

DISTRICT PRIMARY EDUCATION PROGRAMME

DRAFT PLAN

1998-2003

NIEPA DC



D09628

HAZARIBAG, BIHAR

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|-----|---|---|--------|
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District Welfare Officer
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| 12. | Omkar Prasad
District Mass Education Officer
Hazaribagh | - | Member |
| 13. | Sri Kailash Singh
President, Primary Teacher
Association, Hazaribagh | - | Member |
| 14. | Sister Hy Centhiya
Director, Carmel Teacher Training
Centre, Hazaribagh | - | Member |
| 15. | Sister Rosely
Director, Holy Cross Social
Service Centre, Hazaribagh | - | Member |
| 16. | Sri Satish Girja
Secretary, Nav Bharat Jagriti Kendra
Hazaribagh | - | Member |
| 17. | Secretary, FRADAN, Hazaribagh | - | Member |
| 18. | Secretary, Jan Jagran Kendra
Hazaribagh | - | Member |
| 19. | Secretary, Lok Prerena Kendra
Hazaribagh | - | Member |
| 20. | Sri Bigganm Ravi Das, Teacher | - | Member |
| 21. | Smt. Bimal Khalsa, Teacher | - | Member |
| 22. | Smt. Abraham Lakra, Teacher | - | Member |

DISTRICT PRIMARY EDUCATION PROJECT, HAZARIBAGH

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MEMBER OF DISTRICT LEVEL PLANNING CORE TEAM

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- | | | | |
|----|--|---|--------------|
| 1. | Sri S.K. Down
District Planning Officer,
Hazaribagh | 7 | Co-ordinator |
| 2. | Smt. Malti Chaya Kujur
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| 3. | Sri Ajay Kumar
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| 6. | Smt. Prabha Kumari Gupta
Dy. Collector, Hazaribagh | - | Member |
| 7. | Smt. Senuka Tigga
Block Education Extention Officer
Ramgarh | - | Member |

DISTRICT PRIMARY EDUCATION PROJECT, HAZARIBAGH

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DRAFT PLAN (1998-2003)

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INDEX

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CHAPTER : 1	Page No.
<u>District Profile</u>	
A. General Profile	1
B. Educational Profile	17
 CHAPTER : 2	
Project Concept, Composition, Objectives, & Goals	
A. DPEP Goals and Objectives	37
B. Target Setting of the District	
Enrolment Ratio	39
Retention Rate	41
Achievement	41
 CHAPTER : 3	
Planning Process	
A. Participatory Plan	43
B. Documentation of Participatory Exercise	44
C. Issue/Problem Identified in Participatory Exercise	46
 CHAPTER : 4	
Issues and concerns	58
 CHAPTER : 5	
Strategies and Interventions	
A. Access	60
B. Retention	66

C.	Quality Improvement	75
D.	Capacity Building	83
E.	Wemen Empowerment	90
F.	Intervention for SC/ST & Disabled Children	91
 CHAPTER : 6		
	Costing and Budgeting	92
 CHAPTER : 7		
	Procurement Plan	108
 <u>ANNEXURES</u>		
	Annual Work Plan (1998-1999)	113

1.1 INTRODUCTION.

The Education District Hazaribagh is comprised of two administrative districts Hazaribagh & Kodarma. It has an area of 7276.98 Hect. and population of 22.31 lac person as per 1991 census. The Kodarma Dist. is carved out from old Hazaribagh Dist. Recently in 1994. The Hazaribagh Dist. is bounded on the north by Gaya & Nawada Dist., on the South by Ranchi Dist., on the East by Giridih Dist. and part of Purulia Dist. (West Bengal) & on the West by Chatra & Gaya Dist. Hazaribagh is situated at an elevation of about 2000 Ft. is the administrative headquarter and the principal Town of the Dist. as well as of the North Chotanagpur Division.

According to Dist. Gazettior of Hazaribagh, the dist was named after Hazari Village having thousand of beautiful mango groves. The Hazari village was located on the road junction of two important roads namely military road from Calcutta to Banaras which was constructed in 1782 and on earlier road between Kandi & Mukundganj. In 1780 The headquarter of Ramgarh Battalion was located in Hazaribagh and afterwards in 1834 it was the center of new civil administrative unit which includes both Ramgarh & Khargdiha. Now, a day the Hazari village is incorporated in Hazaribagh Municipal town.

1.2 GEOGRAPHICAL FEATURES:-

The district of Hazaribagh having a geographical area of 7276.98 sq.kms. is situated between latitudes 23'05" to 24'20" North and longitudes between 84'55" to 86'10" East.

NATURAL DIVISIONS:-

The district, a part of Chotanagpur plateau is a region of plateaus hills and inter mountain valleys, which are the characteristic of the terrain of the southern half of the state of Bihar. The district may be categorized into three main natural formations.

- i. Central plateau.
- ii. The lower Plateaus.
- iii. The Damodar valley

The central plateau averaging 2000 ft in height above sea level, constitutes the center of the district including the town of Hazaribagh. Around the central plateau lie the lower plateaus on all sides except in the west where a high ridge connects the central plateau to the Chatra district. The lower plateaus, undulating in nature, forming fairly table lands in the north and north-west average 1300' in height above sea level, until they reach the ghats where they drop to about 700' altitude. On the east, the elevation is lower and the descent gradual, while the southern portion of the district constitutes the Damodar valley in which the town of Ramgarh is situated at an altitude of 1000'.

GEOLOGY, ROCK AND SOIL:-

Most of the land of Hazaribagh district is a stable and table land. Residual type mountains and rainfed rivers with flat basins are common geological features of this district. In the plateau area pegmatite vein is the only sign of tectonic activity, but in the Gondwana area folds and faults are common structural features. Stratigraphically this part of the plateau is mainly of Archaean formations. In the southern part of the district, in Mandu, Ramgarh and Barkaguan blocks, there is a stretch of Gondwana formation. Common rock types of the Archaean formation are granite, gneisses, schists, and phyllite, whereas shale, sand stones, conglomerate and coal are the main constituents of the Gondwana formations.

Soil

The soil derived from the Archaean rocks are generally sandy loam. The general name given to it is "Red soil". The soil is commonly acidic. The soil overlying the shale of Gondwana system tends to be clayey while that overlying the sand stone is sandy loam. Alluvial soil is in common occurrence in river valleys.

Although shallow generally, the depth of the soil is very variable and varies from place to place in same locality. The soil is deficient in organic matter, hence the nitrogen and phosphorus content is generally low.

RIVERS:

----- The district can be divided into two water heads, one served by the Damodar and its tributaries and the other by Barakar. The Naikari with drainage from Ranchi plateau, known as Bhera in its lower reaches, joins the Damodar at Rajrappa in the form of Rajrappa falls. The Damodar rises in the hills of Palamau, while the Barakar rises in the cultivated fields near Ichak about 11 Kms. from Hazaribagh.

CLIMATE AND RAINFALL:

The district falling in the tropical monsoon region, has broadly three pronounced seasons:-

- i. The cool season- October to February.
- ii. The summer season - March to May.
- iii. The rainy season -June to September

The climate is quite cold in the winter but not very hot in the summer. The day temperature is always below that of the neighboring districts and the nights are rarely oppressive. The main annual rainfall in the district is 1,367 mm.

1.3 LAND USE PATTERN:

The district being mostly covered by hills and forests, the soil is generally rocky and sandy while it is alluvial near the river beds. About 44% of the geographical area of the district is under different categories of forests in various stages of growth, density and degradation. On the other hand only 26.7% of the total area of the district is presently under agriculture, about 9% is lying as uncultivable waste and another 1.94% is cultivable land total of about 0.9% of the total land of the districts is under mining and other activities mainly for extraction of coal. The rice is the main agricultural crop while bajra, Maize, pulses and vegetables are the other crops grown. A Marginal portion of the non-forest gairmazarua and raiyati land is under horticulture and social forestry. Land use pattern of the district is given below:-

AVERAGE LAND USE PATTERN:-

NATURE OF LAND	in Hect.	% of land
-----	-----	-----
Total land	727598.10	
Forest land	316915.54	43.55
Uncultivable Waste	43126.41	5.93
Land put to non-agricu.	50417.15	6.95
Cultivable Waste	15478.12	2.13
Permanent pasture	8921.09	1.23
Misc. tree & groves	6456.14	0.88
current other fallow land	14935.75	19.69
Net area Sown	141139.72	19.44
Area sown more than once	24395.70	4.00

1.4 POPULATION:-

According to 1991 census the population of the district is 22.31 lack and the decade growth rate (1981-91) is 29.13%. A detail block wise population figure is given in Table no.1.1. The summary of observation of population figure shows that Male -Female ratio is 934 and density of population is 254 per sq.km., about 80 % population lives in rural areas. Hazaribag ,Kodarma ,Mandu ,Ramgarh,patratu,Chouparan are highly populated block where as Satgawan,Keredari, Barkagaon, Markacho, are thinly populated block of the district. schedule Cast & Schedul Tribes population constitute 15 % & 10% respectively to total population of the district.

TABLE NO. 1.1

5

BLOCK WISE POPULATION OF HAZARIBAGH DISTRICT

SL. NO.	BLOCK	TOTAL POP.	TOTAL M. POP	TOTAL F. POP	TOTAL SC. POP	TOTAL ST. POP	% OF SC POP	% OF ST POP
1	HAZARIABG	202345	107884	94461	30211	8396	14.93	4.15
2	ICHAK	96209	48503	47706	19286	2712	20.05	2.82
3	KATAKAMSANDI	113158	58457	54701	25528	5791	22.56	5.12
4	CHURCHU	102143	54219	47924	15037	25949	14.72	25.40
5	BISHUNGARH	114980	57175	57805	14126	11979	12.29	10.42
6	BARKAGOAN	87685	45116	42569	16283	10739	18.57	12.25
7	KEREDARI	71790	36660	35130	15067	5256	20.99	7.32
8	BARHI	115176	58517	56659	20111	2559	17.46	2.22
9	BARKATHA	100719	48978	51741	13523	4870	13.43	4.84
10	CHOUPARAN	133782	66895	66887	32874	580	24.57	0.43
11	RAMGARH	197417	105709	91708	19398	28247	9.83	14.31
12	MANDU	181960	98053	83907	24692	38873	13.57	21.36
13	PATRATU	213396	118918	94478	27245	46573	12.77	21.82
14	GOLA	105308	54170	51138	8319	31015	7.90	29.45
15	KODARMA	173527	89764	83763	23261	1936	13.40	1.12
16	SATGAWAN	44314	21975	22339	9353	118	21.11	0.27
17	JAINAGAR	95922	47897	48025	14656	138	15.28	0.14
18	MARKACHO	81000	39181	41819	10159	1336	12.54	1.65
TOTAL:-		2230831	1158071	1072760	339129	227067	15.20	10.18

source - census 1991.

TABLE NO. 1.2
COMPARATIVE DEMOGRAPHIC TABLE

(POPULATION IN LAC)				
SL.NO.	ITEM	INDIA	BIHAR	HAZARIBAGH
1.	TOTAL POPULATION	8443.24	863.38	22.31
2.	MALE POPULATION	4378.06	451.46	11.58
3.	FEMALE POPULATION	4065.18	411.92	10.72
4.	SEX RATIO	1000/929	1000/912	1000/926
5.	TOTAL LITERACY	3621.74	268.54	7.15
6.	MALE LITERACY	2304.07	191.76	5.21
7.	F.MALE LITERACY	1317.68	767.80	1.94
8.	TOTAL L.RATE	42.90%	31.10%	32.06%
9	MALE L.RATE	52.60%	42.50%	45.03%
10	FEMALE L.RATE	32.40%	15.50%	18.05%
11	DENSITY OF POPUL. (PER SQ KM.)	267	497	254
12.	TOTAL GEOGRAPHICAL AREA (SQ KM.)	8207263	173077	7276.98
13	DECENNIAL GROWTH RATE(1981-91)	23.56%	23.49%	29.13%
14.	URBAN POPULATION 91 (% OF TOTAL POPL.)	25.72%	13.17%	20.79%
15.	% OF SC POPULATION	16.48%	14.55%	15.20%
16	% OF ST POPULATION	8.08%	7.66%	10.50%

source :Dist.Planning office,Hazaribagh.

1.6 MINES AND MINERALS:-

The district is richly endowed with mineral resources so essential for industries. The rich Mica Mines located in Kodarma subdivision and parts of Hazaribagh Sadar and Chatra subdivisions form the backbone of the industrial activities in the district. Coal is yet another natural resource available in abundance in the district and coke coal mining activities employ sizeable chunk of industrial workers of the district. The district of Hazaribagh is infant, famous for its ruby mica and the best metallurgical coal in India. Mica, whose extensive deposit in this district are importance within the country as also in some other countries, is found near Kodarma. Lime stone, China clay and Fire clay are also available in sizeable quantities in the district. Apart from the above, some minerals of less economic value found in the district are antimony, lead-ore, galen, molybdenite and tin.

1.7 IRRIGATIONAL FACILITIES:

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Irrigation plays an important role in the agriculture economy of any district. However, in Hazaribagh district, due to the hilly topography of the area, there is no much scope for exploitation of surface water. The other means of irrigation left are exploitation of ground water and taking recourse to lift irrigation. Tank irrigation is not very popular. Ground water exploitation has also its limitation. This fact has become all the more clear during the last drought in the district in 1978-79. The water surface had gone down considerably due to failure of rains and deep boring was also not possible due to hard rocks.

However, after independence, considerable attention has been paid to the provision of irrigational facilities in the district. Several major schemes have been taken up by the Damodar Valley Corporation. Among them mentioned may be made of Jurga Irrigation Scheme, Chharwa Dam and Gondo Dam. Besides, irrigational facilities have been extended in the district through a number of medium and minor irrigation schemes, rahat pumps, electric pumps, open boring tube-wells and hand pumps. Recently the possibility of implementing dug-well scheme has increased due to the subsidy being given under I.R.D. Scheme by the D.R.D.A. and financing by banks to the individual farmers. Likewise the subsidy for pumping sets is also given by the D.R.D.A. and loan are being advanced on easy terms to the cultivators by the banks.

1.8 **LIVE STOCK :-**

The term 'live stock 'includes cattle (cows, bulls bullocks), buffaloes, sheep, goats and pigs. The average field of milk of the cows of the district is quite poor. Bullocks and buffaloes are also of small stature. They are not suitable for hard ploughing. The bulls are of inferior strain. The position of livestock in the district according to 1977 Livestock Census is indicated below:-

Cows	:	399720
Buffaloes	:	158336
Bulls and Bullocks	:	293233
Sheeps	:	19211
Goats	:	394119
Pigs	:	52554

The Animal Husbandry Department has distributed a number of pedigree bulls in the rural areas of the district. An Artificial insemination Centre has been opened at Hazaribag .The Animal Husbandry Department is discouraging the use of inferior bulls for breeding purpose by encouraging a mass castration of bull calves.

Dairying has not been taken up in the organized sector as an occupation and means of livelihood. Similar is the manner .The District ,however, offer and excellent potential for growth of dairy and poultry farms , being close to the industrial towns such as Bokaro, Ranchi, etc.

1.9 **FISHERIES :**

The rivers being hilly, there are no regular big fisheries even in the big rivers namely, Damodar, Barakar, and Konar. The main fisheries consist to pisciculture in lakes, tanks, bandhs and ponds. Fish trade is in the hands of the fisherman who are located in Hazaribag town ,Kodarma, Ichak, Simaria and Chatra. Under the pisciculture development programme, fish fry distribution centres have been opened in the above mentioned places.

1.10 **INDUSTRIALISATION :**

The main occupation of the people of the people of Hazaribag is cultivation but industries in the district are growing rapidly and absorb a large number of people. There are rich mineral deposits in the district. Mica and Coal are the two most important minerals found in abundance. The Damodar Valley Corporation ,a multi purpose project, has made power available in certain areas at moderate rate.

Even though Hazaribag district abounds in forest and mineral resources, not many large scale industrial units have come up. However, there has been considerable increase in medium and small scale industrial establishment.

There has also been phenomenal increase in the number of small industrial unit between 1971-81. During the period 1967-78 there were only 57 permanently registered small scale registered industrial units whereas the number of such units was 1137 in the year 1981. These industrial units are providing scope for employment to the local people.

1.11 COMMUNICATION :

The district is well served by a net work of good roads, It has National Highways, State Highways, and roads managed by the Zila Parishad. Quite a few roads come under the Hazaribag Mines Board, Forest Department and some small roads are managed by the Damodar Valley Corporation. The Grand Trunk Road (National Highway No.2) covers some important places such as Hazaribagh, Chouparan and Barhi. The Barhi -Hazaribag Ranchi road is a part of N.H.33 and Barhi -Rajauli road a part of N.H.31. The State Highways passing through the district are shown below alongwith their length in the district.

ROAD -----	Length in Kms. -----
-Hazaribag-Bagodar-Sariya	64
-Jamua - Kodarma	68
-Hazaribag - Simaria	57

The Important Zila Parishad Roads are:-

-Chatra -Chouparan	49
-Hazaribag -Simaria -Chatra	67
-Hazaribag -Katkamsandi -Chatra	57
-Hazaribag - Tandwa - Simaria	72
-Ramgarh - Dakagarha	49

Even unmetalled gravelled roads are open to vehicular traffic throughout the year except on unbridged sections during the rains.

The district headquarters at Hazaribagh is not directly connected by rail. The nearest railway station from this town is Hazaribag Road situated at a distance of about 69 Kms. Other important places in the district, viz, Kodarma, Patratu and Ramgarh are however, on the rail head.

river ways are not common in the district. Most of the river are shallow. Generally, they dry up in summer though they are in high floods during monsoon these reasons, there is not much of river traffic in the district. There is a fair weather landing air-strip for small planes at Hazaribag, the district headquarters.

1.12 TRADE AND COMMERCE :

There are less number of organized markets in the district and sale and purchase in the rural areas usually takes place in the hats/markets spread over the whole district. The hats are the local markets where the local produce is generally bought and sold. Within the district of Hazaribagh the main markets are Hazaribag, Chatra, Kodarma (Jhumri Tilaiya), Ramgarh and Patrattu. The markets of lesser importance are Gola, Hazaribag Road, and Chouparan. Fairs are also important centres for agriculture marketing. Trade in Hazaribag district consists mainly of export of mica, coal glass sheets, timber, refractory bricks, etc. and import of Kerosene oil, petrol, sugar, iron and steel, cement, salt, hardware, motor parts food stuff, edible oil, clothes etc.

1.13 ELECTRICITY AND POWER :

The district receives most of its power supply through the Damodar Valley Corporation power generation in the Patrattu Thermal Power Station has been below the rated capacity. The Sikidiry Hydel Project supplies power during the peak hours only to the district of Ranchi and a few other places.

All the towns of Hazaribag district have electricity now. In the rural areas however, the pace of electrification is very slow. Out of 3314 inhabited villages in the district only 371 villages (11.19%) have been electrified so far. However, the government is paying adequate attention to provide power to the maximum number of villages under its Rural Electrification scheme. The Bihar State Electricity Board has created a circle office at Hazaribagh for providing maximum facility to the consumers. This circle looks after the 22 blocks of Hazaribagh district.

The industrial belts and coal mines are the bulk consumers of electricity. Power consumption in Kodarma and Ramgarh is the indicator of strong industrial infrastructure in and around these two towns. However, the areas of Hazaribagh and Chatra are still using power mostly for domestic and commercial purposes.

TOURISIM:

The places of tourist interest are Churchu, Bokaro falls, Bianaso, Bishungarh, Ichak, Konar Dam, Kanhari hill, National Park, Salparni, Rajrappa, Patraru, Suraj Kund, Tiliaya.

ADMINISTRATIVE STRUCTURE:-

EDUCATIONAL DIST. HAZARIBAGH

HAZARIBAG		KODARMA	
SAIDAR SUB-DIV.	RAMGARH SUB-DIV	BARHI SUB-DIV	KODARMA SUB-DIV.
BLOCKS	BLOCKS	BLOCKS	BLOCKS
1. SADAR	1. RAMGARH	1. BARHI	1. KODARMA
2. ICHAK	2. GOLA	2. CHOUPARAN	2. JAINAGAR
3. KATKAMSANDI	3. MANDU	3. BARKAHTA	3. MARKACHO
4. BISHUNGARH	4. PATRATU	4. PADMA (NEW) ✓	4. SATGAWAN
5. CHURCHU			5. CHANDWARA
6. BARKAGOAN			(NEW) ✓
7. KEREDARI			

VOLUNTARY ORGANISATION.

The district have large no. of committed and dedicated Voluntary Organisation and NGOs. Following are the main active NGOs of the district:-

1. PRADAN, HAZARIBAGH.
2. HOLY CROSS SOCIAL SERVICE CENTRE, HAZARIBAGH
3. NAV BHARAT JHGRITI KENDRA, CHOUPARAN, HAZARIBAGH
4. BHARTIYA JAN JAGRITI KENDRA, ICHAK, HAZARIBAGH
5. NEHRU YUVA KENDRA, HAZARIBAGH
6. AVIDYA VIMUKTI SANSTHAN, HAZARIBAGH.
7. JAN JAGRAN KENDRA, CHURCHU, HAZARIBAG.
8. LOK UTHAN KENDRA, KATKAM SANDI, HAZARIBAGH
9. TATA SOCIETY FOR RURAL DEV. SERVICE, GHATO, HAZARIBAG.
10. JAN SEVA PARISHAD, CHURCHU, HAZARIBAG
11. PRERNA NIKETAN, HAZARIBAGH
12. LOK PRERNA KENDRA, HAZARIBAGH.

1.18 HEALTH FACILITIES.

The primary health and family welfare facilities comes under Minimum Needs programme of the government . The district has 670 hospitals and dispensaries . Out of which 613 are located in rural area and 4 in urban area. There are 24 primary health centres and 24 additional PHCs. As per record available with CMO Hazaribag there are 402 primary health sub-centres with maximum of 19 in Chouparan and Gola blocks. The number of beds available in PHCs was 126 only. Considering the intensity of disease such as malaria diarrhoea the available beds are not sufficient to the needs of the district .The number beds available for special disease such as Tuberculosis and Leprosy were reported as 42 only.

1.19 OVER ALL LITERACY SITUATION :-

According to 1991 census literacy % of district is 31.5% .The break up of literacy as under.:

a. Literacy in rural area :-	<u>25.83</u> %
b. Literacy in Urban area :-	49.96 %
c. Male Literacy	:- 45.00 %
d. Female Literacy	:- <u>18.00</u> %

The block-wise literacy rate is given in table no.1.4 . It is evident from the table that literacy rate of female is below from the national and state average. The inter block disparity in literacy ranges from a low of about 35 percent . The literacy rate in all the blocks except Hazaribag with 34.66 % Ramgarh with 33% is lower than district averages of about 32 %5.The gender disparity in literacy rate can also be seen across various blocks of the district. The male literacy was highest in 46.56 % in Ramgarh block where as it was only 33.22 % in Keredary block. The female literacy was highest in Hazaribagh with 20.77 % and lowest in Barkatha ,where it was reported 4.60% in 1991.

TABLE NO.1.3

12 A

BLOCK WISE PERCENTAGE OF LITERACY ,HAZARIBAGH DISTRICT.

SL. NO.	BLOCK	% OF T.LIT	% OF M.LIT	% OF F.LIT	% OF SC.LIT	% OF M SC LIT	% OF LIT F SC LIT	% OF ST LIT	% OF M ST LIT	% OF F.ST LIT
1	HAZARIABG	50.95	61.05	39.43	27.58	40.13	13.65	61.74	63.86	59.52
2	ICHAK	25.71	39.62	11.56	13.95	23.65	4.01	10.77	15.72	5.96
3	KATAKAMSANDI	25.83	37.70	13.15	13.04	21.82	3.71	22.47	32.82	11.88
4	CHURCHU	31.08	42.86	17.75	20.75	32.25	8.13	17.23	26.38	7.47
5	BISHUNGARH	20.51	33.45	7.71	11.21	20.57	2.12	6.92	12.78	0.87
6	BARKAGOAN	22.51	34.17	10.16	13.92	22.49	4.78	15.17	23.98	5.97
7	KEREDARI	21.84	33.22	9.97	11.36	19.11	3.33	18.06	25.59	9.85
8	BARHI	25.91	40.97	10.35	15.66	26.81	4.04	19.70	29.46	10.03
9	BARKATHA	18.78	33.76	4.60	14.01	26.88	1.94	6.00	10.84	1.22
10	CHOUPARAN	24.71	38.04	11.38	10.94	19.02	2.70	17.07	22.26	11.81
11	RAMGARH	40.59	53.25	26.01	25.98	39.55	12.37	21.04	32.99	8.17
12	MANDU	34.79	46.20	21.46	18.95	29.64	6.69	16.92	26.63	6.48
13	PATRAIU	45.34	55.51	32.53	29.87	39.65	17.02	19.82	29.07	9.78
14	GOLA	24.44	36.90	11.24	17.83	29.37	5.45	14.87	24.79	4.27
15	KODARMA	36.85	51.05	21.63	20.24	32.56	7.47	18.70	20.70	16.58
16	SATGAWAN -	27.40	39.81	15.19	9.85	19.25	0.34	15.25	22.64	9.23
17	JAINAGAR	26.92	44.32	9.56	19.96	35.38	5.15	42.75	51.69	26.53
18	MARKACHO	21.78	38.45	6.16	17.73	33.84	3.77	5.31	9.63	0.91
		32.06	45.03	18.05	18.10	29.04	6.53	18.68	27.74	9.04

source - census 1991.

20 TEACHER TRAINING :

In the district there is only three teacher training collage. The training collage are not working properly .In Hazaribagh district total 4214 teachers are working in primary & middle schools but only about 200 -300 teachers have received service training during last 10 years.In 1995 a large number of untrained primary school teacher are recruited but they do not under go training till now.The newly recruited teachers need immediate in service training .In Hazaribag district, there is no District Institute of Education & Training (D.I.E.T).The establishment of DIET BRC & CRC is very much needed for improving the prevailing teaching method in the dist.

1.21 MID-DAY MEAL:

The mid-day meal programme sponsored by Govt. of India is also being implemented in the district . Block wise distribution of mid- day meal is given in the table no. 1.5. Under mid -day meal scheme a student is supposed to get 3 kg rice per month. From the table it is evident that there is wide variation in the distribution of mid-day meal in the district . Mid-day- meal scheme was implemented in ten block of hazaribagh district (data of Kodarma is not avail) .In hacked per student distribution of mid- day meal is 32.11 kg per year where as it is only 6.23 kg per student in Patratu . Similar variation can also be seen in 1996-97 as it is highest 38.63 Kg in Keredari and 2.63 Kg in Patratu. However, the scheme has attracted a large number of students to the schools, therefore , enrolment has gone up considerably over the last two years.

TABLE NO. 1.5

SL. NO.	NAME OF THE BLOCK	YEAR 1995-96		YEAR 1996-97	
		TOTAL ENROLMENT	PER STD. IN Kg.	TOTAL ENROLMENT	PER STD. IN Kg.
1	CHOUPARAN	13127	23.95	21474	19.52
2	BARHI	12266	0 -	14939	24.37
3	BARKTHA	8091	22.16	11266	21.22
4	KATKAMSANDI	12162	18.34	16812	17.69
5	ICHAK	11224	32.11	15257	34.80
6	BISHUNGARH	13285	29.33	19293	30.24
7	KEREDARI	6336	0	7513	38.63
8	BARKAGOAN	9076	0	9739	25.89
9	MANDU	11065	9.67	13802	15.50
10	CHURCHU	12512	10.81	14764	18.32
11	PATRATU	17559	6.23	19081	2.63
12	RAMGARH	17793	9.62	22496	15.22
13	GOLA	12301	15.53	15849	21.01
TOTAL:-		156797	13.75	202285	20.76

SOURCE: Progress report Nov.96 DRDA Hazaribag.

scholarship:

In Hazaribagh district provision of scholarship for SC/ST and other backward class children under welfare scheme is given in table no. 1.5. The table shows that only 30.84 % SC children were getting the benefits of the scheme. It is also reported that scholarship attract large no. of SC children to the school. Thus timely distribution could be an important factor in enrollment and retention of SC children. Attempt should also be made to cover all the student as in the case of ST only 20 % children were covered in under this schemes.

TABLE NO. 1.5

CATEGORY	TOTAL ENROLMENT	TOTAL EXPENDITURE (IN LAKH)	NO.OF BENEFICI.	PERCENT OF BENEFICIARI.
S C	32304	13.49	9962	30.84
S T	20238	8.79	6696	20.00
OBC		1.30	336	

Source :- Progress report of DRDA Hazaribag.

1.23 INTEGRATED CHILD DEVELOPMENT PROGRAMME

Integrated child development scheme is being run in four blocks Hazaribagh urban, rural, Keredari, . Katkamsandi, and chouparan is selected for implementation of this scheme in the year 1997-98. The total number of sanctioned centres were 456, of which only 223 centres are reported operational (Table no. 1.5 "A"). About 1190 women are enrolled as student in these centres. The number of children enrolled as student in age group 3-6 were reported 9856. Out of 223 functional centres 221 centres are providing pre schooling education to the children in the age group 3-6. The total number of Aganwari Sevika working in these centres are reported to 211 of which 3 are reported untrained.

TABLE NO. 1.5 "A"

Sl. NO.	I T E M	ACTIV.	BLOCK-		
			URBAN	HZB RURAL	KEREDARI
1	SANCTIONED CENTER		80	94	55
2	OPERATIONAL CENTER		80	90	53
3	CENTER DISTR.NUT.		79	90	53
4	PREGNANT WOMEN REP..		439	429	319
5	STUDENT WOMEN	ENROLL.	471	464	326
6	CHILDREN AT 3 YEAR		2834	2299	2645
7	CHILDREN AT 6 YEAR		3152	3558	3146
8	PREGNANT WOMEN	BENIFI	411	376	265
9	STUDENT WOMEN	TED	46	412	273
10	CHILDREN AT 3 YEAIR		2017	885	1631
11	CHILDREN AT 6 YEAIR		2586	2319	1376
12	NO.OF CENTER PROV.. PRE SCHOOL EDUC.		79	90	52
13	ENROLLMENT IN PRE SCHOOL		3042	3558	2009
14	BENIFITED CHILDREN		2797	3319	1950
15	TRAINED SEVIKA		74	89	48
16	UNTRAINED SEVIKA		1	1	1

Source :- Programme officer, ICDS.Hazaribagh.

1.24 NON-FORMAL EDUCATION:

In hazaribagh district the target of opening of new NFE centers in 1993 was 1800 (@ 100 per block), but till now only 1196 centers are running in different block in the district. In these NFE centers total 30427 learners are enrolled in 1996. The working of NFE centers is not satisfactory due to non availability of funds for recurring & non-recurring expenses in time. A details block wise position of NFE is given in table no.1.6.

1.23 SPL.NON-FORMAL EDUCATION:

In 1996 total 172 spl.NFE centers are running in different blocks in the district. In these center total 15064 learners are enrolled which constitute 3820 and 2827 SC & ST learners respectively. A details block wise position of Spl.NFE is given in table no.1.7

1.B EDUCATIONAL PROFILE
-----1B.1 NO.OF EDUCATIONAL INSTITUTIONAL

1.	NO.OF <u>PRIMARY SCHOOL</u>	:	<u>1227</u>
2	NO.OF MIDDLE SCHOOL	:	304
3	NO.OF HIGH SCHOOL	:	67
4	NO.OF COLLAGES	:	14
5	NO.OF WOMEN COLLAGE	:	2
6	NO.OF UNIVERCITY	:	1
7	NO.OF MEDICAL COLLAGE	:	0
8	NO.OF ENGINEERING COLLAGE:	:	0
9	NO. OF POLYTECHNICS	:	0
10	NO.OF I.T.I	:	1

1B.2 MANAGEMENT OF PRIMARY SCHOOL :

The District primary Education in Bihar is headed by District Superintendent of Education at the district level. However District Education Officer who is incharge of primary as well as secondary education has some control over the D.S.E. The D.S.E. is supported by Deputy Dist. superintendent of Education (Dy.DSE). The over all responsibility of DSE is to manage primary education at the the district . The important officer posted as sub-district level are Area Officers. They are incharge of 2 to 3 blocks. Block Education extension Officers (BEEOs), incharge Educational blocks are very important functionaries at micro level . However , the responsibility of BEEOs include the supervision of primary school at grass root level. It may also be noted that, though BEEOs play important roll at grass root level in the management of primary school but leave application of teacher are sanctioned by headmaster of cluster. The concepts of CRC in the district is in existence. The Headmaster of middle school is cluster head

who has got drawing and disbursing power. Though BEEOs are supposed to supervise teachers , the salary of headmaster is higher than the BEEOs . BEEOs are uninformed about the movement of teachers , who take advantage of this situation. The general composition at school level is one Headmaster with one or two Assistant Teachers.

1B.3 DISTRIBUTION OF PRIMARY AND MIDDLE SCHOOL

The block wise distribution of primary and middle school given in table no. 1.8 .The block wise distribution of school ranged between 53 in keredari to 131 in chouparan. However when we consider the no. of villages vis a vis no. of school , the scenario changes . On an average there is one school for about every two village. However if school in urban area are excluded then the numbers of villages will increase marginally. Blocks with relatively poor schooling facility are Markachho Jainagar , Chouparan , Barkatha, and Barhi. Relatively better placed blocs are Sadar, Patraru, Gola , churchu and Barkagoan block. The school located in urban area is also included in the figures of their respective block viz Hazaribagh, katkamsandi Partatu, Ramgarh Kodarma and Mandu.

Disparity in distribution of primary & middle school can also be seen by comprising population per school for each block. It was found that there were 1457 person per school in hazaribagh district.

TABLE NO. 1.6
NON-FORMAL EDUCATION PROGRAMME

19

STATEMENT OF WORKING CENTER & ENROLLMENT OF LEARNER .

SL. BLOCK NO.	YEAR 1993-94		YEAR 1994-95		YEAR 1995-96		YEAR 1996-97	
	CENTER NO.	LEARNER NO.	CENTER NO.	LEARNER NO.	CENTER NO.	LEARNER NO.	CENTER NO.	LEARNER NO.
1 HAZARIBAG	0	0	70	1665	70	1665	70	1665
2 ICHAK	0	0	55	1356	55	1356	55	1356
3 KATAKAMSANDI	0	0	60	1575	60	1575	60	1575
4 CHURCHU	0	0	13	315	13	315	13	315
5 BISHUNGARH	0	0	50	1250	50	1250	50	1250
6 BARKAGOAN	0	0	50	1932	50	1932	50	1932
7 KEREDARI	0	0	76	1255	76	1255	76	1255
8 BARHI	0	0	70	1750	70	1750	70	1750
9 BARKAITHA	0	0	52	1310	52	1310	52	1310
10 CHOUPARAN	0	0	50	1321	50	1321	50	1321
11 RAMGARH	100	2600	100	2600	100	2600	100	2600
12 MANDU	0	0	52	1314	52	1314	52	1314
13 PATRATU	0	0	100	1275	100	1275	100	1275
14 GOLA	100	2575	100	2575	100	2575	100	2575
15 KODARMA	0	0	58	1459	58	1459	58	1459
16 SATGAWAN	0	0	40	1000	40	1000	40	1000
17 JAINAGAR	30	750	100	2575	100	2575	100	2575
18 MARKACHO	100	2600	100	2600	100	2600	100	2600
	330	8525	1196	29127	1196	29127	1196	29127

N.B: 1 (ONE) INSTRUCTOR WORKING PER CENTER
source: Mass Education Officer, Hazaribag.

TABLE NO. 1.7
SPL. NON FORMAL EDUCATION PROGRAMME

20

SBLOCK NO.	NO.OF CENTER	NO.OF INSTRUC.	NO.OF LEARNER			TOTAL
			SC	ST	OTHRER	
1 HAZARIABG	13	26	292	77	515	884
2 ICHAK	10	18	412	179	229	820
3 KATAKAMSANDI	13	26	368	138	925	1431
4 CHURCHU	8	16	58	307	407	772
5 BISHUNGARH	13	26	93	190	567	850
6 BARKAGOAN	12	12	302	131	576	1009
7 KEREDARI	12	26	156		750	906
8 BARHI	12	24	404		410	814
9 BARKATHA	13	26	142	165	954	1261
10 CHOUPARAN	13	26	606		1050	1656
11 RAMGARH	13	26	173	309	879	1361
12 MANDU	13	26	195	207	372	774
13 PATRATU	13	26	385	699	332	1416
14 GOLA	13	26	234	425	231	890
	171	330	3820	2827	8197	14844

source: Mass Education Officer, Hazaribag.

1B.4 AVAILABILITY OF CLASS ROOM

Block wise details about class room in primary school and middle school is given in table no. 1.10 and 1.11 respectively .. Among various facilities the availability of class room is basic . Table shows that in the case of primary school 25 school are buildingless . Among the various block the maximum no. of buildingless school were reported in Satgawana Block. On the other hand of 1227 p.s , 156 school with one room , 753 with two rooms, and 177 are with three rooms . In the case of Middle school there are out of 304 M.S, 15 school with only two rooms , 41 school with three room , 81 with 4 rooms and 145 with more than 4 rooms. 2 rooms and 3 rooms M.S are in immediate need of two additional rooms . Maximum No. 2 rooms M.S are in Gola Blocks position of Barkagoan and Markacho block are below the district average regarding no. of room available in M.S.

1B.5 FACILITIES IN SCHOOL:

The facilities in school of Hazaribagh district is negligible. Table no. 1.12 shows the facilities available in Primary & Middle school of the district. The figures clearly reveals that in 50% of school there no facility of drinking water, and 82.1% of school do not have toilet . The infrastructural facility such as chairs, desks , almirah etc. are completely not available in school , even 338 school are without Black board . As regard to drinking water facility in school the position of Ichak, Ramgarh, and Barkagoan Block are below from the district average.

1B.6 POSITION OF WORKING TEACHER

Table no. 1.13 gives information about the number of working teacher out of 4395 sanctioned posts only 4214 teachers are working in the district . On an average three teacher per school are posted in the Hazaribagh district. The variation among the blocks are between two teacher per school in Satgawan, Kodarma, Jainagar, Markacho, and Chouparan , four per school in Ramgarh and Hazaribagh sadar block. The percentage of lady teacher is only 23 % . The percentage of SC and ST lady teacher are very low in comparison of other teacher.

TABLE NO. 1.8

22

BLOCK WISE TOTAL NO.OF SCHOOL & ENROLMENT (I TO V) - YEAR 1996. (JUNE96)

SL. NO.	BLOCK	NO.OF REV VILLAGE	NO.OF P.SCHOOL	NO.OF M.SCHOOL	TOTAL NO. OF SCHOOL	NO.OF STD. IN P.S.	NO.OF STD. IN M.S.	TOTAL STUDENT	TOTAL STUDENT RATIO
1	HAZARIABG	98	65	40	105	8097	5982	14079	1:52
2	ICHAK	117	62	19	81	7683	2390	10073	1:60
3	KATAKAMSANDI	123	76	18	94	11180	2647	13827	1:64
4	CHURCHU	79	61	16	77	8757	2297	11054	1:65
5	BISHUNGARH	119	73	15	88	8751	1798	10549	1:65
6	BARKAGOAN	81	60	9	69	6940	1041	7981	1:54
7	KEREDARI	81	43	10	53	4807	1118	5925	1:51
8	BARHI	136	70	16	86	9844	2250	12094	1:65
9	BARKATHA	115	57	12	69	7804	1643	9447	1:64
10	CHOUPARAN	251	113	18	131	15809	2518	18327	1:65
11	RAMGARH	77	65	23	88	10683	3780	14463	1:78
12	MANDU	85	65	15	80	8955	2066	11021	1:71
13	PATRATU	71	78	20	98	9439	2420	11859	1:59
14	GOLA	86	77	12	89	12658	1973	14631	1:65
15	KODARMA	142	92	26	118	9941	8315	18256	1:52
16	SATGAWAN	103	65	12	77	4798	1966	6764	1:39
17	JAINAGAR	134	53	11	64	6183	3338	9521	1:45
18	MARKACHO	134	52	12	64	5162	3684	8846	1:55
TOTAL:		2032	1227	304	1531	157491	51226	208717	1:60

source: D.S.E. HAZARIBAGH

TABLE NO. 1.9

BLOCK WISE NO.OF STUDENT (I TO V) CASTWISE/SEXWISE- 1996
(JUNE 1996)

SL. NO.	BLOCK	S.C BOYS	S.T BOYS	GENERAL BOYS	TOTAL BOYS	S.C GIRLS	S.T GIRLS	GENERAL GIRLS	TOTAL GIRLS	TOTAL STUDENT
11	HAZARIABG	2362	182	4967	7511	1727	151	4690	6568	14079
22	II CHAK	1195	256	4579	6030	581	67	3395	4043	10073
33	KATAKAMSANDI	1640	813	6219	8672	1228	170	3457	5155	13827
44	CHURCHU	800	2511	3507	6818	451	1241	2544	4236	11054
55	BISHUNGARH	893	697	6193	7783	278	194	2294	2766	10549
66	BARKAGOAN	836	397	3886	5119	466	180	2216	2862	7981
77	KEREDARI	861	350	2859	4070	517	179	1159	1855	5925
88	BARHI	1095	226	6844	8165	561	160	3208	3929	12094
99	BARKATHA	985	461	5669	7115	350	71	1911	2332	9447
100	CHOUPARAN	1659	342	9108	11109	850	244	6124	7218	18327
111	RAMGARH	821	1548	6389	8758	485	662	4558	5705	14463
122	MANDU	867	1902	4041	6810	358	961	2892	4211	11021
133	PATRATU	932	3013	3402	7347	582	1435	2495	4512	11859
144	GOLA	941	2852	5609	9402	506	1222	3501	5229	14631
155	KODARMA	1598	161	9152	10911	938	83	6324	7345	18256
166	SATGAWAN	869	34	3306	4209	496	23	2036	2555	6764
177	JAINAGAR	1055	23	5127	6205	531	9	2776	3316	9521
188	MARKACHO	905	86	5185	6176	375	17	2278	2670	8846
		20314	15854	96042	132210	11280	7369	57858	76507	208717

source: D.S.E. BHUBANESHWAR

TABLE NO. 1.10

24

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BLOCK WISE AVAILABILITY OF CLASS ROOMS IN PRIMARY SCHOOL

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HAZARIBAGH

YEAR:

1996

SSL. NNO.	NAME OF BLOCK	NO.OF SCHOOL	1 ROOM	2 ROOM	3 ROOM	4 ROOM	BUILD. LESS
1	HAZARIBAGH	65	0	18	44	1	0
2	ICHAK	62	4	39	6	13	0
3	KATKAMSANDI	76	2	39	7	5	0
4	CHURCHU	61	20	40	5	0	0
5	BISHUNGARH	73	3	45	15	0	0
6	BARKAGAON	60	15	40	4	0	0
7	KEREDARI	43	3	28	4	6	2
8	BARHI	70	26	27	11	10	0
9	BARKATHA	57	5	23	14	14	0
10	CHOUPARAN	113	7	88	14	8	0
11	RAMGARH	65	17	34	2	1	2
12	MANDU	65	3	46	16	0	0
13	PATRATU	78	8	52	1	0	0
14	GOLA	77	2	56	8	11	0
15	KODARMA	92	9	65	0	19	0
16	SATGAWAN	65	9	32	4	0	21
17	JAINAGAR	53	0	31	22	0	0
18	MARKACHO	52	23	50	0	0	0
TOTAL:-		1227	156	753	177	88	25

Source D.S.E. HAZARIBAGH

BLOCK WISE AVAILABILITY OF CLASS ROOMS IN MIDDLE SCHOOL

HAZARIBAGH		YEAR: 1996					
SIL. NVO.	NAME OF BLOCK	NO.OF SCHOOL	1 ROOM	2 ROOM	3 ROOM	4 ROOM	ABOVE 4 ROOM
1	HAZARIBAGH	39	0	0	9	20	10
2	ICHAK	19	0	3	0	4	12
3	KATKAMSANDI	19	0	0	3	2	14
4	CHURCHU	16	0	0	0	4	8
5	BISHUNGARH	15	0	0	2	8	6
6	BARKAGAON	9	0	0	1	3	6
7	KEREDARI	10	0	0	0	1	9
8	BARHI	16	0	0	8	2	5
9	BARKATHA	12	0	0	0	3	10
10	CHOUPARAN	18	0	1	1	4	12
11	RAMGARH	23	0	0	0	1	9
12	MANDU	15	0	0	2	4	10
13	PATRATU	20	0	0	2	6	9
14	GOLA	12	0	6	0	2	4
15	KODARMA	26	0	0	3	7	16
16	SATGAWAN	12	0	3	0	5	2
17	JAINAGAR	11	0	2	3	5	0
18	MARKACHO	12	0	0	7	0	3
TOTAL:-		304	0	15	41	81	145

Source D.S.E. HAZARIBAGH

TABLE NO.1.12

FACILITIES AVAILABLE IN P.R.Y. & MIDDLE SCHOOL - BLOCK WISE

HAZARIBAGH		YEAR: 1996 ✓							
SL. NO.	NAME OF BLOCK	NO. OF M.S	NO. OF P.S	TOTAL SCHOOL	D. WATER	TOILET	FURNIT.	B. BOARD	T L M
1	HAZARIBAGH	40	65	105	57	33	NA	88	NA
2	ICHAK	19	62	81	17	2	NA	77	NA
3	KATKAMSANDI	18	76	94	30	4	NA	63	NA
4	CHURCHU	16	61	77	26	8	NA	48	NA
5	BISHUNGARH	15	73	88	33	8	NA	60	NA
6	BARKAGAON	9	60	69	25	8	NA	55	NA
7	KEREDARI	10	43	53	27	5	NA	42	NA
8	BARHI	16	70	86	28	0	NA	89	NA
9	BARKATHA	12	57	69	52	5	NA	69	NA
10	CHOUPARAN	18	113	131	70	5	NA	75	NA
11	RAMGARH	23	65	88	13	0	NA	65	NA
12	MANDU	15	65	80	40	10	NA	75	NA
13	PATRATU	20	78	98	35	18	NA	60	NA
14	GOLA	12	77	89	36	0	NA	88	NA
15	KODARMA	26	92	118	79	9	NA	101	NA
16	SATGAWAN	12	65	77	32	0	NA	53	NA
17	JAINAGAR	11	53	64	53	1	NA	54	NA
18	MARKACHO	12	52	64	66	6	NA	31	NA
TOTAL:-		304	1227	1531	719	122	0	1193	

Source D.S.E. HAZARIBAGH

1B.7 ENROLMENT AND GROSS ENROLMENT RATIO

The class wise distribution of student and total enrolment of children castewise and gender wise from 1992 to oct 1996 are given in table no. 1.14 to 1.18. The comparative growth in enrolment is mentioned in Table no.1.19

(i) Table 1.18 reveals that in oct 1996 39% children are enrolled in class I where as only 21 % children are enrolled in class II. The gap of 18 % between class I and II is quit considerable. It is surprising that out of total no. (232270) of student in various classes only 10.1 % children are enrolment in class V. The variation in the case of the girl is wider as 42.4% children were enrolled in class I and 9.3% children in class V

(ii) The gap between general student and sc student is about 5.06%. The gap among the sc girls and general girl is wider than the boys.

(iii) The gap between enrollment of general child and st child is lesser in comparison to sc children of the district. The position of st girls child enrolment is lowest in comparison to all other categories.

(iv) The comparative enrolment figure from 1992 to 1996 are given in table no. 1.19. This table clearly indicates that enrollment of children is continuously increasing year by year. The growth in enrolment range between 8% to 33%. Figure also indicates that there is rapid increase in enrolment in 1996.

GROSS ENROLMENT RATIO

The GER in Hazaribagh district is 59.00%. This has been calculated by taking the total no. of student on roll i.e 232270 and the estimated child population of 393475 in the age group of 6-11, projected on the basis of decadal growth rate of population and assuming 15.22% of total population as under age group 6-11 yr.

The social assessment study conducted in dec 1996 also found GER of the district as 58.63%. The castewise and gender wise is given in table no. 1.20.

TABLE NO. 1.13

NO. OF WORKING TEACHER IN HAZARIBAGH DIST. (BLOCK WISE)

SL. NO.	NAME OF BLOCCK	NO.OF SCHOOL	NO.OF MALE TEACHER				NO.OF F.MALE TEACHER				NO.OF TOTAL TEACHER			
			SC	ST	OTHER	TOTAL	SC	ST	OTHER	TOTAL	SC	ST	OTHER	TOTAL
1	2		4	5	6	7	8	9	10	11	12	13		
1	HAZARIIBAGH	105	33	17	87	137	48	64	183	295	81	81	270	432
2	ICHAK	81	19	9	143	171	5	5	59	69	24	14	202	240
3	KATKAMMSANDI	94	20	11	154	185	0	19	83	102	20	30	237	287
4	CHURCHHU	77	21	16	118	155	5	18	15	38	26	34	133	193
5	BISHUNNGARH	88	10	4	159	173	3	4	7	14	13	8	166	187
6	BARKAGGAON	69	18	5	141	164	2	4	21	27	20	9	162	191
7	KEREDAARI	53	16	14	106	136	2	8	8	18	18	22	114	154
8	BARHI	86	28	4	167	199	2	7	28	37	30	11	195	236
9	BARKATTHA	69	30	8	130	168	1	0	6	7	31	8	136	175
10	CHOUPAARAN	131	48	6	231	285	2	1	42	45	50	7	273	330
11	RAMGARRH	88	17	42	136	195	8	16	43	67	25	58	179	262
12	MANDU	80	6	14	208	228	7	12	15	34	13	26	223	262
13	PATRAITU	98	29	25	179	233	11	15	77	103	40	40	256	336
14	GOLA	89	30	21	138	189	1	1	17	19	31	22	155	208
15	KODARMA	118	32	8	182	222	6	12	75	93	38	20	257	315
16	SATGAWAN	77	24	1	87	112	0	0	18	18	24	1	105	130
17	JAINACGAR	64	30	1	95	126	3	0	5	8	33	1	100	134
18	MARKACCHO	64	33	3	95	131	0	0	11	11	33	3	106	142
TOTAL:-		1531	444	209	2556	3209	106	186	713	1005	550	395	3269	4214

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CLASSWISE STATUS OF ENROLMENT OF STUDENT

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DISTRICT: HAZARIBAGH

YEAR: 1992

CLASS	GENERAL			SCHEDULED CAST			SCHEDULED TRIBE			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7	8	9	10	11	12	13
I	22105	12683	34788	49939	2681	7620	3072	1565	4637	30116	16929	47045
II	12252	6485	18737	29925	1387	4312	2115	961	3076	17292	8833	26125
III	10230	5003	15233	24425	2068	4493	1557	753	2310	14212	7824	22036
IV	8504	3861	12365	18843	762	2605	1303	450	1753	11650	5073	16723
V	6893	3041	9934	16604	613	2217	1000	413	1413	9497	4067	13564
TOTAL:-	59984	31073	91057	137736	7511	21247	9047	4142	13189	82767	42726	125493

Source D.S.E.Hazaribag

TABLE NO.1.15

CLASSWISE STATUS OF ENROLMENT OF STUDENT

30

DISTRICT: HAZARIBAGH

YEAR : 1993 ✓

CLASSES	GENERAL			SCHEDULED CAST			SCHEDULED TRIBE			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
I	25081	14594	39675	5498	3042	8540	3211	1697	4908	33790	19333	53123
II	13237	7187	20424	3233	1550	4783	2187	1000	3187	18657	9737	28394
III	11792	5804	17596	2495	1034	3529	1633	787	2420	15920	7625	23545
IV	10071	4835	14906	2200	822	3022	1458	514	1972	13729	6171	19900
V	8383	3458	11841	1735	654	2389	1061	410	1471	11179	4522	15701
TOTAL:-	68564	35878	104442	15161	7102	22263	9550	4408	13958	93275	47388	140663

Source D.S.E.Hazaribag

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CLASSWISE STATUS OF ENROLMENT OF STUDENT

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DISTRICT: HAZARIBAGH

YEAR: 1994 ✓

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CLASS	GENERAL			SCHEDULED CAST			SCHEDULED TRIBE			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7	8	9	10	11	12	13
I	27714	16901	44615	6447	3536	9983	3518	1845	5363	37679	22282	59961
II	17235	9647	26882	3508	1637	5145	2177	1021	3198	22920	12305	35225
III	14455	7467	21922	2770	1326	4096	1724	813	2537	18949	9606	28555
IV	11909	5727	17636	2431	899	3330	1540	579	2119	15880	7205	23085
V	10485	4605	15090	1926	676	2602	1215	449	1664	13626	5730	19356
TOTAL:-	81798	44347	126145	17082	8074	25156	10174	4707	14881	109054	57128	166182

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Source D.S.E.Hazaribag

TABLE NO.1.17

32

CLASSWISE STATUS OF ENROLMENT OF STUDENT

DISTRICT: HAZARIBAGH

YEAR: 1995

CLASS :	GENERAL			SCHEDULED CAST			SCHEDULED TRIBE			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7	8	9	10	11	12	13
I	29803	18688	48491	6719	3599	10318	4395	2323	6718	40917	24610	65527
II	17378	10180	27558	4189	1926	6115	2867	1199	4066	24434	13305	37739
III	14795	8172	22967	3013	1440	4453	2245	893	3138	20053	10505	30558
IV	12296	6507	18803	2539	1099	3638	1759	615	2374	16594	8221	24815
V	10868	5140	16008	2110	826	2936	1396	459	1855	14374	6425	20799
TOTAL:-	85140	48687	133827	18570	8890	27460	12662	5489	18151	116372	63066	179438

Sourcee D.S.E.Hazaribag

TABLE NO.1.18

33

CLASSWISE STATUS OF ENROLMENT OF STUDENT

DISTRICT: HAZARIBAGH

YEAR: OCT.1996 ✓

CLASS	GENERAL			SCHEDULED CAST			SCHEDULED TRIBE			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
I	40402	30550	70952	6222	5788	12010	4380	3430	7810	51004	39768	90772
II	21687	15516	37203	4329	2572	6901	3060	1698	4758	29076	19786	48862
III	17210	11058	28268	3702	2268	5970	2502	1298	3800	23414	14624	38038
IV	14378	8403	22781	2357	1479	3836	1905	860	2765	18640	10742	29382
V	12787	7024	19811	2143	1125	3268	1489	648	2137	16419	8797	25216
TOTAL:-	106464	72551	179015	18753	13232	31985	13336	7934	21270	138553	93717	232270

Source D.S.E.Hazaribag

TABLE NO.1.19

34

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YEAR WISE COMPRATIVE CHART OF ENROLMENT OF STUDENT

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DISTRICT: HAZARIBAGH

=====

Y E A R	GENERAL			SCHEDULED CAST			SCHEDULED TRIBE			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7	8	9	10	11	12	13
1992	59984	31073	91057	13736	7511	21247	9047	4142	13189	82767	42726	125493
1993	68564	35878	104442	15161	7102	22263	9550	4408	13958	93275	47388	140663
1994	81798	44347	126145	17082	8074	25156	10174	4707	14881	109054	57128	166182
1995	85140	48687	133827	18570	8890	27460	12662	5489	18151	116372	63066	179438
1996	106464	72551	179015	18753	13232	31985	13336	7934	21270	138553	93717	232270

=====

TABLE NO. 1.20

TABLE NO. 1.20

GROSS ENROLMENT RATIO-1996

CATEGORY	ESTIMATED CHILD POPULATION '96	ENROLMENT OCT '96	GER
GENERAL			
BOYS	153919	106464	69.16
GIRLS	140799	72551	51.53
SC			
BOYS	30351	18753	61.79
GIRLS	28410	13336	46.94
ST			
BOYS	20643	13232	64.10
GIRLS	19323	7934	41.06

1B.8 RETENTION RATE AND DROPOUT

The retention rate and dropout rate in Hazaribagh district is given in table no. 1.21. it is calculated on the basis of total no. of student enrolled in class V in 1996 divided by student enrolled in class I in 1992. In Bihar there are no repeaters in primary education because according to Govt. circular every students get promoted to next class. It is evident from the table that total dropout rate are above 40% in all the categories. The SC/ST/ girls has minimum retention and maximum dropout i.e more than 41% retention rate and 58% dropout rate.

Director, Planning and Administration
 17-B, Sri Aurobindo Marg,
 New Delhi-110016
 DOC, No. D-9628
 Date 16-9-97

CATTAGORY WISE RETENTION RATE & DROUP OUT RATE OF HAZARIBAG DIST.

SL. NO.	CATAGORY	NO.OF STUDENT IN CLASS V 1996	NO.OF STUDENT ENROLLED IN CLASS I 1992	RR IN %	DROUP OUT IN %
1 1	GEN.BOYS	12787	22105	57.85	42.15
2 2	GEN.GIRLS	7024	12683	55.38	44.62
3 3	SC BOYS	2143	4939	43.39	56.61
4 4	SC GIRLS	1125	2681	41.96	58.04
5 5	ST BOYS	1489	3072	48.47	51.53
6 6	ST GIRLS	648	1565	41.41	58.59

CHAPTER - 2

PROJECT GOALS AND OBJECTIVES:

District Primary Education Programme (DPEP) is an unique programme for achieving the goals of UEE envisaged in the National Policy on Education 1986 reaffirmed in the POA (1992)

- a) Universal access and enrolment.
- b) Universal retention of children up to 14 years age.
- c) A substantial improvement in the quality of education enable all children to achieve essential levels of learning.

Despite substantial efforts made to accelerate the process of education the goal of UEE still remains far away. The capability of the majority of primary schools to retain the enrolled children and to impart quality education, has been found to be weak. So DPEP intervention is expected to accelerate the pace of these efforts .

2.1

GOALS

1. Achieving universalization of enrolment of children in the age groups of 6 to 11 in general and of girls, Scheduled Tribes/ Scheduled casts children in particular.
2. Ensuring universal retention and completion of 5 years of primary education.
3. Ensuring quality education.
4. Providing minimum essential facilities.

22.2 OBJECTIVES

1. To provide universal access to primary education to all children on the age groups of 6 - 11 years either through formal primary education, NFE or alternative primary education.

2. To achieve universal enrolment by the end of 2002 AD at primary level and to increase NER during 5 year plan period .

3. To reduce general drop-out rates to less than 8% by 2002 AD.

4 To reduce difference in enrolment ,drop-out rates and learning achievement among gender and focus group to less than 5%.

5. To raise average achievement levels by atleast 25% over the measured baseline achievement levels and ensuring achievement of basic literacy and numerical competencies and a minimum of 40% achievement level in other competencies by all primary school students.

6. To strengthen the institutional capacities of different training institutions at different level of the district.

In addition to above objectives of DPEP through this projects we also seeks to fulfil following objectives.

1. To reform the educational system by ensuring equality of women and women empowerment .

2. To relate the primary education with day to day life and to increase the local skill so that the unemployment problem environmental problem can be minimized.

3. strengthen the social justice and to incorporate the latest scientific and environmental development techniques in educational activities in different phases.

2.3 TARGETS

TARGET OF GROSS ENROLLMENT (BOYS)

CCATAGORY	YEAR 1996		YEAR 1997		YEAR 1998		YEAR 1999	
	NO.OF STD .	% OF ENROL	NO.OF STD .	% OF ENROL	NO.OF STD .	% OF ENROL	NO.OF STD .	% OF ENROL
1 GENERAL	106464	69	116366	74	129435	80	141466	85
2 SSC	20343	62	22276	66	24998	72	27858	78
3 SST	12855	64	14456	70	15923	75	17245	79
<i>total</i>	139662		153098		170357		186569	

TARGET OF GROSS ENROLLMENT (BOYS)

CCATAGORY	YEAR 2000		YEAR 2001		YEAR 2002		YEAR 2003	
	NO.OF STD .	% OF ENROL	NO.OF STD .	% OF ENROL	NO.OF STD .	% OF ENROL	NO.OF STD .	% OF ENROL
1 GENERAL	157505	92	169068	96	181168	100	195691	105
2 SSC	30128	82	33261	88	35773	92	38403	96
3 SST	18854	84	21232	92	21832	94	23426	96
	206486		223561		238773		257519	

TARGET OF GROSS ENROLLMENT (GIRLS)

CATAGORY	YEAR 1996		YEAR 1997		YEAR 1998		YEAR 1999	
	NO.OF STD .	% OF ENROL	NO.OF STD .	% OF ENROL	NO.OF STD .	% OF ENROL	NO.OF STD .	% OF ENROL
1 GENERAL	71807	51	81108	56	92373	62	105753	69
2 SC	13059	46	14605	50	16530	55	18863	61
3 ST	7734	41	8921	46	10169	51	11303	55
	92601		104634		119072		135919	

TARGET OF GROSS ENROLLMENT (GIRLS)

CATAGORY	YEAR 2000		YEAR 2001		YEAR 2002		YEAR 2003	
	NO.OF STD .	% OF ENROL	NO.OF STD .	% OF ENROL	NO.OF STD .	% OF ENROL	NO.OF STD .	% OF ENROL
1 GENERAL	115096	73	126513	78	138493	83	154494	90
2 SC	21317	67	23571	72	25601	76	28076	81
3 ST	12869	61	14306	66	15601	70	17189	75
	149283		164390		179695		199759	

TARGET OF REDUCING DROP-OUT

41

NO.		DROP-OUT	DROP-OUT	DROP-OUT	DROP-OUT	DROP-OUT	DROP-OUT	DROP-OUT	DROP-OUT
		IN 1996	IN 1997	IN 1998	IN 1999	IN 2000	IN 2001	IN 2002	IN 2003
		%	%	%	%	%	%	%	%
1	GEN. BOYS	42.15	39	32	27	20	16	10	6
2	GEN. GIRLS	44.52	42	38	31	26	20	16	8
3	SC BOYS	56.51	53	48	40	31	23	16	7
4	SC GIRLS	58.04	55	49	42	32	26	20	11
5	ST BOYS	51.53	49	42	35	28	20	15	9
6	ST GIRLS	58.59	55	47	39	30	22	16	10

TARGET FOR QUALITY IMPROVEMENT

To raise average achievement level by at list 25% over the measured baseline achievement levels and ensuring achievement of basic literacy and numerical competencies and a minimum of 40% achievement level in other competencies during plan period.

CHAPTER-3

PLANNING PROCESS

PARTICIPATORY PLANNING:

The success ratio of projects where the local people and grass-root level functionaries were involved has been widely documented and publicized. With the result Govt. and Non-Govt. agencies have come to accept that peoples participation as a major component in formulation monitoring and evaluation of the project. In order to formulate educational plan for the district top most priority was given to participatory planning.

As a part of participatory planning PADAGOGY visioning workshops were held in each block of the district. The participants of the workshops included teachers of respective block NGOs and people interested in education. While selecting the participants representation was given to every section of the society.

The members of the planning team visited about 50 villages in the district and stood in the village and began explaining purposed their visit to a small group of villagers. In a few minutes a fairly large crowd some times as many as fifty people had gathered and enthusiastically participated in the exercise. Before beginning the exercise, in the village a list of participant of different casts professions was made. The villagers participating represented diverse interest groups including high caste Brahmins, Rajputs, Scheduled castes, Scheduled tribes, other backward classes and muslims. Scheduled castes mainly included Ganjhus, Doms, Pasi, Bhuian and Harizans. Landless agricultural laborers marginal farmers, coal workers and small cultivators were also represented.

20 The team members played the role of facilitators. The people were informed of the purpose of the gathering and discussion was initiated by explaining the importance of identifying problems associated with primary education. The villagers were asked to identify all possible problems faced by them. When the list of the problems was ready, they were asked to priorities them. Separate groups for men and women were made, because generally women became more vocal if their male member are not present. They were also asked to identify solutions to problems faced by them. The problems related to child labour, drop-out, and quality of education were also discussed. It was noticed that in all the villages discussion generally shifted from main problems to livelihood issues. The priorities identified by the villagers were incorporated in the plan document.

Later the planning team discussed some issues with teachers and their views were also incorporated subsequently. As a part of information gathering a series of meetings were also conducted with Block Education Extension officers as they are the key officers at micro level. Detailed discussion was held in different issues like low enrolment, low retention, drop out and poor quality of education. The problems associated with the low enrollments of scheduled castes, scheduled tribes and girl child were also discussed in details.

LIST OF WORK SHOP /MEETING CONDUCTED DURING PARTICIPATORY PLANNING PROCESS

=====	
DATE & EVENTS	
=====	
SEP. 1-4 1996	PADAGOGY Visioning workshop at DIET Ranchi
Sep.14-15 1996	Dist. level Padagogy Visioning workshop at Holy Cross Social Service Center, Hazaribag.
Sep.20-21 1996	Workshop at A.N.Sinha Institute, Patna.
Sep.28.-5 oct 1996	Training of five Core Team member at ILBSNAA, Mussourie.
Nov. 1-8, 96	Training of two Core Team member at ILBSNAA, Mussourie.
Nov. 20-21,96	Sub-divisonal level Padagogy Visioning workshop at Marbari Dharmasala, Ramgarh.
Nov. 23-24,96	Sub-divisonal level Padagogy Visioning workshop at M.S.Barhi.
Dec. 9-11,96	Plan Preparation workshop at WALMI, PATNA
Dec. 23,1996	Meeting of Dist. Planning Team at D.R.D.A Meeting Hall.
Dec. 17, 1996	Meeting at Ramgarh & Patratu Block
Dec. 27, 1996	Meeting at Kodarma & Markacho Block
Dec. 29,1996	Base line study exp.sharing workshop at stadium Hazaribag.
Dec. 30, 1996	Meeting at Barkagoan & Barhi
Jan. 4, 1997	Meeting with B.E.E.Os. & Area Officers at Balbal, Katkamsandi.

Jan. 10, 1997 Padagogy visioning workshop at
M.S.Chouparan

Jan. 13 ,1997 Meeting with B.E.E.Os at D.R.D.A.Meeting
Hall.

Jan. 20,1997 Meeting with Dist.Plan.Team at D.R.D.A.
Hazaribag.

Jan.20, 1997 Social assessment study exp.sharing
workshop at D.R.D.A.Hazaribag.

Jan. 20, 1997 Padagogy visioning workshop at
P.S.Gola.

Jan. 21,1997 Padagogy visioning workshop at
P.S. Markacho

Jan. 21, 1997 Padagogy visioning workshop at
M.S.Champadih, Padma.

Jan. 21, 1997 Padagogy visioning workshop at
Naya Nagar,Barkakana,Patratu.

Jan. 21, 1997 Padagogy visioning workshop at
Dak Banglow,Tatijharia Bihsungarh.

Jan. 22, 1997 Padagogy visioning workshop at
M.S.Ichak

Jan. 22, 1997 Padagogy visioning workshop at
T.C.P. Building ,Keredari

Jan. 22, 1997 Padagogy visioning workshop at
St.Elizabeth school, Hazaribag

Jan, 22, 1997 Padagogy visioning workshop at
M.S.Barhi.

Jan. 22, 1997 Padagogy visioning workshop at
Adarsh M.S. Jhumaritiliaya.

Jan. 23, 1997 Padagogy visioning workshop at
Panchayat Bhavan ,Rewali,K.sandi.

Jan. 24. 1997 Padagogy visioning workshop at
Girls M.S. Jainagar.

Jan. 24, 1997 Padagogy visioning workshop at
M.S.Barkatha.

Jan. 25, 1997 Padagogy visioning workshop at
P.S.Satgawan

Jam 28-31, 97	Workshop at WALMI, Patna for Review of D.P.E.P draft plan.
Feb..11-12, 97	Workshop on procurement & costing at PRERNA, Patna.
Feb..13, 1997	Base line study exp.sharing workshop at PRERNA, Patna.
Feb..19-22, 97	Workshop on social Assesment study exp.sharing and project implementation at WALMI, Patna.

3.3 PROBLEM & ISSUES OF HAZARIBAGH EDUCATION DISTRICT.:

The participatory planning process exercised by District Planning core team, Hazaribag, the observation by S.A.S. team and the interactions with different organisation/persons at various levels reveals the following problems and issues regarding access, retention and quality of primary education in the Hazaribagh district.

3.4a PROBLEM RELATING TO ACCESS:

The focus is on school, infrastructure and learning environment. Main problems are summarized below:

* The education district Hazaribag having total 2032 revenue villages has only about 1531 P.School & M.School. The scattered distribution of Rural & Urban settlements that some villages located in interior areas having geographical barriers are in need of opening of new P.S/NFE Center/ Spl..NFE center and other alternative schools.

✓ * The district has 4214 working teacher against the sanctioned strength of 4772 teacher. The average teacher student ratio is 1:60. In the Ramgarh Block the teacher-student ratio is highest (1:78).

* Out of 1531 P.S. & M.S. , most of the schools have less no. of class rooms to accommodate .The admitted students viz 25 schools (buildingless) 156 school (one room) 768 schools (two rooms) rest schools are more than 3 or 4 rooms.

** The bad condition of some school buildings also effect the access About 153 school require immediate renovation/ majcom repair and about 165 school needs minor repairing.

** Most of the school do not have toilets .That also disccourage the access specially for girl student.

** Most of school do not have hand pump/ drinking wells.

3.4b PROBIBLEM RELATING TO RETENTION:

The main problems relating to retention are as under:

* Non- academic causes:

- The rural community is not conscious about imparting ✓ primary education to their child.
- Lack of environment building and Awarness Programme. ✓
- Poor economic condition of the parents/guardians.
- Rigid caste system - the higher cast people discourages the lower cast people to send their children to school.
- Feudal Nature of the rural society .
- Inter caste/ class conflict .
- Social and cultural misbeliefs and taboos .
- Engangment of student in domestic work.
- Sibling care.
- In some minority community the education of girl child is not preferred.
- Perents/ Gaurdians non -participation in motivation of child to go to the school everyday.
- Engagment of students in seasonal activities e.g., Paddy cultivation, Mahua collection etc.
- Cattle rearing by students.
- Poor health condition of the student.
- Attack on students by wild animals .

ACADEMIC CAUSES:

-
- Un attractive learning environment in the school.
 - Poor administrative support.
 - Lack of devotion and dedication of teacher.
 - Non-availability of text book & work book to the student.
 - Non-availability of TLM to student and teachers.
 - High teacher - student ratio.
 - Deficiency in school infrastructure.
 - Academic calendar not proper.
 - Rigidity in school timing .
 - Absence of bilingual primer.

Lack of timely disposal of personal problems of the teacher.

- lack of co-ordination among formal education institutions, NFE institutions /private schools, and school run by NGO's.

3.4c PROBLEMS RELATING TO QUALITY OF PRIMARY EDUCATION:

The focus must be concerned with the learning environment of the school. The main problems of quality are summarized as under.

* The present curriculum of primary education is not logical because it is overburdened. It is centrally framed and provides only bookish knowledge. The syllabus does not cover properly the local /regional information and heritage of the community.

* ~~The present teaching methods are not proper. It is not based on latest child centered PEDAGOGIC Techniques. The teacher does not follow three methods of joyful learning, self learning and learning by doing /playing of the students. The teaching methods are limited to class room only.~~

* The training of the teacher is not satisfactory. Most of the working teacher do not undergo in-service training. Lack of pre-service and in-service training is directly responsible for poor quality of teaching in the school.

* Most of the schools do not get regular supply of basic teaching materials such as chalk, charts, etc. On the other hand, some teachers do not take interest in preparing locally available low cost TLM which are needed for improving the learning achievement of students.

* The printing and the presentation of text book are not attractive. It is not supplemented by works books. The teachers do not have teachers hand book.

* The supervisory officer /staff of the Education Department only inspects the school. They are not interested to supervise the teaching methods and learning environment of the class room. It is felt that the supervisory machinery is engaged in non-academic additional works. The assessment methods are obsolete. There is no provision for assessing the performance of the teacher and the school effectiveness.

3.5 FOCUS GROUP PROBLEMS:

In this district the focus groups consists of SC, ST, and girl child community.

AA .Problems relating to SC community ,

The main problems are as under:

- Most of the SC villages are small and scattered. Generally the schools are not located in the SC village/Tolas.

-The untouchability and social discrimination by higher casts people is responsible for the complex of fear & psychosis in SC people.

- lack of consciousness, awareness and motivation towards primary education are directly responsible for low enrolment/retention of SC child.

- In different attitude of the higher cast teacher towards S.C child leads to drop out for the classes.

- The illiteracy of the S.C.parents/ guardians discourage the S.C. child to attend the school.

- The poor living condition and social evils prevailing in S.C. community is also accountable for low enrolment //retention.

- The S.C parents/ guardians can not afford text books, clothings for the ward due to their acute poverty.

-Bhuiyan ,Dom,etc some sub-cas of S.C. community give last priority to primary education.

-Most of the children of S.C. community are engaged in traditional work of their parents and help their parents in earning livelihood..

- Big family size is also responsible for low enrolment.

B. PROBLEMS RELATING TO ST/COMMUNITY;

Main problem are as under:

- Social misbeliefs and cultural taboos are accountable for social backwardness.

- The ST settlements are generally located in a scattered manner and generally geographically isolated and in interior area.

- The absence of bilingual primers in school located in tribal villages; is also responsible for low enrolment/retention.

✓ - The curriculum is not related to day to day needs of the S.T people.

- The S.T, children are generally engaged in the collection of firewood and forest products during day time.

-The absence of tribal heritage of Munda, Karmali and Khortha in the text book discourage the interest of the tribal students.

- The school hour prescribed by the state govt. is not suitable to S.T child for learning.

- higher caste teachers generally, ignore the S.T. student by discriminating them from other cast.

- The addiction to liquor by most of the S.T. parents/guardians is directly accountable for not sending their wards to school.

-The tribal heritage /literature is not incorporated in the text book. The traditional customs, rituals etc. are not regarded as medium of learning.

GENDERR ISSUE.

* Girl child is considered as "Paraya Dhan" (Other man's property). In Indian society, therefore most of parents consider it is use less to education the girl child.

* The parents generally discrimination their girl child by giving preference to boy child in every sphere of life including primary education.

✓ * The parents visualizes their girl child as household economic unit. Most of girl child is engaged in household work such as cooking, cleaning of Utensils, sibling care, cattle, goat rearing and fuel/fodder collection etc. They have no time to go to school.

** The location and distance of the school from the village/tolas also effect the enrolment/retention of girl child.

✓ ** Lack of social safety of girl child in some village discourage enrolment/retention of the girl child.

** Most of the school have no toilets which is also responsible for low enrolment/retention.

** The curriculum is made dominated. lack of Female herittance in the curriculum discourage the girl child.

** Lack of mothers motivation in girl child enrolment/retention.

** Lack of dedication & devotion and motivation of the teachers in boosting the moral of the girl child.

* Clothing of girl child is felt in some areas.

* In the class room, the girl child does not get equal oppoortunity.

* The curriculum is based to masculinity .The Feminine skilll formation/upgradation opportunities are not in corporated in the text books.

✓ ** In case of big family size ,parents prefer to send their sons to primary education rather than the girl child.

* unavailability of text book among poor girl child.

3.7 METHPHODOLOGY AND DATA BASE

3.77a BASE LINE ACHIEVEMENT SURVEY (BAS)

A Base line achievement study was conducted during 13-26 Dec in the dist. The A.N.Sinha Institute of Social science Pattna was conducted B.A.S through field investigator and cocordinators .The abstract of finding of B.A.S. given bellow:-

ABSTRACT OF BASE LINE ACHIEVEMENT SURVEY

1.	NO.OF TOTAL BLOCKS IN DIST. :-	18
2..	NO.OF SAMPLED BLOCKS :-	4
3..	SAMPLED OF URBAN AREA :-	1
4..	TOTAL NO.OF SCHOOL :-	1531
5..	NO.OF SAMPLED SCHOOL :-	45
6..	PERCENTAGE OF SAMPLED SCHOOL :-	2.89%

SL.	COMPONENT	ACHIEVEMENT				SIGNI	
		BOYS		GIRLS		TOTAL	
		MEAN	SD	MEAN	SD	MEAN	SD
1	Mean achiev.of drop out in literacy(out of total 8 marks)	4.81	2.78	5.11	2.92	4.90	2.80
2	Mean achiev of drop out in numeracy(out of total 8 marks)	4.06	2.60	3.77	2.77	3.98	2.62
3	Mean achiev.of class I student in language						
	i.LET RDG.	5.92	3.73	5.58	3.89	5.49	3.79
	ii.WRD RD.	3.56	3.82	3.38	3.97	3.49	3.88
4.	Mean achiev.of class I student in Math.						
	i. NUM.RE	3.44	2.17	3.47	2.29	3.45	2.20
	ii.ADD.SU	3.18	2.97	3.17	2.98	3.18	2.97
5.	Mean achiev.of class iv student in language						
	i.WORD MEAN	19.95	7.05	17.50	7.39	10.08	7.27
	ii.RD.COMPRIHEN.	16.68	9.60	15.84	10.07	16.39	9.77
6.	Mean achiev.of class iv student in math.	14.93	7.10	12.79	7.72	14.20	7.40

3.7b SOCIAL ASSESSMENT STUDY(SAS):

The aim of the social assessment study (SAS) is to identify social economic and cultural factors associated with the problem of socially disadvantaged groups with respect to their enrollment, retention and achievement and to suggest a strategy to address these issues through formal and non formal education.

The S.A.S work was conducted during 30.12.96 to 20.1.97 by centre for micro planning & research, Lal Bahadur Shastri National academy of administration, Massourie (U.P).

Considering the abjectness of SAS PRA exercises were conducted in 18 villages based on certain criterion the villages in the district were classified on the basis of two dimensions viz-aviz (i) Size of the village and composition of population. However as the density of population varies substantially across on the northern and the southern district of the state different cut off have been chosen for the district. There population ranges 50-500, 501-1500, 1501 and above have been identified for small, medium and large villages respectively. Based on the composition of population villages were divided in to there categories such as SC, ST, and other villages. Villages with 5% the district average of SC population were treated as SC villages. Villages with 5 % above the district ST population were treated as ST villages and rest of the villages were treated as other villages.

Based on the two dimensions and three levels each a 3*3 matrix with a cells was obtained. It was decided that at least one village will be selected from each cell by using random sampling. Addition villages for a cell were selected in such a way that the new one is Complementary to the existing one in terms of accessibility of pucca road/ Kacha Road.

After identifying the village, facilitators were identified by the district planning team, Hazaribagh given fair representation to women, disadvantaged groups such as SC, ST, OBC and Muslims. All the facilitators are representing that educational district. These facilitator were trained at DIET Simaria, Chatra by agency involved in SAS. The training was mainly on partly teaching of participatory Rural Appraisal (PRA) which they were suppose to apply at the grass-root level. As a part of the training a day field visit as also arranged, which was followed by a day long discussion on the methodology. The purpose of the visit was to test the tools in villages.

PRA tools applied in the field included do it your self, Physical transeet, Focus group discussion, social mapping, school mapping, resource mapping, Educational picture, time linee, ranking and prioritisation, venue diagram, seasonaal health calender, and seasonal calander. These tool were applied with different sections of the society in villlages in order to diagnose the problems of different interest groups .

While applyingg these tools in the villages fine village animators were also identified and on job training was given to them. The animatoors were also involved in the work carried out by the faciliitators at the village level. Therefore, a team of seven meembers carried out PRA exercises in a village.

Besides applying PRA tools traditional method of administering scheedules was also followed villages schedule, listing schedule, household schedule teacher schedule and school schedule werre prepared and administered accordingly.

In addition too above tools interviews /discussion were also held with concerned Govt.Officials including Commissioner, D.C., DD.D.C, D.O, D.S.E, District Planning Officer, J.C.D.S., B.L.D.O, and B.E.E.Os..

The abstract oof the findings of SAS is enclosed in the Annexature.

3.6

QUALITY OF DATA:

Data was collected from primary as well as from secondary sources.. It was found that there is wide variation in the data supplied by concerned department and grass-root realities .For instance, secondary data collected from concerned department shows that about 80 to 85% children are enrolled in shcoolds where in realities as it was much less than the reported figures. Similarly the results of SAS were generalized on the basis of eighteen villages only. The information was collected through participatory Rural Appraisal (PRA) , therefore it is pertinent to note that PRA gives qualitative data only. The information collected through village meettings containing qualitative information. It is evident to noot that if PRA exercises would have been conducted in more vlllages the quality of data /information would have improved.

LIMITATION OF THE PLAN & SCOPE FOR IMPROVEMENT.

The present plan is an outcome of sincere efforts made by District Planning Team based on expertise they have in plan formulation. ~~Though the in depth analysis of enrollment through formal and non formal education was made, the causes for dropout were also analysed, similarly attempts have been made to analyse all factors associated with quality of education.~~ However the plan has following limitations.

1. ~~sample size of SAS was very small and analysis was generalized on the basis of eighteen villages.~~
2. Informations collected through PRA contain qualitative informations.
3. ~~Data collected from secondary source do not reflect real picture.~~
4. Village meeting was conducted in limited number of villages.
5. ~~Due to limited time plan was prepared in hurried manner~~

In order to improve the ~~quality of the plan document~~ PRA exercises would have been conducted at least in 10 % villages of the district. ~~Therefore, micro-Planning exercises will be conducted in a large number of villages while implementing the plan.~~ It was also felt that all the information related to primary education could be obtained from schools, therefore, school mapping of all the villages would have been more beneficial. ~~the above factors it is suggested that this exercise be conducted in all the villages to acquire whatever information available at village /school level.~~ The present plan is an humble attempt identifying factors associated with low enrolment, high dropout and poor quality of Primary education, ~~How ever it gives tremendous scope for research to new generation of research.~~

CHAPTER - 4

ISSUES AND CONCERNS

The District planning committee Hazaribag district in its meeting held on 20.1.97 under the chairmanship of Deputy commissioner Hazaribag has elaborately discussed all the problem and issue felt during participatory Planning process.

The committee summarized the following problem emerged during participatory planning process and problem reflects from analysis of Educational profile of the district is as follows.

* It was felt that lack of awareness of parents/ community is the main hurdle in universalization of primary education.

* The lack of active participation of people people's representatives and N.G.O/voluntary organization in formulation implementation and evaluation of the plan was felt by members.

* In some villages /tolas: student have to walk more than 1 Km distance to reach their schools. The parents do not want to send their children specially the girl children to the school. Loketed at a long distance.

* In sum schools ,less No.of class rooms is responsible for high drop-out of students. Most of the schools do not have toilet and basic infrastructural inputs like drinking water sitting materials ,teaching and learning materials and teaching aids.

* It was felt that most of the teacher have no interest in creating congenial atmosphere for effective learning.

* Most of the teacher do not under go in-service training.

* The curriculum is not logical .The syllabus is not based on MLL.

✓ * The teaching methods are obsolete .Latest teaching methods of joyful learning , learning by doing/ playing are not followed in Govt.School.

✓ * Students don't have text book ,work book,proper clothing due to acute poverty in general and specially in focus group of SC /ST & girl student.

* It was felt that lack of alternative school like NFE /Spl.NFE , alternative school for disadvantageous groups are responsible for high % of illiteracy among children.

* The present system of student assessment and performance of teachers are not effective.

* The monitoring system of administrative machinery is not proper.

CHAPTER - 5

STRATEGY ANDD INTERVENTIONS

5.1 EXPANDING ACCESS TO PRIMARY EDUCATION

The access in pprimary education is not satisfactory . The objective and strategies are identified as under:-

5.1.1 Opening of new primary school.

The district haas 2032 revenue villages and about 1531 primary & Middle schools .During the participatory planning proses at district & sub-district level , It was observed that about 150 new schools must be open in this district. The high teacher / student ratio in some block is due to less no.of class roomms. Some school do not have two working teachers .

The objectives are identified as under:

* To open new pprimary school for the focus groups in villages where SC , SST and Girls child are 5 % more than the district average.

* To open new primary school in villages which are isolated due to geoggraphical barriers or belong to socially disadvantageous groupps .

The selection off sites designed and construction works will be entrusted to concerned VECs.In this way, the ownership desire of the village community and the maintenance of the schools will be ensured.The civil work strategy prepared onn the basis of BEP guidelines by the SLO BEP will be followed in the entire civil work of construction ,reparing and maintenance.

5.1.2 Appointment of neww teachers

It is proposed tto open 150 new schools in this district according to BEP guidelines 2 teachers per schhol will be appointed and their ssalary and other allowance will be given in accordance with the provision laid down in DPEP guidelines.We proposed to appoint 200 additional teachers in 4th year of plan.

5.2 ALTERNATIVE SCHOOLS

The formal system of education is inadequate to meet the growing need of children's education. Alternative schools are needed for achieving the goal of universal elementary.

In this district, alternative schools are needed in some remote inaccessible areas, areas having small and scattered habitation, areas where the drop out rates of girl child are high and areas inhabited by nomad tribes, like Birhors etc. For example some area of Markacho, Jainagar, Barhi, Chouparan, Churchu, Ramgarh, Mandu, Gola and patratu block needs alternative schools.

The strategies of opening of Alternative schools are as follows:-

* To open new alternative schools for remote inaccessible area which are geographically isolated.

* To open alternative schools for villages inhabited by disadvantageous groups e.g., SC, ST etc and villages where the drop out rates of girl child are high.

* The selection of the site will be based on PRA / Micro Planning techniques.

* For the preparation of the curriculum, teaching material, text book supervision and students assessment, a two day workshops will be organized at district and sub-district levels.

* The training of instructor, training of supervisors will be organized at BRC & CRC levels.

Operation of alternative schools:

* The VEC / TEC will select the instructor and will be responsible for providing place / building for the alternative school. The SLO, BEP will help in preparing of the curriculum, training of teachers and ensure necessary arrangements for supervision and evaluation of the school effectiveness.

* Women of SC/ST/ MIBCC /other community will be selected as instructor. She should be a local person and must be matriculate. The Project will pay Rs.200/- per month as honorarium through VEC. The VEC can give additional incentive to the teacher in cash or in kind.

* The school timing will be about four to five hours, but the VEC will decide the daily routine and vacation keeping in view of the local climate and other cultural/social factors.

* The alternative school will have various clusters of students of different competencies instead of well known class system followed in the formal education system. The MLL will be developed keeping in view the competency of each student. There will be no half yearly and yearly examination, but monthly test will be conducted for assessing the skill achievement of the students.

* The alternative schools will have provision of keeping fresh child student aged about 6 years for a period of 3 to 5 years. The retention of these child will be depend upon the achieving the competency of class V of formal school.

* The absence of the child in the school from time to time will not be treated as drop out. The VEC will find out the causes of absence and take necessary action to remove the causes.

* The student will not be provided with formal text books. The instructor will provide text books of different subjects keeping in view the learning capacity of different students. The library, book bank will be supplemented for this purpose. The skill development of these students will be ensured by low cost locally available TLM and supplementary reading materials.

It is proposed to open 241 alternative schools from the second year of project. The no. of alternative school to be opened in different block is based on PRA conducted during project preparation and analyses of data of block wise school and block wise no. of villages which do not having schools. The block wise details of no. of Alternative school to be open are as follow :

Name of Block	No. of Al. school.
1. Hazaribag	10
2. Ichak	8
3. Katkamsandili	12
4. Churchu	15
5. Bishungarha	15
6. Barkagoan	10
7. Keredari	10
8. Barhi	15
9. Barkatha	15
10. Chouparan	15
11. Ramgarh	15
12. Mandu	20
13. Patraru	20
14. Gola	20
15. Kodarma	15
16. Satgawan	8
17. Jainagar	10
18. Markacho	8

	241

5.3 Non-Formal Education : (NFE)

The working of the on-going NFE centers is not effective. In 1996, only 1196 NFE centers are working in the districts. The instructor of NFE center are not getting regular salary. The allotments from TLM and contingency are not significant. These NFE centers need to be strengthened besides there is requirement of 836 new NFE centers at the different villages of the district.

NFE centers will be opened on the basis of following guidelines.

* NFE centers will be opened only in such blocks, not covered by the Jann Shiksha Nideshalaya through NFE or Spl. Education Centers.

* selection of site for opening NFE centers will be emerge on the basis of Micro-planning or local specific needs.

* The management of NFE centers will be through VECs. The instructor for NFE centers will be identified by the VECs after holding Gram Sabhas.

* In the NFE center, the instructor will be a female in all circumstance. Priority will be given in the following order : SC/ST/Most backward/ Backward/ Minority/ other from adjoining village or tola.

* The minimum qualification of instructor will be "Middle Class Pass", but preference should be given to higher qualifications.

* Fund flow:- Every 6 months, in the accounts of VECs.
- 75% of the amount will be released, in first instalment. 25% of the amount will be released at the end of the year after evaluation on the following indicators:-

- i. Learner's attendance at the centers.
- ii. Learner's improved achievement at the centers.
- iii. No. of NFE learners entering into formal schools.

* Training :

NFE instructor will be provided pedagogy based training of total 30 days in first year and 18 days training in 2nd year in following manners:

First year:

- 12 days Foundation /Induction training
- 3 days Recurrent training /reflection after every two months at CRC (3*6=18)

2nd year:

- Recurrent training /reflection of 3 days after every two months at CRC will be continued.

* For providing academic support to the NFE centers, we will prepare academic-cum-supervisory resource group from active individuals and/or competent interested NGO's. The ARG will guide the NFE instructors in academic matters, may give demonstration teachings at the centers, assist in the testing of learners, etc. in collaboration with the concerned VECs. ARG will be paid honorarium.

* Innovative NFE centres can also be opened for children of marginal communities, such as Dom, Bhuiyan, Ganjhu, Birhor etc. children groups with special needs.

* Each NFE center will have about 25 learners and one female instructor. The center will run for 2 hours per day. The time and place for center will be decided by VEC.

* 4 Master trainer for each district will be trained at the state level. The master trainer will train more trainers at district level, who will be used for the training of NFE instructors.

5.6 Construction of additional rooms.

Some school of the district has pressure of large no. of student, these schools lack in sufficient no. of class rooms. The less no. of class rooms are responsible for high drop-out and low retention of the students.

There is requirement of 750 additional class room in the district but through DPEP we proposed to construct 200 add. class room and rest class room will be constructed through conversion with JRY and EAS. The civil works will be done as per norms D.P.E.P and guidelines of SLO, BEP.

The block wise proposals are given in annexure.

5.7 REDUCING DROP OUT OR IMPROVING RETENTION:

The reducing of drop-out or improving of present retention of student in primary school are diagnosed. The measures to be taken are described below:

5.7.1 Community mobilization (or awareness Campaign)

The present concept of development is delivery oriented. The community is not taken into confidence in formulations of the plan. The Govt. programme does not involve the community. The community does not have a say in the delivery system of educational programme schemes. The demand of the community in preparing the education plan and the cost percent utilization of the educational infrastructure are not considered. The community is not co-related with the primary education system. The imposed planning from the top is the root cause of non-participation of the community. There is lack of awareness of on-going education programme/schemes among the village community. The feeling of ownership on educational assets is lacking in the community.

The objective of this community mobilization is to make a drastic change in the process of educational development by integrating the sentiments and emotion of the community. The main objective of the awareness campaign are as under.

* To create zeal, inspiration and motivation in the community towards all programmes and activities under D.P.E.P.

* To involve the community in the planning, evaluation & monitoring the educational programme and activities.

* To foster a cultural resurgence through integrating rich folk traditions of Nagpuria language i.e. Khortha and Mundari language with the environment building exercises and thereby initiating concerted awareness campaigns against gender bias, ignorance, alienation, insensitivity etc and distortion created by the unequal social order in the society.

* To build an environment in favor of primary education through district and sub-district level interventionism, local culture, communication and continuing education.

* To initiate a process of removal of psychological and social / man made barriers to access, retention and quality issues in primary education.

* To organize awareness campaigns for focus groups viz, girl/SC / ST/ OBC / Muslims and children with mild to moderate disabilities.

STRATEGIES.

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* Mobilizing groups will be identified for awareness campaign and environment building .

* Animators or Prerak Dal of 3/4 persons will be identified by the mobilizing groups to initiate the process of community participation.

* The Prerak Dal will be imparted an orientation training on micro planning school mapping and PRA.

* After the orientation training, the Prerak Dal will be identify the member of VEC which will consist of above 10 to 15 person including women and member from disadvantageous groups. The VEC will be constituted in the meeting of Gram Sabha.

* Interventions at district and sub-district levels will be ensured through a process of competitive cultural events of different VECs at CRC ,BRC and DLO level .Local cultural mandalies /groups will be identified for presenting the DPEP Programme /activities in Nagpuria folk forms /and other local forms.

* Posters , Banners , wall writing , Prabhat Pheris, Pad-yatra , Run for education, Human Chains, Rallies , Magic shows , Puppet shows, Debate- essay-story- painting Antayakshry quiz competition at schools, CRC , BRC and dist. level will be organised.

* Nukkad plays, Proserium , Theatre (Manchiya Natak) Folk songs /dance show , instrumental music show songs on gender and equity issues will be organised at district and sub district level.

* Use of audio /video cassettes in local fairs (Fairs) Bal Mela's etc. through mobile vans will be ensured.

* Bal mela / Maa Beti Mela /Kishori Mela's at school ,CRC , BRC and dist. level will be organised.

* Cultural events / Debates / Seminar etc teachers day, independence and Republic days ,Bal Divas, Gandhi Jayanti, Netaji Birthday , Birsha Jayanti , Literacy day and others important dates will be organised at school ,CRC , BRC and DLO levels.

* Visit /excursion Visits of school children to places of cultural /tourist interest within the district will be organised by VEC/mobilising groups .

* Preparation of audio / Video cassettes by documentation of the various cultural event and exercises and dissemination in the community, school, CRC , and BRC will be ensured.

* Publication and distribution of district level news letters / Pamphlettes / folders etc.

* Meetings/Seminars / Workshops etc with the district functionaries of important organisations viz Political parties / Teacher Association / Student Organisations / Women organisations /Cultural groups /NGOs /VECs/Govt Officials /intellectuals /media persons / Community leaders. will be organised to ensure the feeling of ownership in educational activities/ Programmes.

* Libraries //Books banks will be established in primary schools.

* Existing Public libraries will be strengthened at district and sub district levels.

* Libraries will be established at CRC/ BRC / DLO level.

* By providing necessary inputs and total utilization of public library.

* Special Awareness champagnes focussed on gender like "MUNIA BETI PADHITI JAYE " will be launched through out the district.

* Special awareness champagnes focussed on equity issue will be launched through out the district to ensure social justice among all worker , learners and community.

* Special Awareness champagnes focussed on children with mild to moderate learning disabilities will be launched to sensitize the community to the need and problems of such children.

5.7.2

EARLY CHILDHOOD CARE AND EDUCATION

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The social and general scenario in that the practice of early childhood care at home is very poor due to poverty, ignorance, social practices and callousness even the little service that is rendered by ICDS center. The quality in general is very poor due to Anganwadi Sanchalika's person at poor education and insufficient training inputs, lack of proper space and location, lack of community support as deemed, low administration back up support etc. Many children especially girls are either not enrolled or withdrawn soon to look after their siblings. So we proposed to strengthen ICDS center through convergence with DPEP. As the present status demands for more ECCE centers but we have limited experience in running such centers and due to lack of fund we will concentrate to open about 75 ECCE centers only in one non ICDS block in congruent areas in the first year. The criteria of selection ECCE workers and helpers will be same as that of ICDS. The honorarium will also matter with that of ICDS i.e. Rs. 400/- per month for sevika and Rs.200/- per month for helpers. These centers will be run by VECs/MS groups /DWCRA groups working in that area and its working hours will also match with school. DPEP will provide ECCE training and finance to VEC/ MS groups /DWCRA groups for recurring and non recurring expenses and monitor it closely. Need assessment of ECCE center and selection of site will be based on survey, Area mapping, Micro Planning and evaluation of ECCE in ICDS and non ICDS blocks. Following surrogates will be adopted for running ECCE centers in the district.

* Community mobilisation and participation for environment building for ECCE.

* Convergence with ICDS and other department programmes through policy decision and convergence workshops.

* Training of Anganwadi Sevika and helpers at BRC level

* Cluster meeting with ANW/ ANM/ Jan Sevak /Teacher /VEC.

* Monitoring and field guidance .

* Provision for primary school educational kit for non world Bank Project.

* Identification Block and site for safety new ECCE center under DPEP through survey, Micro planning and area planning.

* provision of pre school kit to new center.

COST FOR NEW ECCE CENTER

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Non Recurring (Ist Year)

1	To Furnish center with Darri Black board, Steel Box, table bucket, etc.	Rs.2320
2	Pre school education Material	Rs.5000

Recurring

1.	honorarium of AW sevika	Rs.400*12	Rs.4800
2.	honorarium of Helper	Rs.200*12	Rs.2400
3.	T L M @ Rs.50/-	Rs. 50*12	Rs. 600
4.	Contingency @ Rs.200	Rs.200	Rs. 200
			=====
			Rs.8000

2nd year and following year

1.	Recurring as per Ist year	Rs.8000
2	Replacement of per school kit	Rs. 500

		Rs.8500

5.7.3 DISTRIBUTION OF FREE TEXT BOOK AND WORK BOOK

In order to improve the quality of education and reduce the dropout rate i.e. to increase the retention of the student, it is proposed to provide free text book and work book to SC, ST and all girl student of the district. The proposed incentive will be benefit approximately about 261588 student in 2003 AD.

ESTIMATION OF TEXT BOOK REQUIRMENT

Sl. No.	Category	estimated no of student				
		98-99	1999-2000	2000-2001	2001-2002	2002-2003

1	SC Boys	278583	30128	33261	35773	38403
2	ST Boys	172455	18854	21232	21832	23426
3	All Girls	1359119	149283	164390	179695	199759

Total:-		1810222	198265	218883	237300	261588

5.7.4 SCHOOL FACILITIES GRANT

To improve the facilities in School and to improve the learning environment of schools we propose to provide Rs.2000/- per annum per school through VEC to all primary and middle school of the district .VECs will utilize this fund for providing facilities according to specific need of their school. Similarly to prepare and develop local TLM we propose to provide a sum of Rs. 500/- per teacher per annum to all working teacher of the district during plan period.

5.7.5 AWARDS / INCENTIVES

It is proposed to have block level competition among schools in enrolment and retention of SC/ST/ Girls and two awards (one for enrolment and others for retention) per block per year @ Rs. 5000/- each will be given through the VECs. The amount of awards money will be utilized by VESS for acquiring material for their schools.

5.7.6 INNOVATIVE PROJECT

WE Propose to start a innovative project "School on Wheel " from the 2nd year of the period . A sum of Rs. 1 per year will be earmarked for this purpose . The total cost on this innovative project will be 4 lack during plan period.

5.7.7 SPECIAL DRIVE FOR SC & ST

The enrollment rate of tribal and SC student is very low and drop out rate is very high due to ignorance of parents , economic , backwardness, climate and geographical factors. So special champagnes will be organised for pormoting enrollment and retention in ST/ SC habitations volunteers from NGOs would be deployed to mobilise the community. House hold visit would be taken up by the volunteers with the help of NGOs and VEC , to try to make the people fully aware about education. The volunteers would keep a close watch on tribal and sc issues relating to drop out and low enrcllement , and try to solve the problem through convergence of various departments . The NGo / VT would be tribal properly and deployed in the problem pocket.

5.77.8 TOILETS AND DRINKING WATER

By analyzing the data of school facilities . We find about 90% school have not toilets and about 50% of school do not have drinking water facilities . There is need construction of 812 hand pum/ well in different primary and middle schools and construction of 1409 toilets in different schools . But here we propose to construct only 100 toilet and 100 hand pump from DPEP fund in most needed school. Rest toilets and hand pump will be constructed with convergence of different programme like JRY,EAS,MPLADS etc. Selection of site for construction of hand pump and toilet will be based on school mapping and micro planning .

5.77.9 Evolution / formation /strengthening of VEC/Mother's committee/ Women groups etc.

The village level management and supervisory machineries are defunct in the district. The absence of proper VEC /TEC/ Mother's committies / women group etc is responsible for failure of most of the educational plan.

The objectives are identified as under:

- * To ensure all-round educational development of the villiage.

- * To create demand of good teaching and learning enviironment.

- * To help in providing necessary infrastructure for the school, e.g, building equipment, furniture, TLM, drinking water, sanitary facilities, play ground etc.

- * To notice the educational needs school's effectiveness.

- * To inform the supervisory officer/staff the problems faced by the school and suggest wages and means to improve the situation.

- * To co-operate and assist with school authorities in educational activities and school building etc.

- * To co-ordinate with all types of educational institution in the village, formal /Non-formal education /Priiivate/ NGO schools for their smooth and effective functioning.

* To help in increasing the enrolment and retention of school children (6-11 years) by establishing regular contact with the parents particularly of the non attending children.

* To assist in maintaining the demand of learning environment and quality education , specially for girl childs.

* To monitor the civil work.

* To supervise the school functioning of all type of school.

* To help in ensuring learning achievement, skill formation, and teaching competency .

* To ensure security , safety and moral of child.

The strategies identified are mentioned below:

* A 5 day training programme / workshop will be organized at BRC level to train the VEC member.

* Mother's committee will be established in a cluster of 12-15 villages.

* Women groups will be established at each panchayat level.

* A 2 day training /workshops programme will be organized at CRC level for member of women group and Mother'committes.

5.8) IMPROVING THE QUALITY OF PRIMARY EDUCATION:

The present quality of primary education in this district can be improve by providing additional inputs of all the seven PADAGOGICAL as under:

5.8.1 Curriculum:

The present curriculum contains some irrelevant information. It is not skill based and related to life. There is less possibility of personality development and no scope to apply the concepts of daily life.

The present curriculum needs drastic change .The objective of improving the quality curriculum is as under:

- * To development proper under standing among student.
- * To develop power of decision making .
- * To develop inquisitiveness after having proper understanding of situation.
- * To improve the capacity to express and present understanding.
- * To give emphasis on mother tongue .
- * curiosity development.
- * Physical development
- * Handicraft /skill development

It is purpose that new curriculum should content local specific skill. Local skill should be invited in school to local skill. The curriculum most have provision of activities for personality development of the student i.e. games ,drama,song,etc.The curriculum must emphasis on mother tongue and focus must be given on expression in mother tongue. The main focus of curriculum of development is that the primary student can observed the understanding in a harmonic manner. The various methods of curriculum reforms is to be incorporated in the text book.

TEACHING method :

The present teaching method is not child centered .The demand of learning environment is lacking due to absence of non-formal teaching method and innovative method of the teacher..The objective new teaching methods is mention as under ::

- * To focus the consecration of children.
- * To simplify and gear up (speed)the learning process.
- * To make learning joyful attractive & play full.
- * To stimulate and develop the inquisitiveness of the childreem.
- * To develop creativity in children.
- * To develop comprehension and stability in learning.
- * Participation of all.
- * To ensure learning by individualized learning /doing.

The absorbing capacity of the primary student in understanding and expressing their feeling must be enhanced by introducing modern teaching methods in regional languages .Teaching by flip charts ,diagram innovative teaching methods and teacher is purposed better understanding of the curriculum . The method of teaching by appropriate action and movement and body languages is proposed. The multi grade teaching methods must be discouraged

The teacher must be motivated to improve the teaching method by proper training at various levels .The details training expenditure is mentioned in Teachers Training Components.

The following strategy will be adopted at the district for improving the teaching methods;

- Identification of person /School at CRC level involved in improving method.
- Arranging workshops at Panchyat /CRC level.
- Documentation at Panchyat/CRC level
- Arranging workshop at Block level.
- Block level workshop to know the regional language problems.

-Evaluation of BBRC/ CEC workshop at district level.

The outcome of the above strategies will involve the various activities of the plan.

3.3 TEACHING AND LEARNING MATERIAL.

At present the student do not get proper TLM. The apparatus used in TLM is not simple and comprehensive to child. The teachers do not interest in preparing locally available low cost TLM, for example the flour disk apparatus described in class I & II can be replaced by green leaves, dry leaves of different plants. A sum of Rs.500/- per teacher per year will be provided to all teacher of the district for developing of local TLM.

3.4 TEXT BOOK, WORK BOOK, SUPPLEMENTARY READING MATERIAL AND TEACHER HAND BOOKS.

At present, the text books is not balanced interesting, practical, skill based environment base, theme based, value based and does not develop expected competency in the student. The themes does not strenghten gender sensitization, moral values, Values of behavior pattern in family. The Govt. school does not provide work book/ exercise book to student. In the preparation of text book, the experience of dedicated teachers/ local people are not taken. The text book is not attractive and lack, proper printing. There are no supplementary reading material, the teacher do not get Teacher's hand book which is essential to create demand to learning environment in the school.

* The objective is to prepare a text book which will create interest and ensure the personality development of the students.

* To provide work book and supplementary reading materials to all student.

* To provide teacher's handbook to all teacher so that the teacher can create demand of learning environment in the school.

The strategies are derived as under:

* Development / Distribution of text book and work books.

* Development / distribution of manual, handbook, guide book for teacher.

* Because these are state level intervention so we propose to conduct a workshop for development of Text Book Work Book, supplementary reading material and Teacher hand Book and suggestion come through above workshop will be send to SLO for preparation of the same .

Estimated requirement of supplementary reading material.

Sl. Particular No.	Ist year	IIInd year	IIIrd year	IVth year	Vth year
1. teacher hand book, guide-book	4571	4971	4971	4971	4971
2. Guide book for NGO's VEC member	12000	14000	14000	14000	14000
3. Bal Sahitya & News paper for all school	15000	20000	22000	25000	25000
4. health Card	210000	238000	256000	274000	350000
5. Distribution of dist.Information Book.	210000	238000	256000	274000	350000

(will be supplied by SLO)

5.8.5

TEACHER TRAINING

Most of the newly recruited teacher of primary school do not have pre service training. The teacher do not under go in service training. consequently , the working teachers area not equipped with latest information,concept of teaching and skills .The lack motivation and positive attitude .The district does not have training institute like DTET, BRC & CRC at District /Sub-district levels .The absence of in-service training for teacher weakens the education competency of the teacher.

The objective of this plan is to provide in service /pre-service training to teachers for overall development of teaching profession .The main objective of teacher training are as under

* The focus of training will be on insuring MLL in class room and school effectiveness .

* To develop teaching skill to teacher to insure joyfull teaching with the help of TLM and teaching methods.

** To upto date the information of the teacher on revise syllabus .

** To develop concept dealing with the learning achievement of the student.

** To strengthen the positive attitude of the teacher in understanding the social issues and ensuring social justice to the disadvantaged groups.

** To prepare training module for training of district sub-district level training institute .

The strategies propose for achieving the above objective are as under:

** A team of 25 - 30 persons will be selected at district level for training .They will be called Master trainers /resource persons .The service of these master trainer will be on part time basis .They will be entitled of getting honorarium & T.A. against the training programme/workshop. The state level expert from SCERT ,the expert from NCERT, DIET of the other dist. and NIEPA will be invited to participate in the master training programme. The responsibility of Master trainer is to train Resource Person for tthe teacher training.

** In the second phase, a ten days training programme organized at DIST. level and in third phase, a seven days training programme will be organized BRC level.

** The Master trainers will ensure training of MLL to all working teachers of respective blocks.

** The Master trainer at District level will work under the guidance of DLO,Hazaribag.

** One Block Resource Center (BRC) will be established for per three or four blocks which will guide the cluster Resource Centre (CRC) at cluster of 15 - 20 villages . A group of 35 -40 primary teacher will meet once in two months to share their teacher experience .The Master trainer and KRP will participate in CRC meeting

** In addition to the training of Master training of DIET ,other educational training programme e.g. motivational training ,subject spl.training ,training of newly recruited teacher will be organized time to time. The training modules will be prepared by DIET. In absence of DIET training modules will be prepared at district level .

** A ten day training on the Ujala Patteren will be provided to all teachers at the district level during the plan period

* A six day training will be ensured to all teachers at BRC level once every year.

* At CRC level all the teachers of school of consornd cluster will meet monthly for sharing their teaching experaince

METHODOLOGY

Methodology of teacher training would involved 4 areas-

- TOTAL PARTICIPATION (UJALA PATTERN)
- Sensitization towards gender ,deprived classes .(UJALA Pattern)
- PEDAGOGICAL inputs to make the "vision" a reality.
- A part of the larger campaign or movement that is Bihar Education Project.

Thee teacher training will address the following five major areas.

- CONCEPTS:- Including what is activity , Joyful,child centredness, Teacher-child ,and child relation ship, investiigating a theme that is relevant and contextual establishing dialogue and communication,etc..
- SKILL :- Skill include to do or make happen the above as inteended, collect, differentiate, store and use materials available in school surrounding , prepare songs, stories ,Cards,,pictures etc. Use such songs,poems,stories, Cards etc.
- INFORMATION :- In respect of universalization of primaryy Education, Bihar Education Project, minimum levels of learning , the educational scene, need of Basic education for development etc..
- AATTITUDE :- Towards community,gender etc.
- PPERSONAL QUALITIES :- punctuality, cleauliness.

5.8.6 ACADEMIC SUPERVISION / SUPPORT:-

The present bureaucratic system of supervision is not effective in proper management of the primary school. In most cases, there is only inspection, no supervision. There is no provision of training for working supervisory staff. The supervisory personnel emphasizes on administrative issues rather than the PEDAGOGIC issue & classroom supervision. Old staffing pattern, too many vacancies, no mobility support, lack of contingency fund, involvement of supervisor staff in non-academic works of other departments and outdated job description are the deficiencies observed in the present system of supervision. The degeneration of moral values and issue of corruption like taking bribes etc are also accountable for poor supervision of these schools. It is observed that the focus of supervision is not the school but is related to non-academic aspects.

The objective of this plan is identified as under:-

- ** strengthening of the present schooling system.
- ** Provision of academic support to the teachers.
- ** strengthening the role of supervisory staff by restructuring the present duties and functions.

The strategies for improving the present supervisory system will be as follows.

- ** Regular supervision of class rooms will be ensured once in a month.
- ** Frequent training of supervisory staff at district and sub-district level will be organized.
- ** Re-structuring of the earmarked area and duties and functions of the supervisory staff will be ensured. Regular co-ordination among supervisory officers/staff at district and sub-district levels will be ensured.
- ** The involvement of supervisory staff in other departmental works will be minimized.
- ** Regional workshops at district and sub-district level will be organized for improving the supervisory system.
- ** A 10 day training programme at DIET will be organized every year.
- ** The regular mobility support will be ensured to supervisory officers by providing vehicles from D.O., Hazaribag.

The present system of evaluation of students assessment is carried out by periodic examination and not by continuous assessment . The focus of examination is on judging memory of student , ranks , percentage/fail. The examination creates mental pressure , fear and depression among student . There is no proper system of judging teachers assessment and schools effectiveness.It lacks in development of students personality and teaching achievement .

The objectives of the plan are identified as under:

- * To improve learning environment, understanding, skills and Competency of the student.

- * To develop the cognitive and non-cognitive aspects.

- * To evaluate the value aided education and moral education.

- * To ensure feedback for both teachers and students.

- * To develop low cost, locally available and environment based TLM and periodic evaluation of learning achievement.

The strategies for achieving the above objectives will be as under:

- * continues and comprehensive examination modules for students will be formulated.

- * Emphasis will be on fearless, oral written, activity based and practical tests instead of bookish examination.

- * The process will be based on students individual achievement.

- * The teaching process will be locally designed to test understanding and not just memory.

- * The teachers will be provided proper training at district and sub-district levels for proper evaluation.

- * A 10 day workshop of 30 teachers will be organized at each of district and sub-district levels.

5.99 DEVELOPMENT OF DISTRICT AND SUB-DISTRICT
INSTITUTIONAL CAPACITY.

A new management structure is proposed to ensure the effective implementation of D P E P in the district. This will be treated as additionality to existing organizational set up of the district .

5.99.1 District Project Office.

The district will have a District unit of D P E P headed by 1 Deputy Commissioner, Hazaribagh as its chairman and District Project Co-Ordinator as a member secretary. The District Project Co-ordinator will execute and manage the project in this district and actual management of the project will be done by Dist.. Project Officer, Hazaribagh which will be established separately .

The detail of the staff will be as under.

Sl. No.	Name of the post.	Grade	PAY SCALE	UNIT	COST	TOTAL P.C	BREAK UP M P
1.	D.P.E	I	3700-5000	1	1.42	8.67	1
2.	PROG.OFFICER	I	3000-4500	4	5.40	32.94	4
3.	FIN/ACCT.OFFI.	II	2200-4000	1	1.12	6.84	1
4.	ASSIST.ENGR.	II	2200-4000	2	2.24	13.67	2
5.	A.PRG.OFFI.	II	2200-4000	5	5.60	34.17	5
6.	DISST.R.P.	II	2200-4000	5	5.29	32.28	5
7.	ASST. R.P.	II	1640-2900	5	4.31	26.30	5
8.	ASST.C.P.	II	1640-2900	1	0.86	5.26	1
9.	JR. ENGR.	II	1500-2750	4	3.26	19.92	5
10	ACCOUNTANT	II	1500-2700	2	1.63	9.96	2
11	SR.STENO.	II	1400-2600	2	1.56	9.50	2
12	ACCT.ASSTT.	III	1200-1800	3	1.73	10.57	2
13	OFF.ASSTT./SKR.	III	1200-1800	2	1.16	7.05	2
14	PURCHASE ASSTT	III	1200-1800	1	0.58	3.53	1
15	STENO	III	1200-1800	3	1.73	10.57	3
16	TYPIST/D.F.O	III	1200-1800	3	1.73	10.57	3
17	ASST.LIB.	III	1200-1800	1	0.58	3.53	1
18	DRIVER	IV	950-1500	5	2.32	14.19	1
19	PEON/N.GDS.	JV	775-1025	6	2.18	13.32	6
				56	44.70	273.84	

- NB: Col-6 : Scale start + scale finish divided by two plus DA @ current rate + BEP allowances. Multiplied by 12.
= Unit Cost of the post.
- NB: Col-7 : First year - as given in col.6
Second year - Col (6) + 10%
Third year - Second year + 10%
4th year - Third year + 10%
5th year - Fourth year + 10%
Total Project cost - 1+2+3+4+5 years.
- Col 8 & 9 : M= Post which will count in Management Component.
P= Post which will count in Programme Component.

Vehicle

total no. of five vehicle is proposed to purchase .One vehicle will be provided for the district project co-ordinator ,five vehicle will be provided for the common pool calculated at the ratte of one vehicle for every four blocks.

Furniture

It is proposed to purchase furniture & fixture for D.L.O. according to description given below :

S. No.	Name of Article	No.	Unit Cost	Total Cost
1	Ceiling Fan	15	1000.00	15000.00
2	pedestal Fan	2	1500.00	3000.00
3	Chair(with/without arms)	60	600.00	36000.00
4	Tables(T8,T6,Conference)	20	2500.00	50000.00
5	Almirahs.	10	5000.00	50000.00
6	Book Shelves	5	3000.00	15000.00
7	Paeks Steel	5	2000.00	10000.00
8	File Cabinets of Steel	3	3000.00	9000.00
9	Wall Clocks	5	300.00	1500.00
10	Trin Safe as Cash Chest	1	6000.00	6000.00
11	Duplicating machine(gest)	1	35000.00	35000.00
12	O.H.P. with Accs.	1	10000.00	10000.00
13	Water Filters	5	1000.00	5000.00
14	Calculators(Table)10 digit.	5	800.00	4000.00
15	Fax Machine	1	30000.00	30000.00
16	T.V.	1	20000.00	20000.00
17	V.C.R.	1	15000.00	15000.00
18	Tape (2in I)	1	5000.00	5000.00
19	Spiral Binder	1	6000.00	6000.00
20	Camera (Kodak)	1	3500.00	3500.00
21	Typewriters(Manual E & H	2	10000.00	20000.00
22	Photocopier (Modi Xerox)	1	162000.00	162000.00
23	Stabiliser	4	4000.00	16000.00
24	Generator (Kirloskar 5Kv)	1	50000.00	50000.00
25	Vacuum Cleaner	1	5000.00	5000.00
26	Vehicles	5	400000.00	2000000.00

5.9.2 PMIS-EMIS-FMIS

It is proposed to set up PMIS unit in District project office .Following is the requirement for the above purpose.

FURNITURE

SL. NO.	ITEM	NO.	UNIT COST.	TOTAL COST.
1.	COMPUTER TABLE	- 2 NOS.	3600.00	7200.00
2.	COMPUTER CHAIR	- 4 NOS.	1400.00	5600.00
3.	PRINTER TABLE	- 2 NOS.	4700.00	9400.00
4.	TABLES	- 2 NOS.	6900.00	13800.00
5.	CHAIRS	- 4 NOS.	4350.00	17400.00
6.	ALMTRAH	- 2 NOS.	8050.00	16100.00
7.	PEDESTAL FAN	- 2 NOS.	2000.00	4000.00
8.	RACKS (SHCOTTED)	- 2 NOS.	1000.00	2000.00
9.	FIRE PROTECTION EQUIP.	- 2 NOS.	500.00	1000.00
10.	VACCUM CLEANER	- 1 NOS.	7000.00	7000.00
11.	AIR CONDITIONER	- 1 NOS.	36000.00	36000.00
12.	EMERGENCY LIGHT	- 1 NOS.	700.00	700.00

HARDWARE

1.	PENTIUM COMPUTER-	2 NOS.	75000.00	150000.00
2.	DOT MATRIX PRINTER-	2 NOS.	25000.00	50000.00
3.	UPS- 2 KVAA-	1 NOS.	90000.00	90000.00
4.	MODEM -	1 NOS.	12000.00	12000.00

SOFTWARE

1.	DOS 6.2 VERSION & ABOVE			
2.	MS-WINDOWS FOR WORK GROUP/WINDOWS 95			5000.00
3.	MS-OFFICE ((WORD, EXCEL, POWER POINT, ETC.))			25000.00
4.	FOX-PROW ((WINDOW BASED))			16000.00
5.	POWER BUIILDER			
5.	REGIONAL ILANGUAGE-WP			10000.00
7.	PMIS-SOFTWARE			
3.	EMIS-SOFTWARE			

MMIS of the dist. will be controlled by the State Project Director and State MIS Incharge. We have proposed for training of computer persons either in the state office or in any outside institution. Workshop for the successful implementation of information system will be conducted also.

F M I S
=====

A Computerise data base will be created and maintained at the dist.level .A proforma for data capturing from all recognised primary school has been developed .The flow of information will be as below:

SCHOOL--BLOCK--DLO--SLO-- DPEP BUREAU

In order to introduce DPEP and develop famiarily 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 headmaster/head teachers and VEC presidents of the concerned area.

District Level Actions

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

9.3 BLOCK RESOURCE CENTRE(BRC)

As the present infrastructure for in-service training of primary school teachers is inadequate, therefore, installation of 1 BRC for per three or four block is proposed. BRC will provide in-service training to primary school teachers/ Head teachers /untrained teachers /Alternative school functionaries /ECCE instructors /supervisors / VEC members and NGOs etc.

- To impart different kinds of training.
- To organize monthly meetings and to share analysis of different kinds of studies.
- To build capacity in different fields of education.
- Receiving feed back from the clusters and compilation and transmission to the district.

- To receive inputs form DIET /SCERT and provide them in different kinds of training to be conducted at BRC.

- To monitor and evaluate the training at CRC level.

Each BRC will be constructed at block headquarter preferably adjoining to existing primary school Buildings. Each BRC will identify teacher / NGOs retired teachers academicians who will be used as resource persons in the recurrent training programmes . The BRC resource team will receive training as master trainers at DIET. BRC will provide lodging facilities to the trainees while the boarding arrangement will be done by the participants for which they will be provided sufficient daily allowance / honorarium. Till BRC building is constructed , the in-service training program will training program will be organized in the nearby center school of the block H.Q. in 1996-97 .

(a) BUILDING.

It is proposed to construct 6 building for BRC for the Dist. Each building will have one hall, two rooms ,one store and two toilets (one for male & One for female). The hall will be used as class room and the two rooms will be used as male and female dormitories. The BRC will serve as training institution in addition to DIET. It is proposed to start construction of the BRC building and 25% of the total amount of this component will be spent in the first year of the project and remaining construction work will be completed in the 2nd year of the project. The training will be imparted on the first year of the project in the near by center primary school located at the Block Head Quarters.

The name of the proposed Headquater BRC and tagged Blocks proposed to be established is as follow:

Sl. No.	Name of BRC Head quater Block	Name of Tagged Blocks.
1	Sadar, Hazaribag	1. Sadar, 2. Ichak, 3. Katkamsaudi II
2	Barhi	1. Barhi, 2. Padma, 3. Chouparan,
3	Ramgarh	1. Ramgarh, 2. Mandu, 3. Gola, 4. Patratu
4	Kodarma	1. Kodarma, 2. Jainagar, 3. Markacho, 4. Satgawan
5	Barkagoan	1. Barkagoan, 2. Keredari 3. Katkamsandi I
6	Bishungarh	1. Bishungarh, 2. churchu 3. Barkatha.

The details about furniture , staff ,and recurring & non recurring expenses is given below.

Sl. No.	NAME OF ARTICLE	NO.	UNIT COST.	TOTAL COST
1	Duplicating Machine	1*6	35000.00	210000.00
2	Typewriter	1*6	10000.00	60000.00
3	Generator -2 KVA	1*6	15000.00	90000.00
4	TV/VCR/Stabliser(Set)	1*6	40000.00	240000.00
5	Two -in One	1*6	5000.00	30000.00
6	Other Equipments	.A.P.R	40000.00	240000.00
7	Almirhs	2*6	5000.00	60000.00
8	Tables	2*6	2500.00	30000.00
9	Chairs	10*6	600.00	36000.00
10	Book Shelves	2*6	3000.00	18000.00
11	Trunks GS Large size	1*6	2000.00	12000.00
12	Electric Fan	12*6	1000.00	72000.00
13	Racks	2*6	2000.00	24000.00
14	Wall Clocks	2*6	300.00	3600.00
15	Wooden Cots	40*6	1500.00	360000.00
16	Bedding (one Coirbord Mattress,One Blanket,one Pillow,two bed-sheets etc.)	40*6	2200.00	528000.00
17	Durree & Jazeem Set	4*6	2500.00	60000.00
18	Jute Mats for Dining Hall as per requirement	1*6	3000.00	18000.00
19	Books for BRC Library (A.P.R)	1*6	25000.00	150000.00

B. CLUSTER RESOURCE CENTER

To boost the educational activities at the grass root level by holding mutual interactions by the teacher of the schools in the periphery of 20 schools . Total 190 CRC will be constituted. The details about furniture , staff , and recurring & non recurring expenses is enclosed in annexure

ROLE OF CRC :

1. To impart trainings to teachers ,VEC members ECCE and ALS instructors .
2. To hold meetings with the teachers of clusters & MTA /PTA members.
3. To organize Bal Melas , Vigyan Melas and teacher pupil Melas at cluster and village levels.
4. To provide feed back to BRC for monitoring.

It is proposed to set up 100 CRC through out of the district following are the requirement for the CRCs.

Sl No.	Item	Unit	Cost.	Total Cost.
1	Duplicating Machine	1*190	7000.00	1330000.00
2	bicycle	1*190	1000.00	190000.00
3	Other furniture (Dari, Jajims, Buckets Jate Mat, Petromax etc. Musical Instruments, Wall clocks, Seiners.	1*190	10000.00	1900000.00
Total:-				3420000.00

WOMEN EMPOWERMENT.

The women population constitutes about 50 % of total population .But unfortunately, they are less involved in decision making process in our society. It is observed that the curriculum text book and other TLM do not give equal status with men.The women literacy rate is very low with respect to the district average .The general attitudes of parents of a girl child is that primary education to girl childs is useless because ,after all they will go the "Sasural" and do household work. The social evil like dowry system in some community discourages the girl student for primary education.. The girl child are treated as "Paraya Dhan". The women are socially and culturally backward becomes of low literacy, the restrictive social structure, the misbeliefs and social taboos, predominance of patriarchal society, poor representation in the decision making process and low exposures to growth opportunities.

The objectives of women empowerment in this district are identified as under.

- * To empower women to become change agents.
- * To improve the present literacy percentage of women through various women groups.
- * To link the women with the mainstream of development.
- * To ensure active participation in VECs/TECs.
- * To ensure active participation for improving the skill of girl students in formal & non-formal education system.

The strategies to achieve the above objectives are identified as under :

- * The women groups will be motivated through awareness campaign, environment and rapport building, PRA and literacy programmes.

- * The women group will be empowered through a highly motivated NGOs ,HOLY CROSS SOCIAL SERVICE CENTER ,HAZARIBAG/ The detail plan in this regards will be prepared by Mahila Samkhaya Unit of the BEP ,Patna. A sum of Rs. 25 .00 lac will be earmarked for the same.

* The text book, curriculum and other TLM will be reviewed . Training workshops will be organized for review the exiting text book and TLM. The women group will be provided with stationary and published materials.

* Training /environment building workshops will be organised in all blocks to diaganise the gender sensitive issues.

* Mahila centers /Spl. centres for adolescent girls will be opened in all blocks. These centers will be managed and run by women groups.

* Thrift and credit societies of women collectives groups will be formed in all block. The social image and training programme will be organised for Thrift and credit societies.

INTERVENTIONS FOR SC /ST AND DISABLED CHILDREN.

IN the above four components the intervention for SC & ST are incorporated. The educational needs of SC and Tribal children were also dealt with in the above components of quality, drop-out , access and women empowerment . So there is no need to deal this component separately.

5.1 bilingual primer for the S.T childs speaking tribal language e.g Karmaly and Khorta will be developed for ensuring good understanding in learning process . Documentation of tribal literature text books, supplementary material in tribal language are lacking in the district.

The strategies objectives are identified as under:-

* A two day workshops will be organised at district and sub-district level to findout the intervention needed in primary education of SC / ST and disabled children.

* Training programme will be organised at district and sub-district levels for effective teaching for disable children.

* The district statical office will survey in all blocks the population of disabled children.

* Awareness campaign & environment and rapport building will be done in all blocks for improving the competency of the disabled children.

RESIDENTIAL TRAINING OF ANIMATORS / VEC MEMBER
PERIOD :- 6 DAYS.

SL NO.	PARTICULARS	PERIOD IN DAY	NO.OF PRT.	Rs. EACH	TOTAL Rs
1	BOARDING & LODGING	6	40	20	4800
2	HON.TO RESO. PER.	2	6	100	1200
3	T.A. TO R.P.	2	6	50	600
4	TRNG.MAT/ STATIONERY	0	40	35	1400
5	DOCUMENTATION				400
6	MISC.				275
TOTAL:-					8675

RESIDENTIAL WORKSHOP
PERIOD :- 3 DAYS.

SL NO.	PARTICULARS	PERIOD IN DAY	NO.OF PRT.	Rs. EACH	TOTAL Rs
1	BOARDING & LODGING	4	40	40	6400
2	HON.TO RESO. PER.	2	3	300	1800
3	T.A. TO PRT.	0	40	100	4000
4	TRNG.MAT/ STATIONERY	0	40	50	2000
5	ADD.T.A TO R.P		2	200	400
5	MISC.				400
TOTAL:-					15000

RESIDENTIAL TRAINING OF SHIKHA PREMI
PERIOD :- 27 DAYS.

SL NO.	PARTICULARS	PERIOD IN DAY	NO.OF PRT.	Rs. EACH	TOTAL Rs
1	BOARDING & LODGING	28	40	40	44800
2	HON.TO RESO. PER.	2	27	100	5400
3	T.A. TO PRT.	0	40	50	2000
4	TRNG.MAT/ STATIONERY	0	35	175	6125
5	DOCUMENTATION		0	0	1750
6	MISC.				6425
					66500

RESIDENTIAL TRAINING OF SHIKHA PREMI RECURENT
PERIOD :- 6 DAYS.

SL NO.	PARTICULARS	PERIOD IN DAY	NO.OF PRT.	Rs. EACH	TOTAL Rs
1	BOARDING & LODGING	7	40	40	11200
2	HON.TO RESO. PER.	2	6	100	1200
3	T.A. TO PRT.	0	40	50	2000
4	TRNG.MAT/ STATIONERY	0	35	50	1750
5	DOCUMENTATION		0	0	550
6	MISC.				1500
					18200

RESIDENTIAL TRAINING OF UJALA TEACHER TRG.COS
PERIOD :- 10 DAYS.

SL NO.	PARTICULARS	PERIOD IN DAY	NO.OF PRT.	Rs. EACH	TOTAL Rs
1	BOARDING & LODGING	11	40	40	17600
2	HON.TO RESO. PER.	2	10	100	2000
3	T.A. TO PRT.	0	40	50	2000
4	TRNG.MAT/ STATIONERY	0	35	75	2625
5	DOCUMENTATION		0	0	1750
6	MISC.				3025
					29000

RESIDENTIAL TRAINING OF UJALA TEACHER TRG.COS
II PHASE PERIOD :- 6 DAYS.

SL NO.	PARTICULARS	PERIOD IN DAY	NO.OF PRT.	Rs. EACH	TOTAL Rs
1	BOARDING & LODGING	7	40	40	11200
2	HON.TO RESO. PER.	2	6	100	1200
3	T.A. TO PRT.	0	40	50	2000
4	TRNG.MAT/ STATIONERY	0	35	50	1750
5	DOCUMENTATION		0	0	550
6	MISC.				1500
					18200

RESIDENTIAL TRAINING OF ECCE SANCHALIKA/ICDS
 AGANBARI SEVIKA TRNG.
 PERIOD :- 15 DAYS.

SL NO.	PARTICULARS	PERIOD IN DAY	NO.OF PRT.	Rs. EACH	TOTAL Rs
1	BOARDING & LODGING	16	35	40	22400
2	HON.TO RESO. PER.	2	15	100	3000
3	T.A. TO PRT.	0	40	50	2000
4	TRNG.MAAT/ STATIONERY	0	35	175	6125
5	DOCUMENTATION		0	0	1100
6	MISC.				3675
					38300

RESIDENTIAL TRAINING OF ECCE SANCHALIKA/ICDS
 AGANBARI SEVIKA TRNG.
 PERIOD :- 3 DAYS. EVERY 2 MONTHS

SL NO.	PARTICULARS	PERIOD IN DAY	NO.OF PRT.	Rs. EACH	TOTAL Rs
1	BOARDING & LODGING	4	40	40	6400
2	HON.TO RESO. PER.	2	3	100	600
3	T.A. TO PRT.	0	40	50	2000
4	TRNG.MAAT/ STATIONERY	0	35	25	875
5	DOCUMENTATION		0	0	300
6	MISC.				825
					11000

TRAINING COSTING FOR THE FIRST YEAR OF PROJECT.

SL NO.	NAME OF COURSES	VENUE	YEAR	COST PER COURSE	NO.OF TRAINEE	NO.OF COURSE	PERIOD	TOTAL (in lac)
1	RPs for teacher training	DIET	1998-99	0.182	40	50	7	9.10
2	VEC Sec./NGOs	BRC	1998-99	0.086	40	50	5	4.30
3	VEC Member/NGOs	CRC	1998-99	0.045	30	333	3	14.98
								28.38

TRAINING WORKSHOP FOR THE PREPARATION OF GUIDE BOOK FOR VEC/ECCE INSTRUCTOR/TEACHER/BILIGAUNGAL PRIMAR.

SL NO.	NAME OF COURSES	VENUE	YEAR	COST PER COURSE	NO.OF TRAINEE	NO.OF COURSE	PERIOD	TOTAL (in lac)
1	DIET staff/writers NGOs/KRP from SCERT	DIET	1998-99	0.70 TA/DA-100/- Mat.-70/- Cont.-30/-	35	1	10	0.70
2	DIET staff/Tribal writer NGOs/KRP from SCERT	DIET	1998-99	0.70 TA/DA-100/- Mat.-70/- Cont.-30/-	35	1	10	0.70
3	DIET staff/writer NGOs/KRP from SCERT	DIET	1998-99	0.70 TA/DA-100/- Mat.-70/- Cont.-30/-	35	1	10	0.70
								2.10

ABSTRACT FOR THE FIRST YEAR OF THE PROJECT UNDER DPEP :-
1998-998 Rs. 30.48

TEACHER TRAINING COSTING

SL. NO.	NAME OF COURSES	VENUE	YEAR	COST PER COURSE	NO.OF TRAINEE	NO.OF COURSE	FREQUENCY	TOTAL (in lac)
11	10 DAY COURSE	DIET	1998-99 TO 2003	0.29	40	100	25. PER YEAR	29.00
22	1 WEEK * 6	BRC	DO	0.18	40	288	4 PER BRC PER YEAR	51.84
33	1 WEEK * 190	CRC	DO	0.18	30	760	4 PER CRC PER YEAR	136.80
								217.64

COSTING OF ECCE WORKER AND SUPERVISOR

SL. NO.	NAME OF COURSES	VENUE	YEAR	COST PER COURSE	NO.OF TRAINEE	NO.OF COURSE	FREQUENCY	TOTAL (in lac)
11	TWO WEEK COURSE*6	BRC	DO TO 2003	0.38	40	20		7.66
22	3 DAY COURSE	CRC	DO	0.11	40	80		8.80
								16.46

COSTING OF TRAINING OF ALS INSTRUCTOR/NFE INSTRUCTOR

SL NO.	NAME OF COURSES	VENUE	YEAR	COST PER COURSE	NO.OF TRAINEE	NO.OF COURSE	FREQUENCY	TOTAL (in lac)
1	27 DAYS COURSE	BRC	1999-200	0.67	40	106		70.57
			TO					
2	ONE WEEK COURSE*6	BRC	2003 DO	0.18	40	632		113.78
								184.35

Abstract for training:-

1998-99	50.25
1999-2000	114.64
2000-2001	114.64
2001-2002	114.64
2001-2003	114.64
Total:-	<u>508.81</u>

YEARLY SALARY PROVISION FOR TEACHERS TO BE POSTED IN
NEWLY OPENED SCHOOLS UNDER DPEEP .

SL. POST NO.	NO. OF POSTS	YEAR OF POSTING	COST PER UNIT PER MONTH	NO. OF MONTHS	CALCULATE AMOUNT IN THE PAY SCALE 1200-2040	AMOUNT	INCREASE TO DA % PER YEAR	TOTAL AMOUNT	YEAR
1 TEACHER	100	1998-99	3500	12	1200	42.00		42.00	1997-98
1 TEACHER	100	1998-99	3600	12	1240	43.20		43.20	1998-99
2 TEACHER	100	1999-2000	3500	12	1200	43.20		43.20	1998-99
1 TEACHER	200	1999-2000	3700	12	1280	88.80	10.66	99.46	1999-2000
2 TEACHER	100	2000-2001	3600	12	1240	43.20	5.18	48.38	1999-2000
1 TEACHER	300	2000-2001	3800	12	1320	136.80	32.83	169.63	2000-2001
2 TEACHER	300	2001-2002	3700	12	1280	133.20	31.97	165.17	2000-2001
1 TEACHER	400	2001-2002	3900	12	1360	187.20	67.39	254.59	2001-2002
2 TEACHER	300	2002-200	3800	12	1320	133.20	47.95	181.15	2001-2002
						850.80	195.98	1046.78	

SHARE OF STATE GOVT. BIHAR/ DPEEP.

SL. NO.	YEAR	TOTAL PROPOSED EXEP.	%	DPEEP SHARE	STATE SHARE
1	1997-98	422.00	90	37.80	4.20
2	1998-99	866.40	90	77.76	8.64
3	1999-2000	1477.84	80	118.27	129.57
4	2000-2001	3344.80	80	267.84	666.96
5	2001-2002	4355.74	70	305.02	1330.72
TOTAL:-		10465.78	410.00	806.69	2440.09

SCHOOL FACILITY GRANTS.

SL. NO.	PARTICULARS	COST PER UNIT	YEAR					AMOUNT in lacs
			1998-99	1999-2000	2000-2001	2001-2002	2002-2003	
1	Grants of Rs.2000/- to VECs to each new school under DREP.	0.02 P.A	NO. AMOUNT 50 2.00	150 3.00	150 3.00	150 3.00	150 3.00	14.00
2	Grants of Rs.2000/- to VECs to each existing school	0.02 P.A	NO. AMOUNT 1531 30.62	1531 30.62	1531 30.62	1531 30.62	1531 30.62	153.10
3	Grants of Rs.500/- to the new teacher for TLM	0.005	NO. AMOUNT 100 0.50	300 1.50	300 1.50	300 1.50	300 1.50	6.50
4	Grants of Rs.500/- to the exist. teacher for TLM	0.005	NO. AMOUNT 4214 21.07	4214 21.07	4214 21.07	4214 21.07	4214 21.07	105.35
Total amount :-				54.19	56.19	56.19	56.19	278.95

YEAR WISE COSTING OF ALTERNATIVE SCHOOLS/NFE

SL. NO.	NAME OF POST	NO. OF POST	NO. OF MONTH/	RATE PER UNIT PM Rs.in lac	AMOUNT	YEAR
1	INSTRUCTOR ALS	241	12	0.012	34.70	1999-2000
2	INSTRUCTOR NFE	4000	24	0.002	96.00	2001-2002
3	Material to center					
	a. ALS CENTER	241	One time	0.04	9.64	1999-2000
	b. NFE CENTER	4000	One time	0.04	160.00	2002-2003
4	Contingencies	4241	48	0.001	4.24	2000-2003
					304.58	
1	1999-2000	Rs.	44.34			
2	2000-2001	Rs.	121.33			
3	2001-2002	Rs.	121.33			
4	2002-2003	Rs.	121.33			

NB. Rs. 68.68 lack is non-recurring

NB. Rs. 416.64 lack is recurring

FREE TEXT BOOKS TO SCI.CASTE./SCI.TRIBE & GIRL UNDER DPEP.

SL. NO.	AVERAGE COST OF TEXT BOOK PER SET (I-5)	Ist Year	2nd Year	3rd year	IVth year	Vth year	Total
1	No.	181222	198265	218863	237300	261588	1097238
	Amount @ 35/per set (Rs. in lac)	63.43	69.39	76.60	83.05	91.56	384.03
2	Carriage of books	0.20	0.25	0.30	0.35	0.40	1.50
		63.63	69.64	76.90	83.40	91.96	385.53

YEAR WISE HONORARIUM TO ECCE WORKERS/MOTHERS/SUPERVISION
POSTED UNDER DPEP

SL. NO.	NAME OF POST	NO.OF POST	NO.OF MONTH/	RATE PER UNIT PM Rs.in lac	AMOUNT	YEAR
1	ECCCE SEVIKA	50	12	0.004	2.40	1999-2000
2	ECCCE SEVIKA	50	12	0.004	2.40	2000-2001
3	ECCCE SEVIKA	50	12	0.004	2.40	2001-2002
4	ECCCE SEVIKA	50	12	0.004	2.40	2002-2003
1	ECCCE SAHAYIKA	50	12	0.002	1.20	1999-2000
2	ECCCE SAHAYIKA	50	12	0.002	1.20	2000-2001
3	ECCCE SAHAYIKA	50	12	0.002	1.20	2001-2002
4	ECCCE SAHAYIKA	50	12	0.002	1.20	2002-2003
1	N.C.G.OS SUPORT GROUP		L/S		1.00	1999-2000 2000-2001 2001-2002
1	FURNISHING OF CENTER Rs..7320/- PER CENTER	50		0.073	3.66	2002-2003
2	INSSTRUCTIONAL MATTERIAL FURNITURE @ 8500/- PERR ECCE.	50	ONE TIME	0.09	4.25	1999-2003
3	INSSTRUCTIONAL MATTERIAL FURNITURE @ 8500/- PERR ECCE.	50	ONE TIME	0.09	4.25	1999-2003
					27.56	
YEARR		N.R	R			
19999-2000		25.20	4.60			
20000-2001		36.00	3.60			
20001-2002			3.60			
20002-2003			7.26			

MOBILISATION (ENVIRONMENT BUILDING)

SL.PARTICULARS NO.	1998-99	1999-200	2000-2001	2001-2002	2002-2003	TOTAL
	Rs. in lac					

1 EXP. FOR CCAMPAIGNS	7.50	12.50	10.00	5.00		35.00
2 POSTERS/PUMPHLET STICKERS ETC.	2.50	3.50	3.50	2.50		12.00
3 BAL MELA/MA BEET MELA/KALAA JHATHA ANY OTHER MELA/EXHIB.	5.00	7.50	7.50	5.00	5.00	30.00
	15.00	23.50	21.00	12.50	5.00	77.00

TOTAL

INNOVATIVE PROJECT

0.00

SL.PARTICULARS NO.	1998-99	1999-200	2000-2001	2001-2002	2002-2003	TOTAL
	Rs. in lac					

1 SCHOOL ON WHEEL	0.00	1.00	1.00	1.00	1.00	4.00
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AWARD / INCENTIVES

SL.PARTICULARS NO.	1998-99	1999-200	2000-2001	2001-2002	2002-2003	TOTAL
	Rs. in lac					

1 AWARD TO SCHOOLS FOR PROMOTING	0.00	1.80	1.80	1.80	1.80	7.20
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BLOCK RESOURCE CENTER

SL. PARTICULARS NO.	COST PER UNIT	Ist Year	2nd Year	3rd year	IVth year	Vth year	Total
1 SALARY (OF B.R.C CO-ORDINATOR-6 @ 3000/-PM FIXED	0.030	2.16	2.16	2.16	2.16	2.16	10.80
2 ATTENDANT CUM COOK @ 1500/- PM FIXED 6*1=6	0.015	1.08	1.08	1.08	1.08	1.08	5.40
3 STAFF OF B.R.C @Rs. 25000/-PM FIXED 6*2=12	0.025	3.60	3.60	3.60	3.60	3.60	18.00
TOTAL:-		6.84	6.84	6.84	6.84	6.84	34.20

YEAR	TOTAL AMOUNT	% OF SHARE	DPEP	STATE
1998-999	6.84	90	6.16	0.68
1999-20000	6.84	90	6.16	0.68
2000-20001	6.84	80	5.47	1.37
2001-20002	6.84	80	5.47	1.37
2002-20003	6.84	70	4.79	2.05

FURNITURE

1 FURNITURE & FIXTUR		22.41		
2 LIBRARY	0.05	0.30		
3 CONTINGENCY @5000/	0.05	0.30		

23.01

EXPENDITURE ON CIVIL WORKS

S. NO. OF BUILDING.	COST PER UNIT RS. in lac	Ist Year	2nd Year	3rd year	IVth yea	Vth year	Total
1 SCHOOL BUILD. 100	2.00	100.00	200.00				300.00
2 ADD. ROOM. 245	1.00	100.00	145.00				245.00
3 BRCC: 6	5.90	8.85	26.55				35.40
4 CRCC: 190	1.50	71.25	213.75				285.00
5 TOILET 100	0.18	9.00	9.00				18.00
6 HAND PUMP 100	0.28	0.00	28.00				28.00
7 MAINTENANCE				10.00	10.00	20.00	40.00
		289.10	622.30	10.00	10.00	20.00	951.40

EXPENDITURE STATEMENT OF MIS OFFICE UNDER DPEP

S1. No.	PARTICULARS	COST PER UNIT	1st Year	2nd Year	3rd Year	4th Year	5th Year	Total
1.	HARDWARE	(AS PER LIST)	3.02					3.02
2.	SOFTWARE	(AS PER LIST)	0.56					0.56
3.	FURNITURE		0.84					0.84
4.	MAINTENANCE COST			0.50	0.50	0.50	0.50	2.00
5.	AIR COND.		0.36					0.36
6.	CONSUMABLE		0.05	0.10	0.05	0.05	0.05	0.30
7.	OPERATION COST		0.10	0.10	0.10	0.10	0.10	0.50
TOTAL			4.93	0.70	0.65	0.65	0.65	7.58

COSTING OF DISTRICT PROJECT OFFICE

Sl. No.	PARTICULARS	COST PER UNIT	1st Year	2nd Year	3rd Year	4th Year	5th Year	Total
1.	EQUIPMENT	(AS PER LIST)	4.12					4.12
2.	VEHICLE - 5	4 LAKH PER	20.00					20.00
3.	FURNITURE	(AS PER LIST)	1.70					1.70
4.	MAINTENANCE OF FURNITURE/EQIP.				0.50		0.50	1.00
5.	PHONE & FAX		0.60	0.60	0.60	0.60	0.60	3.00
6.	MAINTENANCE OF VEHICLE & FUEL.		2.00	2.50	3.00	3.50	4.00	15.00
7.	OFFICE EXP./ CONTIGENCY		2.00	2.00	2.00	2.00	2.00	10.00
8.	LOCAL CONSULTANCY		1.00	1.00	1.00	1.00	1.00	5.00
9.	T.A.		5.00	5.00	5.00	5.00	5.00	25.00
10.	SALARY		44.70	49.17	54.08	59.49	65.47	272.88
TOTAL			81.10	60.27	66.18	70.59	78.54	356.68

DISTRICT PRIMARY EDUCATION PROJECT, HAZARIBAGH

SUMMARY TABLE FOR WORK PLAN 1998-2003

TOTAL COST BY EXPENDITURE ACCOUNTS AND PROJECT COMPONENTS (1998-2003)

Rs. IN LAKHS

COST CODE	EXPENDITURE ACCOUNT	PIMS AC CODE	ACCESS	RETENTION	QUALITY	CAPACITY BUILDI.	TOTAL	BASE LINE COST
<u>INVESTMENT COSTS</u>								
BL	BOOK & LIBRARIES	LL17	1.65			9.80	11.45	
CN	CIVIL WORK	C1C7	545.00	46.00		320.00	911.00	
EQ	EQUIPMENT	B1B8				222.18	222.18	
FU	FURNITURE	F1-F3		4.25		65.18	69.43	
IN	INOVATION	N1-N2			4.00		4.00	
MA	MEADIA COMPAGIGN	Q1-QD	47.00	30.00			77.00	
EM	EDUCATIONAL MATATERIAL	D1-DA		385.53			385.53	
TA	TEACHING AIDS	11-1B		173.89			173.89	
TC	TRAINING COST	T1-T9,TA			448.93		448.93	
TM	TRAINING MATIER:RIAL	E2					0.00	
VH	VEHICLES	V1				20.00	20.00	
SG	SCHOOL INF. GRBRANT	G1-G2		278.95			278.95	
GR	GRANT	E1		5.00		5.00	10.00	
AW	AWARDS	S1-S2	3.70	3.50			7.20	
SUB-TOTAL INV.			597.35	927.12	452.93	642.16	2619.56	
<u>RECURENT COST</u>								
SA	SALARY	A1-A5		886.69	137.81	136.03	1080.53	
CM	CIVIL WORK MAIAINT.	CS-CA-C9					40.00	
HQ	HONORARIUM ((ALALS)	A1		145.10			145.10	
ME	MAINT. EQUIP:MENT	M1					13.00	
MV	MAINT. VEHIC:LES	M3					15.00	
			951.79	137.81	136.03	1290.63		
GRAND TOTAL			597.35	1878.91	590.74	778.19	3910.19	

DPEPP HAZARIBAGH

PROCUREMENT PLAN (1998-2003)

LIST OF CIVIL WORKS TO BE PROCURED

(Rs. IN LAC)

NATURE OF WORK	NUMBER	TOTAL EST. COST	METHOD OF PROCURE- MENT	MONTH WISE PROCUREMENT SCHEDULE												REMARKS
				A	M	J	J	A	S	O	N	D	J	F	M	

B. REPAIR & MAINTENANCE

- 1 SCHOOL BUILDING
- 2 OFFICE & OTHER BUILD.

TOTAL (B)

GGRAND TOTAL (A+B)

LIST OF GOODS/EQUIPMENT/VEHICLES/FURNITURE ETC

(Rs. IN LAC)

SL NO.	NATURE OF WORK	NUMBER	TOTAL EST. COST	METHOD OF PROCUREMENT	MONTH WISE PROCUREMENT SCHEDULE												REMARKS
					A	M	J	J	A	S	O	N	D	J	F	M	

C: BOOKS:

1	BOOKS & JOURNALS FOR LIB. DIET & BRC (6)		1.65	N.S/DC													*
2	NFE LEARNING MATERIALS @ 0.2575 PER CENTER	8000 (4000)	100.00	N.S													*
3	TEXT BOOKS FOR SC/ST & GIRLS STD. @ Rs. 35/- PER SET	666944	233.08														

TOTAL C:C:

D: FURNITURE

1	FURNITURE & FIXTURES FOR OFFICE BUILDING; (DLO OFFICE)	1 SET	1.71														*
2	F & F FOR SCHOOL, NFE, BRC	6 SET															*
	C.R.C. 1140 AS PER LIST	APL 140															*
	F & F FOR TRAINING CENTER	1 SET															
		APL															

TOTAL D:D:

E; GOODS:

1	PRINTING AND OFFICE PROG./TRAINING STATIONARY		12.36														*
2	NEWS PAPER & PERIODICALS DIET & BRC																
3	OTHERS (BRIEF DETAILS)																

TOTAL E:E:

DISTRICT PRIMARY EDUCATION PROJECT, HAZARIBAGH

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SUMMARY TABLE FOR WORK PLAN 1998-1999

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1 TOTAL COST BY EXPENDITURE ACCOUNTS AND PROJECT COMPONENTS (1998-1999)

Rs. IN LACKS

COST CODE	EXPENDITURE ACCOUNT	PIHS AC CODE	ACCESS	RETENTION	QUALITY	CAPACITY BUILDI.	TOTAL	BASE LINE COST
<u>INVESTMENT COST</u>								
BL	BOOK & LIBRARIES	LL17	1.65			6.05	7.70	
CM	CIVIL WORK	C1C7	200.00	9.00		90.00	299.00	
EQ	EQUIPMENT	B1B8				22.18	22.18	
FU	FURNITURE	F1-F3		4.25		65.18	69.43	
IN	INNOVATION	N1-N2						
MA	MEADIA CAMPAIGN	Q1-QD	10.00	5.00			15.00	
ED	EDUCATIONAL MATERIAL	D1-DA		63.63			63.63	
TA	TEACHING AIDS	11-1B		21.07			21.07	
TC	TRAINING COST	T1-T9,TA			30.40		30.40	
TR	TRAINING MATERIAL	E2					0.00	
VE	VEHICLES	V1				20.00	20.00	
SG	SCHOOL INF. GRANT	G1-G2		31.62			31.62	
GR	GRANT	E1		5.00		5.00	10.00	
AW	AWARDS	S1-S2						
SUB-TOTAL 1 INV.			211.65	139.57	30.40	200.41	590.11	
<u>RECURRENT COST</u>								
SA	SALARY	A1-A5		37.00		51.54	89.34	
CM	CIVIL WORK MAINT.	C8-CA-C9						
HON	HONORARIUM (ALLS)	A1						
ME	MAINT. EQUIPMENT	M1						
VE	MAINT. VEHICLES	M3					2.00	
			37.00			51.54	91.34	
GRAND TOTAL			211.65	177.37	30.40	259.95	681.45	

ANNUAL WORK PLAN

ACTIVITY SCHEDULE OF DISTRICT HAZARIBAGH

SUB COMPONENT / STRATEGY : 1998-99

BLOCK RESOURCE CENTRE

Sl. No.	ACTIVITY	IMPLEMENTING INSTITUTIONS	A	M	J	J	A	S	O	N	D	J	F	M
1.	Identificacaation of Location n oof BRC's and sending of proposals	DLO	-											
2.	Getting S Saanction	DPD/DLO		-										
3.	Completiioom of Formalitities to start Constructctiion	Civil Works Cell/DLO			-									
4.	Release o off Funds of civil l wworks and start wororkk	DLO/VEC			-									
5.	Recruitmeennt of Staff	DLO/SLO		-										
6.	Purchase o off Furniture and equipment	DLO					-							
7.	Start of f ttraining	BRC									-			

ANNUAL WORK PLAN

ACTIVITY SCHEDULE OF DISTRICT HAZARIBAG

SUB COMPONENT/STRATEGY : 1998-99

EDUCATION FACILITIES

Sl. No.	ACTIVITY	IMPLEMENTING INSTITUTIONS	A	M	J	J	A	S	O	N	D	J	F	M
1.	Preparation of Block wise list of school teachers and VEC's	DLO	---											
2.	Release of grants to existing schools and teachers through VEC	DLO						---						
3.	Release of grant to newly opened schools	DLO										---		
4.	Identification of No of Sc/ST girls	School/DSC					---							
5.	Purchase of textbooks for non ST/SC girls	DLO										---		
6.	Distribution of free text books	DLO											---	

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