

**DISTRICT PRIMARY EDUCATION PROGRAMME
MADHYA PRADESH**

STATE - PLAN

1997-2002



**RAJIV GANDHI PRATHMIK SHIKSHA MISSION
BHOPAL M.P.**

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GLOSSARY OF ABBREVIATIONS USED

AS	-	Alternative Schooling
AWP	-	Annual Work Plan
BDO	-	Block Development Officer
BEO	-	Block Education Officer
BNS	-	Block Nirman Samiti
BPO	-	Block Project Office
BRC	-	Block Resource Center
BRCC	-	Block Resource Center Co-ordinator
CRC	-	Cluster Resource Centre
CW	-	Civil Work
DEO	-	District Education Officer
DIET	-	District Institute of Education Training
DMD	-	District Mission Director
DPC	-	District Project Coordinator
DPD	-	District Project Director
DPEP	-	District Primary Education Programme
DPO	-	District Project Office
DRG	-	District Resource Group
EGS	-	Education Guarantee Scheme
GC	-	Gender Co-ordinator
GOI	-	Government of India
GOMP	-	Government of Madhya Pradesh
HM	-	Head Master
IDA	-	International Donor Agency
IEC	-	Information Education Communication
IPMS	-	Integrated Project Monitoring System
LSA	-	Lok Sampark Abhiyan
MLL	-	Minimum Level of Learning
MSS	-	Mahila Samakhya Society
MT	-	Master Trainer
NCERT	-	National Council of Education Research & Training
NFE	-	Non Formal Education
NGO	-	Non-Government Organisation
NPE	-	National Policy on Education
PLC	-	Post Literacy Campaign
RES	-	Rural Engineering Service
RIE	-	Regional Institute of Education
RGPSM	-	Rajiv Gandhi Prathamik Shiksha Mission
RGSM	-	Rajiv Gandhi Shiksha Mission
RP	-	Resource Person
SCERT	-	State Council of Educational Research & Training
SRG	-	State Resource Group
SPO	-	State Project Office
SSK	-	Shishu Shiksha Kendra
TBC	-	Text Book Corporation
TLC	-	Total Literacy Campaign
TLM	-	Teaching Learning Material
TNA	-	Training Need Assessment
TRG	-	Training
TRI	-	Tribal Research Institute
TRSG	-	Technical Resource Support Group
TWD	-	Scheduled Castes, Scheduled Tribes and Backward Classes Welfare (Deptt.)
UNICEF	-	United Nations Children's Fund
UPE	-	Universalisation of Primary Education
VEC	-	Village Education Committee
VER	-	Village Education Register
VNS	-	Village Nirman Samiti
WCD	-	Women and Child Development (Deptt.)

1. Educational Scenario : Madhya Pradesh

Madhya Pradesh , together with Rajasthan, Uttar Pradesh and Bihar, accounts for 50% of the nation's non-literate population. The status of UPE and literacy in Madhya Pradesh is given in the table below :

Indicator	Category	Sub-Category	M.P.
GER for Age 6-11 (30.9.95)	1. Total	1. Total	100.77
		2. Male	112.01
		3. Female	88.61
	2. SC	1. Total	106.40
		2. Male	112.30
		3. Female	99.90
	3. ST	1. Total	78.10
		2. Male	96.60
		3. Female	59.10
Retention Rate for classes I-V (30.9.95)	1. Total	1. Total	66.20
		2. Male	70.10
		3. Female	63.10
	2. SC	1. Total	60.4
		2. Male	65.8
		3. Female	51.8
	3. ST	1. Total	52.7
		2. Male	54.8
		3. Female	49.2
Literacy Rate (NIAE DATA)	1. Total		44.2
	2. Male		58.4
	3. Female		28.4
	4. SC		35.1
	5. ST		21.5

The table brings out the following features :-

- i The State is way short of the targets both of UPE and total literacy. It is considerably behind even the All India figures.
- ii GER, Retention Rate and Literacy Rate are much lower for females than for males. They are also lower for SC/ST.
- iii Even the crude indicator of GER is below 100%. Retention Rate is only about two thirds. If it is assumed that only half the retained children actually attend school regularly and only half of those actually attain minimum levels prescribed for the primary stage, we are probably achieving not more than 20% of the UPE targets at present

There are various factors responsible for the educational backwardness of the state.

Territorially the biggest state & topographically endowed with a complex character with large tracts of low density population, M.P. has to reckon with a comparatively higher cost of development of physical infrastructures. The MP Human Development Report brought out by the Govt. of M.P. in 1995 reports. "Infrastructure for various development needs have been in a poor condition in the state. The large land mass and relatively sparse population, sometimes found in concentration such as in Indore and Bhopal, and sometimes in sparsely populated and far spread regions such as in Chattisgarh, has made it very difficult for the state to effectively and efficiently spread an infrastructure network in the state. Even historically, at the time the state came into its existence as Madhya Pradesh in 1956, the state inherited a poor infrastructure. For a large state such as Madhya Pradesh, Communications and transport are critical to access regions, to carry delivery of services and facilities to people and to give access to service and facilities to people and to give access to services and facilities to people. Madhya Pradesh has a low per 100 sq.km. length of roads of 28.45 in 1988, compared to a national average of 57.45, which is also the lowest amongst states. The state also lags behind in pucca roads, with 16.11 kilometres of pucca road per 100 sq. km. area, as against India's 27.69 kilometres per 100sq. km. land area in 1988. Only 23.4 percent of villages were connected far all India in the same year". The connexion between poor infrastructure & education is a point brought out by the Social Assesment Studies undertaken in DPEP districts.

- With the highest incidence of afforested areas 32.80% the highest incidence of tribal population 23.14% a large no of far flung habitations isolated from the full scale of benefits of mainstream development, reaching education to every child has been constrained by the availability of resources.
- A predominantly agrarian economy wherein poverty commandeers childhood into supplementing family incomes : The State has been amongst the poorest in the country, with an estimated poverty rate of 36.7 percent in 1987-88 according to planning Commission estimates (based on expenditure), compared to the national average of 29.9 percent. Only Orissa and Bihar among the major states were worse off. The levels of poverty continue to be high, and it is estimated that over 55 lakh families or over 3 crore people live below the poverty line in survey conducted by the state for IRDP (Rural Poverty Survey based on income, Development Commissioner, Government of Madhya Pradesh) in 1992.

The extent of rural poverty is over three-fourths in Jabalpur, Seoni, Surguja, Sagar, Bilaspur, Shajapur and Jhabua. In 33 districts, incidence of rural poverty is over 50 percent.

Taking rural and urban poverty together, 4 districts have over two-thirds of its people under the poverty line, namely Narsimhapur, Seoni, Surguja and Jhabua. Fifteen districts, comprising Bilaspur, Dhar, Shajapur, Balaghat, Sidhi, Mandla, Rajnandgon, Sagar, Raigarh, Rewa and Rajgarh and the districts above, have over half their population below the poverty line. (MPHDR 1995)

It is intersting to note that of these districts excepting Narsinghpur and Sagar all the districts are DPEP districts- indicating perhaps a nexus between economic and educational backwardness. This case has been elaborated in the Social Assessment Studies.

- A large no of migrant communities particularly of the tribal areas migrate seasonally in search of work defying the outreach and efficiency of the existing educational institutions.
- A legacy of illiteracy creates an apathy towards education.

The negative impact of adult illiteracy on the children's education is aggravated by the influence of historically handed down social prejudices and perpetuation of stereo type roles and relationships. This is most evident in gender disparities legitimising set range of conventionally predetermined functions conscripting the opportunities of development a girl has.

- The factors indicated above trace, problems to geo-physical & infrastructural and consequent financial resource constraints which affect the extent of supply or else to socio cultural & economic conditions that affect the demand side.
- The M.P. Human Development Report brought out by the Govt. of M.P. in 1995 brings out yet another critical side of the problem it points out to the failures in the delivery of the educational system even where it has been put in place & is atleast apparently functional. These issues are summarised below :
 - Lack of community participation in the management of schools physical infrastructure.
 - Lack of basic infrastructure schools
 - * School Building
 - * Black Board
 - Insufficient no. of teachers A very high teacher pupil ratio.
 - An uninteresting teaching learning process leading to dropouts.
 - Uninspiring content & process of teacher training.
 - Irrelevant curriculum which is centrally developed
 - An alienating system of school inspection

Evidently, universalising primary education is a task fraught with complex challenges in M.P.

MANAGEMENT OF PRIMARY EDUCATION IN M.P.

School Education in Madhya Pradesh is the responsibility of two departments of the State Govt., viz,

- I School Education Department which runs institutions in mostly non-tribal and some tribal areas, regulates non-government institutions, and has exclusive responsibility for academic aspects and non-formal education.
- II Tribal Welfare Deptt., which runs institutions mostly in tribal areas, but also some (especially hostels and ashrams) in non-tribal areas.

78.9% of the roughly 75,060 Primary Schools in the State are with these two departments. Of these Govt. Schools, about 72% are with School Education Department, while the remaining 28% are with Tribal Welfare Department. About 13% of the Primary

Schools are nominally under management of local bodies, though their teachers are Govt. employees. The educational set-up in the state is shown in chart annex.

Only about 7.8% of the Primary Schools of the State are in private hands. Of these, about 20% receive Govt. aid while the rest run with their own resources.

PANCHAYATI RAJ INSTITUTIONS IN THE MANAGEMENT OF SCHOOLS

Zila Janpad and Gram Panchayats have been formed in the state at District, Block and Village levels this year. There are 45 Zila Panchayat, 459 Block Panchayat & 30,922 Gram Panchayats in the State. The management of all schools upto and including Higher Secondary Schools has been transferred to these bodies.

This is an extremely encouraging development, particularly from the viewpoint of achieving UPE in the state. The Panchayats are uniquely placed to mobilise and enthuse the public towards improving education and literacy. They are in a position to ensure that the education system becomes responsive to the needs of the client and it is expected to serve -

The Panchayats also act as a point of convergence for not only primary education programmes but also a number of other programmes having a bearing on primary education like Total Literacy, Early Childhood Care, Health, Water Supply and Sanitation since their management has also largely been decentralised to their levels.

2. REVIEW OF EFFORTS TOWARDS UNIVERSALISING PRIMARY EDUCATION: MP

Pursuant to the new national Policy on Education, different initiatives undertaken by the State towards Universalising Primary Education are briefly reviewed here. These initiatives have been viewed in 2 phases : preceding the introduction of DPEP & those that follow the intervention of DPEP. The major initiatives in the pre DPEP period have been :

1. Non-Formal Education (NFE)
2. Operation Blackboard (OB)
3. Minimum Levels of Learning (MLL)
4. Teacher Education
5. Total Literacy Campaign (TLC)
6. Integrated Education for Disabled Children
7. Integrated Child Development Services (ICDS)
8. Incentives to disadvantaged groups.

2.1 NON-FORMAL EDUCATION (NFE) :

- The NFE programme aims to offer learning opportunities to working children, girls and children in the 9-14 age group living in inaccessible habitations or unable to participate in formal primary schooling or who are dropouts. This is done by running NFE centre which offers part time schooling of flexible duration & location.
- About 34,080 NFE Centres are currently operational in the state. Of these, 31,871 centres are in rural areas vis-a-vis a total of 71,526 villages in the state. The remaining 2,209 centres are running in Urban areas.
- In M.P., the management of NFE centres has been transferred to Panchayats. Instructors are now appointed on the recommendation of Gram Panchayat which will also monitor their performance.

2.2 OPERATION BLACKBOARD :

- Aiming at improving facilities in primary schools (classrooms, teachers and materials), OB material has been provided to roughly 50% of the schools in state.

2.3 MINIMUM LEVELS OF LEARNING :

- NPE, 1986 envisaged laying down minimum levels of learning (MLLs) for each stage of education. In February, 1991, NCERT published the report of an Experts Committee which laid down MLLs for the primary stage.
- An MLL, project was implemented in Vidisha district jointly by NCERT, SCERT and the DIET. Teachers were trained on these MLLs and equipped to work towards their achievement by all children. This involves child-centred teaching methods, diagnostic testing, continuous evaluation and remedial instruction.

2.4 TEACHER EDUCATION :

Major Teacher Training Programmes have been :

- About 1,00,000 of the total 1,83,000 Primary school teachers of the state were imparted ten-day training under a programme of Mass Orientation of School teachers during 1986-89.
- A new programme called 'Special Orientation Programme for School Teachers' (SOPT) has been launched in 1994-95 so as to cover every Primary School Teacher under an in-service training programme of 7 days duration within a period of 5 years. The training focuses on the child-centred approach, use of Operation Blackboard material and achievement of Minimum Levels of Learning (MLLs). About 48,000 teachers have been covered under this.
- Since 1992 Shikshak Samakhya a motivational training programme has been under implementation by SCERT with the assistance from the UNICEF Shikshak Samakhya Programme has covered 12000 schools in 5 districts in the first phase & has oriented 21495 teachers of class I & II to child friendly way of teaching.
- Over the years, State Govt. has been committing substantial funds to Elementary Education under the 'plan' head as well, mainly for the following :-
 - Teacher Recruitment on an average - teachers per year.
 - Opening of new schools on an average roughly schools are sanctioned each year.
 - Construction of buildings for old as new school. This has been funded from different sources : Plan & JRY & district planning funds.
 - The state govt. provides incentives to the children of the following disadvantaged groups :
 - a. Scheduled Tribes
 - b. Scheduled Castes
 - c. Other Backward Classes (OBCs)

2.5 EDUCATION OF DISABLED CHILDREN :

- This is a centrally sponsored scheme. Multicategory Resource Teachers have been trained to cater to the needs of all types of disabled children in schools according to their specific needs.
- This scheme has been expanded to cover 19 districts. Presently, 8 of the DPEP districts - viz., Dhar, Mandasaur, Guna, Rajnandgaon, Satna, Rewa, Chhatarpur and Bilaspur - are covered under IED. The scheme is being gradually expanded to cover more districts in phases.

2.6 TOTAL LITERACY CAMPAIGNS :

- In Madhya Pradesh , TLCs have been sanctioned under for all 45 districts : Out of these the post literacy stage 1 in continuing education about 7 lakh volunteer teachers have been mobilised learning stage.

2.7 SUPPORTIVE SERVICES : INTEGRATED CHILD DEVELOPMENT SERVICES (ICDS)

- The scheme aims to provide a package of the following services to (a) pregnant and nursing mothers and (b) children in 0-6 age group through a network of Anganwadis from by the Women & Child Departments.

- * Supplementary Nutrition
- * Immunisation
- * Health Checkup
- * Health and Nutrition Education
- * Referral Services
- * Early Childhood education

- **ICDS IN M.P. :**

- I. There are 28,700 Anganwadis under ICDS in the State (212 blocks) of which 11,311 are in DPEP districts.
- II One third of the villages in the state are currently covered by this scheme.
- III 209 Balwadis and 1025 creches are also currently is operation.
- IV 98 additional ICDS projects will be started in rural areas under a World Bank Project over the period 1994-97

2.8 MIDAY MEAL SCHEME :

With the help of central assistance under the national programme on "Nutritional support to primary education", Madhya Pradesh has launched the programme of Mid Day Meals on two patterns.

- a) Cooked meals are given to children in all the primary schools in 123 blocks.
- b) Foodgrains are distributed to the primary school going children through Ration Cards in 156 blocks of the State.

The programme is intended to give boost to universalization of primary education by increasing enrolment, retention, regular attendance and ultimately the quality of education and also, simultaneously impacting on nutrition of students in primary schools.

The scheme is being implemented in 279 blocks at present and the impact of Mid Day Meals on enrolment, retention and regular attendance of students is being analyzed in 20 villages of one block of each of the Division of Madhya Pradesh. The study is being undertaken by Directorate of Public Instructions and is being funded by DPEP.

2.9 DPEP - a new intervention for UPE :

DPEP as a major intervention for Universalisation Primary Education (UPE) was sanctioned for M.P. in Dec.'1994 with a time perspective of 7 years and a project cover of 19 districts. These districts are :-

1. Betul 2. Raisen 3. Raigarh 4. Sehore 5. Bilaspur 6. Raigarh 7. Surguja 8. Guna 9. Dhar
10. Rajnandgaon 11. Rewa 12. Satna 13. Shahdol 14. Sidhi 15. Chhatarpur 16. Panna
17. Teekamgarh 18. Mandsaur 19. Ratlam

The major difference between DPEP & the other educational schemes are brought out by & highlighting the conceptual framework of DPEP :

- Decentralised planning : with the district as the unit of planning. At the district level efforts are made to reach further down to the village level.
- Participatory management stemming from the central insistence that educational reform is possible only when it is shaped by the perception & active involvement of the people for whom it is meant, particularly the community and the teachers.
- Holistic action that encourages identification of a wide range of interventions in order to address the complex character of problems that beset the question of children education particularly those living in circumstances of social or economic deprivation.

- Flexibility and Innovation which are needed to respond sensitively to the needs and aspirations that find voice through decentralised participatory planning compelling, often a redefinition of existing structure, systems & relationships. It is this search for a readjustment of structures & relationships that gives DPEP a transformative character going beyond limited educational schemes to being a societal process with the possibility of far reaching changes.

This transformative character of DPEP has even in the short space of 3 years of project planning & implementation made itself felt and a few key indicators capture this :

- Decentralised Participatory Planning
 - For the first time educational planning is being done from the village level upwards; involving the community, panchayats institutions & the teachers. About 22 lakh- people participated in the making of the 19 DPEP projects.

- Large scale Community Mobilisation

Intensive efforts have been made to generate an awareness of education as a positive value & the demand for education has become increasingly more articulate. This has been expressed in community support to the programme in diverse ways of which a few exemplar instances are cited here :

- Construction of class rooms by the community with their own resources and contribution of land for School Buildings as in Raigarh and in Mandasaur.
 - In Panna and Rajnandgaon the people have constructed shelters for Alternative Schools.
 - Community supported school enrolment drives leading to about 20.00 lakh additional enrolments.
 - Sense of ownership of the programme by the local leadership of the panchayats.
- Predominant concern for quality. The last 3 years have witnessed a serious, time bound commitment to bring about a qualitative change in primary education. While the state government had been reviewing key aspects of educational quality prior to DPEP; has given a tremendous spurt to its initiatives both by opening new avenues of creative thinking as well as by concentrating efforts into a coherent conceptual perspective and time bound action.

This is most evident in initiatives for pedagogic reform.

- Review of existing curriculum to make it MLL based was in process in the state, However DPEP provided the opportunity of field testing the curriculum on a selective scale before finalising and notifying it for the whole state. This was an important intervention.

- DPEP also provided a time bound perspective for improvement in teaching learning materials. These are being field tested on a selective basis and are being reviewed & improved prior to the production of a standard teaching learning material for all the schools. Field trialling as a basis of improving curriculum & teaching learning material is a major contribution of DPEP.

The concept of the teaching learning material has become richer to include beside the text books and teacher's guides, a host of resource materials such as reading books for the teacher & the children.

- Special focus on teacher training. This is evident in a dramatic change in quantity: 40,000 teachers trained in 1995 & 30,000 teachers in 1996 in 19 DPEP districts in 10 day training programmes. This is a quantum jump from the earlier annual average of about 300 teachers per district.
 - * Training of teachers has also been linked to the phased development of improved teaching learning material, so that training in transacting the competencies identified in the curriculum is facilitated through the availability of competency based teaching learning material.
 - * The methodology of training has changed from a single trainer, lecturer mode delivery to group interactions 1 trainer : 40 trainers has been replaced by a Resource group's interface with trainers in a 5:40 ratio. This ensures group work and better attention.
- There is a conscious integration of all academic components curriculum & materials, training into a composite pedagogy. This has been done for the first time and reflects the holistic concern of DPEP, as well as provides a base for sustainable systemic academic reform.
- Above all for the first time academic support has become truly decentralised & participatory in character. Teacher trainings have been conducted at the block levels & continuous peer group support is being attempted at the cluster level.
- Such decentralisation promotes the participatory character of all academic initiatives. Teachers have been involved at all levels in designing the academic inputs as well as in implementing the academic in field trialling training & supervision plan. Thus a resource pool of about 700 talented teachers has been developed over 2 years.
- Recognition of the need of institutional decentralisation. The establishment of BRC & CRC & their functioning which is growing with the programme has demonstrated the need for strengthening decentralised institutional support to schools. This is a major state institutional development at sub district levels.

The decentralised participatory character of academic process that is evolving with the intervention of DPEP is a significant paradigm shift in educational planning & management.

- Conscious efforts to improve management. This is evident in the following trends:

- DPEP with its insistence on relevant & valid information has stimulated the creation of data bases & MIS at the districts & state levels. Thus a very reliable data bank supported by periodically updated field based surveys & reports has been developed. Educational microplanning is demonstrating its efficiency. Educational Planning & monitoring now reflect a far greater concern for obtaining & using quality data.

- Recognition of the need to train educational management personnel.

DPEP has forced the issue of reorienting education personnel to the new process of decentralised participatory management & of upgrading their skills to cope with new technologies.

- The new state level institution SIEMT that is in the process of being set up is a concrete expression of this concern. Even while the institution is to acquire its full formal character, training programmes for educational personnel have begun in right earnest, both in the SPO's & the office of the CPI. The CPI Office has developed facilities for training at the state level & trained district officers in 1996. Similarly the SPO has trained a large number of district officers over 2 years.

Thus Capacity Building of educational personnel is an area which has come increasingly in focus & the state is poised for a major effort in this.

- Above all State educational policy reform is responsive to DPEP intervention.

This is most clearly evident in the State Govt.'s response to the development of teaching learning materials through field trialling. This single DPEP intervention has been used by the State Govt to initiate a composite pedagogic reform for the whole state.

It is evident that the states efforts at UPE have become more focused, more energetic and more quality conscious with the intervention of DPEP. The unique strength of DPEP is the creative space it provides for educational planning to tap innovative, cost effective possibilities enabling both systemic reform and the achievement of UPE in a time bound manner. This is being increasingly demonstrated in the 19 districts.

2.10 Expansion of DPEP : Advantages

The expansion of DPEP to 15 more districts equips the state government to extend its intense focus on UPE backed by resource support to nearly all its educationally backward districts. It also brings around a uniform harmony in the states management of primary

education, since 3/4 th of the districts are DPEP. This scale itself facilitates programme co-ordination and expedites state wide policy reform.

Lessons learnt the new DPEP districts begin with an advantage. They begin on a well prepared ground of structures and systems of field tested strategies, with a critical awareness of key issues involved. The critical issues have emerged through appraisals and reviews. Successive appraisal missions to M.P. have acknowledged.

- High degree of community mobilisation.
- Concerted efforts at improving academic inputs.
- Awareness of planned effort in evolving suitable interventions towards the education of girls and tribal children.
- The success of innovative interventions like alternative schooling.
- Development of an effective MIS.
- Satisfactory achievement of AWP Physical targets.

They have recommended.

- Expediting civil works.
- Accelerating disbursement pace.
- Filling of posts in DIET.

The SPO has also assessed the strengths of programme implementation that have emerged and need to be sustained and areas that need to be strengthened and has been able to identify strategies for strengthening them.

In addition to the issues thrown up by the appraisal missions, there is a need to

- Continue intensive efforts at community mobilisation so that there is greater degree of community participation in local schooling activities on a larger scale and on a self sustaining basis.
- Step up effort at training VECs,VNS panchayat representatives.
- Strengthen project capabilities particularly skills in the analysis of data reports and financial information.

Thus important lessons have been learnt. This learning experience has been a vital part of DPEP in the 19 districts.

The new 15 new districts thus begin with this advantage of experience and insight born of implementing DPEP in 19 districts. This enables them to begin all project interventions in the every first year on a reasonable scale.

The existing DPEP initiatives create the ground for the planning process and provide the strategic framework for the new districts.

3. Planning Process

The planning process of DPEP since the inception of the project has been based on the twin concerns of community participation and technical insight.

Thus the basic planning methodology has been one that seeks to bring together community perception and experience with technical skills.

For this a three pronged strategy has been adopted for plan preparation:

- Participatory microplanning
- Baseline studies
- Training of district planning teams in project preparation.

3.1 A detailed and comprehensive microplanning designated as “Lok Samprak Abhiyan” (LSA) was undertaken in 96-97 and this has provided the base for the perspective plans of the districts.

The LSA was a village house to house survey and aimed at

- assessing the current educational facilities.
- assessing the total number of children in the age group 5-14 years and their current educational status.
- assessing the literacy status of the adult members of the family.
- assessing non educational resources that may have a bearing on education such as drinking water, approach road etc.

The methodology of LSA was :

- Creating a resource group at the state level (SRG) this was done in May 96. The SRG comprised of teachers literacy activists and NGOs. For technical assistance resource persons and materials used in the Lok Jumbish were used. The SRG developed basic tools of participatory microplanning.
 - * Survey formats
 - * PRA devices like School mapping, village, educational registers, village basic resource inventories. These tools were field tested and then finalised.
 - * Training manual on LSA
 - * Mobilisation strategies with particular emphases on
 - * Panchayat orientations and conventions.
 - * Bala melas
 - * The formations of village level prerak samoohas or catalyst groups that were conceived of as informal groups of active community members who would help facilitate the LSA.
 - * Calendar of activities.
- Identifying & contacting districts resource persons. This was done simultaneously with the work of the SRG in progress. Districts resource persons were also drawn

from different contexts viz literacy campaigns, teachers, DIET faculty. Resource Persons were selected from people who had already shown evidence of their commitment to educational programmes.

- Three days training and orientation of the districts resource person by the SRG. This was at Bhopal in June'96. About 2,214 persons were oriented in all, of which 312 were from the 15 new DPEP districts. This was an interactive workshop.
- Prototypal sets of microplanning tools etc were made available as printed materials to the districts Resource Persons.
- Training at the districts level of Block Level resource persons by the ORG.
- 1 day training of VEC members, Prerak Samoohs, Panchayat members at the Cluster level.
- These training were accompanied by a no. of Block level (307) and village level (19,978) panchayat and literacy conventions. Overall picture of LSA coverage is evident from the table given below.

Area Covered under LSA :

1.	Districts	45	44
2.	Blocks	459	420
3.	Panchayats	30,922	25,790
4.	Villages	71,526	62,094

Resource groups formed & trained :

1.	No. of Resource persons have been trained as SRG -	90
2.	No. of Resource persons have been trained as DRG -	2,214
3.	No. of Resource persons have been trained as BRG	49,895
4.	No. of Resource persons have been trained as GPRG	2,34,850
5.	TLC Conventions - Block level-	307
6.	TLC Conventions - Panchayat level -	19,978

The training and the conventions were means of mobilising people particularly the panchayats towards the Lok Sampark Abhiyan.

Printing and distribution of materials was the districts responsibility.

- House to House family wise, surveys capturing information in survey formats District/Block/Village

This survey was guided primarily by the school teacher & the panchayat representatives, Prerak Samoohs, VEC assisted.

- The survey outcome were record^{ed} in the VER.
- They were also created visually in village school maps.
- The information so captured was shared in the gram sabhas and in the meetings of the gram panchayats. These meetings have been occasions as was the survey to

initiate discussions on local educational needs and to elicit from the community its perception of the problems as well as its aspirations, its needs and priorities. Thus panchayat level educational plans emerged through these assemblies and dialogues aggregated into Block level plans at the Block level by the BEO and deliberated upon and approved of by the Janpad Panchayat and then presented to the district administration. At the districts level, the district planning team was responsible for the collation of information and the consolidation of block level proposals into districts level plan proposals within DPEP guidelines.

- A computerised software for computerising the LSA information was developed by the SPO that facilitates compilation and classification on the basis of the district panchayats discussions, the plan proposals for DPEP took their final shape at the district level.
- **The outcomes of the LSA process have been**
 - **Creation of a data base** on the total no. of children in the 5-14 years, their educational status; the literacy status of their parents. The VERs record names to enable specific child wise monitoring.
This yields the targets for UPE : the current base and the goals of universalising enrolment & retention & achievement that have to be achieved. For each district the quantitative targets can be disaggregated into names village/family/ gender/caste/specific districts. This makes the goals authentic & amenable to close monitoring.
 - **Assessment of Resource gaps identification of specific needs & priorities.** The current Status of educational facilities has been assessed alongwith certain essential minimum non educational needs like drinking water & approach roads.
This has helped in identifying habitation specific needs for formulating specific realistic project interventions and priorities based community demands. The districts have recorded this in their plans.
 - **Community Mobilisation :** The LSA has been an attempt at mobilising the community and the panchayats towards educating their children by breaking up the targets into do - able local tasks.

3.2 Social assessment studies :

- Besides the LSA; social assessment studies were conducted in the 15 districts' as preproject studies to indicate the current status of critical socio economic features of the district and their relation with educational achievements.

The social assessment studies were carried out by professional agencies selected by the SPO through open advertisement & through interview by a competent committee. The selection was based on a system of weightage to different factors like experience, resources & skills. The assignment of studies is shown below

District	Agency
Bastar	AFC 1
Bhind	ORG 2
Damoh	ENFORCE 3
Datia	ENFORCE
Dewas	ENFORCE
Jhabua	AFC
Khandwa	AIMS Research
Khargone	IRA 4
Mandla	ORG
Morena	ORG Sanskar Shiksha Samiti
Raipur	ORG
Seoni	ORG
Shajapur	AIMS Research
Shivpuri	ORG
Vidisha	IRA 4

Sample Size 5% Village, 1.5% hous hold, all blocks

The district projects refer to the main & relevant findings of the social assessment studies.

Most of the findings of the LSA have been corroborated & supplemented by the social assessment studies.

The critical issues bearing upon children education as captured by the LSA & the social assessment studies have been briefly recapitulated here. A large number of issues are universally relevant to each district. A few issues are specific to the districts.

General Issues :

SNo.	Problem	Causes	Solution
1.	Low enrolment	1. Educational facilities not available. or at great distance.	1. Provide Schools in accesless habitations within reasonable distance.
		2. Acute shortage of school building	2. School building should be provided .
		3. School buildings in dilapidated conditions.	3. Repairs should be taken up.
		4. Insufficient space in schools	4. Additional Rooms to be provided.
		5. Lack of awareness of the value of education in community.	5. Community Mobilisation.
		6. Wage earning, domestic work & sibilng care prevents children to attend formal system of education.	6. Alternative/Non formal educational systems should be started. ECE centres should be opened with schools.
2.	Dropout children	1. School timings & vacations not suitable to local conditions.	1. Panchayat & community should be empowered to decide the school timings & vacations
		2. Insufficient space in existing school building.	2. construct Additional Rooms.
		3. Poor condition of existing school building.	3. Repairs to be done.
		4. Lack of basic facilities like Tat-patties, Black Board etc.	4. School contingency should be provided .
		5. Lack of drinking water facilities.	5. Provide drinking water facilities in or near schools.
		6. Toilets especially for girls not available	6. Separate toilet facilities for girls & boys should be provided in schools.
		7. Absence of Teachers from the school.	7. Panchayats should monitor the regularity of teachers.
		8. Lack of teachers in primary classes, particularly female teachers.	8. Recruit more teachers, particularly more female teachers.
		9. Unintresting teaching learning process resulting in low achievement, leading to dropout.	9. Teachers training in child centred & activity based teaching learning process. Strengthen academic support to teachers.
		10. Non availability of books in begining of the session.	10. Supply of books in adequate number should be ensured at the beginning of academic session.

		12. Migration of the families in search of work.	12. <ul style="list-style-type: none"> • Alternative. • Non formal Educational programmes
		13. After attaining age of menarcy, parents do not send girls to schools.	13. <ul style="list-style-type: none"> • Girls school should be opened and provision made for female teachers. • Community Mobilisations
		14. Lack of awareness of parents about incentives.	14. Awareness programmes should be conducted that highlights on incentives provided to school children.
3.	Low Achievement	1. Irregular attendance of the children in the schools.	3. Teachers, community to ensure regular attendance of children.
		2. Unintresting teaching learning process.	2. Focus on joyful teaching learning process in teacher training <ul style="list-style-type: none"> - Improve quality of books. - Provision of contingency for preparation of teaching aids.
		3. No detention policy of the government.	3. Stress on evaluation & remedial teaching for low achievers.
		4. Absence of teachers from the schools & classrooms.	4. Panchayat to ensure attendance of teachers.
		5. Low motivation of the teachers.	5. <ul style="list-style-type: none"> • Motivational teachers training. • Redress administratives grievances.
		6. Less emphasis on written work.	6. Assignments to students must be given & regularly checked.
		7. Poor academic supervision.	7. Local literate person & panchayat to be entrusted with the academic supervision.

District Specific Issues :

SNo.	District	Special focus groups	Problems
1.	Shivpuri	<ul style="list-style-type: none"> Sahariya children OBCs & SCs 	<ul style="list-style-type: none"> Language being taught, is. Teaching and present curriculum is not tribal specific. Engagement of the child in domestic activities. Poor economic background. Most of the members in the households were illiterate. Lack of availability of schools. Irregularity of teacher. Schools were located far off. Lack of awareness among the parents regarding the incentive schemes.
2.	Khargone	Tribal girl child (Tribal female literacy 7%)	<ul style="list-style-type: none"> Engaged in household work No. inclination for education for education/ studies. Looks after younger brother and sisters. Family members not interested in sending children to school. Teachers do not teach in schools.
3.	Jhabua	<ul style="list-style-type: none"> Migrant Communities Tribal girl child 	Poverty, migration
4.	Khandwa	Tribal children	Poverty, distance of schools, low literacy among parents help in eco./household work.
5.	Mandla	Tribal girl child particularly gond tribe	<ul style="list-style-type: none"> Irregular teachers Household/Economic activity Poverty Migration Large no. of accessless habitation. Unattractive schools. Illiterate families
6.	Morena	<ul style="list-style-type: none"> SC/OBC children Sahariya children 	<ul style="list-style-type: none"> Temporary migration of tribals to other places in search of livelihood. Children also work in the fields along with their parents. Lack of awareness about Education/Parents attitude is not favourable. Economic condition Not interested and busy in domestic work. Not interested in studies. Can't afford to educate the children. School is far off. Separate schools for girls required. Girls have to cook/work at home.
7.	Seoni	Gonds; particularly girls	<ul style="list-style-type: none"> Burdened with domestic work at home. Poor economic conditions. Parents not aware of the importance of education. Not aware of any incentives for which their children were eligible. Problems in reaching the school. Poor connectivity and lack of transport. During monsoons, many villages are cut off.

8.	Bastar	<ul style="list-style-type: none"> • Tribal People 67.78 % of total population • Low literacy percentage of women i.e. 15.30% • Literacy percentage of scheduled tribes women is even lower i.e. 7.23% 	<ul style="list-style-type: none"> • More than 1100 paras or habitations are accessless i...
9.	Raipur	<ul style="list-style-type: none"> • The literacy rate of scheduled tribe women is only 14% because of backwardness & unawareness as they mostly dwell in remote areas where easy access & communication is not possible. 	
10.	Datia		<ul style="list-style-type: none"> • A large number of labour. migrate seasonally with their training search of labour • Many girls share the burden of household work right from their childhood and deprive them of education • The literacy rate of ST is 3.20 %
11.	Damoh	<ul style="list-style-type: none"> • Living under poverty line & occupied as bidi workers to earn their living. School going small children also have to drop-out from their school and are involved in bidi making. 	
12.	Bhind	SC girls	Poverty

The two tables bring out the fact that there is a preponderance of issues that are common to all districts. Irrespective of the location & cultural character of the district, there is a large incidence of problems of proper access; adequate physical infrastructure, non performance of schools; insufficient teachers; discrimination against girls poverty, the need for children to share family responsibilities inter alia sibling care, cooking etc.; low literacy & failure to recognise the value of education. It is significant that even in the listing of district specific issues what may vary from district to district is the special focus group. The reasons for their low participation in schools are common to the general groups across the districts.

This is an observation that is supported by the Social Assessment Studies.

This indicates :

- A level of backwardness, on a wide scale, wherein even basic educational facilities & resources are inadequate to meet needs.
- The unattractive nature of schools in their present style of functioning.
- Social prejudices affecting the regular participation of children of schools.
- Economic constraints.

This has an implication for planning :

- Priority to universalising access through a range of non formal & alternative educational strategies.
- Continuous & sensitive efforts at social mobilisation.
- Emphasis on recurring teacher training, to make the teaching learning process effective.
- Effective school supervision.

- Convergence with supportive services.
- Priority in directory interventions to especial focus groups.

3.3 The districts project teams were oriented towards DPEP philosophy and guidelines and project preparation in a short training course of 2 days by the SPO. 5 persons from each of the 15 new DPEP districts were trained. In all 81 persons have been trained.

District planning teams by where also trained project preparation and appraisal by LBSNAA, Mussorie. till new 5 persons from each of 34 DPEP districts have been trained by Academy (Total 168 persons)

3.4 To sum up, the planning process has initiated a few key activities critical in the base year of the project :

- Identification of resource person
- Constitution of & training of district planning teams.
- Micro surveys
- Development of data bases on major parameters of the programme
- Community mobilisation
- Baseline studies.

Most of these activities have been at the district level. Training of resource persons & technical support has been facilitated by the SPO.

4. GOALS

The programme goals are defined by the objectives of the National policy on Education.

The NPE sets forth the goal of universalising primary education in terms of

- Universal enrolment
- Universal Participation
- Universal Achievement

This translates into the following targets :-

- * raising GER by 120%
- * raising RR by 95%
- * raising GAMR 25-30%, more than existing level

In the 15 districts the targets are given in annexure - 1

5. Strategies

The strategies for achieving the programme goals have been evolved from the issues that have emerged from the LSA & the baseline studies. These issues can be broadly categorised as

Educational :

- Educational facilities, teaching learning process educational management & training.

Non Educational :

- Social attitudes & behaviour
- Economic Constraints
- Household work
- Minimum Basic Development infrastructure, accessibility, Water Source, Health Services.

The DPEP parameters address all the issues under the I category & some under the II.

Those under the II category are addressed through interventions like : Community Mobilisation or selectively given incentives like free materials for girls, scholarship, to SC/ST girls. Most of the socio economic issues under category II would get addressed only through conscientious efforts at convergence of services, beyond the educational sector.

This eligibility has been kept in mind while formulating strategies for DPEP. Availability of Budget resources will finally determine the scale & quantum of eligible inputs.

A conceptual & operational framework of interventions with their detailed modalities, procedures & costs has been established in the first phase of DPEP. As mentioned earlier, these strategies at this stage have the advantage of having been tested in the field & being critically appraised so of having acquired & greater realism & clarity.

The strategies have been designed in response to the priorities thrown up by the LSA and the baseline studies.

Both district and state level intervention are described here to allow an overview of the strategy framework and also because the state interventions are meaningful in the context of district level strategies.

5.1. Improving Enrolment and retention.

The main strategies for this will be.

Providing educational facilities within easy reach of children.

Lack of a suitable educational facility within a convenient distance has been constantly reiterated as a major reason of unenrolment and dropout, particularly of girls. Focusing on the problem, the ESA in 96 has identified accessless habitations.

The first priority will be to provide an educational facility in these habitations so as to improve the gross access ratio. The range of interventions will be both formal and non formal.

5.1.1 New Primary Schools :

Annex - 2

The formal primary school will be opened as per existing norms

The state norms provide for opening a new primary school in villages where the population exceeds 250 in non-Tribal areas and 200 in tribal areas and where there is no school within 1 Km. This has been kept in mind while planning access.

Each primary school will be provided two teachers. Funds for furniture and educational materials to the extent of Rs.15000.00 to each school will be released. Appointment of teachers will be made by the Janpad Panchayats as per state govt. policy. Purchase of furniture and other materials will be entrusted to the purchase committee formed at the block level. The committee is headed by the chairman of Janpad Education Committee, with the BEO as the secretary.

5.1.2 Alternative Schools :

Annex - 3

Alternative Schools have been proposed in DPEP as a major intervention for bringing within the educational fold children who are not able to participate in formal schooling for a variety of reasons such as:

- dwelling in remote inaccessible school less habitations
- being engaged in household activities
- working for wages
- migration

i) Concept :

Under DPEP, M.P. AS implies an innovative educational initiative characterized by:

- **Flexibility** in organisational and operational modalities.

Flexibility in time and location : AS would have the freedom to determine time, duration and venue as per learner convenience, aiming at transacting on an average four hours of learning. While there is flexibility of time duration; holiday pattern, there is no attempt at condensation of duration.

- **Freedom of learning pace** by allowing learners to learn at their pace. This is significant because it has important pedagogical and structural implications.
- **A non graded course** to replace chronologically sequenced linear segments of learning with compulsory annual progression to mark the movement through each hierarchy. In such a system the pressure of time determines the pace of teaching where as the non graded system permits each child to achieve satisfactory levels of learning at a pace congenial to him/her allowing simultaneity of differential levels in different subjects for a child.

ii.) **Operation :**

As was introduced in MP. DPEP in 1995 and 3110 AS centres are now operating. The experience of running AS has been :

- The community responds enthusiastically to AS. This needs to be tapped more fully to the AS advantage
- Teacher training needs strengthening particularly in non-graded, multi group pedagogy.
- Continuous learner evaluation systems need to be more clearly firmed up.
- Timely procurement and distribution of materials needs to be ensured.
- A system of equivalence and curricular compatibility with the formal system needs to be developed.

The ongoing AS programme is also being evaluated by 3 agencies SCERT, RIE and an NGO Digantar. The findings & suggestions of this evaluation will help in improving and strengthening AS.

Based on the system developed so far; the main aspects of AS proposed for the new districts will be :

- **Management :**

- **Recruitment and Procurement**

Local management and supervision to the AS will be invested in the local VEC. The AS will have 2 teachers one of which will be a woman. Roughly a Cluster of 10 AS will have a supervisor over them. The minimum qualification of the AS teacher will be 8th passed and of the supervisor will be Higher Secondary. The supervisor is essentially an academic supervisor whose functions involve :

- School visits
- Discussion on problems

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- School visits
- Discussion on problems

Teaching - learning materials for levels equivalent to grade I & grade II in Language and Maths have been developed. Teaching Learning Materials for grade III level in Language, Maths and EVS are under preparation.

These materials will be used for the AS in the new districts.

- Beside the main package of teaching learning materials, efforts will be made towards initiating a process of decentralised development of curriculum/materials
- Decentralisation of curriculum and material development, and local specific pedagogic innovations are difficult and complex tasks. Developing capabilities in these has been a concern of AS since its inception. Over these 2 years, the academic process, has acquired greater clarity, its impact on teachers and learners is also becoming clearer. Also over this period, a number of people have been identified in the state who have shown potential as resource persons and talent for academic innovation. Thus a stage has been reached where a positive step can be taken in the direction of decentralised material development.

The entry point for this will be through the development of supplementary materials of local relevance & developed locally. The strategy for this will be :-

- Identification of capable Resource Persons.
- Orientation and training of Resource Persons through workshops & discussions.
- Begin experimental work on a selective scale for developing local curriculum/materials.
- Introduction of this curriculum/materials as supplementary academic inputs.
- Review and evaluation of this input.

This experimental initiative in decentralised development of curriculum and teaching learning materials will be a significant action research under AS in the initial years of the project. It is expected that this will evolve into a serious intervention for substantial academic decentralisation.

- **Training :**

The D.R.G. will be trained & oriented in the AS vision & pedagogy. This will be done in Digantar, where they will imbibe the philosophy of AS by being trained in the environment of Digantar's Schools. This initial training will be of 21 days. The training will address the issues of AS concept; structure; pedagogy; academic transaction with multi groups & continuous learner evaluation.

The DRG will train the teachers & supervisors. They will be assisted by the existing pool of Resource Persons.

- **Teacher's and Supervisors Training :**

- * In view of the fact that AS is a new concept and is intended to address a heterogeneous group of learner in an ungraded system, the AS teachers and supervisors will be given intensive training based on textual materials focussing on multigroup teaching; self learning activities among learners, continuous evaluation. So a 21 day training programme has been scheduled at the DIET level or at the Block level as per the district's convenience for both teachers and supervisors.
- * Supervisors will be trained alongwith the teachers through a training module compatible with the teacher training module & for 21 days. A component of school supervision & administrative coordination accounts & record maintenance will be added to the supervisors training.
- * The training modules for DRG, teachers & supervisors have been developed. As a result of a recently held feedback & experience sharing workshop in December in which teachers & supervisors & resource persons from the state & districts & from Digantar participated, the training modules are in the process of being further improved. These improved modules will be used for the new AS.

- **Monitoring, Review and Evaluation.**

- A one day review cum training session has been planned every month at Block HQ. This has been structured to serve the following purposes :
 - * Review of management issues involved in regular operation of AS (first day, first half BEO to preside)
 - * Review Academic issues : lessons taught, problematic concepts, learner progress, transactional feedback (first day - second half, DIET, AS RPs to manage session)
 - * The monthly and quarterly reporting formats have been developed and computerised.

These one day reviews at the block will be integrated with a continuous chain of review & trainings.

- * The methodology of monthly review will be part of the training of AS, at all levels.
- * A system of information flow will be created wherein the main outcomes of the monthly meetings at the Block are reported to the DRG at the DIET and through that to the State Level AS Task Force.

- * Quarterly participatory workshops will be held at the state and regional levels to respond to the issues that have emerged through this process of feedback and discussion. These workshops will be attended by State/Districts/Block Resource Persons, teachers and supervisors.

Besides these one day reviews, supervision & feedback will be through

- School visits by project personnel .
- Feedback through workshops etc at regular intervals involving teachers, supervisors and resource persons.
- Concurrent evaluation of AS.

- **Innovations & networking with NGOs :**

Context specific innovations will be encouraged & supported. Efforts will also be made to facilitate the districts interaction with the ongoing. Innovative AS interventions of the NGOs in a few DPEP districts. Some of these NGOs like Roopantar in Raipur working for migrant children & RGIEE for urban working children, Shram Niketan in Shahdol for tribal children have a contextualised innovative approach & their participatory methodology will provide opportunities to the new districts to identify the lessons that can be learnt for replication or adoption on a larger scale.

5.1.3 Education Guarantee Scheme (EGS) :

Annex - 4

The other alternative schooling intervention will be through the EGS. The EGS is an innovative alternative strategy for universalising primary education particularly in backward rural areas which have no educational facility.

- (I) EGS has evolved on the basis of the experience of recent academic initiatives :
 - The success of AS demonstrating the possibility of developing local persons with basic educational qualifications into effectively performing Teachers; through interesting & recurring training.
 - That the community comes forth in a big way to support the local school where it has to provide some resources as space accomodation & the school performs well through this community support :
 - That quality education can be delivered through cost effective models that focus primarily on effective teaching - learning processes, whose operations are flexible enough to local community life styles.

- (ii) The significant features of EGS are that it is based on community demand and provides an education facility within a given time frame of 90 days of receiving community demand. The EGS is thus postulated on community demand for education, and the government's accountability to respond to such a demand. A *demanding* community is the strongest premise for an EGS. It ensures all the components of essential academic and operational inputs of primary school interalia recurring teacher training. Minimum Level of Learning (MLL) based teaching learning materials, supervision and contingencies. It aims at expanding access quickly, cost effectively and without compromising quality.

The EGS would be operative in rural areas where the community raises a demand for schooling facilities for its children and the number of children are atleast 40 and there is no schooling facility within 1 km of that habitation. In the tribal or sparsely inhabited areas the number of children could be 25. The government would, on receiving the demand guarantee to provide an educational package within 90 days of receiving the demand.

(iii) Operational Modalities of EGS.

- EGS would be implemented through the Panchayat system because it combines statutory authority with popular participation.

The gram panchayat would be authorised to receive the demand for a primary education facility from the community. The Community in its demand will indicate the number and names of children for whom the facility is demanded and also propose the name of the teacher alongwith his/her qualification. The gram panchayat would submit the demand with its recommendation to the Janpad Panchayat. On receipt of a demand for an EGS centre from a gram panchayat, the Janpad Panchayat will register the demand and give an acknowledgement indicating the date of receipt and the date within which the EGS centre will be operational which will have to be within 3 months of the receipt of demand. The gram panchayat will give a copy of this receipt to the community. In this time period, the Janpad Panchayat would examine the proposal and if found feasible would allot required resources to the Gram panchayat toward the annual salary of the shiksha karmi and contingency expenditures. The formal appointment order of the teacher would be issued by the Gram Panchyat. The teaching-learning material would be supplied by the Education Department which will also arrange for the training of teachers. Other contingency materials will be purchased by the gram panchayat. The gram panchayat will be responsible for keeping the Janpad Panchayat informed of the progress of the EGS centre, particularly its academic aspects. The Janpad Panchayat will intervene and assist in solving problems at any level.

- An EGS Committee at the district level will be responsible for ensuring effective and timely implementation of the scheme.

The EGS Committee will consist of :

S.No.		
1.	District Collector	Chairperson
2.	Zila panchayat CEO	Member Secretary
3.	Deputy Director, School Education	Member
4.	Deputy Director, Panchayat and Social Welfare	Member
5.	Assitant Commissioner, Tribal Development	Member

(iv) Educational facilities provided under E.G.S.

The EGS will guarantee the provision of a critical minimum of inputs that are necessary for ensuring regular participation of children in a teaching-learning process that enables the attainment of stipulated levels of learning . This will include

a) Teacher

The EGS would provide a teacher in a 1:40 Teacher pupil ratio. The EGS teacher would therefore be a local person. As far as possible preference would be given to women. If more than one teacher is required, then at least one would be a woman. The minimum qualifications for the teacher would be having cleared the higher secondary examination. In case persons of such qualifications are not locally available the qualification can be lowered to class Tenth.

The teacher will be designated as a Shiksha Karmi. The remuneration of the teacher would be on par with the Shiksha Karmi under the state government policy.

b) Teaching Learning Material

The Teaching Learning Materials would be based on Minimum Levels of Learning (MLL) to ensure that children attain basic competencies designated for primary stages of education. The teaching learning material developed by SCERT will be used in EGS centres.

c) Training of Teacher

Training would be for atleast 10 days on an annually recurring basis. Training would be both inductional and in-service training & will be content based to equip the teacher to transact the teaching learning material.

d) Evaluation and Supervision Learner evaluation will be ensured

Concurrent evaluation would be by the teacher. Beside this there would be a system of periodic evaluation through resource persons who would be drawn from the existing pool of teacher trainers. There would be atleast 1 such evaluation in 1 academic year. The purpose of this evaluation would be to assist the teacher the learner and the parents to be aware of both achievements and deficiencies so that remedial action may be taken for weaknesses perceived.

e) Operational Contingency

For contingent operational expenditures, an adequate sum would be provided to the teacher.

The EGS centre would have flexibility of timing and academic calendar subject to the minimum no of academic days prescribed by the State Government.

• **EGS ensures quality :**

The use of a composite pedagogy of improved Teaching Learning Material (TLM), recurring training based on these Teaching Learning Material (TLM), and continuous learner evaluation will be the basic strategy to ensure continued participation and achievement of basic learning levels by children .

The EGS package recognises that the issues of access and quality are not sequential. The EGS redefines opening schools, as priority attention on the key components of the academic transaction than on just a set of predetermined physical aspects of a 'school' & ensures that this educational facility is available to the most deprived sections of population.

- EGS is based on community demand. The EGS package is provided when the community demands this facility. This demand will indicate the community's willingness to provide space for learning and support other operational incidentals when need arises. EGS restores to the people their control over local education, while keeping the government responsible for providing essential facilities.
 - EGS ensures time bound action; in a way it makes education 'compulsory' for both the Govt. the community : For the community to acknowledge the need of education for its children & so demand it for the Govt. to provide it within 90 days. Thus EGS becomes a powerful intervention to mobilise both the community and the Govt. to universalise primary education through a time bound but participatory process.
- (v) The unit cost of an EGS package works out to about 13500/per annum. (Annex 4a.)

5.1.4 Civil Works :

Annex -5

A school building is not simply a physical structure but also mirrors significant concept about schooling.

- * Schooling is not just rote learning of printed matter. It is a total experience where the child's imagination and personality should be encouraged to respond to his physical environment. The school building embodies an important aspect of this environment. Hence the school building and its space must relate positively to the curiosity of the child and help stimulate his creativity.
- * The centrality of the learner is crucial. This implies that his scale ergonomics and requirement must influence the design of the classroom making it a place of learning rather than a place of teaching.

Educational processes help to integrate communities. Recognizing this fact, DPEP aims at involving the people in every way. With the devolution of power to the Panchayats, the Building Programme Implementation is also envisaged through the democratically elected Gram Panchayats and Janpad Panchayats. With this comprehensive devolution of the Building Programme to the people. It is envisaged that the programme may in fact emerge as a people's movement. A decision regarding the location of school buildings taken sensitively can well be a vehicle of social change.

The Strategy :

Based on these concepts, strategies have been drawn on two primary fronts, namely, the design of the school and the Implementation and Management of the programme. The strategies are characterized by contextualisation, simplicity of procedures and transparency of operation.

The design strategy will involve analysis of existing designs, examination of the process of implementation, evolution of norms, evolution of a design brief and development of design concept framework.

A Workshop on building development was organised in Nov.94 for deliberating on all the above issues. Experts from all over the country and within the state participated in the workshop on these deliberations a manual was prepared by DPCO. This is manual with Hindi version was submitted to GOI in February 1995 and after approval from GOI issued to the DPEP - I districts. This initiated work in 19 DPEP districts. The designs developed on this basis were :

(The Design plan of BRC is appended as Annexure A-4)

Salient Features Of The design Strategies :

- Evolution of Norms for location, site planning, class room and other spaces.
- Evolution of Geological, Climatological, cultural and social parameters for designs.
- Building Element Vocabulary based on Local Materials, Crafts and Techniques.
- Improvement and Improvisation in the Local Building Element Vocabulary to result in technically sound proposal.
- A holistic visualisation of all spaces in the campus.
- Development of a design concept and prototype.
- Essential inclusion of a defining enclosure, toilets, Water supply, electricity and landscaping in the design.
- All provisions in the design to be made within the cost ceilings.

Design

1. Class room and School Building

A class room for 40 children has been designed. The space requirement, light and ventilation size and shape of room, sill level for windows size of Black Boards and its height from floor level, areas of cup - board and clear height of roof have been fixed as per is 882 7/1978. The school building have been 2 class rooms, a varandah and a teacher room have been considered appropriate. Four alternative orientations have been prepared and published in the construction manual.

(design plan of class room and school building as per annexures A-1, A-2, A-3).

B.R.C. Building.

This is a training centre at Block level. It is assumed that 40 teachers will be trained at a time. Thus the building is designed for accomodating these 40 teachers in the lecture hall along with Dormitories for their stay during training period. a office room, store room and lavatory block for men and women teachers attached to dormoties have been provided in this building.

The experience of Appriasals and evaluations helped to improve the design and design stregeties.

The Ministry of HRD, department of Education GOI New Delhi. had directed that, new class rooms designs needs to be explored in order to provide better teaching learning environment. The thrust of these designs should be

1. Addresssing pedagogical needs.
2. Physiological comport
3. Attratice for children and committee involvement

Salient Features Of The design Strategies :

- Evolution of Norms for location, site planning, class room and other spaces.
- Evolution of Geological, Climatological, cultural and social parameters for designs.
- Building Element Vocabulary based on Local Materials, Crafts and Techniques.
- Improvement and Improvisation in the Local Building Element Vocabulary to result in technically sound proposal.
- A holistic visualisation of all spaces in the campus.
- Development of a design concept and prototype.
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1. Addresssing pedagogical needs.
2. Physiological comport
3. Attratice for children and committee envolvment

4. Culture and local specific design.
5. Cost effectiveness.

Accordingly, two days workshop in 3 phases have been organised in SPO on 20/21 Dec.'96, 13th Jan 97 and 15th Jan.'97. Engineers from 15. DPEP - II Districts, practicing architect from various places and senior architect from EPCO have participated

EPCO is acting as the main coordinator. On the basis of design parameters and district specific inputs, the design of school and B.R.C. building are under preparation and shall be brought out in Feb.'97.

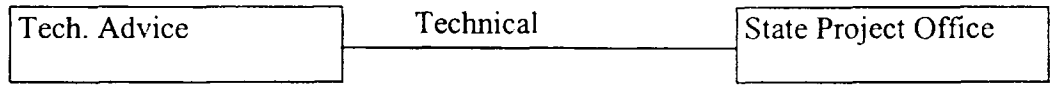
Based on these workshops, the following class rooms designing parameters have been delineated.

The design of the school building under DPEP will have the following special features.

1. The building has two class rooms, a verandah and a teacher's room.
 2. Drinking water facility and electrification.
 3. Rooms are ventilated and lighted.
 4. Two Black-Boards in each room, one in the verandah and one in the outside wall at suitable heights.
 5. School has toilets.
 6. The windows are slightly above the ground level so that child can see the outside world easily. The design shall conform to the idea that the school is a place of learning rather than a place of teaching.
- One class room 30 students activity based @ 1.4 m² per student.
 - One class room for 40 student for regular linear teaching @ 0.80 m² student.
 - One verandah for 20 students @ 0.80 m² student
 - Teachers room 9 m²

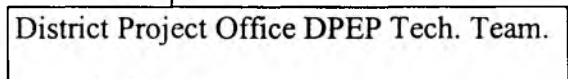
The design of school building and BRC on sample basis are appended as Annexure A-5 and A-6.

10.a) The Programme Management & Implementation Strategy establishes the organizational Structure of the Implementation system, develops Accounting Procedure.

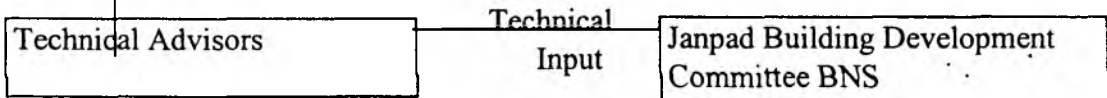


- * Programme Analysis
- * Base Date
- * Concept evolution
- * Prototypes
- * Training

- * Perspective Planning
- * Release of Funds
- * Monitoring
- * Review of Process

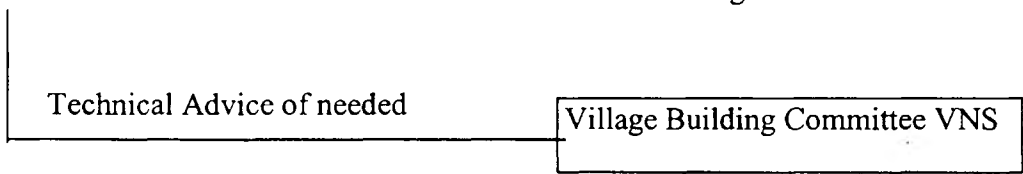


- * Annual Planning
- * Release of Funds
- * Monitoring
- * Training



- * Prototype adaptation
- * Site Planning
- * Technique adaptation

- * Technical Advice
- * Construction
- * Review & Monitoring
- * Training



- * Selection of Design Prototype
- * Selection of technique
- * Receiving & disbursing funds.
- * Construction
- * Maintenance.

b) The State Project Office, would head the organizational hierarchy of the technical Management Agencies in the Programme. The State Project Office prepare programme plans for the overall Project Duration, Project targets, physical and arranges and regulate finances, monitor review and update the Building Activity & maintain record of progress and achievement. The State Project reviews the Programme Quarterly. It ensures see that the grass root implementation of the programme is being done within the ambit of the Manual derised and if the manual is to be updated and revised, they would scrutinize proposals and submit it to the civil works committee and through that to the EC, if a policy corrective is required. The SPO is also reponsible for the orentation and training of the district level teams involved in civil works.

c) A technical unit of RGPSM in terms of a core engineering input shall be available at District levels. This technical unit shall be working directly under the State level technical unit to plan, strategies, help in implementation at the block and village levels and Monitor the contruction programme advising the release of funds to the District Project Office.

d. Strategy Of Construction :

Participatory approach in the decision regarding location of building and the process of construction will be adopted. By encouraging the participation of people or popularly elected representative, it is envisaged that the building programme shall emerge as a concrete manifestation of peoples movement and shall also reflect certain inclinations towards desirable social change.

e) The Programme implementation at Block level shall be done in a participatory mode through a Block Nirman Samitis with the Janpad Adhyalsha as its Chairman, two elected members of the Janpad Panchayat of which one has to be women member, two social workers/non official members nominated by the Janpad Panchayat, Block Education Officer, One representatives each from RES at block level, the district technical unit of RGPSM and the consultants representative. The Block Education Officer shall serve as the consultants representative. The Block Education Officer shall serve as the member secretary of the Samiti.

The Block Nirman Samiti shall select the sires, designs, technology, modalities and manner of execution, transmit progress report, make payments and account for activities at Block level. The Block Nirman Samitis shall also advice and guide the village Nirman Samiti if required, undertake review again if required. It shall also tram personnel in conjunction with the State Project Office.

The Village Nirman Samitis of the Village Panchayats would implement the programme at the Village level. The construction of the samiti would be the same as applicable in the Panchayat System except for the provision of cooption of the village teacher, and if required one of the technical advisors. The Village Nirman Samiti shall be served by the village teacher as the Member Secretary for the purpose of the DPEP programme.

The Village Nirman Samiti shall select site, designs, improvise designs within the ambit of the manual, decide about the techniques to be adapted, modalities of execution of works, execute the work, make payments and account for the work done, submit progress reports to Block Nirman Samiti, DPO and SPO. They shall also help in training personnel's.

Funds Flow

The funds would flow from the State Project Office to the District Project Office who in turn would allocate funds to Block Nirman Samitis independently. The funds would flow in three stages of 33% each. The disbursing office has to transmit the funds within a week in case utilization of 75% of the funds released earlier is available. The disbursing office would hold the funds only in case utilization is not upto 75% of the funds that have been released earlier or the physical progress does not match with financial expenditure. Certification about progress of work to a satisfactory quality level will have to be done by competent authorities, usually from the District Project Office.

The Block level and village Nirman Samitis would maintain a separate account of funds received under this programme. The funds could only be drawn through the joint signatures of the janpad Panchayat Chairman and Block Education Officer in case of Block level activities and the Sarpanch and the School teacher in case of Village Nirman Samitis. The Nirman Samitis would follow the procedures given in the for keeping the accounts including the.

The accounts received by the District Project Office shall be transmitted to the SPO for overall record and Monitoring.

The Technical Consultants in close coordination of the State Project Office, the District Project Office, their representatives at Block level, the Block Nirman Samitis and the Village Nirman Samitis would develop a training programme for training of personnel's construction, supervision, accounting and review. these programmes would be organised at the District, Block and Cluster levels.

The efficiency and quality of construction will be ensured strengthening the technical support to the building programmes by :

The main lessons learnt during the civil works programmes under DPEP I

- Need for full time technical staff at the DPO sanctioned posts to be filled on priority.
- Greater orientation of the local construction committees.
- Concurrent quality supervision to be ensured.
- Initiate correctives on evaluation reports.

- Posting technical staff in the DPO against sanctioned posts and training them. This will ensure timely action in terms of technical estimates, and

approvals and disbursements as well as constant monitoring, hand holding and problem solving.

- Concurrent evaluation by a III party.
- supervision and support by SPO and RES.
- Improving the performance of VNS by motivating the VNS and strengthening their capabilities. The construction manual will be simplified and made more user friendly. The VNS will be trained in its use. The VNS will be trained by the district level technical staff.
- Making it mandatory for the VNS to report the civil works physical and financial progress in the gram sabha meetings as well as in the VEC meetings.

TARGETS AND UNIT COSTS

S.No.	Particulars	Target	Unit cost (based on 95-96 prices)
1.	New School building		2,25,000
2.	Addl Room		75,000
3.	Drinking Water in School		30,000
4.	BRC Building		5,40,000
5.	W.S. Arrangement in B.R.C.		50,000

5.1.5 JHOOLAGHAR

Annex - 6

Sibling care is an acute problem in rural areas which is the major reason for girls not attending school. As the working parents who go out to the fields or for any other wage earning job, the elder girls are left at home to take care of domestic chores and specially to look after the younger ones. This problem needs special focus and attention if goals of UPE are to be achieved and if girls enrolment in schools is to be promoted.

In Madhya Pradesh, DPEP has paid special attention to this problem and in the first two years of the project linked with primary school, pre primary child care centres were started named as Shishu Shiksha Kendra/ These centres were for children in the age group of 3-6 years. The studies that have been conducted on evaluation of these centres have clearly informed that the centres have helped in increasing enrolment of girls in schools. About 4036 centres are operational in 19 DPEP districts.

There was an understanding that these centres will be operationalised only in non-ICDS blocks. As ICDS has expanded to all the districts and Blocks of Madhya Pradesh, DPEP has decided not to open any more centres from this year and to continue with the centres already started in previous years till they are finally handed over to department of Women and Child Welfare. The sibling care problem will be tackled through establishing functional linkage with Aanganwad is run by the Department of Women and Child Development and by bringing about the convergence in time and space of Aanganwad is and primary schools.

The problem of children below 3 years of age will remain untackled and requires some strategic interventions. Keeping this in view a scheme of Jhoolaghar (Creche) is being introduced in one Block of each of the DPEP districts. About 50-60 Jhoolagars will be sanctioned in the first year. These child care centres will take care of children in the age group of 0-6 years and will have

linkage with primary school in space and time. Special training module will be developed for the functionaries of Jhoolaghar and the scheme will be based on the Jhoolaghar ideology of Social welfare Department. Jhoolaghar will not impart any formal education to children but will take care of the children during school hours of the linked primary school and play way methodology will be used to keep the children engaged and to educate them informally. The scheme will stand as follows:-

One Jhoolaghar will have :

- . 30 children in the age group of 0-6 years
- . One DEEDI (elder sister) and one Helper;
- . Training of DEEDIS - 10 days.
- . Training of Helpers - 5 days.
- . Training of be given at BRC Level.
- . Training modules to be developed by ECE Cell of SCERT and to be coordinated by them.
- . Space for Jhoolaghar to be given by the Community.

5.1.6 Community Mobilisation :

A fact that has come up significantly through the Lok Sampark Abhiyan corroborating the outcomes of participatory village level discussions in'94 is that a large number children do not enrol in schools despite the availability of educational facilities. Low priority to the educational needs of the children as a result of social values or economic constraints is a single common reason. Efforts have been made to address this through concerted efforts at community mobilisation. This has had some impact visible in increase in enrolments. For a wider and more sustained impact community mobilisation will be at the district level and will include a wide range of activities interalia. Conventions, Jathhas cultural media particularly making use of folk forms, and electronic media. These initiatives will help in creating a positive atmosphere for education, and disseminate the right messages.

This will be supplemented by attempting to get community groups involved in doing things for local schooling. Strategies that promote collective action for children's education will be identified and implemented, so that a solidarity of interests builds around the local school through common action. Some such activities will be :-

- Micro Planing Surveys.
- Clearing up the school campus and making the school attractive.
- Organising Bal Melas,
- School visits by parents groups.
- Family to family contact to enrol/bring back children to school.
- Community contribution towards schools, additional space, land, tatpattis, water facilities. State support to district will be in the form of :
- Centrally coordinated mobilisation campaigns. Some Campaigns that will be co-ordinated annually at the state level will be of LSA. School enrolment drives, Back to School Drive. Inter district Jathas, Regional panchayat connections.

5.2 Improving Quality

Improvement in quality of elementary school education is to be a major goal in the next 5 Years to be achieved by strengthening key academic inputs. A systematic plan is to be followed over the next six years. This plan can be divided into three phases. The first phase consists of efforts that plans build upon the capacities that have been built in the last two years in 19 DPEP districts. What has already been achieved in these districts is to be universalised all over the state, so that past efforts in these districts form a significant input. A great deal of learning has taken place in this period, which is to be used for the future. It has been an intensely active phase, with a great deal of preparatory activity. Phase two can be seen as a phase of “big push” in the sense that academic reforms are to be pursued on a large scale and with a view to reforming the school completely, and significantly. In phase two i.e. the next three years from May 1997, the state should see the full scale. In the final phase lasting from May 2000 to 2002, the emphasis shall be on consolidation, corrections, and filling in of gaps.

The five key inputs that have been identified for reform and strengthening are :

1. Institutional Strengthening
2. Curriculum Reform
3. Development of new Teaching Learning materials.
4. Teacher Training
5. Academic monitoring

5.2.1 Strengthening Academic Resource Institutions

A basic Strategy For Improving Quality has been Strengthening and Decentralising Academic Resource Support Institutions :

The major academic resource support institutions are :-

- SCERT
- TBC
- DIET
- BRC
- CRC

Measures for strengthening academic resource support institutions have included :

- Providing infrastructural facilities
- Capacity building through additional personnel and skill development
- Exposure to innovative initiatives
- Decentralising institutional support upto the school level

Most of these measures have been initiated under the ongoing DPEP project. These are described below alongwith additional support required in view of the expansion of the programme.

a. SCERT

SCERT is responsible for :

- Material development
- Teacher training
- Research Evaluation and Studies

The State Council of Education Research and Training is in the process of being reorganised. The government of Madhya Pradesh has appointed a committee to suggest restructuring and the extent to which it be granted autonomy. Under DPEP additional posts have already been created and about 50% posts have been filled. The balance are also under consideration. Status of posts filled as below : (Annexure -7)

Since the range & intensity of activities under DPEP will expand considerably with the addition of 15 New Districts, the responsibilities of planning , coordination & analysis at the SCERT level will also increase. Thus 3 additional posts have been proposed

• **TBC :**

Since TBC has a central role in text book development; steps will be taken to train its staff; and operationalise its DTP system to improve printing quality. No new component has been added in view of DPEP expansion.

• **DIETs :**

About 58% of the academic posts are filled up in DIETs of DPEP districts. Efforts are on to fill the posts with persons from Education as well as Tribal Welfare Department. To overcome the shortage of staff, qualified persons have been engaged on contract for one session.

Status of DIET staff position is as below : (Annexure - 8)

The proposals for strengthening the DIET include support for infrastructure and staff training

- **BRCs :**

Annex -9

Under DPEP this is a major intervention for strengthening the decentralisation of support systems to the Block level. The concept involves block level institution building through infrastructure support, staff and staff development. The BRC thus is a major district level intervention. The functions of the BRC are envisaged as both coordinating project management as well as facilitating academic interventions at the Block and Sub Block levels.

BRCs will be provided with buildings to be constructed under DPEP

Annex -10

district level intervention initiated/under DPEP. Ten to 15 schools located within a radius of 8 Km have been attached to a CRC. The CRC will function as a centre for providing peer group support to the teachers. Teachers will discuss school related problems and resolve their academic problems by sharing their experiences, school calendars, development teaching aids with locally available resources, students achievement levels etc. Teachers will meet

The Resource Centre will be provided a non-recurring grant for equipment and educational materials and recurring grant for salaries, workshops etc.

Keeping in view the responsibilities of CRC Head a teacher designated as Cluster coordinator for each cluster who assist in the discharge of duties and functions of CRC Head will be appointed.

The cluster academic coordinator will be relieved of his teaching duties.. In his/her place a Shiksha Karmi has been appointed for each cluster. The cluster academic coordinator will visit all schools of his clusters at least once every month. This visit will last the whole day; he will observe the classroom process, and demonstrate in the classroom by teaching, and conducting some activities for some time.

Once a month all the teachers will be called for a meeting organized by the cluster organizer. The academic coordinator will organize discussions about the teaching learning process and other academic issues in this meeting. The idea behind these visits and meetings will be to reinforce on a regular basis the skills and strategies imparted during training, induce interest and discussion on academic issues among teachers, and obtain a feedback on the inputs, to improve upon them in the future. The whole process can be seen as an extended training, as well as creation of information channels.

For procurement of materials for BRCs & CRCs a purchase committee at the block level, headed by chairman of Janpad Education Society will be constituted.

5.2.2. Minimum Level of Learning (MLL) Based Curriculum : Pedagogic reform was initiated with a comprehensive review of the existing curriculum in 1994 by a competent state level committee referred to as the Steering Group comprising of educational administrators ; educationists and teachers. This review was a detailed participatory exercise; involving teachers, and scholars, academicians and parents and children. The curriculum was revised on the basis of the Minimum Level of Learning adapted to the state current levels of achievements.

5.2.3. DEVELOPMENT OF NEW TEACHING-LEARNING MATERIALS :

For transacting the new curriculum new teaching learning materials are being developed DPEP has played a significant interventionistic role in this. Activities have been into 2 phased

- Phase one:Field trialling

- (i). The strategy adopted under DPEP for developing teaching-learning materials is one of multiple package trialling on a selective scale so as to create opportunities of trying out different packages of learning with innovative methodologies as well as tap the potential of developing contextualised materials.

Field testing is not merely a technique but contains within it a whole pedagogic vision. The fact that we have decided to field test our materials indicates that we want these materials to be relevant to the context, interesting for the children actually and such that children acquire minimum level of competencies. The whole thrust is to produce materials that actually work.

The significant outcomes of the trialling initiative provide a useful basis to the State Government for planning, on a larger scale, the development of teaching-learning material.

- (ii) Since trialling was a major intervention with implications for the whole state, the initial need was to set up a suitable mechanism and methodology for it. This was done by creating through a State Govt. order a high level resource group of academicians and experts to advise and monitor and assess the trialling process. This group designated as the Technical Resource Support Group (TRSG) has been meeting regularly to advise on the trialling components and strategies.
- (iii) The key components of the trialling package include:

- Developing teaching/learning materials which would include a variety of transactional modalities : print, text-book based inputs or alternative pedagogy. Emphasis would be on innovative methodologies in transacting core competencies along with contextualisation of content.
 - Developing teacher training modules that would be required for effective delivery of the teaching learning materials.
 - Developing methods of learner evaluation; as well as of monitoring and appraising the teaching learning process.
 - Participatory approach involving the community.
- (iv) The operational plan evolved for trialling as a result of deliberations in the TRSG and its implementational status is as below :
- Setting a time perspective : Trialling would be for 5 years; but phased out classes I, II and III, till 96-97. IV in 97-98, and class V in 98-99.
- Involving multiple agencies** : To test out alternative pedagogic inputs, effectively, it was necessary to access talent and expertise outside the existing institutionalized system so that a rich diversity of insights would help shape the vision. Therefore multiple agencies identified by TRSG were contacted. The proposals received were discussed in the TRSG. Eventually only two agencies Eklavya (an NGO) and SCERT accepted the challenge for field testing experimental materials for classes I and II in 95-96, within the given parameters and time frame for trialling in the first 2 years of trialling. By 96-97 Shikshak Samakhya has also joined.
- **Selecting the sample area** : On the assumption that the DPEP districts can be grouped into 6 representational clusters, 6 Blocks were selected for trialling. Some of the factors considered for block selection were :
 - good TLC.
 - Academic resource support potential available
 - Representative of a broad cultural zone, in terms of social economic linguistic patterns.
 - The sample area selected by the agencies are :

Agency	Districts	Block	No. of School
Eklavya SCERT	Betul (Tribal)	Shahpur	123
	Shahdol (Tribal)	Gopalpara	25
	Raigarh (Tribal)	Dharamjaigarh	26
	Ratlam	Jaora	35
	Teekamgarh	Tikamgarh	27
	Rajgarh	Rajgarh	33
Shikshak	Panna	Guna	189
Samakhya	Dhar	Badnavar	235
	Raigarh	Pattalgaon	171

Trialling schools were identified by the agencies. State Govt. notification has been issued to enable the trialling of new materials.

(v) Trialling Status : since this was a participative process of trialling, tools have been developed in a similar spirit. Both the agencies have done this by setting out the objectives that are to be tested and developed their set of tools as : Observation schedules, and questionnaires feed back forms internally and externally.

- Teachers are expected to play the role of participant observers in the trialling process. This presupposes their training in the pedagogy that has shaped the materials, as well as their orientation to processes of critical observation and testing. Agencies have so trained the teachers. Cluster meetings with teachers through the Cluster Resource Centres provide useful feedback.

(vi) Developing prototype materials based on trialling :The critical task in trialling of teaching learning materials is to facilitate sharing between the multiple agencies so as to develop a common package for each grade. This has been coordinated by SCERT on a continuing basis. As a result of this synthesising process, a prototype package of teaching learning materials was developed for class I and in 95-96. This was the first time that the trialling outcomes of multiple packages were in the form of a common package designated as the 'Sikhana Sikhana' Package. This was put to trialling on an extended scale in 10 DPEP and 6 non DPEP districts . This was done consciously both as an academic testing of the prototype package as well as to assess the feasibility of transacting on an extended scale a package trialled on a small scale. The experience of the extensive trialling of the prototype package has proved to be positive. On this now the grade I,II,III materials in their final shape are being developed in 96-97 for general introduction in 97-98 in all schools across the state.

The new districts join the process of academic reform at this with new field tested MLL based teaching learning materials in grades I,II & III.

- (vii) In the academic year 1997-98 the new teaching learning material will be available for grades 1 2 and 3. New teaching learning materials will be introduced for grades 1, 2 and 3 all over the state, there by bringing about a significant change in the primary schools. While the texts and the teacher guide remain the most important teaching learning materials along with the texts will be available new resource books for teachers and carefully selected books for general reading for school children.

In the next two years, i.e. the years 1998-99 and 1999-2000 new materials for class - IV and class - V will be made available. Preparations for these materials are already underway. All agencies have prepared class - IV teaching learning materials in 1996-97 which will be field tested in 1997-98. These will be amalgamated to form an integrated package which will be available in the schools in the year 1998-99. Similarly, class - V books will be available in the year 1999-2000.

Apart from the work that is already going on, in the next two years the plan is to explore some important areas which need more investigation. Two such areas which have been identified are science education in primary schools are social science and the study of local history and geography. A major task in the coming two years will be to develop a well defined vision and consequent materials for primary school science as well as social science. In Grade 1, 2 and 3 the focus has been mostly on language and arithmetic and some environmental studies. In class 4 and 5 as children learn to read and write more thought will be to science as well as social science.

Phase -2

- Consolidation

Preparation of teaching learning material in phase -2 is not intended to make available some "final" materials, but to start a process of constant testing and improvement of teaching learning materials. Phase 2 will be significant in this process, and all the materials prepared in phase 1 will be examined against, and revised on the basis of feedback available from many sources.

5.2.5 Teacher Training :

- The training plan for primary school teachers is part of a total academic plan of revitalizing the teaching learning process to make it more motivational and to promote the achievement of competencies. The training programme is based on :

- A participatory and interactive approach. Talented and experienced teachers are involved in planning and training. As such training is through resource groups with a Trainer : Trainee ratio of 5:40.

- A methodology that aims at stimulating group interactions activities and analysis and thus replaces the conventional lecture mode based on a fixed set of directives. This also implies the use of creative resource materials for training.

- Decentralisation where in Resource groups are delineated at different levels: State Resource Group, District Resource Group, Block Resource Group and eventually cluster Resource Centres. This approach also facilitates the involvement of a large number of resourceful individuals in the training programme and so enables training of large numbers within given time schedules, something which would be impossible if only the DIET faculty were to handle the entire trainee group.

- Dovetailing the creative resources & strengths of ongoing teacher training programme. Two innovative teacher training methodologies have been under implementation in M.P. in Govt. Schools : one run by Eklavya as part of Hoshangabad science teaching project & the other through the UNICEF sponsored Shikshak Samakhaya Programme. The new training methodology integrates the strengths of these programmes : Resource Persons for training have also been drawn from these programmes.

The new competency based materials for grades I , II, III will be introduced in 1997-98. BY the year 2000 the new teaching learning package will be made available in all the five classes. The training plan is as follows :

- a. Train teachers of class 1,2 & 3 in the new teaching learning package in 1997-98.
- b. Train teachers of grade 4 in the new teaching learning package in 1998-99.
- c. Train teachers of grade 5 in the new teaching learning package in 1999-2000.

The training modules will be developed by the SRG. The training methodology will be through intermediary levels of resource persons.

Group	Approximate Size	Duration	Level
SRG	60	12	State
DRG	342	12	State
MT	12976	12	DIET
Teacher	259520	12	Block

Phase 3 : May 2000 to April 2003

Between the year 2000 to 2003, the emphasis shall be on providing a reorientation to all teachers. A seven day training capsule is envisaged.

5.2.5 Academic Follow up

Since the state will be providing intensive academic inputs over the next few years it is very necessary to monitor what is actually going on in the classroom and provide constant inputs where these are needed.

The decentralisation of the structure their BRC and CRC facilitate academic follow up. This will be through :

- The Cluster academic coordinators schools visits where. he/she will collect information on basic issues affecting teachers performance and the teaching learning process.
- Discussions in monthly Cluster meetings.
- Periodic school visits by the Master Trainers.
- At the district level, DIETs are the focal point for monitoring. Faculty from DIETs will visit schools, cluster and block level meetings.

Thus the academic follow up process will ensure that. DIETs and SCERT are linked to schools, and have a constant feedback on the academic inputs they provide.

School Contingency : A sum of Rs. 3,000 per school will be given to the VEC as school contingency. This includes:

- Teaching aids :

Teaching aids play a vital role in the teaching training process and in making learning joyful activity.

Under DPEP each primary school been provided Rs. 1000 (Rs.500/- to each teacher, maximum for 2 teachers) in 95-96 28,943 schools have been provided, as school contingency fund.

There is no prescriptive list of aids to be made. It is left to the ingenuity and creativity of the teacher to use the funds in the most effective manner. However suggestive list of items to be used as teaching aid material in primary schools will be developed interactively through the teacher training workshops :

- Contingency fund to upgrade schooling facilities at the rate of 2,000 per school : This will enable the schools to identify their contingency needs and to provide for them at their level. This creates an enabling environment for the teachers.

The investment of the authority to spend School Contingency funds in the VECs both a measure for improving the school environment as well as a strategy for empowering the VECs & mobilising them towards their local schools.

6. Equity Issues :

DPEP envisages education as a critical intervention for equity. Its concern for the education of the disadvantaged groups reflects an awareness of the difficulties in reaching education to such groups and a search for strategies that address their educational needs sensitively and on an evolving sustainable basis.

The central groups in view of the literacy data of M.P., in this context, are girls and children of the tribal community.

Gender Equity :- The issue of gender inequality is ultimately one of disparate freedoms - Amartya Sen, 1992,125, Inequality reexamined.

- **Education of the Girl Child**
- **Conceptual Framework**

The question of Universalising Primary Education is essentially one of educating the girl child as is evident from the low female Literacy rates in the state.

The LSA data confirms the problem of girls participation in schools.

The complexity of the educational problem is such that gender differentials in schooling cannot be attributed to any one dominant factor. The interplay of caste, class, age, religion and gender has produced an intricate matrix where education and socio-economic status are key players in the reproduction, maintenance and transmission of gender disparities from generation to generation.

These disparities have been historically institutionalised by society and are clearly manifested in the rules of marriage and kinship, inheritance and parcerary rights, the sexual division of labour and labour market segmentation further shaping an individual's perception of self-worth. Mutually reinforcing elements in the religious, political, economic and social spheres intervene at various stages in the female lifecycle to maintain women's socio-economic dependence on men.

Decimated in the womb, unwanted at birth, neglected during childhood and adolescence, a victim of dead customs and rigid tradition, poverty, disease and hunger, the girl-child's very survival is at stake. Kinship, caste, class and gender variables determine and define the notion of female entitlements at every stage in a woman's life, whether it be food and nutrition, health care, education, decision-making of inheritance.

Although girls are valuable economic assets, they are rarely perceived as such. Children, cooking, cleaning and other household production activities that are excluded from most measures of labour participation, have a high "use-value" and are vital for survival of the household. This conceptual bias also extends to market production activities - a variety of tasks performed by boys and girls such as petty trading, child-minding, domestic work, helping adults in the fields in weeding, threshing and other activities, are consequently not considered as child labour.

The girl-child's contribution to household income is under-valued and its importance minimized because of its low visibility and non-remunerative nature. This acts as a crucial link in the reproduction of patriarchal ideologies of motherhood and women's rightful work and place, as well as a key factor in the transmission of low status. While boys are often freed for school and play, girls are expected to share in the tasks of the female adult world as soon as they are able. They are the first to be withdrawn from schools at the onset of any crisis, whether it be adverse financial circumstances or for tending the sick or aged.

Factors Affecting girls schooling :

The LSA and social assessment studies have through a process of dialogue, and discussion helped in defining key issues. They are given in *Annex II*

There is a remarkable overlap of similar factors across districts with some variations in hilly or remote areas, as well as in certain areas with specific problems such as those of tribal or migratory populations.

-Economic Factors :

Poverty is often cited as the one overriding cause of girls poor enrolment and retention. Across the State for a large proportion of households faced with harsh living conditions, high insecurity and little hope of amelioration, sending a girl to school is seen as an unaffordable luxury. In addition, given the low private rate of return on girls schooling, the indirect costs of education for girls are often perceived as being higher than that for boys.

*** Direct Costs**

These are out-of pocket expenses that are major consideration in what is usually a parental decision at the primary level. In families with more than one child of school-going age, boys are considered to be further bread winners and therefore solid investments with a more tangible positive private rate of return.

Although tuition is free at the primary level, the following costs are incurred by parents :

- Textbooks & stationery
- Uniforms, Shoes.

* **Indirect Costs**

Although the State has a policy of free primary education for all, education is not really free when one considers the heavy opportunity costs incurred of sending a girl to school. 'Girls' contribute to the household income by engaging in wage labour as well as by taking on domestic chores and thereby allowing other members of the household to engage in wage labour. They also assist parents in agricultural or other activities.

1. The assignment of various domestic chores to the girl-child prevent her from attending school :
 - Caring for siblings
 - Fetching Water
 - Collecting fuel and fodder
 - Tending to cattle & domestic animals
 - Cooking and other household chores.
2. Helping parents in cultivation or occupations :
 - Weeding, harvesting, or sowing
 - Preparing and delivering meals to the fields.
 - Collecting forest produce such as amla , etc.

2.2 School - related factors :

- The Supply-side

The supply-side of the equation is crucial in achieving UPE and basic literacy. The following were identified as adversely affecting enrolment, retention and achievement of girls at the primary level.

- Non-availability of schools in remote rural areas and hilly and inaccessible areas.
- The location of schools is often inconvenient and deters parents from sending girls to school. Difficult terrain and distance act as deterrents to poorly nourished children already burdened at an early age with household and other chores.
- Mismatch between school/NFE centre timings and availability of girls.
- Non-availability of separate schools for girls.

- A low teacher-student ratio that has an adverse effect on the quality of instruction and is a demotivating factor. Overcrowding and poor facilities make the school an unattractive proposition, resulting in high dropout.
- Non-availability of enough female teachers.
- No separate facilities (i.e. toilets) for girls.
- Non-availability of sufficient Girls Middle Schools has demotivating effect on girls retention and completion of the cycle.
- Insufficient and incomplete information about existing initiatives such as free uniforms, free text books, scholarships for SC/ST girls.
- The Demand-side
 - Most interventions aiming to improve access concentrate on the supply-side of the equation, i.e. more school buildings, more teachers, more materials. In reality, it is often demand factors that are crucial in determining whether or not a girl goes to school, attends regularly and completes the cycle. The former is usually a parental decision based on perceived benefits and losses, other than purely economic, that may be incurred. The latter, retention and completion, is also partly a subjective decision shaped by factors other than the mere existence of a school building in the vicinity.

Curriculum related factors :

Supply - centred arguments hide the enormity of structural inequalities in social perceptions of how much education is desirable or necessary for different groups and circumvent the sensitive issues that are at the root of attitudinal biases.

These inequalities are reinforced by a strong gender bias in the curriculum, traditional teaching techniques and learning materials. The entire process is adaptive rather than transformative, confining women's education within socially acceptable parameters.

The teaching-learning process is imbued with a strong gender-bias both in its pedagogy and practice.

- The curriculum reinforces societal stratification and inherent inequities resulting in gendered outputs :
 - i. Textbooks that are replete with stereotyped images of women in subordinate positions in the private (mother, wife, domestic) as well as public sphere (male doctor and female nurse; female secretary).

- ii. Teaching techniques that mirror societal perceptions of women's worth and capabilities - giving boys preferential treatment in class; discouraging girls from taking leadership roles; assigning chores to girl-students, etc.
- iii. Unconscious streaming of boys and girls on the basis of preconceived notions about natural aptitudes starts early through classroom dynamics at the primary level, manifesting itself sharply in subject selection, and scores at the higher-secondary level.

Socio-cultural factors inhibiting access & retention :

- Low social status of women and therefore low perceived need, among parents and society, to educate girls.
- Non - literate parents are unconvinced about the value of primary education for girls.
- Social taboos restricting the movements of girls on the onset of puberty.
- Early marriage and mental preconditioning of girls.
- The practice of purdah, defining the women's space and restricting her participation in the public sphere.

District-specific factors are in *Annex II*.
Strategies :

Evidently the solutions cannot all be strategies under DPEP requiring as they do a much larger and complex network of interventions. However DPEP attempts to make significant interventions that create a positive environment for promoting girls education. The initiatives, proposed are :-

1. **Community Mobilisation** :The participation of the girl child in school has much to do with the social ethos prevalent in her family and society. Educating a girl child is often considered irrelevant specially in the rural areas. Therefore mobilization of community will be taken up as a major strategy.

Activities under this will include :

- Development of IEC materials such as posters and hand-outs brochures news papers, advertisements.
- Development of audio-cassettes with appropriate messages.
- Cultural Media Kala Pathak folk artists for production of gender sensitizing materials (Songs, Scripts, Short Skits), Kala Jathas.
- Panchayat/VEC conventions
- Bal-Melas in primary schools
- Mahila Jagriti Shivirs.

- Synergising with TLCs for mobilising women

This will be a key strategy ; since experience has demonstrated the positive impact of mobilisation for literacy and particularly of neo literate women on children's specially girls enrolment.

- 2 Flexible models of education that can have a school time determined by the girl child's convenience as for eg AS; EGS.
3. Provision of supportive services/facilities :Girls enrollment retention & achievement are affected by the responsibility of sibling care This will be addressed through convergence of Anganwadis with schools and through the Jhulaghar model which will be introduced on a selective basis. Provision of separate toilets for girls on school buildings constructed under DPEP.
4. **Appointment of female teachers.** As per the directives of Govt. of M.P. 30% posts have been reserved for female teachers. In spite of this there are considerable shortfalls in women's recruitment and the % of female teachers in the 19 DPEP districts is only 16.9%. Probable reasons for shortfall are :
 - Lack of awareness about government policy.
 - reluctance of community to allow girls to do jobs.
 - non availability of educated girls in rural areas due to low educational status of females.

Measures to promote more recruitment of women will be undertaken. For this purpose.

- Information camps will be organized.
 - Girls & women will be motivated to take up teaching jobs.
 - Close monitoring of recruitment status.
5. Gender sensitisation module will be developed & will be integrated in the training programmes of educational personnel and in teacher trainings.
 6. Special attention to developing the capabilities of gender Coordinators.
 - The Gender coordinator of the 19 districts were trained at SNTD College, Pune similar institutional arrangement will be made for the initial orientation for the Gender coordinators.
 -
 7. Monitoring of DPEP/interventions through disaggregated data specifying girls participation in each programme component will be ensured. The system for this has already been developed.

8. Impact assessment of gender strategies is an area where definite parameters are yet to be fully developed. This issue has been discussed in a number of workshops, both at the State and the National Level. . An effort will be made to develop 'performance indicators'. For this a workshop will be organised. The methodology and administering schedule for these indicators will be developed. Trialling of these indicators will be undertaken in one DPEP and one non DPEP district. The process & outcomes will be carefully studied for selective scaling up later on.
9. Area specific interventions based on the Mahila Samakhya approach. In one of the lowest female literacy blocks in each of the districts a Sahayogini will be appointed at the Cluster level. She will be a local motivated woman just like the Sahayogini of Mahila Samakhya. She will have in her charge with all the villages of the cluster and will be responsible for.
 - 1) Formation and consolidation of women groups in villages and their empowerment on the Mahila Samakhya lines
 - 2) VEC mobilization.
 - 3) Participation of women in VEC meetings.
 - 4) PRA activities integrated with the LSA methodology to assess the state of girls' education and the reasons there of.
 - 5) Reasons for enrolment drop-out of the girls from primary schools and enrolment back to school drive for such girls.
 - 6) She will also prepare a list of educated adolescent girls of the village so that they can be motivated to work as teachers, literacy in EGS, Alternative Schools and SSKs. This will help in solving the problem of low proportion of female teachers in schools which is major reason for low enrolment of girls in primary schools.

The Sahayogini will read her report in the VEC/Gram Sabha and monthly Cluster meetings. The problems and progress narrated by her will be shared in each forum leading towards the formulation of appropriate action mostly collectively. Her report will also be presented at Block level in the monthly review meetings, particularly for eliciting technical resource support from level higher than the clusters.

This exercise will be restricted to one block this year and by the end of the year the impact of this strategy on enrolment and relation of girls in the selected block and also on the community particularly of women at the village level will be assessed. The strategy will be analyzed for its strengths & weaknesses and then will be subsequently modified to be taken to few other blocks of the districts also. The blocks will be selected on the basis of the status of women's literacy.

The strategy is to use the concept of Mahila Samakhya for DPE without creating infrastructure support. Mahila Samakhya will act as resource support and will share the responsibility of training these Sahayoginis in formation of women groups, their empowerment and in women mobilization strategies.

The names of identified District and blocks which will be selected for implementation of this strategy are as follows :

LOWEST FEMALE LITERACY BLOCK IN DPEP DISTRICTS

S.No	Name of District	Sex ratio	Female literacy rate	Name of the block with lowest female literacy	Female literacy rate in the block
01	Jhabua ✓	977	11.52	Ranapur	4.40
02	Sidhi	922	13.61	Devsar	6.35
03	Bastar ✓	1002	15.30	Kathekalyan	1.75
04	Rajgarh	923	15.62	Rajgarh	6.99
05	Shivpuri ✓	849	15.64	Khaniyadhna	6.89
06	Sarguja	956	17.40	Premnagar	7.65
07	Guna	875	17.99	Chachora	5.55
08	Panna	897	19.41	Ajaygarh	11.32
09	Shajapur ✓	918	19.77	Badod	6.23
10	Tikamgarh	871	19.96	Baldevgarh	12.79
11	Shahdol	940	20.09	Pali	10.42
12	Dhar	951	20.71	Baggh	6.49
13	Morena ✓	826	20.81	Karhal	6.86
14	Chhatarpur	858	21.32	Badamalera	11.46
15	Sehore	898	21.99	Ashta	11.18
16	Mandla ✓	988	22.24	Mehdavani	10.06
17	Khargone ✓	950	23.23	Padi	4.54
18	Datia ✓	847	23.69	Siyondha	15.95
19	Raisen	879	25.47	Bareilly	18.57
20	Dewas ✓	924	25.57	Kannod	11.57
21	Raigarh	1000	26.46	Dharamjaygarh	12.81
22	Rewa	932	26.88	Hanumana	14.77
23	Bilaspur	978	27.26	Pandariya	10.73

24	Satna	918	27.80	Chitrakut(Machgaon)	17.70
25	Vidisha ✓	874	27.81	Lateri	9.57
26	Rajnandgaon	1012	27.83	Bodla	10.26
27	Bhind ✓	816	28.20	Gohad	17.96
28	Mandsaur	945	28.32	Marottha	15.72
29	Ratlam	948	29.13	Sailana	8.25
30	Damoh ✓	905	30.46	Tendukheda	17.56
31	Raipur ✓	993	31.04	Devbhog	10.31
32	Seoni ✓	974	31.14	Para	19.44
33	Khandwa ✓	938	31.53	Khalwa	13.09
34	Betul	966	33.90	Bhimpura	9.05

6.1.2 MAHILA SAMAKHYA AS A STRATEGIC INTERVENTION

The issue of girls education can be inevitably associated with women's empowerment. The need to evolve a strong and effective programme of women's empowerment was discussed in a national workshop organized to formulate the nature of such a programme in August'94. Experts from all over the country were invited and members of National Resource Group on Mahila Samakhya also participated. A decision was taken to evolve a Mahila Samakhya model for Madhya Pradesh.

Accordingly, an independent autonomous society was registered on 20th January, 1995 named as Madhya Pradesh Mahila Samakhya Society. An MOU was signed between the Society and RGPSM. The Mahila Samakhya programme is under implementation in 3 districts -Rajgarh, Mandasaur and Raisen chosen for their low female literacy rates.

Samakhya personnel at district and sub-district levels have helped in mobilising communities. The TLC and later the DPEP environment building campaigns, set the stage for the entry of M.S. Setting up Sanghas and getting women to analyse and articulate their concerns became that much easier. M.S. sahayoginis have also assisted in microplanning exercises and in other community mobilisation activities. This has also sharpened the girl child focus of many of these campaigns.

With this background in mind and this experience to share with DPEP Phase I of Madhya Pradesh, from the pool of 15 new DPEP districts it is proposed to launch Mahila Samakhya as a strategic intervention in Jhabua which is a district with innumerable social problems, right from illiterate tribal communities to social taboos and myths.

6.2 Tribal Education

Out of the 15 DPEP districts, 5 districts have a large percentage of scheduled tribe population and 3 districts have pockets of tribal concentration.

The districts with a sizable tribal population are Bastar, Jhabua, Mandla, Khargone and Seoni

The districts with pocket of tribal concentration are Raipur, Khandwa and Morena.

- 1.) In M.P. Tribal Education is the responsibility of TWD & SED. Administrative control of schools and teacher training is with TWD & DIET and SCERT. The books used in the schools are those developed by SCERT. This dual responsibility has implications for developing appropriate strategies for tribal education.

Consequently a Joint consultative approach has been adopted as the basic strategy for planning and designing focused intervention in the tribal context.

The initiatives in this direction so far are :-

- Creating coordination fora at different levels :-
 - A state level coordination committee of Tribal and School Education Departments has been setup. It meets as and when required to resolve problems of administrative coordination and programme implementation and to initiate policy decisions. The decisions taken in these meetings are issued under joint signatures of Secretary TWD and SED. These meetings have helped in identifying managerial bottlenecks and focusing on desired interventions.
 - At the SPO level a Tribal Core Group has been set up to discuss and work out the DPEP Tribal interventions in detail. The Tribal Core Group consists of representatives of TWD, SED, SCERT, DPI, TRI. These two structures have made possible collaborative thinking and planning of strategies for addressing key tribal issues in DPEP. Some of the important issues discussed and decisions taken in the interest of project management have been :
 - The AC Tribal in tribal districts have been designated the DPO.
 - All the schools of the Tribal Blocks have been transferred to TWD thus eliminating dual administrative responsibilities in the same block .
 - SPO has been strengthened by the appointment of two consultants, drawn from TWD.

2) In terms of programme interventions a two fold strategy has been adopted :

- Ensuring adequate project benefit to tribal areas through standard project interventions. The details of resource allocation for tribal districts is given at annex. 12
- In addition, initiatives specifically designed for tribal contexts will be introduced,
 - (i) Improving the teaching learning process

On the assumption that the teaching learning process needs to be sensitively responsive to the socio-cultural and linguistic character of the tribal communities, it was deemed necessary to

- Undertake a careful assessment of the learning needs of the tribal communities.

- Develop materials and evolve processes for appropriate pedagogic inputs that address specific tribal educational needs.

Such an approach requires phased action which permits time and space for studying existing patterns formulating hypotheses and testing them by introducing critical inputs and their impact assessment and analysis for further action. This is the methodology which is being followed for the development of tribal sensitive pedagogic inputs.

The initial research base for tribal pedagogic interventions has been provided to some extent by work done in 94-95 and 95-96 by TWD viz, under the existing DPEP.

- Study of informal learning patterns among tribal children (Under DPEP)
- Pilot Project in 750 tribal schools, of teaching through local dialect (Non DPEP;)
- Evaluation of Ashram Shalas.

These studies alongwith the social assessment studies yield insights for introducing critical pedagogic inputs on selective experimental bases.

- a) Development of a Bridge language Inventory (BLI)** to assist the non tribal teacher in the use of the local dialect to communicate with the tribal students. In this instance, the basic texts will be same as those used in non tribal schools. However to facilitate an easier and more effective learning of these texts, the local dialect will be used as a bridge language by the teacher.

The **Bridge language Inventory** will consist of

- A pictorial inventory of key words, images; phrases, quantitative expressions, cultural allusions critical to class room communication along with their local dialect equivalence. It will be prepared as a self reading material so that the teacher can use it on his/her own; without detailed training.
- It is intended to help the teachers to interact with children of tribal areas in their local dialect and transact the content which otherwise is in Hindi. This will also help the children of classes I to III to transit from their level of dependence in local dialect to a greater facility in the use of and greater familiarity with more standardized linguistic expressions.
- The BLI will be developed by teacher through work shops.

Experience in this work has been acquired through the BLI that has been developed in Gondi, Kudukh and Bhili and given to teachers.

b) Adaptation of Teaching Learning Materials in local tribal dialect.

- It has been observed that the language of tribal children spoken at home is different from Hindi. To make the school environment congenial to the children, particularly in the initial years of schooling, an effort will be made to provide teaching learning materials adapted to the local dialect. This will be through a two way strategy :
 - adapting the mainstream teaching learning material in local dialect. The new teaching learning package will be adapted in the local dialect. This has been done for class I materials in Gondi & Kurukh. It will be done for grade II class. This will be in select dialects on a small scale for permitting research and evaluation before upscaling.
 - The other approach will be through increasing the decentralised development of supplementary materials based on local tribal culture and language with a view to enriching the teaching learning process in a way that the local community identifies with it.

This will also be on a selective experimental scale.

(ii) Ashram Shala

Under DPEP a study of Ashram Shalas was taken up through the Tribal Welfare Department. The study yields a positive impact of Ashram Shalas on the education of the tribal children enrolled in them. On this basis Ashram Shalas have been opened in the tribal dominant districts of DPEP, on a cost sharing basis between DPEP and Tribal Welfare Department.

Similar Ashram Shalas will be opened in the new DPEP districts.

Innovative structural and pedagogic inputs will be designed for these Ashram Shalas.

1. **Number of Ashram Shalas proposed district wise :**

(cost in lakhs)

S.No.	District	Ashram Shalas proposed	Financial
1.	Mandla	2	27.26
2.	Seoni	3	40.89
3.	Khargone	3	40.89
4.	Jhabua	1	13.63
5.	Bastar	4	54.52
6.	Khandwa	1	13.63
7.	Raipur	1	13.63
8.	Morena	2	27.26
9.	Shivpuri	2	27.26
	Total	19	258.97

Tribal Welfare Department bears the cost of stipend and other incentives due to the children. The construction cost is also to be borne by the Tribal Welfare Department. The other non-recurring and recurring cost will be borne by DPEP.

Sharing of expenditure :

Unit Cost

Cost in Lakhs

Particulars	Unit cost for one Ashram Shala	Cost of 19 Ashram Shalas as proposed for 1997-98
Recurring expenditure (excluding stipend)	2.93	55.67
Non Recurring	2.14	40.66
Total	5.07	96.33

The Recurring expenditure shall be incurred by DPEP for 4 years
 $55.67 \times 4 = 222.68$

Cost incurred by TWD**Cost in Lakhs**

Particulars	Unit cost for one Ashram Shala	Cost of 19 Ashram Shalas as proposed under 1997-98
Construction cost	19	361
Stipend	1.27	24.13
Total	20.27	385.13

(ii) A major workshop on tribal education is planned in March'97. The workshop will critically review some of the present educational practice and explore ways of making them more meaningful and relevant. It will serve to explore aspects of community participation, innovative architectural designs and a relevant pedagogy for educational institutions for tribal children. The outcomes of the workshop will help to identify tribal specific field based intervention.

(iv) Mobilisation of tribal community will be another strategy to encourage the participation of tribal communities in the educational process. This will be done by :

- developing special IEC materials in local languages.
- reaching out to the communities by incorporating educational messages in their local cultural folk and dance forms. This will be done with the help of Adivasee Lok Kala Prarishad, local Kala Jathas and locally formed activator groups -Prerak samoohs.
- The local traditional leaders will be motivated to mobilised their community towards better participation in education.

(v) The IPMS data will be closely monitored for disaggregated information on the education of tribal children.

(vi) District Specific tribal issues & strategies are summarised in Annex.- 13

Integrated Education for the Disabled Children

There are 10.39 million disabled children in the 5-14 year age group (POA 1992) out of an estimated 202 million children, thus accounting for about 5 percent of the elementary school going population. This is a sizeable number that can not be overlooked if the goals of universal elementary education are to be achieved by the turn of the century. It appears that quantitatively educational coverage of this group will not be fully filled by the small number of special schools. Moreover the qualitative aspect of special educational practices is not satisfactory. It often creates various psycho-social disadvantages in case of disabled children (Dunn, 1968). Disabled children have not only deficiencies but are also equipped with strength and vigour. It is felt that 90 percent of the disabled children can be educated in regular schools [UNICEF, 1982].

INCIDENCE OF DISABILITY IN MADHYA PRADESH :

A State wide survey to estimate the number of disabled in Madhya Pradesh was conducted in the year 1981 with the assistance of UNICEF. On the basis of this survey, 67,707 (32%) visually handicapped, 25,500 (12%) Hearing handicapped, 1,02,211 (49%) Orthopaedically handicapped and 12,474 (6%) Mentally handicapped; thus, a total number 2,07,692 handicapped have been reported. Since the Survey was undertaken about 15 years ago, the number of handicapped persons must have gone up now with the increase in population, changing values in social order and increasing mechanical and accidental problems.

With special reference to the State of Madhya Pradesh, on the basis of census of 1991, 4.6 percent of total population of 6,61,00,000 about 30,40,600 persons are handicapped. It includes 12,16,240 orthopaedically handicapped, 4,56,090 visually handicapped, 4,56,090 mentally handicapped, 3,04,060 hearing handicapped and 6,08,120 suffering from epilepsy, fits, leprosy and other mental problems.

Total no. of disabled children (5-14 years) in 19 DPEP districts in M.P. State is 64,861 in which 56.28% are boys and 43.72% are girls [LSA-1996].

Disabilities are variously classified as locomotion, visual, speech and hearing. Here we have concentrated on the following types of disabilities selected on the basis of "Guidelines for Integrated Education for the Disabled Children" [DPEP Guidelines].

1. The orthopaedically handicapped children.
2. The visually impaired children.
3. Hearing and speech impaired children.
4. Learning disabled children.
5. The Mentally retarded children.

Identification :-

1. We have identified the disabled children in the age group (5-14) years in the State.
2. We have identified out of school children with special needs so that they can be brought into regular schools.
3. We have identified disabled children from amongst the school going children in ordinary schools in order to retain them as they are the potential drop outs of the system.

This was done by the school teacher along with the VEC/Panchayat members of the concerned village.

The activities that are proposed to initiate work for the integrated education of disabled children is as below :

STRATEGIES	AGENCY
<ul style="list-style-type: none"> • Constitution of Core Groups and Technical Committee Members at state & district levels. - To prepare strategies for Functional and Formal assessment. - To prepare strategies for selecting of members for this purpose. - To prepare a group for workshop at SPO level among these members. - To select a block of each of 15 districts. 	<p>State Project Office</p> <p>District Project Office</p>
<ul style="list-style-type: none"> • Two days workshop at SPO level. - To prepare a strategies for training of workers. - To select 3 centres for training of workers of 15 districts. - To prepare 3 groups for training of workers at different 3 centres. - To prepare a strategy for training of these five groups at SPO level. - To prepare educational material for training and assessment of disabilities. - To collect the different instruments for measuring the disability from various sources. 	<p>State Project Office</p>
<ul style="list-style-type: none"> • Two days training at SPO level. - Two days training will be held for 3 groups who will be trained the workers at different centres. 	<p>State Project Office</p>
<ul style="list-style-type: none"> • Training at different centres. - Five days training will be organised at different centres. - To prepare teams for field work. - To prepare a strategy to collect all information at block level. 	<p>State Project Office</p> <p>Dist. Project Office</p> <p>Block Project Office.</p>

	<ul style="list-style-type: none"> • Individual assessment of disabled children The first step in the assessment process will be functional assessment to be done by the teacher in the school. as well as in society. This will aid the teacher in beginning classroom teaching and management. The second step will be formal assessment which would be done by a group of experienced medical/paramedical/MTTC trained teacher located at the block level as a mobile team of experts. The assessment process will be completed within seven days The level and degree of integration of the disabled children will depend. upon the individual child's needs and potentialities. It would be a continuum of needs and corresponding services where follow-ups and frequent reviews are crucial Techniques for assessment along with relevant material will be developed by the Mission core group alongwith the members of technical committee at State level. A core group and technical committee is constituted by SPO this purpose. 	Block Project Office Cluster Project Office Village level.
	<ul style="list-style-type: none"> • To provide the aid to disabled children. - Hearing aid (Hearing impaired Children) - Glass (Visually impaired children) - Wheel chair (Orthopaedically Handicapped Children) 	Ministry of Welfare Ministry of Health Dept. of Education Red cross society Voluntary Organisation State Project Office
	<ul style="list-style-type: none"> • Integration of Disabled Children into Normal Schools. - To provide training to school teachers and fulfil the requirement of disabled children, the disabled children will be enrolled in normal schools. 	School Level Village Level

7. MANAGEMENT-STRUCTURE AND SYSTEMS

7 1 . Project structure & system have been established at the state level under DPEP in Phase I of the programme.

A two legged structure has been set up for project management and one official and one participatory. The official flank comprises of the existing administrative personnel and the new project personnel. The participatory one comprises of administrative personnel non officials, educationists representatives of the panchayats institutions and of the community.

This structure ensures a participatory approach to management based on democratic decision making supported by the official column. The two columns integrate to constitute the structural framework.

The structural framework is characterized by

1. Integration of participatory and official agencies.
2. Coordination and integration of academic and managerial aspects of programme.
3. Clear delineation of levels of authority, decision making, functions and accountability.
4. Clear vertical and lateral relationships.
5. Decentralisation, giving functional autonomy to each level within well established systems and procedures.
6. Coordinating/Integration of existing management systems with the new project structures.

The detailed description of the structural framework as established is at Annex¹⁴. This will be applicable to the new 15 districts.

● State Project Office

SPO has been established fully with all the sections functioning smoothly and efficiently

As other new 15 districts have been added to DPEP phase - II, there will be a need to stragthen the SPO to Cope with the increased responsibiliyy of planning monitoring and coordination. The proposals for this are:-

Additional Personnel,

The additional personnel proposed is as follows :-

1.	Dy. Manager	03
2.	Asstt. Manager	03
3.	Programmers	03
4.	Data Entry Operators	03
5.	Clerks	05
6.	Peons	04

These additional posts will strengthen the existing units in the State Project Office & will be absorbed as follows :

Sno	Units	Staff of DPEP phase I	Staff of DPEP phas II
1.	Finance & Accounts	<ul style="list-style-type: none"> • Manager 01 • Asstt. Manager 01 • Accountant 01 	<ul style="list-style-type: none"> • Dy. Manager 01 • Asstt. Manager 01
2.	Planning and Monitoring	<ul style="list-style-type: none"> • Manager 01 • Dy. Manager 02 • Asstt. Manager 04 • 	<ul style="list-style-type: none"> • Dy. Manager 01 • Asstt. Manager 01
3.	Training and Curriculum	<ul style="list-style-type: none"> • Manager 01 • Dy. Manager 01 	
4.	Civil Works	<ul style="list-style-type: none"> • Manager 01 • Asstt. Manager 01 • Draftsman 01 	<ul style="list-style-type: none"> • Dy. Manager 01
5.	Material Management	<ul style="list-style-type: none"> • Dy. Manager 01 	<ul style="list-style-type: none"> •
6.	Women's Education (Gender)	<ul style="list-style-type: none"> • Dy. Manager 01 	<ul style="list-style-type: none"> • Asstt. Manager 01
7.	Media	<ul style="list-style-type: none"> • Manager 01 • Dy. Manager 01 • Librarian 01 	
8.	MIS	<ul style="list-style-type: none"> • Programmers • Data Entry Operator 06 	<ul style="list-style-type: none"> • Programmers 03 • Data Entry Operator 02 • Peons 02
9.	Administration	<ul style="list-style-type: none"> • Administrator 01 • Asstt. Manager 01 • Clerks 04 • Drivers 05 • Peons 06 	<ul style="list-style-type: none"> • Clerks 05 • Peons 04 • Drivers 03

Each unit will be responsible for review and implementation support of the various programmes funded under DPEP in their area of responsibility. Each unit will be headed by a senior expert who will generally be assisted by atleast one additional expert.

The Training, Curriculum development and Research unit and the civil works unit are meant mainly to play a coordinating role with the agencies actually implementing concerned programmes and for acting as resource centres for new ideas, information collection and information dissemination.

District project offices and the BRC offices will be setup as per approved structures and recruitment procedures recruitment of personnel will be through open market deputation, through newspaper advertisements. Fresh appointments will be on a contractual basis.

At the village level Village Education Committees will be set up.

7.2 Procurement

- At the state level, State Project Office and SCERT would be strengthened by providing marginal equipment and furnitures to meet additional requirements for the Phase II DPEP districts.
- The major procurement will have to be done for district, block, cluster and school level activity centres
- For Procurement IDA norms and GOI directives will be followed.
- Procurement will be decentralised at District, Block and Village level.
- The procurement at all the levels will be done through Purchase Committees constituted as per the guidelines of State Project Office. The procurement committees will consist of official and non official (public representative) members.
- Once the district functionaries are appointed a two days training on procurement procedures will be given by State Project Office at Bhopal.
- The district functionaries will give a similar training to block level and village level training on procurement procedures at district and block levels respectively.
- The major procurement activity will be completed in the 1st year approved plan. *of the*

7.3 FINANCIAL SYSTEM

Establishment of Financial Rules and Procedures

- The state implementation society has developed its financial system within the frame work of the 'Financial and Administrative Rules' of the Mission which was approved by ~~is~~ Executive Committee. These rules give the Mission financial autonomy within the control of clear norms and procedures that guide project implementation.

The fund flow system operationalised is briefly discussed below :-

At the District Level :

The district budget is released to the DPO in a joint account of DPC and DEO. The budget for DIET related activities is released directly to the DIET from SPO with intimation to DPO.

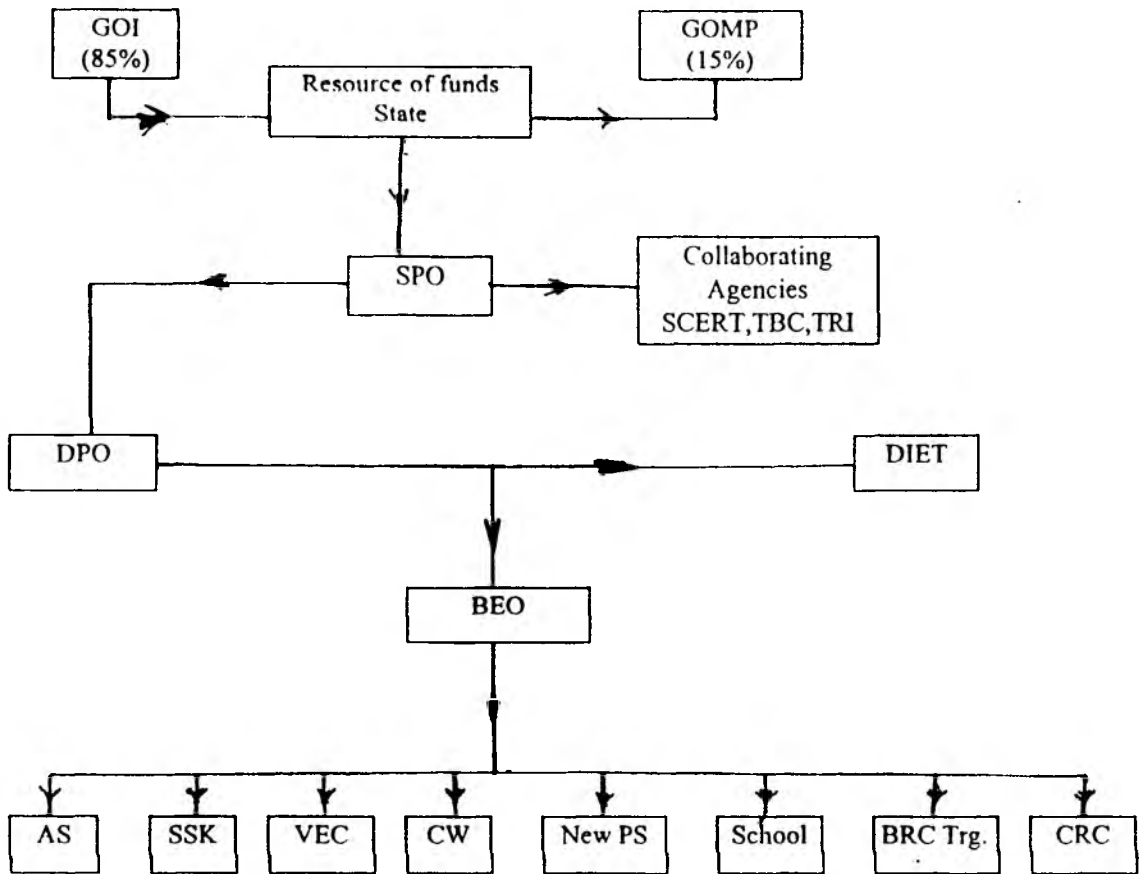
At the Block Level :

Block Education Officers (BEO) of DPEP districts have been designated as Block Project Officers so as to enable them to carry out certain activities of DPEP at the Block Level. For this the BEO will operate the budget through a joint account of BEO and BRC Coordinator. Civil Work budget at Block level is released to the Block Nirman samiti by the DPO in a joint account of the Janpad President and the BEO.

At the Cluster Level :

- Cluster expenditures are met by budget disbursed from the DIET to the CRC. For this joint account are opened for CRC Head and the Head master.
- At the village level, funds for Civil Work is released by the DPO to the Village Nirman Samiti. For VEC it is released to the joint account of Sarpanch and teacher.
- The fund flow system is shown below :-

Structure Of Fund Flow



Accounting System

Standard accounting systems and project reporting systems have been put in place for maintaining accurate records of expenditure.

- a) Maintenance of accounts : Ledgering Accounts are maintained at different levels for different components of the programme, the level of detail varying with the level. The levels at which detailed accounts are maintained for different programme components are *at Annex 16* .

Book keeping and Audit :

Double entry book-keeping is being followed in all Project districts as required by the society's Act. These accounts are audited in three stages.

- Internal Audit
- External statutory audit by a chartered Accountant
- Audit by the Accountant General of the Government.

Reporting System :

Besides the QPR's to be sent to Government of India (GOI), financial register have been developed by the DPO for monitoring the pace and efficiency of fund utilisation. These are to be maintained at the District and Block levels monthly reports based on these will facilitate financial monitoring. This financial system will be applicable to the 15 districts.

Monitoring & Supervision

1. Monitoring will be done to ensure the proper implementation of project strategies. The basic strategy for monitoring will be Operationalising the management information systems. This will include :
 - Collection of information to create database.
 - Generation of reports based on the database.
 - Reviewing the progress by analysis of the generated report at the block, district and state level programme review meetings.
 - Inclusion of correctives in subsequent annual plans.
2. Data Base is being built up through two strategies :

- **Lok Sampark Abhiyan (LSA) :**

LSA is the village database which captures data on number of children in age group 5-14 years, no. of children enrolled, no. of children unenrolled, no. of dropout children, educational and non educational resources available in village, number of adult literate and non literates, no. of accessless habitations.

The mode of collection of the village database is participatory and the community has access to the information right at the village in village education register (VER). The information is also to be displayed through the school maps. The SMIS has developed computer software for compiling and classifying this information for use and reference.

Data base through LSA has been prepared for 15 districts. This was done from July 96 to Jan'97. This system will be strengthened through the following measures

- **Orientation and Training :-**

1. Orientation to the need and concept of LSA to resource persons. The first orientation round was in '96. This 2nd orientation is intended to firm up concepts, share experiences clarify issues and motivate towards a more participatory and so more effective process of information gathering.

Training will be on the filling and distribution of formats the use of this information

2. Door to Door contact and collection of information by VECs with the help of the Prerak Samoohas and teachers. Updation of VERs and school maps made in '96.
3. Transmission of information back to the district through the Cluster-Block-District Channel.
4. Training on use of the LSA Software to Programmer and DEO
5. Data Entry of formats at the DPO.
6. Submission of information to the SPO.
7. Report generation at SPO.
8. Reports to be sent back to district for Validation of Data if Incas instances are detected.

9. Data correction and return to SPO.
10. Dissemination of data laterally and vertically.

This second round of LSA will be done in February March '97. It will take stock of progress against the previous year's base data, particularly on issues of enrolment retention and availability of facilities. This updation of base data will provide the benchmark for the ensuing year.

- **Educational Management Information System (EMIS)**

EMIS will be operational in 15 districts in the following manner :

1. Training on filling up and distribution of formats at district to DPO, staff.
2. Training on filling up and distribution of formats at block to BEOs, BRCCs, CRCCs, CACs, teachers etc.
3. Filling up of formats by functionaries and sent back to district by cluster - Block - District channel
4. Training on Software to Programmer and DEO on Data Entry and Reports Generation.
5. Actual Data Entry of formats.
6. Training on the use of Reports, analysis and feedback to DPD, DPC, BEOs, Programmer, APC, WC, BRCC and other decision making officers.
7. Reports sent back to blocks
8. Dissemination of information for corrective action.

This software makes possible the collection of school data base such as -

- Basic education information
- Infrastructure details
- Teacher/Staff details
- Student enrolment (which is coastwise, sexwise & agewise)
- Attendance, retention as development details
- Equipment details

- **Integrated Project Monitoring System (IPMS)**

Project Interventions are monitored through the Integrated Project Monitoring System developed by the SPO. Thus makes possible monthly and quarterly feed back on various programme components from grass root level to state level.

The State MIS has developed integrated menu driven software's. The IPMS forms developed at State level have been distributed to the districts. These are filled-up by the functionaries, according to a time schedule, in a well structured way e.g. New Primary School form is filled by the New Primary School teachers then sent to CRC-BRC-DPO respectively. The district Programmer as a nodal officer ensures

for monitoring different programme components at district level. Then the information is sent on floppies to State MIS Cell when it is compiled/analyzed.

The IPMS will be introduced in the 15 districts:

1. Training on filling up and distribution of formats at district to DPD, DPC, BEOs, Programmers etc.
2. Training on filling up and distribution of formats at block to BEOs, BRCCs, CRCCs, CACs, Teachers etc.
3. Filling up of formats by functionaries and sent back to district by Cluster - Block - District channel.
4. Training on Software to Programmer and DEO on Data Entry and Report Generation.
5. Data Entry of Formats.
6. Training on the use of reports, analysis and feedback to DPD, DPC, BEOs, Programmer, APC, GC, BRCC.
7. Dissemination of reports.

Project Monitoring Information System (PMIS) :

Quarterly reports are being submitted to Government of India through the PMIS which collects data on the implementation of the project in terms of commitment of physical progress and expenditures. This will be initiated in the 15 districts beginning with the training of the DMIS functionaries.

This will include :-

1. Filling up of annual budget and physical targets (component and categoriwise in to PMIS software.
2. Training on filling up of finance register to APCs
3. Filling up of component and categorywise annual budget day to day budget disbursement and expenditure into financial register.
4. Data Entry of expenditure and physical progress in to the PMIS software on quarterly basis.
5. Quarterly reports generation.
6. QPR sent GOI every Quarter.
7. Analysis of Quarterly Progress Report (QPR) at district and state level .

Integration of MIS Systems to Link Data Base with Monitoring Reports

Integration of Lok Sampark Abhiyan data with IPMS will make it possible to measure progress against benchmark data on a regular basis. The relevance and

use of base data in village level records will be best alive through the fact that all subsequent periodic monitoring is based out it.

The monitoring of the information at the village level would be through updation of the data of VER's. The VER will be reviewed once a quart in the meeting of the VECs. The base data on enrolment and attendance recorded in the VER will be updated through the information collected by the school teacher in the school and discussed in the VEC. This will then be recorded in the IPMS format and sent up to project office. This will have the following advantages :

1. The data base will be regularly updated.
2. Monitoring will be against bench marks. Cohort monitoring will be possible.
3. Collective review and discussion at village level will lead to more transparent system of information. Monitoring will not be passive - so many numbers reported up. It will become on interactive self assessment by the community of the problems and needs relating to its childrens education.
4. The MIS will become a participatory Village Information System (VIS) fusing technical management with community records.

Thus a comprehensive MIS has been operationalised yielding a variety of reports on different project parameters and this will be extended to 15 districts.

Capacity Building

Planning and Implementing a decentralised participatory programme like DPEP involves multiple agencies of diverse character ranging from grass root democracy to educational bureaucacy to technical agencies. The processes under DPEP are innovative requiring flexibility, new technical skills and the development of a new vision of education.

Thus capacity building of the managers of education becomes an essential component of the programme.

Newly appointed project personnel will be trained over a period of time through a range of training modules developed in progressive assessment of training needs.

The main agency of capacity building will be the State Level Institute of Educational Management. This institute is being established under DPEPs I Phase. The training programmes to be conducted by the Educational Mangement Institute will be :-

1. **ORIENTATION**

One Day orientation programme for the following persons :

- District Mission Directors DPEP Phase I from 19 Districts
- District Mission Directors DPEP Phase II from 15 Districts.
- Chief Executive Officers (District Panchayats) - 34 Districts.

The orientation will be conducted by networking with L.S. National Academy of Administration Mussorie and Educational consultant India till faculty recruitment & development accurs.

Course Contents:

Key management issues of DPEP, System approach to Educational Management, Major Problems of implementation of programme, Possible Solution and decision making.

2. **TRAINING**

2.1 Three days training programme for the following persons :

- | | |
|--------------------------------------------|-------------------|
| - Joint Directors (Education) | 20 |
| - Assistant Commissioners (Tribal Welfare) | From 10 Districts |
| - Deputy Directors (Education) | From 34 Districts |
| - Principals (DIET) | From 34 DIETs |

Course Contents:

Critical issues of DPEP- its components and strategies, systems approach to educational management, managing people at work: leadership, decision making and problem solving, motivating people, seeking cooperation from public bodies like panchayats and govt. bodies, resource management, effective supervision, management information system at district and State level.

2.2 Five days training programme for the following persons : Foundation Course.

- District Project Coordinators from 34 Districts
- Assistant Project Coordinators from 34 Districts
- Gender Coordinators from 34 Districts

- Block Education Officers from 369 Blocks
- Block Resource Centre Coordinators from 369 Blocks
- Officers Incharge Planning & Monitoring from 34 DIETs

Course Content :

Concept of educational management, objectives of universalisation of primary education; concept and operation of Education Guarantee Scheme, community participation in education, mobilisation of peoples support (Lok Sampark Abhiyan); strategies for girls education : Shishu Shiksha Kendra, Jhula Ghar; children with special needs, tribals, handicapped. Alternative School; Quality education curriculum improvement development of instructional material, field testing, teacher training; academic support at BRC and Cluster level, material management- procedures for purchases; Civil Works; Financial Planning and Monitoring - concept of planning process and basis; IPMS and EMIS; annual and monthly plans; management structures and roles, problems and issues of DPEP.

3. SPECIAL SKILLS TRAINING :

3.1 Five days training programmes for each of the following categories :

- District Project Coordinators from 34 Districts
- Assistant Project Coordinators from 34 Districts
- Gender Coordinators from 34 Districts
- Programmers from 34 Districts
- Data Entry Operators from 34 Districts

Course Content :

A separate course will be drawn for each of the above category of personnel from the following :

Managing people at work, leadership, decision making and problem solving, interpersonal relationship and coordination, effective coordination, motivating people, seeking cooperation from public bodies like panchayats and govt. agencies, financial management, management information system, resource management, effective inspection and supervision, developing effective MIS, managing gender programmes - equity, gender sensitization, evaluation indicators, issues related to conducting gender programme.

3.2 THREE DAYS training programmes for resource groups of gender programme (for Mahila Samakhya) -50 persons.

Course Content :

Management issues of Gender Programme : equity, gender sensitization, preparation and conduction of gender programme, gender evaluation indicators, use of micro-planning in evolving gender strategies. Development of gender modules for districts specific situation.

3.3 THREE DAYS training programme will be conducted on ' Review and Planning of Annual Plans' for the following :

- District Project Directors from 34 Districts
- District Project Coordinators from 34 Districts
- Assistant Project Coordinators from 34 Districts
- Gender Coordinators from 34 Districts
- Programmers from 34 Districts

3.4 Training of Cluster Resource Center Heads and Cluster Resource Center Academic Coordinators.

Course Content :

Management issues of operating Clusters, organising meetings at Clusters, getting the MIS forms fill up by teachers. Filling up various proforma received from time to time, obtaining vouchers for the contingency money spent by the schools.

The Educational management Institute will prepare a module for orientation for 1-2 days on the above contents. This will be transacted by DIETs along with the pedagogical training of teachers.

3.5 **Training of Village Education Committee :**

The Educational Management Institute will not only conduct training programmes for the educational bureaucracy but will also develop modules and train the panchayat representatives and VEC members, since these are the critical agencies for a participatory management of education. In fact quite a few key administrative & financial powers have been delegated to the panchayats and the VEC in the field of education. DPEP in consonance with this democratic decentralisation of authority also vests considerable project management powers with the panchayats and the VEC. Therefore management training would be incomplete without training such representatives of the panchayat institutions. VECs also have a critical role in DPEP management. The role of Educational Management Institute will be to develop training modules, train the trainers and to assess the impact of training for further improving the training content and process.

7.6 Strengthening Educational Management Institute

The SIEMT as envisaged under the DPEP Phase I caters to the needs of the 19 districts. Fifteen more districts have been added in the DPEP Phase II. This will imply

- Capacity Building of a large number of personnel at state, district, Block and Cluster level.
- Tremendous increase in the number of needs as the programmes are evolving and not Static.
- Recurring assessment of needs will have to be done.
 - Modules developed in Phase-I will require revision based on experience.
 - New training programmes will be required after 2-3 years e.g. on issue like evaluation of components, analysis, evaluation of programme.
 - Monitoring indicators will have to be developed.
 - Trailing and validation of New approaches will have to be done.
 - Innovations/ researches will have to be done.

DPEP is a movement which requires quick pace that meets time pressure and schedules & yet watches quality. This all necessitates recurrent training in several batches concurrently to keep pace with new demands.

To function efficiently SIEMT will need additional resource support SIEMT as envisaged currently is described briefly in annexure - Additional resource are proposed as below :

1. Building

Sufficient accommodation for concurrently running training programmes by all the four departments of the institute, Library, Support centres, Rooms for housing Faculty of four departments, Director, office and accounts staff, Committee room.

It would also need Hostel for at least 80 trainees to make the training residential for affecting regularity and punctuality of the trainees.

2. Faculty

To run concurrently training programmes and to under take media development, evaluation, it is necessary that additional faculty proposed is :

Professor	2	Camera man	1
Readers	3	Vision mixture Expert	1
Lecturers	4	Expert on Vedio films	1
Research associate/consultant	6	Technicians	2

3. **Media Development**

Since the focus of the institute will be to affect all the levels of DPEP, it is necessary that video films are prepared on participatory processes particularly for grass root level trainings. Such films are not available in languages understood by people. It is envisaged to strengthen, the media development activities by establishing a CCTV Unit.

It will need the following :

1. Video Camera - 3
2. Vision Mixture - 1
3. accessories of CCTV Unit.
4. Other multimedia facilities.

4. Books, journals etc./ video programmes. Additional grant will be necessary.

5. **faculty development**

The faculty will be required to participate in Staff development programmes at National and Inter National Level.

6. **Equipment**

1. Multiple Photo Copy Maker_Resograph
2. Transparency Maker.

Research & Evaluation

The LSA has thrown up a store house of information which open up many areas for investigation and research . Some subject of research will be .

- Comparative studies of factors affecting girls regular participation in schools.
- Factors affecting communities participation in local schools.
- Case studies will also be taken up based on specific programme interventions interalia AS; EGS; civil works.
- Critical issues highlighted by the Distt. specific Social assessment studies and learner achievement levels will be taken up for study and research.
- Studies for tribal areas will be initiated, Initial years studies will be identified through the national level tribal education work shop sharp proposed in March'97.
- Concurrent evaluation will be undertaken of civil works on a sample basis,
- Evaluation of teacher programmes will be undertaken :-
- Impact assessment of financial incentives on enrolment and retention will be done.
- As the programme proceeds, area of studies & evaluation will become focused & will be indicated in the Annual Work Plan.

9. INFORMATION EDUCATION COMMUNICATION (IEC) :

1. I.E.C. has been recognized as a critical need of the programme. The effort to communicate internally and externally not only renders the program transparent to the community; but in fact helps those who are implementing it to acquire greater clarity about their own work.

2. **I.E.C. activities will include :**

Advertisement Campaigns

- **use of Newsprint :-**
- A News Paper advertisement campaign will be run to focus attention on literacy & schooling specially on the girl child in news papers. This is already being done.
- **Use of Electronic Media to disseminate information & to sensitise :**
 - T.V. spots, & films, radio messages.
This is also being done :
- **Developing News Magazine** has been released. The districts have also brought out newsletters at their level. Information brochures and leaflets are brought out from time to time.
 - The panchayat gazette brought out by the Directorate of Public Instructions and which goes to each gram panchayat has been used to disseminate information on DPEP.
- Cultural forms used for information dissemination.
 - 'Kala Pathak' troupes
 - Poster competitions for awareness generation on girls education held local kala Jathas for
- Use of panchayat conventions, gram sabhas and Jagrity shivirs to share information.
- Every year on the 20th August the Chief Minister of the state presents a report on the activities of DPEP to the state as part of the Shiksha Mission Report. This reflects the commitment of the highest political executive of the state to the programme ^{and} the effort at that level to bring transparency to the programme. This annual Shiksha Mission Report serves as an occasion for programme communication & mobilisation evidencing as it does the high value of priority attached to the programme at the highest level.
Two such reports have been submitted to the state.

10. COSTS

Total Project

The total cost of the project for Madhya Pradesh, including inflation at the rate of 10% p.a., comes to Rs. 586.11 crore. Table on annexed give the breakup of expenditure over the 5 years by component, both for state level interventions and district interventions.

Note on Cost Tables : The costs have been broken up component-wise for the state plan as well as the district plans. A cost Abstract table for each plan gives the total outlay, year-wise on all the component of the plan. Details of costs on each component are then split into different items of expenditure - civil works, professional fees, furniture, equipment etc. Aggregate expenditure on each of these items is also shown for each district plan as well as the state plan.

State Plan

The total size of the state plan is Rs. 15.06 crores. The table annexed gives the detailed breakdown of costs by component. The expenditure in the first 1.00 crore year is rs. 6.64 of the capacity building investments are in the first few years of the project. Management costs are 17.10% of the outlay. This is because the state project office is accounted for in the state plan and is a major item of expenditure.

Tables give the breakdown of expenditure by item of expenditure yearwise for all the components. The expenditure on civil works is Rs. 3.01 crores, i.e. 20.02% of the state plan outlay.

District Plans

District plans have been prepared for all the fifteen districts in the same format as for the state plan, breaking down the expenditure by component and item. The district plan costs have been aggregated and are shown in the tables.

The total outlay on district plans is Rs. 571.04 crores. Of this Rs. 0.66 crores is the estimate for the first year.

The table annexed gives the aggregate project physical details for all the 15 districts.

Intervention Level of main Strategies

- Planning Process : At all levels SPO to coordinate and give technical support.
- mobilisation : At all levels
- New P.S. : District level
- AS : District level Technical Support from state level (SPO)
- EGS : District level Technical support (SPO)
- Civil Works : District level Technical Support from state level (SPO)
- Development of teaching learning materials : State level (SCERT), participation of district level functionaries.
- Teacher Training :
 - State level (SCERT)
 - Technical Support :- development of modules SRG & DRG training.
 - District level BRG and teacher training.
- School Contingency : district level.
- Educational management Training
 - State level (SIEMT) Training modules, training design calendar, training of trainers, training of personnel
- VEC training district : District level. Technical support from State level.
- Monitoring : All levels

Estimation Of Enrolment & Backlog on the basis of Projected GER

NO	DISTRICT	Y E A R					
		1996 (LSA)	1997	<<<< Projection >>>>		2000	2001
				1998	1999		
1	BASTAR						
	Pop. (5-14)	395325	405208	415338	425721	436364	447273
	GER	66.30	71	75	85	95	105
	Enrolment	262087	287698	311504	361863	414546	469637
	Backlog	133238	250748	354582	418440	440258	417894
2	BHIND						
	Pop. (5-14)	308610	316325	324233	332339	340647	349163
	GER	89.90	93	97	102	105	111
	Enrolment	277438	294182	314506	338986	357679	387571
	Backlog	31172	53315	63042	56395	39363	955
3	DAMOH						
	Pop. (5-14)	171115	175393	179778	184272	188879	193601
	GER	74.95	88	96	100	105	110
	Enrolment	128249	154346	172587	184272	198323	212961
	Backlog	42866	63913	71104	71104	61660	42300
4	DATIA						
	Pop. (5-14)	88393	90603	92868	95190	97570	100009
	GER	83.13	90	98	104	110	112
	Enrolment	73482	81543	91011	98998	107327	112010
	Backlog	14911	23971	25828	22020	12263	262
5	DEWAS						
	Pop. (5-14)	214251	219607	225097	230724	236492	242404
	GER	66.89	73	80	87	100	110
	Enrolment	143309	160313	180078	200730	236492	266644
	Backlog	70942	130236	175255	205249	205249	181009
6	JHABUA						
	Pop. (5-14)	384666	394283	404140	414244	424600	435215
	GER	41.63	70	80	95	105	120
	Enrolment	160142	275998	323312	393532	445830	522258
	Backlog	224524	342809	423637	444349	423119	336076
7	KHANDWA						
	Pop. (5-14)	192742	197561	202500	207563	212752	218071
	GER	76.96	82	87	95	105	120
	Enrolment	148329	162000	176175	197185	223390	261685
	Backlog	44413	79974	106299	116677	106039	62425
8	KHARGONE						
	Pop. (5-14)	517719	530662	543929	557527	571465	585752
	GER	42.98	60	70	85	100	120
	Enrolment	222510	318397	380750	473898	571465	702902
	Backlog	295209	507474	670653	754282	754282	637132

Estimation Of Enrolment & Backlog on the basis of Projected GER

NO	DISTRICT	Y E A R						
		1996 (LSA)	1997	<<<< Projection >>>>		2000	2001	
				1998	1999			
9	MANDLA	Pop. (5-14)	213676	219018	224493	230105	235858	241754
		GER	81.67	86	93	99	104	115
		Enrolment	174508	188355	208778	227804	245292	278017
		Backlog	39168	69831	85546	87847	78413	42150
10	MORENA	Pop. (5-14)	407784	417979	428428	439139	450117	461370
		GER	74.13	80	90	100	100	100
		Enrolment	302310	334383	385585	439139	450117	461370
		Backlog	105474	189070	231913	231913	231913	231913
11	RAIPUR	Pop. (5-14)	623749	639343	655327	671710	688503	705716
		GER	84.56	90.04	93.36	98.01	104.03	120
		Enrolment	527443	575664	611813	658343	716250	846859
		Backlog	96306	159985	203499	216866	189119	47976
12	SEONI	Pop. (5-14)	243670	249762	256006	262406	268966	275690
		GER	78.95	87	97	105	113	115
		Enrolment	192388	217293	248326	275526	303932	317044
		Backlog	51282	83751	91431	78311	43345	1991
13	SHAJAPUR	Pop. (5-14)	171175	175454	179840	184336	188944	193668
		GER	80.79	85	92	99	106	113
		Enrolment	138290	149136	165453	182493	200281	218845
		Backlog	32885	59203	73590	75433	64096	38919
14	SHIVPURI	Pop. (5-14)	216363	221772	227316	232999	238824	244795
		GER	62.69	90	95	100	105	110
		Enrolment	135640	199595	215950	232999	250765	269275
		Backlog	80723	102900	114266	114266	102325	77845
15	VIDISHA	Pop. (5-14)	219389	224874	230496	236258	242164	248218
		GER	82.69	85	90	98	110	120
		Enrolment	181405	191143	207446	231533	266380	297862
		Backlog	37984	71715	94765	99490	75274	25630
TOTAL		Pop. (5-14)	4368627	4477843	4589789	4704534	4822147	4942701
		GER	70.22	80	95	105	115	120
		Enrolment	3067530	3582274	4360300	4939761	5545469	5931241
		Backlog	1301097	2196666	2426155	2190928	1467606	479066

COMPONENT WISE ABSTRACT COSTS OF 15 DPEP-II DISTRICTS

1 NEW PRIMARY SCHOOLS

S. NO.	NAME OF DISTRICT	Year wise Cost					TOTAL	#	Year wise Total Physical					TOTAL	
		96-97	97-98	98-99	99-2000	2000-2001			2001-2002	96-97	97-98	98-99	99-2000		2000-2001
1	BASTAR	0.00	297.00	474.75	441.00	441.00	441.00	2094.75 #	0	300	225		0	0	525
2	BHIND	0.00	69.30	76.62	73.92	73.92	73.92	367.68 #	0	70	18		0	0	88
3	DAMOH	0.00	49.50	78.63	73.08	73.08	73.08	347.37 #	0	50	37	0	0	0	87
4	DATIA	0.00	19.80	16.80	16.80	16.80	16.80	87.00 #	0	20	0		0	0	20
5	DEWAS	0.00	49.50	57.84	55.44	55.44	55.44	273.66 #	0	50	16		0	0	66
6	JHABUA	0.00	127.71	207.36	192.36	192.36	192.36	912.15 #	0	129	100		0	0	229
7	KHANDWA	0.00	23.76	20.16	20.16	20.16	20.16	104.40 #	0	24	0		0	0	24
8	KHARGONE	0.00	99.00	163.20	151.20	151.20	151.20	715.80 #	0	100	80		0	0	180
9	MANDLA	0.00	198.00	316.50	343.50	336.00	336.00	1530.00 #	0	200	150	50	0	0	400
10	MORENA	0.00	148.50	215.10	237.24	231.84	231.84	1064.52 #	0	150	90	36	0	0	276
11	RAIPUR	0.00	396.00	633.00	743.43	719.88	719.88	3212.19 #	0	400	300	157	0	0	857
12	SEONI	0.00	49.50	61.80	58.80	58.80	58.80	287.70 #	0	50	20		0	0	70
13	Shajapur	0.00	29.70	25.20	25.20	25.20	25.20	130.50 #	0	30	0		0	0	30
14	SHIVPURI	0.00	79.20	116.70	109.20	109.20	109.20	523.50 #	0	80	50		0	0	130
15	VIDISHA	0.00	99.00	161.22	149.52	149.52	149.52	708.78 #	0	100	78		0	0	178
TOTAL		0.00	1735.47	2624.88	2690.85	2654.40	2654.40	12360.00 #	0	1753	1164	243	0	0	3160

COMPONENT WISE ABSTRACT COSTS OF 15 DPEP-II DISTRICTS

2 ALTERNATE SCHOOL

S. NO.	NAME OF DISTRICT	Year wise Cost					TOTAL #	Year wise Total Physical					TOTAL		
		96-97	97-98	98-99	99-2000	2000-2001		2001-2002	96-97	97-98	98-99	99-2000		2000-2001	2001-2002
1	BASTAR	0.00	9.48	12.47	10.25	10.25	10.25	52.70 #	0	3	2	0	0	0	5
2	BHIND	0.00	6.32	10.42	8.20	8.20	8.20	41.34 #	0	2	2	0	0	0	4
3	DAMOH	0.00	6.32	7.26	6.15	6.15	6.15	32.03 #	0	2	1	0	0	0	3
4	DATIA	0.00	3.16	5.21	4.10	4.10	4.10	20.67 #	0	1	1	0	0	0	2
5	DEWAS	0.00	3.16	5.21	4.10	4.10	4.10	20.67 #	0	1	1	0	0	0	2
6	JHABUA	0.00	12.64	11.36	10.25	10.25	10.25	54.75 #	0	4	1	0	0	0	5
7	KHANDWA	0.00	3.16	5.21	4.10	4.10	4.10	20.67 #	0	1	1	0	0	0	2
8	KHARGONE	0.00	12.64	14.52	12.30	12.30	12.30	64.06 #	0	4	2	0	0	0	6
9	MANDLA	0.00	9.48	12.47	10.25	10.25	10.25	52.70 #	0	2	0	0	0	0	2
10	MORENA	0.00	6.32	7.26	6.15	6.15	6.15	32.03 #	0	2	1	0	0	0	3
11	RAIPUR	0.00	6.32	7.26	6.15	6.15	6.15	32.03 #	0	2	1	0	0	0	3
12	SEONI	0.00	6.32	7.26	6.15	6.15	6.15	32.03 #	0	2	1	0	0	0	3
13	Shajapur	0.00	3.16	5.21	4.10	4.10	4.10	20.67 #	0	1	1	0	0	0	2
14	SHIVPURI	0.00	3.16	5.21	4.10	4.10	4.10	20.67 #	0	1	1	0	0	0	2
15	VIDISHA	0.00	6.32	7.26	6.15	6.15	6.15	32.03 #	0	2	1	0	0	0	3
TOTAL		0.00	97.96	123.59	102.50	102.50	102.50	529.05 #	0	30	17	0	0	0	47

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COMPONENT WISE ABSTRACT COSTS OF 15 DPEP-II DISTRICTS

3 EGS CENTRES

S. NO.	NAME OF DISTRICT	Year wise Cost						TOTAL #	Year wise Total Physical						TOTAL
		96-97	97-98	98-99	99-2000	2000-2001	2001-2002		96-97	97-98	98-99	99-2000	2000-2001	2001-2002	
1	BASTAR	0.00	47.25	101.25	120.83	120.83	120.83	510.98 #	0	350	400	145	0	0	895
2	BHIND	0.00	10.80	20.52	20.52	20.52	20.52	92.88 #	0	80	72	0	0	0	152
3	DAMOH	0.00	13.50	20.25	20.25	20.25	20.25	94.50 #	0	100	50		0	0	150
4	DATIA	0.00	6.75	9.86	9.86	9.86	9.86	46.17 #	0	50	23		0	0	73
5	DEWAS	0.00	8.10	13.91	13.91	13.91	13.91	63.72 #	0	60	43	0	0	0	103
6	JHABUA	0.00	54.00	108.00	128.25	128.25	128.25	546.75 #	0	400	400	150	0	0	950
7	KHANDWA	0.00	13.50	23.90	23.90	23.90	23.90	109.08 #	0	100	77		0	0	177
8	KHARGONE	0.00	27.00	48.60	62.10	62.10	62.10	261.90 #	0	200	160	100	0	0	460
9	MANDLA	0.00	40.50	69.39	69.39	69.39	69.39	318.06 #	0	300	214		0	0	514
10	MORENA	0.00	13.50	19.31	19.31	19.31	19.31	90.72 #	0	100	43		0	0	143
11	RAIPUR	0.00	13.50	18.23	18.23	18.23	18.23	86.40 #	0	100	35		0	0	135
12	SEONI	0.00	13.50	17.28	17.28	17.28	17.28	82.62 #	0	100	28	0	0	0	128
13	Shajapur	0.00	8.10	8.10	8.10	8.10	8.10	40.50 #	0	60	0		0	0	60
14	SHIVPURI	0.00	13.50	22.68	22.68	22.68	22.68	104.22 #	0	100	68		0	0	168
15	VIDISHA	0.00	27.00	47.25	47.25	47.25	47.25	216.00 #	0	200	150	0	0	0	350
TOTAL		0.00	310.50	548.51	601.83	601.83	601.83	2664.50 #	0	2300	1763	395	0	0	4458

A:ALL15

UNIT COST OF AN EGS CENTRE

Non-Recurring :

Educational Material	750.00
Boxes	1000.00
Monitoring & Evaluation	100.00
Training	450.00

Total (NR)	2300.00
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Recurring :

Salary	11000.00
Operation & Maintenance	200.00

Total (R)	11200.00
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G.Total	13500.00
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COMPONENT WISE ABSTRACT COSTS OF 15 DPEP-II DISTRICTS

5 SCHOOL BUILDING

S. NO.	NAME OF DISTRICT	Year wise Cost					TOTAL	#	Year wise Total Physical					TOTAL	
		96-97	97-98	98-99	99-2000	2000-2001			2001-2002	96-97	97-98	98-99	99-2000		2000-2001
1	BASTAR	0.00	561.00	612.00	573.75	0.00	0.00	1746.75 #	0	220	240	225	0	0	685
2	BHIND	0.00	204.00	155.55	66.30	0.00	0.00	425.85 #	0	80	61	26	0	0	167
3	DAMOH	0.00	255.00	91.80	0.00	0.00	0.00	346.80 #	0	100	36	0	0	0	136
4	DATIA	0.00	127.50	58.65	0.00	0.00	0.00	186.15 #	0	50	23		0	0	73
5	DEWAS	0.00	204.00	155.55	0.00	0.00	0.00	359.55 #	0	80	61		0	0	141
6	JHABUA	0.00	382.50	357.00	71.40	0.00	0.00	810.90 #	0	150	140	28	0	0	318
7	KHANDWA	0.00	229.50	201.45	0.00	0.00	0.00	430.95 #	0	90	79		0	0	169
8	KHARGONE	0.00	255.00	280.50	183.60	0.00	0.00	719.10 #	0	100	110	72	0	0	282
9	MANDLA	0.00	510.00	382.50	183.60	0.00	0.00	1076.10 #	0	200	150	72	0	0	422
10	MORENA	0.00	255.00	229.50	209.10	0.00	0.00	693.60 #	0	100	90	82	0	0	272
11	RAIPUR	0.00	765.00	765.00	255.00	0.00	0.00	1785.00 #	0	300	300	100	0	0	700
12	SEONI	0.00	255.00	204.00	0.00	0.00	0.00	459.00 #	0	100	80	0	0	0	180
13	Shajapur	0.00	191.25	127.50	0.00	0.00	0.00	318.75 #	0	75	50		0	0	125
14	SHIVPURI	0.00	255.00	191.25	0.00	0.00	0.00	446.25 #	0	100	75		0	0	175
15	VIDISHA	0.00	255.00	318.75	0.00	0.00	0.00	573.75 #	0	100	125	0	0	0	225
TOTAL		0.00	4704.75	4131.00	1542.75	0.00	0.00	10378.50 #	0	1845	1620	605	0	0	4070

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COMPONENT WISE ABSTRACT COSTS OF 15 DPEP-II DISTRICTS

6 ADDITIONAL ROOMS

S. NO.	NAME OF DISTRICT	Year wise Cost					TOTAL	#	Year wise Total Physical					TOTAL	
		96-97	97-98	98-99	99-2000	2000-2001			2001-2002	96-97	97-98	98-99	99-2000		2000-2001
1	BASTAR	0.00	177.00	204.60	207.80	147.00	147.00	883.40 #	0	150	120	80	0	0	350
2	BHIND	0.00	82.60	100.20	113.60	75.60	75.60	447.60 #	0	70	60	50	0	0	180
3	DAMOH	0.00	100.30	82.90	52.50	52.50	52.50	340.70 #	0	85	40	0	0	0	125
4	DATIA	0.00	59.00	56.40	33.60	33.60	33.60	216.20 #	0	50	30	0	0	0	80
5	DEWAS	0.00	59.00	70.56	38.64	38.64	38.64	245.48 #	0	50	42	0	0	0	92
6	JHABUA	0.00	118.00	160.00	131.20	100.80	100.80	610.80 #	0	100	100	40	0	0	240
7	KHANDWA	0.00	82.60	84.86	49.14	49.14	49.14	314.88 #	0	70	47	0	0	0	117
8	KHARGONE	0.00	102.66	136.84	147.76	99.12	99.12	585.50 #	0	87	85	64	0	0	236
9	MANDLA	0.00	118.00	154.10	81.90	81.90	81.90	517.80 #	0	100	95	0	0	0	195
10	MORENA	0.00	118.00	148.20	162.40	109.20	109.20	647.00 #	0	100	90	70	0	0	260
11	RAIPUR	0.00	177.00	240.00	240.46	166.74	166.74	990.94 #	0	150	150	97	0	0	397
12	SEONI	0.00	118.00	160.00	117.04	95.76	95.76	586.56 #	0	100	100	28	0	0	228
13	Shajapur	0.00	70.80	92.46	49.14	49.14	49.14	310.68 #	0	60	57	0	0	0	117
14	SHIVPURI	0.00	177.00	240.00	126.00	126.00	126.00	795.00 #	0	150	150	0	0	0	300
15	VIDISHA	0.00	94.40	126.82	66.78	66.78	66.78	421.56 #	0	80	79	0	0	0	159
TOTAL		0.00	1654.36	2057.94	1617.96	1291.92	1291.92	7914.10 #	0	1402	1245	429	0	0	3076

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COMPONENT WISE ABSTRACT COSTS OF 15 DPEP-II DISTRICTS

4 JHOOLA GHAR

S NO.	NAME OF DISTRICT	Year wise Cost					TOTAL #	Year wise Total Physical					TOTAL		
		96-97	97-98	98-99	99-2000	2000-2001		2001-2002	96-97	97-98	98-99	99-2000		2000-2001	2001-2002
1	BASTAR	0.00	19.00	21.29	17.52	17.52	17.52	92.84 #	0	100	51	0	0	0	151
2	BHIND	0.00	7.60	12.24	9.28	9.28	9.28	47.68 #	0	40	40	0	0	0	80
3	DAMOH	0.00	11.40	6.96	6.96	6.96	6.96	39.24 #	0	60	0	0	0	0	60
4	DATIA	0.00	7.60	4.64	4.64	4.64	4.64	26.16 #	0	40	0	0	0	0	40
5	DEWAS	0.00	11.40	6.96	6.96	6.96	6.96	39.24 #	0	60	0	0	0	0	60
6	JHABUA	0.00	22.80	13.92	13.92	13.92	13.92	78.48 #	0	120	0	0	0	0	120
7	KHANDWA	0.00	7.60	4.64	4.64	4.64	4.64	26.16 #	0	40	0	0	0	0	40
8	KHARGONE	0.00	9.50	5.80	5.80	5.80	5.80	32.70 #	0	50	0	0	0	0	50
9	MANDLA	0.00	7.60	4.64	4.64	4.64	4.64	26.16 #	0	40	0	0	0	0	40
10	MORENA	0.00	7.60	14.14	10.44	10.44	10.44	53.06 #	0	40	50	0	0	0	90
11	RAIPUR	0.00	7.60	4.64	4.64	4.64	4.64	26.16 #	0	40	0	0	0	0	40
12	SEONI	0.00	11.40	6.96	6.96	6.96	6.96	39.24 #	0	60	0	0	0	0	60
13	Shajapur	0.00	9.50	5.80	5.80	5.80	5.80	32.70 #	0	50	0	0	0	0	50
14	SHIVPURI	0.00	11.40	6.96	6.96	6.96	6.96	39.24 #	0	60	0	0	0	0	60
15	VIDISHA	0.00	7.60	4.64	4.64	4.64	4.64	26.16 #	0	40	0	0	0	0	40
TOTAL		0.00	159.60	124.23	113.80	113.80	113.80	625.22 #	0	840	141	0	0	0	981

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**STATUS OF APPOINTMENT IS SCERT AGAINST
POSTS CREATED UNDER DPEP**

Post.	No.	Filled	vacant
Additional Director	01	01	-
Joint Director (Finance)	01	-	01
Professor	04	02	02
Asstt. Professor	03	02	01
Lecturer	09	06	03
Programmer	01	01	-
Data Entry Operator	02	02	-
Accountant	01	01	-
LDC	04	04	-
Peon	02	02	-

STATUS OF APPOINTMENT IN 15 DIETS

S.No	District	Sanctioned	Filled	Vacant
1.	Bhind	48	28	20
2.	Shajapur	48	48	0
3.	Jhabua	48	15	33
4.	Morena	48	28	20
5.	Dewas	48	33	15
6.	Shivpuri	48	29	19
7.	khargone	48	30	18
8.	Seoni	48	20	28
9.	Raipur	48	48	0
10.	Bastar	48	24	24
11.	vidisha	48	33	15
12.	Damoh	48	23	25
13.	Khandwa	48	29	19
14.	Mandla	48	20	28
15.	Datia	41	29	12
	Total	713	437	276

COMPONENT WISE ABSTRACT COSTS OF 15 DPEP-II DISTRICTS

11 BLOCK RESOURCE CENTRE (BRC)

S. NO.	NAME OF DISTRICT	Year wise Cost					TOTAL #	Year wise Total Physical					TOTAL			
		96-97	97-98	98-99	99-2000	2000-2001		2001-2002	96-97	97-98	98-99	99-2000		2000-2001	2001-2002	
1	BASTAR	0.00	345.80	57.58	57.58	57.58	57.58	576.12 #	0	32						32
2	BHIND	0.00	63.68	10.20	10.20	10.20	10.20	104.48 #	0	6						6
3	DAMOH	0.00	73.11	11.72	11.72	11.72	11.72	119.99 #	0	7						7
4	DATIA	0.00	22.41	3.58	3.58	3.58	3.58	36.73 #	0	2						2
5	DEWAS	0.00	63.68	10.20	10.20	10.20	10.20	104.48 #	0	6						6
6	JHABUA	0.00	123.82	19.86	19.86	19.86	19.86	203.26 #	0	12						12
7	KHANDWA	0.00	91.98	14.76	14.76	14.76	14.76	151.02 #	0	9						9
8	KHARGONE	0.00	165.09	26.48	26.48	26.48	26.48	271.01 #	0	16						16
9	MANDLA	0.00	165.09	26.48	26.48	26.48	26.48	271.01 #	0	16						16
10	MORENA	0.00	104.95	16.82	16.82	16.82	16.82	172.23 #	0	10						10
11	RAIPUR	0.00	247.63	39.72	39.72	39.72	39.72	406.51 #	0	24						24
12	SEONI	0.00	82.54	13.24	13.24	13.24	13.24	135.50 #	0	8						8
13	Shajapur	0.00	82.54	13.24	13.24	13.24	13.24	135.50 #	0	8						8
14	SHIVPURI	0.00	82.54	13.24	13.24	13.24	13.24	135.50 #	0	8						8
15	VIDISHA	0.00	73.11	11.72	11.72	11.72	11.72	119.99 #	0	7						7
TOTAL		0.00	1787.96	288.84	288.84	288.84	288.84	2943.32 #	0	171	0	0	0	0	0	171

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COMPONENT WISE ABSTRACT COSTS OF 15 DPEP-II DISTRICTS

12 CLUSTER RESOURCE CENTRE (CRC)

S. NO.	NAME OF DISTRICT	Year wise Cost					TOTAL	#	Year wise Total Physical					TOTAL		
		96-97	97-98	98-99	99-2000	2000-2001			2001-2002	96-97	97-98	98-99	99-2000		2000-2001	2001-2002
1	BASTAR	0.00	314.41	254.61	254.61	254.61	254.61	1332.85 #	0	460						460
2	BHIND	0.00	95.69	77.49	77.49	77.49	77.49	405.65 #	0	140						140
3	DAMOH	0.00	58.10	47.05	47.05	47.05	47.05	246.29 #	0	85						85
4	DATIA	0.00	43.74	35.42	35.42	35.42	35.42	185.44 #	0	64						64
5	DEWAS	0.00	79.29	64.21	64.21	64.21	64.21	336.11 #	0	116						116
6	JHABUA	0.00	109.36	88.56	88.56	88.56	88.56	463.60 #	0	160						160
7	KHANDWA	0.00	157.21	127.31	127.31	127.31	127.31	666.43 #	0	230						230
8	KHARGONE	0.00	133.97	108.49	108.49	108.49	108.49	567.91 #	0	196						196
9	MANDLA	0.00	164.04	132.84	132.84	132.84	132.84	695.40 #	0	240						240
10	MORENA	0.00	109.36	88.56	88.56	88.56	88.56	463.60 #	0	160						160
11	RAIPUR	0.00	315.09	255.16	255.16	255.16	255.16	1335.75 #	0	461						461
12	SEONI	0.00	118.25	95.76	95.76	95.76	95.76	501.27 #	0	173						173
13	Shajapur	0.00	90.91	73.62	73.62	73.62	73.62	385.37 #	0	133						133
14	SHIVPURI	0.00	77.24	62.55	62.55	62.55	62.55	327.42 #	0	113						113
15	VIDISHA	0.00	95.69	77.49	77.49	77.49	77.49	405.65 #	0	140						140
TOTAL		0.00	1962.33	1589.10	1589.10	1589.10	1589.10	8318.72 #	0	2871	0	0	0	0	0	2871

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District wise Gender Issues

Name of the district	Female literacy %	Block with lowest female literacy	Reasons for poor enrolment
Raipur	25.23	Devbhog - 10.31%	Sibling care Household work
Bhind	22.24	Gohad - 17.96%	Sibling care Household work fetching water Domestic animal tending
Datia	18.82	Siyondha - 15.95%	Sibling care Domestic work Lack of parental motivation No female teachers Socio cultural factors Teachers negative attitude
Shajapur	16.00	Badod - 6.23%	Girls are shy & hesitant Lack of female teachers Household chores
Morena	20.81	Karhal - 6.86%	1) Inability of parents in providing for school expenses 2) Girls help parents in their occupations 3) They do domestic work at home 4) They look after their younger brothers and sisters 5) Parents are illiterate, they are not aware of need and importance of primary education 6) Non availability of school/NFE centres close to the habitations 7) There are no female teachers to teach 8) There are no separate schools for girls 9) Lack of support services such as Anganwadis and Balwadis 10) Cultural factors such as early marriage, social taboos and customs <u>Reasons of dropouts</u> - Unattractive school environment - Negative attitude of the teachers
Seoni	27.14	Para - 19.44%	Social bias Age old Customs & tradition Domestic work Working as wage earners in fields
Bastar	15.30	Kathekalyan - 6.89%	Unsuitable living condition

			Care of sibling Tending of cattle Household chores Collection of minor forest produce
Vidisha	21.82	Lateri - 9.57%	Female teachers Poverty Household chores Collecting forest produce Early marriage & other social taboos Tending cattle Purdah system
Shivpuri	15.64	Khaniyadhna - 6.89%	Sibling care Fetching water Collecting fuel& fodder Household chores
Khandwa	33.0	Khalwa - 13.09%	Fetching water Sibling care Tending domestic animals household chores
Jhabua	11.52	Ranapur - 4.40	1) Domestic and field work 2) Collecting fuel and fodder 3) Fetching water from remote source 4) Caring for siblings 5) Domestic animal chores etc. 6) Poverty 7) behavior of school teachers not friendly with children 8) distance of school/NFE centres from their habitations 9) No arrangement for drinking water at school 10) non availability of separate toilets in schools 11) orthodox families 12) no gain from school education 13) syllabus is not proper
Dewas	25.57	Kannod - 11.57%	1) Caring for sibling 2) Carrying water, collecting fuel 3) For grazing domestic animals 4) Household work 5) for making cakes of cow dung 6) carrying meals to the fields
Mandla	22.24	Medhavani - 10.06%	1) Schools are not available within a reasonable distance 2) Teachers are not posted in adequate number

			<p>2) Teachers do not attend the schools regularly as most of them do not reside in the school village</p> <p>4) Girls are not allowed go to a distant school as the way to most of the schools is through dense forests.</p> <p>5) Schooling facility is not available at a proper distance which generates a negative attitude about girls education among parents.</p> <p>6) Basic facilities specially toilet for girls are not available in the school</p> <p>7) Female teachers are scarcely available</p> <p>8) Multi grade teaching does not attract and properly facilitated the learner, it rather causes disinterest.</p> <p>9) Girl child is more suitable to the household tasks in comparison to boys, hence, she is bound to engage in sibling care.</p> <p>10) Insufficient incentives do not attract the economically poor parents their girl child to school</p>
Khargone	23.23	Padi - 4.54	<p>1) Domestic</p> <p>2) Fetching water siblings and fuel</p> <p>3) Cattle grazing</p> <p>4) Kitchen works</p> <p>5) Socio Economic - Early marriage</p> <p>6) Unawareness about family planning</p> <p>7) lack of motivations in parents</p> <p>8) Gender disparity</p> <p>9) Socio taboo</p> <p>10) Poverty</p> <p>11) Migration educational</p> <p>12) Lack of lay teachers</p> <p>13) Lack of separate schools for girls</p> <p>14) Lack of separate toilets for girls</p> <p>15) Unsuitable school timing</p> <p>16) Irrelevance of curriculum</p>
Damoh	30.46	Tendukheda - 17.56	<p>1) Parents are orthodox.</p> <p>2) Early marriage</p> <p>3) Poverty</p> <p>4) Domestic work - Household works i.e. cooking food, domestic animal care, collection of fuel and fodder</p> <p>5) Sibling care</p> <p>6) Lack of educational facilities</p> <p>7) Lack of separate toilets for girls</p> <p>8) Non availability of lady teachers in most of the primary school in rural area</p>

SNO.	NAME OF DISTRICT	TOTAL BLOCKS	TRIBAL BLOCKS	ACCESS			SCHOOL BUILDINGS			ADDITIONAL ROOMS		
				TOTAL	TRIBAL SHARE	%	TOTAL	TRIBAL SHARE	%	TOTAL	TRIBAL SHARE	%
1	BASTAR	32	32	1470	1470	100.00	685	685	100.00	350	350	100.00
2	BHIND	6		280	0	0.00	167	0	0.00	180	0	0.00
3	DAMOH	7	0	267	0	0.00	136	0	0.00	125	0	0.00
4	DATIA	2		113	0	0.00	73	0	0.00	80	0	0.00
5	DEWAS	6		189	0	0.00	141	0	0.00	92	0	0.00
6	JHABUA	12	12	1229	1229	100.00	318	318	100.00	240	240	100.00
7	KHANDWA	9	2	221	49	22.17	169	37	21.89	117	26	22.22
8	KHARGONE	16	14	700	612	87.43	282	246	87.23	236	206	87.29
9	MANDLA	16	16	934	934	100.00	422	422	100.00	195	195	100.00
10	MORENA	10	1	449	44	9.80	272	27	9.93	260	26	10.00
11	RAIPUR	24	4	1022	170	16.63	700	116	16.57	397	66	16.62
12	SEONI	8	5	228	142	62.28	180	112	62.22	228	142	62.28
13	SHAJAPUR	8		110	0	0.00	125	0	0.00	117	0	0.00
14	SHIVPURI	8	2	318	79	24.84	175	43	24.57	300	75	25.00
15	VIDISHA	7		558	0	0.00	225	0	0.00	159	0	0.00
	DISTRICT TOTAL	171	88	8088	4729	58.47	4070	2006	49.29	3076	1326	43.11

SNO.	NAME OF DISTRICT	DPEP TEACHERS			VILLAGE EDUC. COM			CLUSTER RESOURCE CENTR			SCHOOL CONTINGENCY		
		TOTAL	TRIBAL SHARE	%	TOTAL	TRIBAL SHARE	%	TOTAL	TRIBAL SHARE	%	TOTAL	TRIBAL SHARE	%
1	BASTAR	1400	1400	100.00	23900	23900	100.00	460	460	100.00	22725	22725	100.00
2	BHIND	356	0	0.00	6047	0	0.00	140	0	0.00	6414	0	0.00
3	DAMOH	299	0	0.00	4458	0	0.00	85	0	0.00	4621	0	0.00
4	DATIA	120	0	0.00	2095	0	0.00	64	0	0.00	2170	0	0.00
5	DEWAS	224	0	0.00	4759	0	0.00	116	0	0.00	5463	0	0.00
6	JHABUA	698	698	100.00	6500	6500	100.00	160	160	100.00	7451	7451	100.00
7	KHANDWA	165	36	21.82	5250	1166	22.21	230	51	22.17	5961	1324	22.21
8	KHARGONE	596	521	87.42	10300	9012	87.50	196	171	87.24	10390	9091	87.50
9	MANDLA	995	995	100.00	13750	13750	100.00	240	240	100.00	11775	11775	100.00
10	MORENA	812	81	9.98	7498	749	9.99	160	16	10.00	8537	853	9.99
11	RAIPUR	2111	351	16.63	20026	3337	16.66	461	76	16.49	17714	2952	16.66
12	SEONI	368	230	62.50	7090	4431	62.50	173	108	62.43	7855	4909	62.50
13	SHAJAPUR	177	0	0.00	5345	0	0.00	133	0	0.00	5645	0	0.00
14	SHIVPURI	560	140	25.00	6200	1550	25.00	113	28	24.78	6590	1647	24.99
15	VIDISHA	515	0	0.00	5882	0	0.00	140	0	0.00	6449	0	0.00
	DISTRICT TOTAL	9396	4452	47.38	129100	64395	49.88	2871	1310	45.63	129760	62727	48.34

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TRIBAL SPECIFIC ISSUES

Sno.	District	Main tribal specific issues	DPEP strategies
1.	Khargone	<ul style="list-style-type: none"> • Khargone district is a tribal district with 46% Tribal population. • The main tribes are Bhil, Bhilala and Barela. • The literacy rate of tribal in the district is 14% male literacy rate is 21% and female 7%. • The lowest female literacy rate is 2% in Pati Block. • Because of Demography in tribal area the tribals economy in very poor. • The tribals of Khargone, like any other tribals, depended basically on the forest. Due to examine misuse of forest, the tribals have been left with very little resource for subsisten which resulted in dinenon to crminal activities. • The tribals have a tendency to reside in or ariound their land holdings. With the incsence in formly size the number of hulments isseseare. The habitat pattern of the tribals is to due in cluster of helmets known as "Falyas". A ----- village usually stretches to miles with number of falya. • A school allotted to a revenue village may be miles away from any "Falya". This prevents the children to attend school. • The tribals migrate ----- to nearby areas for ----- hood, between October to March every year. 	<ul style="list-style-type: none"> • To open more of Ashram Shalas. • To open EgS units in "Falyas". • To provide Alternative Schools. • To mobilize the community for education awareness.
2.	Bastar	<ul style="list-style-type: none"> • About 67% of the population is tribal. The prominent tribal groups Muria, Gonds, Halbas, Bhatras, Parjas, Dhurwas, Dorlas & Abujhmaras. • Muria and Madias are predominant and cover larger areas of district. • Other tribes live in isolated pockets in different parts retaining their identify. • Low value to education • Alcoholism is very common. • Most of villages because unaccessible during monsoon. • Scaltered hamlets. • Cultural & lingustic variationamong the various category population. 	<ul style="list-style-type: none"> • Convergence between education & developmental activities will be ensured. TLC will be given main focus. • Community mobilisation -----" • Ashram shalas & EGS, Alternative schools are proposes area and tribe specific activities are planned.
3.	Jhabua	<ul style="list-style-type: none"> • Three tribal groups the Bhils, Bhilalas and Patlias live in Jhabua. • The tribal live in villages scattered to about 8-10 kms. The small scattered habitation are called as Falliya. 	<ul style="list-style-type: none"> • Educational facilities to cover all accessless phalliyas. The tribal areas will be given preference in opening of NPS

		<ul style="list-style-type: none"> The main occupation is agriculture and tribal work as agricultural labourers. Due to inadequate agricultural resource base, the people migrate to neighbouring districts & states. The poor economic condition amongst tribal. Alcohol consumption among tribal groups. Low perception about importance of education due to low literacy. Women have to toil hard to compensate for the bride price paid by her husband to be married. Cultural & linguistic difference between general & tribal group. 	<ul style="list-style-type: none"> & EGS centres. Alternative schools will be started in areas where migration is a major problem. There will be awareness camps regarding intervention given tribal children. Social mobilisation will be taken up to deal with social problems. Awareness camps for community mobilisation will be organised & people motivated to take part in educational processes. Women empowerment programme will be launched. Tribals to be motivated by mass - media campaigns, VEC meetings and Bhayan, Mandlis. Proper distribution of schooling focus books and midday meals.
4.	Seoni	<ul style="list-style-type: none"> Lack of access in remote tribal areas. Poor connectivity and lack of transport in cases where schools are far away. During monsoon, villages being cut off by floods. In women work in their fields. Hence fail to see utility of educating girls. Ashram Schools & hostels not maintained properly. Poor health care facilities in these areas. When the tribal child falls sick and this leads to dropouts. 	<ul style="list-style-type: none"> Women's empowerment programmes like Mahila Samakhya. Maintenance of Ashram School. Convergence with health care services.
5.	Mandla	<ul style="list-style-type: none"> Lack of awareness and passive attitude of community towards formal education. Scattered habitations, as a result they are not served by educational facilities. Children of interior tribal areas of Ghughari, Mawai and Bichechia blocks speak Gondi as home language, they find difficulty in reading Hindi which is the school language this affects the retention adversely. Most of the non tribal teachers do not know Gondi language, folk literature and local culture. 	<ul style="list-style-type: none"> Awareness campaign will be organised for community mobilisation. Alternative school, EGS centres & Ashram Shalas will be started. As an innovation, mobile schools will also be taken up. Such areas of tribal language and culture will be surveyed and mapped for bilingual teaching scheme learning material and training of teachers based on SSP will be planned and implemented for the initial classes I and II. Special training will be imparted to teachers. Bridge language inventory will be prepared in Gondi/Hindi with the help of linguist and training will be

		<ul style="list-style-type: none"> • The education of tribal children, specially of girls, is hampered due to domestic works and sibling care. 	<ul style="list-style-type: none"> • given to use it. • Special focus on girls education. Jhoola Ghar will be established to facilitate girls.
		<ul style="list-style-type: none"> • There is an island of about 2 kms. in Bargi Dam of Biga Dandi and Narainpur Blocks. About 300 tribals live on the island with about 60 children there is no educational facility on the island. Children are tired of going on small boats every day to the schools of main land. 	<ul style="list-style-type: none"> • Appropriate nos. of EGS will be opened and local person will be appointed as teacher.
		<ul style="list-style-type: none"> • The children of Kol tribe work mostly as child labours and as bonded labours in Dindori and Samanapur Blocks. They remain out of school for ----- • Their are about 15 thousand Bahahyas in Dindori and Samanapur blocks. They are bird catchers and beg in spare time literacy is only 1% their children are out of school. • Most of the tribal children of school going age are engaged in cattle grazing and in fuel collection. The percentage of such school learning children is 28.05 in Mandla. They are to be through again to education. • There is a problem of education for the ----- children of migrating families in all the 16 blocks of mandla they have behind children for two or three months every year. These children should be provided education. 	<ul style="list-style-type: none"> • A quick survey of such children will be done. Education will be planned according to their needs. Ashram Shala may be of most help. • Their areas, number and social status will be studied and indegnous type of Ashram Shala will be planed according to their needs. • The parents will have to be contacted and motivated to send children to EGS or Ashrams

District Specific Issues :

SNo.	District	Special focus groups	Problems
1.	Shivpuri	<ul style="list-style-type: none"> Sahariya children OBCs & SCs 	<ul style="list-style-type: none"> Language being taught, is. Teaching and present curriculum is not tribal specific. Engagement of the child in domestic activities. Poor economic background. Most of the members in the households were illiterate. Lack of availability of schools. Irregularity of teacher. Schools were located far off. Lack of awareness among the parents regarding the incentive schemes.
2.	Khargone	Tribal girl child (Tribal female literacy 7%)	<ul style="list-style-type: none"> Engaged in household work No. inclination for education for education/ studies. Looks after younger brother and sisters. Family members not interested in sending children to school. Teachers do not teach in schools.
3.	Jhabua	<ul style="list-style-type: none"> Migrant Communities Tribal girl child 	Poverty, migration
4.	Khandwa	Tribal children	Poverty, distance of schools, low literacy among parents help in eco./household work.
5.	Mandla	Tribal girl child particularly gond tribe	<ul style="list-style-type: none"> Irregular teachers Household/Economic activity Poverty Migration Large no. of accessless habitation. Unattractive schools. Illiterate families
6.	Morena	<ul style="list-style-type: none"> SC/OBC children Sahariya children 	<ul style="list-style-type: none"> Temporary migration of tribals to other places in search of livelihood. Children also work in the fields along with their parents. Lack of awareness about Education/Parents attitude is not favourable. Economic condition Not interested and busy in domestic work. Not interested in studies. Can't afford to educate the children. School is far off. Separate schools for girls required. Girls have to cook/work at home.
7.	Seoni	Gonds; particularly girls	<ul style="list-style-type: none"> Burdened with domestic work at home. Poor economic conditions. Parents not aware of the importance of education. Not aware of any incentives for which their children were eligible. Problems in reaching the school. Poor connectivity and lack of transport. During monsoons, many villages are cut off.
8.	Bastar	<ul style="list-style-type: none"> Tribal People 67.78 % of total 	<ul style="list-style-type: none"> More than 1100 paras or habitations are

		<p>population</p> <ul style="list-style-type: none"> • Low literacy percentage of women i.e. 15.30% • Literacy percentage of scheduled tribes women is even lower i.e. 7.23% 	accessless in.
9.	Raipur	<ul style="list-style-type: none"> • The literacy rate of scheduled tribe women is only 14% because of backwardness & unawareness as they mostly dwell in remote areas where easy access & communication in not possible. 	
10.	Datia		<ul style="list-style-type: none"> • A large number of labourers migrate seasonally with their training search of labour • Many girls share the burden of household work right from their childhood and deprive them of education • The literacy rate of ST is 3.20 %
11.	Damoh	<ul style="list-style-type: none"> • Living under poverty line & occupied as bidi workers to earn their living. School going small children also have to drop-out from their school and are involved in bidi making. 	
12.	Bhind	SC girls	Poverty

Sno.	Structure	Official Component	Participatory Component	Function	Status
1.	State level Implementation Society Rajiv Gandhi Prathmik Shiksha Mission (a) General Body	<p>President - Chief Minister, Madhya Pradesh, Vice- President - Ministers in charge of -</p> <p>(I) School Education, (ii) SC, ST & BC Welfare Departments. Members :-</p> <p>President - Chief Minister Madhya Pradesh</p> <p>Vice President - Ministers of</p> <p>-</p> <p>-</p> <p>Ex-officio member includes about 20 senior officials of various related departments.</p> <p>Member Secretary - State Project Director</p>	<p>Nominated Members :-</p> <p>22 non-official members from the field of education, social work, SC, ST and women development and voluntary agencies.</p> <p>Panchayat representatives</p>	<p>Policy making</p> <p>- Plan & Budget Approvals</p> <p>- Monitoring & Review</p> <p>- Co-ordination</p>	<p>Fully functional</p> <p>- GB meeting are held atleast once in six months</p> <p>- 5 meeting held</p> <p>- EC meetings are held atleast once in three months</p>
	(b) Executive Committee	<p>Chairman - Chief Secretary , Govt. Of Madhya Pradesh .</p> <p>Vice- Chairman - Senior - most Secretaries to State Govt. in charge to the following Departments:</p> <p>(I) SC, ST & BC Welfare.</p> <p>(ii) School Education</p> <p>Members - 1.</p> <p>Senior - most Secretaries to State Govt. in charge of the Concerned Departments & Institutions.</p>	<p>Six representatives from the central and state nominated non- officials members</p> <p>Three representatives members to be nominated by MHRD, Dept. of Education.</p> <p>One person to be nominated by the Chairman from among chairmen and CEO's of DU and BU.</p> <p>Member Secretary - State Project Director.</p>		<p>Fully operational</p> <p>- 11 meetings held.</p>

2	<p>State Project Office & Functional Wings for Project Management : Planning & Monitoring Gender Media Finance Civil Works Training & Curriculum MIS</p> <p>Committees for address & decersie of certain delegated functions</p> <ol style="list-style-type: none"> 1. Finance Committee 2. Purchase Committee 3. Programmes Committee 4. Appointment Committee 5. Civil works Committee 6. Grant- in - Aid Committee 	<ul style="list-style-type: none"> * Mission Director * State Project Director * Manager * Administrator * Deputy Manager * Assistant Manager * Programmer * Staff 	<p>At least two Non -official members of Rajiv Gandhi Prathmik Shiksha Mission in each committee</p>	<ul style="list-style-type: none"> - Implement and Execute the project - assist distts in planning and implementation - Plan state level interventions - Co-ordinate and net work - Recruitment of Project Staff. - Granting aids to NGO'S. <p>Purchase of all essential items</p> <p>Plan & Monitoring implementation of civil works</p>	Fully Operational
3.	SCERT	<p>The Staff of SCERT</p> <p>- Post given under DPEP.</p>		<p>Academic support to the programme</p> <ul style="list-style-type: none"> - Curriculum - Teaching Learning Material - Research and Evaluation 	Operational

4.	District level - District Unit	Chairperson- Chairman of Zila panchayat District Mission Director Member Secretary - Collector /District Project Director & - Deputy Director Education. Members- 1. Principal DIET 2. District Women Child Welfare Officer 3. Secretary T.L.C. Committee. 4. Assistant Director NFE.	Nominated members :- All members of education Committees of Zila Panchayat, 10 Representative of, Women working in the field of education and development, Educationists ,NGOS, Social Workers (At Least 1 members belonging to SC, ST, OBC and minority).	- Co-ordination; Review, Monitoring plan approvals.	- Operational in 19 districts - To be set up in 15 districts.
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5.	- District Project Office	Designation of Post :- District Project Co-ordinator- 1 Assistance Project Co-ordinator (Finance)- 1 Equity co-ordinator- 1 Programmer - 1 Assistant Engineer - 1 Junior Engineer Draftsman - 1 Accountant -1 Data Entry operator-2 Clerk - 4 Driver - 1 Peon - 3		Execute project. Formulate distt. plans, monitoring.	- Operational in 19 districts - To be set up in 15 districts
	District level Committee 1. Purchase Committee	1. District Mission Director - Chairman 2. District Project Director 3. Assistant Commissioner, Tribal Welfare Department of Deputy Director, School Education - whoever is not the District Project Director 4. Chairman of the Standing Committee on Education of Zila Panchayat.	1. One non-official member of Rajiv Gandhi Prathmik Shiksha Mission. 2. One non-official member from among the seven non-official members nominated to the District Unit of Rajiv Gandhi Prathmik Shiksha Mission	- Procurement at district level	- Operational in 19 districts. - To be set up in 15 districts.
	2. Appointment Committee	1. District Mission Director - Chairman 2. District Project Director 3. Assistant Commissioner, Tribal Welfare Department or Deputy Director, School Education- whoever is or not the District Project Director. 4. Chairman of the Standing Committee on Education of Zila Panchayat. 5. A nominee of the State Project Office. 6. District Project-co-ordinator - Member Secretary	1. One non-official of the Rajiv Gandhi Prathmik Shiksha Mission. 2. One non-official members from among the seven non-official members to the District unit of Rajiv Gandhi Prathmik Shiksha Mission.	- Recruitment of staff at district level.	- Operational in 19 districts. - To be set up in 15 districts.

	3. Civil works Committee	1. District Mission Director - Chairman 2. District Project Director 3. Senior most engineer in the District Office. 4. Three technical persons from among Executive Engineer, RES, Representative of EPCO, or their engineering personnel at district level.	1. One non-official members of the Rajiv Gandhi Prathmik Shiksha Mission. 2. One non-official members from among the seven nominated to the District Unit.	- looks into the civil works progress.	- Operational in 19 districts. - To be set up in 15 districts.
	4. Grants-iii-Aid Committee	1. District Mission Director- Chairman 2. District Project Director. 3. Deputy Director, School Education or Assistant Commissioner, Tribal Welfare if either of them is not the District Project Director. 4. Principal, DIET 5. Chairman of the Standing Committee on Education of Zila Panchayat. 6. District Project Co-ordinator - Member Secretary.	1. Two one non-official members of the Rajiv Gandhi Prathmik Shiksha Mission. 2. Two non-official member from among the seven non-officials members nominated to the District Unit.	Recommends grants to E.C.	- Operational in 19 districts. - To be set up in 15 districts.
6.	DIET	Staff of DIET		Academic Support	- Operational
7.	Block Level				
8.	- Block Unit	Chairperson - Chairperson Janpad Panchayat Member Secretary- Block Education Officer. Ex- Offico- members- (1) S.D.O. (2) B.D.O. (in Non- Tribal Block) (3) Project Officer (NFE) (4) BRC Co-ordinator (5) Project Officer (I.C.D.S.)	Nominated Members (1) All members of Education Committee of Janpad Panchayat. (2) Two members of Block Level T.L.C. Committee. (3) Ten representatives to be nominated by the District Unit of D.P.E.P. on the basis of their specials services / contribution in the area of , women education and development, Education, NGOS, Social workers. out of these at least one women and one members belonging to each of ST, SC, OBC and Minority Classes	- Co-ordination; Review, Monitoring plan approvals.	- Operational in 19 districts. - To be set up in 15 districts.

9.	- Block Resource Centre (BRC)	BEO- exofficio head of this office Block resource centre Co-ordinator - 1 Accountant - 1 Clerk -1		Implement project - Monitoring - Facilitate training programmes particularly for teachers The BRC being together managerial academic functions of the programme in a single institutional framework	- Operational in 19 districts. - To be set up in 15 districts.
10.	- Block Nirman Samiti	Chairman - Chairman of Janpad Panchayat Member Secretary - Block Education Officer Technical Person 1 representative of technical department (RES)	Nominated Members- 2 member of Janpad Panchayat. One of them to be a lady representative. 2 Non- official social workers.		- Operational in 19 districts. - To be set up in 15 districts.

11.	Cluster - Cluster Resource Centre		Cluster head Cluster academic Co-ordinator	- Academic Support to teachers - Obtain feedback from teachers on school management and the teaching learning process. - The CRC integrates institutionally the managerial and academic aspects of the programme.	- Operational in 19 districts. - To be set up in 15 districts.
12.	Village				
	- Village Education Committee	About 14 peoples representatives including Sarpanch, Deputy Sarpanch, Panchayat Member, residents, nominees of janpad panchayat, TLC volunteers.	Teacher of the Primary School is member Secretary. - NFE Instructor - Anganwadi Workers.	Mobilisation microplanning school supervision review status children participation in schools	All VECs constituted to be activated through mobilisation & training.
	- Village Nirman Samiti	2 representatives of gram panchayat	Chairperson Member -Secretary - Teacher of P.S. Technical person,a sub engineer from RES.	Construction of School Building repairs.	-

Tentative list of Furniture & Equipment to be procured :

		Item	No.of Req.
DISTRICT PROJECT OFFICE			
Equipment	1	Type Writer (Ord.)	1
	2	Calrulator	2
	3	Duplicater	1
	4	Public Address System	1
	5	Fax Machine	1
	6	Photo Copier	1
Furniture	7	Tables	15
	8	Chairs	20
	9	Durries	1
	10	Racks	8
	11	Fan	4
	12	Box	3
	13	Almirah	3
	14	Crockery	1
D.I.E.T.			
Equipment	1	Photo Copier	1
	2	Cycle	1
	3	Overhead Projector	1
	4	Electronic Typewriter	
	5	Air Conditiories	
	6	Computer Upgradation	
	7	Laminator, Binder, Stencil	
	8	Cutter	
	9	Two - in - one	
Furniture	10	Almirah	1
	11	Racks	2
	12	Bulletin Board	1
	13	Crockery	1
	14	Computer Table	1
	15	Computer Chairs	2

BLOCK RESOURCE CENTRE			
Equipment	1	Type Writer (Ordi.)	1
	2	Calrulator	1
	3	Duplicater	1
	4	Clock	1
	5	Cycle	1
	6	Fan	4
	7	OHP	
	8	Two - in - one	
	9	Cassttes	
	10	Mislenious	
Furniture	11	Tables	2
	12	Chairs	4
	13	Durries	2
	14	Almirah	2
	15	Racks	4
	16	Boxes	3
	17	Bulletin Board	2
	18	Crockery	
	19	Black Board	
	20	Mislenious	
CLUSTER RESOURCE CENTRE			
Furniture	1	Table-Chair	1
	2	Racks	2
	3	Durries	2
	4	Box	1
	5	Almirah	1
	6	Block Board	1
	7	Pin up Board	1
	8	Clock	1

NEW PRIMARY SCHOOL		
Furniture	1	Table-Chair
	2	Tat-Pati
	3	Bucket
	4	Block Board
	5	Roleup Board
	6	School Bell
	7	Box
Stationary	1	Teache Attendance Register
	2	Student Attendance Register
	3	Admission - T/C Register
	4	Books Register
	5	Edu. Material Register
	6	Paper - Carbor Paper
	7	Chalk
Edu. Material	1	Map
	2	Globe
	3	Education Chart
	4	Puzzels
	5	Toys Rope
	6	Outdoor Games
	7	Pump (air)
	8	Ring
	9	Primary Science Kit
	10	Mini tool kit
	11	Musical Instruments
ALTERNATIVE SCHOOL		
Furniture	1	Wodden Block Board
	2	Rollup Board
	3	Duster
	4	Wall Clock
	5	Document Register
	6	Box (Tin)
	7	Lock
	9	Bucket
	10	Pitcher
	11	Drinking Water Pot
	12	Mats

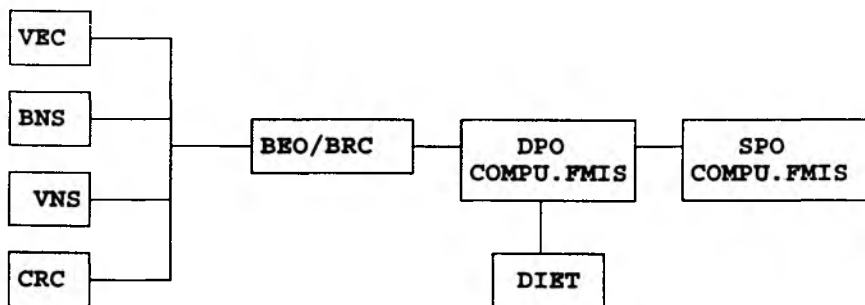
Materials	1	Teacher Attendance Register	
	2	Student Attendance Register	
	3	Admission -T/C Register	
	4	Books Register	
	5	Edu. Material Register	
	6	Paper-Carbon Paper	
	7	Chalk	
T/L Material	1	Word Picture Card	
	2	Card	
	3	Others	
SHISHU SHIKSHA KENDRA			
Furniture	1	Durries	
	2	Box	
	3	Bucket	
	4	Mug	
	5	Picture	
	6	Glass (Steel)	
	7	Towel	
	8	Table-Chair	
	9	Stool	
Stationary	1	Teacher Attendance Register	
	2	Student Attendance Register	
	3	Admission -T/C Register	
	4	Books Register	
	5	Edu. Material Register	
	6	Paper-Carbon Paper	
	7	Chalk	
Teaching Aids	1	Peral & Wire	
	2	Wooden Box	
	3	Toys for beginners	
	4	Picture story book	
	5	Dolls	
	6	Toys (carter)	
	7	Mosaic Tiles	
	8	Nesting Frames	
	9	Old tyres	
	10	Swings	
	11	Balls (big & small)	
	12	Dhapli	

	13	Bells	
	14	Seccenons	
	15	Paper Sheet	
	16	Gum	
	17	Tape	
Low Cost Teaching Learning Material	1	Chart	
	2	Drawing Sheet	
	3	Colour Pencil	
District MIS		Equipment	1
		PC Pantium	1
		Inteligent Terminals	
		150 MB CTD	
		Dot Matrix Printer	
		UPS	
		MODEM	
		Air Conditioner	
		Telephone	
		Furniture	
	Computer Chairs		
	Computer Table		

No. of Bank Accounts operational in the district :

S.No.	Name of Agency	Signature Persons
1.	DPO	DPD/DPC/APC
2.	BEO	BEO & BRC Co-ordinator
3.	CRC	CRC Head & Head Master
4.	VEC	VEC Head (Sarpanch) & H.M.
5.	DIET	DIET Principal/Incharg DPEP
6.	BNS	Janpad Adhyaksh & BEO
7.	VNS	Sarpanch & Teacher

Monthly Financial Reporting System



Funds are sent to above agencies by the DPO on the basis of need, phasing of 'project interventions and buffer requirements.

Table - 1

S.No.	Personnel for Orientation/Training	No. of Personnel	Days of Programme
1	Managerial staff of SPO	20	3-5
2	Staff of SCERT	10	3
3	District Mission Directors	34	1
4	Chief Executive Officers (District Panchayat)	45	1
5	Chief Executive Officers (Block Panchayat)	369	3
6	Joint Director of Education	20	3
7	Deputy Directors of Education	64	3
8	Assistant Commissioners Tribal Welfare	10	3
9	Principals DIETs	34	3
10	District Project Coordinators	34	5+5+3
11	Gender Coordinators	34	5+5+3
12	Assistant Project Coordinators (Finance)	34	5+5+3
13	Programmers	34	5+5+3
14	Data Entry Operators	74	5
15	Block Education Officers	369	5
16	Block Resource Centre Coordinators	369	5
17	Incharges of Planning & Monitoring DIETs	34	3
18	Assistant District Inspector of Schools	1080	2
19	District Resource Group for training , Master Trainers who turn will train VEC members at clusters (34000+30000 VEC)	100	3
20	Resource Group for Gender Programme (Mahila Samakhya)	50	3

Table -2

The recurrent Training programmes will be conducted as per the details given below :-

SN.	Personnel	Tot. No	Nature and days of training programme											
			Orentation			Foundtion course			Special Skills			Review and Planning		
			Batches	Particip . per Batch	Duratio nM days.	Batches	Particip . per Batch	Duration M days.	Batches	Partici p. per Batch	Duratio nM days.	Batches	Particip. per Batch	Duration M days.
1	Management Staff of SPO	16												
2	Management Staff of SCERT	10												
3	Distt. Mission Directors Phase - I	19	1	19	1									
4	Distt. Mission Director Phase - II	15	1	15	1									
5	C.E.O. (distt. panchyat) Phase - I	19	1	19	1									
6	C.E.O. (distt. panchyat) Phase - II	15	1	15	1									
7	C.E.O. (Non DPEP Distt. panchyat)	11	1	11	1									
8	C.E.O. (Block panchyat) P	369	14	26	3									
9	Joint Director Educ.	20	1	20	3									
10	Dy. Director Edc.	19	1	24	3									
11	Asstt. Commissioner TWD Phase - I	5												
12	Dy. Director Edc. Phase -II	15	1	20	3									
13	Asstt. Commissioner TWD Phase - II	5												
14	Principals DIETs Phase -I	19	1	19	3									
15	Principals DIETs Phase -II	15	1	15	3									
16	Principals DIETs non DPEP distt.	11	1	11	3									

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17	DPO personnel Phase 5 x 19	95				3 DEO	25	5	5	19	5	3 (6 distt DEO)	24	3
18	DPO personnel phase II	75				3 DEO	25	5	5	15	5	3 (6 distt DEO)	24	3
19	BEO Phase I	198				15	26	5						
20	BRCC Phase I	198												
21	BEO Phase II	171				13	26	5						
22	BRCC Phase II	171												
23	Incharges of Planning and Monitoring DIETs Ph-I	19							1	19	3			
24	Incharges of Planning Monitoring DIETs Phase-II	15							1	15	3			
25	Distt.Resource group for trg Mts for VECs Ph-I	50							2	25	3			
26	Distt Resorce group for Trg. Mts for VECs for Ph- II	50							2	25	3			
27	Resource Group for Gender Programme (Mahila Samakhya)	50							2	25	3			

RAJIV GANDHI PRATHMIK SHIKSHA MISSION

SIX YEAR STATE PLAN
MASTER TABLE FOR FINANCIAL CALCULATIONS

STATE COMPONENTS

	1	2	3	4	5	6	TOTAL
	96-97	97-98	98-99	99-2000	2000-01	2001-02	(Rs Lakhs)
OUTLAY (RS. Lakhs)	100.00	605.05	200.70	200.20	200.20	200.20	1506.37
% OF TOTAL OUTLAY	6.64	40.17	13.32	13.29	13.29	13.29	

COST ABSTRACT

Year ---->	1	2	3	4	5	6	TOTAL
COMPONENTS	96-97	97-98	98-99	99-2000	2000-01	2001-02	
1 Strengthening of SPO	100.00	127.74	84.74	84.74	84.74	84.74	566.70
2 Strengthening of SMIS	0.00	34.33	10.23	9.73	9.73	9.73	73.75
3 Strengthening of SCERT	0.00	19.56	5.81	5.81	5.81	5.81	42.80
4 Strengthening of SIEMT	0.00	403.42	79.92	79.92	79.92	79.92	723.12
5 INNOVATION	0.00	20.00	20.00	20.00	20.00	20.00	100.00
TOTAL	100.00	605.05	200.70	200.20	200.20	200.20	1506.37

STATE COMPONENTS

Strengthening of SPO

(Rs lakhs)

Year --->	Unit Cost	1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	TOTAL
NON-RECURRING								
1 Pre-Project Activities	100.00	100.00	0.00	0.00	0.00	0.00	0.00	100.00
2 Furniture	5.00		5.00	0.00	0.00	0.00	0.00	5.00
3 Equipment	25.00		25.00	0.00	0.00	0.00	0.00	25.00
4 Vehicles	3.00		9.00	0.00	0.00	0.00	0.00	9.00
5 Books	4.00		4.00	0.00	0.00	0.00	0.00	4.00
6 Studies	10.00		10.00	10.00	10.00	10.00	10.00	50.00
7 Project Monitoring	6.00		6.00	6.00	6.00	6.00	6.00	30.00
8 Workshop/Seminar	3.00		3.00	3.00	3.00	3.00	3.00	15.00
9 Training/Staff Developm	0.50		0.50	0.50	0.50	0.50	0.50	2.50
TOTAL NON-RECURRING		100.00	62.50	19.50	19.50	19.50	19.50	240.50
RECURRING								
10 Salaries	8.04		8.04	8.04	8.04	8.04	8.04	40.20
11 Operation & Mtce.	35.00		35.00	35.00	35.00	35.00	35.00	175.00
12 Prof Fees	2.00		2.00	2.00	2.00	2.00	2.00	10.00
13 IEC	20.00		20.00	20.00	20.00	20.00	20.00	100.00
14 Library/Books	0.20		0.20	0.20	0.20	0.20	0.20	1.00
TOTAL RECURRING		0.00	65.24	65.24	65.24	65.24	65.24	326.20
TOTAL		100.00	127.74	84.74	84.74	84.74	84.74	566.70

Details

Salary :-

Post	No.	Unit Cost	Total Cost
1 Dy. Manager	3	0.96	2.88
2 Asstt. Manager	3	0.72	2.16
3 Clerk	5	0.36	1.80
4 Driver	3	0.24	0.72
5 Peon	4	0.12	0.48
			8.04

Pre-Project Activities Details :-

			Total
Baseline Studies	15 Districts	30	72.50
Training			27.50
Total			100.00

***** State Project Office Section of *****

STATE COMPONENTS

Strengthening of SIMIS

(Rs lakhs)

Year --->	Unit Cost	1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	TOTAL
NON-RECURRING								
1 Civil Works	1.60		1.60	0.00	0.00	0.00	0.00	1.60
2 Furniture	2.00		2.00	0.00	0.00	0.00	0.00	2.00
3 Equipment	20.00		20.00	0.00	0.00	0.00	0.00	20.00
4 Books	0.50		0.50	0.00	0.00	0.00	0.00	0.50
5 Training/Staff Developm	0.50		0.50	0.50	0.00	0.00	0.00	1.00
TOTAL NON-RECURRING		0.00	24.60	0.50	0.00	0.00	0.00	25.10
RECURRING								
6 Salaries	3.48		3.48	3.48	3.48	3.48	3.48	17.40
7 Operation & Mtce.	5.00		5.00	5.00	5.00	5.00	5.00	25.00
8 Training	0.50		0.50	0.50	0.50	0.50	0.50	2.50
9 Prof Fees	0.50		0.50	0.50	0.50	0.50	0.50	2.50
10 Library/Books	0.25		0.25	0.25	0.25	0.25	0.25	1.25
TOTAL RECURRING		0.00	9.73	9.73	9.73	9.73	9.73	48.65
TOTAL		0.00	34.33	10.23	9.73	9.73	9.73	73.75

Details

Salary :-

Post	No.	Unit Cost	Total Cost
1 Programmer	3	0.72	2.16
2 Data Entry Operator	3	0.36	1.08
3 Peon	2	0.12	0.24
	8		3.48

State MIS Section over

S

Strengthening of SCERT

(Rs lakhs)

Year -->	Unit Cost	1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	TOTAL
NON-RECURRING								
1 Furniture	1.00		1.00	0.00	0.00	0.00	0.00	1.00
2 Equipment	5.00		5.00	0.00	0.00	0.00	0.00	5.00
3 Educational Matl.	1.00		1.00	0.00	0.00	0.00	0.00	1.00
4 Vehicles	3.00		3.00	0.00	0.00	0.00	0.00	3.00
5 Books	0.75		0.75	0.00	0.00	0.00	0.00	0.75
6 Training/Staff Developm	1.00		1.00	0.00	0.00	0.00	0.00	1.00
7 Studies	2.00		2.00	0.00	0.00	0.00	0.00	2.00
TOTAL NON-RECURRING		0.00	13.75	0.00	0.00	0.00	0.00	13.75
RECURRING								
8 Salaries	1.56	0.00	1.56	1.56	1.56	1.56	1.56	7.80
9 Operation & Mtce.	2.00	0.00	2.00	2.00	2.00	2.00	2.00	10.00
10 Training	1.00	0.00	1.00	1.00	1.00	1.00	1.00	5.00
11 Prof Fees	0.10	0.00	1.00	1.00	1.00	1.00	1.00	5.00
12 Library/Books	0.25	0.00	0.25	0.25	0.25	0.25	0.25	1.25
TOTAL RECURRING		0.00	5.81	5.81	5.81	5.81	5.81	29.05
TOTAL		0.00	19.56	5.81	5.81	5.81	5.81	42.80

Details

Salary :-

Post	No.	Unit Cost	Total Cost
1 Statistical Asstt.	1	0.60	0.60
2 Data Entry Operator	1	0.36	0.36
3 Stenographer	1	0.36	0.36
4 Peon	2	0.12	0.24
	5		1.56

***** SCERT

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STATE COMPONENTS

Strengthening of SIEMT

(Rs lakhs)

Year --->	Unit Cost	1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	TOTAL
NON-RECURRING								
1 Civil Works	300.00	0.00	300.00	0.00	0.00	0.00	0.00	300.00
2 Furniture	3.00	0.00	3.00	0.00	0.00	0.00	0.00	3.00
3 Equipment	15.00	0.00	15.00	0.00	0.00	0.00	0.00	15.00
4 Educational Matl.	2.00	0.00	2.00	0.00	0.00	0.00	0.00	2.00
5 Vehicles	3.00	0.00	3.00	0.00	0.00	0.00	0.00	3.00
6 Books	0.50	0.00	0.50	0.00	0.00	0.00	0.00	0.50
TOTAL NON-RECURRING		0.00	323.50	0.00	0.00	0.00	0.00	323.50
RECURRING								
7 Salaries	21.72	0.00	21.72	21.72	21.72	21.72	21.72	108.60
8 Operation & Mtce.	5.00	0.00	5.00	5.00	5.00	5.00	5.00	25.00
9 Training	50.96	0.00	50.96	50.96	50.96	50.96	50.96	254.78
10 Prof Fees	2.00	0.00	2.00	2.00	2.00	2.00	2.00	10.00
11 Library/Books	0.25	0.00	0.25	0.25	0.25	0.25	0.25	1.25
TOTAL RECURRING		0.00	79.92	79.92	79.92	79.92	79.92	399.62
TOTAL		0.00	403.42	79.92	79.92	79.92	79.92	723.12

details

Salary :-

Post	Unit Co	No	Total Cost
1 Director	1.56	1	1.56
1 Educational Planning			
2 Management Development			
2 Professor	1.20	4	4.80
3 Reader	0.96	8	7.68
4 Lecturer	0.84	12	10.08
Computerised MIS			
5 Programmer	0.66	4	2.64
6 Data Entry Operator	0.36	4	1.44
Media Development			
7 Media Expert	0.84	1	0.84
8 Audio Visual Technician	0.54	1	0.54
Library & Learning Resource Centre			
9 Librarian	0.66	1	0.66
10 Documentation Asstt	0.54	1	0.54
Dissemination			
11 Publication Asstt	0.54	1	0.54
12 Dissemination Asstt.	0.54	1	0.54
Office Support			
13 Admin Officer	0.96	1	0.96
14 Accounts Officer	0.96	1	0.96
15 Accountant	0.54	1	0.54
16 Stenographer(Hin./Eng.)	0.54	1	0.54
17 Clerk	0.24	6	1.44
18 Driver	0.24	3	0.72
19 Peon	0.12	6	0.72
20 Watchman	0.12	1	0.12
Total :			37.86
AWP 97-98 Salary :-			(-) 16.14

Training :-

	No of Days	No of Participants	Unit Cost	Total Cost
CEO (Block Panchayat)	3	171	0.035	5.99
Joint Director (Edn)	3	10		
Asstt. Commi.(Tribal)	3	5		
Dy. Director (Edn)	3	30		
Principal (DIET)	3	15	0.035	0.53
				6.51
District Project Coordi.	5+5+3	15	0.100	1.50
Asstt. Project Coordi.	5+5+3	15	0.100	1.50
Programmer	5+5+3	15	0.100	1.50
Gender Coordinator	5+5+3	15	0.100	1.50
Block Education Officer	5+5+3	171	0.100	17.10
Block Resource Coord.	5+5+3	171	0.100	17.10
Incharge P & M (DIET)	5	15	0.035	0.53
				40.73
Special Skill Training				
Programmer	5	21	0.040	0.84
Data Entry Operator		36	0.030	1.08
Dist.Resource Gr.(VEC)	3	45	0.030	1.35
Gender Resource Grou	3	15	0.030	0.45
Total				3.72
Grand Total				50.96

Remaining Salary
21.72

***** SIEMT SECTION OVER *****

***** STATE COMPONENTS INNOVATION (Rs lakhs) *****

Year ---->	Unit Cost	1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	TOTAL
NON-RECURRING								
1 Innovation	20.00	0.00	20.00	20.00	20.00	20.00	20.00	100.00
TOTAL NON-RECURRING		0.00	20.00	20.00	20.00	20.00	20.00	100.00
RECURRING								
Nil								
TOTAL RECURRING		0.00	0.00	0.00	0.00	0.00	0.00	0.00
=====								
TOTAL		0.00	20.00	20.00	20.00	20.00	20.00	100.00
=====								

***** INNOVATION SECTION OVE *****

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STATE COMPONENTS

CATEGORYWISE COST DETAILS

(Rs Lakhs)

Year --->	Unit Cost	1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	TOTAL
NON-RECURRING								
1 Pre-Project Activities		100.00	0.00	0.00	0.00	0.00	0.00	100.00
2 Civil Works		0.00	301.60	0.00	0.00	0.00	0.00	301.60
3 Furniture		0.00	11.00	0.00	0.00	0.00	0.00	11.00
4 Equipment		0.00	65.00	0.00	0.00	0.00	0.00	65.00
5 Educational Matl.		0.00	3.00	0.00	0.00	0.00	0.00	3.00
6 Vehicles		0.00	15.00	0.00	0.00	0.00	0.00	15.00
7 Books		0.00	5.75	0.00	0.00	0.00	0.00	5.75
8 Training/Staff Developm		0.00	2.00	1.00	0.50	0.50	0.50	4.50
9 Studies		0.00	18.00	16.00	16.00	16.00	16.00	82.00
10 Workshop/Seminar		0.00	3.00	3.00	3.00	3.00	3.00	15.00
10 Innovation		0.00	20.00	20.00	20.00	20.00	20.00	100.00
TOTAL NON-RECURRING		100.00	444.35	40.00	39.50	39.50	39.50	702.85
RECURRING								
12 Salaries		0.00	34.80	34.80	34.80	34.80	34.80	174.00
13 Operation & Mtce.		0.00	47.00	47.00	47.00	47.00	47.00	235.00
14 Training		0.00	52.46	52.46	52.46	52.46	52.46	262.28
15 Prof Fees		0.00	5.50	5.50	5.50	5.50	5.50	27.50
16 Library/Books		0.00	0.95	0.95	0.95	0.95	0.95	4.75
17 IEC		0.00	20.00	20.00	20.00	20.00	20.00	100.00
TOTAL RECURRING		0.00	160.70	160.70	160.70	160.70	160.70	803.52
TOTAL		100.00	605.05	200.70	200.20	200.20	200.20	1506.37

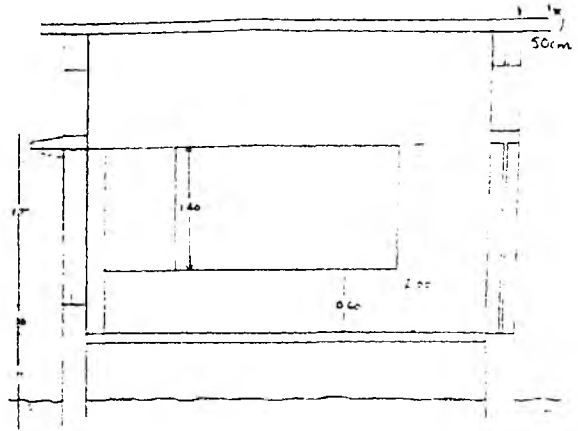
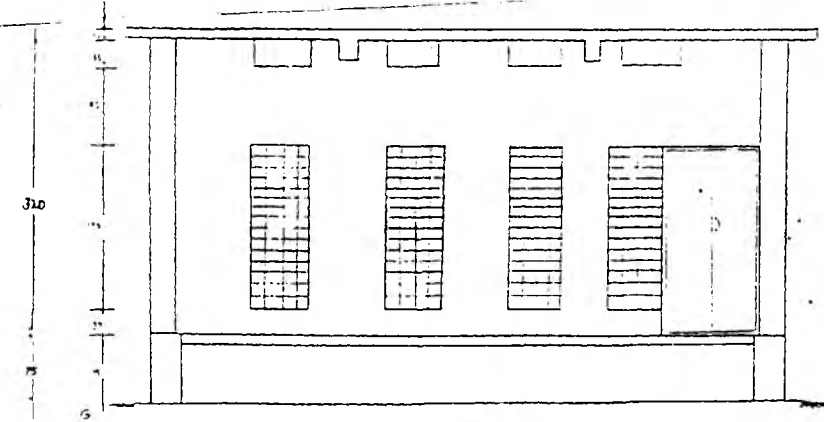
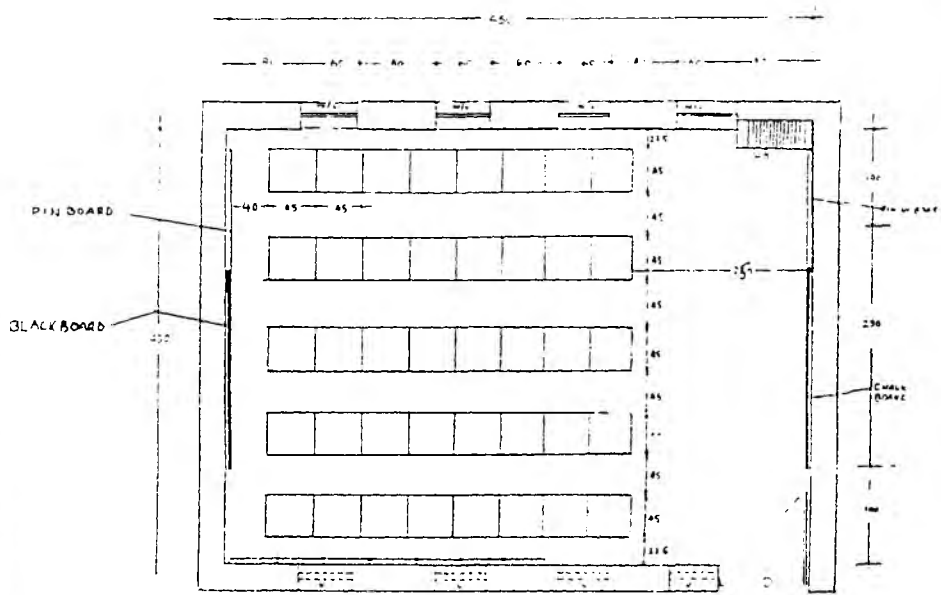
Annexure - A-2

DRG NO. RESIPS/2



RAJIV GANDHI
SHIKSHA
MISSION

PRIMARY SCHOOL CLASS ROOM
TYPICAL ARRANGEMENT



SCHEDULE OF OPENINGS

1. DOOR	1000x2000 ANGLE IRON FRAME & SHUTTER. SINGLE PANEL.
2. WINDOW	1400x1000 SINGLE PANEL. SILL HT. 50 CM ABOVE FLOOR.
3. JENT LATHI	1400x1000 STEEL MESH.
4. SHUTTER	1400x1000 STEEL SHUTTER.
NOTE: OPENING MADE THEN 20% OF FLOOR AREA.	

CONCEPT BY:-

APPROVED BY:-

PRABHA KANT KATARE
EXECUTIVE ENGINEER
RURALENGINEERING SERVICES.

AMITA SHARMA (IAS)
MISSION DIRECTOR.

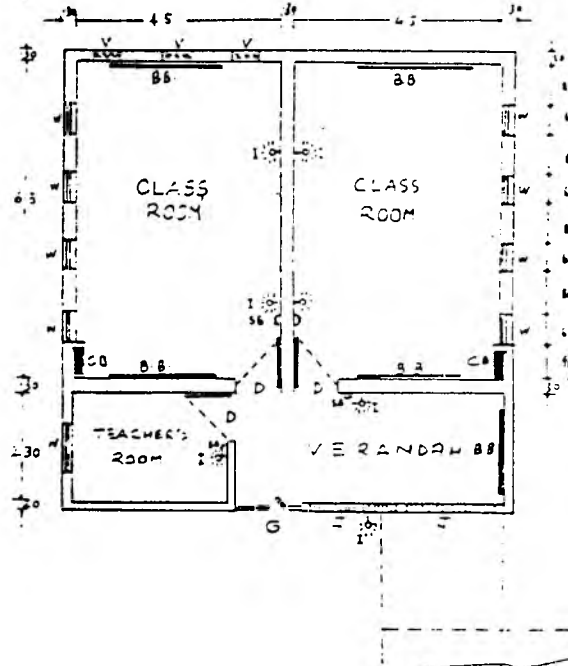
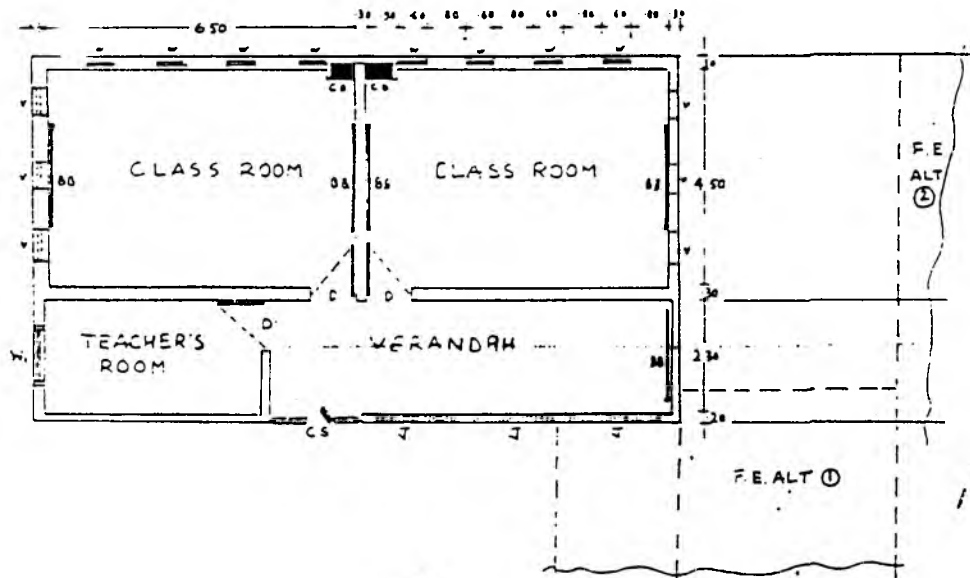
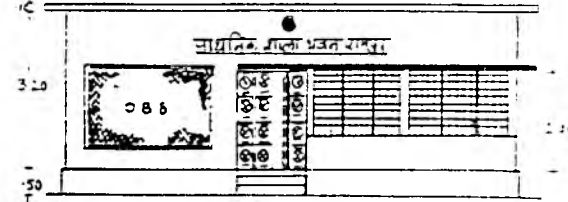
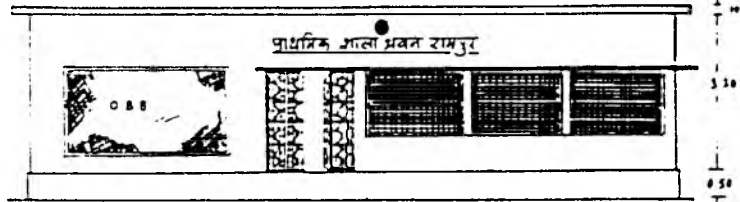
RURAL ENGINEERING SERVICES M.P.

CONSTRUCTION OF PRIMARY SCHOOL BUILDING
IN MADHYA PRADESH

Alternative A-2



RAJIV GANDHI
SHIKSHA
MISSION



PLINTH AREA 105.64 SQM

ALT 1

CONCEPT BY -

PRABHA KANT KATARE
EXECUTIVE ENGINEER
RURAL ENGINEERING SERVICES

APPROVED BY -

AMITA SHARMA (IAS)
MISSION DIRECTOR

PLINTH AREA 95.04 SQM

ALT 2

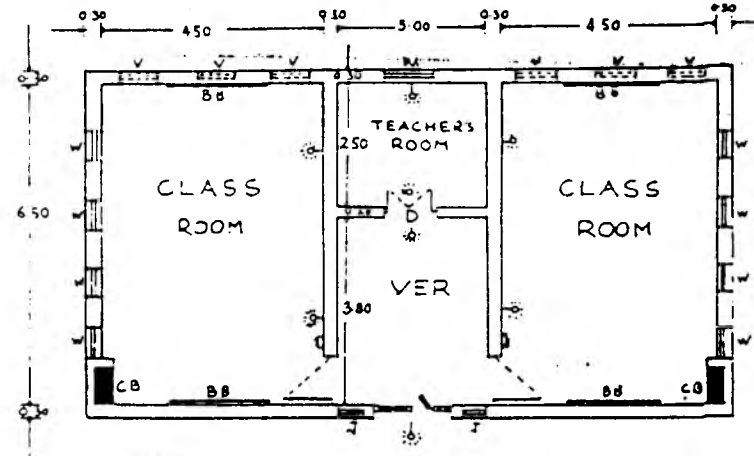
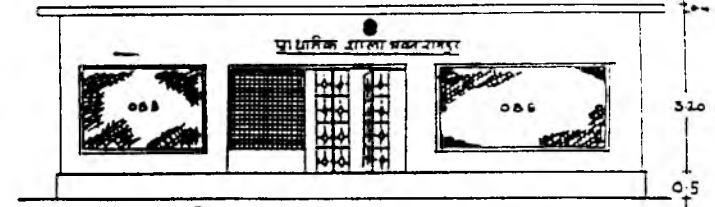
RURAL ENGINEERING SERVICES M.P.

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CONSTRUCTION OF PRIMERY SCHOOL BUILDING IN MADHYA PRADESH

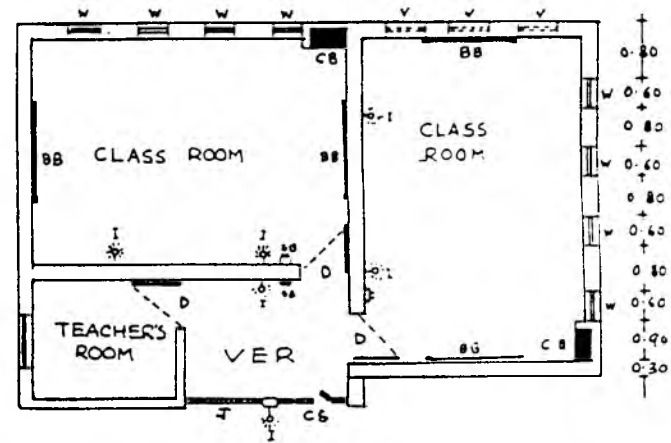


RAJIV GANDHI
SHIKSHA
MISSION



PLINTH AREA 93.72 SQM.

ALT 3



PLINTH AREA 88.04 SQM.

ALT 4

CONCEPT BY -

PRABHA KANT KATARE
EXECUTIVE ENGINEER
RURAL ENGINEERING SERVICES

APPROVED BY -

AMITA SHARMA (IAS)
MISSION DIRECTOR

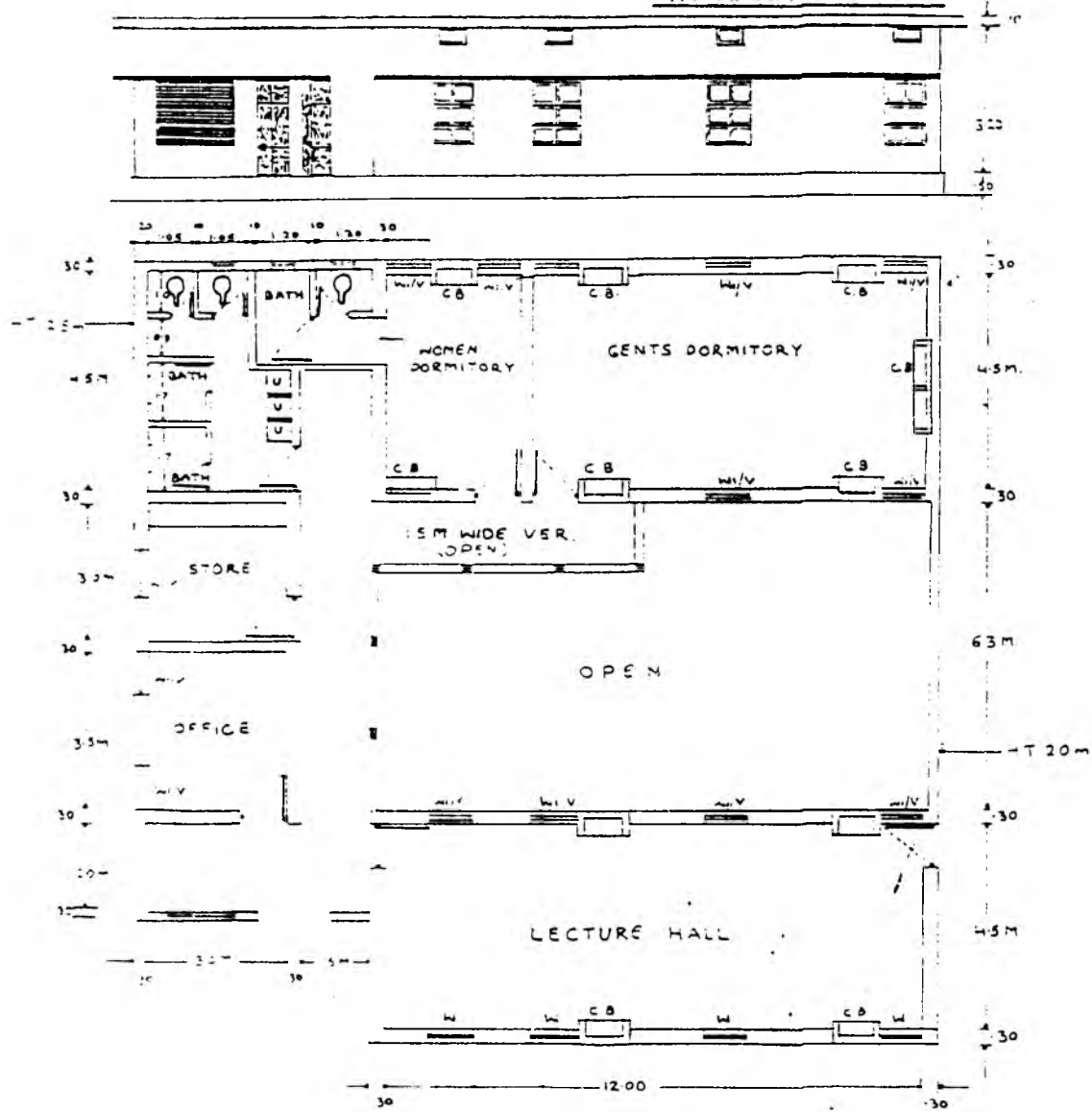
BLOCK RESOURCE CENTRE

ALT NE 02

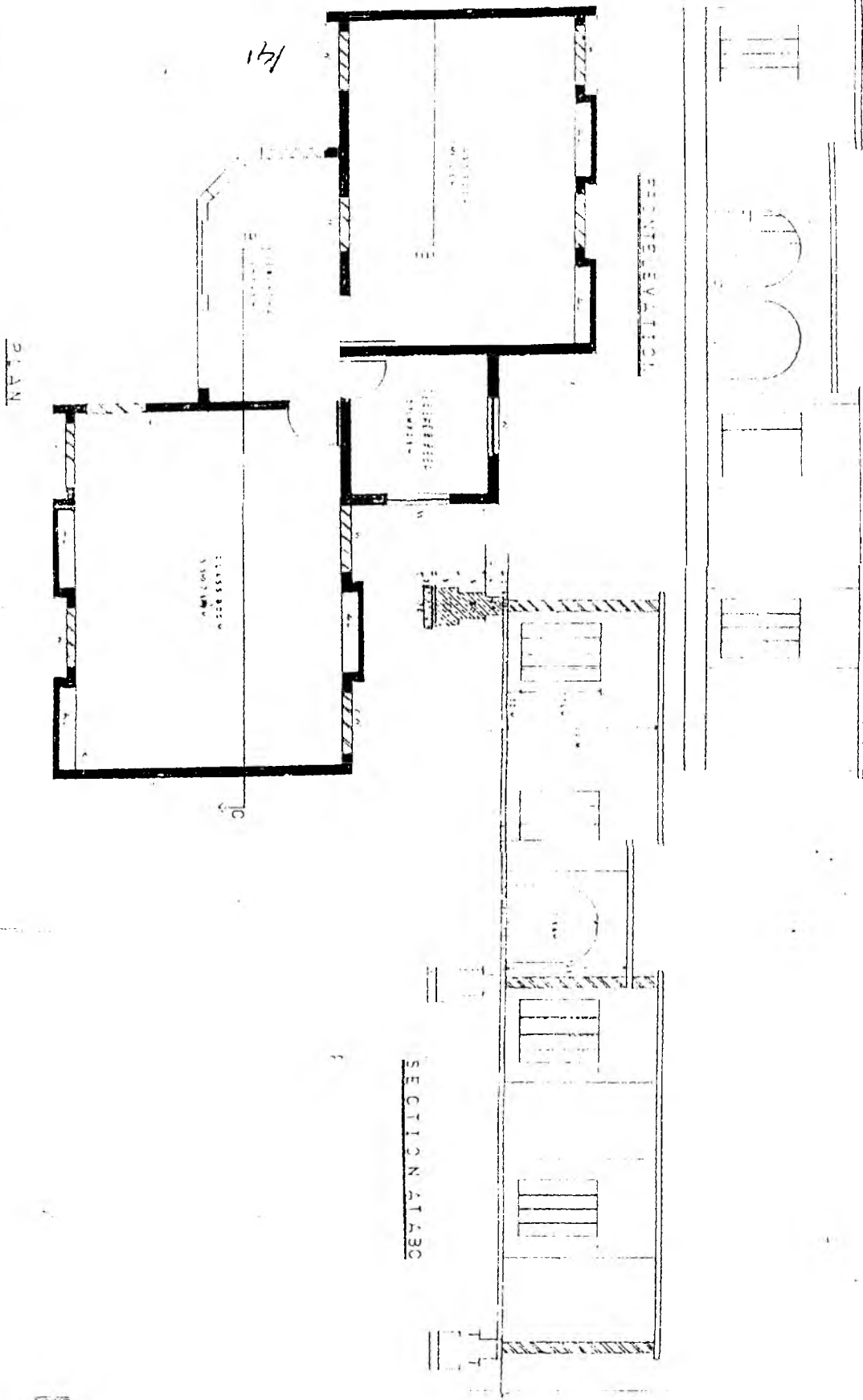
IN MADHYA PRADESH



GANDHI
SHIKSHA
MISSION



DEPTH 20.00 M



SCHOOL BLDG. (LARGE) ALT. 1
 DISTRICT BHIND
 DISTRICT PRIMARY EDU. PROGRAMME
 CLIENT
 RAJEEV GANDHI PRATHMIK
 SHIKSHA MISSION.

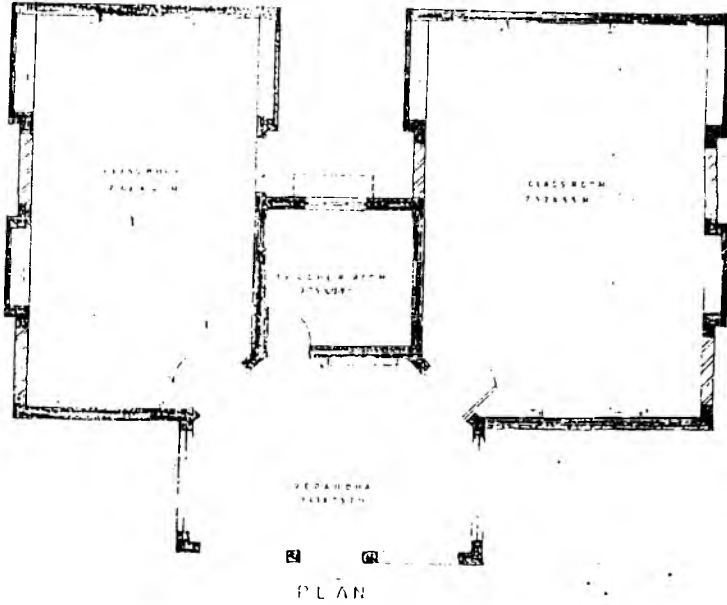
CARPET AREA:
 PLINTH/BUA: 109.00 sq.m.
 ESTMD COST: ₹. 47.158

DISTRICT CONSULTANT:
 ALOK AND ASSOCIATES
 GWALIOR


ENVIRONMENT PLANNING &
 COORDINATION ORGANISATION
 KACHHAR PARYAVARAN PARIB
 E-5, ARERA COLONY, BHOPAL

Rajeev Gandhi

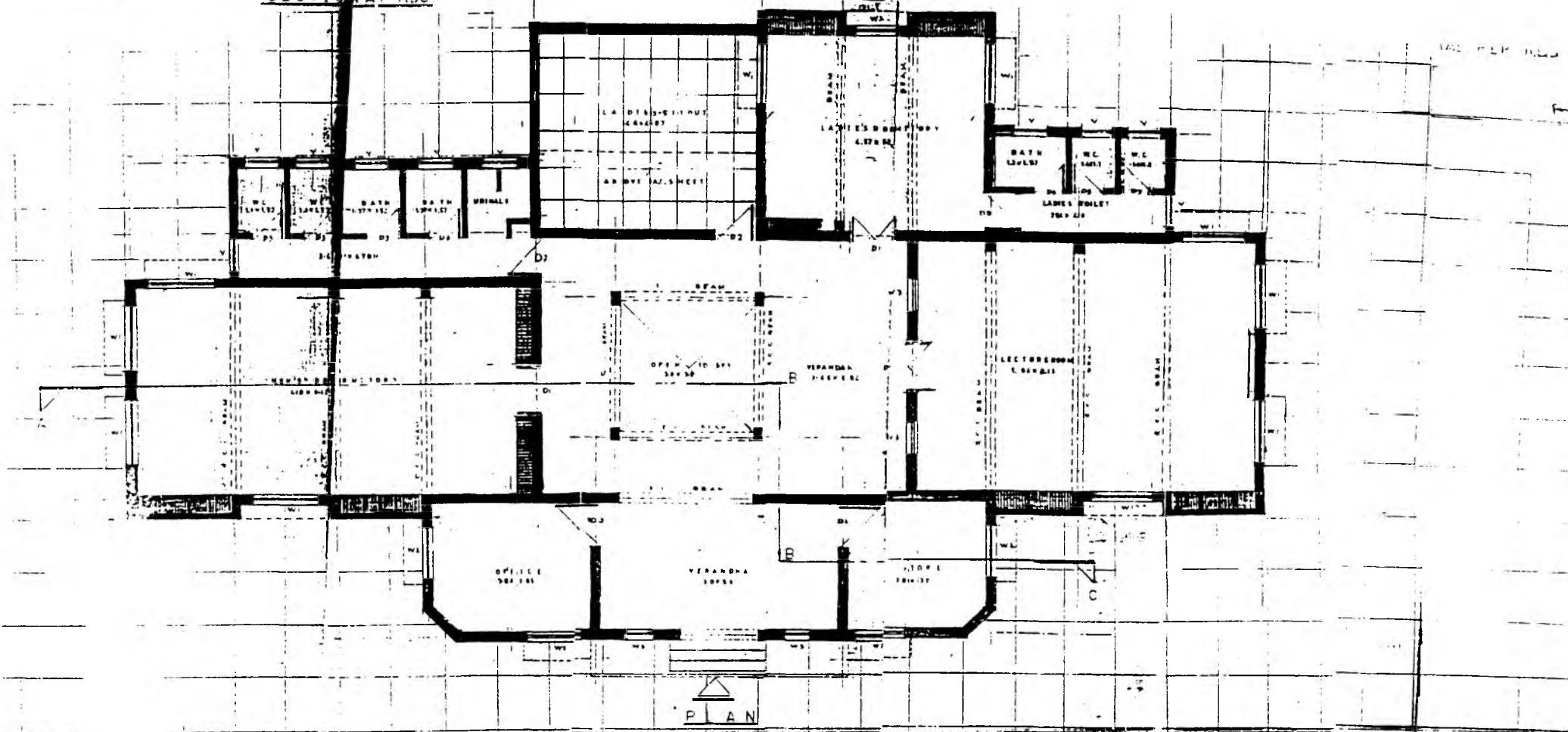
FRONT ELEVATION



DRAFT

SCHOOL BLDG.(LARGE) ALT. 2. DISTRICT BHIND DISTRICT PRIMARY EDU. PROGRAMME	CARPET AREA: PLINTH/BUA: 117.00 sqm	DISTRICT CONSULTANT: ALOK AND ASSOCIATES GWALIOR
CLIENT: RAJEEV GANDHI PRATHMIK SHIKSHA MISSION	ESTMD COST : 2,65,298	 ENVIRONMENT PLANNING & COORDINATION ORGANISATION KACHHAR PARYAVARAN PARISAR E-5, AREKA COLONY, BHOPAL.

SECTIONAL ABC



PLAN

B.R.C. BUILDING

ARCHITECTS AND ENGINEERS

A I O K AND ASSOC

20, RAVI NAGAR, GWA