

**DIAGNOSTIC STUDY ON UPPER PRIMARY EDUCATION
&
PLAN PROPOSAL FOR UNIVERSAL ELEMENTARY EDUCATION**



DISTRICT- RAJGARH

**RAJIV GANDHI SHIKSHA MISSION
GOVERNMENT OF MADHYA PRADESH**

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DISTRICT - RAJGARH

Rajiv Gandhi Shiksha Mission
Government of Madhya Pradesh

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1. BRIEF OVERVIEW

Educational Scenario: Madhya Pradesh

Madhya Pradesh is one of the BIMARU State where educational and health indicators are way below the national ones. M.P. together with Rajasthan, Uttar Pradesh and Bihar, accounts for 50% of the nations non-literate population. The literacy rate in M.P. since the last census has however shown a remarkable increase. The following data will clearly reflect the changing literacy scenario in M.P.

State	Literacy rates 1991			Literacy Rate 1997			Differential		
	Persons	Male	Female	Persons	Male	Female	Persons	Male	Female
Madhya Pradesh	44.2	58.4	28.8	56	70	41	11.8	11.6	12.2

Source - 1991 Literacy Rate - Census
1997 Literacy Rate - National Sample Survey Organisation

The status of Primary Education was also not very encouraging. The inability to universalise primary education has been one of the independent India's greatest failings. The article 45 of the Indian constitution had directed the Indian State to provide free and compulsory education within a period of 10 years to all of India's children. The Lok Sampark Abhiyan conducted in 1995 indicated that 30,000 habitations in M.P. were still without access to primary education.

However with the help of the Education Guarantee Scheme the state has been able to achieve a remarkable milestone of providing primary education facilities to all its habitations. The declaration to that effect has been made on 20th August 1998.

However the GER of 96% and RR as low as 66.20% clearly brings out the need for sustained efforts in improving the quality of education in order to retain the children to the schools.

District Primary Education Programme

DPEP as a major intervention for Universalisation of Primary Education (UPE) was sanctioned for M.P. in Dec 1994 with a time perspective of 7 years and project coverage of 19 districts. These districts were :-

1. Betul 2. Raisen 3. Rajgarh 4. Sehore 5. Bilaspur 6. Raigarh 7. Surguja 8. Guna 9. Dhar 10. Rajnandgaon 11. Rewa 12. Satna 13. Shahdol 14. Sidhi 15. Chhatarpur 16. Panna 17. Tikamgarh 18. Mandsaur 19. Ratlam

With the expansion of DPEP to 15 more districts the state govt. could extend its intense focus on UPE backed by resource support to nearly all its educationally backward districts.

The districts inducted in DPEP Phase-II are :-

1. Bastar 2. Bhand 3. Dewas 4. Damoh 5. Datia 6. Jhabua 7. Khandwa 8. Khargone 9. Mandla 9. Morena 10. Raipur 11. Seoni 12. Shajapur 13. Shivpuri 15. Vidisha.

With the past 5 years experience with DPEP phase-I, the state's efforts at UPE have become more focussed, energetic and more quality conscious with the intervention of DPEP.

Objectives set under this programme were as follows :

- 1- Universal Access.
- 2- Universal Enrolment
- 3- Universal Retention
- 4- Universal Achievement

Indicators set for achieving the above mentioned objectives were as below

- Evidence of 100% access to primary school for the habitations.
- Evidence of Higher enrolment
- Evidence of increased retention and reduced dropout rate.
- Evidence of improvements achievement level of class 5th.
- Impact of increased community participation and ownership especially in improving access, enrolment and retention.
- Extent of benefit to special groups.
- Co-ordination among the resource institutions.
- Extent of autonomy and decision making powers at district and sub district level & Institutional Reforms for the education sector.
- Progress of programme implementation in physical and financial terms.

The gains under the District Primary Education Programme have prepared a base for initiating a programme for the elementary sector. It was therefore felt necessary to carryout a comprehensive study of these gains and the gaps that remains in this sector. It was also necessary to do the analysis of the existing position and status of the middle level schooling so as to come up with a project proposal for bridging those gaps.

2. Why District Diagnostic Studies.

The district primary education programme (DPEP) began in 1994 in seven states in 42 districts under Phase-I. 19 districts were selected in Phase-I in M.P. District Primary Education Programme has been under implementation in these districts for almost six years now and the Programme has led to a considerable increase in enrolment, retention and achievement levels in primary schools. Consequently, the demand for upper primary education is evident. Further certain school improvement and pedagogical improvement processes begun in the primary schools needed to be carried out on upper primary grades also, to ensure a consistent approach to the quality of elementary education and raise children's learning standard in the elementary education cycle. Moreover at the National level through the "Sarv Shiksha Abhiyan" and in many states, there has been a move to adopt district level planning for whole elementary school cycle. District based planning for upper primary education has been an emerging need.

The studies have been conducted by NIEPA and NCERT for universalisation of upper primary education. The study contains the detailed discussion on issues regarding enrolment, transition from primary to upper primary stage as well as issues regarding curriculum, teachers, instructional materials, special focus groups and the examination system.

While the NIEPA and NCERT studies have thrown light on many facets of upper primary education, each state and each district need to deal with their own unique situation with respect to upper primary education based on their local context. District may then allocate human as well as financial resources and formulate strategies on the basis of actual needs.

Consequently it was decided that a detailed diagnostic studies for upper primary education leading to district specific plans would be prepared for one district selected by the state. The plans based on district diagnostic studies would clarify district specific issues.

At the state level, these plans helped to identify major issues for the state regarding upper primary education as well as identification of major strategies for expanding and improving upon them. The expectations was that state specific issues would be identified through the district diagnostic studies.

There are two main issues :

- Only children who actually pass primary school are eligible for upper primary education.
- The achievement level of children at the end of primary school stage determines their readiness to learn at the upper primary stage.

Many national and state schemes and programmes for elementary education i.e. for primary as well as for upper primary education have been in existence and being implemented. These include operation black board, Non-formal education & DIETs. These would have to be taken into account when strategies are evolved. New strategies evolved need to complement these programmes and not replace them. The "Sarva Shiksha Abhiyan" a new programme is also being launched soon. The plan prepared by the district looks at upper primary education as whole, in terms of overall needs and strategies.

The district has first assessed all its needs and strategies for universalization of upper primary education. It has then identified the needs that would be fulfilled by existing programme of operation black board, non-formal education, DIET etc.

For preparation of district specific plan on the basis of "diagnostic study" Rajgarh district had been selected. In Rajgarh district, a sample of 10 primary schools of three blocks namely Rajgarh, Jeerapur and Narsinghgarh were selected so as to average out the overall performance and drawing broad generalizations with respect to the entire district. The district in consultation with the states has developed the study tools. The study was done on the group comprising of 225 children studying in class V 22 dropouts along with 35 parents whose wards left the schools due to various reasons were also interviewed.

Methodology for the Diagnostic Study

For the study, three blocks of Rajgarh district i.e Rajgarh, Narsinghgarh and Jeerapur were selected on the basis of higher, medium and lower level of achievement in DPEP activities.

From the above three blocks, 10 Primary schools were selected for the study.

The tools developed were filled up at the school level to get the following information -

Enrolment in 1994-95, 1995-96, 1996-97, 1997-98, 1998-99. (Gender wise and category-wise)

Average attendance against total enrolment. (Gender wise and category-wise).

Achievement in language, maths, EVS. To assess the achievement level, 225 students of class V were tested through specially designed test papers. The total number of marks were 100 and results were derived at 0 -20, 21-40, 41-60, 61-80 and 81-100 slot basis

Parents were interviewed to assess the causes of student dropout, their attitude towards school and involvement in the school activities.

Dropped out students were interviewed to assess the causes of dropout.

The data collected was tabulated, analyzed and results derived at.

For study in the middle schools, data was captured from all the existing 385 middle schools of the district through data capture forms. The data thus collected was tabulated and analyzed to assess the following -

1. School details.
2. Teachers details.
3. Facilities in the middle schools.
4. Feeding schools under existing middle schools.

3. Findings of District Diagnostic Study - Primary Level

Access

District Rajgarh has 100% access for primary schooling.

Certification for 100% access alongwith number of habitations and number of primary schooling facilities in district enclosed as annexure A.

Enrolment

Summary

Gross Enrolment Ratio, which was 67.7% in the year 94-95 rose to 98% in the year 98-99, there by showing an increase by 30%.

The enrolment study reveals that the Gross Enrolment Ratio which was 79.1% in year 1994-95 for boys rose to 90%, in the year 1995-96, 95.6% in the year 1996-97, 98.2% in the session 1997-98 and 100.2% in 1998-99. Thus there is increase of 21% in the enrolment percentage of boys.

Gross Enrolment Ratio for girls which was 52.8% in 94-95, rose to 82.8% in 1995-96, reduced to 76.1% in 1996-97 and after that it increased to 93.3% in 1997-98 and 95.5% in the year 1998-99. Thus there is an increasing trend in the enrolment over these years.

GER for scheduled tribe, which was 75.4% in 94-95 rose to 92.9% in 98-99.

GER for scheduled caste, which was 57.1% in 94-95 rose to 91.4% in 98-99.

GER for other backward classes, which was 73.4% in 94-95 rose to 100.7% in 98-99.

GER for general category, which was 54.1% in 94-95 rose to 98% in 98-99

(Detailed position may be seen from tables-1 and charts 1,2 and 3).

Table - 1

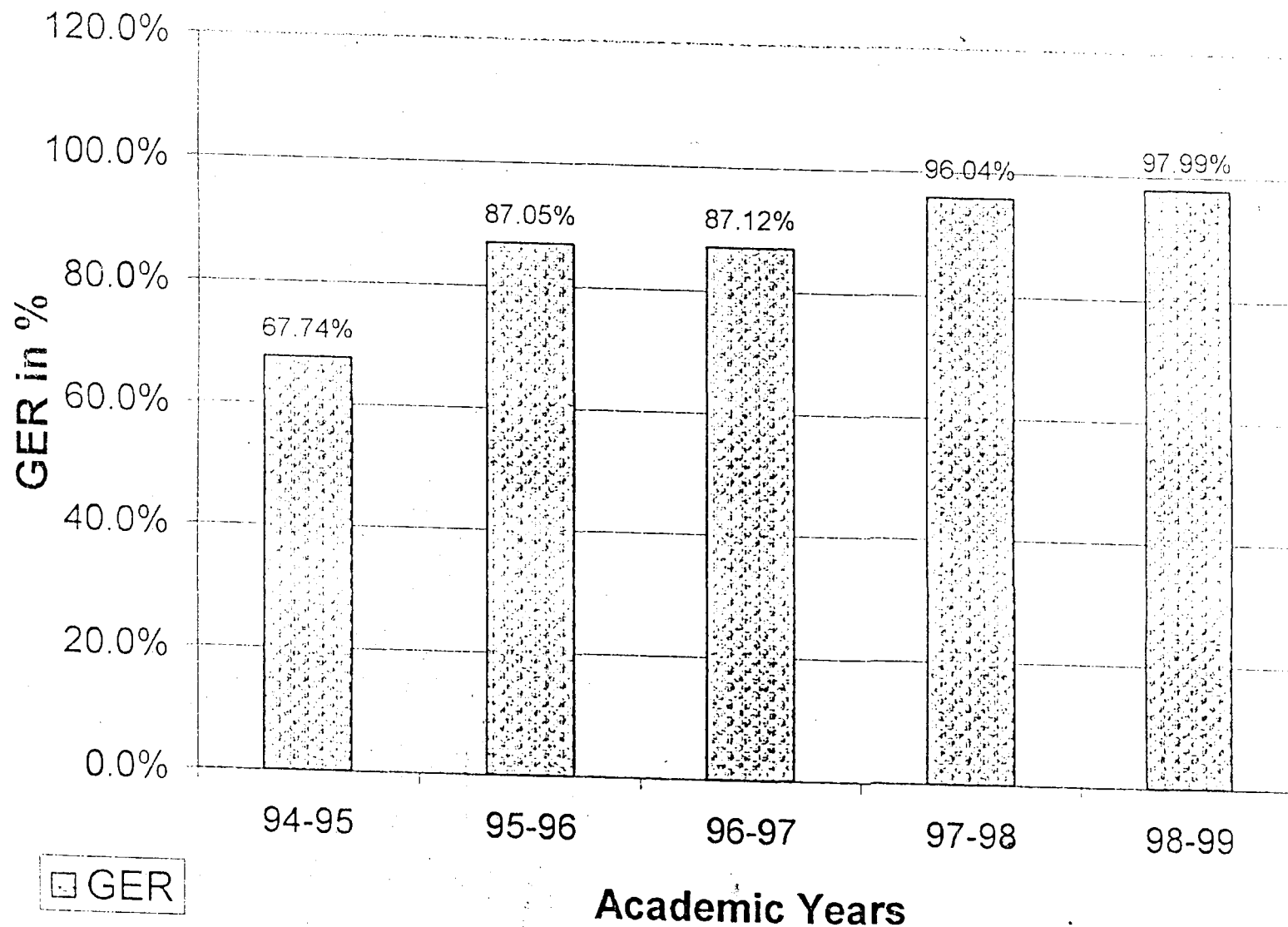
Figures on the School age population and Enrolment over the period between 1994-95 to 1998-99

Category	94-95			95-96			96-97			97-98			98-99			
	Total Children 6-11 Age Group	Enrolment in Class 1 to 5	GER in %	Total Children 6-11 Age Group	Enrolment in Class 1 to 5	GER in %	Total Children 6-11 Age Group	Enrolment in Class 1 to 5	GER in %	Total Children 6-11 Age Group	Enrolment in Class 1 to 5	GER in %	Total Children 6-11 Age Group	Enrolment in Class 1 to 5	GER in %	
A	Boys	17	15	88.2%	41	35	85.4%	39	35	89.7%	38	33	86.8%	29	28	96.6%
	Girls	10	4	40.0%	17	10	58.8%	16	15	93.8%	19	14	73.7%	13	11	84.6%
	Total	27	19	70.4%	58	45	77.6%	55	50	90.9%	57	47	82.5%	42	39	92.9%
B	Boys	117	80	68.4%	127	112	88.2%	112	103	92.0%	96	99	103.1%	97	93	95.9%
	Girls	79	32	40.5%	83	61	73.5%	80	58	72.5%	89	80	89.9%	88	76	86.4%
	Total	196	112	57.1%	210	173	82.4%	192	161	83.9%	185	179	96.8%	185	169	91.4%
C	Boys	350	311	88.9%	540	498	92.2%	482	466	96.7%	467	459	98.3%	474	485	102.3%
	Girls	300	166	55.3%	379	324	85.5%	388	302	77.8%	399	383	96.0%	416	411	98.8%
	Total	650	477	73.4%	919	822	89.4%	870	768	88.3%	866	842	97.2%	890	896	100.7%
D	Boys	81	41	50.6%	93	76	81.7%	91	88	96.7%	56	54	96.4%	62	57	91.9%
	Girls	41	25	61.0%	79	67	84.8%	73	49	67.1%	48	42	87.5%	65	58	89.2%
	Total	122	66	54.1%	172	143	83.1%	164	137	83.5%	104	96	92.3%	127	115	90.6%
TOTAL	Boys	565	447	79.1%	801	721	90.0%	724	692	95.6%	657	645	98.2%	662	663	100.2%
	Girls	430	227	52.8%	558	462	82.8%	557	424	76.1%	555	519	93.5%	582	556	95.5%
	Total	995	674	67.7%	1359	1183	87.0%	1281	1116	87.1%	1212	1164	96.0%	1244	1219	98.0%

Source: Sample Survey of 10 Primary Schools spread in 3 Blocks

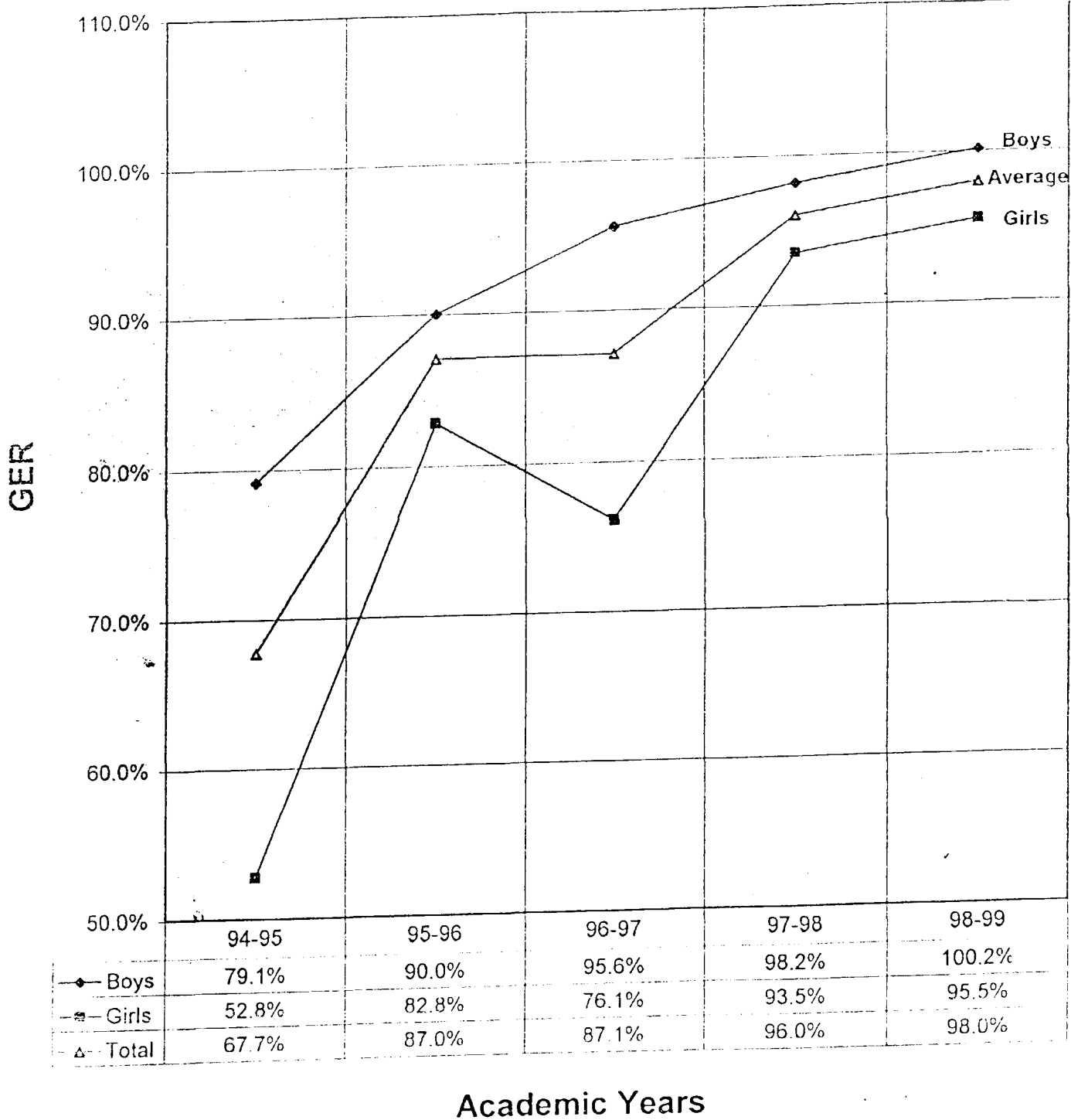
Progress in GER over the Years

Chart - 1



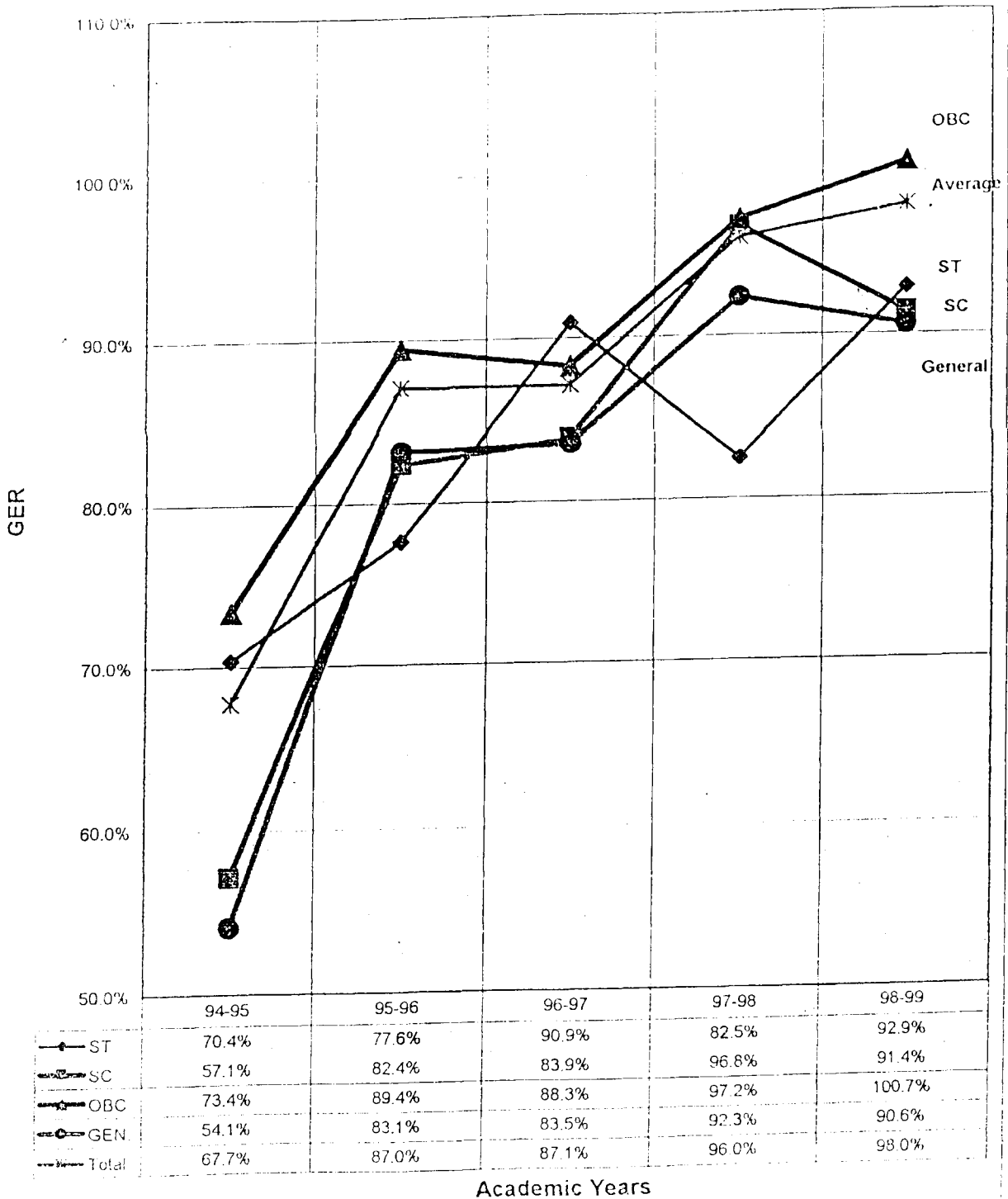
Source: Sample Survey in a Group of 10 Primary Schools

Genderwise - GER



Source: Sample Survey in a Group of 10 Primary Schools

Categorywise - GER



Source: Sample Survey in a Group of 10 Primary Schools

Retention

Summary

The retention study was done for 371 students enrolled in class-I in the year 1994-95 in 10 sample schools. Out of these 371 students, 220 students were boys and 151 were girls. The category wise status of these students revealed that there were 60 students belonging to SCs, 4 students belonged to STs, 261 students belonged to backward classes while 46 students belonged to the general category.

Progress of students enrolled in class-I in the year 1994-95 was analysed progressively over the years and it was found that out of 371 students enrolled in class-I in the year 1994-95, only 140 students could reach class-V by the year 1998-99 thereby depicting a retention percentage of about 37.7%. The situation of girls vis-a-vis boys presents an equally alarming scenario. Out of 151 girls enrolled in class-I in the year 1994-95, only 36 girls could reach class-V by the year 1998-99 depicting the retention ratio of around 23%. Category wise position very clearly brings out that the students belonging to SC and ST were the first one to drop out in these classes. Out of the 41 boys belonging to SCs only 11 could reach class V by the year 1998-99. None of the 19 girls belonging to SCs could reach class-V and dropped out due to various reasons. As the district selected does not have a significant population of STs, much inferences cannot be drawn about them, however the figures indicates that out of 4 boys belong to STs none of them could reach even Class-IV by the year 1997-98. The district Rajgarh has a predominant share of the backward class community, the position therefore with respect to them is slightly better. However in their case also, out of 156 boys only 86 could reach class-V by 1998-99 and out of 105 girls belonging to backward classes only 28 could reach class-V by 1998-99.

In order to analyse the impact of DPEP on the retention position in this district similar data was collected for the cohort enrolled in Class-I in the year 1996-97. A significant change was found in the retention position of the students after the DPEP intervention. It was found that out of 291 students studying in class-I in the year 1996-97, 244 students could be retained till 1999-2000. The comparison of these two cohorts over the last 4 years can be seen in Chart-8 and it reveals that out of 100 students before the DPEP intervention 48 students could reach class-IV, while out of 100 students as many as 84 students could reach class-IV after the initiation of DPEP activities in the district. The comparison clearly brings out the positive effect of DPEP intervention on the retention of the students in the primary schools. However, the study clearly brings out the necessity of maintaining the thrust in view of the presence of socio-economic factors leading to students' drop-outs.

(Detailed position may be seen from tables-2 to 4 and charts 4 to 8.)

Table - 2

Retention Analysis of the Cohort Enrolled in Class-I in base year (94-95)

S.No.	Years	Total Enrolment	Overall Retention Percentage	Enrolment of Boys	Retention Percentage in relation to base year	Enrolment of Girls	Retention Percentage in relation to base year
1	94-95	371		220		151	
2	95-96	286	77.09%	181	82.27%	105	69.54%
3	96-97	250	67.39%	160	72.73%	90	59.60%
4	97-98	181	48.79%	122	55.45%	59	39.07%
5	98-99	140	37.74%	104	47.27%	36	23.84%

Source : Sample Survey in a group of 10 Primary Schools

Retention Status of Rajgarh District 1994-95 to 1998-99
Category wise status

S.No.	Year	Schedule Caste			Schedule Tribe			OBC			General			Percentages			
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	SC	ST	OBC	General
1	94-95	41	19	60	4	0	4	156	105	261	19	27	46	100.0%	100.0%	100.0%	100.0%
2	95-96	37	15	52	3	0	3	130	75	205	11	15	26	86.7%	75.0%	78.5%	56.5%
3	96-97	28	13	41	1	0	1	122	65	187	9	12	21	68.3%	25.0%	71.6%	45.7%
4	97-98	19	4	23	0	0	0	96	47	143	7	8	15	38.3%	0.0%	54.8%	32.6%
5	98-99	11	0	11	0	0	0	86	28	114	7	8	15	18.3%	0.0%	43.7%	32.6%

Source : Sample Survey in a group of 10 Primary Schools

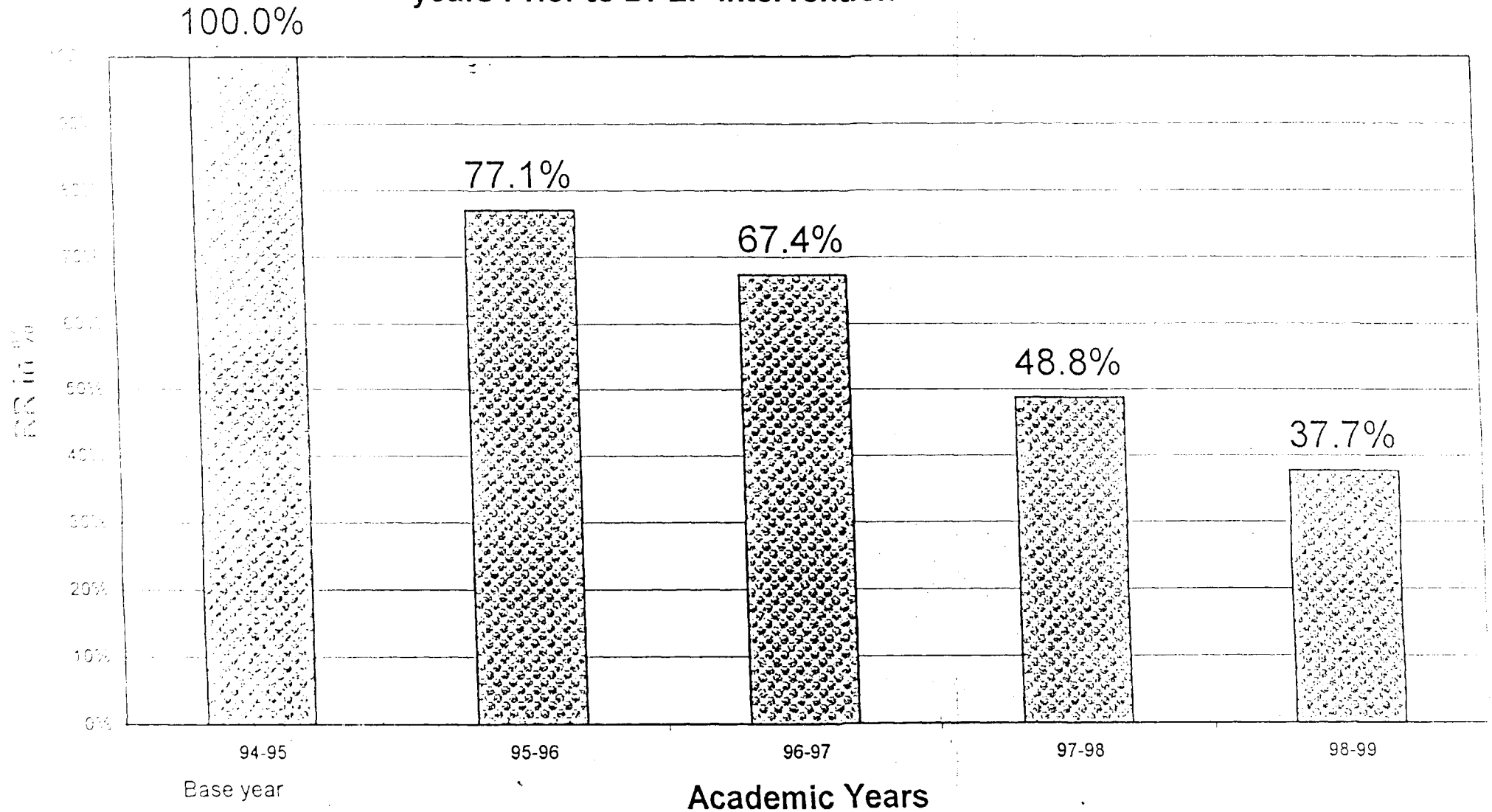
Table-4

Retention analysis of the another Cohort enrolled in Class-I in base year 1996-97

Ac.Year	Total Enrolment	Overall Retention	Enrolment of Boys	Retention % in relation to base year	Enrolment of Girls	Retention % in relation to base year
1996-97	291		154		137	
1997-98	280	96.2%	150	97.40%	130	94.89%
1998-99	245	84.2%	123	79.87%	122	89.05%
1999-00	244	83.8%	125	81.17%	119	86.86%

Source: School data for Class-I in the year (96-97)

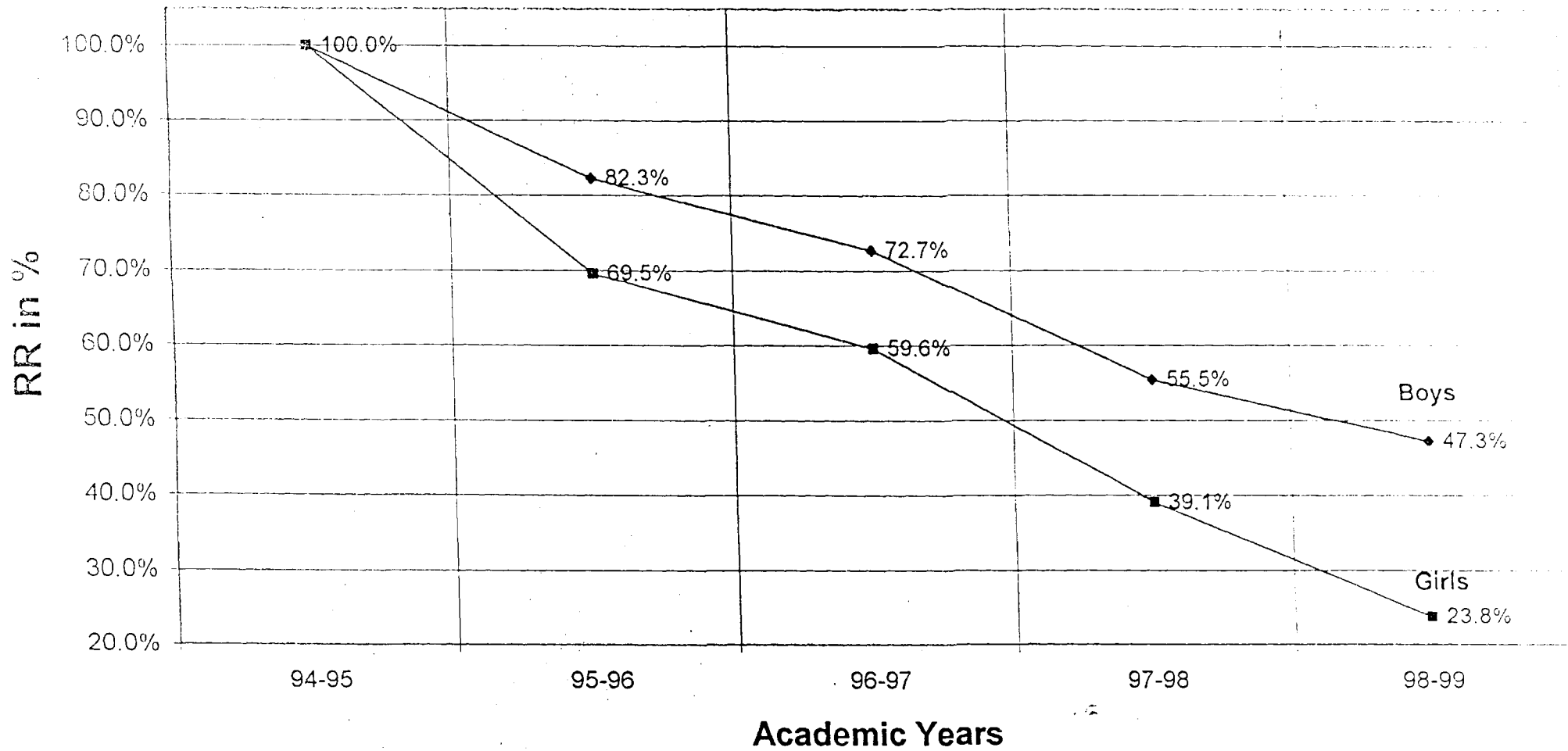
In a Cohort studying in Class-I in the Year 94-95 the Percentage retained over the years Prior to DPEP intervention



Source: Sample Survey of one Cohort in 10 Primary Schools

Genderwise - In a Cohort studying in Class-I in the Year 94-95 the Percentage retained over the years Prior to DPEP intervention

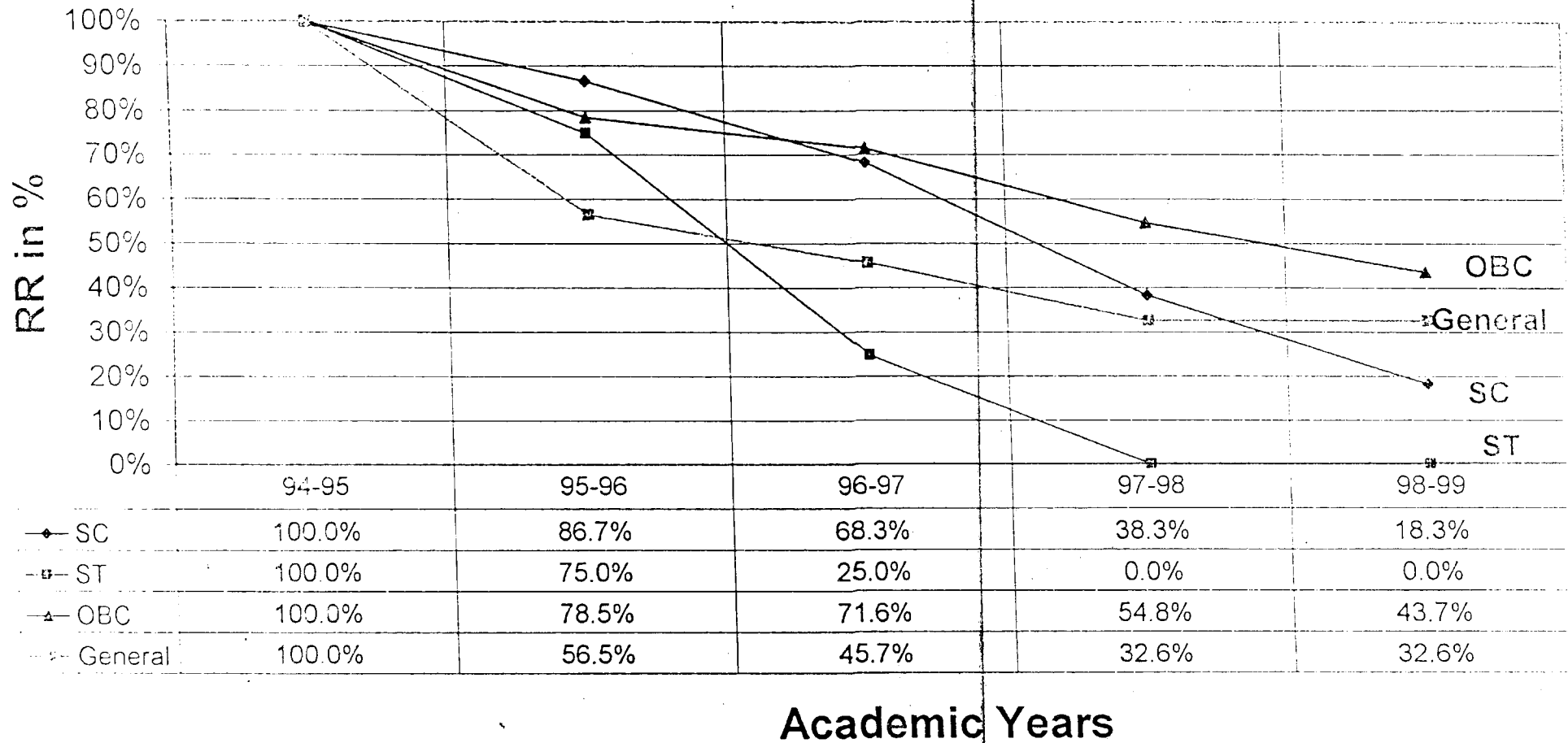
Chart-5



Source: Sample Survey of one Cohort in 10 Primary Schools

**Categorywise - In a Cohort studying in Class-I in the Year 94-95
the Percentage retained over the years Prior to DPEP
intervention**

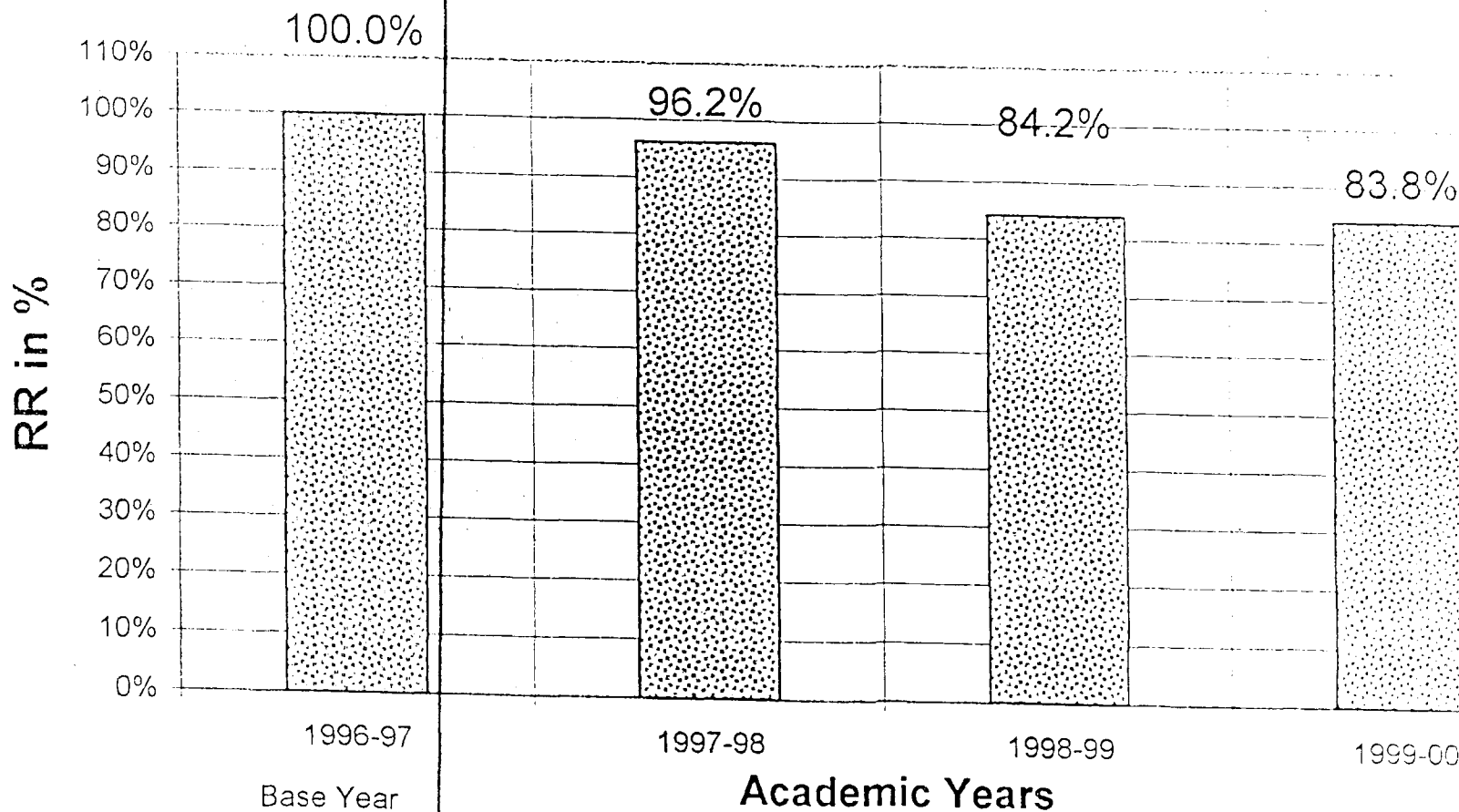
Chart-6



Source: Sample Survey of one Cohort in 10 Primary Schools

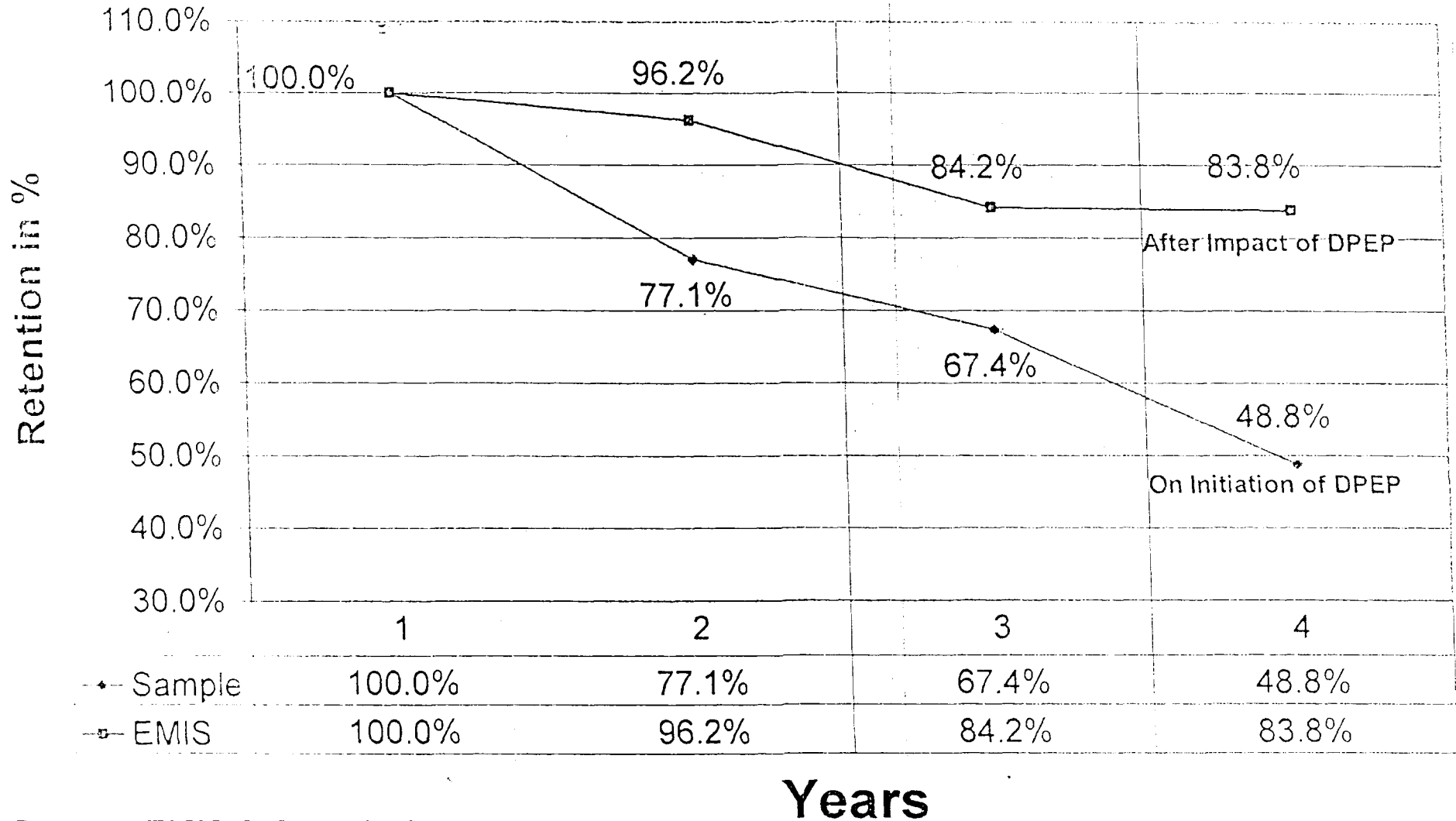
For a Cohort Studying in Class-I in the Year 96-97 the Percentage retained over the years after DPEP intervention

Chart-7



Source : EMIS data for same 10 PS for another Cohort

Comparison of Two Cohorts over 4 Years



Source: EMIS & Sample Survey

Achievement

Summary

Out of the test conducted on 225 students of class V in the sample schools the position is as below-

- only 40.44% students secured above 40% marks in Language.
- only 48.45% Students secured above 40% marks in Maths.
- only 32% students secured above 40% marks in EVS.

- The detailed analysis of the competencies of 225 student studying in class V in the sample schools reveals that:-

Language

- 41.3% students were found to have competency of seen passage comprehension.
- 37.78% students were found to have competency of unseen passage comprehension.
- 24.44% students were found to have competency of independent expression.
- 12.44% students were found to have competency of making meaningful sentences.
- 18.67% students were found to have competency of neat writing.
- 12.44% students were found to have competency correct writing
- 38.22% Students were found to have competency of ability to understand the words.
- 13.33% students were found to have the competency of applied grammar.
- 1.33% students were found to have the competency of writing letter.

Maths

- 90% students were found to have the competency of simple addition.
- 70% students were found to have the competency of simple addition with carry forward.
- 85% students were found to have the competency of simple subtraction.
- 48% students were found to have the competency of subtraction with borrow.
- 57% students were found to have the competency of numeric understanding
- 28% students were found to have the competency of simple multiplication.
- 31% students were found to have the competency of division.
- 78% students were found to have the competency of geometrical figures.
- 67% students were found to have the competency of knowledge of fractions

EVS

- 81.33% students were found to have the competency of understanding of Surrounding Environment.
- 58.22% students were found to have the competency of understanding of general environment.
- 68.44% students were found to have the competency of understanding of district information administrative units.
- 39.11% students were found to have the competency of understanding of general awareness.
- 62.67% students were found to have the competency of understanding of knowledge of transportation.
- 91.56% students were found to have the competency of understanding of surrounding trade and occupation.

The testing of the achievement levels of the students studying in Class-V in the sample schools presents a very grave scenario. They have been found not to be possessing even the basic competencies important in such classes. There may be multiple reasons for this, on the one hand it may be related to the inability of the teachers to deliver these competencies to these students or it may be insufficiency or inadequacy of teaching learning material on the other hand. However the later factors have to a very large extent been settled through the DPEP interventions with larger scale training of all these teachers and improvement in the teaching learning packages. The lack of motivation on part of the learners can be another reason and that again to a very large extent depends upon the teaching learning material and the manner in which the material is transacted. The Mid Term Assessment Survey has also found similar scenario of low achievement levels in the government primary schools. This area needs immediate attention, as it is one of those areas where even an intervention of the scale of DPEP has not been able to bring positive change.

However the scenario in alternative and community schools like EGS where such testing is being done on a regular level reveals the better achievement levels even in the same district. The students of the EGS schools during the tests this year have performed quite better. This on the one hand may be due to the teaching learning package introduced in such schools while it can be more closely linked on the other hand with the lack of absenteeism of the teachers and their accountability to the local community for imparting quality education to the students.

As these students will pass out through the primary sector into the upper primary sector, lot of action would be required at the upper primary level to cater to the deficiencies in the competencies of such students.

(Detailed position may be seen from tables-5 to 8 and charts 9 to 12).

Subjectwise Achievement of the Students in Class - V

Name of the Block	Name of the School	Students	Language					Mathematics					Environmental Studies				
			Marks -->	0-20	21-40	41-60	61-80	> 80	0-20	21-40	41-60	61-80	> 80	0-20	21-40	41-60	61-80
Singharh	Chatukheda Dang	31	35.5%	29.0%	29.0%	6.5%	0.0%	0.0%	67.7%	22.6%	9.7%	0.0%	6.5%	27.1%	6.5%	0.0%	0.0%
	Chatukheda Sondhiya	21	23.8%	47.6%	28.6%	0.0%	0.0%	14.3%	47.6%	38.1%	0.0%	0.0%	33.3%	57.1%	9.5%	0.0%	0.0%
	Rajya	20	60.0%	15.0%	15.0%	10.0%	0.0%	5.0%	25.0%	70.0%	0.0%	0.0%	25.0%	70.0%	5.0%	0.0%	0.0%
	Murariya	7	42.9%	28.6%	28.6%	0.0%	0.0%	28.6%	71.4%	0.0%	0.0%	0.0%	0.0%	65.7%	14.3%	0.0%	0.0%
	Total	79	39.2%	30.4%	25.3%	5.1%	0.0%	7.6%	51.9%	36.7%	3.8%	0.0%	17.7%	74.7%	7.6%	0.0%	0.0%
Bapaur	Dhatrawada	25	72.0%	16.0%	8.0%	4.0%	0.0%	20.0%	56.0%	24.0%	0.0%	0.0%	32.0%	52.0%	16.0%	0.0%	0.0%
	Bhandawad	30	66.7%	20.0%	20.0%	26.7%	0.0%	6.7%	53.3%	36.7%	3.3%	0.0%	13.3%	33.3%	53.3%	0.0%	0.0%
	Tapriyamedi	27	29.6%	14.8%	18.5%	33.3%	3.7%	0.0%	18.5%	81.5%	0.0%	0.0%	0.0%	37.0%	53.0%	0.0%	0.0%
	Total	82	56.1%	17.1%	15.9%	22.0%	1.2%	8.5%	42.7%	47.6%	1.2%	0.0%	14.6%	40.2%	45.1%	0.0%	0.0%
Barsingharh	Ninor	27	18.52%	29.63%	51.85%	0.00%	0.00%	3.70%	40.74%	55.56%	0.00%	0.00%	3.70%	66.67%	29.63%	0.00%	0.00%
	Lakdiya	15	40.00%	13.33%	40.00%	6.67%	0.00%	13.33%	33.33%	53.33%	0.00%	0.00%	6.67%	46.67%	46.67%	0.00%	0.00%
	Badodiya Jagyr	22	4.55%	31.82%	54.55%	9.09%	0.00%	4.55%	31.82%	63.64%	0.00%	0.00%	9.09%	27.27%	63.64%	0.00%	0.00%
	Total	64	18.75%	26.56%	50.00%	4.69%	0.00%	6.25%	35.94%	57.81%	0.00%	0.00%	6.25%	48.44%	45.31%	0.00%	0.00%
Grand Total	Students	225	39.56%	24.44%	28.89%	11.11%	0.44%	7.56%	44.00%	46.67%	1.78%	0.00%	13.33%	54.67%	32.00%	0.00%	0.00%

Source : Sample Survey in a group of 10 Primary Schools

Table 6

Percentage of Students possessing required Competencies

Name of the students who were interviewed	Comprehension of Seen Passages		Comprehension of unseen Passages		Independent expression		Making meaningful sentences		Cursive writing		Correct writing		Understanding about Words		Applied Grammar		Letter Writing		
	Total Students	No. of Students	percentage (%)	No. of Students	percentage (%)	No. of Students	percentage (%)	No. of Students	percentage (%)	No. of Students	percentage (%)	No. of Students	percentage (%)	No. of Students	percentage (%)	No. of Students	percentage (%)		
Chandani	30	15	50.00%	11	36.67%	10	33.33%	2	6.67%	2	6.67%	2	6.67%	6	20.00%	6	20.00%	1	3.33%
Chaitanya Ja	25	4	16.00%	6	24.00%	5	20.00%	1	4.00%	2	8.00%	1	4.00%	3	12.00%	1	4.00%	1	4.00%
Dhyanibhadi	27	16	59.26%	13	48.15%	17	62.96%	2	7.41%	8	29.63%	2	7.41%	15	55.56%	9	33.33%	1	3.70%
Total	82	35	42.68%	30	36.59%	32	39.02%	5	6.10%	12	14.63%	5	6.10%	24	29.27%	16	19.51%	3	3.66%
Chaitanya	20	6	30.00%	7	35.00%	5	25.00%	1	5.00%	3	15.00%	1	5.00%	4	20.00%	2	10.00%	0	0.00%
Chatakbeda Sondhiya	21	8	38.10%	4	19.05%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	11	52.38%	0	0.00%	0	0.00%
Chatakbeda dangi	31	10	32.26%	10	32.26%	3	9.68%	2	6.45%	2	6.45%	2	6.45%	15	48.39%	0	0.00%	0	0.00%
Mahima	7	0	0.00%	3	42.86%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4	57.14%	0	0.00%	0	0.00%
Total	79	24	30.38%	14	17.72%	8	10.13%	3	3.80%	5	6.33%	3	3.80%	34	43.04%	2	2.53%	0	0.00%
Chaitanya	27	11	40.74%	11	40.74%	8	29.63%	0	0.00%	4	14.81%	0	0.00%	13	48.15%	3	11.11%	0	0.00%
Chaitanya	15	4	26.67%	6	40.00%	7	46.67%	1	6.67%	3	20.00%	1	6.67%	6	40.00%	4	26.67%	0	0.00%
Chaitanya Jagu	22	19	86.36%	14	63.64%	0	0.00%	19	86.36%	18	81.82%	19	86.36%	9	40.91%	5	22.73%	0	0.00%
Total	64	34	53.13%	31	48.44%	15	23.44%	20	31.25%	25	39.06%	20	31.25%	28	43.75%	12	18.75%	0	0.00%
Grand Total	225	93	41.33%	85	37.78%	55	24.44%	28	12.44%	42	18.67%	28	12.44%	86	38.22%	30	13.33%	3	1.33%

Percentage of Students possessing required Competencies

Block	Name of the School	Total Student	Addition		Subtraction		Understanding About Number	Multiplicatio	Division 3 B	Geometrical Figures	Understanding about Fraction
			Without Carry	Carry	Without Carry	Carry					
Narsingarh	1.Ninor	27	100%	81%	80%	29%	66%	38%	33%	85%	74%
	2. Badodiya Jagir	22	74%	69%	75%	30%	91%	0%	0%	73%	91%
	3.Lakdiya	15	93%	73%	86%	42%	80%	40%	80%	80%	0%
	Total	64	89%	74%	80%	34%	79%	26%	38%	79%	55%
Zirapur	4. Dhatrawada	25	100%	100%	79%	50%	61%	14%	32%	60%	68%
	5.Bhandaver	30	78%	43%	80%	43%	40%	10%	13%	73%	90%
	6. Taprihadi	27	85%	48%	87%	41%	37%	11%	30%	100%	98%
	Total	82	87%	64%	82%	45%	46%	12%	25%	78%	85%
Rajgarh	7. Murariya	7	100%	71%	98%	70%	14%	0%	0%	100%	0%
	8. Chatukhada Sondhiy	21	98%	71%	96%	43%	43%	19%	57%	38%	86%
	9. Chatukhada Dagi	31	97%	76%	94%	62%	76%	3%	55%	69%	91%
	10. Rogya	20	90%	75%	89%	81%	52%	52%	71%	100%	89%
	Total	79	96%	73%	94%	64%	46%	46%	30%	77%	66%
	Grand Total	225	90%	70%	85%	48%	57%	28%	31%	78%	67%

Source : Sample Survey in a group of 10 Primary Schools

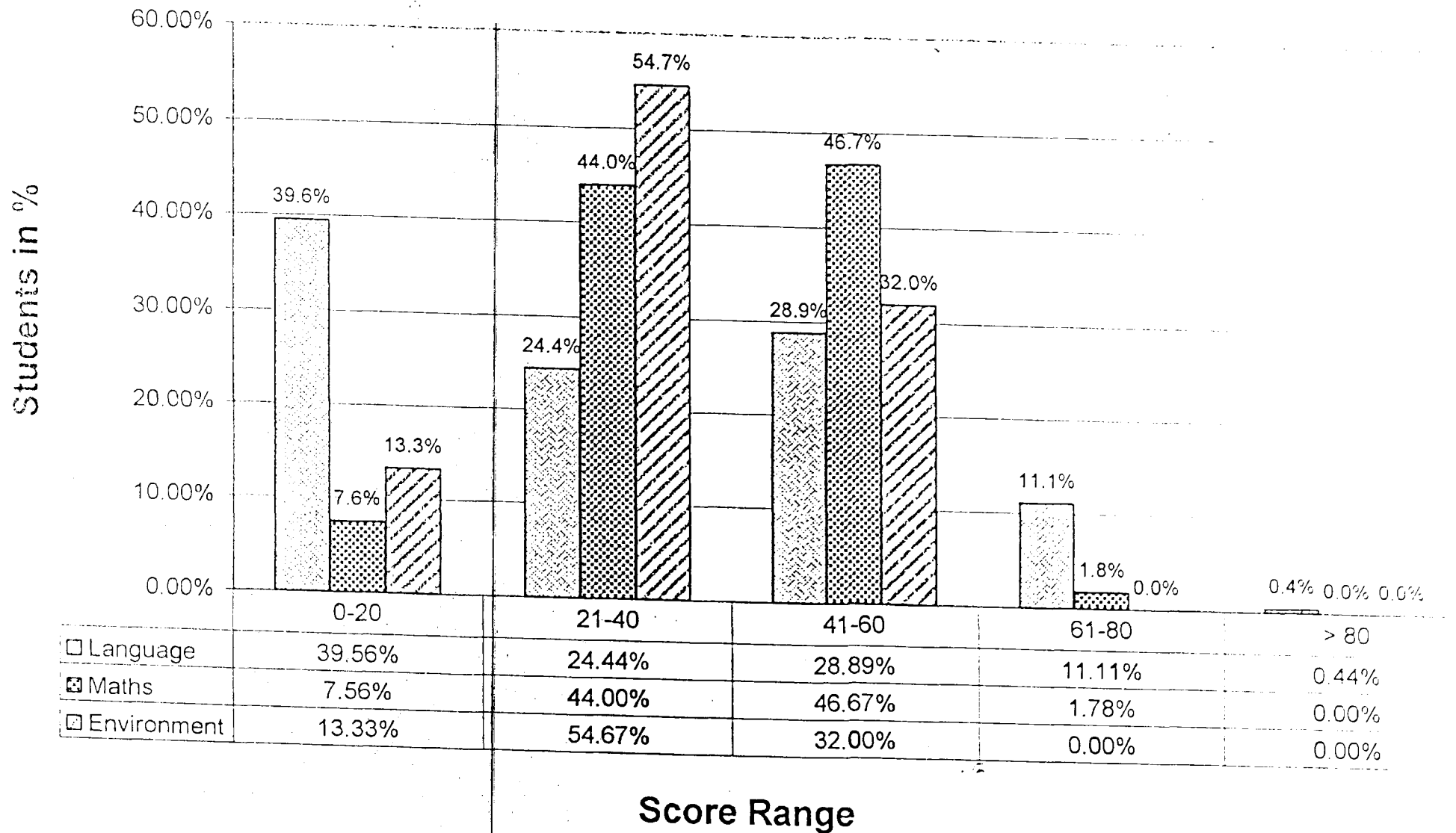
Percentage of Students possessing required Competencies

Block	School Name	Total Students Appeared	Surrounding Environment		Understanding about General Environment		Knowledge of District Administrative Units		General Awareness		Understanding Mode of Transportation		Understanding about Trade & Occupation	
			No. of Students	percentage (%)	No. of Students	percentage (%)	No. of Students	percentage (%)	No. of Students	percentage (%)	No. of Students	percentage (%)	No. of Students	percentage (%)
	Chandheda Dargi	31	30	96.77%	27	87.10%	24	77.42%	5	16.13%	0	0.00%	29	93.55%
	Chandheda Sonbhya	21	19	90.48%	1	4.76%	11	52.38%	1	4.76%	15	71.43%	20	95.24%
	Chandheda	20	14	70.00%	16	80.00%	11	55.00%	17	85.00%	12	60.00%	12	60.00%
	Chandheda	7	6	85.71%	6	85.71%	6	85.71%	1	14.29%	5	71.43%	7	100.00%
	Chandheda	79	69	87.34%	50	63.29%	52	65.82%	24	30.38%	32	40.51%	68	86.08%
	Chandheda	25	12	48.00%	2	8.00%	10	40.00%	7	28.00%	11	44.00%	19	76.00%
	Chandheda	30	29	96.67%	25	83.33%	20	66.67%	13	43.33%	24	80.00%	30	100.00%
	Chandheda	27	27	100.00%	17	62.96%	22	81.48%	14	51.85%	26	96.30%	26	96.30%
	Total	82	68	82.93%	44	53.66%	52	63.41%	34	41.46%	61	74.39%	75	91.46%
	Chandheda	27	16	59.26%	14	51.85%	20	74.07%	6	22.22%	21	77.78%	27	100.00%
	Chandheda	15	12	80.00%	11	73.33%	11	73.33%	8	53.33%	11	73.33%	15	100.00%
	Chandheda Jangir	22	18	81.82%	12	54.55%	19	86.36%	16	72.73%	16	72.73%	21	95.45%
	Total	64	46	71.88%	37	57.81%	50	78.13%	30	46.88%	18	28.13%	63	98.44%
	Grand Total	225	183	81.33%	131	58.22%	154	68.44%	88	39.11%	141	62.67%	206	91.56%

Sample survey in a group of 10 Primary Schools

Subjectwise Achievement of the Students in Class - V

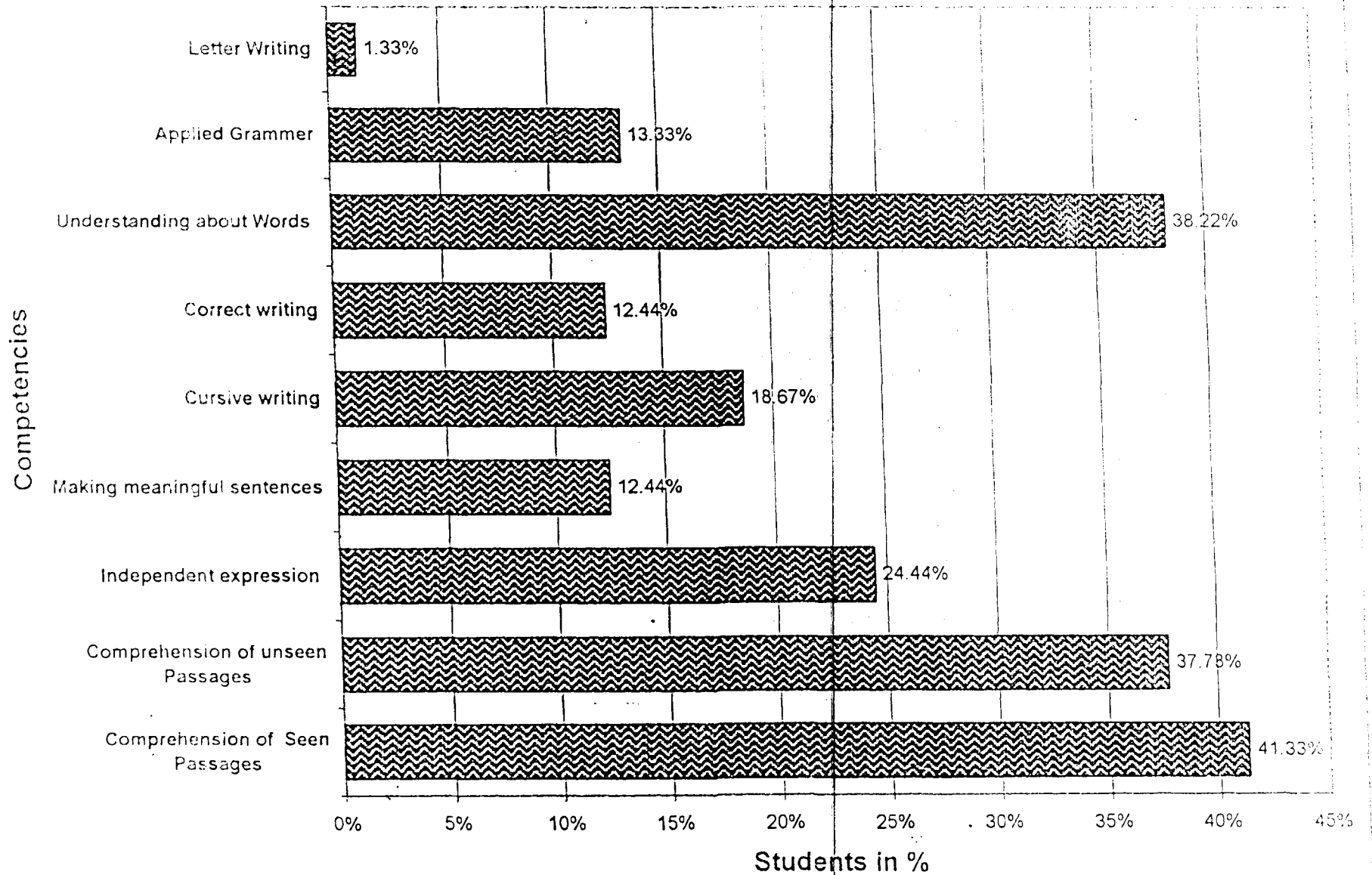
Chart-9



Source: Sample Survey in a group of 10 Primary Schools

Percentage of Students with requisite Competencies in Language

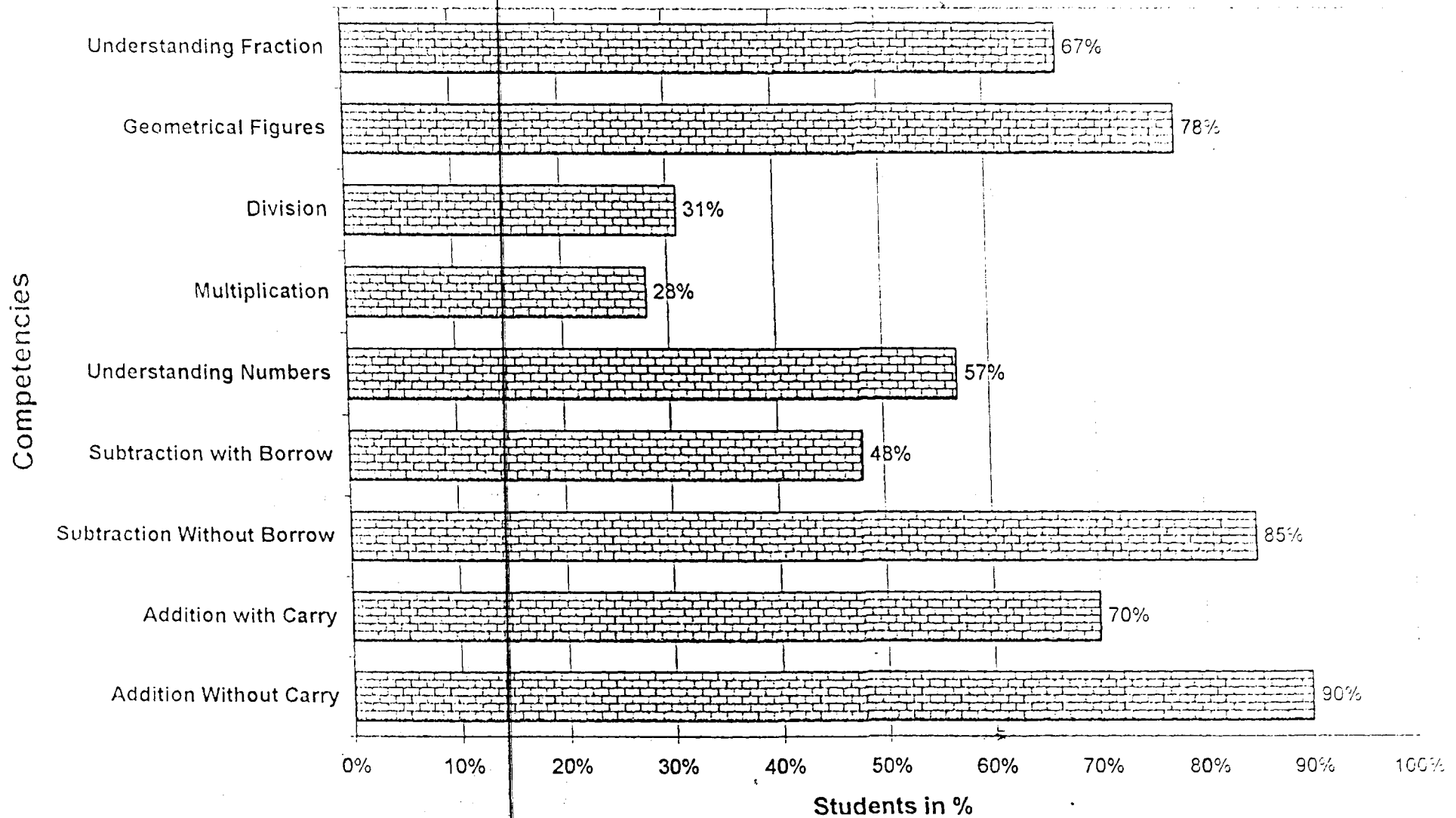
Chart-10



Source: Sample Survey in a group of 10 Primary Schools

Percentage of Students with requisite Competencies in Mathematics

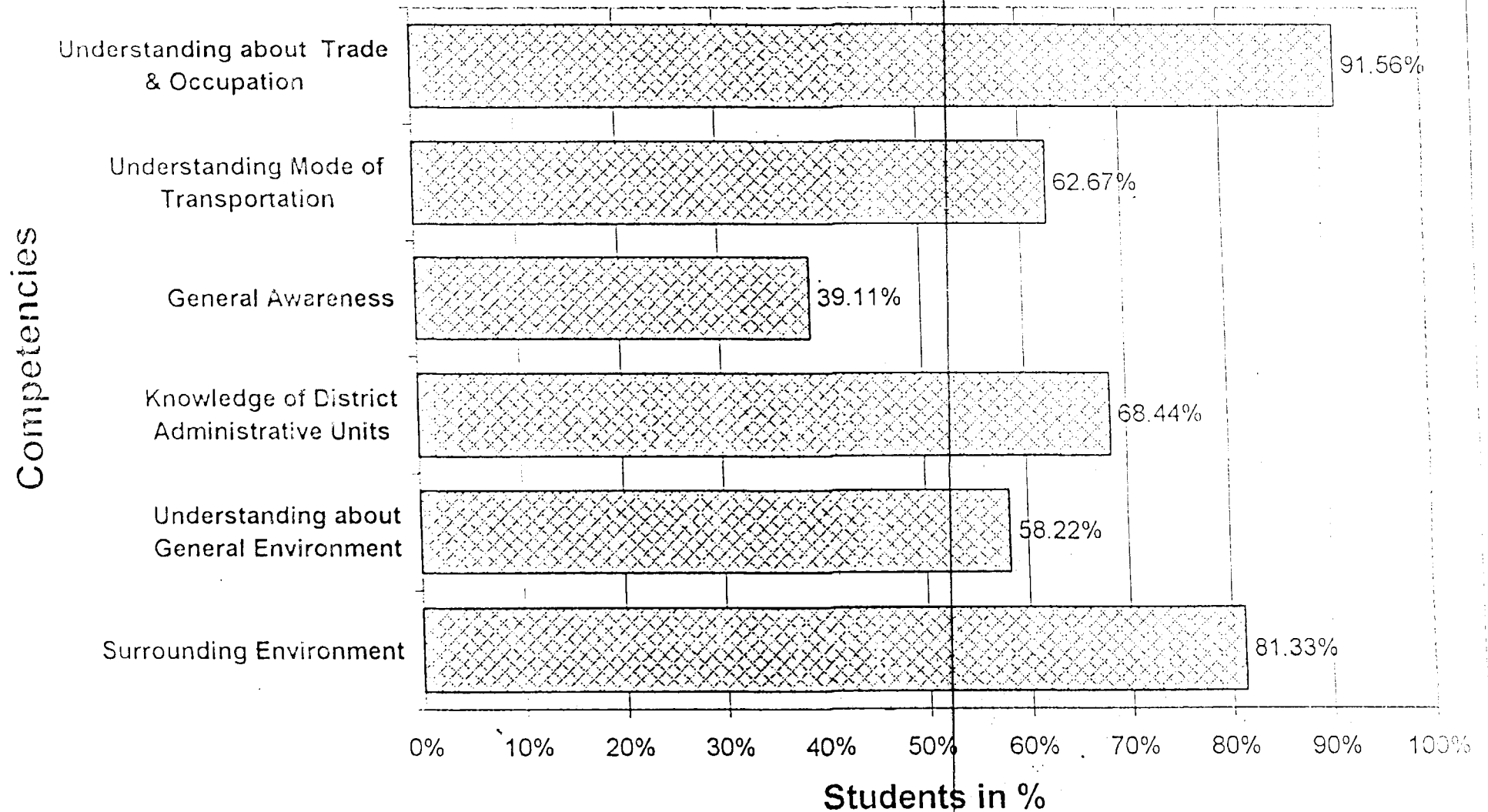
Chart-11



Source: Sample Survey in a group of 10 Primary Schools

Percentage of Students with requisite Competencies in Environmental Science

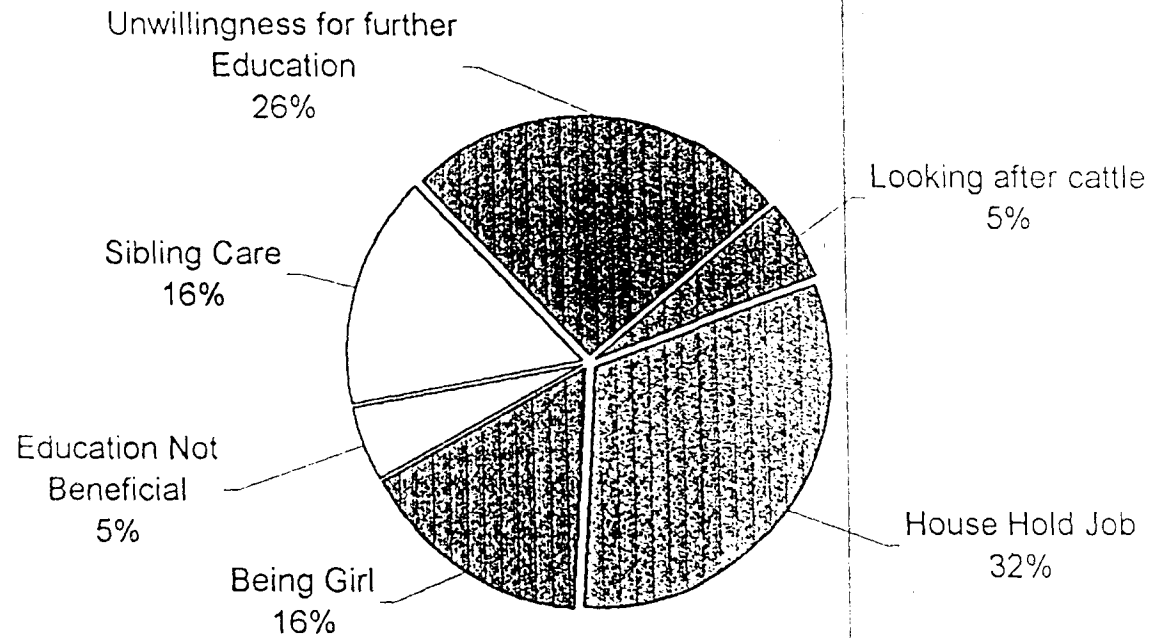
Chart-12



Source: Sample Survey in a group of 10 Primary Schools

Dropout Reasons (Literate Parents)

Chart-13



Source: Sample Survey - Total Literate Parent interviewed = 19

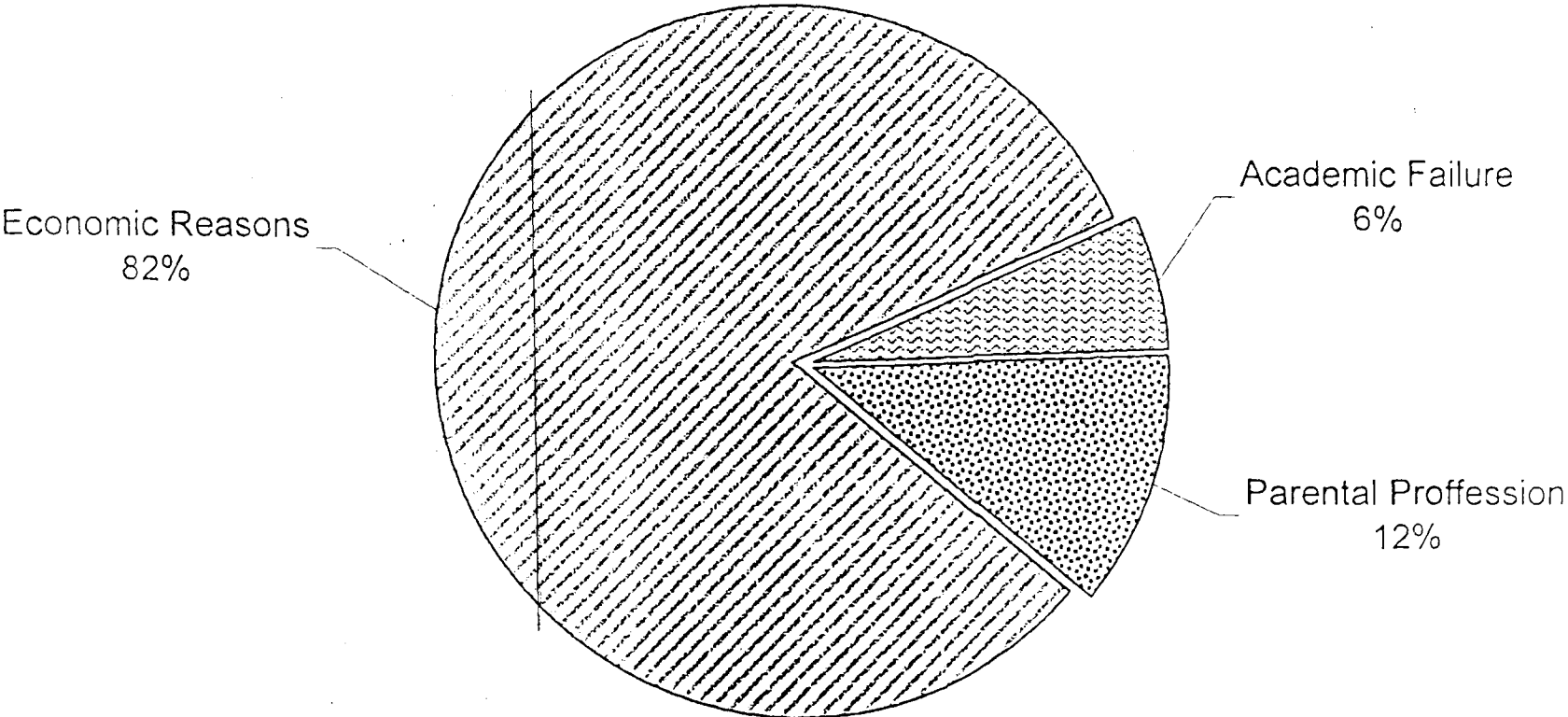
Parental and children reaction

In addition to this, the interviews of the parents and the dropped out children were taken in the sample villages. 35 parents out of which 19 were literate belonging to various categories were interviewed. The study brings out the inadequate involvement of parents in school activity, which also broadly explains the poor performance of their wards academically. The broad reasons cited by the parents explaining the dropping out of their wards from schools range from the economic to the social ones.

The students who have dropped out of the schools in the sample villages were also interviewed. 22 girls and 17 boys were thus interviewed. Out of these 22 girls, 6 girls had left the school when they were in class-IV while 7 each had left the school in Class-III and II respectively. 3 girls had not been able to move even to Class-II before they left the school. While the dropped out boys cited economic reasons to be the main reasons while girls have cited the social reasons of early marriage as their first reason for their dropping out of the schools. (Detailed position may be seen from charts 13 to 16). “

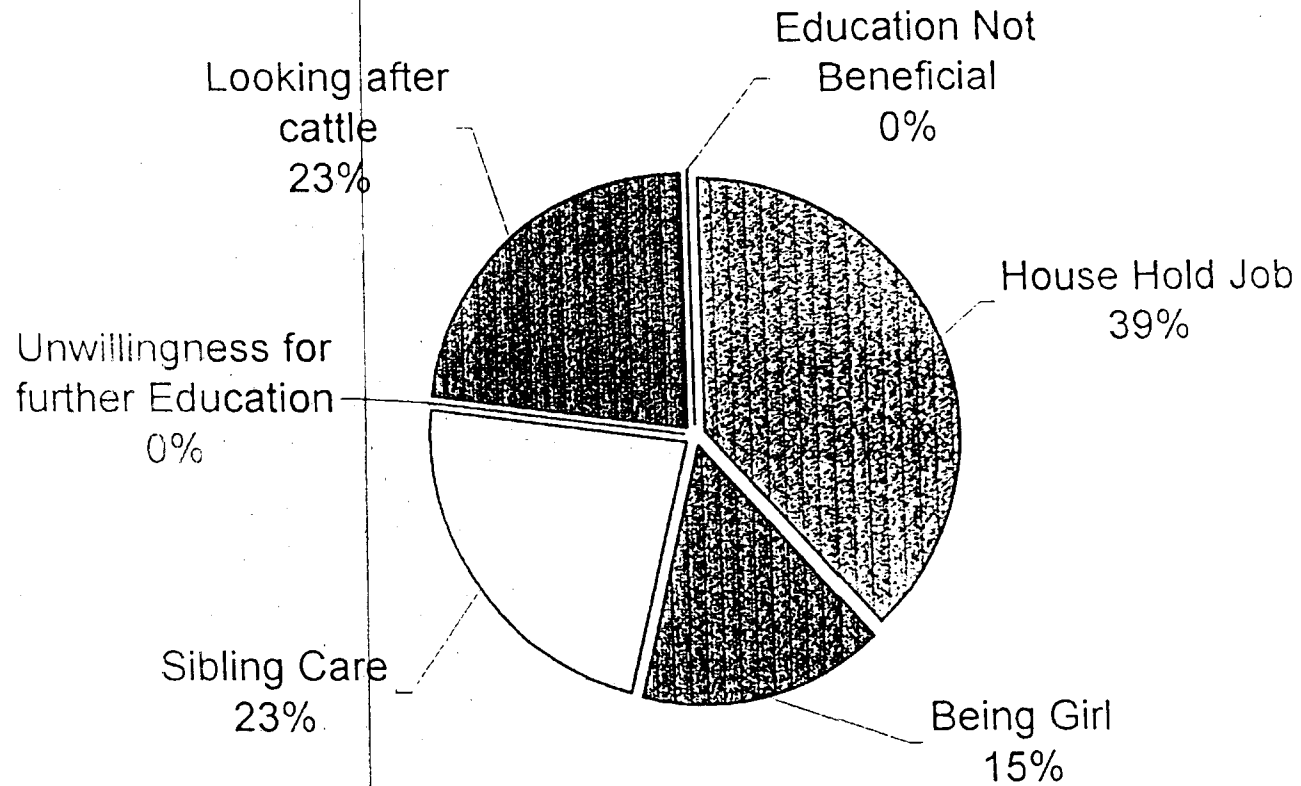
Dropout Reasons - Boys

Chart-15



Source: Sample Survey - (Total Boys Interviewed = 17)

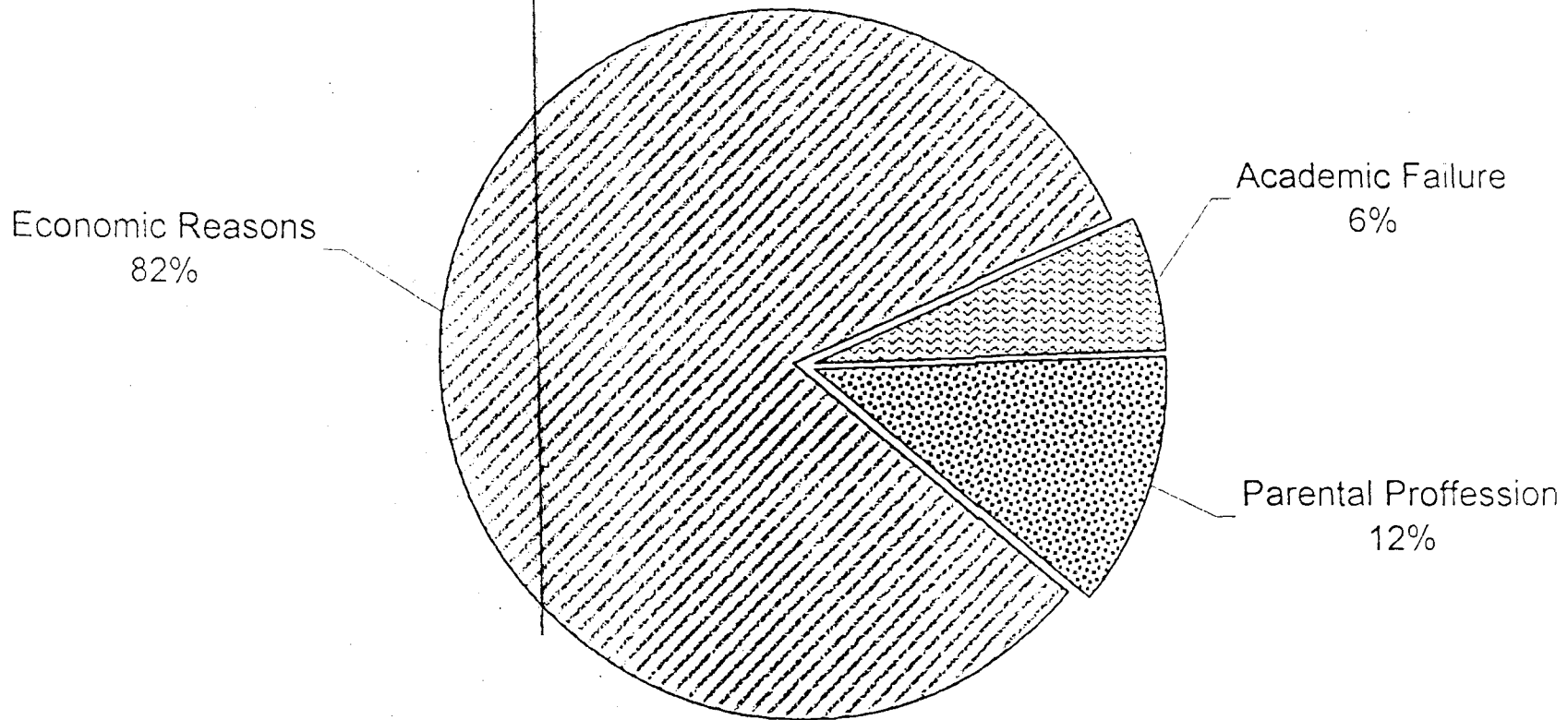
Dropout Reasons (Illiterate Parents)



Source: Sample Survey - Total Illiterate Parent interviewed = 13

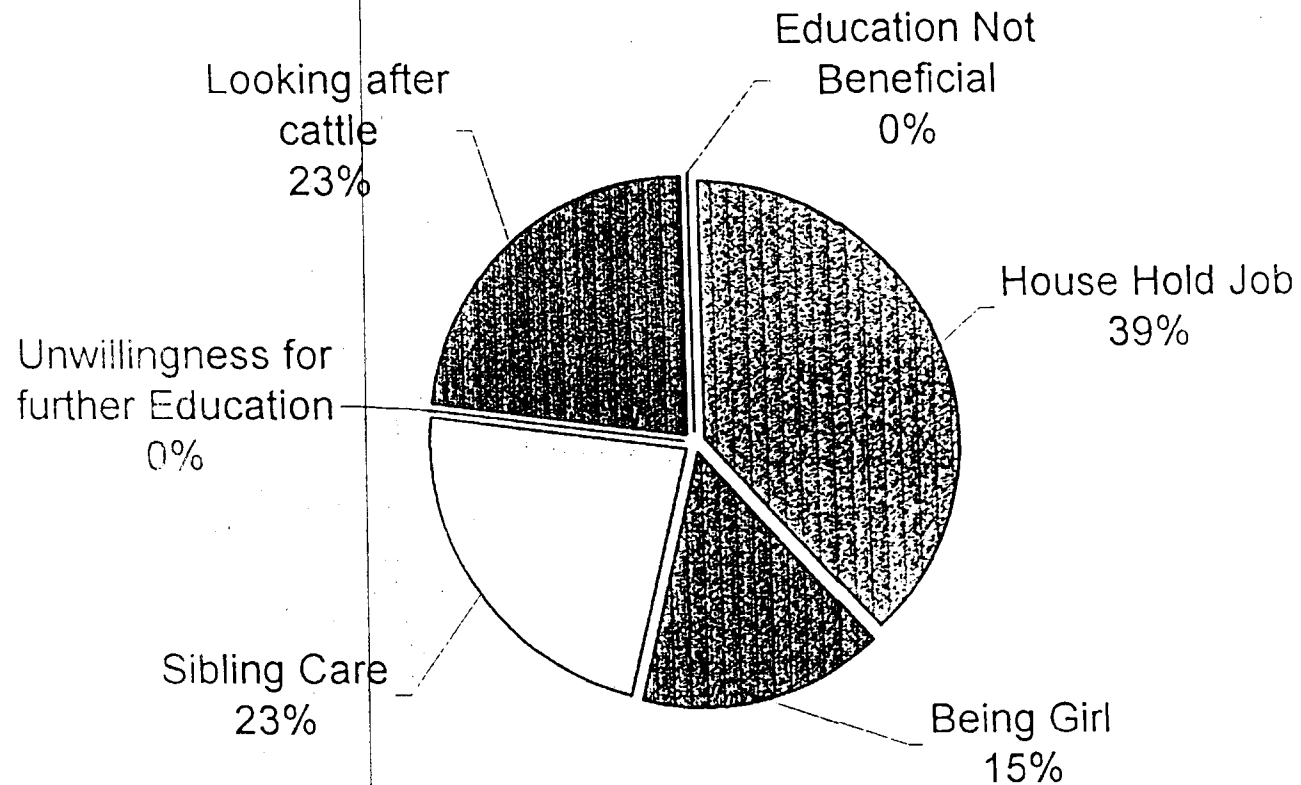
Dropout Reasons - Boys

Chart-15



Source: Sample Survey - (Total Boys Interviewed = 17)

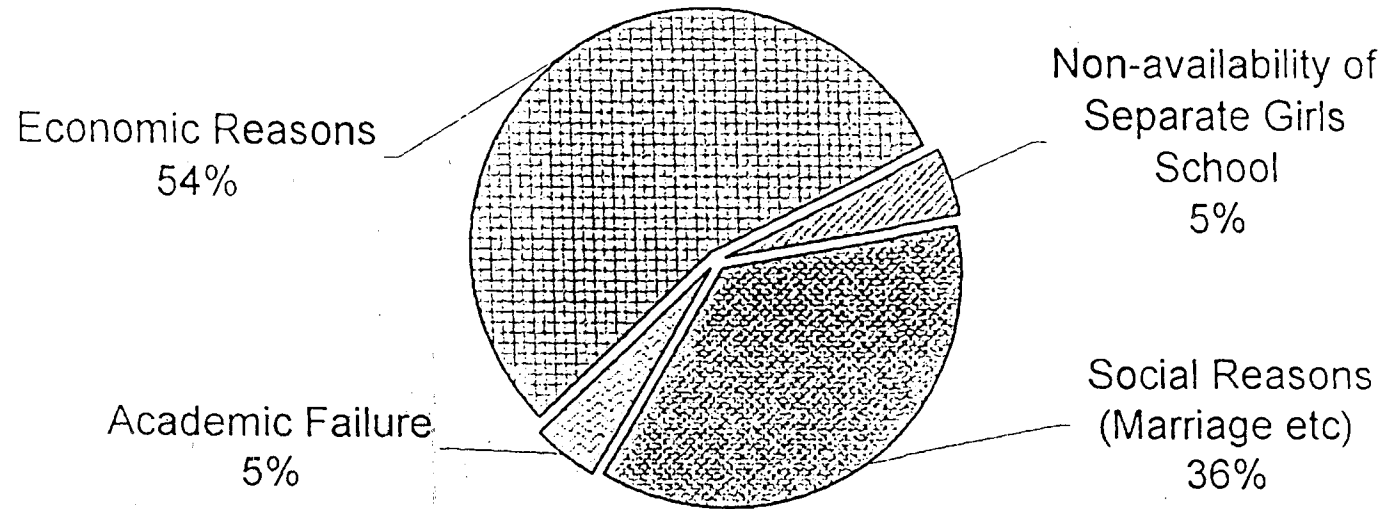
Dropout Reasons (Illiterate Parents)



Source: Sample Survey - Total Illiterate Parent interviewed = 13

Dropout Reasons - Girls

Chart-16



Source : Sample Survey (Total Girls Interviewed = 22)

4. Findings of the Districts Diagnostic Study :- Middle Level

Status of Middle Schools in Rajgarh District

In the district out of 385 middle schools only 12% schools are running independently for classes VI to VIII. Most of the middle schools (67%) are running along with the primary sections due to the State policy of upgrading the existing primary schools to upper primary levels. 21% schools are also running jointly with the secondary schools. Only a very small percentage (12%) constitute the "Stand Alone" middle schools.

Table-9

S.No.	Block	Middle	Primary Middle Jt.	Middle HSS Jt.	Primary & HSS adjoining Middle	Total
1	RAJGARH	9	29	2	5	45
2	BIAORA	10	46	8	9	73
3	NARSINGARH	12	61	10	11	94
4	SARANGPUR	6	52	9	8	75
5	KHILCHPUR	6	35	4	6	51
6	ZEERAPUR	4	33	2	8	47
	TOTAL	47	256	35	47	385

(Source School Information for Diagnostic Study)

Type of Middle Schools

In the district out of 385 middle schools, 326 (84.6 %) are Co-Ed. Only 26 middle schools run exclusively for girls mainly restricted to urban areas. However there are 33 middle schools running exclusively for boys.

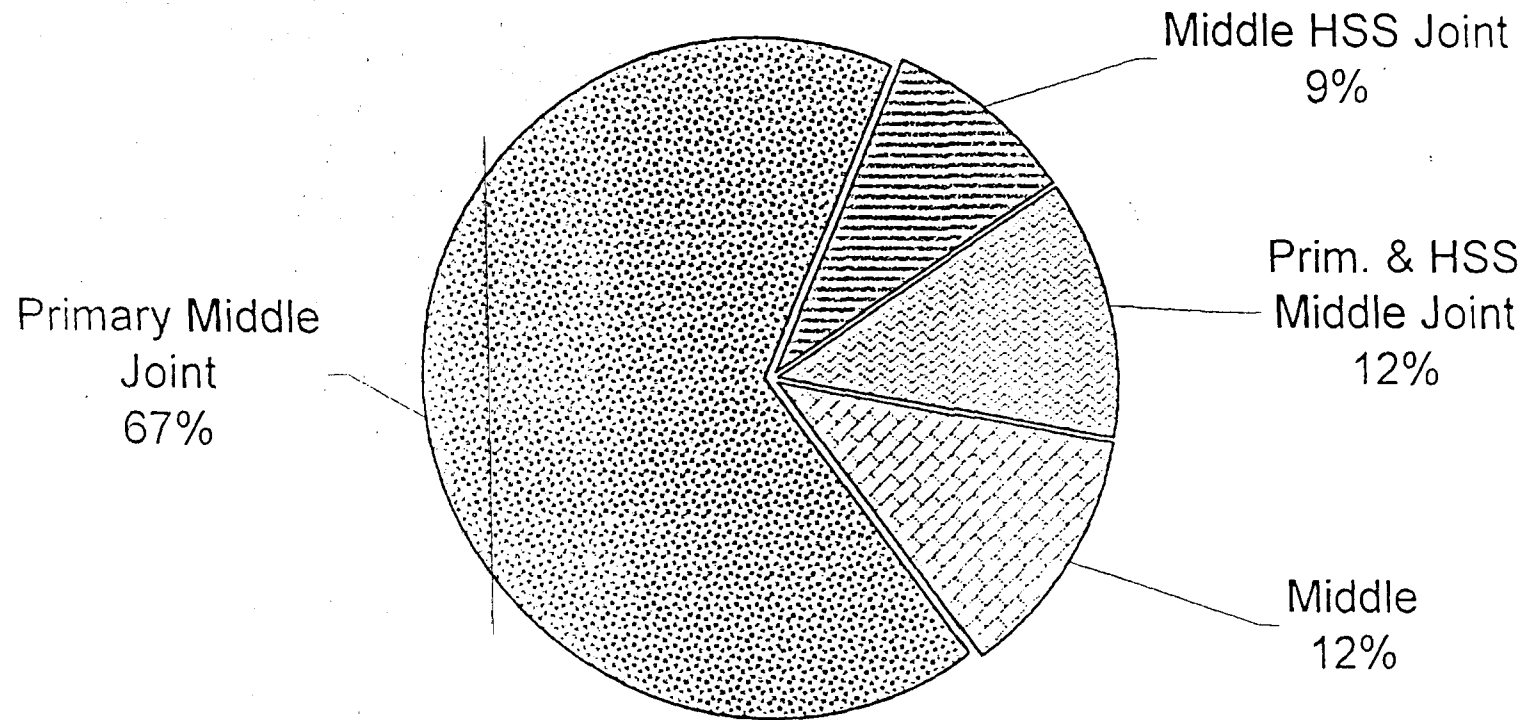
Table - 10 A

S.No.	Block	Boys	Girls	Co-Ed	Total
1	RAJGARH	3	3	39	45
2	BIAORA	6	6	61	73
3	NARSINGARH	8	7	79	94
4	SARANGPUR	6	5	64	75
5	KHILCHPUR	7	3	41	51
6	ZEERAPUR	3	2	42	47
	TOTAL	33	26	326	385

Source School Information for Diagnostic Study

Status of Middle Schools

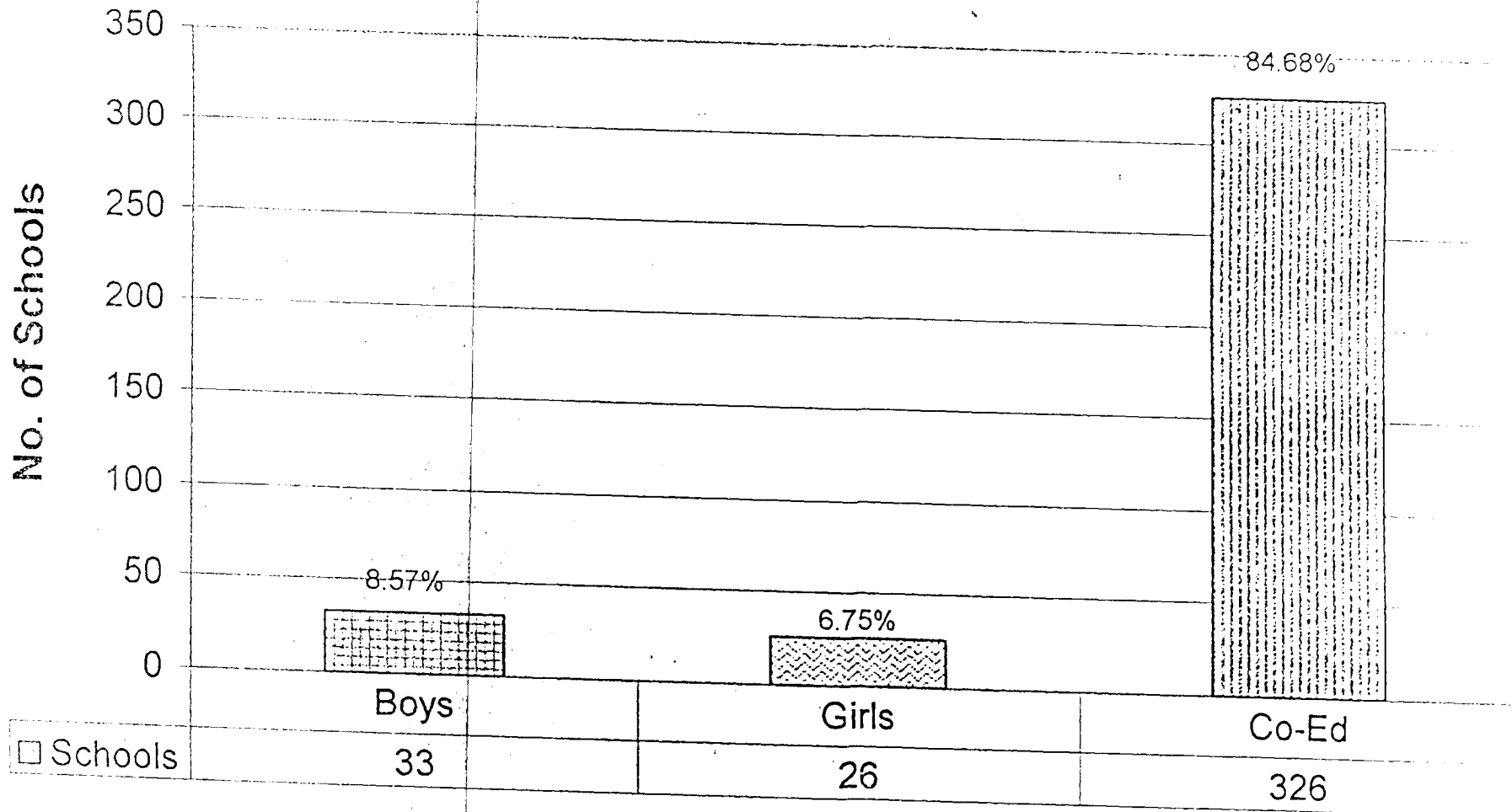
Chart-17



Source : Diagnostic Study for 385 Middle Schools

Middle School Type

Chart-18



Source : Diagnostic Study for 385 Middle Schools

Management Type

In Rajgarh District there are 385 middle schools out of which 86% are managed by the school education department, 1% by tribal department and 11% schools are in the private sector 1% of the schools are also with the local bodies and Govt. aided.

Table -10 B

S.No.	Block	Education Deptt	Tribal Deptt	Local Body	Govt. Aided	Private	Total
1	RAJGARH	45					45
2	BIAORA	65	1	1		6	73
3	NARSINGARH	75	1	3	1	14	94
4	SARANGPUR	58	2	1	1	13	75
5	KHILCHPUR	48				3	51
6	ZEERAPUR	42				5	47
	TOTAL	333	4	5	2	41	385

Source School Information for Diagnostic Study

Total Sections in Class VI,VII,VIII

Most of the schools (64%) in this district have either three or less than three sections at the upper primary level. Only 12.5% schools have more than five sections and are generally in the urban areas. 27% of the schools have only one or two sections mainly due to their recent upgradation as upper primary school. The number of sections in any school also reveal the requirement of class rooms in the schools.

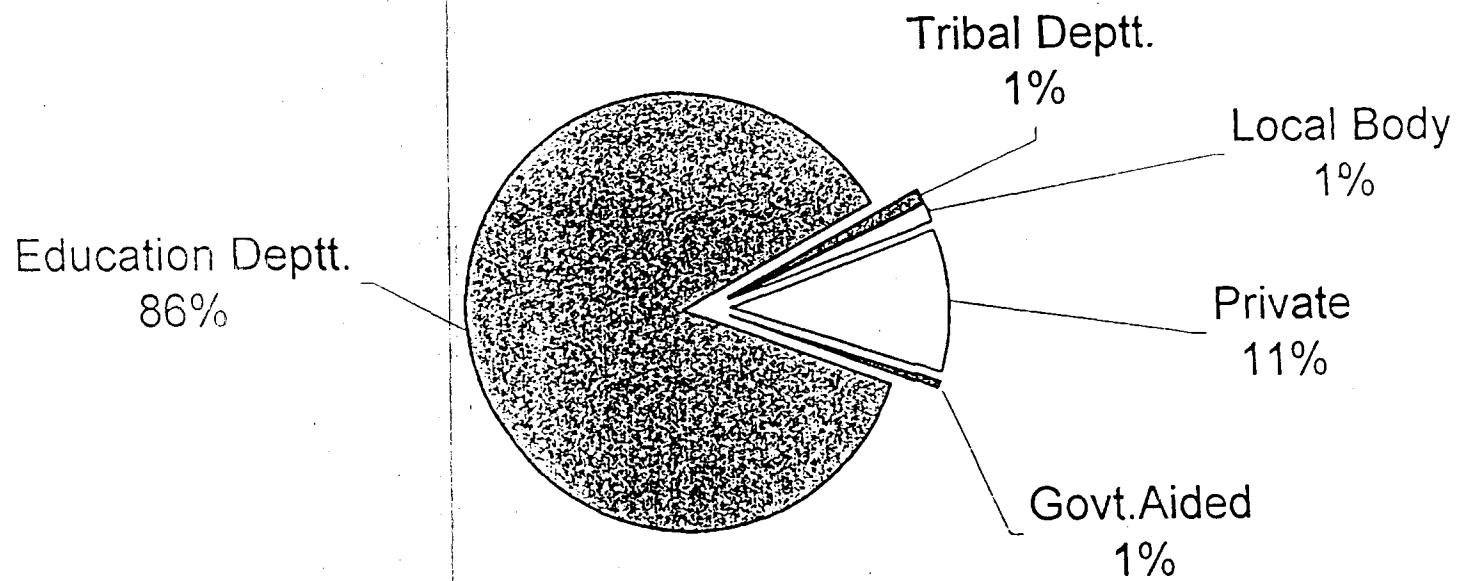
Table-11

S.No.	Block	Single	Two Section	Three Section	Four Section	Five Section	More Than Five Sec.	Data N.A.	Total
1	RAJGARH	6	6	13	7	4	2	7	45
2	BIAORA	11	5	21	9	5	8	15	74
3	NARSINGARH	10	5	25	9	9	7	29	94
4	SARANGPUR	9	5	20	8	3	10	19	74
5	KHILCHPUR	6	5	13	8	4	6	9	51
6	ZEERAPUR	10	1	10	3	2	3	18	47
	TOTAL	52	27	102	44	27	36	97	385

Source School Information for Diagnostic Study

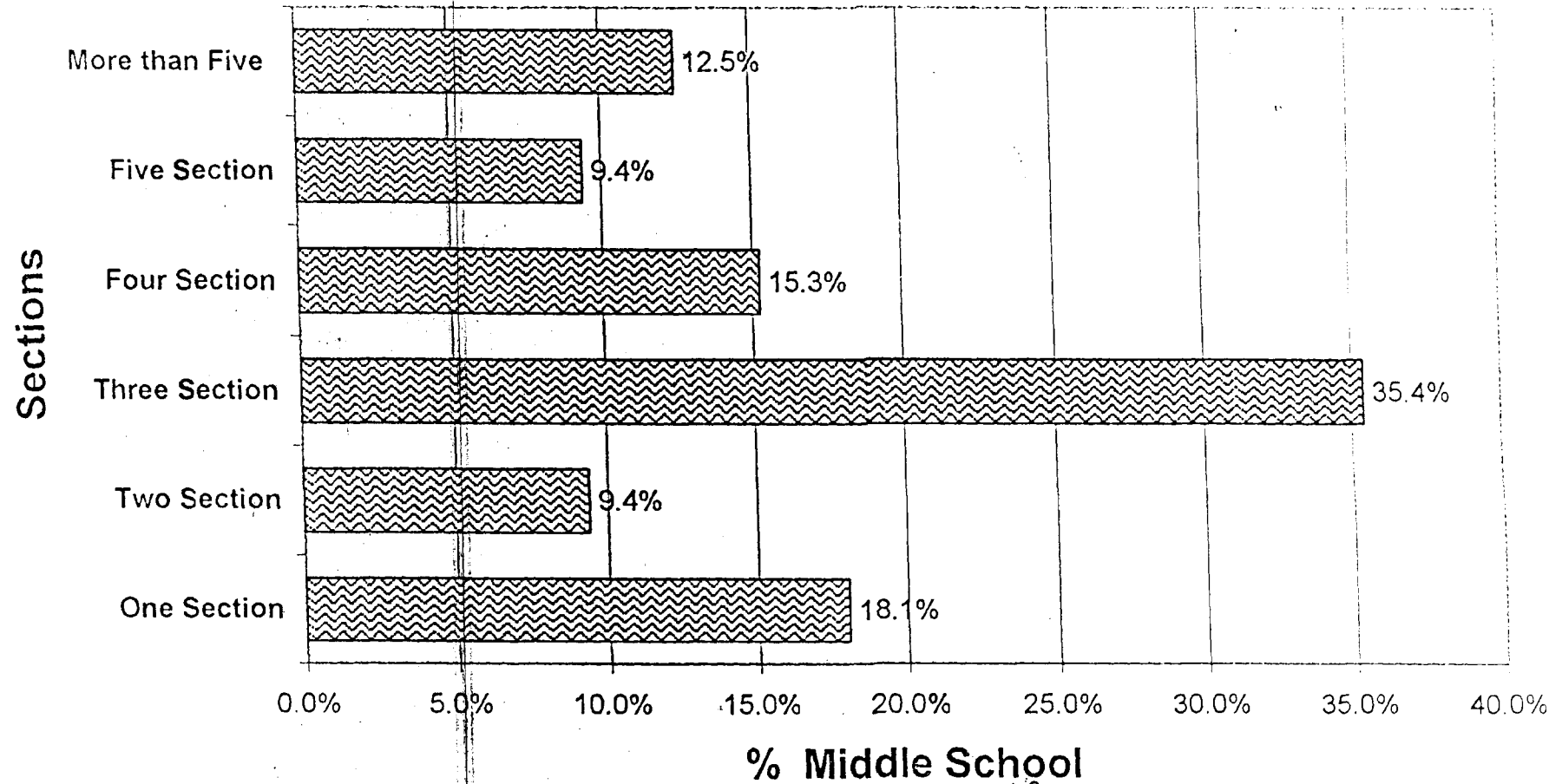
Management of Middle School

Chart-19



Source : Diagonistic Study for 385 Middle Schools

Sections in Middle School



Source : Diagnostic Study for 288 Middle Schools

Position of Teaching Staff in Middle School

In Rajgarh District at present 1743 teachers are working in Middle Schools. Out of which 1330 (76.31%) are male teachers and 413 (23.68%) are female teachers.

Table-12 A

S.No.	Block	Teaching Staff			
		Male	Female	Female %	Total
1	RAJGARH	133	48	26.52%	181
2	BIAORA	252	96	27.59%	348
3	NARSINGARH	327	127	27.97%	454
4	SARANGPUR	255	78	23.42%	333
5	KHILCHPUR	184	39	17.49%	223
6	ZEERAPUR	179	25	12.25%	204
	TOTAL	1330	413	23.69%	1743

Source School Information for Diagnostic Study

The position of teaching staff in the middle schools also reveals gaps in the availability of the teachers.

Teachers Details

Table-12 B

S.No.	Block	Headmaster		Teachers		Assistant Teachers		Other Teachers		Total
		Male	Female	Male	Female	Male	Female	Male	Female	
1	RAJGARH	18	7	15	15	97	25	3	1	133
2	BIAORA	33	10	40	20	149	58	30	8	252
3	NARSINGARH	41	11	62	32	207	58	17	26	327
4	SARANGPUR	25	5	55	25	166	46	9	2	255
5	KHILCHPUR	22	3	23	6	130	28	9	2	184
6	ZEERAPUR	18		43	7	110	18	8		179
	TOTAL	157	36	238	105	859	233	76	39	1330

Source School Information for Diagnostic Study

Detail of Teachers According to Caste

Table-12 C

S.No.	Block	SC		ST		OBC		General		Total
		Male	Female	Male	Female	Male	Female	Male	Female	
1	RAJGARH	17	10	3		51	8	62	30	133
2	BIAORA	60	34	14	1	90	12	88	49	252
3	NARSINGARH	48	5	9	3	103	26	167	93	327
4	SARANGPUR	30	5	16	5	84	15	125	53	255
5	KHILCHPUR	18	1	4	4	83	8	79	26	184
6	ZEERAPUR	26		3		78	7	72	18	179
	TOTAL	199	55	49	13	489	76	593	269	1330

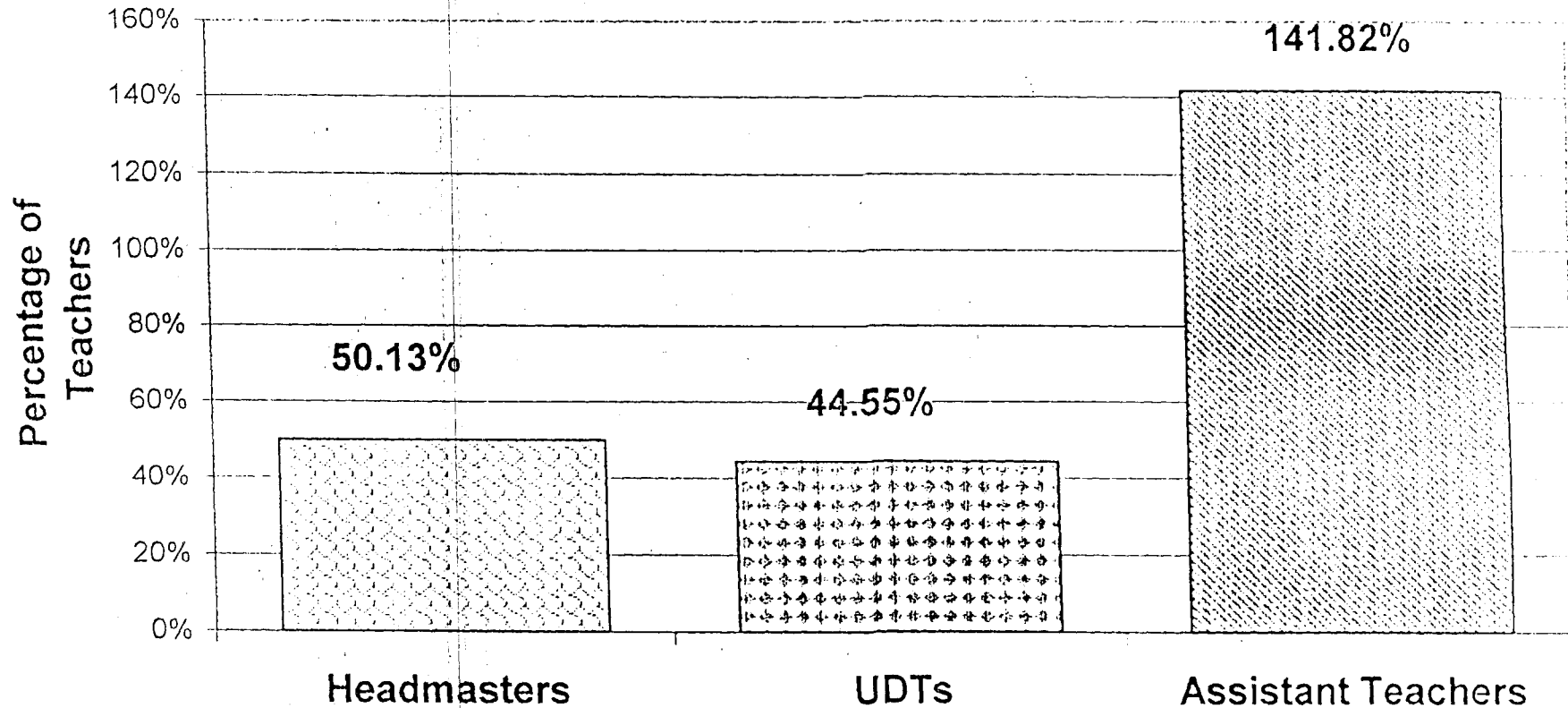
Source School Information for Diagnostic Study

- More than 50% of schools are without Head Masters.
- There should be atleast 2 specialised graduate teachers per schools while not even one is available at present in all the schools.
- However against the norm of 2 Assistant teachers required in these schools excess teachers are in position.

The study therefore clearly brings out the necessity for including the subject specific teachers in these schools especially in those which upgraded in future into the middle schools.

Chart-21

Percentage Availability of the Teachers in Middle Schools



Source : Diagonistic Study of 385 Middle Schools & 1743 Teachers

(Normal=100%)

Qualification & Training Details

Out of 1743 teachers, 1148 teachers are trained (66%) while a very big percentage (34%) belong to the teachers who do not have the pre service training. Some of these may also be the Shiksha Karmis who have been recruited recently.

Educational Status of Teacher's

Table-13 A

S.No.	Block	Total		Graduate in Art.		Graduate in Science		Graduate in Other Subjects	
		Male	Female	Male	Female	Male	Female	Male	Female
1	RAJGARH	64	30	49	24	9	6	6	
2	BIAORA	113	77	67	38	19	23	27	
3	NARSINGARH	162	87	88	62	37	21	37	
4	SARANGPUR	113	27	81	18	18	9	14	
5	KHILCHPUR	53	14	40	12	9	1	4	
6	ZEERAPUR	82	11	62	7	16	2	4	
	TOTAL	587	246	387	161	108	62	92	

Source School Information for Diagnostic Study

The data pertaining to the educational status of teachers reveals that out of 1743 only 833 teachers are graduates. Out of 548 are graduates in Arts, 170 are Science graduates, while 115 are graduates in other subjects. The data reveals a very shortage of the teachers in specialised subjects like Science and Maths.

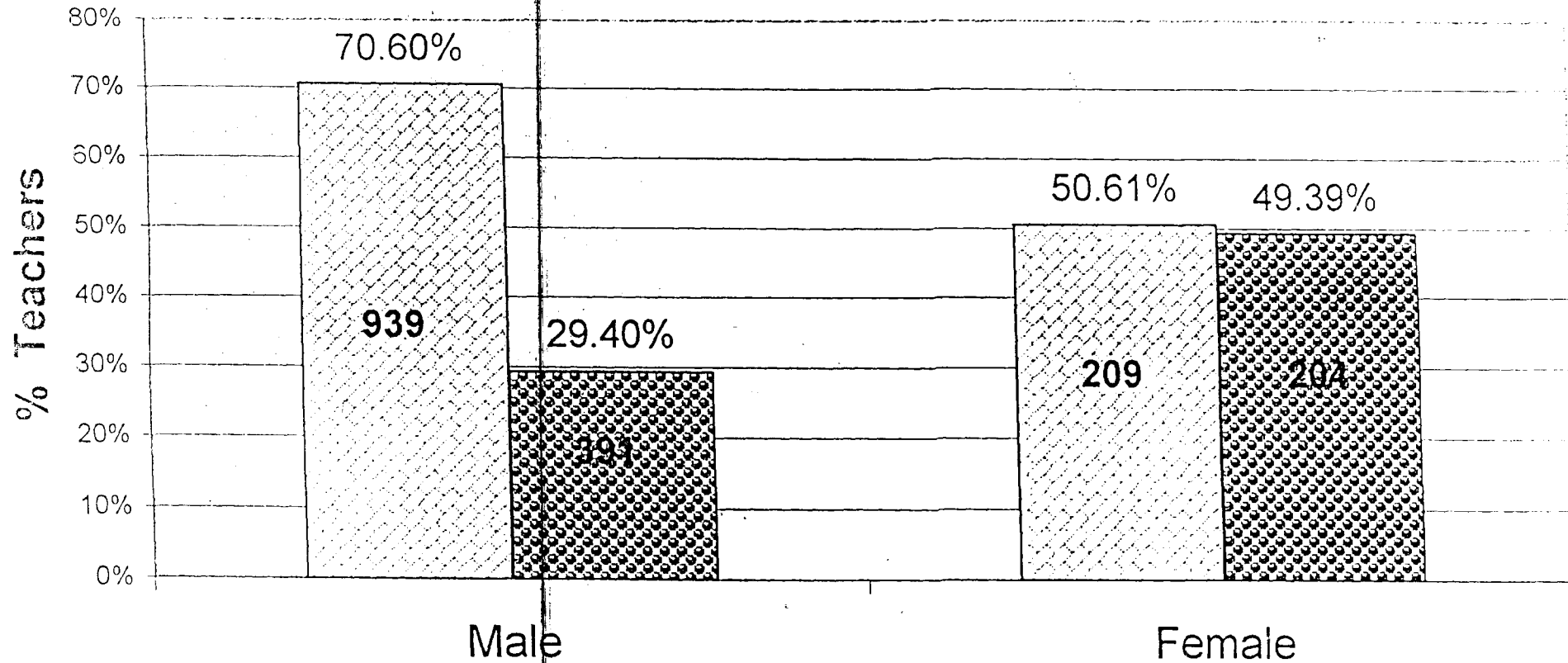
Table -13 B

S.No.	Block	Total		Trained		Untrained	
		Male	Female	Male	Female	Male	Female
1	RAJGARH	133	48	115	40	18	8
2	BIAORA	252	96	175	51	77	45
3	NARSINGARH	327	127	200	54	127	73
4	SARANGPUR	255	78	156	22	99	56
5	KHILCHPUR	184	39	149	26	35	13
6	ZEERAPUR	179	25	144	16	35	9
	TOTAL	1330	413	939	209	391	204

Source School Information for Diagnostic Study

Trained & Untrained Teachers (Genderwise)

Chart-22



Source: Diagonostic Study for 1743 Teachers in 385 Middle Schools

Type of school Building

In the district 55% schools have pucca building while 11% schools have partial pucca building 6% of the schools are running in kaccha buildings. A fair number of schools as much as 28% have no building at all. If we add the numbers of kaccha and partially pucca buildings, it comes to 45% which shows a wide gap in the availability of schools buildings. Again if we look at the condition of these pucca buildings, the position becomes more serious as large number of these buildings need repairs.

School Building Status

Table-14 A

S.No.	Block	Pucca	Partical Pucca	Kachcha	Tent	Building less	Data N.A.	Total
1	RAJGARH	18	6	0		12	9	
2	BIAORA	24	8	13		10	18	
3	NARSINGARH	26	5	1		27	35	
4	SARANGPUR	32	8	3		9	23	
5	KHILCHPUR	32	1	0		9	9	
6	ZEERAPUR	25	2	0		12	8	
	TOTAL	157	30	17	0	79	102	

Source School Information for Diagnostic Study

Ownership of School Building

Out of 283 school buildings 84% schools have government owned buildings while 2% schools are running in rented buildings 14% of the schools are in private buildings. (These should mostly be the schools run by private sector).

Table-14 B

S.No.	Block	Private	Rented	Govt.	Data N.A.	Total
1	RAJGARH			29	16	45
2	BIAORA	6	1	42	24	73
3	NARSINGARH	14	4	44	32	94
4	SARANGPUR	13	2	51	9	75
5	KHILCHPUR	3		37	11	51
6	ZEERAPUR	5		32	10	47
	TOTAL	41	7	235	102	385

Source School Information for Diagnostic Study

Status of Class Rooms

The position of the class room reveal that out of 283 schools for which data is available 206 schools have three or more than three rooms for the school. The alarming point is the presence of 77 schools (27%) with less than three rooms which is the minimum requirement for running three sections in the middle schools

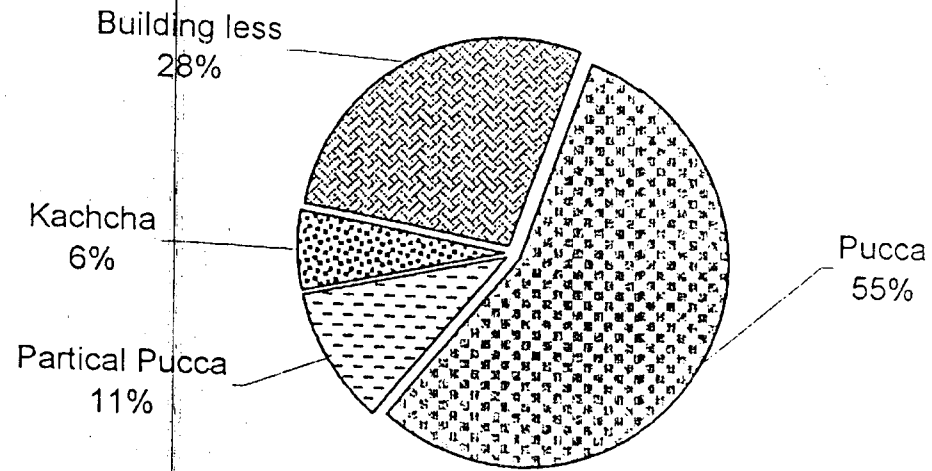
Table-15

S.No.	Block	One Room	Two Room	Three Room	More Than Three Room	Data N.A.	Total
1	RAJGARH	4	6	7	14	14	45
2	BIAORA	2	13	19	15	24	73
3	NARSINGARH	8	9	24	23	30	94
4	SARANGPUR	3	14	25	26	7	75
5	KHILCHPUR	2	7	13	17	12	51
6	ZEERAPUR	4	5	15	8	15	47
	TOTAL	23	54	103	103	102	385

Source School Information for Diagnostic Study

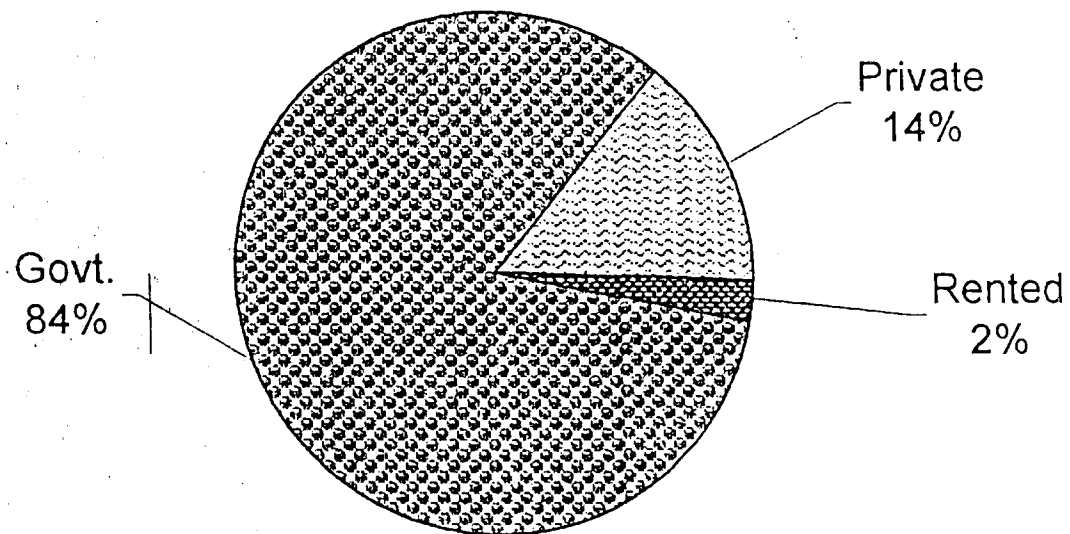
Status of School Buildings

Chart-23



Source : Diagonostic Study of 283 Middle School Buildings

Ownership of Middle School Buildings



Source : Diagonostic Study of 283 Middle School Buildings

Drinking Water Facility

In this district, in 46.3% of the schools drinking water is available from hand pumps while 9% schools have wells 15.4% of the school have other source of drinking water. Nearly 28% of the schools (100 in number) have no drinking water facility within the vicinity of the school.

Drinking Water Facility in School

Table-16

S.No.	Block	Hand Pump	Well	Tap	Other Source	None of the Above	Data N.A.	Total
1	RAJGARH	18	2	8	0	14	3	45
2	BIAORA	30	4	8	2	24	5	73
3	NARSINGARH	40	13	9	2	23	7	94
4	SARANGPUR	36	8	10	2	17	2	75
5	KHILCHPUR	23	2	5	0	12	9	51
6	ZEERAPUR	19	4	12	1	10	1	47
	TOTAL	166	33	52	7	100	27	385

Source School Information for Diagnostic Study

Facility of Urinals, Boundary Wall & Electrification

Study shows that toilet facility is available in only 55% schools, 24% schools have got the separate toilet facility for girls which means that a large number of schools have separate toilet facility for girls as the percentage of Co-Ed, schools in the district is about 84%. 72% of the schools do not have a boundary wall. While only 49% of the schools have an electric source.

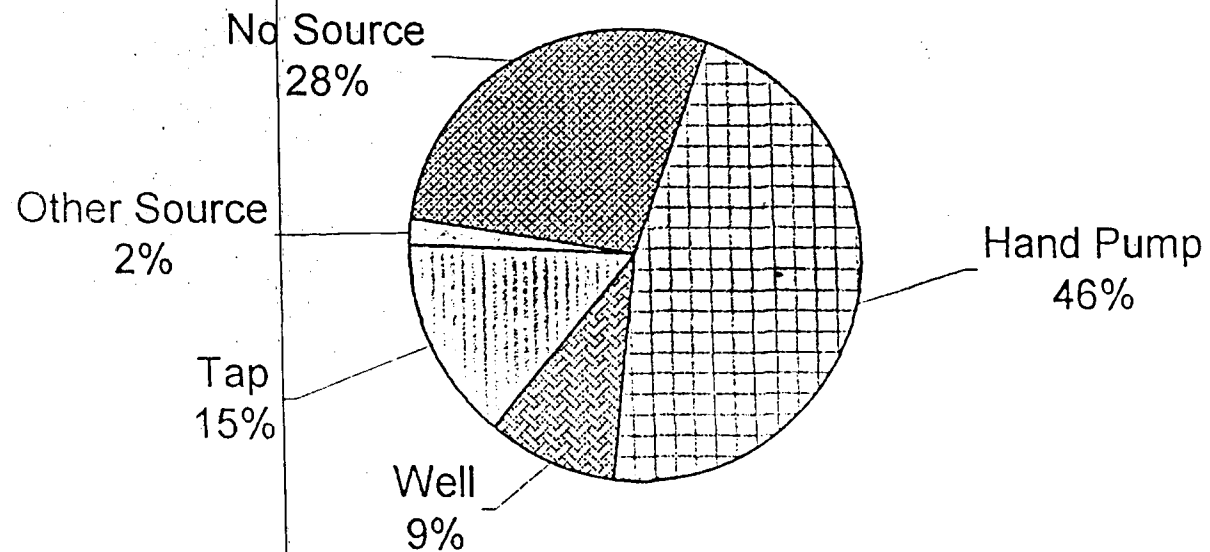
Facility of Urinals, Boundary Wall & Electrification

Table-17

S.No.	Block	Comman Urinal		Urinal for Girls		Boundary Wall		Electrification		Data N.A.
		Yes	No	Yes	No	Yes	No	Yes	No	
1	RAJGARH	15	29	6	38	15	29	21	23	1
2	BIAORA	37	46	19	54	21	52	37	36	0
3	NARSINGARH	44	46	27	63	25	65	46	44	4
4	SARANGPUR	32	43	20	55	19	56	22	23	0
5	KHILCHPUR	22	20	10	32	12	30	21	21	9
6	ZEERAPUR	20	26	10	36	9	37	20	26	1
	TOTAL	170	210	92	278	101	269	167	173	15

Source School Information for Diagnostic Study

Drinking Water Facilities in Middle Schools



Source : Diagonistic Study of 358 Middle Schools

Revamping Teacher Training

An assessment of Current teacher - competencies along with an identification of training needs would precede the formulation and implementation of a comprehensive teacher training programme. The methodology of teacher training would make use of a diverse range of resources interpersonal communication, distance education, computer based tutorials, self learning materials.

The content for training would be shaped by the following factors.

- The philosophical and academic vision of elementary education.
- Learning responses of middle school children.
- Abilities of Conceptual analysis.
- Subject knowledge.
- Factors affecting teacher motivation.
- Innovation, experimentation, stimulating critical independent thinking and access to a wide range of intellectual and cultural resources.

It is proposed to train at least 2 teachers for each middle school on this a total of 1106 teachers would be provided with trainings in three phases respectively for each year of material development. In addition to this, inductive training to Shiksha Karmi for the new middle schools is also proposed.

An amount of Rs.171.54 lakhs is proposed in the plan.

Establishing System of Continuous On-Site Academic Resource Support

To fulfill the academic requirements of middle stage, teachers will need *intensive academic resource support*. Such support is needed not merely in terms of teacher training, but in terms of academic supervision and guidance, discussion, problem solving and supplementary resource materials. In particular considerable follow up *in situ* in a class-room situation is needed. Regular school visits by Jan Shikshaks and personnel of DIET and BRC will be ensured to provide the teacher on spot guidance. The JSK will be a pivotal point for such regular school visits and *in-situ* support.

The funds for this have been provided for under the 'Strengthening of JSK' head.

Distance Education

Distance education methods will be used in providing academic support to teachers and students. Teleconferencing initiated under DPEP has proved beneficial. 5000 Gurujis were reached directly through teleconferencing and this proved to be an effective opportunity for feedback, specific problem solving. It is now proposed that the BRC be provided with dish antenna, TV so that BRCs may be developed as the unit for organizing training and other programmes. This will enable a direct continuous contact with teachers in large numbers and reduce intermediary levels and the consequent transmission loss. It will above all ensure a continuous flow of resource support to the teachers without taking them off the schools.

An amount of Rs.7.00 lakhs is proposed for this.

Development of Appropriate Teaching Learning Materials.

Based on these studies the district will undertake a programme for improving the quality of instructional materials, particularly textbooks, for students and preparing suitable materials for teachers. Programme of renewal of teaching learning materials for class VI-VIII will follow the field-trial process undertaken in the district. The development of teaching learning package would be on the basis of a dynamic process curricular reform. A field trial process also enable the district to develop and trial multiple packages.

The impact of primary stage materials on achievement levels will be evaluated. The middle text books currently in use will also be evaluated. The programme of evaluation would be followed by programme of preparation of next text books. This will mean finalisation of teaching learning materials for primary stages and preparation of draft teaching learning material for middle stage keeping their mutual needs in mind. The process of material development would follow the following steps.

- Preparation of draft curriculum for middle stage of schooling.
- Preparation of draft teaching learning material and evaluation methods.
- Test run and trial of the teaching learning materials.
- Evaluation of the teaching learning package and also the evaluation of teacher responses as an assessment of teacher abilities both for the draft curricular and teaching learning package.
- Finalisation of the teaching learning package based on the above evaluation.

The development of the teaching learning package will be phased starting with the development of material for class VI during the first year and so on. The training programmes will follow material development which implies that the training on materials finalised for class VI would be undertaken in the second year and so on. The entire curriculum, teaching learning material, training and evaluation techniques would be internally and externally reviewed in the fourth year. This will be a step towards coming up with remedial and improvement measures so that the final version is ready for adoption in the last year of the project.

An amount of Rs.1.38 crores is proposed for improving academic content and processes and development of TLM in the plan.

Review and Reform of Learner Assessment System.

The existing learner assessment system will be reviewed and improved to make it non-threatening, competency based and designed provide a basis for diagnostic and remedial teaching. An amount of Rs. 14.00 Lakhs is proposed for this.

recurring annual school grants to the VEC's 479 schools would be provided with an annual school contingency of Rs 5000.

An amount of Rs 221.20 lakhs is proposed for this.

Improving Academic Content and Processes

In upper primary education, unlike for primary education, minimum levels of learning have not yet been defined, though this was recommended in the Programme of Action 1992. Also, there is at present little understanding about the actual student achievement levels. The development of this understanding i.e. the potential of children of this age group to learn, the standards expected and actual acquisition of competencies would form the basis for thinking about pedagogic reform and improvement.

Of particular importance in this context is the transition from primary to the more complex middle stage in academic terms. Firstly, it is not uncommon for middle teachers to complain that children learn so little at the primary stage that they simply are not capable of grasping the middle curriculum. The veracity of this can, of course, only be ascertained through actual investigations into the levels of learning attained by primary school children and those expected at the beginning of the middle stage. If it is found that children are not prepared adequately for the middle stage in primary school, it may then be necessary to provide inputs at the primary stage to ensure that children emerge ready for the middle stage in academic terms. *The point is that where needed, quality improvement at the primary will may need to continue along with quality improvement at the middle stage.* It will also be of help to provide remedial coaching in the first year of the middle stage. Secondly, there is a need to scrutinise the curriculum to ascertain whether this transition is reasonably smooth or disruptively sudden for the child. There is also need to examine the continuity and difference in difficulty levels of the curriculum between the end of the primary stage i.e. grade V, and the beginning of the middle stage i.e. grade VI. Thirdly, there is a need to assess the current status of middle school level academic inputs in terms of curricular training, teaching learning materials, and to assess the impact of these on teacher capabilities, teaching learning processes and learning levels.

The strategy for academic improvement will consist of the following measures

Studies will be undertaken on the following critical areas

- To assess levels of learning of children who complete the primary stage and also to assess the learning levels of middle school children.
- Review of the existing curriculum for middle schooling and the relationship of the curriculum at the primary stage to the middle stage
- A review of the syllabi will be undertaken for the middle stage in all curricular areas, scholastic and non-scholastic, in terms of its relationship with the primary stage curriculum, the nationally recommended pattern and adaptation for state specific needs.
- Current class room practices
- Present teaching learning materials.
- Teacher training systems
- Evaluation systems
- These studies will be undertaken with the help of DIET, teachers and professional agencies on a sample basis in each district.

Strengthening Janpad Shiksha Kendra (JPSK)

The JPSK will be strengthened both through capacity development initiatives and the addition of some infrastructure support. The administrative personnel at the Block level will need to be trained in new methods of management, planning and monitoring and would have to be oriented into academic support. The Block level particularly needs academic strengthening because of a historical gap between the DIET and the school. A team of 5 Resource Persons will be developed from among the existing teachers for intensive academic support. The Janpad Panchayat Shiksha Samiti will be oriented towards educational issues.

The Block is a very critical level for school administration in terms of information management, co-ordination and supervision. It is however weakly equipped in handling the enormous quantity of educational data and records. The BRC has been provided a building. The BRCs' capacity to manage educational information needs to be strengthened. Computers can help in this. Presently a computerised MIS is available only at the district and the state level. Thus a lot of time is spent at the district level in just entering compiling and organizing data. If this can be done at the Block level, it would liberate the district level to verify, analyse and use the data for planning and remedial purposes and the blocks can then share their analysis with the schools and enable them to use this data for improvement. There are 6 blocks in Rajgarh district for which an amount of Rs 60.00 lakhs is proposed in the plan.

Strengthening Jan Shiksha Kendra (JSK/(CRC):

The Cluster head or Jan Shiksha Prabhari will be developed as a competent school manager. A team of resource persons will be trained to facilitate quality processes in schools in addition to the Jan Shikshak or the Cluster Academic Coordinator the idea being to move from a single Jan Shikshak to gradually building the entire Jan Shiksha Kendra as an academic team, because just one resource teacher is found inadequate in managing the tasks of school visit and academic discussions and acting as a link between the school and units above the JSK. The infrastructure available with the JSK would need upgradation to cater to the increasing requirements of the middle sector. Educational material, books and computers have been additionally proposed. Funds have also been earmarked for the recurring O&M needs of the JSK.

There is a need for facilitating a cluster level interface between teachers, community and panchayat representatives. "Shiksha - Panchayats" will provide a forum for interaction to come together and discuss ways and means for improving the educational status of the cluster, address teacher grievances and help develop the community outreach of the school cluster. In addition, gram panchayat members will be oriented towards educational issues.

There are 104 Jan Shiksha Kendra in Rajgarh district for which an amount of Rs. 182.00 lakhs is proposed in the plan.

Strengthening Village Education Committees

Presently only a one day orientation a year has been undertaken to orient VECs highlighting their powers and role as envisaged in management of schools. A more intensive field based interactive and continuous process of training and motivating the VEC/SMC member is envisaged making use of a variety of strategies-interpersonal discussions and orientations, exchange visits, open educational reviews with community and panchayats and teachers at village, panchayat and cluster level. VEC members will be trained in groups at cluster levels once every quarter. The regular contingent needs of the middle schools are proposed to be supplemented by

While considerable work has been done in the direction of administrative decentralisation, academic decentralisation is still an area requiring major attention and policy. The effort towards decentralised academic processes puts greater demands on the quality of support. An essential part of institutional reform is therefore strengthening and decentralising institutional academic resource support through DIET, BRC and CRC enabling teachers to play a critical role. Professional strengthening of these academic institutions is proposed to be taken up. Strategies for Institutional Capacity Development are as follows:

Strengthening Zilla Shiksha Kendra (ZSK)

Key educational personnel of the ZSK will have to be trained. Training will be through professionally developed programmes. Persons of the ZSK will be trained on modern methods of management, participatory planning process, and would be oriented towards academic issues. A 7 day training module will be developed for the educational personnel. Panchayat members will also be trained intensively on a 3 days programme module. The core training modules will be developed by the state to be supplemented and adapted by the districts. In addition to this, incremental support in terms of computer hardware and software, books and materials to cater to the additional needs of the middle school sector also needs to be provided. The recurring operations and maintenance costs would also have to be taken care of. An amount of Rs 15.60 lakhs is proposed for this.

Strengthening of DIET

At the ZSK level, DIET is the key institution. The DIET as part of the Zilla Shiksha Kendra is expected to develop an academic perspective plan for the district. This requires capacity development for teacher-needs assessment, pupil needs assessment, development of appropriate methods for improvement in the form of teaching learning material, training, research and evaluation, for curriculum analysis and context specific interventions. The administrative and planning capabilities of DIET personnel also need upgradation. A comprehensive plan for professional development of DIET personnel is proposed. This will comprise of educational administrators, DIET members and a group of teachers from each district. These will be placed with professional institutions like I.I M. The amount for strengthening of DIET is merged with ZSK

education for middle schools can not be underestimated. The value enrichment which is possible in academic processes through computers has to be recognized.

The Need for a Holistic Vision

The basic prerequisites of an middle school therefore, need to be defined after the academic content and process of middle schooling has been carefully analysed and formulated. Therefore, for upper primary, it would be necessary to define not only the minimum number of teachers required in terms of teacher pupil ratios and a minimum number of teachers per school, but also the specialisation of these teachers in the curricular areas. Teaching learning materials, libraries, laboratories will have to be developed based on an understanding of the intellectual and psychological requirements of children who are at the threshold of adolescence and need to be prepared as fully informed citizens of democracy.

Development of human resources, management structures and systems for community participation would be planned based on this understanding. As such the whole process of elementary education reform is perceived to be one of continuous research and evaluation that knits together contextual needs, universal insights making use of modern technologies to prepare schools of the 21st century. Such an understanding can not be static i.e it has to develop and change over time.

The plan for improving the quality of elementary education has to be based on this complex interrelationship between the various constituents of a middle level school. *This means that the artificial division between infrastructure as civil works and academic processes as 'quality' and computer as 'procurement' will have to be superseded by a more organic vision of a school.* The proposal for improving the quality of elementary education is informed by a holistic vision of a school complete in its academic, infrastructural and managerial aspects.

Planning for UEE: Doing it through a Participatory Planning Process

The planning process envisaged in the proposal is one that allows the vision of a middle school to be articulated by teachers, community groups, panchayats and through intensive micro-planning and exercises and detailed studies and reviews and discussions among all stakeholders. NCERT and NIEPA studies have shown wide inter-state and inter-district variations in availability of middle facilities. Therefore, attempts to universalise and improve middle education would have to be focussed on the needs of particular areas. The experience of DPEP has already indicated the importance of need based, area specific planning. *This decentralised district based approach to planning has been sought to be continued for universalisation of upper elementary education*

Strengthening the Process of Institutional Reform through Capacity Development

The most important contribution of DPEP has been the establishment of decentralised structures and processes for school management and academic support. This has been through DPEP structures like BRCs and CRCs. This has also been through DPEP's reinforcement of the states own decentralization process through Panchayat. In order to strengthen this process an intensive programme of capacity development will be taken up to improve the quality of support offered to the school through the institutions that constitute its basic support system.

and participatory development of academic inputs and on technical partnership with professional agencies outside the government. The structure organization and role of existing academic institution (DIET) has to take into account the emerging roles of BRCs and CRCs. The DIET as part of the ZSK will be made responsible for the districts academic development and be given autonomy and flexibility to respond effectively to local academic needs.

The policy of academic reform also entails an in depth review of teaching learning processes. The middle stage of education is concerned with children in the 11-14 age group who have completed five (in some state four) years of schooling. The process of elementary education is perceived as far more complex than the primary stage. The child is expected to have mastered basic literacy and numeracy skills, and moves on to acquire more complex competencies. A draft curriculum framework referred to as the "National Curriculum framework (NCF) has been developed by the NCERT". The broad curriculum areas identified in the NCF for the middle stage are as follows:

- (i) Three languages
- (ii) Mathematics
- (iii) Science
- (iv) Social Science
- (v) Work experience
- (vi) Art education
- (vii) Health and physical education
- (viii) Value education

To transact this curricular framework, middle schools need to be fairly complex organisations with requisite trained manpower and other facilities such as buildings, libraries and laboratories. This situation is somewhat different from the primary state where the curricular framework is much simpler and consists of three broad areas of language (mother tongue), arithmetic and environmental science. Particularly, in the first two grades in the primary stage the curricular requirements are very basic. Consequently, the focus at the primary stage is on promoting learning of simple competencies through joyful and child-centered approaches among very young children, rather than on the complexity of the various disciplines. This situation changes for middle education. While teaching methodology remains crucial, the content becomes increasingly demanding, and specialised teaching for particular subjects takes on greater importance.

Within the national curricular framework as enunciated by NCERT, the district would need to define for itself the competencies the child is expected to master and the classroom processes that will foster this acquisition. For this a detailed and careful analysis of the present curriculum, the development of a new syllabus that responds to the new national curriculum has to be undertaken.

Thus the methodology of middle schooling becomes more challenging than the primary stage. It involves greater study, research, experimental work and continuous evaluation in order to evolve appropriate quality strategies for large scale implementation. It also demands greater professional inputs to be infused in the system to steer and facilitate the reform process.

The third change that has a major impact on the learning environment is the advent of Information Technology. The world has entered the age of information technology. Computers have started to play a major role in education as well. The importance of computer-enabled

- Jan Shiksha Kendra (JSK)

The CRC is being strengthened as the Jan Shiksha Kendra as the critical unit for school based management. The cluster resource centre, now re-christened as Jan Shiksha Kendra, has been very effective in providing academic and managerial support to the primary schools. Devolution of academic and administrative powers to JSK has been initiated involving Gram Panchayats and teachers in a way that empowers them to manage the school in accordance with a clear plan for quality improvement.

- Village Education Committee (VEC)

VECs have been constituted in all the villages with primary school facilities. The recent order on institutional reform seeks to reconstitute the VECs to make them more participatory and accountable to the local community. More powers have been vested in the VEC. Capacity development and strengthening infrastructure support to these integrated units are needed to enable them to function effectively. The state's proposal on UEE therefore focuses primarily on these critical areas. A comprehensive plan of capacity building for all key agencies; managers, teachers, local bodies and community group's is a key element of the UEE.

A Policy of Academic Reform

The aim of universalisation is not merely to provide *any* kind of education but to make *available education of satisfactory quality and acceptable standard*. The state is attempting to evolve a policy of academic reform which enables access to a wider range of insight, knowledge and skills, gives greater space to teachers, facilitates professional networking, innovation and research and makes educational processes sensitive to community aspirations. The aim is to open up the academic support system to professional development, decentralization and accountability to the community because these qualities are expected to have a positive impact on educational quality.

A policy of academic reform is based on the perception that academic quality can improve only with the development of critical evaluative processes. The concern therefore is to identify and support factors that facilitate such processes. Some of the factors identified at the initial stage include the review and strengthening of academic support institutions and the review and renewal of academic processes. DIET have to be redefined in consideration of many changes that have taken place since the inception of these institutions. There are broadly three kinds of changes that have taken place in the state. The first change is administrative. This is the result of macro policy reform involving the decentralization of powers to the panchayats, the formation of district government and the states concerted action for bringing about greater transparency and lateral accountability in government functioning through citizen charter, gram sabhas, gram sampark abhiyan etc with a vision of community actually taking control of its educational processes. Academic support systems will have to be oriented to interacting with the local bodies the community. It is expected that as this kind of dialogue between academic institutions and the local community gets established and gains ground, the educational curriculum and its transactional processes would increasingly reflect what is perceived by the community as relevant to the improvement of its quality of life.

The second kind of change is academic which is a sectoral change and is the result of DPEP introducing decentralized support structures like BRC and CRC emphasizing non-hierarchical interactions and the need for reorienting technical support to actual class-room requirements and contextual needs. As a result the state is acquiring experience in decentralized

duties as the Head Master would undertake class duties as well. The selected Upper Division Teacher (Shiksha Karmis – II) would atleast have graduate level qualifications in science and Mathematics. This is necessary to take care of the academic needs of the students in these subjects. The Peon in the middle school would be dispensed with and the local community would make their own arrangements. The above pattern of the middle school has been suggested so as to ensure that one teacher per class is always available. The additional teacher would take care of the contingent requirements in case of vacancies, transfers, leave, training etc.

Rationalisation of Teacher Requirement

Teacher rationalization and redeployment has also been initiated to direct resources towards rural and middle requirements. Time-bound action plan for promotion and redeployment of teachers has been drawn up to be completed before the next academic session.

District Rajgarh's Perspective for Elementary Education Reform

The district does not perceive the task of UEE as simply one of a vertical expansion of primary into middle schooling but as a comprehensive and complex process of elementary education reform. The district's perspective of elementary education reform is informed by the following considerations.

The district has already initiated a process of institutional reform within the school education sector with a view to strengthening educational management:

- Coordinating existing structures
- Converging resources wherever possible
- Decentralization
- Increasing space for direct community action

The underlying idea behind the process of institutional reform is to move towards making school and its support system increasingly self-sufficient. This envisaged autonomy for the school, both managerial and academic, makes two basic demands:

- Devolving powers and functions.
- ~~Capacity development.~~

Separate offices at each level have been integrated to form cohesive units to ensure internal co-ordination, convergence of resources and better synergy. This is indicated below.

- Zilla Shiksha Kendra (ZSK) Including DIET

The Zilla Shiksha Kendra brings together critical units entrusted with managing education. The District Education Office, DIET Adult Education Office and the DPEP project unit come together one integral body to work with the Zilla Panchayat. This integration is critical not only to improving the quality of services but also for the sustainability of project initiatives.

- Janpad Shiksha Kendra (JPSK).

The BRC is being strengthened as Janpad Shiksha Kendra for coordinating management and facilitating academic intervention at block and sub block level. The JPSK brings together the BEOs office and the BRC.

5. Project Proposal on UEE - Rajgarh District

Moving towards UEE in Rajgarh district: Efforts so far

The district has assigned high priority to universalising middle schooling and has committed itself to providing a middle school within 3 kms of every primary school in a time bound manner by 2007. The primary school here would also include the EGS schools, which have been opened over these years. The existing Primary/EGS School would have to be taken as a unit. Working on the basis of universal access to primary schooling, the district has assessed the need for UEE. These are indicated below.

Assessment of Gaps in Middle Schooling Facilities

The district has identified the middle schooling gaps. The first preliminary round of assessment undertaken in the academic year 99-2000 indicated a gap of 142 middle schools. The gap assessment was done against the following universalization norms.

- Population norm at least 80-90 children of age group 11-14 in 1 or group of habitation
- Primary School passing out norm - 30-40% children of age group 6-11 should actually pass class V.
- The distinction between a separate middle and primary school would be eliminated. Provision of middle school would be done by upgrading the existing primary school.
- The middle school and the primary school would be located on the same campus and would have a common Head Master.
- While taking the 3 km criteria for upgrading a primary school to a middle school, the choice and selection of the primary school for upgradation to a middle school would be left to the District Government (Zilla Sarkar in Madhya Pradesh).

Rationalization of Staffing Norms

The staffing norm for a middle school has also been rationalised.

- Existing Middle School Staffing Pattern
 - One Head Master (Non teaching person in pure administrative capacity)
 - Two Upper Division Teacher (Shiksha Karmis, Grade-II)
 - Two Lower Division Teacher (Shiksha Karmis, Grade-III)

In addition to this, there is a provision of an additional LDT (Shiksha Karmi Grade-III) for creation of additional section per class in case the enrolment per class goes above 35 and one peon.

- Revised Staffing Pattern

One Upper Division Teacher (Shiksha Karmi Grade-II) and one Lower Division Teacher (Shiksha Karmi Grade-III) to be provided when the school enters Class-VI. The senior most teacher would have the charge of the Head Master for both primary and the middle school. The similar provision of one Upper Division Teacher and one Lower Division Teacher would be repeated when the school enters class-VII. A Middle school thus would have a teaching staff of 4 teachers, the senior most of whom would be designated as the Head Master who in addition to his

Facilities in Middle Schools

The position of the school equipments and furniture in the middle schools brings out the following scenario.

- Out of 345 schools only 224 schools have reported to have chairs for all the teachers. 28 schools (8%) have reported the non availability of even a single chair for the teachers.
- 43 schools (12%) have reported the non availability of table for the teachers.
- The data from 277 middle schools reveal the availability of furniture for the students in 122 schools (44%). The data also reveals that 14 schools out of 277 have no furniture at all for the students.
- Most of the schools have reported the non availability of the copy of the syllabus, teacher's manual, Atlas, games material, library books and inadequate availability of black boards, globes, educational charts, pin up boards and Science & Maths Kits.

School Furniture & Supplies

Table-18

S.No.	Block	Teacher's Chair			Teacher's Table			Furniture of Student		
		For All	For Few	None	For All	For Few	None	For All	For Few	None
1	RAJGARH	22	12	3	13	19	3	10	21	0
2	BIAORA	42	19	5	28	37	9	23	31	4
3	NARSINGARH	58	25	6	38	42	11	38	25	4
4	SARANGPUR	47	17	8	33	31	13	24	31	3
5	KHILCHPUR	30	9	2	24	17	3	14	20	2
6	ZEERAPUR	25	11	4	17	18	4	12	14	1
	TOTAL	224	93	28	153	164	43	121	142	14

Source School Information for Diagnostic Study

Equipment Details

S.No.	Block	Black Board	Copy of Syllabus	Teachers Manuals	Atlas	Globe	Educatl. Charts	Games	Library Books	Pinup Board	Science Kit	Maths Kit
1	RAJGARH	89	0	0	0	11	19	0	0	3	2	3
2	BIAORA	210	0	0	0	30	110	0	0	5	12	12
3	NARSINGARH	303	0	0	0	44	248	0	0	17	44	37
4	SARANGPUR	258	0	0	0	20	140	0	0	23	25	18
5	KHILCHPUR	142	0	0	0	21	43	0	0	16	15	12
6	ZEERAPUR	113	0	0	0	14	109	0	0	8	27	11
	TOTAL	1116	0	0	0	140	669	0	0	72	128	93

Source School Information for Diagnostic Study

Facility available for Upper Primary School (Feeding Village of School)

In this district, out of the information received from 1053 villages, 64.9% villages have upper primary school within a distance of 3 kms. 369 (35%) villages have reported to have no upper primary schooling facility within 3 kms. In order to bridge the this large number of primary schools would have to be upgraded as middle school so as cater to the requirement of the middle school within 3km. of the habitation.

Feeding Village of School

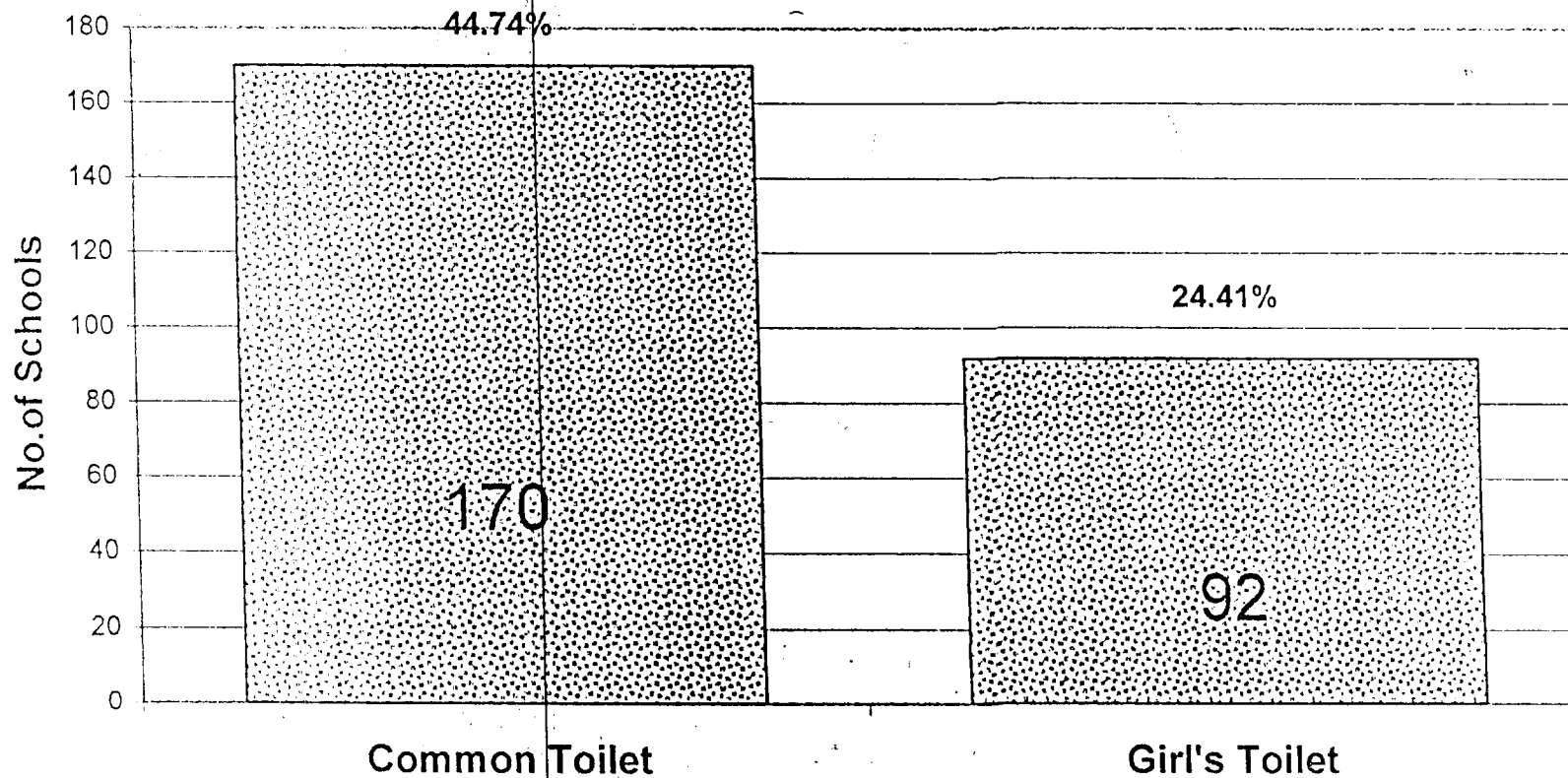
Table-19

S.No.	Block	Distance 1 Km	Distance 2 Km	Distance 3 Km	Distance > 3 Km	Total
1	RAJGARH	11	31	33	49	124
2	BIAORA	30	44	52	45	171
3	NARSINGARH	42	67	75	102	286
4	SARANGPUR	15	47	53	73	188
5	KHILCHPUR	19	39	41	43	142
6	ZEERAPUR	12	35	38	57	142
	TOTAL	129	263	292	369	1053

Source School Information for Diagnostic Study

(Detailed position may be seen from Chart No. 17 to 26)

Availability of Toilets in Middle Schools



Source : Diagonistic Study of 380 Middle Schools

Use of Information Technology (IT)

Learning is seen to be inherently creative and is facilitated by an interactive process. Although this is recognised, traditional methods of teaching have tended to be hierarchical and text bound. Information technology by redefining and reconstituting the text can turn passive teaching into creative learning thereby making a shift in technology a shift in teaching paradigm. The Computer creates a new pedagogy where interrogation, choice and self-learning become central. Both the process of accessing information and the information areas accessed will enrich the academic quality of the school and build the confidence of learners with help from technical support institutions that have been identified in the State. The aim would be to develop capabilities in teachers and students at the elementary level to use the computer as an effective tool for education.

Developing a Library Movement.

DPEP has initiated improvement in basic teaching learning materials. It has also widened the understanding of teaching learning materials to mean not just text books but also the use of a range of books outside the prescribed syllabus and other learning resources to supplement the teaching learning process to enlarge comprehension. Successive Appraisal Missions have reiterated the need for a wider range of reading materials. This has been felt necessary for facilitating self-learning and peer-sharing. A demand for more reading materials has also been voiced by children and teachers. This need for a rich pool of useful teaching learning materials can best be served through a school library movement. The JSKs conceptualised as resource centres cannot develop unless a library is developed within them. A school library movement will be established with the JSK as the nodal point. The library in the JSK will be managed by the JSK Prabhari. Books and journals will be circulated among the schools by the teachers. The library in the JSK will be the node of a school library network in that area. Each school would be given a small library to be managed by the children. The JSK library will support and supplement the school libraries with more materials. These will be particularly useful in enabling the teachers and children to upgrade their own skills and knowledge base in a motivational continuous way. The library movement will help develop habits of self learning and improvement. The library can also be opened up to the community on user-fee basis, thereby providing a knowledge platform for the school and community to come together. This will also create a 'reading' bond between the school and the community. This will strengthen the participatory processes between the school and the community bringing them together as one learning society.

An amount of Rs. 10.50 lakhs is proposed for use of information technology and development of library movement.

Improving Access to Schooling Infrastructure

Providing additional middle schools

Additional Middle Schools will be provided by upgrading existing primary schools keeping in mind distance and population norms and the number of children passing out of primary schools. On the basis of need assessment 142 middle schools will be required for upgrading 142 middle schools an amount of Rs 1200.75 lakhs is proposed in the plan.

Providing School Buildings

Infrastructure needs for middle schools have been evolved in response to the current infrastructure available in the state, taking into account such factors as whether the state intends to have large or small schools, how middle education is linked to primary and secondary education, as well as the vision of the teaching learning process in the classroom.

The state has developed experience and expertise in decentralised community-managed construction. The panchayat system and DPEP's village level community construction has helped in this. As a result cost-effective modules of school buildings have been developed by using alternative materials innovative, technology and designs for a functionally richer school at lesser cost. A middle school building will mean the provision of additional space for existing primary school building. This means the addition of 3 classrooms and a covered verandah to serve as an additional classroom and one classroom to serve as an activity room for science education and library. This will include laboratory equipment and a computer for computer education.

There are 385 Middle Schools in Rajgarh district, at present, out of which 157 have pucca building, 30 have partial pucca buildings, 17 have kuccha building, 79 middle schools does not have only building and for 102 middle schools there is not data available. To provide 100% access in this 3 km. regions there is a need of upgrading 142 primary schools to middle school out of 137 primary schools crusting in the district. To provide 100% Access and achieve desired Retention status, school building with facility is required. It is proposed to have 79 existing middle school construct building and 142 proposed primary schools to be upgraded to Middle Schools, school buildings @ 2.50 lacks per Middle School Building for providing buildings to middle schools without building and with kuccha building a total number of 238 middle school buildings has to be constructed.

An amount of Rs 595.00 lakhs is proposed in the plan.

Attention to Disadvantaged Groups

As in the case of primary education, universalisation of middle education will require a special focus on girls, scheduled castes and tribes a disabled children strategies in this regard are as follows.

Disabled Children

Education of children with disability is a statutory responsibility under the "Persons with Disability (Equal opportunities, Protection of Rights and Full Participation) Act 1995". DPEP, as a Programme for universalization of primary education for all children provides for interventions in this area but present budget limits have permitted only small initiatives. It is proposed expand the cover. The following activities are proposed under it.

- Survey / assessment of disabled children.
- Material development for disabled children.
- Special training to teachers with reference to disabled children.
- Provision for the facilities for disabled children, which include actual expenses on books and stationary, actual expenses on uniform, transport allowance etc.
- Actual cost of equipment aids to disabled children.
- Research and evaluation.
- NGOs collaboration will be elicited and implemented.

An amount of Rs. 14.00lakhs is proposed in the plan.

Children from Scheduled Tribes

Recent studies indicate children from Scheduled Tribes have problems in acquiring mastery levels in language, which also affects their achievement in EVS and Mathematics. Special attention has to be given to this. Context specific materials will be developed making use of local cultural and linguistic resources to help bridge the standard teaching learning materials and context-specific cultures.

An amount of Rs. 7.00 lakhs is proposed in the plan.

Girls

All studies reveal that the enrolment and drop out figures of girls in middle schools are not very encouraging. This is largely due to the social perceptions about girls identity individually and in society. Strategies for facilitating girls participation in school are envisaged as follows.

- School provisioning close to the habitations within 3 kms which would make it convenient for the girls to come to the schools.
- Gender sensitive teaching learning material and training module to sensitise the teachers will be developed.
- A variety of women's empowerment programmes will be supported such as Mahila Samakhya, Women's Education through Adult Literacy Programmes such as the states Padhna Badhna Andolan will be supported.

Special interventions will also be designed to provide additional support to the academic efforts of girls through strategies like "Balika Shiksha Shivar". Balika Shiksha Shivar, a residential educational camp is proposed as an intervention specially aimed at girls who have had a comparatively slower pace of learning. The camp will be organized by women teachers and women panchayat representatives. Special education camps called Balika Shiksha Shivar will be organised for such girls and specially for those belonging to socially and economically weaker sections. A batch of 25 girls will participate in a residential camp of 3 days each. Activities like creative writing, painting, drama, story and poetry writing, toy making, games and sports etc. will be organised. Educational materials will also be developed in such camps giving an opportunity for girls to put into use their creative ability. Difficult subjects and complex concepts will also be dealt with through interesting methods.

Balika Shiksha Shivirs will be organised at the block level once in two weeks on a rotational basis. There will be a method of following up on the progress of the participants through the cluster. Provision will be made for organising this camp, educational material and honorarium for the subject experts who will be called from time to time.

An amount of Rs. 7.00 lakhs is proposed for this.

Communication Support

Communication has been recognized as a critical need of the programme. The effort to communicate internally and externally not only renders the program transparent to the community but in fact helps those who are implementing it to acquire greater clarity about their own work. Communication strategies drawing upon a partnership of panchayats, teachers, parents, children and media and other resources of civil society will be developed to share information and to respond to demands so as to create a common platform of ideas and objectives.

Panchayats as Communication Agents

The broadening and deepening of democracy through elected panchayat representatives has created a singularly rich opportunity for reaching out to the community at large. The Panchayats are uniquely placed to provide leadership to the local community. The need is to tap the popular energy of these grass root democratic institutions. Communication strategies will target panchayat representatives in a way that they inform them as well as motivate them to become communication agents for the community at large. Panchayat conventions or Shiksha Choupal will be held at district, Block and Cluster level. The participants of the Shiksha Panchayats will include the members of Panchayats, VECs, teachers, cluster head, cluster academic coordinators, community members and parents. The objectives of Shiksha Choupal are

- better interface between panchayats and teachers.
- to ensure effective involvement of gram panchayat and community and teachers in school development.
- to improve the functioning of all the schools of the JSK.
- to evolve strategies for achieving cent percent enrolment and retention of children specially girls.
- to ensure cent percent enrolment of SC/ST girls in the cluster area.
- teachers training programmes will incorporate notion of their community outreach role. Activities will be designed to induce in them a sense of ownership and responsibility for their schools.

Community Mobilization

The perceptions of the community of children of 11-14 age group are critical for middle education as at this age children may be considered capable of contributing economically. Particularly, girls are seen as contributing significantly to domestic work. A greater understanding of the kind of work children are engaged in, as well as community perceptions of children's roles at this age would help in to eliciting community interest in and support for middle education.

Studies will be undertaken for improving the understanding of community perceptions and responses about children of this age group. Climate favourable to middle education could then be built through motivational campaigns. Forums and community based organisations such as the village education committee, school management committee, MTAs and PTAs will be strengthened.

Media

Multimedia opportunities created by print and electronic media are being used for communicating with key actors-panchayats and teachers. Additional funds will help intensify the use of mass communication channel.

Documentation in print and electronic forms of critical processes will be supported.

Teams of people consisting of creative writers, educationists and people with interdisciplinary skills will be fielded to document the processes initiated to learn from them and improve upon them.

An amount of Rs. 10.50 lakhs is proposed in the plan under IEC head.

Improved Monitoring

Critical parameters of monitoring would be as follows

- Enrolment
- Attendance
- Efficacy of teaching learning processes
- students academic progress
- Regular functioning of school.
- Effective school supervision.
- Need based academic planning and timely resource support.
- Efficiency of management support relationship between school and community.
- Maintenance of records and information flow.
- Infrastructure support to school.
- fund disbursement and utilization

A computerised MIS has been developed under DPEP at the district head quarter. This will be strengthened to cover middle needs. Quality and equity indices for regular periodical review will be developed. Monitoring will be through all the institutions VECs, panchayats, JSK, JPSK, ZSK etc. Sample evaluations will help in deepening understanding of quality issues.

For effective monitoring of UEE activities the allotment of funds have been provided under ZSK head.

Budget Proposal

Universalisation of Elementary Education - RAJGARH

CW %

22.4%

	Phy.	Proj Preparatory 2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	Total
Project Preparatory Activities		2.20	0.00	0.00	0.00	0.00	0.00	0.00	2.20
Upgradation of PS to MS	142		157.90	173.81	173.81	173.81	173.81	173.81	173.81
School Contingency	553		55.30	27.65	27.65	27.65	27.65	27.65	27.65
Civil Works	238		345.00	250.00	0.00	0.00	0.00	0.00	250.00
Strengthening of CRC (Jan Shiksha Kendra)	104		119.60	10.40	10.40	10.40	10.40	10.40	10.40
Strengthening of BRC (Janpad Shiksha Kendra)	6		24.00	6.00	6.00	6.00	6.00	6.00	6.00
Strengthening of Zilla Shiksha Kendra	1		4.80	1.80	1.80	1.80	1.80	1.80	1.80
Curriculum Review and development of TLM		30.00	46.00	46.00	16.00	0.00	0.00	0.00	138.00
Teachers Training	1106	0.00	0.00	28.59	28.59	28.59	28.59	28.59	171.54
Teachers Training- Induction	284		9.46	4.26	0.00	0.00	0.00	0.00	13.72
Research and Evaluation	1		2.00	2.00	2.00	2.00	2.00	2.00	14.60
Distance Education	1		1.00	1.00	1.00	1.00	1.00	1.00	7.00
IEC	1		1.50	1.50	1.50	1.50	1.50	1.50	10.50
Gender	1		1.00	1.00	1.00	1.00	1.00	1.00	7.00
Tribal	1		1.00	1.00	1.00	1.00	1.00	1.00	7.00
Disability	1		2.00	2.00	2.00	2.00	2.00	2.00	14.00
Total		32.20	770.56	557.01	272.75	256.75	256.75	256.75	2659.51

Project Preparatory Activities

Category	Unit Cost	Phy.	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2004-05	2005-06	Total
Diagnostic Study	1.00	1	1.00								1.00
- Quality Assessment											0.00
- Social Assessment											0.00
Micro Planning	0.20 per	6	1.20								1.20
(1. Identification, Resource Persons Teachers Training		Block									0.00
(2. Data Entry Report)											0.00
Total			2.20	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.20

Upgradation of PS to MS

Category	Unit Cost	Phy.	2001-02	2002-03	2003-04	2004-05	2005-06	2004-05	2005-06	Total
Equipment (Laboratory, Library etc.)	0.30	142	42.60							42.60
Furniture	0.20	142	28.40							28.40
Salary - 1st year	0.612	142	86.90							86.90
Salary - 2nd year onwards	1.224	142		173.81	173.81	173.81	173.81	173.81	173.81	1042.85
Total			157.90	173.81	173.81	173.81	173.81	173.81	173.81	1200.75

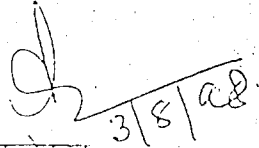
Salary -1st yr		Salary -IInd yr		
SK-III	1post	2300	SK-III 2post	4600
SK-II	1post	2800	SK-II 2post	5600
Total Salary/month		5100	10200	

राजीव गांधी प्राथमिक शिक्षा मिशन

प्राथमिक शिक्षा का लोक व्यापीकरण जिला- राजगढ़

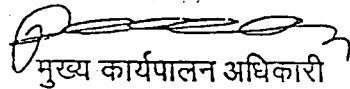
प्रमाण पत्र

प्रमाणित किया जाता है कि जिला RAJGARH. के अन्तर्गत कुल बसाहट (मजरा/टोला/पारा/फलिया) 1749 हैं। पात्रता अनुसार समस्त गाँव एवं बसाहट की 1 कि.मी. की परिधि में प्राथमिक शिक्षा की सुविधा शिक्षा गारंटी केन्द्र/प्राथमिक शाला/वैकल्पिक शाला/औपचारिकेत्तर शिक्षा केन्द्र के माध्यम से उपलब्ध करा दी गई है।



कलेक्टर

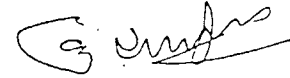
जिला राजगढ़



मुख्य कार्यपालन अधिकारी

जिला पंचायत

जिला राजगढ़



अध्यक्ष -

जिला पंचायत

जिला राजगढ़