

P R O J E C T

O F

RAJEEV GANDHI PRATHMIK SHIKSHA MISSION

DPEP

DISTRICT - PANNA (M.P.)

1994 - 2001

NIEPA DC



D09153

.....
National Institute of Educational
Planning and Administration.
17-B, Sri Aurobindo Marg,
New Delhi-110016
DOC, No D-9153
Date 13-5-96

P R E F A C E

It is in the fitness of things that the backwardness of Panna district is going to retract its steps towards development rather advancement through the implementation of D.P.E.P., the components of which are the universalisation of access, of participation and that of achievement.

The awareness about the national and international significance of the universalisation of Primary Education as well as the Constitutional obligation regarding it is being spread and the motivation to work for it being nurtured among the intellectuals, the district administrative departments, N.G.Os; and the social workers of the district as revealed progressively through the meetings held of the District Project committee and the progress seen through the Teacher-empowerment programmes; and the result is the instant preparation of the Project-Report of the same along the revised lines directed by the State-Committee under the guidelines from the Central office at Delhi.

I hope that this Project-Report would meet happy approval and consequent sanction opening up the way for the enthusiastic efforts on the part of each and all inhabitants of Panna district to achieve complete success of the Programme.

Place - Panna,

Dated the 31st Jan.'94


Collector
cum

Chairman D.P.E.P.
Panna (M.P.)

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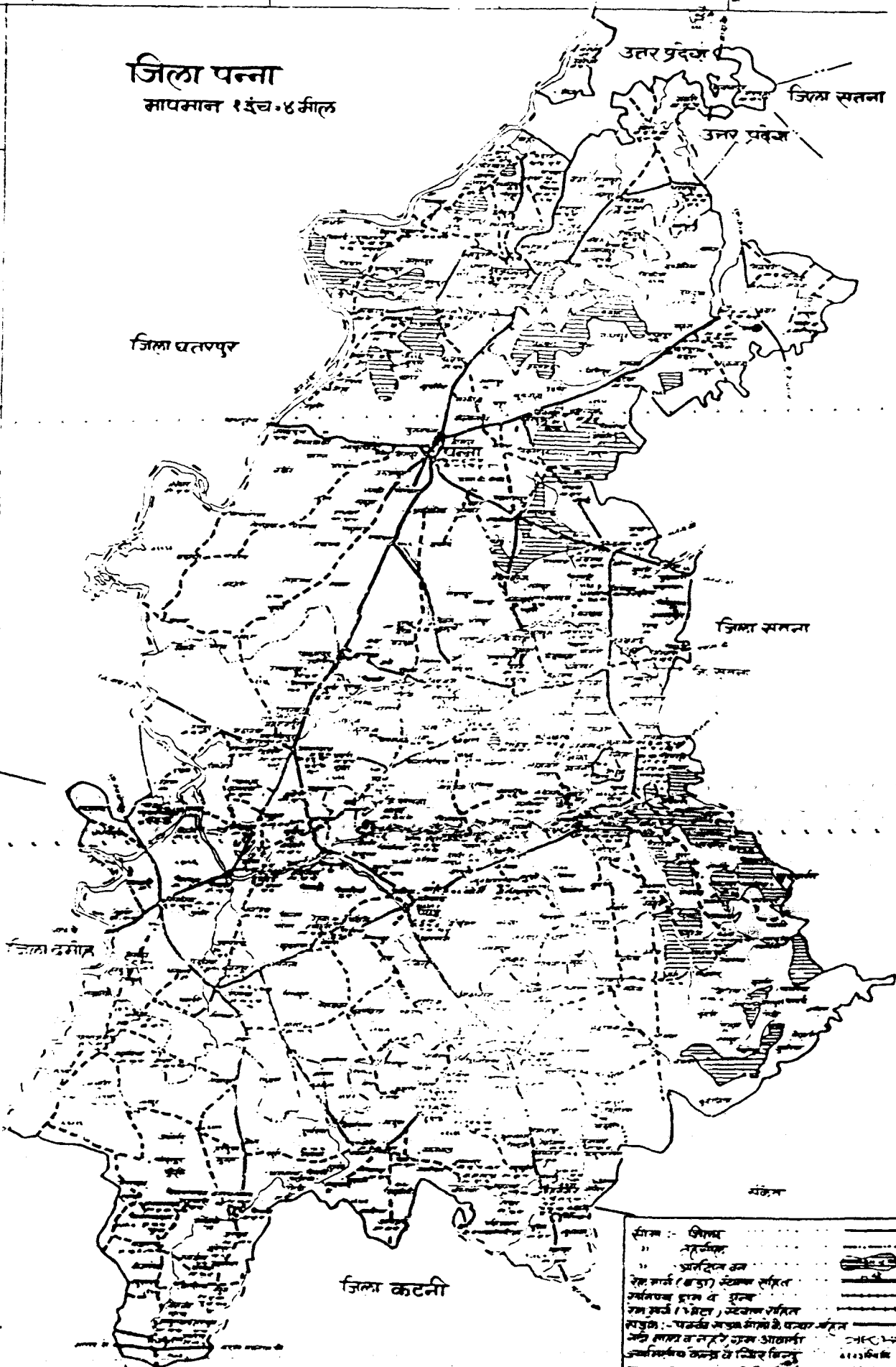
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जिला पन्ना

मापमान १ इंच = ४ मील



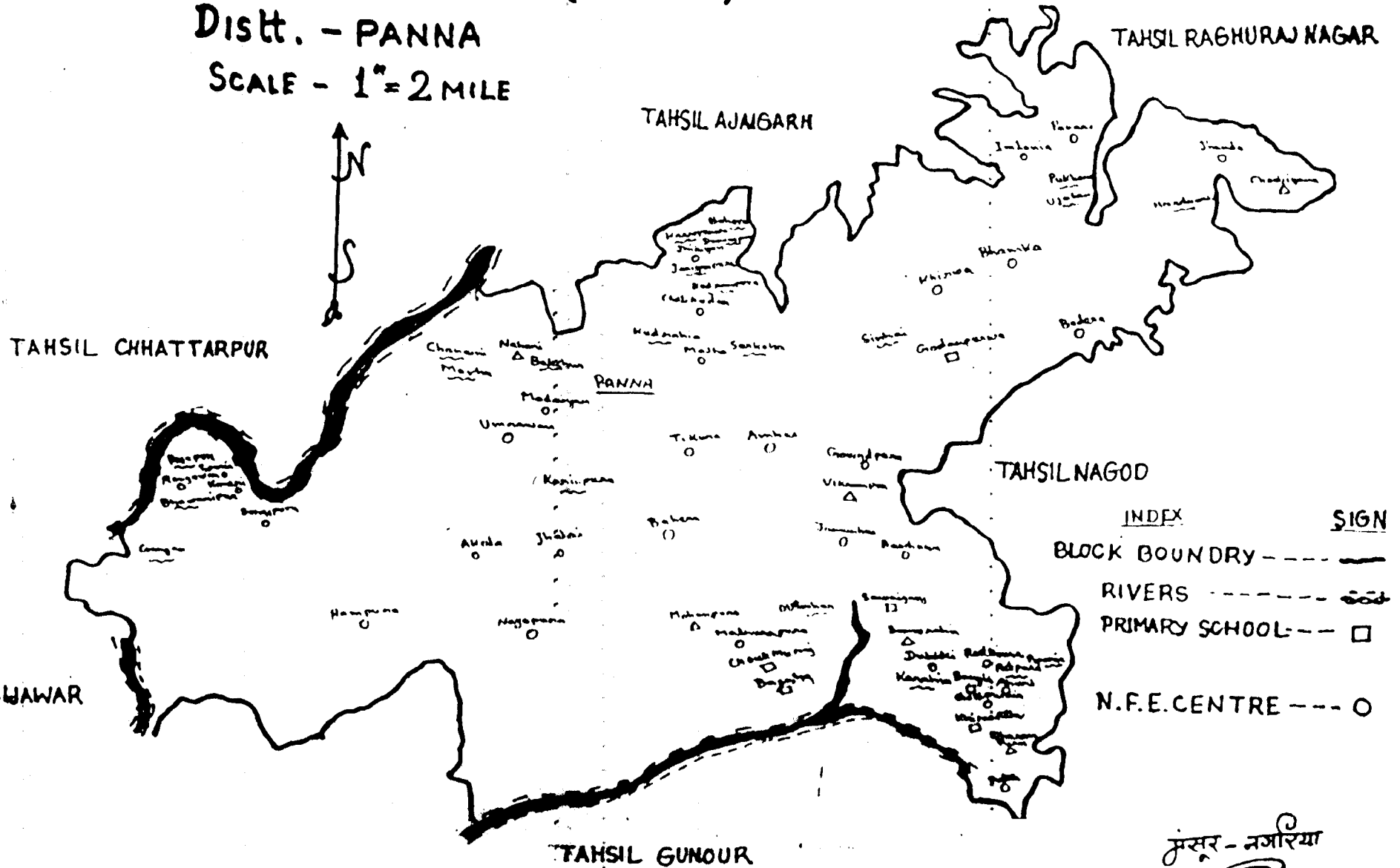
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.....	तहसील
.....	ग्रामपंचायत
.....	रेलवे लाईन (बिना) सिग्नल सहित
.....	अवकाश बाजार व मूल्य
.....	राम मठ (शिव) जलकाल प्रतिष्ठान
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.....	समुद्र सतह से ऊंचाई

जिला कटनी

TAHSIL-PANNA (BLOCK)

Distt. - PANNA

SCALE - 1" = 2 MILE



मंसूर - नजरिया

TAHSIL - GUNOUR (BLOCK)

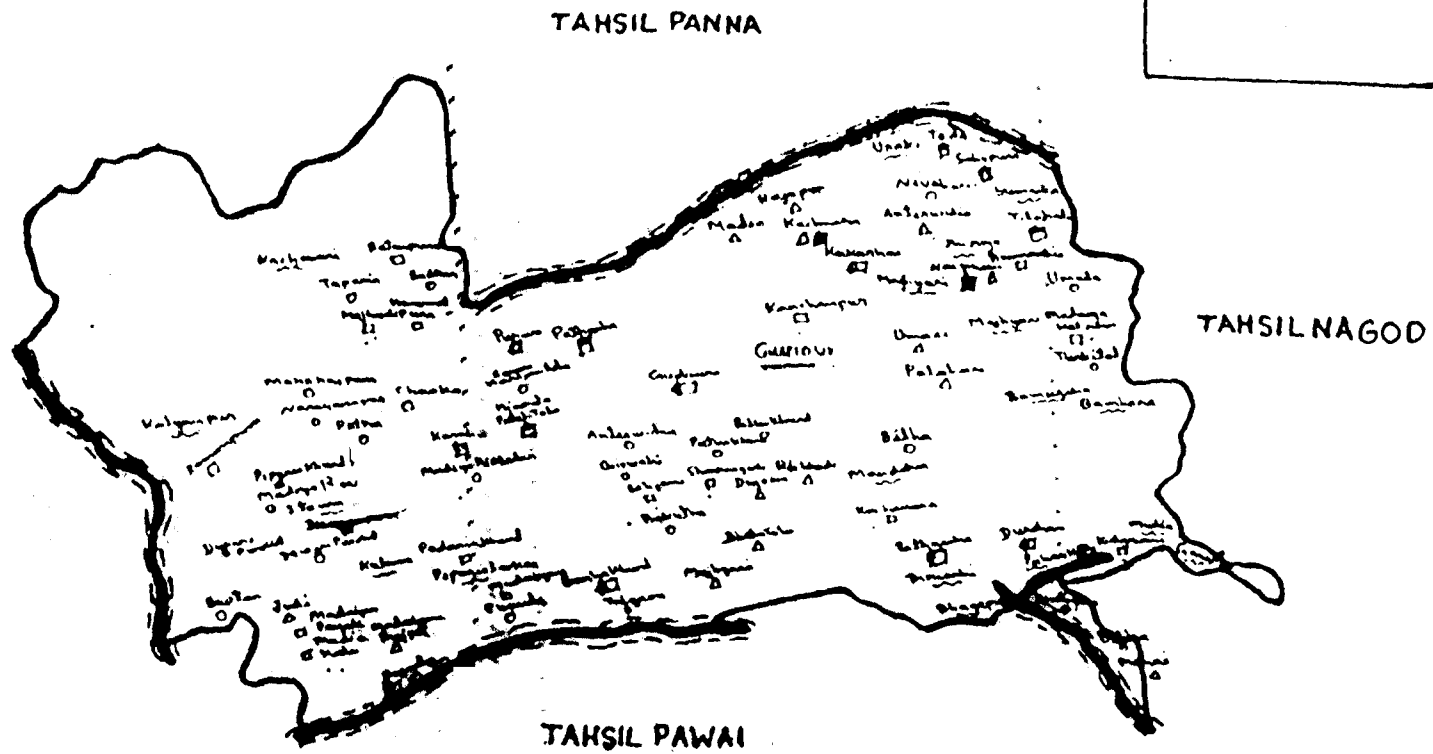
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INDEX	SIGN
BLOCK BOUNDARY --	
RIVERS - - - - -	
PRIMARY SCHOOL - -	
N.F.E. CENTRE - - -	

TAHSIL BUAWAR

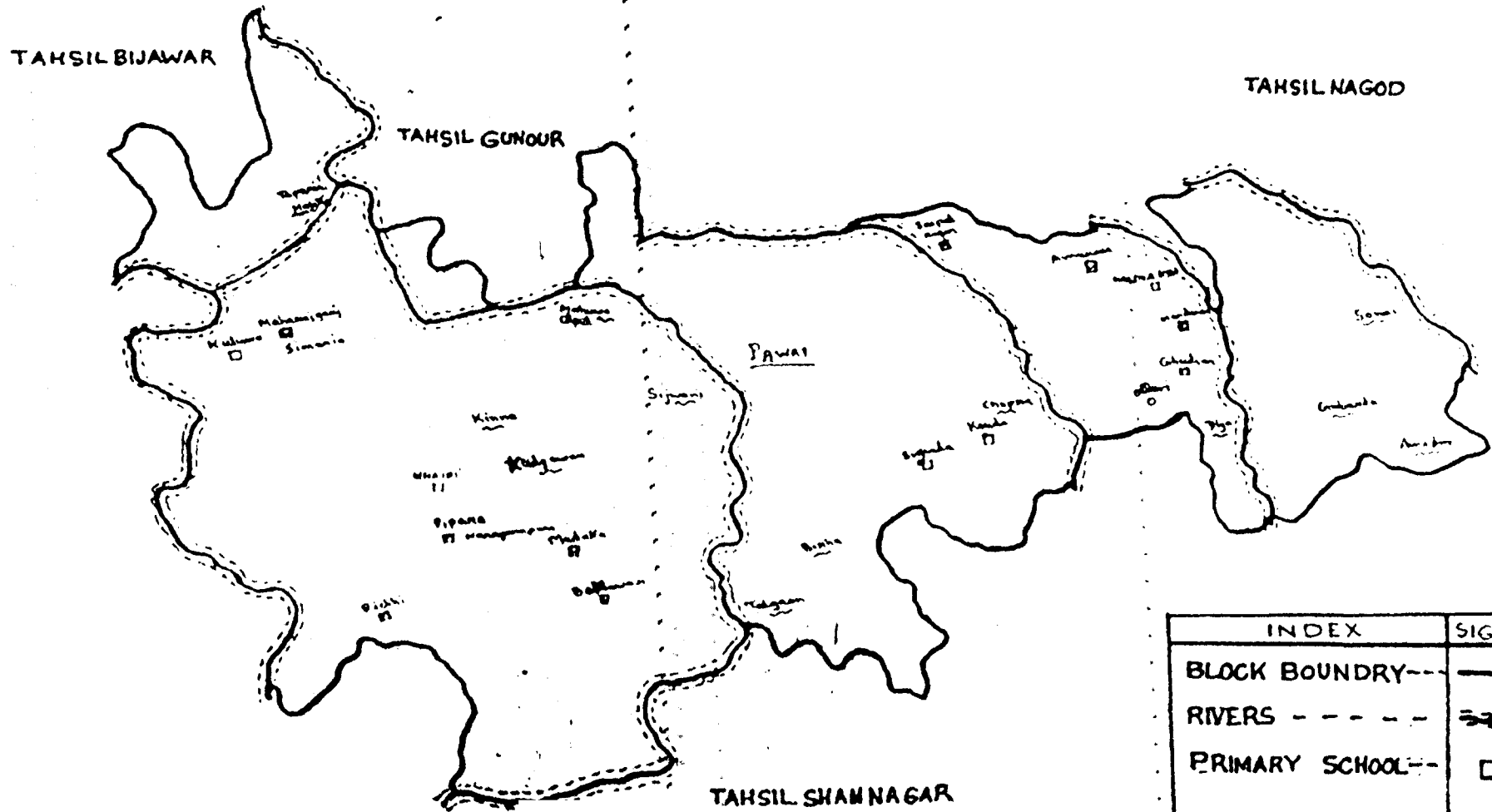


मंसूर - नगरिया

TAHSIL - PAWAI (BLOCK)

Distt. - PANNA

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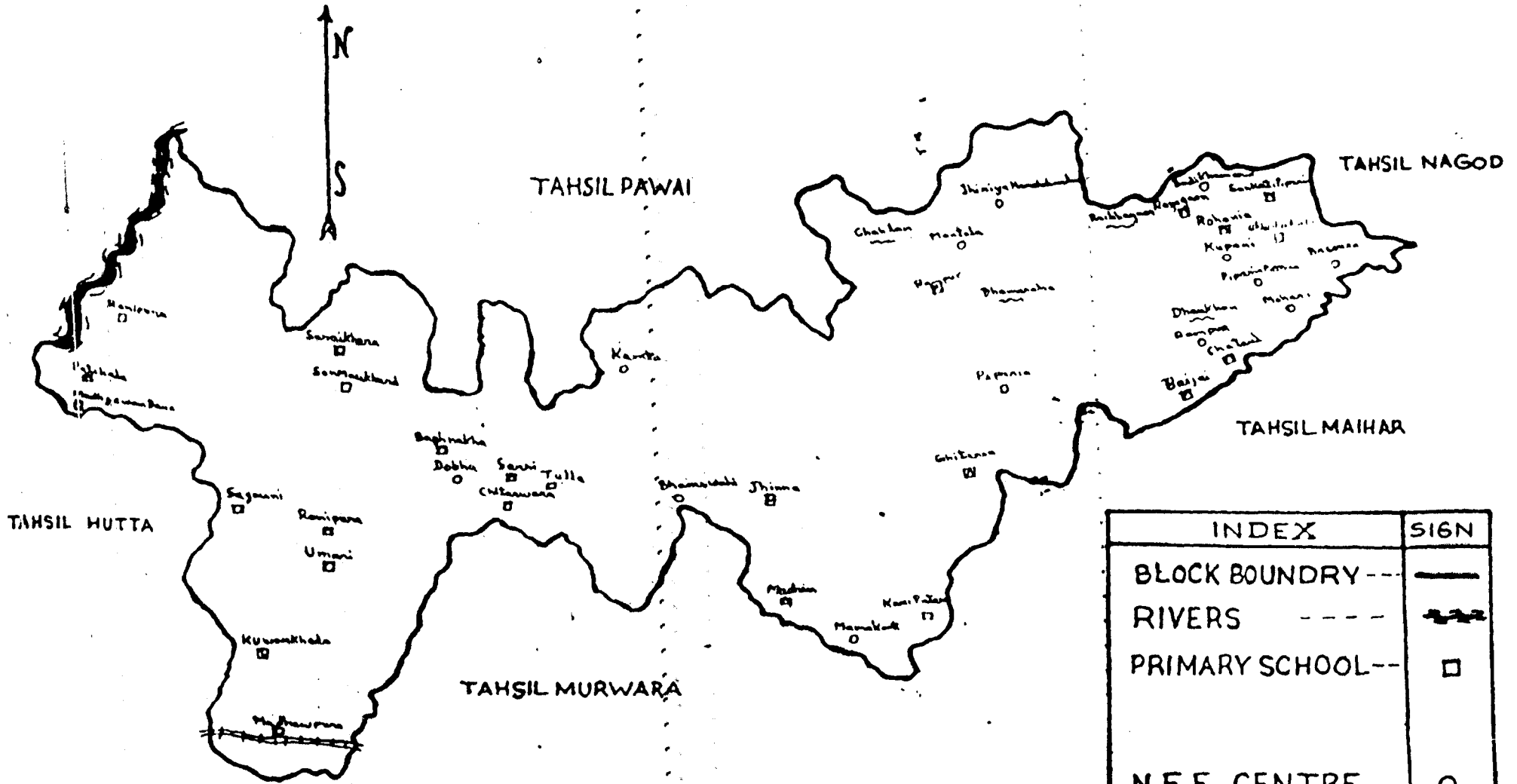
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PRIMARY SCHOOL---	□
N.F.E. CENTRE ---	○

मंसूर - नगरिया

TAHSIL - JHANSI (BLOCK)

Dist. - PANNA

SCALE - 1" = 2 MILE



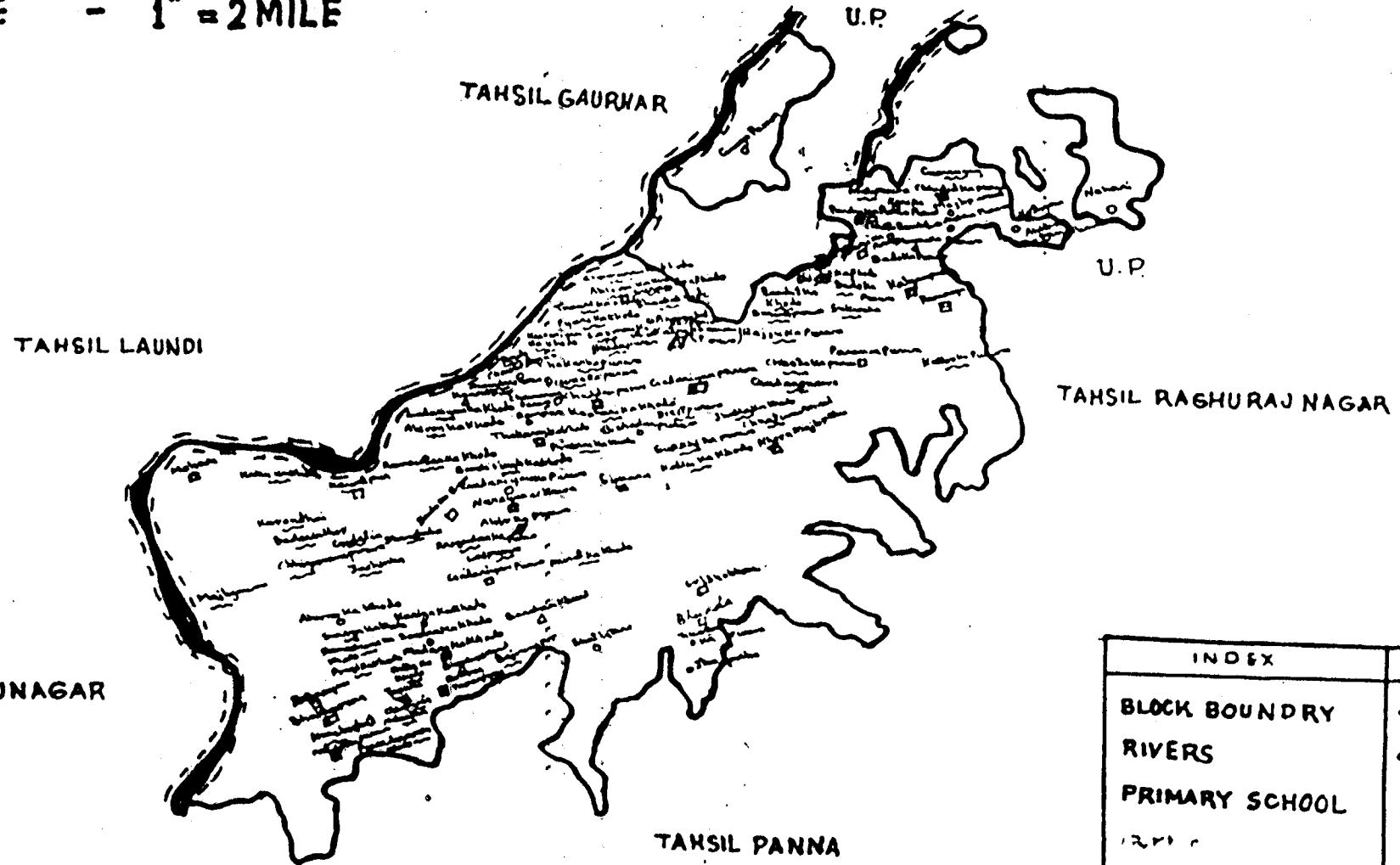
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मंसूर - नगरिया

TAHSIL - AJAIGARH (BLOCK)

DIST - PANNA

SCALE - 1" = 2 MILE



TAHSIL RAJNAGAR

TAHSIL LAUNDI

TAHSIL GAURWAR

TAHSIL RAGHURAJ NAGAR

TAHSIL PANNA

INDEX	SIGN
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मंसूर - नगरिया

C H A P T E R - 1

AN INTRODUCTION TO THE DISTRICT

1.1 LOCATION :

The present district Panna, located in the Sagar Division of Madhya Pradesh, extends between latitudes 23 deg 45' and 25 deg 16' north and longitudes 79 deg 45' and 80 deg 40' East at a height of 355 meters above sea level. It is a territory of Medieval BundelKhand located in the North-East of Madhya Pradesh. On the evidence of its historicity and available records, *PARANā* has been traced as its original name. In the North, district Banda of Uttar Pradesh and in the East, district Satna of Madhya Pradesh border on Panna while in south lies district Jabalpur. In the North-West, it is adjoined by district Chhatarpur and in the South-West by distt. Damoh of Madhya Pradesh. The perennial river Ken marks the boundary between Chhatarpur and Panna districts. In size, the district is not uniform throughout the northern area comprising of tehsil Ajaigarjh being narrower than the broad southern part embracing tehsil Pawai. The district is divided into five tehsils viz. Panna, Gunnor, Pawai, Shahnagar and Ajaigarh corresponding to the Blocks that go by the very names.

Tehsil wise location is as follows :-

Tehsil	Latitude	Longitude	Height above sea- level(Mtrs)
Panna	28deg 24' to 24deg 58'	79deg 50' to 80deg 38'	537
Gunnor	24deg 18' to 24deg 32'	79deg 55' to 80deg 40'	530
Pawai	23deg 48' to 27deg 27'	79deg 45' to 80deg 40'	459
Shahnagar	23deg 45' to 24deg 10'	79deg 47' to 80deg 35'	450
Ajaigarh	24deg 45' to 25deg 10'	80deg 03' to 80deg 33'	341

POPULATION :

The total population of District Panna is 6,87,945 with the following Sex figures and percentage:-

Sex	Figures	Percentage
Male	3,62,727	53%
Female	3,25,218	47%

Tehsil wise population figures in the district are as follows :

Tehsil	Population (0 to 6) Years
Panna	90,276
Gunnor	1,04,611
Pawai	1,00,185
Shahnagar	98,483
Ajaigarh	82,306

POPULATION DENSITY :

District Panna is located among Vindhya mountain ranges, most of the area being surrounded by forest. The density of population in the district comes to 96 per Sq.Km. Tehsil wise population density is as follows :-

Tehsil	Population density per Sq.Km
Panna	74
Gunnor	111
Pawai	82
Shahnagar	58
Ajaigarh	146

Rural, Urban and sex-wise population under age groups 6-11 and 11-14 in the district figures below :

Age group	P O P U L A T I O N				
	Rural	Urban	Male	Female	Total
06-11	92,097	13,761	58,467	47,391	1,05,858
11-14	47,660	7,121	28,736	26,045	54,781

Sex-wise composition of population S.C. and S.T. under age group 06-11 and 11-14.

Age group	S.C./S.T.	Population	Population	
			Male	Female
06-11	S.C.	21,623	12,191	9,432
	S.T.	16,238	9,174	7,064
11-14	S.C.	7,700	5,190	2,510
	S.T.	4,035	2,705	1,330

1.2 GEOGRAPHY :

Geographically, the land of District Panna is uneven with long stretches of dense forest, perennial and non-perennial rivers and mountain streams. In the North, river Ken flows along the border between Panna and Chhatarpur districts. Kalda and Shyamgiri, ^{one} ranges of Vindhya mountains. Here the temperature is normally low. The hill tracts of Kalda and Syamgiri are much colder and frosty: the plains are dry and hot during summer.

MOUNTAINS :

A long belt of Vindhya mountains ranges features Panna. The mythological "Shaktiman" mountain was said to be stretching through Panna to the outskirts of Hamirpur (U.P.)

Among the hills of Panna, the prominent ones are Madar Tunya and Mudia Pahar near Panna, "Dev Pahar" in Tehsil Ajaigarh, "Hanuman Bhata" in Tehsil Pawai and "Shyamgiri and Kalda in Tehsil Shahnagar. The hill in the vicinity of the historical Chaumukhnath Mahadev Temple in Gunnor Block is popularly known as "Seera Pahar".

RIVERS :

The main river of Panna is "Ken" which is associated with our mythology. Similarly river "Kilkila which meanders through West of the District also finds a mention in myths. Among Sunar, Baghne and Rung.

FORESTS :

A major part of Panna is covered by forests. The coverage is to the extent of 56.60%. The hilly tract abounds the endemic flora which includes teak of superior quality in the main, besides a number of other trees such as thick clump of bamboos, Khair, Mahua Tendu, Amla (Acaccacatechu) . . . (Madhuka India) (Embluca Off-icinatis)

Achar, Kullu, Bambool, Mango, Jamun, Koha

(Eugenia Jomblina)

etc. The wild-life in the forests of this region has an interesting fauna which includes Tigers, leopards, Bluebull, deer, Cheetal etc.

CLIMATE :

Tehsilwise monsoon figures of 1991 show the following tendency :

Tehsil	Rains (in mm)
Panna	1139.5
Gunnor	1079.3
Pawai	1157.2
Shahnagar	1058.6
Ajaigarh	1217.1

During the winter months of December and January there is bitter cold throughout the district while May and June are excessively hot. January shows a maximum temperature of 29°C and minimum of 01.9°C where as in the hot weather months of May and June, the temperature rises as high as 44.4°C with an occasional drop to 19.9°C.

DEMOGRAPHIC BACKGROUND :

The population of the district numbers 6,87,945 with a Sex-ratio of 1000:887. The percentage of rural and urban population has been estimated at 86.93% and 13.07% respectively. The average density of population per Sq.Km. is 96. Barring (0-6) population figures. The nett male population of the district is 362727 and nett female population is 325218.

The following table shows Tehsilwise figures of males and females along with Sex-ratio.

Tehsil	Females	Males	Ratio
Panna	54045	60695	890
Gunnor	63524	69401	915
Pawai	60338	67015	900
Shahnagar	59475	64421	923
Ajaigarh	48225	55676	866

Sex ratio (per thousand) in district Panna numbers 1000:898
 Sex ratio in Urban area 1000:869
 Sex ratio in Rural area 1000:902

Sex-wise population in the rural and urban areas of the district is as follows :

District	Rural Pop.	Male	Female	Urban Pop.	Male	Female
Panna	5,98,378	3,14,800	2,83,578	89,567	41,640	47,927

Schedule caste constitute about 20.4% and Scheduled Tribes 14.90% of the total population of the district. Adivasis are almost spread over the entire district but Kalda region of Pawai abounds in Adivasi communities 119 villages of this area are inhabited by the Adivasis. This region is utterly backward without transport facilities even today and is almost cut off from the district.

The following table shows S.C. and S.T. population in district Panna :-

District	Total Population	Scheduled Caste	Percentage of S.C. in the distt.	Scheduled Tribe	Percentage of S.T. in the distt.
Panna	6,87,945	1,40,374	20.40%	1,02,520	14.90%
		Male Female 65,978 74,396		Male Female 49,888 52,632	

Tehsil wise population of S.C. and S.T. is as follows :

Tehsil	Total Population	Scheduled caste	Scheduled Tribe	Percentage
Panna	1,14,740	22,268	24,810	21.62
Gunnor	1,32,925	32,152	12,056	09.06
Pawai	1,27,353	28,989	17,683	13.88
Shahnagar	1,23,896	20,881	35,539	28.68
Ajaiyarah	1,03,901	21,542	8,890	08.56
	6,87,945	1,40,374	1,02,520	

Sex wise population figures in the Urban areas of the district are as follows :

Urbanised areas	Male	Female	No.of women per thousand male
Panna (Municipal Group)	1,8108	15,566	860
Ajaigarh (Municipal Group)	4520	3,847	851

Rate of population growth in the district during the decade 1981-91 vide census of India 1991, series 13 Madhya Pradesh is as under

Yearly rate of growth	2.60
Ten-yearly rate of growth	26.81

1.4 INFRASTRUCTURE DEVELOPMENT :

IRRIGATION :

The major part of the district is hilly, percentage of irrigated land being 8.6 only. Tehsil wise means of irrigation in the district are shown below in coverage hectares :-

Tehsil	Canals	Tanks	Tubewells	Wells	Total
Panna	4,595	238	88	105	5,526
Gunnor	100	235	00	200	535
Pawai	525	605	00	410	1,540
Shahnagar	675	16	00	240	931
Ajaigarh	1,315	15	00	5,776	7,126

Number of habitations in the district is 1,392 , Block wise number of habitations within 1 Km. distance having no primary education facilities (accessless)

Tehsil	H A B I T A T I O N S			
	Population below 100	Population 100-199	Population 200-299	Villages with over 300 Pop
Panna	22	31	6	6
Gunnor	18	26	27	15
Pawai	13	7	5	2
Shahnagar	18	20	12	5
Ajai garh	61	23	17	4
Total	132	107	67	32

Tehsil wise villages without all-weather approach roads.

Tehsil	Number of Villages
Panna	135
Gunnor	98
Pawai	82
Shahnagar	128
Ajai garh	67

In the urban regions of the district viz. Panna and Ajai garh there is provision for the supply of safe drinking water through taps while 107 villages of the district avail other drinking water facilities.

THE TABLE BELOW SHOWS TEHSILWISE FACILITIES AVAILABLE:

Tehsil	No.of	Power	Hand Pump	Wells	Villages without drinking water facilities
Panna	395	36	1660	-	18
Gunnor	-	-	-	-	-
Pawai	412	13	1284	-	3
Shahnagar	-	-	-	-	-
Ajai garh	116	11	619	-	3

Electrified Villages in the district number 782. The percentage of such villages being 03.99. The following table highlights electricity facilities available in the villages :

Total electrified Villages	Percent of electrified villages	Number of electrified pumps	Percent of villages using electricity	Percent of consumers using electricity in rural areas
782	83.9	32.01	49.3	73.94

1.5 ECONOMIC BACKGROUND :

MAIN OCCUPATIONS :

Diamond mining is principally carried out in district Panna. Shallow mines (Chhila) are made available to general public for this purpose by the State Govt. Deptt. of Diamond Mining and ^{the} mining is duly supervised. The activities of diamond Corporation are carried on by N.M.D.C. a Govt. of India Undertaking. Achievent targets of Diamond Corporation for 1991 are as follows :

Production of diamonds (carats)	Cost realised through auction
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15198.88

Rs. 85325527.00

Particulars of Chhlla (Shallow) mines - 1991 figures :

Production of diamonds (carats)	Cost estimated (approx)
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511.66

Rs. 5974108.00

Building Stone Industry - 1990 figures :

Production	Cost
174413	Rs. 15677170.00

Labourers involved in various activities connected with the forest department of the District.

Name of Forest Zones	Labour involved per day
South Panna	400
North Pann	1200
Social Forestry Panna	645
National Park Panna	590
Total	2835

Number of cows in the district is 453114 and that of buffaloes 123659. Total 713341.

Tehsil wise figures are :-

Tehsil	Cows	Buffaloes	Others
Panna	86463	24543	135439
Gunnor	101186	16613	139925
Pawai	105879	25736	158528
Shahnagar	94747	28636	155479
Ajaigarh	64839	18131	125970

Distribution of main workers as cultivators, Agricultural, Labourers, Workers in Household Industry and other workers.

(District Level)

Tehsil	Person Fem. Male	Tot. main work- ers	Culti- vators	Agri. labo- urs	House hold Ind. work- ers	Other work- ers	Perc.of total main worker			
							Cult- ivat- or	Agri- labrs.	Worke- rs on house hold Incl.	Other work- ers
PANNA	Person	41496	21524	12676	1389	5907	51.87	30.55	3.35	14.23
	Female	10540	3978	5005	389	1168	37.74	47.49	3.69	11.08
	Male	30956	17546	7671	1000	4739	56.68	24.78	3.23	15.31
GUNNOR	Person	49152	27069	16708	1536	3839	55.07	33.99	3.13	7.81
	Female	12294	3941	7352	382	619	32.06	59.80	3.11	5.03
	Male	36858	23128	9356	1154	3220	62.75	25.38	3.13	8.74
PAWAI	Person	44089	25691	12983	1436	3979	58.27	29.45	3.26	9.02
	Female	10159	3875	5210	1093	731	38.14	51.28	3.38	7.20
	Male	33930	21816	7773	343	3248	64.30	22.91	3.22	9.57
SHAHNA -GAR	Person	42918	27877	10688	1275	3078	64.96	24.90	2.97	7.17
	Female	8172	3048	4506	358	260	37.30	55.14	4.38	3.18
	Male	34746	24829	6182	917	2818	71.46	17.79	2.64	8.11
AJAIGA -RH	Person	38881	27215	8485	770	2411	70.00	21.82	1.98	6.20
	Female	9365	5715	3228	145	277	61.02	34.47	1.55	2.96
	Male	29516	21500	5257	625	2134	72.84	17.71	2.12	7.23

Area available for cultivation in district Panna is 702924 hectares
Forest land - 276490 hectares

Tehsil wise particulars of land are tabled below :-

Tehsil	Agricultural land	Forest Land
Panna	171634	84194
Gunnor	111108	14823
Pawai	139335	50969
Shahnagar	208715	107785
Ajaigarh	72132	18719

Area under crops (in hectares) is as follows :-

Distt.	Rice	Wheat	Jawar	Maize	Bajra (Small millet)	Barley	Kodon Kutki	Oth- er Cro- ps	Total Cere- als
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Panna	55545	82985	9216	2682	33	3325	8834	-	162620
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The following table shows Tehsil wise area principal crops.

Tehsil	Rice	Wheat	Jowar	Maize	Bajra	Barley	Kodon Kutki	Other Crops	Total Cereals
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Panna	6456	19359	1245	98	-	556	1642	-	29356
Gunnor	9264	25420	2035	172	-	327	2786	-	40004
Pawai	10753	18238	1882	832	-	203	2361	-	34269
Shah- nagar	25714	10436	361	1578	-	196	1462	-	39747
Ajai garh	3358	9532	3693	0.2	-	2045	582	-	19244

Land available for pulse crops in the district is 65361 hectares.

Per capita income in the district is

Tehsil wise number of persons below poverty line :

Tehsil	0-4000	6000	8500	11000	Total
Panna	4605	4376	2672	1388	13101
Gunnor	2478	3136	1591	678	7883
Pawai	3766	4027	1880	798	10471
Shahnagar	3930	3807	1834	841	10412
Ajai garh	2604	3671	2035	1784	10094
Total	17443	19017	10012	5489	51961

Table showing seasonal migration trends in Distt. Panna.

Tehsil	Khairua	Chaitua and Tendu Patta Others
Panna	3.77%	18.88%
Pawai	2.55%	10.45%
Gunnor	40%	20%
Shahnagar	6.64%	22.75%
Ajaigarh	2%	10.5%

1.6 SOCIAL :

LANGUAGE AND DIALECTS :

Hindi with Bundeli dialect is mainly spoken within the territory of Panna. According to 1981 Census persons belonging to different ethnic groups number 539978 as per details given below :

Ethnic Group	Numbers
Hindu	518377
Muslim	17820
Sikh	135
Christian	202
Jain	3301
Buddha	17
Others	125

There is communal and Social harmony in the District. People belonging to different Sects and social groups participate in Social and religious festivals of the district in the spirit of amity and goodwill. The District has kept its identity by sustaining its traditional cultural heritage. Various functions and festivals like Deshahra, Akti, Mamuliya

etc. are organised and celebrated in the district with traditional mirth^{and} gaeity of Bundelkhand.

ART FORMS AND FOLK MEDIA :

There are painted rock shelters belonging to stone Age, and relics of 4th century Temples, Statues and images, such as these of "Chaumukhnath Mahadev, Parvati temple" belonging to the Gupta Period. The famous Ajaigarh fort and the images found in village Mohandra are fine specimens of Chandela Art.

Among the folk media "Monia folk dance" is the special feature of Diwali and "Bundeli Rai" has won country - wide popularity.

In the field of Art, Bundelkhand has earned a prominent place of its own. The post medieval temples, architecture and painting of this district bear the special marks of famous "Bundeli Kalam".

1.7 SPECIAL AREAS:

There are mainly diamond mines and quarries in the district. Stone slabs of different sizes used for various building purposes such as flooring, roofing and the like are quarried and cut in proper size. Polishing certain varieties of stones has also been started. Industrial activity of big Diamond Mines is conducted by N.M.D.C. a Govt. of India undertaking at Majhgaon.

Kalda and Shyamgiri of Pawai Block are among the remotest and most backward regions of the district. The area is obscured by frost during Winter. There is a thick forest area Viz. Shahpur near Kalda in Shahnagar Block.

1.8 ADMINISTRATION :

From the administrative point of view, Panna has been divided into five Tehsils and blocks corresponding to Panna, Pawai, Gunnor, Shahnagar and Ajaigarh. The district has 298 Gram Panchayats with 3,666 wards. In all, there are 6 Municipal Boards with 70 wards. Moreover, there is a Distt. Rural Development Authority which provides funds for the development projects of the rural areas of the district. There is also a District Urban Development Authority in Panna which undertakes urban development projects. The District has 12 Revenue Inspector Circles, 230 Patwari circles and 14 Police Stations. There are 872 problem villages and 75 problem free villages.

1.9 OTHER SPECIAL FEATURES

Panna is known for its historical and archeological heritage. It has fine landscapes of natural scenic beauty and a National Park. As a matter of fact, the district deserves a special Area Development Authority (SADA). The district has not many industries. Diamond is an indigenous produce of this area which makes room for cutting and polishing industry. There are both shallow and deep diamond mines in Panna.

In view of the heavy output of building-stones from the quarries there is ample scope for Mining Institutes which will add to the economic development of the district.

There is a Distt. Institute of Education and Training (DIET) which can serve as a prominent source for the universalisation of Primary Education but unfortunately it has only four Lecturers. The computer in its possession, has been lying unused for the last two years. Allotment for its building has already been sanctioned by Govt. of India.

In the light of the above points, the development of Panna and universalisation of Primary Education in the district will find new avenues.

C H A P T E R - I IDISTRICT PRIMARY EDUCATION PROGRAMME**2.1 Present Status and the Task Ahead:**

The Primary education system in the district- The number of Primary schools in the district is 970. Out of which 58 Primary schools are for girls and 905 primary schools are co-educational. 137 middle school in the district have primary sections and there are 51 junior primary schools, 07 Sanskrit Pattasala in the district and in thisway 960 primary educational facilities are at present in the district with an intake of 79922 students.

Table 2.1 given below, depicts management wise No. of Primary Schools.

T A B L E - 2.1

NUMBER OF PRIMARY SCHOOLS IN THE DISTT. PANNA-MANAGEMENT WISE & PRIMARY EDUCATION FACILITIES.

Category	T O T A L		M A N A G E M E N T W I S E						B R E A K - U P									
	Sch-ools	Tea-chers	Schools		Tribal Deptt.		Central Govt.		Total Govt.		Local Bodies		NON GOVT. Aided		SCHOOLS Un-Aided		Total	
			S	T	S	T	S	T	S	T	S	T	S	T	S	T		
Primary Schools	765	1883	685	1580	29	50	1	6	715	1636	-	-	4	2	49	35	50	352
Middle Schools Having Primary sections	147	533	110	320	3	5	-	-	113	325	-	-	1	2	33	101	24	103
Jr. Primary Schools	51	51	44	44	7	7	-	-	51	51	-	-	-	-	-	-	-	-
Sanskrit Pathshalas	07	07	07	07	-	-	-	-	07	07	-	-	-	-	-	-	-	-
Total:-	970	2474	846	1951	39	62	1	6	886	2019	-	-	2	4	82	451	84	455

School Calendar:

In order to make teaching learning process effective and channelise the surplus energy of the learner in the conjoint activities of the community CC - curricular activities are included in the curriculum and for that ^{the} following type of school calendar is made:-

Programme Distribution for the month	Details of Activities	Level
---	-----------------------	-------

Covering month wise quantum of syllabus as per unit sequence.

Covering units using allied material

School level

Conducting unit tests between the 20th and 25th of each month & there on improving dullards through remedial teaching.

Making a unit assessment-"- by including all types of questions in the test.

Organising the programme to mark the important national and social events festivals and anniversaries falling within the month.

organising programmes -"- highlighting the importance and historicity of the occasions.

Holding programmes such as essay writing debates and painting on the them of health, environment, sports & current topics.

Holding Essay debate and painting competitions.

Inter School level.

Programme Distribution for the month.	Details of Activities	Level
---------------------------------------	-----------------------	-------

Holding Terminal Examination in September, half yearly examination in December and Annual Examination in April.	--	School level holding Annual function in February.
---	----	---

Timings:-

All Government School in one shift run from 10.30 a.m. to 5.00 p.m.

----- School running in two shifts one held from 7.30 a.m. to 1.00 p.m. & 12.00 p.m. to 5.30 p.m.

----- Average number of teaching hours per day is six.

----- System of learner is unitwise, it is only after the completion of one unit that the teaching of second unit begins.

----- Most of the schools in the Distt are govt. schools.

----- Enrolment age is 5+

----- In matters of admission and teaching there is difference in schools of urban and rural location.

2.2 Primary School Teaching :

----- Teacher pupil ratio in the district is 1:45
 ----- Qualification required for a primary teacher is Higher Secondary Certificate (10+2) and with training certificate is Basic Training Certificate Examination.
 ----- Number of primary Schools in the district with less than 5 teachers is 724.

2.3 School Building :

----- School without buildings--~~128~~¹²⁸-----
 ----- Open air schools --~~128~~¹²⁸-----
 ----- School with Kachcha buildings ---73-----
 ----- Make shift schools --NIL-----
 ----- No. of schools demanding special repairs 330---
 ----- Demand and recovery of education cess --NIL-----

Principal source of funding of school building are :

Nineth Finance Commission.
 N.R.E.P.
 R.A.E.G.P.
 District Planning Board.
 Jawahar Rojgar Yojana.
 Education cess.
 Govt. Education Department.
 Others.

2.4. No. of Educational Institutions located in the districts is as follows :-

S.No.	Institution	Govt.	Non-Govt.	Total
11	Middle	122	40	162
2.	High School	22	07	29
3.	Higher Secondary (10+2)	21	05	26
4.	College	07	-	07
5.	Vocational	05	-	05
6.	Technical	01	-	01
7.	Others			

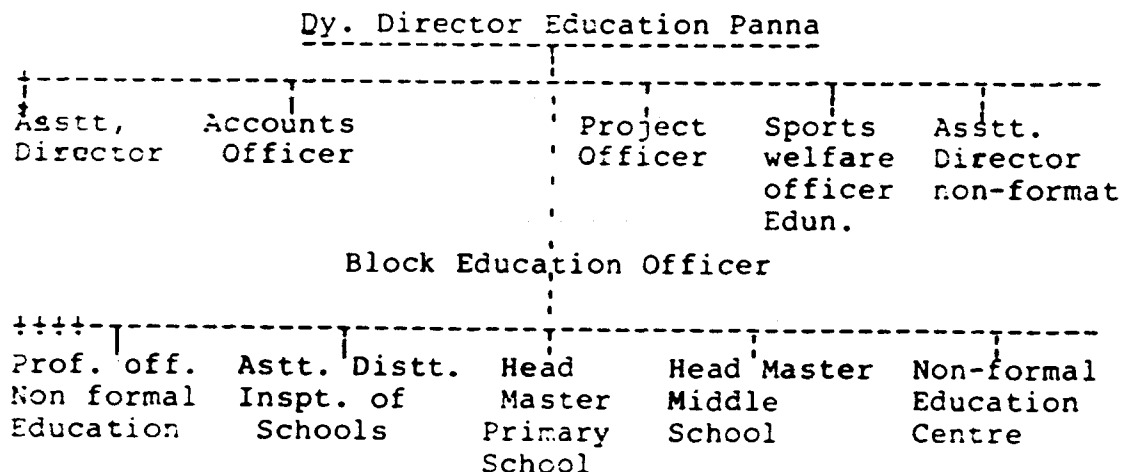
A.	Sanskrit College	01	-	01
B.	Law College	01	-	01
C.	I.T.I	02	-	02

2.5. System of Educational Administration in the District as per table given below :-

Post	Current Staff	Vacant Post	Total Post sanctioned
Dy. Director Education	01	Nil	01
Asstt. Director Education	02	01	01
Block Education Officer	05	-	05
Asstt. District Inspection of school.	13	-	13

- No. of primary schools per supervising A.D.I.S i.e. 50.
- No. of physical facilities such as vehicles, typewriters telephone etc. are available to the supervisors. Telephone facility is maintained by B.E.O. Office
- Is the Post School Development Committee constituted in every school? Now they are under A.D.I.S.
- Pay is disbursed to teachers through Bank.

System of Educational Administration set up in the District.



Asstt. Statistical Officer - 1, Head Clerk -1, Senior Auditor-1, Stenographer - 1, Assistant-2, Junior Auditor-1 Calculator-2, Upper Division Clerks-2, Lower Division Clerks-3, Typist-4, Driver-1, Peons - 3.

Block - Head Clerk-1, Inventor-i, Assistant-1, Auditor-1, Calculator -1, Upper Division Clerks-2, Lower Division Clerks-2, Typist- 1, Peon-2, Chowkidar-1.

2.6 Resorce Persons in the district and their status.

(a) Non Govt. Perons

1. Dr. Maqbool Ahmed - Retired teacher, Additional Secretary & Project Director, Distt. Literacy Committee, Panna.
2. Shri U.P.Shrivastava - Retired Assistant Director of Education, Panna.
3. Shri B.D. Khare - Retired Principal
4. Shri A.P. Khare - Retired teacher, KRP of DLC
5. Shri V.P.Khare - Retired Principal
6. Ku. Shanti Shrivastava - Retired Principal
7. Mr. P.K.Khare - Retd. Dy. Director of Edun. Ajaigarh (Panna)

(b) Govt. Personnel

1. Mr. M.M.Sharma - Vice Principal, DIET, Panna
2. Mr. M. Roy - Lecturer, DIET , Panna
3. Mr. H.R. Patel - Lecturer, DIET , Panna
4. Mr. R.K.Khare - Lecturer , DIET, Panna
5. Mr. A.P. Shrivastava - Principal Govt. Higher Sec. School, Panna.
6. Mr. S.K.Agrawal - Principal Govt. Higher Sec. School, Mchindra (Panna)
7. Mr. R. Banerji - Principal Govt. Higher Sec. School, Pawai (Panna)
8. Mr. I.H.Usmani - Principal, Govt. Higher Sec School, Gunaur (Panna)
9. Mr. P.S. Shrivastava - Principal Govt. Higher Sec. School Ajaigarh (Panna)
10. Mr. Salig Ram Pattak - Block Education Officer, Shah Nagar (Panna)

11. Mr. C.L. Mishra - Block Edun. Officer, Panna
 12. Mr. S.K.Khare - Block Education Officer
 Gunaur (Panna)
 13. Mr. R.P. Shukla - Lecturer, Govt. R.P.Higher
 Secondary School, Panna.
 14. Mr. P.N. Phariya - Govt. Higher Secondary
 School, Patna Tamoli (Panna)

District Institute of Education Training

Present set of this Institute is given in the following table:-

S.No.	Post	Post sanct- ioned	Post filled	Post vacant
1.	Principal	1	-	1
2.	Vice Principal	1	1	0
3.	Senior Lecturer	7	2	5
4.	Lecturer	17	2	15
5.	Office Superintendent	1	-	1
6.	Librarian	1	-	1
7.	Statistician	1	-	1
8.	Steno	1	-	1
9.	U.D.C.	1	1	0
10.	L.D.C.	8	3	5
11.	Craft Teacher	1	1	0
12.	Lab. Assistant	2	1	1
13.	Calculator/Accountant	1	-	1
14.	Peons	5	5	-

Faculty wise and subjectwise status of District Institute of Education and Training.

Branch/Unit	Total	Academic Posts					
		Subjectwise distribution					
		Science & Maths	Social sciences & Humanities	Languages	Vice-Principal & Sr. Lect.	Senior Lect.	Other
Curricular and learning material Development Branch	3	1	1	1	1	2	-
Methods & Evaluation branch	3	1	1	1	1	2	-
Planning Management & innovation coordination Branch	3	1	1	1	1	1	1
Education for equality Branch	2	1	1	-	1	1	-
District Resource unit	5	A.E.T. NFET	A.E.T. NFET	-	1	4	-
Media and technology support Br.	2	1	1	-	1	1	
Work Experience unit	2	1	1	-	-	1	1
Academic Psychology Counselling & guidance Branch	3	1	1	1	1	2	-
In services Training Programme & field interaction br.	2	1	1	-	1	1	-

hampering their work. This education has a curricular and monitoring system of its own, but the rule for time, place and admission are very simple and flexible. The entire course of study meant for two years, is divided into 18 units. Working learners are given two hours of non-formal education at their leisure in the vicinity of their house or place of work. Under the scheme, text books, slates, pencils have been provided to the learners of each block in the district and each corresponding centre has been equipped with a roll up black board, chalk, lantern, kerosene, enrolment register, bucket, rope, lota, bag-cloth and syllabus.

Set up of non-formal education centres in the district and staff at district Head Quarter

Name of the post	Post Sanctioned	Current staff	Vacant
Asstt. Director	01	01	-
Accountant	01	01	-
Upper Division Clerk	01	01	-
Peon	01	01	-

Project Staff :

Name of the post	Post Sanctioned	Current staff	Vacant
Project Officer	06	06	-
Accountant	06	03	03
Lower Division Clerk	06	06	-
Peons	06	04	02

Total enrollment	- 18449
At primary level	(i) Boys 8238
	(ii) Girls 8531
At Middle level	(i) Boys 1148
	(ii) Girls 0532

2.7.3 THE D.I.E.T is functioning :

Shikshak Samakhya - on 8.9.93 & 9.9.93 a two day's workshop held under the Chairmanship of Shri M.K.Singh, Collector, Panna, guided by Shri Jude Henriques U.N.I.-C.E.E. w expert. In this work-shop Dy: Director Education, Panna B.E.O. & A.D.I.S and some teachers of Panna participated. Principal & staff of DIET also participated in the workshop. A sum of Rs.5,000.00 was sanctioned by Mr. Jude Henriques for the propagation of this scheme.

Under this scheme all the primary schools of Panna block were covered and 10 schools of each block, Pawai, Gunour, Ajaigarh and Shahnagar.

2.7.4 Educational Technology :

Educational technology aims at making teaching learning process more effective and richer through the use of radio cum cassette players and T.V./Colour T.V. sets etc. Unfortunately this scheme is yet to find coverage in Panna.

2.7.5 Minimum Levels of learning :

This implies attaining minimum level of learning prescribed for a particular class in the primary stage. On being tested the acquired knowledge of a learner should answer to the minimum prescribed levels and targets. A child of class 1 to v is expected to acquire certain essential basic skills of language, mathematics and awareness of environment, ^{for} conducting this a cell through the co-operation of N.C.E.R.T and S.C.E.R.T. is under consideration.

2.7.6. Incentive Programmes :

Free text books are distributed

- (i) Beneficiaries in (a) 1992-1993 are 31515
 (b) 1993-1994 are 31259

Distribution of uniform

Beneficiaries in year 1992-1993 . Boys - 16400
 Girls - 21831

in year 1993 - 1994

Boys - Nil
 Girls Nil

Scholarships are granted

Beneficiaries 3014 S.C. Girls amount 450415.00
1621 S.T. Girls amount 2425.35

Scholarships are also awarded to handicapped children .

Details are tabled below :-

Handicapped Scholarship :

S.No.	Block	No. of Students	Amount Sanctioned Students
1.	Panna	47	6850.00
2.	Pawai	11	1675.00
3.	Gunor	21	2975.00
4.	Ajaigarh	78	11350.00
5.	Shahnagar	12	1300.00
Total		169	24150.00

Midday meal is distributed through "Anganwadi" - 12,000

The details of "Anganwadi" in the district are as follows:

Anganwadi Centres (Block)	Total Sanctioned Posts	Current staff	Vacant post	Sanctioned anganwadi	No. of children
Gunnor	100	100	-	100	4000
Pawai	109	109	-	109	8000

Total

Total No. of beneficiaries --2488-----.

2.7.7. C.O.P.E. Programme finds no coverage in the district but conducting the programme with the aid of U.N.I. C.E.F. in future is under consideration.

2.7.8. I.C.D.S. Programme is being implemented in the district by the district women and child development officer in the two blocks in Pawai & Gunnor of the district.

2.7.9. Duttak 'Putri Yojana' :- This scheme is in operation under the joint collaboration of Dy. Director, Education and the department of Women and Child Development the figures are as follows :-

District	Year	No. of Duttak
Panna	1992-1993	151
Panna	1993-1994	50

2.7.10 Other Programmes of Women's Development :-

- * Watsalya Yojana
- * Ayushmati Yojana
- * Gromya Yojana
- * M.P.Santa Mahila Gyan- Vigyan Jatha

2.7.11. **Adult Education :-** 37 "Jan Shikshan Nilayam" are functioning in the district under Adult Education Deptt. There is a "Jan Shikshan Nilayam" for every of 5000 people . The person incharge of the centre is called an "Animator" who is being trained through correspondance course. The duties of an animator include publicizing reading material available at Nilayam centre constituting "Charcha Mandal" disseminating Govt. plans and programmes, entertaining people through "Bhajan Mandals" and organising field cultural programmes.

2.7.12 Other programmes having a bearing on district primary education programme.

- District Literacy Committee is actively involved in the programme.
- Deen Dayal Antyodaya Karya Kram
- Manisha Yojana.

2.8. 1991 Figures of literacy percentage survery :

Total Percentage of 'literacy' in the District	- 26.6%
Male literacy percentage	- 36.6%
Female literacy Percentage	- 12.3%

Blockwise distribution :-

Name the Block	Literacy percen- tage	Female literacy percen- tage	Male literacy percen- tage	Total literate popula- tion	ST	SC
Panna	31.12%	17.59	42.91	28091	-	-
Gunnor	31.55%	16.48	45.13	33100	-	-
Pawai	28.93%	15.02	41.30	28987	-	-
Shahnagar	28.46%	13.98	41.81	28026	-	-
Ajaigarh	26.47%	11.32	39.29	21785	-	-

Growth of literacy over the decade since independence
(1951 - 1991)

Year	Total Population			Literate	Literacy Percentage
	Male	Female	Total		
1951	153848	144284	298132	16822	6.5%
1961	170942	160315	331257	36034	10.88%
1971					14.70%
1981	282242	257736	539978	105352	19.50%
1991	362727	325218	687945	183558	26.60%

2.9. Status of District Primary Education :

2.9.1. Universal Access.

No. of habitations and population not served by primary education facility within 1 km.:-

Total No. of Habitation	Population not served by primary education facility within 1 km.
542	71265

Block wise number of habitations with schools :-

Tehsil	No. of habitations with school	Population
Panna	175	151195
Gunnor	146	124221

Pawai	179	130143
Shahnagar	178	113138
Ajaigarh	172	98053
Total	850	616680

Blockwise particulars of habitations without non-formal centres or schools without non-formal centres within 1 km.

Tehsil	No. of habitations not covered by NFE centres or school within 1 km.	Population
Panna	143	18734
Gunor	86	16956
Pawai	57	6686
Ajaigarh	167	18131
Shahnagar	89	10758
Total	542	71265

2.9.2. Participation :-

GER and R.R. - over all for boys/girls and for SC/ST

Details for R.R (Retention Ratio) are as follows :-

on 30.9.93

Particulars	Boys	Girls	Total
Overall	72.45	66.33	69.87
S.C.	64.82	62.29	63.78
S.T.	45.66	39.30	42.88

Status of Regular attendance of children who have completed five years of primary schooling or equivalent .
No. of such children as per 1989-90 ... 1993-94. fig. is 69.87%

1989-90			1993-94			R.R.
Enrol ment in Class-I			Enrol ment in Class-V			
Boys (1)	Girls (2)	Total	Boys (1)	Girls (2)	Total	
11930	8714	20644	7300	4790	12090	69.87

2.9.3. ACHIEVEMENT:

Position of attainment of minimum level of learning by the children- Figures are not available as per 1986 report.

2.10. Areas suffering from extreme educational backwardness in the district are Ajaigarh and Shahnagar blocks.

2.11 Magnitude of the Task Ahead:-

- The number of additional children who would have to be brought to primary school/NFE centres to achieve Universal enrolment.

- No. of out of school children at present is 25202.

Estimated growth of 6-11 age group population over the period 1993 to 2000 is given in the table below:-

Year	Estimated population of children within age group 6-11 to achieve Universal Enrollment.		
	Boys	Girls Total	Total
1993-94	54824	51169	105993
1994-95	56026	52291	108317
1995-96	57259	53441	110700
1996-97	58518	54617	113135
1997-98	59805	55818	115623
1998-99	61121	57046	118167
1999-2000	62466	58301	120767
2000-2001	63840	59584	123424

- Estimated figure of additional teachers - 84
- Estimated No. of additional instructors - 107
- Achievement of regular attendance, Universal retention and minimum level of learning 40.06

2.12 Factors Hindering District Primary Education Programme in the District-

- Lack of transport facilities.
- Want of school building and adequate teaching material.
- Non-involvement of and lack of a sense of belongingness among teachers and parents.
- Lack of trained teachers and training opportunities
- Inadequate teaching staff.
- Poverty
- Low social status of women and girls.

LEARNING & TRAINING CELL
 National Institute of Educational
 Planning and Administration.
 17-B, Sri Aurobindo Marg,
 New Delhi-110016
 DOC, No. D-9153
 Date 13-5-96

2.13 District's Strength in Achieving District Primary Education Programme Targets.

Education is a living process, dynamic in nature- Besides functionaries of education department, it is the duty of the various departments, officials social workers, retired teachers to participate in this programme. The Co-operation of T.L. C. Zero club , Lion Club, VEC etc. can carry out this programme efficiently.

DIET is functioning in the district . It is providing orientation programme to in service teacher. The courses run for 10 days or 12 days. Pre-service teacher training course of 2 year duration is also running in the DIET. Many trained persons are unemployed . If they are absorbed in DPEP, they can help in making this programme successful.

In this way we see that district capability is appreciable in carrying out this programme successfully.

C H A P T E R-3GOALS AND TARGETS**3.1 Project Goal: AND TARGETS**

The target year for achieving U.P.E. Render District Primary education Programme in the district has been fixed as 2000-2001.

3.2 Yearwise gross Areas ratio (GAR), Gross enrolment Ratio (GER), Retention rate (RR) and Gross Achievement Ratio (GAMR) , Separately for girls, scheduled caste and scheduled tribe in Panna district are given below:-

GAR FOR THE LAST 3 YEARS

Year	Total populated habitation	No.of habitation not served by primary education facility within 1km.	No.of habitations with primary education facility within 1 Km.	GAR
1991	1392	578	814	58.47
1992	1392	564	828	59.48
1993	1392	542	850	61.06

CASTE WISE GROSS ENROLMENT RATIO (GER) FOR 89-90 TO 93.94DISTT. PANNA (M.P.)

Caste	Enrolment in Class I-V during 93-94 -----x100 Total No. of children in the age group-6-11		Enrolment in Class-I-V during 92-93 -----x100 Total No. of children in the age group 6-11		Enrolment in Class-I-V during 91-92 -----x100 Total No. of children in the age group 6-11	
	Boys	Girls	Boys	Girls	Boys	Girls
All	86.36	68.19	81.52	74.80	94.24	85.59
Percent S.C.	87.68	66.09	79.87	66.42	97.65	81.63
Percent S.T.	68.22	50.55	67.32	55.83	84.76	69.69
Percent						

Caste	Enrolment in Class I-V during '90-91 -----x100 Total No. of Children in the age group 6-11		Enrolment in Class I-V during '89-90 -----x100 Total No. of Children in the age group 6-11	
	Boy	Girls	Boys	Girls
All	97.84	89.90	91.52	93.70
Percent SC	98.06	73.30	98.58	84.70
Percent ST	97.12	66.87	99.22	80.10
Percent.				

CASTE WISE RETENTION RATIO (RR) FOR 89-90 TO 93-94
DISTRICT PANNA(M.P.)

Caste	Children Enrol- led in Class-V during 93-94 -----x100 Children enrol- led in Class I in 89-90		Children Enrol- led in C-V during 92-93 -----x100 Children enrol- led in Class I in 88-89		Children Enrol- led in Class-V during 91-92 -----x100 Children enrol- led in Class- I in 87-88	
	Boy	Girls	Boys	Girls	Boys	Girls
All	72.45	66.33	70.42	70.07	73.34	70.50
Percent S.C.	64.82	62.29	70.79	62.82	71.00	56.54
Percent S.T.	45.66	39.30	51.36	64.00	49.67	68.28
Percent						

Caste	Children Enrol- led in C-V during 90-91 -----x100 Children enrol- led in Class-I in 86-87		Children Enrol- led in C-V during 89-90 -----x100 Children enrol- led in Class-I in 85-86	
	Boy	Girls	Boys	Girls
All	96.25	79.46	98.86	94.14
Percent S.C.	95.95	61.33	93.00	62.74
Percent S.T.	74.14	64.92	91.35	77.22
Percent.				

GROSS ACHIEVEMENT RATIO(GAMR) DISTT. PANNA

Year	No.of Children completing 5 years.	No.of Children scoring 80% or above in a MLL test for Class-V	Gross Achievement Ratio
1991	13228	5569	4.30
1992	12652	6606	4.67
1993	12479	7386	16.02

Bases for Achieving Goals:-

The following points will have to be taken into consideration to achieve U.P.E. under district primary education programme .

1. Efforts should be made to motivate the masses specially women youth and children of the locality to ensure regular attendance and retention of the learner and attainment of the prescribed minimum levels of learning.
2. Special efforts should be made to ensure Universal enrolment of and access of girls, S.C. and S.T., through popular support of masses.
3. Rational Utilisation of human resources, funds and teaching learning material. Eliminate possibilities of any slackness or stagnation during the programme.
4. Active participation of the community in order to minimise hinderances, tackle the problems related to learners and maintain necessary supportive environment.

5. Effective system of training supervision, regular monitoring and evaluation in order to impart efficiency mobility and effectiveness to the system and ensure necessary intervention.
6. Healthy co-ordination between administration and all the components of U.P.E. machinery.
7. Access- By the year 1996 - Primary Education will be provided to 95% of child in the rural area within a distance of 1 Km. 100% child will be enrolled by the end of 1997.
8. Participation - Primary education will be provided through schools or alternatives to 85% of children upto the age of 11 years by 1996. 120% of all children by 2000.
9. Retention Rate will raise to 90% upto 1980.
10. Achievement : Efforts will be made to learning will be achieved by 30% by the year 2000-2001.

CHATER- IVPROJECT STRATEGY1. Stragety for District Primary Education:

AccessIn order to achieve Universal Access following efforts should be made :

(a) General

-
- | | |
|--|--|
| 1. For Universal access in general. | 1. Establish 100 new Primary Schools. |
| 2. Change timings of Schools/NFE centres to suit local conditions. | 2. Establish 300 NFE centres in all habitations where the population is below 200. |
-

(b) Universal Access for girls:

Negligible Intervention
(Financial)

Financial Intervention.

- | | |
|--|--|
| 1. Make Anganwadis / Bal wadis and primary schools sum during identical hours, preferably in the same premises or close to each other. | 1. Establish a childcare facility in every habitation of Ajaigarh Block. |
|--|--|

Negligible Intervention
(Financial)

Financial Intervention

2. Appraising teachers performance and conduct and giving incentives or disincentives commensurate with their work.
 3. Involving effective system of grievances redressal for teachers.
-

(c) Affording All-weather Accommodation to every Schools

The following measures will be taken to ensure all weather attendance of learner and teachers at their institutions.

Negligible financial Interventions

Financial Interventions

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Trying to procure Pakka accommodation for school at nominal or zero rent. | <ol style="list-style-type: none"> 1. Constructing low cost buildings on O.B. norms for building less schools. |
|--|---|

Negligible financial
Interventions

Financial Interventions

- (ii) Constructing additional class rooms for schools with deficient buildings on O.B. norms:
- | | |
|---|--|
| <p>2. Securing support of local community for repair work of dilapidated buildings.</p> | <p>2. Undertaking special repair through Govt. support where community is not able to do this job.</p> |
| <p>3. Getting community to take responsibility for building maintenance.</p> | <p>xx</p> |
-

(d) Providing adequate numbers of Teachers to Every Schools:

In order to realize the targets of district primary education programme and to revamp this system it is essential to curtail the teaching load of the teachers and rational distribution of the teachers according to number of children in the school following interventions are proposed to make adequate teaching staff available to every school.

Negligible financial Interventions.	Financial Intervention
1. Adjusting the number of teachers in rural and urban schools as per needs.	1. Creating additional posts of teachers as per O-B norms and no. of additional rooms.

(e) Ensuring Prescribed number of Teaching Day per Year.

In order to ascertain 223 prescribed number of working days the following interventions are proposed to the adopted.

Negligible financial Interventions,	Financial intervention
1. Preparing school calender keeping in view the local conditions and ensure its strict adherence.	XX
2. Ensure Unitwise supervision of teaching work by educational supervisory staff local education committees etc.	xx

2. **Environment Building for District Primary Education Programme:**

In order to achieve the targets of District Primary Education Programme, there should be a proper environment. To build it is essential to create awareness in the community about the importance of primary education. For this following steps are proposed to be adopted.

Negligible Financial Interventions.	Financial Interventions
1. Establishing support with local resources and agencies such as TLC M.P. BGVS and M.P. Samta gyan Vigyan, Jattha Panna.	1. Writing slogans on walls using posters and banners to activate parents.
2. Motivating parents, through individual and public contacts, to send children to schools.	2. Arranging street plays, songs, folk songs etc. in collaboration with Kala Jattha to generate awareness regarding
3. Arranging rallies chanting slogans to spread dist.Primary Education Programme messages.	3. Using audio-visual means.

 Negligible Financial Interventions.

Financial Interventions

4. Seeking substantial co-operation of Woman workers for promoting maximum participation of girls in Primary Schools.

Xx

4. Sensitising the community by organising the Block Level camps.

5. Organise work shops and Seminars, for achieving participation of the Child

3. Galvanising and enthusing the following for securing their active involvement in the District Primary Education Programme.

(a) Teachers:

For the success of District Primary Education Programme it is essential to increase the professional competency of the teachers. For this following interventions are proposed.

Negligible Financial Interventions.

Financial Interventions

1. Improving the traditional system of teachers selection procedure.

1. Improving teachers motivation and morale through training

 Negligible Financial
Interventions

 Financial Interventions

- | | | |
|----|--|---|
| 2. | Evolving an effective system of grievances redressal for teachers.. . . . | 2-. Implementing a suitable system of teachers performance appraisal and incentives and punishment based on the selection of learners and commitments towards duties. |
| 3. | Involving teachers in educational planning and execution. | XX |
| 4. | Developing a sense of duty belongingness among teachers. | Xx |
| 5. | Evolving and implementing a fixed transfer policy for teachers. | 5. Organising programme of in service training for building up capability and efficiency. |
| 6. | Arranging for regular and casual supervision and monitoring of teaching work in schools. | 6. Making provision for a daily and other educational periodicals in Schools. |
-

B. Women's Education and Empowerment:

Women's education has been one of the priority terms since independence and endeavours in this direction did yield significant results but still we are far from the desired goals. This is clear from the fact that only 39.42% women are literate (as against 64% of men the position in district Panna is much worse as only 12.6% women are literate in comparison to men whose literacy percentage is 36.6%)

Keep in view the plight of women their education, gender disparities the National Policy on Education (1986) designed Mahila Samakhya-Education for women's equality with following objects:

- (i) To enhance the self image and self confidence of women and thereby enabling them to recognize their contribution to the economy as producer and worker, reinforcing their need for participating in educational programmes.
- (ii) To create an environment where women can seek knowledge and information and thereby empower them to play a positive role in their own development and development of the society.
- (iii) To establish a decentralized and participating mode of management, with the decision making powers

desolved to district level and Mahila Sangh which in turn will provide the necessary conditions for active participation.

(vi) To enable Mahila Sangh to actively assist and monitor educational activities in the villages including the primary school, NFE centres and facilities for continuing education.

(v) To provide women and adolescent girls with the necessary support structure and an informal learning environment to create opportunities for education.

(vi) To set in motion circumstances for larger participation of women and girls in formal and non formal education programme and to create an environment in which education can serve the objective of women's equality.

So from above mentioned narrations it is clear that targets of district Primary Education Programme can not be achieved without active participation of women who can ensure regular participation and selection of children in Primary schools. For motivating the women in this direction following interventions and programmes are proposed:-

 Negligible Financial
Interventions.

 Financial Intervention

- | | |
|---|--|
| <p>1. Deleting those portions from the text books which show discrimination between male and female and place women as second grade citizen.</p> <p>2. Inspiring women to shun existing social religious superstitions and outdated customs among their sex. Fight against social evils like dowry child marriage, bride durning Male's wine drinking etc.</p> <p>3. Using Samta Mahila Gyan Vigyan Jattha Panna, Mahila Mandal etc. for Sensitizing women to the importance of education for them.</p> | <p>1. xx</p> <p>2. Appointing local female teachers as far as possible.</p> <p>3. Providing learning material and school uniforms for girls.</p> <p>4. Using Audio Visual means posters banners, stickers and artistic activities for motivation through environment building.</p> |
|---|--|

(e) Community:

District Primary Education Programme can not be successful and achieve its dsired goals without the active support and involvement of community members. In order to obtain their co-operation and developing motivation, the following interventions are suggested.

Negligible Financial Interventions	Financial Interventions
1. Inspiring the member of the community to understand the values of education and instituting in them a sense of duty through environment building,	1. Forging alliances with the community through camps and open consultations.
2. Involving the community in tackling the problems relating the schools.	2. Organising parents teachers meeting in the shcools twice a year to exchange problems and invite suggestions.
3. Registering the commitments of community towards ensuring regular attendance of children, teacher in school.	3. Encouraging the parents by organising Annual Social gathering in the school.

 Negligible financial
Interventions

 Financial Interventions

- | | |
|---|---|
| <p>4. Attaching importance to the presence of the community in School programmes.</p> | <p>4. Awarding prizes to ideal guardians.</p> |
| <p>5. Set up village education committees (VEC) which would be responsible for all DPEP</p> | <p>5. Train and orient VEC member. Studies and action research for improving learner achievement.</p> |
| | <p>6. Expand facilities for physical education, sports and Art Education.</p> |
| | <p>7. Annual health check up of every child going to Primary school.</p> |
-

3. Improving quality:

- (a) Repairs- Condition of the building of the few Primary school is very poor which require major repairs, will be done by this project. Minor repairs will be done by the co-operation of VEC and villagers.

(b) **School Contengency:**

Every teacher will be provided Rs. 500 p.a. each for developing the low cost teaching materials and aids so as to improve the teaching, learning process. There is no prescriptive list of materials to be developed and it is left to the imagination of the teachers to develop aids of his choice from locally available materials. The 'aided' advantage could be that any repairing of the aids could be done locally. Ideas on how to develop aids would be taken from Shikshak Samatihya experiment.

An additional amount of Rs. 1000 p.a. is being provided as contengency to each school to be spent on consumable like Chalk, any minor equipments like floor mats, and dusters, registers etc and also to provide drinking water facility .

(c) **Early Child care facility:**

This new scheme provides early child care by vaccination, medical checkup regularly and provide good nounshment so that child develop physically and mentaly normal.

So for the children between the age groups between 6-11 can not attend the P.S. because they have to look after younger siblings at home as their parents away in traditional works. Under this scheme these children will bring younger siblings ECCE

centres which is in the P.S. campus. Young siblings will be taken care of by ECCE workers and elder one will study Teachers.

(d) Training at Block Resource Centres and Cluster

Resource Centre:

decentralisation
Keeping in view the need for /

and increasing the involvement of teachers in various education related processes , it has been decided to set up Resource Centres at block & cluster levels.

Cluster means the group of all P.S. situated approximately within 8 Km. of a selected cluster centre school.

Objectives:

- (i) To be close to the real life situation of the teachers and to monitor their felt needs.
- (ii) To provide easier access to the teachers to academic resources.
- (iii) To increase the participation of teachers & thus their motivation .
- (iv) To function as links of a district level system of monitoring and feed back.

Stragegy:

At cluster level, a P.S. situated at a suitable place and having a spare room will be selected for

establishing a C.R.C. Teachers from all schools in a particular cluster will meet at in C.R.C. once in 2 months to discuss their academic problems. The head of the School selected as CRC will be paid a monthly honorarium of Rs. 200/-

A BRC will be established at each block head quarter. The BRC will have its own building and a full time co-ordinator who will be selected from amongst the teachers of the district, preferably from the same block. The BRC has mainly been envisaged as training even Cum Resource Centre.

Functions:

(a) Function of CRC:

1. To function as Resource Centre for teachers and NFE instructors.
2. To provide assistance in environment building.
3. To give general support to VEC's .

(b) Function of BRC:

1. To train primary school teachers NFE instructors heads of CRS and member of VECs.
2. Environment Building.
3. Preparation of block level plants, their implementation and monitoring.
4. Co-ordination with various departments and functionaries.

5. Providing Support to CRCs.
6. Assisting DIETs in developing material field testing & innovations.
7. Assistance to school mapping and micro planning.
8. To functions as a resource centre for the schools in the cluster.

4. Capacity Build:

(a) DIET Strengthening:

As envisaged in national policy on education and programme of Action, DIET's were set up to bring about qualitative improvement in elementary education and thus helps in achieving the goal of Universalisation of Elementary Education.

In context of the DPEP strengthening of DIET has become necessary to achieve the following additional objectives:

1. To bring about qualitative improvement in methodology & evaluation.
 - (i) To increase its access to the target area by moving to blocks & clusters of villagers.
 - (ii) To sharpen its focus on primary education to enable it to effectively perform its role in DPEP.

(2) Present Status:

No doubt DIET was set up Primary to help in UEE but, owing to various reasons it is not in a position to take up the challenge of DPEP. Present constraints in Panna DIET are scarcity of accomodation, staff, furniture & equipments.

(3) Why Strengthening:

At present DIET has to cater to primary as well as upper Primary levels of Education besides NFE and Adult Education. It is also running a 2 years pre service training programme besides year around inservice training programmes. The position of teachers training in the District is as follows :

No. of P.S. Teachers	2605
No. of Trained Teachers	2073
No. of <u>Un</u> trained	522

As is clear from above DPEP is an additional responsibility upon the DIET so it is necessary to strengthen it.

(4) Programmes & Activities to be conducted:

The following programme will have to be taken up by the DIET from very first year of DPEP.

1. Carrying out surveys & studies.
2. Taking up Micro projects.

3. Training of Master Trainers, NFE supervisors, BEO's, ADIS & other supervisory staff.
4. Resource personnel, Heads of TRC's, Members of NGO's.
5. Publication of Bulletin, Teachers guides, supplementary reading materials.
6. Monitoring of Training programme.
7. Environment building.
8. Mobilizing voluntary agencies and teacher's organisation,.
9. Developing Educational Management information services.

(b) **Management:**

To ensure effective implementation of DPEP in the District & the ensure that it has the district impact.

The existing supervisory staff in the Dist. is quite stretched even for performing its normal role of supervision, monitoring reporting & information collection. They would be totally inadequate to cope with demands that would be played be DPEP.

To achieve this, a new management structure is being proposed for DPEP at district level. This would be a part & parcel of educational set up in the District.

District Unit of State Society.

1. District Collector- Chairman.
2. CEO, Zila Parishad- Vice Chairman,
3. District Project Director- Member Secretary (DPEP)
4. Dist. Level Officers of - Member other related Depts.
5. Representatives from - Member Social Workers, Teachers.
6. Project Co-ordinator - Member DPEP.
7. Member of Standing - Member committee of Zila Parishad.

cont'd.

Block Units of State Society

Units of State Society will be set up in the Block as well. The sub divisional officer will be the Chairman and the B.E.O. will be member secretary.

District Management Structure:

The District Unit for the state society will act as the policy planning body for DPEP and as a forum for achieving peoples participation in the programme. The actual Management of the Project Officer will be done by a project office which will be established seperately AT THE district.

The D.D. of Ed. will be district Project Director duly authorised by the Collector who will have overall responsibility for the programme in the District.

The Project Co-ordinator will be a full time employee whose responsibility will include monitoring the programme preparing reports, maintaining records of progress, monitoring the financial aspects and assisting the District Project Director. the assistant Co-ordinator will focus particularly on the training programme and their progress.

The Assistant Engineer along with his team of Junior Engineer will monitor the Civil work programme in the District approve estimates, ensure quality of construction etc.

Programme components and Non Financial Interventions.

1. To vitalize the District Primary Education Programme, following are items under non-financial intervention.

Justification - The department of school education has been endeavouring hard to make primary education available to all. But it could not be made possible due to following reasons -

- (i) Lack of finances
- (ii) Lack of qualified teachers.
- (iii) Inadequate buildings.
- (iv) Inadequate Supervision and control.
- (v) Unmotivated students and parents.

From above facts, therefore it is clear, for achieving the goals of District Primary Education Programme a plan should be prepared to provide required number of teachers, buildings finances etc.

2. Proposed programme to make primary education system effective.

- (a) Proper utilization of existing manpower, institution and Funds:-

Non-Financial Programme

S.No.	Programme	Specific - Details
1.	Shift existing defunct schools and centres of nonformal education to suitable place.	This happened due to shifting of population from one habitation to another or due to Irrational Planning. The transfer of school at BADGADI to Indra Puri Colony of Panna Town is proposed.

S.No	Programme	Specific - Details
2.	Rationalise the distribution of teachers among primary schools in order to eliminate imbalance between urban and rural areas.	Rationalisation of 42 teachers from Urban areas to rural areas is proposed.
3.	Use primary school buildings before and after school hours for running N.F.C. Centres.	As non formal ^{education} centres of do not have their own building so they can be accommodated in primary school buildings before or after school hours.
4.	Fill up all the vacancies in teaching, planning and administrative posts.	Vacancies occurs due to retirement, resignation etc of personnel. In order to run DPEP efficiently and to get desired goals, all the vacancies of teachers must be filled , planners, administrators. There should be no shortage of manpower.

(b) Eliminate Teachers absenteeism.

S.No.	Programme	Specific Details
1.	Give powers of inspection to local community/ village Education Committee	To check the attendance of the teachers as well as of students by the respectable persons of the society.

S.No.	Programme	Specific Details
2.	Regularise the inspection schedules of Block Education officers and Assistant District Inspector of schools (ADIS).	Each A.D.I.S. must inspect 15 primary school per month. Block officer must inspect 5 primary school and 5 N.F.E. centres per month. The conveyance facility must be provided to inspecting staff.
3.	In non-accessible areas (i.e. accessible only by fair weather roads) it is advisable to employ educated persons as "Shiksha-Karmi"	12th class passed local young men and woman should be employed to work as shiksha Karmi and teach in the inaccessible areas so that the problems of Teacher-Absenteeism may be solved.
4.	Change the field of work of every A.D.I.S. after every six month.	This is done to make the supervision work & evaluation rational and dynamic. This will also eliminate "Favouritism"
5.	To entrust the work of supervision to Principal, Lecturer of the DIET also.	It is essential to note whether modern methods of teaching are being used by the teacher. Are they importing child centred teaching? This will help in achieving MLL.

- (c) To afford adequate all weather accommodation to every school.

S.No.	Programme	Details
1.	Try to get a private building on zero or on nominal rent for school not having Pakka accomodation.	By contacting resourceful persons of the locality try to get a building for a primary school where there is no Govt building on nominal rent.
2.	To get the repairs of the dilapidated building done with help of donation from the community.	Obtain the donation from local rich people of the community Guardians through school development committees and get the repair done through school development committees.
3.	To, assign the responsibility of repairing of school building to capable persons from the society.	ensuring the sharing of responsibility of school building repairs by the respectable persons and guardians in meetings held ^{from} time to time.

(d) Afford basic Teaching learning materials to every school and NFE Centres

S.No.	Programme	Details
1.	To encourage the teacher to prepare the teaching aids with the locally available Materials	Teachers shall be trained to make teaching aids with the help of locally available material, e.g. stones, plants, insects, fruits, flower etc.

S.No.	Programme	Details
2.	To involve the students in preparing the teaching aids.	Using play way method, teacher should encourage the students to make teaching aids like clay, balls, birds, animal etc. They should be encouraged to collect different types of leaves, flowers, plants, insects, stones etc.
3.	To under - take educational tours.	To make teaching learning effective, teacher should take the students to places of historical, religious interest, to factories, dam, river etc.

(e) To, provide every school with adequate number of teachers.

S.No.	Programme	Details
1.	Inter School adjustment of teachers in rural and urban areas.	There are primary schools especially in urban areas having excess teachers as per their structural pattern or many teachers of same subject. These excess teachers should be transferred to those schools having less teachers.

(f) Ensure prescribed number of teaching days per year.

S.No.	Programme	Details
1.	Prepare the school calendar keeping in view the local conditions and needs.	Ascertain, that teaching work is completed according to school calendar. Engage the teacher minimum ^{for} other than teaching work. Make regular inspection to see that syllabus is completed in prescribed days.
2.	Ensure that teaching is done Unitwise and in sequence.	To ensure by making inspection that teaching is done unitwise and teachers are doing constant evaluation of the students.

Nodal Agency :- Dy Director of Education will ensure rationalisation of human and physical resources. He would check teacher's absenteeism and ensure regular opening of School. The Deputy Director would manage ^{to provide} the teaching learning materials. The number of school days, vacation and holiday should be decided on the basis of recommendations by various VECs, CECs, BECs.

2. The environment building for District Primary Education Programme.

S.No.	Programme	Details
1.	Utilize the local resources in full measure.	The required environment shall be built at all levels, i.e. at District level block level and at village level, co-operation of the collector should be sought.

S.No.	Programme	Details
		Besides this co-operation of District literacy "Kala Jattha" "Samta mahila Gyan - Vigyan Jattha and other voluntary organisation. should be sought.
2.	Motivate the parents and guardians to send their wards to schools or N.F.E. Centres.	Take co-operation of village level Education Committees, for public contact Teachers should also make personal contact with guardians, parents and inspire them to send their children to primary schools.
3.	Organising rallies and use of slogans in the favour of District Primary Education Programme.	Rallies should be organised at District, Block and village level, use of appropriate slogans should be made to build the environment.
4.	To seek Co-operation from educated women, woman Social workers in order to encourage the girls to enroll in the primary schools.	Seeking the co-operation of Samta Gyan Vigyan Jattha and women workers the admission of girls students in the schools shall be raised to the maximum and they will be encouraged to study upto Vth Class.

Justification :- For the success of District Primary Education programme it is essential to involve actively those who understand the importance of education in life. Teacher be involved at every level. VEC, CECs, BEC, should build the environment. Teacher should be involved in planning and execution of the programme.

Nodel Agency :- Programme of environment building would be implemented by the district Project committee through out the District with the help of BECs, CEC, and VECs.

3. To Galvanise and empowering teachers, woman and the community to play their pivotal role in District Primary Education Programme.

A. Teacher

S.No.	Programme	Details
1.	Improving the method of selection of teachers.	The process of selecting the teachers solely on the basis of mark-sheets should be discarded. This can be one aspect of selection. Besides this aptitude, ability and interest test etc. should be administered. An assurance for employment must be given after the completion of training.
2.	Establishing an effective system of redressing the grievances of teachers.	Decentralisation of administrative powers upto ADIS levels and establishing of a special cell consisting representatives of teachers, competent officers and respectable public figures, entrusted with only responsibility to redress the grievances of teachers is the effective solution.

S.No.	Programme	Details
3.	Involvement of teachers in consultations and decision making process in Educational planning.	In any type of educational planning teacher should be involved at every stage reason being ^{that} he has to implement the scheme which has to move from grass root upwards.
4.	To sensitize the teacher towards his responsibility duties, create awareness among them regarding their role in establishing high human values.	This will be achieved through seminar, assemblies creative work of arts and literature and magazine etc.
5.	A constructive and convenient working policy for transfer.	An impartial and effective system shall be established under which equal opportunities for working in rural and urban areas and for developing 'efficiency' shall be provided.
6.	Regular and casual evaluation of the working of the education system.	Three agencies Viz (a). The Principal and school complex (b) Lecturers DIET and (c) A.D.I.S. are entrusted with this work.

B. Women's Education and Empowerment

S.No.	Programmes	Details
1.	Place capable and committed women in Key position.	This will spur women's/ girl's participation.

S.No.	Programmes	Details
2.	Revision of text books.	Such episodes or parts thereof which dicraminates between boys and girls or place girls at inferior position should be removed from text books so that it may not contribute to develop inferiority complex among girls.
3.	Attempts should be made to free women folk from all sorts of supersititions that exists in social, religious and other spheres.	" Samta Gyan Vigyan Jatthas" and women-organisations shall by means of relevant programmes work to substitute superstitions by scientific out-look among women.

C. Community

S.No.	Programme	Details
1.	To develop, interest, enthusiasm and responsibility for education in the community by environment building.	The community should be awakened to feel responsibility for education, through seminar yallies, sologans and personal contacts.

S.No.	Programme	Details
2.	To involve the community and seek its co-operation to solve the problems of education.	To make aware the school development committees, village level Education Committed concerning the problems of education and motivate them to solve.
3.	To seek the participation of the community for ensuring the regular attendance of the students in the schools.	This can be done by requesting educated people of the community to bring say 5 children each for admission in the school and ensure their regular attendance.
4.	To give due importance and regard to the presence of the members of the community in the various programmes of the school.	The guardians and the local community should be duly invited to attend various functions of the school e.g. Independence day, Republic Day etc.

Nodal Agency :- D.I.E.T. would work as nodal agency in organising training programmes through Block resource centres and cluster resource centres. Dy. Director of Education would also work as nodal agency in involving the women and community at large.

4. Universalisation of Access

S.No.	Programme	Details
1.	<p>To set up new primary Junior Primary Schools or Non-formal ^{education} centres or 'Shiksha-Karmi' to coverup 338 habitations which have no access at present to primary education.</p>	<p>100 habitations have more population than 300. These 100 habitations should be provided with new 100 Primary Schools and 300 N.F.E. Centres.</p>
2.	<p>To Adjust the timings of school that suit to the needs of the local children.</p>	<p>The most convenient times at the disposal of learners at an NFE centres shall be determined and teaching shall be done at that time only the same rule.</p>
3.	<p>The teacher should impart instructions (teach) in the local dialect of the habitation.</p>	<p>The teacher posted at the school should know the local dialect. He should talk and teach in the local dialect. This is essential</p>

S.No.	Programme	Details
		to establish rapport between teacher and taught also in cultural programmes functions etc. medium of communication must be local dialect in the beginning stages.

Nodal Agency :- Deputy Director of Education ^{shall} work as nodal agency.

5. Universalisation of Participation

S.No.	Programme	Details
1.	Campaign for universal enrolment shall be conducted in the first fortnight of July every year in full swing.	Rallies, solgans and mass contact techniques shall be used in "Enrolment fortnight" and there after the village education. Committees and respectful persons shall be mobilised to work for universal enrolments.
2.	Identification of factors which inhibit universal enrolment particularly in the cases of girls and disadvantaged groups.	A separate cell in <u>CRL</u> shall be created which will make personal contacts with guardians of the girls and disadvantaged groups to identify their problems and send their reports/ proposals for solution to higher Yungs of the administrative machinery.

S.No.	Programme	Details
3.	Work for universal retention and regular attendance.	<p>(a) The teachers shall understand the child psychology so that they deal with the children amicably and affectionately.</p> <p>(b) The intensive and extensive contact between school and community should be made through joint activities of curriculum and parents teachers meetings.</p> <p>(c) VEC shall be expanded and responsibility be divided among members to ensure regular attendance.</p> <p>(d) Incentives or rewards shall be given to students who attend regularly.</p> <p>(e) The teachers who make special efforts to ensure regular attendance in school by contacting parents will be awarded.</p>

Nodal Agency - Dy. Director of Education.

6. Universal Achievement

S.No.	Programme	Details
1.	To, create a team spirit among the staff members of a school.	Team spirit shall be cultivated among the teachers by orienting them to democratic methods of administration. and also subjecting them to it by their Superior authorities i.e. by evoking their moral conscience, they shall be made to work.
2.	To provide a school with a library of useful books and encourage their use among the teachers.	New methods of teaching which can keep the learner's interest growing, shall be conveyed to the teachers through magazines and books and the teachers actually using them shall be rewarded in the same way.
3.	To ensure the process of continuous evaluation to go on impartially and efficiently.	Continuous assessment if done properly helps the effectiveness of teaching to grow and there by raises the level of achievement on the part of the learner. so this must be emphasised by means of inspections and in service training.

S.No.	programme	Details
4.	To make the educationally backward students, girls and disadvantaged groups achieve the minimum levels of learning.	<p>(a) Use diagnostic teaching methods and eliminate the causes of backwardness in education. Help may be taken of guardians and VEC.</p> <p>(b) Encourage the teachers to take extra and special classes for educationally backward children.</p> <p>(c) To run co-curricular activities in the schools in interesting manner so as to improve the self confidence and interest of the learners.</p>

Provision of Art Education

Art Education should be an integral part of the curriculum. It gives children an opportunity to express themselves through a medium suited to them. This education can be divided into three categories.

(i) Chitra Kala

e.g. Match sticks Pedagogic games, akshar chitra, and spray painting to develop interest among children.

S.No.	Programme	Details
2.	Seeking co-operation from other resource organisations for training teachers and educational workers.	<p>(a) The co-operation from the trained resource persons of district literacy committee and other suitable resources shall be taken.</p> <p>(b) Three days to weekly or fortnightly training camps shall be conducted for training or imparting refresher courses to teachers during vacations ^{others} or suitable time.</p> <p>(c) 573 teachers shall be trained every year by DIET at district level and by RPs at block level. A group of ^{teachers} 35 shall take training at a time for three weeks</p>
3.	System of incentives and disincentives.	<p>On the basis of reliable and valid assessment of achievement during training period and implementation there - after the suitable reward and punishment system shall be made to work to raise the high moral and efficiency level of teachers.</p>

Modal Agency - D.I.E.T. and Dy. Director of education.

S.No.	Programme	Details
1.	Orientation of key position workers into the methods of administration through missionary feeling team spirit, moral approaches and constructive ways of correcting the workings.	Through re-orientation, seminars the picture of desired attitude and methods of administrations shall be made clear.
2.	Induction of respectable persons from the community into the committees responsible for supervision and inspection.	Participation of general public in the administration and management would be democratic means of enhancing the efficiency of the system.
3.	Tight monitoring.	Regular 'inspection' and evaluation at different level would lend reliability to it.
4.	Clear delineation of responsibility.	<p data-bbox="846 1489 1352 1623">(a) The responsibilities of the worker at every level shall be well defined and clearly stated.</p> <p data-bbox="846 1705 1352 2024">(b) All the duties of a worker shall be inter-related and well knit to achieve a single purpose i.e. no two different kinds of duties shall be given to a worker.</p>

S.No.	Programme	Details
5.	Freedom and scope of creativity in working through team spirit.	Every worker shall be made to work without interference with a scope for his own initiatives to use new methods but shall be subject to rational scrutiny of results achieved by him.

Nodal Agency :- Dy. Director of Education.

9. Promoting studies, innovations, experimentation and all worth while efforts large and small towards DPEP.

S.No.	Programme	Details
1.	To publish bulletins at district, Block, Panchayat and Municipal level, with monthly, quarterly and half yearly issues.	Any study, innovation or experimentation conducive to DPEP shall be published in these bulletins and their practical values for DPEP assessed and adopted at wider level.
2.	System of incentive should be made dynamic.	Every genuine and original effort shall be recognised and publically rewarded.
3.	A special wing for research be established.	A special cell shall be entrusted with the work under this head, which

S.No.	Programmes	Details
		would collect, examine, evaluate, award and recommend the result to be adopted.
4.	Use of media.	Publicity of the achievements and the pace of progress as well as the new experimentations, innovations and studies etc. shall be done through new-papers A.I.R. centres, video films and other such mediums as are in vogue.

Nodal Agency - D.I.E.T.

CHAPTER - VI

COST AND FUNDING

The total cost of the District Primary Education Programme in PANNA District comes to Rs. 2093.94 Lakhs. The details are given in table 1 to 30. The abstract of costs on each intervention are given at table.

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

Non Recurring Costs:

- i. Civil Works.
- ii. Professional Fees.
- iii. Furniture.
- iv. Equipment.
- v. Educational Material.
- vi. Vehicles.
- vii. Books.
- viii. Local Fellowships.
- ix. Local Training.
- x. Studies.
- xi. NGOs.

Recurring Costs:

- i. Salaries.
- ii. Operation & Maintenance.
- iii. Building Maintenance.

Against each category is given the unit cost in lakhs of Rupees and the percent of Central assistance for that item of expenditure. At the bottom of each table is the total aggregate share of Central and state funding.

Each table is spread over two pages and gives details of total cost and the state and central share of funding for each item of expenditure. The aggregate ratio of central to state funding for the entire project is 81.67.

The total cost on civil works is 23.95% and on management is 4.93% which is within DPEP norms.

The first year outlay is Rs. 110.43 lakhs which is 5.27% of the seven year outlay.

The total recurring expenditure in the last year of the project is Rs. 266.31 lakhs.

NNA RAJIV GANDHI PRATHMIK SHIKSHA MISSION
 REVISION OF DISTRICT PLANS
 MASTER TABLE FOR FINANCIAL CALCULATIONS

Total	1	2	3	4	5	6	7
2093.94	110.43	315.19	405.45	401.31	268.65	286.91	306.00
	5.27%	15.05%	19.36%	19.17%	12.83%	13.70%	14.61%
Civil works	501.45	23.95%	CENTRAL SHARE =				
Management	103.30	4.93%		81.33%			

		BASIC VARIABLES						
Total	Year --->	1	2	3	4	5	6	7
ACCESS								
100	No. of new PS	0.00	80.00	9.00	6.00	5.00	0.00	0.00 nos.
200	New teachers	0.00	160.00	18.00	12.00	10.00	0.00	0.00 nos.
300	New NFE Centres	0.00	100.00	100.00	100.00	0.00	0.00	0.00 nos.
0	New NFE Projects	0.00	0.00	0.00	0.00	0.00	0.00	0.00 nos.
82	No. of new building	0.00	38.00	22.00	22.00	0.00	0.00	0.00 nos.
111	No. of new rooms	0.00	25.00	75.00	11.00	0.00	0.00	0.00 nos.
111	New teachers	0.00	25.00	75.00	11.00	0.00	0.00	0.00 nos.
ENVIRONMENT BUILDING								
35	Multi-media camp.	5.00	5.00	5.00	5.00	5.00	5.00	5.00 blocks
30	Awards to groups	0.00	5.00	5.00	5.00	5.00	5.00	5.00 blocks
35	Workshops/seminars	5.00	5.00	5.00	5.00	5.00	5.00	5.00 blocks
IMPROVING QUALITY								
276	Repairs - major	0.00	46.00	110.00	120.00	0.00	0.00	0.00
6411	School Contingency & teaching matl.	886.00	911.00	918.00	924.00	924.00	924.00	924.00 (total schools each year)
1	ECCE projects-new	0.00	1.00					enter total new projects to be opened
	BRCs-Teacher Trg.	5.00						(enter total blocks in year of opening)
	Management	5.00						(enter total blocks in year of opening)

COST ABSTRACT

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ITEM	1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	Total	% CENTRAL FUNDING	CENTRAL FUNDING
UNIVERSAL ACCESS										
New Primary School	0.00	59.84	61.10	70.10	79.24	84.00	89.60	443.88	75.46%	334.95
New NFE Centres	0.00	10.89	21.84	34.45	34.86	37.35	39.84	179.23	75.48%	135.29
New NFE Projects	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%	0.00
New Buildings	0.00	94.05	59.40	64.35	0.00	0.00	0.00	217.80	90.00%	196.02
Additional Rooms	0.00	28.60	102.00	51.27	43.51	46.62	49.73	321.73	79.67%	256.32
ENVIRONMENT BUILDING										
Multi-media comput	1.25	1.38	1.50	1.61	1.75	1.88	2.00	11.38	100.00%	11.38
Awards to groups	0.00	0.55	0.60	0.65	0.70	0.75	0.80	4.05	100.00%	4.05
Workshops/seminars	0.05	0.06	0.06	0.06	0.07	0.08	0.08	0.46	100.00%	0.46
IMPROVING QUALITY										
Repairs	0.00	25.30	68.00	78.00	0.00	0.00	0.00	169.30	90.00%	152.37
School cont. & teaching mat.	17.72	20.04	22.03	21.02	25.87	27.72	29.57	166.98	82.50%	137.76
ECCE	0.00	25.53	20.20	21.84	23.48	25.13	26.77	142.95	76.36%	109.16
Training -Res. Cen	13.75	24.75	27.00	29.25	31.50	33.75	36.00	226.00	84.46%	190.89
CAPACITY BUILD										
DIET strengthening Management	17.90	6.49	4.38	4.75	5.11	5.48	5.84	49.94	96.29%	48.09
MIS	11.51	6.17	6.71	7.29	7.85	8.41	8.98	56.95	83.74%	47.69
Innovations										
TOTAL	110.43	315.19	405.45	401.31	268.65	286.91	306.00	2093.94	81.33%	1703.06

Inflation Adjustent

0.00 0.10 0.20 0.30 0.40 0.50 0.60

NEW PRIMARY SCHOOLS COMPONENT

No. of new PS 0.00 80.00 9.00 6.00 5.00 0.00 0.00 100.00
 No. of new teachers 0.00 160.00 10.00 12.00 10.00 0.00 0.00 200.00

	% Assistance	Unit Cost	Nos.							total							
			1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	total
Inflation Adjustent									0.00	0.10	0.20	0.30	0.40	0.50	0.60		
NON-RECURRING																	
Civil Works	90.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Professional fees	100.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
furniture	90.00%	0.01	0.00	160.00	18.00	12.00	10.00	0.00	200.00	0.00	1.76	0.22	0.16	0.14	0.00	0.00	2.27
Equipment	90.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Educational Matl.	90.00%	0.10	0.00	80.00	9.00	6.00	5.00	0.00	100.00	0.00	8.80	1.08	0.78	0.70	0.00	0.00	11.36
Vehicles	90.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Books	90.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Local Fellowships	100.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Local Training	100.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Studies	100.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
NGOs	100.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL NON-RECURRING		0.00							0.00	10.56	1.30	0.94	0.84	0.00	0.00	13.63	
RECURRING		0.00															
Salaries	75.00%	0.28	0.00	160.00	178.00	190.00	200.00	200.00	200.00	0.00	49.28	59.81	69.16	78.40	84.00	89.60	430.25
Operation & Mtce.	75.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Building maintenanc	75.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECURRING									0.00	49.28	59.81	69.16	78.40	84.00	89.60	430.25	
TOTAL		0.00							0.00	59.84	61.10	70.10	79.24	84.00	89.60	443.88	

FUNDING BY SOURCE

Centre 334.45 75.46% 108.91 74.54% 443.88 100.00%

0.10 0.20 0.30 0.40 0.50 0.60

0.10 0.20 0.30 0.40 0.50 0.60

Central Share

State Share

1	2	3	4	5	6	7	total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	1.58	0.19	0.14	0.13	0.00	0.00	2.04
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	7.92	0.97	0.70	0.63	0.00	0.00	10.22
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	9.50	1.17	0.84	0.76	0.00	0.00	12.27
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	36.96	44.06	51.87	58.80	63.00	67.20	322.69
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	36.96	44.06	51.87	58.80	63.00	67.20	322.69

1	2	3	4	5	6	7	total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.18	0.02	0.02	0.01	0.00	0.00	0.23
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.88	0.11	0.08	0.07	0.00	0.00	1.14
0.00	0.00	0.06	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	1.06	0.13	0.09	0.08	0.00	0.00	1.36
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	12.32	14.95	17.29	19.60	21.00	22.40	107.56
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	12.32	14.95	17.29	19.60	21.00	22.40	107.56

0.00

0.00

46.46 46.02 52.71 59.56 63.00 67.20 334.95

0.00 0.00 15.08 17.38 19.68 21.00 22.40 108.53

NEW NFE CENTRES

COMPONENT

No. of new centres 0.00 100.00 100.00 100.00 0.00 0.00 0.00 100.00

	% Assistance	Unit Cost	Nos.							total	total							
			1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01		1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	total
Inflation Adjustent										0.00	0.10	0.20	0.30	0.40	0.50	0.60		
NON-RECURRING																		
Civil Works	90.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Professional Fees	100.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Furniture	90.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Equipment	90.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Educational Matl.	90.00%	0.016	0.00	100.00	100.00	100.00	0.00	0.00	0.00	100.00	0.00	1.76	1.92	2.08	0.00	0.00	0.00	5.76
Vehicles	90.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Books	90.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Local Fellowships	100.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Local Training	100.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Studies	100.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
NGOs	100.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL NON-RECURRING		0.00								0.00	1.76	1.92	2.08	0.00	0.00	0.00	5.76	
RECURRING																		
Salaries	75.00%	0.052	0.00	100.00	200.00	300.00	300.00	300.00	300.00		0.00	0.00	0.00	0.00	0.00	0.00		
Operation & Mtce.	75.00%	0.031	0.00	100.00	200.00	300.00	300.00	300.00	300.00		0.00	5.72	12.48	20.28	21.84	23.40	24.96	108.60
Building maintainan	75.00%	0.00									0.00	3.41	7.44	12.09	13.02	13.95	14.88	64.79
TOTAL RECURRING		0.00									0.00	9.13	19.92	32.37	34.86	37.35	39.84	173.47
TOTAL		0.00									0.00	10.89	21.84	34.45	34.86	37.35	39.84	179.23

FUNDING BY SOURCE

	Centre	% State	% total	%
Outlay	135.29	75.48%	43.94	24.52%
			179.23	100.00%

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	1.58	1.73	1.87	0.00	0.00	0.00	5.18
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	1.58	1.73	1.87	0.00	0.00	0.00	5.18
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	4.29	9.36	15.21	16.38	17.55	18.72	81.51
0.00	2.56	5.58	9.07	9.77	10.46	11.16	48.59
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	6.85	14.94	24.28	26.15	28.01	29.88	130.10
0.00	0.00	8.43	16.67	26.15	28.01	29.88	135.29

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.18	0.19	0.21	0.00	0.00	0.00	0.58
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.18	0.19	0.21	0.00	0.00	0.00	0.58
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	1.43	3.12	5.07	5.46	5.85	6.24	27.17
0.00	0.45	1.86	3.02	3.26	3.49	3.72	16.20
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	2.28	4.98	8.09	8.72	9.34	9.96	43.37
0.00	0.00	2.46	5.17	8.30	8.72	9.34	43.94

NEW BUILDINGS COMPONENT

No of new buildings 0.00 38.00 22.00 22.00 0.00 0.00 0.00 82.00

% Unit Cost Assistance	Nos.							Total
	1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	

Inflation Adjustment

NON-RECURRING

Civil Works	90.00%	2.25	0.00	38.00	22.00	22.00	0.00	0.00	0.00	82.00
Professional Fees	100.00%	0.00								0.00
Furniture	90.00%	0.00								0.00
Equipment	90.00%	0.00								0.00
Educational Matl.	90.00%	0.00								0.00
Vehicles	90.00%	0.00								0.00
Books	90.00%	0.00								0.00
Local fellowships	100.00%	0.00								0.00
Local training	100.00%	0.00								0.00
Studies	100.00%	0.00								0.00
NGOs	100.00%	0.00								0.00

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

TOTAL NON-RECURRING

RECURRING

Salaries	75.00%	0.00
Operation & Mtce.	75.00%	0.00
Building maintenanc	75.00%	0.00

TOTAL RECURRING

TOTAL 0.00

0.00	94.05	59.40	64.35	0.00	0.00	0.00	217.80
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	94.05	59.40	64.35	0.00	0.00	0.00	217.80

FUNDING BY SOURCE

	Centre	% State	% Total
Outlay	196.02	90.00%	21.78
			10.00%
			217.80
			100.00%

Central Share							
1	2	3	4	5	6	7	total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	84.65	53.46	57.92	0.00	0.00	0.00	196.02
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

0.00	84.65	53.46	57.92	0.00	0.00	0.00	196.02
0.00	0.00	0.00	0.00	0.00	0.00	0.00	

0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

0.00	0.00	84.65	53.46	57.92	0.00	0.00	196.02

State Share							
1	2	3	4	5	6	7	total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	9.41	5.94	6.44	0.00	0.00	0.00	21.78
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

0.00	9.41	5.94	6.44	0.00	0.00	0.00	21.78
0.00	0.00	0.00	0.00	0.00	0.00	0.00	

0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

0.00	0.00	9.41	5.94	6.44	0.00	0.00	21.78

ADDITIONAL ROOMS COMPONENT

No. of new rooms	0.00	25.00	75.00	11.00	0.00	0.00	0.00	111.00
No. of new teachers	0.00	25.00	75.00	11.00	0.00	0.00	0.00	111.00

	% Assistance	Unit Cost	1os.							Total													
			1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	Total						
Inflation Adjustent																	0.00	0.10	0.20	0.10	0.40	0.50	0.60
NON-RECURRING																							
Civil Works	90.00%	0.75	0.00	25.00	75.00	11.00	0.00	0.00	0.00	111.00	0.00	20.63	67.50	10.73	0.00	0.00	0.00	0.00	18.85				
Professional fees	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
Furniture	90.00%	0.01	0.00	25.00	75.00	11.00	0.00	0.00	0.00	111.00	0.00	0.28	0.90	0.14	0.00	0.00	0.00	0.00	1.32				
Equipment	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
Educational Matl.	90.00%									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
Vehicles	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
Books	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
Local Fellowships	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
Local Training	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
Studies	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
NGOs	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
TOTAL NON-RECURRING		0.00								0.00	0.00	20.90	68.40	10.87	0.00	0.00	0.00	181.17					
RECURRING		0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
Salaries	75.00%	0.28	0.00	25.00	100.00	111.00	111.00	111.00	111.00	0.00	7.70	33.60	40.40	43.51	46.62	49.73	221.56						
Operation & Mctce.	75.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
Building maintenance	75.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00					
TOTAL RECURRING		0.00								0.00	0.00	7.70	33.60	40.40	43.51	46.62	49.73	221.56					
TOTAL		0.00								0.00	0.00	28.60	102.00	51.27	43.51	46.62	49.73	321.73					

FUNDING BY SOURCE

	Centre	% State	% Total	%
Outlay	256.32	79.67%	65.41	20.33%
			321.73	100.00%

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	18.56	60.75	9.65	0.00	0.00	0.00	88.97
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.25	0.81	0.13	0.30	0.00	0.00	1.19
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	10.81	61.56	9.78	0.00	0.00	0.00	90.15
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	5.78	25.20	30.30	32.63	34.97	37.30	166.17
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	5.78	25.20	30.30	32.63	34.97	37.30	166.17
0.00	0.00	24.59	86.76	40.08	32.63	34.97	256.32

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	2.06	6.75	1.07	0.00	0.00	0.00	9.88
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.03	0.03	0.01	0.00	0.00	0.00	0.11
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	2.09	6.84	1.09	0.00	0.00	0.00	10.02
0.00	0.00	0.00	0.00	0.00	0.00	0.00	-0.00
0.00	1.93	8.40	10.10	10.88	11.66	12.43	55.39
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	1.93	8.40	10.10	10.88	11.66	12.43	55.39
0.00	0.00	4.02	15.24	11.19	10.88	11.66	65.41

AWARDS TO GROUPS		COMPONENT																		
No. of awards (blocks)				0.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	30.00								
				Nos.								total								
		% Unit Cost Assistance		1	2	3	4	5	6	7	total	1	2	3	4	5	6	7	total	
				94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		
Inflation Adjustment												0.00	0.10	0.20	0.30	0.40	0.50	0.60		
NON-RECURRING																				
Civil Works	90.00%	0.00									0.00									
Professional Fees	100.00%										0.00									
Furniture	90.00%	0.00									0.00									
Equipment	90.00%	0.00									0.00									
Educational Matl.	90.00%	0.00									0.00									
Vehicles	90.00%	0.00									0.00									
Books	90.00%	0.00									0.00									
Local Fellowships	100.00%	0.00									0.00									
Local Training	100.00%	0.00									0.00									
Studies	100.00%	0.00									0.00									
NGOs	100.00%	0.10		0.00	5.00	5.00	5.00	5.00	5.00	5.00	30.00	0.00	0.55	0.60	0.65	0.70	0.75	0.80	4.05	
TOTAL NON-RECURRING																				
RECURRING																				
Salaries	75.00%	0.00									0.00									
Operation & Mtce.	75.00%	0.00									0.00									
Building maintainan	75.00%	0.00									0.00									
TOTAL RECURRING																				
TOTAL		0.00																		

FUNDING BY SOURCE

Centre	%	Scale	%	Total	%
Outlay	4.05	100.00%	0.00	0.00%	4.05 100.00%

WORKSHOPS/SEMINARS COMPONENT

Nos. 5.00 5.00 5.00 5.00 5.00 5.00 5.00 35.00

% Unit Cost Assistance	Nos.							Total	Total							Total
	1	2	3	4	5	6	7		1	2	3	4	5	6	7	
	94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	

Inflation Adjustment

NON-RECURRING

Civil Works	90.00%	0.00						0.00
Professional fees	100.00%							0.00
Furniture	90.00%	0.00						
Equipment	90.00%	0.00						
Educational Matl.	90.00%	0.00						
Vehicles	90.00%	0.00						
Books	90.00%	0.00						
Local Fellowships	100.00%	0.00						
Local Training	100.00%	0.00						
Studies	100.00%	0.00						
NGOs	100.00%	0.01	5.00	5.00	5.00	5.00	5.00	35.00

	0.00	0.10	0.20	0.30	0.40	0.50	0.60	
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	0.05	0.06	0.06	0.06	0.07	0.08	0.08	0.46

TOTAL NON-RECURRING

0.00
0.00

0.05 0.06 0.06 0.06 0.07 0.08 0.08 0.46

RECURRING

Salaries	75.00%	0.00
Operation & Mtce.	75.00%	0.00
Building maintainan	75.00%	0.00

0.00 0.00 0.00 0.00 0.00 0.00 0.00

TOTAL RECURRING

0.00

0.00 0.00 0.00 0.00 0.00 0.00 0.00

TOTAL

0.00

0.05 0.06 0.06 0.06 0.07 0.08 0.08 0.46

FUNDING BY SOURCE

Centre	% State	% Total
Outlay	0.46 100.00%	0.00 0.46 100.00%

REPAIRS COMPONENT		Nos.							Total								
	% Unit Cost Assistance	1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	Total	1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	Total
Major repairs -nos.		0.00	46.00	110.00	120.00	0.00	0.00	0.00	276.00								
Inflation Adjustent										0.00	0.10	0.20	0.30	0.40	0.50	0.60	
NON-RECURRING																	
Civil Works	90.00% 0.50	0.00	46.00	110.00	120.00	0.00	0.00	0.00	276.00	0.00	25.30	66.00	78.00	0.00	0.00	0.00	169.30
Professional fees	100.00% 0.00																
Furniture	90.00% 0.00																
Equipment	90.00% 0.00																
Educational Matl.	90.00% 0.00																
Vehicles	90.00% 0.00																
Books	90.00% 0.00																
Local Fellowships	100.00% 0.00																
Local Training	100.00% 0.00																
Studies	100.00% 0.00																
NGOs	100.00% 0.00																
TOTAL NON-RECURRING										0.00	25.30	66.00	78.00	0.00	0.00	0.00	169.30
RECURRING										0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Salaries	75.00% 0.00																
Operation & Mtce.	75.00% 0.00																
Building maintainan	75.00% 0.00																
TOTAL RECURRING										0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL	0.00									0.00	25.30	66.00	78.00	0.00	0.00	0.00	169.30

FUNDING BY SOURCE

	Centre	% State	% total	%
Outlay	152.37	90.00%	16.93	10.00%
				169.30
				100.00%

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.50	
0.00	22.77	59.40	70.20	0.00	0.00	0.00	152.37
0.00	22.77	59.40	70.20	0.00	0.00	0.00	152.37
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	22.77	59.40	70.20	0.00	0.00	152.37

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	2.53	6.60	7.80	0.00	0.00	0.00	16.93
0.00	2.53	6.60	7.80	0.00	0.00	0.00	16.93
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	2.53	6.60	7.80	0.00	0.00	16.93

SCHOOL CONTINGENCY & TEACHING MATERIAL Nos.

886.00 911.00 918.00 924.00 924.00 924.00 924.00 6411.00

% Unit Cost Assistance

Nos.

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

Total

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

Inflation Adjustaent

0.00 0.10 0.20 0.30 0.40 0.50 0.60

NON-RECURRING

Civil Works 90.00% 0.00
Professional fees 100.00% 0.00
Furniture 90.00% 0.00
Equipment 90.00% 0.00
Educational Matl. 90.00% 0.01
Vehicles 90.00% 0.00
Books 90.00% 0.00
Local Fellowships 100.00% 0.00
Local training 100.00% 0.00
Studies 100.00% 0.00
NGOs 100.00% 0.00

886.00 911.00 918.00 924.00 924.00 924.00 924.00 6411.00

0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00
8.86 10.02 11.02 12.01 12.94 13.86 14.78 83.49
0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00
0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00
0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00
0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00
0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00

TOTAL NON-RECURRING

0.00
0.00

8.86 10.02 11.02 12.01 12.94 13.86 14.78 83.49

RECURRING

Salaries 75.00% 0.00
Operation & Mtce. 75.00%
Building maintainan 75.00% 0.01

886.00 911.00 918.00 924.00 924.00 924.00 924.00

0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00
0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00
8.86 10.02 11.02 12.01 12.94 13.86 14.78 83.49

TOTAL RECURRING

8.86 10.02 11.02 12.01 12.94 13.86 14.78 83.49

TOTAL

0.00

17.72 20.04 22.03 24.02 25.87 27.72 29.57 166.98

FUNDING BY SOURCE

Centre % State % Total %
Dudhau 137.76 82.50% 29.22 17.00% 166.98 100.00%

ECCE COMPONENT		Year 1							Year 2,3									
No. of Projects-nen (200 schools)		0.00	1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00					
Trg.costs	Year 1	1.92		Year 2,3		Nos.						Total						
	% Assistance	Unit Cost	1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
			94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
Inflation Adjustent											0.00	0.10	0.20	0.30	0.40	0.50	0.60	
NON-RECURRING																		
Civil Works	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Professional Fees	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Furniture	90.00%	3.02	0.00	1.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	3.32	0.00	0.00	0.00	0.00	0.00	3.32
Equipment	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Educational Matl.	90.00%	2.03	0.00	1.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	2.23	0.00	0.00	0.00	0.00	0.00	2.23
Vehicles	90.00%	0.00																
Books	90.00%	0.00																
Local Fellowships	100.00%	0.00																
Local Training	100.00%	0.00									0.00	1.92	0.51	0.51	0.51	0.51	0.51	4.47
Studies	100.00%	0.00																
NGOs	100.00%	0.00																
TOTAL NON-RECURRING		0.00								0.00	7.48	0.51	0.51	0.51	0.51	0.51	0.51	10.01
RECURRING		0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Salaries	75.00%	14.40	0.00	1.00	1.00	1.00	1.00	1.00	1.00	0.00	15.04	17.20	10.72	20.16	21.60	23.04	116.64	
Operation & Mtce.	75.00%	2.01	0.00	1.00	1.00	1.00	1.00	1.00	1.00	0.00	2.21	2.41	2.61	2.01	3.02	3.22	16.20	
Building maintainan	75.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL RECURRING		0.00								0.00	10.05	19.69	21.33	22.97	24.62	26.26	132.92	
TOTAL		0.00								0.00	25.53	20.20	21.04	23.40	25.13	26.77	142.95	

FUNDING BY SOURCE

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

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	2.99	0.00	0.00	0.00	0.00	0.00	2.99
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	2.01	0.00	0.00	0.00	0.00	0.00	2.01
0.00	1.92	0.51	0.51	0.51	0.51	0.51	4.47
0.00	6.92	0.51	0.51	0.51	0.51	0.51	9.47
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	11.88	12.96	14.04	15.12	16.20	17.28	87.40
0.00	1.66	1.81	1.96	2.11	2.26	2.41	12.21
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	13.54	14.77	16.00	17.23	18.46	19.69	98.69
0.00	0.00	20.46	15.20	16.51	17.74	18.97	109.16

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

TRAINING COMPONENT								
BRCs, TRCs,								
Total blocks			5.00	0.00	0.00	0.00	0.00	0.00
COSTS (Rs 000)	Furniture	Equipment	Prof. Fee	training Sal.				
TRC (10/block)	5.00	5.00	10.00	2.00	22.50			
BRC	15.00	10.00	25.00	35.00	30.00	15.00		
Total/block	05.00	00.00	25.00	135.00	50.00	240.00		

	% Unit Cost Assistance	Nos.							total	total						
		1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01		1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01
Inflation Adjustent									0.00	0.10	0.20	0.30	0.40	0.50	0.60	
NON-RECURRING																
Civil Works	90.00% 3.00	5.00						5.00	15.00	0.00	0.00	0.00	0.00	0.00	0.00	15.00
Professional Fees	100.00% 0.25	5.00	5.00	5.00	5.00	5.00	5.00	35.00	1.25	1.38	1.50	1.63	1.75	1.88	2.00	11.38
Furniture	90.00% 0.65	5.00						5.00	3.25	0.00	0.00	0.00	0.00	0.00	0.00	3.25
Equipment	90.00% 0.60	5.00						5.00	3.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00
Educational Matl.	90.00% 0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Vehicles	90.00% 0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books	00.00% 0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Fellowships	100.00% 0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.00% 1.35	5.00	5.00	5.00	5.00	5.00	5.00	35.00	6.75	7.43	8.10	8.78	9.45	10.13	10.80	61.43
Studies	100.00% 0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
HGBs	100.00% 0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL NON-RECURRING									29.25	8.80	9.60	10.40	11.20	12.00	12.80	94.05
RECURRING																
Salaries	75.00% 0.50	5.00	5.00	5.00	5.00	5.00	5.00	5.00	2.50	2.75	3.00	3.25	3.50	3.75	4.00	22.75
Operation & Mtce.	75.00% 2.40	5.00	5.00	5.00	5.00	5.00	5.00	5.00	12.00	13.20	14.40	15.60	16.80	18.00	19.20	109.20
Building maintainan	75.00% 0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECURRING									14.50	15.95	17.40	18.85	20.30	21.75	23.20	131.95
TOTAL									43.75	24.75	27.00	29.25	31.50	33.75	36.00	226.00

FUNDING BY SOURCE

	Centre	% State	% total	%
Outlay	190.89	84.46%	35.11	15.54%
				226.00
				100.00%

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
13.50	0.00	0.00	0.00	0.00	0.00	0.00	13.50
1.25	1.38	1.50	1.63	1.75	1.88	2.00	11.38
2.93	0.00	0.00	0.00	0.00	0.00	0.00	2.93
2.70	0.00	0.00	0.00	0.00	0.00	0.00	2.70
2.30	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5.75	7.13	8.10	8.78	9.45	10.13	10.80	61.43
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
27.13	8.80	9.60	10.40	11.20	12.00	12.80	91.93
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1.88	2.06	2.25	2.44	2.63	2.81	3.00	17.06
9.00	9.90	10.80	11.70	12.60	13.50	14.40	81.90
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10.88	11.36	13.05	14.14	15.23	16.31	17.40	98.96
0.00	38.00	20.76	22.65	24.54	26.43	28.31	30.20, 190.89

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
1.50	0.00	0.00	0.00	0.00	0.00	0.00	1.50
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.33	0.00	0.00	0.00	0.00	0.00	0.00	0.33
0.30	0.00	0.00	0.00	0.00	0.00	0.00	0.30
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2.13	0.00	0.00	0.00	0.00	0.00	0.00	2.13
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.63	0.60	0.75	0.81	0.88	0.94	1.00	5.69
3.08	3.36	3.60	3.90	4.20	4.50	4.80	27.30
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3.63	3.99	4.35	4.71	5.08	5.44	5.80	32.99
0.00	5.75	3.99	4.35	4.71	5.08	5.44	5.80 35.11

DIET STRENGTHENING COMPONENT

	% Assistance	Unit Cost	Nos.							Total	Total						
			1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01		1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01
Inflation Adjustoent										0.00	0.10	0.20	0.30	0.40	0.50	0.60	
NON-RECURRING																	
Civil Works	90.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Professional Fees	100.00%	1.00	1.00	1.00	1.00	1.00	1.00	7.00		1.00	1.10	1.20	1.30	1.40	1.50	1.60	3.10
Furniture	90.00%	2.00	1.00					1.00		2.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00
Equipment	90.00%	5.00	1.00					1.00		5.00	0.00	0.00	0.00	0.00	0.00	0.00	5.00
Educational Matl.	90.00%	0.20	1.00	1.00	1.00	1.00	1.00	7.00		0.20	0.22	0.24	0.26	0.28	0.30	0.32	1.82
Vehicles	90.00%	2.25	1.00	1.00				2.00		2.25	2.48	0.00	0.00	0.00	0.00	0.00	4.73
Books	90.00%	5.00	1.00					1.00		5.00	0.00	0.00	0.00	0.00	0.00	0.00	5.00
Local Fellowships	100.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.00%	2.15	1.00	1.00	1.00	1.00	1.00	7.00		2.15	2.37	2.58	2.80	3.01	3.23	3.44	13.57
Studies	100.00%	0.30	1.00	1.00	1.00	1.00	1.00	7.00		0.30	0.33	0.36	0.39	0.42	0.45	0.48	2.73
NGOs	100.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL NON-RECURRING		0.00						0.00		17.90	6.49	4.38	4.75	5.11	5.48	5.84	49.94
RECURRING		0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Salaries	75.00%	0.00						0.00									
Operation & Mtce.	75.00%	0.00						0.00									
Building maintenanc	75.00%	0.00						0.00									
TOTAL RECURRING		0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL		0.00						0.00		17.90	6.49	4.38	4.75	5.11	5.48	5.84	49.94

FUNDING BY SOURCE

	Centre	%	State	%	Total	%
Outlay	48.09	96.29%	1.85	3.71%	49.94	100.00%

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1.00	1.10	1.20	1.30	1.40	1.50	1.60	3.10
1.80	0.30	0.00	0.00	0.00	0.00	0.00	1.80
4.50	0.00	0.00	0.00	0.00	0.00	0.00	4.50
0.18	0.20	0.22	0.23	0.25	0.27	0.29	1.64
2.03	2.23	0.00	0.00	0.00	0.00	0.00	4.25
4.50	0.00	0.00	0.00	0.00	0.00	0.00	4.50
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2.15	2.37	2.58	2.80	3.01	3.23	3.44	19.57
0.30	0.33	0.35	0.39	0.42	0.45	0.48	2.73
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
16.46	6.22	4.36	4.72	5.08	5.45	5.81	48.09
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	16.46	6.22	4.36	4.72	5.08	5.81	48.09

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

HIS COMPONENT

	% Assistance	Unit Cost	Nos.							Total	Total						
			1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01		1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01
Inflation Adjustent										0.00	0.10	0.20	0.30	0.40	0.50	0.50	
NON-RECURRING																	
Civil Works	90.00%	0.50	1.00						1.00	0.50	0.00	0.00	0.00	0.00	0.00	0.00	
Professional Fees	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Furniture	90.00%	0.70	1.00						1.00	0.70	0.00	0.00	0.00	0.00	0.00	0.00	
Equipment	90.00%	1.70	1.00						1.00	1.70	0.00	0.00	0.00	0.00	0.00	0.00	
Educational Matl.	90.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Vehicles	90.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Books	90.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Local Fellowships	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Local Training	100.00%	1.80	1.00	1.00	1.00	1.00	1.00	1.00	7.00	1.80	1.98	2.16	2.34	2.52	2.70	2.88	
Studies	100.00%	0.90							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
NGOs	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL NON-RECURRING		0.00							0.00	7.70	1.98	2.16	2.34	2.52	2.70	2.88	
RECURRING		0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Salaries	75.00%	0.96	1.00	1.00	1.00	1.00	1.00	1.00	8.74	0.96	1.06	1.15	1.25	1.34	1.44	1.54	
Operation & Mtce.	75.00%	2.85	1.00	1.00	1.00	1.00	1.00	1.00	25.94	2.85	3.14	3.42	3.71	3.99	4.28	4.56	
Building maintainan	75.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL RECURRING		0.00							0.00	3.81	4.19	4.57	4.95	5.33	5.72	6.10	
TOTAL		0.00							0.00	11.51	6.17	6.73	7.29	7.85	8.41	8.98	

FUNDING BY SOURCE

	Centre	%	State	%	Total	%
Outlay	47.69	83.74%	9.26	16.26%	56.95	100.00%

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.45	0.00	0.00	0.00	0.00	0.00	0.00	0.45
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.53	0.00	0.00	0.00	0.00	0.00	0.00	0.53
4.23	0.00	0.00	0.00	0.00	0.00	0.00	4.23
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1.80	1.98	2.18	2.34	2.52	2.70	2.88	16.38
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7.11	1.98	2.16	2.34	2.52	2.70	2.88	21.69
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.72	0.79	0.86	0.94	1.01	1.08	1.15	6.55
2.14	2.35	2.57	2.78	2.99	3.21	3.42	19.45
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2.86	3.14	3.43	3.71	4.00	4.29	4.57	26.00
0.00	9.97	5.12	5.59	6.05	6.52	6.99	47.69

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

MANAGEMENT	COMPONENT			
	Nos			
Blocks	5.00			
Costs (Rs lakh)	Sal.	Htce.	Equipment	Vehicle
Block	0.50	0.20	0.60	
Dists	5.50	1.50	2.50	2.25
Total	8.00	2.50	5.50	2.25

	% Assistance	Unit Cost	Nos.							Total	Total						
			1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01		1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01
Inflation Adjustment										0.00	0.10	0.20	0.30	0.40	0.50	0.60	
NON-RECURRING																	
Civil Works	90.00%	0.00															0.00
Professional Fees	100.00%	0.00															0.00
Furniture	90.00%	0.00															0.00
Equipment	90.00%	5.50	1.00							1.00							5.50
Educational Matl.	90.00%	0.00															0.00
Vehicles	90.00%	2.25	1.00							1.00							2.25
Books	90.00%	0.00															0.00
Local Fellowships	100.00%	0.00															0.00
Local Training	100.00%	0.00															0.00
Studies	100.00%	0.00															0.00
NGOs	100.00%	0.00															0.00
TOTAL NON-RECURRING		0.00								7.75	0.00	0.00	0.00	0.00	0.00	0.00	7.75
RECURRING		0.00															
Salaries	75.00%	8.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	8.00	8.80	9.60	10.40	11.20	12.00	12.80	72.80
Operation & Htce.	75.00%	2.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.50	2.75	3.00	3.25	3.50	3.75	4.00	22.75
Building maintainan	75.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECURRING		0.00								10.50	11.55	12.60	13.65	14.70	15.75	16.80	35.55
TOTAL										18.25	11.55	12.60	13.65	14.70	15.75	16.80	103.30

100% SOURCE

Centre	%	State	%	Total	%
78.51	75.00	24.56	21.87	104.00	100.00

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
							0.00
							0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4.95	0.00	0.00	0.00	0.00	0.00	0.00	4.95
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2.03	0.00	0.00	0.00	0.00	0.00	0.00	2.03

6.98	0.00	0.00	0.00	0.00	0.00	0.00	6.98

6.00	6.60	7.20	7.80	8.40	9.00	9.60	54.60
1.88	2.06	2.25	2.44	2.63	2.81	3.00	17.06
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

7.88	8.66	9.45	10.24	11.03	11.81	12.60	71.66

14.85	8.56	9.45	10.24	11.03	11.81	12.50	78.54

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
							0.00
							0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.55	0.00	0.00	0.00	0.00	0.00	0.00	0.55
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.23	0.00	0.00	0.00	0.00	0.00	0.00	0.23

0.78	0.00	0.00	0.00	0.00	0.00	0.00	0.78

2.00	2.20	2.40	2.60	2.80	3.00	3.20	18.20
0.63	0.69	0.75	0.81	0.88	0.94	1.00	5.69
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

2.63	2.89	3.15	3.41	3.68	3.94	4.20	23.89

3.40	2.89	3.15	3.41	3.68	3.94	4.20	24.66

C H A P T E R - V I I

MONITORING AND REVIEW

Intense evaluation for achieving the targets of universal primary education is a must. A well planned evaluation programme will facilitate achieving the goals of such an all pervasive universal programme with vast strategy component including multitudes of learners, teachers and schools. Some of the problems of monitoring and evaluation are as follows :-

1. Lack of proper understanding in respect of components Worthy of evaluation at different levels.
2. Collection of superfluous data which have no relevance.
3. Lack of proper understanding and analysis of the data investigated.
4. Lack of understanding of the problems relating to collection of data at the village level and that of co-ordination between teachers and administration.
5. Lack of understanding arising out of time frame in the monitoring mechanism.

A careful evaluation in view of the above points will be meaningful.

Evaluation - Frame Work :

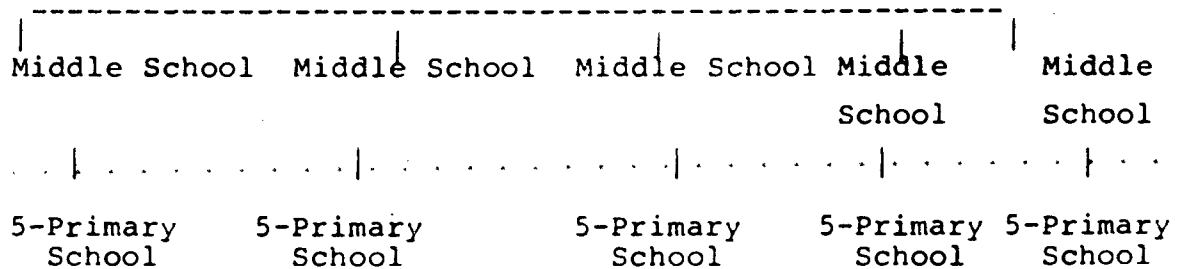
It has Three structural component At District level.

- (a) Dy. Director, Education, Asstt. Director and Asstt. District Inspector of Schools.
- (b) School complex

(c) Distt. Institute of Education and Training (D.I.E.T.)

Nature of evaluation largely depends on the organisational frame work of the district.

School Complex Frame Work



Note : 1. The range of school complex monitoring shall be 5 Km .

2. All the primary and Middle with in 8 Km range shall have one school complex.

(a) It will be worth while and effective to carry on administrative monitoring by the Distt. unit comprising of the Dy. Director of Education and his subordinate officials.

(b) Within the school complex, each Principal Higher Secondary and High School will review the progress of school in accordance with the enclosed table.

(c) The academic and learning process of schools may be under the supervision of D.I.E.T.

Level	Persons needed and the department to which attached.
Distt. Control Room	Dy. Director, Asstt. Director, and A.D.I.S.
Block project Control Room	Block Education Officer, A.D.I.S. and Project Officer (Non-formal Education)
Dy. Project Co-ordinator	One Co-ordinator per ten village schools and Circle Head Master etc.

11)

Village/Ward Co-ordinator	One Volunteer
Member of Voluntary Agencies	Service of persons nominated by Voluntary agencies

It is also necessary to arrange for monitoring physical and financial progress of the project for universal primary education. Along with monitoring the status of academic learning process at different levels the mode of maintenance of material and proper discharge of duties have got to be eyed upon and timely suggestions to be offered. During supervision a corrective and suggestive approach in view of prevailing condition, is advisable.

It is worth while to ascertain whether persons involved in the project sincerely are discharging their duties during the required time frame or not. For this co-operation all the teachers from district level down wards, dedicated workers of voluntary organisation and influential persons of locality will be needed. Monitoring is a continuous process. In absence of it, the progress may slacken down. It has got to be regular.

regular supervision by school complex and DIET will be needed for monitoring and exercising vigilance on the on going activities at the cluster level. Preparing well planned evaluation report for a cluster of ten village schools and transmitting the progress on wards to the next higher office will have to be regularised. Supervision from time to time by the division and state level bodies is also proposed.

Interventions needed in monitoring and evaluation procedure.

After a thorough review of activities in progress, the problem areas and remedial measure shall be listed in the plan of action. In the administrative set up special observance of the time frame shall be insisted upon. Geographical conditions will also be taken into consideration. In view of the social norms of remote areas of the district, teaching methodology will be modulated and teacher will be instructed accordingly. Seasonal migratory areas will be allowed certain flexibility. Their monitoring programme will vary accordingly.

Schools And Learner Wise Monitoring

Level	Learner	Teacher	Village included	Project co-ordinator	Block	Distt.
Village	45	1	2	1	1	1
Sub-Project	-	5	3	1	-	-
Block	-	-	-	1	1	-
District	-	-	all	5	5	entire district

Participation Committees

An organisation has been proposed to be set up at the village level. This will include influential persons and women workers of the area who will assist in achieving maximum enrolment of girl which is a real problem and also direct the course of education in their village.

Administrative Roll

Machinery prove to be an intrinsic instrument for monitoring progress of the project. For monitoring and

evaluation, selection of officers and their responsibilities have been fixed at various level. These officers will transmit information to higher levels in turn and also help in solving problems. The administrative machinery has to contribute towards frequent monitoring and reviewing of District primary education Programme at all levels without any specific role.

Level of Monitoring

Monitoring of programmes will be done at all levels. Frequency of monitoring may be monthly to quarterly. The following table shows proposed arrangements for monitoring at different levels with officers Incharge :-

Level	Officer I/C	Assistant	Report and consul- -tation
Village	Village Co-ordinator (Voluntary)	Chief Instructor (Circle Head Master)	Village Organisation (School Comp)
Sub-Project	Dy.Project Co-ordinator	Resource Person Managing information System, Academic evaluation	Sub-Project D.I.E.T.
Block	Block Development Officer	Key Resource Person Project academic evaluation.	Block
District	Dy. Director Asstt. Director	Key Resource Person, Academic Learning Process	Distt. Organisation

Problem Solving And Levels of Monitoring

At each level, officer in charge monitoring by employing various touch stone methods of evaluation

and at

times exercising interventions in the event of unsatisfactory progress, shall assess the progress and identify problems.

It will be worth while to solve problems at the same level. This implies that the officer incharge monitoring should be trained to meet any challenge at that level whatsoever.

Facilities for assessing minimum level of learning should be ensured to schools. Each succeeding unit should be taken up only after successful completion of the preceding unit. Weak and mentally retarded children should be given intense remedial teaching separately.

The datas of District Primary Education Programme progress supplied by each block should be scrutinised in the District control Room and Warning sounded in the light of the short-comings found at the sub-project level. The following points claim our attention.

- (i) Evaluation of the progress and problem areas.
- (ii) Intervention and proper assistance towards meeting the problems of a lower level that can not be overcome at that level.
- (iii) Need for training of persons I/C Monitoring at a lower level for equipping them to meet any challenge.

Points Worthy of Evaluation and Review

Survey

Environment building activities and their impact

Training

production and distribution of materials

Enrolment of non-school going children and assessment of their progress.

Regular and active involvement of workers and participatory agencies at all levels.

Method of Collecting Datas

1. At Village level

(a) Round - The Circle Tour :-

Village organiser/co-ordinator or Circle Head Master shall visit village schools. Members of the school-complex and other volunteers shall also accompany them.

(b) Meeting of the Members of Voluntary Bodies :

The village education committee, parents, association or members of school development committee will hold periodical meeting to assess progress of the District Primary Education in their village. They will be vigilant about regular attendance in schools.

The role of voluntry bodies is no less important. They may be useful in what follows :-

1. Suggesting future plan of action
2. Development and sustaining motivation in the village
3. Creating opportunities for collaboration if allowed to express their opinions and problems frankly.
4. Collecting datas
5. Organising meeting of village committee.

Types of Monitoring

Primifacic Monitoring :

This will be based on the first information

report in matters such as enrolment figures, whether regular or not and the like.

regular Monitoring :

This include monitoring such essentials as progressing enrolment, minimum level of learning and regular attention and working mode of monitoring staff.

Mid - Term Monitoring

This will be conductd during regular monitoring. It is meant to collect overall progress report and such details as are not covered by regular monitoring. Mid-term monitoring should be conducted as an intensive.

Bi-Annual Monitoring :

This should be conducted towards Mid and the end of the year. In addition to these joint review by state, central Govt. and External agency is also proposed.

Evaluation of over all project and that of the impact of individual programmes should be conducted. For this, other proposed agencies will be brought in rapport with the project machiery in shouldering responsibilities of Monitoring and Review.

CHAPTER - VIIIPROJECT - RISK1. BASIC ASSUMPTION :

The main factors responsible for poor quality of primary education were :-

1. Poverty of the country
2. Indifference towards primary education and mother tongue.
3. Indifference towards development Scheme in rural areas.
4. Unsuitable Economic Policy

Other than above, following factors are also responsible for non spreading of primary education among masses.

1. Political factors :- Due to political disturbances of after independence, no stable educational policy could be implemented.
2. Geographical factors :- In this country population spreaded in large number of small villages. Compulsory education efforts received a set back.
3. Social factors :- Untouchability social and economical inequalities, child marriages, children either do not go to school or leave schooling before completing 5 years.
4. Administrative factors :- Children have to assist their parents in their occupations or to look after siblings, when the parents are out to earn livelihood.

2. COMPULSORY PRIMARY EDUCATION HAS NO ATTRACTION FOR
FOR THE CHILDREN :

Primary education is mechanical, stereo type and bookish in nature, lay stress on rote memorization, hence it does not cater to the needs, taste, emotions of the child and creative urges do not find any place in this traditional type of primary education. This resulted in the wastage and stagnation in primary education. All this has led to non-achievement of targets in primary education. Hardly 50% of the child population could reap the benefits of primary education.

IRREGULAR ATTENDANCE AND LACK OF EDUCATIONAL
SUPERVISION;

The primary education was not attractive enough to retain the children for the specific period. This led to irregular attendance and drop outs. The supervisor - School ratio is 1:60, which is too irrational for effective supervision and proper functioning of the school.

LEVEL OF EDUCATION :

The level of learning in the primary school is very low and day by day it is worsening. This in turn is degrading the level of achievement in middle and higher secondary level.

LACK OF EDUCATION AMONG THE PARENTS :

Parents and guardians of the children are illiterate, hence there is no supportive environment at home for education of their wards.

STAGNATION :

Stagnation of a child in a class for more than one year snatched away all his charm and relish for education resulting in his early dropping out from school.

LOW RELEVANCE OF PRIMARY EDUCATION TO THE NEEDS OF COMMUNITY :

While framing the syllabus specific localities and their conditions were not given any attention. Thus both syllabus and education imparted according to it cease to have any relevance to the community.

LACK OF MOTIVATION AND COMPETENCE AMONG TEACHERS AND EDUCATIONAL ADMINISTRATORS :

Traditional system of teacher's training could not develop in teachers, high moral values, motivation, sense of duty proper to their profession. Lack of professional competency adversely effected the propogation of primary education.

LACK OF COMMUNITY PARTICIPATION AND SUPPORT IN PRIMARY EDUCATION

In primary and management of primary education, local community had little or no say. Consequently it has no sense of belongingness and involvement. The parents had little interest in the education of their ward.

LOW STATUS OF WOMEN AND GIRLS :

Due to illiteracy women could not enjoy benefitting social status. In rural areas, their status was all the more deplorable. The community was totally indifferent towards the education of girls.

INADEQUATE CHILD CARE AND LACK OF EDUCATIONAL FACILITIES :

On account of superstitions, prevailing taboos, more so in rural ares, health aspect as well as proper treatment of children was sadly neglected. The children are ill fed and under nourished . As they grow old they help their parents in their traditional job. The rural areas, thus provide no spur for education. Moreover, educational facilities in villages were quite negligible.

POVERTY :

Poverty was the chief factor responsible for illiteracy among rural folk. Urban areas were also no less stricken by poverty. Most of the children were compelled to give up schooling due to poverty.

NON-AVAILABILITY OF PRIMARY EDUCATION :

In the remote areas, there were no schools. Approach roads and means of transport were limited. Thus normal facilities of education were hardly within their reach.

UNSATISFACTORY QUALITY OF PRIMARY EDUCATION :

The primary education was not attractive. It was a burden on learners and their parents. It was deficient in quality and showed no relevance to genuine interest of the community and to the country at large.

SERIOUS WEAKNESS IN EDUCATION PLANNING AND ADMINISTRATIVE MACHINERY:

There has been little co-ordination between educational planning and administration. Very few in-service training programmes were arranged. For this reason, supervisory work was very poor and inadequate and hence non achievement of project goals.

INADEQUATE INVESTMENT AND RESOURCES :

Inadequate funds were made available for primary education. For construction and repairs of school buildings the allotment was insufficient. There was also paucity of teaching materials and other resources. All this went into low level of achievement.

RISK INHERENT IN THE PROJECT :

In this project, the following point will have to be taken into consideration in view of the risks involved in the project :-

- (i) Proper environment building for motivating parents and guardians towards DPEP.
- (ii) Construction of low cost but attractive school buildings as per local conditions. Notwithstanding the limitation of 24% of the total budget for this purpose, efforts will have to be made to get the best possible. school building constructed at minimum cost.
- (iii) In the building constructed at minimised cost co-operation of the local community will have to be sought.
- (iv) This step will not only economize investments but also contribute towards environment building and community involvement will be appreciated.
- (v) All the programme will be accomplished in a time bound manner as per district plan. Monitoring and evaluation will have to discharge their duties regularly and honestly.
- (vi) Special attention will be paid to regular attendance. If regular attendance and learning process remains child centred, DPEP goals will be within reach, otherwise the project may pose problems.

STEPS TO MINIMISE THE RISKS :

It is of utmost importance to minimise risks in DPEP. The following steps are proposed :-

- (1) Bring about a change in the out look of members of the community and sensitizing them to the vital importance and utility of education in their life.
- (2) Proper implementation of District Primary Education programme in the light of following strategy point will minimise the risks.

- (i) Make teaching learning process time bound and effective.
- (ii) Improving teachers motivation, morale and competence.
- (iii) Implementing a system of incentive and rewards to outstanding teachers for their good performance.
- (iv) The District level committee of DPEP will also supervise implementation of this programme. Follow-up programmes will continue. Proper vigilance will be exercised so that the teachers morale is boosted up and full co-operation of parents is ensured. Under no circumstances, the enrolment should be allowed to drop.
- (v) All the departments should join hands and work together with a missionary zeal.
- (vi) In order to make education effective computerized Education system is proposed to be introduced.
- (vii) There has to be no gap between programmes
- (viii) Administrative system should be strengthened.
- (ix) Under this project, Govt. teachers, and community should work together in Unison.
- (x) It is to be seen that adequate financial and human resources are made available without a gap.

APPENDIX.

PROCESS OF PLAN PREPARATION

It is a matter of great privilege for the Panna District that it has been included in DPEP programme. In the month of June 1993 plan was prepared of the Panna district and was sent to The Central Government.

On the basis of the report of "Pre approval Mission" and "Guidelines for District Planning under the DPEP" it has to be modified. For this an orientation programme was held for the Deputy Director of 19 DISTRICTS, where this programme is going to be started alongwith their Joint Directors at Bhopal on 10th and 11th Dec. 1993. In this programme the "Guidelines for District plan for DPEP" and "State Level Intervention & Policy consideration" was given with the instructions to make the revised District Plan on the basis of the instructions given in these two records.

cont'd.

DISTRICT LEVEL AUTONOMOUS SOCIETY: DISTRICT AND BLOCKP A N N A

Chairperson - Collector : SHRI M.K. SINGH
 Vice Chairperson-CEO, Zila Panchayat. : -

Members-

1. Deputy Director, Education : Shri T.N. Mahrotra
2. Principal DIET : Shri M.M. Sharma
3. Assistant Commissioner/
District Organiser, SC, ST,
BC Welfare. : Shri P.C. Karbariya
4. District Women & Child Dev.
Officer. : Shri mati S.D. Dubey
5. Deputy Director, Panchayat
& social Welfare. : Shri R.S. Pandey
6. Secretary, Zila Saksharata
Samiti (if in existence) : Dr. Maqbool Ahmed
7. Chief Medical Officer : Smt. Veena sinha
8. A.E. RES. : Shri R.S. Shrivastava
9. District Level Officer of
Publicity Department. : Shri D.R. Taram
10. Eight Representatives of
following categories to be
nominated by the Collector
for their significant contri-
bution in their respective
fields.
 - (i) Pre-Primary & Primary
School 2 (atleast one
Treasurer). : Shri Ram Pyare Gupta
Smt. Meena Pateriva
 - (ii) NFE Personnel. : Shri M.L. Soni.
Project Officer.
 - (iii) Educationists, Elementary
Teacher Educators &
Educational workers. : Shri M,. Rai.

// 2 //

- (iv) Social Worker : Shri Ambika Pd. Khare
- (v) Woman working in the area : Shrimati Deepa Bose.
of Women's education &
Dev.
- (vi) Person working in the area : Shri Bhaktiya Pd. Choudhery
of education for SC, ST
or Disabled children. :
- (vii) NGOs. : Shri U.P. Shrivastava
11. Two persons to be nominated : Shri U.S. Chaturvedi
by the State level Society for
their contribution to or J.D. Bhopal.
expertise in areas relevant to
UPE (of who at least one shall
be a woman).
12. Two persons to be nominated : 1. Shri J.P. Tiwari,
by the Collector from amongst
the Chairpersons & CEOs of S.D.M. Pawai.
Block Units. 2. B.D.O. , Gunour.
13. All members of the ZP : ---
Standing committee on
Education:
- Member Secretary- CEO of the : Shri T.N. Mehrotra,
District Unit. Dy. D, Education,
Panna.

**

A cell was established in the office of the Deputy Director, Education for preparing the plan, which was to collect the necessary informations from this and other concerning offices and complete the concerning proformas.

1. Shri M.M.Sharma, Principal, DIET.
2. Shri Krishna R. Sahastra buddhe; Incharge Accountant, Deputy Director, Office Panna.
3. Shri M. Rai, Lecturer, DIET.
4. Shri Ram Pyare Gupta, Assistant Teacher.
5. Shri Govind Pd. Vishwakarma, Asistant Teacher.
6. Shri Kapil Kumar Shrivastava.

All the eight chapters were prepared by Shri M.M. Sharma, and the six Chapter by Shri T.N. Mehrotra, Dy. Director, and also the Appendix was prepared by him. All the chapters were translated from English to Hindi by Shri Ambika Prasad Khare. The action plan was prepared by Shri T.N. Mehrotra and its proformas were completed by the Special cell of the office. Just as the District Plan Group was constituted in the same way in each of the 5 blocks

Cells were formed.

FIRST MEETING OF THE DISTRICT PLANNING COMMITTEE, PANNA

The First Meeting of the District Primary Education Programme was held on the 27th Dec.'93 in the meeting hall of D.R.D.A. under the Chairmanship of Shri M.K. Singh, I.A.S. the Collector, Panna, which was attended by 24 members.

At the outset the Deputy Director of Education, threw light on the purpose, objective and the subject matter of the meeting, after which each of the members gave his introduction to the Chairperson.

The Collector, emphasising the significance of D.P.E.P. read out the remarks received from Bhopal after the assessment of the previous Project of D.P.E.P. for this district which was prepared in April-May 1993, and expressed his satisfaction.

Mention was made of the work done by Shri M.M. Sharma, Principal DIET in respect of F.P.E.P.-Project, a copy of which was decided to be sent to the J.D. Sagar for receiving further guidance from him.

As the names of habitats which do not have proper access to schools and their population was not available from Census -Office, the proposal that the booklet of the Census of 1971, which contains the names and population of the required kind of habitats should be taken as the basis for further work, was accepted unanimously.

Shri U.S.Chaturvedi, the J.D. from Bhopal addressed the meeting revealing that the D.P.E. Project of Panna District prepared in April-May 1993 earned much appreciation in Delhi. Some further suggestions however, have been received from Delhi and also from State -Body of D.P.E.P. which have to be incorporated in it and the Project has to be re-prepared with the required ammendments, just as

- (i) The phrase "DPEP" has to substitute 'D.P.E.P. where applicable.
- (ii) The chapter on costs and finding has to be revised, as not more than 25% has to be spent on buildings and only 6% to be allotted for management.
- (iii) Emphasis has to be laid on the education for girls.
- (iv) Some tables are to be modified with new datas and estimates of present time.

The Mission, due to arrive here in February '94 will discuss over:-

- (i) Education for girls.
- (ii) The details about participating workers.

Then the J.D.Sagar also addressed the meeting dwelling over the salient features of the D.P.E.P. and the work to be done.

The meeting was concluded with a vote of thanks to the chair.

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SECOND MEETING OF D.P.E.P. 24-01-94

The second meeting of the District Primary Education Programme was held on the 24th Jan.94 in the meeting hall of D.R.D.A. under the Chairmanship of Shri M.Rao, I.A.S. the Collector of Panna which was attended by 33 members.

At the outset the Deputy Director of Education gave the information with the names of such habitations where no Primary Education facility was available within 1 Km. Their numbers are as follows:-

1. Above 300 population 32 habitations where Primary Schools will be opened.
2. Population within 200-300-There are 67 Habitations where Junior Primary Schools will be opened.
3. Population within 100-200. There are 107 habitations where Non formal Education facility will be provided.
4. Population below 100. There are 132 habitations where Shiksha Kaymus will be appointed.

The list of such habitations has been provided to all S.D.O.'s and B.D.O's of all the Blocks and have been told that they should verify such habitation and see that no habitations should remain unserved by the Primary Education facility. And also select & provide the land with the Survey members for constructions of the New Primary and Junior P.S. building.

Collector Panna suggested that priority should be given to the construction of the P.S. Building where there are teachers but no buildings. For the survey No. of the land he instructed all B.E.O.'s to contact their Tahsildars and B.D.O.'s and Collect the information about Survey No S.

B.E.O. Shahnagar told that only 7 survey numbers of lands remained and ^{the} rest had been collected.

The Joint Director of Sagar stressed on the objectives of the plan and emphasised that the Teacher should contact the guardians of ~~the~~ Drop outs and non school going children and persuade them for sending their children to the schools. The amount should be utilised properly and economically.

The meeting was concluded with Thanks to the Chair.

BLOCK LEVEL MEETINGSBLOCK-SHAH NAGAR

The first meeting of DPEP of Block Shah Nagar was conducted under the Chairmanship of Tahsil ~~dar~~ Pawai on 30-12-93. The meeting was attended by 55 members including all the Head Masters of P.S. and A.D.I.S.

In this meeting all the ADIS, H.M.s and Public ~~who~~ came from interior villages, were enquired ^{about} the names of the Villages where no Education facilities were provided for Primary Education within 1 Km. About 25 names of such habitations were suggested by them.

About the Schools for repairs and without building ^{those} they suggested the names of Harduwa, Mammori, Kehgoan, Simeri, Bori, Ragoali, Rahania, for the repairs & construction Shri Ravi Shanker Divedi, Asstt. Teacher of Rohania requested that these building construction, and repairs should be made through 'Shala Vikas Samiti.' *in order to have good quality construction*

Smt. Sushila Sharma, Women Social Worker has suggested that all parents including ladies should be invited to help in this scheme of D.P.E.P.

Smt. Laxmi Jain, Women Workers stressed that the teachers should remain at their Head Quarters and Govt. should make the quarters for the teachers in every villages.

IIInd Meeting of Block Shahnagar

20-01-94

The second meeting of the Block Shahnagar was conducted under the Chairman-ship of Shri Laxmi Chand Jain, on 20-01-94. The Principal of Degree College was the Chief Guest.

Shri Radhgy Shyam Brijpuria suggested problems and *solutions* like :-

1. Guardians of the village ^{children} are illiterate.
2. They are very poor, The children who are below the poverty line should be helped *financially*.
3. The teachers should know the psychology of the children and behave accordingly.
4. The good teachers should be awarded.

Shri Shyam Pratap Misra, Shri Sudarshan Pd. Khare, Shri Ashwani Kumar Advocate expressed their views for the maximum enrolment of the children in Primary Schools. About 75 members participated in this meeting.

BLOCK - P A W A IIst MEETING -30-12-1993

The Meeting was conducted by the Principal of the Degree College Pawai.

The views have been expressed by the local and reputed citizens and Press reporters of Nav Bharat, Desh Bandhu. The main points^{are} as follows:-

1. The Children of labour^{ers} and very poor^{people} should be attracted by distributing Toffies or Biscuits^{to them}.
2. No difference between rich and poor boys^{should be made}.
3. There should be games and means of recreation in the school.
4. The guardians should take interest ofⁱⁿ the progress of their children in the school.
5. There should be Teacher's^{residential} quarters in the village.
6. The teachers should^{not} be engaged in other works^{than} educational.
7. The uniforms should be distributed to all the students^{and} not only to SC|ST students.
8. The teacher's should behave very sympathetically towards the Children.

IIInd MEETING OF PAWAI BLOCK

23-01-1994

The second meeting of ^{the} block was conducted under the Chairmanship of S.D.M. Pawai. In this meeting main objectives were to get the survey numbers of land where new building^{work} to be constructed.

The details of the block - plan has been discussed in the meeting.

AJAIGARH BLOCK

The D.P.E.P. Block Ist Meeting on 02-01-94.

IIInd Meeting on 11-01-94.

In the first meeting 17 members & villagers attended the meeting which was conducted under the Chairmanship of Smt. Gur Bux Kaur Women representative. Shri Gyan Chand Jain, Shri Ashok Kumar Jadia, Shri Jag Mohan Lal Verma, Shri Shyam Bihari Gupta, Dr. U.K. Gupta, Shri Hanuman Srivastava, Shri Akhilesh Srivastava, Shri Uma Prasad Upadhya, Shri Raja Ram pandey, Smt. Vidya Sharma, Shri P.S. Srivastava, expressed their views about the importance of Literacy. More stress has to be given on Girls education.

The second meeting was conducted under the Chairship of Smt. Gur Bux Kaur, 38 members attended the meeting. In this meeting members suggested the places for starting the NFE Centres & Primary Schools. The list has been provided to the members ^{containing} ~~accessless~~ habitations for discussion.

BLOCK-PANNA

The first meeting of DPEP Panna Block was conducted under the chairmanship of Shri R.P.S. tyagi, S.D.M. Panna on 03-01-94. 40 members attended the meeting including all the H.M.S of Primary Schools. In this ^{meeting the} informations have been gathered about the accessless Habitations.

..... The second meeting was conducted by the Principal DIET, Panna on 18-01-1994. 31 members have participated in the meeting. More stress ^{was laid} on girls education and for that ^{purpose the} Lady teachers ^{and} active women of the village should contact the ladies of the Village for sending their girls to the school.

BLOCK -GUNNOUR
First Meeting -30-12-93

All the Head Masters, ADIS, Villagers, Sarpanch & local renowned citizens were present in this meeting. Stress was given to motivate the guardians to send their children to the school. Names of the Accessless Habitations were demanded by all the participants of the meeting.

SECOND MEETING 20-01-94 -Participants No.45

The main suggestions given by the participants are:-

1. Along with 6-14 yrs. children, 18 to 35 years ^{group} age should be taught by starting some plan.
2. There should be Women Committee in every village who can motivate the guardians for sending their children to the school.
3. This plan should not remain only in the booklet, it should be adopted practically in the villages.
4. VEC Members should be given powers to inspect the institutions.

Contd.....

5. Building construction should be made under the supervision of Gram Samiti^{and} Shala Vikas Samiti.
6. Women participants emphasized the constructions of Teacher's quarters in every villages.

.....

1. BASIC DATA IN REGARD TO THE DISTRICT

Table 1.1 Demographic Data

1. Population (1991 Census) (In Lakhs)

	<u>Figures</u>	<u>Percentage</u>
Total	6,87,945	
Male	3,62,727	
Female	3,25,218	
Rural	6,02,815	
Urban	85,130	
SC	1,40,374	
ST	1,02,520	

2. Sex Ratio (Females per thousand males):-

As per Successive Censuses.

1971	868
1981	884
1991	898

3. Literacy rate (1991 Census)

<u>Group</u>	<u>Literacy rate Percent</u>
1. Overall	26.6
2. Male	36.6
3. Female	12.3
4. S.C.	
(a) Overall	
(b) Male	
(c) Female.	

5.	S.T.	
	(a) Overall	
	(b) Male	
	(c) Female.	
4.	No. of Towns (1991 Census)	
	(i) Total	: 06
	(ii) With population more than 5 lakhs (give names)	: -
	(iii) With population 1-5 lakhs.	: -
	(iv) With population 50000-1 Lakh	: -
	(v) With population 10,000-50,000	: 03
	(vi) With population less than 10,000	: 03
5.	No. of Villages:	
	(i) Total	: 1048
	(ii) Inhabited	: 946
	(iii) Un-inhabited	: 102
6.	No. of rural Habitations:	
	(i) As per Census 1991	: 1392
	(ii) As per V all India Education Survey 1986.	: 1273

cont'd..

7. Special Areas in the District if any:

	<u>Category</u>	<u>Name</u>	<u>Details</u>
1.	Areas of Industrial Concentration.	-	-
2.	Areas of major mining activity.	N.M.D.C.	Majhguwan, Diamond mines.
3.	Areas of major construction activity. (e.g. irrigation projects)	--	--
4.	Any other areas with high incidence of child labour.	--	--

8. BLOCK WISE POPULATION NO. OF HABITATIONS AND LITERACY RATE

S.NO.	BLOCK	POPULATION 1991 CENSUS.	NO. OF VILLAGES			HABITATIONS AS PER		LITERACY RATE		
			INHABITED	UN- HABITED	TOTAL	1991 CENSUS.	VII ALL INDIA EDUCATION SURVEY 1986	MALE	FEMALE	TOTAL
	2	3	4	5	6	7	8	9	10	11
1.	Ajaigarn	103901	117	05	122	339	191	39.29	11.32	26.47
2.	Panna	114740	188	35	223	318	318	42.91	17.59	31.12
3.	Gunor	132925	221	05	226	232	235	45.13	16.48	31.55
4.	Pawai	127353	202	24	226	236	262	41.30	15.02	28.93
5.	Shahnagar	123896	218	33	251	267	267	41.81	13.98	28.46
Total for all Blocks.		602815	946	102	1048	1392	1273	36.6	12.3	26.6
Agregate for all Urban areas.		85130	06	-	-	-	-	-	-	-
Grand Total for the District.		687945	952	102	1054			36.6	12.3	26.6

Table 1.2 ADMINISTRATIVE DATA

1. I.T.D.P. Sub- Divisions Tahsils & Blocks:
- | | | | |
|-------|-----------------------|---|-----|
| (1) | No. of ITDPs. | | |
| | (a) Total | | |
| | (b) Major | | |
| | (c) Medium | | |
| | (d) Small. | | |
| (ii) | No. of Sub- Divisions | - | 03 |
| (iii) | No. of Tehsils | - | 05 |
| (iv) | No. of Blocks. | - | 05 |
| | (a) Total | | |
| | (b) T.D. | - | NIL |
| | (c) Non- T.D. | - | 05 |
2. No. of Various kinds of Local bodies:
- | | | | |
|------|------------------------------|---|-----|
| (1) | Urban: | | |
| | (a) Municipal corporations | - | NIL |
| | (b) Municipalities | - | 06 |
| | (c) Notified Area Committees | - | NIL |
| | (d) SADAs. | | |
| (ii) | Rural: | | |
| | (a) Janpad Panchayats | - | 05 |
| | (b) Gram Panchayats | - | 296 |
3. Setup of Educational and related Administration:
- | | | | |
|-----|--|---|-----|
| (1) | Whether the district is also the head quarters of an Education division. | - | NIL |
|-----|--|---|-----|

(ii)	No. and names of Education districts within the revenue district	:	01 PANNA.
(iii)	No. of B.E.O.s		
	(a) Total Sanctioned	:	05
	(b) In position (as on 1.4.93)	:	05
(iv)	No. of A.D.I.s.		
	(a) Total sanctioned	:	13
	(b) In position (as on 1.4.93)	:	13
(v)	No. of Circle organisers T.W.		
	(a) Total sanctioned	:	04
	(b) In position (as on 1.4.93)	:	03
(vi)	No. of NFE projects Rural	:	567
	Urban	:	33
	Total	:	600
(vii)	No. of I.C.D.S. Projects Rural	:	02
	Urban	:	NIL
	Total	:	02
(viii)	No. of blocks under T.L.C. if any.	:	05
(ix)	No. of blocks and a DWCRA if any.	:	05

ie 1.3 EDUCATIONAL DATA FOR THE DISTRICT

1.3.1 No. of Schools (Ref. Data 30.9.1993)

CATEGORY	TOTAL		MANAGEMENT WISE BREAKUP														
	SCHOOL	TEACHER	SCHOOL EDUCATION DEPARTMENT		SC.	ST.	BEW	TOTAL GOVT.		LOCAL BODIES.		NON GOVT.		TOTAL			
			S.	T.	S.	T.	S.	T.	S.	T.	S.	T.	S.	T.			
Primary School.	970	2468	846	1951	39		62	885	2013	-	-	2	4	82	451	84	455
Upper Primary.	208	825	150	654	11		28	161	682	-	-	1	3	46	140	47	143
High School.	53	-	39	-	2		10	41	-	-	-	-	12	55	12	55	
M.S.S.	24	-	19	-	-		-	19	-	-	-	-	5	22	5	22	
TOTAL	1255	-	1054	-	52	-	-	1106	-	-	-	3	7	145	668	148	675

1.3.2 No. of N.F.E. Centres (Ref. 1.4.1993)

Category	No.
1. Total	600
2. Co-Education	336
3. Girl only	264
4. Urban	33
5. Rural	567
6. Primary	540
7. Upper Primary	60

1.3.3 No. of Habitation having neither a
Primary / Jr. Pri./ Nor N.F.E. Centre within 1 Km.

Population	<u>No. of Habitation & without Access as above.</u>	
	As per 1986 Survey	As on (30-9-93) based on 1991 Population.
a. above - 300	22	38
b. 200 - 299	61	88
c. 100 - 199	128	158
d. Below 100	172	258
Total	383	542

BT PRIMARY STAGE (Ref. 30.09.1993)

Category	Estimated Population in 6-11 Age (30.9.93)	ENROLMENT									GER	RR	Estimated No. of children in (6-11) not in Pri./N.F.E Centre.			Estimated No. of children in (6-11) age group on 30.9.2000						
		SCHOOL			N.F.E.C.			I - V					B. G. Tot.			B. G. Tot.						
		B.	G.	Tot.	B.	G.	Tot.	B.	G.	Tot.			B.	G.	Tot.	B.	G.	Tot.	B.	G.	Tot.	
																						TOTAL
Overall	105993	40890	30475	71365	4663	4763	9426	45553	35238	80791	91.95	76.25	84.44	79.85	75.86	77.94	9275	15927	25202	64982	62769	127751
FC.	21626	9624	7893	17517	114	542	656	9738	8435	18123	90.79	75.54	83.26	63.46	92.18	66.20	1448	2005	3453	12604	11087	23691
ST.	15793	5850	4469	10319	713	495	1208	5563	4964	11527	73.34	43.93	65.51	49.28	52.93	53.10	1605	2661	4266	9373	8517	17890

1.3.4 Enrolment, GER, RR and Out of School Children at Primary Stage (Ref. 30.9.93)

Category	Estimated Population in 6-11 age (30-9-93)	ENROLMENT (I - V)									GER		
		SCHOOL			N F E			TOTAL			B.	G.	T.
		B.	G.	T.	B.	G.	T.	B.	G.	T.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Overall	105993	46005	33917	79922	4663	4763	9426	50668	38680	89348	91.95	76.25	84.44
SC	21626	9512	6685	16197	114	656	656	9626	7227	16853	90.79	75.54	83.26
ST	15793	5480	3987	9467	713	1208	1208	6193	4482	10675	73.34	43.93	65.51

Category	R R			ESTEMATED NO. OF CHILDREN (6+1) NOT IN Pri/ NFE CENTRE			ESTIMATED NO. OF CHILDREN IN (6+1) AGE GROUP ON 30.9.2000		
	B.	G.	T.	B.	G.	T.	B.	G.	T.
	15	16	17	18	19	20	21	22	23
Overall	79.85	75.86	77.94	9275	15927	25202	64982	62769	127751
SC	63.46	92.18	66.20	1448	2005	3453	12604	11087	23691
ST	49.28	52.93	53.10	1605	2661	4266	9373	8517	17890

1.3.5. Trend of GER and RR over 1988-93As on 30th Sept. of

Indicator	Group	1988	1989	1990	1991	1992	1993
1. GER	1. Overall	90.14%	91.61%	93.87%	89.91%	78.16%	77.59%
	2. Boys	93.98%	91.52%	97.84%	94.24%	81.52%	86.36%
	3. Girls	86.31%	93.70%	89.9%	85.59%	74.80%	68.19%
	4. SC (a)Overall	85.64%	91.64%	85.68%	89.64%	73.14%	76.88%
	(b)Boys	97.84%	98.58%	98.06%	97.65%	79.87%	87.68%
	(c)Girls	73.44%	84.70%	73.30%	81.63%	66.42%	66.09%
	5. ST (a)Overall	71.88%	89.66%	81.99%	77.22%	61.57%	59.38%
	(b)Boys	84.92%	99.22%	97.12%	84.76%	67.32%	68.22%
	(c)Girls	58.85%	80.10%	66.87%	69.69%	55.83%	50.55%
	2. RR	1. Overall	93.20%	96.50%	87.85%	71.92%	70.24%
2. Boys		96.42%	98.86%	96.25%	73.34%	70.42%	72.45%
3. Girls		89.98%	94.14%	79.46%	70.50%	70.07%	66.33%
4. SC (a)Overall		81.90%	77.87%	78.64%	63.77%	66.80%	63.78%
(b) Boys		88.98%	93%	95.95%	71.00%	70.79%	64.82%
(c) Girls		74.82%	62.74%	61.33%	56.54%	62.82%	62.29%
5. ST (a)Overall		72.01%	84.28%	69.53%	58.97%	57.68%	42.88%
(b) Boys		88.77%	91.35%	74.14%	49.67%	51.36%	45.66%
(c) Girls		55.25%	77.22%	64.92%	68.28%	64.0%	39.30%

1.3.6 Primary Teacher Data

1. -Total No. Teachers in Primary Schools and Primary Sections of Higher Schools:
 - (a) Male 1658
 - (b) Female. 355

3. Teachers whose qualification is less than High School:

No. 2
% 0.09

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

No. 397
% 19.72

6. Teacher - Pupil Ratio at the Primary Stage : 1:40

**

OFFICE OF THE BLOCK EDUCATION OFFICER PANNA

DISTT. PANNA (M.P.)

Table 1.3.7

AVAILABILITY OF BUILDING 1.4.93

1.	Total No. of Primary School	286
2.	Of which running in a Pakka Building	
	a) Own building	644
	b) Building of another school	2
	c) Other Public building etc. e.g. Panchayat Bhavan etc.	8
	d) Private Building rented or otherwise	1
	e) Total	665
3.	No. of Primary schools running in Kachcha Buld	93
4.	No. of Primary School having No. Build at all (running in tents under Tree etc.)	128
5.	No. of school s needing New Building (3+4)	221
6.	No. of Schools running in own Pakka Building which require major repair	384
7.	Deficiency of class room in school 1.5 running in Pakka Built (i.e. No. in 2(e) above)	389
	(Deficiency <u>Enrolment</u> rounded off to - <u>No. of</u> 40 nearest integer Existing classrooms	

Contd....

Extent of class rooms Deficiency	No. of Schools with Deficiency as in Col.(1)	Total Deficiency of class room	Remarks
Zero	—	—	
One class room	205	205	
Two Class rooms	52	104	
Three Class rooms	14	42	
Four Class rooms	3	12	
Five class rooms	2	10	
six class rooms	2	12	
TOTAL.	278	385	

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

A- Children in 6 - 11 age group.

Category	Total Estimated Population 1991 Census.	Estimated Population -30-09-94			Estimated Population 30-9-2000
		Total	Enrolled in PS/NFEC	Un-enrolled	
1	2	3	4	5	6
1. All	99752	108317	91857	16460	123424
2. Boys	51596	56026	51842	4184	63840
3. Girls	48156	52291	40015	12276	59584
4- SC (a) All	20354	22101	17248	4853	25223
(b) Boys	10528	11432	9837	1595	13026
(c) Girls	9826	10669	7411	1595	12197
5. ST (a) All	14685	16141	10433	5708	18392
(b) Boys	7689	8349	5760	2589	9513
(c) Girls	7176	7792	4273	3519	8879

3.8. 'B' Target Group Children in 11-14 age Group

Category	Estimated Population -30-9-94			Estimated Population 30-9-2000			
	Total Estimated Population 1991 Census.	Estimated Total	No.who complete Pri. Education	No who did not complete Pri.Edu. Col.3-(01-4)	Total	No. who may not complete Prim. Education.	Basis of Estimate in Col.7
1	2	3	4	5	6	7	8
1. All	52284	56911	14424	42487	64701	22214	
2. Boys	27518	29953	8644	21309	34053	12744	
3. Girls	24766	26958	5780	21178	30647	9496	
4. SC (a) All	10723	11772	9700	1972	13269	11297	
(b)Boys	5644	9144	8616	528	6984	6456	
(c)Girls	5079	2528	1084	1444	6285	4841	
5. ST (a)All	4502	4900	1575	3325	5571	2246	
(b)Boys	2369	2578	943	1635	2932	1297	
(c)Girls	2133	2322	632	1690	2639	949	

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

Category	<u>Estimated Population 30.09.94</u>			<u>Estimated Population 30-09-2000</u>		
	All Children of 6-11 Yrs. (Col.3,Tab.A)	Children of 11-14 Yrs. not completing Primary Edu. (Col.5,Tab 'B')	Total	All Children of 6-11 Years (Col.6, Tab.A)	Children of 11-14 yrs.not completing Primary Education (Col.7,Tab.B)	Total
1	2	3	4	5	6	7
1. All	108317	42487	150804	123424	22214	145638
2. Boys	56026	21309	77335	63840	12744	75684
3. Girls	52291	21178	73469	59584	9496	69080
4. SC (a) All	22101	1972	24073	25223	11297	36520
(b) Boys	11432	528	11960	13026	6456	19482
(c) Girls	10669	1444	12113	12197	4841	17038
5. ST (a) All	16141	3325	19466	18312	2246	20558
(b) Boys	8349	1635	9984	9513	1297	10810
(c) Girls	7792	1690	9482	8879	949	9828

Table 1-4 BLOCK WISE EDUCATIONAL DATA

1.4.1 Block wise Position of coverage of various Programmes.

BLOCK NO.	of Habitation			No. of School			No. of Primary NFE Centres.			No. of Angan-wadis.	No. of Access - Tess Habitations with Population (1991)				
	>300	<300	Total	Gr. Prin	Prin	Total	Co-Ed	Girls	Total		300	200-300	100-200	100	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PANNA	133	185	318	12	236	248	66	44	110	-	9	18	53	64	143
AJAIGARH	112	227	339	8	151	159	68	22	90	-	7	21	38	101	167
GUNDUR	132	100	232	10	191	201	47	73	120	100	15	27	26	18	86
PAWAI	165	71	236	13	184	197	45	65	110	109	2	09	16	30	57
SHAH NAGAR.	183	84	267	08	165	173	50	60	110	-	5	13	26	45	89
TOTAL	725	667	1392	51	927	978	276	264	540	209	38	88	158	258	542

No. of Middle School.	Ratio of Primary to Middle School.		Chase of OB. Programme under which covered (I/II/III/IV)	Whether Block is covered under	
	Total	Girls only		TIC	DWCRA
17	18	19	20	21	22
15b	4	4:1	II Phase PANNA Rural < Urban III Phase Kakrabati C.D. Nagar	Yes	Yes
24	01	6:1	II Phase Ajaigarh Urban < II Phase Ajaigarh Ruler	Yes	Yes
40	2	5:1	I Phase Gundour Ruler IV Phase Amangons Urban.	Yes	Yes
19	2	6:1	I Phase Pawai Urban II Phase Pawai Ruler.	Yes	Yes
23	03	6:1	III Phase	Yes	Yes
180	12	-	-	Whole Dist.	Whole Dist.

1.42 Blockwise Position GAR, GER, RR, and out of School Children (Ref. 30.9.1993)

Block	GAR	OVER ALL			GER			ST			OVERALL			RR			SC			ST		
		B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Panna	55.03	94.90	82.93	88.93	90.14	95.89	93.04	95.24	68.29	81.76	59.45	68.65	64.00	40.91	79.59	60.25	24.62	31.67	28.14			
Ajaigarh	51.00	92.00	56.00	75.00	95.00	56.00	76.00	69.00	40.00	55.10	82.00	73.00	78.00	64.00	81.00	68.00	62.00	67.00	64.00			
Gunor	62.93	94.85	87.50	91.17	88.79	64.82	76.80	39.58	35.67	37.62	94.32	82.15	88.23	79.73	67.73	73.72	23.18	21.59	22.38			
Pawai	88.50	94.00	90.00	92.00	89.00	87.00	88.00	86.00	83.00	84.00	71.00	72.00	72.00	63.00	68.00	62.00	58.00	61.00	62.00			
Shahnagar	67.00	84.00	65	74.50	91	74	82.50	77.00	61.00	69.00	92.50	82.50	87.50	69.70	64.60	67.15	78.60	83.39	88.99			
Total	64.89	91.95	76.29	84.44	90.79	75.54	83.26	73.34	43.93	65.51	79.85	75.86	77.94	63.46	92.18	66.20	49.28	52.93	53.10			

ESTIMATED NO. OF CHILDREN (6-11 YEARS) NOT IN PRIMARY SCHOOLS/ NFE CENTRES.									ESTIMATED NO. OF CHILDREN IN (6-11) AGE GROUP ON 30.9.2000								
OVER ALL			SC.			ST.			OVERALL			SC			ST		
B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
689	2152	2841	174	68	242	94	585	679	15765	14714	30479	2067	1929	3996	2303	2149	4452
723	3726	4449	94	767	861	247	443	690	10784	10064	25848	2211	2064	4275	928	866	1794
5617	5950	11567	735	522	1257	412	408	820	12330	11514	23844	2984	2785	2769	1119	1044	2163
658	845	1503	304	253	557	202	192	394	14609	10749	25358	3404	2501	5905	1725	1380	3105
1588	3854	4842	141	395	536	650	1033	1683	11494	10728	22222	1938	1808	3746	3298	3078	6376
9275	15927	25202	1448	2005	3453	1605	2661	4266	64982	62769	127751	12604	11087	23691	9373	8517	17890

Table 1.5 Coverage of Incentive Programmes in 1992-93

Incentive Programme	No. of Beneficiaries in Classes I -V																Reasons for difference between E and A if any.	Estimated No. of Beneficiaries entitled by 2000-01				
	SC				ST				OBC.				OTHER GIRLS						TOTAL			
	E.	A.	%	E.	A.	%	A.	E.	%	E.	A.	%	E.	A.	%	E.			A.	%		
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.					
1.Scholarships.	3357	2739	82%	2125	1657	78%	-	-	-	-	-	-	5582	4396	79%	-	-					
2.Mid-day Meal.	4468	4468	100%	2400	2400	100%	8642	8642	100%	-	-	-	15550	15550	100%	-	-					
3.Free Text Books.	16003	1501	94%	10176	9540	94%	35105	37065	94%	4038	4000	99%	68322	65615	96%	-	-					
4.Free Uniforms.	6265	247	40%	400	3417	85%	12504	6512	55%	-	-	-	22769	12400	55%	-	-					
5.Others (Pl.specify)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
(a)Dattak Putri.	-	28	-	-	6	-	-	-	-	-	92	-	-	126	-	-	-					
(b)Handi capped	-	10	-	-	3	-	-	26	-	-	10	-	-	49	-	-	-					
(c)Ashram Yougna	-	291	-	-	160	-	-	-	-	-	-	-	-	451	-	-	-					

Table 1.6 Broad Proposals for Rationalisation.

- | | | |
|----|--|------|
| 1. | No. of Primary Schools which could be Transferred to access less habitations. | NIL. |
| 2. | No. of primary Teachers who could be transferred from Schools, with surplus staff to dificient ones. | 42. |

Table 1.7. Net No. of additional Institutions and Teachers
needed during the District Plan Period
(After Rationalisation)

BLOCK	Junior Primary Schools.	Primary Schools	N.F.E. Centres	Peripatetic Shiksha Karmis.	Additional Teachers/ S.K.in existing Primary Schools.	Girls Middle Schools.	Balwadis	Child care facilities in Primary Schools.	Hostels	Ashrams
1	2	3	4	5	6	7	8	9	10	11
Panna	04	-	-	-	04	1	-	-	-	-
Gonor	04	01	-	-	11	1	-	-	-	-
Panna	-	26	-	-	26	1	-	-	-	-
Ajaiyarn	02	05	-	-	01	1	-	-	-	-
Shahnagar	03	33	-	-	36	1	-	-	-	-
Total	13	71	-	-	84	05	-	-	-	-

Table 1.8 Size of Various Target Groups for Training

Target Group	No. of Position	Vacant Post when applicable.	Addtions post proposed to be created (whose Applicable)	Total Estimated Size.
1	2	3	4	5
1. Primary Teachers	1949	242	84	2275
2. Head Masters	-	-	-	-
3. A.D.I.S.	13	-	05	18
4. B.E.O.S.	05	-	-	05
5. N.F.E. Instructors	540	-	-	-
6. N.F.E. Supervisor	60	-	-	60
7. N.F.E. Project Officers.	06	-	-	06
8. V.E.C. Members		-	-	
9. Volunteers	986	-	-	986
10. Women		-	-	
11. Other (please specify).				

Abbreviations

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AE	Adult Education
CCRT	Centre for Cultural Resources and Training, New Delhi
COPE	Computerised Planning for Education
CSS	Centrally Sponsored Scheme
DIET	District Institute of Education and Training
DP	District Plan
DPG	District Planning Group
DWCRA	Scheme of Development of Women & Children in Rural Areas
EC	European Community
ECCE	Early Childhood Care and Education
EE	Elementary Education
EFA	Education For All
GAMR	Gross Achievement Ratio
GAR	Gross Access Ratio
GER	Gross Enrolment Ratio
ICDS	Integrated Child Development Services
MLL	Minimum Levels of Learning
NCERT	National Council of Educational Research & Training
NFE	Non-Formal Education
NGO	Non-Government Organisation
NIEPA	National Institute of Educational Planning & Administration
NLM	National Literacy Mission
NPE	National Policy on Education
OB	Operation Blackboard
PE	Primary Education
POA	Programme of Action
RR	Retention Rate
SCERT	State Council of Educational Research & Training
SK	Shiksha Karmi
SP	State Plan
SPG	State Planning Group
TE	Teacher Education
TLC	Total Literacy Campaign
UEE	Universalisation of Elementary Education
UNICEF	United Nations Children's Fund
UPE	Universalisation of Primary Education
VA	Voluntary Agency
VEC	Village Education Committee

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