

BIHAR EDUCATION PROJECT

DRAFT PLAN
[UNDER DPEP -III]

1998-2003



RANCHI

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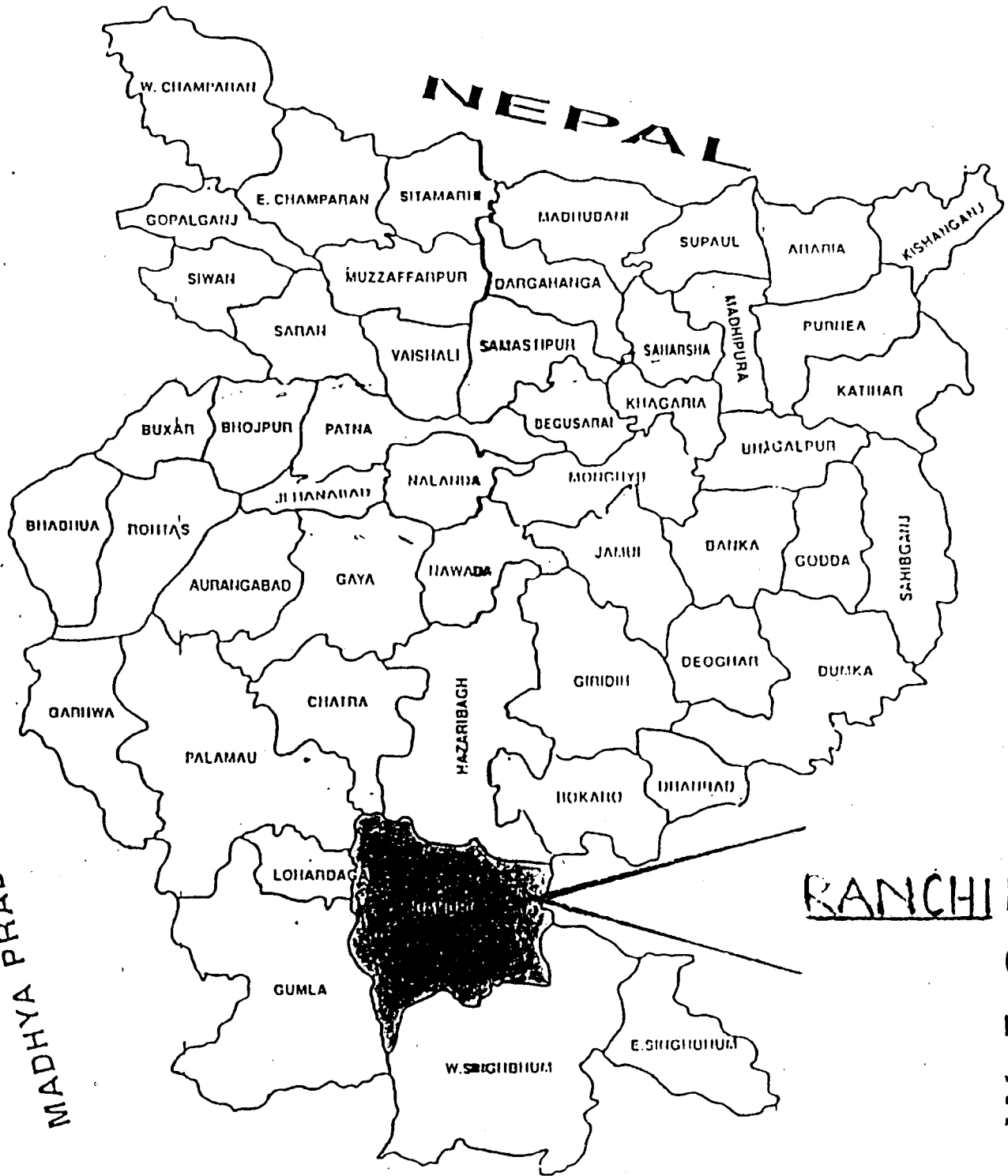
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BIHAR

UTTAR PRADESH
MADHYA PRADESH



WEST BENGAL

Introduction

Ranchi district is situated in the southern part of Bihar. Tribals and scheduled castes constitutes 43 percent and 5 percent of the population. About 30% of the population reside in the six urban centre in the district. The district is highly industrialised. The industrial and mining activities have resulted immigration to the region, exploitation of tribals leading to land alienation and their impoverishment. The tribals have been marginalised leading to their migration in large numbers. The poverty effects all spheres of life including education in the district. The educational indicators of the district are alarming. The 2038 villages in the district are being provided with primary education through 1913 schools and 5128 teachers. The overall enrollment is around 70 percent and dropout is to the tune of around 60 percent. A baseline study conducted in 1995 reveals that the achievement in language and mathematics is very low.

With a view to reconstruct society, bring about social change and for universalisation of elementary education, Bihar Education Project was introduced in 1991 in Ranchi district. The programme focused on the deprived section of the society like the girl child, scheduled caste and scheduled tribes. Special interventions were made in the areas of formal, non formal, ECCE, women empowerment and training. The BEP experience has been encouraging. However much needs to be done to achieve the goal of universalisation of primary education and closing of inter community and gender gaps. The district is proposed to be covered under DPEP - III to achieve universalisation of primary education, to reduce differences in enrollment, dropout and achievement among gender and social groups, reduce overall dropout rates to less than 10 percent, and to increase achievement levels by atleast 25 percent.

Planning Process

For the purpose of formulating the district plan for Ranchi, District Core Team was formed and trained in LBSNAA, Musoorie. Further a District Planning Team under the chairmanship of D.C. Ranchi, with D.D.C. Ranchi as vice chairman was constituted.

The District Core Team adopted participatory methods for plan formulation as stipulated by DPEP guidelines. Through various PRA, SAS exercises, visioning workshops, questionnaires, baseline studies, meetings and discussions with stakeholders the problem affecting access, retention and quality of primary education in Ranchi district have been identified. The strategies to address these problems have emerged through these exercises. The district plan has been formulated incorporating all the issues brought into focus by the excersises mentioned above and has sought to address the issues through special interventions for bringing about sustainable change.

1.1 Background

Ranchi District is situated in Chotanagpur Plateau, the hilly region of Bihar. Chotanagpur is a vast undulating plateau studded with hills which were once covered with dense forests. With influx of population, rapid industrialisation and extensive mining the forest cover has decreased. Geographically it is the eastern offshoot of the Deccan Plateau. Chotanagpur was once predominantly a Tribal region inhabited mainly by Adivasi groups like the Mundas, the Santhals, the Oraons, the Khariyas and other early settlers who arrived in this area after a series of migration. These tribals had originally cleared the area and brought it under cultivation. The region could not remain isolated for long and gradually the Muslim rulers and later the British gained control over it. With the Muslim & British control came the system of granting villages as Jagirs. The practice of granting Jagirs dealt a severe blow to the tribal agrarian system. Not only were the tribals reduced to rent paying raiyats but also the influx of outsiders began in the region. This mass of outsiders termed as Diku by the tribals exploited them with utmost capacity. The modus-operandi consisted of the use of force and legal action in evicting the owners of the land, imposition of land rent, torturous condition and forced labour on the raiyat. Only wasteland and forests were left for them. As time went on the relations between them became more and more strained and it culminated in a succession of uprising in the years 1811, 1820, 1831, 1855 and 1899. All these were primarily agrarian uprisings. The out come of these movements was the gradual erosion of the authority of the Zamindar and gradual spread of the British Administration over the plateau and the enactment of certain legislations like the Chotanagpur Tenancy Act to meet partially the grievances of the tribals. But on the whole the feudalistic structure continued to function until it was abolished after independence.

Alienation from land led to the impoverishment of tribals and migration in large numbers to the tea gardens in Assam and North Bengal. The influx of population from other regions of the country and the migration of tribals out side the region in large numbers has changed the demographic profile of the Chotanagpur region. As of now the once dominant tribal communities have been reduced to minority in the region.

The region accounts for nearly 40% of the mining activity in India. The rapid pace of industrialisation accompanied with urban growth and a steady increase in the rate of immigration has led to further impoverishment of tribals. Industrial development has resulted in increasing land alienation, displacement and exploitation of tribals in Chotanagpur region.

Agriculture being rainfed is unable to support the local population. The industrial growth has not kept pace with the growth in population. In fact hardly any new investments are coming in the district and the existing units are becoming sick or closing down. Unemployment and under employment leads to seasonal migration of population, to the fields of Punjab, Haryana, to brick kilns or to the road construction sites. Women go out to urban centres as far as New Delhi to work as house maids. Children are also engaged in picking minor forest produce like mahua, tendu leaves, etc. besides helping their parents in house hold works.

Ranchi district is situated in the central part of Chotanagpur - Santhal Pargana region. Total geographical area of the district is 7698 Sq. KM which is 4.43 % of the total area of the State. It is bounded on the North by Chatra and Hazaribagh district, East by the Purulia district of West Bengal and West Singhbhum district, south by West Singhbhum district and on the West by Palamu, Lohardaga & Gumla districts. The district is situated at latitude 23 - 22 and longitude 85 - 21. The altitude of the district varies between 1200 ft. to 2300 ft. from the MSI..

The district is divided into 2 sub divisions namely Ranchi Sadar & Khunti with 11 & 9 blocks respectively. For education purpose the district is divided into 24 educational blocks. There are 372 panchayats and 2038 villages. There are 6 urban centres in the district namely Ranchi, Khunti, Bundu, Muri, Khelari, and Itki.

The district headquarter is located at Ranchi which is connected by Air, Rail and Road. National highway no. 33 passes through the district.

The Ranchi urban agglomeration is highly industrialised and many public and private sector industries are located here. Some of important industrial establishment include HFC, Mecon, CMPDI, Usha Martin Black, Bharat Ball Bearing Co. etc.

1.2 Population Composition

As per the census 1991 the population of the district is 22,14,048 of which 10,61,312 (47.94%) is females and 11,52,736 (52.06%) is male. The S.C. population is 1,23,239 (5.57%) and S.T. population is 9,64,422 (43.56%). The number of females per thousand male is 921. The decennial growth of population of the district is shown in the table below.

Table 1.1 Decennial Growth of Population

RANCHI DISTRICT POPULATION		[1981]		[1991]		% INCREASE
		NUMBER	PERCENTAGES	NUMBER	PERCENTAGES	
ALL	MALE	945,625	51.86	1,152,736	52.06	21.90
	FEMALE	877,790	48.15	1,061,312	47.94	20.91
	TOTAL	1,823,415		2,214,048		
S.C.	MALE	50,856	5.38	64,292	5.58	26.42
	FEMALE	47,470	5.41	58,947	5.55	24.18
	TOTAL	98,326	5.39	123,239	5.57	25.34
S.T.	MALE	426,348	45.09	490,510	42.55	15.05
	FEMALE	422,649	48.15	473,912	44.65	12.13
	TOTAL	848,997	46.56	964,422	43.56	13.60

Source: N.I.C. (P.C.A.)

The Population density of Ranchi district is 287.61 person per sq. km. The main tribal groups residing here are the 'Mundas' the 'Oraon' the Kharias. In some pockets like Angara, Bundu and Silli wanderer primitive tribe called 'Birhore', have settled on the hills. They have kept themselves away from the main stream. The non tribals (Sadans) consist mainly of Kurmi Mahtos, Teli, Bania, Rajputs, Brahmins, Muslims and number of other castes. The blockwise population of the district is as given below:

Table 1.2 Blockwise Population

	RURAL			URBAN		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
KANKE	49833	45162	94995	275823	226948	502771
NAMKUM	38562	36160	74722			
RATU	39462	38141	77603			
BERO	30348	29007	59355	10584	10226	20810
LAPUNG	19697	20236	39933			
CHANHO	24731	23855	48586			
MANDAR	29588	29039	58627			
BURMU	41893	37559	79452	7169	6100	13269
ORMANJ	24592	23783	48375			
ANGARA	37811	37014	74825			
SILLI	36867	36063	72930	5027	4285	9312
KHUNTI	25454	26166	51620	9807	8980	18787
MURHU	27138	27358	54496			
RANIA	14165	15177	29342			
TORPA	28035	29118	57153			
KARRA	33367	33962	67329			
BUNDU	20113	20041	40154	7345	6531	13876
SONAHATU	37224	37393	74617			
TAMAR	43288	41803	85091			
ARKI	27702	27683	55385			

(Source: P.C.A. 1991)

The district can be divided into five distinct linguistic cum social zones as follows:

1. Panchpargania areas: Panchpargania is a mixture of Bangla, Hindi and Nagpuria. This language is spoken by the majority of the people of the following blocks.

1. Bundu 2. Sonahatu 3. Tamar 4. Silli

2. Isolated Mundari speaking areas: The majority in the following blocks speak in Mundari, a tribal language belonging to the Austroasiatic group of tribal languages.

1. Arki 2. Murhu 3. Rania

3. **Church influenced areas:** The different denominations of the Protestant church and the Roman Catholic church have a large following in the following blocks:

Mandar, Khunti, Karra, Torpa, Murhu, Bero

4. **Urban areas :** There are six urban areas in the district namely Ranchi, Muri, Bundu, Khunti, Khelari and Itki. The biggest urban agglomeration is Ranchi and is spread in three blocks namely Namkum, Kanke and Ratu.

5. **Areas having sizeable Muslim population**

The following blocks have sizeable Muslim population:

Mander, Burmu, Chanho, Bero,

1.3 Occupational pattern

The following table shows the occupational pattern of Ranchi:

Table 1.3 Occupational Pattern

	Total	Male	Female
Area in Sq. Kms.	7698		
No of occupied Residential Houses	3,79,807		
No of Household	3,93,299		
Population	22,14,048	11,52,736	10,61,312
S.C. Population	1,23,239	64,292	58,947
S.T. Population	9,64,422	4,90,510	4,73,912
Population Below age 7 years	4,13,171	2,09,959	2,03,212
Literates	9,27,765	6,13,949	3,13,816
Total workers	7,30,822	5,54,775	1,76,047
Cultivators	3,94,130	2,86,207	1,07,923
Agricultural Labourers	97,611	54,799	42,812
Workers: Livestock, Forestry etc.	3,144	2,764	380
Workers: Mining and Quarrying	5,950	5,386	599
Workers: MAF & PRO-IN N.H. IND.	17,093	13,284	3,809
Workers :MAR & PRO. other than HHI	14,644	13,863	781
Construction workers	6,742	6,433	309
Trade and commerce worker	36,412	34,767	1,645
Transport, storage and Common workers	12,168	12,054	114
Workers in other services	1,42,893	1,25,218	17,675
Marginal workers	1,38,973	8,942	1,30,031
Non workers	13,44,253	5,89,019	7,55,234

(Source : NIC. P.C.A.)

The main occupation in Ranchi district is related with agriculture, livestock and forestry etc. in which around 5 lakh workers are engaged. A sizeable chunk of work force are marginal workers and engaged in other services. Around thirty six thousand workers are involved in manufacturing, mining and quarrying, and related works and, around forty eight thousand are involved in trade, commerce and transport services. Agriculture is the most important segment of the economy and is still the largest source of employment in the district. The soil in Ranchi district is red laterite and acidic. The average rain fall is around 1250 mm. The total cultivable area of the district is 867842 acres of which 80720 acres are irrigated. The main crop is rice. Besides coarse grains like Gondli and Marua, Maize and Mustard seeds are also grown. Recently wheat, peas, bengal gram, ground nut, and a little of pulses are also being adopted by the villagers. Areas around Ranchi city namely Kanke, Bero, Mandar, Chanho, Burmu, Angara, Ratu, Ormanjhi are famous for vegetable production. The vegetables produced in the these areas are being sent as far as Calcutta.

1.4 Overall Literacy Situation

As per Census 1991 the literacy rate of Ranchi district is 52.52 % as compared to 38.48 % of the State and all India level of 52.21%. In Ranchi District Female Literacy Rate is 36.57% which is higher than that of Bihar 22.89% and less than all India rate 39.29%. The block wise literacy position is shown in the table 1.4 below. Comparative literacy rates are show in table 1.5 below.

Table 1.4

COMMUNITY WISE LITERACY RATE OF ALL CD BLOCKS									
BLOCKS	S.C.			S.T.			OVER ALL		
	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE
Burmu	26.50	37.86	12.80	25.79	36.65	13.85	39.93	53.19	24.34
Mandar	40.67	55.16	23.61	39.80	53.23	25.73	40.12	53.78	25.47
Chanho	38.94	51.20	25.44	27.16	38.53	14.54	37.73	50.98	23.26
Bero	31.98	47.59	14.54	32.83	43.86	21.15	38.33	51.57	24.19
Lapung	32.35	46.03	17.81	29.39	40.53	18.42	33.96	46.95	20.95
Ratu	39.26	53.64	23.30	34.23	42.42	25.70	45.03	60.51	28.67
Namkum	38.27	46.08	29.81	37.89	50.73	24.69	44.04	58.61	27.76
Kanke	47.48	57.80	35.29	49.58	58.84	39.69	75.59	84.61	64.96
Ormanjhi	22.54	33.99	10.27	21.85	35.16	7.32	34.11	52.11	14.76
Angara	24.24	39.37	8.32	24.40	38.26	10.12	30.23	47.14	12.62
Silli	36.66	54.47	17.39	33.51	51.12	15.16	46.54	65.46	26.32
Sonabatu	27.15	44.24	9.12	35.27	54.43	14.56	40.89	63.42	17.85
Tamar	28.24	45.92	9.15	27.82	44.44	10.30	35.66	54.59	15.71
Bundu	31.83	48.35	14.19	30.69	47.66	13.07	42.35	59.27	23.86
Arki	27.79	42.65	12.87	24.14	38.23	9.94	27.03	42.35	11.63
Khunti	25.69	38.70	12.25	31.18	43.59	18.53	39.36	52.59	25.67
Murba	34.43	46.38	22.82	25.29	33.92	16.85	37.22	49.81	24.71
Karna	24.41	38.71	9.55	29.17	41.27	16.88	33.96	46.57	20.96
Torpa	33.67	50.05	16.50	40.54	51.01	30.18	47.83	61.87	33.52
Rania	32.21	44.56	20.16	40.59	51.21	30.31	38.99	52.17	26.08
DISTRICT	34.46	47.66	19.82	34.61	46.57	22.19	52.52	65.12	36.57

Table 1.4 Comparative Literacy Rates

LITERACY RATE		RANCHI	BIHAR	ALL INDIA
ALL	MALE	65.12	52.49	64.13
	FEMALE	36.57	22.89	39.29
	TOTAL	52.52	38.48	52.21
S.C.	MALE	43.10	31.06	
	FEMALE	13.53	07.33	
	TOTAL	28.86	19.31	
S.T.	MALE	43.05	38.44	
	FEMALE	17.39	14.78	
	TOTAL	30.44	26.58	

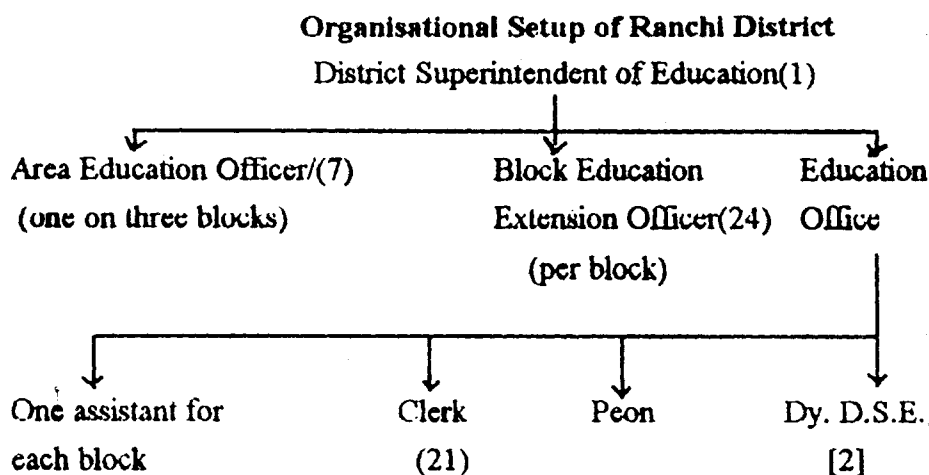
Source: N.I.C. (P.C.A.)

The gap between the rural and urban literacy rates is very wide in the district. The literacy rates of all the urban areas is higher than that of the district average. Where as all the rural areas have literacy rates lower than the district average. There are 100 villages in the district having no female literates and 4 villages having no male literates.

1.5 District Education Profile

Administrative Setup

Primary Education is the responsibility of the education department in the district. The District Superintendent of Education is heading the primary education at the district level. He is assisted by AEO's, BEEO's, Dy. DSE's. The organisational setup is as follows :



Enrolment

The district has been divided into 24 educational blocks. There are 1405 primary and 508 middle schools. The total enrolment in all the classes (I-V) as on 31.9.96 is 2,91,597 of which 1,35,321 (46.40%) are girls and 1,56,276 (53.60%) are boys. Sex and Community wise enrolment for the year 1996 is as follows:

Table 1.6

Abstract of Total Enrolment as on 31-03-1996

Class		I	II	III	IV	V	TOTAL
General	Girls	18327	12197	11547	9656	8207	59934
	Boys	18229	12588	11258	10456	9569	62100
	Total	36556	24785	22805	20112	1776	122034
S.C.	Girls	3097	1828	1705	1257	1006	8893
	Boys	3449	2263	2201	1662	1444	11019
	Total	6546	4091	3906	2919	2450	19912
S.T.	Girls	24116	13728	12405	9090	7155	66494
	Boys	27215	16599	15563	12806	10974	83157
	Total	51331	30327	27968	21896	18129	149651
Grand Total	Girls	45540	27753	25657	20003	16368	135321
	Boys	48893	31450	29022	24924	21987	156276
	Total	94433	59203	54679	44927	38355	291597

(Source: B.E.P. Ranchl)

The enrolment figures for the last 5 (five) years are as below:

Table 1.7

Community wise Enrolment Showing Enrolment for the Last 6 years under the category of the Boys & Girls

Year	General		S.C.		S.T.		Grand Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
1991	55532	44100	9118	6035	64086	42279	128736	92414	221150
1992	57134	46730	9428	7100	68782	46922	135344	100752	236096
1993	60673	49182	9822	9263	74433	53231	144928	111396	256324
1994	65592	61075	12869	10212	89563	71503	168024	142790	310814*
1995	60761	59906	12028	9456	86462	69143	159251	135505	294756
1996	62100	59934	11019	8893	83157	66494	156276	135321	291597

Avg. Growth Rate 2.37 7.18 4.17 9.47 5.95 11.45 4.28 9.29 6.37

* In this year a special enrolment drive was conducted by Education Department to achieve 100% enrolment.

On the basis of the average growth rate of enrolment of the last 5 years the enrolment growth for the next 5 years is projected below :

Table 1.8 Projected growth of enrollment (without intervention)

Year	General		S.C.		S.T.		Grand Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
1997	63569	64238	11478	9735	88106	74111	163153	148084	311237
1998	65073	68851	11957	10657	93350	82600	170380	162108	332488
1999	66612	73795	12456	11667	98906	92062	177974	177524	355498
2000	68188	79094	12975	12772	104793	102608	185959	194474	380433
2001	69801	84774	13516	13981	111030	114361	194347	213116	401463
2002	71452	90861	14080	15306	117638	127462	203170	233629	436799

The enrolment in Ranchi district is around 69.32 % . A large section of the primary school going age children are uncovered by primary schools. The community wise difference in enrolment rates are as below:

Table : 1.9 Community, Genderwise Enrolment

POPULATION 1991	NUMBER	CHILD 6-11 @ 19%	ENROLMENT 1996	GER
TOTAL	2214048	420669	291597	69.32
MALE	1152736	219020	156276	71.35
FEMALE	1061312	201649	135321	67.11
S.C. TOTAL	123239	23415	19912	85.04
S.C. MALE	64292	12215	11019	90.21
S.C. FEMALE	58947	11200	8893	79.40
S.T. TOTAL	964422	183240	149651	81.67
S.T. MALE	490510	93197	83157	89.23
S.T. FEMALE	473912	90043	66494	73.85
GEN. TOTAL	1126387	214014	122034	57.02
GEN. MALE	597934	113607	62100	54.66
GEN. FEMALE	528453	100406	59934	59.69

(Source: P.C.A. 1991) -

Retention

The dropout rate in the Ranchi district is very high :

Table : 1.10 Dropout Rates

District	59.8 %
Girls	60.43 %
S.T. girls	66.75 %
S.T. boys	62.19 %
S.C. girls	65.92 %
S.C. boys	58.04 %

(Cohort : 1992)

Achievement

The achievement level of the students of Ranchi is on the lower side. A Baseline Study shows that the achievement level of the students of Ranchi district is not satisfactory. In language(word meaning) and letter reading, students of class II have achieved 35.2% and 54.3% respectively. In maths achievement level in number recognition and addition/subtraction is 30.2% and 27.3% respectively. When these tests were administered as per the MLL standard only 6.4% and 12.6% students could achieve MLL in word meaning and letter reading. In number recognition and addition/subtraction (maths) 11.30% and 3.70% students respectively could achieve MLL. In case of students of class V also the picture is not rosy. Further details of base line assessment studies are given in Table 3.1.

Regional Variances

The problems related to education are different in the five linguistic and social zones of the district. In the "panchpargania" areas the literacy rates are comparatively higher and the educated youth have been unable to translate their education to jobs. This is resulting in disenchantment towards education among the people. The teachers in these areas are not only highly politically active but are also engaged in agriculture. As a result during agriculture season the teachers are missing from the schools. The villagers generally do not send their girls for schooling if the same is located at a distance.

In the isolated "Mundari" speaking areas the majority of the population is not very conversant with Hindi. These three blocks have undulating topography interspersed with numerous hill streams and during monsoons parts of these areas become inaccessible. This physical and language barrier hampers educational achievements.

In the church influenced areas the missionary schools are more appealing than government schools. The reasons are obvious- poor quality of govt. primary schools, lack of dress code, lack of extracurricular activities and absence of regular assessment. The educated youth migrate to other areas in search of jobs and poor semi/illiterate people migrate to fields of Punjab, Haryana.

In the urban areas the govt. primary schools is utilised mainly by the poorer sections of the society. There are schools where teachers in excess of the number required are posted. At times this is at the expense of rural schools. Teachers posted in the schools located close to the Ranchi urban agglomeration generally live in Ranchi city and commute every day to their place of work. They generally reach the school late and leave early.

In areas having sizable muslim population there is a gender bias against the girls. At times urdu books are not supplied in time which further affects the educational achievement. The people in these areas are generally engaged in the vocations requiring skills and are unable to relate the education being provided in the primary school to their day to day life.

School Census

The education blockwise breakup of existing Primary and Middle schools are as under:

Tables 1.11 Blockwise breakup of schools

Sl.No. Block	Village	Primary School	Middle School	Total School
1. * Kanke	131	68	21	89
2. * Ratu	91	49	23	72
3. Chanho	67	39	15	54
4. Mander	69	45	19	64
5. Lapung	79	53	14	67
6. Burmu	98	60	26	86
7. Bero-I	114	43	14	57
8. Bero-II		38	12	50
9. * Namkum	121	68	14	82
10. Ormanjhi	91	51	10	61
11. Angara	92	80	20	100
12. Silli	113	69	32	101
13. Rania	67	52	15	67
14. Murhu	141	77	22	99
15. Torpa	95	60	25	85
16. Karra	178	78	20	98
17. Arki	128	77	18	95
18. Khunti	159	79	23	102
19. Bundu	90	66	21	87
20. Sonahatu-I	101	47	16	63
21. Sonahatu-II		45	12	57
22. Tamar	129	100	24	124
23. Ranchi-I		27	31	58
24. Ranchi-II		34	61	95
Total		1405	508	1913

(Source: D.S.E., Ranchi)

Teachers Position

Existing teachers position of Ranchi district disaggregated by Block, Community and Sex is :

Table 1.12 Sexwise, Communitywise, Blockwise Teacher Position

Blocks	S.C.		S.T.		O.B.C.		General		Grand Total	
	M	F	M	F	M	F	M	F	M	F
KANKE	7	2	31	54	78	9	42	26	158	91
RATU	4	5	18	98	14	9	115	32	151	144
CHANHO	10	*	41	11	51	3	43	2	145	16
MANDER	7	*	20	40	16	*	86	12	129	52
LAPUNG	6	*	43	22	39	3	40	*	128	25
BURMU	6	*	34	16	94	7	74	3	208	26
BERO - I	1	*	22	23	55	4	18	*	96	27
BERO - II	8	*	33	24	40	6	29	5	110	35
NAMKUM	2	4	32	75	*	*	60	22	94	105
ORMANJHI	4	*	17	41	*	*	98	24	119	65
ANGARA	8	*	61	31	145	6	48	3	262	40
SILLI	9	1	45	7	185	22	61	4	300	34
RANIA	3	*	49	15	23	*	9	*	84	15
MURHU	10	4	61	51	23	*	29	1	123	56
TORPA	6	*	34	38	22	*	41	1	103	39
KARRA	7	*	54	38	38	3	42	2	141	43
ARKI	16	*	94	10	78	*	36	*	224	10
KHUNTI	5	2	79	46	62	9	11	*	157	57
BUNDU	3	*	36	15	88	1	25	1	152	17
SONAHATU-I	*	*	27	*	144	16	10	*	181	16
SONAHATU-II	5	*	28	*	91	1	37	*	161	1
TAMAR	14	*	63	*	136	2	70	*	283	2
RANCHI-I	4	2	7	84	10	1	75	113	96	200
RANCHI-II	2	5	3	166	16	13	72	134	93	318
* TOTAL *	147	25	932	905	1448	115	1171	385	3698	1430

TOTAL NUMBER OF TEACHERS : 5128

(Source: D.S.E , Ranchi)

Existing breakup of primary education staff position in the district is :

Table 1.13 Education Management/Teacher Position

Sl.No.	Name of the Post	Sanctioned Post	Vacant Post	In Position
1.	Primary Teacher	3237	175	3062
2.	Middle Teacher	3999	197	3802
3.	Middle, H.M.	377	105	272
4.	BEEOs	24	0	24
5.	AEOs	8	1	7
6.	Dy. DSE	3	1	2
7.	DSE	1	0	1
8.	Clerks	32	11	21

(Source: D.S.E, Ranchi)

Details of Educational Institutions functioning in the district is given below :

- Ranchi University
- Birsa Agricultural University
- Birla Institute of Technology, Mesra
- Xavier Institute of Social Service
- National Institute of Foundry & Forge Technology
- Indian Institute of Coal Management
- L.P.Vidyanthi Social Research Institute
- Ranchi Polytechnic
- Tribal Welfare and Research Institute
- Small Industries Service Institute
- Rajendra Medical College Hospital
- Industrial Training Institute

Teachers Training Institution

District Institute of Education & Training is situated at Ratu, 12 K.M. from district Headquarter. The DIET Ranchi was started in November 1991 under Bihar Education Project with the vision of providing pedagogical, management, research support to primary education in the district. The following eight components were started with this purpose.

1. Pre-service Teacher Education
2. In-service teacher training programme
3. Educational Technology
4. District Resource Unit
5. Research
6. Curriculum and Material Development
7. Planning and Management
8. Monitoring and Evaluation

At present only in-service teachers training programme is being implemented due to scarcity of man power.

1.6 Educational Schemes/Projects

Presently the following educational schemes/projects are being implemented in the district :

- * Bihar Education Project (Refer Chapter - 2 for details)
- * Non Formal Education Centres/Integrated Child Development Scheme (ICDS)

Under the District Mass Education Office 550 special non formal education centres are functioning. A total of 12650 students including 7590 girls are enrolled in these centres. Under the ICDS schemes 1483 Angan Bari centres are functioning in 19 out of 20 blocks.

The blockwise details of N.F.E. and ICDS centres is :

Sl.No.	Block	No. of N.F.E Centres	No. of ICDS Centres	
			Sanctioned	Functional
1.	Chanho	28	70	69
2.	Burmu	24	95	-
3.	Tamar	28	146	132
4.	Sonahatu	20	-	
5.	Rania	10	41	35
6.	Ralu	28	133	128
7.	Ormanjhi	32	83	73
8.	Kanke	34	177	-
9.	Bundu	28	69	68
10.	Lapung	30	57	55
11.	Bero	18	137	134
12.	Arki	24	70	56
13.	Murhu	30	77	70
14.	Karra	34	106	100
15.	Namkum	24	107	102
16.	Silli	26	94	-
17.	Torpa	22	82	76
18.	Mander	40	81	76
19.	Khunti	30	117	114
20.	Angara	36	107	101
	Total	550	1949	1483

(Source: Dept. of Mass Edn./ICDS)

Welfare Department

The District Welfare Department has stipend schemes for S.T., S.C. and OBC students. Following table shows the detailed information (for the year 1995-96) of stipend distributed by welfare department.

STD	Category	Budget Allotted			Beneficiaries		
		Plan	Nonplan	Total	Plan	Nonplan	Total
I	S.T.	1895000/-	4737000/-	6632000/-	12161	30354	42515
to	S.C.	0	231000/-	231000/-	0	1483	1483
VI	O.B.C.	60000/-	112100/-	172100/-	387	715	1102
VII	S.T.	1154000/-	7250000/-	8404000/-	2669	16054	18723
to	S.C.	0	800000/-	800000/-	0	1841	1841
X	O.B.C.	55000/-	495000/-	550000/-	161	1144	1305

(Source: Welfare Deptment)

Operation Black Board Scheme

Operation Black Board Scheme was implemented in the district from the year 1987-88. In the first phase of the scheme 60 single teacher schools were provided with additional teachers, 181 building less schools were provided with school buildings and 328 schools were provided with 120 types of TLM/infrastructural items.

In the IInd phase (1988-89) 38 single teacher schools were provided with additional teachers, 34 building less schools were provided with school buildings. The blockwise beneficiary schools under Operational Black Board Scheme are shown below :

Block	No. of schools covered under OB
Khunti	46
Silli	71
Namkum	61
Kanke	69
Arki	37
Tamar	98
Angara	68
Sonahatu	85
Burmu	60
Ranchi	48
Total:	643

(Source: D.S.E., Ranchi)

Residential / Ashram Schools for ST/SC

In Ranchi district, Welfare Deptt. and Tribal Welfare Department are maintaining eleven residential/ashram schools for ST and SC student. The details of these schools are as below :

Sl.No.	Name of School	Block	Boys/Girls	ST/SC
1.	Middle School Tapkara	Torpa	Boys	S.T
2.	Middle School Dumbari	Murhu	"	"
3.	Middle School Ormanjhi	Ormanjhi	"	"
4.	Middle School Amanburu	Bundu	"	"
5.	High School Benedih	"	"	"
6.	High School Sonchipi	Chanho	"	"
7.	High School Arki	Arki	"	"
8.	High School Tamar	Tamar	Girls	"
9.	High School Kundi	"	"	"
10.	High School Kamre	Kanke	Boys	S.C
11.	High School Bundu	Bundu	"	S.C

(Source: Tribal Welfare Dept./Welfare Dept. Ranchi)

Total Literacy Campaign

Ranchi district is covered under "Total Literacy Campaign". The campaign was started in 1995 with the objective of imparting functional literacy to around 3 lakh persons of 15-35 age group. The campaign has brought about a tremendous transformation in the lives of illiterates and the marginalised, particularly those in the age group of 22-35 years. The experience of Ranchi district, in fact, shows that literacy is a window to opportunity and development in every sphere of life.

In brief, the TLC has been able to:

1. Create demand for literacy, especially among women and slum dwellers.
2. Create an environment conducive for delivery of educational inputs.
3. Mobilise a large number of young volunteers who are acting as catalyst of social change and transformation.
4. Provide convergence of developmental programmes and services through TLC volunteers.
5. Harness the people's cultural expression for the achievement of larger goals, and in the process broaden the concept of culture to include scientific temper, women's equality and social justice.
6. Establish friendly link between different governmental departments and NGO's.
7. Create a resource pool of enthusiastic trainers.
8. Create a pool of experts whose services can be utilised for evaluation of any mass campaign or people's movement.

The success of TLC is reflected mainly in :

1. A rise in enrolment of children of 6-14 age group in schools.
2. Retention of enrolled children in schools and NFE centres.
3. Social mobilisation for basic services like health, drinking water and sanitation, and stream lining the processes of different developmental schemes launched in the district.
4. Three R's skill achievements of neo-learners (sense of joy, pride and self reliance).

The TLC, in fact, has brought the district into a state of preparedness for any educational or socio-economic programme which needs community participation. In areas where campaign is over, the "Post Literacy Campaign" is being launched. The PLC, fundamentally aims at (i) providing opportunities for consolidation of skills of neo-literates and to help them to achieve self-reliant literacy, and (ii) providing skills and training in various vocations and occupations which would enhance the earning capacity of neo-learners.

Basic data at a glance

Block	Date of comm. of Env. creation	Teaching & Learning started on	Survey Result			SC	ST	Remarks
			Total	Male	Female			
First Phase: Angara, Mander Bero, Ormanjhi Chanho, Ratu Arki	1.4.95	1.10.95	72802	26292	46510	6396	45881	In most of the Panchayat campaign is in the phase of completion.
Second Phase : Silli, Sonahatu Bundu, Tamar Namkum, Kanke	1.8.95	1.1.96	67184 *	26326	40858	4481	17599	Hopefully campaign is going to be completed in March' 1997
Third Phase: Khunti, Murhu Karra, Lapung Gorpa, Rania Burmu and Ranchi Urban area.	8.9.1996							Teaching and learning has been started in Jan'97

* Survey incomplete

Enrolment Achievement

	Total	Male	Female	SC	ST
Survey	1,39,986	52,618	87,368	10,877	63,480
Enrolment	1,02,093	52,060	50,033	6,548	41,916
Achievement	72.93%	98.94%	57.27%	60.20%	66.03%

Teaching and Learning Achievement

	Total	Male	Female	SC	ST
Enrolment	1,02,093	52,060	50,033	6,548	41,916
Reading Primer I	14,527	7,531	6,996	806	7,169
Completed Primer I	87,566	44,529	43,037	5,742	34,747
Reading Primer II	26,845	13,876	12,969	1,332	3,618
Completed Primer II	55,241	27,502	27,739	3,941	27,478
Reading Primer III	20,127	10,637	9,489	1,383	11,967
Completed Primer III	21,857	10,878	10,980	1,567	13,181

(Source: TLC, Ranchi)

Project Concept, Composition, Objectives and Goals

2.1 Bihar Education Project

Despite being endowed with natural resources accounting for nearly 40% of total mineral production of the country and having fertile gangetic plains, almost all indicators of development are negative in Bihar. In comparison with other states, Bihar is lagging far behind in the field of literacy and education. In absolute terms the numbers of illiterates has increased from 34 million in 1951 to 59 million in 1991. Keeping in view the above mentioned position, Bihar Education Project was initiated in the year 1991 with the following goals:

- (a) To achieve Universalisation of Primary Education for all children upto the age of 14, through
 - access, both through the formal school system as well as part time non-formal education;
 - participation of children till they complete the primary stage;
 - achievement of minimum levels of learning
- (b) Drastic reduction of illiteracy, particularly in the 15-35 age group.
- (c) Education system viewed as an intervention for women's equality.
- (d) Bridging the gap for educational opportunity for the Scheduled Castes, Scheduled Tribes, and other poorer sections of society.
- (e) Relating education to the working and living conditions of the people.
- (f) Special emphasis on science and environment and inculcation of a sense of social justice.

The focus group is the most deprived among:

- Women and girls
- Scheduled castes
- Tribal people

Approaches and strategies

To achieve the above objectives the following approaches and strategies were adopted.

- Using education as an instrument of social change
- Revamping the content and process of education
- Creating an elaborate system of training, with emphasis on continuing education of teachers, and education of teachers, and adults education and non-formal workers.

- Forging alliances with political parties, social activists, employers, trade unionists, voluntary agencies.
- Placing the teacher first-creating conditions to involve them at all stages of planning and implementation.
- Ensuring that the village level basic education system is accountable to the village community.
- Creating modalities to involve organisations, educational institutions and individuals.
- Beginning on a small scale with experimentation and establishment of an inbuilt process of evaluation and learning from experience.
- Providing scope for periodic revision of the Project parameters to allow for critical appraisal, and incorporation of new ideas and possibilities.

Coverage and Achievements

To achieve the prescribed goals and objectives of Bihar Education Project work in seven components were taken up viz Formal Education, Non Formal Education, Adult Education, ECCE, Mahila Samakhaya, Culture Communication and Continuing Education, and Training. Each of the components was looked after by a number of resource persons and Asstt. resource persons. Component wise achievement of BEP Ranchi for the last five years is given below:

a. Formal Education

Increase in enrolment (Class I-VIII)

Table 2.1

Year	Boys	Girls	Total	Increase	
				Boys	Girls
1991	155913	105965	261878		
1996	184240	153590	337830	18.16%	44.94%

The enrolment of boys has grown by 18.16% in the 5 years and the enrolment of girls by 44.94%. There has been remarkable growth in enrolment of girls especially ST girls.

Free distribution of Textbook

Textbook is the basic TLM for a primary school. In our society the parents are forced to withdraw their children from the school because they are too poor to purchase even textbooks. Free distribution of text books to SC/ST/ girls child was taken up under BEP. In the year 1992-93 the distribution was done among S.C. and S.T. students, in the year 1993-94 this facility was extended to girls from other communities also. In the later years of the project the textbooks were made available to all the enrolled students. The yearwise details of textbook distribution is:

Table 2.2

Year	Distribution details
1992-93	To all enrolled S.C., S.T. students
1993-94	To all enrolled S.C., S.T. & Girl Child
1994-95	All the enrolled students
1995-96	All enrolled children of class I & II

Construction of School Building and Cluster Resource Centre

The infrastructural facilities available in the primary school in the district are in a very bad shape. Many schools are running without school buildings, the buildings of many schools are dilapidated. Work for improving the infrastructural facilities of the school was taken up under BEP. Till now 75 schools, and 28 toilet's have been constructed. Further 60 schools have been repaired. In the later years it was decided to construct cluster resource centres for recurrent training of the teachers and for the training of VECs. Till now 120 CRCs have being identified and construction has been started in 17 sites.

TLM support to Schools

For improving quality of education and for making teaching learning a joyful process TLM has been provide to 480 schools. Financial support of Rs. 4000/- each has been provided to VECs of 424 schools in 1995-96, and Rs 2000/- to VECs of 800 schools in 1996-97

b. Training

Human resource is the key resource of any project or programme. For the purpose of providing training to teachers, adult education and nonformal education workers, DIET was established at Ratu, 10 KM from district headquarter. DIET has been carrying out various training programmes for teachers, headmasters, education officers, NGOs, ECCE workers, M.S. workers and other project related training programmes. In the year 1995-96 a special teachers training programme 'Ujala' was introduced, under which all the primary school teachers of the district will be covered by March 1997. Before "Ujala" the S.C.E.R.T. training module of 10+11 days was followed.

Till now 964 teachers have been trained in SCERT training module of which 663 are males and 301 females. The total number of teacher trained under Ujala is 3023 of which 838 are females and 2185 are males teacher. TLM support of Rs 500/- have been given to the teachers who have completed the Ujala training. 102 VECs out of 1913 have been trained in the DIET.

Details of training conducted as follows:

Table 2.3

Year	No. of Teachers Trained			Blocks	Training Module
	M	F	T		
1994-95	166	91	257	2	MLL Based
1995-95	379	69	448	2+3	SCERT (10+11 days)
1995	295	69	364		
1995	116	43	159	2	Ujala
1995	34	26	60	Mixed	Newly appointed teachers
1996-97	1944	606	2550	19	Ujala (10 days) as on 10.1.97*

* NOTE : Training for Headmaster & Inspecting Officers were also conducted

* TLM Support of Rs.500/- to all "UJALA" Trained teachers.

Training of V.E.C. Members

Table 2.4

Year	No. of Training	No. of VEC covered	No. of Participants
1995-96	*	*	*
1996-97	8	102	268

Formation of CRC/Meeting

During Ujala training 120 CRCs were formed in 24 educational blocks in the district. Till today 375 CRC meetings have been conducted. Around 85 meetings are conducted every month.

c. Non-Formal Education

Due to socio-economic and geographical reasons many children are not able to attend the regular primary schools. NGO's were involved to run non formal education centres and special non formal education centres. Proper convergence strategies were framed with the Department of Mass Education to avoid duplication. The details of NFE centres opened under BEP are as follows:

Table 2.5

Year	No. of Centres	No. of Students	No. of Blocks	NGOs Involved	Remarks
1992-93	525	13125	18	31	
1992-93	1025	29491	20	31	
1993-94	1025	29491	20	31	
1994-95	1315	32875	20	31	
1995-96	290	7250	06	14	

d. Early Childhood Care and Education

The E.C.C.E. component of BEP took up the task of mental physical and allround development of children between 3 to 6 year of age. This programme has been an additionality to the ICDS programme. NGO support was used by BEP for the implimentation of special ECCE programme like 'Chaua Akhra'. The number of centres opened are as follows:

Table 2.6

Year	No. of Centres	No. of Students	No. of Blocks	Agency Involved	Training Conducted
1992-93	-	-	-	-	02-For master & Supervisor
1993-94	120	3789	06	12	20
1994-95	120	3535	06	12	05
1995-96	110	3039	06	10	--

e. Mahila Samakhya

Empowerment of women is one of the main strategies to bring about social change in society. Mahila Samakhya programme is being implemented for empowering the women by forming them into groups, making them aware of their status in society and by educating them. Initially the Mahila Samakhya was started in a small way in parts of 3 blocks in the district. Gradually the coverage has been spread in all the areas in three blocks. The details of Mahila Samakhya accomplishment areas are as follows:

- * 237 villages of 3 blocks and 13 muhallas of urban area covered.
- * 2 district core team 24 Sahyogini and 415 Sakhees trained under BEP.
- * 212 Mahila Samooh formed under which 5599 women are registered.
- * 141 Mahila Samooh have opened their accounts under which Rs.6,60,100.99 is deposited till date.
- * 2 Mahila Kutir constructed and 15 is under construction.
- * 34 Jag Jagi Centres are functional under which 633 girl child and 447 women registered (are taken).
- * 10 Bal Jag Jagi centres are function under which 198 minor girls and 250 boys enrolled.
- * 5 Kishori Mandals are formed under which 122 Kishories are enrolled up for empowering the women and girls.
- * Regular monthly meeting of Mahila Samooh are held.
- * Following Committees are formed under Mahila Samakhya:
Savings, Education, Health, Training, Documentation & Publication Committee.
- * Vocational Training are also conducted under Mahila Samakhya.
- * Training on Health & Education to 300 women has been imparted.
- * 500 women participated in a Mahila Sammelan at Bande.

f. Micro Planning

To assess the educational needs of a village, micro planning exercises are conducted, which includes a series of activities like:

- | | |
|-----------------------|------------------------------------|
| .. Transact Walk | .. Seasonal Analysis |
| .. PRA | .. Responsibility Chart |
| .. Social Mapping | .. School Mapping |
| .. Resource Mapping | .. Analysis of data |
| .. Educational survey | .. Preparation of the village plan |
| .. Household survey | |

A special handbook 'PRASOON' has been developed by BEP for this purpose. At present micro planning exercises are being carried out in 80 villages in Angara Block in Ranchi district.

2.2 District Primary Education Programme Goals

The unfinished task of universalisation of UPE under BEP would be taken over by DPEP and a new direction will be given. The DPEP goes beyond BEP in the following areas :

- i. The emphasis of local area planning with the district plans being formulated in their own right rather than being derived from a state plan project document.
- ii. Greater rigour and infusion of professional inputs in planning and appraisal.
- iii. More focussed targeting in that the districts selected would be :
 - a. educationally backward districts with female literacy below the national average; and
 - b. districts where TLCs have been successful leading to enhanced demand for elementary education.
- iv. More focussed coverage in that the Programme would focus on primary stage (Classes I-V and its NFE equivalent), with stress on education for girls, and for socially disadvantaged groups. In States where enrolment and retention is near universal in the primary stage. Support can be considered for upper primary stage.

The Programme would develop and implement in the districts selected a replicable, sustainable and cost-effective programme.

- i. to reduce differences in enrolment, dropout and learning achievement among gender and social groups to less than five per cent.
- ii. to reduce overall primary dropout rates for all students to less than 10 per cent.
- iii. to raise average achievement levels by at least 25 per cent over measured baseline levels and ensuring achievement of basic literacy and numeracy competencies and a minimum of 40% achievement levels in other competencies, by all primary school children.
- iv. to provide, according to national norms, access for all children, to primary education classes (I-V), i.e. primary schooling wherever possible, or its equivalent non-formal education.

The programme would also strengthen the capacity of district institutions and organisations for the planning, management and evaluation of primary education. The programme would be implemented in a mission mode. The plans would be formulated and implemented with the active association of the community, NGOs, teachers and educationists. Therefore, all these groups would have to be provided adequate representation and voice, in the management of the project at all levels ; state, district, block and village.

DPEP is not a finance driven programme but seeks to build systems that are cost-effective, replicable and sustainable. The construction component would be limited to 24% and management cost to 6%. The recurring liabilities at the end of the Programme would be the exclusive responsibility of the State Government.

2.3 Objective and Target Fixation

Access

- * To achieve universal enrolment
- * To increase GER upto 110% during the 5 years of this project:

Present GER for the district is	69.32%	Target 110%
S.T. Girls	73.85%	
S.T. Boys	89.23%	
S.C. Girls	79.40%	
S.C. Boys	90.21%	

Retention

To reduce the general dropout rate at the primary level to less than 25% (DPEP guidelines states less than 10%)

Current drop out rate for the district is :	58.98 %	Target 25%
in case of Girls :	60.43 %	
ST girls :	66.75 %	
ST boys :	62.19 %	
SC girls :	65.92 %	
SC boys :	58.04 %	

Improving Quality

To increase average primary learning achievement by 25% over measured base line levels and insuring achievement of basic literacy and numeracy competencies and a minimum of 40% achievements levels in other competencies by all primary schools children.

Over all achievement level:

Current achievement level Language word meaning	49%
Reading Comprehension	14%
Current achievement level Maths	14%

Target: To raise average achievement levels by atleast 25 percent over measured baseline levels and ensuring achievement of basic literacy and numeracy competencies and a minimum of 40 percent achievement levels in other competencies, by all primary and school children.

Achievement of ST/SC - Summary of BAS report

Item	ST		SC	
	Class-1	Class-5	Class-1	Class-5
Language (Word meaning)				
Mean	3.93	17.80	3.93	13.52
SD	4.19	6.5	4.19	9.7
Language (Reading Comp.)				
Mean	5.35	14.24	5.34	16.16
SD	3.34	6.8	3.34	6.8
Achieving MLL				
Word meaning	6.3%	20.2%	6.3%	44%
Reading Comp.	12.3%		12.3%	
Math (Number Rec.)				
Mean	2.90	10.98	2.90	13.00
SD	2.01	4.4	2.4	3.2
Math (Addition Sub.)				
Mean	2.52		2.52	
SD	2.85		2.85	
Achieving MLL				
Number Rec.	10.3%	9.6%	10.3%	16%
Addition sub.	4.7%		4.7%	

Focus Group

To bridge the gap pertaining to enrolment, retention and achievement to less than 5% among communities and gender.

Disabled

To ensure basic primary education to disabled children.

To deliver working model of Integrated Education (IE) with consideration for various disabilities

3.1 Participatory Planning

A district planning team was formed by the Deputy Commissioner, Ranchi. (List of members are in annexure 1.) A District Level Core Planning Team consisting of the following members was set up

1. G. V. S. R. Prasad
2. Kitta Manoj Kumar
3. Sandhya Prashilla Ekka
4. Shahzad Ahmad

For participatory and localised planning the core team carried out the following exercises and studies:

- i. Participative Rural Appraisal.
- ii. Social Assessment Studies
- iii. Teachers perception of school, pupil, reasons for non-achievement of UEE etc. through questionnaire
- iv. Visioning Exercises
- v. Further the core team relied on the results of the Base Line Survey Conducted in 1995 by the A.N.Sinha Institute of Social Studies, Patna.

3.2 Participative Rural Appraisal

PRA exercises were conducted by two agencies namely Mahila Samakhya groups (women groups) NGOs and VECs. The women group carried out the PRA exercises in 40 villages and the NGO's and VEC carried out the PRA exercises in 60 villages (List in annexure 2).

The PRA exercises shed light into the following areas related to education:

- reasons for girls and boys not attending school
- reasons for boys/girls of specific community not attending schools
- suggestion for UPE
- perception of educational facilities
- perception of teachers
- perception of school timings and school holidays

Findings : The main findings for girls and boys not attending school are as follows:

- Poverty
- Household work
- Temporary migration
- Child labour

- Cattle grazing
- Consumption of liquor by parents
- Lack of awareness of community towards education
- Parents illiteracy
- Girls considered as others property
- Unsuitable school location
- Language barrier in tribal pockets

The main reason for girls and boys of weaker section not attending school is as follow:

- Lack of communities awareness towards education
- Poverty
- Problem of social status
- Household work
- Parda system
- Child marriage
- Child labour
- Cattle grazing
- Language barrier

Details of the studies carried out are in annexure 3.

3.3 Social Assessment Studies

Social Assessment Studies was carried out by ORG systems in 18 villages selected randomly. These 18 villages are spread in 9 blocks. Out of these 18 villages 15 were identified on the basis of the following variables and the balance three were identified by the district core team to cover villages having other minorities.

Size - Small, Medium, Large

Dominance of Community - ST dominated, SC dominated, other villages.

Small=50 - 500 pop. Medium=5001 - 1500 pop. Large= 1501 and above

S.T. dominated=district S.T. average % + 5%

S.C. dominated=district S.C. average % + 5%

Twelve facilitators were selected to carry out PRA exercises in the selected villages. There twelve facilitators were trained by the ORG personnel. The facilitators in their turn selected five animators in each village. The exercises was carried out in 18 days. A list of the villages where the PRA was carried out is in annexure 4.

Findings of SAS

Factors affecting Primary Education

Physical

- 4 % of the district do not have primary school within 1.5 K.M.
- Distance of even one K.M. is difficult considering hilly and undulating terrain of the district.
- In the rainy season the approach roads to the schools become very slushy hampering easy approach.
- At many places the school location is also not suitable to all the communities.

Social

- Superstitious beliefs prevalent among the people creates barrier to attendance/dance.

Academic/School related problems

Lack of minimum facilities like building, drinking water, uninal, toilet etc.

Teachers attitude is not student/community friendly.

- Poor quality of teaching transaction in school.
- Poor availability of teaching manpower.
- Language problem : Medium of instruction creates communication gap between the teacher and the taught .
- Poor academic quality of teachers : More than 90% teachers of primary schol are below graduate
- Teachers burdened with other non academic work.

Teacher community relationship

Constrained relation between teacher and community because of Teachers irregularity, insincerity.

Problems affecting socially disadvantaged group

- Children of landless labourors are force to work as child labours.
- Because of poor economic conditions schedule caste families work as unskilled labour, scavangers, animal hide works, washer man, sweeper, etc.
- Their boys and girls are engaged in cattle grazing, house hold work and other petty labour activities.
- Intercaste and intercommunity problems affects education and other developmental activities of that village.
- Practice of untouchability is prevalent in some communities.
- Illiteracy of parents.

Factors affecting education of girl child

- Comparatively low enrolments - nearly one third of the girls were found to be out of school.
- Girls are engaged in household activities, cattle grazing and other labour activities.
- Socio economic position of the parents.
- Puradah pratha prevalent among Muslims and Rajputs.
- Attitudinal problems of the parents.
- System of early marriage in some of the communities.
- Prevalent social taboos among some of the families/communities.

STRATEGIES

To improve access

- Opening of new schools in the habitations where schooling facility within 1 k.m. is not available.
- Alternative schooling in the isolated habitations, villages.
- Charwaha vidyalaya to meet the requirements of the cattle grazing children.
- School building to the schools having kutcha buildings or no buildings.
- Additional classrooms to the schools having high enrollment rates.
- Repair of school buildings.
- Vocational school for the children engaged in income generating activities.

To improve retention

- Community mobilisation.
- Academic resource support to the teachers by training/recurrent training.
- Free textbook for ST/SC and girls.
- Free uniform for ST/SC and Muslim girls.
- Removal of examination fees charged by the teachers associations.
- Provision of TLM in the schools

To improve quality

- Supply of required TLM
- Strengthening of DIET
- Training of teachers on motivation, multigrade and other academic issues.
- Addressing the specific needs of SDG
- Creating gender sensitivity among the parents/community by conducting various mobilizing programs.
- Orientation programmes for Head masters, Inspecting officials.
- Training programme for VEC and community members.

3.4 Teachers Perceptions

It was decided to collect information regarding perception of teachers with regard to problems hampering UPE and quality of education. It was decided to administer questionnaire to teachers in the district and seek their response with regard to their perception of educational facilities, position of Village Education Committees, school attendance, their expectations of infrastructural facilities, reasons for low enrolment and retention. 1052 teachers of 9 block responded to this questionnaire. The findings are as follows

Sl.No.	Nature of Questions	Percentage of response	
		Yes	No
1.	Availability of Educational facilities in their village.		
	A. Primary School	80.76	19.24
	B. Middle School	31.75	68.25
	C. NFE Centre	17.21	82.79
	D. Women group	06.75	93.25
	E. ICDS Centre	59.03	40.97
	Existence of VEC	98.00	02.00
	Parents awareness for schooling	58.56	41.44
	Reason for girls/boys not attending to schools	Girls %	Boys %
	a) Household work	24.04	19.32
	b) Cattle grazing	10.12	16.63
	c) Poverty	27.29	28.55
	d) Parents illiteracy	17.51	16.78
	e) Parents consumption liquor	00.67	01.52
	f) Lack of transportation	00.52	--
	g) Social Insecurity	00.57	--
	h) Temporary migration	02.04	02.32
	i) Social orthodoxy (child marriage)	06.70	--
	j) Child Labour	10.17	11.98
	k) Going to private schools	00.36	01.52
	l) Language problem	--	00.86
	m) Unemployment	--	00.52

Teachers Suggestlons for UEE

	Percentages	Ranking
a. Arrangement for midday meal	11.73	III
b. Social awareness/mobilization	34.04	I
c. Mothers committee	19.42	II
d. Joyful teaching-learning	08.86	V
e. Change in school timing	00.48	X
f. Regular meeting of VEC	09.57	IV
g. Appointing female teachers	02.62	VIII
h. Introducing "Karhai-Bunai"	03.77	VII
i. Teachers regularity	00.85	IX
j. Free textbook/Uniform Stipend	08.66	VI

Facilities available in the School

	Percentages	
	Available	Not available
a. Drinking water	48.67	51.33
b. Toilet	07.05	92.95
c. Play ground	37.24	62.76
d. TLM	41.52	58.48
e. Blackboard	91.71	08.29
f. Games/Sports material	23.52	76.48

Teachers demand for betterment of school

	Percentages
a. Play ground	09.98
b. TLM	17.40
c. Games/Sport material/Musical instrument	21.14
d. Drinking Water	10.71
e. School Building	06.44
f. Library	01.39
g. Toilet	15.27
h. Boundary wall	08.99
i. Electricity/fan/TV	00.41
j. Teachers quarters	03.90
k. Teachers	04.15
l. Hostel	00.14

What the teachers think of School timing and holidays ?

a. Appropriate	14.74%
b. Inappropriate	85.25%

(Need to be rationalised)

3.5 Visioning cum Input Workshop

A state level visioning workshop was conducted by Ed.Cil on 1- 4 September 1996 at DIET, Ranchi. On this model six visioning workshops were conducted in Ranchi during November and December'96. Two of these workshops were conducted at block level at Ratu and Angara on 27-11-96 and 14-12-96 in which block level officials and representatives of the community took part. Two workshops were conducted at district level at DIET, Ratu on 23-11-96 and 27-11-96 in which district level officials and Mahila Samakhya workers of the district participated. One workshop was conducted among working children who have never been to school at Kilkari (rehabilitation centre for working children) on 16-12-96. One was conducted among illiterate mothers at Getalsood, Angara on 18-12-96. The findings are included in chapter on problems.

3.6 Base Line Studies

A Base Line study was carried out by the A.N.Sinha Institute of Social Studies, Patna in the month of September, 1995. The objective of the study was to measure the level of achievement of learners at entry level and at near exit level of primary stage and to find out differences if any in achievement as a result of gender, location and caste factors.

A sample of 45 schools was selected out of 1913 in the district. The district was divided in to urban and rural areas for the purpose of identifying the schools.

NCERT, Class V Language Achievement Tests, Mathematics Achievement Test and NCERT, Class II achievement test were conducted to access the levels of achievements.

The lists of schools in which the achievement level tests were conducted are in annexure 5. The findings are as follows:

Table 3.1 Findings of Baseline Studies

	Primary		Middle		Total	% of the Total School		
	Rural	Urban	Rural	Urban		Boys	Girls	Total
1. a. Sample Schools	32	04	09	00	45	2.57%		
			Class Vth			Class IInd		
			Boys	Girls	Total	Boys	Girls	Total
b. Sample Students	327	180	507		373	272	645	
2. Achievement of Classes								
a. In Language (Word Meaning)						Word Reading		
Mean		18.98	17.54	18.46		3.72	3.24	3.52
S.D.		7.0	8.2	7.5		4.00	4.00	4.00
b. Reading Comprehension						Letter Reading		
Mean		16.30	15.68	16.07		5.73	5.00	5.43
S.D.		8.1	7.9	8.0		3.20	3.70	3.40
			Class Vth			Class IInd		
			Boys	Girls	Total	Boys	Girls	Total
c. Word Meaning (Achieving M.I.) (40-59)		51.80	46.10	49.90		Word Reading		
						5.90	7.00	6.40
d. Reading Comprehension (Achieving M.I.) (40-49)		14.00	13.90	14.00		Letter Reading		
						12.60	12.50	12.60
e. Achieving in Mathematics						Number Recog.		
Mean		12.16	11.06	11.76		3.23	2.73	3.02
S.D.		4.91	4.20	4.69		2.00	2.10	2.00
						Add/Sub		
Mean						3.03	2.31	2.73
						2.00	2.10	2.00
f. Achieving M.I. in Mathematics (40-59)		16.30	10.50	14.40		Number Recog.		
						11.80	10.70	11.30
						Add/Sub		
						4.00	3.30	

The study shows that the achievement level of the student of Ranchi district is not satisfactory. In language(word meaning) and letter reading, students of class II have achieved 35.2% and 54.3% respectively. In maths achievement level in number recognition and addition/substraction is 30.2% and 27.3% respectively. When these tests were administered as per the MLL standard it was observed that only 6.4% and 12.6% students could achieve MLL in word meaning and letter reading. In number recognition and addition-substraction(maths) 11.30% and 3.70% students respectively could achieve MLL. In case of students of class V also the picture is not rosy.

3.7 Micro Planning Studies

At present Bihar Education Project is conducting micro planning exercises in 80 villages of Angara block with the help of NGOs and the results of this exercise are awaited. In the year 1994 extensive micro planning exercise was conducted by Rohini Science Club in selected 5 panchayats of Ranchi district and the recommendation made there in have been taken into consideration.

Problems and Issues

Various problems and issues concerning access, retention and quality have been identified during to the planning process. The application of exercises like P.R.A. etc. have revealed out the locally felt problems and issues, their possible causes and possible strategies for addressing these issues.

4.1 Problems related to Access and Enrollment

Unserved Areas

There are certain pockets / villages which are at present not served by primary schools. In the district, there are 2038 villages of which 1913 have primary schooling facilities. As such, there are 125 inhabited areas which are unserved.

As per the accepted schooling norms there should be 2253 schools in district (20.36% of the population 22,14,048 / 200) where as there are only 1913 schools. Hence, there is gap of 343.

Isolated Tribal Pockets

There are some areas in Arki, Torpa and Rania blocks which are geographically isolated and unapproachable for months during monsoons. These villages are scattered and inter persed with hills streams.

Under Served Areas

At present, there are 5128 teachers in the district. The teacher - pupil ratio is 1:66 which is above the ideal levels i.e. 1 : 50. Hence, here is a gap of 1628 teachers. There are 128 schools having single teachers. Single teacher schools are unable to cater to the educational needs of those areas.

Problems of Enrolment

The gap in the enrolment of students of the different communities gender wise is as follows:

POPULATION 1991	NUMBER	CHILD 6-11 @ 19%	ENROLMENT 1996	GER
TOTAL	2214048	420669	291597	69.32
MALE	1152736	219020	156276	71.35
FEMALE	1061312	201649	135321	67.11
S.C. TOTAL	123239	23415	19912	85.04
S.C. MALE	64292	12215	11019	90.21
S.C. FEMALE	58947	11200	8893	79.40
S.T. TOTAL	964422	183240	149651	81.67
S.T. MALE	490510	93197	83157	89.23
S.T. FEMALE	473912	90043	66494	73.85
GEN. TOTAL	1126387	214014	122034	57.02
GEN. MALE	597934	113607	62100	54.66
GEN. FEMALE	528453	100406	39934	39.69

(Source : P.C.A.91/BEP, Ranchi)

Economic Barriers

As the district is situated on a plateau the agriculture is subsistence in nature and unable to support the local population. The industrial growth has also not kept pace with the growth in population. People in the district are generally poor. The number of jobs available for the educated and qualified is not increasing.

(a) The poverty results in seasonal migration to brick kilns, road construction works under BRTF in border areas, construction work sites situated in urban areas, fields of Punjab and Haryana. The migration of labour takes place from Mander, Burmu, Bero, Chanho and Murhu blocks. Migration of young girls as maid servants to urban areas like New Delhi, Ranchi, Patna, Jamshedpur, Calcutta. Tribal girls from Mander, Burmu, Bero, Chanho, Murhu blocks go to these urban centres to work as house maid.

(b) Child Labour/Household work : The tribals in this district depend on minor forest produce to sustain the family. Young children in the family are engaged in collection of minor forest produce, brewing and distribution/Mahua, Haria, collection of fire wood. They also have to help the family in the agricultural activities, goat and cattle rearing to make ends meet. Due to these activities the children are forced to stay out of school specially during Mahua collection season, and Tendu collection season. Young girls have to take care of the sibling of the family while the adults are out earning their livelihood.

Socio-Cultural Barriers

The various meetings and studies carried out have brought out many socio-cultural barriers which act as hindrances to universalisation of elementary education.

- a. **Illiteracy / Ignorance of Parents:** Illiterate parents do not feel the necessity of Primary Education for their wards. As a result, they do not insist or take interest in sending their children for schooling.
- b. **Lack of Awareness:** Due to lack of awareness among the parents and the community, social pressures are not generated for sending children to schools. This problem has been expressed in most of the villages where these exercise have been carried out. The literacy levels of these villages are far below the district average.

Gender Insensitivity

Education of girl child is not considered important. They are kept away from school. They are not considered equal to the male child, and are considered as Paraya Dhan (Someone else's property). The female literacy rates of the villages where these problem have come out is below the district literacy rate average.

In villages where there are sizable Muslim population the practice of Parda System stops the girls child from coming to school.

Language Barrier

There are certain tribal pockets in Arki, Rania Murhu blocks where parents and children are not too familiar with Hindi or Nagpuria. As the primary education is imparted in Hindi the children are unable to grasp the inputs hence generally drop out and many do not go for enrolment itself. Besides many teachers do not know the tribal languages hence are unable to communicate with children.

Relevance of education

Existence of educated unemployed youth in the village is sending adverse signals to parents with regard to education. There are many literate young boys in the villages specially in the Panchpargania blocks namely Bundu, Tamar, Silli and Sonahatu who have not been able to translate the education into productive economic activity. The villagers are unable to visualise the relevance of education. This attitude is a hindrance to UPE.

Inter community animosity

SAS findings have revealed that in certain villages where tribals and non tribals reside together inter community tensions prevail and at times manifests in typical caste barriers against tribals. If the school is

situated or the path passes through non tribal areas then the tribal children face social barriers.

Intra tribal conflicts

The relations between tribal christian converts, non converts and sanskritised tribals is not a happy one. At times the tensions act as barriers to childrens education.

Drinking habits of Parents

There is a high incidence of consumption of country brew like Mahua and Handia in the tribal families. Drinking habits effect the education of children. This problem is expressed in many of the villages were PRA exercises have been carried out.

Unsuitable school location

Location of the school also acts as a hindrance to UPE. This problem has been expressed in the certain villages in the PRA exercise.

Unsuitable calender

Our school calenders are not compatible with the life style of the people of the district. During the flowering of the Mahua tribal children do not attend school as they are engaged in collection of Mahua flower. During the agricultural season in certain areas like, Bundu, Tamar, Sonahatu and Silli even teachers also do not attend school as they are engaged in agricultural activities.

4.2 Problem of Retention

The dropout rates in the primary stage in Ranchi district are as follows:

Overall	-	58.80%
ST girls	-	66.75%
ST boys	-	62.19%
SC girls	-	65.92%
SC boys	-	58.04%

[Block wise retention rates disaggregated ST/SC wise is enclosed as Table A 5]

The various studies carried out has highlighted the following issues related to low retention in Primary Schools.

Socio-economic Problems

Poverty : As discussed earlier due to poverty the families treat children as an economic unit. Hence as the child grows slightly old she or he is put to work to supplement the family income.

Child Labour/Household work : As discussed above.

Lack of Awareness/Illiteracy, ignorance of parents : As discussed above.

Gender Insensitivity : As discussed above

Temporary Migration : As discussed above.

School related problems

Buildings: Sixth Educational Survey of India has given the school building position of Ranchi district in which it is mentioned that there are 47 primary and 2 middle schools which have no building at all. 125 Primary schools and 64 middle schools have Kutcha buildings. 28 Primary schools and 5 middle schools have thatched building, 136 Primary and 144 Middle schools have partly Pucca building. 62 Primary schools and one middle school have one Pucca building and the rest of schools have 2, 3 or more than three Pucca building. Because of the lack of maintenance, many schools are in dilapidated condition and hence do not appeal to the community or the children.

Infrastructural Deficiency

Government schools always lack the minimum basic infrastructural facilities like furniture, Teaching aids, Sports materials and play ground, drinking water, toilet, urinal, boundary wall etc. They lack identity in their own. In blocks where christian missionaries have done extensive work in education and in urban areas the government primary school does not appeal or attract the general population.

Lack of Physical Capacity of schools

Our class rooms are over crowded. Due to lack of adequate school rooms very often the children have to sit in the open sky in all seasons. Some of the schools functioning in single room. There are many school where the enrolment is extremely high and the existing rooms are not enough. List of school having extremely high enrolment is enclosed at annexure 6.

Teacher related problems: From the various visioning cum input workshops and SAS various teacher related problem have emerged. These are as follows:

Attitude : There is general apathy among the teachers towards their job and the children. The teacher are indifferent towards the school children. They lack commitment and there is no sense of belongingness.

Lack of Professional competency : Due to lack of recurrent training our teachers are unable to update their knowledge and pedagogical skills. Many teachers lack required academic strength.

Administrative Problem : No co-ordination between school calendar and daily needs: discussed earlier.

Shortage of Teachers : discussed earlier.

Teacher-community relationship : The SAS studies have revealed that there is total mistrust between the teachers and the community. The reasons pointed out for this are teachers' irregularity, insincerity, quality of teaching, corruption and communication gap.

Teacher's engaged in Non-educational Activity : Teachers are burdened with non-educational activities of animal census, human census, election work and other block level governmental duties which force them to remain absent from the school for a long period of time.

Personal grievances of teachers remain unsolved: Many genuine personal grievances of the teachers remain unsolved at the block level and district level offices causing frustration and demotivation.

4.3 Problems of Quality

The achievement level of the students in Ranchi is poor as indicated by the Baseline Studies. A number of visioning exercises conducted with the school teachers, education officials and parents expressed the following reason for the poor quality of achievement of Ranchi district. There are seven basic areas which directly or indirectly affect the quality of primary education.

Curriculum related and issues

- a. **Burdensome :** The present curriculum is burdensome and there is too much emphasis on giving information.

- b. **Unrelated to day to day life :** The present curriculum does not give scope for development of skills related to life neither does it allow personal development.
- c. **Unrelated to regional cultural needs:** The curriculum is unrelated to regional and local life, culture, traditions. The rural children are unable to relate the books to their life and happenings around them.

Methods of Teaching

- a. **Outdated Techniques:** The teaching techniques applied by the teachers are traditional and based on rote. Transaction in class rooms are generally one way from teacher to students. The teaching process is not participatory.
- b. **Not Child centered, joyful methods not used:** At present the teaching techniques used are not child centered, joyful methods of teaching are not being adopted by the teachers.

Teaching Learning Material

- a. **Minimal reliance on Teaching Learning Materials:** Apart from the textbook the teachers at present hardly use any teaching learning materials while imparting education.
- b. **Lack of TLM :** At present there is acute shortage of required TLM.
- c. **Lack of initiative on part of teacher to use local materials:** The teacher do not take initiative to use locally available material and environment based material while teaching.

Quality of Textbook/Supplementary reading materials

- a. **Unattractive books:** The textbooks in use are not attractive. They suffer from faulty printing and there is lack of pictorial illustration. The trainers and teacher are not involved in preparing the textbook.
- b. **No self learning exercises:** Work books are not part of textbooks, at present. This hampers participation on part of pupil in the process of learning.
- c. **Lack of proper for teacher/parent instruction in textbooks:** There is a lack of instruction for parents and teachers regarding use of text books while educating the child.
- d. **Non availability of textbook in time:** The textbooks are not made available to school children in time. This effects there achievement.

c. **Lack of Gender, Caste, Religion sensitivity** : Our textbooks are not sensitive towards gender, caste and religion. Girls and women generally appear doing some traditional house-hold work in the textbooks. Further the books are insensitive towards religion and caste. This insensitivity perpetuates the traditional beliefs and practices which effect achievement.

Teacher Training

a. **Lack of Trained trainers**: Due to lack of trainers regular recurrent teachers training is not been conducted. The professional skills of the trainers are also not updated through workshop/training programmes. As such the existing trainers are also deprived of the knowledge of latest pedagogical trends and use of TLM.

b. **Deficiency of existing teacher training programmes**: Our existing teacher training programme suffers from the following deficiencies:

- Lack of training calender.
- Lack of physical capacity to organise training.
- Lack of trained trainers.
- No follow-up mechanism after training.

Supervision

The administrative supervision at present is being carried out only from administrative angle. Pedagogical issues do not figure in their priority. This is because the supervisory staff are not equipped to provide pedagogical support to the teacher and they also lack infrastructural facilities. They also have to perform other administrative works not related to education.

Evaluation

Our present examination system is periodic which encourages rote learning. It causes fear and depression among the learners. The main focus of our present evaluation system is on percentages, ranks, pass, fail. Over emphasis on these issues hampers overall child development. Evaluation of teachers are not performed in this system.

Strategies and Interventions

5.1 ACCESS

The gross gap as indicated in the previous chapter has been hindering UPE. The activities proposed to overcome the problems are as follows:

Micro Planning

School mapping and micro planning are essential planning tools to make plan more specific and participative. These exercises attempt to equalise educational opportunities by leveling out the existing geographical inequalities while providing educational facilities. It helps targeting educational investment to the most deserving localities.

To assess the educational needs at the village level micro planning exercises will be conducted in all 2038 villages in the district. This exercise will be carried out in the Prason model developed by BEP. VEC, motivated unemployed youth, CRC and selected NGOs will be associated in this exercise. Provision of Rs. 40.76 lakhs is made for carrying out micro planning exercise in the district.

Opening New Schools

In order to improve access, 100 new schools will be opened in the most needy locations in the district particularly in the isolated tribal pockets. The social assessment survey reveals that the distance of school from the residence is one of the major problem hindering UPE. Parents are disinclined to send their children specially girls to schools. Provision has been made for construction of 100 new school buildings, appointment of 200 new teachers preferably female teacher, VEC grants and grant to teachers for low cost teaching materials, etc. (List of the school location is at annexure 7).

Funds earmarked are as follows:

1. Construction of 100 new schools	Rs. 195.00 lakhs
2. Salary of 200 teachers	Rs. 364.32 lakhs
3. Grant for VEC	Rs. 6.00 lakhs
4. TLM grant for teachers of new school	Rs. 3.00 lakhs

	Rs. 568.32 lakhs

School Mapping Exercise

School mapping exercise will be carried out in 100 villages identified for opening new schools. Mapping exercise will be undertaken in these villages to identify the exact location for setting up of the school keeping in view the physical and social barriers existing if any. The purpose of these exercise is to

locate the new schools in a manner such that they are accessible both socially and physically to all and that no particular community is put to a disadvantage. Prior to launch of the project 50 school mapping exercises would be completed in the own going project. The balance 50 school mapping exercises will be carried out during the first six months of the project. A sum of Rs. 0.25 lakhs has been kept aside for this.

Opening of Ashram School

PRA and SAS reports reveals that there are large number of children yet to be enrolled in some tribal areas because they live in isolated habitations schools remain inaccessible. Children of the temporary migrants are also forced to leave their studies in between as they can not be left alone while their parents migrate in search of employment. As means to ensure enrollment and retention among of isolated tribes and migrants parents it is proposed to start one Ashram School. PRA exercises points out that, children from poor family especially from ST / SC are deprived of nutritive food in the early infancy and enter school with a deficiency that proves to be continuing handicap. Also, the economic problems in the family and high rate of alcoholic consumption increase emotional stress of the child and they lose interest in education. In the proposed Ashram School, students will be provided with education and residential facilities. The teachers will maintain constant rapport and interaction with the children. Priority will be given to children from isolated tribal pockets, and the children of migrating parents in the admission to Ashram Schools. It is a system of Gurukul education one of the teachers perform the duties of warden. The teachers reside with the student and they live as members of a family. For this purpose construction of new buildings , appointment of teachers/ warden, procurement of furniture and other equipment, salary for teachers, cooks , free supply of food and other essential materials etc. are important components. The Ashram School will be located in the most needy block on pilot basis. The construction will be done in the second year of the project. An evaluation of the existing Ashram School will be carried out in the first year.

Funds earmarked are as follows:

1. Evaluation Studies	Rs. 0.10 lakhs
2. Construction	Rs. 13 lakhs
3. Salaries	Rs. 9.861 lakhs
4. Furniture	Rs. 0.803 lakhs
5. Running/Maint. Cost	Rs. 51.26 lakhs

Rs. 78.024 lakhs

Alternative Schooling

It is not feasible to open formal schools in all the needy areas of the district. The Mass Education Department is already running 550 special NFE centres (Blockwise list of special NFE centers is given in district profile). NFE centers provide access to 'left out' and 'drop out' children.

It is proposed to open 250 innovative NFE centers in the unserved pockets as well as areas from where seasonal migration to brick kilns takes place. Co-operation of NGOs and VECs will be ensured in the implementation, monitoring and evaluation of NFE centers. The NFEs instructors will be given intensive training in multigrade joyful teaching techniques. The instructors will be paid Rs.200/- per month of which 25 per cent will be paid after evaluation of the learners. Opening of NFE centers, selection of NFE instructors, supply of TLM equipments are the main components of the programme. The outlay is as follows:

1. Training of NFE Instructor	Rs. 1.8 lakhs
2. Honorarium of NFE Instructor	Rs. 22.32 lakhs
3. TLM for NFE	Rs. 5.00 lakhs

	Rs. 29.12 lakhs

To provide academic and supervisory support to the NFE centres ASRG (Academic Support and Resource Group) will be formed at the district level, ASRP will individual of proven capabilities, established NGOs, etc. One ASRP will be incharge of 10 NFE centres. Token amount of Rs. 500 p.m. will be paid as honorarium. Provision of Rs. 2.58 lakhs is made for this purpose.

Para Teacher (Shiksha Premi)

In Ranchi, the available data shows that around 250 schools of 22 blocks have unequal P/T ratio. It is calculated that to reach the desirable P/T ratio of 1:50, these schools will require around 800 additional teachers. To meet this demand partly, it is proposed to provide 400 para teachers to the primary schools on need basis. The schools having pupil-teacher ratio of more than 1:50 and the schools where the regular attendance of the students is more than 70 per cent will be considered for providing Para Teacher. Redeployment of the teachers will be done from over staffed schools.

Village Education Committees will identify a matriculate female to work as para teacher. She should belong to SC/ST category. After their names are recommended by VEC, they will under go 28 days intensive training in multi grade joyful/child centered teaching technique. Para teacher will be paid Rs.800 per month.

The outlay is as follows:

1. Training of Shiksha Premi	Rs. 9.0 lakhs
2. Honorarium to Shiksha Premi	Rs. 105.6 lakhs

	Rs. 114.6 lakhs

Infrastructural Facilities

In Ranchi 87 schools have been identified as building less schools. BAS and microplanning studies have revealed that primary schools in Ranchi lack even the basic infrastructural facilities. Only a few schools have got adequate accommodation for enrolled children. With active government and non governmental intervention the enrolment is going to accelerate in the future leading to acute shortage of floor area in the primary schools. To meet partially the existing and expected pressure on floor area it is proposed to give school buildings to 50 building less schools and an additional classroom in 300 schools in the district. Further the studies have revealed that the schools lack basic toilet and drinking water facilities. Very few schools have boundary walls. It is proposed to converge with UNICEF for the construction of toilet by generating demand from the schools. The PHED has already been informed regarding schools where there is lack of drinking water facilities. The PHED is in the process of taking up the task of installing hand pumps in these schools. Boundary wall will be constructed in 100 schools. List of Building less school is in annexure 8.

The outlay is as follow:

1. School building for 50 building less schools	Rs. 97.5 lakhs
2. Additional class room(300)	Rs. 300.0 lakhs
3. Boundary wall(100)	Rs. 15.0 lakhs

	Rs. 412.5 lakhs

5.2 RETENTION

In our district the retention rate is not very encouraging. Retention rate in general is 42%, in case of ST students it is 37% and 38% of SC. The retention rate of girls in general is 39.57%, it is 33.25% in case of ST and 34.08% in case of SC girls. The following strategies and activities are proposed for reducing dropouts.

Community Mobilisation

Large scale community mobilization is required for improving enrolment and checking the dropout rate especially in the case of tribal girls and minorities. The total literacy campaign has been successfully mobilising community opinion towards literacy and primary education . It is proposed to converge with the TLC for whipping up public commitment towards primary education.

Various mobilizing groups (TLC, NGO, VEC etc.) will be involved in conducting cultural programmes, local visits, puppet shows, street plays at the village Hat (local weekly market). It is proposed to organise 2038 such cultural programmes, puppet shows, street plays etc. during the project life where illiteracy is higher and enrolment and retention is low. For this purpose awareness materials like pamphlets and posters and other display materials will be printed and distributed at Tola, Village, Panchayat, Blocks level. Provision of Rs. 1 lakh per year is made for the purpose of development of awareness material and Rs. 20.38 lakhs for different cultural programmes.

To conduct all sort of mobilising activities at various levels, mobilising groups will be formed and regular meetings will be conducted with them. At village and cluster level cluster coordinators and VEC will be conducting these meetings, at the block level BRC coordinators will carry out this responsibility and all these activities will be monitored at district level by the concerned programme incharge.

We also propose to conduct a weekly radio programme through AIR Ranchi to create awareness among the people. Meetings with the press will be conducted on quarterly basis to propagate the activities being undertaken by DPEP. We will be producing ten audio and five video cassettes during the project period to facilitate the mobilising activities. A sum of Rs. 2.05 lakhs has been kept aside for this purpose.

As part of mobilisation programme it is also proposed to conduct meeting with local press atleast once a year. Provision of Rs. 0.05 lakhs is made for this purpose.

Awareness campaign will be carried out through various groups in the district. A sum of Rs. 10.19 lakhs is kept aside for this purpose.

Village Education Committee

In Ranchi, Village Education Committees have been formed and have been functioning since 1992.

In DPEP the role of the VEC will be enhanced. It is proposed that the VEC will also be responsible for environment building at the village. They will be entrusted the task of taking out Pad Yatras at the village level at least once in a year. Hence, during entire period of the project at least 5 pad yatras in every village will be taken out.

Training/orientation of VEC members

To achieve the goal of UPE, VEC has been perceived as a key institution at the village level. Their activities include, enhancing enrolment, improving retention, monitoring the school activities and improving the school through proper management and community participation. Orientation programme of the VEC members will be carried out with a view to make them aware of their role and that of the community towards achieving UPE.

Keeping in view the vast responsibility of VEC, we propose to conduct their training at cluster level. Every year 120 training programmes for 3826 VEC members of 1913 VEC (2 member from each VEC) will be conducted. Total 600 training programmes will be conducted during the complete project period. A sum of Rs. 90 lakh has been kept aside for this purpose.

Annual grant to VEC and teachers:

An annual grant for Rs. 2000/- will be given to the VEC for school management. The teacher will be provided with a grant of Rs. 500 per annum for TLM. An outlay of Rs. 197.3 lakhs and Rs. 122.75 lakhs has been proposed.

Special award for schools with better performance and Inter-school/cluster competition

To promote healthy competition among various students, teachers, schools, clusters and blocks, it is felt that Bal Melas, cultural, sports and academic competition is essential. It is proposed to have at least three inter school activities at the cluster level in an academic year. These three activities are Bal Melas, inter school academic exhibition cum cultural competition and inter school sports competition. Thus 600 Bal Melas, 600 academic exhibition and 600 inter school sports competition held during project life. These activities will not only mobilise community opinion but also make the school more attractive. A special award of Rs. 10000/- will be given to outstanding schools for performance in enrolment and retention every year. It is proposed to institute these awards at the block level. A total of 120 awards will be given during the project life. A sum of Rs. 36 lakhs for different inter school activities and Rs. 12 lakhs for awards has been earmarked.

Research Projects (Action Research)

Action Research in education is an academic class room enquiry conducted by the concerned teachers to meet the immediate problems of the class. Since class room problems adversely affect the achievement level of people, the teacher has to play an active role by conducting research and thereby arriving at problem solution. It is proposed to conduct Action Research by DIET faculty and teachers in the problem areas related to retention and achievement. We propose to conduct 10 action research projects during the complete project period at the rate of two project every year. A sum of Rs. 0.50 lakhs has been earmarked for this purpose.

Special Studies

As dropout rate is very high in the district especially among the ST and SC. It is proposed to carry out special studies to find out the causes and the possible remedies of higher dropout. Provision of Rs. 1 lac is made for this purpose. DIET will be the key functionary in this research study. An outlay of Rs. 1.0 lakhs has been proposed for this purpose.

Formation of MTA/PTA

The illiteracy and ignorance of parents in general and mothers in particular have been identified as one of reasons for the higher dropout rates of children particularly girl child. It is essential to make the parents aware of their roles and functions especially concerning children education.. We propose to form MTA/PTA at school level. It will be formed by the Village Education Committee and their regular orientation meetings will be conducted by the school teacher in which the following issues will be highlighted:

- the role of parent (mother in education of child)
- importance of creating study habits among children
- importance of personal hygiene
- health & nutrition
- importance of participation of parents in various school activities

The CRC coordinator would also meet the PTA/MTA regularly to discuss the various issues related to village level primary education.

Convergence

Many of the problem revealed during the PRA and SAS activities cannot be directly addressed by DPEP. As these problems have an adverse effect on UPE, it is extremely essential to workout convergence strategies especially with developmental department at the district and block level.

Convergence meetings with various departments are planed and budgeted for in the district plan, so that the areas and modalities of convergence can be discussed with the functionaries of various departments at district and sub-district level. It is propose to conduct 50 such meetings in the project period. An outlay of Rs. 0.5 lakhs has been proposed for this.

5.3 QUALITY

The achievement level of the children of Ranchi is poor specially that of ST and SC. During the detail discussion in the pedagogy visioning workshops and other participatory activities it has been felt that unless we bring drastic and meaningful changes in the field of pedagogical quality no fruitful achievement can be attained. It has also been seen that teachers are not adopting innovative and dynamic methods of teaching but are following traditional outdated techniques while imparting education and thus they have become mechanical workers. Rust has overpowered them. At times some of them inspite of being motivation and having innovative capacities of imparting education, are not in a position to practice because of nagging attitude of their officials and dull colourless infrastructural environment. Therefore drastic change are urgently required in all seven aspects affecting quality to make the primary education dynamic, meaningful and result oriented to our present needs.

Curriculum

There is an express need to make education more beneficial, area specific and in the context of Ranchi tribal specific. The education at present has poor linkage with the world of work. The parent educate there children so they may get a job in the future . The education at present does not provide for self development.

With a view to restructure the curriculum to make it more area specific and tribal specific and relevant to day to day life, workshops will be conducted at cluster, block and district levels. The participants in the workshop will be teachers, NGO's experts in tribal language, literature, cultural tradition, experts in local history, administrators, educationists. It is proposed to hold five workshop at the block level and one workshop at the district level during the project period . The finding of the workshops will be passed on to the state level for further implementation. A sum of Rs. 0.95 lakhs has been earmarked for this purpose.

Headmasters Training

Headmaster has to play an important role in bringing about qualitative and allround change in the teaching learning processes of a school. It is proposed to orient headmasters with special five days training package which will include orientation on motivation, child psychology, team building, capacity building, school administration and other pedagogical aspects. We propose to conduct five training programmes for the middle school headmasters at DIET in the first year of project. A sum of Rs. 0.75 lakhs has been earmarked for this purpose.

Teacher Training

Much needs to be done for upgrading the existing levels of professionalism among the entire teaching community in the district.

It is proposed to carry out interim training of teachers with the following objectives.

- a. To introduce the primary teachers with the new pedagogical methods formulated with aim of making teaching learning a participative, joyful and child centered activity.
- b. To enhance their motivational levels as well as professional skills.
- c. To guide in the making and use of low cost TLM based on locally available materials.
- d. To sensitise on gender, caste and religious issues.

For initial and recurrent training of a teacher force of 5000 odd teachers infrastructural capacity as follows will be needed.

1. DIET	-	1 existing
2. BRC	-	7 proposed
3. CRC	-	120 proposed
4. VEC	-	2038

(Details in capacity building)

At present BEP Ranchi has already undertaken the task of providing ten days In-service training to the existing primary teacher in district. This ten days training module has been develop by BEP and is called Ujala. The training has been carried out by Master Trainers identified from among the primary teacher who have under gone the ten days Ujala training. The ten days Ujala module has been designed for Class 1 and 2. There is a need for module for Class 3, 4 and 5. The module is to be developed by SLO. Once this module is developed teachers involved in teaching classes 3, 4 and 5 will have to be trained. For this purpose of a bank of 60 master trainers have to be identified from the existing school teachers/NGOs/Institutions etc.

The prospective master trainers will be called for a small workshop of 3 days and during this workshop a panel will emerge. Those selected will be given ten days training in two batches of 30 each. For the purpose of identifying master trainers, we propose to arrange five district level workshops. An outlay of Rs. 0.45 lakhs is proposed for this.

The master will undergo 10 days training. A sum of Rs. 0.6 lakhs is earmarked for this purpose.

This bank of 60 master trainer will be available to provide all types of teachers training at BRC level where these 5000 odd teachers will undergo training. 100 training programme will be conducted for the inservice training of the teachers. It is proposed to complete the inservice training by 1999. The expenditure in conducting inservice training will be Rs. 30 lakhs.

Block Resource Centre

BRC co-ordinators will be identified from among the high school teacher, AEO, BEEO, Lecturer of PTTC and primary school teachers of proven capability. The prospective co-ordinators will emerge out of a 3 day workshop and the traditional interview method will not be adopted. Then they will undergo 10 days training programme. It is proposed to conduct their training along with the CRC co-ordinators. The expenditure on identification and training would be Rs. 0.09 lakhs and Rs. 0.15 lakhs.

Cluster Resource Centre

Five teachers of the cluster will work as CRC co-ordinators on rotation for one year each. In the project period 600 co-ordinators of 120 clusters will be trained to function as co-ordinator.

Keeping in view the work load and the responsibilities of CRC Co-ordinators it is not advisable to engage the working teachers without giving any incentives, it is proposed to make provision of Rs. 100/- per month as fixed for the CRC co-ordinators. The expenditure in these would be Rs. 7.2 lakhs during the project period.

Subject specific training of teachers

Regular feedback from CRC will be taken to find out the problems faced by the teachers with regard to Language, Maths and EVS. The teachers who express weakness in any of the three areas will be given special three days Subject Specific Training. It is proposed to conduct 25 such training programme during the project period. A sum of Rs. 2.25 lakhs is earmarked for this.

One day programme at CRC

All teachers will have a monthly one day meeting at their respective CRC. This monthly meeting will be organised by the co-ordinators of the CRCs with the help of the head master of the school in whose premises the CRC is situated. A typical CRC programme has three distinct sessions mainly

* Experience Sharing : The teacher share problems faced by them with regard to child centered pedagogy along with their own innovations applied. The group identifies possible solutions to the various problems faced. Feedback on the text- books , supplementary reading materials are also collected.

* Subject Area Session : This session is used for preparing TLM, model lessons are given by the teacher on rotation basis in this session.

* Planning Session: This session is used for carefully planning out the activities for the next month.

The outlay proposed for the monthly meeting is Rs. 7.2 lakhs.

Developing Bridge Language Inventory and Training

The SAS and PRA exercises have revealed that in tribal pockets, there is language barrier between the teacher and the pupil. Many of the teachers are not conversant with the tribal dialects and the children parents are not very conversant with Hindi. It is proposed to develop a bridge language inventory in major tribal dialects like Mundari and Kurukh. Even though most of teacher know Nagpuriya it is proposed to codify the Nagpuriya words. For the development of language inventory, it is proposed to conduct one workshop of three days in each language. Linguists and experts will be invited along with primary school teachers for these workshops. It is felt that the bridge language inventory will facilitate teacher pupil communication. A sum of Rs. 0.4 lakhs is earmarked for this.

The teachers posted in the tribal pocket will be given special training to use bridge language inventory. It is proposed to give this special training to around 1000 teachers which will be conducted at DIET level. The training will be for five days. A sum of Rs. 7.2 lakhs is required for conducting this training.

The Bridge Language Inventory will be printed and distributed at the time of training. Provision of Rs. 3 lakhs is made for this purpose in the first year of the project.

Developing supplementary TLM for tribal Children

The achievement level of tribal children is a cause of concern. It is 12.3% in language and 10.3% in mathematics as compared to the achievement levels of children of the other communities. Due to many factors the tribal child is unable to grasp the textual inputs being imparted in the schools. In order to facilitate the learning process of the tribal child, it is proposed to develop supplementary TLM based on their life style, tradition, culture, folklore and language etc. About 39 workshops at the level of cluster, block and district will be organised during the project life. Primary teachers, experts in tribal language, culture, tradition, will participate in these workshops. The TLM so developed will be printed and distributed in the tribal areas. A sum of Rs. 0.63 lakhs will be required for conducting these workshops. Further the TLM material developed as a result of these workshops will be printed and distributed among the teachers. A provision of Rs. 3 lakhs has been made for each of the first three years of the project.

Textbooks For SC/ST boys and girls and general girls

The SAS and PRA exercises have indicated that the students of SC/ST and the girl children should be provided with textbooks and other study materials. Due to poverty they are unable to buy even textbook. As a result many children are forced to discontinue their studies. Girls are the first victims of financial crisis in the family. Hence it is proposed to provide textbooks to girl child of all communities. The total expenditure is likely to be Rs. 381.375 lakhs.

Bookbank/Library for schools

For inculcating reading habit among the children it is proposed to provide Rs. 500 each for the schools every year for establishment of bookbank library. A sum of Rs. 49.325 lakhs is earmarked for this.

Newsletter for BRC/DIET

BRC would work as the centre of pedagogic activities at the block level. It will also cater to the academic needs of the CRC and the teachers in its area. Each BRC will take out a newsletter every month. The monthly BRC newsletter would be the teachers own magazine through which they can share their experiences, specific achievements, contribution made by them in their school, innovations applied by them at the school level. It will serve as an outlet for the creative abilities of the teacher. We also propose to have a quarterly magazine at DIET which will serve as BEP (DPEP) newsletters. An outlay of Rs. 10.08 and Rs. 5.0 lakhs has been proposed for this purpose.

Orientation/Training of Inspecting Officers

For the smooth functioning of primary education system in the district, it is necessary that there is co-operation, support and sharing among the district functionaries, educational officials, teachers, teacher association, NGOs, VECs, etc. At present, the teachers face a lot of difficulties with regard to redressal of their grievances. Further, the inspection being carried out by the educational officers at present are administrative in nature. The pedagogical aspects and problems faced by the teachers are seldom discussed during the inspection. Such inspections do not yield any fruitful results. With a view to improve the existing relationship among the district educational officials, teachers, teacher's association and parents, it is proposed to have a five days orientation module for educational officials to expose them to the pedagogical and humanitarian aspects of primary education. We propose to conduct two orientation programmes every year. A total of ten orientation programmes for the educational officials will be conducted during the project period. An outlay of Rs. 1.5 lakhs is proposed for this.

Gender Specific Interventions

The retention rate of girls in Ranchi district is 39.57 per cent which is lower than the over all retention rate. The problem is acute among the ST and SC girls (ST girls - 33.25%, SC girls - 34.08%). It is felt necessary to mobilise community opinion for women empowerment. Our existing curriculum and textbooks are not gender sensitive. We propose to conduct a district level workshop to review the textbook and other TLM from gender perspective. Women activists educationists, female teachers, psychologists

and pedagogues will participate in these workshops. The findings of the workshop will be sent to SLO for further action. Further gender sensitisation workshops at village, cluster and block level will be conducted. Mothers, women activists, female social workers, teachers and female representative from different stratus of society will be invited to participate and express their opinion. A total of 300 village level, 30 cluster level and 10 block level gender sensitisation workshops during the project period will be conducted. A sum of Rs. 0.15 lakhs and Rs. 3.4 lakhs have been kept aside for this.

5.4 Interventions for Disabled Children

At present the governmental and non governmental interventions in the area of identification, rehabilitation, and education of disabled children are in a nascent stage. Organised efforts have not been made to identify the partially disabled children. Deep Shikha an NGO is carrying out special programme for welfare of disabled children. Much needs to be done for the identification, rehabilitation, and education for the disabled children. In convergence with the medical department and NGOs like Deep Shikha teachers especially in the urban areas will be given training to identify disabled children in the school. These training will be made a part of the inservice training of teachers.

At the village level often such children do not start school or even if they start schooling they drop out. They have to face social stigma from peer group as well as growth ups. The VECs during their training will be sensitised towards the disabled. The BRC, CRC, Mahila Samakhya, ICDS workers will be sensitised towards disabled incourse of their initial/recurrent training. They will also be trained to identify disabled. Support will be given to the NGO like Deep Shikha in carrying out and expanding its work. A sum of Rs. 10 lakhs is kept aside for this purpose.

5.5 Early Childhood Care and Education

In Ranchi 1528 Angan Bari centres of ICDS programme are functioning in 16 block and by the time of launching of DPEP they will be covering all 20 blocks and hence our strategy will be to converge with the ICDS programme. Under this programme following activities will be implemented.

Activity

- * Convergence strategies and meeting with ICDS.
- * Initial training for Angan Bari workers (38 batches of 15 days each)
- * Recurrent training for Angan Bari workers (Quarterly for two days)
- * Follow-up mechanism.

An outlay of Rs. 36.5 lakhs for training and Rs. 0.5 lakhs for TLM has been proposed.

Mahila Samakhya

6.1 Background and Philosophy

National Education Policy 1986 has given highest priority to women's education. Literacy though necessary is not the only pre condition for women empowerment. To bring about change in the status of women in society they will have to be organised. Only through governmental and non governmental interventions will they be able to break away from the centuries old shackles imposed on them by the society and realise their full potential. The Mahila Samakhya programme has been launched with the objectives of mobilising women into groups, making them realise the values of the contribution they make towards the family and society, so that they are able to overcome the feeling of inferiority. The programme also organises economic activities through thrift groups so that the women develop the capability of becoming economically independent. Special education is imparted to adolescent girls who have never been to school or a dropouts.

The aims and objective of Mahila Samakhya

1. To foster the self confidence in women and to bring necessary changes to give them self identity.
2. To conscientize women and strengthen different groups of women, to take initiative for constructive work in the society.
3. To ensure primary education for each girl child and to facilitate educational programmes, in particular at the village level and to create opportunities for their own education/literacy.
4. To ensure economic independence of women by involving them in the developmental works.
5. To ensure active participation of women in all the programmes, organized by the Mahila Samakhya.
6. To give a sense of solidarity and the sense of participation in the process of decision making.

Components/Activities under Mahila Samakhya interventions

1. Samooh

The village level women's collective (Samooh) is the backbone of Mahila Samakhya. Samooh is formed at the village level and consists of 15 or more members. The leader of the Samooh is Sakhis. The Mahila Samooh takes the decision and the responsibility for all the activities of MS at the village level. Decisions regarding the opening and management of Jagjagi centres and other activities are made by the Samooh through a collective decision making process. The Samooh meet regularly to discuss issues and plan interventions.

2. Jagjagi

Jagjagis are education centres for girls between ten and fifteen years of age. It also caters to the education of the women who are illiterate or those who have left to school after primary education. Increasing number of Jagjagi learners are being enrolled in formal schools. Saheli who is a woman from the same village looks after the educational needs of the Jagjagi.

3. Bal Jagjagi

Bal Jagjagi centres cater to children between three and six year of age in the village. These centres prepare children for primary schooling through songs, games, stories and awareness walk for school etc.

4. Kishori Mandal

Adolescent girls of Jagjagi centre are organised into Kishori Mandal . It gives them an opportunity to build themselves as leaders, who are aware and active in their own villages. Kishori Mandal and Jagjagi prepare the adolesent girls for a better life.

5. Mahila Sikshan Kendra (MSK)

Residential Training and education is provided for illiterate and dropout women and young girls who have the motivation and desire pursue their education. After completion of their MSK training they go back to the villages to work as Saheli and Balmitra etc. They are expected to play an important role in all Mahila Samakhya activitics in their villages.

6. Mahila Kutir

Women need a place of their own to come together to meet regularly, and to conduct the Jagjagi classes etc. At present adequate buildings are not available for this purpose. The MS women have been trying to construct Kutir to meet their need for space for themselves. The entire processes of Kutir construction is planned and managed by the women themselves.

7. Training

Training is given utmost importance in Mahila Samakhya. Different trainings are organized for the women at the village, block and district level. Workshops, seminars, camps and field visits are also organised. These activities develop self confidence, courage and leadership among the women. Training is an on going activity in MS. Regular reflection sessions are part of the training process to help women to build on their experiences and to become skillful in planning, evaluating etc. All trainings are experience based.

Vocational training programmes are organized to improve the skills of the members of the Samooh so that they can be employed gainfully. The members are trained as Masons, Tube well Mechanics, and also Mushroom production, and pickle preparation etc.

8. Study Tour

Visit to other MS districts/states and related organisations are planned for MS functionaries to provide learning opportunities for them, and to promote wider networking among women's groups.

9. Thrift and Credit activities

The women in the Samooh are made to understand the importance of savings and credit through training programmes. Saving funds is used for giving credit to the Samooh members for carrying out different activities which are important to women like income generation, education, health etc. If the thrift groups work according to the rules and regulations of Mahila Samakhya, a contribution of Rs 200 per month given for three years. This activity contributess much to the economic self-reliance of women.

10. Documentations

Documenting experiences through reports etc. is an important activity of M.S. Preparation of MS stories, Songs, Pamphlets, News letter etc. are undertaken by M.S.

11. Evaluation/Monitoring

Evaluation of the activities undertaken by MS is carried out from time to time at different level like Samooh, district, state and national to ensure quality in the programme.

MAHILA SAMAKHYA, RANCHI

Mahila Samakhya, as an integrated programme of the Bihar Education Project was started in Ranchi in 1992. The programme aims at mobilising women for education, development and social changes. It is a movement for transformation of women by the women.

Workers of Mahila Samakhya at various levels of operation such as District Core Team, Sahayoginis, Sahelis, Sakhis are all selected through a participatory process and intensive training.

The Mahila Samakhya of Ranchi has, over the years, been able to create an appreciable impact on the social environment of the targetted areas. It has instilled awareness among the women about their rights and their privileges. The women are more knowledgeable now on various developmental activities and they demand implementation of the Welfare Schemes in their region too. Mahila Samakhya formation has, in particular, given an edge, to the women of the villages to discover their inner strength and to understand the importance of Education, female literacy, working in groups for solidarity. From the age old culture of 'silence', they are awakening to a more 'vocal' world.

Achievement indicators of MS in Ranchi

- i. Anti prohibition movement
- ii. Public distribution system
- iii. Environment - like protecting forest
- iv. Health facilities - linkages with PHCs. etc.
- v. Herbal medication
- vi. Awareness against exploitation of female labourers
- vii. Implementation of Government Welfare Schemes at village level, like construction of school buildings, Check dams, Road bridges.
- ix. Provision of Drinking Water, skilled mechanics to repair tube wells, etc.

In the light of past experience, a need was felt for further pinpointing the persisting local problems. For this purpose, the process of Participatory Rural Appraisal was repeated by a team of Core Team members, Sahayogini, Sahelis, Sakhis, Teachers, Parents, local NGOs, ICDS workers, PHED workers at district, block and village levels. These process highlight several important issue in the context of women's educations and improvement. Some of the issues that emerged from MS reflection and sharing processes and PRA are as follows:

Problems and Issues

- Lack of proper communication
- Lack of the knowledge of the village dialect

- Lack of infrastructural facility to build Mahila Kutir because of regional customs like Khutkati and Manki Munda custom
- Lack of literate women to run the Jagjagi Kendras
- Problem of language, hinders the women to participate effectively in the meeting
- Lack of resource support in the block
- Lack of resource persons from the district level is the cause of non-availability of training facility to Sakhis at village level
- Lack of monitoring Jagjagi Kendras because of inadequate human resource
- Lack of resource materials, like library for the different Jagjagi Kendras.
- At some places the Samooch Savings account have not been opened because of lack of co-operation from the Banks.
- The seasonal migration of the girls from different Jagjagi Kendras disrupts its regular functioning.
- Lack of proper collaboration among women of different vocations
- Physical distance, and lack of proper communication facilities with MS functionaries at the field level.
- Most of the tube wells are out of order and the resultant a problem of drinking water.
- Lack of access to projects and schemes from the Government for the development of the villages.

Mahila Samakhya Plan

I. Expansion Programmes

Present Coverage: 3 blocks (Murhu, Chanho, Mander)

30 mohallas in the urban area.

Proposed Expansion: 318 village in three new blocks (Arki, Angara, Burmu)

Expansion will be done in a phased manner during the project period and first phase blocks will be phased out gradually.

II. Field Centers and Kutir

- To enable better supervision of the work, 'Field Centres' will be set up in each of the MS block. These Field Centers will be managed by Sahayoginis. Field Centres would be accommodated in rented house wherever possible and in 2 remote blocks these centres will be constructed..
- Realizing the importance of Kutir, construction of more such kutirs is proposed. Proposed number of Kutir for the project period : 30.

Jagjagi

- * Jagjagi would be opened according to the demand from the Samooh.
- * Girls desiring to continue their studies after having completed their training from literacy centers or Jagjagi will be encouraged to join Open School centres or formal schools.
- * Girls from the Kishori Mandals will be provided special training from time to time.
- * The Sahyogini in charge of Field Centers will be made in charge of monitoring the different Jagjagi Kendras through a well planned system.

Bal Jagjagi would be opened in areas not covered by ICDS or where there is an excessive number of 3-6 age groups children

Proposed number of Jagjagies for the project period : 115

Bal Jagjagi : 75

Reflection Meetings

Keeping in view the increasing number of Jagjagi Kendra and MS coverage, it is proposed to have monthly reflections for Sahyoginies 3 days in every month; quarterly reflections for Sahelies and Balmitras 3 days and 2 days respectively.

Training Programmes/Workshops

With the Expansion of the work, additional human resource like Sahayoginis, Sahelis, Trainers Samooh, Sakhis to be trained, training and motivation activities will require to expand.

Additional no. of workshops, seminars, camps, exhibitions, will be organised to cover topics like Savings, Legal aid, Health, etc. will be conducted.

Mahila Shikshan Kendra

It is proposed to shift, the Mahila Shikshan Kendra to the DIET Campus as the existing centre does not have sufficient place to conduct activities. Special short term courses for potential field level MS functionaries would be organised in MSK to upgrade their educational standard and leadership skills.

Action Research

A special team will be set up to study the problems related to women and girls like of Seasonal migration of the people in search of work to brick kilns outside the district, violence against women, women and daily wages, problem of widows etc.

Development Projects

It will be ensured that women would get involved in the implementation of development projects, like Indra Awas Yojana, Million well scheme, EAS etc.

Field Survey

Core Team, Sahayogini, Sakhi of Mahila Samakhya will take up extensive survey in the six blocks to identify local problems, through gender specific PRA.

Thrift and Credit/Vocational Training

Thrift and Credit activities along with skills in income generation will be taken up by the Samooh. Based on the present experiences it is proposed that during the project period about 400 SHG will be operationalised. Samoohs will continue to receive the non recurring amount of Rs. 1000 per Samooh and contribution from BEP at the rate of Rs. 2400 per annum for 3 year.

Linkages with Primary School

Mahila Samakhya will take part in awareness campaign for increasing enrolment and reducing dropout especially of girls childrens in the entire MS area. The Samooh womens will monitor the attendance of children in primary school to ensure retentions.

Mahila Samakhya Resource Centre/Documentation

Mahila Samakhya Resource centre in the district will be strengthened with additional books periodicals, audio visual materials and necessary equipments to meet the ongoing educational and training need of functionaries and facilitate documentations. And also the legal assistance cum guidance cell will be setup in the resource centre to help the women in legal matters. From time to time news letters, pamphlets and other materials will be produced and made available to the MS women.

Convergence

MS will work in tandem with NGO's and various Government department working in the field of women empowerment improving living conditions of people, education, health, income generation etc.

Conventions/Camps/Melas

Conventions Camps Melas are organised by the Mahila Samakhya for collective deliberations and awareness building on various social and economic issues. This has been proved very successful so far. Accordingly similar conventions etc. will be organised in the next five year plan.

Development of District and Sub-district Institutional Capacity

7.1 District Level Office

Ranchi being an old BEP district already has a district level office. The existing and the proposed staffing pattern is as follows:

Sl. No.	Post	Existing		Proposed	
		Number	Pay-Scale (Rs.)	Number	Pay-Scale
Grade-I					
1.	D.P.C.	1	Negotiable	1	3700-5000
2.	Administrative Officer	1	5000	-	
3.	Programme officer/ Architect/Engineer	6	5000	4	3000-4500
4.	Chartered Accountant	1	5000	-	
Grade-II					
1.	Finance Officer/ Accounts Officer	1	4500	1	2200-4000
2.	O.S.D. Comp. I C	6	4500	-	
3.	Asst. Prog. Officer	-		5	2200-4000
4.	Resource Person	6	4000	5	2000-3800
5.	Asstt. Engineer	1	4000	2	2200-4000
6.	Jr. Engineer	-		4	1500-2750
7.	A.R.P.	6	3000	5	1640-2900
8.	Asstt. Programmer	1	3000	1	1640-2900
9.	Accountant	1	2800	2	1500-2750
10.	Research/Prog. Asstt.	1	2300	-	
11.	Sr. Stenographer	2	2300	2	1400-2600
12.	Librarian	1	2300	-	
Grade-III					
1.	Accounts Asstt.	3	1800	3	1200-1800
2.	Office Asstt./Storekeeper	2	1800	2	1200-1800
3.	Purchase Assistant	1	1800	1	1200-1800
4.	Stenographer	3	1800	3	1200-1800
5.	Typist/Dataentry operator	2	1800	3	1200-1800
6.	Asstt. Librarian	1	1800	1	1200-1800
7.	Technician	2	1800		
Grade IV					
1.	Driver	5	1700	5	950-1500
2.	Peon	6	1300	6	775-1050

7.2 Setup of MIS Unit

An effective and efficient Management Information System plays a key role in success and failure of any project. We propose to establish a strong MIS unit at DLO which will have PMIS, and EMIS.

Project Management Information System (PMIS)

Project Management Information System is a computerised monitoring system which is used to collect information on project progress in terms of fund movement, actual expenditure against budget, quarterly progress report and performance indicators.

Chief objectives of PMIS will be to track the progress of delivery of project inputs, monitoring the fund movements, monitoring the physical progress of the project activities and to provide project performance indicators which help the project authority to take corrective step for smooth implementation of the project.

Educational Management Information System (EMIS)

Educational Management Information System is a comprehensive software package which collects educational statistics to reflect various educational indicators such as enrolment retention and dropout, it is also used for planning and monitoring project inputs.

Chief objective of EMIS will be to develop a network for collection of educational statistics from recognised institution imparting primary education, to create a school level computerised data base at the district level, to provide access to school level data base to educational planners, administrators, and researchers at district, state and national level and train them adequately to analyse and use the data base for the future planning and to provide a programme solution for the BEP/DPEP society to monitor the progress of primary education at the district state and national level by monitoring key educational indicators.

Financial Management Information System (FMIS)

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

Requirements

The following are the infrastructural/hardware/software requirements for the effective functioning of MIS unit.

Sl. No.	Items	Number
Furnitures :		
1.	Fire Protection equipment	2
2.	Vaccum Cleaner	1
3.	Emergency light	1
Hardware :		
1.	Pentium Computer	1
2.	Printer sharer	1
3.	Modem	1
Software :		
1.	M.S. Windows 95	
2.	MS Office (Word, Excel, Power point)	
3.	Foxpro (Window based)	
4.	Antivirus vaccine	
5.	Disk diagnostic tools	
6.	Bilingual word processor (AKSHAR)	

7.3 District Institute of Education & Training

Teacher is the axle of any educational programme. BEP/DPEP aims at bringing about social change through UPE by revamping the content and process of education. To achieve this objective it is extremely necessary to enhance competency, efficiency and involvement of teachers in the process of education; bring about attitudinal changes and motivate them by conducting regular various inservice training programmes. It will be the responsibility of the DIET to provide resource support for teachers, evolving proper teaching methods after experimentations and trials, and to strengthen primary schools and teachers academically by training them and monitoring their work. The methods adopted to achieve these aims will be to identify the needs of students and teachers at primary level by micro level research keeping in the view the natural social and cultural environment of Ranchi district.

Unfortunately inspite of having very strong infrastructural facilities DIET, Ratu, Ranchi is a victim of scarcity of staff. At present only one of its component i.e., inservice training is functional, it is running with only two lecturers. In 1991 being the first BEP-DIET it has started with its full strength and capacity. We propose to retain the same structure and man the DIET fully as follows:

Sl.No.	Posts	Staff in Position	Proposed Staff	Pay-Scale
1	Principal	*	1	3700-5000
2	Senior Lecturer	*	2	3000-4500
3	Lecturer	2	7	2200-4000
4.	Computer Programmer	*	1	2000-3800
5.	Computer Operator	*	2	1500-2750
6.	Accounts Officer/ Asstt. Account Officer	*	1	2000-3800
7	Statistician	*	1	1500-2750
8	Librarian	1	1	1500-2750
9	Laboratory Asstt.	1	1	1500-2750
10	Office Supdt.	1	1	1500-2750
11	Accounts Assistant	1	1	1400-2600
12	Stenographer	1	1	1400-2600
13	Cook	3	3	800-1150
14	Peon	1	1	775-1025
15	Gardener	1	1	800-1150
16	Ele. Technician	2	2	800-1150
17	Watchman	1	1	800-1150
18	Driver	*	2	950-1400

It is proposed to establish full fledge computer room at DIET (the details of furniture, hardware, software is given in costing tables).

7.4 Block Resource Centre

B.R.C. has to work as a sub DIET at the block level. The philosophy behind setting of BRC is decentralisation of training processes and to relieve the pressure on DIET, so that it can devote more time in research and innovation in educational field. In Ranchi, we have 24 educational blocks and 20 CD blocks. It is proposed to construct 7 BRCs at the rate of one for three CD blocks. The cost of construction for each BRC is Rs. 7 lacs. The construction activity of BRC will be completed in the first two year. The main activities at the BRC level is as follows:

- * Inservice training in Ujala-II
- * Training course for CRC coordinators
- * Subject specific training for teachers.
- * M.I. based textbook training for teachers
- * M.I. based evaluation training for teachers
- * Special training for development and use of TLM
- * Training on field monitoring and evaluation
- * Recurrent field visit, field support and academic monitoring of the schools.

Staff structure:

	Number	Pay Scale
1. Coordinator	1	2200-4000
2. Resource Person	3	(100 Rs. per day for 20 days in a month)
3. Clerk	1	1200-1800
4. Peon	1	750-1025

7.5 Cluster Resource Centre

CRC has an important role to play in straightening the primary education system. CRCs are intended to boost the educational activity at the grassroot level. This will be achieved through continuous interaction between teachers in a cluster. Apart from the teachers interaction the CRCs will be responsible for mobilising and strengthening the community, organising cluster level students activities periodically in the coming years. Regular VEC trainings will be conducted for increasing community participation in education. It will also identify local specific educational problems and needs. It will serve as the resource centre at the grassroot level. One hundred and twenty CRC buildings will be setup in the district. Under

the BEP construction of CRCs has already commenced and by the time the DPEP -III is launched around 35 CRC buildings would be completed. The balance 85 CRC building will be constructed during the first year of the project at a cost of Rs. 1.37 lacs each. The main activities include :

- * To impart recurrent training to teachers, VEC members, ECCE and ALS instructors
- * To hold meetings with the teachers of clusters and MITA/PTA members
- * To organise Bal Melas, Inter school educational exhibition, inter school sports competitions, Vigyan Melas and Teacher pupil Melas at cluster and village levels
- * To provide feedback to BRC for monitoring
- * To provide a platform for the innovative, TI, and TLM activities of the teacher
- * Support VEC in taking out Pad Yatra.
- * Visit each village in cluster every quarter and mobilise, sensitise and discuss issues related to education, girls child, disabled etc.
- * To sensitise teachers regarding caste, religion, gender.
- * To sensitise teachers, villagers, VECs towards disabled.

7.6 Village Education Committee

VEC has been visualised as the major link between the community and the governmental education system. It is being formed not only to bring about change in the management, and process of imparting of education but also redefining the communities attitude, role and participation in the whole process. Its main function is to bring about total participation at the village level for UPE.

The VEC consist of following members:

1.	Pradhan of the Panchayat/or member of Panchayat (if he is not education lover he can be omitted)	Chairman
2	One member of each of S.C.,S.T.,B.C.,O.B.C. and minority community	Member
3	One representative of Teacher-Guardian association	Member
4	On workers of the Angan Bari of concern village	Member
5	One member of the concerned village who takes interest in the field of education	Member
6	Head teacher of the primary schools	Member Secretary

The village education committee shall consist of minimum seven members and maximum 16. Every muhalla tola covered under the school shall be represented. One third of the members should be women.

Functions of VEC

It will be left to the committee to elect its president. In the absence of president the vice-president will preside the meeting of VEC. The tenure of the committee is two years. There functions will be:

- To help bring about an all round development in the field of education in the village
- To help provide necessary infrastructure facilities including building, equipment, furniture, TLM, drinking water, sanitary facilities, play ground etc.
- To bring to the notice of government the educational needs of the village.
- To bring to the notice of the educational authorities, the problem being faced by the school and suggest ways and means to improve the situation
- To assist and cooperate in educational activities, construction of schools and CRC building
- To laise with the parents of the dropouts to bring them into formal/non formal streams.
- To mobilise the community for increasing enrolment and reducing dropout.
- To laise with parents of school children regularly to ensure that there is no incidence of dropout.
- To sensitise the community towards the girls child and the deprived section of the village.
- To help and cooperate with all types of educational institutes in the village viz-a-viz ALS
- To assist in maintaining disciplined and quality education in the schools
- To take out Pad Yatra every year to sensitise the community towards education.
- To sensitise villagers towards disabled and help in their identification.

Management functions of the VEC will be as below:

- Monitoring civil work
- Supervision of school functioning
- Supervision of payment of incentives and honorarium
- Supervision of ALS centres, ECCE centres and other support services
- Survey of the village to identify non starters, dropouts children, disabled children
- Ensuring participation of every eligible child in primary education
- Ensuring quality achievement of children

The VECs have been formed and are functioning. Our main thrust will be to motivate, strenghten and train the VEC.

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COSTING TABLES

ABSTRACT OF ESTIMATED COSTS (OBJECTIVE WISE)

COMPONENTS	Cumulative Exp	%
1. ACCESS	1357.169	39.24
2. RETENTION	817.629	23.64
3. QUALITY	1102.007	31.86
4. CAPACITY BUILDING	181.729	5.25
	3458.535	

ABSTRACT OF ESTIMATED COSTS (COMPONENT WISE)

COMPONENTS	Cumulative Exp	%
Civil Works	811.950	23.477
Management	181.729	5.255
Other Educational Programme	2464.856	71.269
	3458.535	

Component: Improving Access/Enrolment

In Rupees.

Sl.No.	Activity	Unit	Unit Cost	IMPLIMENTING AGENCY
Research				
	Micro Planning	Per Village	1000.00	DLO
	School Mapping	Per Village	500.00	DIET
Civil Work				
	Construction of			
	New School Building	Per School	195000.00	DLO
	School Building	Per School	195000.00	DLO
	Additional Class Room	Per Room	100000.00	DLO
	Construction of mahila Shikshan Kendra	Per kendra	250000.00	DLO
	Construction of mahila Kutir	Per Kutir	50000.00	DLO
	Construction of compound wall	Per School	15000.00	DLO
	Construction of Ashram School	Per School	1300000.00	DLO
Salary				
	Salary for newly appointed teachers	Per teacher	4800.00	DLO
	Salary/Honararium of Shiksha Premi	Per S.P.	800.00	DLO
	Honararium of NFE instructor	Per person	200.00	DLO
Infrastructur				
	TLM for ICDS (Non World Bank)	Per Centre	500.00	DIET
	TLM for NFE centres	Per Centre	2000.00	DIET

Component: Reducing Dropout/Improving Retention

Sl.No. Activity	Unit	Unit Cost	Cost type
Non curricular & Media Sport Activity			
1 Cultural programmes/Local visits Puppets show/Street Play	Per prog. Per play	1000.00	
2 Mela of all type	Per mela	2000.00	VEC/CRC
3 Development of awareness material	Per annum	10000.00	DLO
4 Promotion of education exhibition	Per exhi.	2000.00	CRC
5 Meeting press & propaganda	Per meeting	1000.00	DLO
6 Inter School competition	Per Comp.	2000.00	DLO
7 Preparation of Audio cassette	Per cassette	8000.00	DLO
8 Preparation of Vidio cassette	Per cassette	25000.00	DLO
Grant			
1 Grant of Rs. 2000 per VEC	Per year	2000.00	DLO
2 Annual Grant of Rs. 500 per teacher	Per Teacher	500.00	DLO
Research Evaluation/Documentation			
1 Research projects	Per project	5000.00	DIET
2 Specail Study	Per Study	10000.00	DIET
Awards/Incentives			
1 Special Awards for Schools with better performance	Per School	10000.00	DLO
Workshop/Seminars			
1 Gender Sensitisation workshop (1 day) Village Level	Per W.S.	1000.00	DLO MS
Cluster Level	Per W.S.	1000.00	DLO MS
Block Level	Per W.S.	1000.00	DLO MS
2 Convergence meetings with various Dept.	Per meeting	1000.00	DLO

Component Improving Quality

Sl.No. Activity	Unit	Unit Cost	Cost type
Development of Educational Study Material			
1 Workshop for review of curriculum from a tribal child perspective Block Level (2 days) District Level (3 days)	Per workshop	15000.00 20000.00	DIET DIET
2 District level workshop to review textbook and other TLM from gender perspective (3 days)		15000.00	DIET
3 Developing Supplementary TLM in tribal dialect	Per W.S.		
A. Cluster level workshop (One Day)		1000.00	DIET
B. Block level workshop (One day)		1000.00	DIET
C. District level workshop (3 day)		9000.00	DIET
5 Induction Workshop for BRC Coordinator (3 days)	Per Workshop	9000.00	DIET/DLO
6 Identification Workshop of MT	Per Workshop	9000.00	DIET/DLO
7 New Letter for BRC (PRINTING & DISTRIBUTION)	Per issue	3000.00	BRC
8 New letter for DIET	Per issue	25000.00	BRC
9 Developing bridge language inventory (DISTRICT LEVEL WORK SHOP 3 DAY)	Per W.S.	9000.00	DLO
Teaching Aid & supply there of (including printing)			
1 Purchase of Textbook			
Class - I Language & Maths	Per Child	20.00	DLO
Class - II Language & Maths		20.00	DLO
Class - III Language, Maths & Evs.		30.00	DLO
Class - IV Language, Maths & Evs.		30.00	DLO
Class - V Language, Maths & Evs.		30.00	DLO
2 School Library	Per School	500.00	
3 Printing of bridge Language inventory	Per inven.	100.00	DLO
4 Printing of TLM in tribal dialect	Per TLM	100.00	DLO
Civil Work			
1 Construction of BRC	Per BRC	700000.00	DLO
2 Construction of CRC	Per CRC	137000.00	DLO

Component Improving Quality

Sl.No. Activity	Unit	Unit Cost	Cost type
Salary			
1 Salary of BRC	""		
Coordinator	""	8600.00	DLO
Resource Person	""	2000.00	DLO
Clerk	""	5600.00	DLO
Attendant	""	2500.00	DLO
2 Fixed TA for CRC coordinator	Per person	100.00	DLO
3 Salary of DIET			
Principal	""	12000.00	DIET
Sr. Lecturer	""	10400.00	DIET
Lecturer	""	8600.00	DIET
Computer Programmer	""	8000.00	DIET
Computer Operator	""	6100.00	DIET
Account Officer	""	8000.00	DIET
Statistician	""	6100.00	DIET
Librarian	""	6100.00	DIET
Lab Asstt.	""	6100.00	DIET
Officer Supritendant	""	6100.00	DIET
Account Asstt.	""	5600.00	DIET
Steno	""	5600.00	DIET
Typist	""	4600.00	DIET
Head Cook	""	3500.00	DIET
Cook	""	2800.00	DIET
Cyclostyle Operator	""	2500.00	DIET
Gardener	""	2800.00	DIET
Technician	""	2800.00	DIET
Watchman	""	2800.00	DIET
Infrastructure			
1 Over head projector for DIET	Per Item	10000.00	DLO
2 Fax for DIET	Per Item	30000.00	DLO
3 Xerox Machine for DIET Heavy Duty	Per Item	200000.00	DLO
4 Furniture for the DIET Computer Room	do		
Godrej Computer Monitor desk	do	3600.00	DLO
Godrej Printer Desk	do	4700.00	DLO
Godrej Steel Table T-9	do	6900.00	DLO
godrej Steel Chair CH-7	do	1400.00	DLO
Godrej Steel Chair PCH-7022+C	do	4350.00	DLO
Godrej Steel Store Well Model -2	do	8050.00	DLO
Pedastal Fan	do	2000.00	DLO
Rack (slotted Angle)	do	1000.00	DLO
Fire Protection Equipment	do	500.00	DLO
Vaccum Cleaner	do	7000.00	DLO
A.C. 1.5 Tonne	do	36000.00	DLO
Emergency Light	do	700.00	DLO

Component Improving Quality

Sl.No.	Activity	Unit	Unit Cost	Cost type
5	Hardware for DIET Computer Room			
	Pentium Computer	Per Item	75000.00	DLO
	Dot Matrix Printer	do	25000.00	DLO
	U.P.S. 2 KVA	do	90000.00	DLO
	Modem 28.8 Kbps	do	12000.00	DLO
6	Software for DIET Computer Room	do		
	MS Windows for workgroup	do	5000.00	DLO
	MS Office	do	25000.00	DLO
	Foxpro	do	16000.00	DLO
	Anti Virus vaccine Red Alert	do	3000.00	DLO
	Bilingual Word Processor Akshar	do	10000.00	DLO
	Furniture / Equipment for DIET	do		
	Aqua Guard	do	6000.00	DLO
	Water Cooler	do	25000.00	DLO
	CCTV	do	10000.00	DLO
	Cordless Telephone	do	5000.00	DLO
	Camra	do	3500.00	DLO
	White Board	do	300.00	DLO
	Public Address System	do	20000.00	DLO
7	Furniture for BRC			
	Almirah	PER ITEM	5000.00	DLO
	Steel Table	PER ITEM	2500.00	DLO
	Chairs	PER ITEM	600.00	DLO
	Book Shelves	PER ITEM	3000.00	DLO
	Trunk GS larg size	PER ITEM	2000.00	DLO
	Electric Fan	PER ITEM	1000.00	DLO
	Racks	PER ITEM	2000.00	DLO
	Wall clock	PER ITEM	300.00	DLO
	Iron Coats	PER ITEM	1500.00	DLO
	Bedding (one coil board Mattress, One Blank one Pillow, two bed sheetes, two pillow cov One Mosquito Net) One set	PER SET		
	Dari Jazeem set	PER ITEM	2200.00	DLO
	Dari Jazeem set	PER ITEM	5100.00	DLO
	Jute Mat for Dinnoing Hall	PER ITEM	800.00	DLO
	Books for Brc Library	PER ITEM	25000.00	DLO
	Duplicating machine	PER ITEM	35000.00	DLO
	Type writer	PER ITEM	10000.00	DLO
	Generator 2 KVA	PER ITEM	15000.00	DLO
	T.V / VCR/Stabilizer set	PER ITEM	40000.00	DLO
	Two in One Tape & Transistor	PER ITEM	5000.00	DLO
	Moter Cycle (Moped)	PER ITEM	20000	DLO
	Hand Pump	PER ITEM	25000	DLO
	Plate with compartment	PER ITEM	100	DLO
	Lantern	PER ITEM	75	DLO
	Bucket	PER ITEM	50	DLO
	Scissor	PER ITEM	10	DLO
	Musical instruments	PER ITEM	3500	DLO
	Petromax (gas)	PER ITEM	500	DLO
	Water filter	PER ITEM	800	DLO
	Water Tank (fero cement)	PER ITEM	500	DLO

Component Improving Quality

Sl.No. Activity	Unit	Unit Cost	Cost type
8 Furniture for CRC	PER ITEM		DLO
Duplicating Machine manual	PER ITEM	7000	DLO
Dari	PER ITEM	5100	DLO
Jute Mat	PER ITEM	800.00	DLO
Wall Clock	PER ITEM	200.00	DLO
Bucket	PER ITEM	50.00	DLO
Dram	PER ITEM	500.00	DLO
Glass Steel	PER ITEM	10.00	DLO
Petromax (gas)	PER ITEM	500.00	DLO
Musical Instruments	PER ITEM	3500.00	DLO
CRC Library	PER YEAR	500.00	
Office Expenses at DIET			
T.A. Conveyance	Per year	100000.00	DIET
Telephone & Trunkcall	Per year	100000.00	DIET
Bank commission	Per year	5000.00	DIET
News paper & Magazines	Per year	10000.00	DIET
Meeting expenses	Per year	20000.00	DIET
Entertainment recreation	Per year	10000.00	DIET
Misc. Exp.	Per year	25000.00	DIET
Computer Repair & maintenance	Per year	75000.00	DIET
Generator repair & maintenance	Per year	25000.00	DIET
MIS consumable	Per year	10000.00	DIET
Office consumable	Per year	25000.00	DIET
Office building repair & mentainence	Per year	200000.00	DIET
Contingency expenses at BRC	Per year	10000.00	
Vehicle			
Vehicle at DIET	Per Vehicle	400000.00	DLO
Fuel charges & maintenance	Per year	180000.00	DLO

Component: Building Institutional Capacity

Sl.No. Activity	Unit	Unit Cost	Cost type
Infrastructure			
Furniture/Equipment for DLO			
Fire Protection equipment	Per item	500.00	DLO
Vaccum Cleaner	Per item	7000.00	DLO
Emergency light	Per item	700.00	DLO
Calculator	Per item	800.00	DLO
Camera	Per item	3500.00	DLO
Moter Cycle	Per item	45000.00	DLO
Video Camera	Per item	7000.00	DLO
Cordless Phone	Per item	5000.00	DLO
Pager	Per item	10000.00	DLO
White Board	Per item	300.00	DLO
Hardware for DLO Computer Room			
Pentium computer	Per item	75000.00	DLO
Printer Sharer	Per item	500.00	DLO
Modem	Per item	12000.00	DLO
LAN	Per item	172000.00	DLO
Software for DLO Computer Room			
MS Windows 95	Per item	5000.00	DLO
MS Office 7.0	Per item	25000.00	DLO
Foxpro	Per item	16000.00	DLO
Anti Virus Vaccine	Per item	3000.00	DLO
Bilingual Word Processor	Per item	10000.00	DLO
Salary			
Salary of D.P.C.	Per person	16500.00	DLO
Administrative Officer	Per person	9000.00	DLO
Accounts Officer	Per person	9000.00	DLO
Computer Programmer	Per person	7000.00	DLO
Data Entry Operator	Per person	5000.00	DLO
Accounts Asstt.	Per person	5000.00	DLO
Stenographer	Per person	5000.00	DLO
Storekeeper	Per person	5000.00	DLO
Technician	Per person	5000.00	DLO
Driver	Per person	4000.00	DLO
Pieon	Per person	3000.00	DLO
Office Assistant	Per person	5000.00	DLO
Vehicle			
Vehicle for DLO	Per item	400000.00	DLO
Fuel charges & maintenance for DLO vehicle	Per year	500000.00	DLO
Office Expenses at DLO			
T.A. Conveyance	Per year	100000.00	DLO
Teliphone & Trunkcall	Per year	100000.00	DLO
Bank commission	Per year	5000.00	DLO
News paper & Magazines	Per year	10000.00	DLO
Meeting expenses	Per year	20000.00	DLO
Entertainment recreation	Per year	10000.00	DLO
Misc. Exp.	Per year	25000.00	DLO
Computer Repair & maintenance		75000.00	DLO
Generator repair & maintenance		25000.00	DLO
MIS consumable		10000.00	DLO
DLO office consumable		100000.00	DLO
Office building repair & mentainence		100000.00	DLO

**Detailed Costing of Training/Workshop
(for 40 participants/ 10 days)**

In Rupees

Sl.No.	Activity	Unit	Unit Cost	Total Cost
1	Accomodation	Per Person 10x11x40	Per day 10/-	4400.00
2	Fooding Exp.	Per Person 40x11x40	40/-	17600.00
3	Training Support Material	75x40	Per person 75/-	3000.00
4	T.A.(Participant)	Per Person 50x40	50/-	2000.00
5	Honararium to RP	Per Person 100x2x10	100/-	2000.00
6	Contigency	Per course	1000/-	1000.00
Total Cost Per Training				30000.00

Unit Cost	Amount(Rs.)
* Per day per teacher cost	75.00
* For one day Training/Workshop	3000.00
* For Two days Training/Workshop	6000.00
* For three days Training/Workshop	9000.00
* For five days Training/Workshop	15000.00
* For eight days Training/Workshop	24000.00
* For ten days Training/Workshop	30000.00
* For thirty days Training/Workshop	90000.00
For one day CRC level meeting	1000.00
Fooding 15x40 =	600.00
TLM	300.00
Contigency	100.00

Unit Cost of Salary		Rupees in Lakhs	
Sl.No.	Name of Post	Grade	Unit cost
1.	D.P.C.	I	1.42
2.	Programme Officer	I	1.35
3.	Fin/Acct. Officer	II	1.12
4.	Asstt. Engineer	II	1.12
5.	Asstt. Programme Officer	II	1.12
6.	Distt. R.P.	II	1.058
7.	Asstt. R.P.	II	0.862
8.	Asstt. C.P.	II	0.86
9.	Jr. Engineer	II	0.815
10.	Accountant	II	0.815
11.	Sr. Stenographer	II	0.78
12.	Acctts. Asstt.	III	0.576
13.	Office Asstt./Skr	III	0.58
14.	Purchase Asstt.	III	0.58
15.	Stenographer	III	0.576
16.	Typist/D.E.O.	III	0.576
17.	Asstt. Librarian	III	0.58
18.	Driver	IV	0.464
19.	Peon/N.Gds.	IV	0.366

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year		IInd Year		IIIrd year		Ivth Year		Vth Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Research													
Micro Planning	NR	2038	40.760	405	8.100	405	8.100	418	8.360	405	8.100	405	8.100
School Mapping Exercise	NR	50	0.250	50	0.250								
Civil Work													
Construction of	NR												
School Building (New units)		100	195.000	30	58.500	70	136.500						
School Building		50	37.500	30	58.500	20	39.000						
Additional Class Room		300	300.000	50	50.000	250	250.000						
Compound Wall for School		100	15.000	50	7.500	50	7.500						
Asnram School		1	13.000			1	13.000						
Salary	R												
Programme Officer (1)		60	8.242	12	1.350	12	1.485	12	1.634	12	1.797	12	1.977
Asstt. Programme Officer (1)		60	6.838	12	1.120	12	1.232	12	1.355	12	1.491	12	1.640
District Resource Person (1)		60	6.459	12	1.058	12	1.164	12	1.280	12	1.408	12	1.549
Asstt. Resource Person (1)		60	5.263	12	0.362	12	0.948	12	1.043	12	1.147	12	1.262
District Resource Person (ECCE)		60	6.459	12	1.058	12	1.164	12	1.280	12	1.408	12	1.549
Asstt. Programme Officer (ECCE)		60	6.338	12	1.120	12	1.232	12	1.355	12	1.491	12	1.640
Asstt. Resource Person (ECCE)		60	5.263	12	0.362	12	0.948	12	1.043	12	1.147	12	1.262
Driver (2)		120	5.678	12	0.930	12	1.023	12	1.125	12	1.238	12	1.362
Newly appointed teachers (200)		9600	364.320			2400	99.360	2400	88.320	2400	88.320	2400	88.320
HM (Asnram School) (1)		48	3.168			12	0.864	12	0.768	12	0.768	12	0.768
Teachers (Asnram School) (3)		144	5.465			36	1.490	36	1.325	36	1.325	36	1.325
Cook for Asnram School (1)		48	1.228			12	0.395	12	0.298	12	0.298	12	0.298
Honarium of Shiksha Premi (400)		13200	135.500			1200	9.500	2400	19.200	4800	38.400	4800	38.400
Asstt. Engineer (2)		96	10.366	24	3.24	24	2.734	24	2.734	12	1.564	12	1.554
Jr. Engineer (4)		168	11.611	48	3.260	48	3.240	48	3.240	12	0.991	12	1.350
Honarium of NPE Instructor (250)		11160	22.320	600	3.200	1560	3.120	3000	6.000	3000	5.000	3000	5.000
Honarium of ASPP		43	2.530	5	0.300	13	0.730	25	1.500				

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year		IInd Year		IIIrd Year		IVth Year		Vth Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Training	NR												
Shiksha Premi (30 days)		10	9.000			3	2.700	3	2.700	4	3.600		
NFE Instructor (10 days)		6	1.800	1	0.300	2	0.600	3	0.900				
ICDS workers (15 days)		40	18.000	10	4.500	10	4.500	10	4.500	10	4.500		
Recurrent training for ICDS Workers		300	18.000	12	0.720	24	1.440	48	2.880	96	5.760	120	7.200
Infrastructure	NR												
TLM for ICDS (Non World Bank) @ Rs. 500		100	0.500	100	0.500								
TLM for NFE centres		250	5.000	50	1.000	80	1.600	120	2.400				
Expenses of Ashram School													
Monthly expenses per student (Rs. 750) (750 x 150 x 12 x 5)	R		54.000		0.000		13.500		13.500		13.500		13.500
Furniture	NR		0.535				0.535						
Equipment	NR		0.268				0.268						
Contingency	R		0.200				0.050		0.050		0.050		0.050
Maintenance	R		0.060				0.015		0.015		0.015		0.015
Research Evaluation Survey	NR												
Special Intervention for disabled			10.000		2.500		2.500		2.500		2.500		
Study of Ashram Schools			0.100		0.100								
Non Financial Activity													
Selection of Shiksha Premi (Through VEC)													
Opening of special NFE centre (250)													
Selection of NFE instructor													
TOTAL :			1357.169		207.830		612.527		171.305		186.657		178.650

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year		IInd Year		IIIrd Year		IVth Year		Vth Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Salary	R												
Programme Officer (1)		60	8.242	12	1.350	12	1.485	12	1.634	12	1.797	12	1.977
Asstt. Programme Officer (1)		60	6.838	12	1.120	12	1.232	12	1.355	12	1.491	12	1.640
District Resource Person (1)		60	6.459	12	1.058	12	1.164	12	1.280	12	1.408	12	1.549
Asstt. Resource Person (1)		50	5.263	12	0.862	12	0.948	12	1.043	12	1.147	12	1.262
Driver (1)		60	2.839	12	0.465	12	0.512	12	0.563	12	0.619	12	0.681
Non Curricular & Media Sport Activity	R												
1 Cultural programmes & Local visits/ Puppets show/Street Play/		2038	20.380	408	4.080	408	4.080	408	4.080	408	4.080	406	4.060
2 Mela of all type		600	12.000	120	2.400	120	2.400	120	2.400	120	2.400	120	2.400
3 Development of awareness material			5.000		1.000		1.000		1.000		1.000		1.000
4 Promotion of education exhibition		600	12.000	120	2.400	120	2.400	120	2.400	120	2.400	120	2.400
5 Meeting press & propaganda		5	0.050	1	0.010	1	0.010	1	0.010	1	0.010	1	0.010
6 Preparation of Audio cassette		10	0.800	2	0.160	2	0.160	2	0.160	2	0.160	2	0.160
7 Preparation of Vidio cassette		5	1.250	1	0.250	1	0.250	1	0.250	1	0.250	1	0.250
8 Inter school/Inter cluster competition		600	12.000	120	2.400	120	2.400	120	2.400	120	2.400	120	2.400
9 Awareness campaign by Moo. group		10190	10.190	2038	2.038	2038	2.038	2038	2.038	2038	2.038	2038	2.038
Grant	R												
1 Grant of Rs. 2000 per VEC		9865	197.300	1913	38.260	1913	38.260	2013	40.260	2013	40.260	2013	40.260
2 Annual Grant of Rs. 500 per teacher		24550	122.750	4790	23.950	4790	23.950	4990	24.950	4990	24.950	4990	24.950
Research Evaluation/Documentation	NR												
1 Research Projects (Action Research)		10	0.500	2	0.100	2	0.100	2	0.100	2	0.100	2	0.100
2 Special Study		1	1.000	1	1.000								
Awards/Incentives	NR												
1 Special Awards for school with better performance		120	12.000	24	2.400	24	2.400	24	2.400	24	2.400	24	2.400

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year		IIInd Year		IIIrd Year		IVth Year		Vth Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Training	R												
1 Training of VEC members (5 days)		600	90.000	120	18.000	120	18.000	120	18.000	120	18.000	120	18.000
Workshop/Seminars	NR												
1 Gender Sensitisation workshop (1 day)													
Village Level		300	3.000	100	1.000	100	1.000	100	1.000				
Cluster Level		30	0.300	10	0.100	10	0.100	10	0.100				
Block Level		10	0.100	5	0.050	5	0.050						
2 Convergence meetings with various Dept.		50	0.500	10	0.100	10	0.100	10	0.100	10	0.100	10	0.100
GRANT TO MAHILA SAHAKHYA			286.869										
Non Financial Activity													
Formation of MTA/PTA													
Conducting awareness programme of AIR													
Meetings with mobilising group													
Village Level													
Cluster Level													
Block Level													
PAD YATRA													
TOTAL :			817.629		104.553		104.039		107.523		107.010		107.536

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year		IIInd Year		IIIrd Year		IVth Year		Vth Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Teaching Aid & supply there of (including printing) for ST, SC boys & girls, General Girls	R												
1 Purchase of Textbook													
Class - I Language & Maths		440100	88.020	82500	16.500	85200	17.040	87900	17.580	90800	18.160	93700	18.740
Class - II Language & Maths		368400	73.680	52000	10.400	72600	14.520	76700	15.340	80900	16.180	86200	17.240
Class - III Language, Maths & Evs.		301100	90.330	38900	11.670	46800	14.040	66800	20.040	71700	21.510	76900	23.070
Class - IV Language, Maths & Evs.		240950	72.285	31700	9.510	35000	10.500	43000	12.900	62250	18.675	69000	20.700
Class - V Language, Maths & Evs.		190200	57.060	29900	8.970	28600	8.580	32200	9.660	40500	12.150	59000	17.700
School Library @ Rs.500 per school per year		9865	49.325	1913	9.565	1913	9.565	2013	10.065	2013	10.065	2013	10.065
2 Printing of bridge Language inventory		3000	3.000	3000	3.000								
3 Printing of TLM in tribal dialect		9000	9.000	3000	3.000	3000	3.000	3000	3.000				
Civil Work	NR												
1 Construction of BRC		7	49.000	7	49.000								
2 Construction of CRC		85	116.450	85	116.450								
Training	R												
1 Master Trainer (10 days) of 40 participants		2	0.600	2	0.600								
2 BRC coordinator (5 days)		1	0.150	1	0.150								
3 CRC coordinator (5 days)		15	2.250	3	0.450	3	0.450	3	0.450	3	0.450	3	0.450
4 Reccurent monthly CRC meeting		7200	72.000	1440	14.400	1440	14.400	1440	14.400	1440	14.400	1440	14.400
5 Training for teachers "Ujala - 2" (10 days)		100	30.000			100	30.000						
6 Theme/subject specific training for teachers (3 days)		25	2.250	9	0.310	8	0.720	8	0.720				
7 Headmasters (5 days)		5	0.750	5	0.750								
8 Inspecting authority (5 days)		10	1.500	2	0.300	2	0.300	2	0.300	2	0.300	2	0.300
9 Special training for teachers to cope with specific needs of the tribal children based on bridge language inventory (5 days)	NR	48	7.200			24	3.600	24	3.600				

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year		IIInd Year		IIIrd Year		IVth Year		Vth Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Salary	R												
1 Programme Officer (1)		60	8.242	12	1.350	12	1.485	12	1.634	12	1.797	12	1.977
2 Asstt. Programme Officer (1)		60	6.838	12	1.120	12	1.232	12	1.355	12	1.491	12	1.640
3 District Resource Person (1)		60	6.459	12	1.058	12	1.164	12	1.280	12	1.408	12	1.549
4 Asst. Resource Person (1)		60	5.263	12	0.862	12	0.948	12	1.043	12	1.147	12	1.262
5 Salary of BRC													
Coordinator (7)		336	33.527			84	7.224	84	7.946	84	8.741	84	9.615
Resource Person (21)		1008	14.544			252	5.544	252	3.000	252	3.000	252	3.000
Clerk (7)		336	18.750			84	4.040	84	4.444	84	4.888	84	5.377
Attendant (7)		336	9.746			84	2.100	84	2.310	84	2.541	84	2.795
6 Fixed TA for CRC Coordinator (120)		7200	7.200	1440	1.440	1440	1.440	1440	1.440	1440	1.440	1440	1.440
7 Salary of DIET													
Principal (1)		60	8.791	12	1.440	12	1.584	12	1.742	12	1.917	12	2.108
Sr. Lecturer (2)		120	15.238	24	2.496	24	2.746	24	3.020	24	3.322	24	3.654
Lecturer (7)		420	44.103	84	7.224	84	7.946	84	8.741	84	9.615	84	10.577
Computer Programmer (1)		60	5.861	12	0.960	12	1.056	12	1.162	12	1.278	12	1.406
Computer Operator (2)		120	8.938	24	1.464	24	1.610	24	1.771	24	1.949	24	2.143
Account Officer (1)		60	5.861	12	0.960	12	1.056	12	1.162	12	1.278	12	1.406
Statistician (1)		60	4.469	12	0.732	12	0.805	12	0.886	12	0.974	12	1.072
Librarian (1)		60	4.469	12	0.732	12	0.805	12	0.886	12	0.974	12	1.072
Lab Asstt. (1)		60	4.469	12	0.732	12	0.805	12	0.886	12	0.974	12	1.072
Office Suprintendant (1)		60	4.469	12	0.732	12	0.805	12	0.886	12	0.974	12	1.072
Account Asstt. (1)		60	4.103	12	0.672	12	0.739	12	0.813	12	0.894	12	0.984
Steno (1)		60	4.103	12	0.672	12	0.739	12	0.813	12	0.894	12	0.984
Typist (1)		60	3.370	12	0.552	12	0.607	12	0.668	12	0.735	12	0.808
Driver (2)		120	5.128	24	0.840	24	0.924	24	1.016	24	1.118	24	1.230
Cook (3)		180	6.154	36	1.008	36	1.109	36	1.220	36	1.342	36	1.476
Peon (1)		60	1.832	12	0.300	12	0.330	12	0.363	12	0.399	12	0.439
Gardener (1)		60	2.051	12	0.336	12	0.370	12	0.407	12	0.447	12	0.492
Technician (2)		120	4.103	24	0.672	24	0.739	24	0.813	24	0.894	24	0.984
Watchman (1)		60	2.051	12	0.336	12	0.370	12	0.407	12	0.447	12	0.492

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year		IInd Year		IIIrd Year		IVth Year		Vth Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
12 Furniture for CRC													
Duplicating Machine manual		120	8.400	120	8.400								
Dari		120	3.600	120	3.600								
Jute Mat		120	0.960	120	0.960								
Wall Clock		120	0.240	120	0.240								
Bucket		240	0.120	240	0.120								
Dram (Water Tank)		240	1.200	240	1.200								
Glass Steel		600	0.060	600	0.060								
Petromax (gas)		120	0.600	120	0.600								
Musical Instruments		120	4.200	120	4.200								
Tea Kettle		120	0.120	120	0.120								
Library for CRC @ Rs.500 per CRC per annum		600	3.000	120	0.600	120	0.600	120	0.600	120	0.600	120	0.600
13 Office Expenses at DIET	R												
T.A. Conveyance		0	5.000		1.000		1.000		1.000		1.000		1.000
Teliphone & Trunkcall		0	5.000		1.000		1.000		1.000		1.000		1.000
Bank commission		0	0.250		0.050		0.050		0.050		0.050		0.050
News paper & Magazines		0	0.500		0.100		0.100		0.100		0.100		0.100
Meeting expenses		0	1.000		0.200		0.200		0.200		0.200		0.200
Entertainment recreation		0	0.500		0.100		0.100		0.100		0.100		0.100
Misc. Exp.		0	1.250		0.250		0.250		0.250		0.250		0.250
Computer Repair & maintenance		0	3.750		0.750		0.750		0.750		0.750		0.750
Generator repair & maintenance		0	1.250		0.250		0.250		0.250		0.250		0.250
MIS consumable		0	0.500		0.100		0.100		0.100		0.100		0.100
Office consumable		0	1.250		0.250		0.250		0.250		0.250		0.250
Office building repair & maintenance	R	0	10.000		2.000		2.000		2.000		2.000		2.000
Contingency expenses for BRC			2.800				0.700		0.700		0.700		0.700
14 Vehicle													
Vehicle at DIET	NR	2	8.000	2	8.000								
Fuel charges & maintenance	R	0	8.000		1.600		1.600		1.600		1.600		1.600
TOTAL :			1102.307		360.932		189.718		172.798		181.240		197.259

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year		IInd Year		IIIrd Year		IVth Year		Vth Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Salary	R												
Salary of D.P.C. (1)		60	12.088	12	1.980	12	2.178	12	2.396	12	2.635	12	2.899
Administrative Officer		60	5.128	12	0.840	12	0.924	12	1.016	12	1.118	12	1.230
Accounts Officer (1)		60	6.838	12	1.120	12	1.232	12	1.355	12	1.491	12	1.640
Asstt. Computer Programmer (1)		60	5.263	12	0.862	12	0.948	12	1.043	12	1.147	12	1.262
Accountant (1)		60	4.976	12	0.815	12	0.897	12	0.986	12	1.085	12	1.193
Accounts Asstt. (3)		180	10.562	36	1.730	36	1.903	36	2.093	36	2.303	36	2.533
Technician (1)		60	2.198	12	0.360	12	0.396	12	0.436	12	0.479	12	0.527
Office Assistant/SKR (2)		120	7.082	24	1.160	24	1.276	24	1.404	24	1.544	24	1.698
Purchase Asstt. (1)		60	3.541	12	0.580	12	0.638	12	0.702	12	0.772	12	0.849
Sr. Stenographer (2)		120	9.524	24	1.560	24	1.716	24	1.888	24	2.076	24	2.284
Stenographer (3)		180	10.562	36	1.730	36	1.903	36	2.093	36	2.303	36	2.533
Typist/ Data Entry Operator (3)		180	10.562	36	1.730	36	1.903	36	2.093	36	2.303	36	2.533
Driver (1)		60	2.839	12	0.465	12	0.512	12	0.563	12	0.619	12	0.681
Peon/ Night Guard (6)		360	13.309	72	2.180	72	2.398	72	2.638	72	2.902	72	3.192
Vehicle													
Vehicle for DLO	NR	4	16.000	4	16.000								
Office Expenses at DLO	R												
T.A. Conveyance			5.000		1.000		1.000		1.000		1.000		1.000
Telephone & Trunkcall			5.000		1.000		1.000		1.000		1.000		1.000
Bank commission			0.250		0.050		0.050		0.050		0.050		0.050
News paper & Magazines			0.500		0.100		0.100		0.100		0.100		0.100
Meeting expenses			1.000		0.200		0.200		0.200		0.200		0.200
Entertainment recreation			0.500		0.100		0.100		0.100		0.100		0.100
Misc. Exp.			1.250		0.250		0.250		0.250		0.250		0.250
Computer Repair & maintenance			3.750		0.750		0.750		0.750		0.750		0.750
Generator repair & maintenance			1.250		0.250		0.250		0.250		0.250		0.250
MIS consumable			0.500		0.100		0.100		0.100		0.100		0.100
DLO office consumable			5.000		1.000		1.000		1.000		1.000		1.000
Office building repair & maintenance			5.000		1.000		1.000		1.000		1.000		1.000
Fuel charges & maintenance for DLO vehicle	R		25.000		5.000		5.000		5.000		5.000		5.000
			161.729		48.572		50.163		53.842		58.254		63.599

Component: MAHILA SAMAKHYA ACTIVITY

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year		IInd Year		IIIrd Year		IVth Year		Vth Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
1. Salary For Officers		20	21.950	4	4.390	4	4.390	4	4.390	4	4.390	4	4.390
2. Salary to Staff (2)		10	4.125	2	0.825	2	0.825	2	0.825	2	0.825	2	0.825
3. TA/DA			1.250		0.200		0.220		0.250		0.280		0.300
4. Vehicle maintenance/repair			1.000		0.150		0.180		0.200		0.220		0.250
5. Consultancies (Short term)			1.050		0.100		0.200		0.250		0.250		0.250
6. Training (Sahtoginies, Sahelis, Sakhies, Samooh, Kishori, Balmitra)			22.339		3.358		4.058		5.293		4.826		4.804
7. Reflection Sessions (Sahyoginies/Sahelies/Balmitra)			11.754		1.512		1.972		2.454		2.908		2.908
8. Jagjagi Centres (old+new)		860	66.325	100	7.000	150	12.025	190	15.025	220	17.275	200	15.000
9. Baljagjagi		230	20.250	40	3.000	50	3.300	65	4.350	75	4.800		4.800
10. Development of local T-L materials			0.850		0.200		0.200		0.150		0.150		0.150
11. Awards to Jagjagi @ Rs. 500			0.500		0.100		0.100		0.100		0.100		0.100
12. Mahila Kutir @ Rs. 50,000		40	20.000	10	5.000	10	5.000	10	5.000	5	2.500	5	2.500
13. Mahila Shikshan Kendra		5	17.650	1	3.530	1	3.530	1	3.530	1	3.530	1	3.530
14. Field Centre (Rent/consultancies)		35	7.500	13	4.000	4	2.000	6	0.500	6	0.500	6	0.500
15. Workshop/Seminars Dist. level @ Rs.15000 Block/Cluster level @ Rs. 5000			5.300		1.000		1.200		1.000		1.100		1.000
16. Study Tours			0.750		0.150		0.200		0.100		0.150		0.150
17. Action Research			0.950		0.150		0.150		0.200		0.250		0.200
18. Evaluation/Monitoring			0.670		0.100		0.120		0.150		0.200		0.100
19. Vocational Training		0	1.500		0.350		0.300		0.400		0.250		0.200
20. Support to Sarcons		1060	23.640	100	3.400	180	5.120	230	6.020	250	3.800	300	5.300
21. Documentation/Publication a-v materials		0	1.350		0.250		0.300		0.350		0.250		0.200
22. Convention/Wala Camp Dist. level @ 1,00,000 Block level @ Rs. 10,000 Cluster level @ Rs. 5,000		0	8.350		1.500		1.600		1.700		1.750		1.800
23. Setting up the MS office/vehicle/ equipment etc.		0	11.000		7.000		1.000		1.000		1.000		1.000
24. Hons. to Sahyoginies		236	36.316	46	7.176	46	7.176	48	7.488	48	7.488	48	7.488
TOTAL :			286.689		54.441		55.166		50.725		58.792		57.745

PROCUREMENT

LIST OF CIVIL WORK TO BE PROCURED

Year 1998-1999

NAME OF WORK	NUMBER	METHOD OF PROCUREMENT	TOTAL EST COST	APP	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
A. New Construction															
1. School Building	60	117	Community Construction	01	08	08	08	08	08	08	08				
2. Additional Class Room	50	50.00	do	01	08	08	08	08	08	08	08	12	12	12	12
3. Provision for Compound Wall	50	7.50	do	01	08	02				02	02	08			
4. Building for Training Institutes															
a. CRC	85	116.45	do	08			12	12	12	12	12	12	12	12	12
b. BRC	7	49.00	Force Account	01	08					12	12				
5. Others															
a. Mahila Kutir	10	5.00	Community Construction	01	08	08	08	08	08	02					

LIST OF GOODS, EQUIPMENT/VEHICLES/FURNITURE ETC.
TO BE PROCURED

Sanjay Kumar

1988-1989

NAME OF WORK	NUMBER	METHOD OF PROCUREMENT	TOTAL EST COST	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	REMARKS
A. Equipment													
1. a) Hardware	3 Sets	N.C.B.	7.64	01	03	04	05	08	02	04			Procure
b) Software	2 Sets	N.C.B.	1.74	02			05						Procure
2. A.C. for computer room	01	N.S.	0.36	01	05	10							Procure
				04	02	11							
3. Other Office Equipment	25	N.S./D.C.	1.75	01	05	02	02						Procure
				04	05	10	11						
4. Training Equipment (DIET)	03	N.S.	2.97	01	05	02	11						Procure
				04		11							
5. Equipment for :a) B.R.C.	16	N.S.	10.33		01	04	05	04	02	10	11		Procure
Equipment for :b) C.R.C.	6	N.S.	14.76	01	04	05	02	05	11				Procure
						03		11	11				
6. Teaching Aids	3	N.S.	0.50	01	05	10							Procure
				04	02	11							
7. Others													
B. VEHICLES													
1. At district level (Incl. DIET)	04	N.S./D.C.	16.00	01		05	02			10			Procure
				04						11			
2. For Project Management	02	N.S./D.C.	8.00	01		05	02						Procure
				04									
C. BOOKS													
1. a) Books & journals for library (DIET)	APR	N.S./D.C.	0.50		01	04	04	05	02	04	11	11	
b) - do - (BPC)	APR	N.S./D.C.	1.75					01	05	02			
b) - do - (CRC)	120 sets	N.S./D.C.	0.60					01	05	02			
b) - do - (School)	1913	N.S./D.C.	9.57					01	05	02			
2. N.F.E. Learning materials	---												
3. Textbook to SC/ST and girl students	235000	D.C.	57.05				01			11	11	11	Procure
							02						
4. Bridge Language Inventory	3000	N.S./D.C.	3.00	01	04	05	02						
5. Printing of TLM in Tribal dialect	3000	N.S./D.C.	3.00	01	04	05	02						

Annexure A - 1

Hardware & Software		Rs. in Lakhs				
S.No.	Items	Quantity		Total Quantity	Unit Cost	Total Cost
		DPO	DIET			
Hardware						
1	Pentium	1 No	2 Nos	3 Nos	1.500	4.500
2	Dot Matrix Printer	-	2 Nos	2 Nos	0.500	1.000
3	UPS 2 KVA	-	1 Nos	1 No	0.900	0.900
4	Modem	1 No	1 Nos	2 Nos	0.120	0.240
5	Lap Top	1 No.	--	1 No.	1.000	1.000
						7.64
Software						
1	M.S. Window		1 Nos	1 Nos	0.050	0.050
2	M.S Office	1 Nos	1 Nos	2 Nos	0.250	0.500
3	Foxpro	1 Nos	1 Nos	2 Nos	0.160	0.320
4	Anti Virus Vaccine	1 Nos	1 Nos	2 Nos	0.030	0.060
5	Bilingual Word Processor	1 Nos	1 Nos	2 Nos	0.010	0.200
6	NIC NET LINK	1 Nos		1 Nos	0.610	0.610
Total						1.740

Annexure A - 2

Equipment for DLO		Rs. in Lakhs		
S.No.	Items	Quantity in Nos.	Unit Cost	Total Cost
1	Calculator	06 Nos	0.008	0.048
2	Camera	01 Nos	0.035	0.035
3	Vaccum Cleaner	01 Nos	0.070	0.070
4	Video Camera	01 Nos	0.400	0.400
5	Cordless Telephone	01 Nos	0.050	0.050
6	Pager	10 Set	0.100	1.000
7	White Board (Erasable Board)	05	0.003	0.150
		26	Total	1.753 Say 1.75

Annexure A - 3

Equipment for DIET		Rs. in Lakhs		
S.No.	Items	Quantity in Nos.	Unit Cost	Total Cost
1	Aqua Guard	01 Nos	0.050	0.060
2	Water Cooler	01 Nos	0.250	0.250
3	Fax Machine	01 Nos	0.300	0.300
4	Photo Copier (Heavy Duty)	01 Nos	2.000	2.000
5	Vaccum Cleaner	01 Nos	0.070	0.070
6	Cordless Telephone	01 Nos	0.050	0.050
7	Camera	01 Nos	0.035	0.035
8	Public Address System	01 Nos	0.200	0.200
		09	Total	2.965
				Say 2.97

Annexure A - 4

Equipment for BRC		Rs. in Lakhs		
S.No.	Items	Quantity in Nos.	Unit Cost	Total Cost
1	Duplicating Machine (E)	7	0.350	2.450
2	Typewriter Machine	7	0.100	0.700
3	Generator 2 KVA	7	0.150	1.050
4	TV & VCR	7	0.400	2.800
5	Two in one	7	0.050	0.350
6	Ceiling Fan	84	0.010	0.840
7	Wall Clock	14	0.002	0.028
8	Musical Instrument	7	0.035	0.245
9	Water Filter	14	0.010	0.140
10	Tea Container	7	0.010	0.070
11	Lantrn	28	0.001	0.028
12	Bucket (Plastic)	105		0.053
13	Water Tank	21	0.005	0.105
14	Petromax/Gas lamp	14	0.005	0.070
15	Moped TVS Suzuki	7	0.200	1.400
		329	Total	10.328
				Say 10.33

Annexure A - 4/1

Equipment for CRC		Rs. in Lakhs	
S.No.	Items	Quantity in Nos.	Total Cost
1	Duplicating Machine (M)	120	8.40
2	Musical Instrument	120	4.20
3	Kettle	120	0.12
4	Water Tank	240	1.20
5	Petromax/Gas lamp	120	0.60
6	Wall clock	120	0.24
		720	14.76

ANNEXURE A-5

Teaching Aids		Rs. in Lakhs	
	Number	Unit Cost	Total Cost
1	OHP	1	0.10
2	CCTV	1	0.10
3	White Board (Erasable)	10	0.30
		12	0.50

Annexure B - 1

B. Vehicle		Rs. in Lakhs	
S.No.	Items	Quantity in Nos.	Total Cost
For DPO			
1	Four Wheeler Tata Sumo	4 Nos	16.000
For DIET			
1	Four Wheeler Tata Sumo	2 Nos	8.000
		Total	24.000

ANNEXURE - C - 1

Sl.No.ACTIVITY	Cost Type	Cumulative Target		Ist Year		IInd Year		IIIRD Year		IVth Year		Vth Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Teaching Aid & supply there of (including printing R for ST, SC boys & girls, General Girls													
1 Purchase of Textbook													
Class - I Language & Maths		440100	88.020	82500	16.500	85200	17.040	87900	17.580	90900	18.160	93700	18.740
Class - II Language & Maths		368400	73.680	52000	10.400	72600	14.520	76700	15.340	80900	16.180	86200	17.240
Class - III Language, Maths & Evs.		301100	90.330	38900	11.670	46800	14.040	66800	20.040	71700	21.510	76900	23.070
Class - IV Language, Maths & Evs.		240950	72.285	31700	9.510	35000	10.500	43000	12.900	52250	18.675	59000	20.700
Class - V Language, Maths & Evs.		193200	57.060	29900	8.970	28600	8.580	32200	9.660	40500	12.150	49000	17.700
2 Printing of bridge Language inventory		3000	3.000	3000	3.000								
3 Printing of TLM in tribal dialect		9000	9.000	3000	3.000	3000	3.000	3000	3.000				
4 School Library @ Rs. 500 per school/year		9865	49.325	1913	9.565	1913	9.565	2013	10.065	2013	10.065	2013	10.065
TOTAL :			442.7		72.515		77.245		88.585		96.74		107.515

ANNEXURE D - 1

Furniture & Fixtures for Office Building

Rs. in Lakhs

S.No.	Items	Quantity in Nos.	Unit Cost	Total Cost
1	Fire fighting equipment	2	0.005	0.010
2	Emergency light	1	0.007	0.007
3	Vaccum Cleaner	1	0.070	0.070
		3	Total	0.087
				Say 0.09

ANNEXURE D - 2

Furniture & Fixture for BRC & CRC :

Rs. in Lakhs

S.No.	Items	Quantity in Nos.	Unit Cost	Total Cost
1	Almirah	14	0.050	0.700
2	Steel Table	14	0.025	0.350
3	Chairs	70	0.006	0.420
4	Book Shelves	14	0.030	0.420
5	G.s. Trunk (Large)	7	0.020	0.140
6	Steel Rack	14	0.020	0.280
7	Steel Cots	350	0.015	5.250
8	Bedding	350 sets	0.022	7.700
9	Dari (420 sft each)	127	0.030	3.810
10	Jute Mat (18'x1'-6" each)	148 sets	0.008	1.184
11	Plate with compartment and steel glass	350 sets	0.001	0.350
12	Steel glass (per 10)	600	0.001	0.060
13	Handpump	7	0.250	1.750
		610	Total	22.414
				Say 22.41

ANNEXURE D - 3

Furniture & Fixtures for Training Centre, DIET

Rs. in Lakhs

S.No.	Items	Quantity in Nos.	Unit Cost	Total Cost
1	Godrej Computer Moniter Desk	02 Nos	0.036	0.072
2	Godrej Printer desk	02 Nos	0.047	0.094
3	Godrej Steel Table	02 Nos	0.069	0.138
4	Godrej Steel Chair (CH - 7)	04 Nos	0.014	0.056
5	Godrej Steel Chair (PCH - 7022 etc)	02 Nos	0.044	0.087
6	Godrej Storewell	02 Nos	0.080	0.160
7	Pedestal Fan	02 Nos	0.020	0.040
8	Rack (Slotted Angle)	02 Nos	0.005	0.010
9	Fire Protection equipment	02 Nos	0.005	0.010
10	Vaccum Cleaner	01 Nos	0.070	0.070
11	Emergency light	01 Nos	0.007	0.007
		22 Nos	Total	0.744
			Or say	0.74

Annexure E - 1

Printing & Stationary

Amount in Lakhs

S.No.	Number	Unit Cost	Total
1	405	350	1.418
2	50	30	0.015
3	40	75	0.030
4	40	175	0.700
5	40	30	1.440
6	10	200	0.020
7	120	35	1.680
8	115	20	0.920
9	10	30	0.120
10	6	35	0.084
11	1	50	0.020
12	18	35	0.252
13	1	35	0.014
14	5	35	0.070
15	5	35	0.070
16	2	35	0.030
17	1	35	0.004
18	3	35	0.042
19	9	35	0.126
20	5	35	0.070
21	2	35	0.028
22			0.500
23			1.250
TOTAL			8.903

ANNEXURE - E-1/1

M.S.Training Programme

(RS. IN LAKHS)

SL. No.	Events	Unit Cost	Ist Yr. Number	Cost	II Yr. Number	Cost	III yr. Number	Cost	IV yr. Number	Cost	V yr. Number	Cost
1	Sahyogini	25.00	46		46		48		48		48	
2	Saheli	25.00	100		85		100		115		115	
3	Sakhi	25.00	100		150		200		200		150	
4	Kishori	25.00	245		245		245		245		245	
5	Samooch	10.00	1000		1200		1500		1600		1600	
7	Material	100.00	105	0.5	140	0.55	140	0.47	140	0.49	140	0.48
8	Bal Mitra	25.00	40		50		65		75		75	
REFLECTION :												
1	Sahyogini	10.00	46		46		46		46		46	
2	Saheli	10.00	100		85		100		115		115	

ANNEXURE - F - 1

F. GRANTS

Amount in lakhs

SL. No.	Description	No. of schools	Amount	I Year	II year	III year	IV year	V year
1	School infrastructure grant @ Rs.2000/-	1913 2013	76.52 120.78	38.26	38.26	40.26	40.26	40.26
2	Teachers grant @ Rs.500/-	4790 4990	47.90 74.85	23.95	23.95	24.95	24.95	24.95

*SCHEDULE OF
ACTIVITIES FOR 1998-99*

Component: Improving Access/Enrolment

Rupees in Lakhs

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Research					
Micro Planning	NR	2038	40.760	405	8.100
School Mapping Exercise	NR	50	0.250	50	0.250
Civil Work					
Construction of	NR				
School Building (New units)		100	195.000	30	58.500
School Building		50	97.500	30	58.500
Additional Class Room		300	300.000	50	50.000
Compound Wall for School		100	15.000	50	7.500
Ashram School		1	13.000		
Salary	R				
Programme Officer (1)		60	8.242	12	1.350
Asstt. Programme Officer (1)		60	6.838	12	1.120
District Resource Person (1)		60	6.459	12	1.058
Asstt. Resource Person (1)		60	5.263	12	0.862
District Resource Person (ECCE)		60	6.459	12	1.058
Astt. Programme Officer (ECCE)		60	6.838	12	1.120
Asstt. Resource Person (ECCE)		60	5.263	12	0.862
Driver (2)		120	5.678	12	0.930
Newly appointed teachers (200)		9600	364.320		
HM (Ashram School) (1)		48	3.168		
Teachers (Ashram School) (3)		144	5.465		
Cook for Ashram School (1)		48	1.228		
Honararium of Shiksha Premi (400)		13200	105.600		
Asstt. Engineer (2)		96	10.866	24	2.24
Jr. Engineer (4)		168	11.611	48	3.260
Honararium of NFE instructor (250)		11160	22.320	600	1.200
Honararium of ASRP		43	2.580	5	0.300

Component: Improving Access/Enrolment

Rupees in Lakhs

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Training	NR				
Shiksha Premi (30 days)		10	9.000		
NFE Instructor (10 days)		6	1.800	1	0.300
ICDS workers (15 days)		40	18.000	10	4.500
Recurrent training for ICDS Workers		300	18.000	12	0.720
Infrastructure	NR				
TLM for ICDS (Non World Bank) @ Rs. 600		100	0.500	100	0.500
TLM for NFE centres		250	5.000	50	1.000
Expenses of Ashram School					
Monthly expenses per student (Rs. 750) (750 x 150 x 12 x 5)	R		54.000		0.000
Furniture	NR		0.535		
Equipment	NR		0.268		
Contingency	R		0.200		
Maintenance	R		0.060		
Research Evaluation Survey	NR				
Special Intervention for disabled			10.000		2.500
Study of Ashram Schools			0.100		0.100
Non Financial Activity					
Selection of Shiksha Premi (Through VEC)					
Opening of special NFE centre (250)					
Selection of NFE instructor					
TOTAL :			1357.169		207.830

Component: Reducing Dropout/Improving Retention

Rupees in Lakhs

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Salary	R				
Programme Officer (1)		60	8.242	12	1.350
Asstt. Programme Officer (1)		60	6.838	12	1.120
District Resource Person (1)		60	6.459	12	1.058
Asstt. Resource Person (1)		60	5.263	12	0.862
Driver (1)		60	2.839	12	0.465
Non Curricular & Media Sport Activity	R				
1 Cultural programmes & Local visits/ Puppets show/Street Play/		2038	20.380	408	4.080
2 Mela of all type		600	12.000	120	2.400
3 Development of awareness material			5.000		1.000
4 Promotion of education exhibition		600	12.000	120	2.400
5 Meeting press & propaganda		5	0.050	1	0.010
6 Preparation of Audio cassette		10	0.800	2	0.160
7 Preparation of Vidio cassette		5	1.250	1	0.250
8 Inter school/Inter cluster competition		600	12.000	120	2.400
9 Awareness campaign by Mob. group		10190	10.190	2038	2.038
Grant	R				
1 Grant of Rs. 2000 per VEC		9865	197.300	1913	38.260
2 Annual Grant of Rs. 500 per teacher		24550	122.750	4790	23.950
Research Evaluation/Documentation	NR				
1 Research Projects (Action Research)		10	0.500	2	0.100
2 Special Study		1	1.000	1	1.000
Awards/Incentives	NR				
1 Special Awards for school with better performance		120	12.000	24	2.400

Component: Reducing Dropout/Improving Retention

Rupees in Lakhs

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Training	R				
1 Training of VEC members (5 days)		600	90.000	120	18.000
Workshop/Seminars	NR				
1 Gender Sensitisation workshop (1 day)					
Village Level		300	3.000	100	1.000
Cluster Level		30	0.300	10	0.100
Block Level		10	0.100	5	0.050
2 Convergence meetings with various Dept.		50	0.500	10	0.100
GRANT TO MAHILA SAMAKHYA			286.869		
Non Financial Activity					
Formation of MTA/PTA					
Conducting awareness programme of AIR					
Meetings with mobilising group					
Village Level					
Cluster Level					
Block Level					
PAD YATRA					
TOTAL :			817.629		104.553

Component: Improving Quality

Rupees in Lakhs

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Development of Educational Study Material	NR				
1 Workshop for review of curriculum from a tribal child perspective Block Level (2 days)		5	0.750	5	0.750
District Level (3 days)		1	0.200	1	0.200
2 District level workshop to review textbook and other TLM from gender perspective (3 days)		1	0.150	1	0.150
3 Developing Supplimentary TLM in tribal dialect					
A. Cluster level workshop (One Day)		30	0.300	15	0.150
B. Block level workshop (One day)		6	0.060	2	0.020
C. District level workshop (3 day)		3	0.270	1	0.090
4 Induction Workshop for BRC Coordinator (3 day)		1	0.090	1	0.090
5 Identification Training of Master Trainers (3 day)		5	0.450	5	0.450
6 News Letter for BRC		336	10.080		
7 News letter for DIET	R	20	5.000	4	1.000
8 Developing bridge language inventory (DISTRICT LEVEL WORK SHOP 3 DAY)	NR	5	0.400	5	0.400

Component: Improving Quality

Rupees in Lakhs

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Teaching Aid & supply there of (including printing) for ST, SC boys & girls, General Girls	R				
1 Purchase of Textbook					
Class - I Language & Maths		440100	88.020	82500	16.500
Class - II Language & Maths		368400	73.680	52000	10.400
Class - III Language, Maths & Evs.		301100	90.330	38900	11.670
Class - IV Language, Maths & Evs.		240950	72.285	31700	9.510
Class - V Language, Maths & Evs.		190200	57.060	29900	8.970
School Library @ Rs.500 per school per year		9865	49.325	1913	9.565
2 Printing of bridge Language inventory		3000	3.000	3000	3.000
3 Printing of TLM in tribal dialect		9000	9.000	3000	3.000
Civil Work	NR				
1 Construction of BRC		7	49.000	7	49.000
2 Construction of CRC		85	116.450	85	116.450
Training	R				
1 Master Trainer (10 days) of 40 participants		2	0.600	2	0.600
2 BRC coordinator (5 days)		1	0.150	1	0.150
3 CRC coordinator (5 days)		15	2.250	3	0.450
4 Reccurent monthly CRC meeting		7200	72.000	1440	14.400
5 Training for teachers "Ujala - 2" (10 days)		100	30.000		
6 Theme/subject specific training for teachers (3 days)		25	2.250	9	0.810
7 Headmasters (5 days)		5	0.750	5	0.750
8 Inspecting authority (5 days)		10	1.500	2	0.300
9 Special training for teachers to cope with specific needs of the tribal children based on bridge language inventory (5 days)	NR	48	7.200		

Component: Improving Quality

Rupees in Lakhs

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Teaching Aid & supply there of (including printing) for ST, SC boys & girls, General Girls	R				
1 Purchase of Textbook					
Class - I Language & Maths		440100	88.020	82500	16.500
Class - II Language & Maths		368400	73.680	52000	10.400
Class - III Language, Maths & Evs.		301100	90.330	38900	11.670
Class - IV Language, Maths & Evs.		240950	72.285	31700	9.510
Class - V Language, Maths & Evs.		190200	57.060	29900	8.970
School Library @ Rs.500 per school per year		9865	49.325	1913	9.565
2 Printing of bridge Language inventory		3000	3.000	3000	3.000
3 Printing of TLM in tribal dialect		9000	9.000	3000	3.000
Civil Work	NR				
1 Construction of BRC		7	49.000	7	49.000
2 Construction of CRC		85	116.450	85	116.450
Training	R				
1 Master Trainer (10 days) of 40 participants		2	0.600	2	0.600
2 BRC coordinator (5 days)		1	0.150	1	0.150
3 CRC coordinator (5 days)		15	2.250	3	0.450
4 Reccurent monthly CRC meeting		7200	72.000	1440	14.400
5 Training for teachers "Ujala - 2" (10 days)		100	30.000		
6 Theme/subject specific training for teachers (3 days)		25	2.250	9	0.810
7 Headmasters (5 days)		5	0.750	5	0.750
8 Inspecting authority (5 days)		10	1.500	2	0.300
9 Special training for teachers to cope with specific needs of the tribal children based on bridge language inventory (5 days)	NP	48	7.200		

Component: Improving Quality

Rupees in Lakhs

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Salary	R				
1 Programme Officer (1)		60	8.242	12	1.350
2 Asstt. Programme Officer (1)		60	6.838	12	1.120
3 District Resource Person (1)		60	6.469	12	1.058
4 Asst. Resource Person (1)		60	5.263	12	0.862
5 Salary of BRC					
Coordinator (7)		336	33.527		
Resourse Person (21)		1008	14.544		
Clerk (7)		336	18.750		
Attendant (7)		336	9.746		
6 Fixed TA for CRC Coordinator (120)		7200	7.200	1440	1.440
7 Salary of DIET					
Principal (1)		60	8.791	12	1.440
Sr. Lecturer (2)		120	15.238	24	2.496
Lecturer (7)		420	44.103	84	7.224
Computer Programmer (1)		60	5.861	12	0.960
Computer Operator (2)		120	8.938	24	1.464
Account Officer (1)		60	5.861	12	0.960
Statistician (1)		60	4.469	12	0.732
Librarian (1)		60	4.469	12	0.732
Lab Asstt. (1)		60	4.469	12	0.732
Office Suprintendant (1)		60	4.469	12	0.732
Account Asstt. (1)		60	4.103	12	0.672
Steno (1)		60	4.103	12	0.672
Typist (1)		60	3.370	12	0.552
Driver (2)		120	5.128	24	0.840
Cook (3)		180	6.154	36	1.008
Peon (1)		60	1.832	12	0.300
Gardener (1)		60	2.051	12	0.336
Technician (2)		120	4.103	24	0.672
Watchman (1)		60	2.051	12	0.336

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Infrastructure	NR				
1 Over head projector for DIET		1	0.100	1	0.100
2 Fax for DIET		1	0.300	1	0.300
3 Xerox Machine for DIET Heavy Duty		1	2.000	1	2.000
4 Furniture for the DIET Computer Room					
Godrej Computer Monitor desk		2	0.072	2	0.072
Godrej Printer Desk		2	0.094	2	0.094
Godrej Steel Table T-9		2	0.138	2	0.138
godrej Steel Chair CH-7		4	0.056	4	0.056
Godrej Steel Chair PC4-7022+C		2	0.088	2	0.088
Godrej Steel Store Well Model -2		2	0.160	2	0.160
Pedastal Fan		2	0.040	2	0.040
Rack (slotted Angle)		2	0.010	2	0.010
Fire Protection Equipment		2	0.010	2	0.010
Vaccum Cleaner		1	0.070	1	0.070
A.C. 1.5 Tonne		1	0.360	1	0.360
Emergency Light		1	0.007	1	0.007
5 Hardware for DIET Computer Room					
Pentium Computer		2	1.500	2	1.500
Dot Matrix Printer		2	0.500	2	0.500
U.P.S. 2 KVA		1	0.900	1	0.900
Modem 28.8 KBPS		1	0.120	1	0.120
6 Software for DIET Computer Room					
MS Windows for workgroup		1	0.050	1	0.050
MS Office		1	0.250	1	0.250
Foxpro		1	0.160	1	0.160
Anti Virus vaccine Red Alert		1	0.030	1	0.030
Bilingual Word Processor Akshar		1	0.100	1	0.100
Furniture / Equipment for DIET					
Aqua Guard		1	0.060	1	0.060
Water Cooler		1	0.250	1	0.250
CCTV		1	0.100	1	0.100
Cordless Telephone		1	0.050	1	0.050
Cemra		1	0.035	1	0.035
White Board		10	0.030	10	0.030
Public Address System		1	0.200	1	0.200

Component: Improving Quality

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
7 Furniture for BRC					
Almirah		14	0.700	14	0.700
Steel Table		14	0.350	14	0.350
Chairs		70	0.420	70	0.420
Book Sheves		14	0.420	14	0.420
Trunk GS larg size		7	0.140	7	0.140
Electric Fan		84	0.840	84	0.840
Racks		14	0.280	14	0.280
Wall clock		14	0.028	14	0.028
Iron Coats		350	5.250	350	5.250
Bedding (one coir board Mattress, One Blan one Pillow, two bed sheetes, two pjllow cov One Mosquito Net) One set		350	7.700	350	7.700
Dari Jazeem set		7	0.210	7	0.210
Jute Mat for Dinnoing Hall		28	0.224	28	0.224
Books for Brc Library		7	1.750	7	1.750
Duplicatinmg machine		7	2.450	7	2.450
Type writer		7	0.700	7	0.700
Generator 2 KVA		7	1.050	7	1.050
T.V / VCR/Stabilizer set		7	2.800	7	2.800
Two in One Tape & Transistor		7	0.350	7	0.350
Moter Cycle (Moped)		7	1.400	7	1.400
Hand Pump		7	1.750	7	1.750
Plate with compantment and steel Glass		350	0.350	350	0.350
Lantern		28	0.021	28	0.021
Bucket		105	0.053	105	0.053
Scissor		210	0.021	210	0.021
Musical instruments		7	0.245	7	0.245
Petromax (gas)		14	0.070	14	0.070
Water filter		14	0.140	14	0.140
Water Tank (fero cement)		21	0.105	21	0.105
Tea container		7	0.070	7	0.070

Component: Improving Quality

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
12 Furniture for CRC					
Duplicating Machine manual		120	8.400	120	8.400
Dari		120	3.600	120	3.600
Jute Mat		120	0.960	120	0.960
Wall Clock		120	0.240	120	0.240
Bucket		240	0.120	240	0.120
Dram (Water Tank)		240	1.200	240	1.200
Glass Steel		600	0.060	600	0.060
Petromax (gas)		120	0.600	120	0.600
Musical Instruments		120	4.200	120	4.200
Tea Kettle		120	0.120	120	0.120
Library for CRC @ Rs.500 per CRC per annum		600	3.000	120	0.600
13 Office Expenses at DIET	R				
T.A. Conveyance		0	5.000		1.000
Telephone & Trunkcall		0	5.000		1.000
Bank commission		0	0.250		0.050
News paper & Magazines		0	0.500		0.100
Meeting expenses		0	1.000		0.200
Entertainment recreation		0	0.500		0.100
Misc. Exp.		0	1.250		0.250
Computer Repair & maintenance		0	3.750		0.750
Generator repair & maintenance		0	1.250		0.250
MIS consumable		0	0.500		0.100
Office consumable		0	1.250		0.250
Office building repair & mentainence	R	0	10.000		2.000
Contingency expenses for BRC			2.800		
14 Venicle					
Vehicle at DIET	NR	2	8.000	2	8.000
Fuel charges & maintenance	R	0	8.000		1.600
TOTAL :			1102.000		360.992

Component: Building Institutional Capacity

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Infrastructure	NR				
Furniture/Equipment for DLO	NR				
Fire Protection equipment		2	0.010	2	0.010
Vaccum Cleaner		1	0.070	1	0.070
Emergency light		1	0.007	1	0.007
Calculator		6	0.048	6	0.048
Camera		1	0.035	1	0.035
Video Camera		1	0.400	1	0.400
Cordless Phone		1	0.050	1	0.050
Pager		10	1.000	10	1.000
White Board		5	0.015	5	0.015
Laptop		1	1.000	1	1.000
Hardware for DLO Computer Room					
Pentium computer		1	0.750	1	0.750
Printer Sharer		1	0.005	1	0.005
Modem		1	0.120	1	0.120
LAN facility					
NICK NET LINK (NIC MALE 400)			3.209		0.610
Software for DLO Computer Room					
MS Office 7.0		1	0.250	1	0.250
Foxpro		1	0.160	1	0.160
Anti Virus Vaccine		1	0.030	1	0.030
Bilingual Word Processor		1	0.100	1	0.100

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
Salary	R				
Salary of D.P.C. (1)		60	12.088	12	1.980
Administrative Officer		60	5.128	12	0.840
Accounts Officer (1)		60	6.838	12	1.120
Asstt. Computer Programmer (1)		60	5.263	12	0.862
Accountant (1)		60	4.976	12	0.815
Accounts Asstt. (3)		180	10.562	36	1.730
Technician (1)		60	2.198	12	0.360
Office Assistant/SKR (2)		120	7.082	24	1.160
Purchase Asstt. (1)		60	3.541	12	0.580
Sr. Stenographer (2)		120	9.524	24	1.560
Stenographer (3)		180	10.562	36	1.730
Typist/ Data Entry Operator (3)		180	10.562	36	1.730
Driver (1)		60	2.839	12	0.465
Peon/ Night Guard (6)		360	13.309	72	2.180
Vehicle					
Vehicle for DLO	NR	4	16.000	4	16.000
Office Expenses at DLO	R				
T.A. Conveyance			5.000		1.000
Teliphone & Trunkcall			5.000		1.000
Bank commission			0.250		0.050
News paper & Magazines			0.500		0.100
Meeting expenses			1.000		0.200
Entertainment recreation			0.500		0.100
Misc. Exp.			1.250		0.250
Computer Repair & maintenance			3.750		0.750
Generator repair & maintenance			1.250		0.250
MIS consumable			0.500		0.100
DLO office consumable			5.000		1.000
Office building repair & mentainence			5.000		1.000
Fuel charges & maintenance for DLO vehicle	R		25.000		5.000
			181.729		48.572

Sl.No. ACTIVITY	Cost Type	Cumulative Target		Ist Year	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
1. Salary For Officers		20	21.950	4	4.390
2. Salary to Staff (2)		10	4.125	2	0.825
3. TA/DA			1.250		0.200
4. Vehicle maintenance/repair			1.000		0.150
5. Consultancies (Short term)			1.050		0.100
6. Training (Sahtoginies, Sahelis, Sakhies, Samooh, Kishori, Balmitra)			22.339		3.358
7. Reflection Sessions (Sahyoginies/Sahelies/Balmitra)			11.754		1.512
8. Jagjagi Centres (old+new)		860	66.325	100	7.000
9. Baljagjagi		230	20.250	40	3.000
10. Development of local T-L materials			0.850		0.200
11. Awards to Jagjagi @ Rs. 500			0.500		0.100
12. Mahila Kutir @ Rs. 60,000		40	20.000	10	5.000
13. Mahila Shikshan Kendra		5	17.650	1	3.530
14. Field Centre (Rent/consultancies)		35	7.500	13	4.000
15. Workshop/Seminars Dist. level @ Rs.15000 Block/Cluster level @ Rs. 5000			5.300		1.000
16. Study Tours			0.750		0.150
17. Action Research			0.950		0.150
18. Evaluation/Monitoring			0.670		0.100
19. Vocational Training		0	1.500		0.350
20. Support to Samoohs		1060	23.640	100	3.400
21. Documentation/Publication a-v materials		0	1.350		0.250
22. Convention/Mela/Camp Dist. level @ 1,00,000 Block level @ Rs. 10,000 Cluster level @ Rs. 5,000		0	8.350		1.500
23. Setting up the MS office/vehicle/ equipment etc.		0	11.000		7.000
24. Hons. to Sahayoginies		236	36.816	46	7.176
TOTAL :			286.869		54.441

TABLES

Table A-1

CLASS WISE ENROLMENT SHOWING ENROLMENT IN CLASS I - V FOR THE
LAST 6 YEARS BY BLOCK UNDER THE CATEGORY OF BOYS & GIRLS

DISTRICT	YEAR	CLASS - I		CLASS - II		CLASS - III		CLASS - IV		CLASS - V		GRAND TOTAL		
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL
RANCHI	1991	46616	35468	23678	17256	21652	14947	19435	13399	17355	11344	128736	92414	221150
	1992	52145	41362	24720	18270	21338	15495	19366	13509	17774	12116	135344	100752	236096
	1993	57114	45993	28398	21274	21829	18016	19526	13606	18061	12507	144928	111396	256324
	1994	68031	68193	32965	26323	26960	19724	21338	15313	18730	13237	168024	142790	310814
	1995	46153	44080	40975	36210	29081	22761	23468	17574	19979	14629	159656	135254	294910
	1996	48893	45540	31450	27753	29022	25657	24924	20003	21987	16368	156276	135321	291597

COMMUNITY WISE ENROLMENT SHOWING ENROLMENT IN CLASS I - V FOR THE
LAST 6 YEARS UNDER THE CATEGORY OF BOYS & GIRLS

Table A - 2

DISTRICT	YEAR	GENERAL		S.C.		S.T.		GRAND TOTAL		
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL
RANCHI	1991	55532	44100	9118	6035	64086	42279	128736	92414	221150
	1992	57134	46730	9428	7100	68782	46922	135344	100752	236096
	1993	60673	49812	9822	9263	74433	52321	144928	111396	256324
	1994	65592	61075	12869	10212	89563	71503	168024	142790	310814
	1995	60761	56806	12028	9456	86462	69143	159251	135405	294656
	1996	62100	59934	11019	8893	83157	66494	156276	135321	291597

Table A - 3

ENROLMENT OF S.C. STUDENTS 1992 & 1996

BLOCKS	YEAR	CLASS - I		CLASS - II		CLASS - III		CLASS - IV		CLASS - V		GRAND TOTAL			RR2	
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL	BOYS	GIRLS
DISTRICT	92	3441	2952	1843	1220	1540	1173	1403	926	1201	829	9428	7100	16528		
	96	3449	3097	2263	1828	2201	1705	1662	1257	1444	1006	11019	8893	19912	41.96	34.08

ENROLMENT OF S.T. STUDENTS 1992 & 1996

BLOCKS	YEAR	CLASS - I		CLASS - II		CLASS - III		CLASS - IV		CLASS - V		GRAND TOTAL			RR2	
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL	BOYS	GIRLS
DISTRICT	92	29024	21522	12037	7930	10118	6593	9177	5804	8426	5073	68782	46922	115704		
	96	27215	24116	16599	13728	15563	12405	12806	9093	10974	7155	83157	66497	149654	37.81	33.25

CLASS WISE ENROLMENT SHOWING ENROLMENT IN CLASS I - V FOR THE
LAST 6 YEARS BY BLOCK UNDER THE CATEGORY OF BOYS & GIRLS

Table A - 4

BLOCKS	YEAR	CLASS - I		CLASS - II		CLASS - III		CLASS - IV		CLASS - V		GRAND TOTAL		
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL
KANKE	91	2832	1813	1581	900	1512	772	1367	687	1179	548	8471	4720	13191
	92	2802	2128	1644	1021	1223	844	1086	762	1014	656	7769	5411	13180
	93	3028	2338	1940	1213	1460	810	1104	677	1110	683	8642	5721	14363
	94	4691	4575	2251	1688	1907	1189	1520	887	1204	702	11573	9041	20614
	95	1932	1671	2909	2263	2245	1700	1779	1194	1456	866	10321	7694	18015
	96	3590	3159	2119	1857	1889	1588	1670	1250	1447	928	10715	8782	19497
RATU	91	2909	2181	1423	1044	1113	818	1025	747	917	596	7387	5386	12773
	92	3287	2576	1581	1195	1251	893	1035	763	947	688	8101	6115	14216
	93	3410	2976	1866	1371	1322	1038	1090	811	919	743	8607	6939	15546
	94	4450	4470	2036	1701	1644	1260	1213	938	971	761	10314	9130	19444
	95	4145	3772	2309	1697	1458	1143	1147	887	926	759	9985	8258	18243
	96	3356	3155	1904	1619	1855	1588	1359	1150	1255	995	9729	8507	18236
CHANHO	91	1494	764	849	470	702	388	591	316	512	271	4148	2209	6357
	92	1772	1100	864	517	821	385	587	344	525	275	4569	2621	7190
	93	1840	1310	1103	762	802	423	645	353	563	304	4953	3152	8105
	94	2113	2055	1166	813	919	600	745	374	598	322	5541	4164	9705
	95	1907	1739	1487	912	950	698	852	487	648	443	5844	4279	10123
	96	1849	1563	1093	774	957	770	761	578	703	480	5363	4165	9528
MANDER	91	2308	1634	1178	697	975	656	862	557	736	450	6059	3994	10053
	92	2881	1935	1194	745	1020	647	883	559	819	514	6797	4400	11197
	93	2896	2005	1557	959	1047	675	916	553	859	532	7275	4724	11999
	94	2903	3224	1370	1009	1227	784	883	618	763	477	7146	6112	13258
	95	1678	1452	1760	1496	1270	1002	879	767	911	477	6498	5194	11692
	96	3380	2648	1576	1250	1399	1182	1136	845	1109	695	8600	6620	15220

BLOCKS	YEAR	CLASS - I		CLASS - II		CLASS - III		CLASS - IV		CLASS - V		GRAND TOTAL		
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL
LAPUNG	91	1622	1103	594	403	602	383	537	315	512	260	3867	2464	6331
	92	1978	1464	594	395	501	348	532	349	530	304	4155	2860	7015
	93	2430	1944	718	444	525	338	460	319	527	323	4660	3368	8028
	94	2705	2618	891	630	665	387	487	361	469	296	5217	4292	9509
	95	1945	1967	920	727	814	544	587	350	453	309	4719	3897	8616
	96	1267	1289	1010	872	784	592	727	494	567	330	4355	3577	7932
BURMU	91	2306	1381	1219	804	1326	685	1231	579	936	468	7018	3917	10935
	92	2488	1653	1207	785	1167	696	1160	538	1053	524	7075	4196	11271
	93	2795	1824	1604	1043	1221	691	1123	642	1036	532	7779	4732	12511
	94	3857	3933	1648	1120	1458	909	1076	689	953	555	3992	7206	16198
	95	2010	1529	1432	1293	1265	872	1084	684	885	513	6676	4891	11567
	96	2332	1986	1485	1093	1247	975	1100	760	1010	610	7174	5424	12598
BERO-I	91	1648	1033	805	412	652	357	568	292	541	280	4214	2374	6588
	92	1887	1287	805	515	672	341	574	318	610	259	4548	2720	7268
	93	1986	1398	956	612	672	431	573	306	585	303	4772	3050	7822
	94	2218	1979	1172	742	871	523	639	430	623	338	5523	4012	9535
	95	1932	1827	2081	1752	871	523	639	430	610	338	6133	4870	11003
	96	1502	1227	1018	727	985	692	812	503	678	395	4995	3544	8539
NAMKUM	91	2845	2420	1133	944	948	698	670	527	505	367	6101	4956	11057
	92	3675	3670	1393	1244	1047	943	745	763	610	648	7470	7268	14738
	93	3844	3178	1232	1043	1029	864	1068	805	949	750	8122	6640	14762
	94	4526	4379	1468	1279	1128	941	999	848	1003	814	9124	8261	17385
	95	2402	2437	1649	1548	1275	1120	1052	904	894	796	7272	6805	14077
	96	3826	3616	1660	1557	1286	1125	1029	879	922	809	8723	7986	16709

BLOCKS	YEAR	CLASS - I		CLASS - II		CLASS - III		CLASS - IV		CLASS - V		GRAND TOTAL		
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL
ORMANJHI	91	1672	971	667	371	728	296	602	246	508	207	4177	2091	6268
	92	1803	1036	946	460	721	310	651	209	515	168	4636	2183	6819
	93	1878	1220	1100	695	869	450	685	370	563	242	5095	2977	8072
	94	3015	3025	1473	984	1026	627	787	449	672	326	6973	5411	12384
	95	1637	1423	1207	1196	1206	788	849	477	720	410	5619	4294	9913
	96	1848	1765	1232	994	1041	886	1022	684	796	525	5939	4854	10793
ANGARA	91	2199	1310	1218	695	1103	574	995	446	851	301	6366	3326	9692
	92	2487	1541	1225	703	1057	547	992	484	900	369	6661	3644	10305
	93	2429	1683	1497	943	1087	613	946	476	868	404	6827	4119	10946
	94	3418	3479	1633	1204	1338	828	979	574	899	447	8267	6532	14799
	95	1439	1379	2420	2433	1676	1162	1314	819	959	572	7808	6365	14173
	96	1741	1946	1464	1375	1464	1209	1300	947	1161	701	7130	6178	13308
SILLI	91	1696	1468	1355	949	1198	864	1078	836	1028	684	6355	4801	11156
	92	1904	1773	1241	985	1148	764	1076	708	964	656	6333	4886	11219
	93	3002	2486	1400	1184	1074	787	983	634	898	522	7357	5613	12970
	94	2141	2400	1638	1416	1366	1124	1090	797	984	624	7219	6361	13580
	95	1224	1190	1467	1580	1426	1239	1194	985	985	759	6296	5753	12049
	96	2198	2168	1548	1434	1376	1338	1337	1054	1091	952	7550	6946	14496
RANIA	91	691	525	416	365	371	263	391	276	345	271	2214	1700	3914
	92	727	632	445	393	400	283	414	303	370	275	2356	1886	4242
	93	893	731	695	585	451	353	345	265	335	141	2719	2075	4794
	94	1409	1355	528	405	459	325	350	252	323	211	3069	2548	5617
	95	756	752	724	608	550	448	482	455	338	261	2850	2524	5374
	96	1074	956	484	417	450	418	391	294	357	251	2756	2336	5092

BLOCKS	YEAR	CLASS - I		CLASS - II		CLASS - III		CLASS - IV		CLASS - V		GRAND TOTAL		
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL
MURHU	91	1573	1195	738	551	680	519	622	406	547	425	4160	3096	7256
	92	1633	1331	701	540	653	493	597	421	551	433	4135	3218	7353
	93	2036	1659	809	662	653	474	605	453	566	396	4669	3644	8313
	94	2614	2469	969	810	708	593	578	445	551	446	5420	4763	10183
	95	2359	2376	994	786	746	586	590	455	511	486	5200	4689	9889
	96	1632	1352	1001	811	976	775	689	500	569	372	4867	3810	8677
TORPA	91	3031	2343	940	760	909	675	792	570	799	560	6471	4908	11379
	92	3151	2285	1140	782	917	730	835	582	760	536	6803	4915	11718
	93	3190	2525	1177	822	955	777	876	622	797	576	6995	5322	12317
	94	3248	2814	1175	920	967	718	911	670	800	615	7101	5737	12838
	95	1292	1254	3727	3004	1392	1023	1010	732	956	683	8377	6696	15073
	96	1945	1889	1100	865	1065	864	901	727	864	614	5875	4959	10834
KARRA	91	1995	1185	956	557	836	546	767	481	540	330	5094	3099	8193
	92	2252	1554	886	550	779	478	711	435	633	325	5261	3342	8603
	93	2207	1734	994	665	797	448	657	390	580	369	5235	3506	8841
	94	3523	3078	1149	794	868	559	714	391	621	391	6875	5213	12088
	95	2870	2615	1065	791	885	717	717	395	688	500	6225	5018	11243
	96	3561	3002	1263	901	1025	770	820	616	709	425	7378	5714	13092
ARKI	91	752	404	139	66	34	29	0	0	0	0	925	499	1424
	92	847	594	147	35	40	14	0	0	0	0	1034	643	1677
	93	976	651	117	52	15	9	0	0	0	0	1108	712	1820
	94	2411	2324	1138	696	884	499	658	351	591	296	5682	4166	9848
	95	947	983	1402	1316	974	616	778	450	594	330	4695	3695	8390
	96	1308	1191	1258	1040	1321	1129	923	538	751	430	5561	4328	9889

BLOCKS	YEAR	CLASS - I		CLASS - II		CLASS - III		CLASS - IV		CLASS - V		GRAND TOTAL		
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL
KHUNTI	91	2512	2148	1056	712	951	511	917	624	668	508	6104	4503	10607
	92	2978	2163	1096	832	921	640	814	559	772	479	6581	4673	11254
	93	4059	2323	1155	837	926	578	872	520	724	517	7736	4775	12511
	94	3476	2980	1372	894	1030	514	800	384	752	324	7430	5096	12526
	95	3899	2666	1478	1089	1198	870	984	700	973	618	8532	5943	14475
	96	1843	1446	1158	690	1016	557	898	435	730	211	5645	3439	9084
BUNDU	91	1118	978	756	546	638	450	587	355	564	277	3663	2606	6269
	92	1079	937	774	483	680	461	584	360	572	310	3689	2551	6240
	93	1352	1182	739	533	565	419	606	394	574	333	3836	2861	6697
	94	1363	1654	1229	1007	845	637	652	447	509	378	4598	4123	8721
	95	814	891	1092	1152	1081	900	782	580	629	450	4398	3973	8371
	96	1074	1085	926	977	1009	1006	993	803	779	551	4781	4422	9203
SONAHATU-I	91	1051	983	592	482	513	376	402	322	388	262	2946	2425	5371
	92	1024	991	611	486	518	376	426	355	412	296	2991	2504	5495
	93	1084	1165	718	589	536	380	482	333	415	340	3235	2807	6042
	94	1124	1452	781	765	649	494	514	370	459	324	3527	3405	6932
	95	622	785	725	878	658	677	605	464	479	339	3089	3143	6232
	96	860	995	726	794	688	704	641	607	576	458	3491	3558	7049
TAMAR	91	2083	1476	1167	697	1129	603	948	475	923	385	6250	3636	9886
	92	2057	1398	1100	660	990	564	1025	511	924	418	6096	3551	9647
	93	2375	1671	1137	683	956	568	933	489	894	453	6295	3864	10159
	94	3055	3211	1710	1294	1469	968	1047	646	857	570	8138	6689	14827
	95	2123	2038	2111	2006	1591	1151	1418	913	1014	600	8257	6708	14965
	96	1819	1596	1803	1638	1916	1797	1455	1093	1346	862	8339	6986	15325

BLOCKS	YEAR	CLASS - I		CLASS - II		CLASS - III		CLASS - IV		CLASS - V		GRAND TOTAL		
		BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL
RANCHI-I	91	1845	2006	1195	1362	1183	1322	1125	1370	1143	1246	6491	7306	13797
	92	2373	2640	1339	1513	1261	1598	1214	1302	1080	1284	7267	8337	15604
	93	2256	2760	1387	1607	1226	1407	1117	1275	1016	1160	7002	8209	15211
	94	2906	3458	1883	1834	1644	1653	1383	1336	1120	1313	8936	9594	18530
	95	2377	3343	2584	2302	1591	1553	1284	1323	1200	1347	9036	9868	18904
	96	2140	2556	1441	1845	1385	1742	1349	1660	1225	1617	7540	9420	16960
RANCHI-II	91	4267	4410	2401	2605	2411	2414	2302	2290	2312	2103	13693	13822	27515
	92	4589	4647	2516	2416	2466	2454	2368	2258	2262	2118	14201	13893	28094
	93	4712	5008	2828	2774	2453	4686	2430	2370	2310	2265	14733	17103	31836
	94	4339	4797	2738	2955	2524	2609	2284	2266	2124	2134	14009	14761	28770
	95	3838	3969	3921	3885	2511	2122	2155	2110	2096	2001	14521	14087	28608
	96	2601	2961	2503	2797	2345	2502	2237	2368	2052	2125	11738	12753	24491
BERO-II	91	1443	1129	748	526	650	443	604	395	503	360	3948	2853	6801
	92	1588	1283	694	625	602	426	591	366	548	346	4023	3046	7069
	93	1480	1333	956	696	652	471	565	385	541	364	4194	3249	7443
	94	1477	1311	829	765	702	528	530	460	434	338	3972	3402	7374
	95	1323	1210	880	836	833	813	720	603	593	450	4349	3912	8261
	96	1363	1179	996	807	908	837	741	709	704	539	4712	4071	8783
SONAHATU-II	91	724	608	552	338	488	305	452	287	398	185	2614	1723	4337
	92	884	744	577	390	483	260	446	260	403	235	2793	1889	4682
	93	956	889	713	500	536	326	445	164	432	255	3082	2134	5216
	94	1049	1153	718	598	662	455	499	330	450	235	3378	2771	6149
	95	682	812	631	660	615	494	567	410	461	322	2956	2698	5654
	96	784	810	682	619	635	611	633	509	586	393	3320	2942	6262

Table A - 5

BLOCKWISE RETENTION RATE FOR S.T. AND S.C. ST

BLOCKS	S.T.		S.C.	
	BOYS	GIRLS	BOYS	GIRLS
KANKE	47.96	40.07	43.26	42.24
RATU	35.57	36.61	31.36	33.07
CHANHO	34.48	36.52	36.17	56.67
MANDER	36.83	31.60	22.86	8.70
LAPUNG	28.01	22.15	18.52	37.29
BURMU	31.15	27.12	50.34	39.89
BERO-I	34.81	27.51	44.12	14.10
NAMKUM	24.10	22.64	39.41	17.63
ORMANJHI	37.25	43.15	48.54	60.87
ANGARA	49.96	43.48	36.56	37.35
SILLI	54.98	40.84	44.70	42.42
RANIA	47.71	38.81	72.22	20.93
MURHU	33.19	26.16	50.60	54.41
TORPA	28.85	24.42	20.51	14.00
KARRA	27.18	22.94	28.41	19.39
ARKI	84.33	61.21	85.90	88.89
KHUNTI	24.64	15.59	23.47	6.58
BUNDU	68.91	52.61	66.67	61.11
SONAHATU-1	51.38	41.54	52.94	42.11
TAMAR	64.03	58.67	75.66	69.92
RANCHI-I	42.54	52.37	39.75	45.48
RANCHI-2	38.14	38.22	37.39	33.71
BERO-2	40.21	38.46	62.07	58.33
SONAHATU-2	76.22	56.55	44.32	45.10

ANNEXURES

District Planning Team

1. Shri. S.S. Verma , IAS, Dy. Commissioner , RANCHI - Chairman
2. Shri. M.S. Bhatia, IAS, Dy. Dev. Commissioner, RANCHI - Vice-Chairman
3. Shri. B.K. Sinha, District Edu. Officer - Member
4. Shri. Shivnarayan Sah, Distt. Supdt. of Education - Member
5. Shri. Khursheed Alam, Distt. Mass Edu. Officer - Member
6. Shri. Bindeshwar Paswan, Distt. Welfare Officer - Member
7. Dr. M.K. Jamuar, Member Secretary, DLC - Member
8. Ms. Aparajita Jha, Distt School Inspectress - Member
9. Ms. Alka Nizami, Deepshikha - Member
10. Shri. Ram Kishore Sahu, HM, M.S. Chadri - Member
11. Dr. A.D. Sharma, Surgeon, Sadar Hospital - Member
12. Shri. G.V.S.R. Prasad, Director, DIET, Ratu - Member Core Team
13. Shri. Kitta Manoj Kumar, Lecturer, DIET, Ratu - Member Core Team
14. Ms. Sandhya Prashilla Ekka, Incharge, PTEC - Member Core Team
15. Dr. Rose Kerketta, Reader, Regional & Tribal Language Deptt. - Member
16. Ms. Ziya Ul Ummat Ansari, Teacher, M.S. Baridih, Bero - Member
17. Ms. Basant Khalko, HM, St. Agnesh Itki - Member
18. Shri. A.K. Sinha, Chief Officer, NIC Ranchi - Member
19. Ms. Pushpa Kerketta, A.R.P. BEP, Ratu - Member
20. Ms. Kapila Ekka, A.R.P. BEP, Ratu - Member
21. Shri. Sunil Kumar, BDO, Angara - Member
22. Dr. Mithilesh Kanti, Retd Principal
Netarhat Vidyalaya, Ashok Nagar, Ranchi - Member
23. Dr. Prakash Oraoan, T.W.R.I., Bariatu - Member
24. Shri. S.B. Kundu, Teacher Trainer - Member
25. Shri. B.B. Ojha, Exe. Engineer, PHED, Ranchi - Member
26. Shri. B.P. Sinha, CDPO, ICDS, Ranchi - Member
27. Shri B. Surin, XISS, Ranchi - Member
28. Shri. Binod Kispotta, IAS, DPC, BEP Ranchi - Member Secretary

Visioning / Input Workshop

Annexure - 2

Sl.No.	Date	Place	No. of Participants	Status	Discussions	Remarks
1	23.11.96	DIET Ratu	32	DSE, Dy DSE AEO, BEEO NGOS Presidents	Quality & infrastructural aspects of education	Included in further Chapter-4, Section-II
2	27.11.96	DIET Ratu	27	BDO, BEEO, CDPO CO, Block Level Official NGO, Teachers, VEC members of Ratu block	Quality & Infrastructural aspects of education	Included in further Chapter-4, Section-II
3	27.11.96	DIET Ratu	19	Mahila Samakhya's Sahyogini, Saheli	Girls education-Problems and solution strategies	Included in further Chapter-4, Section-II
4	14.12.96	Kisan Bhawan	44	BDO, BEEO, CDPO CO, Block level official NGO, Teachers, VEC Members of Angara block	Quality & Infrastructural aspect of education	Included in further Chapter-4, Section-II
5	16.12.96	Kilkari Ranchi	33	Working children age range 6-16	School of our dream	Included in further Chapter-4, Section-II
6	18.12.96	M.S. Getaleood	111	Illiterate mothers, female VEC members	Girls education-Problems and solution strategies	Included in further Chapter-4, Section-II

Details of PRA Meetings :

<u>Sl.No.</u>	<u>Date</u>	<u>Place</u>	<u>Block</u>	<u>Organising person/Agency</u>	<u>Details</u>
1.	19.11.96	Otongora	Murhu	Mahila Samakhya	Chapter-4, Section-I
2.	12.11.96	Hesalghughri	Mander	Mahila Samakhya	Chapter-4, Section-I
3.	21.11.96	Kerge	Mander	Mahila Samakhya	Chapter-4, Section-I
4.	21.11.96	Kanbheetha	Mander	Mahila Samakhya	Chapter-4, Section-I
5.	14.11.96	Kothatoli	Murhu	Mahila Samakhya	Chapter-4, Section-I
6.	21.11.96	Syko	Murhu	Mahila Samakhya	Chapter-4, Section-I
7.	19.11.96	Gore	Mander	Mahila Samakhya	Chapter-4, Section-I
8.	14.11.96	Totambe	Mander	Mahila Samakhya	Chapter-4, Section-I
9.	04.12.96	Simaliya	Angara	Krishi Gram Vikas Kendra	Chapter-4, Section-I
10.	04.12.96	Lalgarh	Angara	Krishi Gram Vikas Kendra	Chapter-4, Section-I
11.	05.12.96	Chuldag	Angara	Krishi Gram Vikas Kendra	Chapter-4, Section-I
12.	05.12.96	Sirka	Angara	Krishi Gram Vikas Kendra	Chapter-4, Section-I
13.	03.12.96	Angara	Angara	Adim Jati Samagra Vikas Panishad	Chapter-4, Section-I
14.	02.12.96	Jidu	Angara	Adim Jati Samagra Vikas Panishad	Chapter-4, Section-I
15.	02.12.96	Lapsar	Angara	Adim Jati Samagra Vikas Panishad	Chapter-4, Section-I
16.	30.11.96	Jaratoli	Angara	Adim Jati Samagra Vikas Panishad	Chapter-4, Section-I

17	28.11.96 Dahua	Angara	Adim Jati Samagra Vikas Parishad	Chapter-4, Section-I
18	28.11.96 Dokad	Angara	Adim Jati Samagra Vikas Parishad	Chapter-4, Section-I
19	23.11.96 Jonha	Angara	Adim Jati Samagra Vikas Parishad	Chapter-4, Section-I
20	25.11.96 Hahe	Angara	Adim Jati Samagra Vikas Parishad	Chapter-4, Section-I
21	22.11.96 Narayan Soso	Angara	Adim Jati Samagra Vikas Parishad	Chapter-4, Section-I
22	22.11.96 Janum	Angara	Adim Jati Samagra Vikas Parishad	Chapter-4, Section-I
23	26.11.96 Agartoli	Angara	I.D.E.A.	Chapter-4, Section-I
24	26.11.96 Jaspur	Angara	I.D.E.A.	Chapter-4, Section-I
25	26.11.96 Saheda	Angara	I.D.E.A.	Chapter-4, Section-I
26	26.11.96 Baksidih	Angara	I.D.E.A.	Chapter-4, Section-I
27	27.11.96 Idd	Angara	I.D.E.A.	Chapter-4, Section-I
28	27.11.96 Nagrabera	Angara	I.D.E.A.	Chapter-4, Section-I
29	27.11.96 Hcsatu	Angara	I.D.E.A.	Chapter-4, Section-I
30	28.11.96 Ratu	Angara	I.D.E.A.	Chapter-4, Section-I
31	29.11.96 Malghosa	Angara	I.D.E.A.	Chapter-4, Section-I
32	04.12.96 Choria	Chanho	Bhartiya Kisan Sangh	Chapter-4, Section-I
33	02.12.96 Rani Chancho	Chanho	Bhartiya Kisan Sangh	Chapter-4, Section-I
34	01.12.96 Lapsar	Chanho	Bhartiya Kisan Sangh	Chapter-4, Section-I
35	30.11.96 Madhukam	Chanho	Bhartiya Kisan Sangh	Chapter-4, Section-I
36	30.11.96 Harra	Chanho	Bhartiya Kisan Sangh	Chapter-4, Section-I
37	01.12.96 Nunhu	Chanho	Bhartiya Kisan Sangh	Chapter-4, Section-I
38	02.12.96 Bijupara	Chanho	Bhartiya Kisan Sangh	Chapter-4, Section-I
39	03.12.96 Berhe	Chanho	Bhartiya Kisan Sangh	Chapter-4, Section-I
40	04.12.96 Bejang	Chanho	Bhartiya Kisan Sangh	Chapter-4, Section-I
41	03.12.96 Kerkat	Chanho	Bhartiya Kisan Sangh	Chapter-4, Section-I
42	12.11.96 Tangerbasli	Mander	Mahila Samakhya	Chapter-4, Section-I
43	27.12.96 Sakara	Mander	Mahila Samakhya	Chapter-4, Section-I
44	14.11.96 Tatahal Toli	Murhu	Mahila Samakhya	Chapter-4, Section-I
45	21.11.96 Marug Toli	Murhu	Mahila Samakhya	Chapter-4, Section-I
46	14.11.96 lowadhi	Murhu	Mahila Samakhya	Chapter-4, Section-I

47	21.11.96	Jate	Murhu	Mahila Samakhya	Chapter-4, Section-I
48	02.01.97	Gaingan	Murhu	Mahila Samakhya	Chapter-4, Section-I
49	02.01.97	Badhuaya	Murhu	Mahila Samakhya	Chapter-4, Section-I
50	02.01.97	Kamatu	Chanho	Mahila Samakhya	Chapter-4, Section-I
51	16.11.96	Jaipur	Chanho	Mahila Samakhya	Chapter-4, Section-I
52	21.11.96	Raghunath Pur	Chanho	Mahila Samakhya	Chapter-4, Section-I
53	22.12.96	Sarva	Mander	Mahila Samakhya	Chapter-4, Section-I
54	30.12.96	Bazara	Mander	Mahila Samakhya	Chapter-4, Section-I
55	07.11.96	Bejang	Chanho	Mahila Samakhya	Chapter-4, Section-I
56	05.11.96	Tanger	Chanho	Mahila Samakhya	Chapter-4, Section-I
57	05.11.96	Hutar	Chanho	Mahila Samakhya	Chapter-4, Section-I
58	05.12.96	Melani	Chanho	Mahila Samakhya	Chapter-4, Section-I
59	06.12.96	Chutiyo	Chanho	Mahila Samakhya	Chapter-4, Section-I
60	17.11.96	Saiko	Murhu	Mahila Samakhya	Chapter-4, Section-I
61	17.11.96	Kambo	Mander	Mahila Samakhya	Chapter-4, Section-I
62	18.11.96	Darjijari	Mander	Mahila Samakhya	Chapter-4, Section-I
63	09.12.96	Bajigama	Murhu	Mahila Samakhya	Chapter-4, Section-I
64	31.12.96	Pairka	Murhu	Mahila Samakhya	Chapter-4, Section-I
65	10.12.96	Hassa Badhtoli	Murhu	Mahila Samakhya	Chapter-4, Section-I
66	23.12.96	Sons Khunti	Chanho	Mahila Samakhya	Chapter-4, Section-I
67	31.12.96	Patuk	Chanho	Mahila Samakhya	Chapter-4, Section-I
68	10.11.96	Rogo	Murhu	Mahila Samakhya	Chapter-4, Section-I
69	08.12.96	Lupung Dih	Murhu	Mahila Samakhya	Chapter-4, Section-I
70	02.01.97	Chatwal	Mander	VEC Member	Chapter-4, Section-I
71	02.01.97	Bargari	Mander	VEC Member	Chapter-4, Section-I
72	03.01.97	Naro	Mander	VEC Member	Chapter-4, Section-I
73	02.01.97	Karge	Mander	VEC Member	Chapter-4, Section-I
74	22.12.96	Murutdih	Sonahatu	Nagpuri Kala Sangam	Chapter-4, Section-I
75	13.12.96	Bandih	Sonahatu	Nagpuri Kala Sangam	Chapter-4, Section-I
76	02.01.97	Sarmali	Sonahatu	Nagpuri Kala Sangam	Chapter-4, Section-I
77	03.12.96	Karamtam	Sonahatu	Nagpuri Kala Sangam	Chapter-4, Section-I
78	24.12.96	Bhakuadih	Sonahatu	Nagpuri Kala Sangam	Chapter-4, Section-I
79	15.12.96	Kashidh	Sonahatu	Nagpuri Kala Sangam	Chapter-4, Section-I

80	23.12.96	Salbanda	Sonahatu	Nagpuri Kala Sangam	Chapter-1, Section-I
81	12.12.96	Golau	Sonahatu	Nagpuri Kala Sangam	Chapter-4, Section-I
82	14.12.96	Ulidih	Sonahatu	Nagpuri Kala Sangam	Chapter-4, Section-I
83	04.12.96	Sosodih	Sonahatu	Nagpuri Kala Sangam	Chapter-4, Section-I
84	28.12.96	Rangadih	Sonahatu	Nagpuri Kala Sangam	Chapter-4, Section-I
85	07.12.96	Gharudih	Sonahatu	Nagpuri Kala Sangam	Chapter-4, Section-I
86	09.12.96	Jurga	Sonahatu	Nagpuri Kala Sangam	Chapter-4, Section-I
87	09.01.97	Hoyar	Burnu	VEC Member	Chapter-4, Section-I
88	10.01.97	Churi	Burnu	VEC Member	Chapter-4, Section-I
89	11.01.97	Arudh	Burnu	VEC Member	Chapter-4, Section-I
90	17.01.97	Kudapurti	Murhu	VEC Member	Chapter-4, Section-I
91	16.01.97	Sundari	Torpa	VEC Member	Chapter-4, Section-I
92	18.01.97	Silli	Silli	VEC Member	Chapter-4, Section-I
93	17.01.97	Hatu	Bero	VEC Member	Chapter-4, Section-I

Details of PRA

Annexure - 3

Reasons for Girls not attending schools

Sl.No.	Reason	Name of villages
1	Lack of awareness towards education	1. Lupungdih, 2. Rogo, 3. Patuk, 4. Bajigama, 5. Saiko, 6. Choty, 7. Kothageli, 8. Jaipur, 9. Kewra, 10. Marug Toli, 11. Karge, 12. Kurapurti, 13. Hoyer, 14. Bargari, 15. Narayan Soso, 16. Aagartoli, 17. Idd, 18. Nagrabera, 19. Malghausa, 20. Bijupara, 21. Barhe, 22. Saheda, 23. Nunhu
2	Poverty	1. Lupungdih, 2. Rogo, 3. Issargbandhi Toli, 4. Perup, 5. Bajigama, 6. Darji Bari, 7. Bondo, 8. Saiko, 9. Melani, 10. Sakra, 11. Kammita, 12. Totambi, 13. Sarpa, 14. Gaigai, 15. Jate, 16. Luitola, 17. Marugtoli, 18. Tanger-Basli, 19. Kamati, 20. Silli, 21. Karge, 22. Baro, 23. Bargari, 24. Chatval, 25. Angara, 26. Dahua, 27. Jekad, 28. Jonha, 29. Hade, 30. Janum, 31. Aagartoli, 32. Saheda, 33. Idd, 34. Hesatu, 35. Haratu, 36. Malghausa, 37. Hari
3	Parents Consumpting liquor	1. Badaiya, 2. Jate, 3. Lupugdih, 4. Rogo, 5. Hassrgbandi Toli, 6. Perka, 7. Choty, 8. Bajigama, 9. Kewra, 10. Luitola
4	House hold work	1. Sauns Toli, 2. Lupungdih, 3. Rogo, 4. Patuk, 5. Hasargbandi Toli, 6. Wo, 7. Tanger, 8. Bajigama, 9. Bejang, 10. Perka, 11. Bondo, 12. Chota Hotar, 13. Kamati, 14. Choty, 15. Bajra, 16. Karge, 17. Jate, 18. Luitola, 19. Marugtoli, 20. Katil Toli, 21. Autongbora, 22. Kammita, 23. Kotha Toli, 24. Totambi, 25. Kewra, 26. Sakra, 27. Hesel Jugri, 28. Hade, 29. Anabandhi, 30. Chitaga, 31. Sidhatwal, 32. Jaxatoli, 33. Janum, 34. Idd, 40. Hari
5	Child Labour	1. Bondo, 2. Rogi, 3. Hasargbandhi Toli, 4. Perka, 5. Badaiya, 6. Marog Toli

Reasons for Girls not attending schools

<u>Sl.No.</u>	<u>Reason</u>	<u>Name of villages</u>
6	Parent's Illiteracy	1. Luitoli, 2. Tanger Basli, 3. Kammitha 4. Totambi, 5. Darjjari 6. Kewra, 7. Gangam, 8. Kothatoli, 9. Lupugdih, 10. Rogo, 11. Hasra Bandi Toli, 12. Perka, 13. Bani Gama, 14. Melani, 15. Kamati, 16. Bondo, 17. Bajra, 18. Sarpa, 19. Badaiya, 20. Jate, 21. Sakra, 22. Kurapurti, 23. Churi, 24. Bargari, 25. Simliya, 26. Lalgadh, 27. Childag, 28. Sirka, 29. Iduwa, 30. Jekad, 31. Jonha, 32. Narayan Soso, 33. Saheda, 34. Baksidih, 35. Nagraber, 36. Hcsatu, 37. Malghausa
7	Temporary Migration	1. Darjjari, 2. Bondo, 3. Sarpa, 4. Jaipur, 5. Badaiya, 6. Tanger Basli 7. Sakra, 8. Hathu, 9. Naro, 10. Bargari, 11. Janum
8	Unsuitable School Location	1. Darjjari, 2. Jate, 3. Luitoli, 4. Hoyer, 5. Bargari 6. Jaratoli, 7. Aagartoli, 8. Madhukam, 9. Hari
9	Girls consider as "Paraya Dhan" (Other's property)	1. Saustoli, 2. Lupugdih, 3. Rogo, 4. Pathuk, 5. Hasar Bandhi Toli 6. Perka, 7. Bajigama, 8. Saika, 9. Bajra, 10. Kamati, 11. Kathal Toli 12. Choty, 13. Melani, 14. Sarpa, 15. Raghunathpur 16. Badheya, 17. Kewra, 18. Gangam, 19. Marug Toli, 20. Autongbora, 21. Hesel jugri, 22. Karge
10	Bigger Family Size	1. Bondo, 2. Sakra, 3. Tangerbasli, 4. Sundari,
11	Lack of Teachers	1. Jepsar, 2. Madhukam, 3. Hari
12	Education makes them Arrogant	1. Raghunathpur
13	Family Pressure	1. Saiko, 2. Kewra, 3. Gangam, 4. Jaipur
14	Involved in Agricul- tural Activities	1. Sundari, 2. Kurapurti, 3. Bargari
15	Dilapeted School Building	1. Hoyer
16	Beating by the teacher	1. Naro

Reasons for Boys not attending schools

<u>Sl.No.</u>	<u>Reason</u>	<u>Name of villages</u>
1	Lack of Awareness	1. Lupugdih, 2. Bajigama, 3. Saus Khuti Toli, 4. Bondo 5. Badaiya, 6. Kewra, 7. Autogora, 7. Karge, 8. Rogo, 9. Rogo, 10. Perka, 11. Raghunathpur, 12. Jate, 13. Laitoli 14. Maroog, 15. Kathal Toli, 16. Bargari, 17. Narayan Soso 18. Idd, 19. Malghausa, 20. Bijupara, 21. Barhe
2	Parent's Illiteracy	1. Lupugdih, 2. Hasar Bandi Toli, 3. Perka, 4. Bajigama 5. Darji Jari, 6. Bondo, 7. Saiko, 8. Choryo, 9. Melani 10. Badaiya, 11. Kamani, 12. Gangam, 13. Jate, 14. Luitola, 15. Kathal Toli, 16. Sakra, 17. Tanger Basli, 18. Kammitha 19. Kotha Toli, 20. Tolambi, 21. Silli, 22. Kura Purti, 23. Bargari, 24. Dahuva, 25. Jekad, 26. Jonha, 27. Narayan Soso, 28. Baksi Dili, 29. Nagra Bera, 30. Hesatu, 31. Malghausa
3	Poverty	1. Lupugdih, 2. Rogo, 3. Saus Khuti Toli, 4. Hasar Bandi Toli, 5. Perka, 6. Bajigama, 7. Darji Jari, 8. Bondo, 9. Choty, 10. Tanger, 11. Bejang, 12. Bajra, 13. Sarpa 14. Raghunathpur, 15. Kewra, 16. Gaigai, 17. Kamati 18. Tangerbasli, 19. Jate, 20. Luitola, 21. Autongoda, 22. Badaiya, 23. Silli, 24. Naro, 25. Karge, 26. Bargari 27. Chatwal, 28. Angara, 29. Jaratoli, 30. Dahuva, 31. Jekad, 32. Hade, 33. Saheda, 34. Idd, 35. Hesatu, 36. Haratu, 37. Malghausa, 38. Hari
4	Helping family work	1. Hasarg Bandhi Toli, 2. Perka, 3. Kenra, 4. Bajigama, 5. Melani, 6. Sarpa, 7. Raghunathpur, 8. Maroog Toli 9. Kammitha, 10. Kotha Toli, 11. Totambi, 12. Bejang 13. Silli, 14. Jara Toli, 15. Jonha, 16. Idd
5	Cattle grazing	1. Simliya, 2. Lalgadh, 3. Childag, 4. Sirka, 5. Choreya 6. Iepsar, 7. Madhukam, 8. Barhe, 9. Bondo, 10. Hasar Bandi Toli, 11. Perka, 12. Bajigama, 13. Chota Hotar, 14. Tanger, 15. Bejang, 16. Badaiya, 17. Luitola, 18. Maroogtoli, 19. Kathal Toli, 20. Hesel Jugri, 21. Karge 22. Gaure, 23. Hathu, 24. Sundari, 25. Kura purti, 26. Arud 27. Hoyan, 28. Naro

Reasons for Boys not attending schools

<u>Sl.No.</u>	<u>Reason</u>	<u>Name of villages</u>
6	Parent's Consuming liquor	1. Melani, 2. Rogo, 3. Perka, 4. Saus Khuti Toli, 5. Hasar Bandi Toli, 6. Baji Gama, 7. Badaiya, 8. Kamati, 9. Jatc, 10. Lui Tola, 11. Autonggoda, 12. Silli
7	Temporary Migration	1. Janum, 2. Hathu, 3. Churi, 4. Naro, 5. Bargari, 6. Chatwal
8	Unsuitable school location	1. Agar Toli, 2. Hari, 3. Sonahatu (Kasidih), 4. Darji Jari, 5. Jatc, 6. Lui Toli, 7. Arud, 8. Churi, 9. Bargari
9	Lack of teachers	1. Autogoda, 2. Chatwal, 3. Lepsar, 4. Hari
10	Child Labour	1. Sundari, 2. Churi
11	Education makes children arrogant	1. Bondo, 2. Bajigama, 3. Luteli
12	Not interest in Education	1. Saheda, 2. Nunhu, 3. Sonahatu
13	Beating by the teacher	1. Naro

Children (Boys) of any specific Community not attending to school

<u>Sl.No.</u>	<u>Reason</u>	<u>Name of villages</u>
1	Kids involved in professional work	1. Lupugdih, 2. Rogo, 3. Bajigama, 4. Luitola, 5. Auto-ggora, 6. Kammitha, 7. Totambi, 8. Hasargbandi Toli, 9. Sundari, 10. Jara Toli, 11. Janum, 12. Karkat
2	Poverty	1. Lupugdih, 2. Rogo, 3. Melani, 4. Karge, 5. Hasargbandi Toli, 6. Rui Tola, 7. Cholyo, 8. Kewra, 9. Kammitha, 10. Gaure, 11. Totambi, 12. Hatu, 13. Kurapurti, 14. Arud, 15. Hoyer, 16. Bargari, 17. Angara, 18. Hade, 19. Aagar Toli, 20. Saheda, 21. Haratu, 22. Choreya, 23. Rani Chocho, 24. Hari, 25. Karkat
3	Lack of Awareness Towards Education	1. Lupugdih, 2. Bajigama, 3. Hasargbandi Toli, 4. Maroog Toli, 5. Darjijari, 6. Badaiya, 7. Melani, 8. Kewra, 9. Gaigai, 10. Ruitoli, 11. Karge, 12. Kurapurti, 13. Hoyer
4	Cattle grazing	1. Sunliya, 2. Lalgadh, 3. Childag, 4. Sirka, 5. Madhukam, 6. Nunhu, 7. Barhe, 8. Lepsar, 9. Madhukam, 10. Karkat
5	Language Problem	1. Hathu (Muslim community), 2. Kurapurti
6	Temporary migration	1. Hathu, 2. Choreya, 3. Bijupara
7	Agricultural work	1. Hathu,
8	Unsuitable school location	1. Jonha
9	Parent's consuming liquor	1. Hari, 2. Silli
10	Cause of Illness	1. Narayan Soso
11	Problem of Social Status	1. Aagartoli, 2. Idd, 3. Lepsar
12	Parent's Illiteracy	1. Karkat

Children (Girls) of any specific Community not attending to school

<u>Sl.No.</u>	<u>Reason</u>	<u>Name of villages</u>
1	Lack of awareness towards education	1. Lupugdih, 2. Bajigama, 3. Patuk, 4. Hasargbandhi Toli 5. Melani, 6. Darjjari, 7. Raghunathpur, 8. Gore, 9. Kewra 10. Ruitola, 11. Maroog Toli, 12. Kotha Toli, 13. Saiko, 14. Gaigai, 15. Arud, 16. Naro, 17. Simliya, 18. Lalgadh 19. Childag, 20. Sirka, 21. Nagraber, 22. Lepsar, 23. Barhe 24. Karkat
2	Poverty	1. Sauskhuti Toli, 2. Chutyo, 3. Melani, 4. Kewra, 5. Maroog Toli, 6. Autonggora, 7. Karge, 8. Saiko, 9. Totambi, 10. Bondo, 11. Kotha Toli, 12. Hathu, 13. Hoycar, 14. Bargari, 15. Simliya, 16. Lalgadh, 17. Angara, 18. Hade, 19. Agar Toli, 20. Saheda, 21. Hari 22. Haratu, 23. Choreya, 24. Ranichocho, 25. Karkat
3	Not interest in Education	1. Simliya, 2. Lalgadh, 3. Childag, 4. Sirka, 5. Saheda
4	Problem of Social status	1. Lupugdih, 2. Rogo, 3. Sauskhunti Toli, 4. Bajigama, 5. Chutyo, 6. Melani, 7. Raghunathpur, 8. Hasargbandhi Toli, 9. Darjjari, 10. Badaiya, 11. Silli, 12. Sundari, 13. Kurapurti, 14. Arud, 15. Bargari, 16. Agar Toli 17. Idd, 18. Lepsar, 19. Kewra
5	Household work	1. Simliya, 2. Childag, 3. Sirka, 4. Jara Toli, 5. Jonha, 6. Melani, 7. Hathu, 8. Hoyer
6	Parda Partha (Muslim)	1. Darjjari, 2. Bondo, 3. Sakra, 4. Tangar Basli, 5. Kam- mitha, 6. Totambi, 7. Hathu, 8. Karge, 9. Bargari, 10. Chatwal
7	Child Marriage	1. Darjjari, 2. Sakra, 3. Tangar Basli, 4. Hathu
8	Kids involved in professional work	1. Hasargbandhi Toli
9	Temporary migration	1. Choreya, 2. Bijupara
10	Cause of Illness	1. Narayan Soso

Children (Girls) of any specific Community not attending to school

<u>Sl.No.</u>	<u>Reason</u>	<u>Name of village</u>
11	Parent's consuming liquor	1. Hari
12	Girls considered to be "Paraya Dhan"	1. Maroog Toli, 2. Tanger Basli, 3. Sakra, 4. Churi
13	Unsuitable school location	1. Totambi, 2. Hathu
14	Lack of Toilets facilities in school	1. Hathu, 2. Naro
15	Language problem	1. Hathu, 2. Naro

SOCIAL ASSESSMENT STUDY FOR THE DISTRICT OF RANCHI

A-4

Name of the District	Block	Name of Villages	Category/Castewise	Accessibility
A. RANCHI	1) Ormanjhi	i) Dunde	SC	Kucha
	2) Namkum	ii) Saheda	SC	Pucca
	3) Burmu	i) Ojhasaram	SC	Kucha
		ii) Hoyar	Gen	Kucha
		iii) Churi	Gen	Pucca
		iv) Ara	Gen	Kucha
		v) Erud	Gen	Kucha
	4. Angara	i) Nawagarh	SC	Kucha
	5. Bero	i) Tiliksuti	ST	Kucha
		ii) Itki	Minority	Pucca
		iii) Hathau	Minority	Pucca
	6. Mandar	i) Bargari	ST	Kucha
		ii) Chatwal	Gen	Kucha
		iii) Karge	Gen	Pucca
		iv) Naro	ST	Kucha
	7. Silli	i) Silli	SC	Pucca
	8 Torpa	ii) Sundari	SC	Kucha
9. Murhu	i) Kudapurthi	ST	Kucha	

LIST OF SCHOOLS WHERE THE BASE LINE SURVEY WAS CONDUCTED

Block : BUNDU

1. Govt. Primary School, Huisudih
2. Govt. Primary School, Gosaidih
3. Govt. Primary School, Jam Gami
4. Govt. Primary School, Anjora
5. Govt. Primary School, Baghadih
6. Govt. Primary School, Ragai
7. Govt. Primary School, Hussiltatu
8. Govt. Primary School, Karambu
9. Govt. Primary School, Bicha Hatu
10. Govt. Primary School, Kebng Haatu
11. Govt. Primary School, Jam Toli

Block : SILLI

1. Govt. Primary School, Jumla
2. Govt. Madhya Vidyalaya Maayaram Jaraidih
3. Govt. Madhya Vidyalaya Gram Vikas, Silli
4. Govt. Primary School, Murhu
5. Govt. Primary School, Palasdi
6. Govt. Primary School, Misir Hotang
7. Govt. Primary School, Lgam
8. Govt. Primary School, Bhuli
9. Govt. Primary School, Khedaadih
10. Govt. Primary School, Kulsud
11. Govt. Madhya Vidyalaya, Usrliaian Muri
12. Govt. Middle School, Kita

Block : BURMU

1. Govt. Primary School, Barandi
2. Govt. Primary School, Munnae
3. Govt. Middle School, Mchanpur
4. Buniyadi School, Sossai
5. Govt. Primary School, Role
6. Govt. Primary School, Kashi Tola
7. Govt. Primary School, Manatu
8. Govt. Primary School, Itehe
9. Govt. Primary School, Gesway
10. Govt. Middle School, Katengdiri

Block : PERO

1. J. Lakra Middle School, Rnikhatanga
2. R. B. School, Narkopi
3. Govt. Middle School, Tuko
4. Govt. Middle School, Gadhgaon
5. Govt. Primary School, Karge
6. Govt. Primary School, Patna
7. Govt. Primary School, Hithar
8. Govt. Primary School, Kesha

Block : URBAN AREA, RANCHI-2

1. Hindi Primary School, Kadru
2. Govt. Primary School, Gwala Toli
3. Govt. School Rly.Station Lal Siram Toli
4. Urdu Primary School Kadru

TOTAL NO. OF SCHOOL WHERE BASELINE SURVEY CONDUCTED : 45

ANNEXURE : 6

List of Schools having unequal Student-Teachers Ratio
(more than 1 : 50)

Block - Kanke

Sl. No.	Name	School Type	STR
1.	Boraya	Middle	58.41
2.	Suburhatu	"	175.91
3.	Draguta	"	95.00
4.	Kumbaria	"	89.00
5.	Katantoli	"	71.38
6.	Titotola	"	75.17
7.	Pithoria	"	71.14
8.	Chandre	"	76.33
9.	Malsiring	"	94.25
10.	Lalganj Sugnu	"	74.00
11.	Simalia	"	70.74
12.	Basic Mesra	"	123.46
13.	Mission Banhara	"	69.77
14.	Mission Sundil	"	115.00
15.	M St. Joseph Kanke	"	81.46
16.	M. St. Mariya Kanke	"	92.26
17.	Dubalia	Primary	110.50
18.	Neori Hindi	"	135.00
19.	Sirange	"	88.00
20.	Hundur	"	111.50
21.	Karketta	"	105.00
22.	Muretha	"	201.00
23.	Chemhuru	"	115.00
24.	Dumardaga	"	127.00
25.	Patratoli Urdu	"	97.00

Block - Ratu

1.	Lalgutawa	Middle	71.02
2.	Huhuri	"	72.00
3.	Gurubajpur	"	34.13
4.	Saber	"	63.33
5.	Nagri	"	69.08
6.	Chipra	"	72.17
7.	Ratu Raj	"	60.54
8.	Tikratoli	"	112.75
9.	Soparam	"	67.59
10.	St. Josh. Patrachauli	"	102.31
11.	St. Kuldip	"	137.83
12.	Ratu Mukhyalya	Primary	69.00
13.	Tarup	"	71.60
14.	Tigna	"	135.00
15.	Nagri Hindi	"	76.33
16.	Basila	"	131.00
17.	Pundeg Urdu	"	179.00
18.	Lade	"	57.50

Block - Chanho

.	Sans	Middle	65.67
.	Dabho	"	70.20
.	Balsakra	"	59.20
.	Silgair	"	89.00
.	Begasi	"	98.00
.	Lunori	"	65.00
.	Tangar	"	89.43
.	Coreya	"	61.32
.	Baraiha	Primary	96.00
0.	Panari	"	85.87
1.	Gidhra	"	78.67

Block - Mander

.	Murma	Middle	66.14
.	Mander	"	66.00
1.	Uchri	"	63.00
1.	Sakarpstar	"	75.17
2.	Kandri	"	104.75
3.	Rajra	"	104.00
7.	St. Aloyis Mander	"	94.08
8.	St. John Nawatnd	"	98.10
9.	St. Teresa Mander	"	89.38
10.	Loyo	Primary	117.00
11.	Sakra	"	110.00
12.	Mandro	"	91.87
13.	Burha Khukhra	"	92.50
14.	Nagra	"	126.00
15.	Hatna	"	111.00
16.	Langson	"	171.00
17.	Sarwa	"	130.00
18.	Murma	"	79.50
19.	Kanjia	"	32.00
20.	Kurkurra Mission	"	139.00

Block - Lapang

1.	Sarba	Middle	76.25
2.	Fatehpur	"	207.00
3.	Bakakera	Primary	01.00

Block - Burma

1.	Khalari	Middle	75.75
2.	Ray	"	96.57
3.	Uandada Girls	"	59.75
4.	Basic Sossi	"	92.00
5.	Chhapar	Primary	312.00
6.	Munna	"	142.00
7.	Hutar	"	132.00
8.	Purani Ray	"	129.50

9. Bero 154.70
Block - Bero -1

1.	Ita Childeri	Primary	84.33
2.	Tuko Kanya	"	164.00
3.	Harlari	Middle	81.25
4.	Toko	"	71.00
5.	Bero	"	61.75
6.	Asro	"	66.00
7.	Falika Highign Mission	"	63.89
8.	Makonda Mission	Primary	107.50

Block - Namkum

1.	Je Josereng	Primary	73.25
2.	Sidrol	Primary	73.75
3.	Hardag	"	107.50
4.	Mahilong	"	84.00
5.	Param	"	100.67
6.	Dungri	"	79.00
7.	Upardahu	"	100.50
8.	Ahijri	"	78.25
9.	Sarbal	"	81.67
10.	Jareya	"	106.00
11.	Nichispur	"	120.00
12.	Hahap	"	92.50
13.	Chandaghosi	"	123.00
14.	Arreh R.C. Mission	"	144.50
15.	Jalgain R.C. Mission	"	128.00
16.	Lali R.C. Mission	"	101.00
17.	Basic Duniyadi Namfum	Middle	64.77
18.	Tati Silwey	Middle	34.44
19.	Dundigain	"	93.23
20.	Fatima Hulundu R.C.M	"	61.88
21.	Silwey Kaniya R.C.M.	"	60.14
22.	Rajauratu R.C. Mission	"	68.91
23.	St. Joseph Hulundu	"	61.88
24.	St. Joseph Hesag	"	65.94

Block - Ocmanghi

1.	Ocmanghi	Middle	71.00
2.	Pancha	"	57.00
3.	Sadma	"	90.00
4.	Chakla	"	79.60
5.	Bahu	"	58.00
6.	Mandro	"	99.60
7.	Irba	"	65.64
8.	Baridih	Primary	96.00
9.	Bhusur	"	93.00
10.	Charu	"	147.00
11.	Jiddu	"	120.50
12.	Jaidiha	"	142.00
13.	Gagari	"	92.50
14.	Tundeholi	"	120.00

15.	Kemta	"	78.00
16.	Jawagarha	Primary	172.00
17.	Chapabar	"	180.00
18.	Manatu	"	141.00
19.	Mata	"	97.50

Block - Angara

1.	Geralsud	Middle	83.42
2.	Chatra	"	89.71
3.	Hosatu	Primary	87.50
4.	Dinra	"	91.50
5.	Musungu	"	97.00
6.	Soso	"	107.00
7.	Madri	"	100.50
8.	Jurap	"	75.33

Block - Silli

1.	Hokedag	Middle	74.00
2.	Lota	"	80.55
3.	Bara Suri	"	66.43
4.	Tuthi	"	64.29
5.	Saheda	Primary	165.00
6.	Ashurhora	"	97.50
7.	Sundil	"	172.00

Block - Muhru

1.	G.E.L. Sarnatoli	Middle	63.14
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Block - Terpa

1.	Marcha R.C.	Middle	65.20
2.	Girls St. Tersa	"	72.80
3.	Ursalin Con. Dorma	"	69.33
4.	Terpa R.C. Boys	Primary	185.25

Block - Karra

1.	Padampur	Primary	80.67
2.	Chapi	Primary	146.00
3.	Lappa	"	91.00
4.	Murhu R.C.	"	97.00
5.	Jariagarh	Middle	116.00
6.	ghansuli	"	72.50
7.	R.C. Balak, Karra	"	84.00
8.	R.C. Balika, Karra	"	65.86
9.	S.P.G. Kachabari	"	130.43

Block - Arki

1.	Nowrhi	Middle	62.67
2.	Longa	"	104.57
3.	Doreya	"	69.00

1.	Arbukkaba	"	72.25
5.	Neerhi Girls	Primary	185.00
6.	Doida	"	104.00

Block - Khunti

1.	Faco Siladon	Middle	86.22
2.	Silda	Primary	114.50
3.	Bhut	"	128.00
4.	Hitutola	Middle	63.00
5.	R.C.G.M. Khunti	"	94.73
6.	Balak Maranghada	Primary	73.25
7.	Eslika Maranghada	"	133.50

Block - Bundu

1.	Tar	Primary	87.67
2.	Balrampathsala, Bundu	"	73.33

Block - Ranchi-1

1.	Kantatoli	Middle	67.50
2.	Booty	Middle	70.92
3.	Baagai Urdu	"	98.29
4.	Sandanandveva Ashram	"	62.43
5.	St. Anne's Girls	"	71.47
6.	Hehsi	Primary	78.00
7.	Mahauwatoli	"	96.00
8.	Chotanagpur Kanya	"	66.29
9.	Kokar Union	"	69.33
10.	Ursaline Con. Girls	"	82.55

Block - Ranchi-2

1.	Jagannathpur Dharma	Middle	65.65
2.	Naya Tupudana	"	77.78
3.	Church Road Urdu	"	61.71
4.	Girls Middle Dorenda	"	61.02
5.	ST. Joseph Samlong	"	71.93
6.	Rly Station Ranchi	Primary	71.80
7.	Pathalkudwa Urdu G	"	145.00
8.	SPG Hundru	"	85.50
9.	B.G.M.S. Hatia	Middle	80.62

Block - Bero-2

1.	Bhandra	Primary	100.50
2.	Kesa	"	171.00
3.	Chachgura	"	97.50
4.	Pario Kaniya	"	75.00
5.	Jamtoli B.C. M	"	184.00
6.	Jaria R.C. Mission	"	125.00
7.	Bahenji	Middle	60.00
8.	Itki, Urdu Kanya	"	65.00

St Stephen R.C. Mission		62.37
Lock - Sonahatu-2		
Dulmi Bengadag	Middle	71.33
Chokahatu	Primary	76.00

ANNEXURE : 7

LIST OF NEW PROPOSED SCHOOLS

Block : BERO-1

Mutari
Bhaisadon (Kakariya)
Haru (Asro)
Bardha (Chuguan)
Digbia Basti
(In front of Old Church)
Kokre - Singersarai
Chano (Bharhopa)

Block : BERO-2

Sat Parha
Bhaluti
Sauka
Malti
Bodeya
Baid Khilri
Dar Kandariya

Block : BUNDU

Bera (Hawep)
Bareda Tola
Chutru (Kauwa)
Dahu (Laha)
Kajibaru (Honta)
Tilai Marcha
Oledih (Barahatu)
Beradih Tola
Korohatu (Madhukam)
Bardih (Taru)
Patra Toli College Road

Block : SONAHATU-1

Punddag (Jintu)
Sarmali (Sonahatu)

Block : RANCHI-2

Hind Pidhi (Nijam Nagar)

Block : MANDER

Charbag
Charki
Barwar

Block : ORMANJHI

1 Piprabera (Bijang)
2 Ganeshpur (Palu)
3 Tave (Tchadag)
4 Jirawan (Khuchu)
5 Aikeran (Bijang)

Block : ANGARA

1 Childag Soso
2 Bedbari
3 Amartoli
4 Lennatoli
5 Bandhuwdih

Block : KANKE

1 Haidama
2 Balwapani
3 Karitaugri
4 Tukutola
5 Sinduar Tola
6 Jangaltoli (Makha)

Block : MURHU

1 Ruitola
2 Saidba
3 Chamratoli
4 Firihat

Block : RATU

1 Kathon (Urdu)
2 Kathitara (Urdu)
3 Kalande
4 Kota
5 Harhi
6 Sarnatoli
7 Chitarkota Chotkatoli

Block : NANKUM

1 Pindarkom
2 Dekapidhi
3 Gurutoli
4 Dundu
5 Kisko
6 Gundur
7 Kutetoli

Block : SILHI

- 1 Gala
- 2 Haridih
- 3 Jantola
- 4 Gargoan
- 5 Halang
- 6 Hesadih
- 7 Chirudih
- 8 Jaroo
- 9 Chotikaw
- 10 Nichitpur
- 11 Kamla Mahal
- 12 Muri Tungri
- 13 Kantadih

Block : LAPUNG

- 1 Sagutoli (Daikeya)
- 2 Gado
- 3 Urikel
- 4 Kanderkel

Block : KHUNTI

- 1 Rai
- 2 Rimbukel
- 3 Sirko Pidhi
- 4 Tiria

- 8 Garke
- 9 Hesbapidhi
- 10 Tangu
- 11 Hethdabu
- 12 Kadagadba
- 13 Chapatoli

Block : TAMAR

- 1 Sarmali
- 2 Kurchudih
- 3 Bautiya
- 4 Aagra
- 5 Polakdih

Block : CHANHO

- 1 Chara
- 2 Karam Toli
- 3 Chariyan

Block : KARRA

- 1 Nauriya
- 2 Samundar
- 3 Mitkora
- 4 Muchiya Kala

Total No. of New School proposed to be constructed : 104

Source : D.S.E. RANCHI

List of Building less Schools

S.No.	Block	Name of the School
1.	Ranchi-1	1. Primary School, Chotanagpur (Girls) 2. Primary School, Hotwar 3. Primary School, Hosal 4. Primary School, Urdu Bariyatu 5. Primary School, Mahuwa Toli
2	Ranchi-2	1. Primary School, Dom Toli 2. Primary School, Mani Tola 3. Primary School, Hindpiri (Girls) 4. Primary School, Kadru 5. Primary School, Purani Ranchi (Girls) 6. Primary School, Bhitari Bazar Doranda 7. Azad Urdu Primary School, Ranchi 8. Nejamiya Primary School, Ranchi 9. Urdu Primary School, Pethal Kudwa 10 Raain Urdu Primary School, Ranchi
3.	Nankun	1. Primary School, Neemdihi 2. Primary School, Hesia Toli 3. Primary School, Bundubara 4. Primary School, Hesa Bera
4.	Silli	1. Primary School, Muri 2. Primary School, Seradihi 3. Primary School, Burhagugu 4. Primary School, Godla 5. Primary School, Sosobikho 6. Primary School, Rangamati
5.	Angara	Nil
6	Kanke	Nil
7	Mander	Nil
8	Chanho	1. Primary School, Hundpiri 2. Primary School, Beyasi
9	Burmu	1. Primary School, Naya Tola 2. Primary School, Lokud Bera
10.	Ratu	Nil
11.	Bero-1	1. Primary School, Mahugaon 2. Primary School, Khukhra (Girls) 3. Primary School, Karge
12.	Bero-2	1. Primary School, Harmu

13.	Lapung	1. Primary School, Tapkara 2. Primary School, Latratu 3. Primary School, Lapung (Girls)
14.	Bundu	1. Primary School, Ragev 2. Primary School, Chhorda 3. Primary School, Harwadag
15.	Sonahatu-1	1. Middle School, Ambe 2. Primary School, Pundag 3. Primary School, Baherajara
16.	Sonahatu-2	Nil
17.	Tamar	1. Primary School, Baghai 2. Primary School, Dumridih 3. Primary School, Bokadih 4. Primary School, Kheduwadih 5. Primary School, Patras Dih 6. Primary School, Lojhdara 7. Primary School, Radla 8. Primary School, Kurkutta 9. Primary School, Mudhi 10. Primary School, Bamladih
183.	Arki	1. Primary School, Parasu 2. Primary School, Supkoya 3. Primary School, Telgadih 4. Primary School, Sareyad 5. Primary School, Mailpiri 6. Primary School, Bargidih 7. Primary School, Kurunga 8. Primary School, Redsud 9. Primary School, Maluti 10. Primary School, Chaipi 11. Primary School, Mosanga 12. Primary School, Madhatu 13. Primary School, Marang Buru 14. Primary School, Suru Aanda
189.	Khunti	1. Primary School, Hutar 2. Primary School, Paska
200.	Murhu	1. Primary School, Buchnipiri 2. Primary School, Barno 3. Primary School, Deroya 4. Primary School, Kujreng 5. Primary School, Sokos
221.	Torpa	Nil
222.	Rania	1. Primary School, Olkar 2. Primary School, Perom 3. Primary School, Matroy 4. Primary School, Morompir

5. Primary School, Coyod
6. Primary School, Halom
7. Primary School, Kendugara
8. Primary School, Barjo
9. R.C. Primary School, Pidul
- 10 R.C. Primary School, Sode
- 11 G.E.L. Middle School, Churdag

Karra

1. Primary School, Tubud
2. Primary School, Ganguniya
3. Primery School, Govindpur

Ormanjhi

Nil

Total No. of Schools - 87

NIEPA DC



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