

p. 9 and 50

SITAMARHI

C.E.P. A BROCHURE

TABLE OF CONTENTS

SL.NO.	CHAPTER	PAGE-NO.
1.	DISTRICT - AT A GLANCE	1
2.	MAP OF THE DISTRICT	2
	(i) COVERAGE IN 92-93	
	(ii) COVERAGE IN 93-94	
	(iii) PROPOSED PROJECT COVERAGE OF 94-95	
3.	EDUCATIONAL STATUS - A COMPARISON	5
4.	STRATEGY OF B.E.P.	8
5.	PLANNING PROCESS	9
6.	PROCESSES INVOLVED IN CERTAIN KEY AREAS	10
7.	STRENGTH & WEAKNESSES	17
8.	IMPACT OF B.E.P.	20
9.	TARGET & ACHIEVEMENTS	33
10.	REASONS FOR SHORTFALL IN ACHIEVEMENT	40
11.	STEPS PROPOSED TO BE TAKEN FOR TACKLING THE AREAS OF CONCERN.	41
12.	INNOVATIVE STEPS TAKEN FOR QUALITY IMPROVEMENT	42
13.	INTER DEPARTMENTAL / COMPONENTAL CONVERGENCE	43
14.	FUND UTILISATION	45
15.	MANAGEMENT STRUCTURE	50
16.	LIST OF B.E.P. PERSONNEL	51

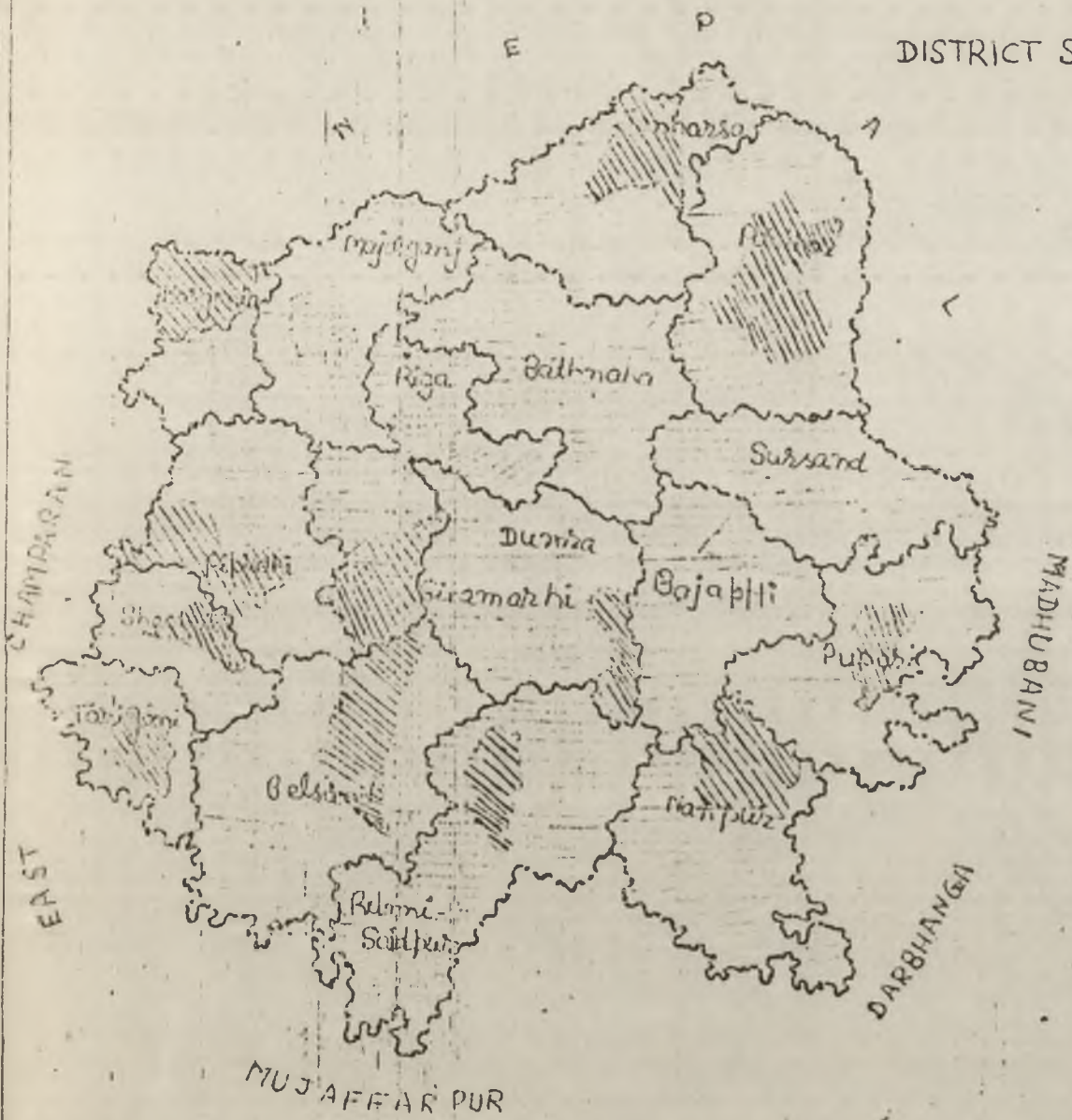
DISTRICT - AT A GLANCE

The Sitamarhi district is located in the northernmost region of Bihar. The district is predominantly agrarian based having a total area of 2643 Sq. K.M.. Following are the important demographic information pertaining to this district.

Total Population (as per 1991 census)	2389185
Male population	1268469
Female population	1120716
Sex ratio Male : Female	1000:884
population of scheduled caste	326740
Population density	904/Sq.K.M.
Literacy rate	22.9%
Male	31.9%
Female	12.5%
Total no. of villages	1041
Total no. of Panchayats	298
Total no. of blocks	18
Total no. of Sub-division	3
Total no. of families	403648
No. of families below poverty line	256445
No. of SF families	13589
No. of MF families	51236
No. of families engaged in rural Artisan sector	8920
Infant mortality rate (1981)	99/1000
Birth rate (1981)	30/1000
Death rate (1981)	15/1000

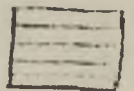
PROJECT COVERAGE IN THE YEAR '93-'94

DISTRICT SITAMARHI

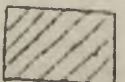


REFERENCE

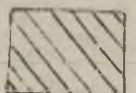
PF



NFE



MS



3. EDUCATIONAL STATUS - A COMPARISION

DESCRIPTION	PRE BEP STATUS AS ON 1.4.92	PRESENT STATUS AS ON 1.4.94
-------------	-----------------------------------	-----------------------------------

SCHOOL INFORMATION:

(i) Total no. of schools		
- Primary	1237	1194
- Middle	309	309
 (ii) No. of Buildingless schools		
- Primary	308	131
- Middle	26	10
 (iii) No. of landless schools		
- Primary	95	52
- Middle	5	5

ENROLMENT POSITION: (FOR DETAILS PLEASE REFER TABLE NO.-1)

TEACHERS INFORMATIONS

(i) Total no. of sanctioned post	5714	5714
(ii) No. of teachers posted.	5429	5192
(iii) no. of post vacant	285	522
 (iv) No. of schools without teachers		NIL
 (v) No. of single teacher schools		NIL

BIHAR EDUCATION PROJECT

SITAHARHI

BALPANJI POSITION	TOTAL NO. OF BOYS & GIRLS OF 6 - 14 AGE GROUP								
	GENRAL			S.C.			GRAND TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
PRE-BEP STATUS AS ON 1-4-92	237365	135109	372474	42869	23350	66219	280234	158459	438693
PRESENT STATUS AS ON 1-4-94	254156	162976	417132	43074	26161	69235	297230	189137	486367

ENROLMENT POSITION	TOTAL NO. OF BOYS OF AGE GROUP 6-14 ENROLLED								
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
PRE-BEP STATUS AS ON 1-4-92	143118	63882	207000	20496	7542	28038	163614	71424	235038
PRESENT STATUS AS ON 1-4-94	176626	93991	270617	35843	17772	53615	212469	111763	324232

ENROLMENT POSITION	TOTAL NO. OF BOYS OF AGE GROUP 6-14 NOT ENROLLED								
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
PRE-BEP STATUS AS ON 1-4-92	94247	71227	165474	22373	15808	38181	116620	87035	203655
PRESENT STATUS AS ON 1-4-94	77530	68985	146515	7231	8389	15620	84761	77374	162135

In addition to above quantitative data following were the common features of majority of schools prior to 01/04/92 .

- Indifferent attitude of community.
- Poor attendance of students / Teachers .
- Poor quality of learning and teaching .
- Insufficient teaching learning materials in the school.
- Poor infrastructural support .
- Lack of motivation/trng. in teachers
- very high gender disparity in enrolment figures and poor access of Sc / poor children to schools.
- Lack of Academic leadership , indifferent attitude towards teachers problems and poor quality of inspection.

4. STRATEGY OF BEP

The in-depth analysis of existing educational system revealed that the community , the teacher and the children were not cohesively attached to each other , as a result of which people were not concerned with management of the school affairs , teachers were not prepared to seek people's co-operation. In this situation , the quality of education was deteriorating extensively .

The BEP strategy , therefore , mainly consist of the following elements:-

- PEOPLE'S PARTICIPATION
- ACTIVE INVOLVEMENT OF TEACHERS
- INTEGRATION WITH OTHER ON-GOING PROGRAMMES
- MISSION SPIRIT
- FLEXIBILITY IN PLANNING PROCESS
- SKILL IMPROVEMENT AND MOTIVATION.

5. PLANNING PROCESS :

- Data collection from all relevant sources.
- Identification of bottlenecks and their eradication in subsequent plan .
- Steering committees formulates their own action plan based on the last years achievement , experience and reasons of shortfall .
- Proposals of VEC's/M.S/ Samoooh interested groups corporated in respective steering committee draft proposals .
- The draft is discussed in DTF meetings .
- The revised draft is finally discussed and approved in Executive Committee.

6. PROCESSES INVOLVED IN IMPLEMENTATION OF THE PROJECT

The most important ingredients of BEP implementation is the involvement of local community in each and every activity . With a view to ensure people participation in a systematic manner , village education committee have been formed in all the villages for every school . In this broucher , processess involved in few key areas have been illustrated .

(i) VEC :- The VECs are the grass root body who is solely responsible for implementation , planning and monitoring of all component activities at school level. In this district VECs have been involved in seeking public contribution for renovation / construction of school building , establishment of school development fund , enrolment , retention , distribution of teaching kits ,ensuring safety and security of school movable / immovable property , identification of NFE instructors , as well as for monitoring and evaluation of the activities.

The procedure for formation of a VEC envisages identification of the members by " Association " . To begin with BEP functionaries participate in a well informed 'Aam Sabha' of the village. Due care is taken to ensure participation of all sections of the societies in 'Aam Sabha' meeting . In this meeting the concept of BEP and detail information about different component are explained . Later the goals of BEP are putforth and they are asked to come forward with suggestion as how to achieve the set goals of universalisation of Primary education. Great emphasis is laid down on involvement of community .

Successful case studies are narrated ; subsequently the villagers themselves come forward with the proposals of forming a Committee at village level.

This felt need of a committee by the villagers is further deepened by elaborating the role and responsibilities of VECs .

Finally the first round meeting is concluded with the guideline that next meeting would be convened on such and such date by that time you should be ready with proposal. The guiding principles are as follows :-

- The VEC members should essentially be a full time villagers.
- His / her wards should be / should have been students of the school.
- The social stratification should be kept in mind in order to ensure representation of all section of society specially women and SC.

Then the next meeting is convened at the fixed date and time and again by the same process of association the members of VEC are selected by the villagers only . They nominate president of VEC out of them only . H.M. of school is member secretary of VEC .

The VECs so formed are then assigned the task as mentioned above. The VEC meet regularly of 25th of every month. The minutes of the meeting are recorded and regularly sent to the concerned official.

(ii) SCHOOL BUILDING CONSTRUCTION BY PUBLIC CONTRIBUTION

In a district like Sitamarhi where people have acquired relief mentality, it was far beyond the expectation that the villagers of this district would contribute towards constructions of school buildings. Despite this view point, an effort in this direction was made and the meeting of the villagers teachers and members of the V.E.C. were organised at 16 places in all the 16 blocks of this district. It's result were discouraging in beginning. Nobody was thinking about construction of schools buildings or their repairs. Common mentality was that the schools are of the Govt. and it is the responsibility of the Govt. to construct school buildings or repair it.

In the 15th meeting on 15-01-93 in a village called Paktola a poor villager himself show the path of this programme. He said that B.E.P. should provide them good quality of teachers and their school buildings, then it would be their responsibility to ensure enrolment and retention of the students in the schools. In the meeting some villagers came with idea that they can contribute some labour and some construction materials in the form of their contribution and if the assistance is provided by the Govt. then they can construct the school buildings.

This idea was discussed at length in various other meetings and finally it was decided that wherever the villagers feel the need of construction or repair of the school buildings they will have to collect 20 % of the estimated cost from villagers either in the form of cash, material or labour. This idea was floated all-around the

district and it was given wide publicity .All B.E.P.functionaries were toned to this idea.

Wide publicity of the idea coupled with the hard work of the B.E.P.functionaries ,people in many villages came forward with their contribution .

The basic philosophy behind this scheme is that we must believe the villagers as they are rational human being who has got capability to analyse about his requirements . With this background ,their proposals were examined and it was decided that wherever 10% of the estimated cost have been collected either in the form of cash or in the form of material , they were ordered to start their construction and accordingly sanctions were accorded. They were asked to collect their rest 10% during course of construction; which they did .

In this entire construction programme ; the process were simplified and a close supervision was maintained ;regular inspection of the schools was undertaken close communication link with the V.E.C.was made. The meetings were regularly held and every effort was made to motivate them to complete their construction well in time within the required specifications.

A clear communication of this nature was also given to all Govt. functionaries that this programme is different from other developmental activities ; therefore ;it should be dealt with in accordingly with full personal commitment.

This idea got overwhelming participation of the villagers and consequently we were able to construct 194 new school buildings and repair 55 school buildings. In all these

cases a total of about 70 lacs of Rupees have been collected out of public contribution. Amount of public contribution is not so important but the most significant achievement of the programme is that it has served as a tool for creating an amicable environment for implementation of other components of B.E.P. The people have started feeling that the school has been constructed by them with their contribution and therefore ; link among the villagers; teachers and the students has become closer; stronger and cohesive.

The other significant achievement of this programme is that the quality of construction of has been exemplary and completion have been timely. Schemes have been found unlike other developmental schemes.

This idea of 20% public contribution has got tremendous popularity ; therefore ; in the coming financial year we are planning to put it as a mandatory condition for all other developmental works .

(iii) TEXT BOOK DISTRIBUTION

As per the norms fixed ; the teaching kits were distributed to all girls children & SC boy students of class 1-5. In entire distribution programme VECs were actively involved . The kit material in different packets were dispatched from BEP office to centre school under supervision of Block level officials . At the centre school level the material was received by H.M. and VECs members. With every centre school ; nearby 20-25 were tagged from centre -school to the respective schools the material were carried by VEC member/teachers/students at their own expense.

At school level the kits were formed as per

guidelines and distributed in presence of VEC and Guardians ; after dully advertising the distribution schedule.

It was founded that in almost 80% cases VECs were actively involved ; but in rest of the cases where VECs are weak ; reports of irregularities were received; some of them were found true also.

(iv) MANAGEMENT OF NFE CENTRES BY V.E.C.

Unlike other BEP district NFE in this district is being run by VECs. The selection of Instructors; identification of location of a centre; its requirement; payment of Honorarium; supervision; monitoring etc is being done by VECs.

The process involved is again by association; the VECs in its meeting discuss about the enrolment /drop out position of children . Based on the data ; if they feel that some NFE centre should be operated ; then they take resolution of this effect ; they identify the instructor who is from the same village in regular habitant of the village; dedicated and sincere youth preferably from the disadvantaged section.

The report of this preliminary exercise is sent to BEP ; from where a team of BEP functionaries visit the village ; held VEC's meeting and finally suggest to the VECs about final selection of Instructor and location. The Instructor so selected are imparted training as per the guideline . They run the Centre under supervision and control of V.E.C's . The honorarium to Instructor is paid through VEC's account.

With this it is being felt that VECs are finding themselves powerful and deeply involved.

(v) PREPARATION OF SCHOOL FURNITURE & BLACKBOARD

In 1993-94 , 640 focus school were to be provided with above facility for which budgetary provision was made. In this district; the VEC's have been asked to get it prepared locally . The design; specification & rates have been communicated. The money have been sent upto block level for quick payment.

VEC's were given a time frame ; they were also asked to contribute about 20% of the cost of the furniture because from BEP Rs. 1100/ primry school & Rs 1900/ middle school have been sanctioned for 2 chair + 1 table 2 blackboard and 4 chair + 2 table + 3 blackboard respectively; where as the actual cost implication are about 20% higher.

In the given time frame ; quality was monitored and progress was duly reviewed . Almost all V.E.C have get thee article manufactured . This has again added to their involvement in school affairs .

7. STRENGTH AND WEAKNESSES:

STRENGTH :

- Active involvement of community .
- Involvement of village education committees in all the activities of the Bihar Education Project.
- Dedication and motivation of teachers after undergoing training .
- Strong commitment of all functionaries towards UPE.
- Intensive inspection system of the schools.
- Involvement of educationists , journalists and intellectuals for planning and implementation process.
- 20 % contribution by the community in school build.
- Convergence with other ongoing developmental projects as well as interaction within project components .
- Participation / support by other elements of Govt. machinery.
- Team spirit work and cordial relation with existing educational system and within BEP functionaries .
- Active and constructive involvement of non-official EC and steering committee members .
- Regular meeting of steering committee , DTF , EC , Guru Gosthi and VECs .
- Active co-operation and involvement of teacher's Union /education administration.

- Support by the politicians.
- Largescale motivation of community for enrolment .
- Strong MS groups.

WEAKNESSES :

- Interruption in implementation due to flood and communal riot.
- Frequent changes in D.T.F. members in the beginning.
- Poor school (building) infrastructure , poor condition of hand-pump , black-board and laterines.
- Non-existence of DIET and DIET faculty .
- Insufficient number of teachers posted; shortfall in science / maths teachers .
- Lack of voluntary agencies.
- Migration of landless agricultural labourers coupled with poverty .
- Slow implementation of NFE due to hesitated involvement of VEC due to bad image of old NFE programme .
- Deeprooted socio-economic barriers especially for first generation learners (Resistance by affluent / powerful persons in the community.
- Lack of accomodation in schools due to increased enrolment .
- Policy hurdles viz providing teaching kits to only certain segments , exclusion of middle schools from building construction , posing 24% limitation on building construction .
- Lack of inservice teachers training facilities .

- Early girl child marriage .
- Poor female literacy .
- Lack of block level management structure .
- "Education isn't leading to an assured job" type mentality of the people .
- Deviation from laid down process of VEC and inability to provide trg. for all VEC members till now.
- Poor linkage with ICDS programme.
- poor follow up of Trg. / large no. of teachers without training .
- Poor NFE training infrastructure.

8. IMPACT OF BIHAR EDUCATION PROJECT:

The pre- B.E.P. scenario has already been discussed. The project is being implemented in Sitamarhi district since last two years. The following figure would indicate its impact during last two years:-

- The net enrolment ratio for the years 1991, 1992 , 1993 & 1994 are 48.7 % , 53.67 % , 52.42 % and 67 % respectively , which is shown in the graph - 1 below indicate that there is rising trend .

- The enrolment details as on 31st March of 1991,1992,1993 and 1994 being shown in Table-2-5, shows that there have been sharp incerase specially in case of SC children and Girl students (Refer Graph 2 & 3)

- The drop - out rate in the year 1991 ,1992 and 1993 is being represented on the graph(4) shown below which clearly reveals that in the year 1991 , the drop-out rate was 18 % in the year 1992, the drop-out rate was 14 % and in the year 1993 it was 11 % which has improved in the subsequent years.

- It has been observed that in these years the average attendance in the school has increased compared to previous years which has an impact in positive terms.

- The enrolment and average attendance in those schools where building construction by public contribution have been done are significantly higher (Graph 5).

← GRAPH NO. 1 →
NET ENROLMENT RATIO

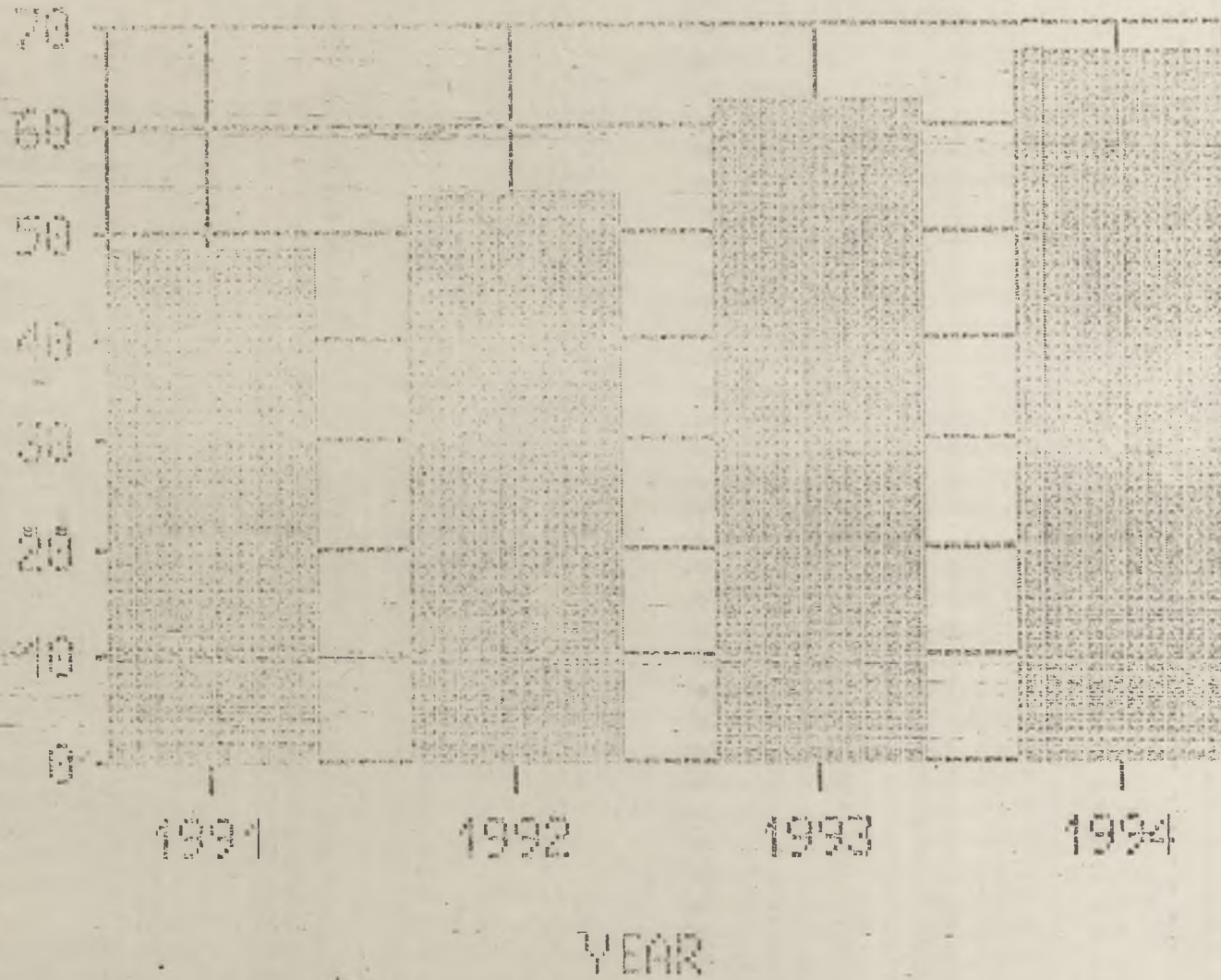


TABLE NO - 2

 BIHAR EDUCATION PROJECT

 SITAMARHI

ENROLMENT - 1991

NAME OF CLASS	GEN.		SC.		TOTAL		GRAND TOTAL
	B	G	B	G	BOYS	GIRLS	
CLASS- 1	38169	17442	6165	2106	44334	19548	63882
CLASS- 2	22715	10035	3198	1217	25913	11252	37165
CLASS- 3	20219	8811	2460	774	22679	9585	32264
CLASS- 4	17055	7103	2138	624	19193	7727	26920
CLASS- 5	14218	5949	1473	414	15691	6363	22054
CLASS- 6	8337	2893	743	182	9080	3075	12155
CLASS- 7	7281	2646	594	107	7875	2753	10628
CLASS- 8	3185	1045	260	54	3445	1099	4544
TOTAL	131179	55924	17031	5478	148210	61402	209612

BIHAR EDUCATION PROJECT

SITAMARHI

ENROLMENT - 1992

NAME OF CLASS	GEN.		SC.		TOTAL		GRAND TOTAL
	B	G	B	G	BOYS	GIRLS	
CLASS- 1	49853	24251	9742	4349	59595	28600	88195
CLASS- 2	24940	11411	3269	1093	28209	12504	40713
CLASS- 3	18750	8514	2406	727	21156	9241	30397
CLASS- 4	16850	6964	1761	548	18611	7512	26123
CLASS- 5	14065	5606	1409	408	15474	6014	21488
CLASS- 6	9447	3813	1010	292	10457	4105	14562
CLASS- 7	6561	2295	602	92	7163	2387	9550
CLASS- 8	2652	1020	216	43	2868	1063	3931
TOTAL	143118	63874	20415	7552	163533	71426	234959

BIHAR EDUCATION PROJECT

SITAMARHI

ENROLMENT - 1993

NAME OF CLASS	GEN.		SC.		TOTAL		GRAND TOTAL
	B	G	B	G	BOYS	GIRLS	
CLASS- 1	60419	28337	13683	6160	74102	34497	108599
CLASS- 2	27840	13246	5642	2219	33482	15465	48947
CLASS- 3	20067	10101	3208	1087	23275	11188	34463
CLASS- 4	16470	7843	2489	866	18959	8709	27668
CLASS- 5	15857	7218	1912	752	17769	7970	25739
CLASS- 6	12298	5220	1519	579	13817	5799	19616
CLASS- 7	8454	3689	865	297	9319	3986	13305
CLASS- 8	3508	1594	367	131	3875	1725	5600
TOTAL	164913	77248	29685	12091	194598	89339	283937

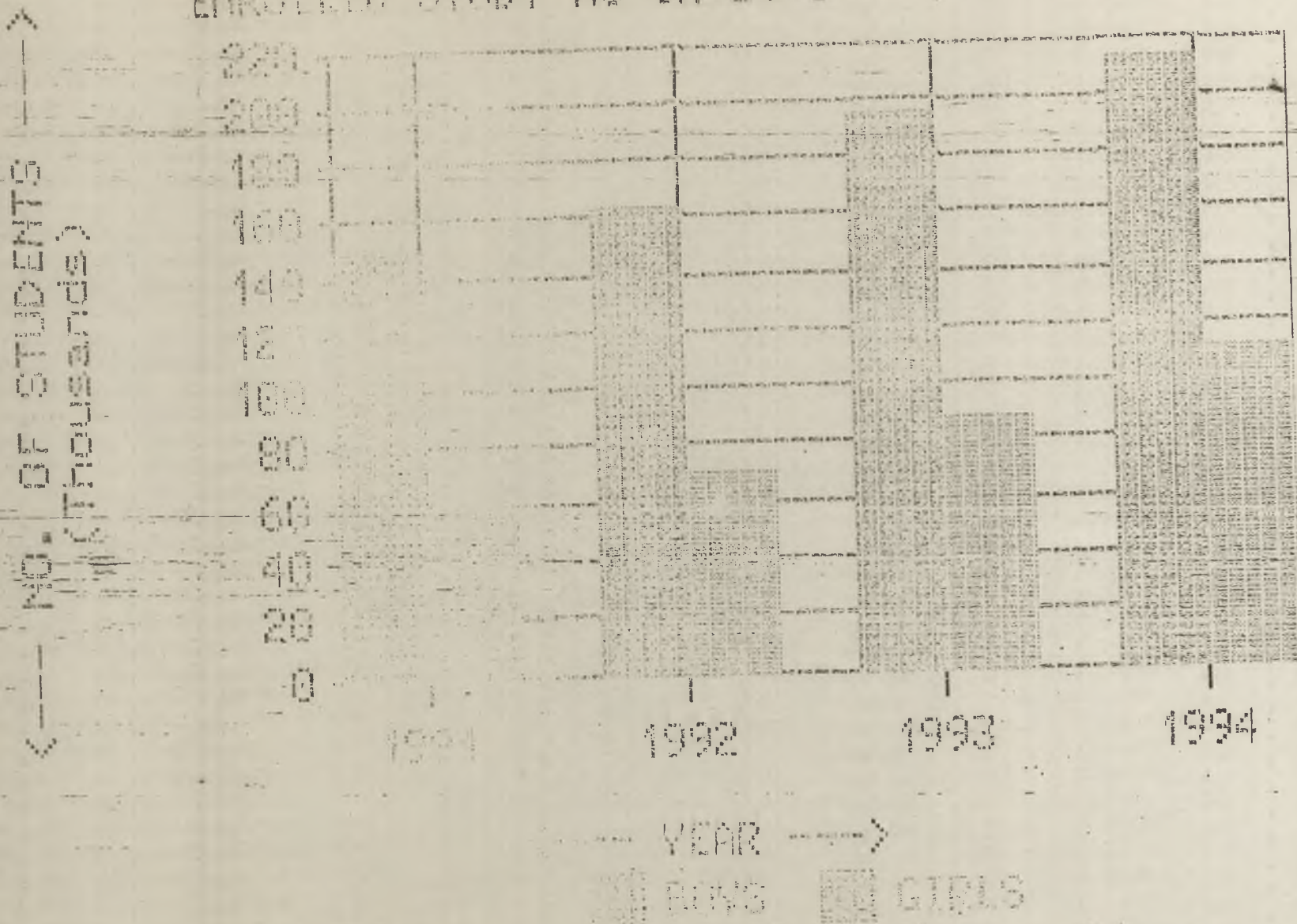
BIHAR EDUCATION PROJECT

SITAMARHI

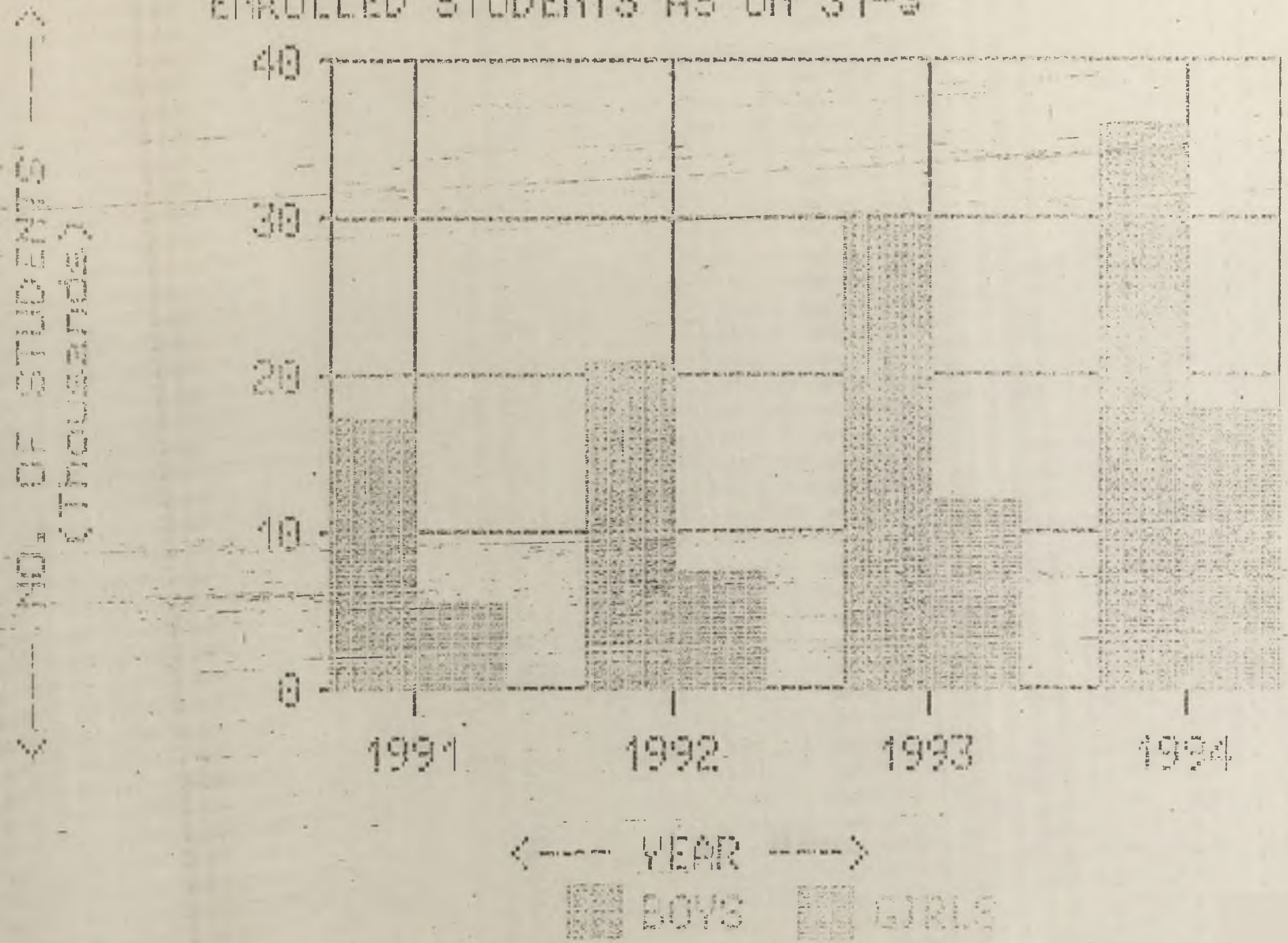
ENROLMENT - 1994

NAME OF CLASS	GEN.		SC.		TOTAL		GRAND TOTAL
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	
CLASS- 1	59053	41280	12890	8708	71943	49988	121931
CLASS- 2	32345	16203	9408	4327	41753	20530	62283
CLASS- 3	23125	11324	5462	1990	28587	13314	41901
CLASS- 4	17988	8543	3269	1146	21257	9689	30946
CLASS- 5	14907	7007	2388	812	17295	7819	25114
CLASS- 6	11538	3967	1114	245	12652	4212	16864
CLASS- 7	9373	3175	799	299	10172	3474	13646
CLASS- 8	8297	2492	513	245	8810	2737	11547
* TOTAL *	176626	93991	35843	17772	212469	111763	324232

COMP. STAT. OF TOTAL (GRAPH NO- 2)
 ENROLLED STUDT AS ON 31-3

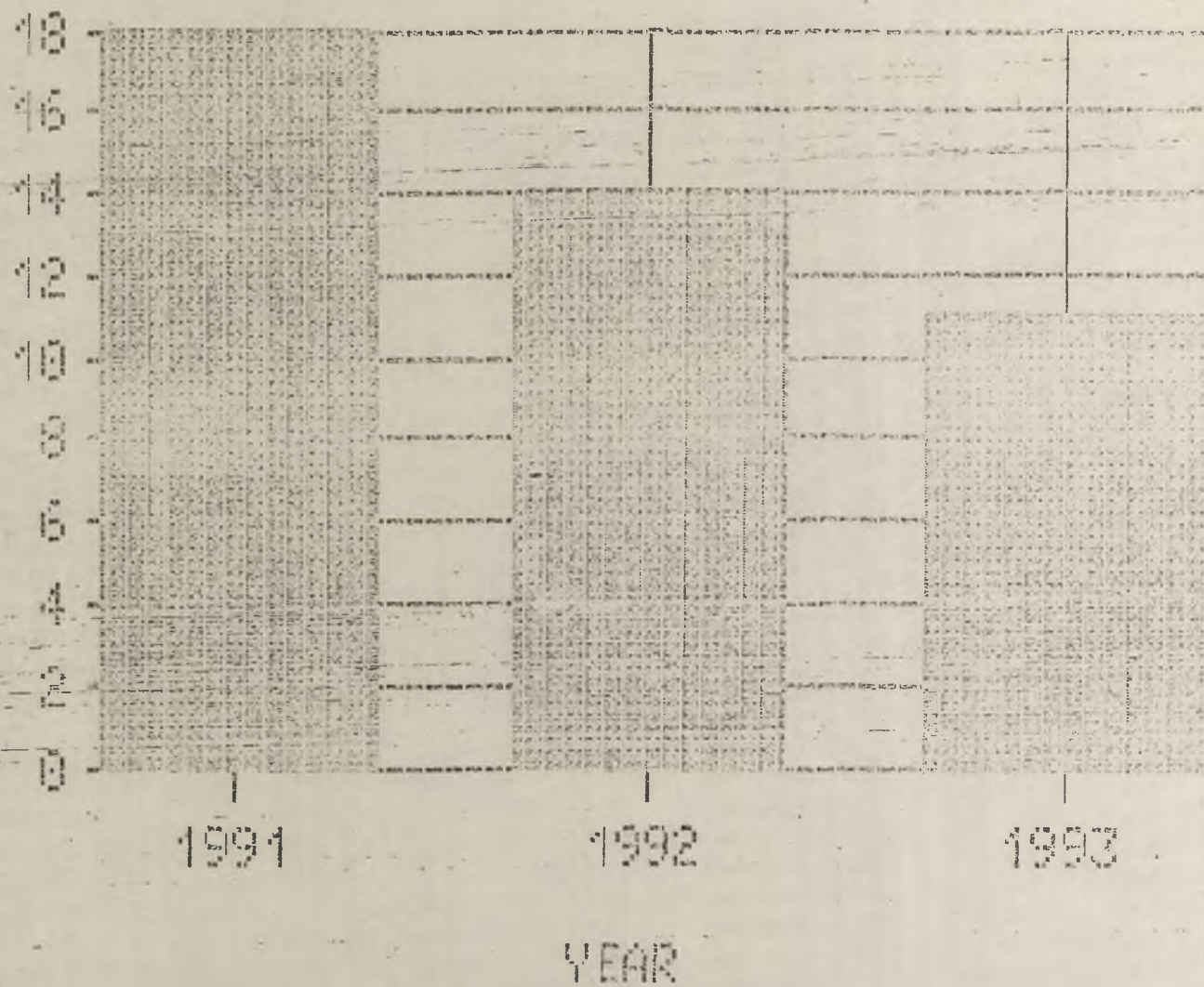


COMP. STAT. OF "SC" (GRAPH NO. -3)
ENROLLED STUDENTS AS ON 31-3

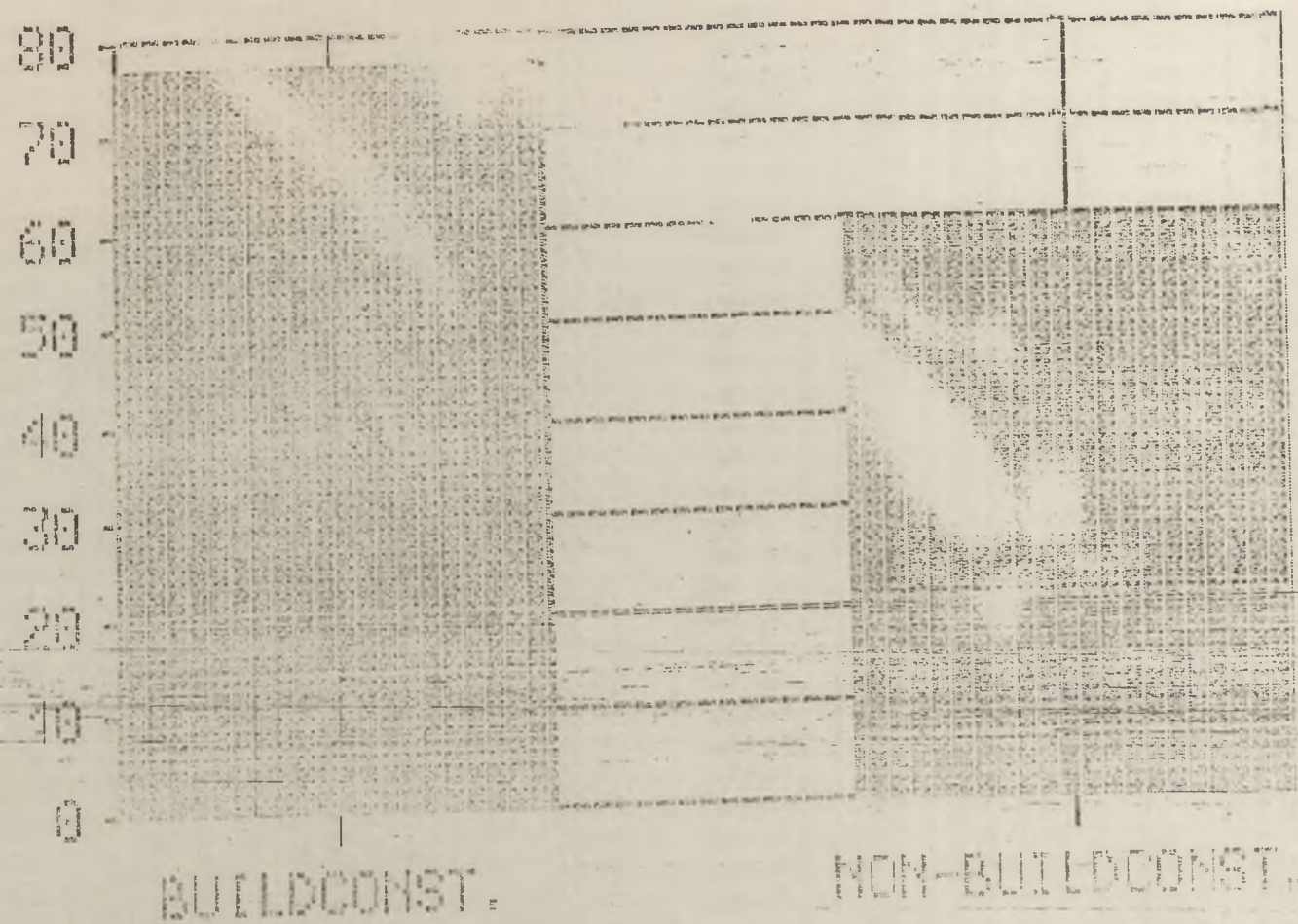


<--- GRAPH NO. - 4 --->

COMPARATIVE DROP-OUT POSITION



IMPACT OF SCH. BUILD. (GRAPH NO.-5) ON STUDENT ENROLMENT



BEP-SCHOOL BUILD. CONST.

- The enrolment of Girl child in MS villages is higher than normal villages .(Refer Graph - 6)

- The local community has started feeling that education is one of the most basic needs to the human being , therefore , there is great demand of additional teachers , additional school buildings which itself is an indicator of the fact that impact of B.E.P. has been positive in motivating the community and ensuring their involvement in implementation of the project.

- The relationship between the teachers and parents which used to be confrontationist in the pre-B.E.P. days is turning towards cordial and co-operative and the teachers have started feeling self-confident and in most cases they have started getting their due regard.

- V.E.Cs have become concious for education of the children of age group 6-14 as a result of which V.E.Cs are coming forward with the proposals of M.E.Fs and 'JAGJAGI' Centres for those children who cannot afford to go to the schools.

- Establishment of school development fund in about 100 schools .

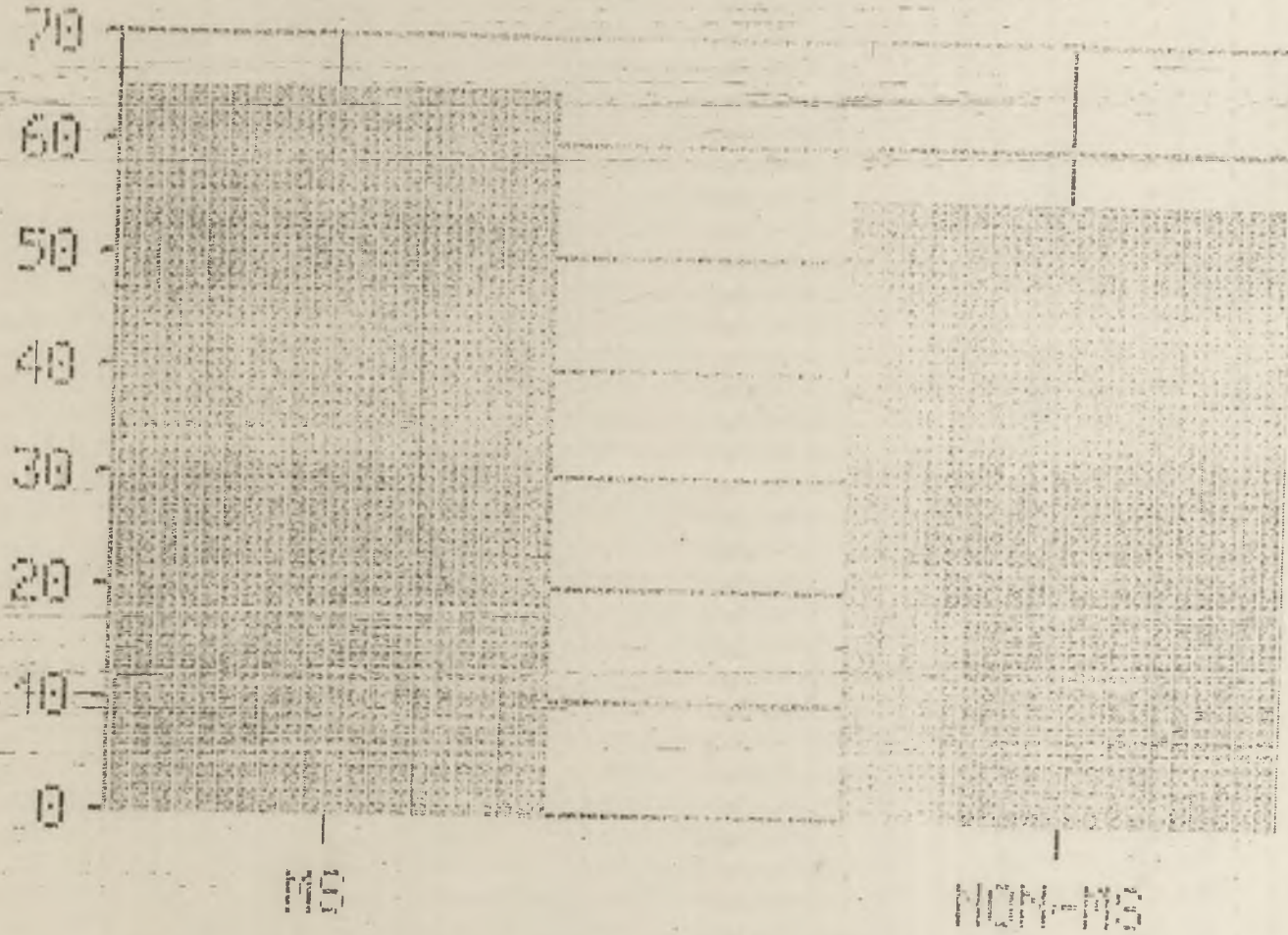
- Improvement in physical and educational environment of schools .

- Involvement of Mahila Samoohs in other development programmes viz immunisation , family planning , PDS , relief distribution , implementation of JRY , maternity grant distribution etc. .

- Faster disposal of teacher's problem .

← GRAPH NO. — 6 — →

IMPACT OF MS IN GIRL CHILD ENROLMENT



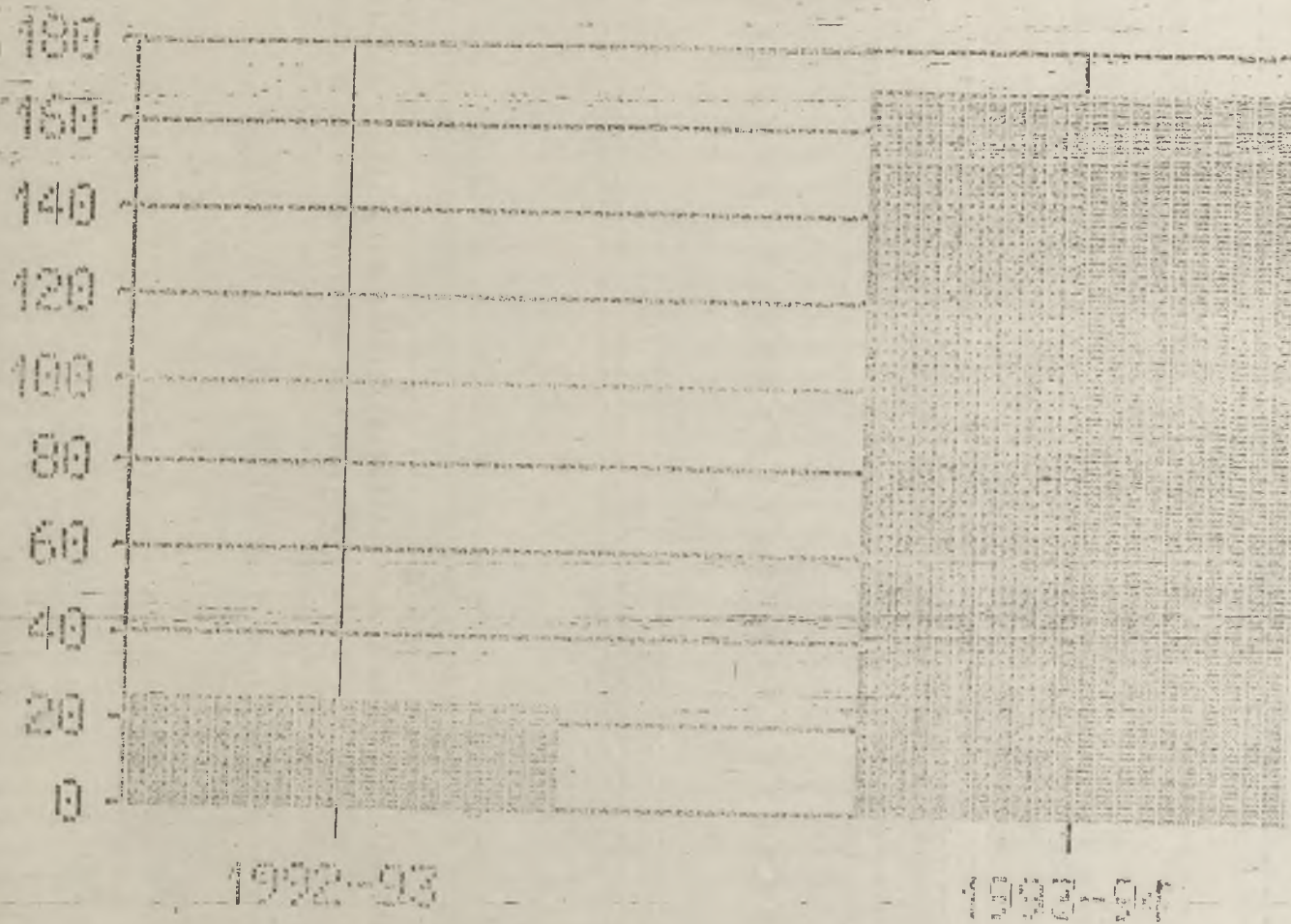
MS & NON-MS COVERED SCHOOLS

- Inculcation of the feeling of self-confidence in women .
- The women groups are coming forward for redressal of the issues of their common interest .
- Children find the school environment more attractive due to games , sports and extra-curricular activities .
- Improvement of level of learning due to MLL .
- Due to abolition of contractors in construction , their mischief causes hinderance and confussions at times .
- In some cases due to partial teaching kit distribution , the children of poor OBC families have droped out .
- Demand by communities for reconstitution weaker VECs .

9. TARGET & ACHIEVEMENTS (1993-94)

PRIMARY FORMAL EDUCATION	TARGET	ACHIEVEMENT
No. of workshop organised on		
- Enrolment		60
- M.L.L.		3
- V.E.C.		16
(CONFERENCE WITH TEACHER ORGANISATION.)		
Enrolment details	(Please refer page - 16)	
V.E.C. Set up	1546	1546
V.E.C. functioning		1546
No. of Members of V.E.C. trained		1710
No. of VECs where regular meeting are held.		640
No. of M.L.L. school	100	100
No. of school supplied with innovation	640	-
No. of school supplied with sports materials	640	-
Library set up	640	1
No. of school supplied with Furniture	640	640
Blackboard	640	640
Handpump installed	-	93
Laterine constructed	50	100
No. of school building constructed	(Refer Graph - 7)	
Out of BEP funds	New	194
	Repair	53
		194
		53

<--- GRAPH NO. - 7 --->
BUILDING CONSTRUCTION



34

TARGET ACHIEVEMENT

No. of teaching kits distributed	1,04,000	92,555
General Girs		55,427
SC Boys		25,492
SC Girls		11,636

(Note:- An additional arrangement for 25000 teaching kits is being made.)

No. of teachers awarded	32	32
-------------------------	----	----

TRAINING (Refer Graph - 8)

No. of teachers trained

Phase - I	10 Days	580	584
-----------	---------	-----	-----

Phase - II	11 Days	420	402
------------	---------	-----	-----

No. of inspectioning Officers trained	--	20
---------------------------------------	----	----

No. of H.Ms trained	100	94
---------------------	-----	----

Out of state training course One at "thread Orissa"

No. of Guru Gosthies organised	192	192
--------------------------------	-----	-----

NFE (Refer Graph - 9)

No. of centres	80	
----------------	----	--

By VEC's		76
----------	--	----

by Vol. agency		30
----------------	--	----

Total		106
-------	--	-----

No. of children enrolled :

Gen. Boys		415
-----------	--	-----

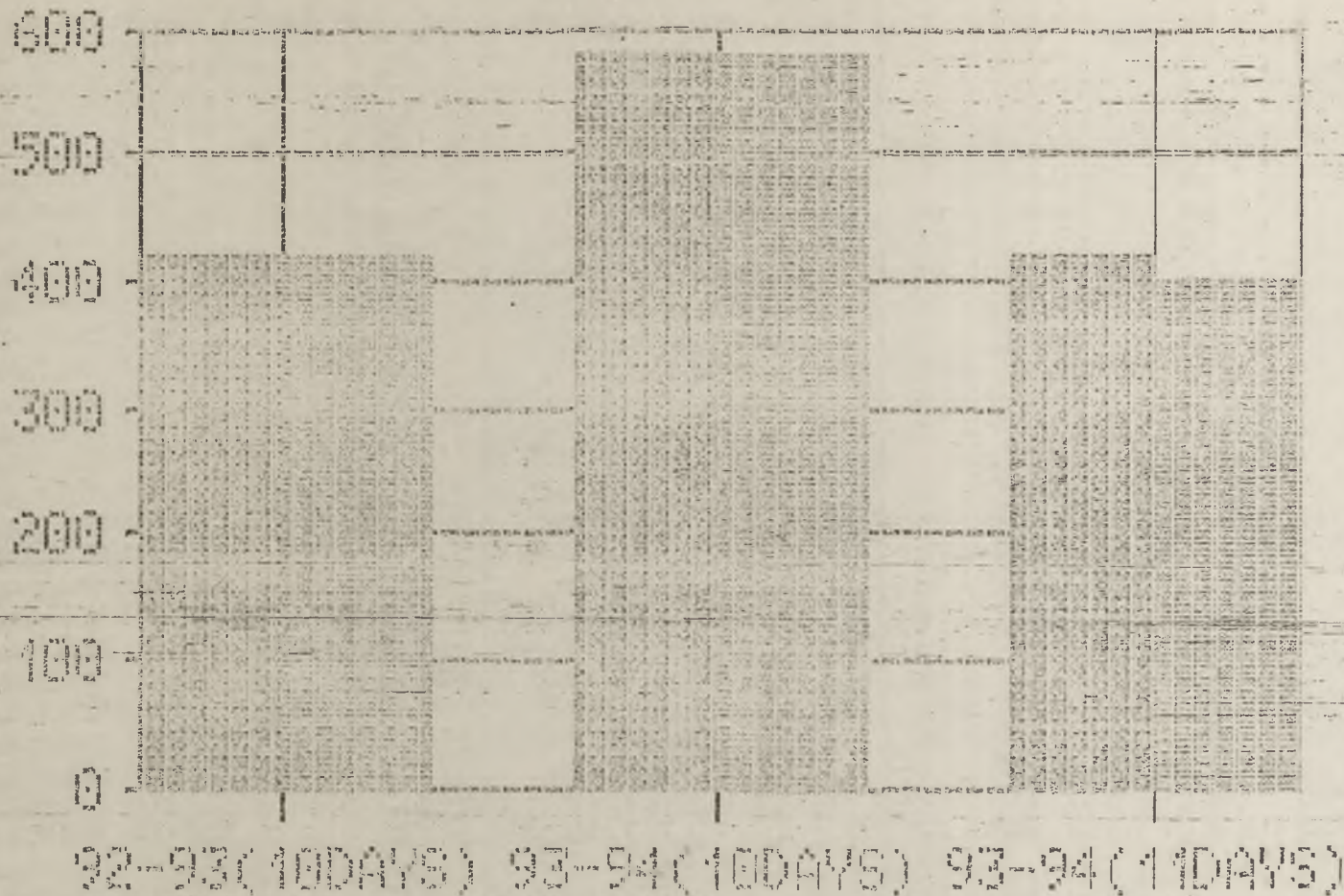
Girls		599
-------	--	-----

SC Boys		425
---------	--	-----

Girls		494
-------	--	-----

←--- GRAPH NO. - 8 --->
 STATUS OF TEACHERS TRAINING

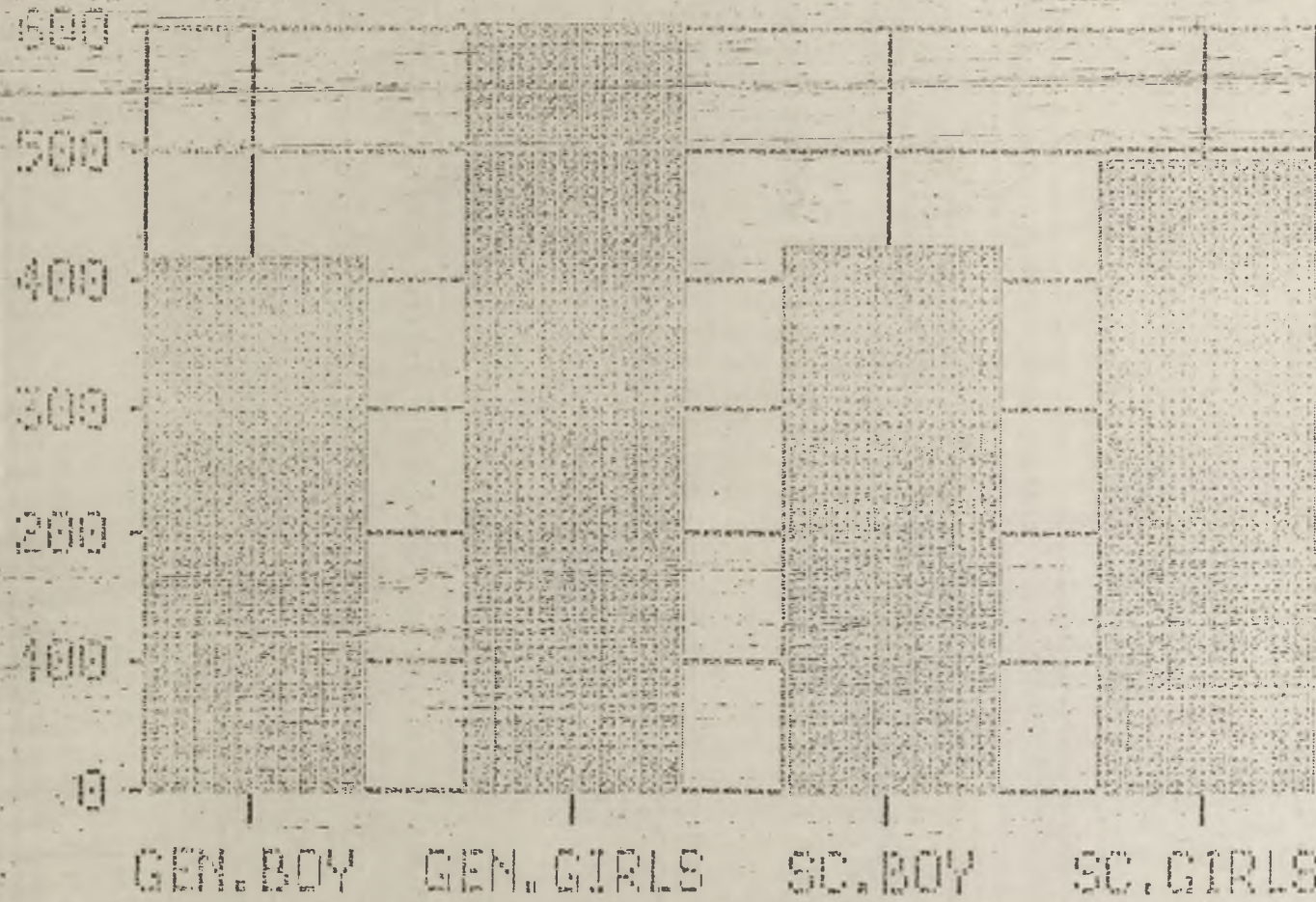
NO. OF TEACHERS



←--- PROGRAMME --->
 ■■■ TARGET ■■■ ACHIEVEMENT

← GRAPH NO. - 9 →

STATUS OF NFE CENTRES



NO. OF CENTRES- 406 (VDC- 76, VOL. AGENCY- 30)

NO. OF STUDENTS HO. ON

CRIMINAL RECORDS

MAHILA SAMAKHYAS (Refer Graph - 10)

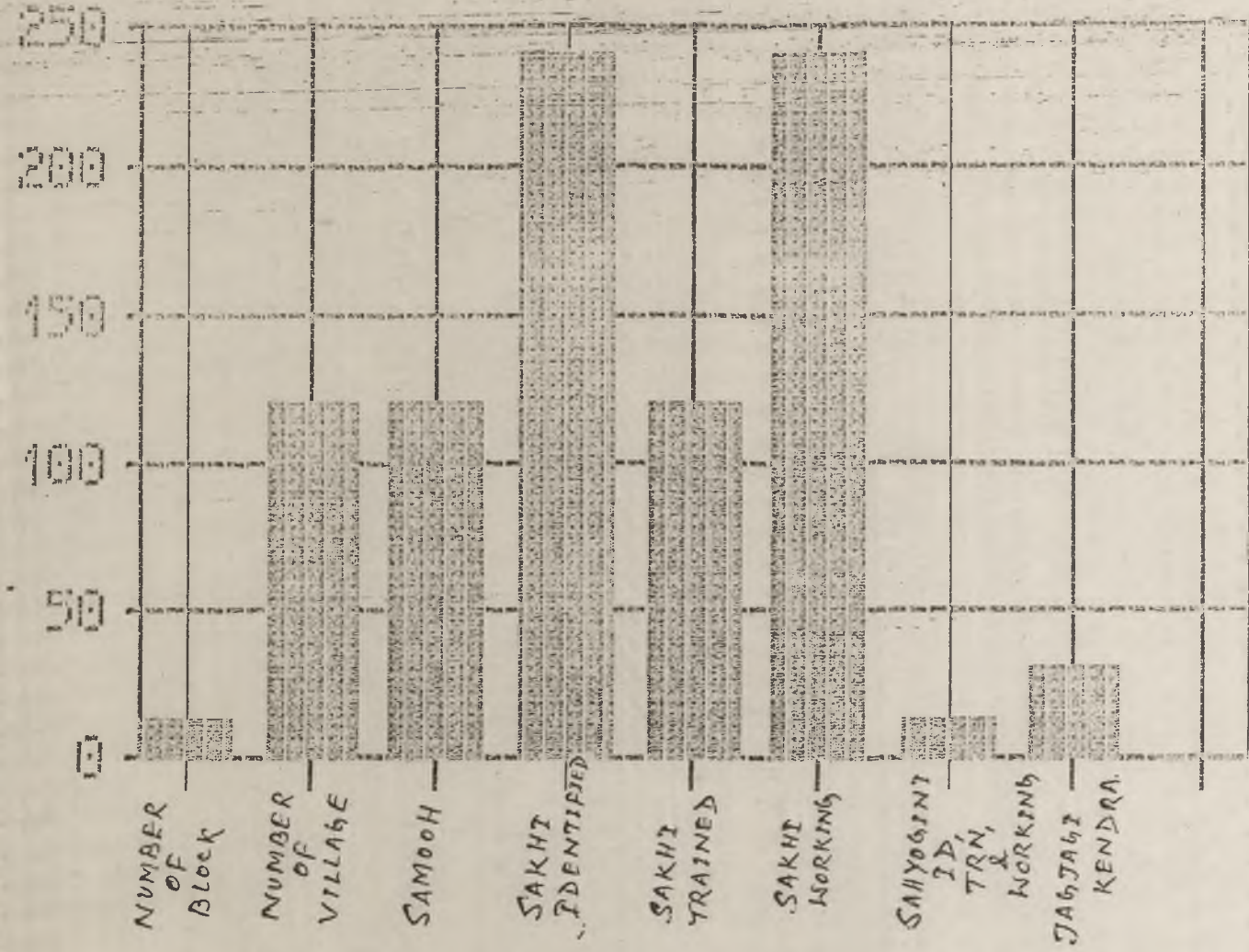
No. of blocks under coverage		12
No. of village covered		120
No. of Samooh formed		120
No. of Sakhies identified		240
No. of Sakhies trained		120
No. of Sakhies working		240
No. of Sahyoginies identified		12
	&	
	trained	12
	&	
	working	12
No. of 'JAGJAGI' Kendra working	30	30
No. of Mahila savings A/C opened	--	--

CULTURAL COMMUNICATION AND CONTINUING EDUCATION

No. of Balmelas		8
No. of cultural shows		17
No. of poster competition		16
No. of Video films progrmmes		8
BEIP News letter	-----	monthly 'BHOR'
Præss conference		2
Mobile Video van shows		30
Shiiksha yatra Exbition	-----	In every school on Republic Day

<----- GRAPH NO. -- 10 ----->
 STATUS OF MAHILA GROUPS

<--- NUMBER --->



10. REASONS FOR SHORTFALL IN ACHIEVEMENT

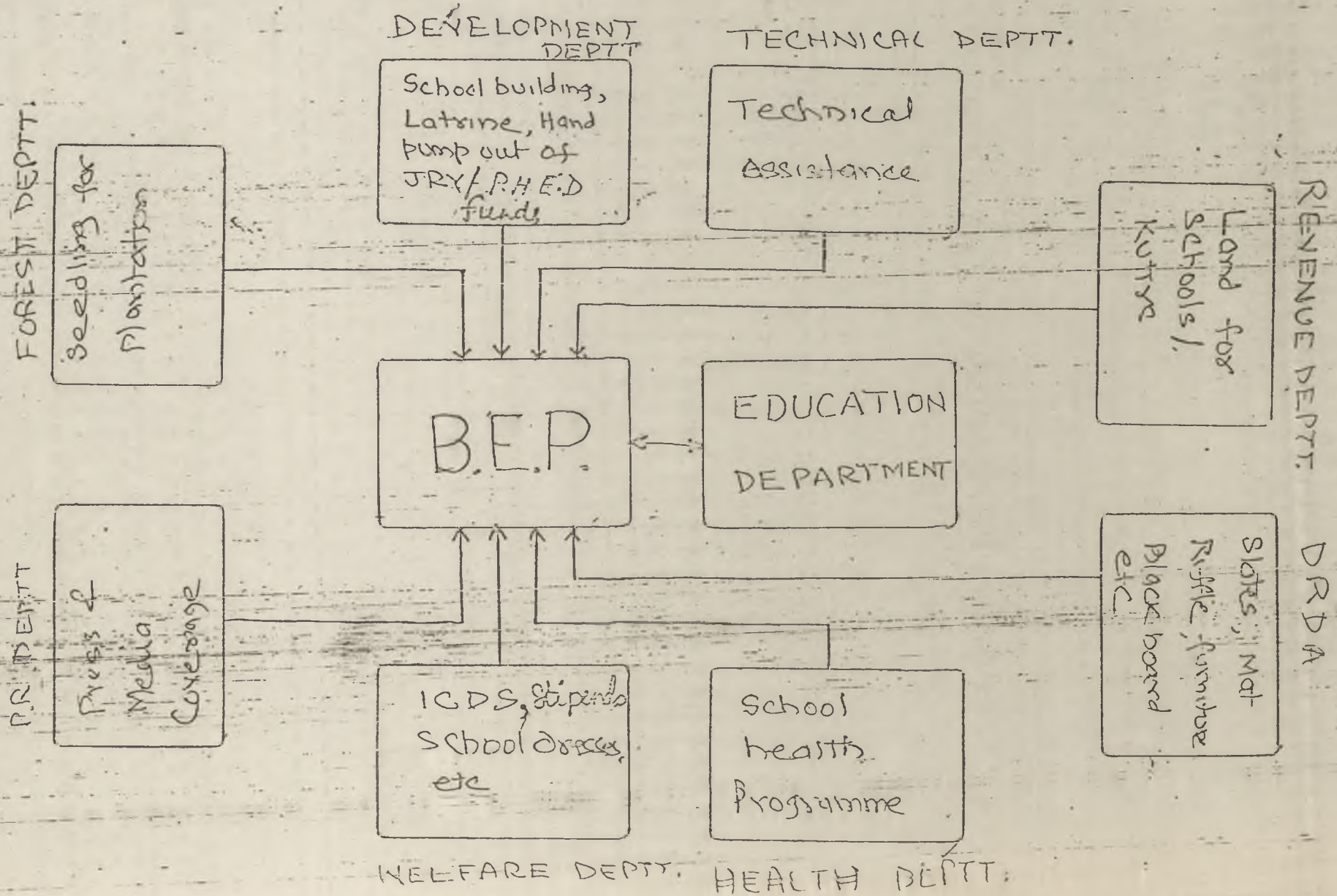
- Communal tension followed by devastating floods of july- Aug- 93.
- Lack of clarity in guideline regarding purchase to be made.
- Non-existence of DIET & non-availability of space.
- Poor training support for NFE .
- Lack of experience in implementation of project.

11. STEPS PROPOSED TO BE TAKEN FOR TACKLING THE

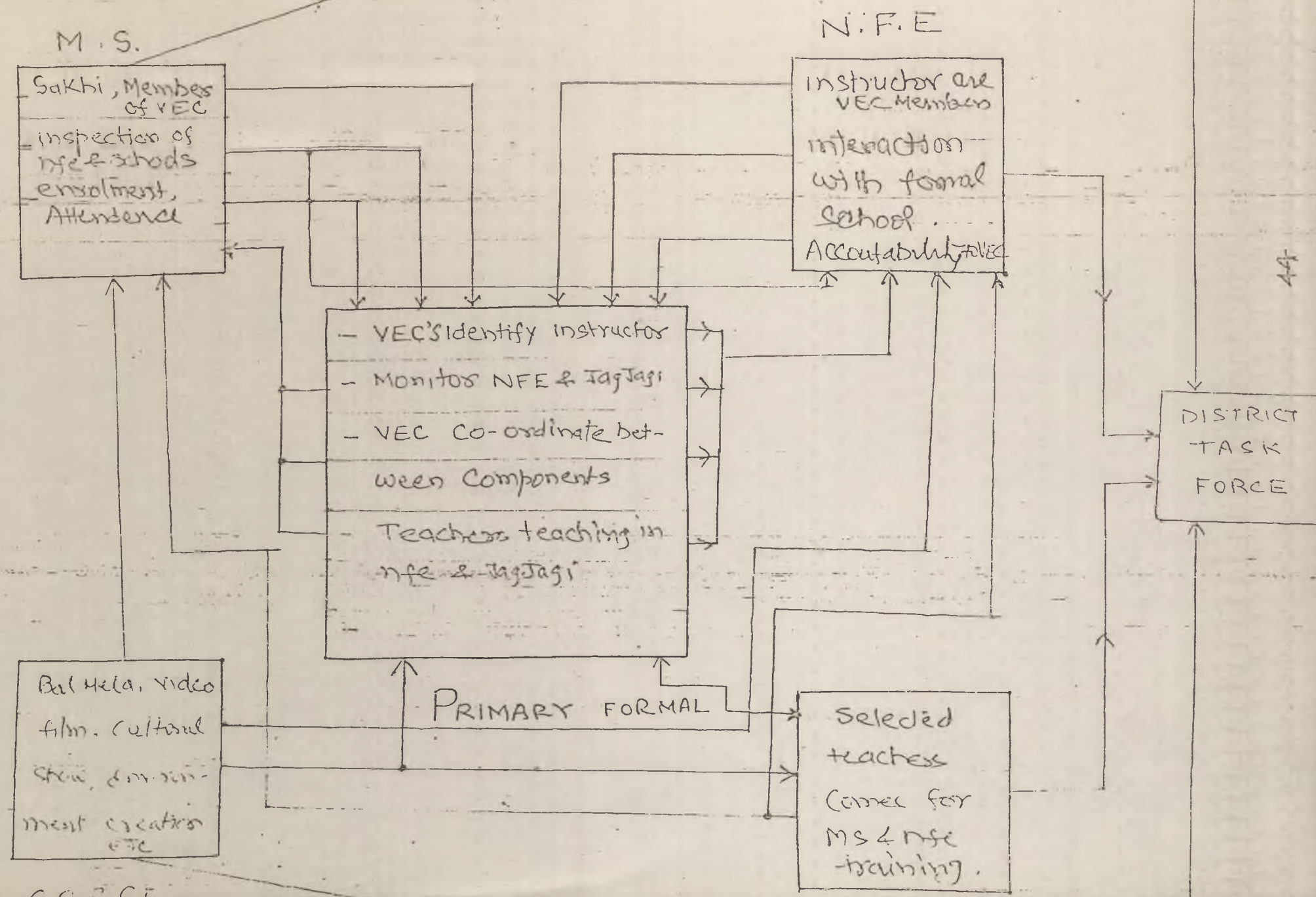
SHORTCOMINGS

- "Shiksha data" Schemes
- Provision of additional school buildings and repair by converging BEP funds with J.R.Y. Funds.
- Establishment of DIET along with faculty.
- Establishment of DRU.
- Ensuring Greater participation of VECs by their training and motivation.
- Creation of block level management structure.
- Compulsory establishment of school development fund.
- Developing monitoring and evaluation cell for each component.

INTER-DEPARTMENTAL-CONVERGENCE



INTER-COMPONENTAL CONVERGENCE



BIHAR EDUCATION PROJECT

SITAMARHI

BUDGET PROVISION AND ITS UTILISATION

(REFER GRAPH 11 , 12 AND 13)

SL. NO.	PARTICULARS	1992-93		1993-94		TILL MARCH '95	
		AMOUN	TOTAL	AMOUN	TOTAL	AMOUNT	TOTAL
H	2	3	4	5	6	7	8
1.	BUDGET PROVISION		246.63		643.60		889.23
2.	FUND RECEIVED						
	i) IN CASH	99.98		275.00		373.98	
	ii) IN KIND	8.16		26.12		34.28	
	iii) BANK INTEREST	0.73		2.87		3.60	
	iv) OTHER		107.81	6.41	310.40	6.41	418.27
3.	UTILISATION						
a)	FIXED ASSETS						
	i) FURNITURE & FIXURES	1.32		0.19		1.51	
	ii) OFFICE EQUIPMENT	2.02		2.02		4.04	
	iii) VEHICLES	6.23		6.30		12.53	
	iv) GENERATOR	0.50		0.72		1.22	
	v) PROJECTOR	0.25				0.25	
	vi) SCHOOL BUILDINGS	0.84		177.24		178.08	
	vii) AUDIO ARTICLES			1.19		1.19	
	viii) GENERATOR HOUSE		11.16	0.11	187.77	0.11	198.93
b.	EXPENSES ON PROJECT						
	i) PRI. FORMAL EDUCATION	0.86		57.68		58.54	
	ii) TRAINING PROGRAMME	0.11		1.55		1.66	
	iii) WOMEN DEVELOPMENT	0.38		3.88		4.26	
	iv) C.C & C.E.	0.43		1.12		1.55	
	v) MANAGEMENT	4.32		21.53		25.85	
	vi) N.F.E.		6.10	3.48	89.24	3.48	95.34

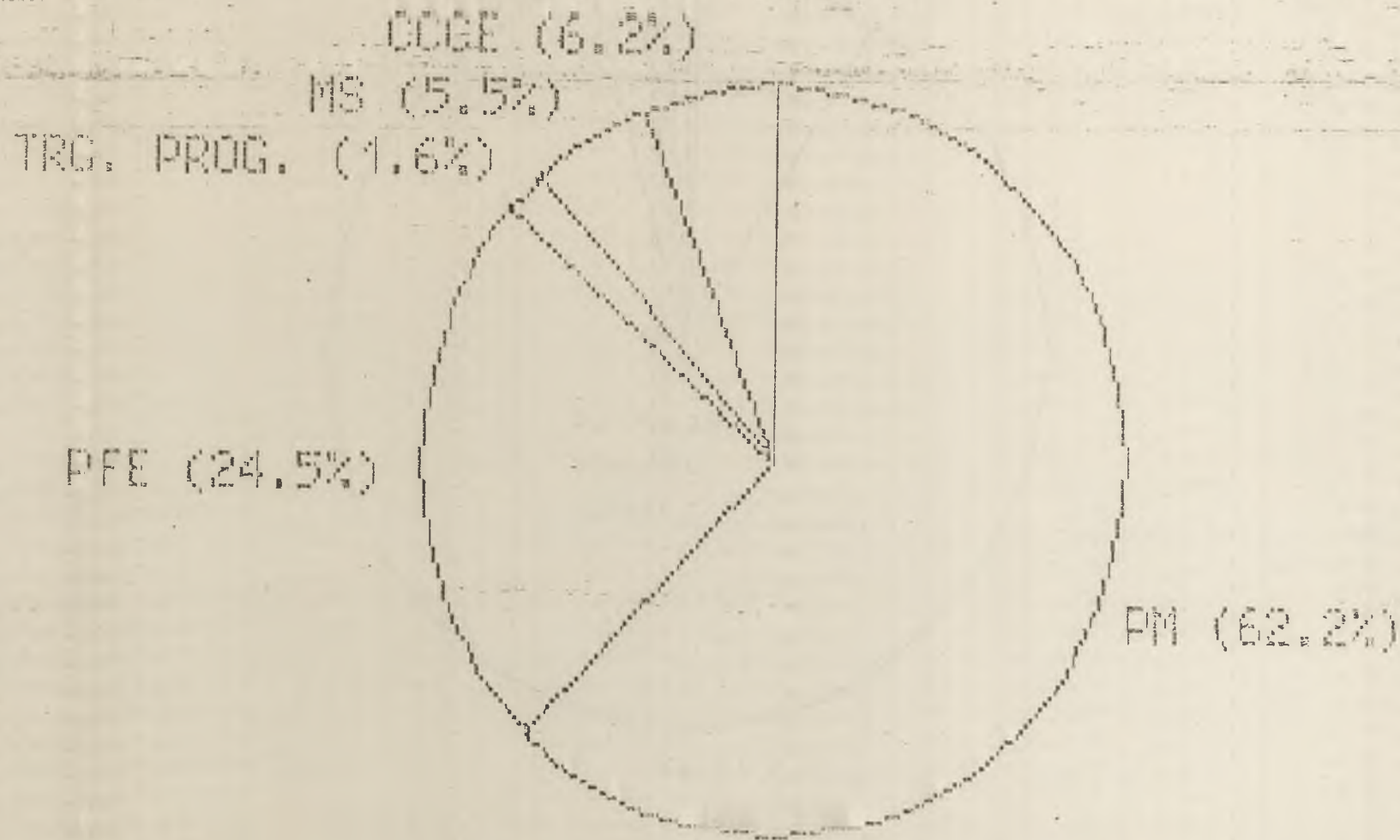
SITAMARHI

BUDGET PROVISION AND ITS UTILISATION

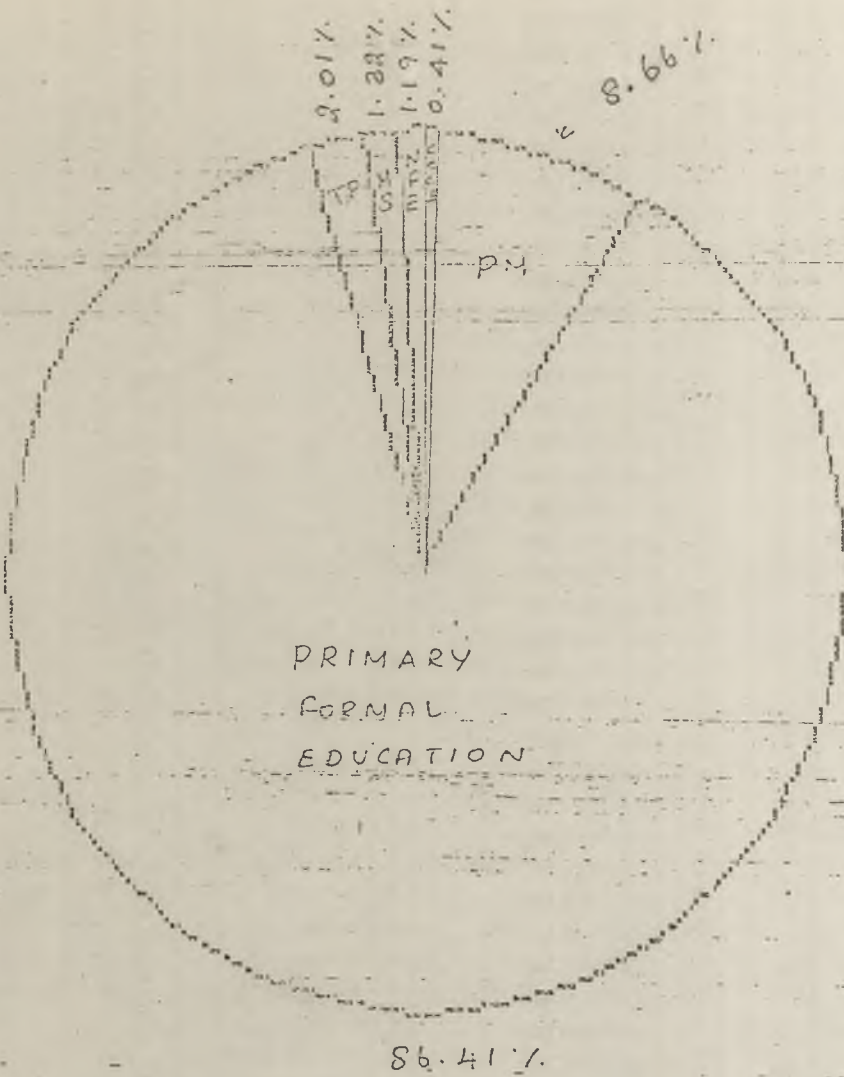
(REFER GRAPH 11 , 12 AND 13)

SL..NO.	PARTICULARS	1992-93		1993-94		TILL MARCH'94	
		AMOUN	TOTAL	AMOUN	TOTAL	AMOUNT	TOTAL
1	2	3	4	5	6	7	8
c.	ADVANCES						
i))	ADVANCE GENERAL FOR WORKS	0.61		0.79		1.40	
iii)	ADVANCE TO BDOs FOR MANAGEMENT	1.14		1.47		2.61	
iiii)	ADVANCE FOR BUILD. CONST.	58.95		12.47		46.48	
ivv)	ADVANCE FOR BLDG. REPAIRS	10.25		8.06		2.19	
v))	ADVANCE TO SUPPLIERS	8.22		8.21		0.01	
vi))	ADVANCE AGAINST FESTIVAL TO STAFF.			0.04		0.04	
vii)	ADVANCE AGAINST T.A. TO STAFF.	0.01		0.02		0.03	
viii)	ADVANCE AGAINST SCHOOL FURNITURE			3.71		3.71	
ix))	ADVANCE AGAINST LATERINE CONSTRUCTION.			14.54		14.54	
x)	ADVANCE AGAINST BLACK - BOARD		79.18	4.14	(-)	4.03	4.14 75.15
TOTAL			96.44		272.98		369.42

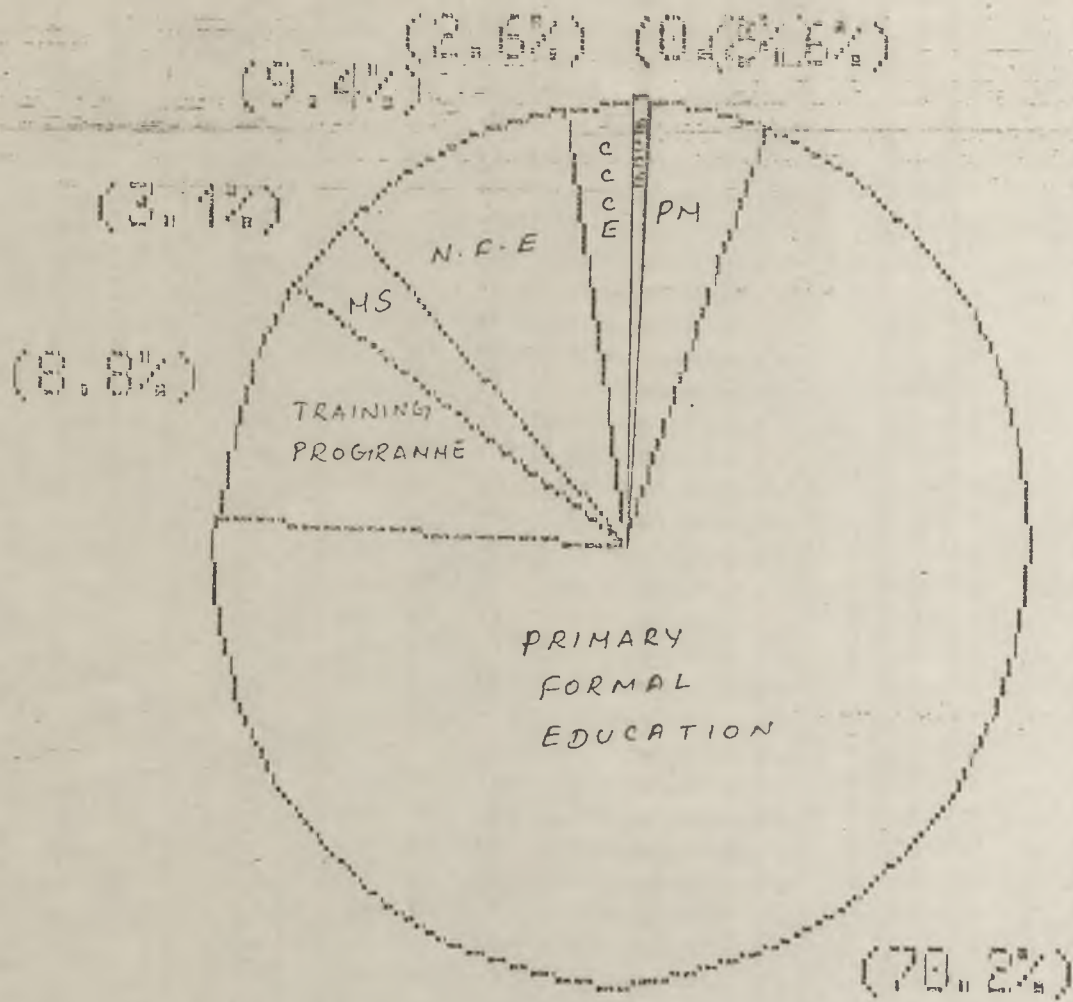
EXPENDITURE OF 1992-93



EXPENDITURE OF 93-94



PROPOSED OUTLAY OF '94-'95



BIHAR EDUCATION PROJECT
SITAMARHI.

MANAGEMENT STRUCTURE

DISTRICT EXECUTIVE COMMITTEE

DISTRICT TASK FORCE

STEERING COMMITTEE

PRIMARY FORMAL EDUCATION	PRIMARY NON-FORMAL EDUCATION	TRAINING PROG.	MAHILA SAMAKHYA	C.C. & C.E.	E C C E
-----------------------------	---------------------------------	-------------------	--------------------	-------------	---------

BLOCK TASK FORCE	DIST. CORE TEAM
------------------	-----------------

VILLAGE EDUCATION YOGINI	SAH-- SAKHIES
-----------------------------	------------------

P P E	N F E	MS	CC & CE	E C C E
-------	-------	----	---------	---------

BIHAR EDUCATION PROJECT
SITAMARHI

LIST OF PERSONNEL ENAGAGED IN IMPLEMENTATION
OF B.E.P. PROGRAMMES

MEMBERS OF DISTRICT EXECUTIVE COMMITTEE

1. DISTRICT MAGISTRATE : EX-OFFICIO CHAIRMAN
2. DY. DEVELOPMENT COMMISSIONER : EX-OFFICIO DIST. PRG.
CO-ORDINATOR
3. REPRESENTATIVE, EDUCATION DEPTT
DEPTT OF HRD, GOVT. OF INDIA,
NEW DELHI : MEMBER.
4. REPRESENTATIVES, EPC, PATNA- : MEMBER.
5. REPRESENTATIVE, UNICEF, PATNA- : MEMBER.
6. DISTRICT EDUCATION OFFICER,
SITAMARHI.. : MEMBER.
7. DIST. SUPDT. OF EDUCATION,
SITAMARHI.. : MEMBER.
8. DIST. ADULT EDUCATION, OFFICER,
SITAMARHI.. : MEMBER.
9. SHRI RADHEY SHYAM SHARMA, PRESIDENT
PRY. TEACHERS ASSOCIATION, SITAMARHI- : MEMBER.
10. PROF. SHREEMAN SINHA, EX-PRINCIPAL,
S..R.K. GOENKA COLLEGE, SITAMARHI.. : MEMBER.
11. PROF. INDU SINGH, LECTURER, R.S. MAHILA
COLLEGE, DUMRA (SITAMARHI.)- : MEMBER.
12. SISTER SHARLEEN, ARUNALAYA CONVENT
SITAMARHI.. : MEMBER.
13. SHRI NAGENDRA PD. SINGH, PRESS
REPORTER, SITAMARHI.- : MEMBER.
14. MS. MANASI SAMADDAR, ADITHI,
SITAMARHI.. : MEMBER.

DISTRICT TASK FORCE:-

- | | |
|--|-----------------------------|
| 1. DY. DEVELOPMENT COMMISSIONER-CUM-DIST. PROGRAMME COORDINATOR. | CHAIRMAN. |
| 2. SUB-DIVISIONAL OFFICER, SITAMARHI SADAR.- | I/C. C. & C. E. COMPONENT. |
| 3. SHRI DILIP KUMAR. OFFICER I/C.- | I/C. PRY. FORMAL EDUCATION. |
| 4. SHRI NAGENDRA KR. PASWAN, R.P.- | I/C NON-FORMAL EDUCATION. |
| 5. SMT. VIDYA KUMARI, CONSULTANT.- | I/C TRAINING & ECCE. |
| 6. SMT. ALPANA KUMARI, RESOURCE PERSON | I/C MAHILA SAMAKHYA |
| 7. SHRI DILMOHAN RAM, ACCOUNT I/C | I/C ACCOUNTS & MANAGEMENT |
| 8. MSS. SANGEETA DATTA, RESOURCE PERSON | MS CORE TEAM |
| 9. MSS. SAJADA SHABNAM, ASST. RES. PERSON | MS CORE TEAM |
| 10. SHRI BINDESHWAR MAHATO, ASST. RESOURCE PERSON- | I/C VEC |
| 11. SHRI ALOK RAJ. SANCHAR SAHAYAK- | SANCHAR SAHAYAK |
| 12. SHRI. ANIL KUMAR, | I/C. RES. PERSON MLL |

STEERING COMMITTEES:-

- | | |
|--|--|
| 1. PRIMARY FORMAL EDUCATION. | CHAIRMAN-D.E.O.
NO. OF MEMBERS-25 |
| 2. NON-FORMAL EDUCATION- | CHAIRMAN-SHRI NAGENDRA
PD. SINGH NO. OF MEM-8 |
| 3. TRAINING PROGRAMME- | CHAIRMAN-PROF. SRIMAN
SINGH. NO. OF MEM-16. |
| 4. MAHILA SAMAKHYA- | CHAIRMAN-PROF. INDU SINGH
NO. OF MEMBERS - 11 |
| 5. CULTURE COMMUNICATION
& CONTINUING EDUCATION.- | CHAIRMAN-S.D.O. SADAR
NO. OF MEMBERS-12. |
| 6. EARLY CHILD CARE & EDUCATION- | CHAIRMAN-SMT. VIDYA KRI.
NO. OF MEMBERS-8 |

MAHILA SAMAKHYA:-

1. DISTRICT CORE TEAM-	NO. OF MEMBERS-3
2. SHAYOGINI	NO. OF MEMBERS-12
3. SAKHIES	NO. OF MEMBERS-240
4. MAHILA SAMOON	120
5. MAHILA SAMOON MEMBERS-	1934.

VILLAGE EDUCATION COMMITTEE:-

NO. OF COMMITTEES - 640 - EACH COMMITTEE
CONSISTS OF 15
MEMBERS HAVING
ONE CHAIRMAN
AND ONE
ANIMINATOR.

STAFFING PATTERN AT DISTRICT OFFICE

1- ACCOUNTS INCHARGE	1
2- ACCOUNTANT	1
3- ASSISTANT ACCOUNTANTS	3
4- STENO	3
5- TYPIST	1
6- ASSISTNAT	1
7- PEON	4
8- DRIVER	4