

**DISTRICT PRIMARY EDUCATION PROGRAMME**  
**(D.P.E.P.)**  
For Achieving

**UNIVERSAL PRIMARY EDUCATION**  
**(U.P.E.)**

**( 1994 - 2001 )**

**DISTRICT : RAJNANDGAON**

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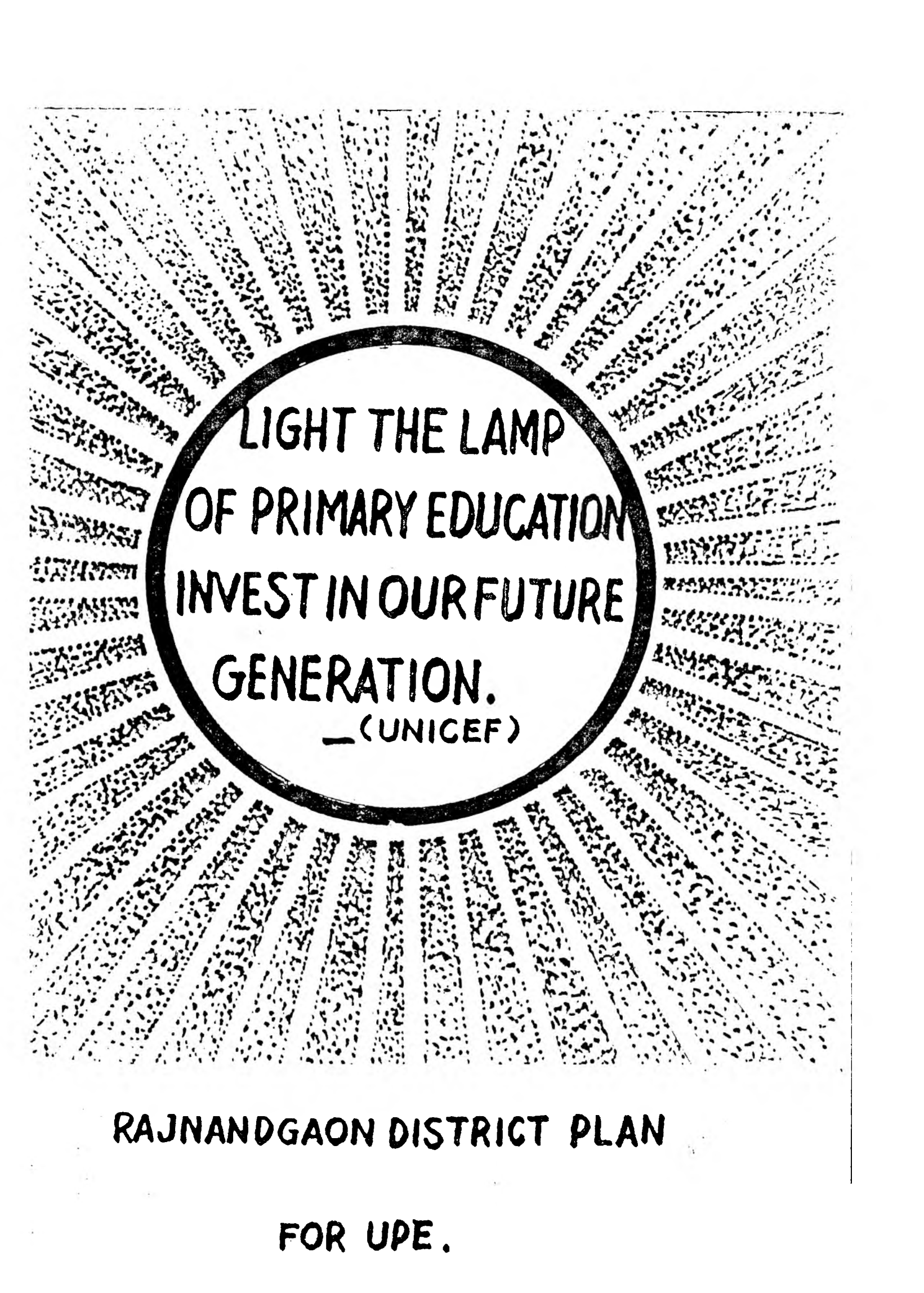
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LIGHT THE LAMP  
OF PRIMARY EDUCATION  
INVEST IN OUR FUTURE  
GENERATION.  
— (UNICEF)

**RAJNANDGAON DISTRICT PLAN**

**FOR UPE.**

## FOREWORD

The most pressing need of our democratic way of life is educated , enlightened and enterprising society which may enrich and enhance national culture and actively participate and contribute significantly to the fulfilment of national goals . Education is a powerful instrument of change and socio -economic transformation . The success of the democracy also lies on its enlightened citizens committed to democratic way of life and living .

Education is crucial to rural upliftment and development. Education has yet to kindle the lamp of Learning in rural huts and habitations. Education among rural and tribal girls is still almost 10 to 15 percent. Rural society hardly considers education of girls as their social need . Poverty in rural mass is another life curse which forces the common rural community to engage little ones in augmenting family income to make both ends meet and that too just for survival . Providing facility of free primary education has hardly any relevance to their life needs and living . Sheer incentives do not motivate the rural gentry which lives hand to mouth . These are some of the challenges before planners , administrators , educators and teachers .

The District Primary Education Programme ( DPEP ) is designed to meet educational needs of the rural and tribal community where the access to primary education does not exist or is very limited . The thrust is to involve and actively associate the rural community- the village community in planning for their school, for their children and cast and recast its functionaries to their needs and availability. I appeal to village people to accept this programme as their own programme and contribute to its development as grassroot village functionaries .

Planning is almost always promising . But it often fails due to poor implementation. I request the planners, administrators, grassroot level teachers and functionaries to accept the DPEP project as a challenge and steer it to achieve the goal of universalisation of primary education (UPE) in the rural and tribal areas in particular .

One of the salient features of this project is that it has been planned at village , block and district level by those who are real functionaries and directly connected with education at grassroot level . I am confident that it would continue to be linked with ground realities and challenges and pave way ahead through participative and interactive approach .

I am grateful to Dr.A.B.Saxena , Asstt. Field Adviser, N.C.E.R.T. for his sustained and inspiring guidance in the development and preparation of DPEP . The assistance rendered by Shri N.K.Haruray, Asstt.Professor, Govt. College of Education,

Raipur is also appreciable . I congratulate Shri I.S. Kawreti ,  
Dy. Director Public Instruction, Rajnandgaon and his trusted team  
who completed the preparation of the DPEP in the stipulated time  
period .

I dedicate the education project to the children of the  
villages who are our future hopes .

Rajnandgaon  
Jan. 31 , 1994.

Mrs.Saleena Singh , IAS

Collector , Rajnandgaon  
&  
Chairperson  
District Planning Group

## A WORD OF GRATITUDE

The District Primary Education Programme ( DPEP ) is a highly significant and relevant step towards achieving the goals of universalization of Primary Education ( UPE ) in the district Rajnandgaon . It will provide educational facilities to the areas where there are no facilities of primary education till date. The exercise on DPEP started right from March / April, 1993 under the leadership of Shri A.R.Sahu , the then Dy. Director Public Instructions Rajnandgaon and initially the DPEP project was submitted on May 31, 1993. The Appraisal Mission headed by Dr. A.K.Sharma, the then Joint Director , N.C.E.R.T., and presently the Director, N.C.E.R.T. made certain suggestions . In the light of the new guidelines the District plan has been recast and prepared . It is noteworthy that this gigantic task of preparing DPEP Project has been completed in a time record of one month , under the guidance of Dr. A.B.Saxena , AFA , NCERT who is also the state nominee for the district . Unserved rural and tribal areas have been identified and an effort has been made to provide education facilities to the rural area children within the radius of 1 K.M.

In this educational endeavour and exercise the cooperation extended by the grassroot level functionaries including primary school and village community where the new education facility has been proposed , has been exemplary . I am grateful to all those who have assisted us in this project .

The cooperation of Mrs. Saleena Singh , IAS , Collector was highly motivating and inspiring . We are grateful for her sustained guidance. We are also grateful to Shri S.K.Mishra Joint Director , Public Instruction , Durg Division for his inspiring leadership and guidance .

Shri M. R. Sheolikar , Principal , Govt. High School, Shankarpur worked round the clock in writing the project under the guidance of Dr. A. B. Saxena and Shri A. K. Haruray . A.P., Govt. College of Education, Raipur . I express gratitude to them for their enlightened leadership .

Above all I owe my grateful thanks to my office staff including education officers at Block and District levels who worked ceaselessly on the project and completed the data . Shri N.P.Dewangan worked single handed on computer and brought out the report . The services rendered by Shri R.S.verma , Principal , H.S.Basantpur, Shri C.B.Jha , A.D.I.S. and Shri S.K.Shrivastava section clerk, are of high order and decency. I extend my sincere thanks to all of those who have contributed to this project .

The DPEP is a challenge both for the teaching community and the non-govt. organizations engaged in education to achieve the goal of UPE . I am confident that the project will be a grand success with the help of grassroot level teachers and village community at large .

**I.S.KAWRETI**

**Rajnandgaon**  
Jan. 31 , 1994.

**Dy. Director of Public Instruction**  
**District Rajnandgaon**

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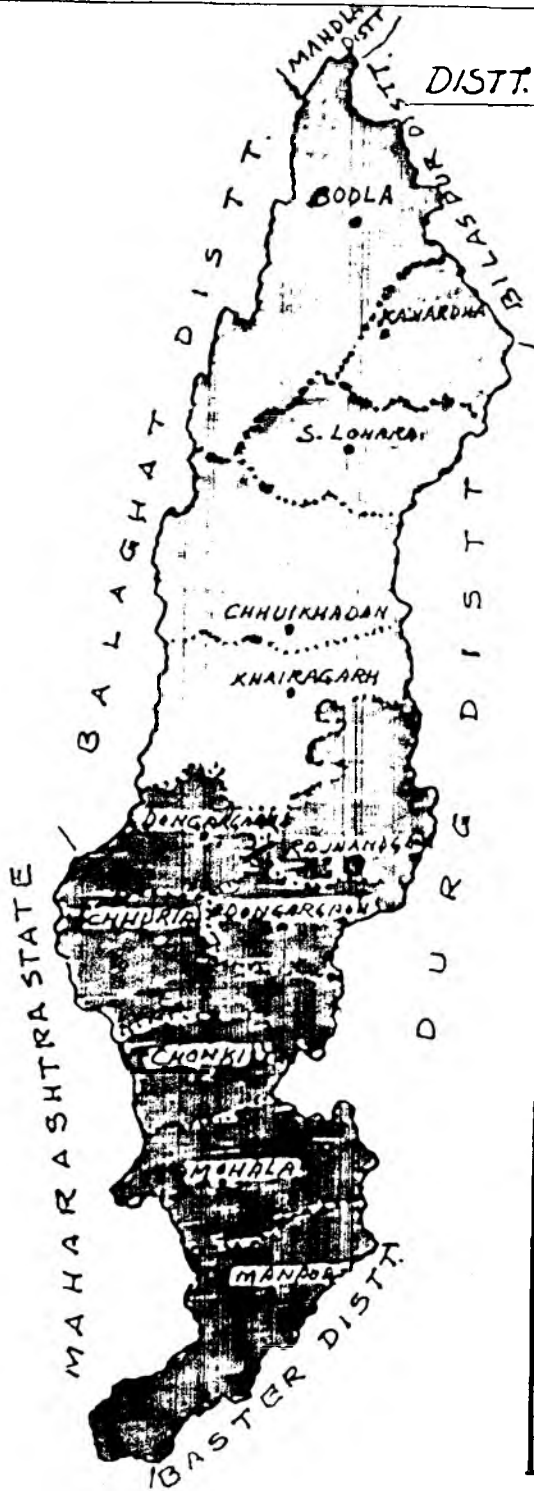
## CHAPTER - 1

- \* 1.1 - Location , Area , Population , population density .
- \* 1.2 - Geography .
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- \* 1.4 - Intrastructure Development .
- \* 1.5 - Economic .
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- \* 1.7 - Special Areas .
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- \* 1.9 - Other distinguishing features .

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UNIVERSAL PRIMARY EDUCATION  
EDUCATION FOR ALL UPTO 2001

DISTT. RAJNANDGAON (M.P.)



- DISTT. BOUNDARY
- .... Block BOUNDARY
- Block H. Q.
- ⊙ DISTT. H. Q. (Revenue)
- Edu. DISTT. KAWARDHA
- Edu. DISTT. RAJNANDGAON

## CHAPTER 1

### AN INTRODUCTION TO THE DISTRICT RAJNANDGAON

INTRODUCTION- Rajnandgaon district came into existence on the Republic Day, the 26th of January 1973 by way of division of the Durg district. The new district included 3 Tahsils namely Kawardha, Khairagarh and Rajnandgaon and a part of sanjari Balod Tahsil as well.

For administrative purpose the Rajnandgaon district is divided into 5 Sub divisions, and 12 development blocks.

#### HISTORICAL BACKGROUND-

Till the middle of the 17th century this area was under the dominion of Kalchuri rulers of Haihaya dynasty of Ratanpur (presently in Bilaspur Distt.) and the Gond rulers of Garha Mandala. Thereafter it came under the rule of the Marathas-the Bhonsle of Nagpur. The Maratha rule lasted till the middle of the 18th Century. During this Period, four feudal states namely Rajnandgaon, Chhuikhadan, Khairagarh & Kawardha were established. The Chhuikhadan and Rajnandgaon states were formed by the Mahant and the Bairagi sects from Punjab.

After the imposition of the British rule in the year 1854, the rulers of these four states were recognised as feudatory ruling chiefs. These four states and 12 Jamidaries ( Gandai, Sahaspur, Lohara, Panabaras, Ambagarh Chowki and Khujjisome note worthly among them) were merged in Durg district in 1948.

#### 1.1 LOCATION AND EXTENT

Rajnandgaon district is situated in the south eastern part of Madhya Pradesh known as Chhattisgarh region. The district lies between 20-7 to 22-29 North latitudes and between 80-23 to 81-29 east longitudes. (The survey of India-Toposheets, No 69B, C, D, E G & H)

The district is surrounded by Mandla and Bilaspur districts in the north, Durg district in the east, Bastar district in the south, Bhandara (Maharashtra) and Balaghat district in the west. ( Map enclosed )

Rajnandgaon the district head quarters, is situated on the Bombay-Howrah main line of the South Eastern Railway. The town is also connected with the National High Way No. 6 (G.E.Road).

The distance of Rajnandgaon from the state capital Bhopal by Road and Railway is 532 and 624 Kms. respectively. The nearest Airport-is Mana (Raipur) which is 80 Kms. away from Rajnandgaon town. The mean sea level at Rajnandgaon is 330.71 Mts.

The geographical area is 8826 sq. Kms. The district is oblong in shape extending over a distance of about 270 Kms. from north to South and about 84 Kms. from East to West.

The total population of the district , its density and growth trends are as given below:-

Tahsil	Area Sq.Km.	Population		Density	
		1981	1991	1981	1991
Distt. Rajnandgaon (Total)	8326	1167501	1439951	140	173
KAWARDHA	1912	277955	349204	145	183
KHAIRAGARH	805	108268	131445	135	163
RAJNANDGAON	1954	292009	362519	107	249
DONGARGARH	766	122782	149336	160	195
CHHUIKHADAN	742	99701	123145	175	166
MOHALA	1598	103821	129740	81	81
DONGARGAON	502	92677	109375	185	218
AMBAGARH CHOWKI	547	70288	82570	167	151
FOREST VILLAGE	....	....	2617	....	....

(\*source:-Zila statistical office(manuscript of zila statistics-1992)

The average density of the population of Rajnandgaon district as per above data is 173 per sq.km.It varies from 81 to 249.

The total population of the district as per 1991 census, -Final Report is 1439951 and that of the schedule caste and schedule tribes is as under :-

Population of sch.caste and sch.tribe in Rajnandgaon district:-

	Total	Rural	Urban	Percentage
Sch.caste	148018	116893	31125	10.27
Sch.tribe	362355	349841	12514	25.16

## 1.2 GEOGRAPHY

### MAIN GEOGRAPHICAL FEATURES

**TOPOGRAPHY**- In respect of topography the district can be divided in to three Parts :-

(1) Plateau , Hilly terrain and undulating plains . Infact this district is the part of the plain of Chhattisgarh .

The Maikal Range of Satpura mountains occupies the North West part of the district . A narrow plateau measuring about 450 sq.kms.extends from Bokarkharin Chhuikhadan block to Rengakhar in Bodla block on the Western border .

This land slopes moderately east to west and has an average elevation of about 590 m. above MSL.In the southern part lies the Mohala - Manpur plateau about 1400 sq.kms. in area. The average elevation here ranges between 400 to 480m.above MSL.This part is undulating and slopes North to South. The area is mostly under forest and is thinly cultivated .

The Hilly terrain extends from Daldali in Bodla block to Bortalav in Dongargarh block as a narrow strip - running parallel to Western border of the district . The area is thickly covered with forests and slopes steeply North-West to East . The highest elevation of 941 M. above MSL. has been observed near Sukhajhar in Bodla block.The elevation observed near kahaktta in Dongargarh block is 583 M. above MSL . A small portion of Mohla and Manpur block on the Western side is also Hilly .

The total area of the Hilly tarrain in the district is about 2650 sq.kms. The remaining Eastern and Central part of the district measuring about 6600 sq.kms.in area , is the undulating plain of Mahanadi basin .

There are slopes generally towards East of 1:1000 to 1:3000 . The average elevation ranges between 290 to 350 and the lowest elevation observed is 281 Mts. near village Bafara in Khairagarh block . This area forms a large chunk of cultivated land in this district.

### **RIVERS**

### **DRAINAGE**

73% area of Rajnandgaon district falls under Mahanadi river basin. The river Sheonath which is a tributary of Mahanadi originates near village Kotkul, Garhchiroli (Maharashtra) on the border of Chowki block and is the principal river of the district.

The river flows in the North East direction and enters Durg district where the flow direction changes to North.

The length of the river in Rajnandgaon district is about 90 kms. The main tributaries of Sheonath river are Kharkhara, Sonbarsa, Amner, Surhi, Karra, Murkati, Sankari, Fonk and Hanf.

The drainage sub basin formed by the Shivnath and its tributaries, slopes North East in the Southern part, Eastward in Central part and South - east in the northern part of the basin. The basin boundary in the west forms a ridge approximately parallel to the district boundary .

The remaining part of the southern and western part is under the Godawari basin. The Kotri river in south drains in the southern direction . The boundary between Mahanadi and Godawari basin lies in the western part of the district generally sloping westward .

Nearly 6% of the area in the northern part of the district, is under Narmada basin. The general slope of this basin is in the North West direction .

The main rivers and drainage area of Rajnandgaon district are tabled below :-

Name of basin	Name of sub basin	Catchment area sq.km.	Percentage of CA to District area	Tributaries
MAHANADI	Shivnath	3492	31.5	Sukha, Teri, Moti
	Kharkhara	140	1.3	
	Sonbarsa	280	2.5	
	Amner	1440	13.0	
	Surhi	820	7.4	
	Dotu	430	3.9	Karra
	Murkuti	195	1.7	
	Hanf	1320	11.9	
GODAWARI		2310	20.8	Sankari, Phonk
NARMADA		670	6.0	

( Source :- Rajnandgaon Irrigation division )

### THE CLIMATE

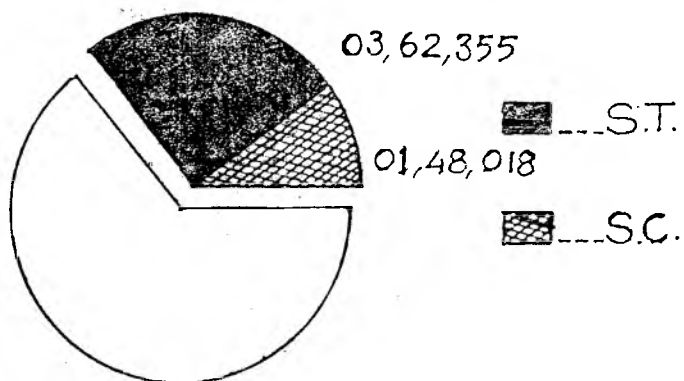
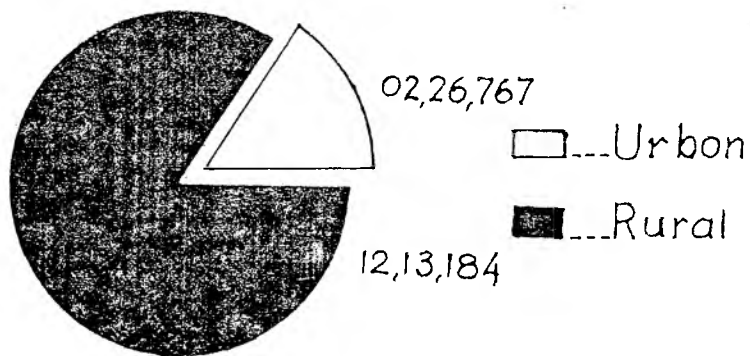
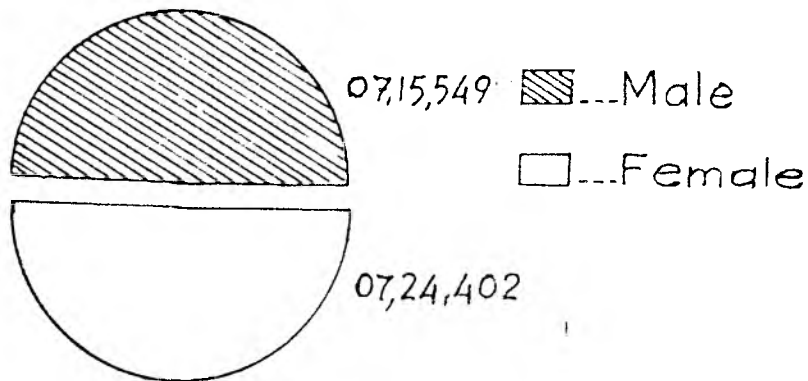
The climate of the district is tropical . We have summer season from March to June and from July to October Mansoon rains, followed by winter from November to February . During summer the district is extremely hot, the temperature rises to 45/46 degree Celsius. Whereas winter season by and large is moderate and pleasant.

### RAINFALL

The annual average rainfall of the district is 1251 mms. The maximum rainfall recorded in 1960 was 2702 mm .whereas the

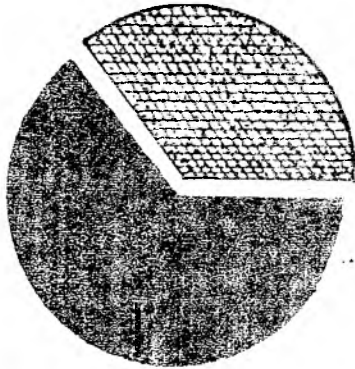
# THE POPULATION OF RAJNANDGAON DISTT.

TOTAL POPULATION : 14,39,951 (1991 Census)

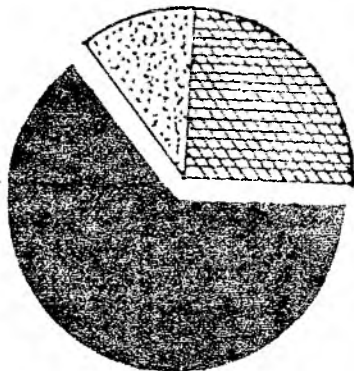


# LITERACY RATE IN RAJNANDGAON DISTT.

Total Population 14,39,951 (census 1991)



Overall Literacy 35.90%



Female Lit. 22.58%

Male Lit. 49.38%



minimum was 452 mms. in 1974 .

### FOREST AREA

The north -western and southern regions of the district are mountaineous and covered with thick forests . Means of transport are yet to be developed in these areas. The area covered under protected forests is 1322 sq.kms. and under reserve forest is 1444 sq. km. which is 30 % of the district area .

### 1.3 DEMOGRAPHIC

The composition of population in the district is as under:-

#### 1. Population ( 1991 census , ( in lakhs )

	<u>Figures</u>	<u>Percentage</u>
Total :	14,39,951	
Male :	07,15,549	49.69
Female :	07,24,402	50.31
Rural :	12,13,184	84.25
Urban :	02,26,767	15.75
SC :	01,48,018	10.27
ST :	03,62,355	25.16

#### 2. Sex Ratio (Females per thousand Males):As per successive censuses

1971 :	District not in existence
1981 :	1020
1991 :	1012

#### 3. Literacy Rate ( 1991 census )

<u>Group</u>	<u>Literacy Rate</u>
1. Overall	35.90
2. Male	49.38
3. Female	22.58

#### 4. No. of Towns ( 1991 census )

(1) Total	- 8
(2) With Population more than 5 lakhs	- NIL
(3) With population 1 - 5 lakhs	- 01 (Rajnandgaon)
(4) With population 50,000 - 1 lakhs	- NIL
(5) With population 10,000 - 50,000	- 4
(6) With population less than 10,000	- 3

#### 5. No. of villages :-

(1) Total	- 2377
(2) Inhabited	- 2272
(3) Un-inhabited	- 105

**6. No. of rural Habitation :-**

- (1) As per Census 1991 - 2377  
(2) As per 5th all India education survey, 1986 - 2754

**TABLE 1.2 ADMINISTRATIVE DATA**

**1. ITDP , sub-Divisions, Tahsils & Blocks**

(1) No. of ITDPs		
(a) Total	:	03
(b) Major	:	03
(c) Medium	:	00
(d) Small	:	00
(2) No. of Sub-Divisions	:	02
(3) No. of Tahsils	:	02
(4) No. of Blocks	:	
(a) Total	:	12
(b) TD	:	03
(c) Non-TD	:	09

**2. No. of verious kinds of local bodies**

**(1) Urban**

(a) Municipal Corporation	-	01
(b) Municipalities	-	07
(c) Notified Area Committees	-	Nil
(d) SADAS	-	Nil

**(2) Rural**

(a) Janpad Panchayats	-	12
(b) Gram Panchayat	-	606

**3. Setup of Educational and related Administration :-**

- (1) Whether the District is also :- No  
the headquarters of an Education  
Division

**Number**

- (2) No. and names of Education District :- 0 2 (1) Rajnandgaon  
within the ( Revenue ) District . (2) Kawardha
- (3) No. of BEOS - 12
- (4) No. of A.D.I.S. - 32
- (5) No. of Circle Organisers, TW
- |                               |   |    |
|-------------------------------|---|----|
| (a) Total Sanctioned          | - | 08 |
| (b) Working (as on 1/4/1993 ) | - | 04 |
- (6) No. of NFE Projects : Rural - 13 ,Urban - Nil, Total - 13
- (7) No. of ICDS Projects : Rural - 03 ,Urban - Nil, Total - 03
- (8) No. of Blocks under TLC,if any - 02
- (9) No. of Blocks under DWCRA ,if any :- NIL

### TOWNS BY POPULATION SIZE :-

There are only 8 towns in the district as per census report (1991). Rajnandgaon city stands 18th in the list of class - 1 towns of M.P.

Cate gory	Ran- king	Name of Town	Total person	Male	Female	Growth Rate		Sex Ratio
						71-81	81-91	
I	18	Rajnandgaon	125394	63996	61398	50.70	45.19	959
III	19	Dongargarh	31460	15932	15528	41.09	22.07	975
	43	Kawardha	23916	12222	11694	51.76	40.38	957
IV	90	Khairagarh	13569	6934	6635	20.90	38.29	957
	173	Gandai	10274	5148	5126	---	---	996
		Dongargaon	9317	4721	4596	---	---	974
		Ambagarh Chowki	6672	3312	3360	---	---	1014
	Chhuikhadan	6189	3093	3096	30.46	17.57	1001	

Gandai , Dongargaon and Ambagarh Chowki have been declared Towns as per census of 1991 .

(Source, provisional population total-Director Census of M.P. Page No. 166 to 188 )

#### 1.4 INFRASTRUCTURE DEVELOPMENT

##### 1.4.1 IRRIGATION

Although Sheonath is the biggest river of the district, it hardly plays any significant role in irrigation. The proposed Mongra Dam is still under consideration . Some small dams have been built for irrigation purpose as detailed below :-

- (1) Kawardha - Sarodha , Kshirpani project .
- (2) Chhuikhadan - Pipariya , Amlidih , Surhi and Raka dams .
- (3) Khairagarh - Mutera Nawagaon dam , Sanso tank .
- (4) Dongargarh - Paniyajob, Karela, Baghnadi, Madiyan dam, Gajmarra diversion , Karutola , Devkatta etc.

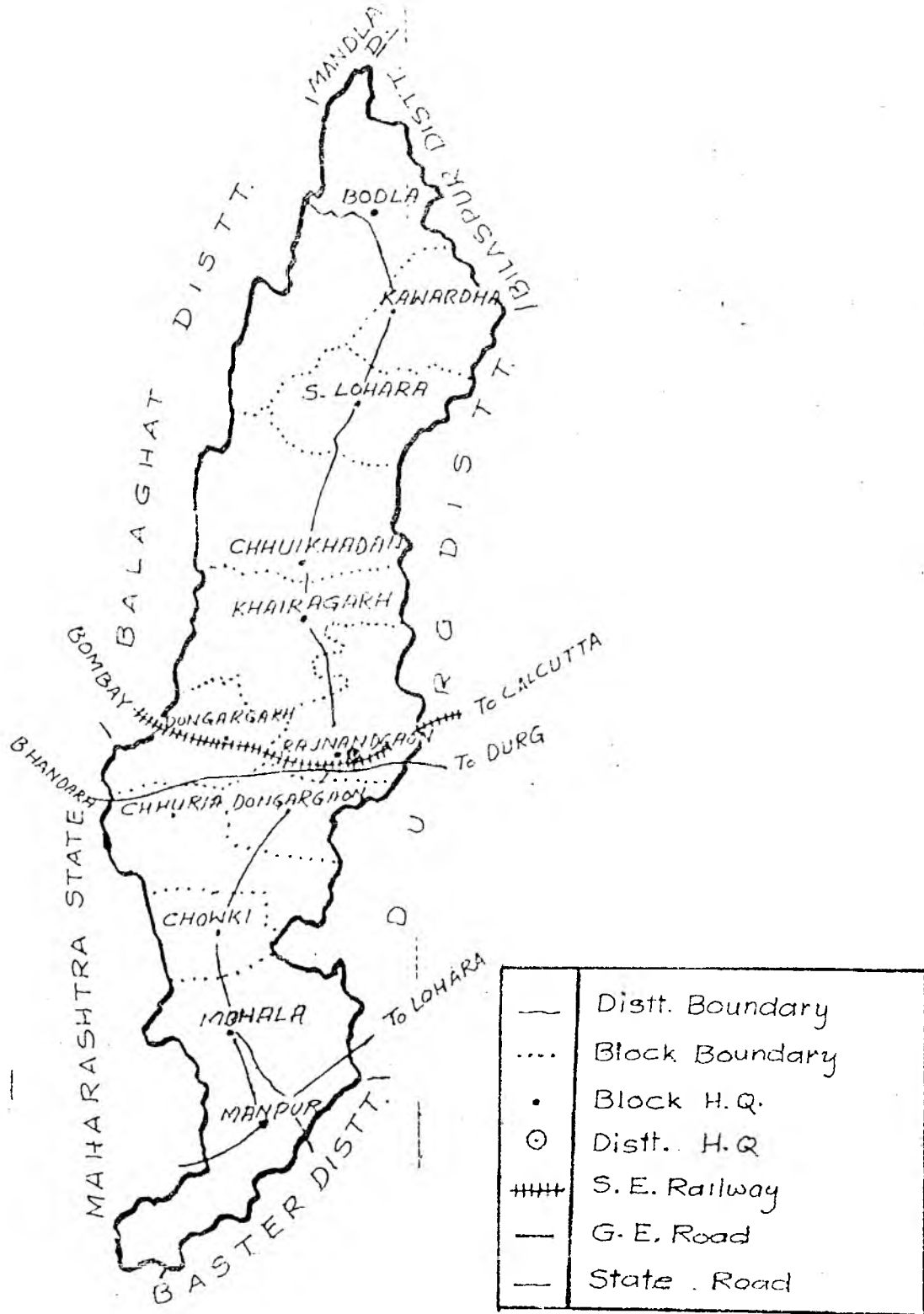
##### 1.4.2 LENGTH OF CANALS BLOCKWISE :-

(1) Rajnandgaon	-	108916 Mts.
(2) Dongargaon	-	28900 ,,
(3) Dongargarh	-	54532 ,,
(4) Chhuria	-	50010 ,,
(5) Chowki	-	115700 ,,
(6) Mohla	-	55850 ,,
(7) Manpur	-	9500 ,,
(8) Khairagarh	-	35633 ,,
(9) Chhuikhadan	-	73095 ,,
(10) Sahaspur Lohara	-	10600 ,,
(11) Kawardha	-	48731 ,,
(12) Bodla	-	15955 ,,

-----  
District Total - 607422  
-----

# RAILWAY AND MAIN ROADS

## DISTT. RAJNANDGAON (M.P.)



### 1.4.3 APPROACH ROADS

The National Highway No.6 known as the Great Eastern Road (GER)(Bombay-Culcutta) passes through Rajnandgaon. There is still paucity of roads in the district. A state road connects Rajnandgaon with Antagarh of Bastar Distt.

// Some important roads of the District //

- 1) Rajnandgaon - Pandariya Road .
- 2) Rajnandgaon - Manpur Road .
- 3) Rajnandgaon - Chanda ( Maharashtra ) Road .
- 4) Rajnandgaon - Doundi Road
- 5) Rajnandgaon - Mandla Road .
- 6) Rajnandgaon - Balaghat Road .
- 7) Rajnandgaon - Baihar Road (Balaghat Distt.)
- 8) Rajnandgaon - Arjunda Road .

### 1.4.5 ELECTRICITY

The position of Electricity is as follows :-

S. No.	Tahsil	Electrified villages	Percentage of electrified villages
1-	Kawardha	515	79.47
2-	Khairagarh	214	97.27
3-	Rajnandgaon	149	100
4-	Dongargarh	153	89.70
5-	Chhuikhadan	185	82.80
6-	Mohla	272	79.99
7-	Dongargaon	336	95.7
8-	Ambagarh Chowki	154	100

(Source :- District Hand book (statistics) page No. 86 .

### 1.5 ECONOMIC

Rajnandgaon district is industrially backward . It falls under( kh ) category .

The industries of Rajnandgaon distt. can be divided into two categories :-

- (1) Large Scale Industrial units .
- (2) Small Scale / Cottage industry units .

#### (1) Large Scale units :-

Bengal Nagpur Cotton Mill is the only large scale industrial unit in Rajnandgaon district. It was started in 1896. At present this is under the National Textile Corporation . Nearly 3000 workers are working at present in this unit. This is the oldest and the biggest industry of the district. It is the only Textile industry in Chhattisgarh . The long cloth and Mosquitonet manufactured here are very popular and have a wide market, too .

Some 8 kms. away from Rajnandgaon on Arjunda road there is a unit of Rajaram maize products which produces Starch , Glucose , Dextroze and fodder, which is sent to Nepal, Calcutta, Bombay etc.

### POHA MURMURA INDUSTRY

The main crop of the district is paddy. Resultantly there are a number of rice, poha and murmura mills in the district. There are 20 poha mills in the district . The average yearly production of these mills is 125000 quintals. Poha and murmura manufactured here are of a high quality and exported to various parts of the country and abroad .

Concentration of industries is the most in the eastern parts of the district-touching Durg District border .

Most of the units are steel Rerolling mills located at Tedesara-Dewada, Manki, Anjora etc. Industries are growing rapidly in this area due to nearness of the Bhilai Steel Plant .

Bidi making is also an important industry based on Tendu Patta.

There are in all 100 Saw mills in the district .

#### Some industrial units :-

S.No.	Name of Industry	No.	Labour.
1-	Food Industrial Unit	89	2581 (Daily wages)
2-	Textile Industry	01	3450 regular
3-	Wood Industry	83	568 (D.W.)
4-	Chemical Industry	06	161
5-	Paper and Printing Industry	01	77
6-	Others	20	1545

(Source :- Director economical statistical, Bhopal quoted in district statistical, page No. 64 )

### MAIN OCCUPATION

Most of the population depends on agriculture. The number of male cultivators is 223704 and that of female is 222908 . The cultivators prefer engaging their children in their works rather than sending them to school .

In Urban areas the number of main occupants is male 5474 and female 1941 .

In suburban parts the number of landless labour is- 5051 male, and 3484-female. Due to economic reasons coupled with socio-

cultural constraints, people don't prefer to send their children to schools. They prefer to engage them in some such works which might augment family income . A lot of children are engaged in Bidi making .

Classification - Occupation wise :-

Working	Total main occupants	Cultivators	Landless labour	Cottage Industries
Male	3,85,757	2,28,755	63,187	9059
Female	3,27,107	2,26,390	80,558	4290
Rural :-				
Male	3,31,183	2,23,704	59,099	6394
Female	03,07,691	2,22,908	75,467	2678
Urban :-				
Male	54,574	5051	4088	2665
Female	19,416	3482	5091	1612

( Source :- Provisional population total M.P. )

SEASONAL MIGRATION TREND

The main reason of the seasonal migration in this district is frequent droughts caused due to uncertainty of Mansoons. The migration takes place from January to May after harvesting of the rice crop in November / December.

The other reason of migration is the growth of industries especially the Bhilai Steel Plant which is 40 kms. away from Rajnandgaon .

1.6 SOCIAL STRUCTURE

The district is a Hindi speaking area . Chhattisgarhi, as in other districts of Chhattisgarh, is the main dialect of the people .

Ambagarh Chowki, Mohla and Manpur are mainly tribal blocks. The main tribes among them are Gond and Halba .

In Kawardha tahsil people belonging to Kabirpanth - sect and Scheduled castes are in considerable numbers . Among tribals Baiga, Gond and Kanwar are the chief tribes .

Culturally the district is very rich . Situated 14 kms. away from Kawardha there is Bhoramdeo Temple. It was built in 10th century A.D. This temple is known as mini Khajuraho . The temple of Goddess Bamleshwari is located on the top of a hill at Dongargarh . It attracts thousands of devotees every year particularly during Navratri .

### 1.7. Special Areas in the district , if any

<u>Category</u>	<u>Name</u>	<u>Details</u>
(1) Areas of Industrial concentration	Rajnandgaon Tahsil	Steel, Rubber , Distilled Water, Agriculture Instrument, Cycle parts, Plastic Shoes, Tiles, Animal food, Aluminium wire etc.
(2) Areas of Major Mining activity	Rajnandgaon Tahsil	Bricks, Soil, Lime Stone, Sand etc.
	Dongargaon Tahsil	Floorstone, White-washing clay .
	Kawardha Tahsil	Lime stone, Sand etc.
	Khairagarh Tahsil	Stone Mines, White-Clay etc.
	Dongargarh Tahsil	Bricks, Soil, White-clay, Sand .
(3) Areas of Major Construction activity (e.g. irrigation Projects)	Rajnandgaon Tahsil	Irrigation tanks, LIS etc.
	Dongargaon	Irrigation tanks, Diversion etc.
	Dongargarh Mohala Kawardha	Irrigation tanks Irrigation tanks Irrigation tanks & Dams
(4) Any other areas with high incidence of child labour .	:- NIL	

### MINERAL RESOURCES

The district is equally rich in mineral deposits. It has considerable reserves of Limestone , Uranium , iron ore etc.

#### URANIUM

Uranium is an important ingredient useful for generating nuclear Power and energy . Its deposits have been located around Mohla . They remain unexploited as yet.

#### IRON ORE

Although deposits have been located in Mohla and Chhuikhadan tahsils , they have not been found economical and so have'nt been mined .

#### FLOORING STONES

Flooring stones are available in Sonesarar , Arjuni and Rampur .



## CHINA CLAY

Deposits of fine variety of China clay are found in Chichola, Bhairotola and Charbhata .

## LIME STONE

Lime stone of a special variety is found in Pinkapar near Dongargarh. Similarly copper, lead and Felsphar have also been traced in Shikarimahaka near Chhuria .

## QUARTZ

The district has immense potential for glass industries. The quartz deposits near Paniyajob and Bortalao are stated to have 190 lakhs metric tonnes of deposits. The quartz found here is of a very high quality .

## GARRIC

In the south east of Khairagarh Tahsil Garric is found at Uttamrohi. The layer of deposits is supposed to extend deep to the extent of 1-10 Kms

Remote and Backward Areas- North - Western and Southern regions of the district are mountaneous and covered with thick forest. Oundhi in Manpur block-Rengakhar and some other areas of Bodla block are very remote and backward .

1.8

### // ADMINISTRATIVE DIVISIONS //

RAJNAJDGAON-District is a revenue district headed by the collector.

There are 5 Sub Divisions, 8 Tahsils and 12 blocks as details below:-

Sub Divisions	(i) Rajnandgaon.	
under Sub Divisional officer namely	(ii) Khairagarh.	
	(iii) Dongargarh.	
	(iv) Kawardha and	
	(v) Mohla .	
Eight Tahsils	(i) Kawardha.	(v) Chhuikhadan.
	(ii) Khairagarh.	(vi) Mohla.
	(iii) Rajnandgaon.	(vii) Dongargaon.
	(iv) Dongargarh.	(viii) Chowki.

### **Twelve Development Blocks**

(i) Rajnandgaon.	(vii) Manpur.
(ii) Dongargaon .	(viii) Khairagarh.
(iii) Dongargarh .	(ix) Chhuikhadan.
(iv) Chhuria.	(x) Sahaspur Lohara.
(v) Chowki.	(xi) Kawardha.
(vi) Mohla.	(xii) Bodla.

**Note:-** Development Blocks namely Chowki, Mohla, and Manpur are Tribal Development ( T.D.) Blocks. Other remaining nine blocks are Community developmnet blocks .

## EDUCATION DISTRICT WITHIN RAJNANDGAON

For educational purpose the Rajnandgaon district has been divided into two Education districts namely (i) Rajnandgaon and (ii)Kawardha.

Rajnandgaon Education District includes blocks - 1. Rajnandgaon, 2.Dongargaon, 3.Dongargarh, 4.Chhuria, 5.Chowki, 6.Mohla, 7.Manpur

Kawardha Education District includes blocks - 1. Kawardha, 2.Chhuikhadan, 3. Khairagarh, 4. Sahaspur Lohara and 5.Bodla.

### 1.9 OTHER DISINGUISHING FEATURES

MEN OF LETTERS -It is a matter of great pride that three men of letters- Dr. Baldeo Prasad Mishra, Padumlal Punnalal Bakhshi and Gajanan Madhav Muktibodh belonged to this district.It is because of their significant contribution to Hindi Literature that Govt. have named three Govt. High Schools at Rajnandgaon after their names.

HOCKEY- R.E.Bastian -the renowned hockey player,who was a member ----- of the hockey team which represented India in Rome Olympics, is also the son of the soil .

CHESS- Ku.Kiran Agrawal,a famous chess player from this district -----has participated in several tournaments not only at National level but also at international levels .

Although the district is educationally backward , it has great potential for educational developments.

\*\*\*\*\*

CHAPTER - 2

UPE - PRESENT STATUS AND THE TASK AHEAD

- \* 2.1 The Primary Education System in the District .
- \* 2.2 Primary School Teachers .
- \* 2.3 Buildings .
- \* 2.4 Middle , High , and Hr. Sec. schools , Institutions of vocational technical and higher education located in the district .
- \* 2.5 System of Educational Administration .
- \* 2.6 Availability of Resource Institutions in the district .
- \* 2.7 Present Status and Impact of various programmes in the district .
- \* 2.8 Analysis of Literacy Rates ( 1991 ) .
- \* 2.9 Status of UPE - Access , Participation and Achievement .
- \* 2.10 Identification of areas and groups , if any suffering from extreme educational backwardness .
- \* 2.11 Magnitude of the Task Ahead .
- \* 2.12 Factors hindering UPE in the district .
- \* 2.13 District's strengths in achieving UPE .

\*\*\*\*\*

## CHAPTER - 2

### UPE - PRESENT STATUS AND THE TASK AHEAD

#### INTRODUCTION -

School education in the district is the co-responsibility of two departments of state Govt. The schools managed by each of the two departments are as given below :-

	<u>Education Deptt.</u>	<u>Tribal Deptt.</u>
Primary schools	1444	407
Middle schools	269	75
High schools	36	15
Higher sec.schools	33	09

The Tribal Deptt. runs institutions in the tribal areas of Mohla , Manpur and Chowki blocks .

There are only 36 Primary Schools run by non-govt. organisations and these too are in urban areas .

Training and inservice needs of primary teachers and head masters including middle schools are looked after by the District Institution of Education and Training(DIET) Khairagarh and Basic Teacher Training Institute (BTI) Dongargaon under the school Education Deptt.

Non-formal education centres are solely managed by the Department of School Education under the overall guidance of the Dy. Director of Public Instructions and supervision of Asstt. Director Non-Formal Education . There are at present 1185 NFE Centres .

For supervision of female education at primary level two female Asstt. Distt. Inspector of schools (ADIS) are posted in the Education Districts of Rajnandgaon and Kawardha .

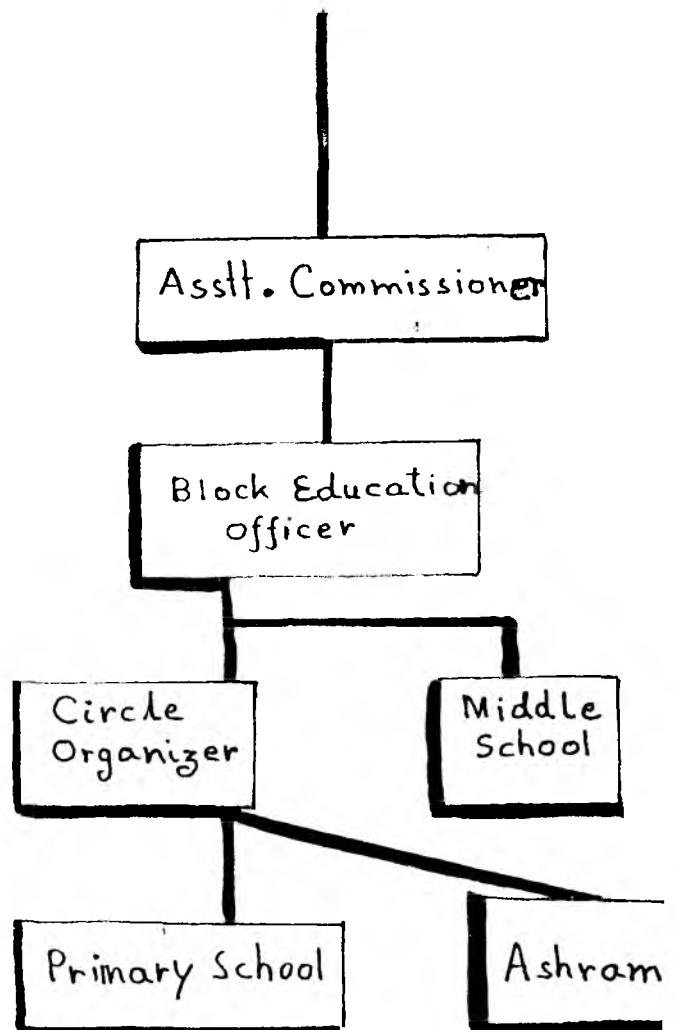
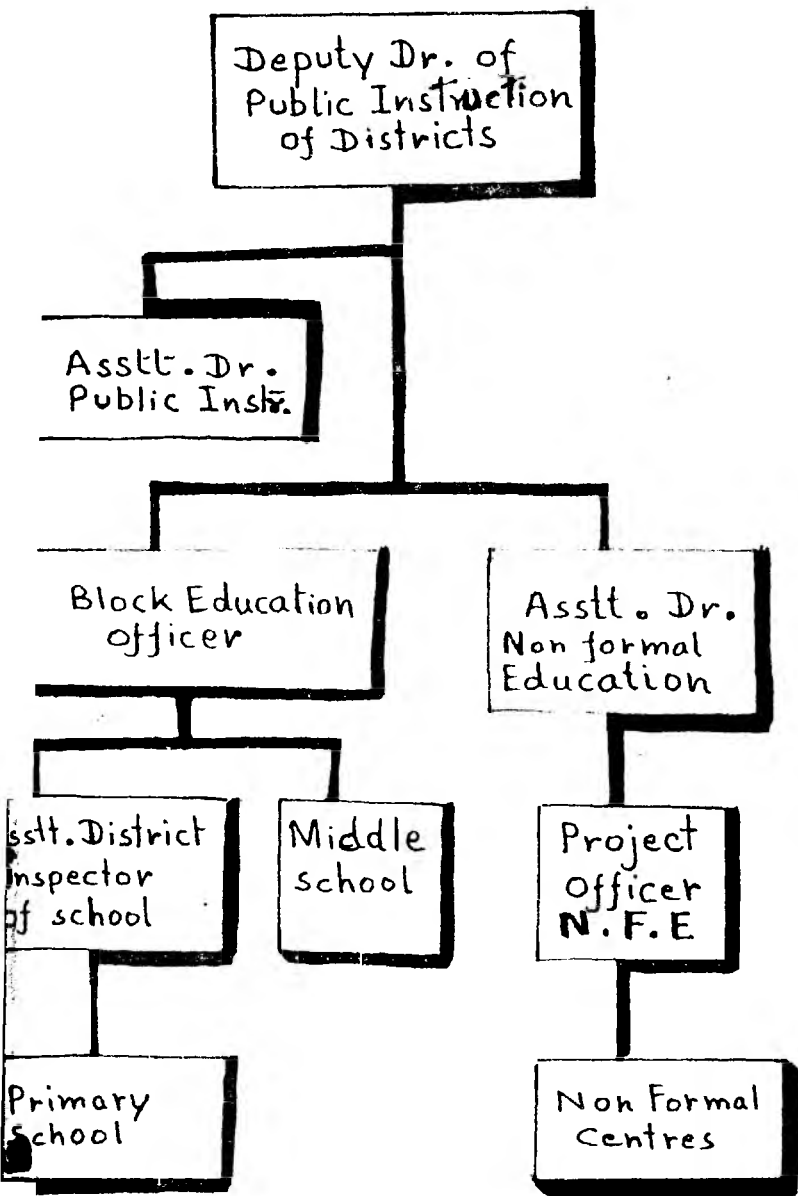
#### 2.1 The Primary Education System in the District -

2.1.1	No. of Primary Schools .	-	1,887
2.1.2	No. of Primary Section in Middle/High/Hr. Sec. Schools	-	Nil
2.1.3	Enrolment (1-√)	-	1,96,291

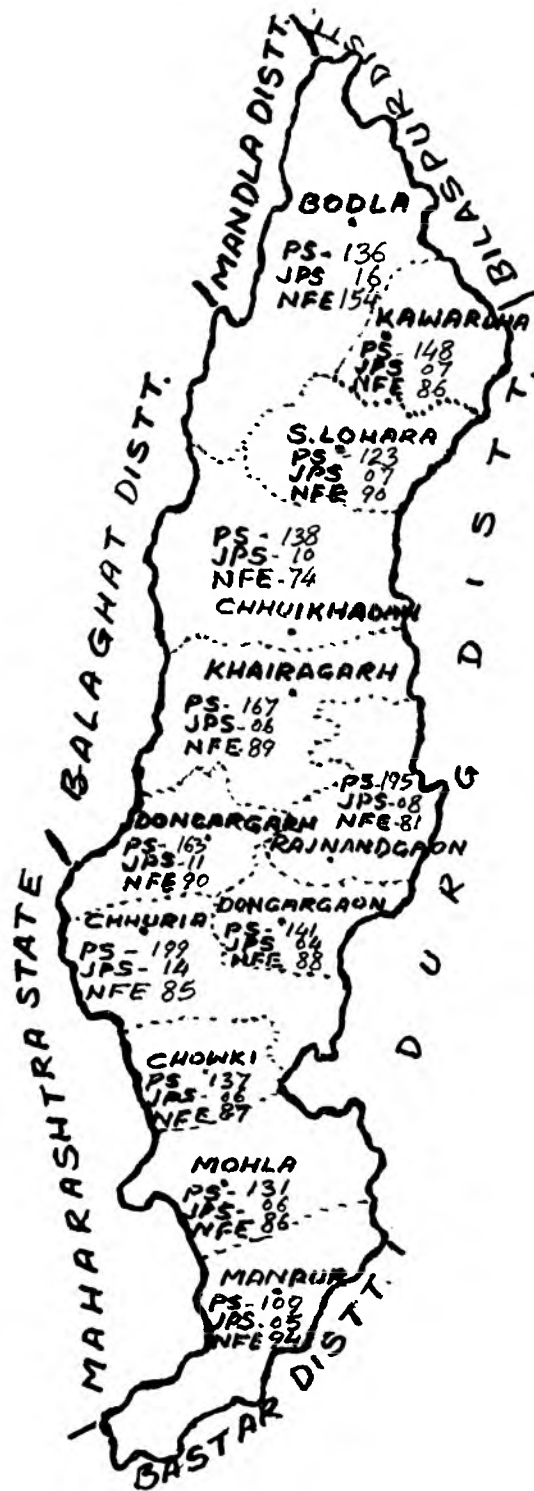
# PRESENT MANAGEMENT AND SET-UP OF PRIMARY SCHOOLS

Education Department

Tribal Development Deptt.



# EXISTING P.S., J.P.S. & N.F.E. (BLOCKWISE) IN RAJNANDGAON DISTT.



- 2.1.4 School Calendar
- Ist. July to 15th. May
  - 16th. May to 30th. June  
summer Vacation .
  - Other holidays and  
restricted holidays .

Timings - 10.30 A.M. to 04.30 P.M.  
 In shift schools Ist. Shift - 07.00 A.M. to 12.00 Noon.  
 2nd. Shift - 12.00 Noon to 05.00 P.M.

2.1.5 Average No. of teaching hours per day - 5 Hours.

2.1.6 No. of teaching days per year - 241

2.1.7 System of Learner Evaluation -

There is a system of continuous evaluation by way of 10 tests and 3 exams. Almost every month there is a unit test. First terminal, half yearly and annual exams are conducted in the months of September, December and April. V Annual Exam. is conducted by the Distt. Board under Dy. Director Public Instruction and VIII Board by the Divisional Board headed by the Joint Director.

2.1.8 Primary Schools by management -

	Primary	Jr. Prim.	Ashram	Total
1. Education Deptt.	1361	83	---	1444
2. Tribal Deptt.	366	17	24	407
3. Non Govt.	36	--	--	36
-----				
TOTAL	1763	100	24	1887
-----				

2.1.9 Enrolment 1,96,291

2.1.10 Pr. Schools by Rural / Urban location - Rural 1773  
 - Urban 114  
 -----  
 TOTAL 1887  
 -----

2.2 Primary School teachers -

No. of teachers - 4468

2.2.1 Teacher Pupil ratio - 1:44

2.2.2 Qualification and Training of Teachers -

Total teachers working	Teachers		No. of teachers having qualification less than High school	No. of untrained teacher
	Male	Female		
4468	3674	794	475	1226

2.2.3 Primary Schools with less than 1 teacher per class. - 1747

2.3 Buildings -

2.3.1 No. of Primary Schools without buildings - 117

2.3.2 Extent of class room deficiency - 574

2.3.3 Position of demand and recovery of Education Cess -  
 1992-93 Education District Rajnandgaon. 3,74,196=00  
 ---,,---Education District Kawardha. 2,33,606=00  
 Estimated from 94-95 to 2000 - 2001 - 42,54,614=00

2.3.4 Principal Sources of funding of School Building construction Education Cess , OBB , JRY ,

2.4 Middle, High and Hr. Sec. Schools , Institutions of Vocational Technical and higher education .

Middle school	High school	Hr. Sec. school	Institutions			
			Vocatio- nal	Techni- cal	colleg- es	Unive- rsity
365	58	50	01	01	16	01

2.5 System of Educational Administration

2.5.1 Setup of District :- Education Deptt. Tribal Deptt.  
 District level 1.Dy.Dr.of Public Instruction  
 2.Asstt.Dr.of P.I. Asstt. Commissioner  
 3.Asstt.Dr. N.F.E. Tribal W.Deptt.



Block level	Block Education Officer	Block Education Officer
Range	1. Asstt. Distt. Inspectors of schools 2. Project Officer NFE	Circle Organizer
Academic supervision and Guidance by DIET / BTI		

2.5.2 No. of institutions per supervisor 1:58

2.5.3 Vacancies in supervisory posts -

	<u>Sanctioned</u>	<u>Working</u>	<u>Vacant</u>
--	-------------------	----------------	---------------

(i) ADIS	32	32	Nil
(ii) P.O.s	13	11	02

As per norm 1:50 additional posts of ADIS required - 12

2.5.4 Physical Facilities to supervisory staff. -

	<u>Vehicles</u>	<u>Typewriter</u>	<u>Telephone</u>	<u>PCS</u>
--	-----------------	-------------------	------------------	------------

(i) ADIS	Nil	Nil	Nil	Nil
(ii) P.O.s (NFE)	Nil	Nil	Nil	Nil

2.5.5 School Development Committees - Existing in every Primary School.

2.5.6 System of pay disbursement to teachers - Through Bank .

2.6 Availability of Resource Institutions in the district (4)

2.6.1 (1) DIET -1 , (2) DRU - Nil, (3) BTI - Dongargaon 1. (Khairagarh)

(4) Anganwadi Workers Training Centre - Nil

(5) Colleges - 15 (Gen.), 01 (Law college) , Total - 16

(6) University Deptt. of Education - Nil

(7) Sangeet university - 01

(8) NGOs. - 11

(9) Serving and retired teachers of outstanding merit- 09

(10) Other Resource Persons- Head masters of M.S. / principals of High and Hr. Sec. schools, Lecturers of Hr. Sec. schools.

2.7 Present status and Impact of various programmes in the district.

2.7.1 Operation Black Board -

S. No.	Block	No. of Schools	Building	Educational material	Games material
1.	Dongargarh		11		
2.	Chhuria		12		
3.	Dongargaon		10	Not available (records	
4.	Rajnandgaon		18	seized by State Economic	
5.	Chowki		02	Crime Investigation	
6.	Khairagarh		21	Bureau .)	
7.	Chhuikhadan		11		
8.	Sahaspur Lohara		07		
9.	Kawardha		13		
10.	Bodla		03		
	TOTAL		108		

2.7.2 Non-Formal Education

S. No.	Name of Project	Sanctioned		Working	
		P.S.	M.S.	P.S.	M.S.
1.	Rajnandgaon	90	10	81	10
2.	Dongargaon	98	02	88	02
3.	Dongargarh	90	10	90	10
4.	Chhuria	90	10	85	09
5.	Chowki	90	10	87	10
6.	Mohla	90	10	86	10
7.	Manpur	98	02	94	02
8.	Khairagarh	90	10	89	10
9.	Chhuikhadan	90	10	74	05
10.	Sahaspur Lohara	90	10	90	90
11.	Kawardha	90	10	86	00
12.	Bodla	90	10	154	03
13.	Bhoram Deo	98	02		
	TOTAL	1194	106	1104	81

2.7.3 DIET , Teacher Education and Shikshak Samakhya .

DIET - 01 , Khairagarh .

BTI - 01 , Dongargaon .

Shikshak Samakhya - Chowki Block (Tribal) has been chosen for Samakhya in Jan. 94 .

2.7.4 Education Technology - DIET Khairagarh is the Distt. Resource Centre for Primary Education . It has been fully equipped with Education tools and apparatus both audio and visual .

2.7.5 Minimum Levels of learning - A number of inservice training programmes have been organized at the grassroot level for primary teachers with the help of material specific to MLL. Improvised addl. material is developed and used by the primary school teachers .

2.7.6. Incentive Programmes -

	<u>Entitled</u>	<u>Covered</u>	<u>Percentage</u>
(i) Free Text book	1,48,713	91,320	61
(ii) Uniforms	79,153	43,979	56
(iii) Scholarship	13,116	12,845	98
(iv) Mid day meals	4,392	4,392	10

2.7.7 COPE - Computerized Planning for Education is in vogue w.e.f. 1993 but it is at the initial stages .

2.7.8 ICDS - These programmes cover only 3 blocks and other namely Manpur, Mohla, and Bodla .  
ECCE Programmes. *Proposed in Bodla Block*

2.7.9 Dattak Putri Yojna - 216 girls were adopted under this scheme .

2.7.10 DWCRA and other women's Programmes of women development . - Nil

2.7.11 Adult Education - 37 Centres are run under Post-Literacy Drive as detailed below :-  
Rajnandgaon - 13 , Khairagarh - 12  
Dongargarth - 12  
Facility of providing learning and sport materials is available for the new literates .

2.7.12 Shikshak Samakhya - Only in block Chowki. Proposal sent in Jan. 94 .

2.7.13 Any other Programme - Literacy Drive in Dongargaon and Rajnandgaon block .

2.7.14 Impact of Various Programmes in the district .Although the target of universal access, universal enrolment , universal retention and universal achievement are real challenges both for the Edn. Deptt. and the community, the projects mentioned above have clear bearing on the improvement of school education . There are some very important factors which have emerged through these projects

- (i) Environment building-both by the school and the community.
- (ii) Equipping primary schools both by physical and human resources .
- (iii) Continuous and comprehensive training of teachers and supervision .
- (iv) Maximum utilization of available resources both in school and community for the betterment of education.
- (v) Greatest focus on process of education which includes application of modern technology , innovative practices, tried out at rural /tribal levels and participatory approach in curriculum transactions / activity, based on learner centred teaching learning process and continuous and comprehensive evaluation of the students , teachers, institutions and feed back and follow up action .

The above programmes are in their infancy and need continuous feeding , strengthening and guidance by all functionaries concerned .

## 2.8 Analysis of Literacy Rates ( Census 1991 )

### 2.8.1 Blockwise - (1991)

S. No.	Name of block	Male	Female	Rural Total
1.	Rajnandgaon	54.83	24.34	39.68
2.	Dongargaon	57.77	27.24	42.23
3.	Chowki	53.91	25.18	39.18
4.	Mohla	51.58	22.63	36.78
5.	Manpur	38.68	16.50	27.59
6.	Chhuria	53.19	23.92	38.18
7.	Dongargarh	50.08	21.07	35.33
8.	Khairagarh	44.58	16.50	30.39
9.	Chhuikhadan	39.56	11.64	25.52
10.	Sahaspur Lohara	37.65	11.34	24.37
11.	Bodla	28.84	7.96	18.45
12.	Kawardha	37.53	9.76	23.58
	TOTAL RURAL	45.47	17.95	31.56

*Original see page 119*

URBAN 67.75 48.01 59.07  
 2.8.2 OVER ALL 49.38 22.58 35.90

Compared to the literacy rates of males, the literacy rates of females are quite low especially in rural areas.

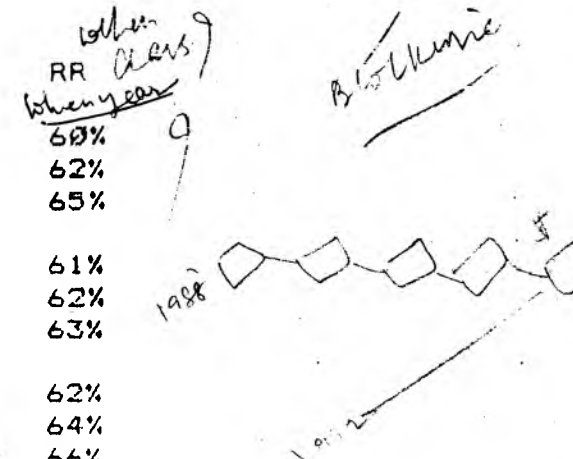
2.8.3 Literacy rates over the decades since Independence

	Total	Male	Female
1971	19.60	30.82	8.43
1981	26.52	40.21	13.11
1991	35.90	49.48	22.58

2.9.1 No. of habitations not served by primary Education - 669

2.9.2 Participation - GER and RR

	GER (1-V)	RR (class)
Over all	87%	60%
Boys	88%	62%
Girls	89%	65%
SC		
Over all	87%	61%
Boys	87%	62%
Girls	88%	63%
ST		
Over all	86%	62%
Boys	86%	64%
Girls	87%	66%



Children completing five years of schooling or equivalent.

Enrolment of children in class I (1988) - 43285.

Enrolment of children in class 5 (1992) - 26206.

2.9.3 Achievement - Position of attainment of minimum levels of learning by children -----> 5%

The target year for achieving universal achievement in respect of MLLs is the year 2000 or say latest by 2001. The phased out target is as under :-

1994 - 95	5%	Achievement of the enrolled students.
1995 - 96	7%	
1996 - 97	10%	
1997 - 98	14%	
1998 - 99	19%	
1999 - 2000	24%	
2000 - 2001	30%	

*Handwritten note:* These targets are set on the basis of E. Proj.

Note :- 1. MLLs which are relevant, significant and attainable in rural schools will be identified and practised vigorously.

2. The top-priority will be given to process of education at primary levels, its transformation from traditional to learner and activity based process, which allows maximum opportunity for interaction and sharing of the experience.

3. Emphasis will be given to participatory approach .

4. Continuous evaluation by the teacher of the students in respect of MLLs . Objective based self evaluation will get due weightage in the process of education .

5. Diagnostic testing and remedial assistance to the students will be integral part of the process of education.

6. Innovative practices and success stories of teachers achievement will be highlighted both on the teacher forum and interaction at various levels .

7. Due recognition will be given to talented teachers who have shown result oriented targets by giving them awards and recognition at the block level .

✱

2.10 Identification of areas and groups - Aundhi in Manpur and if any suffering from extreme Rengakhar in Bodla education backwardness. blocks .

#### 2.11 Maqnitude of the task ahead

2.11.1 The number of additional children who would have to be brought to primary schools /NFE centres to achieve universal enrolment -

(i) No. of unenrolled children at prese nt - 25551 .

(ii) Growth in the 6-11 age group population - 29152 over the period 1993 - 98 .

*why not up to 2000?*

2.11.2 Estimated number of addl. teachers and - 54703/40 NFE centre required to handle this = 1368 extra load .

2.11.3 Inputs required for ensuring universal retention , regular attendance and achievement of MLLs should be estimated .

.. Universal retention -

(i) Effective working of Village Education Committees with responsibility for universal retention and regular attendance .

(ii) Regular schooling by the teachers .

(iii) Regular supervision and feed back by the supervisory staff and proper action thereon.

- (iv) An inbuilt system of educational supervision and guidance will be developed with the help of centre schools located at key places.
- (vi) DIET has to play key role in educational guidance particularly in universal achievement. Training Modules suited to rural and tribal areas have to be developed and implemented by the DIETs and BTI as well.
- (vii) The active involvement of College of Education is to be ensured-Educational guidance specific to MLLs has to be rendered by SCERT as well.
- (viii) Active involvement of local community ensuring retention and regular functioning of the school with proper feedback to the supervisory staff is a must for accelerating qualitative development of Primary Education in the rural and tribal areas.

#### 2.11.3 Achievement of MLLs -

The target year for achieving universal achievement in respect of minium levels of learning is year 2000 or say latest by 2001. The phased out target is given under 2.9.3

- Note :-
1. MLLs which are relevent, significant and sttainable in rural level schools will be identified and practised vigourously.
  2. Transformation of process of primary education from traditional to child centred and activity based process.
  3. Emphasis on participatory approach.
  4. Continuous evaluation by the teacher of the students in respect of MLLs and objective self evaluation.

5. Diagnostic testing and remedial assistance to the students .
6. Innovative practices and success stories of teacher's achievement to be highlighted .
7. Due recognition to the teachers who have shown result oriented targets-due recognition and assistance to talented children and remedial to weak children .

#### 2.12 FACTORS HINDERING UPE IN THE DISTRICT

1. Accute shortage of teachers, teacher's absenteeism, lack of basic teaching learning material and learning environment, too many holidays, poor working conditions for teachers .
2. Primary schools especially in rural areas are not attractive enough for children. A number of existing primary school buildings are dilapidated . The structures look worn out and deserted .
3. Low perceived need in the community for education of the girl child - social customs and constraints.
4. Poverty - resulting in the children having to work when they ought to be in schools .
5. Lack of access-schools/NFE centres outside walking distance .

#### 2.13 DISTRICTS STRENGTHS IN ACHIEVING UPE -

1. Presence of DIET and BTI .
2. Literacy campaign .
3. Dattak Putri Yojna .
4. Manisha Shiksha Yojna .
5. I.C.D.S.
6. E.C.C.E.
7. N.G.O.S. :-
  1. L.E.O.
  2. Lion
  3. Udayachal
  4. Rotary
  5. Samta manch
  6. Kasturba Mahila Mandal
  7. Madadgar
  8. Saraswati Shiksha Mandir
8. Educational institutions :-
  1. Bhartiya Lok Shiksha Parishad
  2. Missionary agencies under Church
  3. Other private managements

\*\*\*\*\*



## CHAPTER 3

### GOALS AND TARGETS

**3.1 Project Goals** - The project goal is to achieve universal primary Education by the end of present century or latest by 2001-the year of completion of the district project.

In operational terms this goal is defined in terms of certain set indicators such as GAR , GER , RR and GAMR . More specifically the goals are:-

i) To provide universal access to primary education particularly in the areas where the schooling facility does not lie within the radius of 1 Km.

ii) To achieve universal enrolment and universal retention by 2001.

iii) To materialize the goal of universal participation in various educational endeavours, activities, programmes initiated at school level.

iv) To impart quality education to all children with a set of indicators as enshrined in minimum levels of learning (M,L,L,S) with reference to universal achievement.

v) To develop school education in the rural and tribal areas to the needs and aspirations of the rural community.

These goals have to be further examined at the grassroot level i.e. village level by the teachers and the village community and finally each goal has to be defined operationally and with target year for achievement.

3.2 Present Status of UPE in terms of GAR , GER , GAMR and literacy rate in the district -

Name of district	peresent status of UPE				Literay Rate
	GAR	GER	RR	GAMR	
Rajnandgaon	83%	87%	60%	5%	35.9%

Overall	Yearwise Detailed Targets						
	1994-95	95-96	96-97	97-98	98-99	90-2000	2000-200
GAR	83%	85%	88%	91%	94%	97%	100%
GER	87%	90%	93%	96%	100%	110%	120%
RR	60%	65%	70%	75%	80%	85%	90%
GAMR	05%	07%	10%	14%	19%	24%	30%

Other disadvantaged groups

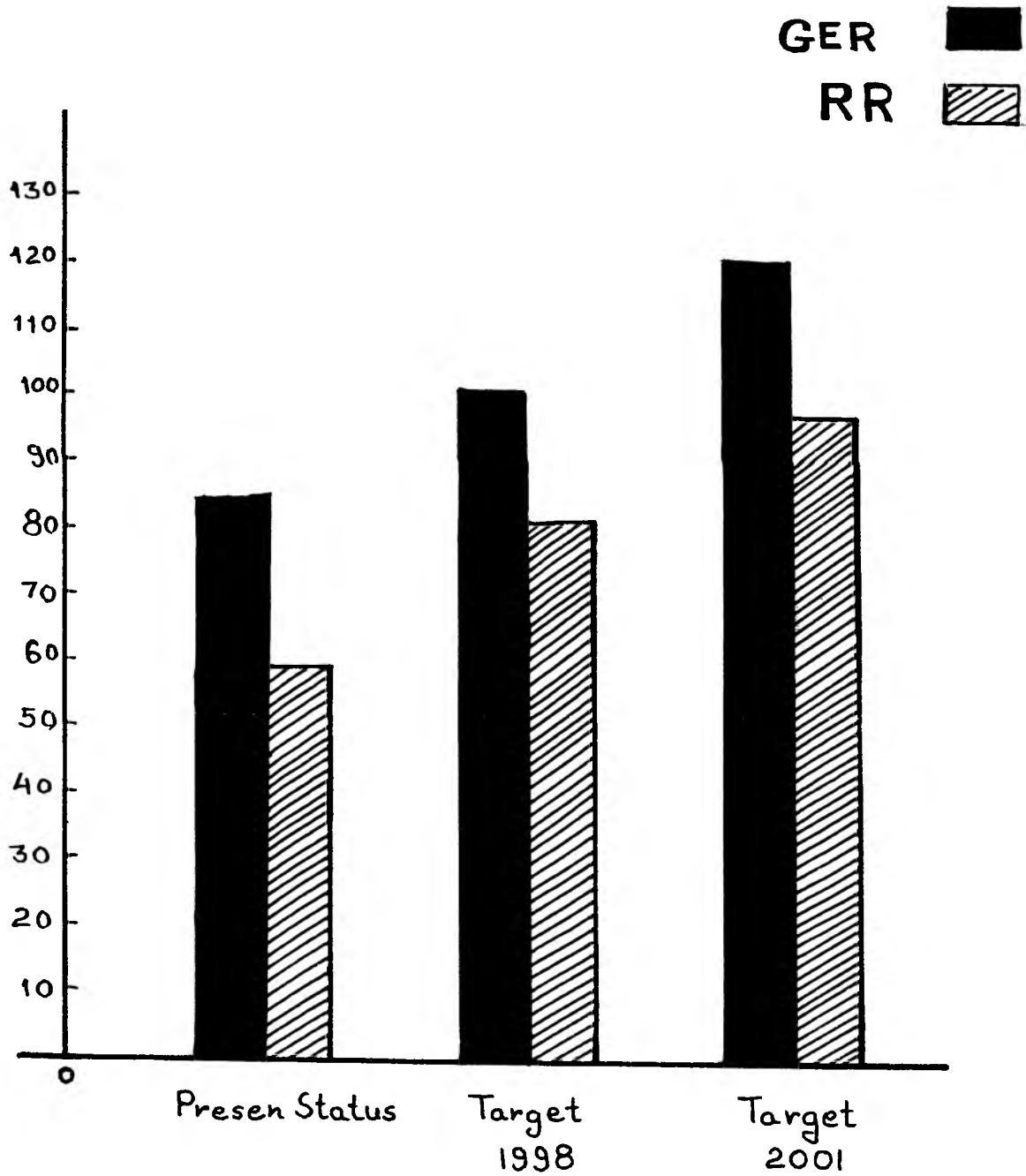
GER	1994-95	95-96	96-97	97-98	98-99	90-2000	2000-2001
Overall	87%	90%	93%	96%	100%	107%	112%
SC - Boys	87%	90%	93%	96%	100%	107%	112%
- Girls	88%	90%	93%	97%	100%	107%	113%
ST - Boys	86%	89%	93%	97%	100%	106%	111%
- Girls	87%	90%	93%	96%	100%	107%	112%
Girls -	89%	92%	95%	98%	100%	107%	114%

RR	1994-95	95-96	96-97	97-98	98-99	90-2000	2000-2001
Overall	62%	65%	70%	75%	80%	83%	87%
SC - Boys	62%	65%	70%	75%	80%	83%	87%
- Girls	63%	66%	71%	76%	80%	84%	88%
ST - Boys	64%	67%	70%	75%	80%	85%	89%
- Girls	66%	68%	71%	76%	80%	85%	90%
Girls -	65%	68%	72%	76%	80%	85%	90%



(Overall	Literary Rate		
	Present status	By 1996	By 2001
	35.9	80%	100%

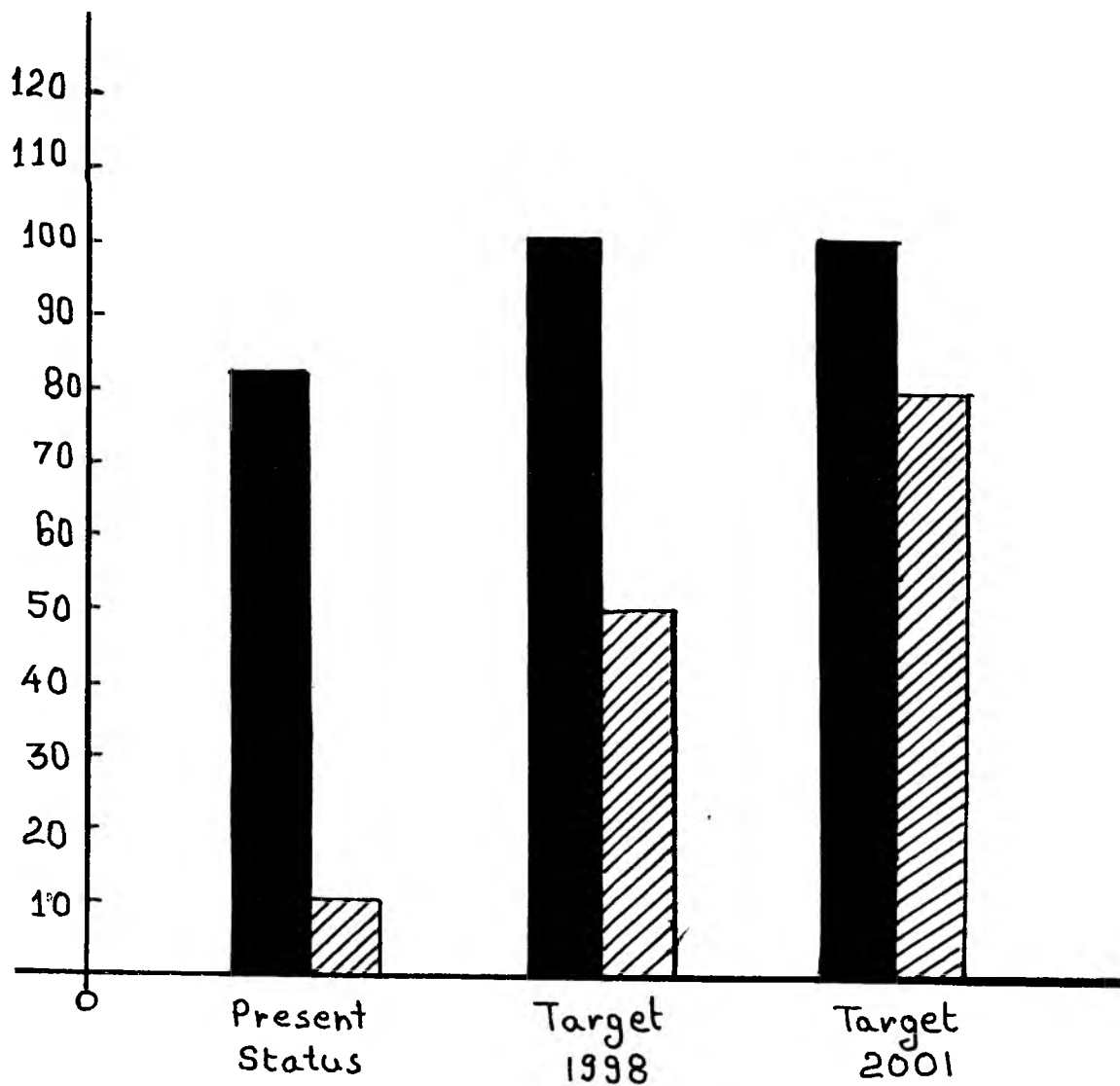
# Present Status of UPE - Rajnandgaon Distt

## GER/RR



# Present Status of UPE - Rajnandgaon Dist GAR/GAMR

GAR   
GAMR 



### 3.3 Basis for the above targets -

The above goals and targets may be deemed realistic and functional on the following basis :-

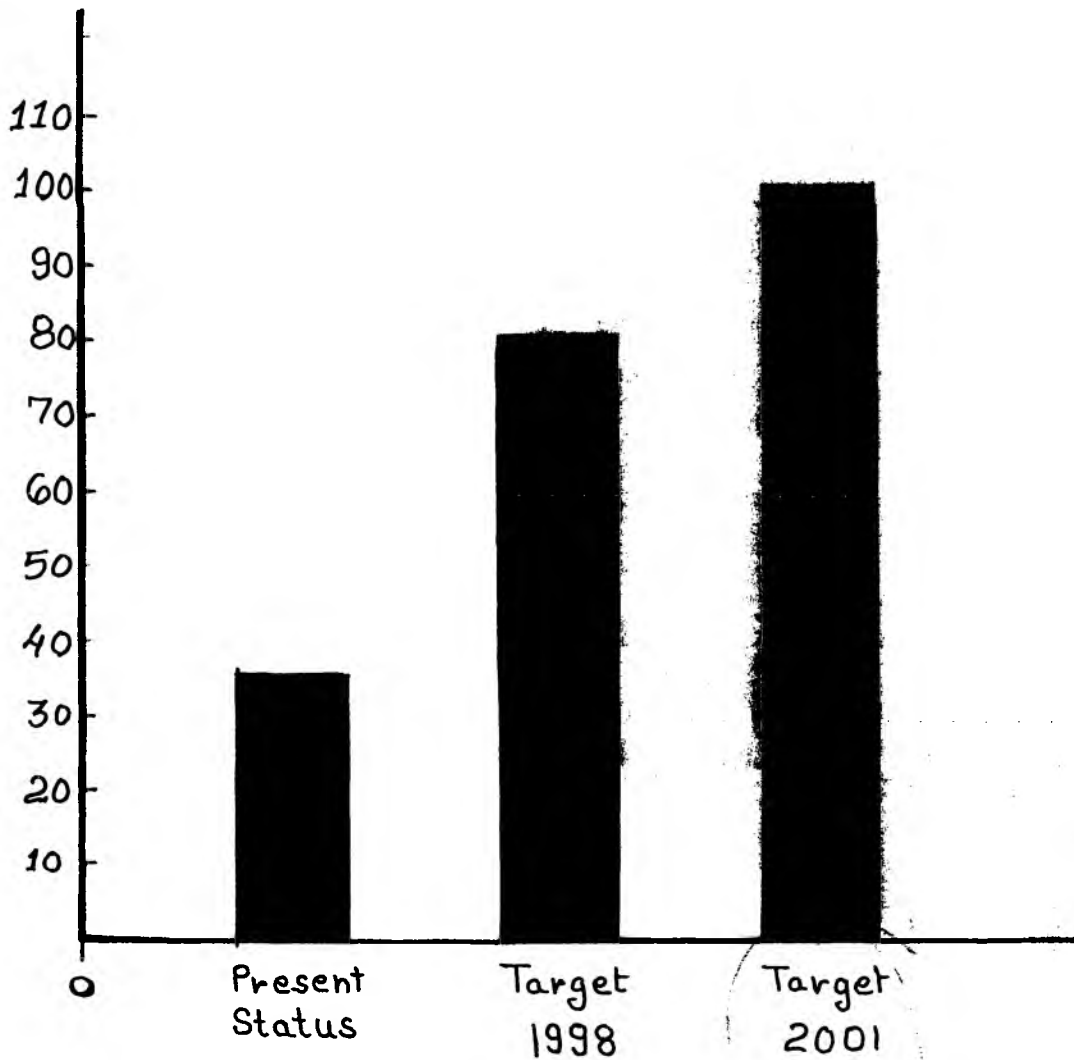
#### 3.3.1 Non financial interventions to be punctuated

- i) Mobilising community support in respect of universal enrolment and retention with the help of Village Education Committees and coordinated efforts by various agencies committed to UPE .
- ii) Involving more and more NGOs to take up the challenge of UPE in accessless rural and tribal areas .
- iii) Effective implementation of centrally sponsored schemes with due emphasis on monitoring , supervision and feed back .
- iv) Continuous and comprehensive evaluation of the project and strengthening it by inputs and incentives .
- v) Maximum utilization of available resources for the development of quality education .
- vi) Development of new resources for effective schooling with the help of community .
- vii) Better linkages, coordination among the various institutions and functionaries working for the upliftment of village and education as well .
- viii) Fixing targets and responsibility at all levels and proper monitoring of activities and targets .
- ix) Gearing up the present school system-both instructional and supervisory and directing the administrative and academic channels to achieve the goal of UPE .
- x) To focus more on quality development in the present institutions besides development work under the district plan project.
- xi) The village teacher will have a key role to play in mobilizing local resources and qualitative development of education . He or she will be fully equipped with adequate training , instructional material , management skills and evaluation and remedial work .

In nut shell the rationale behind the fixing of goals and targets is to generate and enhance twin relationship and

Present Status UPE - Rajnandgaon Distt-

# Literacy Rate



efforts by the committee and the school .

### 3.3.2 Rationale for Financial Intervention

i) The areas for new schools will be given top priority for opening where there is identified need for providing access to primary education and where the community comes forward and offers basic initiations such as land for the school , takes responsibility for enrolment of all the boys and girls, owns the responsibility for their retention, offers strategy to ensure regular schooling , teaching and learning process and offers assistance to the development of school campus with local resources.

ii) Accountability for every paisa spent on school development-material and management .

iii) Community contribution for the school development will be encouraged with the concurrence of the Village Education Committee .

### 3.3.3 The Physical Targets

i) Equip the present schools with physical facilities and human resources - teachers , headmasters and school Inspectors.

ii) Undertake need based extension work in the building with the resources available both at the district and block levels .

iii) Direct the district project fund to the need based existing schools and new proposed schools the priority of which will be decided by the Block Level Education Committee .

iv) Mobilise new resources - Physical and human - with the help of NGOs .

However the size of the targets both in respect of new schools and their equipments, enrolment size of the students with limited resources to provide quality education, increased number of teachers to be employed for achieving UPE and amount of work and devotion needed to achieve the goal of UPE in a missionary spirit , are some of the major challenges which need far more resources , means and measures to meet the challenges . This is evident from the chapter 2 with specific reference to 2.11 and 2.12 .

### Above all it is suggested that

i) More resources be generated and put before the block level and Village Education Committee level for effective

implementation of UPE. These resources can be generated from the industrial belts and industrial houses.

ii) Education at the village level should by and large be the responsibility of the Govt. and in urban areas the NGOs should be made responsible. In other words education in urban areas should go to the private sector. Since it is a policy matter it may be considered by the Govt.

iii) Expansion without qualitative development is meaningless. Therefore phased out expansion with quality ensured be the guiding factor in the development of education in rural and tribal areas.

iv) In certain difficult rural and tribal areas where UPE is a difficult task to achieve some unprecedented and exceptional steps are to be taken to bring the unserved areas to the main stream of education.

v) Education of the girls will be given top-priority with alluring incentives to the girls who join schools and also who complete the primary education.

These are some of the target oriented suggestions which may find expression in true colours in the project period by community and NGO's support and administrative commitment.

The following new educational facilities are proposed to be provided in the district under DPEP :

1) New Primary Schools	- 231
2) New NFE Centres	- 184
3) Construction of new buildings	- <del>220</del>
4) Construction of addition rooms	- 120
5) Major Repairs to existing buildings	- 123
6) Additional teachers	- 582
For new schools	- 482
For existing schools	- 120

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CHAPTER - 4

STRATEGY

COMPONENTS

Four sets of people to be motivated .

1. The Teacher .
2. The Teacher Educator .
3. The Educational Manager .
4. The People - Local Community .

Nine Strategies :

1. Community Centred .
2. Teacher Centred .
3. Intergrated approach for village upliftment .
4. Men and material Resource approach .
5. Media approach .
6. Modern management approach .
7. Participatory approach .
8. Incentives Based approach .
9. Award oriented approach .

\*\*\*\*\*

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## PHAS -ING

FIRST PHASE (3 YEARS) : (1994 / 95 TO 1996 / 97)

*Concentrates* on preparing the ground through capability building and access expansion as detailed below :

- Putting together the Project Team and its training ,
- Environment building
- Survey studies and try - outs ,
- Equipping schools ,
- Building Construction ,
- Provision of materials and teachers ,
- Strengthening of DIET and other Resource Institutions ,
- Training of key persons, headmasters, supervisory staff etc. in the project approach .
- *Expansion* of Access (Schools, NFE centres, Anganwadis etc.)

SECOND PHASE ( 4 YEARS ) : (1997 - 98 TO 2000 - 2001)

will concentrate on :

- Consolidation ,
- Large scale adoption of successful try - outs ,
- Participation and achievement audit ,
- Programme evaluation and applying mid - course correctio ns .

\*\*\*\*\*

## CHAPTER - 4

### STRATEGY

Components: The broad strategy for achieving UPE will have the following core components :-

- (1) Making the system work
- (2) Environment - building for UPE
- (3) Galvanising the following three to play their rightful pivotal role in the UPE effort :-
  - (a) Teachers
  - (b) Women and
  - (c) The community at large .
- \* (4) Universalising access \* with special reference to girls, SC, ST, other disadvantaged groups and areas .
- \* (5) Universalising participation
- \* (6) Universalising achievement of minimum levels in particular and quality improvement in general
- (7) Training and capability building .
- (8) Management re-vamp to achieve the above .
- (9) Promoting studies , innovations , experimentations and all worthwhile efforts - small and large towards UPE .

The low status and the lack of education among women is one of the major factors hindering UPE in general and rural areas in particular. Education of women and enhancement of their status is, therefore, crucial to UPE . The education of girls in the rural areas will have top priority during project period .

Four sets of people to be motivated - The following 4 sets of people will be motivated and trained so that all of them are emotionally and actively involved in the process of project planning, to its implementation and evaluation. The specific strategy will be woven around the 9 core components with suitable local variations at the block level . Besides, fresh approach and strategy will be undertaken which are detailed below. Four sets of people to be motivated are :

- i) The teacher
- ii) The teacher educator

- iii) The educational manager and
- iv) The People - local community .

(i) The teacher (Academic Power) :-

If we have to involve the teachers emotionally , which is essential, the status of the teacher must be raised. For this the teacher needs to be given greater autonomy and academic liberty. The grass-root level teachers will hold the Key position in mobilizing the resources and implementing the project .

The teacher will be assigned significant role in training, curricula development and its transactions , preparing instructional material, deciding school hours-holidays-vacations and evolving a comprehensive system of evaluation .

(ii) A Teacher's Academic Council/forum will be formed to conduct and control the above academic activities. It will be a non-govt. organization to boost professional growth of the teacher. It will give a platform to the teacher for sharing of experiences in teaching primary classes and mobilizing community support.

(iii) Teachers will be free to improve their academic and training qualifications and also to undertake research / experimentations at their own level.

(iv) Teacher empowerment programme will be designed in view of their educational needs .

(v) Teachers who show significant achievement will be recognized at various levels - village, cluster, block to state level .

ADMINISTRATIVE AND FINANCIAL AUTHORITY

Adequate representation will be given to the teachers in committees relating to educational development . An effective system of administration will be created for the quick disposal of teacher's cases of leave , arrears , promotions and other grievances. School complex system will be implemented to generate greater interaction and cooperation among the institutions and thrashing out administrative matters as well.

It is our belief that once teachers are given adequate powers , recognition and training for playing their role effectively , they will be motivated to lead the gigantic task of educational transformation and achieving the goal of UPE in a record time .

## II Teacher Educator -

The DIET will provide the Key role of catalyst agent to accelerate the process of education. The DIET will have the role of training, extension and research at the Primary level .

- 1) A system of continuous and comprehensive training of teachers will be evolved and operationalized .
- 2) The DIET will work specifically on minimum levels of learning (MLLs) and will decide through field experience which MLLs are relevant , significant and achievable in rural schools. It will also develop new levels of learning which are relevant to curriculum . The emphasis will be on transformation of process from traditional to activity and child centred approach and based on participatory process.
- 3) It will work for academic decentralization by involving teachers in framing curricula, developing instructional material etc.
- 4) Reorientation of Educational managers , teachers , Head masters , Method masters or key persons .
- 5) The DIET will be responsible for promoting and supporting microplanning and school mapping exercises and generating a climate favourable for innovation .
- 6) The DIET will be made responsible for teachers academic problems and their solutions .
- 7) The DIET will be made coordinating agency for various academic pursuits undertaken at Block Resource Centres and School Complexes .

### (III) EDUCATIONAL MANAGER CENTRED STRATEGY

All the programmes suggested in this project will be implemented successfully only when the educational managers also get motivated and join hands with teachers , who are the grass-root workers. The B.E.O. will be made aware of the need to keep the teachers happy and contented while discharging his duties in the field .

They will be made to play their roles more dynamically for the achievement of UPE . The following measures will be adopted to materialise this goal :-

(1) Appropriate training and orientation will be given to the educational managers at all levels i.e. village , block and district .

(2) Educational managers who have experience in Primary

Education and who have earned name as an outstanding teacher will be identified selected and posted in the field to manage and monitor the system more effectively .

(IV) COMMUNITY CENTRED STRATEGY :-

In democracy , people are the supreme authority . If the local community join with teachers , teacher educators and educational managers the process of transformation and education for all can be made rapid and productive. The following steps in this context will be taken :-

- 1) In every village a 'Village Education Committee' will be formed represented by local community and elderly persons who have a say in the village .
- 2) It will be made responsible for planning and managing education for the village children .
- 3) Massive campaign for EFA will be organised through the VEC.
- 4) Teachers , educators and the educational managers will be made accountable to the people's organizations such as VEC and Panchayats.
- 5) The VEC will also be entrusted the responsibility of generating favourable environment for the promotion of UPE by mobilizing local resources .

For the success of the comprehensive programmes under UPE a meaningful and sustained dialogue and continuous collaboration and partnership among various constituents and functionaries shall be ensured. The focus shall be on increasing cooperation and coordination between school and community , school and other functionaries, teacher and students, students and students, teachers and teachers of the cluster schools.

Some of the specific strategies will also be undertaken to achieve the goal of UPE in the district. These are detailed below :-

- i) Educational survey and study at the village level will be conducted by the VEC with the cooperation of DIET and BEO .
- ii) The task of environment building will be done by VEC and various functionaries working in the block such as forest hawkers, kotwars- to announce the facility coming to the village by beating drums in forest areas . Publicity through Video cassettes especially designed for creating awareness among the community, will also be made .

iii) Dramatic performances by the school children focussing on the need for rural education .

iv) A special cell will be created at the village level which will exclusively work for the education of girls in the village and suggest functional strategies relevant to girls education in the village .

v) In tribal dominated areas a massive drive to bring the tribal children to the main stream of education will be launched with the help of Tribal Department . Necessary Educational inputs will be provided by the Education department. It may be noted that for the district project on UPE , the two departments will work as one department promoting primary education with concentrated efforts and resources . In nut shell the goals and targets will be achieved through awareness programmes, mobilizing local resources, active participation and involvement by the community and by gearing up the educational set up and supervision and guidance machinery .

#### Universalization of Primary Education among Girls

The status of girl education in the district is very dismal and discouraging . The position is bad to worse in rural and tribal areas . There are innumerable reasons which have been cited time and again by the education committees and commissions, but the status of girl education remained almost standstill in respect of rural girl education . It is universally acknowledged that unless the girls are educated there shall hardly be any social transformation and change in the status of the village community .

In view of it some specific studies will be developed in consultation with the rural community and members of the VEC to make education rural - girl centred at the village level. Unprecedented and most unconventional steps will be identified and initiated to boost education among the rural girls which are stated below :-

i) The women folk who can motivate girls for education will be identified at the village level and they will be suitably rewarded if they bring the girls to schools and help in their retention .

ii) Working girls who contribute Rs.4 to 5 per day to their family income will be identified and scholarship / incentives will be given to such girls for their participation in education. The incentive will be to compensate the loss if they join the school .

iii) Alternate studies will also be undertaken which suit girl

education such as-setting school timings to their availability or non-availability etc.

iv) Providing ECE and Jhoola Ghar facilities to the girls who have to look after the younger ones of the family .

v) Adopting measures to build confidence among the women folk in particular .

vi) Enhancing aspiration levels of the girls by way of exposures of films and other educational activities and programmes .

vii) Local women activists / teachers / retired teachers will be assigned the task of educating the village girls and promoting welfare activities .

viii) Special incentives to girls to join school and also to those who complete Primary education, will be worked out .

ix) Special co-curricular activities for the girls which suit to them for their all round development and thereby create interest in them for self learning and participation, *will be designed.*

x) The adult education among the women folk will be geared by the VEC and the cell especially created for the education of the girls .

It may be noted that the above incentives and strategies are also applicable for the first / second generation learners both male and female children . For mobilizing resources to this endeavour the following steps will be initiated :-

i) Effective implementation of Centrally Sponsored Projects especially designed for education of girls .

ii) Mobilizing state projects and programmes initiated by the various functionaries of the states such as Tribal Department , Women and Child Welfare Department , Education Department , will be given top priority for education of girls .

iii) Absenteeism both of the female teachers and the girl students will be checked with the help of the local community, VEC and the supervisory staff .

A phased out Programme and action plan will be outlined to gradually bring the girls to the main fold of education with the help of village community and the teachers . It is summed up below :-

94-95 :-i) Environment Building and mobilizing community support



for the education of the girls with the help of VEC , specific cell created for the education of the girls and various functionaries working in the village for village upliftment .

ii) Education survey of the village / villages to identify out of school girls in the age groups 6 to 11 , 11 to 14 and also educated women in the villages whose services can be taken for girls education .

95-96 :- Open education centres for the girls in all the villages irrespective of population target and take the services of the Mahila Shiksha Karmi/ educated lady who shall be a woman of the village for education of the girls . Open ECE for the girls with the support of Women and Child Welfare Department or by the support of NGOs / or under DPEP project. It will be a preparatory period for girls education , and also set girls education on progressive note .

96-98 :- Bring at least 50 % girls in the age group of 6 - 11 to formal school system and cover 11- 14 through non-formal system or as the case may be.

98-2000 :- Bring 90% to 100% girls to the main stream of education .The task is challenging . All those who are committed to Primary Education of the girls are welcome to work and cooperate in realising the goal of UPE among the girls.This will be the great service to the society and to Rajnandgaon district in particular .

From the above strategic points some clear - cut strategies can be outlined for achieving the goals of UPE. These strategies are subject to modification in view of discussions and interaction at village community level with various functionaries .

#### STRATEGIES IN BRIEF

FIRST STRATEGY (i) Establish rapport with the village community where the school or alternative education facility is proposed .

(ii) Interact with the village community and elicit their views on education of the village children especially of the girls . Interact with them on the need to educate village children .

(iii) Identify village persons who have a say in the village

community and take them in confidence and seek their help in motivating the village folk towards education of their wards .

(iv) Identify the needs of the village children who help in augmentation of family income and seek specific guidance from the community with reference to such children .

(v) Focus on girls of the village and work out strategies in consultation with village community to bring them to the main system of formal education .

(vi) The greatest stress will be on identification of the educated persons at the grass root level with the help of village community . It is our firm conviction that unless the field workers including teachers , identify themselves with the village community they can hardly have any support from the community at large .

#### THIS WILL BE COMMUNITY CENTERED APPROACH AND STRATEGY FOR UPE

SECOND STRATEGY - The grassroot level teacher is the key person who has to be made accountable and responsible for achieving the goal of UPE in the village where he / she is posted. The quality of the teacher both as the manager of learning and the manager of resources has to be ensured. The capability building process is also of significant value which includes effective training, effective incentives, freedom to organise resources - man and material including instructional process to the needs of the children and exploiting local resources for the qualitative development of education. The teacher if possible will be from the village community itself. The teacher will also be empowered to exercise powers needed for the UPE. These powers will be entrusted to the teacher after deliberation with the teachers serving at the village level and district level.

#### THIS WILL BE THE TEACHER CENTERED APPROACH

THIRD STRATEGY- It has been observed that the different departments are working for the upliftment of the village such as Education, Tribal, Women and Child Welfare, Panchayat, Social Welfare, Health Department etc.. They have some common core elements to discharge . A coordinated effort is needed among these various functionaries to save energy, national resources and human efforts . Unfortunately some of these are doing the same thing which the Education Department undertakes to do. But the position is that the lefthand does not know what the right hand does. In order to break such isolations a coordinated effort will be envisaged with the help of various village functionaries to boost education and welfare activities in the village .

**THIS WILL BE CALLED THE INTEGRATED APPROACH FOR VILLAGE UPLIFTMENT WITH EDUCATION COMPONENT**

**FOURTH STRATEGY** - The locality abounds in local resources both men and materials. In the village there are educated young and elderly persons both men and women. There are also village community leaders who are practising either medicine or some other trade. There are also persons who have novel ideas and plans but are uneducated. There are women both young and elderly who pine for change and progress. There are people in the community who can contribute with their muscular strength, skills and local material for the development of schools. These human resources need to be identified and provided a platform for team work to achieve common accepted goals. A vigorous village survey is needed to identify and explore the possibilities for utilizing the services of these village assets. They can be put to helping in the realisation of the goal of UPE.

**IT WILL BE MEN AND MATERIAL RESOURCE APPROACH**

**FIFTH STRATEGY** - Its an age of media and advertisements. The sale of the goods is not only determined by the quality of the goods but certainly by the advertisement skills. This is also applicable for education. If you have to make education popular it has to be advertised glaringly in the village community with different shades and colours and by different modes and media. For this the support of the publicity department and educational media will be explored and put to effective use. In the literacy drive many successful projections and demonstrations have been done with the help of centrally and state sponsored programmes. Their experiences will be taken in selling and promoting education. This will be one of the strategic points for achieving the goals of UPE.

**IT WILL BE MEDIA APPROACH**

**SIXTH STRATEGY**- Many innovative practices have been tried out in modern management in managing and boosting industrial growth. These have also been tried out in the field of education by certain educational institutions. Their experience shows that management can be improved to a great extent if modern management techniques are suitably adapted. As a pilot project some of the modern management skills will be tried out at the village level by the grass root functionaries under the guidance of skilled managers, either from industry or from education or from the NGOs. Possibility of such endeavours will be explored both at the block and district level. This may generate a new chapter in the history of school management.

## IT WILL BE MODERN MANAGEMENT APPROACH TO RURAL EDUCATION

**SEVENTH STRATEGY**-Number of teachers have rendered their services to primary education. They have worked and lived to the cause of education . They also have some practical ideas and designs to achieve the goal of UPE. Still there are people in the community who can contribute to the idea of UPE and in its materialization. The need is to take advantage of their vision and experience and bring them to the core front of the mission to achieve UPE. Their participation has to be ensured from planning to implementation and evaluation of the work .

## THIS WILL BE PARTICIPATORY APPROACH TO UPE

**EIGHTH STRATEGY** - There are various schemes under centrally and state sponsored projects with regard to the education of the children of the SC / ST / OBC and girls . Moreover in order to achieve UPE among the girls a number of other incentives have been proposed in the sub-section entitled Education of the girls in chapter 5 . The thrust is to bring the rural girls to the mainfold of education without which the goal of UPE shall be a distant goal . These incentives are at identification level , enrolment level , retention level and completing of Primary Education . Moreover the village women activists who assist in schooling of the village girls will have incentives too . All these incentives shall be geared to effective application and monitoring . The effort shall be to ensure that the benefits and incentives reach deserving candidates . These will be integral part and process of education in the village community .

## THIS WILL BE INCENTIVE BASED APPROACH TO THE UPE

**NINTH STRATEGY** - There are number of awards for the teachers both at state and national level . These awards are given in recognition of the outstanding service rendered by the teacher in one way or the other . Teacher's performance is judged on specific variables decided at the state and national level. It is proposed to bring such awards to the grass root levels as a recognition of the the teacher who contributes significantly to the realisation of goals enshrined in UPE project . These awards will be constituted at Community level, Village level- where the school is located , Centre level (Which forms the village school cluster), block level and district level. Besides, the best teacher at the centre level - one lady teacher and one male teacher will be identified. The criteria of identification shall be enrolment drive , retention , universal achievement , results at the fifth examination and community support for awareness programmes, environment building activities and school development programmes . These awards will be co-sponsored by the community

and the DPEP project. The objective is to recognize the services of various functionaries who contribute in completion of UPE project in record time . The best block will be adjudged and suitably awarded .

**THIS WILL BE AWARD ORIENTED PROCESS FOR ACHIEVING THE GOALS OF UPE**

These and such other approaches will be discussed with the community at the grass-root level teachers and the functional strategies and approaches will be identified with their cooperation and enacted accordingly .

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CHAPTER - 5

PROGRAMME COMPONENT AND NON - FINANCIAL INTERVENTIONS

- \* 1. Justification / Rationale .
- \* 2. What exactly is proposed to be done and
- \* 3. Main Operational Details .

for each of the strategy components :

1. Making the System Work .
2. Environment buildings for UPE .
3. Galvanising and empowering teachers , women and the community to play their pivotal .
4. Universal Access .
5. Universal Participation .
6. Quality Improvement in general and ensuring universal achievement of minimum levels in particular .
7. Training and Capability Building .
8. Management Revamp .
9. Promoting studies , Innovation , experimentation and all worth while efforts - small and large aimed at UPE .

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## CHAPTER - 5

### PROGRAMME COMPONENTS AND NON-FINANCIAL INTERVENTIONS

Strategy component and sub-component	Non- Financial interventions
1. <u>Making the system work.</u>	
a) Optimally utilise existing manpower, institutions and funds.	<ol style="list-style-type: none"><li>1. Rationalise location of existing primary schools/NFE centres shifting them from less needy to more needy areas.</li><li>2. Rationalise distribution of teachers among primary schools - essentially so as to rectify urban - rural imbalance.</li><li>3. Establish effective linkages among the various agencies working in the village.</li></ol>
b) Eliminate teacher-absenteeism.	<ol style="list-style-type: none"><li>1. Give power of inspection and control to local community/village Education committee.</li><li>2. Ensure adequate and proper inspection by supervisory officers. Inspection norms will be developed for supervisory staff.</li></ol>
c) Afford adequate all weather accomodation to every school.	<p>Mobilize local community support.</p> <ol style="list-style-type: none"><li>1. Try to get a private building on zero or nominal rent for schools lacking pucca accomodation.</li><li>2. Generate community support for repairs of dilapidated buildings.</li><li>3. Get community to take responsibility for building maintenance.</li></ol>
d) Afford basic teaching learning material to every schools.	<ol style="list-style-type: none"><li>1. Encourage teachers to use teaching aids made from materials available locally at no cost.</li></ol>
e) Provide adequate number of teachers to every school.	<ol style="list-style-type: none"><li>1. As against S.Nos (2) of (a) above.</li></ol>

f) Ensure prescribed number of teaching days per year.

1. Carefully prepare school calendar looking to local conditions and community needs .

2. Ensure regular schooling through community support .

**JUSTIFICATION/ RATIONALE FOR STRATEGY COMPONENT 'MAKING THE SYSTEM WORK'- OPTI MALLY UTILISE EXISTING MANPOWER AND FUNDS.**

- 1.1 Although it is difficult to rationalise the location and placement of teachers in democratic setup where the popular Govt. representatives have the final say, it will be our main thrust to put before them the needs and requirements of the village school and seek their cooperation in making the system work effectively .
- 1.2 Open new primary schools in the unserved areas only and priority will be given to those where the village community comes forward for extending support in respect of universal enrolment and retention , providing basic facility of drinking water to the school children and pursuing village girls to join mainstream of education in particular .
- 1.3 Rationalisation of teachers will also be undertaken in view of institutional needs with the cooperation of the VEC.
- 1.4 Rationalisation of NFE Centres and instructors will also be done in view of local community needs and community support to the NFE programme. Educated members of the community both men and women will be preferred to undertake the responsibility of running NFE centres.
- 1.5 Existing vacancies at primary level will be filled on top priority.
- 1.6 A Special cell to generate new resources and to motivate girls for UPE will be created at the village level which will exclusively work for the education of the girls.

Unless the above steps are vigourously taken and implemented in a time frame the goal of achieving UPE may suffer a set-back .

**WHAT IS PROPOSED TO BE DONE AND MAIN OPERATIONAL DETAILS**

Rationalisation of means and material and human resources shall be done during 1994 - 95 .



For operational purpose the nodal agency will be Dy. Director of Public Instructions together with Zilla Panchayat and its standing committee on education at the District level and Block Education Officer at the Block level together with Janpad panchayat and its standing committee on Education. At the village level the nodal agency shall be the village Education committee and / Gram panchayat and its standing committee on Education .

In tribal blocks the nodal agency will be BEO at the Block level and Asstt. Commissioner Tribal Development Deptt. at the District level. However they will work under the guidance of Dy.D.P.I.

Till the panchayat comes to power the key nodal agency will be Dy.D.P.I. for the District project.

**C. RATIONALE-** (i) Since DPEP is a time and target bound programme there is hardly any time to lose or wait for new buildings to come up before starting the school or providing new educational facilities as per norms. It is proposed to start the school/centre with the help of the community on zero or nominal rent.

#### **WHAT EXACTLY IS PROPOSED TO BE DONE AND MAIN OPERATIONAL DETAILS**

Under the component generating community support the new facility will be provided on priority to those villages where village community comes forward and offers temporary building support in the village/ vicinity .

The nodal agency shall be the VEC and from Ed. Deptt.the Head masters of primary / Middle schools. More over a sample survey will be conducted at the village level by the BEO to identify community support in respect of building and other basic facilities available in the village to run the schools.

**D. RATIONALE** At primary level the process of education has to be environment centred . For this the local specific material relevant to curriculam and its transactions has to be developed by the teacher from community and own resources .

#### **WHAT IS PROPOSED TO BE DONE AND OPERATIONAL DETAILS**

i)Every teacher will be trained in the development and use of local specific material and basing teaching learning process of local environment . An innovative practice where the learners will also work for enrichment of learning materials will be initiated which will be specific to curriculam and will be used in the process of education through participatory approach .

ii) A bank of such material produced at the local level will be developed at the schools, cluster centres and resource block centres under the guidance of DIET.

**E. RATIONALE**- New recruitment and rationalisation of staff (if possible) is a must for effective class - room teaching .

#### **WHAT IS PROPOSED TO BE DONE AND OPERATIONAL DETAILS**

Steps will be undertaken for filling the vacant posts of teachers and completing new appointments by 1994- 95 so that the schools under DPEP positively start working from July 94. 'School building first and schooling afterwards' will not be the starting point . Local community support will be generated to start the school in 1994 - 95.

**F. RATIONALE** - Unfortunately in schools we have the culture of holidays, vacations and celebrations of Jayantis etc. It hardly leaves room for work culture in view of limited actual working days . Moreover there are so much local variations in community needs which are seldom looked in to while deciding holidays and celebrations that similarity in school calendar is not functional . However steps will be taken to ensure that school has schedules known to supervisory staff .

#### **WHAT IS PROPOSED TO BE DONE AND OPERATIONAL DETAILS**

For achieving the goal of UPE in rural areas and ensuring maximum working days in view of the needs of the village community the rationalisation of working days will be done with the help of VEC and Education Department. The days , months when the village children are free for schooling will be identified and holidays and vacations will be determined accordingly. There -by prescribed numbers of teaching days per year will be ensured.

#### **2. Environment building for UPE**

1. The total literacy campaign(TLC) if in progress in the district will be geared to spread UPE messages in the community .
2. Media support for environment building.
3. Community movement for the education of the village children .

**RATIONALE** - The thrust for education of the village children should come from the village community . Moreover community participation in management of schools is also most essential. These factors underline the need for environment building in the community .

## WHAT IS PROPOSED TO BE DONE AND OPERATIONAL DETAILS

Under non - financial interventions following strategy components will be activated with the help of the VEC and school teachers in and around the village.

i) Creation of special cell for the girls education in the village which will look after the education awareness programmes.

ii) Door to door contact by the village community will be done for campaigning education programme under DPEP .

iii) In forest and remote areas the help of Kotwar and hawkers will be taken to spread the message of education and mobilise community support for opening schools or giving other suitable education facility under DPEP.

iv) Regular meeting of the school teachers and headmasters with the village key persons will be organized to explore the possibility for adding new dimensions to the new schools and the needed community support for it .

v) A functional linkage and coordination among the various functionaries at the block level such as BDO, Health deptt., Forest deptt., ADIS, BEOs will be established under the chairmanship of the SDM and environment building programmes will be sponsored jointly by the departments particularly in the villages which are still unserved in respect of educational facilities .

vi) The student community of the village will also initiate campaigning in the villages to foster a climate conducive to education of the village children. A special programme will be chalked out by the centre schools in consultation with the village community and BEO. However, the key rural agency for the environment building and awareness campaign will be the BEO .

vii) The survey of the handicapped and the disabled children at the village and block level will be undertaken in first year and their needs will be assessed which will be included in the project at later stage .

### 3. Galvanising and empowering teachers, women and the community to play their pivotal role in UPE

#### A. Teacher -

- |   |   |
|---|---|
| a) Improve teacher motivation and morale. | 1. Implement a suitable system of teacher performance appraisal and of incentives and disincentives for good and bad performances . |
|---|---|

2. Streamline system of redressal of teacher's grievances . Simplify procedures, decentralise powers .

3. Actively involve teachers in planning, execution , monitoring and decision making process .

b) Improve teacher competence - 1. By greater involvement and participation in various pursuits of learning .

2. By need oriented teacher training .

3. By providing freedom to experiment ideas and practices .

B. Women's education and empowerment

1. Place capable and committed women in key position .

2. Create steering group for girl education at village and block level .

3. Use DWCRA groups, wherever they exist, for furthering women's and girls education .

C. Community

1. Set up Village Level Committees (VEC) and special cell for girl education which would be responsible for all UPE related programmes including NFE . The VEC shall have adequate powers of supervision both of schools and NFE centres . The VEC will be responsible for universalizing participation too .

A. TEACHER

RATIONALE - The teacher shall be the key person in the UPE project. Unless he is charged with vision , enthusiasm and determination to achieve the goal of UPE, it will be difficult to create success stories .

If the teachers working at the grassroot level are recognized, respected and esteemed for their contribution, there is nothing impossible to achieve . Therefore the task to improve teacher motivation and morale assumes highest priority under the project.

## WHAT IS TO BE DONE AND OPERATIONAL DETAILS

1) The grievances of the teacher which are in the administrative frame work shall be removed without any delay. The process of redressal of grievances will be streamlined - may be by decentralisation of powers and involvement of teachers in decision making .

ii) Teachers forum will be constituted where they can give vent to their grievances and bring them to the BEO and VEC . Suitable steps will be initiated by the BEO.

iii) Subject teacher forums will also be constituted for sharing of experiences and interaction . It will go a long way in their professional growth .

iv) For teachers recognition a project will be undertaken which will identify talented and sincere teachers who practise innovative ideas and achieve the desired standard in view of MLLs . Similarly teachers who generate community support in ensuring enrolment and retention and people's participation will also be identified and will be held in high esteem both at village and Block level and suitably rewarded . Moreover their names will be recommended both for state and national awards.

v) The teacher is a very sensitive person . The best can be drawn out of him by a single jesture of love , affection recognition and respect. This shall be ensured while dealing with the teacher.

The responsibility and accountability for improving teacher motivation and morale and improve teacher competence both as a manager of learning and facilitator of learning experience shall be of the BEO and DIET as well. Besides, the VEC also has to ensure the motivation aspect of the teacher .

## B. WOMEN'S EDUCATION AND EMPOWERMENT

RATIONALE - If you educate a girl or a woman you educate the community. This is true to all times and conditions. The concept of equity of sex shall remain on paper if woman folk and girls do not join hands in social renaissance. The DPEP project underlines the need to give utmost attention to the education of the girls for the achievement of UPE . Moreover it is crucial to the success of democracy . Woman education and empowerment programme will be done on highest priority .

#### WHAT IS PROPOSED TO BE DONE AND OPERATIONAL DETAILS

i) It is again stated that a special cell for girl education will be constituted in the village to work for the promotion of education among the girls.

ii) Girls who attend the schools regularly will be rewarded duly by the help of community .

iii) Village ladies who contribute towards enrolment and retention of girls will also be recognised by the village community and suitable incentives will be explored for them .

iv) The girls who complete primary education will also be given incentives by the community / NGOs working at the block level.

v) The women workers working at the village level under the women and child Welfare Department will also be taken into confidence for generating environment and cooperation from amongst the village community particularly in welfare and educational activities designed for the girls education . The nodal agency for these programmes shall be the VEC, special cell for the women and the centre school head master as coordinator .

#### C. COMMUNITY -

RATIONALE- i) Education in the village has suffered blows after blows only because of the fact that the community support for the education of village children was not explored nor exploited. The concept of UPE underlines the need to mobilise community support for achieving the goal of UPE .

ii) Unless the education becomes the programme of the community for the community and by the community, Primary Education shall neither be relevant nor - significant in the social context for village .

iii) Village assistance in monitoring supervision and sustained efforts towards school development are essential for achieving UPE .

#### WHAT IS PROPOSED TO BE DONE AND OPERATIONAL DETAILS

i) Village education committee (VEC) shall be constituted which will be responsible for UPE programmes including NFE .

ii) The VEC will also monitor and supervise village school programmes and activities including regularity of students and teachers.

iii) Special cells created for the education of the girls at village level will also be held responsible for girls enrolment, retention and regularity .

iv) Continuous interaction between the VEC, special cell for girl education and the school teachers and head masters at the cluster level will be ensured by the nodal - BEO .

v) A time bound programme of action will be worked out with the help of the community to ensure universal enrolment and retention which shall be monitored by the VEC.

Every effort will be made to make UPE a programme of the community . Through active involvement and participation, support for the development of primary education will also be obtained .

#### 4. UNIVERSAL ACCESS

##### a) General

1. See item(i) in this column against entry 1 (a) in column 1 .
2. Change timings of schools/NFE centres to suit local conditions.

##### b) Universalise access for girls

1. make Anganwadis / Balwadis and primary schools run during identical hours preferably in same premises or close to each other .

##### c) Universalise access for children who do not speak Hindi at home .

##### a) GENERAL -

RATIONALE- The target is to provide educational facility to each and every child in the age group of 6-11 and 11-14 within the radius of 1-k.m. In view of the age group of the children at the entry point i.e. 5 plus it is essential to minimise the distance between home and the school. The nearer the home the easier is the access to school. To achieve UPE by providing universal access to village children is the first and foremost step to achieve the goal .

#### WHAT IS PROPOSED TO BE DONE AND OPERATIONAL DETAILS

1) Within the VEC a monitoring cell will be constituted to monitor pupils enrolment and retention and regularity .

ii) The timings of the schools and working days shall be determined in view of the community needs or which suits the local conditions.

iii) The focus shall be on helping the village children to reach school and come back home . For this the services of senior children of the community and of the school will be taken .

iv) The nodal agency for providing universal access will be VEC.

#### **b) UNIVERSALIZE ACCESS FOR GIRLS**

**RATIONALE-** The greatest challenge before the mission is to ensure universal enrolment and retention of the girls . This aim could not be achieved till date because of many complicated reasons and social constraint . Moreover there is hardly any community support for the education of the girls in the villages. The question how to mobilise public support for the education of the girls in the village haunts the minds of planners and administrators .

4. It is also true that the goal of UPE will have hardly any relevance without the education of rural girls . Unprecedented efforts are required by the community, the NGOs, the education deptt. and the village panchayat together with VEC for mobilising community support for the education of rural girls . Some of the strategies are given below to combat the problem of girls education .

#### **WHAT IS PROPOSED TO BE DONE AND OPERATIONAL DETAILS**

1) Massive awareness programme will be launched at the village level for the education of rural girls particularly with the help of VEC , Women and Child Welfare Deptt. Tribal Deptt. and School Education Deptt.

ii) Linkages and Coordination among the various agencies working in the village for child and women care and upliftment will be established to mobilise resources for the education of the girls.

iii) The children who do not speak Hindi at home will also be taken care of by way of greater interaction and effort to bring them to a status required for understanding Hindi .

iv) As a policy matter their education will start in the community dialect which will be shifted over gradually to the regional language Hindi. An intergrated bridge programme will be devloped by the DIET which will be introduced during the first 2 months of the school calendar for the children who have difficulty in learning through Hindi .



v) Special co - curricular and allied activities will also be designed which could facilitate the learning of Hindi .

vi) The nodal agency shall be the VEC and the DIET .

#### 5. UNIVERSAL PARTICIPATION

(a) General

(b) Universalise participation of girls - poor children and disadvantaged groups .

RATIONALE- Unless the children participate in the teaching learning process and take initiation in the co - curricular activities, schools will hardly be a place of attraction for the children. Moreover the participation and the participatory approach will be directed to ensure both enrolment and retention. It is also widely acknowledged that the participation of the community in school activities and programmes and school developmental project is of vital importance and significance . Moreover universal participation of girls, poor children and the disadvantaged group is also very crucial and decisive in the whole process of UPE. The UPE envisages such relation which is based on social equity and justice. To meet this requirement the following functional strategies will be initiated at the village level .

#### WHAT IS PROPOSED TO BE DONE AND OPERATIONAL DETAILS

i) The Village Education Committee should consider and explore ways to ensure universal participation both of the boys and girls and community and the school in various school and programmes. The VEC will work out an action plan to achieve this goal.

ii) The cell especially created for girls education will also ensure the participation of girls, poor children and children of other disadvantaged group. It is to be noted that in a school, children coming from different walks of life and quarters are treated as school children constituting one school family which includes teachers and the community as well. Therefore the question of distinction does not arise for the teacher . The relationship is of teacher and the taught and leaves no room for any discrimination.

**6. QUALITY IMPROVEMENT IN GENERAL AND ENSURING UNIVERSAL ACHIEVEMENT OF MINIMUM LEVELS IN PARTICULAR**

1. Remedial instruction to needy children.
2. Ensure regular observance of school time-table especially in such neglected areas as Health and Physical Education, work experience and Art Education.

**RATIONALE** - In rural sector the greatest challenge is to ensure quality education at primary level. The reasons for poor quality education are well known such as very dull and dry working conditions, lack of congenial learning environment both at home and in school, extreme dearth of materials and means discouraging academic status of teachers and lack of community interest and participation, poverty and backwardness in general. Some of the reasons are beyond the control of teachers and teaching community. Although vigorous efforts have been made by the help of centrally and state sponsored projects to generate environment and awareness for quality education in the rural sector, the teachers competence and initiative and creativity have not been explored nor taken into account for the qualitative development of education. The National Policy on Education 1986-reviewed in 1992 gives utmost importance to quality development both in teacher education and school education. The minimum levels of learning serve as indicators of quality education as they are competency based. Education without quality is a bad education and the rural community still lives with it. The UPE takes note of this factor and ensures universal achievement for all children in respect of M.L.Ls.

**WHAT IS PROPOSED TO BE DONE AND OPERATIONAL DETAILS**

For ensuring universal achievement even in the rural schools, the following steps will be undertaken as integral part of education and its process :-

- i) Remedial teaching and assistance strategies will be developed for the needy children by the teachers and by the educators in the DIET, SCERT and NCERT.
- ii) The tendency to give homework will be curbed by generating activities during the school hours with regard to home work.
- iii) Innovative practices to promote interaction and participation and group learning will be initiated at primary level. Moreover teachers who demonstrate activity based and learner based teaching in which the students become active participants and attain levels of learning will be suitably recognised and awarded both by the community and the school.

iv) Local specific material will be produced by the teacher with the help of the students and it will be used frequently in teaching learning process .

v) Ensure regular observance of school timetable especially in the areas of Health and Physical Education , work experience and also art education . Co-curricular activities will also form the part of school curriculum .

vi) Talented children will be identified and encouraged for greater involvement and interaction in various pursuits of learning.

vii) A well conceived and intergrated programme and school readiness programme will be developed and launched at the very out set of the DPEP project at the grass root level . The nodal agency for the development of the programme will be DIET and implementing agency shall be the BEO .

viii) The DIET will also be the nodal agency for bringing about the qualitative development in the education particularly in rural sector and DPEP district.

ix) Achievement audit cells will be created at cluster school level , block and district level consisting of primary , middle school teachers who have an image of creative teachers .

x) Regular evaluation both of process and achievement will be done by the lecturer .

xi) The process by and large will be child and activity centred.

## 7. TRAINING AND CAPABILITY BUILDING

**RATIONALE-** The teacher has a key role to play in the whole process of UPE . The training of teachers and their capability building is of vital importance. This has been emphasised time and again by various commissions and committees and on various forums. The task of training and capability building so far lies with the training institutions. It is essential to lay hand on other informal centres which can promote better interaction and training to the teacher informally .

### WHAT IS PROPOSED TO BE DONE AND OPERATIONAL DETAILS

i) It is proposed to provide forums to the teachers for sharing of ideas and experiences at various levels such as cluster level centre school where they are expected to interact

with the teachers in and around the school and develop inbuilt system of training and assistance at block and district level resource centres . These forums will also provide suitable opportunity for the professional growth of the teachers and their capability building .

ii) The innovative practices innovated by the primary teachers to achieve MLLs will also be highlighted on these forums and by the media as well. Such teachers will be recognized at various levels.

iii) The nodal agency for these academic tasks will be the headmasters of centre schools, block resource centres and DIETs.

- 8. MANAGEMENT REVAMP**-
1. Induct dynamic and committed persons in key management positions.
  2. Adequate delegation and decentralisation of powers to District , Block and lower level structures.
  3. Simplification of procedures.

**RATIONALE**- The management and its revamp is of utmost importance for the implementation of the UPE. The planning may be good , realistic and excellent but if the implementation is poor the whole project collapses . Therefore there is equal stress on planning and implementation . Moreover there is urgent need to revamp management .

**WHAT IS PROPOSED TO BE DONE AND OPERATIONAL DETAILS**

The following studies will be undertaken :-

- i) Management skills which are in vogue in industrial enterprises and modern management will be tried out in school management as a whole .
- ii) Dynamic and committed persons will be inducted in key management positions .
- iii) There shall be adequate delegation of powers and their decentralization to District, Block and lower level structures.,
- iv) The procedures will be simplified as far as possible .
- v) Decentralization of powers for the managers and supervisors will be ensured and accountability will be fixed at all levels for the achievement of the target within the target year .

vi) Suitable monitoring and supervision strategy will also be developed with the help of the field workers and management staff.

vii) The nodal agency will be Dy.Dr.P.I. at the District level and the Commissioner Public Instruction at the state level .

**9. PROMOTING STUDIES, INNOVATION  
EXPERIMENTATION AND ALL  
WORTHWHILE EFFORTS- SMALL AND  
LARGE AIMED AT UPE**

1. Compile and analyse results of all surveys , research studies etc . already undertaken in the district relating to primary education .

**RATIONALE** - UPE is not a one time Phenomena . It is a growing concept and therefore involves studies innovation, experimentation and all worthwhile efforts directed towards the quality education at primary level.

**WHAT IS PROPOSED TO BE DONE AND OPERARTIONAL DETAILS**

i) Regular survey at the village level will be done for assessing village awareness , participation , contribution in school development , qualitative development of education , universal access, enrolment, retention and achievement .

ii) These surveys will be taken up also at the block level for updating the data .

iii) Experimentation and research are crucial to all development project and programmes . Research based curriculam , activities, procedures and practices will be developed at the grass root level by the teachers and the other functionaries . Research and experimentation will also be an integral part of DIETs programmes.

iv) With the help of the community special projects will be undertaken for fostering scientific temper among the children and community at large . Similar projects will also be initiated for cultural enrichment at the grass root level. The aim will be to make the school a miniature ideal society for the village community and the community as a vital school for learning .

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## Chapter VI

### Costs and Funding

The total cost of the District Primary Education programme in RAJNANDGAON district comes to Rs. 3392.99 Lakhs. The details are given in tables 1 to 16. The abstract of costs on each intervention are given at table. These table are reproduced in the annexure.

Each strategy component/sub-component has been broken up into the following heads of expenditure :-Non-Recurring

#### Costs

i.	Civil Works.	811.33
ii.	Professional fees.	36.40
iii.	Furniture	20.72
iv.	Equipment	26.60
v.	Educational Material	201.36
vi.	Vehicles	6.98
vii.	Books	5.00
viii.	Local Fellowships	0.00
ix.	Local Training	187.84
x.	Studies	2.73
xi.	NGOs	38.11

#### Recurring Costs

i.	Salaries	1511.08	44.54
ii.	Operation & Maintenance	378.71	11.16
ii.	Building Maintenance	166.14	4.90

Against each category is given the Unit Cost in lakhs of Rupees and the Percent of Central assistance for that item of expenditure. At the bottom of each table is the total aggregate share of central and state funding.

Each table is spread over two pages and gives details of total cost and the state and central share of funding for each item of expenditure. The aggregate ratio of central to state funding for the entire project is 81.69%.

The total cost on civil works is 23.91% and on management is 4.48% which is within DPEP norms.

The first year outlay is Rs. 180.56 lakhs which is 5.32% of the seven year outlay.

The total recurring expenditure in the last year of the project is Rs. 428.80 lakhs. The component wise recurring and non recurring expenditure of every year are given in the table enclosed.

REVISION OF DISTRICT PLANS  
MASTER TABLE FOR FINANCIAL CALCULATIONS

21 FEBRUARY 1994

	Total	1	2	3	4	5	6	7
Out lay	3392.99	180.56	484.82	669.00	636.58	443.04	473.72	505.27
		5.32%	14.29%	19.72%	18.76%	13.06%	13.96%	14.89%
Civil works	811.33		23.91%	CENTRAL SHARE ==				
Management	152.09		4.48%		81.69%			

Total	Year --->	BASIC VARIABLES						
		1	2	3	4	5	6	7
	ACCESS							
231	No. of new PS	0.00	100.00	71.00	60.00	0.00	0.00	0.00 nos.
462	New Teachers	0.00	200.00	142.00	120.00	0.00	0.00	0.00 nos.
194	New NFE Centres	0.00	50.00	55.00	50.00	39.00	0.00	0.00 nos.
0	New NFE Projects	0.00	0.00	0.00	0.00	0.00	0.00	0.00 nos.
220	No of new building	0.00	70.00	95.00	55.00	0.00	0.00	0.00 nos.
120	No. of new rooms	0.00	30.00	60.00	30.00	0.00	0.00	0.00 nos.
120	New teachers	0.00	30.00	60.00	30.00	0.00	0.00	0.00 nos.
	ENVIRONMENT BUILDING							
84	Multi-media campn.	12.00	12.00	12.00	12.00	12.00	12.00	12.00 blocks
72	Hwards to groups	0.00	12.00	12.00	12.00	12.00	12.00	12.00 blocks
84	Workshops/seminars	12.00	12.00	12.00	12.00	12.00	12.00	12.00 blocks
	IMPROVING QUALITY							
123	Repairs - major	0.00	33.00	45.00	45.00	0.00	0.00	0.00
12734	School Contingency & teaching matl.	1684.00	1808.00	1838.00	1851.00	1851.00	1851.00	1851.00 (total schools each year)
1	ECCE projects-new	0.00	1.00					enter total new projects to be opened that year
	BRCs-Teacher Trg.	12.00						(enter total blocks in year of opening)
	Management	12.00						(enter total blocks in year of opening)

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COST ABSTRACT

ITEM	1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	Total	% CENTRAL FUNDING	CENTRAL FUNDING
UNIVERSAL ACCESS										
New Primary School	0.00	74.80	125.14	177.53	181.10	194.04	206.98	959.58	75.51%	724.61
New NFE Centres	0.00	5.45	11.51	17.76	23.42	24.15	25.76	108.06	75.53%	81.62
New NFE Projects	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%	0.00
New Buildings	0.00	173.25	256.50	160.88	0.00	0.00	0.00	590.63	90.00%	531.56
Additional Rooms	0.00	34.32	84.96	73.32	47.04	50.40	53.76	343.80	79.77%	274.27
ENVIRONMENT BUILDING										
Multi-media campai	3.00	3.30	3.60	3.90	4.20	4.50	4.80	27.30	100.00%	27.30
Awards to groups	0.00	1.32	1.44	1.56	1.68	1.80	1.92	9.72	100.00%	9.72
Workshops/seminars	0.12	0.13	0.14	0.16	0.17	0.18	0.19	1.09	100.00%	1.09
IMPROVING QUALITY										
Repairs	0.00	18.15	27.00	29.25	0.00	0.00	0.00	74.40	90.00%	66.96
School cont. & teaching mat	33.68	39.78	44.11	48.13	51.83	55.53	59.23	332.28	82.50%	274.13
ECCE	0.00	25.53	20.20	21.84	23.48	25.13	26.77	142.95	76.36%	109.16
Training -Res. Cen	87.00	79.20	64.80	70.20	75.60	81.00	86.40	544.20	84.48%	459.75
CAPACITY BUILD										
DIET strengthening	17.90	6.49	4.38	4.75	5.11	5.48	5.84	49.94	96.29%	48.09
Management	27.35	16.94	18.48	20.02	21.56	23.10	24.64	152.09	76.18%	115.86
MIS	11.51	6.17	6.73	7.29	7.85	8.41	8.98	56.95	83.74%	47.69
Innovations										
TOTAL	180.56	484.82	669.00	636.58	443.04	473.72	505.27	3392.99		2771.81
									81.69%	

66



Inflation Adjustment

0.00 0.10 0.20 0.30 0.40 0.50 0.60

NEW PRIMARY SCHOOLS COMPONENT

No. of new PS 0.00 100.00 71.00 60.00 0.00 0.00 0.00 231.00  
 No. of new teachers 0.00 200.00 142.00 120.00 0.00 0.00 0.00 462.00

	% Assistance	Unit Cost	Nos.							Total						
			1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01
Inflation Adjustment									0.00	0.10	0.20	0.30	0.40	0.50	0.60	
<b>NON-RECURRING</b>																
Civil Works	50.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Professional fees	100.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Furniture	50.00%	0.01	0.00	200.00	142.00	120.00	0.00	0.00	0.00	2.20	1.70	1.56	0.00	0.00	0.00	
Equipment	50.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Educational Matl.	50.00%	0.10	0.00	100.00	71.00	60.00	0.00	0.00	0.00	11.00	8.52	7.80	0.00	0.00	0.00	
Vehicles	50.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Books	50.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Local Fellowships	100.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Local Training	100.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Studies	100.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
AGUs	100.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<b>TOTAL NON-RECURRING</b>		0.00						0.00	0.00	13.20	10.22	9.36	0.00	0.00	0.00	
<b>RECURRING</b>																
Salaries	75.00%	0.28	0.00	200.00	342.00	462.00	462.00	462.00	0.00	61.60	114.91	168.17	181.10	194.04	206.98	
Operation & Mtce.	75.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Building maintainan	75.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<b>TOTAL RECURRING</b>								0.00	0.00	61.60	114.91	168.17	181.10	194.04	206.98	
<b>TOTAL</b>		0.00						0.00	0.00	74.80	125.14	177.53	181.10	194.04	206.98	

FUNDING BY SOURCE

Centre % State % Total %  
 Outlay 724.61 75.51% 234.98 24.49% 959.58 100.00%

67

0.10 0.20 0.30 0.40 0.50 0.60

0.10 0.20 0.30 0.40 0.50 0.60

89

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	1.38	1.53	1.40	0.00	0.00	0.00	4.32
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	9.90	7.67	7.02	0.00	0.00	0.00	24.59
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	11.88	9.20	8.42	0.00	0.00	0.00	29.51
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	46.20	86.18	126.13	135.83	145.53	155.23	695.10
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	46.20	86.18	126.13	135.83	145.53	155.23	695.10
0.00	0.00	58.08	95.39	134.55	145.53	155.23	724.61

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.22	0.17	0.16	0.00	0.00	0.00	0.55
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	1.16	0.95	0.78	0.00	0.00	0.00	2.73
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	1.32	1.02	0.94	0.00	0.00	0.00	3.28
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	15.40	28.73	42.04	45.28	48.51	51.74	231.70
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	15.40	28.73	42.04	45.28	48.51	51.74	231.70
0.00	0.00	16.72	29.75	42.98	45.28	48.51	234.96

NEW NFE CENTRES			COMPONENT																
No. of new centres			0.00	50.00	55.00	50.00	39.00	0.00	0.00	194.00									
			Mos.							Total									
% Unit Cost Assistance			1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total	
			94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		
Inflation Adjustment										0.00 0.10 0.20 0.30 0.40 0.50 0.60									
NON-RECURRING																			
Civil Works	90.00%	0.00								0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00									
Professional Fees	100.00%	0.00								0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00									
Furniture	90.00%	0.00								0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00									
Equipment	90.00%	0.00								0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00									
Educational Matl.	90.00%	0.016	0.00	50.00	55.00	50.00	39.00	0.00	0.00	194.00	0.00	0.88	1.06	1.64	0.87	0.00	0.00	6.00	3.85
Vehicles	90.00%	0.00								0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00									
Books	90.00%	0.00								0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00									
Local Fellowships	100.00%	0.00								0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00									
Local Training	100.00%	0.00								0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00									
Studies	100.00%	0.00								0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00									
NGOs	100.00%	0.00								0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00									
TOTAL NON-RECURRING										0.00 0.88 1.06 1.04 0.87 0.00 0.00 3.85									
RECURRING																			
Salaries	75.00%	0.052	0.00	50.00	105.00	155.00	194.00	194.00	194.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Operation & Mtce.	75.00%	0.031	0.00	50.00	105.00	155.00	194.00	194.00	194.00		0.00	2.86	6.55	10.48	14.12	15.13	16.14	65.29	
Building maintainan	75.00%	0.00								0.00 1.71 3.91 6.25 8.42 9.02 9.62 38.92									
TOTAL RECURRING										0.00 4.57 10.46 16.72 22.54 24.15 25.76 104.21									
TOTAL										0.00 5.45 11.51 17.76 23.42 24.15 25.76 108.06									
FUNDING BY SOURCE																			
Centre	%	State	%	Total	%														
Outlay	01.62	75.53%	26.44	24.47%	108.06	100.00%													

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75.

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.79	0.95	0.94	0.79	0.00	0.00	3.46
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.79	0.95	0.94	0.79	0.00	0.00	3.46
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	2.15	4.91	7.86	10.59	11.35	12.11	48.96
0.00	1.28	2.93	4.68	6.31	6.77	7.22	29.19
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	3.42	7.84	12.54	16.91	18.11	19.32	78.15
0.00	4.22	8.79	13.48	17.69	18.11	19.32	81.62

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.09	0.11	0.10	0.09	0.00	0.00	0.38
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.09	0.11	0.10	0.09	0.00	0.00	0.38
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.72	1.64	2.62	3.53	3.78	4.04	16.32
0.00	0.43	0.98	1.56	2.16	2.26	2.41	9.73
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	1.14	2.61	4.18	5.64	6.04	6.44	26.05
0.00	1.23	2.72	4.29	5.72	6.04	6.44	26.44

NEW WFE PROJECTS

COMPONENT

No. of new projects 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00

	% Assistance	Unit Cost	Mos.							Total							
			1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	Total	1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01
Inflation Adjustoent										0.00	0.10	0.20	0.30	0.40	0.50	0.60	
<b>NON-RECURRING</b>																	
Civil Works	90.00%	0.00															0.00
Professional Fees	100.00%	0.00															0.00
furniture	90.00%	0.00															0.00
Equipment	90.00%	0.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Educational Matl.	90.00%																0.00
Vehicles	90.00%	0.00															0.00
Books	90.00%	0.00															0.00
Local Fellowships	100.00%	0.00															0.00
Local Training	100.00%	0.00															0.00
Studies	100.00%	0.00															0.00
NGOs	100.00%	0.00															0.00
		0.00	-----							-----							
<b>TOTAL NON-RECURRING</b>		<b>0.00</b>								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>RECURRING</b>																	
Salaries	75.00%	3.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operation & Mtce.	75.00%	8.35	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Building maintainan	75.00%	0.00															0.00
		0.00	-----							-----							
<b>TOTAL RECURRING</b>		<b>0.00</b>								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		0.00	-----							-----							
<b>TOTAL</b>		<b>0.00</b>								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

FUNDING BY SOURCE

	Centre	% State	% Total	%
Outlay	0.00	ERR	0.00	ERR

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NEW BUILDINGS		COMPONENT																	
No of new buildings		0.00	70.00	95.00	55.00	0.00	0.00	0.00	220.00										
		Nos.							Total										
% Unit Cost Assistance		1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total		
		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01			
Inflation Adjustment										0.00	0.10	0.20	0.30	0.40	0.50	0.60			
NON-RECURRING																			
Civil Works	90.00%	2.25	0.00	70.00	95.00	55.00	0.00	0.00	0.00	220.00	0.00	173.25	256.50	160.88	0.00	0.00	0.00	590.63	
Professional Fees	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Furniture	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Equipment	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Educational Matl.	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Vehicles	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Books	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Local Fellowships	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Local Training	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Studies	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
AGOs	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL NON-RECURRING		0.00								0.00	173.25	256.50	160.88	0.00	0.00	0.00	0.00	590.63	
RECURRING		0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Salaries	75.00%	0.00																	
Operation & Mtce.	75.00%	0.00																	
Building maintainan	75.00%	0.00																	
TOTAL RECURRING		0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL		0.00								0.00	173.25	256.50	160.88	0.00	0.00	0.00	0.00	590.63	
FUNDING BY SOURCE																			
Centre	531.56	90.00%	59.06	10.00%	590.63	100.00%													

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Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	155.93	230.85	144.79	0.00	0.00	0.00	531.56
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----							
0.00	155.93	230.85	144.79	0.00	0.00	0.00	531.56
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
-----							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----							
0.00	0.00	155.93	230.85	144.79	0.00	0.00	531.56

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	17.32	25.65	16.09	0.00	0.00	0.00	59.06
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----							
0.00	17.32	25.65	16.09	0.00	0.00	0.00	59.06
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
-----							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----							
0.00	0.00	17.32	25.65	16.09	0.00	0.00	59.06



ADDITIONAL ROOMS COMPONENT

No. of new rooms	0.00	30.00	60.00	30.00	0.00	0.00	0.00	120.00
No. of new teachers	0.00	30.00	60.00	30.00	0.00	0.00	0.00	120.00

	% Assistance	Unit Cost	Mos.							Total	Total							
			1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01		1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	
Inflation Adjustment										0.00	0.10	0.20	0.30	0.40	0.50	0.60		
<b>NON-RECURRING</b>																		
Civil Works	90.00%	0.75	0.00	30.00	60.00	30.00	0.00	0.00	0.00	120.00	0.00	24.75	54.00	29.25	0.00	0.00	0.00	108.00
Professional Fees	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Furniture	90.00%	0.01	0.00	30.00	60.00	30.00	0.00	0.00	0.00	120.00	0.00	0.33	0.72	0.39	0.00	0.00	0.00	1.44
Equipment	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Educational Matl.	90.00%									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Vehicles	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Fellowships	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Studies	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NGOs	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL NON-RECURRING</b>		0.00								0.00	25.08	54.72	29.64	0.00	0.00	0.00	0.00	109.44
<b>RECURRING</b>		0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Salaries	75.00%	0.28	0.00	30.00	90.00	120.00	120.00	120.00	120.00		0.00	9.24	30.24	43.68	47.04	50.40	53.76	234.36
Operation & Mtee.	75.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Building maintainan	75.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL RECURRING</b>		0.00								0.00	9.24	30.24	43.68	47.04	50.40	53.76	234.36	
<b>TOTAL</b>		0.00								0.00	34.32	84.96	73.32	47.04	50.40	53.76	343.80	

FUNDING BY SOURCE

	Centre	%	State	%	Total	%
Outlay	274.27	79.77%	69.53	20.23%	343.80	100.00%

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Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	22.28	48.60	26.33	0.00	0.00	0.00	97.20
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.30	0.65	0.35	0.00	0.00	0.00	1.30
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	22.57	49.25	26.68	0.00	0.00	0.00	98.50
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	6.93	22.68	32.76	35.28	37.80	40.32	175.77
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	6.93	22.68	32.76	35.28	37.80	40.32	175.77
0.00	0.00	29.50	71.93	59.44	35.28	37.80	274.27

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	2.48	5.40	2.92	0.00	0.00	0.00	10.80
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.03	0.07	0.04	0.00	0.00	0.00	0.14
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	2.51	5.47	2.96	0.00	0.00	0.00	10.94
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	2.31	7.56	10.92	11.76	12.60	13.44	58.59
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	2.31	7.56	10.92	11.76	12.60	13.44	58.59
0.00	0.00	4.82	13.03	13.88	11.76	12.60	69.53

MULTI-MEDIA CAMPAIGN COMPONENT																	
No. of campaigns (one per block)		12.00	12.00	12.00	12.00	12.00	12.00	12.00	84.00								
		Nos.							Total								
	% Unit Cost Assistance	1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	total	1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	total
Inflation Adjustent										0.00	0.10	0.20	0.30	0.40	0.50	0.60	
NON-RECURRING																	
Civil Works	90.00% 0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Professional Fees	100.00% 0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Furniture	90.00% 0.00																
Equipment	90.00% 0.00																
Educational Matl.	90.00% 0.00																
Vehicles	90.00% 0.00																
Books	90.00% 0.00																
Local Fellowships	100.00% 0.00																
Local Training	100.00% 0.00																
Studies	100.00% 0.00																
HGOs	100.00% 0.25	12.00	12.00	12.00	12.00	12.00	12.00	12.00	84.00	3.00	3.30	3.60	3.90	4.20	4.50	4.80	27.30
	0.00																
TOTAL NON-RECURRING	0.00									3.00	3.30	3.60	3.90	4.20	4.50	4.80	27.30
	0.00																
RECURRING																	
Salaries	75.00% 0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operation & Mtce.	75.00% 0.00																
Building maintenanc	75.00% 0.00																
TOTAL RECURRING										0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL	0.00									3.00	3.30	3.60	3.90	4.20	4.50	4.80	27.30
FUNDING BY SOURCE																	
	Centre % State % total %																
Outlay	27.30 100.00% 0.00 0.00% 27.30 100.00%																

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AWARDS TO GROUPS		COMPONENT															
No. of awards ( blocks)		0.00	12.00	12.00	12.00	12.00	12.00	12.00	12.00	72.00							
		Nos.							Total								
% Unit Cost Assistance		1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	total	1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	total
Inflation Adjustent										0.00	0.10	0.20	0.30	0.40	0.50	0.60	
<b>NON-RECURRING</b>																	
Civil Works	90.00%								0.00								0.00
Professional Fees	100.00%								0.00								0.00
Furniture	90.00%								0.00								0.00
Equipment	90.00%								0.00								0.00
Educational Matl.	90.00%								0.00								0.00
Vehicles	90.00%								0.00								0.00
Books	90.00%								0.00								0.00
Local Fellowships	100.00%								0.00								0.00
Local Training	100.00%								0.00								0.00
Studies	100.00%								0.00								0.00
NGOs	100.00%	0.00	12.00	12.00	12.00	12.00	12.00	12.00	72.00	0.00	1.32	1.44	1.56	1.68	1.80	1.92	9.72
<b>TOTAL NON-RECURRING</b>		-----															
										0.00	1.32	1.44	1.56	1.68	1.80	1.92	9.72
<b>RECURRING</b>																	
Salaries	75.00%								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operation & Mtce.	75.00%								0.00								0.00
Building maintainan	75.00%								0.00								0.00
<b>TOTAL RECURRING</b>		-----															
										0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL</b>		-----															
										0.00	1.32	1.44	1.56	1.68	1.80	1.92	9.72
<b>FUNDING BY SOURCE</b>																	
Outlay	Centre	9.72	100.00%	0.00	0.00%	0.00	0.00%	9.72	100.00%								











Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	16.34	24.30	26.33	0.00	0.00	0.00	66.96
-----							
0.00	16.34	24.30	26.33	0.00	0.00	0.00	66.96
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
-----							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----							
0.00	16.34	24.30	26.33	0.00	0.00	0.00	66.96

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	1.82	2.70	2.92	0.00	0.00	0.00	7.44
-----							
0.00	1.82	2.70	2.92	0.00	0.00	0.00	7.44
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
-----							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----							
0.00	1.82	2.70	2.92	0.00	0.00	0.00	7.44

SCHOOL CONTINGENCY & TEACHING MATERIAL COMPONENT

Mos. 1684.00 1808.00 1838.00 1851.00 1851.00 1851.00 1851.00 12734.00

	% Assistance	Unit Cost	Nos.							Total	Total						
			1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01		1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01
Inflation Adjustment										0.00	0.10	0.20	0.30	0.40	0.50	0.60	
<b>NON-RECURRING</b>																	
Civil Works	90.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Professional Fees	100.00%	0.00							0.00								0.00
Furniture	90.00%	0.00							0.00								0.00
Equipment	90.00%	0.00							0.00								0.00
Educational Matl.	90.00%	0.01	1684.00	1808.00	1838.00	1851.00	1851.00	1851.00	12734.00	16.84	19.09	22.06	24.06	25.91	27.77	29.62	166.14
Vehicles	90.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books	90.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Fellowships	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Studies	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
AGOs	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL NON-RECURRING</b>		0.00							0.00	16.84	19.09	22.06	24.06	25.91	27.77	29.62	166.14
<b>RECURRING</b>		0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Salaries	75.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operation & Mtce.	75.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Building maintenanc	75.00%	0.01	1684.00	1808.00	1838.00	1851.00	1851.00	1851.00	1851.00	16.84	19.09	22.06	24.06	25.91	27.77	29.62	166.14
<b>TOTAL RECURRING</b>		0.00							0.00	16.84	19.09	22.06	24.06	25.91	27.77	29.62	166.14
<b>TOTAL</b>		0.00							0.00	33.68	39.70	44.11	48.13	51.83	55.53	59.23	332.28

FUNDING BY SOURCE

Centre	%	State	%	Total	%	
Outlay	274.13	82.50%	58.15	17.50%	332.28	100.00%

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Central Share								State Share							
1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60			0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
15.16	17.90	19.85	21.66	23.32	24.99	26.65	149.53	1.68	1.99	2.21	2.41	2.59	2.78	2.96	16.61
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
15.16	17.90	19.85	21.66	23.32	24.99	26.65	149.53	1.68	1.99	2.21	2.41	2.59	2.78	2.96	16.61
0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12.63	14.92	16.54	18.05	19.44	20.82	22.21	124.61	4.21	4.97	5.51	6.02	6.48	6.94	7.40	41.54
12.63	14.92	16.54	18.05	19.44	20.82	22.21	124.61	0.00	4.21	4.97	5.51	6.02	6.48	6.94	41.54
0.00	27.79	32.82	36.39	39.70	42.76	45.81	274.13	0.00	5.89	6.96	7.72	8.42	9.07	9.72	58.15

ECCE COMPONENT

No. of Projects-new (200 schools) 0.00 1.00 0.00 0.00 0.00 0.00 0.00 1.00

Irg. costs Year 1 1.92 Year 2,3, 0.51 Nos. 1 2 3 4 5 6 7 Total  
 % Unit Cost Assistance 94-95 95-96 96-97 97-98 98-99 99-2000 2000-01

Inflation Adjustment

NON-RECURRING

Civil Works 90.00% 0.00 0.00  
 Professional Fees 100.00% 0.00 0.00  
 Furniture 90.00% 3.02 0.00 1.00 0.00 0.00 0.00 0.00 1.00  
 Equipment 90.00% 0.00 0.00  
 Educational Matl. 90.00% 2.03 0.00 1.00 0.00 0.00 0.00 0.00 1.00  
 Vehicles 90.00% 0.00  
 Books 90.00% 0.00  
 Local fellowships 100.00% 0.00  
 Local training 100.00% 0.00  
 Studies 100.00% 0.06  
 NGOs 100.00% 0.00

TOTAL NON-RECURRING

RECURRING

Salaries 75.00% 14.40 0.00 1.00 1.00 1.00 1.00 1.00 1.00  
 Operation & Mtce. 75.00% 2.01 0.00 1.00 1.00 1.00 1.00 1.00  
 Building maintainan 75.00% 0.00

TOTAL RECURRING

TOTAL

FUNDING BY SOURCE

Centre % State % Total %  
 Outlay 109.16 76.36% 33.79 23.64% 142.95 100.00%

							Total								
1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
								0.00	0.10	0.20	0.30	0.40	0.50	0.60	
							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							0.00	3.32	0.00	0.00	0.00	0.00	0.00	0.00	3.32
							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							0.00	2.23	0.00	0.00	0.00	0.00	0.00	0.00	2.23
							0.00								
							0.00	1.92	0.51	0.51	0.51	0.51	0.51	0.51	4.47
							0.00	7.40	0.51	0.51	0.51	0.51	0.51	0.51	10.03
							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
							0.00	15.04	17.20	18.72	20.16	21.60	23.04	116.64	
							0.00	2.21	2.41	2.61	2.81	3.02	3.22	16.28	
							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
							0.00	10.05	19.69	21.33	22.97	24.62	26.26	132.92	
							0.00	25.53	20.20	21.84	23.48	25.13	26.77	142.95	

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Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	2.99	0.00	0.00	0.00	0.00	0.00	2.99
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	2.01	0.00	0.00	0.00	0.00	0.00	2.01
0.00	1.92	0.51	0.51	0.51	0.51	0.51	4.47
0.00	6.92	0.51	0.51	0.51	0.51	0.51	9.47
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	11.88	12.96	14.04	15.12	16.20	17.28	87.48
0.00	1.66	1.81	1.96	2.11	2.26	2.41	12.21
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	13.54	14.77	16.00	17.23	18.46	19.69	99.69
0.00	20.46	15.28	16.51	17.74	18.97	20.20	109.16

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.33	0.00	0.00	0.00	0.00	0.00	0.33
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.22	0.00	0.00	0.00	0.00	0.00	0.22
0.00	0.56	0.00	0.00	0.00	0.00	0.00	0.56
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	3.96	4.32	4.68	5.04	5.40	5.76	29.16
0.00	0.55	0.60	0.65	0.70	0.75	0.80	4.07
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	4.51	4.92	5.33	5.74	6.15	6.56	33.23
0.00	5.07	4.92	5.33	5.74	6.15	6.56	33.79

TRAINING COMPONENT									
BRCs, TRCs,									
Total blocks		12.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
COSTS (Rs. 000)	Furniture	Equipment	Prof. Fee	training	Sai.	Mtce.			
TRC (10/block)	5.00	5.00	10.00	2.00	22.50				
BRC	15.00	10.00	25.00	35.00	30.00	15.00			
Total/block	65.00	60.00	25.00	135.00	50.00	240.00			

	% Assistance	Unit Cost	Nos.							Total	Total								
			1	2	3	4	5	6	7		1	2	3	4	5	6	7	Total	
			94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		
Inflation Adjustment											0.00	0.10	0.20	0.30	0.40	0.50	0.60		
<b>NON-RECURRING</b>																			
Civil Works	90.00%	3.00	6.00	6.00					12.00		10.00	19.00	0.00	0.00	0.00	0.00	0.00	0.00	37.00
Professional Fees	100.00%	0.25	12.00	12.00	12.00	12.00	12.00	12.00	84.00		3.00	3.30	3.60	3.90	4.20	4.50	4.80	4.00	27.30
Furniture	90.00%	0.65	12.00						12.00		7.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.00
Equipment	90.00%	0.60	12.00						12.00		7.20	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.20
Educational Matl.	90.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Vehicles	90.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books	90.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Fellowships	100.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.00%	1.35	12.00	12.00	12.00	12.00	12.00	12.00	84.00		16.20	17.02	19.44	21.06	22.68	24.30	25.92	147.42	
Studies	100.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NGOs	100.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL NON-RECURRING</b>		<b>0.00</b>							<b>0.00</b>		<b>52.20</b>	<b>40.92</b>	<b>23.04</b>	<b>24.96</b>	<b>26.08</b>	<b>28.80</b>	<b>30.72</b>		<b>227.52</b>
<b>RECURRING</b>		<b>0.00</b>							<b>0.00</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		<b>0.00</b>
Salaries	75.00%	0.50	12.00	12.00	12.00	12.00	12.00	12.00	12.00		6.00	6.60	7.20	7.80	8.40	9.00	9.60	54.60	
Operation & Mtce.	75.00%	2.40	12.00	12.00	12.00	12.00	12.00	12.00	12.00		20.00	31.60	34.56	37.44	40.32	43.20	46.08	262.00	
Building maintainan	75.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL RECURRING</b>		<b>0.00</b>							<b>0.00</b>		<b>34.80</b>	<b>38.28</b>	<b>41.76</b>	<b>45.24</b>	<b>48.72</b>	<b>52.20</b>	<b>55.68</b>		<b>316.68</b>
<b>TOTAL</b>		<b>0.00</b>							<b>0.00</b>		<b>87.00</b>	<b>79.20</b>	<b>64.80</b>	<b>70.20</b>	<b>75.60</b>	<b>81.00</b>	<b>86.40</b>		<b>544.20</b>
<b>FUNDING BY SOURCE</b>																			
Outlay	Centre	% State	% Total																
	459.75	84.48%	84.45	15.52%	544.20	100.00%													

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Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
16.20	17.82	0.00	0.00	0.00	0.00	0.00	34.02
3.00	3.30	3.60	3.90	4.20	4.50	4.80	27.30
7.02	0.00	0.00	0.00	0.00	0.00	0.00	7.02
6.48	0.00	0.00	0.00	0.00	0.00	0.00	6.48
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
16.20	17.82	19.44	21.06	22.68	24.30	25.92	147.42
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
48.90	38.94	23.04	24.96	26.88	28.80	30.72	222.24
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
4.50	4.95	5.40	5.85	6.30	6.75	7.20	40.95
21.60	23.76	25.92	28.08	30.24	32.40	34.56	196.56
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26.10	28.71	31.32	33.93	36.54	39.15	41.76	237.51
0.00	75.00	67.65	54.36	58.89	63.42	67.95	459.75

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
1.80	1.98	0.00	0.00	0.00	0.00	0.00	3.78
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.78	0.00	0.00	0.00	0.00	0.00	0.00	0.78
0.72	0.00	0.00	0.00	0.00	0.00	0.00	0.72
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3.30	1.98	0.00	0.00	0.00	0.00	0.00	5.28
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.50	1.65	1.80	1.95	2.10	2.25	2.40	13.65
7.20	7.92	8.64	9.36	10.08	10.80	11.52	65.52
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8.70	9.57	10.44	11.31	12.18	13.05	13.92	79.17
0.00	12.00	11.55	10.44	11.31	12.18	13.05	84.45





Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1.00	1.10	1.20	1.30	1.40	1.50	1.60	9.10
1.80	0.00	0.00	0.00	0.00	0.00	0.00	1.80
4.50	0.00	0.00	0.00	0.00	0.00	0.00	4.50
0.18	0.20	0.22	0.23	0.25	0.27	0.29	1.64
2.03	2.23	0.00	0.00	0.00	0.00	0.00	4.25
4.50	0.00	0.00	0.00	0.00	0.00	0.00	4.50
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2.15	2.37	2.58	2.80	3.01	3.23	3.44	19.57
0.30	0.33	0.36	0.39	0.42	0.45	0.48	2.73
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
16.46	6.22	4.36	4.72	5.08	5.45	5.81	48.09
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	16.46	6.22	4.36	4.72	5.08	5.81	48.09

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.20	0.00	0.00	0.00	0.00	0.00	0.00	0.20
0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.50
0.02	0.02	0.02	0.03	0.03	0.03	0.03	0.18
0.23	0.25	0.00	0.00	0.00	0.00	0.00	0.47
0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.50
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1.45	0.27	0.02	0.03	0.03	0.03	0.03	1.85
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	1.45	0.27	0.02	0.03	0.03	0.03	1.85

MANAGEMENT COMPONENT																			
		Nos							Total										
Blocks		12.00																	
Costs (Rs lakh)	Sal.	Mtce.	Equipment	Vehicle															
Block	0.50	0.20	0.60																
Distr	5.50	1.50	2.50	2.25															
Total	11.50	3.90	9.70	2.25															
	% Assistance	Unit Cost	Nos.							Total									
			1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total	
			94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		
Inflation Adjustent											0.00	0.10	0.20	0.30	0.40	0.50	0.60		
<b>NON-RECURRING</b>																			
Civil Works	90.00%	0.00								0.00									0.00
Professional Fees	100.00%	0.00								0.00									0.00
Furniture	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	90.00%	9.70	1.00							1.00	9.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9.70
Educational Matl.	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Vehicles	90.00%	2.25	1.00							1.00	2.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.25
Books	90.00%	0.00								0.00									0.00
Local Fellowships	100.00%	0.00								0.00									0.00
Local Training	100.00%	0.00								0.00									0.00
Studies	100.00%	0.00								0.00									0.00
NGOs	100.00%	0.00								0.00									0.00
		0.00																	
<b>TOTAL NON-RECURRING</b>		0.00									11.95	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11.95
<b>RECURRING</b>																			
Salaries	75.00%	11.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00		11.50	12.65	13.80	14.95	16.10	17.25	18.40	19.65	104.65
Operation & Mtce.	75.00%	3.90	1.00	1.00	1.00	1.00	1.00	1.00	1.00		3.90	4.29	4.68	5.07	5.46	5.85	6.24	6.63	35.49
Building mainten	75.00%	0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		0.00																	0.00
<b>TOTAL RECURRING</b>											15.40	16.94	18.48	20.02	21.56	23.10	24.64	26.18	140.14
<b>TOTAL</b>											27.35	16.94	18.48	20.02	21.56	23.10	24.64	26.18	152.09
<b>FUNDING BY SOURCE</b>																			
	Centre	% State	% Total	%															
Outlay	115.86	76.18%	36.23	23.02%	152.09	100.00%													

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
							0.00
							0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8.73	0.00	0.00	0.00	0.00	0.00	0.00	8.73
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2.03	0.00	0.00	0.00	0.00	0.00	0.00	2.03
-----							
10.76	0.00	0.00	0.00	0.00	0.00	0.00	10.76
-----							
8.63	9.49	10.35	11.21	12.08	12.94	13.80	78.49
2.93	3.22	3.51	3.80	4.10	4.39	4.68	26.62
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----							
11.55	12.71	13.86	15.02	16.17	17.33	18.48	105.11
-----							
22.31	12.71	13.86	15.02	16.17	17.33	18.48	115.86

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
							0.00
							0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.97	0.00	0.00	0.00	0.00	0.00	0.00	0.97
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.23	0.00	0.00	0.00	0.00	0.00	0.00	0.23
-----							
1.20	0.00	0.00	0.00	0.00	0.00	0.00	1.20
-----							
2.88	3.16	3.45	3.74	4.03	4.31	4.60	26.16
0.98	1.07	1.17	1.27	1.36	1.46	1.56	8.87
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----							
3.85	4.24	4.62	5.01	5.39	5.78	6.16	35.03
-----							
5.05	4.24	4.62	5.01	5.39	5.78	6.16	36.23



Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.45	0.00	0.00	0.00	0.00	0.00	0.00	0.45
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.63	0.00	0.00	0.00	0.00	0.00	0.00	0.63
4.23	0.00	0.00	0.00	0.00	0.00	0.00	4.23
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1.80	1.98	2.16	2.34	2.52	2.70	2.88	16.38
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7.11	1.98	2.16	2.34	2.52	2.70	2.88	21.69
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.72	0.79	0.86	0.94	1.01	1.08	1.15	6.55
2.14	2.35	2.57	2.78	2.99	3.21	3.42	19.45
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2.86	3.14	3.43	3.71	4.00	4.29	4.57	26.00
0.00	9.97	5.12	5.59	6.05	6.52	6.99	47.69

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.05	0.00	0.00	0.00	0.00	0.00	0.00	0.05
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.07	0.00	0.00	0.00	0.00	0.00	0.00	0.07
0.47	0.00	0.00	0.00	0.00	0.00	0.00	0.47
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.59	0.00	0.00	0.00	0.00	0.00	0.00	0.59
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.24	0.26	0.29	0.31	0.34	0.36	0.38	2.18
0.71	0.78	0.86	0.93	1.00	1.07	1.14	6.48
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.95	1.05	1.14	1.24	1.33	1.43	1.52	8.67
0.00	1.54	1.05	1.14	1.24	1.33	1.43	9.26

CHAPTER - 7

MONITORING AND REVIEW

- \* 7.1 Present Status of Monitoring and Review .
- \* 7.2 Monitoring and Review Strategy .
- \* 7.3 Major Components of Monitoring and Review .
- \* 7.4 Frequency of Monitoring .
- \* 7.5 The Review Study .

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## CHAPTER - 7

### MONITORING AND REVIEW

#### 7.1.1. THE PRESENT STATUS OF MONITORING AND REVIEW

There is no single agency charged exclusively with the monitoring and review of UPE and school education as a whole .At circle and block levels different functionaries look after formal and nonformal education . Moreover the concept of early childhood education (ECE) has been recommended by the national policy on education (NPE 1986 ) which has been introduced casually by the Deptt. of Women and Child Care Development under the scheme of Anganwadies, Balwadies . But nothing concrete has been done till date . The Deptt. of Women and Child Care Development has not taken ECE as the school readiness programme for promoting rural children to join the formal system of education . The supervisory channels both in Education Deptt. and in Tribal Welfare Deptt. are loaded with either office work or non - academic work assigned to them every now and then .

7.1.2 Moreover the decision making process is not sufficiently decentralised . The powers invested in B.E.O's and DY.D.P.I. are often circumscribed by economy drives and Govt. bans.

7.1.3 The system of Primary Education is accountable to superior heirarchy but very little to the local community . Moreover the system of supervision and monitoring is not strong enough to check absenteeism to a sufficient degree , nor is the system of appraisal , reward and punishment functioning adequately .

7.1.4 All these factors have made the concept of monitoring and supervision most irrelevant and ineffective . In view of it , a systematic strategy for monitoring and supervision and review of the prestigious DPEP project of Rajnandgaon is outlined below :

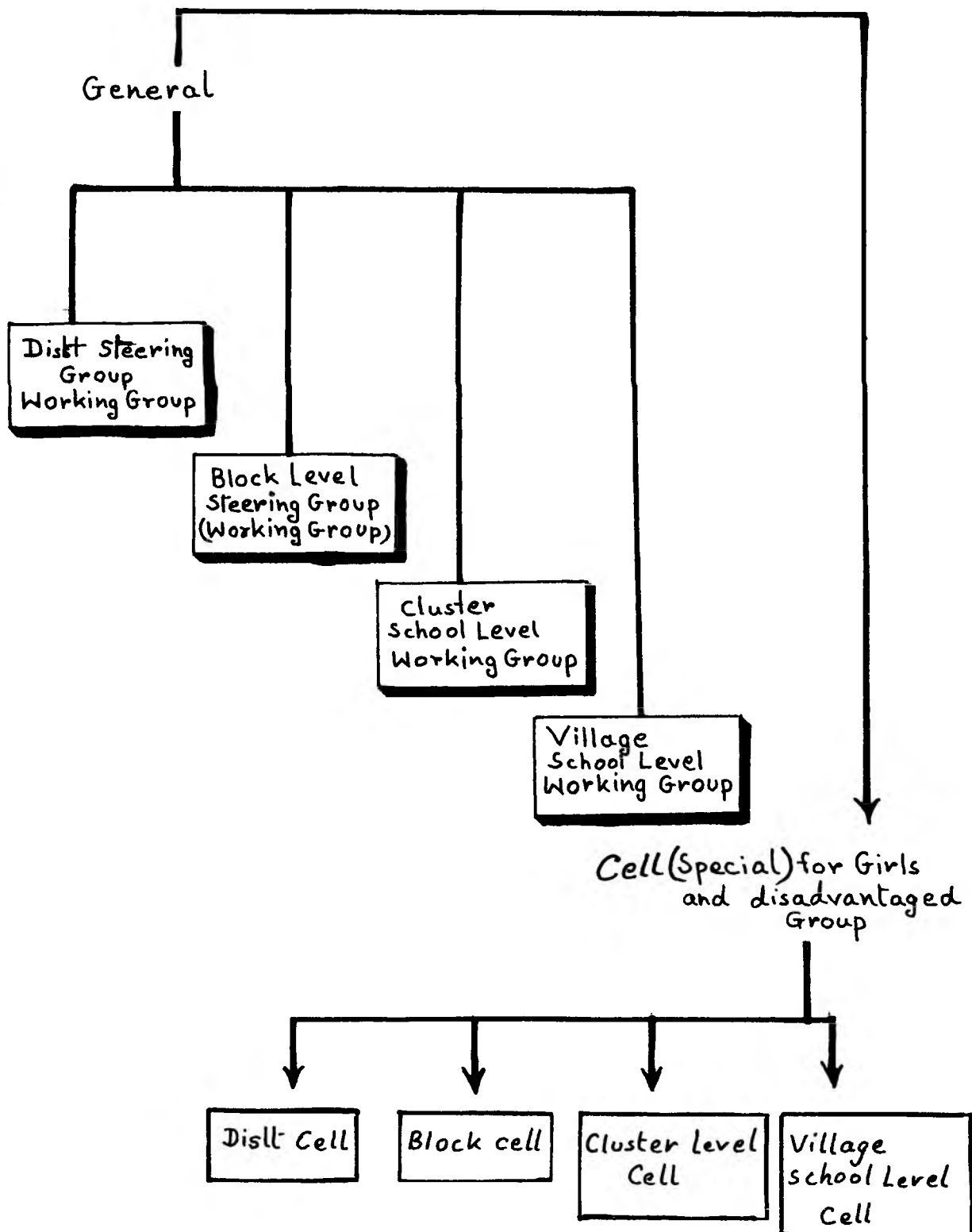
#### 7.2 MONITORING AND REVIEW STRATEGY

7.2.1 Although the DPEP manual proposes the constitution of the the District Planning Group under the chairmanship of the District Collector, it is proposed to constitute steering groups at various levels for effective monitoring and supervision . The steering group at district level will include the following :-

1. Chairperson - Deputy Director Public Instruction
2. Co-Chairman - Asstt. Director Public Instruction  
(Exclusively for  
DPEP project)



# MONITORING & SUPERVISION FOR ENROLMENT & RETENTION



3. Co-Chairman - ADPI / Principal H.S.S.  
(Lady Co Chairperson  
exclusively for  
girls education)
- Co-Chairman - Principal DIET  
( Academic )
4. Convenor - B.E.O.  
(exclusively  
for DPEP)
5. Joint Co-ordinator - 2-ADIS (One female and  
the other male)

This group will be solely responsible for the implemetantion of the DPEP and complete the responsibilities assigned with accountability. Moreover decentralisation of powers will be ensured with the cuncurrence of the higher authorities .

7.2.2 The powers and functions of this group will be spelled out in consultation with the Project Director .

#### 7.2.3 MONITORING SUPERVISION AND REVIEW AT BLOCK LEVEL

A similar group for monitoring supervision and review of DPEP will be created at the block level , under the chairmanship of B.E.O. who will be responsible and accountable for the implementation of UPE in the block .

1. Chairperson - B.E.O.
2. Co-Chairperson - B.E.O. / Principal H.S.  
(exclusively for Lady  
girls education)
3. Associates - 2 - ADIS (One male & other female)
4. Convenor - M.S. Head masters  
Co-ordinator

This group will be incharge of UPE in the block and shall be held responsible and accountable to the Deputy Director of Public Instruction .

#### 7.2.4 MONITORING SUPERVISION AND REVIEW AT CLUSTER VILLAGE SCHOOL LEVEL

This group at the school cluster level will also be created with the following functionaries .

1. Chairperson - ADIS
2. Co-Chairperson - H.M. of school cluster level .
3. Co-ordinator - 2 - A senior teacher of the school.  
(One male & the other female)
4. Associate Co-ordinator - Primary teacher

This group will directly be associated with the grass root level teachers and will have sufficient power of supervision, monitoring, guidance and review of the UPE. This cell will be accountable both to the community and the BEO. Responsibilities and the powers will be determined in consultation with the competent authority .

#### 7.2.5 Village community level, supervision , monitoring and review steering group .

There will be a monitoring supervision and review group at the village community level under the chairmanship of VEC. It will also include the teachers , headmaster , lady workers and representative of the special cell created for the education of the village girls. The special cell for girls will exclusively work for enrolment and retention of girls .

A proposal for decentralization of powers will be worked out from district level in consultation with the field workers and Govt. agencies involved in the education .

### 7.3 MAJOR COMPONENTS OF MONITORING AND REVIEW AT VARIOUS LEVELS

#### 7.3.1 Monitoring and review of progress of Physical and financial aspects :

- i) Under various programmes and interventions .
- ii) Time and target oriented tasks as decided at various levels -villages, cluster, block, district .
- iii) Monitoring and review of resources available , created or developed .
- iv) Progress of centrally sponsored and state initiated projects and programmes which also come under the perview of UPE.
- v) Various inputs given from time to time for strengthening and accelerating the process of education .
- vi) Academic enrichment at various levels in the resource centres-cluster , block and district .

- vii) Effective functioning of VEC and special cell created for education of girls at village level .
- viii) Effective functioning of supervisory set up proposed from grass root level to district level .
- ix) Develop suitable feed back strategies at all levels and ensure follow up action .
- x) Continuous evaluation of the project at various levels- village, cluster, block and district .

The focus has to be on the following major points :-

- i) Non - financial interventions proposed at various levels to promote and accelerate the process of UPE .
- ii) Community participation as to make primary education as the sole responsibility of the village community .
- iii) Regular monitoring , supervision and guidance to various functionaries who are charged with responsibility and accountability .
- iv) The process of evaluation has to become integral part of the whole process .
- v) Check points should be decided at all levels .

**7.4 FREQUENCY OF MONITORING** - In the beginning it will be fortnightly and when things become automatic and smooth functioning is ensured, it may be monthly depending on the nature of the programme and progress .

**7.5 THE REVIEW STUDY** - i) In first two years of the project , quarterly joint review by the block and district unit is proposed . Moreover evaluation of individual programmes as well as the activities undertaken for UPE as a whole be done by the functionaries involved in the process of UPE .

ii) The project lays highest importance to qualitative development of primary education along with the universal access, enrolment and retention. The process of learning has to be changed and completely transformed from teacher talk methods to activity and child centred approach, together with participatory approach .

iii) For academic monitoring, supervision and guidance the DIET has to play a key role at the district level . At block and resource centre this role has to be played jointly by the

DIET and headmasters and teacher for the cluster schools . For academic pursuits and intervention the frequency of monitoring may be weekly to fortnightly, to monthly. Similarly joint review process should also be developed simultaneously together with comprehensive and continuous evaluation of each and every programme/activity initiated. This should be given top priority.

iv) The monitoring at the village level should start from day to day monitoring to bi- weekly to fortnightly to monthly . The review should also be weekly in the beginning and monthly in due course of time . It will be ensured by agencies identified at village to district levels .

v) It is also suggested that an independent body consisting of members from College of Education, high and higher secondary schools, NGOs and teachers working at primary and middle level , including female members and SC / ST will be constituted at the block or district level to review and to evaluate the UPE programmes yearly and suggest strategies for improvement . Moreover the District planning group will also initiate independent survey and studies from time to time to gauge its impact at village level.

It is again stated that time bound targets will be set at all levels and responsibility and accountability will be fixed . Those who complete the target in the stipulated time period will be suitably rewarded and vice - versa .

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CHAPTER - 8

PROJECT RISKS

- \* 8.1 Basic Assumptions .
- \* 8.2 Risks Inherent in the Project .  
Steps to minimize risk .

\*\*\*\*\*

## CHAPTER - 8

### // PROJECT RISKS //

Although the project is carefully conceived, prepared and scrutinised it does involve certain risks which may be due to (1) Socio-political systems (ii) Human limitations, (iii) Administrative reasons (iv) Delay in project approval and funding and (v) Unforeseen reasons.

#### 1. BASIC ASSUMPTIONS

1.1 Since the project has been prepared by the block level workers and district level functionaries it is hoped that there would hardly be any communication gap regarding the district project filtered to block level to village level committee.

1.2 Since it is a time and target bound project with reasonable resources, various functionaries would work on the project with accountability and commitment.

1.3 Evaluation is a regular inbuilt process of the whole project. It will provide necessary feedback to modify it, cast and recast it in view of the targets, without tempering with the project goals and commitment.

1.4 State key persons involved in the project alongwith the district and block level key persons will continuously monitor it, provide guidance and will also be bound by accountability to achieve the project goals.

1.5 Working in the field and interaction with grassroot level workers will provide necessary feedback which is crucial to its success.

#### 2. RISKS INHERENT IN THE PROJECT

There are factors which might affect adversely the project and its implementation. In a nutshell these may be stated as :-

##### 2.1 SOCIO-POLITICAL SYSTEM

In democratic set up as evident today, there are pressure building groups which exploit institution to their selfish ends. Therefore rationalization and work value systems are badly affected.

#### STEPS TO MINIMIZE THE RISK

(i) We have to keep the project as an educational endeavour and involve only those for whom it is meant-direct recipient of the project.

(ii) There is no reason to be too much enthusiastic. Better get on with the workers and various functionaries. Big meetings under big heads will be avoided.

(iii) We propose to take the local community into confidence and work with their assistance .

(iv) 'The greater is the criticism , higher are the chances of success 'is the key to development programme . Bear criticism in this spirit .

(v) Be open to correction , welcome suggestion that comes from the grassroot level in particular .

## 2.2 HUMAN LIMITATIONS

Individual differences are obvious. To err is human, too Therefore , hinderances do obstruct due to these factors in the light of targets fixed and quality expected in performance. Lack of work culture and work value is the greatest enemy of our society particularly in Govt. and public sector .

## STEPS TO MINIMIZE THE RISK

(i) Apply educational approach-appreciate and give recognition to worker and his / her achievement and encourage for better results.

A kindly word is better than a suggestive note or direction.

(ii) Recognise only those persons committed to their work ; honour them and give them benefits .

## 2.3 ADMINISTRATIVE REASONS

Efficiency in administration is remedy to many ills and obstructions . If the administrator succeeds to gear up its machinery and involve the team in a team spirit , the project is bound to go ahead and succeed . Administrative slackness could cause greatest project risks.

(i) Since Independence it has been the experience that we are good and excellent planners and the worst executors . And so we have become MASTERS OF FLOP SHOWS .

(ii) It is also a tragedy that one plans , the other implements and another declares it future fate . There is hardly any link between them .

(iii) Frequent changes in administration due to some reason or the other are greatest hurdles in implementation of the project . Persons who have hardly any interest or know-how in the project are posted at key points . This further proves death blow to the project .



### STEPS TO MINIMIZE THE RISK

- Fix responsibility and accountability at all levels.
- Keep regular watch in effective implementation and working at all levels.
- District and block level officers be given single assignment to monitor the project to success.

### 2.4 DELAY IN PROJECT APPROVAL AND FUNDING

The project starts only when approved and funds received and machinery is geared accordingly . Any delay in it would be fatal to the whole strategy - time bound target and their realization .

#### STEPS TO MINIMIZE THE RISK

- (i) Before implementation complete preparatory work and examine all measures .
- (ii) Ensure that the team is ready at all levels to start the work, equipped with necessary equipment/material / training etc.
- (iii) Start the project in the beginning of the academic session as far as possible .
- (iv) Flow of grant is to be ensured .

### 2.5 UNFORESEEN REASONS

Unforeseen reasons do come and affect the pace of work.

#### STEPS TO MINIMIZE THE RISK

- 1- Try to foresee such factors and phenomena which may block smooth functioning and take necessary precautions well in advance.
- 2- Keep alternate arrangements ready which could be employed in case of any emergency .
- 3- Don't leave any room for a chance at planning and implementation stage .
- 4- Keep interaction alive during the process of implementation .
- 5- Integrate look - back process with the project and keep the project moving .

2.6 some other most important risks are -

- fixing too high goals without proper resources
- lack of insight into priorities
- lack of adequate planning and implementation at grassroots level
- lack of sincerity and commitment to one's duty and
- run after for SHOW rather than real functioning and achievement.

#### STEPS TO MINIMIZE THE RISK

(i) Goals and targets have been fixed at the grassroots level in consultation with the village community and field workers .

(ii) Priorities have also been fixed at various levels .

(iii) Priorities have also been fixed for opening new schools or providing new education facility at village level .

(iv) Demand may assume gigantic shape if we have to accomplish the existing schools with adequate teachers and material. Obviously the demand would become very enormous when the new facilities proposed in unserved areas are also counted for total UPE .

The grants are limited. The resources are also limited. Therefore, we have to cut the project to the reasonable size and resources . It will affect adversely the DPEP project . Alternatives have to be brought out with the commencement of the DPEP project .

These are some of the risks involved . These are only suggested steps. Apply your own wit and wisdom to overcome these and other risks .

This is a national commitment . STAND BY IT .

\*\*\*\*\*

**APPENDIX**

**PROCESS OF PLAN PREPARATION**

- 1 -
- \* - Constitution of the Distric Planning Group.
  - \* - Details of meetings held at various level and formation of working groups.
  - \* - Process of Plan - Preparation - Community suport.

2 - Basic Data

\*\*\*\*\*

APPENDIX - I

1. The District Planning Group was constituted as per guidelines and the first meeting of the group was held on 23-12-93. The first draft plan was discussed throughly in the light of the major changes suggested for its revision for preparing DPEP and accordingly the stratagies were chalked out to have interaction at the grassroot level to the block level. The DPG consists of the following :-

1. Collector , Rajnandgaon - Chairperson .
2. Dy. Director ,Public Instruction ,Rajnandgaon .
3. Asstt. Commissioner, S.C.,S.T., B.C. Welfare Rajnandgaon .
4. Principal, D.I.E.T. Khairagarh .
5. Principal, College of Education , Raipur .
6. Distt. Women and Child Development Officer , Rajnandgaon .
7. Dy. Director , Penchayat and Social Welfare , Rajnandgaon .
8. Secretary , Zila Saksharta Samiti , Rajnandgaon .
9. Distt. Planning Officer , Rajnandgaon .
10. Distt. Statistical Officer , Rajnandgaon .
11. Distt. Publicity Officer , Rajnandgaon .
12. Asstt. Engineer , RES . Rajnandgaon .
13. C.E.O. DRDA Rajnandgaon .
14. Project Administrator, ITDP, Rajnandgaon .
15. State Reprtentative of the :- (i) Dr. A.B.Saxena,  
State Planning group . Asstt. Field Adviser  
NCERT , Bhopal .  
  
(ii) Mr. A.K.Haruray,  
Asstt.Professor,College  
of Education , Raipur.
16. Representatives of Primary School Teachers (Nominated) :- (i) Mr. Janaklal Patel  
Retired Head Master,P.S.  
Dongargaon.  
  
(ii) Mr. Vikram Singh Ganvir,  
Retired Head Master,P.S.  
Rajnandgaon.
17. Three non-official members (nominated) :- (i) Mr. Gautam Chand Parakh,  
Secy.Shri D.A.Jain  
Educaation Committee,  
Rajnandgaon.  
  
(ii) Mrs. Ratna Ostwal,  
Lioness club,Rajnandgaon.  
  
(iii) Mr. Himmat Bhai Raicha,  
'UDYACHAL', Rajnandgaon,

2. Details of the meeting held :-

The meeting of the BEO's ,P.O.'s, A.D.I.S. was held on 24-12-93 to discuss the strategies in plan preparation , the involvement of community for identification of educational needs , school mapping survey of habitations and their suggestions to be incorporated in the D.P.E.P.The working group of the district level was constituted as given below :-

1. Mr.I.S.Kawreti, Deputy Director of Public Instruction Rajnandgaon Distt.
2. ,, V.K.Gomasta, Asstt. Director , Public Instruction Rajnandgaon .
3. ,, M.R.Sheolikar, Principal, Govt. High school Shankarpur.
4. ,, R.S.Verma, Principal, Govt. High school Basantpur .
5. ,, S.K.Pandey, Asstt. Director (NFE) Rajnandgaon .
6. Ms.D.Mishra, Asstt. Director (NFE) Kawardha .
7. Mr.C.B. Jha, ADIS (E.D.) O/O Dy. Dr.P.I. Rajnandgaon .  
(I/C of the Project and plan)
8. ,, N.L.Sahu, ADIS , Chowki block .
9. ,, Nisar Ahmad, ADIS , Mohla block .
- 10.,, S.S.Hirwani, ADIS , Dongargaon block .
- 11.,, R.K.Yadava , ADIS , Manpur block .
- 12.,, A.S.Sheikh , ADIS , Chhuria block .
- 13.,, F.C.Rusia , ADIS , Rajnandgaon block .
- 14.,, C.S.Kalchuri , ADIS , Dongargarh block .
- 15.,, M.P.Sharma , Teacher, Govt. H.S.S.Rajnandgaon .
- 16.,, S.K.Shrivastava, Section clerk,(O/O Dy.Dr.P.I.Rajnandgaon)
- 17.,, Y.P.Yadav , Acctt.,(O/O Dy Dr.P.I.Rajnandgaon).
- 18.,,N.P.Dewangan , Asstt. Teacher , ( I/C Computer, O/O Dy.Dr. P.I. Rajnandgaon) .
- 19.Ms.C.B.Borkar , L.D.C., (O/O Dy. Dr. P.I. Rajnandgaon) .
- 20.Mr.R.S.Rajak , H.M., P.S.Khairagarh .
- 21.,, R.K.Bharadwaj , A.M. , Govt. H.S.S.Rajnandgaon .

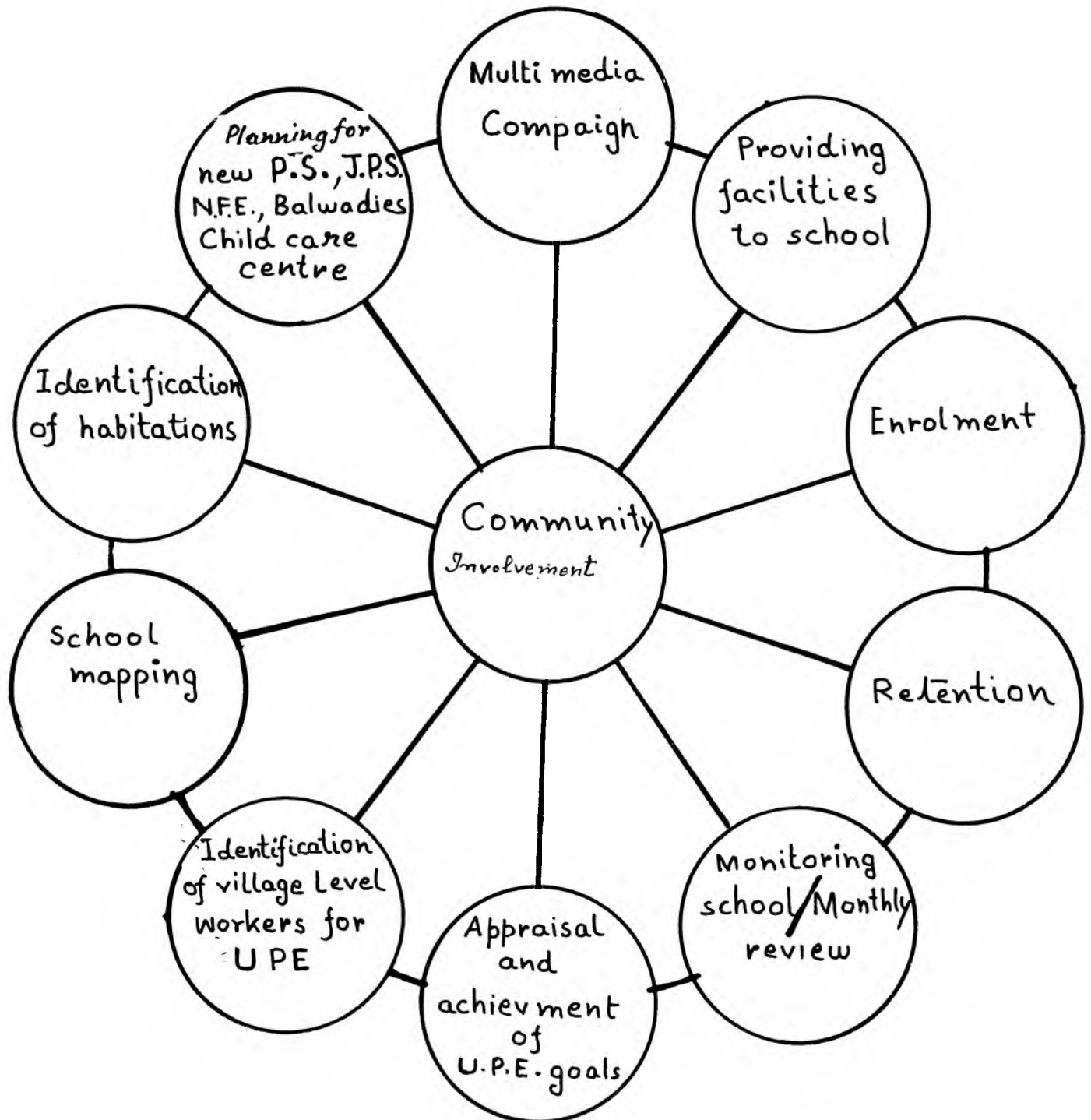
- 22.,, M.L.Bambhola , A.M. , P.S.No. 8 Rajnandgaon .
- 23.,, B.L.Dewangan , A.M. , P.S. Basantpur .
- 24.,, B.L.Soumitra , A.M. , P.S. Lakholi Village .
- 25.,, K.K.Shrivastava,A.M. , M.S. Dhaba .
- 26.,, G.R.Ahir , A.M. , P.S. Shankarpur(Raj.) .
- 27.,, B.R.Verma , A.M. , P.S. Sahaspur Lohara .
- 28.,, K.S.Goutam , U.D.C. (O/O Dy.Dr.P.I.Rajnandgaon) .
- 29.,, Girish Dewangan,L.D.C. (-----,,-----) .
- 30.,, J.N.Sahu , U.D.C. (-----,,-----) .
- 31.,, Kailash Ram Sahu, Peon (-----,,-----) .
- 32.,, Binde Ram Uike , -,,- (-----,,-----) .
- 33.,, Vishwanath Yadav, -,,- (-----,,-----) .
- 34.,, Sheo Ram Sahu , -,,- (-----,,-----) .

Block education officer's conducted meetings at block level and interacted with ADIS , HM's , Teachers , P.O.'s,NFE Instructrs , NGOS and Community leaders as below :-

Meeting held at Block level

Block	First Meeting	Second Meeting
1. Rajnandgaon	03-01-94	06-01-94
2. Dongargaon	28-12-93	10-01-94
3. Chhuria	27-12-93	03-01-94
4. Dongargarh	31-12-93	10-0194
5. Chowki	30-12-93	12-01-94
6. Mohla	29-12-93	08-01094
7. Manpur	---	---
8. Bodla	05-01-94	06-01-94
9. Kawardha	26-12-93	31-12-93
10.Sahaspur	29-12-93	01-01-94
Lohara		
11.Chhuikhadan	30-12-93	03-01-94
12.Khairagarh	31-12-93	03-01-94

# Community Participation In DPEP



DIET Khairagarh also conducted meetings at different places including village cluster levels. HM's, Teachers, NFE instructors, Anganwadis workers, village citizens participated in the meeting. The details of meeting are as follows :-

Meetings held by the DIET at various places (at village level)

Block	Meeting held on
1. Chhuikhadan	30-12-93
2. Sahaspur Lohara	30-12-93
3. Khairagarh	31-12-93
4. Kawardha	05-01-94
5. Bodla	05-01-94
6. Chhuikhadan	03-01-94
7. Bodla	05-01-94
8. Kawardha	06-01-94
9. Sahaspur Lohara	07-01-94
10. Khairagarh	02-01-94
11. Bodla	06-01-94

The BEOs formed the working at the block level for for plan preparation . It consists of the following :-

- (1) The B.E.O. of the block .
- (2) The A.D.I.S. under the B.E.O.
- (3) Expert teachers of the Block .
- (4) Office workers of the Block Education Officer .
- (5) Project Officer (NFE) .

### 3. PROCESS OF PLAN PREPARATION

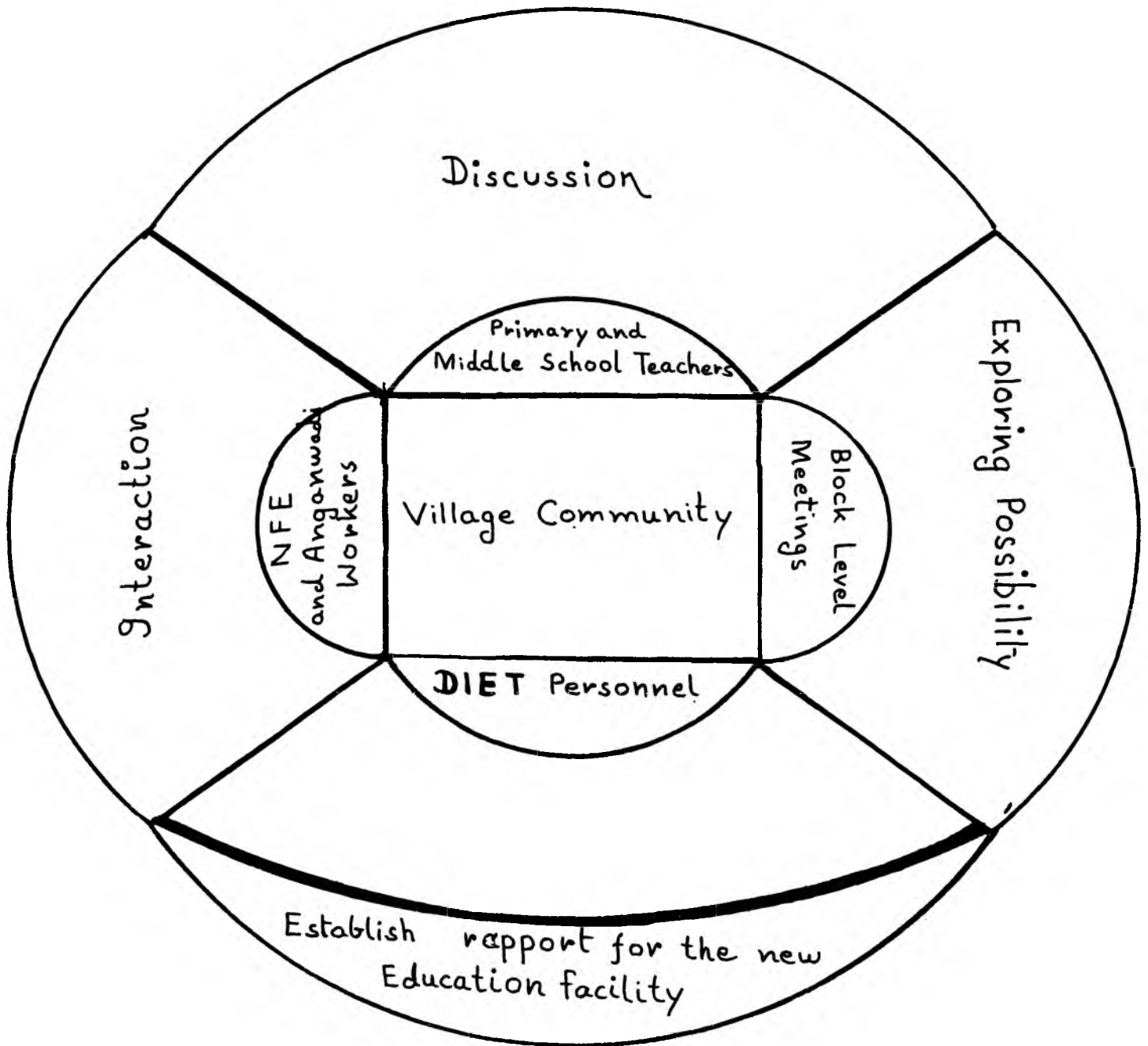
The process of planning the District Primary Education Programme ( DPEP ) in the district of Rajnandgaon started right from the day when the Commissioner of Public Instruction , Govt. of M.P. appealed to the functionaries working in the field of education at district and block levels in April 93 to accept the DPEP as their own project and start preparation of the plan right from the grassroot level - the villages which are still devoid of the access to primary education. Earlier the Dhumkaria project was developed for five selected districts of M.P. which are by and large dominated by the tribal population .

The first draft DPEP plan was prepared on May 31, 1993 by following a set process initiated at block and district levels by the functionaries of education department. The process involved :-

- Discussions and interactions with the primary school - middle school teachers and head masters who are serving the cause of education at the grassroot level - village school level .



# APPROACH AT VILLAGE LEVEL



- Discussions at the block level with the functionaries to identify the villages where the access to primary education within the radius of 1 Km. is not available .
- Collect statistical data of such villages through various sources including Census , 1991 .
- Update educational data at the block level which is desired in the DPEP plan and
- Identify educational needs of the block in rural and tribal areas and prepare a draft plan at the block level .

Identified needs and draft plans prepared at the block level were further discussed at district level and accordingly the first draft plan of DPEP was prepared .

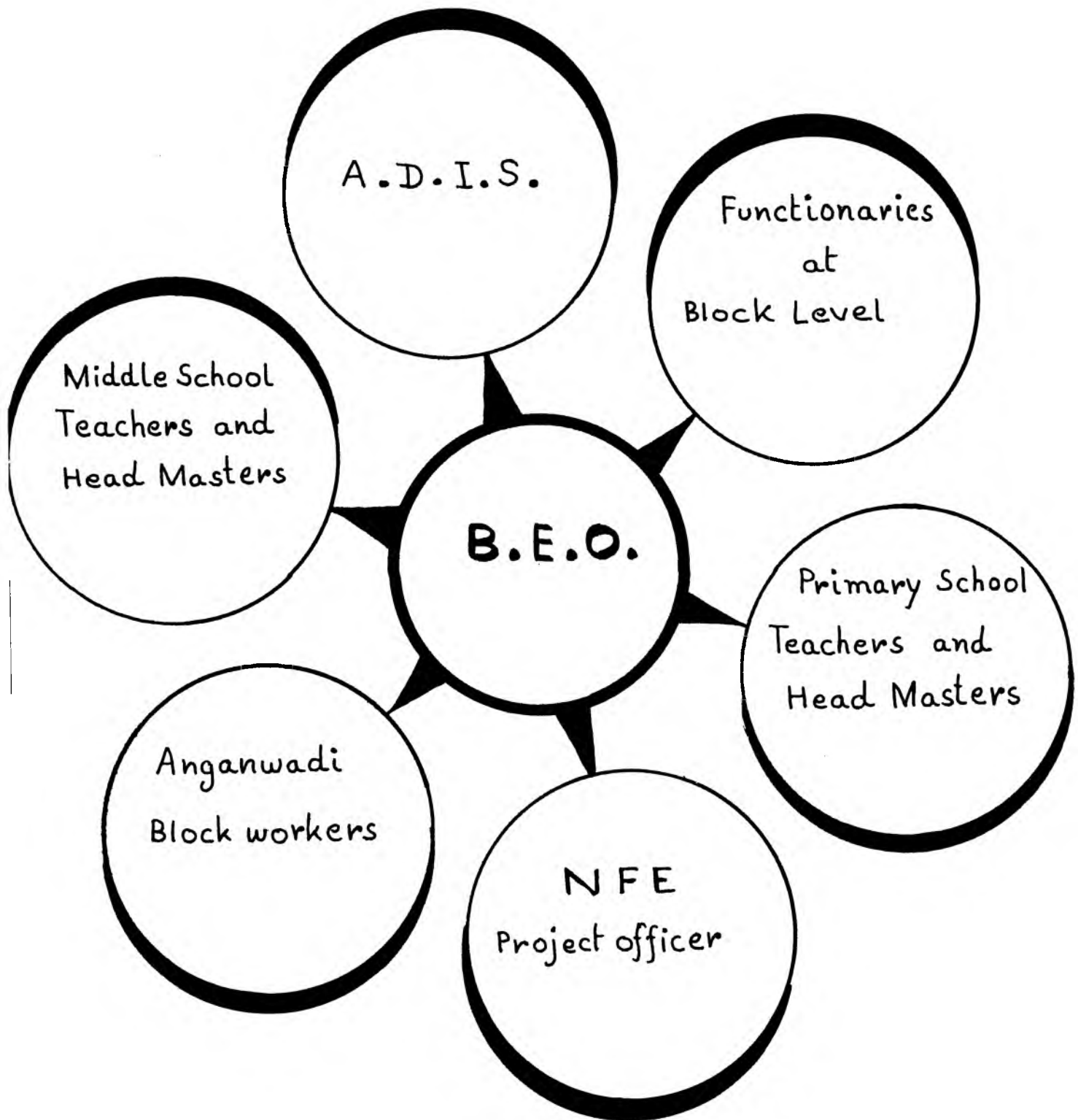
The Appraisal Mission under the leadership of Dr.A.K.Sharma, the then Joint Director, NCERT and presently Director, NCERT made certain suggestions in the draft plan and emphasized its planning at the grassroot level by the grassroot functionaries . Accordingly a more feasible approach was adopted which included :-

- (i) Rapport with the village community where the new school/ new education facility is proposed .
- (ii) Involve the village community in planning for the village school .
- (iii) Draw out what the village community would initiate to ensure that the village children, village girls in particular join the school , regularly attend the school and complete primary education .
- (iv) Provide assistance to the school such as facility of drinking water and assistance in running the school till the school building comes up and
- (v) Village monitoring cell to assist in the establishment of the school .

#### VILLAGE LEVEL PARTICIPATORY APPROACH

By following such participatory and interactive process at the village level the response of the village community was recorded . In interior tribal areas where such a contact was not possible the teachers of primary schools contacted the tribal mukhias and prepared the proposal for new school

# APPROACH AT BLOCK LEVEL



or new education facility accordingly . This process helped in undertaking the spadework at the village level .

In this participatory and interactive process the following functionaries participated at the village and block levels .

- Principal , DIET Khairagarh and faculty members , NFE lady who established contact with the villages .
- Anganwadi workers who helped in establishing contacts with the village community .
- Village primary and middle school teachers and head masters of the nearby schools .
- ADIS concerned.
- Village Mukhia and other village people who have a say in the village .
- B.E.O.s and other functionaries working at the block level contacted the villages where the school is proposed and received suggestions and applications from them .

It may be represented diagrammatically as given in the chart enclosed .

#### APPROACH AT BLOCK LEVEL

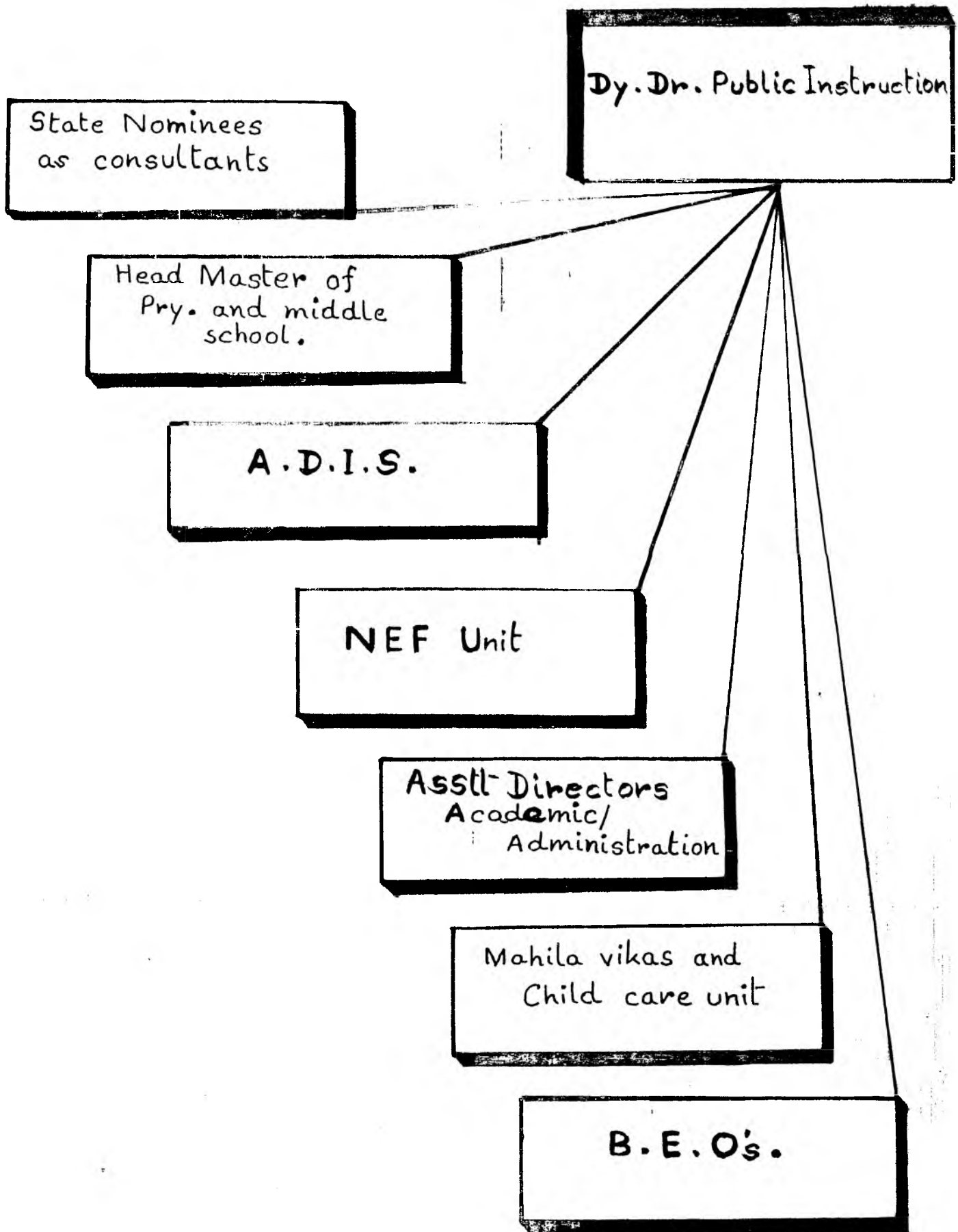
The needs identified at the village level were pooled and discussed at the block level as shown in the chart enclosed .

(i) Prioritisation of needs was done at the block level both of the new school buildings and the teachers required .

(ii) School mapping work was also completed at block level .

(iii) Budget requirements in view of identified needs were worked out at block level .

# Approach at District Level



APPROACH AT DISTRICT LEVEL (Chart enclosed)

These functionaries interacted on the block needs received and prepared a draft plan on the lines given by the state .

DISCUSSION AT DISTRICT LEVEL

BY  
DISTRICT PLANNING GROUP

CHAIRPERSON - Mrs.Saleena Singh  
Collector, Rajnandgaon

STATE NOMINEES

Other members of the District Planning Group had successive meetings to discuss the draft plan .

Final draft was prepared under the guidance of Dr. A.B.Saxena , AFA , NCERT , assisted by Shri A.K. Haruray A.P., Shri M.R.Sheolikar and Shri R.S.Verma Principals and B.E.O.s and ADISSs .

A meeting of the B.E.O.s , Asstt. Director , Principal DIET , ADIS, NFE functionaries was held on 24.01.94 under the chairmanship of Dr. A.B.Saxena and the final draft was discussed. Actions for the month of March and April were also discussed which were to be more specific and relevant to the village where new education facility is to be provided with emphasis on :-

- (i) Personal contact with the village key persons and seek their involvement in new set up .
- (ii) Establish working group / Steering group at village , cluster and block levels .
- (iii) Undertake microplanning at village level with the help of village community .
- (iv) Explore community help and
- (v) Identify and contact person / persons at the village level.

This process of involvement , participation and interaction generated a climate of team work. The DPEP is the outcome of such a team work .

One of the most striking features of the deliberations and interactions with the community is that the community has come forward with a number of facilities to be provided in the opening of new educational facility in the village concerned.

These are summed up as below :-

- (i) Providing land for the school ?
- (ii) Providing building for the school ,
- (iii) Providing water facilities and
- (iv) Providing articles of furniture and sports .

The proposals of the above support extended by the community for opening new education facility are enclosed .

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PART TWO

1. BASIC DATA IN REGARD TO THE DISTRICT

Table 1.1 Demographic Data

1. Population (1991 Census)

	<u>Figures</u>	<u>Percentage</u>
Total :	14,39,951	✓
Male :	07,15,549	49.69
Female :	07,24,402	50.31
Rural :	12,13,184	84.25
Urban :	02,26,767	15.75
SC :	01,48,018	10.27
ST :	03,62,355	25.16

2. Sex Ratio (Females per thousand Males):  
as per successive census

1971 :	District not in existance
1981 :	1020
1991 :	1012

3. Literacy Rate (1991 Census )

<u>Group</u>	<u>Literacy Rate</u>
1. Overall	35.90
2. Male	49.38
3. Female	22.58

4. No. of Towns (1991 Census)

i) Total	:	08
ii) With population more than 5 lakhs	:	Nil
iii) With population 1 - 5 lakhs	:	01 ( Rajnandgaon )



- iv) With population 50,000 - 1 lakh : Nil  
 v) With population 10,000 - 50,000 : 04  
 vi) With population less than 10,000 : 03

5. No. of villages

- i) Total : 2377  
 ii) Inhabited : 2272  
 iii) Un-inhabited : 105

6. NO. of Rural Habitations

- i) As per Census 1991 : Nil  
 (As per present survey) : 2421  
 ii) As per V All India : 2754  
 Educational Survey, 1986

7. Special Areas in the District, if any

<u>Category</u>	<u>Name</u>	<u>Details</u>
i) Areas of Industrial Concentration.	Rajnandgaon Tehsil	Steel, Rubber, Distilled Water, Agricultural Instruments, Cycle Parts, Plastics Shoes, Tiles, Animal Foods, Aluminium wire etc.
ii) Areas of Major Mining activity .	Rajnandgaon Tehsil	Bricks, Soil, Lime stone Sand etc.
	Dongargaon Tehsil	Floorstone, White washing soil etc.
	Dongargarh Tehsil	Brick, Soil, White clay, Sand etc.
	Kawardha Tehsil	Lime stone, Sand etc.
	Khairagarh Tehsil	Stone, Mines, White clay etc.
iii) Areas of Major Construction activity. (e.g. irrigation projects)	Rajnandgaon Tehsil	Irrigation tanks, LIS etc.
	Dongargaon Tehsil	Irrigation tanks, Division etc.
	Dongargarh Tehsil	Irrigation tanks.
	Mohla Tehsil	Irrigation tanks.
	Kawardha	Irrigation tanks & Dams.
iv) Any other areas with high incidence of child labour.		Nil

8. Blockwise population, No. of Habitations and Literacy Rates

1.1.8

S. No.	Block	Population (1991 Census)	Number of Village			Habitation's as per		Literacy Rate		
			Inhabited	Uninhabited	Total	1991 Census	V.All India Edn. Survey 1986	Male	Female	Total
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
1.	Rajnandgaon	236416	138	--	138	Habitations not shown in Census report	Dist. t. (Block wise not available)	54.83	24.34	39.67
2.	Dongargaoon	109375	127	2	129		2754	57.77	27.24	42.23
3.	Chowki	82570	151	3	154		(Block wise)	53.91	25.18	39.18
4.	Mohla	65801	171	--	171		wise not available	51.58	22.63	36.78
5.	Manpur	63939	169	1	170			38.68	16.50	27.59
6.	Chhuria	126223	218	4	222			53.19	23.92	38.18
7.	Dongergarh	149613	175	2	177			50.08	21.07	35.33
8.	Khairagarh	131683	221	10	231			44.58	16.50	30.39
9.	Chhuikhadan	123423	222	40	262			39.56	11.64	25.52
10.	Sahaspur Lohara	97571	188	10	198			37.65	11.34	24.37
11.	Bodla	116495	312	31	343			28.84	7.96	18.45
12.	Kawardha	136838	180	2	182			37.53	9.76	23.58
Total for All Blocks		1213184	2272	105	2377	---	---	45.47	17.95	31.56
Aggregate for all Urban areas		226767				---	---	69.75	48.01	59.07
Grand Total for the District		1439951						49.38	22.58	35.09

Table 1.2 : Administrative Data

1. ITDP, Sub-Divisions, Tahsils & Blocks,

i) No. of ITDPs ( Intergrated Tribal Development Projects)

a) Total	:	03
b) Major	:	03
c) Medium	:	--
d) Small	:	--

ii) No. of sub-Divisions : 01

iii) No. of Tahsils : 01

iv) No. of Blocks : 03

a) Total : 12

b) TD : 03

c) Non - TD : 09

2.No. of various kinds of local bodies

i) Urban :

a) Municipal corporations	:	01
b) Municipalities	:	07
c) Notified Area Committees	:	Nil
d) SADAS	:	Nil

ii) Rural

a) Janpad Panchayats : 12

b) Gram Panchayats : 606

3. Setup of Educational and related Administration :

i) Whether the District is also the : 02  
headquarters of an Education  
Division .

ii) No. and names of Education : Revenu Distt.Rajnandgaon.  
Districts within the 2 Education District.  
(Revenue) District (1) Edn.Distt.Rajnandgaon  
(2) Edn.Distt.Kawardha

iii) No. of BEOs

a) Total sanctioned : 12

b) In position : 12

iv) No. of ADIS

a) Total sanctioned : 32

b) In position : 32

v) No. of Circle Organisers, TW

a) Total sanctioned : 08

b) In position : 04

vi) No. of NFE Project : Rural :- 13 , Urban :- Nil, Total:- 13

vii) No. of ICDS Projects: Rural:- 03, Urban :- Nil, Total:- 03

Proposal for Anganwadis (37) has  
been sent by the Women and  
Child Welfare Department.

viii) No. of Blocks under TLC, if any :- 02

ix) No. of Blocks under DWCRA, if any :- Nil

\*\*\*\*\*

**TABLE 1.3 EDUCATIONAL DATA FOR THE DISTRICT**

**1.3.1 NO. OF SCHOOLS ( REF. DATE : 30/09/93)**

S N o	Category	Total		Management-wise Breakup					
		Scho- -ols	Teach- -ers	School		SC,ST,OBC		Total	
				Education		Department		Govt.	
				S.	T.	S.	T.	S.	T.
1	2.	3.	4.	5.	6.	7.	8.	9.	10.
1	Primary School	1887	4679	1444	3546	407	922	1851	4468
2	Upper Primary Schools.	365	1532	269	1151	75	291	344	1442
3	High Schools.	58	256	36	116	15	96	51	212
4	Higher Secondary Schools.	50	668	33	429	09	140	42	569
	<b>Total</b>	<b>2360</b>	<b>7135</b>	<b>1782</b>	<b>5242</b>	<b>506</b>	<b>1449</b>	<b>2288</b>	<b>6691</b>

S N o	Category	Local Bodies		Management-wise Breakup					
		S.	T.	Aided		Unaided		Total Non Govt.	
				S.	T.	S.	T.	S.	T.
				11.	12.	13.	14.	15.	16.
1	Primary School.	01	06	09	33	26	172	35	205
2	Upper Primary Schools	--	--	06	26	15	64	21	90
3	High Schools	--	--	02	19	05	25	07	44
4	Higher Secondary Schools.	02	36	01	13	05	50	06	63
	<b>Total</b>	<b>03</b>	<b>42</b>	<b>18</b>	<b>91</b>	<b>51</b>	<b>311</b>	<b>69</b>	<b>402</b>

1.3.2 NO. OF NFE CENTRES ( REF.DATE : 01/04/93 )

S.No.	Category	Number
1.	Total	1185
2.	Co.Education	485
3.	Girls only	619
4.	Urban	28
5.	Rural	1157
6.	Primary	1104
7.	Upper Primary	81

1.3.3 NO. OF HABITATIONS HAVING NIETHER A PRIMARY /JR. PRIMARY SCHOOLS

NOR AN NFE CENTRES WITHIN 1 K.M.

Population	No. of habitations without access as above	
	As per 1986 Survey	As on 30/09/93 (bassed on 1991 Census )
a).over300	154	92
b).200-299	154	146
c).100-199	162	195
d).Below 100	183	236
e).Total	653	669

Grass Access ratio 72% ( 30 / 09 / 93 )

1.3.4 ENROLMENT GER,RR AND OUT OF SCHOOL CHILDREN AT PRIMARY STAGE

(REF. DATE 30/09/93 )

S. No.	Category	Estimated population in 6-11 age group(30.9.93)			Enrolment ( I-V )			
					School			NFE
		B.	G.	T.	B.	G.	T.	B.
1.	2.	3.	4.	5.	6.	7.	8.	9.
1.	over all	114746	107096	221842	90879	89120	179999	10097
2.	SC	11795	11009	22804	9339	8865	18204	923
3.	ST	28875	26949	55824	23342	22391	45733	1490

S. NO.	TOTAL						GER			RR		
	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	
	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	
1.	6195	16292	100976	95315	196291	88%	89%	87%	62%	65%	60%	
2.	823	1746	10262	9688	19950	87%	88%	87%	62%	63%	61%	
3.	1055	2545	24832	23446	48278	86%	87%	86%	64%	66%	62%	

*Handwritten notes: 2000 → 157033 Corrected Group*

S. No.	Estimated No. of children (6-11) not in P.S. or in N.F.E. centre			Estimated No. of children (6-11) age group on 30/9/2000		
	B.	G.	T.	B.	G.	T.
	21.	22.	23.	24.	25.	26.
1.	13770	11781	25551	133645	124736	258381
2.	1533	1321	2854	13738	12822	26560
3.	4043	3503	7546	33630	31389	65019

**1.3.5 TREND GER AND RR OVER 1988 - 93**

As on 30th September of

Indicator	Group	1988	1989	1990	1991	1992	1993	
1. GER	1  Over all	83	82	83	84	89	87	
	2  Boys	84	83	84	85	87	88	
	3  Girls	85	84	85	86	86	89	
	4  SC.							
	(a)  Over all	82	84	86	86	86	87	
	(b)  Boys	84	85	86	87	87	87	
	(c)  Girls	87	86	87	88	89	88	
	5  ST.							
	(a)  Over all	81	82	83	84	88	86	
	(b)  Boys	82	83	84	85	86	86	
	(c)  Girls	83	84	85	86	85	87	
	2. RR	1  Over all	69	70	67	65	62	60
		2  Boys	70	69	67	66	64	62
		3  Girls	71	68	66	67	66	65
		4  SC.						
(a)  Over all		66	64	62	62	62	61	
(b)  Boys		67	66	65	64	63	62	
(c)  Girls		68	68	68	66	64	63	
5  ST.								
(a)  Over all		69	68	69	66	64	62	
(b)  Boys		70	69	68	67	66	64	
(c)  Girls		71	71	69	68	68	66	

**1.3.6 PRIMARY TEACHERS DATA .**

1/- Total No. of teachers in Primary Schools and primary sections of higher schools :-

(A) Male - 3674

(B) Female - 794

3/- Teachers whose qualification is less than high school.

No. - 475

% - 11 %

5/- Untrained teachers ( who do not have a teacher training qualification BTC / B.Ed. )

No. - 1226

% - 28 %

6/- Teacher - Pupil ratio at the primary stage . 1 : 44



1.3.7 Availability of buildings (as on 01/04/93)

- 1/- Total No. of Primary Schools - 1851 (excluding Non Govt.)
- 2/- Of which running in a pakka building . - 1667
- (a) Own building - 1585
- (b) Building of another school - 29
- (c) Other public school - 05  
(e.g.Panchayat Bhavan, etc.)
- (d) Private building-rented or otherwise - 48
- (e) Total - 1667
- 3/- No. of primary schools running in kachcha buildings - 67
- 4/- No. of primary schools having no building at all - 117
- 5/- No. of schools needing new bulding ( 3 + 4) - 184
- 6/- No. of school running in own pakka buildings which require major repairs. - 370
- 7/- Deficiency of classrooms in schools running in paka buildings( i.e.no.in 2 (c) above) - 196291  
----- = 4907 - 4333 = 574  
40

Enrolment rounded of to No. of  
Deficiency = -----,nearest integer(-)existing classrooms.

Note:- Average classroom size - 300 sq. count larger halls , varandahs etc. as 2/3/4 classrooms,depending on size.

Extent of classroom deficiency	No. of schools with deficiency as in col. (1)	total deficiency of classrooms
(1)	(2)	(3) = (1)x(2)
Zero	----	----
One classroom	223 x 1	223
Two classrooms	93 x 2	186
Three classrooms	25 x 3	75
Four classrooms	10 x 4	40
Five classrooms	10 x 5	50
Total	361	574

1.3.8 Estimated size of the District Plan Target Group (No. of children in the first years of the (District) Plan Period.

A. Children in 6-11 age group.

*9 confirmed*

Category	Total Estimated population 1991 census	Total estimated population 30/9/94			Estimated population 30/9/94
		Total	Enrolled in PS/NFE	Unrolled	
(1)	(2)	(3)	(4)	(5)	(6)
1. All	2,08,793	2,27,062	1,97,544	29,518	2,58,381
2. Boys	1,07,996	1,17,446	1,02,178	15,268	1,33,645
3. Girls	1,00,797	1,09,616	95,366	14,250	1,24,736
4. SC					
(a) All	21,463	23,341	20,307	3,034	26,560
(b) Boys	11,102	12,073	10,504	1,569	13,738
(c) Girls	10,361	11,268	9,803	1,465	12,822
5. ST					
(a) All	52,541	57,138	49,710	7,428	65,019
(b) Boys	27,176	29,554	25,712	3,842	33,630
(c) Girls	25,365	27,584	23,998	3,586	31,389

PS = Primary School.

NFEC = NFE Centre .

**B. Target group children in 11-14 age group**

Category	Total estimated population on 1991 census	Estimated population 30/9/94			Estimated population 30/9/2000		
		Total	No.who completed Primary Education #	No.who did not complete primary Education (Col.3-Col.4)	Total	No.who may not complete primary Education	Basis of estimate in Col.7
(1)	(2)	(3)	(4)	(5)	(5)	(6)	(7)
1.All	1,09,436	119012	47,843	71,169	6,771	135427	The target of RR for 2000 is 95%. It is assumed
2.Boys	57,598	62638	25,180	37,457	3,564	71277	
3.Girls	51,838	56374	22,662	33,712	3,207	64150	
4.SC							the 5% children of those in column 6 may not complete primary education.
(a)All	11,249	12233	4,918	7,315	696	13920	
(b)Boys	5,920	6438	2,588	3,850	366	7326	
(c)Girls	5,329	5795	2,329	3,465	330	6594	
5.ST							
(a)All	27,539	29948	12,039	17,909	1,704	34079	
(b)Boys	14,494	15762	6,336	9,426	897	17936	
(c)Girls	13,045	14186	5,703	8,483	807	16143	

[GER - 20] RR

as on 30/9/93

# = Col.3 x  $\frac{100}{\text{Total}} \times \frac{\text{Total}}{100}$

**C. Total children in Target Group (6-14 Yrs.)**

Category	Estimated population 30/9/94			Estimated population 30/9/2000		
	All children of 6-11 Yrs. (Col.3, Tab.A)	Children of 11-14 Yrs. not completing prim. Education (Col.5, Tab.B)	Total target group (2+3)	All children of 6-11 Yrs. (Col.6, Tab.A)	Children of 11-14 Yrs. not completing Prim. Education (Col.7 Tab.B)	Total group (5+6)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1.All	2,27,062	71,169	298231	2,58,381	6,771	265152
2.Boys	1,17,446	37,457	154903	1,33,645	3,564	137209
3.Girls	1,09,616	33,712	143328	1,24,736	3,207	127943
4.SC						
(a)All	23,341	7,315	30656	26,560	696	27256
(b)Boys	12,073	3,850	15923	13,738	366	14104
(c)Girls	11,268	3,465	14733	12,822	330	13152
5.ST						
(a)All	57,138	17,909	75047	65,019	1,704	66723
(b)Boys	28,354	9,426	37780	33,630	897	34527
(c)Girls	27,584	8,483	36067	31,389	807	32196

Note :- Population in various groups and years may be estimated as follows :-

**1. Population in various age groups :-**

**Age Group Estimated population as % of Total population (0-100)**

Age Group	Total	Boys	Girls
6-11	14.5%	7.5%	7.0%
11-14	7.6%	4.0%	3.6%

**2. Population in subsequent years :-**

Population as on 30-9-94 = Population (1991 Census + 8.75%)  
 Population as on 30-9-2000 = Population (1991 Census + 23.75%)

\*\*\*\*\*

**TABLE 1.4 BLOCKWISE EDUCATIONAL DATAS**

**1.4.1 BLOCKWISE POSITION OF COVERAGE OF VARIOUS PROGRAMMES:-**

S. N	Block	N0.of habitations			N0. of Schools			N0.of Pry. NFE Centres			No of Angawadis
		less than 300	more than 300	Total	Jr. Pr-y	Pry	Total	Co-Edn	Gi-rls	Tot-al	
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
1.	Bodla	147	142	289	16	136	152	57	97	154	100
2.	Kawardha	142	39	181	07	148	155	40	46	86	000
3.	Chhuikhadan	149	75	224	10	138	148	40	34	74	02
4.	Sahaspur Lohara	135	63	198	07	123	130	46	44	90	000
5.	Khairagarh	152	08	160	06	167	175	45	44	89	000
6.	Rajnandgaon	131	10	141	08	195	203	41	40	81	000
7.	Dongargaon	134	07	141	04	141	145	18	70	88	000
8.	Chhuria	192	52	244	14	199	213	46	39	85	000
9.	Dongargarh	165	58	223	11	163	174	46	44	90	000
10	Ckowki	127	109	236	06	137	143	44	43	87	000
11	Mohlar	208	76	284	06	131	137	44	42	86	91
12	Manpur	67	33	100	05	109	114	18	76	94	169
Total:-		1749	672	2421	100	1787	1887	485	619	1104	362

Cont'd.

block	No. of assestess habitations with population 1991				No. of middle school.			Ratio of pry. to midd. sch- 001	Phase of O.B.pro- grammes under with covered	Whether Block is covered T.L.C. Div C.R.A.	
	> 300	200 to 300	100 to 200	Be- lo- w	To- tal	To- tal M. S.	gi- ls onl y	20.	21.	23.	24.
Bodla	18	27	43	49	137	21	02	7:1	II	No.	Yes
Kawardha	11	16	11	03	41	27	02	6:1	II	---	---
Chhuikh- adan	14	19	28	21	82	23	02	7:1	---	---	---
Sahaspur Lohara	05	10	14	08	37	15	01	9:1	---	---	---
Khairag- arh	22	23	06	11	62	36	01	5:1	I	---	---
Rajnand- gaon	01	01	01	--	03	59	05	3:1	II & III	Yes	No.
Dongarg- aon	02	--	01	01	04	33	01	4:1	II	Yes	---
Chhuria	01	06	12	13	32	37	01	6:1	II	---	---
Dongarg- arh	07	08	15	18	48	42	03	4:1	I	---	---
Chowki	03	05	06	09	23	29	04	5:1	IV	---	---
Mohla	02	11	36	72	121	21	02	6:6	---	---	---
Manpur	06	20	22	31	79	22	01	5:1	---	---	---
Total	92	146	195	236	669	365	25	5:1			

1.4.2 BLOCK-WISE POSITION OF GAR,GER,RR OUT-OF SCHOOLS CHILDRENS:

( Ref. Date 30/09/93 )

S. N o.	Block	GAR	GER (Percent)									RR		
			Overall			SC			ST			Overall		
			B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.
1.	Bodla ngaon	59	72	73	74	90	91	90	92	92	92	26	32	29
2.	Kawardha	86	83	87	85	78	79	78	80	79	80	45	51	48
3.	Chhuikha- dan	83	85	87	86	83	84	83	81	82	81	57	63	60
4.	Sahaspur Lohara	86	73	75	74	76	77	76	75	76	75	59	65	62
5.	Khairaga- rh	85	80	82	81	87	88	87	89	90	89	34	40	37
6.	Rajnandg- aon	98	86	90	88	89	90	89	89	90	89	77	83	80
7.	Dongarga- on	99	95	99	97	108	109	108	102	103	102	64	70	67
8.	Chhuria	87	97	99	98	100	101	100	97	98	97	63	69	66
9.	Dongarga- rh	88	92	94	93	90	91	90	96	97	96	62	68	65
10.	Chowki	80	101	103	102	101	102	101	98	99	98	78	84	86
11.	Mohla	75	83	85	84	72	73	72	70	71	70	64	70	67
12.	Manpur	70	84	86	85	70	71	70	64	65	64	55	61	58
	Total %	83	88	89	87	87	88	87	86	87	86	62	65	60

Cont'd.

S. No.	Block	R R (Percent)						Estimated No. of Children (6-11 Years) Not in Primary Schools/NFE Centres							
		SC			ST			Overall			SC			ST	
		B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	
1.	2.	16	17	18	19	20	21	22.	23.	24.	25.	26.	27.	28.	
1.	Bodla	22	24	23	23	27	25	1101	2650	3751	124	132	256	917	
2.	Kawardha	29	34	31	43	45	44	974	2794	3768	179	164	343	124	
3.	Chhuikhadan	61	65	63	62	64	63	1576	531	2107	279	117	396	220	
4.	Sahaspur Lohara	62	66	64	64	66	65	1008	1324	2332	172	148	320	129	
5.	Khairagarh	51	55	53	59	62	60	1118	506	1624	115	114	229	155	
6.	Rajnandgaon	77	81	79	74	76	75	1388	1561	2949	243	164	407	137	
7.	Dongargaon	66	70	68	72	73	72	1044	234	1278	150	124	274	174	
8.	Chhuria	55	59	57	67	69	68	979	71	1050	124	159	283	170	
9.	Dongargarh	66	70	68	62	65	63	946	749	1695	68	127	195	229	
10.	Chowki	92	96	94	81	83	82	1101	423	1524	24	28	52	360	
11.	Mohla	67	71	69	68	69	68	1235	441	1676	25	12	37	641	
12.	Manpur	61	65	63	58	62	60	1300	497	1797	30	32	62	787	
Total:-		62	63	61	64	66	62	13770	11781	25551	1533	1321	2854	4043	
								117476	117614						

Cont'd.



S. Estimated No. of Childran in 6-11 Age Group on 30/09/2000 ,											
N											
o.	ST		Overall			SC			ST		
	G.	T.	B	G.	T.	B.	G.	T.	B.	G.	T.
1.	29.	30.	31	32.	33.	34.	35.	36.	37.	38.	39.
1.	845	1762	10998	10120	21118	959	895	1854	3300	3013	6313
2.	110	234	13011	11945	24956	921	794	1715	2113	1952	3965
3.	308	528	10004	9091	19095	808	754	1762	1048	1012	2060
4.	174	303	9155	8302	17457	1276	1190	2466	2381	2310	4691
5.	171	326	12332	12257	24579	2461	2361	4822	1133	1060	2193
6.	194	331	21524	19845	41369	1219	2033	3252	1141	1005	2146
7.	230	504	10769	9590	20359	930	867	1797	1662	1550	3212
8.	156	305	11815	11784	23599	956	893	1849	5058	4986	10044
9.	103	332	13946	12818	26764	1640	1532	3172	3501	3267	6768
10	171	338	7763	7003	14766	827	772	1599	3025	2824	5849
11	494	1035	6204	5550	11754	371	386	757	4934	4665	9599
12	547	1034	6134	6431	12565	370	345	715	4334	3856	8179
	3503	7546	133645	124736	258381	13738	12822	26560	33630	31389	65019

Table 1.5 Coverage of Incentive Programmes in 1992-93

Incentive Programmes	No. of Beneficiaries in Classes I-v								
	SC			ST			O/B/C		
	E.	A.	%	E.	A.	%	E.	A.	%
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
1.Scholarship	3775	3686	98%	9341	9159	98%	---	---	---
2. Mid-Day Meal	3467	3467	100%	26006	26006	100%	13482	13482	100%
3. Free Text books	19017	16609	82%	36172	29549	82%	88684	46609	53%
4. Free Uniforms	9364	6708	72%	22280	13280	60%	47509	23990	50%
5. Other (Pl.specify)	---	---	---	---	---	---	---	---	---
(a)									
(b)									
(c)									

Cont'd

Incentive Programmes	Other Girls			Total			Reason for dif-ference between E&A If any	Estimated No.of ent-titled Ben-eficiaries by 2000 - 2001
	E.	A.	%	E.	A.	%		
1	11.	12.	13.	14.	15.	16.	17.	18.
1.Scholarship	---	---	---	13116	12845	98%	-----	15,400
2.Mid-Day Meal	977	977	100%	43922	43922	100%	-----	52,700
3.Free Text books.	---	---	---	148713	91320	61%	-----	1,09,580
4.Free Uniforms	---	---	---	79153	43979	50%	-----	52,770
5.Other (pl.Specify)	---	---	---	---	---	---	-----	-----
(a)								
(b)								
(c)								

E = Entitled to the benifit, A = Actually benifitted, % = A/Ex100



**Table 1.7 Net No. of additional institutions and teachers during the District Plan period (after Rationalisation)**

Block	Jr. Pri- mar- y sch- ools	Pri- mar- y sch- ools	NFE ce- nt- res	Peri- pate- tic shik- sha karm- is	Addi. Teach- ers/Sh iksha Karmis in exi- sting primary schools	Girls middle schoo- ls	Bal- wad- is	Child care faci- lity in prim- ary scho- ols	Ho- st- els	ram
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
1. Bodla	08	06	06	03	08	---	--	---	--	04
2. Kawardha	05	05	--	03	07	---	--	---	--	--
3. Chhuikhadan	13	12	--	11	10	---	--	---	--	02
4. Sahaspur Lohara	15	10	--	14	08	---	--	---	--	01
5. Khairagarh	21	23	04	03	07	---	--	---	--	--
6. Rajnandgaon	01	01	01	--	08	---	--	---	--	--
7. Dongargaon	--	02	--	02	07	---	--	---	--	--
8. Chhuria	06	01	09	06	08	---	--	---	--	01
9. Dongargarh	08	07	12	04	07	---	--	---	--	03
10. Chowki	03	06	05	--	Nil	---	--	---	--	01
11. Mohla	21	02	05	10	Nil	---	--	---	--	--
12. Manpur	26	13	--	25	Nil	---	--	---	--	04
<b>Total</b>	<b>127</b>	<b>88</b>	<b>42</b>	<b>81</b>	<b>70</b>	<b>---</b>	<b>--</b>	<b>---</b>	<b>--</b>	<b>16</b>

Note:-(i) No additional teachers are required for existing schools of Tribal Deptt. The demand will be met from rationalisation of surplus teachers .(Manpur, Mohla and Chowki blocks)

(ii) For Primary Schools managed by Edn. Deptt. the no of addl teachers has been worked out as detailed below :-

Shortage of teachers as per norms -	498
Existing vacant posts -(-)	313
	185.
Rationalisation of surplus teachers -	115
Net No. of addl. teachers required -	70