

DISTRICT PLAN

UNDER THE

DISTRICT PRIMARY EDUCATION PROGRAMME

(DPEP)

FOR ACHIEVING

UNIVERSAL PRIMARY EDUCATION

(U.P.E.)

(1994-2001)

GUNA (M.P.)

NIEPA DC



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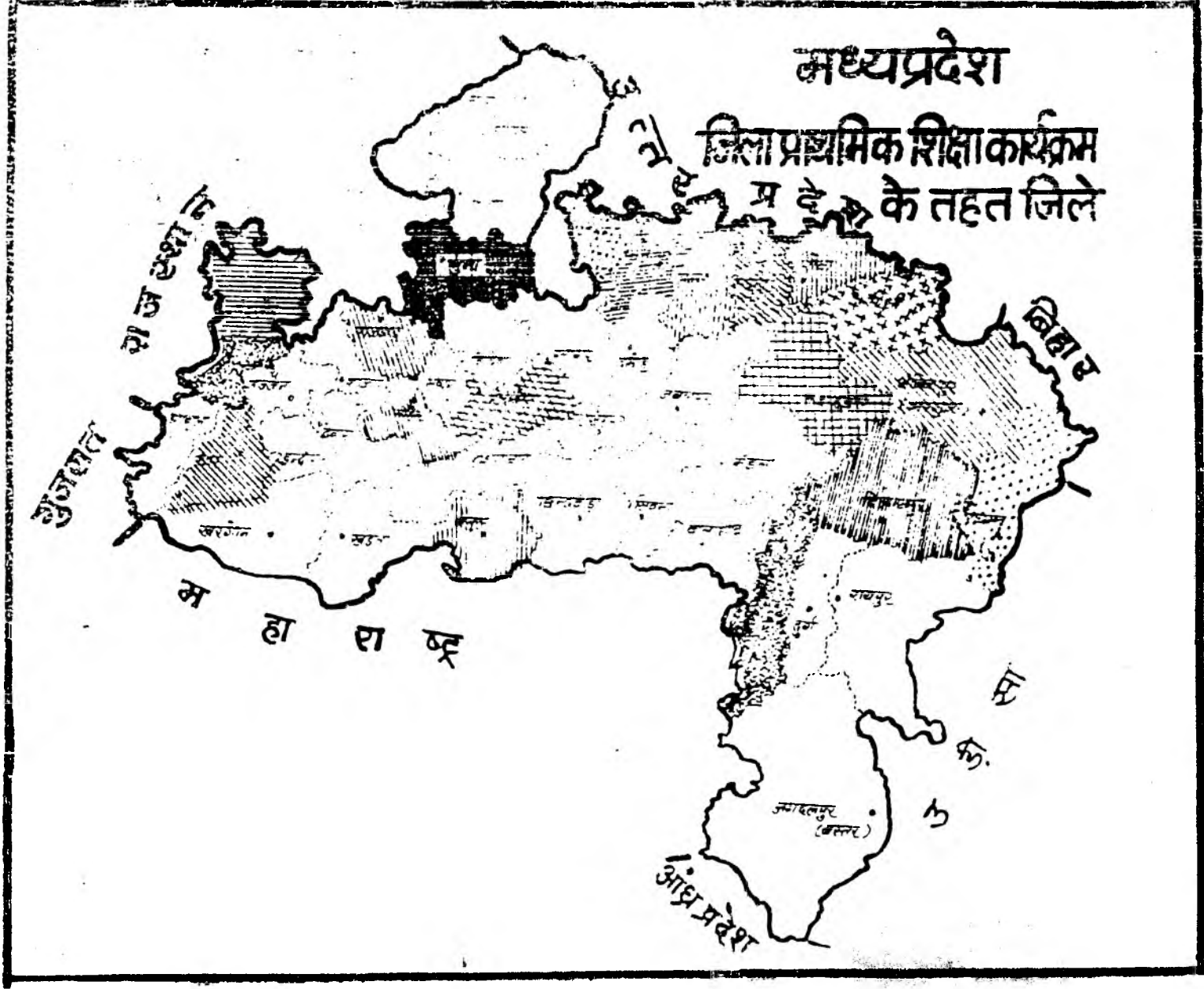
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मध्य प्रदेश

जिला प्रथमिक शिक्षा कार्यक्रम
प्रदेश के तहत जिले



जिला गुना (म.प्र.)



प्रयुक्त संकेत

जिला सीमा	— — — — —
ब्लॉक सीमा	— · — · — · —
जिला मुख्यालय	⊙
ब्लॉक मुख्यालय	●
रेल्वे लाइन	—+—+—+—+—
पक्का रास्ता	====
नदियाँ / नाले / नहर	~~~~~

By Harish Soni.

जिला भोपाल

I N T R O D U C T I O N

Education and erudition are the paths to aesthetic, ethical and pragmatic goals of human life. No one can feel proud of his heritage and languishing, until he has achieved the above goal.

It was envisaged in Art. 45 of our constitution to provide free and compulsory elementary education to all the children of age group 6-14 by 1960. Twenty three years have passed away since the aforesaid dead line and the goal seems to be miles ahead. We have not been able to provide educational facility to each and every habitant. We have not been able to enrol every child in our educational system and to retain him there to complete the education for 5 years successfully. Our schools are unattractive places, unequipped and headed by teachers who are lacking in imparting education through love and affection.

Since independence several education commissions dwelt upon the problem of compulsory elementary education, made several recommendations but not much came out of it. In February 1991 The Supreme Court of India ruled a verdict that every child born in Federal Territory has a right to get free and compulsory elementary education.

Now to meet the challenge of the time, we have DPEP scheme to facilitate compulsory elementary education to every child of age group 6-14. Following three indicators will be helpful to reflect our progress in education :

- (a) Universal access i.e. no child will have to walk more than a distance of 1 Km. to educational centre.
- (b) Universal participation i.e. every child of age group 6-14 will be enrolled there and retained for five years.
- (c) Achievement i.e. all those children who have been enrolled five years back will achieve minimum level of learning every year till the completion of primary education.

We hope we will achieve this goal by the year 2000-2001.

Now we are heading towards 21st century and India cannot wait any longer to withhold the promise it made in its constitution. All the children of age group 6-14, specially those belonging to disadvantaged groups, along with girls, will have to be admitted in the educational stream and retained there for active participation in the educational process by the end of this century.

One of the reasons for this backwardness lagging was the lack of funds, which now the foreign nations are providing us in abundance to let us build the infrastructures.

The Government of M.P. has chosen nineteen districts in non tribal area for implementation of UPE and Guna is one of the chosen ones. It was decided that each district will make its specific plan for UPE suiting to its local conditions.

A briefing was given to the Collectors and Dy. Directors Education of chosen districts at Vallabha Shawan on 19th April, 1993 by the Chief Secretary and Education Department. Then a meeting was held on 10th and 11th December 1993 to revise the draft district plan, under the chairmanship of the Director Public Instructions at Administrative Academy Bhopal. All the Dy. Directors of Education attended the meeting. Guidelines were given for the revision of plan.

A district planning group was formed under the chairmanship of the Collector district Guna. The DPG held its first meeting on 5th January, 1994 and with the consent of all its members approved the draft resolution of DPEP.

R.C. Kapoor
Dy. Director, Edu.
Member Secretary

P.K. Das (IAS)
Collector and Chairman
DPG of Education, Guna

Chapter 1

INTRODUCTION :

1.1 Location, Area, Population, Population density ;

Guna district lies in between latitudes 23'90" and 25'5" north and 76'8578 east towards north western corners of Malwa in southern Gwalior Division. It is bounded on the north by Shivpuri District and on its eastern boundary lie Lalitpur District of U.P. and Sagar, Vidisha Districts of M.P. It is surrounded by the territory of Rajasthan state in the west while Rajgarh, Vidisha and Sehore district of M.P. Lie on its southern boundary.

The district has an area of 11065 Sq.Km. According to 1991 census, Guna district has a population of 1,309,451 out of which there are 6,97,955 males and 6,11,496 females. The density of population of the district on the whole is 118 persons per Sq.Km.

1.2 Geography, Main Geographical division, Mountains, rivers forests etc. :

Most parts of the District lies in the north eastern part of the great Malwa Pleateau. Most of it is covered by the Deccan trap rocks. The underlying Vindhayan sand stones crop in belts in the east and the northwest of the district. The general elevation of the district is about 500 mt. above mean sea level. The whole area has an undulating topography in general but in interspersed by low rounded hills except those on the east and north west side which are flat topped. In the east one comes across the low narrow ridges of Bundelkhand granites. Among the hill ranges of the district three prominent ranges are conspicuous which

are alinged from south to north or south east to north east to north west. One of them bounds the Malwa plateau in the East, the second range run across the western part between the valleys of the Sind and Parbati rivers while the third range goes staggering near the western boundary.

Thus purely from a topographical point of view the district can be divided into the following six divisions succeding from east to west.

1. The Betwa valley and the Bundelkhand region.
2. The easter Vindhayan (off shoot) range.
3. The Sind Valley and the wider Malwa Plateau.
4. The western Vindhyan (off shoot) range.
5. The Parbati Valley and,
6. The Binaganj Chachaura Hills.

The general slope of the District is towards the north and north west. There are a few rivers in the district. They are Parbati, Sindh, Betwa and Kuno. The above mentioned rivers are perrenial and used for irrigation but are not navigable. The forests in this area are spread over an area of 1,51,842 hectors on the north, northwest and north eastern side of the district. The forests are devoid of teakwood and consist mainly of dry deciduous trees. In the western and the southern portions i.e. starting from Guna towards Chachaura, Fathegarh, Raghogargh, Maksudangarh teak trees with some other varieties abound the area. The varieties of forests vegetations consist of Dhaw, Khair, Tendu, Mahua, Achar, Saja, Baheda, Koha, Nain, Haldo, Dundi, Dhoman, Genera, Anola, Semal, Palas, Siras, Gurgan, Sisham, Chairrol, Khirney, Reonjha. The central portion of the

district is mostly under cultivation. The unoccupied area has trees like pāṛāś, Bāṅul, Khāir etc.

1.3 Demographic : Composition of population (rural, urban sex wise, caste wise etc.) populations growth trends, Urbanisation, Towns and villages by population size.

The total population of the district is 1,309,451 comprising of 10.54 lacs rural and 2.55 lacs Urban people. This can be further classified in to 5.62 lacs males and 4.92 lacs females in rural areas, while 1.36 lacs males and 1.19 lacs females in urban area. The rural urban components are in the ratio 80:20 respectively. The number of females per 1000 males is 876.

There are 2,38,373 persons of scheduled caste out of which 84% live in rural areas. They constitute 18.20% of the total population. The Scheduled tribes number 1,43,572 and form 10.96% of total population out of which 93% live in rural area & forest. The scheduled caste and tribal people are mostly engaged in agriculture and their traditional occupations.

The decennial population growth rate in 1971-1981 was 27.85 which rose to 30.69% in the decade 1981-91.

As per 1991 census there are 10 towns in the Guna District. They are Guna, Ashoknagar, Mungaoli, Isagarh, Chanderi, Raghogargh, Vijaipur, Aron, Chachora and Khumbhraj respectively. There is one town having more than one lac population. One town has population between twenty thousand to fifty thousand, six towns have population between twenty thousand and the rest two have population between five thousand to ten thousand respectively.

The Guna district has 2273 villages out of which 210 villages are uninhabited, four villages are included in the Urban outgrowth, while 2063 are inhabited villages. The population of 61 villages lies below 200, population of 819 villages lies between 200 499. Population of 442 villages lies between 500 999, populations of 112 villages lies between 1000 1999, population of 16 villages lies between 2000 4999, while population of 3 villages lies between 5000 9999 range.

1.4 Infrastructure Development : Irrigation percentage of habitation villages without all weather approach roads safe drinking water facilities electricity etc.

The economy of the district is based upon agriculture. The rural area constitute 80 percent of the total population. The rural people are engaged in agriculture and allied activities. The agriculture in this District depends wholly upon the rains. The shortage or excess of rain has affected the production & so the economy.

The district has 13.73 percent of the net cultivated area under irrigation. Among the various sources of irrigation wells ranked in the first place with the largest coverage of the irrigated area. There are 21724 wells independently used for irrigation, while 1335 wells assisted other means of irrigation. Apart from wells 627 tube wells, 53 tanks and 35 canals are also used as source of irrigation.

The total net area irrigated by different sources is 85,256 hectare. The bifurcation of irrigated area sources wise is as follows : 20249 hectare through tube wells 37764 hectares through wells and 26013 hectares through canal

Irrigation department has completed 49 schemes of irrigation. These include Mola and Koncha medium dams and the rest small dams. The capacity of these schemes is 1808 hectares which constitutes 2.88 percent of total cultivated area.

There are some projects and schemes under construction and their work is likely to be finished in near future. They are as follows :

MAJOR PROJECTS:

The Rajghat inter state project is under construction 3095 hectares of Chanderi Tehsil land is proposed under this project for irrigation facilities.

MEDIUM PROJECTS:

There are four medium schemes under construction in this district . They are Makraoda, Bandianala, Sanjay Sagar, for irrigation purpose, while Gopi Krishan sagar serves for water supply to GAIL, NFL, and LPG plant. The total cost of the scheme is 7.086 lac and 16309 hectares of land is proposed to be irrigated.

VILLAGE WITHOUT ALL WEATHER ROADS :

The district has 1564 kms of road. This comprises of 1099 Pukka and 477 km. Kacna road. There are 946 villages without all weather approach roads.

SAFE DRINKING WATER :

The population is increasing at a growth rate of 30.69%. The use of ground water in agriculture is also

increasing, resulting in the decrease of the safe drinking water facilities. There are 1868 problem villages in the district. The problem of drinking water is totally solved in 1571 villages while it persists partially in 297 villages. 5,464 hand pumps have been installed out of which 4,818 are working properly while 646 hand pumps are out of order. The water facility scheme is running in 79 villages out of which the scheme is completed in 71 villages.

ELECTRICITY :

There are 1978 electrified villages in the district and all the towns in the district are electrified. 28,041 single light connections are given to SC/ST families. The use of electricity in agriculture is also increasing. 15,692 pumps have been energised so far, in addition to temporary connections.

1.5 ECONOMIC : MAIN OCCUPATIONS, LEVEL OF INDUSTRIALISATION, PER CAPITA INCOME, PERCENTAGE OF FAMILIES BELOW POVERTY LINE, SEASONAL MIGRATION TRENDS.

The main occupation in the district is agriculture and allied activities. The rural population forms 80 percent of the total population. There are 4,14,717 main workers. They comprise of 2,44,097 cultivators 78,250 agriculture labour, 12,795 working in household industries and 79,575 other workers. Apart from these there are also 70,054 marginal workers.

The district has enough infrastructure for the industrialisation. The level of industrialisation is indicated by the following table:

Classification of IndustriesDistrict GunaINDUSTRIES

S.No.	Small	Medium	Major	Total No. Emp.				
Year	No.	Employment	No.	Employment	No. Emp.	No	Employment	
1.	2.	3.	4.	5.	6. 7.	8.	9.	
1991	1659	3695	2	339	2	1223	1063	5257

POVERTY LINE :

There are 85,712 families (32.83%) living below poverty line. This comprises 20,663 SC and 15,254 ST families.

SEASONAL MIGRATION TRENDS :

Seasonal migration happens every year at the time of harvesting, mainly in the month of March and April. The major part of the migrants belong to SC/ST and other backward classes.

1.5 SOCIAL : Language and dialects, ethnic & social groups, Cultural traditions, folk media and art form:

Languages and Dialects :

Hindi is the main language spoken in the district by more than 99% of the population. The other language spoken are Urdu, Punjabi, Marathi, Gujrati etc.

Religion wise information as per 1981 census is as follows .

S.No.	Religion	Total
1.	2.	3.
1.	Hindu	9,34,129
2.	Muslims	41,582
3.	Jain	20,265
4.	Sikhs	5,335
5.	Christian	258
6.	Budhists	416
Total		10,81,985

The scheduled castes and tribes were enumerated as per scheduled castes and tribes listed in order 1956 and the subsequent amendments. The main castes returned in 1961 were Chamarr, Barrwa, Bhamli, Jatab, Mochi or Ragar (2) Koli or Kori (3) Chidar (4) Mehtar or Bhangi and (5) Basod or Bashor.

The main tribes of the district as enumerated in 1961 census are (1) Saharia (2) Gonds (3) Korwa (4) Bhil (5) Pardhi (6) Bhilala (7) Unclassified.

Cultural traditions :

The impact of western education and way of life has affected dress. The daily life, food and even marriage customs. The social life among the people of the district both urban and rural taken as a whole is largely traditional.

Although as said earlier the impact of modern life specially during the post independence period and the economic stresses and strains tend to break down many long established social institutions at least outwardly.

The religious beliefs of the people seldom change except in the new generation which strives to eradicate superstitions from the caste ridden and orthodox society. However even well to do and well read people may be seen observing superstitions.

In an orthodox society the manners and customs to be observed by the people are governed by the family traditions which are seldom broken. Though youngsters do not believe in them, they are forced by the family circumstances to observe them just to please the elders.

The seharias, the biggest tribe of the district, worship Hindu gods and goddesses of whom goddess Durga is revered most. When they fall ill they take resort to occult practices and some forest herbs.

Folk Media and art Form :

The village Chaupal is the usual place where the people assemble in evening after the days work. Local Kirtan and Bhajans Mandlies entertain the assemblage. There is naturally an impact of the vicinity of Bundelkhand, Malwa and Rajasthan on such village programmes. Recital of Ramayana Alha, Teja Ji ki katha etc. occassionally add glamour to the Chaupal

Dussehare, Diwali, Holi, Raksha Bhandhan are main Indian festivals celebrated as else where in the country with IdUlZuha, Moharram and Baisakhi.

Publication :

Three daily News Papers are published from Guna district. There names are (1) Prajadoot (2) Swadesh

(3) Madhya Kshetra. Seven weekly and two monthly publications are also published from Guna district in Hindi language.

1.7 SPECIAL AREAS : areas of major construction, mining and Industrial activities : Very remote and backward area :

Areas of Major construction, mining or Industrial activities, Guna has lately awakened to the need of industrial and commercial expansion. Lying midway between Gwalior in the north and Indore in the south the two big industrial and commercial centers, its situation on the main National Highway adds to its potentialities in the sphere of industrialisation too. This is borne out from the fact that number of important units of unconventional items have been established or are under way in the district.

(1) N.F.L. :

The National Fertilizers Limited, Vijaypur is established in 1988 with the investment of 253.00 crore of rupees. This industry provides employment to 790 people. The main production is chemical fertilizer.

(2) Gas Authority of India Limited, Vijaipur Guna

This industry is established at Vijaipur with the total cost of Rs. 305.00 crore. In this industry 435 people are employed. The main production is L.P. Gas.

(3) Deepak Spinners Limited, Pagara Distt. Guna :

The industry of synthetic blended yarn has been established at Pagara with the investment of 12.76 crore rupees. It provides employments to 346 people.

MEDIUM INDUSTRY :

There are two medium industries established in the

district. They are S.K.G Solvent Pvt. Ltd., Kusmoda and Manoraya Soya Industries, Ashoknagar with the investment of Rs. 1.46 crore and 0.66 crore rupees respectively.

There are 47401 small industries in the District. The total investment is 605.35 crore rupees and it provides employment to 11,555 people.

Minerals :

Although no minerals of importance were found in Guna. Quarrying of lime kankar, sand stones, shale and slate building stone, pottery clay are carried on a limited scale. Till now the non minerals of Guna are few except building stones.

1.8 **ADMINISTRATIVE** : Sub division, Tehsils, Bloc Grampanchayat, Municipal areas, DRDA/DUDA/SADAS etc. The district has nine Tehsils and nine blocks. The interesting feature in Guna is that Guna Tehsils comprises of Guna and Bamori block while the Chachauda block comprises of Chachauda and Khumbhraj Tehsil respectively. There are six revenue subdivisions i.e Guna, Ashoknagar, Mungavli, Chanderi, Raghogerh and Chachauda. The Guna district has 570 Gram Panchayats, municipal areas and two SADAS i.e. Chanderi and Raghogargh. The DRDA and DUDA are working in this district with the object of uplifting economically weaker sections of the society, specially in the rural and urban area.

CHAPTER - II

UNIVERSALISATION OF PRIMARY EDUCATION

Present status and task ahead.

2.1 PRIMARY EDUCATION SYSTEM IN THE DISTRICT :

2.1.1 The responsibility of primary education for the children of Guna District lies mainly with the school education department and partially with the Department of Tribal welfare. Private registered bodies also have their share in this work.

2.1.2 The school education department together with Tribal welfare department is running 89 junior primary schools 1315 primary schools, 14 Ashram shalas and 693 Non formal centres for imparting education to the children of age group 6-11. In addition to these there are in existence 119 recognised and 14 aided primary schools run by private registered bodies and one primary school run by local body at Chanderi.

2.1.3 These institutions are imparting primary education to 22596 boys and 17176 girls in urban area and to 86538 boys and 51890 girls in rural areas.

2.1.4 Out of 109134 boys and 69066 girls enrolled in the above institutions, there are 18512 boys and 12916 girls totalling to 31428 belonging to scheduled caste and 9321 boys and 4377 girls totalling to 14698 belonging to scheduled tribes. But still a large no of students amounting to 17038 boys and 42137 girls, which number is to increase by nearly 3% every year, are unable to get access to the benefits of primary education due to sundry reasons. Still 772 habitations are devoid of any kind of educational facilities

within one km. to make the primary education 'accessible' to the children of these villages.

2.1.5 No primary sections are attached either to middle schools or to high and higher secondary schools in this district.

2.1.6 At present *almost* primary schools prepare their school calendars. But as per annual practice and procedure, admission work takes the whole of July with little or no teachings. The teaching starts with the first week of August and continues through interspersed with third monthly six monthly and annual exams, occurring *sometime* in the last week of October, first week of January and in the end of April respectively. The only deviation are celebration of 15th Aug. and 26th January in rural areas. Urban areas may have their Balsaaba on week ends a bit of cultural, games, P.T. scouting activities and a closing function sometimes.

2.1.7. The primary classes, if the school runs in double shifts, start at 7.30 A.M. in first six months up to November and run for nearly four and half hours, while after November the time is changed to 12.00 A.M. the primary schools run for nearly six hours, if they run in one shift.

2.1.8 The school time table has periods allotted to games sports and crafts, which are never taught to the poor students. Generally the annual number of the working days lie somewhere between 210 to 230 including thirty days of examinations and monthly tests.

2.1.9 There are no examinations for class Ist and IInd and these classes form a compact unit. Here the evaluation is mostly oral. In class 3rd, 4th and 5th the promotion is given on the basis of 10 monthly tests and three term

examinations

2.1.10 The school education department runs 1387 primary and Junior primary schools, the tribal department runs 31 primary schools, junior primary schools and ashram schools, local bodies run one primary school while private registered bodies are running 133 schools out of which 14 are aided & 199 are unaided but recognized.

2.1.11 On the basis of enrolment the Junior Primary schools and primary schools can be classified as under :

271 Primary schools have enrolment less than 50; 702 schools have enrolment between 50 to 100, 434 schools have enrolment between 200 to 300, 17 institutions have enrolment between 300 400, 15 institutions between 400 500 and 21 institutions above 500.

2.1.12 Out of these primary schools and junior primary schools 184 lie in urban areas while 1354 are situated in rural areas.

2.2 PRIMARY SCHOOL TEACHER

2.2.1 4706 posts of Assistant teachers and Head Masters, are sanctioned to teach 178200 students out of these 2357 no. of teachers teach 138428 students in rural areas and 1148 no. of teachers teach 39772 students in urban areas.

2.2.2 Thus in working position the pupil teacher ratio is 1:59 in rural areas 1:35 in urban areas and 1:51 in total area.

2.2.3 As per educational qualification there are 76 teachers with qualification less than Higher secondary. There are 1620 teachers with H.S.S. certificate. 1281 No of graduate teachers, 528 post graduate teachers.

2.2.4 Out of the working teachers only 2136 are trained and so 39% of teachers are untrained which forms quite a bulk. As D.I.E.T. has undertaken only to train fresher. Now there is a provision of correspondence course at D.I.E.T. The untrained teachers are being advised to do their training through correspondence course within a period of three years.

2.2.5 Only 495 no. of schools have one teacher for each class. As per O.B. norms every school has got at least two teachers. Now there is no single teacher school in Guna district.

2.3 SCHOOL BUILDING

3.3.1 At present 269 no of primary schools are without all weather accommodation. Either they run in the open or in some kachha varandah/cattle shed of some villager. During the seven years of the district plan, 107 new schools will be opened, all the 376 schools will have buildings of their own. Thus all the schools in the district will have their buildings.

2.3.2 296 no. of schools, which though have their own buildings, do not have enough space to accommodate the students.

Even if the varandah is taken to be a room and also if it is decided that one room can accommodate 40 students then at present construction of 513 new rooms shall be required to meet the present deficiency.

Within next 7 years if increase of enrollment and increase in population is taken into account this deficiency will even be more serious.

An allotment of Rs. 559458.00 education cess was received during the year 1991-92. During 92-93 the amount received is 566035.00

Out of the above amount Rs. 335000.00 has been spent on purchase of Tatpatti and construction of school building.

At present the total balance of education cess is Rs.812951.00 only.

2.3.4 Construction and repair of primary school building in this Distt. has been done through the following agencies and resources.

(A) Out of 173 primary school buildings sanctioned under O.B.scheme, 140 have been completed and taken over by the Department and the rest are under the process of construction.

(B) The resources for the repairs and construction of primary school building were provided by education cess Jawahar Rojgar Yojna, Nehru Rojgar Yojna and RLEGP.

(C) The agencies involved in this work were RES and gram panchyats through B.D.Os.

2.4 OTHER EDUCATIONAL INSTITUTIONS IN THE DISTT.

2.4.1 There are 20 middle schools for girls only and 256 for Co-education totalling to 276 in which 26983 boys and 8609 girls are taking their education. The ratio of primary and middle schools is that of 1:6.

2.4.2 There are 28 High Schools and 25 Higher Secondary schools running in the district out of which there are 05 H.S. and 04 H.S.S. run by private bodies. The rest are run by school education department. Out of these six Hr.secd.Schools and 3 High Schools are for girls only. These institutions cater for education of 4584 girls, 13925 boys totalling to 18509. Girl schools are situated at all block H.Qrs. except in Bamori where there is none.

2.4.3 All blocks have degree ^{Colleges} except Isagarh and Bamori. Guna has in addition a P.G.College and one Girls Degree College.

2.4.4. There is one polytechnique situated at Ashoknagar and one I.T.I. situated at Raghogarh. There are no other Technical or vocational insitutions any where else in this district.

2.4.5. However vocational courses are taught in +2 classes of 7 H.S.Ss in Guna district.

2.5 ADMINISTRATIVE SET UP OF EDUCATION DEPARTMENT IN THE DISTRICT AND AT BLOCK LEVEL :

2.5.1 There is an office of Deputy Director of Education at the district head quarter. The details of type & no. of posts sanctioned and vacancies are shown as under :

NAME OF POST	CLASS	NO. OF SANCTIONED POSTS	VACCANCIES
Dy. Director	I	1	Nil
A.D.P.I.	II	1	Nil

ADPI (N.F.E)	II	1	
Finance Officer	III	1	1
Asstt. Statistical Off.	III	1	1
Planning Officer	III	1	Nil
Head Clerk	III	1	1
Distt. Organiser Sports	III	1	1
Senior Auditor	III	1	1
Steno Grapher	III	1	1
Assistants	III	2	1
Junior Auditor	III	1	-
Upper Divn. clerk	III	02	-
L.D.C.	III	03	-
Typist	III	04	02
Driver	IV	01	-
Daftari	IV	01	-
Peons	IV	03	-

It shall be clear from the above that most of the posts of vital importance are lying vacant since long and some have never been filled up.

As far physical facilities are concerned this office has Jeep, Telephone, Two typing machines and Duplicating Machine.

There are nine blocks in the district and each has a Block Education Office. At present seven B.E. Office have Block Ed. Officer. posted and the two B.E. Offices are running without Block Edu.Officers. Among other supervisory staff at

present there are seventeen posts of A.D.I./S. sanctioned, out of which four are vacant. At present as per norms fixed by the Edu. code 1973, 31 new posts of ADIS will be needed for proper inspection of schools.

The position of posts and vacancies in B.E.O. offices are being given as under :

S.No.	Name of the Post	Class	Sanctioned No.	Vacancies No.
1.	B.E.O.	II	09	02
2.	Head Clerk	III	09	09
3.	Investigator	III	09	09
4.	Asstt. Investigator	III	09	08
5.	Auditor	III	09	06
6.	Accountant	III	09	03
7.	U.D.C.	III	18	06
8.	L.D.C.	III	18	01
9.	Typist	III	09	09
10.	Peons	IV	27	02

It is clear from the above chart that most of the clerical and technical posts are lying vacant in B.E.O. Offices. The work of their charge is being done by attachment of teachers. The same condition prevails even at the D.D.E. Office.

Neither B.E.O. nor A.D.I.S. have been provided with

any kind of vehicle. As a result the mobility is least and it is not possible to do any intensive inspection specially of remote areas. At present every A.D.I.S. has to inspect *about* eighty to ninety schools whereas as per Ed.code the maxium charge of an A.D.I.S. should not be more than forty.

The B.E.O. Office has been provided neither with a vehicle and telephone and nor with typewriters and duplicating machines. *They need to be strengthened.*

Most of the schools have school Development committees but only in a few institutions they are active. There is no proper election and nomination of the members regular meetings are called by the secretaries.

The pay of the teachers is drawn by the block Ed.Officers and is distributed in cash to the teachers through Sub pay centres. The teacher has to produce the Duty Certificate of the Sarpanch or of the Patel of the village to get his pay from the sub centre.

2.6 Role of Training Institution in the District

The District Institute of Education and Training of distt. Guna is situated at Bajrangarh, some eight kms away from Guna. The new building and Hostel of DIET is almost complete, but it has not been handedover to the Ed.Deptt. as yet.

In the DIET most of the posts are lying vacant. As a result the Institution is unable to do justice even with its regular programmes.

The Government college of Education Gwalior is situated at adistance of two hundred and eighteen kilometers from Guna,

2.7 THE IMPACT AND PRESENT STATUS OF VARIOUS PROGRAMMES AND INCENTIVES RUN BY THE GOVERNMENT FOR U.P.E.

2.7.1 Under Operation Black board ^{scheme}, one hundred seventy three new buildings were sanctioned for schools out of which one forty buildings have been completed by R.E.S. and taken over by the Ed. Deptt. This has provided all weather accommodation to these schools. Thirty three buildings are under construction.

In the first phase of the operation two seventy three schools and two twenty schools in the second phase have been supplied with teaching aids and materials worth rupees seven thousand five hundred for each institution, under O.B. scheme.

The materials supplied were of very inferior quality and was unusable even at the time of supply. Though a training was organised by D.I.E.T. to train one hundred teachers of first and second phase to let them learn the use of the teaching aids to make their teaching more effective and interesting, but none of them have used the kits even after the training. Two forty nine schools were chosen for the third phase but they were given only one tin box, one water container and one bell. Department also provided rupees four hundred twenty five to each school for replenishing the materials if broken or consumed through use.

The programme except for providing all weather accommodation to the schools, had no impact either on increasing participation or level of learning of the students due to the passivity of the teachers.

2.7.2 Non formal Education

At present six hundred forty six N.F.E. centres are working in the district and have enrolled 21946 boys and girls in them. Their duration of working is of two hours and most of them run either in the morning from eight to ten or in the evening from four to six. The duration and timing of

the centres does not seem to be correlated with the leisure time of the boys and girls in the villages. Books, slate, pencils and copies are given free of cost to the learners. In centres the learners were better equipped with knowledge than the students of the regular schools.

Though it is a complaint that the N.F.E. centres enrol with them students of regular schools also but still it seems a fact that N.F.E. centres helped in enrolment drive in raising the learning level of the age group 6 to 14.

2.7.3 D.I.E.T. Teacher Education and Problems

D.I.E.T. is situated at Bajrangpurh and most of its posts are lying vacant. Due to lack of staff the institution is unable to carryout followup programmes or evaluation of its activities and programmes. The institution has trained all instructors of N.F.E. centres in phased way arranging twelve day programme for each group. It has also given a three day orientation to the Deputy Director, B.E.O. and A.D.I.S. for training the teachers in the effective use of teaching materials supplied under O.B.scheme. .

It has also trained all the teachers of first and second phase of O.B. scheme in the effective use of teaching material. The institution undertakes to train only fresh candidates for B.T. certificate. At present 39 percent of the primary Teachers are untrained. They need proper training both in content and method and also in innovations conneceted with U.P.E. The training of these fifteen hundred untrained teachers should be the governments responsibility through D.I.E.T. There is a provision of Teachers Samakhya in the District and though it has not been started sofar. It is likely to be started at the primary level particularly in Block Raghogarh & Ashoknagar.

2.7.4. Educational Technology :

Under it seventeen T.V. sets have been supplied to seventeen primary schools mostly in Guna Block. Two of them have been stolen and rest are being kept either by the teacher at his house or in the house of Sarpanch/s on account of security they are never brought to the institution and are being utterly misused. This is a sheer wastage of the money on the part of government to invest in such immature project.

2.7.5 Minimum level of learning :

At present nothing has been done in this district regarding evolving and identifying M.L.Ls in Primary classes in different subjects.

2.7.6 Incentive Programmes :

(A) The distribution of free text books.

It provides for the distribution of free text books to the students & schedule castes and schedule tribes and O.B.C. from class one to fifth. The books are provided both by education department and department of Tribal welfare. At present 100% of scheduled caste 100% of scheduled tribe and 65% students of the backward classes of below poverty line have been benefitted by the scheme. An effort will be made so that all the students of the above classes get the above facility. Students of class one of all communities get the benefit. The provision of free text books has been a good incentive in increasing both participation and also level of learning as it provides them to read the books both in the school and also to take them to their home and read it when

time is available

(B) FREE UNIFORM :

The provision of free uniform has been made only for girls of S.C., S.T. and other backward classes. The percentage of beneficiaries were 62% among schedule tribes 24% among schedule castes & 21% among O.B.C. school going girls. The cause of non distribution of uniform to all girls of the above categories is short supply given by the department. The distribution of free uniform does not show to have any impact on increasing either the enrolment or the irregular attendance of the girl students.

(C) SCHOLARSHIP

Only girl candidates of SC and ST reading from class III to V are given rupees one fifty per month and girls passing class V of the ST category are given Rs. two hundred fifty as award. How the money awarded is being used by the girls and their parents is not known. They turn up to collect scholarships but their attendance is very irregular. This incentive, all though, may be useful to the girl and her family in other ways, but is not an incentive in making the girls regular or increasing their M.L.L.

2.7.7 C.O.P.E. Projects

Under the scheme Shri R.K. Shrivastava has been trained and oriented but since then nothing has been done by the government to implement this scheme in this district. Mr. Narendra Sharma U.D.C. has also attached the elementary coaching classes in Computer science.

2.7.8 I.C.D.S. and E.C.C.E. Project

At present 111 and 126 anganwadi are being run under integrated child development scheme in block Kaghogargh and Ashoknagar respectively by the department of Mahila Bal Vikas. These anganwadi centres distribute "dalia" and "Khichdi" to 19840 children and 4960 pregnant mothers monthly. The project has recently been started in Aron block. No programme under ECCE is being taken in this district at present.

2.7.9 Datak Putri Yojna:

Under this scheme some well to do persons have to undertake the responsibility of bringing up and education of girls of poor families by adopting the female child. At present such thirty female offsprings have been adopted under the scheme.

2.7.10 D.W.C.R.A. and other Schemes concerning women development.

D.W.C.R.A. programme has not been started in the district as yet, but Mahila Bal Vikas department is carrying on two programmes for the welfare of poor and destitute women.

One is "Gramya" Programme in which poor women are given a loan of Rs. 600 not bearing interest. Poor, diseased and destitute women are given monetary help of treatment and nutrition under another scheme.

Department of Panchayat and social welfare is giving a pension of Rs. 100/ P.M. and 5 Kg. of cereals free of charge to 1733 women since 1992-93 session.

2.7.11 ADULT EDUCATION

Adult Education department was conducting Adult literacy Programme in the district upto 80-90 and has made 91934 males and 35506 females literate by the time. Now the department has stopped the programme and it has been handed over to voluntary institutions. It is a sad affair that till now no voluntary organisation has taken any step in this direction.

The adult education department started 37 public education Nilyam out of which 34 centres are working for follow up programme of adult literacy campaign.

2.7.12 Any other programme having impact on U.P.E.

In addition to above, there is only one organisation A.S.E.F.A. which is running Anganwadis and N.F.E. centres in Bamori Block. It is registered in Tamilnadu.

2.8 Analysis of literacy rate

At present data to the above accord are available only for total male and female population. No sexwise castewise literacy data are available at present. The decennial literacy rates of male and female population are given as under from 1951 to 1991.

YEAR	TOTAL POPU.	MALE	FEMALE	RATIO
1951	6.1	11.1	2.0	5.5:1
1961	13.6	22.00	4.6	4.8:1

1971	17.68	32.87	7.28	3.7:1
1981	21.59	32.47	9.96	3.3:1
1991	27.32	38.86	14.15	2.7:1

While the male literacy has grown 3.5 times since 1951 female literacy has grown 7 times in the same period.

The ratio of male literacy to female literacy was 5:5:1 in 1951 and it is now 2:7:1 but still 86.00% of females are illiterate. The literacy has reached the level of only 27.32% in comparison to 6.1% literacy rate of 1951.

Ashoknagar Block is the most literate block in the district, while Chanchauda is the least literate block.

The rate of literacy rates of total male and females makes us infer ourselves the horrible plight of S.C. and S.T. and specially females in these castes as far as literacy is concerned. Even after a lapse of 46 years after independence not much has been achieved in the direction of literacy. It is a serious draw back in the spread of U.P.E.

2.9.1 UNIVERSAL ACCESS :

There are 772 habitations still in the district which do not possess either a primary school or a N.F.E. centre within a radius of 1 Km.

There are some 287 villages, which though have a primary school, need additional educational facilities as either their drop out rate is very large or because quite a no. of boys/girls don't find school time suitable for availing of primary education.

The list of the villages where new primary, Junior Primary, NFE centres, Shiksha Karmis and Ashram Shalas are being proposed, has been prepared according to school mapping exercise. The list is given in Table No. 6.1, A, B, C, D, 6.2, 6.3 & 6.4.

The Gross access ratio as on today is 73.65%

2.9.2 UNIVERSAL PARTICIPATION:

The following table shows the break up of Gross enrolment ratio and retention rate caste wise and sex wise for district Guna and its blocks.

NAME OF BLOCK	G E R									R.R.								
	Total			SC			ST			Total			SC			ST		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
GUNA	101	76	89	90	89	90	63	34	49	66	47	58	60	32	49	31	11	24
BAMORI	97	56	77	94	46	69	61	32	43	53	19	41	22	11	19	23	13	20
ARON	104	61	83	108	63	88	90	55	75	58	33	47	39	18	31	41	20	30
RAGHO-GARGH	95	50	73	97	45	72	76	36	57	64	38	56	57	37	51	27	20	26
CHANCHODA	108	77	92	105	77	91	85	72	78	47	33	42	39	28	35	47	21	39
A. NAGAR	103	74	92	106	70	88	87	85	80	67	56	63	54	37	48	52	39	48
ISAGARGH	106	82	95	105	93	99	85	66	71	57	33	47	39	22	32	25	11	21
TUNGAWLI	99	87	82	97	90	92	87	72	75	64	47	57	49	34	41	34	18	29
HANDERI	108	69	89	98	79	89	79	36	58	58	31	49	34	22	29	22	15	19
ISTT.	104	71.5	88.5	97	73	86	87	41	64	64	41	52	61	35	48	45	31	38

A study of the above table reveals that Isagargh block has the highest G.E.R. and Raghogargh Block has the lowest G.E.R. while Ashoknagar Block has the highest retention rate and the Bamori block has the lowest retention rate.

It is clear from the table that the district is far behind the target. M.P. has achieved both in G.E.R. and R.R. We have to travel quite a lot of distance with fast pace to reach the objective of universal enrolment and retention with the specified period. Percentage of both the indicators are low in scheduled caste but they drop steeply in case of S.T.

It is evident from this that we are not able to encourage them enough to get their children enrolled in the schools or N.F.E. centres.

Still worse is that we are not able to retain as much no. of the scheduled caste and S.T. children in our schools for years as in case of general castes. In comparison to General category girls very few girls of S.T. category are availing of the benefit of primary education. Their enrolment and retention rate, both are lowest.

The picture in total is not very promising. In spite of all the false entries of enrolment in class 1, the total G.E.R. and R.R are still 88.6% and 52% respectively.

Average attendance in class I & II is 20% and that of class III, IV and V is not more than 50 to 60%. During cultivation, harvesting and festival periods the attendance in the schools is nearly zero.

2.9.3 Achievement : Status of achievement of M.L.L. by

Primary class students.

No work has been done for identifying and evaluating M.L.L. for the students of primary classes in this district by any agency. But, it is presumed that the G.A.M.R. of the district is below 15%. If a ratio of all students achieving 80% marks in class V exams, to the total number passing class V exam is taken for the year 1992, it is only 0.32%.

2.10 Identification of Ethnic group, the pouches and pockets of extreme educational backwardness.

The following table shows the areas of extreme educational backwardness in each block. In the Villages of these areas (list annexed) either the boys and girls of age group 6-11 don't go to any school/ N.F.E. centre at all or only a very small proportion attends the school.

The reason for this is non availability of educational facilities within walking distance, suspicion against civilised system, futility of present education in the mind of villagers and even repulsion to it.

S.No.	Name of Block	Areas of extreme educational Backwardness.
1.	Guna	: Mar Ki Mahu, Khairikhata Area
2.	Bamori	: Bisanwada, sonkhara and Paranth area.
3.	Aron	: Jhanjhaon, Sharaw & Panwar haar area

- | | | |
|----|------------|---|
| 4. | Raghogargh | : Ukawad, Gader and Nasirpur area |
| 5. | Chachoda | : Karondia, Mrigwas, Bansaheda, Kusumpura, Jalalpur area. |
| 6. | Ashoknagar | : Kachnar |
| 7. | Issagargh | : Naya gaon, Purera, Jalon, Kadwaya, Mamon |
| 8. | Mungaoili | : Muduookhedi, Bamoritanka, Kanikhedi, Karila |
| 9. | Chanderi | : Moharpur, Maholi. |

Ethnic groups show educational backwardness.

The following ethnic groups amongst S.C./S.T. and Vimukta jati show extreme educational backwardness. They don't value education. They are moving place to place with their whole household or show seasonal migration tendency during harvesting season. They also move when some major construction activity or labour contract of some kind is going on. The influential people, who use them as agricultural or otherwise labour, are also interested in keeping their wards illiterate.

Caste	Ethnic Groups of educational Backwardness
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Scheduled Caste	Kori, Chidar
-----------------	--------------

Scheduled Tribes	Saharia, Bhui, Bhilala
Vimukta Jati	Banjara, sansi, Kanjar, Pardi, Bedia

Some of these vimukta Jati people are also engaged in criminal activities, so they need separate schools for them.

A list of villages in which these castes live in quite a good number is annexed herewith, showing the no of children of age group 6-11 in their community and availability of educational facilities for these.

2.11 TASKS AHEAD

Presently 178200 children of age group 6-11 are reading in primary school and N.F.E. centres in the district, but still 17038 boys and 42137 girls are devoid of the benefits of primary education. In the coming seven years due to increase in the present 6-11 age group population by 23.75% an additional no of 12399 boys and 44365 girls will be in need of facilities of primary education. Thus the school education department will have to arrange for the education of 121533 boys and 113431 girls.

To make provisions for the above educational needs more schools more N.F.E. centres have to be opened, more posts of teachers, N.F.E. instructors and supervisors have to be created more school buildings and extra rooms have to be built, all the unequipped schools have to be equipped, management has to be revamped, streamlined and updated, people have to be trained and made accountable for their work and the teaching learning experience will have to be made a

pleasurable activity.

There are 74 villages with population more than 1400. In these villages one school is insufficient to educate all the children of age group 6-11. Further, the drop outs increases as the parents engage their children in household or other earning activities. This is not only in villages only. Even in the wards of city an enormous number of girls & boys of age group 6-11 don't go the schools. They are busy either in earning or doing other sundry jobs. Thus to lead all such workers child labours and drop outs in educational channel 77 new N.F.E. centres will have to be opened, now in 586 access less habitations having population below 300 and 509 N.F.E. centre will be opened where no. of drop outs is great for these posts of 586 instructors and 59 supervisors have to be created.

With the increase in enrolment in schools and increase in population of age group 6-11, 205 additional posts of assistant teachers and H.Ms. will have to be created so as to put the pupil teacher ratio of 1:45 and also to provide at least 2 teachers, in each school as per O.B.norms.

There are at present 269 schools without buildings and as 107 no. of new primary schools will be opened so 376 new school buildings will have to be consructed. Major repairs of 180 old dilapidated school buildings have to be undertaken. There is a deficiency of 513 rooms presently in the exising school buildings. This 513 no. of additional rooms will have to be constructed. Presently 507 schools have to be constructed.

Rest 808 schools will have to be equipped with teaching aids and materials worth Rs. 10000/ per school.

Village education committees will be formed in every revenue village in a phased way. Their members have to be trained and oriented so as to enable them.

to build environment in the village for spread of education, to pursue the villagers to send their children to the schools or N.F.E. centres and to keep a control on the attendance of the students and teachers and for the quality of teaching learning process.

Each school has to be provided with a recurring fund of Rs.500 annually for replenishment of the supplies needed for the school such as chalk, duster, tat patties, stationery maps, charts and other teaching aids etc.

will have to be established which will have additional well trained teachers and resource personnels for the guidance of the staff members of the ten member schools. The cluster centre will be equipped and will act as a training centre and monthly meeting place for teachers.

There are 240 habitation with less than population of 100 where there is no schools. To provide education to the children of these ar eas will have to be

Arrangements will have to be made for proper training of all the supervisory staff, teaching staff, V.E.C. members and also for their regular orientation. Workshops, seminars Prabhat pheris Awakening Jathas Puppet shows etc. will have to be organised in villages for arousing the villagers towards theneed for education. A training and research centre will have to be provided at block level. The present D.I.E.T. will have to be strengthened well equipped and updated.

Books will have to be simplified, made more illustrious with life like coloured pictures written in local dialects and made cheap in cost.

2.12 THE SPECIFIC FACTORS HINDERING THE SPREAD OF U.P.E IN THE DISTRICT:

(1) **Teacher Absenteeism** : Teachers are not regular in schools and it has been found that schools do not run for months together in remote areas specially in rainy season. Even where teachers go regularly, they reach school late sometimes at 12 O'clock and close the school between 2.30 to 3.00 O'clock. As a result gradually the parents cease to send their wards to school and the children also become ill prepared to attend the school lookin to the uncertainty of opening of the school.

(ii) **Child Marriage** :

In this area child marriage is a prevalent custom and is often arranged in large groups. As a result the village girls cease to attend the school after their marriage. This is a major factor for heavy drop outs of girls of schedule caste and schedule tribes in rural areas.

(iii) **Tradition and custom against girl education** :

Villagers as a whole and most of the S.C. and S.T. in the area don't send their girls to the school as it is against the tradition. If they send their girls to the schools they may be bycotted by society. Poverty is an important imediment in the path of education.

(iv) **Economic Causes** :

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Even the boys of 6 to 11 age groups go to graze their own cattle and the cattle of other people in lieu of money or food grains. The girls have to look after their younger brothers and sisters, cook food and take food to the place where the parents work as labour or in their own farm. Thus during cultivation period girls are an asset to the household and so are prevented to attend the school. Even when there is any work or emergency in the house, it is the female child who is stopped from going to the school.

Generally girls become free from the household affairs nearly at 10 o'clock in the villages where as the school starts generally at 10.30. So it does not match with the free time available to the girls.

(v) **Seasonal Migration:**

During harvesting season the whole families of labours move to new places for earning. Similarly, when any major construction work starts, the labours with their families move to the places of work where there are no educational facilities. So, the education of the reading children is stopped abruptly due to this migration.

(vi) **Problems of first generation learners :**

Most of the students who were enrolled in village schools are first generation learners. Their parents have never had school education, so there is neither appreciation nor educational atmosphere at their homes. There is none to guide and solve their difficulties. Thus they drop out and their parents rather feel pleased with the act.

(vii) **Lack of Purpose :**

Most of the village parents don't understand and see why should they send their children to the schools and the education does not seem to impart any immediate benefit either to them or to their children, while they get money if the child is sent to some work.

(viii) *School Uniform:*

The children of poor people don't have enough clothes to go school. Most of them keep on wearing old underwears even in the winter season. They get another cloth only after the first become totally unserviceable. The same is the conditions with the girls. The dresses supplied to the girls of SC & ST are only one set and given in the month of March. So these boys and girls go to the school illdressed and are made a target of mockery, both by teachers and their peers. They also drop out very soon.

(ix) **Experience level :**

The experience level of the students of S.C. and S.T and of the other poor people is quite different from the children of well to do people of the villages. Thus they don't catch on with the children of privileged class and the teacher is of no help to them. they are called idiots which they are not. They leave the schools within a year or two:

(x) The girls of certain castes are made to become prosses as per their family traditions. These girls are never sent to the school and are put to other type of training. Similarly the people of certain castes, gnerally called criminal castes, instead of sending their children to the schools, teach them the art of theft and drinking liquor.

(xi) Situation of school :

Schools are mostly situated in the ward, mohallas, paras, inhabited by the privileged people of the village. So as the children of disadvantaged groups (SC and ST) often don't dare to go to these schools and even if they dare to come they are not allowed to sit in the schools. They are not allowed to take water from the wells when they are thirsty. They are made to broom the school as their duty, are given the last seat and are beaten with out any reason.

If the school is situated elsewhere then sometimes the privileged people take their children out of school, specially if the children of Bedias or Pardi are enrolled in the school.

(xii) Attitude of the villagers towards the people of SC & ST:

If a teacher of S.C. is posted in a village he is not allowed to sit on the chair and take water from the well. People don't send their children to the school where a S.C. or S.T. teacher is working. The teacher is asked not to teach the children of S.C. and S.T. The privileged class knows that if the children of SC and ST etc are educated, they will lose the cheap labour for ever.

(xiii) Fear Syndrome in the Children :

The children are afraid both of the schools and the teachers. For them the school is a jail or butcher place where the children are beaten for nothing. They are no allowed to speak or do what they like. The teacher with stick looks to them like an executioner. So the children either don't go to

school or run away from it.

(xiv) The Teachers attitude :

The teacher in tribal villages is not of their ethenic group. He is unable to speak their language, so is unable to communicate with the children. The teaching is done through the media, which the children don't understand and through which they can not express.

Mostly teacher does not live in the school village and so no psychological rapport is established with the villagers. He is still convinced of the old mode of teaching and practice and is not ready to use and absorb the innovations. Thus he is unable to enrol and retain the children for five years.

2.13 Strength of the district for achieving UPE :

I Ninety five percent boys of general and Scheduled castes are enrolled in our schools. There are only 12% tribal population and 18% SC population in the area.. Thus to achieve 120% GER we have only to pursue tribal population and SC population to send their children, specially, the girls to the schools.

II Industrialisation magnets like N.F.L. and GAIL are working in the area.

They may be requested to give an amount of budget for spread of primary education in the area from where their workers come.

III. There is an awakening among SC and ST and Vimukta

jati in the area. The bedfias are first to awaken and take the advantage of education. So many people of this ethenic group are holding high posts in different departments. They have risen against the tradition of prostitution and criminal activities in which their sisters, daughters and brothers were involved.

IV. In Guna district many officers in different departments belong to SC and ST. They are all anxious for the betterment and development of SC and ST.

V. There is an awakening and demand for education in villages. Villagers express their anger against the irregular teachers and often the whole village employees another educated man of the village to teach their students by paying him some monthly amount.

VI. Even the villagers have developed the ambition that their wards should learn and reach to the highest seat either in service or in other profession.

VII Private registered bodies are coming forward to open school in village areas. Voluntary organisations are also aware of the problems and they also wish to be involved in the process. Nehru Yuva Kendra, Rotary and Jaycees are such organisations.

Mahila Bal Vikas Deptt., Adult education deptt., Tribal Welfare Deptt. alongwith Panchayat Deptt. are ready to support the programme of UPE through coordination of their departmental activities.

C H A P T E R - III

GOALS AND TARGETS

The DPEP envisages to achieve the broad aim of achieving the UPE by the year 2001, the order to make this aim realizable within the project period, following goals and targets are set:

Goals:

1. The GAR will be raised to 100%
2. The GAR will be raised to 120%
3. The RR will be raised to 90%
4. The GAMR will be raised by 25% or more on the basis of the MLL.
5. The gender disparities among various social groups will be reduced by paying special attention to the enrolment and retention of girls.

The above goals lead to assume that within the project period, educational facilities will be made available in the entire district. The order to make it possible, the following targets are set:

- (1) All children between 6 - 11 age-group will be enrolled.
- (2) Special efforts will be made to enrol children of SC/ST/OBC/ girls.
- (3) Most schools have teachers as per OB norms.
- (4) Most schools have buildings and their resources as per OB norms.
- (5) All the teachers are trained and oriented especially to handle multigrade teaching.
- (6) All children complete their five year schooling with MLL.

The year-wise break-up of the target given above are presented in the tables as under:

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Ist Indicator GAR : Present Status and status to be achieved
100%

TARGET YEAR 2000 - 2001

Name of District	Assumed present status	Literacy rate	Target Yr. for achieving GAR	Phasewise deta - iled target 1994-95 2000-01	
Guna	73.65%	27.32	2001	90	100

II-Indicator:- GER for all Boys and Girls

Target year 2000 - 2001

Status to be achieved

Category	Present status	Literacy	Year wise traget						
			94	95	96	97	98	99	2000
Boys	104	27.32	106	108	110	112	114	117	120
Girls	71		78	85	92	100	107	114	120
Total	88.5		102	106	109	112	114	117	120

GEP for Scheduled Caste Boys and Girls

Status to be achieved : 120%

Category	Present Status	Literacy	94	Year wise target			98	99	2000
				95	96	97			
Boys	97	27.32	100	103	105	108	111	115	120
Girls	73		80	87	94	101	101	114	120
Total	86		91	96	101	106	111	116	120

GEP for Scheduled Tribe Boys & Girls

Target year 2000 - 2001

Status to be achieved : 120%

Category	Present status	Literacy	94	Year wise target			98	99	2000
				95	96	97			
Boys	87	27.32	91	96	101	106	111	116	120
Girls	41		52	63	74	86	97	109	120
Total	64		69	74	80	86	93	100	120

III INDICATOR :

R.R. FOR OVER ALL BOYS & GIRLS

Target Year 2000-2001

Status to be achieved 95%

Category	Present Status	Literate	94	Year wise target			98	99	2000
				95	96	97			
Boys	63	27.32	66	69	73	77	82	88	95
Girls	41		49	57	65	73	81	89	95
Total	52		58	64	70	76	82	88	95

RR for Scheduled Caste Boys and Girls

Target Year 2000-2001

Status to be achieved 95%

Category	Present Status	Literate	94	year wise target			98	99	2000
				95	96	97			
Boys	61	27.32	66	71	76	81	86	91	95
Girls	35		44	53	62	71	79	88	95
Total	48		55	62	68	75	82	89	95

RE for Scheduled Tribe Boys & Girls

status to be achieved 95

Category	Present Status	Literate	94	Year wise target			98	99	2000
				95	96	97			
Boys	45	27.32	52	59	66	73	80	87	95
Girls	31		40	49	58	67	76	85	95
Total		38	46	54	62	70	78	86	95

IV Indicator :- G.A.M.R.

Target Year 2000

Target to be achieved - 80%

Name of Distt.	Population	Prst. Status	Lit rate	Year							2000
				94	95	96	97	98	99		
Suna	Total girls & Boys	03%	27.32	25	35	50	60	68	75	80	

All the efforts will be concentrated in persuading the villagers to send all the girls to school. Even if need be the school timing will be changed to suit the girls. More areas of incentives will be sought to encourage girls education. Mahila Sangh and Mahila Samakkhya programme will be started to arouse the female population towards the need for education. Girls N.F.E. centres will be started with lady instructor and with a syllabus suiting the girls way of life.

CHAPTER IV

A GENERAL STRATEGYAppointment of teachers

To achieve U.P.E. by 2001 will only be possible, if we have teachers dedicated for the cause. At present most of the teachers who are working have come to the department only for service neither they have any aptitude nor interest for the cause. Because the selection is on merit and merit is linked with good educational facilities which are provided only in town and cities, hence the residents of town and cities are selected for the job. They have no interest either for the welfare of villages or for the education of children. This results in the absenteeism of the teacher which causes poor enrolment, low retention and very low level of learning

So, it is suggested that the local educated boys and girls, even if they are not meritorious, but interested in the welfare of the children of the village should be chosen for the job of teacher. There is a probability that absenteeism among lady teachers will be minimum, and less qualified teachers (even Hr. Sec.) will be more honest to their work. It would be wise to appoint couples in a particular school or give fresh appointment to the spouse of the teacher if he or she has passed higher secondary examination. It will ensure the daily opening of the school and the irregular attendance. As they are from among the villagers they know each and every family and as there is a rapport between the teacher and the villagers so he shall be able to persuade the villagers to send their wards to school. As he knows the children and children know him, the atmosphere of school will be that of love and sympathy in place of fear and suspicion.

As he will live in the village and there will be no waiting for the bus to go to the town or city, he shall adjust the time of school as per seasonal needs of the villagers. As he has access to every family, he can contact the parents and people to get whatever cooperation he needs for the uplift of the school. He can get the services of other educated villagers for the education of children. He can mobilise opinion against the taboos, pursue the people to leave bad traditions such as child marriage, intoxication etc. It will result in increase of enrolment of the girls. He will teach what he knows and what he can because they are his own children. This will all add to universal enrolment, universal retention and achievement of MLL.

The main problem of a teacher is that he doesn't stay at the place of his posting. To avoid his absenteeism, it will be proper to appoint new teachers who are residents of the same village. This has formerly been done in the cases of the appointments of teachers in Junior primary schools. the same policy may be adopted in the appointments of primary teachers and NFE instructors also. One more valuable suggestion is that highly qualified candidates do not want to stay in villages, so only Higher secondary pass candidates should be appointed as primary teachers. Such teachers will stay in the village and will not use appointment as stepping stone. Highly qualified teachers in primary schools will always be trying for some better job and consequently they won't concentrate on their present responsibilities.

Married women of the same village, will be more successful, if appointed as primary teachers. The students specially the girls will be benefited by her fascinating

personality. They will attend school regularly and students will also be familiar with them. The problem of teachers quarter will also be solved, if local candidates are appointed.

It is suggested that every appointment of teachers in future should be made on contract basis. They shall be given an appointment for a period of three years, which shall be continued after completing this probation period, only if he has earned the credit of total UPE and is recommended by VEC. If the case is otherwise, and there is no satisfactory explanation, or if VEC does not approve him another educated youth of the village will be given the chance.

2. Community Participation,

The U.P.E. will not be achieved until the villagers think that it is for their welfare and not only a Government scheme. The educational movement instead of coming from the government side should erupt from among the villagers. The Government should through its agencies, social workers and voluntary agencies permeate in each village an awakening and thirst for knowledge as soon as the villagers feel that it is their right to get their children educated, that education will save them from any kind of exploitation, will let them express correctly and increase their skills and capabilities, their attitude towards education will change them instead of; the government thrusting schools on them. They will try to snatch educational facilities as they try and fight to get other beneficial schemes for them or for their villages.

Construction of school building, its maintenance repairs, teacher quarter, drinking water facilities in the

school should all be the concern of village people. Then the people will not allow cattle to make the school filthy, will not allow others to take doors and windows of the school or to break it. They will repair and put the school intact every year as many times as they repair their own houses. The school should look like a part of village and not something different from it. So as local materials are used in the building of mudhouse, the same material should be used in school building. Public cooperation and participation will also be needed in achieving total enrolment, regular attendance of all the children and their retention in school for five years. Their help shall be asked for and appreciated in developing the habits of cleanliness, self help, health care and good character. Their help will also be sought to act as instructor of local crafts. We have to run multi media campaign just as wall writing as, street plays, pamphlets to motivate parents and the children to come to school or NFE centers. We can have fresh incentives just like public recognition, awards for those villages who have achieved UPE in their villages. Cooperation of individuals and private institutions, those who are interested in education, should be sought. We can organise workshops, seminars, debates and competitions etc to encourage general awareness regarding UPE.

Most of the teachers complain, that they don't stay in school village as there is nowhere to live. Thus in those villages where outsiders are posted villagers cooperation shall be sought in construction of two teachers quarters (two kutchha room with one Verandah and toilet each) in the school premises.

It shall be an effort on part of all the government and non government agency to motivate the villagers in doing

the above as it will check the teacher's absenteeism. Other Government employees such as Patwari V.I.W. Panchayat secretary etc. should cooperate and encourage this sort of activities.

This can be done by arranging film show, puppetary dramas, etc. arranged by Panchayat, Mahila Bal Vikas, D.R.D.A. education and publicity deptt. They should be given feeling that it is their school for their children and built by them.

3. Training and Orientation of Teachers/NFE Instructors

a.

It is proposed to group the present and oncoming school into clusters of fifteen in such a way that the ~~lead~~ school lie within a periphery of walkable distance. One of the school shall be chosen as center of the cluster and will be equipped physically and manually, specially with training resource persons, who will continuously take round of the member schools guide the teachers in all their problems. Once in a month all the teachers will meet in the TRC probably on the last day of the month. Here the common problems of teaching and problems of villagers regarding enrolment, retention, attendance will be discussed and solution will be found out. These centers will also act as orientation centers for teachers, Shikshakarmees, V.E.C. members and "Sakhes" of Mahila Samakhya Programme. There will be one "Sahayogini" posted with the TRC.

Block wise no. of clusters is being proposed as under:-

1.	Block Guna	19 Clusters
2.	Block Bamori	12 "
3.	Block Arone	10 "
4.	Block Raghogarh	15 "
5.	Block Chanchora	18 "
6.	Block Ashoknagar	17 "
8.	Block Mungaoli	16 "
9.	Block Chanderi	12 "
Total		136 Clusters

B TEACHING STRATEGY

1. Maximum utilization of local resources :

The teachers can teach much in science and social studies by letting the students, see the functioning of local institution and their physical or biological environment. For this once a week the teacher can take all the students for a field trip in the village area; make them observe the various kinds of fauna and flora, soil, rivers, hills, crops etc. and also the working of Panchayat or post office, if any present in the village.

The school will abound with the activities of play, games and songs for the first two months to create the atmosphere . Even during the rest of the year, play, scouting singing and dramatic activities should be given sufficient time in the time table and most of the teaching should be done through it. The children from the very beginning of the school shall learn cleanliness, orderliness, manual labour

and crafts through imitation. They will learn how to keep themselves clean and smart and how to keep the school and its surrounding clean. They will learn to stand in queue to go in their own things and the things of the school in an orderly way. Once in a month they will be taken to clean the village and a group of students will be allotted to clean and broom the school and its surroundings once in a week or a month. The teacher may be advised to make use of a nail cutter and washing powder, soap, tablets just to inculcate habits of cleanliness among students.

The teacher will take the help of local villagers in teaching students, game, crafts, decoration of class and school and even class teaching. The craft usually taken shall be those practised in the village of utility such as twisting the rope, making mud tiles etc.

(2) Teaching of Skills :

The natural way of learning a language is listening, speaking, reading and writing. In the first two years the students will be trained to hear correctly, to imitate and repeat correctly. All teaching in class first and second shall be either through play or stories. In the later part drama may also be included. The teacher will tell the students in the beginning animal fairy tales leading to some moral and then he will tell them the stories of heroes of character, patriots and saintly people. The stories will be very short and in simple sentences. This will build the habit of right listening in the students. Recitation of small songs and poems increase the memory of children and correct their pronunciation. In the later half of the second class, the child may be asked to repeat what he has heard or seen on trips or while coming to school from his house. This

will sharpen his observation and expression. Only at this stage the child may be taught to read. The writing should be taught only in class III teaching of numbers and their operation will be taught first concretely through real examples and only later through figures.

Maximum use of available time :

It is proposed that students of class I, II and III will come to school at 10 O'Clock and remain there up to 1:30 P.M. after which they will play in the school premises and then students of Class IV and V will come to school at 1 : 30 and will be taught up to 4.30 P.M.

(3) **BAL SABHA AND OTHER RECREATIONAL ACTIVITIES**

Children are very shy but every child has something to give. Every child in Bal Sabha will have something to say either through action, words or songs. They may tell a story sing some songs how some dramatic activity or a dance, do mimicry, draw a drawing or show anything they like in Bal Sabha, they will learn more from peer activities.

(C) **BUILDING RAPPORT AND CREATING ENVIRONMENT**

For environment building multimedia approach will followed through compaigns, rallies, public meetings, processions, exhibitions, posters, wall slogans, chorus, street-plays, films and such other recreational activities which influence the population very much. Besides this, door-to-door contacts will be encouraged through teachers, voluntry organisational social workers, development workers of the other departments and members of the VECs and Panchayats. These will be undertaken in the binitial year. The details are given fruitwise in the following paragraphs.

If the teacher is not the resident of the village, he should come back to school at least one week before the school actually starts.

Now he will call the meeting in the school on the date and time that will suit the village people, preferably at night when all of them are free and can attend the

meeting. He will try to seek their monetary and manual cooperation for cleaning and rainy season repair of the school in which the teacher will also take active part.

He will call at each family and will pursue them to send their every school going age child to the school, N.F.E. center instructor will also do the same in villages not having school.

He will compulsorily live in village. If there is no quarter, he will reside in the school building. He should let the villagers use the School Verandah as Chaupal, where all the important activities will take place.

For increasing the rapport he may start weekly Ramayan recitation which will attract more people to his school. He may also have newspaper and weeklies or monthly magazines etc. to let the villagers know about the current affairs.

The medical department will be requested to provide a medical kit to each teacher and train them to give first aid or medicines of common disease to the villagers. The school will also have to act as a place of giving valuable information to the villagers regarding new schemes already running.

The teacher and his students should have to persuade the elders also to become literate. Adult education programme, if run rightly in the villages, will help in persuading the village to send their children to the school. The teacher and other educationally aroused villagers can make adult education programme a success and thus put a foundation for U.P.E..

The school should also involve in cleaning the village often and also act as a force to eradicate wrong traditions like early marriage, untouchability, dowry system etc.

Spread of education will discourage the bad customs such as child marriage. Early marriage leads to discontinuation of education among girls. Lack of education leads to child marriage. This vicious circle must be broken on one hand by education and on the other hand by the law.

The teacher and the students should have to take active part in local fairs, festivals and recreational activities such as Ramlilas and dramas etc.

These all will help in building environment in the village ensure villagers cooperation and participation so that all the children may be enrolled and retained in school for five years and shall be able to achieve M.L.L.

SUGGESTIONS DISCUSSED AT THE LOCAL LEVEL

1. GIRLS EDUCATION :-

The condition of girls education especially in rural areas is very pitiable. The villagers are not interested in sending their girls to school for various reasons. In order to get the girls enrolled the following measures have been suggested.

(i) Motivation

Village people should be motivated to send girls to school. They should realize the importance of girls education.

(ii) Sakhis

In Mahila Samakhya there will be two sakhis in every village of one Block. They will motivate the guardians to send their female wards to school for education.

(iii) Incentives :-

Some incentives will also help in promoting the cause of girls education. The girls who pass V Exam should be given a lump sum amount of Rs. 500/- each. This will help in increasing the rate of retention.

(b) Another incentive to promote girls education is distribution of toffees, chocklates and biscuits etc. in primary schools. This will help in increasing the enrolment and regular attendance. The students will be more attracted towards their school.

(iv) Mid-day-meal

In villages the people specially belonging to S.C./S.T class belong to below povert line class. If mid-day meal is provided to girls students the enrolment and attendance will be higher.

(v) Ashram Schools :-

Ashram schools for girls only will also be helpful in promoting girls education.

(vi) Appointment of Lady teacher:

In every primary school there should be one lady teacher. She will be helpful in solving the problems of the

girls easily. The girls students will be more familiar with lady teacher. Some of the villagers who don't want to send the girls to school due to some fears will not hesitate to send them when a lady teacher will be there.

(vii) Running Trophy :

A running Trophy at block level is also proposed in order to inspire the villagers to take interest in education. Every year the Trophy will be awarded to the village whose performance in U.P.E. will be judged the best. If a particular village wins the Trophy for successive three years the Trophy will be awarded permanently to that village.

(viii) Some taboos and false traditions are prevalent in our society particularly among our village fold. It is believed that education is not meant for women. Besides they shall remain strictly in Purdah. Such beliefs become familiar to the democratic pattern of the society where women have got same rights and duties that man folk has. They have every right to enjoy the fruits of education.

(ix) Child marriage is the biggest hinderance in girls education. A girl of thirteen or fourteen is generally considered to get married. It is normally school going age. While she is supposed to go to school and give a firm base to her future life, she gets married and becomes mother. If a mother is illeterate, how can we make her offspring to run to school. We have to eradicate old beliefs and put our girls in school to make the coming generations educated and lighted.

Lastly it will not be very useful to arrange for a handsome dowry to our daughters, it may prove to be ruinous

to her future. We should provide a good education to her which will give her strength and courage and she will stand firmly on the foot holds of the life that she leads.

MAHILA SAMAKHIYA

Despite various efforts made towards achieving the goal of primary education women could not be benefitted upto the mark. So special attention is to be paid towards the education of village women. In order to motivate the girls to attend school the following suggestions are being proposed:-

- (i) In every primary school there should be one lady teacher at least. The girls will be more familiar with their fascinating lady teacher.
- (ii) Girls, who pass their V exam should be rewarded. A lump sum amount of Rs. 500/- will be a great incentive in order to make them continue their education.
- (iii) The lady teacher will be able to motivate the villagers to send their daughters and wards to school. She will explain the importance of education to them. The students should be given dresses and text-books etc.
- (iv) The students should be given dresses and text-books.
- (v) In rural areas most of the students belong to the category of below poverty line. Neither they have clothes to wear nor proper food to eat. So mid-day meal should be provided. This will help in their

-regular attendance.

- (vi) Child-care centre will also be useful in attracting those girls who are forced to stay at home in order to look after their younger brothers or sisters. The facility of c.c.c. will enable them to attend school regularly.
- (vii) Education among village ladies will also help in eradicating the evil of early and child marriage.

Appointment of Teachers :-

For proper implementation of LIPE, it seems desirable that the teachers go to their schools regularly. Teachers absenteeism is the main hinderance in achieving the goal of primary education. To deal with the problem of teacher's absenteeism the following suggestions are being proposed :-

(1) Local Residents :-

The teachers should be appointed from among the villagers. He should be a bonafide resident of that village. The lady candidates should be given preference in giving appointments. This will help to improve the lot of girls education.

(2) Contract Basis :-

The teacher will be given appointment for three years on contract basis. He will be given Rs. 1200/- only P.M. for this period. After 3 years his achievement will be evaluated. The VEC, the ADIS/BEO and the parents will see

the work of the teacher and then they will recommend for his continuation. If the teacher fails to achieve the prescribed goal, then another candidate may be given appointment.

(3) Second Term :

During the second term the teacher will get Rs. 1,500/- P.M. passing of High School will be compulsory for continuation of service, if the VEC thinks him fit for another term, it will be recommend him to be posted permanently.

(4) Regularisation :

If the teacher successfully completes the two terms he will be made regular. he will have to pass Higher Secondary +2 exam to get the regular pay scale.

(5) Training :

After getting the regular Pay scalle he will be asked to do B.T.I. Diploma through correspondence course.

The above suggestions are to eradicate the menace of teacher's absenteeism. The goal of UPE can only be achieved if the teachers are regular and the school is opened daily without fail. Even less qualified teachers will be more successful if they are interested and dedicated for this great course. Highly qualified teachers who generally belong to town or cities are not serious and sincere for the welfare of the children of the village. The local teacher

will motivate the villagers to send their wards to school. This will help in increasing the rate of enrolment and the retention rate will also be increased. The students will be regular. As they will be known to the teacher. So there will be no problem of truancy. The problem of teacher's quarter will also be solved if the teacher belongs to that village. Because the students will be familiar with the teacher. So the atmosphere of school will be of love and sympathy.

Strategy for Building construction & repairing

It has been detailed in the 1st general meeting of the D.P.G. that construction of school buildings and their repairing would be done by the social agencies. The D.P.G., as per the requirement made by VECS and block level committees would invite the tenders block wise, finalize the list of the construction agencies considering the cheaper cost of the local material used by them. Besides, the main objective of this scheme is to facilitate decentralization. The L.P.G. would give financial sanctions to each work which will be released at three levels on the recommendations of the Block level Committee.

Hence the creation of two powerful committees have been recommended by the D.P.G.(A) district level high power committee :- This committee will act as the high power committee for all the construction and repairing work for the district. It will comprise with :

1. Collector - Chairman
2. Dy. Director of Education - Secretary
3. Executive Engineer PWD/RES Member as an expert.
4. Dy. Director Panchayat & welfare - member
5. District Tribal welfare officer - Member

(B) Block level committee :- This committee will act as the high power committee for all the construction and repairing work for the block. It will comprise with :-

1. Local M.L.A. - Hon. member
2. S.D.O. - Chairman
3. B.E.O. - Secretary

4. Asstt. Engineer PWD/RES - Member as expert.
5. H.M. OR Senior Teacher Member of the village concerned.
6. Head of the V.E.C. for the - Member village concerned.

Having finalized the list of the construction agencies, the District High Power committee will grant the financial sanction to the Block level committee for the construction work will be evaluated at three levels -

(1) Evaluation at plinth level

It will be done by the Block level committee. If the Plinth level work is found satisfactory the second level work will be released by the district High power committee.

(2) Evaluation at the second level -

When the building is constructed up to walls and roof level, the block level committee will evaluate it. If they find the work satisfactory, they will recommend for the second release of the sanction.

(3) Final evaluation -

At this level the block committee will evaluate the plastering, flooring, doors and windows, white wash and all other things that give the final touch to the construction work and if they find it satisfactor, they will issue completion certificate and recommend for the last release of the sanction as to be made final payments.

If the block committee does not find the work upto mark, it will recommend for the change of the construction agency at any level. The district high power committee will make and if they agree to the recommendation of the block committee, they will change the construction agency. Again there will be fresh call for the tenders and some new local agency will be entrusted for the construction of the remaining part of the work.

Repairing work for the old buildings will be done time to time. The sanction to meet out the expences for the work will be given by the D.P.G. on the recommendations made by the block committee and V.E.C. The block level committee will entrust the V.E.C. of the concerned village to make all the repairing work.

EDUCATIONAL FAMILY IDENTITY CARD

To achieve the goal of UPE it has also been decided to issue a Family Educational Identity card in rural and urban areas. The Identity card will bear all the names of the family members and entries will be made specially against the boys/girls of 6 to 11 age group. This will indicate the enrolment of the family children. The teacher will make the required entries which will be countersigned by the A.D.I.S. or the B.E.O.

This Family Identity card will be useful like the 'Green Card'. The bearer of this family card will be given preference for his work in various offices, eg. Tehsil, Block, MPEB and Public Health etc. If his children are enrolled in Primary School/NFE Centre, all the officers concerned will also make him realize the importance of education.

विकास माह कार्य का प्रकार टांच हस्ताक्षर

परिवार शिक्षा परिचय पत्र
सत्र 1994 - 95

सहायक आयुक्त

मुम्बई का नाम : _____

अन्य अधिकारी का नाम

पिता/पति का नाम : _____

शुभ विभाग

आर : _____

संचालक आयुक्त

ग्राम संघपति : _____

संयुक्त सचिव

ब्याच : _____

आई.आर.डी.

जिला : _____

स्वास्थ्य विभाग

स.इ. परिवार के सदस्यों के नाम पिता/पति का नाम आर

क्षेत्रीय प्रशासनिक

अन्य अधिकारी

• शिक्षित नागरिक ही राष्ट्र के विकास की नींव एवं उन्नति का आधार है •

• बालक पढ़ेगा, देश बढ़ेगा •

परिवार के 3 से 11 वर्ष की आयु के बालक/	आयु	पिता का नाम	शैक्षणिक स्थिति	मासिक	शाला प्रधान	बी.ई.ओ.
बालक/बालिका के क्रमशः नाम			शाला का नाम	औसत	का	का प्रमाणीकरण
				उपस्थिति	प्रमाणीकरण	
				कक्षा		

• विद्या मन्दिर क्लब आर्गें, जीवन अपना तुलसी बनाओ

CHAPTER - V

PROGRAMME COMPONENT AND FINANCIAL INTERVENTION :-

In Chapter IV those strategies were discussed which do not form a part of core components shown in annexure two and three. The strategies of Chapter IV are those alternative approaches which are mostly non financial but if adopted and implemented properly taking interested and zealous people then the district will take quite a large step towards U.P.E. They dealt with assumption that the teacher can be made interested and dedicated to the rural children, his competencies can be increased and he can use his resourcefulness to educate the children through proper environment. It was thus assumed that public participation be availed of for their uplift, if they can be persuaded by the effort of local educated persons who will be selected as teacher on contract basis and whose services and service conditions shall depend upon his work constantly judged by the people.

But to do all this money and battery of programmes will be needed with proper guidance, training and planning by the government departments in consonance with the teacher and the village people. The following programmes and financial interventions have been taken to the extent they have been thought profitable to U.P.E. in the district subject to the financial limits fixed by the help to be given by European community.

5.1 Making the system work :-

The first strategy component bears the title "Making the system work". It is generally seen that the departmental people and the teacher are under utilizing the

resources available to them. The physical facilities already present are not being only less utilized but often misutilized. There is crowding of teachers and schools in some places without any justification while other places are suffering from deficiency. Teachers are not doing their duties. People do not want to work in villages.

Either there are no school buildings or if there are any they either require repairs or are short of accommodation. There is shortage of teachers and even basic teaching materials in the schools. The period of school hours are not more than four to four and half hours daily most of the schools and schools run for atmost 180 days in the year. Inspection of schools is not intense due to lack of vehicle with the supervisory staff which they can't afford to buy. The teachers keep the teaching aids locked in boxes for the fear of paying the cost if the materials are lost or broken. Till now there is no monetary provision for replacement of shortages. The writing off procedure and powers are so complicated and limited that persons in charge instead of using or letting the others to use those aids for teaching keep them safe to hand over in numbers to his successors.

A) Optimal utility of existing man power, institutions and funds

Most of the schools are built in those part of the village which is inhabited by influential people either due to their caste political power or wealth. As a result the school is not accessible to children of other paras either due to distance or due to fear of those influential people. There is an unwritten order for the people of SC & ST not to send their children to those schools. If the school is shifted to some *time* in the middle of the village away from

the grasp of influential people and nearer to other wards, enrolment will increase by itself.

Non-Financial Interventions :-

Often, there are more than one school in some village and sometimes teacher runs the school at a place of his convenience. The programme shall be to shift these excess schools to such paras and villages where there is no school or more schools are needed. Only one school will be shifted to one village which has been identified and earmarked.

Rationalisation of teachers among primary schools is a Non-Financial intervention which has been applied in this district during October 93. Nearabout 326 teachers have been shifted from one institution to other institution, where they were required and from one place to another place where primary schools were closed due to non-availability of teachers. Now there is no closed Primary schools due to teachers absenteeism and non availability, still 208 teachers are surplus in some of the primary school. They are to be shifted to these places where they are required more within the block. Some of them will naturally be shifted from urban areas to rural areas so as to rectify rural urban imbalance.

Financial Intervention :-

Similarly mostly the number of teachers in towns, cities and big villages is quite large in comparison to the enrolment, while in remote villages there are very few teachers. The pupil teacher ratio in rural areas in Guna district is 1:58 while it is 1:35 in urban areas. Teacher do not want to go to village and even those who are from village

want to be posted in their home village or towns. There are such 208 number of teacher posts identified in urban areas or in big village which will be transferred with persons working in them to such places where there is efficiency of teachers. About it some policy shall be laid by the education department.

B) Elimination of teacher absenteeism :-

It is not possible to post each teacher at his place of choice. Most of the teachers, specially ~~women~~ teachers want to be posted at their place of residence. ~~women~~ have got their difficulties and problems but it is not possible to post them at a place of their residence. As a result when teachers are posted in villages and in remote areas they remain absent from the duty either with application or some times without it. It has been found during inspections that even teachers posted in the schools of main road go there by rotation or reach late and leave soon and often miss the school. During rainy season schools of interior area remain closed for months. The reason for this is lack of intensive inspection. Even if the inspection was intense the A.D.I.S. can inspect only a certain number of schools on a particular day while the others shall remain uninspected.

Non-financial Intervention :-

It is proposed that in every school village a village Education committee is formed and its members will keep a check on the attendance report of the students, teachers and their activities. The monthly salary shall be paid only when V.E.C. will give the attendance report of the teachers and achievement report of the learners. The V.E.C. will submit monthly report to the B.E.O., and once in every 3

months a meeting will be organised at block level to find out the causes of teachers absence and proper action shall be taken according to the decision taken in the meeting.

It is also proposed that whosoever officer of any department goes to the village shall compulsorily check the school and send a report of absenteeism to the concerning B.E.O.

Each ADIS will have to inspect 35 schools and 10 N.F.E. centres every month compulsorily out of which five will be informed inspections. In these informed inspections the ADIS instead of auditing the papers shall supervise the activities of the students and their achievements and evaluate the work of the teachers, ADIS will submit their report to B.E.O. suggesting actions to be taken. The whole situation will be discussed in the monthly meeting of ADIS and B.E.Os. The B.E.O. & D.D will visit the problem schools, where the teachers are in the habit of remaining absent. They will provide the alternate arrangement for teaching in the school. All supervisory staff will be asked to make at least 10 night halts in village in every month. The district group feels that the teachers who run away and remain absent should be drawn back from those areas to such places where their regularity could be assured under some strict head master.

Financial Intervention :-

There are certain financial programmes which shall be needed to ensure teachers regular attendance. The number of posts of the ADIS were created 15 to 20 years ago when the number of school was small. Thus each A.D.I.S. had to inspect 30 to 40 schools per annum. There are seventeen posts of A.D.I.S. sanctioned. By the end of 2001 the number of schools in the district will be somewhere near 1840. Taking A.D.I.:S. school ratio to be 1:40, 31 number of additional posts of the A.D.I.S. shall be needed.

C) Afford adequate all weather accommodation to every school

At present 26 schools are without any kind of building 4 of them are running in Kacha buildings of some villages and 265 are running in open, under trees. Naturally they remain closed during rainy season or bad weather. If students are to attend school regularly it is imperative that each school should have all weather proper accommodation to accommodate all the students. A building not only protects the students from the vagaries of bad weather, it also removes their distraction and ensures concentration.

Non financial intervention :

There are Panchayat Bhawans in each village which are used mostly once a month for monthly meeting. For the rest of period they remain vacant.

It is proposed that these Panchayat Bhawans should be used for running schools in villages where there are no school buildings or the school is short of accommodation.

Such persons in the village shall be found out who have extra buildings extra rooms and have philanthropic attitude. They should be persuaded, by the V.E.C. to give their extra building or extra rooms for running the school rent free if possible otherwise on very nominal rent.

Non Govt. organisation, sponsorers like industries, Banks shall be requested to adopt certain villages and construct school buildings out of their welfare or education funds N.G.O's. may even be asked to raise the funds for the above.

Prosperous villagers will be tackled to construct school buildings either individually or collectively with the enticement that their names will be engraved as the sponsorer of school building.

Community support both manual and financial shall be sought for minor or major repairs of buildings and annual maintenance of already consructed buildings.

If proper strategies are applied the above nonfinancial interventions may help in acnieving 20% of the target.

Financial programme :

The guidelines suggest construction of Pakka School buildings or Pukka additional rooms on one hand their initial costs are exhorbitant, secondly the buildings built so far either through panchayat or B.D.O. or R.E.S. agency have been or very poor quality. The roofs and the walls crack within one year and the floor goes within one or 2 months. Thirdly it has not been possible to get these buidlings repaired.

Annual maintenance of these buildings has never been thought of and villagers taking it to be Govt. property took away the doors, windows or whatever material they could to add to their houses.

In villages only a few prosperous people have pukka building, the rest live in katchha buildings, so the villagers nave an awe for pukka buildings. The children will fell more homely if shcool is run in a kachha buildings.

It is presumed that a school building will cost 2,25-

: 7 :

lac rupees and one additional room will cost rupees 7.5 thousand and the average repair cost will not be more than rupees 50,000 for the repair of existing building.

At present 269 of existing schools are without buildings and 107 buildings for new schools will be needed only 160 buildings and 205 additional rooms will be constructed in the total plan for the partial existing deficiencies. Similarly 123 number of school buildings needings major repairs shall be repaired during the *plan period*

This will cost an amount of 717.95 The nodal agency for new construction shall be DPG and BPG the finance shall be controlled by the collector or his representative and the construction shall be supervised by the BPG.

First the place will be chosen with the consent of V.E.C. the land should be enough both for school and play field. They will be requisitional if conditions so arise or it will be taken as donation by the owner. A certain plan of architecture has been supplied by the nodal agency. It will get the school building constructed as per norms.

(D) Supply of basic Teaching, learning, material to every school :

I. Teaching is uninteresting and unattractive if it is done only through verbal symbols. Children learn better through observing the concrete objects and also by doing. Any environment has a variety of resources and things they can be used teaching aid or teaching material by a resourceful teacher. Even a shortfield trip may be quite educative and interesting. The students may be asked to bring some flower plants or even animals like earthworm frog etc. The teacher can make teaching aids from the local materials as well. He may show the working of a siphon by using a rubber tube or a hollow stem of a green plant.

(E) Provide adequate number of teachers to every school

The education consists of three necessary components. The teacher, content and the taught if a school has no teacher or less number of teachers there shall be no learning or lesser learning. What has been earlier said about creating urban rural balance of the teacher and holds good results, 326 teachers with post from schools having excess teachers have been shifted to schools having shortage of teachers. At present there is no attachment of teachers at all.

In some villages educated men and women can be found who are not in service but busy in their house work. They may be persuaded to teach in the schools, on voluntary basis without honorarium.

Financial programmes :-

There should be two teachers in each schools, one of arts subjects and the other of science subjects. If available then one of them should be a lady teacher. Thus taking above into account and the prescribed ratio of 1:45 for teacher and pupils and also keeping in to account the size of enrolements by 2001 it is proposed to create the posts of 205 teachers. An expenditure of 397.56 lacs funded by D.P.E.P. the mode of selection is proposed to be from amongst locals by choosing the best available in the village and if not then in the nearest periphery of the school. the appointment of teachers will be on contract basis for 3 years on fix pay. Such teacher will not run from the school and will open it regularly. The nodal agency for implementation shall be the deputy director of Ed. and the work shall be completed within *plan period*

(F) ENSURING PRESCRIBED NUMBER OF TEACHING DAYS PER YEAR

Planning any programme before impleenting is always

paying, so it is proposed that each school shall build its own calendar which will show monthwise working of the school.

How many days in each month are available and what shall the teacher do in any particular month, How much he proposes to teach and what other non teaching activities the teacher proposes for his school monthwise. Thus school calendar can give a very clear picture of all kinds of curricular and activities proposed to be carried out in the school. It depicts the time and period of examination, monthly tests etc. The holidays shall be fixed as per local conditions. The teachers may close the schools during crop season sowing, reaping time or at any other time of community gathering. In place of these the school can be opened for longer period during summer vacation or on other unimportant holidays. It is proposed that the school must run for 220 days at least in a year and each day it should run for five effective hours. The time table should have a provision for play and crafts daily and recreational activities atleast once a week. The nodal agency for this will be the school itself and its activities shall be monitored and supervised by members of V.E.C., A.D.I.S & B.E.OS.

5.2 The second strategy component is building of environment for U.P.E.

At present the environment in villages is not conducive for spread of education. Rich people who have ambitions and dreams for securing high status and posts either in society or in administration are aware of the fact that it can be achieved only through education and so they send their children to good schools often in the city. Most of the population is poor and has no ambition. Most of them are labour in this district who have to move from one place to another with their families for work and so can not afford the luxury of education for their children. They don't see

any utility in education for their children except as a waste of time in which they may have either tended the younger doing house hold work or have gone to earn. The villagers think the education as something not needed by them but thrust on them by the government like any other scheme. Thus, they do not send their children to school. They don't care whether the teacher comes to school or not whether the child remains at the school or runs away and whether the teacher teaches or not. Thus causes them to put their cattle in the school, take out doors and windows of the school or to do other filthy things. Thus it is very important and necessary to build a proper and conducive environment in the village if one wants to achieve U.P.E. Hence the following are proposed. *Multimedia approach will be adopted to build environment in favour of U.P.E.*

NON FINANCIAL INTERVENTIONS :

At present in this district there is neither total literacy campaign programme nor adult education programme running in the district. It is evident in itself that if adults are persuaded to take education, they soon know its utility and wish their children to get educated. Similarly in the district where total literacy campaign is implemented, it accelerated the progress of U.P.E. It is thus proposed that the department of adult education should renew its abandoned adult education programme. A fresh campaign to educate the parents and the girls will have positive effect towards increasing the enrolment in class I to V. The parents will begin sending their children to school to learn as they themselves are learning.

5.3.2. A search for active ladies and male members interested in education of the children should have to be made. With their help the teacher will approach each family

and talk with the elders about the benefits that may accrue from education.

The teacher and his associates shall call a meeting of the villagers and discuss with them the advantages of learning and may also well upon the causes for not sending the children to school. Patwari, V.L.W. , Gram Sevika and all other village level workers shall all be made a part of this campaign and they all will have to act in such a way so as to win the confidence of the villagers. The lady activist will have very important role as it is she who will persuade the ladies of the house to send their all the children to school.

The teacher will have to change his earlier behaviour towards villagers and also towards the children, he has now to behave affectionately and with good humour.

Generally all the villagers are interested in recitation of the "Ramayan". If the teacher arranges for this recitation of Ramayan in his school daily or weekly in late evenings, the villagers will respond to it and the teacher will be loved more and more. The teacher will have to show by his activities that he cares more and more for the welfare of the villagers.

FINANCIAL PROGRAMME :

The panchayat deptt. has a group of artists with it, called as "Kala Pathak". They shall be asked to prepare recreational programme say some songs and one act plays to propagate the utility of education and also the loss that an uneducated man suffers. These jathas will travel from village to village propagating the message. There can be a film show on the subject in villages or a puppet show. Educational Jathas will tour the villages and prabhat pheries shall be arranged. Slogans shall be written on

walls. A sum of Rupees 25,000/- has been provided for each block annually. There are nine blocks here so an ~~total~~ expenditure of ~~20.48~~ lacs shall be made for seven years. The nodal agency will be the Panchayat Department and funds shall be provided by D.P.E.P.

It will be announced that those villages, where all the children of the age group 6-11 are enrolled in a school or at N.F.E. centre and remain there regularly, shall get an award or recognition. Similarly individuals and institutions who have worked for the cause and made the villagers achieve U.P.E. shall also be awarded and recognised publicly. The total expense on this account would be Rs. 10 thousand per year in all the 9 blocks totalling to 6.8 lacs funded by D.P.E.P. The nodal agency for selecting the villages, people or institution will be the Collector through S.D.O.

It is proposed that in big villages and at Block level workshop, seminar and debates shall be organised to generate awareness towards U.P.E.. It will cost Rs. 1000/- per programme. In the first year such 9 programmes shall be conducted in later years these programmes will be conducted only in problem villages, the total cost will be something like Rs. 0.82 lacs. The nodal agency shall be Education, Public relation and Panchayat Departments and the funding will be done by D.P.E.P.

STRATEGY COMPONENT NO. 3

Galvanising and Empowering teachers, women and community to play the pivotal Role in U.P.E.

The Three major factors that play the key role in the spread of primary education are the teachers, community and the

women. All the three have immense possibilities and resources to play the pivotal role in U.P.E. But it is most unfortunate thing that on one hand they are most disinterested and unconcerned about the education and its spread and on the other hand they are unaware of the force that they possess.

If the three are energised and their powers galvanised towards, the achievement of U.P.E., there is nothing that can stop the achievement of U.P.E. within the time target.

(A) TEACHER :

As we know that out of the three components the teacher, taught and the ~~text-book~~ it is the teacher who is the deliverer. He controls the interaction between the learner and the content so that learning takes place. But he feels aggrieved, unconcerned and indifferent towards educative process, because his performance is not recognised and valued. It is because :

- (i) Teachers who do not teach but please their officers get more benefits.
- (ii) The schemes and plans are always thrust from the top and he is never taken into confidence, either in planning, execution and policy making.
- (iii) Their claims are not decided for a pretty long period.
- (iv) His bank of knowledge and competency get fixed at the point he enters the service and he never gets a puff of fresh air.

NON FINANCIAL INTERVENTION :-

It is also proposed that good teachers be publically recognised, given awards and promotions before time and increase in pay, while teachers who are not doing good, remain irregular or do not perform their duties properly should first be warned and if no improvement comes be seriously punished. For this, every month at block level, the performance of the teacher as reported by the A.D.I.S. and V.E.C. should be discussed and decisions should be taken right there.

It is also proposed that claims of teacher should be decided within 15 days of their submission. After every 3 months there should be a camp at block level to finalise and decide all pending claims of teachers so that he does not remain aggrieved.

At the village level the teacher should be treated as the centre of all educational activities. He is the planner, the organiser, executioner, evaluator and the commander of educational programme. The making of plan, policy, its execution and monitoring of the plan should all be done at the lowest level in most democratic way. The teachers shall be involved in all these activities and whatever they say, after discussions, will find a place in policies and planning.

The criterion for teacher appraisal should be 100 percent enrolment, attendance and retention of the students for five years and the achievement of M.L.L. by all the students.

A data bank for all the teacher will be created and fed up in computer at district level. This will help in real appraisal of the teachers work and about his capabilities or

short comings. The funding will be done by D.P.E.P, D.D.E. will be the nodal agency.

IMPROVE TEACHERS COMPETENCE FINANCIAL INTERVENTION:

After a teacher comes to school he seldom gets a chance to learn more either about the subject or about the teaching method. Due to research the knowledge is increasing at galloping speed and so are the changes in teaching methods due to new findings about mental process of the child as a result there remains a wide gap between present knowledge and the actual knowledge of the teacher. To fill this gap and to see that even in future no such gaps continue there should be regular courses of orientation, seminary and condensed courses every alternate year.

There should be a monthly meeting at cluster level where the teachers of the member schools will discuss their problems and the resource personnel at the cluster level will orient them towards any new findings. There will be a library at the cluster level where new educational magazines will be available which the teacher will read and discuss.

AT the cluster level centres some trained and expert teachers in particular subject will be posted who will help, guide and if occasion falls with trained teachers working in the different schools of the concerned cluster.

Ten percent of the teachers will go to the block level training centre every month for orientation and after two years the teachers will be called to D.I.E.T. for some kind of workshop or seminar.

The training will be taken by A.D.I.S. , B.E.Os, teachers, Head masters and instructors of N.F.E. Centre. The programme will be financed by CSS.

(B) WOMEN'S EDUCATION AND ENVIRONMENT :

Non financial intervention

Only women can fight for their cause best. At present it is the low enrolment of the girls, specially in S.C. and S.T. castes that is the greatest lacuna of U.P.E. programme.

The early marriage, the exploitation of women at early age by letting only female child do the house hold work or tend the sibilings, prevent girls enrolment in the shcools and also causes their early drop out.

If women community is awakened, it can fight these erroneous actions on the part of community and let both boys and girls attend school.

The women who are already active in this cause or in the cause of women uplift and those who have the capability, should be kept on the key positions, from where they can plan, execute and monitor the girl education.

(C) COMMUNITY :!

The children belong to the community and it is for the community to decide whether its children should get the benefit of the education. For this it is very essential to arouse the community towards the need for child education.

They should be made responsible for the education of the child and it is they who should be asked to ensure cent percent enrolment, attendance and full retention of five years for all the boys and girls of all castes in the village

school. They will be given responsibility to keep check on teachers presence in the school and upon his teaching as well as it is proposed to form V.E.C. in each school village by choosing and inviting the persons and ladies who are interested in the education of the children. The V.E.C. should be given full responsibility for U.P.E. in the village. It will be given full powers regarding inspection of the school and N.F.E. centres. It shall not only have a check on the attendance of the students buty also on the attendance of the teacher and instructors and their activities. The community shall be made to feel that it is their school, supervised by them and opened for the welfare of their children.

FINANCIAL PROGRAMMES :-

The effectiveness of VEC will increase only when its members are trained and oriented about what to do and how to do. Thus it is proposed to train every member of each VEC for 12 days at block and cluster level. Thus 8205 No. of VEC women activist & volunteers shall be trained during Ist two years. Their training will cost Rs. 65.64 lacs rupees @ Rs. 400/- per trainee. The nodal agency shall be DIET and funds will be provided by D.P.E.P.

If the village people are ready and able to contribute something for the welfare of the school, either in material or in manual form they should be given a lump sum grant matching the contribution.

Supposing the villagers are ready to give the land and manual labour for school building, money also be given to them for purchase of the building material.

UNIVERSAL ACCESS

From the beginning of plans the policy of

government regarding opening of schools had been on basis of population. When the budget is limited, it is general principle to spend the budget in such a way that majority is benefitted. Hence, the habitations with sparse population remained devoid of educational facility is even after 47 years of independence. Primary schools have been opened in villages having population of 300 and over, NFE centres have been opened in villages with population between hundred to two hundred and Junior Primary schools in villages with population from 200 to 300, but still there are 772 villages and hamlets without any educational facility within a reach of one Km. from them.

These above numbered villages are those pitiable places which abound in tribal or vimukta jati population, whose people have not seen the glow of education because their children have no access to education.

The norm provided for the distance that a child has to walk to take education is one Km. But often there are other barriers to educational facilities even if they are provided within a walkable distance. It may be a geographical barrier in shape of a river, hillock or small patch of forest which is enough to act as a barrier for a child of six years. It may be barrier of other kind also, The school building is mostly situated in a "para" inhabited by influential or prosperous people. Children of other communities may not like or may not be allowed to enter the school. Their parents of the deprived classes may also feel uneasy in sending their children to the schools opened in the locality of privileged people.

Political and ethnic differences may also act as barriers for preventing children of certain group to go for

reading in a locality inhabited by another group, showing hostility towards other group.

NON FINANCIAL INTERVENTION :

If we want that there should be universal access and universal enrolment then (I) the place of school should be so shifted that children of all the localities have to walk nearly equal distance for reaching the school (II) School site should be chosen in such a manner that it is acceptable to most of the people. If the teacher feels that by shifting the place of school enrolment will increase then the place must be changed and results studied. (III) If it is found that the deprived people are not allowed entry in the school then another arrangement should be made for their teaching by providing NFE centre to teach them.

While choosing a school site, it should be kept in mind that there is enough space where children can play. It is free from filth and the environment is conducive. It is good, if it is situated at the outskirts of the village but not away from it.

SCHOOL TIMING

Generally, the school runs from 10.30 to 4.30 P.M. or may run from 7.30 to 11.00 A.M. If the school runs in two shifts. The time may not suit to the villagers. The farmers go to their work at 7.30 in the morning and return at 1 O'clock. During this period the children are helping their parents in some work or the other. They are free only after their mother is free from house hold work. The school time may not suit the children so they may not reach the school, even though they wish so. The teacher will be asked to choose such school timings which is suitable to most of

the villagers. It may be different for different reasons.

FINANCIAL INTERVENTIONS :-

It is proposed to open 107 new primary schools in 107 villages with population more than 300

Thus these villages will have educational facilities for their children within a reach of 1 Km. For the schools 214 posts of assistant teacher shall be created and filled. It will cost Rupees **413.37** lacs. The funds shall be provided by D.P.E.P and the Nodal agency will be D.D.E.

Similarly **386** N.F.E. centres shall be opened in **386** habitations with population between **<300**, and in villages whose drop out rates is very high. It will cost Rs. **249.31** lacs .

Two new projects of N.F.E. shall be started at Bamori and Mungaoli, They will cost Rupees **179.51** lacs. The money will be provided by C.S.S. and the nodal agency will be the D.D.E.

UNIVERSAL ACCESS FOR GIRLS

Though there is no great biological difference

evident between girls and boys of the age group 6 to 11, but the children of different sex begin to segregate from the age of eight onwards. Boys and girls begin to form their separate groups and play separately.

In villages the male child is given more preference over its female counterpart. Girls have to assist their mother in house hold work, bring water and fodder from outside and so she is not free in the morning time. Whenever there is any rush of work it is the girl who is refrained from the school. Girls have to tend their younger brothers and sisters while the mother is busy at work. It is also a taboo and against custom to send the female child to school in certain ethnic groups in the villages. Early marriage cuts short the retention of girls in the schools.

NON FINANCIAL INTERVENTION

If the female child is to be sent to school and remain there, she will have to be made free from her charge of tending her youngsters. Early marriages should have to be stopped and the school timings should have to be changed for the girls. They will be generally free after 12 O'clock.

Separate school for girls from Class III upwards should have to be created or in some schools separate arrangement for teaching female children by lady teachers should be made.

Angan Badi, Bal Badi and C.C.C. if they exist in a village should be in the same premises where the school runs and timings of Angan Badi and Bal Badi should match with school times.

FINANCIAL PROGRAMME :

Bal Badi in 321 villages having population between 400 to 749 and 176 child care centres in villages having population between 300 to 400 and having primary schools will be Covered Under DPEP.

5.5 THE STRATEGY COMPONENT ; NO. 5

Universal Participation

Even if by effort and persuasion the name of all the children was enrolled in the schools and educational facilities were provided for each and every village. Still it shall not be possible to say that all those enrolled in the school really go there daily, remain in the primary classes for a period of 5 yrs. and learn in the schools. If analysis of the attendance pattern is studied, it shall be evident that only forty to fifty percent students attend school daily and the attendance in Class I & II is not more than 20% of any day. The study has been made about the percentage of class I enrolers who reach Class V, it was found that the retention rate is in case girls, schedule caste and S.T. the retention rate is much lower, if a study is made of regular school goers it will be clear that they belong to privileged class of the village and come from the upper strata specially from the families where there is already educational environment.

The question is why the students are not regular and why their rate of drop out is so high? It is not difficult to visualize so many causes as teacher absenteeism

- putting the child in earning activities or responsible household activities from the age 9 onwards, fear of teacher and school atmosphere, fear of being chided or low learning, uninteresting teaching, lack of effort and no amusement. These causes have to be removed for achieving 100% R.R. and zero drop out.

Non Financial intervention :-

First six weeks should be devoted to full time play and games activities or other recreational activities in a school. The teacher will go and collect the children and will organise different kinds of non financial plays/games which will remove the feeling of fear for school and instil in them a liking for school. This will ensure the regular attendance of the students.

The teacher will take a class or the whole school for a walk, often either in the village or in the nearby surroundings, to let the children enjoy the trip.

He will let the children speak or make noises as they like. He will only let the students speak one by one and hear what others say. He will give ear to every thought of children, however absurd it may seem

He will create occasions to let the children show their skills and capabilities or to express them through any media they like.

Even he shall praise and encourage those who do praise worthy work but will never chide or rebuke any one who is not upto the mark. Every child is unique in this way and in his pace of learning.

He will let the students decorate their class room in the way they like and will encourage it. They should be made to feel that they belong to school and school belongs to them.

PROGRAMME:

It has already been said in sub strategy B of III Component (Improving Teachers competence) about the training of teachers. The Training programme of teacher and orientation courses should aim at making the teachers use child centred and activity centred approach. The Trainer should teach them how to make use of local material as teaching aids and how to use already provided teaching aids for making teaching attractive.

Children learn better through concrete experience and activities in which they are themselves involved.

The A.D.I.S and B.E.O and D.D should also be oriented from time to time in how to motivate and guide the teachers during inspection and how to evaluate or do the follow up.

STRENGTHENING THE V.E.C.

It has been already said about the role of VEC in early paras and their training. Each school village should have a VEC whose members are trained either at cluster level or Block level training / orientation centre. In these oriented courses they shall be trained in methods of systematically contacting and persuading the parents to send all their wards both male and female to schools daily. VEC members and the teacher will contact those families specially who are not sending their wards to schools and find out the

reason behind it. Then they will try to remove the cause.

An equipped and well decorated school with resourceful jovial teachers in itself makes the R.R. maximum and dropout rate zero.

UNIVERSALIZED PARTICIPATION OF GIRLS, POOR CHILDREN
AND OTHER DISADVANTAGED GROUPS :-

Non Financial Intervention -

Plays to the liking of girls such as doll playing should be included in the school activities.

Syllabus for girls education will include subjects of their temperament knitting, sewing should be the crafts meant for girls.

Mostly girls get free late due to house hold and other work. Thus school timings should be adjusted according to them.

As it shall be very uneconomic to open seperate schools for boys and girls, it is proposed to have atleast one lady teacher in each school. She will look after the personal problems of girls and their attendance. Urinal for girls will be made in each school by public cooperation and contribution.

Non Financial - Interventions.

The V.E.C. will collect those books which are intact from previous learners and will distribute it to the other needy students.

Mid day meal in form of soaked or boiled grams will

be given to all the students of primary schools. The provision for mid-day meal shall be made from contribution and collection by V.E.C.

FINANCIAL INTERVENTIONS !

It is still to be learned and analysed the factors of poor enrolments and the cause of retention and poor attendance of girls and disadvantaged groups. It is proposed that the sample research survey will be made by the D.I.E.T., college of Education to find out these causes. After finding the reasons it is proposed to carry out experiments in the area chosen for the purpose to find what actions can remove the causes. Research shall be continuous activity.

QUALITY IMPROVEMENT IN GENERAL AND ENSURING UNIVERSAL ACHIEVEMENT OF MINIMUM LEVELS IN PARTICULAR -

COMPONENT NO. 6

In the primary school examination of 1993 19,425 students appeared out of which 18454 passed. The pass percentage was 95%.

But what is the position of achievement of minimum level of learning by the primary school children ? it is still not evaluated as no work has been done in M.P. . What minimum amount of cognitive, conative and affective skills or change in behaviour should be achieved by the students at the end of different classes of primary education, has not been worked out till now.

The causes for low standard of education are not

difficult to discern. They are irregular attendance of the students, shortage of teachers, lack of remedial teaching, no guidance to the children either at school or at home and lack of tendency not to use the teaching material available.

The competency of the teacher, his/her interest in the teaching and welfare of the children also play an important role in increasing or keeping stationary the levels of learning of the children.

The competency and knowledge of the teachers get fixed as on the point of entry in to service. Then neither he tries/wishes nor the department provides any opportunity to him to make his knowledge of the subject upto-date or know about the innovations and results being practiced in the educational field.

NON FINANCIAL INTERVENTIONS

REMEDIAL TEACHING

It is proposed to construct pre-test for each class. They should be oral or activity oriented for class I and II. After the pre-test the strength and weakness of each student will be known. The above basis should be taken at the place of beginning of teaching.

There is a provision of monthly unit test at the end of each month to find out how much each and every child has learnt and what areas of already taught material have remained unlearnt. The teacher will take remedial teaching of the particular students in particular area or of all the students in some general area.

This remedial teaching will be given either by

devoting additional time after school hours or developing the skills connected with the earlier unit together with the teaching of new unit.

The teacher may reteach the old unit and begin the new unit only after he is satisfied that the children have learnt the old one.

The teacher can also utilise the monitor system, if some brilliant student is present in class V for remedial teaching.

SCHOOL TIME TABLE

The syllabus of primary school has both the teaching subject curriculum as well as co-curricular core curriculum such as physical education, games and crafts. For children of primary classes the co-curricular activities play more important role than the curricular portion. It helps in proper physical development, building of character and right attitude and proper development of talents or skill.

At present though the time table provides the periods for P.T. and Craft, but in reality these subjects are not taught to the students.

It has been proposed to let the students play different kind of games for one and half month in the beginning of the session for the whole time. After this deviation each class will play supervised games for 2 periods daily through out the year. The period of games will include P.T. and Yogic exercises as well. Personal hygiene and cleanliness will also form a part of P.T. Syllabus.

At present neither music nor art & drawing is

taught in the classes.

It is proposed to let the students learn and sing local songs and prayer in particular saying right words and tune. They shall be taught and encouraged to mould clay into different forms, use empty wrappers and match boxes etc. in making different geometrical designs and toys.

It is also proposed that the students of class IV & V shall be taught making of ropes , tiles etc. while girls shall be taught making dolls and sewing. They shall be taught to write good handwriting and to make figures of animals, articles and man by using chalk etc.

11. PROGRAMMES

For preparing good and meritorious students, we shall need good teachers.

Though mostly teaching is an art and thus there are born good teachers, but their competence and knowledge can be increased through training to some extent.

It is proposed to train the teachers in groups either at block level or at district level in DIET . The training programme shall include :-

1. Teaching of new syllabus and discussions innovations
2. Workshops in educational technology and minimum level of learning
3. Teaching of Hindi, Maths, and Science subjects.
4. Teaching of Craft, Arts and
6. Training in P.T. and games.

ANNUAL HEALTH CHECK UP

A number of students cannot progress in education as they may be physically disabled (Hearing less, seeing less, stammering) but not known to teacher. They may be also mentally deficient.

If a boy of poor eye sight gets a seat in the back row, he shall never be able to read the B.B. and so will not learn. At primary school stage the children are very tender and prone to fall victim to many kinds of diseases.

Thus at least an annual health checkup of every primary school going child is proposed. The findings will be entered in the check-up card of the child and the teacher will discuss about it with the father of the child. He will make the proper seating arrangement for the children accordingly and ask the father to arrange for spectacles or hearing aids if necessary or tell him about the medicines if needed.

COMPONENT NUMBER VIITRAINING AND CAPABILITY BUILDING

The college of education & D.I.E.T. have to play major roles in providing proper kind of training, orientation in U.P.E. to all kind of workers and servants involved for the cause whether they are ADIS, HMs, BEOs, Teachers, N.F.E. instructors, V.E.C. members, women activists and even D.D. They are special institutions created for the purpose, but as the training capacity of college of Ed. is limited and the area of operation wide, so college of Ed. can carry out only very specific programmes in one or two areas. Even D.I.E.T. has not been able to reach each and every village school teacher nor can it call them together with the present staff.

It shall be proper to create Block level Training Institutions looking to the enormosity of the job and huge number of people to be trained.

But this will also not suffice. Teachers have day to day problems for which immediate solution is needed. They cannot reach Block Training centre on and often nor the block level Training centre can send staff members to the village school always. Thus it will be more advisable to open some types of resource centres between 10 to 15 schools for teachers, where they can reach easily to solve their academic problems.

PROGRAMME :

It is proposed that more posts should be created in D.I.E.T. and even E.C.C.E should also be attached to it. It is proposed to provide a vehicle and other modern instruments like computer, programmer etc. to D.I.E.T.

In addition to cells already working in D.I.E.T., it is proposed to open the following cells also -

- A. Enrolment Drive cell,
- B. Audio-Visual cell,
- C. Music Art and Craft Education cell,
- D. Text Book improvement cell,
- E. U.P.E. cell

The D.I.E.T. and block level Education centres will organise suitable programmes for V.E.C. members, women activists etc. to train them into survey work, in the area of

persuasion, environment building and in methods to achieve cent percent enrolment, retention and Zero drop out.

The teachers and N.F.E. instructors shall be trained in all the skill training received by V.E.C. members etc. In addition to this they will be trained in what to teach and how to teach through play way and activity methods. They will also be trained in the skill of evaluation, action research and follow up programmes, remedial teaching etc. The training will be imparted both at Block and Distt. level.

Head masters shall be trained in addition to above in the art of managing, planning and handling of cash while supervisors shall be trained in how to guide and motivate the teachers.

Some 6171 supervisors, H.Ms, teachers, N.F.E. instructors and 8205 VEC workers, women activists and Shiksha Karmis shall be trained during the whole period. Reorientation courses for teachers, H.Ms. and N.F.E. instructors may be taken each year.

It is proposed to establish Block level resource centre in each block

Similarly for each 15 schools a cluster level teacher training centre shall be opened. In total 136 number of sub centres are proposed

NON FINANCING INTERVENTIONS :

It is proposed that all staff members of D.I.E.T. should compulsorily live in the D.I.E.T. campus. Similar

the trainees should be made residential. A system of pre-test should be made compulsory before admission to D.I.E.T. courses for fresh candidates.

Before the course is completed a synopsis of activities and behaviour shown by the students during training period should be noted in his cumulative record.

For passing B.T.C. Examination achievement of 80% marks should be a necessary condition.

The trainee should be given a certificate of success only after he has done some field work successfully after his Training. The weakness and strengths of trainees should also be inserted in his C.R.

MANAGEMENT-REVAMP COMPONENT NO. 8

If one has to see the present position of management of primary education he shall be astonished at the wastage and misutilization of time, fund and man-power. None seems either serious or responsible for any act or event that happens in the field or office. Every one just pushes his back and shifts the responsibility to some one else.

All decisions are taken or policies are made at top and slowly filtered downwards. Often the order and directions reach the offices and places of actual execution after the due date for the work has expired.

Budget is not spent for utility sake but only because it is to be spent. Often the budget reaches very late so either it lapses or it is spent in hurry without proper justification and planning.

There is red tapeism prevalent every where and the people are not authorised to take any decision at their level. They have to ask the directions from their next higher authorities which come so late that they are needed no more. The powers are centralised at every level and no one is ready to delegate it to others. The procedures are complex and unmanagable.

The educational management is quite different from other management and administrations. It involves human element at every level which cant work like mahcines.

At present as no one is empowered to take decision at nis own level so no acctability for any action can be fixed. No one sticks to time schedule nor is held accountable for the delay, hence U.P.E. has not been achieved even after 47 years. There is no management at all. It is the mismanagement that prevails.

To get the proposed results within specified time period a steam lined new technique of managment shall be essential.

NON FINANCIAL INSERVENTION :

(a) Persons in key position : At present one reaches the key positiqns in management through sniority and push and os the people who reach high positions are old people on the way to retirement. They are easy going, saying no to every innovation, going as per rules, not ready to take any risk, whiling away their time. The target of U.P.E. cant be reached through them.

To promote U.P.E. young and dynamic people, who have worked in domain of primary education, who are committed

for the cause and who have been teacher themselves should be inducted in the key positions. This is unimportant that what position they hold at present. The important matter is that they possess the calibre, have wonderful ideas, patience, open mind and a determination for implementation

(b) Delegation and decentralisation of powers :

The powers should be decentralised and distributed even amongst grass root level workers viz. the headmaster and the teacher should have full say and power regarding the working of the schools and about decisions of expenditure.

At block and district levels the officers should be delegated full powers regarding the management, administration and expenditure of allotted budget. They should be authorised to take decisions at their level and should be held accountable for it. There should be a guideline, a goal to be achieved and a time schedule to be followed by the manager administrators at different levels. The decisions taken and the policy laid should be in a democratic manner involving as many people as can be found interested in U.P.E.

A continuous evaluation & monitoring of the whole programme is proposed to be done at each level and if the programme is not running smoothly or is running behind time, the whole scheme should be revised and new targets and time schedules framed.

Accountability for delay or for not achieving the goal, mismanagement and misutilisation of the fund should be fixed and if there is no proper explanation such persons should be removed from the work of U.P.E. and reprimanded if necessary.

As many interested private people and organisation should be involved in the whole programme as are available.

Simplification procedures :- It is proposed that the procedures are simplified very much, so that there is no delay at any level and the procedures can be followed and adopted by evry body.

FINANCIAL PROGRAMMES

The present D.D. office has to deal with sundry matter of education, namely primary, middle and secondary education and has a lot of non educational works to perform viz. Vidhan Sabha questions collections of statistics etc. Thus the office can not do full justice to the cause of U.P.E. which is in itself an enormous work. The problem of this age group of children and education are quite different from other age groups. The primary education forms the foundation for structure of higher education. Thus, it is proposed to create a cell of UPE In district Office and one cell at each B.E. office totally meant for UPE matters .

At present the D.D. office and Block office are not provided with modern management infrsatructure, such as computer, photocopier, duplicator etc.

5.9 COMPONENT NO 9 .

Promoting studies, Innovations, Experimentations and all worth while efforts - small and large - aimed at U.P.E.

Age old methods used by teachers and administrators have failed in achieving universal primary education and raising the level of learning in the students. People in every nation have seen the utility of education in increasing the working capability of people in every walk of life and now think it as best investment.

Studies and experiments are being done by educational and other sponsored agencies to find out the means and strategies for wide spread of education in every strate. Though the problem is not severe in developed countries, but still it persists to some extent. In developing countries like India and underdeveloped countries the problems of expansion of compulsory education has gone beyond control and evades every solution.

The experiments and studies carried out in developed countries have shown wonderful results. It is in our interest to implement the findings of such experiments and studies and carry out innovations in certain areas to see their utility in our environment. Even in our country educationists and experimentars are pouring new theories, ideas and innovations which should be tried in non-experimental conditions and their utility judged. If the results hold good then the teachers may be oriented and convinced. to follow them in their institutions.

NON FINANCIAL INTERVENTIONS :

Educational survey was conducted in this district after every ten years begining from 1964. The last all India educational survey was conducted in 1986. it provides data regarding present status of U.P.E. at the time the survey was conducted . A comprehensive analysis of the findings of these surveys is proposed to be taken regarding primary education.

FINANCIAL PROGRAMMES :

BASE LINE STUDIES

Before planning a thing it is essential to know the assets and liabilities, strengths and shortcomings and special problem areas. So, before the final planning is done

it is proposed to find out the present status of primary education such as availability of schools for studies within 1 Km. of students residence, position of their enrolment, condition of attendance, dropout and retention rates, learning level of the students, benefits of primary education accrued to disadvantaged-groups, identification of educationally backward areas and educationally backward castes and trend of literacy rate during last forty years. It is also necessary to find out the factors inhibiting or accelerating UPE and the resources and voluntary agencies present in the district which may help UPE. So a survey will be done by the teachers about the village population, school going children of the age group from 6 to 11 and 11 to 14 and of those not attending any institution. Attempts shall be made to know the causes of not going to school both from the parents and children. An assessment of present school facilities shall also be made at school level. A comparative study of the findings of the present survey with those conducted in previous year shall be made. The survey shall be done at the block level every year both in the beginning and completion of the session and by it the progress in different indicators will be judged. A sum of

MICRO PROJECTS :

It is essential to try new ideas and plans, if they held good results. The try out may be done in small areas. If a government organisations, schools and teachers associations come forward for try out or taking a micro project in a limited area, they will be given encouragement

SURVEYS, STUDIES, EXPERIMENTATIONS AND ACTION RESEARCH

Each school has its own specific problems which are to be solved at school level. No general solution and findings can be helpful in it except giving directions. Suppose the attendance of students is irregular in the school and teachers want regularity. He will first find out the present condition and enormity of the problem. Then the next step will be to imagine and find out its causes. Finally he will list down a number of remedial measures that he thinks fit. He may take our one of it, which he thinks most effective and feasible, draws strageyand tries it out in his school for the defined period and analyses the results. If by his measures the regularity of attendance is achieved, he will continue it in following years. If not, he will try anoter measure and leave te present strategy. Generally there is no financial implication

CHAPTER VI
COSTS AND FUNDING

The total cost of the District Primary Education Programme in Guna district comes to Rs. 3000.00 lakhs. The details are given in tables 1 to 16 . The abstract of costs on each intervention are given at table.

Each strategy component/sub-component has been brokenup into the following heads of expenditure :-

<u>Non-Recurring Costs</u>		(Rs. in lakhs)
i.	Civil Works	717.95
ii.	Professional fees.	29.58
iii.	Furniture	16.98
iv.	Equipment	23.58
v.	Educational Material	151.03
vi.	Vehicles	06.98
vii.	Books	05.79
viii.	Local Fellowships	-
ix.	Local Training	150.99
x.	Studies	2.73
xi.	NGOs±	28.10

Recurring Costs

i.	Salaries	1254.86
ii	Operation and Maintenance	485.52
iii.	Building Maintenance	126.75

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

Each table is spread over two pages and gives details of total cost and the state and central share of funding for each item of expenditure. The aggregate ratio of central to state funding for the entire project is 4.368:1 (2441.07 : 558.93).

The total cost on civil works is 23.93% and on management is 4.37% which is within DPEP norms.

The first year outlay is Rs. 160.25 lakhs which is 5.34% of the seven year outlay.

The total recurring expenditure in the last year of the project is Rs. 1867.12 lakhs.

RAJIV GANDHI PRATHMIK SHIKSHA MISSION

REVISION OF DISTRICT PLANS
MASTER TABLE FOR FINANCIAL CALCULATIONS

GUNA

Total	1	2	3	4	5	6	7
Outlay	160.25	391.99	568.36	597.29	400.08	426.82	455.21
	5.34%	13.07%	18.95%	19.91%	13.34%	14.23%	15.17%
Civil work	717.95	23.93%	CENTRAL SHARE =				
Management	131.18	4.37%	81.37%				

Total	Year	BASIC VARIABLES						
		1	2	3	4	5	6	7
ACCESS								
107	No. of new PS	0.00	20.00	47.00	30.00	10.00	0.00	0.00 nos.
214	New Teachers	0.00	40.00	94.00	60.00	20.00	0.00	0.00 nos.
386	New MFE Centres	0.00	201.00	185.00	0.00	0.00	0.00	0.00 nos.
2	New MFE Projects	0.00	1.00	1.00	0.00	0.00	0.00	0.00 nos.
160	No. of new building	0.00	50.00	65.00	45.00	0.00	0.00	0.00 nos.
205	No. of new rooms	0.00	60.00	70.00	75.00	0.00	0.00	0.00 nos.
205	New teachers	0.00	60.00	70.00	75.00	0.00	0.00	0.00 nos.
ENVIRONMENT BUILDING								
63	Multi-media camon.	9.00	9.00	9.00	9.00	9.00	9.00	9.00 blocks
50	Awards to groups	0.00	8.00	8.00	7.00	9.00	9.00	9.00 blocks
63	Workshops/seminars	9.00	9.00	9.00	9.00	9.00	9.00	9.00 blocks
IMPROVING QUALITY								
123	Repairs major	0.00	35.00	50.00	38.00	0.00	0.00	0.00
9709	School Contingency & teaching matl.	1315.00	1335.00	1382.00	1412.00	1422.00	1422.00	1421.00 (total schools each year)
1	ECCE projects-new	0.00	1.00					
	BRCs-Teacher Trg.	9.00						
	Management	9.00						

107 44
214
386
2
160
205
205
205 → Added

123

enter total new projects to be opened that year
(enter total blocks in year of opening)
(enter total blocks in year of opening)

COST ABSTRACT

ITEM	1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	Total	% CENTRAL FUNDING	CENTRAL FUNDING
UNIVERSITY ACCESS										
New Primary School	0.00	14.96	51.79	75.30	95.57	89.88	95.87	413.37	75.57%	312.39
New NFE Centres	0.00	21.89	42.00	41.65	44.85	48.06	51.26	249.71	75.43%	188.34
New NFE Projects	0.00	13.31	28.74	30.81	33.18	35.55	37.92	179.51	75.05%	134.72
New Buildings	0.00	123.75	175.50	131.63	0.00	0.00	0.00	430.88	90.00%	387.79
Additional Rooms	0.00	68.64	107.52	148.72	80.30	86.10	91.84	583.18	79.84%	465.60
ENVIRONMENT BUILDING										
Multi-media campai	2.25	2.48	2.70	2.93	3.15	3.38	3.60	20.48	100.00%	20.48
Boards to groups	0.00	0.88	0.96	0.91	1.26	1.35	1.44	6.80	100.00%	6.80
Workshops/Seminars	0.09	0.10	0.11	0.12	0.13	0.14	0.14	0.82	100.00%	0.82
IMPROVING QUALITY										
Repairs	0.00	19.25	30.00	24.70	0.00	0.00	0.00	73.95	90.00%	66.56
School cont. & teaching mat	26.30	29.37	33.17	36.71	39.82	42.66	45.47	253.50	82.50%	209.14
ECCE	0.00	25.53	20.20	21.84	23.48	25.13	26.77	142.95	76.36%	109.16
Training -Res. Cen	78.75	44.55	48.60	52.65	56.70	60.75	64.80	406.80	84.46%	343.60
CAPACITY BUILD										
DIET strengthening	17.90	6.49	4.38	4.75	5.11	5.48	5.84	49.94	96.29%	48.09
Management	23.45	14.63	15.96	17.29	18.62	19.95	21.28	131.18	76.16%	99.91
MIS	11.51	6.17	6.73	7.29	7.85	8.41	8.98	56.95	83.74%	47.69
Innovations										
TOTAL	160.25	391.99	568.36	597.29	600.08	426.82	455.21	3000.00	81.37%	2441.07

Inflation Adjustment

0.00 0.10 0.20 0.30 0.40 0.50 0.60

PRIPART SCHOOLS CONF MEM

0.00 10.00 40.00 10.00 10.00 0.00 0.00 100.00
 0.00 40.00 54.00 64.00 20.00 0.00 0.00 214.00

% Unit Cost Assistance

1 2 3 4 5 6 7 8
 94-95 95-96 96-97 97-98 98-99 99-2000 2000-01

Total

1 2 3 4 5 6 7 Total
 94-95 95-96 96-97 97-98 98-99 99-2000 2000-01

Inflation Adjustent

0.00 0.10 0.20 0.30 0.40 0.50 0.60

NON-RECURRING

Civil perks 90.00% 0.00
 Professional Fees 100.00% 0.00
 Furniture 90.00% 0.01
 Equipment 90.00% 0.00
 Educational Matl. 90.00% 0.10
 Vehicles 90.00% 0.00
 Books 90.00% 0.00
 Local Fellowships 100.00% 0.00
 Local Training 100.00% 0.00
 Studies 100.00% 0.00
 NGOs 100.00% 0.00

0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00
 0.00 40.00 54.00 60.00 20.00 0.00 0.00 214.00
 0.00 20.00 42.00 30.00 10.00 0.00 0.00 167.00
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0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00
 0.00 0.44 1.13 0.70 0.20 0.00 0.00 2.63
 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00
 0.00 2.20 5.64 3.90 1.40 0.00 0.00 13.14
 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00
 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00
 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00
 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00
 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00

TOTAL NON-RECURRING

0.00

0.00 2.64 6.77 4.68 1.60 0.00 0.00 15.77

RECURRING

Salaries 75.00% 0.28
 Operation & Mtce. 75.00% 0.00
 Building mainten 75.00% 0.00

0.00 40.00 134.00 154.00 214.00 214.00 214.00

0.00 0.00 0.00 0.00 0.00 0.00 0.00
 0.00 12.32 45.02 70.62 83.89 89.88 95.87 397.60
 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00
 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00

TOTAL RECURRING

0.00 12.32 45.02 70.62 83.89 89.88 95.87 397.60

TOTAL

0.00

0.00 14.96 51.79 75.30 85.57 89.88 95.87 413.37

FUNDING BY SOURCE

Centre % State % Total %
 Outlay 312.39 75.57% 100.98 24.43% 413.37 100.00%

0.10 0.20 0.30 0.40 0.50 0.60

0.10 0.20 0.30 0.40 0.50 0.60

Centre Share

State Share

	1	2	3	4	5	6	7	Total
	94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
		0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.40	1.02	0.76	0.25	0.00	0.00	0.00	2.37
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	1.98	5.00	3.51	1.26	0.00	0.00	0.00	11.83
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	2.38	6.09	4.21	1.51	0.00	0.00	0.00	14.19
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	5.24	33.77	52.96	62.92	67.41	71.90	298.20	298.20
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	9.24	33.77	52.96	62.92	67.41	71.90	298.20	298.20
0.00	0.00	11.62	39.06	57.17	64.43	67.41	71.90	312.39

	1	2	3	4	5	6	7	Total
	94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
		0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.04	0.11	0.00	0.03	0.00	0.00	0.00	0.26
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.22	0.56	0.39	0.14	0.00	0.00	0.00	1.31
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.20	0.60	0.47	0.17	0.00	0.00	0.00	1.58
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	3.00	11.20	17.65	20.97	22.47	23.97	99.40	99.40
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	3.00	11.20	17.65	20.97	22.47	23.97	99.40	99.40
0.00	0.00	3.34	11.93	18.12	21.14	22.47	23.97	100.98

NEW WFE CENTRES		COMPONENT															
No. of new centres		0.00	201.00	185.00	0.00	0.00	0.00	0.00	386.00								
		Nos.							Total								
% Unit Cost		1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
Resistance		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
Inflation Adjustment										0.00	0.10	0.20	0.30	0.40	0.50	0.60	
NON-RECURRING																	
Civil Works	90.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Professional Fees	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Furniture	90.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	90.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Educational Matl.	90.00%	0.016	0.00	201.00	185.00	0.00	0.00	0.00	386.00	0.00	3.54	3.55	0.00	0.00	0.00	0.00	7.09
Vehicles	90.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books	90.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Fellowships	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Studies	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NGOs	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL NON-RECURRING																	
										0.00	3.54	3.55	0.00	0.00	0.00	0.00	7.09
RECURRING																	
Salaries	75.00%	0.052	0.00	201.00	386.00	386.00	386.00	386.00	386.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Operation & Mctce.	75.00%	0.031	0.00	201.00	386.00	386.00	386.00	386.00	386.00	0.00	6.85	14.26	15.56	16.75	17.95	19.15	152.00
Building maintainan	75.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECURRING																	
										0.00	18.35	30.45	41.65	44.85	48.06	51.26	242.62
TOTAL																	
										0.00	21.89	42.00	41.65	44.85	48.06	51.26	249.71
FUNDING BY SOURCE																	
Centre	%	State	%	Total	%												
Outlay	100.34	75.43%	61.36	24.57%	249.71	100.00%											

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	-0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	3.18	3.20	0.00	0.00	0.00	0.00	6.38
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	3.18	3.20	0.00	0.00	0.00	0.00	6.38
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	8.82	18.06	19.57	21.08	22.58	24.09	114.00
0.00	5.14	10.77	11.67	12.56	13.46	14.36	67.96
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	13.76	28.83	31.24	33.64	36.04	38.45	181.96
0.00	0.00	16.95	32.03	31.24	33.64	36.04	188.34

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.35	0.36	0.00	0.00	0.00	0.00	0.71
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.35	0.36	0.00	0.00	0.00	0.00	0.71
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	2.87	6.02	6.52	7.03	7.53	8.03	38.00
0.00	1.71	3.59	3.89	4.19	4.49	4.79	22.65
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	4.59	9.61	10.41	11.21	12.01	12.82	60.65
0.00	0.00	4.94	9.97	10.41	11.21	12.01	61.36

NEW HFE PROJECTS COMPONENT

No. of new projects			0.00	1.00	1.00	0.00	0.00	0.00	0.00	2.00								
			Nos.							Total								
	%	Unit Cost	1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
			94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
Building Re-statement											0.00	0.10	0.20	0.30	0.40	0.50	0.60	
POP RECURRING																		
Civil Works	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Professional Fees	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Furniture	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	90.00%	0.25	0.00	1.00	1.00	0.00	0.00	0.00	0.00	2.00	0.00	0.20	0.30	0.00	0.00	0.00	0.00	0.50
Educational Matl.	90.00%									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Vehicles	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Fellowships	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Studies	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NGOs	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL NON-RECURRING										0.00	0.20	0.30	0.00	0.00	0.00	0.00	0.00	0.50
RECURRING																		
Salaries	75.00%	3.50	0.00	1.00	2.00	2.00	2.00	2.00	2.00	0.00	0.00	3.05	0.40	9.10	9.00	10.50	11.20	52.85
Operation & Mtce.	75.00%	8.35	0.00	1.00	2.00	2.00	2.00	2.00	2.00	0.00	0.00	9.19	20.04	21.71	23.34	25.05	26.72	126.05
Building maintainan	75.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECURRING										0.00	13.04	20.44	30.81	33.14	35.55	37.92	178.94	
TOTAL										0.00	13.31	20.74	30.81	33.14	35.55	37.92	179.51	

FUNDING BY SOURCE

	Centre	%	State	%	Total	%
Outlay	134.72	75.05%	44.79	24.95%	179.51	100.00%

Central Share

1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.25	0.27	0.00	0.00	0.00	0.00	0.52
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.25	0.27	0.00	0.00	0.00	0.00	0.52
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	2.89	6.30	6.83	7.35	7.88	8.40	39.64
0.00	6.89	15.63	16.28	17.54	18.79	20.04	94.56
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	9.78	21.33	23.11	24.89	26.66	28.44	134.20
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	10.92	21.60	23.11	24.89	26.66	28.44	134.72

State Share

1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.03	0.03	0.00	0.00	0.00	0.00	0.06
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.03	0.03	0.00	0.00	0.00	0.00	0.06
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.96	2.10	2.27	2.45	2.63	2.80	13.21
0.00	2.30	5.01	5.43	5.85	6.26	6.68	31.52
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	3.26	7.11	7.70	8.30	8.89	9.48	44.73
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	3.29	7.14	7.70	8.30	8.89	9.48	44.79

NEW BUILDINGS		CONCEPT																		
No of new buildings			0.00	50.00	65.00	45.00	0.00	0.00	0.00	160.00										
			Nos.								Total									
	% Unit Cost Assistance		1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total		
			94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01			
Inflation Adjustment											0.00	0.10	0.20	0.30	0.40	0.50	0.60			
NON-RECURRING																				
	Civil Works	90.00%	2.25	0.00	50.00	65.00	45.00	0.00	0.00	0.00	160.00	0.00	123.75	175.50	131.63	0.00	0.00	0.00	430.88	
	Professional Fees	100.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Furniture	90.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Equipment	90.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Educational Matl.	90.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Vehicles	90.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Books	90.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Local Fellowships	100.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Local Training	100.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Studies	100.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	NGOs	100.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL NON-RECURRING			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	123.75	175.50	131.63	0.00	0.00	0.00	0.00	430.88	
RECURRING			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Salaries	75.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Operation & Mtce.	75.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Building maintainan	75.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL RECURRING			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	123.75	175.50	131.63	0.00	0.00	0.00	0.00	430.88	
FUNDING BY SOURCE																				
	Centre	%	State	%	Total	%														
	Outlay	307.79	90.00%	43.09	10.00%	430.88	100.00%													

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	111.38	157.95	118.46	0.00	0.00	0.00	387.79
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<hr/>							
0.00	111.38	157.95	118.46	0.00	0.00	0.00	387.79
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<hr/>							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<hr/>							
0.00	111.38	157.95	118.46	0.00	0.00	0.00	387.79

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	12.38	17.55	13.16	0.00	0.00	0.00	43.09
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<hr/>							
0.00	12.38	17.55	13.16	0.00	0.00	0.00	43.09
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<hr/>							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<hr/>							
0.00	12.38	17.55	13.16	0.00	0.00	0.00	43.09

ADDITIONAL ROOMS		COMPONENT		Nos.							Total						
No. of new rooms		1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
Pr. of new teachers		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
		0.00	60.00	70.00	75.00	0.00	0.00	0.00	205.00								
		0.00	60.00	70.00	75.00	0.00	0.00	0.00	205.00								
	% Unit Cost Assistance																
	Inflation Adjustment									0.00	0.10	0.20	0.30	0.40	0.50	0.60	
NON-RECURRING																	
Civil Works	90.00% 0.75	0.00	60.00	70.00	75.00	0.00	0.00	0.00	205.00	0.00	49.50	63.00	73.13	0.00	0.00	0.00	185.63
Professional Fees	100.00% 0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Furniture	50.00% 0.01	0.00	60.00	70.00	75.00	0.00	0.00	0.00	205.00	0.00	0.66	0.84	0.88	0.00	0.00	0.00	2.48
Equipment	90.00% 0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Educational Matl.	90.00% 0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Vehicles	90.00% 0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books	90.00% 0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Fellowships	100.00% 0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.00% 0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Studies	100.00% 0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MOs	100.00% 0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	0.00																
TOTAL NON-RECURRING	0.00									0.00	50.16	63.84	74.10	0.00	0.00	0.00	188.10
	0.00																
RECURRING																	
Salaries	75.00% 0.28	0.00	60.00	130.00	205.00	205.00	205.00	205.00		0.00	18.48	43.68	74.62	80.36	86.10	91.84	395.08
Operation & Mtce.	75.00% 0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Building maintaince	75.00% 0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	0.00																
TOTAL RECURRING	0.00									0.00	18.48	43.68	74.62	80.36	86.10	91.84	395.08
	0.00																
TOTAL	0.00									0.00	68.64	107.52	148.72	80.36	86.10	91.84	583.18
	0.00																
FUNDING BY SOURCE																	
	Centre	% State	% Total	%													
Outlay	465.60	79.84%	117.58	20.16%	583.18	100.00%											

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	44.55	56.70	65.81	0.00	0.00	0.00	167.06
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.59	0.76	0.88	0.00	0.00	0.00	2.23
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	45.14	57.46	66.69	0.00	0.00	0.00	169.29
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	13.86	32.76	55.97	60.27	64.58	68.88	296.31
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	13.86	32.76	55.97	60.27	64.58	68.88	296.31
0.00	0.00	59.00	90.22	122.66	60.27	64.58	465.60

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	4.95	6.30	7.31	0.00	0.00	0.00	18.56
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.07	0.08	0.10	0.00	0.00	0.00	0.25
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	5.02	6.38	7.41	0.00	0.00	0.00	18.81
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	4.62	10.92	18.66	20.09	21.53	22.96	98.77
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	4.62	10.92	18.66	20.09	21.53	22.96	98.77
0.00	0.00	9.64	17.30	26.07	20.09	21.53	117.58

MULTI-MEDIA CAMPAIGN COMPONENT

No. of campaigns (one per block)		9.00	9.00	9.00	9.00	9.00	9.00	9.00	63.00								
		Nos.							Total								
% Assistance	Unit Cost	1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	Total	1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	Total
Position Adjustment										0.00	0.10	0.20	0.30	0.40	0.50	0.60	1.66
NON-RECURRING																	
Civil Works	90.00%								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Professional Fees	100.00%								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Furniture	90.00%																
Equipment	90.00%																
Educational Matl.	90.00%																
Vehicles	90.00%																
Books	90.00%																
Local Fellowships	100.00%																
Local Training	100.00%																
Studies	100.00%																
NGOs	100.00%									2.25	2.40	2.70	2.93	3.15	3.30	3.60	20.40
		9.00	9.00	9.00	9.00	9.00	9.00	9.00	63.00								
TOTAL NON-RECURRING										2.25	2.40	2.70	2.93	3.15	3.30	3.60	20.40
RECURRING																	
Salaries	75.00%									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operation & Mctc.	75.00%																
Building mainten	75.00%																
TOTAL RECURRING										0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL										2.25	2.40	2.70	2.93	3.15	3.30	3.60	20.40
FUNDING BY SOURCE																	
Centre		20.40	100.00%	0.00	0.00%	20.40	100.00%										

		Central Share						
1	2	3	4	5	6	7	Total	
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		
	0.10	0.20	0.30	0.40	0.50	0.60		
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
2.25	2.48	2.70	2.93	3.15	3.38	3.60	20.48	
2.25	2.48	2.70	2.93	3.15	3.38	3.60	20.48	
0.00	0.00	0.00	0.00	0.00	0.00	0.00		
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	2.25	2.48	2.70	2.93	3.15	3.38	20.48	

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

AWARDS TO GROUPS		COMPONENT															
No. of awards (blocks)		0.00	0.00	0.00	7.00	9.00	9.00	9.00	50.00								
		Nos.							Total	Total							
		1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
Assistance		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
Inflation Adjustent										0.00	0.10	0.20	0.30	0.40	0.50	0.60	
NON-RECURRING																	
Civil Works	50.00%	0.00							0.00								
Professional fees	100.00%								0.00								
Furniture	90.00%	0.00							0.00								
Equipment	90.00%	0.00							0.00								
Educational Natl.	90.00%	0.00							0.00								
Vehicles	90.00%	0.00							0.00								
Books	90.00%	0.00							0.00								
Local Fellowships	100.00%	0.00							0.00								
Local Training	100.00%	0.00							0.00								
Studies	100.00%	0.00							0.90								
NGOs	100.00%	0.10							50.00	0.00	0.00	0.96	0.91	1.26	1.35	1.44	6.80
TOTAL NON-RECURRING		-----															
		0.00								0.00	0.00	0.96	0.91	1.26	1.35	1.44	6.80
RECURRING		-----															
Salaries	75.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operation & Mtee.	75.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Building maintainan	75.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECURRING		-----															
		0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL		-----															
		0.00								0.00	0.00	0.96	0.91	1.26	1.35	1.44	6.80
FUNGING BY SOURCE																	
		Centre	%	State	%	Total	%										
Outlay		6.00	100.00%	0.00	0.00%	6.00	100.00%										

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.88	0.96	0.91	1.26	1.35	1.44	6.80
0.00	0.88	0.96	0.91	1.26	1.35	1.44	6.80
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.80	0.88	0.96	0.91	1.26	1.35	6.80

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

WORKSHOPS/SEMINARS			COMPONENT															
Nos.			9.00	9.00	9.00	9.00	9.00	9.00	9.00	9.00	63.00	Total						
			Nos.							Total								
			1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
			94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
Assistance																		
Inflation Adjustent																		
NON-RECURRING																		
Civil Works	90.00%	0.00								0.00								
Professional fees	100.00%	0.00								0.00								
Furniture	90.00%	0.00																
Equipment	90.00%	0.00																
Educational Matl.	90.00%	0.00																
Vehicles	90.00%	0.00																
Books	90.00%	0.00																
Local fellowships	100.00%	0.00																
Local Training	100.00%	0.00																
Studies	100.00%	0.00																
NGOs	100.00%	0.01																
TOTAL NON-RECURRING			9.00	9.00	9.00	9.00	9.00	9.00	0.00	63.00	0.09	0.10	0.11	0.12	0.13	0.14	0.14	0.82
RECURRING																		
Salaries	75.00%	0.00																
Operation & Mco.	75.00%	0.00																
Building maintainan	75.00%	0.00																
TOTAL RECURRING											0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL											0.09	0.10	0.11	0.12	0.13	0.14	0.14	0.82
FORMING BY SOURCE			Centre		State		Total											
Overlay	0.82	100.00%	0.00	0.00	0.00	0.82	100.00%											

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.09	0.10	0.11	0.12	0.13	0.14	0.14	0.82
0.09	0.10	0.11	0.12	0.13	0.14	0.14	0.82
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.09	0.10	0.11	0.12	0.13	0.14	0.82

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

REPAIRS		COMPONENT															
Major repairs -ms.		0.00	35.00	50.00	38.00	0.00	0.00	0.00	123.00								
		nos.							Total								
	% Unit Cost Assistance	1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
Inflation Adjustent										0.00	0.10	0.20	0.30	0.40	0.50	0.60	
NON-RECURRING																	
Civil Works	90.00% 9.50	0.00	35.00	50.00	38.00	0.00	0.00	0.00	123.00	0.00	19.25	30.00	24.70	0.00	0.00	0.00	73.95
Professional Fees	100.00% 0.00																
Furniture	90.00% 0.00																
Equipment	90.00% 0.00																
Educational Matl.	90.00% 0.00																
Vehicles	90.00% 0.00																
Books	90.00% 0.00																
Local fellowships	100.00% 0.00																
Local training	100.00% 0.00																
Studies	100.00% 0.00																
NGOs	100.00% 0.00																
	0.00	-----															
TOTAL NON-RECURRING	0.00									0.00	19.25	30.00	24.70	0.00	0.00	0.00	73.95
	0.00	-----															
RECURRING	0.00																
Salaries	75.00% 0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Operation & Mtce.	75.00% 0.00																
Building mainten.	75.00% 0.00																
	0.00	-----															
TOTAL RECURRING	0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	0.00	-----															
TOTAL	0.00									0.00	19.25	30.00	24.70	0.00	0.00	0.00	73.95
FUNDING BY SOURCE																	
Outlay	Centre 66.56	% State 90.00%	7.39	% Total 100.00%	73.95	% 100.00%											

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	17.33	27.00	22.23	0.00	0.00	0.00	66.56

0.00	17.33	27.00	22.23	0.00	0.00	0.00	66.56
0.00	0.00	0.00	0.00	0.00	0.00	0.00	

0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

0.00	17.33	27.00	22.23	0.00	0.00	0.00	66.56

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	1.92	3.00	2.47	0.00	0.00	0.00	7.39

0.00	1.92	3.00	2.47	0.00	0.00	0.00	7.39
0.00	0.00	0.00	0.00	0.00	0.00	0.00	

0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

0.00	1.92	3.00	2.47	0.00	0.00	0.00	7.39

SCHOOL CONTINGENCY COMPONENT
& TEACHING MATERIAL
Nos.

1315.00 1335.00 1382.00 1412.00 1422.00 1422.00 1421.00 9709.00

	% Assistance	Unit Cost	Nos.							Total							
			1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	Total	1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01
Inflation Adjustent										0.00	0.10	0.20	0.30	0.44	0.50	0.65	
NON-RECURRING																	
Civil Works	90.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Professional Fees	100.00%	0.00							0.00								0.00
Furniture	90.00%	0.00							0.00								
Equipment	90.00%	0.00							0.00								
Educational Matl.	90.00%	0.01	1315.00	1335.00	1382.00	1412.00	1422.00	1422.00	1421.00	9709.00	13.15	14.69	16.50	18.36	19.91	21.33	22.74
Vehicles	90.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books	90.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Fellowships	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Studies	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NGOs	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL NON-RECURRING		0.00							0.00	13.15	14.69	16.50	18.36	19.91	21.33	22.74	126.75
RECURRING																	
Salaries	75.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operation & Mtce.	75.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Building maintain	75.00%	0.01	1315.00	1335.00	1382.00	1412.00	1422.00	1422.00	1421.00	13.15	14.69	16.50	18.36	19.91	21.33	22.74	126.75
TOTAL RECURRING		0.00							0.00	13.15	14.69	16.50	18.36	19.91	21.33	22.74	126.75
TOTAL		0.00							0.00	26.30	29.37	33.17	36.71	39.82	42.66	45.47	253.50

FUNDING BY SOURCE

	Centre	% State	% Total	%
Outlay	209.14	82.50%	44.36	17.50%
				253.50
				100.00%

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11.84	13.22	14.93	16.52	17.92	19.20	20.46	114.07
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11.84	13.22	14.93	16.52	17.92	19.20	20.46	114.07
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9.86	11.01	12.44	13.77	14.93	16.00	17.05	95.06
9.86	11.01	12.44	13.77	14.93	16.00	17.05	95.06
0.00	21.70	24.23	27.36	30.29	32.85	35.19	209.14

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1.32	1.47	1.66	1.84	1.99	2.13	2.27	12.67
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1.32	1.47	1.66	1.84	1.99	2.13	2.27	12.67
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3.29	3.67	4.15	4.59	4.98	5.33	5.68	31.69
0.00	3.29	3.67	4.15	4.59	4.98	5.33	31.69
0.00	4.60	5.14	5.80	6.42	6.97	7.47	44.36

ECCE	COMPONENT																			
	No. of Projects-new (200 schools)	Trg.costs	Year 1 %	1.92 Unit Cost	Year 2,3, Nos.	0.00	1.00	1.00	0.00	0.00	0.00	0.00	0.00	1.00						
					1	2	3	4	5	6	7	Total	1	2	3	4	5	6	Total	
					94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
Inflation Adjustaent													0.60	0.10	0.20	0.30	0.40	0.50	0.60	
* - RECURRING																				
Crossi Works	90.00%	0.00									0.00								0.00	
Professional fees	100.00%	0.00									0.00								0.00	
Furniture	90.00%	3.02			0.00	1.00	0.00	0.00	0.00	0.00	0.00	0.00	3.32	0.00	0.00	0.00	0.00	0.00	0.00	
Equipment	90.00%	0.00									0.00								0.00	
Educational Matl.	90.00%	2.03			0.00	1.00	0.00	0.00	0.00	0.00	0.00	0.00	2.23	0.00	0.00	0.00	0.00	0.00	0.00	
Vehicles	90.00%	0.00																		
Books	90.00%	0.00																		
Local Fellowships	100.00%	0.00																		
Local Training	100.00%	0.00										0.00	1.92	0.51	0.51	0.51	0.51	0.51	0.51	
Studies	100.00%	0.00																		
NGOs	100.00%	0.00																		
TOTAL NON-RECURRING					0.00							0.00								
RECURRING																				
Salaries	75.00%	14.40			0.00	1.00	1.00	1.00	1.00	1.00	1.00	0.00	15.84	17.20	18.72	20.16	21.60	23.04	116.64	
Operation & Mtce.	75.00%	2.01			0.00	1.00	1.00	1.00	1.00	1.00	1.00	0.00	2.21	2.41	2.61	2.81	3.02	3.22	16.20	
Building maintainan	75.00%	0.00										0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL RECURRING					0.00							0.00								
TOTAL					0.00							0.00								
FUNDING BY SOURCE																				
Outlay	Centre	% State	% Total	%	100.16	76.36%	33.79	23.64%	142.95	100.00%										

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	2.99	0.00	0.00	0.00	0.00	0.00	2.99
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	2.01	0.00	0.00	0.00	0.00	0.00	2.01
0.00	1.92	0.51	0.51	0.51	0.51	0.51	4.47
0.00	6.92	0.51	0.51	0.51	0.51	0.51	9.47
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	11.08	12.96	14.04	15.12	16.20	17.20	87.48
0.00	1.66	1.81	1.96	2.11	2.26	2.41	12.21
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	13.54	14.77	16.00	17.23	18.46	19.69	99.69
0.00	20.46	15.28	16.51	17.74	18.97	20.20	109.16

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

TRAINING	COMPONENT							
BRCs, TRCs,								
Total blocks			9.00	0.00	0.00	0.00	0.00	0.00
COSTS (Rs. 000)	Furniture	Equipment	Prof. Fees	training Sal.	Ntce.			
TRC (10/block)	5.00	5.00	10.00	2.00	22.50			
BRC	15.00	10.00	25.00	35.00	10.00	15.00		
Total/block	65.00	60.00	25.00	135.00	50.00	240.00		

	% Unit Cost	Nos.								Total							
		1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
Assistance		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
Inflation Adjustment										0.05	0.10	0.21	0.30	0.44	0.50	0.50	
NON-RECURRING																	
Civil Works	90.00% 3.00							9.00		27.00	0.00	0.00	0.00	0.00	0.00	0.00	27.00
Professional Fees	100.00% 0.25							63.00		2.25	2.40	2.71	2.93	3.25	3.38	3.60	24.52
Furniture	90.00% 0.65							9.00		5.05	0.00	0.00	0.00	0.00	0.00	0.00	5.05
Equipment	90.00% 0.60							9.00		5.40	0.60	0.00	0.00	0.00	0.00	0.00	6.00
Educational Matl.	90.00% 0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Vehicles	90.00% 0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books	90.00% 0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Fellowships	100.00% 0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.00% 1.35							63.00		12.25	13.37	14.54	15.00	17.41	18.23	15.44	116.24
Studies	100.00% 0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NGOs	100.00% 0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL NON-RECURRING	0.00									52.65	15.04	17.29	10.72	24.25	21.60	13.04	169.29
RECURRING	0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Salaries	75.00% 0.50							9.00		4.50	4.95	5.40	5.85	6.30	6.75	7.20	40.95
Operation & Mtce.	75.00% 2.40							9.00		21.50	23.76	25.80	28.08	30.14	32.40	34.56	196.54
Building maintainan	75.00% 0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECURRING	0.00									26.16	28.71	31.20	33.93	36.34	39.15	41.76	237.49
TOTAL	0.00									78.81	43.75	48.49	44.65	60.59	60.75	54.80	406.78

FUNDING BY SOURCE	Centre	% State	% Total
Outlay	343.00	84.46%	83.20%
		15.54%	16.80%
			100.00%

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
24.38	0.00	0.00	0.00	0.00	0.00	0.00	24.38
2.25	2.48	2.70	2.93	3.15	3.38	3.60	20.48
5.27	0.00	0.00	0.00	0.00	0.00	0.00	5.27
4.86	0.00	0.00	0.00	0.00	0.00	0.00	4.86
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12.15	13.37	14.58	15.80	17.01	18.23	19.44	110.57
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
48.83	15.84	17.28	18.72	20.16	21.60	23.04	165.47
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
3.38	3.71	4.05	4.39	4.73	5.06	5.40	30.71
16.20	17.82	19.44	21.06	22.68	24.30	25.92	147.42
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
19.58	21.53	23.49	25.45	27.41	29.36	31.32	178.13
0.00	68.40	37.37	40.77	44.17	47.57	50.96	313.60

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
2.70	0.00	0.00	0.00	0.00	0.00	0.00	2.70
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.59	0.00	0.00	0.00	0.00	0.00	0.00	0.59
0.54	0.00	0.00	0.00	0.00	0.00	0.00	0.54
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3.83	0.00	0.00	0.00	0.00	0.00	0.00	3.83
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.13	1.24	1.35	1.46	1.58	1.69	1.80	10.24
5.40	5.94	6.48	7.02	7.56	8.10	8.64	49.14
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6.53	7.18	7.83	8.48	9.14	9.79	10.44	59.38
0.00	10.35	7.18	7.83	8.48	9.14	9.79	63.20

DIET STRENGTHENING COMPONENT

	% Assistance	Unit Cost	Nos.							Total	Total							
			1	2	3	4	5	6	7		1	2	3	4	5	6	7	Total
			94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
Initial adjustment											0.00	0.10	0.20	0.30	0.40	0.50	0.60	
NON-RECURRING																		
Civil works	90.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Professional fees	100.00%	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00		1.00	1.10	1.20	1.30	1.40	1.50	1.60	9.10
Furniture	90.00%	2.00	1.00						1.00		2.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00
Equipment	90.00%	5.00	1.00						1.00		5.00	0.00	0.00	0.00	0.00	0.00	0.00	5.00
Educational Matl.	90.00%	0.20	1.00	1.00	1.00	1.00	1.00	1.00	7.00		0.20	0.22	0.24	0.26	0.28	0.30	0.32	1.82
Vehicles	90.00%	2.25	1.00	1.00					2.00		2.25	2.10	0.00	0.00	0.00	0.00	0.00	4.35
Books	90.00%	5.00	1.00						1.00		5.00	0.00	0.00	0.00	0.00	0.00	0.00	5.00
Local Fellowships	100.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.00%	2.15	1.00	1.00	1.00	1.00	1.00	1.00	7.00		2.15	2.37	2.58	2.80	3.01	3.23	3.44	19.57
Studies	100.00%	0.30	1.00	1.00	1.00	1.00	1.00	1.00	7.00		0.30	0.33	0.36	0.39	0.42	0.45	0.48	2.73
NGOs	100.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL NON-RECURRING		0.00							0.00		17.90	6.49	4.38	4.75	5.11	5.40	5.84	49.94
RECURRING		0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Salaries	75.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operation & Mnce.	75.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Building maintainan	75.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECURRING		0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL		0.00							0.00		17.90	6.49	4.38	4.75	5.11	5.40	5.84	49.94
FUNDING BY SOURCE																		
Outlay	Centre	% State	% Total	% /														
	48.09	96.29%	1.05	3.71%	49.94	100.00%												

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1.00	1.10	1.20	1.30	1.40	1.50	1.60	9.10
1.80	0.00	0.00	0.00	0.00	0.00	0.00	1.80
4.50	0.00	0.00	0.00	0.00	0.00	0.00	4.50
0.18	0.20	0.22	0.23	0.25	0.27	0.29	1.64
2.03	2.23	0.00	0.00	0.00	0.00	0.00	4.25
4.50	0.00	0.00	0.00	0.00	0.00	0.00	4.50
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2.35	2.37	2.58	2.80	3.01	3.23	3.44	19.57
0.30	0.33	0.36	0.39	0.42	0.45	0.48	2.73
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
16.46	6.22	4.36	4.72	5.08	5.45	5.81	48.09
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	16.46	6.22	4.36	4.72	5.08	5.81	48.09

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

MIS	COMPONENT	Nos.								Total							
		1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
	% Unit Cost	94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	Inflation Adjustment									0.00	0.10	0.20	0.30	0.40	0.50	0.60	
	NON-RECURRING																
	Civil works	90.00%	0.50						1.00	0.50	0.00	0.00	0.00	0.00	0.00	0.00	1.00
	Professional fees	100.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Furniture	90.00%	0.70						1.00	0.70	0.00	0.00	0.00	0.00	0.00	0.00	0.70
	Equipment	90.00%	4.70						1.00	4.70	0.00	0.00	0.00	0.00	0.00	0.00	4.70
	Educational Matl.	90.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Vehicles	90.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Books	90.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Local Fellowships	100.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Local Training	100.00%	1.00						7.00	1.00	1.90	2.16	2.34	2.52	2.70	2.88	16.70
	Studies	100.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	NGOs	100.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL NON-RECURRING		0.00						0.00	7.70	1.90	2.16	2.34	2.52	2.70	2.88	21.58
	RECURRING		0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Salaries	75.00%	0.96						1.00	0.96	1.06	1.15	1.25	1.34	1.44	1.54	8.75
	Operation & Mctce.	75.00%	2.05						1.00	2.05	3.14	3.42	3.71	3.99	4.28	4.56	26.34
	Building maintain	75.00%	0.00						1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL RECURRING		0.00						0.00	3.01	4.15	4.57	4.95	5.33	5.71	6.10	35.09
	TOTAL		0.00						0.00	10.71	6.05	6.73	7.29	7.85	8.41	8.98	56.67
FUNDCING BY SOURCE																	
	Centre		47.69														
	State		83.74%														
	Total		16.26%														
	Outlay		56.95														
			100.00%														

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

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

MANAGEMENT

COMPONENT

Blocks	Nos			
	9.00			
Costs (Rs lakh)	Sal.	Mtce.	Equipment	Vehicle
Block	0.50	0.20	0.60	
Distt	5.50	1.50	2.50	2.25
Total	10.00	3.30	7.90	2.25

	% Assistance	Unit Cost	Nos.							Total	Total							Total
			1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01		1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	
Inflation Adjustent										0.00	0.10	0.20	0.30	0.40	0.50	0.60		
NON-RECURRING																		
Civil Works	50.00%	0.00							0.00								0.00	
Professional fees	100.00%	0.00							0.00								0.00	
Furniture	50.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Equipment	50.00%	7.90	1.00						1.00	7.90	0.00	0.00	0.00	0.00	0.00	0.00	7.90	
Educational Matl	50.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Vehicles	50.00%	2.25	1.00						1.00	2.25	0.00	0.00	0.00	0.00	0.00	0.00	2.25	
Books	50.00%	0.00							0.00								0.00	
Local Fellowships	100.00%	0.00							0.00								0.00	
Local Training	100.00%	0.00							0.00								0.00	
Studies	100.00%	0.00							0.00								0.00	
MGOs	100.00%	0.00							0.00								0.00	
TOTAL NON-RECURRING		0.00							0.00	10.15	0.60	0.00	0.00	0.00	0.00	0.00	10.15	
RECURRING																		
Salaries	75.00%	10.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	10.00	11.60	12.00	13.00	14.00	15.00	16.00	91.00	
Operation & Mtce.	75.00%	3.30	1.00	1.00	1.00	1.00	1.00	1.00	1.00	3.30	3.63	3.96	4.29	4.62	4.95	5.28	30.03	
Building mainten	75.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL RECURRING		0.00								13.30	14.63	15.96	17.29	18.62	19.95	21.28	121.03	
TOTAL										23.45	14.63	15.96	17.29	18.62	19.95	21.28	131.18	

FUNDING BY SOURCE

	Centre	%	State	%	Total	%
Outlay	99.91	76.16%	31.27	23.84%	131.18	100.00%

MIS	COMPONENT	%	Unit Cost	Nos.							Total	Total						
				1	2	3	4	5	6	7		1	2	3	4	5	6	7
	Assistance			94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	Inflation Adjustment										0.00	0.10	0.20	0.30	0.40	0.50	0.60	
	NON-RECURRING																	
	Civil works	90.00%	0.50	1.00							1.00							
	Professional fees	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Furniture	90.00%	0.70	1.00							0.70	0.00	0.00	0.00	0.00	0.00	0.00	
	Equipment	90.00%	4.70	1.00							4.70	0.00	0.00	0.00	0.00	0.00	0.00	
	Educational Matl.	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Vehicles	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Books	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Local Fellowships	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Local Training	100.00%	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	1.00	1.90	2.16	2.34	2.52	2.70	2.88	
	Studies	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	NGOs	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	TOTAL NON-RECURRING		0.00								7.70	1.90	2.16	2.34	2.52	2.70	2.88	
	RECURRING		0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Salaries	75.00%	0.96	1.00	1.00	1.00	1.00	1.00	1.00	7.00	0.96	1.06	1.15	1.25	1.34	1.44	1.54	
	Operation & Mtce.	75.00%	2.85	1.00	1.00	1.00	1.00	1.00	1.00	7.00	2.85	3.14	3.42	3.71	3.99	4.28	4.56	
	Building maintenance	75.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	TOTAL RECURRING										3.81	4.16	4.57	4.95	5.33	5.72	6.10	
	TOTAL		0.00								11.51	6.07	6.73	7.29	7.85	8.41	8.98	
FUNDCING BY SOURCE																		
	Centre			47.69	03.74%	9.26	16.26%	56.95	100.00%									

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1.00	1.10	1.20	1.30	1.40	1.50	1.60	9.10
1.80	0.00	0.00	0.00	0.00	0.00	0.00	1.80
4.50	0.00	0.00	0.00	0.00	0.00	0.00	4.50
0.18	0.20	0.22	0.23	0.25	0.27	0.29	1.64
2.03	2.23	0.00	0.00	0.00	0.00	0.00	4.25
4.50	0.00	0.00	0.00	0.00	0.00	0.00	4.50
0.90	0.00	0.00	0.00	0.00	0.00	0.00	0.90
2.15	2.37	2.58	2.80	3.01	3.23	3.44	19.57
0.30	0.33	0.36	0.39	0.42	0.45	0.48	2.73
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

16.46	6.22	4.36	4.72	5.08	5.45	5.81	48.09

0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

0.00	16.46	6.22	4.36	4.72	5.08	5.45	48.09

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

1.45	0.27	0.02	0.03	0.03	0.03	0.03	1.85

0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

0.00	1.45	0.27	0.02	0.03	0.03	0.03	1.85

MIS COMPONENT

	%	Unit Cost	Nos.							Total						
			1	2	3	4	5	6	7	8	9	10	11	12		
Assistance			94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	94-95	95-96	96-97	97-98	98-99	99-2000	2000-01
Inflation Adjustment										0.00	0.10	0.20	0.30	0.40	0.50	0.60
NON-RECURRING																
Civil works	90.00%	0.50	1.00							0.50	0.00	0.00	0.00	0.00	0.00	0.00
Professional fees	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00
Furniture	90.00%	0.70	1.00							0.70	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	90.00%	1.70	1.00							1.70	0.00	0.00	0.00	0.00	0.00	0.00
Educational Matl.	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00
Vehicles	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Fellowships	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.00%	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	1.00	1.98	2.16	2.34	2.52	2.70	2.88
Studies	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00
NGOs	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL NON-RECURRING		0.00								7.70	1.98	2.16	2.34	2.52	2.70	2.88
RECURRING		0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00
Salaries	75.00%	0.96	1.00	1.00	1.00	1.00	1.00	1.00	7.00	0.96	1.06	1.15	1.25	1.34	1.44	1.54
Operation & Mtce.	75.00%	2.05	1.00	1.00	1.00	1.00	1.00	1.00	7.00	2.05	3.14	3.42	3.71	3.99	4.28	4.56
Building maintenance	75.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECURRING		0.00								3.01	4.19	4.57	4.95	5.33	5.72	6.10
TOTL		0.00								10.71	6.17	6.73	7.29	7.85	8.41	8.98
FUNDING BY SOURCE																
Outlay	Centre	47.69	83.74%	9.26	16.26%	56.95	100.00%									

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.45	0.00	0.00	0.00	0.00	0.00	0.00	0.45
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.63	0.00	0.00	0.00	0.00	0.00	0.00	0.63
4.23	0.00	0.00	0.00	0.00	0.00	0.00	4.23
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1.80	1.98	2.16	2.34	2.52	2.70	2.88	16.38
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7.11	1.98	2.16	2.34	2.52	2.70	2.88	21.69
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.72	0.79	0.86	0.94	1.01	1.08	1.15	6.55
2.14	2.35	2.57	2.78	2.99	3.21	3.42	19.45
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2.86	3.14	3.43	3.71	4.00	4.29	4.57	26.00
0.00	9.97	5.12	5.59	6.05	6.52	7.45	47.69

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

MANAGEMENT COMPONENT

Blocks Mos 9.00

Costs (Rs lakh)	Sal.	Mtce.	Equipment	Vehicle
Block	0.50	0.20	0.60	
Distt	5.50	1.50	2.50	2.25
Total	10.00	3.30	7.90	2.25

	% Assistance	Unit Cost	Nos.							Total	Total						
			1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01		1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01
Inflation Adjustmt										0.00	0.10	0.20	0.30	0.40	0.50	0.60	
NON-RECURRING																	
Civil Works	50.00%	0.00							0.00							0.00	
Professional Fees	100.00%	0.00							0.00							0.00	
Furniture	50.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Equipment	50.00%	7.90	1.00						1.00	7.90	0.00	0.00	0.00	0.00	0.00	7.90	
Educational Matl	90.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Vehicles	90.00%	2.25	1.00						1.00	2.25	0.00	0.00	0.00	0.00	0.00	2.25	
Books	50.00%	0.00							0.00							0.00	
Local Fellowships	100.00%	0.00							0.00							0.00	
Local Training	100.00%	0.00							0.00							0.00	
Studies	100.00%	0.00							0.00							0.00	
NGOs	100.00%	0.00							0.00							0.00	
TOTAL NON-RECURRING		0.00							0.00	10.15	0.60	0.00	0.00	0.00	0.00	0.00	
RECURRING		0.00							0.00								
Salaries	75.00%	10.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	10.00	11.60	12.00	13.00	14.00	15.00	16.00	
Operation & Mtce.	75.00%	3.30	1.00	1.00	1.00	1.00	1.00	1.00	1.00	3.30	3.63	3.96	4.29	4.62	4.95	5.28	
Building mainten	75.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL RECURRING										13.30	14.63	15.96	17.29	18.62	19.95	21.28	
TOTAL										23.45	14.63	15.96	17.29	18.62	19.95	21.28	

FUNDING BY SOURCE

	Centre	%	State	%	Total	%
Outlay	95.91	76.16%	31.27	23.84%	131.18	100.00%

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

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.05	0.00	0.00	0.00	0.00	0.00	0.00	0.05
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.07	0.00	0.00	0.00	0.00	0.00	0.00	0.07
0.47	0.00	0.00	0.00	0.00	0.00	0.00	0.47
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.06	0.00	0.00	0.00	0.00	0.00	0.00	0.06
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.59	0.00	0.00	0.00	0.00	0.00	0.00	0.59
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.24	0.26	0.29	0.31	0.34	0.36	0.38	2.18
0.71	0.78	0.86	0.93	1.00	1.07	1.14	6.48
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.95	1.05	1.14	1.24	1.33	1.43	1.52	8.67
0.00	1.54	1.05	1.14	1.24	1.33	1.43	9.26

ARRANGEMENT COMPONENT

Blocks	Nos			
	Sal.	Mtce.	Equipment	Vehicle
Block	0.50	0.20	0.60	
Distt	5.50	1.50	2.50	2.25
Total	10.00	3.30	7.90	2.25

	% Assistance	Unit Cost	Nos.							Total	Total						
			1 94-95	2 95-96	3 95-97	4 97-98	5 98-99	6 99-2000	7 2000-01		1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01
Inflation Adjustent										0.00	0.10	0.20	0.30	0.40	0.50	0.60	
NON-RECURRING																	
Civil Works	50.00%	0.00							0.00								0.00
Professional Fees	100.00%	0.00							0.00								0.00
Furniture	50.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	50.00%	7.90	1.00						1.00	7.90	0.00	0.00	0.00	0.00	0.00	0.00	7.90
Educational Matl	90.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Vehicles	90.00%	2.25	1.00						1.00	2.25	0.00	0.00	0.00	0.00	0.00	0.00	2.25
Books	50.00%	0.60							0.00								0.00
Local Fellowships	100.00%	0.00							0.00								0.00
Local Training	100.00%	0.60							0.00								0.00
Studies	100.00%	0.00							0.00								0.00
NGOs	100.00%	0.00							0.00								0.00
TOTAL NON-RECURRING		0.60								10.15	0.60	0.00	0.00	0.00	0.00	0.00	10.15
RECURRING																	
Salaries	75.00%	10.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	10.00	11.00	12.00	13.00	14.00	15.00	16.00	91.00
Operation & Mtce.	75.00%	3.30	1.00	1.00	1.00	1.00	1.00	1.00	1.00	3.30	3.63	3.96	4.29	4.62	4.95	5.28	30.03
Building maintainan	75.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECURRING										13.30	14.63	15.96	17.29	18.62	19.95	21.28	121.03
TOTAL										23.45	14.63	15.96	17.29	18.62	19.95	21.28	131.18

FUNDING BY SOURCE

	Centre	%	State	%	Total	%
Outlay	95.91	76.16%	31.27	23.84%	131.18	100.00%

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
							0.00
							0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7.11	0.00	0.00	0.00	0.00	0.00	0.00	7.11
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2.03	0.00	0.00	0.00	0.00	0.00	0.00	2.03

9.14	0.00	0.00	0.00	0.00	0.00	0.00	9.14

7.50	8.25	9.00	9.75	10.50	11.25	12.00	68.25
2.48	2.72	2.97	3.22	3.47	3.71	3.96	22.52
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

9.98	10.97	11.97	12.97	13.97	14.96	15.96	90.77

19.11	10.97	11.97	12.97	13.97	14.96	15.96	99.91

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
							0.00
							0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.79	0.00	0.00	0.00	0.00	0.00	0.00	0.79
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.23	0.00	0.00	0.00	0.00	0.00	0.00	0.23

1.02	0.00	0.00	0.00	0.00	0.00	0.00	1.02

2.50	2.75	3.00	3.25	3.50	3.75	4.00	22.75
0.83	0.91	0.99	1.07	1.16	1.24	1.32	7.51
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

3.33	3.66	3.99	4.32	4.66	4.99	5.32	30.26

4.34	3.66	3.99	4.32	4.66	4.99	5.32	31.27

MANAGEMENT COMPONENT

Blocks	Nos			
	9.00			
Costs (Rs lakh)	Sal.	Mtce.	Equipment	Vehicle
Block	0.50	0.20	0.60	
Distt	5.50	1.50	2.50	2.25
Total	10.00	3.30	7.90	2.25

	% Assistance	Unit Cost	Nos.							Total	Total						
			1 94-95	2 95-96	3 95-97	4 97-98	5 98-99	6 99-2000	7 2000-01		1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01
Inflation Adjustent										0.00	0.10	0.20	0.30	0.40	0.50	0.60	
NON-RECURRING																	
Civil Works	90.00%	0.00															0.00
Professional Fees	100.00%	0.00															0.00
Furniture	90.00%	0.00								0.00	0.60	0.00	0.00	0.00	0.00	0.00	0.60
Equipment	50.00%	7.90	1.00							7.90	0.00	0.00	0.00	0.00	0.00	0.00	7.90
Educational Matl	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Vehicles	90.00%	2.25	1.00							2.25	0.00	0.00	0.00	0.00	0.00	0.00	2.25
Books	50.00%	0.00															0.00
Local Fellowships	100.00%	0.00															0.00
Local Training	100.00%	0.00															0.00
Studies	100.00%	0.00															0.00
MSOs	100.00%	0.00															0.00
TOTAL NON-RECURRING		0.00								10.15	0.60	0.00	0.00	0.00	0.00	0.00	10.15
RECURRING																	
Salaries	75.00%	10.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	10.00	11.60	12.00	13.00	14.00	15.00	16.00	91.00
Operation & Mtce.	75.00%	3.30	1.00	1.00	1.00	1.00	1.00	1.00	1.00	3.30	3.63	3.96	4.29	4.62	4.95	5.28	30.03
Building maintainan	75.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECURRING										13.30	14.63	15.96	17.25	18.62	19.95	21.28	121.03
TOTAL										23.45	14.63	15.96	17.29	18.62	19.95	21.28	131.18

FUNDING BY SOURCE

	Centre	%	State	%	Total	%
Outlay	95.91	76.16%	31.27	23.84%	131.18	100.00%

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
							0.00
							0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7.11	0.00	0.00	0.00	0.00	0.00	0.00	7.11
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2.03	0.00	0.00	0.00	0.00	0.00	0.00	2.03

9.14	0.00	0.00	0.00	0.00	0.00	0.00	9.14

7.50	8.25	9.00	9.75	10.50	11.25	12.00	68.25
2.48	2.72	2.97	3.22	3.47	3.71	3.96	22.52
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

9.98	10.97	11.97	12.97	13.97	14.96	15.96	90.77

19.11	10.97	11.97	12.97	13.97	14.96	15.96	99.91

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
							0.00
							0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.79	0.00	0.00	0.00	0.00	0.00	0.00	0.79
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.23	0.00	0.00	0.00	0.00	0.00	0.00	0.23

1.02	0.00	0.00	0.00	0.00	0.00	0.00	1.02

2.50	2.75	3.00	3.25	3.50	3.75	4.00	22.75
0.83	0.91	0.99	1.07	1.16	1.24	1.32	7.51
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

3.33	3.66	3.99	4.32	4.66	4.99	5.32	30.26

4.34	3.66	3.99	4.32	4.66	4.99	5.32	31.27

CHAPTER VII

MONITORING AND REVIEW

Monitoring is the process of keeping an eye, a constant vigil on anything, event or process. It is very essential part of the planning as it avoids every kind of wastage, issue, warnings, at critical points, keeps the whole systems cautious and taken an account of progress.

Though monitoring one finds out the weakness of the programme, of planning and of implementation. As a result of these weakness can be removed or alternative path can be taken. Monitoring is not only primitive but suggestive as well. What checking, oiling and testing is to machines, so monitoring is to a programme.

Review is another important factor of planning. It is always essential to review the whole situation periodically, especially when the planners feels that the goods are not being delivered in time, the quality of production is not up to the mark and there is wastage.

Review is a corollary to monitoring. By reviewing the planner may like to make the goods more realistic, he may revise the goals, change the time schedule, start new strategies and plug up the gaps if any.

In district planning of UPE, both monitoring and review shall play a pivotal role.

Let us suggest who will monitor the physical and financial progress of each programme at what land, what shall be the mode of monitoring and its frequency.

7.1 STRATEGY COMPONENT NO. 1

7.1.1 Rationalisation of shifting of schools and NFE centers will be monitored by DDE and district planning Group Guna. It shall be annual.

Similarly rationalising the imbalance in posting of teachers shall be monitored by DDE and DGP, biannually, VEC members will also keep an eye on it and give suggestions to D.P.G.

7.1.2 The programme of community support and contribution for construction of new buildings, additional rooms or repair of buildings shall be monitored by a committee of SDO, BEO, BDO and the local teacher, headed by SDO, VEC and local teacher will also do village level monitoring.

7.1.3 The programme of use of local materials as teaching aids, preparation of school calendar, school timing and duration shall be monitored by BEO and Dy. Director education annually. VEC shall monitor the above at school level.

7.1.4 The construction of new buildings, additional rooms and repairs of contractors shall be monitored by the collector through the SDOs. The progress at village level shall be reported to the SDO by VEC members and the teacher. The finances shall be monitored by DPG. and state autonomous body.

7.1.5 Equipping the school programme shall be monitored by VEC at village level who shall also see the use of Rs. 500/- given to each school for replenishment. Supervisory staff shall also be monitoring this programme.

7.1.6 Monitoring of creation of additional posts of teachers and their filling up shall be done by DDE, DPG and VEC members.

A review of the progress of all the sub-strategies of this component shall be made by DPG at district level biannually and annually by state autonomous body.

7.2 ENVIRONMENT BUILDING

7.2.1 Monitoring of multi media campaign shall be done by SDO and BEO at block level and by DPG at district level.

7.2.2 Organisation like Nehru Yuva Kendra, Rotary, Jaycees or others interested in primary education shall also be called to do monitoring. D.P.G. may review the campaign biannually.

7.2.3 Panchayat deptt. will monitor the programmes of workshop, seminar, debates etc. after every 3 months

7.2.4 Akashwani, Doordarshan and PRO shall be monitoring publicity.

7.3 GALVANISING TEACHER. WOMEN AND COMMUNITY

7.3.1 Monitoring of active involvement of teacher in planning etc. redressal of their grievances, and incentives for good and disincentives for bad performance shall be done by Deputy Director education, BED & VEC.

7.3.2. Programme of placing capable and committed women in key position shall be monitored by state autonomous group.

7.3.3 Setting up and working of VEC committee shall be monitored by SDO, BDO and BEO in each block. DPG will make sample checking of their working. It shall be annual.

7.3.4 Programme of feeding data about teacher in computer shall be monitored by Dy. Director education. It shall be biannual.

7.4 UNIVERSAL ACCESS

7.4.1 Monitoring of trainings and shifting of Balwadi shall be done by Mahila Bal Vikas Department & DDE monthly.

7.4.2 Monitoring of establishment of new primary school, NFE centres shall be done by state autonomous body, Dy. Director of education and DPG. This shall be annual.

7.4.3 Monitoring of developing principles in local dialect and simplification of the language shall be done by M.P. text book corporation.

7.5. UNIVERSAL PARTICIPATION

7.5.1 Monitoring of training of teachers, supervisory officers, members of VEC shall be done by the college of education, Gwalior and state institute of education, Bhopal.

7.5.2 Monitoring of incentive programmes by Tribal Deptt. Mahila Bal Vikas Deptt. and Education dept. together. shall be reviewed by DPG. The monitoring at school level shall be done by VEC Members after every 3 months.

7.5.3 Monitoring of studies, action research shall be done by DIET.

7.6 QUALITY IMPROVEMENT

7.6.1 Monitoring of remedial instruction of children shall be done by cluster level and block level centres in addition to supervisory staff.

7.6.2 The monitoring of regular observance of school time table, specially in area of physical education shall be done by supervisory staff and VEC members.

7.6.3 Awards to the teachers shall be monitored by the DPG and non-government bodies.

7.7 TRAINING AND CAPABILITY BUILDING

7.7.1 Strengthening of DIET shall be monitored by the SCERT, Bhopal.

7.9.2 monitoring of training of supervisors, teachers, NFE instructors, head masters, members of VEC, women activists, volunteers shall be done by DIET & college of education Gwalior, .

7.7.3 Establishment of Block level and cluster level resource centre will be monitored by state autonomous body, DPG and SCERT, Bhopal.

7.8 MANAGEMENT REVAMP

7.8.1 Induction of dynamic and committed persons in key position shall be monitored by secretary of education and state autonomous body.

7.8.2. Decentralisation of powers etc. upto lowest level shall be monitored by DPG and state autonomous body.

7.8.3 Creation of monitoring of UPE cell in Deputy Director educations office and Block education office strengthening of Block education office and modernisation of DDE office shall be made by state autonomous body, DPG and school education department.

Monitoring for cluster level programme should be monthly. It shall be quarterly at block level and bi-annually at district level.

Monitoring of civil construction and repairs should be on monthly basis but a daily check regarding quality of construction and material used should be made by local VEC members and teachers.

Monitoring to evaluate the teachers capability, his use of teaching aids and play way method should also be very frequent.

A general assessment of achievement of physical and financial targets of different component should be made in district level meeting of DPG held once in each month. The members may go to field to make their individual assessment and discuss in the meeting.

EVALUATION AND REVIEW OF THE PROGRAMME

A joint bi annual review of the whole programme by District Unit and state autonomous body is proposed one in november and the other in April each year.

A review/evaluation committee set up by the central govt. should also be invited to do sample checking of all the programme. It will discuss its finding with DPG and give line of future action.

The donor agency has a right to see that the finances provided by it are properly used, so it may keep its permanent representative agency in the district for the monitoring or it may set up a committee of experts who may tour the district occasionally, make sample evaluation and

put their objections to the DPG they may give suggestions for better strategies.

INDIVIDUAL PROGRAMME AND THE WHOLE PROJECT

It is very essential to evaluate the sub component of each programme and to judge its impact on the total project.

Thus it will be useful to invite private organisations interested in this field to make a detailed evaluation of each component. On the basis of above a flow chart regarding the trend of the plan may be made.

By a review of the above the master of the project (DPG) may revise time schedules, revise targets, leave unattainable goals or modify them.

: 17* :

CHAPTER 8

PROJECT RISKS : Every plan of work is begun with certain basic assumptions. The planner before hand assumes in his mind certain basic things and on these he builds the structure of his plan. If these assumptions fail or go awry the whole plan succumbs. So there is always an element of risk present in every planning. As it is referred in the proverb 'Think before you leap' a good planner imagines before hand the weak points of his plan certain things may not happen as proposes, certain unavoidable delays may come or synchronising may not occur. Thus as a precaution the planner also makes provision to minimise the risk element in his plan.

Basic assumptions :

All the planning is based on some kind of data collected through surveys. These data show the status and the point from where to start. The planner assumes that the data collected will be based on facts.

It is assumed that increase in number of supervisory posts and provision of vehicles will result in intensive inspection which will check both the absenteeism of the teacher and will give him guidance to improve his teaching.

It is assumed that community contribution can be achieved both for building construction up to a certain limit and also in enrolment drive and retention of the child in the school.

It is assumed that if all the persons involved in education of the child and expansion of UPE are trained, they would do their work with capability and more efficiently.

It is assumed that teacher can be made interested

in the child welfare and can be persuaded to use new teaching methods to increase the learning level of child.

It is assumed that provision of more teachers and N.F.E. Instructors will cause more retentions and better learning and if the work is rewarded and recognised, the interest and the teachers efficiency will increase.

It is assumed that through multimedia campaign and with the help of V.E.C. the villagers may be aroused to send their children to the school. It is also assumed that if ladies are taken into confidence, girls enrolment will go up.

It is assumed that provision of incentives to the disadvantaged children will ensure their enrolment and retention in the school.

It is assumed that if the number of teaching hours and number of school days are increased and the attendance of the students is improved learning level will rise.

It is assumed that if a proper check is put on the evaluation in the schools by auditing, the teacher will evaluate it correctly.

And in the end it is also assumed that if the schools, block level offices and D.D.E. Offices are better equipped with modern management their efficiency will increase.

RISKS INHERENT IN THE PROJECT :

There is always possibility that things don't come out as they were assumed to come. One or the other

assumption may prove faulty or show deviation. The surveyers may not understand the importance of survey so either due to negligence or on account of bias they may fill up false data. Thus a plan made on the basis of false data may not give result as desired and finally succumb.

The assumed community contribution may never come for the casuse of education. The people who go to a training may not be serious may return to their old practices and no benefit from the training may accrue.

The persons appointed as teachers may not be at all interested in the job of teaching and also unconcerned about the welfare of their charge.

It is seen that often teachers who are good and devoted prepare the required papers and it is the most pushing and lunning teachers who gets the reward. Thus reward of recognition may not effect increasing the efficiency of such people.

Multimedia campaign may not be able to awaken the villagers due to taboos and wrong traditions inherent in certain caste.

The I.C.D.S. and E.C.C.E. programme may not be helpful in raising the girls enrolment.

The girls after receiving their dresses may not turn up to the schools for the whole session and children may

go to their homes after midday meals not to return that day.

Though on paper in every school the number of teaching hours and number of school days may be increased but in actual practice it may not be so. The students attendance may rise but the teacher may not teach.

The auditing of evaluation may be done with the purpose of keeping checks on the valuation done by teachers. But it is possible that persons doing auditing may themselves be casual and not serious. How so ever schools are equipped, the teacher may not use teaching aids and keep them locked. Even now there is under utilization of the equipments lying in the schools and offices. It may be so in future as well.

Due to redtapeism there may be uncalled for delay in the construction and repair of buildings, in sanction of posts, in sanction of budget and in the procedure for filling up the posts.

It may not be possible to convince the whole team engaged in U.P.E. in the strategies, targets and results.

It is possible that targets proposed are not realistic.

process of the Plan Preparation :

The following process of formulating the plan was followed:

- i. Constituting a plan formulation committee (Team) under the Chairmanship of the collector.
- ii. Holding district level meetings with the gross sections of the community and various other departments and development functionaries, Journalist and others interested in primary education.
- iii. Holding meetings at the block level with teachers, community workers supervisory at personnel, villages workers, ex-students, ex-panchayat members,
- iv. Village level meetings with members of school development committee.
- v. Coordinations between Dy. Director and DIET.

The District and Block Level interactions held twice at each level were based on the following issues :

- i. Need of schools in the district
- ii. Need of teachers in the district.
- iii. Need of necessary Resources in schools
- iv. Problems of all weather buildings and their possible solution
- v. Possibilities of people's participation and its process.
- vi. How to enrol and retain all children between 6-14 age-group and how to raise the quality.
- vii. Inter departmental cooperation and its process.
- viii. Making local self bodies and NGOs functional and participation in the DPEP.

PART TWO**1. BASIC DATA IN REGARD TO THE DISTRICT****Table 1.1 Demographic Data**

Population (1991 Census) (in lakhs)

	<u>Figures</u>	<u>Percentage</u>
Total :	13.09451	-
Male :	6.98	53.37 %
Female :	6.11	46.67 %
Rural :	10.54	80.50 %
Urban :	2.55	19.50 %
SC :	2.38373	18.20 %
ST :	1.43572	10.96 %

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

1971 :- 884

1981 :- 882

1991 :- 876

3. Literacy Rate (1991 Census)

<u>Group</u>	<u>Literacy Rate</u>
1. Overall	27.32 %
2. Male	38.86 %
3. Female	14.15 %
4. SC	5.31

a) Overall

b) Male

c) Female

4. No. of Towns (1991 Census)

i) Total 10

ii) With Population more than 5 lakhs NIL (Give names)

iii) With Population 1 - 5 lakhs 01 (Give names) :- GUMA

iv) With Population 50,000 - 1 lakh - NIL

v) With Population 10,000 - 50,000 07 ARON, ESAGARI, MUNGOLI, CHANDERI,

vi) With Population less than 10,000 02 RAGHOBARH, CHACHORA, ASHOKNAGAR,
KUMBHRAJ, VIJAYPUR

5. No. of Villages

i) Total 2273

ii) Inhabited 2063

iii) Un-inhabited 210

6. No. of Rural Habitations

: 153 :

- i) As per Census 1991 2930
 ii) As per V All India
 Education Survey, 1986 2697

7. Special Areas in the District, if any

Category	Name	Details
i) Areas of Industrial Concentration.	1. S.K.G. SOLVENT PLANT KOSIMODI	BEAR CIL
ii) Areas of Major Mining activity.	2. DEEPAW SPINERS PRAGARA	YARN
iii) Areas of Major Construction activity. (e. g. Irrigation projects)	3. NFL VIJAYPUR FERTILIZERS 4. BAIL VIJAYPUR LPG 5. SANJAY SAGAR DAM RAGHOGARH 6. BEEJI KRISHNA SAGAR DAM RAJOL 7. BHARADWAJ DAM BAMORI	
iv) Any other areas with high incidence of child labour.	IN MUNGAOLI, BINA AND CHANDERI BLOCKS OF THE DISTRICT	ABOUT 1238 CHILD LABOUR ARE ENGAGED IN BIDI MANUFACTURING WORK.

8. Blockwise Population, No of Habitations and Literacy Rate

Block	Population (1991 Census)	Number of					Literacy Rate		
		Villages		Habitations as per			Male	Female	Total
		Inhabited	Un-Inhabited	Total	1991 Census	V All India Edu Survey. 1986			
1	2	3	4	5	6	7	8	9	10
1. GUNA	134314	270	38	308	311	322	40.75	17.74	30.53
2. BAMORI	104048	216	35	251	294	262	29.0	6.0	18.0
3. ARON	76520	164	06	170	221	207	28.67	5.84	18.14
4. RAGHOGARH	133612	305	34	339	442	372	30.67	7.42	19.84
5. CHANCHORA	138030	293	08	301	529	499	25.47	4.26	15.56
6. ASHOKNAGAR	138983	272	23	295	332	340	38.90	9.17	25.6
7. ISAGARH	111000	174	14	188	263	218	41.68	11.71	27.42
8. MUNGAOLI	131000	235	21	256	356	307	38.47	11.5	25.79
9. CHANDERI	86744	134	31	165	182	170	30.91	6.18	19.37
Total for All Blocks	1054251	2063	210	2273	2930	2697	33.13	7.82	21.32
Aggregate for all Urban areas	255200	10	-	10	-	-	62.59	40.20	52.11
Grand Total for the District	1309451	2073	210	2283	2930	2697	38.86	14.15	27.32

Table 1.2: Administrative Data**1. ITDP, Sub-Divisions, Tahsils & Blocks,**

i) No. of ITDPS

a) Total	N11
b) Major	N11
c) Medium	N11
d) Small	N11

ii) No. of Sub-Divisions

06

iii) No. of Tahsils

09

iv) No. of Blocks

09

a) Total

09

b) TD

N11

c) Non-TD

09

2. No. of various kinds of local Bodies:

i) Urban:

a) Municipal Corporations	N11
b) Municipalities	09
c) Notified Area Committees	N11
d) SADAs	02

ii) Rural:

a) Janpad Panchayats	09
b) Gram Panchayats	570

3. Setup of Educational and related Administration:

c) Whether the District is also the headquarters of an Education Division No

ii) No. and names of Education Districts within the (Revenue) District 01 Guna

iii) No. of BEOs

a) Total sanctioned 09

b) In position (as on 1/4/1993) 07

iv) No. of ADIS

a) Total Sanctioned 17

b) In position (as on 1/4/1993) 13

v) No. of Circle Organisers, TW

a) Total Sanctioned 02

b) In Position (as on 1/4/1993) 01

vi) No. of NFE Projects: Rural 07, Urban N11, Total 07

vii) No. of ICDS Projects: Rural 02, Urban N11, Total 02

viii) No. of Blocks under T.I.C. if any N11

ix) No. of Blocks under DWCR if any N11

Table 1.3 : Educational Data for District

1.3.1 No. of Schools (Ref. Date : 30-9-93)

Category	Total		Management-wise Breakup													
	Schools	Teachers	School Education Department		SC, ST, BCW Department		Total Govt		Local Bodies		Non - Government					
			S.	T.	S.	T.	S.	T.	S.	T.	Aided		Unaided			
			S.	T.	S.	T.	S.	T.	S.	T.	S.	T.	S.	T.	S.	T.
1. Primary Schools	1449	4706	1307	3875	08	10	1315	3885	1	12	14	51	119	768	135	819
2. Upper Primary Schools	276	1401	230	1206	02	03	233	1209	-	-	01	31	40	161	44	192
3. High Schools	28	196	23	161	-	-	23	161	-	-	-	-	05	35	-	35
4. H. S. Schools	25	492	21	440	-	-	21	440	-	-	03	40	01	12	04	52
Total	1778	6795	1581	5682	10	13	1592	5695	01	12	21	122	165	976	189	1098

S= Schools T= Teachers

1.3.2. No. of NFE Centers (Ref. Date : 1-4-93)

Category	No.
1. Total	700
2. Co-Education	266
3. Girls only	380
4. Urban	-
5. Rural	700
6. Primary	646
7. Upper Primary	54

1.3.3. No. of Habitations having neither a Primary / Jr. Primary School nor an NFE Centre within 1 KM

Population *	No of habitations without access as above	
	as per 1986 Survey	As on 30/09/93 (based on 1991 population)*
a) Over 300		113
b) 200-299		201
c) 100-199		218
d) Below 100		240
e) Total		772

Gross Access Ratio (30/09/93).- **73.65**

1.3.4. Enrolment, GER, RR and Out-of-School Children at Primary Stage (Ref. Date : 30 09 93)

Category	Estimated Population in 6-11 age group (30-9-92)	Enrolment (I - V)									GER	RR	Estimated No of Children (6-11) Years not in Primary Schools/NFE Centres	Estimated No of Children in 6-11 age group on 30/09 2000
		Schools			NFE			Total						
		B	G	T	B	G	T	B	G	T				
1. Over all														
2. SC														
3. S1														

[Note:- GER Should be calculated based on total enrolment in Schools plus NFE Centers]

1.3.4. Enrolment, GER, RR and Out-of-School Children at Primary Stage (Ref. Date 30-09-93)

Category	Estimated Population in 6-11 age group (30-9-92)	Enrolment (I - V)									GER			RR			Estimated No. of Children (6-11) Years not in Primary Schools/NFE Centres			Estimated No. of Children in 6-11 age group on 30/09/2000				
		Schools			NFE			Total			B	G	T	B	G	T	B	G	T	B	G	T		
		B	G	T	B	G	T	B	G	T														
1. Over all	104845	97393	21173	11507	59507	135254	12447	9439	21945	129134	85.30	176.21	114	71	60	1713	50137	50175	121733	117931	239534			
2. SC	16995	17726	30723	17257	11003	28352	3225	1857	4.76	18510	12910	31420	97	73	60	61	35	40	4135	7395	11500	10133	1549	40772
3. ST	11440	10676	22115	7721	3383	11854	2200	1314	3274	9921	4377	14295	67	41	54	45	31	30	4183	7375	11559	13325	12435	25761

[Note :- GER Should be calculated based on total enrolment in Schools plus NFE Centres]

1.3.5. Trend of GER and RR over 1988-93

Indicator	Group	As on 30th Sept of						
		1988	1989	1990	1991	1992	1993	
1. GER	1. Over-all	83 %	84 %	85 %	87 %	88 %	88.5 %	
	2. Boys	84 %	86 %	89 %	90 %	95 %	104 %	
	3. Girls	65 %	68 %	68 %	70 %	71 %	71.5 %	
	4. SC							
	a) Over all	64 %	63 %	65 %	70 %	73 %	86 %	
	b) Boys	80 %	83 %	83 %	85 %	90 %	97 %	
	c) Girls	48 %	50 %	55 %	53 %	55 %	73 %	
	5. ST							
	a) Over-all	40 %	45 %	43 %	45 %	49 %	64 %	
	b) Boys	62 %	65 %	72 %	75 %	79 %	87 %	
	c) Girls	23 %	22 %	26 %	24 %	29 %	41 %	
	2. RR	1. Over-all	38 %	41 %	40 %	45 %	48 %	52 %
		2. Boys	42 %	45 %	48 %	50 %	58 %	63 %
		3. Girls	30 %	33 %	32 %	36 %	38 %	41 %
		4. SC						
a) Over-all		29 %	32 %	31 %	35 %	38 %	48 %	
b) Boys		40 %	43 %	41 %	45 %	50 %	61 %	
c) Girls		19 %	23 %	22 %	24 %	26 %	35 %	
5. ST								
a) Over-all		14 %	16 %	15 %	18 %	21 %	38 %	
b) Boys		20 %	23 %	25 %	26 %	29 %	45 %	
c) Girls		12 %	14 %	14 %	16 %	23 %	31 %	

1.3.6. Primary Teacher Data

1. Total No. of Teachers in Primary Schools and Primary Sections of Higher schools

a) Male 2749 Total - 3505 (2761 + 89 + 10 + 645)
 b) Female 756

3. Teachers whose qualification is less than High School

No.- 76
 % - 2.16 %

5. Untrained Teachers (Who do not have a Teacher Training qualification- BTC/B.Ed)

No - 1549
 % - 44 %

6. Teacher-Pupil Ratio at the Primary stage 1.51

* If 1991 Census Data village-wise population is not available, estimate 1991 population by increasing 1981 population by 25%

1.3.7. Availability of Buildings (as on 01/04 93)

1. Total No. of Primary Schools	1463
2. Of which, running in a pakka building	1194
a) own building	1102
b) building of another School	63
c) Other public building (e. g. Panchayat Bhavan, etc)	06
d) Private building - rented or otherwise	10
e) Total	1194
3 No. of Primary Schools running in kachcha buildings	07
4. No. of Primary Schools having no building at all (running in tents, under trees etc)	205
5 No. of Schools needing new building (3+4)	269+17= 376
6. No. of Schools running in own pakka buildings which require major repairs.	150
7. Deficiency of Classrooms in Schools running in pakka buildings [i e. no. in 2(e) above]	513

Enrolment rounded off to No. of
[Deficiency = $\frac{\text{Enrolment}}{40}$, nearest integer (-) existing classrooms]

Note:- Average Classroom size - 300 Sq Ft. Count larger halls, verandahs,
etc. as 2/3/4 Classrooms, depending on size.

Extent of Classroom Deficiency	No. of Schools with deficiency as in col (1)	Total Deficiency of Classroom
(1)	(2)	(3)=(1) × (2)
Zero	888	888x0=000
One Classroom	189	189x1=189
Two Classrooms	04	04x2 =120
Three Classrooms	22	22x3 = 66
Four Classrooms	04	04x4 = 16
Five Classrooms	07	07x5 = 35
Six Class Rooms	04	04x6 = 24
Seven Class Rooms	01	01x7 = 07
Eight Class Rooms	02	02x8 = 16
Nine Class Rooms		
Ten Class Rooms	02	02x10 = 20
Eleven class Rooms		
Twelve Class Rooms	01	01x12 =12

513

1.3.B. Estimated Size of the District Plan Target Group (No. of Children) in the first and last years of the (District) Plan period

A. Children in 6-11 age group

Category	Total Estimated Population - 1991 Census	Estimated Population - 30-9-94			Estimated Population - 30-9-2000
		Total	Enrolled in PS / NFEC	Un-enrolled	
(1)	(2)	(3)	(4)	(5)	(6)
1. All	189870	206483	146145	60338	234964
2. Boys	95208	106801	83945	22856	121533
3. Girls	91662	99682	62200	37482	113431
4. SC a) All	34564	37588	27165	10421	42772
b) Boys	17877	19441	15552	3888	22123
c) Girls	16687	18147	11613	6533	20649
5. ST a) All	20818	22639	14753	7884	25761
b) Boys	10768	11710	9508	2201	13325
c) Girls	10050	10929	5245	5683	12436

PS = Primary School

NFEC = NFE Centre

1.3.8. Estimated Size of the District Plan Target Group (No. of Children) in the first and last years of the (District) Plan period

B. Target group Children in 11-14 age group

Category	Total Estimated Population - 1991 Census	Estimated Population - 30-9-94			Estimated Population - 30-9-2000		
		Total	No who completed Prim. Education *	No who did not complete Prim. Education (Col.3 - Col.4)	Total	No. who may not complete Prim. Education	Basis of Estimate in Col. 7
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1. All	99518	108225	40862	67363	123153	16229	
2. Boys	52378	56961	30143	26818	64818	7013	GER 99
3. Girls	47140	51264	107119	40545	53335	9216	RR
4. SC a) All	18116	19701	6600	13101	22418	3333	
b) Boys	9534	10368	4869	5499	11798	1498	
c) Girls	8582	9333	1731	7602	10620	1835	
5. ST a) All	10911	11865	2489	9376	13502	2547	
b) Boys	5743	6245	1967	4278	7106	1102	
c) Girls	5168	5620	522	5098	6396	1445	

[GER - 20] RR
as on 30-9-93

* = Col 3

100 100

1 3. 8. Estimated Size of the District Plan Target Group (No. of Children) In the first and last years of the (District) Plan period

⌘ Total Children in Target group (6-14 yrs)

Category	Estimated Population - 30-9-94			Estimated Population - 30-9-2000		
	All Children of 6-11 yrs (Col. 3, Tab A)	Children of 11-14 yrs not completing Prim. Education (Col. 5, Tab B)	Total Target Group (2+3)	All Children of 6-11 yrs (Col. 6, Tab A)	Children of 11-14 yrs not completing Prim. Education (Col. 7, Tab B)	Total Target Group (5+6)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1 All	206483	67363	273846	234964	16229	251193
2 Boys	106801	26818	133619	121533	7013	128546
3. Girls	99682	40545	140227	113431	9216	122647
4. SC a) All	37588	13101	50689	42772	33333	46115
b) Boys	19441	5499	24940	22123	1498	23621
c) Girls	18147	7602	25749	20649	1835	22484
5. ST a) All	22639	9376	32015	25761	2547	28308
b) Boys	11710	4278	15988	13325	1102	14427
c) Girls	10929	5098	16027	12436	1445	13881

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

1. Population in various age groups :-

Age Group	Estimated Population as % of Total Population (0-100)		
	Total	Boys	Girls
6 - 11	14.5 %	7.5 %	7.0 %
11 - 14	7.6 %	4.0 %	3.6 %

2. Population in Subsequent Years :-

Population as on 30-9-93 = Population (1991 census) + 6.25 %
 Population as on 30-9-97 = Population (1991 census) + 16.25 %

Table 1.4 Block-wise Educational Data

1.4.1. Block-wise Position of Coverage of various Programmes

Block	No. of Habitation			No. of Schools			No. of Primary NFE Centres			No. of Anganwadis	No. of Access-less Habitations* with population- (1991)					No. of Middle Schools		Ratio of Primary to Middle Schools	Phase of OB programme under which covered (I/II/III/IV)	Whether Block is covered under	
	> 300	< 300	Total	Jr. Prim.	Prim.	Total	Co-ed	Girls only	Total		> 300	200-300	100-200	< 100	Total	Total	Girls only			TLC	DWCRA
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
GUNA	146	171	311	13	211	224	29	35	64	-	21	22	33	39	112	56	06	1:4	II	-	-
BAMORI	124	170	294	08	125	133	15	-	15	-	17	20	29	20	87	17	-	1:7	I	-	-
ARON	99	122	221	05	105	110	20	76	98	-	33	05	25	18	51	21	01	1:5	III	-	-
RAGHOGARH	136	344	442	12	149	161	44	46	90	111	15	44	42	45	156	24	02	1:3	II	-	-
THANCHORA	162	387	529	11	193	204	46	44	90	-	17	34	21	44	116	36	03	1:5	I	-	-
SHOK NAGAR	163	196	332	13	213	226	18	81	99	1	17	21	15	20	69	39	02	1:5	IV	-	-
SAGARH	131	110	253	07	149	156	43	44	91	-	9	21	-	24	54	33	02	1:4	IV	-	-
MUNGAOLI	105	110	203	13	138	150	33	31	69	-	3	16	36	2	54	26	02	1:1	III	-	-
HANDERI	111	170	282	07	121	128	19	16	35	-	9	17	17	0	43	21	2	1:1	II	-	-
(a)	1242	1553	2933	89	1449	1536	236	377	636	172	111	201	216	240	772	276	2	1:5		-	-

19

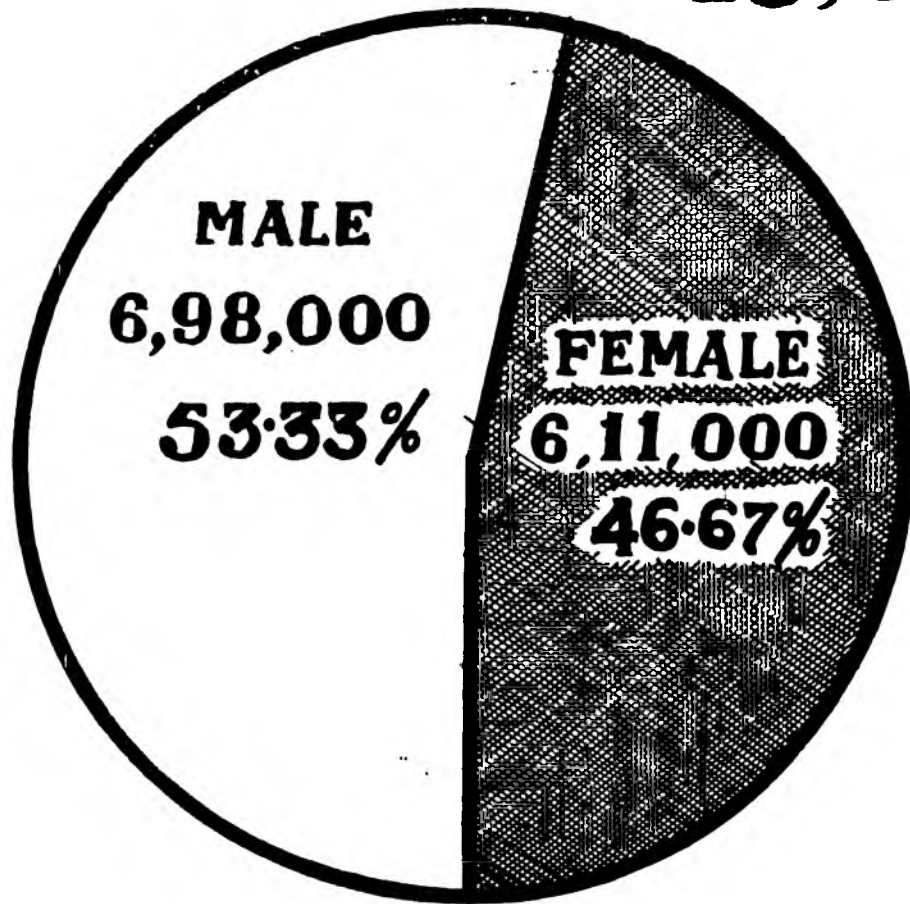
* Access-less habitations are those which have neither a Primary School nor Junior Primary School nor an NFE Centre within 1 KM.

Block	GAR	GER									RR			Estimated No. of Children (6-11 Years) not in Primary Schools/NFE Centres									Estimated No. of Children in 6-11 age group on 30/09/2000															
		Over-all			SC			ST			Over-all			SC			ST			Over-all			ST			ST												
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T							
1. GUNA	72.7	101	75	89	90	89	90	63	34	49	66	47	58	60	32	49	31	11	24	28	6	6937	9743	831	1291	2123	1077	2100	3177	21703	20643	42346	3512	3279	6791	3003	2843	5846
2. BAMORI	71	97	56	77	94	46	69	61	32	43	53	19	41	22	11	19	23	13	20	1826	4275	6101	244	595	839	1165	1596	2761	9559	8936	18495	1296	1186	2482	2486	2398	4884	
3. ARON	76	104	61	83	108	63	88	90	55	75	58	33	47	39	18	31	41	20	30	1195	3339	4534	568	536	1104	96	200	296	8468	7909	16373	1868	1745	3613	471	441	912	
4. RAGHOGARH	70	95	50	73	97	45	72	76	36	57	64	38	56	57	37	51	27	20	26	3020	7050	10070	443	1207	1650	624	1070	1694	14473	13894	28367	2580	2448	5028	1634	1558	3192	
5. CHANCHORA	78	108	77	92	105	77	91	85	72	78	47	33	42	37	28	35	47	21	39	1438	4316	5754	234	594	828	180	493	673	15672	13567	29239	2166	1968	4154	1443	1281	2724	
6. ASHOK NAGAR	77	103	74	92	106	70	88	67	85	80	67	56	63	54	37	48	52	39	48	1812	5495	7307	819	1417	2236	51	46	97	16799	15679	32478	4256	3956	8212	551	403	954	
7. ISAGARH	83	106	82	95	105	93	99	85	66	70	57	47	47	39	22	32	25	11	21	1252	3554	4806	429	635	1064	312	590	902	11239	10676	21915	2262	2112	4374	1217	1175	2392	
8. MUNGAOLI	75	97	87	92	97	90	92	67	72	75	64	47	57	49	34	41	34	18	29	2605	3297	5902	484	665	1149	241	417	658	13802	12907	26709	2630	2486	5116	1105	1023	2125	
9. CHANDERI	74	108	69	89	98	79	89	79	36	55	55	31	49	34	22	29	22	15	19	1084	3874	4958	132	455	587	437	564	1301	9818	9224	19042	1553	1449	3002	1415	1314	2729	
Total for all Blocks	104	71.5	88.5	97	73	86	87	41	44	63	41	57	67	35	48	47	31	38	17038	41137	59175	4185	7395	11580	4183	2376	11159	121533	113431	234964	22123	20649	42772	13325	12434	25767		

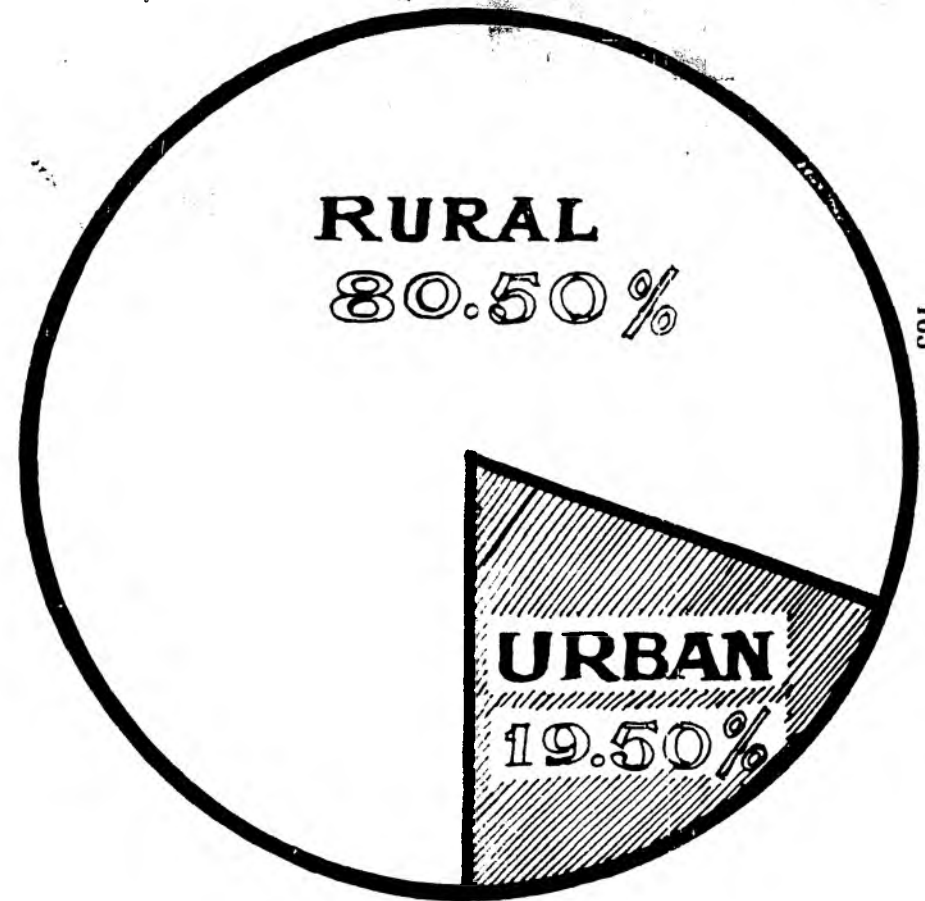
POPULATION 1991 CENSUS

Distt. GUNA.

13,09,451



SEX RATIO



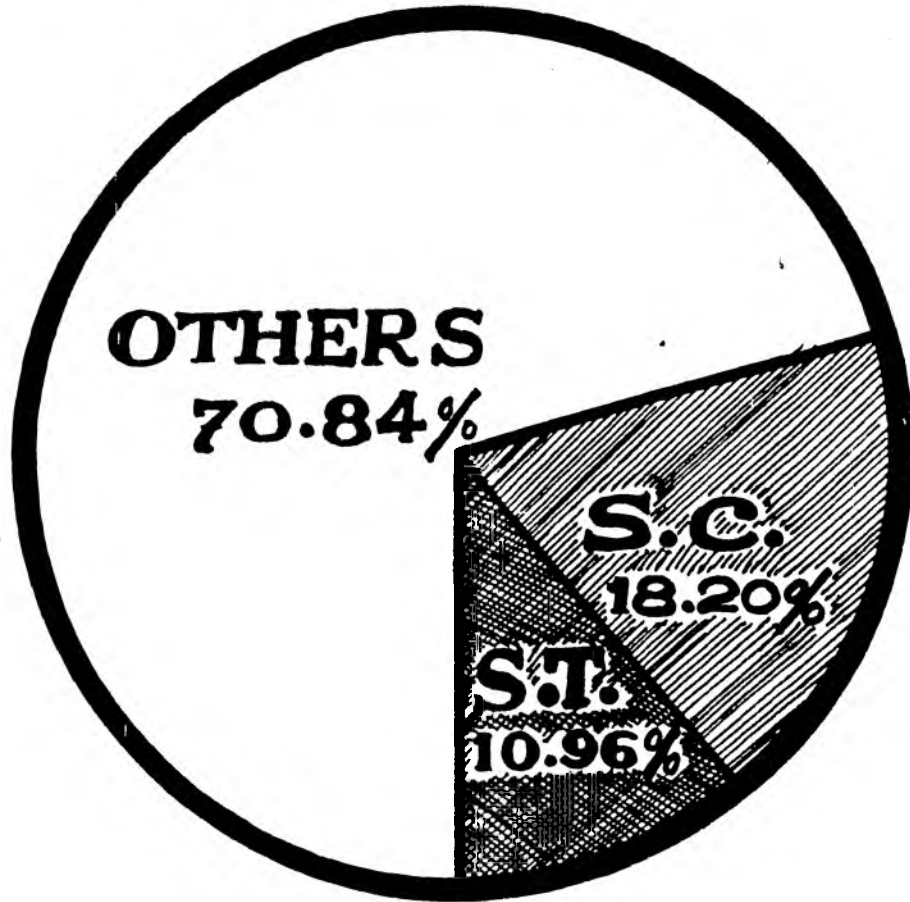
AREA RATIO

POPULATION 1991 CENSUS.

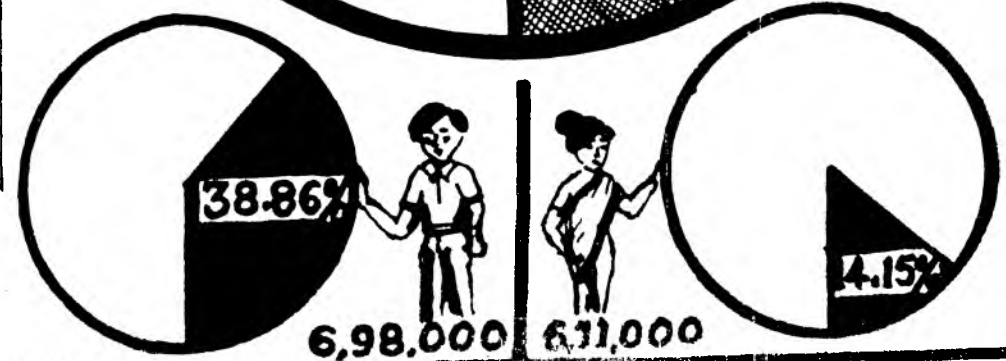
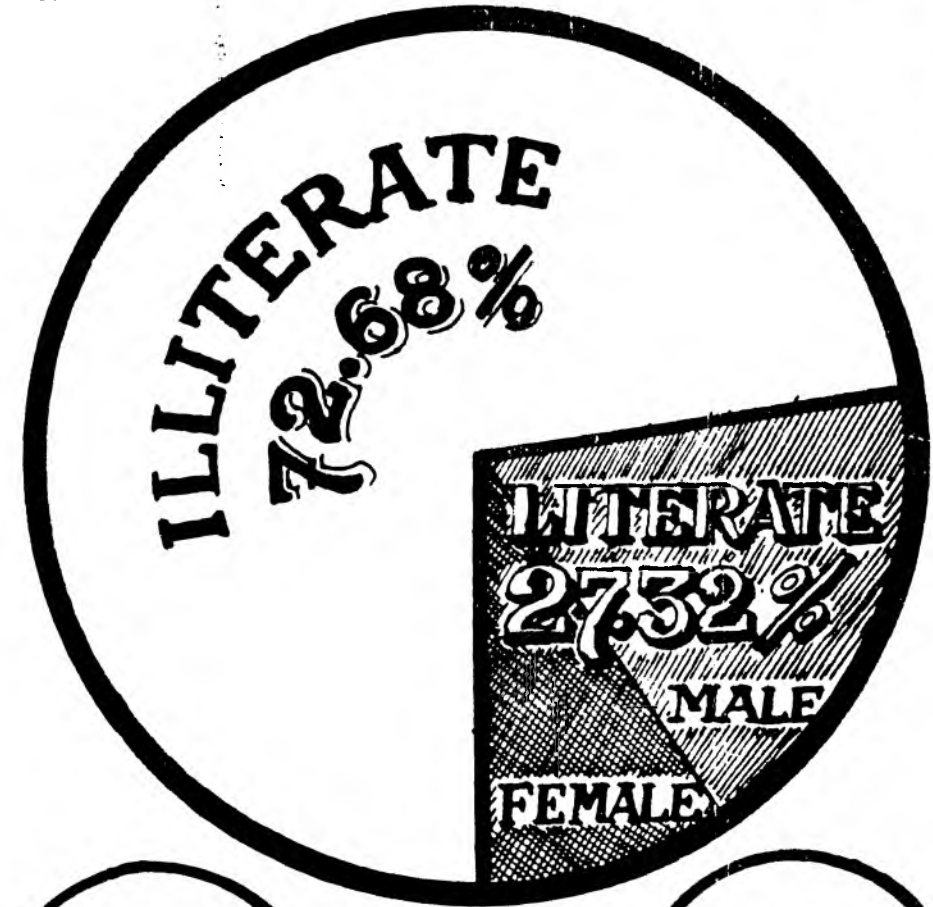
POPULATION

Distt. GUNA
13,09,451

LITERACY



CATAGORY RATIO



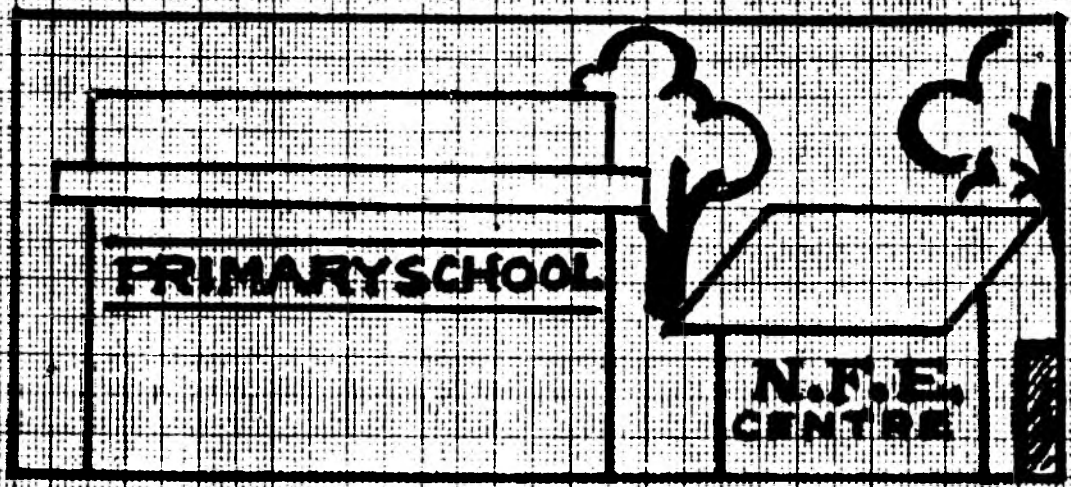
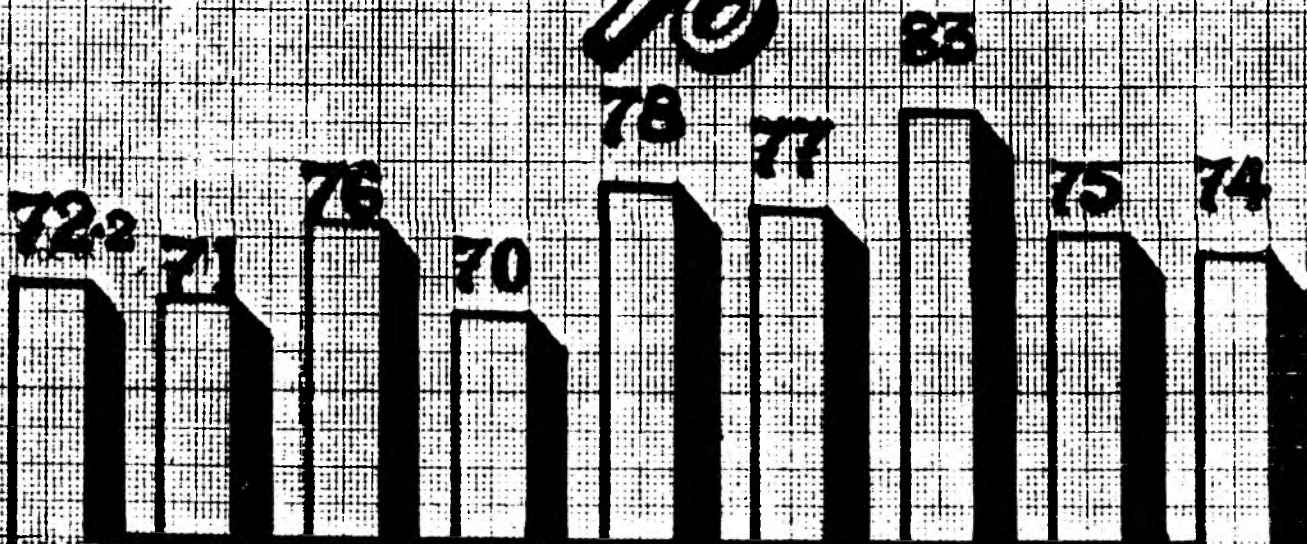
BLOCKWISE POSITION

OF

G. A. R.

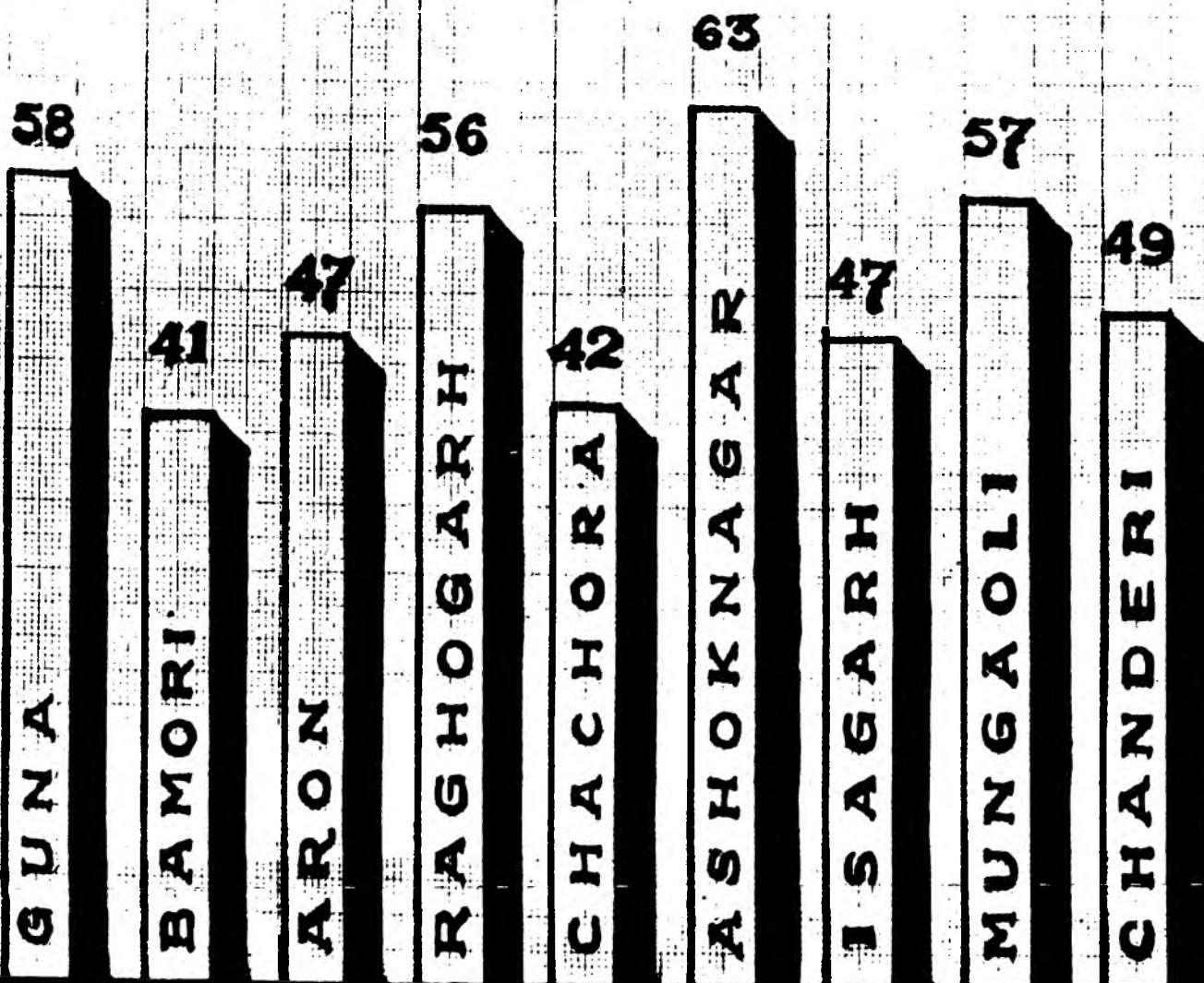
DISTT. GUNA

%



GUNA
 BAMORI
 AROM
 RAGHOGARH
 CHACHORA
 ASKANER
 E SAGARH
 MUNGAGLI
 SHANDERI

BLOCKWISE POSITION OF RETENTION RATIO OVERALL % DISTT.-GUNA.

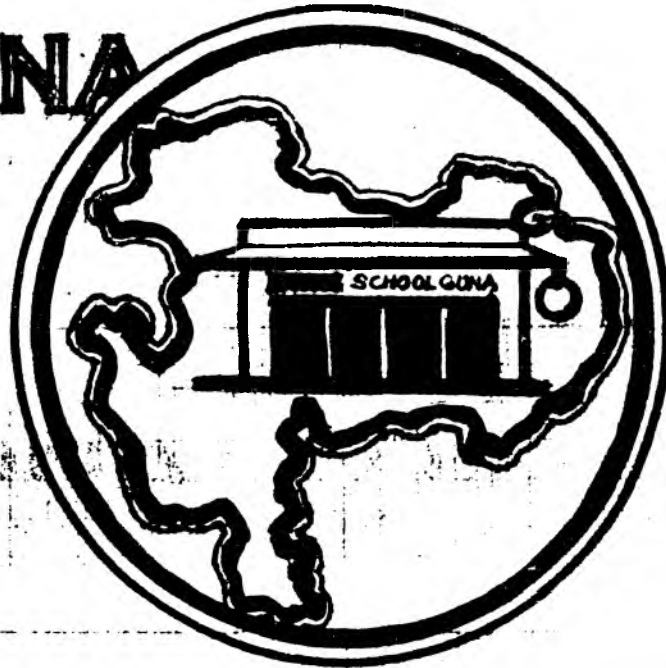


EDUCATIONAL DATA

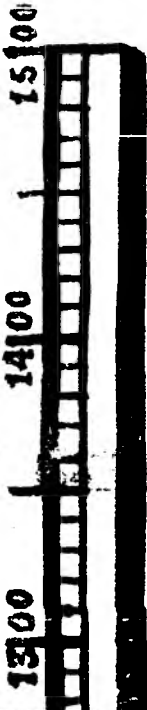
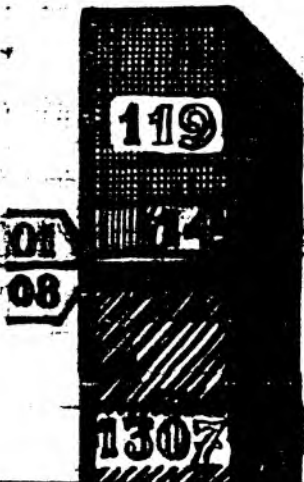
FOR THE DISTRICT

N^o OF SCHOOLS

GUNA



1449



276



PRIVATE UNAIDED

PRIVATE AIDED

LOCAL BODIES

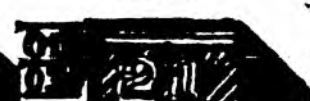
S.C./S.T./O.B.C.

SCHOOL EDUCATION

→ PRIMARY

28

25



SCALE

PRIMARY

UPPER

PRIMARY

HIGH

SCHOOL

HIGHER

SECONDARY

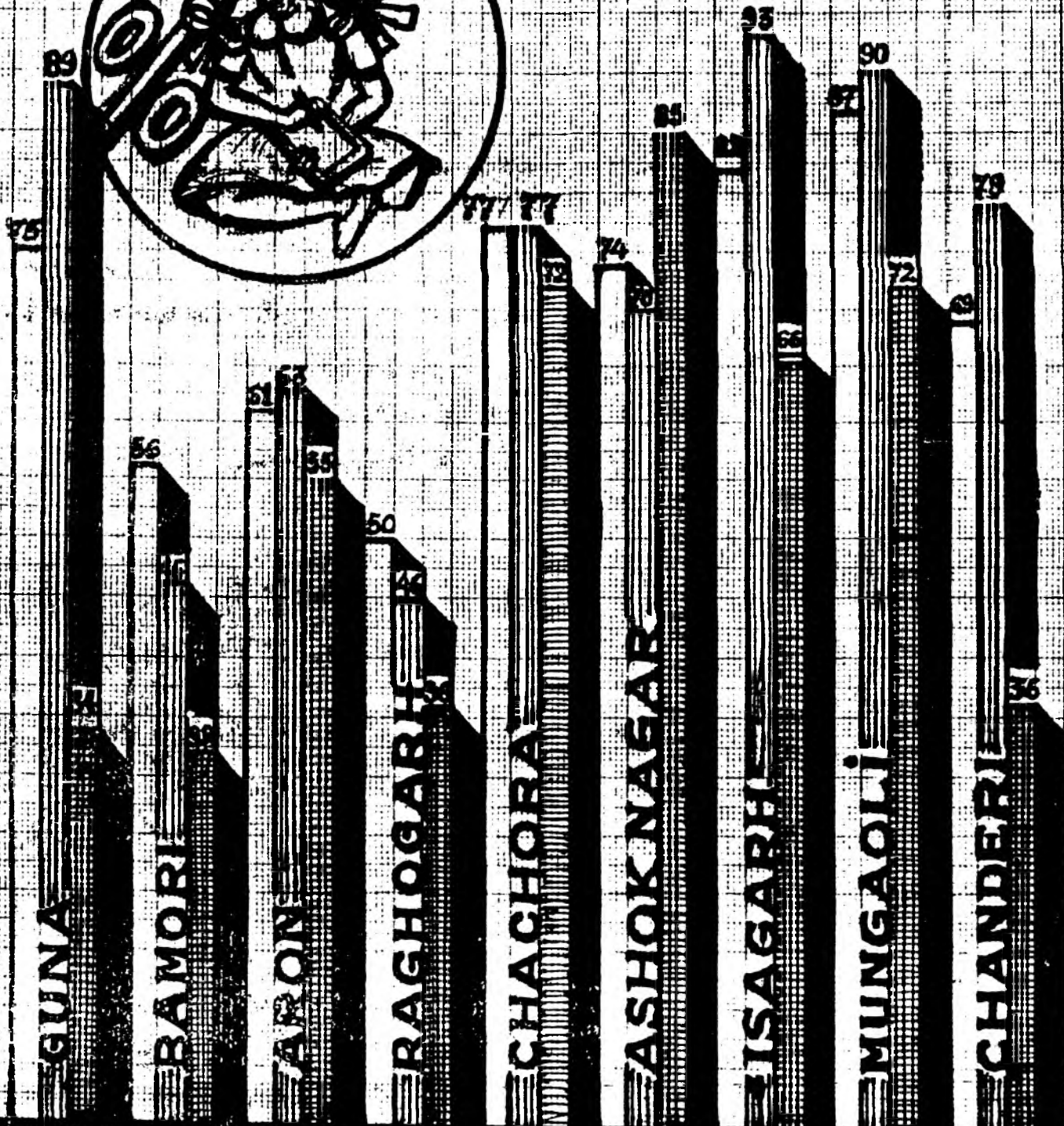
BLOCKWISE POSITION

OF

GROSS ENROLMENT RATIO

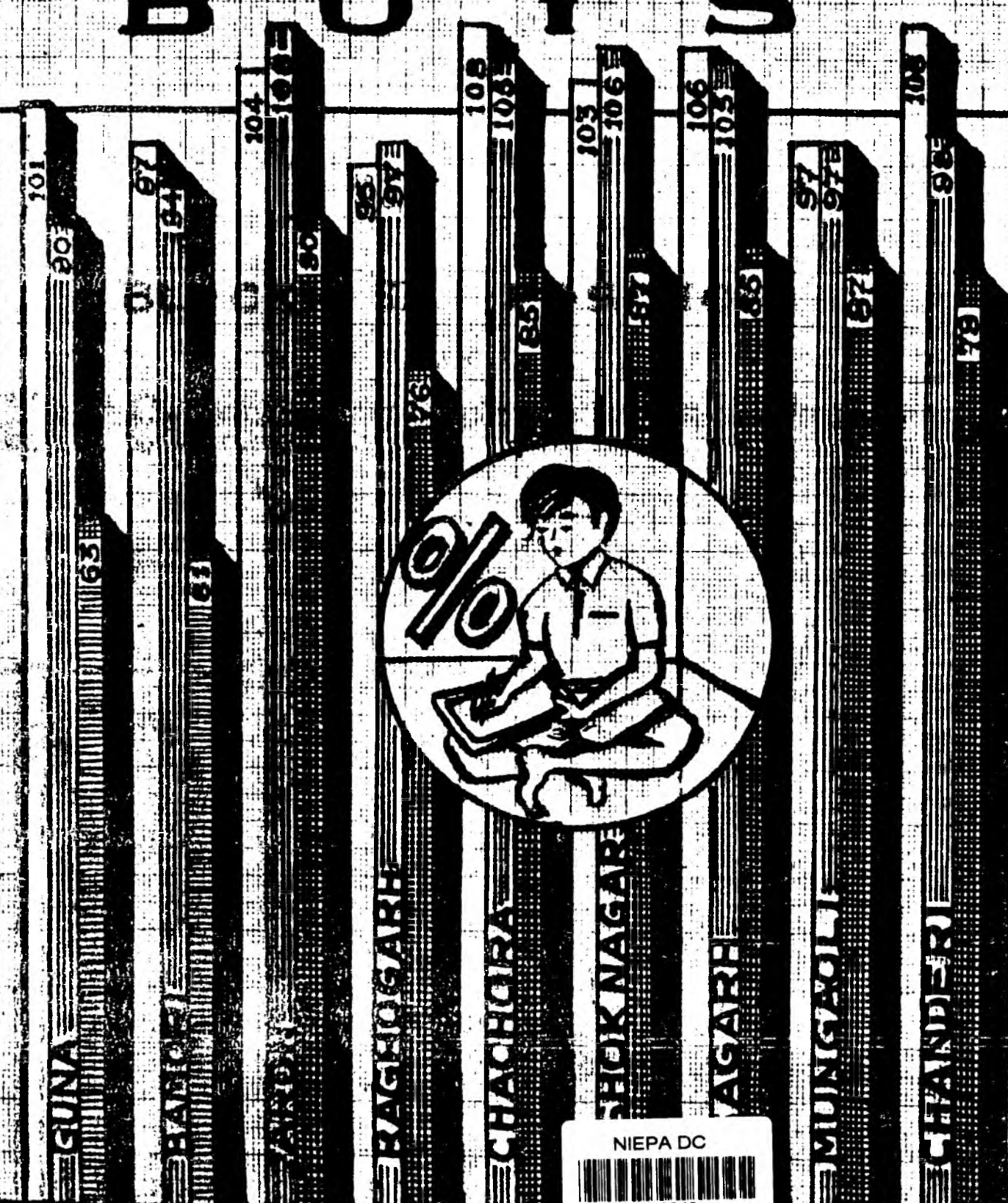
DISTT-GUNA

GIRLS ≡



OF GROSS ENROLMENT RATIO DISTT. GUNA

B O Y S



NIEPA DC
D08042

OVERALL

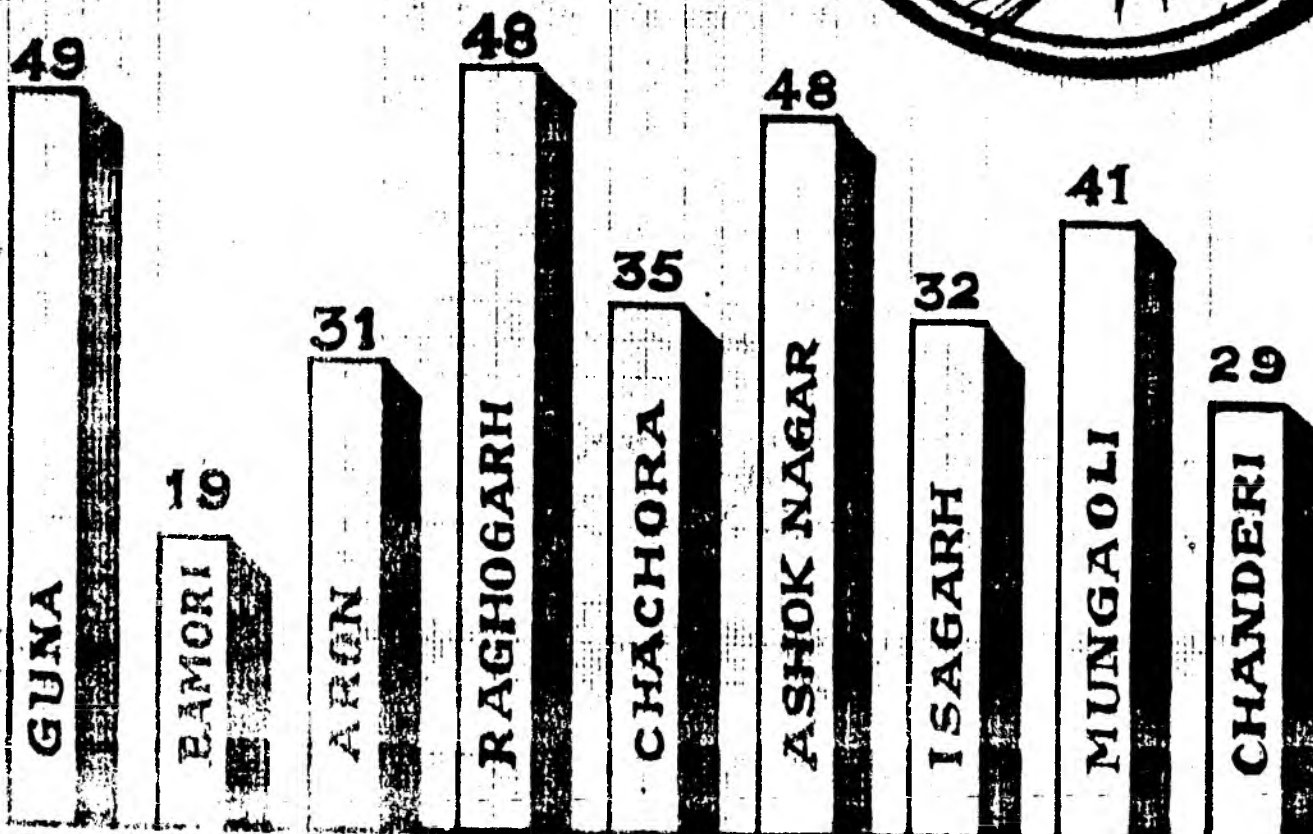
S.C.

S.T.

BLOCK-WISE POSITION OF RETENTION RATIO DISTT. GUNA

S. C.

%



BLOCK WISE POSITION OF RETENTION RATIO

DISTT. GUNA

S. T. %

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