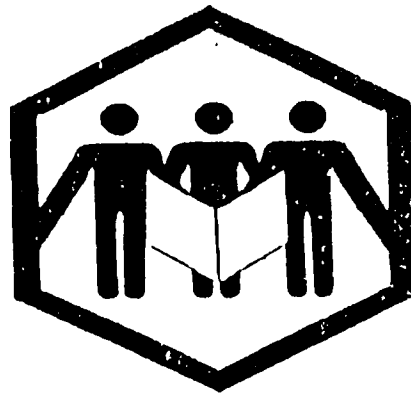


**RAJIV GANDHI PRATHMIK SHIKSHA
MISSION**

DISTRICT - PLAN

1997-2002



**DISTRICT PRIMARY EDUCATION PROGRAMME
DISTRICT - VIDISHA**

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डॉ. मेहतावसिंह यादव

अध्यक्ष

जिला पंचायत, विदिशा

कार्यालय

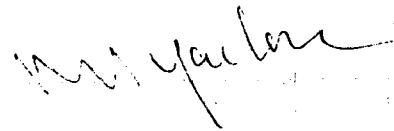
जिला पंचायत, विदिशा

प्राक्कथन

यह प्रसन्नता का विषय है कि विदिशा जिले को प्राथमिक शिक्षा कार्यक्रम में शामिल किया गया है। विदिशा जिला पुरासम्पदा, सांस्कृतिक वैभव तथा गरिमामय अतीत का साक्षी है, किन्तु आज के परिप्रेक्ष्य में शिक्षा एवं साक्षरता में पिछड़ा हुआ है। कुल 1624 बस्तियों में से लगभग 300 बस्तियाँ आज भी शिक्षा व्यवस्था से वंचित हैं। "सभी को शिक्षा" के लक्ष्य को प्राप्त करने के लिये वंचितों में वंचित को सर्वप्रथम शिक्षित करने के महत्वाकांक्षी लक्ष्य के साथ यह परियोजना प्रस्तुत है।

जिला पंचायत एवं समस्त ग्राम पंचायतों की ओर से मैं शिक्षा के लोक व्यापीकरण के इस महायज्ञ में सम्पूर्ण सहयोग का वचन देता हूँ।

शुभकामनाओं के साथ



डॉ. मेहताब सिंह

1998

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WASEEM AKHTAR
IAS
Collector & District Magistrate

**Office of the
Collector & District Magistrate
VIDISHA**

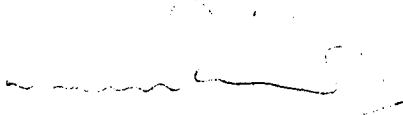
FOREWORD

The District Primary Education Programme envisages to impart "Education For All" by the end of 20th century. It is expected that on successful completion of the programme all the 1624 habitations of the district would be having educational infrastructure and no child of 6 to 11 years age group would be deprived of primary education.

The project has been formulated on the basis of experience in Primary Education Programme of 19 other districts of the state. As per the present status about 300 revenue villages are lacking in educational facilities. About 20% children of 6 to 11 years age group are unenrolled and 40% are dropping out. This situation is alarming and needs to be addressed.

Various educational programmes have created mass awareness amongst the community. The public representatives are thoroughly motivated to assimilate the District Primary Education Programme. This ambitious project plan of Rs. 30.62 crores will change the present district scenario and will provide universal access, enrolment and quality education. The district will make all possible efforts to make the programme a great success.

Date 20 Jan. 97


(WASEEM AKHTAR)
Collector
Vidisha (M.P.)

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ABBREVIATIONS AND ACRONYMS

AWPB	Annual Work Plan and Budget
BRC	Block Resource Centre
BRCC	Block Resource Centre Coordinator
CAC	Cluster Academic Coordinator
CRC	Cluster Resource Centre
DDE	Dy. Director of Education
DIET	District Institute of Education and Training
DPC	District Project Coordinator
DPEP	District Primary Education Programme
DPO	District Project Officer
ECE	Early Childhood Education
EMIS	Educational Management Information System
GAMR	Gross Achievement Ratio
GAR	Gross Access Ratio
GER	Gross Enrolment Ratio
GOI	Government of India
ICDS	Integrated Child Development Scheme
MLL	Minimum Levels of Learning
NFE	Non-Formal Education
NGO	Non-Govt. Organisation
NPE	National Policy on Education
OBB	Operation Black Board
PMIS	Project Management information System
PRI	Panchayat Raj Institutions
SC	Scheduled Caste
SCERT	State Council of Educational Research and Training
SIEMT	State Institute of Educational Management and Training
SPO	State Project Officer
ST	Scheduled Tribe
TLC	Total Literacy Campaign
UPE	Universal Primary Education
VEC	Village Education Committee

ABSTRACT

DISTRICT PRIMARY EDUCATION PROGRAMME VIDISHA

SIX YEAR PLAN 1996 - 2002

Population	970388
Rural	775303
Urban	195085
SC	197061
ST	42689
Total habitations	1624
Accessless habitation	739
Above 300	178
200-300	99
100-200	294
Less than 100	168
Blocks	7

Components	Requirement
01 New primary schools	178
02 Alternative schools	99
03 EGS centres	353
04 Jhoolaghar	99
05 Primary schools buildings	370
06 Additional rooms	448
07 Repairs PS buildings	550
08 Block Resource Centres	7
09 Cluster Resource Centres	140
10 Gender	1
11 Ashram school	1
12 Disabled children Project	1
13 Village Education Committee	1192
14 Innovation	1
15 Mobilisation	7

DISTRICT AT A GLANCE

A. GENERAL INFORMATION

Area in Sq. Kms.	7371
Total no. of villages	1624
Gram Panchayats	549
Janpad Panchayats	07
Tehsils	07
Dist. H.Q.	Vidisha

B. POPULATION (1991 CENSUS)

Total Population	970388
Male	517858
Female	452530
Rural	775303
Urban	195085
SC	197061
ST	42689
Density per sq. kms.	132
Sex Ratio	874

C. MIGRATION

1. Year	1991-92	5488
2. Year	1992-93	5593
3. Year	1993-94	6568

D. LITERACY PERCENTAGE

1. Female	
a. Rural	15.19
b. Urban	48.00
c. Average	21.02
d. SC	03.11
e. ST	00.63

2. Male	
a. Rural	41.54
b. Urban	65.86
c. Average	46.41
d. SC	19.09
e. ST	07.00

3. Total	
a. Rural	29.27
b. Urban	57.50
c. Average	34.95
d. SC	11.59
e. ST	03.91

E. POVERTY

1. Total Families	133059
2. B.P.L. Families	68060
3. Ratio	51

F. EDUCATIONAL INSTITUTIONS

1. Primary Schools	1163
2. Pvt. Primary Schools	93
3. Middle Schools	210
4. High Schools	28
5. H.S.S.	21
6. Technical	02
7. Colleges	07
8. TLC Blocks	06
9. OBC Block	07
10. Shiksha Samakhya	07

G. LENGTH OF ROADS

(In Kms.)

1. Surfaced Roads	948
2. Non-Surfaced Roads	755
3. Total	1704

H. INDUSTRIES

1. Total Industries	183
2. Total Employees	374

CHAPTER - 1

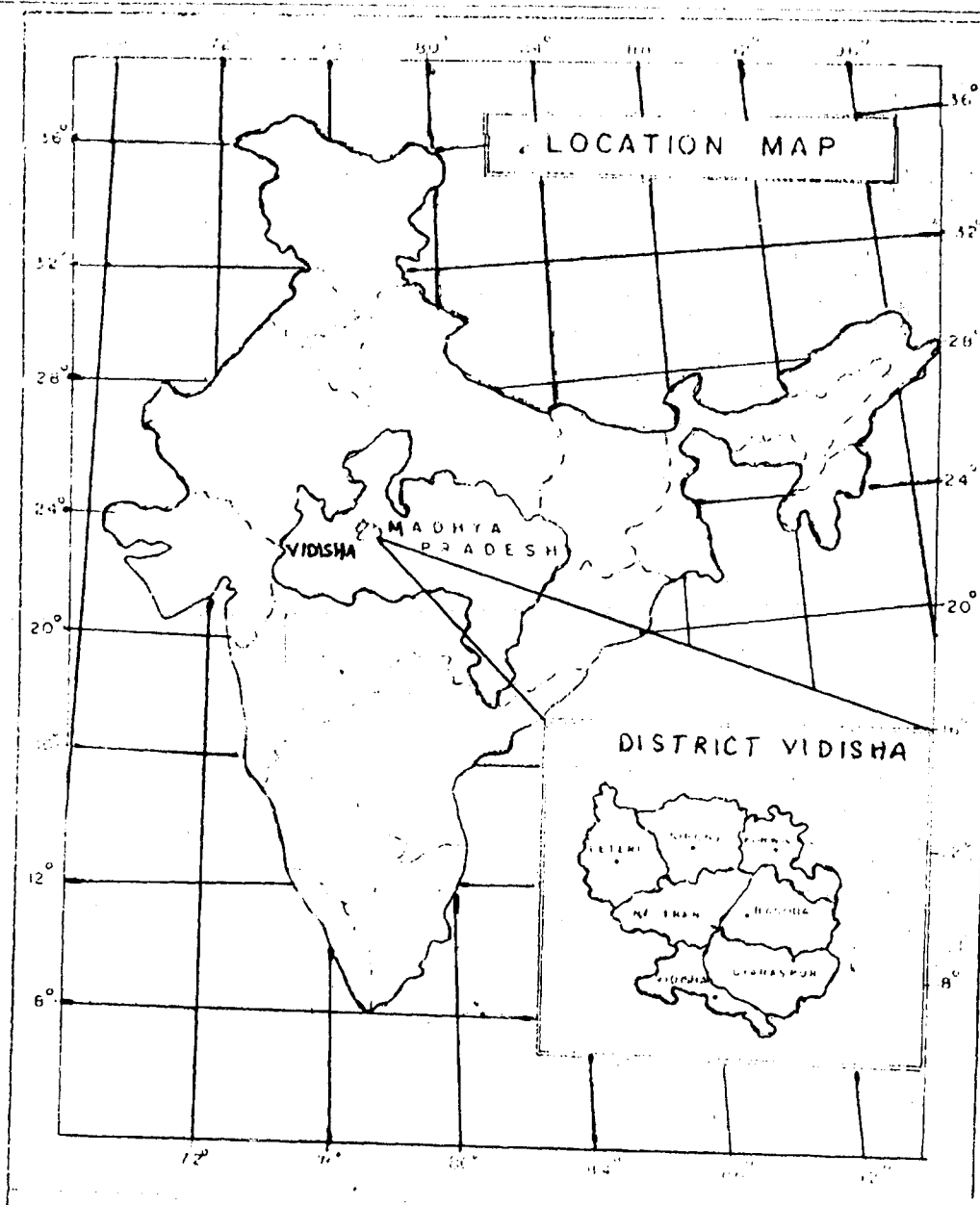
DISTRICT PROFILE

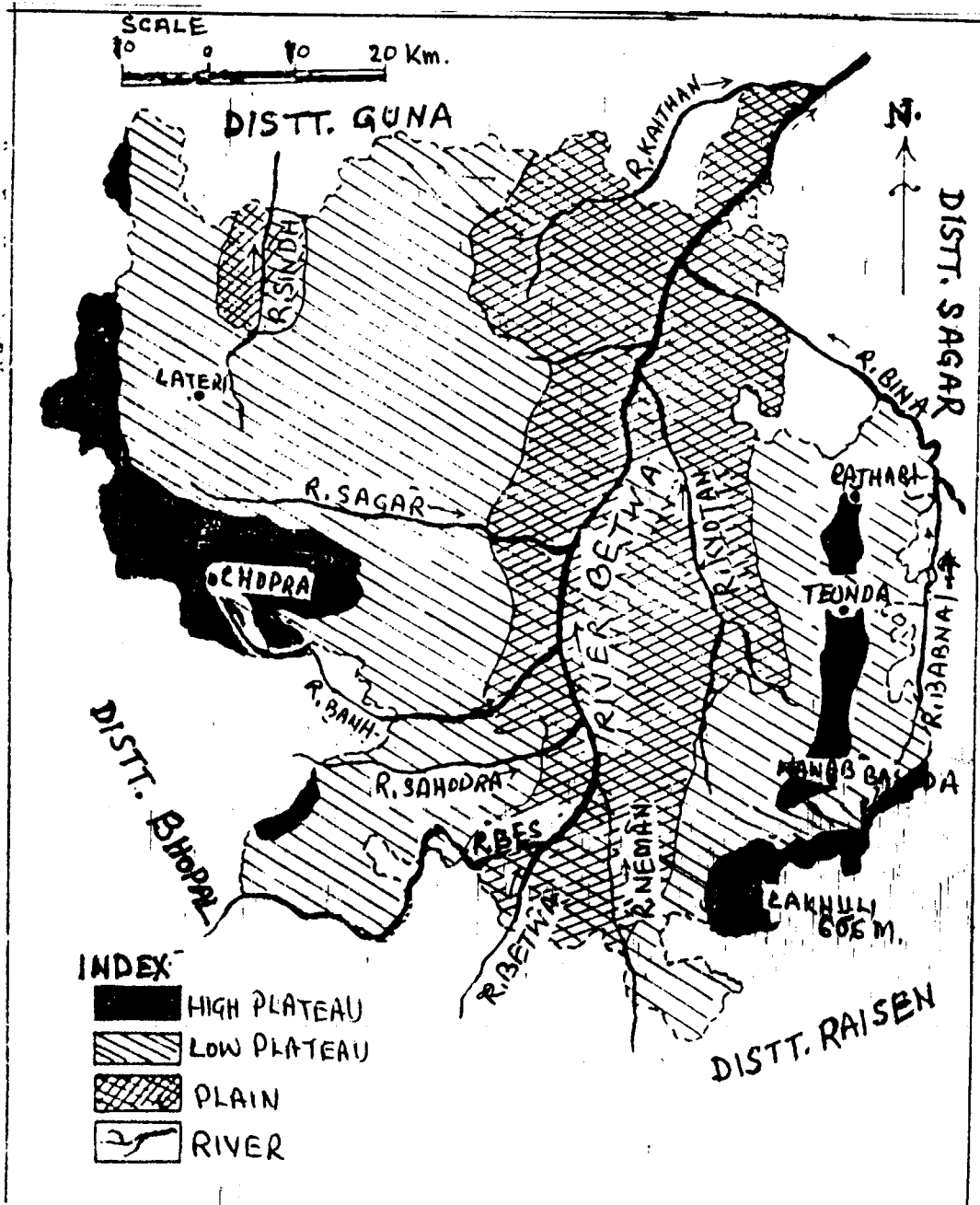
1.1 LOCATION

Vidisha occupies the central part of Madhya Pradesh, between 23°20' and 24°22' North latitudes and 77°16' and 78°18' east longitudes. The tropic of cancer runs through its southern part. The district is surrounded by district GUNA in the North, SAGAR in the East, RAISEN in the South and BHOPAL in the West. The geographical area of the district is 7371 sq. kms. The following maps show (i) the location (ii) physical features and (iii) roads of district Vidisha.

Location Map

Map No. 1.1

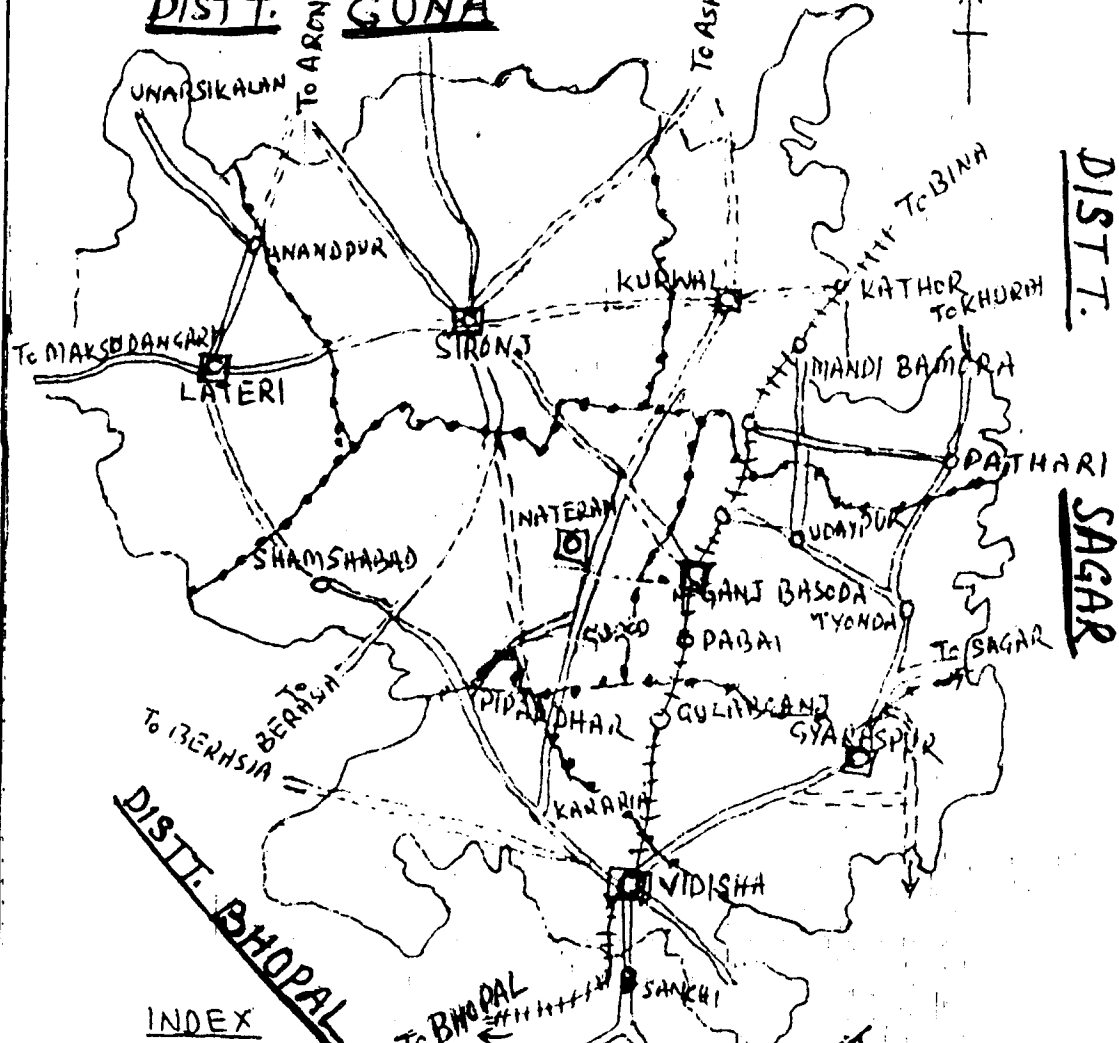




ROADS IN DISTT. VIDISHA

SCALE
10 0 10 20 Kms

DISTT. GUNA



INDEX

- ++++ RAILWAYS
- ==== PUCCA ROAD
- - - - KACHCHA ROAD
- BLOCK BOUNDARY
- BLOCK H.Q.

1.2 DEMOGRAPHY

According to 1991 census the population of the district is 970, 388 the decadal growth (1981-1991) is 23.92%. The Block wise and category wise population of the district is given below :

Block-wise /Category-wise Population (1991 Census)

Tabel 1.1

Block	S.C.			S.T			GENERAL			TOTAL		
	M	F	T	M	F	T	M	F	T	M	F	T
Basoda	16688	14439	31127	4791	4443	5234	53350	46467	99817	74829	65349	140178
Gyaraspur	9209	7713	16922	2776	2522	5298	34771	30230	65001	46756	40465	87221
Kurwai	13019	11340	24339	3690	3555	7245	37870	33059	70929	54579	47954	102533
Lateri	8308	7184	15492	3698	3253	6951	29652	25658	55310	41698	36095	77793
Nateran	13256	11581	24837	2392	2067	4459	50388	44013	94401	66036	57661	123697
Sironj	15807	13477	29284	1350	1348	2698	50240	43422	93662	67397	58247	125644
Vidisha	13888	12180	26068	2432	2267	4699	46527	40943	87470	62847	55390	118237
District	105643	91418	197061	22281	20408	42689	389934	340704	703638	517858	452530	970388

Source - DSO Vidisha

The percentages of SC & ST population in the district are 20.3% and 4.4% respectively, Both SC & ST population is high in Basoda Block. The SC population is lowest in Lateri Block while the ST population is lowest in Sironj Block. The population percentage of general category is 75.3%

The Block wise rural and urban population is given below

Block wise Rural and Urban Population (1991 census) Table no. 1.2

Block	Rural			Urban		
	Male	Femal	Total	Male	Female	Total
Basoda	74829	65349	140178	24926	21855	46781
Gyaraspur	46756	40465	87221	-	-	-
Kurwai	54579	47954	102533	5500	5035	10535
Lateri	41698	36095	77793	5690	5063	10753
Nateran	66036	57661	123697	-	-	-
Sironj	67397	58247	125644	17950	16144	34094
Vidisha	62847	55390	118237	49650	43272	92922
District	414142	361161	775303	103716	91369	195085

Source DSO Vidisha

The rural population is 79.8%. It is highest in Basoda Block and lowest in Lateri Block.

Sex Ratio

The sex ratio is an important indicator of women status. The sex ratio of Vidisha is very low in comparison to that of the State and India

Area	No. of women per 1000 men
INDIA	927
M.P.	931
VIDISHA	874

The sex ratio in the district is 874 in general.

The Blockwise sex ratio is given in the following table

Block	Sex Ratio
Basoda	873
Gyaraspur	865
Kurwai	879
Lateri	866
Nateran	873
Sironj	864
Vidisha	881

The Table shows that sex-ratio is lowest in Sironj block.

1.3 SOCIO - ECONOMIC PROFILE

Vidisha is an ancient city of the age of Ashoka the great, It is the home of **Sanghmitra** and **Anand** who carried the message of Buddhism to Sri Lanka and South-East Asia.

People of Vidisha are simple, traditional and religious. Most of them live in plains and earn livelihood from agriculture based occupations, Hilly areas are sparsely populated. Forests play an important role in the economy of hilly areas. In general people are poor. The poverty ratio for the district is 51. People like to engage their children in earning their livelihood rather than sending them to schools.

Poverty and low literacy are the root causes of the backwardness of the people. Lateri and Sironj Blocks are most poverty stricken. Families of low socio economic status urgently need the benefits of education to improve the quality of their life.

1.4 PHYSICAL INFRASTRUCTURE

Roads

The map of vidisha, given on page No. 3, shows the road net-work. Vidisha has 948 kms pucca and 755 kms kachcha roads. Road length per 100 sq km area is 13.91 pucca and 10.25 kachcha in the district. Road network in Lateri and Gyaspur block is poor. Refer map no 1.3.

Drinking Water

Beside rivers and wells, hand-pumps and tubewells are other sources of drinking water. Only 1310 villages have drinking water facility throughout the year. Other villages of the district have some drinking water problems.

Electricity

There is a large network of electricity supply in the district. Besides all the towns, 87.44% village have been electrified. Electricity is used for domestic, commercial, Industrial, water supply, irrigation and road light purposes.

Health

Govt. has provided medical services in every block. The following table shows blockwise hospitals, no. of beds for patients etc. The table also tells that Lateri and Sironj blocks need expansion of medical facilities.

District Medical Facilities

Table No.1.5

Blocks	Allopathic Hospitals	Beds for Patients	PHC & others	Subhealth centres	Ayurved Homeo etc.	Doctors & other health workers
Basoda	8	62	3	25	5	143
Gyaraspur	3	06	4	21	3	103
Kurwai	5	20	5	21	5	099
Lateri	2	11	2	14	2	055
Nateran	2	14	4	19	4	112
Sironj	3	20	4	23	4	088
Vidisha	7	169	4	20	8	272
District	30	310	26	143	31	872

Source DSO Vidisha, 1995

1.5 LITERACY RATE

In general females look after house hold affairs and help men in earning their livelihood. So they have very little access to schools. Hence female literacy rate is lower to that of men in all the blocks. The table given below shows literacy percentage blockwise.

Literacy Percentage

Table No. 1.6

BLOCK	RURAL			URBAN			OVERALL
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	TOTAL
Basod	45.66	18.09	32.81	68.30	49.97	59.73	39.55
Gyaraspur	47.52	19.35	34.45	-	-	-	34.45
Kurwai	46.81	19.39	35.99	62.76	46.98	54.80	35.93
Lateri	29.98	7.28	18.92	46.10	24.0	35.71	20.96
Nateran	37.82	11.67	25.63	-	-	-	25.63
Sironj	32.81	9.51	22.01	56.14	30.15	47.62	27.47
Vidisha	49.21	19.19	35.48	63.52	73.52	62.83	47.52
District	41.54	15.19	29.27	65.86	48.00	57.50	34.95

Source : DSO Vidisha

As apparent from the table, the literacy rate in rural areas is much lower than that of urban area. Further the female literacy rate is lower both in rural and urban areas in all the blocks.

1.6 CULTURE AND PRACTICES

88% population of the district believe in Hinduism. Rest believe in Islam, Jain, Christianity, Buddhism, Sikh religion etc. Every community has its own worship place. All live together in harmony.

Agriculture is the main occupation. Hard work and patience are the common

virtues of people. Social taboos in general make them hesitant to follow new scientific practices of growth and development.

1.7 ECONOMIC PROFILE

Geo :

The district lies on the plateau of MALWA. Small ranges of VINDHYACHAL are spread over its eastern and western parts. River BETWA with its tributaries flow from South to North. Rivers Sindh and river Bina have also small valleys of fertile land.

Climate :

The climate of the district is monsoon. There are three seasons in a year, namely, Summer, Rains and Winter.

Soil :

The soil in river valleys is fertile and is called BHAR. Mostly the soil is black.

Rainfall :

The annual average rainfall of the district in the year 1994-95 was 1536 mm. It was highest in Vidisha block and lowest in Lateri .

Occupational Pattern

Geographical conditions and fertile soil have promoted agricultural activities, Mining and quarrying, manufacture of wooden and steel furniture, dari and carpet, trade and commerce are other main occupations. Only 37.5% population comes under the category of workers. Rest 62.5% are non workers, 25.4% of the total district population has agriculture based occupations, while the rest 12.1% of the population is engaged in other occupations.

1.8 EDUCATIONAL SCENERIO

Physical Infrastructure

The district has 89 Govt. Junior Primary Schools, 1074 Primary Schools, 393 NFE Centre and 21 Middle Schools. At the district headquarter, one D.I.E.T. is in function. The above infrastructure is not sufficient to arrange education for all by 2000 AD.

Hostel for SC ST & OBC Students

There are 28 hostels for SC, ST, and OBC students in the district. The table shows their blockwise breakup.

Blocks	No. of Hostels	No. of seats
Basoda	4	170
Gyaraspur	4	140
Kurwai	4	090
Lateri	5	142
Nateran	3	090
Sironj	3	093
Vidisha	5	165
District	28	890

Comments On Educational Scenerio

The socio economic status physical features and inadequate educational facilities are the causes behind poor literacy in the district. After 50 years of Independence, the literacy rate of the district is 34.95%. For male it is 46.41% and for female it is 21.82%. For SC and ST the litracy rates are alarming. It shows that only Govt. efforts and resources are not sufficient to provide primary education to all by 2000 AD.

The district primary education programme (D.P.E.P.) would be the proper solution for this district to provide primary education to all children of the age group of 6 to 14 years.

CHAPTER 2

TASK AHEAD : UNIVERSALISING PRIMARY EDUCATION

2.1 National Policy on Education

Our constitution lays stress on the provision of free and compulsory education to all children until they complete the age of 14 years. The National Policy on Education 1986 and the programme of Action 1992 reaffirm the national commitment to universalisation of elementary education of satisfactory quality to all children in the age group of 6 to 14 years. The NPE specifies that -

1. An educational facility be made available to all children, 6-14 years of age, within a distance of one kilometre.
2. All children of 6-14 years age group, be enrolled in a primary school or NFE centre.
3. The enrolled children stay in the school/NFE centre till they complete their primary education.
4. All the enrolled children achieve minimum levels of learning by the time they complete their primary education.

2.2 ROLE OF COMMUNITY

Govt. has tried to provide educational facilities both in rural and urban areas. In spite of that the literacy rate of the district is 34.95, which is not satisfactory and is an hinderance in the progress and prosperity of the district. The community must owe that the education is their own programme and must be associated in making the survey, the preparation of the educational plan and its implementation, monitoring and evaluation.

2.3 MICRO PLANNING

In order to assess the present status of primary education, in district VIDISHA, Lok Sampark Abhiyan (LSA) for microplanning was carried out in December

96 through public participation.

The details of disaggregated data in respect of enrolment dropouts unenrolled children, status of educational facilities and non educational facilities are given below.

Genderwise Enrolment, dropouts and unenrolled children

Class I - V Table No. 2.1

Block	No. of children Enrolled			No. of Dropout children			No. of unenrolled children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Basoda	22154	16933	39087	937	1241	2178	1804	2149	3953
Gyaraspur	10058	7290	17348	448	515	963	640	940	1580
Kurwai	3438	9725	23163	494	503	1077	925	1177	2102
Lateri	9152	5231	14383	431	323	754	3273	3153	6426
Nateran	3452	8807	22259	763	896	1659	2466	3007	5473
Sironj	4274	8975	23249	1310	1368	2678	2706	3028	5734
Vidisha	23944	18062	42006	597	957	1554	747	1106	1853
Distt.	106472	74933	181405	4980	5893	10863	12561	14560	27121

Source LSA 96

Blockwise status of Educational Facilities

Table No. 2.1

Block	Govt. Educational Facilities				
	Primary School	Middle School	Hiigh School	HSS	NFE centre
Basoda	216	36	6	5	60
Gyaraspur	135	30	3	3	42
Kurwai	172	28	2	2	91
Lateri	94	18	4	1	60
Nateran	151	25	4	4	66
Sironj	169	31	2	2	63
Vidisha	226	42	7	4	37
Distt.	1163	210	28	21	419

Blockwise status of non educational facilities

Table No. 2.2

Block	Elect ricty	Drin king	Dari	Tat patti	cha irs	Tab les	Bla ckb oard	Alm irah	Box es	Vara nda	Toi let	play gro und	boun dory ball
Basoda	10	45	00	191	101	54	201	00	201	10	00	22	00
Gyaraspur	14	89	00	105	63	31	123	00	123	08	00	05	00
Kurwai	00	95	00	136	82	41	158	00	158	09	00	17	00
Lateri	01	40	00	80	45	23	85	00	85	05	00	09	00
Nateran	14	105	00	130	70	33	138	00	138	08	00	15	00
Sironj	00	62	00	141	67	34	152	00	152	08	00	17	00
Vidisha	00	82	00	207	116	58	217	00	217	11	00	23	00
District	39	518	00	990	544	276	1074	00	1074	59	00	108	00

The L.S.A. which is predominantly a village level house to house survey, aims at -

- assessing the categorywise number of children in the age group of 6-14 years.
- assessing the literacy status of the adult members of the family.
- assessing the current educational facilities available in the area and in schools.
- assessing non-educational resources such as electricity, drinking water, approach road which may have a bearing on education.

To complete LSA, detailed formats were prepared. The Resource Persons were trained at State, District and Block Level.

The LSA was also an instrument for social mobilisation to elicit community participation in micro planning. Since the Gram Panchayat constitutes grass root structure of democracy, their involvement in participative planning was essential for this purpose. Therefore 7 Block level and 549 Panchayat level conventions were held. Village level PRERAK SAMOOH were constituted and trained in microplanning to assist the teachers. Teachers were trained to conduct the micro-survey.

The teacher played a key-role in microplanning process. Informal dialogue and discussions were held with the village community. The childwise, familywise, survey was conducted. PRA techniques were used for the survey and recording and analysing the data. school mapping exercise was done and the Village Education Register (VER) was prepared. A significant information from all the villages was collected. This yielded significant perceptions and insight into educational needs and aspirations of the community.

The village level survey, VER, and discussion with the community led to the formation of village level plans, which were endorsed by Gram Panchayat.

2.4 AREAS OF CONCERN

During L.S.A. the field visits of ADIS, BEOs and social assessing study conducted by I R A in all the seven blocks covering the following areas of concern and their solution have immerged out.

Areas of Concern And Input for Planning

Causes	Course of Action
Access:	
● 739 habitations are accessless population range.	● Provide educational facilites
178 above 300	Open 178 Pimary Schools
99 between 200-300	open 99 Altanate Schools
294 between 100-200	open 353 EGS Centres
168 less then 100	start 1 Cycle Guruji Project
	● Mobilization of community to provide space and accommodation to start the school.
Enrolment	
● 30274 children Out of School	● Sensitization and orientation of the block, cluster and village level functionaries to the key issues relating to primary education.
17713 Girls	● Door to door campaign for sending the children to school
12561 Boys	● Environment building exercise to address the social prejudices against women and creating a
● Social prejudices and lack of awareness about the value of education	

positive attitude towards education.

- Motivate the parents of ST/SC classes to send their children to school.

- Create awareness about the incentives available.

- Accessibility for girls because of the absence of girls schools or lady teacher in school.

- As per the school mapping exercise, open the girls schools where ever possible

- Appoint lady teacher in schools.

- Not interested to send girls to school outside village due to social pressure

- Create confidence among parents regarding the security of girls in schools

- Identify escort for the girls.

- School going age children are kept busy in subling care.

- Open jhulaghar and balwadi/ Anganwadi

- School going age children are kept engaged in household work, wage earning, agricultural work, collection of fuel and fodder.

- Open A S
- Establish and popularize linkages with vocational courses, especially for girls on completion of primary/ elementary education.

- All the children of the habitations having school do not join the school

- Identify such families and sensitize them regarding the value of education in future life .

Retention

- Over crowding of children in some schools

- Construct additional rooms

- School buildings are dilapidated

- Provide additional teachers

- Repair the school buildings

- Lack of teachers in schools.

- Ensure at least two teachers in a

school

- Poor quality and uninteresting teaching results in dropout of the children.
- Migration of families in search of job. Large number of families live below the poverty line and cannot afford for books and dresses
- Toilets specially for girls are not available
- Parents withdraw their girls from coeducational schools when they slightly grow up.
- Non - availability of SC/ST teachers. Vis-a-Vis the reservation policy results in school with inadequate teachers.
- Develop child centred and activity based teaching learning materials (TLM)
- Emphasis on teacher training for transacting new TLM
- Recurrent training of teachers at BRC and CRC.
- Provision of school contingency in schools for developing teaching aids.
- Open Ashram schools.
- Provision of free books and uniforms should be ensured for the poor family children.
- Toilets should be provided in schools.
- Open separate schools for girls.
- Appoint lady teachers in schools.
- Alternative temporary arrangements of teachers should be made by Panchayats.

Achievement

- Irregularity and absentism of teachers result in less contact hours with children. Present GAMR is 15 to 20%
- Teachers coming from other areas come late and leave the school earlier reduces their stay time in school.
- VEC and Grampanch^{ay}at to ensure the regularily of teachers
- Community should arrange the accommodation for the teacher to stay in the village.
- Rationalization of the posting of teachers.

- Poor quality teaching or no teaching in schools
- In absence of continuous evaluation, teachers donot know the weakness of the students.
- Absentism of children from school results in poor achievement
- Poor achievement of children often results in withdrawing the children from school.
- Rigorous teachers' training should be emphasised
- Proper monitoring and feed back system should be strengthened .
- Continuous and comprehensive system of evaluation will have to be adopted.
- Careful watch of the children and contact with the parents will yield positive result.
- Teaching learning process should be improved.
- Proper evaluation and remedial teaching should be emphasised.

Infrastructure

- Hilly parts of Lateri and Gyaraspur blocks have poor connectivity and are not easily accessible particularly in rainy season
- 31% percent govt. schools up to Middle Schools are with out building (Soc. Ass. Study 1996)
- School are ill equipped
- With the support of other departments the areas should be made approachable.
- Capital investment for constructing building should be planned.
- School contingency should be provided.

Teachers & learners

- Teachers pupil ratio is 1: 49 (Social Ass, Study 1996)
- No. of female teachers should be increased.

- No. of female teachers vis - a -vis girls in school is less
- Unmotivated and untrained teachers have joined the teaching profession.
- Besides focussing on cognitive aspects, the non-cognitive aspects should also be looked into
- Rigorous teacher training should be taken up.
- The issue to be discussed in teacher training.

Social economic status

The economic condition of the rural people is far from satisfactory. About 36% of total house holds in sample areas are living below poverty line. Agriculture is the main occupation of the people. Average land holding is 5 hact. Small marginal farmers are 38% of the total cultivators (Soc. Ass. Study, 1996)

There are 46 tribal concentrated villages in the district having population more the 50% (Soc. Ass. Study 1996)

During 1991-94 19649 persons have migrated in search of labour

Alcoholism is prevalent in Vidisha and part of Basoda block

- The development of primary sector, infrastructure and implementation of land reforms and other employment generation programmes are essentially needed with focus on.

- (i) Southern part of Lateri block
- (ii) Western part of Basoda block
- (iii) Eastern part of Sironj block
- (iv) Northern half of Kurwai block

- Convergence with TWD for augmenting incentives and facilities.

- Motivational activities and enrolment drive should be strengthened.

- To maintain a balance agrobased activities should be started at the earliest.

- Grampanchayat should address this issue.

CHAPTER III

GOALS AND TARGETS

3.1 Goals

District Primary Educational Programme aims :

1. To provide educational facility to all children for Primary Education or its equivalent to non-formal education.
2. To enrol all the children in the age group of 6 to 11 in schools.
3. To reduce overall primary dropout rate for all students to less than 10%.
4. To raise average achievement levels by at least 25% over measured baseline levels in language and arithmetic and a minimum of 40% achievement levels in other competencies.
5. To reduce differences in enrolment, dropout and learning achievement between gender and social groups to less than 5%.
6. To strengthen the capacity of district level institutions and organisations for planning management and evaluation of Primary Education.

To achieve the above objectives, the goals envisaged are as under-

1. The GAR will be raised from 82 to 100% by 1999.
2. The GER will be raised from 80 to 100% by 2002.
3. The RR will be raised from 60 to 90% by 2002.
4. The GAMR will be raised by 25% from the present level of achievement.

The definitions of GAR, GER, RR and GAMR and its measuring indicators are as follows -

A. Gross Access Ratio (GAR)

GAR is defined as follows -

No. of habitations having primary school or NFE centre within a radius of one km.

$$\text{GAR} = \frac{\text{No. of habitations having primary school or NFE centre within a radius of one km.}}{\text{Total No. of habitations}} \times 100$$

B. Gross Enrolment Ratio (GER)

GER is defined as follows -

$$\text{GER} = \frac{\text{No. of children enrolled in classes I to V}}{\text{Total No. of children in the age group of 6-11 yrs.}} \times 100$$

C. Retention Rate (RR)

For any particular year, say 1996-97 RR is defined as follows -

$$\text{RR} = \frac{\text{No. of children enrolled in class V in the year 1996-97} - \text{No. of repeaters in class V in that year}}{\text{No. of children enrolled in class I four years earlier i.e. 1992-93 (including repeaters)}} \times 100$$

D. Gross Achievement Ratio (GAMR)

GAMR is defined as follows -

$$\text{GAMR} = \frac{\text{No. of children scoring 80% or above in a minimum levels of Achievement Test for class V}}{\text{Total No. of children completing primary education or its equivalent through NFE}} \times 100$$

3.2 INDICATORS TO MEASURE UPE

As stated above we aim that all the children of the age group of 6-11 years in the first instance attend school within a radius of one km. They stay in the school for five years and complete primary education. They achieve essential levels of learning. The indicators to achieve the above are as follows -

The acceptable norms for these indicators are -

- GAR - 100%
- GER - 120% (Taking into account under age and over age children enrolled in the schools)
- RR - 95%
- GAMR - **40%**

Yearwise Projection of Goals

Table 3.1

Category	97-98	98-99	99-2000	2000-2001	2001-2002
GAR	82	84	87	100	100
Overall GER	80	90	98	110	120
RR	60	66	75	85	90
GAMR	16	20	26	33	41
SC GER	76	82	88	95	100
SC RR	55	62	70	77	84
SC GAMR	12	16	22	29	37
ST GER	76	82	88	95	100
ST RR	55	62	70	77	84
ST GAMR	11	15	21	28	36
SC (girls) GER	70	78	86	94	100
SC (girls) RR	50	56	63	70	80
SC (girls) GAMR	11	15	21	28	36
ST (girls) GER	70	78	86	94	100
ST (girls) RR	50	56	63	70	80
ST (girls) GAMR	11	15	21	28	36

3.3 TARGETS

The table below indicates the target number of children who would be enrolled and number of dropouts to be brought to school. The projections for five years is based on LSA data collected.

DISTRICT : VIDISHA Yearwise Projection of Enrolment Table 3.2

Category	Age group	96-97	97-98	98-99	99-2000	2000-01	2001-02
Distt. Population		963812	986943	1010630	1034885	1059722	1085155
Total Children	(5-14)	219347	224611	230002	235522	241174	246962
Enrolment	(5-14)	146437	205631	219157	230100	238469	246962
Dropouts	(5-14)	10827	9745	6497	3249	1803	1082
Non-enrolled	(5-14)	27115	18980	10845	5422	2710	000

*Source : Lok Sampark Abhiyan Data

**Projected On Given Assumptions :

1. Population Growth @ 2.4 % p.a.
2. GER at the end of 5th year 100%
3. Dropouts at the end of 5th years 10% of current dropouts

CHAPTER IV

STRATEGIES FOR D.P.E.P.

The targets for achieving the goals, under D.P.E.P. have been discussed in chapter III. To achieve the targets the following strategies will be adopted -

4.1 IMPROVING ACCESS

As per the L.S.A. and baseline studies, district Vidisha has 1624 habitations, out of which 178 habitations do not have schooling facilities within a radius of one kilometre.

Even if the schooling facilities are available, due to low social status and low perceived needs of the society to educate their children, available facilities are not availed off. Hence the strategy for improving access would aim at

- Ensuring community participation by developing awareness among people through mobilisation and motivation.
- Providing educational infrastructural facilities.

4.1.1 COMMUNITY MOBILISATION

This is the most important strategy because district Vidisha has agrarian economy, patriarchal and gender biased society, significant population of S.C. and hilly tracts having tribals. As such they do not perceive the value of education. The steps to mobilise the community will be -

- Convergence with total literacy campaign (TLC). Vidisha has a network down to the villages with sufficient experience and expertise for mobilisation. Their support will have a positive impact on the demand for education.
- Mobilising Panchayats by holding Panchayat conventions and getting local Panch involved in educational activities.

- Organising campaign through JATTHAS with specific need based messages for enrolment, education for girls and special groups, minimising dropouts, etc. especially in Sironj, Lateri and hilly tracts of Gyaraspur blocks.

As a result of mobilization, the demand for the education has been voiced by the community. The demand for opening the school is given below.

4.1.2 NEW PRIMARY SCHOOLS

During L.S.A. the accessless habitations in district Vidisha have been identified as detailed below -

Accessless Habitations

Table 4.1

POPULATION	No. OF ACCESSLESS HABITATIONS
Above 300	178
Between 200 & 300	99
Between 100 & 200	294
Below 100	168

The blockwise requirement of the primary schools is as under -

Primary School Requirement

Table 4.2

Block	No. Of Primary School Required
BASODA	38
GYARASPUR	06
KURWAI	12
LATERI	35
NATERAN	23
SIRONJ	47
VIDISHA	17
DISTRICT	178

Each primary school will be provided two teachers, funds for furniture to the extent of Rs.10,000/- and educational material of Rs.1,000/- will be provided to each school. Appointment of teachers will be made by JANPAD PANCHAYAT on the recommendation of the Gram Panchayat. Purchase of furniture and other materials will be done by the purchase committee formed at the block level. The purchase committee will be headed by the Chairman of Janpad Education Committee. The formation of the committee is in keeping with the policy of decentralisation of powers and peoples' participation.

The building for the primary school will also be constructed. At the initial stage, the accommodation for the school will be arranged by the Gram Panchayat.

4.1.3 ALTERNATIVE SCHOOL (A S)

The Alternative Schooling aims to provide educational facilities to those groups of children who remain out of the formal primary school or Non-formal Education centres, Such children belong to

- Habitations far away and scattered
- Geographically difficult areas, hilly or tribal
- Migratory children
- Children working with their parents for household work
- Wage earning children
- Girls engaged in sibling care
- Dropout children

Some of the characteristics of AS are -

- Flexibility in school timings- 4 hours per day
- Flexibility in holidays and vacations
- Venue as per learners convenience, VEC will make the venue available
- Open entry to A.S- may join or leave the A.S.
- Gradation on the basis of competency - units and not annual examinations.
- Provision of two teachers, one of them being a lady teacher.
- Teachers belonging to same area

- Rigorous training of the teachers and supervisors of 21 days followed by recurrent training each year.
- Supervision of 10 AS by one AS supervisor.
- Rs. 500/- honorarium to teachers and Rs.750/- to supervisors.
- Provision of funds for educational material.
- Curriculum of formal school of 5 years suitably distributed into units.
- Regular meetings of teachers and supervisors.
- Monitoring and evaluation by NCERT, SCERT & DIET and NGO DIGANTAR JAIPUR.
- Ten AS in one AS Project.

In district Vidisha there are 99 habitations which have population between two hundred and three hundred and have no educational facility. As per D.P.E.P. norms, the Alternative School, may be opened there the details of accessless habitations are given below :

Accessless Habitations

(Having Population between 200 300)

Tabel 4.3

Block	No. of Habitation
BASODA	20
GYARASPUR	03
KURWAI	07
LATERI	21
NATERAN	14
SIRONJ	26
VIDISHA	08
DISTRICT	99

The projects will be started in such areas in which SC/ST concentration is high.

RECRUITMENT OF A S TEACHERS AND SUPERVISORS

Gram Panchayat will invite applications for the recruitment of AS teachers and supervisors from persons of the same habitation/area Sarpanch will forward the applications of all the eligible candidates to ZILA PANCHAYAT for final selection and appointment of teachers/supervisors.

4.1.4 EDUCATION GUARANTEE SCHEME (EGS)

The Govt. of M.P. has launched an innovative scheme of providing a school in such habitations where the demand is made by the public for the school. The community has to ensure for enrolling 40 children or more in the school. In areas having significant tribal population, 25 or more children are to be enrolled. The accommodation will be provided by the community. A provision of Rs.8,500/- has been made for each school. The school will be a single teacher school and an honorarium of Rs.500/- per month will be paid to the teacher. The recruitment of the teacher will be made by the Gram Panchayat.

In district Vidisha, all such habitations will be covered for which the demand is made by the community for a school.

After opening 178 Primary Schools and 30 A.S, 353 habitations having population more than 100, will be left, To benefit these habitations 350 EGS centre will be started in next two years. The blockwise distribution is as follows :-

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational
Planning and Administration,
17-B, Sri Aurobindo Marg,
New Delhi-110016
DOC, No D-9444
Date..... 03-03-98

EGS Centres

Table No. 4.4

Blocks	No. of EGS Centre
BASODA	50
GYARASPUR	27
KURWAI	50
LATERI	70
NATERAN	55
SIRONJ	60
VIDISHA	41
DISTRICT	353

4.1.5 ASHRAM-SHALA

Hilly tracts of Lateri and Gyaraspur have thin and scattered population with a poor literacy rate, need ASHRAM SHALAS for the education of their children. Such areas cannot be covered under P.S., A.S. or E.G.S. on cost sharing between DPEP and Tribal Welfare Deptt. at least two Ashram Shalas are proposed to be started.

The Ashram Shala will have a recurring cost of Rs.2.1 Lakhs and non-recurring cost about Rs.1.4 Lakhs. The details of Ashram Shalas will be worked out by the Zila Panchayat.

4.2 SCHOOL BUILDING**4.2.1 PRIMARY SCHOOL BUILDING**

In district Vidisha, at present 192 schools have no building while 178 new primary schools will be opened. Thus the total requirements of primary school buildings comes to 370. The blockwise requirement of primary school buildings is as follows -

Primary School Building

Table 4.5

BLOCK	No. OF PRIMARY SCHOOL BUILDING Required
BASODA	54
GYARASPUR	40
KURWAI	52
LATERI	34
NATERAN	65
SIRONJ	72
VIDISHA	53
DISTRICT	370

4.2.2 ADDITIONAL CLASS-ROOMS

There are a large number of schools which fall short of accommodation due to increased enrolment especially in those schools which have only one or two rooms. In such primary schools additional rooms shall be constructed and one additional teacher will be provided. The blockwise requirement of additional class-rooms is given below -

Additional Class Rooms

Table 4.6

BLOCK	No. OF ADDITIONAL ROOMS REQUIRED
BASODA	43
GYARASPUR	50
KURWAI	40
LATERI	53
NATERAN	130
SIRONJ	72
VIDISHA	60
DISTRICT	448

Additional rooms will be constructed with in first two years of the project.

4.2.3 REPAIRS OF SCHOOL BUILDING

There are large number of schools having dilapidated rooms. Such rooms are out of use and need immediate repairs. The details of requirement is given below

Repairs Of School Building

Table 4.7

BLOCK	No. OF SCHOOL BUILDINGS NEED REPAIRS
BASODA	120
GYARASPUR	50
KURWAI	89
LATERI	57
NATERAN	26
SIRONJ	77
VIDISHA	131
DISTRICT	550

Efforts will be made to repair school building from the funds available.

4.3 EQUITY ISSUES

4.3.1 GENDER

Policy Frame Work

The National Policy on Education, 1986 perceives women education as an agent

of basic change in the status of women. The programme of Action 1992 clearly states the need to build gender concerns into all educational processes. There is a special emphasis on enrolment and retention of the girls in formal and non-formal schools, appointment of women teachers in rural schools and removal of gender bias from the curriculum.

In spite of the policy decisions the women education could not make any headway because of social inertia and ineffective implementation.

Female Status & Girls Education In M.P.

The Base-Line studies carried out in 19 DPEP districts of M.P. in selected blocks reveal that the women in these areas are victims of moral and physical exploitation and are denied equal access to basic human needs of food, shelter, education and participation. The following table gives an idea of low female status in the society.

Literacy Rate

Table 4.8

INDICATORS	MALE	FEMALE
1. LITERACY RATE		
a) All Areas	46.41%	21.82%
b) Rural Areas	41.54%	15.19%
c) Urban Areas	65.86%	48.00%
d) S.C.	19.09%	03.11%
e) S.T.	07.00%	00.63%
2. GER (6-11 Yrs.)	85.8%	78.6%
3. RR (1-V)	68%	61%
4. SEX Ratio	874	
5. Index of Gender Equity	76.8	

The disparities in the women status have been historically institutionalized by society and reflect in rules of marriage, inheritance of property, division of labour, house-hold keeping, social customs etc.

FACTORS AFFECTING GIRLS SCHOOLING

Economic Factors -

- Parents are not in a position to afford for Textbooks and stationary, uniform, shoes etc.
- Girls contribute to the income by doing the household work and thus make free other members of the family to engage in wage labour.
- Caring for siblings
- Fetching water
- Collecting fuel and fodder
- Tending to cattle and domestic animals
- Cooking and other household chores
- Weeding, harvesting or sowing
- Preparing and delivering meals to the fields
- Collecting forest produce

School related factors -

- Non-availability of schools in remote rural areas, hilly and inaccessible areas, difficult terrains and distance
- Location of school is inconvenient
- Mismatch between school / NFE timings
- Non-availability of separate schools for girls
- Non-availability of female teacher particularly in rural areas
- Over crowding and poor facilities in schools
- Low teacher-student ratio
- Non-availability of ECE centres and middle schools to complete this cycle

- Lack of information about the existing incentives such as free text books, uniforms, scholarships for SC/ST girls.
- No separate facilities i.e. toilets for girls.

Curriculum Related Factors

- Textbooks often present women in a subordinate position such as male doctor, female nurse.
- Text in the books often refers to male.
- Preferential treatment to boys in the class

Socio-Cultural Factors

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

Area Specific Factors

- Alcoholism in labour working class and in tribal communities.
- Migration of population in search of labour.

MANAGEMENT OF GENDER ISSUES

- At the District, Block, Cluster and village level a group of women activists would be identified to address the issue women education and their upliftment.
- Through community mobilization a process would be started where women will perceive the need from passive acceptance to active self-determination.
- The practical gender needs of women such as child care, drinking water, fuel and fodder, agricultural activities on farms or wage labour will be looked into through training schemes.

Under D.D.E.P, a provision of Asst. Project Coordinator (Equity) has been provided to look into the management aspect of the gender issues. Similarly at one of the block of the district, 15 SAHYOGINIS will be provided to address the gender issues and mobilise the parents for girls education. The Panch and Sarpanch Semmelan will be held at district, block and cluster level to adopt strategy for safeguarding the interests of girls and lady teachers in schools. The block level activity will serve as a model to propagate the message and success stories in other blocks to follow.

4.3.2 PHYSICALLY HANDICAPPED CHILDREN :

Education of physically handicapped children through LSA has generated information on the size of the group. As per LSA 1148 boys and 579 girls, are handicapped. The block wise distribution is as under.

Handicapped Children

Table No. 4.9

Block	Boys	Girls	Total
Basoda	267	128	395
Gyaraspur	100	48	148
Kurwai	136	66	202
Leteri	110	42	152
Nateran	180	95	275
Sironj	129	67	196
Vidisha	226	133	359
District	1148	579	1727

Since these children are spread through out the district, one of the strategies for their education may be that they get education in the schools of their locality. The teachers of those schools will be given special training for proper development of the children.

- Awareness and orientation programmes will be held for the DPEP functionaries, community & teachers to be sensitise to the educational needs of handicapped children.

- Provisions under DPEP will be made for starting one project in one of the blocks of the district. Essential rehabilitation and educational aids and appliances will be provided.

4.3.3 Special focus on SC ST children :

Enrolment 1996-97 (LSA, 1996)

Table No. 4.10

Block	SC			ST			General		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Basoda	5275	4256	9531	1167	812	1979	18618	15458	34076
Gyaraspur	2099	1528	3627	596	470	1066	8539	6855	15394
Kurwai	3450	2572	6022	796	558	1354	10462	8216	18678
Lateri	2393	1540	3933	1070	766	1837	9267	6326	15593
Nateran	3115	2325	5440	762	495	1257	13088	10060	23148
Sironj	3765	2621	6386	502	363	865	12439	9034	21473
Vidisha	4732	3704	8436	659	503	1162	19590	15976	35566
Distt.	24829	18546	43375	5553	3967	9520	92003	71925	163928

The above district table clearly indicates the disparities between the general caste & SC & ST. The areas of significant SC & ST population will be given preference in providing educational facilities. Special awareness camps will be held in SC & ST populated areas to spread the importance & relevance of education.

4.4 PROJECT OF JHOOLAGHAR

Sibling care is an acute problem especially in rural areas due to which girls do not attend school. The working parents who go out to fields or for any other wage earning job, the elder girls live at home to take care of domestic work and younger ones. This problem needs special focus and attention if goals of UPE are to be achieved.

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

There was an understanding that these centres will be operationalised only in non-ICDS blocks. As ICDS has expanded to all the districts and blocks of Madhya Pradesh, DPEP has decided not to open any more centre from this year but to continue with these centres already started in previous years till they are finally handed over to Department of Women and Child Welfare.

The problem of children below 3 years of age will remain untackled and require some strategic interventions. Keeping this in view a scheme of jhoolagar (Creche) is being introduced in one block of each of the DPEP districts. About 50-60 jhoolagars will be sanctioned in the first year. These child care centres will take care of children in the age group of 0 - 6 years and will have linkage with primary school in space and time. Special training module will be developed for the functionaries of jhoolagar and the scheme will be based on the jhoolagar ideology of social welfare department. Jhoolagar will not impart any formal education to children but will take care of the children during school hours of the linked primary school and play way methodology will be used to keep the children engaged and to educate them informally. One jhoolagar will have:

- 30 children in the age group of 0 - 6 years.
- One DEEDI (elder sister) and one AAYA (Helper)
- Non - recurring grant
- Recurring grant
- Training of DEEDIS - 10 days.
- Training of Helpers - 5 days.
- Training will be given at BRC Level.
- Training modules will be developed by ECE cell of SCERT and will also coordinate the programme
- Space for jhoolagar to be given by the community.

In the district, blocks Vidisha, Sironj and Basoda have industries and a large number of women go for daily work. There are other pockets also in the district where women are engaged in agriculture work. About 100 jhoolagar in the district will help to enrol the non-school - going children in the schools.

4.5 IMPROVING QUALITY OF EDUCATION

Education policy has repeatedly emphasized the need to develop child centered pedagogy for making the teaching and learning joyful so as to increase enrolment, retention and achievement. The strategy for curricular reforms would include -

- developing a competency based curriculum.
- developing new child centred teaching learning materials.
- reforming the teacher training programmes focussing on class room activities during curriculum transaction.
- creating a physical environment in the school to promote learning
- developing a non-threatening and comprehensive system appropriate for measuring not just learning levels, but also teaching methodologies and effectiveness of teaching learning materials.

4.5.1 Curriculum Development

SCERT has revised the curriculum for classes I - V which focusses on minimum levels of learning, child centred pedagogy, gender sensitivity and non-cognitive skills of the child.

4.5.2 Development of Teaching Learning Materials

In order to operationalize the revised curriculum, the SCERT started the process of developing text books, work books, teachers' guide, teaching learning aids and teachers training modules.

In the first instance the text books of language and mathematics for classes I and III were developed through participatory mode by inviting the primary school teachers, NGOs and experts from SCERT, RIE, SHIKSHAK SAMAKHYA. The books were put to field trialling during 1995-96 in five selected blocks of five districts. The text books developed by Eklavya - NGO were also put to field trial, on the basis of the feed back of the two trialling agencies an amalgamated package for class I was developed, which

comprises of :

- Text book
- Work books
- Teachers' guide
- Activity kit
- Supplementary reading material for learners
- Reference material for teachers

This package was introduced in 10 DPEP and 6 NON-DPEP districts during 1996-97. The text books for class II were also developed by SCERT during 1995-96. The text books of classes II & III were put to field trialling in the same trialling schools during 1996 - 97.

On the basis of trialling results and feed back, the text books are being revised during 1996-97 and the revised books of classes I, II and III will be introduced in the whole state during state 1997 - 98.

The text books for class IV will also be developed during 1996-97 and put to field trial. This process of developing text books, their trialling and further refining will continue till the whole cycle for class I - V is completed.

4.5.3 Teachers Training

Teacher Training plays a very important role in quality improvement of Education. In DPEP the main objectives of Teacher Training are :

- i) Training of all the primary school teachers.
- ii) Improvement in the quality of in - service training programmes.
- iii) Bringing the teacher out of his/her academic isolation.
- iv) Develop teacher as key resource person in the education system.

SCERT has conducted teachers training programmes during 1995-96 and 1996-97. The first training (95-96) was mainly to sensitize the teachers regarding the emerging trends in teacher training, the role of the teacher for achieving the aims of UPE, MLLs, activity based teaching learning, multigrade

teaching, continuous evaluation, integrating the use of locally available material for developing competencies, the games of childhood to promote learning. The training was named as **Approach Based Training** and was given to all the teachers of primary classes teaching in 19 DPEP districts.

The 1996-97 training was of two types -

- i) Training based on Sikhana Sikhana package for class I teachers. This was conducted for 10 DPEP and 6 NON-DPEP districts.
- ii) Competency based training on the subject matter of classes I & II. This training was conducted for 9 DPEP districts.

The strategy adopted for teacher training programme was participative, interactive and need based.

In order to accomplish the taste of large number of teachers, State Resource Group (SRG), Distt. Resource Group (DRG), and Block Level Group of Master Trainers were formed. Each of these groups included talented and devoted primary school teachers and NGOs working in the field of primary education. The SRG was oriented by the core group.

The SRG trained the District Resource Group at state level while the Master Trainers were trained by DRG at DIET. The Master Trainers in turn trained the teachers at the block level.

This training model had enough of flexibility and was participative in character. The SRG members participated in district and block level trainings whereas the good Master Trainers worked as DRG and SRG.

The efforts made by SCERT for developing the teaching learning material and conducting teacher training programme of quality have set up a stage for adoption or adaptation by the district.

The strategy for the training of teachers will be as follows:

a) Constitution of District Resource Group (DRG)

A District Resource Group (DRG) consisting of the faculty members of DIET, primary school teachers of repute and educationist who have been actively involved in primary education will be constituted. Care will be taken that at least one teacher from each block is included in DRG. Two or three members of DRG will be trained by the SCERT in a 12 days training programme on the new teaching learning package developed by the SCERT. These two or three DRG members will in turn train the remaining members of DRG.

b) Identification of Master Trainers (M T)

A group of Master Trainers (MT) will be identified by the DIET in consultation with BEO for each block. The group will consist of 10 to 15 teachers, and active educationist who will be responsible for the training of teachers.

The Master Trainers will be trained by DRG on the same pattern as was adopted for the training of DRG by SCERT. The training will be held at DIET level. The Master Trainers in turn will train the teachers at the block.

c) Teacher Training at Block level

The Teachers Training Package developed by SCERT will be used for the training at various levels. The teacher's training module will be based on teaching learning materials to be transacted in the class room. Two days training on administrative issues will also be given.

Training Scheme

S.No	Type of Training	Participants	By Whom	No of Prt.	Venue
1.	SRG Training	DIET+NGO+ Primary Trs.	State Core Group	15	At State Level
2.	MT Training	Teachers & Educationists.	SRGs	Each Block 10-14	DIET
3.	Teachers training	Primary School tea.	MTs+ SRG	All Trs.	Block

Training Schedule For All Primary School Teachers.

Year	Duration	Content
1997-98	12 days	class I, II, III
1998-99	12 days	class IV
1999-2000	12 days	class V

4.5.4 EGS Teachers Training -

For the teachers appointed in EGS, a 12 days training will be organised, following the pattern of formal school teacher training.

4.5.5 Training of Alternative School Supervisors/Teachers -

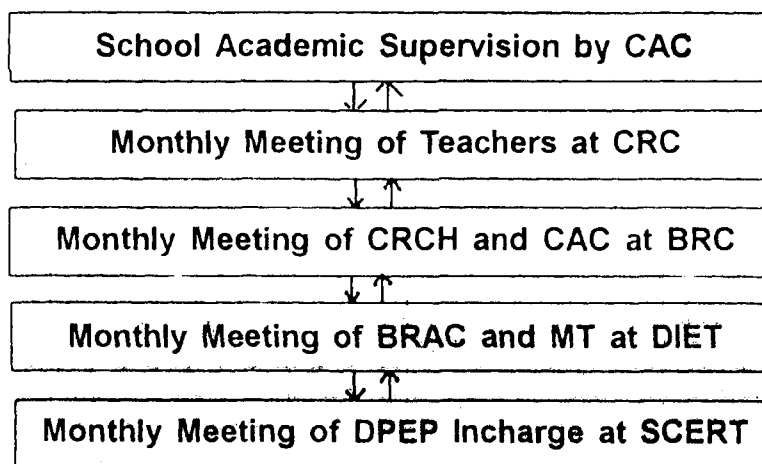
In view of the fact that AS will be a new concept intended to address a heterogenous group of learner in an ungraded system, AS teachers and supervisors will be given intensive training based on textual material and

evaluation. The training will be residential and of 12 days duration and will be organised either at the DIET level or at the Block level as per district's convenience. Supervisors will be given additional training for the management of the AS.

4.5.6 ACADEMIC MONITORING AND FEEDBACK

During last three years, serious efforts are underway at the state level to improve the quality of education through Curricular reforms, Developing new teaching learning materials and intensive teachers training programmes.

An effective Monitoring and feedback system has been tried out which stresses on academic supervision of the schools by cluster academic coordinator, monthly meetings of teachers at the clusters, monthly meetings of the academic coordinators at the block and monthly meeting of DPEP incharge at state level and dissemination of the messages of pedagogic reforms of SCERT, DIET down to the teachers.



The above monitoring and feedback system will be adopted in the district.

4.6 ACADEMIC INSTITUTIONAL SUPPORT

For the effective implementation of the extensive teacher training, it is essential to have a strong academic resource support system. This would

include strengthening of existing support institution i.e. DIET & creating new support system i.e. BRC & CRC.

4.6.1 DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET)

Under the centrally sponsored scheme of Teacher Education the BTI Vidisha was raised to DIET in the year 1991. The DIET is running in the old building, the new building is under construction, hostel facilities are available in its new building. The DIET staff is adequate.

The DIET has been conducting both pre-service and inservice elementary teacher training programmes. Under DPEP an intensive training programme has been envisaged, and the DIET would serve as a principal professional support agency in the district. DIET would organise in-service training for master trainers, AS supervisors, NFE instructors, Cluster Coordinators and VEC members. In the context of DPEP, DIET will provide adequate support to the Block Resource Centres and Cluster Resource Centres. BRCS and CRCS would be the main centres for imparting training to the teachers, supervisors, VEC members.

In addition to the teacher training programme, the DIET will take up the following activities -

- Monitoring training programmes, getting feedback.
- Evaluate the achievement of the children on sample basis.
- Conduct surveys and studies.
- Conceptualizing and identifying innovations.
- Carrying on action research.
- Modifying the training modules.
- Publication of bulletins, news letters supplementary reading materials.

For fulfilling the above, DIET will be strengthened. The DIET will be provided

additional furniture, equipment, books, vehicle, funds for paying fees and honorariums to the professionals, conducting training programmes, educational materials, micro projects, innovations and studies.

4.6.2 BLOCK RESOURCE CENTRE (BRC)

Keeping in view the need for decentralization and increasing involvement of teachers in various education related processes, BRC'S will be established at each block head quarter. Each BRC will have its own building, equipment and staff that will be funded from DPEP. The BRC will function under the guidance of Block Education officer.

Functions Of BRC

- Training primary school teachers, AS teachers, CRC heads and academic coordinators, Resource persons for VEC members training.
- Organising monthly meetings for CRCH and CACs.
- Mobilization of public support for awareness.
- Preparation implementation and monitoring of Block plans.
- Coordination with different departments and functionaries at Block Level.
- Providing academic support to CRCs.
- Assisting DIET in developing teaching learning material, field testing and innovations.
- Coordinating school mapping and micro planning.
- Organising field interaction in a block with the help of 15 **SAHYOGINIS**.

4.6.3 CLUSTER RESOURCE CENTRE (CRC)

Keeping in view the distance of 8 kms. from the school to the Cluster Resource Centre, the physical conditions of the area, opening of new primary schools by Education Dept., Tribal Development Dept. and DPEP, the setting up of CRCs has been bereived, District Vidisha will have 140 CRCs.

The CRC will be located in a primary school having a spare room or in a

middle school having a primary section. The head master of the school will be the Head of the CRC. One academic coordinator will be posted at CRC. The Academic coordinator will concentrate on academic supervision of all the schools of the cluster. The functions of CRC will be as follows -

- To organize monthly meetings of the teachers to discuss and resolve the academic issues through mutual sharing of the achievements, developing teaching aids, discussion on some topic to be taught in subsequent months, prepare school calendars.
- Resource centre for the primary teachers.
- Training centre for VEC members and to provide resource support.
- To provide assistance for environment building for UPE.
- To provide feedback on academic and administrative issues.

CRCs will be provided non-recurring and recurring grants to carry out cluster level activities provision of 15 SAHYOGINIS is being made under DPEP to address the gender issues and augment the girls education in one of the blocks of the district.

4.7 MANAGEMENT SYSTEMS :

For effective implementation of D.P.E.P. it is essential to support the existing management system and create additional project management structures.

The Project Management Structures will be based on following features.

1. Two legged structure set up of government & non-government agencies to ensure participative management systems This will facilitate the collaborative working of government and non-government personnel.

Peoples participatory structures are the District Unit (DU), Block Unit (BU) and Village Education Committee (VEC). These structures include some key government functionaries, Panchayat members and active community members.

2. The decentralised functioning upto the grass root level, to ensure peoples participation in the project.

3. Autonomy and flexibility to project structures for efficient functioning. The project structures will be governed by district procedures that in turn would govern their administrative & financial working.

4. Integration with existing structures so that the project works conjointly.

4.7.1 Management Structures:

Management Structure	Designation	Function
District Unit	Chairperson Chairman of Zila Panchayat District Mission Director- Collector	will be responsible for formulation, implementation, coordination and monitoring of

	<p>District Project Director & Member Secretary - Deputy Director Education.</p> <p>Members -</p> <ol style="list-style-type: none"> 1. Principal DIET 2. District Women Child Welfare Officer 3. Secretary T.L.C. Committee 4. Assistant Director NFE. <p>Nominated Members -</p> <ol style="list-style-type: none"> 1. All members of Education Committee of Zila Panchayat. 2. 7 Representatives of <ol style="list-style-type: none"> i. Women working in the field of education and development ii. Educationists, NGOs, Social Workers (At least 1 member belonging to SC, ST, OBC and minority) 3. One chairperson of Janpad Panchayat nominated by Chairperson of Zila Panchayat. 4. Two non-official members of general body of DPEP. 	<p>District plans.</p> <p>- Ensure Participatory approach and overall control of the progra</p>
<p>2. District Project Office</p>	<p>District Project Co-ordinator</p> <p>Assistance Project Co-ordinator (Finance)</p> <p>Assistance Project Co-ordinator (Equity) 1</p> <p>Programmer 1</p> <p>Assistant Engineer 1</p>	<p>- Personnel for actual management & implementation of the programme.</p> <p>To serve as link between State & Block structures.</p>

	Junior Engineer	1	
	Draftsman	1	
	Accountant	1	
	Data Entry operator	2	
	Clerk	4	
	Driver	1	
	Peon	3	
3. Block Unit	Chairperson - Chairperson Janpad Panchayat		will be responsible for formulation,
	Member Secretary - Block Education Officer		implementation, coordination &
	Ex- Offico-members 1. S.D.O.		Monitoring of block plans
	2. B.D.O.(in non Tribal Block)		- Ensure participatory approaches & overall
	3. Project Officer (NFE)		control of Block level programme activities.
	4. BRC Co-ordinator		
	5. Project Officer (I.C.D.S.)		
	Nominated Members		
	(6) All members of Education Committee of Janpad panchayat		
	(7) Two members of Block Level T.L.C. Committee		
	(8) Seven representatives to be nominated by the District Unit of D.P.E.P. on the basis of their special services/contribution in the area.		
	(I) Women working in the field of women education and		

	<p>development.</p> <p>(ii) Educationists, NGOS, Social workers. writers/out of these at least one women and minority classes.</p> <p>(9) Two Non Govt. Members of VEC of the Block to be nominated by District Unit.</p> <p>(10) One Person having contribution or experience in the field of U.P.E. to be nominated by District Unit.</p>	
4. Block Resource Centre (BRC)	<p>BEO-exofficio head of this office</p> <p>BRC Coordinator - 1</p> <p>Helper/Messenger - 1</p> <p>Accountant / Clerk - 1</p>	<p>- Responsible for Block management of Progra.</p> <p>- BRC to be training centre at block.</p>
5. Village Education Committe (VEC)	<p>Chairperson - Sarpanch</p> <p>Vice Person - Senior teacher of School</p> <p>Members - 3 member of gram panchayats 5 Residents of village nominated by gram sabha or panchayat 4 Nomenees of janpad panchayat from among residents of the village one nominee of local MLA, NFE instructors, volunteer & Angan warker.</p>	<p>- VEC the grassroots management structure will have following functions.</p> <p>community for the local Primary School, NFE Centres and Anganwadi, and Monitoring their functional status including progress of Children enrolled therein.</p> <p>-Contacting parents, specially those</p>

		<p>belonging to disadvantaged groups, on an ongoing basis so as to persuade them to send their children (especially girls) to the Primary School/NFE Centre/Anganwadi regularly.</p> <p>- Reviewing periodically the teachers and instructors and identifying and removing obstacles. Helping teachers for the difficulties they are facing and ensuring support to their efforts.</p>
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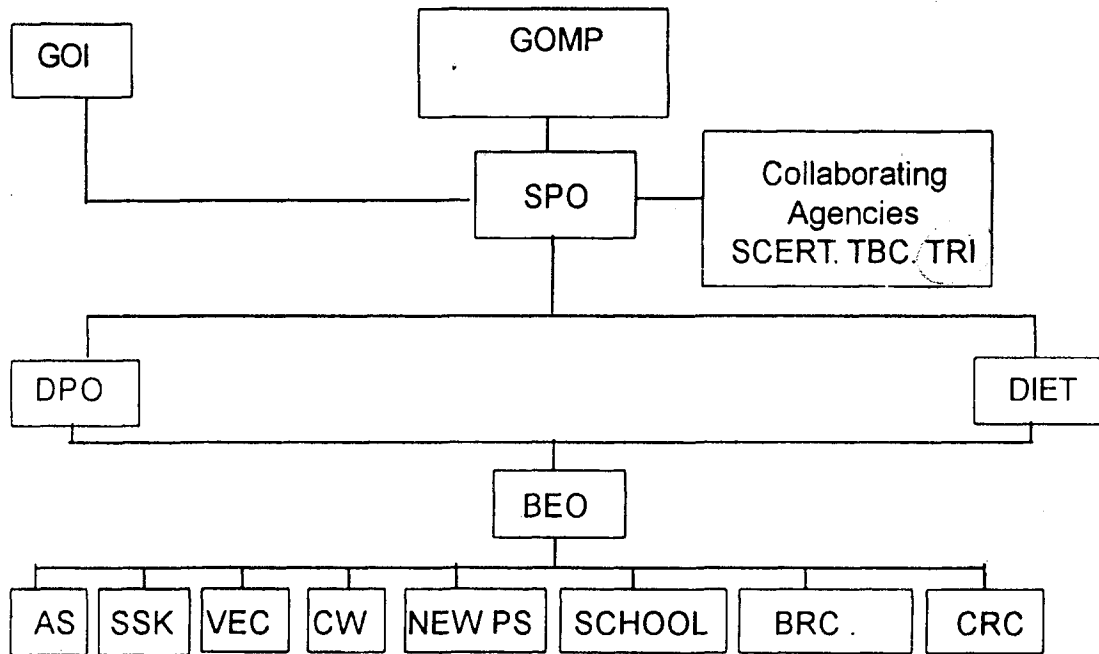
4.8 FINANCIAL SYSTEM

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

Funds received from GOI and GOMP are released in SPO account of the Mission. Onward flow of funds is through a defined fund flow system, described below.

4.8.1

STRUCTURE OF FUND FLOW

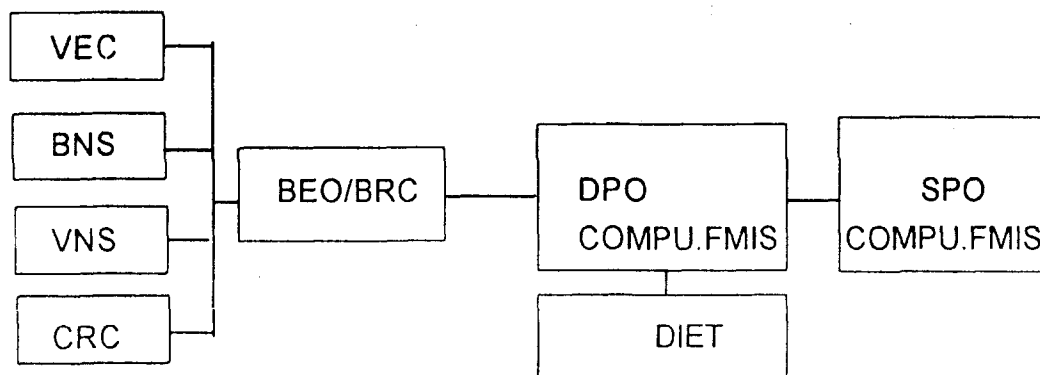


4.8.2

MAINTENANCE OF ACCOUNTS

SNO.	NAME OF ACCOUNT	SIGNATORY PERSON
1.	DPO	DMD/DPD/DPC
2.	BEO	BEO & BRC Co-ordinator
3.	CRC	CRC HEAD & HEAD MASTER
4.	VEC	VEC Head (Sarpanch) & H.M.
5.	DIET	DIET Principal + DIET Lecturer
6.	BNS	Janpad Adhyaksh & BEO
7.	VNS	Sarpanch & Teacher
8.	School Contingency	HM + Teacher

4.8.3 FINANCIAL REPORT SYSTEM



A. At the District level :

The district budget is released to the DPO in a joint account of DPC and DDE. The budget for DIET related activities will be released directly to the DIET from SPO with intimation to DPO in a joint account of Principal and DPEP Incharge.

B. At Block level :

The fund for the block level activities will be released by DPO to the block in the joint account of BEO and BRCC. DIET will also release funds to the academic activities in this joint account. For construction of BRC building the funds will be released from DPO to the Block Nirman Samiti.

C. At the Cluster level :

Cluster meeting expenditure will be provided by the DIET and will be maintained at the CRH in joint accounts of CRCH and Head master.

D. At the village level :

At the village level fund for civil work will be released by the DPO to the village Nirman Samiti (VNS). For VEC fund will be released to the joint account of

Sarpanch and teacher who is the Member Secretary of VEC.

At all levels double entry book keeping is will be followed. The accounts will be audited in three stages.

- Internal audit
- External statutory audit by a Chartered Accountant
- Audit by the Accountant General of the government.

4.9 Procurement Of Basic Operational Facilities

To achieve short term goals and provide infrastructural support for long term goals of DPEP, procurement is an essential activity.

GOI's directives and IDA norms for procurement are to be followed.

Procurement has been decentralised at District, Block, Village levels through procurement committees with official and non-Official representatives.

Decentralised procurement provides a means of understanding the problems pertaining to requirement, procurement and distributions of procured goods. It will enable the local representatives to feel involvement in programme implementation and monitoring at all the activity levels.

List of items to be procured at various levels is annexed.

4.10 Monitoring & Supervision

Effective implementation and monitoring of progress of DPEP will be done by operationalising management information systems. The information & database as received from the grass root level will be computerised on which reports will be generated. These reports will form the basis of the monthly reviews, at Block, District & State level and the subsequent corrective measures will be included in concurrent annual plans. The following MIS Programme will be used in the monitoring of the programme.

EMIS The software makes possible to collect the following information from schools.

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

EMIS is thus a decision support system which gives accurate & timely information. The Data capture format & software called DISE (District Information on School Education) for this has been developed by NIEPA.

PMIS - PMIS will collect data on the implementation of the project in terms of commitment, physical progress and expenditures. This will be generated as QPRs - Quality Progress Report.

IPMS - The integrated project monitoring system is designed to get monthly & quaterly feed back on various programme components from gress root to stste level. This will promote immediate follow up and correctives to be taken up and when necessary.

Integration of Lok Sampark Abhiyan data with IPMS will make cohort monitoring possible as progress against benchmark data will be measurement constanly through upgradation.

FMIS - It generates information on financial managment of programme like fund flow, utilisation, maintenance of accounts and balance sheets and day to day reports.

This will facilitate to identify bottle necks in release of funds. Under DPEP. DPO will be provided with computerised MIS cell to provide support to operationalise the MIS.

4. 11 CAPACITY BUILDING:

The building of capacity for planning and management is the mechanism through which DPEP is expected to achieve its objectives. For this a state level institution has been set up called State Institute of Education Management and Training (SIEMT). SIEMT will be assisted by national level institutions like the NIEPA & NCERT and will work towards organisational & staff development capabilities.

The training programme for the Management personnel is proposed as follows:

S No.	Training	Persons	Duration	Venue
1	Orientation DPEP	District Mission Director Chief Executive Officer, Zila Panchayat	1 day ---,,--	SPO, Bhopal ---,,---
2.	Training DPEP	Chief Executive Officer, Zila Panchayat Deputy Director of Edu. Principal DIET	3,days ---"--- ---,,---	SPO, Bhopal ---,,---
3.	Training in foundat, course	District Project Coordinator Asst. Project Coordinator (Finance) Asst. Project Coordinator (Equity) Blockwise Edu. Officer Coordinator DPEP incharge of DIET	5,day ---,,--- ---,,---	---,,---
4.	Training Special	District Project	5days	SPO.Bhopal

	Skills	Coordinator		
		Asstt. Project Coordinator	---	---
		Asstt. Project Coordinator	---	---
		(Equity)		
		Programmer	---	---
		Data Entry Operator	---	---
5.	Training of Environ. Building	DRG(VEC)	3 days	DIET
		DRG(Mahila Samakhya)	---	---
		ADIS	---	---
		CRCH	+2 days(Man.)	---
		CAC	+2days	---
6.	Training Review & Planning of AWP	DDE/AC TWD	3days	SPO Bhopal
		District Project Coordinator	---	---
		Asstt. Project Coordinator	---	---
		(Finance)		
		Asstt. Project Coordinator	---	---
		Equity		
		Programmer	---	---
7.	Self Study	Study of the new material developed by SPO. SIEMT for DPEP functionaries.		
8.	Participation in seminar, Work shop	DPEP functionaries will be deputed to attend seminar, workshop as per need.		

The short course on special skills would include:

- Managing people at work
- Leadership skills
- Decision making and problem solving

Interpersonal relationships and coordination

Effective communication

Motivating people

Financial management

Management Information system

Resource Management

Organisation Meetings effectively

Development of innovations

Effective Inspection and Supervision

Seeking cooperation from public bodies like Panchayats or Govt. Agencies like RES, etc.

Self-Study:

The personnel will go through the literature received from SPO/SIEMT/Other agencies to develop themselves as effective personnel.

Participation in Seminars:

The personnel working at District/Block/Cluster level will be sponsored to attend workshops, seminars/conferences at Block, District and State level to improve their professional competence.

4.12 VEC Training:

As DPEP aims at implementation of its activities with involvement of the community, it is essential that the grassroot level management structure VEC is empowered to take up the responsibilities assigned to it, special VEC training will be organised every year to orient the VEC members in monitoring of project activities, supervision of school management and academic issue, supervision of construction activities if taken up and utilisation of school contingency amount.

4.13 Innovation :

The Lok Sampark Abhiyan has brought to the light a large number of issues related to access, retention, small habitation, problems enrolment, poor achievement of the children, absentism both of teachers and students, dropouts, early child education, education of disabled children, education of migratory children, multiclass and multigrade teaching, education of adult girls, gender biased curriculum, lack of awareness about the value of education and many more such issues. Suitable strategies are to be evolved to tackle these issues.

Some of the innovations tried elsewhere in the state, may be worth trying in district VIDISHA particularly in, GYARASPUR, NATERAN & LATERI blocks. These innovations are:

- (1) Hoshangabad science teaching programme for the middle classes may be tried at primary level.
- (2) Shikshak Samakhya
- (3) Mobile Schools for children of remote areas and migratory labour class children.
- (4) Cycle guruji approach for scattered population in LATERI Block.
- (5) Sachetak concept for dispelling the negative attitude towards education.
- (6) Weekly fair for awareness and mobilization through puppet shows, folk dances, etc.
- (7) Bal Shiksha dundubhi for community mobilization.

4.14 Research , Evaluation And Studies :

A Research, Evaluation and Innovation Committee will be created at the DPO which will discuss, debate and finalize some projects for class room research and innovations that may be taken up in weak blocks. Experts from DIET, SCERT, RIE, NGOs along with highly motivated public representatives will be invited to guide and prepare long term and short term projects. for the district.

Studies will be taken up to identify the target areas & group that would require special interventions. The impact of various DPEP interventions on the education status of children will also be studied.

4.15 CIVIL WORKS :

The most important aspect of universalisation of primary education programme is access. It is visualized that every school going child should have schooling facility within one kilometer periphery/ radius.

CONCEPT OF SCHOOL BUILDING :

The school building to be constructed is taken as a concept and not simply as a physical structure. Besides making the building useful, convenient and comfortable for the children, attempts will be made to make it look attractive so that children have a sense of belonging for the school building.

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

- a) the building has two class rooms, a verandah and a teacher's room.
- b) Drinking water facility and electrification.
- c) Rooms are ventilated and lighted.
- d) Two black-boards in each school, one in the verandah and one on the outside wall at suitable heights.
- e) School has toilets.
- f) The windows are as at a heights. so that child can see the outside world easily.

NEW SCHOOL , BUILDINGS :

Block level panchayats of the district have proposed to construct 370 buildings for the schools which are without any building. Under DPEP 225 school buildings will be constructed and the remaining shall be constructed through other rural development plans.

NEW ADDITIONAL ROOMS :

During village level planning, concern was expressed by the community representatives at many places regarding the paucity of rooms, the number of additional rooms required is 448 out of which 159 rooms are proposed to be constructed under D.P.E.P.

BRC :

Besides school buildings, under DPEP a special structure called the Block Resource Centre at the block level is also being constructed. It shall function basically as a teacher training centre at the block level where teachers training courses will be organized.

Residential accommodation for male and female teachers during their training is provided for in the building. Besides this, BRC will have a lecture hall, an open space, a store-room and an office room along with toilets electricity, water supply and boundary wall.

SALIENT FEATURES OF THE STRATEGIES EVOLVED :

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

The actual construction work shall be carried out by the construction agencies of panchayat viz Block Nirman Samiti (BNS) and Village Nirman Samiti (VNS). observing simplicity of procedures and transparency of operations in all the aspects.

TECHNICAL SUPERVISION & EVALUATION :

The construction will be technically supervised and evaluated by a group of technical persons appointed by the collector.

Targets and unit costs

S.No.	Particulars	Targets	Unit cost (beased on 95 - 96 Prices)
1.	New school building	225	2,25,000/-
2.	Addl. Room	159	75,000/-
3.	.Drinking water in school building.		30,000/-
4.	BRC Building	07	5,40,000/-
5.	w.s. Arrangement in 'B.R.C.	07	50,000/-

PERSPECTIVE PLAN OF DISTRICT VIDISHA

The needs perceived during microplanning for universalisation of Primary Education during the next five years.

S.No.	District Requirement	Provision Under D.P.E.P.	Unfilled Requirement for want of fund
01	New Primary Schools	178	-
	New Teachers	356	-
02	A.S. Projects	10	03
03	EGS Centres	353	03
04	Jhulaghar	99	40
05	P.S. Buildings	370	225
06	Addl. Rooms	448	159
	New Teachers	448	159
07	Repairs PS Building	550	-
08	District Project Office	1	-
09	District MIS	1	-
10	Strengthening of DIET	1	-
11	Block Resource Centres	7	-
12	Cluster Resource Centres	140	-
13	Unservice Trachers Training		
	During five Years	12898	-
14	School Contingency	6449	-
15	Disabled Children in one Block	1	-
16	Gender	1	-
17	Mahila Samakhya	1	-
18	Tribal Blocks	0	-
19	Ashram School	1	0

continued—

20	Village Education Committe			
	During five year	5882	5882	-
21	Mobilisation	7	7	-
22	Innovation	1	1	-

On account of 24 % ceiling on civil work, all the requirement for the civil work could not be met under D.P.E.P. The district education department will have to tap other resources which are available at the district level with the co-operation of the community and district administration.



Tentative List of Furniture & Equipment

	Item	No of Req.	Total Allotment	Status
Equipment	1. Type writer (Ord.)	1	8000.00	
	2. calculator	2	2000.00	
	3. Duplicater	1	15000.00	
	4. Public Address system	1	20000.00	
	5. Fax Machine	1	25000.00	
	6. Photo copier	1	120000.00	
Furniture	7. Tables	15	15000.00	
	8. Chairs	20	10000.00	
	9. Durries	1	500.00	
	10. Racks	8	4000.00	
	11. Fans	4	4000.00	
	12. Box	3	3000.00	
	13. Almirah	3	4500.00	
	14. Crockery	1	1000.00	
	D.I.E.T.			
Equipment	1. Photo Copier	1	100000.00	
	2. Cycle	1	2000.00	
	3. Overhead Projector	1	20000.00	
Furniture	4. Almirah	1	2500.00	
	5. Racks	2	2000.00	
	6. Bulletin Board	1	1000.00	
	7. Crockery	1	500.00	
	8. Computer Table	1	2000.00	
	9. Computer chairs	2	2000.00	
	Block Resource Centre	No. of blocks	07	
Equipment	1. Type Writer (Ordi)	1	8000.00	
	2. Calculator	1	4000.00	
	3. Duplicator	1	15000.00	

	4. Clock	1	2000.00
	5. Cycle	1	2000.00
Furniture	6. Fan	4	4000.00
	7. Table	2	2000.00
	8. Chair	4	2000.00
	9. Durries	3	1500.00
	10. Almirah	2	3000.00
	11. Racks	4	1200.00
	12. Boxes	3	3000.00
	13. Bulletin Board	2	600.00
	Cluster Resource Centre	No,of Clusters	140
Furniture	1. Tables - Chair	1	1000.00
	2. Racks	2	500.00
	3. Durries	2	1000.00
	4. Box	1	1000.00
	5. Almirah	1	1500.00
	6. Black Board	1	500.00
	7. Pin up Board	1	300.00
	8. Clock	1	200.00
	New Primary School	Total No. New Ps..	178
Furniture	1. Table - Chair		5000.00
	2. Tat - pati		
	3. Bucket		
	4. Black Board		
	5. Roleup Board		
	6. School Bell		
	7. Box		
Stationary	1. Teacher Attendance Register		
	2. Student Attendance Register		
	3. Admission -T/C Register		
	4. Books Register		
	5. Edu. Material Register		
	6. Paper - Carbon Paper		

Ed. Material

7. Chalk

1. Map

10000.00

2. Globe

3. Education Chart

4. Puzzels

5. Toys Rope

6. Outdoor Games

7. Pump (air)

8. Ring

9. Primary Science Kit

10. Mini tool kit

11. Musical Instruments

ALTERNATIVE SCHOOL

TOTAL NO. OF AS 30

Furniture

1. Wodden Black Board

2. Rollup Board

3. Duster

4. Wall Clock

5. Document Register

6. Box (Tin)

7. Lock

8. Petromex

9. Bucket

10 Pitcher

11 Drinking Water Pot

12 Mats

Materials

1. Teacher Attendance Register

2. Student Attendance Register

3. Admission -T/C Register

4. Book Register

5. Edu. Material Register

6. Paper - Carbon Paper

7. Chalk

Text Books

1. Language
2. Maths
3. Others

Teacher's Guides

1. Language
2. Maths
3. Environment

T/L Material

1. Word Picture Card
2. Card
3. Others

SHISHU SHIKSHA KENDRA

TOTAL NO.OF SSK

Furniture

1. Durries
2. Box
3. Bucket
4. Mug
5. Pitcher
6. Glass (Steel)
7. Towel
8. Table -Chair
9. Stool

Stationary

1. Teacher Attendance Register
2. Student Attendance Register
3. Admission - T/C Register
4. Booh Register
5. Edu. Material Register
6. Paper _ Carbon
7. Chalk

Teaching Aids

1. Pearl & Wire
2. Wooden Box
3. Toys for beginners
4. Picture story book
5. Dolls
6. Toys (carter)

7. Mosaic Tiles
8. Nesting Frames
9. Old tyres
- 10 Swings
11. Balls (big & sammal)
- 12 Dhapli
13. Bells
- 14 Seccenons
- 15 Paper Sheet
- 16 Gum
- 17 Tape

Low Cost Teaching learning Material @ Rs. 500/- Teacher

1. Chart
2. Drawing Sheet
3. Colour Pencil

School Contingency @ Rs. 2000/- School

From - 5A Village Information Bulletin

Total Population

Block	SC		ST		OBC		GEN		TOTAL	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Basoda	18799	21849	4548	5124	42641	48876	23950	26968	89938	102817
Gyaraspur	7788	9341	2497	2829	25137	29238	6210	7194	41632	48602
Kurwai	12925	15039	3469	3778	29019	32995	9670	11203	55083	63015
Lateri	8439	975	3691	4277	20285	23741	10780	12505	43195	50228
Nateran	11894	13995	2594	3024	35985	41196	11568	13511	62041	71726
Sironj	13669	16214	1902	2089	32365	37567	12533	14888	60469	70758
Vidisha	17304	19806	2548	2782	45009	51169	31033	34657	95894	108414
Distirict	90818	105949	21249	23903	230441	264782	105744	120926	448252	515560

From - 5A Village Information Bulletin

Number of Children (5 - 14)

Block	SC		ST		OBC		GEN		TOTAL	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
Basoda	5275	4256	1167	812	12392	10084	6226	5374	25060	20526
Gyaraspur	2099	1528	596	470	6957	5437	1582	1418	11234	8853
Kurwai	3450	2572	796	588	7885	6176	2577	2040	14708	11346
Lateri	2393	1540	1071	766	6153	4131	3114	2195	12731	8632
Nateran	3115	2325	762	495	10062	7511	3026	2549	16965	12880
Sironj	3765	2621	502	363	8969	6367	3470	2667	16706	12018
Vidisha	4732	3704	659	503	12324	9851	7266	6125	24981	20183
Distirict	24829	18546	5553	3967	64742	49557	27261	22368	122385	94438

From - 5A Village Information Bulletin
School Going Children

Block	SC		ST		OBC		GEN		TOTAL	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
Basoda	4348	3283	675	430	10626	7850	5885	4809	21534	16372
Gyaraspur	1785	1196	410	229	5957	4116	1452	1226	9604	6767
Kurwai	2911	2040	526	337	6894	4868	2347	1875	12778	9120
Lateri	1646	990	652	334	3821	2021	2268	1341	8387	4686
Nateran	2419	1579	394	210	7537	4638	2662	1996	13012	8423
Sironj	2687	1698	132	77	6243	3603	2846	1916	11908	7294
Vidisha	4300	3229	446	354	11636	8626	7002	5722	23424	17931
Distirict	20096	14015	3275	1971	52414	35722	24462	18885	100647	70593

From - 5A Village Information Bulletin
Non School Going Children

Block	SC		ST		OBC		GEN		TOTAL	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
Basoda	222	158	44	27	523	456	95	103	884	744
Gyaraspur	56	67	73	78	275	379	50	81	554	605
Kurwai	154	124	72	49	295	286	77	55	598	514
Lateri	116	78	48	29	300	239	199	150	663	496
Nateran	98	89	120	66	338	258	94	130	650	543
Sironj	195	121	17	13	569	327	150	105	933	566
Vidisha	34	42	33	38	98	110	51	68	216	258
Distirict	875	679	407	300	2498	2055	716	692	4498	3726

**From - 5A Village Information Bulletin
Non School Going Children Drop**

Block	SC		ST		OBC		GEN		TOTAL	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
Basoda	279	271	83	67	508	768	72	236	942	1342
Gyaraspur	136	108	35	34	255	342	30	35	456	519
Kurwai	136	132	38	24	257	350	51	77	482	583
Lateri	153	82	30	27	172	137	68	66	423	312
Nateran	159	152	41	29	478	566	69	133	747	880
Sironj	302	253	44	23	740	748	175	218	1261	1242
Vidisha	180	180	48	35	256	521	103	230	587	966
Distirict	1345	1178	319	239	2666	3432	568	995	4898	5844

**From - 5A Village Information Bulletin
Non School Going Children Never**

Block	SC		ST		OBC		GEN		TOTAL	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
Basoda	426	495	364	288	783	1026	167	233	1740	2042
Gyaraspur	122	157	80	130	372	623	52	72	626	982
Kurwai	243	286	150	139	439	651	103	112	935	1188
Lateri	478	390	341	376	1860	1726	579	638	3258	3130
Nateran	438	504	209	184	1657	2066	201	281	2505	3035
Sironj	572	551	314	250	1399	1684	293	436	2578	2921
Vidisha	221	256	92	76	358	633	79	132	750	1097
Distirict	2500	2639	1550	1443	6868	8409	1574	1904	12392	14395

From - 5A Village Information Bulletin

Block	Handicapped Children			Working Children		
	Boy	Girl	Total	Boy	Girl	Total
Basoda	267	128	395	23	06	29
Gyaraspur	100	48	148	46	34	80
Kurwai	136	66	202	10	00	10
Lateri	110	42	152	91	69	160
Nateran	180	95	275	140	86	226
Sironj	129	67	196	66	60	127
Vidisha	226	133	359	65	38	103
Distirict	1148	579	1727	442	293	735

RAJIV GANDHI PRATHMIK SHIKSHA MISSION

(1)

DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP)
BUDGET ESTIMATES / PERSPECTIVE PLAN (5 YEAR)

DISTRICT : VIDISHA TOTAL OUTLAY : 3062.75 Civil Works (%) 24.00
Blocks :- 7 TOTAL REIMBURSED AMT : 2647.14 Management Cost(%) 2.91

MSP	1	YEAR -->	1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	Total
TOTAL OUTLAY (RS. LAKHS) -->			3.10	783.26	859.75	472.38	471.88	472.38	3062.75
REIMBURSED AMOUNT-(RS. LAKHS) -->									
YEARWISE REIMBURSED AMOUNT (IN %)									
YEARWISE CIVIL WORKS COST (IN CRORES)			0.00	357.05	378.00	0.00	0.00	0.00	735.05
YEARWISE CIVIL WORKS COST (IN % OF TOTAL)			0.00	45.58	43.97	0.00	0.00	0.00	24.00
YEARWISE MANAGEMENT COST (IN CRORES)			0.00	0.31	0.14	0.14	0.14	0.14	0.89
YEARWISE MANAGEMENT COST (IN % OF TOTAL)			0.00	4.00	1.68	3.06	3.06	3.06	2.91
									ERR

MIS CODES	ACCOUNT CODE	COMPONENT	Year -->	UNITS (PHYSICAL)						Total	
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02		
PFE		1 NEW PRIMARY SCHOOLS			100	78					178
	*****	NEW TEACHERS***			200	156	0	0	0		356
ALS		2 ALTERNATIVE SCHOOLS PROJECTS (AS)			2	1					3
EGS		3 E G S CENTRES			200	150	0				350
ECE		4 JHOOLA GHAR			40	0		0	0		40
PFEC		5 PRIM SCHOOL BUILDINGS			100	125	0	0	0		225
PFEC		6 ADDITIONAL ROOMS			80	79					159
	*****	NEW TEACHERS***			80	79		0	0		159
PFEC		7 REPAIRS (PS BUILDINGS)									0
MGT		8 DISTRICT PROJECT OFFICE			1						1
MIS		9 DISTRICT MIS			1						1
DIT		10 STRENGTHENING OF DIET			1						1
BRC		11 BLOCK RESOURCE CENTRE (BRC)			7						7
CRC		12 CLUSTER RESOURCE CENTRE (CRC)			140						140
BRCT	*****	13 IN SERVICE TEACHERS TRAINING			2326	2526	2682	2682	2682		12898
PFEO		14 SCHOOL CONTINGENCY			1163	1263	1341	1341	1341		6449
MGT		15 DISABLED CHILDREN (IN 1 BLOCK)			1						1
GEN		16 GENDER			1						1
MSS		17 MAHILA SAMAKHYA									0
TRI		18 TRIBAL BLOCKS									0
ASM		19 ASHRAM SCHOOL			0	0	0	0	0		0
VEC		20 VILLAGE EDUCATION COMMITTEE (VEC)			1114	1192	1192	1192	1192		5862
MED		21 MOBILISATION									7
INV		22 INNOVATION									1

DISTRICT : VIDISHA

COST ABSTRACT

(2)

PMIS CODE	ACCOUNT CODE	COMPONENT	UNIT COST	YEAR						TOTAL AMOUNT (IN LAKHS)
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
PFE		1 NEW PRIMARY SCHOOLS	0.00	99.00	161.22	149.52	149.52	149.52	149.52	708.78
ALS		2 ALTERNATIVE SCHOOLS PROJECTS (AS)	0.00	6.32	7.26	6.15	6.15	6.15	6.15	32.03
ECE		3 E G S CENTRES	0.00	27.00	47.25	47.25	47.25	47.25	47.25	216.00
ECE		4 JHoola GHAR	0.00	7.80	4.64	4.64	4.64	4.64	4.64	26.16
PFEC		5 PRIM SCHOOL BUILDINGS	0.00	255.00	318.75	0.00	0.00	0.00	0.00	573.75
PFEC		6 ADDITIONAL ROOMS	0.00	94.40	126.82	66.78	66.78	66.78	66.78	421.56
PFEC		7 REPAIRS (PS BUILDINGS)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PFEO		8 DISTRICT PROJECT OFFICE	0.00	17.26	9.58	9.58	9.58	9.58	9.58	55.58
MIS		9 DISTRICT MIS	0.00	14.09	4.87	4.87	4.87	4.87	4.87	33.57
DIT		10 STRENGTHENING OF DIET	0.00	16.25	7.48	6.87	6.87	6.87	6.87	44.33
BRC		11 BLOCK RESOURCE CENTRE (BRC)	0.00	73.11	11.72	11.72	11.72	11.72	11.72	119.99
CRC		12 CLUSTER RESOURCE CENTRE (CRC)	0.00	95.69	77.49	77.49	77.49	77.49	77.49	405.65
BRC		13 IN SERVICE TEACHERS TRAINING	0.00	29.77	32.33	34.33	34.33	34.33	34.33	165.09
MED		14 SCHOOL CONTINGENCY	0.00	34.89	37.89	40.23	40.23	40.23	40.23	193.47
INV		15 DISABLED CHILDREN	0.00	0.55	0.15	0.15	0.15	0.15	0.15	1.15
GEN		16 GENDER	0.00	2.30	1.80	2.30	2.30	2.30	2.30	10.50
NGO		17 MAHILA SAMAKHYA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRI		18 TRIBAL BLOCKS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ASM		19 ASHRAM SCHOOL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VEC		20 VILLAGE EDUCATION COMMITTEE (VEC)	0.00	6.68	7.15	7.15	7.15	7.15	7.15	35.29
MED		21 MOBILISATION	3.10	2.35	2.35	2.35	2.35	2.35	2.35	14.85
INV		22 INNOVATION	0.00	1.00	1.00	1.00	1.00	1.00	1.00	5.00
				3.10	783.26	859.75	472.38	471.88	472.38	3062.75

DISTRICT : VIDISHA		COMPONENT	NEW PRIMARY SCHOOLS						(3)	
PMIS CODE	ACCOUNT CODE	COMPONENT	UNIT COST	YEAR						TOTAL AMOUNT (IN LAKHS)
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		NEW PRIMARY SCHOOL		0	100	78		0	0	178
		NEW TEACHERS		0	200	156	0	0	0	356
		NON-RECURRING								
PFEF1	BO2(1)	1 FURNITURE	0.05	0.00	5.00	3.90	0.00	0.00	0.00	8.90
PFED6	CO1(7)	2 EDUCATIONAL MATERIAL	0.10	0.00	10.00	7.80	0.00	0.00	0.00	17.80
		TOTAL NON-RECURRING		0.00	15.00	11.70	0.00	0.00	0.00	26.70
		RECURRING								
PFEA1	DO1(1)	3 SALARY	0.42	0.00	84.00	149.52	149.52	149.52	149.52	682.08
		TOTAL RECURRING		0.00	84.00	149.52	149.52	149.52	149.52	682.08
TOTAL (NR+R)				0.00	99.00	161.22	149.52	149.52	149.52	708.78
***** NPS Section over *****				*****						

DISTRICT : VIDISHA		COMPONENT	ALTERNATIVE SCHOOL PROJECTS						(Rs lakhs) (4)		
PMIS CODE	ACCOUNT CODE	COMPONENT	UNIT COST	YEAR						TOTAL AMOUNT (IN LAKHS)	
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02		
		ALTERNATIVE SCHOOLS PROJECTS (AS) (10 Centres/Project)		0	2	1	0	0	0	3	
		NON-RECURRING									
ALSB8	BO1(8)	1 EQUIPMENT	0.50		1.00	0.50	0.00	0.00	0.00	1.50	
ALSD4	CO1(7)	2 EDUCATIONAL MATERIAL	0.50		1.00	0.50	0.00	0.00	0.00	1.50	
		2 EDUCATIONAL MATERIAL(Old)	0.10		0.00	0.20	0.30	0.30	0.30	1.10	
		TOTAL NON-RECURRING		0.00	2.00	1.20	0.30	0.30	0.30	4.10	
		RECURRING									
ALSA2	DO1(2)	3 SALARY	1.29		2.58	3.87	3.87	3.87	3.87	18.06	Details given
ALSO8	DO5(8)	4 OPERATION & MAINTENANCE	0.15		0.30	0.45	0.45	0.45	0.45	2.10	Details given
ALSD2	CO1(3)	5 EDUCATIONAL AIDS	0.30		0.60	0.90	0.90	0.90	0.90	4.20	
		6 TRAINING	0.42		0.84	0.42	0.00	0.00	0.00	1.26	
		7 TRAINING (Old)	0.21		0.00	0.42	0.63	0.63	0.63	2.31	
		TOTAL RECURRING		0.00	4.32	6.06	5.85	5.85	5.85	27.93	
		TOTAL (NR+R)		0.00	6.32	7.26	6.15	6.15	6.15	32.03	

DETAILS :-

O & M (Operation & Maintenance) :-

	Unit Cost	Physical	Total
TA/DA(Sup)	0.05	1	0.05
AS centre Contn	0.01	10	0.10
Total O & M =			0.15

Salary :-

	Unit Cost	Physical	Total
Supervisor	0.09	1	0.09
Instructor	0.06	20	1.2
Total Salary =			1.29

***** AS Section over

DISTRICT : VIDISHA		COMPONENT	E G S CENTRES			(Rs lakhs) (5)				
PMIS CODE	ACCOUNT CODE	COMPONENT	UNIT COST	YEAR						TOTAL AMOUNT (IN LAKHS)
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		***** E G S CENTRES		0	200	150	0	0	0	350
		NON-RECURRING								
EGSD6	CO1(7)	1 EDUCATIONAL MATERIAL	0.0075		1 5000	2 6250	2 6250	2 6250	2 6250	12 0000
EGSL2	C	2 BOOKS	0 01		2 0000	3 5000	3 5000	3 5000	3 5000	16 0000
EGS		3 MONITORING & EVALUATION	0 0010		0 2000	0 3500	0 3500	0 3500	0 3500	1 6000
		4 TRAINING	0 0045		0 9000	1 5750	1 5750	1 5750	1 5750	7 2000
		TOTAL NON-RECURRING		0 00	4 60	8 05	8 05	8 05	8 05	36 80
		RECURRING								
ECEA3		5 SALARY	0 11		22 00	38 50	38 50	38 50	38 50	176 00
ECEOA		6 OPERATION & MAINTENANCE	0 0020		0 4000	0 7000	0 7000	0 7000	0 7000	3 20
		TOTAL RECURRING		0 00	22 40	39 20	39 20	39 20	39 20	179 20
		TOTAL (NR+R)		0 00	27 00	47 25	47 25	47 25	47 25	216 00

***** E G S Section Over

4 DISTRICT : VIDISHA		COMPONENT	JHOOLA GHAR			(Rs lakhs) (6)				
PMIS CODE	ACCOUNT CODE	COMPONENT	UNIT COST	1 96-97	2 97-98	3 98-99	YEAR 4 99-2000	5 2000-01	6 2001-02	TOTAL AMOUNT (IN LAKHS)
		JHOOLA GHAR.		0	40	0	0	0	0	40
		NON-RECURRING								
ECED5		1 Educational Mat.	0.050		2.000	0.000	0.000	0.000	0.000	2.000
		2 Equipment	0.020		0.800	0.000	0.000	0.000	0.000	0.800
		3 TRAINING	0.004		0.160	0.000	0.000	0.000	0.000	0.160
		TOTAL NON-RECURRING		0.000	2.960	0.000	0.000	0.000	0.000	2.960
		RECURRING								
ECEA3		4 SALARY	0.096		3.840	3.840	3.840	3.840	3.840	19.200
ECE08		5 OPERATION & MAINTENANCE	0.020		0.800	0.800	0.800	0.800	0.800	4.000
		TOTAL RECURRING		0.000	4.640	4.640	4.640	4.640	4.640	23.200
		TOTAL (NR+R)		0.000	7.600	4.640	4.640	4.640	4.640	26.160

DETAILS :-
SALARY :

	UNIT COST	Physi.	Total
1 Teacher	0.048	1	0.048
2 Helper	0.024	2	0.048
	Total		0.096

5 DISTRICT : VIDISHA				COMPONENT		PRIM SCHOOL BUILDINGS				(Rs lakhs) (7)
PMIS CODE	ACCOUNT CODE	COMPONENT	Year →	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		PS buildings to be built		0	100	125	0	0	0	225
		NON-RECURRING	Unit Cost							
PFEC4		Civil Works	2.55		255.00	318.75	0.00	0.00	0.00	573.75 Details Given
		TOTAL NON-RECURRING		0.00	255.00	318.75	0.00	0.00	0.00	573.75
		RECURRING								
		NIL								
		TOTAL RECURRING			0.00	0.00	0.00	0.00	0.00	0.00
		TOTAL (NR+R)		0.00	255.00	318.75	0.00	0.00	0.00	573.75

DETAILS :

CIVIL WORKS	UNIT COST
1 Building Construction	2.25
2 Water Supply	0.30
TOTAL	2.55

***** PS Building Section Over

970

6 DISTRICT : VIDISHA		COMPONENT	ADDITIONAL ROOMS						(Rs lakhs) (B)		
PMIS CODE	ACCOUNT CODE	COMPONENT	Year →	Costs in Rs lakhs						Total	
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02		
		Additional Rooms to be built		0	80	79			0	0	159
		No of additional teachers		0	80	79			0	0	159
			Unit Cost								
		NON-RECURRING									
PFEC2		Civil Works	0.75		60.00	59.25	0.00	0.00	0.00	0.00	119.25
PFEF1		Furniture	0.01		0.80	0.79	0.00	0.00	0.00	0.00	1.59
		TOTAL NON-RECURRING		0.00	60.80	60.04	0.00	0.00	0.00	0.00	120.84
		RECURRING									
PFEA1		Salaries	/ 0.42		33.60	66.78	66.78	66.78	66.78	66.78	300.72
		TOTAL RECURRING		0.00	33.60	66.78	66.78	66.78	66.78	66.78	300.72
		TOTAL (NR+R)		0.00	94.40	126.82	66.78	66.78	66.78	66.78	421.56

***** Additional Room Section Over *****

7 DISTRICT : VIDISHA				COMPONENT		REPAIRS TO EXISTING SCHOOLS (Rs lakhs) (9)					
PMIS CODE	ACCOUNT CODE	COMPONENT	Year →	Costs in Rs lakhs						Total	
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02		
		***** No of school bidgs. to be repaired		0	0	0	0	0	0	0	
			Unit Cost								
PFEC1		NON-RECURRING Civil Works	0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
		TOTAL NON-RECURRING		0	0.00	0.00	0.00	0.00	0.00	0.00	
		RECURRING									
		NIL									
		TOTAL RECURRING		0	0.00	0.00	0.00	0.00	0.00	0.00	
		TOTAL (NR+R)		0	0.00	0.00	0.00	0.00	0.00	0.00	

***** Repair Section Over

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PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
	*****	District Project Office		0	1				0	1
			Unit Cost							
		NON-RECURRING								
MGTF1		Furniture	1.18	1.18	0.00	0.00	0.00	0.00	0.00	1.18
MGTB8		Equipment	2.25	2.25	0.00	0.00	0.00	0.00	0.00	2.25
		VEHICLE	3.00	3.00	0.00	0.00	0.00	0.00	0.00	3.00
MGTK1		Staff Dev.	0.50	0.50	0.00	0.00	0.00	0.00	0.00	0.50
MGTR1		Studies	0.25	0.25	0.00	0.00	0.00	0.00	0.00	0.25
MGLT2		Books	0.25	0.25	0.00	0.00	0.00	0.00	0.00	0.25
MGTW1		Workshop/Seminar	0.25	0.25	0.00	0.00	0.00	0.00	0.00	0.25
		TOTAL NON-RECURRING		0.00	7.68	0.00	0.00	0.00	0.00	7.68
		RECURRING								
MGTA		Salaries	6.18	6.18	6.18	6.18	6.18	6.18	6.18	30.90 DETAILS GIVEN
MGTO8		Operation & Mtce.	1.70	1.70	1.70	1.70	1.70	1.70	1.70	8.50 DETAILS GIVEN
MGLT1		Books (Magzine)	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.50
MGTJ1		Professional Fees	0.60	0.60	0.60	0.60	0.60	0.60	0.60	3.00
MGTQ5		IEC	1.00	1.00	1.00	1.00	1.00	1.00	1.00	5.00 DETAILS GIVEN
		TOTAL RECURRING		0.00	9.58	9.58	9.58	9.58	9.58	47.90
		TOTAL (NR+R)		0.00	17.26	9.58	9.58	9.58	9.58	55.58

Details :

	Unit Cost	Physical	Total Cost
O & M (Operation & Maintenance) :-			
1 Office Exp.	1.00	1	1.00 Lumsum
2 Block Contingency	0.10	7 Blocks	0.70
	Total (O & M) for DPO =		1.70

Salary :-

Post	Unit Cost	Physical	Total Cost
1 Dist Proj Coord	0.84	1	0.84
2 APC(Fin)	0.72	1	0.72
3 Gender Coordinator	0.72	1	0.72
4 Asstt.Engineer	0.72	1	0.72
5 Jr.Engineer	0.54	1	0.54
6 DraftsMan	0.36	2	0.72
7 Accountants	0.36	1	0.36
8 Clerk	0.24	4	0.96
9 Driver	0.24	1	0.24
10 Peon	0.12	3	0.36
			6.18

IEC :-

1 Dev. of Print & Audio/Visual & various Mobilisation activities	Materials	1.00
		1.00

***** DPO Section over

PMIS CODE	ACCOUNT CODE	COMPONENT	Year →	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		District MIS	Unit Cost	0	1				0	
		NON-RECURRING								
MISCZ		Civil Works	0.75	0.75	0.00	0.00	0.00	0.00	0.00	0.75
MISF1		Furniture	0.71	0.71	0.00	0.00	0.00	0.00	0.00	0.71
MISB		Equipment	5.81	5.81	0.00	0.00	0.00	0.00	0.00	5.81
MISL2		Books	0.50	0.50	0.00	0.00	0.00	0.00	0.00	0.50
MISK1		Staff Development	1.45	1.45	0.00	0.00	0.00	0.00	0.00	1.45
		TOTAL NON-RECURRING		0.00	9.22	0.00	0.00	0.00	0.00	9.22
		RECURRING								
MISA4		Salaries	1.44	1.44	1.44	1.44	1.44	1.44	1.44	7.20
MISO8		Operation & Mtes.	2.93	2.93	2.93	2.93	2.93	2.93	2.93	14.65
MIST8		Training (EMIS/PMIS/IPMS)	0.45	0.45	0.45	0.45	0.45	0.45	0.45	2.25
MISL1		Books (Magazines)	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.25
		TOTAL RECURRING		0.00	4.87	4.87	4.87	4.87	4.87	24.35
		TOTAL (NR+R)		0.00	14.09	4.87	4.87	4.87	4.87	33.57

DETAILS GIVEN

DETAILS GIVEN

DETAILS GIVEN

DETAILS :-

EQUIPMENT :-

	Unit Cost
HW	4.30
S/W	0.98
Telephone Installation	0.08
Air Conditioner	0.45
Total Equipment	5.81

Training (EMIS/IPMS)

	Unit Cost	Block	Total Cost
District Level Trg	0.10	Lumpsum	0.10
BEOs/ADIS/CHs Training	0.05	7.00	0.35
Total			0.45

O & M (Operation & Maintenance) :-

	Unit Cost	Physical	Total Cost
1 Computer Maint.	0.48	1	0.48
2 Telephone Maint.	0.10	1	0.10
3 Consumables	0.70	1	0.70
4 Data Communication	1.00	1	1.00
5 Contingency	0.25	1	0.25
6 Data Entry Charges	0.30	1	0.30
7 Insurance	0.10	1	0.10
			2.93

Salary :-

	Unit Cost	Physical	Total Cost
1 Programmer	0.72	1	0.72
2 Data Entry Operator	0.36	2	0.72
			1.44

DISTRICT : VIDISHA				COMPONENT		Strengthening of DIET		(Rs lakhs) (12)		
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		DIET	Unit Cost	0	1					
NON-RECURRING										
DITF1		Furniture	0.55	0.55	0.00	0.00	0.00	0.00	0.00	0.55
DITB8		Equipment	3.61	3.61	0.00	0.00	0.00	0.00	0.00	3.61
DITDA		Educational Matl	0.20	0.20	0.00	0.00	0.00	0.00	0.00	0.20
DITV1		Vehicle	3.00	3.00	0.00	0.00	0.00	0.00	0.00	3.00
DITL2		Books	0.50	0.50	0.00	0.00	0.00	0.00	0.00	0.50
DITK1		Staff Development	0.10	0.10	0.00	0.00	0.00	0.00	0.00	0.10
DITR2		Studies/Research (Survey of children)	0.20	0.20	0.00	0.00	0.00	0.00	0.00	0.20
DITW1		Workshop/Seminar	0.25	0.25	0.00	0.00	0.00	0.00	0.00	0.25
TOTAL NON-RECURRING				0.00	8.41	0.00	0.00	0.00	0.00	8.41
RECURRING										
DITA5		Salaries	0.24	0.24	0.24	0.24	0.24	0.24	0.24	1.20 Details Given
DITO8		Operation & Misc	1.35	1.35	1.35	1.35	1.35	1.35	1.35	6.75 Details Given
DITL1		Books (Magazines)	0.25	0.25	0.25	0.25	0.25	0.25	0.25	1.25
DITK1		Professional Fees	1.00	1.00	1.00	1.00	1.00	1.00	1.00	5.00
DITDB		Educational Matl	0.25	0.25	0.25	0.25	0.25	0.25	0.25	1.25
DITQ6		IEC	0.10	0.10	0.10	0.10	0.10	0.10	0.10	3.50 Details Given
DITT9		Training at DIET		4.66	4.29	3.68	3.68	3.68	3.68	19.97 Details Given
TOTAL RECURRING				0.00	7.85	7.48	6.87	6.87	6.87	35.92
TOTAL (NR+R)				0.00	16.25	7.48	6.87	6.87	6.87	44.33
Details :-										
Salaries		1 Driver @ Rs 24,000/ annum								
O & M (Operation & Maintenance) :-										
	1 Office exp.(DIET)	1.00	1	1.00						
	2 Office exp (Blocks)	0.05	7 Blocks	0.35						
Total (O & M) for DIET =				1.35						
IEC :-										
	1 Bulletin Qtrly	0.025	4	0.10						
Training Details :-										
SNO	TARGET GROUP	Physical Targets			TO BE TRAINED					
		96-97 (1)	97-98 (2)	98-99 (3)	99-2000 (4)	2000-01 (5)	2001-02 (6)			
1	CLUSTER HEADS		140	140	140	140	140			
2	MASTER TRAINERS (15 PER BLOCK)		105	105	105	105	105			
3	Nirman Samiti Member		327	204	0	0	0			
TARGET GROUP		UNIT COST	FINANCIAL TARGET (Amount in LAKHS)							
1	CLUSTER HEADS	0.015	2.10	2.10	2.10	2.10	2.10	10.50		
2	MASTER TRAINERS	0.015	1.58	1.58	1.58	1.58	1.58	7.88		
3	Nirman Samiti Member	0.003	0.98	0.61	0.00	0.00	0.00	1.59		
TOTAL -->			0.000	4.656	4.287	3.675	3.675	3.675	19.968	

***** Strengthening of DIET over *****

PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		BRCs to be opened			7					
		NON-RECURRING	Unit Cost							
BRCCZ		Civil Works	5.90	41.30	0.00	0.00	0.00	0.00	0.00	41.30
BRCF1		Furniture	0.88	6.18	0.00	0.00	0.00	0.00	0.00	6.18
BRCB8		Equipment	1.01	7.07	0.00	0.00	0.00	0.00	0.00	7.07
BRCV1		Vehicle (1 for 4 Blocks)	3.00	6.00	0.00	0.00	0.00	0.00	0.00	6.00
BRCD3		Educational Matl.	0.02	0.14	0.00	0.00	0.00	0.00	0.00	0.14
BRCL2		Books	0.05	0.35	0.00	0.00	0.00	0.00	0.00	0.35
BRCW1		Workshop/Seminar	0.05	0.35	0.00	0.00	0.00	0.00	0.00	0.35
		TOTAL NON-RECURRING		0.00	61.39	0.00	0.00	0.00	0.00	61.39
		RECURRING								
BRCAS		Salaries (For all Blocks)	7.62	7.62	7.62	7.62	7.62	7.62	7.62	38.10
BRCO8		Operation & Mtce. (all Blocks)	2.00	2.00	2.00	2.00	2.00	2.00	2.00	10.00
BRCL1		Books	0.01	0.07	0.07	0.07	0.07	0.07	0.07	0.35
BRCJ1		Prof. Fees	0.04	0.28	0.28	0.28	0.28	0.28	0.28	1.40
BRCD5		Edu. Material	0.05	0.35	0.35	0.35	0.35	0.35	0.35	1.75
BRCT		Training at BRC	0.20	1.40	1.40	1.40	1.40	1.40	1.40	7.00
		TOTAL RECURRING		0.00	11.72	11.72	11.72	11.72	11.72	58.60
		TOTAL (NR+R)		0.00	73.11	11.72	11.72	11.72	11.72	119.99

DETAILS :-**Operation & Maintenance :-**

	Unit Cost	Physical	Total Cost		Unit Cost
Block Office Contingency	0.20	7 Blocks	1.40	Building Construction	5.40
Contingency for Vehicle(POL)	0.30	2 Vehicle	0.60	Water Supply	0.50
		Total Unit Cost	2.00	Total Unit Cost	5.90

Salary Details :-

Post	Unit Cost	Physical	Total
1 BRC Coordinator	0.54	7 BLOCKS	3.78
2 Accountant	0.24	7 BLOCKS	1.68
3 Peon	0.12	7 BLOCKS	0.84
4 Watchman	0.12	7 BLOCKS	0.84
		TOTAL (1+2+3+4)	7.14
7 Driver	0.24	2 DRIVER	0.48
		Total Unit Cost	7.62

BRC Section over

DISTRICT : VIDISHA		COMPONENT	CLUSTER RESOURCE CENTRE (Rs lakhs) (14)							
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
	*****	CRCs to be opened		140					0	140
			Unit Cost							
		NON-RECURRING								
CRCB8		Equipment (CRC Estab.) Edu. aids, etc.	0.13	18.20						18.20
		TOTAL NON-RECURRING	0.00	18.20	0.00	0.00	0.00	0.00	0.00	18.20
		RECURRING								
CRCA1		Salary	0.42	58.80	58.80	58.80	58.80	58.80	58.80	294.00 Details Given
CRCO8		Operation & Mtce. Monthly meetings & office expenses	0.1335	18.69	18.69	18.69	18.69	18.69	18.69	93.45 Details Given
		TOTAL RECURRING	0.00	77.49	77.49	77.49	77.49	77.49	77.49	387.45
		TOTAL (NR+R)	0.00	95.69	77.49	77.49	77.49	77.49	77.49	405.65

Details :-

O & M (Operation & Maintenance) :

	Unit Cost in Lakhs	Salary	Unit Cost
Monthly Meeting Exp.	0.0995	Peripetetic Teacher	0.42
Preperation of ED Aids	0.0050		
Training Support	0.0050		
Maintenance	0.0240	Total	0.42
	0.1335		

* Monthly Meeting Details	Rate (in Rs)	Teachers	Meetings	Total (in Rs)
Contingency	3	45	10	1350
Stationery	3	45	10	1350
Duplicating Charges	5	45	10	2250
Bulletin(Qty)	10	100	4	4000
TA for MTs/ADIS	50	2	10	1000
			Total	9950

CRC Section Over

DISTRICT : VIDISHA				COMPONENT In Service Teachers Training (Rs lakhs) (15)						
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		No of Teachers			2326	2526	2682	2682	2682	12898
		No of Master Trainers		0	116	126	134	134	134	645
	1	PRIMARY TRS/HM	0.012	0.00	27.91	30.31	32.18	32.18	32.18	154.78
	2	Master Trainer	0.016	0.00	1.86	2.02	2.15	2.15	2.15	10.32
BRCT5		TOTAL		0.00	29.77	32.33	34.33	34.33	34.33	165.09

In Service Teachers Training Over

DISTRICT : VIDISHA				COMPONENT		SCHOOL CONTINGENCY		(Rs lakhs) (16)		
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		No of schools to get contingency		0	1163	1263	1341	1341	1341	
		NON-RECURRING	Unit Cost							
		NIL								
		TOTAL NON-RECURRING		0.00	0.00	0.00	0.00	0.00	0.00	0.00
		RECURRING								
PFEE1		1 Educational Matl. (for making aids)	0.01	0.00	11.63	12.63	13.41	13.41	13.41	64.49
PFEE2		2 Operation & Mnce. (Grant to improve school facilities) (jointly operated by HM & VEC)	0.02	0.00	23.26	25.26	26.82	26.82	26.82	128.98
		TOTAL RECURRING		0.00	34.89	37.89	40.23	40.23	40.23	193.47
		TOTAL (NR+R)		0.00	34.89	37.89	40.23	40.23	40.23	193.47

***** School Contingency Section Over

		COMPONENT	DISABLE CHILDREN (In one Block Only)						(17)	
PMIS CODE	ACCOUNT CODE	COMPONENT	Year →	Costs in Rs lakhs						Total
			1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02		
	*****	No of BLOCK		0	1				0	1
			Unit Cost							
		NON-RECURRING								
		1 Studies	0.10	0.10	0.00	0.00	0.00	0.00	0.00	0.10
		2 Workshop Seminar	0.05	0.05	0.00	0.00	0.00	0.00	0.00	0.05
		3 Survey of Children	0.25	0.25	0.00	0.00	0.00	0.00	0.00	0.25
		TOTAL NON-RECURRING		0.00	0.40	0.00	0.00	0.00	0.00	0.40
		RECURRING								
		4 Operation & Mtce.	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.50
		5 Training	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.25
		TOTAL RECURRING		0.00	0.15	0.15	0.15	0.15	0.15	0.75
		TOTAL (NR+R)		0.00	0.55	0.15	0.15	0.15	0.15	1.15

***** DISABLED CHILDREN SECTION OVER

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DISTRICT : VIDISHA				COMPONENT		GENDER		(Rs lakhs) (18)			
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total	
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02		
		Gender Mahila Samakhya Project (15 in a Block) Blocks->		0	1				0		
		NON-RECURRING	Unit Cost								
GENR1		1 Studies	0.40		0.40	0.00	0.40	0.00	0.40	1.20	
GENW1		2 Workshop/Seminar	0.10		0.10	0.00	0.10	0.00	0.10	0.30	
		TOTAL NON-RECURRING		0.00	0.50	0.00	0.50	0.00	0.50	1.50	
		RECURRING									
		3 SALARY	0.90		0.90	0.90	0.90	0.90	0.90	4.50	
GENOA		4 O & M	0.45		0.45	0.45	0.45	0.45	0.45	2.25	
GENQ5		5 IEC	0.45		0.45	0.45	0.45	0.45	0.45	2.25	
		TOTAL RECURRING		0.00	1.80	1.80	1.80	1.80	1.80	9.00	
		TOTAL (NR+R)		0.00	2.30	1.80	2.30	1.80	2.30	10.50	

Details :-											
Studies :				Unit Cost	Salary				Unit Cost		
		1 Micro-projects	0.10		1 Cluster Sahayogini				0.90		
		2 Studies	0.30		(15 Sahayogini in a Bloc						
					@Rs 500/pm X 12month X 15 Cluster						
			0.40						0.90		

IEC :-				Unit Cost	Physical	Total cost					
		1 IEC -> 15 Clusters in a Block	0.03	15 Cluster	0.45						
					0.45						

O & M :-				Unit Cost	Physical	Total cost					
		1 O & M -> 15 Clusters in a Block	0.03	15 Cluster	0.45						
					0.45						

Gender Section Over

PMIS CODE	ACCOUNT CODE	COMPONENT	Year →	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
	*****	MAHILA SAMAKHYA	Unit Cost			0	0	0	0	0
		NON-RECURRING								
MGTF1		Furniture	1.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MGTB8		Equipment	3.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MGTK1		Staff Dev.	0.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MGTR1		Studies	0.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MGTL2		Books	0.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MGTW1		Workshop/Seminar	0.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		Vehicle	3.00	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
		RECURRING								
MGTA		Salaries	4.98	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MGTOA		Operation & Mtce.	2.55	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MGTL1		Books (Magzine)	0.05	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MGTJ1		Professional Fees	0.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MGTQ5		IEC	2.15	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		Training	1.10	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		Training(Mahila Samooh)	2.00	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
		TOTAL (NR+R)		0.00	0.00	0.00	0.00	0.00	0.00	0.00

Details :
Salary :-

Post	Unit Cost	Physical	Total Cost
1 Dist Programme Coord	0.64	1	0.64
2 Resource Person	0.60	1	0.60
3 Consultant	0.60	1	0.60
4 Accountant	0.36	1	0.36
5 Assistant	0.36	1	0.36
6 Steno Typist	0.25	2	0.50
7 Driver	0.24	1	0.24
8 Messenger	0.12	2	0.24
9 Sahayogini	0.16	9	1.44
			4.98
IEC :-			
1 Publication & Documentation	0.20	4	0.80
2 Empowerment Camps	0.30	2	0.60
3 Awareness Camps	0.25	3	0.75
			2.15

O & M

1 Rent	0.30	1	0.30
2 POL	0.50	1	0.50
3 Office Exp	0.60	1	0.60
4 Books, Mag	0.10	1	0.10
5 TA/DA	0.50	1	0.50
6 Contingenc	0.30	1	0.30
7 Meetings	0.25	Lumpsum	0.25
			2.55

Training

1 Sahayogini Orient	0.05	6	0.30
2 Sahayogini Trg	0.20	4	0.80
			1.10

MAHILA SAMAKHYA

SECTION OVER

PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		Tribal Blocks ->								0
			Unit Cost							
		NON-RECURRING								
TRIR1		1 Studies	1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRIW1		2 Workshop/Seminar	0.50	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
		RECURRING								
TRIO8		3 O & M	0.13	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRITZ		4 Training	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRIQ5		5 IEC	0.20	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRIJ1		6 Professional Fees	0.25	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
		TOTAL (NR+R)		0.00	0.00	0.00	0.00	0.00	0.00	0.00

DETAILS GIVEN
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DETAILS GIVEN

Details :-

	Unit Cost	Physical	Total Cost
O & M (Operation & Maintenance) :			
1 Meeting of DAG	0.05	1	0.05
2 TA/DA District Level	0.03	1	0.03
at Block Level	0.02	Blocks	0.00
3 Field Work/Stationary	0.02	Blocks	0.00
4 Field Testing	0.02	Blocks	0.00
5 Vehicle Hire	0.05	1	0.05
			0.13
Training :			
1 Training-Field Worker 10 From each Block (DAG persons & Working Group Tra.)	0.003	0	0.00
IEC :			
1 Print Material/Documentation	0.05	Blocks	0.00
2 Block Mobilisation	0.05	Blocks	0.00
3 Vedio/Audio	0.20	1	0.20
			0.20

***** Tribal Section over

DISTRICT : VIDISHA				COMPONENT		ASHRAM SCHOOL		(Rs lakhs) (21)		
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		ASHRAM SCHOOL			0				0	0
		NON-RECURRING								
ASMB8		Equipment	2.43	0	0	0	0	0	0	0
		Educational Mat.	0.50	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
		RECURRING								
ASMA5		1 Salary	1.54	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ASMO8		2 O & M	0.60	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
		TOTAL (NR+R)		0.00	0.00	0.00	0.00	0.00	0.00	0.00

ASHRAM SCHOOL Section Over

DISTRICT : VIDISHA				COMPONENT		Village Education Committee		(Rs lakhs) (22)		
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		**** VEC	Unit Cost		1114	1192	1192	1192	1192	5882
		NON-RECURRING NIL								
		TOTAL NON-RECURRING		0	0	0	0	0	0	0 0000
		RECURRING								
VECTS		1 TRAINING (5 members/VEC)	0.006		6.684	7.152	7.152	7.152	7.152	35.292
		TOTAL RECURRING		0.000	6.684	7.152	7.152	7.152	7.152	35.292
		TOTAL (NR+R)		0.000	6.684	7.152	7.152	7.152	7.152	35.292

***** V E C Section over

DISTRICT : VIDISHA		COMPONENT	Mobilisation For BLOCKS						(23)	
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	Total
		No. of blocks				1				1
		NON-RECURRING	Unit Cost							
		Pre Project Activities	3.10	3.10						3.1
		TOTAL NON-RECURRING		3.10	0.00	0.00	0.00	0.00	0.00	3.10
		RECURRING								
MEDQ5		IEC (@ Rs 10,000/Block)	2.35	0.00	2.35	2.35	2.35	2.35	2.35	11.75
		TOTAL RECURRING		0.00	2.35	2.35	2.35	2.35	2.35	11.75
		TOTAL (NR+R)		3.10	2.35	2.35	2.35	2.35	2.35	14.85

DETAILS :-

Pre Project Activities	Unit Cost	Physical	Total
1 District Level	1.00	1	1.00
2 Block Level	0.30	7	2.10
		Total Unit Cost	3.10
IEC :-	Unit Cost	Physical	Total
1 Documentation/Video Films	0.25	1	0.25
2 Block Mobilisation activities	0.30	7	2.10
		Total Unit Cost	2.35

***** IEC Section over *****

DISTRICT: VIDISHA				COMPONENT		INNOVATION/RESEARCH				(Rs lakhs) (24)
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		INNOVATION/RESEARCH	Unit Cost	0	1	0	0	0	0	
INVN1		NON-RECURRING Innovation	1.00		1.00	1.00	1.00	1.00	1.00	5.00
		TOTAL NON-RECURRING		0.00	1.00	1.00	1.00	1.00	1.00	5.00
		RECURRING								
		NIL								
		TOTAL RECURRING		0.00	0.00	0.00	0.00	0.00	0.00	0.00
		TOTAL (NR+R)		0.00	1.00	1.00	1.00	1.00	1.00	5.00

***** Innovation Section Over

		AMOUNT IN LAKHS															
		Year →		1		2		3		4		5		6		TOTAL	
				96-97		97-98		98-99		99-2000		2000-01		2001-02			
		TOTAL	Reimburse	TOTAL	Reimburse	TOTAL	Reimburse	TOTAL	Reimburse	TOTAL	Reimburse	TOTAL	Reimburse	TOTAL	Reimburse	TOTAL	Reimburse
		BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET
A	CIVIL WORKS	90%	0.00	0.00	357.05	321.35	376.00	340.20	0.00	0.00	0.00	0.00	0.00	0.00	0.00	735.05	661.55
B	FURNITURE	100%	0.00	0.00	14.42	14.42	4.69	4.69	0.00	0.00	0.00	0.00	0.00	0.00	0.00	19.11	19.11
B	EQUIPMENT	100%	0.00	0.00	38.74	38.74	0.50	0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	39.24	39.24
B	BOOKS	100%	0.00	0.00	4.07	4.07	3.97	3.97	3.97	3.97	3.97	3.97	3.97	3.97	3.97	19.95	19.95
B	VEHICLE	100%	0.00	0.00	12.00	12.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	12.00	12.00
TOTAL (B)			0.00	0.00	69.22	69.22	9.16	9.16	3.97	3.97	3.97	3.97	3.97	3.97	3.97	90.29	90.29
C	EDUCATIONAL MATE	100%	0.00	0.00	27.67	27.67	25.26	25.26	17.84	17.84	17.84	17.84	17.84	17.84	17.84	106.43	106.43
C	STAFF DEVELOPMENT	100%	0.00	0.00	2.05	2.05	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.05	2.05
C	STUDIES/RESEARCH	100%	0.00	0.00	1.40	1.40	0.35	0.35	0.75	0.75	0.35	0.35	0.75	0.75	0.75	3.60	3.60
C	WORKSHOP/SEMINAR	100%	0.00	0.00	1.00	1.00	0.00	0.00	0.10	0.10	0.00	0.00	0.10	0.10	0.10	1.20	1.20
C	TRAINING	100%	0.00	0.00	44.91	44.91	48.09	48.09	49.26	49.26	49.26	49.26	49.26	49.26	49.26	240.78	240.78
C	PROFESSIONAL FEES	100%	0.00	0.00	1.88	1.88	1.88	1.88	1.88	1.88	1.88	1.88	1.88	1.88	1.88	9.40	9.40
C	IEC	100%	3.10	3.10	3.90	3.90	3.90	3.90	3.90	3.90	3.90	3.90	3.90	3.90	3.90	22.80	22.80
C	INNOVATION	100%			1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	5.00	5.00
TOTAL (C)			3.10	3.10	83.81	83.81	80.47	80.47	74.73	74.73	74.23	74.23	74.73	74.73	74.73	391.06	391.06
		DECLINING PERCENTAGES →				90%		90%		85%		80%		65%			
D	SALARY		0.00	0.00	221.20	199.06	337.69	303.92	337.69	287.04	337.69	270.15	337.69	219.50	1571.96	1278.88	
D	OPERATION & MAINTENANCE		0.00	0.00	51.98	46.78	54.43	48.99	55.99	47.59	55.99	44.79	55.99	36.39	274.38	224.55	
TOTAL (D)			0.00	0.00	273.18	245.86	392.12	352.91	393.68	334.63	393.68	314.94	393.68	255.89	1846.34	1504.23	
GRAND TOTAL (A+B+C+D)			3.10	3.10	783.26	720.24	859.75	782.74	472.38	413.32	471.85	393.14	472.38	334.59	3062.75	2647.14	

FILE NAME C:\P2\123R\1\OPEIN\OPEIN WKS

DISTRICT PROJECT OFFICE

FURNITURE				DIET FUR.			
	QUANTITY	RATE	AMOUNT		QUANTITY	RATE	AMOUNT
TABLE	10	3700	37000	COM TABLE	2	3100	6200
CHAIR	15	1200	18000	COM CHAIR	4	3600	14400
DURRIES	2	1000	2000	ALMIRAH	2	6100	12200
ALMIRAH	5	6100	30500	RACKS	4	2200	8800
RACKS	10	2200	22000	CROCKERY	2	500	1000
CROCKERY	1	500	500	BULLETIN BOARD	2	300	600
FANS	4	1000	4000	LIB SHELVES	1	6100	6100
BOX	4	1000	4000	BLACKBOARD	1	500	500
				MISCE	1	5000	5000
TOTAL			118000	TOTAL			54800
DPO EQUI				DIET EQU			
	QUANTITY	RATE	AMOUNT		QUANTITY	RATE	AMOUNT
PHOTOCO	1	120000	120000	PHOTOCOPIER	1	120000	120000
ELECTRO	1	27000	27000	ELECTRONIC TYPE	1	27000	27000
TYPEWRIT	1	10500	10500	AIRCONDITIONER	1	45000	45000
CALCULAT	2	1000	2000	COMPUTER UPGRAD	2	30000	60000
DUPPLICAT	1	15000	15000	OHP	1	20000	20000
PUBLIC A	1	20000	20000	BINDER	1	18000	18000
FAK MACH	1	25000	25000	DUPPLICATOR	1	15000	15000
MISCE:LA	1	5000	5000	LAMINATOR	1	25000	25000
				TWO IN ONE	6	2000	12000
TOTAL			224500	CASSETTES	100	40	4000
				MISCEL	1	15000	15000
TOTAL			224500	TOTAL			361000
MIS FUR.				BRC EQUIP			
	QUANTITY	RATE	AMOUNT		QUANTITY	RATE	AMOUNT
COM TAB	2	3100	6200	TYPEWRITER	1	10500	10500
COM CHAI	4	3600	14400	DUPPLICATOR	1	15000	15000
PRINTER	2	4200	8400	CALCULATOR	1	1000	1000
TABLE	2	3700	7400	CLOCK	1	500	500
CHAIRS	4	1200	4800	OHP	1	20000	20000
ALMIRAH	2	6100	12200	FAN	4	1000	4000
PEDSTAL	2	2000	4000	TV/VCR	1	40000	40000
RACKS	2	2200	4400	TWO IN ONE	1	2000	2000
FIRE PRO	2	2000	4000	CASSETTES	100	40	4000
VACUUM	1	5000	5000	CYCLE	1	2000	2000
TOTAL			70800	TOTAL			2000

BRC FURNITURE	QUANTITY	RATE	AMOUNT
TABLE	2	3700	7400
CHAIR	4	1200	4800
TABLE-CH	45	1000	45000
ALMIRAH	2	6100	12200
RACKS	4	2200	8800
CROCKER	2	500	1000
BULLETIN BOX	2	300	600
BLACKBO	3	1000	3000
DURRIES	1	500	500
MISCEL	3	1000	3000
MISCEL	1	2000	2000
TOTAL			88300

TOTAL 101000

Furniture :-

	Unit Cost	Physical	Total
1 Table	0.037	2	0.074
2 Chairs	0.012	2	0.024
3 Durries	0.010	2	0.020
4 Almira	0.061	1	0.061
5 Racks	0.022	2	0.044
6 Crockery	0.005	1	0.005
7 Box	0.010	1	0.010
Total			0.238

BPO EQUIP. :-

	QTY.	RATE	AMOUNT
1 Typewriter	1	0.105	0.105
2 Calculator	1	0.010	0.010
3 Miscellane	1	0.070	0.070
Total			0.185



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