# DISTRICT PRIMARY EDUCATION PROGRAMME (D.P.E.P.) 

For Achieving<br>UNIVERSAL PRIMARY EDUCATION (U.P.E.)<br>(1994-2001)<br>\section*{DISTRICT : SURGUJA}<br>



## ACKNOULEDGEHENT

Education is a fundamental tool of huaan boing, which plays a key role to enhance and strengthen social, economic and political status of a comunity and the nation too. Primary education is asseritiai for ail children which is mow recognized as cutting edge of developaent. As recognized by the world conference on education for all, primary education is essential for todays ohild.

It is a matter of great pride and privilege that SURGUJA has been chosen under Universalisation of Primary Education Programme". of the Govt. of Madhya Pradesh.

1 an very happy to present the proposal for the "Universalisation of the Primary Education in Surguja" to the Govt, of the Madhya Pradesh as per the etipulated time schedule. This proposal is the out come of numerous consultations at the village block and district levels.

This process started with setting up of District planning group.

Preparation and revision of the district plan in such a short poriod of time was not an easy task. We have extremely fortunate that we have experienced and dynamic tean.

Working together on this proposal has doveloped a sood team sprit betweon officers of various departments. That will continue to inform all activities a the implementation State as well. My thanks to Mr. N.S. Bhardwaj, Astt. Commissioner (TW); Mr. U.K. Tripathi,Project Administrator Mr. KBL Saxena, Deputy Director of Education Mr. C.M. Mishra, Principal DIET and officer from the other departments for their valuable efforts in ensuring timely completion of this proposal.
R.K. GOYAL

Collector Sureuja
\& chairman District plannine Group

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National lustitute of Educational
Planngg and Administration.
17-B, Srı Aurobindo Mare,


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## CHAPTER - 1 <br> An Introduction to the District :

Surguja, the second biggest district o the state, is situated in Bilaspur revenue Division. It emerrged $n$ its present shape in the year 1948, consequent upon the mearghr of estewhile Princely states of Surguja, Korea, and Chang Bhilkher. The District may be
 to location of Bishrampur churcha, jhagrakhand, Doman Hill, Khonga pani and Bhatagaon Coal mines.

## 1. 1 Location :-

District Surguja is located in the noftheast corner of Madhya Pradesh beteen 22-38 ${ }^{\circ}$ d 24-61 ${ }^{\circ}$ latetutes and 81-35 and 85-15 longitude. The hight is $6 \varnothing 9$ mitres above the sea level.

Area :-
The geographical area of the Districtt is $\mathbf{2} 2337$ Sq.Kms. out of which 12091.14 Sq.Kms. i.e.54\% is the forst area. Sanjay nationd park in Baikanthpur 1.T.D. project ccuering a total area of 1471 Sq.Km. is a place of tourist attracticin.

The Surguja District is surrounded b Mirzapur District of Utter Pradesh in North, Palamu District 0 Bihar State in the east, Raigarh and Bilaspur District of M.P. in South, Sidhi District of M.P. in the North West and Shahdol Diftrict in the West.

## Population :-

As per 1991 census, the total population of the district is 20.82 lacs. Out of which 1.5 lacs is $5.52 \%$ are Scheduled Cast and 11.18 lacs is 53.68\% are Scheduled Tribes. Rural population of the district is 18.31 Lakhs i.e. 87.94\% cf the total population where as 2.51 lakhs i.e. 12.06\% is the urban population.

## Population Density :-

Density of population as per 91 censils is 93 persons per sq.km as compared to 73 persons per sq. 7 m . in '81. The decadal increase in density of population per sp.km is $2 \%$ persons. Bharatpur Block of the District has the lowest density of population i.e. 25 persons per sq.km.

### 1.2 Geography :-

From Geographical point of view one part of the Distt. is fully endowed with coal mines and on the other hand 54\% of the total area is covered with dense forest. lhe eastern part of the Distt. has various hill pleatues. viz. Malnpat, Jamirapat, Jarangzpat, Lahsunpat etc. Among them, Mainpilt is most attractive with fascinating natural beauty and clinatic conditions. It is well known for Carpet production and the Tebettian rehabilitation. The main rivers of the distt. are Rihand, Hasdo and Kanhar which have so many tributaries. The central piartt of the district consists of plains of Rehand and Hasdo river where as the western part comprises Hillsecond pleatyes.

### 1.3 Demography :-

As per census' 91 the population of the district is $20,82,630$. Out of which 1064628 are males and 1018002 are females. Hence the ratio of females on per thousand males in the district is 955 as compared to the ratio of the state which is 932 females per thousand males. The population of the Scheduled tribes is 11.18 lakhs i.s. 53.68\% and Scheduled Caste population is 1.5 lakhs i.e. 5.52\% of the total population of the district. The Kurai ainu Urban population of the district is 18.31 lacs and 2.51 lacs respectively. Among the 24 blocks of the district the population of Backunthpur block is the maximum i.e. 1.43 lacs where as that of Sonhat Block is the lowest i.e. 0.31 lakhs.
lt is a common motion that the population increses in decade but on the contrary, the population of Batauli Block of the district has decreased in 1991 in comparision to 1981. The population of the said block in 1981 was 51,314 which has come down to 50,839 .

There are six municipal areas in the district whose population in 1991 reads to 1.993 lacs. Chirimiri comes under SADA. The district consists of 2439 village and 8237 habitationg. The ratio of the habitations under different population is described below.

| S. Mo. | Population Slab | No. of Habitation |
| :---: | :---: | :---: |
| 1 | 2 | 3 |
| 1 | Hore than 251 | 2281 |
| 2 | 241-25\% | 1177 |
| 3 | 101-208 | 2896 |
| 4 | Less than 109 | 1883 |
|  |  | 8237 |

The population of Municipal aseasis as under : (as per 1991 census)

| S. NO | Nase of the Iown | Total Population | S.T. | S.C. |
| :---: | :---: | :---: | :---: | :---: |


| 1 | 2 | 3 | 4 | 5 |
| :---: | :---: | :---: | :---: | :---: |


| 1. | Ramanuj Ganj | 7834 | 649 | 281 |
| :---: | :---: | :---: | :---: | :---: |
| 2. | Baikunthpur | 8316 | 833 | 363 |
| 3. | Mahendra garh | 28326 | 25778 | 1687 |
| 4. | Surajpur | 13849 | 1814 | 685 |
| 5. | Jhagarakhand | 13933 | 2255 | 1944 |
| 6. | Aabikapur | 51277 | 5103 | 26 |

The classification of the population among workers and non-workers is as follows :

|  | Rura! |  |  | Urban |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Male | Fenale | Total | Hale | Fenale |  |
| Gultiuators | ${ }^{6855 i} \mathrm{i}$ | ถิงร์ | 455511 | 2395 | 281 | 2538 |
| Agriculturist | 76761 | 54261 | 124968 | 1111 | 49 | 152 |
| Collage Industr | ry 7723 | 2536 | 11259 | 134 | 125 | 1425 |
| Other Horkers | 48818 | 5292 | 54116 | 55451 | 4389 | 59411 |
| Margind Vorkers | s 11111 | 223714 | 234825 | 381 | 1124 | 1515 |
| Mon Yorkers | 387174 | 525177 | 912351 | 74363 | 169985 | 184288 |
| Total | 93114 | 980971 | 1832114 | 134543 | 116276 | 251816 |

In this district there are 4,95,601 agriculturists, $1,24,968$ labours, 10,259 engaged in cottage industries and $9,12,351$ workers in rural areas as against 2,638 agriculturists, 1520 agricultural labours, 1425 engaged in cottage industries and 59444 other workers, 1505 manginal workers and $1,84,288$ non workers in urban areas.

It is evident from the above table that 47.35\% of the total population off the district relates to workers and the rest 52. 65x ralates to non workers. The percentage of workers and non owrkers in rural areas is $20.20 x$ and 49.79 respectively as against $26.5 \%$ and $73.47 \%$ respectively in urban areas. It is notable that 67.47\% out of workers are engaged in agricuitural business while $32.52 \%$ are engaged in other varieties.

The literacy rate as per 1991 census for the district is shown below.:-


### 1.4 Infrastructure :-

In comparision to other districts, Surguja, which is the second district in area in the state $54 \%$ of which is covered with dense forest, still faces backwardness. As per 1991, 5,51,100 hectare land was used for Agriculture purposes covering 55,091 hactare. As such 9.31\% of the total area is irrigated land. In this district, there are $19 ?$ minor irrigated and 2 medium projects. At present 5 medium irrigated projects are under construction which, afterr complettion would coverr 88,658 hactare area for irrigattion.

Almost two thirdsuillages of the district are too distant from the neucleus and their being connecting from the roads is in the oftting. All urbon areas of the district are well connected with the Packa roads while 432 Panchayat head quarters 973 villages are connected with Packa roads or open season approachable roads and the remaining with Kacha roads.

Plans of town water supply in Ambikapur, Baikunthpur, Manendra garh, Ramanujganj, suraj pur and Chirimini, and rural tap water supply plans in other 12 villages of Sarguja district have been running, 6667 hand pumps have been dug (ro hollow out) in 2396 villages of Surguja District up to the year 1991 and in rest of villages, the digging work of hand pumps are goning on.

Electrification of 2168 villages has been done upto $31 / 03 / 91$ by Electricity Board, in view of electrification. Cent per cent electrification in villages of Sitapur, Ambikapur, Batauli, Lundra and Ramanuj Nagar, blocks has been done. In the seconc stage, cent per cent electrification in Balaram pur, Main pat, Kusmi, Ramanujganj , Suraj pur, Prem Nagar, Bhaiyathan, Odgi, Pratap pur, Shankar garh, Raj pur and Wadraf Nagar is being done.

## ECONOMIC DEVELOPMENT

Main occupation of inhabitants of this district is agriculture, In addition to agriculture, collection and sale of forest products are the means of financial base of inhabitants. In spite of these, wages is also the means of financial source in Coal and Bouxite mines. In main crops paddy, oils pulse, gotangi Kodo, Kutke, Maize and mustarad are produced. Production of paddy in the district is the highest, when only 13 percent area is the area of double crops of total area of agriculture. Consequently agriculture is the only financial source. Those who totally depend upon agriculture are living under poverty line. This is the in view of industries, is counted most backward district of Madhya Pradesh, Undoubtedly inspit of much area of Coal mines, in (District) does not keep remarkable achievmentts. Making of luni galicha is done mainly as Hathkargha (Hand loom) industroes. Inspite of these wirtten above, some small units of function, cans, pots of aluminium, and appratus used in coal mines have been established as small industries units.

The work of establishing in employmentt giving training to 9447 village sculptore under Traisem plan is being done. through DRDA. Thus 308 coltege industries of 1891
woman are being managed by $3 \varnothing 8$ woman groups under DWACRA for village women. Those families which are living under povertty line are being benefited.

3 silk seed centres have been running in Rajpur, Bataih and Narbada pur simaltaneously keeping in view of silk production in the district. In addition to this, Resham centres in 21 other places have been set up. These kosa seed contain in 11 places of the district have been set up through which medium type Kosha Silk and Sahtoote Silk are being produced in Sarguja district Production of Silk/Kosa also is the financial base of villages.

Fisheries has been adopted as industry in the district, íisifíies production has been taken as occupation by 979 S.T. families and 205 S.C.families in 5722 Hectare water area of the district. Thus, (in this wayl village milk production are being given facilities of milk sale through one Intregrated Tribal Milk Development Project. In accordance with, these have been benefitting to 184 Customers (interested persons).

## Per capita Income:-

It is natural that income, per capita income has decreased due to dimination of economic measuree and backwardness of the district. At present per capita income of thex district is Rs. 732/- per annum. Total number of families which are liviing under ptuerty line are 270487 in which there are 150007 S.C. and 245285 S.T. Expected financial helps as aid are bank loan are being given to these families through D.R.D.A. and Anvyavasai Nigam.

Labourer's families, are going out from the district or out of M. P. in search of liyelihood, are less in number. Undoubtedly the district is dry affected district, Going are 75 laborers families has been minimised due to, time to time relief work has been strated. Laborers do not go out of thus place in search of weges.

SOCIAL STATUS :- The distric is numerous total district. In addition to general castes main Scheduled tribes are Gond, Kanwar, Dahagat, In adddition to those castes Gond, Kanwar Dahagat, there are Pahodi Korwa, Manjhi Manjhwara, Pando, Kherwar and vracon scheduled tribes reside in the district. Among them, Pahadi Korwa has been decleared special backward tribe having population of $13 \varnothing \varnothing \varnothing$ approximately.
They reside in shan Kargarh, Kusmi, Rajpur, Lundra, Batauli and Mainpat blocks. Gharia and Gharia reside as main scheduled castes in schduled castes.

## LANGUAGE AND DIALECT :-

Surgujia dialect which is one of the sub dialects of Chhatisgarhi, spoiken as main dialect in the district. In addition to this, use of $H$ indi is every where in the district. uraon tribes use their own local Kuduk dialect which is the origin of Dravid language.

Related to caste and social grups :-
One side in the district where numerous scheduled tribes, the other side in uraon scheduled tribe, due the change of religin, social progress, deanline are visualised. On one side in the district there are tyribals, much in number, on the other side, social and proagress and cleani lines are visualised, due to change of religion in uraon tribes. In comparison to other scheduled tribes, uraon scheduled tribe has more percentage in
literacy. In addition to main scheduled tribe, the other scheduled tribes are more backward in view of finance and socal status. Among these ladies are hard working. These all scheduled tribes are the original scheduled tribes of Dravid in which, these all are the customer of inter caste marriage or behaviour. There remains uptil now, expansion of blind faith, Gotra, family and village God, Puja, Jhad Phuk and tora lottea in all the scheduled tribes. Widow marriage, costom of remarriage are visualised to some places.

## Culture and tradition :

In this area, present colization and formatation of Society, before in habitancy, in main kherwar scheduled tribes of this district, are uisualised. Herre resided Gond scheduled tribe, is mainly agriculturist. None of this caste are well folk dancers. They celebrate Holy, Chhata, and Karwa fastivals. None of kanwar scheduled tribe speak mixed Chhatishgarhi Hindi. People of this scheduled tribe are known as eminent due to korwar áneetors.
This caste also calebrates Karma, Chhorde, Holy and Dahhara festivals etc. Nagesra caste thinules itself the accestor of Nag. Some ladies dont put on bangles. There is the costem of brides price in Korwa tube. Korwa scheduled tribe was helps the bride grooms Good. Dewuthan, swana and Hloy Karma are main fasttivals of this scheduled tribe. Pahadi karwas burn those houses where their relations due. Pando scheduled tribe burns the dead body and they say themselves the aueestor of paudaves. There are fastivals of Pandos like Karwas. they take interest in flok dance and celebrate Karwa, Chhata, Holy festivals.

The cultural heritage of Swgigs can be seen in almost all the pocdees of the district in its must null diseducational structure and continue costoms and systems, sitas and rituals, various trends of marriage cerimonies, pre and post festival pertaining to agriculture and various similar aspects and systimatic style there of in because cultural specialities of the distuat

FOLK ART AND FOLK SONG :-
Most of village sculptures and artists have earned much fame. Sona bai (Son Kuwar Bai) was honoured with Tulsi Samman. One side and on the side, she has represented India in Bharat Mahatasava, organised in different contries. Dolls of Terry cot and base metal, pots, goods of deiarch idoli of petal and koushi Darri with prices of cloth Rajan and wooden work, made by these folk artists. Folk dance artists have earned much fame through lok Kala Parishad Bhopal.

Special Area : -
There are not running any other big constuction waste or big indurtiy's project or any big ungation project in the district but excavation work of hranium Coal and Bauxite can be said to be the main projects. Shyam Ghunghuts, Rehar-kanhur, Kuwarpur, Baides, Baruiem and Gej irrigation projects are completed as medium irregation projects in the district.

## ADMINISTRATIVE STRUCTURE:-

Sarguga district is the district of numerous tribal which comes under Bilaspur, revenue division. The district has been divided into 11 revenue to horls and 6 sub divisions. The head quarters of the district is Ambikapur, In view of development district has been divided into 24 tribal blocks.

The district is divided into 4 united tifiais development project. One in veiw of administrative and development due numerous tribal district which are simultaneously Ambikapur, Surjpur, Baikumthpur and Pal. In this way, keeping in view of educational facilities and area district has been divided into 4 Educational districts on the basis of the area of tribal sub places. Whole district has taken the shape of one educational division for education. There are six municipal areas, 2438 villages and one Sadi. Villages of the district have been divided into panchayats areas. there are 911 village panchayats, out of which 682 scheduled tribe panchayats and 2 scheduled caste panchayats in the district. For maintaining rural development activities, there are two District Rural Development Abhikaran at Ambikapur and Baikunth puri in which simaltaneously, 14 and $1 \varnothing$ blocks have been included. In view of the urban development, there has been established one Urban Uikas Abhikaran.

Now there has been running Akikrat Bal Vikas Pariyogna in 11 blocks of the district for managing the programmes of Manila and Bal Vikas.
adimistralive grade of the district


## THER SPECIALITIES OF THE DISTRICT :-

Archalogical remainders of Surguja is evident that present of Sarguja may be what so ever, but its part was filled up with its richness.

In Sarguja be artistic work relics of fort, idels and its remainoiers of fost peried and of 3rd to ett, gtr and century are visualised. In adition to Ram garh, Mahesh pur, Deo garh, Satmahela, Dipadihi, Belsar, Haladaud, Kudar garh and Bhawarsond there are many places which are the areas of alteration for archalogist. In other remainders where on one side, administrative and political seanes of ruling and seen, on the other side sculpture and ash - conciodness are visualised.

UPE : Present Status and the Task Ahead

### 2.1.1 Primary Education in the district :-

Four types of educational institutions are functioning at present for Primary Education. ut course, tine iespunsitility of education, constitutionally lies on the head of the state government but beside the state this responsibility is being bare by Private Sectors along with the local bodies as well. The Education Department as well as the Tribal Welfare Department of the M.P. Government manage the educational institutions. Along with this, the schools are also run by the local bodies such as municipal boards and Janpad Panchayats. The educational institutions are also being run by the private management in the form of the aided or unaided private institutions. At present 3276 Primary Schools including Ashram Schools and 185 junior Primary Schools are running in the district. The total number of villages in the district is 2439 where as the total number of primary schools is 3276. It means on an average, there is one primary school in each village. There are 595 middle schools in the district. Thus the ratio of Middle schools to Primary Schools is one to five.

### 2.1.2 The Primary Schools affiliated to the High Schools :-

In the district _ 23 Primary Schools are working in affiliation with Middle Schools and High Schools, and all the remaining Primary Schools are working independently.

### 2.1.3 Enroleaent position as on 3e.9.93

The number of boys and girls student enrolled in the Primary Schools of the district is as follows. TABLE MO.
Class-vies aroloment position In Piracy schools as on 3/9/8s



2.1.4 School Calander and School tiaings :-

Teaching in all the schools of the district is conducted on the teaching days in the fixed periods according to the Prescribed syllabi.

The average working hours of Primary Schools are four hours and thirty minutes. 2563 Primary Schools are running in one shift where as Primary and Middle Schools run in the same building in two shifts in 713 places. If the Primary School runs in the day shift and vice versa. Usually the time of the morning shift is $7=30$ a.m. to $11=4 \varnothing$ a.m. and the time of the day shift is in the afternoon from $12=\varnothing 0$ to $5=18$. If the Primary Schools runs in one shift the time is from $11=30 \mathrm{a} . \mathrm{m}$. to $4=4 \varnothing \mathrm{p}, \mathrm{m}$.

### 2.1.5 Average Teaching Hours :-

The average teaching hours is for four hours and thirty minutes and the teaching days are 224. This amounts to 918.40 teaching hours in one year.

### 2.1.6 Learners Evaluation Method :-

- The syllabus for teaching of a subject is divided into ten units. The number of teaching days are prescribed for each monthly unt and thus subject teaching is done according to the syllabus divided inte ten monthly units. Monthly tests are held according to the Portion of the syllabus taught in each unit to evaluate the students. This monthly test is called internal valuation. The total marks obtained in the ten tests is shown at the end of the year. Besides these monthly unit tests students progress is also evaluated by quarterly, half-yearly and yearly examinations.


### 2.1.7 Management wise Description of Primary Schools :-

There are four kinds of Schools from the management part of view in Surguja Distt. e.g. (i) Schools of Education Department (ii) School of Tribal Welfare Department (iii) Private Schools (iv) Schools of Local bodies.

## The followiag tible mitern manguent wist aubber of Bohcole.

| Manazenent fora | Junior Prisary Schools |  | Primary Schools |  | Hiddle Schools |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Boys | Girls | Boys | Girls | Boys | Girls |
| Education | 25 | - | 1366 | 62 | 127 | 31 |
| Department |  |  |  |  |  |  |
| Talbal Yelfara Department | 168 | - | 1359 | 116 | 372 | \$1 |
| Private/Local Gort. | - | - | 109 | 88 | 74 | - |
| Primary Ashrams | - | - | 52 | 19 | - | - |
| TOTAL | 185 | - | 2896 | 195 | 513 | 62 |
| 2.1.8 The Primary Schools by enrollment size :- |  |  |  |  |  |  |
| In view of the target size of the enrollment number of schools is very small, even then there are some such institutions which have considerable enrollments. the table below indicates the information thereoff |  |  |  |  |  |  |
| No. of Primary Schools by the size of Enrollment :- |  |  |  |  |  |  |
| S. No. Enrol |  |  |  | er of ols |  |  |
| 1. Enrol | than |  |  | 14 |  |  |
| 2. 411 to |  |  |  | 69 |  |  |
| 3. 311 to |  |  |  | 24 |  |  |
| 4. 211 to |  |  |  | 117 |  |  |
| 5. Less |  |  |  | 3112 |  |  |
| 2.1.9 As regards the rural and urban distribution of Primary Schools in the district, there are 3167 Primary Schools in urban areas and 109 Primary Schools in rural areas. |  |  |  |  |  |  |

In the Government and Non-Government Primary Schools of the District on an average itwo post of Assistant teachers are sanctioned for each institution and one post is sanctioned for each funior Primary School. Management wise number of the post of assistant teachers in the Primary Schools of the district is as follows :

TABLE NC
Management-wise Number of teachers in Primary Schools
S. No. : Description of Managenent ; No. of Posts : No. of Posts : No. of Posts

| : | : Sanctioned | : Filled | : Vacant |
| :---: | :---: | :---: | :---: |

1. : Education Departeont : 3314 : 3481 : 313
2. I Tribal welfare Departeent : 342 : 2833 i 587


| ; | fotal | ; | 8194 | ; | 7185 | ; | 989 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |

2.2.1 Tencher - pupil ratio :-

The enrollment of the boys and the girls in the Primary Schools as on $30 / 09 / 93$ is 233024 , whereas the number of teachers working in the Primary Schools is 7185 . Thus teacher pupil ratio at present in the Primary Schools is 1 : 33.

### 2.2.2 Qualification and Training Status of Teachers :-

The following table indicates qualification standard and training status of Primary School Teacher.

TABLE NO.

| Below ligh | Above High | Trained | Untrained |
| :---: | :---: | :---: | :---: |
| Schools | Schools |  |  |

44
6737
3487
3698
2.2.3 Description of the Schools having less than One teacher per Class:-

The number of schools with less than one teacher per class by and large are in majority. As a matter of fact at present in the district there are only 164 Primary Schools which have one teacher for each class. The remaining 2927 Primary Schools have on an average two teachers per school. Junior 185 Primary Schools of the District are single teacher school.

### 2.3.1 Position of School Buildings :-

The number of buildingless primary schools in the district is 985 out of which 442 schools are of Tribal Development Department and 543 Education Department.

```
2.3.2 Deficiency of roons in the Primary Schools :-
In the district only 2291 Primary Schools out of 3276 have their
own buildings where as keeping in view the size of present
enrollment 387 Primary Schools have in adequate accomodation
which need the construction of 478 additional rooms. (Besides
this keeping in view the speculated enrollment number in the year
200\varnothing more additional rooms will be needed for 3i5 Primary
Schools.)
```


### 2.3.3 Deaand and recovery of Education cess :-

```
In the district regarding the education cess in comparison to the demand the cess realisation is about 60\%. Since the cess fund is not realised from the Tribal Peasants in the district in the year 1992-93 the district received only Rs.2,59,372.00 as the educational cess fund.
```

2. 3.4 Principal sources of fundingg of School buildings in the
past year :-
In the past years construction off Primary School buildings has
always been responsibility of Block Offices and Rural Engineering
Services. The construction of Primary School buildings has been
carried out with the financial allotments obtained in the
following funds :-
3. Jawahar Rozgar Yojana
4. Operation Blckboard fund
5. Tribal Project Fund
6. Tribal Development/Authority funds
7. National Rural Employment Programme
8. Local bodies as Municipal boards and Janpad Panchayat Fu
9. Public participation of local citizens.
2.4 Status of Secondary and other Institutions :-

The status of different educational institutions for Higher Secondary/higher education and Tecnical Education is given below.
2.4.1 - Upto Higer Secondary Standard :-

| S. Fori of Management No. | Middle School |  | High School |  | Higher Secondary |  | Vocational <br> /Learn and <br> Earn |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Co-Edn. Girls |  | Co-Edn. Gir |  | O-Ed | Gi | Co-E |  |
| 1. Education Deptt. | 127 | 31 | 24 | 18 | 14 | 65 | 67 | 14 |
| 2. Tribal Velfare Deptt | 332 | 31 | 65 | 69 | 25 | 18 | 69 | 5 |
| 3. Private and Local Bodies Educational Institutions | 74 | - | 15 | - | 12 | - | - | - |



| S. Ho. | Post | Sanctioned Posts | $\begin{aligned} & \text { Filied } \\ & \text { Bp } \end{aligned}$ | Lying Vacant | Nuber of lnstittutions per Supervisor |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1. | Assistant Comissloner | 11 | 11 | - | 3276 |
| 2. | Project ûfficer | 44 | 4 | - | \%ิ19 |
| 3. | Assistant Project Officer | 84 | 4 | - | 819 |
| 4. | Area Organiser | 12 | 12 | - | 1638 |
| 5. | Block Educational Officer | 24 | 22 | 12 | 136 |
| 6. | Circle Organiser | 37 | 24 | 17 | 88 |

### 2.5.2 Official establishments are as followg :-

[A] In the office of the Joint Director Public Instruction, $\quad 01$ Accounts Officer, ©i Statistical Officer, Di Divisional Sports Officer, 04 Auditors and 05 Accountants, 11 Upper Division Clerkss, 05 Lower Division Clerks posts are sanctioned.
[B] In the Office of the Deputy-Director Education $\varnothing 1$ Account Officer, $\varnothing 1$ Auditor, $\varnothing 1$ Assistant Statistical Officer, $\varnothing 4$ Accountants, $\varnothing 9$ UDC, $\varnothing 4$ LDC posts are sanctioned.
[C] In the office of the Assistant Commissioner Tribel, ol Assistant Statistical Officer, 02 Junior Account Officers, 11 Accountants, 13 UDC, $\varnothing 5$ LDC posts are sanctioned.
[D] In the office of the Assistant Project Officer, Tribal Welfare, $\emptyset 1$ Accountant, $\emptyset 3$ UDC, $\emptyset 3$ LDC posts are sanctioned.
[E] In the office of the Block Educational Officer (Tribal), $\quad 01$
Accountants, ol Investigator, 02 Upper Division Clerks,
Lower Division Clerks postss are sanctioned.
2.5.3. Availibility of Physical facilities and Equipments in the Offices :-

Telephone, Typewriters are available in Divisional and District offices but behicke facility (Jeep) is available only to the Joint Director Ambikapur, Assistant Commissioner (Tribal) Ambikapur, Deputy Director Surajpur, and Dy-Director Baikunthpur, Assistant Project Officer (Tribal) Ambikapur, and Asstt. P. O. Baikunthpur only. Vehicle facility is not available to any other officer.

Telephone, Typewriter, Duplicator and any other kind of Vehicle facility is not available in the offices of the Block Educational Officers, neither these facilities are available to any Supervisor nor any Insector like A.D. (N.F.E.), Circle Organiser or P.O. (N.F.E.).

### 2.5.4. Systen of disbursenent of Salary to the teachers :-

The disbursement of Salary to the teachers in the Tribal Welfare Department is being made through banks. The pay bills are prepared in the offices of the Block Education Officers. After their being drawn from the treasuries the amounts of salaries are deposited into the saving bank accounts of the teachers, opened in various banks.

In Education Departments the pay bills are prepared by the Paycentre in charges and submitted to the Dy-Directors. They draw the amount from treasuries and make its payments through the pay centre incharges by cash.

### 2.6. Resource Ingtitutions in the district :-

DIET [District Institute of Education and Training] is the only resource institute in the distt, which has been conducting the task of In-Service training, ofientation courses for the instructors, supervisors and project officers of the non-formal education system. In the Institute there is facility of training for fifty regular trainees. Besides this the DIET provides training under Operation Blackboard, English Language Teaching, Science Training, Maths Training and Population Education etc.

At present the post of Principal in the DIET, Ambikapur is lying vacent. Apart from this, out of 24 posts sanctioned for lecturers, only 13 posts of lecturars are filled up and 11 posts are still lying vacant.
2.6.2 DRU Unit of DIET Ambikapur is not functioning properly. There is no lecturer is posted to look after this unit.

The DIET Building is under construction. The DIET is functioning in the old B.T. I. Building.

### 2.6.3 Angan-Uadi Uorkers Training Centre :-

There ls only one Angan Wadi Workers Training Centre at Ambikapur. In this training centre 35 Angan-Wari workers can be trained. This training centre functions in regular manor.

### 2.6.4 College of Education :-

The district has no College of Education. The Bilaspur College of Education, where Graduate and Post-graduate courses are conducted in Education Course this distt. The College of Education, Bilaspur is affiliated to Guru Ghasidas University, Bilaspur.

### 2.6.5 Non-government organisation's :-

In the district non-government organisations such as Lions Club, Rotary Club, Jaycees and Leopard Clubs are working in the field of Social Services. There are some other eminent non government organisations, working for Educational department. Amongg these organisations Christian Missionaries, Sarvoday Samiti, Sarguja. Rameshwar Gahira Guru Samaj, Vanvasi Sewa Mandal, Sarswati Shishu Mandir Samitis.

### 2.6.8 Outstanding teachers :-

Amoung the prominent teachers, awarded by the State Government and his excellency, the President of India for their outstanding carrier and contribution in the field of Education are Shri Bhagirath Gauraha, Headmaster Middle School Jainagar, Shri S.S.P.Shrivastav Sports Instructor, DIET Ambikapur, Shri D.K.Singh, Kedarpur, Shri Ramakar Tripathi, Girls Manipur, Smt. Veena Bhatnagar Primary School, Kedarpur, Shri S.P.Soni, H.S.School, Manipur.

### 2.6.7 Other Resource Persons :-

Amount the prominent persons associated with education and can be treated resource persons are Shri R.K.Shrivastav, retired Assistant Commissioner T.W.D. Ambikapur, Shri Tribhuvan Tiwari, retired Head Master, Ambikapur, Shri R.K.Pandey, retired Principal, Govt. H.S.School Karjee, Shri R.P.Dubey, retired Principal Ambikapur, Shri R.D.Pandey, retired Deputy DSE, Ambikapur, and Shri M.P.Verma, retired Deputy DSE Ambikapur.

### 2.7 The Status and iapact of various programe conducted in the district :-

### 2.7.1 Operation Black board Scheme :-

In first phase of operation blackboard scheme 02 blocks of Ambikapur, $\mathscr{D}_{1}$ block of Baikunthpur, $\mathscr{E}_{1}$ block of ramanujganj and Ø1 block of Surajpur Edn. Dustrict were covered. In the second phase 02 blocks in the Ambikapur, 02 blocks in the Surajpur, $\varnothing_{1}$ block in Baikunthpur and 2 blocks in Ramanujganj Education District were covered. In the third phase were taken bl block of Ambikapur, $\boldsymbol{\theta}_{1}$ block of Surajpur, $\varnothing_{1}$ block of Baikunthpur and 02 blocks of Ramanujganj Education District. In the same order in fourth phase 62 blocks were covered under in Ambikapur, 02 blocks in Surajpur and 02 blocks in Baikunthpur Education Distt. In the fourth phase no block waas remaining to be covered in Ramanujganj Edn. Distt. Thus in fourth phase all 24 blocks of the district have been covered under the operation Blackboard Scheme.

## The State of blocks selected step-wise and district wise under Operation Blackboard Schene

| S. Education No. District | Blocks <br> taken in <br> first <br> Phase | No. of <br> Sanct <br> ioned <br> schools | Blocks <br> taken in <br> second <br> Phase | No. of sanct ioned school | Blocke teken in S <br> third <br> s Phase sc | $0.0 f$ sanct oned hools | Blocks taken in four th Phase | No. of <br> Sanct <br> ioned <br> schools |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. Anbikapur | Lakhanpur | r 132 | Mainpat | 78 | Asbikapur |  | Sitapur | 14 |
|  | Lundra | 164 | Udaipur | 163 | Rajpur | 186 | Batauli | 91 |
| 2. Surajpur | Ramanuj- | 121 | Surajpur | 192 | Prea nagar | 93 | Pratappur | 139 |
|  | nagar |  | Bhaiyath | an 94 |  |  | Odagi | 177 |
| 3. Baikunthpur | Baikunth- | - 125 | Khadagama | an12i | Sonhat | 75 | Manendra | 118 |
|  | pur |  |  |  |  |  | garh Bharatpur | r 121 |
| 4. Ramanujganj | Vadrafnagar | 144 | Kusai | 138 | Raeanujganj | j128 | - | - |
|  |  |  | Shankar | 152 | Balranpur |  | - | - |

Kits of teaching aids were provided only in the firt and the second phases. 235 candidates have been appointment on the posts of asgistant teachers created in the third phase under the operation Black board scheme.

Under operation Black board scheme construction of 204 Primary Schools building was to be carried over but only 202 buildings have been constructed and the remaining two are under constructicn.

### 2.7.2 Non-Formal Education :-

The aim of this scheme is to impart elementry education to drop outs and non entered children in the age group 6-14. At district level which is a education devision, the cell of Divisional Coordinator has been created in the office of the responsible to the Joint-Director. The cell of Assistant Director (Non-formal education) has been created on Education District level for conduction and management of non-formal education. Assistant-Director is responsible to his Deputy-Director Education. There are twenty non-formal education projects $10 \varnothing$ centres each. there are as many instructors as many centres. Therefore the number of acting instructors is changeable. For the post off a male instructor the minimum qualification is Matric and for the female instructor that is only Middle.

There are 200 posts of N.F.E. Supervisors. Every supervisor has to inspect 10-12 centres. The Village/Para group of 10-12 centres is called Parisar. All these centres are within eight kilometres of the head quarters of the supervisor. A supervisor gets in a year a sum of Rs.6, $0 \varnothing 01$ - as remuneration.

The posts of both the instructor and supervisor are nongovernment posts and they are paid honourariums.
[1] Particulars of Instructors/Supervisors :-

| Posts Sanctioned | ! | Posts Filled Up | ! | Post Vacant |
| :---: | :---: | :---: | :---: | :---: |

Instructor iSupervisor : Instructor : Supervisor : Instructor : Supervisor
2414 : 261 : 1822 : 187 : 178 : 13
[2] Mumber of Centres in function :-

[3] Mo. of Centras Sanctioned :-

| Prisary level |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Giris | 1 | Co-education | ! | Hiddle | ; | Total |
| 952 | : | 861 | 1 | 187 | : | 2001 |

[4] Enroleant Number :-

|  | Boys | Girls |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Primary Centre | Hiddle <br> Centre | Total | Primary Centre | : Middie <br> ; Centre | Total | $:$ | Grand |
| 3274 | 2731 | 35471 | 15296 | 624 | 1592 | : | 51396 |

[5] Result of Examination 1992-93 :-


DIET is established at Ambikapur. It conducts Pre-service training, ln-service training, Operation Black board training. Trainings in Science, Maths, English and Hindi, Population Education traninig, and training for non-formal Education Supervisors and Instructors.

The post of Principal in DIET, is lying vacant. Out of twentyfour Senctioned posts of Lecturers only 13 posts arefilled and 11 posts are lying vacant.

The following is an account of the training programmes conducted by the DIET since the establishment upto $30 / \varnothing 9 / 93$ :-

| S. Mo. | Mature of Iraining | number of Trainees |  |
| :---: | :---: | :---: | :---: |
| 1 | 2 |  | 3 |
| 1. | Pre-Service Iraining | $\begin{aligned} & 385 \\ & 315 \end{aligned}$ | First year Socond yaar |
| 2. | Pre-Service Training CCurtent irc. Yearl | 49 | First year Seccad year |
| 3. | In-Service Training | 916 |  |
| 4. | Operation Blackboard Schene | 73 |  |
| 5. | English Training | 68 |  |
| 6. | Population Education Iraining | 1156 |  |
| 7. | Mon-formal Education Iraining <br> (a) Iraining of Project Officers <br> (b) Instructor/Supervisor Iraining | 25 |  |

In addition to these trainings the DIET conducts workshops regarding School-readiness Programme relating to the MLLb.

### 2.7.4 Educational Technology :-

In the district Educational Technology is being adopted in Teacher's training besides teaching management. In Pre-service training trainees receive not only Theoritical Knowledge but also Practical Khowledge. Training is not only given in making charts, models, posters, graphs etc. but also it use is stressed. Beside this, trainees are practically trained to use and maintain Radio, T.V., Tape recorder, Light projector etc. Trainees are prctically trained in making flannel boards, cutouts etc.

### 2.7.5 Mininut levels of learning :-

At the Primary level no special efforts have been made to obtain minimum levels of learning, but in DIET, Preservice trainees and In-service trainees learn about minimum levels of learning. Trainees are taught all about what should be the minimum levels of learning at Primary level. Trainees prepare evaluation papers based on minimum levels. Training is provided to develope \& examine skills based on minimum levels of learning for class to $U$, for each and every subject as well as for each unit.

### 2.7.6 INCENTIVE PROGRAMMES IN THE DISTT :-

Various incentive programmes are being run in the district. Details of these programmes is given as under.
(a) Free Supply of Text books:

The Scheduled Caste and Scheduled Tribe students of classes one and two are provided Bal Bharti \& Maths text books free of cost. In the years i993-94 the free supply of text büks was as follows :-

| S. Mo. | Caste | ! |  | Class - 1 |  | ; | Class - 2 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | Language | ; | Maths | ; | Language | ' | Haths |
| 1 | 2 | ; | 3 | ! | 4 | ; | 5 | ! | 6 |
| 1. | S.t. | ! | 18761 | ; | 187 ff | ; | 16581 | ! | 16541 |
| 2. | S.C. | : | 5*\% | ; | 588 | ; | 330 | : | 338 |

(b) Encouraging Girls Literacy :-

To attract the S.T. and S.C. girl's towards education and to raise literacy among them Tribal Welfare Department is giving Rs.250/- and Rs.50ø/- every year to the girls under EKANYA SAKSHARTA PROTSAHAN SCHEME" who have passed classes 5 and 8.

The following table shows the expenditure on this scheme in 1992-93.

| S. Mo. | Caste | Number of Girl Students | Abount Distributed |
| :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 |
| 1. | Schedule Iribe | 14 | 75,M6/- |
| 2. | Schedule Caste | 95 | 47,541/- |

Year 1993-94 108 girls of Premnagar Block which has lowest female literacy have been distributed bicycles with under this scheme.
(c) Free distribution of Uniforms :-

To encourage Girls education the scheme of free distribution of Uniforms once a year to the Scheduled Caste and Scheduled Tribe girls at Primary School level is being implemented by the Education Department. Under this scheme in the district in 199293 girls have been benefitted as follows :-

| $[1]$ | Scheduled Tribe | - | 37968 |
| :--- | :--- | :--- | ---: |
| $[2]$ | Scheduled Caste | - | 6963 |

(d) Distribution of Scholarships:-

Scholarship is distributed to the SC/ST girls of classes third to tenth as well as the SC/ST boys of classes sixth to tenth in the district by T.W.Deptt. It's detail is shown in the following table:-

| S. ${ }^{\text {do. }}$ | Class | Nuaber of <br> Students <br> Sanctioned | Abount Sanctioned | Anount Distributed |
| :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 |
| 1. | 3 to 5 | 17281 | 22,85,181.65 | 21,38,763.\% |
| 2. | \% to ${ }^{\text {or }}$ | 25144 | 63,93,665.66 | 63,57,74\%.4 |
| 3. | 9 to 11 | 2708 | 6,35,515.65 | 8,25,645. H $^{\text {\% }}$ |
|  |  | 45124 | 94, 33, 518.65 | 93,22,463.64 |
| Scheduled Caste : - |  |  |  |  |
| S. No. | Class | Number of <br> Students <br> Sanctioned | Asount <br> Sanctioned | Amount Distributed |
| 1 | 2 | 3 | 4 | 5 |
| 1. | 3 to 5 | 3514 | 5,25, 517.44 | 5,21, \%H.4 |
| 2. | 6 to 8 | 8697 | 6,61,244.64 | 8,54,951.58 |
| 3. | 9 to 11 | 1134 | 1,71,141.81 | 1,65,654,44 |
| Total |  | 13531 | 13,55,34. ${ }^{\text {a }}$ | 13,36, mif.em |

## Backward Class :-

| S.No. | Class | Number of Students <br> Sanctioned | Amount <br> Sanctioned | Amount Distributed |
| :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 |
| 1. | 3 to 5 | - | - | - |
| 2. | 6 to 8 | 14496 | 24,45,150.00 | 24,37, 375.064 |
| 3. | 9 to 10 | 1890 | 4,60,650.00 | 4,59,570.0\% |
|  |  | 16386 | 29,05,800.00 | 28,96,945.06 |

Through 1269 rural \& 30 urban dietrubution centres of all the 24 blocks of the district, special nutritive food is given to the Scheduled Tribe and Scheduled Caste students of Primary level. Under this scheme 96779 Tribal students are being behefitted.

### 2.7.7 Computerised planning for education :-

In the district there is no separate scheme for Computerised planning of education. In the district computer education for the students upto Higher Secondary standard is conducted at Gout. Multi-purpose H.S.School Ambikapur, DIET. Ambikapur and Kanya Shiksha Parisar (Girls Academic Complex) Ambikapur.
2.7.8 I.C.D.S. and Other E.C.C.E. Programmes :-

Only 11 blocks of the district are covered under l.C.D.S. scheme. In these blocks 1177 Anganbaris are functioning. Through these anganbadis, 8441 children of $\varnothing-7$ age-group, 16359 children of 3-6 age-group, 6218 lactating mothers and 4893 pregnant ladies have been benefitted by providing nutritious meals, inoculation and other health facilities:

Food-grain in form of nutritions meals is being distributed by the CARE Madhya Pradesh through Angan Baris. The following statement shone details of l.C.D.S. Projects :

| S.No. | Mame of Project | Year of Establishsent | Number of Anganbari Centres |
| :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 |
| 1. | Vadraf Magar | 1982-83 | 144 |
| 2. | Kusai | 1982-83 | 106 |
| 3. | Shankargarh | 1982-83 | 89 |
| 4. | Balramur | 1983-84 | 112 |
| 5. | Bharatpur | 1963-84 | 183 |
| 6. | Baikunthpur | 1988-87 | 151 |
| 7. | chandrasedha | 1986-87 | 87 |
| 8. | Ranchandrapur | 1988-87 | 107 |
| 9. | Sitapur | 1986-87 | 51 |
| 16. | Batauli | 1989-91 | 107 |
| 11. | Udaipur | 1989-94 | 7 |
| TOTAL |  |  | 1177 |

Proposals have been submitted to open l.C.D.S. Projects in the remaining 13 blocks of the district.

The following table shows the State of Inoculation Programe conducted in the district:

| S. \%o. | Programe | Number Benefitted |
| :---: | :---: | :---: |
| 1. | D.P.T. | 11789 |
| 2. | Poliayelitis | 12??! |
| 3. | B.C.G. | $14 \% 19$ |
| 4. | T.T.R. | 8748 |
| 5. | T. T. | 5944 |

Besides these schemes Midday meal Programme ia also being conducted by Women and Child Development Department.

### 2.7.9 DATTAK PUTRI YOJANA :-

Under this scheme such girls are adopted whose guardians are unable to educate them. The person who adopts the girl bears the educational expenses on that girl ffor ten months. Rs. $30 /-\quad$ per month is given to the girls upto Primary standard and Rs. 40/- per month is to the girls upto Middle School Standard as an aid by the person who has adopted the girl.

### 2.7.16 DUCRA Scheme:-

Under this scheme in the district 308 societies of craftwomen and house-wives have been established in which 1891 womans are member and they are being benefitted by this scheme. The members of these groups have been benefitted by Integrated Rural Development Programme [1 R D P]. An amount of Rs. 15, 2go/-per group has been deposited as rolling capital. Dut of this amount Rs.5, 0日6/- is born by Unicef, Rs.5,100/- is borne by Central Government and Rs.5,100/- is borne by State Government.

### 2.7.11 Adult Education Programe :-

Under the Gramin Kriyatmak Saksharta Programme, Adult Education classes were being conducted by Panchayat and Social Uelfare Department, in 11 blocks of the district. $10 \varnothing$ Adult Education Centres ffor each block were running. By the order of the Government Adult Education Programme was stayed since April'92.

In six blocks of the district 74 Jan Shiksha Nilayam Kendras are being run now a days. A motivvator has been appointed at every centre. They are providing books means of recreation etc. to the adults benefitted by Adult Education Centres through these centres.
2.7.12 Programees for the Disabled:-

There is no institute in the district to impart education to the disabled. According to a survey conducted by the Panchayat and Social Welfare Department there are 6394 disables. Out of these 4283 belong to the Scheduled Tribe and 51 to the Scheduled Caste.

To eradicate blindness among them Eye-camps are organised by voluntary organisations and Health Department. Besides these artificial organs are also being distributed to physically handicapped.

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2.8 Analysis of the district Literacy rates :-
As per 1991 census the literacy rate of the district is 30.09,
which doeg not include literacy rates of the children in age
grour of g - E. The foilowing table shows the blocki!se, sexwise
literacy rates in the district.
```

| S.No. | Block | Agsregate <br> Literacy Rate | Fenale <br> Literacy <br> Rate | Hale Literacy Rate |
| :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 |
| 1. | Aubikapur | 31.53 | 18.45 | 43.83 |
| 2. | Udaipur | 21.39 | 9.87 | 34.56 |
| 3. | Batauli | 26.54 | 14.47 | 38.38 |
| 4. | Mainpat | 19.82 | 15.43 | 28.96 |
| 5. | Rajpur | 28.76 | 11.12 | 29.96 |
| 6. | Lathanpur | 21.88 | 16.31 | 33.27 |
| 7. | Lundra | 21.46 | 16.68 | 31.78 |
| 8. | Sitapur | 32.11 | 19.59 | 44.77 |
| 9. | Odji | 19.22 | 8.16 | 29.76 |
| 11. | Pratappur | 22.64 | 11.21 | 33.73 |
| 11. | Premagar | 18.58 | 7.65 | 29.51 |
| 12. | Bhaiyathan | 28.56 | ' 14.85 | 38.71 |
| 13. | Ramanujnagar | 25.14 | 11.39 | 39.44 |
| 14. | Surajpur | 32.61 | 17.46 | 46.54 |
| 15. | Baitunthpur | 4.42 | 24.69 | 55.74 |
| 16. | Sorhat | 24.59 | 10.74 | 36.82 |
| 17. | Khadgavan | 39.66 | 25.98 | 45.75 |
| 18. | Manendragarh | 27.43 | 14.38 | 39.17 |
| 19. | Bharatpur | 26.46 | 12.73 | 39.28 |
| 23. | Balranpur | 22.65 | 12.31 | 32.44 |
| 21. | Rasanjusanj | 19.52 | 8.11 | 29.32 |
| 22. | Vadrufffnagar | 24.24 | 11.21 | 36.36 |
| 23. | Kusai | 26.63 | 14.55 | 38.37 |
| 24. | Shankargarh | 27.88 | 15.33 | 4.84 |

Literacy rate of Scheduled Caste and Scheduled Tribe is not available. the decadal growth in the literacy is given in the following table:

| Year | Literacy Percentage |  | $\begin{gathered} \text { Lit } \\ \text { Male } \end{gathered}$ | Grouth Female | Literacy Growth rate |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1951 | 4.68 | 5.65 | - | - | - |
| 1961 | 7.81 | 2.62 | 3.818 | 2.12 | 6.85 |
| 1971 | 21.41 | 4.94 | 12.6 | 1.28 | 13.75 |
| 1981 | 24.57 | 7.56 | 4.17 | 2.66 | 3.42 |
| 1991 | 33.46 | 13.71 | 8.89 | 6.14 | 6.99 |

Thus Literacy which was 2.301\% in 1951 increased upto $23.21 \%$ in 1991.

## 2. 9 The status of Universalisation of Primary Education :-

### 2.9.1 Access:-

There are 2439 villages with 8237 habitations, whercas the total number of Primary Schools is 3276 including 61 Ashrams and 185 junior Primary Schools. $200 \emptyset$ Non-formal education centres have been sanctioned, against which 1666 Primary centres are running. Thus with a view to Primary education in all 4942 Educational Institutions are running.
(a) The number of accessless habitations in the district is 1332 out of 8237 habitations. The total unserved populations is 217934.
(b) The number of villages with substantial number of out-ofschool children but not having non-formal education centre is 445. For these villages 445 N.F.E. Centrees are proposed. Thus in all in 1332 habitations there is no Primary Education facility in an access within 1 km .

### 2.9.2 Participation :-

As on $30109 / 93$ the G.E.R. of the district is 83.08 and the R.R. of the district is 53.28. Its detailed account is shown in the following table.

| G.E.R. R.R. | Total | Schoduled Iribes |  |  |  |  |  | Scheduled Caste |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Boys | Girls | Total | Boys | Girls | Iotal | Boys | Girls | Total |
| G.E.R. | 83.18 | 93.62 | 72.66 |  | 95.13 | 68.41 | 81.94 | 161.41 | 72.49 | 87.27 |
| R.R. | 53.28 | 56.67 | 48.39 |  | 54.99 | 44.88 | 48.37 | 52.25 | 46.11 | 49.65 |

The average attendance of the students in the Primary Schools is approximate 60x. Thus the G.E.R. is $\overline{6} 3.0 \theta$, whereas the R.R. of the district is 53.28.

### 2.9.3 Achievement :-

Minimum level of learning has not been evaluated so far in the district. Thus it is unwise to say about GAMR of the district.

## 2. 16 Identification of 1 ow iferacy pockets :-

Premnagar is the block having lowest literacy ratio in the district. lts total literacy rate is 18.88 while female literacy rate is 7.65. Followed by Ramanujganj block has 19.02 and 8.01. Odagi has 19.22 and 8.16. Mainpat has 19.82 and 10.43 , Lundra block has 21.46 and $10.0 \varnothing$, Udaipur has total literacy rate 20.39 and female literacy rate 9.87 .

In above listed blocks low female literacy pockets are Mahangai, Umeshwarpur, Vindhyachal and Kotal in Premnagar block, Begra,

Dindo and Kameshwarnagar in Ramanujganj block, Bank, Biharpur, Chandani, Bhhatrang and Mahuli in Odagi block, Jori, Bilma, Bargidih in Lundra block, Bijalahwa and paint in Mainpat block, Salka and Surhul in Udaipur block.

Apart from this Pahadj korwas one the most backward tribas in the district. The total population of this tribe in the district is 13119. The totel literacy percentage of Korva tribe is 2.52 while female literacy percentage is ø.65. Pando, majnwer, Nageria, Dhanwar and Agaria tribes have also low literacy percentage.

## 2. 11 The Magnitude of the task ahead :-

It is speculated that in 20008448442 children will be available for primary education. Action plan to educate them is to be prepared. Keeping in view the years before 2000-2061, admission will be issued in Primary Schools or non-formal education centres.

Considering the present state as the base the future Programme for cent percent Universalization of education in the district :-
[1] In the State of $30189 / 93$
[A] Enrolled in Primary Schools - 233024
[B] Enrolled in non-formal education centres - 33567
-------------------------
Total - 26653i
[2] In the State of 30/09/93
[A] Enrolled in Middle Schools - 59850
[B] Enrolled in Non-formal education centres - 3355

$[C]$ The number of children off the age group - 317080
6-11 years in the state of $81 / \not 11 / 93$
[D] The number of children, not enrolled of - 50489 the age group 6-11 years
[3] Taking 1993-94 as the base year increase in the number of the children of the age-group 6-11 years in the DPEP Scheme period :

Years $\quad 1993-94 \quad 94-95 \quad 95-96 \quad 96-97 \quad 97-98 \quad 98-99 \quad 99-260 \%$ 254-2661
$\begin{array}{llllllllllllllllll}\text { Estinated } & 324855 & 327144 & 335953 & 343513 & 354552 & 356652 & 366152 & 372267\end{array}$
nuaber of
Children
6-11 years
age group
[4] Keeping in view, the Present enrolment, following table shows the requirement of additional teachers and that of additional non-formal education centres :

|  | Primary Teachers | WFE Instructor |
| :---: | :---: | :---: |
| 1994-85 | 212 | 58 |
| 1995-96 | - | 130 |
| 1996-97 | - | 136 |
| 1997-98 | - | 136 |
| 1998-99 | - | 13? |
| 1999-2456 | - | - |
| 245-2601 | - | - |

Thus present requirement of additional teachers is 212 where as 603 N.F.E. instructors will be required.

Inputs required to achieve regular attandence, MLLs and to ensure retention :

The percentage of dropout in the district is 46.72 efforts are being made to lower it upto 5 percent upto the years 2ø0日-20ø1. The following efforts are proposed to increase the regular attendance at present 60x to 95x, and to achinve 80x of the MLLs :

1. To make the School premises attractive and pleasant.
2. To ensure the identical functioning of anganwadies, balwadis, with Primary Schools.
3. To ensure supply of sports and recreation kits to Primary Schools as per requirement of Primary School children.
4. Ensuring child centred teaching mathods.
5. Implementation of incentive programmes such as Providing Mid day meal, Uniforms both girls and boys, Scholarship programmes in all the Primary Schools and non-formal education centres.
6. Publicity of Elementary education at MELAS, Markets and other Public places with the help of loud speakers, pamphlets, Postters, banners, street plays and hoardings and conducting mass awareness compaigns through village education committies.
7. Intensive training programmes should be conducted through DIET to train the Primary School teachers and the instructors of the non-formal education centres so that every student might be able to achieve MLLs.
8. 12 Factors hindering the universalization of Primary education in the district :-
9. Geographical Factors :-

The district with a vast area of 22337 Square Kilometres having 24 blocks. The eastern part of the district is covered with hilly pleatues (paats) whereas the western part is covered with hillocks, coal mines and dense forests. These geographical factors cause hinderances to the childen.
2. Sparsely Populated Area :-

8237 habitations are scatterd within the district, whereas the number the total number of Primary Schools and non-formal education centres is 4942 . It is obvious by this 1332 habitations arestill access less lohere no facilty for primary education is Provided.
3. Lack of awareness towards education :-

So far as education is concerned Sarguja district is extremenly backward and most of the people are illiterate. The basic head of the $\boldsymbol{y}$ illagers is to find out there economic resources. Thus they
 them to the School. As a result the children in the School going age do not go to School or drop out in mid session.
4. The condition of School buildinge :-

At present in the district 985 schools are without buildings; whereas 388 schools are having inadequate accomodations. Consequently, on one hand, children have no charm in gaing to school and on the other hand guardians are least interest in sending their words to school.
5. Teachers Absentee :-

Teachers Absenteeism and their late coming tendency is also a factor of great concern.
6. Lack of Co-curricular and extre-curricular activities.
7. Social
conditions for girls :-
Soci日l factor is one of the important reasons hindering girls literacy. Early marriage, house hold affairs, larbiñ áter youngesters, labour oriented economic support to the family are the factors which divert away the girls from education.
2. 1.3 District strength in achieving the forl of UPE:-

Strength and resources available in the district can be utilised in following meaner to achieve UPE :

1. Total no. of habilattions is 8237 in the district, where as 4942 primary educational institutions are working. Full strength of these institutions will be utilised in proper manner.
2. DIET situated at district head quarter will be properly utilised to train and latest innovation and methodologies of education.
3. With the help of 61 Ashrams running in the district education facilities will be provided to the children of spersely populated and geographically cut-off areas. Full capacity of ashrams will be utilised.
4. Through 1177 angan wadi申s running under 11 ICDS Profects, Pre-primary education facilities will be provided as well as "Mehila Samakhya" will also be implemented in those blocks.
5. Mass awareness programme will be conducted through the "YUVA MANDALS" of NEHRU YUWA KENDRA \& DWCRA groups working in the Distt.

## goals and targets

## 3. 1 PROJECT GOAL:-

Uhile the main aim lf the DPEP is to provide primary eduoation to ell children between 6-11 age group in the entire distric , the following goals have been eet to be realized withia the $\operatorname{DrEf}$ period :-
(a) The GAF will be raised to 180x
(b) The GER will be raised to 129\%
(c) The RR will be raised to 99\% or eore in order to complete five years schooling with MLL.
(d) The GAMR will be raised by $25 \%$ or are froa the existing one.
(e) The dieparities between gender and social groups in the enrolaent etc. will be reduced.
3.2 TARGATS $:-$

The DPEP sets followins tarsets and preeent the yeer-wise breakup:
(e) Unserved arems will be provided with schooling /NFE faoilities.
(b) All children between the age group 6-11 will be enrolled in echools/NFE centres.
(c) The SC/ST/OBC/Eirls will be provided epecial attention for enrolaent and retention to ooeplete five year sohoolins.
(d) Quality improvenent progaeaes will be developed and leunched to echieve the MLL.
(o) All the vacant posts of teachers will be filled up.
3.2.1-GAR (GROSS ACCESS RATIO)

| Target Group | 94-95 | 95-96 | 96-87 | 97-98 | 88-98 | 99-2065 | 2096-2061 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| GAR | 86\% | 91\% | 94\% | 98\% | 10¢\% | 105\% | 106\% |

The above targets have been projected on the basis of 93-94 base year.
Primary education facilities will be provided to identified accessless habitations, within period of five yeare of the projects.

Scheme will be implemented in different steps.

### 3.2.2 GER :-

In the stete of $30 / 09 / 93$ the GER of the distriot is total 83. 98 out of which sirls GER is 72. $96,87.27$ is of S.T. and 81.84 is of S.C. As on above basis yearwise fixation of the Targets ahead is being ade as follows :-

| Yoar | Giris | 5.c. | S.T. | Totai |
| :---: | :---: | :---: | :---: | :---: |
| 94-95 | 80x | 95\% | 92x | 97\% |
| 95-96 | 8ø\% | 103\% | 100x | 98\% |
| 96-97 | 195\% | 119\% | 107\% | 108\% |
| 97-98 | 117\% | 117\% | 115* | 117\% |
| 98-99 | 126x | 12\%\% | 12\%\% | 128x |
| 99-2060 | 12\%\% | 120x | 120\% | 12\%\% |
| 2000-2001 | 129\% | 12\%\% | 120x | 120\% |

It will be ensured that the drop outs and not entered ohildren of 6-11 years age-group or 9-14 years age-group, will be entered in any of the primary oducation institution. this will be oither ind regular Primary School or non-foral education centre.

Co-operation of the village people and the aenbers of the village education comaittee will be sought, teacher: will be motivated and given incentives to insure hundred percent enrollment.
3.2.3 R.R.s-

As on $38 / 69 / 93$, the R.R. of the district is 63.28 out of which 48.39 is of girle, 49.05 of S.C. and 48.37 is of S.T. On above basis, targets of RR ie projected as below:

| Year | Giris | s.c. | S.T. | Total |
| :---: | :---: | :---: | :---: | :---: |
| 94-95 | 57 | 58 | 57 | 58 |
| 95-96 | 65 | 68 | 65 | 68 |
| 96-97 | 73 | 75 | 75 | 74 |
| 97-98 | 01 | 61 | 81 | 81 |
| 98-99 | 84 | 84 | 84 | 84 |
| 99-2060 | 87 | 87 | 87 | 87 |
| 2000-2001 | 90 | 90 | 98 | 98 |

To achive above targets it will be taken into consideration that dropouts froa the schools, aust be miniaua and the children who
are admitted to class one must attend reggularly unto oles five. 3.2.4 G.A.M.R. :-

At present the G.A.M.R. of the district is not mailable. No M.L.L.teste have been conducted so far. The DPEP proposes to achieve the MLL by $25 \%$ more than the present one. For this child centred approach and MLL based activities will be undertaken in the districted.

## CHAPTER - 4

## STRATEGY

Component wise strategy is being proposed to achieve targets of the universalisation of primary education.

### 4.1 Makins Syston work :-

Under this etratery following programmes will be taken up:
[A] The teachers of Primary Sohools will be motivuated to dedicate themselves towards their functions and by inspiring then constantly towards their duties. Their working capacity will be fully utilized.
[B] Inspection and Supervision will be made more effective and drastic step will be taken in order to curb teachers practice of mbenteoisa.
(C) It will be ensured that inspecting personnel tour twenty daye in a month.
[D] Along with the creation of new posts, present vacant posts will be filled up. Deficit and Surplus positions will be rationalised.
[E] Village education comittess, Block education comittees and athorities of other departaents such as SDOS, Tehsildars. Naib Tehsildars and BDOS, the Principals of the Higher Secondary Sohools, lecturers and the headeasters of Midde Schools also will be delegated powers to inspect the Priaary Sohool and non-formal education centres of their respective areas.
[F] Teachers will be motivated to use the teaching aide in schools.
[G] Teaching will be ensured accordinge to an annual school calendar of the School activities.

### 4.2 Environment Buildinis

Public consciousness, mass mwareness and public participation are essential for the Universalization of primary education. Three componentts are significant from this standpoint - Guardian, Learner and the Teacher.This will be throuch multi-media approach.

Achieveaent of U.P.E. is not possible unless the suardian is awake towarde education, the pupil has attraction to learning, and the sense of bearing responsibility along with thes sense of devotion is created in the teachers. An environment for education can be built up only as the result of the cumulative efforts of the above thres components. Programes will be conducted, such as, distribution of pamphlets, posters, banners etc to build up environment. Publicity by loudspeakers, "PAD-YATRAS", and door to door public contact. Efforts will be made to accelerate people's participation through the members of the Village Education Comittee (V.E.C.) by training them. Publicity will be made through the cinema, audio-visual media and bioscope. Efforts will
be made to bring bbouty Public consciousness by street plays (NUKKAD NATAK), Songs and Musical instruments. For this purpose, meetinge of villager will be held in the arean where the literaoy rate is very low. Village peopla will be convinoed to send their warde to school and maintain the regularity of their attendance at School.

## 

Teachers, wonen and the society will be inspired to play ieportant role to achieve U.P.E. In this respect provisions of rewards and punishaents will be made according to the work and achievements of the teachers. Teachers will be inspired by solving their personal sievances and paying their claime in time.

Teachers will be involved in planning, process, implementation, follow-up and decisions making prooess related to education.

## $5[A] S t e p s$ will be taken to improve the teachers.

[B] Special effort: will be made in the direction of MAHILA SAAMAKHYA". Hundred percent admiseion of girls and their regular attendance will be ensured. Girl's Primary Schools and Girl's Middle Schools will be established and co-operation will be sousht of the members of the DWCRA. They will be entrusted with the responsibility of sending sirls to schools. Uomen awekening camps will also be organized through the DUCRA groups.Women's Education Uorkers Training Centres will be established. Training Programmes will be arranged to make the woman labours as skilled workers.
[C] To ensure public participant in this prosramme the Village Education Comittees will made be more powerful \& they will be made fully responsible to imepect the shools and to motivate the Public Participation. Programe will be conducted for the training and orientation of the members of the Village Education Coanitter.

### 4.4 Univeryal Acoese s-

Primary Schools or non-formal education centres should be within the acoess or within the radius of one kilometre so that the children of 6-1i years age group may easily reach. Steps will be taken to promote female literacy. Incentive programes would be carry over conttinued like uniforme, distribution, Mid day meals etc. 10 Girls Ashrame will be opened and in low female literacy pockets, Girls schools will be opened. Women teachers will be posted, as far as possible, where special attention is paid for establishent of sirls schools. Primary School or N.F.E. faoilities will provided to each and every acessless habitation.

### 4.5 Univerreal Participation :-

One off the reasons for not achieving the goals of the UPE is lack of mass awareness. Goals of Universalization of primary education cannot be achieved unless people's partioipation is not ensured or not increased. For it following prosrames are being proposed.
[A] To make people conscious towards education through the members of the Village Education Committee, by providing them special trainings.
[B] To make attractive and interesting atmosphere, and facelift the premises of schools, so that the children and their guardians may have interest in schools.
[C] Village people and eminent villagers will be made responsible to ensure that teachers are present regularly and students attend the schools regularly.
[D] Inspecting and supervisory authorities should not only be trained but also be prepared for effective inspection and guidence.
[E] Special efforts will be made to achieve female literacy goals. Working members of the DUCRA Groups at village level and Manila Mandals at blocks will be made responsible for the admission and regular attendance of girls in schools.
[F] At present to inspire girls education in Premnagar block the scheme of free supply of bicycle to Scheduled Tribe girls of classes 6 to 8 is going on. Programmes will be made to extend this scheme to other blocks too.
[G] Proposal will] be made to sanction special incentive through scholarships to girls who are adinitted to class six after passing class five.
[H] New girls Primary Schools will be opened in the pockets where girls schools are needed.

### 4.6 Univarran Achievement :-

Following programmes are proposed to achieve Mi. Ls.
[A] To make the training more effective and result oriented, block level resource centres will be established. Teachers will be constantly trained through in-service training and orientations. These trainings will have special attentation in M.L.Ls.
[B] Teacher Resource Centres will be setup with a cluster of at least 10-15 schools.
[C] The curriculum of primary level will be made child centred. Through the DIET improved and interesting text books will be prepared and teaching will be performed accordingly.
[D] Evaluation of the Students will be made constantly and special attention will be paid to the weak pupils. Constant efforts will be made to enable them to attain minimum levels of tearing.
[E] Evaluation of minimum levels of learning of students will be made once a year by impartial (non-government) people.
[F] For the initial levels of classes 1 and 2 special text-books and learning materials will be developed in the childe own
dialect.
[G] Regular health checkup will be done in schools atlanta twice a year -
[H] Games and recreation materials will be made available in sufficient quantity to the schools. Teachers will be provided training in developing teaching aids and their use in class rooms.
4. 7 Training and Capability Building :-

In order to build up the capability to undertake programmes under the DPEP following steps will be taken-
[A] The vacant posts of lecturers in Aebikapur DIET will be filled up.
[B] Block level resource centres will be established.
CC] Orientation Programmes will be held to train the Block Educational Officers, Assistant District Inspectors of School, Circle Organizers, Assistant Directors(Non-fforeal), Project officer(non-forani), Supervisors, Instructors, Head masters and Assistant Teachers and Meaber of Village Education Committee.
[D] Teachers will be constantly aude familiar with the subject alters of new syilabi and innovations of education through training. They will also be trained to make teaching aids and use thea.

### 4.8 Management Revamp $:-$

[A] Under the suidence ot State level comity District Units and BRCs will be established.
[B] For the MIS computer data resource facility will be created at the district head quarters...
4.8 Promoting Studies, experiment e, innovations s-

The educational innovations, experiments and research studies will be encouraged in the district to study the problems of the tribal children and especially of girls in the district. The shikshsk samakhya model and manila samakhyamod will be used as innovative approaches for enrolment retention ane better achievement.

## CHAPTER - 5

## Programe oomponenta and Mon-Finanoial Interventions

Keeping in view the aies and objectives of the district primary oducation programs Financial and non-financial intorventions are equally estentia!. They erf as follows -
5.1 To make the eyeten mork
5. [ [A] Optimal utilization of exifting man power :

By rationalizing the Primary Schools and non-formal educa tion centers more than the required numbers will be shifted to such villages or habitations where no primary oducation facility is available. In the district, 17 primary schools will be shifted to the nearest villages or paras $[$ habitations $]$.

2 The deficit and surplus of teachers will also be adjusted and rationalised in proportion to enrolment.

3 All the posts of teachers /NFE instructors will be duly filled up.
5.1 To Eliainate tamoherg' Absenteeima

The following steps will be taken to eliminate teach-
ers' tendencies of absenteeism.
(1) Powers of inspection will be delegated to the meabers of the village Education Coamittee and other local public representatives.
(2) Teachers who do not reside at the place of their post ing will be asked to reside in their places of posting.
(3) For effective inspection and supervision, touring of the inspecting authorities will be ensured according to their tour prograns.

### 5.1 Basic teaching and learning materials to every schools

In Primary sohools the learning task remains incomplete because of the deficiency of learning and teaching materials. For want of learning material, the students of average intelligence level or the students of intelligence less than this remain unable to attain the minimum levels of learning. Learning can be made comprehensive by getting made the teaching aids by the teachers and the students in the local environment. The shortage of abacuses can be removed by making earthen models. In the game way the round shape of the earth can be made by making an earthen globe, or in the same way there are many kinds of things without any cost, which can be used as learning aids. In case some learning equipmont is unavailable,
costlesa learning material can be used. Por this there will be a provision of contingency amount in the DPEP.
This work will be performed and oompleted with the cooperation of teachers and learners at local level. The entire responsibility of this work will be of the DIET.

### 5.1 FiEnsure prescribed number of temohins days every year:-

A total number of 225 teaching days are essential in a year. Where as the actual teaching days in a year are 295 to 210 days only. The basic reasons of this are increase in the number of holidays and non availability of adequate school buildings. Therefore the number of teaching days can be increased only by reducing the number of holidays and providing all weather school buildings.

Essential revisions will be made in the school calender to raise the level of teaching upto 225 days a year. To fulfill this object the period of sumer vacation has been proposed from May, $2 \boldsymbol{m}$ to June, 36 in place of May, 16 to June, 3\% at present.

### 5.2 Environment Buildins for U.P.E. z-

Steps will be taken in the direction of acoelerating Public Participation and inspiring public-awakening through Bharat Gyan-Vigyan group (Sattha) Total literacy, campaign, Nation al service scheme and other voluntary - Educational institu tions.

For this purpose, street theaters, choupal symposiums, Folk Songs, Cultural, religious and other social activities and family proframe will be adopted under multimedia approch.

The responsibility of making the illiterate meabers of their families literate can be put on the shoulders of the students of class four and above. This achievesent of children can be added to the marks secured by them in the annual evaluation.

### 5.3 GALVANIZING AND EMPOUERING TEACHERS, NOMEM

The following measures can be adopted for galvanizing and empowering teachers and womento:-

## 5.3[A] Improve temoher motivation and morales

In such an environment in which the teacher is neglected and his status in the society is reducing day-by-day, it is absolutely eeaningless to expect devotion without any adequate system of incentives and motivation.

To mohieve this soal the teacher will be rewarded/punished on teachine performano and achievemente.

## 5.3[A](ii) Redreseal of Teachere' Grievanoen -

The economic probleas of teachers will be siven topmost priority and crash programes wili it iaunchad in erder to soium their probelems, conomio claims and other administrative problems. District and block level administration will bs made teacher-sensitive in order to solve their problea.
5. 3tB] Vomens" mducation and mpoweraent.

The female literacy rate in the dietrict is 17.14\%, which means the district is very backward in feaale - oducation.

Principal factors responsible for less female literacy areifi) Girl child as an conomic asset in the fally for fuel and water fetchins. (ii) Girl childis responsible for siblins care.

Co-operation of women organisations, rural women-workers, teachers and Gramsevikas, will be sought. This task will be made successful by seeking co-operation of the meabers of DUCRA troups.

### 5.3CC3 Partioipation of the Community.

The community participation in all the educational activities is almost neslisible. The DPEP proposes to create positive coaaunity participation throush vecs. The various voluntary orsanisations and NGOS workins in the district will also contribute to the prosramaes of the DPEP such as:-
(i) Enrolaent
(ii) Retention
(iii) Teacher' regular attendance
(iv) Supervision
(v) Construction and maintenance of buildings
(vi) Coordination among various dopartaents and comeunity workers.

### 5.8. Manateaent Revamp

(i) Teacher's absenteeism will be reduoed to zerolevel.
(ii) Decentralisation of the educational administration will se done by delegation of powers to BEOE and other field level functionaries in the NFE strean.
(iif) Infrastructural facilities will be created at the District and Block levels and their functioning will be streamined. (iv)MIS will be devoloped for eduactional data through cosputers. (v) Assistant commismioners, Project Adeinistrators , District organisors, BEDE, DDs, ADIS and Headmasters eill ge trainde in manasement skills.

### 5.9 Promoting studies, innovatione and mxperiments

The teachers upto the Prisary level don't get thomesves acquainted with the now experimente and resmarches in education. As a result of this, they are indifferent to teaching. Innovative practices, active researches and baseline studies will be encouraged.

## Chapter VI

## Costs and Funding

```
The total cost of the District Primary Education
```



``` The details are given in tables 1 to 32. The abstract of coste on each intervention are given at table. These table are reproduced in the annexure.
Each strategy component/sub-oomponent has been brokenup into the following heads of expenditure :-Non-Recurring
```


## Coste



## Recurring Conte

| i. Salaries | 1449.71 |
| :--- | :--- | ---: |
| ii. $\quad$ Operation Maintenance | 728.93 |
| ii. $\quad$ Building Maintenance | 154.10 |

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

Each table is spread over two pages and gives details of total cost and the state and central share of funding for each item of expenditure. The aggregate ratio of central to state funding for the entire project is 4 : 1 .

The total cost on civil works is 23.26\% and on management is 5.89\% which is within DPEP norms.

The first year outlay is Rs. 285.34 lakhs which is 7.13x of the seven year outlay.

The total recurring expenditure in the last year of the project is Re. 463.27 lakhs. The component wise recurring and non reurring expenditure of every year are given in the table enclosed.


Tatho 1



$\qquad$




## Table 6






## Table 10






Table 14


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55
$$


fyalins ir saukce
$\begin{array}{lllllll}\text { Butlay } & 19.22 & 100.00 ; & 0.00 & 0.008 & 19.22 & 100.005\end{array}$


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## Table 20




## Table 22





## Table 22

|  | Central Share |  |  |  |  |  |  |  | State Share |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 1 | 5 | 6 | 1 | Total |  | 1 | 2 | 3 | 1 | 5 | 6 | 1 | lotal |
|  | 91.95 | 95-96 | 96.97 | 97.98 | 98.99 | 99-2000 | $2000-01$ |  | , | 91-95 | 95-96 | 96.97 | 97.98 | 98-98 | 99-2000 | 2000-01 |  |
|  |  | 0.10 | 0.20 | 0.30 | 0.60 | 0.50 | 0.60 |  |  |  | 0.10 | 0.20 | 0.30 | 0.10 | 0.50 | 0.60 |  |
|  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | 16.13 | 16.51 | 18.28 | 19.88 | 21.52 | 23.06 | 24.60 | 138.69 |  | 1.81 | 1.83 | 2.03 | 2.22 | 2.39 | 2.56 | 2.73 | 15.11 |
|  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.00 | $0.00{ }^{\circ}$ | 0.00 | 0.00 | 0.00 | 0.00 |
|  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 8.00 | ; | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | ! | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| , | 14.73 | 16.51 | 18.28 | 19.98 | 21.52 | 23.06 | 24.60 | 138.69 |  | 1.61 | 1.83 | 2.03 | 2.22 | 2.39 | 2.56 | 2.13 | 15.11 |
| i | 0.00 | 0.00 | 0.60 | 0.00 | 0.00 | 0.00 | 0.00 |  | I | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |  |
| ! | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | ' | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | 12.28 | 13.16 | 15.21 | 16.65 | 11.93 | 19.22 | 20.50 | 115.51 |  | 1.09 | 1.59 | 5.08 | 5.55 | 5. 98 | 6.10 | 6.83 | 38.52 |
|  | 12.28 | 13.16 | 15.24 | 16.65 | 11.83 | 19.22 | 20.50 | 115.51 | 0.00 | 1.09 | 1.59 | 5.08 | 5.55 | 5. 88 | 6.10 | 6.83 | 38.52 |
| 0.00 | 27.01 | 30.21 | 33.52 | 36.61 | 39.15 | 12.21 | 15.09 | 254.26 | 0.00 | 5.13 | 6.12 | 1.11 | 1.11 | 8.31 | 8.91 | 9.56 | 53.93 |



## Table 24




## Table 26

|  | Central Share |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ! | 1 | $?$ | 3 | 1 | 5 | 6 | 1 | 10631 |
| ! | 94.95 | 95-48 | 96.97 | 97.98 | 98.99 | 99-2000 | 2000.01 |  |
| , |  | 0.10 | 0.20 | 0.30 | 0.40 | 0.50 | 0.60 |  |
|  | 32.10 | 35.61 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 68.04 |
|  | 8.00 | 6.60 | 1.20 | 1.80 | 8.40 | 9.00 | 9.60 | 54.60 |
|  | 11.04 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 14.04 |
|  | 12.96 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 12.96 |
|  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | 32.10 | 35.64 | 38.88 | 12.12 | 15.36 | 18.60 | 51.81 | 294.84 |
|  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | 91.80 | 17.88 | 48.08 | 19.92 | 53.16 | 51.60 | 61.11 | 114.18 |
| ' | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |  |
| ' | 9.00 | 9. 90 | 10.80 | 11.10 | 12.60 | 13.50 | 11.10 | 81.90 |
| ! | 13.20 | 17.52 | 51.81 | 56.16 | 60.18 | 64.80 | 69.12 | 393.12 |
| ' | 0.00 | . 0.00 | 0.00 | 0.00 | 0.00 | 0.09 | 0.00 | 0.00 |
|  | 52.20 | 51.12 | 62.61 | 61.86 | 13.08 | 18.30 | 83.52 | 415.02 |
| 0.00 | 150.00 | 135.30 | 108.12 | 111.18 | 126.81 | 135.8i) | 14.96 | 919.50 |




## Table 25




## Table 30

| $1$ |  |  |  | Central St |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 1 | 5 | 6 | 1 | lotal |
| ! | 94-95 | 95-36 | 96.97 | 97.38 | 98-99 | 99-2000 | 2000-01 |  |
|  |  | 0.10 | 0.20 | 0.30 | 0.40 | 0.50 | 0.60 |  |
|  | 0.45 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.45 |
| ' | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | 0.63 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.63 |
| , | 4.23 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 4.23 |
|  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | 1.80 | 1.98 | 2.16 | 2.31 | 2.52 | 2.10 | 2.88 | 16.38 |
| , | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | 1.11 | 1.98 | 2.16 | 2.34 | 2.52 | 2.10 | 2.88 | 21.69 |
| ! | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |  |
| , | 0.12 | 0.19 | 0.86 | 0.91 | 1.01 | 1.08 | 1.15 | 6.55 |
| ! | 2.14 | 2.35 | 2.57 | 2.78 | 2.93 | 3.21 | 3.42 | 19.15 |
| , | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|  | 2.86 | 3.14 | 3.13 | 3.11 | 4.00 | 1.29 | 4.51 | 26.00 |
| 0.00 | 9.97 | 5.12 | 5.59 | 6.05 | 8.52 | 6.93 | 1.15 | 11.69 |



fyuoing by siuzte


## Table 32



## CHAPTER 7

## MONITORING AND REVIEU

Monthly, Quarterly and Yearly monitoring and review will be made by the functionaries at various levels.

## 7. : Monitoring : Reqkai at vilinge level :-

The VEC will ensure centpercent enrolment of school going age children. This committee'will revview the position of enrolment every fortnight from July to September. After September this committee will monitor relation and dropout every month. If commitee finds increase in the drop out, it will be free to enquire from the teacher concerned and the parents. This commitee will be responsible in following manner to monitor and review :1. Ensure enrolment of 6-11 years age group children in primary schools.
2. To keep watch over regular attendance and retention.
3. To ensure re-enrolment of dropout children by inspiring them and their parents.
4. Constant watch on teachers attendance to eliminate their absentedism.
5. To promote and motivate students, teachers and the parents to host and organise cultural and co-curricular activities.
6. To solve local problems and grievances of the teachers at has village level.
7. To help teachers and students in
making their school premises and building attractive.

## 7. 2 Monitoring and review at sohool complex level :-

A monthly meeting will be held at school complex. In this meeting the head of TRC will review achievements of students with special reference to MLLs as well as teaching methods. adopted by the teachers. The teacherswill oriented Ec latest - techmiques, experiments and how in teaching aids in these meetings. Problems and grievances of the teacherrs will be solved in such meetings.

## 7. 3 Monitoring and review at block level :-

Block education will be responsible to organise a block level monitoring and review meeting every quarter. In this meeting principals, AIDS, Circle organisors, P.O.NFECs, Heads of TR Cs and resource persons from BRCs will participate. This meeting will monitor and review the following :-

1. Training and orientation programmes conducted at the BRCs.
2. Progress of $\mathcal{Z}$ construction of new building and repairs.
3. Follow-up actions and compliance of inspections performed by the authorities at primary schiools and NFE level.
4. Review of incentive programmes.
5. Review of environment buildingeo
6. Monitoring of teachers absentism, drop out and enrolment. un the primary schools as well as NFE centres.
7. To ensure rationelisation ot teachers.
8. To review the unit test and evalution based on MLLs.
9. To monitor the availability and production of teaching aids
and ot hur sfiots an galner maleniu
10. To review the disposal of $c l a i m s$ and redressal of grievances.
7.4 Monitoring and review at District level :-

Yearly monitoring and review will be done in annual general meeting of the district commitee.
After every annual review, the annual action plan for the next year will be changedaccordingly. Physical and financial targets will be fixed according to achievement of the previous year.

## Assumptions

The DPEP assumes that
(i) All the accessless villages and habitations are served by schools $/ N F E$ centres within the distance of 1 Km.
(ii) All the ohilren between 6-11 age group including
 schools.
(iii) The vacant posts of teachers are filled up and teaching takes place for the whole session in accordance with the MLL.
(iv) The proposed buildings are constructed and additional requirement of rooms are fulfilled in order to run the schools Without climatic hinderances.
(v) The VECs supervision system/ Dist Administration/ DIET are made functianal and effective.
(vi) The rationalization of teachers is done in order to adjust the surplus and deficiencies.
(vii) The entire tribul polulaion becoms educations ainded due to positive environment.

## Rieks

(i) The vacancies are not filled up and the aotivities of teaohing/supervision/monitoring/evaluation suffer.
(ii) The school/NFE tiaings are not changed and adjusted according to the demand due to distance problems and lack of transfer facilities.
(iii) There are political interferences in the formulattion of the VECs and campaigns and consequently by the demand generating environiment is not built.
(iv) All weather building are not constructed and school days suffer.
(v) Dropout rae increases due to recurrent illness or diseases and health care system is not functional. How to eliminate rifks

The DPEP proposes to eliainate the risk factors by continuous inter-departaental coordination and community support through VECs and other voluntary or social service organisation.

## APPENDIX

## 1. PROCESS OF PLAN PREPARATION

District plan is prepared in supervision and guidance off the district planning growp. District planning group is constituted by collector Surguja, and following members :

| 1. | Collector, Surguja | Chairman |
| :---: | :---: | :---: |
| 2. | Joint Director, Education Surguja Division | Heaber |
| 3. |  | -- ${ }^{\text {du}}$-- |
| 4. | Astt. Comissioner Tribal | --do-- |
| 5. | Principal, DIET, ITDP's Distt. Surguja | --do-- |
| 6. | All fan P.O's, IfDP's Distt. Siurguja | --do-- |
| 7. | All Astt. Director (M.F.E.). | --do-- |
| 8. | Distt. Statistical Officer | --do-- |
| 9. | Distt. Planning Officer | --do-- |
| 10. | Distt. Uomen and Child Development Officer | --do-- |
| 11. | Erecutive Engineer, R.E.S. | --do-- |
| 12. | Public relation officer | --do-- |
| 13. | Dy. Director, Panchayat and Social Velfare | --do-- |
| 14. | Shri Rama Shankar Ran | Teacher representative |
| 15. | Shri Saleen Khan | Co-ordinator, Mehru Yuak Kendra |
| 16. | Sat. Leena Jaiswal | Social Vorker and Secretary T.L.C. |
| 17. | Ku. Vandana Dutta | Secretary, Samala and Social Vorker |

1. Megting of DPG - 22/12/93 :

In presence of above members, first meeting of the DPG was held on $22 / 12 / 93$ presided over by the Collector, Surguja.

Member Secretary of the DPG (Astt. Commi) Surguja presented a brief outline of the project as well as aims and motos of UPE before the members. Thus the DPG was constituted in this meeting. All 24 Block Education Officers was also present to konw how the plan would be prepared at block level. All the present dignities were given a brief note of guidelines in Hindi emphasizing the plan preparation procedure tables and appendixes to be in corporated, methods of projection of data and formulae regarding GER, RR, GHR and GAMR. This brief guide lines were also in corporate the time bound programme of plan prepration.

Resource persons were appointed for every block from DIET, Senior Principals or Executive Officers. They also attended this meeting.

Needs and necessities of the distt. to achieve UPE were discussed in this meeting and target year to achieve the UPE was fixed by the members that is 2000-2001. Members also suggested to obtain statistics, habitation wise population, list of Accessless habitations etc. from the survey of PHE Deptt. held in 1992 as well as from census 1991 available at Distt. Information Centre. Through the detailed education survey was not available as required, at Edu. Distt., thus it was decided to obtain such data either from PHE survey 1992 or a fresh survey should be made at grass root level.

Revenue Distt. Surguja which is an educational division comprises of 4 Educational districts, Ambikapur, Surajpen, Ramenuj gang, and Balkumth pur. Att these educational distt. level, separate meetings were held on 24/12/93. In these meetings, bblock level function area of differenct deptt. and non officials of the block areas and representatives from teachers were invited. These meetings were presided on respectively by

Shí w.K. tripathy e. O. itop, amoikapur<br>Shri K.B.L.Saxena<br>Shri N.S.Bharadwaj<br>and Shri A. Lakra<br>Dy. Director, Education<br>Astt. Comm.<br>O/C J.D., Education.

These resource persons presented the briefs of the project and discused plan. Preparation members amoung the participents. The participants were told to come with them suggestions in the block level meetings to be held at all 24 block level on $27 / 12 / 93$.

## 3. Meetings on $27 / 12 / 93$ at block level :-

Block levels plannlng groups were constituted by the S.D.O.'s of the block concerned. These plannings groups were having memberships of surpanches, gram pradhans, social workers, teachers, patels and acadmitians. Block level meetings were held on 27/12/93 followed by another meeting on 67/61/94. Resource persons appointed by the D.P.G. for each block also attended these meftings.

Suggestions were invitted from the participents. A separate bbrief note of suggessions as prepared at every block. Block level plans were prepared by the block education officers with the helps of ADIS, P.O. (NFE), C.D.P.Os, B.D.O. and Circle orgenisers of the block concerned. This prepared plan was again presented before the memberrs of Block level committees in the meeting held on $67 / 0_{1 / 94}$ at the block headquarters.

This block level plans was approved by the block level committee in the meeting off $87 / 81 / 94$ and was sent to the District level committee on 11/ø1/94.

## 4. District Level Plan Prepration and Meetings of DPG :

First meeting of D.P.G. was held on $22 / 12 / 93$ as stated in previous paras. After this meeting District plan preparation process started. Firstt of all statisties was collected from various sources like Distt. Stastistical Officer, Distt Information Centre, Director Educations, Distt. Co-ordinator NFE, Asstt. Commissioner T.D., Distt. Women and Childre Devp. Officer etc.

After collection of the stastistics tables were prepared and filled up. During this Block level reports and Block level stastistics were alos submitted to the district planning group.

Again m meeting of D.P.G. was called on $16 / 01 / 94$. In this meeting eminent Educationists and Social Worker of the district were called. Suggessions and views of all the participents were invited in this meeting and they were told of different proposals and financial intervertions related to all the blocks. Participents suggested some of the action to reduce teachers absentism as well as to make relations etc.

Conclusions of this meet:ng were noted down and on the basis of these suggessions, conclusions and stastics feeded by the oiocks, District plan was preparec during $16 / 01 / 94$ to 20/01/94.

A meeing of D.P.G. was again held on 21/01/94, in which project plan prepared was presented before the members. This meeting was presided over by the Collector. The D.P.G. approved the district plan with some changes anc ammendments.

During $21 / 01 / 94$ to $30 / 01 / 94$, the district plan finally written off, and came to this shape.

## 5. Suggegtions and Views of the pariticipents :

In the meetings held at District level as well as at block levels, participants, specially N.G.Os, and Sarpanchs, Pattels and other public representatives were asked to give their suggestions and openions on following problems -
a) To ensure teachers rregular attendence.
b) To ensure enrollment and retention.
c) To ensure girls enrollment and their regular attendence.
d) What methods can be applied to ensure peoples perticipation to achieve UPE
e) What steps may be taken to make School premises more attractive and interesting for the children.
f) Regarding quality improvement and curiocullar reference to achieve MLLs.

Above mentioned problems were presented before the participents at Distt. level meetings and all block level meetings. Following suggestions were came up in these meetings :-

1. To ensure teachers regular attendence and redressal of his absentm, it was suggested by the participents that all the teacher's should must stay at their place of postings. They must provided residential facilities at their posting place. It was also suggested that School buildings should be designed in such shape, in which a smail residence of the teacher would be attaiched.

It was also suggested that the teachers should be posted at or nearby their permanent residence, so that they should not absent from the schools. Constant and surprise inspections should be done of those school teachers who are habitant to absent from the schools. Cross checking system can also be introduced to reduce teachers abseentism.
2. To ensure enrollment and retention of the students, it was suggested that mass awareness camps should be organised. The students can be attracted towards school by incentives like Chocklet or Toffee distribution. School atmosphere must be attractive, so the means of recreation as per mental level of students be kept in schools.

It was suggested that teaching should not a traditional and routine type of teaching, but it should be teaching with plays and songs", types of teaching.

The teachers should try to teach easily in their local dilect. Teachers mustt be responsible to ensure, cent percent enrollment of the school going age-group children and to retain them. If the teacher fails to do so, he must be punished. As well as members of V.E.C. will also make responsible to make cent percent enrollment.
3. It was also suggested, to encourage female literacy $\operatorname{lGirls}$ literacyl, one women activist will be appointed at every village level. She will responsible to motivuate the women towards education of girls. She will also responsible to bring the girls to schools and look-after retantion of them.

JHULA GHARS : To make reten the girls at schools, the suggesting came in the meetings that "JHULA GHARS" can be opened in some of the villages, where kids can kept under motherly supervision of women worker, so the lectuting and nourishing motthers can freely do their labour oriented works. This can be solve the proviem of looking after the youngestors by the elder sisters.
A number of girls ashrams should be opened in low female literacy pockets.
4. To ensure peoples participation, it was discussed in the meetings that Sarpanch, Panch and other iocal public representaatives must bear responsibility to motivate the loca people. This responsibility can also be given to Teachers, Gram Sewaks and Health workers at village level.

Bharat Gyan Vigyan Jatha, N.S.S., 'YUWA MANDALS' of Nehru Yuwak Kendra and other N.G.Os, like Samta and Sarvodays Samittee may also take the responsibility to inspire the people towards elementtary education.
5. How to make the school premises more attractive and how to make its atmosphere more interesting, was a question raised before the participents. They suggested that "BAGWANI" (Gardening) should be introduced as a extra carricular activity in primary schools and Co-operation of Horticulture deptt and Aggriculture deptt. may be sought to promote this. Every children of School will be owner of a group of 5 plants of that garden. Another on suggestion was that every school building must be white washed and well looking, well equipped. Slogans and thougghts must be exhibited on the walls of the school and the ahildren can paint their folk paintings and their own art over the walls of the schools.

School must have play grounds, and recreation facilities as per mental level of the children.

Ttacifers shouid not oniy meachers out they saould friends of ine students. They prepare the students in field of songs, music and other cultural fields.
6. A independent autonomous agency can evaluate the learning levels of the students. It was also suggested that cross checcking of MLLs achievements can be done by the teachers off each other schools. The inspecting authorities also should evaluate through random and sample evaluation regarding MLL's and other extra curricular sttandards.

One more and important suggestion also can in the meeting that SUMMER VACATION can be converted into winter/Rainy vacation, because the winter and rainy season is more important in respect with the aggriculture and crop works. The children normally cooperate their parents in there works, so that can not mentain their regularity in school and they drop-out. If the summer vacation can be converted in two parts of Rainy and winter vacation, drop-out can be reduced.

## No. of participants atiended the different meeting at District as vell as Block level :

| District level |  |  |  |
| :---: | :---: | :---: | :---: |
| Dates | Attendance |  |  |
|  | Govt. Servant | Social Vorkers | Homed activists |
| 22/12/93 | 53 | 23 | 11 |
| $24 / 12 / 93$ <br> Aebikapur | 51 | 89 | 66 |
| Surejpur | 48 | 11 | 55 |
| Baikunthpur | 53 | 13 | 68 |
| Rananjugnj | 46 | 15 | 17 |

Block level

| Block | No. of participents attendence on |  |
| :---: | :---: | :---: |
|  | 27/12/93 | 67/11/94 |
| 1. Aubikapur | 103 | 117 |
| 2. Udaipur | 92 | 114 |
| 3. Batauli | 85 | 107 |
| 4. Hainpat | 93 | 111 |
| 5. Rajpur | 89 | 95 |
| 6. Lakhanpur | 184 | 118 |
| 7. Lundra | 81 | 96 |
| 6. Sitapur | 115 | 125 |
| 9. Odgi | 78 | 91 |
| 15. Pratappur | 97 | 115 |
| i1. Prennagar | 83 | 97 |
| 12. Bhaiyathan | 94 | 106 |
| 13. Rasanuj Magar | 9 | 105 |
| 14. Surajpur | 118 | 126 |
| 15. Baikunthpur | 113 | 118 |
| 16. Sonhat | 96 | 98 |
| 17. Khadgaeon | 162 | 108 |
| 18. Mahendragarh | 135 | 161 |
| 19. Bharatpur | 76 | 94 |
| 25. Balranpur | 81 | 92 |
| 21. Ramenjuranj | 113 | 117 |
| 22. Vadraf Magar | 79 | 94 |
| 23. Kusai | 74 | 86 |
| 24. Shankar garh | 81 | 98 |

On 16/øi/94 a meeting was held at the district level in which 12 member of DPG, 14 Educationists, $\varnothing 8$ Sccial workers, $\emptyset 6$ Retired Govt. Servants from the field of education.

On 21/øi/94 a meeting of DPG was held $=0$ give a final shape to the report all the 24 BEOs, 25 ADIS, 12 DPG members and 14 Social Workers attended the meeting.

Table 1.1 Demographic Data

2. Sex Ratio (Females per thousand Males):
as per successive censuses
1971:- 965
1981:- 963
1991:- 956
3. Literacy Rate (1991 Census)

Group
Literacy Rate

1. Overall
30.09
2. Male
3. Female
4. SC
a) Overall
12.94 (1381)
b) Male
18.62
c) Female
5. 91
a) Overall
14.45 (1981)
b) Male
6. 95
c) Female
2.87
7. ST
8. No. of Towns (1991 Census)
i) Total 17
ii) With Population more than 5 lakhs NIL
iii) With Population 1 - 5 lakhs NL
iv) With Population 5 $5, \varnothing \varnothing \varnothing-1$ lakh (AMBIKAPUR)
v) With Population $1 \varnothing, \varnothing \varnothing \varnothing$ - $5 \varnothing, \varnothing \varnothing \varnothing$ 1ø (JHAGRAKHAND, SURAJPUR, MANENDRAGARH, CHIRMIRI, VISHARAMPUR, CHARCHA, RAMANUJGANJ, BAIKUNTHPUR, PASHCHIT CHIRMITI, KORIYA.)
vi) With Population less than $1 \varnothing, \varnothing \varnothing \varnothing \quad \varnothing 6$
9. No. of Villages
i) Total 2439
ii) Inhabited 2421
iii) Un-inhabited 18
10. No. of Rural Habitations
i) As per Census 1991 :- 8237
ii) As per $V$ All India :- 6864

Education Survey, 1986
7. Special Areas in the District, if any Category

Name

```
i) Areas of Industriai Concenliatiũn,
N!!
Nii.
ii) Areas of Major Mining activity,
iii) Areas of Major Construction activity.
    (e.g. irrigation projects)
iv) Any other areas with high
    incidence of child labour.
```

| Block | Population (1991 Census) | Nuaber of |  |  |  |  | Literacy Rate |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Villages |  |  | Habitations as per |  |  |  |
|  |  | Inhabited | Un-inhabited | Total | 1991 | $V$ All | Hale F | Fenale |
|  |  |  |  |  | Census | India Edn |  |  |
|  |  |  |  |  |  | Survey, |  |  |
|  |  |  |  |  |  | 1986 |  |  |


| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 14 | 11 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. | Anbikapur | 177286 | 127 | -- | 127 | 378 | ---- | 44.65 | 18.45 | 31.5 |
| 2. | VAIPUR | 53498 | 87 | -- | 87 | 269 | -...- | 36.14 | 19.87 | 21.3 |
| 3. | batauli | 51839 | 54 | -- | 54 | 189 | ---- | 38.61 | 14.47 | 26.5 |
| 4. | mainpat | 53738 | 46 | -- | 46 | 187 | --.- | 22.74 | 11.43 | 19.8 |
| 5. | RAJPUR | 74692 | 87 | -- | 87 | 277 | --..- | 29.92 | 11.12 | 24.7 |
| 6. | LaKHANPUR | 8236 | 98 | 11 | 99 | 267 | ---- | 33.14 | 11.31 | 21.8 |
| 7. | LUMDRA | 83733 | 112 | -- | 112 | 349 | -..-- | 32.12 | 11.88 | 21.4 |
| 8. | SITAPUR | 71573 | 51 | -- | 51 | 241 | -...- | 36.39 | 19.59 | 32.1 |
| 9. | ODAGEE | 57926 | 99 | 11 | $1{ }^{\text {f }}$ | 384 | --.- | 29.71 | 18.16 | 19.2 |
| 15. | pratappur | 96429 | 116 | -- | 116 | 437 | ....- | 33.73 | 11.21 | 22.64 |
| 11. | Prematagar | 42941 | 47 | -- | 47 | 197 | ---- | 28.99 | 87.65 | 18.58 |
| 12. | bhailiathan | 89151 | 91 | -- | 91 * | 386 | --.- | 38.71 | 14.85 | 28.56 |
| 13. | rahamujganjuagar | 84484 | 76 | -- | 76 | 395 | --.- | 45.11 | 18.39 | 25.14 |
| 14. | SURAJPUR | $155 \$ 75$ | 121 | -- | 129 | 298 | ---- | 55.45 | 17.46 | 32.66 |
| 15. | BAIKUITHPUR | 151616 | 142 | 11 | 143 | 629 | ---- | 44.28 | 24.85 | 41.42 |
| 16. | SOHAHAT | 31369 | 193 | 11 | 154 | 229 | ---- | 15.40 | 11.74 | 24.19 |
| 17. | KHADGANHA | 143111 | 92 | -- | 92 | 578 | ---- | 78.28 | 25.98 | 39.68 |
| 18. | MAMENDRAGARH | 111367 | 129 | 82 | 131 | 341 | --.- | 39.18 | 14.38 | 27.43 |
| 19. | bharatpur | $6 \% 41$ | 175 | 18 | 183 | 49 | -..-- | 31.15 | 12.73 | 26.46 |
| 29. | BaLRampur | 72198 | 123 | 12 | 125 | 272 | -...- | 32.618 | 12.31 | 22.65 |
| 21. | rahanusganj | 181188 | 113 | -- | 113 | 299 | ---- | 35.98 | $\$ 8.91$ | 19.12 |
| 22. | UADRAFMAGAR | 162284 | 126 | 12 | 122 | 328 | ---- | 28.37 | 11.24 | 24.24 |
| 23. | KUSHI | 88237 | 106 | -- | 186 | 349 | --.- | 16.58 | 14.55 | 26.63 |
| 24. | SHANKARGARH | 52616 | 86 | -- | 86 | 242 | --.- | 41.84 | 15.33 | 27.88 |


| Total for All Block | 2882630 | 2488 | 18 | 2418 | 7728 | - | 36.82 | 12.49 | 24.89 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Aggregate for all | 251159 | 509 VARD |  | 589 | 599 | ---- | 77.81 | 54.77 | 67.23 |
| Urban areas |  |  |  |  |  |  |  |  |  |


| Grand Total for | 298263 | 2421 | 18 | 2439 | 8237 | 6864 | 42.13 | 17.14 | 34.19 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

## Table 1.2:Administrative Data

1. ITDP, Sub-Divisions, Tahsils \& Blocks,
i) No. of ITDPs :- 04
a) Total -- $\otimes 4$
b) Major -- Ø4
c) Medium -- --
d) Small -- --
i il Nc. of Sub-Divisions of
iii) No. of Tahsils 11
iv) No. of Blocks 24
a) Total 24
b) TD 24
c) Non-TD --
2. No. of various kinds of local bodies
i) Urban:
a) Municipal Corporations --
b) Municipalities $\quad 06$
c) Notified Area Committees --
d) SALAs aI
ii) Rural:
a) Janpad Panchayats 24
b) Gram Panchayats 511, ST, 682, SC
3. Setup of Educational and related Administration:
i) Whether the District is also the headquarters of an Education Division :- YES
ii) No. and names of Education Districts within the (Revenue) District 4 (AMBIKAPUR, SURAJPUR, BAIKUNTHPUR AND RAMANUJGANJ)
iii) No. of BEDs
a) Total sanctioned
24
b) In position (as on 1/4/1993) 18
iv) No. of ADIS
a) Total Sanctioned 36
b) In position (as on 1/4/1993) 25
v) No. of Circle Organisers, TW
a) Total Sanctioned 36
b) In position (as on 1/4/1993) 18
vi) No. of NFE Projects : Rural 1998, Urban-ø2, Total-20øø vii) No. of lCD Projects: Rural 11, Urban---, Total- 11 viii) No. of Blocks under TLC, if any -- --
ix) No. of Blocks under DWCRA, if any -.. 99

Table 1.3: Educational Data for the District

### 1.3.1 No. of Schools (Ref. Date: 35.9.93)



```
1.3.2 No. of NFE Contres (Ref. Date : 1.4.93)
```

| Category | No. |
| :--- | :--- |
| 1. Total | 1788 |
| 2. Co-Education | 1196 |
| 3. Girls only | 592 |
| 4. Urban | 35 |
| 5. Kurai | 1753 |
| 6. Primary | 1666 |
| 7. Upper Primary | 122 |

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

Population * No. of habitations without access as above
$\qquad$
(based on 1991 population):
N. A.

335
a) Over 300
$\begin{array}{lll}\text { b) } 200-299 & \text { N.A. } & 252 \\ \text { c) } 190-199 & 412\end{array}$
$\begin{array}{lll}\text { b) } 200-299 & \text { N.A. } & 252 \\ \text { c) } 190-199 & 412\end{array}$
c) $100-199$ N.A. 412
d) Below 100 N.A. 333
e) Total -.. 1332

Gross Access Ratio (30/09i93):- 82.76\%

### 1.3.4. Froplent, Gri, 题 and Out-of-School Childeca at Primary State (Rof. Date 3/199/93)

| Category | Estimated <br> Population in 6-11 age <br> group <br> (31.9.93) |  |  | Enrolaent (I-V) |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Schools |  |  | NFE |  |  | Total |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  | B | $G$ | 1 | B | G | 1 | B | $G$ | T | B | G |
| 1. Over$a l l$ | 164819 | 156836 | 329855 - | 133487 | 99537 | 233924 | 29188 | 13485 | 33567 | 153569 | 11312 |
| 2. SC | 9839 | 8652 | 17691 | 7973 | 5471 | 13444 | 1194 | 881 | 1995 | 9167 | 6272 |
| 3. $5 T$ | 87156 | 85 21 | 172177 | 74353 | 49797 | 128160 | 12565 | 8462 | 21.927 | 82918 | 58169 |

Category GEf RR
Estimated Mo of Estimated No. of Children il Children (6-11 Years) 6-11 age group on 3 / $/ 49 / 26 \mathrm{f}$. AGE GR. NOT IN PRI Schools/MFE Centres

| --->.-. |  | 8 | G | T | B | $G$ | T |  |  |  | B | 6 | $\uparrow$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | B |  |  |  |  |  | $G$ | $\tau$ |  |  |  |
|  | Over <br> all |  | 93.62 | 72.6 | 83.88 | 56. ${ }^{-}$ | 48.79 | 53.28 | 41164 | 66418 | 197582 | 191834 | 182668 | 3737 |
|  | SC | 181.41 | 72.49 | 87.27 | 52.2 | 46.11 | 49.65 | 1785 | 3654 | 5339 | 18528 | 18677 | 286 |
|  | ST | 95.3 | 68.41 | 81.94 | 54.95 | 44.88 | 48.37 | 29821 | 38486 | 59397 | 181511 | 99924 | 2485 |

86

As on 36 th Sept of
Indicator
Group
1988
1989
1996
1981
1992
1995

1. GE F
2. Over-aii
3. Boys
4. Girls
5. SC
alover-all
bl Boys
clgirls
6. ST
a) Over-all
bl Boys
c) Girls

| 62.62 | 86.16 | 34.32 | 84.18 | 85.19 | 83 |
| :--- | :--- | :--- | :--- | :--- | ---: |
| 92.11 | 98.28 | 94.58 | 92.66 | 99.47 | 93 |
| 68.50 | 73.43 | 73.58 | 74.70 | 68.80 | $7 \%$ |
|  |  |  |  |  |  |
| 81.39 | 89.94 | 92.84 | 93.86 | 99.91 | $9 ?$ |
| 96.63 | 99.77 | 92.67 | 99.18 | 99.89 | $10 i$ |
| 65.42 | 78.84 | 86.74 | 87.10 | 99.93 | 72 |
|  |  |  |  |  |  |
| 76.55 | 79.54 | 79.50 | 77.14 | 76.50 | 81 |
| 91.63 | 92.29 | 91.20 | 98.59 | 95.31 | 95 |
| 60.31 | 66.20 | 67.20 | 54.68 | 56.20 | 68 |

2. $R R$
3. Ouer-all
4. Boys
5. Girls
6. $S C$

| a) Ouer-all | 49.57 | 51.12 | 50.07 | 58.05 | 57.56 | 49 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| b) Boys | 54.59 | 50.37 | 55.97 | 65.19 | 64.45 | 52 |
| c) Girls | 42.03 | 52.18 | 45.33 | 46.53 | 46.17 | 46 |
| ST |  |  |  |  |  |  |
| a) Overall | 48.68 | 47.96 | 57.56 | 64.89 | 54.72 | 46 |
| b) Boys | 56.58 | 52.82 | 60.13 | 75.90 | 57.28 | 50 |
| c) Girls | 37.20 | 41.10 | 53.74 | 49.23 | 48.88 | 44 |

### 1.3.6 Primary Teacher Data

| 1. Total No of Teachers in Primary Schools and Primary | 6948 |
| :--- | :--- |
| Sections of higher schools |  |
| a) Male |  |
| - b) Female |  |

2. Teachers whose qualification is less than High School No. - 448
x - 6.44x
3. Untrained Teachers (Who do not have a Teacher Training qualificat No. -
x -
4. Teacher-Pupil Ratio at the Primary stage

3487
50. 18\%

1:38
1.3.7 Availability of Buildings (as on $01 / 04 / 93$ )

1. Total No. of Primary Schools ..... 3091
2. Of which, running in a pakka building
a) own building ..... 2106
b) building of another School ..... 80
ei Oiher public building ..... 39
(e.g. Panchayat Bhavan, etc
d) Private building - rented or otherwise ..... 187
e) Total ..... 2411
3. No. of Primary Schools running in kachcha buildings ..... 466
4. No. of Primary Schools having no building at all ..... 519(running in tents, under trees, etc)
5. No. of Schools needing new building $(3+4)$ ..... 985
6. No. of Schools running in own pakka buildings which ..... 776require major repairs.
7. Deficiency of Classrooms in School running in pakka ..... 478buildings [i.e. no. in $2(e)$ above]Extent of ClassroomDeficiency

No. of Schools with deficiency as in col(1)

Total Deficiency of Classroom
(1)

## (2)

1818
Zero
One Classroom 325
Two Classrooms 45 325 90

12
Three Classrooms ..... 36
Ø 4
Four Classiooms ..... 16
1 Five Classrooms 1 ..... 05
Six Classrooms 01 ..... $\varnothing 6$
1.3.8 Estiated Size of the District Plan Paret Group (Mo. of Childron) in the first and last years of the (District) Plan pariod

## A. Childrge in $8-11$ are spoup

| -Category | Tctal Estinated Population 1991 Census | Estimated Population - 38-9-94 |  |  | Estimated Population - 30-9-2999 |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Total | Enrolled in PS / NFEC | Un-enrolled |  |
| (1) | (2) | (3) | (4) | (5) | 161 |
| 1. All | 31981 | 327144 | 266591 | 107582 | 372267 |
| 2. Boys | 154371 | 167463 | 153569 | 41164 | 198559 |
| 3. Girls | 147619 | 159681 | 113122 | 66418 | 181798 |
| 4. SC a) All | 16613 | 18955 | 15439 | 5239 | 26543 |
| b) Boys | 8492 | 9234 | 9167 | 1985 | 18519 |
| c) Girls | 8111 | 8821 | 6272 | 3634 | 19634 |
| 5. ST a) All | 161116 | 175466 | 141887 | 59397 | 201784 |
| b) Boys | 82411 | 89752 | 82918 | 29821 | 153215 |
| c) Girls | 78785 | 85714 | 58169 | 38486 | 98569 |

## B. Intet Frome Children in $11-14$ are troup

| Category | Total Estisated | Estisated Population - 3\%-9-94 |  |  | Estimated Population - 3f-9-2898 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Population - |  |  |  |  |  |  |
|  | 1991 Census | Total | No. who conpleted Prin. Education* | No. who did not coaplete Pris. Education (Col. 3 - Col.4) | Total | Mo. vho may not complete Pria. Education | Basis of Estisate in Col. 7 |


| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. All | 158289 | 172129 | 57851 | 114278 | 195871 | 22855 |  |
| 2. Boys | 81912 | 87992 | 36711 | 51281 | 14129 | 15256 |  |
| 3. Girls | 77368 | 84137 | 2114 | 62997 | 95742 | 12599 |  |
| 4. SC a) All | 8727 | 9491 | 3179 | 6321 | 16799 | 1264 |  |
| b) Boys | 4459 | 4849 | 2963 | 2786 | 5518 | 557 |  |
| c) Girls | 4268 | 4642 | 1167 | 3535 | 5282 | 747 |  |
| ;. ST a) All | 84936 | 92368 | 27674 | 64694 | 1.55168 | 12939 |  |
| b) Boys | 42995 | 46757 | 17912 | 28845 | 53296 | 5769 |  |
| c) Girls | 41941 | 45611 | 9762 | 35849 | 51912 | 7178 |  |

## C. Iotal chlldren in ingat froup (b-14 yral

| Category | Estinated Population - 38-9-94 |  |  | Esticated Population - 38-9-2098 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All Children of 6-1! Yrs (Col.3,Tab. 1 ) | Children of 11-14 <br> yre net cempleting <br> Pria. Education (Col.5, Tab B) | Total <br> Target <br> Group <br> (2+3) | All Children of E-11 yis (Col.6, Tab. A1 | Children of 11-14 yis not cuapletiná Prie. Education (Col.7, Tab B) | Total <br>  <br> Group <br> (5*6) |
| (1) | (2) | (3) | (4) | (5) | $(6)$ | (7) |
| 1. All | 327144 | 114278 | 491422 | 372267 | 22855 | 395122 |
| 2. Boys | 167463 | 51281 | 218744 | 198559 | 11256 | 208815 |
| 3. Girls | 159681 | 629979 | 222678 | 181788 | 12599 | 194387 |
| 4. SC |  |  |  |  |  |  |
| a) 111 | 18955 | 6321 | 24376 | 28543 | 1264 | 21897 |
| b) Boys | 9234 | 2786 | 12929 | 19599 | 557 | 11866 |
| c) Girls | 8821 | 3535 | 12356 | 18934 | 767 | 16741 |
| $\text { 5. } 5 T$ |  |  |  |  |  |  |
| a) 111 | 175466 | 64694 | 248160 | 291784 | 12939 | 214723 |
| b) Boys | 28845 | 118597 | 103215 | 5769 | 158984 |  |
| c) Girls | 35849 | 121583 | 98569 | 7178 | 155739 |  |

## 



| 1Ref, Date: 35.99.931 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Block | Gar |  |  |  | GER |  |  |  |  |  |  |  |  |
|  |  |  |  |  | Over-ail |  |  | SC |  |  | ST |  |  |
|  |  |  |  |  | B | G | i | B | G | T | B | G | 1 |
| 12 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 01. AMBIKAPUR | 378 | 119 | 259 | 57 | 77.75 | 72.94 | 75.42 | 88.91 | 65.59 | 79.9 | 99.26 | 99.9 | 89.8 |
| 22. UAIPUR | 269 | 51 | 218 | 81 | 94 | 75 | 85 | 198 | 75 | 89 | 96 | 75 | 86 |
| 33. bataull | 189 | 31 | 156 | 83.59 | 184 | 76 | 91 | 98.4 | 94.5 | 94.6 | 95 | 98 | 96 |
| 14. HAIMPAT | 187 | 36 | 151 | 88.74 | 85.83 | 62.4 | 74.53 | 33 | 78.68 | 86.85 | 92.4 | 64.9 | 77.05 |
| 95. rajpur | 277 | 21 | 256 | 91.33 | 99.9 | 69.2 | 84.8 | 64.34 | 26.01 | 45.6 | 151 | 76 | 88.2 |
| 96. Lanhanpur | 261 | 52 | 218 | 79.6 | 89.3 | 66.7 | 78.8 | 87.88 | 75.76 | 81.7 | 95.5 | 59.1 | 79.93 |
| 97. Lundra | 345 | 68 | 272 | 85.59 | 53.83 | 54.96 | 54.37 | 91.96 | 61 | 77 | 46.85 | 41.68 | 44.28 |
| 38. SItapur | 241 | 34 | 297 | 85 | 103 | 99 | 101 | 162 | 98 | 108 | 111 | 152 | 156 |
| 19. DOAGEE | 384 | 67 | 237 | 64.42 | 95 | 62 | 88 | 94 | 62 | 79 | 98 | 41 | 71 |
| 10. PRATAPPUR | 437 | 67 | 379 | 84 | 93.75 | 76.38 | 82.46 | 81.11 | 74.75 | 76.99 | 97.95 | 67.07 | 88 |
| 11. Premagar | 197 | 22 | 175 | 88.83 | 85.15 | 47.99 | 67.21 | 85.27 | 45.49 | 63.6 | 74.2 | 39.7 | 57.5 |
| 12. Bhalyathan | 386 | 24 | 282 | 92 | 161 | 83.27 | 92.4 | 17.25 | 65.19 | 12.34 | 82.22 | 61.73 | 72.66 |
| 13. RAMANUJGAMJMAGAR | 385 | 55 | 349 | 86.17 | 94 | 76.5 | 85 | 63 | 41 | 52 | 75 | 46 | 61 |
| 14. SURAJPUR | 298 | 24 | 274 | 91.8 | 97.79 | 89.48 | 91.42 | 83.74 | 81.62 | 82.72 | 95.2 | 81.94 | 88 |
| 15. BAIKUNTH- | 629 | 38 | 599 | 94.86 | 93 | 88 | 83 | 89 | 6 | 76 | 9 | 72 | 82 |
| PUR. | 22 | 34 | 186 | 85 | 112 | 102 | 167 | 101 | 89 | 95 | 112 | 97 | 184 |
| 16. SOMAHAT |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17. KHADGANVA | 579 | 32 | 538 | 94.38 | 93.36 | 67.5 | 89.8 | 128 | 86.65 | 188 | 188.6 | 59.78 | 84.8 |
| 18. hanekdraGARH | 341 | 36 | 385 | 89 | 12 | 92 | 166 | 145 | 108 | 123 | 96 | 61 | 78 |
| 19. bharatpur | 498 | 139 | 351 | 71.6 | 96 | 78 | 83 | 96 | 73 | 42 | 96 | 89 | 88 |
| 29. BALRAMPUR | 272 | 23 | 249 | 95.44 | 98 | 67 | 83.4 | 118 | 74 | 96 | 89 | 56 | 73 |
| 21. rahanujganj | +269 | 29 | 189 | 94 | 9 | 58 | 74 | 108 | 72 | 86 | 83 | 47 | 65 |
| 22. UADRAFNAGAR | R328 | 171 | 157 | 47 | 96.6 | 78.8 | 85.9 | 82.23 - | 55.4 | 69.19 | 132.9 | 62.81 | 82.15 |
| 23. KUSMI | 349 | 74 | 275 | 79.36 | 91.7 | 89.4 | 83.6 | 83.6 | 78.11 | 77.68 | 94.26 | 86.6 | 88.5 |
| 24. SHANKARGARH | H242 | 96 | 146 | 86 | 117 | 93 | 188 | 109 | 72 | 87 | 193 | 86 | 96 |
| Total 7 | 7728 | 1332 | 6396 | 82.76 | 93.62 | 72.66 | 83.88 | 161.41 | 72.49 | 87.27 | 95.13 | 68.41 | 81.94 |



[^0]| Block | Estinated Mo. of Children in 6-11 age group on $38 / 59 / 2989$ |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | SC |  |  | 51 |  |  | Over-a |  |
|  | B | 6 | $\dagger$ | B | G | I | , | G | 1 |
| 2 | 34 | 35 | 3 ¢ | 37 | 30 | 35 | 410 | 42 | 43 |
| 01. AMBIKAPUR | 16554 | 15357 | 31811 | 721 | 673 | 1397 | 689 | 6366 | 1318 |
| 12. UAIPUR | 5288 | 4935 | 15223 | 294 | 216 | 519 | 3298 | 2893 | 689 |
| 63. BATAULI | 4362 | 9435 | 295 | 187 | 392 | 3663 | 3419 | 7982 | ---- |
| 14. MAINPAT | 4987 | 4654 | 9641 | 151 | 141 | 292 | 3804 | 355 | 735 |
| 15. RAJPUR | 6832 | 6646 | 13478 | 168 | 151 | 311 | 4889 | 4795 | 968 |
| 96. LakHahpur | 7644 | 7134 | 14778 | 491 | 416 | 907 | 3871 | 3614 | 748 |
| 97. LuwDra | 8257 | 7767 | 15964 | 358 | 297 | 598 | 5612 | 5398 | 1011 |
| 88. SITAPUR | 6542 | 6208 | 12842 | 352 | 328 | 688 | 4713 | 4399 | 91 |
| 69. ODAGEE | 5314 | 5062 | 19362 | 223 | 214 | 437 | 3118 | 2979 | 6 |
| 10. PRATAPPUR | 9132 | 852 | 17652 | 399 | 392 | 611 | 5983 | 5583 | 115 |
| 11. premuagar | 3966 | 3719 | 7785 | 151 | 141 | 292 | 2398 | 2238 | 46 |
| 12. Bhalyathan | 8895 | 8452 | 17347 | 694 | 545 | 1239 | 2949 | 2946 | 58 |
| 13. RAMANUJGANJHAGAR | 7913 | 7385 | 15298 | 472 | 448 | 912 | 3614 | 3373 | 698 |
| 14. SURAJPUR | 12131 | 11322 | 24354 | 659 | 615 | 1274 | 4322 | 4334 | 83 |
| 15. BAIKUYTHPUR. | $14: 72$ | 13133 | 27512 | 1074 | e 2 | 2976 | 4864 | 4839 | 948 |
| 18. SOMAHAT | 3112 | 2793 | 5945 | 192 | 168 | 3681 | 1789 | 1565 | 355 |
| 17. Khadganya | 12926 | 11183 | 24109 | 1415 | 911 | 2325 | 4410 | 2883 | 7292 |
| 18. hanevdraGARH | 18348 | 9875 | 29215 | 1635 | 989 | 2024 | 4344 | 4158 | 8494 |
| 19. bharatpur | 5692 | 5453 | 33345 | 329 | 315 | 635 | 3735 | 3635 | 7376 |
| 21. BALRARPUR | 4913 | 3131 | 8844 | 156 | 145 | 31 | 3319 | 3598 | 6417 |
| 21. RAMANUJGAIS | 9299 | 8679 | 17978 | 383 | 362 | 745 | 4888 | 4616 | 9458 |
| 22. UADRAFWAGAR | 9857 | 8722 | 18559 | 641 | 568 | 1299 | 6652 | 5811 | 16663 |
| 23. KUSHI | 7297 | 7159 | 14397 | 433 | 416 | 839 | 5757 | 5374 | 11131 |
| 24. SHANKARGARH | 4882 | 4558 | 9449 | 384 | 284 | 588 | 3634 | 3392 | 7626 |
| Total | 191834 | 182668 | 373792 | 10528 | 1807t | 24695 | 111511 | 99124 | 248535 |


| Incentiva Programe | No. of Bonoficiarips in Classos 1-V |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Reasons for <br> Difference <br> between <br> $E \& A$, <br> if any | Estinated No. of ontitled Beneficieries by 2085-8! |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | SC |  |  | ST |  |  | OBC |  |  | Other Girls |  |  | Total |  |  |  |  |
|  | E | A | 8 | E | A | \% | E | A | \% | E | 1 | $\$$ | E | A | 8 |  |  |
| 1. Scholarships | 2553 | 2348 | 91.97 | 22185 | 19962 | 89.99 | 2144 | 2144 | 198 | - | - | - | 26882 | 24454 | 99.96 |  | 31586 |
| 2. Mid-Day Meal | 11281 | 9132 | 88.82 | 84429 | 75056 | 88,9 | 32922 | 32814 | 99.64 | 7859 | 8489 | 77.14 | 135482 | 123955 | 98.82 | - | 159191 |
| 3.Free Text Book; | 9768 | 9761 | 101.21 | 79487 | 72481 | 91.18 | 38962 | 37489 | 98.47 | 7638 | 7293 | 95.48 | 134947 | 127944 | 94.14 | - | 158563 |
| 4. Free Unifores | 5782 | 4558 | 77.83 | 46423 | 38567 | 65.84 | 10422 | 8505 | 46.16 | 4695 | 3966 | 65.33 | 75322 | 46696 | 61.99 | - | 88593 |
| 5.0thers (Pl. specify) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b) |  |  |  |  |  |  | - |  |  |  |  |  |  |  |  |  |  |
| c) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

```
E = Entitled to the benefit
A = Actually benefitted
% = A/E 人 10D
```

Table 1.6 Broad Proposals for rationalisation

```
1. No. of Primary Schools which 17
    could be traneferred to access-
    less habitations
2. No. of Primary Teachers who could 211
    be transferred from schools with
    surplus staff to deficient ones
```



## Iable 1.8 Size of rariong iarget Grom for Irniniar




LIBRAATY \& DUCUMENTATION EENB.
Natigail insiture of Educat:onol
Plong: $;$ and Administration.
17-B, ar. Aurobindo Mare.
Now lielbi-110016


[^0]:    :otal
    

