

DISTRICT PLAN

for

UNIVERSALISATION
of
PRIMARY EDUCATION

District of RATLAM

Madhya Pradesh

NIEPA DC



D08488

LIBRARY & DOCUMENTATION CENTRE

National Institute of Educational

Planning and Administration.

17-B, Sri Aurobindo Marg,

New Delhi-110016

DOC, No

Date

D-8488

07-03-95

C O N T E N T S

Acknowledgement from Collector.

1.	INTRODUCTION TO THE DISTRICT	1
2.	PRESENT STATUS	5
3.	GOALS AND TARGETS	24
4.	STRATEGY	28
5.	PROGRAMME COMPONENTS AND NON FINANCIAL INTERVENTIONS	37
6.	COST AND FUNDINGS	70
7.	MONITORING EVALUATION AND REVIEW	71
8.	ASSUMPTIONS AND RISKS	74
	APPENDIX	
	* PROCESS OF PLAN PREPARATION	
	* BASIC DATA.	

FOREWORD

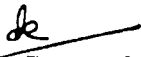
During one of my tours to a remote village of the district in Total Literacy Campaign, I was stumped by a question asked by an ordinary looking illiterate villager. The question was, "Sir! You are trying to teach us but what about our children? Please teach them and you will not have this problem of illiteracy after 10 years." The dilapidated school building, one untrained teacher teaching 80 children of five different classes together and his absenteeism amply demonstrated the state of primary education in that village. The question is, if an illiterate villager can think of such a long term solution, why can't we?

Ratlam is one of the better developed districts in the state. Most of the economic indicators have higher values for the district compared to the state averages. Some examples are : per Capita saving for the district is Rs.1462 in comparison to Rs.1170 for the state, 100% villages are electrified in comparison to 88.9% for the state, length of roads per 100 sq.km. is 23.8 km in comparison to 16.1 km for the state. No. of hospitals/dispensaries per lac of population is 3.6 in comparison to 1.1 for the state; but when one studies the state of education in the district, the situation is dismal, far worse than the state averages. The literacy rates for males & females in the district are 47.2% & 21.4% compared to the corresponding figures of 52.4% & 28.3% for the state. The literacy rates for the disadvantaged groups are even worse. For the female in SC & ST, the figures are 6.1% & 1.4% respectively, which are far below our state norms & imaginations. Only 5 out of every 100 ST population and only one woman out of every 100 ST women are literate! So can we really say that Ratlam is

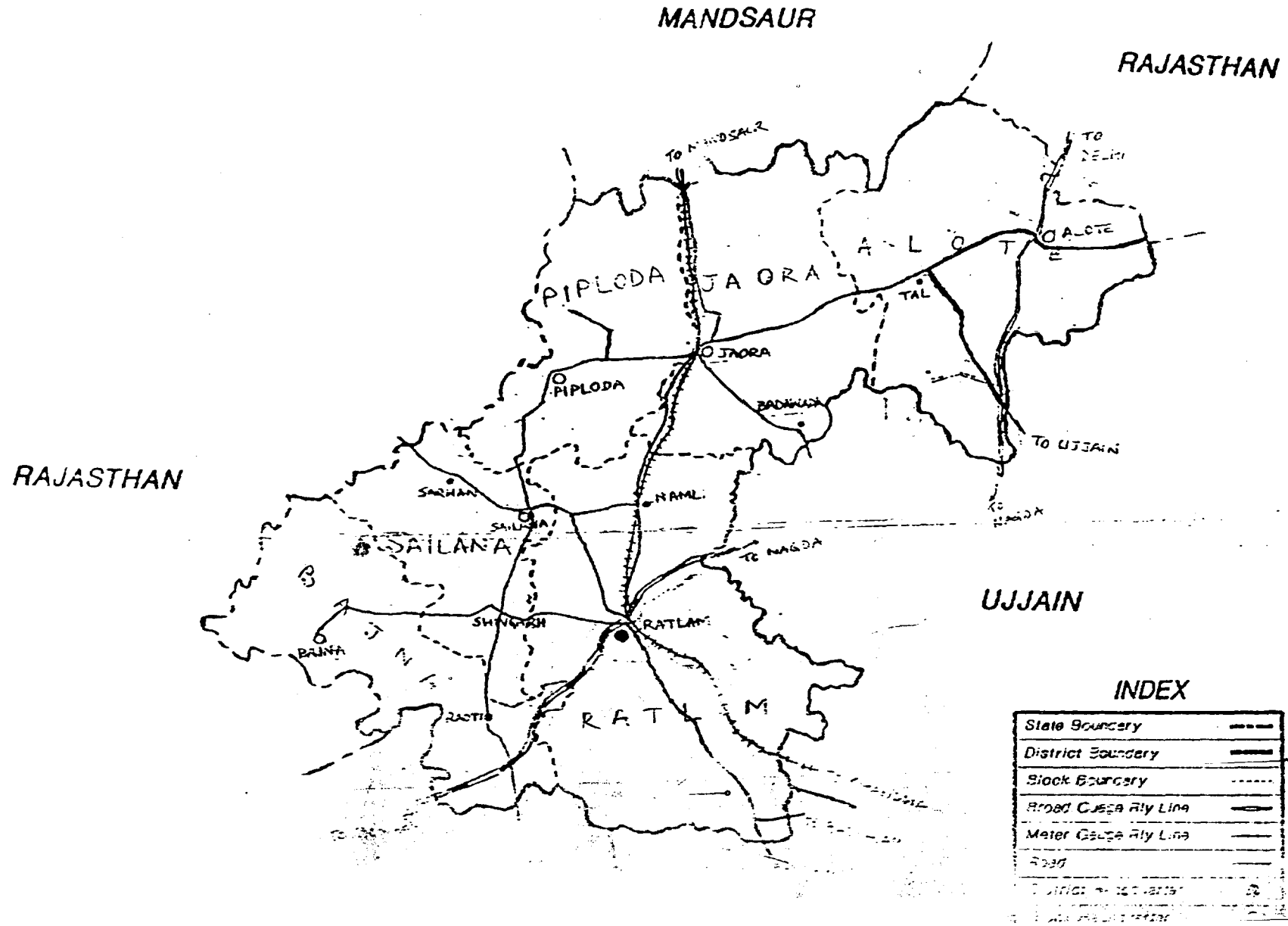
among the most developed districts in M.P. as the economic indicators indicate.

The picture presented by the indicators of primary education is no different from those of literacy. While GER for the state is 86.7%, for the district it is 90%. For the disadvantaged groups, the situation is even worse. The GER for female children is 83% while for SC & ST, this is 87% & 86% respectively. This means more than one-fourth of the female children population have not even been enrolled in the primary schools. A drive had been launched recently to enroll all the girls of age group 5-14 of the district while implementing the Dattak Putri Yojana but it failed to motivate the non-coming girl children to come to the school. The RR for the district is 48% in comparison to 65.9% for the state. Out of the girls admitted in class I, less than 50% are really able to reach upto class V while the corresponding figure for the state is 61.6%. For SC & ST, the RR is 53% & 29% respectively. The most alarming is RR for ST female children - only 13.5% of those admitted in class I reach upto class V.

Seeing the sad state of primary education in the district, it is essential that a project be undertaken which has "Universal Primary Education" as the main objective. Only then the district can march on the path of all round development. Launching such a project will also have a positive impact on the overall literacy of the district thus helping in the achievement of the objectives of the National Literacy Mission.


(V. E. Semwal)
Collector, Ratlam
(M.P.)

RATLAM DISTRICT



INDEX

State Boundary	---
District Boundary	----
Block Boundary
Road Gauge Rly Line	———
Meter Gauge Rly Line	———
Road	———
District Head Office	⊙
Block Head Office	⊙

CHAPTER I

AN INTRODUCTION TO THE DISTRICT

1.1 The district of Ratlam is situated in the Malwa region of Madhya Pradesh. It is one of the border districts of the state, the effect of which can be seen in its culture which has the glimpses of the Rajasthani culture. The district is spread over an area of 4861 sq.km. and is one of the smaller districts of the state. The population of the district as per the 1991 census is 9.71 lac. The population density of the district is 200 per sq.km. as compared to 149 for the state.

1.2 The district can be divided into two distinct geographical areas - Northern & Eastern part comprising of plains whereas South-Western part consists of undulating terrain. A number of hillocks can be seen in the latter part which are the only representatives of mountains in the district. While Chambal and Holy Shipra rivers wash the northern plains of the district, river Mahi has carved out some beautiful valleys in the southern part. While the nature has provided the district a beautiful mix of plains and hillocks, it has been a bit conservative in providing green forests. The population pressure has its own effect and the forest cover has gone down to 7% of the total area

over the years.

1.3 The district is more urbanised than the state as 32% of its population lives in the eight urban centres in comparison to the corresponding figure of 24% for the state. Sex ratio is constant for the last three decades at 949, much higher than the national or the state average. 14% of the total population belongs to the Scheduled Caste whereas the percentage of the Scheduled Tribe is 21.5% most of them residing in the two tribal blocks of Sailana & Bajna. The population growth, like other places, is more in the urban areas. In the period 1981-91, urban population went up by 28% whereas the total population has increased by 24.1%. Out of the ~~1050 villages~~ in the district, 13% villages each having population more than 1000 contain about 43% of the total rural population of the district. Another 30% of the rural population lives in 20% villages each having population between 500 & 1000. The city of Ratlam alone has 25% of the total population and 63% of the urban population.

1.4 The degree of infrastructure development is higher for the district in comparison to the average figure of the state. 26.7% of the net ^{cultivated} area in the district is irrigated by different sources, dugwells alone account for about 72% of the

irrigation. Electrification has been completed in all the villages of the district. Similarly, safe drinking water facility is available in all the villages. The road density is higher than the state average and except for a few villages in the tribal areas, all other villages remain connected throughout the year. The communication network is also very good as most of the panchayats are connected to their block headquarters by telephone lines.

1.5 Ratlam has been classified as an industrially backward district by the state government. The level of industrialisation is much less in comparison to many districts of the state. The main occupation in the district is agriculture. Both foodgrain crops and cash crops are grown in the district. Wheat, Bajra & Gram are the major foodgrain crops while soybean, cotton & opium are the major cash crops grown in the area. Almost one-third of the net sown area is double-cropped and some even triple-cropped. The people in the district are rich which is reflected in per capita savings. Whereas per capita savings for the state is Rs.1170, the corresponding figure for the district is Rs.1462 almost 25% higher than the state average.

1.6. The majority of the population (86.2%) are Hindu

Muslims and jains constitute 10.2% & 3.1% of the population respectively. People of other religions also inhabit the district. Hindi is the main language in the district. However, dialects like Malwi and Bhili are also common in the rural areas. Culture & traditions have been greatly influenced by the adjoining areas of Rajasthan. The big crowds in rural fairs show the interest of the villagers. Folk dances & songs are more common in the tribal areas of the district.

1.6 The district has been divided into three revenue subdivisions - Ratlam, Jaora and Sailana. There are six development blocks in the district namely Ratlam, Jaora, Piploda, Alote, Sailana & Bajna, the last two being the tribal blocks. Except for Piploda, all these are Tahsil headquarters also. There are a total of 276 Gram Panchayats in the district. It has 8 municipal areas out of which Ratlam city has Municipal Corporation while other seven have municipalities. The tribal block of Sailana is under ITDP.

CHAPTER 2

UPE 1 Present Status and the Task Ahead

2.1 The Primary Education System in the District :-

Ratlam district has a total of 1212 primary schools and junior primary schools. Out of these, 1000 schools are owned either by the Education Department or by the Tribal Department. Rest of the schools are private, most of which are managed by either an organisation or a trust. Most of these private schools are located in the 8 urban centres of the district. Out of these private schools, 12 are govt.-aided. The urban : rural ratio of the primary schools in the district is 1:5. The enrolment of the students takes place in the month of July - August and the school calendar ends in the month of May beginning from July. Officially the timings for the government schools are from 10.30 AM to 4.30 PM but in rural areas, this timing is very rarely followed. In remote areas, the situation is even worse. Thus average teaching hours, in actual circumstances, vary from 3 to 5.5 hours. Some of the schools in the remote areas operate for 2 hours only. The system of learner evaluation is through annual examination which is conducted by the teacher(s) of the same school. Examinations, very often, are manipulated by the teachers in order to show their pseudo-achievement. Alote, Joara, Piploda, Ratlam block have majority of schools under the management of

education department. 90% of schools in Sailana & Bajna are managed by Tribal Welfare department.

2.1.1 The total enrolment of students at the primary level stands at about 134027, including both boys and girls. The enrolment of students particularly the girls is more in urban areas than rural areas. The tribal areas present a different picture where both the boys and girls enrolment is far less than that in the other areas.

2.2 Primary School Teachers :-

There are 3309 Primary school teachers in the district. Nearly 16% of these teachers are untrained. The percentage of female teachers is very low in the rural area while in the urban area, the percentage is higher than that of male teachers. The teacher-pupil ratio is 1:39 in the rural area and 1:32 in the urban area but the former is quite misleading regarding the realities. Almost half of the schools in the rural area have pupil strength between 50 - 70 and have only one teacher. Teaching of 50-70 children of five different classes together by a single teacher speaks itself about the standard of primary education in the rural areas. No wonder that most of the children passing class V do not attain even the minimum level of learning. Almost 95% of the schools in the rural area has number

of teachers less than the number of classes and almost 75% of the schools have inadequate teaching staff and accommodation.

2.3 Buildings :-

2.3.1 There are 63 Jr. Primary/Primary schools without building. Out of the 1000 Govt. owned schools, 890 are running in their own buildings. Number of Primary schools running in kachcha buildings is 47. No. of schools having deficiency of classrooms is 274 needing a total of 443 classrooms.

2.3.2 Out of the existing buildings, 458 require major repairs. Use of sub-standard material, consequent seepage of water through roofs is the major problem. Plastering of walls & floor and repair of windows and doors need urgent attention.

2.3.3 The funds for construction flow from various Govt. schemes such as JRY, Planning Board, Tribal Welfare & Education Cess. The Education Cess collected each year on average comes to Rs 3.5 lacs which is nearly 100% of the demand.

2.4 Middle, High and Higher Secondary Schools :-

2.4.1 There are 286 middle schools with 1321 teachers with an average 4-5 teachers per school. The teacher-pupil ratio in these schools is 1:23. 194 schools are government owned while rest are in private sector. All the Middle School buildings are RCC

of teachers less than the number of classes and almost 75% of the schools have inadequate teaching staff and accommodation.

2.3 Buildings :-

2.3.1 There are 63 Jr. Primary/Primary schools without building. Out of the 1000 Govt. owned schools, 890 are running in their own buildings. Number of Primary schools running in kachcha buildings is 47. No. of schools having deficiency of classrooms is 274 needing a total of 443 classrooms.

2.3.2 Out of the existing buildings, 458 require major repairs. Use of sub-standard material, consequent seepage of water through roofs is the major problem. Plastering of walls & floor and repair of windows and doors need urgent attention.

2.3.3 The funds for construction flow from various Govt. schemes such as JRY, Planning Board, Tribal Welfare & Education Cess. The Education Cess collected each year on average comes to Rs 3.5 lacs which is nearly 100% of the demand.

2.4 Middle, High and Higher Secondary Schools :-

2.4.1 There are 286 middle schools with 1321 teachers with an average 4-5 teachers per school. The teacher-pupil ratio in these schools is 1:23. 194 schools are government owned while rest are in private sector. All the Middle School buildings are RCC

constructions, however 20% of them require *addition* or repair. About 16% of the teachers are untrained which requires compulsory training schedules for them. These schools have inadequate or no. Libraries, Playgrounds, Entertainment facilities, drinking water facilities, toilets etc.

2.4.2 There are 33 high schools having 140 teachers and 36 higher secondary schools having 582 teachers. Majority of these schools are located in the urban areas. The distribution of high/higher secondary schools in rural and urban areas is not balanced. The major problems of these schools are lack of trained resource persons in higher level of learning under various disciplines, inadequate or no libraries, lack of toilets, playgrounds etc. Since these schools play the role of stepping *stones* for higher education *their* improvement and *upgrading* is essential.

2.4.3 There are few vocational institutions in the district. There is an ITI in Ratlam and a Polytechnic College in Jaora. The tribal blocks completely lack any such facility. College education facilities are available at Ratlam, Sailana, Jaora & Alote. There is a Law college located in Ratlam.

2.5 System of Educational Administration :-

2.5.1 Most of the schools are under the management of Education

department which is headed by DDE. .

One Assistant Director is there to assist him. The 6 BEOs look after the educational activities in the blocks. Presently 3 posts are lying vacant. The next stage consists of 17 Assistant District Inspectors of Schools (ADIS) of which one is vacant. These are the supervisory levels who visit certain number of schools regularly within their jurisdiction. They mainly watch the enrolment, number of students, present level of learning and teaching, maintenance of Accounts and Records etc. They send regular inspection reports to district authorities for better monitoring. The schools in tribal blocks are mainly controlled by tribal department but the technical aspects are looked after by the Education Department.

2.5.2 The present supervisory level is inadequate. Each ADIS has within his jurisdiction about 65 schools. Considering the remoteness, inaccessibility, inadequate transportation, it is very difficult for one ADIS to inspect all the 65 schools even quarterly. On an average, an ADIS is able to inspect about 15 schools in a month. The basic facilities (vehicles, typewriters, telephones etc.) available to them are almost negligible. Most of the ADISs move on their own vehicle or by private buses. They send hand-written reports. As no assistants have been provided to

them, they normally attach one of the teachers with them for the office work and writing reports.

2.5.3. There is School Development Committee at the district level under the chairmanship of the collector and DDE as co-ordinator. Similarly, at the block level, SDO is chairman with BDO as Secy. and BEO as co-ordinator. Each school has its own committee, with Sarpanch as chairman and head master of school as co-ordinator. However due to obvious reasons, these committees particularly the committees at village level are almost defunct.

2.5.4 The present structure of the Education deptt. lacks in the basic managerial skills of manpower development. The indifference towards the grievances, non-optimal use of existing manpower etc. are some of the illustrations. Senior teachers are promoted to these posts and they lack the art of administration due to improper training.

2.6 Availability of Research Institution and Persons :-

2.6.1 The DIET in the district is situated at Piploda. It was BTI originally but very recently has been upgraded into DIET. There is no other research institution in the district.

2.6.2 There are only a few NGOs working in the district.

Moreover, their work is confined to small pockets only. These NCOs are suffering from structural and financial handicap and hence their role is negligible. There is no dearth of serving and resource persons in the district but the need is to utilise them. Ratlam has many Government of India offices including Railways. This provides adequate resource persons in various disciplines. The TLC presently undergoing in the district has recruited many resource persons to foster the cause of literacy.

2.7 Present Status and Impact of Various Programmes in the district :-

2.7.1 Operation Blackboard :- OB has played a key role in equipping the schools with proper teaching material. But the material has not been used so far due to lack of proper training to the teachers. 2.7.1.1 According to the norms of O.B. every primary schools should have pakka buliding. At least two rooms and one varanda. At least two teachers, up-to the strength of 100. If the strength exceeds 100 one more teacher and one class room should be provided.

2.7.1.2 Teaching learning material worth Rs.7215/- is provided in 50% of the schools. In the remainig schools T.L. material will be provided worth Rs.10000/-

2.7.1.3 Central assistance will be provided for the salaries for the additional appointed teacher from 1-4-90 to 31-3-

97.O.B.B.will be extended up to upper primary school.

2.7.2 Non Formal Education (NFE) :- The scheme of opening NFE centres was launched for out-of-the-school children. There is one asst.director of NFE separately, under which six project officer are working. Under each project officer there are ten supervisors and 100 centres having one instructor for each. There are 571 NFE centres spread all over the district of which 525 are for primary education. 254 such centres have been established for girls only. 95 of the centres are situated in the urban area. However the scheme suffers from lack of motivation of the children, inadequate training of the instructors, deficiency of infrastructure & resources and in effective monitoring system. Most of the centres in the rural areas have become defunct. Inadequate and unattractive remuneration to the instructors is also one of the main reasons for the near failure of this scheme. Although the honorarium for the instructors is revised *from* Rs.105/- P.M. to Rs.200/-P.M. it is still very less and should be raised to Rs.600/-P.M.. Lighting, contingency is also raised from Rs.45 to Rs.100 P.M..

2.7.3 DIET, Teacher Education, Shikshak Samakhya :- As already mentioned in para 2.6.1, the DIET is situated in Piploda block. Recently upgraded into DIET, it lacks the basic facilities

required as per norms. It also lacks in staff as 80% of the total posts of lecturers is lying vacant presently. There is no other Teacher Education facility available in the district. One block namely Jaora has been chosen for the programme shiksha samakhya. 2.7.4 Educational technology - Only in few schools colour T.V. and radio cum casset player are supplies under the Educational Tech.

2.7.5 Minimum levels of learning - Work is started in M.L.L. through DIET Piploda. The inservice training include a bit training regarding M.L.L. In future the M.L.L. literature will be made available to the primary schools by D.I.E.T. Piploda

2.7.6 Incentive Programmes :- Free text books are supplied to all the children of class I & V belonging to SC/ST & OBC and class first to all girls by Tribal Welfare Department and Education Department. The Education Department also provides free uniforms to all girls I to V class every year. Scholarships are given by the Tribal Welfare Department to SC/ST & OBC students at different stages of education. The girls completing primary and middle education and belonging to the above category are also given cash incentives by the department. Mid-day meals is provided at a very limited scale by

the Women & Child Development Department. Bicycle are supplied to girls of class VI to VIII in tribal areas. Also the student get re-embarsment of tution and board Exam. fees in tribal areas. 2.7.7. Computer planning for Education (COPE)! The cope programme has not ^{been} started yet in Ratlam district

2.7.8 Two ICDS Projects are being run presently in the two tribal blocks of Sailana & Bajna. The ICDS project for Alote block which has maximum percentage of SC population is under consideration. No other ECCE programme is running in the district presently. The Scheme aims to provide the package of following six services to (A) Pregnant and nursing mother and the children in 0-6 age group. (B) Supplementary nutrition. (C) Immunisation. (D) Health checkup. (E) Health and nutrition Edu. (F) Referyal services (G) *Early* childhood Education.

2.7.9 Ratlam district has done a pioneering job by providing financial help to record number of needy girl children for education under Dattak Putri Yojna in the year 1992-93. *low many*

2.7.10 Development of women and children in rural areas. 1- The programme DWCR is not yet started in the district.

2.7.11 Adult

Education - The programme adult Education was merged in Total literacy campaign in the year 1992, and at present this programme is in its final stage.

2.7.12 The shikshaksamkhya programme is - started in block Jaora. A complete plan has been sent to SCERT for approval.

2.7.13 The TLC programme has reached its final stage. *internal* valuation by Vikaram university team has been completed. The work under PLC is to be started.

2.8. Literacy rates :- The percentage of literacy for the whole district is 35.6% as per 1991 census. The female literacy is very low at 23.4% . The literacy figures for SC & ST are even worse. Ratlam block is the most literate block having literacy 48.5% while the tribal block Bajna is at the bottom of the list with only 11.5% literacy. The average literacy has gone up in the last two decades by 10% but after the completion of TLC, it is expected to go up significantly.

2.9 Status of UPE :-

2.9.1 Access :- The number of habitations populationwise not served by primary education facility within 1 km. is given ^{on the} Next. Page

	Population	Popl.for tribal Area	No.of habitations
1.	Over 300	Over 250	28
2.	200 - 299	150 -250	82
3.	100 - 199	100-149	68
4.	Below 100	Below 100	28
			<u>206</u>

The situation in two tribal blocks is different from other blocks. The villages in these blocks consist of many scattered habitations called 'Majra' in the local dialect. These majras consist of 5-20 houses and the whole village is scattered over an area of 7-8 sq. km. The GAR is at present 70% and about 90% of the population is covered by the schools/NFE centres.

2.9.2 Participation :- The overall GER for the district is 90%, much less than the state average. For the disadvantaged groups, it is 83% for girls, 87% for SC & 86% for ST children. The position regarding RR is even worse. Only 48% of the total children enrolled in class I are able to reach class V. The RR for girls, SC & ST is 41%, 53% and 29% respectively. Though GER for SC, ST and girls is between 83-87%, the regular attendance is far below these figures. In most of the schools in the rural areas, the average daily attendance varies from 30% to 60%. There are a few schools where attendance is even less.

2.9.3 Achievement :- Though the tests for MLL has not been

conducted so far in the district, the present situation appears to be far from satisfactory. In many schools in the rural areas, almost 50-80% children in class V are not capable of doing simple arithmetic calculations and many are even not capable of reading a text fluently. Though any systematic study for assessing this has not been carried out in the district, the experience of officers from Education department, SDMs etc. during inspection of the schools in rural areas presents a very dismal picture. The GAMR is guessed to be around 05%.

2.10 Educationally Backward Areas/Groups :-

As the indicators show, the two tribal blocks of Sailana and Rajna and a part of Ratlam block inhabited by tribals suffer from extreme educational backwardness. Another block Alote which has very high percentage of SC population is also educationally backward. Among the groups, the girls in Rajput families, children of the Patidar families and children of Kanjar, gayri and bagari caste suffer from extreme educational backwardness.

2.11 Magnitude of the Task ahead :-

As already stated, 70% of the population has already been covered either by a school or by an NFE centre. In other words, 3500 children do not have access to a school within one km. Present enrolment of 1.34 lac children in the primary schools

means 23500 children have to be enrolled for achieving 120% GER. This figure has not taken into account the population increase during the life of the project which shall be another 4 thousand. The total number of teachers at present in the district is about 3309 which after the enrolment of 23500 additional children will make the teacher-pupil ratio around 1:44. This shows the magnitude of the task ahead. Thus, a thorough re-vamping of the present education system is required to be done. The children receiving the education today are not able to use it in their ^{real} life. The quality of teaching is extremely sub-standard. From such an abysmally poor prevalent system of education, the task of making 80% of the children achieve the MLL is Herculean. The main inputs required to achieve universal retention, regular attendance and achievement of MLL are:-

1. The class room to be made very attractive
2. The class teaching should be activity based.
3. Some school's time should be allowed to the children to play in their own way with local toys.
4. The behaviour of the teacher should be parental.
5. The performance of children in class should be praised and shown to the parents.

In every class needy children should be provided remedial instructions

7. Regular observation should be made daily in neglected areas of school time table as work experience and Art-Education, health and physical Education.

2.12 Factors Hindering UPE in the District :-

2.12.1 The living pattern in the tribal blocks of Sailana & Baina makes it highly inconvenient for the children to attend the school. Many villages have 15-20 majras in these areas. The distance between two extreme points of the village is often 3-4 km. In such conditions, providing access to school is extremely difficult.

2.12.2 The acute poverty in the tribal tract is another major hindrance. The infertile land forces the tribals to migrate from these blocks during winter & summer seasons. Thus almost 50% of the village remains unoccupied during these seasons.

2.12.3 Poor communication network is also a major problem in these two blocks. Many of the villages remain cut off during the rainy season. In most of the villages only one bus in the whole day gives some sign of transportation facility. In such a condition a teacher not residing in the village faces extreme difficulties to work for the scheduled time. On the other hand, extreme economic backwardness detracts the teacher from living in

that village.

2.12.4 In the other blocks, there are groups as mentioned in para 2.10 which are educationally backward. The Rajput families have tradition of not sending the girl child to school. The tradition of 'Parda' and the social customs prevent the girls to come out. This a big hurdle in the path of UPE for girls.

2.12.5 The Patidar, landlords in the area, on the other hand, are fully occupied by agriculture. Almost all members of a Patidar family are engaged in the fields during agriculture season. High percentage of double cropped area indicates the load of agriculture activities on a family. The absence of any felt need for education in this group and the child becoming an additional hand in cultivation makes it difficult to motivate them to send their children to school. The popular beliefs that "Education is for employment" and "An Educated man will not do cultivation" put psychological barrier in sending their children to school in this group.

2.12.6 There is another caste group in which education is not at all inculcated in the children though for an altogether different reason. Called as 'Kanjars', this caste group can be an interesting subject for many of the anthropologists. The main and

only occupation of this caste group is theft and the children are trained in this skill right from the beginning. Motivating this caste group to send their children to the schools is a difficult task for even a primary education expert.

2.12.7 The prevalent custom of child marriage is another hindrance in the path of UPE. Specially the marriage of the girls at the age of 5-8 years puts them inside the four walls of a house for ever thus obstructing any further prospect of education for them.

2.12.8 The absence of any NGO in the district is the biggest hindrance in the path of UPE. The efforts for motivation of parents and community participation can be much more *fruitful* when made by an NGO in comparison to that by a government agency. Any programme involving community on such a large scale can succeed quite easily with the help of committed NGOs but success is difficult in the absence of any NGO.

2.13 District's Strength in Achieving UPE :-

2.13.1 The biggest strength of the district in achieving UPE is that the Total Literacy Campaign is underway in the district. This has enhanced the level of awareness among the people towards education. The attitude of the people towards education has

certainly changed from neutral to a distinct positive outlook after launching of TLC. There is a distinct change in the percentage attendance of the children in the schools in the rural areas after the Campaign. The increased awareness shall certainly help in achieving the target of UPE by the year 2001

2.13.2 The existing extensive system of schools and NFE centres is another strong point in favour of achieving UPE. The fact that only 28 out of 450 villages having population over 300 and only 82 out of 165 villages having population between 200-300 have no school speaks itself of the existing network of the schools/NFE centres in the district. Similarly, a comparatively higher existing teacher-pupil ratio of 1:35 is a strong point in favour of achieving UPE.

2.13.3 The district has a well-developed private school infrastructure in the Urban area. Hence the government programme can concentrate its attention in the rural area.

2.13.4 The four non-tribal blocks of the district are very well developed in communication infrastructure. Most of the villages in these blocks are connected by fair-weather roads. Almost all the panchayats are connected by telephones to their block headquarters. This developed network of communication can help any monitoring system. All the villages in the district are

electrified also which is advantageous for night classes.

2.13.5 The political awareness in the district is very high. This awareness, if guided carefully, can be utilised for constructive works like community participation.

2.13.6 In the recent years, the administration has launched many drives against some of the social evils. Prevention of child marriage, drive for enrolment of all the girls, camps against untouchability and Total Literacy Campaign are some of the examples. This has helped in increasing the degree of awareness among the people.

CHAPTER 3

GOALS AND TARGETS

3.1 Project Goal :- The project aims to achieve the goal of UPE by the year 2001.

3.2 Targets :- Considering the present status of UPE, the factors hindering UPE and the district's strengths in achieving UPE, it has been decided that UPE shall be achieved by the year 2001. Yearwise realistically achievable targets are set, the graphical representation of which has been given in Appendix. Emphasis is laid on achieving universal access within first *four* years of the project. This shall develop a strong infrastructure to build on and achieve UPE in the set time frame. Various targets and the time frame are shown in the table below :-

General :

Ratios Present	94-95	95-96	96-97	97-98	98-99	99-2000	2000-2001
Value							
GAR	70%	75%	80%	85%	90%	100%	100%
GER	90%	95%	103%	108%	115%	120%	120%
RR	48%	52%	56%	62%	68%	75%	82%
GAMR	05%	07%	10%	14%	18%	22%	26%
GIRLS							
GER	83%	90%	98%	107%	112%	120%	120%
RR	41%	48%	55%	62%	70%	76%	83%
GAMR	03%	06%	09%	13%	17%	21%	25%

SC :

GER	87%	95%	105%	110%	115%	120%	120%	120%
RR	53%	58%	62%	67%	72%	79%	84%	90%
GAMR	03%	06%	09%	13%	17%	21%	25%	28%

ST :

GER	86%	95%	105%	110%	115%	120%	120%	120%
RR	29%	35%	44%	53%	62%	71%	82%	90%
GAMR	02%	05%	08%	11%	14%	18%	22%	27%

3.2.1 GAR :- At present, there are 309 habitations which do not have access to primary education within one km. Out of this, 28 have population less than 100. Rest of the habitations are to be covered by 28 primary schools, 82 junior primary schools and 104 NFE centres. The said number of primary schools shall be opened in three year. NFE centres coverage shall be achieved by relocation and rationalisation of existing NFES. The present GAR 70% will be raised to 100% in the first five years of the seven years plan.

Analytic table is given below.

	94-95	95-96	96-97	97-98
PS	--	50	60	11
NFEC	--	60	60	24

3, 2.2 GER :- Total Literacy Campaign is underway in the district. Environment is already ripe for launching project for UPE and enrollment drive in particular. Leap forward in the access shall cause GER to increase rapidly in the first few years. Later on endeavours shall be to ensure that children joining 6-11 year age group are enrolled. Also emphasis shall be on retention of children already enrolled. The ratio for the disadvantaged categories shall lag behind the average ratio but by the end of third year period, these groups shall catch up.

3.2.3 RR :- The improvement in infrastructure & environment and making the class rooms more attractive and by reorientation of school teachers in child centered approach to PE shall cause more students to continue with the primary education. Of course, in the initial years, ratio will improve slowly. The endeavour shall be to retain the children passing classes I-IV in classes II-V. Thus the yearwise targets are based upon the children enrolled currently in the different classes. In disadvantaged categories, it will be marginally lower than the targets but higher ratio for the general and the boys categories shall enable the target to be achieved in the district as a whole.

3.2.4 GAMR :- With the beginning of academic session 1994-95,

special emphasis shall be given on the students of class V. It shall result into increase in GAMR immediately. However, significant improvement shall be visible from 2nd year onwards as the training & orientation of teachers towards "Child Centred Teaching" shall take some time. The investment in infrastructure, closer monitoring, review & corrective feedback and special emphasis on achievement of MLL shall cause it to improve even more rapidly after first two years.

CHAPTER 4

STRATEGY

The broad strategy for achieving UPE by the year 2001 shall have following nine components :-

1. Making the system work,
2. Environment building for UPE,
3. Galvanising the teachers, women and the community to play their rightful, pivotal role in the UPE effort,
4. Universalising access,
5. Universalising participation,
6. Universalising achievement of minimum levels of learning in particular and quality improvement in general, with special reference to girls, SC, ST other disadvantaged groups and areas.
7. Training and capability building,
8. Management re-vamp,
9. Promoting studies, innovations, experimentation and all worthwhile efforts - small and large - towards UPE.

4.1.1 Making the system work :- Under the prevailing conditions in the district, to make the existing system work, the 'supply side' shall be strengthened. Opening of new Primary schools & NFE centres ^{and} filling the vacant posts of teachers

are the *two* vital factors which should be looked into immediately. While these will *continue* to receive due attention. Efforts will now be made to also set in motion processes which will build up and strengthen the "Demand side" this essentially means trying to create a situation where the community is (1) Sensitised to the importance of Primary Education and (2) Acquires the capability to demand and secure from the system, Primary Education of a satisfactory quality.

As these involve high non-recurring as well as recurring cost, the optimal utilisation of the existing manpower and institutions is more crucial. The new appointments and new schools/NFE centres shall follow it in order to minimise the cost. The existing schools shall be ensured adequate all weather accommodation. All the schools shall be provided with the basic teaching material as well as basic accessories. The elimination of teachers' absenteeism and ensuring the prescribed no. of teaching days per year and teaching hours per day are the other two important things which shall be done under the project. 4.1.2 Attracting the child : Making learning child-centre - Unfortunately continues to be one of our *least* implemented policy statements. While re-orienting the teaching learning process (Including learner evaluation) in 72,000 Primary

schools of the state to make it interesting and relevant for the child is an enormous task.

4.1.3 Bringing Girls and Deprived Children Center-Stage!- The problem of UPE is essentially a problem of achieving it for the girl child and for children of other disadvantaged groups. The pedagogic, socio-psychological and material needs of the children will therefore be made first charge on the Primary Education system.

4.1.4 Enthusing The Teacher !- UPE can't be achieved if teachers remain sullen and un-involved. Necessary steps would also be taken to develop their motivation, morale and *compliance*, redress their grievances, and mobilise them so that they can play their central roll in the UPE effort.

4.2 Environment building for UPE !- The mentality of the people in the district is a big hurdle in the path of UPE. The agrarian economy makes the people perceive education as secondary thing. For the success of this project, overcoming of this perception is essential. Efforts shall be directed towards making people understand the importance of education. This shall be done by the environment building techniques. The environment building is supposed to strengthen the 'demand side' of the UPE.

4.3.1 Galvanising & Empowering teachers, women & community to play their pivotal role :-

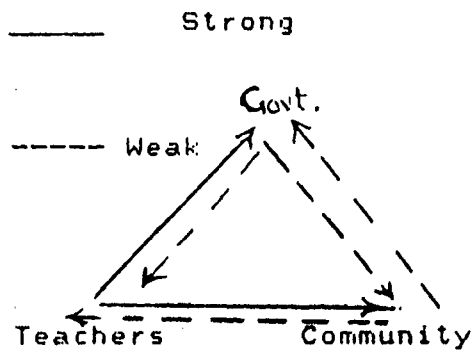


Fig. I

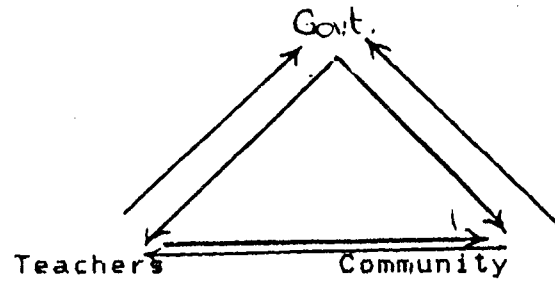


Fig. II

Figure I gives an approximate picture of the current situation of primary education in the district whereas the ideal situation is depicted by figure II. The interactions between govt. and community are weak from both sides as far as primary education is concerned. Between Govt. & teachers, whereas teachers, many a times are able to satisfy their demands through their Associations, govt. is quite indifferent towards manpower development. At places, where interaction of the community is strong with the teachers, the results are good; but at most of the places, the indifference of community towards teachers dampen the efforts of teachers thus making them indifferent towards community. But at large, teachers still try their best to involve community. The situation is even worse in case of women. Their

participation in the primary education is almost negligible.

4.3.2. Women Empowerment :- To achieve the targets and goals of UPE it is essential to improve the social status of women and to cultivate interest towards Primary Education the main Hindrances are (A) In the present male dominated society the status of the women is not important and respectfull . (B) In the poor illitrate and SC/ST familys the girl child help in the earning .They also look after their siblings when their parents do their jobs.

The UPE Education system will play a positive interventionist roll in the empowerment of women and this will be act of faith and social engineering .

To improve the present position of the women and to empower them in the society as well as in the family , a lot of work is to be done. Girls Education is a power-ful source in this regard. After minimising or rather removing the hindrances which occur in the way of girls education, we can enroll the girls in Primary schools successfully.

The people of middle class generally thinks that it is useless to expend money on the Education of a girl child, as after her marriage she will go to her husband's home and they will not get the return of money which they have invested. But if we can make them understand that only an

educated bride can keep the home happy and gay then only girls education will be spread. The girls of poor Community can be brought to schools by giving them sufficient incentives like cash, books, uniform, mid-day meals etc. It will be of great attraction for education of girls that if government announces that a sum Rs. 5000/- or more will be donated in marriage of a eighteen years girl, who has passed at least class VIII or more belonging to a SC/ST or poor family.

The motivation of parents to send their children, specially girls, to schools can be done very well by the persons belonging to same community or even more by the ladies of the same community or village.

4.3.3

The project shall galvanize these three sectors to come forward for the achievement of targets. These agencies shall also be encouraged and proper assistance shall be given to them in order to empower them to play their pivotal role i.e. participation of community in general and women in particular for the teachers specially, steps shall be taken to improve their motivation & morale as well as their competence

4.4 Universalising access :-

The strategy for it shall be two fold:- one directed towards the general children group and other toward the disadvantaged group children. Within the first four year of the

project, access shall be provided to each & every habitation of the district. It shall be ensured that every habitation has either Primary school or an NFE centre within 1 km of distance.

. For the disadvantaged groups, special care shall be taken for providing them access. The strategy for the access shall, however, be different for the two tribal blocks of Sailana & Bajna due to their different village pattern.

4.5 Universalising Participation :-

Universal participation shall be achieved by ensuring universal enrolment, universal retention and universal regular attendance in all the habitations. Special emphasis shall be given on universal participation of girls, poor children and other disadvantaged groups like SC, ST etc. Motivation of teachers, motivation of children & their parents and involvement of community are the major steps which shall be ensured in order to universalise the participation.

4.6 Universalising Achievement :-

The strategy shall be two fold :- Quality improvement in general and universal achievement of minimum levels of learning in *particular.*

The students passing class V shall be tested for minimum levels of learning as per the NCERT norms. While quality improvement means the level of learning after the completion of project will be higher than that in the present the latter means, at least 30% of the students passing class V should secure 80% marks in the MLL test. However, the strategy shall be to ensure that even those not securing 80% marks should not be very far behind.

4.7 Training & Capability building :-

Refresher training shall be organised for all the existing staff whether ^{they} be BEOs, ADISs, Headmasters, teachers, NFE instructors. The strategy shall be to have a well-administered training & personnel development system for all the persons directly related to teaching. This shall ensure a more attractive and effective teaching thus motivating the children as well as their parents to play their respective roles. Thus the project envisages a fully trained manpower who know their job well.

4.8 Management Re-vamp :-

The present system of management is not fully capable of coping up with the difficulties of this project. Hence it shall be re-vamped in order to use latest techniques of

management. The offices shall be modernised and a Management Information System shall be built up making data retrieval & analysis easier & quick which shall, in turn, make the decision making quicker. The new system shall ensure quick as well as data-based decisions which is very crucial for the success of the project.

4.9 Promoting Studies, Innovations etc. :-

Promoting studies , innovations, experiments etc. are always useful as ~~they~~ highlight fresh ideas as well as the true picture of the condition prevailing. A suitable system of incentives shall be introduced for workable innovative ideas & experiments. The surveys by the neutral agencies like NGOs, teams from outside the district, journalists etc. shall be promoted by calling such agencies to carry out such surveys.

These shall be the strategies, in broad terms, for achieving the targets as envisaged in chapter 3. The interventions have been dealt with in the coming chapters.

CHAPTER 5

PROGRAMME COMPONENTS AND NON-FINANCIAL INTERVENTIONS

The financial programmes and non-financial interventions which shall supplement and complement each other have been discussed below for each strategy keeping in mind the goal & targets of the project as discussed in chapter 3.

5.1 Making the system work :-

5.1.1 Optimal utilisation of existing resources - The existing schools, NFE centres & teachers have to be optimally utilised for reducing the cost. The criteria for education institutions shall be a primary school for population above 200,

an NFE centre for
population between 100-200

However, rationalization of schools shall not be done mainly for two reasons- One, shifting a school from any village is bound to cause deterring effect on further implementation of this project in that village and two, due to community pressure, it may not be possible.

5.1.2 Rationalisation of NFEs shall be done by the Education Deptt. in two phases. The 95 NFEs existing in the urban areas shall be shifted to the habitations of population between 100-200 in the first phase as the main principle behind establishing an

NFE does not apply to the urban areas due to the high degree of awareness among people there. In the second phase, the NFEs from more developed villages with a high degree of awareness due to the environment building shall be shifted to the backward villages. The number of such NFEs shall be decided after the review of first phase.

5.1.1.2 Rationalisation of teachers has to be planned very carefully as transfers always cause a lot of grievances. This shall be done by the core group of DPG in the first year of the project. The estimated no. of teachers to be transferred is 150, a larger part of which shall be in the two tribal blocks where the teachers are in excess at the block headquarters while deficient in the rural area. 5.1.1.3 The post lying vacant i.e. post of Planning Officer and Asstt. Planning Officer, Stenographer, Investigator & other clerical posts in D.D.E. & B.E.O. Offices, teachers in schools must be filled up.

5.1.2 Eliminating Teacher Absenteeism :-

5.1.2.1 The teacher absenteeism shall be eliminated by a closer inspection & monitoring system. Community participation shall be sought for this purpose. A Village Education Committee (VEC) shall be formed in every village and the parents of all the children

enrolled in any of the teaching agency shall be its members. The VEC shall be given power to inspect the institutions in two respects - daily functioning and daily attendance of teacher/NFE instructor . The formation of VEC and its core group shall be completed within three months by the teacher who shall be its member-secretary . This way, the teacher shall become directly accountable to the people. VEC will consist of three types of members (1). Elected members of Gram Panchayat/Sabha residing in the habitation and nominee of local M.L.A. (2) Teacher and NFE instructor, ICDS and Adult Education persons serving in the habitations (3) Local persons specially women who come forward for doing voluntary work for UPE.

5.1.2.2. Besides the inspection by VEC, adequate and proper inspections shall be ensured by supervisory officers of the Education Deptt. as well as other departments.

Detailed inspection

of every

school shall be done quarterly by ADIS, he shall do flying inspections also which shall be very brief in nature. The powers of inspection shall also be given to the officers of Revenue, Development, Tribal Welfare, Panchayat & Social Welfare, Women & Child Development departments. The inspections by these departments shall be mainly on two points:- whether the school is open and whether the teacher is present & teaching or not. Every officer of all these departments shall be given targets of inspection and their inspections shall be monitored monthly through their reports. These targets shall be as follows :-

Officer	No. of Schools	Period of inspection
1. Education.		
i) ADIS	All schools within jurisdiction	fortnight
ii) BEO	100 (in Ratlam block)	month
	50 (in other blocks)	month
iii) Dy. Director	75	month
2. Revenue		
i) Patwari	All schools in the circle	week

ii) Naib-Tahsildar	40	month
iii) Tahsildar	25	month
3. Development		
i) PSEO	50	month
ii) BDO	40	month
4. Panchayat & Social Welfare		
i) Panchayat Secy.	All school in panchayat	week
ii) Asstt. Director.	50	month
iii) Dy. Director.	40	month
5. Tribal Welfare		
i) Circle Officer	50	month
ii) Asstt. Commissioner	40	month
6. Women & Child Development Officer	40	month

The inspection plan shall be so prepared that all the schools of the district are inspected at least once in a week by an officer of deptt. other than education.

5.1.2.3 The programme for ensuring adequate & proper inspections shall be done by providing mobility to supervisory officers of education deptt.

5.1.3 Affording adequate all weather accommodation to every school :-

5.1.3.1 The idea of non-financial interventions for this is not likely to work in this district. There are already a few schools running in private building paying zero or nominal rent and some of the landlords have issued notices to vacate their houses. The prospects of community participation for repairing dilapidated buildings or for taking responsibility for building maintenance are very low due to the the mentality of rural population in the

district which still considers education a secondary
However, efforts shall be launched through the political, social
leaders to have community participation in such matters.

5.1.3.2 The programme shall provide low cost buildings to all 63
existing primary schools, which do not have a pucca building
and 121 new schools (PS & JPS) To be opened within first *four*
years of plan period 220 Additional class rooms for
deficient buldings to bring them up to OBB norms shall be
constructed. The fu nding will be from state plan fund, JRY
, NRY, EAS, FCF, ITBP, SBC and DPEP funds. 266 schools buldings
which are in dilapicated condition shall be repaired (Major &
minor repairs). The funding will be SBC , ITDP and DPEP funds the
responcibility of maintance and repairs of schools buildings
will be upon VEC or Gram Panchayat. All repairs work shall be
done within *four* years of plan period . The nodal agency
for constuting the building of schools will be RES , building
construction committee of Gram Panchayat or VEC . All
construction work will be done within *four* years of plan
period.

5.1.4 Affording basic teaching learning materials to every
school :-

5.1.4.1 The teachers shall be encouraged to use teaching aids
made from materials available locally at no cost. They shall also

be encouraged to use children to prepare such material. This shall also make the children more interested in the school thus motivating them to come regularly. The community participation shall also be encouraged in this field by the teachers. This intervention shall continue throughout the project and the Education Deptt. shall be entrusted with this job.

5.1.4.2 All schools which have not been provided the three O kits shall be given these kits in the first year of the project. fund will be available by CSS of OBB. Besides this, the basic furniture which includes one chair and one table-cum-box per teacher, one stool and one bench, appliances for drinking water which includes one bucket, one jug, two glasses and one small water tank with a tap, black board and rack & *lalpathi* for children shall be provided to all schools not having such material. A wall clock shall also be provided to every school by panchayat. These materials shall be purchased during the first phase. The funding shall be partly from DPEP fund and partly from centrally sponsored scheme of OB plus community participation. Besides this every school shall be provided *sufficient amount* annually as contingency expenditure through DPEP funds & state plan.

5.1.5. Providing adequate no. of teachers to every school :-

Besides rationalising, the adequate number of teachers to every school shall be ensured for the project period. The criterion shall be to have one teacher for 40-45 children, Two teachers upto 100 ,three teachers for 160 children and so on The plan envisages recruitment of 462 teachers over the project period. This shall maintain the teacher-pupil ratio as 1:40 throughout the project life.

The interest on the fund made available for DPEP shall not be spent during the project period but shall be deposited in the bank and the interest accruing on it in the post project period shall be used for the

maintenance of the buildings.

rain

at least

5.1.6 Ensuring prescribed number of teaching days per year, and teaching hours per day :-

Presently the school calendar is prepared by the state govt. which fails to look after the local needs. Hence every year in the beginning the DDE shall formulate the school calendar after discussion with all the BEOs & ADISs and local needs shall be incorporated in it. This education calendar shall then be approved by the Education committee of DPEP and all inspections and monitoring shall be based upon it. It has been found in the rural areas that people remain idle in the months of May-June and children are also not engaged in the house works during these months. On the other hand, in the months of July-August, cultivation works start and the children are also engaged in it. Moreover, in these two months, due to rains, many areas are cut off and the schools are closed due to absence of teachers. Monitoring also becomes difficult in Rainy season. Hence it is proposed that in the educational calendar, the vacations in May-June shall be shifted to July-August. Permission shall be sought for this change from State Government in the beginning of the project. This shall

ensure the prescribed number of teacher days per year. The prescribed no. of teaching hours per day shall be ensured by the inspection system designed above.

5.2 Environment Building for UPE :-

5.2.1 The district has completed TLC campaign by Dec.1993. From Jan .94 PLC has been started. So whatever the case may be, some or other form of literacy campaign will be continuing in the district in the coming years. Hence this shall be utilised for the environment building for UPE. Spreading of messages, slogan writing, organising jathas & street play etc. shall be done under PLC to universalise the messages of UPE. The technique of Group-cum-Individual contact which has been found very fruitful in TLC shall be used for the environment building. This technique consists of collecting a bunch of people at one place, identifying the target group among them, giving a general address to all the people present with specific questions asked to the target group members regarding their condition and comparing it with those having better conditions outside the target group. This techniques saves a lot of time which may be required for individual contact and also provides the target group an easy scale of comparison with others.

5.2.2 Besides using PLC, multi-media campaign shall be launched

to motivate parents to send children to school/NFE centre and for all other aspects of community participation. The wall-writing, jathas, street plays, pamphlets, slogans and audio-visual media shall be used extensively for this purpose. The job shall be entrusted to the BDOs & BEOs who shall work in the overall guidance of their respective SDOs. Every block shall be funded per year for this purpose which shall be made available from DPEP fund.

5.2.3 The villages, communities or similar groups achieving UPE shall be given recognition through media. Such villages shall be given preference in the development related programmes. One village shall be chosen every year for new Best Village Award called as 'Shiksha Jyoti' Award. Besides giving recognition to villages, individuals, institutions - groups etc. making significant contribution to UPE shall be awarded cash prizes. A lump sum money per block shall be made available from DPEP fund for this purpose & Education Committee of DPEP shall be entrusted with the job of selecting such village, individuals, institutions etc.

5.2.4 Workshops and seminars shall be organised in which experts shall be invited. Thus those working in the project shall be exposed to new ideas and other successful strategies for

achieving the goal. On the implementation level, debates, competitions etc. shall be organised to generate awareness regarding UPE. Organisation of workshops & seminars shall be entrusted to the DDE while organising debates, competitions etc. shall be entrusted to the BEOs. The project envisages organising such programmes every year. Funds shall be made available from DPEP.

5.3 Galvanising and Empowering Teachers, Women and the Community to play their pivotal role in UPE :-

5.3.1 Teachers :- The weak interaction of the govt. with teachers shall be made stronger by giving more attention to the teachers' grievances. Three cells shall be made in the district level unit for UPE - monitoring cell, training & placement cell and grievance redressal cell. The performance appraisal of the teachers shall be done by the monitoring cell. The system of monitoring shall be designed by the core group of DPG giving quantitative weightage to every factor related with performance and this system shall be used uniformly for all the teachers. The monitoring cell shall appraise the performance in terms of every such factor & give a monthly report to the DDE. The function of grievance redressal cell shall be to respond immediately to every grievance and take suitable action. The emphasis shall be on quick disposal of grievances. DDE shall take a weekly report from

this cell and keep a watch over the disposals. The training & placement cell shall look after the training aspect and transfer aspect of the teachers. Refresher training courses shall be organised for all the teachers who shall also be trained in use of OB kits. The trainings shall mainly be organised in the DIET, Piploda. However, the training facilities available in the DIETs of Ujjain & Shajapur distt. shall also be utilised. Adequate programmes of training will be organized in Blocks through Block Resources centers and cluster level teachers centres. The fund will be provided by DPEP. Regarding placement, care shall be taken that a teacher is deputed close to his residence but not at the place of residence. As a policy, the lady teachers shall not be posted to small or remote villages. Computers shall be used extensively by these three cells in order to make the system effective and quick responding. These cells shall be established immediately after the sanction of the project.

5.3.1.1 A well defined system of rewards & punishment shall be made applicable to the teachers. Two best teachers of the district *and*

two best teachers in every block shall be awarded *certificates.*

- These *certificates* shall be based upon their performances as

assessed by the monitoring cell.

Similarly, mode of punishment shall also be designed. Every teacher shall be issued first warning on a green paper and second warning on a yellow paper. On third irregularity, a minor penalty shall be imposed and on the next irregularity, DE for a major penalty shall be instituted.

5.3.1.2 Involvement of Teachers of planning, execution, monitoring and decision making :- As it is seen in the present system of Primary Education the teachers take least involvement in education system. The goal achievements are not fulfilled. Therefore it is necessary to involve teachers in planning, execution, monitoring and decision making of primary education. Through strengthening personal administration system for teachers through computerization. Funds will be provided by DPEP, UNICEF/Shikshak Samakhaya, CSS of teacher education.

5.3.2 Women :-

5.3.2.1 The non-financial intervention shall be to place capable and committed women in key positions. Due care shall be taken in the selection of such women. The selection shall be done by the VEC. However, to get it done shall be the responsibility of the teachers. The selected women shall be used for encouraging the

girl child to come to the school and encouraging the mothers send the girls to the school. The task is not an easy one and hence skill training shall be organised for them. In the first year, experiment on this shall be done by selecting 25 women from each block and after assessing their effect, further action shall be taken in this regard.

5.3.3 Community :-

5.3.3.1 The establishment of VEC and giving them adequate powers for supervision which have been mentioned earlier shall ensure the galvanising of the community. The core group of the VECs shall be given training by organising special camps from time to time. This way, the members shall have an orientation towards UPE and they will help in achieving the goal. The project envisages training of about 5250 members annually costing Rs. 6 lacs which shall be funded from DPEP the training shall be organised by the Education Deptt. Empowering VEC is expected to make interaction of the community with teachers & govt. stronger.

5.3.3.2 The community shall be encouraged to contribute for UPE and matching grant shall be made available from the DPEP

5.4 Universal Access :-

5.4.1 After rationalisation of NFEs, *primary* Schools & NFE centres shall be established in the district as per the

criteria spelt in para 5.1.1. The project envisages establishment of 28 new primary schools, and 144 NFE centers as per the criteria. The staff shall be provided gradually within *four* years of plan period of the approval of the project. The funds will be provided by DPEP. However, the building for schools shall be constructed in a phased manner within *four* years of plan period along with the new buildings for the existing schools. The construction part shall be entrusted to RES and some Panchayats while staff recruitment shall be entrusted to the district committee of DPEP which shall appoint a committee of 5 members for this purpose. Funds shall be available by state plan, OBB, JRY, NRY, EAS, FCF, ITDP and DPEP.

In the following years, NFE centres shall be increased as per the requirement. Hence provision for ^{NFE} 144 new centres has been kept in the plan within *four* years of the project. These NFEs shall be established in the villages having out-of-the-class children more than 15. However, establishing new NFE centers shall be done only after rationalisation of NFE centers again at the commencement of the second year of the plan.

5.4.1.1 The non-financial intervention shall be to change the timing of school/NFE centre to suit local conditions. On experimental basis, schools in a few selected villages shall function in the morning from 7 AM to 1 PM. Out of this, teaching for class IV & V shall be from 7 AM to 10 AM while for class I-III shall be from 10 AM to 1 PM. This shall have two advantages - one, the elder boys & girls engaged in the work of grazing the cattle or looking after the siblings will be able to attend the school as they have little to do in the morning hours and two, one or two teachers will be able to give more attention to their teaching in comparison to the case of teaching all the five classes simulataneously. If the experiment succeeds then it shall be extended to other villages. The timing of NFEs is mostly in the evening which suits the target groups and hence no change is required.

5.4.1.2 The schools in the private sector shall be encouraged to come forward and a favourable atmosphere shall be provided to them in the urban areas so that the Project can concentrate its action in the rural areas.

5.4.2 In the tribal blocks of Sailana & Bajna, where the people live in a very scattered pattern and many villages consist of

more than 10 habitations of 5-20 households each, providing access to the 100% habitations through schools/NFE centres is very difficult. an

5.4.3 Universal Access for Girls :-

5.4.3.1 Looking after the household work and siblings is the biggest hurdle for the girls to attend the school. Hence alternate arrangement is necessary to ensure girls' access to the school. The district has two ICDS programmes running presently in the two tribal blocks. The efforts shall be made to run both Anganwadi and school during the identical hours in the same premises. This shall be done by the Asstt. Commissioner Tribal Welfare in co-ordination with the District Women & Child Development Officer. The time allocated for this shall be three months in the first year. While establishing a new Anganwadi, these factors shall be taken into consideration.

5.4.3.2 In the other four blocks of the district, it has been planned that new Balwadi or Child Care facility shall be established as per the population. For population above 400

a Balwadi and for 300-400 a Child care facility shall be established. There are 400 villages in the four blocks having population above 400. However, considering the awareness among the people, many villages can be excluded. Hence 400 Balwadis are proposed for all the four blocks. The project also envisages establishment of 400 child care facilities. These shall be established in a phased manner from second year onwards. The expenditure for these

shall be funded from DPEP & ICDS funds. The establishment and inspection of these Balwadis & child care facilities shall be entrusted to the Women & Child Development Deptt. However, the power of inspection shall be given to VEC, teachers & all those entrusted with inspection of schools. Inspections of the ECCE facility shall be ensured alongwith the inspection of the school.

5.4.3.3 The ECCE component

shall have a positive effect on the parents regarding the care of siblings and girl children will be allowed to attend the school.

5.4.4 The main language in the district is Hindi but Malwi is more common in the rural areas while Bhili is more common in the tribal areas. The primers are already available in Bhili while primers in Malwi are not essential. Hence preparing the text-books in local dialects is not required.

5.5 Universal Participation :-

5.5.1 Universal Enrolment :- In every educational year, universal enrolment shall be ensured by launching special drives for this in the first two months. The job of monitoring the enrolment shall be entrusted to the ADISs who shall take fortnightly report of enrolment in the first two months. The teacher failing to enrol the target percentage of the children of age group 6-11 shall first be warned and suitable penalty shall be imposed to those failing even after warning. Cash awards of Rs. 300/- each shall be given to first three schools in every block enrolling the given target percentage of the children. To motivate & train teacher to adopt child centred process of education, to make school an attractive place and to work towards universal enrollment and retention and to train members of VEC, a training component will be provided. Funding will be made from CSS of TE and DPEP.

5.5.2 Universal Retention :- this shall be ensured by two agencies -teachers & VEC. The teachers shall contact every parent whose children have not been enrolled. Ensuring the enrolment of all children passing in class I-IV will automatically result into universal retention or zero drop-out. The teachers shall send a fortnightly report for first two months of every year regarding the enrolment of the children passing in class I-IV. The ADIB shall give attention to those schools lagging behind. He shall give proper guidance to the teacher(s). He shall also contact the parents who are not interested in sending their ward to the school. VEC shall also be taken help of in ensuring universal retention. In the monthly meetings, VEC shall pressurize and persuade the parents to send their wards to the schools. VECs shall be encouraged to use social ostracization as weapon for pressurizing such parents. The officers of Development & Revenue Deptt. specially BDO, Tahsildar & Naib Tahsildar shall be entrusted with the job of making VECs active. The monitoring cell in the district and block level units for UPE shall ensure the retention of 100% students passing class I-IV. Cases of failure shall be reported to DDE after two months so that special efforts can be launched in such village.

5.5.3 Universal Regular Attendance :-

5.5.3.1 Teachers shall be trained to adopt the "Child Centred"

processes in order to make teaching attractive for the children. Condensed courses for 3-4 days shall be organised every year and all the teachers in the district (Government Schools) shall attend them compulsorily. The supervisory officers of education deptt., EDOs ,Tahsildars, SDOs shall also be trained to guide the teachers in such matter and also to monitor the three factors. The teachers shall also be given training in physical education. One period of half an hour everyday in the schools shall be assigned for games in which physical exercise oriented games shall be taught by the teachers. Some sports facilities like playground, football etc. shall be provided keeping the resource constraint in mind. The games like Kabaddi,Kho-Kho etc. which do not involve any extra expenditure shall be encouraged. Some toys shall also be made available in every school. Birthdays of children can also be celebrated in the schools in which toffees can be distributed to attract children. The children shall also be taken on village tours for experiments and demonstration. The funding shall be done from contingencies made available to the schools. Second half of every Saturday shall be reserved for cultural programme like 'Bal Sabha' in which children will present poems,songs and other forms of local culture. Teachers shall use VEC for motivating the parents of irregular children. A monthly report shall be submitted by the teachers regarding

attendance. The inspecting agencies shall look into the attendance registers also in order to check the correctness of the entries.

5.5.3.2 The teachers shall also be trained and motivated to give special attention and supplementary instruction to first generation learners as well as children of disadvantaged groups. Incentives like free text books and free uniform shall be provided to the disadvantaged children. Presently, the tribal welfare department provides free text books to SC, ST & OBC children of class I & II. This shall be extended to all children of class I & II and SC & ST children of class III to V. Children of families below poverty line shall also be provided free text books for class III to V. The IRDP survey list shall be the basis for it. The funding shall be done jointly by Tribal Welfare Deptt. and DPEP. Uniform makes the atmosphere of school conducive

to teaching & it works as a psychological attraction for the children. Hence free uniform shall be supplied to every child in 50% of the schools in rural areas specially educationally backward areas. The provision of Rs.50/- per child has been kept in the DPEP Hostels and Ashrams shall be established in order to provide incentives to the children of disadvantaged groups.

Cash incentive of Rs. 500/- each shall be provided to all the girls passing class V. The Tribal Welfare Deptt. already implements this scheme but any shortage of fund shall be met from DPEP. The SC/ST girls getting admission in the middle school shall be provided bicycles if the village to which they belong, does not have a middle school. The funds will be provided by TWD.

5.5.3.3 Work for Social Education - Student groups from High Schools and Higher Secondary Schools shall be sent to the villages for a week. They shall reside in the village, motivate the children & parents and also teach the children. They shall be given 5 bonus points in their examinations. This intervention is likely to encourage the parents to send their children while for the children, a new face in place of the regular teacher may work

as an attraction.

5.5.3.4 Regular inspection of Anganwadi/Balwadi/Child care facility is important to ensure regular attendance of the girls. Hence all the inspecting agencies in para 5.1.2.2 shall be given the powers to inspect them also and report monthly. The monitoring cell shall send the reports regarding them to the District Women & Child Development Officer for prompt action.

5.5.3.5. The innovations, studies and action research for improving enrollment, retention and attendance of disadvantaged children will be done in DIET. Funds will be provided by DPEP.

5.6 Universal Achievement

5.6.1 Evaluation units shall be established at the district headquarters and all the block headquarters. Three contingency posts shall be created at these units. The units shall look after the system of evaluation of children. It shall also help the teacher in conducting unit tests. The block unit shall send monthly report to the district unit which shall give a compiled report to the DDE as well as the collector. The designing of question papers for the unit tests shall be done by the Head of the Institution. A copy of this shall be sent to the ADIS who shall check whether the paper covers the whole syllabus. The establishment of these evaluation unit shall be covered from DPEP. The establishment shall be entrusted to the DDE and shall

be completed within first six months of the project.

5.6.2 A system of continuous learner-evaluation has been designed. Under this, "Unit tests" which are organised presently on paper only shall be given more attention. The teachers shall be asked to inform the Evaluation Units regarding the schedule of unit tests. The answer-sheets of these unit tests shall be kept in the school records which shall be inspected by the ADIS during the detailed inspection of the school. The evaluation units at the block shall communicate the schedule to the ADISs & BED who shall conduct surprise inspections of these tests. They shall report monthly to DDE about the number of such surprise inspections. An evaluation card shall be made for every child in which his performance shall be noted month wise. The card shall be sent to the parents once in every three month who shall put their signature in the card. This shall make the parents believe that proper attention is given to their child and they will force their children to go to the school. However, the poor performance of a child shall be conveyed to his parents in the VEC meetings. An interface between teachers and parents shall be created by organising Annual Parents Day in the first week of the educational year. The parents shall be told regarding their duties in this meeting.

5.6.3 It has often been observed that the teachers in order to show the progress, exaggerate the actual result by passing the non-capable children also. The abolition of Board Exam at class V has made it even easier for such manipulation. Hence to put a check on this, final examination for class V shall be conducted by the same school but the answer sheet shall be evaluated by the teachers of a different school. The allotment of evaluation work to schools shall be done on cyclic pattern by block evaluation units in order to prevent any undesired mutual coalition.

5.6.4 The question papers for the classes other than class V and the answer sheets shall be preserved till the first detailed inspection of ADIS every year. The ADIS shall examine whether question papers cover the whole syllabus or not and about the correctness of evaluation of answer sheets. This is bound to discourage the teachers from passing non-capable children just for the sake of showing good results.

5.6.5 In the beginning of every year, the teacher shall be communicated regarding their targets. *Prasid* note will be recorded in his service book. While teachers manipulating the results or failing to achieve the targets shall be called for explanation and unsatisfactory explanation shall be dealt with suitable penalty. The awards for best teachers have been mentioned

in para 5.3.1.1. In the similar design, outstanding school, shall also be rewarded with *certificates*

5.6.6 People shall be invited to donate a fixed amount of Rs. 5000 and scholarships shall be instituted on their desired names. the good performing children shall be awarded such scholarships/ prizes from the interest money. This will help in motivating not only the children but also the community to come forward and participate in the programme.

5.6.7 An annual health check-up has been proposed for all the children coming to the school. The job shall be entrusted to the District Women & Child Development Officer who shall organise it by co-ordinating with Chief Medical Officer. @Rs.1/-per child

shall be made available from the *state* & rest of the expenses shall be born by the Woman & Child Development Deptt.

5.7 Training and Capability Building :-

5.7.1 Training of manpower is one of the important aspects for achieving the goal of this project. The project needs a well trained manpower who know their job well. The type of training required to be given has already been discussed in the preceding paragraphs. The training shall be taken seriously and very high priority shall be given to this. The training shall be organised every year in the condensed form and all the supervisory agencies mentioned in para 5.1.2.2 & teachers shall be given training. The selected VEC members shall also be imparted training as mentioned in para 5.3.2.1 and 5.3.3.1. The scheduling and organisation of training shall be the responsibility of DDE. Training courses shall be funded from DPEP.

5.7.2 The DIET at Piploda shall be strengthened in order to facilitate such a large scale training. Recently Rs.10 lac have been spent on it for hostel building and quarters. Another Rs.49.94 lacs shall be made available from DPEPF to be used for equipments, library books, vehicles etc. The plan for spending this money shall be prepared by the DDE and Principal, DIET.

Presently 20 out of 24 posts of lecturers ^{Vice Principal} and Principal in the DIET are lying vacant. The proceedings have been initiated at the divisional level to fill up these posts. However, immediate sanction by the state government is essential for filling up these posts otherwise the project will lag behind in a very important aspect, which may in ultimate analysis prove to be fatal for it. For the training purposes, the DIETs at Ujjain and Shajapur and college of ^{Education} Ujjain shall also be used in this project. The coordination for this shall be done at Joint Director's level. There is no other training institute in the district which can be utilised in this project.

5.7.3 Cluster level Resource Centres shall be established for every 25 schools in the district. The teachers from these schools shall meet once every month, ^{preferable} on a holiday and have the experience sharing. Anything new regarding primary education shall be circulated to the teachers through these cluster level resource centres. The teachers shall discuss on the new ideas in these centres and implement them in the schools. To provide the backing to these centres, Resource Centres shall be established at the block level. The expenditure involved in establishing these centres shall be funded by UNICEF/Shikshak Samakhya and

DPEPF.The

establishment shall be entrusted to DDE and shall be done in the second year of the project.

5.8 Management Re-vamp :-

5.8.1 The present structure of the education department is not capable of giving the degree of attention required for the implementation of this project. Hence district level and block level units shall be established for UPE . As already mentioned in para 5.3.1, the district level unit shall have three special cells also. These units shall help the DDE and respective BEOs in implementing the project. The establishment of these units shall be entrusted to the DDE and Assistant Commissioner, Tribal Welfare for non-tribal and tribal blocks respectively. These units shall be established in the first year of the project and funds shall be made available from DPEP.The recruitment of personnel shall be entrusted to a group of five members selected by the District Committee of DPEP These units shall be established in the DDE office and BEO offices, thus the facilities available at these units like photocopiers, duplicators, typewriters & telephon etc. shall also be used by the DDE & the BEOs.

5.8.2 A computer shall be installed at the DDE's office which

shall be used for data storage & retrieval. Softwares shall be developed by the newly recruited Assistant Programmer for monitoring different aspects of the project implementation. The installation of computer shall cost Rs. 1 lacs and recurring expenditure shall be Rs. 90 thousand. Rs. 50 thousand shall be allocated to miscellaneous expenditure towards modernization and Rs. 60 thousand shall be allocated annually towards contingency expenditure for the DDE office. Similarly Rs. 20 thousand shall be provided annually to every block towards contingency expenditure. All these funds shall be made available from DPEP

5.9 Promoting Studies, Innovations, Experimentations etc. :-

5.9.1 A detailed survey of all the habitations and schools is already underway. The results of this survey shall be compiled before the starting of the project so that minor modifications, if any, can be made before the commencement of the project.

5.9.2 To promote studies, innovations, experimentations etc., a lump-sum provision of Rs. 30 thousand have been kept annually for D.D.E.T. The individuals, whether government or non-government, coming out with any commendable results shall be rewarded with cash awards after the approval of the Collector. The amount of cash award has also been left on the discretion of the Collector. The amount shall be made available from DPEPF.

5.9.3 NGOs, Panchayats, Teachers' Associations, Educational Institutions etc. shall be given financial assistance if they come forward for any micro-project aimed at UPE. A lump-sum of Rs. 20 thousand shall be made available annually for this purpose from DPEPF. However, such assistance shall be subject to the approval of the Collector. .pa

Chapter VI
Costs and Funding

The total cost of District Primary Education Programme in Ratlam district comes to Rs. 2993.86 Lakhs. The details are given in tables 01 to 32. The abstract of costs on each intervention are given at table.

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

Non-Recurring Costs

i.	Civil Works	717.21
ii.	Professional fees.	22.75
iii.	Furniture	25.42
iv.	Equipment	19.40
v.	Educational Material	127.48
vi.	Vehicles	6.98
vii.	Books	5.00
viii.	Local Fellowships	-
ix.	Local Training	127.54
x.	Studies	2.73
xi.	NGOS	19.06

Recurring Costs

i.	Salaries	1541.36
ii.	Operation & Maintenance	279.07
iii.	Building Maintenance	99.89

Against each category is given the Unit cost in Lakhs of Rupees and the percent of Central assistance for that item of expenditure. AT the bottom of each table is the total aggregate share of central and state funding.

Each table is spread over two pages and gives details of total cost and the state and central share of funding for each item of expenditure. The aggregate ratio of central to state funding for the entire project is 80.95 : 19.05

The total cost on civil works is 23.96% and on management is 3.68% which is within DPEP norms.

The first year outlay is Rs. 123.02 lakhs which is 4.11% of the seven year outlay.

The total recurring expenditure in the last year of the project is Rs. 400.92 lakhs.

KHILIM

KHILIM GANDHI PRATHMIK SHIKSHA MISSION

REVISION OF DISTRICT PLANS
MASTER TABLE FOR FINANCIAL CALCULATIONS

	Total	1	2	3	4	5	6	7
Outlay	2993.85	123.02	448.95	596.89	563.41	392.63	420.53	448.43
		4.11%	15.00%	19.94%	18.82%	13.11%	14.05%	14.98%
Civil works management	717.20	23.96%	CMIRKE SHKRE ==					
		110.27	3.68%		80.95%			

Total	Year --->	BASIC OBJECTIVES						
		1	2	3	4	5	6	7
	ACCESS							
121	No. of new PS	0.00	50.00	60.00	11.00	0.00	0.00	0.00 nos.
292	New Teachers	0.00	100.00	120.00	22.00	0.00	0.00	0.00 nos.
134	New MTE Centres	0.00	60.00	60.00	24.00	0.00	0.00	0.00 nos.
0	New MTE Projects	0.00	0.00	0.00	0.00	0.00	0.00	0.00 nos.
125	No. of new buildings	0.00	60.00	53.00	15.00	0.00	0.00	0.00 nos.
220	No. of new rooms	0.00	25.00	107.00	88.00	0.00	0.00	0.00 nos.
220	New teachers	0.00	25.00	107.00	88.00	0.00	0.00	0.00 nos.
	EQUIPMENT BUILDING							
42	Built-up area capex.	6.00	6.00	6.00	6.00	6.00	6.00	6.00 blocks
36	Awards to groups	0.00	6.00	6.00	6.00	6.00	6.00	6.00 blocks
47	Workshops/Seminars	6.00	6.00	6.00	6.00	6.00	6.00	6.00 blocks
	IMPROVING QUALITY							
266	repairs - major	0.00	83.00	82.00	101.00	0.00	0.00	0.00
7644	School Contingency & teaching matl.	1000.00	1050.00	1110.00	1121.00	1121.00	1121.00	1121.00 (total schools each year)
4	CCE projects-new	0.00	4.00					
	ERCs-Teacher Inq. management	6.00						
		6.00						

enter total new projects to be opened that year
 enter total blocks in year of opening
 enter total blocks in year of opening

10

COST ABSTRACT

ITEM	1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	total	% CENTRAL FUNDING	CENTRAL FUNDING
UNIVERSAL ACCESS										
New Primary School	0.00	37.40	82.56	89.80	94.86	101.64	108.42	514.68	75.49%	388.56
New NFE Centres	0.00	6.53	3.10	16.04	16.73	17.93	19.12	89.46	75.45%	67.50
New NFE Projects	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00%	0.00
New Buildings	0.00	148.50	143.10	43.88	0.00	0.00	0.00	335.48	90.00%	301.93
Additional Rooms	0.00	28.60	141.94	167.02	86.24	92.40	98.56	614.76	80.01%	491.88
ENVIRONMENT BUILDING										
Multi-media campai	1.50	1.65	1.80	1.95	2.10	2.25	2.40	13.65	100.00%	13.65
Awards to groups	0.00	0.66	0.72	0.78	0.84	0.90	0.96	4.86	100.00%	4.86
Workshops/seminars	0.06	0.07	0.07	0.08	0.08	0.09	0.10	0.55	100.00%	0.55
IMPROVING QUALITY										
Repairs	0.00	45.65	49.20	65.65	0.00	0.00	0.00	160.50	90.00%	144.45
School cont. & teaching mat	20.00	23.10	26.64	29.15	31.39	33.63	35.87	199.78	82.50%	164.82
ECCE	0.00	102.10	80.81	87.37	93.94	100.50	107.06	571.78	76.36%	436.64
Training -Res. Cen	52.50	29.70	32.40	35.10	37.80	40.50	43.20	271.20	84.46%	229.07
CAPACITY BUILD										
OIEI strengthening Management	17.90	6.49	4.38	4.75	5.11	5.48	5.84	49.94	96.29%	48.09
MIS	19.55	12.32	13.44	14.56	15.68	16.80	17.92	110.27	76.14%	83.96
Innovations	11.51	6.17	6.73	7.29	7.85	8.41	8.98	56.95	83.74%	47.69
TOTAL	123.02	448.95	596.89	563.41	392.63	420.53	448.43	2993.85	80.95%	2423.63

Inflation Adjustment	0.00	0.10	0.20	0.30	0.40	0.50	0.60
----------------------	------	------	------	------	------	------	------

NEW PRIMARY SCHOOLS COMPONENT							
No. of new PS	0.00	50.00	60.00	11.00	0.00	0.00	121.00
No. of new Teachers	0.00	100.00	120.00	22.00	0.00	0.00	242.00

	% Unit Cost Assistance	Nos.							Total						
		1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01
Inflation Adjustment															
NON-RECURRING															
Civil Works	50.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Professional Fees	100.00%	0.00						0.00	0.00	0.00	0.66	0.00	0.00	0.00	0.00
Furniture	50.00%	0.01	0.00	100.00	120.00	22.00	0.00	0.00	0.00	242.00	0.00	1.10	1.44	0.25	0.00
Equipment	50.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Educational Matl.	50.00%	0.10	0.00	50.00	60.00	11.00	0.00	0.00	0.00	121.00	0.00	5.50	7.20	1.43	0.00
Vehicles	50.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books	50.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local fellowships	100.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Studies	100.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grants	100.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL NON-RECURRING								0.00	0.00	0.64	1.72	0.00	0.00	0.00	16.98
RECURRING															
Salaries	75.00%	0.20	0.00	100.00	220.00	242.00	242.00	242.00	242.00	242.00	242.00	242.00	242.00	242.00	497.73
Operation & Mctc.	75.00%	6.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Building maintain	75.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECURRING								0.00	30.00	73.92	88.89	94.06	101.64	108.42	497.73
TOTAL		0.00						0.00	37.40	82.56	89.00	94.06	101.64	108.42	514.68

FUNDING BY SOURCE					
Centre	300.56	75.49%	126.13	24.51%	514.68
Outlay				100.00%	

Central Share								State Share							
1	2	3	4	5	6	7	total	1	2	3	4	5	6	7	total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60			0.10	0.20	0.30	0.40	0.50	0.60	
0.30	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.30	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.99	1.30	0.26	0.00	0.00	0.00	2.54	0.00	0.11	0.14	0.03	0.00	0.00	0.00	0.28
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	4.95	6.48	1.29	0.00	0.00	0.00	12.72	0.00	0.55	0.72	0.14	0.00	0.00	0.00	1.41
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	5.94	7.78	1.54	0.00	0.00	0.00	15.26	0.00	0.66	0.86	0.17	0.00	0.00	0.00	1.70
0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	23.10	55.44	66.07	71.15	76.23	81.31	373.30	0.00	7.70	10.40	22.02	23.72	25.41	27.10	124.43
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	23.10	55.44	66.07	71.15	76.23	81.31	373.30	0.00	7.70	10.40	22.02	23.72	25.41	27.10	124.43
0.00	0.00	29.04	63.22	67.61	71.15	76.23	300.56	0.00	0.00	0.36	19.34	22.19	23.72	25.41	126.13

MEDICAL CENTRES			COMPONENT																					
No. of new centres			0.00	60.00	60.00	24.00	0.00	0.00	0.00	144.00														
			Nos.							Total														
	%	Unit Cost	1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total						
	Assistance		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01							
Inflat. on Adjustment											0.00	0.10	0.20	0.30	0.40	0.50	0.60							
NON-RECURRING																								
Civil Works	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00						
Professional Fees	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00						
Furniture	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00						
Equipment	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00						
Educational Matl.	90.00%	0.016	0.00	60.00	60.00	24.00	0.00	0.00	0.00	144.00	0.00	1.06	1.15	0.50	0.00	0.00	0.00	2.71						
Vehicles	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00						
Books	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00						
Local Fellowships	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00						
Local Training	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00						
Studies	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00						
NGOs	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00						
TOTAL NON-RECURRING										0.00	0.00	1.06	1.15	0.50	0.00	0.00	0.00	2.71						
RECURRING																								
Salaries	75.00%	0.052	0.00	60.00	120.00	144.00	144.00	144.00	144.00		0.00	3.43	7.45	9.73	10.40	11.23	11.98	54.35						
Operation & Mtce.	75.00%	0.031	0.00	60.00	120.00	144.00	144.00	144.00	144.00		0.00	2.05	4.46	5.00	6.25	6.70	7.14	32.40						
Building maintain.	75.00%	0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00						
TOTAL RECURRING											0.00	5.48	11.95	15.54	16.73	17.93	19.12	86.75						
TOTAL											0.00	6.53	13.10	16.04	16.73	17.93	19.12	89.46						
FOUNDED BY SOURCE																								
Centre	%	State	%	Total	%																			
Outlay	67.50	75.45%	21.96	24.55%	89.46	100.00%																		

- 18 -

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.95	1.04	0.45	0.00	0.00	0.00	2.44
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.95	1.04	0.45	0.00	0.00	0.00	2.44
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	2.57	5.62	7.30	7.06	8.42	8.99	40.76
0.00	1.53	3.35	4.35	4.69	5.02	5.36	24.30
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	4.11	8.96	11.65	12.55	13.45	14.34	65.06
0.00	0.00	5.06	10.00	12.10	12.55	13.45	67.50

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.11	0.12	0.05	0.00	0.00	0.00	0.27
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.11	0.12	0.05	0.00	0.00	0.00	0.27
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.86	1.07	2.43	2.62	2.81	3.00	13.59
0.00	0.51	1.12	1.45	1.56	1.67	1.79	8.10
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	1.37	2.99	3.88	4.18	4.48	4.78	21.69
0.00	0.00	1.40	3.10	3.93	4.18	4.40	21.96

101

MED LIFE PROJECTS			COMPARMENT															
No. of new projects			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	%	Dist Cost	Nos.							Total								
	Assistance		1	2	3	4	5	6	7	total	1	2	3	4	5	6	7	Total
			94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
Inflation Adjustent											0.00	0.20	0.20	0.30	0.40	0.50	0.60	
NON-RECURRING																		
Civil works	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Professional fees	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Furniture	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	90.00%	0.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Educational Aatl.	90.00%									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Vehicles	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Fellowships	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Studies	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
BGs	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----										0.00								
TOTAL NON-RECURRING										0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
RECURRING																		
Salaries	75.00%	3.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operation & Mctc.	75.00%	0.35	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Building mainten	75.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----										0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECURRING										0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL										0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FUNDING BY SOURCE																		
Centre	%	State	%	Total							%	Total						
Outlay	0.00	ER0	0.00	ER0	0.00	ER0	0.00	ER0	0.00	ER0	0.00	ER0	0.00	ER0	0.00	ER0	0.00	ER0

05

NEW BUILDINGS		COMPONENT															
No. of new buildings		0.00	60.00	53.00	15.00	0.00	0.00	0.00	120.00								
		Nos.							Total	Total							Total
	% Unit Cost Assistance	1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	Total	1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	Total
Inflation Adjustment										0.00	0.10	0.20	0.30	0.40	0.50	0.60	
NON-RECURRING																	
	Civil works 90.00% 2.25	0.00	60.00	53.00	15.00	0.00	0.00	0.00	120.00	0.00	140.50	143.10	43.00	0.00	0.00	0.00	335.40
	Professional fees 100.00% 0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Furniture 90.00% 0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Equipment 90.00% 0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Educational Aidi. 90.00% 0.00								0.00								0.00
	Vehicles 50.00% 0.00								0.00								0.00
	Buses 90.00% 0.00								0.00								0.00
	Local Fellowships 100.00% 0.00								0.00								0.00
	Local Training 100.00% 0.00								0.00								0.00
	Studies 100.00% 0.00								0.00								0.00
	GOBs 100.00% 0.00								0.00								0.00
TOTAL NON-RECURRING									0.00	0.00	140.50	143.10	43.00	0.00	0.00	0.00	335.40
RECURRING									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Salaries 75.00% 0.00								0.00								0.00
	Operation & Maint. 75.00% 0.00								0.00								0.00
	Building maintenance 75.00% 0.00								0.00								0.00
TOTAL RECURRING									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL									0.00	0.00	140.50	143.10	43.00	0.00	0.00	0.00	335.40
FUNDING BY SOURCE																	
	Centre % State % Total %																
	Outlay 301.93 00.00% 23.55 10.00% 335.48 100.00%																

2

Central Share							
1	2	3	4	5	6	7	total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	133.65	128.79	39.49	0.00	0.00	0.00	301.93
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	133.65	128.79	39.49	0.00	0.00	0.00	301.93
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	133.65	128.79	39.49	0.00	0.00	0.00	301.93

State Share							
1	2	3	4	5	6	7	total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	14.85	14.31	4.39	0.00	0.00	0.00	33.55
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	14.85	14.31	4.39	0.00	0.00	0.00	33.55
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	14.85	14.31	4.39	0.00	0.00	0.00	33.55

1
2
3

MULT. YEAR BUDG		COMPONENT		Pos.								Total								
				1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total	
				94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		
No. of new hires				0.00	25.00	107.00	88.00	0.00	0.00	0.00	220.00									
No. of new teachers				0.00	25.00	107.00	88.00	0.00	0.00	0.00	220.00									
Inflation Adjustment												0.00	0.10	0.20	0.30	0.40	0.50	0.60		
BUD-RECURRING																				
Civil Works	50.0%	0.75		0.00	25.00	107.00	88.00	0.00	0.00	0.00	220.00	0.00	20.63	56.30	85.80	0.00	0.00	0.00	202.73	
Professional Fees	100.0%	0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Furniture	50.0%	0.01		0.00	25.00	107.00	88.00	0.00	0.00	0.00	220.00	0.00	0.20	1.28	1.14	0.00	0.00	0.00	2.70	
Equipment	50.0%	0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Educational Matl.	50.0%	0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Vehicles	50.0%	0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Books	50.0%	0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Local Fellowships	100.0%	0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Local Training	100.0%	0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Stipends	100.0%	0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other	100.0%	0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL BUD-RECURRING												0.00	20.90	57.58	86.94	0.00	0.00	0.00	0.00	205.43
RECURRING																				
Salaries	75.0%	0.20		0.00	25.00	132.00	220.00	220.00	220.00	220.00		0.00	7.70	44.35	80.00	86.24	52.40	50.56	489.33	
Operation & Mctc.	75.0%	0.00										0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Building maintenance	75.0%	0.00										0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL RECURRING												0.00	7.70	44.35	80.00	86.24	52.40	50.56	489.33	
TOTAL												0.00	20.00	141.94	167.02	86.24	52.40	50.56	614.76	
FUNDING BY SOURCE																				
Centre				491.00	00.00	122.00						19.99%	614.76	100.00%						

26

MULTI-YEAR CAMPAIGN COMPONENTS

No. of campaigns (one per block) 6.00 6.00 6.00 6.00 6.00 6.00 6.00 42.00

	% Unit Cost	Yrs.							Total	Total							
		1	2	3	4	5	6	7		1	2	3	4	5	6	7	Total
Assistance		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
Initial adjustment										0.00	0.10	0.20	0.30	0.40	0.50	0.60	
REC-RECOVERING																	
Civil works	50.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Professional fees	100.00%							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Furniture	50.00%	0.00															
Equipment	50.00%	0.00															
Educational Matl.	50.00%	0.00															
vehicles	50.00%	0.00															
Books	50.00%	0.00															
Local fellowships	100.00%	0.00															
Local training	100.00%	0.00															
Studies	100.00%	0.00															
AGOs	100.00%	0.25															
		6.00	6.00	6.00	6.00	6.00	6.00	6.00	42.00	1.50	1.65	1.80	1.95	2.10	2.25	2.40	13.65
TOTAL REC-RECOVERING										1.50	1.65	1.80	1.95	2.10	2.25	2.40	13.65
RECOVERING										0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Salaries	75.00%	0.00															
Operation & Rice.	75.00%	0.00															
Building maintenance	75.00%	0.00															
TOTAL RECOVERING										0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL		0.00								1.50	1.65	1.80	1.95	2.10	2.25	2.40	13.65

FUNDING BY SOURCE

	Centre	% State	% Total	%
Outlay	13.65	100.00%	0.00%	13.65 100.00%

26

Central Share							
1	2	3	4	5	6	7	total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1.50	1.65	1.80	1.95	2.10	2.25	2.40	13.65
1.50	1.65	1.80	1.95	2.10	2.25	2.40	13.65
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.30	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	1.50	1.05	1.00	1.95	2.10	2.40	13.65

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

PURPOSE GROUPS		COMPONENT																
No. of awards (blocks)		0.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00	36.00								
		Nos.							Total	Total								
% Unit Cost Assistance		1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01		1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	Total	
Inflation Adjustment											0.00	0.10	0.20	0.36	0.48	0.56	0.60	
NON-RECURRING																		
Civil works	50.00%	0.00															0.00	
Professional fees	100.00%																0.00	
Furniture	50.00%	0.00															0.00	
Equipment	50.00%	0.00															0.00	
Educational Aidi.	50.00%	0.00															0.00	
Vehicles	50.00%	0.00															0.00	
Books	50.00%	0.00															0.00	
Local Fellowships	100.00%	0.00															0.00	
Local Training	100.00%	0.00															0.00	
Studies	100.00%	0.00															0.00	
PGOs	100.00%	0.10									0.00	0.06	0.12	0.18	0.24	0.36	0.56	
TOTAL NON-RECURRING		0.00									0.00	0.06	0.12	0.18	0.24	0.36	0.56	
RECURRING																		
Salaries	75.00%	0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Operation & Mct.	75.00%	0.00																
Building maintain	75.00%	0.00																
TOTAL RECURRING											0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL		0.00									0.00	0.06	0.12	0.18	0.24	0.36	0.56	
FUNDCING BY SOURCE																		
Centre	% State	% Total																
Deftay	4.06 100.00%	0.00	0.00%	4.06	100.00%													

15
26

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.06	0.66	0.72	0.78	0.84	0.90	0.96	4.86
0.00	0.66	0.72	0.78	0.84	0.90	0.96	4.86
0.06	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.66	0.72	0.78	0.84	0.90	0.96	4.86

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

WORKS/PSPS/SENIORS		COMPONENT																
Bas.		6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00	42.00								
		Bas.								Total								
	%	1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total	
	Unit Cost	94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		
	Assistance																	
Inflation Adjustment																		
CM-RECREATING																		
Civil Works	50.00%								0.00									0.00
Professional Fees	100.00%								0.00									0.00
Furniture	50.00%								0.00									0.00
Equipment	50.00%								0.00									0.00
Educational Mat.	50.00%								0.00									0.00
Vehicles	50.00%								0.00									0.00
Books	50.00%								0.00									0.00
Local Fellowships	100.00%								0.00									0.00
Local Training	100.00%								0.00									0.00
Studies	100.00%								0.00									0.00
DEPs	100.00%	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.07	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.07	

TOTAL CM-RECREATING		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

RECREATING																		
Salaries	75.00%								0.00									0.00
Operat on & Mce.	75.00%								0.00									0.00
Building maintain	75.00%								0.00									0.00

TOTAL RECREATING		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

TOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.06	0.07	0.07	0.01	0.00	0.00	0.10	0.55	

FUNDING BY SOURCE																		
	Centre	%	State	%	Total	%												
Outlay	0.55	100.00%	0.00	0.00%	0.55	100.00%												

30

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.06	0.07	0.07	0.08	0.08	0.09	0.10	0.55
0.06	0.07	0.07	0.08	0.08	0.09	0.10	0.55
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.06	0.07	0.07	0.08	0.09	0.10	0.55

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

REPAIRS		COMPONENT															
Major repairs - nos.		0.00	83.00	02.00	101.00	0.00	0.00	0.00	266.00								
	% Unit Cost Assistance	Nos.							Total								
		1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	Total	1 94-95	2 95-96	3 96-97	4 97-98	5 98-99	6 99-2000	7 2000-01	Total
	Inflation Adjustment									0.00	0.10	0.20	0.30	0.40	0.50	0.60	
NON-RECURRING																	
	Civil Works 90.00% 0.50	0.00	83.00	02.00	101.00	0.00	0.00	0.00	266.00	0.00	45.65	49.20	65.65	0.00	0.00	0.00	160.50
	Professional Fees 100.00% 0.00																
	Furniture 90.00% 0.00																
	Equipment 90.00% 0.00																
	Educational Matl. 90.00% 0.00																
	Vehicles 90.00% 0.00																
	Books 90.00% 0.00																
	Local Fellowships 100.00% 0.00																
	Local Training 100.00% 0.00																
	Studies 100.00% 0.00																
	NGOs 100.00% 0.00																
	TOTAL NON-RECURRING									0.00	45.65	49.20	65.65	0.00	0.00	0.00	160.50
RECURRING																	
	Salaries 75.00% 0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Operation & Mtce. 75.00% 0.00																
	Building maintenance 75.00% 0.00																
	TOTAL RECURRING									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL									0.00	45.65	49.20	65.65	0.00	0.00	0.00	160.50
FUNDING BY SOURCE																	
	Centre 100.00% 16.05																
	Outlay									10.00%	160.50	100.00%					

23

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	88-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	41.09	44.28	59.09	0.00	0.00	0.00	144.45
0.00	41.09	44.28	59.09	0.00	0.00	0.00	144.45
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	41.09	44.28	59.09	0.00	0.00	0.00	144.45

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	4.57	4.92	6.56	0.00	0.00	0.00	16.05
0.00	4.57	4.92	6.56	0.00	0.00	0.00	16.05
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	4.57	4.92	6.56	0.00	0.00	0.00	16.05

1
92

SCHOOL CONTINGENCY & TEACHING MATERIALS COMPONENT

		1000.00	1050.00	1110.00	1121.00	1121.00	1121.00	1121.00	7644.00								
		Dols.								Total							
		1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
		54-95	95-96	96-97	97-98	98-99	99-2000	2000-01		54-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
Inflation Adjustment										0.00	0.10	0.20	0.30	0.40	0.50	0.00	
NON-RECURRING																	
Civil Aides	90.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Professorial Fees	160.00%	0.00							0.00								
Furniture	50.00%	0.00							0.00								
Equipment	50.00%	0.00							0.00								
Educational Matl.	50.00%	0.01							7644.00	10.00	11.55	13.32	14.57	15.69	16.02	17.94	99.09
Vehicles	50.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books	90.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Fellowships	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Stipends	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
AGIs	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL NON-RECURRING									0.00	10.00	11.55	13.32	14.57	15.69	16.02	17.94	99.09
RECURRING									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Salaries	75.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operation & Mctc.	75.00%								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Building Maintenance	75.00%	0.01							7644.00	10.00	11.55	13.32	14.57	15.69	16.02	17.94	99.09
TOTAL RECURRING									0.00	10.00	11.55	13.32	14.57	15.69	16.02	17.94	99.09
TOTAL									0.00	20.00	23.10	26.64	29.14	31.38	32.04	35.88	198.18

FUNDING BY SOURCE

Outlay	Centre	%	State	%	Total	%
	164.62	02.50%	34.96	17.56%	199.78	100.00%

34

Central Share								State Share							
1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60			0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9.00	10.40	11.99	13.12	14.12	15.13	16.14	89.90	1.00	1.15	1.33	1.46	1.57	1.68	1.79	9.99
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9.00	10.40	11.99	13.12	14.12	15.13	16.14	89.90	1.00	1.15	1.33	1.46	1.57	1.68	1.79	9.99
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7.50	8.66	9.99	10.93	11.77	12.61	13.45	74.92	2.50	2.89	3.33	3.64	3.92	4.20	4.40	24.97
7.50	8.66	9.99	10.93	11.77	12.61	13.45	74.92	0.00	2.50	2.89	3.33	3.64	3.92	4.20	24.97
0.00	16.50	19.06	21.98	24.05	25.90	27.74	164.82	0.00	3.50	4.04	4.66	5.10	5.49	5.89	34.96

LIBRARY
National Institute of Educational
Planning and Administration,
17-A, Sri Aurobindo Marg,
New Delhi-110016
DOC, No. J-8488
Date: 07-03-95

ECCE		CAPRENET																		
No. of Projects-new (200 schools)				0.00	4.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00								
Trq. costs:		Year 1	1.92	Year 2,3,		0.51	Nos.					Total								
		%	Total Cost	1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total	
Assistance				54-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		
Inflation adjustment											0.00	0.10	0.20	0.30	0.40	0.50	0.60			
NON-RECURRING																				
Civil works	50.0%	0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Professional fees	100.0%	0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Furniture	50.0%	3.62		0.00	4.00	0.00	0.00	0.00	0.00	0.00	4.00	0.00	13.29	0.00	0.00	0.00	0.00	0.00	0.00	
Equipment	50.0%	0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Educational Matl.	50.0%	2.03		0.00	4.00	0.00	0.00	0.00	0.00	0.00	4.00	0.00	8.93	0.00	0.00	0.00	0.00	0.00	0.00	
Vehicles	50.0%	0.00																		
Books	50.0%	0.00																		
Local Fellowships	100.0%	0.00																		
Local Training	100.0%	0.00										0.00	7.68	2.64	2.04	2.64	2.04	2.64	17.00	
Studies	100.0%	0.00																		
PGOs	100.0%	0.00																		
		0.00																		
TOTAL NON-RECURRING		0.00										0.00	29.90	2.64	2.64	2.64	2.04	2.64	40.10	
		0.00																		
RECURRING																				
Salaries	75.0%	14.40		0.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	0.00	63.36	69.32	74.00	80.64	86.40	92.16	466.56	
Operation & Mce.	75.0%	2.01		0.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	0.00	8.04	9.65	10.45	11.26	12.00	12.84	65.12	
Building maintainan	75.0%	0.00										0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
		0.00																		
TOTAL RECURRING												0.00	72.28	70.77	85.33	91.90	98.40	105.02	531.68	
TOTAL		0.00										0.00	102.10	80.81	87.37	93.54	100.50	107.00	571.70	
FUNDING BY SOURCE																				
	Centre	%	State	%	Total	%														
Outlay	436.64	76.36%	135.14	23.64%	571.70	100.00%														

30

Central Share							
1	2	3	4	5	6	7	total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	11.96	0.00	0.00	0.00	0.00	0.00	11.96
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	8.04	0.00	0.00	0.00	0.00	0.00	8.04
0.00	7.68	2.04	2.04	2.04	2.04	2.04	17.88
0.00	27.68	2.04	2.04	2.04	2.04	2.04	37.88
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	47.52	51.04	56.16	60.48	64.00	69.12	349.92
0.00	6.63	7.24	7.84	8.44	9.05	9.65	48.84
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	54.15	59.08	64.00	68.92	73.85	78.77	398.76
0.00	0.00	81.83	61.12	66.04	70.96	75.89	80.81
0.00	0.00	81.83	61.12	66.04	70.96	75.89	80.81
0.00	0.00	81.83	61.12	66.04	70.96	75.89	80.81

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	1.33	0.00	0.00	0.00	0.00	0.00	1.33
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.89	0.00	0.00	0.00	0.00	0.00	0.89
0.00	2.22	0.00	0.00	0.00	0.00	0.00	2.22
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	15.84	17.28	18.72	20.16	21.60	23.04	116.64
0.00	2.21	2.41	2.61	2.81	3.01	3.22	16.28
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	18.05	19.69	21.33	22.97	24.62	26.26	132.92
0.00	0.00	20.27	19.69	21.33	22.97	24.62	26.26
0.00	0.00	20.27	19.69	21.33	22.97	24.62	26.26

TRAINING		EQUIPMENT						
BACS, TACS,								
Total stocks		0.00 0.00 0.00 0.00 0.00 0.00 0.00						
COSTS As BCG:								
	Furniture	Equipment	Prof. Fee	Training	Sal.	Rtce.		
TAC (incl. stock)	5.00	5.00	10.00	2.00	22.50			
BAC	15.00	10.00	25.00	35.00	30.00	15.00		
Total stock	65.00	60.00	25.00	135.00	50.00	240.00		

	% Unit Cost	% assistance	Ans.							Total								
			1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
			94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
Inflation Adjustment											0.00	0.10	0.20	0.30	0.40	0.50	0.60	
NON-RECURRING																		
Civil Works	50.0%	3.00	0.00						0.00		10.00	0.00	0.00	0.00	0.00	0.00	0.00	10.00
Professional Fees	100.0%	0.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00		1.50	1.65	1.80	1.95	2.10	2.25	2.40	13.65
Furniture	50.0%	0.65	0.00						0.00		3.25	0.00	0.00	0.00	0.00	0.00	0.00	3.25
Equipment	50.0%	0.60	0.00						0.00		3.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00
Educational Matl.	50.0%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Utilities	50.0%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books	50.0%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Fellowships	100.0%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.0%	1.35	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.18	0.31	0.42	0.53	0.64	0.75	0.86	3.71
Students	100.0%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Notes	100.0%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL NON-RECURRING		0.00							0.00		35.10	10.56	11.52	12.48	13.44	14.40	15.36	112.06
RECURRING		0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Salaries	75.0%	0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00		3.00	3.20	3.40	3.60	3.80	4.00	4.20	27.30
Operation & Mtce.	75.0%	2.40	0.00	0.00	0.00	0.00	0.00	0.00	0.00		14.40	15.04	15.68	16.32	16.96	17.60	18.24	131.04
Building Maintenance	75.0%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECURRING									0.00		17.40	19.14	20.00	22.62	24.36	26.16	27.64	158.34
TOTAL		0.00							0.00		52.50	29.70	32.40	35.10	37.80	40.50	43.20	271.20

FUNDING BY SOURCE				
	Centre	% State	% Total	%
Outlay	229.07	84.46%	42.14	15.54%
			271.20	100.00%

38

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
16.20	0.00	0.00	0.00	0.00	0.00	0.00	16.20
1.50	1.65	1.80	1.95	2.10	2.25	2.40	13.65
3.51	0.00	0.00	0.00	0.00	0.00	0.00	3.51
3.24	0.00	0.00	0.00	0.00	0.00	0.00	3.24
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.10	0.91	9.72	10.53	11.34	12.15	12.96	73.71
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
32.55	10.56	11.52	12.48	13.44	14.40	15.36	110.31
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
2.25	2.40	2.70	2.93	3.15	3.38	3.60	20.40
10.80	11.88	12.96	14.04	15.12	16.20	17.28	98.28
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
13.05	14.36	15.66	16.97	18.27	19.50	20.80	110.76
0.00	45.60	24.92	27.18	29.45	31.71	33.98	36.24
229.07							

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
1.80	0.00	0.00	0.00	0.00	0.00	0.00	1.80
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.39	0.00	0.00	0.00	0.00	0.00	0.00	0.39
0.36	0.00	0.00	0.00	0.00	0.00	0.00	0.36
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2.55	0.00	0.00	0.00	0.00	0.00	0.00	2.55
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.75	0.83	0.90	0.98	1.05	1.13	1.20	6.03
3.60	3.96	4.32	4.68	5.04	5.40	5.76	32.76
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4.35	4.79	5.22	5.66	6.09	6.53	6.96	39.59
0.00	6.90	4.79	5.22	5.66	6.09	6.53	6.96

DEFI STRATEGIC COMPONENT			Nos.								Total							
	% Unit Cost Assistance	Unit Cost	1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
			94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		
Deferral Adjustment											0.00	0.10	0.20	0.30	0.40	0.50	0.60	
NON-RECURRING																		
Coverd Loans	50.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Professional Fees	100.00%	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	1.00	1.10	1.20	1.30	1.40	1.50	1.60	0.10
Furniture	50.00%	2.00	1.00							1.00	2.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00
Equipment	50.00%	5.00	1.00							1.00	5.00	0.00	0.00	0.00	0.00	0.00	0.00	5.00
Educational Matl.	50.00%	0.26	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	0.20	0.22	0.24	0.26	0.28	0.30	0.32	1.42
Books	50.00%	2.25	1.00	1.00						2.00	2.25	2.40	0.00	0.00	0.00	0.00	0.00	4.73
Trains	50.00%	5.00	1.00							1.00	5.00	0.00	0.00	0.00	0.00	0.00	0.00	5.00
Local Fellowships	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.00%	2.15	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	2.15	2.37	2.50	2.60	3.01	3.23	3.44	19.57
Stipends	100.00%	0.30	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	0.30	0.33	0.36	0.39	0.42	0.45	0.48	2.73
Other	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL NON-RECURRING		0.00								0.00	17.00	6.49	4.30	4.75	5.11	5.40	5.84	49.94
RECURRING		0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Salaries	75.00%	0.00								0.00								
Operation & Mnt.	75.00%	0.00								0.00								
Building Maintenance	75.00%	0.00								0.00								
TOTAL RECURRING		0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL		0.00								0.00	17.00	6.49	4.30	4.75	5.11	5.40	5.84	49.94
FUNDING BY SOURCE																		
	Centre	% State	% Total	%														
	48.09	96.29%	1.05	3.71%	49.94	100.00%												

107

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1.00	1.10	1.20	1.30	1.40	1.50	1.60	9.10
1.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00
4.50	0.00	0.00	0.00	0.00	0.00	0.00	4.50
0.18	0.20	0.22	0.23	0.25	0.27	0.29	1.64
2.03	2.23	0.00	0.00	0.00	0.00	0.00	4.25
4.50	0.00	0.00	0.00	0.00	0.00	0.00	4.50
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2.15	2.37	2.58	2.80	3.01	3.23	3.44	19.57
0.30	0.33	0.36	0.39	0.42	0.45	0.48	2.73
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
16.46	6.22	4.36	4.72	5.08	5.45	5.81	48.09
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	16.46	6.22	4.36	4.72	5.08	5.45	48.09

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

DIS			COMPREH								Total								
	%	Unit Cost	1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total	
	Assistance		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		
Inflation Adjustment											0.00	0.10	0.20	0.30	0.40	0.50	0.60		
NON-RECURRING																			
Civil Works	90.00%	0.50	1.00							1.00	0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.50	
Professional fees	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Furniture	90.00%	0.70	1.00							1.00	0.70	0.00	0.00	0.00	0.00	0.00	0.00	0.70	
Equipment	90.00%	1.70	1.00							1.00	1.70	0.00	0.00	0.00	0.00	0.00	0.00	1.70	
Educational Matl.	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Vehicles	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Books	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Local fellowships	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Local training	100.00%	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	1.00	1.00	2.16	2.34	2.52	2.70	2.88	10.30	
Studies	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
OGs	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL NON-RECURRING											7.70	1.90	2.16	2.34	2.52	2.70	2.88	22.20	
RECURRING																			
Salaries	75.00%	0.56	1.00	1.00	1.00	1.00	1.00	1.00	1.00	8.00	0.96	1.00	1.15	1.25	1.34	1.44	1.54	8.74	
Operation & Mtce.	75.00%	2.95	1.00	1.00	1.00	1.00	1.00	1.00	1.00	8.00	2.85	3.14	3.42	3.71	3.99	4.28	4.56	25.94	
Building maintainan	75.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL RECURRING											3.81	4.19	4.57	4.95	5.33	5.72	6.10	34.07	
TOTAL											11.51	6.17	6.73	7.29	7.85	8.41	8.98	56.95	
FUNDING BY SOURCE																			
Centre	%	State	%	Total	%														
Outlay	47.69	83.74%	9.26	16.26%	56.95	100.00%													

42

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.45	0.00	0.00	0.00	0.00	0.00	0.00	0.45
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.63	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	2.34	2.52	2.70	2.88	16.38
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7.11	1.98	2.16	2.34	2.52	2.70	2.88	21.69
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.72	0.79	0.86	0.94	1.01	1.08	1.15	6.55
2.14	2.35	2.57	2.70	2.99	3.21	3.42	19.45
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2.86	3.14	3.43	3.71	4.00	4.29	4.57	26.00
0.00	3.97	5.12	5.59	6.05	6.52	7.45	47.69

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.05	0.00	0.00	0.00	0.00	0.00	0.00	0.05
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.07	0.00	0.00	0.00	0.00	0.00	0.00	0.07
0.47	0.00	0.00	0.00	0.00	0.00	0.00	0.47
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.59	0.00	0.00	0.00	0.00	0.00	0.00	0.59
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.24	0.26	0.29	0.31	0.34	0.36	0.30	2.10
0.71	0.70	0.86	0.93	1.00	1.07	1.14	6.48
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.95	1.05	1.14	1.24	1.33	1.43	1.52	8.67
0.00	1.54	1.05	1.14	1.24	1.33	1.43	9.26

43

MANAGEMENT COMPONENT

	Block	Cost
Block	0.50	0.20
Direct	5.50	1.50
Total	6.00	1.70

	1984-85		1985-86							1986-87							Total		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14					
Inflation Adjustment																			
NON-RECURRING																			
Grant Income	50.00%	0.00																	0.00
Professional Fees	100.00%	0.00																	0.00
Furniture	50.00%	0.00																	0.00
Equipment	50.00%	0.10	1.00																1.10
Educational Matl.	50.00%	0.60																	0.60
Vehicles	50.00%	2.25	1.00																3.25
Books	50.00%	0.00																	0.00
Local Fellowships	100.00%	0.00																	0.00
Local Training	100.00%	0.00																	0.00
Studios	100.00%	0.00																	0.00
TRG	100.00%	0.00																	0.00
TOTAL NON-RECURRING		0.00																	0.00
RECURRING		0.50																	0.50
Salaries	75.00%	0.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	10.00
Operation & Maint.	75.00%	2.70	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	10.00
Building maintenance	75.00%	0.00																	0.00
TOTAL RECURRING		0.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	10.00
TOTAL		0.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	10.00

FUNDING BY SOURCE

Centre	% State	% total
Bayley	76.14%	26.32%

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
							0.00
							0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5.49	0.00	0.00	0.00	0.00	0.00	0.00	5.49
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2.03	0.00	0.00	0.00	0.00	0.00	0.00	2.03

7.52	0.00	0.00	0.00	0.00	0.00	0.00	7.52

6.38	7.01	7.65	8.29	8.93	9.56	10.20	58.01
2.03	2.23	2.43	2.63	2.84	3.04	3.24	18.43
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

8.40	9.24	10.08	10.92	11.76	12.60	13.44	76.44

15.92	9.24	10.08	10.92	11.76	12.60	13.44	83.96

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
							0.00
							0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.61	0.00	0.00	0.00	0.00	0.00	0.00	0.61
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.23	0.00	0.00	0.00	0.00	0.00	0.00	0.23

0.84	0.00	0.00	0.00	0.00	0.00	0.00	0.84

2.13	2.34	2.55	2.76	2.97	3.19	3.40	19.34
0.68	0.74	0.81	0.88	0.95	1.01	1.08	6.14
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

2.80	3.08	3.36	3.64	3.92	4.20	4.48	25.48

3.64	3.08	3.36	3.64	3.92	4.20	4.48	26.32

545

CHAPTER 7

MONITORING AND REVIEW

7.1 Monitoring and review are very crucial features for the success of any project. The concept of dynamic planning is based upon it and keeping in mind the objective and the gigantic nature of the task, a very high degree of dynamic planning has to be adopted for the success of the project. Not only the monitoring and review is crucial, but equally crucial is their correctness. A weak monitoring system is bound to give erroneous feedback resulting into ineffectiveness of the future action.

7.1.1 The monitoring shall be done at four levels, village, cluster block and district. The monitoring agencies shall be the teachers at village level, ADIS at cluster level BEOs at the block level and the monitoring cell of the district level unit for UPE at the district level. While monitoring at village level shall be limited to physical targets only, cluster block and district level monitoring shall be done for both physical and financial targets.

7.1.2 The physical targets shall be monitored on the basis of the targets set for GAR, GER, RR and GAMR in chapter 3. These targets shall be broken monthwise every year and shall be communicated to all the levels below. This monthwise set of

targets shall be the basis of monitoring at village cluster and block level. The other physical targets based on financial and non-financial interventions shall be monitored by the monitoring cell and an abstract report shall be submitted to the DDE who shall analyse it and try to identify the problems and shortcomings. The period for monitoring individual intervention has already been mentioned in chapter 5. The ADIS shall complete the task of monitoring by 3rd of the month and submit their report to wards BEO by 4th. The BEOs shall complete the task of monthly monitoring by 5th of the following month and submit their reports to DDE by 6th. The core group of DC of DPEP shall have a meeting on the second Monday of every month to have review of the activities during the month.

7.1.3 The financial targets shall be monitored on the basis of annual plans given in chapter 6. The monitoring shall mainly be at the district level as most of the amount shall be spent at the district level. However, where the amount has been directly allocated to the blocks, the monitoring shall be done at the block level also. The system of reporting shall be same as that for the physical targets.

7.2 Review is related with modification of the future targets and action as per the needs. The monthly review shall be done by

the core group on the day prescribed in para 7.1.2 . These reviews shall be based upon the monitoring reports of physical & financial targets. The core group shall consist of the Collector, DDE, Asstt. Commissioner Tribal Welfare & PO, DRDA. However, the group shall be free to invite any other person in such monthly reviews.

7.2.1 A quarterly review shall be done by the standing committee of DPEP. regarding the progress. The dates of such review shall be decided by the Secretary of DPEP who shall inform all the members, fix the agenda and circulate the report for the quarter with the agenda of the meeting at least three days before the actual review meeting. The decision taken in such meetings shall be implemented with immediate effect.

7.2.2 A bi-annual joint review by the district unit, State level body, Central Govt. and if possible the External donor agency is proposed to be held at the district headquarter. Such a review shall be useful in the respect that the first phase shall end just before such review and after careful analysis of the achievements of first phase, the latter three agencies can give their constructive suggestions and guidance for further implementation. Thus persons employed in the implementation level shall be exposed to new thinkings & ideas which shall help them

in the future actions.

7.2.3 The impact of individual programmes and interventions shall be studied by the govt. machinery, specially the monitoring cell. However, experts from outside the districts, NGOs actively involved in UPE project in other districts and the journalists and political groups shall be invited to the district for the assessment of the impact of the project in whole and impact of the individual activities in specific. These assessments by independent agencies shall be considered in the quarterly review meetings of the DC of DPEP while deciding the future course of action.

CHAPTER 8

ASSUMPTIONS & RISKS

8.1 Basic Assumptions:-

8.1.1 The percentage of the children of age groups 6-11 years in the population is 14.5%. Out of this, the percentage of boys 7.5%. These percentages are also valid for SC & ST children.

8.1.2 The No. of children in 6-11 years age group as on 30.9.94 will be 8.75% more than the corresponding figures of 1991 census.

8.1.3. The No. of children of 6-11 years age group on 30.9.97 will be 16.25% more than the corresponding figures of 1991

census.

8.1.4 The project will be sanctioned by March , 1994 and funds will be available from the first of April, 1994.

8.1.5 Actual no. of Out-of-the-class children among those enrolled with NFE centres is 50%.

8.1.6 The powers of opening new schools, creating posts, recruitment etc. will be vested in the DC of DPEP and approval of the state Govt. will only be a formality.

8.1.7 The funds provided to Education Deptt. from the State Govt. will continue in the project period.

8.1.8 The Tribal Welfare Deptt. will make the funds available for free text books to children of class I & II Scholarships to the children of sc/st and OBC and cash incentives for girls through their existing schemes. ~~It will also provide funds for~~

8.1.9 The women & child Development Deptt. will provide funds for new ICDS project and health check-up through ICDS.

8.1.10 The - ECCE project for the four non-tribal blocks will be sanctioned by 1995-96.

8.1.11 The vacant posts in the education deptt. will be filled by the first year of the project.

8.2 Project Risks:-

8.2.1 The vacant posts of BEOs, ADISs and teachers may not be filled by the state thus resulting into a weak monitoring system.

8.2.2 The VEC may not be so active in playing its role as envisaged in the project which may, in turn, make universal participation difficult to achieve.

8.2.3. The state Govt. may not delegate the powers of recruitment for various posts, opening of new Schools, creation of new posts etc. to DC of DPEP resulting into increase in cost due to the project going off the schedule.

8.2.4 The success of the project is largely dependent on the training of personnel which may not be highly qualitative seeing the available training facilities.

8.2.5 The success is also largely dependent on the teachers who may not work with the kind of motivation and zeal required in this project. Moreover, as a normal human behaviour, there may be a resistance to change from the side of the teachers who are the main workforce in the implementation of this project.

8.2.6 The actual availability of funds from District Planning Board, JRY etc. may vary as these depend upon the political

leadership prevailing at that time.

8.2.7 The implementation of the project will depend largely on the interest taken by the Collector of the district. Frequent transfers of Collector, as practiced presently, may affect the implementation adversely.

8.3 Steps to Minimise Risks:-

8.3.1 The State Govt. shall be requested to fill up the vacant posts.

8.3.2 The environment building, proper training for selected VEC members and continuous motivation of VEC members are a few steps to ensure active participation by VEC.

8.3.3 Nothing can be done at the district level to have the powers of recruitment etc. delegated by the State Govt. to DC of DPEP.

8.3.4 Strengthening of DIET, using facilities available at the DIETs in the adjoining districts and ensuring special attention to the training camps by district level officers shall be done in order to have adequate training facilities and qualitative training.

8.3.5 Qualitative training, well-defined system of rewards and punishments, prompt & effective grievance redressal system and participation of Associations in decision making shall be ensured to minimise risks mentioned in para 8.2.5.

BASIC DATA IN REGARD TO THE DISTRICT

Table 1.1 Demographic Data

1. Population (1991 Census, (in lakhs)

	<u>Figures</u>	<u>Percentage</u>
Total :	9.72	
Male :	4.99	51
Female :	4.73	49
Rural :	6.62	68.1
Urban :	3.10	31.9
SC :	1.33	13.7
ST :	2.26	23.3

**2. Sex Ratio (Females per thousand Males):
as per successive censuses.**

1971 :-	950
1981 :-	950
1991 :-	950

3. Literacy Rate (1991 Census)

<u>Group.</u>	<u>Literacy Rate</u>
1. Overall	35.6
2. Male	47.2
3. Female	23.4
4. SC	
i) Overall	17.2
ii) Male	27.4
iii) Female	6.1
5. ST	
i) Overall	4.8
ii) Male	8.6
iii) Female	1.0

4. No. of Towns (1991 Census)

i) Total	8
ii) With Population more than 5 lakhs	NIL (Give Names)
iii) With Population 1 - 5 lakhs	1 (Give Names) Rat
iv) With Population 50,000 - 1 lakh	1
v) With Population 10,000 - 50,000	3
vi) With Population less than 10,000	3

5. No. of villages

i) Total	1070
ii) Inhabited	1050
iii) Un-inhabited	20

6. No. of Rural Habitations

i) As per Census 1991	1308
ii) As per V All India Education Survey, 1986	1208

BLOCKWISE POPULATION NO OF HABITATIONS AND LITERACY RATE

Block	population (1991 Census)	Number of Villages			Habitations		Literacy Rate		
		Inha- bited	Un-in habit ed	Total	As per 1991 Cens- us	V-All India Edn. Survey 1986	Male	Fe- male	Total
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
RATLAM	182563	167	07	174	312	312	44.0	13.7	29.2 99.2
JAORA	120251	146	02	148	153	153	47.1	14.3	31.2
PIPLODA	85598	90	---	90	111	111	47.1	14.3	31.2
ALOT	123603	193	04	197	217	217	35.6	6.7	20.6
SAILANA	66193	234	06	240	261	261	16.2	6.2	11.4
BAJNA	98649	220	01	221	254	254	16.8	6.3	11.6
TOTAL for all Blocks	666757	1050	20	1070	1308	1308	36.7	10.8	24.0
Aggregate for all Urban areas.	309669	-	-	-	-	---	69.3	50.7	60.3
Grand Total for the District	971309	1050	20	1070	1308	1308	47.2	23.4	35.6

Special Areas in the District, if any
Category

NIL

Name

Details

- 1) Areas of Industrial Concentration.
- 2) Areas of Major Mining activity.
- 3) Areas of Major construction activity.
 (e.g. irrigation projects)
- 4) Any other areas with high incidence of child labor.

Table 1.2 : Administrative Data

1. ITDP, Sub-Divisions, Tahsils & Blocks,

- i) No. of ITDPs
 - a) Total
 - b) Major
 - c) Medium
 - d) Small
- ii) No. of sub Divisions
- iii) No. of Tahsils
- iv) No. of Blocks

- a) Total
- b) TD
- c) Non-TD

2. No. of various kinds of local bodies

- i) Urban :
 - a) Municipal Corporations
 - b) Municipalities
 - c) Notified Area Committee
 - d) SADAs
- ii) Rural :
 - a) Janpad Panchayats
 - b) Gram Panchayats

3. Setup of Educational and related Administrations:

- i) Whether the district is also the headquarters of and Education Division. NO
- ii) No. and names of Education Districts within the (Revenue) District. - ONE RATLAM
- iii) No. of BEUs
 - a) Total sanctioned
 - b) In position (as on 1.4.1993)
- iv) No. of ADIS
 - a) Total Sanctioned
 - b) In position (as on 1.4.1993)
- v) No. of Circle Organisers, 1W

a) Total sanctioned

b) In position (as on 1.4.1993)

- vi) No. of NFE projects: Rural-----,Urban-----,Total 6 (Combined)
- vii) No. of ICDS project: Rural---2---,Urban-----,Total 2
- viii) No. of Blocks under TLC, if any 6
- ix) No. of Blocks under DWKRA, if any NIL

EDUCATION DEPARTMENT

Table 1.3.1 No. of schools (Ref date : 30-9-93)

Category	Total		Management wise break-up															
	Schools	Teachers	Education Deptt		Tribal Deptt		Total Govt		Local Bodies		Non-Government Aided				Non-Government Unaided		Total	
			S	T	S	T	S	T	S	T	S	T	S	T	S	T		
1.Primary	1212	3309	742	1767	258	475	1000	2242	1	2	12	60	199	1007	212	1067		
2.Middle	286	1394	152	837	42	189	194	1026	-	-	6	36	86	332	92	368		
3.High	29	140	16	78	3	22	19	100	-	-	-	-	10	40	10	40		
4.Higher Secondary	36	582	19	316	5	153	24	469	-	-	5	76	7	37	12	113		
Total	1563	5425	929	2998	308	839	1237	3837	1	2	23	172	291	1416	326	1588		

Table 1.3.2 No. of Non-Formal Education centres (Ref Date 1-4-93)

Category	Number
1. Total	571
2. Co-education	312
3. Girls only	259
4. Urban	95
5. Rural	424 476
6. Primary	519
7. Middle	52

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

Population	No. of habitations (villages) without access as above	
	as per 1986 survey	as on 30/09/93 (based on 1991 census)
1. Over 300	10	28
2. 200-299	55	82
3. 100-199	115	68
4. Below 100	129	28
5. Total	309	206

Gross Access Ratio (GAR) (30-9-93)

Table 1.3.4 Enrolment, GER, RR and Out-of-School children at Primary stage (Ref.-30-9-93)

no. r e	Category	Estimated population in 6-11 age Schools group (30-9-93)									Enrolment(I-V)			GER			RR			Estimated no of children (6-11 years) not in prim. schools/NFE centres			Estimated of children in 6-11 age group on 30-9-2000	
		-----			-----			-----			-----			-----			-----							
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G			
		1	2	3	4	5	6	7	8	9														
175828	1. Over all	149642	67577	55556	123133	6193	4701	10894	73770	60257	134027	95	83	90	53	41	48	9180	14342	23522	90963	84865		
24790	2. SC	21099	9058	7273	16331	1196	751	1947	10254	8024	19278	94	78	87	60	45	53	2358	2682	5040	12823	11967		
37784	3. ST	32158	13244	11461	24705	1500	1584	3084	14744	13046	27789	89	84	86	31	27	29	3232	4644	7876	19543	18241		

[Notes: GER should be calculated based on total enrolment in schools plus NFE Centres.]

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

Population	No. of habitations (villages) without access as above	
	as per 1986 survey	as on 30/09/93 (based on 1991 census)
1. Over 300	10	28
2. 200-299	55	82
3. 100-199	115	68
4. Below 100	129	28
5. Total	309	206

Gross Access Ratio (GAR) (30-9-93)

1.3.5. TREND OF GER AND RR OVER 1988-93

AS ON 30th Sept of

Indicator	Group	1988	1989	1990	1991	1992	1993	
1. GER	1. Over-all	77	83	84	84	76	90	
	2. Boys	92	97	97	97	88	95	
	3. Girls	60	68	68	70	63	83	
	4. SC							
	a) Over-all	71	63	77	79	70	87	
	b) Boys	90	90	90	91	84	94	
	c) Girls	50	56	65	65	54	78	
	5. ST							
	a) Over-all	56	74	74	74	62	86	
	b) Boys	80	97	98	97	81	89	
	c) Girls	29	50	50	50	43	84	
	2. RR	1. Over-all	57	53	56	50	50	48
		2. Boys	59	57	60	53	50	53
		3. Girls	55	45	49	45	48	41
4. SC								
a) Over-all		48	41	48	47	50	53	
b) Boys		51	49	49	51	55	60	
c) Girls		42	30	48	40	41	45	
5. ST								
a) Over-all		30	32	29	30	32	29	
b) Boys		34	34	30	28	32	31	
c) Girls		22	26	29	34	32	27	

1. Total no of teachers in primary schools	2242
a) Male	1845
b) Female	397
2. Teachers whose qualification is less than high school	
a) No.	35
b) Percentage	2%
3. Untrained teacher (who do not have a teacher training qualification - B.T.C./B.Ed)	
a) No.	385
b) Percentage	16%
4. Teacher-Pupil ratio at the primary stage	1:39
(No. of teachers/No. of children)	

Table 1.3.6 Availability of Buildings (as on 1-4-93)

1. Total no of Primary Schools	1000
2. Of which, running in a pakka building	
a. own building	823
b. building of another school	30
c. other public building (e.g. panchayat bhavan etc.)	3
d. private building - rented or otherwise	34
e. Total	890
3. No. of primary schools running in kachcha buildings	47
4. No. of primary schools having no building at all (running in tents, under trees etc.)	63
5. No. of schools needing new building (3+4)	110
6. No. of schools running in own pakka buildings which require major repairs	458
7. Deficiency of class-rooms in schools running in pakka buildings (i.e. no in 2(e) above)	274
Enrolment	
[Deficiency = $\frac{\text{Enrolment}}{\text{Average Classroom size}} - (\text{minus}) \text{ No. of existing classrooms (rounded off to nearest integer)}$	
40	

Note : Average Classroom size - 300 sq.ft. Count larger halls, verandahs, etc as 2/3/4 classrooms depending on size

Contd.

Extent of Classroom Deficiency	No. of schools with deficiency as in col(1)	Total deficiency of Classrooms
1	2	3
1. Zero		
2. One Classroom	175	175
3. Two Classrooms	61	122
4. Three Classrooms	16	48
5. Four Classrooms	12	48
6. Five Classrooms	10	50
Total	274	443

Table 1.3.8 Estimated Size of the District Plan Target Group (No. of Children) in the first and last years of the (District) plan period

A. Children in 6-11 age group

Category	Total Estimated Population 1991 Census	Estimated Population 30.9.94			Estimated Population 30.9.2000
		Total	Enrolled in PS/NFEC	Un-enrolled	
1.	2.	3.	4.	5.	6.
1. All	140840	153164	137378	15786	174289
2. Boys	72848	79222	75614	3608	90149
3. Girls	67992	73941	61764	12177	84140
4. SC					
a) All	19858	21596	18735	2861	24574
b) Boys	10272	11171	10510	661	12712
c) Girls	9586	10425	8225	2200	11862
5. ST					
a) All	30266	32914	28485	4429	37454
b) Boys	15655	17025	15113	1912	19373
c) Girls	14611	15890	13272	2516	18081

PS = Primary School

NFEC = NFE Centre

Table 1.3.B. Target Group Children in 11-14 Age group

E.

Category	Total Estimated Population 1991 Census	Estimated Population 30.9.94			Estimated Population 30.9.2000		
		Total	No. who completed Prim. Education	No. who did not complete Prim. Education (Col.3 - Col.4)	Total	No. who any not complete Prim. Education	Basis of Estimate in Col. 7
1.	2.	3.	4.	5.	6.	7.	8.
1. All	73819	80278	26973	53305	91351		
2. Boys	38852	42352	16795	25457	48079	Due to Providing Access to All children 6-14 Age group	
3. Girls	34967	38027	9822	28205	43272		
4. SC							
a) All	10409	11320	4020	7300	12881		
b) Boys	5478	5957	2644	3313	6781		
c) Girls	4931	5362	1660	3702	6102		
5. ST							
a) All	15864	17252	3302	13950	19632	7316	
b) Boys	8349	9679	2070	7609	10332	3280	
c) Girls	7515	8173	1412	6761	9300	4036	

(GER - 20) PR
as on 30.09.93

$$\% = \text{Col. 3} \times \frac{100}{\text{Col. 2}}$$

1.3.8 Total Children in target group (6-14 years)

C.

Category	Estimated Population 30.9.94			Estimated Population 30.9.2000		
	All Children of 6-11 yrs. (col.3,Tab.A)	Children of 11-14 yrs. not completing Prim. Education (col.5, Tab B)	Total target group (2+3)	All Children of 6-11 yrs. (col.6,Tab.A)	Children of 11-14 yrs. not completing Prim. Education (col.7, Tab B)	Total target group (5+6)
1.	2.	3.	4.	5.	6.	7.
1. All	153164	53306	206469	174289	Nil	174289
2. Boys	79222	25457	104679	90149	Nil	90149
3. Girls	73941	28206	102146	84140	Nil	84140
4. SC						
a) All	21596	7300	28896	24574	Nil	25474
b) Boys	11171	3313	14484	12712	Nil	12712
c) Girls	10425	3702	14127	11862	Nil	11862
5. ST						
a) All	32914	13950	46864	37454	Nil	37454
b) Boys	17025	7609	24634	19373	Nil	19373
c) Girls	15890	6761	22651	18081	Nil	18081

Table 1.4.2 Blockwise Position of Coverage of Villages

Block	No. of villages		No. of schools		No. of Primary NFE centres		No. of Primary NFE centres		No. of Access less habitations with population (1991)				No. of middle schools	Ratio of primary to middle schools	Phase of OB programme under which covered (I/II/III/IV)	Whether Block is covered						
	<300	>300	Total	Jr. Prim prim	Total	co-ed girls only	>300	200-300	100-200	<100	Total	total girls only				TLC	DWORA					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Ratlam	142	25	167	14	386	400	24	61	85	-	2	26	50	44	122	140	8	2.85	I	III	TLC	-
Jaora	93	53	146	5	210	215	11	76	87	-	-	3	4	2	9	47	5	4.57	II	III	TLC	-
Alote	125	68	193	24	173	197	57	30	87	-	-	2	7	5	14	30	2	6.56	III	II	TLC	-
Piploda	66	24	90	3	110	113	-	89	89	-	-	2	7	2	11	26	2	4.34	II	II	TLC	-
Sailana	48	186	234	6	136	142	75	3	78	86	9	22	20	15	66	25	2	5.68	IV	IV	TLC	-
Bajna	75	145	220	6	139	145	93	-	93	221	8	61	34	20	123	18	2	8.05	I	I	TLC	-
Total	549	501	1050	58	1154	1212	260	259	519	307	19	116	122	88	345	286	21	4.23			TLC	-

table 1.4.2 Blockwise position of GER, GFR, PR and Out-of School Children (Ref Date : 30-9-72)

Table 1.4.2 Blockwise position of GAR, GER, RR and Out-of School Children (Ref Date : 30-9-93)

Block	GAR	Gross Enrolment Ratio (GER)									Retention Ratio (RR)									Estimated No. of Children (6-11 years) MCI in primary schools/ NFE centres									Estimated No. of Children in 6-11 age group on 31-09-2001								
		Over-all			SC			ST			Over-all			SC			ST			Over-all			SC			ST											
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T						
11033	Rallam	75.96	95	84	90	87	94	89	72	53	65	72	56	65	58	43	51	38	29	35	1544	4478	6022	598	166	764	1790	2811	4601	35223	34365	69588	3644	3541	7185	5736	5297
1606	Jaora	93.46	95	79	88	83	53	69	66	41	56	70	51	61	61	36	49	77	87	90	637	2743	3380	52	766	838	236	455	691	15696	15081	30777	3217	3063	6280	830	776
163	Alote	79.72	79	91	91	74	85	62	60	68	53	55	28	44	52	37	46	27	57	43	4593	4342	8935	964	912	1876	27	26	53	13979	13217	27196	2936	2775	5711	84	79
2947	Piploda	79.27	90	84	87	87	84	86	72	69	69	73	42	61	50	43	44	45	30	38	771	1175	1946	332	442	774	366	421	787	9231	6661	15892	1996	1635	3631	1559	1388
9343	Sailana	55.93	84	78	81	40	41	40	94	71	83	43	45	49	22	20	20	39	17	30	1319	1306	2625	407	372	779	603	743	1346	8351	7710	16061	804	742	1546	2288	4485
12692	Bajna	51.57	91	89	90	84	60	72	89	90	90	40	39	40	36	25	31	43	42	42	316	298	614	05	04	09	210	188	398	8483	7831	16314	226	211	437	6476	6216
37784	Total	70.18	95	83	90	94	78	87	89	84	86	53	41	48	60	45	53	31	27	29	9180	14342	23522	2358	2682	5040	3232	4644	7876	90963	84865	175828	12823	11967	24790	19543	18241

Table 1.5 Coverage of Incentive Programmes in 1992-93

Incentive Programmes	No. of beneficiaries in classes I-V															Reasons for Difference between E & A, if any	Estimated No. of entitled Beneficiaries by '2000-01	
	SC			ST			OBC			Others			Total					
	E	A	Z	E	A	Z	E	A	Z	E	A	Z	E	A	Z			
1. Scholarships	8483	8272	-	9272	8914	-	13639	13342	-	-	-	-	31394	30528	-	Funds Limited	47091	
2. Mid-day Meal	811	811	-	13762	13762	-	-	-	-	1622	1622	-	16195	16195	-		24293	
3. Free text books	18192	18192	100	23250	23250	100	40792	38194	94	-	-	-	82235	79636	96%		123353	
4. Free uniforms	7000	5605	80	5000	4226	85	8000	4979	62	-	-	-	20000	14810	74		30000	
5. Others (PI specify)																		
i) Dattak Putri	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2064			
ii)																		

E = Entitled to the benefit

A = Actually benefitted

Z = A/E X 100

Table 1.6. Broad Proosals for Rationalisation

1.	No. of Primary Schools which could be transferred to accessless villages	Nil
2.	No. of Primary Teachers who could be transferred from schools with surplus staff to deficent ones	150

Table 1.7. Net No. of Additional Institutions & Teacherss needed during the District Plan Period rationalisation

Item	Additional no.needed	Basis for arriving figure in column (2)
(1)	(2)	(3)
1. Primary Schools	121	Population > 200
2. NFE Centres	144	Popln. < 200
3. Balwadi	400	
4. Childcare Facility	400	
5. Additional Teachers	462	

Table 1.8 SIZE OF VARIOUS TARGET GROUPS FOR TRAINING

T	Target Group	No. in Position	Vacant Posts (Where applicable)	Additional posts proposed to be created (Where applicable)	Total Estimated size
1.	Primary Teachers	2543	263	520	2806
2.	Head Masters	224		--	224
3.	ADISS	16	1	—	17
4.	BEOs	3	3	-	6
5.	NFE Instructors	600	29	144	744
6.	NFE Supervisors	60	—	10	70
7.	NFE Project Officers	6	—	—	6
8.	VEC Members (Village Edu. Commi. ti)	5250			5250
9.	Volunteers	2100			2100
10.	Women	2100			2100
11.	Others (Please Specify)				
	a)				
	b)				
	c)				
	d)				

On 27.12.92 Block level conference was organised at Block Office. The conference was presided by Shri Trivedi, Sec. WRN UPE, Block sailana.

Members of the block level planning committee, a cross section of Head masters of Primary schools of the block, representatives of the teachers, community leaders representatives of SC/ST, Representatives of the voluntary agencies having interest in EE and all block level officers of the education department, Representative of DWCRA, NFE, TWD and representative of D.P.G attended the conference.

The gist is as under :

DPEP was explained by BEO Sailana

DPEP has been launched by the ministry of Human Resources development, Govt. of India in April, 1993, it is meant to be comprehensive and integrated programme for achieving UPE 19 districts in MP have been selected & Ratlam is one of them. In the light of experience gained DPEP incorporates a new approaches for achieving UPE. Its main ingredients were explained.

The conference discussed the present status of UPE in the block and set out the goal and targets towards achieving UPE in clear, specific, realistic and time bound terms. Education of girls and of children belonging to SC/ST groups was discussed. It is suggested that the target of UPE cannot be achieved by the school education department alone, therefore all concerned departments, as well as voluntary agencies and committed individuals should be involved in the efforts (SHRI M.L. SANGHVI)

It was suggested that interest of the teachers and community must be secured for successful implementation of UPE. (SHRI UMESH SHARMA)

It is suggested that the Scholarship to SC ST girls is granted in class III, and onwards. It should be granted to all in PE.

.....

Need of Ashram School was also emphasised, It was suggested that a lady teacher should be compulsarely posted in each PV. It will attract the community to send their girls to schools. (SMT. LATA SURANA)

It is suggested that for achieving the targets of UPE-there should be inviorment building at first stage Village comunity should be taken in confidence . The attitude of the Village community is to be changed .

It is suggested that a sence of belonging and involvement in UPE should be created amongst Village community .

He emphasised on invarument building and suggested that village education committee may be motivated to play an important roll in invarument building. (SHRI BHAGI PATEL)

It is suggested that survey Registers in school, school should be maintained properly and should ahve a authentic record of 6-11 years age groups of the school village , as well as neighbouring accessless habitations.

It was suggested dthat the practice of bogus admissions in schools , should be stopped at all. (SHRI M.L. SANGHVI)

It is suggested that there should be separate school calender for this T.D. block. Because due to purety and lack of fertile land in the Block, Trivals lead anomadic life during sowing and reaping seasons. This is major hinderence, because almost 50% of the villages remain in occupied during these seasons. (SHRI RATANLAL PARIHAR)

It was suggested that school timing should be fixedas such may suit the village community (SHRI VEERSINGH ARYA)

It is suggested to motivate the village community, so that local community may show interest in education planning. It may solve the problem of girls education. (MD YASIN MANSOORI).

It is suggested that alongwith retext books, slates and pens should also be issued to the children of SC/ST.

It is suggested that teachers quarters should be built along with PV School buildings. (SHRI VIRENDRA TRIVEDI)

It is suggested that every one whose cooperation is necessary in the plant should be involved. Retired teachers, whom may have a deep commitments to bringing about must be involved in the plant.

(VINOD

JOSHI)

JOSHI)

It is suggested that weekly meeting of PV Teachers as previously held and called Madai Milan) should be organised at a center PV to discuss and solve the common problems of schools teachers as well as UPE . (KU.KANTA MAVER).

It is suggested that the practice of child marriage prevalent being the main hindrance in the path of UPE should be discouraged by general awakening of the village community specially the marriage of girls at the age of 5 - 8 years put them inside the four walls forever, thus obstructs any further prospects of education for them (BHOGJI PATEL)

It is suggested that the efforts for motivation of parents and village community participation must be done by NGOs. NGO's efforts prove more fruitful and yielding than that of Govt. Agency . The program of UPE can be succeeded quite easily by involving community at a large scale with help of committed NGO's. (M.L. SANGHVI)

It is suggested that efforts should be made towards, making people understand the importance of education that should be done by the environment building.

(4)

Due to acute poverty in the tribal tract education is seen as secondary thing. The environment building will change the attitude of village community from neutral to a distinct positive outlook towards UPE.

It is suggested that teachers community and specially woman all three sectors should be galvanised and encouraged to play their pivot role in UPE.

It is suggested that steps shall be taken to improve teachers morals and their competence. (RAMKAILASH SHARMA).

It is suggested that special emphasis should be given on universal participation of girls, poor children and the most disadvantaged group i.e. children of SC and ST.

It is suggested that Agganwadies, Balwadis and primary schools should run during identical hours preferably in the same premises or close to each other. (SMT. TOGADE) .

09 Jan. 1994

On 9-1-1994, III conference at Block Level was organised at Adarsh Bal Niketan, Sailana.

The conference was presided by Shri Vijay Doshi, a Social worker of the Block.

Teachers, members of the block level Planning committee, a cross section of Head masters of primary schools of the Block, representatives of the teachers, community leaders, representatives of SC/ ST, representatives of the voluntary agencies, officers of the educational department, representatives of DWCRA & NFE attended the conference.

Following were the comments and the suggestions of the participants.

(1) B.E.O sailana stated as under.

The T.D. Block of the sailana inhabited by tribals, suffers from extreme educational backwardness. Block having 261 bastis (with Magras) is having, a primary school/Junior Primary School or NFE centre only in 146 Bastis. 49 Bastis are within 1K.M. radius of these 146 Bastis. Rest 66 Bastis are accessless, Education facilities are to be provided to these 66 accessless habitations.

Present status of PE - 125 primary schools, 9 Jr primary schools and 9 unaided primary schools with NFE centres serve this block.

TLC- TLC in the Block, has enhanced the level of awareness among the people towards education. The attitude of the people towards education is certainly changing, from neutral to a distinct positive outlook, after launching ~~children, xxx in~~ the of TLC. There is a distinct change in the attendance of the children in the schools, in the rural areas after the campaign. This increased awareness shall certainly help in achieving the target of UPE by the year 2001.

TWD: The Tribal Welfare department besides running 115 primary schools, 9 Jr. primary schools in this Block, manages, hostels for SC/ST student and runs Ashrams schools. The Academic control of these institutions is exercised by the

(1) Dys - functionality of the education system Teacher absenteeism and shortage, absence of building and basic teaching - learning materials, small no of working days in a year.

Poor communication networks is a major problem in this block. many of the villages remain cutoff during the rainy season. In the most of the villages Only one bus in the whole day give some sign of transportation facility. In such a condition a teacher not residing in the village faces extreme difficulties to work for the schedule time On the other hand extreme backwardness detracts the teacher from living in the village.

The above factor is mostly responsible for teacher absenteeism. It is a general practice in the block, that teacher do not live in the villages, they are posted in and so the absenteeism. This can be controlled by the strict supervision by the inspecting officers as well as the local community. The gramina shiksha Samiti and the Gram Panchayat should keep a vigil in this regard and it should also be made incumbent upon them to provide suitable accommodation for the teachers. Govt. should also be construct teacher quarters in school villages.

(SHRI VIJAY DOSHI).

(2) The primary school not being attractive enough for the children:

It is suggested that making learning, child centered will help to attract the child in the school, and help retain their pupils.

Some of the teachers, who had given thought to the scheme seriously, want such materials as paints, colours and games materials.

The school must have :

Proper seating arrangements, drinking water facility, a playground and other equipments necessary for attracting the child. (UMESH SHARMA).

Low relevance of education to the needs of the children and their parents/community.

It is suggested that the education should be child centred. The teacher should encourage parents to come to school and know the activities of children. Poor relationship exists between school and parents and local community, resulting in poor public cooperation. So the teacher should have a leaving contact, with the community as well as with the partners. It is suggested that in order to get public cooperation, the block level extension officers along with teacher and sarpanch should form village level committees and these committees should be aware of their function.

Moreover teachers should be motivated to play their central role in the UPE effort. Reward and punishment theory- may solve the problem of the teachers absences.

Rationalisation and sanctioned staff, if posted in school will solve the problem of shortage of teachers.

(BY SHRI BABULAL JI KHARADI)

It is suggested that the authorities concerned, responsible for construction work, must see to this, and qualitative construction must be done. Schools may be furnished with all, teaching aids and teaching materials. It is often seen, that, through, teaching material is supplied, but in mid session. (SHRI LAXMINARAIN MAVER).

Working days for the teaching, must be increased. Teachers should not be assigned to perform jobs of other departments at the cost of their regular duties. (SHRI MAHESH SOLANKI)

It is suggested that effort should be made, to set in motion processes which will build up and strengthen the demand side. This means involvement building, resulting in creating a situation where the community will be sensitised to the importance of primary education, voluntary agencies, social workers and persons with commitment and aptitude in the UPE should be involved and must be motivated to join in the effort and contribute.- (SHRI VEERSINGH ARYA).

It is suggested that all institutions and persons committed to UPE, should be brought together, to forge a strong alliance to translate the plan into action. The UPE should be implemented in the mission mode. The village education committee should bear responsibility for all UPE related progress including NFE. The VEC should be given adequate powers of supervision over school/NFE. The VEC should be given adequate powers of supervision over school NFE centre and the responsibility to universalise participation. (BY SHRI RATANLAL PARIHAR).

In rural areas, the position of girls education and that of SC/ST Tribes is far from satisfactory. The lack of parent's apathy to girls education and involvement of children in various economic activities, illiteracy of parents and insuitability of teaching learning methods of are the major reasons.

It is suggested that efforts should be made for general mobilisation through involvement building, intensive use of media and involving all interested committed person to join the effort & contribute. (SMT. LATA SURANA).

Poor economic condition of parents, helping parents in occupation, helping mother in performing home duties are the reasons of drop out in schools.

It is suggested that the villagers should be given job/labour at Panchayat level, tree planting, home industries, and through other development works. Practice of early marriage in girls should be discouraged. All this is to be done by public awakening and social revolution through a joint efforts of community govt. agencies, social workers and Committed persons. It is suggested there should be social awakening a social revolution for the purpose. It is suggested to use TLC to spread UPE related messages to the community (BY KU. KANTA MAVER).

It is suggested that the spot for PV/NFE Centre should be in the middle of the Basti. Basti for which facility is being provided some times face the problem. School being too

too far from basti, natural barricades hills, rivers, brooks, etc. create hindrances in UPE.

PV should be establishment as per community's opinion. (By Bharat).

It is suggested in this TD Block, primar I should be taught in Bhili dialect in Devnagri Lipi. Hindi at initial stage is not readily understood by children. (By Shri Bhogji Patel).

It is suggested that by Shikshak Sankhya, the quality of primary education should be developed. It is suggested that the learning process in primary schools be made enjoyable and attractive. (By Shri Dinesh Baroth).

It is suggested that for the successful implementation of UPE, time limit should be laid down for all activities and their observance should be ensured. (By Shri M.L. Sanghvi).

It is suggested that men, women and institutions outside the Govt fold, who have a genuine desire to contribute to UPE, should be identified and alliances should be forged with them for the common goal of UPE. (By Shri Vijay Doshi).

GER- It is suggested to ensure, that children of 6-11 age group are enrolled. It is suggested to emphasize the retention of child already enrolled.

RR- It is suggested that the school should be centre of the attraction and there should be reorientation of school teachers in child centred approach to PE. These factors shall cause more students to continue with PE.

GAMR- It is suggested that with the beginning of academic session 94-95 special emphasis should be given on the students of class V. (By Laxminarain Maver).

It is suggested that all other duties of inspecting authorities should be taken from them.6

(6)

Monitoring should be strict.

It is suggested that during inspection, inspection authority should discuss mainpoints as-

1. Problems of schools, teachers, students and parents and reasons for deficiencies.
2. Attitude of teachers towards parents and children.
3. Actual Class room teaching.
4. Public contact tone.
5. Social School records.- Teacher's diary, homework, all academic records.
6. Building, teaching aids and equipments.
7. Teaching according to syllabus before writing the inspections.

It is suggested that the inspection note should invariably indicate the progress of enrolments and retention of children. (BY MANGILAL SANGHVI).

First - Meeting of Universalisation of Primary Edcn.
Dated 28-12-1993.

All primary schools head masters and other respected persons of the area are invited in the meeting of Universalisation of Primary Education programme held on 28-12-1993 at D.I.E.T. Centre, Piploda headed by Project Incharge Shri U.C.Verma Lecturer of D.I.E.T. Shri R.P.Kaushal & E O Jaora, was also present in the meeting.

In the meeting mainly three points were discussed in detail:-

- 1- The admission of 6-11 years age group children should be in school and once admitted should remain in school ~~ix~~ till they must not complete 5th class that is upto minimum level of learning of the plan.
- 2- Children residing in the habitations of the distance of one k.m. must be enrolled either in P.V. or M.F.E. and Aanganwadis.

The children must not only learn alphats but they should achieve M.L.L. before leaving the school. So that they may utilise the knowledge of acquired by them in the various fields of life in future.

Shri U.C.Verma Incharge of UPE project explained the details of project and told that the 80% children must achieve M.L.L. explanation of M.L.L. was also given by him.

Shri S.S.Khichi A.D.I.S.Piploda also explained about the plan expressed hope that all H.M.s would co-operate in achieving aim and invited their suggestions regarding the project for district plan.

Problems and suggestions:

- (1) The survey work of 6 to 14 years age group of children will be done by all Primary Head Masters carefully.
- (2) Mid-day-meal should be provided to all the children of the school in rural areas.

(3) For bringing them in school proper environment should be created by all the society members and employees of other departments.

Parents must be educated in such a way that they may eagerly send their children in schools

In the end the secretary of Bharat Gyan Vigyan Samiti Shri Palliwal gave details regarding the structure of Plan..

The meeting declared disbursed by full hope and its success of the above said plan by Shri U.C.Verma.

Second Meeting of Universalisation of Primary Education
Dated 7-1-1994.

All primary school Head Masters and other respected person of the area invited in the meeting of Universalisation of Primary education programme held on 7-1-94 at: D.I.E.T. Centre Piploda.

1- Some factors respon sible for non-achievement of U.P.E.programme's aim are as such:-

- (1) The primary school are not attractive enough for the children.
- (2) Teachers absenteesm and shortage.
- (3) Absence of building and basic teaching learning material small number of working days in a year.
- (4) Low relavarance of education to the needs of the children and their parents.
- (5) Lack of motivation.
- (6) Low status of Girls and women, poverty, lack access school and I.F.E.Centres.
- (7) Unsatisfactory quality of education.

SUGGESTIONS RECEIVED IN THE MEETING:-

- 1- Every primary school should have a pucca building with at least two class rooms and a varandah.
- 2- Atleast three teachers should be posted in every school.
- 3- Essential teaching learning material must be provided in all schools.
- 4- Syllabus ~~xx~~ must be received according to the need of child and society.
- 5- Examination should be conducted at the end of the Primary education that is class 5th by district board as was conducted in the past.
- 6- Financial matter of the teachers must be decided in time period.

7- All the teachers should be promoted in time limit and according to their qualification and seniority base.

8- All teachers should be transferred after a fix period usually serving in one institute from long time.

Dy. Director of education Shri K.N. Tripathi also discussed in the matter and encourage the teachers to work hardly and honestly for the success of this plan.

Shri U.C. Verma U.P.E. Project incharge, Shri Madan Verma Prof. Paliwal Secretary of Bharat Gyan Vigyan Samiti, Shri Sunil Vyas also gave their views regarding the plan and inspired the teachers.

D.K. Dasnottar A.D.D.S. Piploda-2 gave thanks to all the Guests and other respected persons for their presence in the meeting and giving valuable suggestions regarding the Plan of U.P.E. and hope that the Teachers will do the needful as scheduled.

LIST OF PARTICIPANT

No.	Name	Designation
01-	Basantkumar Sheti	A.T. P.V. Sarsana
02-	Baculal Dhokod	A.T. P.V. Ganeshraj
03-	Balaram Ninama	M.M. P.V. Gudarkheda
04-	Rameshwar Prasad Kulmi	A.T.P.V. Nandleta.
05-	Balaram Malviy	H.M. P.V. Hatnara
06-	Jagdishchendra Damar.	A.T. P.V. Ummedpura.
07-	Bhuwanlal Uswari	" " "Dhaturia
08-	Kemalsingh Makwana	" " Nolakha
09-	Balmukund Joshi	" " Barkhedi
10-	Gangaram Siyar	" " Semalkhedi
11-	Laxmansingh Chandrawat	" " Manankneda
12-	Goverdhanlal Malviya	" " Thikariya
13-	Ramnarayan Solanki	" " Pindwasa
14-	Goverdhanlal Vakariya	" " Ranigaon
15-	Narendrasingh Solanki	" " Ubargarh
16-	Hinunatsingh Dodiya.	" " Richadevda.
17-	Harishchandra Bhagora.	" " Lambakhera
18-	Goverdhanlal Didora	H.M. P.V. Sherpur.
19-	Rajaram Borasi	" " Chorasi Barayala
20-	Vitnallal Buj	" " Nipaniya.
21-	Ganeshlal Malviya	" " Kabulkhedi
22-	Girdharilal Malviya	" " Kesharpura.
23-	Shambhusingh Sisodia	" " Kalaliya
24-	Vinodkumar Jain	" " Kheda
25-	Shiv Prasad Noraji	" " Bhatkhedda
26-	Balkrishna Joshi	" " Kalukhedda.
27-	Rukmani Sharma.	" " Girls P.V.Piploda.
28-	Laxmi Paliwal.	" " Piploda.
29-	Tulsiram	" " Bhakarkhedi
30-	Veersingh Rana	" " bilandpur.
31-	Sukhdev Rathor	" " Lasudiyathi
32-	Pannalal Panchal	" " Shakkarkhedi
33-	Mohanlal Paneri	" " Jedana.
34-	T.Z.Khan.	" " Bakhatpura.
35-	Magwanlal Parinar	" " Semlia
36-	Mohd. Yasin	" " A. Dodiya.
37-	Zaniruddin Gureshi	A.T. P.V. Piploda.
38-	Ramdulare Maheshwari	" " Hasanpalia.
39-	Pratepsingh Solanki	" " Kushalgarn.
40-	Chandanbala Jain	" " Uparwada.

41- Sujan Chandrawat.	W.T. P.V. Kelukheda.
42- Pushpa Penwar.	Girls M.V.Piploda.
43- Balkrishna Vyas.	H.M.P.V.Piploda.
44- Namidalikhan	" Umarpalia.
45- Mohammadelikhan Pathan	" Machun
46- Kanhaiyalal Phati	" Baroda.
47- Mohanlal Tailor.	" Naveli
48- Masoombeg Mirza.	" Borkheda.
49- Shantilal Mogra.	" Rakoda.
50- Ishwarsingh Phati	" Ayana.
51- Mohansingh Dodiya	" Kamalakheda.
52- Jagannath Gujrati	H.M.P.V. Dhamedi
53- Ramlal Khatik	" Hasanpalia
54- Babulal Patidar.	" Arniyagujar.
55- Sarafajkhan	" Dolatpura.
56- Tajmohammad Patnar	" Barakheda.
57- Lata Gaur	" G.M.V.Hatnara.
58- Voilet Masiha	" Nandleta.
59- Mangilal Vijayavan	" Bachodiya.
60- Nageshwar Vijayawat	" Mawata.
61- Jannadas Vairagi	" Pipliya
62- Bapulal Atoliya	" Jhatla.
63- Hatesingh Parihar.	" Kanser.
64- Ramgopal Pandit.	" Talidana.
65- Kantilal Doshi	" Mavta.
66- Manoharsingh Rathore.	" Riyavan.
67- Seroj Bala.	" Nabaoganj
68- Eherusingh Parsi	A.T.P.V. Nababganj
69- Bhanwarlal Meena.	" Pingrala.
70- Ramratan Kumawat.	H.M. P.V.Jadwasa.
71- Meera Ganodiya	- Mamatkheda.
72- Gayatri Pathak.	- G.P.V.Badayala Mata.
73- Kiran Upadhya.	" Halduni
74- Shahjahan Gureshi	" Sukheda.
75- Shaktisingh Dodiya	P.V. Kanchankhedi
76- Gori Dodiya.	" Uparwada.
77- Noolchand Solanki	" Shejnakhedi
78- Shankarlal Sasri	" Ranayara.
79- Shrawanlal Shetye	" Sohengarh.
80- Rameshchandra Shrivastava	" Mamatkheda.

81- Rameshchandra Derashri	A.T.P.V.Amba
82- heeralal Paker.	H.M.P.V.Sujapur.
83- Purandas Vairegi	" Dudaknedi
84- Vikramsingh Soranki	" Dhamedi
85- Premnarayan Joshi	" hariyakhedi
86- K.L.Dohre.	" Chipiya.
87- Sheitanmal Kataria	" Chiklana.
88- Anarsingh Panwar.	A.T.P.V. Sherpur.
89- Manishankar Sharma.	" G.P.V.Riyavan
90- K.S.Rawall.	Retd.Prof.Diet Piploda.
91- B.S.Sisodia	" H.M.H.S.S.Piploda.
92- S.S.Khedhi	A.D.S.N.No.1-Piploda.
93-D.K.Dashottar.	" " No.2-Piploda.
94- U.C.Verma.	P.T.P. P.Diet, Piploda.
95-Madan Verma.	Music Teacher, Piploda.
96- Vairagi	Ecot. Diet, Piploda.
97- Kaushal.	A.P.SEO-Jaora-Piploda.
98-Dy.Director of Edcn.Ratlam.	
99-Asstt.Director,	
100-Chainsingh Ratnore,	eacher P.V. Piploda.
101-B.L.Jain.	" "

42- Sunilkumar Jain	" Namkhedi
43- Ashokkumar Tiwari	" Pachewa
44- Neeralal Paker.	H.M. Sujapur.
45- Salaram Meenama.	" " Gudarkheda.
46- Shaitamal Kateria	A.T.P.V.Chikheda.
47- Jasantkumar Cheti	" Sariana.
48-Sarfarajkhan Patnan.	" Daulatpura.
49- Premnarayan Josni.	" Hariyakheda.
50- Narendrasingh Solenki.	H.M.P.V.Bargad
51- Gopivallabh Coswami	H.M.P.V.Bogod.
52- Ahmadhusain Shah	A.T. P.V. Bhatkhedi
53- M.Yasin	" Ajampur Dodiya.
54- Rajaram bogli	" ChorasiBadayala
55- Shankarlal Babri.	" Kandarwasa.
56- Badrilal Panwar.	H.M.P.V. Dhutiya.
57- Krishnasingh Sisodia.	A.T.P.V.Karwakhedi
58- Laxminarayan Pathak.	A.T.P.V.Chawari.
59- Omparkash Pal	" Khedewad.
60-Babulal Dhakad.	" Ganeshganj
61- Ramsingh Chauhan.	" Darbad.
62- Kanhaiyalal Ninama.	" Pipalkhunta.
63- Raghuvirsingh Jhala.	H.M.P.V.Ranigaon.
64- Rameshwar Pd.Kulambi	A.T.P.V.Nandleta.
65- Sukhdev Ratnor.	" Lasudiyanaath
66- Ramratan Kumawat.	H.M.P.V.Jadwasa.
67- Salmukund Joshi	A.T.P.V.Barkhedi
68- Purandas Bairagi	" Dudnakhedi
69- Gangaram Siyar.	" Semalkhedi
70- Bhuwanlal Uswari	" Dhaturiya
71- Kanhaiyalal Cheti	" Baroda.
72- Manoharsingh Rathore.	H.M.P.V. Riyaven.
73- Manishanker Sharma.	V "G.P.V.Riyavan.
74- xxxxxxxxxxxx Shambhusingh	A.T.P.V.Sukheda.
75- Hiralal Soni	" "Sukheda.
76- Aslamkhan Pathan	" Badayala Sarvan.
77- Ganeshlal Malviya	" Kabulkhedi
78- Prabhakar Kardekar.	H.M.P.V.Kalukhedi
79- Badrilal Beriliya	A.T.P.V.Barkhedakala
80- Hatesingh Parinar.	H.M.P.V.Kanser.
81- Balkrishna Vyas	" Piplooa.
82- Kantilal Dosni	A.T.P.V. Navta.
83- Tajmohammad Patnan.	A.T.P.V.Barkheda.
84- Umashanker Sharma.	H.M.P.V.Dhesana.
85- xxxxxx	A.T.P.V.Chikheda.

- | | |
|-------------------------|-------------------|
| 86- Ramnarayan Solanki. | A.T.P.V.Pindwase. |
| 87- Balaram Malviya | H.M.P.V.Hatnara. |
| 88- Md. Alikhan Pathan. | A.T.P.V.Mayan. |
| 89- Ishawarsingh Bhatti | " Aayana. |

SANITI MEMBER:

- 90- N.S.Kawal Retd. Lect. B.T.1. Piploda.
91- S.S.Bisodia Teacher H.S.S.Piploda.
92-S.S.Khichi, A.D.I.S. IPiploda No.1.
93- D.K.Dashottar. " " No.2.
94- U.C.Verma P.E.P. Incharge Lect. Piploda.
95- Madan Verma Music Teacher, Diet, Piploda.
96- A.N.Paliwar, Prof. Govt.H.S.S.Jaora,
97- R.P.Kaushal, D.O. Jaora/Piploda.
98- Bhalchand Amol, H.M.M.V.Dhamedji.

No.	Name of Teachers.	Designation
01-	Shahjanen Guresni	G.P.V. Sukheda.
02-	Susri Pushpa Panwar.	" Piploda.
03-	Smt. Gayatri Pathak.	" Sadayala Mataji
04-	Smt. Chandanbala Jain.	" Uparwada
05-	Smt. Giran Upadhya	" Handuni
06-	Smt. Voilet Mashin	" Handleta.
07-	Smt. C.K. Purohit.	M. Bal Vikas Adhikari.
08-	C.P. Kherhat.	" "
09-	Smt. Rukmani Sharma.	G.P.V. Piploda.
10-	Smt. Laxmi Paliwal.	" "
11-	Smt. Sumanlata Kardekar.	P.V. Jaliner.
12-	Smt. Sugandkunwar Chandrawat.	G.P.V. Kalukheda.
13-	Smt. Beera Ganodiya	G.P.V. Hamatkhedha.
14-	Km. Gurga Vairagi	P.V. Lambakheda.
15-	Shri Jamnalal Vairagi	P.V. Pipliya.
16-	Karayansingh Thakor.	" Chandravata.
17-	Shantilal Chavala.	" No. 3-Alote.
18-	Kanhaiyalal Vyas.	" Binoba, Ratlam.
19-	Smt. Parvati Kamalpanthi	" Nagarvas, Ratlam.
20-	Smt. Rajkumari Ratnore.	G.P.V. Mandawal.
21-	Jagdishchandra Trivedi.	P.V. Aakatwasa.
22-	Sabulal Patidar.	P.V. Amiya Gujar.
23-	Anravanlal Bhakya.	P.V. Sehengar
24-	Shagasanlal Lodha.	P.V. Sadayala Mataji
25-	Jagannath Gujrati	P.V. Dhamedi
26-	Ramchandra Bodiya.	P.V. Mundri.
27-	Kamlashankar	P.V. Barmoda.
28-	Ramdulare Maheshwari	G.P.V. Hasanpaliya.
29-	Jagdishchandra Dakar.	P.V. Hjj Umedpura.
30-	Shaktisingh Dodiya.	P.V. Kanchankhedi
31-	Dhanjeetsingh Patel.	G.P.V. Dhamnod.
32-	Pratapsingh Solanki.	P.V. Kushalgarh.
33-	Tahurajmakhan	P.V. Saknatpura.
34-	Govershanlal Didor.	P.V. Sherpur.
35-	Rameshchandra Derashri	A.T.P.V. Amba.
36-	Masumbeg Mirza.	H.M.P.V. Borkheda.
37-	Hamirsingh Ninama.	H.M.P.V. Rakoda
38-	Vikremsingh Solanki	" Akayadeh
39-	Sajjehusankhan.	Officiating H.M.P.V. Mamat
40-	Mohansingh Bodiya	A.T.P.V. Kamlakheda.

UNIVERSALISATION OF PRIMARY EDUCATION

1st. GEN. MEETING :: Dtd. 28-12-94.

A general meeting for Universalisation of Primary Education being held at Middle School Rapat, Jaera of all Primary School Headmasters, Educationalists, Journalists, Honourable-respected-eld persons of Jaera, presided by Mr. K.P. Kaushal Block Education Officer, Jaera.

Chief Guest and an expert of UPE Mr. U.C. Verma, Lecturer of DIET Piploda explained in the Gen. meeting about- What is the UPE and made up the mind of the persons gathered in the meeting. Prof. A.N. Pulival, Secretary of Dist. Saksharata-Samiti Ratlam told in the meeting to make the Primary-Schools well equipped, while Mr. O.S. Thakur B.D.O. Jaera give the valuable suggestion to joint each school with approach-roads. Dr. H.S. Rathore, President of Lions Club Jaera suggested to made the atmosphere of schools creative-one, while Mrs. Kamini Rathore Principal of Emerald Heights Higher Secondary School to give special attention towards Girls-education. Block Congress (I) - President Mr. Dharamchand Chaprad suggested to add the old & respectable teachers and citizens with the theme of UPE.

President awarded teacher Mr. Atmaram Verma told in the meeting that Teacher must be 'The Key-Person' in the UPE Programme and it is the only way of success.

Mrs. Arjunand Bano, Head Mistress of Kanya M.S. Rapat Jaera explained the utility of mid-day-meal especially for village-girl-students for the success of UPE. Mrs. Sulechana Sharma, Principal of Govt. G.H. Kamala Nehru Higher Secondary School Jaera for Asharma-cum-schools in the villages for girls.

In the end Mr. Kaushal BEO Jaera requested the respectable persons of the regency to give their Top-rank support for its succes. ADIS MR. K.S. Gupta Thanks to the all.

OFFICE OF THE BLOCK EDUCATION OFFICER, JAORA (M.P.)

IIND GEN. MEETING OF UNIVERSALISATION OF PRIMARY EDUCATION

...

A general meeting of Universalisation of Primary Education held at 7-1-94 in the Block Education Office's premises being presided by Hon'ble Deputy - Director of Education, Distt. Ratlam Mr. K.N.Tripathi, Mr. D.U.Rajawat, Assistant Director of Education were the Chief Guest.

Ex-Home Minister Mr. Bharat Singh in their 15 min. message indicated the role of Teachers for the Success of UPE. Mr. U.C.Verma of DIET Piploda discussed with teachers & Head Masters about various problems raised before them. Assistant Director Mr. Rajawat explained the statistical basement of UPE & said that - till 2001 there will be none boy/girl remained going in primary schools. And it is all - depended only upon you 'The Teachers'.

Mr. Sujan Kochatta, Chief of the Journalist - Bureau & representative of Nai-duniya assured for its (UPE Project) wide publicity in the news-papers by way of press without delay. Mr. Prakesh Chhajed of Bhaskar told in the meeting for providing house-facilities to teachers in the villages through UPE agency. Km. Kusum Sharma, teacher of K.N.K.M.School Jaora represented at that time to provide 'School-activities-calander' having 220 working days. Mr. Shyamsunder Nag, a teacher asked in the meeting & suggested that - Is it possible to provide a Super Grade specially for village teachers. Many other teachers & persons presented in the meeting given their open heart - support to this proposal and requested the President to give Top-priority to this one.

In the end the president Mr. Tripathi explained the creative-aspect of UPE and requested everybody to make their support for it. Mr. Kaushal BEO pay thanks to the ALL.

Agenda

First Conference Block
Meeting # 27.12.93
Ratlam

With a view to inviting suggestions for spreading the education to the grass root level and making the entire programme useful result-oriented and a success a meeting was held to day (27.12.93) in the premises of the New Middle School Hathikhana.

The members of the bloc development level each and every Asst. Inspector of the ~~Government~~ Schools of Ratlam attended the meeting .

Mr.N.S.Purohit at the very outset not merely explained the aptness of the meeting but also threw a flood of light on the great significance of the ambitious plan of the government. He invited the valuable and creative suggestions from the participants of the meeting . The brief outline of the suggestions is as under :-

- (1) for a hundred percent admission to the schools such laws should be framed that education becomes compulsory for ~~books dresses and food~~ boys and girls .
- (2) for tempting them to the rooms of the schools there should be a provision for books dresses and food .
- (3) In addition to the school syllabus job-oriented courses should be introduced and such trades should be set forth that fetch money and become a financial help to the family. Such earnings in the very premises of the schools, by the students will not merely check the number of the drop outs but also encourage the parents to send their sons and daughter to schools, for poverty is a great stumbling block .
- (4) in addition to schools Non-formal centres of education should be established in an area of one kilometre and such compulsorily established centres of education should be brought under intense and regular supervision that they may bear sweet fruit .
- (5) through its quite challenging to start primary schools in each and every pocket attempts should be made that every hamlet every village every bunch of huts possesses an

an Non-formal centre of deucation that boys and girls wander not from this to th t village or town in search of education Moreover the remuneration of the Directóps of such Non-form centres should be honisomely increased. A meagre salary or honorarium of 2.105 won't make them abide by the rules and discharge their duties earnestly .

(6) the village teachers should be harnessed for other work that they may give a full-time attentions to their books and students.

(7) Well-furnished and well-equip ed school-buildings with a healthy atmosphere enchant the students . Certainly a necessary and a graceful school-building is a just requisite

(8) a brief syllabus will coax the students to schools .

(9) Child marriage should be strictly and legally stopped. The uneducated parents and especially the ~~0339169~~ mother the unscientific way of thinking and the unhealthy traditions like child-marriages exercise an uncreative influence and render education not at all necessary in the rural areas. Scientific thinking should be encouraged and unhealthy traditions should be rooted out .

10 even a smallest village should be cannot~~o~~ with a road or a Rly.line that regular inspection becomes a possibility .

11 the school syllabus should be such as that's easy to grasp and fruitful in the life. Simple and graceful methods of teaching should be developed that the students effortlessly come to have a knowledge of the local colour flora and fauna—the soil and the seasons trees and the farms birds and animals and the fundamental elements of life .

Block ~~development~~,
Education Officer,

Ratlam.

LIST OF MEMBERS WHO ATTEND THE FIRST MEETING DATE 27-1-94

- 1/ Shri D.D.Rajawat-Asistant Director,Education Dist.Ratlam
- 2/ ,, Bharatlal Vyas-Zonal Organizer-000 Tibal Ratlam .
- 3/ ,, N.S.Prouhit -Asst.Director - WBE Dist.Ratlam.
- 4/ ,, B.L.Upadhiyay-Block Education Officer Pilsoda .
- 5/ ,, M.G.Kulshresht- A.D.I.S. Ho.-1
- 6/ ,, S.L.Dosi - -----,-----5
- 7/ ,, J.S.Sisodiya -----,-----5
- 8/ ,, C.B.Soni -----,-----3
- 9/ ,, O.C. Jain -----,-----4
- 10/ ,, J.N. Sharma -----,-----2
- 11/ ,, Ramnarup Solanki-Head Master 2/2 Gandhi Nagar Ratlam
- 12/ ,, Inderdatt Joshi-----,----- Laxmanpura
- 13/ ,, Madankingh Parihar-----,----- K Ramli .
- 14/ ,, Santilal Jain -----,----- Palsoda .
- 15/ ,, Anokhilal Jain -----,----- Chitaved .
- 16/ ,, Baxulal Jain -----,----- Palsoda G. P/S
- 17/ ,, Ratanlal Taha -----,----- Beyanapoda .
- 18/ ,, Ramchandra Lote -----,----- Titra .
- 19/ ,, Akhilesh Vyas -----,----- Itavamtaji
- 20/ ,, Yasin Ali Jadi -----,----- Sirchadi.
- 21/ ,, Rameshchandra Bhavsar -----,----- Sansvad .
- 22/ ,, Mohanlal Sharma -----,----- B.P/S Namli .
- 23/ ,, Bcajmath Dohare -----,----- Birnawal .
- 24/ ,, BhagirathSisodiya -----,----- Harodi .
- 25/ ,, Madansingh Deoda -----,----- Saveri .
- 26/ ,, Ganpat Rao Chowhan -----,----- Shanti No. 1 Ratlam
- 27/ ,, Laxminarayan Rawal -----,----- Indri Colony --,--
- 28/ ,, Satyanarayan Purohit -----,----- B. Nagar .
- 29/ ,, Balkrishna Sharma -----,----- Akshay Ratlam .
- 30/ ,, Mahiyalal Soni -----,----- Palsoda
- 31/ ,, Balilal Jarandala -----,----- Sirchadi .
- 32/ ,, Maheshlal Niname -----,----- Sirchadi .
- 33/ ,, Nishanlal Godani -----,----- Indri Colony

- 34/,, Shri Nasir Khan Mansuri P/S, Badbad .
35/,, Pandurang Joshi, Bibrod .
36/,, Satishchandra Deeya, Sagod .
37/,, Jagdishchandra Hunia, Sinod .
38/,, Rameshwar Maida, Nayakheda .
39/,, Laxmansingh Chohar, Deekwa .
40/,, Tolaram Sharma, Rattagar .
41/,, Jandevsingh Pal, Dantodia .
42/,, Ramchandra Padiyar, Badchapda .
43/,, Ramdas Brelia, Shivpur .
44/,, Nathusingh Kataria, Lunera .
45/,, R.M. Mehra, Samlia .
46/,, Narayan Korane, Chourani .
47/,, Ishwarlal Shotriya, Brahmno ka vas Ratlam .
48/,, Dashrath Upadhyaya, Khetalpur .
49/,, Satyadev Sharma, Navten Goshalla Ratlam .
50/,, Chadamilal Noroji, RupaKheda .
51/,, Govindlal Kumavat, KuaJhagar .
52/,, Abdul Rahman Shah, Dari .
53/,, Nand Kishore Pande, Darar .
54/,, Laxminarayan Sharma, Bhatibarodia .
55/,, Shambhulal Nihada, Nalkui .
56/,, Satyanarayan Dwiwadi, Palas .
57/,, Ganga Ram Ganava, Dhoswas .
58/,, Maheshchand Kaner, Delanpur .
59/,, Prabhatra Nihada, Chatvas .
60/,, K.G. Purohit, D.E.P. Ratlam .
61/,, Parshottam Joshi, Panched .
62/,, Krishna Vallbh Shoutriya, Dhemnod .
63/,, Jahoor Ahmads Mansur, Umarthana .
64/,, Lalasingh Cahalot, Salakhedi .
65/,, Romkali Kazzi, Julvanta .
66/,, Gajendra Kumar Jain, Gulripada .
67/,, Bhawarlal Baragi, Mangrol .
68/,, Ishwarlal Aasopa, Samelpada .

69/,, Sari Rameshchandra Mahavada P/S G. Nagra
70/,, Ratchanara Sharma Seekhadi.
71/,, Heeralal Gamarwade B.Bilpalk.
72/,, Krishnachand Vyasa Sajavda
73/,, Rameshwar Sharma Nagda.
74/,, Jagdishchandra Barodia Malvaso.
75/,, Lalaram Takasara Laxmanpura.
76/,, Sohndevi Sankhla Lokmanya.
77/,, Premlata Jain Ramgar Ratlam.
78/,, Ganga Tekwani Harsh ,,
79/,, Usha Godbole Nutan Bal Mandir Rtm.
80/,, Usha Shrivastava Tek Bhadur Public School Rtm.
81/,, Maya Kumavat Surjapur
82/,, Samta Misra Mundari
83/,, Shashi Verma Dantodia.
84/,, Usha Rathore G.Bangrod.
85/,, Veronica John Nevasa.
86/,, Vijaylaxmi Galwad Ambodia
87/,, Krishna Mode Sajavta.
88/,, Vinita Ratnakar Chiklia
89/,, Vijaylaxmi Sharma Lochitara.
90/,, Vicha Chanchalani Model Rtm.
91/,, Kanta Ninaze G. Simlavda.
92/,, Shayamadevi Joshi G. Kamli.
93/,, Muni devi Saxena Surajpur .
94/,, Yadukumari Yadav Malikua.
95/,, Manorma Sharma G.Shivpur
96/,, Anuradha Patel Bingsikhadi
97/,, Kavita Saxena G. Itavakdiurd
98/,, Avantika Shah Vikram Rtm.
99/,, Leela Verma G.Dhamad.
100/,, Usha Vertak G.Rtm.
101/,, Beejali Chalia Bharti Rtm.-2
102/,, Krishna Purohit Amleta.
103/,, Rajabai Kasumbar Veer Abhimanyu Rtm.
104/,, Gita devi Goyal Ravindra Rtm.
105/,, Nirmala Upadhyay Subhash ,,
106/,, Sarla Chanetwal G. Rampuriya
107/,, Chandrakala Shinde B. , , ,
108/,, Krishnakanta Katarliya Bhil Visranti Graha.
109/,, Rekha Gahalot Undva .
110/,, Kesar Sinhala Chauran
111/,, Rameshchandra Sharma Bhauvaso
112/,, Nandkishore Sharma Chandoria
113/,, Rajna Chowdhari Bauli

114/	Kannanlal Chowhan	P/S	Ishwarnagar
115/	Maharajsinh Chatav	---	Patadi
116/	Laxminarayan Sharma	---	Rampuria
117/	Ramesh Giri Goswami	---	Rudhanathgar
118/	Vardichand Patidar	---	Turkhadi
119/	Gowardhansingh Panwar	---	Gonavad
120/	Keshawlal Rami	---	Jawahar
121/	Chandrasingh Panwar	---	Gangakhedi
122/	Gayaprasad Diwakar	---	Khafi
123/	Rajeshu Shotriya	---	Peepalkhuta
124/	Phulsingh Bhagora	---	Makoriapada
125/	Veersingh Ninore	---	Umaran
126/	Nagoram Gamad	---	Simlavada
127/	S.D. Veshnav	---	Berodia
128/	Shamshulal Maida	---	Badnara
129/	Gopal (Chand Ninama)	---	Rojarka
130/	Kankarneswar Joshi	---	Aelina
131/	Prakhalad Kataria	---	Korvani
132/	Neena (Shah)	---	Bhatiberodti
133/	Shyam	---	Dharar
134/	Babulal Salvi	Ho-	Kotri
135/	Dharmalal Bhawar	---	Bercha
136/	Nandlal Borasi	---	Chorana
137/	Maharajansingh	---	Kachlala
138/	Balusingh Rang	---	Dojankheda
139/	Shamshulal Patidar	---	Jarwasakel
140/	Mangilal Maleka	---	Paldana
141/	Nadan Panchal	---	Ghodakheda
142/	Shantilal Ahrwat	---	Dantoda
143/	Shamratilal Salvi	---	Mathori
144/	Yogesh Purohit	---	Bagadia
145/	SuryaPrakesh Parihar	---	Kharakhedi
146/	ShyamKumar Mayur	---	Koo
147/	Sunderlal Gwale	---	Kopal
148/	Uchhablal Salvi	---	Bhilkhedi
149/	Shantilal Deoda	---	Dilipnagar
150/	Gowardhanlal Sen	---	Kallukhedi
151/	Poonamchand Patidar	---	Ghatola
152/	Dilip Verma	---	Simlavada
153/	Dilip Singh Chowhan	---	Asleti
154/	Krishore Panchmani	---	Kalikhedi
155/	Kabirulal Verma	---	Udawalda
156/	Balilal Shotriya	---	Mherona
157/	Nand Krishore Karandhar	---	Ramshwar
158/	Shamshulal Chowhan	---	B. Panagod
159/	Poonamchand Parmar	---	Karakhedi

16

160/ Mangilal Verma	P/S	Sarvanikhurd
161/ Nandlal Panwar		Sonwaliarundi
162/ Ramesh Kumar Jain		Rajapura
163/ Niranjan Kumar Dubey		Dholawar
164/ Harisingh Bhagora		Dhabaipada
165/ Ramlal Khradi Dda		Dhaturia
166/ Tajmohammad Kurashi		Dholka
167/ Akhtar Rja Usmani		Gopalpura
168/ Bagdiram Gahalot		Isarthuni
169/ Rameshchander Sharma		Sarvar
170/ Sureshchand Pathak		Jamunia
171/ Guni Mohm.		Hemti
172/ Sureshchand Sharma		Jadwasakhurd
173/ Ranchorlal Patidar		Hatnara
174/ Jagdish Chand Sharma		Kalolikhurd
175/ Babulal Verma		B. Panched
176/ Nandram Patidar		Janthun
177/ Rai Singh Panwar		New Police Line Rtm.
178/ Nandlal Bindal		Radakrishna
179/ Madanlal Kasara		Bajeda
180/ Eherulal Sharma		Nutan Rtm.
181/ Nandlal Jain		Hayon
182/ Preetumbabu Suman		Surana
183/ Kaluram Gamar		Kaned
184/ Ambalal Hara		Dhakotar
185/ Motilal Chopra		Subhash-1 Rtm.
186/ Mohanlal Chowhan		Bhoipura
187/ Ram Adikari	Sharda	Sharda Rtm.
188/ Phoolchand Tak		Nandlal
189/ Ranchand Verma		Kandervasa
190/ Subhashchand Purohit		Usargar
191/ Kalashchand Rathore		Samlia
192/ Shamlal Sharma		Kalmoda
193/ Bhaverlal Baragi		Mangrol
194/ Ravati Prasad Gupta		Sajavta
195/ Shobharam Suryabasi		Bhuvanipada
196/ Raghunandan Joshi		Vinoba
197/ Nathulal Mavdia		Sujleha
198/ Mangilal Mandari		Rajendra Rtm.
199/ P.D. Solanki		Navanet Rtm.
200/ Chopalal Rathore		Boia
201/ Badrilal Awana		Umer
202/ Ram Narayan Solanki		Sarvani Jatin
203/ Rajan Lal Kataria		Rattam
204/ Jahar Ahmed Munguri		Umer
205/ Prashant Chandra		Umer Rtm.

206/ Mohanlal Pawar	P/S	By Ringia
207/ Babulal Sen	—, —	Simlavda
208/ R.P. Sharma	—, —	Bhatuni
209/ Dhruv Kumar Parkhi	—, —	Dharmod
210/ S.K. Parohit	—, —	Saraswati Ramgarh
212/ Babulal Kusmakar	—, —	Averia
212/ Ambaram Patidar	—, —	Emalipada
213/ Shankarlal Bavdhara	—, —	Morda
214/ Ratanlal Bhagora	—, —	Kslampada
215/ Rozy Aahooza	—, —	Vinoba
216/ Kubara singh Solanki	—, —	Gwalikhandi
217/ Govindram Gujrati	—, —	Station Bangrod

Second Conference Block No. 1

Second Sitting

On January 7, 1994 in the office of the Block education Roll in following points were brought under the purview for giving a concrete shape to the ambitious plan of spreading the primary education to the grass root level .

- (1) Special training sessions for the teachers should be started that the teachers learn into the new methods and techniques of teaching and thereby render their teaching more attractive and entire system strong and tenable. They should be instructed the way that they may have a strong sense of duty for the key of right ~~education~~ education but in the unswerving sincerity of the teachers .
- (2) the outskirts of the western sectors of the block show rather a distaste for education . Illiteracy is another factor. Only a sound economic structure will help the child labourers and teenagers divert themselves to the schools buildings otherwise away from the school premises they will keep working as to earn bread for their family .
- (3) Primary education should be made compulsory and should be given a legal framework that it directly connects itself with the validity of the citizenship .
- (4) the dream can be translated into a reality only when each Primary School possesses a ~~puke~~ building of its own . When it's well-furnished enjoying pleasing methods of teaching and a set of teachers sincere and duty bound .

LIST OF MEMBERS WHO ATTEND THE SECOND CONFERENCE Dt. 7

- 1/ Shri D. J. Rajawat Asst. Director Education Dist. Kota
- 2/ ,, H. G. Mulshrest A.D.I.S. No. 1
- 3/ ,, J. N. Sharma ----- 2
- 4/ ,, C. B. Soni ----- 3
- 5/ ,, O. C. Jain ----- 4
- 6/ ,, S. L. Dosi ----- 5
- 7/ ,, G. S. Sisodia ----- 6
- 8/ Smt Sharda Ramble ----- 7
- 9/ Shri Dhruv Kumar Parkhi P/S-Bhemod
- 10/ ,, S. K. Purohit P/S Ramgarh

Universalization of Primary Education Bajna Block, Ratlam

A meeting of the following officers and teachers of Bajna Block was held on 9.1.94 at Bajna to review the plan.

List 1 to 98

- (1) Shri Sharad Joshi suggested to provide tarycot uniform to all boys and girls of Bajna Block.
- (2) Shri Bohara, ADIS pleaded for residential facilities to be provided for the teacher in the Block strictly to teacher only through the B.E.C. only.
- (3) Shri Dodiya suggested for providing proper training to the teachers to run the school properly and make it an attractive place for children and be reviewed regularly.
- (4) Shri Varma suggested for education excursion on Govt. expenses to improve their knowledge. It is very essential in tribal belt.
- (5) Shri Soni suggested for rational teacher student Ratio in schools to a minimum of two teacher for every primary school.

A.D.I.S. Bohara emphasised the need of pre primary and pre secondary Board Examination to maintain the minimum standard of learning as prescribed by N.C.F.R.T.

Shri Joshi B.E.C. Bajna suggested for the provision of the School Building which should be well equipped and have residential facilities for the teacher to prevent demand and destruction of the building by the villagers. It will also be beneficial for the villagers too.

UNIVERSALIZATION OF PRIMARY EDUCATION BAJNA BLOCK,

The first and second meeting to prepare plan of Univerlization was organised at Bajna on 28.12.93 and at Higher Secondary School Raoti on 29.12.93. The following honourable members, officers and teachers of the Block took part and gave their valuable sugges

List No. 1 to 174

- (1) Mr. Sharad Joshi B.E.C. Bajna suggested that time to time new and latest Modern Training should be given to the teachers.
- (2) Shri K.G. Rohara suggested that formerly teachers were imported training once in the service period is now suggested to be given every three years as refresher.
- (3) Retired teacher Shree Vashnava suggested on the spot instruction programme to be introduced by the staff of training Institute.
- (4) Shri Yashwant Verma suggested for the improved administration a fully equipped office for the B.E.C. at each Block level.
- (5) Shri Rathod proposed for seminars to be held by the education experts, at regular intervals.
- (6) S.D.M. Sailana insisted on vehical facilities to be provided for constant watch in the field.
- (7) B.D.O. Bajna suggested that the Modern and latest audio-visual aid at each Block level.
- (8) Bhanu Prakash H.L. Kumban pur suggested for the provistion of vehical for A.D.I.S..
- (9) A suggestion came from principal Raoti Shrimati Sharma to the member of institution under every A.D.I.S. to maximum limit of 50.

- (10) S.D.O. Jaora Shri Bhatnagar suggestion that the teacher should be made on important and honourable status in the society by providing him with power to solve local public problem by directly approaching District Authorities and be paid respect ful remuneration.

OFFICE OF THE BLOCK EDUCATION OFFICER ALOTE, (M.P.)

Ist General Meeting of U P E : 27.12.'1993.

The Ist U P E General Meeting presided by Mr. B. L. Sharma B. E. O. were held on 27.12.'1993.

Mr. Dharam Chand Jain gave a focus upon some important features of U P E

Mr. B.L. Nigam explained that in the Indian Constitution in the Parichhed 45. it is said - FREE & COMPULSORY EDUCATION for 6 to 14 Years aged children. To complete this one - the valuable Project of U P E came into existence.

In brief it was expressed that there were limited books in the pay of the boy. Carriculum must be time based, village atomosphere-based and Community based. We should introduce Basic Education aspects in the Carriculum.

He also explained that there needed 300 additional rooms. Each School should be provided 5 to 10 Thousand Rupees for miscellaneous expenses.

B.E.O. Mr. Sharma explained the utility of Rky Psychology in the norms of Primary Education.

Mr. Nasiruddin H. M. of P.S. Khamria told about the irregularity of new admitted and asked to wage off this one aspect.

Mr. Gopal Bodana asked and explained the utility of inspections. He also added that should not be formal, but actual and based on Creative Guide lines.

At that time the question of teachers problems, mainly GPF, MR.

Leave matters also raised and requested to clear all such matters and problems in due time.

BLOCK EDUCATION OFFICER
ALOTE.

OFFICE OF THE B. E. O. ALORE (M.P.)

11th General Meeting held on 7.1.1994 of U P E.

In this meeting the following valuable suggestions were provided by the persons, Teachers who were gathered at their :-

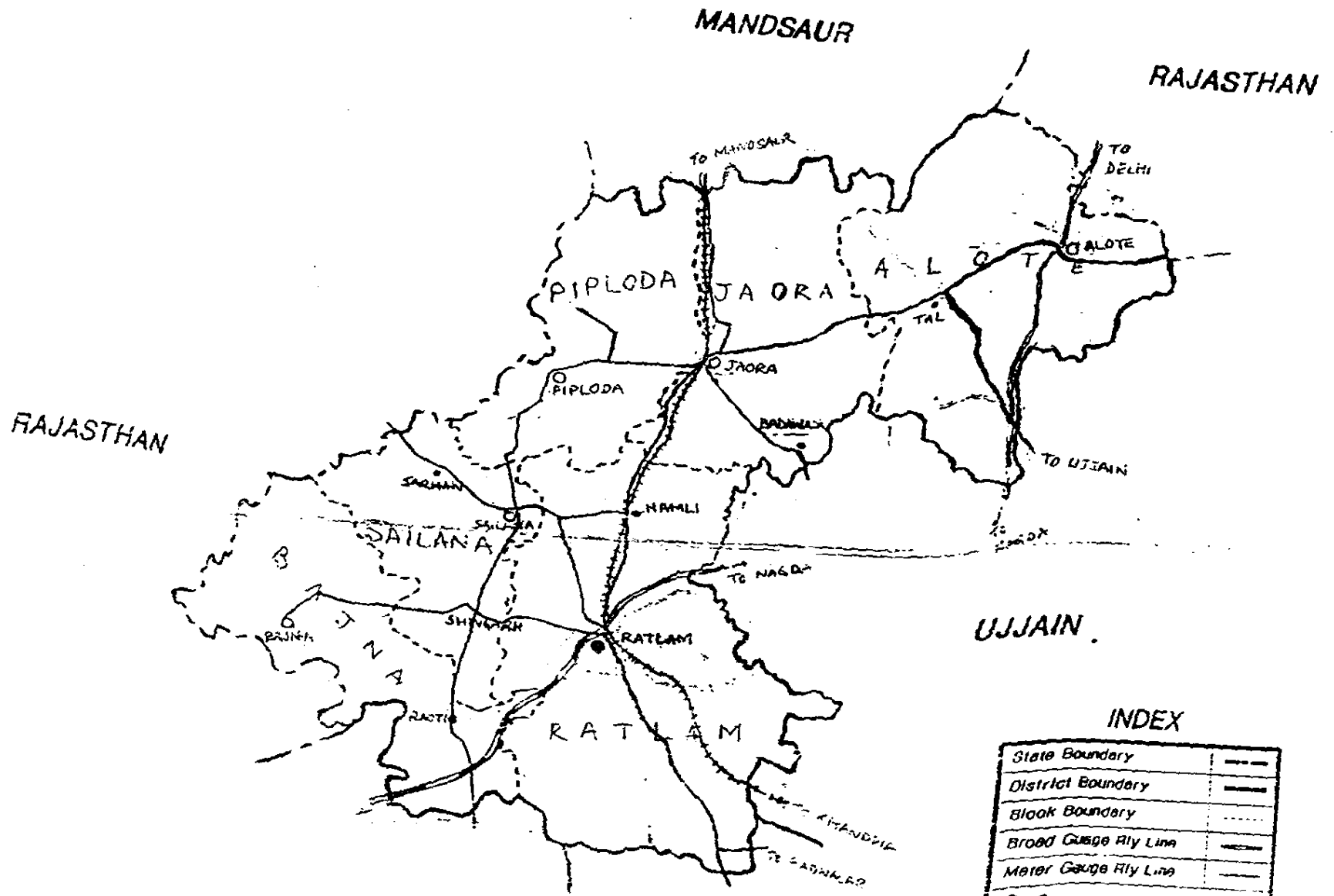
1. Teaching - equipments must be provided in due time.
2. There must be any types of Institutions within 1 K.M.
3. There must be sufficient rooms, Teachers according students. Repairing must be completed in due time.
4. As this block is agricultural one, education criteria must be agriculture - based.
5. School atmosphere must be Creative and Attractive.
6. Each School must have two teachers at least. A Lady Teacher might be in it.
7. It should be observed that a New-admittee must be complete till 5th Class.
8. Education based on earning point.
9. Moran Education factor may be included in the U P E Plan.

BLOCK EDUCATION OFFICER,
A L O R E.



LIBRARY & DOCUMENTATION Centre
National Institute of Educational
Planning and Administration.
17-B, Sri Aurobindo Marg,
New Delhi-110016
DOC, No. D-8488
Date 07-02-95

RATLAM DISTRICT



INDEX

State Boundary	---
District Boundary	---
Block Boundary	---
Broad Gauge Rly Line	---
Meter Gauge Rly Line	---
Road	---
District Headquarters	○
Block Headquarters	○