The district planning team was constituted in each of the DPEP III district under Chairmanship of the concerned DM/DDC and comprised of all the Core Team members, district level officers of line departments, teachers and NGOs.

The Planning Team evolved a participatory methodology and made use of the contextuality for preparation of the district investment proposals after thorough discussion on the feedback available from the Visioning Workshops. The planning teams made use of the available data on access, enrolment, retention and achievement. The districts and state level combined sharing workshops on plan preparation were conducted so that the district and state interventions be interwoven through a common thread of policy frame work.

1.4 COVERAGE

At present, we have seven (7) districts under BEP. The interventions were introduced in all the seven districts in phases since 1991-92. The DPEP III will cover all 7 BEP districts plus ten (10) more educational districts. The plans have been prepared for all the Seventeen (17) educational districts by the district planning teams. The names of the BEP districts and DPEP expansion districts are as under

(I) <u>OLD BEP DISTRICTS</u>	(II) <u>NEW DISTRICTS</u>
1. West Champaran	1. Purnea (incl. Kishanganj, Araria)
2. Sitamarhi (incl. Sheohar)	2. Darbhanga
3. Muzaffarpur	3. Vaishali
4. Rohtas (incl. Kaimur)	4. Bhojpur (incl. Buxar)

- | | | | |
|----|----------------|-----|---|
| 5. | Chatra | 5. | Bhagalpur (incl. Banka) |
| 6. | Ranchi | 6. | Dumka |
| 7. | East Singhbhum | 7. | Munger (incl. Jamui,
Lakhisarai, Sheikhpura) |
| | | 8. | Gaya |
| | | 9. | Hazaribagh (incl. Kodarma) |
| | | 10. | West Singhbhum. |

The names mentioned above are of the educational districts. The newly carved revenue districts within the educational districts, have also been mentioned in the bracket for clarity.

CHAPTER II

BACKGROUND

2. BACKGROUND OF THE PROGRAMME

The Bihar Education Project (BEP) is the first "Education For All" project in India based on a holistic view of basic education. Formally launched in 1991 by the Government of India, the Government of Bihar and UNICEF as a joint response to the major challenge in the field of basic education, the project operates in one of the most difficult environments in the country.

The Brown Book, the official document jointly endorsed by the Government of India and the Bihar Government states that "Bihar has come to be regarded as a challenge, and it is believed that if you can achieve something in Bihar, you can do it anywhere else in India. Its social system is stratified into manifold layers on the basis of class, caste, gender etc. Feudal and zamindari values persist, reinforcing social inequalities and the power structure. Gross discrimination is practiced, and atrocities are committed on the "lower castes" and tribal communities. The position of women and poor families is among the lowest in India, with high maternal and infant mortality rates, very low level of literacy, and exclusion from public affairs. The state also suffers, perhaps more than any other in the country, from an environmental crisis.

Almost all educational indicators in Bihar are negative. It has one of the lowest enrolment ratios, particularly among the women and the poor, and its dropout rates are the highest in the country. The educational infrastructure has become degraded; there are reports of large-scale teacher absenteeism, mismanagement of adult and non-formal programmes and administrative apathy (Bihar Education Project, 1990)."

The Government of India, Government of Bihar and UNICEF joined hands to take on the challenge of the Universalisation of Primary Education. The Bihar Education Project was born out of this common concern in April 1991.

2.1 BEGINNINGS

In the year 1991-92, the Bihar Education Project was initiated in the districts of Ranchi, Rohtas and West Champaran, where environment building and other preparatory activities had already commenced. In 1992-93, the project expanded to cover districts Sitamarhi, Muzaffarpur, East Singhbhum and Chartra.

The Bihar Education Project Council was registered on May 13, 1991, with the Chief Minister as Chairman and the Education Minister as vice-chairman, and given autonomous status. The Executive Committee is headed by the Secretary-cum-commissioner, Department of Human Resource Development, Govt. of Bihar and comprises of representatives of the Governments of India and Bihar, UNICEF, NGO's, teachers associations and women. A senior officer of the Indian Administrative Service has been appointed the State Project Director in order to ensure adequate coordination in the implementation of the

project. Please see the annex regarding the structure of the Bihar Education Project.

2.2 OBJECTIVES OF BEP

The main objective of the project is to infuse a sense of urgency and catalyze new initiative among the educational fraternity at the grass root level, and local communities within the state for education for all (EFA), with a major focus on Universal Primary Education (UPE). BEP stresses on motivating the economically, socially and educationally deprived, Women and girls, ethnic and tribal communities and members of the depressed classes to enter and remain within the school system.

These objectives continue to be in tune with the international and national thrust for achieving the goal of EFA/UPE. In fact, the objective of the project goes beyond education to the socio-cultural transformation of one of the most challenging states in India.

2.2 GOALS

The goal of the Bihar Education Project is to 'bring about' a driving force in the State through educational reconstruction. A change in the educational situation will then bring improvement in all spheres, and the atmosphere of despair, cynicism and violence will give way to a firm determination to deal with the environment, social, cultural and gender issues.

Within this framework, the specific goals of the Project are as follows :

- (a) Universalisation of Primary Education, viewed as a composite programme of access to primary education for all children upto 14 years of age; universal participation till they complete the primary stage through formal or non-formal education programmes; and universal achievement atleast on minimum levels of learning.
- (b) Drastic reduction in illiteracy, particularly in the 15-35 age group, bringing the literacy level in this age group atleast to 80%, ensuring that the levels of the 3- Rs. are functionally relevant.
- (c) Modification in the educational system to serve the objects of equality for women and their empowerment.
- (d) Making necessary intervention to provide equal educational opportunity to adults and children belonging to "lower castes", ethnic communities and the poorest sections of society.
- (e) Relating education to the working and living conditions of the people,

improving thereby, their ability to cope with problems of livelihood, environment and mother & child survival.

- (f) Laying special emphasis in all educational activities on science and environment and inculcation of a sense of social justice.

The focus group in the Bihar Education Project principally comprise educationally and economically deprived people. Consequently, women and girls and the "lower castes", ethnic and tribal communities (generally referred to as Scheduled Castes and Scheduled Tribes), will be the focus groups.

24 APPROACH AND STRATEGIES

While viewing Education as an instrument of social change, the approach and strategy of the Project essentially envisages the following :

- * Revamping the content and process of education.
- * Creating an elaborate system of training, with emphasis on continuing education of teachers and adult education and non-formal education worker.
- * Forging alliances with political parties, social activists, employers, trade unionists and voluntary agencies.
- * Placing the teacher first --- in the central role as the key actor in the educational change process at all levels.
- * Woman's empowerment as the core of the activities of the project.
- * All disadvantaged persons should have equal opportunity to a relevant, quality education.
- * Preparing and expanding cadres of committed people at all levels to ensure that there will be a 'critical' mass to support activities.
- * Participatory planning and implementation as a corner stone of the project.
- * Creating modalities to involve and harness the positive contributions of organisations, educational institutions and individuals and non-educational forces for positive change.
- * Beginning new initiatives with reasonable scale demonstrations to avoid demonstrations being considered too small and with in built process of evaluation.
- * Providing scope for periodic revision of the project parameters to allow for critical appraisal and incorporation of new ideas and possibilities.

- * Encouraging the full involvement of all concerned, so that a 'MISSION' rather than 'management' style of decision making emerges.
- * An open approach to project evolution, so that the project can continue to respond quickly and flexibly as lessons are learnt in project implementation.

2.5 ACHIEVEMENTS

Autonomous project management structures, The project has established structures at the State and district and recently at cluster levels, which though autonomous, respect existing bureaucratic structures and involve the key Government officials, while being independent in implementation.

These structures were created carefully and a conscious effort was made to develop a "culture" that emphasises a different and new set of values that the project is trying to promote. However, the larger issue of the linkages of the project with mainstream education system remains and represents the essential tension between autonomy of action and sustainability through existing government machinery.

District planning has emerged as a key strategy for attainment of UPE goals. BEP has been in the forefront of the movement for decentralisation of the educational hierarchy and structures. The move now is towards block and cluster based structures that can not only provide inputs for planning but also lead in the implementation to make it location and area specific.

Establishment and revitalization of management structures at the grassroots levels in all project districts has been actively undertaken. Village Education Committees (VECs) and Mahila Samoohs, the backbone of the BEP, are effectively functioning in the BEP project villages. With the formation of the Cluster Resource Centres, these grassroots organisations are playing a lead role in the educational changes taking place.

Over the past few years, a package of service delivery inputs and quality interventions has evolved in support of primary education across the 7 project districts - comprising community mobilization and hardware/software elements.

BEP has provided an impetus and direction for an overhaul of the teacher education system in the State. A three fold approach is emerging comprising in-service training, (an initial ten day training course and a monthly training programme at the cluster level), rationalization of deployment and settlement of teachers grievances.

To bring about a significant improvement in the levels of learning

achievement, a programme of Minimum Levels of Learning (MLL) is being implemented in about 8874 schools in the project districts. The pre-testing to ascertain existing levels of learning has been completed. Teachers of these schools are now being trained on priority, and the work of revision of textbooks and the development of worksheets has been initiated.

A package for school improvement including provision of drinking water facilities, toilets, tree plantation, playground and blackboards has been designed, as expanding access and improvements in school facilities and infrastructure are seen as important co-relates of quality education.

The community plans and supervises the school construction (contractors are fully eliminated in the process) and provides support and contribution in terms of materials, land, transportation of materials and other resources including cash and labour.

A package of textbooks and other learning materials has been identified after a series of workshops and is being distributed to all students.

Activities relating to women's involvement, partnership and empowerment have emerged as a key strategy of the project. The formation of Mahila Samoohs (women's groups) as part of the Mahila Samakhya (Women's Empowerment) Project in the BEP districts, has inculcated a sense of collective responsibility, leading to accelerated implementation and improved monitoring of the project activities at the grass roots levels.

The project has developed and tried out alternative models to formal schooling through the provision of non-formal education programmes for the difficult/hard to reach children. More than 60 Non-Governmental Organizations (NGOs) and Voluntary Agencies (VAs) are engaged in running Non-Formal Education (NFE) Centres. Increasing number of illiterate adolescent girls are getting life oriented education in the 'JAGJAGI' non-formal centre run by Mahila Samakhya.

Linkages with Early Childhood Education through the use of Integrated Childhood Development Services (ICDS) programme and other ECCE initiatives are beginning to take shape. Bal Jagjagi centres run by Mahila Samakhya cater to the 3-6 age group, not covered under ICDS in some of the project areas.

In line with the BEP philosophy, innovative experiments organically related to the local and regional environment are encouraged. Therefore, NGOs/VAs and other groups experimenting with different pedagogies, innovative curriculum and teaching methodologies have been supported to establish the efficacy of their efforts.

A multimedia approach towards attainment of project goals has been followed in most of the project districts involving women's groups, village community and VEC members. Cultural troupes were extensively used at the village level to create an environment and social mobilization for Universal Primary Education. Tremendous demand for education has been generated among all sections of the society, especially among the most deprived groups, in the project districts. The overcrowded classrooms are a testimony to this.

2.6 LESSONS LEARNED

- * Participatory processes, whether for training or for decision making are the key to sustainable development leading to desired ends. Though slow, they elicit the involvement of all for the larger good.
- * Community involvement and trusting people are the cornerstone of the reform process. This involves painstaking effort and at times, training and information sharing to enable empowerment leading to ownership of the reforms.
- * Along with community involvement, NGO networking is important if we are to achieve the goal of Universalisation of Primary Education.
- * Decentralised management structures need to be evolved to ensure the success of the programme.
- * A congenial work environment, openness, transparency and team work go a long way in fostering a new work culture, that is so important in setting standards.
- * Flexibility in programming, while operating within a broad agreed upon framework is essential to ensure that the project can evolve with the passage of time.
- * Accountability is a two way process - to our focus group (the people) and to the 'system' itself.
- * There should be inbuilt mechanisms for ongoing motivational activities for project staff.
- * Gender issues need to be constantly focused on, as even policy decisions on this issue are not adhered to at times.
- * Monitoring and evaluation as an in-built part of project implementation, rather than an external, one time intervention. Target groups themselves are involved in this on-going process.
- * Any reform is a very slow process and in addition to the vision, sustained

hard work is required to bring about the desired change, which still may not come about, on account of factors outside the education sector. A number of outcomes are not measurable in quantitative terms but these form the basis of further planning and implementation e. g. ownership of the education system at the village level.

Experience sharing and learning from each other accelerates the pace of learning. The action-reflection-action process leads to the strengthening of the effort.

Experience over the past six years tells us that often times, it is difficult to get 'ready made' people. So a lot of time and energy has to be invested in developing capacities of individuals to enable them to contribute to achievement of the project goals.

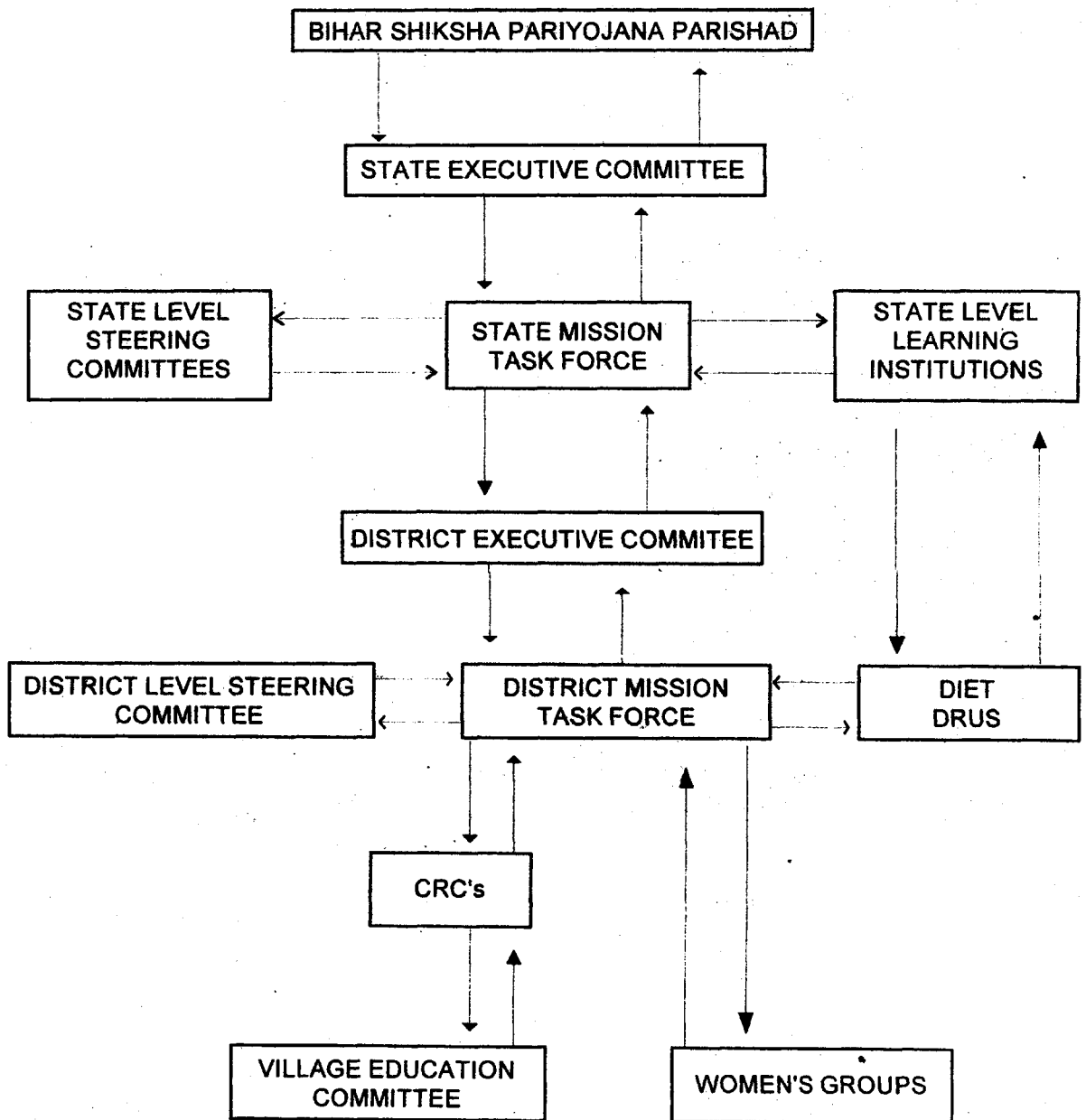
In view of the aforementioned point, it is necessary to have a well thought out human resources development policy. Being a project, the staff turn over is high. In such an environment, it is important to be able to attract and retain well qualified and trained staff. The staff recruitment needs to be done quickly and regularly.

Training : Team training as against guest lecturers coming in for sessions. Training capacity needs to be developed at the State and District level in order to link training with implementations.

Officers joining the project from the Government should work in the project for a fixed minimum period of time, before which they should not be allowed to leave.

There should be an overlap period in the staff appointments at the level of the State Project Director, District Programme Coordinators and Senior project staff (at the State Project Office), to ensure continuity and the evolution of a shared vision and values between the old and the new staff.

STRUCTURE OF BIHAR EDUCATION PROJECT



CHAPTER III

STATE PROFILE

3. GENERAL PROFILE OF THE STATE

Bihar, the second most populous State and fourth largest in India was earlier part of the province of Bengal. It was separated from Bengal and formally inaugurated on 1st April 1912 as a district state. Originally, it comprised of the state of Orissa also. But after a long period of 24 years, from the date of inauguration, precisely again on 1st April 1936. Orissa was taken out of it and Bihar, thus, was accorded the status of an independent administrative unit. After independence, the boundaries of the state were readjusted in 1956 according to the recommendations of the State Reorganisation Commission.

Bihar derives its name from "Vihara," that is "Boudh Math". In the closing years of 12th Century, this land was christened as "Vihara", occasioned by the existence of large number of "Boudh Viharas" throughout. But with the passage of time, the name "Vihara" got sublimated and in the people's memory the name Bihar got ingrained.

The state has been the abode of the first republic of the world - Vaishali. This first republic of the world was made functional by the "Lichhavi" kings in such a period of ancient history, when the world as such, has not visualised the advent of democracy in the body politic of society. The state has also attained its zenith during the reigns of Great Mauryan and Gupta dynasty when kings like Chandragupta Maurya, Ashoka the great and Samudragupta were rulers of the Magadh empire. The great kings, scholars and philosophers - statesmen of that period made Bihar a jewel in the annals of ancient history of India. The state has also been the land of Buddha and Mahavira, the great apostles of peace; the land of great scholars and philosophers like Mandan, Vachaspati, Shanker, Ayachi and Bharati; and the land of great patriots like Sidhu Kanu, Birsa Munda and others. Gandhiji, the Father of the Nation, was closely associated with Bihar during freedom struggle and led the agitation of the indigo cultivators against the oppressive "Nilha Sahibs". It has been the seat of the world's oldest University, Nalanda, the ruins of which still speak volumes about the cultural and scholarly traditions of ancient times.

It has an area of 1,73,877 Sq. Km. it is stretched 605 Km. from North to South and 483 Km. from east to west. It lies between 21 x 58' 10" and 27 x 31' 15" North Latitude, and between 83 x 19' 50" and 88 x 17' 40" East Longitude. It has boundaries with the states of West Bengal, Orissa, Madhya Pradesh, Uttar Pradesh and Nepal. Patna is the capital of Bihar. The state comprises of three natural regions - plains of the north Ganges, plains of the South Ganges and Plateau of Chhotanagpur. Bihar has a forest area of 29,230 Sq. Km. which comes out to be 17% of its total area. Out of the total forest cover, 5,051 Sq. Km. is the reserved forest and 24,066 Sq. Km. is the protected forest. The state has plenty of water resources which add both beauty and misery to its land, people and economy. The holy Ganges flows from west to east and divides the state into two broad regions - North and South Bihar. Rivers like Koshi, Bagmati, Gandak, Kamla-Balan and rivulets of Adhwara group play havoc with the North Bihar's agrarian economy by flooding vast chunk of land

mass during rainy season. The South Bihar (which comprises of the plains of South Ganges and Chhotanagpur Plateau) is also dotted with rivers like sone, Falgu, Punpun, Damodar, Koel, Karo, Subernlekha and Barakar. The icy winds coming from the mountain of Himalayas and monsoon winds blowing from the Indian ocean deeply, affect the normally not temperate climate of the State. The State is at a height of 173 feet above sea level. The highest peak of the State is the peak of Parasnath. The average annual rainfall in the state is 1,271.9 m. m. The rivers, mountains, forests and good rain, all combine to make Bihar a beautiful and picturesque land.

BIHAR

- * The abode of first Republic in the world.
- * Land of lord Mahavira and Lord Buddha.
- * Birth Place of the 10th Guru of Sikhs Guru Gobind Singh.
- * Seat of Magadh Empire.
- * Second most populous state in India.
- * Fourth largest state in India.
- * First in mineral production in India.
- * Literacy Rate Total : 38.48%. (Male : 62.49%, Female : 22.89%)
- * Sex Ratio 911 (Female) : 1000 (Male)
- * SC population 14.71%, ST population 7.67%.
- * Seven linguistic zones.

Bihar is first in the mineral production in India. The quantum of mineral production accounts for 45% of the total production in India. The famous Jharia-Raniganj Coal belt, encompassing biggest chunk of prime coking coal mines, is situated in this state. The important minerals produced in the state are; coal, iron-ore, manganese, ore, mica, lime stone, clay, kinite, copper-ore, bauxite, dolomite, quartz and lead. The huge mineral production has occasioned setting up of large number of mineral-based major, medium and small industries in the Chhotanagpur Plateau region of the state. The State is proud of the huge steel plants at Bokaro in Public Sector and Jamshedpur in Private Sector; the Coal mines in Hazaribagh, Bermo, Dhanbad, Jharia and Rajmahal and large number of coal-based industries; sponge-iron project at Chandil, Copper complex at Ghatshila, H. E. C. Ranchi; Caustic soda plant at Garhwa, cement Industry in Jhinkpani; fertilizer plants at Barauni and Sindari, Oil Refinery at Barauni and alloy steel Industries at Patratu and Adityapur, In fact, the economy of the whole Chhotanagpur region hinges on these industries to a very large extent. In the North Bihar, Jute and Sugar industries add to the income derived from agriculture.

The state's economy is basically agrarian. The net arable area is 44% of the total area. The principal kharif and rabi crops are paddy, wheat, maize and pulses. The cash crops grown in the state are; Sugar, Potato, Oil-seeds, Tobacco, Onion, Chillies and Jute. In some parts of the state, Banana, Mango and Lichi Orchards are in plenty. Fishery also adds to the income of the people residing in the riverine regions.

As per the assessment of second Bihar State Irrigation Commission, the Irrigation capacity has been created in 122.98 lac. h. a. Out of this 66.295 lac h. a. has been covered by large and medium Irrigation projects and remainder by minor Irrigation projects.

The state's population is 8,63,74,465 according to the 1991 census. Decennial growth rates (1981-91) of population is 23.49%. The density of population is 497/ Sq. Km. The ratio of female to male is 912 female per one thousand male. The percentage of total population residing in rural areas is 86.86% and in urban area is 13.14%. The percentage of S. C. in the total population is 14.55% and that of S. T. is 7.66%. Total working population is 2,0753,000 which accounts for 29.68% of the total population. Out of this, 43.57% are primary, farmers and 35.50% are agricultural labourers. In fact the distribution of the working population in primary, secondary and tertiary sectors are 81.51%, 7.18% and 11.31% respectively. The percentage of women in the total population is 47.67%. Thus it may be apparent that the state is predominantly rural.

Administratively, the State has 55 districts and 13 divisions. Every district comprises of number of subdivisions and blocks/Anchals. The blocks/Anchals are the lowest administrative units. There are 721 block/Anchals in the State. The blocks are further divided into Panchayats and villages. The total number of Panchayats are 16,761.

The state has seven linguistic Zones. Though official language is Hindi and Urdu, the local dialects/languages spoken in these seven zones are Bhojpuri, Vajjika, Maithili, Magahi, Nagpuri, Angika and Santhali. All these languages / dialects have district / region - specific linguistic variations. Apart from Santhali; Ho, Mundari and other tribal dialects are spoken in the tribal areas of Chhotanagpur Plateau. All these languages have rich literary and intellectual traditions. The Nagpuri language comprises of a number of local tribal languages like Khortha, Ho, Mundari etc. In certain parts live the Bengali, Punjabi and Oriya speaking population. Every linguistic zone possess distinctly rich cultural heritage including folk lores, rages, music, festivals, customs, mores, rituals etc.

The 82.97% of the total population is Hindu by religion, 14.13% are Muslims and there are little percentages of other religious minorities like Christians, Sikhs, Boudhs, Jains ect.

According to the 1991 census, the literacy rate is 38.54%. The literacy rate of men is 52.63% and that of the women is 23.10%. The total number of literate persons is 2,68,54,389. Out of which 76,78,025 are women. The literacy has shown an increasing trend among men and women over and above the last decades for which data is available.

The state has many picturesque, religious places of tourist interest. The famous Bodh Gaya is a place of pilgrimage for the Buddhists. Pawapuri and Parasnath are holy places for Jainis, Vishnu Pada Temple in Gaya is a sacred place for the Hindus and Patna Sahib is a place revered by the Sikhs. Deoghar is described as "Babadham" the seat of Lord Shiva where the temple of Lord Shiva is visited by Hindus of all hues throughout the year. Of late, in the month of 'Sraavan', the temple becomes centre of utmost festivity with large number of devotees congregating to pour water of holy Ganges on the Idol of Shiva. The ruins of Nalanda University, Rajgir and Vaishali offer the tourists a tryst with the rich cultural heritage of Bihar. Two beautiful "Stupas" have come up in Rajgir and Vaishali with the support of Buddhist organisations. The Maithan Dam and Topchanchi Lake situated in Dhanbad, the forest sanctuaries at Betia and Hazaribagh, the scenic beauty and sun-set of Netarhat, and, Hundru Waterfalls are some other important places of tourist interest. The mountains of Parasnath and deep forests of Saranda offer opportunities to those tourists who wish to explore the nature and its mystery and who are lovers of adventure.

Bihar is the seat of one of the oldest civilizations in the world. Its tradition of learning and culture has enriched India. The people of Bihar were in the fore-front of the freedom struggle. Bihar is a cauldron in which diverse processes - social, economic, cultural and political, are continuously shaping and affecting the rising consciousness of the masses. It has always been in the forefront of so many movements and there is a perceptible yearning to change the existing socio-economic-cultural scenario. That is why Bihar has come to be regarded as a challenge by the many. Its social system is stratified into manifold layers on the basis of class, caste, gender etc. Feudal and Zamindari values persist, reinforcing social inequalities and the power-structure. Gross discrimination is practiced, and atrocities are still committed on dalits and other deprived sections. The position of women of poor families is among the lowest in India, with high maternal mortality rates, very low level of literacy and very little say in the public affairs. They lack access to skills and inputs and often suffer from an overpowering fear, release from which is essential for any economic or social change. But over the years, the women are eager to shed the yolk of age-old bondage and are articulating their voices and views. Bihar is not a meditating "Yati" by any means, it is an ocean apparently serene but possessing infinite energy in its womb, and always capable and eager to create

waves of change - a change in a positive direction, a change in vision, a change in existing mass of socio-economic-cultural-educational milieu. The BEP is an illuminating face of such change, it is an endeavour to create enabling environment for such change.

STATE PROFILE

SL. NO.	NAME OF THE DISTRICTS	FEMALE PER 1000 MALE	DENSITY PER Sq. Km.	TOTAL	POPULATION ALL		LITERACY RATE			POPULATION		
					MALE	FEMALE	TOTAL	MALE	FEMALE	SC	ST	(0-6)
	INDIA	927	274	838,538,988	435,216,358	403,367,630	52.21	64.13	39.29	16.48	8.08	17.94
01	Patna	867	1169	3618211	193834	1679871	56.33	69.07	41.35	1927	0.26	19.18
02	nalanda	898	846	1997995	1052731	945264	46.94	61.94	29.95	19.40	0.02	19.92
03	Bhojpur	904	767	1792771	941745	851026	48.18	66.35	27.95	14.89	0.30	20.65
04	Rohtas	894	499	1917416	1012200	905216	48.52	64.50	30.29	17.31	1.04	21.37
05	Aurangabad	915	466	1539988	804038	735950	45.14	61.80	26.67	23.26	0.03	20.54
06	Jehanabad	919	749	1174900	612089	562811	45.83	63.11	26.81	18.39	0.02	19.52
07	Gaya	922	539	2664803	1386528	1278275	40.47	55.22	24.20	29.58	0.06	20.89
08	Nawada	936	547	1359694	702249	657445	38.96	54.85	21.82	24.42	0.09	20.55
09	Saran	963	798	2572980	1310635	1262345	41.79	60.18	22.71	11.71	0.13	21.42
10	Siwan	1017	977	2170971	1076503	1094468	39.13	57.51	21.33	11.14	0.58	21.64
11	Gopalganj	968	844	1704310	866210	838100	34.96	51.62	17.75	12.23	1.12	21.06
12	pashchim champaran	877	525	2333666	1243018	1090648	27.99	39.62	14.41	14.37	1.33	20.61
13	Purabi champaran	883	769	3043061	1618436	1426625	27.59	39.65	13.69	13.07	0.04	20.88
14	Sitamarhi	884	922	2013796	1069132	944664	28.49	39.86	15.49	11.69	0.02	20.20
15	Muzaffarpur	904	946	2953903	1551637	1402266	36.11	48.44	22.33	15.72	0.04	20.13
16	Vaishali	921	1076	2146065	1117437	1028628	40.56	55.62	24.08	19.85	0.07	21.19
17	Begusarai	898	960	1814773	956310	858463	36.88	48.66	23.52	14.50	0.05	20.70
18	samastipur	926	1040	2716929	1410489	1306440	36.37	50.39	21.17	18.03	0.02	21.03
19	Darbhanga	911	1003	2510959	1313974	1196985	34.94	48.31	20.09	14.56	0.01	20.47
20	Madhubani	932	812	2832024	1465997	1366027	33.22	48.49	16.75	12.77	0.02	19.94
21	Saharsa	884	682	1132413	600938	531475	29.98	42.37	15.83	15.49	0.30	20.34
22	Madhepura	885	659	1177706	624689	553017	27.72	39.31	14.41	16.34	0.71	20.91
23	Purnia	903	587	1678885	967241	891644	28.52	38.92	16.80	12.48	4.37	21.52
24	Katihar	909	606	1825380	956056	869324	28.70	39.24	18.88	8.77	5.58	22.02
25	Khagaria	868	664	987227	528632	458595	32.33	42.97	19.79	14.49	0.00	21.12
26	Munger	856	676	943583	508487	435096	52.25	64.95	37.07	12.86	1.54	19.57
27	Bhagalpur	864	731	1909967	1024840	885127	41.84	53.41	28.11	9.60	2.48	20.84
28	godda	922	408	861182	448072	413110	34.02	48.56	18.00	8.46	25.09	20.03
29	Sahibganj	937	371	1301088	671731	629357	27.03	36.97	16.32	5.44	38.99	21.10
30	Dumka	955	271	1495709	765002	730707	34.02	49.29	17.91	6.96	41.55	19.97
31	Deoghar	911	376	933113	488229	444884	37.92	54.12	19.74	12.40	12.76	21.63
32	Dhanbad	819	940	1949526	1071913	877613	54.24	67.82	37.00	16.03	8.81	18.89
33	Giridih	965	309	1626070	827672	798398	32.24	49.80	13.87	13.39	10.03	22.29
34	Hazaribag	914	308	1836068	959234	878834	41.21	56.54	24.13	15.29	12.18	21.29
35	Palamu	932	207	1649841	853769	796072	33.52	47.57	18.21	25.68	19.26	22.66
36	Lohardaga	971	194	288886	146552	142334	40.79	54.99	26.11	3.78	56.41	21.15
37	Gumla	987	127	1153976	580729	573247	39.67	51.70	27.48	5.31	70.80	19.47
38	Ranchi	921	292	2214048	1152736	1061312	51.52	65.12	36.57	5.57	43.56	18.66
39	Purabi singhbhum	906	457	1613088	846456	766632	59.05	71.18	45.50	4.79	28.92	15.77
40	Pashchimi sin.bhum	965	223	1787955	909796	878159	38.92	54.75	22.44	5.01	54.70	19.40
41	Araria	907	578	1611638	845257	766381	26.19	36.99	14.01	13.66	1.29	21.80
42	Kishanganj	933	508	984107	508988	475119	22.22	33.12	10.38	6.62	3.54	21.24
43	Buxar	884	670	1087676	577205	510471	45.54	62.94	25.74	13.48	0.17	20.43
44	bhabhua	884	292	983269	521835	461434	39.35	55.68	20.69	21.74	2.77	21.11
45	Supaul	904	557	1342841	705279	637562	28.11	40.96	13.74	15.47	0.30	21.04
46	Jamui	903	339	1051527	552543	498984	33.41	48.48	16.41	17.94	4.90	21.23
47	Banka	893	428	1292504	682666	609838	34.55	48.17	18.99	11.61	4.91	20.60
48	Bokaro	857	532	1324535	713192	611343	52.93	68.00	34.80	13.72	12.26	18.76
49	Chatra	952	165	612713	313915	298798	27.84	40.45	14.39	32.42	3.83	22.81
50	Garhwa	926	198	801350	416038	385312	26.06	39.03	11.85	23.81	15.65	23.71
51	Lakhisarai	880	517	671634	357173	314461	39.09	52.84	23.14	16.71	0.68	20.20
52	seikhpura	897	649	393283	207331	185952	41.60	56.10	25.11	20.78	0.01	20.25
53	Kodarma	986	301	394763	198817	195946	38.52	58.12	18.61	14.64	0.89	21.37
54	Sheohar	876	853	377699	201380	176319	26.18	36.36	14.34	14.42	0.00	19.77
TOTAL :-		911	511	86374465	45202091	41172374	38.48	52.49	22.89	14.71	7.67	20.57

SOURCE : CENSUS DATA, 1991

CHAPTER IV

EDUCATIONAL PROFILE OF THE STATE

4. EDUCATIONAL PROFILE OF BIHAR

4.1 LITERACY

In the field of education Bihar has the glorious past and it proposed to achieve the same height. In this context achievements of Nalanda & Bikarmshila Universities can not be ignored. At present our literacy rate is 38%. It is far below the national average of 52%. Our literacy rate of SC/ST and female in general is very poor. Perhaps this is the main factor for our economic backwardness.

The literacy rate of male is 52.49% whereas the female literacy rate is 22.89% as per 1991 census data. The details of literacy rate in the selected 17 districts are given in Table - I. It can be seen from above that the literacy rate of female in Bihar is extremely poor. The SC literacy rate of male is 31.06% whereas the female literacy rate is 7.33%. As against this the ST literacy rate of male is 38.44% and female literacy rate is 14.76%. Thus the literacy rate of SC female is alarmingly low and needs immediate attention.

It may be seen from Table - I that the general literacy rate is very poor in Purnia, Chatra, W. Champaran & Sitamarhi. The SC literacy rate is also unsatisfactory in Chatra, Sitamarhi & Muzaffarpur. The ST literacy rate in Purnia & W. Champaran is also alarmingly low.

Bihar is an agrarian society with highly skewed land to man relationship in the rural areas. The morbidity of this relationship adversely affected the education and economic growth in rural Bihar. The general rural population is very poor. Even after independence Bihar remains a backward state on the Industrial map of India. The location of existing schools also does not suit to most of the poor habitants. The socio-economic factors and lack of awareness due to illiteracy have been the main factors responsible for low literacy in Bihar. Even teachers look non sympathetic to first generation learners. In view of above the access position has to be improved, teachers training needs changes. The available land for cultivation has to be equitably distributed only then perhaps the position of literacy rate shall improve with speed. The Government of Bihar has accelerated the pace of land reforms in the length and breadth of this State.

TABLE - I
LITERACY RATE

SL. NO.	NAME OF DISTRICTS	LITERACY RATE			SC LITERACY RATE			ST LITERACY RATE		
		TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE
	INDIA	52.21	64.13	39.29	N. A	N. A	N. A	N. A	N. A	N. A
	BIHAR	38.48	52.49	22.89	19.31	31.06	7.33	26.58	38.44	14.78
1.	Bhojpur	47.18	65.05	27.12	26.71	39.88	8.66	29.27	41.89	12.83
2.	Rohtas	45.41	61.50	27.03	26.30	41.04	9.38	20.65	33.15	6.77
3.	Gaya	40.47	55.22	24.20	14.34	24.41	4.72	35.94	42.50	26.65
4.	West Champaran	27.99	39.62	14.41	12.85	21.23	3.17	14.01	23.17	3.68
5.	Sitamarhi	28.12	39.30	15.31	10.80	18.31	2.06	31.19	44.66	8.26
6.	Muzaffarpur	36.11	48.44	22.33	11.17	24.56	4.59	27.62	44.19	10.10
7.	Vaishali	40.56	55.62	24.08	19.97	31.47	7.40	30.32	41.39	18.60
8.	Darbhanga	34.94	48.31	20.09	14.93	24.09	4.74	77.16	79.84	73.79
9.	Purnia	26.29	36.96	14.36	12.54	19.51	4.81	13.80	21.26	5.59
10.	Munger	41.58	55.62	25.34	19.87	28.90	7.54	18.57	29.94	6.17
11.	Bhagalpur	38.89	51.32	24.38	20.19	31.04	7.70	19.76	30.59	7.73
12.	Dumka	34.02	49.29	17.91	25.40	39.09	10.59	19.97	34.84	9.59
13.	Hazaribagh	40.73	56.81	23.11	21.94	37.36	8.69	23.98	35.23	11.74
14.	Ranchi	51.52	65.12	36.57	34.46	47.66	19.82	34.61	46.57	22.19
15.	East Singhbhum	59.05	71.18	45.50	41.91	54.50	28.35	32.14	46.90	16.97
16.	West Singhbhum	38.92	54.75	22.44	33.70	48.74	18.09	27.91	42.20	13.62
17.	Chatra	27.84	40.45	14.39	9.50	16.32	2.52	20.39	30.61	9.39
	TOTAL -	38.57	52.26	23.25	18.44	29.37	6.93	27.46	40.54	14.74

4.2 HABITATION

Bihar is the second most populous state of India having population of 9.6 Crores as per 1991 Census at the growth rate of 2.2% per year of the State. Numerically considerable expansion has been made. At present we are having 52614 Primary schools and 13721 Upper-Primary schools. Most of the upper Primary Schools have Primary sections also.

The details of the habitations in the selected 17 districts covered with Primary and Upper Primary Schools are given in Table - II.

The list of selected 17 districts including other revenue districts is as under :-

1.	Bhojpur*	included	Buxar
2.	Rohtas*	included	Bhabhua
3.	Gaya		
4.	W. Champaran		
5.	Sitamarhi*	included	Sheohar
6.	Muzaffarpur		
7.	Vaishali		
8.	Darbhanga		
9.	Purnia*	included	Araria & Kishanganj
10.	Munger*	included	Jamui, Lakhisarai & Sheikhpura
11.	Bhagalpur*	included	Banka
12.	Dumka		
13.	Hazaribagh*	included	Kodarma
14.	Ranchi		
15.	E. Singhbhum		
16.	W. Singhbhum		
17.	Chatra		

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**TABLE - II
HABITATION & INSTITUTE DETAILS**

SL.	NAME OF THE DISTRICTS	TOTAL No. of Habitation	HABITAT Having P. School	No. OF DIET	No. of PTEC
1.	Bhojpur	2441	1682	1	2
2.	Rohtas	3590	2098	1	2
3.	Gaya	4501	1714	1	1
4.	West Champaran	2402	1430	1	1
5.	Sitamarhi	1890	1354	1	1
6.	Muzaffarpur	2289	1712	1	4
7.	Vaishali	1761	1064	1	1
8.	Darbhanga	1768	1131	0	2
9.	Purnia	5946	5796	1	2
10.	Munger	3349	2065	1	3
11.	Bhagalpur	4010	2576	1	3
12.	Dumka	4950	3055	1	1
13.	Hazaribagh	2656	1341	0	2
14.	Ranchi	4126	1622	1*	2
15.	East Singhbhum	2118	1157	0	1
16.	West Singhbhum	4905	1992	1	2
17.	Chatra	1478	563	1	0
TOTAL -		64180	32412	14	14

* ESTABLISHED BY BEP

SOURCE : DISTRICT INVESTMENT PROPOSALS DPEP - III.

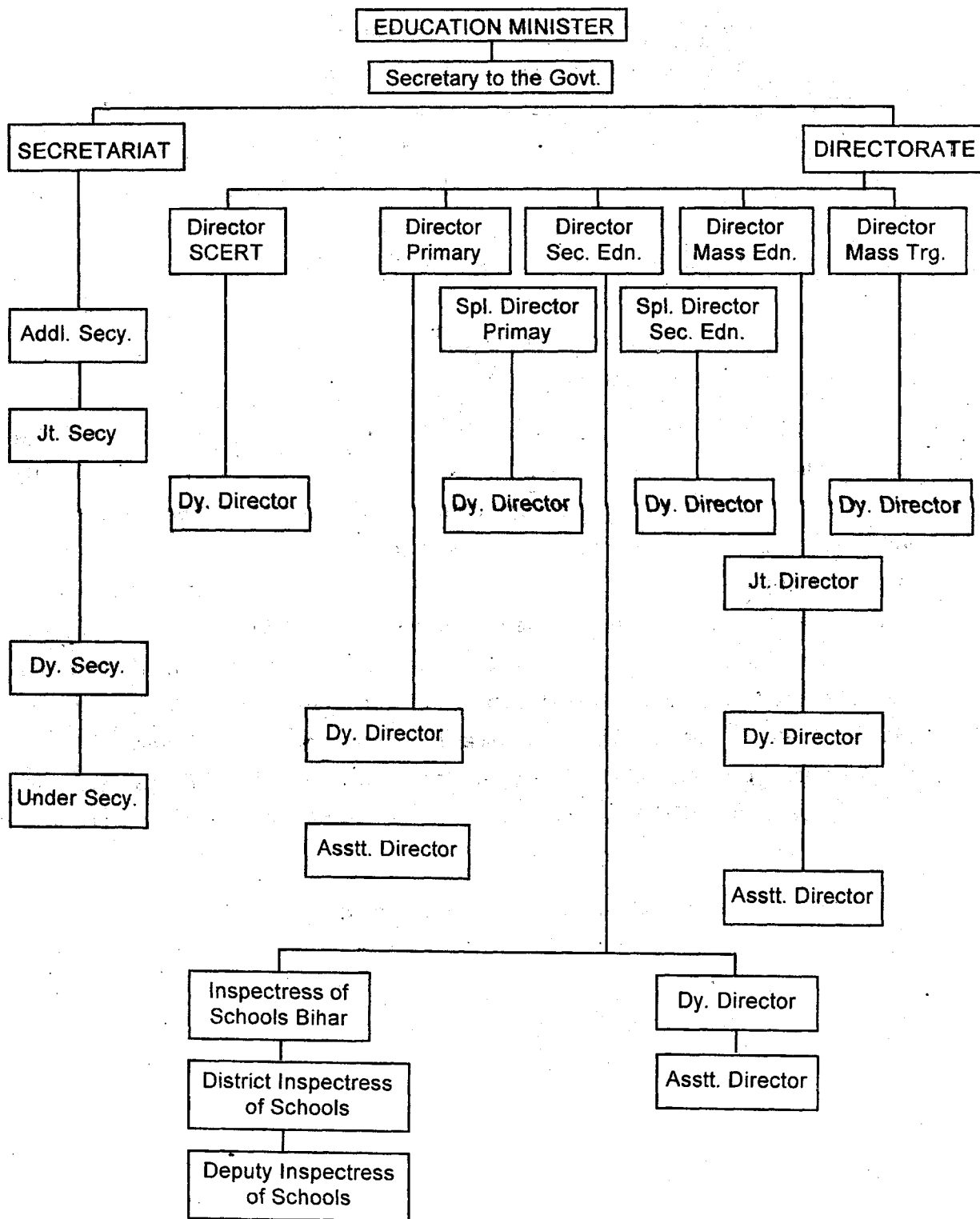
4.3 ORGANISATIONAL STRUCTURE

The Directorate of Primary Education is responsible for management of elementary education in Bihar. The Director Primary Education is normally an IAS Officer. He is assisted by a large number of Dy. Directors and Assistant Directors at the state level. The Dy. Directors and Assistant Directors belong to Bihar Educational Service Cadre. One officer of the rank of special Director also belongs to this state Cadre who looks after scholarships and basic education. Similarly, secondary schools are managed by Directorate of Secondary Education. Again the director is from IAS Cadre. He is also assisted by special Director, Dy. Directors and Assistant Directors belonging to Bihar State Service Cadre. Besides the alternative schooling is being managed by Directorate of Mass Education. In Bihar Secretariat and Directorates are amalgamated and are located in the same complex. The details of the structure at the state and field level and given below in the chart.

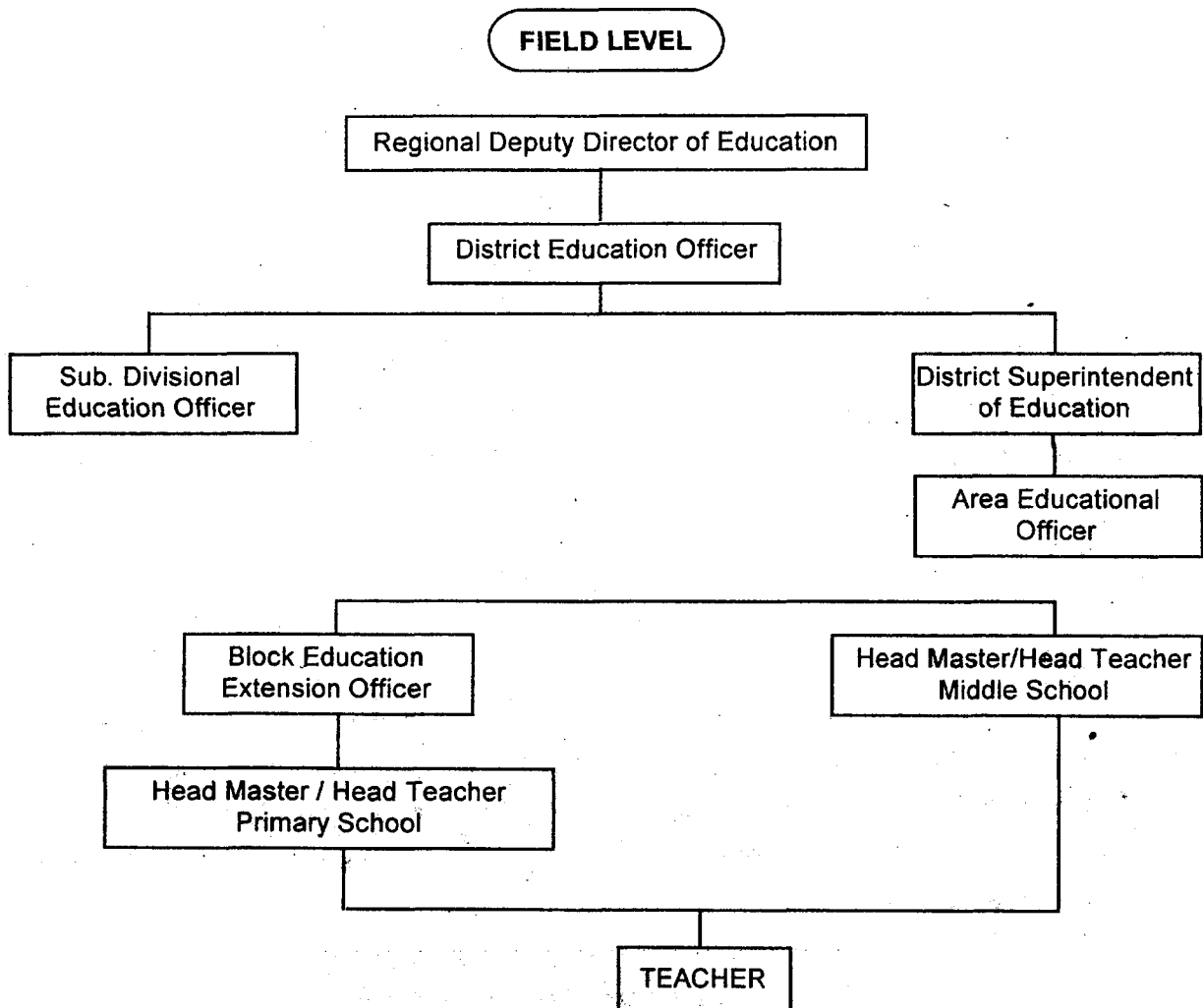
At Divisional level there is a post of Regional Dy. Director of Education. He is the senior most officer in the field. At district level. District Education officer is the chief Education officer but District Superintendent of Education enjoys the functional independence so far elementary education is concerned. District education officer is primarily responsible for secondary education, where as District superintendent of Education looks after the management of elementary education. District superintending of Education is the controlling officer of the Area Extension officer who is posted every three blocks. Area Education officer is the controlling officer of the Block Education Extension Officer as well as Head Masters of Upper Primary Schools. Block Education Extension officer is the controlling officer of the Primary schools. Thus it is seen that BEEO is the lowest functionary in the field. But he could be very effective if he does his job sincerely.

Most of the Inspecting officers visit the schools as Inspectors. They are not performing duty of supervisors. They have ceased to function as guides, friends and philosophers. There is a lack of co-ordination between them. This situation shall improve with proper training to be organised for Inspecting officers. SIEM shall play an important role.

**ORGANISATIONAL STRUCTURE
STATE LEVEL**



ORGANISATIONAL STRUCTURE



4.4 SCHOOL

The special feature of Bihar is that all the non-govt. aided elementary schools were nationalized w. e. f. 1. 1.1971. There are 52,614 Government Primary Schools and the number of upper primary Government Schools is 13,721. There are only 955 non-government aided schools. Besides the above categories of elementary schools there are 518 government basic schools. In addition to this there are 43 government middle schools. All primary schools are running class I to V classes. But in upper primary schools we have variations viz classes I to VIII. I to VII. I to VII and VI to VII. The details of the schools in the selected 17 districts may be seen in Table - III.

In addition, there are large number of Private or so called Convent Schools even in the rural areas, managed by educated youths or unemployed individuals / NGOs, but there is no statistics available with regard to them.

Most of the upper primary schools are having primary sections also. The ratio of primary schools to upper primary schools is 1 to 4. This ratio holds good for the districts selected under DPEP III as well.

The authority of opening of new primary schools rests with the government. As per the laid down norms every 300 population having no primary schools within 1 K. M., may be provided a primary school. A tribal belt habitation having a population of 200 may also be provided with a primary school. The allocation of teacher units for opening of new schools are made by the government to the districts. At the district level the Elementary Education Committee headed by the District Collector finally decides the sites for the opening of new schools. The district Elementary Education Committee comprises of all the MLAs/MLCs/MPs of the districts besides government officials like D. S. E. / D. D. C. / D. E. O. / S. D. O. (Edn.) and district inspectors of Schools. As seen earlier, all habitations have yet not been covered under Primary Schools as per state norms. Hence, in order to improve access, new schools need to be opened or alternative schooling system need to be improved / strengthened.

The total number of secondary schools is 4,068. Besides this there are 543 higher secondary schools. All the non-government aided secondary schools were also taken over w. e. f. 1.10.1980. Besides this nationalized secondary schools. We are having a few government schools viz Zila school, Government Girls High Schools and Sarvodaya High Schools. These institutions were established by the government from their inception.

TABLE - III**NO. of Elementary Schools (1996)**

Sl. No.	Name of District	Govt.	Private Aided
1.	Bhojpur	2291	0
2.	Rohtas	2405	0
3.	Gaya	2192	6
4.	W. Champaran	1613	9
5.	Sitamarhi	1520	2
6.	Muzaffarpur	2140	3
7.	Vaishali	1365	1
8.	Darbhanga	1487	4
9.	Purnia	2880	4
10.	Munger	2878	14
11.	Bhagalpur	2104	13
12.	Dumka	1808	20
13.	Hazaribagh	1531	0
14.	Ranchi	1304	123
15.	E. Singhbhum	1158	52
16.	W. Singhbhum	2239	31
17.	Chatra	668	0
	TOTAL	31583	282

SOURCE : DISTRICT INVESTMENT PROPOSAL, DPEP - III

4.5 TEACHERS

The sanctioned strength of elementary teachers is 2,25,000. As against this 2,10,000 teachers are in working position. The remaining posts are vacant. An advertisement has already been made for recruitment to the post of primary teachers and recruitment is in process. In Bihar as per the Elementary Teachers' Appointment Rule 1991 Primary Teacher is appointed by the District Establishment Committee headed by District Magistrate from the list of recommended names forwarded by the Bihar Public Service Commission. A written test is conducted by the Bihar Public Service Commission for recruitment to the post of elementary teachers. The seats for different categories of teachers are reserved as per the reservation policy of the State Government. The existing scenario of the available teachers is as follows :-

CATEGORY OF THE TEACHERS	MALE	FEMALE	TOTAL
SCHEDULE CASTE	18.769	3.327	22.096
SCHEDULE TRIBES	12.369	5.642	18.011
GENERAL CATEGORY	1,40.000	30.000	1,70.000

Thus it is seen from above that the number of female teachers in General is not adequate. More female teachers may have to be recruited. It may be seen from Table - IV. The percentage of scheduled Castes/scheduled tribes teachers is 9% and 7% respectively. In both the categories, necessary actions have been taken to fulfil the backlog by having a separate advertisements.

The minimum qualification for a primary teacher is Matric with 45% marks. The prerequisite of training has been relaxed. As against pre-service training, the provision has been made for in-service training. The requirements of pre-service training has been relaxed with a view to eliminate and phase out substandard training institutes opened by a large number of individuals with the motive of earning easy money. The untrained recruited teachers shall have to undergo one year basic training in a government Primary Teachers Training Colleges.

Elementary teachers in Bihar have been granted Central pay scale w. e. f. 1.1.86. The different pay scales may be seen as given below :-

SL.No.	POST	SCALES
1.	HEAD MASTER MIDDLE SCHOOLS	2000-3500 2200-4000
2.	TRAINED GRADUATE SCALE	1640-2900

3.	MATRIC TRAINED	1200-2040
		1400-2600
		1640-2900
4.	MATRIC UN-TRAINED	975-1540

A teacher in elementary school is recruited against the post of Matric Trained basic scale of 1200-2040. Trained Graduate scale and Headmaster Middle Schools are promotional posts. The promotions are made as per the Elementary Teacher Promotion Rule 1993. In Bihar a large number of elementary teachers possess higher qualifications than the basic requirements. Almost 40% of teachers are having graduate qualifications and over 9% teachers possess postgraduate qualifications. The minimum qualification for the post of Head Master Middle School has been upgraded from graduate trained to postgraduate trained.

TABLE - IV
NO. of Teachers (1996)

Sl. No.	Name of District	Sanctioned Post	In Position	Vacant Post	SC	ST	Female %
1.	Bhojpur	7366	7092	274	1135	0	18
2.	Rohtas	6303	5693	610	826	20	19
3.	Gaya	5785	4928	857	546	10	22
4.	W. Champaran	1613	4516	368	684	113	12
5.	Sitamarhi	5714	5422	292	535	5	14
6.	Muzaffarpur	7429	7132	297	684	0	27
7.	Vaishali	4982	4793	189	630	0	29
8.	Darbhanga	5404	4904	500	714	0	16
9.	Purnia	9538	8678	905	437	158	16
10.	Munger	8387	8217	170	1353	190	20
11.	Bhagalpur	8621	7944	677	827	275	21
12.	Dumka	5121	4110	1110	183	1138	29
13.	Hazaribagh	4395	4214	181	550	395	24
14.	Ranchi	6222	5625	597	172	2142	28
15.	E. Singhbhum	6528	3931	2597	183	1126	22
16.	W. Singhbhum	7247	6558	289	261	2727	23
17.	Chatra	1678	1601	77	512	61	10
	TOTAL	105649	95358	10209	10232	8360	10

SOURCE : - DISTRICT INVESTMENT PROPOSALS, DPEP-III

4.6 ENROLMENT POSITION

The population of 6 to 11 age group children is approximately 1 crore 44 lacs out of which total number of enrolled children in class I to V is approximately 85 lacs. It means that nearly 41% children of age group 6 to 11 are still out of Primary Schools. The position of girl child and SC/ST children are still worse. It may be seen in Table-V. Thus the enrolment position of children of 6-11 age group is quite critical. It needs special attention and some effective measures besides monetary incentives. Keeping in view the socio-economic conditions in Bihar, some incentives, like mid day meals, attendance allowances, free uniforms and text books are essential. At present in BEP districts free text books are provided to all children of class I to II. Under DPEP guidelines only focus group children (SC/ST and girl child) are to be provided free text books. Under the existing scenario this may cause some problems for the management. So far the coverage of children 11-14 age group under Elementary Education is concerned, the non-formal education is the only solution besides improving the ratio of Upper Primary Schools.

The drop-out rate at class V stage is nearly 60%. The position of girl children in general and focus group children in particular is still worse. To improve the rate of retention shall require better quality of teaching, more number of teachers and adequate number of class rooms. The Drop-out/Retention Rate is given in Table-VI.

TABLE - V
Enrolment in Grade I-V (1996)

Sl.	Name of District	All		SC		ST	
		Boys	Girls	Boys	Girls	Boys	Girls
1.	Bhojpur	199004	125557	31353	15202	1478	735
2.	Rohtas	330083	156152	45462	25655	1546	732
3.	Gaya	170404	106467	57260	30458	7	3
4.	W. Champaran	177747	86198	30914	14963	3563	3101
5.	Sitamarhi	214287	129748	33646	18132	0	0
6.	Muzaffarpur	173643	133733	28476	22481	51	31
7.	Vaishali	145594	85571	26806	16694	0	0
8.	Darbhanga	192975	85656	37637	11580	0	0
9.	Purnia	273078	139752	38407	18482	10317	4450
10.	Munger	209580	126247	32456	17884	5396	2422
11.	Bhagalpur	248959	152928	28291	14768	10576	5797
12.	Dumka	115797	77512	8938	5896	45526	34711
13.	Hazaribagh	137354	93041	18128	12969	12762	7521
14.	Ranchi	166278	135321	11019	8893	85157	66494
15.	E. Singhbhum	110835	94379	6229	5304	35530	27626
16.	W. Singhbhum	127961	94789	8341	5907	75964	51695
17.	Chatra	36320	37139	16506	9311	2238	1414
	TOTAL	3029899	1860190	459869	254579	288111	206732

SOURCE : - DISTRICT INVESTMENT PROPOSALS, DPEP-III

TABLE - VI
Drop-out/Retention Rate (1996)

Sl.	Name of District	Total			SC	ST
		All	Boys	Girls		
1.	Bhojpur	51	52	49	53	31
2.	Rohtas	61	59	63	70	48
3.	Gaya	55	62	38	32	0
4.	W. Champaran	44	48	31	11	0
5.	Sitamarhi	39	34	44	38	0
6.	Muzaffarpur	41	44	36	37	0
7.	Vaishali	54	52	55	61	0
8.	Darbhanga	38	35	43	39	0
9.	Purnia	60	63	56	55	47
10.	Munger	47	47	47	55	59
11.	Bhagalpur	51	54	47	42	47
12.	Dumka	58	54	64	55	66
13.	Hazaribagh	47	46	48	63	57
14.	Ranchi	41	42	39	38	36
15.	E. Singhbhum	43	56	30	40	45
16.	W. Singhbhum	54	51	57	61	68
17.	Chatra	58	55	60	59	54
	TOTAL	26	25	24	24	20

SOURCE : - DISTRICT INVESTMENT PROPSALS. DPEP-III.

4.7 FINDINGS OF BASELINE ON ACHIEVEMENT

Baseline studies were conducted in BEP in two phases. For the 7 old project districts the report was published in 1995. In 10 new project districts BAS was conducted in 9 December 1996 and draft report was published in 1997. The Table No. VII summaries the mean percentage achievement in literacy and numeracy of Class I & Class IV students.

In Class I the minimum level of achievement in language has been observed in Vaishali and maximum level in the district of West Champaran. The same phenomenon has been observed in case of mathematics.

In Class IV, the minimum level of achievement has been observed in Dumka and maximum in Sitamarhi in language. In Maths, the minimum level has been observed in Rohtas and maximum in Sitamarhi.

TABLE - V II
Mean Achievement of Student (In percent)

Sl. No.	Name of District	Class-I		Class-IV	
		Language	Math	Language	Math
1.	Bhojpur	36.10	39.71	37.02	40.95
2.	Rohtas	40.50	41.36	38.61	41.53
3.	Darbhanga	47.85	49.93	40.37	39.83
4.	Dumka	41.75	45.00	30.43	29.78
5.	Gaya	37.50	41.14	40.04	34.25
6.	Hazaribagh	44.90	47.36	42.21	35.43
7.	Munger	44.85	44.07	33.29	29.93
8.	Purnea	40.00	43.21	41.64	39.20
9.	Vaishali	28.00	30.86	40.02	34.63
10.	W, Singhbhum	35.75	39.21	41.20	30.90
11.	Chatra	53.30	51.36	36.55	30.15
12.	Muzaffarpur	51.10	51.28	41.02	31.27
13.	E.Singhbhum	58.75	53.71	40.24	30.75
14.	Ranchi	44.75	41.07	41.11	29.40
15.	Rohtas	57.90	57.00	37.23	28.67
16.	Sitamarhi	66.15	67.07	45.29	43.72
17.	W, Champaran	64.45	73.57	40.84	34.57

SOURCE : - *Baseline Assessment Study. 1995 & 1996 BEP, Patna.*

4.8 SCERT

State Council of Educational Research and Training (SCERT) was established on January 01, 1981, merging the following Institutions:

- State Institute of Education
- State Institute of Science Education
- Angola Lingua Institute
- Audio-Visual Office
- Educational and Vocational Guidance Office

And the following Departments were created:

1. Central Office
2. Department of Language Education
3. Department of Science and Mathematics Education
4. Department of Social Science, Humanistic Science and Socially Useful Productive Work
5. Department of Educational Research, Guidance, Evaluation and Examination Reforms
6. Department of Teachers Education, Educational Administration and Education Extension Service
7. Department of Educational Technology and Audio Visual
8. Department of Universal Primary Education and Non-formal Education

SCERT prepares the school curriculum & training modules. It also provides training to teacher in SOPT (Special Orientation on Primary Teaching) and in different subjects. It also prepares teachers' guide books.

4.9 DIET

District Institutes of Education and Training (DIET) have been established for imparting Pre-service and in-service training to elementary school teachers and Adult Education (AE)/NFE workers, and generally for providing resource support to EE/AE systems are functioning in all BEP/DPEPs district of the State except Hazaribagh. The main functions of the DIET are:

- a. To Organise in service training to Primary School teachers of the district.
- b. To provide resource support to Primary education in the district.
- c. To promote educational research.
- d. To provide training to Master Trainers of ECCE/NFE.

In Bihar 25 DIETs have been sanctioned by the Government of India. Only six DIETs have been given regular Principals by deputation. The remaining posts of Principals, Senior Lecturers and Lecturers are still vacant. Some posts may be filled in shortly. The existing 25 Primary Teachers Education Colleges were upgraded at DIETs. Hence, DIETs have yet not been operationalised in true sense. It needs immediate attention.

4.10 INITIATIVES TAKEN BY GOVT. OF INDIA.

In May, 1986, a new National Policy on Education (NPE) was adopted by Parliament. The Policy accorded unqualified priority to UEE/NPE. Pursuant of the new policy, Govt. of India initiated the following centrally sponsored schemes in the area of Elementary Education for whose implementation it provides financial and other assistance to the State Govt.

4.10.1 **OB** : Operation Blackboard (OB)- Which aimed to provide to every Primary School-
 (a) A pucca building with atleast two class rooms and a veranda. (b) atleast two teachers, and (c) essential equipments worth approx. Rs. 7215/- so as to make learning more activity based and joyful.

In first phase OB was introduced in 1987-88 in 13270 primary schools. These schools were partly equipped with the essential equipment. Second teacher was placed in every single teacher school. Two class rooms also were provided to most of the buildingless schools. The coverage of OB in Bihar is approx. 25% of total no. of the schools so far.

4.10.2 **NFE**: Normally, Non-formal Education (NFE)- Centres are established where children who can not attend schools. can pursue their education at timings and place suited to them.

At present, about 36,800 NFE Centres are being run in the State by the Govt. Total Number of learners in these centres are 8, 41, 549. Out of this 3, 74, 021 are girls. SC&ST children are 2,28,797 & 1, 26, 559 respectively. In Bihar special Educational Non-formal Centers also have been started. In these centres there are two instructors one being a lady instructor.

4.10.3 **TLC**: National literacy Mission/Total literacy campaigns (NLM/TLC)- Govt. of India

launched a National Literacy Mission (NLM) in May 1988 for achieving a substantial reduction in adult illiteracy, especially in the 15-35 age group. Soon, the Principal modality of the NLM became the Total Literacy Campaign (TLC), which aims to achieve total Literacy Campaign target age group, in a well defined area a district, a cluster of blocks, a single block, a city within a specific time frame (usually, 18 months).

By now 28 districts in Bihar have been covered under TLC programmer. Out of which BEP/DPEP districts are -Dumka, Bhojpur, Munger, Darbhanga, Hazaribagh and Ranchi.

4.10.4 ICDS : Integrated Child Development Services (ICDS)- The Department of Women and Child Development of the Govt. of India has been giving assistance to States for a scheme called ICDS since 1975, which has a very important bearing on UPE, The scheme aims to provide a package of the following six services to (a) pregnant and nursing mothers and (b) children in 0-6 age group through a net work of Anganwadis:

- (a) Supplementary Nutrition
- (b) Immunization
- (c) Health check-up
- (d) Health and nutrition Education
- (e) Referral Services
- (f) Early Childhood Education.

The ICDS scheme is in three category rural, urban & tribal. All are operational in Bihar. Out of 296 sanctioned projects 166 projects are in BEP/DPEP districts. The above date may be seen in the Table-VIII.

TABLE - V III
Covered Under Such Scheme

Si. No.	Name of the Districts	No. of Block Under T.L.C	No. of Block Undr I.C.D.S	NFE Centre
0	Bihar	246	296	36,800
1.	Bhojpur	13	6	1,143
2.	Rohtas	0	10	1,966
3.	Gaya	0	15	1,142
4.	West Champaran	0	5	800
5.	Sitamarhi	0	4	1,100
6.	Muzaffarpur	0	8	540
7.	Vaisahali	0	7	550
8.	Darbhanga	17	8	1,540
9.	Purnia	0	9	3,873
10.	Munger	18	10	690
11.	Bhagalpur	0	5	1,200
12.	Dumka	14	14	236
13.	Hazaribagh	15	6	1,538
14.	Ranchi	20	20	530
15.	East Singhbhum	0	11	250
16.	West Singhbhum	0	22	1,855
17.	Chatra	0	6	240
	TOTAL	97	166	19,193

SOURCE : - Educational Directorate, Bihar.

TABLE - IX
Projected Total Population (1997-2002)

Sl. No.	Name of the Districts	1997	1998	1999	2000	2001	2002
1.	Bhojpur	3280267	3352103	3425513	3500531	3577192	3655531
2.	Rohtas	3269652	3331147	3392641	3454136	3515630	3577125
3.	Gaya	3031137	3096913	3164116	3232777	3302928	3374602
4.	West Champaran	2208138	2249214	2291048	23329772	237062	2421276
5.	Sitamarhi	2750000	2815000	2882000	2950000	3020000	3092000
6.	Muzaffarpur	3406172	3491326	3578609	3668074	3759775	3853769
7.	Vaisahali	2547649	2621530	2697554	2775783	2856281	2939113
8.	Darbhanga	2887603	2950377	3013151	3075925	3138699	3201473
9.	Purnia	5169000	5295000	5425000	5557000	5692000	5831000
10.	Munger	3496087	3515009	3585309	3657016	3730156	3804759
11.	Bhagalpur	3387806	3467758	3549697	3633469	3712219	380993
12.	Dumka	1704300	1741789	1780105	1819262	1859 281	1900180
13.	Hazaribagh	2642532	2718191	2796069	2876233	2958752	3043697
14.	Ranchi	2499926	2551825	2605033	2659589	2715532	2772905
15.	East Singhbhum	1783724	1813868	1844523	1875695	1907395	1939630
16.	West Singhbhum	2134904	2198949	2264916	2332861	2402484	2474557
17.	Chatra	740179	763862	788305	813531	839564	866430
	TOTAL	46939076	47973861	49083590	50214855	51364950	52555040

SOURCE : -DISTRICT INVESTMENT PROPOSALS, DPEP-III.

TABLE - X
Projected Population 3-6 (1997-2002)

Sl. No.	Name of the Districts	1997	1998	1999	2000	2001	2002
1.	Bhojpur *	334259	341579	349060	356704	364516	372499
2.	Rohtas	335229	369388	407028	448504	494206	544565
3.	Gaya	308873	315575	322423	2329419	336568	343872
4.	West Champaran *	225009	229195	233458	237730	242223	246728
5.	Sitamarhi	280225	286849	293676	300605	307738	315075
6.	Muzaffarpur	343992	352592	361407	370442	379703	389195
7.	Vaisahali *	259605	267134	274881	282852	291055	299496
8.	Darbhanga	294246	300642	307042	313437	319831	326229
9.	Purnia	526721	53957605	552808	566258	580015	594179
10.	Munger *	356251	358179	365343	372650	380103	387705
11.	Bhagalpur	345217	353365	361714	370250	378275	387933
12.	Dumka	350578	358293	366174	374231	382464	390878
13.	Hazaribagh *	269274	276984	284919	293088	301497	310153
14.	Ranchi	254742	260031	265453	271012	276713	282559
15.	East Singhbhum	86383	87843	89327	90837	92372	93933
16.	West Singhbhum	217546	224072	230794	237718	244813	252157
17.	Chatra	75454	77869	80360	82932	85586	88325
	TOTAL	4863606	9855195	5145867	5298670	5457677	5625480

SOURCE : DISTRICT INVESTMENT PROPOSALS, DPEP-III.

TABLE - XI
Projected Population 6-11 (1997-2002)

Sl. No.	Name of the Districts	1997	1998	1999	2000	2001	2002
1.	Bhojpur *	47639	486055	496699	507577	518693	530052
2.	Rohtas	409903	460935	518321	582852	655417	737016
3.	Gaya	439515	449052	458796	468752	478926	489317
4.	West Champaran	320180	326136	332202	338281	344674	351085
5.	Sitamarhi	426250	436325	446710	457250	468100	479260
6.	Muzaffarpur	512977	525190	537406	549619	561833	574047
7.	Vaisahali *	369409	380122	391145	402489	414161	426171
8.	Darbhanga	418702	427804	436907	446009	455109	464214
9.	Purnia	749505	767775	786625	805765	825340	845495
10.	Munger	516913	527251	537796	548552	559923	570714
11.	Bhagalpur	491232	502825	514706	526853	539286	552014
12.	Dumka	243041	250332	257843	265777	273545	281751
13.	Hazaribagh *	383167	394138	405430	417054	429019	441336
14.	Ranchi	362489	370015	377730	385640	393752	402071
15.	East Singhbhum	258640	263011	267456	271976	276572	281246
16.	West Singhbhum	277537	285863	294439	303271	312322	321692
17.	Chatra	107391	110828	114374	118035	121812	127621
	TOTAL	6762490	6963656	7174586	7395751	7628484	7875102

SOURCE : DISTRICT INVESTMENT PROPOSALS, DPEP-III.

CHAPTER V

STATE INVESTMENT PROPOSALS

**I. A DEFINITION
OF
STATE INVESTMENT
OBJECTIVES**

5.1.1 A DEFINITION OF STATE INVESTMENT OBJECTIVES

The State investment proposals visualize a mechanism whereby the district investment proposals and the state level interventions are interwoven through a common thread running between them. The proposals also set the tone and tenor of the approach of BEP in addressing the objectives, goals and achievement levels under DPEP III. We have accepted the long term goals set under DPEP, and propose to develop and implement in the 17 districts a replicable, sustainable and cost-effective programme to ensure achievement of those goals. The state investment proposals incorporate:

- * Strategies and interventions to facilitate community participation in planning and implementation of the district investment plans.
- * Strategies related to building and strengthening of state institutional capacity to (a) appraise and supervise the implementation of district level programmes, and (b) provide technical support for programme management, instructional materials development, improved teaching, improved planning, management, research and evaluation.
- * Strategies related to awareness campaigns for the achievements of the objectives of DPEP through integrating culture communication and concepts of continuing education.
- * Strategies Awareness Campaigns to address gender, equity & issues of children with mild to moderate learning disabilities.
- * Strategies to address access, retention and enrolment to primary education issues in the context of objective socio-economic realities of the state.
- * Strategies to develop improved teaching -learning materials including core MLL text-cum-exercise books.
- * Strategies to develop state, district and sub-district institutional capacity for effective planning, implementation and monitoring of all programmes.
- * Strategies for targeted interventions to address gender issues through selected expansion of Mihila Samakhya programmes and special awareness campaigns.
- * Strategies to address the educational needs of the children of 3-6 age groups of 9-14 age groups through selected expansion of Early Childhood Education and Alternative School Modalities.
- * Strategies to develop effective, PMIS, FMIS and EMIS at various levels for the monitoring of the programmes.

- * **Strategies to ploughback findings of the Research and Evaluation endeavours in the system so as to use the feedback for improved planning, implementation and fine tuning of the programmes at all levels.**
- * **Strategies to ensure the supportive role of State investment proposals to the district investment proposals and to ensure that technical assistance is provided to the districts to carry out tasks undertaken by them. Together, effective monitoring mechanisms need to be established so as to ensure the achievement of tasks by the districts/state.**

**II. IMPROVING
THE QUALITY OF,
REDUCING DROPOUT FROM,
AND EXPANDING ACCESS
TO PRIMARY EDUCATION**

5.2.1. PRIMARY FORMAL EDUCATION

The State interventions in Primary formal Education would include (i) Development and production of TLM (ii) Learner's Evaluation.

5.2.1.1. DEVELOPMENT AND PRODUCTION OF T.L.M.

*** Role and importance**

In order to achieve universalization of and quality in primary Education under DPEP, the role of TLMS becomes very important. TLMS help in universalization of primary Education through individual learning. They support teacher in conducting multigrade teaching and help in creating a joyful, activity based teaching-learning situation.

*** Initiatives in BEP**

The existing curriculum for class 1 to 5 was not formally revised by BEP. In view of the POA 1992, and NPE 1986, it was decided to prepare new text-books based on MLL competencies developed by NCERT and reviewed by BEP. A number of orientation-workshops on writing MLL- based text -books were organised by BEP and conducted by prof. R.H. Dave in Patna which were attended by national-level experts from Rajasthan, M.P., Maharashtra, Gujrat apart from primary teachers, DIET personnel, MLL core team members & other BEP personnel concerned with the text-books development. The orientation workshops proved successful, and MLL core team maintained in BEP initiated text-books development process in a concerted manner.

*** Status of text-books development in BEP**

(a) In BEP, the status of core text-books developed, trialled and commissioned in the old seven project districts so far is illustrated by the following box - 1:

BOX - 1

Language Books

For Class I

Hindi	in all 7 districts
Bangla	in East singhbhum, Ranchi & West Champaran Distt. (Bangla schools)
Urdu	in all 7 districts

For Class II

Bangla

Maths Books

For Class I & II

Maths (Hindi)	in all 7 districts
Maths (Urdu)	in all 7 districts
Maths (Bangla)	in all 7 districts

- (b) The status of core text-books developed/proposed to be developed before commencement of DPEP III is illustrated by the following Box-2 :

BOX - 2

- (i) The books developed but not trialled are as follows :

Language (Urdu)	- for class 2
Maths (Hindi)	- for classes 3 & 4

- (ii) It is expected that by the time DPEP III commences , the development of the following text-books shall be completed :

Maths (Hindi)	- class 5
EVS (hindi)	- class 3
Language (Hindi)	- class 2

The process of developing these three text-books is on , and is based on the outlined process tentatively conceived in the visioning-workshop held at Ranchi in the year 1996.

- (c) The core text-books proposed to be developed/trialled/commissioned in all project- districts after the commencement of DPEP III are illustrated by the flowing BOX 3:

BOX - 3

<u>Core text-books</u>	<u>Classes</u>
Language (Hindi)	- 3, 4, 5
Language (Urdu)	- 3, 4, 5
Language (Bangla)	- 3, 4, 5
Tribal Languages (Ho, Mundari, Santhali)	- 1, 2, 3, 4, 5
Language (Orriya)	- 1, 2, 3, 4, 5
Maths (Urdu)	- 3, 4, 5
Maths (Bangla)	- 3, 4, 5
Maths (Orriya)	- 1, 2, 3, 4, 5
Maths (Tribal Language)	- 1, 2, 3, 4, 5
EVS (Hindi)	- 4, 5
EVS (Urdu)	- 3, 4, 5
EVS (Bangla)	- 3, 4, 5
EVS (Orriya)	- 3, 4, 5,
EVS (Tribal languages)	- 3, 4, 5

* **Process of text-Books development in BEP so far :**

The text-books mentioned in boxes 1&2 were developed/are being developed, mostly by the MLL core Team involving teachers, DIET faculty, BEP personnel, community & experts and by integrating feedback obtained from teachers, experts and by integrating feedback obtained from teachers, pupils and experts, during the trial of concerned text-books. The feedback received from trialling formed the basis of the subsequent revision and the books illustrated in Box-1 were commissioned thereafter.

* **Process of trial and nature of feedback in BEP s far :**

The books were trialled in selected 451 schools spreading over all the seven project-districts. The schools were randomly selected by the DLOs from amongst those schools whose teachers were provided with in- service ujala training.

During the period of trial, a short-term-evaluation was conducted in randomly selected 6 schools in each of the seven districts with the objectives of

- (i) examining the suitability of the content of these books and
- (ii) to find out the difficulty in utilization and transaction of the text-books by the teacher in class-room-situations.

Conceptual frame work for these objectives was as follows :-

- (i) Testing the suitability of the content to provide scope for achieving all the competencies of the respective class and subject.
- (ii) Testing the suitability of the content to according to the developmental level and interest of the child. as well as environmental relevance of the content for the child.
- (iii) Examining the content of the books in terms of quantum of information, sequence, suitability of concept, language, length and structure of sentence, scope of reinforcement etc.
- (iv) Styles : To examine whether the book is actually addressed to the child, whether the style is child-friendly and interactive, allowing scope for children's participation through activities, exercises or work-outs to examine the scope for evaluation through question and unit-tests.
- (v) Visuals : Testing the suitability of the use of visuals as an effective language for communication, content and comprehension, size, clarity and placement, colour & and print quality.
- (vi) To see the interaction of the child with the book as to how they are accepting the books.

Methodology and design of the evaluation

In all 42 school at a rate of 6 schools per old project districts were selected from amongst the 451 schools on random basis. The teachers of these schools were asked to fill up self-administered questionnaires for the study of content of the books, the interview of the pupils was recorded on semi-structured interview schedules, the observation of each selected school with a view to elicit information on teacher-learner interaction and teaching-tearning processes was made by specially trained evaluators for two days.

After data-collection, the feedback was collated and shared with the MLL core team.

- Apart from the above short-term evaluation, the feedback from experts on content, illustrations, design style, child-centredness and joyfull learning aspect of the text-books was obtained separately and was shared with the MLL core team.
- The feedback thus obtained from the above processes were integrated and the text-books were subsequently revised based on these feedbacks.

* **Interventions proposed under DPEP**

In the aide-memoire of the Identification Mission of DPEP - III, it was agreed that visioning-workshop will be organised to facilitate renewed pedagogical planing. A state level visioning-workshop was organised at Ranchi, in which whole process of learning and sharing was facilitated by T.S.G. (Ed. cil), New Delhi. A coherent vision of pedagogical planning emerged through a very intense participatory process. Several changes were proposed in the seven core areas of the basic education system including curriculum and teaching-learning-materials.

Based on the Afore - mentioned vision, BEP Proposes to develop Teaching-Learning-materials as well as to revise the existing curriculum, taking into account the salient features of the process outlined in the visioning-workshops report.

* **Revision/Development of curriculum**

In the first year of the project-curriculum for class 1 to 5 will be revised/ developed. The framework of revision will take into account the following important aspects.

- assumptions regarding translation and uniform/varied iliustrations.
- assumptions on how children learn (child's cognitive development process)
- teaching-methods (activity-based/memorization, information-based/ competency-based)
- identification of topics skills, gradation.
- suggestions about activities, teaching methodology etc.
- assumptions regarding multigrade situation.

The curriculum would be revised/developed through participatory process as follows:

1. Formation of academic committee

An academic committee consisting of SLO, MLL core team, DLO, DIET, Education department, SCERT shall be formed to attempt demystification and preparation of core-curriculum.

2. The academic committee with the help of TSG and academicians from outside and within the state will undertake defining of core-curriculum through workshops and its preparation. In these workshops teacher from project-districts will also participate so that grass-root level inputs are used effectively.

The core-curriculum thus prepared will be adopted at state and district-levels.

* **Development of TLMS**

We propose to develop the following materials :

- (i) Core-textbooks/work-Books
- (ii) supplementary reading-materials
- (iii) Teacher-support-materials
- (iv) Other teaching-learning-materials

Development of Core-text books/workshops :

- (i) Before developing core textbook as enshrined in Box-3 of the preceding paras, we will have a revised/developed curriculum to steer us in textbook-perparation, As far as possible, workbooks shall form part of the text-books, but separate work-books may also be developed in case of some text-books so as to reduce the burden of the load of those text-books. Thus if a combined text-books & workbook is too weighty, separate workbooks will be developed
- (ii) The books which have been developed but not trialled only in old BEP-districts (Box 1&2) will be trialled in all the concerned districts. These books will be revised/reviewed in the light of the new curriculum & the feedback so received and will be commissioned in all project-districts thereafter. But the text-books commissioned in the old 7 districts would be adopted as the core text-books in these districts to begin with. BEP will approach the GOB in this regard before commencement of DPEP.

The periodicity & sequence of text-book-development is illustrated by the charts 1 & 11 respectively. These two charts are annexed herewith and the process is described here as under.

- **Process of developing core text-books**

(a) Preparation of manuscripts

The process is outlined here as under :

- (i) The state and district Resource Groups for text-book development will be identified, and its capacity will be developed through different orientation programmes. the SRG will consist of experienced academicians having expertise in writing & knowledge of the concerned subject. The BSTBPC & SCERT will also be included as institutional members of SRG. The MLL core-Team maintained in BEP will further be strengthened. The DRGs will consist of a core of experienced teachers having expertise in writing. some NGOs/ VEC members will also be in DRG, In order to interlink the processes of training & text-book development, selected DIET faculty/BRCs/CRCs/BRC-trainers will be included in the DRGs.
- (ii) Workshops for development of textbooks will be organised in different regions of Bihar to collect, collate and make use of local specific environment & contents as well as to collect materials for actual book writing. These workshops will be attended by primary Teachers /VEC/DRG/NGOs/Experts/ Writers/SRG etc. Thus, the draft of the manuscript will be prepared through such workshops. These workshops will be steered for through MLL core team which will form a 'Kernel' for text-book-development endeavours.
- (iii) These drafts will be improved at state level by the MLL core-Team, SRG and subject-experts & will again be shared in the regional workshops as mentioned above.
- (iv) Finally, the improved drafts will be vetted by MLL core team with the support from state-level/national-level experts.
- (v) The vetted drafts will be shared by a joint academic committee consisting of SLO/ SCERT/BSTBPC/Education Department officials. The BSTBPC will be essentially involved at the stage of improvement of drafts as well. So that designs, illustrations, colours used in the pictures be determined. The processes outlined above have been illustrated by chart 111 annexed herewith.

(b) Field-Testing/Trialling

- (i) The manuscripts of textbooks will be printed in small numbers for trial in selected schools of the project districts.

The printing will be undertaken by BSTBPC. The books will be distributed among students of the schools so selected at the beginning of the academic

year. After a minimum period of three months from the date of such distribution, short-term evaluation of the text-books will be undertaken to obtain feedback from the teachers, pupils and community. The methodology and basic design followed for trialling in BEP earlier will be further strengthened so as to ensure a well-planned rigorous trialling procedure and to obtain meaningful feedbacks to the text-book development/improvement process.

(ii) The printed manuscripts would also be shared with national/state-level experts (different from those involved in the process of manuscript-preparation), and suitable feedbacks on all relevant aspects will be obtained.

(c) Revision

The text-books will be revised on the basis of the feedbacks so received from teachers, pupils, community and experts. The revision will be undertaken by the MLL core teams and SRG. If need be, some selected DRG members/subject-experts will also be involved in the revision-process.

(d) Adoption and commissioning

As GOB is the appropriate authority for prescribing a text-book in primary schools, the revised versions will be again shared with the joint academic committee and GOB will be approached for the adoption of the text-books in the project-districts. After adoption, the text-books will be printed through BSTBPC in adequate numbers for being distributed to the focus group children as core text-books.

(e) Those books which have already been adopted by the seven BEP districts, will be trialled in the selected school of new DPEP districts, and on the basis of the feedback, and the new curriculum, these will be revised again and then after adoption by Govt. of Bihar, will be formally commissioned in the schools of project-districts.

Once the curriculum is revised/developed, and core textbooks are finally commissioned, the function of further revision/review of the curriculum/core text-books will stand transferred to SCERT.

Development/Revision of TLMs other than textbooks

The following materials shall be developed/Revised in view of the process outlined in the visioning-workshop :

1. **Supplementary reading materials** : The supplementary reading materials for the children will be developed through workshops and by sharing experiences of other DPEP states. The teachers, writers, experts will be

involved and the process will be steered through state - level MLL core - team.

2. **Teachers support materials** : The concept will be developed through workshops and teachers participation and only after that it would be decided in which form teachers' support materials should be developed. It may be in the form of Teachers' version of textbooks or teachers' guide-book to be used for recurrent training materials at CRC-level. The development of teachers' support-materials will be undertaken through teachers'-participation. The state level MLL core team will steer the development of teachers' support materials.

3. **Other teaching-Materials**

Practice-cards, picture-cards, pocket-Board, Flash-Cards, Work-sheets, rhymes, poems globes and charts etc. will be collected and developed at BRC/ CRC level. The primary teachers will prepare low cost teaching-aids from the annual grant of Rs. 500/- per teacher. Technical support shall be provided by SLO/DIETS/DLO.

* Role of state/Districts & division of responsibilities between the state/District level entities in the realm of TLM.

- **Core text-books :**

1. Development of core text-books (including work-books) will be the responsibility of SPG.
2. Trial (field-testing) and subsequently revision based on the feedback so obtained will be the responsibility of SPO.
3. SCERT & BSTBPC would be institutional members of the SRG and will be involved in the development of the text-books from the very beginning.
4. In BEP, a MLL core team has been maintained to undertake the text-book-development. This team is an academic resource-group and not part of management structure. This core team will further be strengthened to work as a 'kernel'. As per the periodicity & sequencing of text-book-development, this core team will phase out by the 3rd year of the project-period, since it has been envisaged that by the end of 3rd year all text-books will be developed, trialled, adopted and commissioned.
5. It has been envisaged that responsibility of revision of core text-books contained in Boxes 1 & 2. will stand transferred to SCERT by the end of 2nd year of the project-period. It has further been envisaged that revision of core text-books contained in Box 3 will stand transferred to SCERT by the end of 3rd year. Hence, after final commissioning of the text-books in the project-districts, the revision work will be the

responsibility of the SCERT.

6. The printing and publishing of text-books will be the responsibility of BSTBPC. The publishing-services like editing, illustration, design, production shall be provided by BSTBPC.
7. After adoption of the text-books by GOB, the printing of the required number of text-books for each DPO will be co-ordinated by SPO centrally and these would be distributed to the focus group-children through the DPOs. The DPOs will distribute the text-books through CRCs so that the distribution process is completed smoothly. The distribution will take place in an open function organized by schools & participated by the VEC/community.

- **Teacher Guide Books / Supplementary reading materials :**

1. The preparation of above TLMs will be the responsibility of SPO. The state-level MLL core team will steer the preparation process.
2. The publishing services will be provided by BSTBPC.
3. The above materials will be centrally printed by SPO & distributed to the teachers/school libraries through the DPOs.

- **Other TLMS :**

- i. The preparation of other TLMS (other than text -books/teacher guides/ supplementary reading materials) will be the responsibility of Districts.
- ii. The district-specific interventions including use of Bridge language Inventory/ Directory will be the responsibility of the districts.
- iii. Low cost teaching aids shall be prepared by teachers at BRC/CRC and school-level out of the contingencies, provided at BRC/CRC and annual grant to teachers.

* **TLM needed by whom, when and in What quantities :**

1. The core text-books will be needed by the focus group children, it will be needed at the beginning of each academic year and the quantity would be determined by the individual districts based on the expected/projected enrolment figures. On the basis of requirements received from each district, the SLO will co-ordinate printing/supporting of text-books through BSTBPC.
2. The supplementary reading-materials will be needed by school children and it will be supplied to the school-libraries. The quantity will depend upon the AWPB (DLO) earmarked for schools libraries/book-banks.

3. The teachers support material will be needed by every primary school teacher, it will be needed at the time text-books are supplied and the quantity will depend upon the number of teachers in position in every district.

* **Training for preparation of TLMs :**

The existing state-level MLL core team, members of SRG including SCERT & members of DRGs would need orientation-training. The training will be arranged through national/state level-experts/TSG. The study tours for the MLL core team/SRG/DRG will be arranged to other DPEP states/reputed institution to build capacity through sharing of experience.

5.2.1.2 LEARNER'S EVALUATION :

For effective implementation of programmes for improvement in education and its quality, a comprehensive system of Learner's evaluation has to be set-up. Teaching and evaluation will be MLL-based.

(a) **Evaluation of Achievements in Schools :**

In Bihar, it has been observed that for sex-monthly and annual examination the question papers are supplied in primary schools by the teacher's - unions in districts. Even in the same district, different unions are involved in the examinations in the schools affiliated to their union. The questions prepared by them is not objective and standard. Such examinations fail to evaluate the achievement of students in an objective manner.

With a view to introduce an objective process of evaluation of the learner's achievement in schools, DPEP proposes to involve DIETs/BRCs/CRCs in the evaluation process.

Districts have proposed an evaluation-committee to be constituted at DIET-level. The committee comprises of DLO, DIET faculty BRCs & representatives of Teachers Association. This committee will prepare evaluation sheets or question papers based on the module used in BAS for measuring learners' achievement. The evaluation will be conducted through CRCs. The CRCs will be used as evaluation-centres where evaluation of the sheets will be made objectively. The teachers of one school will evaluate the answersheets of another school. Student-wise performance will be maintained in the schools. The progress of students will be shared with the pupils/parents/VECs at the school-level. At the CRC-level the achievement percentage will be collated school-wise, shared in monthly recurrent training sessions and remedial measures to increase achievement levels be developed.

The school-wise achievements will also be shared at BRC-level between CRCs &

BRC/BRC trainers so as to assess training needs of the teachers of those schools having low achievement percentage. Furthermore, the evaluation-committee will discuss the school-wise achievement percentage and academic support through field visits/adaptation/training for the schools with low achievement percentage will be strengthened. The DIETs will maintain details of school-wise achievement percentage for each grade for future references.

Training

To sensitize the teachers to understand the need and importance of learner's evaluation, activities will be inbuilt in the BRC and CRC training-module as well as in the teachers training-modules.

Orientation-training to the DIET faculty will be given by the SLO. Since it will be a new activity for the DIET, DLO will be an integral part of evaluation-strategy and provide leadership in initial years.

(b) Pre-post MLL based evaluation

Pre-post MLL based evaluation will be conducted in 15 randomly selected schools of each district. These schools will be randomly selected from two randomly selected C. D. blocks of a district. The results of pre-post test will be compared to see the improvement in achievement-level of the students districtwise.

The findings of the results will be shared at DIET, and through DIET the information will be disseminated to the BRC, CRC co-ordinators and teachers. The findings will be utilized to refine the training-modules, TLMs, hard spots and teaching-learning-methods.

The test will be conducted at the end of November every year, and data-analysis will be completed by February so that sharing is done in the month of March every year.

Chart - I

- (iii) **Development of core-text books
a earlier developed / trialled / commissioned by
BEP in old districts**

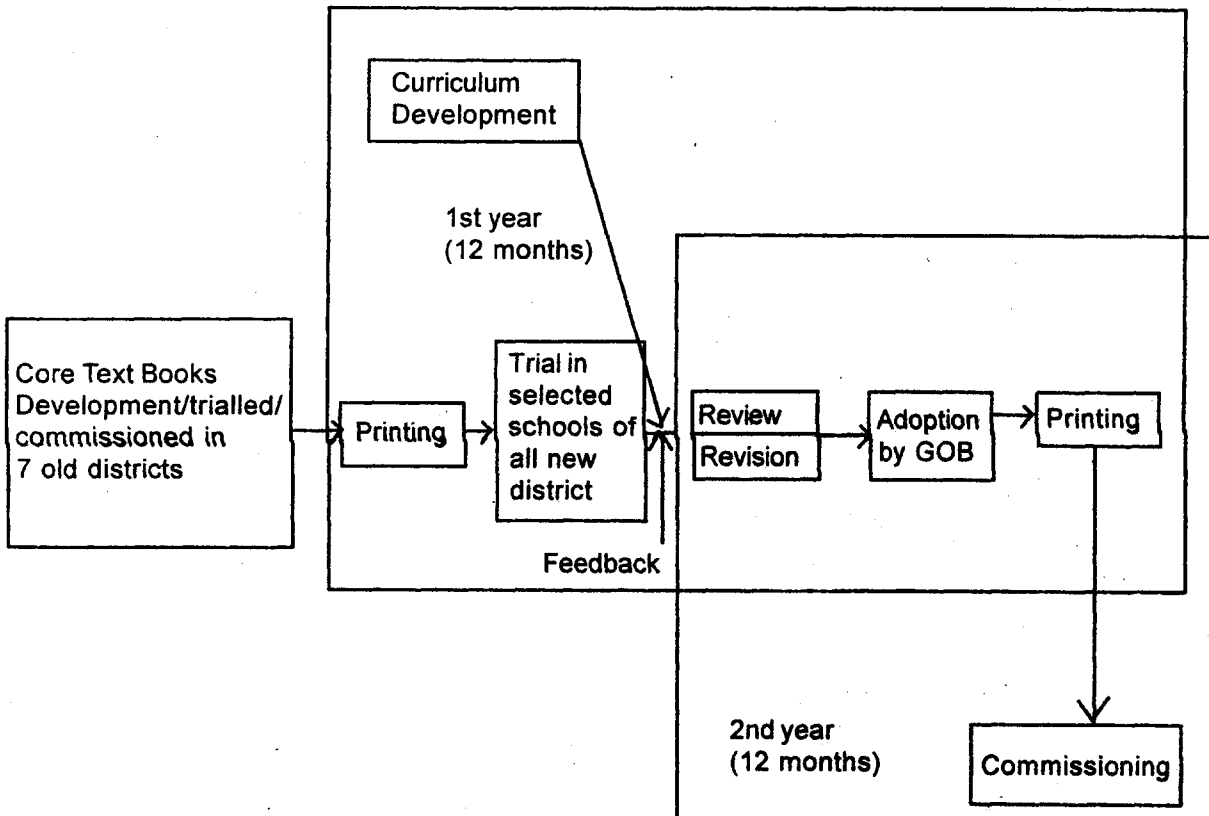


Chart - II

- (ii) **Development of core-text books**
during project period :

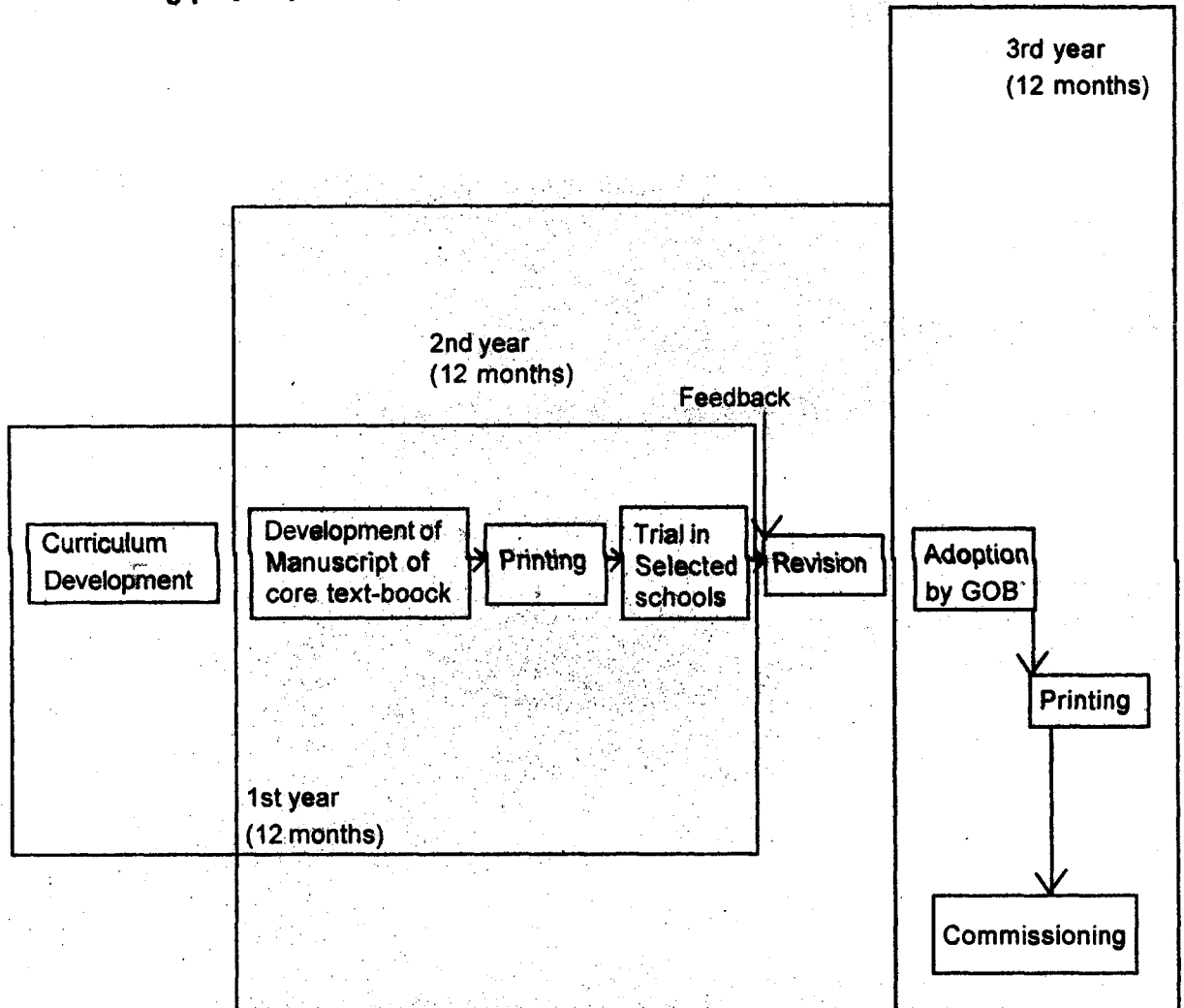
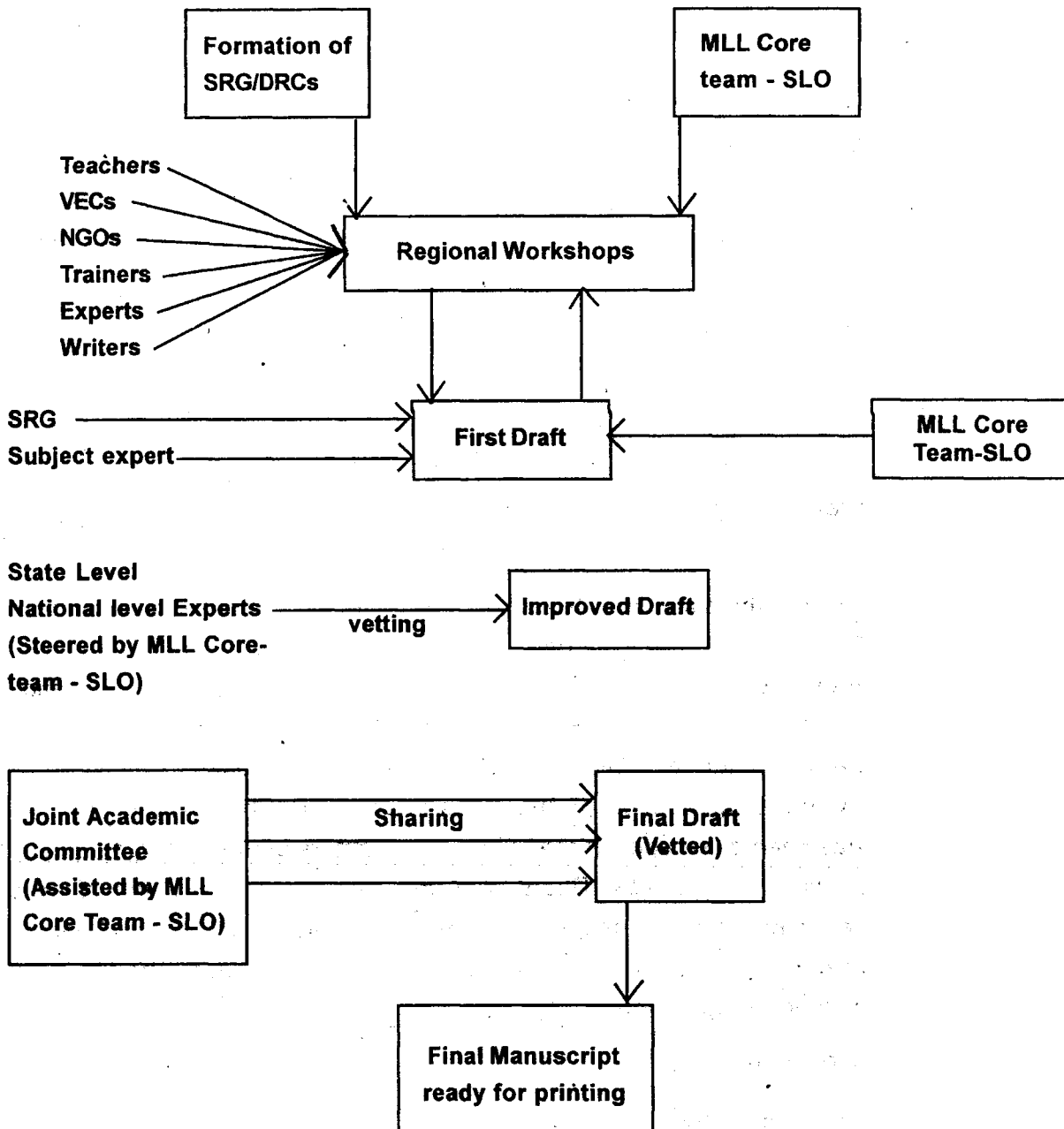


Chart - III

Preparation of Manuscripts of Core Text-books



5.2.2 TRAINING

The approach of the Bihar Education Project to teacher-training is based on the principle of "Teacher First". "The whole emphasis of the programme has to be on teachers/instructors-recognition of the centrality of their position in the BEP, improvement of their performance and participation in the planning and management at all levels. The main effort will be to create conditions for teachers "to be" (Bihar Education Project. 1990. Pg 4). Training is not intended to be a 'Giver-Taker' relationship, or 'Fill-up-an-empty-pitcher' notion, nor does it view trainees as a non-participating, non-interactive mass.

The project challenges the assumption that teachers are politicised; therefore no significant change can be made in their conduct and effectiveness;'. (BEP 1990 1990. Pg3).

The training of BEP Personnel is also of paramount importance since a dedicated, committed and professionally competent cadre of BEP professionalis imperative to steer the programme in successful directions.

*** Rationale and Background**

The State Government has decided that training should not be regarded as an essential qualification for appointment on the post of a teacher at the primary level. The teachers who are appointed today not only lack pre-service training, their educational level is also very low. To address this situation, a strategy for a permanent and effective system of teacher-training needs to be evolved.

Apart from the training of teachers, master trainers and resource persons etc. and BEP personnel, the main personnel whose training and orientation has to be considered by BEP are : (i) inspecting Officers and functionaries of Education Department; (ii) members of the VEC/Mobilizing Teams (iii) M. S. Groups (iv) ECCE trainers (v) A. S. trainers and other non-BEP personnel to be used as members of Re-source Groups for various programmes under BEP. The training of these personnel has been dwelt upon in the concerned chapters of the State Component Plan. The training institutions like DIETs will have to keep in mind the needs of these systems of education that are necessary to meet the goals of UPE. In this Chapter, we will consider (i) Teachers' - Training and (ii) BEP Personnel-training and (iii) Disance Education Programme.

5.2.2.1 Teachers' - Training

*** Outlook and Philosophy**

There will be many "Sets" of learners (students) and teachers in BEP programmes, such as children and teachers, teachers and A. S. Instructors, and master trainers and State-level resource persons. One who is a "teacher" at one

level will become learner or "student" at another level. At the same time teachers of one "set" will try to learn from learners (students) of the same set so that they could teach in a more effective way. Teaching will not be instructional or directive oriented. On the other hand "teacher" will act as a friend, philosopher and guide for "students". The system of teacher-training will have the outlook and philosophy as enshrined in the following elements :

- the outlook of improvement, cooperation and sharing replace the outlook of control and instruction;
- the process of teaching and learning will be joyful;
- teaching will emerge out of real activity (not from lectures), and trainers present materials in such a way that creative teaching is possible;
- the achievement of the MLL competencies will be the aim of teaching and materials utilised in the process of teaching;
- trainers/teachers/instructors will have a positive outlook - they will think in a creative way and make an effort to improve education through innovations;
- trainers/teachers/instructors have faith in the "community" of trainees, i. e., resource persons will have faith in master trainers, master trainers in trainers, trainers in teachers, and teachers in students;
- trainers/teachers/instructors endeavour to bring about a positive change in the primary education system with a missionary zeal.

Objectives :

Improving teaching and learning outcomes would be brought about in the primary schools by increasing school effectiveness through changes in teaching & learning practices in primary school class-rooms. The improved teaching method centres around active learning approaches and a child-centred pedagogy so as to make learning joyful for a child. These approaches will be adapted to the needs of the teachers who have not only multigrade classes and large single grade classes, but have a kind of mind-set & mental blocks vis-a-vis teaching process. The absence of any pre-service or coherent regular in-service teacher-training has further accentuated the said mind-set of the teachers. Apart, from this socio-cultural contradictions in rural Bihar have confounded the rigidity of a fixed mind-set which calls for serious thinking in evolving any active learning approach and a child-centred pedagogy. So in the context of Bihar, the approach of the BEP to teacher-training is based on the principle of "Teacher First". The whole emphasis will be on teacher's recognition of the centrality of their position in the BEP, improvement of their

performance in the class -room and full participation in the evolution/implementation of active learning-approaches and a child - centred pedagogy.

Any teacher to function effectively requires periodic inputs to refresh, update and enrich his knowledge, competence and skill. The need for these inputs is much greater in case the teacher's performance is not satisfactory or a change is desired in the class-room transactions to facilitate joyful learning & pupil-achievement levels. Teacher-training therefore, will go beyond merely providing information and understanding, or 'fill-up-an empty-pitcher' notion, rather an attempt will be made to ensure attitudinal changes and skill development through a participatory, experiential process so that teachers will have adequate opportunity for practice and feedback within a small sub-group.

Objectives of training and of a specific programmes target population and its level, timing, duration, venue, sequencing, thrust, approach, resource requirements encompassing physical--academic-human-financial aspects, evaluation strategies--both immediate and long term, follow-up-activity and materials are major aspects of concern for effective training programmes.

Issues

Need Assessment :

Objective training need assessment for teachers will be carried out by involving teachers, trainers, DIETS, SCERT, Experts etc. In such sessions teachers' views/problems, feedback from the trainers and findings of studies will be carefully coordinated to assess the training needs of the teachers. On the basis of the deliberations in such sessions, the existing training modules would be re-assessed/strengthened/modified and training modules for recurrent trainings at BRC level and capsule-type training/feedback-session, modules at CRC level will be developed by State-level Resource Group/Experts.

Focus of the training :

The focus of the training would be teacher-empowerment in a long-term perspective. The target group would be all teachers of primary schools and those teachers of middle schools who teach in primary sections. The strategy would involve focussing on content-identification from the training, encompassing emerging issues like MLL, competency based teaching, continuous comprehensive evaluation, use of low cost teaching-aids, teaching of language, maths, EVS, child-centred and activity based teaching, multi-grade teaching, medium of instruction among minorities/tribals/ethnic groups etc. Focus would also be on sequencing and phase-wise coverage. Periodic reflections and interaction between trainers & programme personnel will

also be a matter of focus to initiate a process of learning-feedback-learning.

The teacher training will address the following five major areas :

- (i) Concepts, (including what is joyful activity, child centredness, teacher-child and child-child relationship, investigating a theme that is relevant and contextual, establishing dialogue and communication etc.)
- (ii) Skill, i. e. to do or make happen the above as intended, collect, differentiate, store and use materials available in school-surroundings, prepare songs, poems, stories, cards etc.
- (iii) Information (in respect of universalization of primary Education, Bihar Education Project, DPEP, MLL, the educational scene need of basic education for development etc.)
- (iv) Attitude (towards community, class-caste contradictions, gender, disadvantaged sections of society etc.)
- (v) Personal qualities (Punctuality, performance, participation, professional competence, daily attendance, cleanliness etc.)

Training Methodology

- * The training methodology will be participative, experiential with little lecture-demonstration inputs. The venue of the teacher-training would be BRCs. At CRC level, one day recurrent training will be provided to teachers of the cluster every month by CRCC and BRC trainer. At BRC, the training would be residential while at CRCs, the teachers will assemble once in every month. To minimize transmission loss, the cascade model of training would be as follows :

SRC

DIET/District Level Master Trainers

BRC Trainers

Teachers

- * The SRG would be constituted by SLO from amongst SCERT faculty, selected DIETs (even out of project districts), NGOs, BEP training personnel, primary school teachers, MLL core team & professionals from academic institutions having experience in teacher-training. The SRG would be involved in the evolution/strengthening of training module (Ujala 1 & 2) from the very beginning so that SRG could discharge the functions of imparting quality training to DIET/M. Ts.
- * Every primary school teacher would be imparted atleast one training of 10 days

every year. The training would be residential. The timing of the training would be from 9 A.M. to 6 P. M. followed by cultural programmes in the evenings.

- * The training modules (Ujala 1 & 2) would be developed/strengthened by utilizing success of the ongoing Ujala training module of BEP & convergence with SOPT training module. The content and design of Ujala 1 & 2 is given in the annexure.
- * The BRC trainers would be mostly primary school teachers identified by DLOs who would be utilized as trainers for limited periods and will be repatriated to their schools thereafter. New teacher-trainers will be identified during the ongoing training programme at BRC continuously so that a competent set of teacher-trainers are always available.
- * On site evaluation of teacher competency would be attempted through periodic appraisal by SRGs/outside agencies/persons and self-assessment monitoring mechanisms.
- * BRC trainers would be provided with 10 days recurrent training / Refresher-training every year by SCERT.
- * The Ujala-1 would be imparted to every teacher in 1st, 3rd and 5th year of the project period, while Ujala-2 would be imparted in 2nd and 4th year.

Phases of Implementation

- * At the state-level, a SRG for training would be identified before the credit effectiveness of DPEP-III. The SRG will consist of, as far as possible, personnel drawn from :
 - SCERT
 - Selected DIETs
 - NGOs
 - BEP training personnel
 - (as BEP has an existing inventory of such personnel)
 - Primary school teachers including those having experience as a trainer
 - MLL Core Team
 - Academic institutions
 - (those having experience in teacher-training)

The inclusion of MLL core team in the SRG would ensure inter linkages & sharing of experience between the training programmes and TLM-development so as to enrich both in form and content.

The SRG would be involved in the development/strengthening of the ujala 1 and 2 teacher-training-modules which we propose to evolve and impart to teachers during project period. Thus, the SRG would also become capable as a trainer to impart quality training to DIET/Master trainers.

- * The SRG as a state core team for training would impart training to the DIET/ District level master trainers. The training-module will also be printed and widely circulated so as to be used as training material for the trainers. The District level Master Trainers would be drawn from the NGOs having expertise in the field of teachers training/primary teachers.
- * During the exercises being undertaken under above paras, each DLO would select twice the number of BRC trainers required in every district. These personnel would be imparted training by DIETs/M. Ts. The suitable persons from those trained would be selected to function as BRC trainers by DIET/ MTs/DLOs.
- * The BRC trainers so selected will impart training to the teachers at BRC level.

Teacher Involvement :

Our understanding regarding training is that it is a part of a process of teacher-empowerment. Teacher is the only person who can bring about change in classroom-process is, capable of innovation and understanding, who needs to be supported, and not only lectured to do this or that. Hence, teacher's involvement and motivation will be secured through training. They have to be partners in pedagogic renewal process.

*** Educational and Study Tours**

Study tours will be organised within the State as well as outside it, to enable learning from the experiences of others. Tours will also be made on a mutual basis between BEP districts and non-BEP districts and between two BEP districts.

Tours will be arranged for participating in seminars, workshop and training-programmes to be organised outside the State. Tours/studies will be relevant to ongoing as well as future BEP programmes.

Immediately after returning from study-tours. The touring persons/teams will be expected to present their experiences before the State/District-Task-Force and submit a brief report. They will be expected to submit a detailed report highlighting what lessons can be drawn for BEP programmes on the basis of experiences gained during the study-tour.

* **THE STRUCTURE OF THE TEACHER EDUCATION SYSTEM**

State Council of Educational Research & Training (SCERT);

The apex level training institution is the SCERT, located at Patna.

The role envisaged for SCERT in the programme is :

Development of training-modules; BRCC - 5 days. CRCC - 5 days,

Refresher training for BRC Resource person - 5 days,

Alternative Schooling instructor's Induction Training - 30 days,

Recurrent module for instructors - 3 days,

Instructors refresher training - 10 days,

ASRG (AS) - 10 days, Refresher training - ASRG - 5 days,

Revision of all training - modules training of DIET faculty members. Special efforts for alleviating gender discrimination in girls 'education and teachers' training.

* **Role of DIET under DPEP**

Multigrade teaching training for BRCC/CRCC/Master Trainer/Resource Persons.

Training/recurrent training for CRCC.

Training & recurrent training for ECCE/AWW.

Action Research.

Holding of monthly meeting for BRCC.

Visit to CRCC meetings at BRC every month by faculty members.

Visit and adoption to at least 10 schools by each faculty members every year.

Annual/Half yearly evaluation work for all school children of class I to V to be organised through one Examination committee consisting of BRCC and representative of different teachers Union and representative of DLO.

Evaluation of Alternative Schooling/ECCE/AWW Centres.

Assistance in preparing Annual Work-Plan.

* **THE ROLE OF BRC**

All resource persons shall visit all schools atleast once in a year. BRCC shall adopt one school in each,CRC area.

The Block Resource Centre shall provide.

- 10 days Ujala training to Elementary teachers.
- Recurrent/Refresher training for elementary teachers.
- Holding of monthly meeting of CRCC.
- Guidance and technical support to CRC.
- Visit to CRC monthly by R. P. of BRC every month.
- Visit to all schools once in a year every month.
- Adoption of one school in each CRC by BRCC for bringing desired improvement holding of Monthly meeting of core co-ordinators. All the recurrent in-service training shall be provided at BRC.

*** WHAT CONSTITUTES A BRC**

At every 12 CRC, one BRC shall be established. Old Primary teachers Education colleges may also be converted as BRC. There shall be one coordinator besides three Resource Persons in each BRC (Math. language and Evs.)

*** WHO CAN BE A BRC COORDINATOR**

An officer of Bihar Education Service/Subordinate Education Service/(AEO/BEEO) shall be appointed as a Coordinator on deputation. Resource Persons shall be chosen from amongst elementary teachers/Lecturer of PTEC and they shall work on deputation.

*** THE ROLE OF THE CRCS**

These centres are envisioned for :

- capacity-building of teachers through provision of pedagogic support and academic counselling to teachers;
- providing a forum for sharing of experiences enabling peer group-interaction and learning;
- a continuing extension service for schools and teachers;
- development of teaching-aids and instructional materials which are location specific;
- support base for VEC's
- to establish close linkages between Government schools and other educational institutions in the cluster and
- establishing a system of feedback.

- Holding of monthly training for cluster teachers.
- Evaluation work of students of class I to V (Half yearly and annual).

* **WHAT CONSTITUTES A CLUSTER**

A batch of 35-40 teachers that has undergone teacher-training under UJALA from approximately 12-16 schools will constitute a cluster in BEP. The number of schools and teachers in a cluster may vary on account of the special geographic features that categorise districts so clusters may be smaller in South Bihar.

* **WHO CAN BE A CRC COORDINATOR ?**

The CRC Coordinator will necessarily be a PRIMARY SCHOOL TEACHER or a middle school teacher who teaches in the primary sections. The coordinator will be a teacher from one of the cluster schools and will have undergone the UJALA training. The selection will be done jointly by the BEP district office team and the training support group from among the 4-5 good teachers who have been identified during the training, and who have gone back after the training, and demonstrated the impact of the training in their schools through the use of the three H's-Head, Heart and Hands.

The Coordinator is expected to discharge the functions outlined above and in addition to hold the monthly CRC meeting, to be a trouble shooter and to visit all the schools in a cluster once a month. He will also adopt one school every year (school having poorest rate of enrolment/retention of children in general and focus-group children in particular) CRCC shall attend monthly meeting of VEC on the day of his school visiting.

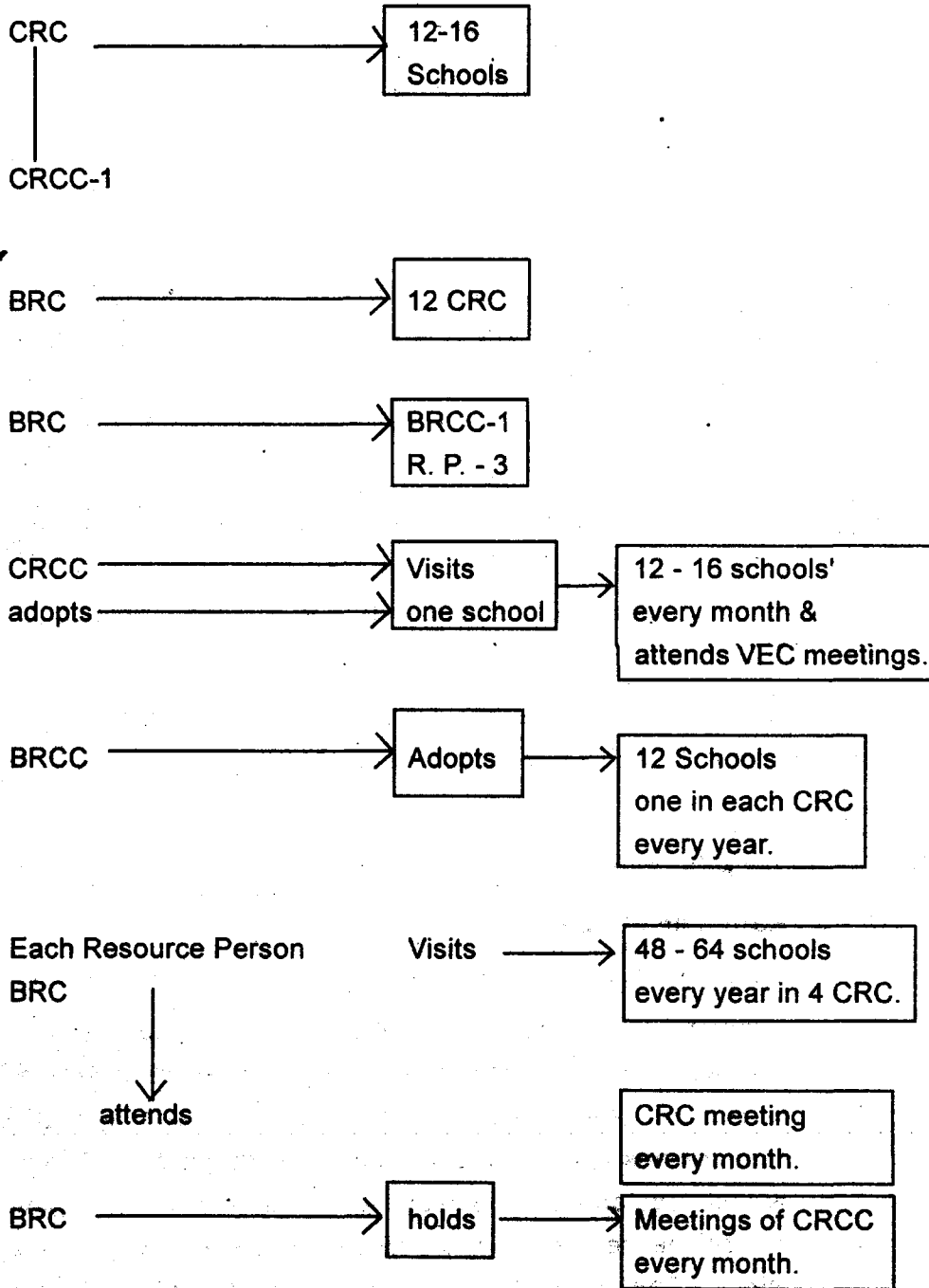
* **EXPECTED OUTCOMES**

- A. Increase in the levels of teacher-competencies and morale;
- B. Improvements in student-achievement;
- C. Increase in support from local communities leading to ownership of the schooling system;
- D. Better teacher-student-relationships.

* **Corelationship between BRC/CRC**

It is proposed to have one CRC for every 35-40 Primary teachers on 12-16 schools. Every 12 CRC there will be one BRC. At every CRC, there shall be one teacher coordinator (CRCC). In BRC besides BRC coordinator, there would be three teacher Resource Persons, one each for Language, Math and EVS. Local Area Education Officer/BEEO shall be ex-office coordinator of BRC.

In correlation between BRC and CRC may be seen from the illustrations given below :-



- School-visit would be in the form of providing academic support.
- Teachers meeting at CRC every month will be in the form of recurrent monthly training at CRC. The visit of BRC trainer in such CRC meetings would be in the form of providing academic support.

Criteria for adoption of a school by CRCC/BRCC/DIET faculty members.

A school having lowest rate of enrolment/retention in general and focus group children in particular shall be adopted to be brought to a desired level.

5.2.2.2 Programme for BEP Staff Training

- Apart from teacher training, BEP attaches significance to the training of BEP functionaries, training of inspecting officers and officers of the Education Department and training of members of VEC, motivation team and Mahila Samooh.

BEP personnel come from various departments, institutions and NGOs. The Council presents a new atmosphere and work-culture which is different from that of the Government Departments. Special emphasis is placed here on commitment, punctuality, positive out-look and simplicity.

At the same time, it is also necessary to have a detailed knowledge of the basic objectives, mode of working, planning and other processes. Therefore, annual 5-7 days training will be organised every year for BEP personnel. A constant capacity - building - exercises will be undertaken to upgrade the professional competence of the BEP personnel.

- Creating consciousness towards gender bias and respect for women is one of the basic tenets of BEP. State and district - level workshops will be organised for orientation.

5.2.2.3 Distance Education Programme

5.2.3 Rationale of DEP

Bihar, like all other 13 DPEP states, faces a huge in service training requirements of teachers and other support/managerial functionaries. There is a need of variety of efforts of training on a recurrent basis as well as a need to provide teachers/other educational personnel with extended and comprehensive training. Since requirements of training in a recurrent manner are so large and training needs are so large any single approach would not suffice, hence the need to include the Distance Education Component in DPEP./ IGNOU in close collaboration with NCERT will provide resource input to the DPEP states for helping them strengthen their training efforts by using Distance Learning (DL) inputs and materials through DEP of DPEP.

5.2.3.1 Goal of DEP

Strengthening and supplementing the ongoing training programmes by using DL inputs and materials leading to the establishment of a sustainable system of in -service training linked to improving effectiveness of the Teaching -

learning (TL) process.

5.2.3.2 Objectives of DEP

- providing technical support in designing, developing, producing and delivering DL inputs and materials.
- building capacity among institutions at all levels in designing, developing, producing and achieving DL inputs and materials.
- assisting in reducing transmission loss by suitable DL interventions leaving to increase in consistency and quality of training efforts, and
- developing materials and organizing training inputs for selected district personnel.

5.2.3.3 Target Groups of DEP

Teachers, VEC members, CRCCs, BRCCsl and Assistant BCRCs, DIET personnel, RPs, DPO personnel, NFE/ECCE personnel.

5.2.3.4 Nature of Delivery of DL inputs and materials of DEP

<u>Nodal Point</u>	<u>Inputs/materials</u>	<u>Infrastructure</u>
Home	Self-instructional materials (SIMs), newsletters/periodicals, Radio programmes.	
School	T - L activities	normal facilities available
CRC	Audio Programmes, Reading materials, discussions on SIMs group discussion, feedback on activities	RCCPs, Audio cassette's and reading materials (RMS) library, RPs
BRC	Video programmes, additional RMS, group Activities or discussions.	VCP, TV, Library, RPs, seminar facility.
DIET	Video Programmes, Group activities and discussions	V. C. P., TV. STD facility RPs or facilitators.

5.2.3.5 Project Activities of DEP

- interaction between DPEP personnel and Distance Education/Teacher Education experts for deciding and developing suitable training strategies;
- development and production of DL inputs and materials (print and non-print including audio and video);
- capacity building on designing, developing, producing and delivering DL inputs and materials;
- orientation of BRC and CRC personnel on development and delivery of DL inputs;
- Augmenting EMIS in relation to data on training of the target groups;
- organising a few training programmes on experimental basis on DL inputs and materials.

PLAN OF ACTION

As a part of training component of DPEP, the Distance Education Programme (DEP) is meant to strengthen and supplement the ongoing teacher training. Training programmes that have been envisaged, eg. preparation of training modules, organisation of training programmes, institutional development, development and revision of curriculum and textbooks, action and impact research activities. The implementation schedule and budget of DEP-DPEP during 4 years (beginning from the second years of the project) may be envisaged as under.

5.2.3.6 Needs Assessment, Planning, and Capacity Building (Oct.'98 to Sept.'99)

I Scheduling and Budgeting

In the second year of the project a needs assessment survey would be undertaken in all the 17 DPEP districts.

- Two 5 - days visioning workshop of 35 participants from SCERT/DIET/selected BRCCs/ selected CRCCs / Trainers / Teachers @ 25,000 /- per workshop. $2 \times 25,000/- = 50,000 /-$
- One 5 - days questionnaire preparation workshop of 35 participants from SCERT / DIET / SIET / selected BRCCs / Trainer / Researchers. $1 \times 25,000/- = 25,000 /-$

c. Printing and distribution of questionnaires in all 17 districts @ 1000 questionnaires per district + 3000 extra copies. (20,000 copies) 50,000/- = 50,000 /-

d. Data Analysis and Report Preparation workshop as in I (b) 1 x 25,000/- = 25,000/-

Total = 1,50,000

II Planning and strategy meetings, interactional in nature, involving personnel of DEP-DPEP (IGNOU) and SLO/SPO (Bihar) as well as AIR and DD representatives will be held during the second year, to begin with, and in the following three years. Independent state level planning meetings involving DPCs, Trainings coordinators, financial and educational personnel, and Resource Persons will also be organized on a recurrent basis. (Oct.' 98 to Sept.' 99)

a. Two high-level planning and strategy meetings of 2 days duration between DEP-DPEP (IGNOU), SPO/SLO (Bihar), AIR and DD representatives (Oct.' 98 to September ' 99)
No. of Participants : 10
@ 25,000/- per meeting 2 x 25,000 = 50,000

b. 1 high - level planning and strategy meeting every year from 3rd year (Oct. ' 99 to September ' 02) to the 5th year
NO. of participants : 3 x 25,000 = 75,000

c. State level planning and strategy meetings involving DPCs, Training Co-ordinators, other educational and project personnel as part of regular DPEP Project meetings

Budget : NIL

- d. In the course of state level planning meetings with DPCs and other personnel, organized regularly from time to time in SLO/SPO. Some meetings with DEP-DPEP (IGNOU) will also be organized.

Budget :

NIL

Total : = 1,25,000 /-

- iii The distance education component of DPEP envisages capacity building activities in three district areas of print, audio and video by means of training workshops for scriptwriters and SCERT/DDIET/SIET functionaries.

These workshops will build capacity among state/district level functionaries and educational personnel in designing and developing DL inputs and materials separately in all three areas of print, audio and video.

(October, 99 to September 2002)

- a. Two 5 day skill - development - cum training workshops of 25 participants and 5 experts in all three areas. (Oct. 99 to Sept. 2000) 2 workshops x 3 areas = 6 @ 1 per workshop (including expansion on experts, tryout modules and technical support)

6 x 1,00,000 = 6.00 lakhs

- b. One 5 - day skill development - cum - training workshop in all three areas (Oct. ' 2000 to Sep. ' 2001)

1x 3 3 workshops

3 x 1,00,000 = 3.00 lakhs

- c. 1 5 - day skill development - cum - training workshop in all three areas (Sept. 2001 to Oct., 2002)

1 x 3 3 workshop $3 \times 1,00,000 = 3.00$ lakhs

Total = 12.00 lakhs

Total of I + II + III = 1.50 + 1.25 + 12.00 = 14.75 lakhs.

5.2.3.7 DEVELOPMENT AND PRODUCTION OF MATERIALS

Will be undertaken by the SLO/SPO in close collaboration with DEP-DPEP (IGNOU) and CIET (NCERT) in all the three DL areas of print, audio and video.

(Oct. 99 to Sept., 2000)

I. PRINT

- a. 3 - 5 day workshops for development and production of illustrated and non-illustrated self-instructional materials (SIM) related to teacher training modules involving SCERT/SIET/DIET personnel and trainers/researchers.

Rs. 1,00,000 per workshop $3 \times 1,00,000 = 3.00$ lakhs

- b. Duplication of SIM and additional reading materials and their distribution in all 17 districts (20,000 copies).

$2,000 \times 10 = 2.00$ lakhs

Total (a+b) = 5.00 lakhs

Total of I/5.00 lakhs x 3 year = 15.00 lakhs.

II. AUDIO

- a. 10 Cassett audio programmes of 10 to 20 minutes duration @ of 10,000 per programme.
- 10 cassettes in 3rd year
 - 20 cassettes in 4th year
 - 10 cassettes in 5th year
 - 40 cassettes
- 40 programmes x 10,000 /- 4,00,000 = 4.00 lakhs
- b. Duplication @ Rs. 50 /- per Cassette. 2,700 copies each of 40 programmes.
- (1,08,000 copies) (54,00,000) = 54.00
- 1,08,000 x 50

Total II = 58.00 (58,00,000)

III. VIDEO

- a. Cassetted video programmes of 5 to 30 minutes, duration @ 1 lakh per programme.
- 10 cassettes in the 3rd year
 - 10 cassettes in the 4th year
 - 10 cassettes in the 5th year
- 30 programmes
- 30 x 1,00,000 30,00,000 = 30.00 lakhs
- b. Duplication at the rate of 200/- per cassette.
- 300 copies of 30 programmes. 18,00,000 = 18.00
- 9000 x 200

Total of III 48.00

Total of I + II + III 15 + 58 + 48 = (121.00 lakhs)

5.2.3.8 Delivery of DL inputs and materials and hardware to CRCs/BRCs/DIETs and to those who would use there inputs and materials as part of training. (Oct., 1999 to Sep., 2002)

I. a. 20 workshops for 200 x 3 BRCCs/CRCRPs including 30 participants per workshop.

- 10 programmes in the 4th year
- 10 programmes in the 5th year

@ 25,000/- per programme. 20 x 25,000 = 5.00 lakhs

b. 6 programmes for 17 x 10 DIET personnel including 30 participants.

- 3 programmes in 4th year
- 3 programmes in 5th year

6 x 25,000 = 1.5 lakhs

Total I (a + b) 6.05 lakhs

II. **Supply of Hardware**

2400 CRCs + 200 BRCs + 17 DIETs

CTV @ 15,000 x 200 = 30.00 lakhs

VCP @ 10,000 x 200 = 20.00 lakhs

RCCP @ 1500 x 2600 = 39.00 lakhs

53,90,000 lakhs
(53.9)

Total of I + II 6.5 + 53.9 = 60.4

5.2.3.9 Impact studies/research activities, related to impact of training in DL inputs and materials and extended impact on training of pupils (Oct. 1999 to Sept. 2002)

@ 4.00 lakhs in 4th year
4.00 lakhs in 5th year

8.00 lakhs

5.2.3.10 Monitoring and evaluation related to DEP in relationship with DPEP.

(Oct....., 1999 to Sept. 2002)

@ 4.00 lakhs in 4th year
4.00 lakhs in 5th year

8.00 lakhs

<u>Total</u>	<u>(Lakhs)</u>
5.2.3.6	14.75
5.2.3.7	121.00
5.2.3.8	60.40
5.2.3.9	8.00
5.2.3.10	8.00

212.15 lakhs

2.1215 crores

UJALA

The BEP has been implementing a completely revamped teacher-training-programme- "UJALA". The factors that influenced the design of the new training strategy were :

- * The poor motivational level of teachers made further complicated by the numerous constraints under which they are forced to work. These include poor supervisory support and guidance, a poor teaching-learning-environment, often a non-responsive community and almost no cash support to the schools. In order to address all the above, Ujala has two distinct components- a ten day foundation course for all the teachers followed by cluster-level enrichment sessions every month.
- * The inevitability of the multi-grade/multi-level situation which has further worsened with a steep rise in enrolment.
- * Poor linkage of the Education Department-staff with the BEP in general and teacher-training in particular.

In order to deal with the above Ujala was designed with two specific components - a ten day foundation course, followed by cluster-level enrichment sessions every month. It is also envisaged that once all the teachers complete the foundation course, special inputs training will be initiated to tackle specific problems of the teachers.

The main objectives of the ten-day training-course which focusses on class one and two in the initial phase are as follows:

1. A high degree of motivational input to help teachers realize the crucial role that play in tackling the ills in society and in shaping the future of the country.
2. To help them analyse the situation in their own villages, especially in the context of poverty, deprived/discriminated sections and gender-related issues.
3. To help teachers appreciate the need for the active participation and ownership of the community in order to achieve desired results, especially in the context of UPE.
4. To help teachers understand the role of primary education in a child's life, with particular reference to life skills.
5. To provide an insight into "child-centred, activity-based and joyful" teaching method where the emphasis is on stimulation and creativity.
6. To provide basic skills in using materials and concepts from the child's immediate environment as the basic teaching and learning material.

7. To help teachers to imbibe the concept of team training especially in the multi level context.
8. To help teachers shed inhibitions and build up skills in singing, story-telling, playing games, acting and more importantly their communication skills.
9. To build a training that could address the needs of teachers and provide for continuous training support.

The other key features of ujala training are:

1. Each batch consists of 35 teachers, drawn from a cluster of 8 to 12 schools. All teachers from the primary schools and the headmaster and teachers of classes 1 and 2 of the middle school attend the training together.
2. The training is fully residential: the effort is to build a feeling of oneness among the teachers of each cluster.
3. The training is entirely conducted through participatory processes. The principles of "child-centred, activity-based and joyful learning" are fully translated into the training situation where the trainer functions only as a facilitator and a resource person whenever needed. A sincere attempt is made to ensure that the medium itself is the message.
4. The concept of team-training is demonstrated, The training-team of three members are together from the beginning till the end of the training. No other trainer is allowed to come in unless he/she is there from Day 1.
5. Training support Group was set up by roping in a group of young youth trained in participatory training process and cluster-levels. This group was also instrumental to ensure the quality of training.

MAJOR ISSUES/QUESTIONS ADDRESSED

- * WHAT IS EDUCATION? HOW IS IT PERCEIVED BY THE DIFFERENT SOCIETAL SECTIONS ?
- * WHAT IS PRIMARY EDUCATION ?
- * WHY AND WHAT OF MLL ?
- * GENDER SENSITISATION
- * MAKE UPE THE GOAL OF DEPRESSED CLASSES AND WOMEN (AND NOT OF GOVT....., BEP EDUCATION, ADMINISTRATION OR TEACHERS ONLY)
- * WHY AND HOW OF THEME-BASED TRACHING IN A JOYFUL ENVIRONMENT ADDRESSING THE MULTIGRADE SITUATION

- * CLASSROOM-INTERACTION
- * INTRODUCTION TO LANGUAGE AND MATHEMATICS TEACHING
- * PREPARATION AND USE OF TEACHING-LEARNING-MATERIALS
- * PLANNING

Strengthening/development of teacher-training module under DPEP

Ujala (1)

Based on the experience of Ujala, it is proposed to develop Ujala (1) module for addressing major issues confronting the primary school teachers in teaching class I & II students. This module will utilize the successful features of Ujala module, attempt to ensure the convergence with SOPT training-module and include, among other things, some other vital questions confronting primary school teachers in Bihar.

In the development of SRG described in the earlier pages will be involved which essentially comprises the text-book development personnel as well as the teachers. This will ensure interlinkages between the systems and processes involved in the training exercise and text-book-development.

It is proposed to develop this module as ongoing BEP activity so that at the time of commencement of DPEP, we have a tailor-made training-programme for all the project districts. The content of Ujala (1) will encompass (in addition to the successful features of Ujala) : among other things, the following :-

- (i) the improved teaching method as envisaged in the visioning-workshop.
- (ii) sensitization to the hopes and aspirations of focus group children.
- (iii) transacting renewed core text-books developed by BEP in the schools.
- (iv) techniques of continuous learner-evaluation
- (v) school-management skills for head teachers
- (vi) emphasis on multigrade teaching methods
- (vii) EMS
- (viii) Interaction with VEC/Community to achieve the objectives of DPEP.
- (ix) Sensitization to the needs of the children with mild to moderate learning-disabilities.

In the subsequent years, the module would be revised/strengthened based on the experience gained during the course of training.

Ujala (2)

The Ujala-2 would be essentially a training programme for grades 3 to 5. It would also be based on participatory methodology envisioned in ujala (1)

It would also be a 10 (ten) days residential training imparted to all primary school teachers. The outline of the content, among other things, would include the following elements :

- (i) Transaction of MLL based books in grade 3 to 5
- (ii) Multigrade teaching-methods.
- (iii) Preparation & use of TLMs grades 3 to 5
- (iv) Use of TLMs other than core text-books
- (v) Continuous learners-evaluation
- (vi) EMIS
- (vii) School-management skills
- (viii) Teaching-methodology
- (ix) Teaching of E.V.S. in grades 3 to 5.

5.2.3 CIVIL WORKS

5.2.3.1 BACKGROUND

A large number of primary schools are having their building in dilapidated conditions. Some schools are having Kutcha or no class rooms. some schools need additional rooms. By and large most of the primary schools are not having water and sanitation facilities. The obtaining conditions are proving great obstacles in achieving goals of UPE especially retention and participation in particular. The concept of school building has so far emerged as a civil works only, and the pedagogical aspect of construction/design has completely been overlooked by engineers in formulating plan/estimates. The community is hardly involved in the designing and/or construction process of school buildings impeding the very basis of community involvement/ownership in the school building.

0 Under DPEP guidelines Block Resource Centres cluster Resource Centres may also have to be provided. Some improvement work may have to be taken up in existing building of DIETs. At State Level, State Institute of Educational Management and Training has also to be established. It will require a huge structure. Thus it is evident that civil works shall be very important for improving enrolment/retention and levels of achievement.

At present every BEP District is having one Engineer and consultancy services of

Architects also have been provided. The strength of engineers will be augmented at SLO/DLO level.

In state project office one Executive Engineer has been posted on deputation to coordinate and oversee the civil works being done in BEP Districts.

5.2.3.2 STRATEGY

- * All the Districts under DPEP III shall have sufficient numbers of Engineers and consultancy services of Architects would be provided to them.
- * Since under DPEP III financial guidelines, the civil works have to be restricted to the maximum limit of 24% of the total project, convergence shall be arranged at State and District level to get more classrooms constructed/repaired with the fund provided under DPEP III, JRY and District plan/state plans.
- * under DPEP III, priority shall be accorded to construction of SIEMAT, BRC, School Buildings, additional class rooms, water and sanitation facilities in schools and Mahila kutir.
- * Most of the civil works shall be completed in first two years of the project.
- * Efforts shall be made to use cost effective techniques in construction and designs suited to agro-climatic conditions will be prepared.
- * Experience gained in other DPEP states would be shared.
- * VEC/Community shall be actively involved in the construction work.
- * National level experts may also be consulted.

5.2.3.3 STATE LEVEL ACTIVITIES

- * **Research and development work :** Continuous research and development activities shall be undertaken for making new and renovated models for BRC/CRC and school buildings etc. under
- * **School innovation fund would be used in the following manner :**
 - 1) Identification of Agro Climatic zones*
 - 2) Research/documentation of cost-effective technology by consultants for all zones based on resource mapping and designing of building using these techniques.
 - 3) Workshop involving experts, CAG. Engineers, Community Educationalists and teachers to select the appropriate design and technology and to make necessary improvements.

- 4) Construction of at least one prototype building and toilet in each district using the adopted technology and design for that particular zone.
- 5) Site selection for constructing prototype designs.
- 6) Training of VEC/Masons for construction
- 7) Documentation of processes 3,4,6.
- 8) Evaluation of prototype buildings.
- 9) Modify/improve/define existing designs based on evaluation reports.
- 10) Continuous R & D activities during the project period

* **SIEMAT**

- * **Construction of SIEMAT** - The SIEMAT would be constructed as an autonomous unit within the campus of SCERT, but it has been proposed that the interlinkages between SCERT & SIEMAT would be academically maintained.

It has been proposed that hostel facilities existing in SCERT would be used for the activities of SIEMAT also. It has been proposed that the construction of administrative building, computer room, library, training hall and other required space would be constructed in the campus of SCERT for SIEMAT purposes. The construction cost including water supply, selection and electrification would be 50 lakhs. The site selection within the campus of SCERT requires some technical discussion at various levels in Govt. We hope that by credit effectiveness the exact site selection will be over and by then only a detailed plan and estimate could be prepared.

TRAINING OF ENGINEERS/ARCHITECTS :

In BEP, we are using cost effective technology in civil work in every district. So, we propose to train not only VEC & Masons but also Engineers and Architects at state level. The cost of training required to impart training to Engineers/Architects has been separately put under major head "Training" in the state component.

STUDY TOUR

In order to familiarise with the civil works done in other states Engineers and Architects would be sent to study their experiences in cost-effective technology. The T.A. and D.A. and other institutional cost will be provided to the concern. It has met under project management cost of S.L.O./D.P.O. level as well from the study tour cost kept under major head training.

5.2.3.4 DISTRICT LEVEL ACTIVITIES

For 12 C.R.C. one Block Resource centre shall be constructed.

- * For every 12-16 primary schools one Cluster Resource Centre shall be established in one of the elementary school campus selected by the concerned teachers themselves. District have proposed that approximately 70% of the CRC would need actual construction. They have further proposed that the newly constructed CRC would also serve as additional class room when they are not being used as training purpose.
- * Existing building of DIETs may be provided with minor repairs.
- * School buildings/addition facilities shall be provided to schools having larger number of girl children, convergence with PHED shall be obtained.
- * Repairs/maintenance shall be arranged through convergence with JRY/Assured employment scheme and other funds at the districts level.
- * Districts have proposed that reconstruction of school Building would be undertaken by DPEP fund in those case where school buildings are highly decipilated conditions and minor repairs one inadequate.
- * Mahila kutir for samuh of Mahilla Samakhya would also be constructed as per norms of M.S.

5.2.4 ALTERNATIVE SCHOOLING

5.2.4.1 Background and Rationale

- unfortunately, a number of children of the age group 6 to 14 years of our society like girls, SC/ST/OBCs, working children and poorer sections living in reral areas are out of school and have remained deprived of primary education due to poverty and various physical, socio-economic, geographical and psychological reasons.
- The social Assessment studies have revealed that despite continuous efforts for achieving the goal of universalisation of Elementary Education (UEE) through formal school system, several social, economic and cultural factors have prevented the realisation of the goal.
- For achieving UEE in Bihar, there is a need of variety of workable alternative channels of education, so that needs of all the children of all areas and of every sex, caste and religion are fully met through one or the other approach.
- Alternative schooling is a major intervention for bringing within the educational fold all such children who are not able to participate fully in formal schooling due to its rigidities with respect to time, duration, curriculum, etc.

5.2.4.2 Problems and Issues

- Education must cease to be equated to mere schooling, Both formal and alternative channels need to be fully developed in a coordinated way. In each and every area, both these systems should be present so that children can select any one of these systems for schooling depending on their local needs, interests and the time available with them for reading and writing.
- All children have a right to good quality schooling. If both the formal and alternative systems of education are made available in all areas to all children irrespective of caste, colour, religion, sex in all rural, remote, hilly, and urban areas, only then it would finally make the UEE happen in its true spirit.
- As per sixth Educational survey, 1993, there are still 50000 villages/ locals which are deprived of primary schooling facilities in the state of Bihar.
- due to social constraints, children of marginalised communities, Birhors, Musahars, Doms, etc. have remained deprived of education, still these children are not accepted by the children of higher communities in playing, reading and working together.
- There are still several pockets/hamlets in which the entire tribal population - adults and children- is illiterate. Children can be found assisting their parents in their works for economic gains or can be found busy in taking care of the cattle.
- Working children find it quite difficult to attend the full time schools, Also, the time of formal schools does not suit to the working children, engaged in economic gainful activities.
- Early marriage, social and family mores/customs/traditions are the main reasons for poor literacy rate of girls. Girls are enrolled in schools in less numbers in comparison to boys.
- Education is very necessary for self- growth as well as for the development of an area. Hence, for equity in society, focus of education must also be equally on girls, children of SC/ST, minority and other backward communities.
- Since the very genesis of the NFE lay in the failure of the formal school system to meet the needs of learners from diverse socio-cultural backgrounds, NFE must continue to be both a **complementary channel** and an **alternative channel** in order to achieve the goal of UEE.

Govt. of India as well as Govt. of Bihar have full commitment for universalisation of Elementary Education in the state of Bihar.

5.2.4.3 OPENING OF ALTERNATIVE SCHOOLS

The following two models of alternative schools have been proposed in BEP/ DPEP districts for providing equivalent primary education to all the remaining deprived children, working children, left-outs and drop-outs, in the prevailing geographical and socio-economic conditions and circumstances.

" Apna vidyalaya " (innovative NFE)

"Angana vidyalaya " for girls.

(based on "jagjagi" pattern of M.S.)

I. APNA VIDYALAYA

Apna vidyalayas will be established for the following categories of children.

- (i) For **small habitation, situated in remote and inaccessible areas**, where opening of formal schools may not be viable and cost-effective as per state norms (for 6 to 11 years age group children)
- (ii) For **working children / migrant children** whose own routine does not match with the timings of formal schools (for 6 to 11 years age group children).
- (iii) For **children of wanderer Tribes/Nomadic Tribes** like paharias, etc. (for 6 to 11 years age group children).
- (iv) For **children of highly marginalised communities**, who are socially alienated from formal schooling system (for 6 to 11 years age groups children).
- (v) For **left out/droped- out children** of 9+ age group.

The needs for opening these Vidyalayas will emerge after **micro-planning and school mapping** exercises in the concerned villages/tolas. The DLOs will initiate micro-planning in those areas first on priority basis where incidence of the target population has been tentatively established based on experience/local knowledge.

Initially on **pilot basis**, only **20 Apna Vidyalayas** will be started in each new DPEP district. But, in old seven BEP districts, **50 Apna Vidyalayas** will be started in first phase, as those districts have undertaken micro-planing and school mapping exercise in a big way and have assessed the needs of target population. These will be evaluated after six months. On the basis of feedback and with necessary corrective measures, these will be scaled up in all the districts as per needs.

These vidyalayas will be started only in such Block in which NFE or special Education Centres will not be organised by the directorate of Mass Education, so as to avoid overlapping for the same target group in the blocks.

All these Apna vidyalayas will phase out before the project period is over, so that there will remain no liability on the State Government.

If the needs for opening more vidyalayas still remain in the districts, then the needs of such deprived children will be met by the Directorate of Mass Education, Bihar, because they are having on-going NFE programme.

Children will receive **equivalent primary education** in these "Aapna vidyalayas" at a time and place convenient to them. **Specially designed curriculum and text books** will be developed by SCERT, in convergence with SLO and NFE Resource Centre of Mass Education Directorate, for learners based on their special needs, interests and aspirations. The training modules for instructors of "Apna vidyalayas" for in-service, recurrent and refresher trainings as well as training modules for ASRGS for induction and refresher training will also be developed at the state level by SCERT.

Children of "Apna vidyalayas" will receive **instruction for three hours every day**. These vidyalayas will function for a minimum period of 200 working days every year. As per base line studies conducted in DPEP districts, the formal schools also run for 210 to 230 days every year. As "apna vidyalayas" will be running in the verandahs of instructors' house, community places or in open places under shades, it would not be possible to run those vidyalayas in excessive rains and flood time, during scorching sun, cold winds, local festivals and for a longer period during 'Dhan Katni' and 'Dhan Ropni' (crops harvesting and cutting time). The vidyalayas will also remain close during famous national festivals like Holi, Diwali, Puja, etc besides Sundays.

The period of instruction for 6 to 9 years in "Apna vidyalayas" will be three years, divided in 4 semesters of 9 months, and for 9+ children, it will be 2 years divided in 4 semester of 6 month each. During curriculum development exercise, if it is found necessary that this period is insufficient then the period of these "Apna vidyalayas" may be further extended.

The selection of instructors for these "Apna Vidyalayas" will be done by Mata Samittees". Mata samittee will consist of all the mothers, as far as possible, of all the children reading in these vidyalayas. In case of any VEC existing in the same village/tola, then its women members will also be included in the Mata samittee.

The instructors of these vidyalayas will be **appointed on honorarium with one year contract**. If their work is not found satisfactory after one year by the Mata samittee", then they can be removed and fresh instructors may be appointed in their place for "apna vidyalaya".

As the instructors time has been increased from 2 to 3 hours, as compared to Govt. NFE programme, so there will be increase in the honorarium amount of instructors of Apna

vidyalayas. Its instructors will receive **Rs.400/- per month as honorarium**. This honorarium will be paid to the **instructors** of "apna vidyalayas" through Mata samittees.

The **instructors of "Apna vidyalayas"** will be identified and chosen from among girls of SC/ST communities. In case of non-availability of suitable girls from these communities, then they will be selected from annexure-I/annexure-II/Muslims (in this descending order). If qualified female instructors are not found from the same tola/village, then they can be selected from adjoining areas also.

In Muslim dominated areas where **Apna vidyalayas in urdu medium** will be required, then **only Muslim girls** will be selected for these by the "Mata samittees". the selection of such instructors will be from Annexure-I/Annexure-II/others, in the same descending order.

The **minimum qualification** for these girl instructors will be **at least class VIII pass**. The minimum qualification has been lowered due to low female literacy rate in the DPEP districts and unavailability of higher qualified girls, as only one or two high schools are existing in every block. The rationale behind selecting lady instructors from disadvantaged section of society is that they will presumably have proper attitude vis-a-vis the educational needs of the children of target population.

For capacity building of these female instructors, they will be provided **30 days" intensive foundation/pre-service training** in the first year followed by **10 days" refresher training every year**. There will be provision of **recurrent trainings/reflections for 3 days after every three months**. All these in-service/recurrent/refresher trainings will be organised at the DIET/CRC campus and will be completely residential. Thus these instructors will receive **39 days" training in the first year and 19 days" training in the second year**.

For every **10 Apna vidyalayas**, these will be **one ASRG** (academic supervisory-cum- Resource Group). These will be identified by DLOs preferably from among active retired teachers interested in children and literacy work. The ASRGs will provide academic support to the Apna vidyalayas as well as supervise these vidyalayas. They will work as trainers also for in-service/recurrent/refresher trainings. They will get **Rs. 500/- as honorarium every month**. During in-service training of one, month, they will be **paid a maximum amount of Rs.2000/- as honorarium**, but in the recurrent trainings of teachers as in refresher training programmes, they will be paid honorarium of **Rs. 100/- per day**. The ASRGs may be preferably from male /female retired teachers.

As only few Apna vidyalayas are being started on pilot basis in various districts, its ASRGs will be provided 10 days induction training by SCERT in the first year. Alongwith these ASRGs, 2 RPs from each district will also be provided training. These ASRGs and RPs will work as trainers for other ASRGs in the various districts, from 2nd year.

There will be **15 learners** in each Apna Vidyalaya, which will be the **minimum limit**.

The number may be more in many cases. But, if less than 15 learners are available in any hamlet/tola, then the concerned DLO will send a suitable proposal to State Office for approval.

The ASRGs will be paid 75% amount of their monthly honorarium at first instant after every three months at the time of recurrent trainings at DIET/CRC. The remaining 25% of the honorarium amount will be paid to them at the end of year, on the basis of their successful performance. Their performance will be judged on the following criteria :

- **Minimum achievement of more than 80% learners** of Apna Vidyalayas under them in language and mathematics **should be 40%.**
- **Minimum 80% attendance of learners** is ensured at the Vidyalayas.
- **At least 20% learners** of Apna Vidyalayas under them, **enter the nearby formal schools.**

If the ASRGs fail to fulfill the above minimum requirement, then they will be removed and fresh ASRGs may be identified by the DLOs. Also, the remaining 25% amount of their honorarium will not be released to them.

The instructors of Apna Vidyalayas will have enough practice in preparing TLMs for learners at both in-service trainings and the recurrent/refresher trainings. Contingency for preparing TLM will be kept in the training package, by the DLOs.

Each Apna Vidyalaya will be provided a fixed establishment grant of Rs. 1600 /- through Mata Samitees. This grant will be released in two installments of Rs. 1000 /- and Rs. 600 /-. Both the installments will be paid in the same first year and will be accountable. This grant will be used in procuring materials like wooden blackboard, mats, duster, chalks, small box, games materials, etc. The Mata Samitees will assess the needs of Apna Vidyalayas and then will procure the materials accordingly. Thus, the Mata Samitees would look after the management and administration of Apna Vidyalayas.

The timings of Apna Vidyalayas as well as its location will be decided by the concerned Mata Samitees. The instruction time for the learners may also be in two shifts. All the Apna Vidyalayas will be organised in day time.

By the start of 3rd year of project period, all the Apna Vidyalayas will start functioning. No Apna Vidyalayas will be started in 4th and 5th year of the project period.

In the case of wanderer tribes/nomadic tribes/primitive tribes, the role of Mata Samitee as envisaged in the programme would be performed by the leadership of concerned community or traditional organisation.

II. **ANGANA VIDYALAYA**

MAIN CHARACTERISTICS :

1. Angana Vidyalaya will be opened in the non-MS Blocks, on the pattern of the JAGJAGI Centres, under M. S. programme to cater to the education of the 9+ age group of girls who are illiterates or primary school drop-outs.

2. **Why Angana Vidyalaya ?**

(a) In the hilly, forest and isolated areas for security reasons parents are not willing to send their daughters to school, if the school is outside their village.

(b) Most of the out-of-school girls of the 9+ age group, assist their parents within the family and outside and therefore are not free to attend regular school and are not eager to return to formal schools as they are considered "older".

(c) Child marriages persist in the rural areas and as a result a large number of girls in the 9+ age group are married and hence unwilling to return to primary schools. Often times their parents also hesitate to send them to school as these girls are not counted as children.

(d) Girls from the highly marginalised and deprived communities are prevented from coming to school as they do not have the needed clothing and other necessities to feel at ease in school.

(e) Special life-oriented curriculum is needed to attract girls to the centre, help them to master the Primary level competencies in language, maths and EVS, and to educate and prepare them for life, even if they do not pursue their studies later on.

(f) Girls from Muslim communities are often not able to attend regular schools due to various reasons.

(g) Some girls are eager to return to school to pursue their education and according to their age they need to be prepared for a higher class.

3. **How do we decide on the location for Angana Vidyalaya ?**

- Micro-Planning and school mapping exercise will be conducted to identify the learners for the Angana Vidyalaya.

- A centre to start there must have at least 15 learners.

- The centres will be started on a pilot basis, 20 only in Phase-I.

- The centres will be evaluated after 6 months, and necessary modifications will be made before scaling. The centres will be phased out by the end of the project and so

all the centres will be opened during the first three years of the project.

- Academic equivalency to the Primary Formal Education (PFE) will be ensured.

4. Selection & Training of the Instructor (Saheli)

- Only women will be selected as instructors.
- MOTHER'S ASSOCIATIONS (Mata Samittees) will be formed in the process of community mobilisation/Micro-planning especially in areas with serious problem of girls, educations. Where there are VECs, the women members of the VECs along with the mothers will constitute the Mother's Association. Training of Mata Samittees will be organised by DPEP-DLO. These "MATA SAMITTEES" will be responsible for the selection of the instructor, known as the Saheli. Concerned persons from the DPEP district level will guide the Mata Samittees in this process to ensure that the selected women have the necessary qualifications and aptitude.
- The minimum qualification for Saheli is Middle pass. All efforts will be made to select Sahelis from the focus group in the following priority : SC/ST Annexure-I/Annexure-II as envisioned under Apna Vidyalaya.

5. Training :

(All trainings will be residential. Master trainers will be trained with the help of Mahila Samakhya, SLO/DLO).

- (a) Foundation Training will be of 30 days in which special emphasis would be to upgrade their basic language and maths competencies and also to provide both content and method based Jagjagi training.
- (b) There will be in-service refresher training of 10 days every year.
- (c) The Sahelis will be given recurrent training of 3 days after every three months.

TLM WILL BE PREPARED DURING THE TRAINING.

- * Honorarium to trainers, during the training, for visiting the centres etc. will be same as in "Apna Vidyalaya."
- * Honorarium to Sahelis will be Rs. 400 /- per month (Details same as for "Apna Vidyalayas".)
- * Payment will be made through Mata Samittees.
- * Per centre cost will be same as that of 'Apna Vidyalaya'.
- * Time and place of the centre will be decided jointly by the learners, the Mata Samittee and the Saheli.

- * Angana Vidyalaya will have specific input on subjects which are more relevant to the learners. eg. health and hygiene, family life education, social awareness, legal aid etc.

5.2.4.4 STATE INTERVENTIONS

- i. Development/Review of Teaching Learning Materials (TLM) for "Apna Vidyalayas" and 'Angana Vidyalayas' (Textbooks, supplementary materials, collection of folk songs/tales, children's songs, Teaching Aids, Pictorial Books, Posters, etc.)

The curriculum as well as textbooks for children of 'Apna Vidyalayas' will be developed at SCERT in collaboration with SLO and NFE Resource Centre of Directorate of Mass Education. The curriculum and textbooks for girls of 'Angana Vidyalayas' will be developed in collaboration with Mahila Samakhya Department of BEP. The work of curriculum development for both these Vidyalayas will be completed before starting these Vidyalayas on Pilot basis.

Till new books are developed for children of Apna Vidyalayas, MLL based textbooks, prepared by Directorate of Mass Education for NFE learners, will be used.

In first phase, the text-books for both 'Apna Vidyalayas' and 'Angana Vidyalayas' will be developed in Hindi language. These would also be developed/translated in other state languages such as Urdu, Bangla, Oriya, Tribal dialects, etc. For the preparation of curriculum and textbooks, experts from NCERT, other SCERTs, NFE Resource Centre, DRUs and other professionals in NFE/AS from within and outside the state will also be invited.

TLM other than textbooks and curriculum for Apna Vidyalayas will be developed at SLO.

- ii. The AS models, proposed in DPEP districts being new and innovative in nature, formation of broad based State Resource Group and Core Teams at the State and district level would be necessary. This Group/Team would meet at frequent intervals (may be once in two months) to discuss about the various aspects of the AS programmes.

Apart from discussing and reviewing the programme, these Groups will make inputs in the areas of conceptualisation, planning, training, material development, management and supervision. This will help in improving the quality of the programme and will keep it vibrant and continuously evolving to meet new challenges.

Organisations/individuals having expertise in educational innovations, NGOs working in the areas of training, material development, community mobilisation, DRUs, State and District AS coordinators, representatives from SCERT/DIETs, Directorate of Mass

Educaation, NFE Resource Centre, etc. may be included in this Group. At times, representatives from other projects can also be invited to share with them their experiences in the areas of AS.

- iii. Development/Review of various training modules for teachers of 'Apna Vidyalayas' and ASRGs (Aacademic supervisory-cum-Resource Group) would be necessary. These would be developed at the state level by SCERT. Assistance from Mahila Samakhya Department will be taken for the development of various modules for 'Angana Vidyalayas'. There will be separate modules for in-service, recurrent and refresher trainings for instructors and ASRGs.
- iv. Programme Monitoring at regular intervals will be necessary for the successful implmentation of the programme of AS Necessary evaluation and monitoring proformas will be developed at the state level, taking assistance from Monitoring, Research and Evaluation cell. Achievement tests will be developed for knowing the achievement of learners of Apna Vidyalayas and Angana Vidyalayas after semester ends. There will be reflections for ASRGs at the state level.
- v. Short Research Projects, Action Research/Studies on the two models of As - 'Apna Vidyalayas' and 'Angana Vidyalayas' will be conducted for the improvement of these programmes, with assistance from Monitoring, Research and Evaluation cell of BEP.
- vi. Trying out of various Alternative Schooling models for achieving UEE will evolve new insights to deal with the learners. The innovative projects for AS could be taken from the second year onwards by the NGOs and institutions like SCERT, SIEMAT, DIETs and BRCs. Openness to innovations which may throw up new solutions after testing will be scaled up, but they will be aborted if found unsuccessful.
- vii. A Wall Newspaper will be developed in bold letters for the learners of 'Apna Vidyalayas' and 'Angana Vidyalayas'. It will be printed on quarterly basis (4 issues every year) in 4 colors and will be distributed to all Apna and Angana Vidyalayas, libraries of CRCs. BRCs, DIETS, DRUs, public libraries of DPEP districts, etc.

Efforts will be made to include interesting and motivational materials for learners, Mata Samittees, ASRGs, DIETs, etc. Coverage for success stories of these Vidyalayas, songs, short stories. Slogans, illustrations, photographs, cartoons, tips on heaalth and hygiene, brief reports of districts, activities, feedback from community and visitors, announcements about competitions/contests, focus on issues related to SC/ST and girl-chlld, reports of Bal Melas, dessemination of information and guidelines, etc. will also be attempted. This wall Newspaper may also be used as a very interesting reading material for the children of formal schools.
- viii. Other innovative activities.

5.2.5. EARLY CHILDHOOD CARE & EDUCATION

Children are being given the highest priority in our country in the process of development planning and practice. Efforts are being made to meet the multifarious needs of children in a coordinated and holistic manner.

5.2.5.1 RATIONALE :

The first six years of life is very critical and crucial period as environmental exposure and experience have maximum impact on the overall growth of a child. And it is a proven fact that Early Childhood Care & Education is a very helpful intervention in attaining U. E. E.

5.2.5.2 BACKGROUND :

The present status of Early Childhood Care & Education in the State of Bihar is in large being addressed by the Integrated Child Development Services run as a department programme by the Department of Welfare, Directorate of Social Welfare, Govt. of Bihar. The I. C. D. S. scheme is of three categories.

1. Rural
2. Urban
3. Tribal

All these three categories of schemes are operational in Bihar. Out of 306 sanctioned projects only 245 are in fully operational stage. Other Early Child Care Programmes run by NGOs are :

1. Creche for the children of age group of 6 months to 6 years of the working & ailing mothers,
2. Pre-Primary or Pre-Basic School, &
3. Private Nursery School & Balwadis.

A Table showing the ECCE status in Bihar is given below :-

TABLE - I

The Table below gives a picture of the status of children of the age group of 0-6 years.

	Boys	Girls	Total
0 - 6 years Population	9065869	8698317	17764186
3 - 6 years Population	4500000	4300000	8800000
Covered by ICDS/PSE	372453	483272	855725
3 - 6 years Covered by Creche	--	--	7100
Covered by Pre-primary	--	--	33909

**Source :- State Plan of Action for Children, Govt. of Bihar (Page No. 40) (referred year 1991).
Statistics on Children. Ministry of Labour, Govt. of India (Page no. 24, 37 & 47
and Table No. 11, 16 and 20) (referred year 1993).**

Yet according to that very information, we derive this conclusion that about 7,90,3276 child population of the age group of 3 - 6 years is uncovered and uncatered by any ECCE programme and waiting for Pre-school Education or School Readiness Programme for their over all physical, social, cognitive, linguistics and emotional & creative growth of personality.

Today there are two types of project support in Bihar :-

1. Non-World Bank (Central Scheme)
2. World Bank.

And out of 306 sanctioned (sanction status of upto 1996-97) ICDS projects 210 projects are World Bank sponsored wherein additional work responsibilities and inputs will be provided to AWWs under the plan. The same facilities are not existing in Non-world Bank projects at the present moment. In past BEP, Ranchi had run 120 ECCE Centres. Steps were also taken to strengthen ICDS Workers through Pre-School Education Training.

(See Table No. II & III annexed herewith) Data in the Table - II & III shows and confirms the need of having more ECCE coverage either through ICDS or through ECCE only. It is an established fact that the first 6 years of life contributes for the major brain development and lays foundations for intellectual, cognitive, socio-emotional, linguistics and physical and motor competencies. Child's exposure to positive nurturing and culture specific stimulus during these early years has a direct and positive Impact on her development and growth.

5.2.5.3 PROBLEMS AND ISSUES OF ECCE

The following are the major areas of concern in ECCE :

- * Dearth of Early Childhood Care and Education facilities across the Project area.
- * Prevalence of poverty, ignorance, unscientific childcare practices and fear regarding adopting new scientific child rearing practices.
- * Negative attitudes and low motivation regarding ECCE among community and workers.
- * Low educational background and capacity of AWWs.
- * Low honorarium and irregular payments in ICDS.

- * Lack of supervision, back up administrative support and incentives.
- * Lack of convergence with education, health, development and other related programmes.
- * Insufficient Training inputs and poor facilities at the training centres.
- * Lack of Resource support like Pre-school Play Materials, Space etc.
- * Lack of initiatives and innovation in the project.
- * Inadequate studies and research done in ECCE.
- * Need to strengthen the existing systems, institutes & services.
- * Convergence and networking with all concerned departments and institutions.
- * Build-up training capabilities and support system.
- * Provide needbased Resource support and ECCE services.
- * Provision for innovations, studies, Researches & Services.

5.2.5.4 PROCESS OF EVOLVING STRATEGIES

While evolving strategies, wide consultations were held with PMC of ICDS-II, AWTCs, SCERT representatives to get indepth information and joint plan of action.

- * Keeping in mind all the suggestions which emerged from this planning process, it is proposed to keep those activities at State Level Office which are supportive to District Level activities.

Major Interventions :

- (1) Convergence with state/district level officials of Social Welfare deptt. (i. e. ICDS officials).
- (2) Development and training of training modules (modules for orientation and recurrent training).
- (3) Capacity Building to AWTC/MLTC/Res. Inst. etc. :
- (4) Support to non World Bank ICDS Centres with pre school kit material - every year regularly - DLO activities.
- (5) Strengthening through training to AWWs/ECCE workers and recurrent training - As major DLO activity every year.

Activities at DLO/SLO

Sl. No.	Possible Areas for intervention in ECCE	Interventions Level	SLO/Component	Problems & Issues	Modalities for addressing Problems
01.	Environment building & advocacy in community for ECCE.	SLO/DLO	Community mobilisation & Micro Planning.	<ul style="list-style-type: none"> * Negative attitudes & low mobilisation regarding ECCE among community and worker. 	Community mobilisation through various activities & audio-video messages
02.	Need assessment through Survey Area Mapping, Micro Planning evaluation both in ICDS & Non-ICDS for further Intervention.	SLO/DLO	Evaluation and Monitoring and Micro Planning	<ul style="list-style-type: none"> * Dearth of ECCE facilities across the Project area i) Childrearing practices. ii) Inadequate Studies & Research done in ECCE. 	<ul style="list-style-type: none"> * Micro Planning & Area mapping. * Studies & Researches. * Evaluation & Monitoring.
03.	Ensuring Convergence at levels and agencies/ development of contextual programmes.	SLO/DLO	E. C. C. E.	<ul style="list-style-type: none"> * Lack of convergence with education, health, development & other related programme. * Networking & convergence with all concerned Deptts, & institutions. * Building up training capabilities & support system. * Lack of Resource support like pre-school Play material etc. * Lack of supervision back up administrative support and incentives. 	<p>Convergence at SLO/Reg. level will be through Interdepartmental.</p> <ol style="list-style-type: none"> 1. Workshops on Joint-action Planning 2. Jt. convergence orientation training. 3. Workshops at DLO level on convergence. 4. Workshops at Block Level on convergence. 5. Jt. meeting at C. R. C. Level 6. Field follow - up. 7. Strengthening through PSE Kit material to Non-World Bank ICDS Centres.
04.	Development of Resource Material & Training package for all types of ECCE workers and concerned persons.	SLO	E. C. C. E.	<ul style="list-style-type: none"> * Low educational background & capacity of AWWs. * Insufficient Training Input and poor facilities at Training Centre. * Building training capabilities & support system. 	<p>At SLO Level</p> <ol style="list-style-type: none"> 1. Development of Training related ECCE materials. 2. Development & trials of various Trg. ECCE Modules.

05. Strengthening the existing ECCE Resource Centres, AWTCs, MLTCs pioneer NGOs and institution working in ECCE.	SLO	E. C. C. E.	<ul style="list-style-type: none"> * Insufficient Training inputs and poor Trg. facilities at the Existing Training Centres. * Buildup Training capabilities & support system. 	<p><u>At SLO Level</u></p> <ol style="list-style-type: none"> 1. Supporting with small grant for replenishing old books & TLM development @ Rs. 15,000 /- per year per AWTC & MLTC. 2. Trainers capacity building through subject specific workshop/training (3 in a year). 3. Binonthly Enrichment Meeting with AWTC/MLTC/RG/RI etc.
06. Capacity building State/Regional Level in ECCE.	SLO	E. C. C. E.	<ul style="list-style-type: none"> * Dearth of ECCE facilities across the Project area. * Build-up training capabilities & support system. * Provision for Needbase Resource Support & ECCE services. 	<p><u>At SLO Level</u></p> <ol style="list-style-type: none"> 1. Development of Resource material 2. Bringing out Wall Newsletters. 3. Induction training of trainers and R.P. - 2 per. 4. Subject specific workshop/training - 2 per. 5. Study Tour for trainers.
07. Opening of New Models ECCE Centres for School Readiness.	DLO	E. C. C. E.	<ul style="list-style-type: none"> * Dearth of ECCE facilities across the Project area. * Provide Needbased Resource support & ECCE services. * Lack of initiatives and innovations in the Project. 	<p><u>At DLO Level</u></p> <ol style="list-style-type: none"> 1. Provision for New Centres. 2. Provision for innovaative activity.
08. Study & Researches	SLO	Evaluation/Research	<ul style="list-style-type: none"> * Inadequate studies and Researches done in ECCE * Child rearing particles. * Causes of attitudes. * Need Assessment. * Quality Improvement. 	<p><u>AT SLO Level</u></p> <p>Various studies & evaluation. of the programme.</p>
09. Innovation	SLO	E. C. C. E.	<ul style="list-style-type: none"> * Studies & Researches. * Lack of initiatives & innovations in the Project. 	<p>Any Micro Activity.</p>

Justification for Activities & Financial Allocation :

Activity No. 1

No fund would be separately needed as component Community Mobilisation would take care of it.

Activity No. 2

Same as Activity No. 1.

Activity No. 3

It would be major area of common action for convergence. Hence clarity and understanding from Policy level to Grass root level would be needed and reasonable money allocation would be provided.

Activity No. 4

This activity would enhance the capabilities of field staff and is sufficiently budgeted for even field trials etc. in the 1st year and in phased manner years onward.

Activity No. 5

This is a very weak area and enhancing their capabilities would reflex on the quality of training imparted by AWTC, MLTC etc.

Activity No. 6

As BEP would have to develop State & District Resource Groups to cope up with the magnitude of ECCE workload thus developing capabilities of new identified persons, resource materials for ECCE.

Activity No. 7

ICDS is not in all Blocks at present. Hence we require to open new ECCE centres at the pattern of ICDS and the non-recurring amount of Rs. 7,320 /- year-marked is derived from the old BEP financial norms.

A list for Rs. 500/- (Five hundred) only for non World Bank ICDS centre, a pre-school Educational kit as recurring cost is also given as illustrated list, but this is not an exhaustive list. Items could be changed seeing its availability, durability and utility and price and a few new things according to region specific or those items which are not listed but existing for physical, motor, cognitive, mental, language, assthetic, creative, emotional, social and pre-arithmetic concept development. The price might vary due to mterial shape, size, availability etc. and hence State office would form

an expert committee - consisting of one Representative of S. W. Directorate (ICDS Cell), SCERT - ECCE Incharge, Two Representatives of AWTCs, One Representative from Pioneer Nursery School, BEP - ECCE Incharge, and any other BEP representative. A seven persons committee to approve the list of items given from the list is annexed with price and material use for each District and each year would review the items and list.

Activity No. 8

Study and Researches would be done by SLO under MER Component.

Activity No. 9

Innovation - It would be taken care of through innovation fund earmarked separately at the SLO.

TABLE - II

PROJECTED POPULATION (0 - 6) = 20.578 OF TOTAL POP.

PROJECTED POPULATION (3 - 6) = 10.192 OF TOTAL POP.

Sl. No.	Name of the DISTRICTSPop. (0 - 6) 1996Pop. (3 - 6) 1996		
		TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE
	BHAR	19,000,529	10,366,061	9,442,667	9,813,215	5,135,553	4,677,774
1.	Bhojpur	660,615	340,365	312,252	327,257	122,373	154,681
2.	Rohtas	665,251	351,823	313,434	329,556	174,297	155,263
3.	Gaya	611,159	317,993	293,166	302,757	157,528	145,223
4.	West Champaran	435,214	285,080	250,134	265,135	141,223	123,912
5.	Sitamarhi	348,477	291,365	257,072	271,705	144,347	122,359
6.	Muzaffarpur	677,462	355,860	321,602	335,602	176,786	152,316
7.	Vaishali	492,189	256,275	235,710	243,821	126,956	116,866
8.	Darbhanga	575,875	301,353	274,522	285,218	149,285	135,995
9.	Purnia	1,026,233	537,007	489,225	508,322	266,024	242,353
10.	Munger	701,801	372,808	328,993	347,659	184,682	162,999
11.	Bhagalpur	734,470	391,608	342,862	363,843	193,995	169,849
12.	Dumka	343,033	175,449	167,584	169,932	86,914	83,018
13.	Hazaribagh	511,629	265,593	246,036	253,452	131,570	121,832
14.	Ranchi	507,780	264,374	243,406	251,545	130,966	120,579
15.	East Singhbhum	369,953	194,130	175,823	183,268	95,169	87,099
16.	West Singhbhum	410,058	208,657	201,401	203,135	103,365	99,770
17.	Chatra	140,522	71,995	68,528	69,612	35,665	33,947
	TOTAL	9,511,728	4,989,755	4,521,972	4,711,935	2,471,235	2,240,102

**SOURCE : Census Para, 1991,
State Plan of Action for Children, 1995.**

TABLE - III

Sl. No.	Name of the Districts	Sanctioned Blocks	Operational Block	Sanctioned AWCs	Operational AWCs
01.	Muzaffarpur	8	6	1309	903
02.	Sitamarhi	4	2	569	321
03.	W. Champaran	5	3	693	289
04.	Rohtas	10	6	954	580
05.	Chatra	6	3	491	192
06.	Ranchi	20	17	1949	1483
07.	E. Singhbhum	11	5	1284	498
08.	W. Singhbhum	22	22	1974	1845
09.	Hazaribagh	6	3	561	218
10.	Dumka	14	8	1874	797
11.	Bhagalpur	5	4	609	452
12.	Darbhanga	8	7	1287	930
13.	Munger	10	6	1205	632
14.	Purnea	9	8	1289	904
15.	Bhojpur	6	3	707	233
16.	Vaishali	7	2	1167	240
17.	Gaya	15	12	1674	1167
	TOTAL	166	117	19596	11684

SOURCE : ICDS - Project Management Cell.

5.2.6 MAHILA SAMAKHYA (WOMAN EMPOWERMENT)

5.2.6.1 INTRODUCTION

The World Declaration on Education For All adopted at Jomtein, Thailand in 1990, placed education for women and girls at the centre of the agenda, with an unambiguous commitment to ensure quality education for girls and women. India was a signatory to this Declaration, and had already expressed its strong commitment to empowering education for women in the National Policy on Education in 1986. However, in spite of the many laudable initiatives taken by the government and NGOs, majority of women and girls, particularly those belonging to the rural poor and deprived groups in the country, continue to be excluded from the mainstream of education. In this context the situation of women in Bihar is a matter of serious concern as a very large number of them especially in the rural areas are deprived of education and necessary development. This has led to their further marginalisation in the social, Political and economic spheres.

5.2.6.2 SITUATION OF WOMEN IN BIHAR

The data on women and girls in Bihar reveal certain facts which ought to be of great concern to educational and development planners and implementing agencies. Bihar has one of the lowest female literacy rates in the country, (23% against the National average of 39%) The female literacy rate of the SC/ST women is even more alarming. (SC:7% and ST 14%) In most parts of the rural Bihar it is difficult to come across even a single educated woman.

Bihar has a skewed sex ratio with 826 women for 1000 men in some parts of the State. (Bihar Sex ratio was 1060 women to 1000 men in 1901 and today it has slid down to a mere 912 women to 1000 men).

Child marriages still persist as parents are eager to get rid of their 'burden' as early as possible.

The practice of declaring widows and elderly women as 'witches' and persecuting them continues in several parts of the state. Female infanticide as well as female foeticide too is a matter of great concern.

Women are the worst victims of all forms of violence in the society, poverty and discrimination of all kinds, especially caste and gender.

5.2.6.3 RATIONALE

Empowering education for women and girls has to be seen in the above context. Women, poor women in particular, are caught up in a vicious situation where their struggle

for survival, social isolation and lack of access to information and knowledge alienates them from the decision making processes both within the family and in the society. These factors reinforce their very low self image. In their daily struggle for food, water and fuel they are not able to perceive education as a need.

It is universally agreed fact that education one of the most significant factors in changing the status of women. Women's education and empowerment are the vital components of the overall strategy for securing equity and social justice in society and achievement of the goal of Education For All. The success of all EFA efforts depends on the way the question of the girl-child is addressed. Hence the Bihar Education Project focuses its UPE efforts on the disadvantaged groups, especially girls.

Reducing gender disparities in enrolment, retention and learner achievement has been the primary objective of the Bihar Education Project. Hence it is of utmost importance to ensure that girls have equal and equitable access to educational opportunities. BEP, since its inception has been evolving various strategies and interventions to make education system more supportive to the needs of girls and women and to create an environment which enables women to demand education for themselves and for their children.

5.2.6.4 MAHILA SAMAKHYA : A RESPONSE TO THE GENDER CONCERNS

The National Education Policy, 1986, which is a landmark in the field of policy on women's education states; "Education will be used to neutralise of basic changes in the status of women. In order to neutralise the accumulated distortions of the past, there will be well conceived edge in favour of women. . . This will be an act of faith and social engineering. . . The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through provision of special support services setting time targets and effective monitoring... (Chapter IV, NPE-1986, Govt., of India).

The above guidelines are translated into an action strategy through MAHILA SAMAKHYA - Education for women's equity which is being implemented in eight states in India.

OBJECTIVES OF MAHILA SAMAKHYA PROGRAMME

- * To enhance the self-image and self confidence of women by enabling them to recognise their self worth and their contribution to the economy and society at large.
- * To create an environment where women can demand knowledge and information, empowering them to influence the transformation of the society for the desired

gender justice and equity.

- * The build an environment and create opportunities for girl children and adolescent girls to have an assured access to quality education.
- * To create educational structures which respect women's pace and rhythm of learning, and which are controlled and monitored by women themselves.
- * To enhance women's access and control of resources, enabling them the actively participate in socio-political and economic processes that affect their life.
- * To set in motion process and interventions which will result in a network of aware and empowered women's groups which will eventually become autonomous of the programme.

THE NON-NEGOTIABLE PRINCIPLES OF MS

- * All processes and activities within the programme must be based on respect for women's existing knowledge, experience and skills.
- * The pace, priorities, form and content of all project activities are determined by women and women's groups at the village level.
- * Planning, decision making and evaluation processes, as well as all, levels of personnel, must remain accountable to the woman's collective at the village level.
- * Every component and activity within the project must create an environment for learning, help women to experience and affirm their strengths, create time and space for reflection and respect individual uniqueness.
- * All project structures and personnel play a facilitative and supportive role rather than a directive role.
- * A participatory selection process is followed to ensure that project functionaries at all levels are committed to working among poor women and are free from caste/ community prejudices.
- * Management structures must be decentralised, with participated decision making and devolution of powers and responsibilities to District, Block and Village levels.
(Adopted from the second draft of the IXth Plan for MS)

5.2.6.5 The Ms Experience In BEP, 1992-96

Mahila Samakhya was launched in Bihar as an internal part of the Bihar Education Project in 1992 in four BEP districts-Rohtas, Ranchi, W. Champaran and Sitamarhi. In 1993 MS programme was initiated in Muzaffarpur and E.Singhbhum and in 1994 in Chatra. By December 1996 MS was initiated in a total of 1700 villages in 26 Blocks.

The MS project is based on the premise that women's awareness of their roles in family and society, and their enhanced self image and confidence will almost always lead them to demand education for themselves and for their children. The centrality of education in empowering women has been the critical focus of all MS interventions in BEP-MS. However, in this process we do not equate education with mere literacy.

The experience of programme over the past four years in the seven BEP districts has validated the MS approach and strategy as a very effective means to mobilise rural, poor women for education and development. The foundation of this empowering process has been laid with the formation of cohesive and articulate Mahila Samoohs in the project villages. Today there are about 1500 Mahila Samoohs which meet regularly in their villages to reflect, ask questions. Seek answers and to address issues and problems which important to them. Some of the major concerns taken up by the Samoohs are:

1. Enrolment and retention of girls in primary school
2. Monitoring of the primary school for pupil and teacher attendance
3. Social issues like violence against women, child marriage, desertion etc.
4. Minimum wages
5. Improving civic amenities
6. The Public Distribution System
7. Health issues (PHCs, Immunisation etc.)
8. Literacy-education for self and for the adolescent daughters
9. Protection of the forest/environment
10. Economic enhancement through Thrift and Credit and income generating activities.

5.2.6.6 SOME VISIBLE OUTCOMES OF MS INTERVENTIONS.

1. Breaking of caste barriers within the focus group and formation of cohesive groups in the villages and collectively taking up issues of importance

2. Women from the most deprived sections of the society have broken their culture of silence and are becoming increasingly articulate and aware
3. Demand for education especially for girls
4. Interest and involvement in Primary Education. VEC and other related activities
5. Collective action against violence and oppression
6. Increased accessing of the development programmes of the Government at the Panchayat. Block and District levels. (e.g. DWCRA, JRY, TRYSEM etc.)
7. Recognition and visibility of the MS women within the family, village and the block.

5.2.6.7 MAHILA SAMAKHYA STATE PLAN

At the core of all planning processes in MS is the Mahila Samoohs. Women in these Samoohs set the agenda for action and so planning in MS needs to be seen as an ongoing process mainly at the field level, rather than an yearly activity outside.

5.2.6.8 THE PLANNING PROCESS

BEP-MS has an inbuilt system of regular action reflection process at the Samooh, district and State level to facilitate planning, implementation and ongoing internal evaluation. In the quarterly MS Core Team Reflection sessions the details of the DPEP III planning and project formulations processes were discussed and strategies for ensuring active participation of all MS functionaries and concerned persons were work-out. This entire process was initiated through an intensive "SWOT" analysis of MS interventions to understand the strengths, weaknesses, needs and possibilities of the existing MS programme.

This same process was repeated by the MS District Core Teams in their respective districts with the Sahayoginis and the other MS functionaries. This Sahayoginis in turn met with each of their cluster samoohs where women freely discussed and planned for the coming years. Efforts were made to elicit the opinion of plans address all the relevant issues. The Sahayoginis then prioritised and consolidated the issues and strategies that emerged from the cluster samoohs. At the district level the Core Team, along with all the Sahayoginis again prioritised issues and worked out the needed strategies and activities. All along this process regular consultations were held at the state and district level to ensure an integrated approach in all the MS interventions.

During the process of project formulation due attention was paid to focus the entire planning around the strengthening of 'Samooths' as an important strategy for sustainability. Due attention was also paid to the observations of the various evaluation and appraisal missions, suggestions and feedback received from BEP functionaries. Community, teachers and others from time to time and also insights gained from MS Reflections and internal evaluations processes.

5.2.6.9 CONCERNS AND ISSUES

While BEP-MS has made very valuable contributions to the empowerment and education of women and girls of the disadvantaged groups, much more need to be done to strengthen the processes already begun and to initiate further relevant interventions to ensure that the necessary gender perspective is integrated in the entire programme. Some of the major concerns at the State and District level are as follows:

- * Inadequate staff strength at the State and district level. and the consequent inability to give due and timely attention to the project needs.
- * Increasingly the need for MS autonomy is being felt by all concerned as MS has a wider agenda and it is more process oriented and it needs an even more flexible, gender sensitive environment, with rural women and girls in focus in all the project interventions.
- * Need for capacity building and consolidation.

The ability of the programme to function effectively and to sustain itself depends primarily on the kind of training and capacity building the women receive at all levels and the intensity of gender sensitivity in the project. Training and capacity building have emerged as thrust areas during the planning process. Training needs to be strengthened at various levels of the programme.

- * Need to strengthen the educational interventions in BEP-MS : The following constraints need to be addressed in this regard:
 - Lack of qualified, potential women instructors (sahelis) for Jagjagis: Due to the poor educational background of our Sahelis the desired academic achievement is not attained by all learners.
 - Inadequate gender sensitive teaching learning and supportive materials: Some materials like gender-sensitive Jagjagi Manual and workbook, have been developed for the Jagjagi centres and MSKs, but much

more needs to be done.

- Non-availability of space for jagjagi centre
- Absence of more flexible mechanisms for responding to the literacy-education demands from women and girls respecting their time and pace. Number of centres needed cannot always be pre-planned.
- Weak pedagogical component: While the awareness component as well as additional information on health, environment legal literacy etc are rather strong, the pedagogical aspect of the Jagjagi centres and MSKs needs to be strengthened.
- Need for clear-cut monitoring and evaluation strategies: The Jagjagi centres are managed by the Samooh women most of whom are illiterate. The academic part of the jagjagi centres and MSKs need more rigorous monitoring and evaluation to ensure quality.
- Insufficient follow up and mainstreaming : A considerable number of Jagjagi and MSK learners get enrolled in school. or pursue their studies privately. But to promote the ongoing education of those who have completed their primary level from the Jagjagies and the MSKs and are eager to pursue their studies. There is a felt need for some viable system of certification of the MSK/Jagijagi learners who have successfully completed their primary level education.
- Insufficient documentation/material production : Documenting the MS processes and experiences for further training and information is an important practice in MS However, BEP-MS at present do not have the needed capacity and personnel for documentation. Material production for training, on-going education advocacy and awareness building are still at a preliminary state.
- There is need for more systematic and regular Research, Study and Evaluation within MS.
- Absence of Block level support structure: MS functionaries in the interior Blocks feel isolated and deprived of the needed support in the absence of any Block level institutional support structures.
- Extreme poverty and social isolation of women: As the Samoohs become more articulate the demand for economic self-sufficient is becoming a major issue. The initiatives taken by MS in Thrift and Credit and vocational training, and income generation strategies need to be strengthened.

- **Networking and Convergence:** The steps being taken for networking among MS groups at the cluster, block, district and state level needs strengthening. Strategies need to be worked out for giving a momentum to the MS movement by collaborating with other like-minded NGOs' agencies working for women empowerment. Convergence with the concerned government departments and schemes needs further strengthening.

5.2.6.10 STRATEGIES AND COVERAGE

Phasing out MS programme in the old blocks:

MS interventions in the existing 7 BEP district will be devoted to consolidation of capacity enhancement and sustainability efforts. It is hoped that the MS programme in these districts will be gradually phased out by enabling these groups to form federation or to register as independent NGOs in due course of time. Preparedness of the MS Samooths will be the criteria for this phasing out. Hence the plan included several strategies for capacity building of the MS functionaries as well as the samooths. Clear cut strategies for pushing out the MS interventions in the older BEP-MS districts would be worked out by the concerned district with assistance from MS-SLO.

EXPANSION of MS programme in the DPEP III Districts:

Present Coverage : About 1700 villages in 26 blocks of the 7 DEP Districts.

It has been agreed that the MS programme be introduced in a phased manner in selected blocks of the BEP (DPEP-III) districts. Considering the intense process orientation of the MS programme, expansion will be very selective and gradual. However, blocks with very low female literacy, large number of SC/ST population and TLC areas which are not already covered by other women's empowerment oriented programmes will be given priority.

Proposed Expansion of MS in DPEP III:

1. Bhojpur Dist. : 2 Blocks (Total Literacy Disct.)
2. Gaya Dist. : 2 Blocks (Large No. of SC/Minorities)
3. Darbhanga Dist. : 2 Blocks (Total Literacy Dist.)
4. W. Singhbhum Dist. : 1 Blocks (Problem of 'witch hunting')

5.2.6.11 MS STATE LEVEL INTERVENTIONS

The activities proposed to be taken up at the state level are based on the common as well as the specific needs of the districts and are meant to strengthen and support the district level implementation of the project.

* **The major interventions at the State level are as follows.**

- (a) Augmenting the State and District level MS component to equip it to handle the growing needs of the programme.
- (b) Additional Core Team members for both SLO and DLO would be selected, trained and appointed as per the norms and requirement of the programme.
- (c) Provision would be made for part time consultancy at the State level not exceeding 24 consultancy months per year to provide support and subject specific input for the programme.
- (d) The State level MS Resource Centre would be strengthened with required equipment, books, periodicals and facilities for documentation activities and training. A Legal Assistance cum Guidance Cell for effective legal aid to women in need would be a part of the MSRC activities.

* **Capacity Building :**

- The visible outcomes and gains of the Ms training processes for capacity building are a validation of the essential beliefs underlying the programme. Learning processes which are initiated during training programmes are sustained and carried forward beyond it by a complex of processes and interventions. The objectives of training and capacity building are considered as achieved when the learning is transformed into a way of life.
- Capacity building of the MS functionaries, Samooch women, jagijagi and MSK learners, concerned NGOs and others will be undertaken through well planned and regular training, reflection, seminars, workshops and field visits at all levels. Specific areas of capacity building are: Planning, evaluation, monitoring, Action Research, documentation skills, training skills, health education etc. Study Tours would be organised within the state and outside to learn from other women empowerment and education initiatives.

* **Education/Literacy**

Educational initiatives already taken by MS will be strengthened through regular motivation and review sessions, training and follow-up. The following strategies are proposed for the plan period.

MSKs will be opened in a few more project districts, where it does not exist at present. Where there is MS these MSKs will be directly managed by them or managed with the help of NGOs. MSKs would continue to prepare a cadre of well motivated

and empowered village level functionaries who would assist the MS. GOB in mobilising women for educational transformation and development.

The MSK and Jagjagi learners who are eager to pursue their education would be assisted and guided to do so by linking them with the National Open School or with school system.

Short term learning Centres, at Cluster level, in selected blocks, will be established to provide opportunities for deserving adolescent girls and young women to pursue their education. These Centres will provide coaching as well as the needed linkages with the National Open School. The learners will be given additional training in leadership, legal aid, health etc, to enable them to organise women and girls in the villages and also to look after the literacy/education needs of women. These centres will be a variant of the existing MSKs. During the initial stage it would be considered as an innovation and after the first year it would be evaluated and if found viable, selected jagjagies would be converted into similar learning centres.

Production of gender-sensitive and pedagogically sound teaching-learning materials for Jagjagi centres and MSKs will be developed with assistance from subject experts, practitioners from local and National Level and representatives of MS field level functionaries. While this is a MS State level activity, the budget allocation for printing and distribution of TLM for jagjagies and MSKs would be made under these heads by the concerned MS districts.

A reliable system of monitoring and evaluation of all MS education efforts, with assistance from the National Mahila Samakhya Office and other agencies for strengthening the existing on-going evaluation by MS teams. Networking with local schools and National Open School to ensure proper follow-up of adolescent girls and women who are eager to pursue their education, especially those from the Jagjagis and MSKs. All efforts will be made to associate the MSK trained women in the MS programme at the field level as Sahayoginis, Sahelis etc.

Establishment of one special MSK in Patna specifically for facilitating the on-going educational needs of the ex- MSK and jagjagi learners from the project districts is proposed.

Documentation and Production of IEC Materials :

Documentation becomes a priority as visibility of the MS processes is emerging as a major concern. In the past three years were several initiatives in strengthening the in-house material and systems of spreading the MS message. Some amount of

documentation through video films, reports, compilation of MS stories, photography etc. are already being undertaken. The following activities are proposed for enhancing the documentation and IEC component of Mahila Samakhya.

- (a) State and District level training and workshops for capacity building of the key MS functionaries in systematic, process documentation, report writing, compilation of MS stories etc.
- (b) Preparation of video cassettes on important MS interventions (jagjagi, Samooh, etc.)
- (c) Keeping in mind the increasing demand from the MS groups for information, education and communication materials, preparation and production of broadsheets for non-literates, 'Halchal' would be continued on bi-monthly basis and the production of MS story book, pamphlets, theme specific booklets and other support materials will be undertaken.
- (d) Documentation activities would be streamlined with the help of part time consultants and volunteers and MSRC would be used as a centre for documentation for MS.
- (e) Production of supplementary reading materials based on local folk stories and songs,* as well as MS experience, would be undertaken.
- (f) Production of gender sensitive posters/diary.
- (g) Production of MS-exhibition kit for awareness creation and gender sensitisation in the State/project districts.
- (h) Preparation of MS audio-cassettes consisting of songs composed and sung by MS women.

* **Action Research and Evaluation Activities**

Interested Ms key functionaries and those closely associated with the MS programme implementation will be encouraged to take up Action Research to study specific MS interventions/problem with a view to improve the quality of the programme. Special training will be organised to prepare involved persons to undertake. Action Research on various issues in MS, especially in the project area.

- Regular internal evaluation at all levels has been an integral part of the MS process right from the beginning. This is done through a scheduled system of action-reflection-action process in the samoohs, districts and the state. Concurrent, external evaluations also have been undertaken and the findings of these evaluations have given direction to the present plan.

It is proposed that BEP-MS would be evaluated by a National level team in 1997-98, with a view to consolidate the gains and to initiate the process of phasing out. Training and workshops will be organized for MS functionaries for capacity building in internal, concurrent evaluation of the project.

* **Support Structures at the Block/Unit Level**

The idea of 'Field Centre' at the block level mentioned in the earlier documents needs to be considered as districts are finding it impossible to give the necessary guidance and support to the sahayoginis and the MS groups in far flung areas. It is proposed that 'Field Centre' would be established in the MS blocks, where it is a great need. More experienced sahayoginis and women with commitment and vision will be trained to manage the Field Centres. Where needed New structures with sufficient facilities for training will be constructed or building would be taken on rent for this purpose. These centres will be used for training, meetings and other MS activities. Smaller centres at the unit level also is proposed for 40-50 villages, in remote areas.

* **Economic Empowerment of women**

Thrift and Credit, and income generation activities are gaining strength in the MS districts. Efforts will be made to provide the needed skills, information and resource support through establishing linkages at the states and national levels.

* **Networking and Convergence**

In order to transform Ms into a powerful movement for social transformation networking with other like-minded groups, NGOs, government and non-government agencies, committed individuals and institutions is necessary. Hence the plan included the following strategies:

State and district level workshops seminars and awareness building activities involving like-minded NGOs and agencies.

Establishing Ms units of 20-50 villages in unserved, non-MS blocks through women NGOs of quality. Specific activities like village level Mahila Samooch formation, running or Jagjagi centres etc. would be entrusted to these selected women NGOs.

Empowering women would necessarily involve building capacities in them to access existing development programmes meant for them. Efforts will be made at the State level to link up the MS programme with other women development efforts of the government wherever feasible without compromising the identity and processes

of MS. Policies and strategies for effective networking would be worked out at the State level in collaboration with the concerned departments. Booklet with details of the existing government programme will be prepared and made available to women.

* **Innovations :**

A few experimental innovations especially in activities, skill development, advocacy and gender sensitisation would be taken up every year at the State level.

5.2.6.12 EXPECTED OUTCOMES

- * The rural poor women in the MS project area will develop positive self image and self-confidence.
- * Women will have enhanced access to information, skill and resources.
- * Women will become capable of making well informed personal and collective decision and organised collective action for change.
- * Above 85% of girls between the age of 6 to 10 years of age would attend school, and equally large number of adolescent girls and women would receive functional literacy equivalent to primary education in the Jagjagi centres and MSKs and many of them would pursue their education and development.
- * MS will continue to have positive influence on Primary Education and all EFA efforts.
- * Age of marriage for girls will be raised and child marriage will be prevented.
- * Women will become more and more economically self-reliant and they would have more control over resources.
- * Active participation of women in VECs, Panchayati Raj and other political processes.

.... WE DREAM OF A NEW BIHAR WHERE EQUITY AND EQUALITY, EDUCATION AND PARTICIPATION OF ALL WOULD BE A WAY OF LIFE.....

5.2.7 COMMUNITY-PARTICIPATION & ENVIRONMENT-BUILDING

5.2.7.1 BACKGROUND & RATIONALE

Bihar Education Project has consistently and consciously included community-participation & environment-building into the agenda of re-construction of primary education-sector from the beginning of its inception. The underlying reason is that the issues concerning primary education cannot be viewed in isolation --- primary education is an

integral part of the process of social transformation. A churning process has already been initiated in the old BEP districts through participation & mobilization of the community at large which has revealed the potential to change the face of primary education-sector and to bring about a perceptible social change thereby i.e., a positive change in the social, economic and cultural environment of the rural Bihar.

Because of the similarity in the goals of DPEP-III & BEP., it is imperative to build upon the experiences gained in the past in this regard with a view to achieve the goals of DPEP-III in all 17 project-districts. The success of every endeavour of societal transformation hinges upon the fact, that to what extent the community is emotionally linked to, and involved in any such endeavour in real terms. Quintessentially, a strong linkage between community and objectives of social transformation emerges in an environment where every segment of the community 'owns' or 'shares' the same objectives. Hence, the goals, objects and processes of social transformation need to be clearly defined and communicated to the community with precision, so as to foster linkage with the community to the best possible extent. Thus, this linkage has the potential to involve & mobilizes the community towards achievement of the shared goals etc. It is more than necessary for any educational project that bridges of trust & confidence are built between the community & project; the thoughts, concerns, understandings and actions of creative individuals/groups/institutions are assimilated with the project programmes and co-ordination with such individuals/groups/institutions are established, as such co-operation is a pre-requisite for the success of any educational project.

An educational project of the magnitude of DPEP-III is part and process of a wider concept of societal transformation, and, thus, planning & intiating a well-orchestrated design of community-participation as well as environment-building is sine qua-non for its success.

5.2.7.2 PROBLEMS & ISSUE

The lessons learnt & experiences gained in the realm of development administration, has revealed that the 'delivery-oriented' model of community-development has intensified perceptible contradictions between the community and the development. In the prevalent model, the government simply performs role of a 'giver' and community performs that of a taker'. This 'give" and "take relationship has introduced a kind of distortion in the society by which the community has become either totally dependent on governmental doles or mute spectator to the whole gamut of developmental processes. The community has also been alienated from the mainstream and is in the process of marginalization. Only some powerful and dominant groups seem to have monopolised the "fruits" of development, depriving a vast multitude of disadvantaged sections of the community from its ambit. As a

natural corollary to the aforesaid objective realities, the community by and large feels no concern or involvement in the developmental process. The same scenario is evident in the education sector as well. The planning process in the education sector is neither participative nor is there any perceptible mechanism to involve the community in the execution, management or administration of programmes so as to make the community 'owner' or 'stake-holder' of the processes & programmes.

Unfortunately, a big chunk of the children of our society, like girls/SC/ST/OBCs/ children with mild to moderate learning-disability and other poorer sections living in the rural areas, has been deprived of primary education due to poverty, ignores, lack of proper educational facilities, physical, Geographical psychological-constraints, man-made barriers and other socio-cultural-historical reasons. The disadvantaged sections do not perceive education as a means to ameliorate their present lot, having capacity to take them out of the morass of economic order inhibits the deprived sections from refining their identity and sensibilities, causing thereby barriers to the access, retention and achievement in the schooling system.

Perceptible gender-bias inhibits access and resignation of girl-child to schools. Education is perceived as a cause of erosion of traditional social values, i.e., values based on the notion of girls being only capable of performing house-hold chores: being physically, mentally and psychologically inferior to boys; being burden on the family, and required to be married - off at the first available opportunity. Gender-bias is also perceived in the T.L.Ms. and in the attitude of the teaching staff who very often carry the same traditional social values in their heads. The birth of a girl-child is considered inauspicious and unwelcome even amongst the so called literate people. The scourge of religious 'Karmkandas' has further reinforced this all-pervasive gender-bias.

SC/ST often illiterate themselves, do not encourage school enrolment, retention & achievement.

The children with mild to moderate learning-disability are not sent to schools due to shame and insensitivity of the community towards their problems.

The teachers who do not belong to, but are posted in the tribal areas normally remain immune to the mores, customs, language and culture of the tribals, resulting into a big cultural gap between pupils & teacher, which deteriorates the quality of education and hinders schools-enrolment & retention.

5.2.7.3 OBJECTIVES:

To create zeal, inspiration and motivation in the community towards all programmes

and activities under DPEP.

To initiate a process whereby 'delivery-oriented' model of primary education is changed to a model more participative and amenable to the aspirations of the community, specially to the aspirations of the disadvantaged sections of the society.

To involve the community in the planning, execution and administration of educational programmes & activities.

To build an environment in favour of primary education through interventions of culture, communication and continuing education so as to inculcate a positive outlook towards primary education in the community as a whole, especially in the disadvantaged sections of the society. This outlook will set the tone and tenor of the mobilization process in the community for effectuating a positive change in the existing socio-cultural mores & values.

To foster a cultural resurgence through integrating rich folk traditions of the seven linguistic zones of Bihar with the environment-building-exercises, thereby initiating concerted awareness, campaigns against gender-bias, ignorance, lethargy, alienation, insensitivity etc. and distortions created by the iniquitous social order in the society.

To initiate a process of removal of psychological and man-made barriers to access, retention and quality issues in the primary education sector.

Carrying out awareness campaigns-focused particularly on Girls, SC & ST students, and children with mild to moderate learning-disabilities.

5.2.7.4 STRATEGIES

In view of the aforesaid background, rationale, problems, issues as well as objectives, the proposed strategies will have following three dimensions:

5.2.4.1 Evolution of VECs & Micro-Planning:

In order to ensure community-participation, Village Education committees will be evolved for every school. It means that the sample population from which V.E.Cs. will be evolved would be the catchment area or feeder area of a primary school: Wherever such VECs have earlier been formed, these would be strengthened further.

The evolution of a V.E.C. will not be a simple linear process-right kind of people have to be identified who would be acceptable to the gram-sabha or general body of the village. BEP would first identify mobilizing groups. These mobilizing groups may be locally active N.G.Os. women groups, student & youth-bodies. NYKs, teachers-organizations,

cultural organizations or group of creative individuals sharing concerns of the B.E.P. The mobilizing groups will be oriented towards the goals of DPEP-III. With the help of the mobilizing groups of personnel working in the BEP, animators or 'Preraks', from the feeding area of a primary school would be identified. The 'preraks' will be a group of three to four persons, including SC/ST, and women, aware of the need for primary education and willing to commit themselves to the task of re-building of the primary education-sector in the village. The group will also include a local teacher amidst them. Such 'Preraks' will be identified with the tacit approval of the Gramsabha. Due care and caution will be taken in the identification of the Preraks, and only persons with commitment, have good track record, and character will be selected in such a way that no eyebrow are raised. It would be the first steps in the direction of community participation.

The Preraks would be imparted an orientation training including training on micro-planning, school mapping and PRA. The orientation training would be to make them understand the goals of DPEP-III, issues of U.E.E. and community participation. Through training of micro-planning, school mapping and PRA, a capacity building exercise will also be undertaken. A training module would be developed at state level for such training.

The 'Preraks' after training will identify members of V.E.C which will consist of about 15 persons including women & members from disadvantaged groups. The VEC will be constituted in the meeting of Gramsabha in such a manner that the stakeholders at the grassroots level feel involved with the formation of VECs. If Panchayat elections are held in future, the V.E.Cs. may eventually become a sub-committee of the Panchayat at the school level. The head teacher of the primary school will be Secretary of the V.E.C., the instructors of N.F.E. centres, Anganwadi/ECCE Workers, instructors of the alternative schools etc. Sakhis of M. S. Samoohs will be ex-officio members of V.E.C. At least 1/3 of V.E.C. members would be women. The members will democratically elect someone from amongst them (but not the teacher/instructor etc.) as the President. The Preraks will impart preliminary orientation/micro-planning training to the untrained members of the V.E.Cs. at the first instance.

The issues regarding roles & responsibilities of V.E.C & their linkages with primary education sector would be worked out at the state level through a participatory methodology to evolve a definite, clear and viable concept. The experiences of BEP and other DPEP states will be shared and assimilated in the context of Bihar so that the structure of V.E.C does not further antagonistic contradictions between the community & the schooling system-formal, non/formal & alternative.

The V.E.Cs will be imparted training at CRC/BRC/DLO level. The training-module

will include orientation-training, micro-planning, school mapping, PRA, account keeping, data collection for EMIS etc.

The V.E.Cs/mobilizing groups will be entrusted the responsibility of micro-planning at the village level so that a village education plan emerges in the process. The VECs should undertake the responsibility for the administration & management of such village educational plan with the support from BEP. Thus, BEP will take the role of a facilitated, and community will be involved as a stakeholder for the planning, administration & management of education at the micro-level. The VECs will be encouraged to conduct house-to-house surveys to identify children of school going age, to have regular contacts with the parents and teachers so that effective strategies for universal access, enrolment, retention and achievement are devised at the school level.

The V.E.Cs will also be involved in the construction, maintenance etc. of schools/ CRCs through a process of capacity building exercises in such a way that VECs perceive the responsibility of school development as that of the community. Thus VECs will be encouraged to motivate and inspire the community to participate in the school development exercise not as a 'taker', but a 'partner'. The BEP in its turn will assist the VECs in these endeavours, again not as a 'giver', but as a 'partner' or stake-holder.

5.2.7.4.2 Environment-Building, Community-Mobilization & Awareness-Campaigns:

This strategy will further have following dimensions Culture, Communication & Continuing education.

(a) Culture:

To achieve the goals of universal access, enrolment & retention, to the primary education, particularly that of the girl child and children of disadvantaged sections of the society and, to create a demand for the same, BEP proposes to make effective use of cultural tools. Thus, BEP proposes to transform the schools, CRCs, BRCs DLO & SLO as vibrant cultural centres for spreading the message of Primary education in enriched form and content.

One of the various steps proposed would be to derive energy from the cultural mores/ form embedded in the community, then process and use the same energy for environment building for elementary education.

The districts selected under DPEP fall into seven linguistic zones of Bihar as depicted in the following table:

ZONES

	Bhojpur	Magahi	Vajjika	Maithli
District	W. Champaran	Gaya	Vaishali	Darbhanga
	Bhojpur	Chatra	Mzaffarpur	Sitmarahi
	Rohtas	(Partly)		(Partly)
		Munger	Sitamarhi	
		(Partly)		

	Angika	* Nagpur	Santhall
District	Bhagalpur	Hazaribagh	Dumka
	Purnea	Chatra	
	Munger	Ranchi	
	(Partly)	E. Singhbhum	
		W. Singhbhum	

* *Nagpur linguistic zone comprises Khortha, Ho, Mundari etc. speaking areas of Chhotanagpur*

All the aforesaid Linguistic zones inherit a very rich folk tradition of songs, tales, theatre, dance, music, musical instruments, cultural symbols, painting & sculpture, both in form & content. These traditions are so deeply embedded in the hearts of the community and society in the rural areas that judicious use of these has capacity to facilitate environment building exercise smoothly & effectively. So, these forms will be used to the fullest possible extent in all awareness campaigns through thematic re-defining, re-orienting & enriching the contents with the themes of education, women empowerment, proper attitude towards disadvantaged groups etc. and disseminating the same in the community so that the message of primary education reaches the society with a greater force and renewed vigour. At the same time, new and modern concepts will be incorporated in our traditional forms of performing and visual arts. This process of enlarging folk forms will have easy accessibility and acceptability in the community as these are internalized in, and belong to the very

people to whom we propose to take the message of DPEP III.

The existing cultural scenario in Bihar is quite encouraging. There are various cultural groups/mandalis in almost all the villages of Bihar, which become very active during various festivals. The women are deeply associated with the traditional folk songs, music and dances which they inherit from generation to generation. Our motto will be to use the traditional folk forms by enriching those with the aforesaid thematic contents, and disseminating those for achieving the ultimate goals of DPEP. The contents will encompass issues of universal access, universal retention and will also focus on improved quality of education by assimilating local culture and environmental factors into the text-books. TLM etc. The contents will also be based on women-empowerment including captains focussing girl-child and equity issues. e.g., the issues pertaining to education among SC and ST communities.

State Level Interventions :

- * Identification and formation of state level cultural resource group (SCRG) and its capacity-building.
- * Capacity-Building of district level cultural mandalis/groups by organizing Rang, Sanget and Nritya Shivirs.
- * Visits of the SCRG in the districts to appraise and monitor the impact of capacity-building and reflections.
- * Organizing state level Bal-Meals, Maa-Beti-Meals, VEC meets and cultural events.
- * Visits/Excursion of children to places of cultural/tourist interest within the state.
- * Collection & publication of Balgeets/other thematic materials and dissemination of the same to the cultural groups/mandalis/schools/CRCs/BRG/DLO.
- * Study tour of non BEP personnel to other states to acquaint them with the latest developments in the field of culture and their impact on Primary Education.

(b) Communication

For the achievement of the goals of DPEP, the use of audio-visual and print media is highly essential keeping in view the magnitude of the population and intellectual level of various segments of the community. Apart, direct dialogues through seminars/symposiums/work-shops etc. have to be opened with the community, opinion leaders and creative individual/groups. We fully realize the importance of communication and will endeavour to integrate its all possible manifestations into the environment building exercises.

- * Production of audio cassettes for all the linguistic zones and dissemination of the same.
- * Production of Video cassettes/educational films and their dissemination.
- * Publication & circulation of State level news letter/Bal Patrika/Pamphlettes/folders/periodicals etc.
- * Meetings/Seminars/Workshops with political parties/groups/trade union/student-women-cultural-teacher organizations/individuals/writers/poets/NGOs/Govt. officials/intellectuals/professionals/media persons/opinion leaders/community leaders etc. with a view to ensure community mobilization at the broader level so that tone and tenor for primary education is set in a big perceptible framework.
- * Sensitive and selected use of electronic/print media for advocacy of DPEP objectives.

(c) Continuing Education

It is more than imperative that those involved in the DPEP programme-from School teacher to trainer, from community to educational administration- all should re-define and update their knowledge, perspective and skill with the help of books. Hence, libraries will be set up/strengthened in the schools/CRC/BRC/DLO/SLO level also. Book Banks/lending libraries will also be set up at school level. The setting up of book banks/lending libraries at school level is necessary in view of the economic condition of parents who send their children to primary schools. The experiences have revealed that given the chance, and economic capacity, a negligible percentage of parents may like to choose govt. run primary schools for their wards. The lure for so-called public schools even in rural Bihar is an eye-opener. Hence, book banks/lending libraries are must in the primary schools so that economically poorer sections 'afford' the primary education and enhancement of enrolment, retention & achievement is made a reality.

- * Strengthening library at SLO level.

5.2.7.4.3, Special Awareness Campaigns focuses on Gender, Equity issues & Children with mild to moderate learning disabilities:

A campaign focussing on girl-child will be launched throughout the DPEP districts. The aforesaid campaign will be named as "Munia Bethi Padhti Jaye" Campaign, The targeted interventions will be as follows :

- * Animation films/video cassetes on the campaign will be produced.
- * Suitable campaign materials/audio cassettes will be produced.

b. Equity Issues

While effectively addressing gender issues is the crucial test of all programmes under DPEP, other deprived sections of the society notably S.C./S.Ts. etc. have to get a fair deal. Equity means not only equal opportunity, but also the creation of conditions in which the deprived can avail of the opportunity. Moreover, it must also create an attitude of egalitarianism and social justice among all workers, learners and community.

We propose to create an environment which may facilitate fostering of the attitude of egalitarianism and social justice among the stake-holders.

- * To undertake studies on the culture of SC/STs so that these find notable places in the text-books/TLMs/awareness campaigns.
- * To undertake studies and collect informations on cultural symbols/motifs, folk songs/tales of the SC/ST and integrate these into awareness campaigns.
- * In all training modules, equity issues will be consciously highlighted.

C. Children with mild to moderate learning-disabilities

The awareness campaigns will target the psychological barriers and will attempt to sensitize the community to the needs & problems of such children. The judicious mix of culture, communication & continuing education sub-components will form of special campaigns.

- * Suitable campaign materials will be prepared.
- * Sensitive use of electronic/print media for their advocacy will be undertaken.

5.2.8 MONITORING, EVALUATION AND RESEARCH

5.2.8.1 Background

Monitoring, evaluation and research support are integral to a programme like the DPEP. Considering the massive scale of operation involved as well as the amount of risk and investments involved in the programme it is more than essential that the DPEP interventions are adequately supported by a well developed system of monitoring and evaluation built into the programme. Similarly, as this educational development programme has to confront numerous challenges during the implementation process, this will require research based answers to numerous questions emerging from the field.

Monitoring and evaluation are complementary processes, their aim being not to prove but to improve programmes. However, while the former focuses on the process, the later examines the outcome of the programme.

5.2. 8.2 Monitoring

Essentially the monitoring process is designed to keep a close watch on the health of the programme and to take timely corrective measures, if needed, with a view to optimising the efficiency and effectiveness of the programme.

5.2.8.2.1 Objectives of Monitoring

- To conduct periodic checks of the strength and shortfalls. If any, in the ongoing activities/programme and to take timely corrective measures.
- To build a system of accountability at different levels and areas of the programme implementation.
- To demonstrate achievement of the programme in a given time frame.
- To provide learning experiences for others involved in similar projects.

5.2.8.2.2 Monitoring Strategies

Considering the need of monitoring in the DPEP as elaborated above, the following strategies are suggested.

- A comprehensive Management Information System (MIS) consisting of the EMIS, PMiS and FMIS softwares shall be implemented in all the districts to monitor the progress in key areas using critical indicators.
- The MIS shall be supported by qualitative data collected through:
 - (a) Field visits of project personnel
 - (b) Monthly review meeting of the District Task Force (DTS) and the District Programme Co-ordinator (DPCs) at the SLO.
 - (c) Field visits of external consultants, non-governmental members of the council, SRGs etc.

The monitoring exercise shall essentially be participative in character, and involvement of all key personnel shall be strongly emphasised. Further, attempt will be made to build a culture where monitoring becomes a part of the project implementation activity and not something to be done by any specialised unit.

5.2.8.2.3 Monitoring Process

The main feature of the monitoring process shall consist of the following :

identifying units involved in the DPEP implementation including linkages and

commitments

- Identifying indicators on which feedback is required.
- Identifying personnel both at the SLO and at the district level and defining their role in monitoring.
- Developing simple structured proforma for reporting
- Determining periodicity of reporting depending upon item, information need, and the stage of implementation.
- Analysing information in terms of projected process, positive and negative elements, extent of shortfalls, reasons, and corrective actions.
- Developing simple reporting format on follow up action.
- Sharing of information with key personnel.
- Setting up data storage and retrieval facility.

5.2.8.3.1 EVALUATION

Unlike monitoring, evaluation is a process of collecting, analysing and interpreting evidence to judge the degree of success achieved in the programme. It is an more comprehensive, dynamic and development of oriented process used for checking and improving all the stages of the programme implementation.

5.2.8.3.2 Types of Evaluation

Evaluation may be conducted at different stages of the programme. It may be organised before the programme is launched (Appraisal) when conducted during the implementation to get continuous feedback it is known as concurrent evaluation. Finally, it is organised after the completion of the project to assess the impact. The process is called terminal evaluation.

A well designed evaluation programme examines the (a) policy/plan document (b) Implementation process and (c) Association/stabilising of the project gains in relation to (a) Contact of the project, (b) Inputs, (c) Process of implementation, (d) Outcome and (e) Long term impact.

5.2.8.3.3 Evaluation Process

Both concurrent and impact evaluation shall be conducted after due consideration to the facts of evaluation mentioned in para 5.2.8.3.2. The former will be conducted by the MER cell at the SLO. The latter shall be conducted in the alternate years by external agencies

on the basis of TOR developed by the MER cell.

5.2. 8.3.4 What will be evaluated

The concurrent evaluation, conducted twice in a year, shall focus on critical issues, namely, access, participation and achievement of children with special focus on target groups and methodologies adopted (Formal and Alternative Schooling).

The Impact evaluation shall be more comprehensive and shall include all the major programmes/activities undertaken in the district. This may include (a) primary Formal (b) Non Mobilisation (e) Mahila Samakhya (f) Training.

5.2.8.3.5 Mid line and End line Survey

In line with the baseline survey, a mid line and an end line survey is proposed to assess the improvement over the years. While the mid line survey shall be conducted during the third year of the project implementation, the end line shall be organised after five years of project implementation.

5.2.8.3.6 Sharing of the Findings

The data collected from the concurrent evaluation exercise shall be presented in the Reflection cum Planning Meeting (RPM) organised once in a month at the SLO where all the DPCs participate. They will, in turn, present the findings among their team members in the meeting organised at the district level. The MER team shall also organise sharing workshops at the State Level to ensure that the findings from the monitoring and evaluation exercises to undertake mid course corrections, if needed.

5.2.8.3.7 Exposure Visit

Researchers will be sent to different states to get learning experiences of the research and evaluation exercises undertaken under similar programmes including the DPEP. They will also be sent to training/workshops conducted at different places for their capacity building.

5.2.8.3.8. Resource Libraries/Resource Centre and Education

With a view of providing resource support to the research and evaluation activities, effort will be made to enrich Libraries at State and District level offices, supply of relevant documents/records, books, journals, periodicals etc. The budget for this activity has been separately provided in community mobilization chapter of the plan.

5.2.8.4.1 Research

Many of the intervention strategies in DPEP are based upon assumptions. To validate them it is necessary that they are scientifically examined. Moreover, there is a serious dearth of researches on pedagogical and non-pedagogical issues influencing quality of primary education. In order to seek answers to numerous pertinent issues emanating from variety of context specific factors it is essential that the DPEP should pay special attention to conduct, promote sponsor, and advocate for serious research in the area of primary education.

5.2.8.4.2 Research Issues

Some issues/areas which invite attention of educational researchers and which may help DPEP interventions in Bihar may be as follows. The list is only suggestive and not exhaustive.

- * Educational needs and problems of special group of children such as girls, schedule caste, schedule tribe, minorities, working children etc. and the intervention strategies required for them.
- * Study of innovative classroom practices
- * Study of Teachers, motivation, teaching technique, classroom processes including use of textbook and teaching learning material.
- * Factors influencing learner's achievement.
- * Improvement in quality of education as a result of DPEP interventions (using control group design)
- * Role of VEC/Community Organisation in School.
- * Impact of Community mobilisation on the performance of school.
- * Study of socio-cultural system, language and traditions for developing context specific learner friendly curriculum and learning material.
- * Role and functions of educational administrators at different levels and the assessment of their training needs.
- * Learners evaluation in MLL schools (Prè text - post test, concurrent, and achievement surveys)
- * Diagnostic/Organisational study of Institutions such as SCERT, DIETs, Textbook Publishing Corporation, Directorate of Primary Education.
- * Survey of Private schools (Organisational characteristics, background of teachers,

students, resources available, curriculum and textbook followed, teaching methodology, evaluation system etc.) in urban and rural areas.

- * Impact assessment of DPEP interventions such as text book/workbook, activity based teaching, MLL, school building, library, teachers training etc.
- * Role of CRC and BRC in DPEP.
- * Teaching learning in traditional institutions such as Madarasa, Sanskrit Schools, NFE Centres run by NGOs etc.

5.2.8.4.3 Strategies

The research programme on some of the issues mentioned in para 5.2.8.4.2 may be organised by the MER Cell at the SLO. It may also be conducted in form of sponsored study by external agencies/experts.

5.2.8.4.4 Training for capacity building in research :

Training workshops for capacity building and skills development in research and evaluation for persons working in academic institutions such as SCERT, DIETS, CRC Coordinators. Teachers Trainers from NGOs etc.. shall be organised. Areas of training shall include identification of relevant issues for research in primary education in Bihar, appropriate methodology to study those problems, qualitative and quantitative techniques and report writing etc.

5.2.8.4.5 Monitoring, Evaluation and Research Cell

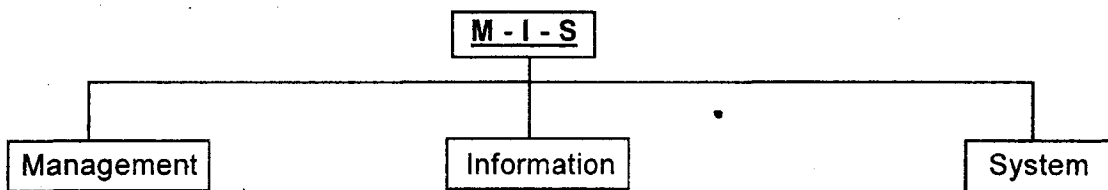
The extensive work of monitoring, evaluation and research shall be organised, co-ordinated, and conducted by MER cell at SLO. The MIS personnel & MER cell will work in tandem with one another. All other programme personnel will be actively involved so far the MER activities concern their respective programmes/components.

5.2.9 MANAGEMENT INFORMATION SYSTEM (MIS)

5.2.9.1 CONCEPT OF MIS

Management Information System is an Integrated System Approach based on the latest technology available. To understand the concept of MIS in a better

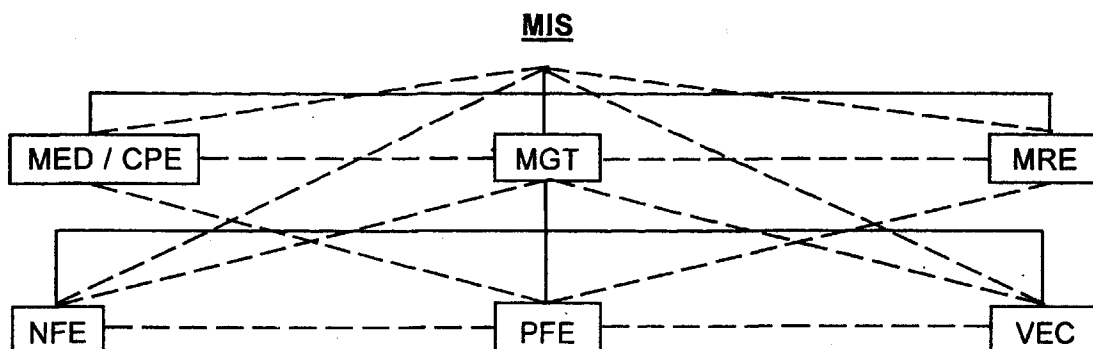
way, we analyse and synthesize the following :



A. Systems

A system is set of subsystems (components) joined together for a common objective. A basic and fundamental approach to organisation and management is the interrelationship of the components or subsystems of the organisation. The starting point of the system approach is a set of objectives, and the focus is on the design of the whole as distinct from the design of components. In organisational and information system design we want to achieve SYNERGISM which is simultaneous action of separate integrated components that together produce a total effect greater than the sum of the individual components. A basic tenet of systems theory is that every component is held together by information exchange.

BEP (DPEP - III) - Authority



The heavy solid line indicates classical authority relationship whereas the dashed lines show the components joined together in a system by means of information flow. Thus the systems concept of MIS is optimising the output of the organisation by connecting the operating sub-systems through the medium of information exchange.

B. Information :

Data and Information are two different things and their distinction is of utmost importance for our purposes.

Data are facts and figures that are not currently being used in a decision process. Usually data take form of historical records that are recorded and filed without immediate intent to retrieve for decision making.

Whereas Information consists of data that have been retrieved, processed or otherwise used for information for inference purposes, argument or as a basis for forecasting or decision making. In simple word information is processed data.

C. Management :

Management consists of the processes or activities to plan, organise, initiate and to control operations of the organisation. The Director plans by setting strategies, goals and selecting the best course of action to achieve the plan. He organizes the tasks for the operational plan, sets these tasks into homogeneous groups and assigns authority delegation. He controls the performance of the work by setting performance standards and avoiding deviation from standard.

Decision making is pre-requisite to each of above processes, the job of MIS is to facilitate decisions necessary for planning, organising, and controlling the work and functions of the organisation.

The overall objectives of Management Information system (MIS) are as follows:

- MIS supports decision making in both structured and unstructured problem environments.
- MIS supports decision making at all levels of the organisation.
- MIS is intended to be woven into fabric of the organisation, not standing alone.
- MIS supports all aspects of the decision making process.
- MIS is made of people, computers procedures, data bases, interactive query facilities and so on, it is intended to be evolutionary, adaptive and easy for people to use.

Thus the objective of MIS is to provide synergistic organisation.

5.2.9.2 ROLE OF MIS IN BEP / DPEP

We have to bring synergism in Bihar Education Project system through MIS

while dealing with the specific objectives of DPEP briefed as below :

- To provide access for all children to primary education classes (I-V) or their equivalent.
- To reduce overall primary dropout rates for all students to less than 10 percent.
- To raise achievement levels by at least 25 percents.

It is a well proved fact about MIS that whatsoever goal can be achieved-up by an organisation in a certain specific duration of time, could have been achieved-up comparatively in a much lesser duration of time with the help of MIS. Hence to achieve the goal 'Universalisation of Primary Education in Bihar by 2002'. MIS will certainly play an important role.

The main objective of BEP is to implement effectively all the educational developmental programmes of the districts and the State. The various day-to-day problems faced by BEP are mainly due to lack of availability of information at the right time. The consolidation and compilation exercise at DLOs and SLO is very tedious and time consuming. The volume of data of Basic records to be kept for each developmental programme is high. In the absence of right computing tools and effective computerisation in old and new DPEP districts, it is not possible to collate and compile the various information in time, which is crucial for taking decision and making the programmes more effective.

SPECIFIC OBJECTIVES OF MIS IN BEP / DPEP

To implement project Management Information System (PMIS), Educational Management Information System (EMIS), Financial Management Information System (FMIS), Student Attendance management Information System (SAMIS), Bal Panji Management, Information System (BPMIS) and Achievement Management Information System (AMIS).

- To create and articulate tailor made Data Base Management System on Registration, Retention, Achievement and on different components (Sub-systems) of the project.
- To interact with all components to maintain network of interrelationship.
- To analyse and synthesize and to prepare data base based on SAS, BAS and sample surveys.
- To research and develop innovative software.
- To make use of PERT/CPM in the Project.

- To publish Quarterly Information Bulletin and to publish Annual Reports and their distribution upto to the lowest levels.
- To maintain Data Base Administration.

5.2.9.3 NUMBER OF MIS UNITS IN BEP / DPEP

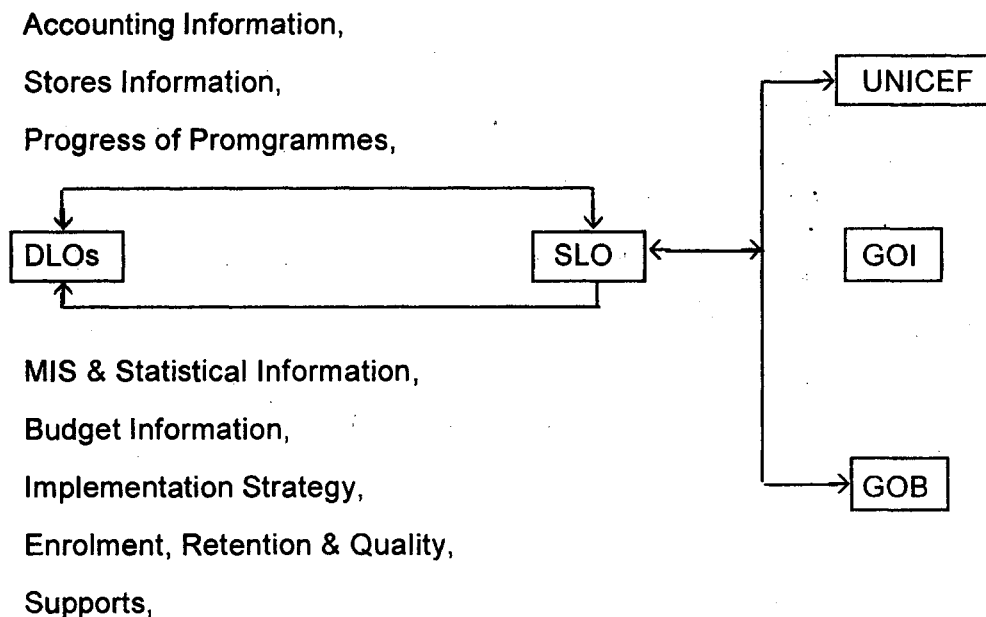
Total Existing Units : Eight (including State Office)
 Total Proposed Units : Ten (one for each new district)

5.2.9.4 LEVEL OF COMPUTERISATION IN OLD BEP DISTRICTS AND STATE OFFICE

The level of computerisation at SLO and DLOs is low. The computing facilities available are supported by a 80 x 86 PC-XTs/PC-ATs. Few application systems mainly for financial accounting, budgeting, monitoring and payroll have been developed using XBase. The systems are unable to fulfil our entire needs. Keeping in view the said facts, we have proposed to strengthen the existing MIS besides setting-up the MIS in new districts.

5.2.9.5 INFORMATION FLOW THROUGH MIS IN BEP / DPEP

As the projects undertaken by BEP are critical and require a close monitoring, the flow of information across the various offices of BEP can be represented as follows :



5.2.9.6 ACTION PLAN TO SET - UP / STRENGTHEN THE MIS IN BEP/DPEP

Action plan for MIS includes two tasks (i) to strengthen the existing MIS of

SLO and DLOs in old BEP districts and (ii) to set-up MIS in new ten BEP/DPEP districts. MIS of each district will be controlled by the State Project Director and State MIS incharge. The following action plan is proposed.

5.2.9.6.1 Technology to be adopted

In order to effectively computerise the various systems and operations of DLOs and SLO, we have proposed the following technology :

*** Installation of MODEM in SLO and DLOs**

Distance of SLO from all DLOs is too large. The farthest district from SLO is about 500 Kms. A concept of MODEM would meet our needs to cover this large area, usually connected via telephonic link and NICNET. With the help of MODEM we can move data/message from one location to the other location in a very short time.

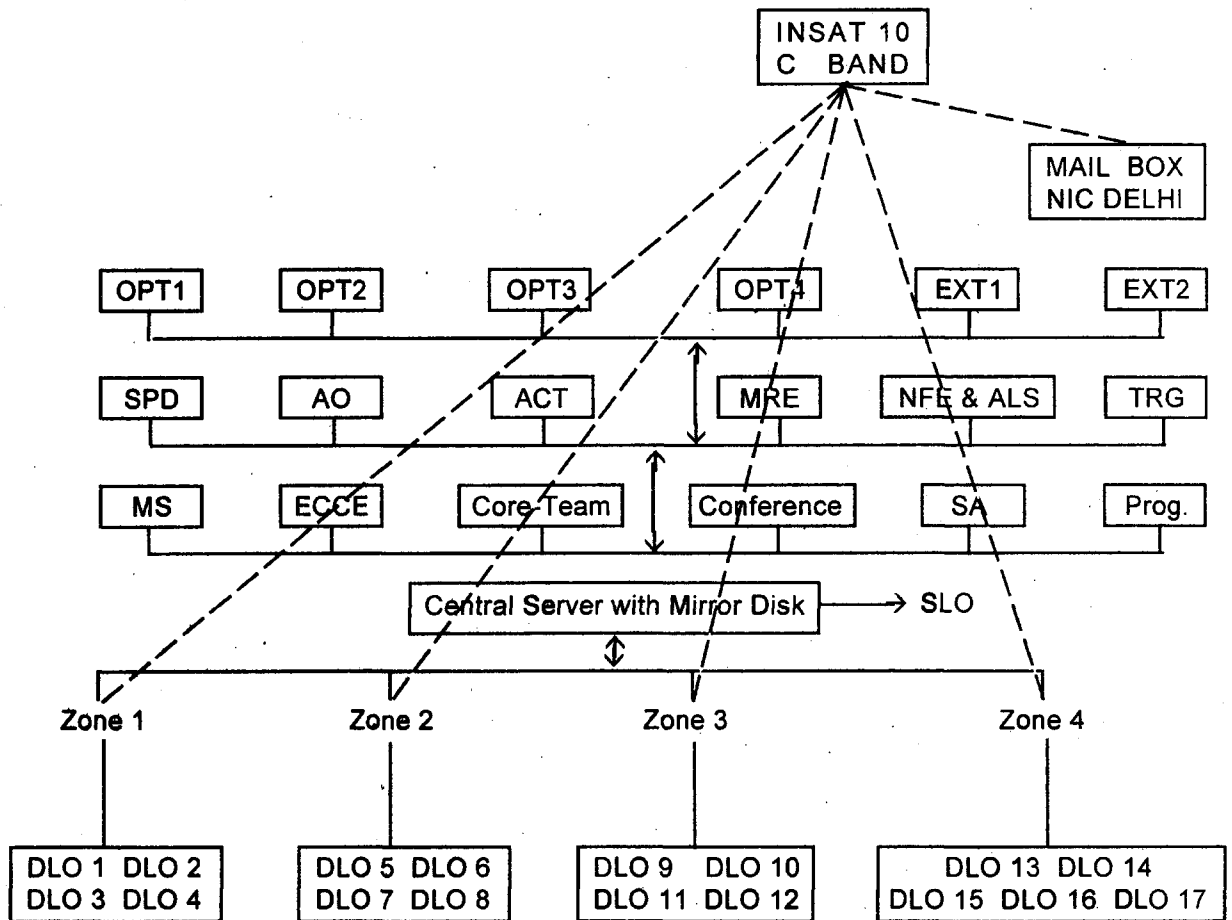
The information which has been entered in the Districts machines will be transmitted to NIC office of the same district through MODEM and telephone line. At the NIC office, the information again will be transmitted to the concerned destination either to SLO or in any other district on the following transmission path :

Source (DLO) -----> NIC (MES) -----> Satellite ----->
-----> NIC, Delhi [Mail Bpx] -----> Destination (DLO / SLO)

*** Connecting all computers of State Office in a Local Area Network (LAN)**

To have access of any software simultaneously by all the users at the same time of interval and to store master database for retrieval and updation of information, we have proposed to connect all computers, printers and other computing devices through a cable and central server over relatively short distances. These computers and devices can transmit data to one another through this network. One separate node will be provided to each component incharge to monitor its activities as and

when needed. We have planned to design a network as follows :



5.2.9.6.2 Hardware Proposed

We have proposed following hardware for SLO and DLOs. In the 3rd year of the project, all systems of DLO may be converted into Local Area Network (LAN) with extension of three extra nodes. Till the 3rd year of the project, the volume of data of basic records to be kept for each developmental programme may be enormous.

New Districts

Pentium	-	Two
Dot Matrix Printer	-	One
UPS (2 KVA)	-	One
MODEM	-	One
Laser Printer	-	One

Old Districts

Pentium	-	One
Laser Printer	-	One

SLO

Pentium	-	One and ten extra nodes
Dot Matrix Printer	-	One
UPS (2 KVA)	-	One
Printer Share	-	Two

5.2.9.6.3 Software Proposed

We have proposed following software for SLO and DLOs

New Districts

DOS 6.2,
MS - WINDOWS - 3.11 (WORKS GROUP),
MS - OFFICE,
FOXPROW,
ANTI VIRUS VACCINE,
BILINGUAL WORDPROCESSOR

Old Districts

NIL

SLO

TURBO C
VISUAL BASIC

5.2.9.6.4 Furniture Required

We have proposed following furniture for SLO and DLOs.

New Districts

Computer Table	-	Two
Computer Chair	-	Two
Printer Table	-	Two
Table	-	Two
Chair	-	Four
Almirah	-	Two
Pedestal Fan	-	Two
Rack (Slotted Angle)	-	Two

Fire Protection		
Equipment	-	Two
Vacuum Cleaner	-	One
Air Conditioner	-	One
Emergency Light	-	One

Oid Districts

Emergency Light	-	One
Computer Table	-	One
Computer Chair	-	One
Printer Table	-	One
Rack Slotted Angles		
Emergency Light	-	One

5.2.7.6.5 Manpower Proposed

We have proposed following manpower requirement for SLO and DLOs :

DLOs

Assistant Computer Programmer	-	One
Data Entry Operator	-	One

SLO

Addl. Programme Officer	-	One
Programmer	-	One
Assistant Programmer	-	One
Data Entry Operator	-	Two

5.2.9.6.6 Training / Workshop

The most important aspect of successful implementation and utilisation of MIS is training and advising the Computer Persons and the end users. They must be trained to use equipment and to follow the procedures required of the new system. We have proposed for training of Computer Persons either in the state office or in any outside institution. Workshop on the successful implementation of Information System will be conducted also.

5.2.9.6.7 Implementation on PMIS, EMIS & FMIS

Information	=	Data, Processing
Data	=	Regarding DPEP / BEP activities.
Information	=	Financial Accounting, Budgeting, Monitoring and other relevant information from PMIS, EMIS, FMIS, SAMIS, BPMIS, AMIS

At national level management in Ministry of HRD, Delhi for District Primary Education Programme in India, there is one Consultancy & Support Services group. At Services. Ed. CIL is fully involved in the implementation of PMIS, ENIS & FMIS.

A. EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS)

(a) Objectives

As a part of the District Primary Education Programmes Implementation Strategy in India, a District Information System for Education (DISE) is to be used as Educational Management Information System in every DPEP / BEP district. A users friendly and Menu Driven Software (DISE) was developed by National Institute of Educational Planning and Administration (NIEPA), Delhi. It is a computer based information system designed to strengthen decentralised planning and management. DISE includes many features which facilitate the day to day management task of educational planners and administrators and also provide a variety of decision support services to technical and professional staff engaged in planning and implementation of BEP / DPEP projects.

A computerised database will be created and maintained at the district level. A proforma for data capturing from all recognised primary schools has been developed. The proforma includes the core set of data that must be collected across all districts to maintain uniformity and comparability across project districts. Correct and authentic data from school registers and other official records as on 30th September of the current academic year shall be provided in the proforma. The proforma was evolved after extensive consultations with the State Govts., MHRD and other experts in the field of educational planning and administration. It will certainly prove to be an asset for all BEP / DPEP districts.

In addition to DISE data capture format, we have proposed for collection and compilation of some more information that is not being supported by DISE and added

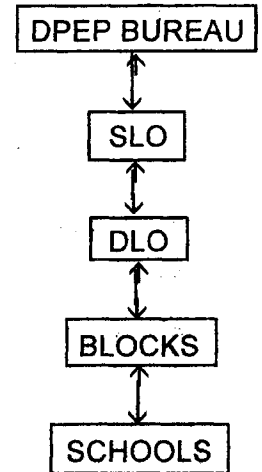
extra five pages format. Software will be developed for additional EMIS (AEMIS).

We have also proposed to involve VEC president to fill - up data on DISE data capture format. As decision is being taken to make him known about the current position of the school functioning and its available facilities, to generate feeling among them about their role in all aspects.

(b) Coverage

All blocks of the district.

(c) Flow of Information :



(d) Action Plan for implementation

In order to introduce DISE and development familiarity with data capture format, data entry system and report generation the following set of activities are proposed at the state and district levels. Training shall be conducted by Computer Persons to AEO/BEEO/DSEs from the BEP/DPEP districts who will receive the training at SLO Patna by the experts from NIEPA.

After getting training, AEO/BEEO/DSEs have to train headmasters / head teachers and VEC Presidents of the concerned area.

In order to implement DISE in BEP/DPEP districts, following action plan are proposed.

Taken - up

- First phase training on operation of DISE and manual has been completed. All Computer Persons from old districts have received training earlier on May 20-21, 1996 by the expert from NIEPA, Delhi.
- 2nd phase training on latest version of DISE operation and manual has been completed. All Computer Persons from old and new districts have received training on February 6-7, 1997 by the expert from NIEPA.
- Field Manuals and questionnaires have been distributed in all the seventeen districts.

- DISE software has been installed in all the seven districts.

Being taken

- Training of BEEOs, AEOs/DSEs, and Headmasters is being conducted in all the seventeen districts. Training is being imparted to VECs Presidents in seven old BEP districts also.
- Data collection, compilation and process of printing reports are under progress.

State Level Actions

- Printing of data capture format and manual.
- Distribution of data capture format and manual.
- Monitoring and evaluation of training.
- Conducting workshops.
- Analysis & reports.
- Distribution of reports.

District Level Actions

- Training of AEO / BEEO / DSEs.
- Training of Headmasters / Head Teachers and VEC Presidents.
- Filling up of the data capture format & verification of data.
- Data Entry.
- Consistency Checkup.
- Report Preparation.
- Distribution of School Profile.
- Distribution of reports.

Venue of training programme for AEO / BEEO / DSEs, headmasters and VEC Presidents will be decided by DPC of the concerned districts and the same will be addressed to State Office immediately.

B. PROJECT MANAGEMENT INFORMATION SYSTEM (PMIS)

(a) Objectives

Project Management Information System (PMIS) has been developed by Ed.

CIL, Delhi for DPEP districts in India. The major role of PMIS is to monitor project activities in terms of financial expenditure and physical achievements against financial and physical targets. It will generate quarterly progress reports which are to be required by DPEP Bureau. It has facility for reappropriation of fund. It has provision to check excess expenditure to the budget amount in any head.

It generates report in following two parts :

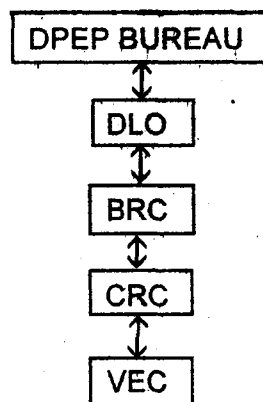
(i) Budgetary Reports :

In this part, it prepares action work plan for the current financial year, progress report at state and district level.

(ii) Financial Report :

In this part, it generates reports on statement of expenditure and reimbursement.

(b) Flow of Information :



(d) Action Plan for Implementation

Taken - up

- First phase training in on the operation of BMIS and manual has been completed. All Computer Persons from old districts and three from new district have received training by the experts from Ed. CIL, Delhi.
- A final copy of software with manual has been supplied in old districts.

To be taken

- Training of computer knowing persons from new districts on operation of PMIS and manual will be arranged.
- A final copy of software with manual will be supplied to new districts.

C. FINANCIAL MANAGEMENT INFORMATION SYSTEM (FMIS)

Bihar Education Project has assigned a job to Ed. CIL for design development of Integrated financial package. The Ed. CIL has retained A. F. Ferguson & Co. (AFF) to study the existing financial system of Bihar Education Project and to design a computerised system for budgeting, accounting and MIS.

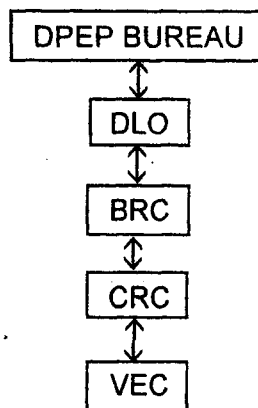
(a) Objectives :

FMIS is an integrated package for Financial Accounting, Budgeting and MIS, FMIS will enable us to maintain accounts & monitor all activities in terms of financial expenditure against targets.

It is a token based voucher entry system. Initially the user will create proforma voucher and later this proforma voucher will be converted into the voucher. Proforma voucher is simply a voucher without a voucher number and voucher date. In place of this, token no. and token date will be printed.

Then user shall print proforma voucher. The voucher shall be manually signed and sent for approval. The signed voucher again shall be used for final posting. On posting the voucher, the system generates a voucher no. and posts it in the ledger on the posting date.

(b) Flow of Information :



(c) Action Plan for Implementation

Taken - up

Before implementation of any information system, first task of software research & development group is to study the problems and needs of an organisation to determine how end users can best accomplish improvements for the organisation. Then they decide about the structure for the efficient capture of data from its source,

the flow of that data to the computer, the processing of that data by the computer, and the flow of useful and timely information back to organisation.

- A. F. Ferguson & Co. has done all the above formalities before design and development of FMIS. Meetings with our state and district officials and programme personnel have been made by the concerned executives, computer and financial experts. They have seen our existing accounting and monitoring system, studied our project activities. Documents regarding action plan, financial norms, programme details and other relevant information have been provided also.
- A two-day workshop was organised in state office for deliberation of draft report which is submitted to SLO from Ed. CIL.
- A three - day workshop was organised from 6 - 8 January, 1997 at PRERNA for deliberation on functional report which is submitted to SLO from Ed. CIL. In this workshop, experts from NIC and other Institutions were also invited. The suggestions given by the experts have been incorporated by the Ed. CIL.

To be taken :

- Training on operation of FMIS and manual to all computer and Accounts persons before implementation of the programme.

5.2.9.6.8 New Information systems in addition to PMIS, EMIS & FMIS

We have proposed to develop new information system in addition to PMIS, EMIS, and FMIS at the SLO level. In this process we may take help from software consultancy. We have conceived to develop following information systems :

(a) Student Attendance Management Information System (SAMIS)

The objective of this package is to collect attendance from the school records quarterly, analyse class-wise enrolment and attendance ratio. Results come out from the report may reflect the success / failure of DPEP and also may seek the name of those schools, where attendance average is very poor in proportion to the enrolment. On the basis of information received from SAMIS, we may conduct special drive to maintain normal attendance in the school.

Actions :

- Evolve data capture format.
- Printing and distribution of data capture format.
- Collection of data through VEC / HM.

- Compilation of data at DLO level.
- Printing of reports.
- Maintaining master database at SLO level for taking early decision.

(b) Achievement Management Information System (AMIS)

Access to school of 6 - 11 years age group children is not only a challenge of DPEP, but the task of DPEP is also to provide good quality education to all children. To check the achievement level of students, BEP has conducted MLL-based evaluation in randomly selected schools. In DPEP, we have proposed to conduct similar type of test in all schools of the seventeen districts annually. For the same we shall develop Achievement Management Information System (AMIS). The tests will be administered in the presence of concerned VEC and school Headmaster. A questionnaire for the achievement test will be evolved at SLO level.

Actions :

- Evolve data capture format.
- Printing and distribution of data capture format.
- Collection of data through VEC / HM.
- Compilation of data at DLO level.
- Printing of reports.
- Maintaining master database at SLO level for taking early decision.

(c) Bal Panji Management Information System (BPMIS)

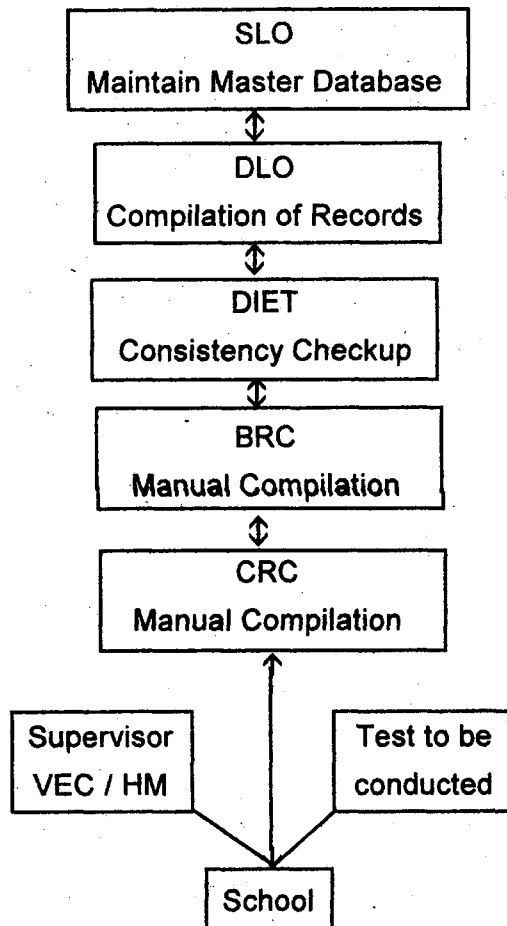
We have also proposed to collect data of 6 - 11 years age group children annually from Balpanji, which is available in each school. With the help of information collected from Balpanji, we may calculate the no. of children, not covered under access to school. If we share the findings of BPMIS in selective programmes of DPEP, the programmes may be more effective and result oriented.

Actions :

- Evolve data capture format.
- Printing and distribution of data capture format.
- Collection of data through VEC / HM.
- Compilation of data at DLO level.

- Printing of reports.
- Maintaining master database at SLO level for taking early decision.

On the basis of resource available, the data collection & compilation process for above purposes will be carried out under the following stages as represented in a diagram.



5.2.7.6.9 Monitoring & Case Studies of MIS in Districts :

State Level Officials will visit the Districts from time to time to monitor the MIS. Problems and difficulties faced by the Computer persons at the Districts will be solved. To strengthen the district's MIS unit, case studies will be carried out by state officials once a year.

5.2.9.6.10 Furnishing of Computer Room

Computer Room of 15 ft. x 15 ft. in district offices will be furnished. Necessary flooring, false ceiling, painting, air-conditioning, electrical work etc will be provided in each Computer Room as needed.

5.2.9.6.11 Maintenance of Computer Machine

After warranty, all machines will come under annual maintenance contract. Contract will be made with reputed organisations. Maintenance of Machines will be done as per term and conditions. The responsibility for maintenance of machines at DLOs will be on the District Programme Coordinator and Computer Person.

5.2.9.6.12 Consumable

Necessary Computer stationary will be made available in the Computer Room as per needs from time to time.

5.2.9.6.13 Software Research and Development

To meet the growing need of the project, MIS has to go for research work and for innovative s/w development work. To increase the efficiency of the project and to crash the activities if required in any of the components, we have to make use of Programme Evaluation and Review Techniques PERT/CPM.

Computer specialists who perform highly skilled and often technical work, workshops may also be conducted with them at the State Level to share experience in design and development about any new information systems and techniques for the project. We can also assign some jobs to private consultancies for design and development of any new information systems. Amount proposed for software research & development of any new information system include the following tasks:

- Surveying the feasibility of the project.
- Studying and analysing the current system.
- Defining end-user requirements for an improved system.
- Design and development of information system.

5.2.9.6.14 Study Tours and Workshops Outside the State (SLO)

Study tours for computer persons will be organised at the State Level for exposure to study the successful MIS units of National Level organisations, both within and outside the State. The Main objectives for such tours will be to improve the MIS set-up of its own units at SLO and DLOs, by taking experience of other competent organisations.

5.2.9.6.15 Operative Expenses

It will include expenditures on Computer Machines and MIS, not included in the above items.

5.2.9.6.16 Publication and Distribution of Information Bulletin and Annual reports

MIS will prepare relevant statistics on each of the components and will publish Quarterly Information Bulletin which will be further distributed to DLO, BRC, CRC, training institutions, school / VEC levels. Similarly Annual Reports will be published and disseminated at all levels.

Data formats and manuals will be printed and distributed as and when required.

5.2.9.6.17 Data Base Administration

The project is full of information explosion due to complexity of its components and management. Proper maintenance and administration of data base is urgently required by MIS.

**III. BUILDING
&
STRENGTHENING STATE
INSTITUTIONAL CAPACITY**

5.3 BUILDING & STRENGTHENING STATE INSTITUTIONAL CAPACITY

5.3.1 STATE IMPLEMENTATION SOCIETY

5.3.1.1 BACKGROUND

Management for social change has been a key concept in the entire BEP implementation machinery from its very beginning. The BEP main document states, "The most important characteristic of management will be its mission mode." Unlike the well established bureaucratic system of control, subordination and hierarchical structures the BEP management is permeated with individual devotion and sensitive commitment to the project goals. The participative system of management promotes flexibility, innovations and mutual accountability at all levels. The Bihar Education project council and the Executive committee were formed in this spirit of management for social change.

5.3.1.2. BIHAR EDUCATION PROJECT COUNCIL

AT THE state level BEP is implemented by the BIHAR EDUCATION PROJECT COUNCIL which is an autonomous society registered under the societies Registration Act.

The General council headed by the chief Minister as its president is the highest body of BEP which is responsible for the overall guidance with regard to the policy related matters and review of the project. Besides the concerned Ministers, the members include representatives of related government departments, educationists, social workers, women activists, NGOs, teachers' representatives and others.

The Executive committee is similarly structured with the Education Secretary as its Chairman and the state project Director as its member-secretary. The executive committee is responsible for the management and administration of the affairs of the BEP Council towards the achievement of the project goals.

The Mission TASK FORCE COMPRISING of the state project Director and all the component heads and other full time project staff work towards the attainment of the project goals through regular participative process of planning, monitoring and evaluation.

The "ZILLA KARYAKARINI " is the district unit of the BEP and it is headed by the District collector. In the district this body is responsible for the implementation of the project. The District programme coordinator is the member-secretary of the Zilla karyakarini and the executive head of the project in the district . The DPC is selected and appointed by the state level Executive committee. Under the overall supervision and guidance of the State level BEP Executive committee, the district BEP unit is

responsible for all the activities connected with the formulation, implementation and monitoring of the district plan. The BEP has its service regulations and financial regulations. The executive committee is competent to take policy decision regarding organizational structures, service rules and financial rules. The council is competent to lay down broad policy guidelines.

5.3.1.3 SELECTION AND APPOINTMENT OF STAFF IN BEP

There is no provision for direct or permanent appointment in BEP. However, there is provision to appoint personnel on the basis of deputation or to take the service of personnel on contract for a specified period of time. Identification- cum- selection workshops are conducted to ensure that the right kind of persons with commitment and motivation.

PROPOSED STAFF PATTERN OF THE STATE/DISTRICT PROJECT OFFICE

Sl. No.	Name of Post	No. of Posts	
		SLO	DLO
1.	State Project Director	1	-
2.	Addl. State Project Director	1	-
3.	District Programme Co-ordinator	-	1
4.	Addl. District Programme Co-ordinator	-	0 to 2 *
ACCOUNTS & ADMINISTRATION			
5.	F. A. & Chief Accounts Officer	1	-
6.	Administrative Officer	1	-
7.	Finance/Accounts Officer	1	1
8.	Accountant	2	1
9.	Accounts Assistant	2	2
CIVIL WORKS			
10.	Engineer	1	-
11.	Assistant Engineer/Architect	2	2
12.	Junior Engineer	-	4
MAHILA SAMAKHYA # #			
13.	Project Officer	1	-
14.	Addl. Programme Officer	1	-

15.	Asstt. Programme Officer	-	1
16.	Resource Person	1	1
16.	Assistant Resource Person	-	1

These posts are not included in the Project Management either in SLO or in DLO. Expenditure on these posts will be booked under GRANT TO MAHILA SAMAKHYA.

M. I. S.

17.	Addl. Programme Officer (Computer)	1	-
18.	Programmer	1	-
19.	Assistant Computer Programmer	1	1
20.	Data Entry Operator	2	1

PROGRAMMES

21.	Programme Officer	4	-
22.	Addl. Programme Officer	2	-
23.	Asstt. Programme Person	-	3
24.	State Resource Person	5	-
25.	Resource Person	-	1
26.	Assistant Resource Person	-	4
27.	Research Associate (MRE)	1	-

OFFICE & SUPPROT

28.	Secretary to State Project Director	1	-
29.	Senior Stenographer	2	-
30.	Librarian cum Documentation I/C	1	-
31.	Steno / Typist	5	3
32.	Office Assistant (for DLO - office - stores Assistant)	1	1
33.	Purchase Assistant	1	1
34.	Stores Assistant	1	-
35.	Receptionist - Telephone Operator	1	-

36.	Technician - cum - Communication Asstt.	1	-
37.	Drivers	6	6 4 to 5
38.	Peons/Night Guards	7	6
* Need based.		Total :	56
			39 to 41

(Details are attached & marked as Annexure - A)

5.3.2. STRENGTHENING OF BIHAR STATE TEXT-BOOK PUBLISHING CORPORATION

5.3.2.1 For the successful implementation of DPEP, there is an immense need for strengthening of Bihar State Text-Book Publishing Corporation (BSTBPC), which is situated in the state capital of Patna. At the BSTBPC, most of the composing work is done manually. Its machines have become quite old and outdated, due to which efficiency of the Corporation in printing and distribution of the books in time has decreased substantially. At present, the BSTBPC is dependent on the several small private presses for the composing and printing of Text-books upto secondary level.

Hence, there is an urgent need for streamlining of the production of Text-Books and its distribution system. For qualitative production of MLL based Text-Books for DPEP districts and other districts, procurement of new machines would be quite necessary. This is essential also due to the increasing demands for text-books at the primary level. Capacity building of various personnel of BSTBPC like composers, illustrators, proof-readers editors etc. would be necessary to ensure the desired quality in Text-Book production. Detailed project proposal for the strengthening of BSTBPC is attached at Annexure-(B).

5.3.3. STRENGTHENING OF SCERT

SCERT, Bihar needs to be strengthened to take up the role expectations envisaged in the DPEP guidelines. It has to play a pivotal role in providing academic and training support to the various programmes of DPEP. For Strengthening of SCERT, there will be need for the recruitment of additional staff in its various departments besides improving the available infrastructural facilities.

The capacities of existing staff would also be strengthened, Hence, support to SCERT will be needed in the form of additional personnel and resource as well as the capacity building of the existing staff. A detailed project for the strengthening of SCERT is attached at annexure-(c).

5.3.4. ESTABLISHMENT OF STATE INSTITUTE OF EDUCATIONAL MANAGEMENT AND TRAINING (SIEMAT) :

The proposal and budget for establishment of SIEMAT is attached at Annexure (D).

PROJECT MANAGEMENT PLAN

STATE & DISTRICT MANAGEMENT STRUCTURES & PROCESSES

BIHAR SHIKSHA PARIYOJNA PARISHAD (BSPP), an autonomous society registered under the societies Registration Act, 1860 with its registered office and headquarters at patna, which is successfully implementing the Bihar Education Project in seven districts of Bihar will be State Implementing society (SIS) for DPEP III in 17 educational districts (inclusive of seven BEP districts) of Bihar comprising of 27 revenue districts.

BSPP has its own memorandum of association (MDA) and Rules including BEP - service Regulations, and BEP - Financial Regulations duly approved.

These documents will form part of this Chapter.

2: The area and extent of DPEP III in Bihar may be seen from the following table :-

	REVENUE DISTRICT	BLOCK	VILLAGES	HABITATIONS
BIHAR :	55	721	60568	111021
DPEP - III	27*	376	40323	54180

* Total educational districts are only 17 where DLOs will be established.

3.: The **BSPP** has two organs, namely :

- (i) **GENERAL COUNCIL** with chief Minister as ex-officio president and Education Minister as ex-officio vice president, and
- (ii) **EXECUTIVE COMMITTEE** under the chirmanship of the Secretary Primary Education Department Govt. of Bihar.

The **STATE PROJECT DIRECTOR**, who is appointed by the state Government, is Member-secretary of the General council and the Execurive committee of the General council. The State Project Director is also the Printciple Executive Officer of the Parishad vested with all executive responsibilities with adequate powers to (i) ensure proper administration of the affairs and funds of the parishad, and (ii) implementation of various activities of the pariyojna under the guidance of the chairman of the Executive committee.

4: As may be seen from the MDA and RULES of BSPP the two bodies i.e. General Council and the Executive committee have adequate representation from Central Government, State Government, UNICEF, apex national and state Institutions, NGOs and Voluntary Agencies, Teachers, Parents, and community.

5. **Project Management in DPEP - III** will operate and facilitate at State/District level. It will be a **MANAGEMENT FOR CHANGE** and will involve the following:
- * Willing, dedicated and committed staff,
 - * Learners,
 - * Parents,
 - * Community,
 - * Voluntary agencies,
 - * Resource Institutions,
 - * Creative Individuals

6: Following will constitute policy and working strategies of the Management :

- * Small Staffs,
- * Mission Mode,
- * Sense of Urgency,
- * Time bound schemes
- * Accountability,
- * Constructive and Participatory involvement,
- * Risk taking and decisiveness,
- * Concurrent Evaluation and regular monitoring,
- * Financial prudence: Transparency in transaction,
- * Cost effective,
- * Innovation

Endeavour will be made to take more and more suitable and competent women, SC and ST in management structure. The above involvements and strategies will enable the management to have constructive relationship with Learners, Teachers , parents, Community and Voluntary Agencies and thereby generate confidence and competence in them so as to make them able to ensure sustainable development after the close of the programme after five years. Project management lays emphasis on the involvement of the various departments of the state government for convergences in various fields. Management will take up only such activities which are (1) relevant, (ii) feasible, and (iii) sustainable in the larger context of DPEP goals and in the process build system that are cost-effective, replicable and sustainable.

AT THE STATE LEVEL :

BSPP which is the State Implementing Society for DPEP -III is supposed to provide, by way of state component, the resource and management backup for the implementation of the districts components. State intervention will therefore comprise the following

- * Development of MIS
- * capacity building
- * Training Modules,
- * T.L.M.
- * Instructional Materials
- * Monitoring, Research & Evaluation

ORGANISATIONAL STRUTURE at the state llevel is Annexure - 1

7. **STATE LEVEL OFFICE :** State level office (SLO) is already established and working. In SPO a culture of coordination has been built from the very beginning in which people meet frequently in small, managable groups, discuss milestones, recall suceses and analyse failures to perform anf achieve better subsequently. Staffing pattern in SLO will be as given in Annexure - II. Note on justification is also given there.

STEERING GROUP : This Group is constituted by the SPO for each of the programme components and functional areas. This Group will consist of eminent experts and speciallists of the relevent components and will work as "think tank" for the parishad/ Management.

MISSION TASK FORCE (MTF) : TASK FORCE at the SPO level will ccomprise of the project/programme officer of every component which would function as a cohesive team for achievement of the object DPEP III.

8. **ZILLA KARYAKARINI (EXECUTIVE COMMITTEE AT DISTRICT LEVEL)**

There will be a District level office (DLO) in each DPEP district i.e. in each of the 17 educational districts, at the district hars. of the educationall district. Such DLO is already in existence in 7 BEP districts. From administrative and functional point of view the 17 DPEP districts needed to be classified in to three categories.

CATEGORY-A

Educational district which is the headquarter of the divisional commissioner and which has more than

one Revenue district. Bhāgallpur, Hazaribagh, Munger and Purnea)

CATEGORY-B

Educational district having tow Revenue districts (Bhojpur, Rohtas and Sitamarhi)

CATEGORY-C

Educational district which is co-terminus with Revenue district.(Chatra, Darbhanga, Dumka, East Singhbhum, West Singhbhum, Gaya, Ranchi, Muzaffarpur, Vaishali, and West Champaran)

There will, therefore , be slight variation in formation of Executive committee (EC) in these three categories of districts.

EXECUTIVE COMMITTEE of (A) districts will consist of the divisional commissioner as Chairman, DMs/DCs of all revenue district as Vice Chairmen and DDCs of all Revenue districts as Members besides other ex-officio and non-official members.

EXECUTIVE COMMITTEE OF (B) districts will consist of the district magistrate of the educational district as Chairman, DM of both the districts as Vice Chairmen besides other ex-officio and non-official members.

COMMON MEMBERS of the Executive Committee of each district may be District Development officer, District Education Officer, D.S.E., District Mass Education officer, District Inspectress of Schools, Chief Medical Officer or A.C. M.O. District Welfare Officer, Executive Engineer, PHED, Sub Divisional Education Officers, COPO, Nominee of the State Project Director, besides representatives from NGOs, VECs, Teachers and parents, District Management, Stucture is given in Annexure III.

9. DISTRICT PROJECT OFFICE

DISTRICT PROJECT OFFICE (DPO) at the district level will be headed by District Programme Co-ordinator (DPC) who will be appointed by the Executive Committee of the Bihar Shiksha Pariyojna Parishad. He shall have the same powers and responsibilities in relation to DPEP at the district llevel as the State Project Director has at the state level subject to entitlement, jurisdictional competence, and delegation of financial and administrative powers as decided by the EC of the BSPP. Staffing pattern of DLOs will be more or less common in all districts except that there will be Addl. DPCs/Addl. DPC in educational districts having more than one big revenue district except Sitamarhi where provision of Addl. DPC is not considered necessary because of Sheohar being very small revenue district. Besides, in Munger though there are 4 revenue district, yet we propose only two Addl. DPC keeping in view the

smaller territorial jurisdiction of Lakhisarai and Shikhpure revenue districts. Under this arrangement there will be 2 Addl. DPCs in Purnea, Munger and 1 Add. DPC in Rohtas, Hazaribagh, Bhagalpur and Bhojpur districts. Proposed DLO staff structure is enclosed as Annexure IV. Note on justification is also given there.

INTERIM ARRANGEMENT FOR DPC & ADDL DPC

Shortlisting of eminently suitable personnel for appointment as District Programme Co-Ordinator/Addl. DPC will, for obvious reasons, take some time because it would not be advisable to finalise it in haste. At the same time it is also necessary to ensure that right from the very beginning the DLO has a firm root and able guidance so that when DPCs and Addl. DPCs are appointed they do not experience any difficulty. For this there will be an ex-officio arrangement in 10 new educational districts for a tentative period of one year in the beginning. In these districts the DM/DC of the educational district will be the ex-officio D.P.C. of the district and DSE of the district will look after the DPO as special officer on ex-officio basis. This system will ensure convergence of plan preparation entities with the plan implementation entities for some time so that implementation takes place smoothly.

Meanwhile, SPO will make endeavours to select suitable persons as DPCs/Addl DPCs.

STEERING GROUP

DLO will set up steering Groups for each programme component and functional area. This SG will function as "think tank" for the component at the district level

DISTRICT TASK FORCE

The programme officer/Asstt. programme officer of the components will together constitute the district Task Force (DTF) which will meet regularly and shall work as an organic team for furthering DPEP at the district level.

10. TWINNING OF BEP DISTRICTS WITH NON-BEP DISTRICTS

All DPEP districts have to prepare for project implementation for which they have to carry out a number of activities between appraisal and start of the programme. For this, non-BEP districts will need assistance from the BEP districts who have fair knowledge and experience of working in a similar programme/project programme wise there are many similarities in DPEP and BEP.

In fact, during the period of preparation of draft component/Investment plans, non-BEP districts have been working under the guidance/with the assistance of BEP districts.

BEP districts and non-BEP districts have been twinned as below with a view to strengthening the readiness of non-BEP districts for project implementation.

Name of BEP districts	Name of non- BEP districts twinned
1	2
1. Chatra	Gaya/Hazaribagh
2. Rohtas	Bhojpur
3. Ranchi	Bhagalpur/Munger
4. East Singhbhum	Dumka/West Singhbhum
5. Muzaffarpur	Vaishali
6. West Champaran	Darbhanga
7. Sitamarhi	Punea

This twinning would continue beyond appraisal upto the point of time when non-BEP district feel confident enough to then the project/programme on their own without guidance/assistance from BEP districts.

11. PROGRAMME FOR STAFF TRAINING

The staff positioned at SPO/DPO would be imparted :

- | |
|--|
| <ul style="list-style-type: none"> * Orientation training * Professional training * Study tours |
|--|

* Orientation training would be in-house training programme involving senior personnel and experts etc. as resource persons through participatory methodology.

Orientation training would provide a right kind of attitude through :

- | |
|---|
| <ul style="list-style-type: none"> * Understanding DPEP issues * Understanding Mission-Mode * Understanding Community - BEP relationship * Gender Sensitization * Education as a tool of social transformation * Understanding socio-economic-cultural processes and problems |
|---|

* Professional training would be imparted by networking State/National level institutions/experts/NGOs in following manner :

<u>Activities</u>	<u>Resource persons/institutions</u>
Accounting +procurement	- DPEP Bureau/TSG
MIS (FMIS + EMIS +PMIS)	- DPEP Bureau/TSG/NIEPA
Management/Planning + Micro Planning	- NIEPA
NFE/Alternative Schooling	- NCERT/TSG/NGOs.
Teacher Training + Material Development	- TSG/NGOs/Experts
ECCE -	- NIPCCID/NCERT/NGOs
Mahila Samakhya	- SLO/Experts/DPEP Bureau/NGOs
Engineers/Architects	- TSG/National State level Experts/Institutions.

* Study Tours would be arranged to other DPEP states/institutions working in the field of primary education so as to learn from the experience of similarly place people.

12. PLANING AND REVIEW OF THE AWPB

Planning of the AWPB would encompass stakeholder participation and AWPB would be prepared in accordance with the policies, guidelines and procedures published in the DPEP guidelines and procedures published in the DPEP guide lines and Manual of Programme Administration. The school mapping exercisees, data obtained through EMIS and feedback from grassroot would form the basis among other relevant things, at the time of preparation of the AWPB at the district level.

Review of the AWPB would be made through

- (i) Field Visits
- (ii) Reflection-cum-planning meeting at the state/district levels.
- (iii) P.M.I.S. data

Four to five districts would be assigned to each SLO programme personnel who would undertake the field visit & review the progress of AWPB in respect of the specific component he/she would be concerned with. The

SPO/Add1-SPO would make extensive tours in the districts. But the review would not be in a bureaucratic frame work, it would be supporting/facilitating machanism where by programme thrust/achievement would be accelerated.

RPMs would take place every month at SLO/DLO level. At SLO,DPCs would participate and extensive review would be undertaken. At DLO, it would be monthly review in the meeting of DTF. The RPM would again be facilitating review exercises in a mission-mode. The RPM would serve as a self-inttropection exercises.

The civil work incharge would have bi-monthly RPM At SLO and monthly RPMs would kake place at DLOs to review the progress of civil works.

At the district level, the DPC/Addl. DPC would make extensive field visits to ensure sucess of AWPB. The programme personnel at DLO be part of the planning implementation-cum-self-review exercises.

It is expected that the SLO-DLO would work in tandem and in a mission mode to achieve the targets set under AWPB.

The able guidance of the Executive committee and deliberations at MTF/DTF meetings would also accelerate the process of conscious self-target setting, review and achievement.

13. DISBURSEMENT OF FUNDS/ACCOUNTING & AUDITING PROCEDURE

As shown in Annexure - V

14. PROCUREMENT POLICY

Procurment policy proposed to be followed by BSPP in DPEP-III is enclosed as Annexure - VI

15. PROGRAMME MONITORING THROUGH PROJECT MANAGEMENT INFORMATION SYSTEM (PMIS) AND EDUCATIONAL MANAGEMENT INFORMATION SYSTEM (EMIS)

MIS AT A GLANCE

A MIS is an integrated human and computor based process for providing all of the information needed to support the activities, management and decision making of an orranisation. The information provided by an MIS is used to plan,monitor and control all of the organisation's activities.

END-USERS, THE BENEFICIARIES OF INFORMATION SYSTEMS

Those people whose jobs involve the creation processing and distribution of

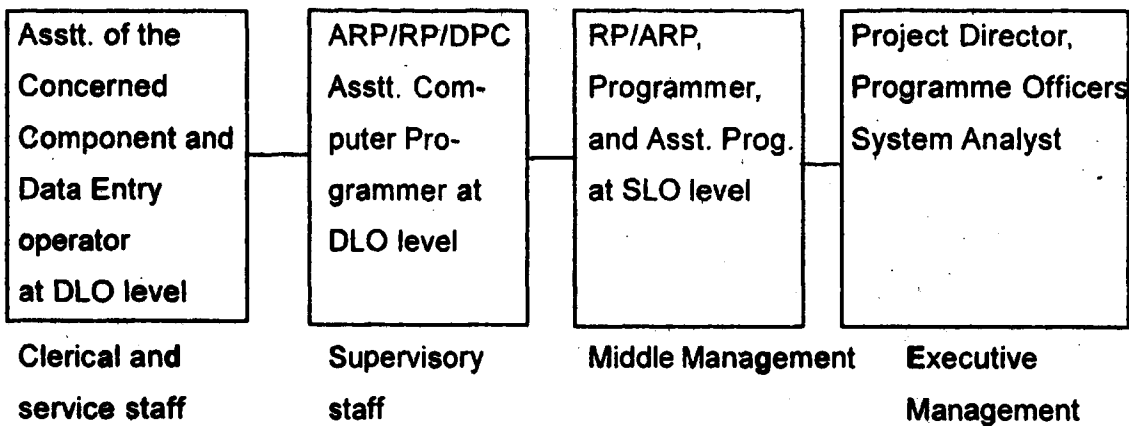
information is called knowledge worker and the knowledge workers are the end users of the information system. We can classify end-users into four groups according to their level responsibility and authority.

Clerical and Service Staff : Who perform the day-to day information activities in the organisation. Most clerical and service workers either respond to information or capture the raw data needed to produce information .

Supervisory Staff : The lowest level of management, control day-to-day operation in the organisation. They maintain day-to-day detailed and historical information about the activities performed by the organisation.

Middle Management Staff : is concerned with relatively short term planning organising,controlling and decision making.They are concerned with a month of a quarter time frame. Some of their functions include gathering operating information for higher levels of management.

Executive Management Staff : is responsible for long term planning and control for the organisation. They examine past trend, establish long-range plans and policies for the organisation and evaluate how well the organisation carries them out. The above network represent as follows in DPEP :



INFORMATION SYSTEMS COMPONENTS

Most system can be described in terms of inputs, outputs, and process. Any system's components can be clarified according to this input-process-output model. Components of the information system can be described as follows :-

End-Users : as described above and proposed in our plan.

Method and Procedure : to be followed as catered instructions from the PMIS and EMIS manual.

Computer Software: as proposed in our plan as per the PMIS andd EMIS compatibility.

Data Storage : will be the hard disk for the system and cartridge & diskettes may be used for long term backup.

Internal Controls : feedback of the existing system regarding success/failure/any other difficulties or technical problems. The same will be addressed to the concerned SRG for information and rectification.

INFORMATION AND ANALYSIS

Information is a crucial commodity for end users. The information system's ability to produce useful information can be evaluated for problems and opportunities. Improving information is not a matter of generating large volumes of information. In fact, information overload is a major problem in any organisation.

Situations that call for information include

- * Lack of any information concerning the decisions or current situations
- * Lack of relevant information concerning the decisions
- * Information that is not a form useful to management
- * Lack of timely information
- * Too much information
- * Inaccurate information

BEP/DPEP would like to take full precaution in the above matter.

IMPLEMENTATION OF INFORMATION SYSTEM IN BEP/DPEP

The original MIS concept was the idea that a single large-scale, integrated system could be developed to support all levels of management. Organisations were unable to achieve this goal of the organisation's objective. The same concept is being followed under BEP/DPEP.

BEP/DPEP has proposed to implement three information systems from the beginning of the project on the same correct and predefined method as stated above.

Details of PMIS, EMIS & FMIS has been mentioned in the chapter of MIS component.

ANNEXURE - I

ORGANISATIONAL CHART AT STATE LEVEL

A: GENERAL COUNCIL OF BIHAR SHIKSHA PARIYOJNA PARISHAD			
	* Chief Minister - Chairman		
	* Education Minister - Vice Chairman		
	* State Project Director - Member - Secretary		
B: EXECUTIVE COUNCIL OF B. S. P. P.			
	* Education Commissioner - Chairman		
	* State Project Director - Member - Secretary		
C: STATE PROJECT OFFICE : SLO			
	* Steering Groups	* S. C. E. R. T.	
	* Task Force	* S. I. E. M. A. T.	
		* B. S. T. B. P. C.	
	* State Project Director		
	* Addl. State Project Director		
	* Project/Programme Personnel		
	* Support Personnel		
D:			
ADMINISTRATION & ACCOUNTS	PROGRAMME	M. I. S.	QUALITY
* Recruitment	* Primary Formal Education	* E. M. I. S.	* Monitoring
* Staff Welfare	* Civil Works	* F. M. I. S.	* Research
* Office Administration	* Training	* P. M. I. S.	* Evaluation
* Meetings (GC & EC)	* Mahila Samakhya		
* Statutory Audit	* ECCE		
* Internal Audit	* Community Mobilisation		
* Audit by A. G. Bihar	* Alternative Schooling		
* Accounts Keeping			

ANNEXURE - II**STAFF STRUCTURE : S. L. O. (PROPOSED)**

Sl. No.	Name of Post	No.	Total
A.			
1.	SP State Project Director	1	
2.	SP Addl. State Project Director	1	= 2
B. ACCOUNTS & ADMINISTRATION			
3.	SP Financial Advisor & C. A. O.	1	
4.	SP Administrative Officer	1	
5.	PR Finance / Accounts Officer	1	
6.	PR Accountant	2	
7.	SV Assistant Accountant	2	= 7
C. CIVIL WORKS			
8.	SP Engineer CWM	-	1
9.	PR Assistant Engineer/Architect	2	= 3
D. MANILA SAMAKHYA**			
10.	SP Project Officer	1	
11.	SP Addl. Programme Officer	1	
12.	PR Resource Person	1	= 3
** These three (3) posts are not part of SLO Project Management. Expenditure on these three posts will be booked under Grant to Mahila Saamakhyas.			
E. M. I. S.			
13.	SP Addl. Programme Officer (Computer)	1	
14.	PR Programmer	1	
15.	PR Asstt. Computer Programmer	1	
16.	SP Data Entry Operator	2	= 5
F. PROGRAMMES			
17.	SP Programme Officer (PFE/AS/MRE/CM)	4	
18.	SP Addl. Programme Officer (ECCE/MRE)	2	
19.	PR State Resource Person (PFE/AS/MRE/CM/ECCE)	5	
20.	PR Research Associate (MRE)	1	= 12
G. OFFICE & SUPPORT			
21.	Secretary to S. P. D.	1	
22.	Senior Stenographer	2	
23.	Librarian cum Documentation Incharge	1	
24.	Steno/Typist	5	
25.	Receptionist cum Telephone Operator	1	
26.	Office Assistant	1	

27.	Stores Assistant	-	1	
28.	Purchase Assistant	-	1	
29.	Technician Cum-Communication Assistant	-	1	
30.	Drivers	-	6	
31.	Peons/Nightguard	-	7	= 27
Total No. of Posts Proposed			= 56	

NOTE ON JUSTIFICATION FOR THE PROPOSED STAFFING PATTERN AT SLO

Posts in A, B, C, D, E and G are within DPEP indicative parameters.

As regards posts proposed under PROGRAMMES i.e. 12 (twelve) the proposal is on minimum side. There are five Programme Components excluding Mahila Samakhya. They are Primary Formal Education/Training; Alternative Schooling; Monitoring, Research and Evaluation; Community Mobilisation and E. C. C. E. There will be 17 DPEP districts. The 12 hands proposed for these five components are/will be required to do the following :-

- * Plan, implement and monitor these programmes.
- * Supervise district Programmes.
- * Facilitate, assist and support district programme teams to ensure optimum qualitative and quantitative achievement.
- * Posts of Assistant Engineers (2) will phase out after the civil construction at State/District level is over, say after the 3rd year i. e. after 36 months of the commencement of project implementation.

ANNEXURE - III

DISTRICT MANAGEMENT STRUCTURE

A:	ZILA KARYAKARINI (DISTRICT'S EC)	NATURE OF Z. K. (district's EC)
	<ul style="list-style-type: none"> * Divisional Commissioner/DM/DC - Chairman/Cochairman as the case may be * District Level officials - Members * Representatives of Interested Agencies - Members * D. P. C. Members - Secy. 	<ul style="list-style-type: none"> * Executive body at district level with well defined powers
	<hr/> <p>TOTAL MEMBERS NOT TO EXCEED 15</p> <hr/>	<hr/> <p><u>FUNCTION OF Z. K.</u></p> <ul style="list-style-type: none"> * To review progress * To widen involvement of participating Agencies * Responsibilities for Programme Implementation. <hr/>
B.	<p><u>DISTRICT PROGRAMME OFFICE (DLO)</u></p> <ul style="list-style-type: none"> * D. P. C. - Chief Executive at district level * Programme Personnel * Support Personnel <hr/>	<p><u>FUNCTIONS & RESPONSIBILITIES</u></p> <ul style="list-style-type: none"> * To set up Steering Groups for each programme component/functional area. * To constitute District Task Force with head of the Steering Group. <p>Which will work as an organic team for furthering the Programme at district level.</p> <hr/>
C.	<p><u>District Task Force</u></p> <ul style="list-style-type: none"> * DDC - Chairman * Programme incharges - Members * District Level Officials - Members * DPC - Member Secretary 	<ul style="list-style-type: none"> * Overall implementation & Supervision. * Coordination with Edn. Department. * Convergence with other related Departments of Govt./NGOs.
D.	<p><u>DIETs</u></p> <ul style="list-style-type: none"> * To act as RESOURCE GROUP & RESOURCE CENTRE for * Training to Master Trainers, Trainers, Teachers * For their capacity Building 	

ANNEXURE - IV
PROPOSED DLO STAFF STRUCTURE

Sl. No.	Name of Post	No.	Total
1.	2.	3.	4.
1.	District Programme Co-ordinator	- 3	4
2.	Addl. D. P. C. (need based)*	- 1	1 to 2
----- ACCOUNTS & ADMINISTRATION			
3.	Finance/Accounts Officer	- 1	
4.	Accountant	- 1	
5.	Accounts Assistant	- 2	= 4
----- CIVIL WORKS			
6.	Assistant Engineer	- 2	
7.	Junior Engineer	- 4	= 6
----- MAHILA SAMAKHYA			
8.	Asstt. Programme Officer	1	NB These 3 posts are included in the total no. of 11 under Programmes.
9.	Distt. Resource Persons	1	
10.	Asstt. Resource Person	1	
----- M. I. S.			
11.	Asstt. Computer Programmer	- 1	
12.	Data Entry Operator	- 1	= 2
----- PROGRAMMES			
13.	Asstt. Programme Officer	- 4	
14.	Distt. Resource Person	- 2	
15.	Asstt. Resource Person	- 5	= 11
----- OFFICE & SUPPORT			
16.	Assistant Cum-Store Keeper	- 1	
17.	Purchase Assistant	- 1	
18.	Stenographer	- 1	
19.	Typist	- 2	
20.	Driver	- 4 to 5	
21.	Peon/Nightguards	- 6	= 15 to 16
Total Staff Strength per DLO will be			= 39 to 41

* There will be 2 Addl. DPCs in Purnea; 2 in Munger; and 1 each in Rohtas, Hazaribagh, Bhagalpur and Bhojpur.

* APO/DRP/ARP appointed for Mahila Samakhya will not count in Management as they will be shown under "Grant to Mahila Samakhya".

NOTE ON : JUSTIFICATION FOR THE PROPOSED STAFFING PATTERN AT DLO :

Save under Programmes staff strength in all functional areas are below DPEP indicative parameters even though the number of DPEP districts being 17 is very large, in fact there are 27 revenue districts i. e. some educational districts comprise of more than one revenue districts.

AS REGARDS PROGRAMMES :

The total strength of 8 (11 - 3) is meant for quantitative as well as qualitative achievements in programme areas i. e. PFE/T; Com-Mobin; A. S.; ECCE; MRE. They are required to make regular field visit in the area; facilitate where necessary, monitor the programmes from time to time; arrange for feedback to SLO. In view of above the proposed programme personnel strength of 8 is on the minimum side.

* The civil work may be completed in the districts, say, by end of the 3rd year or after few months in the 4th year of the project implementation. So a skeleton staff of one Asstt. Engineer will remain at the DLO to look after repairs/maintenance work to be undertaken by VECs. Other staffs may phase out.

* The linkage between the size of the staff required and the needs of the districts in terms of physical expanse, or programme requirements warrant Additional DPCs in some of the big educational districts comprising of more than one big revenue districts as well as sufficient staff for the programmes keeping in view the past experience of low fund utilization in BEP.

ANNEXURE - V

DISBURSEMENT OF FUNDS/ACCOUNTING & AUDITING PROCEDURE.

A: FUNDS WILL FLOW / COME

- * Government of India
- * Government of Bihar
- * UNICEF

Through DD/Cheques

FUNDS WILL ALSO BE EARNED FROM

- * Interest from SDRs
- * Interest from S. B. A/Cs

Through Bank Transfer / Cash

B: ALL FUNDS & EARNINGS WILL COME TO

BIHAR EDUCATION PROJECT COUNCIL AND WILL BE KEPT IN

- * Bank A/C with authorised Banker
- * Short Term Deposits with Bank

C: FUND FLOW FROM S. I. S.

- * To DLO - through Bank Transfer
- * A/C Payee Cheque
- * A/C Payee D. D. In accordance with approved Work Plan.

D: FUND FLOW / DISBURSEMENT FROM DLO

<u>TO</u>	<u>METHOD / MODE</u>
* DIET	- A/C Payee DD/Cheque
* B. R. C.	- A/C Payee DD/Cheque
* C. R. C.	- A/C Payee DD/Cheque
* V. E. C.	- A/C Payee DD/Cheque
* Schools	- A/C Payee DD/C to VEC.
* Teachers	- A/C Payee Cheque

E: MAINTENANCE OF ACCOUNTS

- * Double Entry System
- * FIMS developed by Ed - CIL will be used.

F: AUDIT

- * Internal Auditor will examine accounts / expenditure of each DLO once in every two months.
- * Statutory Audit will be done every year by Statutory Auditor appointed by the Executive Committee of the BSPP.
- * Comprehensive annual audit will be done by the A. G. Bihar on behalf of C. A. G.

G: GENERAL

EXPENDITURE / PAYMENT WILL BE SANCTIONED BY

- * Competent Authority
- * Within approved work plan
- * Subject to Budget provision.
- * In accordance with rules / procedure

BANK TRANSACTIONS WILL BE MADE BY

- * Authorised signatory / signatories
- * Within delegated competence
- * Based on Competent sanction

BANK RECONCILIATION WILL BE DONE

- * At regular interval
- * If necessary, any time.

H: IN ALL FINANCIAL TRANSACTIONS

- * Prudence
- * Cost effectiveness
- * Transparency

WILL BE MAINTAINED.

ANNEXURE - B

PRODUCTIVITY IMPROVEMENT OF BIHAR STATE TEXT BOOK PUBLISHING CORPORATION

OBJECTIVE

The Bihar State Text Book Publishing corporation was set up in 1966 and it commenced commercial production in 1972 for the production of State Core Text Book for class I to X in collaboration with GDR. The Corporation has been given the responsibility for developing new core text - books in incorporating the principles of minimum levels of learning. While the infrastructure created, keeping in view the requirement at that point of time, was very good, but with the increased demand of books and other requirements it has rather become essential to revamp the facilities and to upgrade technology with refresher and revamping training needs to meet the growing demand and improving the functioning of the press. It has thus become essential to assess the existing capacity, the training needs for human resource development with a view to derive the maximum benefit keeping in pace with the present trend and need for imparting modernised skills for improving the profitability of the Corporation and meeting the challenges of the increased demand of books publishing. It has become all the more pertinent to impart comprehensive as well as short duration training to the employees and officers of the Corporation especially of the technical side.

The fact needs further emphasis especially in view of the demand of text-books increasing every year. The books being produced by the Corporation is in declining trend due to the technology being used in printing being outdated and further aggravated on account of the age of machines and equipments.

STRATEGIES

1. Printing Section :

1.1 Desk Top Publishing : In the Corporation the text-books are printed with the assistance from its own Press and some registered Presses located in the State capital. Monotype keyboard and caster and being used for composing in the Corporation. But it is realised that for improving the design of the books and making them suitable to the pedagogical needs of the pupils, new technology is to be introduced in the field of composing. The Corporation has no plan to introduce, new technology from its own fund. It is estimated that the Corporation will be entrusted large quantum of printing work by the Bihar

Education Project in the coming years. The books would be the core textbooks/other teaching & learning materials including teacher's guide-book etc. The Corporation understands that the designs, get up and illustrations of the books be printed in such a manner that text-books are made anesthesically pedagogically suitable to the psychological need of the primary school children. The monotype keyboard and caster which are being used for composing in the Corporation will not be suited to the requirements. In that case the only option for the Corporation is to go for Desk Top Publishing System. So we propose that Desk Top Publishing system be introduced in the Corporation from DPEP funds. The budget for the Desk Top Publishing system is enclosed.

1.2 TRAINING OF TECHNICIANS / OFFICERS

The corporation has a team of qualified and experienced officers and technicians. They have however, not be exposed to any training / visioning / exposure to the working etc of other modernised printing houses in India. As such, Senior Officers of the corporation should have exposure to the working of other state owned press or well reputed private printing houses such as Saraswati Press Ltd. Calcutta (A Govt. of West Bengal Undertaking) Kerala State Text-book Publishing Corporation, Trivendrum (Govt. of Kerala Undertaking), Thomson Press, Faridabad, Delhi, TATA Press, Bombay, Oxford University Press, Calcutta etc. to exchange information and learn from each other experience as per DPEP guideline and thus enhance their skill to strengthen the corporation. At the same time recurrent training programmes for its management / staff covering all aspects of production, manpower and HRD development, inventory and stores control, finance and distribution channel system, preventive maintenance aspects and personnel management will be organised.

1.3 ORGANISED CONSULTANCY

Under DPEP guideline memorie it is mentioned in point 2.9 that DPEP would not be funding for new equipment but it would fund for consultancy services to ensure that the right purchase are made to achieve the set target of the printing of books with an efficient work plan. The corporation therefore, proposes to enlist consultants for modernisation of the printing press as required.

2. Publishing Section :

The Corporation considers capacity building of publishing staff including Proof-readers, training and identifying a panel of illustrators/designer's and augmented

library facilities as the vital inputs under DPEP. The Corporation proposes to prepare the panel of designers through workshops so that the designers from all parts of Bihar are identified that the designers from all parts of Bihar are identified and trained to be future resource group for the Corporation. The Proof-readers will need recurrent capacity building either by sending them to reputed institutions for training or by conducting in house training. The library facility would be augmented so that all literatures on publishing and research journals etc. are available for read/reference. The library will also be equipped with the computers and other audio-visual equipments. Workshop will also be organised on the specific publishing related subjects such as editing, illustration and Desk Top Publishing. Access to these workshop will be opened to the appropriate staff of the BEP, SCERT, DIET, BRC, CRCs and to the staff of NGOs involved in proposal is annexed herewith.

QUANTUM OF WORK LOAD UNDER DPEP

The Bihar State Text Book Publishing Corporation under takes the publication of text books for all the primary students of the State. Under DPEP, it has been proposed by BEP to develop and print following books :

A:	<u>Language :</u>	<u>Classes</u>
	Hindi	1 to V
	Urdu	1 to V
	Bengla	1 to V
	Oriya	1 to V
	Tribal Languages (Ho, Mundari, Santhali)	
B:	<u>Maths :</u>	
	Math (in Hindi)	1 to V
	Math (in Urdu)	1 to V
	Math (Bengla)	1 to V
	Math (Oriya)	1 to V
	Math (in tribal language)	1 to V
C:	<u>EVS :</u>	<u>Classes</u>
	EVS (in Hindi)	3 to V
	EVS (in Urdu)	3 to V
	EVS (Bengla)	3 to V

In addition to above BEP has proposed to develop and print other TLMs like teachers version of Textbooks, supplementary reading materials for children, TLM for alternative schools and variety of training modules. Since the BEP proposes to develop books, trial and then go for bulk printing it is evident that till books developed by BEP are commissioned in all 17 BEP districts, the Text Book Publishing Corporation will have to publish for BEP the existing text books for free distribution in 17 districts. So the additional work load will be:

1. Printing of text-books developed by BEP for trial
2. TLMs other than core text books
3. TLMs for Alternative schools
4. Training modules of various hues.
5. It is expected that when the project progresses the no. of children going to school will increase thereby increasing the demand for more number of books. So, it is expected that additional printing of 1 lakh books approx per year will be required to be undertaken in addition to its existing printing work for 17 districts. However, the exact work load will be assessed at the time of preparation of the AWPB every year.

ANNEXURE - C

STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING, PATNA

1. GENERAL INFORMATION

- 1.1 State Council of Educational Research and Training (S. C. E. R. T.), Bihar, was established in 1981 by amalgamating the State Institute of Education, State Institute of Science Education, State Institute of English & Audio - visual Education Office.

The Principal objective of the Council is to improve the quality of school - education by developing need based Curriculum and enriching teachers in both contents as well as methodology through training and research studies.

2. STRUCTURE

S. C. E. R. T. is headed by a Director who is assisted by a Dy. Director in administrative matters.

The Institute has got seven departments, excluding a Centrarral Office and Five Cells as illustrated hereunder :-

DEPARTMENTWISE STAFF PROFILE

SL.NO.	DEPARTMENT	NATURE OF POSTS			AND	THEIR	NUMBERS	REMARKS
	CELL	HOD	READER	LECTURER	RESEARCH OFFICERS/ TECHNICAL/ STAFFS/ OTHERS	OFFICE STAFF	PEON & OTHERS	
1	2	3	4	5	6	7	8	9
1.	Deptt. of Language	1	1	2	-	1	1	
2.	Deptt. of Science & Maths	1	2	4	4+3	1	3+1	
3.	Deptt. of Edn. Technology and Audio-Visual Aids.	1	1	1	7	1	2+3+2	
4.	Deptt. of Edn. Research, Guidance, Evaluation & Exam Reforms	1	1	2	-	1	1	

5.	Teaacher Edn. Administration & Extension Services	1	-	2	1	1	1
6.	Deptt. of Social Sc. Humanities & SUPW	1	1	2	1	1	1
7.	Deptt. of Universal Primary Edn. & N. F. Edn.	1	1	1	1	1	1

SL.NO	DEPARTMENT	NATURE OF POSTS			AND	THEIR NUMBERS			REMARKS
	CELL	HOD	READER	LECTURER	RESEARCH OFFICERS/ TECHNICAL/ STAFFS/ OTHERS	OFFICE STAFF	PEON & OTHERS		
1	2	3	4	5	6	7	8	9	
8.	Central Office Dy. Director	1	-	1+1+1	8	18	18		
CELLS :									
1.	Population & Aids Edn.	1	-	4	1	4	1+1		
2.	Integrated Handicapped Edn.	1 Dy. Director	- Co.- ordinator	1	1	1	1		
3.	Early Child - hood Edn. Project.	Incharge one,	Permanent post in not sanctioned.						
4.	MLL Cell	Assistant Resource Person - I							
		10		07	14+3+4+1=22	30	134		

3. ACCOMODATIONAL INFRASTRUCTURE

The Council Office and different Departments/Cells function in two blocks and on the ground floor of the Hostel-cum-Guest House.

A. Main Block : This is a double storeyed building.

Ground Floor : Offices of Director, Dy. Director, Central Office, Film Library and Lecture Hall.

First Floor : Department of Science and Maths, Audio-Visual Edn. and Library.

B. Old Hostel Block : This is a three storeyed building.

Ground Floor : Department of Teacher Edn. and MLL Cell.

First Floor : Department of Language, Deptt. of Edn. Research guidance-Exam. Reforms and Populattion Aids Edn. Cell.

2nd Floor : Part of Language Department.

- C. Hostel Building :** It has 63 rooms with facilities for dinning alongwith a hall and a kitchen.

Ground Floor : Department of Social Sciences, ECE Cell, NTS Cell Integrated handicapped Cell and Statistical Unit.

First & Second Floor : Being used as hostel.

4. MAJOR PROBLEMS

In the implementation of various schemes, Programmes, Projects etc. S. C. E. R. T. is facing difficulties in the following contexts :-

1. Lack of persons with extensive skill and knowledge in the field concerned.
2. Weaknesses in the following areas :-
 - i. Building
 - ii. Water supply in the Campus
 - iii. Lighting arrangement in Campus
 - iv. Laboratories
 - v. Toilets
 - vi. Hostel
 - vii. Library
 - viii. Modern computational system/data processing system
 - ix. Auditorium
 - x. Furniture
 - xi. Equipments/Tools like Electronic Typewriters, Photocopier, T.V., V.C.R, etc.

5. EXPECTATIONS FROM GOVT. AND OTHER AGENCIES

This Council expects co-ordinaation and co-operation in the following respects:-

- i. Caapacity-building of S. C. E. R. T. faculty members so that they may be able

to conduct various training programmes, workshops, action Research, innovative work, Preparation of instructional and textual materials for school - education at all levels.

- ii. Financial help to organise science exhibition, Science Seminars, Science Day, Science Quiz etc.
- iii. Government of India provides financial support to run centrally sponsored schemes. The funds respective should be given to SCERT directly. At present fund is being made available through Government. This process takes a lot of time and sometimes it becomes very difficult to get the fund released in time.
- iv. S. C. E. R. T. is an apex institution in the field of training and research at the school level. Therefore, the faculty members should be experts in their own discipline / area. This will be possible only by making necessary changes in the recruitment Policy for S.C.E.R.T. faculty. At present most of the faculty members like H. O. D., Reader, Lecturers come from Inspection or school side.

In the Programme of Action NPE'86, it is mentioned that a separate cadre will be created for appointment of staff in SCERTs. Secondary teacher Education Institutions and DIETs. Persons selected to this cadre will receive incentives, such as housing and placement in a higher scale of pay. Special arrangements will be made to ensure continuing education of these persons; interchange will also be organised between teaching and teacher education.

Sufficient number of supernumerary/reserve positions will be created in schools to enable people from this cadre to go as teachers for 1-2 years / 4-5 years.

- v. Financial support is very essential to run new Programme and continue old programmes.

6. PROPOSAL FOR STRENGTHENING OF S. C. E. R. T.

For the previous facts, it is obvious that SCERT, Bihar is facing a lot of difficulties in smooth running of programmes due to lack of :-

- i. Competent man-power
- ii. Sufficient infrastructure
- iii. Funds to conduct programmes.

The above steps will bear fruits in the long run. Therefore, it would be better

to strengthen SCERT immediately with competent man-power on contract basis to start the work and go ahead.

It is a well known fact that even the most competent person cannot do justice to his job, if there is lack of essential equipments and necessary physical infrastructure. Though, these are not of the prime importance, but they definitely hinder the work. Therefore, strengthening of SCERT is not only needed in terms of competent man power but in terms of sufficient physical infrastructure and funding system as well.

6.1 Strengthening in terms of competent man power as part of the additional responsibilities under DPEP III :-

6.1 .1. Under DPEP-III, the following activities have been envisaged to be undertaken by the SCERT:-

(I) MODULES :

- | | | |
|------|----|--|
| PFE | 1. | Preparation of 5 days BRCCs' Training-Module ; |
| | 2. | Preparation of 5 days CRCCs' Training-Module ; |
| | 3. | Preparation of BRC Resource Persons' 5 days Refresher Training - Module. |
| | 4. | Curriculum Revision / Revision / Review and Revision of Text Books / Revision of TLM other than Text Books ; |
| | 5. | Preparation / Revision of BRCC / CRCC / BRCRPS Refresher / Ujala 1 & 2 Modules fresh 3rd year onwards. |
| ALS | 1. | Preparation of 30 days Induction Training-Module for Instructors of Apna Vidyalayas. |
| | 2. | Preparation of 10 days Induction Training-Modules for ASRG and Resource Persons ; |
| | 3. | Preparation of 3 days Recurrent Training-Modules for Instructors of Apna Vidyalayas. |
| | 4. | Preparation of 5 days ASRG & RPS Refresher Training-Module. |
| | 5. | Preparation of 10 days refresher Training-Module for Instructors of Apna Vidyalayas ; |
| | 6. | Development of curriculum / Text Books and Revision of Text Books. |
| ECCE | 1. | Development/Revision of ECCE Training-Moddules from 3rd year onwards. |

(II) **TRAINING:**

1. Training of 5 days for 200 BRCCS ;
2. Recurrent training of 5 days every year to 200 BRCCS for 4 years ;
3. Refresher Training of 5 days to 3 RPS each of 200 BRCCS ;
4. Induction Training of 10 days / Refresher Training of 5 days to ASRG / RPS & DIET faculties to perform functions of M.Ts. at District - Level.

(III) REVISION OF CURRICULUM AND TEXT BOOKS OF PFE,

(IV) CURRICULUM / TEXT BOOK DEVELOPMENT OF AS / ECCE.

(V) ACTION RESEARCH ACTIVITIES.

(VI) NATIONAL & STATE LEVEL SEMINARS AND CONFERENCE.

6.1.2 Additional Staff Requirements :-

Position	No.	Job Specification
Professor	1	Expert in Teacher's Training Programme with proven Competency in preparing various types of Training modules.
Reader	1	Expert in Development / Revision of Curriculum and Text Books.
Lecturer	5	One expert each in Maths, Science, Social Science (Arts & Humanities), Hindi and any Tribal language for conducting research and training education.
Research Associate	1	Expert in Research Methodology having Research experience.
Computer Operator	1	Expert in System Operation.
Driver	1	Driving different types of Motor Vehicle.

6.1.3 Terms of reference and mode of requirement :

Terms of reference

- i. All the assignment will be made on short term contract/deputation basis.
- ii. The first assignment will be for twelve calendar months only. Thereafter the services may be extended on the basis of their job performance. The assignments, if any, may continue only upto the project period.
- iii. The assignment will be on ad hoc basis with clear cut understanding between the contracting parties, carrying no liability for absorption or carry over the services after the expiry of the term.
- iv. If a person is a permanent employee of any Department of the State Govt. / University or any other organisation, then he will hold his lien in the parent department / bodies / organisation and will be entitled to all such benefits decreed by BEP Council.

Mode of Recruitment

- i. Appointment will be made through open advertisement/negotiation/request.
- ii. There will be a high level selection committee comprising the following:-
 1. State Project Director, BEP - Chairperson
 2. Director SCERT, Bihar - Member - Cum - Secretary
 3. Director, Primary Edn. Bihar - Member
 4. Govt. of India's representative - Member
 5. NCERT Expert - Member

6.1.4 Scheduling of Recruitment

All the proposed additional staff will be recruited by the above mentioned committee as per the terms of reference and mode of recruitment before the commencement of DPEP - III in position at the beginning of such commencement.

6.1.5 Annual Expenditure on Additional Staff :

SL. No.	POST	NO.	PAY SCALE	UNIT COST P.M.	ANNUAL COST	TOTAL RS.
1	2	3	4	5	6	7
1.	Lecturer	5	2200-4000	3100 /-	3100x5x12	1,86,000
2.	Reader	1	3700-5000	4350 /-	4350x1x12	52,200
3.	Professor	1	4500-7300	5900 /-	5900x1x12	70,800
4.	R. Associate	1	1600-2780	2190 /-	2190x1x12	26,280
5.	C. Operator	1	1600-2780	2190 /-	2190x1x12	26,280
6.	Driver	1	950-1540	1245 /-	1245x1x12	14,940
TOTAL :						3,76,500

D. A. - 5,74,880.00

H. R. A. - 54,000.00

C. A. - 8,100.00

M. A. - 6,000.00

INTERIM R. - 12,000.00

TOTAL : **6,54,980.00**

GRAND TOTAL :- 3,76,500 + 6,54,980 = 10,31,480 = 11,00,000.00

COST INCURRED IN 1997 - 98 (ONLY SIX MONTH) = 5,50,000.00

COST FOR PROJECT PERIODS = 55,00,000.00

6.2 Strengthening in terms of physical infrastructure :

6.2.1 List of furniture for additional staff, Computer Unit and Library :

Name and type	No.	Exp. Expenditure
1	2	3
Chair		
- PHC - 7000 Model (Godrej)	05	
- PHC - 7002 Model (Godrej)	05	
- CHR - 703 Model (Godrej)	15	
- CHR - 7 Model (Godrej)	25	
- Including Computer Chair	04	

Table

-	T - 107 Model (Godrej)	05	
-	T - 104 Model (Godrej)	05	
-	T - 9 Model (Godrej)	15	
-	T - 8 Model (Godrej)	15	
-	Including Computer Table	05	
-	Card Index Cabinet	02	Rs. 3.00 Lakh

6.2.2 Equipments :

Name and type	No.	Exp. Expenditure
1	2	3
Classroom Equipment		
-	Science Kit (NCERT Made)	03
-	Mathematical Kit (NCERT Made)	03
-	Work experience Kit	03
-	Mini Tool Kit	03
-	Maps and Charts	As per T. Books.
-	Geographical Kit	03
-	T. V. and V. C. R.	01
-	Over head Projector	01
-	Slide Projector	01
Office Equipments :		
-	Photocopier	01
-	Duplicating Machine	01
-	Generator	03 One for each building Unit
-	Telephone facility	01
-	Intercom facilities	For each Department

Rs. 8.00 Lacs.

6.2.3 Data Processing and Computational Facilities

HARDWARE

-	Pentium Computer	02
-	DOT Matrix Printer	02
-	UPS - KVA	01
-	Modem	01

SOFTWARE

-	DOS, MS Windows, MS office, FOXPRO, WORDPROCESSOR, PMIS & EMIS.	
---	---	--

MAN-POWER

-	Data Entry Operator - cum - Programmer 2 having degree of Post Graduate Diploma in Computer Science / Computer Application and Graduate in any discipline.	
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OPTIONAL APPARATUS

-	Fire Protection Equipment.	
-	Air Conditioner with Separate Stabilizer.	Rs. 4.00 Lacs.

6.2.4 Renovation

i.	Renovation of Old Toilets & Construction of additional toilets	
ii.	Renovation of Main Gate and Portico (main building)	Rs. 2.80 Lacs

6.2.5 Strengthening of Library :

Library plays an important role in quality improvement programme. No doubt, SCERT has a good Library but due to paucity of fund its updating is not becoming possible. Therefore, it needs updating as suggested hereunder :-

*	Preparation of 3 Cards for each of the 12,000 books.	
(i)	Cost of card cabinets for 120 cabinets having capacity of 300 cards each @ Rs. 3,500 /-	04.20
(ii)	Cost of Cards	00.50

Strategy

- Professional Training with the support of Institutions and experts from NIEPA, NCERT, RCE, NGOs of high repute, etc. in collaboration with BEP ;
- Visits to National Institutions mentioned above for glimpses of their working in collaboration with BEP ;
- Field visits and field studies in collaboration with BEP ;
- Exchange of experts from similar institutions with BEP's help.

It is expected that a total of Rs. 15.0 Lakhs would be required during Project period for capacity building.

6.4 Plan of Action for Programme Activities.

6.4.1 Preparation of Training Modules

Target Group :- BRCCs, CRCCs, BRC RPs, Apna Vidyalaya Instructors, ASRGS / RPS.

Scheduling

(I) 5 days BRCCs Training Module (Oct.'97 to March'98)

No. of Participants including Experts	20
No. of Courses	03
Duration of Course 5 x 20 x 3	05 days
Estimated Expenditure including TA, DA, Working lunch of tea, stationery, preparation & distribution of copies of module, contingent expenses	0.9 Lakh.

(II) 5 days CRCCs' Training Module (Oct. '97 to March '98)

No. of Participants including Experts	20
No. of Courses	03
Duration of Course 7 x 20 x 3	07 days
Estimated Expenditure (including expenses on Try-out module and reflection workshops)	1.00 Lakhs

(III) 5 days BRC-RPs Training Module (Oct. '97 to March '98)

No. of Participants including Experts	20
No. of Courses	03
Duration of Course 5 x 20 x 3	05 days

	Estimated Expenditure	9.00 Lakhs
(IV)	30 days Induction Training Module for Apna Vidyalaya (AS) Instructors (Oct. '97 to Dec. ' 97).	
	No. of Participants	20
	No. of Courses	06
	Duration of Course 5 x 20 x 6	05 days
	Estimated Expenditure	1.80 Lakhs
(V)	10 days Refresher Training Module for Instructors of Apna Vidyalaya (January '98 to March '98).	
	No. of Participants	20
	No. of Courses	03
	Duration of Course 5 x 20 x 3	05 days
	Estimated Expenditure	0.90 Lakhs
(VI)	03 days Recurrent Training Module for Instructors of Apna Vidyalaya (AS) (April '98 to June '98).	
	No. of Participants	20
	No. of Courses	03
	Duration of Course 5 x 20 x 3	05 days
	Estimated Expenditure	0.90 Lakhs
(VII)	10 days Induction Training Module for ASRG / RPs of Apna Vidyalaya (July '98 to September '98).	
	No. of Participants	20
	No. of Courses	03
	Duration of Course 5 x 20 x 3	05 days
	Estimated Expenditure	0.90 Lakhs
(VIII)	5 days ASRG / RPS Refresher Training Module (April '98 to June '98).	
	No. of Participants	20
	No. of Courses	03
	Duration of Course 5 x 20 x 3	05 days
	Estimated Expenditure	0.90 Lakhs

(IX) Revision of BRCC / CRCC / BRC - RPS Refresher / Ujala 1 & 2 Modules from 03rd year onwards (October '99).

No. of Participants		20
No. of Courses		06
Duration of Course	5 x 20 x 6	05 days
Estimated Expenditure		1.80 Lakhs

6.4.2 Organisation of Training Programmes Target Group - BRCCs/BRC RPS/Apna Vidyalaya Instructions / ASRGS/DIET-RPS

Scheduling

(I) 5 days Training for 200 BRCCS (April '98 to Sept. '98).

No. of Participants		200
No. of Courses		06
No. of Participants per Course		35
No. of Key Persons PG Resource		04
Duration of Courses	5 x 35 x 6	05 days
Estimated Expenditure (including remuneration & TA to KRPs)		2.5 (Lakhs)

(II) 5 days Recurrent Training every year to 200 BRCCS spread over 4 years (October'98 to September '02).

No. of Participants		200
No. of Courses		06
No. of Participants per Course		35
No. of Key Per Course		04
Duration of Course	5 x 35 x 6 x 4 years	05 days
Estimated Expenditure in 4 years		
2.5 Lakhs x 4		10.0 (Lakhs)

(III) 5 days Refresher Training to 600 BRC-RPS Spread over 4 years (3 RPS from each BRC) (Oct. '98 to Sept. '02)

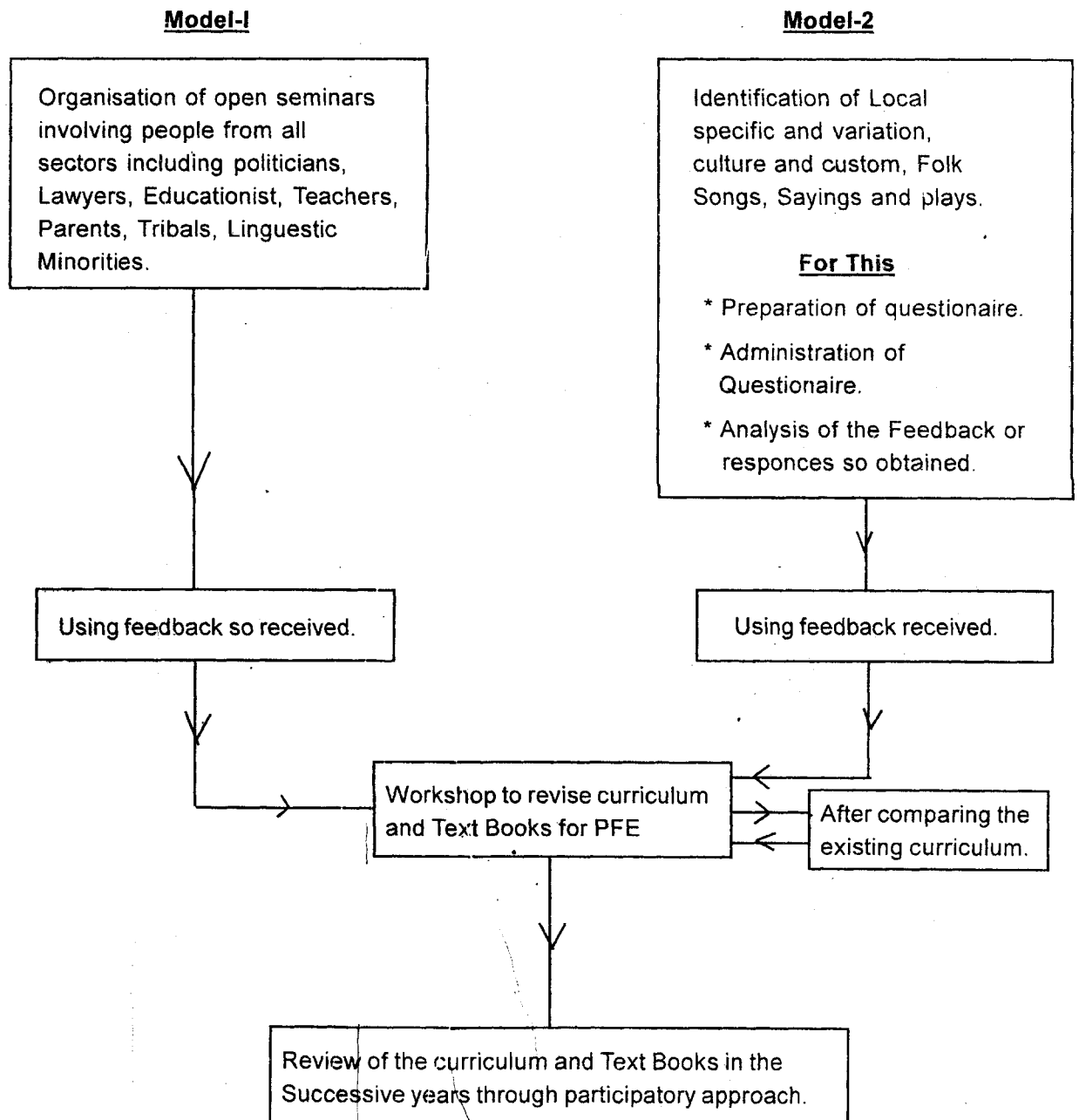
No. of Participants		600
No. of Courses		18 yr.
No. of Participants per Course		35

No. of Key Per Course		04
Duration of Course	5 x 35 x 18 per year	05 days
Estimated Expenditure per year (2.15 Lakhs x 3 x 4)		7.5 (Lakhs)
Total Estimated expenditure for 48 months = 30 Lakhs.		
(IV) 10 days induction Training for 55 ASRG-RPs and 34 DIET Faculties (April '98 to May '98).		
5 ASRG-RPS each from 7 old Project district	= 35	
2 ASRG-RPS each from 10 old Project district	= 20	
2 DIET Faculties each from 17 DIETS	= 34	
	89	
No. of Participants		89 or 90
No. of Courses		03
No. of Participants per Course		35
No. of KRPs per Course		04
Duration of Course	10 x 35 x 3	10 days
Estimated Expenditure		2.50 (Lakhs)
(V) 5 days Refresher Training for 89 ASRG - RPS / DIET (April'99 to May '99).		
No. of Participants		80 or 90
No. of Courses		03
No. of Participants per Course		35
No. of KRPs per Course		04
Duration of Courses	5 x 35 x 5	05 days
Estimated Expenditure		1.25 (Lakhs)

6.4.3 Revision of Curriculum and Text Books of PFE (October 2000 to September 2002).

Under DPEP III Curriculum and Text Book revision of Primary (Formal) Education and revision of TLMS other than Text Books of PFE will be taken up.

Scheduling of Revision of Curriculum & Text Books of PFE

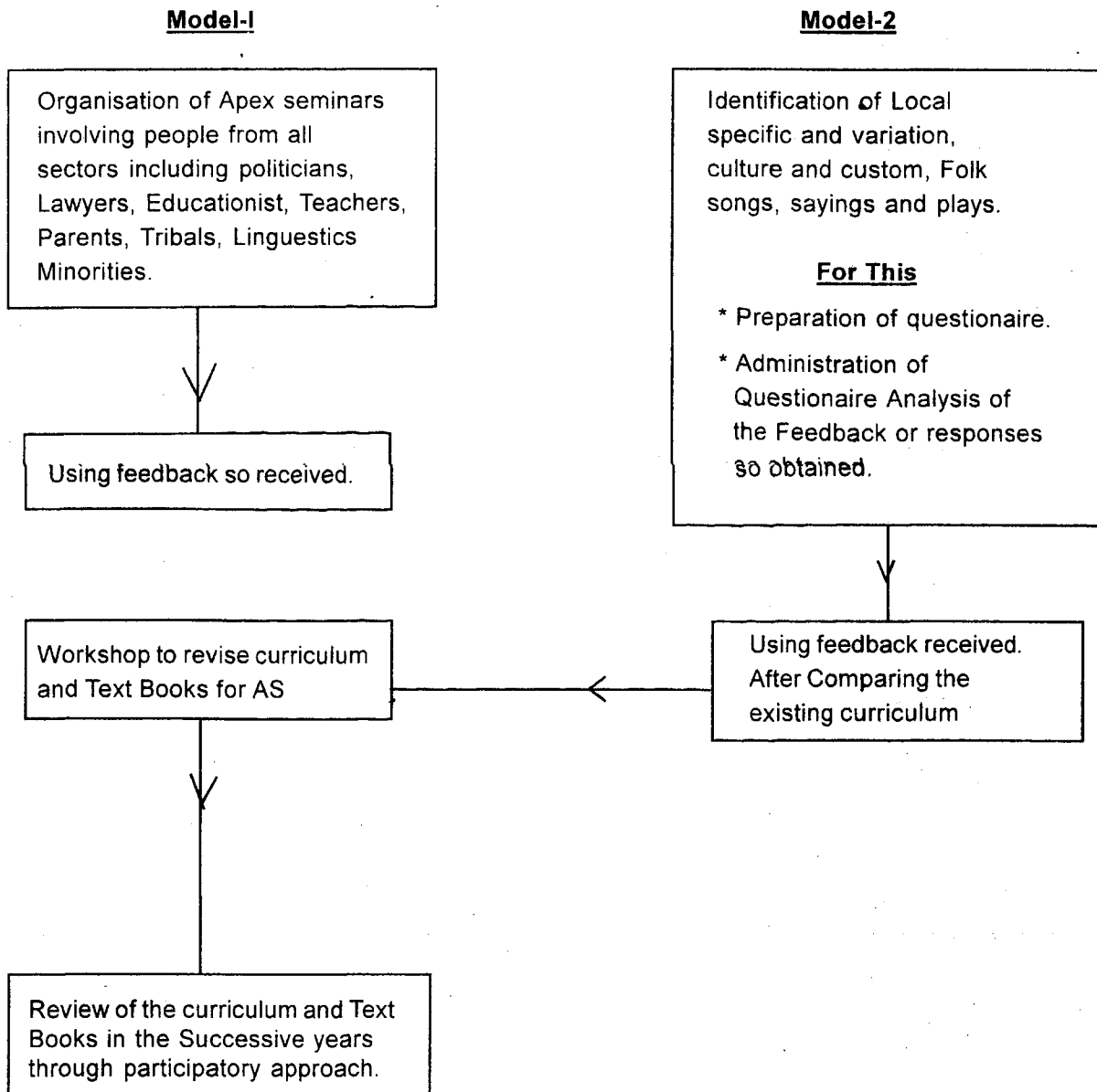


Total Expenditure = Rs. 4.00 Lakhs.

6.4.4 Curriculum & Text Book Development for AS

(Oct. '97 to Sep. '98) Revision (Oct. '99 to Sept. '02)

Scheduling



Total Expenditure = Rs. 3.88 Lakhs.

6.4.5 Review of Module / Teacher's Training Material of ECCE (Oct. '99 to Sept. '02).

Under DPEP - III review / revision
of ECCE Teacher's Training
Modules / Materials will be undertaken

Rs. 3.88 Lakhs.

6.4.6 Action Research Activities (Oct. '98 to Sept. '02).

Under DPEP - III Action Research Activities would be undertaken with a view to finding and solving problems related to -

- (i) BRCC/CRCC/BRC RP Training and Refresher Module ;
- (ii) BRCC/BRC RP/ASRG/DIET Training Programme as well as ;
- (iii) Achievement of pupils in different subject areas of PFE, Such as language, EVS and mathematics, Similarly, Achievement of pupils in AG/ECCE can also be taken up.

In the above three branches 5 Action Research Projects each would be undertaken, i. e. 15 in all.

Estimated expenditure on each Action Research Project = 1,00,000

$15 \times 1,00,000 = 15,00,000$

6.4.7 Seminars and Conferences (Oct. '97 - Sept. '2002).

Under DPEP - III seminars and conferences would be undertaken in the areas of PFE, AS/NFE/Charwaha Schools, teacher education, capacity - building, educational planning and management, women - education and emforcement, education vis-a-vis Panchayati Raj Institutions, etc. each year 2 national seminars and 2 state level seminars would be organised.

- (i) Estimated expenditure per two-days seminars of national level including 40 participants and experts.

$75,000 \times 5 \text{ years} \times 2 = 7,50,000$

- (ii) Estimated expenditure per two - days seminars of state level including 40 participants and experts.

$75,000 \times 5 \text{ years} \times 2 = 7,50,000$

TOTAL = 15,00,000 (15.0 Lakhs).

ANNEXURE - D

ESTABLISHMENT OF STATE INSTITUTE OF EDUCATIONAL MANAGEMENT AND TRAINING (SIEMAT)

1. BACKGROUND :

The National Policy on Education (1986, revised in 1992) and Programme of Action emphasized the need of establishing State Level mechanism for training and research in the area of educational planning and management.

As, we do not have any such mechanism in Bihar, we propose to establish State Institute of Educational Management and Training (SIEMAT) as a unit in SCERT. Through SIEMAT, efforts will be made to bring about complete attitudinal change of officers and administrators in the educational field and to promote a responsible and sensitive democratic participatory educational system.

Under DPEP-III, the strengthening of SCERT has been proposed to be undertaken and specific assignments have been proposed to be entrusted to the SCERT. In view of the low academic capacity of the SCERT in the field of educational management and planning, it is envisaged to create a full fledged unit under the name of SIEMAT as the responsibility and assignments of this institution would be completely new from that of the SCERT as such. There is no separate department of educational management and training in SCERT, so it was considered to envisage SIEMAT as a separate unit within SCERT rather than incorporating it under the proposals for strengthening of SCERT.

The experiences of other DPEP states have also been considered and after a profound thought, it is envisaged that at present establishing a separate institution for management & planning in Bihar would be nebulous and a costly proposition. If the proposed unit develops sufficient capacity during the project period and need for a separate SIEMAT clearly emerges, the Govt. of Bihar will be approached by BEP to model the SIEMAT on the pattern of Administrative Training Institute, Ranchi. It is further envisaged that the infrastructures created for SCERT will supplement the infrastructure needs of the SIEMAT, and thus it would make establishment of SIEMAT a cost effective proposition.

2. OBJECTIVES :

- * To provide professional and resource support in educational planning and management at all levels of Administration.

- * To organise orientation courses, Induction and Inservice training programmes for educational administrators at State, Regional and District levels.
- * To undertake, aid, promote and coordinate research activities, experimentation and comparative studies in effective planning techniques and management at all levels of educational administration.
- * To document and disseminate State, National and International level information in the area of educational planning, management and assessment.
- * To establish an Educational network with Government and Non-Government Organisations, Institutions and Agencies within and outside the State and the country for training, research, monitoring and evaluation in the areas of educational planning and management.

3. ORGANISATIONAL STRUCTURE :

1. DEPARTMENT OF POLIICY AND PLANNING.
2. DEPARTMENT OF EDUCATIONAL MANAGEMENT.
3. DEPARTMENT OF EDUCATIONAL FINANCE.

4. FUNCTIONS :

4.1 Research and Evaluation :

To identify and conduct research and evaluation studies which can be utilised in shaping educational policies of the State and undertake action research projects specially in the following areas :

- a. Institutional Planning, Management and Evaluation
- b. Micro-planning and School-mapping.
- c. Project-planning and management.
- d. Insepection and Supervision.
- e. Community Participation.
- f. Resource Management.
- g. Examination Reforms
- h. Impact Studies on 'Effectiveness of Training Programmes'.

Proposals for research projects will be made by the SIEMAT Faculty. After the completion of research studies by its faculty members, the important findings related to planning and management will be made use of in the various

training programmes organised by SIEMAT.

4.2 Monitoring, Statistics And Surveys :

- To provide technical resource support in developing systems of monitoring and statistics to BEP/DPEP for all its activities and to other agencies.
- To undertake trend analysis of educational statistics and development of indicators.
- To conduct sample surveys to fill data gaps in educational statistics.
- To conduct assessment studies of various training programmes per unit expenditure, time schedules, placement of teachers, etc. Evaluation of product would include development of skills of teachers' attitudinal changes, academic performance of children, enrolment and retention.

4.3 Training Programmes :

- a. Training Programmes and Orientation courses for educational planners and managers at the State, District and Block levels, including.
 - Regional Deputy Directors of Education (RDDEs).
 - District Education Officers (DEOs).
 - District Superintendent of Education (DSEs).
 - Sub-Divisional Education Officers (SDEOs).
 - District Inspectress of Schools.
 - Area Education Officers (AEOs).
 - Deputy Inspectress of Schools.
 - BEEOs / Sub-Inspector of Schools.
 - Principals of DIETs.
 - District Mass Education Officers.
 - BEP Personnel (SLO / DLOs).

The duration of training of higher level personnel may be from 3 to 5 days while the duration of training for lower level personnel/officers may be upto 7 days. The actual duration for their training as well as the necessary curriculum will be decided by the experts / SIEMAT Faculty. There will be about 1500 officers or personnel, whose training needs will be fulfilled by SIEMAT.

4.4 Institutional Development Plan :

The organisation of different types of trainings related to educational planning and management for various District and Block level educational personnel is a huge task. For imparting training on various educational issues and latest effective techniques in planning and management, there will be need of conducting research studies and action researches by the SIEMAT faculty.

Hence, it is very necessary to build up the capacity of SIEMAT faculty. Tailor made training programmes will be organised at SIEMAT with the assistance of NIEPA experts. The SIEMAT faculty will also get opportunity to join in the training programmes organised by NIEPA and other institutions of repute.

The SIEMAT will organise conferences/seminars in the institutional development on various themes relating to educational planning and management.

It is proposed to put emphasis on research activities which will also facilitate the institutional development.

Furthermore, study tours and net working with similarly placed institutions of other DPEP States will also ensure institutional development of SIEMAT.

4.5 Conferences / Seminars / Workshops :

- To organise Seminars, Conferences and Thematic Workshops on topics of International / National / State level in areas related to Educational Policy, Planning, Training, Management and Assessment of Government and Non-Government Organisation, Institutions, Innovations within and outside the State.
- To organise collaborative Programmes on above with Institutions of repute from India and abroad.

4.6 Extension And Dissemination :

- a. Clearing - house function in respect of State and National level innovations and experimentation in the areas of educational policy reforms, planning and management.
- b. Publication of newsletters / journals / Informative books and important relevant data.

4.7 Educational Networking :

Keeping close liaison with all educational institutes like International Institute for Educational Planning, Paris (IIEP), NIEPA, NCERT, UNICEF, IIMs, SCERTs, SRCs, Universities, Regional Institutes of Education, ICSSR Institutions, other SIEMATs, State and District Offices of BEP/DPEP, DIETs,

NGOs, etc. to encourage exchange of Resource Persons and latest knowhow in education.

4.8 Miscellaneous :

Any other functions related to educational planning, management, training, research and evaluation entrusted by the BEP/DPEP in Bihar or by the Government of Bihar.

4.9 Library & Documentation Centre :

- Well equipped library with vast collection of latest books, journals, monographs, etc. on Education, Educational Management and Educational Innovations from India and abroad. There will also be a Documentation Centre for research scholars, educational planners and administrators with vast collection of reference books, Encyclopedias, research reports and studies about innovations within and outside the state and country.
- Books on CD/Audio and Video Cassettes.
- Xeroxing and Reprographic facilities.

5. PHYSICAL FACILITIES :

1. Academic - cum - Administrative Block at SCERT Campus, including.
 - Office space for SIEMAT.
 - Conference Room.
 - Library Hall.
 - A small Auditorium.
 - A small office for BEP would also be created in the SIEMAT building.
2. The hostel / dining hall facilities available in SCERT will also be augmented / refurbished to accommodate SIEMAT trainees.

6. MODERN TRAINING EQUIPMENTS :

1. Overhead Projector / T. V. / V. C. R. / White Board etc.
2. Computer Network / LAN / UPS / Printers / Multi - media facilities, etc.
3. Electronic Pana Board with instant photocopying facilities.

7. LATEST TELECOMMUNICATION :

- * EPABX
- * FAX
- * E. MAIL.

8. STAFF STRUCTURE OF SIEMAT

SL. No.	NAME OF POST	NO. OF POST	SCLAE OF PAY	GRADE
1.	ADDITIONAL DIRECTOR	1	4100 - 5300	I
2.	DEPARTMENT OF POLICY & PLANNING			
	A. PROFESSOR	1	4500 - 7300	I
	B. ASSOCIATE PROFESSOR	1	3700 - 5700	I
	C. LECTURER	1	2200 - 4000	II
3.	DEPARTMENT OF EDUCATIONAL MANAGEMENT			
	A. PROFESSOR	1	4500 - 7300	I
	B. ASSOCIATE PROFESSOR	1	3700 - 5700	I
	C. LECTURER	1	2200 - 4000	II
4.	DEPARTMENT OF EDUCATIONAL FINANCE :			
	A. LECTURER	1	2200 - 4000	II
5.	ADMINISTRATIVE OFFICER	1	3000 - 4500	I
6.	RESEARCH ASSOCIATES	2	1600 - 2780	II
7.	ACCOUNTS OFFICER	1	2200 - 4000	II
8.	ACCOUNT ASSISTANTS	1	1200 - 1800	III
9.	ASSTT. COMPUTER PROGRAMMER	1	1640 - 2900	II
10.	DATA ENTRY OPERATORS / TYPIST	2	1200 - 1800	III
11.	LIBRARIAN	1	1400 - 2600	III
12.	TECHNICIAN-CUM-COMMUNICATION ASST.	1	1200 - 1800	III
13.	DRIVERS	1	950 - 1500	III
14.	PEONS	2	775 - 1025	IV
TOTAL :-		21		

9. RECRUITMENT OF PERSONNEL :

The various posts that will exist for the efficient functioning of SIEMAT are listed and categorised in the preceeding para. The following will be the procedure of recruitment during project period :-

- (i) The Addl. Director will be a key academic administrator with sufficient administrative & financial power. The Director, SCERT will be Director of SIEMAT. The Addl. Director will be carefully selected through advertisement on all India basis.
- (ii) Professors, Associate Professors, Lecturers and other personnel in Grade I will be appointed through advertisement on all India basis. The minimum qualifications for Professors, Associate Professors & Lecturers will be as per U. G. C. guidelines. The personnel in Grade II will be appointed through advertisement or selection from Govt. Departments / Boards / Corporations / NGOs etc.
- (iii) The quillified persons for various disciplines of SIEMAT may also be identified from amongst those working in various Colleges, Universities and Institutes related to Educational Planning and Management. Their services may be taken on contract or deputation basis.
- (iv) During the project period, the E. C. of the BSPP will be empowered for the appointment of Grade - I & II personnel of SIEMAT. The Selection Committee shall comprise the following persons as follows :-

State Project Director, BEP	Chairman
Director, SCERT	Member - Secretaary
Addl. Director, SIEMAT	Member
Director, Primary Education	Member
Expert from NIEPA / other Institution	Member

- (v) The personnel of Grade - III & IV posts shall be appointed by Director upon recommendation of a Committee consisting of Director, Addl. Director & SPD nominee.
- (vi) All the personnel for SIEMAT will be recruited on short term contract / deputation basis. The BSPP service rules will be applicable to them during project period.

The Govt. of Bihar, however, may frame recruitment / service rules which would prevail over the BSPP rules even during the project period. Beyond the project period, the recruitment / service rules framed by Govt. of Bihar shall be applicable in any case.

10. OFFICE SPACE FOR SIEMAT

It will take about 2 years for the construction of Academic - cum - Administrative Block including office space for SIEMAT, Library Building, Conference Hall and a small Auditorium.

The Institute, however, will start functioning right from the first year in the SCERT building. The lodging arrangements for the participants, the training hall as well as two rooms are being provided for management of SIEMAT. After the construction, SIEMAT will shift to its own building.

11. VEHICLES

There will be one vehicle in SIEMAT which will be kept in the common pool. The Director SCERT who will be the Director SIEMAT has already been provided with a vehicle by Govt. of Bihar.

CHAPTER VI

PROJECT COSTING

SUMMARY COSTS

CONSOLIDATED BUDGET

18 SLO, PATNA

[RS. IN LAKHS]

MAJOR CODE	MAJOR HEAD	F I N A N					CUMULATIVE	% AGE
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5		
ALS	ALTERNATIVE SCHOOLING	15.220	20.220	25.350	23.020	12.205	96.015	3.58
CIV	CIVIL WORKS	64.750	22.750	2.900	0.300	1.300	92.000	3.43
ECE	EARLY CHILD CARE & EDUCATION	17.270	15.770	16.020	15.020	11.020	75.100	2.80
INV	INNOVATION	0.000	20.000	20.000	20.000	20.000	80.000	2.98
MED	COMMUNITY PART & ENV BUILD.	42.200	32.800	38.700	32.500	29.750	175.950	6.55
MGT	PROJECT MANAGEMENT	111.263	97.013	96.313	93.738	93.388	491.715	18.31
MIS	MANAGEMENT INFORMATION SYSTEM	22.502	10.847	11.097	11.697	9.987	66.130	2.46
MRE	MONITORING, RESEARCH & EVAL.	16.650	61.300	52.650	60.650	36.000	227.250	8.46
PFE	PRIMARY FORMAL EDUCATION	101.000	147.000	102.630	61.500	50.000	462.130	17.21
SCE	S.C.E.R.T.	60.580	40.795	39.360	40.440	39.760	220.935	8.23
SIM	STATE INST. OF EDNL.MGT.AND TRG.	30.010	51.002	78.242	49.502	49.002	257.758	9.60
TRG	TRAINING	22.700	17.300	39.200	101.000	39.850	220.050	8.20
TXT	B.S.T.B.P.C.	20.900	6.450	5.450	0.600	0.600	34.000	1.27
WDP	WOMEN DEV.PRG./MAHILA SAMAKHYA	40.044	36.598	36.387	36.387	36.387	158.803	6.92
	<< TOTAL >>	565.089	579.845	564.299	546.354	429.249	2684.836	

COST CODE WISE

18 SLO, PATNA

[RS. IN LAKHS]

CODE	DESCRIPTION	F I N A N					CUMULATIVE	% AGE
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5		
BL	BOOKS & LIBRARIES	53.820	94.720	46.720	2.720	2.220	199.700	7.44
CM	CIVIL MAINTENANCE	3.250	0.000	0.000	0.000	0.000	3.250	0.12
CV	CIVIL CONSTRUCTION	22.000	20.000	0.000	0.000	0.000	42.000	1.56
EM	EDUCATIONAL MATERIAL	28.750	42.640	58.820	64.390	45.590	240.100	8.95
EQ	EQUIPMENT	46.620	4.300	18.800	56.200	1.300	127.220	4.74
FU	FURNITURE	11.900	1.000	7.000	2.250	0.250	20.400	0.76
IN	INNOVATIONS	42.750	23.750	23.900	21.300	22.300	134.000	4.99
LC	LOCAL CONSULTANTS	5.280	1.000	1.000	1.000	0.000	8.280	0.31
MA	MEDIA CAMPAIGN	69.844	63.198	81.437	85.487	77.937	377.903	14.08
ME	MAINTENAANCE EQPT	3.950	5.960	6.600	6.610	6.610	29.730	1.11
MV	MAINTENANCE VEHICLE	0.900	1.200	1.200	1.300	1.300	5.900	0.22
OE	OFFICE EXPENSES	63.999	59.709	60.259	59.439	56.379	299.785	11.17
RS	RESEARCH & EV.	47.856	98.756	95.556	105.656	80.856	428.680	15.97
SA	SALARIES	82.700	88.017	88.017	84.162	82.012	424.908	15.83
TC	TRAINING COSTS	58.250	59.475	54.770	42.720	38.025	253.240	9.43
VH	VEHICLES	8.750	0.000	0.000	0.000	0.000	8.750	0.33
WS	WORKSHOPS & SEMINAR	14.470	16.120	20.220	15.620	14.470	80.900	3.01
	<< TOTAL >>	565.089	579.845	564.299	546.354	429.249	2884.836	

QUALITY PARAMETER WISE

18 SLO, PATNA

[RS. IN LAKHS]

CODE	DESCRIPTION	F I N A N						
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	CUMULATIVE	% AGE
C	Capacity Build.	316.545	320.082	332.172	297.957	261.797	1528.553	56.93
Q	Quality Improvnt	132.050	168.915	138.140	160.210	78.565	677.880	25.25
R	Retention	116.494	90.848	93.987	88.187	88.878	478.403	17.82
	<< TOTAL >>	565.089	579.845	564.299	546.354	429.249	2684.836	

229

CATEGORIES WISE

18 SLO, PATNA

[RS. IN LAKHS]

CODE	DESCRIPTION	F I N A N					CUMULATIVE	% AGE
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5		
N	INVESTMENT COST	543.514	549.543	532.857	514.802	397.697	2538.413	94.55
R	RECURRENT COST	21.575	30.302	31.442	31.552	31.552	146.423	5.45
	<<TOTAL>>	564.089	579.845	564.299	546.354	429.249	2684.836	

DETAILED COSTS

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : ALS-ALTERNATIVE SCHOOLING
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 1

[Rs. in Lakhs]
18 SLO. PATNA

233

ACTIVITY CODE	DESCRIPTIONS	--- YEAR 1---		--- YEAR 2---		--- YEAR 3---		--- YEAR 4---		--- YEAR 5---		PROJECT PERIOD		RATE/UNIT	QUALITY PARAMETER	COST CODE	CATEGORY
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE				
ALSB9	TRAINING EQUIPMENT (ELECTRONIC PANABOARD) PHOTOSTAT M/C, OHP ETC.		7.500		0.500		0.250						8.250		Quality Improvement	TC	NR
ALSD1	DEVELOPMENT / REVIEW OF TLM (TEXTBOOKS, SUPPLEMENTARY MATERIALS), TEACHING AIDS, ETC)		1.000		1.000		0.300		0.300				2.600		Quality Improvement	EN	NR
ALSO2	DEVELOPMENT / REVIEW OF CURRICULUM OF ANGANA VIDYALAYA (@ Rs. 30,000/- PER WORKSHOP)	2	0.600										2 0.600	0.300	Quality Improvement	EN	NR
ALSO3	DEVELOPMENT / REVIEW OF TRAINING MODULES FOR ANGANA VIDYALAYA (@ Rs./ 30,000)	4	1.200	2	0.600	1	0.300						7 2.100	0.300	Capaccity Bulding	TC	NR
ALS14	PRINTING OF TLM, READING MATERIALS, MODULES, ETC.		1.000		5.000		10.000		10.000		3.000		29.000		Quality Improvement	EN	NR
ALS19	PROGRAMME EVALUATION / DEVELOPMENT OF ACHIEVEMENT TESTS FOR LEARNERS		0.600		1.200		0.600		0.300		3.000		3.00		Quality Improvement	EN	NR
ALS1B	PRINTING OF QUARITERLY WALL NEWSPAPER		1.100		4.250		4.250		4.250		4.250		18.100		Capacity Bulding	EN	NR
ALSN1	OTHER ACTIVITIES / DOCUMENTATION ETC.				1.000		1.000		1.000		1.000		4.000		Retention	IN	NR

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : ALS-ALTERNATIVE SCHOOLING
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 2

[Rs. in Lakhs]
18 SLO. PATNA

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---)	(--- YEAR 2---)	(--- YEAR 3---)	(--- YEAR 4---)	(--- YEAR 5---)	PROJECT PERIOD	RATE	QUALITY PARAMETER	COST	CATE-
		UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT		CODE	GORY
ALSR1	CIVIL WORKS FOR CONSTRUCTION OF SIEMAT OF AS PROGRAMME		1.000	2.500	2.500	6.500	6.500		Capacity Building	RS	NR
ALSR4	MEETINGS / REFLECTIONS WITH STATE AND DISTRICTS CORE TEAMS, DRUS, NGOS	0.600	1.200	1.200	1.200	1.200	5.400		Capacity Building	RS	NR
ALST1	TRG. / REFLECTIONS OF ASRGS / RPS OF ANGANA VIDYALAYA (10 DAYS)	0.820	1.500	1.500	0.520	0.100	4.440		Quality Improvement	TC	NR
ALST1	REFRESHER TRG. OF ASRGS / RPS OF ANGANA VIDYALAYA (5 DAYS)		0.370	0.850	0.850	0.255	2.325		Quality Improvement	TC	NR
ALSTA	CAAPACITY BUILDING / REFLECTIONS OF STATE RESOURCE GROUP FOR AS (@ Rs. 10,000/-)	3 0.300	6 0.600	6 0.600	6 0.500	6 0.6000	27 2.700	0.100	Capacity Building	TC	NR
ALSTA	STUDY TOURS	0.500	1.000	1.000	0.500		3.000		Capacity Building	TC	NR
ALSW2	ORGANISATION OF ANNUAL CONFERENCE / SEMINAR / ETC.		1.000	1.000	1.000	1.000	4.000		Capacity Building	WS	NR
	<< COMPONENT TOTAL >>	15.220	20.220	25.350	23.020	12.205	96.015				

NR - The cost which will not be the liability of the GOB after the project period is over.

R - The cost which will be the liability of the GOB after the project period is over.

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : CIV - CIVIL WORKS
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 3

[Rs. in Lakhs]
18 SLO. PATNA

ACTIVITY CODE	DESCRIPTIONS	(-- YEAR 1--)	(--- YEAR 2---)	(--- YEAR 3---)	(--- YEAR 4---)	(--- YEAR 5---)	PROJECT PERIOD	RATE/	QUALITY PARAMETER	COST	CATE-
		UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT		CODE	GORY
CIVC7	CIVIL WORKS FOR CONSTRUCTION OF SIEMAT	22.000	20.000				42.000		Quality Improvement	CH	NR
CIVN2	RESOURCE MAPPING & PROTYPE DESIGNING	12.750					12.750		Retention	IN	NR
CIVN2	WORKSHOPS	1.200	0.600	0.600	0.300	0.300	3.000		Retention	IN	NR
CIVN2	PROTOTYPE CONSTRUCTION	25.500					25.500		Retention	IN	NR
CIVN2	TRAINING OF ENGINEERS, SUPERVISORS, MASONS DURING PROTOTYPE CONSTRUCTION	2.300	0.900	0.900			4.100		Retention	IN	NR
CIVN2	DOCUMENTATION	1.000	1.000	0.850			2.850		Retention	IN	NR
CIVN2	EVALUATION		0.250	0.550		1.000	1.800		Retention	IN	NR
	<< COMPONENT TOTAL >>	64.750	22.750	2.900	0.300	1.300	92.000				

235

NR - The cost which will not be the liability of the GOB after the project period is over.

R - The cost which will be the liability of the GOB after the project period is over.

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : ECE - EARLY CHILD CARE & EDUCATION
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 4

[Rs. in Lakhs]
18 SLO. PATNA

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---) UNIT FINANCE	(--- YEAR 2---) UNIT FINANCE	(--- YEAR 3---) UNIT FINANCE	(--- YEAR 4---) UNIT FINANCE	(--- YEAR 5---) UNIT FINANCE	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
ECE03	DEV. OF VARIOUS ORIENTATION TRAINING MODULES & THEIR TRIALS AND FIN & DEV OF RECURRENT MODULES & THEIR REVIEW	5.000	2.000	1.000			8.000		Capacity Building	TC	NR
ECE04	DEVELOPMENT OF ECCE RESOURCE MATERIALS (TRAINING RELATED) TRAINERS F HANDBOOK/GUIDE/INSTRUCTIONS ETC.	0.250	0.750	2.000	2.000		5.000		Quality Improvement	EN	NR
ECE01	STRENGTHENING CAPACITY FOR REPLINISHG OLD BOOKS & DEV OF TLM ETC. @ Rs. 15,000 X 26 OF AWTCs + MLTC	26 3.900	26 3.900	26 3.900	26 3.900	26 3.900	130 19.500	0.150	Retention	EN	NR
ECE1B	NEWS LETTER (BAL SAMACHAR) QUARTERLY A. 20,000 X 4 X RS. 2.00 1ST YEAR B. 30,000 X 4 @ RS. 2.00 2ND YEAR ONWARDS	1.600	2.400	2.400	2.400	2.400	11.200		Capacity Building	EN	NR
ECE08	POSTAGE, PAYMENTS FOR ARTISTS & MISC EXP. FOR NEW LETTER PRINTING	0.400	0.600	0.600	0.600	0.600	2.800		Capacity Building	OE	NR
ECE09	STUDY TOUR FOR TRAINERS	0.900	0.900	0.900	0.900	0.900	4.500	0.030	Capacity Building	OE	NR
ECE0A	DEVELOPMENT OF RESOURCE MATERIAL FOR ECCE WORKERS / CHILDREN	2.000	2.000	2.000	2.000		8.000		Capacity Building	OE	NR
ECETA	CAPACITY BUILDING FOR NEW TALENTS INDU TRAINING AS RP / TRAINER FOR 30 PERSONS X 50,000 X 10 DAYS.	2 1.000	2 1.000	2 1.000	2 1.000	2 1.000	10 5.000	0.500	Capacity Building	TC	NR

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : ECE - EARLY CHILD CARE & EDUCATION
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 5

[Rs. in Lakhs]
18 SLO. PATNA

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---)	(--- YEAR 2---)	(--- YEAR 3---)	(--- YEAR 4---)	(--- YEAR 5---)	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
		UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE					
ECETA	RESOURCE PERSONS / TRAINERS CAPACITY BUILD THROUGH SUBJECT SPECIFIC WORKSHOP / TRAINING, RS. 30,000 X 1	2 0.600	2 0.600	2 0.600	2 0.600	2 0.600	10 3.000	0.300	Capacity Building	TC	NR
ECEW1	STATE LEVEL CONVERGENCE WORKSHOP @ RS. 30,000/- X 1	2 0.600	2 0.600	2 0.600	2 0.600	2 0.600	10 3.000	0.300	Capacity Building	WS	NR
ECEW1	AWTC + MLTC / RI / RGG TRAINERS CAPACITY BUILDING & WORKSHOP / TRAINING @ RS 30,000/- X 1	3 0.900	3 0.900	3 0.900	3 0.900	3 0.900	15 4.500	0.300	Capacity Building	WS	NR
ECEW1	BIMONTHLY METTING WITH AWTC / MLTC / RG / RI 1 DAY @ RS. 2000 X 6	6 0.120	6 0.120	6 0.120	6 0.120	6 0.120	30 0.600	0.020	Capacity Building	WS	NR
	<< COMPONENT TOTAL >>	17.270	15.770	16.020	15.020	11.020	75.100				

NR - The cost which will not be the liability of the GOB after the project period is over.

R - The cost which will be the liability of the GOB after the project period is over.

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : INV. - INNOVATION
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 6

[Rs. in Lakhs]
18 SLO. PATNA

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---) UNIT FINANCE	(--- YEAR 2---) UNIT FINANCE	(--- YEAR 3---) UNIT FINANCE	(--- YEAR 4---) UNIT FINANCE	(--- YEAR 5---) UNIT FINANCE	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
INVN1	INNOVATION FACILITY		20.000	20.000	20.000	20.000	80.000		Retention	IN	NR
	<< COMPONENT TOTAL >>	0.000	20.000	20.000	20.000	20.000	80.000				

238

NR - The cost which will not be the liability of the GOB after the project period is over.

R - The cost which will be the liability of the GOB after the project period is over.

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MED - COMMUNITY PART. & ENV. BUILD.
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 7

[Rs. in Lakhs]
18 SLO. PATNA

239

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---) UNIT FINANCE	(--- YEAR 2---) UNIT FINANCE	(--- YEAR 3---) UNIT FINANCE	(--- YEAR 4---) UNIT FINANCE	(--- YEAR 5---) UNIT FINANCE	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
MEDB7	VIDEO CAMERA FOR DOCUMENTATION	3.000	0.100	0.100	0.100	0.100	3.400		Capacity Building	EQ	NR
MEDL1	EDUCATIONAL MAGAZINES ETC.	0.100	0.100	0.100	0.100	0.100	0.500		Capacity Building	BL	NR
MEDL2	BOOKS & EDUCATIONAL MATERIAL	0.900	0.900	0.900	0.900	0.900	4.500		Quality Improvement	BL	NR
MEDO4	CONSUMABLES	0.300	0.300	0.300	0.300	0.300	1.500		Capacity Building	OE	NR
MEDO9	STUDY TOUR FOR SCRG	0.500	0.500	0.500	0.500	0.500	2.500		Capacity Building	OE	NR
MEDQ2	FIELD VISIT / APPRAISAL BY SCRG	0.600	0.600	0.600	0.600	0.600	3.000		Retention	MA	NR
MEDQ4	COLLECTION OF CULTURAL SYMBOLS / MOTIF FOLK SONGS / FOLK TALES / ETC ON SC / ST	0.300	0.300	0.300	0.300	0.300	1.500		Retention	MA	NR
MEDQ4	PREPARATION OF CAMPAIGN MATERIAL FOR CHILDREN WITH MILD TO MODERATE DISABILITIES	0.300	0.300	0.300	0.300	0.300	1.500		Retention	MA	NR

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MED - COMMUNITY PART. & ENV. BUILD.
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 8

[Rs. in Lakhs]
18 SLO. PATNA

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---) UNIT FINANCE	(--- YEAR 2---) UNIT FINANCE	(--- YEAR 3---) UNIT FINANCE	(--- YEAR 4---) UNIT FINANCE	(--- YEAR 5---) UNIT FINANCE	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
MEDQ4	PROD. / DISSEMINATION OF ANIMATION FILMS / VIDEO CASSETTES ON SPL AWARENESS CAMPAIGN (MUNIA BETI)	3.500		3.500			7.000		Retention	MA	MR
MEDQ4	ADVOCACY ON CHILDREN WITH MILD TO MOOERATE DISABILITIES	0.500	0.500	0.500	0.500	0.500	2.500		Retention	MA	MR
MEDQ6	MEETINGS / SEMINARS / WORKSHOPS ETC. ON DPEP	0.600	0.900	0.600	0.900	0.600	3.600		Retention	MA	MR
MEDQ6	ADVOCACY OF DPEP THROUGH PRINT / ELECTRONIC MEDIA	0.500	0.500	0.500	0.500	0.500	2.500		Retention	MA	MR
MEDQ6	ADVOCACY ON GENDER ISSUES THROUGH PRINT / ELECTRONIC MEDIA	0.500	0.500	0.500	0.500	0.500	2.500		Retention	MA	MR
MEDQ8	STATE LEVEL EVENTS (BAL MELA, NA - BETI MELA, VEC MEET, CULTURAL EVENTS) EXCURSION OF CHILDREN	2.500	2.500	2.500	2.500	2.500	12.500		Retention	MA	MR
MEDQA	DEVELOPMENT OF CAMPAIGN MATERIAL / AUDIO CASSETTES	1.000	1.000	1.000	1.000	1.000	5.000		Retention	MA	MR
MEDQD	PRODUCTION / DISSEMINATION OF AUDIO CASSETTES	3.000	3.000	3.000	3.000	3.000	15.000		Retention	MA	MR

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MED - COMMUNITY PART. & ENV. BUILD.
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 9

[Rs. in Lakhs]
18 SLO. PATNA

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---)	(--- YEAR 2---)	(--- YEAR 3---)	(--- YEAR 4---)	(--- YEAR 5---)	PROJECT PERIOD	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
		UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE					
MEDQD	PRODUCTION / DISSEMINATION OF VIDEO CASSETTES / EDUCATIONAL FILMS AND THEIR DUPLICATION @ Rs. 3.00 LAKHS	6.500	6.500	6.500	6.500	6.500	32.500		Retention	NA	NR
MEDQD	PRODUCTION OF STATE LEVEL NEWSLETTER MAGAZINES / BOOKLETS / FOLDERS / PUBLICITY MATERIALS ETC	10.000	10.000	10.000	10.000	10.000	50.000		Retention	NA	NR
MEDR1	STUDIES / RESEARCH ON SCI ST CULTURE	0.600	0.600	0.600	0.600	0.600	3.000		Capacity Building	RS	NR
MEDR5U	EVOLUTION OF ' MODEL OF VECS '	0.300		0.300			0.600		Capacity Building	RS	NR
MEDR5U	EVOLUTION / STRENGTHENING OF TRAINING MODULE OF VEC / PRERAK DAL (MS)	2 0.600		2 0.600			4 1.200	0.300	Capacity Building	RS	NR
MEDR5U	EVOLUTION OF STRENGTHENING OF MICRO PLANNING MODULE (MS)	2 0.600		2 0.600			4 1.200	0.300	Capacity Building	RS	NR
MEDR5U	CAPACITY BUILDING (TRG. OF TRAINERS) FOR MICRO PLANNING	0.600	0.300	0.300			1.200		Capacity Building	RS	NR
MEDR6	DOCUMENTATION / PUBLICATION OF VEC / PARERAK DAL TRAINING MODULE 5000 COPIES @ RS. 10/-	0.500		0.500		0.500	1.050		Capacity Building	RS	NR

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MED - COMMUNITY PART. & ENV. BUILD.
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 10

[Rs. in Lakhs]
18 SLO. PATNA

242

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---)	(--- YEAR 2---)	(--- YEAR 3---)	(--- YEAR 4---)	(--- YEAR 5---)	PROJECT PERIOD		RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
		UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE				
MEDR6	DOCUMENTATION OF MICRO PLANG. MODULE 5000 COPIES @ RS. 10/-	0.500		0.500				1.000		Capacity Building	RS	NR
MEDR6	DOCUMENTATION OF ' MODEL OF VEC '	0.200		0.200				0.400		Capacity Building	RS	NR
MEDTIU	TRG. OF RP FOR TRAINING THE PRERAK OF DAL/VEC	2 0.600	1 0.300	1 0.300	1 0.300	1 0.300	6 1.800	0.300		Quality Improvement	TC	NR
MEDIA	IDENTIFICATION AND CAPACITY BUILDING OF SCRG	0.600	0.600	0.600	0.600	0.600	3.000			Capacity Building	TC	NR
MEDIA	CAPACITY BUILDING OF CULTURAL GROUP (RANG, SANGEET, NATYA SHIVIR)	2.500	2.500	2.500	2.500	2.500	10.000			Capacity Building	TC	NR
	<< COMPONENT TOTAL >>	42.200	32.800	38.700	32.500	29.750	175.950					

NR - The cost which will not be the liability of the GOB after the project period is over.

R - The cost which will be the liability of the GOB after the project period is over.

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MGT - PROJECT MANAGEMENT
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 11

[Rs. in Lakhs]
18 SLO. PATNA

243

ACTIVITY CODE	DESCRIPTIONS	(... YEAR 1...)		(... YEAR 2...)		(... YEAR 3...)		(... YEAR 4...)		(... YEAR 5...)		PROJECT PERIOD		RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE				
MGTA3	SALARY FOR OFFICERS	23	29.965	23	29.965	23	29.965	21	27.960	21	27.960	111	145.815	1.314	Capacity Building	SA	NR
MGTA3	GROUP PERSONAL ACCIDENT INSURANCE PREMIUM - OFFICERS	312	0.280	310	0.280	310	0.280	310	0.280	310	0.280	1552	1.400	0.001	Capacity Building	SA	NR
MGTA4	SALARY FOR STAFF	33	16.401	33	16.401	33	16.401	33	16.401	33	16.401	165	82.005	0.497	Capacity Building	SA	NR
MGTA4	SALARY RELATED STATUTORY PAYMENT FOR STAFF	33	1.939	33	1.939	33	1.939	33	1.939	33	1.939	165	9.695	0.059	Capacity Building	SA	NR
MGTA4	GROUP PERSONAL ACCIDENT INSURANCE PREMIUM - STAFF	441	0.400	441	0.400	441	0.400	441	0.400	441	0.400	2205	2.00	0.001	Capacity Building	SA	NR
MGTA6	STAFF WELFARE INCLUDING LIVERY TO STAFF	56	0.500	56	0.500	56	0.500	56	0.650	56	0.500	280	2.650	0.009	Capacity Building	SA	NR
MGTA7	MEDICAL REIMBURSEMENT TO ELIGIBLE OFFICERS / STAFF		0.240		0.240		0.240		0.240		0.240		1.200		Capacity Building	SA	NR
MGTB1	DTP PURCHASE & INSTALLATION	1	5.000									1	5.000	5.000	Capacity Building	EQ	NR

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MGT - PROJECT MANAGEMENT
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 12

[Rs. in Lakhs]
18 SLO. PATNA

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---) UNIT FINANCE	(--- YEAR 2---) UNIT FINANCE	(--- YEAR 3---) UNIT FINANCE	(--- YEAR 4---) UNIT FINANCE	(--- YEAR 5---) UNIT FINANCE	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
MGTF2	FURNITURE FOR SLO	1.950	0.500				2.450		Capacity Building	FU	NR
MGR11	NEWSPAPER & JOURNALS	0.120	0.120	0.120	0.120	0.120	0.600		Capacity Building	BL	NR
MGTM1	REPAIRS & MAINTENANCE OF EQUIPMENTS	2.300	2.300	2.300	2.300	2.300	11.500		Capacity Building	NE	R
MGTM2	REPAIRS & MAINTENANCE OF FURNITURES	0.050	0.050	0.050	0.050	0.050	0.250		Capacity Building	OE	R
MGTM3	REPAIRS & MAINTENANCE OF VEHICLES	0.700	0.700	0.700	0.800	0.800	3.700		Capacity Building	NV	R
MGTO1	RENT FOR OFFICE AND OTHER PREMISES	1 4.800	1 4.800	1 4.800	1 4.800	1 4.800	5 24.000	4.800	Capacity Building	OE	NR
MGTO3	MOTOR VEHICLES - RUNNING EXPENDITURE @ 6000 /- FOR VEHICLE PER MONTH	5 3.600	5 3.600	5 3.600	5 3.600	5 3.600	25 18.000	0.720	Capacity Building	OE	NR
MGTO4	PRINTING AND STATIONERY	3.000	3.000	3.000	3.000	3.000	15.000		Capacity Building	OE	NR

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MGT - PROJECT MANAGEMENT
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 13

[Rs. in Lakhs]
18 SLO. PATNA

245

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---)	(--- YEAR 2---)	(--- YEAR 3---)	(--- YEAR 4---)	(--- YEAR 5---)	PROJECT PERIOD	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
		UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE					
MGTO5	MEETINGS ARRANGEMENTS INCLUDING STATUTORY MEETINGS	5.000	5.000	5.000	5.000	5.000	25.000		Capacity Building	OE	NR
NGTO6	TELEPHONE CHARGES INCLUDING INSTALLATION CHARGES	6 5.760	6 5.760	6 5.760	6 5.760	6 5.760	30 28.800	0.960	Capacity Building	OE	NR
MGTO7	ELECTRICITY & WATER CHARGES	1.500	1.500	1.500	1.500	1.500	7.500		Capacity Building	OE	NR
MGTO8	OPERATING EXPENSES	1.130	1.130	1.130	1.130	1.130	5.650		Capacity Building	OE	NR
MGTO8	POSTAGE, TELEGRAMS AND COURIERS	0.700	0.700	0.700	0.700	0.700	3.500		Capacity Building	OE	NR
MGTO8	OFFICE REPAIR & FURNISHING	2.500	0.700	0.500	0.400	0.200	4.300		Capacity Building	OE	NR
MGTO8	CONTINGENCY	1.000	1.000	1.000	1.000	1.000	5.000		Capacity Building	OE	NR
MGTO8	PUBLICATION OF APPOINTMENT ADVERTISEMENT	2.000					2.000		Capacity Building	OE	NR

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MGT - PROJECT MANAGEMENT
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 14

[Rs. in Lakhs]
18 SLO. PATNA

246

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---)	(--- YEAR 2---)	(--- YEAR 3---)	(--- YEAR 4---)	(--- YEAR 5---)	PROJECT PERIOD		RATE/	QUALITY PARAMETER	COST CODE	CATE- GORY
		UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT			
MGTO9	TA & DA INCLUDING LTC	56 10.368	56 10.368	56 10.368	54 9.648	54 9.648	276	50.400	0.183	Capacity Building	OE	NR
MGTO9	HIRING OF TAXI CHARGES	0.500	0.500	0.500	0.500	0.500		2.500		Capacity Building	OE	NR
MGTOA	HONORARIUM : OTHER THAN WORKSHOP, SENINAR & TRAINING	0.300	0.300	0.300	0.300	0.300		1.500		Capacity Building	OE	NR
MGTO8	BANK COMMISSIONN CHARGES	1.000	1.000	1.000	1.000	1.000		5.000		Capacity Building	OE	NR
MGTOC	AUDIT FEE (INCLUDING STATUTORY) AND EXPENSES	3.060	3.060	3.060	3.060	3.060		15.300		Capacity Building	OE	NR
MEGOD	INSURANCE PREMIUM FOR STORES AND VEHICLES	0.600	0.600	0.600	0.600	0.600		3.000		Capacity Building	OE	NR
MGTV1	PURCHASE OF VEHICLE FOR ADDL SPD	1 4.000					1	4.000	4.000	Capacity Building	VH	NR
MGTW1	WORKSHOP - ANY TYPE	1 0.300	1 0.300	1 0.300	1 0.300	1 0.300	5	1.500	0.300	Capacity Building	WS	NR

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MGT - PROJECT MANAGEMENT
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE: 15

[Rs. in Lakhs]
18 SLO. PATNA

247

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---)	(--- YEAR 2---)	(--- YEAR 3---)	(--- YEAR 4---)	(--- YEAR 5---)	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
		UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE					
MGIW2	SEMINAR / CONFERENCE ANY TYPE	1 0.300	1 0.300	1 0.300	1 0.300	1 0.300	5 1.500	0.300	Capacity Building	VS	NR
	<< COMPONENT TOTAL >>	111.263	97.013	96.313	93.738	93.388	491.715				

NR - The cost which will not be the liability of the GOB after the project period is over.

R - The cost which will be the liability of the GOB after the project period is over.

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MIS - MANAGEMENT INFORMATION SYSTEM
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 16

[Rs. in Lakhs]
18 SLO. PATNA

248

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---) UNIT FINANCE	(--- YEAR 2---) UNIT FINANCE	(--- YEAR 3---) UNIT FINANCE	(--- YEAR 4---) UNIT FINANCE	(--- YEAR 5---) UNIT FINANCE	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
MISB1	HARDWARE	3.660					3.660		Capacity Building	EQ	NR
MISB1	LAN	6.810					6.810		Capacity Building	EQ	NR
MISB1	EQUIPT - NOTE BOOK COMPUTER COMPATIBLE TO PENTIUM	1 1.000					1 1.000	1.000	Capacity Building	EQ	NR
MISB2	SOFTWARE		0.500		0.500		1.000		Capacity Building	EQ	NR
MISC9	FURNISHING OF COMPUTER ROOM	0.450					0.450		Capacity Building	CH	NR
MISF2	FURNITURE	0.250					0.250		Capacity Building	FU	NR
MISJ1	SOFTWARE CONSULTANCY	0.280	1.000	1.000	1.000		3.280		Capacity Building	LC	NR
MISM1	MAINTENANCE OF MACHINES	1.615	2.600	3.000	3.000	3.000	13.215		Capacity Building	NE	R

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MIS - MANAGEMENT INFORMATION SYSTEM
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 17

[Rs. in Lakhs]
18 SLO. PATNA

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---) UNIT FINANCE	(--- YEAR 2---) UNIT FINANCE	(--- YEAR 3---) UNIT FINANCE	(--- YEAR 4---) UNIT FINANCE	(--- YEAR 5---) UNIT FINANCE	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
MISO4	CONSUMABLES	1.000	1.250	1.500	1.500	1.500	6.750		Capacity Building	OE	NR
MISO6	NICMET LINK (NICMAIL 400)	0.521	0.481	0.481	0.481	0.481	2.445		Capacity Building	OE	NR
MISO8	OPERATIVE EXPENSES	2.500	0.500	0.500	0.500	0.500	4.500		Capacity Building	OE	NR
MISO9	STUDY TOURS (3 X 3 X 4000.00)	3 0.360	3 0.360	3 0.360	3 0.360		12 1.440	0.120	Capacity Building	OE	NR
MISR2	CASE STUDIES (3 X 2 X 17 X 300)	0.306	0.306	0.306	0.306	0.306	1.530	0.306	Capacity Building	RS	NR
MISR6	PRINTING AND SUPPLY OF DISE DATA CAPTURE FORMAT & MANNUALS	0.750	0.800	0.850	0.900	1.000	4.300		Capacity Building	RS	NR
MISR6	PRINTING AND SUPPLY OF QUESTINNAIRE FOR COLLECTION OF ATTENDANCE RECORDS AND OTHERS SIMILAR TESTS	1.000	1.050	1.100	1.150	1.200	5.500		Capacity Building	RS	NR
MISR6	PUBLICATION OF MONTHLY, QUARTERLY AND ANNUAL REPORTS	0.500	0.500	0.500	0.500	0.500	2.500		Capacity Building	RS	NR

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MIS - MANAGEMENT INFORMATION SYSTEM
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 18

[Rs. in Lakhs]
18 SLO. PATNA

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---)	(--- YEAR 2---)	(--- YEAR 3---)	(--- YEAR 4---)	(--- YEAR 5---)	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
		UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE					
MISV2	WORKSHOP / SEMINAR / CONFERENCE ETC.	18 1.500	18 1.500	18 1.500	18 1.500	18 1.500	90 7.500	0.083	Capacity Building	WS	NR
	<< COMPONENT TOTAL >>	22.502	10.847	11.097	11.697	9.987	66.130				

NR - The cost which will not be the liability of the GOB after the project period is over.

R - The cost which will be the liability of the GOB after the project period is over.

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MRE - MONITORING, RESEARCH & EVAL.
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 19

[Rs. in Lakhs]
18 SLO. PATNA

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---) UNIT FINANCE	(--- YEAR 2---) UNIT FINANCE	(--- YEAR 3---) UNIT FINANCE	(--- YEAR 4---) UNIT FINANCE	(--- YEAR 5---) UNIT FINANCE	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
MRED8	OPERATIVE EXPENSES	1.000	1.000	1.000	1.000	0.500	4.500		Capacity Building	OE	NR
MERO9	STUDY TOURS	0.500	0.500	0.500	0.500	0.500	2.500		Capacity Building	OE	NR
MRER1	RESEARCH ON IDENTIFIED ISSUES / AREAS	5.000	10.000	10.000	10.000		35.000		Capacity Building	RS	NR
MRER2	IMPACT EVAN OF DIFFERENT COM.		34.000		34.000		68.000		Capacity Building	RS	NR
MRER2	CONCURRENT EVALUATION	5.000	10.000	10.000	10.000	5.000	40.000		Capacity Building	RS	NR
MRER3	MID TERM AND END - LINE STUDY IN LINE OF BASE - LINE STUDY			26.000		26.000	52.000		Capacity Building	RS	NR
MRER4	REVIEW - CUM - APPRAISAL BY STATE LEVEL NOM BEP TEAMS	2.500	2.500	2.500	2.500	2.500	12.500		Capacity Building	RS	NR
MRER6	SHARING / DESSEMINATION / DOCUMENTATION THE MRE REPORTS	1.000	1.000	1.000	1.000	0.500	4.500		Capacity Building	WS	NR

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MRE - MONITORING, RESEARCH & EVAL.
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 20

[Rs. in Lakhs]
18 SLO. PATNA

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---) UNIT FINANCE	(--- YEAR 2---) UNIT FINANCE	(--- YEAR 3---) UNIT FINANCE	(--- YEAR 4---) UNIT FINANCE	(--- YEAR 5---) UNIT FINANCE	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
MREW1	TRAINING WORKSHOP FOR STATE LEVEL RESEARCHERS	0.650	1.300	0.650	0.650		3.250		Capacity Building	WS	NR
MREW2	SEMINARS / CONFERENCES / MEETINGS ETC.	1.000	1.000	1.000	1.000	1.000	5.000		Capacity Building	WS	NR
	<< COMPONENT TOTAL >>	16.650	61.300	52.650	60.650	36.000	227.250				

NR - The cost which will not be the liability of the GOB after the project period is over.

R - The cost which will be the liability of the GOB after the project period is over.

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : PFE - PRIMARY FORMAL EDUCATION
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 21

[Rs. in Lakhs]
18 SLO. PATNA

253

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---) UNIT FINANCE	(--- YEAR 2---) UNIT FINANCE	(--- YEAR 3---) UNIT FINANCE	(--- YEAR 4---) UNIT FINANCE	(--- YEAR 5---) UNIT FINANCE	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
PFEA5	SALARY OF CORE TEAM MEMBERS	6.000	6.000	6.000	4.000	2.000	24.000		Capacity Building	SA	NR
PFEDIU	DEVELOPMENT / REVISION OF MLL BASED TEXT BOOKS FOR CLASS 1 TO 5	9.000	9.000	5.630			23.630		Quality Improvement	EN	NR
PFED2U	DEV. OF CURRICULUM	2.000					2.000	0.500	Quality Improvement	EN	NR
PFEDD6U	DEVELOPMENT TLM OTHER THAN TEXT BOOKS		2.000	2.000	2.000		6.000		Quality Improvement	EN	NR
PFEI1	PRINTING OF MLL BASED TEXT BOOKS FOR TRIALLING	50.000	90.000	40.000			180.000		Quality Improvement	BL	NR
PFEI2	PRINTING OF CURRICULUM	4.000					4.000		Quality improvement	EN	NR
PFEI6	PRINTING OF TLM OTHER THAN TEXT BOOKS		10.000	20.000	30.000	22.500	82.500		Quality Improvement	EN	NR
PFED4	EDUCATIONAL CONSUMABLES	1.000	1.000	1.000	0.500	0.500	4.000		Capacity Building	EN	NR

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : PFE - PRIMARY FORMAL EDUCATION
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 22

[Rs. in Lakhs]
18 SLO. PATNA

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---) UNIT FINANCE	(--- YEAR 2---) UNIT FINANCE	(--- YEAR 3---) UNIT FINANCE	(--- YEAR 4---) UNIT FINANCE	(--- YEAR 5---) UNIT FINANCE	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
PFER2U	LEARNER'S EVALUATION	25.000	25.000	25.000	25.000	25.000	125.000	1.471	Capacity Building	RS	NR
PFER2U	TRIAL OF TEXT BOOKS	3.000	3.000	3.000			9.000		Quality improvement	RS	NR
PFEW1U	ORIENTATION TRAINING ON BOOK WRITING TO SRG / DRG / MLL CORE TEAM ETC.	1.000	1.000				2.000		Capacity Building	TC	NR
	<< COMPONENT TOTAL >>	101.000	147.000	102.630	61.500	50.000	462.130				

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DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : SCE - S. C. E. R. T.
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 23

[Rs. in Lakhs]
18 SLO. PATNA

255

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---) UNIT FINANCE	(--- YEAR 2---) UNIT FINANCE	(--- YEAR 3---) UNIT FINANCE	(--- YEAR 4---) UNIT FINANCE	(--- YEAR 5---) UNIT FINANCE	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
SCEA5U	SALARY	11.000	11.000	11.000	11.000	11.000	55.000		Capacity Building	SA	NR
SCEB1	EQUIPMENT - COMPUTER HARDWARE	2.600	0.100	0.100	0.100	0.100	3.000		Capacity Building	EQ	NR
SCEB2	EQUIPMENT COMPUTER SOFTWARE	1.400	0.400	0.400	0.400	0.400	3.000		Capacity Building	EQ	NR
SCEB3	EQUIPMENT - TELEPHONE & INTERCOME	0.500					0.500		Capacity Building	EQ	NR
SCEB5	EQUIPMENT DUPLICATING MACHINE	0.500					0.500		Capacity Building	EQ	NR
SCEB6	EQUIPMENT PHOTOCOPIER	3.200	0.200	0.200	0.200	0.200	4.000		Capacity Building	EQ	NR
SCEB8	EQUIPMENT - OTHER OFFICE EQUIPMENTS (GENERATORS ETC)	3.000					3.000		Capacity Building	EQ	NR
SCEB9	TRAINING EQUIPMENTS	3.000					3.000		Quality Improvement	TC	NR

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : SCE - S. C. E. R. T.
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 24

[Rs. in Lakhs]
18 SLO. PATNA

256

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---) UNIT FINANCE	(--- YEAR 2---) UNIT FINANCE	(--- YEAR 3---) UNIT FINANCE	(--- YEAR 4---) UNIT FINANCE	(--- YEAR 5---) UNIT FINANCE	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
SCEC9	RENOVATION	2.800					2.800		Capacity Building	CM	NR
SCED1U	TEXT BOOK (REVISION & DEVELOPMENT)	1.500	1.740	1.740	3.340	3.340	11.660		Quality Improvement	EN	NR
SCED2U	CURRICULUM (REVISION & DEV.)	0.800			0.400	0.400	1.600		Quality Improvement	EN	NR
SCED3U	TRAINING MODULES	6.400	2.700	0.600	0.600	0.600	10.900		Capacity Building	TC	NR
SCEF3	FURNITURE (TRAINING INSTITUTE & LIBRARY)	8.200					8.200		Quality Improvement	FU	NR
SCEL1	JOURNALS	0.100	0.100	0.100	0.100	0.100	0.500		Capacity Building	BL	NR
SCEL2	BOOKS	2.000	0.400	0.400	0.400	0.400	3.600		Capacity Building	BL	NR
SCEM1	REPAIR & MAINTENANCE - EQUIPMENT		1.000	1.000	1.000	1.000	4.000		Capacity Building	NE	R

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : SCE - S. C. E. R. T.
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 25

[Rs. in Lakhs]
18 SLO. PATNA

257

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---) UNIT FINANCE	(--- YEAR 2---) UNIT FINANCE	(--- YEAR 3---) UNIT FINANCE	(--- YEAR 4---) UNIT FINANCE	(--- YEAR 5---) UNIT FINANCE	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
SCEM2	REPAIR & MAINTENANCE - FFURNITURE		0.200	0.200	0.200	0.200	0.800		Capacity Building	OE	R
SCEM3	REPAIR & MAINTENANCE - VEHICLE	0.200	0.200	0.200	0.200	0.200	1.000		Capacity Building	MV	R
SCE03	VEHICLE (POL)	0.250	0.250	0.250	0.250	0.250	1.250		Capacity Building	OE	NR
SCE08	ORERATIVE EXPENSES	0.500	0.500	0.500	0.500	0.500	2.500		Capacity Building	OE	NR
SCE09U	TA / DA OTHER THAN FOR WORKSHOP / SEMINAR / TRAINING	0.300	0.300	0.300	0.300	0.300	1.500		Capacity Building	OE	NR
SCER1U	RESEARCH		3.750	3.750	3.750	3.750	15.000		Capacity Building	RS	NR
SCET1U	TRAINING FOR BRCC'S	2.500					2.500		Quality Improvement	TC	NR
SCET1U	RECURRENT TRG. FOR BRCCS		2.500	2.500	2.500	2.500	10.000		Quality Improvement	TC	NR

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : SCE - S. C. E. R. T.
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 26

[Rs. in Lakhs]
18 SLO. PATNA

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---) UNIT FINANCE	(--- YEAR 2---) UNIT FINANCE	(--- YEAR 3---) UNIT FINANCE	(--- YEAR 4---) UNIT FINANCE	(--- YEAR 5---) UNIT FINANCE	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
SCET1U	REFRESHER TRG. FOR BRC - RPS		7.500	7.500	7.500	7.500	30.000		Quality Improvement	TC	NR
SCET2	REFRESHER TRG. FOR ASRGS / RPS (5 DAYS)		0.555	1.020	1.700	1.020	4.295		Quality Improvement	TC	NR
SCET2U	INDUCTION TRAINING FOR ASRG / RPs (10 DAYS)	1.080	1.400	1.600			4.080		Quality Improvement	TC	NR
SCET3U	TRAINING FOR FACULTY MEMBER (SCERT AND DIET)	3.000	3.000	3.000	3.000	3.000	15.000		Quality Improvement	TC	NR
SCEV1	METADOR	2.750					2.750		Capacity Building	VH	NR
SCEW2U	SEMINAR & CONFERENCE	3.000	3.000	3.000	3.000	3.000	15.000		Capacity Building	WS	NR
	<< COMPONENT TOTAL >>	60.580	40.795	39.360	40.440	39.760	220.935				

258

NR - The cost which will not be the liability of the GOB after the project period is over.

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DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : SIM - STATE INST. OF EDNL. MGT. AND TRG
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 27

[Rs. in Lakhs]
18 SLO. PATNA

259

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---) UNIT FINANCE	(--- YEAR 2---) UNIT FINANCE	(--- YEAR 3---) UNIT FINANCE	(--- YEAR 4---) UNIT FINANCE	(--- YEAR 5---) UNIT FINANCE	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
SIMA3U	SALARY FOR OFFICERS	9.414	12.552	12.552	12.552	12.552	59.622		Capacity Building	SA	R
SIMA3U	SALARY RELATED STATUORY PAYMENTS FOR OFFICERS	1.761	2.347	2.347	2.347	2.347	11.149		Capacity Building	SA	R
SIMA3U	GROUP ACCIDENT INSURANCE PREMIUM FOR OFFICERS	0.009	0.009	0.009	0.009	0.009	0.045		Capacity Building	SA	R
SIMA4U	SALARY FOR STAFF	4.346	5.794	5.794	5.794	5.794	27.552		Capacity Building	SA	R
SIMA4U	SALARY RELATED STATUTORY PAYMENTS FOR STAFF	0.435	0.580	0.580	0.580	0.580	2.755		Capacity Building	SA	R
SIMA4U	GROUP ACCIDENT INSURANCE PREMIUM FOR STAFF	0.010	0.010	0.010	0.010	0.010	0.050		Capacity Building	SA	R
SIMB1	EQUIPMENT	3.000	2.000	18.000	1.000	0.500	24.500		Capacity Building	EQ	NR
SIMF3	FURNITURE AND FIXTURES	0.500	0.500	7.000	0.250	0.250	8.500		Quality Improvement	FU	NR

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : SIM - STATE INST. OF EDNL. NGT. AND TRG
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 28

[Rs. in Lakhs]
18 SLO. PATNA

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---) UNIT FINANCE	(--- YEAR 2---) UNIT FINANCE	(--- YEAR 3---) UNIT FINANCE	(--- YEAR 4---) UNIT FINANCE	(--- YEAR 5---) UNIT FINANCE	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
SIML1	BOOKS / JOURNALS / LIBRARIES	0.500	3.000	5.000	0.500	0.500	9.500		Capacity Building	BL	NR
SIMM1	INSURANCE OF COSTLY EQUIPMENTS AND FURNITURE	0.035	0.060	0.300	0.310	0.310	1.015		Capacity Building	NE	R
SIMM3	MAINTENANCE AND REPAIRS / MAINTENANCE OF VEHICLES		0.300	0.300	0.300	0.300	1.200		Capacity Building	NV	R
SIMO4	CONSUMABLES / OFFICE EXPENSES	0.400	1.000	1.000	1.000	1.000	4.400		Capacity Building	OE	R
SIMO6	TELEPHONE / OFFICE EXPENSES	0.300	0.600	0.600	0.800	0.600	2.700		Capacity Building	OE	R
SIMO7	ELECTRICITY / OFFICE EXPENSES			0.500	0.500	0.500	1.500		Capacity Building	OE	R
SIMO8	OPERATING EXPENSES	0.500	0.500	0.500	0.500	0.500	2.500		Capacity Building	OE	NR
SIMO9U	TA / DA	1.000	1.000	1.000	1.000	1.000	5.000		Capacity Building	OE	NR

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : SIM - STATE INST. OF EDNL. MGT. AND TRG
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 29

[Rs. in Lakhs]
18 SLO. PATNA

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---	(--- YEAR 2---	(--- YEAR 3---	(--- YEAR 4---	(--- YEAR 5---	PROJECT PERIOD		RATE/UNIT	QUALITY PARAMETER	COST CODE	CATE-GORY
		UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE				
SIM09U	STUDY TOURS	0.500	0.500	0.500	0.500	0.500	2.500			Capacity Building	OE	NR
SIMR1U	RESEARCH PROJECTS / ACTION RESEARCH / STUDIES		2.000	4.000	4.000	4.000	14.000			Capacity Building	RS	NR
SIMR6	PRTTINTING AND PUBLICATIONS	0.300	1.250	1.250	1.250	1.250	5.300			Capacity Building	RS	NR
SIMT3U	CAPACITY BUILDING OF SIENAT FACULTY	1.000	1.000	1.000	0.500	0.500	4.000			Quality Improvement	TC	NR
SIMT7U	TRAINING PROGRAMMES FOR OFFICERS	1.000	1.000	1.000	0.500	0.500	4.000			Quality Improvement	TC	NR
SIMV1	VEHICLES	3.500	14.000	14.000	14.000	14.000	59.500			Capacity Building	VH	NR
SIMW2U	SEMINARS / CONFERENCES	1 2.000					1 2.000	2.000		Capacity Building	VS	NR
	<< COMPONENT TOTAL >>	30.010	51.002	78.242	49.502	49.002	257.758					

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DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : TRG - TRAINING
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 30

[Rs. in Lakhs]
18 SLO. PATNA

262

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---)	(--- YEAR 2---)	(--- YEAR 3---)	(--- YEAR 4---)	(--- YEAR 5---)	PROJECT PERIOD	RATE/UNIT	QUALITY PARAMETER	COST CODE	CATEGORY
		UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE					
TRGB1	LCD PROJECTOR	1 4.000					1 4.000	4.000	Capacity Building	EQ	NR
TRGB7	SUPPLY OF DL HARDWARE (DEP)				53.900		53.900		Quality Improvement	EQ	NR
TRGI3	PRINTING OF UJALA - 1 & UJALA 2 MODULES	0.400	0.400				0.800		Capacity Building	EN	NR
TRGI3	TRAINING WORKSHOP IN DELIVERY OF DL INPUTS (DEP)				3.250	3.250	6.500		Quality Improvement	TC	NR
TRGIB	MATERIAL PRODUCTION PRINT PROGRAMMES (DEP)			5.000	5.000	5.000	15.000		Quality Improvement	EN	NR
TRGO1U	RENT / TAXES ETC.	0.500	0.500	0.500	0.500	0.500	2.500		Capacity Building	OE	NR
TRGO6	TELEPHONE CHARGES	0.200	0.200	0.200	0.200	0.200	1.000		Quality Improvement	OE	NR
TRGO7	ELECTRICITY CHARGES	0.200	0.200	0.200	0.200	0.200	1.000		Capacity Building	OE	NR

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : TRG - TRAINING
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 31

[Rs. In Lakhs]
18 SLO. PATNA

263

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---	(--- YEAR 2---	(--- YEAR 3---	(--- YEAR 4---	(--- YEAR 5---	PROJECT PERIOD		RATE/UNIT	QUALITY PARAMETER	COST CODE	CATEGORY
		UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE				
TRG09U	STUDY TOUR STATE / NATIONAL INSTITUTIONS	2.000	2.000	2.000	2.000	2.000	10.000	1.000		Capacity Building	OE	NR
TRG0D	MATERIAL PRODUCTION AUDIO PROGRAMMES (DEP)			7.250	14.500	7.250	29.000			Quality Improvement	NA	NR
TRGQD	MATERIAL PRODUCTION VIDEO PROGRAM (SOFTWARE) - DEP			8.000	8.000	8.000	24.000			Quality Improvement	NA	NR
TRGR1U	RESEARCH / IMPACT STUDIES RELATED TO IMPACT OF TRAINING (DEP)				4.000	4.000	8.000			Quality Improvement	RS	NR
RTGR2U	MONITORING AND EVALUATION OF DEP VIS - A - VIS DPEP				4.000	4.000	8.000			Quality Improvement	RS	NR
TRGR3U	NEED ASSESSMENT SURVEY WORKSHOP (DEP)		1.500				1.500			Capacity Building	RS	NR
TRGT1U	TRAINING OF MASTER TRAINERS	12 6.000	8 4.000	8 4.000			28 14.000	0.500		Quality Improvement	TC	NR
TRGGT1U	ORIENTATION TRAINING TO SRG	1.000	1.000	1.000	1.000	1.000	5.000	0.500		Quality Improvement	TC	NR

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : TRG - TRAINING
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 32

[Rs. In Lakhs]
18 SLO. PATNA

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---)	(--- YEAR 2---)	(--- YEAR 3---)	(--- YEAR 4---)	(--- YEAR 5---)	PROJECT PERIOD		RATE/UNIT	QUALITY PARAMETER	COST CODE	CATE-GORY
		UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE				
TRGT8U	ORIENTATION OF BEP PERSONNEL	3.000	3.000	3.000			9.000	0.300		Capacity Building	TC	NR
TRGT8U	PROFESSIONAL TRAINING TO BEP PERSONNEL	2.400	3.000	1.800	1.200	1.200	9.600	0.300		Capacity Building	TC	NR
TRGW1U	DEVELOPMENT AND TRIAL OF UJALA TRAINING MODULE - 1	1.000					1.000	0.500		Capacity Building	WS	NR
TRGW1U	DEVELOPMENT AND TRIAL OF UJALA TRAINING MODULE - 2	2.000	1.000				3.000	0.500		Capacity Building	WS	NR
TRGW1U	PLANNING WORKSHOP		0.500	0.250	0.250	0.250	1.250			Capacity Building	WS	NR
TRGW1U	CAPACITY BUILDING WORKSHOP IN PRINT AUDIO / VIDEO MATERIALS (DEP)			6.000	3.000	3.000	12.000			Capacity Building	WS	NR
	<< COMPONENT TOTAL >>	22.700	17.300	39.200	101.000	39.850	220.050					

264

NR - The cost which will not be the liability of the GOB after the project period is over.

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DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : TXT - B. S. T. B. P. C.
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 33

[Rs. in Lakhs]
18 SLO. PATNA

265

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---)	(--- YEAR 2---)	(--- YEAR 3---)	(--- YEAR 4---)	(--- YEAR 5---)	PROJECT PERIOD	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
		UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE	UNIT FINANCE					
TXTB1	COMPUTERS FOR DTP (4 X 0. 750)	4 3.000					4 3.000	0.750	Capacity Building	EQ	NR
TXTB1	PRINTERS - DOT MATRIX FOR DTP (1X. 25)	1 0.250					1 0.250	0.250	Capacity Building	EQ	NR
TXTB1	FLAT BED SCANNER	1 1.000					1 1.000	1.000	Capacity Building	EQ	NR
TXTB1	LASER PRINTER (2X. 500)	2 1.000					2 1.000	0.500	Capacity Building	EQ	NR
TXTB2	SOFTWARE FOR DTP	2.000	1.000				3.000	0.500	Capacity Building	EQ	NR
TXTB4	AIRCONITIONER MACHINES	2 0.800					2 0.800	0.400	Capacity Building	EQ	NR
TXTB8	UPS (2 X . 450)	2 0.900					2 0.900	0.450	Capacity Building	EQ	NR
TXTF2	FURNITURE FOR COMPUTER SECTIONS	1.000					1.000		Capacity Building	FU	NR

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : TXT - B. S. T. B. P. C.
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 34

[Rs. in Lakhs]
16 SLO. PATNA

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---) UNIT FINANCE	(--- YEAR 2---) UNIT FINANCE	(--- YEAR 3---) UNIT FINANCE	(--- YEAR 4---) UNIT FINANCE	(--- YEAR 5---) UNIT FINANCE	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
TXTJ1U	FUND FOR CONSULTANCY SERVICE NATIONAL PRODUCTIVITY COUNCIL	5.000					5.000		Capacity Building	LC	NR
TXTL1	LIBRARY ENRICHMENT - A. TB PUBLISHING LIT. AND JOURNALS AND PERIODICALS	0.100	0.100	0.100	0.100	0.100	0.500		Capacity Building	BL	NR
TXT04	FLOPPY & MISC. FOR COMPUTER	0.500	0.500	0.500	0.500	0.500	2.500		Capacity Building	OE	NR
TXTTAU	CAPACITY BUILDING OF PROOF READER / DESNR BY SENDING THEM TO REPUTED INSTS & PRESE AT DELHI, MADRAS, BOM. & CAL. (@ RS. 10000)	7 0.750	7 0.750	7 0.750			21 2.250	0.107	Capacity Building	TC	NR
TXTTAU	TBC STAFF FOR DTP COURSE / TRAINING (8 X 0.250)	8 1.000	2 0.500	2 0.500			12 2.000	0.167	Capacity Building	TC	NR
TXTTAU	TRAINING OF TECHNICIANS (6 X. 20)	6 1.200	6 1.200	6 1.200			16 3.600	0.200	Capacity Building	TC	NR
TXTTAU	TRAINING OF 1 OFFICER, 1 SENIOR STAFF / IC (PRODM) MARKETING, PERSONAL, FINANCE (2X . 400)	2 0.800	2 0.800	2 0.800			6 2.400	0.400	Capacity Building	TC	NR
TXTW1U	WORKSHOP FOR PREPARING PANEL OF DESIGNERS (@ RS. 40000 /-)	2 0.800	2 0.800	2 0.800			6 2.400	0.400	Capacity Building	WS	NR

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : TXT - B. S. T. B. P. C.
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 35

[Rs. in Lakhs]
18 SLO. PATNA

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---) UNIT FINANCE	(--- YEAR 2---) UNIT FINANCE	(--- YEAR 3---) UNIT FINANCE	(--- YEAR 4---) UNIT FINANCE	(--- YEAR 5---) UNIT FINANCE	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
TXTW1U	WORKSHOPS ON SPECIFIC PUBLISHING TOPICS VIZ. EDITING, ILLUSTRATION AND DTP (@ 4000 /-)	2 0.800	2 0.800	2 0.800			6 2.400	0.400	Capacity Building	WS	NR
	<< COMPONENT TOTAL >>	20.900	6.450	5.450	0.600	0.600	34.000				

267

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DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : WDP - WOMEN DEV. PRG. / MAHILA SAMAKHYA
BUDGET OF THE TOTAL PROJECT PERIOD ----->

PAGE : 36

[Rs. in Lakhs]
18 SLO. PATNA

ACTIVITY CODE	DESCRIPTIONS	(--- YEAR 1---) UNIT FINANCE	(--- YEAR 2---) UNIT FINANCE	(--- YEAR 3---) UNIT FINANCE	(--- YEAR 4---) UNIT FINANCE	(--- YEAR 5---) UNIT FINANCE	PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATE- GORY
MDPQ4	ORGANISATION OF SPECIAL CAAMPAIGNS FOR BACKWARD / TRIBAL / WOMEN / MS	40.044	36.598	36.387	36.387	36.387	185.803		Retention	NA	NR
	<< COMPONENT TOTAL >>	40.044	36.598	36.387	36.387	36.387	185.803				

268

NR - The cost which will not be the liability of the GOB after the project period is over.

R - The cost which will be the liability of the GOB after the project period is over.

**5 YEARS
IMPLEMENTATION
SCHEDULE**

Act Code	DESCRIPTION	YR-1	YR-2	YR-3	YR-4	YR-5
ALTERNATIVE SCHOOLING						
ALSB9	TRAINING EQUIPMENT (ELECTRONIC PANABOARD, PHOTOSTAT M/C, OHP ETC.)	**	**	**		
ALSD1	DEVELOPMENT/REVIEW OF TLM (TEXTBOOKS, SUPPLEMENTARY MATERIALS,	**	**	**	**	
ALSD2	DEVELOPMENT/REVIEW OF CURRICULUM OF ANGANA VIDYALAYA (@ RS. 30,000/-PER	**				
ALSD3	DEVELOPMENT/REVIEW OF TRAINING MODULES FOR ANGANA VIDYALAYA (@ RS. 30,000)	**	**	**		
ALSI4	PRINTING OF TLM, READING MATERIALS, MODULES, ETC	**	**	**	**	**
ALSI9	PROGRAMME EVALUATION/DEVELOPMENT OF ACHIEVEMENT TESTS FOR LEARNERS	**	**	**	**	**
271 ALSI8	PRINTING OF QUARTERLY WALL NEWSPAPER	**	**	**	**	**
ALSN1	OTHER ACTIVITIES/DOCUMENTATION ETC.		**	**	**	**
ALSR1	ACTION RESEARCH/STUDIES FOR IMPROVEMENT OF AS PROGRAMME		**	**	**	**
ALSR4	MEETINGS/REFLECTIONS WITH STATE AND DISTRICTS CORE, TEAMS, NGOS	**	**	**	**	**
ALST1	TRG./REFLECTIONS OF MASTER TRAINERS OF ANGANA VIDYALAYA	**	**	**	**	**
ALSTA	CAPACITY BUILDING/REFLECTIONS OF STATE RESOURCE GROUP FOR AS (@ 10,000/	**	**	**	**	**
ALSTA	STUDY TOURS	**	**	**	**	
ALSW2	ORGANISATION OF ANNUAL CONFERENCE/ SEMINAR/ETC.		**	**	**	**

IMPLEMENTATION SCHEDULE (FIVE YEAR)

ACTIVITY CODE	ACTIVITIES	YR-1	YR-2	YR-3	YR-4	YR-5
CIVIL WORKS						
CIVC7	CIVIL WORKS FOR CONSTRUCTION OF SIEMAT	**	**	**	**	**
CIVN2	RESOURCE MAPPING AND PROTOTYPE DESIGNING	**				
CIVN2	WORKSHOPS	**	**	**	**	**
CIVN2	PROTOTYPE CONSTRUCTION	**				
CIVN2	TRAINING OF ENGINEER/SUPERVISOR/MASONS DURING PROTOTYPE CONSTRUCTION	**	**	**		
CIVN2	DOCUMENTATION	**	**	**		
CIVN2	EVALUATION		**	**		**

Act Code	DESCRIPTION	YR-1	YR-2	YR-3	YR-4	YR-5
EARLY CHILD CARE & EDUCATION						
ECED3	DEV. OF VARIOUS ORIENTATION TRAINING MODULES & THEIR TRAILS AND FIN & DEV 0	**	**	**	**	**
ECEDA	DEVELOPMENT OF ECCE RESOURCE MATERIALS (TRAINING RELATED)	**	**	**	**	**
ECEG1	STRENGTHENING CAPACITY FOR PUBLISHING OLD BOOKS & DEV. OF TLM ETC	**	**	**	**	**
ECEIB	NEWS LETTER (BAL SAMACHAR) QUARTERLY A. 20,000 X 4 X RS 2.00 1ST YEAR	**	**	**	**	**
ECE08	POSTAGE, PAYMENTS FOR ARTISTS & MISC. EXP FOR NEWS LETTER PRINTING	**	**	**	**	**
ECE09	STUDY TOUR FOR TRAINERS	**	**	**	**	**
273 ECEOA	DEVELOPMENT OF RESOURCE MATERIAL	**	**	**	**	
ECETA	CAPACITY BUILDING FOR NEW TALENTS INDU TRAINING AS RP/TRAINER FOR	**	**	**	**	**
ECETA	RESOURCE PERSONS/TRRAINERS CAPACITY BUILD THROUGH SUBJECT SPECIFIC WORKSHOP/	**	**	**	**	**
ECEW1	STATE LEVEL CONVERGENCE WORKSHOP @ RS. 30,000/- X 2	**	**	**	**	**
ECEW1	AWTC + MLTC/RI/RG TRAINERS CAPACITY BUILDING & WORKSHOP/TRAINING	**	**	**	**	**
ECEW1	BIMONTHALY MEETING WITH AWTC/MLTC/RG/R1 1 DAY @ RS. 2000 X 6	**	**	**	**	**

IMPLEMENTATION SCHEDULE (FIVE YEAR)

Act-Code	DESCRIPTION	YR-1	YR-2	YR-3	YR-4	YR-5
INNOVATION						
INV	RESOURCE MAPPING & DESIGNING	**				
INV	WORKSHOP	**	**	**	**	**
INV	PROTOTYPE CONSTRUCTION	**				
INV	TRAINING OF SUPERVISOR, ENGINEER & MASONS	**	**	**		
INV	DOCUMENTATION	**	**	**	**	
INV	EVALUATION		**	**		**
INV	CONSTRUCTION OF SIEMAT	**	**			

Act Code	DESCRIPTION	YR-1	YR-2	YR-3	YR-4	YR-5
COMMUNITY PART. & ENV. BUILD.						
MEDB7	VIDEO CAMERA FOR DOCUMENTATION/VIDEO CASSETTES	**	**	**	**	**
MEDL1	EDUCATIONAL MAGAZINES ETC.	**	**	**	**	**
MEDL2	BOOKS & EDUCATIONAL MATERIAL	**	**	**	**	**
MEDO4	CONSUMABLES	**	**	**	**	**
MEDO9	STUDY TOUR FIR SCRG	**	**	**	**	**
MEDQ2	FUEKD VISIT/APPRaisal BY SCRG	**	**	**	**	**
275 MEDQ4	COLLECTION OF CULTURAL SYMBOLS/MOTIF FOLK SONGS/FOLK TATES/ETC ON SC/ST	**	**	**	**	**
MEDQ4	PRREPARATION OF CAMPAIGN MATERIAL FOR CHILDREN WITH MILD TO MODERATE	**	**	**	**	**
MEDQ4	PROD./ DISSEMINATION OF ANIMATION FILMS/VIDEO CASSETTES ON SPL AWARENESS	**		**		
MEDQ4	ADVOCACY ON CHILDREN WITH MILD TO MODERATE DISABILITIES	**	**	**	**	**
MEDQ6	MEETINGS/SEMINARS/WORKSHOPS ETC. ON DPEP	**	**	**	**	**
MEDQ6	ADVOCACY OF DPEP THROUGH PRINT/ELECTRONIC MEDIA	**	**	**	**	**
MEDQ6	ADVOCACY ON GENDER ISSUES THROUGH PRINT/ELECTRONIC MEDIA	**	**	**	**	**
MEDQ8	STATE LEVEL EVENTS (BAL MELAA. MA-BETI MELA.VEC MEET, CULTURAL EVENTS)	**	**	**	**	**
MEDQA	DEVELOPMENT OF CAMPAIGN MATERIAL/AUDIO CASSETTES	**	**	**	**	**
MEDQD	PRODUCTION/DISSEMINATION OF AUDIO CASSETTES	**	**	**	**	**

Act Code	DESCRIPTION	YR-1	YR-2	YR-3	YR-4	YR-5
COMMUNITY PART_ & ENV_ BUILD.						
MEDQD	PRODUCTION /DISSEMINATION OF VIDEO CASSETTES / EDUCATIONAL FILMS	**	**	**	**	**
MEDQD	PRODUCTION OF STATE LEVEL NEWSLETTER MAGAZINES/BOOKLETS/FOLDERS/PUBLICITY	**	**	**	**	**
MEDR1	STUDIES/RESEARCH ON SC/ST CULTURE	**	**	**	**	**
MEDR5	EVOLUTION OF 'MODEL OF VEC'S'	**		**		
MEDR5	EVOLUTION/STRENGTHENING OF TRAINING MODULE OF VEC/PRERAK DAL (WS)	**		**		
MEDR5	EVOLUTION OF STRENGTHENING OF MICRO PLANNING MODULE (WS)	**		**		
MEDR5	CAPACITY BUILDING (TRG. OF TRAINERS) FOR MICRO PLANNING	**	**	**	**	**
MEDR6	DOCUMENTATION/PUBLICATION OF VEC/ PRERAK DAL TRAINING MODULE 500 COPIES	**		**		**
MEDR6	DOCUMENTATION OF MICRO PLANG. MODULE 500 COPIES @ RS. 10/-	**		**		**
MEDR6	DOCUMENTATION OF 'MODEL OF VEC'	**		**		
MEDT1	TRG. OF RP FOR TRAINING THE PRERAK DAL/ VEC	**	**	**	**	**
MEDTA	IDENTIFICATION AND CAPACITY BUILDING OF SCRG	**	**	**	**	**
MEDTA	CAPACITY BUILDING OF CULTURAL GROUP (TANG, SANGEET,NATYA SHIVIR)	**	**	**	**	**

276

Act Code	DESCRIPTION	YR-1	YR-2	YR-3	YR-4	YR-5
PROJECT MANAGEMENT						
MGTA3	SAALARY FOR OFFICERS	**	**	**	**	**
MGTA3	SALARY RELATED STATUTORY PAYMENT FOR OFFICERS	**	**	**	**	**
MGTA3	GROUP PERSONAL ACCIDENT INSURANCE PREMIUM-OFFICERS	**	**	**	**	**
MGTA4	SALARY FOR STAFF	**	**	**	**	**
MGTA4	SALARY RELATED STATUTORY PAYMENT FOR STAFF	**	**	**	**	**
MGTA4	GROUP PERSONAL ACCIDENT INSURANCE PERMIUM-STAFF	**	**	**	**	**
277 MGTA6	EX-GRATIA & STAFF WELFARE INCLUDING LIVERY TO STAFF	**	**	**	**	**
MGTA7	MEDICAL REIMBURSEMENT TO ELIGIBLE OFFICERS/STAFF	**	**	**	**	**
MGTB1	DTP PURCHASE & INSTALLATION	**				
MGTF2	FURNITURE FOR SLO	**	**	**	**	**
MGTL1	NEWSPAPERS & JOURNALS	**	**	**	**	**
MGTM1	REPAIRS & MAINTENANCE OF EQUIPMETS	**				
MGTM2	REPAIRS & MAINTENANCE OF FURNITURES	**	**	**	**	**
MGTM3	REPAIRS & MAINTENANCE OF VEHICLES	**	**	**	**	**
MGTO1	RENT FOR OFFICE AND OTHER PREMISES	**	**	**	**	**
MGTO2	TAXES INCLUDING LICENSE FEE	**	**	**	**	**

Act Code	DESCRIPTION	YR-1	YR-2	YR-3	YR-4	YR-5
PROJECT MANAGEMENT						
MGTO3	MOTOR VEHICLES-RUNNING EXPENDITURE	**	**	**	**	**
MGTO4	PRINTING AND STATIONERY	**	**	**	**	**
MGTO5	MEETINGS ARRANGEMENTS INCLUDING STATUTORY MEETINGS	**	**	**	**	**
MGTO6	TELEPHONE CHARGES INCLUDING INSTALLATION CHARGES	**	**	**	**	**
MGTO7	ELECTRICITY & WATER CHARGES	**	**	**	**	**
MGTO8	OPERATING EXPENSES	**	**	**	**	**
MGTO8	POSTAGE, TELEGRAMS AND COURIERS	**	**	**	**	**
MGTO8	OFFICE REPAIR & FURNISHING	**	**	**	**	**
MGTO8	MISC. EXPENSES	**	**	**	**	**
MGTO8	PUBLICATION F APPOINTMENT ADVERTISEMENT	**	**	**	**	**
MGTO9	TA & DA INCLUDING LTC	**	**	**	**	**
MGTO9	HIRING OF TAXI CHARGES	**	**	**	**	**
MGT0A	HONORARIUM: OTHER THAN WORKSHOP, SEMINAR & TRAINING	**	**	**	**	**
MGT0B	BANK COMMISSION CHARGES	**	**	**	**	**
MGT0C	AUDIT FEE (INCLUDING STATUTORY) AND EXPENSES	**	**	**	**	**
MGT0D	INSURANCE PREMIUM FOR STORES AND VEHICLES	**	**	**	**	**

Act Code	DESCRIPTION	YR-1	YR-2	YR-3	YR-4	YR-5
PROJECT MANAGEMENT						
MGTV1	PURCHASE OF VEHICLE FOR ADDL SPD	**				
MGTW1	WORKSHOP TYPE	**	**	**	**	**
MGTW2	SEMINAR/CONFERENCE ANY TYPE	**	**	**	**	**

Act Code	DESCRIPTION	YR-1	YR-2	YR-3	YR-4	YR-5
MANAGEMENT INFORMATION SYSTEM						
MISB1	HARDWARE	**				
MISB1	LAN	**				
MISB2	SOFTWARE		**		**	
MISC9	FURNISHING OF COMPUTER ROOM	**				
MISF2	FURNITURE	**				
MISJ1	SOFTWARE CONSULTANCY	**	**	**	**	
MISM1	MAINTENANCE OF MACHINES	**	**	**	**	**
MISO4	CONSUMABLES	**	**	**	**	**
MISO6	NICNET LINK(NICMAIL 400)	**	**	**	**	**
MISO8	OPERATIVE EXPENSES	**	**	**	**	**
MISO9	STUDY TOURS (3 X 3 X 4000.00)	**	**	**	**	**
MISR2	CASE STUDIES (3 X 2 X 17 X 300)	**	**	**	**	**
MISR6	PRINTING AND SUPPLY OF DISE DATA CAPTURE FORMAT & MANNUALS	**	**	**	**	**
MISR6	PRINTING AND SUPPLY OF QUESTIONNAIRE FOR COLLECTION OF ATTENDANCE RECORDS AN	**	**	**	**	**
MISR6	PUBLICATION OF MONTHLY, QUARTERLY AND ANNUAL REPORTS	**	**	**	**	**
MISW2	WORKSHOP/SEMINAR/CONFERENCE ETC	**	**	**	**	**

Act Code	DESCRIPTION	YR-1	YR-2	YR-3	YR-4	YR-5
MONITORING, RESEARCH & EVAL.						
MRE08	OPERATIVE EXPENSES	**	**	**	**	**
MRE09	STUDY TOURS	**	**	**	**	**
MRER1	RESERCH ON IDENTIFIED ISSUES/AREAS	**	**	**	**	**
MRER2	IMPACT EVAN OF DIFFERENT COM.				**	**
MRER2	CONCURRENT EVALUATION					**
MRER3	MID TERM AND ENDOLINE STUDY IN LINE OF BASE-LINE STUDY					
281 MRER4	REVIEW-CUM-APPRAISAL BY STATE LEVEL NON BEP TEAMS					**
MRER6	SHARING/DESSEMINATION/DOCUMENTION OF THE MRE REPORTS		**	**	**	**
MREW1	TRAINING WORKSHOP FOR STATE LEVEL RESEARCHERS	**	**			
MREW2	SEMINARS/COFERENCE/MEETINGS ETC.		**	**		

Act Code	DESCRIPTION	YR-1	YR-2	YR-3	YR-4	YR-5
PRIMARY FORMAL EDUCATION.						
PFEA5	SALARY OF CORE TEAM MEMBERS	**	**	**	**	**
PFED1	DEVELOPMENT/REVISION OF MLL BASED TEXT BOOKS FOR CLASS 1 TO 5	**	**	**	**	**
PFED2	DEV. OF CURRICULUM	**				
PFED6	DEVELOPMENT TLM OTHER THAN TEXT BOOKS	**	**	**	**	**
PFE11	PRINTING OF MLL BASED TEXT BOOKS FOR TRIALLING	**	**	**		
PFEI2	PRINTING OF CURRCULUM	**				
PFEI6	PRINTING OF TLM OTHER THAN TEXT BOOKS		**	**	**	**
PFEO4	EDUCATIONAL CONSUMABLES	**	**	**	**	**
PFER2	LEARNER'S EVALUATION	**				
PFER2	TRIAL OF TEXT BOOKS	**	**	**		
PFEW1	ORIENTATON TRAINING ON BOOK WRITING TO SRG/DRG/MLL CORE TEAM ETC	**				

282

Act Code	DESCRIPTION	YR-1	YR-2	YR-3	YR-4	YR-5
S.C.E.R.T.						
SCE	PROCUREMENT	**				
SCE	MODULES PREPARATION (PFE)	**				
SCE	MODULES PREPARATION (AS)	**				
SCE	MODULES REVISION (PFE)			**	**	**
SCE	TRAINING (INDUCTION,REFRESHER) (PFE) (BRCC,BRCRP)	**	**	**	**	**
SCE	TRAINING (INDUCTION, REFRESHER) (AS) (ASRG/RPS)	**	**			
283 SCE	REVISION OF CURRICULUM & TEXT BOOK (PFE)				**	**
SCE	DEVELOPMENT OF CURRICULUM (AS)	**				
SCE	DEVELOPMENT OF TEXT BOOK (AS)	**				
SCE	REVISION OF TEXTBOOK (AS)			**	**	**
SCE	REVISION OF TLMs ETC.(ECCE)			**	**	**
SCE	INSTITUTIONAL DEVELOPMENT OF SCERT/DIET	**	**	**	**	**
SCE	ACTION RESEARCH ACTIVITIES		**	**	**	**
SCE	SEMINAR AND CONFERENCES	**	**	**	**	**

Act Code	DESCRIPTION	YR-1	YR-2	YR-3	YR-4	YR-5
STATE INST.OF EDN. AND MGT.						
SIMA3	SALARY FOR OFFICERS	**	**	**	**	**
SIMA3	SALARY RELATED STATUORY PAYMENTS FOR OFFICERS	**	**	**	**	**
SIMA3	GROUP AACIDENT INSURANCE PREMIUM FOR OFFICERS	**	**	**	**	**
SIMA4	SALARY FOR STAFF	**	**	**	**	**
SIMA4	SALARY RALATED STATUTORY PAYMENTS FOR STAFF	**	**	**	**	**
SIMA4	GROUP ACCIDENT INSURANCE PERMIUM FOR STAFF	**	**	**	**	**
SIMB1	EQUIPMENT	**	**	**	**	**
SIMF3	FURNITURE AND FIXTURES	**	**	**	**	**
SIML1	BOOKS/JOURNALS/LIBRARIES	**	**	**	**	**
SIMM1	INSURANCE OF COSILY EQIPMENTS AND FURNITURE	**	**	**	**	**
SIMM3	MAINTENANCE NAD REPAIRS/ MAINTENANCE OF VEHICLES	**	**	**	**	**
SIMO4	CONSUMABLES/OFFICE EXPENSES	**	**	**	**	**
SIMO6	TELEPHONE/OFFICE EXPENSES	**	**	**	**	**
SIMO7	ELECTRICITY/OFFICE EXPENSES	**	**	**	**	**
SIMO8	OPERATING EXPENSES	**	**	**	**	**
SIMO9	TA/DA	**	**	**	**	**

Act Code	DESCRIPTION	YR-1	YR-2	YR-3	YR-4	YR-5
STATE INST.OF EDN. AND MGT.						
SIM09	STUDY TOURS	**	**	**	**	**
SIMR1	RESEARCH PROJECT/ACTION RESEARCH/STUDIES		**	**	**	**
SIMR6	PRINTING AND PUBLICATIONS	**	**	**	**	**
SIMT3	CAPACITY BUILDING OF SIEMAT FACULTY	**	**	**	**	**
SIMT7	TRAINING PROGRAMMES FOR OFFICERS	**	**	**	**	**
SIMV1	VEHICLES	**				
285 SIMW2	SEMINARS/CONFERENCES	**	**	**	**	**

Act Code	DESCRIPTION	YR-1	YR-2	YR-3	YR-4	YR-5
TRAINING						
TRGB1	LCO PROJECTOR	**				
TRGI3	PRINTING OF UJALA-1 & UJALA 2 MODULES	**	**			
TRG01	RENT / TAXES ETC.	**	**	**	**	**
TRG06	TELEPHONE CHARGES	**	**	**	**	**
TRG07	ELECTRICITY CHARGES	**	**	**	**	**
TRGT1	TRAINING OF MASTER TRAINERS	**	**	**		
TRGT1	ORIENTATION TRAINING TO SRG	**				
TRGT8	ORIENTATION OF BEP PERSONNEL	**	**	**		
TRGT8	PROFESSIONAL TRAINING TO BEP PERSONNEL	**	**	**	**	**
TRGW1	DEVELOPMENT AND TRIAL OF UJALA TRAINING MODULE-1	**				
TRGW1	DEVELOPMENT AND TRIAL OF UJALA TRAINING MODULE - 2	**	**			
TRGW2	STUDY TOUR STATE / NATIONAL INSTITUTIONS	**	**	**	**	**

286

Act Code	DESCRIPTION	YR-1	YR-2	YR-3	YR-4	YR-5
TEXT BOOK PUBLICATION						
TXTB1	COMPUTER EQUIPMENT	**				
TXTB1	COMPUTERS FOR DTP EQUIPMENTS (WITH UPS)	**	**			
TXTB1	COSULTANCY	**				
TXTB7	TV, VCR, TAPE RECORDER AND CAMERA	**				
TXTL1	LIBRARY	**	**	**	**	**
TXTTA	CAPACITY BUILDING OF PROOF READER/DESIGNER	**	**	**	**	**
TXTTA	TRAINING OF TECHNICIANS & OFFICERS	**	**	**	**	**
TXTW1	WORKSHOP FOR PREPARING PANEL OF DESIGNERS	**	**	**	**	**
TXTW1	WORKSHOPS ON SPECIFIC PUBLISHING TOPICS, EDITING, EDITING, ILLUSTRATION AND DTP	**	**	**	**	**

287

Act Code	DESCRIPTION	YR-1	YR-2	YR-3	YR-4	YR-5
WOMEN DEV. PRG. / MAHILA SAMAKHYA						
WDPA3	SALARY FOR OFFICERS	**	**	**	**	**
WDPA4	SALARY TO STAFF	**	**	**	**	**
WDPD6	DEVELOPMENT OF TLM FOR JAGJAGI / MSK	**	**	**	**	**
WDPG1	MS UNIT TO NGOS	**	**	**	**	**
WDPG3	MAHILA SHIKSHAN KENDRA (NEW)	**				
WDPG3	MAHILA SHIKSHAN KENDRA (OLD)	**	**	**	**	**
288 WDPJ1	SHORT TERM CONSULTANCY	**	**	**	**	**
WDPL3	MAHILA SAMAKHYA RESOURCE CENTRE (RENT, TELEPHONE, LIBRARY ETC.)	**	**	**	**	**
WDPM3	VEHICLE REPAIR / MAINTENANCE	**	**	**	**	**
WDPN1	INNOVATIONS		**	**	**	**
WDPN3	LEGAL AID CELL	**	**	**	**	**
WDPO9	TA / DA (OTHER THAN TRG. / WORKSHOPS)	**	**	**	**	**
WDP09	STUDY TOURS	**	**	**	**	**
WDPR1	ACTION RESEARCH / FIELD STUDIES	**	**	**	**	**
WDPR2	MONITORING / EVALUATION	**	**	**	**	**
WDPR6	DOCUMENTATION & PUBLICATION	**	**	**	**	**

CHAPTER VIII

BENIFIT & RISK

8. BENEFITS AND RISKS

INTRODUCTION

The state component plan visualizes a number of benefits to the project districts in terms of quality of the primary Education hitherto never introduced in such a large scale, but like any other hypothesis, a numbers of risks are also connected with the programmes. As pros and cons are the part of real life situations, neither bebefits nor risks can outweigh the degree of probable success of the endeavours. In Poetic terms " joy and woes are woven fine ", So we perceive that benefits and risks are part of the same coin, Hence, the crux of the concepts, plans and imiementation tools would be to maximise the benefits, risks-taking is an enterprising endeavour. Hence, the SLO/DLO would analyse these two factors and take coscious decisions at every stage.

BENEFITS

- * Capacity building and strengthening of existing state institution like SCERT/BSTBC will enrich the form and contents of primary education in the state.
- * The establishment of SIEMAT will user in a new era in the state in the realm of educational management and training.
- * Focussed interventions for the girl child/SC/ST students have inherent capacity to unleash the factors of social change-thereby opening new vistas of bright future for those oppressed and demoralised from ages.
- * Community participation and environment building interventions have potential to unearth the hiden energy in the society, initiating a process of re-discovering the identity of positive socil forces and facilitating socital transformation.
- * The intervention will go a long way in improving the quality of, reducing dropouts from and expanding access to the primary education sector.
- * The programme with its concepts and tools will be able to bring the primary education at the centre stage, thereby revealing that education is the most appropriate investment for social development.

RISKS

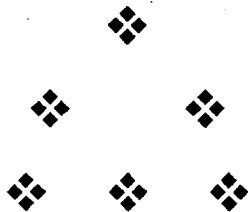
The implementation of a progamme of such a magnitude pre-supposes a comitted, devoted, honest and professionally competent cadre of functionaries at every level

who may not visualize the programme as an opportunity for their self-aggrandisement, but a change to serve the people of Bihar—thus, the well conceived idea of "Mission-Mode " has to be the hallmark of the attitude, works and deeds of the functionaries. If such human potential is not tapped//developed, the programme might result into a whimper.

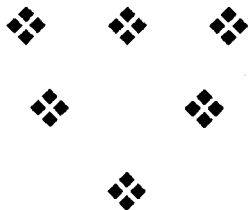
- * Qualitative changes in the society come gradually and slowly. It requires a lot of perseverance even on the part of a highly oriented functionary. Hence, the outcome may not enthuse us initially. Thus, the programme has to be content with the series of initial failures.
- * Some of the contents are at the stage of hypotheses only. Before a hypothesis is put to experimentation, nothing can be predicted with precision
- * The rural Bihar is highly compartmentalized into caste-class groups. The hiatus between sometimes antagonized social groups is a big challenge to the concepts of a well knit "Community" whose participation has been considered to be sine-qua-non for the success of the programme. There is great risk that the programme-money may further widen the gulf and introduce distortions in the existing socio-economic milieu inhibiting thereby the pace of implementation and qualitative change.
- * The interventions propose to create a number of structures to achieve the desired goals. The sustainability and utility of such structures in long run may be suspect if the contradictions created thereby are not amicably resolved in the process.
- * The programme is to be supported by a number of policy decisions of far reaching financial implications by Government of Bihar. Any dilution/delay in taking such policy interventions may hinder the achievement of the set goals.
- * In BEP, there has been a rapid turnover of the personnel in the past at all levels, In order to ensure continuity of the programme, this drift has to be effectively checked and some sort of workable security of tenure has to be adhered to. If it is not done, the programme may face rough weather.
- * A continuous process of human resource development for the BEP personnel is must for upping their level of professionalism and competency.

CHAPTER IX

ANNEXURE



PROCUREMENT POLICY



PROCUREMENT POLICY

The BIHAR PARIYOJNA PARISHAD (BSPP) has been chosen to implement DPEP-III in 17 educational districts of Bihar including the seven old project districts. BSPP has working experience of five years in the primary education sector in collaboration with UNIFEF, GOI & GOB.

BSPP is a registered Society under the societies Registration Act., 1860. It has a duly constituted GOVERNING COUNCIL AND EXECUTIVE COMMITTEE and also its own Service Regulations and Financial Regulations, Finance Department, Education Department, planning Department (MHRD), Government of India UNICEF and prominent institutions/persons are all represented in the Executive Committee of the BSPP with the education Secretary of the Govt. of Bihar as its chairman.

2. Procurement activities under the DPEP-III will include among other things. **PROCUREMENT** for CIVIL WORKS and GOODS and **SERVICES** FOR running the programmes at SLO/DLO level. Financial Regulations of the BSPP provide for purchase committee at the SLO/DLO level with necessary safeguards to ensure financial propriety and transparency. There is in-built mechanism in the Memorandum of Association and Rules of the BSPP to introduce and incorporate necessary and desirable change in the financial Regulations.
3. **THE WORLD BANK (also called IDA)**, however provides certain norms and procedure relating to procurement for civil works, goods and services which have to be adhered to under DPEP-III. These are also detailed in Chapter x of the DPEP manual of programme Administration. These norms and procedures need to be adjusted to suit the contextuality of the state.
4. So far all supplies of equipments, Vehicles, furniture and fixtures, office consumables and educational consumables to BSPP have been arranged through UNICEF with no involvement of SLO/DLO in the actual procurement/pricing etc. The amount so spent on the procurements was shown by UNICEF as part of its grant to the project.

In the changed scenario, the BSPP would like to adopt the following procedures in respect of procurements.

5. CIVIL WORKS

As per DPEP norms and procedures civil works is to be executed through Local Competitive Bidding (LCP), Force Accounted (FA) or through community construction (CC) depending on the estimated cost of the civil work, BSPP has, through micro-planning exercises, already created capacity and confidence in village

communities particularly village Education committees (VEC) in seven BEP districts and hopes to do the same in the new 10 districts by the time civil construction work like schools /CRC, is due to be taken up in these areas. BSPP has a team of qualified and competent Engineers, and Architects which has been acknowledged in the Aide-Memore also. Under DPEP-III SLO will have one Engineer and two Assistant Engineers/Architects and at the district level each DLO will be having two Assistant Engineers and four Junior Engineers. While selecting Engineers, Architects, Assistant engineers nad Junior Engineers BSPP will endeavour and ensure that only professionally qualified and competent, dedicated and committed people who are willing to work in deprived and disadvantaged areas and in a mission-mode are taken in. They will be further oriented so that they are able to get civil works done through VEC within a time-schedule and also ensure quality.

Village Community through VEC will be the ultimate "owner" and "user" of the schools/CRCs to be constructed under DPEP-III, BSPP believes that involment of VEC in the civil works will usher a new era in the realm of educational planning and management.

In view of above BSPP will carry out civil works in the following manner :-

CIVIL WORKS

* BRC	- Local Shopping
* CRC	- Community Construction (VEC)
* School Building	- Community Construction (VEC)
* Class Rooms	- Community Construction (VEC)
* Block level buildings / Mahila Kutirs / MS	- Community Construction through Mahila Samoohs
* Drinking Water Facility	- Community Construction (VEC)
* Toilet Facility	- Community Construction (VEC)
* SIEMAT	- Local Competitive Bidding
* Computer Room Small repairs of DIETs	- Force Account

All designs for civil works in DPEP - III may be finanlised in the following manner. Designs for SIEMAT will be finalised by a committee constituted for the

purpose by the EC. Design for all other civil works including BRC, CRC, SCHOOL BUILDING, CLASS ROOM MSK & MK will be finalised through the Architects and Engineers of the BSPP aided and assisted by qualified Consultants retained by BSPP.

6. **VEHICLES** : The total requirement of vehicles for SLO, SIEMAT, DLOs and DIETs will be large enough to justify procurement centrally at SLO level. The procurement will be done through local shopping and vehicles will be purchased from authorised dealers of reputed manufactures. The Project Authority may choose vehicles of particular make depending on contextual road worthiness.
7. **COMPUTER HARDWARE, SOFTWARE AND ALLIED EQUIPMENT** : Because of aspects of specification and configurations and also because of huge volume of purchase involved these things can better be procured through Local Competitive Bidding (LCB). While finalising purchases of these items it should be kept in view that maintenance facility and after sales service for the products are easily available in the area.
8. **OFFICE EQUIPMENTS: FURNITURE AND FIXTURES; EDUCATIONAL AND CONSUMABLE MATERIALS**: This broad category will comprise of photocopiers, Duplicating machines, Fax, Electronic Typewriters, T.Vs, V.C.Rs, manual Typewriters, Multi-functional calculators, U.P.Ss, Stabilisers, Officer furniture and fixtures, educational materials , office consumables and may be few other things. BSPP has learnt certain lessons during the five years of its working experience. Photocopier and Fax machine become a liability if maintenance facility and after sales service are not available at the place where these articles are being used and utilised. There has been instances of photocopier and Fax Machine lying in out-of order conditions for months together because Company Engineer or Company Technician is not located at the district headquarters. Dislocation thus caused has caused loss of time and money to BSPP. In view of this BSPP would insist that apart from the procedure to be followed for such procurement care should be taken to supply only such products to the SLO/DLOs for which maintenance facility and after-sales service are available in the area. The same should be applicable to TVs,VCRs,Electronic typewriters, Duplicating machines, U.P.Ss and stabilisers also.

As regards office furniture etc. there are products which are standard and durable and also have DGS&D rates contract with Government of India: products which are known to be durable but have no DGS&D rates contract with Government of India, and Project which simply claim to be standard and durable, BSPP would rather suggest that good products with DGS&D rates contract with Government of India may be preferred.

With above stipulations the following procedure may be adopted for procurement of equipments, furniture and fixtures etc.

ITEMS	TOTAL VALUE	METHOD OF PROCUREMENT
OFFICE EQUIPMENTS, FURNITURE AND FIXTURE :	Upto 20 lacs	Local Shopping
OFFICE CONSUMABLES	Above 20 lacs	LCB
PUBLISHING WORK	Any Amount	Local Shopping
TEXT - BOOKS / BOOKS	Any Amount	Direct Contracting
AVAILABLE ONLY FROM A SINGLE SOURCE IE, NCERT, NBT, CBT, PUBL, DIVN ETC.		
OTHER BOOKS	Upto 20 lacs	Local Shopping

9. **SERVICES (CONSULTANCY CONTRACTS) :** BSPP will consult Ed. - CIL, NCERT, NIEPA, NIC etc. in programme related areas and matters. If any further consultancy in any of the programme related matter is considered necessary, BSPP will follow the procedure of the IDA Mission. Stepwise it will be as below:-

- * Preparing the terms of reference,
- * Preparing the cost estimate,
- * shortlisting of firms/individuals,
- * Determining the selection procedure,
- * Sending the letter of invitation,
- * Evaluation of proposals received,

- * Negotiating a contract,

While preparing the terms of reference (i) statement of objectives, (ii) outline of the tasks, (iii) schedule for completion, (iv) final outputs required of the Consultant (v) composing of Review committee to monitor the consultant's work, (vi) mid-term review, and (viii) review of the final draft report will be kept in view.

While selecting a consultant BSPP may also prefer to approach a single firm/individual, if

- * he has an excellent track record with a similar project in the country,
- * has expertise not widely available.
- * has undertaken similar assignments for BSPP and has a good working relationship with the BSPP.

10. GENERAL

The following points will be borne in mind by the BSPP in matters relating to procurement.

- * Specific budget will be provided in the Annual work plan (AWP),
- * Procurement plan will be drawn up well before commencement of the financial year.
- * Purchase of equipment would be in economic lot keeping in view the annual requirements and the phasing of project activities.
- * Purchase of vehicles would be over the life of the project.
- * Purchase of furniture and educational materials would be in accordance with the phasing of the project.
- * Purchases will be made to the best advantage of the project after comparison of competitive prices except where purchases are decided to be made on DGS&D rates contract with the Government of India.
- * No negotiations except in consultancy Contracts. World Bank guidelines regarding Bid Money, Retention Money, performance guarantee etc, will be followed by BSPP in all procurement matters.

11. TRAINING OF PERSONNEL

Two day training has been initially given to Accounts personnel of SLO

and DLOs in the subject of procurement procedure in DPEP-III.

12. PREPARATION OF STANDARD BID DOCUMENT

Standard BID document for acquisition of hardwares and softwares for EMIS and PMIS for SLO/DLO has been finalized. BID documents for other supplies would be prepared as and when required.

NB: Annexure containing different procurement procedures is enclosed.

ANNEXURE I

DIFFERENT TYPES OF PROCEDURES TO BE FOLLOWED FOR PROCUREMENT

The different types of procedures to be followed for procurement are:

- A. local Competitive bidding (LCB)
- B. local Shopping
- C. Community construction
- D. Force Account

These procedures are applicable to different contracts depending on the value of the contract and the type of good/service being procured. The main features of each are detailed below.

A. Local Competitive Bidding (LCB)

- * All LCB is an open tender inviting quotations/bids at the national level.
- * The tender notice - Inviting for Bid (IFB)-has to be published in newspapers having wide circulation in the region, and in one national newspaper at least.
- * The standard bidding document for LCB is to be used.
- * Sale of bidding documents to begin only after publication of notice in papers,
- * 30 to 60 days period should be there from opening date of sale of documents to closing date for tender.
- * The sequence of activities will be
 1. Finalise the item to be purchased, the quantity required, the specifications required. The specifications should be such that they are not too specific to suit just one supplier. They should be drawn up in general terms, e.g., a table of size 3' * 4', height 3.5', wooden frame of teak, laminated top, two drawers, etc., with drawing or sketch if possible. Qualifications may also be prescribed for the bidders- size, experience, after sales service, etc.
 2. Prepare the tender documents which are to be sold to bidder / suppliers. These are to be based on the standard tender documents supplied by IDA/World Bank.

3. Issue notice in papers. It must be in major local papers and at least one national paper.
4. Tender documents should be available for sale from the day indicated in the advertisement till the closing day. The period between the beginning and closing of sale of tender documents is to be 30 to 60 days . The closing date of sale of documents should be till one date before opening of bids.
5. Bids will be received till the closing day
6. The bids will be opened on the last day of receiving brds. This must be done in the presence of the representatives of the bidders. A comparative statement must be prepared on the spot and be signed by the representatives and officers opening the bids.
7. The bids are to be evaluated and the lowest bid meeting the specifications must be selected.
8. Send draft contract to GOI for approval.
9. The contract is then to be awarded to the agency and it is executed (material supplied, work done, etc.).

- * The first few LCB contracts, whatever be the value, should be sent to GOI for prior-review and approval before the contract is awarded.
- * Bid security, performance security and retention money must be taken for all contracts.
- * No price preferenced to any bidders, including state Government Undertakings.
- * No negotiations.
- * Any changes/escalation in prices to be reported to SPO.

B. Local shopping

- * Local shopping is for small purchases.
- * It is to be done after securing quotations from at least three suppliers and selecting the lowest among them.
- * Requires no formal bidding documents.
- * To be used particularly for material which are available off the shelf or for

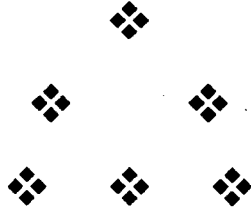
which the specifications are standard. DGS&D rate contracts are acceptable.

C. Community construction

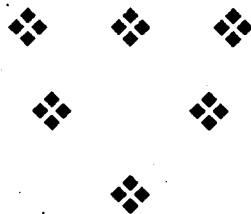
- * This is for construction of buildings through the community. A contract will have to be entered into with the community for this purpose.
- * Retention money amounting to 5% of the value of the contract must be retained for each contract, of this half should be till completion of whole works and half till end of defects liability period.

D. Force Account

- * This is construction using own material, staff and equipment (constructing departmentally)
- * Used for small value, scattered works or remote locations.
- * Quantities cannot be defined in advance.
- * e.g. setting up computer room, etc.



**SUMMARY REPORT
OF
BASELINE ASSESSMENT
STUDY**



ANNEXURE - II

SUMMARY REPORT OF BASELINE ASSESSMENT STUDY

Baseline Assessment study was conducted in the proposed ten expansion districts under DPEP-III. The study generated rich information pertaining to the achievement level of children, their home background, school characteristics, achievement level grade III and other related issues. The findings of the study provide a complete picture of the primary education of the concerned districts and are used for planning appropriate intervention strategies.

The study had the following main objectives :

Objectives of the study :

1. To measure the levels of achievement of students in language and mathematics at the entry (class I) and near terminal (class IV) levels and to find out differences in achievement as a result of gender, location (Rural-Urban) and caste (SC,ST,OBC and others) factors.
2. To study the status and functioning of elementary schools which included physical facilities, teachers, students enrolment, attendance, availability of text-books, teaching learning activities etc.
3. To understand teachers and headmasters background, training and educational activities performed, and their suggestions for school improvement.
4. To determine the achievement level of children who have dropped out from school after studying upto class three.
5. To identify background and school factors contributing to their achievement level.

Sampling Design

The study was conducted in ten educational districts of Bihar which were identified for the DPEP interventions.

For the purpose of sampling, each district was treated as a unit and was divided in to two categories, namely, rural nad urban. In general the sampling procedure followed

the methodology adopted in the Baseline Assessment study (BAS) conducted by NCERT and suggested for the DPEP in all other states. Multistage sampling methodology was followed to select block/urban areas, school, students and teachers. To further simplify the procedure it was decided to select from each district two blocks, if the total number was less than eleven, three blocks if the number was upto twenty, and four blocks if the total number of blocks in the districts was more than twenty.

As the sample size for urban areas was small it was decided to select one urban area from each district.

The second stage of sampling involved selection of schools. As per the norm suggested by the NCERT for the BAS a fixed size of 45 schools were to be selected from each district. The sample size of schools for each blocks was determined on the basis of the total number of schools located in the block. The actual selection of schools were made using random number table after preparing a list of schools in each block/urban area in alphabetical order.

At the third level, sampling of students, teachers and dropouts were done. In the case of class IV sample all students present in the school during the process of data collection were included. For the selection of class I students sample, the following procedure was adopted. If the class size was up to 20 then all students were selected using the random start procedure.

Attempts were made to identify at least five dropouts from each school who have attended the school up to atleast class III level and who are not coming to the school for the last three months to one year period. Dropouts were identified with the help of teachers, students and from the school record.

Sample of teacher included headmaster/Head teacher, teachers who have taught language and mathematics in class iv and two other teachers. If the number of teacher in the school was less than five then all teachers were included in the sample. Randomization was done wherever selection was needed.

Using the above mentioned process a sample of 33 blocks, 10 urban areas, 450 elementary schools, 5,616 students from class I, 3225 students from class IV, 801 dropouts, and 1,157 teachers including 450 head teachers/head master were selected.

Survey Instruments:

The details of the survey instruments are as follows :

1. NCERT class IV language Achievement Test (LAT) :

It was a modified version of the NCERT test based on class IV syllabus. The test consisted of 84 items of which 40 items measured word meaning and word understanding and the remaining measured reading comprehension and reasoning. Each item represented a score of one and therefore the minimum and the maximum score ranged between zero to 84.

2. NCERT class IV mathematics Achievement test (MAT)

Based on class IV syllabus, the test consisted of 40 items. Designed in multiple choice format the test measured understanding of four digits number, four fundamental operations (addition, subtraction, multiplication and division), decimal and fraction numbers and the concept of measures. The minimum and the maximum score ranged between zero to 40.

3. NCERT class I Achievement Test

The test measured the concept of literacy and numerary based on the competencies expected to be mastered by the end of class I. The test consisted of 34 items.

4. Achievement Test for dropouts:

The test measured simple literacy and numerary concepts of the level class II. The test was developed by the NCERT

5. Student present schedule (S.P.) :

This schedule was designed to conduct interviews of all class IV students who were administered the achievement tests. It solicited information pertaining to their home background, such as the family size, parental education., occupation, facilities at home, school related activities at home. It also collected information related to pre-school experience, attendance in school, availability of learning materials, health and nutrition. The schedule was divided into seven subsections.

6. Teachers Schedule (T. S.) :

The schedule was used to conduct interviews of the teachers from the school in sample. It had two sections. The first one was common for all the teachers but the second was only for the headmasters/head teachers.

7. School Record (S. R.) :

It was a format to collect school related information. It consists of ten subsections. The schedule recorded information pertaining to students enrollment by grade, gender, caste, attendance, number of teachers and their training background, multigrade teaching done in the school, school expenditure, physical condition of the school building, amenities available etc.

Field Operation and data collection :

The study involved collection of a large set of data from schools and the

community representing ten districts in Bihar within a limited time frame. This required recruitment, training and supervision of staff at different levels to manage the field operation.

With a view to having better team management and close supervision of the field operation, a group of five senior level social scientists were recruited as consultant and each one was assigned two districts. One Senior Research Officer (SRO) and one district co-ordinator were selected for each of the ten districts. The training of Consultants, SROs and DCs was organized at Patna. At the district level Field Investigators (FI) were recruited from each district with the help of the consultants and the members of the District Planning Team constituted under DPEP III. The training of the Field Investigators was organized in each district.

After the training of the field staff the actual data collection work was undertaken between December 6 to 29, simultaneously in all the districts.

The study also proposed two sharing workshops with the District Planning Teams-one at the district level and other at the State-level. The former was organised in each district by the BAS team immediately after the field work. This was based on the field impressions of the BAS team collected during the process of data collection. The second Workshop was organised at Patna on February 13, 1997 which was attended by the members from the State Planning Team of the BEP and from the District Planning Team of the ten districts. This workshop was designed to discuss important findings of the BAS which emerged from the analysis of the data. After the presentations of the findings the participants worked in groups to identify the goals and critical interventions/strategies needed for the development of primary education in the districts.

The interventions/strategies so discussed / identified have been suitably addressed in the district investment proposals of the participating districts.

Some of the important findings of BAS have been listed in the tables annexed herewith.

TABLE - 1**Districtwise Sample Size of Blocks / Urban Area and Schools**

District	Block	Sampled Block	Sampled Urban Area	Sampled Schools	Sampled Schools (%)
Bhagalpur	21	4	1	45	1.74
Bhojpur	9	3	1	45	2.09
Darbhanga	12	3	1	45	2.91
Dumka	13	3	1	45	2.60
Gaya	18	3	1	45	2.27
Hazaribagh	18	3	1	45	2.89
Munger	20	3	1	45	1.78
Purnia	27	3	1	45	1.52
Vaishali	11	3	1	45	3.29
W. Singhbhum	15	3	1	45	2.00

TABLE - 2**Same Distribution of Students and Teachers by Gender**

District	Class IV		Class I		Dropout		Teacher	
	Boys	Girls	Boys	Girls	Boys	Girls	Male	Female
Bhagalpur	174	87	220	158	66	21	99	18
Bhojpur	152	101	278	190	38	24	82	24
Darbhanga	228	110	485	292	115	36	95	15
Dumka	204	133	289	262	11	7	80	30
Gaya	194	99	323	236	36	21	88	25
Hazaribagh	221	123	384	255	44	18	95	19
Munger	238	141	302	236	58	21	100	42
Purnia	238	115	377	220	64	33	84	29
Vaishali	250	161	379	250	82	29	102	33
W. Singhbhum	153	113	296	184	58	29	77	20

TABLE - 3
Average Class Size (%)

Districts	C l a s s				
	I	II	III	IV	V
Bhagalpur	58.0	37.9	38.2	31.8	29.2
Bhojpur	54.3	30.2	26.5	21.1	19.9
Darbhanga	69.0	35.0	28.2	22.2	20.5
Dumka	44.8	23.4	22.1	16.1	14.3
Gaya	25.3	25.0	19.5	19.5	20.0
Hazaribagh	74.5	37.4	27.2	25.2	21.5
Munger	56.1	31.6	27.7	25.4	23.1
Purnia	50.0	31.5	26.2	24.2	20.8
Vaishali	81.9	46.5	35.0	28.1	26.2
W. Singhbhum	46.2	14.8	12.8	10.0	8.5

TABLE - 4
Apparent and Effective Teacher Pupil Ratio

Districts	Teacher Pupil Ratio	
	Apparent (APR)	Effective (EPR)
Bhagalpur	51	55
Bhojpur	44	48
Darbhanga	52	64
Dumka	37	40
Gaya	35	43
Hazaribagh	50	54
Munger	37	39
Purnia	41	42
Vaishali	40	53
W. Singhbhum	31	36

TABLE - 5**Mean Achievement of Class IV Students in Language****(FULL MARKS 84)**

Discripts	N	Mean	SD	Mean Percentage
Bhagalpur	261	32.10	12.90	37.02
Bhojpur	253	32.43	12.18	38.61
Darbhanga	338	33.91	12.73	40.37
Dumka	337	25.56	13.23	30.43
Gaya	292	33.63	11.78	40.04
Hazaribagh	344	35.46	14.69	42.21
Munger	369	27.96	15.02	33.29
Purnia	353	34.98	15.57	41.64
Vaishali	411	33.62	13.28	40.02
W. Singhbhum	266	34.61	13.06	41.20

TABLE - 6**Mean Achievement of Class IV Students in Mathematics****(FULL MARKS 40)**

Discripts	N	Mean	SD	Mean Percentage
Bhagaipur	261	16.38	8.09	40.95
Bhojpur	253	16.61	7.67	41.53
Darbhanga	338	15.93	6.51	39.83
Dumka	337	11.91	7.50	29.78
Gaya	293	13.70	5.86	34.25
Hazaribagh	344	14.17	7.69	35.43
Munger	369	11.99	6.13	29.98
Purnia	353	15.68	7.71	39.20
Vaishali	411	13.85	6.50	34.63
W. Singhbhum	266	12.36	6.33	30.90

TABLE - 7

Area of Difficulty in Word Meaning
Percentage of Students who did not complete the items

Item No.	Districts				
	Bhagalpur	Bhojpur	Darbhangha	Dumka	Gaya
30	65.9	66.8	60.4	66.5	67.2
12	70.9	60.9	55.9	65.0	67.9
36	64.8	63.6	60.7	68.2	64.5
16	65.1	67.2	63.3	64.4	63.5
37	65.5	65.5	63.3	68.0	60.8
33	51.0	60.5	58.3	60.5	63.5
26	62.5	56.5	58.9	65.0	59.4
14	53.6	58.1	58.3	65.9	54.9
13	64.8	57.3	61.8	61.1	62.5
31	60.2	52.5	62.5	66.8	60.4

TABLE - 7 contd

Item No.	District				
	Hazaribagh	Munger	Purnia	Vaishali	W. Singhbhum
30	65.1	68.8	63.7	59.4	56.0
12	59.0	67.2	62.6	71.3	54.5
36	69.5	66.9	64.6	66.9	57.9
16	62.2	63.4	65.2	56.0	56.4
37	55.8	62.9	60.9	57.9	53.0
33	65.7	64.2	62.3	65.2	53.3
26	57.6	63.7	56.9	57.4	55.3
14	57.6	69.4	63.5	57.7	48.5
13	62.5	61.2	59.8	62.0	54.9
31	57.8	66.4	60.9	52.6	53.8

TABLE - 8

**Area of Difficulty in Reading Comprehension
Percentage of Students who did not complete the items**

Item No.	Districts				
	Bhagalpur	Bhojpur	Darbhanga	Dumka	Gaya
36	81.6	74.7	63.9	86.1	73.0
21	78.2	83.4	83.1	86.9	79.2
33	77.8	86.6	80.8	83.1	79.9
4	77.8	68.8	68.9	76.0	62.1
44	73.6	78.3	72.8	82.8	80.2
28	80.1	81.8	66.9	85.2	80.2
35	77.4	82.2	82.5	86.4	74.1
34	79.3	70.0	71.9	86.1	75.4
24	74.3	72.3	75.7	84.0	68.6
37	80.1	66.8	62.1	74.8	61.8

TABLE - 8 contd

Item No.	Districts				
	Hazaribagh	Munger	Purnia	Vaishali	W. Singhbhum
36	84.0	90.0	84.1	56.4	74.1
21	79.4	83.5	80.2	76.2	72.9
33	83.4	87.8	74.8	81.5	80.1
4	66.6	78.0	71.1	73.0	71.4
44	67.7	79.4	71.1	73.5	78.6
28	68.6	83.7	77.3	74.9	81.2
35	72.7	84.6	76.8	81.5	74.4
34	75.9	80.2	77.1	69.1	71.4
24	65.7	73.7	68.0	76.6	75.2
37	75.0	78.3	64.6	62.8	61.3

TABLE - 9

Area of Difficulty in Mathematics
Percentage of Students who did not complete the items

Item No.	Districts				
	Bhagalpur	Bhojpur	Darbhanga	Dumka	Gaya
23	72.8	81.4	83.7	86.9	80.2
18	70.9	70.4	75.7	78.0	72.7
27	77.4	70.0	74.9	72.7	78.2
9	69.0	67.2	82.5	84.0	86.7
36	72.8	75.9	76.9	84.9	67.6
35	74.7	65.2	70.7	79.2	78.2
29	71.3	66.0	70.4	75.4	71.4
5	70.5	65.2	65.1	78.6	74.4
32	7.4	70.4	63.3	77.8	66.6
11	73.6	73.1	74.6	78.2	71.1

TABLE - 9 contd

Item No.	Districts				
	Hazaribagh	Munger	Purnia	Vaishali	W. Singhbhum
23	77.6	85.4	71.4	83.5	86.1
18	84.3	83.7	72.2	85.9	75.6
27	78.8	86.7	69.1	82.2	82.0
9	71.8	74.5	68.6	75.2	83.1
36	79.1	90.5	79.9	80.0	83.1
35	73.8	88.6	75.9	80.5	80.8
29	70.9	79.9	68.8	76.2	69.9
5	83.4	73.7	62.3	72.0	78.6
32	73.8	79.1	66.9	71.3	77.8
11	71.1	82.4	75.9	75.7	78.2

TABLE - 10**Mean Achievement of Class I Students in Language
(FULL MARKS 20)**

Districts	N	Mean	SD	Mean Percentage
Bhagalpur	378	7.22	6.01	36.10
Bhojpur	468	8.10	6.36	40.50
Darbhanga	777	9.57	5.72	47.85
Dumka	551	8.35	7.24	41.75
Gaya	559	7.50	7.19	37.50
Hazaribagh	639	8.98	7.03	44.90
Munger	538	8.97	6.66	44.85
Purnia	597	8.00	6.55	40.00
Vaishali	629	5.60	6.00	28.00
W. Singhbhum	480	7.15	6.25	35.75

TABLE - 11**Mean Achievement of Class I Students in Mathematics
(FULL MARKS 14)**

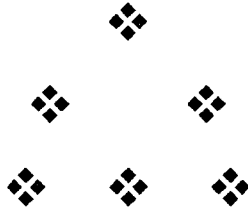
Districts	N	Mean	SD	Mean Percentage
Bhagalpur	378	5.56	4.29	39.71
Bhojpur	468	5.79	4.19	41.36
Darbhanga	777	6.99	3.88	49.93
Dumka	551	6.30	4.74	45.00
Gaya	559	5.76	4.78	41.14
Hazaribagh	639	6.63	4.61	47.36
Munger	538	6.17	4.33	44.07
Purnia	597	6.05	4.50	43.21
Vaishali	629	4.32	4.66	30.86
W. Singhbhum	480	5.49	4.24	39.21

TABLE - 12
Five Most Difficult Items in Literacy (% who did not read)

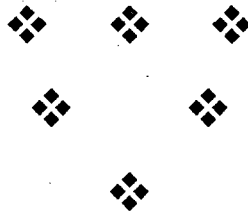
Districts	Item No.				
	13 Reading Words (Sarla)	16 Reading Words (Pltaji)	18 Reading Words (Pair)	19 Reading Words (Kos)	14 Reading Words (Dur)
Bhagalpur	74.90	82.00	83.90	83.30	77.20
Bhojpur	64.50	69.90	73.30	76.10	69.90
Darbhanga	52.50	65.80	70.40	71.80	62.00
Dumka	64.80	66.10	70.40	69.90	67.30
Gaya	72.60	73.50	78.90	78.20	73.90
Hazaribagh	64.60	65.30	69.00	67.60	69.30
Munger	60.60	62.80	68.20	65.80	63.20
Purnia	65.00	69.00	70.40	76.20	70.50
Vaishali	83.50	85.70	89.00	88.60	85.40
W. Singhbhum	71.30	74.20	76.70	80.00	76.00

TABLE - 13
Five Most Difficult Item in Numeracy

Districts	Item No.				
	12 Subst. (8 - 8)	3 Large No. (42,38)	8 Add (7 + 10)	6 Small No. (34,4)	5 Add (0 + 6)
Bhagalpur	71.20	60.30	72.50	65.90	52.60
Bhojpur	68.40	60.90	72.90	63.50	52.40
Darbhanga	53.40	54.60	56.40	55.60	50.60
Dumka	65.20	53.50	65.00	60.80	49.70
Gaya	71.20	60.50	68.90	62.40	49.00
Hazaribagh	60.60	49.60	67.40	53.10	43.30
Munger	63.40	58.60	68.40	61.70	50.90
Purnia	61.60	57.10	62.80	61.60	55.30
Vaishali	78.50	65.00	76.20	70.60	65.00
W. Singhbhum	73.30	62.30	71.30	64.80	49.40



**SUMMARY REPORT
OF
SOCIAL ASSESSMENT STUDY**



ANNEXURE - III

**SUMMARY REPORT
OF
SOCIAL ASSESSMENT STUDIES**

BACKGROUND

Keeping the socio-economic diversities and regional imbalances in Bihar in view, contextual strategies along with participatory planning at the micro-level are needed to tackle the problem of primary education. Importantly, the specific problem related to primary education like physical and social access, enrolment, dropout and achievement critically revolve around the disadvantage groups and poorest section of rural society. Thus the focus in general are the girl child, the schedule caste and the schedule tribes in rural areas.

It is in this background, Social Assessment Study is one of the basic requirement in the process of preparing perspective plan for the district under DPEP III. The Programme is not only aimed at improving enrolment, retention and quality of Primary education directly in the selected districts, but also more importantly bring in basic changes in the approach, formulation, implementation and monitoring of Programme through decentralised and participatory process.

OBJECTIVE

The aim of the Social Assessment Studies (SASs) is to identify social, economic and cultural factors associated with the problems of socially disadvantage groups, with respect to their enrolment, retention and achievement and to suggest a strategy to address these issues through formal and non-formal education. The SAS will have the following objectives.

- a. To study the existing social structure and social relations in the district and analyse their influence and impacts on the education system.
- b. To study the patterns of access and exclusion to schooling and identify structural constraints such as location and also gender social economic and cultural factors that restricts access to schooling.
- c. To study the patterns of child labour, including its seasonal variations and the impacts on their access to formal and non-formal education.
- d. To identify social, economic and cultural factors that cause women's impoverishment and influence their perception of schooling of children particularly girls.

- e. To identify various Government schemes for women and child development such as ICDS that are in operation in all blocks of the district.
- f. To assess Teacher-students and teacher-mothers perception of education and schooling and how they help or hinder enrolment, retention and achievement of children, particularly girls, from socially disadvantaged communities.
- g. To assess whether the existing teaching and learning materials builds on local knowledge, values, culture and environment ; and
- h. To identify community participation and "centers of excellence" if any, in formal and non-formal education and effective teaching and learning materials within the District.

AGENCIES

The social assessment study was done in 17 DPEP districts by reputed five agencies.

Name of the agencies and allotted districts are mentioned in the table below :

Sl. No.	Agencies Name	Alloted Districts
1.	Centre for Micro-planning and Regional Studies, LBSNAA, Mussoorie.	Gaya, Purnea, Hazaribagh, Chatra
2.	Operational Research Group (ORG), NEW DELHI.	Darbhanga, W. Champ. Vaishali, Ranchi
3.	Asian Informaion Marketing and Social Research (AIMS), Hyderabad.	Dumka, Bhagalpur Munger, Sitamarhi
4.	G. B. Pant Social Science Institute, Allahabad.	Bhojpur, Rohtas, Muzaffarpur
5.	XLRI, Jamshedpur	East Singhbhum West Singhbhum

(The underlined districts are the existing BEP districts)

METHODOLOGY

The study of this kind cannot be done only through secondary data. Since the study is geared to address the Community, the teachers and the general administration, each segment's perception need to be analysed and integrated into a coherent framework. Also the programme itself concentrating on processes as much as achievements, it was necessary to approach the issues in a participatory manner rather than through structured schedules. These included the following of methods-physical map, Resource map, responsibility chart, Focus group discussion, Social mapping, Household survey, Teachers schedule and village schedule.

Thus the primary data has been collected through participatory Rural Appraisal (PRA) and conventional household survey. As it was not possible to cover all the villages within the stipulated time, it was decided to concentrate on a few selected types of villages, from which generalisation could be drawn.

SAMPLING

All the villages in a district were classified on the basis of the following criterion:

- (1) Size of village and
 - (2) Composition of population
- (1) **Size of Village** : Villages were divided in to 3 categories based on total population. However, as the density of population varied substantially across the northern and the southern districts of the state different cut off had been chosen for the district. The cut off is as given below :

	<u>SMALL</u>	<u>MEDIUM</u>	<u>LARGE</u>
NORTH	50 TO 1000	1001 TO 3000	3001 & ABOVE
SOUTH	50 TO 500	501 TO 1500	1501 & ABOVE

- (2) **Composition of Population** : Based on the Composition of SC and ST, villages were divided into 3 categories.
 - (a) SC village : Villages with 5% above the district average SC population.
 - (b) ST village : Villages with 5% above the district average ST population
 - (c) Other village : Non (a) and non (b) villages.

Thus based on these 2 dimension with 3 levels each, a 3X3 matrix with 9 cells obtained as shown here :

Social Group	size of population		
	Small	Medium	Big
SC			
ST			
Others			

Fifteen villages were identified from these 9 cells using the following criteria:

- (i) All cells should be represented by at least one village using random sampling.
- (ii) Additional villages for a cell were chosen in such a way that the new one is complementary for the existing one in terms of accessibility by pukka road/ kutcha road.

Three more villages, besides the 15, were identified by the district planning team taking into account the specific features of the district in terms of the following.

- a. Specially disadvantaged caste groups eq. Mushars.
- b. Religious minorities/villages having dominant population of OBC (Known as Annexure-1 Castes)
- c. Specially inaccessible or environmentally disadvantaged villages.
- d. Any other features

Thus 18 villages were identified.

Social Assessment study was held in two stages -

Stage I- Desk Research

Stage II In each sampled village field visits were made to cover following aspects mainly through discussions with village elders, knowledgeable persons, Key informants and village level government officials:

- (i) Demographical details : Population by sex and age, children in school going age, literacy level, economic activities etc.

- (ii) Village profile : Village infrastructure, economic opportunities by season, land holding pattern. important farm operation and social festivals by months, cultural activities in the village etc.
- (iii) School infrastructure : School building, number of classes, enrolment, retention and achievement, availability of teachers, teaching-learning materials used etc.
- (iv) Community's perception and attitude towards teaching.

Time Frame

Social assessment studies were completed by the agencies in agreed time schedule. Through rigorous exercise of three and half month, final report of SAS could be submitted by the Agencies. Activities time scheduling is as follow :-

SI No	Achitivity	Date	Days
1.	state level workshop	13,15 December, 1996	3 days
2.	Desk Research	1-21 December, 1996	22 days
3.	Training of Facilitators between	25-31 dec., 1996	5 days
4.	Field work	1-21 January, 1997	21 days
5.	State level sharing of mid-term preliminary findings with state planning core-team	17 January, 1997	1 day
6.	District level sharing of preliminary findings with district planning Team.	Between 22-30 jan,97	1 day
7.	Data Analysis & Report writing	22 Jan. to 15 feb.,97	24 days
8.	Submission of Draft Report	15 February, 1997	---
9.	State level sharing of findings with state/ District planning Core Teams.	19-20 Feb., 1997	2 days
10.	Submission of Final report	15 March, 1997	---

MAJOR FINDINGS OF SAS

General Issues

Access

- * Paucity of schools
- * Need of Additional class-rooms
- * Problems of ill-maintenance of schools
- * Non-functional VECs.
- * Lack of awareness and community Mobilisation
- * Most of the Muslims still believe in religious education in madarsa;

Retention

- * Rigid school timing
Incompatibility of school vacation with local Specific Pupil's needs
- * Poverty related issues.
- * There is no games & other equipments in schools.

Quality

- * Lack of teaching aids.
- * Lack of innovative class-room transaction
- * poor monitoring & supervision
- * shortage of teachers.
- * Teachers are often unqualified and lack minimum teaching skill.
- * Teachers are poorly motivated.
- * Teachers used for non-school related tasks.
- * Text books are not available in time
- * Teachers attend school from far distance.

Gender Issues

- * Discriminatory attitude of the society towards girls' education.
- * Girls are required to assist in domestic and agricultural chores and to provide sibling care.
- * The marriage of an educated girl becomes an expensive affair in finding a suitable marriage partner.
- * Girls generally do not walk to remotely located school due to security reason.
- * Lack of female teachers is motivational and security issue
- * Among the Muslims, girls are not supposed to mix around with boys and they have to live in parda.

Retention

- * Early marriage is the main cause of drop-out.
- * Insufficient water/sanitary/other facilities.
- * Rigid school timing not suit with the work schedule of girls.

Quality

- * Teacher often see as less intelligent
- * The curriculum, which dies not include references to traditional female activities.

ST/SC issues

Access

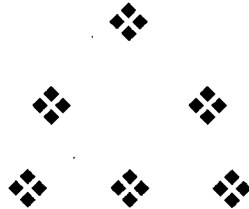
- * Schools are inaccessible due to sparsely populated areas.
- * Social inaccessibility factors.
- * Perception of education as a non-productive endeavour.
- * Their distinct culture does not permit to take up main stream practices.
- * Superstition among villagers prevailed.
- * Lack of awareness among parents about education

Retention

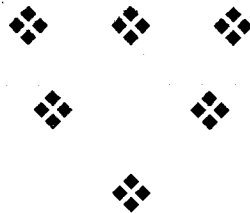
- * Poverty leads to children's involvement in economic activities.
- * Migratory families increase student drop-out.
- * Tribal festival do not match with school holidays.
- * The language gap and cultural gap between student and teacher is discouraging.
- * There is a lack of parental encouragenent.
- * Schools are not opened in time especially in hilly and remote areas.

Quality

- * Teachers facing language problems.
- * Teaching learning materials do not take in to account the local (Tribal) value system and beliefs.
- * Due to poverty, they do not avail teaching learning materials.
- * Tribal children find it difficult to comprehend the subject matter.



FINDINGS OF BAS



ANNEXURE - IV

EVIDENCE OF SHARING PRELIMINARY FINDINGS OF THE BAS WITH THE STATE AND DISTRICT PLANNING TEAM

About 40 participants including members of DPT of ten districts, SROs, Dist co-ordinators of BAS, officials of BEP attended the sharing workshop held on Feb, 13, 1997 at prerna(patna). Dr. Arif Hassan under whose guidelines the project was being monitored presented the report of BAS. First of all, he asked all participants to introduce themselves. After that the draft tables in the form of report of BAS were distributed among members of DPT and dist. consultants. Dr. Hassan explained the importance of study and its implication in formulating plan at the district level. He also pointed out how the study was conducted in 10 districts with the help of schedules developed by NCERT. The data were collected in the month of December 1996 within the compressed time frame. It was indeed, a herculean task to cover 45 schools of each district within a fortnight with the help of a team of FIs led by the SRO and Dist Co-ordinator immediately, after the data collection all schedules were checked out by the SRO and Dist Co-ordinators at the dist headquarter. the process of data entry and cleaning began in the month of January 1997. Thereafter, tables were generated in the 1st week of February. While discussing the importance of study Dr. Hassan laid emphasis on Mid line study after three years and end line study after five years. There should be a comprehensive appraisal plan with suitable measures in each district. The sharing workshop can broadly be divided in to three subgroups. (a) the objectives of the study, (b) the design of the study and (c) the results reported in the study.

1. The objectives of study Dr. Hassan spelled out four main objectives of the BAS. They were as follows:
 - (a) Measurement of achievement level of students of class I and class Iv and its determinants (learner's achievement at the entry and terminal level)
 - (b) Assessment the status and functioning of elementary schools including physical facilities, teaching aid, teaching process, etc.
 - (c) Understand the background of profile of teachers, Head teachers/Head masters, Role perception, etc.
 - (d) Determine the achievement level of children who have dropped out after a few years.

2. **The design of the study :** The design, sampling, tools, etc had been decided by the NCERT, Blocks and schools selected for the study was based on multiphase sample design. At each stage simple random sample (SRS) technique was employed. While selecting student of class I and IV and teachers of primary and middle schools, the SRS was used for the study. A member of DPT of Bhojpur district raised some questions about the technique of sampling. He was of opinion that the stratified sampling could have been used for the study. He also pointed out that how some schools of a particular block were included in the sample, Sr Hassan, in his reply, said that there were certain constraints in employing stratified sampling

Firstly, the NCERT had specified the SRS Technique. And secondly, the data were subject to comparison at the national level, In case some other techniques were used for the study, there would have been problems in comparison with the data of other states, in order to maintain the uniformity, the NCERT did not allow us to deviate from the guideline. It was just a chance factor not the know bias a few schools of the particular block which were on the road side were included in the sample of Bhojpur district.

Dr. Hassan was proud of saying that Bihar was the only state where the BAS had been conducted in 20 districts. Bihar Education Project and an additional advantage of master trainers. NCERT prepared a team of master trainers. They had exposure to the BAS. This was one of the reasons, the study was completed within the stipulated period. A few participants asked about the sampling distribution of students and teachers (area-wise and genderwise). Dr. Hassan answered all questions with proper justification while presenting tables participants were requested to go through the report. During presentation one participant raised question about caste-wise breakup of OBC categories. Unless the breakup was provided no comparison with SC/ST was possible. This question was raised in reference to Table 4.4. In reply Dr. Hassan said that the breakup was in tune with the census report, Hence it was not possible to present caste-wise breakup of OBC categories.

3. **The Result Reported in the study :** After discussing the design of the study, the results were presented according to the objectives of the study. the data table 4.4. reflected to caste-wise enrolment of children of primary school of 10 districts. Dr. T.N.Sinha, Mr. R.Jha admitted the fact that it could be a good parameter of poor rate of retention. Even in case of enrolment, caste-wise analysis of OBC categories was not available. It could have been more useful if caste-wise figures of OBC were analysed at the micro level. The DSE of Darbhanga sought information about the block where ST population was only 17%. One other member of the same district

revealed that there were only 112 households of ST in urban area. If any household existed in the rural area, it should be identified for support.

Tables ranging from 4.5 to 4.8 reflected the figure of dropout in each district. A few participants who had attended the workshop at Mussoorie raised doubts over the process of computing dropout. The index, according to them, could only be reliable if the figures of last five years of prolonged absence from the schools were taken into consideration. There was no disagreement on the technique of computing dropout index, But the problem was that no school was keeping records of the last five years. Despite the constraint, all participants agreed on this point that it was a good indicator of reduction in class size by which on inference could be drawn on the size of dropout prevailing in each district. It was decided to change the caption of tables ranging from 4.5 to 4.8. by the same token. Some questions were raised on the issue of working days as there was an uniform pattern of non-working days in all districts of Bihar. The DSEs wanted to know how did it differ particularly in the category of 226-250. The SROs and district co-ordinators of Bhagalpur and Dumka districts justified the figure presented in the table by saying that it was the reported figure of HT/HM. Again there was strike in the month of January '96. Because of some other reasons the schools did not open run even during the working days, It differed from district to district. Hence the obtained figure could not be uniformal.

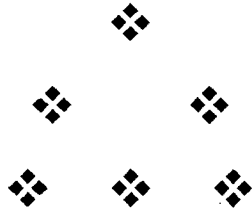
Table ranging from 4.12 to 4.17 reflected physical facilities. Dr. Hassan suggested the members of DPT that the figure, be incorporated in the final plan. Similarly, the SPD asked about "Do not use textbook at all "category reported in table 5.15. The sum total must not exceed from 100%. It was the computational error which was noted for rectification. Similarly some table (e.g.4.19,4.21) were creating a lot of confusion to the mind of readers. It was decided to simplify the tabular presentation. A particular question was raised about a very few teachers of SC (18%) in Dumka district. The teachers of OBC category (46.40%) were more than that of ST (27.30%). The SRO of Dumka justified the reason of it. Dr. Hassan also showed the trend of preserves and inservice training (Table 5.6 and 5.7). Again he explained the deplorable conditions of infrastructural facilities with the help of Table 5.9 and 5.10. The report threw light on the volume of multigrade teaching in each district (see Table 5.11).

Some typing errors in figures were detected during presentation. It was kept in record for rectification. The achievement level of class I and IV with respect to language and maths were perented. All participants agreed on the poor performance of learners of both classes. The members of DPT off all districts took it seriously. They were

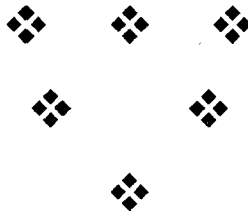
also advised to increase the level of achievement in the light of MLL. The level of achievement of class IV was discussed with the help of figures report in the table - 9.1 to 9.21. From table 9.15 it was apparent that most of the cases of achievement in maths centered around 21-30 to 41-50 indicating that on an average students of class IV secured less than 20 marks out of 40, more or less the same pattern was reported in case of language. The achievement level of students of class on both language and maths test was pitiable in the sense that many cases fell in 0% (see table 7.8)

The DSE from Chaibasa raised doubts over table 5.17 and wanted to know how teachers assigning homework could be correlated with the level of achievement. Dr. Hassan explained it in a very simple way by saying that it was the percentual data. Hence, a possibility to get society disrable responses could not be ruled out. While comparing the same figure with the responses of children of Class IV, it was found that students were not getting the hometask by their teachers. To substantiate the results Dr. Hassan presented the tables of previous study conducted in seven districts. He also cited some figures of achievement of three State - Kerala, Assam and Bihar and tried to substantiate the emerging pattern of results.

Overall it was brainstorming session in which participants had ample opportunity to interact with the main speaker. They discussed on many issues and agreed on this opinion that the data could be used in plan formulation. The second session started with the group discussion. All district consultants were advised to interact with members of DPT. They were also asked to submit a report of group discussion separately. Finally, Mr. Mohan Kumar, the Deputy Collector, Bhagalpur delivered valedictory speech with thanks.



**SUMMARY REPORT
OF
STATE SECTOR FINANCE
STUDY**



SUMMARY OF STATE FINANCE STUDY (ON EDUCATION)

The main findings emerges in the SFS are as follows :-

The importance of the State Budget has been growing in the financing pattern in the Country. The size of the consolidated revenue and capital budget of state has been increasing. The deficit in such budget is also increasing.

Although the expenditure on primary education constitutes more than 65% of the total expenditure on education in the state. The size of plan budget in primary education is much lower as compared to its Non-plan component.

In case of Non-plan budget in primary education the gap between budgeted and actual expenditure has been sizable. The Non-plan expenditure on primary education is continuously increasing.

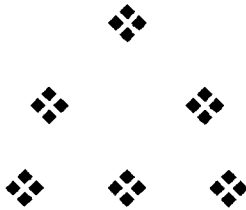
The expenditure on primary education made by other Government Departments other than Education Department is also sizable.

The expenditures made for elementary education both by Education Department and other Government Department both in formal and non-formal education are spread over various schemes and programmes.

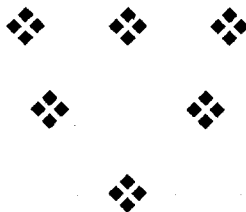
Creation of the posts of teachers have not taken place in the recent years. Any programme more so under DPEP-III the universalisation of elementary education in the state will have to make provision for adequate financial resource for new teachers as also for the implementation of new Pay Scale which will be imminent in view of the Pay Scale recommended by the Fifth Pay Revision Committee of Government of India. The enhanced pay scale for Central Government Employees may be adopted by the Bihar State Government for its employees. Primary school teachers in Bihar are State Government employees.

For achieving the universal primary education in the state DPEP-III programme will be of great help for the state. The total cost of the project is going to be Rs.668.24 crores of which Rs.492.16 crores will be non-recurring cost and Rs.176.07 crore will be recurring cost in the five year periods. The entire non-recurring cost will not be borne by Govt. of Bihar and only 20 percent of the recurring cost will be borne by Govt. of Bihar after the completion of the project.

Govt. of Bihar will have to bear only Rs.46.32 crores as additional expenditure under primary education in Bihar State. This is quite sustainable for the Govt. of Bihar in view of this being little more than 2 percent of total expenditure on primary education in the state.



SUMMARY STATISTICS



STATE PROFILE

TABLE - I

SL. NO.	NAME OF THE DISTRICTS	FEMALE PER 1000 MALE	DENSITY PER Sq. Km.	POPULATION			LITERACY RATE			POPULATION		
				TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	SC	ST	(0-6)
	INDIA	927	274	838,583,988	435,216,358	403,367,630	52.21	64.13	39.29	16.48	8.08	17.94
01	Patna	867	1169	3618211	193834	1679871	56.33	69.07	41.35	1927	0.26	19.18
02	Nalanda	898	846	1997995	1052731	945264	46.94	61.94	29.95	19.40	0.02	19.92
03	Bhojpur	904	767	1792771	941745	851026	48.18	66.35	27.95	14.89	0.30	20.65
04	Rohtas	894	499	1917416	1012200	905216	48.52	64.50	30.29	17.31	1.04	21.37
05	Aurangabad	915	466	1539988	804038	735950	45.14	61.80	26.67	23.26	0.03	20.54
06	Jehanabad	919	749	1174900	612089	562811	45.83	63.11	26.81	18.39	0.02	19.52
07	Gaya	922	539	2664803	1386528	1278275	40.47	55.22	24.20	29.58	0.06	20.89
08	Nawada	936	547	1359694	702249	657445	38.96	54.85	21.82	24.42	0.09	20.55
09	Saran	963	798	2572980	1310635	1262345	41.79	60.18	22.71	11.71	0.13	21.42
10	Siwan	1017	977	2170971	1076503	1094468	39.13	57.51	21.33	11.14	0.58	21.64
11	Gopalganj	968	844	1704310	868210	838100	34.96	51.62	17.75	12.23	1.12	21.06
12	Pashchim champaran	877	525	2333666	1243018	1090648	27.99	39.62	14.41	14.37	1.33	20.61
13	Purabi champaran	883	769	3043061	1616436	1426625	27.59	39.65	13.69	13.07	0.04	20.88
14	Sitamarhi	884	922	2013796	1069132	944664	28.49	39.86	15.49	11.69	0.02	20.20
15	Muzaffarpur	904	946	2953903	1551637	1402266	36.11	48.44	22.33	15.72	0.04	20.13
16	Vaishali	921	1076	2146065	1117437	1028628	40.56	55.62	24.08	19.85	0.07	21.19
17	Begusarai	898	960	1814773	956310	858463	36.88	48.66	23.52	14.50	0.05	20.70
18	Samastipur	926	1040	2716929	1410489	1306440	36.37	50.39	21.17	18.03	0.02	21.03
19	Darbhanga	911	1003	2510959	1313974	1196985	34.94	48.31	20.09	14.56	0.01	20.47
20	Madhubani	932	812	2832024	1465997	1366027	33.22	48.49	16.75	12.77	0.02	19.94
21	Saharsa	884	682	1132413	600938	531475	29.98	42.37	15.83	15.49	0.30	20.34
22	Madhepura	885	659	1177706	624689	553017	27.72	39.31	14.41	16.34	0.71	20.91
23	Purnia	903	587	1878885	987241	891644	28.52	38.92	16.80	12.48	4.37	21.52
24	Katihar	909	606	1825380	956056	869324	28.70	39.24	16.88	8.77	5.58	22.02
25	Khagaria	868	664	987227	528632	458595	32.33	42.97	19.79	14.49	0.00	21.12
26	Munger	856	676	943583	508487	435096	52.25	64.95	37.07	12.86	1.54	19.57
27	Bhagalpur	864	731	1909967	1024840	885127	41.84	53.41	28.11	9.60	2.48	20.84
28	Godda	922	408	861182	448072	413110	34.02	48.56	18.00	8.46	25.09	20.03
29	Sahibganj	937	371	1301088	671731	629357	27.03	36.97	16.32	5.44	38.99	21.10
30	Dumka	955	271	1495709	765002	730707	34.02	49.29	17.91	6.96	41.55	19.97
31	Deoghar	911	376	933113	488229	444884	37.92	54.12	19.74	12.40	12.76	21.63
32	Dhanbad	819	940	1949526	1071913	877613	54.24	67.82	37.00	16.03	8.81	18.89
33	Giridih	965	309	1628070	827672	798398	32.24	49.80	13.87	13.39	10.03	22.29
34	Hazaribagh	914	308	1836068	959234	876834	41.21	56.54	24.13	15.29	12.18	21.29
35	Palamu	932	207	1649841	853789	796072	33.52	47.57	18.21	25.68	19.26	22.66
36	Lohardaga	971	194	288886	146552	142334	40.79	54.99	26.11	3.78	56.41	21.15
37	Gumla	987	127	1153976	580729	573247	39.67	51.70	27.48	5.31	70.80	19.47
38	Ranchi	921	292	2214048	1152736	1061312	51.52	65.12	36.57	5.57	43.56	18.66
39	Purabi singhbhum	906	457	1613088	846456	766632	59.05	71.18	45.50	4.79	28.92	15.77
40	Pashchimi sin.bhum	965	223	1787955	909796	878159	38.92	54.75	22.44	5.01	54.70	19.40
41	Araria	907	578	1611638	845257	766381	26.19	36.99	14.01	13.66	1.29	21.80
42	Kishanganj	933	508	984107	508988	475119	22.22	33.12	10.38	6.62	3.54	21.24
43	Buxar	884	670	1087676	577205	510471	45.54	62.94	25.74	13.48	0.17	20.43
44	Bhabhua	884	292	983269	521835	461434	39.35	55.68	20.69	21.74	2.77	21.11
45	Supaul	904	557	1342841	705279	637562	28.11	40.96	13.74	15.47	0.30	21.04
46	Jamui	903	339	1051527	552543	498984	33.41	48.48	16.41	17.94	4.90	21.23
47	Banka	893	428	1292504	682666	609838	34.55	48.17	18.99	11.61	4.91	20.60
48	Bokaro	857	532	1324535	713192	611343	52.93	68.00	34.80	13.72	12.26	18.76
49	Chatra	952	165	612713	313915	298798	27.84	40.45	14.39	32.42	3.83	22.81
50	Garhwa	926	198	801350	416038	385312	26.06	39.03	11.85	23.81	15.65	23.71
51	Lakhisarai	880	517	671634	357173	314461	39.09	52.84	23.14	16.71	0.68	20.20
52	Seikhpura	897	649	393283	207331	185952	41.60	56.10	25.11	20.78	0.01	20.25
53	Kodarma	986	301	394763	198817	195946	38.52	58.12	18.61	14.64	0.89	21.37
54	Sheohar	876	853	377699	201380	176319	26.18	36.36	14.34	14.42	0.00	19.77
TOTAL :-		911	511	86374465	45202091	41172374	38.48	52.49	22.39	14.71	7.67	20.57

SOURCE : CENSUS DATA, 1991

TABLE - II
LITERACY RATE

SL. NO.	NAME OF THE DISTRICTS	LITERACY RATE			SC LITERACY RATE			ST LITERACY RATE		
		TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE
	INDIA	52.21	64.13	39.29	N. A	N. A	N. A	N. A	N. A	N. A
	BIHAR	38.48	52.49	22.89	19.31	31.06	7.33	26.58	38.44	12.83
1.	Bhojpur	47.18	65.05	27.12	26.71	39.88	8.66	29.27	41.89	12.83
2.	Rohtas	45.41	61.50	27.03	26.30	41.04	9.38	20.65	33.15	6.77
3.	Gaya	40.47	55.22	24.20	14.34	24.41	4.72	35.94	42.50	26.65
4.	West Champaran	27.99	39.62	14.41	12.85	21.23	3.17	14.01	23.17	3.68
5.	Sitamarhi	28.12	39.30	15.31	10.80	18.31	2.06	31.19	44.66	8.26
6.	Muzaffarpur	36.11	48.44	22.33	11.17	24.56	4.59	27.62	44.19	10.10
7.	Vaishali	40.56	55.62	24.08	19.97	31.47	7.40	30.32	41.39	18.60
8.	Darbhanga	34.94	48.31	20.09	14.93	24.09	4.74	77.16	79.84	73.79
9.	Purnia	26.29	36.96	14.36	12.54	19.51	4.81	13.80	21.26	5.59
10.	Munger	41.58	55.62	25.34	19.87	28.90	7.54	18.57	29.94	6.17
11.	Bhagalpur	38.89	51.32	24.38	20.19	31.04	7.70	19.76	30.59	7.73
12.	Dumka	34.02	49.29	17.91	25.40	39.09	10.59	19.97	34.84	9.59
13.	Hazaribagh	40.73	56.81	23.11	21.94	37.36	8.69	23.98	35.23	11.74
14.	Ranchi	51.52	65.12	36.57	34.46	47.66	19.82	34.61	46.57	22.19
15.	East Singhbhum	59.05	71.18	45.50	41.91	54.50	28.35	32.14	46.90	16.97
16.	West Singhbhum	38.92	54.75	22.44	33.70	48.74	18.09	27.91	42.20	13.62
17.	Chatra	27.84	40.45	14.39	9.50	16.32	2.52	20.39	30.61	9.39
	TOTAL -	38.57	52.26	23.25	18.44	29.37	6.93	27.46	40.54	14.74

SOURCE : CENSUS DATA, 1991

TABLE - III
HABITATION & INSTITUTE DETAILS

SL.	NAME OF THE DISTRICTS	TOTAL	HABITAT	No. OF DIET	No. of PTEC
1.	Bhojpur	2441	1682	1	2
2.	Rohtas	3590	2098	1	2
3.	Gaya	4501	1714	1	1
4.	West Champaran.	2402	1430	1	1
5.	Sitamarhi	1890	1354	1	1
6.	Muzaffarpur	2289	1712	1	4
7.	Vaishali	1761	1064	1	1
8.	Darbhanga	1768	1181	0	2
9.	Purnia	5946	5796	1	2
10.	Munger	3349	2065	1	3
11.	Bhagalpur	4010	2576	1	3
12.	Dumka	4950	3055	1	1
13.	Hazaribagh	2656	1341	0	2
14.	Ranchi	4126	1622	1*	2
15.	East Singhbhum	2118	1167	0	1
16.	West Singhbhum	4905	1992	1	2
17.	Chatra	1478	563	1	0
TOTAL -		54180	32412	14	30

* ESTABLISHED BY BEP.

SOURCE : DISTRICT INVESTMENT PROPOSALS, DPEP - III.

TABLE - IV
NO. of Elementary Schools (1996)

Sl. No.	Name of the Districts	Govt.	Private Aided
1.	Bhojpur	2291	0
2.	Rohtas	2405	0
3.	Gaya	2192	6
4.	W. Champaran	1613	9
5.	Sitamarhi	1520	2
6.	Muzaffarpur	2140	3
7.	Vaishali	1365	1
8.	Darbhanga	1487	4
9.	Purnia	2880	4
10.	Munger	2878	14
11.	Bhagalpur	2104	13
12.	Dumka	1808	20
13.	Hazaribagh	1531	0
14.	Ranchi	1304	123
15.	E. Singhbhum	1158	52
16.	W. Singhbhum	2239	31
17.	Chatra	668	0
	TOTAL	31583	282

SOURCE : DISTRICT INVESTMENT PROPOSAL, DPEP - III

TABLE - V
NO. of Teachers (1996)

Sl. No.	Name of the Districts	Sanctioned Post	in Position	Vacant Post	SC	ST	Female %
1.	Bhojpur	7366	7092	274	1135	0	18
2.	Rohtas	6303	5693	610	826	20	19
3.	Gaya	5785	4928	857	546	10	22
4.	W. Champaran	1613	4516	368	684	113	12
5.	Sitamarhi	5714	5422	292	535	5	14
6.	Muzaffarpur	7429	7132	297	684	0	27
7.	Vaishali	4982	4793	189	630	0	29
8.	Darbhanga	5404	4904	500	714	0	16
9.	Purnia	9538	8678	905	437	158	16
10.	Munger	8387	8217	170	1353	190	20
11.	Bhagalpur	8621	7944	677	827	275	21
12.	Dumka	5121	4110	1110	183	1138	29
13.	Hazaribagh	4395	4214	181	550	395	24
14.	Ranchi	6222	5625	597	172	2142	28
15.	E. Singhbhum	6528	3931	2597	183	1126	22
16.	W. Singhbhum	7247	6558	289	261	2727	23
17.	Chatra	1678	1601	77	512	61	10
	TOTAL	105649	95358	10209	10232	8360	10

SOURCE : - DISTRICT INVESTMENT PROPOSALS, DPEP-III

TABLE - VI
Enrolment in Grade I-V (1996)

Sl.	Name of the Districts	All		SC		ST	
		Boys	Girls	Boys	Girls	Boys	Girls
1.	Bhojpur	199004	125557	31353	15202	1478	735
2.	Rohtas	30083	156152	45462	25655	1546	732
3.	Gaya	170404	106467	57260	30458	7	3
4.	W. Champaran	177747	86198	30914	14963	3563	3101
5.	Sitamarhi	214287	129748	33646	18132	0	0
6.	Muzaffarpur	173643	133733	28476	22481	51	31
7.	Vaishali	145594	85571	26806	16694	0	0
8.	Darbhanga	192975	85656	37637	11580	0	0
9.	Purnia	273078	139752	38407	18482	10317	4450
10.	Munger	209580	126247	32456	17884	5396	2422
11.	Bhagalpur	248959	152928	28291	14768	10576	5797
12.	Dumka	115797	77512	8938	5896	45526	34711
13.	Hazaribagh	137354	93041	18128	12969	12762	7521
14.	Ranchi	166278	135321	11019	8893	83157	66494
15.	E. Singhbhum	110835	94379	6229	5304	35530	27626
16.	W. Singhbhum	127961	94789	8341	5907	75964	51695
17.	Chatra	36320	37139	16506	9311	2238	1414
	TOTAL	3029899	1860190	459869	254579	288111	206732

SOURCE : - DISTRICT INVESTMENT PROPOSALS, DPEP-III

TABLE - VII
Drop-Out / Retention Rate (1996)

Sl.	Name of the Districts	Total			SC	ST
		All	Boys	Girls		
1.	Bhojpur	51	52	49	53	31
2.	Rohtas	61	59	63	70	48
3.	Gaya	55	62	38	32	0
4.	W. Champaran	44	48	31	11	0
5.	Sitamarhi	39	34	44	38	0
6.	Muzaffarpur	41	44	36	37	0
7.	Vaishali	54	52	55	61	0
8.	Darbhanga	38	35	43	39	0
9.	Purnia	60	63	56	55	47
10.	Munger	47	47	47	55	59
11.	Bhagalpur	51	54	47	42	47
12.	Dumka	58	54	64	55	66
13.	Hazaribagh	47	46	48	63	57
14.	Ranchi	41	42	39	38	36
15.	Singhbhum	43	46	30	40	45
16.	W. Singhbhum	54	51	47	61	68
17.	Chatra	58	55	60	59	54
	TOTAL	26	25	24	24	20

SOURCE : - DISTRICT INVESTMENT PROPSALS. DPEP- III.

TABLE - VIII
Mean Achievement of Student (In percent)

Sl. No.	Name of the Districts	Class-I		Class-IV	
		Language	Math	Language	Math
1.	Bhojpur	36.10	39.71	37.02	40.95
2.	Rohtas	40.50	41.36	38.61	41.53
3.	Darbhanga	47.85	49.93	40.37	39.83
4.	Dumka	41.75	45.00	30.43	29.78
5.	Gaya	37.50	41.14	40.04	34.25
6.	Hazaribagh	44.90	47.36	42.21	35.43
7.	Munger	44.85	44.07	33.29	29.98
8.	Purnia	40.00	43.21	41.64	39.20
9.	Vaishali	28.00	30.86	40.02	34.63
10.	W. Singhbhum	35.75	39.21	41.20	30.90
11.	Chatra	53.30	51.36	36.55	30.15
12.	Muzaffarpur	51.10	51.28	41.02	31.27
13.	E.Singhbhum	58.75	53.71	40.24	30.75
14.	Ranchi	44.75	41.07	41.11	29.40
15.	Rohtas	57.90	57.00	37.23	28.67
16.	Sitamarhi	66.15	67.07	45.29	43.72
17.	W, Champaran	64.45	73.57	40.84	34.57

SOURCE : - Baseline Assessment Study. 1995 & 1996 BEP, Patna.

TABLE - IX
Covered Under Such Scheme

Sl. No.	Name of the Districts	No. of Block Under T.L.C	No. of Block Under I.C.D.S	NFE Centre
0	Bihar	246	296	36,800
1.	Bhojpur	13	6	1,143
2.	Rohtas	0	10	1,966
3.	Gaya	0	15	1,142
4.	West Champaran	0	5	800
5.	Sitamarhi	0	4	1,100
6.	Muzaffarpur	0	8	540
7.	Vaishali	0	7	550
8.	Darbhanga	17	8	1,540
9.	Purnia	0	9	3,873
10.	Munger	18	10	690
11.	Bhagalpur	0	5	1,200
12.	Dumka	14	14	236
13.	Hazaribagh	15	6	1,538
14.	Ranchi	20	20	530
15.	East Singhbhum	0	11	250
16.	West Singhbhum	0	22	1,855
17.	Chatra	0	6	240
	TOTAL	97	166	19,193

SOURCE : - Educational Directorate, Bihar.

TABLE - X
Projected Total Population (1997-2002)

Sl. No.	Name of the Districts	1997	1998	1999	2000	2001	2002
1.	Bhojpur	3280267	3352103	3425513	3500531	3577192	3655531
2.	Rohtas	3269652	3331147	3392641	3454136	3515630	3577125
3.	Gaya	3031137	3096913	3164116	3232777	3302928	3374602
4.	West Champaran	2208138	2249214	2291048	2332972	2377062	2421276
5.	Sitamarhi	2750000	2815000	2882000	2950000	3020000	3092000
6.	Muzaffarpur	3406172	3491326	3578609	3668074	3759775	3853769
7.	Vaishali	2547649	2621530	2697554	2775783	2856281	2939113
8.	Darbhanga	2927603	2950377	3013151	3075925	3138699	3201473
9.	Purnia	5169000	5295000	5425000	5557000	5692000	5831000
10.	Munger	3496087	3515009	3585309	3657016	3730156	3804759
11.	Bhagalpur	3387806	3467758	3549697	3633469	3712219	380993
12.	Dumka	1704300	1741789	1780105	1818262	1859261	1900180
13.	Hazaribagh	2642532	2718191	2796069	2876233	2958752	3043697
14.	Ranchi	2499926	2551825	2605033	2659589	2715532	2772905
15.	East Singhbhum	1783724	1813868	1844523	1875695	1907395	1939630
16.	West Singhbhum	2134904	2198949	2264916	2332861	2402484	2474557
17.	Chatra	740179	763862	788305	813531	839564	866430
	TOTAL	46939076	47973861	49083590	50214855	51364950	52555040

SOURCE : - DISTRICT INVESTMENT PROPOSALS, DPEP-III.

TABLE - XI
Projected Population 3 - 6 (1997-2002)

Sl. No.	Name of the Districts	1997	1998	1999	2000	2001	2002
1.	Bhojpur *	334259	341679	349060	356704	364516	372499
2.	Rohtas	335229	342788	407028	448504	494206	544565
3.	Gaya	308873	315575	322423	329419	336569	343872
4.	West Champaran *	225009	232105	233458	237730	242223	246728
5.	Sitamarhi	280225	286849	293676	300605	307738	315075
6.	Muzaffarpur	343992	352592	361407	370442	379703	389195
7.	Vaishali *	259605	267134	274881	282852	291055	299496
8.	Darbhanga	294246	300642	307042	313437	319831	326229
9.	Purnia	526721	5395605	552808	566258	580015	594179
10.	Munger *	356251	358179	365343	372650	380103	387705
11.	Bhagalpur	345217	353365	361714	370250	378275	387933
12.	Dumka	350578	358293	366174	374231	382464	390878
13.	Hazaribagh *	269274	276984	284919	293088	301497	310153
14.	Ranchi	254742	262031	265453	271012	276713	282559
15.	East Singhbhum	86383	87843	89327	90837	92372	93933
16.	West Singhbhum	217546	224072	230794	237718	244813	252157
17.	Chatra	75454	77869	80360	82932	85586	88325
	TOTAL	4863606	9855195	5145867	5290670	5457677	5625480

SOURCE : DISTRICT INVESTMENT PROPOSALS, DPEP-III.

TABLE - XII
Projected Population 6 - 11 (1997 - 2002)

Sl. No.	Name of the Districts	1997	1998	1999	2000	2001	2002
1.	Bhojpur *	475639	486055	496699	507577	518693	530052
2.	Rohtas	409903	460935	518321	582852	655417	737016
3.	Gaya	439515	449052	458796	468752	478926	489317
4.	West Champaran	320180	326136	332202	338281	344674	351085
5.	Sitamarhi	426250	436325	446710	457250	468100	479260
6.	Muzaffarpur	512977	525190	537406	549619	561833	574047
7.	Vaishali *	369409	380122	391145	402489	414161	426171
8.	Darbhanga	418702	427804	436907	446009	455109	464214
9.	Purnia	749505	767775	786625	805765	825340	845495
10.	Munger	516913	527251	537796	548552	559923	570714
11.	Bhagalpur	491232	502825	514706	526853	539286	552014
12.	Dumka	243041	250332	257843	265777	273445	281751
13.	Hazaribagh *	383167	394138	405430	417054	429019	441336
14.	Ranchi	362489	370015	377730	385640	393752	402071
15.	East Singhbhum	258640	263011	267456	271976	276572	281246
16.	West Singhbhum	277537	285863	294439	303271	312322	321692
17.	Chatra	107391	110828	114374	118035	121812	127621
	TOTAL	6762490	6963656	7174586	7395751	7628484	7875102

SOURCE : DISTRICT INVESTMENT PROPOSALS, DPEP-III.

TABLE - XIII
Basic Data of 17 BEP/DPEP Districts

Sl. No.	Name of the Districts	AREA (Sq. Km.)	NO. OF VILL-AGES	NO. OF BLOCK	NO. OF HABIT-ATIONS	FEMALE PER 1000 MALE	No. OF SCHOOL			DENSITY PER Sq. Km.	POPULATION		
							PRIM	U-PRIM	TOTAL		SC	ST	FEMALE
	BIHAR	168,886.26	N.A.	721	111,021	911	52,614	13,721	66,335	511	14.71	7.67	47.67%
1.	Bhojpur *	3,961.12	2,351	27	2,441	896	1,795	448	2,243	727	14.36%	0.25%	47.27
2.	Rohtas	7,201.36	3,773	29	3,590	891	1,924	481	2,405	403	18.81%	1.62%	47.11%
3.	Gaya	4,940.85	2,896	22	4,501	922	1,679	306	1,985	539	29.58%	0.06%	47.97%
4.	West Champaran	4,444.38	1,486	21	2,402	877	1,340	284	1,624	525	14.37%	1.33%	46.74%
5.	Sitamarhi	2,628.16	1,037	21	1,890	882	1,238	337	1,575	910	12.12%	0.02%	46.87%
6.	Muzaffarpur	3,122.78	1,796	17	2,289	904	1,532	449	1,981	946	15.72%	0.04%	47.47%
7.	Vaishali *	1,995.19	1,569	14	1,761	921	1,032	335	1,367	1076	19.85%	0.07%	47.93%
8.	Darbhanga	2,504.28	1,269	13	1,768	911	1,168	375	1,543	1003	14.56%	0.01%	47.67%
9.	Purnia	7,930.19	2,794	35	5,946	911	2,255	487	2,742	564	11.62%	3.08%	47.67%
10.	Munger	6,398.74	3,148	30	3,349	882	1,978	544	2,522	478	16.47%	2.31%	46.88%
11.	Bhagalpur	5,632.12	3,629	27	4,010	876	2,094	498	2,592	569	10.41%	3.46%	46.68%
12.	Dumka	5,518.34	4,090	17	4,950	955	1,462	266	1,728	271	6.96%	41.55%	48.85%
13.	Hazaribagh *	7,276.98	2,355	25	2,656	926	1,236	319	1,555	307	15.17%	10.18%	48.09%
14.	Ranchi	7,573.68	2,057	26	4,126	921	1,405	508	1,913	292	5.57%	43.56%	47.94%
15.	East Singhbhum	3,533.35	1,750	13	2,118	906	935	287	1,222	457	4.79%	28.92%	47.53%
16.	West Singhbhum	8,014.76	2,859	32	4,905	965	1,857	384	2,241	223	5.01%	54.70%	49.12%
17.	Chatra	3,706.22	1,464	7	1,478	952	500	108	608	165	32.42%	3.83%	48.77%
TOTAL		86,382.50	40,323	376	54,180	906	25,430	8,416	31,846	480	14.27%	8.90%	47.54%

SOURCE : CENSUS DATA, 1991

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ERRATA

	Error		Correction
Page No.	Line No.	Description	Should be read as
8	20-25	enrolment	enrollment
12	9	revenue	revene
15	28	chartra	chatra
16	15	2.2	2.3
16	26	on	of
18	3	evolution	evaluation
18	23	grassroots	grassroot
19	21	grassroots	grassroot
21	15	it important	it is important
25	3	district	distinct
26	3	subernlekha	subernrekha
27	8	h.a.	hec.
27	35	rages	ragas
28	2	nimber	number
28	13	reins	ruins
33	2	proposed	proposes
37	13	and	are
37	23	Extensionrs	Extension
40	26	inspectores	inspectress
40	32	1.10.1980	2.10.1980
42	10	teaches	teachres
43	8	proses	process
46	17	85157	83157
49	4	Bhojpur	Bhagalpur
49	5	Rohtas	Bhojpur
51	12	ot	to
51	25	adn	and
54	7	23329772	2332972
54	7	237062	2377062
55	12	53957605	5395605
61	19	Strategies	Special
61	28	Mihila	Mahila
61	29	of	and
68	12	quatum	quantum
68	30	tearining	learning
71	6	ihe	The
71	10	some	Some
71	18	trough	through
71	30	111	ill
73	7	mateerial	material
73	25	teaam	team
73	25	bas	has
73	34	traansferred	transferred
74	8	smmothly	smoothly
75	15	sex	six
75	17	invollved	involved
76	12	measuring	measuring
77	9	evaaluation	evaluation

ERRATA

	Error		Correction
Page No.	Line No.	Description	Should be read as
76	12	staartegy	strategy
78		boock	books
79		DRCs	DRGs
80	7	Traaining	Training
80	12	professsionalis	professionals
80	30	Disance	Distance
81	5	wwill	will
81	5	enshrineed	enshrined
81	7	cooperation	cooperation
81	14	teaachers	teachers
82	10	adequate	adequate
82	36	bertween	between
83	14	Punctuaality	Punctuality
83	33	traaining	training
84	11	woould	would
84	14	traaining	training
85	18	teaacher	teacher
86	14	teaacher	teacher
87	20	privision	provision
92	18	inpact	impact
92	16-15	traaining	training
93	35	pert	part
93	15	Trainings	Training
94	12	district	distinct
94	13	DDIET	DDIET
95	12	3	Three
95	13	production	production
95	26	2,000x10	20,000x10
96	2	cassett	cassetted
96	11	cassettee	cassett
97	5	pergrommes	programmes
97	25	on	of
97	25	of	on
99	12	furttther	further
99	24	cotext	context
99	26	achive	achieve
100	8	cluser	cluster
100	14	fully	fully
100	14	translatedd	translated
100	32	TRACHING	TEACHING
101	21	sensifization	sensitization
101	23	if	of
101	30	course	course
102	2	essentially	essentially
102	19	some	Some
102	20	pprimary	primary
102	25	constuction	construction
102	25	school	school



	Error		Correction
Page No.	Line No.	Description	Should be read as
102	27	cluster	Cluster
103	8	gulidelines	guidelines
103	22	Reserch	Research
103	31	opproprate	appropriate
104	15		computer
104	17	selection	sanitation
104	17	would	would
104	19	vaious	various
104	23	technollogy	technology
104	31	maagement	management
105	6	constucton	construction
105	19	Rarionale	Rational
105	21	reral	rural
105	31	told	fold
106	9	them	then
106	11	locale	locale/tolas
106	26	girl	girl
107	33	fo	of
108	3	them	then
109		month	months
110		cinsist	consist
108	32	theitr	their
108	35	instructors	instruction
109	21	ccampus	campus
109	23	these	there
110	3	firtst	first
110	13	aamount	amount
111	22	laater	later
115	6	and	
120	12	inhence	inhance
124	4	agents	agenda
125	13	euqitable	equitable
125	16	themselves	
128	20	work-out	worked-out
129	4	Community	community
130	10-19	jagijagi	jagjagi
130	24	personal	personnel
130	33	suficient	sufficiency
131	3	moentum	momentum
131	19	DEP	BEP
131	29	Blocks	Block
132	20	jagijagi	jagjagi
133	2	tranformation	transformation
135	11	mange	manage
135	19	states	state
135	21	Ms	MS
136	10	enhaced	enhancer
137	9	emtionally	emotion

ERRATA

	Error		Correction
Page No.	Line No.	Description	Should be read as
141	6	facilitated	facilatator
143	20	Meals	Melas
144	26	focuses	focused
144	29	Bethi	Beti
146	20	DTS	DTF
148	7	primary	Primary
148	7	Fomal	Formal
153	15	dept	kept
171	4	BEP	BEP
171	15	societies	Societies
171	32	priject	project
172	10	confucted	conducted
173	18	Aassitant	Assistant
174	6	SRENGTHENING	STRENGTHENING
174	13	substrantively	substantively
174	15	rolle	role
174	29	aliso	also
174	31	builfing	building
174	32	annexure	Annexure
175	5	societies	Societies
175	6	patna	Patna
175	7	society	Society
175	9	memorandum	Memorandum
175	9	association	Association
175	9	MDA	MOA
175	18	president	President
175	19	vice president	Vice President
175	20	chirmanship	Chairmanship
175	22	state	State
176	10	constitute	constitute
176		llevel	level
177	4	therfore	therefore
177	15	frepuently	frequently
177	16	ant	and
177	23	ccomprise	comprise
177	28	educationall	educational
179	7	Co-Ordintor	Co-ordinator
179	10	appointed	appointed
179	33	gridance	guidance
180	13	cotinue	continue
182	1	Add1	Addl
182	8	inttrospection	introspection
182	10	kake	take
182	14	would	would
182	16	committee	Committee
183	11	of	or
84	1	fo	of
85	26	Moitoring	Monitoring

ERRATA

	Error		Correction
Page No.	Line No.	Description	Should be read as
186	26	SP	SU
190	7	qqualitative	qualitative
194	15	modersied	modernised
194	15	housed	houses
198	1	Teaacher	Teacher
198	25	Child-hood	Childhood
199	28	co-ordinaation	co-ordination
200	1	Reseaarch,	Reasearch,
203	1	requirement:	recruitment:
203	11	orgaanisation,	organisation,
204		Rs.3.00 Lacs	
206	29	3,500x120=	
207	19	abovementioned	above mentioned
207	23	Various	various
207	26	alternative'	alternative
209	1	9.00 Lakhs	0.9 Lakhs
210	30	18 yr.	18/ yr.
212	5	politicians,	Politicians
212	19	Successive	successive
215	20	imcorporating	incorporating
215	21	progposals	proposals
216	4	plaanning	planning
218	14	ltr	lt
219	9	Manaagement	Management
227	8	FINAN	FINANCE
228	2	FINAN	FINANCE
228	13	MAINTENAANCE	MAINTENANCE
		EQPT	EQPT
229	2	FINAN	FINANCE
233	6	ALSD1	ALSOD1
233	9	3.000	0.300
233	9	3.00	3.000
233	10	Bulding	Building
271	14	TRG	TRG.
271	15	(@10,000/	(@10,000/-
273	8	EXP	EXP.
273	15	R1	RI
291	5	numbers	number
291	6	bebefits	benefits
291	10	and minimise the	One has to take if one wishes to maximise the benefite
291	16	user	usier
291	23	socil	social
291	23	socital	societal
292	2	change	chance
292	2	Biharthus	Bihar. Thus,
292	6	Qualitaive	Qualitative

ERRATA

	Error		Correction
Page No.	Line No.	Description	Should be read as
292	15	programmme.	programme.
297	1	Annexure-1	
297	7	societies	Societies
297	7	Act.,	Act,
297	10	planning	Planning
297	10	MHRD),	(MHRD),
297	10	India	India,
297	11	Committe	Committee
297	12	education	Education .
297	12	Govr.	Govt.
297	12	it	its
297	12	chairman	Chairman
297	13	things	things
297	14	FOR	for
297	21	procurment	procurement
297	23	programme	Programme
297	24	state.	State.
297	29	he	the
297	34	dpending	depending
298	1	village	Village
298	1	committees	Committees
298	8	engineers	Enginers
298	8	nad	had
298	14	DPEP-III,	DPEP-III.
298	30	finanlised	finalised
299	18	CINSUMABLE	CONSUMABLE
299	15	utilised	utilised
299	30	procurment	procurement
299	34	stabilisers	Stabilisers
300	4	ne	be
300	6	prefered	preferred
301	4	committee	Committee
301	6	perfer	prefer
301	15	work	Work
301	15	plan	Plan
301	23	ro	or
301	25	DGS&d	DGS&D
301	27	performance	Performance
301	30	Accunts	Accounts
303	1	ANNEXURE I	ANNEXTURE
303	4	local	Local
303	4	bidding	Bidding
303	6	construction	Construction
303	17	years	days
303	17	docur ents	documents
303	23	3' * 4'	3' 4'
303	24	sket	sketch
303	28	bas d	based

ERRATA

	Error		Correction
Page No.	Line No.	Description	Should be read as
304	9	brds	birds
304	13	evaluated	eveluated
304	22	state	State
309	5	study	Study
309	31	in to	into
309	31	nad	and
310	2	othe	other
310	21	atleast	at least
311	16	achieveemnt	achievement
313	5	9	19
313	10	3	4
313	10	3	4
324	3	Teacher	teacher
325	10	participatory	Participatory
327	13	state level workshop	State Level Workshop
327	15	Between	
327	21	jan	Jan
328	18	poor	Poor
328	19	shortage	Shortage
329	7	dies	does
333	8	prerna	Prerna
333	11	improtance	importance
333	22	in to	into
333	27	learner's	Learner's
334	5	fotr	for
334	8	Sr.	Dr.
334	9	constrants	constraints
334	11	techiques	techniques
334	18	and	had
334	30	the	The
335	21	finel	final
339	4	state	State
339	15	Department	Departments
339	20	iniminent	imminent
339	20	fthe	the
339	20	o fthe	ofthe
339	21	india	India
339	22	Epioyees	Employees
339	24	state	State
343	12	708	978
343	15-16	champaran	Champaran
343	41-42	singbhum	Singbhum
343	2	POPULATION	POPULATION %
355	4	Bhojpur*	Bhojpur
355	10	Vaishali*	Vaishali
355	16	Hazaribag*	Hazaribag

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