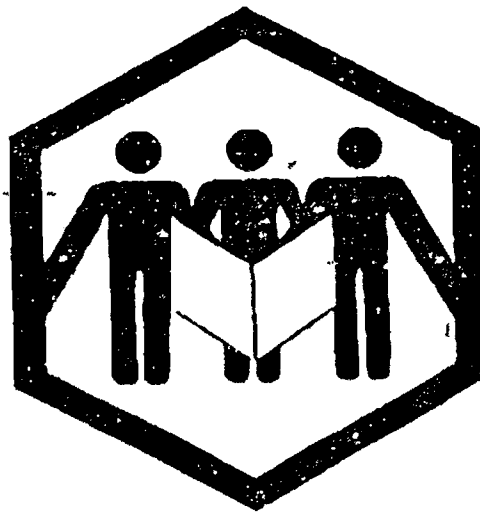


RAJIV GANDHI PRATHMIK SHIKSHA MISSION

DISTRICT - PLAN

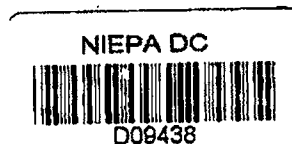
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DISTRICT PRIMARY EDUCATION PROGRAMME

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DISTRICT - BHIND



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FOREWORD

In a country of the size, diversity and complexity of India any planning strategy or methodology would be meaningful only if the regional special factors are consciously woven therein. Especially in the area of education, it is essential to go to the lowest level of planning, because it is only through this, that the social, economic and other needs can be assessed and relevant solutions be sought.

An opportunity for assessing the problems that impede educational achievements & identifying strategies for them has emerged into the District Primary Education Programme.

Attempts will be made to meet the districts mounting challenges and unfinished tasks of primary education through this plan. The local community has been taken into confidence in the preparation of this plan.

The activities proposed under this plan, spread over a period of 5 years, are the result of large scale detailed discussion with the community, teachers & administrators. Efforts have been made to cover every aspect so as to achieve the target not only of expanding educational facilities to reach every child, but also that of retaining him/her in the school and imparting quality education.

We hope to see a positive improvement in the educational scenario of the district after the completion of the tasks being proposed herein.

(SHAHZAD KHAN)

I.A.S.

**Collector and Mission Coordinator
District Bhind**

ACKNOWLEDGMENTS

It is a proud privilege for me to record my deep sense of gratitude and indebtedness to the Govt. of Madhya Pradesh for the inclusion of this District in the District Primary Education Programme, an opportunity which the district was eagerly waiting for.

I am sincerely grateful to Mrs. Amita Sharma, I.A.S., Mission Director, Rajiv Gandhi Shiksha Mission, Bhopal, M.P., for the personal care, superb guidance and excellent supervision.

I convey my sincere thanks to all the honourable members of the Village Education Committees, Janpad Panchayats, Zila Panchayat and the District Planning Group for taking keen interest and extending whole hearted co-operation at every stage of the formulation of the plan.

I am gratefully obliged to Messrs R.S.Mishra, A.R. Birgaiyan, Dr. P.K. Chauhan, Ashok Sharma, Mahesh Jain and K.G.Sharma for their unquestionable sincerity and dedication in formulating the plan.

I wish to thank the whole department of Education, Bhind for extending unconditional support without which the completion of this task would have been difficult.

(U.N. SAHANE)

Dv. Director Education. Bhind

District core group

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Dy. Director Education
Bhind
2. **K. G. Sharma**
Asst. Director Education
Bhind
3. **R. S. Mishra**
Principal
H. S. Badapara
4. **L. R. Sharma**
BEO Ater
5. **Ashok Sharma**
Asst. Teacher
P. S. Murlipura

ABBREVIATIONS

AWPB	Annual Work Plan and Budget
BRC	Block Resource Centre
BRCC	Block Resource Centre Coordinator
BNS	Block Nirman Samiti
CAC	Cluster Academic Coordinator
CRC	Cluster Resource Centre
DPEP	District Primary Education Programme
DIET	District Institute of Education and Training
DP	District Planning
DPG	District Planning Group
DWCRA	Development of Women and Children in Rural Areas
DDE	Deputy Director Education
DPO	District Project Office
DPC	District Project Coordinator
ECCE	Early Childhood Care and Education
EMIS	Educational Management Information System
EGS	Education Guarantee Scheme
GAMR	Gross Achievement Ratio
GAR	Gross Access Ratio
GER	Gross Enrolment Ratio
GOI	Government of India
GOMP	Government of Madhya Pradesh
ICDS	Integrated Child Development Scheme
MLL	Minimum Levels of Learning
NFE	Non-Formal Education
NPE	National Policy of Education
NGO	Non-government Organisation
OBB	Operation Black Board
PMIS	Project Management Information System
PRI	Panchayati Raj Institutions
RR	Retention Rate
SCERT	State Council of Educational Research and Training
SIEMT	State Institute of Educational Management and Training
SPO	State Project Office
SPG	State Planning Group
TLC	Total Literacy Campaign
UPE	Universalisation of Primary Education
UEE	Universalisation of Elementary Education
VEC	Village Education Committee
VNS	Village Nirman Samiti

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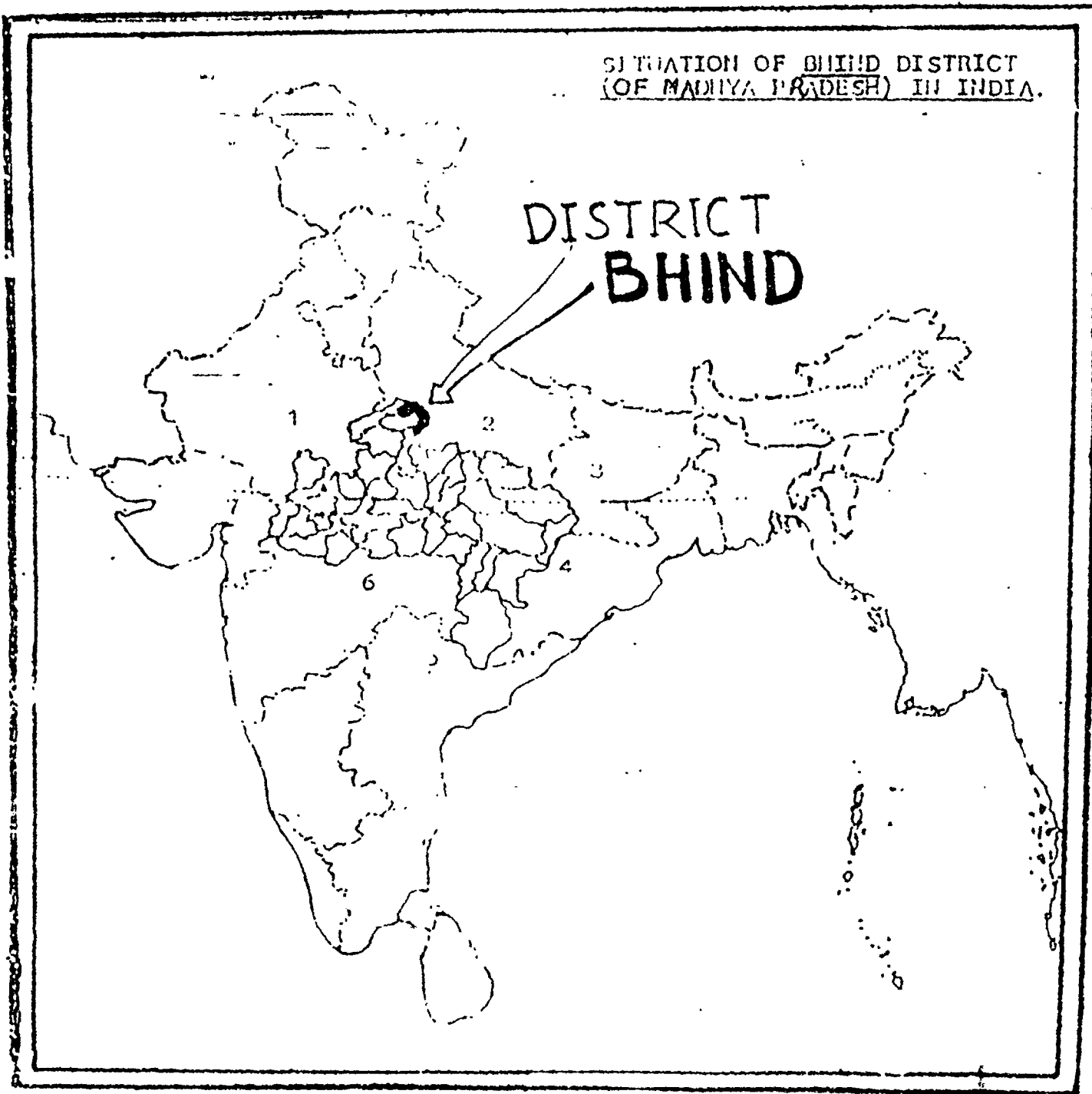
ANNEXURE

1. Class wise/Category wise-Enrolment in Govt. P.S.
2. Block wise/Category wise Population 1996 (LSA)
3. Block wise/Category wise out of school children (5-14 age)
4. Block wise no. of teachers (posted in primary school)
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7. List of Equipment & Furniture at various levels.
8. Summary of EGS.

9. Costing and Funding.

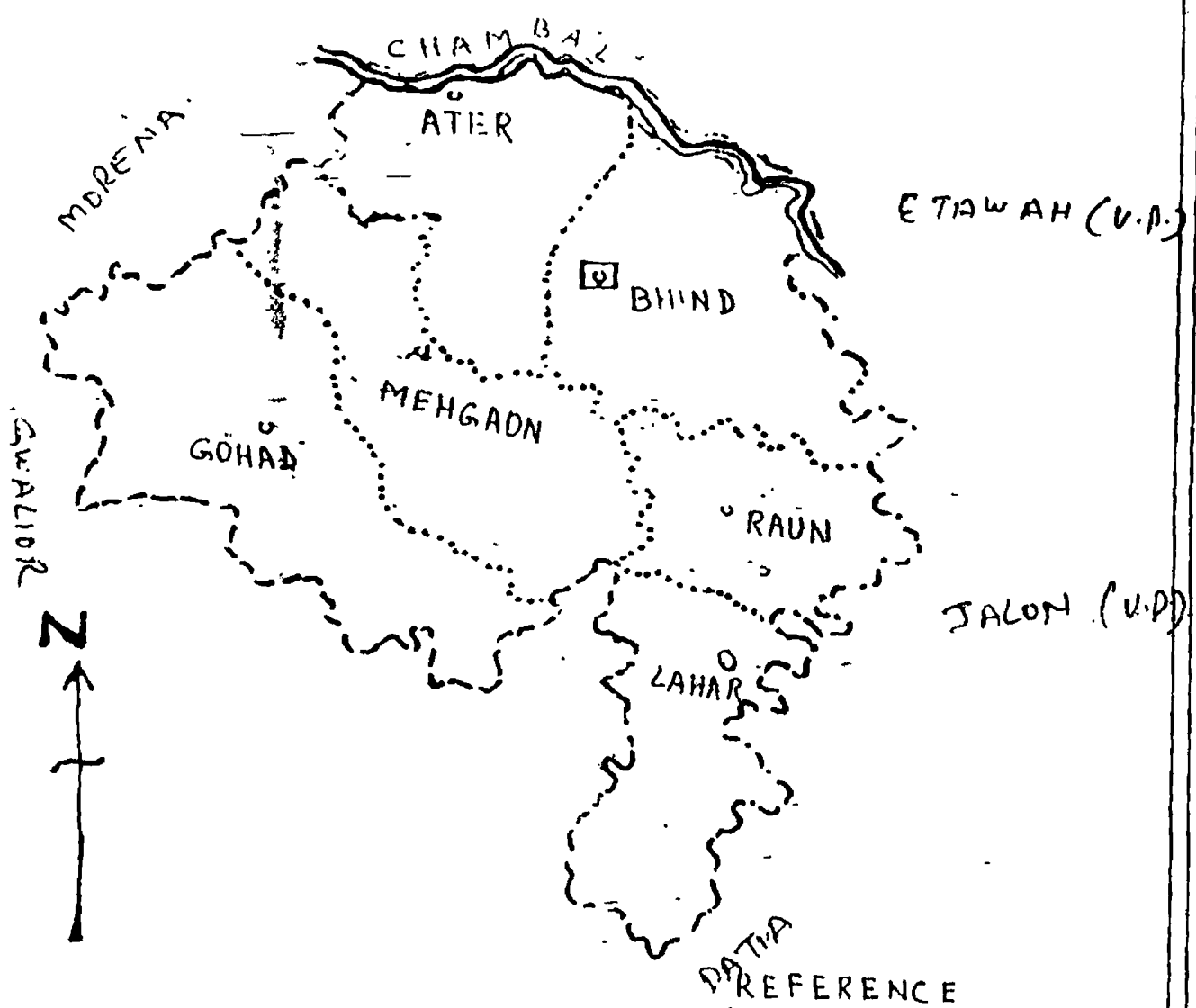
SITUATION OF BHIND DISTRICT
(OF MADHYA PRADESH) IN INDIA.

DISTRICT
BHIND



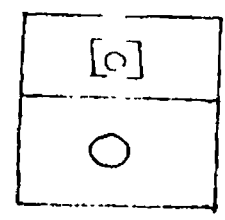
DISTRICT

AGRA (U.P.) BHIND



DISTRICT HQ

BLOCK HQ



DISTRICT AT A GLANCE

S.N.	Particulars	Area
1.	Area	4,45,190 Hactares or 4459 sq. km.
2	Forest area	8530 "
3	Uncultivated area	58141 "
4	Cultivated area	329783 "
5	Double crop area	27902 "
6	Irrigated area	99554 "
7	Rainfall	Year Rainfall(mm)
		1995-96 816.7
		1994-95 731.4
		1993-94 668.1
		1992-93 753.9
8	Population	1991
	Male	671347
	Female	547653 <i>70</i>
	Total	1219000 <i>70</i>
	SC	260106 <i>70</i>
	ST	3291 <i>70</i>
	Rural	967857 <i>70</i>
	Urban	251143 <i>70</i>
9	Density	273 Per Sq Km.
10	Blocks	06
11	Towns	11
12	Clusters	140

13	Accessless village with population				
-	Above 300	85			
-	200-300	38			
-	100-200	35			
-	Less than 100	122			
-	Total no. of revenue villages	891			
14	Primary schools	1216			
15	NFE centres	407			
16	Anganwadis/Balwadis	1002			
17	Literacy rate	Male	Female	SC	ST
		52.79%	22.24%	30.0%	23.6%

CHAPTER - I

DISTRICT PROFILE

1.1 LOCATION :

Bhind, christened after the rishi - Bhindi stands in the extreme northern part of the state of Madhya Pradesh with a total area of 4459 sq. kms. The boundaries of Bhind come shoulder to shoulder with those of Jalon (U.P.) in east and Morena (M.P.) in west. In north the boundaries of Bhind mingle with those of Agra and Etawah (U.P.) and fraternize with districts Gwalior and Datia in south. As a revenue district, it is a part of the Chambal Division, whereas in the field of education it still remains a part of the Gwalior Division. The distance from the divisional headquarters Morena and Gwalior being 100 and 80 Km. respectively.

Three perennial rivers the Chambal, the Sindh and the Kwari which flow through the district forming deep ravines by their sides. The forest area of the district is very low and constitutes 1.9% of the total area.

1.2 DEMOGRAPHIC CHARACTERISTICS :

Population :

The total population of the district as per the 1991 census is 12.19 lakhs and the decadal growth rate of population is 25.17%. The details of the population are given below :

Block-wise/Category-wise Population (1991 census)

Table 1.1

Block	SC			ST			General			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Ater	16834	13664	30498	60	49	109	81072	67953	149025	97966	81666	179632
Bhind	31029	24799	55828	359	290	649	125924	105880	231804	157312	130969	288281
Gohad	33314	25571	58885	1118	878	1996	90180	70716	160896	124612	97165	221777
Lahar	24299	19672	43971	104	91	195	75340	61550	136890	99743	81313	181056
Mehgaon	26418	21072	47490	164	169	333	75340	86395	192346	132533	107636	240169
Raun	12960	10474	23434	07	02	09	105951	38428	84642	59181	48904	108085
District	144854	115252	260106	1812	1479	3291	553807	430922	955603	671347	547653	1219000

From the table, it is evident that Bhind Block has the maximum population and Raun Block has the minimum population.

The district has a sizeable SC population of 2.6 lakhs which is 21.3% of the district population. The SC are fairly well spread over all blocks. The ST population is very low and is 0.27% of the district population.

Block-wise Rural & Urban population (1991 census)

Table 1.2

Blocks	Rural			Urban		
	Male	Female	Total	Male	Female	Total
Ater	97966	81666	179632	-	-	-
Bhind	88144	73362	161506	69168	57607	126775
Gohad	99540	77034	176574	25072	20131	45203
Lahar	79354	64423	143777	20389	16890	37279
Mehgaon	116335	94235	210570	16198	13401	29599
Raun	52553	43245	95798	6628	5659	12287
District	533892	433965	967857	137455	113688	251143

From the district population figures, it works out that 79.4% of the population live in rural areas.

Sex Ratio :

The sex ratio is an important indicator of the status of women in the district. The sex ratio of SC category and over all population is given below :

Sex Ratio

Table 1.3

Year	SC	Over all
1971	843	834
1981	812	824
1991	796	816

From the above table it is evident that the sex ratio of SC category and also of over all population is decreasing. It is alarming in the SC category.

Block-wise sex ratio

Table 1.4

Blocks	Year (1991)
Ater	834
Bhind	832
Gohad	774
Lahar	812
Mehgaon	810
Raun	823
District	816

Among the blocks Gohad, Lahar and Mehgaon have sex ratio lower than district average. Gohad Block especially has a very poor sex ratio of 774.

1.3 SOCIO ECONOMIC PROFILE :

For educational interventions the socio economic conditions of the district are to be viewed very carefully. Some socio-economic features of the district are listed below :

- Majority of the families live in rural areas & below the poverty line.
- Due to inadequate irrigational facilities the yield is poor resulting in poor economic conditions.
- There exists feudal set up and pre dominance of upper castes.
- A large number of persons are in military & police forces as a result the children are looked after by their mothers and very often neglected due to pressing agricultural work.
- Due to slow urbanisation and absence of major towns & trade centres the employment opportunities are few. As a result there is large scale migration of agricultural & unskilled laboures.
- The status of women both socially & economically is low due to prevailing social orthodoxies & male dominance.

The purdah system is strictly followed by women, especially in lower castes. The role of women in economic activities is marginal. They are seen more as objects for sustaining the men in their food & pleasure & as a medium of continuance of the family.

The poor reproductive health of rural women results in high infant mortality rate. There is a higher mortality rate of girls due to discrimination in nutrition, access to health care and more burden of household work during their childhood.

The families living in Chambal, Sindhu & Kwari ravines do not find it safe to send their children to school without escorts, who generally are not available.

Interrelation between socio-economic quality of life & education.

The poverty in the society both in rural & urban areas, poor health of females, docoity in Chambal revines, feudal setup & migration adversely affect the education of the children, especially of the girls. The SC families do not send their young girls to school, due to fear of caste discrimination. In addition, non availability of the educational facilities are responsible for poor literacy of the district.

1.4 PHYSICAL INFRASTRUCTURE :

Roads

The total road length of 1392 kms covers the district having an area of 4459 sq. kms. Out of these 1232 kms. is pucca road and the rest is kutcha. 39 out of 891 villages are still not accessible. The condition becomes worst in rainy seasons, resulting in standstill of transport services. No national highway passes through the district. the two main roads in the district are Gwalior-Etawah & Gwalior-Jalon.

Electricity

In the area of electrification, the district has made real progress. Nearly all the villages except one percentage have electricity.

Drinking Water

The drinking water facilities are available in all villages. 695 villages have handpumps and 128 have tap water supply. 648 villages however face problem, especially during summer season, when water level goes down. Also many of the handpumps become non-functional during summer season.

Health facilities

The health facilities are fairly well spread over the blocks and render their services. However, there is shortage of doctors and other medical functionaries. The shortage of medicines is a common phenomenon. Following table shows status of health facilities :

Health facilities

(Table 1.5)

Sn.	Blocks	PHCs	SHCs	Ayurvedic	Allopathic
1	Ater	7	33	10	-
2	Bhind	3	29	12	01
3	Gehad	5	31	07	-
4	Lahar	4	25	08	01
5	Mehgaon	5	41	12	
6	Raun	2	21	04	-
7	District	26	180	53	02

(Source: District statistical handbook, Bhind)

The Social Assessment studies conducted by ORG (Oct. 1996) in 37 villages of six blocks of the district presents the status of infrastructural facilities in the sample village.

Infrastructural facility

(Table 1.6)

I.	Minimum of one drinking water source	- 100%
II.	Sources of Irrigation	
	Tubewell	- 36.1%
	Canal	- 27.8%
	Others	- 33.3%
	No source	- 2.8%
III.	Proportion of villages having electricity	- 85.7%
IV.	Roads :	
	Kuccha	- 58.3%
	Kutch/pucca	- 13.9%
	Pucca	- 11.1%
	No road	- 16.7%
V.	Availability of Public Transport :	
	Having Transport Facilities	- 29%
	No Transport Facilities	- 71%
VI.	Availability of Medical Facilities :	
	PHCs	- 9%
	Sub Centres	- 12%
	Private Clinics/Visiting Practitioners	- 31%
	Others	- 6%
	No Medical Facilities	- 41%

(Source of information - ORG)

1.5 EDUCATIONAL STATUS :

The educational facilities available in the districts are given below :

Colleges	12
ITI - -	1
DIET	1
Kendriya Vidhyalaya	1
Navodaya Vidhyalaya	1
Hr.Sec. Schools	24
High Schools	34
Middle Schools	320
Primary Govt. Schools	1216
Govt. Aided	41
Private	381
NFE Centres	407
ICDS Blocks	5
Anganwadis	1002
TLC Blocks	6
OBB Scheme Blocks	6
Shikshak Samakhya Blocks	6

Literacy Rate

The status of literacy rates for the country, state & the district is as follows :

Literacy Rate

Table 1.7

	Overall			SC			ST		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
National	64.1	39.3	52.2			37.4			29.6
State	58.42	28.85	44.2	50.51	10.11	35.1	32.16	10.73	21.5
District	52.79	22.24	39.06	44.8	11.3	30.8	34.2	10.6	23.6

The above figures indicate that the literacy of the district is far below the literacy rate of state.

The SC and female literacy rates are very low and alarming.

The blockwise literacy status is given in the following table.

Blockwise Literacy Rate (1991)

(Table 1.8)

Blocks	Over all	Male	Female
Ater	38.84%	53.31%	21.49%
Bhind	38.91%	52.27%	22.85%
Gohad	32.96%	47.54%	14.17%
Lahar	34.47%	49.16%	16.37%
Mehgaon	36.23%	51.41%	17.51%
Raun	34.61%	47.65%	18.76%
District	39.06%	52.79%	22.24%

The above table shows that Gohad block has lowest literacy rate (32.96), and the female literacy rate (14.17). The other three blocks where female literacy is less than 20% are Lahar, Mehgaon, Gohad & Raun.

The literacy rate of the district is 39.06. This clearly indicates that 60% of population have not undergone formal education. The poor educational facilities coupled with socio-economic status are the causes for poor literacy in the community. This indicates that there is a need of an educational programme which may focus on primary education of the children.

The government efforts & resources alone are not adequate in reaching out to the educational needs of all children. To supplement these efforts, the District Primary Education Programme (DPEP) would be a significant intervention.

CHAPTER - II

TASK AHEAD - UNIVERSALISING PRIMARY EDUCATION

2.1 Policy frame work :

The National Policy on Education 1986 up dated in 1992 reaffirms the national commitment to Universalisation of Elementary Education (UPE). The NPE stresses on free and compulsory education of satisfactory quality to all children in 6-14 year of age.

In view of the current levels of education at the elementary stage, there is an urgent need of Universalisation of Primary Education (UPE). In the first instance UPE requires that.

1. All children in the age group of 6-11 years attend school within a radius of one km.
2. They stay at school for five years and complete primary schooling.
3. They achieve minimum levels of learning.

To achieve the objectives of UPE, it is necessary to ascertain the existing educational facilities, identify the weaknesses in the system and specify actual needs. To identify the key educational problems and seek possible solutions to them, a two fold methodology has been adopted - one through Microplanning and second - through Baseline Studies carried out in the field of Social Assessment & Learners Achievement.

2.2 Micro Planning :

The strategy adopted for participatory microplanning is being designated as 'Lok-Sampark Abhiyan' (LSA).

The LSA is a village level house to house survey & aims at assessing the current educational resource facilities.

assessing the total number of children in the age group 5-14 years age group & their current educational status.

assessing the literacy status of the adult members of the family

assessing non educational resources that may have a bearing on education such as drinking water, approach etc.

In order to accomplish the task of LSA detailed formats were prepared and Resource Persons trained : 04 at the state, 28 at the distt, 84 at the block level. The LSA was also an instrument for social mobilisation to elicit community participation in this microplanning. Since the panchayat constituted the grassroot structures of democracy & have a popular-participative character, therefore, as a precursor to microplanning, 06 Block and 443 village panchayat conventions were held. 1195 village level animator groups 'Prerak Samooh' to assist the teachers were constituted & trained in microplanning.

The teacher had a key role in microplanning. Informal dialogues & discussions at the village level were held. The childwise, familywise survey was done. PRA techniques were used for survey & recording survey outcomes, School Mapping exercise was done & Village Education Register (VER) was made. This yielded significant perception & insight into the educational needs & aspirations of the community. Village level surveys & discussions led to the formulation of village level plans endorsed by the Gram Panchayat.

These were then compiled at the Block & the District level. A computerised programme helped in this compilation & in the analysis of needs & required inputs.

Blockwise and castewise population of children in 5-14 age group

Table 2.1

no.	Block	SC			ST			General			G. Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Ater	5131	363	8768	3	3	6	21662	16128	37790	26796	19768	46564
2.	Bhind	9228	6378	15606	69	52	121	32455	24053	56508	41752	30483	72235
3.	Gohad	9198	6177	15375	126	92	218	23500	15867	39367	32824	22136	54960
4.	Lahar	7109	4917	12026	26	20	46	19188	13990	33178	26323	18927	45250
5.	Mehgaon	7608	5351	12959	56	38	94	28790	20648	49438	36454	26037	62491
6.	Raun	3789	2533	6322	2	2	4	11908	8876	20784	15699	11411	27110
	District	42063	28993	71056	282	207	489	137503	99562	237065	179848	128762	308610

(Source of information - LSA)

2. Block wise Gender wise enrolled, dropouts & unenrolled children (5-14 age group)

Table 2.2

SNo.	Name of Block	No. of Children Enrolled			No. of Dropouts			No. of unenrolled children		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Ater	24560	17387	41947	320	421	741	1916	1960	3876
2.	Bhind	39838	28529	68367	202	188	390	1712	1766	3478
3.	Gohad	29284	18023	47307	382	507	889	3158	3606	6764
4.	Lahar	24031	16536	40567	232	347	579	2060	2044	4104
5.	Mehgaon	32366	21999	54365	559	548	1107	2918	3490	6408
6.	Raun	14264	10010	24274	140	177	317	1295	1224	2519
7.	District	164343	112484	276827	1835	2188	4023	13059	14090	27149

(Source of information- LSA 1996)

3. Blockwise Status of Educational Facilities

Table 2.3

SNo.	Name of Block	Educational facilities				
		Primary School	Middle School	High School	H. S. School	NFE Centres
1.	Ater	234	56	09	04	92
2.	Bhind	216	66	07	05	64
3.	Gohad	238	57	04	04	80
4.	Lahar	163	48	07	05	51
5.	Mehgaon	258	61	07	04	74
6.	Raun	107	32	04	02	46
7.	District	1216	320	38	24	407

(Source of information : LSA)

Summary of Accessless Habitation

Accessless Habitations

Table 2.4

Population	No. of Accessless habitations
Above 300	85
200-300	38
100-200	35
Less than 100	122
Total	280

Blockwise status of Non Educational facilities :

Table 2.4

Sno.	Block	No. of schools having Non Educational facilities												
		Electri city	Drinki ng Water	Dume s	Tat patti	Chairs	Tables	Black board	Almir ah	Box	Varndah	Toile t	Play ground	Boundry wall
1.	Ater	-	85	02	85	150	182	182	05	195	75	01	89	02
2.	Bhind	12	44	07	58	162	150	105	22	163	116	04	70	30
3.	Gohad	08	81	-	112	304	202	195	09	196	85	11	90	20
4.	Lahar	17	57	01	99	154	148	76	11	153	86	04	78	24
5.	Mehgaon	11	71	07	98	190	208	205	09	217	85	18	104	18
6.	Raum	90	52	21	78	73	57	47	02	68	58	04	44	07
7.	District	57	398	38	530	823	947	810	58	991	505	42	475	101

(Source of information- LSA)

It is evident from the information given in tables 1,2, and 3 that there are considerable problems in terms of school facilities, non educational facilities. The issues affecting the question of education that emerged through discussions with the local community are broadly issues that emerged from Lok Sampark Abhiyan, which are given below :

1.	School Building	*	There is a shortage of school building particularly in remote rural areas.
		*	Some of the school buildings in urban areas are in depleted condition and they are beyond repairs.
		*	Some of school building need repairs.
		*	The school which have large enrolment need additional rooms.
		*	Drinking water facilities are not available in the schools.
		*	Toilet facilities specially for girls are not available.
		*	The enrolment of girls is very poor and it is more so in the backward classes.
		*	Some of the parents do not send their children to schools because the children help the families in their door to door work.
		*	Some girls look after their younger brothers and sisters.

		<ul style="list-style-type: none"> At some places the schools are situated at a great distance and the girls find difficult to join the schools. In some of the schools, there is a shortage of teachers and hence not much teaching in the schools therefore the parents do not send their wards to school. The female teachers are not in the schools and therefore the parents do not send the grown up girls. The poor quality of teaching is one of the causes of drop outs. Irregular attendance of the children results in poor learning and the children ultimately dropout. Life ignorance of the parents regarding the value of the education is a major cause of the poor enrolment of the children. There are many schools which are separated from the village by nala or riverlets and children during rainy season can not go to school.
2.	Teachers	<ul style="list-style-type: none"> Some of the schools are single teacher schools and his absence from the schools results in to closure of the school. In many schools in urban area additional teachers are required because of the high enrolment. Create an environment which enable woman and girls for demanding education for themselves. To facilitate girls access and completion of primary stage of schools. Creation of mahila group of academics and activists, social workers, gender experts and teachers for environment building massive girls enrolment drives through mobilisation campaign. Strengthening of holding women in panchayat, women's group is hardy any money available with the teacher for developing teaching aids.
4.	Social Economic Factors	<ul style="list-style-type: none"> Majority of rural families live below the poverty line. They are unable to meet the cost of the books and uniforms for their children. A large number of the persons are in the military and police force. The children are looked after by the mothers and very often they are neglected because of the pressing agricultural work. The families living in Chambal, Sindh and Kwari regions do not find it safe to send their children in the schools alone.

5.	Lack of facilities	•	The teachers belonging to the same village often keep busy in their personal work and do not devote more time in the schools. On the other hands the teachers coming from the distant areas come late and leave earlier as per non availability of the buses.
		•	The teachers are not motivated for their jobs.
		•	Residential facility for the lady teachers are not available.
		•	There is shortage of tatpatti practically in all the schools.
		•	Furniture for the teachers is not sufficient.
		•	School contingency is only Rs 100 per year which is insufficient.
		•	The children can hardly be escorted daily to the schools.
		•	

The issues highlighted through the LSA have also been thrown up by the independent social assessment studies undertaken by ORG. The major finding of ORG's study & suggested course of action are as below :

1.	Enrolment/Access/Retention	•	Low literacy of backward classes.
		•	Out of school - 16% Girls - 21% OBC/SC - 20%
		•	In 50% villages environment building exercise still continuing.
		•	Govt. school perceived to be of poor quality.
		•	Major problem of accessibility for child because of the absence of girls schools.
		•	53% school have puccen building out of which 39% were in unusable condition.
		•	Middle school in 24% of villages.
		•	Almost all the schools are co-educational.
		•	NFE was only present in 22% villages.

		<ul style="list-style-type: none"> Nearly 3/4 of the schools having not more than two classrooms for five sections. Only 9 percent of schools had toilets.
2.	Teachers	<ul style="list-style-type: none"> Majority of the school have been than 2 teachers per school 23 percent female teachers. 15 percent teachers are not trained. Concentration of female teachers in urban areas. Large difference between rural and urban student teacher ratio. A higher percentage of teachers belong to the same village. Low morale and motivation of teachers.
3.	Learner	<ul style="list-style-type: none"> Irregular attendance of children especially girl children. Differential treatment towards girl and poor children. Lower status of female in the society affects girl child's education. Looking after sibling and household chores are the major activity for the girl child. Children are engaged in various activities in the morning and afternoon. Parents as well as girl children are most comfortable with female teachers and separate school for girls.
4.	Social and Economic Development	<ul style="list-style-type: none"> Majority of rural families living below poverty line. Inadequate irrigation facilities. inadequate agricultural produce. Disparities in land holding. Poor connectivity and accessibility to villages.

*	Slow Urbanisation and absence of major towns and trade centres.
*	Poor drinking water and electricity availability.
*	Large scale migration of agricultural and unskilled labourers.
*	Lower status of females both social and economic.
*	Poor reproductive health of rural women.
*	High infant mortality rate.

2.3 Problems, Causes and Solutions :

-Taking into account the LSA & the ORG, the critical issues & possible solutions to be addressed in DPEP for Bhind are summarised below :

SNo.	Problem	Causes	Solution
1.	<p>Low enrolment Special targets will be the SC children belonging to area Bharoli, Amayn (Melgaon), Mau, Guhisar (Gohad), Machhand (Raun), Rurai (Lahar), Para, Pipari (Ater).</p> <p>For ST category target areas are Bilao (Bhind), Malanpur (Gohad), Tola, Alampur (Lahar).</p> <p>Target area for General category are Malanpur (Gohad), Amayn, Bharoli (Mehgaon), Machhand (Raun), Para, Pipari (Ater).</p>	1. Educational facilities not available. 280 Access less habitation.	1. Provide Schools in accesless habitations within reasonable distance.
		2. Acute shortage of school building	2. School building should be provided .
		3. School buildings in dilapidated conditions.	3. Repairs should be taken up.
		4. Insufficient space in schools	4. Additional Rooms to be provided.

		5. Lack of awareness of the value of education in community.	5. Awareness camps to be held to mobilise community.
		6. Family living in Chambal ravines, find it unsafe to send their children to far off schools.	6. Schools should be opened within reasonable distance.
		7. Wage earning, domestic work & sibling care prevents children to attend formal system of education.	7. Alternative/Non formal educational systems should be started. ECE centres should be opened with schools.
2.	Dropouts children There are 4023 dropouts in Bhind. The areas where the problem of dropout is preminent are in Malanpur (Gohad), Nayagaon (Bhind), Daboh (Lahar), Amayan, Kanathar (Mehgaon) for SC, ST children and General Pipari (Ater), Amayan (Mehgaon), Malanpur, Nonera (Gohad) will the target areas.	1. School timings & vacations not suitable to local conditions.	1. Panchayat & community should be empowered to decide the school timings & vacations
		2. Insufficient space in existing school building.	2. construct Additional Rooms.
		3. Poor condition of existing school building.	3. Repairs to be done.
		4. Lack of basic facilities like Tat-patties, Black Board etc.	4. School contingency should be provided .

		5. Lack of drinking water facilities.	5. Provide drinking water facilities in or near schools.
		6. Toilets especially for girls not available	6. Separate toilet facilities for girls & boys should be provided in schools.
		7. Absence of Teachers from the school.	7. Panchayats should monitor the regularity of teachers.
		8. Lack of female teachers in upper primary classes.	8. Recruit more female teachers.
		9. Differential treatment towards poor children.	9. Focus on this issues in teacher training
		10. Uninteresting teaching learning process resulting in low achievement, leading to dropout.	10. Teachers training in child centred & activity based teaching learning process. Strengthen academic support to teachers.
		11. Non availability of books in begining of the session.	11. Supply of books in adequate number should be ensured at the begining of academic session.
		12. Migration of the families in search of job.	12. Provide Ashram Schools. Non formal Educational programmes
		13. After attaining age of menarcy, parents do not send girls to schools.	13. Girls school should be opened and provision made for female teachers.
		14. Lack of awareness of parents about incentives.	14. Awareness programmes should be conducted that highlights on incentives provided to school children.
3.	Low Achievement	1. Irregular attendance of the children in the schools.	3. Teachers should ensure regular attendance of children.
		2. Uninteresting teaching learning proces	2. Focus on joyful teaching learning process in teacher training - Improving quality of books. - Provision of contingency for preparation of teaching aids.
		3. No detention policy of the government.	3. Stress on evaluation & remedial teaching for low achievers.
		4. Absence of teachers from the schools & classrooms.	4. Panchayat to ensure attendance of teachers.

	5. Low motivation of the teachers.	5. Motivational teachers training.
	6. Less emphasis on written work.	6. Assignments to students must be given & regularly checked.
	7. Poor academic supervision.	7. Local literate person & panchayat to be entrusted with the academic supervision.

CHAPTER III

GOALS AND TARGETS

3.1 GOALS :

District primary education programme aims at maximising enrolment of children falling in the age group of 6-11 years, their retention in the schools till they complete their primary education and attainment of the prescribed minimum levels of learning. Minimising the disparities between gender and social groups. Under this programme the goals envisaged are as under : -

1. The GAR will be raised from 82% to 100% by 2000,
2. The GER will be raised from 80% to 120% by 2002,
3. The RR will go up from 70% to 89% by 2002, and
4. The GAMR will be raised by 25% from the present level of achievement.

The following table displays the goals of the entire project year wise .

Yearwise (Projection) of Goals

Table 3.1

Category	97-98	98-99	99-2000	2000-2001	2001-2002
GAR	82	92	100	100	100
Overall GER	80	88	98	110	120
RR	70	74	79	84	89
GAMR	23	28	34	41	48
SC GER	76	86	97	108	120
SC RR	68	73	78	84	89
SC GAMR	20	25	33	38	45
ST GER	76	86	97	108	120
ST RR	66	71	77	83	89
ST GAMR	18	23	29	36	43
SC (girls) GER	74	84	96	108	120
SC (girls) RR	63	68	75	82	89
SC (girls) GAMR	18	23	30	37	43
ST (girls) GER	72	83	95	108	120
ST (girls) RR	64	70	77	83	89
ST (girls) GAMR	16	22	28	35	42

The table below indicates the target number of children who would be enrolled and number of dropouts to be brought to school. The projections for five years is based on LSA data.

		-Year-					
		96-97	97-98	98-99	99-2000	2000-01	2001-02
Population	Total	1324366	1357475	1391412	1426197	1461852	1498399
Population	5-14	308610	316325	324233	332339	340648	349164
Enrolment	5-14	277438	291783	306128	320474	334819	349164
Dropouts	5-14	4023	3379	2736	2092	1448	805

* Source : Lok Sampark Abhiyan Data

** Projected on given assumptions

1. Population growth @2.50% p.a.

2. GER at the end of 6th year 120%

3. Drop outs at the end of 6th year 20% of current drop outs

CHAPTER IV

STRATEGIES OF DPEP

4. For achieving the targets identified under DPEP, an array of strategies have been developed based on problems identified and their solutions during LSA and Baseline studies on Social Assessment and Learner Achievement levels.

4.1 Strategies for Improving enrolment and retention :

District Bhind has 1441 habitations out of which 280 habitations do not have schools. Even if schools are available, due to low response of community these facilities are not availed off. Hence the strategies for improving access will be aimed at:

- * Ensuring Community Participation.
- * Improving access by providing educational infrastructural facilities.

4.1.1. Community Mobilisation :

This is the most important strategy, particularly relevant for Bhind with its Predominant feudal patriarchal society, its strong gender bias significant presence of scheduled castes with its agrarian economy that does not perceive the value of education.

The strategies for social mobilisation will be :

- * ~~Convergence with~~ Total literacy Campaign (TLC)

The TLC has just been initiated in Bhind. TLC aims at creating a positive environment for education, educating the adult non literates which has a positive impact on the demand for primary education.

- * Mobilising Panchayats by holding Panchayat conventions and getting local panch involved with local educational functioning.
- * Organising campaigns, Jathas from time to time with specific messages like enrolment, bringing dropouts to school, girl child.
- * Special attention to mobilising women and girls. Areawise focus will be on Gohad, Ater, Lahar and Mehgaon blocks.

4.1.2 Improving access by providing suitable educational facilities : These will include

a) New Primary Schools

The block wise requirements of the school is as under:-

Requirement of Primary Schools

Table 4.2

Sno.	Blocks	Nos. of Primary School
1.	Ater	17
2.	Bhind	11
3.	Gohad	35
4.	Lahar	10
5.	Mehgaon	08
6.	Raun	07
	Total	88

In 85 accessless habitations having population more than 300, 85 schools are proposed to be opened. The priority will be determined on the basis of SC population. Three primary schools for girls will be opened in Ater Block for which the demand has been made by the community. Space for running these schools will be provided by the community.

Shiksha Karmis will be appointed by Janpad panchayats. Furniture worth Rs. 5,000 & essential school material worth Rs. 10,000 will also be provided.

b) Alternative Schools :

For children of very remote habitations or belonging to migrant community or occupied in domestic and wage earning work, thus unable to participate in formal schools, special schooling facilities designated as Alternative Schools will be provided.

The Alternative Schools will essentially be a non-graded teaching learning system, flexibly designed allowing learners to learn at their own pace and to achieve desired competencies.

Two teachers, of which one is female will be appointed by local panchayats. An intensive 10-days training based on specially developed teaching learning material will be given to teachers. There will be one supervisor for 10 Alternative Schools.

Three Alternative School Projects will be taken up in Ater, Bhind, Gohad and Lahar blocks.

The village community will provide accommodation for Alternative School. Provision will be made for providing essential material required for running of these schools.

c) Education Guarantee Scheme (EGS) :

The Govt. of Madhya Pradesh has launched an innovative scheme of providing a school in each habitation where there is a demand from the public for enrolling 40 children or more and in tribal areas 25 children. The accommodation will be provided by the community. The teacher will be appointed by the gram panchayat. The scheme in a summary form is at annexure.

The significances of Education Guarantee Scheme (EGS) is that it targets the most needy and most deprived sections of the population : those who live in remote or scattered habitations and have steadily been left out of the reach of basic educational amenities. Any strategy for UPE must address the children of these communities on priority.

The major strengthes of EGS are :

Based on eommunity demand.

Community is the key actor is EGS which will ensure children's participation in schools.

Cost effective :

Does not multiply administrative overheads. Makes use of existing resource. Supplements them wth community colloboration.

Compels time bound action :

The govt provides a complete and educational facility within 90 days.

Ensure quality :

Uses the new improved teaching learning material and ensures teacher training and learner evaluation. It is estimated that 152 EGS centres will be opened.

d) Primary School Buildings

At present, 181 Schools have no building while 88 new primary schools have to be opened. Thus there is the need to construct the 269 school buildings.

Primary School Buildings

(Table 4.3)

Sno.	Blocks	School building required	Number of school buildings to be constructed under DPEP
1.	Ater	60	37
2.	Bhind	49	30
3.	Gohad	73	45
4.	Lahar	27	18
5.	Mehgaon	45	28
6.	Raun	15	9
	Total	269	167

e) **Additional Class Room :**

At present there are a large number of schools which fall short of the accommodation due to increased enrolment. In such primary schools additional rooms shall be constructed and one additional teacher will be provided. The Block wise requirement of additional class rooms is shown below.

Additional Class Room

(Table 4.4)

Sn.	Blocks	Need	Additional rooms to be constructed under DPEP
1	Ater	153	35
2	Bhind	204	31
3	Gohad	137	28
4	Lahar	135	30
5	Mehgaon	156	32
6	Raun	125	24
	Total	910	180

Additional room will be constructed within first three years of the project plan.

f) **Repairs To School Buildings :**

The existing condition of school buildings is far from satisfactory. A sizable number of school buildings numbering 605 need major repairs. The following table gives details of repairing work.

(Table 4.5)

Sno.	Blocks	No.of Schools need repairing
1.	Ater	105
2.	Bhind	110
3.	Gohad	120
4.	Lahar	90
5.	Mehgaon	100
6.	Raun	80
	Total	605

The repairs will be taken up with the help of local community and local resources. This will require special motivational efforts.

4.2 QUALITY IMPROVEMENT FOR IMPROVING ACHIEVEMENT LEVELS :

The basic strategy adopted for qualitative improvement in primary education is curricular reform which will include.

- development of competency based curriculum.
- development of new teaching learning material.
- empowerment of teachers through appropriate training.
- creating a physical environment for learning.

All these academic interventions aim at making teaching learning a joyful process, motivating children to stay in schools and minimising drop-outs.

4.2.1 Teaching Learning Materials :

The need of a joyful, activity based and child friendly pedagogy, which also focusses on minimum levels of learning at the primary stage of education, has been a long felt need. Addressing the problem, the state suitably modified the National MLLs.

SCERT at the State level nodalises the development of curriculum and teaching learning materials. The strategy adopted by the SCERT teaching learning material has been one of field trialling, involving multiple packages developed by multiple agencies both Government and non Government. On the basis of the trial outcomes of multiple packages, teaching learning materials are developed for introducing on a general scale. The field trial strategy is being implemented on a selective scale; in a phased manner, over the years, whereby field trials of class I materials has been done in 96-97. An improved teaching learning package developed by SCERT for class I will be introduced in all the schools in 97-98.

This new material is a complete set of the Teaching Learning materials comprising of

Activity Kit

Text Books

Teachers Guide - Work Books*

Supplementary Reading Material for teachers and learners.

The Teaching Learning Material for classes 2 and 3 are being trialled on a selective basis during 96-97. On this basis improved materials will be introduced in all schools in 97-98 for class II and III.

The process of introducing the improved and modified versions, based on careful field trials and academic assessment for successive grades, will continue : class 4 materials will be trialled in 97-98; upscaled in 98-99; and class 5 materials will be trialled in 98-99 and introduced in 99-2000.

4.2.2 Teacher Training :

Teacher Training plays a very important role in quality improvement of Education. In DFEP the main objectives of Teacher Training are :

1. Training of all the primary school teachers.
2. Improvement in the quality of in-service training programmes.
3. Bringing the teacher out of his/her academic isolation.
4. Develop teachers as key resource persons in the educational system.

The District Institute of Education and Training (DIET) will be overall responsible for all the training programmes of primary school teachers. The main feature of training is that it is participative and decentralised in the sense that talented teachers are involved in the State, District and Blocks resource group which designs the training module and further train the teachers. The feed back received after the training is analysed and used to modify the training module.

The strategy for the training of teachers will be as follows :

(a). Constitution of District Resource Group (DRG)

A District Resource Group (DRG) consisting of the faculty members of DIET, primary school teachers of repute and Educationist who have been actively involved in primary education will be

constituted. Care will be taken that at least one teacher from each block is included in DRG. Two or three members of DRG will be trained by the SCERT in a 12 days training programme on the new teaching learning package developed by the SCERT. These two or three DRG members will in turn train the remaining members of DRG.

(b) Identification of Master Trainers (MT)

A group of Master Trainers (MT) will be identified by the DIET in consultation with BEO for each block. The group will consist of 10 to 15 teachers, and active educationist who will be responsible for the training of teachers.

The Master Trainers will be trained by DRG on the same pattern as was adopted for the training of DRG by SCERT. The training will be held at DIET Bhind. The Master Trainers in turn will train the teachers at the Block.

(c) Teacher Training at Block level

The Teachers Training Package developed by SCERT will be used for the training at various level. The teacher's training module will be based on teaching learning materials to be transacted in the class rooms one day training on administrative issues will also be given. The training programme in successive years of the six year plan will be as follows :

Table 4.6

Sno.	Years	Target	Content during 12 days training
1	1997-98	All the primary school teachers	Class I, II and III
2	1998-99	--"---	Class IV
3	1999-2000	--"---	Class V
4	2000-2001	--"---	Referasher course class I-V
5.	2001-2002	--"---	Referasher course class I-V

School Contingency :

All the 1216 schools will be provided a some of Rs. 3000 as school contingency. Amount to be used for improving educational facilities and development teaching learning aids. Out of the Rs. 3000. The amount Rs.1000 will be used for development of teaching aids and will be given to two teachers of the same schools, thus each teacher will get Rs. 500. Rest of the amount will be given to the VECs for improving the educational infrastructural facilities.

4.2.3 ACADEMIC INSTITUTIONAL SUPPORT :

For the effective implementation of teacher training, it is essential to have a strong academic resource support system. This would include strengthening of existing support institutions i.e. DIET & creating new support system i.e. BRC & CRC.

DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET) :

Under the centrally sponsored scheme of Teacher Education, the BTI Bhind was raised to DIET in the year 1992. The DIET is running in the old building and hostel facilities are not available. Work has started to construct a new new building for DIET

The DIET has been conducting both pre-service and inservice elementary teacher training programmes. Under DPEP an intensive training programme has been envisaged, and the DIET would serve as a principle professional support agencies in the district. DIET would organise in-service training for teacher trainers, AS supervisors, NFE instructors. In the context of DPEP, DIET will provide adequate support to the Block Resource Centres and Cluster Resource Centres. BRCS and CRCS would be the main centres for imparting training to the teachers, supervisors, VEC members.

In addition to the teacher training Programme the DIET will take up the following activities :

- Monitoring training programmes, getting feed back
- Evaluate the achievement of the children on sample basis.

Conduct surveys and studies

Conceptualizing and identifying innovations

Carrying on action research

Modifying the training modules.

Publication of bulletins, news letters supplementary reading materials

For fulfilling the above, DIET will be strengthened. The DIET will be provided additional furniture, equipment, books, vehicle, funds for paying fees and honorariums to the professionals, conducting training programmes, educational materials, micro projects, innovations and studies.

BLOCK RESOURCE CENTRE (BRC) :

Keeping in view the need for decentralization and increasing involvement of teachers in various education related processes, BRC'S will be established at each block head quarter. Each BRC will have its own building, equipment and staff that will be funded from DPEP. The BRC will function under the guidance of Block Education officer.

Functions of BRC

- Training primary school teachers, AS instructors, CRC heads and academic coordinators, Resource persons for VEC members training.
- Organising monthly meetings for CRCH and CACS
- Mobilization of public support for awareness.
- Preparation, implementation and monitoring of Block plans
- Coordinate with different department and functionaries at Block Level
- Providing academic support to CRCS
- Assisting DIET in developing material, field testing and innovations.
- Coordinating school mapping and micro planning.
- Organising field interaction.

The BRC will be provided non recurring grant for purchase of furniture, equipments and educational materials (list annexed) and recurring grant for organising meetings, workshops and training programmes.

CLUSTER RESOURCE CENTRE (CRC) :

A CRC for all primary schools falling within of a radius of 8 kms will be established. District Bhind will have 140 such CRCs. The CRC will be located in a primary school having a spare room or in a middle school having a primary section. The head master of the school will be the Head of the CRC. One academic coordinators, who will be a motivated primary school teachers having worked as master trainers will be attached at CRC. The Academic coordinator will concentrate on academic supervision of all the schools of the cluster. The functions of CRC will be as follows

- To organize monthly meetings of the teachers to discuss and resolve the academic issues through mutual sharing of the achievements, developing teaching aids, discussion on some topic to be taught in subsequent months, prepare school calendars.
- Resource centre for the Teachers, EGS teachers.
- Training centre for VEC members and provide resource support.
- To provide assistance for environment building for UPE.
- Providing feed back on academic problems and academic achievements.

CRCS will be provided non-recurring and recurring grants to carry out cluster level activities.

4.2.5 EGS teachers training :

For the teachers appointed in EGS, a 12 days training will be organised, following the pattern of formal school teacher training.

4.2.4 Training of Alternative School Supervisors/Teachers :

In view of the fact that AS will be a new concept intended to address a heterogenous group of learner in an ungraded system, AS teachers and supervisors will be given intensive training based on textual material. The training will be residential and of 10 days duration and will be organised either at the DIET level or at the Block level as per district's convenience. Supervisors will be given additional

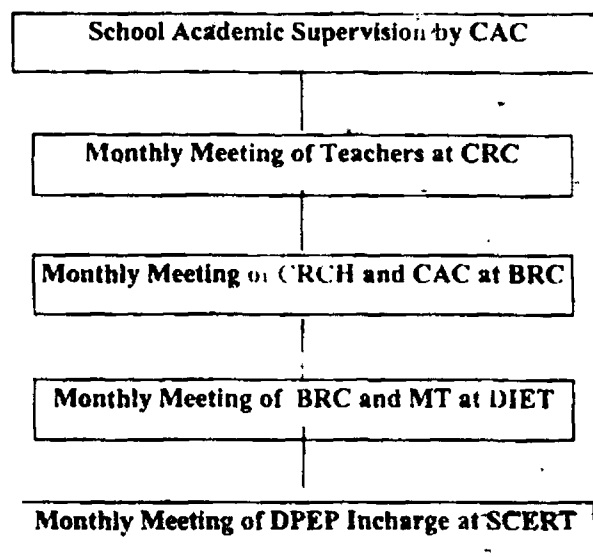
training of one week with the help of an NGO Digantar which has considerable experience. The supervisory role will be highlighted during the training.

ACADEMIC MONITORING AND FEEDBACK :

- During last three years, serious efforts are underway at the state level to improve the quality of education through Curricular reforms, Developing new teaching-learning materials and intensive teachers training programmes.

An effective Monitoring and feedback system has been tried out by SCERT in the existing DPEP districts which stresses on academic supervision of the schools by Cluster Academic Coordinator (CAC), monthly meetings of teachers at the clusters, monthly meetings of the Academic Co-ordinators at the block, district, and state level and disseminating the messages of pedagogic reforms of SCERT, DIET down to the teachers.

All these efforts have set up a stage for qualitative improvements. These initiatives will now be adopted or adapted by this district.



4.3 EQUITY ISSUE

4.3.1 Girls Education

One of the objectives of DPEP is reducing gender disparities in enrolment, retention and learner achievement, providing access and educational opportunities to all girls, to make the education system more supporting to the needs of girls and women and create an environment which enables women to demand education for themselves and their daughters.

The baseline studies on gender carried out in selected blocks of DPEP districts revealed that women are victims of moral and physical exploitation and are denied equal access to basic human needs of food, shelter, education and participation.

The literacy rate for male and female in rural and urban areas is given below.

Literacy Rate

Table 4.7

	Male	Female	Total	Urban			Rural		
				M	F	T	M	F	T
M.P.	58.42%	28.85%	44.20	61.32	50.92	51.65	19.73		
Bhind	52.79%	22.24%	39.06	61.76	36.42	50.48	18.53	36.15	

The figures in the above table clearly indicate that special efforts need to be made towards female group especially in rural areas to bring it at par with male literacy of the district.

The base line study clearly indicates that female children are kept busy in

1. Caring for siblings
2. Fetching water
3. Collecting fuel and fodder
4. Domestic animals care
5. House hold work.
6. Carrying meals to the fields.

To address these issues special programmes are to be taken up with the help of other departments such as Mahila Bal Vikas for the education of such girls so that they may come forward

for education. Special community mobilization programmes aimed at girls education will be taken up. DWCRA groups, TLC members, panchayat members specially the female elected panch and Sarpanch, will work together. The "Kala Pathaks" folk artists of Department of Social Welfare & NGO's will be trained and used for the mobilising activities.

Use of Audio Visual materials & cultural forms specially folk forms, print media for creating a positive environment for girls education.

Massive girls enrolment drives will be launched.

Holding women panchayat conventions at various levels for leadership role.

Synergising with women's mobilisation in TLC, intensive efforts & organising Mahila Samoochs at village level.

For effective implementation of the above stated strategies, the gender coordinator will be trained. To assist the gender coordinator at the district & block level, gender core groups will be constituted consisting of academicians, activists, social workers, gender experts and teachers. These groups will advise, monitor & guide the planning & implementation of gender-specific interventions. Continuous monitoring of data on girls attending on dropping out/staying away from schools will be ensured for corrective interventions.

4.3.2 PHYSICALLY HANDICAPPED CHILDREN :

Education of physically handicapped children is a challenge for any education project.

A village wise survey of physically handicapped children through Lok Sampark Abhiyan has generated information on the size of the group of physically handicapped children.

As per LSA 1700 boys and 763 girls, are handicapped. The block wise distribution is as under:-

Table 4.8

Block	Boys	Girls	Total
Bhind	272	153	425
Ater	336	148	484
Raun	171	69	240
Lahar	281	130	411
Mehgaon	370	151	527
Gohad	270	106	376
District	1700	763	2463

Since these children are spread through out the district, one of the strategies for their education will be that they get education in the schools of their locality. The basic strategy will be to integrate them in the schools; using the insights and experience of the pilot PIED project in M.P. The teachers of schools will be given special training for proper development of the children.

- Awareness and Orientation programmes will be held for the DPEP functionaries, community & teachers to be sensitive to the educational needs of handicapp children.
- Provisions under DPEP will be made for essential rehabilitation and educational aids and appliances.
- Provision for removal of architectural barriers in existing schools to provide easy mobility to children with disability.

4.3.3 Special focus on SC children :

literacy figures of SC & General Children (5-14 age group)

Table 4.9

Blocks	SC			General		
	Boys	Girls	Total	Boys	Girls	Total
Ater	4536	3152	7688	20026	14343	34369
Bhind	8614	5827	14441	31205	22690	53895
Gohad	8455	5075	13530	20741	12893	33634
Lahar	6442	2331	8773	17563	12185	29748
Mehgaon	6745	4497	11242	26183	17472	43655
Raun	3441	2250	5691	10821	7750	18571
District	58233	23132	81365	126539	87333	213872

The above table clearly indicates the disparities between the general caste & SC's.

The SC dominant areas will be given preference in providing educational facilities.

Community mobilisation initiatives will be undertaken for greater social integration and parity.

Efforts will be made to disseminate wide information of prevalent incentives for SC families and to ensure the delivery of incentives.

1.4 MANAGEMENT SYSTEMS :

For effective implementation of the strategies outlined it will be essential to develop an efficient management system. The existing management system will be strengthened by providing additional project management structures.

The Project Management Structures will be based on the following considerations:

1. A participative management system that facilitates the collaborative working of government and non-government personnel. For this a two-legged structure of governmental & non-governmental agencies will be setup :
 - Peoples participatory structures are the District unit (DU), Block Unit (BU) and Village Education Committee (VEC). These structures include some key governmental functionaries, Panchayat members and active community members.
 - Governmental agencies - DPO/DIET, BRC, CRC.
2. Decentralisation upto the grass root level to ensure responsiveness and promptness of action.
3. Autonomy and flexibility to project structures for efficient functioning. The project structures will be governed by distinct procedures guiding their administrative & financial working.
4. Integration with existing structures so that the project structures work conjointly with the existing systems.

4.4.1 Management structures:

Management Structure		Personnel	Function	
District Unit (DU)	Chairperson	- Chairman of Zila panchayat	<ul style="list-style-type: none"> - Will be responsible for formulation, implementation, coordination and monitoring of District plans. - Ensure Participatory approaches and overall control of the programme. 	
	District Mission Director	- Collector		
	Member Secretary	- District Project Director - Deputy Director Education		
	Members	1. Principal DIET 2. District Women Child Welfare Officer 3. Secretary T.L.C. Committee 4. Assistant Director NFE.		
	Nominated Members	1. All members of education Committee of Zila Panchayat.		
		2. 7 Representative of		
		i. Women working in the field of education and development		
		ii. Educationists, NGOS, Social Workers (At least 1 member belonging to SC, ST, OBC and minority)		
		3. One chairperson of Janpad panchayat nominated by chairperson of Zila Panchayats.		
		4. Two non-official members of general body of DPEP.		
District Project Office	Designation of Post	District Project Co-ordinator	1	<ul style="list-style-type: none"> - Personnel for actual management & implementation of the programme. - Will serve as link between state & block structures.
		Asst. Project Co-ordinator (Finance)	1	
		Asst. Project Coordinator (Equity)	1	
		Programmer	1	
		Assistant Engineer	1	
		Junior Engineer	1	
		Draftsman	2	
		Accountant	1	
		Entry operator	2	
		Clerk	4	
		Driver	1	
Peon	3			
Block Unit	Chairperson	- Chairperson Janpad panchayat	<ul style="list-style-type: none"> - Will be responsible for formulation, implementation, coordination & monitoring of block plans. - Ensure participatory approaches & overall control of Block-level programme activities. 	
	Member Secretary	- Block Education Officer		
	Ex- Officio-members	(1) S.D.O. (2) B.D.O.(in Non Tribal Block)		

		(3) Project Officer (NI -) (4) BRC Co-ordinator (5) Project Officer (I.C.D.S.)	
	Nominated Members	(6) All members of Education Committee of Janpad Panchayat. (7) Two members of Block Level T.L.C. Committee (8) Seven representatives to be nominated by the District Unit of D.P.E.P. on the basis of their special services/contribution in the area. (i) Women working in the field of women education and development. (ii) Educationists, NGOS, Social workers. Literatures/out of these at least one woman and one member belonging to each of ST, SC, OBC and Minority Classes. (9) Two Non Govt. Members of VEC of the Block to be nominated by Districts Unit. (10) One Person having contribution or experience in the field of U.P.E. to be nominated by District Unit.	
Block Resource Centre (BRC)	BEO-ex-officio head of this office	BRC coordinator - 1 Accountant / Clerk - 1 Peon - 1 Watchman - 1	- Responsible for Block management of programme. - BRC to be the training centres at block.
Block Nirman Samiti	Chairman	Chairman of Janpad Panchayat	Monitor effective implementation of construction
	Member Secretary	Block Education Officer	
	Nominated Members	2 member of Janpad Panchayat One of them to be a lady representative 2 Non - official social workers	Procure construction material, employ labour. Maintaining the accounts & records.
	Technical Person	1 representative of technical department (RES)	Prep. of layout, estimates and Technical Supervisor to ensure quality of construction is done by the Technical person
Village Education Committee (VEC)	Chairperson	Sarpanch	- VEC is the grassroots management structure - Mobilising help and resources from the community for the local Primary School, NFE Centres and Anganwad, and Monitoring their functional status including progress of Children enrolled therein. - Contacting parents, specially those belonging to disadvantaged groups, on an ongoing basis so as to persuade them to send their children (especially girls) to the Primary School/NFE

			Centre/Anganwadi regularly. - Reviewing periodically the performance of children with the teachers and instructors and identifying and removing abstacles. Helping teachers with the difficulties they are facing and ensuring support to their efforts. - The VEC will meet atleast once a quater or as and when required.
	Vice Chairperson	Deputy Sarpanch	
	Secretary	Senior teacher of School	
	Members	3 member of gram panchayats 5 Residents of village nominated by gram sabha or panchayat 4 Nominees of janpad panchayat from among residents of the village in come of local MLA, NFE instructors, TLC volunteer & Angan wadi worker	
Village Nirman Samiti	Chairperson	Sarpanch	Monitor effective implementation of constuction
	Member Secretary	Teacher of P.S.	
	Member	2 representatives of gram panchayat 1 technical persons a sub-engineer of RES	Procure construction material, employ labour . Maintaining the accounts & records.
			Prep. of layout, estimates and Technical Supervisor to ensure quality of construction is done by the Technical person

for decentralised, participatory functioning most critical administrative functions will be exercised through empowered committees that have been set up by the Executive Committee of the Rajiv Gandhi Prathmik Shiksha Mission.

These are :

	District level committee	Constitution	Powers & Functions
1.	Purchase Committee	1. District Mission Director - Chairman	1. Float tenders, evaluate offers and award purchase orders
		2. District Project Director	2. Ensure compliance with all purchase regulations
		3. Assistant Commissioner, Tribal Welfare Department or Deputy Director, School Education - whoever is not the District Project	3. Will ensure that timely reports in the required formats are submitted of funds.

	Director		
	4. Chairman of the Standing Committee on Education of Zila Panchayat.	4.	Will ensure that all block units, DIETs, BRCs, CRCs and Schools and other bodies making purchases from the funds of the Mission are complying with regulations.
	5. Joint Director, School Education		
	6. One non-official member of the Rajiv Gandhi Prathamik Shiksha Mission.		
	7. One non-official member from among the seven non-official members nominated to the District Unit of Rajiv Gandhi Prathamik Shiksha Mission.		
	8. District Project Co-ordinator - Member Secretary		
2.	Appointment Committee		
	1. District Mission Director - Chairman	1.	Selection of appointment people either on deputation or on contract for a fixed term for all posts to be filled directly by it.
	2. District Project Director	2.	Review the vacant position on all posts being funded from the project and will submit timely reports to the State Project Office to take necessary steps.
	3. Assistant Commissioner, Tribal Welfare Department or Dupty Director, School Education - whoever is or not the District District Project Director	3.	Will ensure that the service rules framed for the employees of the project are being followed by all district and subordinate level bodies.
	4. Chairman of the Standing Committee on Education of Zila Panchayat.		
	5. A nominee of the State Project Office		
	6. One non-official member of the Rajiv Gandhi Prathamik Shiksha Mission.		
	7. One non-official member from among the seven non-official members nominated to the District Unit of Rajiv Gandhi Prathamik Shiksha Mission.		
	8. District Project Co-ordinator - Member Secretary		
3.	Civil Works Committee		
	1. District Mission Director - Chairman	1.	Shall be responsible for the proper implementation of all civil works activities.
	2. District Project Director	2.	Frame detailed procedures for executing construction activities.
	3. Senior most engineer in the District office	3.	Monitor the work of District Project Offices and Nirman Samitis on Civil Works.
	4. Three technical persons from among Executive Engineer, RES,	4.	Float tenders and finalise contracts.

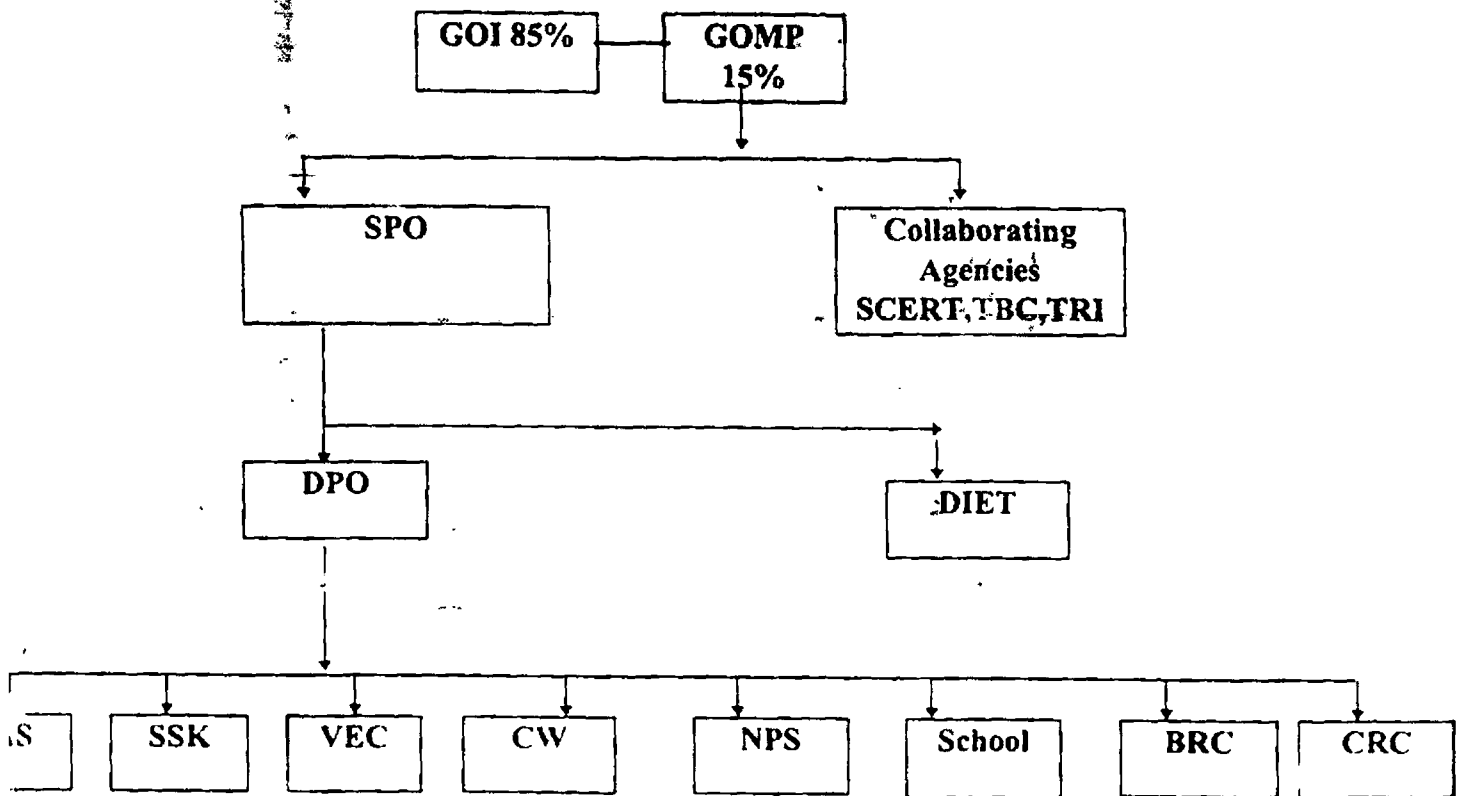
			Representative of EPCO, or their engineering personnel at district level.	
		5.	One non-official members of the Rajiv Gandhi Prathmik Shiksha Mission	
		6.	One non-official member from among the seven nominated to the district unit.	
4.	Grants-in-Aid Committee	1.	District Mission Director - Chairman	Will be setup the district level to consider district level proposals either for sanction at the district level for recommendation to the state level as per the guidelines drawn by the grant-in-aid committee.
		2.	District Project Director	
		3.	Deputy Director, School Education or Assistant Commissioner, Tribal Welfare if either of them is not the District Project Director	
		4.	Principal, DIET	
		5.	Chairman of the Standing Committee on Education of Zila Panchayat.	
		6.	Two non-official member of the Rajiv Gandhi Prathmik Shiksha Mission.	
		7.	Two non-official member from among the seven non-official members nominated to the District Unit.	
		8.	District Project Co-ordinator - Member Secretary	

4.4.2 FINANCIAL SYSTEM

The state implementation society has developed its financial system within the frame work of the 'Financial and Administrative Rules' of the Mission which is approved by the Executive Committee. These rules give the Mission financial autonomy within the control of clear norms and procedures. The DPOs financial system is also defined by these rules.

Funds received from GOI and GOMP are released in SPO account of the Mission. Onward flow of funds is through a defined fund flow system, described below.

Structure Of Fund Flow



A. At the District level :-

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

B. At Block level :

The fund for the block level activities will be released by DPO to the block, in the joint account of BEO and BRCC. DIET will also release funds to the academic activities in this joint account.

For construction of BRC building the funds will be released from DPO to the Block Nirman Samiti.

C. At the Cluster level :

Cluster meeting expenditure will be provided by the DIET and will be maintained at the CRC in joint accounts of CRCC and Head masters.

D. At the Village level :

At the village level fund for civil work is released by the DPO to the Village Nirman Samiti (VNS). For VEC fund will be released to the joint account of Sarpanch and teacher who is the Member Secretary of VEC.

At all levels double entry book keeping is to be followed. The accounts will be audited in three stages.

- **Internal audit**
- **External statutory audit by a chartered accountant**
- **Audit by the Accountant general of the government.**

4.4.3 PROCUREMENT OF BASIC OPERATIONAL FACILITIES

1. To achieve short term goals and provide infrastructural support for long term goals of DPEP, procurement is an essential activity.
2. Decentralised procurement provides a means of understanding the problems pertaining to requirement, procurement and distributions of procured goods. It will enable the local representatives to feel involvement in programme implementation and monitoring at all the activity levels.
3. GOI's directives and IDA norms for procurement are to be followed.
4. The total package procurement cost at the district level is below Rs. 15 lakhs thus local/national shopping pattern will be followed.

Procurement has been decentralised at District, Block, Village levels through procurement committees with official and non-Official representatives.

List of items to be procured at various levels is annexed.

4.4.4 MONITORING & SUPERVISION

Monitoring will be done to ensure the proper implementation of project strategies. To assess the impact of project strategies on the 3 basic goals universal enrolment, retention, achievement, effective implementation and monitoring of the progress made by project will be ensured. For this the basic strategy for monitoring will be operationalising the management information systems. This would include

Collection of information to create database.

Generation of reports based on the database.

Reviewing the progress by analysis of the generated report at the block, district and state level programme review meetings.

Inclusion of correctives in subsequent annual plans.

LSA & EMIS will help generate two types of database

Lok Sampark Abhiyan (LSA) :

The first information source is LSA which is the village database which captures data on number of children in age group 5-14 years, no. of children enrolled, no. of children unenrolled, no. of dropout children, educational and non educational resources available in village, number of adult literate and non literates, no. of access habitations.

The mode of collection of the village database is participatory and the community has access to the information right at village in village education records (VER). The information is also to be displayed through the school maps.

EMIS :

This software will make possible to collect school data base such as -

- Basic education information
- Infrastructure details
- Teacher/Staff details
- Student enrolment (which is castewise, sexwise & agewise)
- Attendance, retention as development details
- Equipment details

EMIS will thus serve as support systems which would generate accurate and timely information for effective monitoring of school database. The data capture format and software called DISE (District Information on School Education) has already been developed by NIEPA.

IPMS :

The Integrated Project Monitoring System is already developed by the SPO that will make possible to get monthly and quarterly feed back on various programme components from grass root to state level. This will promote immediate follow up and correctives to be taken as and when necessary.

Integration of Lok Sampark Abhiyan data with IPMS will make cohort monitoring possible as progress against benchmark data will be measured constantly through updation.

The monitoring of the information at the grass root would include updation of the data of VER's. The VER will be reviewed once a quarters in the meeting of the VECs, the base data on enrolment and attendance recorded in the VER will be updated through the information collected by the school teacher in the school and discussed in the VEC. This will then be recorded in the IPMS format and sent up to the project office. This will have the following advantages :

1. The data base will be constantly updated.
2. Monitoring will be against bench marks.
3. Collective review and discussion at village level will lead to more transparent system of information; monitoring will not be passive- so many numbers reported up; It will become an interactive self assessment by the community of the problems and needs of it childrens education.
4. The MIS will become a participatory Village Information System (VIS) fusing technical management with community records.

PMIS :

PMIS will collect data on the implementation of the project in terms of commitment of physical progress and expenditures. This will be generated as QPRs- Quartely Progress Report. The PMIS reports will be generated from the IPMS.

Thus a comprehensive MIS will be operationalised yielding a variety of reports on different project parameters.

4.4.5 CAPACITY BUILDING :

The building of capacity for planning and management is the mechanism through which DPEP is expected to achieve its objectives. For this a state level institution has been set up called State Institute of Education Management and Training (SIEMT). SIEMT will be assisted by national level institutions like the NIEPA & NCERT and will work towards organisational & staff development capabilities.

The training programme for the Management personnel is proposed as follows :

Sno.	Training	Persons	Duration	Venue
1.	Orientation DPEP	District Mission Director	1 day	SPO, Bhopal
		Chief Executive Officer, Zila Panchayat	--"--	--"--
2.	Training DPEP	Chief Executive Officer, Janpad Panchayat	3 days	SPO, Bhopal
		Deputy Director of Edu.	--"--	--"--
		Principal DIET	--"--	--"--
3.	Training in foundation course	District Project Coordinator	5 days	SPO, Bhopal
		Asstt. Project Coordinator (Finanee)	--"--	--"--
		Asstt. Project Coordinator (Equity)	--"--	--"--
		Block Education Office	--"--	--"--
		Block Resource Centre Coordinator	--"--	--"--
		DPEP incharge of DIET	--"--	--"--
4.	Training Special Skills	District Project Coordinator	5 dsys	SPO, Bhopal
		Asstt. Project Coordinator (Finance)	--"--	--"--
		Asstt. Project Coordinator (Equity)	--"--	--"--

		Programmer	--"---	--"---
		Data Entry Operator	--"---	--"---
5.	Training of Environment Building	DRG (VEC)	3 days	DIET
		DRG (Mahila Samakhya)	--"---	--"---
		ADIS	--"---	--"---
		CRCH	+ 2 days (Management)	--"---
		CAC	+ 2 days	--"---
6.	Training Review & Planning of AWP	DDE/AC TWD	3 days	SPO, Bhopal
		District Project Coordinator	--"---	--"---
		Asstt. Project Coordinator (Finance)	--"---	--"---
		Asstt. Project Coordinator (Equity)	--"---	--"---
		Programmer	--"---	--"---
7.	Self Study	Study of the new material developed by SPO, SIEMT for DPEP functionaries.		
8.	Participation in Seminar, Workshop	DPEP functionaries will be deputed to attend seminar, workshop as per need.		

Special skill development & refresher training :

1. After a period of 3 months of the foundation course District Project Director, District Project Coordinator, Assistant Project Coordinator (Finance), Assistant Project Coordinator (Equity), Principal DIET, Programmer, Block-Education Officers, Block Resource Centre Coordinators will be given a short term course of 5 days on special skills. This will be conducted by SIEMT.

2. After a period of 4 months the District and block level functionaries as given above will be given a Refresher course for 6 days.
3. CRC Heads and CRC Academic Coordinators will attend 1-2 days orientation on management along with training to be given by DIET.
4. District Project Office personnel will attend a 3 days workshop on review and planning half year at SPO.

The short course on special skills would include :

- Managing people at work
- Leadership skills
- Decision making and problem solving
- Interpersonal Relationships and coordination
- Effective communication
- Motivating people
- Financial management
- Management Information system
- Resource Management
- Organising Meetings-effectively
- Development of innovations
- Effective Inspection and Supervision
- Seeking cooperation from Public Bodies like Panchayats or Govt. Agencies like RES, etc.

Self-Study :

The personnel will go through the literature received from SPO/SIEMT/other agencies to develop these solves as effective personnel.

Participation in Seminars :-

The personnel working at District/Block/Cluster level will be sponsored to attend workshops, seminars/conferences at Block, District and State level to improve their professional competence.

VEC TRAINING :

As DPEP aims at implementation of its activities with involvement of the community, it is essential that the grassroot level management structure VEC is empowered to take up the responsibilities assigned to it special VEC training will be organised every year to orient the VEC members in monitoring of project activities, supervision of school management and academic issue, supervision of construction activities if taken up and utilisation of school contingency amount.

The VEC training will be at the Cluster level for a day. In addition hands on orientation of VECs will be through their involvement in.

4.4.6 INNOVATIONS :

The Lok Sampark Abhiyan has brought to the light a large number of issues related to access retention, small habitations, enrollment, poor achievement of the children, absenteeism both of teachers and students, dropouts, early child education, education of disabled children, education of migratory children, multi-class and multigrade teaching, education of adult girls, gender biased curriculum, lack of awareness about the value of education and many more such issues. For this the data thrown up in the LSA will be studied and analysed carefully and suitable strategies will be evolved to tackle specific contextual issues.

Some of these will relate to improving the education of girls, particularly scheduled castes developing empowered community structures for school management for improving class room processes and cost effective construction practises.

4.4.7 RESEARCH, EVALUATION AND STUDIES :

A Research, evaluation and innovation committee will be created at the DPO which will discuss, debate and finalize some projects for class room research and innovations that may be taken up in weak blocks. Experts from DIET, SCERT, RIE, NGOs along with highly motivated public representatives will be invited to guide and prepare long term and short term projects for the district.

Studies will be taken up to identify the target areas & groups that would require special interventions. The impact of various DPEP intervention on the education status of children will also be studied.

4.5 PROJECT OF JHOOLAGAR

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

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

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

Women and Child Development and by bringing about the convergence in time and space of Anganwadis and primary schools.

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

one Jhoolagar will have :

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

4.6 CIVIL WORKS :

The most important aspect of universalisation of primary education programme is access. It is visualised that every school going child should have schooling facility within one kilometre periphery/radius. Under DPEP areas have been identified where schooling facility is not available within a radius of one kilometre and provisions for providing school building have been made under the budgetary provisions of DPEP.

CONCEPT OF SCHOOL BUILDING

The school building to be constructed is taken as a concept and not simply as a physical structure. Besides making the building useful, convenient and comfortable for the children attempts will be made to make it look attractive so that children have a sense of belonging for the school building. A positive relation between the school building and the curiosity and creativity of the child can be achieved by visualising and constructing the school building as an environment which stimulates and encourages the imagination and nascent potentialities of the child.

The design of the school building under DPEP for this district will have the following special features :

- a) The building has two class rooms, a verandah and a teacher's room.
- b) Drinking water facility and electrification.
- c) Rooms are ventilated and lights.
- d) Two Black-board is each room, one in the verandah and one on the outside wall at suitable heights.
- e) School has toilets.
- f) The windows are at a low height so that child can see the outside world easily. The design shall conform to the idea that the school is a place of learning rather than a place of teaching.

NEW SCHOOL BUILDINGS :

Block level Panchayats of the Districts have proposed to construct 289 buildings for the schools for the schools which are without any buildings. Under DPEP 167 School buildings will be constructed and the remaining shall be constructed through other Rural Development Plans.

NEW ADDITIONAL ROOMS :

During village level planning, concern was expressed by the community representatives at many places regarding the paucity of rooms, the number of additional rooms required is 910, out of which 180 rooms are proposed to be constructed under D.P.E.P.

BRC :

Besides school buildings, under DPEP a special structure called the Block Resource Centre at the block level is also being constructed. It shall function basically as a teacher training Centre at the Block level where teachers training courses will be organised.

Residential accommodation for male and female teachers during their training is provided for in the building. Besides this, BRC will have a lecture hall, an open space, a store-room and an office room along with toilets electricity, water supply and boundary wall.

SALIENT FEATURES OF THE STRATEGIES EVOLVED :

A. DESIGN STRATEGIES

Evolution of Norms for location, site planning, class room and other spaces.

Evolution of Geological, Climatological, Cultural and social parameters for designs.

Buildings Element Vocabulary based on Local Materials, Crafts and Techniques.

Improvement and Improvisation in the Local Building Element Vocabulary to result in technically sound proposal.

A holistic visualisation of all spaces in the campus.

Development of a design concept and prototype.

Essential inclusion of a defining enclosure, toilets, water supply, electricity and landscaping in the design.

All provisions in the design to be made within the cost ceilings.

B. STRATEGY OF CONSTRUCTION :

Participatory approach in the decision regarding location of building and the process of construction will be adapted. By encouraging the participation of people or popularly elected representative, it is envisaged that the building programme shall emerge as a concrete manifestation of peoples' movement and shall also reflect certain inclinations towards desirable social change.

The actual construction work shall be carried out by the construction agencies of Panchayats viz Block Nirman Samiti (BNS) and Village Nirman Samiti (VNS). Observing, simplicity of procedures and transparency of operations in all the aspects.

TECHNICAL SUPERVISION & EVALUATION :

The construction will be technically supervised and evaluated by a group of technical persons appointed by the collector.

TARGETS AND UNIT COSTS :

S.NO.	Particulars -	Target	Unit Cost (based on 95-96 prices)
1.	New School Building		2,25,000/-
2.	Addl. Room		75,000/-
3.	Drinking Water in School Building		30,000/-
4.	B.R.C Building		5,40,000/-
5.	W.S. Arrangement in B.R.C.		50,000/-

Class wise/ Category Wise Enrollment in Government Primary School

CLASS	SC			ST			OBC			GENERAL			TOTAL		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	5053	3941	8994	43	48	91	9376	7018	16394	4941	4559	9500	19413	15566	34979
2	5970	4569	10539	55	25	80	10765	8601	19366	5757	5373	11130	22547	18568	41115
3	4969	3498	8467	26	16	45	9102	6622	15724	5140	4221	9361	19240	14357	33597
4	4864	3609	8473	23	11	34	8267	5832	14099	4992	4200	9192	18146	13652	31798
5	4243	3303	7546	15	11	26	7294	4949	12243	4464	3785	8249	16016	12048	28064
Grand Total	25099	18920	44019	165	111	276	44804	33022	77826	25294	22138	47432	95362	74191	169553

Blockwise / Category wise Population (1996 LSA)

Block	SC			ST			GEN			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Ater	18046	16516	34562	13	15	28	89626	79548	169174	107685	96079	203764
Bhind	30048	24488	54536	164	153	317	124644	109392	234036	154856	134033	288889
Gohad	39686	31567	71253	430	348	816	94172	78315	172267	134288	110266	244554
Lahar	26880	21525	48405	71	41	112	80070	67125	147195	107021	88691	195712
Mehgaon	26691	20765	47456	159	148	307	120034	100656	220690	146884	121569	268453
Raun	15497	11597	27094	04	04	08	51902	43990	94992	67403	55591	122994
District	156848	126458	283306	841	745	1586	560448	479026	1038354	718137	606229	1324366

(Source - LSA)

Out of School Children (Block wise / Category wise)

(5-14 age groups)

BLOCK	SC			ST			OBC			GEN			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Ater	368	307	670	-	-	-	1078	1147	2225	470	511	981	1916	1960	3876
Bhind	602	652	1254	35	29	64	632	612	1244	443	473	916	1712	1766	3478
Gohad	869	1075	1944	32	41	73	1552	1917	3469	705	573	1278	3158	3606	6764
Lahar	605	500	1105	-	-	-	1115	1206	2321	340	338	678	2060	2044	4104
Mehgaon	640	727	1367	08	06	14	1539	1981	3520	731	776	1507	2918	3490	6408
Raun	315	244	559	-	-	-	698	706	1404	282	274	556	1295	1224	2519
District	3399	3500	6899	75	76	151	6614	7569	14183	2971	2945	5916	13059	14090	27149

(Source - LSA)

Block wise No. of Teachers (Posted in Primary School)

S.NO	BLOCK	NO OF TEACHERS		
		MALE	FEMALE	TOTAL
1.	Ater	488	41	529
2.	Bhind	603	159	762
3.	Gohad	401	20	421
4.	Lahar	442	27	469
5.	Mehgaon	584	35	619
6.	Raun	320	06	326
7.	District	2838	288	3126

Blockwise/Causewise no. of children (Dropout & Out of schools) 5-14 age group

Block	No. of Causes																					
	01		02		03		04		05		06		07		08		09		10		11	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Ater	23	38	67	20	41	24	119	582	93	21	10	18	29	742	6	78	20	27	71	83	1541	1172
Bhind	160						97	371	69				82	105	25	20		186	55	18	1419	1254
Gohad	84	62	12	11	15	13	691	640	217	175	252	378	233	240	205	322	57	58	85	51	2125	1805
Lahar	23	22	04		03	01	197	459	143	100	13	23	78	75	04	15	11	43	25	20	1820	1604
Mehgaon	120	40	68	28	18	21	684	1199	380	189	93	64	201	270	204	104	62	148	19	106	1549	1669
Raun	03	3			07	04	86	137	57	44		02	28	37	34	43	26	25	22	14	1172	1092
District	413	165	151	59	86	65	2074	3388	959	531	368	485	651	689	569	782	176	487	299	292	9687	8706

(Source of information - LSA)

Causes :-

1. Being busy in their field work.
2. Being busy in doing labour (in farm)
3. Being busy in labour (in factories)
4. Looking after brother and sisters on being busy in household work.
5. Taking domestic cattles for grazing.
6. Taking other's cattles for grazing.
7. Families weak financial condition.
8. Lack of educational facilities on being too far.
9. Social pressure due to which parents do not send their girls to school.
10. Children being handicapped/due to long term disease.
11. Others and under age of 6 years.

Annexure - 6

INDICATORS TO MEASURE UPE -

As stated above we aim -

All the children of the age group of 6-11 years in the first instance attend school within radius of one km.

They stay at the school for the five years and complete primary schooling.

They achieve essential level of learning .

The indicators to achieve the above are as follows-

A. Gross accessratio (GAR) GAR is defined as follows

No. of habitations having primary school or N.E centre within one km. radius.

GAR = ----- X 100
Total no. of habitations.

B. Gross enrolment ratio (GER) - It is expressed as follow -

No. of Children enrolled in class I-V

GER = ----- X 100
Total No. of children in the age group 6-11 years

C. Retention ratio - For any particular year say (96-97) is defined as -

No. of Children involved in class V in the year of 96-97 (-) No. of repeaters in class V in that year

RR = ----- X 100
No. of children involved in class I four years earlier (92-93)

Gross achievement ratio (GAMR) - It is defined as

No of Children scoring 80% or above in a minimum levels of test for class V

GAMR = ----- X 100
Total No. of children completing five years of schooling or its equivalent through NEE

LIBRARY & DOCUMENTATION CENTRE
National Institute of Educational
Planning and Administration.
17-B, Sri Aurobindo Marg.
New Delhi-110016
DOC, No. D-9438
Date 03-03-97

Tentative list of Furniture & Equipment to be procured :

		Item	No.of Req.	Total Allotment	Status
DISTRICT PROJECT OFFICE					
Equipment	1	Type Writer (Ord.)	1		
	2	Calrulator	2		
	3	Duplicater	1		
	4	Public Address System	1		
	5	Fax Machine	1		
	6	Photo Copier	1		
Furniture	7	Tables	15		
	8	Chairs	20		
	9	Durries	1		
	10	Racks	8		
	11	Fans	4		
	12	Box	3		
	13	Almirah	3		
	14	Crockery	1		
D.I.E.T.					
Equipment	1	Photo Copier	1		
	2	Cycle	1		
	3	Overhead Projector	1		
Furniture	4	Almirah	1		
	5	Racks	2		
	6	Bulletin Board	1		
	7	Crockery	1		
	8	Computer Table	1		
	9	Computer Chairs	2		
BLOCK RESOURCE CENTRE					
			Nº of Blocks 06		
Equipment	1	Type Writer (Ordi.)	1		
	2	Calrulator	1		
	3	Duplicater	1		
	4	Clock	1		
	5	Cycle	1		

	6	Fan	1		
Furniture	7	Tables	2		
	8	Chairs	4		
	9	Durries	2		
	10	Almirah	2		
	11	Racks	4		
	12	Boxes	3		
	13	Bulletin Board	2		
CLUSTER RESOURCE CENTRE			No. of Clusters 140		
Furniture	1	Table-Chair	1		
	2	Racks	2		
	3	Durries	2		
	4	Box	1		
	5	Almirah	1		
	6	Block Board	1		
	7	Pin up Board	1		
	8	Clock	1		
NEW PRIMARY SCHOOL			Total no. of New PS 88		
Furniture	1	Table-Chair			
	2	Tat Pati			
	3	Bucket			
	4	Block Board			
	5	Roleup Board			
	6	School Bell			
	7	Box			
Stationary	1	Teache Attendance Register			
	2	Student Attendance Register			
	3	Admission - T/C Register			
	4	Books Register			
	5	Edu. Material Register			
	6	Paper - Carbon Paper			
	7	Chalk			
Edu. Material	1	Map			
	2	Globe			
	3	Education Chart			

	4	Puzzels			
	5	Toys-Rope			
	6	Outdoor Games			
	7	Pump (air)			
	8	Ring			
	9	Primary Science Kit			
	10	Mini tool kit			
	11	Musical Instruments			
ALTERNATIVE SCHOOL			Total no. of AS Centre: 38		
Furniture	1	Wodden Block Board			
	2	Rollup Board			
	3	Duster			
	4	Wall Clock			
	5	Document Register			
	6	Box (Tin)			
	7	Lock			
	9	Bucket			
	10	Pictcher			
	11	Drinking Water Pot			
	12	Mats			
Materials	1	Teacher Attendance Register			
	2	Student Attendance Register			
	3	Admission -T/C Register			
	4	Books Register			
	5	Edu. Material Register			
	6	Paper-Carbon Paper			
	7	Chalk			
Text Books	1	Language			
	2	Maths			
	3	Other			
Teacher's Guides	1	Language			
	2	Maths			
	3	Environment			
T/L Material	1	Word Picture Card			
	2	Card			

A summary on Education Guarantee Scheme*

Objective :-

The EGS would be operative in rural areas where the community raises a demand for schooling facilities for its children and the number of children are atleast 40 and there is no schooling facility within 1 km of that habitation. In the tribal or sparsely inhabited areas the number of children could be between 25-30. The government would, on receiving the demand guarantee to provide an educational package within 90 days of receiving the demand.

The EGS is thus postulated on community demand for education, and the government's accountability to respond to such a demand. A *demanding* community is the strongest premise for an EGS.

EGS would be implemented by the Panchayat system because it combines statutory authority with popular participation.

2. Operational Modalities of EGS:

The gram panchayat would be authorised to receive the demand for a primary education facility from the community. The Community in its demand will indicate the number and names of children for whom the facility is demanded and also propose the name of the teacher alongwith his/her qualification. The gram panchayat would submit the demand with its recommendation to the Janpad Panchayat. On receipt of a demand for an EGS centre from a gram panchayat, the Janpad Panchayat will register the demand and give an acknowledgment indicating the date of receipt and the date within which the EGS centre will be operational which will have to be within 3 months of the receipt of demand. The gram panchayat will give a copy of this receipt to the community. In this time period, the Janpad Panchayat would examine the proposal and if found feasible would allot required resources to the Gram panchayat toward the annual salary of the shikshakarmi and contingency expenditures. The formal appointment order of the teacher would be issued by the Gram Panchayat. The teaching-learning material would be supplied by the Education Department which will also arrange for the training of teachers. Other contingency materials will be purchased by the gram panchayat. The gram panchayat will be responsible for keeping the Janpad Panchayat informed of the progress of the EGS centre, particularly its academic aspects. The Janpad Panchayat will intervene and assist in solving problems at any level.

The state government will be responsible for allotting resources to the Districts.

An EGS Committee at the district level will be responsible for ensuring effective and timely implementation of the scheme.

3. Educational facilities provided under E.G.S.

The EGS will guarantee the provision of a critical minimum of inputs that are necessary for ensuring regular participation of children in a teaching-learning process that enables the attainment of stipulated levels of learning. This will include: -

a) Teacher

The EGS would provide a teacher in a 1:40 Teacher pupil ratio. The EGS teacher would therefore be a local person. As far as possible preference would be given to women. If more than one teacher is required, then at least one would be a woman. The minimum qualifications for the teacher would be having cleared the higher secondary examination. In case persons of such qualifications are not locally available the qualification can be lowered to class Tenth.

The teacher will be designated as a Shiksha Karmi. The remuneration of the teacher would be on par with the Shiksha Karmi under the state government policy.

b) Teaching Learning Material

The Teaching Learning Materials would be based on Minimum Levels of Learning (M.L) to ensure that children attain basic competencies designated for primary stages of education. The new teaching learning material being developed by SCERT will be used in EGS centres.

c) Training of Teacher

Training would be for atleast 10 days on an annually recurring basis. Training would be both inductional and in-service training will be content based to equip the teacher to transact the teaching learning material.

d) Evaluation and Supervision Learning evaluation will be ensured

Concurrent evaluation would be by the teacher. Beside this there would be a system of periodic evaluation through resource persons who would be drawn from the existing pool of teacher trainers. There would be atleast 1 such evaluation in 1 academic year. The purpose of this evaluation would be to assist the teacher the learner and the parents to be aware of both achievements and deficiencies so that remedial action may be taken for weaknesses perceived.

c) **Operational Contingency**

For contingent operational expenditures, an adequate sum would be provided to the teacher.

The EGS centre would have flexibility of timing and academic calendar subject to the minimum no of academic days prescribed by the State Government.

Thus the EGS package recognises that the issues of access and quality are not sequential. The EGS redefines opening schools, as priority attention on the key components of the academic transaction than on just a set of predetermined physical aspects of a 'school' & ensures that this educational facility is available to the most deprived sections of population.

The use of composite pedagogy of improved Teaching Learning Material (TLM), recurring training based on these Teaching Learning Material (TLM), and continuous learner evaluation will be the basic strategy to ensure continued participation and achievement of basic learning levels by children.

EGS is based on community demand. The EGS package is provided when the community demands this facility. This demand will indicate the community's willingness to provide space for learning and support other operational incidentals when need arises. EGS restores to the people their control over local education.

The unit cost of an EGS package works out to about ₹3500 per annum.

RAJIV GANDHI PRATHMIK SHIKSHA MISSION

(1)

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

DISTRICT BHMND Blocks	TOTAL OUTLAY TOTAL REIMBURSE	2488 88 2158 47	Civil Works (%) Management Cost (%)	24 00 3 55				Total		
MSP	YEAR	95-97	97-98	98-99	99-2000	2000-01	2001-02	Total		
	TOTAL OUTLAY (RS LAKHS) --->	2 80	667 75	568 27	485 91	380 88	381 38	2486 99		
	REIMBURSED AMOUNT (RS CRORES) --->									
	YEARWISE REIMBURSED AMOUNT (IN %)									
	YEARWISE CIVIL WORKS COST (IN CRORES)	0 00	292 65	207 95	103 80	0 00	0 00	597 00		
	YEARWISE CIVIL WORKS COST (IN % OF TOTAL)	0 00	43 83	35 29	21 36	0 00	0 00	24 00		
	YEARWISE MANAGEMENT COST (IN CRORES)	0 00	0 31	0 14	0 14	0 14	0 14	0 88		
	YEARWISE MANAGEMENT COST (IN % OF TOTAL)	0 00	4 67	2 52	2 94	3 75	3 75	3 55		
		UNITS (PHYSICAL)						Total		
MIS CODES	ACCOUNT CODE	COMPONENT	Year --->	1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	Total
PFE		1 NEW PRIMARY SCHOOLS			70	18				88
		NEW TEACHERS***			140	36	0	0	0	176
ALS		2 ALTERNATIVE SCHOOLS PROJECTS AS*			2	2				4
EGS		3 E G S CENTRES			80	72				152
ECE		4 JHOLA GHAR			40	40		0	0	80
PFEC		5 PRM SCHOOL BUILDINGS			80	61	26	0	0	167
PFEC		6 ADDITIONAL ROOMS			70		50			120
		NEW TEACHERS***			70		50	0	0	120
PFEC		7 REPAIRS (PS BUILDINGS)								0
MGT		8 DISTRICT PROJECT OFFICE			1					1
MIS		9 DISTRICT MIS			1					1
DIT		10 STRENGTHENING OF DIET			1					1
BRC		11 BLOCK RESOURCE CENTRE (BRC)			6					6
CRC		12 CLUSTER RESOURCE CENTRE (CRC)			140					140
BRCT		13 IN SERVICE TEACHERS TRAINING			2432	272	2608	2608	2608	12878
PFEO		14 SCHOOL CONTINGENCY			1216	1286	1304	1304	1304	5114
MGT		15 DISABLED CHILDREN (IN 1 BLOCK)			1					1
GEN		16 GENDER			1					1
MSS		17 MAHLA SAMAKHYA			0					0
TRI		18 TRIBAL BLOCKS								0
ASM		19 ASHRAM SCHOOL			0	0	0	0	0	0
VEC		20 VILLAGE EDUCATION COMMITTEE (VEC)			1195	1213	1213	1213	1213	6047
MED		21 MOBILISATION			6					6
INV		22 INNOVATION			1					1

DISTRICT BHIND		COMPONENT	ALTERNATIVE SCHOOL PROJECTS						(Rs lakhs) (4)	
PMIS CODE	ACCOUNT CODE	COMPONENT	UNIT COST	YEAR			TOTAL AMOUNT			
				1	2	3	4	5	6	(IN LAKHS)
				96-97	97-98	98-99	99-2000	2000-01	2001-02	
		ALTERNATIVE SCHOOLS PROJ (10 Centres/Project)			2	2	0	0	0	
		NON-RECURRING								
ALS88	BO1(B)	1 EQUIPMENT	0.50		1.00	1.00	0.00	0.00	0.00	2.00
ALSD4	CO1(7)	2 EDUCATIONAL MAT	0.50		1.00	1.00	0.00	0.00	0.00	2.00
		2 EDUCATIONAL MAT	0.10		0.00	0.20	0.10	0.40	0.40	1.40
		TOTAL NON-RECURRING		0.00	2.00	2.20	0.40	0.40	0.40	5.40
		RECURRING								
ALSD2	DO1(2)	3 SALARY	1.29		2.58	5.16	5.16	5.16	5.16	23.22
ALSO8	DOS(8)	4 OPERATION & MAIN	0.15		0.30	0.60	0.60	0.60	0.60	2.70
ALSD2	CO1(3)	5 EDUCATIONAL AID	0.30		0.60	1.20	1.20	1.20	1.20	5.40
		6 TRAINING	0.42		0.84	0.84	0.00	0.00	0.00	1.68
		7 TRAINING (Otd)	0.21		0.00	0.42	0.84	0.84	0.84	2.94
		TOTAL RECURRING		0.00	4.32	8.22	7.80	7.80	7.80	35.94
		TOTAL (NR+R)		0.00	6.32	10.42	8.20	8.20	8.20	41.34

Details

DETAILS -

O & M (Operation & Maintenance) -

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

Salary -

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

AS Section over

DISTRICT BRIND		COMPONENT	E G S CENTRES						(Rs lakhs) (5)	
MIS CODE	ACCOUNT CODE	COMPONENT	UNIT COST	YEAR						TOTAL AMOUNT (IN LAKHS)
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		E G S CENTRES		0	80	72	0	0	0	152
		NON-RECURRING								
EGSD6	CO1(7)	1 EDUCATIONAL MAT	0 0075		0 6000	1 1400	1 1400	1 1400	1 1400	5 1600
EGSLP	C	2 BOOKS	0 01		0 8000	1 5200	1 5200	1 5200	1 5200	6 8800
EGS		3 MONITORING & EV	0 0010		0 0800	0 1520	0 1520	0 1520	0 1520	0 6880
		4 TRAINING	0 0045		0 3600	0 6840	0 6840	0 6840	0 6840	3 0960
		TOTAL NON-RECURRING		0 00	1 84	3 50	3 50	3 50	3 50	15 82
		RECURRING								
ECEA3		5 SALARY	0 11		8 80	16 72	16 72	16 72	16 72	75 68
ECEOA		6 OPERATION & MAINT	0 0020		0 1600	0 3040	0 3040	0 3040	0 3040	1 38
		TOTAL RECURRING		0 00	8 96	17 02	17 02	17 02	17 02	77 06
		TOTAL (NR+R)		0 00	10 80	20 52	20 52	20 52	20 52	92 88

***** E G S Section Over *****

4 DISTRICT BHIND		COMPONENT	JHOOLA GHAR						(Rs lakhs) (6)	
PMIS CODE	ACCOUNT CODE	COMPONENT	UNIT COST	1 96-97	2 97-98	3 98-99	YEAR 4 99-2000	5 2000-01	6 2001-02	TOTAL AMOUNT (IN LAKHS)
		JHOOLA GHAR		0	40	40	0	0	0	80
		NON-RECURRING								
ECED5		1 Educational Mat	0 050		2 000	2 000	0 000	0 000	0 000	4 000
		2 Equipment	0 020		0 800	0 800	0 000	0 000	0 000	1 600
		3 TRAINING	0 004		0 160	0 160	0 000	0 000	0 000	0 320
		TOTAL NON-RECURRING		0 000	2 960	2 960	0 000	0 000	0 000	5 920
		RECURRING								
ECED3		4 SALARY	0 096		3 840	7 680	7 680	7 680	7 680	34 560
ECED6		5 OPERATION & MAINT	0 020		0 800	1 600	1 600	1 600	1 600	7 200
		TOTAL RECURRING		0 000	4 640	9 280	9 280	9 280	9 280	41 760
		TOTAL (NR+R)		0 000	7 600	12 240	9 280	9 280	9 280	47 680

DETAILS -
SALARY

	UNIT COST	Phys	Total
1 Teacher	0 048	1	0 048
2 Helper	0 024	2	0 048
Total			0 096

5 DISTRICT BHIND		COMPONENT		PRM SCHOOL BUILDINGS (Rs lakhs) (7)							
PMIS CODE	ACCOUNT CODE	COMPONENT	Year	Costs in Rs lakhs						Total	
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02		
		PS building to be built		0	80	61	26	0	0	167	
PFEC4		NON-RECURRING Civil Works	Unit Cost 2.55		204.00	155.55	66.30	0.00	0.00	425.85	As is Given
TOTAL NON RECURRING				0.00	204.00	155.55	66.30	0.00	0.00	425.85	
RECURRING				NIL							
TOTAL RECURRING				0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL (NR+R)				0.00	204.00	155.55	66.30	0.00	0.00	425.85	

DETAILS

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

***** PS Building Section Over *****

6 DISTRICT BHINDL		COMPONENT	ADDITIONAL ROOMS						(Rs lakhs) (B)	
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				96	97-98	98-99	99-2000	2000-01	2001-02	
		Additional Rooms to be built		0	70	60	50	0	0	180
		No of additional teachers		0	70	60	50	0	0	180
			Unit Cost							
		NON-RECURRING								
PFEC2		Civil Works	0.75		52.50	45.00	37.50	0.00	0.00	135.00
PFEF1		Furniture	0.01		0.70	0.60	0.50	0.00	0.00	1.80
		TOTAL NON-RECURRING		0.00	53.20	45.60	38.00	0.00	0.00	136.80
		RECURRING								
PFEA1		Salaries	0.42		29.40	54.60	75.60	75.60	75.60	310.80
		TOTAL RECURRING		0.00	29.40	54.60	75.60	75.60	75.60	310.80
		TOTAL (NR+R)		0.00	82.60	100.20	113.60	75.60	75.60	447.60

***** Additional Room Section Over *****

DISTRICT BHIND		COMPONENT		DISTRICT PROJECT OFFICE				(Rs lakhs) (10)		
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	Total
		District Project Office	Unit Cost	0	1				0	1
NON-RECURRING										
MGTF1		Furniture	1.18		1.18	0.00	0.00	0.00	0.00	1.18
MGTB8		Equipment	2.25		2.25	0.00	0.00	0.00	0.00	2.25
		VEHICLE	3.00		3.00	0.00	0.00	0.00	0.00	3.00
MGTK1		Staff Dev	0.50		0.50	0.00	0.00	0.00	0.00	0.50
MGTR1		Studies	0.25		0.25	0.00	0.00	0.00	0.00	0.25
MGTL2		Books	0.25		0.25	0.00	0.00	0.00	0.00	0.25
MGTW1		Workshop/Seminar	0.25		0.25	0.00	0.00	0.00	0.00	0.25
TOTAL NON-RECURRING				0.00	7.68	0.00	0.00	0.00	0.00	7.68
RECURRING										
MGTA		Salaries	6.18		6.18	6.18	6.18	6.18	6.18	47.40
MGTO8		Operation & Mice	1.60		1.60	1.60	1.60	1.60	1.60	6.00
MGTL1		Books (Magzine)	0.10		0.10	0.10	0.10	0.10	0.10	0.50
MGTJ1		Professional Fees	0.60		0.60	0.60	0.60	0.60	0.60	3.00
MGTOS		IEC	1.00		1.00	1.00	1.00	1.00	1.00	5.00
TOTAL RECURRING				0.00	9.48	9.48	9.48	9.48	9.48	47.40
TOTAL (NR+R)				0.00	17.15	9.48	9.48	9.48	9.48	55.08

Details

	Unit Cost	Physical	Total Cost
O & M (Operation & Maintenance) -			
1. Office Exp	1.00	1	1.00
2. Block Contingency	0.60	6 Blocks	0.60
Total (O & M) for DPO =			1.60

Salary -

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

IEC -

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

***** DPO Section over *****

DISTRICT		BHND	COMPONENT	DISTRICT MIS		Rs lakhs (11)				
PMS CODE	ACCT UNIT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 95-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		District MIS		0	1				0	
		NON-RECURRING	Unit Cost							
MISC2		Card Works	0.75	0.75	0.00	0.00	0.00	0.00	0.00	0.75
MISF1		Furniture	0.71	0.71	0.00	0.00	0.00	0.00	0.00	0.71
MISB		Equipment	5.81	5.81	0.00	0.00	0.00	0.00	0.00	5.81
MISL2		Books	0.50	0.50	0.00	0.00	0.00	0.00	0.00	0.50
MISK1		Staff Development	1.45	1.45	0.00	0.00	0.00	0.00	0.00	1.45
		TOTAL NON-RECURRING		0.00	9.22	0.00	0.00	0.00	0.00	9.22
		RECURRING								
MISA4		Salaries	1.44	1.44	1.44	1.44	1.44	1.44	1.44	7.20
MISO8		Operation & Mice	2.93	2.93	2.93	2.93	2.93	2.93	2.93	14.65
MIST8		Training (EMIS/PMIS)	0.40	0.40	0.40	0.40	0.40	0.40	0.40	2.00
MISL1		Books (Magazines)	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.25
		TOTAL RECURRING		0.00	4.82	4.82	4.82	4.82	4.82	24.10
		TOTAL (NR+R)		0.00	14.04	4.82	4.82	4.82	4.82	33.32

TAILS GIVEN

DETAILS GIVEN

DETAILS GIVEN

DETAILS -

EQUIPMENT -

Training (EMIS/PMIS)

	Unit Cost		Unit Cost	Block	Total Cost
HW	4.30	District Level Trg	0.10	Lumpsum	0.10
SW	0.98	BEOs/ADIS/CHs	0.05	6.00	0.30
Telephone Installation	0.08	Training			
Air Conditioner	0.45	Total			0.40
Total Equipment	5.81				

O & M (Operation & Maintenance) -

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

Salary -

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

DISTRICT BHIND		COMPONENT		Strengthening of DIET				(Rs lakhs) (12)		
PMS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		DIET		0	1					
		Unit Cost								
		NON-RECURRING								
DITF1		Furniture	0.55	0.55	0.00	0.00	0.00	0.00	0.00	0.55
DITB8		Equipment	3.61	3.61	0.00	0.00	0.00	0.00	0.00	3.61
DITDA		Educational Matl	0.20	0.20	0.00	0.00	0.00	0.00	0.00	0.20
DITV1		Vehicle	3.00	3.00	0.00	0.00	0.00	0.00	0.00	3.00
DITL2		Books	0.50	0.50	0.00	0.00	0.00	0.00	0.00	0.50
DITK1		Staff Development	0.10	0.10	0.00	0.00	0.00	0.00	0.00	0.10
DITR2		Studies/Research (Survey of children)	0.20	0.20	0.00	0.00	0.00	0.00	0.00	0.20
DITW1		Workshop/Seminar	0.25	0.25	0.00	0.00	0.00	0.00	0.00	0.25
		TOTAL NON-RECURRING	0.00	8.41	0.00	0.00	0.00	0.00	0.00	8.41
		RECURRING								
DITA5		Salaries	0.24	0.24	0.24	0.24	0.24	0.24	0.24	1.20 Details Given
DIT08		Operation & Mnce	1.30	1.30	1.30	1.30	1.30	1.30	1.30	6.50 Details Given
DITL1		Books (Magazines)	0.25	0.25	0.25	0.25	0.25	0.25	0.25	1.25
DITK1		Professional Fees	1.00	1.00	1.00	1.00	1.00	1.00	1.00	5.00
DITD8		Educational Matl	0.25	0.25	0.25	0.25	0.25	0.25	0.25	1.25
DIT06		IEC	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.50 Details Given
DITT9		Training at DIET		4.34	3.81	3.68	3.45	3.45	3.45	18.73 Details Given
		TOTAL RECURRING	0.00	7.48	6.95	6.82	6.59	6.59	6.59	34.43
		TOTAL (NR+R)	0.00	15.89	6.95	6.82	6.59	6.59	6.59	42.84
Details -										
Salaries			1 Driver @ Rs 24 000/ annum							
O & M (Operation & Maintenance) -										
		1 Office exp (DIET)	1.00	1	1.00					
		2 Office exp (Blocks)	0.05	6 Blocks	0.30					
		Total (O & M) for DIET =			1.30					
IEC -										
		1 Bulletin Qty	0.025	4	0.10					
Training Details -										
				Physical Targets			TO BE TRAINED			
SNO	TARGET GROUP	96-97 (1)	97-98 (2)	98-99 (3)	99-2000 (4)	2000-01 (5)	2001-02 (6)			
1	CLUSTER HEADS		140	140	40	140	140			
2	MASTER TRAINERS (15 PER BLOCK)		90	90	90	90	90			
3	Nirman Sam. Member		296	121	76	0	0			
	TARGET GROUP	UNIT COST	FINANCIAL TARGET (Amount in LAKHS)							
1	CLUSTER HEADS	0.015	2.10	2.10	2.10	2.10	2.10	2.10	10.50	
2	MASTER TRAINERS	0.015	1.35	1.35	1.35	1.35	1.35	1.35	6.75	
3	Nirman Sam. Memb	0.003	0.89	0.36	0.23	0.00	0.00	0.00	1.48	
	TOTAL -->		0.00	4.338	3.813	3.678	3.450	3.450	19	

***** Strengthening of DIET *****

DISTRICT	BHIND	COMPONENT	BLOCK RESOURCE CENTRE	(Rs lakhs) (13)						
PMIS CODE	ACCOUNT CODE	COMPONENT	Year →	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		BRCs to be opened			6					
		NON-RECURRING	Unit Cost							
BCC2		Civil Works	5.90		35.40	0.00	0.00	0.00	0.00	35.40
BRCF1		Furniture	0.50		5.30	0.00	0.00	0.00	0.00	5.30
BRCB8		Equipment	1.01		6.06	0.00	0.00	0.00	0.00	6.06
BRCV1		Vehicle (1 for 4 Blocks)	3.00		6.00	0.00	0.00	0.00	0.00	6.00
BRC03		Educational Matl	0.04		0.12	0.00	0.00	0.00	0.00	0.12
BRCL2		Books	0.05		0.30	0.00	0.00	0.00	0.00	0.30
BRCW1		Workshop/Seminar	0.05		0.30	0.00	0.00	0.00	0.00	0.30
		TOTAL NON-RECURRING		0.00	53.48	0.00	0.00	0.00	0.00	53.48
		RECURRING								
BRCAS		Salaries (For all Block	6.60		6.60	6.60	6.60	6.60	6.60	33.00
BRC08		Operation & Maintenance	1.80		1.80	1.80	1.80	1.80	1.80	9.00
BRCL1		Books	0.01		0.06	0.06	0.06	0.06	0.06	0.30
BRCL1		Prof. Fees	0.04		0.24	0.24	0.24	0.24	0.24	1.20
BRCD5		Edu. Material	0.05		0.30	0.30	0.30	0.30	0.30	1.50
BRCT		Training at BRC	0.20		1.20	1.20	1.20	1.20	1.20	6.00
		TOTAL RECURRING		0.00	10.20	1.20	10.20	10.20	10.20	51.00
		TOTAL (NR+R)		0.00	63.68	10.20	10.20	10.20	10.20	104.48
		DETAILS								
		Operation & Maintenance								Unit Cost
		Block Office Contingency	0.20		6 Blocks	1.20				5.40
		Contingency for Vehicle (POL)	0.30		2 Vehicle	0.60				0.50
		Total Unit Cost				1.80				5.90
		Salary Details								
		Post	Unit Cost	Physical	Total					
		1 BRC Coordinator	0.54	6 BLOCKS	3.24					
		2 Accountant	0.24	6 BLOCKS	1.44					
		3 Peon	0.12	6 BLOCKS	0.72					
		4 Watchman	0.12	6 BLOCKS	0.72					
		TOTAL (1+2+3+4)			6.12					
		7 Driver	0.24	2 DRIVER	0.48					
		Total Unit Cost			6.60					

details

DISTRICT		BHND	COMPONENT	In Service Teachers Training (Rs lakhs) (15)						
PMIS CODE	ACCOUNT CODE	COMPONENT	Year ---->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		No of Teachers			2432	2572	2608	2608	2608	12828
		No of Master Trainers		0	122	129	130	130	130	541
	1	PRIMARY TRS/MA	0 012	0 00	29 18	30 86	31 30	31 30	31 30	153 94
	2	Master Trainer	0 016	0 00	1 95	2 06	2 09	2 09	2 09	10 26
BRCTS		TOTAL		0 00	31 13	32 92	33 38	33 38	33 38	164 20
In Service Teachers Training Ov										

DISTRICT		BHIND	COMPONENT		CLUSTER RESOURCE CENTRE (Rs lakhs) (14)					
PMIS CODE	ACCOUNT CODE	COMPONENT	Year	Costs in Rs lakhs						Total
				1	2	3	4	5	6	
				95-97	97-98	98-99	99-2000	2000-01	2001-02	
		CRCs to be opened			140				0	140
		NON-RECURRING	Unit Cost							
CRC88		Equipment (CRC Est Edu aids, etc)	0.13		18.20					18.20
		TOTAL NON-RECURRING		0.00	18.20	0.00	0.00	0.00	0.00	18.20
		RECURRING								
CRCA1		Salary	0.42		58.80	58.80	58.80	58.80	58.80	294.00 Details Given
CRCO8		Operation & Mice Monthly meetings & other expenses	0.1335		18.69	18.69	18.69	18.69	18.69	83.45 Details Given
		TOTAL RECURRING		0.00	77.49	77.49	77.49	77.49	77.49	347.45
		TOTAL (NR+R)		0.00	95.69	77.49	77.49	77.49	77.49	405.65

Det. :

O & M (Operaton & Maintenance)

	Unit Cost in Lakhs	Salary	Unit Cost
Monthly Meeting Exp.	0.0995	Perpetetic Teacher	0.42
Preparation of ED Aids	0.0050		
Training Supp.	0.0050		
Maintenance	0.0240	Total	0.42
	0.1335		

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

CRC Section Over

DISTRICT BOND		COMPONENT	SCHOOL CONTINGENCY						
PMIS CODE	ACCOUNT CODE	COMPONENT	Year →	Costs in Rs lakhs					
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02
		No of schools to get contingency	0	1216	1286	1304	1304	1304	
		Unit Cost							
		NON-RECURRING							
		NIL							
		TOTAL, NON-RECURRING	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		RECURRING							
PFEE1		1 Educational Matl. (for making aids)	0.00	12.16	12.86	13.04	13.04	13.04	64.14
PFEE2		2 Operation & Mtce (Grant to improve school facilities) (jointly operated by HM & VEC)	0.00	24.32	25.72	26.08	26.08	26.08	128.28
		TOTAL RECURRING	0.00	36.48	38.58	39.12	39.12	39.12	192.42
		TOTAL (NR+R)	0.00	36.48	38.58	39.12	39.12	39.12	192.42

***** School Contingency Section Over *****

		COMPONENT		DISABLE CHILDREN (In one Block Only)						(17)
PMIS CODE	ACCOUNT CODE	COMPONENT	Year →	Costs in Rs Lakhs						Total
				1 95-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
									0	1
			Unit Cost							
		NON-RECURRING								
		1 Studies	0.10	0.10	0.00	0.00	0.00	0.00	0.00	0.10
		2 Workshop Seminar	0.05	0.05	0.00	0.00	0.00	0.00	0.00	0.05
		3 Survey of Children	0.25	0.25	0.00	0.00	0.00	0.00	0.00	0.25
		TOTAL NON-RECURRING		0.00	0.40	0.00	0.00	0.00	0.00	0.40
		RECURRING								
		4 Operation & Mice	0.10	0.10	0.10	0.10	0.10	0.10	0.10	0.50
		5 Training	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.25
		TOTAL RECURRING		0.00	0.15	0.15	0.15	0.15	0.15	0.75
		TOTAL (NR+R)		0.00	0.55	0.15	0.15	0.15	0.15	1.15

DISABLED CHILDREN SECTION

PMIS CODE	ACCOUNT CODE	COMPONENT	Year →	Mahila Samakhya						Total
				1 96-97	2 97-98	Costs in Rs lakhs		5 2000-01	6 2001-02	
		MAHILA SAMAKHYA			0	0	0	0	0	0
			Unit Cost							
		NON-RECURRING								
MGTF1		Furniture	1.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MGTB8		Equipment	3.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MGTK1		Staff Dev	0.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MGTR1		Slides	0.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MGTL2		Books	0.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MGTW1		Workshop/Seminar	0.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		Vehicle	3.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		TOTAL NON-RECURRING		0.00	0.00	0.00	0.00	0.00	0.00	0.00
		RECURRING								
MGTA		Salaries	4.98	0.00	0.00	0.00	0.00	0.00	0.00	0.00 DETAILS GIVEN
MGT0A		Operation & Mtcos	2.55	0.00	0.00	0.00	0.00	0.00	0.00	0.00 DETAILS GIVEN
MGTL1		Books (Magzine)	0.05	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MGTJ1		Professional Fees	0.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MGT05		IEC	2.15	0.00	0.00	0.00	0.00	0.00	0.00	0.00 DETAILS GIVEN
		Training	1.10	0.00	0.00	0.00	0.00	0.00	0.00	0.00 DETAILS GIVEN
		Training (Mahila Sam)	2.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		TOTAL RECURRING		0.00	0.00	0.00	0.00	0.00	0.00	0.00
		TOTAL (NR+R)		0.00	0.00	0.00	0.00	0.00	0.00	0.00

Details
Salary -

Post	Unit Cost	Physical	Total Cost
1. Dist Programme Coor	0.64	1	0.64
2. Resource Person	0.60	1	0.60
3. Consultant	0.50	1	0.50
4. Accountant	0.36	1	0.36
5. Assistant	0.36	1	0.36
6. Steno Typist	0.25	2	0.50
7. Driver	0.12	1	0.12
8. Messenger	0.12	2	0.24
9. Sahayogini	0.16	9	1.44
			4.98

IEC -

1. Publication & Docum	0.20	4	0.80
2. Empowerment Camp	0.30	2	0.60
3. Awareness Camps	0.25	3	0.75
			2.15

O & M

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

Training

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

MAHILA SAMAKHYA SECTION OVER

DISTRICT BHIND		COMPONENT	GENDER						(Rs lakhs) (18)		
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total	
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02		
		Gender Mahila Samakhya Project (15 in a Block)	Blo	0	1				0		
		NON-RECURRING									
			Unit Cost								
GENR1		1 Studies	0.40	0.40	0.00	0.40	0.00	0.40		1.20	DETAILS GIVEN
GENW1		2 Workshop/Seminar	0.10	0.10	0.00	0.10	0.00	0.10		0.30	
		TOTAL NON-RECURRING		0.00	0.50	0.00	0.50	0.00	0.50	1.50	
		RECURRING									
		3 SALARY	0.90	0.90	0.90	0.90	0.90	0.90		4.50	
GENDA		4 O & M	0.45	0.45	0.45	0.45	0.45	0.45		2.25	
GENQ5		5 IEC	0.45	0.45	0.45	0.45	0.45	0.45		2.25	DETAILS GIVEN
		TOTAL RECURRING		0.00	1.80	1.80	1.80	1.80	1.80	9.00	
		TOTAL (NR+R)		0.00	2.30	1.80	2.30	1.80	2.30	10.50	
Details											
Studies			Unit Cost	Salary			Unit Cost				
		1 Micro-projects	0.10	1 Cluster Sahayogini			0.90				
		2 Studies	0.30	(15 Sahayogini in a Bloc							
				@Rs 500/pm X 12month X 15 Cluster							
			0.30				0.90				
IEC											
			Unit Cost	Physical		Total cost					
		1 IEC -> 15 Clusters in a Block	0.03	15 Cluster		0.45					
						0.45					
O & M											
			Unit Cost	Physical		Total cost					
		1 O & M -> 15 Clusters in a Block	0.03	15 Cluster		0.45					
						0.45					
***** Gender Section Over *****											

DISTRICT BHIND		COMPONENT		ASHRAM SCHOOL						(Rs lakhs) (21)
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 95-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		ASHRAM SCHOOL			0				0	0
		NON-RECURRING								
ASMB8		Equipment	2.43		0	0	0	0	0	0
		Educational Mat	0.50		0.00	0.00	0.00	0.00	0.00	0.00
		TOTAL NON-RECURRING		0.00	0.00	0.00	0.00	0.00	0.00	0.00
		RECURRING								
ASMA5		1 Salary	1.54		0.00	0.00	0.00	0.00	0.00	0.00
ASMO8		2 O & M	0.60		0.00	0.00	0.00	0.00	0.00	0.00
		TOTAL RECURRING		0.00	0.00	0.00	0.00	0.00	0.00	0.00
		TOTAL (NR+R)		0.00	0.00	0.00	0.00	0.00	0.00	0.00

ASHRAM SCHOOL Section Over

DISTRICT BHIND		COMPONENT	TRIBAL						(Rs lakhs) (20)	
PMIS CODE	ACCOUNT CODE	COMPONENT	Year ->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		Tribal Blocks ->							0	
			Unit Cost							
		NON-RECURRING								
TRIR1		1 Studies	1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRRW1		2 Workshop/Seminar	0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		TOTAL NON-RECURRING	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		RECURRING								
TRIO8		3 O & M	0.13	0.00	0.00	0.00	0.00	0.00	0.00	0.00 DETAILS GIVEN
TRITZ		4 Training	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00 DETAILS GIVEN
TRIO5		5 IEC	0.20	0.00	0.00	0.00	0.00	0.00	0.00	0.00 DETAILS GIVEN
TRIJ1		6 Professional Fees	0.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		TOTAL RECURRING	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		TOTAL (NR+R)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Details -

	Unit Cost	Physical	Total Cost
O & M (Operation & Maintenance)			
1 Meeting of DAG	0.05	1	0.05
2 TADA Distinct Level at Block Level	0.03	1	0.03
3 Field Work/Stationary	0.02	Blocks	0.00
4 Field Testing	0.02	Blocks	0.00
5 Vehicle Hire	0.05	1	0.05
			0.13
Training			
1 Training-Field Worker 10 From ea (DAG persons & Wor Trs.)	0.003	0	0.00
IEC			
1 Print Material/Documentation	0.05	Blocks	0.00
2 Block Mobilisation	0.05	Blocks	0.00
3 Video/Audio	0.20	1	0.20
			0.20

***** Tribal Section of *****

DISTRICT : BHIND		COMPONENT		Village Education Committee (Rs lakhs)						
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	Total
		VEC	Unit Cost		1195	1213	1213	1213	1213	6047
		NON-RECURRING NIL								
		TOTAL NON-RECURRING		0	0	0	0	0	0	0 0000
		RECURRING								
VECTS		1 TRAINING (5 members/VEC)	0 006		7 170	7 278	7 278	7 278	7 278	36 282
		TOTAL RECURRING		0 000	7 170	7 278	7 278	7 278	7 278	36 282
		TOTAL (NR+R)		0 000	7 170	7 278	7 278	7 278	7 278	36 282

***** VEC Section Over *****

DISTRICT	BHIND	COMPONENT	Mobilisation						(23)	
			For BLOCKS							
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	1	2	3	4	5	6	Total
			96-97	97-98	98-99	99-2000	2000-01	2001-02		
			Costs in Rs lakhs							
		No. of blocks		1						1
		Unit Cost								
		NON-RECURRING								
		- Pre Project Activities	2.80	2.80						2.8
		TOTAL NON-RECURRING	2.80	0.00	0.00	0.00	0.00	0.00	0.00	2.80
		RECURRING								
MEDQ5		IEC (@ Rs 10,000/BN)	2.05	0.00	2.05	2.05	2.05	2.05	2.05	10.25
		TOTAL RECURRING	0.00	0.00	2.05	2.05	2.05	2.05	2.05	10.25
		TOTAL (NR+R)	2.80	2.05	2.05	2.05	2.05	2.05	2.05	13.05

DETAILS -

Pre Project Activities	Unit Cost	Physical	Total
1 District Level	1.00	1	1.00
2 Block Level	0.30	6	1.80
		Total Unit Cost	2.80
IEC -	Unit Cost	Physical	Total
1 Documentation/Video Films	0.25	1	0.25
2 Block Mobilisation activities	0.30	6	1.80
		Total Unit Cost	2.05

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

DISTRICT BHIND		COMPONENT		INNOVATION/RESEARCH (Rs lakhs) (24)						
PMIS CODE	ACCOUNT CODE	COMPONENT	Year -->	Costs in Rs lakhs						Total
				1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
		INNOVATION/RESEARCH		0	1	0	0	0	0	
		Unit Cost								
		NON-RECURRING								
INVN1		Innovation	1 00		1 00	1 00	1 00	1 00	1 00	5 00
		TOTAL NON-RECURRING		0 00	1 00	1 00	1 00	1 00	1 00	5 00
		RECURRING								
		NIL								
		TOTAL RECURRING		0 00	0 00	0 00	0 00	0 00	0 00	0 00
		TOTAL (NR+R)		0 00	1 00	1 00	1 00	1 00	1 00	5 00

***** Innovation Section 0 *****

COSTS BY CATEGORY OF EXPENDITURE
WITHOUT INFLATION

COSTS IN RS LAKHS

THIS IS MIT *****

	COSTS IN RS LAKHS						TOTAL
	1 96-97	2 97-98	3 98-99	4 99-2000	5 2000-01	6 2001-02	
NON-RECURRING							
Civil Works	0.00	292.65	200.55	103.80	0.00	0.00	597.00
Furniture	0.00	11.93	1.50	0.50	0.00	0.00	13.93
Equipment	0.00	37.73	1.80	0.00	0.00	0.00	39.53
Educational Mail	0.00	10.92	6.14	1.54	1.54	1.54	21.68
Vehicles	0.00	12.00	0.00	0.00	0.00	0.00	12.00
Books	0.00	2.35	1.52	1.52	-1.52	1.52	8.43
Staff Development	0.00	2.05	0.00	0.00	0.00	0.00	2.05
Studies	0.00	1.28	0.15	0.55	0.15	0.55	2.89
Workshops/Seminars	0.00	0.95	0.00	0.10	0.00	0.10	1.15
Innovations		1.00	1.00	1.00	1.00	1.00	5.00
TOTAL NON-RECURRING	0.00	372.86	212.66	109.01	4.21	4.71	703.46
RECURRING							
Salaries	0.00	177.58	232.24	253.24	253.24	253.24	1169.54
Operation & Mice	0.00	52.45	55.09	55.45	55.45	55.45	273.91
Training	0.00	45.65	47.77	47.51	47.28	47.28	235.50
Books (Magazines)	0.00	0.46	0.46	0.46	0.46	0.46	2.30
Professional Fees	0.00	1.84	1.84	1.84	1.84	1.84	9.20
Educational Mail	0.00	13.31	14.61	14.79	14.79	14.79	72.29
IEC	2.80	3.60	3.60	3.60	3.60	3.60	20.80
TOTAL RECURRING	2.80	294.89	355.61	376.90	376.67	376.67	1783.53
GRAND TOTAL (R + NR)	2.80	667.75	568.27	485.91	380.88	381.38	2486.99
WITHOUT INFLATION							

VERIFY FIGURE --> 2486 99

AMOUNT IN LAKHS																
Year -->		1		2		3		4		5		6		TOTAL		
		96-97	97-98	97-98	98-99	98-99	99-2000	99-2000	2000-01	2000-01	2001-02	2001-02	TOTAL	Reimbursed		
		TOTAL BUDGET	Reimburse BUDGET	TOTAL BUDGET	Reimbursed BUDGET	TOTAL BUDGET	Reimbursed BUDGET	TOTAL BUDGET	Reimburse BUDGET	TOTAL BUDGET	Reimburse BUDGET	TOTAL BUDGET	Reimburse BUDGET	TOTAL BUDGET	Reimbursed BUDGET	
A	CIVIL WORKS	90%	0.00	0.00	292.65	263.39	200.55	180.50	103.80	93.42	0.00	0.00	0.00	0.00	597.00	537.30
B	FURNITURE	100%	0.00	0.00	11.93	11.93	1.50	1.50	0.50	0.50	0.00	0.00	0.00	0.00	13.93	13.93
B	EQUIPMENT	100%	0.00	0.00	37.73	37.73	1.80	1.80	0.00	0.00	0.00	0.00	0.00	0.00	39.53	39.53
B	BOOKS	100%	0.00	0.00	2.81	2.81	1.98	1.98	1.98	1.98	1.98	1.98	1.98	1.98	10.73	10.73
B	VEHICLE	100%	0.00	0.00	12.00	12.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	12.00	12.00
	TOTAL (B)		0.00	0.00	64.47	64.47	5.28	5.28	2.48	2.48	1.98	1.98	1.98	1.98	76.19	76.19
C	EDUCATIONAL MATE	100%	0.00	0.00	24.23	24.23	20.75	20.75	16.33	16.33	16.33	16.33	16.33	16.33	93.97	93.97
C	STAFF DEVELOPMENT	100%	0.00	0.00	2.05	2.05	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.05	2.05
C	STUDIES/RESEARCH	100%	0.00	0.00	1.28	1.28	0.15	0.15	0.55	0.55	0.15	0.15	0.55	0.55	2.69	2.69
C	WORKSHOP/S/ MINAR	100%	0.00	0.00	0.95	0.95	0.00	0.00	0.10	0.10	0.00	0.00	0.10	0.10	1.15	1.15
C	TRAINING	100%	0.00	0.00	45.55	45.55	47.77	47.77	47.51	47.51	47.28	47.28	47.28	47.28	235.50	235.50
C	PROFESSIONAL FEES	100%	0.00	0.00	1.84	1.84	1.84	1.84	1.84	1.84	1.84	1.84	1.84	1.84	9.20	9.20
C	IEC	100%	2.80	2.80	3.60	3.60	3.60	3.60	3.60	3.60	3.60	3.60	3.60	20.80	20.80	
C	INNOVATION	100%	0.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	5.00	5.00
	TOTAL (C)		2.80	2.80	80.60	80.60	75.11	75.11	70.93	70.93	70.21	70.21	70.21	70.21	370.35	370.35
	DECLINING PERCENTAGES -->				90%		90%		85%		80%		65%			
	SALARY		0.00	0.00	177.58	159.82	232.24	209.02	253.24	215.25	253.24	202.59	253.24	164.61	1169.54	951.20
	OPERATION & MAINTENANCE		0.00	0.00	52.45	47.21	55.09	49.58	55.45	47.14	55.45	44.36	55.45	36.05	273.91	224.33
	TOTAL (D)		0.00	0.00	230.03	207.03	287.33	258.60	308.69	262.39	308.69	246.96	308.69	200.65	1443.45	1175.53
	GRAND TOTAL (A+B+C+D)		2.80	2.80	667.75	615.40	560.27	519.49	485.91	420.22	480.88	319.14	381.98	273.34	2486.99	2159.47

FILE NAME C:\P2\123R3DPEPII\WDPEPII.WK3

DISTRICT PROJECT OFFICE

FURNITURE		RATE	AMOUNT
TABLE	10	3700	37000
CHAIR	15	1200	18000
DURRIES	2	1000	2000
ALMIRAH	5	6100	30500
RACKS	10	2200	22000
CROCKERY	1	500	500
FANS	4	1000	4000
BOX	4	1000	4000

TOTAL 118000

DPO EQUI	QUANTITY	RATE	AMOUNT
PHOTOCO	1	120000	120000
ELECTRO	1	27000	27000
TYPEWRIT	1	10500	10500
CALCULAT	2	1000	2000
DUPLICAT	1	15000	15000
PUBLIC A	1	20000	20000
FAX MACH	1	25000	25000
MISCELLA	1	5000	5000

TOTAL 4500

MIS FUR	QUANTITY	RATE	AMOUNT
COM TAB	2	3100	6200
COM CHAI	4	3600	14400
PRINTER T	2	4200	8400
TABLE	2	3700	7400
CHAIRS	4	1200	4800
ALMIRAH	2	6100	12200
PEDSTAL	2	2000	4000
RACKS	2	2200	4400
FIRE PRO	2	2000	4000
VACCUM	1	5000	5000

TOTAL 70800

BRC FURNITURE	QUANTITY	RATE	AMOUNT
TABLE	2	3700	7400
CHAIR	4	1200	4800
TABLE-CH	45	1000	45000
ALMIRAH	2	6100	12200
RACKS	4	2200	8800
CROCKER	2	500	1000
BULLETIN	2	300	600
BOX	3	1000	3000
BLACKBO	1	500	500
DURRIES	3	1000	3000
MISCEL	1	2000	2000

TOTAL 88300

DIET FUR	QUANTITY	RATE	AMOUNT
COM TABLE	2	3100	6200
COM CHAIR	4	3600	14400
ALMIRAH	2	6100	12200
RACKS	4	2200	8800
CROCKERY	2	500	1000
BULLETIN BOARD	2	300	600
LIB SHELVES	1	6100	6100
BLACKBOARD	1	500	500
MISCE	1	5000	5000

TOTAL 54800

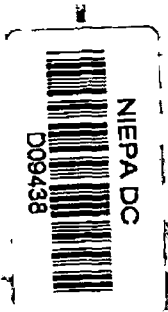
DIET EQUI	QUANTITY	RATE	AMOUNT
PHOTOCOPIER	1	120000	120000
ELECTRONIC TYPE	1	27000	27000
AIRCONDITIONER	1	45000	45000
COMPUTER UPGRAD	2	30000	60000
OHP	1	20000	20000
BINDER	1	18000	18000
DUPLICATOR	1	15000	15000
LAMINATOR	1	25000	25000
TWO IN ONE	6	2000	12000
CASSETTES	100	40	4000
MISCEL	1	15000	15000

TOTAL 361000

BRC EQUIP	QUANTITY	RATE	AMOUNT
TYPEWRITER	1	10500	10500
DUPLICATOR	1	15000	15000
CALCULATOR	1	1000	1000
CLOCK	1	500	500
OHP	1	20000	20000
FAN	4	1000	4000
TV/VCR	1	40000	40000
TWO IN ONE	1	2000	2000
CASSETTES	100	40	4000
CYCLE	1	2000	2000
MISCEL	1	2000	2000

TOTAL 101000

Furniture



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