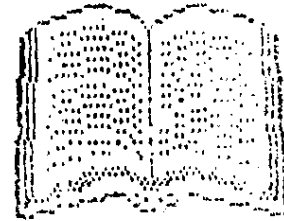


M.P. SHAHDOL

DPEP

DISTT. SHAHDOL



ACCESS

ENROLMENT

RETENTION

ACHIEVEMENT

-54337  
372

MAD-A

NIEPA DC



D09928

-54337

372

MAD - A

**LIBRARY & DOCUMENTATION CENTRE**

National Institute of Educational

Planning and Administration.

17-B, Sri Aurobindo Marg,

New Delhi-110016

DOC, No.....

Date.....

D-9926

06-08-98

## CONTENTS

<u>Chapter</u>	<u>Contents</u>	<u>Page</u>
1.	District Profile	1-9
2.	UPE: Present Status and the Task Ahead	10-35
3.	Goals and Targets	36-37
4.	Strategy	38-44
5.	Programme Components and Non-Financial Interventions	45-60
6.	Costs and funding	61-93
7.	Monitoring and Review	94-99
8.	Project Risks	100-103
<u>Part two(Appendix)</u>		
I.	Process of Plan Preparation	I to II
II.	Basic Data	III to XXV
III.	Charts and Graphs	
IV.	Abbreviations	XXVI to XXVII

\*\*\*\*\*

# जिला-शहडोल

मध्यप्रदेश

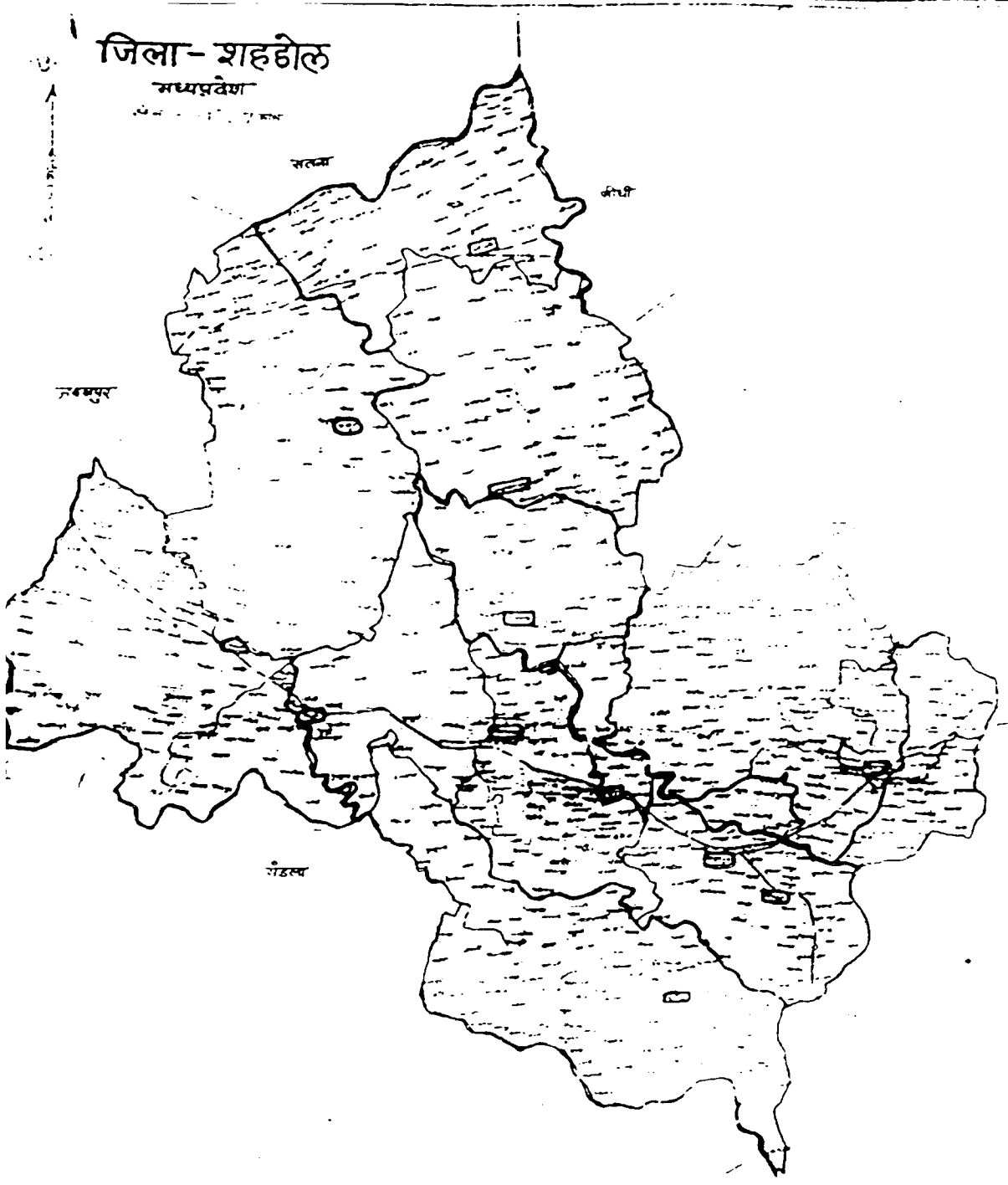
जिला-शहडोल

सतलु

कीर्षी

नरसपुर

संडलु



# DISTRICT PROFILE



# CHAPTER

# 1

## DISTRICT PROFILE

### 1.1 LOCATION, AREA, POPULATION DENSITY-

1.1.1 Shahdol is predominantly the land of hills, hillocks and uneven terrain, yet beautiful with certain pockets and belts of lush green sal and mixed forests and varied flora and fauna.

If we look at Country's map, we would find a valley cutting across India dividing the country neatly into North and South. This is the valley of Narmada, carrying the waters and silt of Central India to the Gulf of Khambhat. If we trace the course of Narmada, down from the salty flats of Gujrat, eastwards through the last hill spurs of Western Ghats; up into the rich, loamy black cotton soil, heralding the end of Deccan trap; walled in by the hills of the Vindhyas to the north and hills of the Satpuras; and finally to Amarkantak. The source goes further east; over the watershed, and we descend into the valley of the Mahanadi which flows on into the Bay of Bengal, 500 kms. away. We have just traversed the heartland of the tribes of Central India and seen the valley floors which brought them to this last refuge of theirs. More northwards from Amarkantak and we will abruptly drop into the valley of Sone, flowing west and then describing its great curve through the last Vindhyas to join the Ganga at Danapur near Patna. What we see before us, in the valley of Sone, is the district of Shahdol.

1.1.2 Total geographical area of the district is 14028 Sq.kms. of which 5394 Sq.kms. is covered by the forests. While the southern and northern boundaries are, to some extent, geographically well marked by the rivers Johila in south and Sone in north, the eastern and western boundaries are not so prominent. The adjacent districts of Shahdol are—Mandla, Jabalpur, Bilaspur, Satna, Sidhi & Sarguja.

1.1.3 According to the census 1991, the total population of the district is 17,43,869—male being 8,98,670 (51.33%) and female 8,45,199 (48.67%).

Except in the case of industrial and urban areas, most of the rural areas are sparsely populated. Population density in the district is 124 persons per sq.kms. (1991) It had been 73 and 96 in 1971 and 1981 respectively.

## 1.2 GEORAPHICAL FEATURES

1.2.1 Maikal hill ranges run east-west and form the southern boundary of the district. Topographically, this part of the Maikal ranges can be distinctly divided into two parts- the eastern and the western. On way to Amarkantak, the hill rises from the Kirar Ghat steeply culminating in the plateau of rich black cotton soil, which runs from Pushprajgarh south-west towards Benibari (a small town of this district near Mandla border) and hence to Mandla district. This is comparatively even land, still studded with memerons hillocks and is very fertile. This forms the eastern part of the hill.

As we travel westwards, the terrain becomes more and more difficult with chains of rising peaks and slopes. Due to massive felling of the trees for procuring more and more land for cultivation, the top soil has been alarmingly eroded and crop failures are increasingly frequent.

The Maikal hill ranges cover entire pushprajgarh T.D. block and southern parts of Pali and Karkeli block.

The foot hill areas are comparatively even but not to the extent of facilitating agriculture which, by and large, still depends on rains.

The area of Sone valley, in the northern part of the district, is fertile and full of agricultural activities. There are some irrigational facilities in this area. Eastern parts of Manpur and entire Beohari block come under this area.

At the north-west part, the terrain is again hilly and full of forests culminating into historical fort of Bandhavgarh (now a National Park). This hilly and forested area runs through the north-east part of Karkeli, northern parts of Pali and south-west part of Manpur blocks.

## 1.2.2 RIVERS-

Main rivers are Narmada, Sone, Johila, Mahanadi and Banas. Narmada, though originates from Amarkantak, enters Mandala districts after traversing through the gorges and hilly forests of the Maikal at this side of the district.

## 1.4 INFRASTRUCTURE DEVELOPMENT-

1.4.1 IRRIGATION- Irrigation development, in the district, had been very slow and patchy due to uneven land, scanty perennial sources and meagre underground water reserves. Presently 23,433 hectares (3.3%) of land is under irrigation. (Source-Development section -Collectorate)

1.4.2 ALL WEATHER APPROACH ROADS- 632 villages (31.98%) are without all weather approach roads. (Source-Development section- Collectorate)

1.4.3 DRINKING WATER- 119 villages (6.0%) do not have hand pump facilities. Villages which have been covered under this scheme are also facing some problems. These problems are two dimension:

(I) The hand pumps in hilly areas either have been unsuccessful or do not yield adequate water supply.

(II) For want of proper and efficient mechanism of maintenance, the pumps often go out of order and remain so for a long period of time. Out of 8261 hand pumps, 7815 are reported to be in working order. (Source-Development section- Collectorate).

1.4.4 Rural electrification- 294 village (14.87%) are without electrification. These are the villages which are situated on the hills or in the forests. (Source-Development section-Collectorate)

## 1.5 ECONOMIC ACTIVITIES-

1.5.1 MAIN OCCUPATIONS- Agriculture has been main occupation in the district out of total 6,55,807 workers (Census-1991). 3,47,986 are cultivators (53.06%) and 1,66,367 are agricultural labourers (25.36%). Thus total 78.42% workers are engaged in agricultural activities. 33,622 workers (5.12%) are engaged in mining and quarrying. (Census 1991)

1.5.2 INDUSTRIALISATION- As evident from the above, the district has based economy. However, there is a paper manufacturing unit (U.P.M. Andlat) and a Soda factory. Besides this coal mining activities (Dhanpur, Amli, Folia, Bedra, Raj Nagar, Ram Nagar, Pali, Nowrozabad and Umari) and power generation at Chachai and Pali (due to be commissioned) are being carried out.



### 1.5.3 ECONOMIC STATUS OF THE ECONOMY

1,46,817 families (42%) are below poverty line. (Source- DRDA)

1.5.4 SEASONAL MIGRATION TRENDS- There is no seasonal migratory problem in district. Some families of the agricultural labourers do migrate in the wheat harvest season. They migrate from Beohari and Manpur blocks to Sagar and Damoh district for about a month or so.

### 1.6 CASTES AND TRIBES-

1.6.1 The Scheduled Castes, in the district, are Chamars (Cobblers), Basores (Bamboo Craftsman) and Kumhars (Potters). According to the 1991 Census, their population was 1,34,295- 7.63% of the total population.

The aforesaid castes inhabit the townships or in and around the industrial areas. They hardly inhabit the hilly and forest areas. This is evident from the fact that their population in the Puspraj Garh tehsil (entirely on Maikal hill ranges) is merely 2.09%. This is because that these castes find their traditional job opportunities and marketing scope in comparatively developed regions.

Because of their proximity to urban and developed areas, their literacy rate is better than the tribes. According to the 1991 Census the literacy percentage for the Scheduled castes is 16.17 while in the case of the Scheduled Tribes, it is 11.75.

1.6.2 Main tribes in the district are- Gonds, Baigas, Bhumias, Bharias, Kols, Palihas, Agarias, Panikas and Kanwars. Gonds, Bhumias and Agarias are concentrated on Maikal hill ranges- Pusprajgarh, South-Western part of pali and south-eastern part of karkeli blocks. This had been common feature that with the influx pressure of other non-tribal population, the tribal population had been moving to the more remote, hilly and difficult to access terrains. Generally speaking, tribals have three kinds of habitates- on the Maikal hill ranges, the foot-hill areas and in the comparatively plain areas. Bhumias, Agarias and Gonds constitute major population chunk on the Maikal hill range; Baigas, Gonds, Palihas, Bharias and Agarias inhabit the foot-hill areas and kols, Panikas, Kanwars and Gonds habitate relatively plain areas.

Upto the beginning of this century, Bhumias were the primitive tribe (now termed as Baigas), collecting the forest produce and hunting. They hardly knew agriculture except doing some "Bemara" (felling trees and shrubs, burning them and sowing on the ashes) cultivation. Now, transition from that kind of life to modern and settled cultivation, had been full of problems. They settled and began to cultivate on whatever land they could lay hand to resulting in poor kinds of settlements in most of the cases. In fact together with Agarias and palihas, they formed the team for their livelihood—Agaria melting the iron-ore and manufacturing the required tools and weapons and palihas preparing the containers and carriers from bamboo—Result of all this had been that the Bhumias, though culturally rich, were economically and educationally way behind. This prompted the Government to launch Baiga project for their development.

LANGUAGE AND DIALECTS—In the Maikal hill ranges the tribes have their own dialect—may be termed as Gondi. This dialect is nearer to Sargujiha and Chhatisgarhi except in case of their own phonic system, stress and intonation. But this dialect is easily communicable and understood by the people who speak a kind of Baghelkhandi.

Bhumias have their own dialect which is totally different from other shades of dialects. But the use of their dialect is so cautious that they would hardly use this in presence of any outsider even if he may be their own fellow-villager. They use it within themselves—strictly in confidence. This dialect is in the process of extinction.

1.6.3 TRADITIONS AND CUSTOMS— Tribals have their own rich cultural heritage. Their folk songs and dances reflect their carefree and enjoyable outlook towards life. Even deaths of old and respected persons are celebrated with gaiety, pomp and show. The customary rituals and gatherings on the eve of marriages and death have a social value—indicating oneness and helping each other. "Darbars" on these occasions could be of immense educative value.

But these customs and traditions are influx changing with the increasing interaction with the so called upper class. The different branches of tribals have much in common. For example Bhumias, Gonds and Baigas, though different, have the same class divisions (Kurs or Gotras).

The non-tribals have varied shades of traditions and customs depending upon their sub-castes, original place of habitation etc.

## 1.7 SPECIAL AREAS-

1.7.1 AREAS OF MAJOR CONSTRUCTION - Bansagar is a major area of construction. Began as multi-irrigational project, over three decades from now, it still under construction. states of Madhya Pradesh, Uttar Pradesh and Bihar are involved in this project.

About 125 villages of shahdol and satna districts are to be evacuated in this project.

Second major area of construction activity is sanjay Gandhi Super Thermal power station at Mangthar, near pali which is due to be commissioned.

1.7.2 MINING- This district is known for its coal reserves. The history of coal mining begins in 1882 when shaw wallace & Co. commissioned its first coal mining operations at Umaria. In fact, the necessity of transporting coal and forest produce, led to the construction of railway line in this area.

At present coal mining activities are being carried out at Umaria, Dhanpuri, Amlai, Chachai, Bangwar, Pali, Nowrozabad, Badara-Jamuna, Bhalumada, Raj Nagar and Ram Nagar.

Mining of bauxite, lime stone and china clay is also being carried out.

## 1.7.3 VERY REMOTE AND BACKWARD AREAS-

Details of such areas are-

### VERY REMOTE-

(i) Western part of Pusprajgarh block- Karan pathar to Badi Toomi.

(ii) South eastern part of karkeli block -Richhia villages situated on the southern bank of river johila to village Rahatha, Villages on the Maikal ranges.

(iii) Southern part of pali block(villages situated on the Maikal range and its foot hill), northern and southern part of pali and Manpur blocks (north and south banks of the river Johila).

(iv) Southern part of sohagpur block (about 8 villages).

- (v) Southern part of Jaithari block.
- (vi) North-eastern part of Burhar block.
- (vii) South -eastern part of Gohparu block.

#### BACKWARD AREAS-

The remote areas are also backward areas.

#### 1.8 ADMINISTRATIVE STRUCTURE-

The district has five sub-Divisions (Sohagpur, Umaria, Beohari, Anuppur and Pusprajgarh), seven Tehsils (Umaria, Beohari, Jaisinghnagar, Sohagpur, Anuppur, Kotma and Pusprajgarh), twelve blocks (Sohagpur, Pali, Karkeli, Manpur, Beohari, Jaisinghnagar, Gohparu, Burhar, Anuppur, Kotma, Jaithari and Pusprajgarh). Of these Karkeli, Manpur and Beohari are C.D. blocks- rest nine are T.D. blocks.

There are 632 Panchayats and 15 Municipal towns besides one D.R.D.A., one D.U.D.A. and one S.A.D.A. (at Amarkantak).

# UPE : PRESENT STATUS AND THE TASK AHEAD



# CHAPTER

# 2

UPE : Present Status and the Task Ahead.

2.1 The Primary Education System in the District-

The Primary school system had grown without any planning and vision. The schools had been opening on popular demands without any provision of teachers, school buildings, furniture and equipment. The result had been chaotic and entire structure had become so cumbersome that it can not be managed smoothly. In absence of any proper school mapping, there is no real idea of schools and their state of affairs.

The dual system of school education, divided into tribal education (managed by the Tribal Welfare Department) and school Education (managed by the school Education Department) created lot of confusion and duplicity in the efforts. There had not been close-knit coordination (it exists now) between the two though both of them address to the same target group.

The result of all this had been a starved school-starved of the teacher, starved of the building, starved of the furniture and equipments and finally starved of the children for whom it came into existence. But, this year a massive effort to improve the situation had already begun by the district administration well before the launching of the project.

In fact, the process began in the months of May-June, 1993. Some important steps taken are-

- (a) Establishment of a nodal agency for the implementation and monitoring of enrolments comprising of the DIET and Deputy Director, Education.
- (b) Constituting of a coordinating body by the Collector comprising of the officials from Women and Child Welfare, Medical, Education, Tribal Welfare, ITDP and the DIET with the Collector as its head. This body reviews the progress of the programmes every fortnight.
- (c) Village Education Committees were constituted at every village level before 15th of July, 1993.
- (d) The headmasters of the Upper Primary schools, BEOs, ADIS and COs were oriented on the various aspects of the UPE and they are made responsible for constant supervision and monitoring of the progress.

- (e) Meeting with about 210 VECs were arranged and the Collector and the nodal officers talked to them about the problems and solutions.
- (f) Assignments for sample analysis of the schools of various blocks has been undertaken and different departments have been given responsibility to help in such programme.
- (g) 620 Anganwadis have already been attached to the Primary Schools (out of 691 centres-89.7%).
- (h) 50 Anganwadis building have been constructed.
- (i) 147 Primary school buildings have been constructed or they are in the process of completion in 1993-94.
- (j) 177 Schools have been repaired involving minor to major repairs.
- (k) A massive environment building programme is already on involving the teachers and the community.
- (l) The UPE and literacy programmes have been linked with the need based development of a particular area and the villages responding to the UPE and literacy programmes are given priority in the developmental programmes.
- (m) A mechanism has been developed to identify and recognise good teachers and a constant dialogue with them has been in the process.

However, this has been a beginning- just a stage-setting for final launching of the project. The present position (Jan. 1994) of UPE is as follows-

- 2.1.1 There are 1956 primary schools including Primary sections attached to the middle schools. There are 123 Junior Primary Schools and 21 Ashram Schools. Their distribution blockwise is as follows-

**Block wise number of Primary Schools**

S.NO.	BLOCK	Primary Schools			Junior Primary
		Girls Pry.	Mixed Pry.	Total	
1.	Sohagpur	12	159	171	11
2.	Burhar	09	193	202	09
3.	Anuppur	14	97	111	07
4.	Kotma	11	72	83	02
5.	Jaithari	10	170	180	04
6.	Pushprajgarh	12	244	256	12
7.	Pali	06	97	103	03
8.	Karkeli	13	218	231	19
9.	Gohparu	04	116	120	07
10.	Jaisinghnagar	10	175	185	13
11.	Manpur	11	154	165	19
12.	Beohari	04	145	149	17
Grand Total :-		116	1840	1956	123

2.1.2 Block-wise enrolments are-

Table-II

**Block-wise enrolments in the Primary Educations (All)**

S.no.	Block	Total		S.C		S.T		Grand Total
		Girls	Boys	Girls	Boys	Girls	Boys	
1.	Sohagpur	11857	15472	588	821	1854	3265	27329
2.	Burhar	7555	10577	609	1000	2718	3980	18132
3.	Anuppur	8384	10310	1266	1559	2066	2830	18694
4.	Kotma	4268	5499	497	675	945	1355	9767
5.	Jaithari	9727	12291	855	1162	2839	4228	22018
6.	Pushprajgarh	9189	11266	304	381	7265	8831	20455
7.	Pali	4434	5575	301	376	2348	3235	10009
8.	Karkeli	10111	14886	1011	1326	3422	5961	24997
9.	Gehparu	5474	4964	266	419	2035	2766	8439
10.	Jaisinghnagar	5224	7074	381	622	2305	3393	12298
11.	Manpur	6609	10673	655	1219	1971	3486	17282
12.	Beohari	7014	10953	613	998	1852	3766	17967
Total:--		87846	119540	7346	10558	31620	47296	207386

(30th Sept.1993- Dy.Dr.Edu.)



**Block-wise enrolments in Govt. managed Primary Education.**

S.No.	Block	Total		S.C		S.T		Grand Total
		Girls	Boys	Girls	Boys	Girls	Boys	
1.	Sohagpur	7340	9055	385	269	1337	2176	16395
2.	Burhar	5848	9296	505	837	2621	3797	15144
3.	Anuppur	5811	9685	493	601	2833	5194	15496
4.	Kotma	2511	2869	311	410	771	1082	5380
5.	Jaithari	8177	9880	754	993	2755	4069	18057
6.	Pushprajgarh	9047	11001	287	352	7241	8756	20048
7.	Pali	3431	3804	193	262	2249	3036	7235
8.	Karkeli	7504	11252	784	1006	2920	5207	18756
9.	Gohparu	3409	4832	263	412	2015	2942	8241
10.	Jaisinghnagar	5160	6944	374	615	2304	3388	12104
11.	Manpur	6388	10272	645	1193	1954	3470	16660
12.	Beohari	6089	9077	577	919	1726	3633	15166
Total :-		70715	97967	5571	7869	30726	46750	168682

2.1.3 School Calenders and Timings- School Calenders are uniform in the district and so are the timings. For the school or sections, which run in one shift, the timings are from 10.30 AM. to 4.30 PM. . The schools which run in double shifts, timings are 7.30 AM to 11.45 AM. and 12.00 Noon to 5.00 PM. The schools run for about 210-220 days in a year if for any other reasons (Census, Assembly elections, Parliamentary elections, Panchayat election, IRDP Survey etc.) the teachers are not other wise engaged. Since, most of the schools are single teacher or double teacher schools, the time-table does not have any relevance. In these circumstances, non cognitive subjects like-Work Experience, Art Education, Games and Health are nearly completely ignored.

2.1.4 Upto the year 1992, the terminal examinations were held. Pass and fail depended upon the performance of the students at the annual examination except in the case of Class-1 and 2 which were ungraded. Though the courses were divided into units (10 units for each class ) unit evaluation was not adhered to. Unit scores were entered into the registers by way of completing the formality rather than evaluating the progress of the learners. V class examinations were held under the District Board.

Last year (1973), the board examinations were abolished and a rudimentary evaluation system was introduced. The content and its transactional methodology has to be learning based before we switch over to the comprehensive and constant learner evaluation. MLL based teaching and evaluation has yet to be evolved.

2.1.5 Management wise there are three kinds of Primary Schools.

(a) Schools managed by the School Education Department.

(b) Schools managed by the Tribal Welfare Department.

(c) Privately managed schools.

Really speaking there are only two kinds of schools. One managed by the Govt. the others managed by the private organisations.

There are no schools managed by the local autonomous bodies.

2.1.6 Urban and rural location wise number of schools are-

(i) Urban Area Schools-129

(ii) Rural Area Schools-1971 (including Jr.Fry. School and Ashrams).

2.2 Primary School Teachers-

2.2.1 Teacher- pupil ratio is 1:32

2.2.2 Previously, the untrained teachers were trained in the BTIs but with the constitution of DIET, the untrained teachers have been given an opportunity of training through the correspondence course. But, all the untrained teachers have not availed of this opportunity and now the scheme has been withdrawn.

Now there are 1612 untrained (41.6%) and 2259 (58.4%) trained teachers.

2.2.3 Almost all the primary schools, barring a few, have less than one teacher per class. They are 2067 (98.4%).

2.3 Buildings-

**2.3.1 Number of schools without buildings-**

(a) Primary Schools- 166

(b) Junior Primary Schools- 123

**2.3.2** Number of additional rooms required is 332

**2.3.3** there are 333 Middle Schools (43 Girls and 290 mixed). 57 High Schools(03 Girls & 54 Mixed).54 Higher Secondary Schools(14 Girls). There is one Girls College and 13 Co-education colleges. Of these 12 are P.G. Colleges.

The District has one Secondary Technical School, three I.T.I.s and one Polytechnic.

There is a Navodaya Vidyalaya at Amarkantak and Central Schools at Jumuna, Dhanpuri, Shahdol and Nowrozabad.

**2.5 Educational Administration-**

**2.5.1** The Tribal Education is managed by the Assistant Commissioner, Tribal Welfare. The ITDPs at Sohagpur, Pushprajgarh, Jaisinghnager and Umaria are also responsible for the educational Administration. The school education is managed by the Deputy Director, Education. This office is responsible for the control of private institutions and academic control of all the institutions including the schools managed by the Tribal Welfare Deptt. There are 9 BEOs of Tribal Welfare Department in the TD blocks and 3 BEOs of School Education in the CD blocks. They are further supported by the ADIS (controlled by the School Education Deptt.) and COs (controlled by the Tribal Welfare Deptt.)

While ADIS are responsible for supervising all the primary Schools - including those of Tribal Welfare and the privately managed schools, COs are responsible to inspect the institutions (Primary schools, Ashrams and Hostels) managed by the Tribal Welfare Deptt.

**2.5.2** Number of institutions per supervisor is -

ADIS - 91

COs - 48

**2.5.3** Posts of 12 BEOs, 25 ADIS and 17 COs are sanctioned. Out of these three posts of BEOs (Manpur, Pali and Kotma) are vacant.

~~Physical facilities~~ are mostly concentrated at the district level. Assistant Commissioner, Tribal Welfare and Deputy Director, Education have the facility of building, vehicle, typewriters, duplicators etc.

While the TD BEOs have their office accommodation in the block office, the School Education BEOs have accommodation in some departmental buildings. BEOs do not have typewriting and duplicating facilities.

The COs and ADIS do not have office staff. The ADIS engage teachers for their office work. They have inadequate furniture and other facilities. Most of the supervision is done by these two.

BEOs, ADIS and COs don't have any conveyance facility. They do not have telephone facility either.

2.5.6 Most of the urban schools have Development Committees but in most of the rural areas such committees are not constituted. However, now every village has a Village Education Committee. The School Development Committees, wherever they exist, do not function satisfactorily.

## 2.6 Resource Institutions and Persons-

### 2.6.1 DIET-

DIET is the main resource institution in the district. It provides expertise in the field of education. Through its activities in the areas of field interaction, innovations, experimentations, inservice programmes etc, it provides resource support, But the aforesaid activities are restricted due to paucity of human and physical resources. For instance there are 17 posts of lecturers and 7 posts of senior lecturers sanctioned for this institution. Out of these 24 posts, 16 are vacant. The institution also need furniture and equipment. Training programmes too are not broad based. There is no provision of orienting the members of VECs, Youths, Community leaders and Voluntary Organisations. There is also a problem of mobility. The services of the institution must reach to the remotest village. The institution does not have those resources.

### 2.6.2 The NSS-

The NSS wings in the colleges and Schools can contribute much in the achievement of UPE and creating a conducive environment.

The field publicity Unit of Govt. of India has been of immense help in the field of multi-media campaigns and organising multi-purpose camps in the remote areas. They had been providing transport support in evaluating the schools and monitoring the progress of the UPE.

#### 2.6.4 Samanvit Shiksha Vikas Samiti-

This is a voluntary organisation constituted in the year 1991. The members comprise of the Govt. officials from all developmental and service departments, journalists and other social workers. The Samiti has been organising programmes of educational development in the district on voluntary basis adequately supported by the district administration. This forum also coordinated and secured help of the Red Cross Society, Lions Club, Rotary Club etc. The Distt. Red Cross Society has been Co-organisers of the educational programmes.

2.6.5 There are certain individuals who have sound educational background. They have valuable experience in the field of adult literacy, development of learning materials and field interaction. In fact, these persons have been helping in environment building and in important deliberations.

#### 2.6.6 Teachers and Teachers Organisations-

Now, the teachers and teachers organisations are also coming forward voluntarily in the field of achieving the total enrolments and total literacy. They are organising and monitoring such programmes in certain pockets. This has become possible because of constant dialogue and interaction with them.

#### 2.6.7 Anganwadi Workers Training Centre-

There is one Anganwadi Workers Training Centre at Burhar. This centre is manned by one Principal and two Trainers. The centre conducts three months induction and short term orientation training programmes.

The centre has lodging and boarding facilities. The DIET too organises short term orientation programmes on ECE component.

#### 2.7 Present Status and impact of various programmes-

### 2.7.1 OB-

Six blocks have been covered under the Operation Black Board. They are-

Karkeli, Sohagpur, Manpur, Beohari, Gohparu and Burhar.

This programme aims at providing threshold facilities to the Primary Schools. The facilities includes building; Science; Maths and tool kits; play materials, charts, books, learning materials and musical instruments.

Six blocks have not been covered under this scheme and annual stage-wise coverage could not be affected.

There is no mechanism for replenishment.

### 2.7.2 Non-Formal Education-

Seven NFE Projects are in operation comprising of 700 NFE Centres. Out of these centres 646 are of Primary and 54 are of Middle levels. 63 NFE centres are in urban and 637 are in rural areas. 320 NFE centres are co-educational and 380 are meant for girls.

#### Block-wise distribution of NFE Centres is-

1. Sohagpur	- 90	7. Pali	- 19
2. Burhar	- 90	8. Karkeli	- 79
3. Anuppur	- 14	9. Gohaparu	- 34
4. Kotma	- 28	10. Jaisingnagar	- 64
5. Jaithari	- 30	11. Manpur	- 90
6. Pushprajgarh	- 18	12. Beohari	- 90

Total:- 646

### 2.7.3 District Institute of Education and Training-

DIET, in the district, was constituted in the first phase. It has eleven branches.

To man these branches 24 posts of Senior Lecturers and Lecturers have been created. Building was extended and a new hostel and staff quarters were constructed. Furnitures and equipments were supplied.

categories were lying vacant. Now, only 8 lecturers are posted. As envisaged, the DIET has to run many programmes sometimes even 2-3 programmes besides the usual pre service training programmes. The paucity of staff reflects adversely on the performance of various programmes. Innovations, experimentations, research etc. are almost left out.

The DIET tries to conduct all the inservice programmes but these programmes could not be fully utilized because the full strength of teachers are not deputed.

To encourage teacher involvement and motivation, Pali block has been selected for Shikshak Samakhya. Funds have been received and the programme is to be launched shortly.

#### 2.7.4 Educational Technology-

Primary Schools of six blocks have been supplied with the OB materials. Through the inservice programmes in the DIET, the teachers are trained to use the materials effectively. They are also oriented to develop their own teaching-learning materials out of the materials available in their environment.

#### 2.7.5 Minimum Levels of Learning-

On the basis of a cursory survey of the students of 54 primary schools, it was concluded that the students were way behind their expected levels of learning. In every inservice programme, teachers are provided with a cyclostyled copy of MLL and detailed discussions are held to achieve them. However, there are many factors responsible for this state of affairs. Teachers absenteeism, teacher irregularity and absence of effective and attractive teaching-learning situations are some of the main reasons.

#### 2.7.6 Incentive Programmes-

Because of inadequate induction and participation of SC and ST children in general and girl child in particular, the Govt. has been providing with many incentives. They are-

(a) Free text books	- 74594 beneficiaries
(b) Free uniforms	- 11130 beneficiaries
(c) Scholarships	- 14439 beneficiaries
(d) Stipends	- 1155 beneficiaries
(e) Mid day meals	- 53518 beneficiaries

2.7.7 Computerised Planning for Education could not be commenced as yet because of lack of computer installation. This facility is to be installed in the Deputy Director, Education's office and in the DIET.

2.7.8 ICDS and other ECCE programmes- The ICDS programme is running in the four blocks of the district. They are-

1. Sohagpur - 165 Centers
2. Pushprajgarh - 273 Centers
3. Pali - 109 Centers
4. Jaisingh Nagar - 144 Centers

Present status of various projects, under the programme is as following -

Target - Groups and beneficiaries under ICDS

Table-IV

S.No.	Project	Total Target	0-6 Age groups children	Preg-nent Women	Lacta-ting mothers	Total
1.	Sohagpur	8600	7424	368	445	8237
2.	Pushprajgarh	15600	8008	746	913	9667
3.	Pali	6000	2634	279	312	3229
4.	Jaisinghnagar	11800	6154	624	826	7604
Total:-		42000	24220	2017	2496	28737

ECCE component under the ICDS is being strengthened through the training of the Anganwadi workers by the DIET. Only one Balwadi is being managed by the Mahila Samiti, Shabdol.

2.7.9 Dattak Putri Yojana -



## 2.7.10 DWCRA =

Block-wise number of DWCRA Groups are given below-

1. Sohagpur	-39	7. Pali	-34
2. Burhar	-33	8. Karkeli	-33
3. Anuppur	-34	9. Gohparu	-34
4. Kotma	34	10. Jaisinghnagar	-33
5. Jaithari	-34	11. Manpur	-34
6. Pushprajgarh	-34	12. Beohari	-34

Total :- 410 Groups

Total 5781 Women are working in these groups.

## 2.7.11 Adult Education-

At present 37 Jan Shiksha Nilayams (post literacy programme) are functioning in the district. Block-wise break-up of the Nilayams is as following-

1. Sohagpur	- 13
2. Burhar	- 12
3. Gohparu	- 12
-----	
Total	- 37
-----	

37 Preraks are working in these Nilayams. Total beneficiaries are 7400.

## 2.7.12 Shikshak Samakhya-

This scheme has not been in operation in this district. However, block Pali has been taken up for this programme and initial grant of Rs. 40,000 has been received from the UNICEF. The scheme is due to be launched in the month of February, 1994.

## 2.8 Literacy Rates-

Literacy rates for SC and ST is not available so far as census 1991 is concerned. However, the overall literacy rate for SC is 16.27 and that of ST 11.76 (Source- Commissioner, Tribal Development).

Block-wise and sex-wise population and literacy rate is given below-

**Table-V**

S. NO	Block	Total Population	Male	Female	Literates					
					Total	%	Male	%	Female	%
1.	Sohagpur	227860	119279	108581	85964	37.70	56383	47.27	99581	27.24
2.	Burhar	180051	92743	87578	50738	28.18	36257	39.20	14481	16.53
3.	Anupur	150190	78646	71544	51846	34.52	36766	46.74	15080	21.00
4.	Kotma	79466	41214	38252	27407	34.48	19111	46.37	8296	21.68
5.	Jaithari	153170	78538	74632	42694	27.87	31080	39.57	11614	15.56
6.	P.Garh	168039	84611	83428	33024	19.65	25473	30.10	7551	09.00
7.	Pali	73629	38349	35280	19188	26.00	13626	35.50	5562	15.76
8.	Karkeli	203202	104669	98533	56212	27.66	41253	39.40	14959	15.18
9.	Gohparu	78597	40167	38430	14361	18.27	11184	27.84	3177	08.26
10.	J.Nagar	133117	68533	64584	28101	21.10	21367	31.17	6734	10.40
11.	Manpur	143984	73690	70294	32898	22.84	25468	34.56	7430	10.56
12.	Beohari	152564	78501	74063	40996	26.87	30836	39.28	10160	13.71
<b>Total :-</b>		<b>1743869</b>	<b>898670</b>	<b>845199</b>	<b>483429</b>	<b>27.7</b>	<b>348804</b>	<b>38.8</b>	<b>134625</b>	<b>15.92</b>

The above table shows that the blocks which comprise of urban and industrial areas have comparatively higher percentage of literacy (Sohagpur, Burhar, Anuppur, Kotma, Karkeli), while the rural area blocks have low to very low literacy (Pushprajgarh, Gohparu, Jaisinghnager, Manpur).

The second matter of concern is the lower female literacy rates in many blocks. Lowest being Gohparu, Pushprajgarh, Jaisinghnager and Manpur.

The growth of literacy after the independence has been considerably slow. After every decade, despite educational development, the number of illiterates went on increasing. The decadal population growth off-set the efforts for educational development. This would be evident from the following table-

**Table-VI**

Cen- sus	Population				Literates					
	Year	Male	Female	Total	Grow- th %	Total	%	Male	%	Female
1951	330496	320261	650757		33494	05.14	30926	09.35	2568	00.80
1961	424042	405607	829649	27.48	85423	10.29	73863	17.40	11560	02.85
1971	526740	503099	1029839	24.01	150338	14.59	121253	23.00	29085	05.78
1981	690395	654430	1345125	30.61	262122	19.48	204653	29.64	57469	08.78
1991	898670	845199	1743869	29.58	483429	27.70	348804	38.80	134625	15.92

Decade-wise number of illetrates has been -

- 1951-617263
- 1961-744226
- 1971-879501
- 1981-1083003
- 1991-1260440

Ofcourse the above figures include the children of below 6 years of age. Still they present a grim situation.

**2.9 Status of UPE-**

2.9.1 Access- Though remarkable progress has been achived in providing access to the certain areas, in absence of proper micro-planning, some population has been left out. Such habitations are given below-

Habitations not served by primary Education Facility within 1 km.

Table-VII

S.No.	Block	No. of Habitations	Population
1.	Sohagpur	29	6122
2.	Burhar	123	27269
3.	Anuppur	33	11570
4.	Kotma	21	4054
5.	Jaithari	39	7208
6.	Pushprajgarh	328	68076
7.	Pali	27	5292
8.	Karkeli	56	12507
9.	Gohparu	31	7723
10.	Jaisingh Nagar	66	11208
11.	Manpur	26	6213
12.	Beohari	84	32576
Total:--		863	199818

Habitations with Primary School but not having NFE Centre

1. Sohagpur	-39	7. Pali	-52
2. Burhar	-105	8. Karkeli	-119
3. Anuppur	-15	9. Gohparu	-51
4. Kotma	-29	10. Jaisinghnagar	-48
5. Jaithari	-09	11. Manpur	-38
6. Pushprajgarh	-194	12. Beohari	-30

Total- 729

2.9.2 Participation - Total number of children enrolled in the primary schools is 2,07,386 (see Table-II). Estimated 6-11 age group children is 267739 (on the basis of projected population). This means that 60353 children of the age-group (22.5%) are out of school. The GER for total enrolment is 77.5. The estimated girls population of this age group is 1,29,253. Total enrolment of girls is 87846. GER for this group is 67.94. For boys it is 86.3.

Similarly for the SC population GER for girls is 73.6 and for boys it is 99.1.

GER for ST girls is 51.6 and for boys 75.39.

The data furnished by the Dy. Director, Education office for determining RR is not reliable as the numbers include repeaters and new admissions. After analysis of this data the RR comes to 93 which is impossible in the present situation. In order to assess this problem, a hurried study was carried out and twenty schools were selected for preferential sampling on the following basis-

- (i) Urban Area Schools - Primary School (Boys), Sohagpur; Pry. School (Girls), Sohagpur; Pry. School, Development Area, Shahdol; Pry. School, Sohagpur-4.
- (ii) Schools around Urban Areas- Middle School, Amiliha; Pry. School, Kanna Bahara; Middle School, Chandania; Middle School, Bakeli; Pry. School, Mauhar Tola; Pry. School (Girls), Bakeli-6.
- (iii) Road side Schools - Pry. School (Boys), Rajendra Gram; Pry. School, Lakhaura; Middle School, Basaniha-4.
- (iv) Remote Schools- Pry. School, Padmania; Middle School, Kharsol; Middle School, Ginjari; Pry. School, Sarafa; Pry. School, Dhuradhar; Pry. School, Badwahi-6.

Cohort analysis method was used on the basis of enrolments as on 30th September, 1987. Details are as follows-

## RR at Primary Level

Table-VIII

S. no.	Name of the Schools	ENROLMENTS					R.R
		87-88	88-89	89-90	90-91	91-92	
		Class I	Class II	Class III	Class IV	Class V	
1.	Pry.School (Boys),Sohagpur	10	10	10	09	09	90.00%
2.	Pry.School (girls),Sohagpur	06	06	04	03	01	16.67%
3.	Pry.School,Development Area Shahdol	27	23	10	08	04	14.82%
4.	Pry.School,Sohagpur	07	07	06	06	06	35.03%
5.	Middle School,Amiliha	21	20	20	17	17	81.00%
6.	Pry.School,Kanna Bahara	09	09	08	08	08	88.90%
7.	Middle School,Chandania	10	10	08	07	07	70.00%
8.	Middle School,Bakeli	04	04	02	02	02	50.00%
9.	Pry.School,Mauhantola	07	07	07	03	03	42.86%
10.	Pry.School (girls),Bakeli	03	03	03	03	03	100.0%
11.	Pry.School (Boys),R.Gram	15	15	15	08	07	46.67%
12.	Pry.School (girls),R.Gram	16	15	15	15	10	62.50%
13.	Pry.School, Lakhaura	12	12	10	10	05	41.67%
14.	Middle School,Basaniha	21	21	20	19	10	47.62%
15.	Pry.School,Padmania	06	06	01	-	-	00.00%
16.	Middle School Kharsol	02	02	02	02	02	100.0%
17.	Middle School ,Ginjari	02	02	01	01	01	50.00%
18.	Pry.School,Sarafa	01	01	01	01	01	100.0%
19.	Pry.School,Dhuradhar	11	11	11	02	02	18.20%
20.	Pry.School,Badawahi	14	14	12	12	12	85.72%
Total:--		214	188	168	136	110	51.4%

SC/ST wise RR was not investigated in the aforesaid study. However, according to the data made available by the office of the Dy. Director, Education, RR for SC boys is 90.3, SC girl 78.25 ST boys 74.6 and ST girls 80.6.

The aforesaid data again do not confirm the aforesaid study which include the SC/ST Children in sizable numbers. In fact, half of the schools investigated are situated in the tribal areas.

2.9.3 Achievement - Generally speaking, the standard of achievement is low to very low in the district. Actually, the minimum level of learning is not evaluated, The teaching is not learning based and till now, tools have not been perfectly developed to evaluate learning.

However, during the monitoring of 54 schools this year, we generally tried to evaluate the progress of the children. Almost all children were below their standard. In some cases, the students of class III and IV could not even read their text books, Class V girls, in a school could not read any lesson from their language text book (choice of lesson was left to them ). They even could not read the class IV text book. Class IV students were not able to reproduce the multiplication tables. Class II students could not identify and distinguish the smaller and bigger numbers. They were found to be poor in oral expression. 2.10 In the cases of remote and difficult to access areas, (the district has them in plenty ) the progress of educational development has been facing serious problems. Such areas are-

- (i) Except in the case of road side areas .(Amarkantak and Benibari), the entire Pushprajgarh block.
  - (ii) Southern part of Karkeli block.
  - (iii) Northern and Southern parts of Fali block.
  - (iv) Southern, South-eastern and western parts of Manpur block.
  - (v) North-eastern part of Burhar block.
  - (vi) Out skirt areas of Gohparu block.
  - (vii) Eastern and western areas of Jaisingh Nagar block.
- Despite many provisions of incentives, the tribal groups participation specially that of girls has been posing serious problems. In fact, it is the crux of the problem. Strategies have to be evolved to solve this problem.

### 2.11 Magnitude of Task Ahead:-

Out of 267739 estimated children of the age group 6-11, 207386 children are enrolled in the schools, 14183 children are enrolled in the primary level NFE centres. If we include these in the total enrolments, 46170 children are not participating in any kind of educational pursuit.

If we exclude the enrolments in the private schools (45617 - 22%), 168682 students are enrolled in the Govt. schools (Table-III). These private schools are mostly running in the urban areas.

Estimated growth of the 6-11 age group children would be-

Estimate Children of the Age Group 6-11 and Enrolment target

Table - IX

Year	Estimate 6-11 age group children	Enrolment Target	Additional Children
1994	275504	267739 (includes the out of school children)	7765
1995	283493	275504	7989
1996	291715	283493	8222
1997	300175	291715	8460
1998	308879	300175	8704
1999	317837	308879	8958
2000	327054	317837	9217

At present the private schools enrolment is 22% of the total enrolments. It can be presumed that the private institutions would handle 20% of the target age group children which is in accordance with the urban population which is likely to increase its share in the years to come.

3871 teachers are in position and 856 posts are vacant. At present the teacher-pupil ratio is 1:43 and when all the posts are filled up it will further come down to 1:36.

With the provision of extra educational facility (236 Pry.School, 265 Jr.Pry. Schools, 302 NFE Centres and 24 Ashram Schools) 554 teachers, 265 Junior Teachers and 302 NFE Instructors would be appointed in addition to the present functionaries.

First, let us consider about the Primary School teachers. After filling in the vacant posts and of teachers for new Primary Schools, their number would be 5281 (4721 in present and 554 new ones). If we multiply this number by 45 (1:45), the students involved would be 237645.



At present there are 700 (646 of primary level ) NFE Centres enrolling 30 students on an average. The children enrolled would be 21000. 302 NFE Centres are proposed. If we estimate their intake capacity to 30 each, they would further enrol 6040 students.

265 Jr.Primary schools have been proposed. There would be 5300 students in them (20 in each ).

24 Ashram Schools would enrol 720 students(30 in each ).

This means that the present and proposed facility would hold on to 270705 children. If we allow even 15% cut on account of private schools, above facility will be sufficient up to the year 1999,except the additional requirement due to attrition.

Mere providing for financial inputs to ensure universal retention, regular attendance and achievement would not suffice. This issue is more related to attitudinal and infrastructural change.

Some of these inputs would be-

- (i) to ensure community participation by constituting VECs, delegating them necessary authority and involving them in the entire process,
- (ii) teachers would be motivated and their poor morale would be boosted by involving them in the entire UPE programme,
- (iii) the school environment would be made attractive and meaningful for the child,
- (iv) the curriculum, learning materials (including text books) and teaching learning process would be child centred,
- (v) effective supervision and monitoring would be ensured to achieve the quality of education based on the MLL,
- (vi) training of teachers would be restructured on the basis of objectives and specific area requirements.

## 2.12 Problems and Impediments-

Much has been done for providing access to the children.1956 primary schools, 123 Junior Primary Schools and 21 Primary level Ashram Schools testify this. There is

broad based provision of incentives. Despite persistent efforts this year 22.5% of the children could not be enrolled. How far the school system will hold them that is another question.

Some of the main problems are as under-

#### 2.12.1 Non-Enrolment-

An all out effort was made this year by the district administration, involving cross section of Govt. officials, teachers, headmasters and members of VECs, the GER was achieved to 77.5. The children of 8+ generally abstained from seeking admissions because (a) they were physically fit to work and (b) they felt shy of studying with younger children.

#### 2.12.2 Physical barriers and scattered habitations-

Despite significant efforts in providing access, there are still such habitations which could not take advantage of this effort. The district is mostly sparsely populated. The villages are small and are generally spread out in hamlets. Sometimes a village of 600-700 population spreads to 4-5 kms. There are many geographical hazards- rivers, nalahs, ravines, forests etc. which pose problem to the children to go to the school even 1/2 km. away.

863 habitations await the availability of access.

#### 2.12.3 Schools without Buildings-

Out of 1956 Primary Schools, 289 Schools do not have buildings and they are running in somebody's but scanty accommodation and are generally closed down in rainy season or shifted here or there at the will of the house owner.

#### 2.12.4 Delapidated School Buildings-

Without any proper infrastructure for the maintenance of the buildings and in the absence of appropriate construction technology, the constructed buildings very soon become useless. In the initial stages either they have certain defects or require some minor repairs. In that stage if proper care is taken and they are repaired (involving some meagre amount) they are saved. But, if the state of

~~school require minor and 592 require major repairs.~~

### 2.12.5 Inadequate Accommodations-

With the increase of the number of students in certain areas, some school buildings are now inadequate. 195 schools need 332 additional rooms.

### 2.12.6 Unequipped and Ill-equipped schools-

The 1986 National Education Policy, followed by the Programme of Action, commits to provide threshold facility in order to achieve the minimum levels of learning.

This includes a building, an additional teacher where required (minimum two teachers for a Primary School), learning materials (science, mathematics, tool kits; maps, charts etc.), a library, play materials, some musical instruments and furniture. The supply of these materials is being made gradually. Only six blocks (Sohagpur, Manpur, Karkeli, Burhar, Gohparu and Beohari) have been covered under this scheme as yet. Six blocks are still awaiting supplies.

Besides this sorry state of affairs, there is no system and no provision for replenishment with the result that either the materials are not being used or if used most of them are worn out.

710 Primary Schools, though sanctioned two teachers, are still run by the single teachers due to recruitment problems. Details are as follows-

#### Block-wise Schools run by Single Teacher

Table-X

S.No.	Block	Number of Schools
1.	Sohagpur	31
2.	Burhar	77
3.	Anuppur	67
4.	Kotma	50
5.	Jaithari	49
6.	Pushprajrah	114
7.	Pali	20
8.	Karkeli	101
9.	Gohparu	73
10.	Jaisinghnagar	83
11.	Manpur	05
12.	Beohari	40
Total :-		710

(Source - School Mapping)

### 2.12.7 Inadequate Supervision and Monitoring -

For the effective and smooth educational management, monitoring and supervision play a very vital role. This is the field which requires due attention. There are only 23 Assistant District Inspectors of Schools (ADIS). They are supposed to supervise 1956+21 Primary and 123 Junior Primary Schools besides supervising privately managed schools and NFE Centres. In these circumstances, the supervision is cursory and sometimes just on paper. There are large number of schools situated in remote areas which require frequent and persistent guidance and supervision. But they are hardly visited once in a year.

There are 17 circle Organisor (Tribal Welfare Deptt.) who are also responsible for supervising and monitoring of schools, Ashrams and hostels run by their department.

### 2.12.8 Conditions creating Low Demand-

To say that there is low or no demand for education in remote and hilly areas would be to over simplify the problem. There had been a tendency to shift over the blame outside the educational system which is almost stagnant, without social purpose and commitment.

There is demand for education. This is evident when the villagers press their demand for opening up a school. But, when the school is opened why they become apathetic to the school? It is not that they suddenly loose all interest in the school.

In fact, it is a gradual process, In remote areas, and this district has them in plenty, monitoring and supervision is just sporadic and living conditions are demanding and taxing, the teacher begins to lose interest in his job and does not care for regular opening up of the school and teaching. There is no accommodation for the teacher. There is no participation of the community and so they ultimately leave everything to the Govt.

### 2.12.9 Problem of Drop-Outs-

Though there had been marked improvement in the

#### 2.13.4 Field Publicity, Govt. of India-

Field Publicity Unit of this district has been a Co-campaigner as a member of Samanvit Shiksha Vikas Samiti since 1990 and they helped a lot in creating environment through their media campaigns.

#### 2.13.5 Family planning Association of India-

This Association is active in the four blocks (Sohagpur, Pali, Anuppur and Gohparu) of the district. Their programmes include educational development and they are willing to join hands in the effort.

#### 2.13.6 Nehru Yuva Kendra-

This Kendra has been active in organising the village youth and mobilising them. This youth-force can be utilised in the achievement of UPE.

#### 2.13.7 Isolated Voluntary Efforts-

Result of the hectic activities has inspired the teachers and the village youth to shoulder the responsibility of achieving UPE and total literacy in certain areas of Manpur and Gohparu blocks with active cooperation of the teachers organisations.

#### 2.14.8 Role of Teachers Organisations-

The teachers organisations are also involving themselves in monitoring and helping to achieve the targets of UPE.

# GOALS AND TARGETS



# CHAPTER

3

**GOALS AND TARGETS**

3.1 GOALS - Goals of the DPEP, in relation to the UPE, would be to achieve the following by the year 2000-2001

- (a) Providing 100% access to the age group 6-11 children.
- (b) Ensuring enrolments of all the children of the age group 6-11 in any of the educational facility by 120%
- (c) Ensuring participation of all the children of age group 6-11 till they complete the primary education by 90%
- (d) Raising the achievement of MLL by 25%

While physical goal of providing access is comparatively easier- even ensuring enrolments would not be a great problem- ensuring participation and achievement would certainly prove to be hard task, because these goals are of a very complex nature involving the whole educational system.

However, the targets of achieving GAR, GER, RR & GAMR are assumed as under -

**TARGETS OF ACHIEVING UPE INDICATORS**

Present Status of UPE 1993-94				Phase wise detailed targets											
GAR	GER	RR	GAMR	BY 1996				BY 1998				BY 2001			
				GAR	GER	RR	GAMR	GAR	GER	RR	GAMR	GAR	GER	RR	GAMR
79	77.5	51	8.56	100	95	70	20	-	105	80	25	-	120	90	34

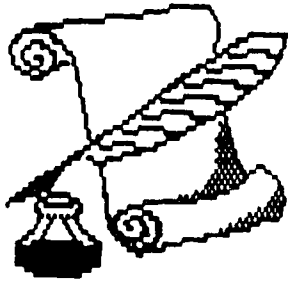
LIBRARY & DOCUMENTATION CENTRE  
 National Institute of Educational  
 Planning and Administration,  
 17-B, Sri Aurobindo Marg,  
 New Delhi-110016  
 DOC, No ..... D-992f  
 Date..... 06-09-98

**JUSTIFICATION**

- (i) GAR- The present position is satisfactory with 79 GAR and at the present speed this target would be achieved with the completion of the first stage in the year 1996.
- (ii) GER-This year a lot of work has been done for increasing the enrolments.This resulted in the present 77.5 GER,there are lot of children who do not have access facilities within their reach.With the provisions of expansion of access facilities,the situation is bound to improve further.
- (iii) RR-With the increasingly conducive educational environment and improvement in teaching learning conditions,situations will improve.With the programme components and strategies, as laid down in the document,it should not be difficult to achieve the target of 95.
- (iv) GAMR- There had not been any valid tool to ascertain GAMR at this stage.New system of evaluation has been introduced this year based on the grading.The students were evaluated on a four point-A,B,C,D- scale.The GAMR has been determined on the number of students scoring A grade.GAMR, as it stands now,presents a very gloomy picture ,but it is in conformity with the observations made earlier.Achievement is a very complex affair and is a net result of all educational endeavour,the health conditions of the child,family background,the environment-also contribute towards achievement.Such adverse conditions do exist in this district.That is the reason for scaling down the stipulated target.



# STRATEGY



# CHAPTER

4

## STRATEGY

Problem of educational development is so complex and of divergent nature that multi-pronged strategies (rather their strategy) have to be adopted. main problem is to involve the people and the teachers in the process, provide access opportunities, providing the facilities and make the entire teaching-learning process meaningful and attractive to the child.

Here, we discuss the strategy component wise-

### 4.1 MAKING THE SYSTEM WORK-

The whole system of primary schooling would be geared up to achieve the upe.

This would be done by on the spot survey of the habitations, schools and children. a realistic appraisal of what exists and what is needed would be made. This would be involve following-

- 4.1.1 Rationalization of placement of teachers;
- 4.1.2 Fill up all the vacancies of the teachers;
- 4.1.3 Eliminate teacher's absentism by remodelling the inspecting authorities-delegating authority to the vecs and involving the centre school headmasters actively and also to provide teacher's residence facilities in remote areas;
- 4.1.4 Providing adequate accommodation to school without building and also to provide additional accommodation whenever required;
- 4.1.5 Undertaking the repairs of the buildings and also to involve the community in the maintenance and minor repairing of the school building;
- 4.1.6 Decentralising the process of determining the vacations and weekly holidays and even school timings on the basis of the need of the community.

### 4.2 ENVIRONMENT BUILDING-

Peoples participation in the complete process of the project is very crucial for achieving the targets and goals of UPE. It is more difficult because the community has not been involved in the development of educational process. Hence, the need of massive and continous environment building. This would contain the following programmes-

4.2.1 COMPAGN MODE- The district has and experience of organising multi-media camps in the remote areas. These camps culminate into a campaign of people's participation in the development and a demand for education.

It is proposed that these campaigns should be the regular features, supported by all the developmental and service agencies.

4.2.2 The programme of total Literacy campaign, which is due to start, would support the achievement of the UPE. In fact, if they join hands (which is very likely), both the programmes would benefit each other.

4.2.3 PROVISION OF INCENTIVES- The project proposes recognition and awards to the VECs, Villages, clusters, blocks, Panchayats, Individuals and teachers who help in achieving the UPE. .

4.2.4 CONSTANT DIALOGUE - A mechanism is proposed to be developed which would provide a platform for continous deliberations through workshops, seminars, debates etc.

4.3. GALVANISING AND EMPOWERING TEACHERS, WOMEN AND THE COMMUNITY-

For various reasons, there is a marked alianation between the school and community. It is very distressing to see the people loosing faith on their schools. In fact, they do not consider the schools as their school; instead they simply define it as a Govt. school. This alianation is more marked in the case of women for some additional socio-cultural factors. Unless, there is a complete galvanisation of the community (with special emphasis on women) and the teachers, nothing concrete and fruitful can be achieved. This process would include following programmes-

4.3.1 TEACHER APPRAISAL- An appropriate and effective system of teacher appraisal would be evolved (in fact we have already began it ) on the basis of teacher performance involving incentives to the deserving ones and disincentives for bad performers.

4.3.2 ESTABLISHMENT OF AN EFFECTIVE REDRESSAL SYSTEM- If we want the teachers to perform well, all their due claims have to be settled within a reasonable time. Grievance Redressal cell has already been established and process is on to streamline the systems.

4.3.3 INVOLVING THE TEACHERS AND THEIR ORGANISATIONS AT EVERY STAGE OF THE PROJECT- For boosting the confidence and creating a sense of belongingness, the teachers have to be trusted-trust that they would rise to the occasion. We have been organising such dialogues generally through the multi-media camps since December, 1990 and specifically so from June, 1993. Teachers and their organisations and the members of VECs have participated enthusiastically in these dialogues. Their response is very encouraging.

This process would be further strengthened.

4.3.4 Improving Teacher Competence- The DIET is responsible for improving teacher competence. Shahdol DIET organises inservice training programmes as per schedule. Due to paucity of human and financial resources, it could not reach to the block and cluster levels. With the proposed Block Resource Centres, the situation is bound to improve.

#### 4.3.5 ENSURING WOMEN'S INVOLVEMENT-

(i) Identification of capable and committed women activists and involve them in the programmes.

(ii) Giving due place to women in the VECs (we have made their membership in adequate numbers in the VECs compulsory).

(iii) DWORA groups, active in various blocks would join hands in ensuring girls enrolment and participation. These groups would be further strengthened and expanded by way of additional inputs from the Project.

(iv) VILLAGE INVOLVEMENT- VECs have been constituted in all the school-villages of the district. Now, the strategy would be-

- Constituting VECs in the remaining villages,
- Reviewing the constituted VECs by the villages and give them authority to reconstitute them.
- Making provision for the orientation of the VEC members,
- arranging constant inflow of information from the VECs (it is being proposed that sufficient numbers of post cards would be supplied to them and they would report back the proceedings of every meeting),
- arranging for adequate powers of control over all educational and health institutions,
- helping the VECs in their developmental efforts.

#### 4.4. UNIVERSAL ACCESS-

- 4.4.1 Providing educational facilities to all the habitations according to the norms.
- 4.4.2 Making Anganwadi and school run in the same premise- 620 out of 691 Anganwadis have already been attached to the schools, rest are running close to the schools.
- 4.4.3 Establishing Balwadis where ECCD facility is not available.
- 4.4.4 Strengthening and equipping the ECCE branch in the DIET so that the ECCE component in the present Anganwadis is strengthened.
- 4.4.5 Reviewing of text books in the context of local dialect would be suggested to the state forum.

#### 4.5 UNIVERSAL PARTICIPATION

- 4.5.1 Streamlining the teacher orientation in child centred approaches and motivate and involve them in the process of universal enrolments and making the school environment attractive for the child.
- 4.5.2 Training of all supervisory staff in the above processes (such programmes are already being taken up by the DIET).
- 4.5.3 Special efforts for disadvantaged group children-  
it is obvious that the problems of achieving UPE is related to the disadvantaged group. The strategy would be to restructure and remodel the project administration well suited to them. Besides the facilities of free text books, uniforms, scholarships, hostel and Ashrams, following steps would be taken-
  - (i) Proper representation of the people of this category in the VECs, cluster level and Block level committees.
  - (ii) Research on their traditional way of learning and utilizing it in the teacher learning process.
  - (iii) Develop learning material (including text books) according to their needs and environment.

- (iv) Remove all kinds of class bias from the educational structure.
- (v) provision would be made for a bus for every block for an annual trip within the district. All the primary school children would be exposed to varied environment. This would broaden their outlook and will help in the participation and achievement.

#### 4.5.4 EDUCATION OF GIRLS-

The enrolment and participation of SC, ST and backward class girls in general and ST girls in particular has been very low. This reflects in the female literacy which is as low as 4% in several blocks. According to an estimate about 50% of the tribal girls were not enrolled in the last year. Though the situation has considerably improved this year so far as enrolment is considered, the situation has to be further consolidated. Provision of incentives has been the strategy of attracting and retaining the girl child in the schools. They are-

- (i) Free text books
- (ii) Free uniforms
- (iii) Scholarships and stipends
- (iv) Establishment of hostels and Ashrams
- (v) Cash incentives and free bicycles.

Besides these financial interventions, some nonfinancial interventions, as proposed below, would be more helpful -

- (i) Strengthening the women representation in various level committees.
- (ii) Identification of active and committed women in the rural areas and providing them recognition and resources.
- (iii) Involving the DWCRG group in this area, support and remunerate them.

(iv) Establishing Mahila Mandals and involving the existing Mahila Mandals already constituted by the Family Planning Association of India, active in the four blocks of this district.

(v) Constant monitoring of the girls education through the Task Force.

#### 4.6 QUALITY IMPROVEMENT-

Generally speaking, the level of learning is low to very low. Obviously, this can only be ensured when enrolment and participation is achieved. It is also a complex problem which can be resolved by multi-pronged strategies. Some of these strategies are listed below -

(i) Motivating and Orienting the teachers in learner centred and activity based teaching approaches.

(ii) Providing continuous teacher education.

(iii) Provision of continuous and comprehensive evaluation.

(iv) Providing remedial teaching to the low-performers.

(v) Developing and providing suitable learning materials.

(vi) Making the school environment attractive and meaningful to the child.

(vii) Stressing the non-cognitive activities in the school with a integral provision in the school time table and provide facilities for them.

(viii) Orienting the teachers in various strategies of multi grade teaching.

(ix) Arranging annual health check-up of each child.

(x) Keeping commulative progress record of each child.

(xi) Carrying out action research for improving learner achievement.

#### 4.7 I RAINING AND CAPABILITY BUILDING-

- 4.7.1 Strengthening the DIET.
- 4.7.2 Establishing the Block Resource centres, inducting suitable and committed persons and training them.
- 4.7.3 Organising training programmes for various categories of functionaries-administrators and supervisors, headmasters, teacher, NFE instructors, Anganwadi workers etc.
- 4.7.4. Organising training programmes for the members of the VECs, village youths, women activists, NGOs etc.
- 4.7.5. Organising Seminars and workshops.

#### 4.8 MANAGEMENT RE-VAMP

Management has to be innovative, dynamic and committed to cope up with the demands of the project. The existing and traditional educational structure would serve the purpose. Main strategies in this area would be following -

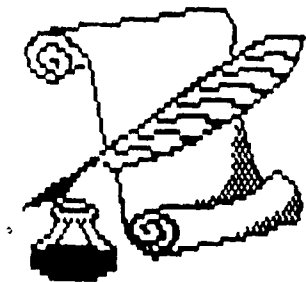
- 4.8.1 Providing appropriate place in the management to all concerned - Villagers, teachers, teachers organisations NGOs, VOs, the educational administrators and Supervisors and other developmental officials.
- 4.8.2 Establishing an autonomous management structure-free from the red tapism and complex official procedures.
- 4.8.3 Delegating adequate powers at village, cluster, block and district levels.
- 4.8.4 Providing greater working facilities to the supervisors.
- 4.8.5 Equipping the district and block offices.
- 4.8.6 Providing information processing facilities at district and block levels.

#### 4.9. PROMOTING STUDIES, INNOVATIONS AND EXPERIMENTATION-

- 4.9.1 Compilation and analysing all the available educational data-census, All India Educational Survey etc.
- 4.9.2 Assisting in formulation and implementation of the micro-projects based on the UFE.
- 4.9.3 Assisting conduction of studies, action researchs and experimentations in the problem areas of the UFE.



**PROGRAMME COMPONENTS AND NON-FINANCIAL  
INTERVENTIONS**



# **CHAPTER**

**5**

PROGRAMME COMPONENTS AND NON-FINANCIAL  
INTERVENTIONS

The Primary Education system, in the district is a routine and stagnant one. Why we could not achieve the UPE even after 43 years of our constitutional obligation is a question which we would have to answer. Ofcourse the whole system, as it exists, could not rise to the occasion to meet the challenge. A sizable number of children are still one of the school, schools are running without accommodation, the supervision is in poor shape, teachers are irregular and cut-off from the community. In short, the entire system has to be restructured and geared upto meet the challenge.

5.1 Making the system work-

5.1.1 Rationalising the existing Primary Education facility - after taking stock of the situation. No Primary school is proposed to be shifted. Nodal agency- Dy. Director, Education and A.C.T.W. May-June 94.

5.1.2 Rationalising the distribution of teachers - urban and rural imbalance does exist in the distribution of teachers. There are urban areas where teachers are in surplus while the rural schools are starving of the teachers. 145 schools are excess of teacher.

Nodal agency- Dy. Director, Education and A.C.T.W. time- May -June, 1993.

5.1.3 Filling up of the vacancies- 856 posts of teachers are lying vacant. At present there is no set schedule to fill up the vacancies. It is proposed that the vacancies should be filled up in the month of May every year.

Nodal agency- Distt. Committee for this purpose-Time May-June each year.

5.1.4 Making inspection and control more broad based- In remote areas, inspection and supervision becomes occassional and difficult. 23 ADIS and a few CDs are not sufficient to monitor the system. This results in the teachers absentism. No absence and irregularity of the teachers leads to the alianation of community with the school system. It is also felt that for the success of UPE programmes, it would be necessary that the teacher should reside in village. Following steps are suggested to be taken in this regard-

(i) Delegating sufficient authority and control to the VECs

(ii) making the Centre Headmasters responsible to inspect and supervise their centres or complex schools.

(iii) involving the teachers organisations to help in this matter.

5.1.5 Providing all weather accommodation to every school - 289 schools do not have buildings. The villagers do not have sufficient accommodation for themselves so there is no questions of getting free or rented accommodations. A massive programme of constructing school buildings has already been launched and 190 primary school buildings are to be constructed from DPEP funds.

Nodal agency - RES, PWD, Housing Board, TWD  
Time - from April 1995 to March 1998.

5.1.6 Providing additional classroom- 195 schools in all need 332 additional rooms and with the increasing number of enrolments such demand is bound to increase further. Out of the above, 178 Additional Rooms are proposed under this programme.

Nodal agency-RES, PWD, Housing Board, TWD  
Time-APR, 1995 to March 98.

5.1.7 Repairing the school building - 162 schools need minor and 592 need major repairs. The VECs would supervise the minor and major repairs of such buildings. Recurrent minor problems of maintenance for major repairs are proposed in programme.

Nodal agency- VEC, Cluster Committees, TWD  
and RES.

Time - APR, 1995 to March 1998.

5.1.8 Affording and providing teaching- learning materials - Six blocks have been provided with the teaching- learning materials under the OB programme. 969 schools of remaining six blocks do not have any teaching - learning materials. Following programmes are proposed in this regard -

(i) Launching of Shikshak Samakya - One blocks has already been taken up for this programme. Teachers of this block would be oriented to prepare their own teaching - learning materials based on local materials. This programme would be further expended.

Nodal Agency - BEO and teachers committee.

(ii) Orienting the teachers - Workshops would be organised under the inservice training programme to orient the teachers in preparing the low cost or no cost teaching - learning materials.

Nodal Agency - DIET and BRCs.

Time - continuous process.

(iii) Supplying basic teaching - learning materials - Some basic teaching - learning materials would be made available to 969 schools as per OB norms.

Nodal agency- Dy. Director, Education.

Time- December, 1995.

- (iv) Providing for replenishment and contingencies- At present schools do not have any fund to meet the expenditure on immediate and emergent requirements. There is no mechanism for replenishment. A sum of Rs.1000 per school is being allocated for this purpose.

Nodal agency- Heads of offices of concerned Deptts.,

Time - Sept. every year.

- 5.1.9 Creating additional posts of teachers - The administrative authorities have no exact idea of the sanctioned posts and these posts are sanctioned for the district. The teachers are earmarked as per norms of the enrolments.

Replenishment of materials to OB school - Since the OB materials were supplied to the schools of 6 blocks covered under the scheme in the year 1988-89, materials supplied were not of good quality. At present schools do not have necessary materials, resulting in the poor teaching learning conditions.

Nodal agency- Dy. Director, Education and A.C.T.W. and the Govt. of M.P.

Time- June 1993.

- 5.1.10 Rationalising the functioning of the schools- School calenders would be prepared on the basis of the local needs. The VECs of a particular area would be consulted while preparing calenders and timings.

Nodal agency- BEOs.

Time - July every year.

## 5.2 Environment Building-

Environment Building is the most important component for involving the people and the teachers. People should feel that some worth while change is to take place. The project can only be successfully implemented when there is a conducive atmosphere for the implementation. People are not so conscious about education. An awareness and urge has to be created through the environment building programmes. Some main programmes would be-

### 5.2.1 Organising multi-media campaigns-

- (i) Multi-media and multi-activity camps.

Nodal agency- Samanvit Shiksha Vikas Samiti

September to December every year.

- (ii) Establishing awards for VECs, organisations, individuals and groups contributing significantly towards the achievement of the UPE.

Nodal agency- A sub committee under the Distt. Committee.

Time- Republic Day every year.

- (iii) Organising workshops, seminars, debates and competitions to generate awareness regarding UPE.

Nodal agency- BEOs.

- (iv) Organising Padyatras-

Nodal agency- All developmental departments.

Time - 5th Sept. to 8th Sept. every year.

### 5.3 Galvanising and Empowering-

UPE necessitates coordinated and concerted efforts of the cross-section of the society- specially when the school and community have fallen apart- sometimes even at logger head. Unsatisfactory participation of the girl child makes it imperative that women should play active and vital role in the implementation of the Project. Following programmes have been envisaged in this area-

- 5.3.1 Teachers evaluation- A block level effective system of teachers evaluation would be set up. This has to be on objective appraisal of the teachers. The data would be computerised at district level.

Nodal agency- BEOs and Dy. Director, Education.

Time -- continuous process.

- 5.3.2 Teacher's grievance redressal-

A cell has already been established in the district. Details have to be worked out on the nature of the claims and a reasonable time for its settlement. It is felt that the teacher will have to play the most important role in the Programme and so his/her claims should receive full attention.

Nodal agency - DIET.

- 5.3.3 Teacher's involvement - Teacher's would be actively involved at every step in the process of the programme.

They are already involved in this project formulation and they are actively participating in the process.

Due representation would be given in all the committees and Task Forces.

Nodal Agency- District Project Implementation Committee.

- 5.3.4 Organising Teacher's Training Programmes-

Adequate number of inservice programmes would be organised at the DIET and BRCs. These two agencies would work as resource centres for all the teachers. If need be the training programmes would be organised at cluster level also. Intake would be 40 teachers/headmasters/NFE Instructors per programme.

Nodal agency - DIET.

- 5.3.5 Involvement of Women - Capable and active women would be identified and they would shoulder the responsibility of some key posts. They will also play important role in the Task Force for girls education.

Nodal agency - Distt. Committee.

- 5.3.6 Utilising the present structure =

The present DWORA groups active in different blocks would be involved to cooperate in environment building and help achieve the UPE.

Nodal Agency - Distt. Women and child welfare officer.

- 5.3.7 Involvement of voluntary organisations- Family planning Association of India, a voluntary organisation, is doing some important work for the welfare of women.

Through their programmes, they have established good rapport in the rural areas. They are ready to cooperate. Both the efforts would be coordinate.

Nodal agency - Project Officer, Family Planning Association of India, Shahdol Project.

5.3.9 Village Education Committees - At present VECs are constituted in all the school - villages. With the programme of providing access every habitation, the VECs constituted in the remaining villages. They would be deligated with adequate powers for supervision of all the educational facilities located in the area and also take responsibility of universal participation.

#### 5.4 Universal Access -

Through there are 1962 Primary, Junior Primary and Ashram Schools and 646 NFE Centres, 1653 habitations are without any Primary education facility. Out of these 793 habitations have a facility within 1 Km., 863 habitations have to be provided with an access facility. For any effort towards UPE, access has to be provided to almost all the habitations looking to the poor participation of girls, multiple strategies have to be evolved.

This problem is more acute in the case of tribals. different approach has to be adopted suited to their way of life and needs. Here providing the access would not be guarantee of the desired level of participation.

Following programmes are being proposed for desired participation -

5.4.1 ~~establishing the primary education facilities~~ - On the basis of the norms 190 Primary schools, 192 NFE Centres and 2 new NFE Projects (100 each) are proposed to be opened.

Nodal agency - Dy. Director, Education and Asstt. Commissioner, Tribal Welfare.  
Time - April 95 to March 98

5.4.2 Universalising access for girls -

At present 691 Anganwadis are running in 4 blocks. Most of them are linked with the primary schools rest of them are running near the school due to accomodation problem in the schools.

Five projects of ECCE Centres (200 in each) are being proposed.

Nodal agency - Distt. Women and Child Development Officer

Time - 1995 -96

5.4.3 Strengthening ECCE Component -

ECCE Component in the Anganwadi programme would be strengthened in order to facilitate access as well as achievement. The programme has been launched.

Nodal agency - DIET and DWCCO.

The timely availability of these insentives would be ensured - specially in the cases of MDM, text books and uniforms.



## 5.5 Universal Participation-

Participation includes both - enrolment and retention. GER, in the district, is 77.5 this year but it might be on paper if the children are not regular. Dropout starts from the irregular attendance. The monitoring of schools registered 40-50% average attendance. Following programmes are being proposed for promoting universal participation-

### 5.5.1 Child Centred approach-

In fact, the entire educative process should be child centred. When we talk of child centredness, it includes curriculum, text books, other learning materials, the school environment and the teaching-learning strategies employed by the teacher. It would include the following -

(i) Teacher Orientation- Inservice training programmes would be so designed so as to motivate the teacher and train him/her in the skill of using child centred approach in teaching.

(ii) Attractive school environment - At present the school has no attraction for the child. That is why the problem of drop-out and low-achieving exists. By restructuring the whole process-keeping in view of the interests, attitude, need and level of the child, the school should attract him/her.

Nodal agency- DIET and BRCs.

5.5.2 Orientation of Supervisory Officers- Much will depend on the supervision and guidance by the supervisory personnel to the teachers. Orientation of such officers on the child centred processes is essential atleast once in a year. Intake would be about 60.

Nodal agency - DIET.

Time - 3 days -July every year.

### 5.5.3 Orientation of VEC members-

The present experiences show that the VEC members do not have any idea of their function and role viz. a viz UPE. They have to be oriented in the complete

programme and their functions. The orientation should be more of a dialogue than that of instructional type. There should be an open discussion over the related issues.

This would not be possible to orient them at one or two places. The persons responsible for orienting them have to go to the cluster level and one day orientation would be sufficient provided these orientation sessions are not made once-in-a-year affair. It would be so planned that every VEC member is oriented three times year in the first year of the programme, thereafter two sessions per year.

Nodal agency - DIET and BRCs.

#### 5.5.4 Universalization of participations of girls and disadvantaged group children-

Problem of participation is mostly related to the girls, specially the tribal and boys of the same category plus children of some backward groups.

The Govt. has been providing certain incentives to increase participation. They are-

(i) Mid Day Meals - 1057 schools are covered under this scheme. Every child in these schools is provided MDM @ Rs. 0.50 per day.  
Nodal agency - DWCD0.

(ii) Uniforms - SC/ST girls.

(iii) Scholarships- SC/ST girls classes III-V

(iv) Stipends in the Ashram school and hostels.

(v) Free books - SC/ST students Classes I and V.

(vi) Bicycle - For SC/ST girls passing Class V and joining class VI- applicable only in one block.

(vii) Cash incentive - Applicable in other 11 blocks for the SC/ST girls passing class V and going to the upper class.

Nodal agency - A.C., T.W.

5.5.5

Studies, Surveys and Action Research -

This would involve the following -

- (i) Identification of problem areas and their survey,
- (ii) Study of the problems in the implementation of the programs,
- (iii) Carry on action research on the identified problems,
- (iv) Formulate action plans on the basis of the studies,
- (v) Train teachers to conduct simple action research related to their day to day experiences.

Nodal agency - DIET.

5.6 Quality Improvement and Achievement -

This is also a very crucial area. It has been stated earlier that generally level of learning is low to very low. In many cases the children can not be evaluated on the basis of expected learning levels of that class because they lack in fundamental language and numerical skills. Some of the factors responsible for this state of affairs have been discussed earlier. Main programmes related to this area would be -

5. 1

Diagnostic and continuous evaluation and provision for remedial teaching on the school time - table. Teachers would be trained in these areas. The process would be highlighted in the supervision.

5.6.2

Stress on non- cognitive development

In the traditional mode, the cognitive subject areas (language, mathematics and science) are given sole importance. Non - cognitive areas (which the children also like) are completely neglected. It would be ensured that the Health and Physical Education, Work experience and Art Education finds due place in the school time-table. These are the fields where tribal students may be much interested. Playing their traditional games, singing and performing their folk songs and dances doing some productive and meaningful physical activity may be a fresh and exhilarating experience for them.

Organising Bal Vikas Melas - Complete weightage is given to cognitive areas - language, mathematics and environmental studies. Non Cognitive development is completely ignored. Emphasis is being laid to organise non-cognitive activities. It would help in retaining.

Besides, a provision in the schools time table, Bal Vikas Melas are proposed to be organised at block, cluster and district levels.

- 5.6.3 Establishment of Evaluation Unit - Evaluation Units at block and district level would be established which would continuously monitor and evaluate the achievement of the learners and devise ways and means to improve it.
- 5.6.4 Provision of Awards - outstanding teachers and schools contributing most in this area would be awarded at block and district levels.
- 5.6.5 Facilities for non-cognitive activities - facilities for aforesaid activities would be provided and the schools would also utilise the funds allocated to them for this purpose.
- 5.6.6 Annual health check-up - annual health check-up of every primary school student would be ensured. (This is already an ongoing scheme).  
Nodal agency - CMHO.

#### 5.7 Training and Capability Building -

For the success of the programme much will depend upon the performance of the educational functionaries. The motivation, commitment and professional capability would be essential for such expected performance.

To foster all this training becomes essential. Without proper planning of training programmes for different target groups, the training programmes would be futile. This would be the first step to strengthen the existing training centres and establishing the new ones.

DIET has been established keeping in view the following main objectives -

(a) Universalisation of primary education which includes-

- (i) Universal access,
- (ii) Universal participation,
- (iii) Universal achievement.

(b) Experimentations and studies

(c) coordinating various branches of education.

(d) Organising preservice and inservice training programmes.

(e) Providing academic inputs to the district.

(f) Functioning as a resource centre for various educational activities.

Now, with the increasing programme activities, the DIET has to play more specific (Yet divergent) and intensive role. Its activities have to be organised in such a way so as to cater to the demands of DPEP. They would be of the following nature-

- (i) Conducting surveys and studies,
- (ii) Evaluation of the programmes,
- (iii) Providing academic and technical inputs,
- (iv) Providing training and organising meetings and seminars of DPEP functionaries.
- (v) Training master trainers.
- (vi) organising workshops and developing specific learning materials as and when required.
- (vii) Dissemination of information.

(viii) Coordinating various agencies for effective academic inputs.

Since the DIET has to undertake the aforesaid responsibilities, it has to be further strengthened by providing more human, material and financial support. This would be of the following categories-

- (i) Creating infrastructure.
- (ii) Equipments.
- (iii) Appointment of additional personnel.
- (iv) Recurring expenditure for meetings, seminars, workshops, dissemination of information etc.

#### 5.7.2 Organisation of Training Programmes-

(a) Educational Supervisors- Training for educational supervisors would involve the following areas-

- (i) Programmes of UPE.
- (ii) Specific educational problems.
- (iif) Child centred approach.
- (iv) Use of environment.
- (v) Community participation.
- (vi) Use of OB kits.
- (vii) Continuous and comprehensive evaluation.
- (viii) Non-cognitive activities in the schools.
- (ix) Management and institutional planning.

The intake would be nearly 60.

(12 BEOs, 23 ADIS, 17 COs, Dy.director, Education and A.C, T.W).

The training is proposed to be of five days duration-once in a year- in the month of July in the DIET.

#### (b) Headmasers and teachers-

Training of this target-groups is proposed to be held at three levels- DIET, BRC and at cluster level. Till last two centers are established DIET would be responsible to organise inservice training programmes.

These programmes would include the following areas-

- (i) Content enrichment.
- (ii) Child centred approach.
- (iii) Programmes of UPE.
- (iv) Use of OB kits.
- (v) Using the environment in the teaching-learning process.
- (vi) Continuous and comprehensive evaluation with emphasis on diagnostic testing and remedial teaching.
- (vii) Planning and organising non-cognitive activities in the schools.
- (viii) Value and population education.
- (ix) Preparation of learning materials.
- (x) Out of class room activities.
- (xi) Community interaction.
- (xii) Cumulative records.
- (xiii) MLL.
- (xiv) Multi-grade teaching.

Besides these, the headmasters would be trained in institutional planning also.

The intake would be 40 for each programme. 10 such programmes of 10-12 days duration would be organised.

(c) Training of NFE Instructors-

This training would be organised by the DIET and BRCs. Duration would be of 10 days per programme. Intake would be 40 per programme. The programme would include following areas-

- (i) Content enrichment.

- (ii) Child centred approach.
- (iii) Integration of the subject area activities.
- (iv) Preparation of learning materials.
- (v) MLL
- (vi) Non-formal teaching techniques.
- (vii) Study and analysing the Instructor's Guide.
- (viii) Community interaction.
- (d) Training of VEC members and NGOs-

This training would be organised to be based on discussions and experiences, rather than the structured ones. 4 representatives of the VECs (2 male and 2 female) from each VEC and persons from other departments (Patwari, forest guard, health worker, Anganwadi worker, Village Assistant etc.). The intake would be roughly 40. The duration would be 2 days. This programme would be held twice in a year, depending upon the feasible time.

This programme would comprise of the following-

- (i) Access.
- (ii) Participation.
- (iii) Achievement.
- (iv) Discussions on the educational problems.
- (v) Girls education.

### 5.7.3 Establishment of BRCs and Cluster Level Resource Centres-

Block Resource Centres and Cluster level centres would be established.

Time- 1995.

### 5.8. Management Re-Vamp-



- 5.8.1 Induction of dynamic and committed persons in the key posts. These persons would manage DPEP offices at block and district head quarters.
- 5.8.2 Delegation of adequate powers to the district, block and lower level managerial structure.
- 5.8.3 Mobility of the supervisory authorities would be improved by advancing them loan for purchase of motor cycles.
- 5.8.4 VECs would be provided with the adequate number of post cards for reporting back. They would be part of the managerial structure.
- 5.8.5 Simplify the procedures so as to cut red tapism.
- 5.8.6 Modernisation of the district and block offices by providing them necessary facilities.
- 5.8.7 A mechanism would be developed for continuous monitoring of the progress of the DPEP through computerisation.
- 5.9 Promoting Studies, innovations and Experimentations-
  - 5.9.1 Compilation of all the efforts and data related to Primary education.
  - 5.9.2 Conduction of base line studies.
  - 5.9.3 Assisting in micro-projects relating to the UPE by teachers, teachers organisations, NGOs and voluntary organisations.
  - 5.9.4 Promote Studies on the traditional tribal way of learning.
  - 5.9.5 Carryout surveys, field testing, experimentation and action researches.

# COSTS AND FUNDING



# CHAPTER

6

These programmes would include the following areas-

- (i) Content enrichment.
- (ii) Child centred approach.
- (iii) Programmes of UPE.
- (iv) Use of OB kits.
- (v) Using the environment in the teaching-learning process.
- (vi) Continuous and comprehensive evaluation with emphasis on diagnostic testing and remedial teaching.
- (vii) Planning and organising non-cognitive activities in the schools.
- (viii) Value and population education.
- (ix) Preparation of learning materials.
- (x) Out of class room activities.
- (xi) Community interaction.
- (xii) Cumulative records.
- (xiii) MLL.
- (xiv) Multi-grade teaching.

Besides these, the headmasters would be trained in institutional planning also.

The intake would be 40 for each programme. 10 such programmes of 10-12 days duration would be organised.

(c) Training of NFE Instructors-

This training would be organised by the DIET and BRCs. Duration would be of 10 days per programme. Intake would be 40 per programme. The programme would include following areas-

- (i) Content enrichment.

- (ii) Child centred approach.
- (iii) Integration of the subject area activities.
- (iv) Preparation of learning materials.
- (v) MLL.
- (vi) Non-formal teaching techniques.
- (vii) Study and analysing the Instructor's Guide.
- (viii) Community interaction.
- (d) Training of VEC members and NGOs-

This training would be organised to be based on discussions and experiences, rather than the structured ones. 4 representatives of the VECs (2 male and 2 female) from each VEC and persons from other departments (Patwari, forest guard, health worker, Anganwadi worker, Village Assistant etc.). The intake would be roughly 40. The duration would be 2 days. This programme would be held twice in a year, depending upon the feasible time.

This programme would comprise of the following-

- (i) Access.
- (ii) Participation.
- (iii) Achievement.
- (iv) Discussions on the educational problems.
- (v) Girls education.

### 5.7.3 Establishment of BRCs and Cluster Level Resource Centres-

Block Resource Centres and Cluster level centres would be established.  
Time- 1995.

### 5.8. Management Re-Vamp-

- 5.8.1 Induction of dynamic and committed persons in the key posts. These persons would manage DPEP offices at block and district head quarters.
  - 5.8.2 Delegation of adequate powers to the district, block and lower level managerial structure.
  - 5.8.3 Mobility of the supervisory authorities would be improved by advancing them loan for purchase of motor cycles.
  - 5.8.4 VECs would be provided with the adequate number of post cards for reporting back. They would be part of the managerial structure.
  - 5.8.5 Simplify the procedures so as to cut red tapism.
  - 5.8.6 Modernisation of the district and block offices by providing them necessary facilities.
  - 5.8.7 A mechanism would be developed for continuous monitoring of the progress of the DPEP through computerisation.
- 5.9 Promoting Studies, innovations and Experimentations-
- 5.9.1 Compilation of all the efforts and data related to Primary education.
  - 5.9.2 Conduction of base line studies.
  - 5.9.3 Assisting in micro-projects relating to the UPE by teachers, teachers organisations, NGOs and voluntary organisations.
  - 5.9.4 Promote Studies on the traditional tribal way of learning.
  - 5.9.5 Carryout surveys, field testing, experimentation and action researches.

# COSTS AND FUNDING



# CHAPTER

6



NEW KFE CENTRES

COMPONENT

No. of new centres 0.00 00.00 112.00 0.00 0.00 0.00 0.00 192.00

	%	Cost Unit	K.S.							P.O.S.								
			1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
			54-95	55-96	56-97	97-98	98-99	99-2000	2000-01		54-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
Inflation Adjustment										0.00	0.20	0.20	0.30	0.40	0.50	0.60		
<b>NON-RECURRING</b>																		
Civil Works	90.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Professional Fees	100.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Furniture	90.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Equipment	90.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Educational Matl.	90.00%	0.016	0.00	00.00	112.00	0.00	0.00	0.00	0.00	0.00	1.01	2.15	0.00	0.00	0.00	0.00	3.56	
Vehicles	90.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Books	90.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Local Fellowships	100.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Local Training	100.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Studies	100.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
NCOs	100.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<b>TOTAL NON-RECURRING</b>		0.00								0.00	1.01	2.15	0.00	0.00	0.00	0.00	3.56	
<b>RECURRING</b>		0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00		
Salaries	75.00%	0.052	0.00	00.00	192.00	192.00	192.00	192.00	192.00	0.00	6.50	11.90	12.90	13.90	14.90	15.97	74.66	
Operation & Mtce.	75.00%	0.031	0.00	00.00	192.00	192.00	192.00	192.00	192.00	0.00	2.73	7.10	7.70	8.33	8.93	9.52	44.30	
Building maintainan	75.00%	0.00								0.00	0.90	0.00	0.00	0.00	0.00	0.00	0.00	
<b>TOTAL RECURRING</b>										0.00	7.30	19.12	20.72	22.31	23.90	25.50	118.96	
<b>TOTAL</b>		0.00								0.00	8.71	21.27	20.72	22.31	23.90	25.50	122.41	

FINANCING BY SOURCE

Centre	%	State	%	Total	%
Outlay	92.30	75.44%	30.07	24.56%	122.41
				100.00%	



Central Share								State Share							
1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.20	0.20	0.30	0.40	0.50	0.60			0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.14	0.22	0.30	0.00	0.00	0.00	0.36
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	1.27	1.84	3.00	0.00	0.00	0.00	5.20	0.00	0.14	0.22	0.00	0.00	0.00	0.00	0.36
0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	3.43	8.99	9.73	10.48	11.23	11.98	55.85	0.00	1.14	3.00	3.24	3.49	3.74	3.99	18.62
0.00	2.05	5.16	5.80	6.25	6.70	7.14	31.09	0.00	0.68	1.79	1.93	2.08	2.23	2.38	11.10
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	5.48	14.04	15.54	16.73	17.93	19.12	59.14	0.00	1.83	4.78	5.18	5.58	5.98	6.37	29.71
0.00	0.00	6.75	15.11	15.54	16.73	17.93	52.34	0.00	0.00	1.97	5.00	5.18	5.58	5.98	30.67

67

NEW NFE PROJECTS

COMPONENT

No. of new projects 0.00 1.00 1.00 0.00 0.00 0.00 0.00 2.00

Unit Cost	Nos.								Total							
	1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
Resistance	84-85	85-86	86-87	87-88	88-89	89-2000	2000-01		84-85	85-86	86-87	87-88	88-89	89-2000	2000-01	
Industrial Department									0.00	0.00	0.20	0.00	0.40	0.00	0.00	
NON-RECURRING																
Civil Works 60.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Professional Fees 100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Furniture 90.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Equipment 50.00%	0.25							0.00	0.00	0.20	0.00	0.00	0.00	0.00	0.00	0.58
Educational Matl. 90.00%								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Vehicles 90.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books 50.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Fellowships 100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training 100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Studies 100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NCOs 100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL NON-RECURRING	0.00							0.00	0.00	0.20	0.00	0.00	0.00	0.00	0.00	0.58
RECURRING	0.00															
Salaries 75.00%	3.50							0.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00	52.85
Operation & Mntce. 75.00%	8.35							0.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00	126.89
Building maintainan 75.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECURRING								0.00	13.04	20.04	30.01	33.10	35.55	37.92	170.94	
TOTAL	0.00							0.00	13.31	20.74	30.81	33.10	35.55	37.92	179.51	

FUNDING BY SOURCE

Centre	%	State	%	Total	%
Outlay	134.72	75.05%	44.79	24.95%	179.51
					100.00%

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.52
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.05	0.27	0.00	0.00	0.00	0.00	0.52
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	2.89	6.30	6.83	7.35	7.88	8.40	39.64
0.00	6.89	15.03	16.28	17.54	18.79	20.04	94.56
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	9.78	21.33	23.11	24.89	26.66	28.44	134.20
0.00	0.00	16.02	21.60	23.11	24.89	26.66	134.72

State Share							Total
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.03	0.03	0.00	0.00	0.00	0.00	0.06
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.03	0.03	0.00	0.00	0.00	0.00	0.06
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.96	2.10	2.27	2.45	2.63	2.80	13.21
0.00	2.30	5.01	5.43	5.85	6.26	6.68	31.52
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	3.26	7.11	7.70	8.30	8.89	9.48	44.73
0.00	0.00	3.29	7.14	7.70	8.30	8.89	44.79

**NEW BUILDINGS COMPONENT**

No of new buildings 0.00 60.00 80.00 50.00 0.00 0.00 0.00 190.00

	% Unit Cost	Nos.							Total	Total							
		1	2	3	4	5	6	7		1	2	3	4	5	6	7	Total
		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
Assistance																	
Inflation Adjustment										0.00	0.10	0.20	0.30	0.40	0.50	0.60	
<b>NON-RECURRING</b>																	
Travel & Misc.	90.00%	0.00	60.00	80.00	50.00	0.00	0.00	0.00	190.00	0.00	146.50	216.00	146.25	0.00	0.00	0.00	510.75
Professional Fees	100.00%								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Furniture	90.00%								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	90.00%								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Educational Matl.	90.00%								0.00								
Vehicles	90.00%								0.00								
Books	90.00%								0.00								
Local Fellowships	100.00%								0.00								
Local Training	100.00%								0.00								
Studies	100.00%								0.00								
NGOs	100.00%								0.00								
									0.00								
<b>TOTAL NON-RECURRING</b>										0.00	146.50	216.00	146.25	0.00	0.00	0.00	510.75
<b>RECURRING</b>																	
Salaries	75.00%									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operation & Mnce.	75.00%																
Building maintainan	75.00%																
<b>TOTAL RECURRING</b>										0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL</b>	0.00									0.00	146.50	216.00	146.25	0.00	0.00	0.00	510.75

**FUNDING BY SOURCE**

	Centre	% State	% Total	%
Outlay	459.68	90.00%	51.00	10.00%
			510.75	100.00%

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	133.65	194.40	131.63	0.00	0.00	0.00	459.68
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----							
0.00	133.65	194.40	131.63	0.00	0.00	0.00	459.68
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	133.65	194.40	131.63	0.00	0.00	0.00 → 459.68

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	14.85	21.60	14.63	0.00	0.00	0.00	51.08
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----							
0.00	14.85	21.60	14.63	0.00	0.00	0.00	51.08
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	14.85	21.60	14.63	0.00	0.00	0.00 51.08

ADDITIONAL ROOMS COMPONENT

No. of new rooms	0.00	61.00	60.00	57.00	0.00	0.00	0.00	178.00
No. of new teachers	0.00	61.00	60.00	57.00	0.00	0.00	0.00	178.00

Component	Unit Cost	Nos.							Total	Total							
		1	2	3	4	5	6	7		1	2	3	4	5	6	7	Total
		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
Assistance		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Inflation Adjustment										0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>NON-RECURRING</b>																	
Travel Works	71.00%	0.00	61.00	60.00	57.00	0.00	0.00	0.00	178.00	0.00	59.00	54.00	55.50	0.00	0.00	0.00	168.50
Professional Fees	100.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Furniture	90.00%	0.00	61.00	60.00	57.00	0.00	0.00	0.00	178.00	0.00	0.67	0.72	0.74	0.00	0.00	0.00	2.13
Equipment	90.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Educational Matl.	90.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Vehicles	90.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books	90.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Fellowships	100.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Studies	100.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VGs	100.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL NON-RECURRING</b>										0.00	51.60	54.72	56.32	0.00	0.00	0.00	162.63
<b>RECURRING</b>																	
Salaries	75.00%	0.00	61.00	121.00	178.00	178.00	178.00	178.00		0.00	18.75	48.66	64.79	69.78	74.76	79.74	348.52
Operation & Mtce.	75.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Building maintain	75.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL RECURRING</b>										0.00	18.75	48.66	64.79	69.78	74.76	79.74	348.52
<b>TOTAL</b>										0.00	69.78	95.38	121.11	69.78	74.76	79.74	510.55

FUNDING BY SOURCE

	Centre	%	State	%	Total	%
Outlay	487.22	79.76%	183.23	29.28%	510.55	100.00%



MULTI-MEDIA CAMPAIGN COMPONENT

No. of campaigns (one per block)		12.00	12.00	12.00	12.00	12.00	12.00	12.00	00.00								
		Nos.							Total								
%	Unit Cost	1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
	Assistance	54-55	55-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	Efficiency Adjustment									0.00	6.18	0.20	0.30	0.40	0.50	0.52	
NON-RECURRING																	
	Travel & Misc	90.00%	0.00						0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Professional Fees	100.00%							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Furniture	90.00%	0.00														
	Equipment	90.00%	0.00														
	Educational Matl.	90.00%	0.00														
	Vehicles	90.00%	0.00														
	Books	90.00%	0.00														
	Local Fellowships	100.00%	0.00														
	Local Training	100.00%	0.00														
	Studies	100.00%	0.00														
	NGOs	100.00%	0.25	12.00	12.00	12.00	12.00	12.00	12.00	12.00	12.00	12.00	12.00	12.00	12.00	12.00	12.00
			0.00							3.00	3.30	3.60	3.90	4.20	4.50	4.80	27.30
	TOTAL NON-RECURRING		0.00							3.00	3.30	3.60	3.90	4.20	4.50	4.80	27.30
RECURRING																	
	Salaries	75.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Operation & Misc.	75.00%	0.00														
	Building maintenance	75.00%	0.00														
	TOTAL RECURRING									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL		0.00							3.00	3.30	3.60	3.90	4.20	4.50	4.80	27.30

14

PENDING BY SOURCE

	Centre	%	State	%	Total
Outlay	27.30	100.00%	0.00	0.00%	27.30



Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3.00	3.30	3.60	3.90	4.20	4.50	4.80	27.30
3.00	3.30	3.60	3.90	4.20	4.50	4.80	27.30
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6.00	3.00	3.30	3.60	3.90	4.20	4.50	27.30

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

75

AWARDS TO GROUPS COMPONENT

No. of awards (blocks) 0.00 11.00 11.00 11.00 12.00 12.00 12.00 69.00

	%	Unit Cost	Nos.							Total	Total							
			1	2	3	4	5	6	7		1	2	3	4	5	6	7	Total
Assistance			94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
NON-SECURING																		
Civil Works	50.00%	0.50								0.00								
Professional Fees	100.00%									0.00								
Furniture	99.99%	0.00								0.00								
Equipment	99.99%	0.00								0.00								
Educational Matl.	99.99%	0.00								0.00								
Vehicles	99.99%	0.00								0.00								
Books	99.99%	0.00								0.00								
Local Fellowships	100.00%	0.00								0.00								
Local Training	100.00%	0.00								0.00								
Studies	100.00%	0.00								0.00								
NGOs	100.00%	0.10	0.00	11.00	11.00	11.00	12.00	12.00	12.00	69.00	0.00	1.21	1.32	1.43	1.60	1.00	1.92	9.36
		0.00																
<b>TOTAL NON-SECURING</b>		9.00									0.00	1.21	1.32	1.43	1.60	1.00	1.92	9.36
		0.00																
SECURING		0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Salaries	75.00%	0.00																
Operation & Mtce.	75.00%	0.00																
Building maintainan	75.00%	0.00																
<b>TOTAL SECURING</b>											0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL</b>		0.00									0.00	1.21	1.32	1.43	1.60	1.00	1.92	9.36

FUNDING BY SOURCE

	Centre	%	State	%	Total	%
Outlay	9.36	100.00%	0.00	0.00%	9.36	100.00%

76

Central Share

1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	

	0.10	0.20	0.30	0.40	0.50	0.60	
--	------	------	------	------	------	------	--

0.00	1.21	1.32	1.43	1.68	1.80	1.92	9.36
------	------	------	------	------	------	------	------

0.00	1.21	1.32	1.43	1.68	1.80	1.92	9.36
------	------	------	------	------	------	------	------

0.00	0.00	0.00	0.00	0.00	0.00	0.00	
------	------	------	------	------	------	------	--

0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
------	------	------	------	------	------	------	------

1.00	0.00	1.21	1.32	1.43	1.68	1.80	1.92	9.36
------	------	------	------	------	------	------	------	------

State Share

1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	

	0.10	0.20	0.30	0.40	0.50	0.60	
--	------	------	------	------	------	------	--

0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
------	------	------	------	------	------	------	------

0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
------	------	------	------	------	------	------	------

0.00	0.00	0.00	0.00	0.00	0.00	0.00	
------	------	------	------	------	------	------	--

0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
------	------	------	------	------	------	------	------

0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
------	------	------	------	------	------	------	------	------

MOETSHOPS/SEMINARS COMPONENT

Nos.	12.00 12.00 12.00 12.00 12.00 12.00 12.00 84.00								Total								
	Nos.								Total								
%	Unit Cost	1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
Assistance		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
										0.00	0.13	0.29	0.30	0.40	0.50	0.61	
Travel works	50.00%								0.00	0.00	0.33	0.00	0.00	0.00	0.00	0.00	0.00
Professional Fees	100.00%								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Furniture	90.00%																
Equipment	90.00%																
Educational Matl.	90.00%																
Vehicles	90.00%																
Books	90.00%																
Local Fellowships	100.00%																
Local Training	100.00%																
Studies	100.00%																
BOOs	100.00%																
		12.00	12.00	12.00	12.00	12.00	12.00	12.00	84.00	0.12	0.13	0.14	0.16	0.17	0.18	0.19	1.09
TOTAL NON-RECURRING										0.12	0.13	0.14	0.16	0.17	0.18	0.19	1.09
RECURRING										0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Salaries	75.00%																
Operation & Mtce.	75.00%																
Building maintainan	75.00%																
TOTAL RECURRING										0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL	0.00									0.12	0.13	0.14	0.16	0.17	0.18	0.19	1.09

PENDING BY SOURCE

Centre	%	State	%	Total	%
Outlay	1.09	100.00%	0.00	0.00%	1.09
				100.00%	

24

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.12	0.13	0.14	0.16	0.17	0.18	0.19	1.09
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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

REPAIRS

COMPONENT

Major repairs - nos.

0.00 97.00 50.00 74.00 0.00 0.00 0.00 221.00

	%	Unit Cost	Mcs.							Total								
			1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
Assistance			94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
Infectious Adjustment											0.30	0.10	0.20	0.30	0.40	0.50	0.60	
TO 100%																		
Local Works	100.00%	0.00	0.00	97.00	50.00	74.00	0.00	0.00	0.00	221.00	0.00	53.35	30.00	48.10	0.00	0.00	0.00	131.45
Professional Fees	100.00%	0.00																
Furniture	50.00%	0.00																
Equipment	50.00%	0.00																
Educational Matl.	90.00%	0.00																
Vehicles	90.00%	0.00																
Books	99.00%	0.00																
Local Fellowships	100.00%	0.00																
Local Training	100.00%	0.00																
Studies	100.00%	0.00																
NGOs	100.00%	0.00																
		0.00																
GRAND NON-RECURRING		0.00									0.00	53.35	30.00	48.10	0.00	0.00	0.00	131.45
		0.00																
RECURRING		0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Salaries	75.00%	0.00																
Operation & Mtce.	75.00%	0.00																
Building maintainan	75.00%	0.00																
		0.00																
TOTAL RECURRING		0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		0.00																
TOTAL		0.00									0.00	53.35	30.00	48.10	0.00	0.00	0.00	131.45

FUNDING BY SOURCE

	Centre	%	State	%	Total	%
Outlay	118.31	90.00%	13.15	10.00%	131.45	100.00%

80

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	48.00	27.00	43.29	0.00	0.00	0.00	118.31
-----							
0.00	48.00	27.00	43.29	0.00	0.00	0.00	118.31
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
-----							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----							
0.00	0.00	48.00	27.00	43.29	0.00	0.00	118.31

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	5.34	3.00	4.81	0.00	0.00	0.00	13.15
-----							
0.00	5.34	3.00	4.81	0.00	0.00	0.00	13.15
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
-----							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----							
0.00	0.00	5.34	3.00	4.81	0.00	0.00	13.15

81

SCHOOL CONTINGENCY COMPONENT  
& TEACHING MATERIAL

Nos. 1962.00 2042.00 2117.00 2192.00 2192.00 2192.00 2192.00 14889.00

	Unit Cost	Nos.							Total															
		1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total							
Assistance		84-85	85-86	86-87	87-88	88-89	89-2000	2000-01		84-85	85-86	86-87	87-88	88-89	89-2000	2000-01								
Infants Adjustment										0.00	0.00	0.00	0.00	0.40	0.00	0.00								
Level Works	50.00%								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00							
Professionals Fees	100.00%								0.00															
Furniture	90.00%								0.00															
Equipment	50.00%								0.00															
Educational Matl.	90.00%	0.01							1962.00	2042.00	2117.00	2192.00	2192.00	2192.00	2192.00	14889.00	19.62	22.46	25.00	28.50	30.69	32.88	35.07	194.62
Vehicles	90.00%	0.00							0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books	30.00%	0.00							0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Fellowships	100.00%	0.00							0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.00%	0.00							0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Studies	100.00%	0.00							0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NGOs	100.00%	0.00							0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL NON-RECURRING		0.00								19.62	22.46	25.00	28.50	30.69	32.88	35.07	194.62							
RECURRING		0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00								
Salaries	75.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00							
Operation & Mtce.	75.00%																							
Building maintainan	75.00%	0.01							1962.00	2042.00	2117.00	2192.00	2192.00	2192.00	2192.00		19.62	22.46	25.00	28.50	30.69	32.88	35.07	194.62
TOTAL RECURRING										19.62	22.46	25.00	28.50	30.69	32.88	35.07	194.62							
TOTAL	0.00									39.24	44.92	50.00	56.99	61.38	65.76	70.14	389.24							

82

FUNDING BY SOURCE

	Centre	% State	% Total	%
Outlay	321.13	02.50%	60.12	27.50%
				389.24
				100.00%



Central Share								State Share							
1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60			0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
17.66	20.22	22.86	25.65	27.62	29.59	31.55	175.16	1.96	2.25	2.54	2.85	3.07	3.29	3.51	19.46
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
17.66	20.22	22.86	25.65	27.62	29.59	31.55	175.16	1.96	2.25	2.54	2.85	3.07	3.29	3.51	19.46
0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
14.72	16.85	19.05	21.37	23.02	24.66	26.30	145.97	4.91	5.62	6.35	7.12	7.67	8.22	8.77	48.66
14.72	16.85	19.05	21.37	23.02	24.66	26.30	145.97	4.91	5.62	6.35	7.12	7.67	8.22	8.77	48.66
0.00	32.37	37.06	41.82	47.02	50.64	54.25	321.13	0.00	6.87	7.86	8.89	9.97	10.74	11.51	68.12

83

CODE		COMPONENT																
No. of Projects-new (100 schools)		0.00 1.00 1.00 1.00 1.00 1.00 0.00 5.00																
Try-costs	Year 1	1.92 Year 2,3,	Nos.							Total								
	%	Unit Cost	1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
Assistance			94-95	95-96	96-97	97-98	98-99	99-2000	2001-01		94-95	95-96	96-97	97-98	98-99	99-2000	2001-01	
Inflation Adjustment											0.20	0.20	0.20	0.20	0.40	0.50	0.50	
NON-RECURRING																		
Civil Works	50.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Professional Fees	100.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Furniture	90.00%	2.00	0.00	1.00	1.00	1.00	1.00	1.00	0.00	5.00	0.00	3.32	3.62	3.93	4.23	4.53	0.00	19.63
Equipment	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Educational Matl.	90.00%	2.00	0.00	1.00	1.00	1.00	1.00	1.00	0.00	5.00	0.00	2.23	2.46	2.64	2.84	3.05	0.00	13.20
Vehicles	90.00%	0.00																
Books	90.00%	0.00																
Local Fellowships	100.00%	0.00																
Local Training	100.00%	0.00									0.00	1.92	2.43	2.94	3.45	3.96	2.55	17.25
Studies	100.00%	0.00																
NGOs	100.00%	0.00																
TOTAL NON-RECURRING		0.00								0.00 7.48 8.47 9.51 10.52 11.54 2.55 50.08								
RECURRING																		
Salaries	75.00%	14.40	0.00	1.00	2.00	3.00	4.00	5.00	5.00		0.00	15.84	34.56	56.16	80.64	106.00	115.20	410.40
Operation & Mnce.	75.00%	2.01	0.00	1.00	2.00	3.00	4.00	5.00	5.00		0.00	2.21	4.82	7.84	11.26	15.00	16.00	57.29
Building maintainan	75.00%	0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECURRING										0.00 18.05 39.38 64.00 91.90 123.00 131.20 467.69								
TOTAL		0.00								0.00 25.53 47.87 73.50 102.42 134.61 133.83 517.76								

84

FUNDING BY SOURCE

Centre	%	State	%	Total
Outlay	397.56	76.78%	120.20	21,370.51

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	2.99	3.26	3.53	3.81	4.08	0.00	17.67
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	2.01	2.19	2.38	2.56	2.74	0.00	11.88
0.00	1.92	2.43	2.94	3.45	3.96	2.55	17.25
0.00	6.92	7.88	8.85	9.81	10.78	2.55	46.79
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	11.88	25.92	42.12	60.48	81.00	86.40	307.80
0.00	1.66	3.62	5.88	8.44	11.31	12.06	42.96
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	13.54	29.54	48.00	68.92	92.31	98.46	350.76
0.00	20.46	37.42	56.85	78.74	103.08	101.01	357.55

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
0.00	0.00	0.00	0.60	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.33	0.36	0.39	0.42	0.45	0.00	1.96
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.22	0.24	0.26	0.28	0.30	0.00	1.32
0.00	0.56	0.61	0.66	0.71	0.76	0.00	3.28
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	3.96	8.64	14.04	20.16	27.00	28.80	102.60
0.00	0.55	1.21	1.96	2.81	3.77	4.02	14.32
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	4.51	9.85	16.00	22.97	30.77	32.82	116.92
0.00	5.07	10.45	16.66	23.68	31.53	32.82	120.20

85

**TRAINING**

**COMPONENT**

BRCs, TECs,

Total blocks 12.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00

COSTS (Es 000) Furniture Equipment Prof. Fee Training Sal. Hlce.

TBC (10/block) 5.00 5.00 10.00 2.00 22.50

BRC 15.00 10.00 25.00 35.00 30.00 15.00

Total/block 65.00 60.00 25.00 135.00 58.00 240.00

	Unit Cost	Nos.							Total	Total								
		1	2	3	4	5	6	7		1	2	3	4	5	6	7	Total	
Asst/Seco		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		
Inflation Adjustment										0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<b>NON-RECURRING</b>																		
Civil Works	90.00%	3.00	6.00	6.00				12.00		18.00	19.80	8.00	0.00	0.00	0.00	0.00	0.00	37.80
Professional Fees	100.00%	0.25	12.00	12.00	12.00	12.00	12.00	12.00	12.00	3.00	3.30	3.60	3.90	4.20	4.50	4.80	4.80	27.00
Furniture	90.00%	0.65	12.00					12.00		7.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.00
Equipment	90.00%	0.60	12.00					12.00		7.20	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.20
Educational Matl.	90.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Vehicles	90.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books	90.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Fellowships	100.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.00%	1.35	12.00	12.00	12.00	12.00	12.00	12.00	12.00	16.20	17.82	19.44	21.06	22.68	24.30	25.92	25.92	147.42
Studies	100.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NGOs	100.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL NON-RECURRING</b>		0.00						0.00		52.20	48.92	23.04	24.96	26.88	28.80	30.72	30.72	217.52
<b>RECURRING</b>																		
Salaries	75.00%	0.50	12.00	12.00	12.00	12.00	12.00	12.00	12.00	6.00	6.60	7.20	7.80	8.40	9.00	9.60	9.60	54.60
Operation & Hlce.	75.00%	2.00	12.00	12.00	12.00	12.00	12.00	12.00	12.00	20.00	22.00	24.00	26.00	28.00	30.00	32.00	32.00	262.00
Building maintainan	75.00%	0.00						0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL RECURRING</b>										26.00	28.20	31.20	33.80	36.40	39.00	41.60	41.60	316.60
<b>TOTAL</b>		0.00								78.20	77.12	54.24	58.76	63.28	67.80	72.32	72.32	534.12

98

**FUNDING BY SOURCE**

Centre: 459.75 84.00 84.05

Central Share								
1	2	3	4	5	6	7	Total	
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		
	0.10	0.20	0.30	0.40	0.50	0.60		
16.20	17.50	0.00	0.00	0.00	0.00	0.00	34.02	
3.00	3.30	3.60	3.90	4.20	4.50	4.80	27.30	
7.02	0.00	0.00	0.00	0.00	0.00	0.00	7.02	
6.48	0.00	0.00	0.00	0.00	0.00	0.00	6.48	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
16.20	17.50	19.44	21.06	22.68	24.30	25.92	147.42	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
-----								
48.90	38.94	33.04	24.96	26.88	28.80	30.72	222.24	
0.00	0.00	0.00	0.00	0.00	0.00	0.00		
4.50	4.35	5.40	5.85	6.30	6.75	7.20	40.95	
21.60	23.76	25.92	28.08	30.24	32.40	34.56	196.56	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
-----								
26.10	28.71	31.32	33.93	36.54	39.15	41.76	237.51	
-----								
0.00	75.00	67.65	54.36	58.89	63.42	67.95	72.48	459.75

State Share								
1	2	3	4	5	6	7	Total	
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		
	0.10	0.20	0.30	0.40	0.50	0.60		
1.80	1.98	0.00	0.00	0.00	0.00	0.00	3.78	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.78	0.00	0.00	0.00	0.00	0.00	0.00	0.78	
0.72	0.00	0.00	0.00	0.00	0.00	0.00	0.72	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
-----								
3.30	1.98	0.00	0.00	0.00	0.00	0.00	5.28	
0.00	0.00	0.00	0.00	0.00	0.00	0.00		
1.50	1.65	1.80	1.95	2.10	2.25	2.40	13.65	
7.20	7.92	8.64	9.36	10.08	10.80	11.52	65.52	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
-----								
0.70	9.57	10.44	11.31	12.18	13.05	13.92	79.17	
-----								
0.00	12.00	11.55	10.44	11.31	12.18	13.05	13.92	84.45

87

Central Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.00	0.00	0.00	0.40	0.50	0.60	
							0.00
							0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8.73	0.00	0.00	0.00	0.00	0.00	0.00	8.73
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2.03	0.00	0.00	0.00	0.00	0.00	0.00	2.03
-----							
10.76	0.00	0.00	0.00	0.00	0.00	0.00	10.76
-----							
8.63	9.49	10.35	11.21	12.08	12.94	13.80	78.49
2.51	3.22	3.93	4.64	5.35	6.06	6.77	26.62
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----							
11.53	12.71	13.86	15.02	16.17	17.33	18.48	105.11
-----							
12.31	12.71	13.86	15.02	16.17	17.33	18.48	115.80

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60	
							0.00
							0.00
0.00	0.60	0.00	0.00	0.00	0.00	0.00	0.60
0.97	0.60	0.00	0.00	0.00	0.00	0.00	0.97
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.23	0.00	0.00	0.00	0.00	0.00	0.00	0.23
-----							
1.20	0.60	0.00	0.00	0.00	0.00	0.00	1.20
-----							
2.88	3.16	3.45	3.74	4.03	4.31	4.60	26.16
0.98	1.07	1.17	1.27	1.36	1.46	1.56	8.87
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----							
3.85	4.24	4.62	5.01	5.39	5.78	6.16	35.03
-----							
5.05	4.24	4.62	5.01	5.39	5.78	6.16	36.23

88

**MANAGEMENT COMPONENT**

	Nos			
Blocks	12.00			
Costs (Rs lakh)	Sal.	Mfce.	Equipment	Vehicle
Block	0.50	0.70	0.60	-
List:	5.50	1.50	2.50	2.25
Total	11.50	3.90	9.70	2.25

	% Assistance	Unit Cost	Nos.							Total	Total								
			1	2	3	4	5	6	7		1	2	3	4	5	6	7	Total	
			94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		
Inflation Adjustment											0.00	0.10	0.20	0.30	0.40	0.50	0.60		
<b>NON-RECURRING</b>																			
Civil Works	90.00%	0.00								0.00									0.00
Professional Fees	100.00%	0.00								0.00									0.00
Furniture	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Equipment	90.00%	9.70	1.00							1.00	9.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9.70
Educational Matl.	90.00%	0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Vehicles	90.00%	2.25	1.00							1.00	2.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.25
Books	90.00%	0.00								0.00									0.00
Local Fellowships	100.00%	0.00								0.00									0.00
Local Training	100.00%	0.00								0.00									0.00
Studies	100.00%	0.00								0.00									0.00
NGOs	100.00%	0.00								0.00									0.00
		0.00																	0.00
<b>TOTAL NON-RECURRING</b>		0.00									11.95	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11.95
<b>RECURRING</b>		0.00																	
Salaries	75.00%	11.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	11.50	12.65	13.00	14.95	16.10	17.25	18.00	18.65	186.65
Operation & Mfce.	75.00%	3.90	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	3.90	4.29	4.60	5.07	5.46	5.85	6.00	6.00	25.09
Building maintainan	75.00%	0.00									0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL RECURRING</b>											15.40	16.94	10.40	20.02	21.56	23.10	24.64	24.64	246.24
<b>TOTAL</b>											27.35	16.94	10.40	20.02	21.56	23.10	24.64	24.64	152.09

**FUNDING BY SOURCE**

	Centre	% State	% Total	%
Outlay	115.06	76.18%	36.23	23.02% 152.09 100.00%

Central Share								State Share							
1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.10	0.20	0.30	0.40	0.50	0.60			0.10	0.20	0.30	0.40	0.50	0.60	
0.45	0.30	0.20	0.00	0.00	0.00	0.00	0.45	0.05	0.00	0.00	0.00	0.00	0.00	0.00	0.05
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.63	0.30	0.20	0.00	0.00	0.00	0.00	0.63	0.07	0.00	0.00	0.00	0.00	0.00	0.00	0.07
4.23	0.00	0.00	0.00	0.00	0.00	0.00	4.23	0.47	0.00	0.00	0.00	0.00	0.00	0.00	0.47
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1.30	1.72	2.15	2.34	2.52	2.70	2.98	16.38	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7.11	1.38	2.15	2.34	2.52	2.70	2.98	21.69	0.59	0.00	0.00	0.00	0.00	0.00	0.00	0.59
0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
0.72	0.79	0.86	0.94	1.01	1.08	1.15	6.55	0.24	0.26	0.29	0.31	0.34	0.36	0.38	2.18
2.14	2.35	2.57	2.78	2.99	3.21	3.42	19.45	0.71	0.78	0.86	0.93	1.00	1.07	1.14	6.48
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2.86	3.14	3.43	3.71	4.00	4.29	4.57	26.00	0.96	1.05	1.14	1.24	1.33	1.43	1.52	8.67
0.00	9.97	5.12	5.59	6.05	6.52	6.99	47.69	0.00	1.54	1.05	1.14	1.24	1.33	1.43	9.26

05



HIS

COMPONENT

	%	Unit Cost								Total									
			1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total	
Assistance			94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		
Inflation Adjustment											0.00	0.16	0.20	0.30	0.40	0.50	0.60		
<b>NON-RECOVERING</b>																			
Civil Works	50.00%	0.50	1.00						1.00		0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50
Professional Fees	100.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Furniture	90.00%	0.70	1.00						1.00		0.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.70
Equipment	90.00%	4.70	1.00						1.00		0.70	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.70
Educational Matl.	90.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Vehicles	90.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Books	90.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Fellowships	100.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.00%	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00		1.00	1.00	2.16	2.34	2.52	2.70	2.88	16.38	
Studies	100.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NGOs	100.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL NON-RECOVERING</b>		0.00							0.00		7.70	1.90	2.16	2.34	2.52	2.70	2.88	22.28	
<b>RECOVERING</b>																			
Salaries	75.00%	0.96	1.00	1.00	1.00	1.00	1.00	1.00	1.00		0.96	1.00	1.15	1.25	1.34	1.44	1.54	8.74	
Operation & Mnce.	75.00%	2.85	1.00	1.00	1.00	1.00	1.00	1.00	1.00		2.85	3.14	3.42	3.71	3.99	4.28	4.56	25.94	
Building maintainan	75.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<b>TOTAL RECOVERING</b>		0.00							0.00		3.81	4.19	4.57	4.95	5.33	5.72	6.10	34.67	
<b>TOTAL</b>		0.00							0.00		11.51	6.17	6.73	7.29	7.85	8.41	8.98	56.95	

16

PUBLIC SCIENCE

Centre	%	State	%	Total	%
Outlay	47.89	83.74%	9.26	16.26%	56.95

Central Share								
1	2	3	4	5	6	7	Total	
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		
	0.11	0.11	0.11	0.40	0.50	1.60		
0.00	0.00	0.00	0.00	0.00	0.00	1.00	2.00	
1.11	1.10	1.20	1.00	1.40	1.50	1.60	3.10	
1.80	0.00	0.00	0.00	0.00	0.00	1.00	1.80	
4.50	0.00	0.00	0.00	0.00	0.00	1.00	4.50	
0.19	0.20	0.22	0.23	0.25	0.27	1.29	1.64	
2.00	2.20	2.00	2.00	0.00	0.00	1.00	4.25	
4.50	0.00	0.00	0.00	0.00	0.00	1.00	4.50	
0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00	
2.15	2.37	2.58	2.30	3.01	3.23	3.44	17.57	
0.00	0.00	0.00	0.00	0.42	0.45	1.48	2.73	
0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	
-----								
16.45	6.22	4.36	4.72	5.08	5.45	5.81	48.09	
0.00	0.00	0.00	0.00	0.00	0.00	1.00		
-----								
0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	
-----								
0.00	16.45	6.22	4.36	4.72	5.08	5.45	5.81	48.09

State Share							
1	2	3	4	5	6	7	Total
94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
	0.16	0.20	0.33	0.40	0.50	0.60	
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.20	0.00	0.00	0.00	0.00	0.00	0.00	0.20
0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.50
0.02	0.02	0.02	0.03	0.03	0.03	0.03	0.18
0.23	0.25	0.00	0.00	0.00	0.00	0.00	0.47
0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.50
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----							
1.45	0.27	0.02	0.03	0.03	0.03	0.03	1.85
0.00	0.00	0.00	0.00	0.00	0.00	0.00	
-----							
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
-----							
0.00	1.45	0.27	0.02	0.03	0.03	0.03	1.85

**DIET STRENGTHENING**

**COMPONENT**

	%	Unit Cost								Total								
			1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
Assistance			94-95	95-96	96-97	97-98	98-99	99-2000	2000-01		94-95	95-96	96-97	97-98	98-99	99-2000	2000-01	
Inflation Adjustment											0.00	0.10	0.20	0.30	0.40	0.50	0.60	
<b>NON-RECURRING</b>																		
Civil Works	90.00%	0.00							0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Professional Fees	100.00%	1.00	1.00	1.00	1.00	1.00	1.00	1.00	7.00	1.00	1.10	1.20	1.30	1.40	1.50	1.60	1.70	
Furniture	90.00%	1.00	1.00						1.00	2.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00
Equipment	90.00%	5.00	1.00						1.00	5.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.00
Educational Matl.	90.00%	0.20	1.00	1.00	1.00	1.00	1.00	1.00	7.00	0.20	0.22	0.24	0.26	0.28	0.30	0.32	0.34	1.82
Vehicles	90.00%	2.25	1.00	1.00					2.00	2.25	2.40	0.00	0.00	0.00	0.00	0.00	0.00	4.73
Books	90.00%	5.00	1.00						1.00	5.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5.00
Local Fellowships	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Local Training	100.00%	2.15	1.00	1.00	1.00	1.00	1.00	1.00	7.00	2.15	2.37	2.50	2.80	3.01	3.23	3.44	3.64	19.57
Studies	100.00%	0.30	1.00	1.00	1.00	1.00	1.00	1.00	7.00	0.30	0.33	0.36	0.39	0.42	0.45	0.48	0.48	2.73
WGS	100.00%	0.00							0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL NON-RECURRING</b>		0.00							0.00	17.90	6.69	4.38	4.75	5.11	5.44	5.84	6.24	49.94
<b>RECURRING</b>		0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Salaries	75.00%	0.00																
Operation & Mtce.	75.00%	0.00																
Building maintainan	75.00%	0.00																
<b>TOTAL RECURRING</b>		0.00								0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL</b>		0.00								17.90	6.69	4.38	4.75	5.11	5.44	5.84	6.24	49.94

9.2

**FUNDING BY SOURCE**

Centre	%	Rate	%	Total	%
Outlay	44.09	96.29%	1.05	3.718	49.94
					100.00%

# MONITORING AND REVIEW



# CHAPTER

7

## MONITORING AND REVIEW

It is felt that monitoring and review have to be the integral parts of the management structure of the project. Monitoring and review exercises have to play a vital and significant role in the successful implementation of the project activities.

It is further felt that the present system of monitoring through the agency of B.E.O., A.D.I.S. and C.Os is quite inadequate and incomplete.

For a grass root programme, as this project has been envisaged, monitoring and review should involve a cross section of the people starting right from the below.

Success of monitoring depends upon the constant inflow of feed back from the people who are really concerned.

Keeping, in view the above assumptions, following monitoring and reviewing structure is envisaged.

### 7.1 VILLAGE LEVEL-

It is envisaged that village education committee will play the key role in the project management, implementation and monitoring, involvement of the people, who are really concerned, is a very important factor for the successful implementation of the programmes.

This committee would consist of the following-

- (i) Village headman (Mukaddam)
- (ii) Educated youth.
- (iii) Panchayat office bearers.
- (iv) Influential female representatives in sufficient number.
- (v) Village teacher, NFE instructor, anganwadi worker, health worker and other govt. functionaries. Infact, villagers should form their own committees.

### FUNCTIONS-

- (i) Monitoring the school specially with reference to the enrolments and participation.

(ii) Monitoring and facilitating the function of nfe, anganwadi and child health and care activities.

(iii) Assisting and resolving the problems of educational functionaries at village level.

(iv) Be in constant touch with the upper level committees.

It is envisaged that these committees will regularly meet once in a week from July to September and thereafter once in a fortnight and the committee would report its proceedings to the next higher committee.

## 7.2 CLUSTER LEVEL-

Primary schools are organised in a cluster around pay centres. At this level there would be a committee to monitor the project activities in the area.

Besides the above categories of persons (as laid down in the case of VEC), this committee would also consist of the representatives of the VECs in that cluster. This committee would discuss the situation and decide upon the agenda to be forwarded to the block level committee.

This committee would also send its representatives to participate in the VEC deliberations.

## 7.3 BLOCK LEVEL-

The block level committee would be constituted on the basis of the norms laid down by the state level society.

Broadly speaking, the functions of this committee would be-

- (i) Reviewing of the reports of the cluster level committees.
- (ii) Formulation of the immediate strategies on the basis of the reports.
- (iii) Prepare an action plan and submit it to the district committee.
- (iv) Prepare budget demand and submit it to the district committee.

#### 7.4 DISTT. LEVEL :

The district level committee would be an unit of the Mission. This committee would be headed by the Collector and would be responsible for managing the Programme in the district.

Field visits by centre/block/distt. level committees would be compulsory.

For the effective monitoring and swift action, task forces would be raised for major project component areas. they would be following-

##### (1) TASK FORCE FOR ECCD-

It would be responsible to monitor the area of early childhood care and development. This task force would be raised from the following-

- (i) District Child and Women Development Officer.
- (ii) Chief Medical Officer.
- (iii) District Immunization Officer.
- (iv) Project Coordinator.
- (v) Representatives from Women Organisations.
- (vi) Representatives from Anganwadi Workers/Supervisors.
- (vii) Representative from ECE cell of the DIET.
- (viii) ITDP Administrator.

##### (2) TASK FORCE FOR PRIMARY EDUCATION-

- (i) Deputy Director, Education
- (ii) Assistant Commissioner, Tribal Welfare
- (iii) Assistant Administrator, ITDP
- (iv) A Representative from the DIET
- (v) Representatives from ADIS and COs.
- (vi) Representatives from the Teacher Organisations.

- (vii) Representatives from the NGOs.
- (viii) Representatives from the Industrial Sector.
- (ix) Asstt. Director, NFE.
- (x) Chief Medical Officer.
- (xi) Executive Engineer, Rural Engineering.
- (xii) Project Coordinator.

(3) TASK FORCE FOR THE NFE-

This task force would consist of-

- (i) Deputy Director, Education
- (ii) Asstt. Director NFE.
- (iii) Representatives from the Teachers Organisation.
- (iv) Representatives from the NFE Supervisors.
- (v) Representatives from the NFE Instructors.
- (vi) Representative from the NFE Project Officers.
- (vii) One ADIS.
- (viii) One CO.
- (ix) One BEO.
- (x) Project Coordinator.

(4) TASK FORCE FOR THE GIRLS EDUCATION-

Looking to the low enrolment and participation of girls, a separate task force is suggested comprising of the following members-

- (i) Deputy Director, Education.
- (ii) Asstt. Commissioner, Tribal Welfare.
- (iii) Asstt. Director, NFE.



- (iv) Distt. Women and Child Development Officer.
- (v) One Representative from Anganwadi Workers.
- (vi) Two Representatives from the DWCRAs Groups.
- (vii) One Female NGO.
- (viii) One Representative from the Family Planning Association of India.
- (ix) Youth Coordinator, Nehru Yuva Kendra.

#### FUNCTIONS-

- (i) Above task forces would function as the specific functionaries of the different project activities.
- (ii) Implement the decisions taken by the district project committee.
- (iii) Monitor the activities of their functional areas.
- (iv) Reporting the activities of their functional areas to the district project committee once in every month.
- (v) Compile and draw out the budget proposals for the concerned activities.

#### REVIEW-

Monitoring and review is an integrated process. Every time we monitor a programme, we also review its performance. The aforesaid structures and steps are meant for monitoring and reviewing of each component. However, detailed reviewing exercises are suggested. They are the following-

#### (1) SIX-MONTHLY REVIEW EXERCISE-

The DIET would be assigned the job of half yearly reviewing exercise on the performance of the project programmes. This exercise would be carried out in the month of September every year. Sample survey of each block would be carried out for this purpose. Necessary facilities would be provided for this purpose.

(2) ANNUAL REVIEW EXERCISE-

This is meant to be more elaborate and exhaustive. This exercise is recommended to be undertaken by an agency comprising of the representatives from the district, state and national levels. This group will not only review the performance but would also recommend the ways and means for better achievement.

# PROJECT RISKS



# CHAPTER

8

## PROJECT RISKS

When we discuss and propose an action plan on the Universalization of primary education (as part of Universalization of elementary education as incorporated in our constitution) we should be well aware of the impediments and difficulties to be experienced in the process of achieving the aforesaid objective.

We have a lot of factors before us, derived out of many studies out all over the country, explaining the reasons of failures in achieving the UEE.

Fixing and then shifting the stipulated period for achieving the target itself explains the complexity of the problem. The year 1990 was envisaged as the target year for achieving the UPE by NPE, 1986; but later pushed forward (still further) by the review committee and now it stands at the year 2000. The committee also explained the three areas of universalization- universal access, universal participation and universal achievement of the MLL (minimum levels of learning).

### 8.1 Basic Assumptions

- 8.1.1 Enrolment of all the children of the age groups 6-11.
- 8.1.2 Participation of atleast 95% of the boys and girls at the primary stage.
- 8.1.3 Attainment of atleast 80 percent of the MLL by 80 percent of learners.
- 8.1.4 Secured community involvement in the implementation and process of the project.
- 8.1.5 Alternative modes of education would be available to all (age-groups 6-11) according to their needs.
- 8.1.6 Teachers would be more motivated and professionally equipped.
- 8.1.7 Schools would be more attractive and meaningful to the children.
- 8.1.8 The existing schools would be equipped and furnished.
- 8.1.9 An appropriate environment would be created by persistent campaigning involving the village youth, and NGOs.

## 8.2 Project Risks-

- 8.2.1 If the district collector is not committed to the basic assumptions and does not assume a leading and active role, the coordination between the different departments and branches might fail-jeopardising the project.
- 8.2.2 If the petty political and personal interests creep in the management structure-specially at village or cluster level - it would be difficult to achieve the project goals.
- 8.2.3 The negative attitude of the project functionaries ("nothing can change the situation",it's just another kind of experimentation'etc.) might also effect the functioning of the project adversally.
- 8.2.4 Inefficient and sporadic guidance and supervision of the schools might not bring in the dynamism as assumed.
- 8.2.5 Ineffective monitoring and feed back system may worsen the situation.
- 8.2.6 Lack of conviction,initiative and promptness in the implementing structure may make the project a routine affair.
- 8.2.7 Lack of initiative and commitment at the grassroot functionaries-teachers, instructors etc.
- 8.2.8 The vested interest might try to jeopardise the programmes because of certain feudalistic considerations.
- 8.2.9 Caste related bias in the educational functionaries may also effect the implementation of the project adversally.
- 8.2.10 Without an inbuilt proper and continuous evaluation system ,followed by immediate and effective remedial measures, the objective of attainment of the MLL may not be achieved.
- 8.2.11 The project activities would put some extra demand on the teachers and if they are not motivated and mentally prepared, the results may not be achieved.
- 8.2.12 If the main project functionaries are transferred or by any other reason leave thier assignments,difficulty would arise in the implementation of the project.

- 8.2.13 If the involvement of the people is not secured, it may fail to create conducive environment for the implementation of the project.
- 8.2.14 Bureaucratic handling of the situations and long drawn process may hinder the smooth functioning of the project.
- 8.2.15 Slack and loose accounting procedures may also create problems.
- 8.2.16 If proper persons are not inducted in the vecs, cluster level committees, task forces and supervisory structure and if they are not properly and frequently oriented, the implementation of the project is likely to suffer.

### 8.3 MINIMISING THE RISKS-

- 8.3.1 Close-knit coordination between the ICDS, School, education, Tribal welfare, Non-formal education, Adult education and Health departments would be established from grass-root to district levels.
- 8.3.2 Linkage would also be established between the concerned govt. departments and NGOS, VOS and other welfare agencies.
- 8.3.3 The collector would coordinate, manage and direct the project activities towards the achievement of the objectives with personal involvement and conviction.
- 8.3.4 Community participation would be ensured by constituting the village education and cluster (zonal) level committees and political and class bias would be avoided.
- 8.3.5 Cooperation of the VOs, NGOs, including Field Publicity (govt. of india), Yuva Mandals etc. would be sought.
- 8.3.6 Proper and frequent orientation of the project functionaries, village youths, teachers, instructors VOS and NGOS would be carried on through the DIET and block resource centres.
- 8.3.7 The VECs and cluster committees would be appropriately and sufficiently represented by the main target groups- SC, ST, and Women.
- 8.3.8 An appropriate and effective management system would be evolved right from the grass root level to the district level with complete coordinating mechanism.

- 8.3.9 An effective feed back system would be established involving VECs, cluster level and block level committees.
- 8.3.10 An efficient mechanism for frequent and periodic review of the project activities would be established steps would be taken for immediate corrective and remedial measures.
- 8.3.11 Proper accounting and auditing mechanism would be established with well defined procedures.
- 8.3.12 Community, schools, groups and individuals would be given due credentials who contribute most in achieving the UPE.
- 8.3.13 Full powers to be delegated to the district and block officials regarding the teacher - establishment - specially those of transfers and disciplinary action.

**PART**

**TWO**



AppendixI. Process of Plan-Preparation

On the basis of discussions held on formulating of the District Primary Education Project at Bhopal, a meeting of the Dy. Director, Education, Asstt. Commissioner, Tribal Welfare; BEOs; ADIS, DIET and CO's was convened under the Chairmanship of the District Collector on 16.12.93.

The participants were provided with the Hindi abstract of the Guidelines and School Mapping Covering the following areas-

- (i) Present educational scenerio, needs
- (ii) Suggested strategy components and financial and non-financial interventions,
- (iii) Guidelines on the process of suggested school mapping.

The aforesaid issues were discussed in details and the participants from the various blocks were provided with the time-schedules for broad based deliberations (involving teachers, administrators, political leaders and public men).

Most of the blocks held the meetings at their end on 26.12.93 and 7.1.94.

As a follow up measure, the district level meetings were held on 28.12-.93, 4.1.94 and 11.1.94.

contd....

These meetings discussed the progress and problems at block levels. Aforesaid officials participated in the meetings.

Besides teachers and headmasters, administrators, public man, activists and political per sos were actively involved in the doliberaations. (an abstract of the proceedings is enclosed herewith).

The investigations, as desired, were held at habitation level and the educational needs were ascertained.

The data were verified at the district level and educational needs were ascertained.

## PART TWO

### 1. BASIC DATA IN REGARD TO THE DISTRICT

#### 1. Population (1991 Census) (in lakhs)

	<u>Figures</u>	<u>Percentage</u>
Total	: 17,43,869	-
Male	: 8,98,670	- 51.53
Female	: 8,45,199	- 48.47
Rural	: 13,75,673	- 78.89
Urban	: 3,68,196	- 21.11
SC	: 1,34,295	- 7.70
ST	: 8,077,64	- 46.32

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

1971 :- 855

1981 :- 948

1991 :- 941

#### 3. Literacy Rate (1991 Census)

Group	Literacy Rate
1.Overall	27.72
2.Male	38.81
3.Female	15.93
4.SC(1981 consus)	
a) Overall	- 12.21
b) Male	- 21.04
c) Female	- 2.93
5.ST(1981 consus)	
a) Overall	- 7.66
b) Male	- 13.90
c) Female	- 1.34

4. No. of towns (1991 census)

i) Total \_\_\_\_\_ 15

ii) With population more than 5 lakhs-NIL

iii) With population 1-5 lakhs - NIL

iv) With population 50000-1 lakh-1- Shahdol

v) With population 10000 to 50000-12

Beohari, Chandia, Umaria, Bijuri, Kotma, Pasan, Anupur, Jaitaneri,  
Burhar, Dhanpuri, Nowrozabad, Pali

vi) With population less than 10000-2  
Khand, JaisinghNagar.

6. No. of Rural Habitation

i) As per Census 1991

ii) As per V All Inadia  
Education Survey, 1986

7. Special Areas in the District if any

Catagory	Name	Details
(i) Areas Industrial Concentration	Amlai	Papermile and Soda factory
(ii) Areas of major mining activity	Umaria, Nowrozabad Pali, Dhanpuri, Amali, Kotma, Bangawan	Coal mining
(iii) Areas of major Constr- uction activity (irigation project )	Bansagar	Multipurpose Irrigation Project

### 8. Blockwise population no of Habitation and Literacy Rate

1	Sohagpur	155	11	177	373	47.27	27.24	37.70
2	Burhar	192	05	197	556	39.20	16.53	28.18
3	Anuppur	88	6	94	251	46.74	21.00	34.52
4	Kotama	69	0	69	138	46.37	21.68	34.48
5	Jaithari	136	13	149	365	39.57	15.56	27.87
6	P.Gran	268	05	273	643	30.10	09.00	19.65
7	Fali	103	02	105	189	35.50	15.76	26.00
8	Karkeli	273	51	324	434	39.40	15.18	27.66
9	Bohparu	125	03	128	309	27.84	8.26	18.27
10	J.Nagar	196	07	203	288	31.17	10.40	21.10
11	Manpur	211	20	231	302	34.56	10.56	22.84
12	Beouhari	160	13	173	270	39.28	13.71	26.87
TOTAL		1976	136	2112	4115	38.80	15.92	27.70
Aggregate for all urban areas		15	-	15	-	60.79	38.58	50.47
Grand total for the District		1991	136	2127	4115	38.8	15.92	27.7

Table 1.2 : \ Administrative Data

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

(1) No. of ITDP -	
(a) Total	4
(b) Major	4
(c) Medium	-
(d) Small	-
(11) No. of Sub-Divisions	5
(111) No. of Tahsils	7
(iv) No. of Blocks	
(a) Total	12
(b) TD	9
(c) Non-TD	3

(2) No. of various kinds of local bodies

(1) Urban	
(a) Municipal Corporations	-
(b) Municipalities	15
(c) Notified Area Committees	-
(d) SADAs	1
(11) Rural :	
(a) Janpad Panchayats	12
(b) Gram Panchayats	632

(3) Setup of Educational and related Administration :

(1) Whether the District is also the headquarters of an Education Division - No

(2) No. and names of Education Districts within the (Revenue) District - No

(iii) No. of BEOs

(a) Total Sanctioned	12
(b) In position (as on 1/4/1993)	10

(iv) No. of ADIS

(a) Total Sanctioned	25
(b) In position (as on 1/4/1993)	24

(v) No. of Circle Organisers, TW

(a) Total Sanctioned	16
(b) In position (as on 1/4/1993)	16

- (vi) No. of NFE projects : Rural 637, Urban 68, Total 705  
(7 Projects)
- (vii) No. of ICDS projects: Rural 691, Urban ---, Total 691
- (viii) No. of Blocks under TLC, if any
- (ix) No. of Blocks under DWCRA, if any all 12  
Block, covered under DWCRA

**Table 1.3 : Educational data for the District.**

**1.3.1 No. of Schools (Ref. Date : 30.9.93 )**

Category	Total		Management- wise Breakud							
	School	Teacher	School Educ. Department		SC.ST.BCK DEpart.		Total Govt.		Local Bodies	
			S.	T.	S.	T.	S.	T.	S.	T.
Pry. Schools	2100	3871	1288	2511	812	1360	2100	3871		
Upper Pry. Schools	333	1619	231	1019	102	600	333	1619		
High Schools	57	350	51	162	06	188	57	350		
H.S. Schools	54	724	34	487	20	237	54	724		

Management - wise Breakud					
Non - Government					
Aided		Unaided		Total	
S.	T.	S.	T.	S.	T.
1	6	159	449	160	455
-	-	158	506	158	506
-	-	35	161	35	161
3	33	25	280	28	310

(Primary schools include Ashram Schools and Junior Primary Schools )

**1.3.2 No. of NFE centres (Ref. Date = 1/4/1993 )**

Category	No.
1. Total	700
2. Co-Education	320
3. Girls only	380
4. Urban	63
5. Rural	637
6. Primary	646
7. Upper Primary	54

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

**Population \* No. of Habitations without access as above**

	as per 1986 Survey	as on 30/09/1993 (based on 1991 popu.)
(a) over 300	461	319
(b) 200-299	284	258
(c) 100-199	602	560
(d) below 100	562	519
<b>Total</b>	<b>1909</b>	<b>1656</b>

Gross access ratio (30/09/1993) :- 79.0

**1.3.4 Enrolment GER,RR and Out-of-school Children at primary stage (Ref. date = 30/09/1993 )**

Category	Estimated population in 6-11 age group	Enrolment (1-5)					
		schools			NFE		
		B.	G.	T.	B.	G.	T.
over all	267739	119540	87856	207396	8527	5683	14210
S.C	20619	10558	7346	17904	1130	567	1697
S.T.	124017	47300	21195	68495	7475	3120	10595



Enrolment (1 - 5 )								
Total			GER			R.R.		
B.	G.	T.	B.	G.	T.	B.	G.	T.
128067	93539	221606	86.30	67.96	77.50	45.28	35.90	41.20
11688	7913	19601	99.10	73.60	86.30	44.26	26.5	37.37
54775	24315	79090	75.39	51.60	63.24	31.23	18.63	26.00

Estimated no. of children (6-11) not in pry/NFE			Estimated no. of children in 6-11 age group on 30-09-2000		
B.	G.	T.	B.	G.	T.
10419	35714	46133	167754	156570	324324
-1023	2041	1018	12918	12057	24975
9372	35555	44927	77703	72523	15026

### 1.3.5 Trend of GER and RR over 1988-93

As on 30th Sept of

Indicator	Group	1988	1989	1990	1991	1992	1993
1.GER	1. Over-all	67.95	70.44	71.81	72.64	73.48	77.23
	2. Boys	83.72	85.02	86.70	85.40	84.11	86.38
	3. Girls	51.04	54.91	55.80	58.94	62.09	67.50
	4. SC						
	a) Over-all	69.11	78.94	94.81	89.49	84.18	87.07
	b) Boys	91.97	109.22	122.45	111.02	99.59	99.45
	c) Girls	44.61	64.02	65.21	65.40	65.59	73.86
	5.ST						
	a) Over-all	50.29	54.96	56.51	54.56	52.62	55.30
	b) Boys	67.80	71.47	73.49	68.17	62.85	78.83
c) Girls	31.53	37.28	38.33	39.99	41.65	35.44	
2.RR	1. Over-all	96.5	107	86.3	63.3	61.3	41.2
	2. Boys	96.8	97.7	83.0	71.1	65.2	45.28
	3. Girls	95.7	138.5	95.4	50.1	54.5	35.90
	4. SC						
	a) Over-all	79.4	71.1	74.7	58.8	81.7	37.37
	b) Boys	84.8	76.3	81.36	68.3	90.0	44.26
	c) Girls	62.1	57.5	58.0	39.4	67.5	26.50
	5. ST						
	a) Over-all	90.8	92.7	80.7	51.0	55.4	26.00
	b) Boys	94.1	94.9	80.0	60.0	55.0	31.23
c) Girls	77.0	84.5	83.9	31.3	41.9	18.63	

### 1.3.6 Primary Teacher Data

1. Total no. of Teachers in Primary Schools and Primary Sections of higher schools

a) Male 3265  
=3871

b) Female 606

3. Teachers whose qualification is less than High School

No. - 374

% - 9.6

5. Untrained Teachers (Who do not have a teacher Training qualification - BTC/B.ED)

No. - 1612

% - 41.6

6. Teacher-pupil Ratio at the primary stage 1:32

1.3.7 Availability of Buildings (as on 01/04/93)

1. Total No. of Primary Schools ----- 2100
2. Of which running in a pakka building
- a) own building ----- 1595
  - b) building of another school ----- 09
  - c) other public building  
( e.g. Panchayat Bhavan, etc.)
  - d) Private building - rented or otherwise
  - e) Total - 2100
3. No. of Primary Schools running in kachcha buildings 216
4. No. of Primary Schools having no building at all  
( running in tents ,under trees, etc.)
5. No. of Schools needing new buildings (3+4)
6. No. of Schools running in own pakka buildings which require major repairs.
7. Deficiency of Classrooms in Schools running in pakka 332 buildings [i.e. no. in 2(e) above ]

$$\text{Deficiency} = \frac{\text{Enrolment}}{40}, \text{ rounded off to nearest integer } (-) \text{ No. of existing classrooms}$$

NOTE :-Average classroom size -300 Sq.Ft.count larger halls,verandash ets. as 2/3/4 classrooms,depending on size.

Extent of classroom Deficiency	No.of Schools with Deficiency as in col(1)	Total Deficiency of Classroom
(1)	(2)	(3)=(1) * (2)
Zero	1616	-
One Classroom	112	112
Two classroom	43	86
Three Classroom	28	84
Four Classroom	10	40
Five Classroom	2	10
Total	1811	332

1.3.8 Estimated Size of the District Plan Target Group (No. of Children ) in the first and last year of the (District) Plan Period

A. Children in 6-11 age Group

Category	Total Estimated Population 1991 Census	Estimated Population			Estimated Population 30/09/2000
		Total	Enrolled in PS/NFEC	un Enrolled	
(1)	(2)	(3)	(4)	(5)	(6)
1. all	252861	267739	221606	46133	324324
2. Boys	130790	138486	128067	10419	167754
3. Girls	122071	129253	93539	35714	156510
4. SC					
a) all	19473	20619	19601	1018	24975
b) Boys	10072	10666	11688	1022	12918
c) Girls	9401	9953	7913	2040	12057
5. ST					
a) all	117126	124017	79090	44927	150226
b) Boys	60583	64147	54775	9372	77703
c) Girls	56543	59870	24315	35555	72523

PS: Primary School      NFEC:NFE Center

B. Target Group in 11-14 age group

Category	Total Est- imated Po- pulation	Estimated Population 30/09/93			Estimated Populat- ion 30/09/2000		Basis of Estim- ateCol 7
	1991Census	Total No. who completed pri- education	no.who did not compl- ete pri. education (col.3- col.4)	total	No.who may not comple- te pri.edu.		
1	2	3	4	5	6	7	8
1.all	132534	140332	68655	71677	169990	8499	
2.boys	69755	73859	45131	28728	89469	4473	
3.girls	62779	66473	23524	42949	80521	4026	
4.SC							
a)all	10206	10807	6196	4611	13091	654	
b)boys	5372	5688	4404	1284	6890	344	
c)girls	4834	5119	1792	3327	6201	310	
5.ST							
a)all	61390	65002	19289	45713	78739	7873	
b)boys	32311	34212	13931	20281	41442	4144	
c)girls	29079	30790	5358	25432	37297	3729	

[GER - 20 ] RR

as on 30-9-1993

\* = col. 3x

100

100

C. Total children in target group (6-14 years)

Category	Estimated population 30-9-94			Estimated population 30-9-94		
	All children of 6-11 yrs(Col.3, tab.A)	children of 11-14 yrs not completing prim. education (Col.5, tab B )	Total target group (2+3)	All children of 6-11 yrs(col.6, tab.A)	children of 11-14 yrs.not completing prim. education (Col.7, tab B)	Total target group (5+6)
1	2	3	4	5	6	7
1.All	267739	71677	339416	324324	8499	332823
2.Boys	138486	28728	167214	167754	4473	172227
3.Girls	129253	42949	172202	156510	4026	160536
4.SC						
a)All	20619	4611	25230	24975	654	25629
b)Boys	10666	1284	11950	12918	344	13262
c)Girls	9953	3327	13288	12057	310	12367
5.ST						
a)All	124017	45713	169730	150226	7873	158099
b)Boys	64147	20281	84428	77703	4144	81847
c)Girls	59870	25432	85302	72523	3729	76252

B. Target Group in 11-14 age group

Category	Total Estimated Population 1991 Census	Estimated Population 30/09/93			Estimated Population 30/09/2000		Basis of Estimate Col 7
		Total No. who completed pri. education	no.who did not complete pri. education (col.3- col.4)	total	No.who may not complete pri. edu.		
1	2	3	4	5	6	7	8
1.all	132534	140332	68655	71677	169990	8499	
2.boys	69755	73859	45131	28728	89469	4473	
3.girls	62779	66473	23524	42949	80521	4026	
4.SC							
a)all	10206	10807	6196	4611	13091	654	
b)boys	5372	5688	4404	1284	6890	344	
c)girls	4834	5119	1792	3327	6201	310	
5.ST							
a)all	61390	65002	19289	45713	78739	7873	
b)boys	32311	34212	13931	20281	41442	4144	
c)girls	29079	30790	5358	25432	37297	3729	

[GER - 20 ] RR  
as on 30-9-1993

\$ = col. 3x -----x-----  
100 100

C. Total children in target group (6-14 years)

Category	Estimated population 30-9-94			Estimated population 30-9-94		
	All children of 6-11 yrs (Col.3, tab.A)	children of 11-14 yrs not completing prim. education (Col.5, tab B )	Total target group (2+3)	All children of 6-11 yrs (col.6, tab.A)	children of 11-14 yrs. not completing prim. education (Col.7, tab B)	Total target group (5+6)
1	2	3	4	5	6	7
1. All	267739	71677	339416	324324	8499	332823
2. Boys	138486	28728	167214	167754	4473	172227
3. Girls	129253	42949	172202	156510	4026	160536
4. SC						
a) All	20619	4611	25230	24975	654	25629
b) Boys	10666	1284	11950	12918	344	13262
c) Girls	9953	3327	13288	12057	310	12367
5. ST						
a) All	124017	45713	169730	150226	7873	158099
b) Boys	64147	20281	84428	77703	4144	81847
c) Girls	59870	25432	85302	72523	3729	76252



**1.4.1 Block-Wise Position Of Coverage Of Various Programmes**

S. NO	BLOCK	NO. OF HABITATION			NO OF SCHOOLS				NO OF PRI.NFE CENTRES		
		>300	<300	TOT.	JR. PRI.	PRI.	AS HR AM	TOTAL	CO. ED	GIRLS ONLY	TOTAL
	1	2	3	4	5	6	7	8	9	10	11
1	Sohagpur	179	03	182	11	171	-	182	53	37	90
2	Burhar	209	04	213	9	202	2	213	44	46	90
3	Anuppur	110	09	119	7	111	1	119	5	10	15
4	Kotama	79	06	85	2	83	-	85	14	15	29
5	Jaithari	171	13	184	04	180	-	189	08	21	29
6	P.Grah	245	20	273	12	256	5	273	12	05	17
7	Pali	85	22	107	03	103	1	107	05	15	20
8	Karkeli	223	29	252	19	231	2	252	21	57	78
9	Gohparu	73	54	127	07	120	-	127	09	25	34
10	J.Nagar	172	29	201	13	185	3	201	19	45	64
11	Manpur	163	24	187	19	165	3	187	32	58	90
12	Beouhari	137	33	170	17	149	4	170	44	46	90
	TOTAL	1846	254	2100	123	1956	21	2100	266	380	646

NO OF ACCESS-LESS HABITATIONS WITH POPULATION (1991)						NO OF MIDDLE SCHOOL	
	>300	200-300	100-200	<100	TOTAL	TOTAL	GIRLS ONLY
11	12	13	14	15	16	17	18
165	06	08	08	07	29	34	3
--	28	25	52	18	123	34	5
--	12	05	07	07	31	16	2
--	04	06	08	03	21	14	3
--	05	07	11	16	39	30	3
273	57	72	133	55	317	41	7
109	06	04	08	07	25	17	2
--	09	10	27	-	46	13	1
--	12	03	03	02	20	24	4
144	07	17	18	24	66	41	4
--	04	06	13	03	26	36	5
--	36	13	24	11	84	33	3
691	186	176	312	153	827	333	43

RATIO OF PRIMARY TO MIDDLE SCHOOLS ABOUT	PHASE OF OB PROGRAMME UNDER WHICH COVERED I/II/III/IV	WHETHER BLOCK IS COVERED UNDER	
		TLC.	DWCRA
19	20	21	
5 : 1	COVERED UNDER II	NO	39
6 : 1	COVERED UNDER II	NO	33
7 : 1	COVERED UNDER II	NO	34
6 : 1	COVERED UNDER II	NO	34
6 : 1	COVERED UNDER II	NO	34
7 : 1	COVERED UNDER II	NO	34
6 : 1	COVERED UNDER II	NO	34
19 : 1	COVERED UNDER I	NO	33
5 : 1	COVERED UNDER II	NO	34
5 : 1	COVERED UNDER I	NO	33
5 : 1	COVERED UNDER I	NO	34
5 : 1	COVERED UNDER II	NO	34
6 : 1	COVERED UNDER I&II 6 BLOCK	NO	NO

\* Access habitations are those which have neither a primary school nor junior primary school nor an NFE Centre within 1 KM.

BLOCK	GAR	RR								
		OVER ALL			SC			ST		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Sohagpur	92.22	64.77	53.93	59.75	82.96	48.00	70.47	61.60	40.53	53.55
Burhar	77.87	49.35	63.85	54.65	102.29	88	95.67	5.40	57.56	53.67
Anuppur	86.85	50.64	37.36	44.88	24.4	37.43	29.03	33.40	21.98	28.69
Kotma	84.78	50.90	28.12	41.11	36.63	5.26	21.42	12.09	9.67	11.04
Jaitahari	89.31	35.54	26.51	30.96	39.83	18.69	32.69	10.73	12.21	11.31
P.Garh	48.98	18.38	12.91	15.79	16.66	4.54	10.37	13.67	9.99	11.89
Pali	85.71	40.27	32.62	37.11	81.25	35.27	55.71	38.65	21.38	31.45
Karkeli	87.09	99.28	50.16	75.15	80.74	34.71	60.99	65.32	33.23	52.87
Gohaparu	89.96	44.86	32.53	39.96	41.09	20.51	33.92	37.74	20.75	31.02
J.Nagar	77.08	40.78	40.78	40.78	33.11	11.59	26.45	55.10	25.80	42.32
Manpur	91.39	38.66	28.03	34.63	32.85	13.86	26.6	27.39	15.28	23.32
Beohari	68.88	48.35	32.22	41.74	36.41	11.81	26.83	31.76	9.06	24.01
TOTAL	79.04	45.28	35.9	41.2	44.26	26.5	37.37	31.23	18.63	26.00

GER								
OVER	ALL		SC			ST		
BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
85.57	70.26	78.18	65.15	50.00	57.84	51.11	31.10	41.45
74.03	56.65	65.64	83.47	54.47	69.47	58.11	42.52	50.59
86.50	75.37	81.13	121.79	105.94	114.39	84.93	66.43	76.00
87.21	72.52	80.11	105.46	83.24	94.74	69.16	51.69	60.73
101.12	85.74	93.70	126.85	96.17	117.74	76.77	55.16	66.33
91.99	73.83	79.34	104.38	89.14	97.02	84.50	74.53	79.72
95.42	81.31	88.61	108.35	92.90	100.89	91.61	71.08	81.58
92.32	67.18	80.18	104.90	85.67	95.62	79.35	48.80	64.60
79.58	59.68	69.97	96.99	65.84	81.93	74.11	54.48	64.63
66.96	52.98	60.21	73.17	47.98	61.00	62.39	45.11	54.19
93.41	61.98	78.24	107.68	61.96	85.60	79.49	48.15	64.36
90.47	57.02	73.62	107.08	70.45	89.40	79.87	42.08	61.62

Estimated no of children (6-11 years) Not in Primary  
Schools/NFE Centres

OVER ALL			SC			ST		
BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1389	4125	5514	383	540	923	1808	6452	8260
2878	8379	11257	88	434	522	1875	6038	7913
1434	1655	3089	-485	-79	-564	242	1010	1252
481	361	842	-146	92	-54	489	818	1307
-737	536	-201	-266	7	-259	880	5194	6074
2006	3116	5122	-28	20	-8	888	2507	3395
328	2019	2347	-29	23	-6	296	953	1249
-609	3609	3000	-271	105	-166	190	3444	3634
1273	1899	3172	13	138	151	1036	1700	2736
3583	5827	125	298	423	1188	2665	3853	12590
-373	3070	2699	-251	296	45	214	2704	2918
105	3362	3467	-155	166	11	266	2070	2336
10419	35714	46133	-1022	2040	1018	9372	35555	44927

Estimated no. of Children in 6-11 age group on 30/09/2000								
OVER ALL			SC			ST		
BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
21550	20113	41663	1502	1402	2904	7612	7105	14717
17028	15893	32921	1428	1333	2761	8162	7618	15780
14204	13257	27461	1526	1424	2950	3927	3707	7679
7516	7014	14530	763	713	1476	2335	2179	4514
14486	13520	28006	1136	1060	2196	6564	6126	12690
15892	14833	30725	436	406	842	12447	11617	24064
6963	6499	13462	413	386	799	4215	3933	8148
19218	17936	37154	1507	1407	2914	8953	8356	17309
7433	6937	14370	515	481	996	4769	4452	9221
12590	11750	24340	1014	946	1960	6481	6049	12530
13617	12709	26326	1350	1260	2610	5227	4878	10185
14429	13467	27896	1111	1037	2148	5260	5246	10866
164926	153928	318854	12701	11855	24556	76357	71266	147623

**TABLE 1.5 COVERAGE OF INCENTIVE PROGRAMMES IN 1992-93**

S. NO.	INCENTIVE PROGRAMME	NO OF BENEFICIARIES IN CLASSES I-Y								
		SC			ST			OBC		
		E	A	%	E	A	%	E	A	%
1	Scholarships	1809	1800	99.5	12166	12145	99.82	-	-	-
2	Mid Day Meal	2037	2037	100	77382	17382	100	4978	4978	100
3	Free Text Books	10000	10000	100	15380	15380	100	-	-	-
4	Free Uniforms	3751	3751	100	22749	22749	100	14055	14055	100
	a)									
	b)									
	c)									

NO OF BENEFICIARIES IN CLASSES I-Y					REASONS FOR DIFFERENCE BETWEEN E&A IF ANY	ESTIMATED NO. OF ENTITLED BENEFICIARIES BY 2000-01
OTHER GIRLS			TOTAL			
E	A	%	E	A		
-	-	-	13975	13945	99.78	45295
-	-	-	48700	48700	100	56005
-	-	-	25380	25380	100	175201
-	-	-	40555	40555	100	84580

E = Entitled to the benefit

A = Actually benefitted

% = A/E \* 100



**TABLE 1.6 BROAD PROPOSALS FOR RATIONALISATION**

1. No of Primary Schools which could be transferred to access - Nil less habitations
2. No. of Primary teachers who could be transferred from schools with surplus staff to deficient ones 145

BLOCK	JR. PRI. SCHOOLS	PRY. SCHOOLS	NFE CENTRES	PERI - ETETIC SHIKSA KATMIS	ADD. TEACHERS SHIKSHA KATMIS INEXISTING PRY. SCHOOLS	GIRLS MIDDLE SCHOOLS	BAL-WADIS	CHILD CARE FACILITY IN PRIMARY SCHOOLS	HOS TEL S	ASB RAM S
Sohagpur	09	10	10	-	-	-	-	-	-	-
Burhar	38	39	46	-	-	-	-	-	-	-
Anuppur	09	13	09	-	-	-	-	-	-	-
Kotma	05	02	06	-	-	-	-	-	-	08
Jaitahari	10	06	23	-	-	-	-	-	-	03
P.Garh	97	88	129	-	-	-	-	-	-	-
Pali	11	07	07	-	-	-	-	-	-	-
Karkeli	27	03	16	-	-	-	-	-	-	-
Gohaparu	03	06	02	-	-	-	-	-	-	09
J.Nagar	23	10	29	-	-	-	-	-	-	04
Manpur	13	06	07	-	-	-	-	-	-	-
Beohari	20	46	18	-	-	-	-	-	-	-
<b>TOTAL</b>	<b>265</b>	<b>236</b>	<b>302</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>24</b>

Table 1.7 Net No. of Additional Institutions and Teachers Needed  
During The District Plan Period.

(After Rationalisation )

Block	Jr.Pr imary Scho- ols	Pry. Scho- ols	NFE Centr- es	Peri- pate- tic Shik- sha Karm- is	Addi- Teac- hers/ Shik- sha Karm- is Inex- isti- ng P- ry. Sch.	Girls Mid- le Scho- ols	Balw- adis	Child Care Faci- lity in Pry. Scho- ols	Ho st els	AS am s
1	2	3	4	5	6	7	8	9	10	11
1.Sohagpur	09	10	10							
2.Burhar	38	39	46							
3.Anuppur	09	13	09							
4.Kotma	05	02	06							08
5.Jaitahari	10	06	23							
6.Pusharaj Garh	97	88	129							03
7.Pali	11	07	07							
8.Karkeli	27	03	16							
9.Gohparu	03	06	02							09
10.Jaisingh Nagar	23	10	29							04
11.Manpur	13	06	07							
12.Beohari	20	46	18							
Total	265	236	302							24

**Table 1.8 Size of various Target Groups for Training**

Target Group	No. in position	Vacant Posts (where applicable)	Additional Posts proposed to be created (where applicable)	Total Estimated Size
1. Primary Teachers	3871	856	-	4727
2. Head Masters		(No. Includes The HMs. )		
3. ADISs	25	Nil	-	25
4. BEOs	09	03	-	12
5. NFE Instructors	700	-	-	700
6. NFE Supervisors	70	-	-	70
7. NFE Project Officers	07	-	-	07
8. VEC Members	7884	-	-	7884
9. Volunteers	240	-	-	240
10. Women	240	-	-	240

Appendix

## IV. Abbreviations.

AC	Assistant Commissioner (Tribal)
AC, TW	Assistant Commissioner, Tribal Welfare
ADIS	Assistant District Inspector of Schools
BED	Block Education Officer
BRC	Block Resource Centre
CMO	Chief Medical Officer
CO	Circle Organiser
DIET	District Institute of Education and Training
DPEP	District Primary Education Programme
DRDA	District Rural Development Agency
DUDA	District Urban Development Agency
DWCRA	DEVELOPMENT OF WOMEN AND CHILDREN IN RURAL AREAS
ECCD	Early Child Care and Development
ECCE	Early Child Care and Education
GAMR	Gross Achievement Ratio
GAR	Gross Access Ratio
GER	Gross Enrolment Ratio
ICDS	Integrated Child Development Scheme
ITD	Integrated Tribal Development Project
MLL	Minimum Levels of Learning
NFE	Non-Formal Education
NGO	Non-Government Organisation

NSS	National Service Scheme
OB	Operation Black-board
OPM	Orient Paper Mills
PWD	Public Works Department
RES	Rural Engineering Services
RR	REtention Rate
SADA	Special Area Development Authority
SE	Scheduled Castes
ST	Scheduled Tribes
TD	Tribal Development
TWD	Tribal Welfare Department
UPE	University of Primary Eeducation
VEC	Village Education Committee
VO	Voluntary Organisation

## LIBRARY &amp; DOCUMENTATION I

National Institute of Educational  
Planning and Administration.

17-B, Sri Aurobindo Marg.

New Delhi-110016

DOC, No

Date

D-9926

06-08-98