

RAJIV GANDHI PRATHMIK SHIKSHA

MISSION

DISTRICT - PLAN

1997-2002



DISTRICT PRIMARY EDUCATION PROGRAMME

DISTRICT - JHABUA



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RAJ-D

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ABBREVIATIONS

AS	Ashram School
AWPB	Annual Work Plan and Budget
BRC	Block Resource Centre
BLI	Bridge Language Inventory
BU	Block Unit
BRCC	Block Resource Centre Coordinator
BNS	Block Nirman Samiti
CAC	Cluster Academic Coordinator
CRC	Cluster Resource Centre
DPEP	District Primary Education Programme
DIET	District Institute of Education and Training
DP	District Planning
DPG	District Planning Group
DWCRA	Development of Women and Children in Rural Areas.
DDE	Deputy Director Education
DU	Distt. Unit
DPO	District Project Office
DPC	District Project Coordinator
ECCE	Early Childhood Care and Education
EMIS	Educational Management Information System
EGS	Education Guarantee Scheme
GAMR	Gross Achievement Ratio
GAR	Gross Access Ratio
GER	Gross Enrolment Ratio
GOI	Government of India
GOMP	Government of Madhya Pradesh
ICDS	Integrated Child Development Scheme
IIT	Indian Institute of Technology
MS	Mahila samakhya.
MLL	Minimum Levels of Learning
NFE	Non-Formal Education
NPE	National Policy of Education
NGO	Non-government Organisation
OBB	Operation Black Board
PMIS	Project Management Information System
PRI	Panchayati Raj Institutions
RR	Retention Rate
SCERT	State Council of Educational Research and Training
SIEMT	State Institute of Educational Management and Training
SPO	State Project Office
SPG	State Planning Group
TLC	Total Literacy Campaign
UPE	Universalisation of Primary Education
UEE	Universalisation of Elementary Education

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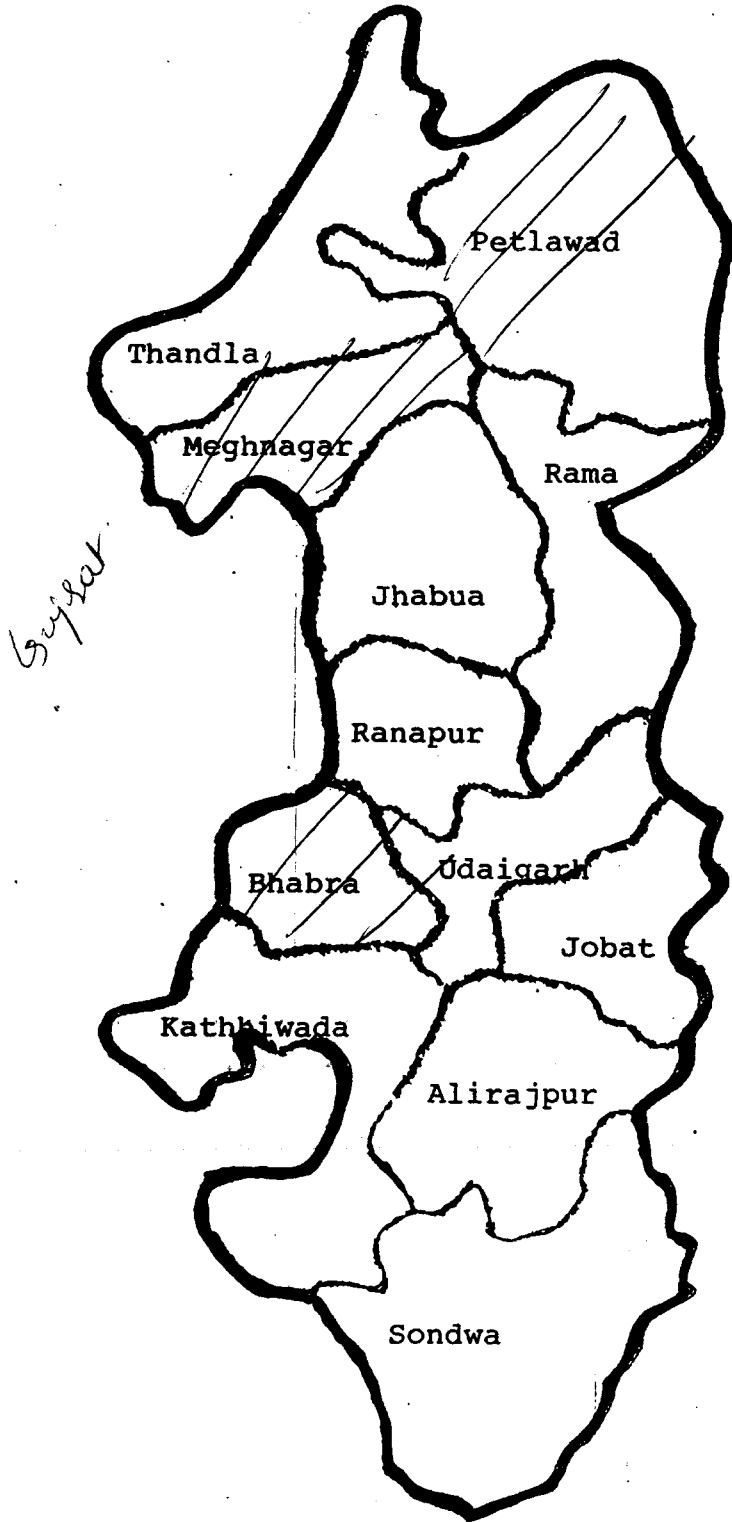
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DISTRICT AT A GLANCE

Some Statistical Information :- (As per 1991 Census)

S. No.	Particulars	Area
1.	Total area of the district	6782 Sq. Kms.
2.	Tehsils	8
3.	Development Blocks	12
4.	Inhabited Villages	1323
5.	Revenue Village	1360
6.	Deseted Village	37
7.	Municipalities	6
8.	Janpad Panchayats	12
9.	Village Panchayats	609
10.	Total Population	1077755
	Male	544254
	Female	533501
	SC	34641
	ST	968372
11.	Literates	159966
	Male	112248
	Female	47718
12.	Illiterates	969390.
	Male	458992
	Female	510398
13.	Primary Schools	1327
14.	Janpad Panchayat Schools	117
15.	Middle Schools	248
16.	High Schools	22
17.	Higher Secondary Schools	42
18.	Colleges	6
19.	Commercial Institutes	3
20.	Literacy Percentage	19.01 %
	Male	26.29 %
	Female	11.52 %

DISTRICT : JHABUA



Chapter - I

DISTRICT PROFILE

1.1 LOCATION :

Jhabua is situated in south-western part of Madhya Pradesh. It comes under Indore commissionery and lies on Indore Ahmedabad State highway about 150 Km from Indore. In its north lies Rajasthan state and in the west Gujarat State. Eastern boundary of the district is attached with the Dhar district of Madhya Pradesh. Parts of Maharashtra and Gujarat state constitute the southern boundary of Jhabua district. The total area of the district is 678389 kms.

A series of Mountains of Vindhyachal ranges are present in the district. These provide a link between northern & western ghats in the south-west and the Aravali mountains in the north. The forests accounts for 24.96 % of the total geographical area. As a result of the indiscriminate cutting of the trees over the hills, valleys and slopes in the past, the hills & plateau have been deprived of greenery. It has resulted in continuous soil erosion & formation of deep cuts, rivulets and stagnant ponds, creating hurdles for easy transportation and area development. The important rivers that flow in this district are Mahi in north and Narmada in south.

DEMOGRAPHIC PROFILE :

Population : As per the 1991 Census the total population of the district is 1077755 and a total of 180174 households. (The tribals are predominant in the district) constituting about 83.41% of the total population. The main tribal groups of Jhabua are the Bhils, Bhilalas and Patlias. Patlias and Bhilal are considered superior to Bhils in general as well as in financial status, as they are educationally more conscious and socially developed.

Details of category-wise and sex-wise population in all blocks & district is given in table

1.1

Block-wise/Categorý-wise Population (1991 census)

Table 1.1

Block	SC			ST			General			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Jhabua	542	483	1025	49059	49036	98095	2300	2045	4345	51901	51564	103465
Rama	638	520	1158	39714	29264	78978	8159	11736	19895	42193	41520	83713
Ranapur	773	746	1519	39370	39006	78376	4253	3894	8147	44396	43646	88042
Thandala	796	774	1570	47335	46114	93449	6633	6050	12683	54764	52938	107702
MeghNagar	826	763	1589	43298	42261	85559	5778	5190	10968	49902	48214	98116
Petlawad	1722	1625	3347	54240	52778	107018	16986	15891	32877	72948	70294	143242
BhaBara	598	569	1167	33249	32336	65585	2338	2034	4372	36185	34939	71124
Jobat	839	883	1722	29039	28861	57900	504	454	958	30382	30198	60580
Udaygarh	661	590	1251	27936	27566	55502	1061	1502	2563	29658	29099	58757
Katthiwada	4333	4388	8721	29695	29619	59314	2232	2050	4282	36260	36057	72317
Alirajpur	1818	1761	3579	38439	38827	77266	1764	16380	3402	42021	42226	84247
Sondawa	2399	2220	4619	49469	49119	98716	1749	1467	3216	53644	52806	106450
District	17724	16919	34641	487612	480760	968372	52802	53951	106753	544254	533501	1077755

From the table it is evident that Petlawad block has the maximum population & Udaigarh block has the minimum population. The Population density of the district is 47 The decadal growth rate being 42.03.

The blockwise rural-urban breakup of the population is given in table 1.2

Block-wise Rural & Urban population (1991 census)

Table 1.2

Blocks	Rural			Urban		
	Male	Female	Total	Male	Female	Total
Jhabua	44744	45078	89822	7157	6486	13643
Rama	37871	37585	75456	4322	3935	8257
Ranapur	39084	38553	77637	5312	5093	10405
Thandala	49338	48015	97353	5426	4923	10349
Megh Nagar	76312	45053	91365	3590	3161	6751
Petlawad	64018	62112	126130	8930	8182	17112
Bhabara	32270	31290	63560	3915	3649	7564
Jobat	28142	28117	56259	2240	2081	4321
Udaygarh	27671	27317	55988	1987	1782	3769
Katthiwada	32843	30376	65919	3417	2981	6398
Alirajpur	37474	37384	74858	4547	4842	9389
Sondawa	50119	50228	100347	3525	2578	6103
District	489886	483808	973694	54368	49693	104061

The Rural urban ratio of the district is 10:1 implying that the population mainly occupies rural areas.

Sex Ratio :

A major indicator to assess the situation of women is sex ratio, which is 977 for the district. this is better then the sex ratio of M.P. which is 932.

The blockwise sex ratio is given in the following table : 1.3

Table 1.3

Blocks	Year (1991)
Jhabua	993
Rama	984
Ranapur	973
Thandala	966
Meghnagar	966
Petlawad	963
Bhabara	965
Jobat	993
Udaigarh	981
Kathiwada	994
Ahirajpur	1004
Sandawa	984
District	977

The figures clearly indicates that Petlawad ,Bhabara & Meghnagar block requires special attention for improving the status of women.

1.3. SOCIO-ECONOMIC PROFILE :

For educational interventions the socio economic conditions of the district are to be viewed very carefully. Some Socio economic features are listed below.

- * Majority of the ST/SC families live in rural areas and below the poverty line, in scattered & small habitations called as Falliyas.
- * Due to inadequate irrigational facilities, poor soil conditions, extremely difficult geographical terrain, climatic vagaries the agricultural yield is less resulting in poor economic condition. Agriculture is mainly rain fed, average rainfall in the district is 30 inches per annum which is not sufficient. This results in large scale migration of the agricultural & unskilled labourers to nearby states i.e. Gujarat & Rajasthan in search of job opportunities.

- * There are no large or medium industries in the district thus opportunities of jobs other than agriculture are very less. This is why people migrate to neighbouring districts in search of wages.
- * Social abuses like alcoholism, long family feuds and lack of community willingness does not allow people to live in unison and harmony.
- * The women's participation in economic activities is prominently felt but not given due recognition. The women do not enjoy economic independence. The prevailing social orthodoxies & male dominance further degenerates social status of women. The women are treated as a commodity and male members purchase them for marriage by paying a bride price. In return women are expected to work hard to compensate their male partners who had paid the bride price.
- * Due to the uneven topography, continuous deforestation and soil erosion, environmental degradation has set in adversely affecting the living condition of the people.
- * Orthodox views and traditional customs in tribal groups are still prevailing. They do not feel the importance and necessity of education.

1.4 INTERRELATION BETWEEN SOCIO ECONOMIC QUALITY OF LIFE & EDUCATION.

The poor economic status of ST community, alcoholism, criminal activities in interior areas, feudal setup among the tribes, migrating population & scattered inhabitation, adversely effect the education of the children, specially of the girls. ST families do not send their young girls to school due to the fear of insecurity due to intertribe & family funds. The girls of these families keep themselves busy in caring of siblings, household works, collecting fuel & fodder and assisting elders in the agricultural work. The above factors combined with non-availability of education facilities are responsible for poor literacy of the district.

This, however, is only one side of the story. The education which is supposed to be an agent of social change has failed to do so. It has so happened because education does not provide the child a right understanding of himself his family, his society and his nature. In order to become effective, the education must be based on right understanding of a human being, a human family, a human society and interrelation of human being with the rest of the nature

1.5 PHYSICAL INFRASTRUCTURE

Roads - Two national Highways pass through the district Indore Ahmedabad highway & Indore - Baswada highway. The total road length of 3596 Km. covers the district having the area of 6783 sq/Kms. Out of this 1806 km is pucca and rest is kaccha which is 1520 km. About 320 km of road is not easily accessible (The condition becomes worst in rainy season resulting in standstill of transport services) After dark, the transportation remain sparse as incidence of looting is common in interior areas especially in Alirajpur block.

Electricity - The district is not completely electrified. only 80 % of the villages are completely electrified.

Drinking Water - Almost all the villages have atleast one source of drinking water facility. However in summer season water level goes down and water supply becomes insufficient. Many hand pumps become non functional during summer season. There is no big water supply scheme running in the district, however efforts for water conservation through Watershed Mission have been initiated.

Health facilities

Table showing health facilities in the district.

Block wise details of Health facilities

(Table 1.4)

S.N	Blocks	PHCs	SHCs	Ayurvedic	Allopathic
1	Jhabua	5	27	9	1
2.	Rama	2	19	5	1
3.	Ranapur	3	23	6	1
4.	Thandala	2	34	4	1
5.	Megh Nagar	3	17	0	1
6.	Petlawad	6	24	4	0
7.	Bhabara	2	11	2	1
8.	Jobat	2	19	3	1
9.	Udaygarh	2	19	2	1
10.	Katthiwada	3	18	3	1
11.	Alirajpur	5	45	3	1
12.	Sondawa	3	15	4	1
	Districts	38	280	47	11

Health services are not adequate in the district.

People from the remote rural areas have to walk considerable distance to avail of health facilities. At present out of sanctioned of doctors 109 doctors are working Posts sanctioned for ANM/NMA 548 but only 490 post are filled. Procured medicine is not sufficient to meet out the needs of the inhabitants of the rural areas.

1.6 EDUCATIONAL STATUS :

The educational facilities available in the districts are given below :

Table (1.5)

Institutions	Govt.
Colleges	6
Poly. Tech.	1
ITI	1
DIET	1
Central School	1
Navodaya Vidhyalaya	1
Model School	1
HSS	42
HS	22
MS	248
PS	1327
JPS	117
NFE Centres	624
Angan wadis	1959
Khel Parisar	1
Reformatory Schools	1

In spite of these facilities 267 habitation are accessless out of total 1376 habitation.

Table Showing availability of teachers -

Table (1.6)

S. No.	Particulars	Govt	Panchayat	Non-Govt.	Total
1.	Schools having One Teacher	425	617	147	1189
2.	Schools having two Teacher	859	-	-	859
3.	Schools having three Teacher	196	-	-	196
4.	Schools having more than three Teacher	131	-	-	131

At present the teacher pupil ratio is! : 6!

Literacy Rate -

The status of literacy rates for the country, state & the district is as follows :

	Overall			URBAN			RURAL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
National	64.1	39.3	52.2			37.4			29.6
State	58.42	28.85	44.2	50.51	18.11	35.1	32.16	10.73	21.5
District	26.29	8.99	19.1	50.68	19.31	69.99	17.7	6.65	26.35

The above figures indicate that the literacy of the district is far below the literacy rate of state. The female literacy rates in rural area is are very low and alarming.

The blockwise literacy status is given in the following table.

Blockwise Literacy Rate (1991)

(Table 1.8)

Blocks	Over all	Female	Male
Jhabua	18.02	5.99	24.01
Rama	19.20	6.39	25.59
Ranapur	18.80	4.40	23.20
Thandala	20.79	6.76	27.55
Meghnagar	29.33	11.87	41.20
Petlawad	31.44	10.08	41.52
Bhabara	16.43	4.86	21.29
Jobat	18.73	6.27	25.00
Udaigarh	16.89	6.48	23.37
Katthiwada	13.91	6.17	26.08
Alirajpur	17.43	6.00	23.43
Sondawa	16.01	4.53	20.54
District	19.74	6.64	26.39

The above table shows that Ranapur block has lowest female literacy rate and Sondawa has lowest overall literacy rate.

The literacy rate of district is 19.74 This clearly indicates that 80.29.% of population had not undergone formal education. Illiteracy is more prominent in Bhils as compared to Patlias and Bhilalas. The poor educational facilities coupled with Socio.economic & cultural status and above all the lack of content of proper understanding of man, family, society and nature are the causes for the poor literacy in the district. This indicates the need for an educational efforts and government resources alone are not adequate to provide for educational needs of all children. To supplement these efforts, DPEP would probably be the suitable intervention.

CHAPTER - II

TASK AHEAD - Universalising Primary Education

2.1 Policy frame work :

The National Policy of education 1986 updated in 1992 reaffirms the national commitment to Universalisation of Primary Education (UPE). The NPE stresses on free and compulsory education of satisfactory quality to all children belonging to 6-11 year of age.

In view of the current levels of education at the elementary stage, there is an urgent need of Universalisation of Primary Education (UPE). In the first instant UPE requires that.

1. All children in the age group of 6-11 years attend school within radius of one km.
2. They stay in school for five years and complete primary education.
3. They achieve minimum levels of learning.

For the achievement of the objectives of UPE it is necessary to ascertain the existing educational facilities, specify actual needs & identify the weakness in the system. For this purpose (to identify the key educational problems and seek possible solution to them) a two fold methodology has been adopted - one through micro planning and second through baseline studies.

2.2 Community involvement -

To recognize and solve the educational problems of the community, community mobilization is very necessary. People must perceive the necessity of primary education for their children and participate actively in the program. To ensure this, the education must be relevant to the people i.e. it should be people oriented. It must guarantee the confidence in the self, social behavior and self reliance. This movement has been started with the launching of Lok Sampark Abhiyan (LSA).

2.3 Micro Planning - (LSA)

To ensure participatory micro planning Lok Sampark ~~Abhiyan~~ was launched. In this program a village level house to house survey was carried out. The aims of LSA were)

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

For LSA detailed formats were prepared and resource person were trained at different levels. During LSA social mobilization was taken up on priority to elicit community participation in micro planning. Janpad and village panchayat conventions were held and "Prerak Samooh", "Mahila Samooh" were constituted and trained in micro planning to assist village panchayat. Details given in the table indicates the extent of community participation in microplanning.

Table 2.1

Name of Block	Number of Panchayat Convention held
Jhabua	6
Rama	4
Ranapur	4
Thandala	5
Meghnagar	5
Petelawad	76
Bhabara	34
Jobat	58
Udaigarh	40
Katthiwada	46
Sondawa	71
Alirajpur	50
District	399

The school teacher in each village had informal dialogue and discussion with the community when the family wise survey was going on. PRA techniques were used for survey and recording survey outcomes. Village Mapping exercise was done and Village Education Register (VER) were prepared. This created a clear and significant perceptions regarding educational need and aspiration of the community. Through this vast exercise the formulation of village level plans by the Gram Panchayat and VEC emerged. These plans were compiled at the blocks and district levels and analysis of needs and required inputs is done. The subsequent tables give the information collected through LSA.

The table given below gives the population figures of children in age group 5-14 years

Blockwise and castewise population of children in 5-14 age group

Table 2.2

S. N.	Block	SC			ST			General			G. Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Jhabua	237	195	432	15938	13791	29729	1247	1195	2392	17422	15131	32553
2.	Rama	212	148	360	15184	13707	28891	0976	0954	1930	16372	14809	31181
3.	Ranapur	447	263	840	29335	26877	56212	1299	1171	2470	31111	28411	59522
4.	Thandla	1637	1464	3101	25221	22455	47676	2090	1794	3884	28948	25713	54661
5.	Meghnagar	230	221	451	12612	11294	23906	1309	1187	2496	14151	12702	26853
6.	Petlawad	413	359	772	16273	14378	30651	2779	2537	5316	19465	17274	36739
7.	Bhabara	150	127	277	10039	8853	18892	490	450	940	10679	9430	20109
8.	Jobat	384	381	765	10531	9989	20520	911	1001	1912	11826	11371	23197
9.	Udaigarh	165	144	309	9167	8318	17485	154	107	261	9486	8569	18055
10.	Katthiwada	1163	1067	2230	9595	9122	18717	271	337	608	11029	10526	21555
11.	Alirajpur	797	665	1462	12474	11828	24302	410	399	809	13681	12892	26573
12.	Sondawa	1881	3068	4949	14120	14039	28159	256	304	560	16257	17411	33668
	District	7746	8202	15948	180489	16465	345140	12192	11386	23578	280427	184239	384666

(Source of information- LSA)

2. **Block wise Gender wise enrolled, dropouts & unenrolled children (Class I-V)**

Table 2.3

SN o.	Name of Block	No. of Children Enrolled			No. of Dropouts			No. of unenrolled children		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Jhabua	9444	5685	15129	1541	1406	2947	6669	8286	14955
2.	Rama	8348	4511	12859	952	811	1763	6814	9327	16141
3.	Ranapur	13705	7963	21668	1639	1443	3082	15275	18645	33920
4.	Thandla	13465	8614	22079	1532	1237	2769	11841	14509	26350
5.	Meghnagar	8757	6162	14919	1022	1007	2029	3679	5013	8692
6.	Petlawad	11349	6511	17860	1172	1098	2270	5811	8505	14316
7.	Bhabara	5071	2827	7898	543	436	979	4511	5725	10236
8.	Jobat	6178	4603	10781	756	801	1557	4556	5494	10050
9.	Udaigarh	4138	2231	6369	632	537	1169	4417	5565	9982
10.	Katthiwada	4871	3492	8363	679	629	1308	5136	5944	11080
11.	Alirajpur	7741	5901	13642	850	789	1639	4493	5881	10374
12.	Sondawa	5671	2904	8575	1297	1173	2470	8297	10481	18778
	District	98738	61404	160142	12615	11367	23982	81499	103375	184874

(source of information - LSA)

2.4 Blockwise Status of Educational Facilities

Table (2.4)

SNo.	Name of Block	Educational facilities					
		No. of Primary School	NFE	AS	M.S.	H.S.	H.S.S.
1.	Jhabua	124	29	7	13	1	5
2.	Rama	123	29	12	20	2	3
3.	Ranapur	172	32	12	30	3	4
4.	Thandla		99			1	6
5.	Meghnagar	107	83	6	17	2	3
6.	Petlawad	180	97	2	27	3	7
7.	Bhabara	85	32	7	9	3	2
8.	Jobat	94	28	11	18	1	3
9.	Udaigarh	97	31	5	16		3
10.	Katthiwada	94	33	10	16	2	1
11.	Alirajpur	111	29	6	17	2	3
12.	Sondawa	114	37	7	17	2	1
	District	1327	624	85	248	22	42

(Source of information : LSA)

The information given above clearly indicates the problems of insufficient educational facilities. The non educational facilities also have a bearing on the low educational status. The Baseline studies show lack of motivation of parents to avail of schooling facilities for their children .

4. **Block wise States of Non Educational Facilities:**

Table (2.5)

S. No.	Block	No. of School having non educational Facilities								
		Electri city	Drinking Water	Durris	Tatpatti	Chairs	Table	Box	Varndha	Black Board
1.	Jhabua	3	15	5	30	30	30	1	15	60
2.	Rama	2	12	2	24	24	24	2	12	48
3.	Ranapur	2	10	2	20	20	20	2	10	40
4.	Thandla	2	10	2	22	22	22	2	11	46
5.	Meghnagar	3	13	2	26	26	26	13	13	52
6.	Petlawad	4	18	4	36	36	36	4	18	50
7.	Bhabara	2	10	2	20	20	20	2	10	40
8.	Jobat	2	9	2	18	18	18	2	9	36
9.	Udaigarh	2	9	2	18	18	18	2	9	36
10.	Katthiwada	2	10	2	20	20	20	2	10	46
11.	Alirajpur	3	13	3	26	26	26	3	13	52
12.	Sondawa	3	13	3	26	25	26	3	13	52
	District	30	142	31	286	281	286	30	143	252

(Source of information - LSA 1996)

These issues have been highlighted by Baseline studies conducted in social assessment & learner achievement. Summary of Baseline studies is given below:

Findings of Baseline Studies

1. Access to Education	<ul style="list-style-type: none"> * Villages being scattered into falliya's, the existing no. of P.S. and NFS centers are inadequate. For far of falliyas, the distance to school is more. * In Bhil families, due to poverty, parents do not send their children to schools as they do not have sufficient money to pay for the
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	<p>dress, books, stationary, reading & writing materials etc. The girls are the main sufferers.</p> <ul style="list-style-type: none"> * Migration of families for 6-7 months. The children also move with their family. * Parents feel that there is no use and gain to family if the girls are educated because they have to go to other family and their bride prices are not increased by the education.
2. Enrolment and Retention	<ul style="list-style-type: none"> * Parents are not able to purchase educational material like notebooks stationary and textbooks for their children. * School distances are much which is further increased due to difficult terrain. * Seasonal migration of families result in discontinued school sessions. * School facilities are not adequate. * Education not related to life.
3. Teacher	<ul style="list-style-type: none"> * Teachers in many areas are not local. * Teachers absenteeism. * Teachers problems are not looked into. * Teacher use the traditional teaching learning methods which do not attract children to school.
4. Specific reasons	<ul style="list-style-type: none"> * The language of children at home is different to that taught in school. The children have difficulty in understanding hindi in early primary classes. * The community do not percieve the importance of education.

Based on the finding of LSA and the study carried independently in the district the major problems their causes and the probable solutions for Jhabua district is given below-

S. No.	Problems	Causes	Probable Solution
1.	Low enrolment	Scattered habitations due to which many habitations are accessless	Provide educational facilities in accessless habitation within reasonable distance
		Shortage of school buildings in remote areas	Provide school building in remote areas
		Dilapidated school building	Repairing of dilapidated building
		Insufficient space in schools.	Construction of additional rooms.
		Lack of awareness of the importance of education in community.	Awareness camps to be organised for community mobilisation
		Utility of present education is not convincing to the community	The present curriculum to be evaluated and to be include local specificity's; subsequently supported by community mobilisation.
		Less importance on national, social and human values in present form of education	These values to be inculcated through primary education.
		Wage earning, domestic work and sibling care prevent children to attend formal system of education	Alternative/non formal education system should be started. ECCE centre should function with the schools.
		Migration of families in search of wages.	Alternative/non formal education centre should be opened with condensed teaching learning material and emphasis be given on self learning techniques.
		Parents of tribal community do not send their girls to go to schools due to traditional belief.	Awareness campaign should be started to educated community about education. Female teachers should be appointed. Emphasis

			should be given to development of skills useful for their subsistence.
2.	Drop out	School timings and vacations are not suitable to local conditions.	Panchayat & community should be empowered to decide the school timings and vacations depending upon local conditions.
		Lack of basic facilities like educational infrastructural material, drinking water & toilet (Specially for girls) in the school.	Better facilities should be provided in schools for this some contingency be give to schools. Separate toilet facility for girls should be provided.
		Absence to Teacher form the school.	VECs should monitor the regularity of teacher.
		Lack of sufficient number of teacher (specially female teacher) in the schools.	Sufficient number of teachers should be recruited & female teachers should be given preference.
		Teaching learning process is uninteresting.	Focus on this issue should be kept in teachers training. Teaching learning process should be child centred and activity based.
		Migration of family in search of jobs.	Ashram Schools should be started.
		Non availability of books in the beginning of session.	adequate number of books supply should be ensured at the beginning of the session.
		Lack of awareness of parents about girls education.	Awareness program should be conducted highlighting the importance of girls education.
		Teachers - community relation &	Special emphasis should be given

		teachers pupil relation are very poor.	on these issues during teacher training.
3.	Low achievement	Irregular attendance of the children in the schools.	Teacher should ensure regular attendance of students by keeping continuous touch with the community.
		Uninteresting teaching learning process	Focus on joyful teaching learning process in teacher's training. Correlating the content of the syllabus with practical life and Provision of contingency for teaching aids improving quality of books.
		Lack of interest on the part of community as they do not perceive the importance of education.	Active involvement of the children and their parents in the day to day school activities.
		Curriculum does not reflect upon their local needs & requirements of the community.	Vocation oriented skills to be included in the curriculum.
		No detention policy of the government	Stress on evaluation & remedial teaching for low achievers.
		Absence of teachers from the schools & class rooms.	Panchayat to ensure attendance of teachers.
		Low motivation of the teachers.	Motivational teachers training.
		Less emphasis on written work	Assignment to students must be given, should be activity based and relevant to their daily needs.
		Poor academic supervision	Local literate person and Panchayat to be entrusted with academic supervision.

Chapter III

GOALS & TARGETS

3.1 Goals -

With a view to cover the entire school going population of the distt. by the year 2001-2002 the following goals have been setup on the basis of the present status of primary education in the distt.

1. The GAR will be raised form 79% to 100%
2. The GER will be raised form 44% to 120%
3. The RR will be raised form 42.06% to 80%
4. The GAMR will be raised to 25% more then the present status.

3.2 Targets -

Under the project the following targets are proposed in order to achieve the goals listed above.

- (i) Access to primary education will be provided within 1 km. distance to all children.
- (ii) All children in the age group 6-11 will be enrolled in primary schools/alternative schools.
- (iii) All Children enrolled in the school will be retained to complete five year of schooling and achieving the minimum levels of learning.
- (iv) In order to raise GAMR the quality of the primary education will be improved.
- (v) Special efforts will be made to ensure 100% enrolment and special attention will be given to girls, economically disadvantages social groups, especially in rural areas.
- (vi) Participation of VEC's, local bodies, voluntary organisations etc will be ensured to create awareness in the country.
- (vii) The inputs creating the required changes (expected outcomes) in the present education system will be made available through development of teaching learning material on local needs and subsequent inclusion in teachers training.

3.3 ACHIEVING GOALS & TARGETS

Necessary programmes interventions and effective strategies will be adopted in order to achieve the goals and the targets. Year wise breakup of goals for the projects period is given below.

✕

Category		Present	97-98	98-99	99-2000	2001-2002	2002-2003
GAR		76	85	100	100	100	100
Overall							
	GER	50	70	80	95	105	120
	RR	40	50	60	70	80	80
	GAMR	28	35	45	55	55	55
SC							
Boys	GER	45	55	65	85	100	120
	RR	40	50	60	70	80	80
	GAMR	28	35	45	55	55	55
ST							
Boys	GER	48	55	65	85	100	100
	RR	38	50	60	70	80	100
	GAMR	25	35	45	55	55	55
SC							
Girls	GER	45	55	65	85	100	100
	RR	35	50	60	70	80	80
	GAMR	25	35	45	55	55	55
ST							
Girls	GER	45	55	65	85	100	100
	RR	35	50	60	70	80	80
	GAMR	25	35	45	55	55	55

Phasing

The goals will be achieved in phases based on priorities. However there will be overlapping in fulfilling of the goals.

Phase-I

It is proposed that all accessless habitations will be provided with educational facilities on need & priority basis. This will be achieved in first two years. This will be accompanied by community mobilising strategies to ensure their involvement in the educational process.

Phase-II

Providing schools with basic facilities like teachers, water, electricity, furniture, teaching aids etc. to make the school attractive and efficient. This will ensure retention of the children Material Development, text books, teachers guide, teachers training will be completed in this phase.

Phase-III

Efforts to improve quality of the primary schools will be done.

3.4 EFFORTS INITIATED BY THE DISTT.

To achieve the goals of UPE, the following efforts have already been started by the Distt.

- * Falliya Schools - In Jhabua Distt., Villages are not compact but groups of hutments (Falliyas), located at a considerable distance from each other. Five to six falliyas constitute a village, which is spread in 8 to 10 kms. area.

In Falliyas which have far off school, schools have been opened by the Panchayats within easy reach. These schools are termed as Falliya schools. This has been made possible with community participation.

- * A new ambitious scheme for catering health and educational needs of the society has been started in the Distt. The scheme is named as 'Apni Shiksha Apna Swastha'. The scheme ensures community participation in fulfilling educational and health needs of the remote areas. One rupee per head, per month is collected by the community for this purpose. The resources collected is then utilised in providing educational and health facilities to the remote area.

- * In the habitations where there was no Anganwadi or Anganwadi was very far, Poriyawadi have been started. Poriyawadi is the anganwadi run by Panchayat. Presently 1044... poriyawadi are running in the distt. whereas total anganwadi are 1959.

- * In Jhabua, there is a felt need to include concept of human values in present education. This will ensure the development of qualities in children like independence, self motivation, mutual cooperation, high moral values etc. Work in this direction has been initiated. A series of workshops were organised in which resource persons from IIT Delhi, IIT Kanpur, Jeevan Vidya Institute, Govindpur distt. Bijnaur U.P., prominent social workers from Amarkantak, NGO's participated. Material on the basis of outcomes will be prepared as supplementary material and will be tried out in tribal pockets before its implementation, on a wider area.

These efforts by the district will be supplemented with DPEP interventions to make possible achievement of the the goals of UPE.

Chapter IV

STRATEGIES OF DPEP

- 4.1 From The information collected on the basis of LSA and Baseline studies in social assessment and learner achievement, a land mark emerges for which DPEP strategies to achieve the set targets of UPE will be developed.

The strategies for DPEP will be built around following aspects -

1. Improving Enrolment and Retention.
2. Quality improvement for better achievement.
3. Equity issues.
4. Strengthening of management system.
5. Innovations.
6. Evaluation, Research and studies.

4.2 Improving enrolment and retention.

District Jhabua has 1376 habitations out of which 267 habitations do not have educational facilities. The details of accessless habitations is given below-

Accessless habitations

Table (4.1)

Population	No of Accessless habitations
Above 300	200
200-300	29
100-200	21
Below 100	17
Total	267

In Jhabua where villages are scattered upto 8-10 Kms into Falliyas. Thus a school facility in a village does not serve to the needs of far off Falliyas. In all, there are approximately

6000 Falliyas in Jhabua, out of these approximately 1000 falliya can be termed as accessless as they are not served by any educational facility within reasonable distance of 1 km.

In village where educational facility is available, low community response results in improper utilisation of these facilities. Hence in Jhabua, the main strategy will be to motivate the community to avail the existing educational facilities and provide educational facilities to accessless habitations.

4.2.1 Community mobilisation -

In Jhabua district which has major Tribal community, Community mobilisation will be aimed towards understanding & perceiving the values of education. The strategies for social mobilisation will be :

- * Convergence with Total Literacy Campaign (TLC). Jhabua is running TLC and it is creating a positive environment by educating the adult non literate. It will prove to create positive impact by creating demand for primary education.
- * Panchayat institutions will be mobilised by holding panchayat conventions and getting the local elected leaders involved with educational functioning, ensuring the participation of the community in the educational process.
- * Special campaigns, Jatthas, rallies and other programmes will be organised from time to time with specific messages that aims at UPE.
- * Efforts will also be made to involve traditional leaders "Tadvi & Patel" of the tribal group as they have influence on the community.
- * Special attentions to mobilise women and girls of deprived class will be given in blocks with low female literacy.

4.2.2 Providing access:

(A) New Primary Schools:

For 229 habitation, NPS will be provided as they fulfill the norms for opening of a formal school. The table given below gives the blockwise needs of NPS and the NPS to be provided under DPEP.

Blockwise number of Proposed NPS Table

Table (4.2)

S. No.	Blocks	Nos. of Primary School required	NO of NPS to opened by DPEP
1.	Jhabua	34	15
2.	Rama	37	16
3.	Ranapur	31	14
4.	Thandla	32	18
5.	Meghnagar	43	20
6.	Petlawad	87	40
7.	Bhabara	10	5
8.	Jobat	153	50
9.	Udaigarh	10	5
10.	Katthiwada	28	12
11.	Alirajpur	30	14
12.	Sondawa	45	20
	District Total	540	229

The priority of NPS will be decided on the basis of ST population and interior habitations.

Two shiksha Karmis will be provided in each NPS who will be appointed by Janpad Panchayat on recommendation of local Panchayat bodies of community. Some contingent amount will be given for purchase of furniture and educational material.

(B) Alternative Schools :

Special schooling facilities named as alternative schools will be started for children of very remote habitations, belonging to migrating community, occupied in domestic and wage earning work, thus unable to participate in formal schools. In these schools, there will be a non-graded teaching learning systems with flexibilities to allow learners to learn at their pace and to achieve desired competencies.

Local panchayat will appoint two teachers of which one will be female. An intensive 21 day training based on specially developed teaching learning material will be given to teachers. There will be one supervisor for 10 alternative schools. The village community will provide accomodation for AS. Provision for providing essential material required for running AS will be given under DPEP.

The 229 NPS and 458 Alternative Schools will cover the needs of the accessless habitations. But to meet out the needs of 1000 accessless falliya's . Education Guarantee Scheme (EGS) is the most appropriate answer.

(C) Education Guarantee Scheme (EGS) :

The Government of Madhya Pradesh has launched an innovative scheme of providing a school in each habitation where there is a demand from the public for enrolling 25 children in tribal areas. The accomodation will be provided by the community. The teacher will be appointed by the gram panchayat. The scheme in a summary form is at annexure -

The significances of EGS is that it targets the most needy and most deprived sections of the population living in remote and scattered habitations. Thus in Jhabua 1000 EGS will be started as per details given below :

Table (4.3)

S. No.	Name of block	No. of EGS to be started
1.	Jhabua	85
2.	Rama	107
3.	Ranapur	69
4.	Thandla	108
5.	Meghnagar	52
6.	Petlawad	150
7.	Bhabara	47
8.	Jobat	112
9.	Udaigarh	89
10.	Katthiwada	114 ✓
11.	Alirajpur	46
12.	Sondawa	21
	District	1000

The major strengths of EGS are :

- * Based on community need - community is the key actor in EGS which will ensure children's participation in schools.
- * Cost effective - does not multiply administrative overheads. Makes use of existing resources and supplements them with community collaboration.
- * Compels time bound action - the government provides a complete educational facility within 90 days.
- * Ensure quality - uses the new improved teaching learning material and ensure teacher training and learner evaluation.

4.2.3 CIVIL WORKS :

Under DPEP the civil works has special significance. Some of the salient features are given below:-

Are construction manuals ready,

(A) STRATEGY OF CONSTRUCTION : *who will make designs*

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

The actual construction work shall be carried out by the construction agencies of panchayats viz Block Nirman Samiti (BNS) and Village Nirman Samiti (VNS).

Observing, simplicity of procedures and transparency of operations in all the aspects.

(B) TECHNICAL SUPERVISION & EVALUATION :

The construction will be technically supervised and evaluated by a group of technical persons appointed by the collector. *— when, how, schedule*

(C) DESIGN STRATEGIES :

Evaluation of norms for location site planning classroom and other spaces

Evaluation of Geological, Climatological, Cultural and Social parameters for designs.

Buildings element Vocabulary based on Local Materials. Crafts and Techniques.

Improvement and improvisation in the Local Building Elements Vocabulary to result in technically sound proposal.

A holistic visualisation of all spaces in the campus.

Development of a design concept and prototype.

Essential inclusion of a defining enclosure, toilets, water supply electricity and landscaping in the design.

All provisions in the design to be made within the cost ceilings.

have sites for NPS been identified, these are to be done by March 1st

(D) TARGETS AND UNIT COSTS :

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

(a) Primary School Buildings :

At present 128 schools are having no building of their own while 229 new primary schools will be opened. Hence the blockwise requirement for construction of the new building is given below. Of these 318 school buildings will be constructed under DPEP.

Table (4.4)

S. No	Block	Number of New school building required	Number of severely dilapidated school buildings	Total number of school where building is required.
1.	Jhabua	10	34	44
2.	Rama	10	37	47
3.	Ranapur	10	31	41
4.	Thandla	10	32	42
5.	Meghnagar	10	43	53
6.	Petlawad	14	87	101
7.	Bhabara	10	10	20
8.	Jobat	11	153	164
9.	Udaigarh	10	10	20
10.	Katthiwada	10	28	38
11.	Alirajpur	13	30	43
12.	Sondawa	10	45	55
	District	128	540	668

Concept of School Building

The school building to be constructed is taken as a concept and not simply as a physical structure. Besides making the building useful, convenient and comfortable for the children attempts will be made to make it look attractive so that children have a sense of belonging for the school building. A positive relation between the school building and the curiosity and creativity of the child can be achieved by visualising and constructing the school building as an environment which stimulates and encourages the imagination and nascent potentialities of the child.

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

1. The building has two class rooms, a verandah and a teacher's room.
2. Drinking water facility and electrification.
3. Rooms are ventilated and lights.

4. Two Block-Boards in each room, one in verandah and one on the outside wall at suitable heights.
5. School has toilets.
6. The windows are at a low height so that child can see the outside world easily. The design shall conform to the idea that the school is a place of learning rather than a place of teaching.

B) Additional class Rooms -

At present there are large number of schools, which are not having proper accommodation due to increase in enrollment as a result of enrolment drives and Shikshak Samakhya. In these schools additional rooms shall be built. The Blockwise requirement of additional room is shown below -

S. No.	Blocks	Need	Additional room to be constructed	
			By DPEP resources	By non DPEP resources.
1.	Jhabua	40	20	20
2.	Rama	40	20	20
3.	Ranapur	40	20	20
4.	Thandla	45	20	25
5.	Meghnagar	45	20	25
6.	Petlawad	80	25	45
7.	Bhabara	40	15	25
8.	Jobat	45	20	25
9.	Udaigarh	45	20	25
10.	Katthiwada	50	20	30
11.	Alirajpur	45	20	25
12.	Sondawa	60	20	40
	District	575	240	335

BRC

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

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

4.3 QUALITY IMPROVEMENT FOR IMPROVING ACHIEVEMENT LEVELS:

The basic strategy adopted for qualitative improvement in primary education is curricular reform which will include.

- * development of competency based curriculum.
- * development of new teaching learning material.
- * empowerment of teachers through appropriate training
- * creating a physical environment for learning.

All these academic interventions aim at making teaching learning a joyful process, motivating children to stay in schools and minimising drop-outs.

4.3.1 Teaching Learning Materials :

The need of a joyful, activity based and child friendly pedagogy, which also focuses on minimum levels of learning at the primary stage of education, has been a long felt need. Addressing the problem, the state suitably modified the National MLLs.

SCERT at the State level nodalises the development of curriculum and teaching learning materials. The strategy adopted by the SCERT for developing teaching learning material has been one of field trialling, involving multiple packages developed by multiple agencies both Government and non Government. On the basis of the trial outcomes of multiple packages, teaching learning materials are developed for introducing on a general scale. The field trial strategy is being implemented on a selective scale; in a phased manner, over the years, whereby field trials of class I materials has been done in 96-97. An improved

teaching learning package developed by SCERT for class I will be introduced in schools in 97-98.

This new material is a complete set of the Teaching Learning materials comprising

- Activity Kit
- Text Books
- Teachers Guide - Work Books
- Supplementary reading material for teachers and learners.

The Teaching Learning Material for classes 2 and 3 are being trialled on a selective basis during 97. On this basis improved materials will be introduced in all schools in 97-98 for class II and III.

The process of introducing the improved and modified versions, based on careful field trials and academic assessment for successive grades, will continue : class IV materials will be trialled in 97-98; upscaled in 98-99; and class V materials will be trialled in 98-99 and introduced in 99-2000.

Keeping in view the socio cultural needs of the tribal community in Jhabua, efforts will be made to make the existing education relevant to them by developing supplementary material that will focus on

- practical knowledge of the surrounding, natural resources, medicinal plants etc.
- importance of conservation of natural resources like air, water, forests etc.
- on being responsible & enlightened citizen of the community.
- developing community that is conscious, self dependent and self motivated

These issues will also be dealt with in teacher training.

4.3.2 Teacher Training :

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

1. Training of all the primary school teachers.
2. Improvement in the quality of in-service training programmes.
3. Bringing the teacher out of his/her academic isolation.
4. Develop teachers as key resource persons in the educational system.

The District Institute of Education and Training (DIET) will be overall responsible for all the training programmes of primary school teachers. The main feature of training is that it is participative and decentralised in the sense that talented teachers will be involved in the State, District and Blocks resource group which designs the training module and further train the teachers. The feed back received after the training will be analysed and used to modify the training module.

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

(A) Constitution of District Resource Group (DRG)

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

(B) Identification of Master Trainers (MT)

A group of Master Trainers (MT) will be identified by the DIET in consultation with BEO for each block. The group will consists of 10 to 14 teachers and active educationist who will be responsible for the training of teachers.

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

(C) Teacher Training at Block Level

The Teachers Training Package developed by SCERT will be used for the training at various level. The teacher's training module will be based on teaching learning materials to be transacted in the class rooms, one day training on administrative issues will also be given. The training programme in successive years of the five year plan will be as follows:

S. No.	Years	Target	Contents
1.	1997-98	All teacher of PS	Class-I
2.	1998-99	All teacher of PS	Class-II
3.	1999-2000	All teacher of PS	Class-III
4.	2000-2001	All teacher of PS	Class-IV
5.	2001-2002	All teacher of PS	Class-V

The teacher training would also include issues of equality i.e. sensitivity towards tribal children, girls and handicapped children.

In the training, special focus will be on empowering the teachers of tribal areas with skills and materials to deal with bilingual situation by bridging the gap between the local tribal dialect and the standard language used in textbooks.

4.3.3 School Contingency :

All the 1130 schools will be provided a sum of Rs.3000 as school contingency. This amount will be used for improving educational facilities and development teaching learning aids. Out of the Rs.3000, the amount of Rs.1000 will be used for development of teaching aids and will be given to two teachers of the same schools, thus each teacher will get Rs.500. Rest of the amount will be given to the VECs for improving the educational infrastructural facilities.

4.3.4 Academic Institutional Support :

For the effective implementation of teacher training, it is essential to have a strong academic resource support system. This would include strengthening of existing support institution i.e. DIET & creating new support system i.e. BRC & CRC.

(a) DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET) :

In Jhabua, the present staffing position of DIET is as follows:

DIET present status of staff

S.N.	Designation	Sanctioned Posts	Filled	Vacant
1.	Principal	1	-	1
2.	Vice-Principal	1	1	-
3.	Senior Lecturer	7	-	7
4.	Lecturer	17	4	13
5.	Teacher	1	-	1
6.	Craft Teacher	1	-	1
7.	Stenographer	2	2	-
8.	Lab Assistant	1	-	1
9.	Accountant	1	-	1
10.	U.D.C.	1	1	-
11.	Assistant Clerk	8	2	6
12.	Statistician	1	-	1
13.	Attendant	5	5	-
14.	Office Superintendent	1	-	1
	Total	48	15	33

Efforts to fill the presently vacant posts will be made. *by when, who will initiate*

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

In addition to the teacher training Programme the DIET will take up the following activities :

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

For fulfilling the above, DIET will be strengthened. The DIET will be provided additional furniture, equipment, books, vehicle, Funds will also be provided for paying fees and honorariums to the professionals, for conducting training programmes, developing, educational materials, carrying out micro projects, innovations and studies.

(b) BLOCK RESOURCE CENTRE (BRC) :

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

Functions of BRC

- * Training primary school teachers, AS instructors, CRC heads and academic coordinators, Resource persons for VEC members training.
- * Organising monthly meetings for CRCH and CACS
- * Mobilization of public support for awareness.
- * Preparation, implementation and monitoring of Block plans
- * Coordinate with different department and functionaries at Block Level
- * Providing academic support to CRCS
- * Assisting DIET in developing material, field testing and innovations.
- * Coordinating school mapping and micro planning.
- * Organising field interaction.

All the 12 BRC will be provided non recurring grant for purchase of furniture, equipment's and educational materials (list annexed) and recurring grant for organising meetings, workshops and training programmes.

(c) CLUSTER RESOURCE CENTRE (CRC) :

A CRC for all primary schools falling within of a radius of 10 kms will be established. District Jhabua will have 160 such CRCs. The CRC will be located in a primary school having a spare room or in a middle school having a primary section. The head master of the school will be the Head of the CRC. One academic coordinators, who will be a motivated primary school teachers having worked as master trainers will be attached at CRC. The academic coordinator will concentrate on academic supervision of all the schools of the cluster. The functions of CRC will be as follows :

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

CRCs will be provided non-recurring and recurring grants to carry out cluster level activities.

4.3.5. EGS teachers training :

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

4.3.6 Training of Alternative School Supervisors/Teachers :

In view of the fact that AS will be a new concept intended to address a heterogenous group of learner in an ungraded system, AS teachers and supervisors will be given intensive training based on textual material. The training will be residential and of 10 days duration and will be organised either at the DIET level or at the Block level as per district's convenience. Supervisors will be given additional training of one week with the

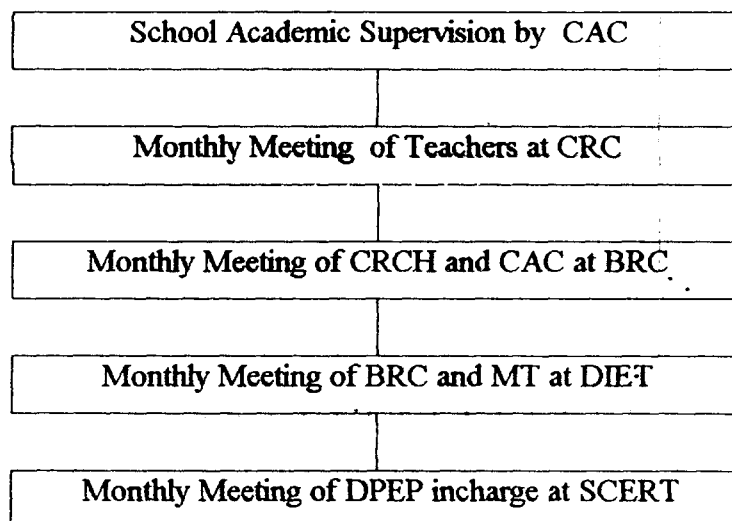
help of an NGO Digantar which has considerable experience. The supervisory role will be highlighted during the training.

4.3.7 Academic Monitoring And Feedback :

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

An effective Monitoring and feedback system has been tried out by SCERT in the existing DPEP districts which stresses on academic supervision of the schools by Cluster Academic Coordinator (CAC), monthly meetings of teachers at the clusters, monthly meetings of the Academic Co-ordinators at the block, district, and state level and disseminating the messages of pedagogic reforms of SCERT, DIET down to the teachers.

All these efforts have set up a stage for qualitative improvements. These initiatives will now be adapted by this district.



4.5 Equity Issue

4.5.1 Girls Education -

One of the objective of the DPEP is reducing gender disparity in enrollment, retention and learner achievements and providing access to educational opportunities to all girls specially of ST & SC community.

The baseline study clearly indicate that female children are kept busy in

- * domestic and field work
- * collecting fuel and fodder
- * fetching water from remote source
- * caring for siblings
- * domestic animal chores etc

Some other reasons have also been identified

- * poverty
- * no gain from school education
- * syllabus is not proper
- * behaviour of school teachers not friendly with children
- * distance of school/NFE centres from their habitations.
- * no arrangement for drinking water at school
- * non availability of separate toilets in schools
- * orthodox families

To encounter these factors the following efforts will be made.

Schooling facilities will be made more supportive to the needs of the girls and women.

The strategies applied will be.

Making the school timings flexible and according to the needs of the girls. School timings will be set by the local panchayat body and the local community.

Creating a positive environment specially for girls by organising mahila convensions in the school campus with the participation of girls of tribal community. This will motivate the tribal woman to send their daughters to school.

Organising the programmes of folk songs and folk dances by the lady teachers, mahila prerak samooh, anganwadi worker and the health workers to convey the message of the importance of girls education.

- Organising bal melas for tribal girls including games and sports and other co-curricular activities and ensuring participation of their parents in these melas.
- * Special attention to the needs of girls child will be given in schools.
An environment will be created which will enable women to demand education for themselves and their daughters by organising mahila sammelans and co-relating them with their festivals.
- * The factors hindering girls education will be minimized by establishing continuous dialogue with the parents of those girls who do not send girls to school and keep them busy with other household work. This will be done with the help of village education committee and teachers.
- * Panchayats will be approached to solve the problems of water, fuel and fodder of the village.
- * Integrated child development scheme will be linked with the school where there is a felt need Jhoola-ghar will be opened. Anganwadi and female health worker will be trained and mobilised for creating awareness in the women of the tribal community regarding girls education.

For effective planning and implementation of gender strategies gender coordinator will be trained Gender coordinator will be assisted by gender core groups at different levels i.e. district, block, cluster etc. Gender core group will consists of educationists, women activists, social workers, gender experts and teachers. This group will advice monitor and guide the planning and the implementation of gender specific interventions.

Special strategies that will be taken up in convergence with other departments such as Mahila bal vikas and community for education of girls will be -

- * DWCRA group, TLC activists, panchayat member specially the female elected panchs and sarpanchs will work together to resolve these issues.
- * Use of audio visual material and cultural forms specially folk forms print media.
- * gram set will be used for creating a positive environment for girls education
- * The folk artists and NGOs will be trained and used for mobilising activities.
- * Massive girls enrollment drive will be launched in all the villages.

The issue of equity will be dealt in teacher training programme. To develop positive attitude of teachers toward girls specially belonging to tribal group.

Local fairs and festivals will be used as venues for spreading the message of education particularly of deprived groups, tribal and girls.

4.4.2 PROJECT OF JHOOLAGHAR

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

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

There was an understanding that these centres will be operationlised only in non-ICDS blocks.

As ICDS has expanded to all the districts and blocks of Madhya Pradesh, DPEP has decided not to open any more centres form this year and to continue with the centres already started in previous years till they are fihally handed over to department of Women and Child Welfare. The sibling care problem will be tacked through establishing functional linkages with Aanganwadis.

4.4.3 WOMEN EMPOWERMENT -

The above mentioned general and specific strategies will be made possible with the help of women groups. Changes can be brought about by empowering the women of the district.

In Jhabua district some traditions effecting the status of women are mentioned below -

- * marriage of girls children in early age and the prevailing "Natrasytem" multimarriage system in the tribal society. This is linked will acquiring economic assets by the parents of the girls in marriage.
- * In remote areas of Katthiwada, Sondawa and Aliorainur it is observed that women are used as comodities. In tribal community of Jhabua the dowry is paid to the parents of the girl. Parents belive that if the girl will become educated the chances of getting heavy dowry will become less as she may have her independent view. This issue will be dealt at the grass root level. Women empowerment programme called Mahila Samakhya will be taken upto elevate the status of women & sustaining it.

Main Objectives of the Mahila Samakhaya in Distt. Jhabua

- * To initiate a process where women will perceive the need to move from a state of passive acceptance of their life situation to one of active self determination. This will be effected through the formation and revitalisation of Mahila Samooh where women will come together to articulate their problems and needs.
- * To adopt an area intensive approach that will integrate the existing services for the provision of formal and non formal schooling, adult education.
- * To design gender sensitive training modules for all levels and for all functionaries in the programme.
- * To address itself to the practical gender need of women : Child care, drinking water, fuel and fodder by initiating a process of identification of local needs among the women themselves and assisting in forming collectives to address these issue.
- * To provide extension services and other training schemes for the large proportion of rural women engaged in agricultural activities. whether on family farms or in wage labour.
- * To ensure that the process of empowerment is not exclusionary but that it actively involves the male members of the community in its strategy of awareness generation and gender sensitization through village level discussion groups, fairs, and other such activities involving both men and women.

This programme will endeavor to set in motion a process of empowerment whereby the conscientization of women will result to their analysis of the justice of existing gender relations and lead to collective action to satisfy their larger strategic needs.

All Mahila Samakhya activities will be rooted in local context, and their content and form, determined by women participants at the village level. As such, specific activities and processes will emerge from women's articulation to their needs and concerns. The first objective of M.S. will be to facilitate participative process that sets in motion the process of conscientization, stimulating women to analyze their present conditions and position in society-organization for collective action will be the means for transforming these inequities, that are neither organic nor immutable.

Strategy for operationalising M.S.

The strategy for initiating Mahila Samakhya process in the district will be as follows :

1. Identification of women at the district level who have shown interest in women's issues, are articulate and will play a leadership or catalyst role.
2. Forming a core group at the district level.
3. Identifying the areas of initial work that will evolve district specific strategies and plans.
4. Forming Mahila Samooh at village level.
5. Special camps will be organised for women for giving the message like
 - (i) message of equality
 - (ii) the contribution of women in terms of economic and as well as non economic activities.
 - (iii) Educating women and girls about the values of family relationship, society relationship and other aspects of national and social values.
6. To resolve the customary problems the local traditional leaders like Trivadi, Patel and the important people of Jati Panchayat will be taken into confidence. Jagaran-yatras and prabhatferies will be organised.

4.4.4 Special focus On ST children

District Jhabua has a large tribal population. In order to address to the special educational needs of the tribal children, socio-cultural status of the tribes will have to be viewed before planning the strategies -

- (i) The life style of the tribal groups is such that they do not acquire assets like land & prefer to work for earning their daily wages and do not bother about the future. This leads to their exploitation by the land owner of the upper class resulting in their poor economic status.
- (ii) The condition in Jhabua are not favorable to the agriculture resulting in poor agricultural resource base, a result the tribal groups seasonally migrate in a large number to neighbouring state in search of work.
- (iii) Consumption of palm juice "tadi" and country made liquor is very common and socially accepted, even small children indulge in drinking and become accustomed to alcohol.
- (iv) Due to all above stated factors tribal community specially of interior areas indulges in looting and other criminal activities.
- (v) Women in areas are the cause of family and village feuds. Women are considered as commodities and some time a situation is created in which criminal offence is committed.
- (vi) The traditional religious leaders of the village "badawas" play a very important role in society, and are influential persons of the village. With vested interests, 'badawas' some times create a negative environment for the tribal education.
- (vii) The educated tribal people become isolated from the rest of their community. It is commonly observed that the tribals who are educated move away from their habitations and do not return to their own villages. This creates a general view within the community that education will make them to loose their children to outside world.

The possible solutions of the above problems will be evolved from the tribal community itself, some strategies planned are -

- * Traditional local leaders 'Tadavi' 'Patel' and religious leaders 'badawas' will be motivated as the first step. For this active social reformers, NGOs, students women

activists, elected female leaders, anganwadi and health workers, teacher and other groups like mahila sajha manch, mahila mandal, mahila samooh, DWACRA groups will be mobilised.

Effects of consumption of tadi and liquor will be displayed widely in local language by wall writings, hand bills, pamphlets, different cultural and folk medias on special occassion like festival, fairs and melas, The visual programme on these issues will be prepared and telecasted on TV through "Gramset Yojna" running in Jhabua district.

~~School and college goining children will be trained and mobilised to take active part~~
in programmes of tribal education and developments

Opening ashram shalas on need basis in the block where migration is a factor for children not participating in formal education. Interventions according to local need and requirement in terms of extra co-curriculum activities vocational education and building design will be taken in these ashram shalas.

For improvement in quality of tribal education the teaching learning process need to be sensitively responsive to the socio-cultural and linguistic tribal characteristic. It will be necessary to undertake the careful assesment of the learning needs of the tribal community and to develop material and evolve processes for appropriate padagogic inputs that address specific tribal educational needs.

- * The present teaching learning process is not interesting to tribal children which result is drop out. The language used in class room situation is different to their local language. A Bridge language inventory (BLI) will be developed to assist the non tribal teachers in the use of local dailect to communitie with the tribal students to sustain their interest in teaching learning process. This will also help the teachers to communicate in a better way with the community. As the home language of tribal children is different that Hindi.
- * To attract them help of local dialact, culture and environment will be taken and in second phase home language will gradually be replaced by hindi.
- * Tradiitiional cultural forms & practises will be linked with education that the tribal community percieves the importance of education.
- * Local fairs & festivals like Bhagoria will serve as appropriate oportunities to address the community at large with message of education.
- * Wall writing in local language will be taken up.

* As the tribals enjoy cultural celebration the education messages will be inbuilt with their cultural practices.

For effective implementation of these strategies convergence between tribal and education department will be ensured to streamline the efforts. For this a joint orientation of TWD and SED at the district and the block level will be done to improve mutual understanding and cooperation. This will be done at the state and district level.

4.4.5 PHYSICALLY HANDICAPPED CHILDREN :

Education of physically handicapped children is a challenge for any education project.

A village wise survey of physically handicapped children through Lok Sampark Abhiyan has generated information on the size of the group of physically handicapped children.

As per LSA in Jhabua (2774) boys and (1702) girls, are handicapped. The block wise distribution is as under :-

Block wise No. of Handicapped children:

S. No.	Block	Boys	Girls	Total
1.	Jhabua	323	172	495
2.	Rama	288	140	428
3.	Ranapur	528	342	870
4.	Thandla	243	142	385
5.	Meghnagar	277	199	476
6.	Petlawad	375	267	642
7.	Bhabara	85	47	132
8.	Jobat	91	57	148
9.	Udaigarh	146	76	222
10.	Katthiwada	69	63	132
11.	Alirajpur	177	144	291
12.	Sondawa	172	83	255
	District	2774	1702	4476

Since these children are spread through out the district, one of the strategies for their education will be that they get education in the schools of their locality. The basic strategy

will be to integrate them in the schools; using the insights and experience of the pilot PIED project in M.P. The teachers of schools will be given special training for proper development of the children.

Awareness and Orientation programmes will be held for the DPEP functionaries, community & teachers to be sensitive to the educational needs of handicap children.

Provisions under DPEP will be made for essential rehabilitation and educational aids and appliances.

Provision for removal of architectural barriers in existing schools to provide easy mobility to children with disability.

4.5 MANAGEMENT SYSTEMS :

For effective implementation of the strategies outlined it will be essential to develop an efficient management system. The existing management system will be strengthened by providing additional project management structures.

The Project Management Structures will be based on the following considerations :

1. A participative management system that facilitates the collaborative working of government and non-government personnel. For this a two-legged structure of governmental & non-governmental agencies will be setup :
 - * Peoples participatory structures are the District unit (DU), Block Unit (BU) and Village Education Committee (VEC). These structures include some key governmental functionaries, Panchayat members and active community members.
 - * Governmental agencies - DPO/DIET, BRC, CRC.
2. Decentralisation upto the grass root level to ensure responsiveness and promptness of action.
3. Autonomy and flexibility to project structures for efficient functioning. The project structures will be governed by distinct procedures guiding their administrative & financial working.
4. Integration with existing structures so that the project structures work conjointly with the existing system.

Some of these will relate to improving the education of girls, particularly scheduled castes developing empowered community structures for school management for improving class room processes and cost effective construction practices.

4.5.1 Management structures:

Management Structure		Personnel	Function	
District Unit (DU)	Chairperson	- Chairman of Zila panchayat	<ul style="list-style-type: none"> - Will be responsible for formulation, implementation coordination and monitor of District plans. - Ensure Participatory approaches and overall control of the programme 	
	District Mission Director	- Collector		
	Member Secretary	- District Project Director - Deputy Director Education		
	Members	1. Principal DIET 2. District Women Child Welfare Officer 3. Secretary T.L.C. Committee 4. Assistant Director NFE.		
	Nominated Members	1. All members of education Committee of Zila Panchayat.		
		2. 7 Representative of		
		i. Women working in the field of education and development		
		ii. Educationists, NGOS, Social Workers (At least 1 member belonging to SC, ST, OBC and minority)		
		3. One chairperson of Janpad panchayat nominated by chairperson of Zila Panchayats.		
	4. Two non-official members of general body of DPEP.			
District Project Office	Designation of Post	District Project Co-ordinator	1	<ul style="list-style-type: none"> - Personnel for actual management & implementation of the programme. - Will serve as link between state & block structures.
		Asst. Project Co-ordinator (Finance)	1	
		Asst. Project Coordinator (Equity)	1	
		Programmer	1	
		Assistant Engineer	1	
		Junior Engineer	1	
		Draftsman	2	
		Accountant	1	
		Data Entry operator	2	
		Clerk	4	
		Driver	1	
		Peon	3	
Block Unit	Chairperson	- Chairperson Janpad Panchayat	<ul style="list-style-type: none"> - Will be responsible for formulation, implementation coordination & monitor block plans. - Ensure participatory approaches & overall control of Block level programme activities. 	
	Member Secretary	- Block Education Officer		
	Ex- Offico-members	(1) S.D.O.		

		(2) B.D.O.(in Non Tribal Block) (3) Project Officer (NFE) (4) BRC Co-ordinator (5) Project Officer (I.C.D.S.)	
	Nominated Members	(6) All members of Education Committee of Janpad Panchayat. (7) Two members of Block Level T.L.C. Committee (8) Seven representatives to be nominated by the District Unit of D.P.E.P. on the basis of their special services/contribution in the area. (i) Women working in the field of women education and development. (ii) Educationists, NGOS, Social workers. Literatures/out of these at least one women and one member belonging to each of ST,SC,OBC and Minority Classes. (9) Two Non Govt. Members of VEC of the Block to be nominated by Districts Unit. (10) One Person having contribution or experience in the field of U.P.E. to be nominated by District Unit.	
Block Resource Centre (BRC)	BEO-ex-officio head of this office	BRC coordinator - 1 Accountant / Clerk - 1 Peon - 1 Watchman - 1	- Responsible for Block management of program - BRC to be the training centres at block.
Block Nirman Samiti	Chairman	Chairman of Janpad Panchayat	Monitor effective implementation of construction
	Member Secretary	Block Education Officer	
	Nominated Members	2 member of Janpad Panchayat One of them to be a lady representative 2 Non - official social workers	Procure construction material, employ labour . Maintaining the accounts records.
	Technical Person	1 representative of technical department (RES)	Prep. of layout, estimates Technical Supervisor to ensure quality of construction is done by the Technical person
Village Education Committee (VEC)	Chairperson	Sarpanch	- VEC is the grassroots management structure - Mobilising help and resources from the community for the local Primary School, NFE Centre and Anganwad, and Monitoring their function status including progress Children enrolled therein. - Contacting parents, specially those belonging to disadvantaged groups, on ongoing basis so as to persuade them to send their children (especially girls) to the Primary School/NFE Centre/Anganwadi regularly - Reviewing periodically the performance of children

			the teachers and instruct and identifying and removing obstacles. Helping teachers with the difficulties they are facing and ensuring support to their efforts. - The VEC will meet atleast once a quarter or as and when required.
	Vice Chairperson	Deputy Sarpanch	
	Secretary	Senior teacher of School	
	Members	3 member of gram panchayats 5 Residents of village nominated by gram sabha or panchayat 4 Nominees of janpad panchayat from among residents of the village in come of local MLA, NFE instructors, TLC volunteer & Angan wadi worker	
Village Nirman Samiti	Chairperson	Sarpanch	Monitor effective implementation of construction
	Member Secretary	Teacher of P.S.	
	Member	2 representatives of gram panchayat 1 technical persons a sub-engineer of RES	Procure construction material, employ labour . Maintaining the accounts records.
			Prep. of layout, estimates Technical Supervisor to ensure quality of construction is done by the Technical person

for decentralised, participatory functioning most critical administrative functions will be exercised through empowered committees that have been set up by the Executive Committee of the Rajiv Gandhi Prathamik Shiksha Mission.

These are :

	District level committee		Constitution		Powers & Functions
1.	Purchase Committee	1.	District Mission Director - Chairman	1.	Float tenders, evaluate offers and award purchase orders
		2.	District Project Director	2.	Ensure compliance with all purchase regulations
		3.	Assistant Commissioner, Tribal Welfare Department or Deputy Director, School Education - whoever is not the District Project Director	3.	Will ensure that timely reports in the required formats are submitted of funds.
		4.	Chairman of the Standing Committee on Education of Zila Panchayat.	4.	Will ensure that all block units, DIETs, BRCs, CRCs and Schools and other bodies making purchases from the funds of the Mission are complying with regulations.
		5.	Joint Director, School Education		
		6.	One non-official member of the Rajiv Gandhi Prathamik Shiksha		

			Mission.		
		7.	One non-official member from among the seven non-official members nominated to the District Unit of Rajiv Gandhi Prathmik Shiksha Mission.		
		8.	District Project Co-ordinator - Member Secretary		
2.	Appointment Committee	1.	District Mission Director - Chairman	1.	Selection of appointment people either on deputation or on contract for a fixed term for all posts to be filled directly by it.
		2.	District Project Director	2.	Review the vacant position on all posts being funded from the project and will submit timely reports to the State Project Office to take necessary steps.
		3.	Assistant Commissioner, Tribal Welfare Department or Deputy Director, School Education - whoever is or not the District Project Director	3.	Will ensure that the service rules framed for the employees of the project are being followed by all district and subordinate level bodies.
		4.	Chairman of the Standing Committee on Education of Zila Panchayat.		
		5.	A nominee of the State Project Office		
		6.	One non-official member of the Rajiv Gandhi Prathmik Shiksha Mission.		
		7.	One non-official member from among the seven non-official members nominated to the District Unit of Rajiv Gandhi Prathmik Shiksha Mission.		
		8.	District Project Co-ordinator - Member Secretary		
3.	Civil Works Committee	1.	District Mission Director - Chairman	1.	Shall be responsible for the proper implementation of all civil works activities.
		2.	District Project Director	2.	Frame detailed procedures for executing construction activities.
		3.	Senior most engineer in the District office	3.	Monitor the work of District Project Offices and Nirman Samitis on Civil Works.
		4.	Three technical persons from among Executive Engineer, RES, Representative of EPCO, or their engineering personnel at district level.	4.	Float tenders and finalise contracts.
		5.	One non-official members of the Rajiv Gandhi Prathmik Shiksha Mission		
		6.	One non-official member from among the seven nominated to the district unit.		
4.	Grants-in-Aid Committee	1.	District Mission Director - Chairman		Will be setup the district level to consider district level proposals either for sanction at the district level for recommendation to the state level as per the guidelines drawn by the grant-in-aid committee.

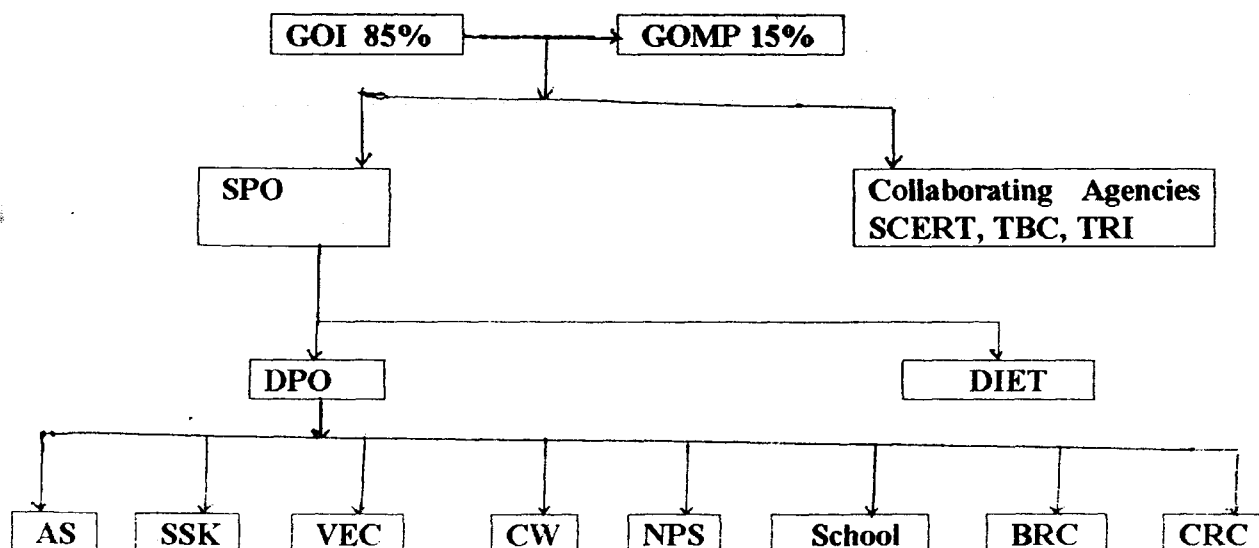
2.	District Project Director		
3.	Deputy Director, School Education or Assistant Commissioner, Tribal Welfare if either of them is not the District Project Director		
4.	Principal, DIET		
5.	Chairman of the Standing Committee on Education of Zila Panchayat.		
6.	Two non-official member of the Rajiv Gandhi Prathmik Shiksha Mission.		
7.	Two non-official member from among the seven non-official members nominated to the District Unit.		
8.	District Project Co-ordinator - Member Secretary		

4.5.2 FINANCIAL SYSTEM

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

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

Structure Of Fund Flow



A. At the District level :

The district budget will be released to the DPO in a joint account of DPC and DDE.

The budget for DIET related activities will be released directly to the DIET from SPO with intimation to DPO.

B. At Block level :

The fund for the block level activities will be released by DPO to the block, in the joint account of BEO and BRCC. DIET will also funds release to the academic activities in this joint account.

For construction of BRC building the funds will be released from DPO to the Block Nirman Samiti.

C. At the Cluster level :

Cluster meeting expenditure will be provided by the DIET and will be maintained at the CRC in joint accounts of CRCC and Head masters.

D. At the Village level :

At the village level fund for civil work is released by the DPO to the Village Nirman Samiti (VNS). For VEC fund will be released to the joint account of Sarpanch and teacher who is the Member Secretary of VEC.

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

- Internal audit
- External statutory audit by a chartered accountant
- Audit by the Accountant general of the government.

4.5.3 PROCUREMENT OF BASIC OPERATIONAL FACILITIES

1. To achieve short term goals and provide infrastructural support for long term goals of DPEP, procurement is an essential activity.
2. Decentralised procurement provides a means of understanding the problems pertaining to requirement, procurement and distributions of procured goods. It will enable the local representatives to feel involvement in programme implementation and monitoring at all the activity levels.
3. GOI's directives and IDA norms for procurement are to be followed.
4. The total package procurement cost at the district level is below Rs. 15 lakhs thus local/national shopping pattern will be followed.

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

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

4.5.4 MONITORING & SUPERVISION

Monitoring will be done to ensure the proper implementation of project strategies. To assess the impact of project strategies on the 3 basic goals universal enrolment, retention, achievement, effective implementation and monitoring of the progress made by project will be ensured. For this the basic strategy for monitoring will be operationalising the management information systems. This would include

- Collection of information to create database.
- Generation of reports based on the database.
- Reviewing the progress by analysis of the generated report at the block, district and state level programme review meetings.
- Inclusion of correctives in subsequent annual plans.

LSA & EMIS will help generate two types of database

Lok Sampark Abhiyan (LSA)

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

The mode of collection of the village database is participatory and the community has access to the information right at village in village education records (VER). The information is also to be displayed through the school maps.

EMIS :

This software will make possible to collect school data base such as -

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

- Equipment details
- Attendance, retention as development details

EMIS will thus serve as support systems which would generate accurate and timely information for effective monitoring of school database. The data capture format and software called DISE (District Information on School Education) has already been developed by NIEPA.

IPMS :

The Integrated Project Monitoring System is already developed by the SPO that will make possible to get monthly and quarterly feed back on various programme components from grass root to state level. This will promote immediate follow up and correctives to be taken as and when necessary.

Integration of Lok Sampark Abhiyan data with IPMS will make cohort monitoring possible as progress against benchmark data will be measured constantly through updation.

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

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

PMIS :

PMIS will collect data on the implementation of the project in terms of commitment of physical progress and expenditures. This will be generated as QPRs- Quartely Progress Report. The PMIS reports will be generated from the IPMS.

Thus a comprehensive MIS will be operationalised yielding a variety of reports on different project parameters.

4.5.5 CAPACITY BUILDING :

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

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

S. No.	Training	Persons	Duration	Venue
1.	Orientation DPEP	District Mission Director	1 Day	SPO, Bhopal
		Chief Executive Officer, Zila Panchayat	---"---	---"---
2.	Training DPEP	Chief Executive Officer, Janpad Panchayat	5 Days	SPO, Bhopal
		Deputy Director of Education	---"---	---"---
		Principal DIET	---"---	---"---
3.	Training in foundation Course	District Project Coordinator	4 Days	SPO, Bhopal
		Asstt. Project Coordinator (Finance)	---"---	---"---
		Asstt. Project Coordinator (Equity)	---"---	---"---
		Block Education Officer	---"---	---"---
		Block Resource center Coordinator	---"---	---"---
		DPEP incharge of DIET	---"---	---"---
4.	Training Special Skills	District Project Coordinator	4 Days	SPO, Bhopal
		Asstt. Project Coordinator (Finance)	---"---	---"---
		C	---"---	---"---

		Programmer	---"---	---"---
		Data Entry Operater	---"---	---"---
5.	Training of Environment Building	DRV (VEC)	5 Days	DIET
		DRG (Mahila Samakhya)	---"---	---"---
		AIDS	---"---	---"---
		CRCH	+2 days (Management)	---"---
		CAC	+2 Days ---"---	---"---
6.	Training Review & Planning of AWP	DDE/AC TED	5 Days	SPO, Bhopal
		District Project Coordinator	---"---	---"---
		Asstt. Project Coordinator (Finance)	---"---	---"---
		Asstt. Project Coordinator (Finance)	---"---	---"---
		Programmer	---"---	---"---
7.	Self Study	Study of the new material developed by SPO, SIEMT for DPEP functionaries		
8.	Participation in Seminar, Workshop	DPEP functionaries will be deputed to attend seminar, workshop as per need.		

Special skill development & refresher training :

1. After a period of 3 months of the foundation course District Project Director, District Project Coordinator, Assistant Project Coordinator (Finance), Assistant Project Coordinator (Equity), Principal DIET, Programmer, Block Education Officers, Block Resource Centre Coordinators will be given a short term course of 5 days on special skills. This will be conducted by SIEMT.
2. After a period of 4 months the District and block level functionaries as given above will be given a Refresher course for 6 days.
3. CRC Heads and CRC Academic Coordinators will attend 1-2 days orientation on management along with training to be given by DIET.
4. District Project Office personnel will attend a 3 days workshop on review and planning half year at SPO.

The short course on special skills would include :

- Managing people at work
- Leadership skills
- Decision making and problem solving
- Interpersonal Relationships and coordination
- Effective communication
- Motivating people
- Financial management
- Management Information system
- Resource Management
- Organising Meetings effectively
- Development of innovations
- Effective Inspection and Supervision
- Seeking cooperation from Public Bodies like Panchayats or Govt. Agencies like RES, etc.

Self-Study :

The personnel will go through the literature received from SPO/SIEMT/other agencies to develop these solves as effective personnel.

Participation in Seminars :

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

VEC TRAINING :

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

The VEC training will be at the Cluster level for a day. In addition hands on orientation of VECs will be through their involvement in.

4.5.6 INNOVATIONS :

The Lok Sampark Abhiyan has brought to the light a large number of issues related to access retention, small habitations, enrollment, poor achievement of the children, absentism both of teachers and students, dropouts, early child education, education of disabled children, education of migratory children, multiclass and multigrade teaching, education of adult girls, gender biased curriculum, lack of awareness about the value of education and many more such issues. For this the data thrown up in the LSA will be

studies and analysed carefully and suitable strategies will to be evolved to tackle specific contextual issues.

Some of these will relate to improving the education of girls, particularly scheduled castes developing empowered community structures for school management for improving class room processes and cost effective construction practises.

4.6 RESEARCH, EVALUATION AND STUDIES :

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

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

RAJIV GANDHI PRATHMIK SHIKSHA MISSION

(1)

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

DISTRICT : JHABUA TOTAL OUTLAY
Blocks :- 12 TOTAL REIMBURSED AMT : 4426.23 Civil Works (%) 24.00
3819.73 Management Cost(%) 2.10

MSP	1	YEAR -->	1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	Total
TOTAL OUTLAY (RS. LAKHS) -->			4.60	1120.94	1104.77	800.31	697.55	698.05	4426.23
REIMBURSED AMOUNT (RS. CRORES) -->									
YEARWISE REIMBURSED AMOUNT (IN %)									
YEARWISE CIVIL WORKS COST (IN LAKHS)			0.00	529.05	432.00	101.40	0.00	0.00	1062.45
YEARWISE CIVIL WORKS COST (IN % OF TOTAL)			0.00	47.20	39.10	12.67	0.00	0.00	24.00
YEARWISE MANAGEMENT COST (IN CRORES)			0.00	0.32	0.15	0.15	0.15	0.15	0.93
YEARWISE MANAGEMENT COST (IN % OF TOTAL)			0.00	2.86	1.38	1.90	2.18	2.18	2.10

MIS CODES	ACCOUNT CODE	COMPONENT	Year -->	UNITS (PHYSICAL)						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
PFE	*****	1 NEW PRIMARY SCHOOLS			129	100				229
		NEW TEACHERS***			258	200	0	0	0	458
ALS		2 ALTERNATIVE SCHOOLS PROJECTS (AS)			4	1				5
EGS		3 E G S CENTRES			400	400	150			950
ECE		4 JHoola GHAR			120	0		0	0	120
PFEC		5 PRIM SCHOOL BUILDINGS			150	140	28	0	0	318
PFEC		6 ADDITIONAL ROOMS			100	100	40			240
	*****	NEW TEACHERS***			100	100	40	0	0	240
PFEC		7 REPAIRS (PS BUILDINGS)								0
MGT		8 DISTRICT PROJECT OFFICE			1					1
MIS		9 DISTRICT MIS			1					1
DIT		10 STRENGTHENING OF DIET			1					1
BRC		11 BLOCK RESOURCE CENTRE (BRC)			12					12
CRC		12 CLUSTER RESOURCE CENTRE (CRC)			160					160
BRCT	*****	13 IN SERVICE TEACHERS TRAINING			2654	2912	3112	3112	3112	14902
PFEO		14 SCHOOL CONTINGENCY			1327	1456	1556	1556	1556	7451
MGT		15 DISABLED CHILDREN (IN 1 BLOCK)			1					1
GEN		16 GENDER			1					1
MSS		17 MAHILA SAMAKHYA			1					1
TRI		18 TRIBAL BLOCKS			12					12
ASM		19 ASHRAM SCHOOL			1	0	0	0	0	1
VEC		20 VILLAGE EDUCATION COMMITTEE (VEC)			1220	1320	1320	1320	1320	6500
MED		21 MOBILISATION			12					12
INV		22 INNOVATION			1					1

DISTRICT : JHABUA

COST ABSTRACT

(2)

PMIS CODE	ACCOUNT CODE	COMPONENT	UNIT COST	YEAR						TOTAL AMOUNT (IN LAKHS)
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
PFE		1 NEW PRIMARY SCHOOLS		0.00	127.71	207.36	192.36	192.36	192.36	912.15
ALS		2 ALTERNATIVE SCHOOLS PROJECTS (AS)		0.00	12.64	11.36	10.25	10.25	10.25	54.75
ECE		3 E G S CENTRES		0.00	54.00	108.00	128.25	128.25	128.25	546.75
ECE		4 JHoola GHAR		0.00	22.80	13.92	13.92	13.92	13.92	78.48
PFEC		5 PRIM SCHOOL BUILDINGS		0.00	382.50	357.00	71.40	0.00	0.00	810.90
PFEC		6 ADDITIONAL ROOMS		0.00	118.00	160.00	131.20	100.80	100.80	610.80
PFEC		7 REPAIRS (PS BUILDINGS)		0.00	0.00	0.00	0.00	0.00	0.00	0.00
PFEO		8 DISTRICT PROJECT OFFICE		0.00	17.76	10.08	10.08	10.08	10.08	58.08
MIS		9 DISTRICT MIS		0.00	14.34	5.12	5.12	5.12	5.12	34.82
DIT		10 STRENGTHENING OF DIET		0.00	18.21	9.26	8.74	8.54	8.54	53.30
BRC		11 BLOCK RESOURCE CENTRE (BRC)		0.00	123.82	19.86	19.86	19.86	19.86	203.26
CRC		12 CLUSTER RESOURCE CENTRE (CRC)		0.00	109.36	88.56	88.56	88.56	88.56	463.60
BRC		13 IN SERVICE TEACHERS TRAINING		0.00	33.97	37.27	39.83	39.83	39.83	190.75
MED		14 SCHOOL CONTINGENCY		0.00	39.81	43.68	46.68	46.68	46.68	223.53
INV		15 DISABLED CHILDREN		0.00	0.55	0.15	0.15	0.15	0.15	1.15
GEN		16 GENDER		0.00	2.30	1.80	2.30	1.80	2.30	10.50
NGO		17 MAHILA SAMAKHYA		0.00	21.58	13.58	13.83	13.58	13.58	76.15
TRI		18 TRIBAL BLOCKS		0.00	4.36	2.86	2.86	2.86	2.86	15.80
ASM		19 ASHRAM SCHOOL		0.00	5.07	2.14	2.14	2.14	2.14	13.63
VEC		20 VILLAGE EDUCATION COMMITTEE (VEC)		0.00	7.32	7.92	7.92	7.92	7.92	39.00
MED		21 MOBILISATION		4.60	3.85	3.85	3.85	3.85	3.85	23.85
INV		22 INNOVATION		0.00	1.00	1.00	1.00	1.00	1.00	5.00
				4.60	1120.94	1104.77	800.31	697.55	698.05	4426.23

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DISTRICT : JHABUA		COMPONENT	NEW PRIMARY SCHOOLS						(3)	
PMIS CODE	ACCOUNT CODE	COMPONENT	UNIT COST	1 96-97	2 97-98	3 98-99	YEAR 4 99-2000	5 2000-01	6 2001-02	TOTAL AMOUNT (IN LAKHS)
		NEW PRIMARY SCHOOL		0	129	100		0	0	229
		NEW TEACHERS		0	258	200	0	0	0	458
		NON-RECURRING								
PFEF1	BO2(1)	1 FURNITURE	0.05	0.00	6.45	5.00	0.00	0.00	0.00	11.45
PFED6	CO1(7)	2 EDUCATIONAL MATERIAL	0.10	0.00	12.90	10.00	0.00	0.00	0.00	22.90
		TOTAL NON-RECURRING		0.00	19.35	15.00	0.00	0.00	0.00	34.35
		RECURRING								
PFEA1	DO1(1)	3 SALARY	0.42	0.00	108.36	192.36	192.36	192.36	192.36	877.80
		TOTAL RECURRING		0.00	108.36	192.36	192.36	192.36	192.36	877.80
TOTAL (NR+R)				0.00	127.71	207.36	192.36	192.36	192.36	912.15

***** NPS Section over *****

DISTRICT : JHABUA		COMPONENT		ALTERNATIVE SCHOOL PROJECTS						(Rs lakhs) (4)
PMIS CODE	ACCOUNT CODE	COMPONENT	UNIT COST	YEAR						TOTAL AMOUNT (IN LAKHS)
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		ALTERNATIVE SCHOOLS PROJECTS (AS) (10 Centres/Project)		0	4	1	0	0	0	5
NON-RECURRING										
ALS88	BO1(8)	1 EQUIPMENT	0.50		2.00	0.50	0.00	0.00	0.00	2.50
ALSD4	CO1(7)	2 EDUCATIONAL MATERIAL	0.50		2.00	0.50	0.00	0.00	0.00	2.50
		2 EDUCATIONAL MATERIAL(Old)	0.10		0.00	0.40	0.50	0.50	0.50	1.90
TOTAL NON-RECURRING				0.00	4.00	1.40	0.50	0.50	0.50	6.90
RECURRING										
ALSA2	DO1(2)	3 SALARY	1.29		5.16	6.45	6.45	6.45	6.45	30.96 Details given
ALSO8	DO5(8)	4 OPERATION & MAINTENANCE	0.15		0.60	0.75	0.75	0.75	0.75	3.60 Details given
ALSO2	CO1(3)	5 EDUCATIONAL AIDS	0.30		1.20	1.50	1.50	1.50	1.50	7.20
		6 TRAINING	0.42		1.68	0.42	0.00	0.00	0.00	2.10
		7 TRAINING (Old)	0.21		0.00	0.84	1.05	1.05	1.05	3.99
TOTAL RECURRING				0.00	8.64	9.96	9.75	9.75	9.75	47.85
TOTAL (NR+R)				0.00	12.64	11.36	10.25	10.25	10.25	54.75

DETAILS :-

O & M (Operation & Maintenance) :-

	Unit Cost	Physical	Total
TADA(Sup)	0.05	1	0.05
AS centre Contin	0.01	10	0.10
Total O & M =			0.15

Salary :-

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

***** AS Section over

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DISTRICT: JHABUA		COMPONENT	E G S CENTRES			(Rs lakhs) (5)			TOTAL AMOUNT (IN LAKHS)	
PMIS CODE	ACCOUNT CODE	COMPONENT	UNIT COST	1 96-97	2 97-98	3 98-99	YEAR 4 99-2000	5 2000-01	6 2001-02	TOTAL AMOUNT (IN LAKHS)
		***** E G S CENTRES		0	400	400	150	0	0	950
		NON-RECURRING								
EGSD6	CG1(7)	1 EDUCATIONAL MATERIAL	0.0075		3.0000	6.0000	7.1250	7.1250	7.1250	30.3750
EGSL2	C	2 BOOKS	0.01		4.0000	8.0000	9.5000	9.5000	9.5000	40.5000
EGS		3 MONITORING & EVALUATION	0.0010		0.4000	0.8000	0.9500	0.9500	0.9500	4.0500
		4 TRAINING	0.0045		1.8000	3.6000	4.2750	4.2750	4.2750	18.2250
		TOTAL NON-RECURRING		0.00	9.20	18.40	21.85	21.85	21.85	93.15
		RECURRING								
ECEA3		5 SALARY	0.11		44.00	88.00	104.50	104.50	104.50	445.50
ECEOA		6 OPERATION & MAINTENANCE	0.0020		0.8000	1.6000	1.9000	1.9000	1.9000	8.10
		TOTAL RECURRING		0.00	44.80	89.60	106.40	106.40	106.40	453.60
		TOTAL (NR+R)		0.00	54.00	108.00	128.25	128.25	128.25	546.75

***** E G S Section Over *****

4 DISTRICT: JHABUA

COMPONENT

JHOOLA GHAR

(Rs lakhs) (6)

PMIS CODE	ACCOUNT CODE	COMPONENT	UNIT COST	YEAR						TOTAL AMOUNT (IN LAKHS)
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		JHOOLA GHAR		0	120	0	0	0	0	120
		NON-RECURRING								
ECED5		1 Educational Mat.	0.050		6.000	0.000	0.000	0.000	0.000	6.000
		2 Equipment	0.020		2.400	0.000	0.000	0.000	0.000	2.400
		3 TRAINING	0.004		0.480	0.000	0.000	0.000	0.000	0.480
		TOTAL NON-RECURRING		0.000	8.880	0.000	0.000	0.000	0.000	8.880
		RECURRING								
ECEA3		4 SALARY	0.096		11.520	11.520	11.520	11.520	11.520	57.600
ECE08		5 OPERATION & MAINTENANCE	0.020		2.400	2.400	2.400	2.400	2.400	12.000
		TOTAL RECURRING		0.000	13.920	13.920	13.920	13.920	13.920	69.600
		TOTAL (NR+R)		0.000	22.800	13.920	13.920	13.920	13.920	78.480

Details Given

DETAILS :-
SALARY :

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

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5 DISTRICT : JHABUA				COMPONENT		PRIM SCHOOL BUILDINGS				(Rs lakhs) (7)
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		PS buildings to be built		0	150	140	28	0	0	318
			Unit Cost							
PFEC4		NON-RECURRING Civil Works	2.55		382.50	357.00	71.40	0.00	0.00	810.90 Details Given
		TOTAL NON-RECURRING		0.00	382.50	357.00	71.40	0.00	0.00	810.90
		RECURRING								
			NIL							
		TOTAL RECURRING			0.00	0.00	0.00	0.00	0.00	0.00
		TOTAL (NR+R)		0.00	382.50	357.00	71.40	0.00	0.00	810.90

DETAILS :

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

***** PS Building Section Over

6 DISTRICT : JHABUA				COMPONENT		ADDITIONAL ROOMS		(Rs lakhs) (8)		
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
	*****	Additional Rooms to be built		0	100	100	40	0	0	240
	*****	No of additional teachers		0	100	100	40	0	0	240
			Unit Cost							
		NON-RECURRING								
PFEC2		Civil Works	0.75		75.00	75.00	30.00	0.00	0.00	180.00
PFEF1		Furniture	0.01		1.00	1.00	0.40	0.00	0.00	2.40
		TOTAL NON-RECURRING		0.00	76.00	76.00	30.40	0.00	0.00	182.40
		RECURRING								
PFEA1		Salaries	0.42		42.00	84.00	100.80	100.80	100.80	428.40
		TOTAL RECURRING		0.00	42.00	84.00	100.80	100.80	100.80	428.40
		TOTAL (NR+R)		0.00	118.00	160.00	131.20	100.80	100.80	610.80

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

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

***** Repair Section Over

DISTRICT : JHABUA		COMPONENT	DISTRICT PROJECT OFFICE						(Rs lakhs) (10)		
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total	
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02		
	*****	District Project Office	Unit Cost	0	1				0	1	
		NON-RECURRING									
MGTF1		Furniture	1.18	1.18	0.00	0.00	0.00	0.00	0.00	1.18	
MGTB8		Equipment	2.25	2.25	0.00	0.00	0.00	0.00	0.00	2.25	
		VEHICLE	3.00	3.00	0.00	0.00	0.00	0.00	0.00	3.00	
MGTK1		Staff Dev.	0.50	0.50	0.00	0.00	0.00	0.00	0.00	0.50	
MGTR1		Studies	0.25	0.25	0.00	0.00	0.00	0.00	0.00	0.25	
MGL2		Books	0.25	0.25	0.00	0.00	0.00	0.00	0.00	0.25	
MGTW1		Workshop/Seminar	0.25	0.25	0.00	0.00	0.00	0.00	0.00	0.25	
		TOTAL NON-RECURRING	0.00	7.68	0.00	0.00	0.00	0.00	0.00	7.68	
		RECURRING									
MGTA		Salaries	6.18	6.18	6.18	6.18	6.18	6.18	6.18	30.90	DETAILS GIVEN
MGTO8		Operation & Mtce.	2.20	2.20	2.20	2.20	2.20	2.20	2.20	11.00	DETAILS GIVEN
MGL1		Books (Magzine)	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.50	
MGTJ1		Professional Fees	0.60	0.60	0.60	0.60	0.60	0.60	0.60	3.00	
MGTQ5		IEC	1.00	1.00	1.00	1.00	1.00	1.00	1.00	5.00	DETAILS GIVEN
		TOTAL RECURRING	0.00	10.08	10.08	10.08	10.08	10.08	10.08	50.40	
		TOTAL (NR+R)	0.00	17.76	10.08	10.08	10.08	10.08	10.08	58.08	

Details :

	Unit Cost	Physical	Total Cost
O & M (Operation & Maintenance) :-			
1 Office Exp.	1.00	1	1.00
2 Block Contingency	0.10	12 Blocks	1.20
			Lumsum
			Total (O & M) for DPO =
			2.20

Salary :-

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

IEC :-

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

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DISTRICT : JHABUA		COMPONENT	DISTRICT M.I.S						(Rs lakhs) (11)	
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		District MIS	Unit Cost	0	1				0	
		NON-RECURRING								
MISCZ		Civil Works	0.75	0.75	0.00	0.00	0.00	0.00	0.00	0.75
MISF1		Furniture	0.71	0.71	0.00	0.00	0.00	0.00	0.00	0.71
MISB		Equipment	5.81	5.81	0.00	0.00	0.00	0.00	0.00	5.81
MISL2		Books	0.50	0.50	0.00	0.00	0.00	0.00	0.00	0.50
MISK1		Staff Development	1.45	1.45	0.00	0.00	0.00	0.00	0.00	1.45
		TOTAL NON-RECURRING		0.00	9.22	0.00	0.00	0.00	0.00	9.22
		RECURRING								
MISA4		Salaries	1.44	1.44	1.44	1.44	1.44	1.44	1.44	7.20
MISO8		Operation & Mtce.	2.93	2.93	2.93	2.93	2.93	2.93	2.93	14.65
MIST8		Training (EMIS/PMIS/IPMS)	0.70	0.70	0.70	0.70	0.70	0.70	0.70	3.50
MISL1		Books (Magzines)	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.25
		TOTAL RECURRING		0.00	5.12	5.12	5.12	5.12	5.12	25.60
		TOTAL (NR+R)		0.00	14.34	5.12	5.12	5.12	5.12	34.82

DETAILS GIVEN

DETAILS GIVEN

DETAILS GIVEN

DETAILS :-

EQUIPMENT :-

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

Training (EMIS/IPMS)

	Unit Cost	Block	Total Cost
District Level Trg	0.10	Lumpsum	0.10
BEOs/ADIS/CHs Training	0.05	12.00	0.60
Total			0.70

O & M (Operation & Maintenance) :-

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

Salary :-

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

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DISTRICT : JHABUA

COMPONENT

Strengthening of DIET

(Rs lakhs) (12)

PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		DIET		0	1					
		NON-RECURRING	Unit Cost							
DITF1		Furniture	0.55	0.55	0.00	0.00	0.00	0.00	0.00	0.55
DITB8		Equipment	3.81	3.81	0.00	0.00	0.00	0.00	0.00	3.81
DITDA		Educational Matl.	0.20	0.20	0.00	0.00	0.00	0.00	0.00	0.20
DITV1		Vehicle	3.00	3.00	0.00	0.00	0.00	0.00	0.00	3.00
DITL2		Books	0.50	0.50	0.00	0.00	0.00	0.00	0.00	0.50
DITK1		Staff Development	0.10	0.10	0.00	0.00	0.00	0.00	0.00	0.10
DITR2		Studies/Research (Survey of children)	0.20	0.20	0.00	0.00	0.00	0.00	0.00	0.20
DITW1		Workshop/Seminar	0.25	0.25	0.00	0.00	0.00	0.00	0.00	0.25
		TOTAL NON-RECURRING		0.00	8.41	0.00	0.00	0.00	0.00	8.41
		RECURRING								
DITA5		Salaries	0.24	0.24	0.24	0.24	0.24	0.24	0.24	1.20 Details Given
DIT08		Operation & Mtca.	1.60	1.60	1.60	1.60	1.60	1.60	1.60	8.00 Details Given
DITL1		Books (Magzines)	0.25	0.25	0.25	0.25	0.25	0.25	0.25	1.25
DITK1		Professional Fees	1.00	1.00	1.00	1.00	1.00	1.00	1.00	5.00
DITDB		Educational Matl.	0.25	0.25	0.25	0.25	0.25	0.25	0.25	1.25
DITQ8		IEC	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.50 Details Given
DITT9		Training at DIET		6.37	5.82	5.30	5.10	5.10	5.10	27.69 Details Given
		TOTAL RECURRING		0.00	9.81	9.26	8.74	8.54	8.54	44.89
		TOTAL (NR+R)		0.00	18.21	9.26	8.74	8.54	8.54	53.30

Details :-

Salaries :

1 Driver @ Rs. 24,000/ annum

O & M (Operation & Maintenance) :-

1 Office exp.(DIET)	1.00	1	1.00
2 Office exp.(Blocks)	0.05	12 Blocks	0.60

Total (O & M) for DIET = 1.60

IEC :-

1 Bulletin Qtrly	0.025	4	0.10
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Training Details :-

SNO	TARGET GROUP	Physical Targets			TO BE TRAINED		
		96-97 (1)	97-98 (2)	98-99 (3)	99-2000 (4)	2000-01 (5)	2001-02 (6)
1	CLUSTER HEADS		160	160	160	160	160
2	MASTER TRAINERS (15 PER BLOCK)		180	180	180	180	180
3	Nirman Samiti Member		422	240	68	0	0
	TARGET GROUP						
	UNIT COST						
	FINANCIAL TARGET (Amount in LAKHS)						
1	CLUSTER HEADS	0.015	2.40	2.40	2.40	2.40	2.40
2	MASTER TRAINERS	0.015	2.70	2.70	2.70	2.70	2.70
3	Nirman Samiti Member	0.003	1.27	0.72	0.20	0.00	0.00
	TOTAL -->	0.000	6.366	5.820	5.304	5.100	5.100

***** Strengthening of DIET over

DISTRICT : JHABUA

COMPONENT

BLOCK RESOURCE CENTRE

(Rs lakhs) (13)

PMIS CODE	ACCOUNT CODE	COMPONENT	Year →	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
	*****	BRCs to be opened			12					
		NON-RECURRING	Unit Cost							
BRCZ		Civil Works	5.90	70.80	0.00	0.00	0.00	0.00	0.00	70.80
BRCF1		Furniture	0.88	10.60	0.00	0.00	0.00	0.00	0.00	10.60
BRCB8		Equipment	1.01	12.12	0.00	0.00	0.00	0.00	0.00	12.12
BRCV1		Vehicle (1 for 4 Blocks)	3.00	9.00	0.00	0.00	0.00	0.00	0.00	9.00
BRC D3		Educational Matl.	0.02	0.24	0.00	0.00	0.00	0.00	0.00	0.24
BRC L2		Books	0.05	0.60	0.00	0.00	0.00	0.00	0.00	0.60
BRC W1		Workshop/Seminar	0.05	0.60	0.00	0.00	0.00	0.00	0.00	0.60
		TOTAL NON-RECURRING		0.00	103.96	0.00	0.00	0.00	0.00	103.96
		RECURRING								
BRC A5		Salaries (For all Blocks)	12.96	12.96	12.96	12.96	12.96	12.96	12.96	64.80
BRC O8		Operation & Mice.(all Blocks)	3.30	3.30	3.30	3.30	3.30	3.30	3.30	16.50
BRC L1		Books	0.01	0.12	0.12	0.12	0.12	0.12	0.12	0.60
BRC J1		Prof. Fees	0.04	0.48	0.48	0.48	0.48	0.48	0.48	2.40
BRC D5		Edu. Material	0.05	0.60	0.60	0.60	0.60	0.60	0.60	3.00
BRC T		Training at BRC	0.20	2.40	2.40	2.40	2.40	2.40	2.40	12.00
		TOTAL RECURRING		0.00	19.86	19.86	19.86	19.86	19.86	99.30
		TOTAL (NR+R)		0.00	123.82	19.86	19.86	19.86	19.86	203.26

DETAILS :-

Operation & Maintenance :-

	Unit Cost	Physical	Total Cost	Unit Cost
Block Office Contingency	0.20	12 Blocks	2.40	Building Construction 5.40
Contingency for Vehicle(POL)	0.30	3 Vehicle	0.90	Water Supply 0.50
		Total Unit Cost	3.30	Total Unit Cost 5.90

Salary Details :-

Post	Unit Cost	Physical	Total
1 BRC Coordinator	0.54	12 BLOCKS	6.48
2 Accountant	0.24	12 BLOCKS	2.88
3 Peon	0.12	12 BLOCKS	1.44
4 Watchman	0.12	12 BLOCKS	1.44
		TOTAL (1+2+3+4)	12.24
7 Driver	0.24	3 DRIVER	0.72
		Total Unit Cost	12.96

BRC Section over

DISTRICT : JHABUA		COMPONENT	CLUSTER RESOURCE CENTRE (Rs lakhs) (14)							
PMIS CODE	ACCOUNT CODE	COMPONENT	Year →	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
	*****	CRCs to be opened			160				0	160
			Unit Cost							
		NON-RECURRING								
CRCB8		Equipment (CRC Estab.) Edu. aids, etc.	0.13		20.80					20.80
		TOTAL NON-RECURRING		0.00	20.80	0.00	0.00	0.00	0.00	20.80
		RECURRING								
CRCA1		Salary	0.42		87.20	87.20	87.20	87.20	87.20	336.00 Details Given
CRCO8		Operation & Mtce. Monthly meetings & office expenses	0.1335		21.36	21.36	21.36	21.36	21.36	106.80 Details Given
		TOTAL RECURRING		0.00	88.56	88.56	88.56	88.56	88.56	442.80
		TOTAL (NR+R)		0.00	109.36	88.56	88.56	88.56	88.56	463.60

Details :-

O & M (Operation & Maintenance):

O & M (Operation & Maintenance):		Unit Cost in Lakhs	Salary	
				Unit Cost
Monthly Meeting Exp.		0.0995	Peripetetic Teacher	0.42
Preparation of ED Aids		0.0050		
Training Support		0.0050		
Maintenance		0.0240	Total	0.42
		0.1335		

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

***** CRC Section Over *****

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DISTRICT : JHABUA				COMPONENT						In Service Teachers Training		(Rs lakhs) (15)
PMIS CODE	ACCOUNT CODE	COMPONENT	Year →	Costs in Rs lakhs						Total		
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02			
		No of Teachers			2654	2912	3112	3112	3112	14902		
		No of Master Trainers		0	133	146	156	156	156	745		
	1	PRIMARY TRS/HM	0.012	0.00	31.85	34.94	37.34	37.34	37.34	178.82		
	2	Master Trainer	0.016	0.00	2.12	2.33	2.49	2.49	2.49	11.92		
BRCT5		TOTAL	0.00	33.97	37.27	39.83	39.83	39.83	39.83	190.75		
In Service Teachers Training Over												

DISTRICT : JHABUA				COMPONENT		SCHOOL CONTINGENCY		(Rs lakhs) (16)		
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
	*****	No of schools to get contingency		0	1327	1456	1556	1556	1556	
			Unit Cost							
		NON-RECURRING								
		NIL								
		TOTAL NON-RECURRING		0.00	0.00	0.00	0.00	0.00	0.00	0.00
		RECURRING								
PFEE1		1 Educational Matl. (for making aids)	0.01	0.00	13.27	14.56	15.56	15.56	15.56	74.51
PFEE2		2 Operation & Mtcs. (Grant to improve school facilities) (jointly operated by HM & VEC)	0.02	0.00	26.54	29.12	31.12	31.12	31.12	149.02
		TOTAL RECURRING		0.00	39.81	43.68	46.68	46.68	46.68	223.53
		TOTAL (NR+R)		0.00	39.81	43.68	46.68	46.68	46.68	223.53

***** School Contingency Section Over

***** ***** ***** ***** ***** ***** ***** ***** *****

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

DISABLED CHILDREN SECTION OVER

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

Details :-

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

IEC :-

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

O & M :-

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

***** Gender Section Over *****

DISTRICT: JHABUA

COMPONENT

Mahila Samakhya

PMIS CODE	ACCOUNT CODE	COMPONENT	Year →	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		MAHILA SAMAKHYA			1	0	0	0	0	1
		NON-RECURRING	Unit Cost							
MGTF1		Furniture	1.50	1.50	0.00	0.00	0.00	0.00	0.00	1.50
MGTB8		Equipment	3.00	3.00	0.00	0.00	0.00	0.00	0.00	3.00
MGTK1		Staff Dev.	0.25	0.25	0.00	0.00	0.00	0.00	0.00	0.25
MGTR1		Studies	0.25	0.25	0.25	0.25	0.25	0.25	0.25	1.25
MGTL2		Books	0.25	0.25	0.00	0.25	0.00	0.00	0.00	0.50
MGTW1		Workshop/Seminar	0.25	0.25	0.25	0.25	0.25	0.25	0.25	1.25
		Vehicle	3.00	3.00	0.00	0.00	0.00	0.00	0.00	3.00
		TOTAL NON-RECURRING		0.00	8.50	0.50	0.75	0.50	0.50	10.75
		RECURRING								
MGTA		Salaries	4.98	4.98	4.98	4.98	4.98	4.98	4.98	24.90
MGTOA		Operation & Mtce.	2.55	2.55	2.55	2.55	2.55	2.55	2.55	12.75
MGTL1		Books (Magzine)	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.25
MGTJ1		Professional Fees	0.25	0.25	0.25	0.25	0.25	0.25	0.25	1.25
MGTQ5		IEC	2.15	2.15	2.15	2.15	2.15	2.15	2.15	10.75
		Training	1.10	1.10	1.10	1.10	1.10	1.10	1.10	5.50
		Training(Mahila Samooh)	2.00	2.00	2.00	2.00	2.00	2.00	2.00	10.00
		TOTAL RECURRING		0.00	13.08	13.08	13.08	13.08	13.08	65.40
		TOTAL (NR+R)		0.00	21.58	13.58	13.83	13.58	13.58	76.15

Details :
Salary :-

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

O & M

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

Training

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

MAHILA SAMAKHYA

SECTION OVER

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DISTRICT : JHABUA				COMPONENT		TRIBAL		(Rs lakhs) (20)		
PMIS CODE	ACCOUNT CODE	COMPONENT	Year →	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		Tribal Blocks →	Unit Cost		12				0	
		NON-RECURRING								
TRIR1		1 Studies	1.00	1.00	0.00	0.00	0.00	0.00	0.00	1.00
TRIW1		2 Workshop/Seminar	0.50	0.50	0.00	0.00	0.00	0.00	0.00	0.50
		TOTAL NON-RECURRING	0.00	1.50	0.00	0.00	0.00	0.00	0.00	1.50
		RECURRING								
TRIO8		3 O & M	0.85	0.85	0.85	0.85	0.85	0.85	0.85	4.25 DETAILS GIVEN
TRITZ		4 Training	0.36	0.36	0.36	0.36	0.36	0.36	0.36	1.80 DETAILS GIVEN
TRIQ5		5 IEC	1.40	1.40	1.40	1.40	1.40	1.40	1.40	7.00 DETAILS GIVEN
TRIJ1		6 Professional Fees	0.25	0.25	0.25	0.25	0.25	0.25	0.25	1.25
		TOTAL RECURRING	0.00	2.86	2.86	2.86	2.86	2.86	2.86	14.30
		TOTAL (NR+R)	0.00	4.36	2.86	2.86	2.86	2.86	2.86	15.80

Details :-

O & M (Operation & Maintenance) :		Unit Cost	Physical	Total Cost
1	Meeting of DAG	0.05	1	0.05
2	TA/DA District Level at Block Level	0.03	1	0.03
		0.02	12 Blocks	0.24
3	Field Work/Stationary	0.02	12 Blocks	0.24
4	Field Testing	0.02	12 Blocks	0.24
5	Vehicle Hire	0.05	1	0.05
				0.85
Training :				
1	Training-Field Worker 10 From each Block (DAG persons & Working Group Trs.)	0.003	120	0.36
IEC :				
1	Print Material/Documentation	0.05	12 Blocks	0.60
2	Block Mobilisation	0.05	12 Blocks	0.60
3	Vedio/Audio	0.20	1	0.20
				1.40

***** Tribal Section over *****

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DISTRICT: JHABUA				COMPONENT		ASHRAM SCHOOL		(Rs lakhs) (21)		
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		***** ASHRAM SCHOOL			1				0	1
		NON-RECURRING								
ASMB8		Equipment	2.43	2.43	0	0	0	0	0	2.43
		Educational Mat.	0.50	0.50	0.00	0.00	0.00	0.00	0.00	0.50
		TOTAL NON-RECURRING		0.00	2.93	0.00	0.00	0.00	0.00	2.93
		RECURRING								
ASMA5		1 Salary	1.54	1.54	1.54	1.54	1.54	1.54	1.54	7.70
ASMO8		2 O & M	0.80	0.80	0.80	0.80	0.80	0.80	0.80	3.00
		TOTAL RECURRING		0.00	2.14	2.14	2.14	2.14	2.14	10.70
		TOTAL (NR+R)		0.00	5.07	2.14	2.14	2.14	2.14	13.63
***** ASHRAM SCHOOL Section Over *****										

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DISTRICT : JHABUA				COMPONENT		ASHRAM SCHOOL		(Rs lakhs) (21)		
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		***** ASHRAM SCHOOL			1				0	1
		NON-RECURRING								
ASMB8		Equipment	2.43	2.43	0	0	0	0	0	2.43
		Educational Mat.	0.50	0.50	0.00	0.00	0.00	0.00	0.00	0.50
		TOTAL NON-RECURRING	0.00	2.93	0.00	0.00	0.00	0.00	0.00	2.93
		RECURRING								
ASMA5		1 Salary	1.54	1.54	1.54	1.54	1.54	1.54	1.54	7.70
ASMO8		2 O & M	0.60	0.60	0.60	0.60	0.60	0.60	0.60	3.00
		TOTAL RECURRING	0.00	2.14	2.14	2.14	2.14	2.14	2.14	10.70
		TOTAL (NR+R)	0.00	5.07	2.14	2.14	2.14	2.14	2.14	13.63
***** ASHRAM SCHOOL Section Over										

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DISTRICT : JHABUA				COMPONENT Village Education Committee (Rs lakhs) (22)						
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		VEC	Unit Cost		1220	1320	1320	1320	1320	6500
		NON-RECURRING NIL								
		TOTAL NON-RECURRING		0	0	0	0	0	0	0.0000
VECT5		RECURRING 1 TRAINING (5 members/VEC)	0.006	7.320	7.920	7.920	7.920	7.920	7.920	39.000
		TOTAL RECURRING		0.000	7.320	7.920	7.920	7.920	7.920	39.000
		TOTAL (NR+R)		0.000	7.320	7.920	7.920	7.920	7.920	39.000

***** V E C Section over

DISTRICT : JHABUA		COMPONENT	Mobilisation For BLOCKS						(23)	
PMIS CODE	ACCOUNT CODE	COMPONENT	Year →	Costs in Rs lakhs						Total
			1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02		
		No. of blocks		1					1	
		Unit Cost								
		NON-RECURRING								
		Pre Project Activities	4.60	4.60					4.6	
		TOTAL NON-RECURRING	4.60	0.00	0.00	0.00	0.00	0.00	4.60	
		RECURRING								
MEDQ5		IEC (@ Rs 10,000/Block)	3.85	0.00	3.85	3.85	3.85	3.85	19.25	
		TOTAL RECURRING	0.00	3.85	3.85	3.85	3.85	3.85	19.25	
		TOTAL (NR+R)	4.60	3.85	3.85	3.85	3.85	3.85	23.85	

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DETAILS :-

Pre Project Activities	Unit Cost	Physical	Total
1 District Level	1.00	1	1.00
2 Block Level	0.30	12	3.60
		Total Unit Cost	4.60
IEC :-	Unit Cost	Physical	Total
1 Documentation/Video Films	0.25	1	0.25
2 Block Mobilisation activities	0.30	12	3.60
		Total Unit Cost	3.85

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

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

***** Innovation Section Over *****

A summary on Education Guarantee Scheme

Objective :-

The EGS would be operative in rural areas where the community raises a demand for schooling facilities for its children and the number of children are atleast 40 and there is no schooling facility within 1 km of that habitation. In the tribal or sparsely inhabited areas the number of children could be between 25-30. The government would, on receiving the demand guarantee to provide an educational package within 90 days of receiving the demand.

The EGS is thus postulated on community demand for education, and the government's accountability to respond to such a demand. A *demanding* community is the strongest premise for an EGS.

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

2. Operational Modalities of EGS.

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

The state government will be responsible for allotting resources to the Districts.

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

3. Educational facilities provided under E.G.S.

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

a) Teacher

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

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

b) Teaching Learning Material

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

c) Training of Teacher

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

d) Evaluation and Supervision Learning evaluation will be ensured

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

e) **Operational Contingency**

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

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

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

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

EGS is based on community demand. The EGS package is provided when the community demands this facility. This demand will indicate the community's willingness to provide space for learning and support other operational incidentals when need arises. EGS restores to the people their control over local education.

The unit cost of an EGS package works out to about **₹35.00** per annum.

Tentative list of Furniture & Equipment to be procured :

		Item	No. of Req.	Total Allotment	Status
DISTRICT PROJECT OFFICE					
Equipment	1	Type Writer (Ord.)	1		
	2	Calrulator	2		
	3	Duplicater	1		
	4	Public Address System	1		
	5	Fax Machine	1		
	6	Photo Copier	1		
Furniture	7	Tables	15		
	8	Chairs	20		
	9	Durries	1		
	10	Racks	8		
	11	Fans	4		
	12	Box	3		
	13	Almirah	3		
	14	Crockery	1		
D.I.E.T.					
Equipment	1	Photo Copier	1		
	2	Cycle	1		
	3	Overhead Projector	1		
Furniture	4	Almirah	1		
	5	Racks	2		
	6	Bulletin Board	1		
	7	Crockery	1		
	8	Computer Table	1		
	9	Computer Chairs	2		
BLOCK RESOURCE CENTRE			No of Blocks 06		
Equipment	1	Type Writer (Ordi.)	1		
	2	Calrulator	1		
	3	Duplicater	1		
	4	Clock	1		
	5	Cycle	1		

	6	Fan	4		
Furniture	7	Tables	2		
	8	Chairs	4		
	9	Durries	2		
	10	Almirah	2		
	11	Racks	4		
	12	Boxes	3		
	13	Bulletin Board	2		
CLUSTER RESOURCE CENTRE			No. of Clusters 140		
Furniture	1	Table-Chair	1		
	2	Racks	2		
	3	Durries	2		
	4	Box	1		
	5	Almirah	1		
	6	Block Board	1		
	7	Pin up Board	1		
	8	Clock	1		
NEW PRIMARY SCHOOL			Total no. of New PS 88		
Furniture	1	Table-Chair			
	2	Tat-Pati			
	3	Bucket			
	4	Block Board			
	5	Roleup Board			
	6	School Bell			
	7	Box			
Stationary	1	Teache Attendance Register			
	2	Student Attendance Register			
	3	Admission - T/C Register			
	4	Books Register			
	5	Edu. Material Register			
	6	Paper - Carbor Paper			
	7	Chalk			
Edu. Material	1	Map			
	2	Globe			
	3	Education Chart			

	4	Puzzels			
	5	Toys Rope			
	6	Outdoor Games			
	7	Pump (air)			
	8	Ring			
	9	Primary Science Kit			
	10	Mini tool kit			
	11	Musical Instruments			
ALTERNATIVE SCHOOL			Total no. of AS Centre 38		
Furniture	1	Wodden Block Board			
	2	Rollup Board			
	3	Duster			
	4	Wall Clock			
	5	Document Register			
	6	Box (Tin)			
	7	Lock			
	9	Bucket			
	10	Pictcher			
	11	Drinking Water Pot			
	12	Mats			
Materials	1	Teacher Attendance Register			
	2	Student Attendance Register			
	3	Admission - T/C Register			
	4	Books Register			
	5	Edu. Material Register			
	6	Paper-Carhon Paper			
	7	Chalk			
Text Books	1	Language			
	2	Maths			
	3	Others			
Teacher's Guides	1	Language			
	2	Maths			
	3	Environment			
T/L Material	1	Word Picture Card			
	2	Card			

INDICATORS TO MEASURE UPE -

As stated above we aim -

All the children of the age group of 6-11 years in the first instance attend school within radius of one km.

They stay at the school for the five years and complete primary schooling.

They achieve essential level of learning

The indicators to achieve the above are as follows-

A. Gross accessratio (GAR) GAR is defined as follows

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

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

B. Gross enrolment ratio (GER) - It is expressed as follow -

No. of Children enrolled in class I-V

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

C. Retention ratio - For any particular year say (96-97) is defined as -

No. of Children envolved in class V in the year of 96-97 (-) No. of repeaters in clas V in that year

$$\text{RR} = \frac{\text{No. of Children envolved in class V in the year of 96-97 (-) No. of repeaters in clas V in that year}}{\text{No. of children envolved in class I four years earlier (92-93)}} \times 100$$

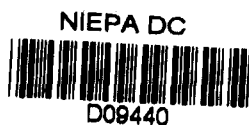
Gross achievement ratio (GAMR) - It is defined as

No of Children scoring 80% or above in a minimum levels of test for class V

$$\text{GAMR} = \frac{\text{No of Children scoring 80\% or above in a minimum levels of test for class V}}{\text{Total No. of children completing five years of schooling or its equivalent through NFE}} \times 100$$

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