

***DISTRICT PRIMARY
EDUCATION PROGRAMME***

DRAFT PLAN
1997-2002

HAZARIBAG.BIHAR

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DISTRICT PRIMARY EDUCATION PROGRAME, HAZARIBAGH

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Hazaribagh - Member
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INTRODUCTION

The Universalisation of Elementary Education (UEE) can be achieved by diagnosing the area specific problems regarding access, enrollment, retention and quality of primary education. Planning of primary education is contextual because the socio-cultural regional characteristics of different habitations are different, DPEP admits that area specific interventions are necessary for achieving the goal of UEE before 21st century.

Hazaribagh education district comprises of two revenue districts viz., Kodarma and Hazaribagh district. The literacy rates of the focus group i.e. girl/SC/ST/OBC/Minorities are very poor. The focus group of above child population comprises of about 70 percent of the total child population. The upliftment of the focus group is the primary concern of the DPEP for achieving the goal of UEE in Hazaribagh district by the end of this century.

The Mushroom growth of private schools mostly in urban areas with exorbitant school fees etc do not serve the interest of the focus group of disadvantageous children. On the contrary, it increases social tension between haves and have nots in this feudal society. Thus, in this feudal society, UEE is a great challenge for educational planners. The Micro Planning at village level should diagnose the social, cultural and economic problems of the community and suggest various social, cultural and economic intervention areawise keeping focus on primary schooling and their contextuality.

This five year DPEP plan, Hazaribagh is formulated keeping in view the contextuality of different areas and possible area specific interventions to be evolved micro planning exercise. The DPEP norms and guidelines are also taken into account in formulation of the plan for this project district.

ACKNOWLEDGEMENT

The credit of formulation of this DPEP plan, primarily, goes to district and sub-divisional level organisations especially N.G.Os and voluntary organisations who have extended their sincere co-operation and active participation in conducting the village level micro planning school mapping and PRA exercises in this project area.

I acknowledge the sincere efforts of all organisations/persons whose areawise recommended academic and non-academic interventions for improving the low access, low retention and poor quality of primary education had facilitated us to prioritise the first year work plan and five year investment proposals. The various interactions held with members of District Planning Team, multi level pedagogy visioning workshops/seminars and meetings with different village leader/representatives had enabled us to know the present status of academic and non-academic activities of different villages.

I acknowledge the continuous encouragement, motivation and guidance of Shri Vyas Ji, I.A.S., State Project Director, Bihar Education Project, Patna and the co-operation of state level Resource Persons.

Prof. (Dr.) A. Dimri, CEMPRESS, LBSNA, Mussoorie deserves special thanks for the ground work of his team on social assessment study on 18 sample villages (representative) of this project district. Similarly, Prof. K.K. Verma of A.N. Sinha Institute Patna deserves thank for his recommendations on learning achievements of primary students in Base line Achievement Study (BAS). The recommendations of both the SAS and BAS reports are taken into account while projecting the five year targets of enrollment and retention of primary student specially the focus group i.e. girl/SC/ST etc.

I acknowledge the active cooperation of Deputy Commissioner, Kodarma and Deputy Development Commissioner, Koderma. The members of District Planning team and District Core team also deserve thanks for their valuable participation in the planning process.

Sri Ravi Parmar, I.A.S., Deputy Development Commissioner, Hazaribagh Co-ordinated the various works for the formulation of this project.

Sri S.K. Dawn, District Planning Officer, Hazaribagh, Sri Ajay Kumar, Credit Planner-cum-Rural Development Expert, Shri Dashrath Ram, District Education Officer and Shri Hari Sanker Ram, District Supt. of Education, Hazaribagh deserves credit for their dedicated and devoted work in formulation of the plan. The D.I.O., N.I.C., Hazaribagh and staff also co-operated the District Core team. As last, the persons who helped in computer printing of this plan document deserves special mention.

(Ram Mittal, I.A.S.)
Deputy Commissioner
Hazaribagh

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CHAPTER - 1



DISTRICT PROFILE

1.1 INTRODUCTION.

The Education District Hazaribagh is comprised of two administrative districts Hazaribagh & Kodarma .It has an area of 7276.98 Hect. and population of 22.31 lac person as per 1991 census .The Kodarma Dist.is curved out from old Hazaribagh Dist.Recently in 1994.The Hazaribagh Dist.is bounded on the north by Gaya & Nawada Dist.,on the South by Ranchi Dist.,on the East by Giridih Dist.and part of Purulia Dist.(West Bangal) & on the West by Chatra & Gaya Dist. Hazaribagh is situated at on elevation of about 2000 Ft.is the administrative headquarter and the principal Town of the Dist.as well as of the North Chotanagpur Division .

According to Dist.Gazettior of Hazaribagh,the dist was named after Hazari Village having thousand of beautiful mango groves .The Hazari village was located on the road junction of two important roads namely military road from calcutta to Banaras which was constructed in 1782 and on earlier road between Kandi & Mukundganj. In 1780 The headquarter of Ramgarh Battalion was located in Hazaribag and afterwards in 1834 it was the center of new civil administrative unit which includes both Ramgarh & Khargdiha .Now, a day the Hazari village is incorporated in Hazaribagh Municipal town.

1.2 GEOGRAPHICAL FEATURES:-

The district of Hazaribag having a geographical area of 7276.98 sq.kms.is situated between latitudes 23'05" to 24'20" North and longitudes between 84'55" to 86'10" East.

NATURAL DIVISION:-

The district, a part of Chotanagpur plateau is a region of plateaus hills and inter mountain valleys , which are the characteristic of the terrain of the southern half of the state of Bihar.The district may be categorized in to three main natural formations.

- i. Central plateau.
- ii. The lower Plateaus.
- iii. The Damodar valley

The central plateau averaging 2000 ft in height above sea level, constitutes the center of the district including the town of Hazaribagh. Around the central plateau lie the lower plateaus on all sides except in the west where a high ridge connects the central plateau to the Chatra district. The lower plateaus, undulating in nature, forming fairly table lands in the north and north-west average 1300' in height above sea level, until they reach the ghats where they drop to about 700' altitude. On the east, the elevation is lower and the descent gradual, while the southern portion of the district constitutes the Damoder valley in which the town of Ramgarh is situated at an altitude of 1000'.

GEOLOGY, ROCK AND SOIL:-

Most of the land of Hazaribagh district is a stable and table land. Residual type mountains and rainfed rivers with flat basins are common geological features of this district. In the plateau area pegmatite vein is the only sign of tectonic activity, but in the Gondwana area folds and faults are common structural features. Stratigraphically this part of the plateau is mainly of Archaean formations. In the southern part of the district, in Mandu, Ramgarh and Barkagaon blocks, there is a stretch of Gondwana formation. Common rock types of the Archaean formation are granite, gneisses, schists, and phyllite, whereas shale, sandstones, conglomerate and coal are the main constituents of the Gondwana formations.

Soil

The soil derived from the Archaean rocks are generally sandy loam. The general name given to it is "Red soil". The soil is commonly acidic. The soil overlying the shale of Gondwana system tends to be clayey while that overlying the sandstone is sandy loam. Alluvial soil is in common occurrence in river valleys.

Although shallow generally, the depth of the soil is very variable and varies from place to place in same locality. The soil is deficient in organic matter, hence the nitrogen and phosphorus content is generally low.

RIVERS:

----- The district can be divided into two water heads, one served by the Damodar and its tributaries and the other by Barakar. The Naikari with drainage from Ranchi plateau, known as Bhera in its lower reaches, joins the Damodar at Rajrappa in the form of Rajrappa falls. The Damodar rises in the hills of Palamau, while the Barakar rises in the cultivated fields near Ichak about 11 Kms. from Hazaribagh.

CLIMATE AND RAINFALL:

The district falling in the tropical monsoon region, has broadly three pronounced seasons:-

- i. The cool season - October to February.
- ii. The summer season - March to May.
- iii. The rainy season - June to September.

The climate is quite cold in the winter but not very hot in the summer. The day temperature is always below that of the neighboring districts and the nights are rarely oppressive. The main annual rainfall in the district is 1,367 mm.

1.3 LAND USE PATTERN:

The district being mostly covered by hills and forests, the soil is generally rocky and sandy while it is alluvial near the river beds. About 44% of the geographical area of the district is under different categories of forests in various stages of growth, density and degradation. On the other hand only 26.7% of the total area of the district is presently under agriculture, about 9% is lying as uncultivable waste and another 1.94% is cultivable land total of about 0.9% of the total land of the districts is under mining and other activities mainly for extraction of coal. The rice is the main agricultural crop while bajra, Maize, pulses and vegetables are the other crops grown. A Marginal portion of the non-forest gairmazarua and raiyati land is under horticulture and social forestry. Land use patten of the district is given below:-

AVERAGE LAND USE PATTERN:-

NATURE OF LAND	in Hect.	% of land
Total land	727598.10	
Forest land	316915.54	43.55
Uncultivable Waste	43126.41	5.93
Land put to non-agricu.	50417.15	6.95
Cultivable Waste	15478.12	2.13
Permanent pasture	8921.09	1.23
Misc. tree & groves	6456.14	0.88
current other fallow land	14935.75	19.69
Net area Sown	141139.72	19.44
Area sown more than once	24395.70	4.00

1.4 POPULATION:-

According to 1991 census the population of the district is 22.31 lack and the decade growth rate (1981-91) is 29.13%. A detail block wise population figure is given in Table no.1.1. The summary of observation of population figure shows that Male -Female ratio is 934 and density of population is 254 per sq.km., about 80 % population lives in rural areas. Hazaribag ,Kodarma ,Mandu ,Ramgarh,patratu,Chouparan are highly populated block where as Satgawan,Keredari, Barkagaon, Markacho, are thinly populated block of the district. schedule Cast & Schedul Tribes population constitute 15 % & 10% respectively to total population of the district.

TABLE NO. 1.1

BLOCK WISE POPULATION OF HAZARIBAG UCT

SL. NO.	BLOCK	TOTAL POP.	TOTAL M. POP	TOTAL F. POP	TOTAL SC. POP	TOTAL ST. POP	% OF SC POP	% OF ST POP
1	HAZARIBAG	202345	107884	94461	30211	8396	14.93	4.15
2	ICHAK	96209	48503	47706	19286	2712	20.05	2.82
3	KATAKAMSANDI	113158	58457	54701	25528	5791	22.56	5.12
4	CHURCHU	102143	54219	47924	15037	25949	14.72	25.40
5	BISHUNGARH	114980	57175	57805	14126	11979	12.29	10.42
6	BARKAGOAN	87685	45116	42569	16283	10739	18.57	12.25
7	KEREDARI	71790	36660	35130	15067	5256	20.99	7.32
8	BARHI	115176	58517	56659	20111	2559	17.46	2.22
9	BARKATHA	100719	48978	51741	13523	4870	13.43	4.84
10	CHOUPARAN	133782	66895	66887	32874	580	24.57	0.43
11	RAMGARH	197417	105709	91708	19398	28247	9.83	14.31
12	MANDU	181960	98053	83907	24692	38873	13.57	21.36
13	PATRATU	213396	118918	94478	27245	46573	12.77	21.82
14	GOLA	105308	54170	51138	8319	31015	7.90	29.45
15	KODARMA	173527	89764	83763	23261	1936	13.40	1.12
16	SATGAWAN	44314	21975	22339	9353	118	21.11	0.27
17	JAINAGAR	95922	47897	48025	14656	138	15.28	0.14
18	MARKACHO	81000	39181	41819	10159	1336	12.54	1.65
TOTAL:-		2230831	1158071	1072760	339129	227067	15.20	10.18

source - census 1991.

TABLE NO. 1.2
COMPARATIVE DEMOGRAPHIC TABLE

(POPULATION IN LAC)				
SL.NO.	ITEM	INDIA	BIHAR	HAZARIBAGH
1.	TOTAL POPULATION	8443.24	863.38	22.31
2.	MALE POPULATION	4378.06	451.46	11.58
3.	FEMALE POPULATION	4065.18	411.92	10.72
4.	SEX RATIO	1000/929	1000/912	1000/926
5.	TOTAL LITERATE	3621.74	268.54	7.15
6.	MALE LITERATE	2304.07	191.76	5.21
7.	F.MALE LITERATE	1317.68	767.80	1.94
8.	TOTAL L.RATE	42.90%	31.10%	32.06%
9.	MALE L.RATE	52.60%	42.50%	45.03%
10.	FEMALE L.RATE	32.40%	15.50%	18.05%
11.	DENSITY OF POPUL. (PER SQ KM.)	267	497	254
12.	TOTAL GEOGRAPHICAL AREA (SQ KM.)	8207263	173077	7276.98
13.	DECENNIAL GROWTH RATE(19981-91)	23.56%	23.49%	29.13%
14.	URBAN POPULATION 91 (% OF TOTAL POPL.)	25.72%	13.17%	20.79%
15.	% OF SC POPULATION	16.48%	14.55%	15.20%
16.	% OF ST POPULATION	8.08%	7.66%	10.50%

source :Compiled from census(91 figure)

1.6 MINES AND MINERALS:-

The district is richly endowed with mineral resources so essential for industries. The rich Mica Mines located in Kodarma subdivision and parts of Hazaribagh Sadar and Chatra subdivisions form the backbone of the industrial activities in the district. Coal is yet another natural resource available in abundance in the district and coke coal mining activities employ sizeable chunk of industrial workers of the district. The district of Hazaribagh is infant, famous for its ruby mica and the best metallurgical coal in India. Mica, whose extensive deposit in this district are importance within the country as also in some other countries, is found near Kodarma. Lime stone, China clay and Fire clay are also available in sizeable quantities in the district. Apart from the above, some minerals of less economic value found in the district are antimony, lead-ore, galen, molybdenite and tin.

1.7 IRRIGATIONAL FACILITIES:

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Irrigation plays an important role in the agriculture economy of any district. However, in Hazaribagh district, due to the hilly topography of the area, there is no much scope for exploitation of surface water. The other means of irrigation left are exploitation of ground water and taking recourse to lift irrigation. Tank irrigation is not very popular. Ground water exploitation has also its limitation. This fact has become all the more clear during the last drought in the district in 1978-79. The water surface had gone down considerably due to failure of rains and deep boring was also not possible due to hard rocks.

However, after independence, considerable attention has been paid to the provision of irrigational facilities in the district. Several major schemes have been taken up by the Damodar Valley Corporation. Among them mentioned may be made of Jurga Irrigation Scheme, Chharwa Dam and Gondo Dam. Besides, irrigational facilities have been extended in the district through a number of medium and minor irrigation schemes, rahat pumps, electric pumps, open boring tube-wells and hand pumps. Recently the possibility of implementing dug-well scheme has increased due to the subsidy being given under I.R.D. Scheme by the D.R.D.A. and financing by banks to the individual farmers. Likewise the subsidy for pumping sets is also given by the D.R.D.A. and loan are being advanced on easy terms to the cultivators by the banks.

1.8 LIVE STOCK :-

The term 'live stock 'includes cattle (cows, bulls bullocks), buffaloes, sheep, goats and pigs. The average field of milk of the cows of the district is quite poor. Bullocks and buffaloes are also of small stature. They are not suitable for hard ploughing. The bulls are of inferior strain. The position of livestock in the district according to 1977 Livestock Census is indicated below:-

Cows	:	399720
Buffaloes	:	158336
Bulls and Bullocks	:	293233
Sheeps	:	19211
Goats	:	394119
Pigs	:	52554

The Animal Husbandry Department has distributed a number of pedigree bulls in the rural areas of the district. An Artificial insemination Centre has been opened at Hazaribag .The Animal Husbandry Department is discouraging the use of inferior bulls for breeding purpose by encouraging a mass castration of bull calves.

Dairying has not been taken up in the organized sector as an occupation and means of livelihood. Similar is the manner .The District ,however,offer and excellent potential for growth of dairy and poultry farms , being close to the industrial towns such as Bokaro,Ranchi, etc.

1.9 FISHERIES :

The rivers being hilly,there are no regular big fisheries even in the big rivers namely,Damodar,Barakar,and Konar.The main fisheries consist to pisciculture in lakes,tanks,bandhs and ponds.Fish trade is in the hands of the fisherman who are located in Hazaribag town ,Kodarma,Ichak,Simaria and Chatra. Under the pisciculture development programme,fish fry distribution centres have been opened in the above mentioned places.

1.10 INDUSTRIALISATION :

The main occupation of the people of the people of Hazaribag is cultivation but industries in the district are growing rapidly and absorb a large number of people. There are rich mineral deposits in the district.Mica and Coal are the two most important minerals found in abundance.The Damodar Valley Corporation ,a multi purpose project,has made power available in certain areas at moderate rate.

Even though Hazaribag district abounds in forest and mineral resources, not many large scale industrial units have come up. However, there has been considerable increase in medium and small scale industrial establishment.

There has also been phenomenal increase in the number of small industrial unit between 1971-81. During the period 1967-78 there were on 57 permanently registered small scale registered industrial units whereas the number of such units was 1137 in the year 1981. These industrial units are providing scope for employment to the local people.

1.11 COMMUNICATION :

The district is well served by a net work of good roads, It has National Highways, State Highways, and roads managed by the Zila Parishad. Quite a few roads come under the Hazaribag Mines Board, Forest Department and some small roads are managed by the Damodar Valley Corporation. The Grand Trunk Road (National Highway No.2) covers some important places such as Hazaribagh, Chouparan and Barhi. The Barhi -Hazaribag Ranchi road is a part of N.H.33 and Barhi -Rajauli road a part of N.H.31. The State Highways passing through the district are shown below alongwith their length in the district.

ROAD -----	Length in Kms. -----
-Hazaribag-Bagodar-Sariya	64
-Jamua - Kodarma	68
-Hazaribag - Simaria	57

The Important Zila Parishad Roads are:-

-Chatra -Chouparan	49
-Hazaribag -Simaria -Chatra	67
-Hazaribag -Katkamsandi -Chatra	57
-Hazaribag - Tandwa - Simaria	72
-Ramgarh - Dakagarha	49

Even unmetalled gravelled roads are open to vehicular traffic throughout the year except on unbridged sections during the rains.

The district headquarters at Hazaribagh is not directly connected by rail. The nearest railway station from this town is Hazaribag Road situated at a distance of about 69 Kms. Other important places in the district, viz, Kodarma, Patratu and Ramgarh are however, on the rail head.

river ways are not common in the district. Most of the river are shallow. Generally, they dry up in summer though they are in high floods during monsoon these reasons, there is not much of river traffic in the district. There is a fair weather landing air-strip for small planes at Hazaribag, the district headquarters.

1.12 TRADE AND COMMERCE :

There are less number of organized markets in the district and sale and purchase in the rural areas usually takes place in the hats/markets spread over the whole district. The hats are the local markets where the local produce is generally bought and sold. within the district of Hazaribagh the main markets are Hazaribag, Chatra, Kodarma (Jhumri Tilaiya), Ramgarh and Patratu. The markets of lesser importance are Gola, Hazaribag Road, and Chouparan. Fairs are also important centres for agriculture marketing. Trade in Hazaribag district consists mainly of export of mica, coal glass sheets, timber, refractory bricks, etc. and import of Kerosene oil, petrol, sugar, iron and steel, cement, salt, hardware, motor parts food stuff, edible oil, clothes etc.

1.13 ELECTRICITY AND POWER :

The district receives most of its power supply through the Damodar Valley Corporation power generation in the Patratu Thermal Power Station has been below the rated capacity. The sikiary Hydel Project supplies power during the peak hours only to the district of Ranchi and a few other places.

All the towns of Hazaribag district have electricity now. In the rural areas however, the pace of electrification is very slow. Out of 3314 inhabited villages in the district only 371 villages (11.19%) have been electrified so far. However, the government is paying adequate attention to provide power to the maximum number of villages under its Rural Electrification scheme. The Bihar State Electricity Board has created a circle office at Hazaribagh for providing maximum facility to the consumers. This circle looks after the 22 blocks of Hazaribagh district.

The industrial belts and coal mines are the bulk consumers of electricity Power consumption in Kodarma and Ramgarh is the indicator of strong industrial infrastructure in and around these two towns. However, the areas of Hazaribagh and Chatra are still using power mostly for domestic and commercial purposes.

1.14 TOURISM:

The places of tourist interest are Churchu, Bokaro falls, Banaso, Bishungarh, Ichak, Konar Dam, Kanhari hill, National Park, Salparni, Rajrappa, Patratu, Suraj Kund, Tiliaya.

1.15 ADMINISTRATIVE STRUCTURE:-

EDUCATIONAL DIST. HAZARIBAGH

EDUCATIONAL DIST. HAZARIBAGH			
HAZARIBAG		KODARMA	
SADAR SUB-DIV.	RAMGARH SUB-DIV	BARHI SUB-DIV	KODARMA SUB-DIV.
BLOCKS	BLOCKS	BLOCKS	BLOCKS
1. SADAR	1. RAMGARH	1. BARHI	1. KODARMA
2. ICHAK	2. GOLA	2. CHOUPARAN	2. JAINAGAR
3. KATKAMSANDI	3. MANDU	3. BARKAHTA	3. MARKACHO
4. BISHUNGARH	4. PATRATU	4. PADMA (NEW)	4. SATGAWAN
5. CHURCHU			5. CHANDWARA
6. BARKAGOAN			(NEW)
7. KEREDARI			

1.16 VOLUNTARY ORGANISATION.

The district have large no. of committed and dedicated Voluntary Organisation and NGOs. Following are the main active NGOs of the district:-

- 1 PRADAN, HAZARIBAGH.
2. HOLY CROSS SOCIAL SERVICE CENTRE, HAZARIBAGH
3. NAV BHARAT JHGRITI KENDRA, CHOUPARAN, HAZARIBAGH
4. BHARTIYA JAN JAGRITI KENDRA, ICHAK, HAZARIBAGH
5. NEHRU YUVA KENDRA, HAZARIBAGH
6. AVIDYA VIMUKTI SANSTHAN, HAZARIBAGH.
7. JAN JAGRAN KENDRA, CHURCHU, HAZARIBAG.
- 8 LOK UTHAN KENDRA, KATKAM SANDI, HAZARIBAGH
9. TATA SOCIETY FOR RURAL DEV. SERVICE, GHATO, HAZARIBAG.
- 10 JAN SEVA PARISHAD, CHURCHU, HAZARIBAG
- 11 PRERNA NIKETAN, HAZARIBAGH
- 12 LOK PRERNA KENDRA, HAZARIBAGH.

1.17 HEALTH FACILITIES.

The primary health and family welfare facilities comes under Minimum Needs programme of the government . The district has 670 hospitals and dispensaries . Out of which 613 are located in rural area and 4 in urban area. There are 24 primary health centres and 24 additional PHCs. As per record available with CMO Hazaribag there are 402 primary health sub-centres with maximum of 19 in Chouparan and Gola blocks. The number of beds available in PHCs was 126 only. Considering the intensity of disease such as malaria diarrhoea the available beds are not sufficient to the needs of the district .The number beds available for special disease such as Tuberculosis and Leprosy were reported as 42 only.

1.18 OVER ALL LITERACY SITUATION :-

According to 1991 census literacy % of district is 32.06%
.The break up of literacy as under.:

- a. Literacy in rural area :- 25.83 %
- b. Literacy in Urban area :- 49.96 %
- c. Male Literacy :- 45.00 %
- d. Female Literacy :- 18.00 %

The block wise literacy rate is given in table no.1.4 . It is evident from the table that literacy rate of female is below from the national and state average. The inter block disparity in literacy ranges from a low of about 35 percent . The literacy rate in all the blocks except Hazaribag with 34.66 % Ramgarh with 33% is lower than district averages of about 32 %5.The gender disparity in literacy rate can also be seen across various blocks of the district. The male literacy was highest in 46.56 % in Ramgarh block where as it was only 33.22 % in Keredary block. The female literacy was highest in Hazaribagh with 20.77 % and lowest in Barkatha ,where it was reported 4.60% in 1991.

1.19 TEACHER TRAINING :

In the district there is only three teacher training collage. The training collage are not working properly .In Hazaribagh district total 4214 teachers are working in primary & middle schools but only about 200 -300 teachers have received service training during last 10 years.In 1995 a large number of untrained primary school teacher are recruited but they do not under go training till now.The newly recruited teachers need immediate in service training .In Hazaribag district, there is no District Institute of Education & Training (D.I.E.T).The establishment of DIET ,BRC & CRC is very much needed for improving the prevailing teaching method in the dist.

1.20 MID-DAY MEAL:

The mid-day meal programme sponsored by Govt. of India is also being implemented in the district . Block wise distribution of mid- day meal is given in the table no. 1.5. Under mid -day meal scheme a student is supposed to get 3 kg rice per month. From the table it is evident that there is wide variation in the distribution of mid-day meal in the district . Mid-day- meal scheme was implemented in ten block of hazaribagh district (data of Kodarma is not avail) .In hacked per student distribution of mid- day meal is 32.11 kg per year where as it is only 6.23 kg per student in Patratu . Similar variation can also be seen in 1996-97 as it is highest 38.63 Kg in Keredari and 2.63 Kg in Patratu. However, the scheme has attracted a large number of students to the schools, therefore , enrolment has gone up considerably over the last two years.

TABLE NO. 1.5

Blockwise position of Mid-day meal scheme ,1995-97

SL. NO.	NAME OF THE BLOCK	YEAR 1995-96		YEAR 1996-97	
		TOTAL ENROLMENT	PER STD. IN Kg.	TOTAL ENROLMENT	PER STD. IN Kg.
1	CHOUPARAN	13127	23.95	21474	19.52
2	BARHI	12266	0	14939	24.37
3	BARKTHA	8091	22.16	11266	21.22
4	KATKAMSANDI	12162	18.34	16812	17.69
5	ICHAK	11224	32.11	15257	34.80
6	BISHUNGARH	13285	29.33	19293	30.24
7	KEREDARI	6336	0	7513	38.63
8	BARKAGOAN	9076	0	9739	25.89
9	MANDU	11065	9.67	13802	15.50
10	CHURCHU	12512	10.81	14764	18.32
11	PATRATU	17559	6.23	19081	2.63
12	RAMGARH	17793	9.62	22496	15.22
13	GOLA	12301	15.53	15849	21.01
TOTAL:-		156797	13.75	202285	20.76

SOURCE: Progress report Nov.96 DRDA Hazaribag.

1.21 scholarship:

In Hazaribagh district provision of scholarship for SC/ST and other backward class children under welfare scheme is given in table no. 1.5 . The table shows that only 30.84 % SC children were getting the benefits of the scheme. It is also reported that scholarship attract large no. of SC children to the school .Thus timely distribution could be an important factor in enrollment and retention of SC children. Attempt should also be made to cover all the student as in the case of ST only 20 % children ware covered in under this schemes.

TABLE NO. 1.5

Categorywise scholarship position 1996.

CATEGORY	TOTAL ENROLMENT	TOTAL EXPENDITURE (IN LAKH)	NO.OF BENEFICI.	PERCENT OF BENEFICIARI.
S C	32304	13.49	9962	30.84
S T	20238	8.79	6696	20.00
OBC		1.30	336	

Source :- Progress report of DRDA Hazaribag.

1.22

INTEGRATED CHILD DEVELOPMENT PROGRAMME

Integrated child development scheme is being run in four blocks Hazaribagh urban, rural, Keredari, . Katkamsandi, and chouparan is selected for implementation of this scheme in the year 1997-98. The total number of sanctioned centres were 456, of which only 223 centres are reported operational (Table no. 1.5"A"). About 1190 women are enrolled as student in these centres. The number of children enrolled as student in age group 3-6 were reported 9856. Out of 223 functional centres 221 centres are providing pre schooling education to the children in the age group 3-6 . The total number of Aganwari Sevika working in these centres are reported to 211 of which 3 are reported untrained.

TABLE NO. 1.5 "A"

Statement of I C D S centre 1996.

SL NO.	I T E M	ACTIV.	BLOCK-		
			URBAN	HZB RURAL	KEREDARI
1	SANCTIONED CENTER		80	94	55
2	OPERATIONAL CENTER		80	90	53
3	CENTER DISTR.NUT.		79	90	53
4	PREGNANT WOMEN REP.		439	429	319
5	STUDENT WOMEN	ENROLL.	471	464	326
6	CHILDREN AT 3 YEAR		2834	2299	2645
7	CHILDREN AT 6 YEAR		3152	3558	3146
8	PREGNANT WOMEN	BENIFI	411	376	265
9	STUDENT WOMEN	TED	46	412	273
10	CHILDREN AT 3 YEAR		2017	885	1631
11	CHILDREN AT 6 YEAR		2586	2319	1376
12	NO.OF CENTER PROV. PRE SCHOOL EDUC.		79	90	52
13	ENROLLMENT IN PRE SCHOOL		3042	3558	2009
14	BENIFITED CHILDREN		2797	3319	1950
15	TRAINED SEVIKA		74	89	48
16	UNTRAINED SEVIKA		1	1	1

Source :- Programme officer, ICDS.Hazaribagh.

1.21 NON-FORMAL EDUCATION:

In hazaribagh district the target of opening of new NFE centers in 1993 was 1800 (@ 100 per block), but till now only 1196 centers are running in different block in the district. In these NFE centers total 30427 learners are enrolled in 1996. The working of NFE centers is not satisfactory due to non availability of funds for recurring & non-recurring expenses in time. A details block wise position of NFE is given in table no.1.6.

1.22 SPL.NON-FORMAL EDUCATION:

In 1996 total 172 spl.NFE centers are running in different blocks in the district. In these center total 15064 learners are enrolled which constitute 3820 and 2827 SC & ST learners respectively. A details block wise position of Spl.NFE is given in table no.1.7

1.B EDUCATIONAL PROFILE

1B.1 NO.OF EDUCATIONAL INSTITUTIONAL

1.	NO.OF PRIMARY SCHOOL	:	1227
2	NO.OF MIDDLE SCHOOL	:	304
3	NO.OF HIGH SCHOOL	:	67
4	NO.OF COLLAGES	:	14
5	NO.OF WOMEN COLLAGE	:	2
6	NO.OF UNIVERCITY	:	1
7	NO.OF MEDICAL COLLAGE	:	0
8	NO.OF ENGINEERING COLLAGE:	:	0
9	NO. OF POLYTECHNICS	:	0
10	NO.OF I.T.I	:	1

1B.2 MANAGEMENT OF PRIMARY SCHOOL :

The District primary Education in Bihar is headed by District Superintendent of Education at the district level. However District Education Officer who is incharge of primary as well as secondary education has some control over the D.S.E. The D.S.E. is supported by Deputy Dist. superintendent of Education (Dy.DSE). The over all responsibility of DSE is to manage primary education at the the district . The important officer posted as sub-district level are Area Officers. They are incharge of 2 to 3 blocks. Block Education extension Officers (BEEOs), incharge Educational blocks are very important functionaries at micro level . However , the responsibility of BEEOs include the supervision of primary school at grass root level. It may also be noted that, though BEEOs play important roll at grass root level in the management of primary school but leave application of teacher are sanctioned by headmaster of cluster. The concepts of CRC in the district is in existence. The Headmaster of middle school is cluster head

who has got drawing and disbursing power. Though BEEOs are supposed to supervise teachers , the salary of headmaster is higher than the BEEOs . BEEOs are uninformed about the movement of teachers , who take advantage of this situation. The general composition at school level is one Headmaster with one or two Assistant Teachers.

1B.3 DISTRIBUTION OF PRIMARY AND MIDDLE SCHOOL

The block wise distribution of primary and middle school given in table no. 1.8 .The block wise distribution of school ranged between 53 in keredari to 131 in chouparan. However when we consider the no. of villages vis a vis no. of school , the scenario changes . On an average there is one school for about every two village. However if school in urban area are excluded then the numbers of villages will increase marginally. Blocks with relatively poor schooling facility are Markacho Jainagar , Chouparan ,Barkatha, and Barhi. Relatively better placed blocs are Sadar, Patratu, Gola ,churchu and Barkagoan block. The school located in urban area is also included in the figures of their respective block viz Hazaribagh, katkamsandi Partatu, Ramgarh Kodarma and Mandu.

Disparity in distribution of primary & middle school can also be seen by comprising population per school for each block. It was found that there were 1457 person per school in hazaribagh district.

TABLE NO. 1.6
NON-FORMAL EDUCATION PROGRAMME

STATEMENT OF WORKING CENTER & ENROLLMENT OF LEARNER .

SL. BLOCK NO.	YEAR 1993-94		YEAR 1994-95		YEAR 1995-96		YEAR 1996-97	
	CENTER NO.	LEARNER NO.	CENTER NO.	LEARNER NO.	CENTER NO.	LEARNER NO.	CENTER NO.	LEARNER NO.
1 HAZARIABG	0	0	70	1665	70	1665	70	1665
2 ICHAK	0	0	55	1356	55	1356	55	1356
3 KATAKAMSANDI	0	0	60	1575	60	1575	60	1575
4 CHURCHU	0	0	13	315	13	315	13	315
5 BISHUNGARH	0	0	50	1250	50	1250	50	1250
6 BARKAGOAN	0	0	50	1932	50	1932	50	1932
7 KEREDARI	0	0	76	1255	76	1255	76	1255
8 BARHI	0	0	70	1750	70	1750	70	1750
9 BARKATHA	0	0	52	1310	52	1310	52	1310
10 CHOUPARAN	0	0	50	1321	50	1321	50	1321
11 RAMGARH	100	2600	100	2600	100	2600	100	2600
12 MANDU	0	0	52	1314	52	1314	52	1314
13 PATRATU	0	0	100	1275	100	1275	100	1275
14 GOLA	100	2575	100	2575	100	2575	100	2575
15 KODARMA	0	0	58	1459	58	1459	58	1459
16 SATGAWAN	0	0	40	1000	40	1000	40	1000
17 JAINAGAR	30	750	100	2575	100	2575	100	2575
18 MARKACHIO	100	2600	100	2600	100	2600	100	2600
	330	8525	1196	29127	1196	29127	1196	29127

N.B: 1 (ONE) INSTRUCTOR WORKING PER CENTER

TABLE NO. 1.7
SPL. NON FORMAL EDUCATION PROGRAMME 1996

20

BLOCK	NO.OF CENTER	NO.OF INSTRUC.	NO.OF LEARNER			TOTAL
			SC	ST	OTHRER	
HAZARIABG	13	26	292	77	515	884
ICHAK	10	18	412	179	229	820
KATAKAMSANDI	13	26	368	138	925	1431
CHURCHU	8	16	58	307	407	772
BISHUNGARH	13	26	93	190	567	850
BARKAGOAN	12	12	302	131	576	1009
KEREDARI	12	26	156		750	906
BARHI	12	24	404		410	814
BARKATHA	13	26	142	165	954	1261
CHOUPARAN	13	26	606		1050	1656
RONGARH	13	26	173	309	879	1361
MANDU	13	26	195	207	372	774
PATRATU	13	26	385	699	332	1416
GOLA	13	26	234	425	231	890
	171	330	3820	2827	8197	14844

1B.4 AVAILABILITY OF CLASS ROOM

Block wise details about class room in primary school and middle school is given in table no. 1.10 and 1.11 respectively .. Among various facilities the availability of class room is basic . Table shows that in the case of primary school 25 school are buildingless . Among the various block the maximum no. of buildingless school were reported in Satgawana Block. On the other hand of 1227 p.s , 156 school with one room , 753 with two rooms, and 177 are with three rooms . In the case of Middle school there are out of 304 M.S, 15 school with only two rooms , 41 school with three room , 81 with 4 rooms and 145 with more than 4 rooms. 2 rooms and 3 rooms M.S are in immediate need of two additional rooms . Maximum No. 2 rooms M.S are in Gola Blocks position of Barkagoan and Markacho block are below the district average regarding no. of room available in M.S.

1B.5 FACILITIES IN SCHOOL:

The facilities in school of Hazaribagh district is negligible. Table no. 1.12 shows the facilities available in Primary & Middle school of the district. The figures clearly reveals that in 50% of school there no facility of drinking water, and 82.1% of school do not have toilet . The infrastructural facility such as chairs, desks , almirah etc. are completely not available in school , even 338 school are without Black board . As regard to drinking water facility in school the position of Ichak, Ramgarh, and Barkagoan Block are below from the district average.

1B.6 POSITION OF WORKING TEACHER

Table no. 1.13 gives information about the number of working teacher out of 4395 sanctioned posts only 4214 teachers are working in the district . On an average three teacher per school are posted in the Hazaribagh district. The variation among the blocks are between two teacher per school in Satgawan, Kodarma, Jainagar, Markacho, and Chouparan , four per school in Ramgarh and Hazaribagh sadar block. The percentage of lady teacher is only 23 % . The percentage of SC and ST lady teacher are very low in comparison of other teacher.

BLOCK WISE TOTAL NO.OF SCHOOL & ENROLMENT (I TO V) - YEAR 1996\ (30.9.96)

SL. NO.	BLOCK	NO.OF REV VILLAGE	NO.OF P.SCHOOL	NO.OF M.SCHOOL	TOTAL NO. OF SCHOOL	TOTAL STUDENT	NO. OF TEACHER	TEACHER STUDENT RATIO
1	HAZARIABG	98	65	40	105	15642	432	1:36
2	ICHAK	117	62	19	81	13363	240	1:56
3	KATAKAMSANDI	123	76	18	94	13155	287	1:45
4	CHURCHU	79	61	16	77	12688	193	1:65
5	BISHUNGARH	119	73	15	88	13402	187	1:71
6	BARKAGOAN	81	60	9	69	9518	191	1:49
7	KEREDARI	81	43	10	53	7458	154	1:48
8	BARHI	136	70	16	86	12714	236	1:54
9	BARKATHA	115	57	12	69	10561	175	1:60
10	CHOUPARAN	251	113	18	131	17218	330	1:65
11	RAMGARH	77	65	23	88	18851	262	1:72
12	MANDU	85	65	15	80	16519	262	1:63
13	PATRATU	71	78	20	98	17775	336	1:53
14	GOLA	86	77	12	89	13367	208	1:64
15	KODARMA	142	92	26	118	14364	315	1:45
16	SATGAWAN	103	65	12	77	5664	130	1:43
17	JAINAGAR	134	53	11	64	9041	134	1:67
18	MARKACHO	134	52	12	64	9055	142	1:63
TOTAL:		2032	1227	304	1531	230355	4214	1:60

source: D.S.E. HAZARIABGH

TABLE NO. 1.9

23

BLOCK WISE NO.OF STUDENT (I TO V) CASTWISE/SEXWISE- 1996
(JUNE 1996)

SL. NO.	BLOCK	S.C BOYS	S.T BOYS	GENERAL BOYS	TOTAL BOYS	S.C GIRLS	S.T GIRLS	GENERAL GIRLS	TOTAL GIRLS	TOTAL STUDENT
1	HAZARIABG	2362	182	4967	7511	1727	151	4690	6568	14079
2	ICHAK	1195	256	4579	6030	581	67	3395	4043	10073
3	KATAKANSANDI	1640	813	6219	8672	1228	470	3457	5155	13827
4	CHURCHU	800	2511	3507	6818	451	1241	2544	4236	11054
5	BISHUNGARH	893	697	6193	7783	278	194	2294	2766	10549
6	BARKAGOAN	836	397	3886	5119	466	180	2216	2862	7981
7	KEREDARI	861	350	2859	4070	517	179	1159	1855	5925
8	BARHI	1095	226	6844	8165	561	160	3208	3929	12094
9	BARKATHA	985	461	5669	7115	350	71	1911	2332	9447
10	CHOUPARAN	1659	342	9108	11109	850	244	6124	7218	18327
11	RAMGARH	821	1548	6389	8758	485	662	4558	5705	14463
12	HANDU	867	1902	4041	6810	358	961	2892	4211	11021
13	PATRATU	932	3013	3402	7347	582	1435	2495	4512	11859
14	GOLA	941	2852	5609	9402	506	1222	3501	5229	14631
15	KODARMA	1598	161	9152	10911	938	83	6324	7345	18256
16	SATGAWAN	869	34	3306	4209	496	23	2036	2555	6764
17	JAINAGAR	1055	23	5127	6205	531	9	2776	3316	9521
18	MARKACHO	905	86	5185	6176	375	17	2278	2670	8846
		20314	15854	96042	132210	11280	7369	57858	76507	208717

source: D.S.E. HAZARIBAGH

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BLOCK WISE AVAILABILITY OF CLASS ROOMS IN PRIMARY SCHOOL

=====

HAZARIBAGH		YEAR:		1996			
=====							
SL. NO.	NAME OF BLOCK	NO. OF SCHOOL	1 ROOM	2 ROOM	3 ROOM	4 ROOM	BUILD. LESS
=====							
1	HAZARIBAGH	65	0	18	44	1	0
2	ICHAK	62	4	39	6	13	0
3	KATKAMSANDI	76	2	39	7	5	0
4	CHURCHU	61	20	40	5	0	0
5	BISHUNGARH	73	3	45	15	0	0
6	BARKAGAON	60	15	40	4	0	0
7	KEREDARI	43	3	28	4	6	2
8	BARHI	70	26	27	11	10	0
9	BARKATHA	57	5	23	14	14	0
10	CHOUPARAN	113	7	88	14	8	0
11	RAMGARH	65	17	34	2	1	2
12	MANDU	65	3	46	16	0	0
13	PATRATU	78	8	52	1	0	0
14	GOLA	77	2	56	8	11	0
15	KODARMA	92	9	65	0	19	0
16	SATGAWAN	65	9	32	4	0	21
17	JAINAGAR	53	0	31	22	0	0
18	MARKACHU	52	23	50	0	0	0
=====							
TOTAL:-		1227	156	753	177	88	25
=====							

Source D.S.E. HAZARIBAGH

BLOCK WISE AVAILABILITY OF CLASS ROOMS IN MIDDLE SCHOOL

HAZARIBAGH		YEAR: 1996					
SL. NO.	NAME OF BLOCK	NO. OF SCHOOL	1 ROOM	2 ROOM	3 ROOM	4 ROOM	ABOVE 4 ROOM
1	HAZARIBAGH	39	0	0	9	20	10
2	ICHAK	19	0	3	0	4	12
3	KATKAMSANDI	19	0	0	3	2	14
4	CHURCHU	16	0	0	0	4	8
5	BISHUNGARH	15	0	0	2	8	6
6	BARKAGAON	9	0	0	1	3	6
7	KEREDARI	10	0	0	0	1	9
8	BARHI	16	0	0	8	2	5
9	BARKATHA	12	0	0	0	3	10
10	CHOUPARAN	18	0	1	1	4	12
11	RAMGARH	23	0	0	0	1	9
12	MANDU	15	0	0	2	4	10
13	PATRATU	20	0	0	2	6	9
14	GOLA	12	0	6	0	2	4
15	KODARMA	26	0	0	3	7	16
16	SATGAWAN	12	0	3	0	5	2
17	JAINAGAR	11	0	2	3	5	0
18	MARKACHO	12	0	0	7	0	3
TOTAL:-		304	0	15	41	81	145

Source D.S.E. HAZARIBAGH

FACILITIES AVAILABLE IN PRY.& MIDDLE SCHOOL - BLOCK WISE

HAZARIBAGH				YEAR: 1996						
SL. NO.	NAME OF BLOCK	NO.OF M.S	NO.OF P.S	TOTAL SCHOOL	FACILITIES AVAILABLE					
					D.WATER	TOILET	FURNIT.	B.BOARD	T L M	
1	HAZARIBAGH	40	65	105	57	33	NA	88	NA	
2	ICHAK	19	62	81	17	2	NA	77	NA	
3	KATKAMSANDI	18	76	94	30	4	NA	63	NA	
4	CHURCHU	16	61	77	26	8	NA	48	NA	
5	BISHUNGARH	15	73	88	33	8	NA	60	NA	
6	BARKAGAON	9	60	69	25	8	NA	55	NA	
7	KEREDARI	10	43	53	27	5	NA	42	NA	
8	BARHI	16	70	86	28	0	NA	89	NA	
9	BARKATHA	12	57	69	52	5	NA	69	NA	
10	CHOUPARAN	18	113	131	70	5	NA	75	NA	
11	RAMGARH	23	65	88	13	0	NA	65	NA	
12	MANDU	15	65	80	40	10	NA	75	NA	
13	PATRATU	20	78	98	35	18	NA	60	NA	
14	GOLA	12	77	89	36	0	NA	88	NA	
15	KODARMA	26	92	118	79	9	NA	101	NA	
16	SATGAWAN	12	65	77	32	0	NA	53	NA	
17	JAINAGAR	11	53	64	53	1	NA	54	NA	
18	MARKACHO	12	52	64	66	6	NA	31	NA	
TOTAL:-		304	1227	1531	719	122	0	1193		

Source D.S.E. HAZARIBAGH

1B.7 ENROLMENT AND GROSS ENROLMENT RATIO

The class wise distribution of student and total enrolment of children castewise and gender wise from 1992 to oct 1996 are given in table no. 1.14 to 1.18 . The comparative growth in enrolment is mentioned in Table no.1.19

(i) Table 1.18 reveals that in sept 1996 39% children are enrolled in class I where as only 21 % children are enrolled in class II. The gap of 18 % between class I and II is quit considerable . It is surprising that out of total no. (232270) of student in various classes only 10.1 % children are enrolment in class V.The variation in the case of the girl is wider as 42.4% children were enrolled in class I and 9.3% children in class V

(ii) The gap between general student and sc student is about 5.06%.The gap among the sc girls and general girl is wider than the boys.

(iii) The gap between enrollment of general child and st child is lesser in comparison to sc children of the district.The position of st girls child enrolment is lowest in comparison to all other categories.

(iv) The comparative enrolment figure from 1992 to 1996 are given in table no. 1.19. This table clearly indicates that enrollment of children is continuously increasing year by year.The growth in enrolment range between 8% to 33% .Figure also indicates that there is rapid increase in enrolment in 1996. The sudden increase in enrollment in 1996 is due to the itroduction of mid day meal scheme.

GROSS ENROLMENT RATIO

The GER in Hazaribagh district is 59.00%. This has been calculated by taking the total no. of student on roll i.e 232270 and the estimated child population of 393475 in the age group of 6-11, projected on the basis of decadal growth rate of population and assuming 15.22% of total population as under age group 6-11 yr.

The social assessment study conducted in dec 1996 also found GER of the district as 58.63%.The castewise and gender wise GER is given in table no. 1.20.

TABLE NO. 1.13

NO. OF WORKING TEACHER IN HAZARIBAGH DIST. (BLOCK WISE)

SL. NO.	NAME OF BLOCK	NO. OF SCHOOL	NO. OF MALE TEACHER				NO. OF F. MALE TEACHER				NO. OF TOTAL TEACHER			
			SC	ST	OTHER	TOTAL	SC	ST	OTHER	TOTAL	SC	ST	OTHER	TOTAL
1	2		4	5	6	7	8	9	10	11	12	13		
1	HAZARIBAGH	105	33	17	87	137	48	64	183	295	81	81	270	432
2	ICHAK	81	19	9	143	171	5	5	59	69	24	14	202	240
3	KATKAMSANDI	94	20	11	154	185	0	19	83	102	20	30	237	287
4	CHURCHU	77	21	16	118	155	5	18	15	38	26	34	133	193
5	BISHUNGARM	88	10	4	159	173	3	4	7	14	13	8	166	187
6	BARKAGAON	69	18	5	141	164	2	4	21	27	20	9	162	191
7	KEREDARI	53	16	14	106	136	2	8	8	18	18	22	114	154
8	BARHI	86	28	4	167	199	2	7	28	37	30	11	195	236
9	BARKATHA	69	30	8	130	168	1	0	6	7	31	8	136	175
10	CHOUPARAN	131	48	6	231	285	2	1	42	45	50	7	273	330
11	RANGARH	88	17	42	136	195	8	16	43	67	25	58	179	262
12	MANDU	80	6	14	208	227	7	12	15	34	13	26	223	262
13	PATRATU	98	29	25	179	233	11	15	77	103	40	40	256	336
14	GOLA	89	30	21	138	189	1	1	17	19	31	22	155	208
15	KODARMA	118	32	8	182	222	6	12	75	93	38	20	257	315
16	SATGAWAN	77	24	1	87	112	0	0	18	18	24	1	105	130
17	JAINAGAR	64	30	1	95	126	3	0	5	8	33	1	100	134
18	MARKACHO	64	33	3	95	131	0	0	11	11	33	3	106	142
TOTAL:-		1531	444	209	2556	3209	106	186	713	1005	550	395	3269	4214

TABLE NO.1.14

CLASSWISE STATUS OF ENROLMENT OF STUDENT

DISTRICT: HAZARIBAGH

YEAR: 1992

CLASS	GENERAL			SCHEDULED CAST			SCHEDULED TRIBE			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
I	22105	12683	34788	4939	2681	7620	3072	1565	4637	30116	16929	47045
II	12252	6485	18737	2925	1387	4312	2115	961	3076	17292	8833	26125
III	10230	5003	15233	2425	2068	4493	1557	753	2310	14212	7824	22036
IV	8504	3861	12365	1843	762	2605	1303	450	1753	11650	5073	16723
V	6893	3041	9934	1604	613	2217	1000	413	1413	9497	4067	13564
TOTAL:-	59984	31073	91057	13736	7511	21247	9047	4142	13189	82767	42726	125493

Source D.S.B.Hazaribag

TABLE NO.1.15

CLASSWISE STATUS OF ENROLMENT OF STUDENT

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DISTRICT: HAZARIBAGH													YEAR : 1993		
CLASS	GENERAL			SCHEDULED CAST			SCHEDULED TRIBE			TOTAL					
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL			
1	2	3	4	5	6	7	8	9	10	11	12	13			
I	25081	14594	39675	5498	3042	8540	3211	1697	4908	33790	19333	53123			
II	13237	7187	20424	3233	1550	4783	2187	1000	3187	18657	9737	28394			
III	11792	5804	17596	2495	1034	3529	1633	787	2420	15920	7625	23545			
IV	10071	4835	14906	2200	822	3022	1458	514	1972	13729	6171	19900			
V	8383	3458	11841	1735	654	2389	1061	410	1471	11179	4522	15701			
TOTAL:-	68564	35878	104442	15161	7102	22263	9550	4408	13958	93275	47388	140663			

Source D.S.E.Hazaribag

TABLE NO.1.15

CLASSWISE STATUS OF ENROLMENT OF STUDENT

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DISTRICT: HAZARIBAGH

YEAR : 1993

CLASS	GENERAL			SCHEDULED CAST			SCHEDULED TRIBE			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
I	25081	14594	39675	5498	3042	8540	3211	1697	4908	33790	19333	53123
II	13237	7187	20424	3233	1550	4783	2187	1000	3187	18657	9737	28394
III	11792	5804	17596	2495	1034	3529	1633	787	2420	15920	7625	23545
IV	10071	4835	14906	2200	822	3022	1458	514	1972	13729	6171	19900
V	8383	3458	11841	1735	654	2389	1061	410	1471	11179	4522	15701
TOTAL:-	68564	35878	104442	15161	7102	22263	9550	4408	13958	93275	47388	140663

Source D.S.E.Hazaribag

TABLE NO.1.16

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CLASSWISE STATUS OF ENROLMENT OF STUDENT

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DISTRICT: HAZARIBAGH

YEAR: 1994

CLASS	GENERAL			SCHEDULED CAST			SCHEDULED TRIBE			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
I	2	3	4	5	6	7	8	9	10	11	12	13
I	28214	17201	45415	6747	3636	10383	3718	1873	5591	38679	22710	61389
II	17235	9647	26882	3508	1637	5145	2177	1021	3198	22920	12305	35225
III	13855	7167	21022	2470	1226	3696	1624	785	2409	17949	9178	27127
IV	11909	5727	17636	2431	899	3330	1540	579	2119	15880	7205	23085
V	10485	4605	15090	1926	676	2602	1215	449	1664	13626	5730	19356
TOTAL:-	81698	44347	126045	17082	8074	25156	10274	4707	14981	109054	57128	166182

Source D.S.B.Hazaribag

TABLE NO.1.17

CLASSWISE STATUS OF ENROLMENT OF STUDENT

DISTRICT: HAZARIBAGH

YEAR: 1995

CLASS	GENERAL			SCHEDULED CAST			SCHEDULED TRIBE			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
I	2	3	4	5	6	7	8	9	10	11	12	13
I	29803	18688	48491	6719	3599	10318	4395	2323	6718	40917	24610	65527
II	17378	10180	27558	4189	1926	6115	2867	1199	4066	24434	13305	37739
III	14795	8172	22967	3013	1440	4453	2245	893	3138	20053	10505	30558
IV	12296	6507	18803	2539	1099	3638	1759	615	2374	16594	8221	24815
V	10868	5140	16008	2110	826	2936	1396	459	1855	14374	6425	20799
TOTAL:-	85140	48687	133827	18570	8890	27460	12662	5489	18151	116372	63066	179438

Source D.S.B.Hazaribag

TABLE NO.1.18

CLASSWISE STATUS OF ENROLMENT OF STUDENT

DISTRICT: HAZARIBAGH

YEAR: 30.9.96

CLASS	GENERAL			SCHEDULED CAST			SCHEDULED TRIBE			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	2	3	4	5	6	7	8	9	10	11	12	13
I	41207	30850	72057	6522	5988	12510	4580	3584	8164	52309	40422	92731
II	21687	15516	37203	4329	2572	6901	3060	1698	4758	29076	19786	48862
III	16410	10458	26868	3402	2068	5470	2302	1207	3509	22114	13733	35847
IV	14378	8403	22781	2357	1479	3836	1905	860	2765	18640	10742	29382
V	12044	6624	18668	1843	1025	2868	1389	648	2037	15276	8297	23573
TOTAL:-	105726	71851	177577	18453	13132	31585	13236	7997	21233	137415	92980	230395

Source D.S.E.Hazaribag

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YEAR WISE COMPRATIVE CHART OF ENROLMENT OF STUDENT

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DISTRICT: HAZARIBAGH

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Y E A R	GENERAL			SCHEDULED CAST			SCHEDULED TRIBE			TOTAL			%
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	
1	2	3	4	5	6	7	8	9	10	11	12	13	
1992	59984	31073	91057	13736	7511	21247	9047	4142	13189	82767	42726	125493	
1993	68564	35878	104442	15161	7102	22263	9550	4408	13958	93275	47388	140663	112.6
1994	81698	44347	126045	17082	8074	25156	10274	4707	14981	109054	57128	166182	116.9
1995	85140	48687	133827	18570	8890	27460	12662	5489	18151	116372	63066	179438	106.7
1996	105726	71851	177577	18453	13132	31585	13236	7997	21233	137415	92980	230395	128.0

=====

TABLE NO. 1.20

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TABLE NO. 1.20

GROSS ENROLMENT RATIO-1996

CATEGORY	ESTIMATED CHILD POPULATION '96	ENROLMENT (OCT) '96	GER
GENERAL			
BOYS	153949	106464	69.16
GIRLS	140799	72551	51.53
SC			
BOYS	30351	18753	61.79
GIRLS	28410	13336	46.94
ST			
BOYS	20643	13232	64.10
GIRLS	19323	7934	41.06

1B.8 RETENTION RATE AND DROPOUT

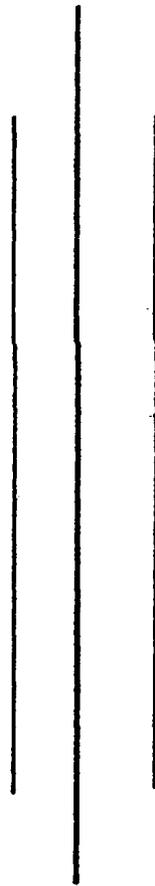
The retention rate and dropout rate in Hazaribagh district is given in table no. 1.21. it is calculated on the basis of total no. of student enroled in class V in 1996 divided by student enrolled in class I in 1992. In Bihar there are no repetitors in primary education because according to Govt.. circular every students get promoted to next class. It is evident from the table that total dropout rate are above 40% in all the categories. The SC/ST/ girls has minimum retention and maximum dropout i.e more than 41% retention rate and 58% dropout rate.

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 Date 16-9-97

CATEGORY WISE RETENTION RATE & DROUP OUT RATE OF HAZARIBAG DIST.

SL NO.	CATEGORY	NO.OF STUDENT IN CLASS V 1996	NO.OF STUDENT ENROLLED IN CLASS I 1992	RR IN %	DROUP OUT IN %
1	GEN.BOYS	12044	22105	54.49	45.51
2	GEN.GIRLS	6624	12683	52.23	47.77
3	SC BOYS	1843	4939	37.32	62.68
4	SC GIRLS	1025	2681	38.23	61.77
5	ST BOYS	1389	3072	45.21	54.79
6	ST GIRLS	648	1565	41.41	58.59

CHAPTER - 2



PROJECT CONCEPT, COMPOSITION, OBJECTIVES & GOALS

CHAPTER - 2

PROJECT GOALS AND OBJECTIVES:

District Primary Education Programme (DPEP) is an unique programme for achieving the goals of UEE envisaged in the National Policy on Education 1986 reaffirmed in the POA (1992)

- a) Universal access and enrolment.
- b) Universal retention of children up to 14 years age.
- c) A substantial improvement in the quality of education enable all children to achieve essential levels of learning.

Despite substantial efforts made to accelerate the process of education the goal of UEE stil remains far away. The capability of the majority of primary schools to retain the enrolled children and to impart quality education, has been found to be weak. So DPEP intervention is expected to accelerate the pace of these efforts .

2.1 **GOALS**

1. Achieving universalization of enrolment of children in the age groups of 6 to 11 in general and of girls, Scheduled Tribes/ Scheduled casts children in particular.
2. Ensuring universal retention and completion of 5 years of primary education.
3. Ensuring quality education.
4. Providing minimum essential facilities.

2.2 OBJECTIVES

1. To provide universal access to primary education to all children on the age groups of 6 - 11 years either through formal primary education, NFE or alternative primary education.

2. To achieve universal enrolment by the end of 2002 AD at primary level and to increase NER during 5 year plan period .

3. To reduce general drop-out rates to less than 8% by 2002 AD.

4 To reduce difference in enrolment ,drop-out rates and learning achievement among gender and focus group to less than 5%.

5. To raise average achievement levels by atleast 25% over the measured baseline achievement levels and ensuring achievement of basic literacy and numerical competencies and a minimum of 40% achievement level in other competencies by all primary school students.

6. To strengthen the institutional capacities of different training institutions at different level of the district.

In addition to above objectives of DPEP through this projects we also seeks to fulfil following objectives.

1. To reform the educational system by ensuring equality of women and women empowerment .

2. To relate the primary education with day to day life and to increase the local skill so that the unemployment problem environmental problem can be minimized.

3. strengthen the social justice and to incorporate the latest scientific and environmental development techniques in educational activities in different phases.

2.3 TARGETS

The official (statics/informations) about enrollment retention and achievement were discussed (pros and cons in different pedagogy visioning works of and with different organisations/village leaders/person) during PRA held at district and sub district level. During discussion/interactions with different participants, the targets of enrolment, retention and quality for the plan period were invited. On the basis of observations/suggestions of different participants and available official statics, the future target of enrolment, retention and quality were assessed. It is worth to mention that due to unavailability of correct official statics about (trained in enrollment and retention), the target for the plan period assessed according to conventional method. Alternatively the target are fixed keeping in view of the finding of SAS and BAS, report and experience/observations felt during PRA process. The detailed target for the plan period are given in the following table.

TARGET OF GROSS ENROLLMENT (BOYS)

CATEGORIES	YEAR 1996		YEAR 1997		YEAR 1998		YEAR 1999	
	NO. OF STD .	% OF ENROL	NO. OF STD .	% OF ENROL	NO. OF STD .	% OF ENROL	NO. OF STD .	% OF ENROL
1 GENERAL	106464	69	116366	74	129435	80	141466	85
2 SC	20343	62	22276	66	24998	72	27858	78
3 ST	12855	64	14456	70	15923	75	17245	79
	139662		153098		170357		186569	

TARGET OF GROSS ENROLLMENT (BOYS)

CATEGORIES	YEAR 2000		YEAR 2001		YEAR 2002		YEAR 2003	
	NO. OF STD .	% OF ENROL	NO. OF STD .	% OF ENROL	NO. OF STD .	% OF ENROL	NO. OF STD .	% OF ENROL
1 GENERAL	157505	0	169068	96	181168	100	195691	105
2 SC	30128	82	33261	88	35773	92	38403	96
3 ST	18854	84	21232	92	21832	94	23426	96
	206486		223561		238773		257519	

TARGET OF GROSS ENROLLMENT (GIRLS)

CATEGORRY	YEAR 1996		YEAR 1997		YEAR 1998		YEAR 1999	
	NO.OF STD .	% OF ENROL	NO.OF STD .	% OF ENROL	NO.OF STD .	% OF ENROL	NO.OF STD .	% OF ENROL
1 GENERAL	71807	51	81108	56	92373	62	105753	69
2 SC	13059	46	14605	50	16530	55	18863	61
3 ST	7734	41	8921	46	10169	51	11303	55
	92601		104634		119072		135919	

TARGET OF GROSS ENROLLMENT (GIRLS)

CATEGORRY	YEAR 2000		YEAR 2001		YEAR 2002		YEAR 2003	
	NO.OF STD .	% OF ENROL	NO.OF STD .	% OF ENROL	NO.OF STD .	% OF ENROL	NO.OF STD .	% OF ENROL
1 GENERAL	115096	73	126513	78	138493	83	154494	90
2 SC	21317	67	23571	72	25601	76	28076	81
3 ST	12869	61	14306	66	15601	70	17189	75
	149283		164390		179695		199759	

TARGET OF REDUCING DROP-OUT

41

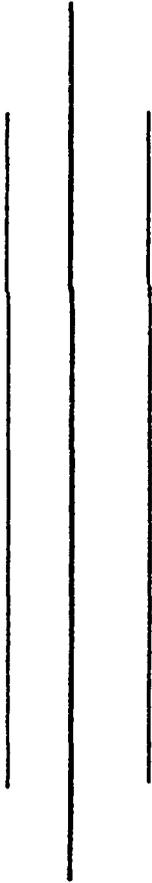
NO.		DROP-OUT	DROP-OUT	DROP-OUT	DROP-OUT	DROP-OUT	DROP-OUT	DROP-OUT	DROP-OUT
		IN 1996	IN 1997	IN 1998	IN 1999	IN 2000	IN 2001	IN 2002	IN 2003
		%	%	%	%	%	%	%	%
1	GEN. BOYS	45.51	40	36	32	24	20	14	10
2	GEN. GIRLS	47.77	42	38	35	30	24	20	14
3	SC BOYS	62.68	53	48	42	33	28	23	15
4	SC GIRLS	61.77	55	49	42	36	31	28	22
5	ST BOYS	54.79	49	46	39	35	30	24	16
6	ST GIRLS	58.59	55	50	47	39	30	25	20

TARGET FOR QUILITY IMPROVMENT.

SL. NO.	ITEM	POSITION IN 1996*	TARGET FOR 1999	TARGET FOR 2003
1	MEAN ACHIEVEMENT IN LANGUAGE CLASS - I	44.90	53.80	70.92
2	MEAN ACHIEVEMENT IN MATH CLASS - I	47.36	58.24	77.35
3	MEAN ACHIEVEMENT IN LANGUAGE CLASS - IV	42.21	51.28	68.24
4	MEAN ACHIEVEMENT IN MATH CLASS - IV	35.43	43.72	61.58

BAS figure conducted in 1996

CHAPTER - 3



PLANNING PROCESS

CHAPTER-3

PLANNING PROCESS
-----PARTICIPATORY PLANNING:

The success ratio of projects where the local people and grass-root level functionaries were involved has been widely documented and publicized. With the result Govt. and Non-Govt. agencies have come to accept that peoples participation as a major component in formulation monitoring and evaluation of the project. In order to formulate educational plan for the district top most priority was given to participatory planning.

As a part of participatory planning PADAGOGY visioning workshops were held in each block of the district. The participants of the workshops included teachers of respective block NGOs and people interested in education. While selecting the participants representation was given to every section of the society.

The members of the planning team visited about 50 villages in the district and stood in the village and began explaining purposed their visit to a small group of villagers. In a few minutes a fairly large crowd some times as many as fifty people had gathered and enthusiastically participated in the exercise. Before beginning the exercise, in the village a list of participant of different casts professions was made. The villagers participating represented diverse interest groups including high caste Brahmins, Rajputs, Scheduled castes, Scheduled tribes, other backward classes and muslims. Scheduled castes mainly included Ganjhus, Doms, Pasi, Bhuian and Harizans. Landless agricultural laborers marginal farmers, coal workers and small cultivators were also represented.

20 The team members played the role of facilitators. The people were informed of the purpose of the gathering and discussion was initiated by explaining the importance of identifying problems associated with primary education. The villagers were asked to identify all possible problems faced by them. When the list of the problems was ready, they were asked to priorities them. Separate groups for men and women were made, because generally women became more vocal if their male member are not present. They were also asked to identify solutions to problems faced by them. The problems related to child labour, drop-out, and quality of education were also discussed. It was noticed that in all the villages discussion generally shifted from main problems to livelihood issues. The priorities identified by the villagers were incorporated in the plan document.

Later the planning team discussed some issues with teachers and their views were also incorporated subsequently. As a part of information gathering a series of meetings were also conducted with Block education Extension officers as they are the key officers at micro level. Detailed discussion was held in different issues like low enrolment low retention, drop out and poor quality of education. The problems associated with the low enrollments of scheduled castes, scheduled tribes and girl child were also discussed in details.

3.2 LIST OF WORK SHOP /MEETING CONDUCTED DURING PARTICIPATORY PLANNING PROCESS

DATE	NO. OF PART.	EVENTS
SEP. 1-4 1996	38	PADAGOGY Visioning workshop at DIET Ranchi
Sep.14-15 1996	40	Dist.level Padagogy Visioning workshop at Holy Cross Social Service Center, Hazaribag.
Sep.20-21 1996		Workshop at A.N.Sinha Institute, Patna.
Sep.28.-5 oct 1996	25	Training of five Core Team member at LBSNAA, Mussourie.
Nov. 1-8, 96	25	Training of two Core Team member at LBSNAA, Mussourie.
Nov. 20-21,96	40	Sub-divisonal level Padagogy Visioning workshop at Marbari Dharmasala, Ramgarh.
Nov. 23-24,96	40	Sub-divisonal level Padagogy Visioning workshop at M.S.Barhi.
Dec. 9-11,96		Plan Prepration workshop at WALMI, PATNA
Dec. 23, 1996	50	Meeting of Dist. Planning Team at D.R.D.A Metting Hall.
Dec. 17, 1996	38	Meeting at Ramgarh & Patratu Block
Dec. 27, 1996	40	Meeting at Kodarma & Markacho Block
Dec. 29, 1996	60	Base line study exp.sharing workshop at stadium Hazaribag.
Dec. 30, 1996	40	Meeting at Barkagoan & Barhi
Jan. 4, 1997	45	Meeting with B.E.E.Os. & Area Officers at Balbal, Katkamsandi.

Jan. 10, 1997	40	Padagogy visioning workshop at M.S.Chouparan
Jan. 13, 1997	39	Meeting with B.E.E.Os at D.R.D.A.Meeting Hall.
Jan. 20, 1997	60	Meeting with Dist.Plan.Team at D.R.D.A. Hazaribag.
Jan.20, 1997	45	Social assessment study exp.sharing workshop at D.R.D.A.Hazaribag.
Jan. 20, 1997	40	Padagogy visioning workshop at P.S.Gola.
Jan. 21, 1997	40	Padagogy visioning workshop at P.S. Markacho
Jan. 21, 1997	42	Padagogy visioning workshop at M.S.Champadih, Padma.
Jan. 21, 1997	38	Padagogy visioning workshop at Naya Nagar, Barkakana, Patratu.
Jan. 21, 1997	39	Padagogy visioning workshop at Dak Banglow, Tatijharia Bihsungarh.
Jan. 22, 1997	38	Padagogy visioning workshop at M.S.Ichak
Jan. 22, 1997	38	Padagogy visioning workshop at T.C.P. Building ,Keredari
Jan. 22, 1997	40	Padagogy visioning workshop at St.Elizabeth school, Hazaribag
Jan, 22, 1997	40	Padagogy visioning workshop at M.S.Barhi.
Jan. 22, 1997	38	Padagogy visioning workshop at Adarsh M.S. Jhumaritiliaya.
Jan. 23, 1997	37	Padagogy visioning workshop at Panchayat Bhavan ,Rewali, K.sandi.
Jan. 24. 1997	38	Padagogy visioning workshop at Girls M.S. Jainagar.
Jan. 24, 1997	38	Padagogy visioning workshop at M.S.Barkatha.
Jan. 25, 1997	40	Padagogy visioning workshop at P.S.Satgawan

Jan 28-31, 97	Workshop at WALMI, Patna for Review of D.P.E.P. draft plan.
Feb 11-12, 97	Workshop on procurement & costing at PRERNA, Patna.
Feb 13, 97	Base line study exp. sharing workshop at PRERNA, Patna.
Feb 19-22, 97	Workshop on social Assessment study exp. sharing and project implementation at WALMI, Patna.

In each pedagogy visioning workshop held at different district and sub district level about 40 persons participated in the workshop. Out of 40 participants, more than one third participants were female participants. The 40 participants constituted from different segments of society/community viz. about 20 school teachers, 5-7 NGOs, representatives, 8-10 local persons interested in primary education, 3-5 Govt. officials, 2-3 teachers representatives and local public representative. In sharing workshop of BAS & SAS, members of district planning team participated. The member of district planning core team, Hazaribagh participated in all state level workshops held at Patna.

3.2 SCHOOL MAPPING AND MICRO - PLANNING

Since, planning is a continuous process, micro -planning and social mapping will also be organised on a continuous basic steps in the whole project. Which will provide basis for deciding locations of new schools as well as alternative schooling. It is proposed that micro - planning and social mapping will be completed in 800 villages by March 1998. The remaining villages will be covered during 1998-99.

3.3 PROBLEM & ISSUES OF HAZARIBAGH EDUCATION DISTRICT.:

The participatory planning process exercised by District Planning core team, Hazaribag, the observation by S.A.S. team and the interactions with different organisation/persons at various levels reveals the following problems and issues regarding access, retention and quality of primary education in the Hazaribagh district.

3.4a PROBLEM RELATING TO ACCESS:

The focus is on school, infrastructure and learning environment. Main problems are summarized below:

* The education district Hazaribag having total 2032 revenue villages has only about 1531 P.School & M.School. The scattered distribution of Rural & Urban settlements that some villages located in interior areas having geographical barriers are in need of opening of new P.S/NFE Center/ Spl.NFE center and other alternative schools.

* The district has 4214 working teacher against the sanctioned strength of 4772 teacher. The average teacher student ratio is 1:60. In the Ramgarh Block the teacher-student ratio is highest (1:78).

* Out of 1531 P.S. & M.S. ,most of the schools have less no. of class rooms to accommodate .The admitted students viz 25 schools (buildingless) 156 school (one room) 768 schools (two rooms) rest schools are more than 3 or 4 rooms.

The bad condition of some school buildings also effect the access About 153 school require immediate renovation/ major repair and about 165 school needs minor repairing.

* Most of the school do not have toilets .That also discourage the access specially for girl student.

* Most of school do not have hand pump/ drinking wells.

3.4b PROBLEM RELATING TO RETENTION:

The main problems relating to retention are as under:

Non- academic causes:

- The rural community is not conscious about imparting primary education to their child.
- Lack of environment building and Awareness Programme.
- Poor economic condition of the parents/guardians.
- Rigid caste system - the higher cast people discourages the lower cast people to send their children to school.
- Feudal Nature of the rural society .
- Inter caste/ class conflict .
- Social and cultural misbeliefs and taboos .
- Engangment of student in domestic work.
- Sibling care.
- In some minority community the education of girl child is not preferred.
- Parents/ Gaurdians non -participation in motivation of child to go to the school everyday.
- Engagement of students in seasonal activities e.g., Paddy cultivation, Mahua collection etc.
- Cattle rearing by students.
- Poor health condition of the student.
- Attack on students by wild animals .

* ACADEMIC CAUSES:

-
- Un attractive learning environment in the school.
 - Poor administrative support.
 - Lack of devotion and dedication of teacher.
 - Non-availability of text book & work book to the student.
 - Non-availability of TLM to student and teachers.
 - High teacher - student ratio.
 - Deficiency in school infrastructure.
 - Academic calender not proper.
 - Rigidity in school timing .
 - Absence of bilingual primer.

- Lack of timely disposal of personal problems of the teacher.

- Lack of co-ordination among formal education institutions, NFE institutions /private schools, and school run by NGO's.

3.4c PROBLEMS RELATING TO QUALITY OF PRIMARY EDUCATION:

The focus must be concerned with the learning environment of the school. The main problem of quality are summarized as under.

* The present curriculum of primary education is not logical because it is overburdened .It is centrally framed and provides only bookish knowledge. The syllabus does not cover properly the local /regional information and heritage of the community.

* The present teaching methods are not proper. It is not based on latest child centered PADAGOGIC Techniques. The teacher does not follow the methods of joyful learning, self learning and learning by doing /playing of the students. The teaching methods are limited to class room only.

* The training of the teacher is not satisfactory. Most of the working teacher do not under go in service training .Lack of pre -service and in-service training is directly responsible for poor quality of teaching in the school.

* Most of the school do not get regular supply of basic teaching materials such as chalk ,charts,etc. On the other hand, some teacher do not take interest in preparing locally available low cost TLM which are needed for improving the learning achievement of students.

* The printing and the presentation of text book are not attractive. It is not supplemented by works books .The teachers do not have teachers hand book.

* The supervisory officer /staff of the Education Department only inspects the school .They are not interested to supervise the teaching methods and learning environment of the class room. It is felt that the supervisory machinery is engaged in non-acadmic additional works . The assesment methods are obsolete. There is no provision for assessing the performance of the teacher and the school effectiveness.

3.5 FOCUS GROUP PROBLEMS:

In this district the focus groups consists of SC,ST, and girl child community.

A .Problems relating to SC community

The main problems are as under:

- Most of the SC villages are small and scaterred .Generally the schools are not located in the SC village/Tolas.

-The untouchability and social discrimination by higher casts people is responsible for the complex of fear & psychosis in SC people.

- lack of consciousness, awareness and motivation towards primary education are directly responsible for low enrolment/retention of SC child.

- In different attitude of the higher cast teacher towards S.C child leads to drop out for the classes.

- The illiteracy of the S.C.parents/ guardians discourage the S.C. child to attend the school.

- The poor living condition and social evils prevailing in S.C. community is also accountable for low enrolment /retention.

- The S.C parents/ guardians can not afford text books,clothings for the ward due to their acute poverty.

-Bhuiyan ,Dom,etc some sub-cas of S.C. community give last priority to primary education.

-Most of the children of S.C. community are engaged in traditional work of their parents and help their parents in earning livelihood.

- Big family size is also responsible for low enrolment.

B. PROBLEMS RELATING TO ST COMMUNITY;

Main problem are as under:

- Social misbeliefs and cultural taboos are accountable for social backwardness.

- The ST settlements are generally located in a scattered manner and generally geographically isolated and in interior area.

- The absence of bilingual primers in school located in tribal villages is also responsible for low enrolment/retention.

- The curriculum is not related to day to day needs of the S.T people.

- The S.T, children are ,generally engaged in the collection of firewood and forest products during day time.

-The absence of tribal heritage of Munda,Karmali and Khortha in the text book discourage the interest of the tribal students.

- The school hour prescribed by the state govt. is not suitable to S.T child for learning.

- higher caste teachers generally, ignore the S.T. student by discriminating them form other cast.

- The addiction to liquor by most of the S.T. parents/guardians is directly accountable for not sending their wards to school.

-The tribal heritage /literature is not incorporated in the text book. The traditional customs ,rituals etc. are not regarded as medium of learning.

3.6 GENDER ISSUE.

* Girl child is considered as "Paraya Dhan" (Other man's property). In Indian society, therefore most of parents consider it is use less to education the girl child.

* The parents generally discrimination their girl child by giving preference to boy child in every sphere of life including primary education.

* The parents visualizes their girl child as household economic unit. Most of girl child is engaged in household work such as cooking, cleaning of Utensils, sibling care, cattle, goat rearing and fuel/fodder collection etc. They have no time to go to school.

* The location and distance of the school from the village/tolas also effect the enrolment/retention of girl child.

*Lack of social safety of girl child in some village discourage enrolment/retention of the girl child.

* Most of the school have no toilets which is also responsible for low enrolment/retention.

* The curriculum is made dominated. lack of Female heritage in the curriculum discourage the girl child.

* Lack of mothers motivation in girl child enrolment/retention.

* Lack of dedication & devotion and motivation of the teachers in boosting the moral of the girl child.

* Clothing of girl child is felt in some areas.

* In the class room, the girl child does not get equal opportunity.

* The curriculum is based to masculinity .The Feminine skill formation/upgradation opportunities are not in incorporated in the text books.

* In case of big family size ,parents prefer to send their sons to primary education rather than the girl child.

* unavailability of text book among poor girl childs.

3.7 METHODOLOGY AND DATA BASE

3.7a BASE LINE ACHIEVEMENT SURVEY (BAS)

A Base line achievement study was conducted during 13-26 Dec in the dist. The A.N.Sinha Institute of Social science Patna was conducted B.A.S through field investigator and coordinators .The abstract of finding of B.A.S. given below:-

ABSTRACT OF BASE LINE ACHIEVEMENT SURVEY

=====

1.	NO.OF TOTAL BLOCKS IN DIST.:-	18
2.	NO.OF SAMPLED BLOCKS :-	1
3.	SAMPLED OF URBAN AREA :-	1
4.	TOTAL NO.OF SCHOOL :-	1531
5.	NO.OF SAMPLED SCHOOL :-	45
6.	PERCENTAGE OF SAMPLED SCHOOL:-	2.89%

Sl. COMPONENT	ACHIEVEMENT						SIGNI
	BOYS		GIRLS		TOTAL		
	MEAN	SD	MEAN	SD	MEAN	SD	
1 Mean achiev.of drop out in literacy(out of total 8 marks)	4.81	2.78	5.11	2.92	4.90	2.80	
2 Mean achiev of drop out in numaracy(out of total 8 marks)	4.06	2.60	3.77	2.77	3.98	2.62	
3 Mean achiev.of class I student in language							
i.LET RDG.	5.92	3.73	5.58	3.89	5.49	3.79	
ii.WRD RD.	3.56	3.82	3.38	3.97	3.49	3.88	
4. Mean achiev.of class I student in Math.							
i. NUM.RE	3.44	2.17	3.47	2.29	3.45	2.20	
ii.ADD.SU	3.18	2.97	3.17	2.98	3.18	2.97	
5. Mean achiev.of class iv student in language							
i.WORD MEAN	19.95	7.05	17.50	7.39	18.08	7.27	
ii.RD.CCMPRIHEN.	16.68	9.60	15.84	10.07	16.39	9.77	
6. Mean achiev.of class iv student in math.	14.93	7.10	12.79	7.72	14.20	7.40	

The detail information of BAS is enclosed in Annexure -II

3.7b SOCIAL ASSESSMENT STUDY(SAS):

The aim of the social assessment study (SAS) is to identify social economic and cultural factors associated with the problem of socially disadvantaged groups with respect to their enrollment, retention and achievement and to suggest a strategy to address these issues through formal and non formal education.

The S.A.S work was conducted during 30.12.96 to 20.1.97 by centre for micro planning & research, Lal Bahadur Shastri National academy of administration, Massourie (U.P).

Considering the objectives of SAS, PRA exercises were conducted in 18 villages based on certain criterion. The villages in the district were classified on the basis of two dimensions viz-aviz (i) Size of the village and composition of population. However as the density of population varies substantially across on the northern and the southern district of the state different cut off have been chosen for the district. There population ranges 50-500, 501-1500, 1501 and above have been identified for small, medium and large villages respectively. Based on the composition of population villages were divided in to there categories such as SC, ST, and other villages. Villages with 5% the district average of SC population were treated as SC villages. Villages with 5 % above the district ST population were treated as ST villages and rest of the villages were treated as other villages.

Based on the two dimensions and three levels each a 3*3 matrix with 9 cells was obtained. It was decided that at least one village will be selected from each cell by using random sampling. Addition villages for a cell were selected in such a way that the new one is Complementary to the existing one in terms of accessibility of pucca road/ Kacha Road.

At district level, twelve facilitators were identified by the district planning team, Hazaribagh giving fare representation to women, disadvantaged groups such as SC, ST, OBC and Muslims. All the facilitators are representing the educational district. These facilitator were trained at DIET Simaria, Chatra by agency involved in SAS. The training was mainly on teaching of participatory Rural Appraisal (PRA) which they were suppose to apply at the grass-root level. As a part of the training, one day field visit as also arranged, which was followed by a day long discussion on the methodology. The purpose of the visit was to test the tools in villages.

PRA tools applied in the field included do it your self, Physical transit, Focus group discussion, social mapping, school mapping, resource mapping, Educational picture, time line, ranking and prioritisation, venn diagram, seasonal health calender, and seasonal calender. These tool were applied with different sections of the society of identified villages in order to diagnose the problems of different interest groups .

While applying these tools in the villages five village animators were also identified and on job training was given to them. The animators were also involved in the work carried out by the facilitators at the village level. Therefore, a team of seven members carried out PRA exercises in a village.

Besides applying PRA tools traditional method of administering schedules was also followed viz. village schedule, listing schedule, household schedule teacher schedule and school schedule were prepared and administered accordingly.

In addition to above tools interviews /discussion were also held with concerned Govt. Officials including Commissioner, D.C., D.D.C, D.O, D.S.E, District Planning Officer, I.C.D.S., B.D.O, and B.E.E.Os..

The abstract of the findings of SAS is enclosed in the Annexure- I

3.6 QUALITY OF DATA:

Data was collected from primary as well as from secondary sources. It was found that there is wide variation in the data supplied by concerned department and grass-root realities. For instance, secondary data collected from concerned department shows that about 80 to 85% children are enrolled in shcools where in reality, as it was much less than the reported figures. Similarly the results of SAS were generalized on the basis of eighteen villages only. The information was collected through participatory Rural Appraisal (PRA), therefore it is pertinent to note that PRA gives qualitative data only. The information collected through village meetings containing qualitative information. It is evident to note that if PRA exercises would have been conducted in more villages the quality of data /information would have improved.

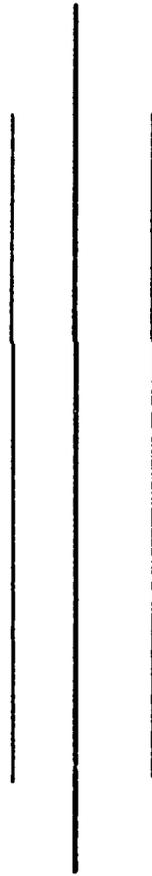
3.7 LIMITATION OF THE PLAN & SCOPE FOR IMPROVEMENT.

The present plan is an outcome of sincere efforts made by District Planning Team based on expertise they have in plan formulation. Though the in depth analysis of enrollment through formal and non formal education was made, the causes for dropout were also analysed, similarly attempts have been made to analyse all factors associated with quality of education. However the plan has following limitations.

1. sample size of SAS was very small and analysis was generalized on the basis of eighteen villages.
2. Informations collected through PRA contain qualitative informations.
3. Data collected from secondary source do not reflect real picture.
4. Village meeting was conducted in limited number of villages.
5. Due to limited time plan was prepared in hurried manner

In order to improve the quality of the plan document PRA exercises would have been conducted at least in 10 % villages of the district. Therefore, micro-Planning exercises will be conducted in a large number of villages while implementing the plan. It was also felt that all the information related to primary education could be obtained from schools, therefore, school mapping of all the villages would have been more beneficial than above factors it is suggested that this exercise be conducted in all the villages to acquire whatever information available at village /school level. The present plan is a humble attempt identifying factors associated with low enrolment, high dropout and poor quality of Primary education, However it gives tremendous scope for research to new generation of research.

CHAPTER - 4



ISSUES & CONCERNS

CHAPTER - 4

ISSUES AND CONCERNS

The District planning committee Hazaribag district in its meeting held on 20.1.97 under the chairmanship of Deputy commissioner Hazaribag has elaborately discussed all the problem and issue felt during participatory .Planning process.

The committee summarized the following problem emerged during participatory planning process and problem reflects from analysis of Educational profile of the district is as follows.

* It was felt that lack of awareness of parents/ community is the main hurdle in universalization of primary education.

* The lack of active participation of people people's representatives and N.G.O/voluntary organization in formulation implementation and evaluation of the plan was felt by members.

* In some villages /tolas student have to walk more than 1 Km distance to reach their schools. The parents do not want to send their children specially the girl children to the school.Loketed at a long distance.

* In some schools ,less No.of class rooms is responsible for high drop-out.of students. Most of the schools do not have toilet and basic infrastructural inputs like drinking water sitting materials ,teaching and learning materials and teaching aids.

* It was felt that most of the teacher have no interest in creating congenial atmosphere for effective learning.

* Most of the teacher do not under go in-service training.

* The curriculum is not logical .The syllabus is not based on MLL.

* The teaching methods are obsolete .Latest teaching methods of joyful learning ,learning by doing/ playing are not followed in Govt.School.

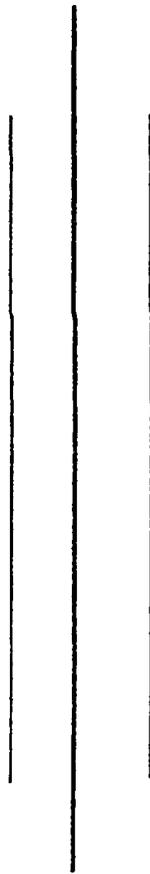
* Students don't have text book ,work book,proper clothing due to acute poverty in general and specially in focus group of SC /ST & girl student.

* It was felt that lack of alternative school like NFE /Spl.NFE ,alternative school for disadvantageous groups are responsible for high % of illiteracy among children.

* The present system of student assessment and performance of teacher are not effective.

* The monitoring system of administrative machinery is not proper.

CHAPTER -5



STRATEGIES AND INTERVENTION

CHAPTER - 5

STRATEGY AND INTERVENTIONS
-----5.1 EXPANDING ACCESS TO PRIMARY EDUCATION

The access in primary education is not satisfactory .
The objective and strategies are identified as under:-

5.1.1 Opening of new primary school.

The district has 2032 revenue villages and about 1531 primary & Middle schools .During the participatory planning process at district & sub-district level , It was observed that about 150 new schools must be opened in this district. The high teacher / student ratios in some blocks are due to less no.of class rooms. Some school do not have two working teachers .

The objectives are identified as under:

- * To open new primary school for the focus groups in villages where SC , ST and Girl child population are 5 % more than their respective district averages.
- * To open new primary school in villages which are isolated due to geographical barriers or belong to socially disadvantageous groups .

The selection of sites based on micro planning and construction works will be entrusted to concerned VECs.In this way, the ownership desire of the village community and the maintenance of the schools will be ensured.The civil work strategy prepared on the basis of BEP guidelines by the SLO BEP will be followed in the entire civil work of construction ,repairing and maintenance.

5.1.2 Appointment of new teachers

It is proposed to open 150 new schools in this district according to BEP guideline ,two teachers per schhol will be appointed and their salary and other allowance will be given in accordance with the provision laid down in DPEP guidelines.We proposed to appoint 300 new teachers from 2nd and third year of the plan period.

5.1.3 Appointment of additional teachers :

The various interventions in the first two years of the plan period will increase significantly the enrollment of children in class I to class V . Consequently, additional teachers will be required to maintain the desired teacher-student ratio norms. It is proposed that 100 additional teachers will be appointed from 3rd year onwards.

5.1.4 LOCATION CRITERIA FOR OPENING NEW SCHOOL

The following criteria for location of new eligible schools has been evolved as given below :

In habitations of disadvantageous section of society and within the village/ tola :

- a. Where Gair Majarna land is available.
- b. Where Govt. land, if not available private land registered in the name of Governor of Bihar and accepted by DSE.
- c. Land acquired by the Govt. for this purpose.
- d. Minimum site area should be at least 2000 sqr. meter.
- e. The school should be located within 1 km from the village / tola.
- f. The land must have no resettlement issues involved.
- g. Preference should be given to site where drinking water, toilet facility is available.
- h. Avoid low lying areas (flood prone).
- i. Where open land for playground is available.

On the basis of Sixth Education Survey Report, 683 habitations does not have school facility. The list of 683 habitations were compared with 1991 census habitations. It is observed that about 100 habitations do not have population. Moreover, 308 habitations does not qualify for having primary school as per State Govt norms of village population 300 persons and distance 1 km. Only 275 habitations qualify for a primary school within 1 km and having population more than 300 persons. On the basis of Micro Planning and School Mapping exercises in habitations, 150 habitations will be identified for construction of new school building through DPEP fund. The rest 125 habitations which do not qualify for formal schooling, will be covered by ALS (Apna & Angana Vidyalaya).

5.1.5 REPAIR AND REHABILITATION OF SCHOOLS

Rehabilitation of school buildings has been divided into two categories. The first category comprises of such school building which are badly damaged and are irreparable. These schools will need total reconstruction above plinth level. The school category will include those schools which require repairing. It is proposed to reconstruct 50 school building in the district which will be identified on the basis of Micro-Planning exercises. The reconstruction of school building will be done through convergence. For this provision has been made in the cost estimates. The second category schools which require repairs will be done through convergence with JRY, EAS, NRY etc. and resource mobilisation by the community. It is proposed to take up 120 schools for repair work which will be identified on the basis of Micro-Planning exercises.

5.2 ALTERNATIVE SCHOOLS

The formal system of education is inadequate to meet the growing need of children's education. Alternative schools are needed for achieving the goal of universal elementary.

In this district, alternative schools are needed in some remote inaccessible areas, areas having small and scattered habitations, areas where the drop out rates of girl children are high and areas inhabited by nomad tribes, like Birhors etc. For example some areas of Markacho, Jainagar, Barhi, Chouparan, Churchu, Ramgarh, Mandu, Gola and Patrattu blocks need alternative schools.

Two types of alternative schools are proposed to be established from 2nd year onward of the plan period viz. Apna Vidyalaya and Angna Vidyalaya.

5.2.1 Apna Vidyalaya

Apna Vidyalaya will be opened for the focus group and disadvantaged group in selected areas as under:

- * For small habitations, situated in remote and inaccessible areas where opening of formal school may not be viable and cost effective as per step norms.
- * For working children whose own routine does not match with the timing of formal schools.

Banzara etc.

- * For leftout / dropout children.
- * For disadvantaged children of highly marginalised communities viz. Bhuiya, Gangu, Mushars, Dom etc who are socially alienated from formal school systems.

5.2.2 Angna Vidyalaya

Angna vidyalaya will be opened for leftout girl child population above nine years of age. The opening of Angna vidyalaya will be based on JagJagi model of Mahila Samakhya.

5.2.3 Operation norms of Apna vidyalaya.

The opening of Apna vidyalaya and its site selection will be based on micro planning at village level. The DLO will delineate the area/ villages where the need of opening of apna vidyalayas are felt. The DLO will initiate micro planning in these identified areas on priority basis where incidence of the target population has been tentatively established based on experience / local knowledge. The operation of these Apna vidyalaya will be done as under:

* Initially on pilot basis , only 20 Apna vidyalaya will be started in the 2nd year. The performance of these Apna vidyalaya will be evaluated after every six months. On the basis of feed back and with necessary corrective measures , these will be scaled up throughout the district.

* These centres will be started in selected blocks not covered by the Mass education directorate.

* All the Apna vidyalaya will phase out before the project period is over , so that there is no liability on the state govt.

* If the need for opening more centres still remains after plan period, then the needs of such children will be met by the Mass education Directorate because the directorate is having ongoing NFE programme.

* The target children will receive equivalent primary education in these Apna vidyalaya at a time and place convenient to them.

* On the basis of the needs of the target children , specially designed curriculum and TLM will be developed at the state level.

* The student of Apna vidyalaya will receive instruction for three hours everyday. The centre will function for a minimum period of 200 working days every year. The experience shows that the centre can run for a minimum 200 working days in a year.

* The period of Apna vidyalaya will be of two years.

* The selection of female instructor will be done by the Mata samiti of concerned villages. The female instructor will be appointed on honorarium basis for one year contract. If her performance is not found satisfactory by the Mata samiti , the Mata samiti can removed and appoint fresh female instructor in her place.

* The female instructor will receive a honorarium of rs. 400 per month . The hononarirum will be paid by concerned Mata samiti.

* The female instructor will be selected from women of SC/ST communities of the concerned village. If not available from above communities they will be selected from Annexure-I / Annexure-II / Muslims. In case of non availability of qualified female instructor from the same tola /village she will be selected from adjoining areas.

* In Muslim dominated areas where Apna vidyalaya in Urdu medium will be required , only muslim women will be selected by Mata samiti. The minimum qualification of these female instructor will be atleast class VIII pass .

* For capacity building for these female instructors , a 30 days intensive foundation / pre service training in the first year will be organised followed by 10 days refresher training every year. There will be provision of recurrent training / reflexion for three days after every three months. All these training / recurrent training will be organised at the DIET / BRC and will be completely residential.

* For every 10 Apna vidayalya , there will be one ASRG (Academic Supervisory- cum- Resource Group). ASRG will be identified by DLO preferably from among active retired teachers interested in children and missionary work in literacy. The ASRG will provide academic support to Apna vidyalaya centres as well as supervise these centres. They will also work as trainers for both in service / recurrent trainings. They will get each rs. 500 per month as honorarium. During in service training of one month , they will be paid maximum amount of Rs. 2000 as honorarium. In recurrent training of instructors as well as in refresher course , they will be paid a honorarium of Rs. 100 per day. The ASRG may consists of both from male /female retired teachers.

* There will be atleast 15 learners in each Apna vidyalaya centres.

* The ASRG will be paid 75 % amount of their monthly hononarium at first installment at the time of recurrent training at DIET/BRC . The balance 25% amount of the hononarium will be paid to the ASRG at the end of the year by the DLO on the basis of their sucesful performance. Their performance will be assesed on the basis of the following criteria:

- In language , the minimum learning achievement of the learners must be more than 80% where as in Mathematics , the minimum achievement of the learners must be more than 40%.

- Minimum 80% attendance of learners must be ensured by the centre.

- Atleast 20% learners of the Apna vidyalaya must be admitted in nearby formalschools.

* The DLO can remove and idetify fresh ASRG , if the ASRG fail to fullfill the above minimum requirements. The ASRG must visit each centre atleast once in a month.

* The female instructor must have enough experience in preparing low cost locally available TLMS for learners at both in service training and recurrent training. Local skills in multigrade teaching will also be developed in these training.

* Each Apna vidyalaya willget a fixed establishment grantof Rs. 1600 through Mata samiti in two installments af rs. 1000 and Rs. 600 in first year.The grant will be used in procurrng materials like wooden blackboards , mats , duster, chalks, small box , games materials etc.The Mata samiti will assess the needs and then procure the materials accordingly.

* The Mata samiti will decide the location and school timing of the Apna vidyalaya . It will be a day centre. The instruction time for the learners may also be in two shifts.

* All the centres will start functioning by the end of 3rd year of the project period.No Apna vidyalaya centre will be started in the fourth and the fifth year of the project period.

* In case of wanderer tribes / nomadic tribes , the role of Mata samiti as envisaged in the programme could be performed by the leader of concerned community.

5.2.4 Main characteristics of Angna vidyalaya.

Angna vidyalaya will be opened in identified villages on the pattern of jagjagi centre , to cater to the education of the 9 plus age group of the girls who are illeterate or primary schools dropout. The selection of Angna vidyalaya centres will be based on following criteria:-

* In the hilly , forest and isolated areas for security reasons , parents are not willing to sent their daughters to formal school if the school is located outside the village.

* Child marriages persists in the rural areas and as a result a large number of married girls in the 9 plus age group are not permitted to go to schools by their in-laws.

* Girls from highly marginalised and deprieved community like Mushars, Dom, Birhors etc are prevented from going to school by higher caste. Also they cannot afford clothings.

* Girls from Muslim community do not go to school due to various social and cultural reasons.

* Most of the out of school girls in the 9 plus agegroup of lower caste assist their parents and they do not have time to go to formal schools.

5.2.5 Operation norm of Angna vidyalaya

The opening of Angna vidyalaya centres will be based on micro planning in the identified villages. Mata committee will be formed in the process of community modernisation / micro planning. The female members of the VEC may be nominated in the Mata committee. The training of Mata samiti members will be organised by DLO. The samiti will be responsible for the selection of female instructors known as Saheli. The minimum qualification for the Saheli is middle pass. All efforts will be made to select sahelis from focus group on priority basis i.e. SC/ST/ Annexure-I/Annexure-II /Muslims/. Micro planning and school mapping exercises will be conducted to identify the learners for the Angna vidyalayas. A centre must have atleast 15 learners. The centres should be started on a pilot basis. The selection and training of the Saheli instructors of Angna vidyalayas will be as under:

- * Training of instructors will be done at BRC and residential.

- * Foundation training will be of 30 days in which special emphasis would be to update their basic language and Maths competencies. The method and contents will be based on jagjagi training modules.

- * There will be in service training of 10 days every year.

- * The Sahelis will be given recurring training of three days for every 3 months.

- * local level low cost TLM will be prepared during the training.

- * Honanarium to trainers during the training and for visiting the Angna vidyalaya centre will be same as Apna vidyalaya centre .

- * Honanarium to saheli will be given Rs. 400 per month like Apna vidyalaya.

- * Payment of honanarium will be made through Mata samiti.

- * The cost per Angna vidyalaya centre will be same as Apna vidyalaya centre.

- * The school timing and place of the centre will be decided jointly by the learners , the Mata samiti and the saheli.

* Angna vidyalaya will have a specific inputs on subjects which are more relevant to the learners eg: Health and Hygeine , family life , social awareness , legal aid etc.

* The centre must have atleast 15 learners .

In the first phase 20 centres of Apna & Angna vidyalaya will be started on pilot basis

5.1.6 Construction of additional rooms.

Some school of the district has pressure of large no.of student,these schools lack in sufficient no. of class rooms The less no.of class rooms are responsible for high drop-out and low retention of the students.

There is requirement of 750 additional class room in the district but through DPEP we proposed to construct 245 add. class room and rest class room will be constructed through conversion with JRY and EAS . The civil works will be done as per norms D.P.E.P and guidelines of SLO , BEP.

5.2 REDUCING DROP OUT OR IMPROVING RETENTION:

The reducing of drop-out or improving of present retention of student in primary school are diagnosed .The measured to be taken are described below:

5.2.1 Community mobilization (or awareness Compaigen)

The present concept of development is delivery oriented. The community is not taken into confidence in formulations of the plan. The Govt. programme does not involve the community .The community does not have faith in the delivery system of educational programme schemes.The demand of the community in preparing the education plan and the cent percent utilization of the educational infrastructure are not considered. The community is not co-related with the primary education system. The imposed planning from the top is the root cause of non-participation of the community there is lack of awareness of on-going education programme/schemes among the village community. The feeling of ownership on educational assets is lacking in the community.

The objective of this community mobilization is to make a drastic change in the process of educational development by integrating the sentiments and emotions of the community.

The main objective of the awareness campaign are as under.

*To create zeal, inspiration and motivation in the community towards all programmes and activities under D.P.E.P.

* To involve the community in the planning evaluation & monitoring the educational programme and activities.

* To foster a cultural resurgence through integrating rich folk traditions of Nagpuria language i.e. Khortha and Mundari language with the environment building exercises and there by initiating concerted awareness campaigns against gender bias ignorance, alienation, insensitivity etc and distortion created by the unequal social order in the society.

* To build an environment in favor of primary education through district and sub-district level intervention in local culture, communication and continuing education.

* To initiate a process of removal of psychological and social / man made barriers to access, retention and quality issues in primary education.

* To organize awareness campaigns for focus groups viz, girl/SC / ST/ OBC / Muslims and children with mild to moderate disabilities.

STRATEGIES.

=====

* Mobilizing groups will be identified for awareness campaign and environment building .

* Animators or Prerak Dal of 3/4 persons will be identified by the mobilizing groups to initiate the process of community participation.

* The Prerak Dal will be imparted an orientation training on micro planning school mapping and PRA.

* After the orientation training, the Prerak Dal will identify the member of VEC which will consist of above 10 to 15 persons including women and member from disadvantageous groups. The VEC will be constituted in the meeting of Gram Sabha.

* Interventions at district and sub-district levels will be ensured through a process of competitive cultural events of different VECs at CRC ,BRC and DLO levels. Local cultural mandalies /groups will be identified for presenting the DPEP Programme /activities in Nagpuria folk forms /and other local forms.

* Posters , Banners ,wall writing , Prabhat Pheris, Pad -yatra , Run for education, Human Chains, Rallies ,.Magic shows ,Puppet shows, Debate- essay-story- painting Antayakshry quiz competition at schools, CRC , BRC and dist. level will be organised.

* Nukkad plays, Theatre (Manchiya Natak) Folk songs /dance show , instrumental music show songs on gender and equity issues will be organised at district and sub district level.

* Use of audio /video cassettes in local hats (Fairs) Bal Mela's etc. through mobile vans will be ensured.

* Bal mela / Maa Beti Mela /Kishori Mela's at school ,CRC , BRC and dist. level will be organised.

* Cultural events / Debates / Seminar etc teachers day, independence and Republic days ,Bal Divas, Gandhi Jayanti, Netaji Birthday , Birsha Jayanti ,Literacy day and others important dates will be organised at school ,CRC , BRC and DLO levels.

* Visit /excursion Visits of school children to places of cultural /tourist interest within the district will be organised by VEC/mobilising groups .

* Preparation of audio / Video cassettes by documentation of the various cultural event and exercises and dissemination in the community, school, CRC , and BRC will be ensured.

* Publication and distribution of district level news letters / Pamphlettes / folders etc.

* Meetings/Seminars / Workshops etc with the district functionaries of important organisations viz Political parties / Teacher Association / Student Organisations / Women organisations /Cultural groups /NGOs /VECs/Govt Officials /intellectuals /media persons / Community leaders. will be organised to ensure the feeling of ownership in educational activities/ Programmes.

* Libraries /Books banks will be established in primary schools.

* Existing Public libraries will be strengthened at district and sub district levels.

* libraries will be established at CRC/ BRC / DLO level.

* selected public library will be provided necessary inputs to ensure total utilization of public library.

* Special Awareness campaigns focussed on gender like "MUNIA BETI PADHTI JAYE " will be launched through out the district.

* Special awareness campaigns focussed on equity issue will be launched through out the district to ensure social justice among all worker , learners and community.

* Special Awareness champagnes focussed on children with mild to moderate learning disabilities will be launched to sensitize the community to the need and problems of such children.

Micro planning

The Micro planning of all the villages will be completed within first two years of the project period according to the procedure followed by SAS team.

5.2.3 EARLY CHILDHOOD CARE AND EDUCATION
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The social and general scenario shows that the practice of early childhood care at home is very poor in general due to poverty, ignorance bad Social practices and callousness. The quality of ICDS centre in service of general is very poor due to poor education and insufficient training inputs of Anganwari sevika lack of proper space and location, lack of community support as deemed, low administration back up support etc. Many children especially girls are either not enrolled or withdrawn soon to look after their siblings. So we propose to strengthen ICDS center through convergence with DPEP. The present status demands for more ECCE centers but as we have limited experience in running such centers and due to lack of fund we propose to open about 75 ECCE centers only in one non ICDS block in congruent areas in the first year. The criteria of selection ECCE workers and helpers will be same as that of ICDS. The honorarium will also matter with that of ICDS ie Rs. 400/- per months for sevika and Rs.200/- per month for helpers. These centers will be run by VECs/MS groups /DWCRA groups working in that area and its working hours will also match with school. DPEP will provide ECCE training and finance to VEC/ MS groups /DWCRA groups for recurring and non recurring expenses and monitor it closely. Need assessment of ECCE center and selection of site will be based on survey, Area mapping, Micro Planning and evaluation of in ICDS and non ICDS blocks. Following strategies will be adopted for running ECCE centers in the district.

* Community mobilisation and participation for environment building for ECCE.

* Convergence with ICDS and other department programmes through policy decision and convergence workshops.

* Training of Anganwadi Shevika and helpers at BRC level

* Cluster meeting with ANW/ ANM/ Jan Sevak /Teacher /VEC.

* Monitoring and field guidance .

* Provision for primary school educational kit for non world Bank Project.

* Identification Block and site for safety new ECCE center under DPEP through survey, Micro planning and area planning.

* provision of pre school kit to new centers.

COST FOR NEW ECCE CENTER
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Non Recurring (Ist Year)

1	To furnish each center with Darti , Black board , Steel Box, table bucket, etc.	Rs.2320
2	Pre school education Material	Rs.5000

Recurring

1.	honorarium to AW sevika	Rs.400*12	Rs.4800
2.	honorarium to Helper	Rs.200*12	Rs.2400
3.	T L M @ Rs.50/-	Rs. 50*12	Rs. 600
4.	Contingency @ Rs.200	Rs.200	Rs. 200
			=====
			Rs.8000

2nd year and following year

1.	Recurring as per Ist year	Rs.8000	
2	Replacement of pre school kit	Rs. 500	

			Rs.8500

5.2.4 DISTRIBUTION OF FREE TEXT BOOK AND WORK BOOK

In order to improve the quality of education and reduce the dropout rate i.e. to increase the retention of the student , it is proposed to provide free text book and work book to SC , ST and all girl student of the district . The proposed incentive will benefit approximately about 261588 student in 2003 AD.

ESTIMATION OF TEXT BOOK REQUIRMENT

Sl. No.	Category	estimated no of student				
		98-99	1999-2000	2000-2001	2001-2002	2002-2003
1	SC Boys	27858	30128	33261	35773	38403
2	ST Boys	17245	18854	21232	21832	23426
3	All Girls	135919	149283	164390	179695	199759
Total:-		181022	198265	218883	237300	261588

5.2.5 SCHOOL FACILITIES GRANT

To improve the facilities in School and to improve the learning environment of schools we propose to provide Rs.2000/- per annum per school through VEC to all primary and middle schools of the district .VECs will utilize this fund for providing facilities according to specific need of their school. Similarly to prepare and develop local TLM we propose to provide a sum of Rs. 500/- per teacher per annum to all working teacher of the district during plan period.

5.2.6 AWARDS / INCENTIVES

It is proposed to have block level competition among schools in enrolment and retention of SC/ST/ Girls and two awards (one for enrollment and others for retention) per block per year @ Rs. 5000/- each will be given through the VECs. The amount of awards money will be utilized by VESs for acquiring material for their schools.

5.2.7 INNOVATIVE PROJECT

WE Propose to start a innovative project "School on Cycle " from the 2nd year of the period . A sum of Rs.1 lakh per year will be earmarked for this purpose . The total cost on this innovative project will be 4 lack during plan period.

5.2.8 SPECIAL DRIVE FOR SC & ST

The enrollment ratios of ST and SC student are very low and drop out ratios are very high due to ignorance of parents , economic and cultural , backwardness, climate and geographical factors. So special compaigns will be organised for promoting enrollment and retention in ST/ SC habitations volunteers from NGOs would be deployed to mobilise the community. House hold visits would be taken up by the volunteers with the help of NGOs and VEC , to try to make the people fully aware about primary education. The volunteers would keep a close watch on tribal and sc issues relating to drop out and low enrollement , and try to solve the problem through convergence of services of various departments . The SC / ST VolunTERS would be deployed in the problem packets to ensure motivation among the focus groups.

5.2.9 TOILETS AND DRINKING WATER

By analyzing the data of school facilities . It is observe that about 90% schools do not have toilets and about 50% of schools do not have drinking water facilities . There is need of construction of 812 hand pumps/ wells in different primary and middle schools and construction of 1409 toilets in different schools . But here, we propose to construct only 100 toilets and 100 hand pumps from DPEP fund in most needed school. Rest 1309 toilets and 712 hand pumps will be constructed with convergence of services of different state govt. development programme like JRY, EAS, MPLADS etc. Selection of site for construction of hand pump and toilet will be based on school mapping and micro planning .

5.1.10 Evolution / formation /strengthening of VEC/Mother's committee/ Women groups etc.

Most of the village level management and supervisory machineries of primary education in different in the district. Experience shows that The absence of proper VEC /TEC/ Mother's committies / women groups etc are responsible for failure of most of the educational plan.

The objectives are identified as under:

- * To ensure all-round educational development of the village.

- * To create demand of good teaching and learning environment.

- * To help in providing necessary infrastructure for the school, e.g, building equipment, furniture, TLM, drinking water, sanitary facilities, play ground etc.

- * To notice the educational needs & school's effectiveness.

- * To inform the supervisory officer/staff the problems faced by the school and suggest wage and means to improve the situation.

- * To co-operate and assist with school authorities in educational activities and school building etc.

- * To co-ordinate with all types of educational institution in the village eg. formal /Non-formal education /Private/ NGO schools for their smooth and effective functioning.

- * To help in increasing the enrollment and retention of school children (6-11 year) by establishing regular contact with the parents particularly of the non-attending children.
- * To assist in maintaining the demand of learning environment and quality education, specially for girl children.
- * To monitor the civil work.
- * To supervise the school functioning of all type of school.
- * To help in ensuring learning achievement, skill formation, and teaching competency.
- * To ensure security, safety and moral of child.

The strategies identified are mentioned below :-

- * A 5 days training programme/ workshop will be organised at BRC level to train the VEC member.
- * Mother's Committee will be established in a cluster of 12-15 villages.
- * Women groups will be established at each panchayat level.
- * A 2 days training/ workshops' programme will be organised at CRC level for member of women group and mother'committee.

5.2.11 SHIFTING IN SCHOOL TIMING

Shifting of school timings where VEC recommends will be ensured. In the morning, (the first shift) of class -I and II classes will be held, while in the afternoon (second shift) class -III to class -V will be held.

5.2.12 TEACHERS ADJUSTMENTS

According to the norm of teachers-students ratio, teachers will be adjusted to concern school.

5.3 QUALITY IMPROVEMENT

The demand of primary education in villages can be enhanced by improving the quality of learning environment and teaching techniques in schools. Achievement of students is the ultimate objective of UPE. The quality improvement can be achieved by ensuring competency based teaching and achievement of MLL for children. The present quality of primary education in this district can be improved by providing additional inputs of all the seven PEDAGOGICAL as under:

5.3.1 Curriculum:

The present curriculum contains some irrelevant information. It is not skill based and related to day to day life. There is less possibility of personality development and no scope to apply the concepts of daily life.

The present curriculum needs drastic change. The objective of improving the quality curriculum is as under:

- * To development proper understanding among student.
- * To develop power of decision making .
- * To develop inquisitiveness after having proper understanding of situation.
- * To improve the capacity to express and present understanding.
- * To give emphasis on mother tongue .
- * curiosity development.
- * Physical development
- * Handicraft /skill development

It is proposed that new curriculum should contain local specific skills. Local cultural heritage should be incorporated in school curriculum. The curriculum must have provision of activities for personality development of the student i.e. games ,drama,song,etc.The curriculum must emphasis on mother tongue and focus must be given on expressing thought in mother tongue. The main focus of curriculum of development is that the primary student can absorb the understanding in a harmonic manner. The various methods of curriculum reforms is to be incorporated in the text book.

5.3.2 TEACHING method :

The present teaching methods are not child centered .The demand of learning environment is lacking due to absence of non-formal teaching method and innovative method of the teacher.The objective of new teaching methods are mentioned as under :

- * To focus the low competency of girl students.
- * To simplify and gear up (speed)the learning process.
- * To make learning joyful attractive & play full.
- * To stimulate and develop the inquisitiveness of the children.
- * To develop creativity in children.
- * To develop comprehension and stability in learning.
- * To ensure participation of all students particularly the focus group i.e. Girl /SC /ST /Minority/Disabled children.
- * To ensure learning by individualized learning /doing.

The absorbing capacity of the primary student in understanding and expressing their feeling must be enhanced by introducing modern teaching methods in regional languages .Teaching by flip charts ,diagram innovative teaching methods and teacher is purposed better understanding of the curriculum . The method of teaching by appropriate action and movement and body languages is proposed. The multi grade teaching methods must be discouraged

The teacher must be motivated to improve the teaching method by proper training at various levels .The details training expenditure is mentioned in Teachers Training Components.

The following strategy will be adopted at the district for improving the teaching methods;

- Lady teacher and SC/ST/Minority teachers will be identified for training at CRC level.
- Workshops on teaching methods will be organised at Panchyat /CRC level.
- documentation will be ensured at Panchyat/CRC level
- Workshop will be organised at Block level to identify regional teaching methods.
- Block level workshops will be organised to know the regional language problem.

-Evaluation of BRC/ CRC workshop will be done at district level.

The outcome of the above strategies will involve the various activities of the plan.

5.3.3 TEACHING AND LEARNING MATERIAL.

At present the student do not get proper TLM. The apparatus used in TLM is not simple and comprehensive to child. The teacher does not have interest in preparing locally available low cost TLM, for example the flour disk apparatus described in class I & II can be replaced by green leaves, dry leaves of different plants. A sum of Rs.500/- per teacher per year will be provided to all teacher of the district for developing of local TLM

5.3.4 TEXT BOOK, WORK BOOK, SUPPLEMENTARY READING MATERIAL AND TEACHER HAND BOOKS.

At present, the text books are not balanced, interesting, practical, skill based environment base, theme based, value based and does not develop expected competency in the student. The themes does not strenghten gender sensitization, moral values, Values of behavior pattern in family. The Govt. school does not provide work book/ exercise book to student. In the preparation of text book, the experience of dedicated teachers/ local people are not taken. The text book is not attractive and lack, proper printing. There are no supplementary reading material, the teacher do not get Teacher's hand book which is essential to create demand to learning environment in the school.

The objectives are identified as under:

* To prepare a text book which will create interest and ensure the personality development of the students

* To provide work book and supplementary reading materials to all student.

* To provide teacher's handbook to all teacher so that the teacher can create demand of learning environment in the school.

The strategies are derived as under:

* Text books & work books will be distributed to all students.

* Teachers manual & Teachers handbook, Guidebook will be distributed to all teacher.

* Because these are state level intervention so we propose to conduct a workshop for development of Text Book Work Book, supplementary reading material and Teacher hand Book and suggestion come through above workshop will be send to SLO for preparation of the same .

Estimated requirement of supplementary reading material.

Sl. No.	Particular	Ist year	IIInd year	IIrd year	IVth year	Vth year
1.	teacher hand book, guide book	4571	4971	4971	4971	4971
2.	Guide book for NGO's VEC member	12000	14000	14000	14000	14000
3.	Bal Sahitya & News paper for all school	15000	20000	22000	25000	25000
4.	health Card	210000	238000	256000	274000	350000
5.	Distribution of dist.Information Book.	210000	238000	256000	274000	350000

(will be supplied by SLO)

5.3.5

TEACHER TRAINING

Most of the newly recruited teacher of primary school do not have pre service training. The teacher do not under go in service training. consequently , the working teachers are not equipped with latest information,concept of teaching and skills .They lack motivation and positive attitude .The district does not have training institute like DIET, BRC & CRC at District /Sub-district levels .The absence of in-service training for teacher weakens the education competency of the teacher.

The objective of this plan is to provide in service /pre-service training to teachers for overall development of teaching profession .The main objective of teacher training are as under

* To ensure MLL in class room and school effectiveness .

* To develop teaching skill to teachers to ensure joyfull teaching with the help of TLM and teaching methods.

* To upto date the information of the teacher on revise syllabus .

* To develop concept dealing with the learning achievement of the student.

* To strengthen the positive attitude of the teacher in understanding the social issues and ensuring social justice to the disadvantaged groups.

* To prepare training module for training of district / sub-district level training institute .

The strategies propose for achieving the above objective are as under:

* A team of 25 - 30 persons will be selected at district level for training .They will be called Master trainers /resource persons .The service of these master trainer will be on part time basis .They will be entitled of getting honorarium & T.A. against the training programme/workshop. The state level expert from SCERT ,the expert from NCERT, DIET of the other dist. and NIEPA will be invited to participate in the master training programme. The responsibility of Master trainer is to train Resource Person for training of teachers at BRC.

* A ten day training programme will be organised per year at DIET /BRC for all working teachers of the district.

* The Master trainers will ensure training of MLL to all working teachers of respective blocks.

les will be prepared at district level .

* A ten day training on the Ujala Patteren will be provided to all teachers at the district level during the plan period .

* A six day training will be ensured to all teachers at BRC level once every year.

* At CRC level all the teachers of school of consornded cluster will meet monthly for sharing their teaching experaince

METHODOLOGY

Methodology of teacher training would involved 4 areas-

- TOTAL PARTICIPATION (UJALA PATTERN)
- sensitization towards gender ,deprived classes .(UJALA Pattern)
- PADAGOGICAL inputs to make the "vision" a reality.
- A part .of the larger campaign or movement that is Bihar Education Project.

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- sensitization towards gender ,deprived classes .(UJALA Pattern)
- PADAGOGICAL inputs to make the "vision" a reality.
- A part of the larger campaign or movement that is Bihar Education Project.

The teacher training will address the following five major areas.

- CONCEPTS:- Including what is activity , Joyful,child centred learning , Teacher - child relationship, investigating a theme that is relevant and contextual establishing dialogue and communication,etc..

- SKILL :- Skill includes learning by doing viz.collection , differentiation share and use of material available in school surrounding , prepare songs, stories ,Cards,pictures etc. Use such songs,poems,stories, Cards etc.

- INFORMATION :- In respect of universalization of primary Education, Bihar Education Project, minimum levels of learning , the educational scene, need of Basic education for development etc..

- ATTITUDE :- Towards community,gender etc.

- PERSONAL QUALITIES :- punctuality, cleanliness,high moral.

5.3.6 ACADEMIC SUPERVISION / SUPPORT:-

The present bureaucratic system of supervision is not effective in proper management of the primary schools. In most cases, there is only inspection, no supervision. There is no provision of training for working supervisory staff. The supervisory personnel emphasizes on administrative issues rather the PEDAGOGY issues & class room supervision. Old staffing pattern, too many vacancies, no mobility support, lack of contingency fund, involvement of supervisory staff in non-academic works of other departments and outdated job descriptions are the deficiencies observed in the present system of supervision. The degeneration of moral values and issue of corruption like taking bribe etc are also accountable for poor supervision of the schools. It is observed that the focus of supervision is not the school but is related to non-academic aspects.

The objective of this plan is identified as under:-

- * To strengthen of the present schooling system.
- * To provide academic support to the teachers.
- * To strengthen the role of supervisory staff by restructuring the present duties and function.

The strategies for improving the present supervisory system will be as follows.

- * Regular supervision of class rooms will be ensured once in a month.
- * Frequent training of supervisory staff at district and sub-district level will be organized.
- * Re-structuring of the earmarked area and duties and function of the supervisory staff will be ensured. Regular co-ordination among supervisory officer/staff at district and sub-district levels will be ensured.
- * The involvement of supervisory staff in other departmental works will be minimised.
- * Regional workshops at district and sub-district level will be organized for improving the supervisory system.
- * A 10 day training programme at DIET will be organized every year.
- * The regular mobility support will be ensured to supervisory officers by providing vehicles from DLO., Hazaribag.

The present system of evaluation of students assessment is carried out by periodic examination and not by continuous assessment . The focus of examination is on judging memory of student , ranks , percentage/fail. The examination creates mental pressure , fear and depression among student . There is no proper system of judging teachers assessment and schools effectiveness.It lacks in development of students personality and teaching achievement .

The objectives of the plan are identified as under:

- * To improve learning environment, understanding, skills and Competency of the student.

- * To develop the cognitive and non-cognitive aspects.

- * To evaluate the value aided education and moral education.

- * To ensure feedback for both teachers and students.

- * To develop low cost, locally available and environment based TLM and periodic evaluation of learning achievement.

The strategies for achieving the above objectives will be as under:

- * continues and comprehensive examination modules for students will be formulated.

- * Emphasis will be on fearless, oral written, activity based and practical tests instead of bookish examination.

- * The process will be based on students individual achievement.

- * The teaching process will be locally designed to test understanding and not just memory.

- * The teachers will be provided proper training at district and sub-district levels for proper evaluation.

- * For competency base evaluation of all the learners of class I to class V , it is proposed to spend Rs. 5 per year per child.

WOMEN EMPOWERMENT.

The women population constitutes about 50 % of total population .But unfortunately, they are less involved in decision making process in our society. It is observed that the curriculum text book and other TLM do not give equal status with men.The women literacy rate is very low with respect to the district average .The general attitudes of parents of a girl child is that primary education to girl childs is useless because ,after all they will go the "Sasural" and do household work. The social evil like docy percentage of women through various women groups.

- * To link the women with the mainstream of development.
- * To ensure active participation in VECs/TECs.
- * To ensure active participation for improving the skill of girl students in formal & non-formal education system.

The strategies to achieve the above objectives are identified as under :

- * The women groups will be motivated through awareness campaign, environment and rapport building, PRA and literacy programmes.

- * The women group will be empowered through a highly motivated NGOs ,HOLY CROSS SOCIAL SERVICE CENTER ,HAZARIBAG/ The detail plan in this regards will be prepared by Mahila Samkhaya Unit of the BEP ,Patna. A sum of Rs. 25 .00 lac will be earmarked for the same.

- * The text book, curriculum and other TLM will be reviewed. Training workshops will be organized for review the existing text book and TLM. The women group will be provided with stationary and published materials.
- * Training/ environment building workshops will be organized in all blocks to diagnose the gender sensitive issues.
- * Mahila centers / Spl. centers for adolescent girls will be opened in all blocks. These centers will be managed and run by women groups.
- * Thrift and credit societies of women collectives groups will be formed in all blocks. The social image and training programme will be organised for Thrift and credit societies.

INTERVENTIONS FOR SC / ST AND DISABLED CHILDREN

In the above four components the intervention for SC & ST are incorporated. The educational need of SC & Tribal children were also dealt with in the above components of quality, drop-out, access and women empowerment. So there is no need to deal these components separately.

Bilingual primer for the ST child speaking tribal language e.g. Karmaly & Khorta will be developed for ensuring good understanding in learning process. Documentation of tribal literature text books, supplementary material in tribal language are lacking in the district.

The strategies objectives are identified as under :-

- * A two days workshop will be organised at district and sub-district level to find out the intervention needed in primary education of SC / ST & disabled children.
- * Training programme will be organised at district & sub-district levels for effective teaching for disabled children.
- * Disabled Children :- Since, there is no precise information about the number & type of disable children, it is proposed to get a survey conducted to ascertain their number. For those moderates to mild disabled children which are already identified, aids and appliances will be arranged through convergence in the welfare department and other Govt. and non-govt agencies.
- * Awareness campaign and environment & rapport building will be done in all villages for improving the competencies of the disabled children.

5.4 DEVELOPMENT OF DISTRICT AND SUB-DISTRICT INSTITUTIONAL CAPACITY

A separate management structure at district level will be established for effective implementation of DPEP programme in two revenue districts viz. Koderma & Hazaribagh district of the project areas.

5.4.1 District Project Office

The district project office will be established at Hazaribagh. Deputy chairman, Hazaribagh will be the DPC (District Programme Co-ordinator). It is proposed that ADPC (Additional District Programme Co-ordinator) will be appointed by SLD. Under the chairmanship of Divisional Commissioner, North Chotanagpur division, Hazaribagh, a Task Force will be established which will include members of both the above revenue districts. The Deputy Development Commissioner, Hazaribagh will be the member secretary of the above Task Force.

For effective implementation of the plan, it is proposed to establish few sub committees viz. Executive committee, Purchase committee, Civil work committee etc. which will include members of both the revenue districts. The concerned sub-committee will ensure co-ordination and linkage between two revenue districts as well as different departments. A definite plan will be prepared for getting inputs from other departments which will be approved by DTF and its monitoring will also be done by DTF, so that there is no shortfall in the proposed action.

The details of staff position of the DPO will be as under :-

SL. NO.	NAME OF THE POST	GRADE	PAY SCALE	NO.OF POST	UNIT COST/ YEAR	TOTAL PROJECT COST
01.	D.P.C.	I	3700-5000	1	1.560	7.800
02.	ADDITIONAL DPC	I	3000-4500	1	1.350	6.750
03.	FIN/ACCT.OFFI.	II	2200-4000	1	1.120	5.600
04.	ASST. ENGR.	II	2200-4000	2	0.864	8.640
05.	A.PROG.OFFI.	II	2200-4000	3	1.120	16.800
06.	DISTT. R.P.	II	2200-4000	2	0.802	8.020
07.	ASST. R.P.	II	1640-2900	4	0.700	17.500
08.	ASST. C.P.	II	1640-2900	1	0.700	3.500
09.	JR. ENGR.	II	1500-2750	4	0.646	12.920
10.	ACCOUNTANT	II	1500-2750	1	0.820	4.100
11.	ACCT. ASST.	III	1200-1800	2	0.508	5.080
12.	ASST. SKR.	III	1200-1800	1	0.508	2.540
13.	PURCHASE ASST.	III	1200-1800	1	0.508	2.540
14.	STENO	III	1200-1800	1	0.508	2.540
15.	TYPIST/D.E.O.	III	1200-1800	3	0.508	7.620
16.	DRIVER	IV	950-1500	4	0.404	16.200
17.	PEON/N.GDS.	IV	775-1025	6	0.349	10.470
Total				38		137.82

NB: Unit cost of post no. 1,3,5 and 10 is based on middle of the scale concerned. Unit cost of other post are based on start of the scale concerned.

Vehicle

It is proposed that four vehicle will be purchased. One vehicle will be provided for the district project co-ordinator ,three vehicle will be provided for the common pool calculated at the rate of one vehicle for every four blocks.

Furniture

It is proposed to purchase furniture & fixture for D.L.O. according to description given below :

Sl. no.	Name of Article	No.	Unit Cost	Total Cost
1	Ceiling Fan	15	1000.00	15000.00
2	pedestal Fan	2	1500.00	3000.00
3	Chair(with/without arms)	60	600.00	36000.00
4	Tables(T8,T6,Conference)	20	2500.00	50000.00
5	Almirahs.	10	5000.00	50000.00
6	Book Shelves	5	3000.00	15000.00
7	Racks Steel	5	2000.00	10000.00
8	File Cabinets of Steel	3	3000.00	9000.00
9	Wall Clocks	5	300.00	1500.00
10	Irin Safe as Cash Chest	1	6000.00	6000.00
11	Duplicating machine(gest)	1	35000.00	35000.00
12	O.H.P. with Accs.	1	10000.00	10000.00
13	Water Filters	5	1000.00	5000.00
14	Calculators(Table)10 digt.	5	800.00	4000.00
15	Fax Machine	1	30000.00	30000.00
16	T.V.	1	20000.00	20000.00
17	V.C.R.	1	15000.00	15000.00
18	Tape (2in I)	1	5000.00	5000.00
19	Spiral Binder	1	6000.00	6000.00
20	Camera (Kodak)	1	3500.00	3500.00
21	Typewriters(Manual E & H	2	10000.00	20000.00
22	Photocopier (Modi Xerox)	1	162000.00	162000.00
23	Stabiliser	4	4000.00	16000.00
24	Generator (Kirloskar 5Kv)	1	50000.00	50000.00
25	Vacuum Cleaner	1	5000.00	5000.00
26	Vehicles	5	400000.00	2000000.00

5.4.2 PMIS-EMIS-FMIS

It is proposed to set up PMIS unit in District project office .Following is the requirement for the above purpose.

FURNITURE

SL. NO.	ITEM	NO.	UNIT COST.	TOTAL COST.
1.	COMPUTER TABLE	- 2 NOS.	3600.00	7200.00
2.	COMPUTER CHAIR	- 4 NOS.	1400.00	5600.00
3.	PRINTER TABLE	- 2 NOS.	4700.00	9400.00
4.	TABLES	- 2 NOS.	6900.00	13800.00
5.	CHAIRS	- 4 NOS.	4350.00	17400.00
6.	ALMIRAH	- 2 NOS.	8050.00	16100.00
7.	PEDESTAL FAN	- 2 NOS.	2000.00	4000.00
8.	RACKS(SLOTTED)	- 2 NOS.	1000.00	2000.00
9.	FIRE PROTECTION EQUIP.	- 2 NOS.	500.00	1000.00
10.	VACCUM CLEANER	- 1 NOS.	7000.00	7000.00
11.	AIR CONDITIONER	- 1 NOS.	36000.00	36000.00
12.	EMERGENCY LIGHT	- 1 NOS.	700.00	700.00

HARDWARE

1.	PENTIUM COMPUTER-	2 NOS.	75000.00	150000.00
2.	DOT MATRIX PRINTER-	2 NOS.	25000.00	50000.00
3.	UPS- 2 KVA-	1 NOS.	90000.00	90000.00
4.	MODEM -	1 NOS.	12000.00	12000.00

SOFTWARE

1.	DOS 6.2 VERSION & ABOVE			
2.	MS-WINDOWS FOR WORK GROUP/WINDOWS 95			5000.00
3.	MS-OFFICE(WORD, EXCEL, POWER POINT, ETC.)			25000.00
4.	FOX-PROW (WINDOW BASED)			16000.00
5.	POWER BUILDER			
6.	REGIONAL LANGUAGE-WP			10000.00
7.	PMIS-SOFTWARE			
8.	EMIS-SOFTWARE			

MIS of the dist. will be controlled by the State Project Director and State MIS Incharge. We have proposed for training of computer persons either in the state office or in any out side institution. Workshop for the successful implementation of information system will be conducted also.

E M I S
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A Computerise data base will be created and maintained at the dist.level .A proforma for data capturing format for all recognised primary school has been developed .The flow of information will be as below:

SCHOOL--BLOCK--DLO--SLO-- DPEP BUREAU

In order to introduce DISE and develop famiarily with data capture format,data entry system and report generation the following set of activities are proposed at the state and district levels. Training shall be conducted by Computer Persons to AEO/BEEO /DSEs from the BEP/DPEP districts who will receive the training at SLO Patna by the experts from NIEPA .After getting training ,AEO/BEEO/DSEs have to train headmaster/head teachers and VEC presidents of the concerned area.

District Level Actions

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- Training of AEO/BEEO/DSEs
- Training of Headmaster/Head Teacher and VEC Presidents.
- Filing up of the data capture format & verification of data.
- Data Entry
- Report Preparation
- Consistency Checkup
- Distribution of School Profile.
- It is proposed that from second year onward Rs. 40 per school will be provided for updating EMIS..

5.4.3 BLOCK RESOURCE CENTRE(BRC)

As the present infrastructure for in-service training of primary school teachers is inadequate, therefore, installation of a total no. of ten BRC at the rate of one BRC per twelve CRC is proposed. BRC will provide in-service training to primary school teachers/ Head teachers /untrained teachers /Alternative school functionaries /ECCE instructors /supervisors / VEC members and NGOs etc.

The main functions of BRC will be as under:

- To impart different kinds of training.
- To organize monthly meetings and to share analysis of different kinds of studies.
- To build capacity in different fields of education.
- To receive feed back from the CRC and ensure sending of the suggested corrective measures for DLO's approval.

- The resource persons of BRC will visit all the schools of their jurisdiction once in a year.
- To receive inputs form DIET /SCERT and provide them in different kinds of training to be conducted at BRC.
- To monitor and evaluate the training at CRC level.

Each BRC will be constructed at block headquarter preferably adjoining to existing primary school Buildings. Each BRC will identify teacher / NGOs retired teachers academicians who will be used as resource persons in the recurrent training programmes . The BRC resource team will receive training as master trainers at DIET. BRC will provide lodging facilities to the trainees while the boarding arrangement will be done by the participants for which they will be provided sufficient daily allowance / honorarium. Till BRC building is constructed , the in-service training program will training program will be organized in the nearby center school of the block H.Q. in 1996-97 .

(a) BUILDING.

It is proposed to construct 10 buildings for BRC in the Dist. Each building will have one hall, two rooms ,one store and two toilets (one for male & One for female). The hall will be used as class room and the two rooms will be used as male and female dormitories. The BRC will serve as training institution in addition to DIET.It is proposed that the construction of the BRC building will be completed in the first two years of the project period. Meanwhile The training will be imparted on the first year of the project in a school the near by center primary school located in the Block Head Quarters.

The name of the proposed 10 BRCs are Sadar Hazaribagh, Barhi, Ramgarh, Koderma, Barkagaon, Bishnugarh, Satgawan, Markacho, Chaouparan and Mandu.

The details about furniture are given below:

SL. No.	NAME OF ARTICLE	NO.	UNIT COST.	TOTAL COST
1	Duplicating Machine	1*6	35000.00	210000.00
2	Typewriter	1*6	10000.00	60000.00
3	Generator -2 KVA	1*6	15000.00	90000.00
4	TV/VCR/Stabliser(Set)	1*6	40000.00	240000.00
5	Two -in One	1*6	5000.00	30000.00
6	Other Equipments	A.P.R	40000.00	240000.00
7	Almirahs	2*6	5000.00	60000.00
8	Tables	2*6	2500.00	30000.00
9	Chairs	10*6	600.00	36000.00
10	Book Shelves	2*6	3000.00	18000.00
11	Trunks GS Large size	1*6	2000.00	12000.00
12	Electric Fan	12*6	1000.00	72000.00
13	Racks	2*6	2000.00	24000.00
14	Wall Clocks	2*6	300.00	3600.00
15	Wooden Cots	40*6	1500.00	360000.00
16	Bedding (one Coirbord Mattress, One Blanket, one Pillow, two bed-sheets etc.)	40*6	2200.00	528000.00
17	Durree & Jazeem Set	4*6	2500.00	60000.00
18	Jute Mats for Dining Hall as per requirement	1*6	3000.00	18000.00
19	Books for BRC Library (A.P.R)	1*6	25000.00	150000.00

B. CLUSTER RESOURCE CENTER

For every 15-20 schools ,a CRC will be established to boost the educational activities at the grass root level by holding mutual interactions among the teacher of the schools in the periphery of 20 schools . Total 125 CRC will be constituted. Out of 125 CRC 88 CRC building will be constructed by the DPEP fund and the rest 37 CRC building will be constructed by convergence. The CRC coordinator will be a teacher of the concerned village and will get Rs. 50 as T.A per month.

ROLE OF CRC :

* To impart trainings to teachers ,VEC members ECCE and ALS instructors .

* To hold meetings with the teachers of clusters & MTA /PTA members. :

* To organize Bal Melas , Vigyan Melas and teacher pupil Melas at cluster and village levels.

* To provide feed back to BRC for monitoring.

* To assist in the evaluation work of students.

It is proposed to set up 125 CRC through out the district. Following are the requirement for the CRCs.

Sl No.	Item	Unit	Cost.	Total Cost.
1	Duplicating Machine	1*190	7000.00	1330000.00
2	bicycle	1*190	1000.00	190000.00
3	Other furniture (Dari, Jajims, Buckets Jute Mat, Petromax etc. Musical Instruments, Wall clocks, Seinors.	1*190	10000.00	1900000.00
Total:-				3420000.00

ESTABLISHMENT OF DIET

Hazaribagh education district does not have DIET. The State Govt. has not sanctioned a DIET center for Hazaribagh education district till date. The sanctioning of a DIET centre for Hazaribagh education district is under active consideration of the State Govt.. The old Hazaribagh district including Chatra district had a DIET centre located in Simaria block of newly created Chatra district. The DIET of Simaria is not able to take a load of training etc. of both centre of Hazaribagh district. It can sustain the load of different trainings of Chatra district only.

It is felt that there should be a separate district level training institutions for Hazaribagh district. Still the sanctioning of the DIET centre, for Hazaribagh district, and alternative arrangement must be established for different education training programme to be organised at district level. The Hazaribagh district has three TTC (Teacher Training College) located at Sadar, Gola, Chuchu block of Hazaribagh district. The condition of the above TTC building etc. are very bad. They are not suited for conducting different trainings of DIET, Hazaribagh.

It is proposed that the TTC, Hazaribagh can be shifted to the rented house near by Hazaribagh town meanwhile in the absence of sanctioned DIET centre, the rented campus, Hazaribagh may be utilised for organising different trainings programme at district level.

FUNCTIONS OF DIET/ TTC, HAZARIBAGH

The functions of DIET, Hazaribagh will be under :

Training/Recurrent training programmes for :

- a. Master Trainers of ALS (Apna & Angana Vidyalay)
- b. Master Trainers for ECCE/Aganwari Workers.
- c. Training for multi-grade teaching to master trainers of BRC and also to CRC co-ordinator
- d. Trainings for teachings different vernacular languages.

* Action research work

The DIET faculty through action research will also assess academic needs in schools and will hold workshop to provide support to SCERT in its efforts to develop training modules, text-books and work-books for primary school children.

* Evaluation.

- a. Conduct competency based annual exam in the district with the help of BRC & CRC & technical support of SCERT.
- b. Evaluate performance of ECCE centers every six months.
- c. Evaluate Alternative Schools (Apna and Angana vidyalaya) every semester etc.

* Hold monthly meeting of BRC co-ordinator.

* Faculty members of DIET shall attend CRC co-ordinators meeting at BRC every month & shall provide assistance in formulation of annual work plan.

* The faculty members of DIET shall also visit school regularly in order to monitor & evaluate various quality improvement programmes.

Details proposal regarding staff, equipments, furniture and training programme is given in detailed costing table.

CONVERGENCE

The objectives of convergence in primary education of Hazaribagh district is to ensure proper linkage of services of ongoing schemes of different line departments of State Govt., Central Govt. and Local Self Govt. i.e. Panchayat and municipality/NAC etc.. Convergence ensures proper utilisation of funds of ongoing scheme to strengthen the primary education in the district. The main concern is the convergence of service such as primary education, health, welfare, ECCE, etc.. Likewise, it will not seek to replicate the medical services, supplies in schools but would facilitate diagnosis of learning disability through medical checkup of students and better linkages between PHCs and schools. Activities and processes which would promote these convergence would be financed. An another level of convergence is desired within the various programmes, components and processing. The following proposal would be attempted for proper convergence of the services with the line departments :

1. Construction of additional classrooms : There is requirement of construction of 750 additional classroom in the district. But through DPEP fund, 245 additional classroom are proposed to be constructed and the rest 505 additional classroom will be constructed through convergence with ongoing programmes i.e. Jawahar Rojgar Yojana, Employment Assurance Scheme, District Planing Scheme, MF/MLA fund scheme, Nehru Rojgar Yojana.
2. Construction of CRC Building : It is proposed to establish 125 CRC centers in the district. Out of 125 CRC centre, 88 CRC building will be constructed through DPEP fund. Rest 43 CRC building will be constructed through aforesaid ongoing development programmes/ schemes.
3. Construction of Toilets : Out of 1531 schools only 122 schools have toilet facility. 100 toilets are proposed to be constructed through DPEP fund. After micro-planning/ school mapping exercises in 1309 schools, the felt need of toilets in identified schools will be assessed. Then, the construction of toilets in identified schools will be done through convergence of aforesaid funds.

4. Construction of Handpump : Out of 1531 schools, only 719 schools have drinking water facilities. 100 handpumps are proposed to be constructed in 100 schools through DPEP fund. The rest 712 handpumps will be provided through convergence of funds of Public Health Engineering Dept. and Nehru Rojgar Yojana etc..

5. Health check up : The health check up of primary schools students will be done through convergence of fund of Health Department under the guidance of Civil Surgeon, hazaribagh. DPEP fund is not proposed for health check-up of primary school students. The Civil Surgeon, Hazaribagh will assure better linkage with PHCs and the schools.

6. Scholarship : At present the Welfare Dept. of GOB is giving scholarship to SC / ST / OBC students. DPEP will not provide scholarship to students. But will identify the students of focus group and diagnose the timely payment of scholarship to the students.

7. Mid - day meal : At present the performance of Mid - day meal is not satisfactory. DPEP will not give fund for Mid - day meal scheme, but it will diagnose the bottlenecks and other constraints for timely supply of meals to the concerned schools.

8. Reconstruction and repair of schools : The reconstruction of 50 schools and repair of 120 schools will be done through convergence with the JRY, EAS, NRY, MP/MLA fund. DPEP fund will not be utilised in repair work of schools.

TOTAL LITERACY CAMPAIGN (TLC)

TLC has been launched from June, 1996 in Hazaribagh district. It aims at to make literate all the adults in 15-35 years age group. The programme is implemented through District Total Literacy Committee, Hazaribagh headed by Deputy Commissioner, Hazaribagh. District Mass Education Officer, Hazaribagh is its secretary. All district level officers and NGOs are members of, the Committee (BLC) are constituted at each block. Similarly, VLC/ TLC are also constituted for every village/ tola, following the principle of democratic decentralization. The BLC selects Master Trainers (MT) from each panchayat. The Master Trainers are trained at the district level through NGOs. These Master Trainers, in turn, train the volunteers recommended by the panchayats. The volunteer trainees (VT) are provided with reading materials for teaching all the adults in concerned tola. The VLC/ TLC has 5-7 members. Every VT is given three months time for total literacy in his tola.

A survey was conducted for the Hazaribagh district in the year 1996 (Koderma district was not involved). The survey reveals that the total literacy percentage was 38.78%. Like 1991 census in 1996 also, there are wide variation in male literacy and female literacy in most of the blocks of the Hazaribagh district. The female literacy rate (1996) was reported about 30% as compared with male literacy rate (1996) of over 67%. It was observed that, in 1996, the female literacy rate of 7 blocks were 20% viz. Barkatta, Bishnugarh, Barhi, Gola, Kerodari, Champaran, and Barkagaon.

The awareness programme of TLC have created not only the demand of literacy but also created demand of primary education for 6-14 years age group in the mind of adult age group 15-35 years age group. Thus, the TLC programme has already built up the ground work for the implementation of awareness and environmental building programme of DPEP in Hazaribagh district.

The identified Master Trainers (MT), Resource Persons (RP), Block Resource Persons (BRP) and Volunteer Trainees (VT) can be trained at DIET/ BRC/ CRC level. The service of the above trained persons can be utilised in the implementation of awareness campaign, community mobilization and environment building programme of DPEP, which are as under :

- * Micro-planning, School Mapping and PRA exercises in different villages.
- * The service of above female TLC manpower can be utilised female instructors in alternative schools (APNA & ANGANA vidyalaya).
- * The dedicated TLC villagers can be nominated as a member in Prerak Dal and also in VEC.
- * The Master Trainer dedicated teacher of TLC can be nominated as CRC co-ordinator.

The existing VLCs/ TLCs will be utilised for the purposes of transforming them into VECs/ TECs.

The planning core team has already prepared a list of TLC manpower i.e., MTs, RPs, KRPs, and VTs and have a propose record of the VLCs/ TLCs for being utilised for sustaining the environment conducive to literacy and primary schooling. It is proposed to imitate action for Micro-planning and formation/ establishment of VECs so that there is no gap and time lapse in the implementation of above two activities.

CHAPTER - 6



COSTING & BUDGETING

RESIDENTIAL TRAINING OF ANIMATORS / VEC MEMBER
PERIOD :- 6 DAYS.

SL NO.	PARTICULARS	PERIOD IN DAY	NO. OF PRT.	Rs. EACH	TOTAL Rs.
1	BOARDING & LODGING	6	40	20	4800
2	HON. TO RESO. PER.	2	6	100	1200
3	T.A. TO R.P.	2	6	50	600
4	TRNG.MAT/ STATIONARY	0	40	35	1400
5	DOCUMENTATION				400
6	MISC.				275
TOTAL :-					8675

RESIDENTIAL WORKSHOP
PERIOD :- 6 DAYS.

SL NO.	PARTICULARS	PERIOD IN DAY	NO. OF PRT.	Rs. EACH	TOTAL Rs.
1	BOARDING & LODGING	4	40	40	6400
2	HON. TO RESO. PER.	2	3	300	1800
3	T.A. TO R.P.	0	40	100	4000
4	TRNG.MAT/ STATIONARY	0	40	50	2000
5	ADD.T.A. TO R.P.		2	200	400
6	MISC.				400
TOTAL :-					15000

RESIDENTIAL TRAINING OF UJALA TEACHER TRG.COST
PERIOD :- 10 DAYS.

SL NO.	PARTICULARS	PERIOD IN DAY	NO. OF PRT.	Rs. EACH	TOTAL Rs.
1	BOARDING & LODGING	11	40	40	17600
2	HON. TO RESO. PER.	2	10	100	2000
3	T.A. TO PRT.	0	40	50	2000
4	TRNG.MAT/ STATIONARY	0	35	75	2625
5	DOCUMENTATION		0	0	1750
6	MISC.				3035
TOTAL :-					29000

RESIDENTIAL TRAINING OF UJALA TEACHER TRG.COST
II PHASE PERIOD :- 6 DAYS.

SL NO.	PARTICULARS	PERIOD IN DAY	NO. OF PRT.	Rs. EACH	TOTAL Rs.
1	BOARDING & LODGING	7	40	40	11200
2	HON. TO RESO. PER.	2	6	100	1200
3	T.A. TO PRT.	0	40	50	2000
4	TRNG.MAT/ STATIONARY	0	35	50	1755
5	DOCUMENTATION		0	0	550
6	MISC.				1500
TOTAL :-					18200

RESIDENTIAL TRAINING OF ECCE SANCHALIKA / ICDS
 ANGANBARI SEVIKA TRNG.
 PERIOD :- 15 DAYS.

SL NO.	PARTICULARS	PERIOD IN DAY	NO. OF PRT.	Rs. EACH	TOTAL Rs.
1	BOARDING & LODGING	16	35	40	22400
2	HON. TO RESO. PER.	2	15	100	3000
3	T.A. TO PRT.	0	40	50	2000
4	TRNG.MAT/ STATIONARY	0	35	175	6125
5	DOCUMENTATION		0	0	1100
6	MISC.				3675
TOTAL :-					38300

RESIDENTIAL TRAINING OF ECCE SANCHALIKA / ICDS
 ANGANBARI SEVIKA TRNG.
 PERIOD :- 3 DAYS. EVERY 2 MONTHS

SL NO.	PARTICULARS	PERIOD IN DAY	NO. OF PRT.	Rs. EACH	TOTAL Rs.
1	BOARDING & LODGING	4	40	40	6400
2	HON. TO RESO. PER.	2	3	100	600
3	T.A. TO PRT.	0	40	50	2000
4	TRNG.MAT/ STATIONARY	0	35	25	875
5	DOCUMENTATION		0	0	300
6	MISC.				825
TOTAL :-					11000

TRAINING OF ALS INSTRUCTOR
PERIOD :- 30 DAYS.

SL PARTICULARS NO.	PERIOD IN DAY	NO. OF PRT.	Rs. EACH	TOTAL Rs.
1 FOODING	30	40	40	48000
2 HON. TO ASRGs	30	2	2000	4000
3 T.A. TO PRT.	30	37	50	1850
4 TLM. DEV/ STATIONARY	30	35	5	5250
5 CONTIGENCY		0	0	900
TOTAL :-				60000

TRAINING OF ALS INSTRUCTOR
PERIOD :- 10 DAYS.

SL PARTICULARS NO.	PERIOD IN DAY	NO. OF PRT.	Rs. EACH	TOTAL Rs.
1 FOODING	10	40	40	16000
2 HON. TO ASRGs	10	2	1000	2000
3 T.A. TO PRT.	10	37	50	1850
4 TLM. DEV/ STATIONARY	10	35	5	1750
5 CONTIGENCY		0	0	400
TOTAL :-				22000

RECURRENT TRAINING OF ALS INSTRUCTOR
PERIOD :- 3 DAYS.

SL NO.	PARTICULARS	PERIOD IN DAY	NO. OF PRT.	Rs. EACH	TOTAL Rs.
1	FOODING	3	40	40	4800
2	HON. TO ASRGs	3	2	300	600
3	T.A. TO PRT.	3	37	50	1850
4	TLM. DEV/ STATIONARY	3	35	5	525
5	CONTINGENCY		0	0	225
TOTAL :-					8000

RESIDENTIAL TRAINING OF SHIKSHA PREMI RECURRENT
PERIOD :- 6 DAYS.

SL NO.	PARTICULARS	PERIOD IN DAY	NO. OF PRT.	Rs. EACH	TOTAL Rs.
1	BOARDING & LODGING	7	40	40	11200
2	HON. TO RESO. PER.	2	6	100	1200
3	T.A. TO PRT.	0	40	50	2000
4	TRNG.MAT/ STATIONARY	0	35	50	1750
5	DOCUMENTATION		0	0	550
6	MISC.				1500
TOTAL :-					18200

INDUCTION TRAINING OF ASRG
PERIOD :- 10 DAYS.

SL NO.	PARTICULARS	PERIOD IN DAY	NO. OF PRT.	Rs. EACH	TOTAL Rs.
1	FOODING	10	40	40	16000
2	HON. TO TRAINEES	10	2	1000	2000
3	T.A. TO PRT.	10	37	50	1850
4	TLM. DEV/ STATIONARY	10	35	5	1750
5	CONTIGENCY		0	0	400
TOTAL :-					22000

REFRESHER TRAINING OF ASRG
PERIOD :- 5 DAYS.

SL NO.	PARTICULARS	PERIOD IN DAY	NO. OF PRT.	Rs. EACH	TOTAL Rs.
1	FOODING	5	40	40	8000
2	HON. TO TRAINEES	5	2	500	1000
3	T.A. TO PRT.	5	37	50	1850
4	TLM. DEV/ STATIONARY	5	35	5	875
5	CONTIGENCY		0	0	275
TOTAL :-					12000

CONSOLIDATED BUDGET

MAJOR CODE	MAJOR HEAD	F I N A N C E					CUMULATIVE	%AGE
		YEAR1	YEAR2	YEAR3	YEAR4	YEARS5		
ALS	ALTERNATIVE SCHOOLING	8.456	109.700	191.990	162.462	95.342	567.950	14.25
BRC	BLOCK RESOURCE CENTRE	84.030	172.972	189.200	179.480	158.390	784.072	19.68
CRC	CLUSTER RESOURCE CENTRE	0.000	191.050	59.950	48.250	48.250	347.500	8.72
DIT	DIST. INST. OF EDN. & TRAINING	0.000	69.995	48.134	44.134	41.764	204.027	5.12
ECE	EARLY CHILD CARE & EDUCATION	4.600	12.203	12.203	12.203	12.203	53.412	1.34
INV	INNOVATION	0.000	1.000	1.000	1.000	1.000	4.000	0.10
MED	MEDIA	5.000	8.000	8.000	4.000	4.000	29.000	0.73
MGT	PROJECT MANAGEMNET	40.550	33.050	33.480	33.810	32.520	173.410	4.35
MIS	MANAGEMENT INFORMATION SYSTEM	5.952	1.020	2.870	1.685	1.685	13.212	0.33
PFE	PRIMARY FORMAL EDUCATION	113.490	508.520	492.590	198.390	161.735	1474.725	37.01
VEC	VILLAGE EDUCATION COMMITTEE	75.690	88.650	55.690	56.690	56.690	333.410	8.37
	<< TOTAL >>	337.768	1196.160	1095.107	742.104	613.579	3984.718	

COST CODE WISE

CODE	DESCRIPTION	F I N A N C E					CUMULATIVE	%AGE
		YEAR1	YEAR2	YEARS	YEAR4	YEARS5		
AW	AWARDS	0.000	1.800	1.800	1.800	1.800	7.200	0.18
BL	BOOKS & LIBRARIES	30.800	35.590	35.190	35.790	35.790	173.160	4.35
CM	CIVIL MAINTENANCE	0.500	10.000	20.000	24.000	0.255	54.755	1.37
CW	CIVIL CONSTRUCTION	80.000	495.000	308.000	0.000	0.000	883.000	22.16
EM	EDUCATIONAL MATERIAL	21.070	22.070	24.070	24.070	24.070	115.350	2.87
EQ	EQUIPMENT	7.705	48.215	13.400	0.000	0.000	69.320	1.74
FU	FURNITURE	2.845	35.720	1.350	0.000	0.000	39.895	1.00
GR	GRANTS	0.640	23.090	27.890	5.490	5.490	62.600	1.57
IN	INNOVATIONS	0.000	1.000	1.000	1.000	1.000	4.000	0.10
LC	LOCAL CONSULTANTS	1.000	1.500	1.500	1.500	0.000	5.500	0.14
MA	MEDIA CAMPAIGN	30.070	34.070	38.070	35.000	15.000	152.210	3.82
ME	MAINTENANCE EQPT	0.000	0.250	2.600	3.705	4.355	10.910	0.27
MV	MAINTENANCE VEHICLE	0.000	0.450	0.450	0.600	0.600	2.100	0.05
OE	OFFICE EXPENSES	7.252	16.988	18.818	19.048	14.958	77.064	1.93
RS	RESEARCH & EV.	24.350	51.730	17.480	18.050	11.740	123.350	3.10
SA	SALARIES	26.780	167.480	252.374	246.374	210.974	903.982	22.69
SG	SCHOOL INFR. GRANT	30.620	30.620	32.620	33.620	33.620	161.100	4.04
TA	TEACHING AIDS	53.950	80.405	90.865	97.525	86.775	409.520	10.28
TC	TRAINING COSTS	4.186	138.982	202.450	193.332	165.952	704.902	17.69
VH	VEHICLES	16.000	0.150	4.150	0.150	0.150	20.600	0.52
WS	WORKSHOPS & SEMINAR	0.000	1.050	1.050	1.050	1.050	4.200	0.11
<< TOTAL >>		337.768	1196.160	1095.107	742.104	613.579	3984.718	

QUALITY PARAMETER WISE

CODE	DESCRIPTION	YEAR1	YEAR2	F I N A N C E			CUMULATIVE	%AGE
				YEAR3	YEAR4	YEAR5		
A	Access	2.900	451.720	486.760	150.260	112.110	1203.750	30.21
C	Capacity Build.	85.102	219.693	175.132	162.937	137.237	780.101	19.58
Q	Quality Improvnt	168.006	420.697	311.165	304.927	283.997	1488.792	37.36
R	Retention	81.760	104.050	122.050	123.980	80.235	512.075	12.85
	<< TOTAL >>	337.768	1196.160	1095.107	742.104	613.579	3984.718	

DISTRICT PRIMARY EDUCATION PROGRAMME, HAZARIBAGH
CATEGORIES OF EXPENDITURE & COST

[Rs. in Lakhs]

PARTICULARS	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR	FIFTH YEAR	PROJECT COST	PERCENTAGE %
A. INVESTMENT COST							
Civil works	80.000	495.000	308.000	0.000	0.000	883.000	22.16%
Furniture	2.845	35.720	1.330	0.000	0.000	39.895	1.00%
Equipment	7.705	48.215	13.400	0.000	0.000	69.320	1.74%
Vehicle	16.000	0.000	4.000	0.000	0.000	20.000	0.50%
Books & Library	30.800	35.590	35.190	35.790	35.790	173.160	4.35%
Consultancy	1.000	1.500	1.500	1.500	0.000	5.500	0.14%
Sports equipment & amenities	0.000	0.000	0.000	0.000	0.000	0.000	0.00%
Training (incl. TA/DA)	4.186	138.982	202.450	193.332	165.952	704.902	17.69%
Awareness Comp. expenses	30.070	34.076	38.070	35.000	15.000	152.216	3.82%
* ADD. INVESTMENT COST							
Salary of DLO	24.860	33.174	33.174	33.174	33.174	157.556	3.95%
Hon. of ALS	1.920	54.720	120.960	115.200	86.400	379.200	9.52%
Award	0.000	1.800	1.800	1.800	1.500	7.200	0.18%
Grant	0.640	23.090	27.890	5.490	5.490	62.600	1.57%
Innovation	0.000	1.000	1.000	1.000	1.000	4.000	0.10%
Research & Evaluation	24.350	51.730	17.480	18.050	11.740	123.350	3.10%
School infrastructure grant	30.620	30.620	32.620	33.620	33.620	161.100	4.04%
Teaching Aid	53.950	80.405	90.865	97.525	86.775	409.520	10.28%
Workshop Seminar	0.000	1.050	1.050	1.050	1.050	4.200	0.11%
TOTAL INVESTMENT COST	308.946	1,066.672	930.779	572.531	477.791	3,356.719	84.24%

**DISTRICT PRIMARY EDUCATION PROGRAMME, HAZARIBAGH
CATEGORIES OF EXPENDITURE & COST**

[Rs. in Lakhs]

PARTICULARS	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR	FIFTH YEAR	PROJECT COST	PERCENTAGE
B. RECURRENT COST							
Salaries of add. staff	0.000	53.760	70.614	70.614	70.614	265.602	6.67%
Consumable (office exp. etc.)	4.852	14.588	15.818	16.048	11.958	63.264	1.59%
Teaching Material	21.070	22.070	24.070	24.070	24.070	115.350	2.85%
Contingency at Dist./BRC/CRC and Vlechel operation & maint.	1.700	1.900	2.600	2.750	2.800	11.750	0.29%
Equipment operation & maint.	0.000	0.250	2.600	3.705	4.355	10.910	0.27%
Civil works maintenance	0.500	10.620	20.620	24.630	0.935	57.305	1.44%
Hon./Other operating exp.	0.700	26.300	28.006	27.756	21.056	103.818	0.00%
TOTAL RECURRENT COST	28.822	129.488	164.328	169.573	135.788	627.999	15.76%
GRAND TOTAL	337.768	1,196.160	1,095.107	742.104	613.579	3,984.718	100.00%

Note :

1. Investment Cost also include Additional Investment Cost (*). These cost would be phased out at the end of the project.
2. Recurrent Costs refers to those costs which would ultimately pass on to State Govt. at the end of project period.

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : ALS-ALTERNATIVE SCHOOLING
BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
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ACTIVITY CODE	DESCRIPTIONS	<--- YEAR 1 --->		<--- YEAR 2 --->		<--- YEAR 3 --->		<--- YEAR 4 --->		<--- YEAR 5 --->		PROJECT PERIOD		RATE/UNIT	QUALITY PARAMETER	COST CODE	CATEGORY
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE				
ALSA2	ANGAMA INSTRUCTOR HON.	20	0.960	520	24.960	1100	52.800	1000	48.000	400	19.200	3040	145.920	0.048	Access	SA	NON REC
ALSA2	APNA INSTRUCTOR HON.	20	0.960	620	29.760	1420	68.160	1400	67.200	1400	67.200	4860	233.280	0.048	Access	SA	NON REC
ALSA2	SUPERVISION COST	40	0.240	1100	6.600	1400	8.400	1360	8.160	260	1.560	4160	24.960	0.006	Access	SA	NON REC
ALS63	ESTABLISHMENT GRANT APNA + ANGAMA	40	0.640	1100	17.600	1400	22.400					2540	40.640	0.016	Access	GR	NON REC
ALSIC	FREE TEXT BOOK	40	0.600	1100	16.500	1400	21.000	1360	20.400	260	3.200	4160	61.700	0.015	Capacity Building	TA	NON REC
ALSO8	OTHER OPERATING EXPENCES APNA + ANGAMA	40	0.100	1100	2.750	1400	3.500	1360	3.400	260	0.650	4160	10.400	0.003	Access	OE	NON REC
ALSR2	EVALUATION OF STUDENTS	40	0.200	1100	5.500	1400	7.000	1360	6.800	260	1.300	4160	20.800	0.005	Capacity Building	RS	NON REC
ALST2	HON. FOR ASRG (III YEAR RECURRENT TRG.) (3+3+3=9 DAYS)					140	1.260	136	1.224	26	0.234	302	2.718	0.009	Quality Improvement	TC	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : ALS-ALTERNATIVE SCHOOLING

[Rs in Lakhs]

BUDGET OF THE TOTAL PROJECT PERIOD ----->

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ACTIVITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD		RATE/UNIT	QUALITY PARAMETER	COST CODE	CATEGORY
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE				
ALST2	HON. FOR ASRG (30 DAYS TRG.)	4	0.080	110	2.200	140	2.800	136	2.720	26	0.520	416	8.320	0.020	Quality Improvement	TC	NON REC
ALST2	HON. FOR ASRG (I YEAR RECURRENT TRG.) (3+3+3=9 DAYS)	4	0.036	110	0.990	140	1.260	136	1.224	26	0.234	416	3.744	0.009	Quality Improvement	TC	NON REC
ALST2	HON. FOR ASRG (II YEAR RECURRENT TRG.) (3+3+3=9 DAYS)			110	0.990	140	1.260	136	1.224	26	0.234	412	3.708	0.009	Quality Improvement	TC	NON REC
ALST2	ALS INSTRUCTOR TRAINING	4	0.040	110	1.100	140	1.400	136	1.360	26	0.260	416	4.160	0.010	Quality Improvement	TC	NON REC
ALSV1	VEHICLE	1	4.000									1	4.000	4.000	Capacity Building	VH	NON REC
ALS43	REPAIR MAINTENANCE VEHICLE			1	0.150	1	0.150	1	0.150	1	0.150	4	0.600	0.150	Capacity Building	VH	REC
ALS03	VEHICLE - PDL	1	0.600	1	0.600	1	0.600	1	0.600	1	0.600	5	3.000	0.600	Capacity Building	OE	REC
	COMPONENT TOTAL		3.456		109.700		191.990		162.462		95.342		567.950				

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : BRC-BLOCK RESOURCE CENTRE
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
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ACTIVITY CODE	DESCRIPTIONS	<--- YEAR 1 --->		<--- YEAR 2 --->		<--- YEAR 3 --->		<--- YEAR 4 --->		<--- YEAR 5 --->		PROJECT PERIOD		RATE/UNIT	QUALITY PARAMETER	COST CODE	CATEGORY
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE				
BRCAS	HOW. FOR RESOURCE PERSON			30	21.600	30	21.600	30	21.600	31	21.600	121	86.400	0.714	Capacity Building	SA	REC
BRCAS	SALARY ATTENDENT			20	4.800	20	4.800	20	4.800	20	4.800	80	19.200	0.240	Capacity Building	SA	REC
BRCAS	SALARY CLERK CUN TYPIST (2)			20	7.200	20	7.200	20	7.200	20	7.200	80	28.800	0.360	Capacity Building	SA	REC
BRCB5	DUPLICATING MACHINE			10	3.500							10	3.500	0.350	Capacity Building	EQ	NON REC
BRCB8	GENERATOR 2KVA			10	1.500							10	1.500	0.150	Capacity Building	EQ	NON REC
BRCB9	TYPE WRITER			10	1.000							10	1.000	0.100	Capacity Building	EQ	NON REC
BRCB8	OTHER EQUIPMENTS			10	4.000							10	4.000	0.400	Capacity Building	EQ	NON REC
BRCB9	TYPE WRITER, STAB.			10	4.000							10	4.000	0.400	Capacity Building	TC	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : BRC-BLOCK RESOURCE CENTRE
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
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ACTIVITY CODE	DESCRIPTIONS	<--- YEAR 1 --->		<--- YEAR 2 --->		<--- YEAR 3 --->		<--- YEAR 4 --->		<--- YEAR 5 --->		PROJECT PERIOD	RATE/UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
BRC09	TAPE-RECORDER TWO-IN-ONE			10	0.500							10	0.500	0.050	Capacity Building	EQ	NON REC
BRC07	CONSTRUCTION OF BUILDING	10	80.000									10	80.000	8.000	Quality Improvement	CW	NON REC
BRC04	DEV. OF TLM			10	1.000	10	1.000	10	1.000	10	1.000	40	4.000	0.100	Quality Improvement	EN	NON REC
BRCF3	ELECTRIC FAN			60	0.600	60	0.600					120	1.200	0.010	Quality Improvement	FU	NON REC
BRCF3	CHAIR			100	0.600							100	0.600	0.006	Quality Improvement	FU	NON REC
BRCF3	TABLE			20	0.500							20	0.500	0.025	Quality Improvement	FU	NON REC
BRCF3	ALMIRAH			10	0.500	10	0.500					20	1.000	0.050	Quality Improvement	FU	NON REC
BRCF3	RACK			10	0.200	10	0.200					20	0.400	0.020	Quality Improvement	FU	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : BRC-BLOCK RESOURCE CENTRE
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
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ACTIVITY CODE	DESCRIPTIONS	<--- YEAR 1 --->		<--- YEAR 2 --->		<--- YEAR 3 --->		<--- YEAR 4 --->		<--- YEAR 5 --->		PROJECT PERIOD	RATE/UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
BRCF3	WALL CLOCK			10	0.030	10	0.030					20	0.060	0.003	Quality Improvement	FU	NON REC
BRCF3	WOODEN COT			800	12.000							800	12.000	0.015	Quality Improvement	FU	NON REC
BRCF3	BEDDING			800	17.600							800	17.600	0.022	Quality Improvement	FU	NON REC
BRCF3	DARI, JAZEEN			80	2.000							80	2.000	0.025	Quality Improvement	FU	NON REC
BRCF3	FOOT MAT			10	0.300							10	0.300	0.030	Quality Improvement	FU	NON REC
BRCF3	TRUNK			10	0.200							10	0.200	0.020	Quality Improvement	FU	NON REC
BRCCL1	MAGAZINE			10	2.000	10	2.000	10	2.000	10	2.000	40	8.000	0.200	Capacity Building	BL	NON REC
BRCCL2	BOOKS FOR LIBRARY			10	2.500							10	2.500	0.250	Capacity Building	BL	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : BRC-BLOCK RESOURCE CENTRE
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
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ACTIVITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD	RATE/UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
BRCM1	REPAIR MAINTENANCE EQUIPMENT					1.000		1.500		1.500		4.000		Capacity Building	ME	NON REC	
BRCM2	REPAIR MAINTENANCE FURNITRE					1.000		1.000		1.500		3.500		Capacity Building	ME	NON REC	
BRCO4	CONSUMABLE-STATIONARY			10	1.500	10	1.500	10	1.500	10		40	4.500	0.113	Capacity Building	OE	NON REC
BRCO8	CONTINGENCY (OTHER OPERATING EXPENSES)			10	1.500	10	1.500	10	1.500	10	1.500	40	6.000	0.150	Capacity Building	OE	NON REC
BRCI2	50 DAYS TRAINING OF ANGANA INSTRUCTOR	1	0.600	15	9.000	31	18.600	29	17.400	11	6.600	87	52.200	0.600	Quality Improvement	TC	NON REC
BRCI2	10 DAYS REFRESHER TRG. ANGANA INSTRUCTOR			15	3.300	31	6.820	29	6.380	11	2.420	86	18.920	0.220	Quality Improvement	TC	NON REC
BRCI2	RECURRENT TRAINING OF ANGANA INSTRUCTOR (3+3+3 = 9 DAYS) 1st YEAR	1	0.240	15	3.600	31	7.440	29	6.960	11	2.640	87	20.880	0.240	Quality Improvement	TC	NON REC
BRCI2	RECURRENT TRAINING OF ANGANA INSTRUCTOR (3+3+3 = 9 DAYS) IInd YEAR			15	3.600	31	7.440	29	6.960	11	2.640	86	20.640	0.240	Quality Improvement	TC	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

**MAJUK HEAD : BRC-BLOCK RESOURCE CENTRE
BUDGET OF THE TOTAL PROJECT PERIOD ----->**

[Rs in Lakhs]
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ACTIVITY CODE	DESCRIPTIONS	<--- YEAR 1 --->		<--- YEAR 2 --->		<--- YEAR 3 --->		<--- YEAR 4 --->		<--- YEAR 5 --->		PROJECT PERIOD		RATE/UNIT	QUALITY PARAMETER	COST CODE	CATEGORY
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE				
BRC2	APNA INSTRUCTOR 30 DAYS TRG.	1	0.600	18	10.800	41	24.600	40	24.000	40	24.000	140	84.000	0.600	Quality Improvement	TC	NON REC
BRC2	APNA INSTRUCTOR (3+3+3=9 DAYS I YEAR.)	1	0.240	18	4.320	41	9.840	40	9.600	40	9.600	140	33.600	0.240	Quality Improvement	TC	NON REC
BRC2	REC TRG.APNA INSTRUCTOR (3+3+3=9 DAYS II YEAR)			18	4.320	41	9.840	40	9.600	40	9.600	139	33.360	0.240	Quality Improvement	TC	NON REC
BRC2	REC TRG.APNA INSTRUCTOR (3+3+3=9 DAYS III YEAR)					41	9.840	40	9.600	40	9.600	121	29.040	0.240	Quality Improvement	TC	NON REC
BRC2	REFRESHER TRG. (10 DAYS) APNA INSTRUCTOR (II YEAR)			13	11.352	41	9.020	40	8.800	40	8.810	139	37.982	0.273	Quality Improvement	TC	NON REC
BRC2	REFRESHER TRG. (10 DAYS) APNA INSTRUCTOR (III YEAR)					41	9.020	40	8.800	40	8.800	121	26.620	0.220	Quality Improvement	TC	NON REC
BRC15	TRAINING FOR TEACHERS (10 DAYS)	5	1.450	30	8.700	30	8.700	30	8.700	30	8.700	125	36.250	0.290	Quality Improvement	TC	NON REC
BRC15	TRAINING FOR TEACHERS (6 DAYS)	5	3.900	30	5.460	30	5.460	30	5.460	30	5.460	125	22.740	0.182	Quality Improvement	TC	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : BRC-BLOCK RESOURCE CENTRE
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
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ACTIVITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
BRCT6	TRAINING OF VEC MEMBERS			80	6.960	90	7.830					170	14.790	0.087	Quality Improvement	TC	NON REC
BRCTA	TRAINING OF ECCE WORKERS (15 DAYS)			10	3.830	5	1.920	5	1.920	5	1.920	25	9.590	0.384	Quality Improvement	IC	NON REC
BRCTA	RECURRENT TRAINING OF ECCE WORKERS (3 DAYS)			60	6.600	90	9.900	120	13.200	150	16.500	420	46.200	0.110	Quality Improvement	TC	NON REC
	<< COMPONENT TOTAL >>		84.030		172.972		189.200		179.430		158.390		784.072				
	<< PROJECT TOTAL >>		84.030		172.972		189.200		179.430		158.390		784.072				

DISTRICT PRIMARY EDUCATION PROGRAMME

**MAJOR HEAD : CRC-CLUSTER RESOURCE CENTRE
BUDGET OF THE TOTAL PROJECT PERIOD ----->**

[Rs in Lakhs]
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ACTIVITY CODE	DESCRIPTIONS	<--- YEAR 1 --->		<--- YEAR 2 --->		<--- YEAR 3 --->		<--- YEAR 4 --->		<--- YEAR 5 --->		PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
CRCAS	HON. FOR CRC CO-ORDINATOR			125	0.750	125	0.750	125	0.750	125	0.750	500	3.000	0.006	Capacity Building	SA	REC
CRCAS	HONOR. ATTENDENT			125	30.000	125	30.000	125	30.000	125	30.000	500	120.000	0.240	Capacity Building	SA	REC
CRCDS	DUPLICATING MACHINE			60	4.200	65	4.550					125	3.750	0.070	Capacity Building	EQ	NON REC
CRCDB	BICYCLE			60	0.600	65	0.650					125	1.250	0.010	Capacity Building	EQ	NON REC
CRCDB	OTHER EQUIPMENTS			60	6.000	65	6.500					125	12.500	0.100	Capacity Building	EQ	NON REC
CRC07	CONSTRUCTION OF BUILDING			88	132.000							88	132.000	1.500	Quality Improvement	EW	NON REC
CRC08	CONTINGENCY (OTHER OPERATING EXPENSES)			125	2.500	125	2.500	125	2.500	125	2.500	500	10.000	0.020	Capacity Building	OE	REC
CRC05	MONTHLY REFLECTION MEETING			125	7.500	125	7.500	125	7.500	125	7.500	500	39.000	0.060	Quality Improvement	TC	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : CRC-CLUSTER RESOURCE CENTRE
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
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ACTIVITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
CRC TA	OTHER TRAINING			125	7.500	125	7.500	125	7.500	125	7.500	500	30.000	0.060	Quality Improvement	TC	NON REC
	<< COMPONENT TOTAL >>		0.000		191.050		59.950		48.250		48.250		347.500				

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : DIT-DIST. INST. OF EDN. & TRAINING
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
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ACTIVITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
DIT44	SALARY OF ATTENDENT			2	0.480	2	0.480	2	0.480	2	0.480	8	1.920	0.240	Capacity Building	SA	REC
DIT45	SALARY OF RESOURCE PERSON			3	2.520	3	2.520	3	2.520	3	2.520	12	10.080	0.840	Capacity Building	SA	REC
DIT45	SALARY OF TYPIST			2	0.960	2	0.960	2	0.960	2	0.960	8	3.840	0.480	Capacity Building	SA	REC
DIT45	SALARY OF DRIVER					1	0.404	1	0.404	1	0.404	3	1.212	0.404	Capacity Building	SA	NON REC
DIT45	DUPLICATING MACHINE			1	0.350							1	0.350	0.350	Capacity Building	EQ	NON REC
DIT46	PHOTO COPIER			1	1.620							1	1.620	1.620	Capacity Building	EQ	NON REC
DIT47	TV, V.C.R., D.M.B.			1	0.400							1	0.400	0.400	Capacity Building	EQ	NON REC
DIT48	GENERATOR			1	0.500							1	0.500	0.500	Capacity Building	EQ	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : DIT-DIST. INST. OF EDN. & TRAINING
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
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ACTIVITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD	RATE/UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
DIT88	O.H.P.			1	0.100							1	0.100	0.100	Capacity Building	ED	NON REC
DIT89	SLIDER PROJECTOR			1	0.050							1	0.050	0.050	Capacity Building	ED	NON REC
DIT88	CAMERA			1	0.035							1	0.035	0.035	Capacity Building	ED	NON REC
DIT88	TYPE WRITER			1	0.100							1	0.100	0.100	Capacity Building	ED	NON REC
DIT89	CEILING FAN			20	20.000							20	20.000	1.000	Quality Improvement	ED	NON REC
DIT89	OTHER EQUIPMENTS				0.500								0.500		Quality Improvement	ED	NON REC
DITF2	PEDESTAL FAN			5	0.075							5	0.075	0.015	Capacity Building	FU	NON REC
DITF2	CHAIR			100	0.600							100	0.600	0.006	Capacity Building	FU	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : DIT-DIST. INST. OF EDN. & TRAINING
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

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ACTIVITY CODE	DESCRIPTIONS	<--- YEAR 1 --->		<--- YEAR 2 --->		<--- YEAR 3 --->		<--- YEAR 4 --->		<--- YEAR 5 --->		PROJECT PERIOD	RATE/UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
DITF2	TABLE			10	0.250							10	0.250	0.025	Capacity Building	FU	NON REC
DITF2	ALMIRAH			5	0.150							5	0.150	0.030	Capacity Building	FU	NON REC
DITF2	STEEL RACK			5	0.100							5	0.100	0.020	Capacity Building	FU	NON REC
DITF2	SMALL CLOCK			5	0.015							5	0.015	0.003	Capacity Building	FU	NON REC
DITF3	WOODEN COT			80	1.200							80	1.200	0.015	Quality Improvement	EQ	NON REC
DITF3	BEDDING			80	1.760							80	1.760	0.022	Quality Improvement	EQ	NON REC
DITF3	DARI, JAZEEN			10	0.250							10	0.250	0.025	Quality Improvement	EQ	NON REC
DITF3	FOOT MAT			1	0.050							1	0.050	0.050	Quality Improvement	EQ	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : DIT-DIST. INST. OF EDN. & TRAINING
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

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ACTIVITY : CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD		RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE				
DITL1	MAGAZINE			1	0.030	1	0.030	1	0.030	1	0.030	4	0.120	0.030	Capacity Building	DL	NON REC
DITR1	REPAIR MAINTENANCE EQUIPMENT					0.200		0.300		0.400		0.900			Capacity Building	ME	REC
DITR2	REPAIR MAINTENANCE FURNITURE					0.100		0.150		0.200		0.450			Capacity Building	OE	REC
DITR2	BOOK FOR LIBRARY			0.200		0.300						0.500			Capacity Building	DL	NON REC
DITR3	REPAIR MAINTENANCE VEHICLE							1	0.150	1	0.150	2	0.300	0.150	Capacity Building	NV	REC
DIT01	RENT-DIET			1	1.200	1	1.200	1	1.200	1	1.200	4	4.800	1.200	Capacity Building	OE	NON REC
DIT04	CONSUMABLE-STATIONARY			0.240		0.240		0.240		0.240		0.960			Capacity Building	OE	NON REC
DIT06	TELEPHONE			0.150		0.150		0.150		0.150		0.600			Capacity Building	OE	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : DIT-DIST. INST. OF EDN. & TRAINING
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

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ACTIVITY : CODE	DESCRIPTIONS	--- YEAR 1 ---		--- YEAR 2 ---		--- YEAR 3 ---		--- YEAR 4 ---		--- YEAR 5 ---		PROJECT PERIOD : UNIT FINANCE	RATE UNIT	QUALITY PARAMETER	COST : SCORE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
DITR1	RESEARCH			0.500		0.500		0.500		0.500		2.000		Capacity Building	RS	NON REC	
DITR3	SURVEY			1.000		1.500		1.500				4.000		Capacity Building	RS	NON REC	
DITR4	APPRAISAL			0.500		0.500		0.500		0.500		2.000		Capacity Building	RS	NON REC	
DITR4	DOCUMENTATION			0.200		0.200		0.200		0.200		0.800		Capacity Building	RS	NON REC	
DIT11	TRAINING FOR NI/RP (30 DAYS) TOT			5	22.500	5	22.500	5	22.500	5	22.500	20	90.000	4.500	Quality Improvement	TC	NON REC
DIT12	10 DAYS INDUCTION TRAINING OF ASRG			3	0.660	4	0.880	4	0.880	1	0.220	12	2.640	0.220	Quality Improvement	TC	NON REC
DIT12	50 DAYS REFRESHER TRAINING OF ASRG			3	0.360	4	0.480	4	0.480	1	0.120	12	1.440	0.120	Quality Improvement	TC	NON REC
DIT15	TRAINING FOR TEACHERS (10 DAYS)			31	8.990	31	8.990	31	8.990	31	8.990	124	35.960	4.290	Quality Improvement	TC	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : DIT-DIST. INST. OF EDN. & TRAINING
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

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ACTIVITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD		RATE/UNIT	QUALITY PARAMETER	COST CODE	CATEGORY
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE				
DIT17	TRAVEL FOR EDUCATION ADAMS.			1	0.350	1	0.350	1	0.350	1	0.350	4	1.400	0.350	Facility Improvement	IC	NON REC
DITV1	VEHICLE					1	4.000					1	4.000	4.000	Quality Improvement	VH	NON REC
DITW1	WORKSHOP GENDER SENSITIZATION(2 DAYS)			2	0.200	2	0.200	2	0.200	2	0.200	8	0.800	0.100	Capacity Building	WS	NON REC
DITW1	WORKSHOP FOR CURRICULUM DEV. (2 DAYS)			1	0.100	1	0.100	1	0.100	1	0.100	4	0.400	0.100	Capacity Building	WS	NON REC
DITW2	SEMINAR, CONFERENCE			5	0.750	5	0.750	5	0.750	5	0.750	20	3.000	0.150	Capacity Building	WS	NON REC
DIT03	VEHICLE - POL					1	0.600	1	0.600	1	0.600	3	1.800	0.600	Capacity Building	OE	REC
	<< COMPONENT TOTAL >>		0.000		69.995		48.134		44.134		41.764		204.027				

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : ECE-EARLY CHILD CARE & EDUCATION
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

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ACTIVITY : CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD		RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE				
EDE44	TRN. TO ECCE WORKERS			75	3.600	75	3.600	75	3.600	75	3.600	300	14.400	0.048	Capacity Building	SA	NON REC
EDE44	TRN. TO ECCE HELPERS			75	1.800	75	1.800	75	1.800	75	1.800	300	7.200	0.024	Capacity Building	SA	NON REC
EDE6A	ESTAB. GRANT TO ECCE CENTRE			75	5.490	75	5.490	75	5.490	75	5.490	300	21.960	0.073	Retention	GR	NON REC
EDEI6	PER SCHOOL ED. KIT			75	0.375	75	0.375	75	0.375	75	0.375	300	1.500	0.005	Quality Improvement	TA	NON REC
EDE83	REPAIR MAINTENANCE VEHICLE			1	0.150	1	0.150	1	0.150	1	0.150	4	0.600	0.150	Capacity Building	MV	REC
EDE08	CONTINGENCY			75	0.188	75	0.188	75	0.188	75	0.188	300	0.752	0.003	Capacity Building	OE	NON REC
EDEV1	VEHICLE	1	4.000									1	4.000	4.000	Capacity Building	VH	NON REC
EDE85	VEHICLE - POL	1	0.600	1	0.600	1	0.600	1	0.600	1	0.600	5	3.000	0.600	Capacity Building	OE	REC
<< COMPONENT TOTAL >>			4.600		12.203		12.203		12.203		12.203		53.412				

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : INV-INNOVATION

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ACTIVITY CODE	DESCRIPTIONS	<--- YEAR 1 --->		<--- YEAR 2 --->		<--- YEAR 3 --->		<--- YEAR 4 --->		<--- YEAR 5 --->		PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CORE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
	INNOVATIVE FACILITY			1	1.000	1	1.000	1	1.000	1	1.000	4	4.000	1.000	Retention	IN	NON REC
	<< COMPONENT TOTAL >>		0.000		1.000		1.000		1.000		1.000		4.000				

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MED-MEDIA

[Rs in Lakhs]

BUDGET OF THE TOTAL PROJECT PERIOD ----->

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ACTIVITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE					
MAED06	MEETING, PRESS & PROGRAMME OF BPEP		5.000		8.000		8.000		4.000		4.000	29.000		Retention	NA	NON REC
	<< COMPONENT TOTAL >>		5.000		8.000		8.000		4.000		4.000	29.000				

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MGT-PROJECT MANAGEMNET

BUDGET OF THE TOTAL PROJECT PERIOD ----->

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ACTIVITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD	RATE/UNIT	EQUALITY PARAMETER	COST CATEGORY	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
16GTAS	SALARY OF DPC	1	0.720	1	1.360	1	1.560	1	1.560	1	1.560	5	7.020	1.404	Capacity Building	SA	NON REC
16GTAS	SALARY OF ADDL. DPC	1	1.350	1	1.350	1	1.350	1	1.350	1	1.350	5	6.750	1.350	Capacity Building	SA	NON REC
16GTAS	SALARY OF FINANCE/ ACCOUNTS OFFICER	1	1.120	1	1.120	1	1.120	1	1.120	1	1.120	5	5.600	1.120	Capacity Building	SA	NON REC
16GTAS	SALARY OF DSP	2	1.604	2	1.604	2	1.604	2	1.604	2	1.604	10	8.020	0.802	Capacity Building	SA	NON REC
16GTAS	SALARY OF ASSISTANT ENGR.	2	1.728	2	1.728	2	1.728	2	1.728	2	1.728	10	8.640	0.864	Capacity Building	SA	NON REC
16GTAS	SALARY OF ARP	4	2.800	4	2.800	4	2.800	4	2.800	4	2.800	20	14.000	0.700	Capacity Building	SA	NON REC
16GTAS	SALARY OF ACP	1	0.700	1	0.700	1	0.700	1	0.700	1	0.700	5	3.500	0.700	Capacity Building	SA	NON REC
16GTAS	SALARY OF ACCOUNTANT	1	0.820	1	0.820	1	0.820	1	0.820	1	0.820	5	4.100	0.820	Capacity Building	SA	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MGT-PROJECT MANAGEMNET
BUDGET OF THE TOTAL PROJECT PERIOD ----->

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ACTIVITY : DESCRIPTIONS CODE	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD		RATE UNIT	QUALITY PARAMETER	COST SCORE	CATEGORY
	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE				
MGTAS SALARY OF JUNIOR ENGR.	4	2.584	4	2.584	4	2.584	4	2.584	4	2.584	20	12.920	0.646	Capacity Building	SA	NON REC
MGTAS SALARY OF APO	3	3.360	3	3.360	3	3.360	3	3.360	3	3.360	15	16.800	1.120	Capacity Building	SA	NON REC
MGTAA SALARY OF ACCOUNT ASSISTANT	2	1.016	2	1.016	2	1.016	2	1.016	2	1.016	10	5.080	0.508	Capacity Building	SA	NON REC
MGTAA SALARY OF ASST. STORES	1	0.508	1	0.508	1	0.508	1	0.508	1	0.508	5	2.540	0.508	Capacity Building	SA	NON REC
MGTAA SALARY OF ASST. PURCHASE	1	0.508	1	0.508	1	0.508	1	0.508	1	0.508	5	2.540	0.508	Capacity Building	SA	NON REC
MGTAA SALARY OF STENO	1	0.508	1	0.508	1	0.508	1	0.508	1	0.508	5	2.540	0.508	Capacity Building	SA	NON REC
MGTAA SALARY OF TYPIST/ DEO	3	1.524	3	1.524	3	1.524	3	1.524	3	1.524	15	7.620	0.508	Capacity Building	SA	NON REC
MGTAA SALARY OF DRIVER	4	1.616	4	1.616	4	1.616	4	1.616	4	1.616	20	8.080	0.404	Capacity Building	SA	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MGT-PROJECT MANAGEMNET
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

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ACTIVITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD		RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE				
MGT44	SALARY OF REGM/ NIGHT GUARD	6	2.094	6	2.094	6	2.094	6	2.094	6	2.094	30	10.470	0.349	Capacity Building	SA	NON REC
MGT83	FAX	1	0.300									1	0.300	0.300	Capacity Building	EQ	NON REC
MGT85	DUPLICATING MACHINE	1	0.350									1	0.350	0.350	Capacity Building	EQ	NON REC
MGT86	PHOTO COPIER	1	1.620									1	1.620	1.620	Capacity Building	EQ	NON REC
MGT87	T.V.	1	0.150									1	0.150	0.150	Capacity Building	EQ	NON REC
MGT87	V.C.R.	1	0.150									1	0.150	0.150	Capacity Building	EQ	NON REC
MGT87	DPEP WORK PLAN				0.500		0.500		0.600		0.600		2.200		Capacity Building	RS	NON REC
MGT88	GENERATOR	1	0.500									1	0.500	0.500	Capacity Building	EQ	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MGT-PROJECT MANAGEMNET
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

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ACTIVITY : CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
MGT88	O.H.P.	1	0.100									1	0.100	0.100	Capacity Building	EQ	NON REC
MGT88	STERILIZER	4	0.160									4	0.160	0.040	Capacity Building	EQ	NON REC
MGT88	VACCUME CLEANER	1	0.050									1	0.050	0.050	Capacity Building	EQ	NON REC
MGT88	CALCULATOR	5	0.040									5	0.040	0.008	Capacity Building	EQ	NON REC
MGT88	TAPE-RECORDER TWO-IN-ONE	1	0.050									1	0.050	0.050	Capacity Building	EQ	NON REC
MGT88	SPIRAL BINDER	1	0.060									1	0.060	0.060	Capacity Building	EQ	NON REC
MGT88	CAMERA	1	0.035									1	0.035	0.035	Capacity Building	EQ	NON REC
MGT88	TYPE WRITER	2	0.200									2	0.200	0.100	Capacity Building	EQ	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MGT-PROJECT MANAGEMNET
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

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ACTIVITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CATEGORY CODE		
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
INGTF2	CEILING FAN	15	0.150									15	0.150	0.010	Capacity Building	FU	NON REC
INGTF2	FLORESTRAL FAN	2	0.030									2	0.030	0.015	Capacity Building	FU	NON REC
INGTF2	CHAIR	60	0.360									60	0.360	0.006	Capacity Building	FU	NON REC
INGTF2	TABLE	20	0.500									20	0.500	0.025	Capacity Building	FU	NON REC
INGTF2	ALMIRAH	10	0.500									10	0.500	0.050	Capacity Building	FU	NON REC
INGTF2	BOOKS SHELVES	5	0.150									5	0.150	0.030	Capacity Building	FU	NON REC
INGTF2	STEEL RACK	5	0.100									5	0.100	0.020	Capacity Building	FU	NON REC
INGTF2	FILE CABINET	3	0.090									3	0.090	0.030	Capacity Building	FU	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

BUDGET OF THE TOTAL PROJECT PERIOD ----->

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FACILITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD		RATE	QUALITY PARAMETER	COST CATEGORY	COST CODE
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE				
INGTF2	WALL CLOCK	5	0.015									5	0.015	0.005	Capacity Building	FN	1000 920
INGTF2	IRON CHEST	1	0.060									1	0.060	0.060	Capacity Building	FU	1000 920
INGTF2	WATER FILTER	5	0.050									5	0.050	0.010	Capacity Building	FU	1000 920
INGTIP	PRINTING SUPPLY MATERIAL		0.150		0.100		0.100		0.150		0.150		0.650		Capacity Building	TA	1000 920
INGTJ1	CONSULTANCY		1.000		1.500		1.500		1.500		1.500		5.500		Capacity Building	LC	1000 920
INGTL1	EDUCATIONAL MAGAZINE		0.030		0.040		0.040		0.040		0.040		0.190		Capacity Building	BL	1000 920
INGTL2	BOOKS		0.150		0.200		0.200		0.100		0.100		0.750		Capacity Building	BL	1000 920
INGTM1	REPAIR MAINTENANCE EQUIPMENT				0.100		0.200		0.300		0.400		1.000		Capacity Building	ME	1000 920

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MAJOR HEAD : MGT-PROJECT MANAGEMNET
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

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ACTIVITY : CODE	DESCRIPTIONS	<--- YEAR 1 --->		<--- YEAR 2 --->		<--- YEAR 3 --->		<--- YEAR 4 --->		<--- YEAR 5 --->		PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
MGTN2	REPAIR MAINTENANCE FURNITRE			0.100		0.150		0.200		0.200		0.650		Capacity Building	OE	NON REC	
MGTN3	REPAIR MAINTENANCE VEHICLE			1	0.150	1	0.150	1	0.150	1	0.150	4	0.600	0.150	Capacity Building	NV	REC
MGT01	RENT-OFFICE	1	1.200	1	1.200	1	1.200	1	1.200	1	1.200	5	6.000	1.200	Capacity Building	OE	NON REC
MGT04	CONSUMABLE-STATIONARY		0.600		0.600		0.600		0.600		0.600		3.000		Capacity Building	OE	NON REC
MGT05	MEETING ARRANGEMENT AT DLO		0.240		0.250		0.260		0.270		0.280		1.300		Capacity Building	OE	NON REC
MGT06	TELEPHONE		0.240		0.260		0.260		0.300		0.300		1.380		Capacity Building	OE	NON REC
MGT08	OTHER OPERATING EXPENSE		0.600		0.600		0.700		0.800		0.900		3.600		Capacity Building	OE	NON REC
MGT09	TA/ DA		1.200		1.300		1.400		1.400		1.400		6.700		Capacity Building	OE	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MGT-PROJECT MANAGEMNET
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

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ACTIVITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST SCOPE	CATEGORY		
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE							
MGT03	SURVEY		0.150		0.150		0.200		0.200		0.200		0.900	Capacity building	RS	MC	PEC	
MGT01	VEHICLE	1	4.000									1	4.000	4.000	Capacity Building	VH	MC	PEC
MGT03	VEHICLE - POL	1	0.600	1	0.600	1	0.600	1	0.600	1	0.600	5	3.000	0.600	Capacity Building	GE	PEC	
	<< COMPONENT TOTAL >>		40.550		33.050		33.480		33.810		32.520		173.410					

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MIS-MANAGEMENT INFORMATION SYSTEM
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

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ACTIVITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD		RATE/UNIT	QUALITY PARAMETER	COST CODE	CATEGORY
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE				
MISB1	COMPUTER HARDWARE	1	3.020									1	3.020	3.020	Capacity Building	EO	NON REC
MISR2	COMPUTER SOFTWARE	1	0.560									1	0.560	0.560	Capacity Building	EO	NON REC
MISB4	AIR CONDITIONER	1	0.360									1	0.360	0.360	Capacity Building	EO	NON REC
MISC9	COMPUTER ROOM	1	0.500									1	0.500	0.500	Capacity Building	CM	NON REC
MISF2	COMPUTER FURNITURE	1	0.840									1	0.840	0.840	Capacity Building	FU	NON REC
MISA1	REPAIR MAINTENANCE EQUIPMENT				0.150		0.200		0.350		0.300		1.000		Capacity Building	ME	REC
MISA2	REPAIR MAINTENANCE FURNITURE				0.050		0.100		0.100		0.100		0.350		Capacity Building	DE	REC
MIS04	CONSUMABLE		0.100		0.100		0.150		0.200		0.200		0.750		Capacity Building	DE	REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : PFE-PRIMARY FORMAL EDUCATION
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
 PAGE : 30

ACTIVITY CODE	DESCRIPTIONS	<--- YEAR 1 --->		<--- YEAR 2 --->		<--- YEAR 3 --->		<--- YEAR 4 --->		<--- YEAR 5 --->		PROJECT PERIOD		RATE/UNIT	QUALITY PARAMETER	COST CODE	CATEGORY
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE				
PFEEA1	SALARY OF NEW TEACHER			150	7.050	300	14.100	300	14.100	300	14.100	1050	49.350	0.047	Access	SA	REC
PFEEA1	SALARY OF ADDL. TEACHER					200	9.400	200	9.400	200	9.400	600	28.200	0.047	Access	SA	REC
PFEEC1	ADDL. CLASSROOM			100	100.000	145	145.000					245	245.000	1.000	Access	CW	NON REC
PFEEC2	SCHOOL BUILDING (BUILDING LESS)			20	40.000	20	40.000					40	80.000	2.000	Access	CW	NON REC
PFEEC3	NEW SCHOOL BUILDING			100	200.000	50	100.000					150	300.000	2.000	Access	CW	NON REC
PFEEC4	S.D.W. (HAND PUMP)			50	14.600	50	14.000					100	28.600	0.286	Access	CW	NON REC
PFEEC5	TABLET			50	9.000	50	9.000					100	18.000	0.180	Access	CW	NON REC
PFEEC6	REPAIR AND MAINT. SCHOOL BUILDING			50	10.000	100	20.000	120	24.000		0.255	270	54.000	0.201	Retention	CW	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : PFE-PRIMARY FORMAL EDUCATION
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Page in Annex]
 PAGE : 31

ACTIVITY : DESCRIPTIONS : CODE :	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD UNIT FINANCE	RATE UNIT	QUALITY PARAMETER	CODE (CATEGORY)	
	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE					
PFEE01 : SUPPLY OF TEXT BOOK (BOYS/GIRLS)	152	22,000	101	65,450	198	89,390	218	76,600	287	67,050	966	345,670	0.350	Quality Improvement	TA INDA PFC
PFEE02 : BOOK BAK (SCHOOL)	1531	30,620	1531	30,620	1631	32,620	1681	33,620	1681	33,620	8055	161,100	0.020	Quality Improvement	EA INDA PFC
PFEE03 : REPAIR MAINTENANCE OF VEHICLE			1	0.150	1	0.150	1	0.150	1	0.150	4	0.600	0.150	Capacity Building	AV TREC
PFEE01 : PUPPET SHOW	100	2,000	100	2,000	100	2,000	100	2,000	100	2,000	500	10,000	0.020	Retention	PA INDA PFC
PFEE02 : CULTURAL PROGRAMME	40	2,000	40	2,000	20	1,000	20	1,000	20	1,000	140	7,000	0.050	Retention	PA INDA PFC
PFEE04 : ORG OF SPECIAL CAMPAIGN	40	2,000	40	2,000	40	2,000	40	2,000	40	2,000	200	10,000	0.050	Retention	PA INDA PFC
PFEE05 : MOBILIZATION PER VILLAGE	1000	10,000	1000	10,000	1500	15,000	2000	20,000			5000	55,000	0.010	Retention	PA INDA PFC
PFEE07 : WALL WRITING PER VILLAGE	2032	4,070	2032	4,070	2032	4,070					6096	12,210	0.002	Retention	PA INDA PFC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : PFE-PRIMARY FORMAL EDUCATION
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
 PAGE : 32

ACTIVITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD	RATE/UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
PFEB8	INELA OF ANY TYPE	80	4.000	80	4.000	80	4.000	80	4.000	80	4.000	400	20.000	0.050	Retention	NA	NON REC
PFEB9	PROMOTION OF EDUCATION EXHIBITION	40	1.000	40	1.000	40	1.000	40	1.000	40	1.000	200	5.000	0.025	Retention	NA	NON REC
PFEB0	DEMONSTRATION DOCUMENTATION			100	1.000	100	1.000	100	1.000	100	1.000	400	4.000	0.010	Retention	NA	NON REC
PFER2	EVALUATION OF STUDENT (Rs 2/-)/STUDENT			290	5.600	323	6.460	356	7.120	388	7.760	1357	27.140	0.020	Capacity Building	RS	NON REC
PFES1	AWARD			36	1.800	36	1.800	36	1.800	36	1.800	144	7.200	0.050	Retention	AW	NON REC
PFEV1	VEHICLE	1	4.000									1	4.000	4.000	Capacity Building	VH	NON REC
PFES5	VEHICLE - POL	1	0.600	1	0.600	1	0.600	1	0.600	1	0.600	5	3.000	0.600	Capacity Building	GE	REC
	<< COMPONENT TOTAL >>		113.490		508.520		492.590		198.390		161.735		1474.725				

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : VEC-VILLAGE EDUCATION COMMITTEE
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
 PAGE : 33

ACTIVITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD		RATE	EQUALITY PARAMETER	COST CATEGORY	SCOPE
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE				
VECE1	ANNUAL GRANT SCHOOL	1531	30.620	1531	30.620	1631	32.620	1662	33.620	1662	33.620	6057	161.100	0.020	Retention	SG	NON REC
VECE2	ANNUAL GRANT TEACHER	4214	21.070	4214	21.070	4614	23.070	4614	23.070	4614	23.070	22270	111.350	0.005	Retention	EA	NON REC
VECE5	MICRO PLANNING	600	24.000	1232	36.960							2032	60.960	0.630	Capacity Building	RS	NON REC
	<< COMPONENT TOTAL >>		75.690		88.650		55.690		56.690		56.690		333.410				
	<< PROJECT TOTAL >>		337.768		1196.160		1095.107		742.104		613.579		3984.718				

IMPLEMENTATION SCHEDULE FOR THE PROJECT YEAR (I-V)

DISTRICT NAME :- HAZARIBAGH

COMPONENT	ACTIVITY	I	II	III	IV	V
ACCESS	CONST. OF ADDL. CLASSROOM		*	*		
	SCHOOL BUILDING FOR BUILDINGLESS SCHOOL		*	*		
	NEW SCHOOL BUILDING		*	*		
	D.W. WELLS/HANDPUMP		*	*		
	TOILET IN SCHOOL		*	*		
	OPENING OF AGNA & APNA VIDYALAYA	*	*	*	*	
	AWRARNNESS COMPAIGN	*	*	*	*	*
RETENTION	REPAIR & MAINTENANCE OF SCHOOL BUILDING		*	*	*	*
	ANNUAL GRANT Rs. 2000/- PER SCHOOL	*	*	*	*	*
	ANNUAL GRANT Rs. 500/- PER TEACHER	*	*	*	*	*
	INNOVATION FACILITY		*	*	*	*
	PUPPET SHOW/STREET PLAY	*	*	*	*	
	ORGINISING CULTURAL PROGRAMME	*	*	*	*	*
	ORGINISATION OF ENROLLMENT DRIVE	*	*	*	*	*
	MOBILISATION	*	*	*	*	*
	MEETING, PRESS AND PROPOGANDA	*	*	*	*	*
	WALL WRITING/HOARDING/POSTER/CUTOUT	*	*	*		
	PROMOTION OF EDUCATION EXHIBITION	*	*	*	*	*
	AWARDS		*	*	*	*
COMPETION/DEBATE		*	*	*	*	

IMPLEMENTATION SCHEDULE FOR THE PROJECT YEAR (I-V)

DISTRICT NAME :- HAZARIBAGH

COMPONENT	ACTIVITY	I	II	III	IV	V
CAPACITY BUILDING	PURCHASE OF COMPUTER HARDWARE	*				
	PURCHASE OF COMPUTER SOFTWARE	*				
	FURNITURE OF COMPUTER ROOM	*				
	PURCHASE OF EQUIPMENT FOR DPO	*				
	PURCHASE OF FURNITURE	*				
	CONSULTANCY	*	*	*	*	*
	REPAIR/MAINTENANCE FURNITURE		*	*	*	*
	REPAIR/MAINTENANCE EQUIPMENT		*	*	*	*
	REPAIR/MAINTENANCE VEHICLE	*	*	*	*	*
	MEETING ARRANGMENTS		*	*	*	*
	RESEARCH/EVALUATION/SURVEY	*	*	*	*	*
	MICROPLANNING					
	TRAINING OF VEC		*	*	*	*
QUALITY IMPROVEMENT	TRAINING OF TEACHER	*	*	*	*	*
	TRAINING OF ALS INSTRUCTOR	*	*	*	*	*
	TRAINING OF FIELD WORKER		*	*	*	*
	TRAINING OF ASRG		*	*	*	*
	CONST. OF BRC/CRC BUILDING	*	*	*		
	PURCHASE/DISTRIB. OF TEXT BOOK	*	*	*	*	*
	BOOK-BANK (PURCHASE OF BOOKS)	*	*	*	*	*
	FREE TEXT-BOOK FOR SC/ST/GIRLS	*	*	*	*	*

PROCUREMENT PLAN (1997-2002)
DFEP - HAZARIBAGH
LIST OF CIVIL WORKS TO BE PROCURED

104

[Rs. in Lakhs]

SL. NO.	NATURE OF WORK	NUMBER	TOTAL EST. COST	METHOD PROCUREMENT	YEAR-WISE PROCUREMENT SCHEDULE					REMARKS
					Y-1	Y-2	Y-3	Y-4	Y-5	
A. NEW CONSTRUCTION										
1.	SCHOOL BUILDING @2.00	190	380.00	C.C.		*	*			
2.	ADD.CLASSROOM @1.00	245	245.00	C.C.		*	*	*		
3.	PROVITION FOR									
	a. TOILET @0.18	100	18.00	C.C.	*					
	b. DRINKING WATER @0.28	100	28.00	C.C.	*					
	c. ELECTRICITY									
	d. OTHERS (URINALS) @0.03									
4.	OFFICE BUILDING									
5.	BUILD.FOR TRAINING INSTIT.									
	a. BRC @8.00	10	80.00	L.S.	*					
	b. CRC @1.50	88	132.00	C.C.		*	*			
6.	COMPUTER ROOM @1.00									
7.	CONSTRUCTION FOR ECCE									
8.	OTHERS (SPECIFIED)									
TOTAL (A)			883.00							

PROCUREMENT PLAN (1997-2002)
 DPSP - HAZARIBAGH
 LIST OF CIVIL WORKS TO BE PROCURED

105

[Rs. in Lakhs]

SL. NO.	NATURE OF WORK	NUMBER	TOTAL EST. COST	METHOD PROCUR-EMENT	YEAR -WISE PROCUREMENT SCHEDULE					REMARKS
					Y-1	Y-2	Y-3	Y-4	Y-5	
B. REPAIR & MAINTENANCE										
1.	SCHOOL BUILDING		54.225			*		*		
2.	OFFICE & OTHER BUILD.									
TOTAL (B)			54.225							
TOTAL (A+B)			937.225							

PROCUREMENT PLAN (1997-2002)
DPEP - HAZARIBAGH
LIST OF GOODS/EQUIPMENTS/VEHICLES/FURNITURE ETC.

106

[Rs. in Lakhs]

SL. NO.	NATURE OF WORK	NUMBER	TOTAL EST. COST	METHOD PROCUR-EMENT	YEAR -WISE PROCUREMENT SCHEDULE					REMARKS
					Y-1	Y-2	Y-3	Y-4	Y-5	
A. EQUIPMENT										
1.	HARDWARE & SOFTWARE	1	3.58	NCB	*					
2.	A.C.FOR COMPUTER	1	0.36	NS	*					
3.	OTHER OFFICE EQUIPMENT	1	69.32	NS	*					
4.	TRAINING EQUIPMENT (DIET)									
5.	EQUIP.FOR NFE CENTRE, TEXT-BOOK CORPN, BRC, CRC, SCHOOLS		409.52	LS		*	*			
6.	TEACHING AIDS									
7.	OTHERS (BRIEF DETAILS)									
TOTAL (A)			655.94							

PROCUREMENT PLAN (1997-2002)
DPEP - HAZARIBAGH
LIST OF GOODS/EQUIPMENTS/VEHICLES/FURNITURE ETC.

107

[Rs. in Lakhs]

SL. NO.	NATURE OF WORK	NUMBER	TOTAL EST. COST	METHOD PROCUR-EMENT	YEAR -WISE PROCUREMENT SCHEDULE					REMARKS
					Y-1	Y-2	Y-3	Y-4	Y-5	
B. VEHICLES										

1.	AT STATE LEVEL									
2.	AT DIST. LEVEL @4.00	5	20.00	NS	*	*	*			
3.	PROJECT MANAGEMENT @4.00									
TOTAL (B)		5	20.00							
C. BOOKS										

1.	BOOKS & JOURNALS FOR LIB. DIET & BRC (10)		173.16		*	*	*	*	*	
2.	NFE LEARNING MATERIALS @0.25 PER CENTRE									
3.	TEXT-BOOKS FOR SC/ST & GIRLS STD.@Rs.35/- PER SET									
TOTAL (C)			173.16							

LIBRARY & DOCUMENTATION CENTRE
 National Institute of Educational
 Planning and Administration,
 17-B, Sri Aurobindo Marg,
 New Delhi-110016 D-9630
 DOC. No. 16-9-97
 Date

PROCUREMENT PLAN (1997-2002)
 DPEP - HAZARIBAGH
 LIST OF GOODS/EQUIPMENTS/VEHICLES/FURNITURE ETC.

109

[Rs. in Lakhs]

SL. NO.	NATURE OF WORK	NUMBER	TOTAL EST. COST	METHOD PROCUR-EMENT	YEAR -WISE PROCUREMENT SCHEDULE					REMARKS
					Y-1	Y-2	Y-3	Y-4	Y-5	
F. GRANTS										
1.	SCHOOL INFRASTRUCTURE @2000/- PER SCHOOL PER YEAR	8057	161.00		*	*	*	*	*	
2.	TEACHER @500/-PER TEACHER PER YEAR	22270	111.35		*	*	*	*	*	
TOTAL (F)			272.35							
TOTAL (A+E-D+D+E+F)			1141.345							

ANNEXURES

ANNEX.- A

FINDING AND recommendation OF SOCIAL assessment STUDY

ACCESS AND ENROLLMENT : CAUSES, ISSUES AND INTERVENTIONS.

ACCESS AND ENROLMENT

CAUSES/ISSUE
ECONOMIC CAUSES

INDICATIVE interventions

POOR ECONOMIC CONDITION	CONVERGENCE WITH DRDA, ALTERNATIVE
DOMESTIC WORK BY CHILDREN	SCHOOLING ,CONVERGENCE WITH SOCIAL
UNEMPLOYMENT	WELFARE DEPARTMENT, TO MAKE MID-DAY
CHILD LABOUR	MEAL MORE EFFECTIVE, AWARENESS,
WORKS IN THE FIELDS	SCHOOL ON WHEEL, TO PROVIDE TEXT
NUTRITIONS	BOOK, TO PROVIDE CLOTHES TO GIRL
SCHOLARSHIP	CHILD.
BONDED LABOUR	
COAL PICKING	
WOOD COLLECTION	
MAHUVA COLLECTION	
SIBLING CARE	
LACK OF PROPER CLOTHES	
CATTLE GRAZING	

SOCIAL CAUSE

EXISTENCE OF SCHOOLS IN GENERAL
TOLA

TO OPEN NEW SCHOOL IN SC TOLAS, TO
BRING AWARENESS BY ORGANISING MAA-
BETI MELA AWARENESS CAMPAIGN.

EARLY MARRIAGE OF GIRL CHILD.

DISCRIMINATION BY PARENTS.

SCHOOL SPECIFIC CAUSE

=====

UNATTRACTIVE SCHOOLS
LACK OF SPORTS MATERIAL
LACK OF TEXT BOOKS
TEXT BOOK IN LOCAL DIALECTS

REPAIR OF SCHOOLS TO PROVIDED SPORT MATERIAL, TO PRODUCE TEXT BOOKS AND AND TEACHER GUIDES, TO produce TEXT BOOKS IN LOCAL LANGUAGE PARTICULARLY FOR ST STUDENTS.

TEACHERS related CAUSE

=====

TEACHER'S ATITUDE
LESS NUMBER OF TEACHERS
DISCRIMINATION BY TEACHER

MOBILISATION OF TRAINING OF TEACHERS MIXED TRAINING OF TEACHERS AND GRASS ROOTS OFFICIALS, TO MOBILISE TEACHERS BY CREATING AWARENESS.

AWARENESS RELATED CAUSES

=====

LACK OF AWARENESS AMONG PARENTS

TO ORGANISED PUPPET SHOW, MAA BETI MELA , KALA JATHA AND P T A

DROPOUT: CAUSES ISSUE AND INTERVENTIONS.

=====

CAUSES

=====

TEACHER'S ATTITUDE
BORE SYLLABUS
ENGAGEMENT OF TEACHER IN POLITICAL AFFAIRS.
TEACHER ABSENTEEISM
UNATTRACTIVE CLASSROOMS SITUATION
LACK OF DRINKING WATER AND TOILET FACILITIES.

INDICATIVE INTERVENTIONS

=====

TRAINING OF TEACHERS AND VISING WORK SHOP WITH TEACHERS JOYFUL LEARNING, BY DOING, TO STRENGTHEN SUPERVISION.
TO PROVIDE DRINKING WATER AND TOILET FACILITIES.

HEALTH PROBLEM

=====

LARGE FAMILIES SIZE

CONVERGENCE WITH HEALTH DEPT. HEALTH

CHECK UP PROGRAMME.

FAMILY PLANNING.

THE CAUSES FOR DROP OUT ARE broadly CLASSIFIED AS UNDER

=====

- (i) TEACHER
- (ii) SYLLABUS/BOOKS
- (iii) SCHOOLS/CLASS ROOM FACILITIES
- (iv) CLASS ROOM TRANSACTION
- (v) FAMILY HOUSEHOLD ACTIVITIES.

QUALITY OF EDUCATION: CAUSES ISSUES AND INTERVENTIONS

=====

CAUSES FOR QUALITY OF EDUCATION

=====

INDICATIVE INTERVENTIONS

=====

HIGH STUDENT-TEACHER RATIO

UNTRAINED TEACHER/UNATTRACTIVE CLASS ROOM SITUATION.

TEACHER'S ATTITUDE'

LESS QUALIFIED TEACHER

HIGH STUDENT TEACHER RATIO

TEACHER ENGAGEMENT IN OTHER WORK

LACK OF TEACHING LEARNING MATERIAL

LACK OF TEXTBOOKS IN LOCAL LANGUAGE

LACK OF INFRASTRUCTURE

POOR SUPERVISION

LACK OF BASIC REQUIRMENTS AS CHALK DUSTER, BELL ETC.

NO COOPERATION FROM VEC

NO SUPPORT FROM COMMUNITY

UNTRAINED TEACHER IN UNRECOGNISED MADARSA.

APPOINTMENT OF TEACHERS, TRAINING OF TEEACHERS, MOBILISATION, MULTI GRADE TEACHING TRAINING FOR TEACHER

TO PRODUCE TEXT BOOKS/TLM, TO WRITE TEXT BOOKS IN LOCAL LANGUAGE, MOTIVATION/TRAINING.

TO PROVIDE INFRASTRUCTURE

TO STRENGTHEN SUPERVISION BY BEEOs.

TO ENSURE BASIC REQUIREMENT BY PROVIDING CONTINGENCY TO TEACHERS.

TO ENVOLVE VEC, TO MOBILISE COMMUNITY BY IDENTIFYING SHIKSHA PREMI AND JAGJAGI.

TRAINING OF MAULABIS.

MAIN FINDING AND RECOMENDATION OF S.A.S.

=====

1 Out of 2032 villages in the district there are 1227 primary schools and 304 middle schools. Thus a large number of villages do not have primary schools. Therefore, accessibility needs to be increased. School mapping exercise must be undertaken in the district not merely to gather details but as a participatory exercise. The analysis also leads us to conclusion that both physical and social accessibility is a major problem in the district. All the schools are generally found in the habitation of upper caste people. It was also noticed that due to rural social structure upper caste people some time prevent SCs from getting enrolled in the schools particularly where their own children are studying. It has been observed and the villages with mixed population of SC and ST are dominated by the later and schools are generally found in their hamlets. Therefore, it is suggested and while locating new schools in the villages this factor must be taken into account.

2. It was also found that school located even half a kilometer away becomes inaccessible to some of the villages because of frequent attack of wild animal. Such instances were reported in Punia in Ichak block, Laheriatand in Markacho block and Purhara in Barhi block.

3. It was also found that out of 1227 primary schools, 68 were building less, 178 with one room and 30 schools with kutchha buildings, thus, 25 percent of the existing schools will have to be provided with buildings, besides repairs of others school buildings and new school construction.

4. The problem of access in Muslim dominated villages was very peculiar as Muslims prefer to send their children to Madarsa. Private Modarsas being run in the district could be recognised with appropriate addition to system. It was also realized that recognised modarsa should be opened in Muslim dominated villages. Government support can be provided for modarsa construction.

5. The role of private schools can not be ignored in the district as out of 18 villages surveyed, five villages such as Laheriatand, Bali, Behra, Chainpur and Salga had private schools. Therefore, in order to bring uniformity these schools should be recognised and instruction be given to follow same pattern as existing in Government run schools.

6. In all the villages it was reported that the economic conditions of villages in general and SC/ST in particular is very poor. This was found as a major cause for low enrolment in the district. Since DPEP does not provide any interventions to tackle the problem of poor economic conditions of the villages, it would be better if convergence with DRDA be made and families reporting below poverty line be provided alternative employment opportunities through JRY, DWACRA., IRDP and EAS which will reduce income disparities. Due to poverty people are bound to engage their children not only in labour within the village but also send their children out of villages in search of employment.

7. Lack of awareness among the villagers was reported as one of the major cause for low enrolment. When SAS team tried to mobilise community members to send their children to school they were told by villager by saying "ka guruji roj-roj hamar butarwa ko kahi le jat ho skoliya mai" admission to school prevents them from additional earnings. Similarly female member if SAS team tried to mobilise the old women of the villages talking for about the importance of schooling, the reply was "hamri bitiya bakring charwaiye jat hamri bathi rhe hamro naam hi skoliya mai likhwai le..." hamra butarawa skoliya jat tohra paisa banat hai tohro kaam hot hamka ka milat hai " .

8. It was found that upper caste people do not allow SC children to allotted schools in which their children are getting education. Therefore, while opening new school attempt should be made to decide other location with community participation.

9. As reported by SC segment of the population teachers have discriminative approach towards their children. therefore , it is recommended that teachers should be mobilized and trained properly. If need be posting of SC teachers in such dominant schools could be ascertained.

10. It is also realised that in ST dominated villages, ST teachers should be appointed as it was also reported in some villages if the teachers of their caste would have been appointed the enrolment of children would definitely have gone up.

11. Girl were generally found engaged in sibling care. This issue should tackled by strengthening ICDS schemes in the district. The proper implementation of ICDS schemes will definitely increase enrolment particularly of girl child.

12. It was found that because of mis behaviour of teachers parents prefer to keep their girls at home. While the scale of such incidence is small, the impact is more wide spread Corrective administrative measures, proper choice of teachers, large proportion of women teachers etc. suggest themselves as possible interventions.

13. Causes related to retention and dropout of children from schools were also identified. In most of the villages causes related to low enrolment were given as causes for dropout. Important among them are poor economic condition of the families, children pre-occupation in agricultural activities, fuel wood and fodder collection, Mahuva collection, engagement in coal picking, fetching water and sibling care. However, attempt has been made to identify specific cause related to drop out of children from the schools.

14. The student-teacher ratio is very high in the district which ultimately promotes multigrade teaching and affects the quality of primary education in the absence of proper inservice teacher training. Therefore, attempt should be made to appoint more teachers as well as trained teachers in the art of multigrade teaching.

15. In general it was found that the supervision of teachers is very weak in the district. Block Education Extension Officers (BEEOs) are responsible for supervision of primary schools and teachers. The very few schools were even visited by BEEOs. DSE Area Officer and DEO rarely visit the schools. On the other hand BEEOs have complained that they have lost control over teachers. Teacher Unions are very strong. Moreover, the salary of Headmaster is higher than that of BEEOs. It was also reported that drawing and disbursing power is given to the cluster Headmaster. (Headmaster of the middle school is cluster head at the grass root level) For the smooth functioning of schools at grassroot level all the matters relating to teachers including drawing and disbursing, approval of leaves, entry in CR have to be streamlined. In addition to the BEEOs should be assigned the responsibility to visit one school twice a year.

16. It was also realised that teaching learning material including text books were not available at school level. Therefore, attempt should be made to provide teaching learning material in all the schools including teacher's guide book.

17. Training of teachers is another important component as far as improvement in the quality is concerned. It was realised that most of the teachers have got training before joining the system. It was also seen that still a considerable number of teachers were reported untrained. Therefore, attempt should be made to provide inservice training to all teachers periodically. It was also found that a large number of schools are single unit schools in the district. Therefore, proper rationalisation of schools should be done at the earliest possible. The teacher-school ratio was found quite high in some of the blocks of the district. Therefore, attempt should be made to minimise the variation.

18. It was also found that, the basic items like chalks, dusters blackboards and bell were not available in the schools. Contegency for these have to be provided and the procedure for use of such funds made simpler. Accountability should be ensured.

19 It was observed that VECs were not functioning properly in the villages. Even VEC members were not aware of their role in the committee. Therefore, attempt should be made to evolve VEC by including persons interested in education.

20. The attitude of community members was not found positive as in some of the villages it was reported that they have taken away windows, doors and other items from the schools. Therefore , there is need to mobilise community by realising the importance of infrastructure in the schools. Community participation and involvement is further crucial.

ANNEX.-2

FINDINGS AND RECOMENDATION OF BASE LINE ACHIEVEMENT STUDY
=====

In connection with the preparation of DPEP a base line assessment survey (BAS) was conducted in Hazaribagh ED by A.N.Sinha Institute, Patna. The BAS was done in 45 primary and middle schools in which a study of achievement and level of language and mathematics of children in class I and class IV was conducted. In class I, the achievement in language was analysed in letter reading and word reading in mathematics numerical reading and addition and subtraction. In class IV language had two components viz, word meaning and reading comprehension and mathematics. This assessment was done with respect to class, gender, location and caste. It was found and mean achievement of Class I in letter reading was 5.92 for boys and 5.58 for girls the total mean being 5.49. In word reading in class I, the mean achievement for boys was 3.56 for girls 3.38, the total mean being 3.49. The mean achievement in numerical reading was 3.44 for boys and 3.47 for girls with the total mean of 3.45. In class IV, the mean level in word meaning was 19.95 in boys, 17.50 in girls, the total mean was 18.08. In reading comprehension the above figures for boys and girls were 16.68 and 15.84 respectively while the total mean was 16.39. In Mathematics in Class IV the mean level was 14.53 for boys and 12.79 for girls while the total was 14.20. The following tables gives the mean achievement levels gender location and caste wise for different components.

1. ACHIEVEMENT OF CLASS - I

A. LANGUAGE ACHIEVEMENT

i. Full marks in letter Reading	- 10	:	20
ii. Full marks in word meaning	- 10	:	

B. MATHEMATICS

i. Full marks in Num. Reading	- 6	:	14
ii. Full marks in ADD-SUB	- 8	:	

A. MEAN ACHIEVEMENT OF CLASS -I (LANGUAGE)

NUMBER	MEAN	SD	MEAN PERCENT
639	8.98	7.03	44.90

a. MEAN ACHIEVEMENT OF CLASS I (LANGUAGE) GENDER WISE

	BOYS	GIRLS	TOTAL
i. LET. RDG.	35.60	33.80	34.90
ii. WORD RDG.	54.20	53.80	54.90

b. MEAN ACHIEVEMENT OF CLASS -I (LANGUAGE) AREA WISE

	RURAL	URBAN
i. LET. RDG.	34.10	47.40
ii. WORD RDG.	54.20	64.80

c. MEAN ACHIEVEMENT OF CLASS-I (LANGUAGE) CAST WISE

	SC/ST	OTHERS
i. LET. RDG.	37.90	34.00
ii. WORD RDG.	59.30	53.50

B. MEAN ACHIEVEMENT OF CLASS -I (MATHEMATICS)

NUMBER	MEAN	SD	MEAN PERCENT
639	6.63	4.61	47.36

a. MEAN ACHIEVEMENT OF CLASS-I (MATHEMATICS) GENDER WISE

	BOYS	GIRLS	TOTAL
i. NUM RED.	57.33	57.83	57.50
ii ADD-SUB	59.75	39.63	39.75

b. MEAN ACHIEVEMENT OF CLASS- I (MATHEMATICS) AREA WISE

	RURAL	URBAN
i. NUM.RED.	58.67	41.50
ii ADD-SUB	40.25	31.75

c. MEAN ACHIEVEMENT OF CLASS- I (MATHEMATICS) CAST WISE

	SC/ST	OTHER
i. NUM.RED.	64.17	55.50
ii. ADD-SUB	40.13	39.63

2. ACHIEVEMENT OF CLASS -IV

A. LANGUAGE	(a) WORD READING	40
	(b) RED.COMPREHENSION.	44

B. MATHEMATICS.	40
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a. MEAN ACHIEVEMENT OF CLASS IV (LANGUAGE) GENDER WISE

	BOYS	GIRL	TOTAL
i. W R	45.34	39.77	42.00
ii.R C	41.70	39.60	41.00

b. MEAN ACHIEVEMENT OF CLASS IV (LANGUAGE) AREA WISE

	RURAL	URBAN
i. WORD MEANING	49.10	32.90
ii.RED. COMP.	38.90	21.89

c. MEAN ACHIEVEMENT OF CLASS IV (LANGUAGE) CAST WISE

	SC	ST	OBC	OTHERS
i.WORD MEANING	39.55	57.34	44.00	41.77
ii.RED.COMP.	36.00	55.75	41.23	42.10

B. MEAN ACHIEVEMENT OF CLASS-IV (MATHEMATIC) GENDER WISE

a. NUMBER	MEANS	SD	MEAN PERCENT
344	14.17	7.39	35.43

b. MEAN ACHIEVEMENT OF CLASS IV (MATHEMATIC) AREA WISE

RURAL	URBAN
36.15	27.75

c. MEAN ACHIEVEMENT OF CLASS-IV (MATHEMATIC) GENDER WISE

BOYS- 37.33	GIRLS- 31.98
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d. MEAN ACHIEVEMENT OF CLASS-IV (MATHEMATIC) CAST WISE

SC-30.65	ST-38.65	OBC- 38.03	OTHER- 29.05
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MAJOR CONCLUSIONS DRAWN BY BAS

1. Regular and appropriate MLL training be given to the teachers to motivate them for improving their performance and teaching methodology. While designing the training module care should be taken to cover the local needs as far as practicable. Training should not be mandatory rather emphasis should be given to participatory method of learning.
2. Teachers should be given incentive for mobilizing students to the local primary schools especially from the depressed classes or sections below the poverty line. In this work local community should be involved thorough VEC. Involvement of VECs should be in a way that the teachers looks at it another control mechanism. This will cause resistance from the powerful teaching community.
3. A model system of continuous evaluation be evolved to correct the bad effects of the universal promotion policy followed in the primary grades. There is also the need for introducing work books instead of simple text books. The present system of annual examination also does not encourage regularity of attendance and enhance learning process. There is a need to explore alternative method of periodic evaluation.
4. Attempt should be made to make available the required text books locally at low cost. Teaching materials and text should be developed in by emphasizing local situations and perspectives. This will help better under standing of the subject.
5. Teaching should be in local language as far as practicable . Care should taken to post such teachers in primary schools who are familiar with local language of the need of the area.
6. Regular and appropriate training should also be given to the supervisory staff for developing proper and effective supervision and control mechanism. The role of BEEOs be redefined and the practice of target oriented supervision should be discontinued.
7. The practice of oral instruction/ direction should be discontinued and proper record of all inspections be maintained.. A proper format be evolved for maintaining the record of inspection with regard to teaching methods and class room progress.
8. Teachers be asked to maintain the school records in proper order. Incentives may be given to them for maintain the records on prescribed formats . For this purpose a proper format be evolved to maintain uniformity in reporting .
9. Many of the schools in rural areas have less than sanctioned units while in the urban and semi urban areas more than sanctioned schools are posted . A rational transfer and posting policy should be evolved. The whole process should be made more transparent.

ANNEX-3
 =====
 CIVIL WORKS STRATEGY

PROBLEMS AND ISSUES:

The condition of Primary School building all over the dist. is nearly the same . Some basis factor responsible for the neglected condition of the school buildings are:-

* The school designs, developed at the district level under various development schemes, show little or no response to the agroclimatic characteristics of the particular area.

* The construction systems being used are quite conventional and no effort has been made to develop cost effective and appropriate designs.

* The school designs do not show any response to pedagogical aspects of a school , which is so essential for a place of learning.

* Lack of community involvement in the construction process. In most of the schemes , the constructing agency has been a single person, which has led to dissatisfaction among the community . The believe it is just a government building and not their own.

Strategies:

GENERAL: -----

A Programme in-charge of civil works at the state level will co-ordinate for entire Buildings Development Programme and shall advise the State Project Director on all such matters.

* A state resource group, consisting of Consultant Architects and Engineers will be decided, clarified by the Mission Task force/District Task Force.

* Participation of village community though VEC in the construction activity will be ensured.

* Detail procedures for executing construction activities will be framed.

WORK UNDER BUILDING DEVELOPMENT PROGRAMME

The Building Development Programme of the BEP would broadly consist of the following elements:

1. New School design and construction and additional class rooms wherever needed through VEC.
2. Design and construction of Cluster Resource Centres as per the BEP approved designs through VEC.
3. Design and construction of Block Resource Centres as per the plan .The construction of BRC shall be taken up by local shopping by inviting tenders .
4. Rehabilitation of buildings ,where situation of the building are beyond repair,through VEC.
5. Training of Womens/MS groups / VEC members in construction and management activities.
6. Construction of toilets and installation of handpumps, in school buildings , as per requirement , through VEC.
7. Innovation in design and Construction technologies.
8. Repair and Maintenance of School Buildings: It will be undertaken through convergence of district level government programme like JRY/Assured JRY and other scheme.

GENERAL GUIDELINES FOR SCHOOL DESIGNS:

The school designs will incorporate new innovative concepts away from the conventional box like structures arranged in a linear, mundane fashion, and will look forward to create an environment conducive to a meaningful education system. "A very large part of the child's day is present in the school surroundings. These buildings and their environment should be as beautiful and friendly and inviting as possible. Square boxes, long straight lines, deadly dull repetition and so on are not an acceptable milieu for a young, growing child" (Baker, n.d.). Not only are these elements unfriendly but they also waste valuable space for circulation and could be put to better use elsewhere. Civil works is not an engineering concept alone, but it is a pedagogical concept as well in the context of education.

Class rooms could be radically or orthogonally placed in a semi circle or square converging on a central open space which can be used as an open air auditorium or a spillover of physical activities. All space should be flexible to meet changing needs from morning to evening, day to day and season to season.

An effort has to be made not to implement repetitive and stereotype designs regardless of any response to the surroundings. Site specific designs need to be developed and in case when this is not possible owing to the large number of sites, designs are to be prepared on a modular concept so that they can be adapted on a variety of sites with minor alterations in the blocks, while the integrity of the design retains its original form. Any institutional building is bound to grow, hence there should be adequate scope for future expansion. In case of limited land, there should be scope for vertical expansion. The design should have the potential to grow in phases. While choosing the design module for a particular site, all the available designs should be considered and discussed with the VEC as to which one is most appropriate for a specific site. Further modifications can be done to suit the site conditions. Cost-effectiveness & contextuality of the design and technology will be cardinal non negotiable principles.

DESIGN AS PER LOCAL CONSTRUCTION MATERIAL AND TECHNOLOGY

Architecture at the grassroot level tends to be inappropriate, the moment it is not sustainable. Use of local construction materials and technology plays a very important role in making it sustainable. A sincere effort is to be made to study the local construction technologies (both old and prevailing) of the particular area and available local construction materials. Following that one should analyze as to how these materials and technologies could be adapted to give it a more meaningful purpose. To put it the other way, Innovative construction technology, which can be adopted by using locally available resources should be introduced and local people should be trained in them. Slowly an awareness has to be created among the local people to generate interest in the technology and accept it with a sense of pride. The objective should be long term sustenance and not just creating a monument out of materials and technology which are completely alien to the place. After all the what Appropriate Architecture is all about.

ACCEPTABILITY OF THE DESIGN (LOCAL PARTICIPATION):

The designs prepared by the Consultants/ Technical support Group should be discussed in the VEC meeting with the villagers. The VEC should be encouraged for its comments and suggestions on the design. Any valuable suggestions should be incorporated in the design after a further analysis by the designer. The approach of peoples participation and responding to their requirements, instead of imposing the designers ideas, should be made clear to them, lack of which at present is one of the major causes of failure of the existing education system.

The design of the class rooms, verandah, semi open and open spaces will be as per the norms recommended in the DPEP manual.

ORIENTATION AND CLIMATE should be an important consideration while designing the buildings. Since in rural areas, electricity is scarce and mostly unavailable, the buildings have to be designed in such a manner so that the classrooms is must. Thermal insulation of the roof should be kept in mind, considering the climatic conditions of the particular area.

STRUCTURES: While designing the structures of the building adequate care should be taken of safety norms. Any low cost technology can only be made acceptable to the masses provided it does not compromise on the structural strength. The soil conditions, earthquake zone etc. should be studied and incorporated in the structural design. While supervision, it is to be ensured that the castings are done as per the structural design and the reinforcement schedule are to be strictly followed. The VEC is to be clearly informed about this and the presence of a technical person is must on the site at the time of the casting of beams and slabs.

PROVISION OF ELECTRICITY: There should be provision of electricity in the CRCs and Block Resource Center since they will be used in the evening too.

SANITATION AND DRINKING WATER : In Bihar one of major reasons of deplorable health condition of the people is lack of basic amenities like sanitation and potable drinking water. Most of the school buildings do not have any toilet or drinking water facility. Further, most of the toilets existing are non-functional due to their faulty construction or stink due to lack of water and common maintenance. It has been observed that major reason for dropout of girls from rural schools is due to the lack of toilet facility. It poses a big problem for the lady teachers of the school too. This is something which cannot be ignored. Most of the handpumps in the schools are non functional and have not been repaired since quite some time now. Toilet should be constructed and handpump provided wherever new construction is being done, in case it is not existing.

The design must incorporate the PEDAGOGICAL ELEMENTS of a school . A comprehensive list of essential pedagogical elements of a school has been prepared..All these elements must be a part the school building design. The pedagogical elements, which assist in teaching, have to be given a special emphasis.

A brief list of essential elements of a school has been prepared which can serve as a checklist for design.

- * Teaching Black board .
- * Student Blackboards along periphery.
- * Storage for : Equipment, teaching /learning materials, classroom library
- * Adequate natural light in the classroom.
- * Adequate ventilation in the classroom.
- * Boundary wall enclosing the school site.
- * Display board in the classroom
- * Appropriate shape of classrooms.
- * Black boards in verandh/ external walls.
- * Long listing floor which is easy to maintain

IDENTIFICATION AND SELECTION OF SITE.

Basis of site selection:

- * Minimum site area should be 2000 sqm.
- * As per national norms, every child of 6-11 years of age should not have to travel more than 1 km to reach the school.
- * Preferably rectangular (regular) shape in case of an irregular shape 2000 sqm. should be of regular shape, rest can be irregular.
- * If the site is on main road, minimum site area 2300 sqm (15% increase)
- * Site should preferably be in the neighborhood of the educationally deprived sections of the village community.
- * Availability of drinking water and sanitation facility.
- * Avoid low lying land (flood prone) or any such land prone to perennial problems.
- * Site should not be across the road in two parts.
- * Open land for playground as far as possible.

PROCESS OF SITE SELECTION:

* 1/2/3/ alternative sites to be selected by the VEC based on the norms laid down.

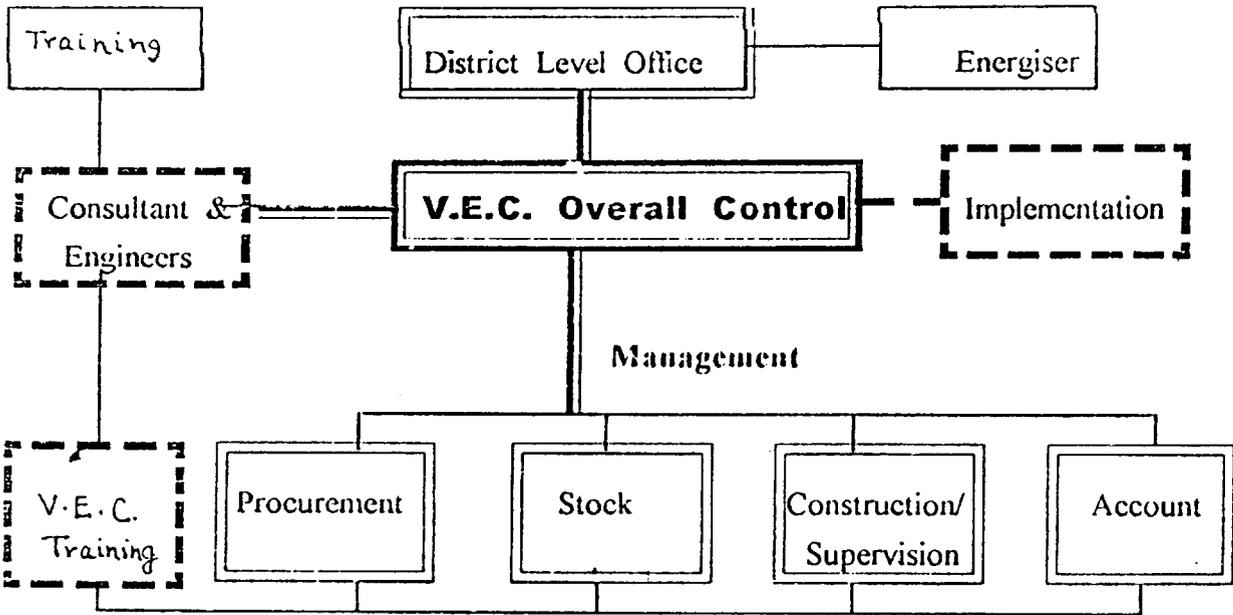
* Approval of the site by the Architect/Engineer / Technical authority.

* Registration of the land / all formalities regarding land allotment to be done by the VEC.

Detailed Building Construction Technical Supervision Schedule

Item	Description of work.	No. of Visits.			Points to be checked.
		Engin- eer	Super- visor	Consu- ltants	
1.	Foundation upto ground level.	2	4	1	Layout, level, rein- forcement of grade beam, piles, curing and compaction.
2.	Brick work upto DPC (Plinth level)		2		Quality of brick work mortar and curing and DPC.
3.	Brick work upto Lintel level	1	6	1	Quality of brick work Door, Window - detailing spanning of openings and levels.
4.	Brick work above lintel and roof shutt- ering and reinforcement	1	4	1	Ventilators, shuttering levels, reinforcement of ring beam and roof slab.
5.	Concreting of roof slab.	1	2		Proportion of concrete and water cement ratio. Workmanship, thickness, finishing and curing.
6.	Finishing of building	1	6 5 4	1	Plastering, flooring, Door, Window fixing, painting,

construction management chart



Fund Release Chart

Instalment	Amount	Conditions	Work to be done
First Instalment	30% of the sanctioned amount	Registration of land. Signing of Agreement with the V.E.C. & issue of work order.	Foundation and masonry till plinth level.
Second Instalment	30 % of the sanctioned amount	Certification of a qualitative assessment of work by the Engineer Submission of accounts statement till that level by the V.E.C.	Superstructure till roof level. Material procurement for roof centering and shuttering.
Third Instalment	30% of the sanctioned amount	Certification of a qualitative assessment of work by the Engineer. Submission of accounts statement till that level by the V.E.C.	Roof work, plastering, finishing etc.
Fourth Instalment	10% of the sanctioned amount	Certification of a qualitative assessment of work by the Engineer. Submission of accounts statement till that level by the V.E.C.	Work completion and site development.

ANNEX-4

NAME OF HABITATIONS HAVING POPULATION 300 AND ABOVE AND NOT HAVING PRIMARY SCHOOL FACILITY WITHIN ONE Km.

NAME OF BLOCK	NAME OF VILLAGE
1. BARHI :	1.Purhars 2. Hathgada, 3 Madhopur, 4.Tilodih, 5.Beiladid 6.Purhars 7.Katiaun, 8.Nawadih Kala, 9. Gatea, 10.Arar, 11.Nachanwe, 12.Konraahar, 13.Karmatarn, 14.Kurha, . 15.jarahia, 16.partan, 17.Basaria, 18.Singhpur oria/ 19.Lakhnu, 20.Kulange, 21.Garlahi, .22.Pipraghoghar.
2. Barkagoan	1.Patra, 2.Isko, 3.Rautpara, 4.Chepa kala, 5.Jugra, 6.Keri, 7.Mirja pur, 8.Nawatarn, 9.Dhenga, 10.Urlule.
3. Barkatha	1.Gunjra, 2. Sonar khap, 3.Gaira, 4.Ghanghari, 5.Basramo 6.Baradih, 7.Birmaki, 8.Bero kala, 9.khari, 10.katghara.
4. Bishungark	1.Urgi, 2, Bedikharna, 3.Upraili murgoon, 4.Hethli Murgoon 5.kharna khurd, 6.Bhalwa, 7.Alpito, 8.Kharki, 9.Uchagara
5. Chouparan	1.Khathamba, 2.Thamb, 3.Debo, 4.Nawagarh, 5.Doiya, 6.Karma, 7.Mahuadohar, 8.Kesath, 9.Kamalbar, 10.Jogidih 11.Kemo, 12.Gobindpur, 13.Arapagar, 14.Bara, 15.Pathara 12.Jagodih, 13.Tiliaya, 14.Bara, 15.Chakarsar, 16.Chaikhurd, 17.lohra, 18.Ganga Ahar, 19.Dumri, 20.Pawai 21.Karma, 22.Hathindar, 23.Marheri, 24.Papro, 25.Parsawan, 26.Singhpur, 27.Singhpur, 28.Jawanpur 29.Bhadel, 30.Bara, 31.Suji, 33.Jhanpa.
6. Churchu	1.Khapia, 2.Kura 3.Karukhap, 4.Chichikhurd, 5.Bhurkunda 6.Lasodh, 7.Rachanga, 8.Jobi, 9.Nagri, 10.Dhamansaria 11.Akukumba.
7. Gola	1.Dhamna tarn, 2.Sokala, 3.Sondimra, 4.Barki sarla, 5.Mundudih, 6.Bisha, 7.Haramdaga, 8.Kanke, 9.Kounradih, 10.Tongatu, 11.Sathai
8. Hazaribagh	1.Kawalu, 2.Chutiario, 3.Irga, 4.Kolghati no.II, 5.Chano no. II, 6.Shekha, 7.Singhani, 8.Lakhe, 9.Pauta, 10.Deubo, 11.Chanwa, 12.Marheta, 13.Rewar, 14.Karbikala, 15.Sakhia, 16.Nayakhap, 17.Ginga, 18.Ramdrokharika, 19.Peto, 20.Rola, 21.Turaon, 22.Birbir, 23.Tumba, 24.Keshura, 25.Okny No.II (Shivpuri)
9. Ichak	1.Jogidih, 2.Phuphundi, 3.Do, 4.Chanda, 5.Phurka, 6.Urka, 7.Balia, 8.Punai, 9.Tatgawan, 10.Manai, 11.Parasi 12.Kawatu, 13.Dangi, 14.Amli, 15.Tiuj, 16.Chaparak, 17.Dharmu, 18.Kutumsukri,
10. Jainagar	1.Chechal, 2.Dumri, 3.Satdiha, 4.Sharmatarn, 5.jogiatila 6.Udalo, 7.Tarwa, 8.Amjo, 9.Gaghdih, 10.Bhudhachak, 11. Nawadih, 12.Bhuldih, 13.Nandodih, 14.Tetrain, 15.Parshabad, 16.Ghoraunja. 17.Mahujarha, 18.Baghmara, 19.Khardidih, 20.Pokdanda, 21.Singardih, 22.Kherobar, 23.Dharadih, 24.Kusmadih, 25.Kanti, 26.Manjhgoon, 27.Gainra, 28.Simaria, 29.Chatro, 30.Jaraindih, 31. Kanko, 32.Kaunjhiadih, 33.Alho, 34.Gopaldih, 35.Rabinadih, 36.Tetariadih, 37.Paharpur.
11. Katkamsandi	1.Sadampur, 2.Udaipur, 3.Salga, 4.Hardag, 5.Phatha, 6.Hatkauna, 7.Pichri, 8.Ulani, 9.Hesakudar, 10.Donra

	11.Balia, 12.Asdhir, 13.Dukra, 14.Banka,
12.Keredari	1.Buchadih, 2.Sejhua, 3.Pachanra, 4.Karmatarn, 5.Kichto, 6.Ome, 7. Kated,
13.Kodarma	1.Chilanga, 2.Jarandih, 3.Chainpur, 4.Kakobar, 5.Hathwadharan, 6.Brinda, 7.Kolgarma, 8.Lochandih 9.Karma, 10.Bishuni tikar, 11.Balrotarn, 12.Golwadhab.
14.Mandu	1. Parej, 2.Karibanda, 3.Pindra, 4.Banbar, 5.choy 6.Pachanda, 7.Bhuiyandih ,8.Atna, 9.Hathimara, 10.Sanri.
15.Markacho	1.Naitarn, 2.Orkasa,3.Dardarhi, 4.Gagressinga,5.Bhojpur 6.Lalgarh, 7.Lohrio, 8.Dongodih, 9.Laludih, 10.Bindmoh, 11.Paphara, 12.Paisra, 13.Kushumbia, 14.Phulwaria, 15.chonrhi, 16.Bhimaidih, 17.Dhumadih, 18.Jhalkdiha, 19.Champadih, 20.Nagrito.
16.Patratu	1.Durgi, 2.Karu, 3.Kari, 4.Jumra, 5.Bhandra, 6.Arsaha, 7.Rasda, 8.Ichapiri.
17.Ramgarh	1.Kaihara, 2.Sanri, 3.Chetar, 4.Karo, 5.Barkipona, 6.Murbandha, 7.Kundru Khurd, 8.Bhurha khukra, 9.Dhuthma 10.Kundra Kalan, 11.Bahatu
18.Satgawan	1.Jogidih, 2.Mathakhaira, 3.Donai, 4.Jogidih, 5.Manorath dih, 6.Pachmo, 7.nalkusha.
Total :-	275.

TABLE NO.-22

BLOCK WISE & SC /ST & GENDER WISE POPULATION,HAZARIBAGH

SL. NO.	BLOCK	TOTAL POP.	TOTAL M.POP	TOTAL F.POP	TOTAL SC.POP	TOTAL SC MALE	TOTAL SC F.	TOTAL ST.POP	TOTAL ST MALE	TOTAL ST F.
1	HAZARIBAG	202345	107884	94461	30211	15889	14322	8396	4295	4101
2	ICHAK	96209	48503	47706	19286	9757	9529	2712	1336	1376
3	KATAKAMSANDI	113158	58457	54701	25528	13148	12380	5791	2928	2863
4	CHURCHU	102143	54219	47924	15037	7867	7170	25949	13391	12558
5	BISHUNGARH	114980	57175	57805	14126	6956	7170	11979	6089	5890
6	BARKAGOAN	87685	45116	42569	16283	8398	7885	10739	5483	5256
7	KEREDARI	71790	36660	35130	15067	7670	7397	5256	2739	2517
8	BARHI	115176	58517	56659	20111	10264	9847	2559	1273	1286
9	BARKATHA	100719	48978	51741	13523	6548	6975	4870	2418	2452
10	CHOUPARAN	133782	66895	66887	32874	16603	16271	580	292	288
11	RAMGARH	197417	105709	91703	19398	9714	9684	28247	14643	13604
12	MANDU	181960	98053	83907	24692	13185	11507	38873	20137	18736
13	PATRATU	213396	118918	94478	27245	15465	11780	46573	24238	22335
14	GOLA	105308	54170	51138	8319	4304	4015	31015	16024	14991
15	KODARMA	173527	89764	83763	23261	11844	11417	1936	995	941
16	SATGAWAN	44314	21975	22339	9353	4701	4652	118	53	65
17	JAINAGAR	95922	47897	48025	14656	7182	7474	138	89	49
18	MARKACHO	81000	39181	41819	10159	4717	5442	1336	675	661
	TOTAL:	2230831	1158071	1072760	339129	174212	164917	227067	117008	109969

source - census 1991.

TABLE NO.-23

ANNEX. 6

BLOCK WISE LITERACY ,HAZARIBAGH DISTRICT.

SL. NO.	BLOCK	TOT LIT	M.LIT	F.LIT	T.SC LIT	M.SC LIT	F.SC LIT	T.ST LIT	M.ST LIT	F.ST LIT
1	HAZARIBAG	103102	65860	37242	8332	6377	1955	5184	2743	2441
2	ICHAK	24732	19217	5515	2690	2308	382	292	210	82
3	KATAKAMSANDI	29272	22039	7193	3328	2869	459	1301	961	340
4	CHURCHU	31744	23236	8508	3120	2537	583	4470	3532	938
5	BISHUNGARH	23581	19125	4456	1583	1431	152	829	778	51
6	BARKAGOAN	19741	15414	4327	2266	1889	377	1629	1315	314
7	KEREDARI	15679	12177	3502	1712	1466	246	949	701	248
8	BARHI	29841	23976	5865	3150	2752	398	504	375	129
9	BARKATHA	18918	16536	2382	1895	1760	135	292	262	30
10	CHOUPARAN	33061	25446	7615	3597	3158	439	99	65	34
11	RAMGARH	80138	56288	23850	5040	3842	1198	5942	4831	1111
12	MANDU	63302	45297	18005	4678	3908	770	6578	5363	1215
13	PATRAIU	96746	66010	30736	8137	6132	2005	9229	7045	2184
14	GOLA	25733	19987	5746	1483	1264	219	4613	3973	640
15	KODARMA	63945	45824	18121	4709	3856	853	362	206	156
16	SATGAWAN	12143	8749	3394	921	905	16	18	12	6
17	JAINAGAR	25821	21228	4593	2926	2541	385	59	46	13
18	MARKACHO	17643	15066	2577	1801	1596	205	71	65	6
		715102	521475	193627	61368	50591	10777	42421	32483	9938

source - census 1991.

TABLE NO. 24
PROJECTED POPULATION OF HAZARIBAG EDUCATION DIST.

ANNEX. 7

SL. BLOCK NO.	TOTAL POP. 91	1996	1997	1998	1999	2000	2001	2002	2003
1 HAZARIABG	202345	231256	237516	243945	250549	257331	264297	271452	278800
2 ICHAK	96209	111289	114578	117964	121449	125038	128733	132537	136454
3 KATAKAMSANDI	113158	130115	133600	137589	141485	145492	149613	153850	158207
4 CHURCHU	102143	116737	119745	122831	125997	129244	132574	135991	139495
5 BISHUNGARH	114980	130299	133599	136983	140453	144011	147659	151399	155234
6 BARKAGAN	87685	100082	102764	105518	108346	111249	114231	117292	120436
7 KEREDARI	71790	83350	85876	88479	91161	93924	96771	99704	102726
8 BARHI	115176	135713	140240	144918	149753	154749	159911	165240	170758
9 BARKATHA	100719	116122	119474	122924	126472	130124	133880	137745	141722
10 CHOUPARAN	133782	156700	161735	166932	172295	177831	183545	189442	195529
11 RAMGARH	197417	227962	234616	241465	248513	255767	263233	270917	278825
12 MANDU	181960	220108	228648	237520	246735	256309	266254	276584	287316
13 PATRATU	213396	237158	242219	247388	252667	258059	263566	269191	274935
14 GOLA	105308	119315	122332	125426	128598	131851	135185	138604	142109
15 KODARMA	173527	198765	204237	209859	215637	221573	227673	233941	240382
16 SATGAWAN	41314	48446	49318	50205	51108	52027	52963	53916	54886
17 JAINAGAR	95922	111817	115299	118889	122591	126409	130345	134404	138589
18 MARKACHO	81000	93796	96536	99356	102258	105245	108319	111483	114740
TOTAL:-	2230331	2569029	2642532	2718191	2796069	2876233	2958752	3043697	3131141

TABLE NO. 25

ANNEX. 8

PROJECTED MALE CHILD POPULATION OF HAZARIBAG EDUCATION DIST.
(6 TO 11 YEARS)

SL. BLOCK NO.	TOTAL POP. 91	1996	1997	1998	1999	2000	2001	2002	2003
1 HAZARIBAG	13436	15355	15771	16198	16636	17087	17549	18024	18512
2 ICHAK	5731	6630	6825	7027	7235	7449	7669	7895	8129
3 KATAKAMSANDI	6493	7466	7677	7895	8118	8348	8584	8828	9078
4 CHURCHU	5050	5771	5920	6072	6229	6389	6554	6723	6896
5 BISHUNGARH	6761	7661	7856	8054	8259	8468	8682	8902	9128
6 BARKAGAN	4785	5462	5608	5758	5913	6071	6234	6401	6573
7 KEREDARI	4022	4669	4811	4957	5107	5262	5421	5585	5755
8 BARHI	7197	8481	8764	9056	9358	9670	9993	10326	10671
9 BARKATHA	6130	7067	7271	7481	7697	7919	8148	8383	8625
10 CHOUPARAN	7660	8972	9261	9558	9865	10182	10509	10847	11195
11 RAMGARH	12463	14391	14812	15244	15689	16147	16618	17103	17602
12 MANDU	9917	11996	12461	12945	13447	13969	14511	15074	15659
13 PATRATU	12136	13487	13775	14069	14369	14676	14989	15309	15635
14 GOLA	5185	5874	6023	6175	6331	6491	6656	6824	6996
15 KODARMA	11785	13499	13871	14252	14645	15048	15462	15888	16325
16 SATGAWAN	2638	2884	2936	2989	3043	3097	3153	3210	3268
17 JAINAGAR	6224	7255	7481	7714	7954	8202	8457	8721	8992
18 MARKACHO	5176	5994	6169	6350	6535	6726	6922	7125	7333
TOTAL :-	132788	152915	157291	161794	166430	171201	176112	181168	186372

TABLE NO. 27 ANNEX.10
 PROJECTED GENERAL FEMALE POPULATION OF HAZARIBAG EDUCATION DIST.

SL. BLOCK NO.	TOTAL POP. 91	1996	1997	1998	1999	2000	2001	2002	2003
1 HAZARIABG	76038	86902	89255	91671	94152	96701	99319	102007	104769
2 ICHAK	36801	42569	43827	45122	46456	47828	49242	50697	52195
3 KATAKAMSANDI	39458	45371	46656	47977	49336	50733	52170	53647	55166
4 CHURCHU	28196	32225	33055	33907	34781	35677	36596	37539	38507
5 BISHUNGARH	44745	50706	51991	53308	54658	56042	57462	58918	60410
6 BARKAGAN	29428	33588	34489	35413	36362	37336	38337	39365	40420
7 KEREDARI	25216	29276	30164	31073	32020	32990	33990	35021	36082
8 BARHI	45526	53644	55433	57282	59193	61168	63209	65317	67496
9 BARKATHA	42314	48785	50193	51643	53133	54667	56246	57869	59540
10 CHOUPARAN	50328	58950	60844	62799	64816	66899	69048	71267	73557
11 RAMGARH	68420	79006	81312	83686	86129	88643	91230	93893	96634
12 MANDU	53664	62225	64433	66750	69178	71716	74374	77151	80057
13 PATRATU	60363	67085	68516	69978	71472	72997	74555	76146	77771
14 GOLA	32132	36406	37327	38271	39238	40231	41248	42291	43361
15 KODARMA	71405	81790	84042	86356	88733	91176	93686	96265	98915
16 SATGAWAN	17622	19265	19612	19965	20324	20689	21062	21440	21826
17 JAINAGAR	40502	47213	48684	50200	51763	53375	55037	56751	58518
18 MARKACHO	35716	41358	42566	43810	45090	46407	47762	49157	50593
TOTAL:-	797874	919055	945398	972513	1000423	1029151	1058722	1089161	1120495

TABLE NO. 27 ANNEX.11
 PROJECTED S.C MALE POPULATION OF HAZARIBAG EDUCATION DIST.

SL. BLOCK NO.	TOTAL POP.91	1996	1997	1998	1999	2000	2001	2002	2003
1 HAZARIABG	15889	18159	18651	19156	19674	20207	20754	21316	21893
2 ICHAK	9757	11286	11620	11963	12317	12681	13055	13441	13838
3 KATAKAMSANDI	13148	15118	15546	15987	16439	16905	17384	17876	18382
4 CHURCHU	7867	8991	9223	9460	9704	9954	10211	10474	10744
5 BISHUNGARH	6956	7883	8082	8287	8497	8712	8933	9159	9391
6 BARKAGAN	8398	9585	9842	10106	10377	10655	10940	11234	11535
7 KEREDARI	7670	8905	9175	9453	9740	10035	10339	10652	10975
8 BARHI	10264	12094	12498	12915	13345	13791	14251	14726	15217
9 BARKATHA	6548	7549	7767	7992	8222	8460	8704	8955	9214
10 CHOUPARAN	16603	19447	20072	20717	21383	22070	22779	23511	24266
11 RAMGARH	9714	11217	11544	11881	12228	12585	12953	13331	13720
12 MANDU	13185	15949	16568	17211	17879	18572	19293	20042	20819
13 PATRATU	15465	17187	17554	17928	18311	18702	19101	19508	19925
14 GOLA	4304	4876	5000	5126	5256	5389	5525	5665	5808
15 KODARMA	11844	13567	13940	14324	14718	15123	15540	15968	16407
16 SATGAWAN	4701	5139	5232	5326	5422	5519	5619	5720	5823
17 JAINAGAR	7182	8372	8633	8902	9179	9465	9759	10063	10377
18 MARKACHO	4717	5462	5622	5786	5955	6129	6308	6492	6682
TOTAL:-	174212	200789	206569	212519	218646	224953	231446	238132	245015

TABLE NO. 28 ANNEX. 12
PROJECTED SC FEMALE POPULATION OF HAZARIBAG EDUCATION DIST.

SL. BLOCK NO.	TOTAL POP. '91	1996	1997	1998	1999	2000	2001	2002	2003
1 HAZARIABG	14322	16368	16811	17266	17734	18214	18707	19213	19734
2 ICHAK	9529	11023	11348	11684	12029	12384	12750	13127	13515
3 FATAKAMSANDI	12380	14235	14638	15053	15479	15918	16368	16832	17309
4 CHURCHU	7170	8194	8406	8622	8844	9072	9306	9546	9792
5 BISHUNGARH	7170	8125	8331	8542	8758	8980	9208	9441	9680
6 BARKAGAN	7885	9000	9241	9489	9743	10004	10272	10547	10830
7 KEREDARI	7397	8588	8848	9117	9393	9678	9971	10273	10585
8 BARHI	9847	11603	11990	12390	12803	13230	13672	14128	14599
9 BARKATHA	6975	8042	8274	8513	8758	9011	9271	9539	9815
10 CHOUPARAN	16271	19058	19671	20303	20955	21628	22323	23041	23781
11 RAMGARH	9534	11182	11509	11845	12190	12546	12913	13289	13677
12 MANDU	11597	13919	14460	15021	15603	16209	16838	17491	18170
13 PATRATU	11730	13092	13371	13656	13948	14246	14550	14860	15177
14 GOLA	4015	4549	4664	4782	4903	5027	5154	5284	5418
15 KODARMA	11417	13077	13438	13807	14188	14578	14979	15392	15816
16 SATGAWAN	4652	5086	5177	5270	5365	5462	5560	5660	5762
17 JAINAGAR	7474	8712	8984	9264	9552	9849	10156	10472	10799
18 MARKACHO	5442	6302	6485	6675	6870	7071	7277	7490	7709
TOTAL:-	164917	190156	195646	201298	207117	213108	219276	225626	232165

TABLE NO. 29 ANNEX.13
PROJECTED S.T MALE POPULATION OF HAZARIBAG EDUCATION DIST.

SL. BLOCK NO.	TOTAL POP. 91	1996	1997	1998	1999	2000	2001	2002	2003
1 HAZARIBAG	4295	4909	5042	5178	5318	5462	5610	5762	5918
2 ICHAK	1336	1545	1591	1638	1686	1736	1788	1840	1895
3 KATAKAMSANDI	2928	3367	3462	3560	3661	3765	3871	3981	4094
4 CHURCHU	13391	15364	15699	16103	16518	16944	17381	17828	18288
5 BISHUNGARH	6089	6900	7075	7254	7438	7626	7820	8018	8221
6 BARKACONN	5483	6258	6426	6598	6775	6957	7143	7334	7531
7 KEREDARI	2739	3180	3276	3376	3478	3583	3692	3804	3919
8 BARHI	1273	1500	1550	1602	1655	1710	1767	1826	1887
9 BARKATHA	2418	2788	2868	2951	3036	3124	3214	3307	3402
10 CHOUPARAN	292	342	353	364	376	388	401	413	427
11 RAMGARH	14643	16909	17402	17910	18433	18971	19525	20095	20681
12 MANDU	20137	24359	25304	26286	27306	28365	29466	30609	31796
13 PATRATU	24238	26937	27512	28099	28699	29311	29936	30575	31228
14 GOLA	16024	18155	18614	19085	19568	20063	20570	21090	21624
15 KODARMA	995	1140	1171	1203	1236	1270	1305	1341	1378
16 SATGAWAN	53	58	59	60	61	62	63	64	66
17 JAINAGAR	89	104	107	110	114	117	121	125	129
18 MARKACHO	675	782	804	828	852	877	903	929	956
TOTAL:-	117098	134536	138316	142206	146211	150333	154576	158943	163440

TABLE NO. 31 ANNEX.15
PROJECTED SC MALE CHILD POPULATION (6 TO 11 YEARS)

SL. NO.	BLOCK	1991	1996	1997	1998	1999	2000	2001	2002	2003
1	HAZARIBAG	2372	2711	2785	2860	2937	3017	3099	3182	3269
2	ICHAK	1956	2263	2330	2399	2470	2542	2618	2695	2775
3	KATAKAMSANDI	2966	3411	3507	3607	3709	3814	3922	4033	4147
4	CHITRAKOOT	1158	1323	1358	1393	1428	1465	1503	1542	1581
5	BISHUNGARH	255	969	993	1018	1044	1071	1098	1126	1154
6	BARKAGANJ	1560	1780	1828	1877	1927	1979	2032	2086	2142
7	KEREDARI	1610	1869	1926	1984	2044	2106	2170	2236	2304
8	BARHI	1792	2112	2182	2255	2330	2408	2488	2571	2657
9	BARKATHA	1194	1376	1416	1457	1499	1542	1587	1633	1680
10	CHOUPARAN	4079	4778	4932	5090	5254	5423	5597	5777	5962
11	RAMGARH	955	1103	1135	1168	1202	1237	1273	1310	1349
12	MANDU	1789	2164	2248	2336	2426	2520	2618	2720	2825
13	PATRATU	1975	2195	2242	2289	2338	2388	2439	2491	2544
14	GOLA	340	385	395	405	415	426	436	448	459
15	KODARMA	1587	1818	1868	1919	1972	2027	2082	2140	2199
16	SATGAWAN	992	1085	1104	1124	1145	1165	1186	1207	1229
17	JAINAGAR	718	785	799	814	828	843	859	874	890
18	MARKACHO	592	685	705	726	747	769	791	814	838
TOTAL:		28490	32812	33752	34720	35716	36741	37797	38884	40003

TABLE NO.32

ANNEX. 16

PROJECTED SC FEMALE CHILD POPULATION (6 TO 11 YEARS)

SL. NO.	BLOCK	1991	1996	1997	1998	1999	2000	2001	2002	2003
1	HAZARIABG	2138	2444	2510	2578	2648	2719	2793	2869	2946
2	ICHAK	1423	1646	1694	1744	1796	1849	1904	1960	2018
3	KATAKAMSANDI	1348	2125	2185	2247	2311	2376	2444	2513	2584
4	CHURCHU	1070	1223	1255	1287	1320	1355	1389	1425	1462
5	BISHUNGARH	1070	1213	1244	1275	1308	1341	1375	1410	1445
6	BARKAGOAN	1177	1344	1380	1417	1455	1494	1534	1575	1617
7	KEREDARI	1104	1282	1321	1361	1402	1445	1489	1534	1580
8	BARHI	1470	1732	1790	1850	1912	1975	2041	2109	2180
9	BARKATHA	1041	1201	1235	1271	1308	1345	1384	1424	1465
10	CHOUPARAN	2429	2845	2937	3031	3129	3229	3333	3440	3550
11	RAMGARH	1446	1670	1718	1768	1820	1873	1928	1984	2042
12	MANDU	1718	2078	2159	2243	2330	2420	2514	2611	2713
13	PATRATU	1759	1955	1996	2039	2082	2127	2172	2219	2266
14	GOLA	599	679	696	714	732	751	770	789	809
15	KODARMA	1705	1952	2006	2061	2118	2177	2236	2298	2361
16	SATGAWAN	695	759	773	787	801	815	830	845	860
17	JAINAGAR	1116	1301	1341	1383	1426	1471	1516	1564	1612
18	MARKACHO	812	941	968	997	1026	1056	1087	1118	1151
TOTAL :		24622	28390	29210	30054	30923	31817	32738	33686	34662

TABLE NO. 33

ANNEX.17

PROJECTED GENERAL F.MALE CHILD POPULATION (6 TO 11 YEARS)

SL. NO.	BLOCK	TOTAL F. POP 91	1991	1996	1997	1998	1999	2000	2001	2002	2003
1	HAZARIABG	76038	11649	13313	13674	14044	14424	14815	15216	15628	16051
2	ICHAK	36801	5638	6522	6714	6913	7117	7327	7544	7767	7996
3	KATAKAMSANDI	39458	6045	6951	7148	7350	7558	7772	7992	8219	8451
4	CHURCHU	28196	4320	4937	5064	5195	5328	5466	5607	5751	5899
5	BISHUNGARH	44745	6855	7768	7965	8167	8374	8586	8803	9026	9255
6	BARKAGOAN	29428	4508	5146	5284	5425	5571	5720	5873	6031	6192
7	KEREDARI	25216	3863	4485	4621	4761	4905	5054	5207	5365	5528
8	BARHI	45526	6975	8218	8492	8776	9068	9371	9684	10007	10340
9	BARKATHA	42314	6483	7474	7690	7912	8140	8375	8617	8866	9122
10	CHOUPARAN	50328	7710	9031	9321	9621	9930	10249	10578	10918	11269
11	RAMGARH	68420	10482	12104	12457	12821	13195	13580	13976	14384	14804
12	MANDU	53664	8221	9945	10331	10732	11148	11581	12030	12497	12982
13	PATRAITU	60363	9248	10277	10497	10721	10949	11183	11422	11665	11914
14	GOLA	32132	4923	5577	5718	5863	6011	6163	6319	6479	6643
15	KODARMA	71405	10939	12530	12875	13230	13594	13968	14353	14748	15154
16	SATGAWAN	17622	2700	2951	3005	3059	3114	3170	3227	3285	3344
17	JAINAGAR	40502	6205	7233	7458	7691	7930	8177	8432	8694	8965
18	MARKACHO	35716	5472	6336	6521	6712	6908	7109	7317	7531	7751
TOTAL:		797874	122234	140799	144835	148989	153265	157666	162196	166859	171660

TABLE NO. 34 ANNEX.18
PROJECTED ST MALE CHILD POPULATION (6 TO 11 YEARS)

Sl. BLOCK NO.	1991	1996	1997	1998	1999	2000	2001	2002	2003
1 HAZARIABG	641	733	753	773	794	815	838	860	884
2 ICHAK	199	231	238	245	252	259	267	275	283
3 KATAKAMSANDI	437	503	517	532	547	562	578	594	611
4 CHURCHU	1999	2285	2344	2404	2466	2530	2595	2662	2730
5 BISHUNGARH	909	1030	1056	1083	1110	1139	1167	1197	1227
6 BARKACON	819	934	959	985	1011	1039	1066	1095	1124
7 KEREDARI	409	475	489	504	519	535	551	568	585
8 BARHI	190	224	231	239	247	255	264	273	282
9 BARKATHA	361	416	428	441	453	466	480	494	508
10 CHOUPARAN	44	51	53	54	56	58	60	62	64
11 RAMGARH	2166	2524	2598	2674	2752	2832	2915	3000	3088
12 MANDU	3006	3637	3778	3924	4077	4235	4399	4570	4747
13 PATRATU	3619	4022	4108	4195	4285	4376	4470	4565	4662
14 GOLA	2392	2711	2779	2849	2921	2995	3071	3149	3228
15 KODARMA	149	170	175	180	185	190	195	200	206
16 SATGAWAN	3	9	9	9	9	9	9	10	10
17 JAINAGAR	13	15	16	16	17	18	18	19	19
18 MARKACHO	101	117	120	124	127	131	135	139	143
TOTAL:	17483	20086	20551	21231	21829	22445	23078	23730	24402

TABLE NO.35

ANNEX. 19

PROJECTED SC FEMALE CHILD POPULATION (6 TO 11 YEARS)

SL. NO.	BLOCK	1991	1996	1997	1998	1999	2000	2001	2002	2003
1	HAZARIABG	612	700	719	738	758	779	800	821	844
2	ICHAK	205	238	245	252	259	267	275	283	291
3	KATAKAMSANDI	427	491	505	520	534	550	565	581	598
4	CHURCHU	1875	2143	2198	2255	2313	2372	2433	2496	2561
5	BISHUNGARH	879	997	1022	1048	1074	1101	1129	1158	1187
6	BARKAGOAN	785	806	920	944	970	996	1022	1050	1078
7	KEREDARI	376	436	450	463	477	492	507	522	538
8	BARHI	192	226	234	242	250	258	267	275	285
9	422	434	447	460	473	487	501	515
10	CHOUPARAN	43	50	52	54	55	57	59	61	63
11	RAMGARH	2031	2345	2414	2484	2557	2631	2708	2787	2869
12	MANDU	2797	3384	3515	3651	3793	3940	4093	4252	4417
13	PATRATU	3335	3706	3785	3866	3948	4033	4119	4206	4296
14	GOLA	2238	2536	2600	2666	2733	2802	2873	2946	3020
15	KODARMA	140	161	165	170	175	179	184	189	195
16	SATGAWAN	10	11	11	11	11	11	12	12	12
17	JAINAGAR	7	9	9	9	9	10	10	10	11
18	MARKACHO	99	114	118	121	125	128	132	136	140
TOTAL :		16418	18862	19394	19940	20501	21079	21675	22287	22918

GENDER WISE AND BLOCK WISE POPULATION, ENROLMENT POSITION & G.E.R (30.9.96)

Sl. BLOCK NO.		GENERAL			S.CAST			S.TRIBE		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1 SADAR HZB	1. POPULATION	15355	13313	28669	2711	2444	5155	733	700	1433
	2. ENROLMENT	6469	5598	12067	1423	1299	2722	441	412	853
	3. G.E.R.	42.13	42.05	42.09	52.49	53.16	52.80	60.17	58.88	59.54
2 ICHAK	1. POPULATION	6630	6522	13151	2263	1646	3909	231	700	930
	2. ENROLMENT	6392	4838	11230	1034	748	1782	226	125	351
	3. G.E.R.	96.42	74.18	85.39	45.69	45.45	45.59	97.95	17.86	37.72
3 BARHI	1. POPULATION	8481	8218	16699	2112	1732	3844	224	226	450
	2. ENROLMENT	6349	4136	10485	1110	785	1895	197	137	334
	3. G.E.R.	74.86	50.33	62.79	52.57	45.32	49.30	87.97	60.56	74.19
4 BISHUNGARH	1. POPULATION	7661	7768	15430	969	1213	2182	1030	997	2027
	2. ENROLMENT	6762	4155	10917	889	509	1398	808	279	1087
	3. G.E.R.	88.26	53.49	70.75	91.76	41.96	64.07	78.43	28.00	53.63
5 KATKAMSANDI	1. POPULATION	7466	6951	14417	3411	2125	5536	503	491	994
	2. ENROLMENT	5412	4257	9669	1446	1252	2698	432	356	788
	3. G.E.R.	72.49	61.24	67.07	42.40	58.91	48.74	85.94	72.43	79.26
6 MANDU	1. POPULATION	11996	9945	21941	2164	2078	4242	3637	3384	7020
	2. ENROLMENT	7562	3963	11525	1072	877	1949	2020	1025	3045
	3. G.E.R.	63.04	39.85	52.53	49.53	42.20	45.94	55.54	30.29	43.37
7 RAMGARH	1. POPULATION	14391	12104	26495	1103	1670	2772	2524	2345	4870
	2. ENROLMENT	8567	6302	14869	860	669	1529	1595	858	2453
	3. G.E.R.	59.53	52.07	56.12	78.00	40.07	55.16	63.18	36.58	50.37
8 GOLA	1. POPULATION	5874	5577	11452	385	679	1064	2711	2536	5246
	2. ENROLMENT	4823	4422	9245	372	333	705	2157	1260	3417
	3. G.E.R.	82.10	79.28	80.73	96.56	49.03	66.23	79.58	49.69	65.13
9 PATRATU	1. POPULATION	13487	10277	23764	2195	1955	4149	4022	3706	7728
	2. ENROLMENT	7263	4765	12028	1287	1122	2409	1941	1397	3338
	3. G.E.R.	53.85	46.36	50.61	58.64	57.40	58.06	48.26	37.70	43.20
10 BARKAGOAN	1. POPULATION	5462	5146	10607	1780	1344	3124	934	896	1830
	2. ENROLMENT	4560	3031	7591	748	503	1251	402	274	676
	3. G.E.R.	83.49	58.90	71.56	42.02	37.43	40.05	43.02	30.59	36.94

GENDER WISE AND BLOCK WISE POPULATION, ENROLMENT POSITION & G.E.R (30.9.96)

SL. BLOCK NO.		GENERAL			S. CAST			S. TRIBE		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
11 KEREDARI	1. POPULATION	4669	4485	9154	1869	1282	3151	475	436	911
	2. ENROLMENT	3526	2028	5554	848	559	1407	315	182	497
	3. G.E.R.	75.52	45.22	60.67	45.37	43.60	44.65	66.35	41.71	54.55
12 CHURCHU	1. POPULATION	5771	4937	10708	1323	1223	2547	2285	2143	4428
	2. ENROLMENT	4623	3585	8208	1033	670	1703	1728	1049	2777
	3. G.E.R.	80.11	72.62	76.65	78.05	54.76	66.87	75.63	48.95	62.72
13 CHOUPARAN	1. POPULATION	8972	9031	18003	4778	2845	7624	51	50	101
	2. ENROLMENT	8218	6341	14559	1545	1076	2621	23	15	38
	3. G.E.R.	91.59	70.21	80.87	32.33	37.82	34.38	45.04	29.78	37.46
14 KODARMA	1. POPULATION	13499	12530	26029	1818	1952	3770	170	161	331
	2. ENROLMENT	6927	5115	12042	1375	713	2088	151	83	234
	3. G.E.R.	51.32	40.82	46.26	75.64	36.52	55.38	88.74	51.58	70.68
15 JAINAGAR	1. POPULATION	7255	7233	14488	785	1301	2086	15	9	24
	2. ENROLMENT	4852	2776	7628	889	511	1400	8	5	13
	3. G.E.R.	66.88	38.38	52.65	113.21	39.28	67.11	51.65	58.63	54.13
16 MARKACHO	1. POPULATION	5994	6336	12330	685	941	1626	117	114	231
	2. ENROLMENT	1020	897	1917	324	84	408	23	16	39
	3. G.E.R.	17.02	14.16	15.55	47.30	8.95	25.10	19.71	14.00	16.88
17 BARKATHA	1. POPULATION	7067	7474	14541	1376	1201	2577	416	422	838
	2. ENROLMENT	6061	2903	8964	803	522	1325	229	43	272
	3. G.E.R.	85.76	38.84	61.65	58.35	43.48	51.42	55.02	10.19	32.45
18 SATGAWAN	1. POPULATION	2884	2951	5836	1085	759	1844	9	11	19
	2. ENROLMENT	2582	1958	4540	680	432	1112	7	5	12
	3. G.E.R.	89.52	66.34	77.80	62.68	56.89	60.30	80.92	47.13	62.30
DISTRICT	1. POPULATION	152915	140799	293715	32812	28390	61203	20086	19326	39412
	2. ENROLMENT	101968	71070	173038	17738	12664	30402	12703	7521	20283
	3. G.E.R.	66.68	50.48	58.91	54.06	44.61	49.67	63.24	38.92	51.46

A N N U A L W O R K P L A N
H A Z A R I B A G H
(1997 - 98)

ANNUAL WORK PLAN, HAZARIBAGH ~~~~~

(October 1997 - March 1998)

The effective launching of a project depends on the preparatory work scheduled for the first year plan. Thus proper formulation of the first year work plan is necessary taking care of every minute/micro activity and scheduling of activities with proper logical sequencing of each activity. The identification of initial activities on the basis of areawise suggested interventions is necessary for proper implementation of the project in the first year.

The first financial year, 1997-98, allows six months of actual operation from October '96 to March 97. The six month plan is not adequate to implement ambitious activities because the ground situation may not be ready to absorb the planning principles as laid down in the project. The six month period must be devoted to prepare the ground situation conducive to plan objectives. Moreover, the activity whose time period is more than six months should not be implemented in the first year because such activities will lead to non-achievement of the anticipated targets and non-utilisation of allocated funds. The prioritisation of small activities with time period of less than six months of duration must be done in the first year.

School mapping and micro planning is the first and foremost activity on which the success of DPEP is based. The model activity is required to create an environment in the village conducive to promotion of primary education and evolution of VEC/TEC. The already created grass root level organisation of total literacy campaign i.e. V.L.C. (village literacy committee and T.L.C., (Tola Literacy Committee) will be reconstituted and VEC/TEC will be formed within a short span of time. The micro planning and school mapping will decide the location of eligible new schools and location of Apna and Angana Vidyalaya and constitution of Mata Samittee. Through this exercise, the felt needs of schools facilities/amenities will also be assessed and identified. It is the most critical exercise in the entire project. It is therefore, suggested that school mapping and micro planning exercise will be started as soon as the project is

sanctioned. During the first year, school mapping and micro planning exercises will be undertaken in 400 villages in the district. As a result of this exercise, Village Education Committees (VEC) will also be constituted in 800 villages. Tentative education plan for these villages should also emerge from this exercise, which, will also include basic statistics of enrollment, retention and related aspects. Besides educational needs of the villages other activities which would have a district influence on the project components are described below in order of priority component-wise.

Access

- i) Opening of 20 Apna and 20 Angna Vidyalas (Alternative School) on a pilot basis.
- ii) Selection of sites for opening of new schools.
- iii) Environment Building activities such as puppet show, cultural programme MA - Beti Mela, other melas wall writing, street play etc.

Retention

- 1) Annual grant to schools.
- 2) Annual grant to teacher meeting press and propaganda of DPEP.
- 3) Selection of site for construction of toilet.

Quality Improvement

- 1) Teacher training programme.
- 2) ALS instructor training.
- 3) Distribution of free text book to SC, ST and girls student.

Capacity Building

- i) Establishment of District Programme Office.
- ii) Establishment of MIS unit.
- iii) Constitution of 5 BRC Building.
- iv) Book Bank for each school.

Budget

A sum of Rs. 153.949 Lakhs is proposed for six month budget of the first year plan, as under :

- * A sum of Rs. 2.37 lakh is proposed for alternative schools i.e. Apna Vidyalaya and Angana Vidyalaya.
- * For media campaign, a sum of Rs. 2.50 lakh is proposed for propaganda of DPEP and other related activities.
- * The District Project Officer, Hazaribagh will be established under capacity building. A sum of Rs. 29.698 lakh is proposed for this purpose. Teh break up is as follows :
 - a) Salary - Rs. 15.553 lakh
 - b) Furniture - Rs. 1.825 lakh
 - c) Equipment - Rs. 3.765 lakh
 - d) Vehicle - Rs. 4.00 lakh
 - e) Contingency - Rs. 1.00 lakh
 - f) Miscellaneous - Rs. 3.555 lakh
- * For effective project management on PMIS is proposed as under :
 - a) Computer Hardware - Rs. 3.02 lakh
 - b) Computer Software - Rs. 0.56 lakh
 - c) Air Condition - Rs. 0.36 lakh
 - d) Furnishing of Computer Room - Rs. 0.50 lakh
 - e) Furniture - Rs. 0.84 lakh
 - f) Other operating expenses - Rs. 0.05 lakh
- * Under the PFE, a sum of Rs. 85.01 lakh is proposed for six months plan period. The details are as under :
 - a) Free Text book to SC/ST/Girl student - Rs. 53.20 lakh
 - b) Book Bank for school - Rs. 15.31 lakh
 - c) Awareness programme - Rs. 12.00 lakh
 - d) Promotion of education - Rs. 0.50 lakh
 - e) Vehicle (one) - Rs. 4.00 lakh
- * Under the capacity building, a sum of Rs. 40.00 lakh is proposed for construction of five BRC buildings during six months plan period.

CONSOLIDATED BUDGET

MAJOR CODE	MAJOR HEAD	FINANCE					CUMULATIVE	PAGE
		YEAR1	YEAR2	YEAR3	YEAR4	YEAR5		
ALS	ALTERNATIVE SCHOOLING	1.848	0.000	0.000	0.000	0.000	1.848	1.20
BRC	BLOCK RESOURCE CENTRE	43.550	0.000	0.000	0.000	0.000	43.550	28.29
ECE	EARLY CHILD CARE & EDUCATION	4.000	0.000	0.000	0.000	0.000	4.000	2.60
MEP	MEDIA	2.500	0.000	0.000	0.000	0.000	2.500	1.62
PMI	PROJECT MANAGEMNET	26.430	0.000	0.000	0.000	0.000	26.430	17.17
MIS	MANAGEMENT INFORMATION SYSTEM	5.927	0.000	0.000	0.000	0.000	5.927	3.85
PFE	PRIMARY FORMAL EDUCATION	31.845	0.000	0.000	0.000	0.000	31.845	20.69
VEC	VILLAGE EDUCATION COMMITTEE	37.845	0.000	0.000	0.000	0.000	37.845	24.58
<< TOTAL >>		153.945	0.000	0.000	0.000	0.000	153.945	

COST CODE WISE

CODE	DESCRIPTION	F I N A N C E					CUMULATIVE	PAGE
		YEAR1	YEAR2	YEAR3	YEAR4	YEAR5		
BL	BOOKS & LIBRARIES	15.400	0.000	0.000	0.000	0.000	15.400	10.00
CN	CIVIL MAINTENANCE	0.500	0.000	0.000	0.000	0.000	0.500	0.32
CW	CIVIL CONSTRUCTION	40.000	0.000	0.000	0.000	0.000	40.000	25.98
EN	EDUCATIONAL MATERIAL	10.535	0.000	0.000	0.000	0.000	10.535	6.84
EQ	EQUIPMENT	8.190	0.000	0.000	0.000	0.000	8.190	5.32
FU	FURNITURE	2.845	0.000	0.000	0.000	0.000	2.845	1.85
GR	GRANTS	0.320	0.000	0.000	0.000	0.000	0.320	0.21
LC	LOCAL CONSULTANTS	1.000	0.000	0.000	0.000	0.000	1.000	0.65
MA	MEDIA CAMPAIGN	15.035	0.000	0.000	0.000	0.000	15.035	9.77
OE	OFFICE EXPENSES	3.037	0.000	0.000	0.000	0.000	3.037	1.97
RS	RESEARCH & EV.	12.075	0.000	0.000	0.000	0.000	12.075	7.84
SA	SALARIES	13.000	0.000	0.000	0.000	0.000	13.000	8.44
S6	SCHOOL INFR. GRANT	15.310	0.000	0.000	0.000	0.000	15.310	9.95
TA	TEACHING AIDS	1.050	0.000	0.000	0.000	0.000	1.050	0.68
TC	TRAINING COSTS	3.648	0.000	0.000	0.000	0.000	3.648	2.37
VH	VEHICLES	12.000	0.000	0.000	0.000	0.000	12.000	7.79
<< TOTAL >>		153.945	0.000	0.000	0.000	0.000	153.945	

QUALITY PARAMETER WISE

CODE	DESCRIPTION	FINANCE					CUMULATIVE	PAGE
		YEAR1	YEAR2	YEAR3	YEAR4	YEARS		
A	Access	1.450	0.000	0.000	0.000	0.000	1.450	0.94
C	Capacity Build.	52.657	0.000	0.000	0.000	0.000	52.657	34.21
Q	Quality Improvmt	58.958	0.000	0.000	0.000	0.000	58.958	38.30
R	Retention	40.880	0.000	0.000	0.000	0.000	40.880	26.55
	<< TOTAL >>	153.945	0.000	0.000	0.000	0.000	153.945	

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : ALS-ALTERNATIVE SCHOOLING
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
 PAGE : 1

ACTIVITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD UNIT	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
ALS2	ANGANA INSTRUCTOR HON.	20	0.480									20	0.480	0.024	Access	SA	NON REC
ALS2	APNA INSTRUCTOR HON.	20	0.480									20	0.480	0.024	Access	SA	NON REC
ALS2	SUPERVISION COST	40	0.120									40	0.120	0.003	Access	SA	NON REC
ALS63	ESTABLISHMENT GRANT APNA + ANGANA	40	0.320									40	0.320	0.008	Access	ER	NON REC
ALSIC	FREE TEXT BOOK	40	0.300									40	0.300	0.008	Capacity Building	TA	NON REC
ALS08	OTHER OPERATING EXPENCES APNA + ANGANA	40	0.050									40	0.050	0.001	Access	DE	NON REC
ALST2	HON. FOR ASR6 (30 DAYS TRG.)	4	0.080									4	0.080	0.020	Quality Improvement	TC	NON REC
ALST2	HON. FOR ASR6 (1 YEAR RECURRENT TRG.) (3+3+3=9 DAYS)	4	0.018									4	0.018	0.005	Quality Improvement	TC	NON REC
<< COMPONENT TOTAL >>		184	1.848	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	184	1.848				

DISTRICT PRIMARY EDUCATION PROGRAMME

**MAJOR HEAD : BRC-BLOCK RESOURCE CENTRE
BUDGET OF THE TOTAL PROJECT PERIOD ----->**

[Rs in Lakhs]
PAGE : 2

ACTIVITY CODE	DESCRIPTIONS	<--- YEAR 1 --->		<--- YEAR 2 --->		<--- YEAR 3 --->		<--- YEAR 4 --->		<--- YEAR 5 --->		PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
BRCC7	CONSTRUCTION OF BUILDING	5	43.000									5	43.000	6.000	Quality Improvement	CW	NON REC
BRCT2	30 DAYS TRAINING OF ANGANA INSTRUCTOR	1	0.600									1	0.600	0.600	Quality Improvement	TC	NON REC
BRCT2	APNA INSTRUCTOR 30 DAYS TRG.	1	0.600									1	0.600	0.600	Quality Improvement	TC	NON REC
BRCTS	TRAINING FOR TEACHERS (10 DAYS)	5	1.450									5	1.450	0.290	Quality Improvement	TC	NON REC
BRCTS	TRAINING FOR TEACHERS (6 DAYS)	5	0.900									5	0.900	0.180	Quality Improvement	TC	NON REC
	<< COMPONENT TOTAL >>		43.550	0.000		0.000		0.000		0.000			43.550				

MAJOR HEAD : ECE-EARLY CHILD CARE & EDUCATION
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]

PAGE : 3

ACTIVITY CODE	DESCRIPTIONS	<--- YEAR 1 --->		<--- YEAR 2 --->		<--- YEAR 3 --->		<--- YEAR 4 --->		<--- YEAR 5 --->		PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
ECEV1	VEHICLE	1	4.000									1	4.000	4.000	Capacity Building	VH	NON REC
	<< COMPONENT TOTAL >>		4.000		0.000		0.000		0.000		0.000		4.000				

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MED-MEDIA

BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]

PAGE : 4

ACTIVITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE					
ME09A	MEETINGS, PRESS & PROPAGANDA OF DPEP		2.500										2.500	Retention	NA	NON REC
	< COMPONENT TOTAL >>		2.500		0.000		0.000		0.000		0.000		2.500			

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MGT-PROJECT MANAGEMNET
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
 PAGE : 5

ACTIVITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
MGTAS	SALARY OF ADDL. BPC	1	0.675									1	0.675	0.675	Capacity Building	SA	NON REC
MGTAS	SALARY OF FINANCE/ ACCOUNTS OFFICER	1	0.560									1	0.560	0.560	Capacity Building	SA	NON REC
MGTAS	SALARY OF DSP	2	0.802									2	0.802	0.401	Capacity Building	SA	NON REC
MGTAS	SALARY OF ASSISTANT ENGR.	2	0.864									2	0.864	0.432	Capacity Building	SA	NON REC
MGTAS	SALARY OF ARP	4	1.400									4	1.400	0.350	Capacity Building	SA	NON REC
MGTAS	SALARY OF ACP	1	0.350									1	0.350	0.350	Capacity Building	SA	NON REC
MGTAS	SALARY OF ACCOUNTANT	1	0.410									1	0.410	0.410	Capacity Building	SA	NON REC
MGTAS	SALARY OF JUNIOR ENGR.	4	1.292									4	1.292	0.323	Capacity Building	SA	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MGT-PROJECT MANAGEMNET
BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
PAGE : 6

ACTIVITY : CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
MGTAS	SALARY OF APO	3	1.680									3	1.680	0.560	Capacity Building	SA	NON REC
MGTAA	SALARY OF ACCOUNT ASSISTANT	2	0.506									2	0.506	0.254	Capacity Building	SA	NON REC
MGTAA	SALARY OF ASST. STORES	1	0.254									1	0.254	0.254	Capacity Building	SA	NON REC
MGTAA	SALARY OF ASST. PURCHASE	1	0.254									1	0.254	0.254	Capacity Building	SA	NON REC
MGTAA	SALARY OF STENO	1	0.254									1	0.254	0.254	Capacity Building	SA	NON REC
MGTAA	SALARY OF TYPIST/ DEO	3	0.762									3	0.762	0.254	Capacity Building	SA	NON REC
MGTAA	SALARY OF DRIVER	4	0.808									4	0.808	0.202	Capacity Building	SA	NON REC
MGTAA	SALARY OF PEON/ NIGHT GUARD	6	1.047									6	1.047	0.175	Capacity Building	SA	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MGT-PROJECT MANAGEMNET
BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
PAGE : 7

ACTIVITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
MGT83	FAX	1	0.300									1	0.300	0.300	Capacity Building	EQ	MGN REC
MGT85	DUPLICATING MACHINE	1	0.350									1	0.350	0.350	Capacity Building	EQ	MGN REC
MGT86	PHOTO COPIER	1	1.660									1	1.660	1.660	Capacity Building	EQ	MGN REC
MGT87	T.V.	1	0.150									1	0.150	0.150	Capacity Building	EQ	MGN REC
MGT87	V.C.R.	1	0.150									1	0.150	0.150	Capacity Building	EQ	MGN REC
MGT88	GENERATOR	1	0.500									1	0.500	0.500	Capacity Building	EQ	MGN REC
MGT88	O.M.P.	1	0.100									1	0.100	0.100	Capacity Building	EQ	MGN REC
MGT88	STERILIZER	4	0.160									4	0.160	0.640	Capacity Building	EQ	MGN REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MGT-PROJECT MANAGEMNET
BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
PAGE : 8

ACTIVITY CODE	DESCRIPTIONS	<--- YEAR 1 --->		<--- YEAR 2 --->		<--- YEAR 3 --->		<--- YEAR 4 --->		<--- YEAR 5 --->		PROJECT PERIOD UNIT FINANCE	RATE UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
MGTB8	VACUUM CLEANER	1	0.050									1	0.050	1.050	Capacity Building	EQ	NON REC
MGTB8	CALCULATOR	5	0.040									5	0.040	1.008	Capacity Building	EQ	NON REC
MGTB8	TAPE-RECORDER TMC-1X-BNE	1	0.500									1	0.500	1.500	Capacity Building	EQ	NON REC
MGTB8	SPIRAL BINDER	1	0.060									1	0.060	1.060	Capacity Building	EQ	NON REC
MGTB8	CAMERA	1	0.030									1	0.030	1.030	Capacity Building	Eq	NON REC
MGTB8	TYPE WRITER	2	0.200									2	0.200	1.100	Capacity Building	EQ	NON REC
MGTB2	CEILING FAN	15	0.150									15	0.150	1.010	Capacity Building	FU	NON REC
MGTB2	PERSPECTAL FAN	2	0.030									2	0.030	1.015	Capacity Building	FU	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MGT-PROJECT MANAGEMNET

BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]

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ACTIVITY CODE	DESCRIPTIONS	<--- YEAR 1 --->		<--- YEAR 2 --->		<--- YEAR 3 --->		<--- YEAR 4 --->		<--- YEAR 5 --->		PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
NGTF2	CHAIR	60	0.360									60	0.360	0.006	Capacity Building	FU	NON REC
NGTF2	TABLE	20	0.500									20	0.500	0.025	Capacity Building	FU	NON REC
NGTF2	ALMIRAH	10	0.500									10	0.500	0.050	Capacity Building	FU	NON REC
NGTF2	BOOKS SHELVES	5	0.150									5	0.150	0.030	Capacity Building	FU	NON REC
NGTF2	STEEL RACK	5	0.100									5	0.100	0.020	Capacity Building	FU	NON REC
NGTF2	FILE CABINET	3	0.090									3	0.090	0.030	Capacity Building	FU	NON REC
NGTF2	WALL CLOCK	5	0.015									5	0.015	0.003	Capacity Building	FU	NON REC
NGTF2	IRON CHEST	1	0.060									1	0.060	0.060	Capacity Building	FU	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MGT-PROJECT MANAGEMENT
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
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ACTIVITY CODE	DESCRIPTIONS	<--- YEAR 1 --->		<--- YEAR 2 --->		<--- YEAR 3 --->		<--- YEAR 4 --->		<--- YEAR 5 --->		PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
MGT2	WATER FILTER	5	0.050									5	0.050	0.010	Capacity Building	FU	NON REC
MGTB	PRINTING SUPPLY MATERIAL		0.750										0.750		Capacity Building	TA	NON REC
MGTJ1	CONSULIANCEY		1.000										1.000		Capacity Building	LC	NON REC
MGTL1	EDUCATIONAL MAGAZINE		0.015										0.015		Capacity Building	BL	NON REC
MGTL2	BOOKS		0.075										0.075		Capacity Building	BL	NON REC
MGT01	RENT-OFFICE		0.600										0.600	1.200	Capacity Building	OE	NON REC
MGT04	CONSUMABLE-STATIONARY		0.300										0.300		Capacity Building	OE	NON REC
MGT05	MEETING ARRANGEMENT AT BLO		0.120										0.120		Capacity Building	OE	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MGT-PROJECT MANAGEMNET
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakh
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ACTIVITY ; DESCRIPTIONS ; CODE	<--- YEAR 1 --->		<--- YEAR 2 --->		<--- YEAR 3 --->		<--- YEAR 4 --->		<--- YEAR 5 --->		PROJECT PERIOD ; DATE/ ; UNIT	QUALITY PARAMETER	COST ; CODE	CATEGORY ; CODE	
	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE					
MGT06 TELEPHONE		0.120									0.120	Capacity Building	GE	MGM REC	
MGT08 OTHER OPERATING EXPENSE		0.300									0.300	Capacity Building	GE	MGM REC	
MGT09 TA/ DA		0.600									0.600	Capacity Building	GE	MGM REC	
MGT03 SURVEY		0.075									0.075	Capacity Building	RS	MGM REC	
MGT01 VEHICLE	1	4.000								1	4.000	4.000	Capacity Building	VM	MGM REC
MGT03 VEHICLE - POL		0.300									0.300	0.600	Capacity Building	GE	REC
<< COMPONENT TOTAL >>		26.430	0.000		0.000		0.000				0.000	26.430			

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MIS-MANAGEMENT INFORMATION SYSTEM
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
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ACTIVITY CODE	DESCRIPTIONS	<--- YEAR 1 --->		<--- YEAR 2 --->		<--- YEAR 3 --->		<--- YEAR 4 --->		<--- YEAR 5 --->		PROJECT PERIOD	RATE/UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
MISB1	COMPUTER HARDWARE	1	3.020									1	3.020	3.020	Capacity Building	EQ	NON REC
MISB2	COMPUTER SOFTWARE	1	0.560									1	0.560	0.560	Capacity Building	EQ	NON REC
MISB4	AIR CONDITIONAER	1	0.360									1	0.360	0.360	Capacity Building	EQ	NON REC
MISC9	COMPUTER ROOM	1	0.500									1	0.500	0.500	Capacity Building	CM	NON REC
MISF2	COMPUTER FURNITURE	1	0.840									1	0.840	0.840	Capacity Building	FU	NON REC
MISD4	CONSUMABLE		0.100										0.100		Capacity Building	OE	REC
MISD6	MICNET LINK REGN. CHARGE	1	0.020									1	0.020	0.020	Capacity Building	OE	NON REC
MISD4	PASSWORD CHARGE	1	0.020									1	0.020	0.020	Capacity Building	OE	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : MIS-MANAGEMENT INFORMATION SYSTEM
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
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ACTIVITY CODE	DESCRIPTIONS	<--- YEAR 1 --->		<--- YEAR 2 --->		<--- YEAR 3 --->		<--- YEAR 4 --->		<--- YEAR 5 --->		PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
MIS06	ANNUAL CHARGE	1	0.482									1	0.482	0.482	Capacity Building	GE	NGN REC
MIS08	CONTINGENCY		0.025										0.025		Capacity Building	GE	REC
	<< COMPONENT TOTAL >>		5.927		0.000		0.000		0.000		0.000		5.927				

DISTRICT PRIMARY EDUCATION PROGRAMME

**MAJOR HEAD : PFE-PRIMARY FORMAL EDUCATION
BUDGET OF THE TOTAL PROJECT PERIOD ----->**

[Rs in Lakhs]
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ACTIVITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
PFE02	BOOK BANK (SCHOOL)	1531	15.310									1531	15.310	0.010	Quality Improvement	BL	NON REC
PFE01	PUPPET SHOW	100	1.000									100	1.000	0.010	Retention	NA	NON REC
PFE02	CULTURAL PROGRAMME	40	1.000									40	1.000	0.025	Retention	NA	NON REC
PFE04	ORG OF SPECIAL CAMPAIGN	40	1.000									40	1.000	0.025	Retention	NA	NON REC
PFE05	MOBILIZATION PER VILLAGE	1000	5.000									1000	5.000	2.905	Retention	NA	NON REC
PFE07	WALL WRITING PER VILLAGE	2032	2.035									2032	2.035	0.001	Retention	NA	NON REC
PFE08	MELA OF ANY TYPE	80	2.000									80	2.000	0.025	Retention	NA	NON REC
PFE09	PROMOTION OF EDUCATION EXHIBITION	40	0.500									40	0.500	0.013	Retention	NA	NON REC

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : PFE-PRIMARY FORMAL EDUCATION
 BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
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ACTIVITY CODE	DESCRIPTIONS	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
PFEV1	VEHICLE	1	4.000									1	4.000	4.000	Capacity Building	VH	NON REC
	<< COMPONENT TOTAL >>		31.845		0.000		0.000		0.000		0.000		31.845				

DISTRICT PRIMARY EDUCATION PROGRAMME

MAJOR HEAD : VEC-VILLAGE EDUCATION COMMITTEE
BUDGET OF THE TOTAL PROJECT PERIOD ----->

[Rs in Lakhs]
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ACTIVITY CODE	DESCRIPTIONS	<--- YEAR 1 --->		<--- YEAR 2 --->		<--- YEAR 3 --->		<--- YEAR 4 --->		<--- YEAR 5 --->		PROJECT PERIOD UNIT FINANCE	RATE/ UNIT	QUALITY PARAMETER	COST CODE	CATEGORY	
		UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE	UNIT	FINANCE						
VECE1	ANNUAL GRANT SCHOOL	1531	15.310									1531	15.310	0.010	Retention	SG	NON REC
VECE2	ANNUAL GRANT TEACHER	4214	10.535									4214	10.535	0.003	Retention	EM	NON REC
VECR5	MICRO PLANNING	400	12.000									400	12.000	0.030	Capacity Building	RS	NON REC
	<< COMPONENT TOTAL >>		37.845		0.000		0.000		0.000		0.000		37.845				
	<< PROJECT TOTAL >>		153.945		0.000		0.000		0.000		0.000		153.945				

IMPLEMENTATION SCHEDULE FOR THE FIRST SIX MONTH (OCT-MAR)

DISTRICT NAME :- HAZARIBAGH

COMPONENT	ACTIVITY	I	II	III	IV	V	VI
ACCESS	SELECTION OF SITE FOR OPENING OF NEW SCHOOL		*	*	*		
	OPENING OF ANGNA VIDYALAYA		*	*	*	*	*
	OPENING OF APANA VIDYALAYA		*	*	*	*	*
	SELECTION OF SITE FOR ADDL. CLASSROOM					*	*
	AWARENESS COMPAIGN	*	*	*	*	*	*
RETENTION	PUPET SHOW/STREET PLAY	*	*	*	*	*	*
	ENVIRONMENT BUILDING	*	*	*	*	*	*
	MELA ALL TYPE			*	*	*	*
	GRANT TO TEACHER FOR TEACHER				*	*	
	GRANT TO SCHOOL				*	*	
	MEETING/PRESS/PROPOGANDA/WORKSHOP	*	*	*	*	*	*
QUALITY IMPROVEMENT	TRAINING OF ANGNA & APANA VIDYALAYA		*				
	TRAINING OF TEACHER			*	*	*	
	PURCHASE OF TEXTBOOK FOR SC/ST/GIRLS				*		
	PURCHASE OF TEXTBOOK FOR BOOK BANK				*		
CAPACITY BUILDING	ESTABLISHMENT OF DPO, HAZARIBAGH	*					
	ESTABLISHMENT OF MIS UNIT, HAZARIBAGH	*					
	PURCHASE OF VEHICLE	*					
	CONSTRUCTION OF FIVE BRC BUILDING				*	*	*

PROCUREMENT PLAN (OCT '97 TO MARCH '98)
DPEP - HAZARIBAGH
LIST OF CIVIL WORKS TO BE PROCURED

[Rs. in Lakhs]

SL. NO.	NATURE OF WORK	NUMBER	TOTAL EST. COST	METHOD PROCUR-EMENT	MONTH-WISE PROCUREMENT SCHEDULE					REMARKS
					O	N	D	J	F	
A. NEW CONSTRUCTION										
1.	SCHOOL BUILDING @2.00									
2.	ADD.CLASSROOM @1.00									
3.	PROVITION FOR									
	a. TOILET @0.18									
	b. DRINKING WATER @0.28									
	c. ELECTRICITY									
	d. OTHERS (URINALS) @0.03									
4.	OFFICE BUILDING									
5.	BUILD.FOR TRAINING INSTIT.									
	a. BRC @8.00	5	40.00	LS	*	*	*	*	*	*
	b. CRC @1.50									
6.	COMPUTER ROOM @1.00									
7.	CONSTRUCTION FOR ECCE									
8.	OTHERS (SPECIFIED)									
TOTAL (A)		5	40.00							

PROCUREMENT PLAN (OCT '97 TO MACRH '98)
DPEP - HAZARIBAGH
LIST OF CIVIL WORKS TO BE PROCURED

[Rs. in Lakhs]

SL. NO.	NATURE OF WORK	NUMBER	TOTAL EST. COST	METHOD PROCUR-EMENT	MONTH-WISE PROCUREMENT SCHEDULE						REMARKS
					O	N	D	J	F	M	
B. <u>REPAIR & MAINTENANCE</u>											
1. SCHOOL BUILDING											
2. OFFICE & OTHER BUILD.											
TOTAL (B)											
TOTAL (A+B)		5	40.00								

PROCUREMENT PLAN (OCT '97 TO MACRH'98)
DPEF - HAZARIBAGH
LIST OF GOODS/EQUIPMENTS/VEHICLES/FURNITURE ETC.

[Rs. in Lakhs]

SL. NO.	NATURE OF WORK	NUMBER	TOTAL EST. COST	METHOD PROCUR- EMENT	MONTH-WISE PROCUREMENT SCHEDULE					REMARKS
					O	N	D	J	F	
A. EQUIPMENT										

1.	HARDWARE & SOFTWARE	1	3.58	NCB	*					
2.	A.C.FOR COMPUTER	1	0.36	NS	*					
3.	OTHER OFFICE EQUIPMENT	1	3.00	NS	*					
4.	TRAINING EQUIPMENT (DIET)									
5.	EQUIP.FOR NFE CENTRE, TEXT-BOOK CORPN, BRC, CRC, SCHOOLS									
6.	TEACHING AIDS									
7.	OTHERS (BRIEF DETAILS)									
TOTAL (A)		3	6.94							

PROCUREMENT PLAN (OCT'97 TO MACRH'98)
DPEP - HAZARIBAGH
LIST OF GOODS/EQUIPMENTS/VEHICLES/FURNITURE ETC.

[Rs. in Lakhs]

SL. NO.	NATURE OF WORK	NUMBER	TOTAL EST. COST	METHOD PROCUR-EMENT	MONTH-WISE PROCUREMENT SCHEDULE						REMARKS
					O	N	D	J	F	M	
F. GRANTS											

1.	SCHOOL INFRASTRUCTURE @2000/- PER SCHOOL PER YEAR	1531	15.310							*	
2.	TEACHER @500/-PER TEACHER PER YEAR	4214	10.535							*	
TOTAL (F)		5745	25.845								
TOTAL (A+B+C+D+E+F)			78.430								

