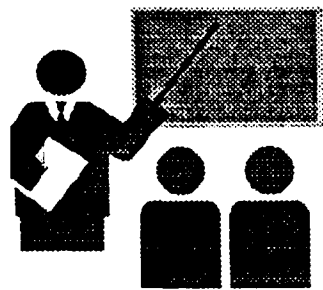
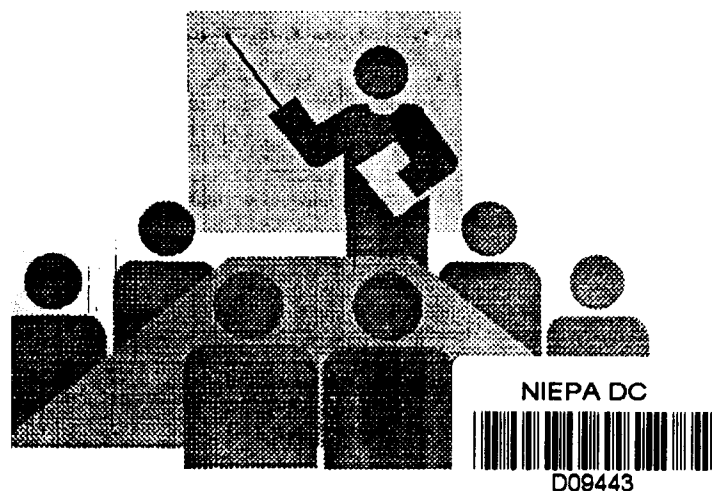
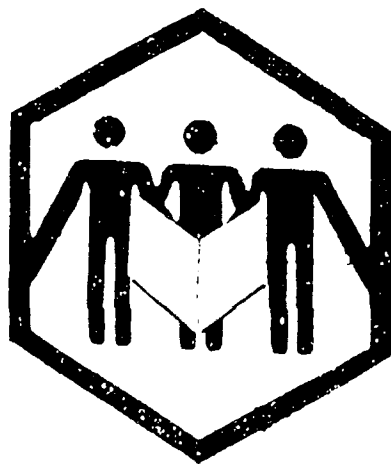


District Primary Education Programme



(REVISED PLAN)

SHIVPURI
(M.P.)



NIEPA DC



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FOREWORD

It gives me pleasure to learn that a programme for Universalization of Primary Education is being implemented in the District under the banner of Rajeev Gandhi Prathamik Shiksha Mission.

I am also proud of the active participation of villagers, Village Education Committees and Panchayats of the District and earnestly feel that the plan will meet the same enthusiastic support during its implementation phase and the aim of UPE will ultimately be achieved.

My sincere thanks are due to our District Planning Group, all the members of the VEC's, teachers and Block and District level authorities who worked hard to give a concrete shape to the plan.

I hope that we shall get full participation of people from every walk of life in future also.

Shivpuri
30th March 1996

Ram Singh Yadav
Chairman
Zila Panchayat
R.G.P.S.M. Shivpuri

PREFACE

*

It is a matter of great pride and privilege that District Shivpuri has been inducted in five new districts selected for launching District Primary Education Programme under the auspices of Rajeev Gandhi Prathamik Shiksha Mission. We are constitutionally committed to provide free primary compulsory education to every child of the age group of 6 to 11 years. The present plan - as it is evolved through active public participation of people at the village level, has helped them to realise their own responsibilities as well as potentialities towards educating their own children.

The participation of VEC's at the village level have been very much encouraging. However, our district planning team have been actively keeping an eye on the progress and development of the plan. It was through the patience and hard labour of DDE Shivpuri, all the BEO's of the district, Shri. C.P. Singh Rtd. principal and Shri. S.K. Shrivastava principal that the plan could take a final shape.

I hope that all help and guidance as necessary from time to time shall be readily available to the district from the R.G.P.S.M. and S.R.G. Bhopal. My heartiest thanks are also due to them for providing a training to the district team and enriching and sharpening the plan with their arduent expertise.

(Signature)

SHIVPURI
21 MARCH 1996

Prahanshu Kamal, IAS
Collector, Shivpuri
& Chairman, District planning Group

ACKNOWLEDGEMENT

Its a matter of proud privilege for me to express my deep sense of gratitude and indebtedness to the State Govt. for including District Shivpur in the prestigious DPE Programme which I appreciate as an ultimate step toward the fulfillment of the constitutional pledge and was being eagerly awaited.

I am very grateful to Rev. **Mrs. Amita Sharma, I.A.S** Mission Director, Rajiv Gandhi Prathmik Shiksha Mission for her personal guidance rendered to the District while preparing the plan and for her excellent supervision. I also owe gratitude to **Mrs. S. Rai** Addll. Director R.G.P.S.M. for her very patient and learned counselling from time to time.

I convey my sincere thanks to the Rev. **Prabhansh Kamal, I.A.S.**, Collector, Shivpuri, Hon'ble members of the Janpad Panchayats and District Planning group for extending their wholehearted support to the district team.

At the same time I thank the Department of Education at the State and Divisional level for rendering their unconditional support for prepare the plan.

My sincere thanks are also due to **Mr. S.P. Shrivastava** B.E.O. Badarwas, **Smt. C. Pachauri**, Lect., **Shri C.P. Singh** and **Shri Sanjay Shrivastava** Principal for their patient and arduous help in preparing the plan.

A.N. Saxena
Deputy Director,
Education
Shivpuri

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Chapter 1

Introduction

CHAPTER - 1

DISTRICT PROFILE

1. INTRODUCTION

1.1 INTRODUCTION TO SHIVPURI

"SHIVPURI" hails its name from the epics as an abode of lord "SHIVA" as symbolized by old "Shiva Mandirs"- hilly terrain and huge evergreen lake "Chandpatha". It has the honour of witnessing the sacrifice of Veer Tantiya Tope a great martyr of India's freedom struggle. It used to be the summer capital of old Gwalior state and is adorned with beautiful royal "Chhatris", a vivacious palace and other spots of natural beauty. The district is also famous for its **National park, Bhadaiya Kund, Banganga, Narwar Fort, Sultangarh falls and stone mines etc.**

1.2 GEOGRAPHICAL

Geographically the district falls between 24.6" - 25.6" lat. and 77.0" - 78.4" longitude. On its North is district **Gwalior**, on the east lies **Jhansi** district of U.P., on the southern side lies district **Guna** and on the west is **Sheopur Kalan** of district **Morena**. The whole of the district is situated in Vindhyaçal Terrain and has an average height of 621.5 mtrs. above sea level with most of its area falling between Malwa and Chambal regions. The district does not lie on the main railway track, running between Delhi and Mumbai. For this reason the external industrial and other progress does not affect the population much. Hence it has got low educational impact also. District Shivpuri can be trifurcated in to three main divisions based on their geography.

1.2.1 The Bundelkhand trap:-

It comprises mostly pre-Dharwarian granite and consists of sparsely cultivated uplands and shallow vallies. Covers eastern half of the district with an area of 3985.99 sq. kms. app. Including **Pichore, Khaniadhana, Karera and Narwar blocks**. Most of the

region is hilly. The People live generally on the sides of the rivers of flat area where cultivation land is available. A large no. Of labourers go from here in search of job. This has a great impact on the education of children. The climate of this area is cool and dry. During cold weather children find it difficult to move from one place to another. Hence literacy rate of this area, particularly of khaniadhana is lowest.

1.2.2 The upper Vindhya:-

Sand stones of Kaimur, Rewa and Bhandar are commonly found in this region. The dip are very shallow and this suggests that there has been a little disturbance since vindhayan period. This region occupies the western half of the district and includes **Shivpuri** and **Pohari** blocks. Great part of land in this region is occupied by forests and so habitations are scattered. Generally children go to forest along with their parents to collect fuel etc. instead of going to schools.

1.2.3 The Deccan Trap:-

It mainly constitutes undulating plains and flat topped ranges of the hills. It covers an area of 1803.34 sq. kms. towards the southern part of the district and includes **Badarwas** and **Kolaras** blocks. It is a cultivating and more prosperous area in which habitations are not scattered The literacy rate is comparatively higher.

However the district suffers from severe drinking water problem. Though in the rains the water is stored into the rivers, valleys and tanks, but in summer these get dry and problem of drinking water to man and animals becomes acute. Children help in bringing drinking water from far away. It affects children education adversely. Only 1254 villages have a nearly satisfactory facility of drinking water, while remaining 1182 are faced with its acute shortage.

1.2.4 Rivers and Drainage:-

There are four main rivers namely the **Parwati**, the **Sindh** the **Kuno**, and the **Betwa** passing through the district. These rivers are a boon for agriculture. They mark **Gwalior**, **Datia**, **Guna** and **Jhansi** boundaries. However during rains they are flooded with water so as to disrupt normal transport and children are particularly held in houses in villages.

1.3 District Statistics :

1.3.1 General

1- Name of the district	: SHIVPURI
2- Population	: 11,32,977
3- No. of Tehsils	: 7
4- No. of Blocks	: 8 (Badarwas, Karera Kolaras, Phori, Narwar, pichore, Khaniadhana & Shivpuri)
5- Area in sq. Kms.	: 10,278 sq kms.
6- Road length	: 1,496 Kms. (i) Pucca - 83.96% (ii) Kachha - 16.04%
7- Panchayats	: 603
8- Janpad Panchayats	: 08
9- Nagar Nikay	: 07
10- Jila Panchayat	: 01
11- Villages	: 1,459
12- No. of villages with electricity	: 1,280
13- Literacy Rate	: 26.02% (as per 1991)

1.3.2 DEMOGRAPHIC

It terms of area the district occupies 15th position in the state. According to Surveyor General of India, the total area of the district is 10.278 Sq. Kms. which comprises 2.31% of total area of the state. Between 1981 and 1991 census there has been no change in the area.

S.No.	Census	Area in sq. Kms.	% of the state
1	1981	10278	2.31
2	1991	10278	2.31

Table 1.1

Population Density : 110 persons/ sq. km.
(a) Population (1991 census)

Total	Male	Female	SC	ST
11,32,977	12,521	5,20,156	2,19,384	12,776
% age	54.08 %	45.92%	19.36%	11.28

Table 1.1A : Total population

Rural	Urban	Sex Ratio
9,60,907	1,72,070	849
84.8%	15.21%	1.85

Table 1.1 B : Distribution of population
(b) Literacy Rate (1991 census)

1.4.1 Socio Economic Profile

(1) Social Profile

District shivpuri has a total population of 11 32 977 as per 1991 census. However the district retains a largely agricultural characteristic with only the district headquarter exhibiting a truly urban characteristic. Rest all the seven block headquarter i.e. Kolaras, Badarwas, Khanidhana, Pichore, Karera, Narwar and Pohari have a semi urban composition. All the block headquarters lodge a total population of 172070. The remaining population of 960907 are all rural. In terms of percentage only 15.2% is urban and 84.8% are rural. A segment wise break up of population is reproduced below.

Table 1.2

Caste ratio among population

Caste	Percentage
General	12.6
O.B.C.	57.1
S.C.	22.3
S.T.	8.0
Total	100.0

(2) Tribe

Evidently the district with almost 88% of backward, lower caste and tribal population has a difficult task ahead as it has to address a wider target group.

Tribe Ratio

Presence of a sizable proportion of tribal population will result in designing local area specific action plan which has to consider tribal issues minutely. Again the breakup of tribals shows that almost all the tribal population is that of Saharias and a proportion of Baigas and others is

very low. Saharias constitute 95% of total tribal population of the district. Baiga and other are only 2.5% each.

(3) Gender :

Proportions of gender exhibit an alarming situation in Shivpuri district. The general sex ratio has been found to be continuously deteriorating from 864 in 1971 to 854 in 1981 and currently standing at 849 females per 1000 male population in 1991.

The table below indicates the future trend in sex ratio.

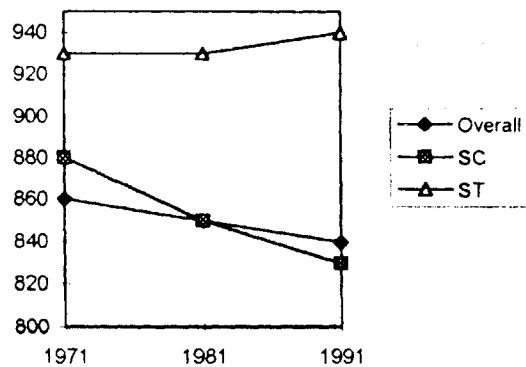
Table 1.3

Calculation of boys - girls in 6-14 age group.

Block	1971			1981			1991			2001			Overall
	Pop.	Boys	Girls	Pop.	Boys	Girls	Pop.	Boys	Girls	Pop.	Boys	Girls	
Shivpuri	1222	964	803	3004	2132	710	2935	2050	706	8215	5808	708	716
Kolaria	1080	964	75	2844	1868	665	2011	1581	790	6650	4548	689	715
Badarwas	1981	940	870	2493	1790	745	2545	1860	744	8208	5650	689	716
Pohari	1979	1587	05	3356	2552	782	2662	2223	835	8837	6491	735	765
Narwar	2022	1538	761	3958	2797	708	605	486	810	10608	7656	722	729
Korara	2016	1690	840	4377	3026	704	1091	721	661	11191	7627	681	702
Pichora	1500	1180	786	2767	2463	842	2065	1906	925	8186	5864	723	787
Khania dhana	1220	1322	110	2812	2138	763	2216	1770	804	9022	6357	704	762
G. Total	12120	10167	38	2511	18766	732	16130	12597	781	70911	50001	706	

Result may be indicative of prospective trend in sex - ratios of future a dult generation and might as whole reflect upon the ratio in younger group. A note in this regard has been mentained in "Gender".

Graph - trend in sex ratio (1971-1991)



According to UNICEF, and as can be linked to shivpuri, it maybe estimated that every sixth female death is specifically due to gender based discrimination.

(4) Cultural Practices :

The district enjoys a mixed culture with every community celebrating its own religious and social rituals interact any disregard to other sects command harmary prevails alike in urban and rural areas. Saharias celebrate all hindu festivals. They as well as others sects communicate in Hindi. There are no communal riots..

1.4.2 Economic Profile :

The district is prediminatly agricultural with insignificant industrial output. A brief account of various economic components runs as under :

(1) Geo-climatic, Soil and Rainfall :

Shivpuri has a modrate climate. Being nearer to Malwa region of Madhya Pradesh summer nights are relatively less warm. The soil is predominantly “Black” which is characteristic of Malwa.

The district has an estimated area of 7.05 Lac Hectares of which only 19.9% (140379 Hect.) is irrigated land. Total cultivated area is 40926 Hect. and rest is forest area barring an area of about 57097 Hect. Which is totally un-cultivable. The detailed chart is shown below :

S. No.	Particulars	Area in Hectares
1.	Geographical Area	7,05,406
2.	Forest Area	18,139
3.	Un-cultivable Area	57,097
4.	Cultivable Area	40,926
5.	Single crop Area	4,09,264
6.	Double crop Area	84,862
7.	Irrigated Area	1,40,279
8.	Rainfall	

Year :-	
1993-94	891.4 mm
1992-93	963.52 mm
1991-92	871.6 mm
1990-91	927.51 mm

Economic Details :

The district on the economic front has a low profile with only industrial units under category 'A' (all in the private sector). The contribution towards employment and revenue generation for the state by the industries is very in-significant. Most of these industries are based on agriculture inputs and the bulk of their demand is met by the district production itself. These units in all provide employment to a meagre population of 17028 persons and their added turnover per year is the lowest in the country.

(ii) Occupational Pattern :

(a) Workers Profile :

Nearly four-fifth of the main workers are males where as 95 percent of the marginal workers are females. About percent age of the total working age population are non workers. The proporation of non- workers among males and females are 47 percent and 70 percent respectively.

Table 1.4 :- Workers profile in Shivpuri

Types of workers	Male	Female	Total
Main worker	79.9(52.1)	20.1(15.4)	100(35.2)
Margual workers	5.1(0.7)	94.9(15.0)	100(7.3)
Non workers	44.4(47.3)	55.6(69.6)	100(57.5)
Worker in PS	77.8(82.3)	22.2(93.7)	100(84.6)
Worker in SS	89.4(4.3)	10.1(1.9)	100(3.8)
Worker in TS	92.4(13.5)	7.6(4.4)	100(11.6)

Around 85 percent of workers are engaged in the primary sector. Only about 3.8 percent of workers are in secondary sectors which indicates the extremely low proportion of industrial / technical work force. The data are significant pointers to non enrollment among non workers

Table 1.5 : List of industries existent in the district

S.No.	Name of the unit	No. of Units	Employment
1.	Sharda Solvent	01	214
2.	Katha Industries	01	105
3.	Oil Industries	18	98
4.	Industries Settled by District Industries Centre	251	511
5.	Khadi-Gram-Udhyog Board Settled Laghu Kuteer Industries	09	15
6.	Industries under Rural Development Programme	355	355
7.	Cinema Industries	02	30
8.	Mines Disphox	02	30
9.	Bariets	79	15,600
10.	Pyrophilate	02	70
	TOTAL		17,026

It is worth mentioning here that none of the industrial units runs any welfare schemes for the children either in the sphere of education or health or otherwise. Thus they are totally passive in this regard.

(III) Agriculture

In the district, nearly 89061 hect. of land is available for cultivation. The extent of gross cropped is 494126 hact. (93-94). The main crops grown are wheat, jowar and maize among food grains

and gram among pulses. Ground nut, soyabean are also major produces. The production of major crops in the district during 1993 is as under:

Production of crops - 1993-94 (in 000 mt)

Table 1.6 : Crops Production in Shivpuri

1)	wheat	266.6
2)	Jowar	20.2
3)	Maize	37.9
4)	Gram	63.1
5)	Groundnut	57.7
6)	Soyabean	20

Table 1.7

Blockwise area Under Irrigation

Block	Single Crop Area (ha)	Area Under GEO Irrigation	%
Shivpuri	50539	15568	30.80
Kolaras	49923	9794	19.62
Badarwas	66156	12035	18.19
Karera	47099	27017	57.36
Narwar	44040	24878	56.49
Pichore	37708	16914	44.86
Khania dhana	51266	23515	45.87
Pohri	62543	10658	17.04
District	409264	140379	34.30

Irrigated area By sources of Irrigation in the District - 1993-94

Canal	1257 ha.	9%
Wells	102057 ha.	73%
	2148.5 ha	15%

Mining -

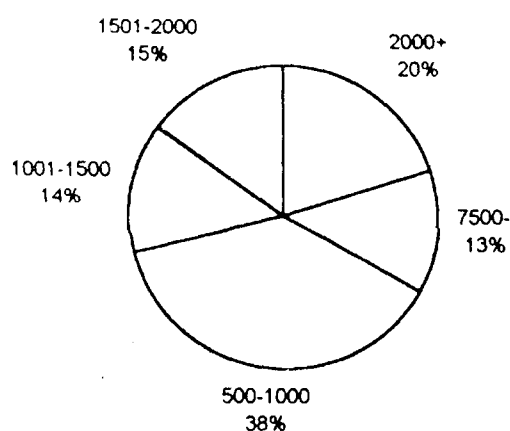
Some minerals are being named which include mainly soils used for construction Purposes and others. The total value of mineral extent was around Rupees four hundred and sixty lakhs in 1993-94.

An Analysis of Economic Profile.

(i) General

It has been revealed by the survey that nearly 38% of the house holds have a monthly income of ranging from 500 to 1000 A bare 20% of the house holds have a monthly income of more than two thousand Rs. The situation is exhibited below.

Graph 1.13 Economic profile of House holds



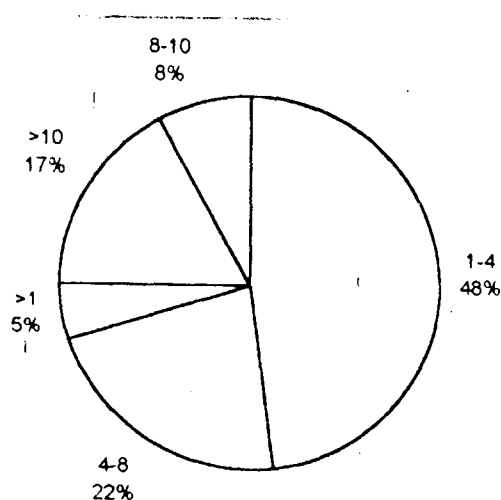
(ii) Caste wise Break up of income Groups

The studies reveal that only 29% of the general caste and 79% of the S.T. families have an average monthly income of less than 1000 rupees. Whereas as 19% of the general caste families have a monthly income of Rs. 4000 and above needless to say that none of the S.T.s fall in these bracket.

(iii) Land Ownership Patterns

Nearly 48% of the sampled house hold had a land holding of in the reuse of 1-4 acres, where as only 17% of house holds had land holdings of more than 10 acres A more revealing representation is show below.

Graph 1.9 : Trend of Owership Patterns



(IV) Enrollment Status V/S Social and Economic Status

The study brought to the fore that more than two-third of the children in the age group 6-14 were enrolled in schools and NFE centres. As expected, there exists a wide gap between the enrollment of boys and girls showing a favorable enrolment rate for the boys. This difference can be marked through all the caste categories although the difference is marginal among the general caste children. The difference can be attributed to the prevailing socio-economic aspects in the society. Especially, in rural areas where education as such is considered to be secondary, importance of girls education in was given the lowest priority. In some cases while it is purely economic consideration in others social restriction as perceived for the girls restrict their enrolment.

1.6 PHYSICAL INFRA STRUCTURES

(i) Roads Network

Accessibility to markets and urban centres is a vital factor for the economic development of the village. especially those that

are remote. This requires road connectivity as well as availability of transport facilities. Out of a total of 1459 villages in the district, nearly 10% are totally inaccessible in the rainy season. About 402 villages are connected by metalled all weather roads. There is about 1496 kms of metalled road of which 202 kms fall under National Highway 3 and 25. The Guna Etawah railway line also passes through the district.

Table 1.10 : Transport facilities In Shivpuri

S.No	Facilities	Length
1.	Metalled road	1258 km
2.	NH - 3	122 km
3.	NH - 25	80 km
4.	Rail line	60 km

(ii) Drinking Water Facilities

Almost all the villages of Shivpuri district have problem of drinking water. Only forty eight villages have tap water supply, but this water supply fails in dry season. Many of the hand pumps also run dry. This problem of drinking water compels these school going children to leave their school for fetching drinking water for their family. Provision for drinking water can have a positive effect on enrolment and attendance of children.

(iii) Electricity

In Shivpuri district all the 1280 inhabited villages have electricity. 17415 pumps have been energised till march last year.

(iv) Health Facilities

There is only 1 PHC in pohri block though it has 234 villages (more villages than in any other block of the district). It would be a worth while consideration to have another PHC in the block.

As per the data supplied by Health depts. In the district, the IMR of Shivpuri district is 150 which is much higher than the state average of 110 and national figure of 80. This is a matter of serious concern which requires that health infrastructure needs to be further augmented, with more emphasis on several aspects. As has been observed during the field visit, most of the parents complained that the attendance level of children, especially girl children is very low because of poor health. less importance to the health of the female coupled with poor availability of health services, also effect the participation of children in education as they have to be engaged in household chores frequently due to illness of female members.

Table 1.11 : Health facilities (Till 1993-94)

Blocks	Allopathic	PHC	SC	Ayurvedic
Shivpuri	2	1	22	5
Kolaras	-	2	16	3
Badarwas	1	2	20	5
Kareta	1	2	23	5
Narwar	-	2	2	3
Pichori	1	2	22	5
Khamadhana	-	3	26	3
Rohi	1	1	28	6
District	6	15	179	35

Source: District Statistical Handbook

1.7 Educational Scenario

Physical infrastructures

The educational development in district Shivpuri is mainly concentrated around urban areas with educational facilities available around district and teshil head quarters. We have one primary school for 926 population as against one each for 250 to 300 population. This district has attained the literacy rate of 26.02% as against 44.2% of the state and 52.21% of the whole country. It is a matter of great concern to us that the literacy among girls and tribes are deplorable. The Literacy rate position of the girls as per 1991 census is 15.6% as against 28.8% of the state and 39.4 of the whole country. Although the increase in the number of literacy has considerably improved. Yet lot of improvement is still needed. We are proud to say that SAKSHARTA MISSION is getting good response. The actual data of the academic position of district Shivpuri is as follows:-

Table 1.12 Types of Education Facilities

S.No.	Types of Institutions	Nos.
1	Government college girls and boys	1+5
2	V.F.A. training school	1
3	Physical training college	1
4	Nurses training centre	2
5	H.S. school 10+2	27
6	High school	26
7	Middle School	242
8	Primary School	1150
9	Jr. Primary School	74
10	D.I.E.T.	1
11	I.T.I	1
12	NON formal education centre	700

Continue.....

13	Central school	02
14	Navodaya Vihdyalay	01
15	Saksharta mission (for age group 15 to 35 years)	(Started from 1st May 1995)

1.8 Educational Profile

1.8.1 Primary Schools

Table 1.13

School	Govt.		Local Body		Total
	School education	TWD	Others		
Primary School	1051	16	83		1150
Junior P.S.	72	02	-		74
Total	1123	18	83		1224

Table 1.14 : No Primary Schools

1.8.2 Non Formal Education centre

NEE CENTRES	PRIMARY	UPPER PRIMARY
1. Total	646	54
2. Co-education	380	50
3. Girls only	266	04
4. Urban	03	10
5. Rural	643	44

Table 1.15

1.8.3 GER Non-Formal Education centres

6-11 Age Group (Population figures)		Boys	Girls		Total
	Over All	1225581	79759	=	205340
	S.C.	26574	18372	=	44946
	S.T.	15096	8037	=	24133
Enrollment Figures					
	Over All	89278	47965	=	137243
	S.C.	19319	10969	=	30288
	S.T.	9080	3799	=	12879
G.E.R.					
	Over All	71	60	=	67
	S.C.	73	60	=	68
	S.T.	60	47	=	53

1.8.4 Buildings

Table 1.16

1.	Own Pakka Building	967
2.	Rental buildings	74
3.	No Building	183
4.	Needing building (2+3)	257
5.	Needing major repairs	768

1.8.5 Availability of schools

Table 1.17

Teachers Population	No. of Schools			
	Single Teacher	Two Teacher	Multiple Teacher	Total
<1:30	20	14	32	66
1:31—1:40	59	244	68	371
1:41—1:50	55	185	65	305
>1:51	172	157	153	482
Total	306	600	318	1224

1.8.6 Teachers Training

Table 1.18

Education Status of P.S. Teachers

Qualification	Total	Male	Female
Class VII	94	87	07
Class X & Hr. Sec.	1679	1458	221
Graduate or more	1077	941	136
Total	2850	2486	364
Trained	1978	1795	183
Untrained	872	691	181
% Trained	64.4	72.2	50.27

The sample schools as surveyed by ORG, show a higher proportion of trained teachers in all the three types of schools. But for practical purposes the training was observed not to be need specific. There is still scope to provide the teachers with issue specific training on issues like, tribal language, culture, on child psychology etc.

The need for DPEP

As already stated in the beginning the district shivpuri has a very low literacy rate of 26.02% as against 44.2% of the state and 52.21% of the country. The state of literacy among SC/ST segment is still more a cause of concern. This is denigrating to our constitutional pledge. Our relentless efforts to date have not reaped proper dividend. Hence there is an express need to identify the constraints in view of the local needs, ascertain proper interventions and strategies and decentralize planning as well as its activation to the grass root level to the extent that the local personnel may feel it as a plan for them and by themselves. At the same time a proper resource support, monitoring and funding system has to be evolved to keep the plan going on the right direction with a satisfactory pace. Nothing short of a D.P.E. Programme could achieve these objectives.

Chapter 2

Task Ahead

CHAPTER - 2

TASK AHEAD

2. The Task

2.1 Universalising Primary Education

The task that lays ahead of every one involved in DPEP hardly now needs to be stated. It is apparently simple to talk of bringing every single soul of 6-14 under the umbrella of “Universal Primary Schooling”, but has inherent complexities and challenges. To name quite a few of them :

1. The population growth is quite phenomenal. Hence it keeps on adding new target populace which in turn requires an increasing infrastructure facilities.
2. Development of an “**effective mobilisation**” (both resources and personnel) and securing a “**Convergence of services**”
3. Development of strong and rapid support, monitoring, evaluation and feedback system.
4. Perceiving and practicing **Innovations** interventions and strategies suited to and arising out of the local needs.
5. Innovating participatory peoples approach to rank the programme as a “**Self motivated social movement**”.

A brief mention of “National Policy of Education” and “Programme of Action” will justify the above claims.

2.2 National Policy of Education :

The object of the National Policy of Education and the specific commitment in the constitution for provision of free and compulsory primary Education for all, falls short of the target even after almost 50 years of independence. Though the enrollment at primary level increased almost five fold from 2 crores over the past four decades, the objective of universal education among children has not yet been attained so far. The inter regional and inter segment children in social and economic development

have further added to the complexities of the situation, making it imperative to evolve differential strategies for promoting primary education.

The disparities in social and economic development are particularly glaring not only among the state and districts within the state but also among different segments of the society. The inter segment disparities among the various section of the society are clearly reflected in the poor socio-economic states of women, tribals and scheduled castes in the country.

The revised National Policy on Education (1992) and the programme of action (1992) provide the basic policy frame work for central and state investment in primary education. the objective for primary education in order of priority, are (a) to reduce dropouts (b) improve learning achievement and expand access for unserved students. Girls, Scheduled Castes (SC) and Scheduled tribe (ST) students are to be given prime attention. Decentralisation of responsibilities for planning and management of primary education programme at the district level and strengthening of school community organisation are advocated as means of developing local area specific strategies and implementation plans for increasing ownership of schooling by community.

2.3 Programme of Action :

To achieve these policy objectives. The GOI has established the district primary # education programme #(DPEP). The DPEP intends to develop a replicable, sustainable and cost effective programme with the following being the thrust areas :

- To reduce differences in enrollment, dropout and learning and achievement among gender and social groups to less than 5 percent.
- To reduce dropout rates for all students to less than 10 percent.
- To increase average primary learning achievement by 25 percent over measured baseline levels.
- To provide, according to national norms, access to all children to primary classes (I to V) in schools wherever possible or its equivalent through non-formal education.

The focus of the programme in M.P. on the tribal population becomes important in view of the high tribal population in the district. The tribal population in M.P. constitutes as much as 24 percent of the state population and about 23 percent of the total tribal population in India according to the 1991 census. An overwhelming majority of the tribal population lives in the rural, forested and inaccessible areas.

The literacy ratio among the tribals, especially among the females, continue to remain at a low level inspite of the increase in literacy rates in recent years. Many blocks in M.P. have female literacy rates as low as less than 10 percent. There is also a low degree of participation of tribal children in the education process. The gross enrollment ratio (GER) as 1992 for ST education in M.P. was as low as 78 compared to 105 of ST children in India. The ST female GER was found to be still lower at 59 in the state in comparison to 83 in the country.

DPEP in M.P. was launched under Rajiv Gandhi Prathmik Shiksha Mission (RGPSM) in ¹⁹ district, in the first phase. The programme is presently being extended to 5 additional districts viz. Bhind, Shivpuri, Morena, Mandla and Seoni. Prior to formulating the plans for these new districts, a need was felt to generate information on the current education scenario with special reference to the issues covered under the programme.

2.4 What the Plan Implies ?

It is widely known that our 'plans' fell short of their objective for the simple reason that they did not take local issues into account. DPEP in this context sets out for a "participative" rather than a 'prescriptive' approach. The exigencies of a participative planning have compelled different groups to "come together" and "think together" in context of what is really demanded to educate their own new generation thereby equipping them with creative capabilities and making them shoulder their reshaping the society and nation at large. DPEP is thus not merely a project, but a social process which falls nothing short of enjoying the reputation of a "movement". Since, as has been outlined above, its a bottom up plan, collection of data, information and need assessment have to be done at grass root level. It has then to be systematized and analyzed at district level

to take shape of an “action plan”. Three essential steps have to be taken in such an exercise. These are :

1. Community Involvement or "Micro-planning".

It aims at involving local folks to come out and participate in the process of planning by telling the actual needs required to be fulfilled. People from all sections of society, general/SC/ST parents and Panchayati Raj Institutions (PRI) are invited to opine and express their suggestions.

2. An Assesment of the Local issues.

It aims at visualizing the local specific problems and inviting suggestions to solve them e.g. deciding holidays, working hours and medium of instruction etc.

3. Mobilizing or Awareness campaign.

To encourage and enthusias people for sending their children to schools.

An attempt has been made in the foregoing pages to briefly outline the pre structured strategies adopted to secure the above mentioned objectives through a 'participatory Rural Approach' culmination into 'Microplanning' at the village level

2.4.1 COMMUNITY INVOLVEMENT AND MICROPLANNING

With a view to provide insight into the aims of the plan and explain the methodology short term Training were organized at district, block and village levels for District Project officers, DIET staff B.E.O.s and Village Education committees which were to take on the roll of field activists in order to generate and collect data by adopting a structured approach. In the first step a meeting of was organised at the SPO on 1.8.95 addressing by Director Education, 2 B.E.Os,Principal DIET and two lecturers and explaining to them the basic principle of drafting out the plan, methodology to be adopted and giving them relevant informations about the project. This group then arranged a meeting of all the 8 Block Education Officers and village personnels on 22nd and 23rd January 96. The group was oriented towards the spirit and the basic knowledge of planning. It was clearly discussed how to collect information based on an active

participatory rural approach based on the needs of the loacal people. This ws followed by block level meetings of sarpanch, Panch. Janpad members and teachers who were likewise extended the said knowledge and guidelines. The following table 2.1 serves to exhibit the level of participation at each meeting.

Table 2.1 : Preparatory meetings held for orientation of task force

S.No.	Date	Personnel invited	Venue	No attended
1.	1.8.95	D.D.E. & DIET Staff	S.P.O.	6
2.	9.8.95	District Trainers	DIET	12
3.	21.8.95	Resource Person Training	DIET	7
4.	31.8.95	V.E.C.'s Training	Block H.Q.	4073

At the village level, Village Education Committees(V.E.C.s) were organised comprising representatives of Panchayati Raj institution (P.R.I.) Schedule cast (S.C) and Schedule Tribe (ST), women and teachers. These V.E.Cs were given training at the block head quarters and were in turn inducted the spirit and requirement of the plan under preparation. Massmedia was utilized by arranging a T.V. programme telecasting the role

and importance of successful and efficient V.E.C.s in other parts. Details of participation in V.E.C Training are summarized below

Table 2.2 : Participation in V.E.C Training at Block Headquarters

S.No.	Name of Block	Date	Trg held No.	No Participated
1.	Shivpuri	31.8.96	1	630
2.	Kolaras	31.8.96	1	241
3.	Badarwas	31.8.96	1	350
4.	Karera	31.8.96	1	550
5.	Narwar	31.8.96	1	350
6.	Khanidhana	31.8.96	1	726
7.	Pichore	31.8.96	1	1012
8.	Pohri	31.8.96	1	214
Total				4073

The V.E.C.s in turn carried out mass campaigning in villages gathering people of all sects and inviting their suggestions and recommendations for the expansion and improvement of primary education pertaining to local issues. The problems like girls education, school building, equipment, enrollment of SC/ST in particular were raised and discussed and solutions were sought for them in all 1032 meetings were held including participation as shown as in table 2.3

Table 2.3: Participation in Village meetings

No of Meetings Held	Total No Attended	Nos of			
		Women	SC	ST	Children
1032	61380	20460	8313	6116	3045

(source: B.E.O's reports)

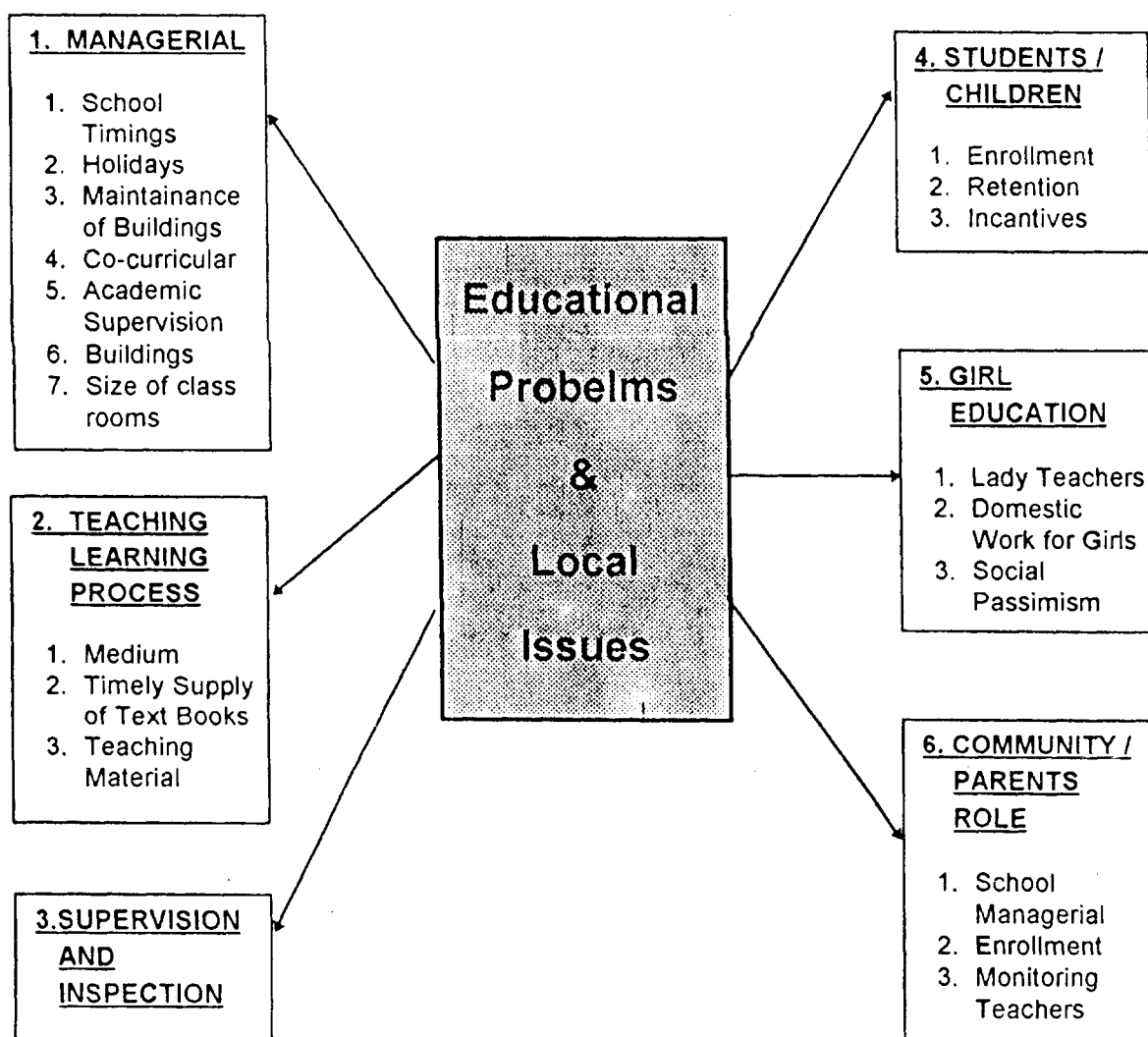
Having thus formed the basis of the project perception of constraints, objectives and strategies the proposals were approved by the janpads in the meetings held during 31.01.96 and 5.2.96 and the process

was documented. The plans were drawn at the village and block levels. The common denominations and variables were listed in terms of problems and strategies. The whole plan was compiled and scrutinized at district level.

2.4.3 ASSESSMENT OF LOCAL ISSUES

During the course of above mentioned meetings and discussions held there in a number of local issues and problems came to fore. These were analyzed and classified at the district and were found to concern different of educational enactments as shown below

Table 5.4: Areas of concern



2.5 Lok Sampark Abhiyan :

Methodology :

The task of formulating the DPEP project provided an opportunity for identifying problems & possible solution through to fold methodology one through micro planning & the other parallel to it through social assessment of learning development or Baseline studies.

Adopted was the comprehensive participatory microplanning a strategy designated as 'Lok Sampark Abhiyan" (LSA).

The LSA was a village level house to house survey aimed at :

- assessing the current educational resource facilities.
- areas the total age group of children in the 6-11 years & their current educational status.
- non educational resource that may have a bearing on education such as drinking water, approach etc.
- assess the literacy status of the adult numbers of the family.

For this assessment detailed formats were prepared resource persons trained 6 at the state 12 at the distt. 7 at the block level. The LSA was also an instrument for social mobilisation to ellic community participation in this microplanning. Therefore as a precursor to microplanning; serveral panchayat conventions were held, since the panchayat constituted the grassroot structures of democracy & have a popular participative character 8 block 1032 village panchayat conventions were held 1032 village level, animator groups 'Prerak Sammoh' to assist the teacher were constituted & trained in microplanning.

The teacher had a key role in microplanning informal dialongues & discussions at the village level accompanied the child wise, family wise survery, PRA techniques were used for survey &

2.11 MOBILIZATION OR AWARENESS CAMPAIGN

As we have stated earlier the project is a social process or even a social movement. Hence it is imperative that an awareness campaign be launched among masses in order to explain the needs of the plan and realise their potential of converting their vision into a factual happening. The district already benefited by a TLC drive that has met a tremendous welcome in the thrust areas. a number of Kalajatha's, Folk song parties, media campaigning have been performed evenly throughout the district. Even sometimes interesting questions have been put to authorities such as below.

HAMAO MORA NEEDWE JAAT HAI.....

**One of the tribals of Bhaisrawan village
block Pohri remarked**

**" HUM SCHOOL KHULWA KE KA KARNGE
AAJ KAL NOKRI TO LAGAT NAI HAI, HAMAO
MORA NEED WE JAAT HAI AUR PANDIRAH
RUPIYA LAAT HAI".**

Quite a few such remarks were also sprung on the campaigning parties. It took them a little persuasion to make them realise that education was not nearly to prepare children for a white collar Job. It is a calculated effort to make them realise better qualities of life, evolve better thinking arrive at logical conclusion and adopt a scientific way for facing and solving the struggle in life.

Recently the district as also launched a "LOK SAMPARK ABHIYAN" in all its eight blocks. Its offices now have been mobilised to generate further awareness among the people and build upon the previously under taken activities culminating into a positive orientation of masses. The scheme of LSA was piloted by Adult Educationing in RGPSM and was shouldered by TLC activities and offices and personnel of education department at all levels. In order to attain proficiency and expertise extensive training programme of resource person's and master trainers were held for a duration of eight days each. There after Prerak Sarmuch were organised in each village panchayat. BAL MELAS and GRAM SABHA were held in every GRAM PANCHAYAT of the district simultaneously an extensive school enrollment drive was also carried out. The efforts and there results can only be best exhibited in the tables below.

Gram Sabhas

Table 2.1 No. of Bal Mela in district Shivpuri 2. School Chalo Abhiyaan

Name of Block	No of BAC Melas organised	No. of School Chalo Abhiyan in which enrollment drive was/held	No. of villages in which gram sabhas held	No. of Panchayat in which village education register maintain.
Shivpuri	107	189	72	72
Kolaras	132	185	65	65
Badarwas	128	142	64	64
Pohari	183	235	90	90
Narwar	87	142	71	71
Karera	136	136	78	73
Pichore	128	125	71	71
Khaniadhana	159	174	92	92
Total	1054	1328	608	603

The results of LSA survey are shown below.

Table 2.2 : Scenario of 6-14 Age Group Population in Shivpuri.

Name of Block	Caste	No. Enrolled			No. Enrolled			Nos. Not Going School									Total No. 6-14 Age Group		
		Nos. Enrolled (6-14)			N.F.E			Nos. Dropped (6-14)			Nos. Not Going School (6-14)			Total No. 6-14 Age Group					
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Shivpuri	S.C.	2376	1267	3647	42	36	80	107	109	216	477	716	1133	-	-	-	3004	2139	5136
	S.T.	1605	950	2455	15	04	10	116	89	203	1106	609	2338	-	-	-	2935	2050	4985
	OBC	6617	3703	10320	179	100	279	235	293	492	1714	1712	2926	-	-	-	0215	5820	14023
	GEN.	210	752	1662	29	07	36	13	33	56	270	172	442	-	-	-	222	364	2186
	Total	11510	6572	1884	265	149	414	441	522	963	3160	3709	6969	186	47	233	15376	10954	26330
Kolaras	S.C.	1783	974	2757	171	116	267	66	50	116	624	728	1552	38	20	58	2344	1868	4712
	S.T.	793	383	1176	162	188	342	50	41	91	1006	977	1983	19	07	26	2011	1581	3392
	OBC	4602	2130	6732	105	71	775	143	131	274	1757	2216	4013	83	35	116	6650	4548	11198
	GEN	943	817	1760	26	38	64	33	37	70	76	54	132	17	10	27	1080	946	2026
	Total	8121	4304	2425	467	405	872	292	265	551	3705	3975	7630	157	72	229	12585	8943	21522
Balarwas	S.C.	2563	1501	4264	57	47	104	149	141	290	587	863	1450	26	10	40	3356	2552	5908
	S.T.	1406	839	2245	69	45	114	172	189	361	1015	1150	2165	26	06	32	2662	2223	4885
	OBC	6523	3452	9975	54	74	128	356	366	722	1904	2599	4503	102	40	142	8837	6491	15328
	GEN	1736	1370	3106	05	06	11	38	51	89	200	160	360	26	09	35	1979	1587	5366
	TOT	1288	17162	19390	185	172	357	715	747	1462	3706	4772	8476	160	69	249	16834	12853	29687
Pohri	S.C.	2563	1501	4064	57	47	134	149	141	290	587	663	1450	26	10	40	3356	2552	5908
	S.T.	1406	839	2245	69	45	114	172	189	361	1015	1150	2165	06	06	32	2662	2223	4885
	OBC	6523	3452	9975	54	74	128	356	366	722	11904	2599	5403	102	40	142	8837	6591	15328
	GEN.	1736	1370	3106	05	06	11	38	51	89	200	160	360	26	09	35	1979	1587	5566
	Tot	12268	17162	19390	185	172	357	715	747	1462	3706	4772	8476	160	69	249	1634	12853	29687
Narwar	S.C.	2624	1433	4257	168	110	276	166	154	326	800	1100	1900	52	30	82	3958	2797	6755
	S.T.	207	115	322	147	92	239	11	035	046	240	244	484	05	02	07	605	486	1091
	OBC	7449	3796	11245	655	434	1089	402	352	754	2102	3074	5176	127	47	174	10608	7656	18264

Continued ...

Table 2.2 Continued

	GEN.	1698	1200	2898	64	47	111	64	59	123	196	232	428	21	12	23	2022	1538	3560
	Tot.	12178	6544	18722	1034	683	1717	643	600	1243	3338	4650	7988	235	91	296	17193	12477	29690
Karera	S.C.	3232	1680	4712	271	206	477	507	192	699	567	948	1515	47	17	64	4377	3026	7403
	S.T.	467	192	659	140	97	237	116	96	212	368	336	704	12	09	21	1091	721	1812
	OBC	8987	4212	13199	944	420	1364	1214	391	1605	46	2604	2650	88	36	124	11191	7627	18828
	GEN.	1617	1374	2991	290	80	370	51	47	98	58	189	247	25	12	37	2016	1690	3704
	Tot	14103	7558	21661	1645	803	2448	1869	726	2614	1039	4077	5116	172	74	246	18675	13064	3173
Pichore	S.C.	2118	1121	3239	387	223	610	195	280	475	67	839	906				2767	2463	523
	S.T.	1105	352	1457	289	177	466	175	255	430	496	1132	1618				2065	1906	397
	OBC	5985	2473	8458	680	280	960	325	480	809	1190	2627	3817				8150	5864	1404
	GEN.	1237	834	2071	58	118	176	105	115	220	100	133	213				1500	1190	268
	Tot	10405	4780	15225	1414	798	212	800	1134	1934	1853	4701	6554	75	24	99	14512	11413	2592
Khnia.	S.C.	1725	970	2695	168	142	310	279	4219	6488	640	807	1449	19	06	25	2812	2138	495
dhana	S.T.	842	404	1246	231	194	425	227	248	475	916	924	1840	08	03	11	2216	1770	390
	OBC	5723	2795	8518	768	688	1455	545	626	1171	1987	2248	4235	38	14	52	9022	5357	1537
	GEN.	785	696	1481	58	90	148	144	198	342	233	338	571	08	06	14	1220	1322	254
	Tot	9075	4865	13940	1224	1114	2338	1195	1291	2486	3776	1317	8093	73	29	102	15270	11587	268
G. Total	S.C.	18152	10008	28160	1380	959	2339	1552	1213	2765	4322	6429	10551				25406	18809	440
	S.T.	7438	3753	11191	1280	962	2242	935	997	1938	6351	6791	13142				16804	12503	285
	OBC	51847	25614	77481	3585	2246	5831	3474	3013	6487	11517	18778	730295				79423	49651	1206
	GEN				536	397	933	455	553	1008	1130	1290	2420				12022	10096	2211
	Tot.	87338	47231	134569	6781	4564	11345	6416	5776	12192	23320	33288	56608	1184	485	1622	123855	90659	2147

Source L.S.A. Data

Chapter 3

Goals and Targets

CHAPTER - 3

GOALS AND TARGET

3. Goal and Target

3.1 Goals

The D.P.E.P. envisages to achieve the following goals in order to cover the entire school going population of the district by the year 2002-2003. The goals set below are based on the present status of primary education in the district emerging out of the survey and the state census :

1. The G.A.R. will be raised from 84% to 100% by 1999.
2. The G.E. will be raised from 83% to 123% by 1999.
3. The R.R. will be raised from 73% to 95% by 2003.
4. The G.A.M.R. will be raised by 25% from the present level as per MIS.
5. The disparities between gender and social groups in enrollment etc. will be reduced.

3.2 Targets

In order to realize above goals the project proposes following targets and their phasewise break up :

- (a) Access in primary education will be provided to all such children residing within 1 km. distance from their villages.
- (b) All children between the age group of 6 to 11 will be enrolled in primary schools/ N.F.E. centres.
- (c) All children enrolled in schools/N.F.E. centres will be retained to complete 5 years of schooling with the minimum levels of learning.
- (d) Girls and disadvantaged social groups will be paid special attention for their 100% enrollment and retention.
- (e) The quality of primary education will be improved by achieving G.A.M.R. 25% more than the present one for all students.

- (f) Community awareness will be created through multimedia approach and people participation will be ensured through V.E.C.s and other local bodies.

The goals and targets stated above will be realized during the project period by adopting programmes, financial and nonfinancial intervention alongwith clearly defined strategies.

The yearwise breakup of goals and targets for the entire project period is given in the following tables.

This means that there will be increase in enrollment in schools as follows :

Yearwise breakup of goals and targets for the entire project period.

Table 3.1 Yearwise Targets %

			2001	2002	2003	2004	2005	2006	2007
OVER ALL GER			83	90	95	100	105	110	120
	RR		71	77	78	80	83	86	90
	GAMR		*						
SC GER			78	85	90	95	100	110	120
	RR		68	70	75	78	80	85	90
	GAMR		*						
ST GER			72	75	80	85	100	108	120
	RR		61	63	65	70	75	80	90
	GAMR		*						
OVER ALL-GIRLS GER			78	85	90	95	100	110	120
	RR		68	70	75	78	80	85	90
	GAMR		*						
SC GIRLS -GER			78	85	90	95	100	110	120
	RR		61	63	70	75	80	85	90
	GAMR		*						
ST GIRLS - GER			78	85	90	95	100	110	120
	RR		52	54	65	75	80	85	90
	GAMR		*						

* GAMR to be raised by 25% from the present level.

Note : The present level is being studied.

Table 3.2 : Target Group Status

Sl. No.	District	Total	Total	Total	Total	Total
		Population	Enrolled	Out of School	Non-enrolled	4-5
1	Shivpur	26330	18084	522	6869	7391
2	Kolaras	21528	12425	269	3975	4244
3	Badarwas	24567	16593	497	6254	6651
4	Pohari	29687	19390	447	8478	8925
5	Narwar	29670	18722	1243	7988	2231
6	Karera	31739	21661	2614	5116	7730
7	Pichore	25925	15225	1934	6554	8488
8	Khaniadhana	26057	13940	2486	8093	10579
Total		216363	135540	12192	57032	56239

3.3 ISSUES AND PRIORITIES OF THE DISTRICT

The educational status of children in the 6-14 age group across various categories and the reasons for the current status has been discussed at length in the previous chapters. The subsequent sections bring to the fore the target segments (which are out-of-school and identify the factors which need to be addressed to attract and retain these students in the education system.

3.3.1. Target Segment

The present study revealed that various interventions in the district need to be focused on the following target segments.

While framing these interventions, due care must be taken of the socio economic background of the children being targeted.

Target Segments

- Tribal child, predominantly from the Saharia tribes
- Children belonging to SC/OBC
- Girl child
- Children coming from educationally poor families-illiterates
- Children coming from families according low priority to education
- Children coming from villages having low development profile
- Children coming from blocks having low growth rate of enrolment

3.3.2 AREAS OF CONCERN AND INPUTS FOR PLANNING :

In view of the aim of the DPEP to improve enrolment accessibility and retention and the current educational status in the district, the areas of focus have been identified and the course of action suggested.

Table 3.3

Areas of Concern and inputs for planning

FOCUS AREA	STATUS	COURSE OF ACTION
Overall		<p>Sensitisation and orientation of block and cluster level functionaries to the key areas relating to primary education</p> <p>Training them to estimate and analyse the information flowing from each level</p> <p>Role of various educational bodies should be defined and specific</p>
Enrolment/Access/	<ul style="list-style-type: none"> * Low overall literacy of the district * Low tribal literacy * Low literacy of backward classes * Low literacy of female * Low priority to education especially tribal and girls children * Out of school 19% ST 56% Girls 44% * In 20% villages TLC exercise yet to start 	<ul style="list-style-type: none"> Reducing the norm for opening schools * Improve implementation of government incentive * Stress on opening more girls school * Environment Building * Create awareness about incentives * Messages for creating a need especially among tribals and girls children * Major cultural activities can be environment use as medium

Infrastructure

- Govt. school perceived to be of poor quality
- * Inaccessibility due to unfavourable terrain
- * Not interested to send girl child to far off places in the absence of girl's school
- * More time wasted which otherwise can be utilised on economic activities
- * Poor reach of incentives to the beneficiaries
- * Lack of awareness among parents regarding incentives
- * Poor economic background
- One third school don't have a pukka building and 21% of schools have a pukka structure which are in unusable condition
- * Middle school is only in 25% of villages
- * All most all the schools are coeducational
- * Majority of NFE centres are nonfunctional
- * Majority of the schools (53%) having not more than two classrooms for five sections
- * Only 8% of the schools have girls toilets
- * Majority of schools have less than 2 teachers per school
- * 23 per cent female teachers
- * Large difference between rural and urban student teacher ratio
- * Has to be a participative process
- * Door to door campaign
- * Village mapping where never enrolled and drop outs can be identified
- * Address the campaign to village elders to create a conducive environment
- * Periodic review of the status (6 months - 1 yr)
- * Building status has to be improved
- * Maintenance of the building should be the responsibility of both administration and public (preferably VECs)
- * School mapping for the identifying location of the school is important
- * Upgradation of increase in infrastructural facilities like, toilet, boundary, playground etc. and provision for quality teaching aid study centre linked to main schools
- * Need for gauging the present capacity of teaching
- * Training need assessment of teachers, especially teachers belonging to the tribal areas.
- * Identifying parameters for measuring the effectiveness of the training programmes
- * Monitoring the quality of the classroom transaction

Teachers

- * Lack of interest of tribal students due to generalised teaching
- * Sensitisation and orientation of teachers in community participation
- * Communication gap between teacher and students
 - Only 2.2 percent tribal children actively participate in the school
 - 59 per cent girl children
- * Special training development materials for teachers in tribal areas especially non tribal teachers
 - local dialect or bridge language
 - improved communication skill
 - Training to identifying weaknesses
- * Inadequate training of the teachers in local language and culture
- * Better strategy placement of teachers
- * A higher percentage teacher belongs to the same village
- * More stress on recruitment of female teachers
- * Low morale and motivation of teachers
- * Special attention to irregular students especially girl and tribal children
- * Irregular attendance of children, especially tribal and girl children
- * Teachers need to be oriented to treating all the children at par
- * Lower status of female in the society affects girl child's education
- * Making learning activities more enjoyable, through play, games, recitals etc.
- * Females participate in large number of various economic activities
 - Looking after siblings and household chores are the major activities for girl child
- * Seasonal migration of tribal families affects childrens' education
- * Convenient timings need to be addressed
- * Non tribals especially those from lower income group, perceive all facilities as provided to the tribals
- * Popularies SSK/Anganwadi
- * Children are engaged in activities in the afternoon
- * Vitalise NFE centres
- * Parents as well as girl children are most comfortable with female teachers and separate school for girls
- * Vitalise ECCE
- * Vitalise PTA
- * Simultaneous focus on poor and girl children on the same line as tribal children

- * More stress on the recruitment of female teachers and opening on more girls school for higher sections.

Any educational interventions have to be framed keeping in view the socio economic profile of the district. Interventions framed in isolation will not be effective.

Social & Economic Development

- * Majority of rural families leaving below poverty line
- * inadequate irrigation facilities, poor vegetal cover and top soil run off
- * Poor industrial base
- * Inadequate industrial produce
- * High under employment
- * Disparities in land holding
- * Poor accessibility and connectivity to villages
- * Slow urbanisation and absence of major towns and trade centres
- * Slow growth of secondary and tertiary sectors
- * High number of problem villages with drinking water
- * Large scale migration of agricultural and unskilled labour
- * Lower status of female in non tribal soecity
- * Poor reproductive health of rural women
- * High infant mortality rate of 150
- * To undeitake poverty initiative programmes
- * Social assessment of poverty alleviation schemes
- * Review capacity of managerial structures
- * Convergence of programme to enhonce outreach
- * Vitalise DWACRA/ICDS Programme
- * development and maintenance of self help (third) groups among woman

Chapter 4

Strategies of DPEP

CHAPTER - 4

Strategies of DPEP

4. Strategies of DPEP

4.1 Studies

A strategy has been developed for finding solutions of the problems encountered during baseline studies and to achieve the targets identified under DPEP.

4.2 Improvement in Access :

District Shivpuri has 1224 Primary Schools and 625 NFE centres at present. But there are 439 habitations having population of 300 or above, which do not have schools or NFE Centres.

Hence the strategy for improvement of access should aim at :

- Ensuring community participation.
- Providing educational infrastructure.

4.2.1 Community mobilisation :

This strategy is very important because the society has feudal predominance, strong gender bias, presence of scheduled castes & scheduled tribes with their agriculture based economy which does not value importance of education.

The strategies for social mobilisation will be :

Convergence with total literacy campaign.

The TLC has achieved its targets in Shivpuri district. It has created a positive, environment for education and has helped in creating demand for Primary Education.

- Mobilising V.E.Cs.
- Organising enrolment campaigns.
- Special attention to mobilise women and girls.

4.3 Opening New Primary Schools :

There are 439 accessless habitations which have a population of 300 and have to be provided new PS. to cover an

approximate of 3660 children in the target group. The present status and need of new PS is indicated below :

Table 4.1

**COMPARATIVE STUDY OF STATUS AND NEED
OF NEW PRIMARY SCHOOL**

S. No.	Name of Block	Status	Need	Gap	Resource of funding	
					Non DPEP	DPEP
1.	Badarwas	141	159	18	3	15
2.	Karera	139	154	15	3	12
3.	Khaniadhana	160	187	27	7	20
4.	Kolaras	119	138	19	4	15
5.	Narwar	127	158	31	6	25
6.	Pichore	157	211	54	11	43
7.	Pohari	166	186	20	4	16
8.	Shivpun	192	202	10	2	08
	Total	1201	1395	194	40	154

4.3.1 Alternative School :

DPEP envisages to open alternative schools for children of very remote habitations or those belonging to migrant communities occupied in domestic wage earning work and are thus unable to participate in formal schooling facilities.

The proposed alternative schools are essentially a non graded teaching learning system, flexibly designed allowing learners to learn at their own pace and to achieve desired competencies. Each recruited teacher and supervisor will be given material based intensive training of 10 days duration by a member of DRG who in turn will be especially oriented for this task by a member of SRG.

Table 4.2

Status of Alternative Schools in the District

S. No.	Name of Block	Status	Need	Gap	Resource of funding	
					Non DPEP	DPEP
1.	Badarwas	-	10	10	-	10
2.	Karera	-	10	10	-	10
3.	Khaniadhana	-	30	30	-	30
4.	Kolaras	-	10	10	-	10
5.	Narwar	-	30	30	-	30
6.	Pichore	-	30	30	-	30
7.	Pohari	-	20	20	-	20
8.	Shivpuri	-	10	10	-	10
	Total	-	150	150	-	150

4.3.2 Education Gurantee Scheme :

This is an innovative scheme to provide a school for any habitation where there is a demand for it from the public for enrolling 40 childrens and in tribal areas 25 children. The accomodation will be provide by the community. The govt. will provide a shiksha karmi.

Table 4.3

A tentative block wise need is given as under :

S. No.	Name of Block	
1.	Badarwas	50
2.	Karema	50
3.	Khaniadhana	50
4.	Kolaras	19
5.	Narwar	30
6.	Pichore	43
7.	Pohari	10
8.	Shivpuri	30
	Total	244

4.3.3 The Ashram Shalas : (By T.W.D.)

The Ashram Shalas are run by the T.W.D. and provide boarding facilities for enrolled childrens. There are 9 such Ashrams existing at present with a capacity of 430 seats. However, 130 villages in Block pohari, Shivpuri, Kolaras & Badarwas have been identified with a larger populations of tribals. They are included in "Integrated" Tribal development Projects (I.T.D.P.). Besides 8 Girls Ashram have also been preposed in these block as under :

Table 4. 4 :Table Proposed Ashram Shalas

Component	Block	Villages	No. of Ashrams
Shivpuri	Shivpuri	1. Patara	1
		2. Dabiya	1
Badarwas	Badarwas	1. Agra	1
		2. Sirsi	1
Pohari	Pohari	1. Chhurch	1
		2. Bhainsrawan	1
Kolaras	Kolaras	1. Madaganesh	1
		2. Kharaitendua	1
		Total	8

4.4 Adding Additional Class - rooms :

Additional class rooms will have to be constructed to overcome the shortage of space in the schools. Janpad and local self Govt. bodies will participate in the construction of the class rooms. A block wise need of additional class rooms and the source of their funding is given in the table below.

Table 4.5

STATUS AND NEED OF ADDITIONAL CLASS ROOMS

S.No.	Name of Block	Need	RESOURCE OF FUNDING	
			Non DPEP Scheme No.	DPEP No.
1.	Badarwas	30	06	24
2.	Karera	87	17	70
3.	Khaniadhana	157	31	126
4.	Kolaras	44	09	35
5.	Narwar	117	23	94
6.	Pichore	151	30	121
7.	Pohan	58	11	47
8.	Shivpuri	155	31	124
	Total	799	158	641

4.4.1 School Buildings :

Forty Six new Primary School Building will be constructed for new Primary School against the demand for 154, building. Additional resource will be mobilised to fill the gap.

4.4.2 Repairs of School Buildings :

768 P.S. Buildings need major repairs with an estimated cost of 384 Lakh Rupees.

4.5 Quality Improvement :

The Strategy for quality improvement will include :

- Development of curriculum based on competencies.
- Development of new Teaching learning material.
- Improvement of Teachers through training.
- Creating environment for learning.

4.5.1 Teaching Learning Materials :

Feeling the need of joyful, activity based and child centered pedagogy the state has developed the books for class I and

It based on MLL & Competencies. The material will be further improved on the basis of feed back.

4.5.2 Training Need Assessments

A sample survey was conducted by DIET FACULTY in Dec-95 to know the training need of primary school teachers among the teachers participating in service training programmes. The result of survey shows that most of the teachers need training in the following areas.

1. Multi grade teaching
2. Child centered activity based teaching.
3. Competency based training.
4. Teaching methods specially those of Shikshak Smakhya.
5. Art education, physical education, health education and work experience.
6. Games and co-ordinator activities.
7. Making of low cost teaching aids.
8. Development of supplementary local teaching learning material

4.5.3 Teacher Training and Its Strategy :

Training of teachers is very important for improving quality of education. In DPEP the objectives of Teacher Training are :

1. Training of all Primary School Teachers and Shiksha karmis.
2. To improve the quality of in-service training programmes.
3. To bring the teachers out of their academic isolation.

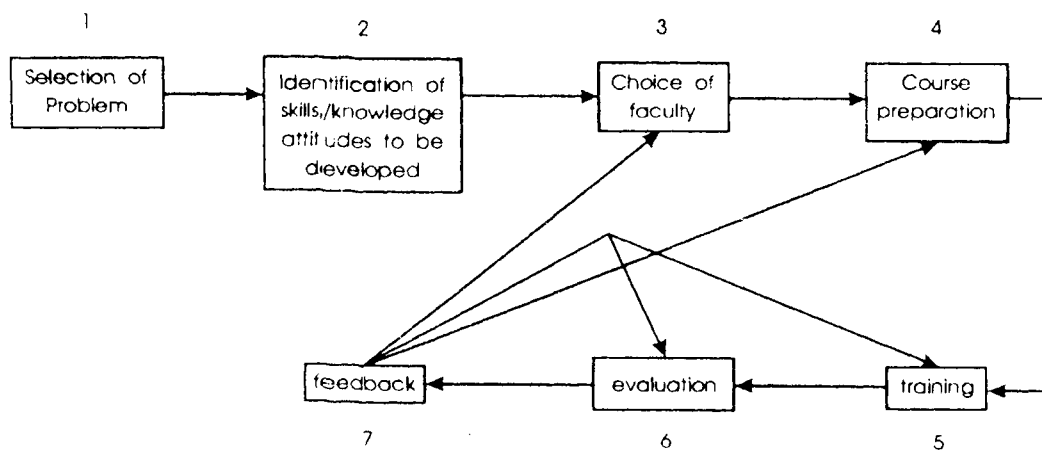
All the training programmes of primary school teachers will be conducted by the DIET. The main feature of training is that it is decentralised and participative.

Strategies :

The training strategy will be as follows :

At present, yearround in service training programmes are being organised for primary and upper primary school teacher at DIET. In the DPEP the strategy will be to evolve a well administered training and personal development system for all the persons related to class room teaching, teacher training and monitoring as per seven step model given below.

Seven step model of the training Strategy



4.5.4 Decentralisation :

(I) Fomation of District Resource Group :

A District Resource Group will be formed consisting of the faculty members of DIET, and primary school teachers at leaste three teacher from each block of the district. At leaste five members of District Resource Group will be trained by SCERT and they will train the remaining members of District Resource Group.

(II) Identification of Master Trainers :

A Group of M.T.s will be identified by the DIET in consultation with the B.E.O.s for each block. It will consist of 15 to 20 master trainers provebly these teacher will be cluster academic coordinators, who will be responsible for training the teachers at BRC level. The M.T.s. will be trained at DIET Shivpuri

(III) Teachers Training at Block Level :

The master trainer will train the teachers at block level.

4.5.5 The training programme for the plan period

Table 4.6 Shivpuri

Training Schedule for Teachers Shiksha Karmies Master Trainer

& New Teacher (Sikarna karm Year Wise (No. of Particpents)

From : 1996-2002

S. No.	Target Group	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	Venue
1	2	3	4	5	6	7	8	10
1.	Master Trainer	40	193	193	193	193	193	DIET
2.	Shiksha Karmi	678	-	-	-	-	-	BRC
3.	Teacher + Shiksha Karmi	-	3560	3751	3969	1345	1347	BRC
4.	New Teacher Shiksha Karmi	-	160	148	70	76	75	DIET

Table 4.7

Training Schedule for Shiksha Karmi - 1996-97

S. No.	Target Group	Block	Total No. of Part.	No. of Prog.	Period of Prog.	Persons 1 Month	Venue
1.	Master Trainer	-	40	01	5 days	Dec 96	DIET
2.	Shiksha karmis	1. Shivpuri	05	01	5 days	Feb 97	BRC
		2. Pohari	37	01	5 days	Feb 97	BRC
		3. Kolaras	71	02	5 days	Feb 97	BRC
		4. Badarwas	114	03	5 days	Feb 97	BRC
		5. Pichore	106	03	5 days	Feb 97	BRC
		6. Khaniadhana	130	03	5 days	Feb 97	BRC
		7. Karera	85	02	5 days	Feb 97	BRC
		8. Narwas	127	03	5 days	Feb 97	BRC
		Total	678	18			

Table 4.8

**Training Schedule for Primary Teacher & Shiksha Karmi Teaching
Training for Class I, II, III**

From : 1997-1998

S. No.	Target Group	Block	Total No. of Part.	No. of part. in a section x No. of Sections	No. of Prog.	Period of Prog.	Proposed Month	Venue
1	Master Teachers (Academic coordinator of Cluster)	-	115	40 x 3	01	12 days	May 97	DIET
2	Primary School Teachers & Shiksha Karmis Teaching Classes II & III	1 Shivpuri	398	40-45x3	03	12 days	May-Jun 97	BRC
		2 Kolawas	215	33-40x3	02	12 days	May-Jun 97	BRC
		3 Badarwas	350	40-45x3	03	12 days	May-Jun 97	BRC
		4 Pohari	248	40-45x3	02	12 days	May-Jun 97	BRC
		5 Narwar	268	4-45x3	02	12 days	May-Jun 97	BRC
		6 Karera	314	35-40x3	03	12 days	May-Jun 97	BRC
		7 Pichore	349	35-40x3	03	12 days	May-Jun 97	BRC
		8 Khania dhana	316	35-40x3	03	12 days	May-Jun 97	BRC
	Total		2458	35-45x24	03	12 days	May-Jun 97	BRC
3	Primary School Teachers & Shiksha Karmies Teaching Class IV & V	1 Shivpuri	177	40-45x2	02	6 day	Nov 97	BRC
		2 Kolarwas	99	45-50x2	01	6 day	Nov 97	BRC
		3 Badarwas	154	35-40x2	02	6 day	Nov 97	BRC
		4 Pohari	114	35-40x3	01	6 day	Nov 97	BRC
		5 Narwar	120	40x3	01	6 day	Nov 97	BRC
		6 Karera	141	35-40x2	02	6 day	Nov 97	BRC
		7 Pichore	156	35-40x2	02	6 day	Nov 97	BRC
		8 Khania dhana	141	35-40x2	02	6 day	Nov 97	BRC
	Total		1102	35-40x18	02	6 day	Nov 97	BRC

4	New Appointee Teachers of S.K.	-	191	35-40x3	02	18 days	Dec 97	DIET
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Table 4.9

Training Schedule for Primary School Teacher Shiksha Karmis

Training Schedule for IV Class

1998-1999

S. No.	Target Group	Block	Total No. of Part.	No. of part. in a section & No. of Sections	No. of Prog.	Period of Prog.	Personal Month	Venue
1	Master Trainers	-	115	35-40x3	01	6 days	May 98	DIET
2	Primary School Teachers & Shiksha Karmis	1 Shivpuri	609	40x3	05	6 days	May-Jun 98	BRC
		2 Kolarwas	343	40-45x2	04	6 days	May-Jun 98	
		3 Badarwas	526	35-40x3	05	6 days	May-Jun 98	BRC
		4 Pohari	381	35-40x3	03	6 days	May-Jun 98	BRC
		5 Narwar	410	30-35x3	04	6 days	May-Jun 98	BRC
		6 Karera	477	30-35x3	05	6 days	May-Jun 98	BRC
		7 Pichore	525	30-35x3	05	6 days	May-Jun 98	BRC
		8 Khania dhana	480	30-35x3	05	6 days	May-Jun 98	BRC
		Total	3751			6 days	May-Jun 98	BRC
3	New Teacher (Shish Karmis)		218	30x3	02	18 days	Nov. Dec. 98	DIET

Table 4.10

Training Schedule for Primary School Teacher & Shiksha Karmis

Traning for V class

1999-2000

S. No.	Target Group	Block	Total No. of Part	No. of part in a section & No. of Sections	No. of Prog.	Period of Prog.	Personal Month	Venus	
1	Distt. Trainers	-	115	35-40x3	01	6 days	May 99	DIET	
2	Primary School Teachers & Shiksha Karmis	1	Shivpuri	638	40-45x3	05	6 days	May-Jun 99	BRC
		2	Kolaras	370	45x2	04	6 days	May-Jun 99	BRC
		3	Badarwas	553	40x3	05	6 days	May-Jun 99	BRC
		4	Pohari	408	45x3	03	6 days	May-Jun 99	BRC
		5	Narwar	437	40x3	04	6 days	May-Jun 99	BRC
		6	Karera	504	40x3	05	6 days	May-Jun 99	BRC
		7	Pichore	552	40x3	05	6 days	May-Jun 99	BRC
		8	Khania dhana	507	40x3	05	6 days	May-Jun 99	BRC
		Total	3969						
3	New Teacher (Shiksh Karmis)		70	35x2	01	18 days	Nov. Dec. 99	DIET	

Table 4.11

Traning Schedule for Primary Teacher & Shiksha Karmi (1/3 of the whole teacher)

2000-2001

S. No.	Group		Block	Total No. of Part	No. of part in a section & No. of sections	No. of Prog.	Period of Prog.	Personel Month	Venue
1	Master Teachers		-	115	40x3	01	6 days	May 2000	DIET
2	Primary School Teachers	1	Shivpuri	217	35-40x3	02	6 days	May-Jun 2000	BRC
		2	Kolawas	127	30-35x2	02	6 days	May-Jun 2000	BRC
		3	Badarwas	186	40-45x2	02	6 days	May-Jun 2000	BRC
		4	Pohari	138	30-35x2	02	6 days	May-Jun 2000	BRC
		5	Narwar	148	30-35x2	02	6 days	May-Jun 2000	BRC
		6	Karera	170	40-45x2	02	6 days	May-Jun 2000	BRC
		7	Pichore	187	40-45x3	02	6 days	May-Jun 2000	BRC
		8	Khania dhana	172	40-45x2	02	6 days	May-Jun 2000	BRC
			Total	1345			6 days	May-Jun 2000	BRC
	New Teacher (Karmi)			75	35-40x2	01	18 days	Nov. Dec 2000	DIET

Table 4.12

Traning Schedule for Primary Teacher & Shiksha Karmies

(Next 1/3 of the teachers)

2001-2002

No.	Group	Block	Total No. of Part.	No. of part. in a section x No. of Sections	No. of Prog.	Period of Prog.	Personel Month	Venue
	Head Teachers BRC Academic Co-ordinator	-	115	40x3	01	6 days	May 2001	DIET
2	Primary School Teachers & Shiksha Karmis	1 Shivpuri	216	40x3	02	6 days	May- Jun 2001	BRC
		2 Kolaras	126	30-35x2	02	6 days	May- Jun 2001	BRC
		3 Badarwas	187	40-45x2	02	6 days	May- Jun 2001	BRC
		4 Pohari	138	35x2	02	6 days	May- Jun 2001	BRC
		5 Narwar	148	35-40x2	02	6 days	May- Jun 2001	BRC
		6 Karera	171	40x45x2	02	6 days	May- Jun 2001	BRC
		7 Pichore	188	40-45x2	02	6 days	May- Jun 2001	BRC
		8 Khandia dhana	173	40-45x2	02	6 days	May- Jun 2001	BRC
		Total	1347			6 days	May- Jun 2001	BRC
3	New Teacher (Shiksha Karmis)		75	35-40x2	01	15 days	Nov-Dec 2001	DIET

4.5.6 Strengthening The DIET

From the very beginning DIET will have to conduct the following programmes and activities :-

1. Surveys and studies.
2. Taking up micro projects.
3. Action research and innovation,
4. Training of -
 - ((a) Master trainers.
 - ((b) Cluster heads, cluster academic coordinator.
 - ((c) BEOs, ADDISs, P.O.'s officers.
 - ((d) Resource personnel.
 - ((e) Members of VECs and NGOs.
5. Monitoring of training programmes.
6. Publication of bulletins, teachers guides and supplementary reading material for learners.
7. Development of training material according to teachers need.
8. Seminars and workshop for action research, study and innovation.
9. Developing Educational Management Information services.
10. Act as an agency for teacher empowerment.

4.5.7 Facility To Be Provided :

It is necessary to provide the following facilities for its effective functioning :

1. Vehicles for mobility and monitoring.
2. Electronic typewriter, photo copier, public address system and A.V. aids, over head projector, V.C.R. slide projector, T.V. video projector, laminators, binder, stencil cutter, water cooler, two in one cassette recorder, video cassettes.
3. Furniture and equipment.
4. Books.
5. Well equipped meeting & auditorium hall.

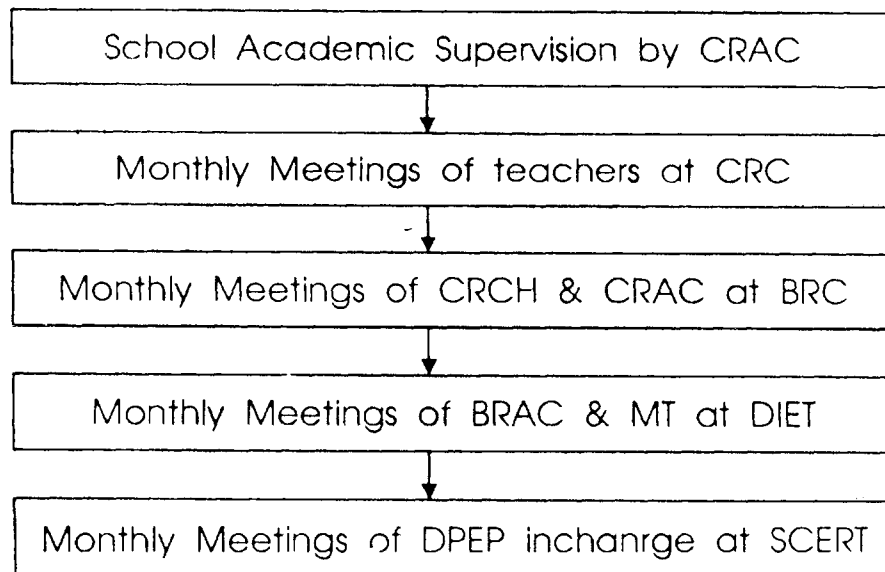
4.5.8 Professional Assistance

As the DIET faculty does not include experts in all disciplines and skills needed for the programmes and activities for DPEP, the services of other professional experts will be needed for imparting training in art education, work experiences, physical education, educational technology and computer software development, conducting study in orientation of teacher trainers etc.

4.5.9 MONITORING BY DIET

The detail, adequate and proper inspections and supervisions will be done by supervisory officers of education department and those of other departments, the monitoring of training and feed back will be done by DIET faculty alongwith BRCC, ACS & CACs on the job training at grass root. Help of VECs will also be taken to maintain regularity of teachers & students]

**All these efforts have setup a stage for
quality improvement**



4.5.10 SHIKSHAK SAMAKHYA

Shikshak Samakhya Project is one of the very effective and positive intervention in primary education. In this district Shiksha Samakhya started in block Kolaras in March'1995. Remaining seven blocks Shivpuri, Badarwas, Narwar, Pohari, Karera, Pichhor and Khaniadhana have been covered under this project in November 1995

Teachers of standard Ist and cluster head master were motivated in one day wonder arranged at block head quaters. Teachers have been trained in preparations of low cost teaching aids, pocket board cards and cuts outs. In the IInd phase Shikshak Samakhya core groups/state level team and member of DIET faculty meet at BRC level and discusse problems if any.

4.6. Creating New Institutions

Block And Cluster Resource Centres Block Resource Centre (B.R.C.)

Keeping in view the need for decentralisation and increasing the involvement of teacher in qualitative improvement of teaching and the felt need of teacher empowerment, it has been decided to set up Resource centres at Block and cluster levels. BRC will be established at each block headquarter. Total 8 BRCs will be formed in the district. The BRC will have its own building and a full time coordinator.

4.6.1 Functions of BRC :

1. Imparting training to primary school teachers, NFE Instructors, Aganwadi workers, heads of CRCs, members of VECs etc.
2. Building environment in support of enrolment and retention.
3. Providing support to CRCs
4. Assisting DIET in developing material, field testing and innovations

5. To find out and communicate as linker with the departments and community.
6. To function as a resource centre for the school.
7. To hold seminars and workshops for environment building, preparation of teaching learning material and teaching aids.
8. To suggest new areas of teacher training to DIET.
9. Maintain education profile of the block.

Each BRC will be provided with the following facilities from DPEP fund.

1. Building.
2. Furniture.
3. Equipments.
4. Professional assistance.
5. Salaries.
6. Operation and Maintenance.
7. Training.

4.6.2. Cluster Resource Centre (C.R.C.) :

It has been decided to set-up resource centres at district levels. Cluster means the group of all primary schools, situated approximately within 8 Kms. of a Selected clustered centre school. Teacher from all the school of a particular cluster will meet once in a month to discuss their academic problems.

FUNCTION OF C.R.C.s

1. To provide easier access to the teacher to academic resources.
2. To be close to the real life situation of the teachers and to monitor their felt needs.
3. To function as resource centre for teacher and M.F.E. Instructors.
4. To give general support to VECs.

Necessary furniture and equipments will be provided from DPEP fund to each cluster to function as resource centre for teachers.

Table 4.13 The block wise distribution of CRCs is as follows :

S.No	Block	No. of CRCs
1.	Badarwas	11
2.	Karera	12
3.	Khaniadhara	14
4.	Kolaras	20
5.	Narwar	12
6.	Pichore	10
7.	Pohari	10
8.	Shivpuri	24
	Total	113

4.7 Education Gurantee Scheme Teachers Training :

For the teacher appointed in Education Guarantee Scheme a ten days training will be organised following the patterns of primary school teachers trainings.

4.8 Training of Alternative School Supervisor/Teahcers :

In view of the fact that Alternative School will be a new concept intended to address a hetrogenous group of learners in an ungraded system.

Alternative School teachers supervisors will be given an intensive training based on textual material.

The training will be residential and of 21 days durations. That will be organised at DIET level. Supervisors will be given additional training of one week. With the help of an N.G.O. "Digaantar" which has a considerable experience. The supervisory role will be highlighted during the training.

School contingency :

A sum of Rs. 3000 will be provided as school contingency for each school for improving educational facilities and teaching aids.

4.9 Special Focus Group :

- (a) Gender disparities.
- (b) Scheduled Castes and Scheduled Tribes.
- (c) Handicapped Children.

(a) Gender Disparity :

The position of education among girls is deplorable in the district. The objective of DPEP in this regards are reducing gender disparities in enrolment, retention and achievement providing access to educational opportunities to all girls and create an environment which enables women to demand education for themselves and their daughters.

Women literacy in the district is only 12% while total literacy is 32.06%. Women literacy among Scheduled Tribes and Scheduled Castes is 0.1% and 3% respectively.

Baseline study clearly reveals that female children are kept busy in :

- (1) Caring siblings and domestic animals.
- (2) Fetching water.
- (3) Collecting fuel and fodder.
- (4) Household work.

Special efforts are to be made to bring the girl children to schools. Special community mobilization programmes aimed at girls education will be taken up.

A segment wise status of girls population in 6-14 age group and its enrollment in different blocks, as collected by L.S.A. is reproduced here under. It will be used to define target status and adopt suitable strategies to being the depreved population within the folds of V.P.E.

Table : Segment Wise Enrollment of Girls

S. No	Block	Category	Total Population	Total Girls Engolled			Per cent
				In school	In NFE	Total Enrl.	
1.	Shivpuri	S.C.	2132	1267	38	1305	61.21%
		S.T.	2050	850	04	854	41.65%
		O.B.C.	5808	3703	100	3503	45.47%
		Genereal	964	754	07	761	78.49%
		Total	10954	6574	149	6729	61.37%
2.	Kolaras	S.C	1868	974	116	1090	58.38%
		S.T.	1581	383	180	563	35.61%
		OBC	4548	2130	71	2201	48.39%
		General	946	817	38	855	90.38%
		Total	8943	4304	405	4709	52.65%
3-	Badarwas	S.C.	1790	1119	92	1211	67.65%
		S.T.	1860	664	176	840	45.16%
		OBC	5650	3252	211	3463	61.29%

		General	940	872	011	883	93.93%
		TOTAL	10240	5907	490	6397	62.47%
4	Pohri	S.C.	2552	1501	47	1548	60.65%
		S.T.	1860	664	176	840	45.16%
		OBC	5650	3252	211	3463	61.29%
		General	940	872	011	883	93.93%
		TOTAL	12853	17162	172	07334	57.06%
5	Narwar	S.C	2797	1433	110	1543	55.16%
		S.T.	486	115	92	207	42.54%
		OBC	7656	3796	434	4230	55.25%
		General	1538	1200	47	1247	81.07%
		Total	12477	6544	683	7227	57.52%
6	Karera	S.C	3026	1680	206	1866	62.32%
		S.T.	721	192	97	289	40.08%
		OBC	7627	4212	420	4632	60.73%
		General	1690	1374	80	1454	68.03%
		Total	13064	7558	903	8401	64.30%
7	Pichhore	S.C	2463	1121	223	1344	54.56
		S.T.	1906	352	117	469	24.60%
		OBC	5564	2473	280	2753	26.94%
		General	1150	834	118	952	80.67%

A segment wise status of girls population in 6-14 age group and its enrollment in different blocks, as collected by L.S.A. is reproduced here under. It will be used to define target status and adopt suitable strategies to being the deprived population within the folds of V.P.E.

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				In school	In NFE	Total Enrl.	
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		S.T.	2050	850	04	854	41.65%
		O.B.C.	5808	3703	100	3503	45.47%
		Genereal	964	754	07	761	78.49%
		Total	10954	6574	149	6729	61.37%
2.	Kolaras	S.C	1868	974	116	1090	58.38%
		S.T.	1581	383	180	563	35.61%
		OBC	4548	2130	71	2201	48.39%
		General	946	817	38	855	90.38%
		Total	8943	4304	405	4709	52.65%
3-	Badarwas	S.C.	1790	1119	92	1211	67.65%
		S.T.	1860	664	176	840	45.16%
		OBC	5650	3252	211	3463	61.29%

		General	940	872	011	883	93.93%
		TOTAL	10240	5907	490	6397	62.47%
4	Pohri	S.C.	2552	1501	47	1548	60.65%
		S.T.	1860	664	176	840	45.16%
		OBC	5650	3252	211	3463	61.29%
		General	940	872	011	883	93.93%
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		S.T.	1906	352	117	469	24.60%
		OBC	5564	2473	280	2753	26.94%
		General	1150	834	118	952	80.67%

		Total	11413	4780	798	5578	48.87%
8-	Khanlyad hana	S.C	2138	1121	223	1344	54.56
		S.T.	1770	352	117	469	24.60%
		OBC	6457	2473	280	1753	26.94%
		General	1322	834	118	952	80.67%
		Total	11587	4865	1114	5979	51.60%
	Grand Total of Blocks (Whole Distt)	S.C.	18,766	10,067	674	11,041	58.83
		S.T.	12,597	3,799	965	4,764	37.81%
		OBC	50,001	25,813	2275	28,091	28.09%
		General	10,167	7,915	397	8,312	81.75%
		Total	91,531	47,594	4614	52,208	57.03%

For this TLC workers, Panchayat members, specially the female pauch and sarpanch will work together. Folk artists and NGO's will be trained and used for the mobilising activities.

Massive girls enrolment drives will be launched.

(b) Scheduled Castes and Scheduled Tribes Children

The data shown below show that only 47.21% of Scheduled Castes children go to schools, while 52.79% remain out of schools. The rate of dropout in 14.24% which is included in school going percentage.

Special efforts are to be made to generate awareness for importance and relevance of education among the Scheduled Castes and Scheduled Tribes population of the district.

Table 4.14 Comparative study of ST children (School going & not going)

Block	S.N o.	1	2	3	4	5	6	7	8	9
	1	Shiv puri	Kola ras	Badar was	Poh ari	Nar war	Kar era	Pic hore	Khanta dhana	Total
Total ST Children 6- 14 age Group	2	4985	3692	4405	4885	1091	1812	3971	398-	28727
No. of Student School Going										
In Primary School	3	2455	1178	1762	2246	322	659	1457	1246	11312
In NFE Centers	4	19	342	408	114	238	237	466	426	2250
Total	5	2474	1518	2160	2359	561	896	1923	1671	13562
No. of ST student out of school										
Dropout from school	6	201	91	114	361	046	212	430	475	1932
Not seen the school	7	2308	1983	2131	2165	484	704	1618	1840	13233
Total	8	2511	2074	2248	2526	530	926	2048	2316	15185
Per ST children										
School Going	9	49.62	42.26	42.03	48.66	51.42	49.44	48.42	41.98	47.21
Not Going School	10	50.38	67.74	60.97	61.45	48.58	50.56	51.58	68.02	52.79

Source : L.S.A. DATA

(c) Physically Handicapped Children :

For any educational project education of physically handicapped children is a challenge. Since these children are spread throughout the district. One of the strategies for their education may be that they get education in the schools of their locality. The teachers of those schools will be provided with special training for that purpose.

- Awareness and orientation programmes will be held for the DPEP functionaries community & Teachers to be sensitive to the educational need of handicapped children.
- Provisions will be made for essential rehabilitation, educational aids and appliances.
- Provisions for easy mobility to children physical disability.

4.10 Management systems :

For implementation of above stated strategies it will be essential to support the existing management system with the additional project management structures.

The project management structures will be based on the following features :

1. To ensure participative management system a two legged structure is to be setup of government and non-government agencies. This will facilitate the collaborative working of govt. and non-govt. personal.

The district unit (DU), Block Unit and Village education committee (VEC) are peoples participatory structures. These structures include some key govt. functionaries panchayat members and active members of community.

2. **Decentralised functioning :**
To ensure peoples participation in the project upto grass root level decentralised functioning is absolutely necessary.
3. Autonomy and flexibility to project structures for efficient functioning. The project structures will be

governed by district procedures that in turn would govern their administration & financial working.

4. Integration with existing structures so that the project works conjointly with the existing systems.

Table 4.15

	Structure	Personnel	Responsibilities
1.	District Unit (DU)	Chair person - Chairman of Zila Panchayat Chairperson, District Mission Director - Collector District Project Director & Member Secretary - Deputy Director Education Members - 1. Principal DIET 2. District Women Child Welfare Officer 3. Secretart TLC Committee 4. Assistant Director NFE. Nominated Members - 1. All members of education committee of Zila Panchayat. 2. Representative of I. Women working in the field of education and dvelopment. II Educations, NGOS, Social Workers (At least 1 member belonging to SC, ST, OBC and Minority) 3. One Chairperson of Janpad panchayat nominated by chairperson of Zila Panchayats. 4. Two non-official members of general body of DPEP.	<ul style="list-style-type: none"> Responsible for formulation, implementation, coordinator and monitoring of District Plans. Ensure Participatory approaches and overall control of the programme.
2.	District Project Office	Designated of Post District Project coordinator 1 Assistance Project Co- ordinator Finance 1 Women Organizer 1 Programmer 1	<ul style="list-style-type: none"> Personnel for actual management & implementation of the programme. To serve as link between state & block structures.

		Assistant Engineer 1 Junior Engineer 1 Draflaman 1 Accountant 1 Data Entry Operator 2 Clerk 4 Driver 1 Peon 3	
3-	Block Unit	<p>Chairperson - Chairperson Janpad Panchayat</p> <p>Member Secretary - Block Education Officer</p> <p>Ex-Officio-members</p> <ol style="list-style-type: none"> 1. S.D.O. 2. B.D.O. (in Tribal Block) (NEF) 3. Project Officer B.R.C. 4. Co-ordinator (I.C.D.S.) 5. Project Officer <p>Nominated Members :</p> <ol style="list-style-type: none"> 6. All members of Education Committee of Janpad Panchayat 7. Two members of Block Level T.L.C. Committee 8. Seven representatives to be nominated by the District Unit of D.P.E.P. on the basis of their special services/ contribution in the area. (i) Women working in the field of women education and development. (ii) Educationists, NGOS, Social workers Literatores/ out of these at least one women and one member belonging to each of ST, SC, OBC and Minority Classes. 9. Two Non Govt. Members of VEC of the block to be nominated by District Unit. 10. One Person having contribution or experience in the field of U.P.E. to be nominated by District Unit. 	<ul style="list-style-type: none"> • Responsible for formulation, implementation, coordinator & monitoring of block places. • Ensure participatory approaches & overall control of Block level programme activities.

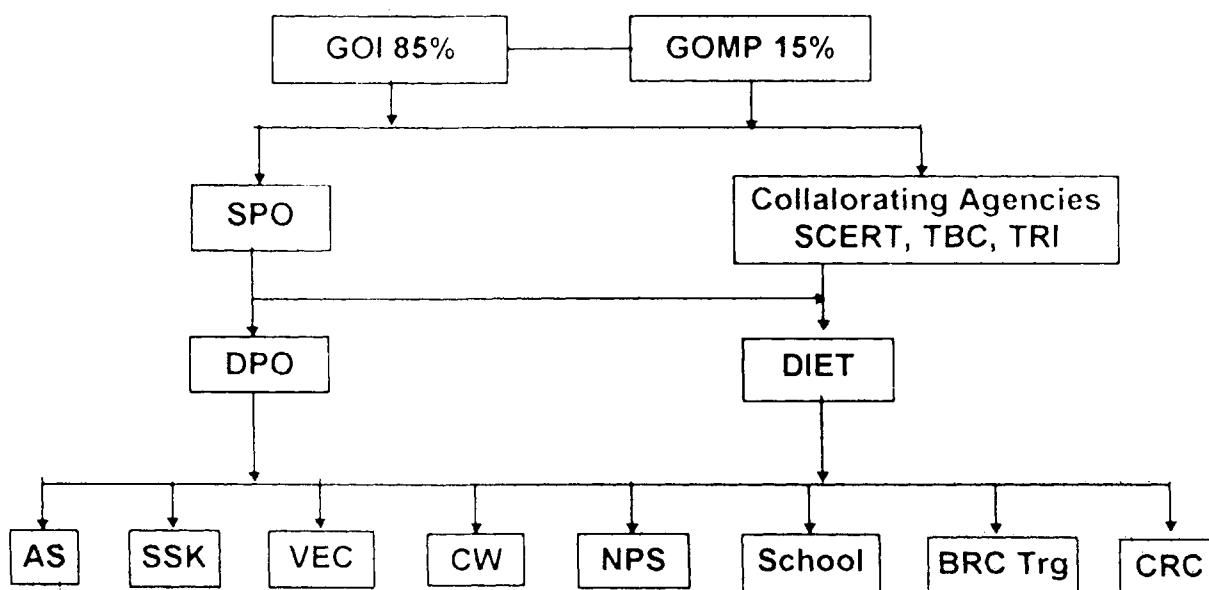
4.	Block Resource Centre (BRC)	BEO - exofficio head of this office BRC coordinator - 1 Helper/Messenger - 1 Accountant / Clerk - 1	<ul style="list-style-type: none"> • Responsible for Block management of programme. • BRC to be the training centres at block.
5.	Village Education Committee (VEC)	Chairperson - Sarpanch Vice Person - Deputy Sarpanch Secretary - Senior teacher of School Members - 3 member of gram panchayats 5 Residents of village nominated by Gram Sabha or panchayat. 4 Nominees of Janpad panchayat from among residents of the village in come of local MLA, NFE instructors The volunteer & Angan Wadi Women.	<ul style="list-style-type: none"> • VEC is the grassroots management structure. • Mobilising help and resource from the community for the local Primary School, NFE Centres and Aganwadi and Monitoring their functional status including progress of Children enrolled therein. • Contacting parents, specially these belonging to disadvantaged groups, on an ongoing basis so as so persuade them to send their children (especially girls) to the primary School / NFE Centre / Anganwadi regularly. • Reviewing periodically the performance of children with the teachers and instructors and identifying and removing abstacles. Helping teachers with the difficulties they are facing and ensuring support to their efforts.

4.11 Financial System :

At the state level the state implementation society has developed its financial system with in the frame work of the 'financial and administrative Rules' of the Rajiv Gandhi Pratmik Shiksha Mission Which are approved by the executive committee. These rules give the Mission financial autonomy within the control of clear norms and procedures.

Funds received from Govt. of India and Govt. of Madhya Pradesh are released in SPO account of the Mission. Onwards flow of funds takes place through a well defined fund flow system shown as under :

Fund Flow Structure



4.11.1 At the District Level :

The district budget is released to the DPO in a joint account of DPO and DDE. The budget to DIET related activities will be released directly to the DIET from SPO with intimation to DPO.

4.11.2 At Block Level :

The funds for the block level activities will be released by DPO to the block in the joint account of BEO and BRC. DIET will also release funds for academic activities in this joint account. For construction of BRC the funds will be released from DPO to the Block Nirman Samits.

4.11.3 At Cluster Level :

Cluster meeting expenditure will be provided by the DIET to the CRC in joint accounts of CRCC & Head Masters.

4.11.4 At the Village Level :

At the village level funds for civil works will be released by the DPO to the village Nirman Samit. For VEC funds will be

released to the joint account of Sarpanch and the teachers who to the Member Secretary of VEC.

At all levels double entry block keeping in to be followed.

The accounts will be audited in three stages :

- Internal Audit.
- External Audit by a C.A.
- Audit by Accountant General of the govt.

4.12 Procurement of Basic Operational Facilities :

For achieving short term goals and providing infrastructures support for long term goals of DPEP procurement is essential.

Procurement has been decentralised at Distt. Block, Village levels through procurement committee, following GOI's directives and DA norms for procurement.

4.13 Monitoring & supervision:

Monitoring and supervision of the progress made by project will be done by making the management information system operational which would include.

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

LSA and EMIS will help generate two types of database LSA :

The LSA database is that of the village database.

It reflects the no of children in the age group of 5 to 14 years, no of children enrolled, unenrolled and that of dropouts, with the no of accessless habitations.

4.14 EMIS :

This will make possible to collect school data base such as :

- Basic education information.
- Infrastructure details

- Teachers staff details
- Student enrolment (Caste/sex/age wise)
- Attendance, retention and development details
- Equipment details.

EMIS will thus serve as a support system for providing an accurate and timely information for effective monitoring of school database.

4.15 IPMS :

The integrated project monitoring system has been developed by the SPO that will make possible to get monthly and quality feedback from grassroot to state level.

The different softwares will be interlinked so that reports can be sent to govt of India in the formats.

4.16 Capacity Building

For capacity building a state level institution has been set up. The state institute of education management and training. (SIEMT) SIEMT will be assisted by national level institutions like the NCERT and the NIEPA.

A training programme is developed for the programme personnel which is as follows :

1. Level : District Mission Director
District Project Director
District Project Co-ordinator
Principal DIET
Distt. Asstt Project coordinator (Finance)
Gender Co-ordinator
Programmer
Data Entry Operator
2. Level : Block Education officers.
Block Resource Center Co-ordinator.
Academic Co-ordinators.
Accountants, Clerks and peons.
3. Level : Cluster Heads
& Cluster Academic Co-ordinators.

4.17 Training of Personnel to Work at Different Management Structure :

The following personnel will attend orientation/training at educational management institute being set up at bhopal for strengthening / developing managerial competence.

1 Orientation :

One day orientation programme for the following persons.

District mission Director

Chief executive officer (Dist Panchayat)

2. TRAINING

Three days training programme for the following persons

Chief executive, officers (Janpat panchayats)

Deputy Director of Education

Principal DIET

FIVE days training programme for the following persons.

Foundation course

District Project Coordinator

Assist Project Coordinator (Finance)

Gender Coordinator

Block Education officers

Block Resource-Centre coordinators

Incharg planning and monitoring unit of DIET

3. Special Skills Training

4.18 V.E.C. Training :

Five days training programme for the following persons:

District Project Coordinator

Assist Project Coordinator

Gender Coordinator

Programmer

Data Entry Operator

Three days training programme for the following persons:

Distt Resouce Group (VEC)

Who would train Master Trainers for VECs.

Resource Group for Gender
Programmer (Mahila Samakhya)
Assistant Inspectors of Schools

CRC Heads and CRC Academic Coordinators will attend 1-2 days Orientation on Managerial aspect of their work along with training to be given by DIET

Three days training programme for review and planning of annual plans for

Dist Project Director
Dist Project Coordinator
Asstt Project Coordinator
Gender Coordinator
Programmer

4. Self- Study

DPEP Function will study literature received from SPO/Educational Management Institute for Personal development

5. Participation In Seminars

Some of the functionaries working at different levels will be Sponsored to attend workshops, Seminars/ Conferences at Block, District and State levels to improve their professional competence.

4.18 V.E.C. Training

As VEC is empowered to take up the responsibilities of implementing the DPEP at grassroot level a special training will be organised every year to orient VEC members for that purpose.

4.19 Innovations :

Some of the innovations tried else where in the state may also be tried in Shivpuri district.

4.20 Research Evaluation & Studies :

District Research Evaluation and Innovation committee will finalize the projects to be taken up in the district.

Studies will be taken up to identify the target areas and groups that would require special interventions. The impact of interventions will also be studied.

PROJECT OF JHIOOLAGHAR

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

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

There was an understanding that these centres will be operationalised only in non-ICDS blocks. As ICDS has expanded to all the districts and blocks of Madhya Pradesh, DPEP has decided not to open any more centres from this year and to continue with the centres already started in previous years till they are finally handed over to department of Women and Child Welfare. The sibling care problem will be tackled through establishing functional linkages with Aanganwadis run by the Department of Women and Child Development and by bringing about the convergence in time and space of Aanganwadis and primary schools.

The problem of children below 3 years of age will remain untackled and requires some strategic interventions. Keeping this in view a scheme of Jhoolaghar (Creche) is being introduced in one Block of each of the DPEP districts. About 50-60 Jhoolaghars will be sanctioned in the first year. These child care centres will take care of children in the age group of 0-6 years and will have linkage with primary school in space and time. Special training module will be developed for the functionaries of Jhoolaghar and the scheme will be based on the Jhoolaghar ideology of Social Welfare Department. Jhoolaghar will not impart any formal education to children but will take care of the children during school hours of the linked primary school and play way methodology will be kept to keep the children engaged and to educate them informally. The scheme will stand as follows :

One Jhoolaghar will have :

- 30 children in the age group of 0-6 years.
- One DEEDI (elder sister) and one Aaya (Helper)
- No recurring grant of
- Recurring grant of
- Training of DEEDIS - 10 days
- Training of Helper - 5 days
- Training to be given at BRC level.
- Training modules to be developed by ECE Cell of SCERT and to be coordinated by them.
- Space for Jhoolaghar to be given by the community.

Chapter 5

Budget Estimates for Plan

RAJIV GANDHI PRATHMIK SHIKSHA MISSION

(1)

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

DISTRICT : SHIVPURI TOTAL OUTLAY : 2996.03 Civil Works (%) 24.01
Blocks :- 8 TOTAL REIMBURSED AMT : 2590.01 Management Cost(%) 3.00

MSP	1	YEAR -->	1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	Total
		TOTAL OUTLAY (RS. Lakhs) -->	3.40	841.14	771.44	460.18	459.68	460.18	2996.03
		YEARWISE REIMBURSED AMOUNT	3.4						
		YEARWISE REIMBURSED AMOUNT (IN %)							
		YEARWISE CIVIL WORKS COST (IN CRORES)	0.00	415.45	303.75	0.00	0.00	0.00	719.20
		YEARWISE CIVIL WORKS COST (IN % OF TOTAL)	0.00	49.39	39.37	0.00	0.00	0.00	24.01
		YEARWISE MANAGEMENT COST (IN CRORES)	0.00	0.31	0.15	0.15	0.15	0.15	0.90
		YEARWISE MANAGEMENT COST (IN % OF TOTAL)	0.00	3.74	1.89	3.17	3.18	3.17	3.00

MIS CODES	ACCOUNT CODE	COMPONENT	Year -->	UNITS (PHYSICAL)						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
PFE		1 NEW PRIMARY SCHOOLS			80	50				130
	*****	NEW TEACHERS***			160	100	0	0	0	260
ALS		2 ALTERNATIVE SCHOOLS PROJECTS (AS)			1	1				2
EGS		3 E G S CENTRES			100	68				168
ECE		4 JHOOLA GHAR			60	0		0	0	60
PFEC		5 PRIM SCHOOL BUILDINGS			100	75		0	0	175
PFEC		6 ADDITIONAL ROOMS			150	150	0			300
	*****	NEW TEACHERS***			150	150	0	0	0	300
PFEC		7 REPAIRS (PS BUILDINGS)								0
MGT		8 DISTRICT PROJECT OFFICE			1					1
MIS		9 DISTRICT MIS			1					1
DIT		10 STRENGTHENING OF DIET			1					1
BRC		11 BLOCK RESOURCE CENTRE (BRC)			8					8
CRC		12 CLUSTER RESOURCE CENTRE (CRC)			113					113
BRCT	*****	13 IN SERVICE TEACHERS TRAINING			2448	2608	2708	2708	2708	13180
PFEO		14 SCHOOL CONTINGENCY			1224	1304	1354	1354	1354	6590
MGT		15 DISABLED CHILDREN (IN 1 BLOCK)			1					1
GEN		16 GENDER			1					1
MSS		17 MAHILA SAMAKHYA			0					0
TRI		18 TRIBAL BLOCKS			2					2
ASM		19 ASHRAM SCHOOL			2	0	0	0	0	2
VEC		20 VILLAGE EDUCATION COMMITTEE (VEC)			1200	1250	1250	1250	1250	6200
MED		21 MOBILISATION			8					8
INV		22 INNOVATION			1					1

DISTRICT : SHIVPURI

COST ABSTRACT

(2)

PMIS CODE	ACCOUNT CODE	COMPONENT	UNIT COST	YEAR						TOTAL AMOUNT (IN LAKHS)
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
PFE		1 NEW PRIMARY SCHOOLS	0.00	79.20	116.70	109.20	109.20	109.20	109.20	523.50
ALS		2 ALTERNATIVE SCHOOLS PROJECTS (AS)	0.00	3.16	5.21	4.10	4.10	4.10	4.10	20.67
ECE		3 E G S CENTRES	0.00	13.50	22.68	22.68	22.68	22.68	22.68	104.22
ECE		4 JHoola GHAR	0.00	11.40	6.96	6.96	6.96	6.96	6.96	39.24
PFEC		5 PRIM SCHOOL BUILDINGS	0.00	255.00	191.25	0.00	0.00	0.00	0.00	446.25
PFEC		6 ADDITIONAL ROOMS	0.00	177.00	240.00	126.00	126.00	126.00	126.00	795.00
PFEC		7 REPAIRS (PS BUILDINGS)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PFEO		8 DISTRICT PROJECT OFFICE	0.00	17.36	9.68	9.68	9.68	9.68	9.68	56.08
MIS		9 DISTRICT MIS	0.00	14.14	4.92	4.92	4.92	4.92	4.92	33.82
DIT		10 STRENGTHENING OF DIET	0.00	16.26	7.41	6.74	6.74	6.74	6.74	43.87
BRC		11 BLOCK RESOURCE CENTRE (BRC)	0.00	32.54	13.24	13.24	13.24	13.24	13.24	135.50
CRC		12 CLUSTER RESOURCE CENTRE (CRC)	0.00	77.24	62.55	62.55	62.55	62.55	62.55	327.42
BRC		13 IN SERVICE TEACHERS TRAINING	0.00	31.33	33.38	34.66	34.66	34.66	34.66	168.70
MED		14 SCHOOL CONTINGENCY	0.00	36.72	39.12	40.62	40.62	40.62	40.62	197.70
INV		15 DISABLED CHILDREN	0.00	0.55	0.15	0.15	0.15	0.15	0.15	1.15
GEN		16 GENDER	0.00	2.30	1.80	2.30	1.80	2.30	2.30	10.50
NGO		17 MAHILA SAMAKHYA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRI		18 TRIBAL BLOCKS	0.00	2.46	0.96	0.96	0.96	0.96	0.96	6.30
ASM		19 ASHRAM SCHOOL	0.00	10.14	4.28	4.28	4.28	4.28	4.28	27.26
VEC		20 VILLAGE EDUCATION COMMITTEE (VEC)	0.00	7.20	7.50	7.50	7.50	7.50	7.50	37.20
MED		21 MOBILISATION	3.40	2.65	2.65	2.65	2.65	2.65	2.65	16.65
INV		22 INNOVATION	0.00	1.00	1.00	1.00	1.00	1.00	1.00	5.00
				3.40	841.14	771.44	480.18	459.68	460.18	2996.03

DISTRICT : SHIVPURI		COMPONENT	NEW PRIMARY SCHOOLS						(3)	
PMIS CODE	ACCOUNT CODE	COMPONENT	UNIT COST	1 96-97	2 97-98	3 98-99	YEAR 4 99-2000	5 2000-01	6 2001-02	TOTAL AMOUNT (IN LAKHS)
		***** ***** NEW PRIMARY SCHOOL NEW TEACHERS		0	80	50		0	0	130
				0	160	100	0	0	0	260
		NON-RECURRING								
PFEF1	BO2(1)	1 FURNITURE	0.05	0.00	4.00	2.50	0.00	0.00	0.00	6.50
PFED6	CO1(7)	2 EDUCATIONAL MATERIAL	0.10	0.00	8.00	5.00	0.00	0.00	0.00	13.00
		TOTAL NON-RECURRING		0.00	12.00	7.50	0.00	0.00	0.00	19.50
		RECURRING								
PFEA1	DO1(1)	3 SALARY	0.42	0.00	67.20	109.20	109.20	109.20	109.20	504.00
		TOTAL RECURRING		0.00	67.20	109.20	109.20	109.20	109.20	504.00
TOTAL (NR+R)				0.00	79.20	116.70	109.20	109.20	109.20	523.50

DISTRICT SHIVPURI		COMPONENT		ALTERNATIVE SCHOOL PROJECTS						(Rs lakhs) (4)
PMIS CODE	ACCOUNT CODE	COMPONENT	UNIT COST	1 96-97	2 97-98	3 98-99	YEAR 4 99-2000	5 2000-01	6 2001-02	TOTAL AMOUNT (IN LAKHS)
		***** ALTERNATIVE SCHOOLS PROJECTS (AS) (10 Centres/Project)		0	1	1	0	0	0	2
		NON-RECURRING								
ALSB8	BO1(8)	1 EQUIPMENT	0.50		0.50	0.50	0.00	0.00	0.00	1.00
ALSD4	CO1(7)	2 EDUCATIONAL MATERIAL	0.50		0.50	0.50	0.00	0.00	0.00	1.00
		2 EDUCATIONAL MATERIAL(Old)	0.10		0.00	0.10	0.20	0.20	0.20	0.70
		TOTAL NON-RECURRING		0.00	1.00	1.10	0.20	0.20	0.20	2.70
		RECURRING								
ALSA2	DO1(2)	3 SALARY	1.29		1.29	2.58	2.58	2.58	2.58	11.61 Details given
ALSO8	DO5(8)	4 OPERATION & MAINTENANCE	0.15		0.15	0.30	0.30	0.30	0.30	1.35 Details given
ALSD2	CO1(3)	5 EDUCATIONAL AIDS	0.30		0.30	0.60	0.60	0.60	0.60	2.70
		6 TRAINING	0.42		0.42	0.42	0.00	0.00	0.00	0.84
		7 TRAINING (Old)	0.21		0.00	0.21	0.42	0.42	0.42	1.47
		TOTAL RECURRING		0.00	2.16	4.11	3.90	3.90	3.90	17.97
		TOTAL (NR+R)		0.00	3.16	5.21	4.10	4.10	4.10	20.67

DETAILS :-

O & M (Operation & Maintenance) :-

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

Salary :-

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

DISTRICT : SHIVPURI		COMPONENT	E G S CENTRES						(Rs lakhs) (5)	
PMIS CODE	ACCOUNT CODE	COMPONENT	UNIT COST	1 96-97	2 97-98	3 98-99	YEAR 4 99-2000	5 2000-01	6 2001-02	TOTAL AMOUNT (IN LAKHS)
		***** E G S CENTRES		0	100	68		0	0	168
		NON-RECURRING								
EGSD6	CO1(7)	1 EDUCATIONAL MATERIAL	0.0075		0.7500	1.2600	1.2600	1.2600	1.2600	5.7900
EGSL2	C	2 BOOKS	0.01		1.0000	1.6800	1.6800	1.6800	1.6800	7.7200
EGS		3 MONITORING & EVALUATION	0.0010		0.1000	0.1680	0.1680	0.1680	0.1680	0.7720
		4 TRAINING	0.0045		0.4500	0.7560	0.7560	0.7560	0.7560	3.4740
		TOTAL NON-RECURRING		0.00	2.30	3.86	3.86	3.86	3.86	17.76
		RECURRING								
ECEA3		5 SALARY	0.11		11.00	18.48	18.48	18.48	18.48	84.92
ECEOA		6 OPERATION & MAINTENANCE	0.0020		0.2000	0.3360	0.3360	0.3360	0.3360	1.54
		TOTAL RECURRING -		0.00	11.20	18.82	18.82	18.82	18.82	86.46
		TOTAL (NR+R)		0.00	13.50	22.68	22.68	22.68	22.68	104.22

***** E G S Section Over

4 DISTRICT : SHIVPURI		COMPONENT	JHOOLA GHAR						(Rs lakhs) (6)	
PMIS CODE	ACCOUNT CODE	COMPONENT	UNIT COST	YEAR						TOTAL AMOUNT (IN LAKHS)
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
	*****	JHOOLA GHAR		0	60	0	0	0	0	60
		NON-RECURRING								
ECED5		1 Educational Mat	0.050		3.000	0.000	0.000	0.000	0.000	3.000
		2 Equipment	0.020		1.200	0.000	0.000	0.000	0.000	1.200
		3 TRAINING	0.004		0.240	0.000	0.000	0.000	0.000	0.240
		TOTAL NON-RECURRING		0.000	4.440	0.000	0.000	0.000	0.000	4.440
		RECURRING								
ECEA3		4 SALARY	0.096		5.760	5.760	5.760	5.760	5.760	28.800
ECE08		5 OPERATION & MAINTENANCE	0.020		1.200	1.200	1.200	1.200	1.200	6.000
		TOTAL RECURRING		0.000	6.960	6.960	6.960	6.960	6.960	34.800
		TOTAL (NR+R)		0.000	11.400	6.960	6.960	6.960	6.960	39.240

DETAILS :-
SALARY :

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

5 DISTRICT : SHIVPURI

COMPONENT

PRIM SCHOOL BUILDINGS

(Rs lakhs) (7)

PMIS CODE	ACCOUNT CODE	COMPONENT	Year →	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
	*****	PS buildings to be built		0	100	75		0	0	175
			Unit Cost							
PFEC4		NON-RECURRING Civil Works	2.55		255.00	191.25	0.00	0.00	0.00	446.25 Details Given
		TOTAL NON-RECURRING		0.00	255.00	191.25	0.00	0.00	0.00	446.25
		RECURRING								
		NIL								
		TOTAL RECURRING			0.00	0.00	0.00	0.00	0.00	0.00
		TOTAL (NR+R)		0.00	255.00	191.25	0.00	0.00	0.00	446.25

DETAILS :

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

***** PS Building Section Over

6 DISTRICT : SHIVPURI		COMPONENT	ADDITIONAL ROOMS						(Rs lakhs) (8)	
PMIS CODE	ACCOUNT CODE	COMPONENT	Year --->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
	*****	Additional Rooms to be built		0	150	150	0	0	0	300
	*****	No of additional teachers		0	150	150	0	0	0	300
			Unit Cost							
		NON-RECURRING								
PFEC2		Civil Works	0.75		112.50	112.50	0.00	0.00	0.00	225.00
PFEF1		Furniture	0.01		1.50	1.50	0.00	0.00	0.00	3.00
		TOTAL NON-RECURRING		0.00	114.00	114.00	0.00	0.00	0.00	228.00
		RECURRING								
PFEA1		Salaries	0.42		63.00	126.00	126.00	126.00	126.00	567.00
		TOTAL RECURRING		0.00	63.00	126.00	126.00	126.00	126.00	567.00
		TOTAL (NR+R)		0.00	177.00	240.00	126.00	126.00	126.00	795.00

***** Additional Room Section Over

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

***** Repair Section Over *****

PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		***** District Project Office		0	1				0	1
		NON-RECURRING	Unit Cost							
MGTF1		Furniture	1.18	1.18	0.00	0.00	0.00	0.00	0.00	1.18
MGTB8		Equipment	2.25	2.25	0.00	0.00	0.00	0.00	0.00	2.25
		VEHICLE	3.00	3.00	0.00	0.00	0.00	0.00	0.00	3.00
MGTK1		Staff Dev.	0.50	0.50	0.00	0.00	0.00	0.00	0.00	0.50
MGTR1		Studies	0.25	0.25	0.00	0.00	0.00	0.00	0.00	0.25
MGTL2		Books	0.25	0.25	0.00	0.00	0.00	0.00	0.00	0.25
MGTW1		Workshop/Seminar	0.25	0.25	0.00	0.00	0.00	0.00	0.00	0.25
		TOTAL NON-RECURRING		0.00	7.68	0.00	0.00	0.00	0.00	7.68
		RECURRING								
MGTA		Salaries	6.18	6.18	6.18	6.18	6.18	6.18	6.18	30.90
MGTO8		Operation & Mtce.	1.80	1.80	1.80	1.80	1.80	1.80	1.80	9.00
MGTL1		Books (Magzine)	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.50
MGTL1		Professional Fees	0.60	0.60	0.60	0.60	0.60	0.60	0.60	3.00
MGTQ5		IEC	1.00	1.00	1.00	1.00	1.00	1.00	1.00	5.00
		TOTAL RECURRING		0.00	9.68	9.68	9.68	9.68	9.68	48.40
		TOTAL (NR+R)		0.00	17.36	9.68	9.68	9.68	9.68	56.08

Details

	Unit Cost	Physical	Total Cost
O & M (Operation & Maintenance) :-			
1 Office Exp.	1.00	1	1.00
2 Block Contingency	0.10	8 Blocks	0.80
			Lumsum
Total (O & M) for DPO =			1.80

Salary -

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

IEC :-

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

PMIS CODE	ACCOUNT CODE	COMPONENT	Year →	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
	*****	District MIS		0	1				0	
		NON-RECURRING	Unit Cost							
MISCZ		Civil Works	0.75	0.75	0.00	0.00	0.00	0.00	0.00	0.75
MISF1		Furniture	0.71	0.71	0.00	0.00	0.00	0.00	0.00	0.71
MISB		Equipment	5.81	5.81	0.00	0.00	0.00	0.00	0.00	5.81
MISL2		Books	0.50	0.50	0.00	0.00	0.00	0.00	0.00	0.50
MISK1		Staff Development	1.45	1.45	0.00	0.00	0.00	0.00	0.00	1.45
		TOTAL NON-RECURRING		0.00	9.22	0.00	0.00	0.00	0.00	9.22
		RECURRING								
MISA4		Salaries	1.44	1.44	1.44	1.44	1.44	1.44	1.44	7.20
MISO8		Operation & Mtce.	2.93	2.93	2.93	2.93	2.93	2.93	2.93	14.65
MIST8		Training (EMIS/PMIS/IPMS)	0.50	0.50	0.50	0.50	0.50	0.50	0.50	2.50
MISL1		Books (Magzines)	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.25
		TOTAL RECURRING		0.00	4.92	4.92	4.92	4.92	4.92	24.60
		TOTAL (NR+R)		0.00	14.14	4.92	4.92	4.92	4.92	33.82

DETAILS GIVEN

DETAILS GIVEN

DETAILS GIVEN

DETAILS :-

EQUIPMENT :-

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

Training (EMIS/IPMS)

	Unit Cost	Block	Total Cost
District Level Trg	0.10	Lumpsum	0.10
BEOs/ADIS/CHS Training	0.05	8.00	0.40
Total			0.50

O & M (Operation & Maintenance) :-

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

Salary :-

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

***** DMIS Section over

PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
	*****	DIET		0	1					
		NON-RECURRING	Unit Cost							
DITF1		Furniture	0.55	0.55	0.00	0.00	0.00	0.00	0.55	
DITB8		Equipment	3.61	3.61	0.00	0.00	0.00	0.00	3.61	
DITDA		Educational Matl.	0.20	0.20	0.00	0.00	0.00	0.00	0.20	
DITV1		Vehicle	3.00	3.00	0.00	0.00	0.00	0.00	3.00	
DITL2		Books	0.50	0.50	0.00	0.00	0.00	0.00	0.50	
DITK1		Staff Development	0.10	0.10	0.00	0.00	0.00	0.00	0.10	
DITR2		Studies/Research (Survey of children)	0.20	0.20	0.00	0.00	0.00	0.00	0.20	
DITW1		Workshop/Seminar	0.25	0.25	0.00	0.00	0.00	0.00	0.25	
		TOTAL NON-RECURRING		0.00	8.41	0.00	0.00	0.00	0.00	8.41
		RECURRING								
DITA5		Salaries	0.24	0.24	0.24	0.24	0.24	0.24	1.20	Details Given
DIT08		Operation & Mtce.	1.40	1.40	1.40	1.40	1.40	1.40	7.00	Details Given
DITL1		Books (Magazines)	0.25	0.25	0.25	0.25	0.25	0.25	1.25	
DITK1		Professional Fees	1.00	1.00	1.00	1.00	1.00	1.00	5.00	
DITDB		Educational Matl	0.25	0.25	0.25	0.25	0.25	0.25	1.25	
DIT06		IEC	0.10	0.10	0.10	0.10	0.10	0.10	0.50	Details Given
DITT9		Training at DIET		4.61	4.17	3.50	3.50	3.50	19.26	Details Given
		TOTAL RECURRING		0.00	7.85	7.41	6.74	6.74	6.74	35.46
		TOTAL (NR+R)		0.00	16.26	7.41	6.74	6.74	6.74	43.87

Details :-

Salaries : 1 Driver @ Rs. 24,000/ annum

O & M (Operation & Maintenance):-

1 Office exp.(DIET)	1.00	1	1.00
2 Office exp.(Blocks)	0.05	8 Blocks	0.40

Total (O & M) for DIET = 1.40

IEC :-

1 Bulletin Qtrly	0.025	4	0.10
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Training Details :-

SNO	TARGET GROUP	Physical Targets			TO BE TRAINED				
		96-97 (1)	97-98 (2)	98-99 (3)	99-2000 (4)	2000-01 (5)	2001-02 (6)		
1	CLUSTER HEADS		113	113	113	113	113		
2	MASTER TRAINERS (15 PER BLOCK)		120	120	120	120	120		
3	Nirman Samiti Member		371	225	0	0	0		
	TARGET GROUP	UNIT COST	FINANCIAL TARGET (Amount in LAKHS)						
1	CLUSTER HEADS	0.015	1.70	1.70	1.70	1.70	1.70	8.48	
2	MASTER TRAINERS	0.015	1.80	1.80	1.80	1.80	1.80	9.00	
3	Nirman Samiti Member	0.003	1.11	0.68	0.00	0.00	0.00	1.79	
	TOTAL -->		0.000	4.608	4.170	3.495	3.495	3.495	19.263

***** Strengthening of DIET over

DISTRICT : SHIVPURI		COMPONENT	BLOCK RESOURCE CENTRE		(Rs lakhs) (13)					
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
	*****	BRCs to be opened		8						
		NON-RECURRING	Unit Cost							
BRCCZ		Civil Works	5.90	47.20	0.00	0.00	0.00	0.00	0.00	47.20
BRCF1		Furniture	0.88	7.06	0.00	0.00	0.00	0.00	0.00	7.06
BRCB8		Equipment	1.01	8.08	0.00	0.00	0.00	0.00	0.00	8.08
BRCV1		Vehicle (1 for 4 Blocks)	3.00	6.00	0.00	0.00	0.00	0.00	0.00	6.00
BRCB3		Educational Matl.	0.02	0.16	0.00	0.00	0.00	0.00	0.00	0.16
BRCL2		Books	0.05	0.40	0.00	0.00	0.00	0.00	0.00	0.40
BRCW1		Workshop/Seminar	0.05	0.40	0.00	0.00	0.00	0.00	0.00	0.40
TOTAL NON-RECURRING			0.00	69.30	0.00	0.00	0.00	0.00	0.00	69.30
		RECURRING								
BRCAS		Salaries (For all Blocks)	8.64	8.64	8.64	8.64	8.64	8.64	8.64	43.20
BRCO8		Operation & Mtce. (all Blocks)	2.20	2.20	2.20	2.20	2.20	2.20	2.20	11.00
BRCL1		Books	0.01	0.08	0.08	0.08	0.08	0.08	0.08	0.40
BRCJ1		Prof. Fees	0.04	0.32	0.32	0.32	0.32	0.32	0.32	1.60
BRCDS		Edu. Material	0.05	0.40	0.40	0.40	0.40	0.40	0.40	2.00
BRCT		Training at BRC	0.20	1.60	1.60	1.60	1.60	1.60	1.60	8.00
TOTAL RECURRING			0.00	13.24	13.24	13.24	13.24	13.24	13.24	66.20
TOTAL (NR+R)			0.00	82.54	13.24	13.24	13.24	13.24	13.24	135.50
DETAILS :-										
Operation & Maintenance :-										Unit Cost
			Unit Cost	Physical	Total Cost	Building Construction		Water Supply		
		Block Office Contingency	0.20	8 Blocks	1.60					5.40
		Contingency for Vehicle(POL)	0.30	2 Vehicle	0.60					0.50
					Total Unit Cost					5.90
					Total Unit Cost					2.20
Salary Details :-										
		Post	Unit Cost	Physical	Total					
		1 BRC Coordinator	0.54	8 BLOCKS	4.32					
		2 Accountant	0.24	8 BLOCKS	1.92					
		3 Peon	0.12	8 BLOCKS	0.96					
		4 Watchman	0.12	8 BLOCKS	0.96					
				TOTAL (1+2+3+4)	8.16					
		7 Driver	0.24	2 DRIVER	0.48					
				Total Unit Cost	8.64					
BRC Section over										

DISTRICT : SHIVPURI				COMPONENT		CLUSTER RESOURCE CENTRE (Rs lakhs) (14)					
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total	
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02		
	*****	CRCs to be opened			113					0	113
			Unit Cost								
		NON-RECURRING									
CRCB8		Equipment (CRC Estab) Edu. aids. etc	0.13		14.69						14.69
		TOTAL NON-RECURRING		0.00	14.69	0.00	0.00	0.00	0.00	0.00	14.69
		RECURRING									
CRCA1		Salary	0.42		47.46	47.46	47.46	47.46	47.46	47.46	237.30 Details Given
CRCO8		Operation & Mice Monthly meetings & office expenses	0.1335		15.09	15.09	15.09	15.09	15.09	15.09	75.43 Details Given
		TOTAL RECURRING		0.00	62.55	62.55	62.55	62.55	62.55	62.55	312.73
		TOTAL (NR+R)		0.00	77.24	62.55	62.55	62.55	62.55	62.55	327.42

Details :-

O & M (Operation & Maintenance) :

		Unit Cost in Lakhs	Salary	
			Unit Cost	
*	Monthly Meeting Exp	0.0995	Peripetic Teacher	0.42
	Preperation of ED,Aids	0.0050		
	Training Support	0.0050		
	Maintenance	0.0240	Total	0.42
		0.1335		

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

..... CRC Section Over

DISTRIC T : SHIVPUR I				COMPONENT		In Service Teachers Training				(Rs lakhs) (15)
PMIS CODE	ACCOUNT CODE	COMPONENT	Year →	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		No of Teachers			2448	2608	2708	2708	2708	13180
		No of Master Trainers		0	122	130	135	135	135	659
	1	PRIMARY TRS/HM	0.012	0.00	29.38	31.30	32.50	32.50	32.50	158.16
	2	Master Trainer	0.016	0.00	1.96	2.09	2.17	2.17	2.17	10.54
BRCT5		TOTAL		0.00	31.33	33.38	34.66	34.66	34.66	168.70
In Service Teachers Training Over										

DISTRICT : SHIVPURI				COMPONENT		SCHOOL CONTINGENCY				(Rs lakhs) (16)
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
	*****	No of schools to get contingency		0	1224	1304	1354	1354	1354	
			Unit Cost							
		NON-RECURRING								
		NIL								
		TOTAL NON-RECURRING		0.00	0.00	0.00	0.00	0.00	0.00	0.00
		RECURRING								
PFEE1		1 Educational Matl. (for making aids)	0.01	0.00	12.24	13.04	13.54	13.54	13.54	65.90
PFEE2		2 Operation & Mtce. (Grant to improve school facilities) (jointly operated by HM & VEC)	0.02	0.00	24.48	26.08	27.08	27.08	27.08	131.80
		TOTAL REGURRING		0.00	36.72	39.12	40.62	40.62	40.62	197.70
		TOTAL (NR+R)		0.00	36.72	39.12	40.62	40.62	40.62	197.70

School Contingency Section Over

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		COMPONENT	DISABLE CHILDREN (In one Block Only)						(17)	
PMS CODE	ACCOUNT CODE	COMPONENT	Year --->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		***** No of BLOCK		0	1				0	1
			Unit Cost							
		NON-RECURRING								
		1 Studies	0.10	0.10	0.00	0.00	0.00	0.00	0.00	0.10
		2 Workshop Seminar	0.05	0.05	0.00	0.00	0.00	0.00	0.00	0.05
		3 Survey of Children	0.25	0.25	0.00	0.00	0.00	0.00	0.00	0.25
		TOTAL NON-RECURRING		0.00	0.40	0.00	0.00	0.00	0.00	0.40
		RECURRING								
		4 Operation & Mtce.	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.50
		5 Training	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.25
		TOTAL RECURRING		0.00	0.15	0.15	0.15	0.15	0.15	0.75
		TOTAL (NR+R)		0.00	0.55	0.15	0.15	0.15	0.15	1.15

***** DISABLED CHILDREN SECTION OVER

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

Details :-

Studies :

	Unit Cost
1 Micro-projects	0.10
2 Studies	0.30
	0.40

Salary :

	Unit Cost
1 Cluster Sahayogini (15 Sahayogini in a Bloc @Rs 500/pm X 12month X 15 Cluster	0.90
	0.90

IEC :-

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

O & M :-

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

***** Gender Section Over

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

Details :
Salary :-

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

O & M

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

Training

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

MAHILA SAMAKHYA

SECTION OVER

DISTRICT : SHIVPURI		COMPONENT	TRIBAL		(Rs lakhs) (20)					
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
	*****	Tribal Blocks ->		2				0		
			Unit Cost							
		NON-RECURRING								
TRIR1		1 Studies	1.00	1.00	0.00	0.00	0.00	0.00	1.00	
TRIW1		2 Workshop/Seminar	0.50	0.50	0.00	0.00	0.00	0.00	0.50	
		TOTAL NON-RECURRING	0.00	1.50	0.00	0.00	0.00	0.00	1.50	
		RECURRING								
TRIO8		3 O & M	0.25	0.25	0.25	0.25	0.25	0.25	1.25 DETAILS GIVEN	
TRITZ		4 Training	0.06	0.06	0.06	0.06	0.06	0.06	0.30 DETAILS GIVEN	
TRIQ5		5 IEC	0.40	0.40	0.40	0.40	0.40	0.40	2.00 DETAILS GIVEN	
TRIJ1		6 Professional Fees	0.25	0.25	0.25	0.25	0.25	0.25	1.25	
		TOTAL RECURRING	0.00	0.96	0.96	0.96	0.96	0.96	4.80	
		TOTAL (NR+R)	0.00	2.46	0.96	0.96	0.96	0.96	6.30	

Details :-

	Unit Cost	Physical	Total Cost
O & M (Operation & Maintenance) :			
1 Meeting of DAG	0.05	1	0.05
2 TA/DA District Level	0.03	1	0.03
at Block Level	0.02	2 Blocks	0.04
3 Field Work/Stationary	0.02	2 Blocks	0.04
4 Field Testing	0.02	2 Blocks	0.04
5 Vehicle Hire	0.05	1	0.05
			0.25
Training :			
1 Training-Field Worker 10 From each Block (DAG persons & Working Group Trs)	0.003	20	0.06
IEC :			
1 Print Material/Documentation	0.05	2 Blocks	0.10
2 Block Mobilisation	0.05	2 Blocks	0.10
3 Vedio/Audio	0.20	1	0.20
			0.40

***** Tribal Section over

DISTRICT : SHIVPURI		COMPONENT	ASHRAM SCHOOL				(Rs lakhs) (21)	
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs				Total
				1 96-97	2 97-98	3 98-99	4 99-2000	
	*****	ASHRAM SCHOOL		2			0	2
		NON-RECURRING						
A-SMB8		Equipment	2.43	4.86	0	0	0	4.86
		Educational Mat.	0.50	1.00	0.00	0.00	0.00	1.00
		TOTAL NON-RECURRING	0.00	5.86	0.00	0.00	0.00	5.86
		RECURRING						
ASMA5		1 Salary	1.54	3.08	3.08	3.08	3.08	15.40
ASMO8		2 O & M	0.60	1.20	1.20	1.20	1.20	6.00
		TOTAL RECURRING	0.00	4.28	4.28	4.28	4.28	21.40
		TOTAL (NR+R)	0.00	10.14	4.28	4.28	4.28	27.26

***** ASHRAM SCHOOL Section Over

DISTRICT : SHIVPURI		COMPONENT	Mobilisation For BLOCKS						(23)	
PMIS CODE	ACCOUNT CODE	COMPONENT	Year --->	Costs in Rs lakhs						Total
				1	2	3	4	5	6	
				96-97	97-98	98-99	99-2000	2000-01	2001-02	
	*****	No of blocks				1				1
		NON-RECURRING	Unit Cost							
		Pre Project Activities	3.40	3.40						3.4
		TOTAL NON-RECURRING		3.40	0.00	0.00	0.00	0.00	0.00	3.40
		RECURRING								
MEDQ5		IEC (@ Rs 10,000/Block)	2.65	0.00	2.65	2.65	2.65	2.65	2.65	13.25
		TOTAL RECURRING		0.00	2.65	2.65	2.65	2.65	2.65	13.25
		TOTAL (NR+R)		3.40	2.65	2.65	2.65	2.65	2.65	16.65

DETAILS :-

Pre Project Activities	Unit Cost	Physical	Total
1 District Level	1.00	1	1.00
2 Block Level	0.30	8	2.40
		Total Unit Cost	3.40
IEC :-	Unit Cost	Physical	Total
1 Documentation/Video Films	0.25	1	0.25
2 Block Mobilisation activities	0.30	8	2.40
		Total Unit Cost	2.65

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

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

Innovation Section Over

what kind

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 DOC, No. D-9443
 Date 08-03-97