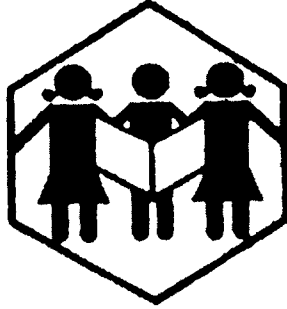


GOVERNMENT OF MADHYA PRADESH

**APPROACH PAPER
ON EDUCATION FOR ALL**



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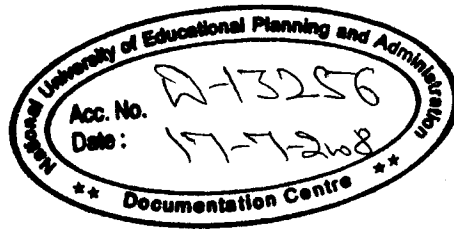
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Abbreviation

BAS	Baseline Assessment survey
CE	Continuing Education
DPEP	District Primary Education Programme
EFA	Education for All
EGS	Education Guarantee Scheme
GAR	Gross Access Ratio
GER	Gross Enrolment Ratio
GOI	Government of India
GOMP	Government of Madhya Pradesh
IPMS	Integrated Programme Monitoring System
JSK	Jan Shiksha Kendras
JSA	Jan Shiksha Adhiniyam
LSA	Lok Sampark Abhiyan
MAS	Midterm Assessment Survey
MDM	Mid Day Meals
MIS	Management Information System
MPBA	Mahila Padhna Badhna Andolan
NSS	National Sample Survey
OBC	Other Backward Classes
PBA	Padhna Badhna Andolan
PRI	Panchayati Raj Institutions
PTA	Parent Teacher Association
PTR	Pupil Teacher Ratio
SCERT	State Council of Educational Research and Training
SHG	Self Help Group
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribes
TAS	Terminal Assessment Survey
TLC	Total Literacy Campaign
UEE	Universal Elementary Education
VEC	Village Education committee
ZP	Zilla Panchayat

GLOSSARY

Gram Sabha	Village Assembly
Guruji	Teacher
Gurudakshina	Gift or fee to a guru (teacher) by an initiate
Jan Shiksha Adhiniyam	Peoples Education Act.
Majras/Tolas/Phalias	Hamlets
Prerak	One who incites or stimulates
Rajya Kosh	State Fund
Shala Kosh	School Fund
Zilla Kosh	District Fund

**APPROACH PAPER ON EDUCATION FOR ALL
MADHYA PRADESH**

1. INTRODUCTION

Madhya Pradesh situated in the heartland of the country was till 1999 geographically the biggest state of the country until its bifurcation. The state of M.P. has recently (2000) been divided into M.P. and the newly carved state of Chattisgarh. Presently there are 45 districts in M.P. and 313 development blocks; out of these 126 blocks (approx. 40%) are tribal predominant blocks. The general information of the State is as follows:

Table no.1 – General information of Madhya Pradesh

District	45
Development Block	313
Tribal Blocks	126(40%)
Municipal Corporations	14
Municipalities	85
Nagar Panchayat	235
Village Panchayats	22029
Villages (habited)	53460
Habitation	81473

1.1 Demographic Profile

The population of the state is 6.03 crores as per 2001 census, of which 26% reside in urban areas and 74% in rural areas. As per the 1991 census, the tribal population of divided M.P. was 19.9% of the total population of the state. The demographic details of the state are given in the table below :

Table no. 2 - Demographic Profile of M.P.

Population	6,03,85,118
Male	3,14,56,873 (52%)
Female	2,89,28,245 (48%)
Urban Population	161.03 Lakh (26%)
Rural Population	442.82 Lakh (74%)
<i>Source : Census 2001</i>	
SC Population (<i>Census 1991</i>)	(15.44%)
ST Population (<i>Census 1991</i>)	(19.9%)

The population in the state has recorded a decadal increase of 24.34% from 1991 to 2001. There is an improvement in the sex ratio from 912 in 1991 to 920 in 2001. However, the population density has increased from 158 to 196. A summary of the comparative demographic profile of 1991 and 2001 of the state of Madhya Pradesh is given in the table below.

Table no. 3 – Comparative Demographic details of Madhya Pradesh

Category		1991	2001
Population	Male	25394000	31456873
	Female	23172000	28928245
Total Population		48566000	60385118
Population Density		158	196
Sex ratio		912	920

Source: Census 1991 and 2001

2. THE CONTEXT OF MADHYA PRADESH

2.1 Historical Challenges

The 1991 census revealed that in Madhya Pradesh, 56% of the population was illiterate and about 70% women were not literate. Literacy rates were lowest for the scheduled castes and scheduled tribes i.e. 35.08% and 21.54% respectively. Access to schools was a problem, which had both physical and social implications. This was because the norms for opening a school in a village with population between 250 and 300 ignored the scattered and inaccessible habitation pattern of the state, where people live in dispersed small household communities, one to four kilometers away from the main village. These areas are generally inhabited by socio-economically deprived communities resulting in their needs getting submerged within standardized norms and strategies. Till 1996, out of 0.11 million habitations in the state, approximately 30,000 were without basic schooling facility. A centralized and highly bureaucratized education management system created its own

distortions. Planning was centralized and so failed to reach out to the needs of the people. This perhaps was best exemplified in the norms created for access.

Excessive centralization had also resulted in inadequate academic support to schools. There was no structural link between the district level academic support structures such as DIETs and the schools. There was no systematic plan for regular in-service teacher training. No effective system of academic supervision, feedback and discussion existed at the school level, the supervisor school ratio being 1:80. Education of the community had no lateral accountability to the local community. This was perhaps reflected in the disfunctionality of the schools, teacher absenteeism and low quality of teaching.

Contesting development needs competed for budget resources affecting allocations for the education sector. In Madhya Pradesh the expenditure on school education was roughly 10% of the total budget and salaries accounted for approximately 95% of this expenditure. These constraints were reflected in key educational indicators - Madhya Pradesh had poor access (70%), low enrolment (72%), low retention (below 50%) and low achievements.

2.2. A New Vision : Moving towards Education For All

2.2.1 EFA Goals in M.P.

The goals of EFA in M.P. are broadly two fold - Elementary Education and Adult Education. The main emphasis in Madhya Pradesh, since 1994 has been on universalizing primary education and since 1999 this concern has enlarged to encompass universalisation of elementary education. It is significant that whereas the National Policy on Education of 1987 (revised 1993) - stipulated Universal Elementary Education (UEE), the state documents of policy and programme do not talk about UEE till 1994. Prior to 1994, the state's action for education is evinced in discreet, dispersed, small incremental accretions of schools. These additions too, were on an ad-hoc

basis, without realistic estimates of the size of the problems and the impact of the additional benefits. The year 1994 marks the first-ever efforts to address the goal of UEE, beginning with an increasingly growing concern of the state for universal primary education and by 2000 moving up to a concern for universal elementary education. Adult Education is an area of key concern, both because basic literacy to all is a commitment of the state, and because there is a clear reciprocity between the educational status of children and the adult community. It is significant that this concern sparked off with the emergence in the state of the elected panchayats dotting almost each village with a Panchayati Raj Institutions (P.R.I). The idea of universality pushed itself up as an inevitable corollary of the deepening and broadening of the democratic process up to the village level. State educational planning moved from piece meal provisioning to a concern for All and a search for strategies that address All.

2.2.2 EFA process

EFA process in M.P. has been influenced by the overall vision of human development in the state. The development vision of the state has shown a marked movement away from people as recipients to people as agents. The participatory process of development is seen to have as much value as the product at the end, and the extent of its inclusiveness is seen to be as much an indicator of development. This is true of education. The emphasis on education is creating conditions that enable people to come together for their education. Therefore the way a school or a literacy class comes into existence, or gets managed become significant issues rather than simply sanctioning schools from the top. The relationship between the teacher and the local community becomes significant rather than between the teacher and a government hierarchy on top. Whether all children have equal access to opportunities is as important an issue as the quality of opportunities created. The issue of quality itself gets expanded to mean not just the text but also the context. School-community interface, the behavioural responses of children

teachers and parents towards the school, social expectations of the school, the sense of inclusiveness and ownership-these intangible attributes start influencing the notion of quality as much as its more tangible features as physical conditions and scholastic measurements. This has certain implications. It requires that the state develop processes and policies that balance local autonomy with normative standards, professional capabilities with a sense of ownership and accountability, structural flexibility with common goals.

Thus EFA in M.P. implies a decentralized participatory process with community as key agency for ensuring satisfactory level of elementary education for all children in the age group 5 to 14 and basic literacy to all adults in the age group 15 to 50 years. The strategic framework for this was created by new opportunities in the State.

2.3 New Opportunities

2.3.1 Decentralization of Governance

Decentralization became the premise for development in the State, because it was seen to open up opportunities for new ways of doing things and because it was possible to create new partnerships. The dichotomy between demand and supply, between provider and receiver could be dissolved. Stakeholders could be given greater control and ownership. The single most significant change in MP's vision of development is the recognition of the agency of people as central to development. The relationship between state government and people has been perceived as one of partnership based on mutual right and responsibilities. This has been the guiding vision in the choice of strategies. This vision has been articulated as the new architecture of governance grounded on decentralization, lateral accountability and increasing space for direct community action. The panchayat system provided an institutional framework for decentralization right down to the village level. The state government also introduced the system of District Government and recently the village government system, further decentralizing the power of the state level administrative structure to the

district and village level. The implication of this development vision is that development is measurable not just through creation of assets and resources, but through the effectiveness of the process of empowering communities to make choices and participate in creating those assets and resources. This vision expressed itself in the planning of education specially in its basic levels of Elementary Education and Adult Literacy.

The key objective for educational planning was decentralization of educational management. It should be remembered here that decentralization of educational management and the attempt to give greater space to direct community participation has been an end in itself because it expresses the belief that strengthening processes of democracy is itself a larger understanding of education.

The effort of the government has been to move increasingly towards user groups at the grass root level, and so establishing structures that enable their direct participation in the management of schools.

The education sector saw a very substantive delegation of powers to the local panchayat bodies and village education committees (VECs). Recruitment and transfer of teachers, construction of school buildings and procurement of school equipment have become the responsibility of the panchayats. The VEC have been reconstituted under the recent amendment in the Gram Swaraj Act, further decentralizing powers to the village government acquired a statutory existence and has been entrusted with powers to supervise the local schools. A Parent Teacher Association (PTA) has been formed for each school with substantive powers in school management. The members of PTA are being trained to function effectively.

A significant strategic choice made by the Government for focused action on primary education through decentralized process was the setting-up of Missions on select areas of development to address identified tasks in a time-bound manner. The Mission on universal primary education designated as

the Rajiv Gandhi Shiksha Mission was carved out from the education sector for focused action on primary education and adult literacy, and subsequently since 1999, made into a mission for elementary education and literacy for the State. The idea of the Mission, although it started off as a programme delivery, bears significance in MP because it has evolved into a sustainable structural arrangement for delivering elementary and adult education and has sought to move educational management into a more participatory, societal mode.

The emergence of the State government policy of decentralization and support to community processes coincided historically with the entry in the state of a major externally aided programme in the education sector. This was the District Primary Education Programme (DPEP) introduced in 33 districts of low literacy in the state, in 1994 in its first phase and 1997 in its second phase. DPEP's concern for decentralized participatory action aimed at improving primary education was in consonance with the state government's policy. The strategic framework of DPEP was constituted by elements of district based decentralized planning and community participation, emphasis on capacity building of teachers, teacher educators, educational managers, space for contextual innovation, a wide array of strategies ranging from social mobilization, material development to infrastructure improvement and adopting a societal Mission approach to implementing basic education programme. Decentralisation and the resources made available to the state under DPEP created opportunities for innovative action to address long standing problems.

By the beginning of the tenth plan, the issue of universal elementary education has been addressed through a comprehensive programme – the Sarva Shiksha Abhiyan, which has reinforced the work for strengthening the primary education base and build the upper primary education.

2.3.2 Decentralized, participatory problem mapping

Decentralization opened up the possibility of alternative lateral thinking critical for development. The problem on the path of development was to find ways of understanding and articulating the needs of the community, undocumented or obscured by predetermined categories of planning needs. The only way to do this was to encourage shifting the perspective from the government to the community. Looked at from the point of view of the community, the problems were re-defined, provoking a review of existing assumptions and norms. Solutions emerged and planning norms moved closer to people's needs-as the people themselves perceive them to be.

Decentralization of education has facilitated the introduction of alternative methods of participatory problem mapping. A system of collective micro planning on a habitation basis to assess the status of children's schooling, out of school and educational & infrastructure facilities was initiated to enable disaggregated problem mapping. This was designated **Lok Sampark Abhiyan (LSA)**. The first LSA was undertaken in 1996 and the second in 2000. LSA-I aimed at finding out how many children were going to school, what were the reasons for those not doing so, and what was the outreach of schooling facilities. LSA-I conducted in 1996 covered 55,295 villages and contacted 6.1 million households and 10 million children. LSA-I revealed that only 70% of the habitations had access to primary schools. LSA-I also demolished the myth of universal enrolment. Enrolment was not more than 70%. Most children reported as dropouts had never been enrolled. The most deprived were girls and children from scheduled tribes. Another round of household survey was carried out as LSA-II in 2000. It identified middle school gaps and measured the progress of educational indicators at the primary level and established a benchmark for the upper primary. It has made possible the formulation of a comprehensive state perspective for UEE plan with district specific perspective plans. Lok Sampark Abhiyan (LSA) I and

It became important processes for documenting status, drawing attention to gaps and provoking prompt action and demonstrate the efficiency of decentralization, which is the premise for planning. LSA I and II make possible the measurement of attainments of key educational indicators in a comparative frame of 1996 and 2000-01- a period of 5 years, beginning after a time that flagged a set of issues for educational planning. The issues that have been addressed on priority by the state working towards universal elementary education are discussed below.

(i) Creating access to elementary education

LSA made visible the large access gaps particularly highlighting the very deprived areas and groups. Current norms of school provisioning stipulated a primary school within a kilometer and upper primary or middle school within 3 kilometers of the habitation. LSA also threw into relief the nexus between geography and deprivation - both social and economic, since most of the unserved habitations were inhabited by SC/ST groups revealing access to be a social issue and not just a physical one.

a) Access to primary schools

Responding to the demand for schools, the state Government evolved an innovative scheme for universalising access. This was the **M.P. Education Guarantee Scheme (EGS)**. EGS was launched in January 1997. The scheme is sensitive to the habitation pattern in the tribal areas of the state where people reside in hamlets called majras, tolas or phalias that are distant from one another. A historical backlog of about 30000 accessless habitations could be eliminated in 2 years time. The EGS also aimed at time bound provisioning of schools and was therefore postulated on Government guaranteeing a school in 90 days. EGS works through a tripartite sharing of responsibilities between panchayats, community and state Government. Now every habitation in the state has a schooling facility within a kilometer. By

August 1998 Madhya Pradesh declared universal access to primary education (*Annexure-1*). The benefits of the EGS have gone to the backward areas and the deprived children. About 40% EGS schools are in tribal areas. 45% of the children enrolled in these schools are from ST families, and 91% children are from SC, ST and other backward classes. Universalisation of access through EGS clearly indicates that it is not just a geographical outreach, but also a very significant socially inclusive strategy.

Modalities of EGS

EGS is a demand-based; time bound strategy to universalise access. It has enabled us in reaching out to the unreached in quickest possible time. The key elements of the EGS are as follows:

- Under EGS, the government gives guarantee to provide a primary schooling facility to the children in a habitation where there is no such facility within a kilometer within a period of 90 days of receiving a demand for such a facility by the local community.
- Community without a schooling facility within a distance of 1 km and 40 children (25 children in case of ST population) can demand schooling facility.
- Community chooses teacher, provides space and supplements resources.
- Government gives grant to the community for providing honorarium to guruji, free Teaching-Learning Material, school contingency and seed money for infrastructure. Government releases its grant to EGS school account maintained at village level. Government also trains gurujis and conducts academic supervision and monitoring.
- The EGS operates on a decentralised basis through collaboration of the State Government, local bodies and the community. Decentralised management of EGS is done by local Parents Teacher Association.
- The EGS teacher is designated as 'Guruji' and is provided for a group of 40 children and in tribal areas for a group of every 25 children. If the number exceeds 50 then another Guruji can be appointed so as to maintain the teacher-pupil ratio near 1:40.

The academic level and progress of each child is evaluated on a continuous and periodic basis. Continuous evaluation is inbuilt into the teaching learning material and also imparted through teacher training. There is also a provision of Quarterly exams.

The state government's intervention has been very significant in creating access in the primary sector where the government's share is 84%. The government policy for private schools is liberal. Anyone can open a school,

with an affidavit, since no prior permission is required. The idea is to encourage a wide network of institutions for primary education.

b) Access to upper primary

A gap of about 11000 schools at the upper primary level was estimated as of 2000. 10902 primary schools have been upgraded into upper primary (*Annexure-2*). This has ensured universal access to the upper primary, implying that each primary school has an upper primary schooling facility within 3 k.m. In the case of upper primary, 66% of upper primary access is through government funded schools and 34% through private.

The details of schools at primary & upper primary level are follows:

Table No. -4 - Number of existing Government schools in M.P.

S.No.	Type of school	Number
1.	Primary schools	56022
2.	Education Guarantee schools	26571
3.	Upper Primary schools	24185

(ii) The issue of quality.

The issue of quality has been comprehensively defined to include diverse factors that impact on school effectiveness. This includes the following:-

- a) Physical infrastructure ;
- b) Academic inputs and processes;
- c) School management.

a) Physical infrastructure - The quality of learning space

Emphasizing decentralized construction of school buildings and encouraging community participation has resulted in lowering construction cost. Programmes like DPEP have contributed towards filling up the gapes in the

physical infrastructure. 313 Block Resource Centres (Teacher Training Centres) have been constructed in the State to facilitate teachers' training at the block level. A big gap of 20,582 schools without buildings was covered within a period of five years. Decentralised construction through village level committees and adoption of cost effective techniques have characterised such construction.

Drinking water facility, toilets (common and for girls) have been provided to the government school through convergence of resources and community contribution. Percentage of schools with drinking water facility has increased from 57% in 1997 to 66% in 2000-01. Similarly from 1997 to 2000-01 percentage of schools with common toilets and girls toilet has increased from 10% to 25% and 5% to 12% respectively. Despite the efforts that have been made to mobilize resources from different programmes to provide school buildings large gaps in infrastructure persist. *Annexure-3* shows the status of existing infrastructure gaps.

b) The quality of academic inputs.

Key issues in the improvement of the quality of academic inputs are of teacher provisioning and teacher qualification, curriculum and teaching learning materials, capacity development of teachers, availability of academic support to schools and teachers and the system of evaluation.

Provisioning of teachers (Pupil Teacher Ratio -PTR)

A suitable teacher pupil ratio is necessary for ensuring quality of learning. The system of multi-grade teaching affects the efficiency of teaching learning, reduces time for transaction and specially for process of continuous evaluation alternative for diagnostic and remedial action. Comparison of data of enrolment of students and teachers poster of different years shows a rising trend in PTR from 93 to 2000-01 because of increase in enrolment in the time period. The present status (2002-03) of PTR in the state for primary

schools is 38, for EGS schools is 39 & for upper primary level it is 30. The district wise details of Teachers and PTR is given at (*Annexure-4*).

Table No.-5(a) – Pupil Teacher Ratio (PTR)

Year	Number (in lakhs)		PTR
	Enrolment (I-V)	Teachers (Primary)	
*AIES 1993	82.46	1.78	46
** 2000-01	69.42	1.46	47
** 2002-03	72.58	1.89	38

**Including Chhatisgarh*

*** Data of private schools not included.*

The State government has taken a number of decisions about teachers. First, the cadre of teacher appointed on a permanent basis on a government pay scale has been brought to an end. In its place teachers are appointed on a contract basis. Teachers are employed by panchayats on a fixed contract, which has been pitched at a lower level than the old scale. This has been the corollary to the panchayat-based decentralization. The eligibility criteria, in terms of minimum educational qualifications have been the same as for the earlier lot of teachers. There are 3 main types of teachers i.e. the traditional assistant teachers; teachers appointed by local bodies comprising of the Shiksha Karmi and Samvida Shikshak who are the contract teachers and the Gurujis of EGS schools. The latter two types are appointed against schools and are not transferable. EGS gurujis are chosen by the local community and are local residents. The same minimum educational qualification is applicable to all but the recruitment procedure differs which affect their perception of themselves as teachers. The Shiksha Karmis and Samvida shikshaks are accountable to block and district level panchayat bodies, while gurujis are accountable to the local community. Fixing teacher remuneration at a lower level and devolving teacher recruitment to block panchayats led to

a rapid provisioning of teachers. The status of teachers at primary & upper primary level are as follows:

Table No.-5(b) - Details of Existing Teachers

Government Primary school teachers	1,57,046
EGS school gurujis	31815
Government Middle school teachers	64646

Sample data reveals that the new policy towards teachers has encouraged a greater number of women and persons from SC, ST and OBC groups to enlist as teachers. This can be attributed to three reasons. Local recruitment, therefore greater dissemination of information and awareness, recruitment against school and therefore non-transferability of service, broader-based character of panchayats as recruitment agencies therefore greater sensitivity to issues of caste and gender.

Curriculum

The curriculum of primary level was reviewed in 1994 to introduce elements of competency based, activity based and child friendly pedagogy. Based on the new curriculum, the state has now introduced new teaching learning materials at the primary stage. Textbooks are self contained and each textbook is divided into a number of lessons covering several teaching sessions, each of which comprises (i) signposting to the specific competencies addressed, (ii) student material and (iii) teacher guidance in the form of footnotes. The books also contain clear and succinct introductions and rationales. The textbooks have a shelf life of five years, after which they are revised in the light of experience, evaluation and changing ideas about teaching and learning. The need for a rich pool of useful teaching learning materials as alternative learning sources beside the textbooks, has been recognized. This is being served through a school library movement implemented in a phased manner. School libraries have been established in

982 JSKs and 8582 EGS schools. Procedures are also being established to open up the school libraries to community after school hours, by integrating them with the libraries established under adult education programmes and to encourage systems of community ownership.

The potential of information technology has been recognized to enrich educational processes. A programme for Computer enabled education called Headstart has been introduced at the elementary school level to provide computer – enabled education to rural school children. 2070 Jan Shiksha Kendras have been covered under this programme. 7000 teachers have been trained in two phases. Positioned in rural schools Headstart aims at bridging the digital divide. A syllabus for Headstart lessons has been developed. Educational software on Language Hindi and English, Mathematics and Environment Sciences has been developed to help the teachers reinforce textual materials and encourage children through interactive learning. These multi-media rich lessons aim at strengthening learning competencies and expand the knowledge base of students and teachers and develop computer literacy along with it.

Teacher Education

The variety of teachers poses challenges for training:

- Differences of training requirement get aggravated, and that too, on a very large scale
- The state government has not had a policy of pre service training as a mandatory pre requisite for teacher recruitment. Therefore quite a large number of teachers and specially shiksha karmis, contract teachers and guruji do not have pre service training. This creates a need for careful perspective planning for developing their capabilities.
- In addition there are pedagogical challenges created by first generation learners and heterogeneous multi age - multi ability groups.

The strategy for training therefore has been sensitive to these complexities. Trainings have focused on the primary teachers raising the number of teachers trained from an average of 473 per district per year to 2731 per district per year from 1994 to 2001. Average teachers trained per year since 1995 have been approximately one lakh. The mode of distance learning has been used to supplement teacher training. 4050 teachers have been trained through this mode, on an average annually since 1996. Teacher training had till recently tended to be completely centralized. Training modules were developed at the state level and were uniformly run through all the districts. Over the recent years because of continuous decentralization of programme management and focus on learner evaluation especially in terms of learning outcomes, the need for decentralized and contextualised responses to teacher training requirements has been acknowledged. The state teacher training policy now has decentralized basic inductional and in-service training to the districts. Districts map and analyse their training needs, develop and implement their training plans. This policy has been put into effect in full scale for the year 2001-2002. For the professional development of existing teachers, new contract teachers and gurujis a decision has been taken by the State government to reserve the seats of D.Ed and B.Ed. course in Government institutes for them.

Learner evaluation

The State Government followed the policy of non -detention till the upper primary level with only the District Board Examinations at the end of the Vth and VIIIth classes. This policy was changed in the academic year 2000-2001 wherein an annual examination had to be cleared for promotion to the higher grade. The new policy of learner evaluation stipulates quarterly tests conducted internally with cumulative credits classifying achievements under grades. Diagnosis of assessment outcomes is expected to be followed up by remedial action. This is to be done at all levels starting from school to JSK, Block, District and State level to evolve clear methods to provide academic

support to the school. Difficulties captured through the analysis of learner evaluation are expected to enable the teachers to focus on problem areas so that remedial action can be taken at the school level. Periodic external evaluation are introduced in order to create a more detailed understanding of factors that promote quality of learning.

This policy is expected to enable the teacher to undertake remedial action for low achievements.

Decentralization of Academic Support

To strengthen the academic support system, DPEP helped to create a bridge from the school to the academic institutions at the top. 313 Block Resource Centres (now designated as Janpad Shiksha Kendra) at the block level, and 6176 Cluster Resource Centres (now designated as Jan Shiksha Kendra) located within primary or middle schools and serving groups of 10-15 schools, were established. The Jan Shiksha Kendra (JSK) has an academic coordinator called Jan Shikshak who is a senior teacher. The Jan Shikshak visits the schools for purposes of academic monitoring and guidance and chairs teachers' discussions at monthly JSK meetings. This has facilitated the regular supervision of schools, reducing the ratio of supervisors to schools from 1:80 to 1:20. Regular meetings of teachers at the cluster level and cluster resource centres have decentralized training to these lower levels, which are closer to the school context.

Restructuring of academic support institutions

Restructuring of academic support institutions has been acknowledged as a key area of concern and the state has initiated review of the academic requirements of key institutions. The state government has recently undertaken professional reorganization of academic support institutions (SCERT and DIETs) seeking to restructure these institutions on the following premises to create the necessary pre-conditions of quality support.

- Clear delineation of academic criteria comprising of knowledge specialization, academic qualifications, school experience and evidence of professional development for the purpose of staffing.
- Rotational placement between academic support institutions and school to ensure mutual enrichment of theory and practice.
- Emphasis on subject faculty structure to ensure that core curricular inputs are designed and implemented by competent professionals.
- While technical and financial support from the state to the district level (DIETs) will continue, district level academic support institutions have been made laterally accountable to the district for management purposes. DIETs have been made responsible for the academic planning of their districts ensuring its implementation and quality assessment.
- The restructuring and professionalisation of academic support institutions effected in a way that strengthens their outreach at the block, school and cluster level so that academic support is readily available at levels close to the schools.

c) School Management

School Management has been decentralised to the district and sub district levels. Recognising the need to strengthen the school as a unit, the PTA and the VEC have been given powers to decide on issues that impinge on the daily functioning of the school, such as school timing, local holidays and monitoring the regular functioning of the school. Teachers are now expected to be accountable to the local PTA and the VEC. This is expected to make the school management responsive to the needs of the children.

Emphasis has been given to each school developing its own development plan with the participation of the parents and this is then to be the basis of the village education plan and upwards to get integrated into the District education plan.

Teachers are expected to help in developing village education registers to record and track each child's movement through the school.

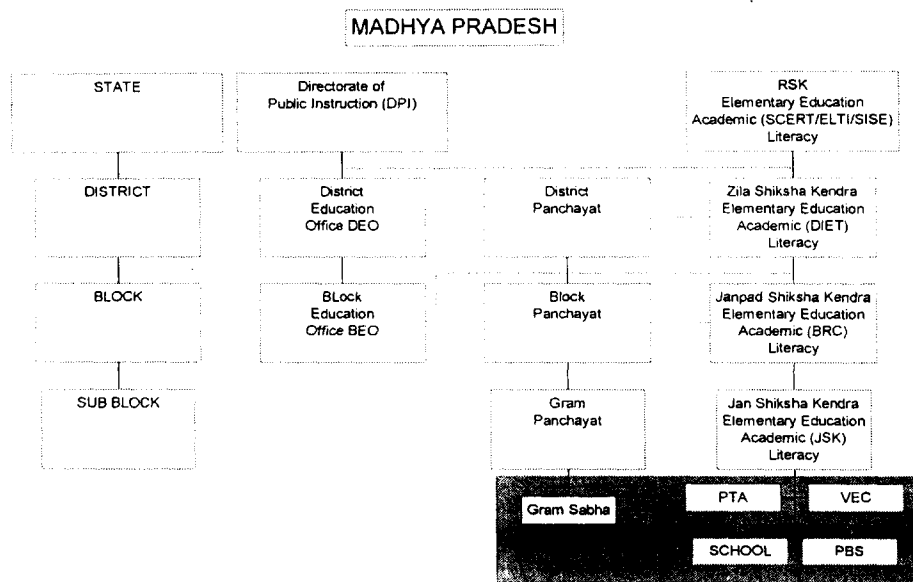
Decentralization of school management and the policy to make it accountable to the local structures such as PTA, VEC and panchayats is expected to help in enabling school management to orient itself to the educational needs of the children. However, the process of institutionalizing these lateral relationships is new and needs to be firmly grounded and strengthened for it to yield expected results that can become effective indicators of the transition of school managed as end –links of a bureaucratic machinery to becoming community schools locally managed with sufficient autonomy, as evident in relatively greater measure in the state's Education Guarantee Scheme (EGS) schools. In the EGS schools, the local community chooses the teacher, gets a grant from the state government to run it's school and forms a PTA that manages the school completely, academic support coming in from the Jan Shiksha Kendra.

d) Institutional Restructuring.

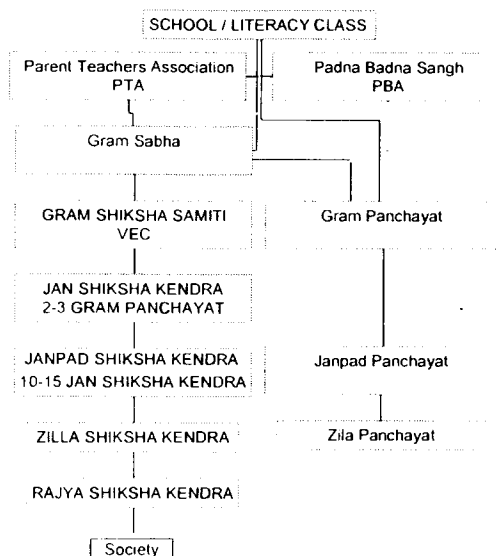
The management of education has been steadily decentralized both vertically and laterally. Decentralisation has created opportunities for Institutional Restructuring. Prior to decentralization, educational management was characterized by multiple agencies with scant coordination and since decision-making was centralized, it actually created multiple sources of authority located on top leading to a situation where directives abounded, but action at the end-point became unconnected, if not conflicting. Decentralisation makes possible coordination and convergence and this increases the closer one moves towards user-groups, direct participation, and local self-management. Decentralisation re-locates powers and functions and necessitates a realignment of structures. In the elementary education sector, substantive powers have been delegated to the panchayats, District Planning body and now to the VEC and PTA. The role of administrative and technical

bodies is now seen as being one of laying down broad parameters and norms, facilitating, monitoring, problem solving and resource-support. With decentralization transferring powers locally, and allowing flexible planning, co ordination and convergence of structures for ensuring that a common perspective informs all action was perceived as a necessary condition. Accordingly, administrative arrangements for integrating structures have been initiated. At the state level, Elementary and adult education programmes have been brought under one agency designated as the Rajya Shiksha Kendra that has been created by bringing the Directorate of Adult Education, the state project offices for various projects, and the SCERT together into one common institution. District and block level elementary and adult education structures have been integrated as Zila shiksha and Janpad Shiksha Kendras so that the different agencies involved in planning and implementing these programmes come together for coordinated action. The unit for school support that is seen to be the most critical is the cluster resource center or the Jan Shiksha Kendra.

STATUS 2002 - ELEMENTARY EDUCATION AND ADULT EDUCATION PROGRAMME AND LINKAGES CONVERGENCE



**PROGRAMME CONVERGENCE AT THE STATE LEVEL M.P.
SHIKSHA MISSION STRUCTURE FROM
VILLAGE TO THE STATE**



3

Institutional restructuring which is the most critical premise of educational reform is being effected through internal rationalisation of resources and does not require any additional financial support. In fact, it has led to a better utilisation of existing resources.

3. KEY INDICATORS: STATUS OF ELEMENTARY EDUCATION

As a result of these strategies, key indicators reflect the following status of the participation of children in schools.

Enrolment in Primary schools

Gross Enrolment Ratio (GER) has risen from 76.5 % in 1996 to 96.2 % in 2000-01 to 101.7 in 2002-03. The GER of girls has risen from 70.7% in 1996 to 94.3% in 2000-01 to 100.3 in 2002-03 clearly indicating that there has been a rise in girls' enrolment. There has been significant increase in GER of ST, which has risen from 78% in 1992 to 91% in 2000-01. The gap in GER of boys and girls has also narrowed from 25% in 1992 to 11% in 1996 to 3.6 % in 2000-01 to 2.6 in 2002-03, indicative of the fact that girls' enrolment has increased in the past years.

Table no.6 - Comparative Gross Enrolment Ratio at primary level.

GER AS PER LSA'1996			GER AS PER LSA'2000-01			GER AS PER IPMS '2002-03		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
81.5	70.7	76.5	97.9	94.3	96.2	102.9	100.3	101.7

In the State, presently 91.51 lakh children are enrolled at the primary level. Out of these 42.10 lakh are girls, which is 46% of the total enrolment. The increase in enrolment is a result of a series of mobilisation activities such as Mahila Shiksha Abhiyan, which focused on enrolment of girls, especially SC and ST girls. These resulted in the additional enrolment of approximately 14 lakh girls. The opening of EGS in areas, which were deprived of education facility, also resulted in enrolment of children, who otherwise were not enrolled in schools or were not regular in attending school because of long distances. There are 12.33 lakh children enrolled in EGS schools, out of these 5.76 lakh are girls which is 47% of the total children enrolled in EGS schools. Similarly the number of tribal children enrolled in EGS schools is 5.51 lakh, which is 45% of the total children enrolled in EGS schools.

District-wise details of target population, enrolment and GER at primary level is given at *Annexure -5*.

Enrolment in upper primary schools

The GER at upper primary level is 74. The enrolment at upper primary level is 25.54 lakhs, out of which 10.31 lakhs are girls. District wise details are given at *Annexure-6*.

Table No. - 7 - Gross Enrolment Ratio at Upper Primary Level

	Boys	Girls	Total
Enrolment at Upper Primary level (in lakhs)	15.23	10.31	25.54
GER	77.7	69.2	74.0

Retention

Even while enrolments have improved the problem of retention persists. About 70% children survive till the primary cycle, 50% survive the upper primary cycle and only 40 % the higher secondary. Although the transition rate from primary to upper primary level is 97%, only 50% of them complete the upper primary level. Girls are the biggest casualty. Proximity of the middle school is an important factor. The universalisation of the middle school, would thus improve the completion of the upper primary cycle.

Out- of -school Children

District data captured in the habitation wise household contact surveys in 1996 and 2000 show that the percentage of Out- of- school Children against the target population has decreased from 29.34% in 1996 to 11.2 % in 2000 to 6.2% in 2002-03.

Table No. 8 – Percent of Out-of-school children.

% of Out of school children against target population as per LSA'1996			% of Out of school children against target population as per LSA'2000-01			% of Out of school children against target population as per IPMS '2002-03		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
24.4	35.2	29.3	9.4	13.3	11.2	5.1	7.5	6.2

(source: LSA'1996 & LSA' 2000-01, IPMS2002-03)

Table No. 9 – Number of Out-of-school children. (Numbers in lakh)

Number of Out of school children as per LSA'1996			Number of Out of school children as per LSA'2000-01			Number of Out of school children as per IPMS '2002-03		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
13.2	16.0	29.2	6.1	7.2	13.3	3.5	4.2	7.7

(source: LSA'1996 & LSA' 2000-01, IPMS2002-03)

Out -of -school Children in age group of 6 – 14 years are 7.7 lakh, which is 6.2% of the target population. *Annexure - 7*

- Out -of -school children comprise of the never enrolled and dropout children. Of the total out-of-school children, the never-enrolled children are 4.95 lakh which is 64% total Out-of-school children & drop-out children are 2.79 lakh which is 36% of the total out- of- school children
- Out –of- school girls are 4.28 lakh, which is 55% of the total out -of -school children.
- Never- enrolled children are 4.95 lakh; out of which 2.78 lakh are girls which is 56% of the total never -enrolled children.
- Dropout children are 2.78 lakh; out of which 1.5 lakh are girls which is 54% of the total dropout children.

The districtwise details of out-of school children never enrolled and dropout is given at *Annexure-7(i to iii)*.

Broad reasons for children being out of school, either as never enrolled or drop out are as follows:

- About 80% girls remain out of school due to the following five reasons i.e. sibling care (24%), engaged in economic activities (19%), cattle grazing (14%), weak financial condition (14%) and migration (9%).
- About 86% boys remain out of school due to the following five reasons i.e. engaged in economic activities (22%), cattle grazing (23%), sibling care (16%), migration (11%) and weak financial condition (15%).
- Other factors responsible for children being out of school are social belief and parental reluctance to send children to school, especially girls, lack of upper primary educational facilities (8%), prolonged illness or handicap (2%) and school environment not conducive (1%).

It is evident from the data above that having achieved the goal of providing access to primary education facility, the problem of out of school children still persists. This is more acute for the upper primary level. The upper primary data shows that gross enrolment ratios are low. It is expected that the opening of middle schools in close habitations will improve the transition rate from primary to upper primary. These cases require specific attention for

effective interventions. It is evident that the major reasons for children being out of school whether as never enrolled or drop out across both genders are economic (83%). Some schooling incentives are being provided to meet the cost of some factors affecting school participation. Incentives like book-banks, free educational materials, uniforms are being provided focusing on SC/ST children and girls of economically backward families etc. subject to resources. Community mobilization and making the school flexible in its operation have proved effective for increasing enrolment. Largely, however economic, health and cultural factors are exogenous to the education sector and require convergence inputs from sectors that deal with livelihood issues. Health reasons too are exogenous to the education sector and require clear targeting of health programmes. Details given at *Annexure-7 (iv to v)*.

Learner Achievement

Sample studies have been used to indicate trends in learning achievement levels.

NCERT designed tests were conducted on a sample basis in 950 schools in 19 DPEP districts between the years 1995 to 2000 for the primary level. These were the base, middle and terminal assessment survey (BAS, MAS and TAS). These indicate a progression from mean achievement levels over a period of 5-6 years. From 1995 onwards; the mean achievement scores in Language moved from 46.04% to 75.75% for class I and from 31.75% to 60.31% for class IV and for Maths from 40.39% to 76.04% for class I and from 27.84% to 52.12% for class IV in phase I districts (from BAS to TAS). What the NCERT study shows is that while there has been a positive trend towards improvement, nevertheless, it is a matter of concern that the achievement in maths by the time the child reaches class five is not more than 50 %, and not more than 60 % for language, creating a situation where the child would move onto upper primary with competence over only half the curriculum.

Baseline, Midterm and Terminal assessment surveys were conducted in 15 DPEP II districts in 1997, 2000 & 2003 respectively. These surveys indicate a progression from mean achievement levels over a period of 6 years. From 1997 onwards; the mean achievement scores in Language moved from 38.76% to 79.01% for class I and from 31.99% to 61.61% for class IV and for Maths from 34.09% to 79.77% for class I from 26.65% to 54.18% for class IV in phase-II districts (from BAS to TAS).

Factors responsible for unsatisfactory academic achievements can be identified as being both academic and non academic. Among the non-academic factors the commonest is the absence of the teacher from the classroom mainly on non-teaching tasks, which affects the time on transaction and completion of the course. It has also emerged that a large number of children do not have textbooks. Although the state has a commitment to provide free textbooks, the resources required to support this do not match the need. With the support from SSA, the state has been able to provide textbook to all children at primary level & all girls & SC, ST boys at upper primary level in the year 2003-04. Among the academic factors attention needs to be given to deploying qualified teachers for appropriate tasks, the professional development of teachers, improving class room processes, learner evaluation systems and academic supervision.

4. KEY CHANGES IN THE STATE'S EDUCATIONAL PERSPECTIVE

One could attempt to assess the performance of the state and the tasks ahead for it, based on the kind of policies, and information discussed above. The state has succeeded in establishing a decentralized management of education, specially primary education right up to the village level. The focus is now on empowering the school as a unit. Issues of decentralizing academic support to schools have acquired significance and structures for academic decentralization have been created. It should now be possible to address a holistic agenda for making the school effective for quality education because of decentralization. Key issues of quality now are getting positioned

centrally. Planning now has a large database rooted at the habitation level. The issue of primary education has been lodged in a regime of rights. Rights themselves have been seen as civil society covenants not just as legalistic provisions, making the whole issue of universal education a pragmatic commitment moving towards the fulfillment of a normative vision. The understanding of community participation has deepened and this has expressed itself in different institutional forms moving from elected representative structures of the panchayat type to VEC, to collaborative structures as PTAs, to direct community participation institutions as the Gram Sabha and this has expressed itself significantly for education. This understanding of community has also influenced the perception of resources as meaning not just financial but human resources creating space for innovative action enlarging possibilities of undertaking action on a large scale

Jan Shiksha Adhinyam - Creating a legal frame for educational reform

The state government has formulated a legal frame for consolidating and promoting the initiatives for educational reform through its Jan Shiksha Adhinyam-which seeks to strengthen the institutional partnership between the government, the local bodies and the community in the task of universal elementary and adult education. *M.P. Jan Shiksha Adhinyam, 2002* is shaped by the vision of education as a collaborative process of the teachers, learners and the local community and the role of the government as facilitating this process towards the twin goals of equity and quality.

JAN SHIKSHA ADHINIYAM : An Act for creating public accountability for quality

M.P. Jan Shiksha Adhinyam, 2002 is shaped by the vision of education as a collaborative process of the teachers, learners and the local community and the role of the government as facilitating this process towards the twin goals of equity and quality. The Act recognises the right of every child to basic education and seeks to remove impediments to access and participation in schools both by improving delivery as well as by creating social pressure. Parental responsibility for compulsory education upto age 14 is enforceable by *Gram Sabha*. Strengthening decentralisation, the Act lays down clearly the roles and responsibilities of key agencies : parents, teachers, local bodies and government. A crucial role is assigned to the PTA to be set up for every school.

The aim is to foster processes that help school emerge as a strong unit accountable to the local community of parents, with all other structures performing the role of school support institutions. Perceiving academic and administrative functions as constitutive of educational management, structural convergence has been effected at all levels of support institution for enabling holistic planning for qualitative learning outcomes.

Incentive framework for teachers and students has been stipulated. Teachers are not to be normally deployed for non teaching tasks. Private sector has been encouraged. No prior permission required to open schools upto middle level.

To make planning responsive to the local educational needs, a *jan shiksha yojana* emanating from the PTA level is envisaged. Educational funds at the school, district and state level designated as *shala, zila* and *Rajya Shiksha Kosh* are to be set up for enabling mobilisation of additional resources. Public education report (Jan Shiksha Prativedan) will be presented on the status of education, specially learning outcomes, every quarter to the PTA and to the District Government and annually to the legislative assembly, constituency wise. These reports are expected to feed back into the *jan shiksha yojanas* for incremental improvement; thereby creating an organic relationship between planning and evaluation, placing their outcomes in public space for reinforcing people's right and the state's responsibility for better quality education.

5. TASKS AT HAND

With the outreach of primary schools being universalized and that of upper primary also being universalized, the key agenda for the state is to focus on (a) special efforts to bring out- of- school back to school. b) improving retention, completion and transition with special focus on equity. c) improving achievement levels.

This really implies a very comprehensive agenda for quality reform. The broad strategy for this would be underpinned basically by a) Capacity development of educational management personnel by reorienting it towards school as unit, retraining on working with community, professional development of necessary skills, like information analysis, planning and monitoring, problem solving and remedial action. Improving academic inputs through decentralized institutional reform, content enrichment, evaluation reform and capacity development.

The Jan Shiksha Adhiniyam provides a legal framework for consolidating and promoting initiative for education reform for better quality education.

Lodged within the overarching framework of the Jan Shiksha Adhiniyam, the future focus areas to achieve EFA are as follows:

5.1 Focus on out-of-school children

The Jan Shiksha Adhiniyam recognizes the right of every child to basic education and seeks to remove impediments to access and participation in schools both by improving delivery as well as by creating social pressure. Parental responsibility for compulsory education upto age 14 is enforceable by *Gram Sabha*. A clear focus is now required on out of school children i.e. the never enrolled and drop out categories. District specific data is now available with the districts for decentralized planning for child specific targeting at the local level. These districts require special focus. However, an interesting feature is that the out of school factors are more or less

similar in all districts in their character and relative significance when viewed at the district level. This suggests that variations of critical significance would occur not only at the inter district level or regional level, but actually substantively at sub district levels, possible in pockets or among specific social or economic groups. This indicates the need for further decentralization of planning below the district to the habitation/village/gram panchayat and cluster levels where child-specific, family-focused targeting is possible. To make planning responsive to the local educational needs, a *jan shiksha yojana* emanating from the PTA level is envisaged in JSA. Further, provision for setting up Parent Teacher Associations (PTAs) and mobilizing PTA and VECs through capacity development programmes and control of resources as well as decision-making as a major strategy for child wise tracking, has been made in the JSA. The PTA has been given the power to determine school timings and holidays in order to make school responsible to local, cultural and livelihood requirements. The PTA would be encouraged to raise resources locally so that child specific interventions like uniform, educational material etc. can be given to out-of-school children.

Decentralization and community control for development progress has also made possible inter sectoral convergence needed to address, health and socio-cultural factors effecting children's schooling. Decentralization has facilitated convergence to ensure health services for all the children. Moving toward decentralized management for Health care, a scheme called Swasth Jeevan Sewa Guarantee Yojna of state govt. is on the anvil. The scheme aims at improving the status of rural health care by ensuring the provision of basic determinants of health: safe drinking water supply, sanitation, nutrition, immunization, ante-natal care, training of the local health workers etc. Convergence with this scheme will enable targeting of better health enabling services for children. Mid day meals is an effective incentive especially for children belonging to families of low economic

status. The PTA will monitor timely distribution of MDM to the children. Convergence will also be sought of programmes of women empowerment. Convergence with programmes of self-help groups to some extent will also help in addressing economic reasons influencing enrolment and attendance. Educational funds at the school, district and state level designated as *shala*, *zila* and *Rajya Shiksha Kosh* are to be set up for enabling mobilisation of additional resources for the implementation of the jan shiksha yojna, providing incentives to the children & for school improvement.

5.2. Improving the quality of learning at upper primary level.

For improving quality of education, the focus will be on improving infrastructure, curriculum reforms of upper primary level, improving classroom processes through intensive school monitoring, capacity development of teacher, evaluation reform and emphasizing processes of lateral accountability.

5.2.1 Improving physical infrastructure

The existing gaps in the physical infrastructure in schools will be filled up through the provision of buildings, additional classrooms, toilets and drinking water facilities. This will be done by convergence of resources and mobilizing support for filling in infrastructure gaps. Currently, there is a gap of 21398 primary school buildings, 15526 middle school buildings, 36668 additional room at primary level and 17942 additional rooms at upper primary level, 6287 schools require major repairs and 16210 schools require minor repairs, 29233 primary schools and 10608 upper primary schools require drinking water facility & 33259 primary school & 10637 upper primary schools require toilets. District-wise details of infrastructure gaps are given at *Annexure-3*.

5.2.2 Curriculum reforms

The curriculum of the upper primary level will be reviewed & revised. Based on the reforms of the curriculum, the teaching learning material will also be reviewed and necessary revision will be made. The potential of information technology for enriching the educational processes will be further explored.

5.2.3 Improving the classroom processes

The state has evolved a range of pedagogic practices that impact upon the classroom processes. These initiatives will be further be intensified and strengthened by ensuring following steps

- The PTR will be maintained at 40:1. This will be done through teacher rationalization and teacher deployment.
- As per the provision of JSA the teachers cannot be deployed for non-teaching duties except in case of elections & census, to ensure time on task.
- The timely distribution of textbooks will be ensured, so that children get the textbooks at the beginning of the academic session.

In addition to the above the following steps will be taken to ensure improvement in the quality of academic processes.

- An annual academic plan for curriculum transaction will be made. Based on this, quarterly academic plan indicating weekly/monthly milestones will be prepared.
- A pre planned time table to reach the planned milestone will be prepared by each schools and its follow up will be ensured by regular monitoring.
- Course completion as per the quarterly academic plan will be ensured.
- The learner achievement will be evaluated and remedial measures will be planned & implemented for the low achievers.

- Regular school supervision will be ensured by Jan Shikshaks to observe the shortcomings in the classroom processes and provide in situ support to the teachers and plan action for improvement with the teacher.
- Monthly academic review at cluster level will be organised & linked with effective use of resource materials available at school & cluster level, as per the needs.

5.2.4 Improving quality in schools through intensive school monitoring

For effective implementation of inputs that have an impact on quality of education it is necessary to regularly monitor the implementation of strategies and evaluate its impact to take corrective measures and improve upon it.

To improve the quality of schools and classroom processes, intensive school monitoring is being undertaken. A strategy for school improvement has been put into practice. The schools are monitored by the identified monitors at all levels i.e. cluster, block, district and state level, so that all the schools are monitored at least once in every quarter of academic year by the Jan Shikshak, Block resource coordinators and Block Academic coordinators. Some sample schools are cross checked by district and state level monitors, to follow up on school monitoring and to check the quality of school monitoring done by the sub district level monitoring agency. The school monitors are also required to adopt 2 to 4 schools for regular hand holding and providing continuous support to bring about desired change, so that the monitors themselves are in a better position to provide academic support and implement the successful practices in other schools as well. The school visits are linked with a system of regular review-cum-orientation at each level in a logical sequence to enable discussion to seek solutions on issues that emerge at school level.

The school monitoring will focus on the following issues – appraisal of the status of key educational indicators i.e. enrolment, attendance, retention, completion and learner achievement, through rapid assessment and suggesting measures to improve them, observe classroom processes, monitor the status of transaction of lessons as per the academic plan drawn for each quarter, provide on the spot academic support to the teachers and plan corrective measures with the teacher, ensure effective functioning of PTA and appraise the status of implementation of jan shiksha yojna. Based on the performance against the above mentioned issues the schools will be graded, so that poor performing schools are brought under the special watch categories.

5.2.5 Capacity development of teachers

Assessment of learning levels at the primary and upper primary both indicate the need to focus on the development of foundational competencies of teachers in Mathematics, Language and Science. This is being done through the induction training for the newly recruited teachers; need based in-service trainings for the teachers and conducting professional training programmes for existing untrained teachers.

The newly appointed teachers are given induction training for 20 days focusing on the pedagogic processes and content.

Need based in-service training focusing on specific content and pedagogical areas will be given to the existing teachers. The emphasis is placed on improving teacher capability in transacting the curriculum, especially of Mathematics and Science. The in-service training will be supported by multi media rich lessons and audio-visual materials covering the difficult areas, which can be used by the teacher or group of teachers as per their need. The common issues of training will be taken up through the mode of distance learning i.e. satellite based teleconferencing.

Along with the need based and inductional trainings the state is focusing on capacity development of existing professionally untrained teachers by giving them professional training. The details of untrained teachers are as follows:

Table No. - 10 - Number of Untrained Teachers.

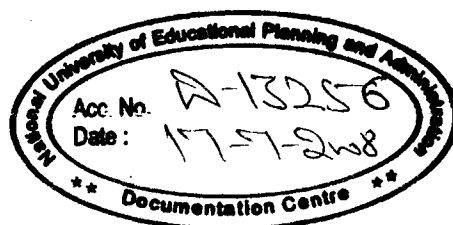
S.no.	Category of Teachers	Number of Untrained teachers
1.	EGS gurujis	25112
2.	Shiksha Karmi/ contract teachers	40958
3.	Teachers (LDT/UDT)	4148

All the existing teachers without professional training will undergo D.Ed course in the forthcoming years. The strengths of the training institutions, which provide professional trainings, are being augmented to accommodate the additional requirements. The seats have been reserved for the existing teachers, giving preference to gurujis & Samvida Shikshaks already in service, so that all the professionally untrained teachers are covered in next 4-5 years.

5.2.6 Improving learner evaluation processes

The evaluation process has been revised to ensure that learner evaluation is not just a test of basic text based competencies but also a process of appraising the quality of teacher-pupil interactions and the overall cognitive development of the learners. This process will be further strengthened by making the 5th and 8th Board Evaluations more rigorous, to test the achievement of competencies prescribed for primary and upper primary level. External evaluations will also be held to corroborate the results of internal evaluations.

Provision for lateral accountability of the school to the local community for learning outcomes has been established in the JSA. The results of quarterly evaluation is to be shared in the PTA at the village level to



ensure regular monitoring of learner achievement and to elicit parental support for improving the quality of learning.

The Act provides for preparing and sharing the Public education report (Jan Shiksha Prativedan) on a quarterly basis with the PTA and further up to the District Government and annually to the legislative assembly, constituency wise. This will ensure regular monitoring of learner achievement at all levels. The Public education report (Jan Shiksha Prativedan) presents the status of education, specially learning outcomes.

5.2.7 Research & Studies

Research and studies is seen as integral to qualitative educational processes. Assessment studies will be conducted to assess the impact of quality inputs that are being implemented. The outcomes of such studies would feed into further planning. Action research will be conducted, especially on difficult areas of various subjects to seek solutions encountered in teaching learning process.

5.2.8 Improving School Management through decentralisation and capacity development

Under the institutional reforms decentralized management structures have been formed right upto the grass root level. This has an implication for the need of capacity building at all levels. Capacity development and strengthening infrastructure support to these decentralized integrated units is needed to enable them to function effectively. All VECs/PTAs will be oriented towards their school management roles. The training will focus on the role of VEC/PTA in micro planning and implementation of Village Education Plans, effective use of school contingency, monitoring, progress of children in schools. Management trainings will be imparted to all the “managers” on the various aspects of programme that will be implemented to attain the goals of Education for all.

6. EQUITY : IMPROVING EDUCATIONAL OPPORTUNITIES FOR SPECIAL FOCUS GROUPS : GIRLS, SC, ST.

Gaps in girls' participation at the primary and upper primary levels have been assessed and collected. Also the census data of 2001 clearly indicates the district, which requires special attention because their literacy status is below that of the State average and the female literacy rate is also very low (*Annexure-8*). A clear problem area is the education of girls in the age group of 11 years and upwards, who have never enrolled in schools. They need specially designed and planned education programmes to enable them to enlist and complete their education. The open schooling system which is essentially a system for flexible learning reaching out to learners regardless of their age needs to be remoulded to serve this purpose. Efforts need to be made to encourage women to enlist as teachers especially at the upper primary level. Provision of separate urinals for girls is also expected to have a positive impact on girls' retention both at the primary and upper primary level. Social mobilization and convergence with programmes of women's empowerment and especially with Continuing Education programmes will prove to be effective. Appropriate incentives such as scholarships, uniforms, free teaching learning material need to be designed to target needy children of special focus groups.

In Summary, the action ahead has to take the following issues into consideration:

- Provisioning of appropriate infrastructure facilities to schools;
- Focusing on strengthening institutional management processes and strengthening the use of information for planning and management;
- Strengthening decentralized management through capacity development;
- Strengthening community participation specially through institutional means such as the PTA and the VEC;
- Sustaining the new impetus towards restructuring academic support systems on principles of professional caliber, school experience as participatory forum of

teacher development and motivation, specially at the level of the Jan Shiksha Kendra;

- Evolving a more developmental approach to teacher training, and create professional incentives for teachers to upgrade their knowledge and skills;
 - Ensure that the curriculum both respects local knowledge and culture and adds wider dimensions of understanding and accordingly effect improvement in content;
 - Establishing a reliable system of learner assessment;
 - Develop appropriate incentives for learners mainly of special focus groups.
- These measures have been initiated. They need to be sustained and strengthened in the light of experiences and in the interest of learners.

The key theme is to continue decentralizing management and academic support to schools so as to redefine the school from its inherited identity as the lowest level appendage to large bureaucratic machinery to school as empowered and autonomous unit.

7. ADULT EDUCATION

The key strategy for this in MP in the first half of the decade of the 90s was the Total Literacy Campaign (TLC) sponsored by the Central Government. Under this all the districts in MP implemented the TLC. 54.10 lakh were made literate over 9 years. But by mid-90s there was a need to review the TLC strategy.

7.1 Literacy Strategies in M.P.

Government of Madhya Pradesh evolved its own strategy for adult literacy adopting the standardized national model. Literacy campaign in the form of TLC was started in 1990-91 in Madhya Pradesh. Initially 6 projects sanctioned in 6 districts and then rapidly expanded the programme in 39 districts. 29 districts Post literacy Projects (PLP) and 1 Continuing Education Project sanctioned by NLM. Achievements of this campaign are as given under:

Table no. - 11 Achievement of TLC & PLP (Figures in lakhs)

Learners	Total	Male	Female
Target	90.91	36.20	54.71
Enrolled	71.92	29.29	42.63
TLC from 1990-1999	33.40	13.70	19.70
PLP Neo literates completed PL-1 - 37.70 lakhs			

TLC helped in creating an environment for literacy. However, considerable number of non literates left waning of literacy energies specially of volunteers. By the mid-nineties it was abundantly clear that the model developed for total literacy at the national level needed recharging to respond to local challenges.

The major change made against the movement for total literacy was that it is unable to excite the adult community whose children did not go to school because they lacked the facility. That was what led observers to lament the literacy campaign as an effort to mop the floor with the tap open. The synergies in the relationship between the efforts for universal primary education and mass literacy needed to be realized.

The primary education base supported action for adult education. EGS through its wild fire spread took the message of education for all into all habitation in Madhya Pradesh so that when subsequently the Padhna Badhna Andolan was started for literacy in late 1999 there was a torchbearer for education in each habitation and a community that had participated in creating a learning environment for their children.

Government of Madhya Pradesh was the only state in the country to evolve its own strategy for adult literacy moving away from the standardized national model. The new strategy was grounded on the principle of collectivity and incentivisation and convergence of literacy with nascent economic initiatives. These principles were also consciously chosen for their implication for sustainability right through the subsequent stages of literacy into CE.

The key elements of the new strategy were the following:

- Non-literates would come together as Padhna Badhna Samitis.
- They will choose an educated person from the locality to be their teacher/Guruji.
- They would register at the nearest panchayat or Jan Shiksha Kendra (Cluster Resource Centre) their names and that of the proposed Guruji.
- Government would verify names (on the status of their being non-literate) and register the Guruji.
- Government would provide the Guruji training and teaching-learning materials.
- The Guruji with his Samiti would transact the 3 Literacy Primers and Government would come in only for the evaluation.
- In addition to the 3 Literacy Primers of NLM, a fourth Primer (Choutha Primer) was developed by the Rajiv Gandhi Shiksha Mission on Rights of people (land rights, gender rights, forest rights, labour rights, development rights etc), information of government schemes and ending up with the formation of a Self-Help Group or rather repositioning the Padhna Badhna Samiti as Self-Help Group. This was a new element and as the Fourth Primer was transacted, activities were taken up to begin thrift and credit as a society.
- The Government come in for external evaluation of 100% of the learners as against the NLM practice of sample evaluation. It was a regular examination conducted by examiners who were not the Guruji and was done across the state on 3 appointed days.
- Based on the number of people who cleared the examination the Gurujis were to be provided a Gurudakshina of Rs100 per learner as honorarium to which the community was also free to add. So if a Guruji made 20 people literate he/she get Rs.2000 as Gurudakshina from the people he has taught. This money was made available by reducing other costs on supervision, having full-time literacy employees etc. Interestingly post-evaluation encounters showed that the incentivisation was responsible for the wide

popular involvement of unemployed educated youth as Gurujis as they went through the campaign, the moral charges of leadership was a far greater incentive than the money given as Gurudakshina.

Padhna Badhna Andolan was crafted to revitalise the literacy movement in the state. The response was phenomenal as over 2,17,000 Padhna Badna Samitis enrolling 5.18 million came up. There was no restriction on who could be a Guruji and even grassroots level functionaries like Gurujis of EGS schools, erstwhile TLC volunteers could also become Gurujis of the Padhna Badhna Andolan Samiti. The final evaluation was conducted and out of the 51.83 lakh people enrolled 32 lakh had completed the Third Primer (another 19.41 lakh had completed the second Primer) and took the examination. 29.85 lakh cleared the examination, which was conducted openly with invitations advertised in newspapers requesting the public to witness the event.

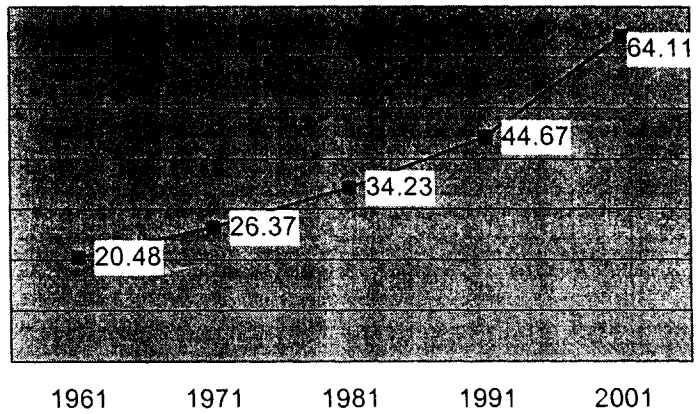
Rajiv Gandhi Shiksha Mission had also invited the evaluation teams of the NLM to this event and their findings corroborated the results of this one-year campaign, which was finally vindicated when the Census results were announced. Since then 57000 Padhna Badhna Samitis have repositioned, as Self-Help groups with savings of Rs. 4 crore and over 90% of these are groups of women.

Padhna Badhna Andolan and Education Guarantee scheme's contribution is visible in the figures of censuses 2001.

7.2 Literacy status in M.P. (2001 Census)

7.2.1 Madhya Pradesh has recorded an unprecedented jump of 20% in literacy in the period of the nineties as reported in Census 2001. The work in the nineties was in the combined state of the then Madhya Pradesh that included the new state of Chhattisgarh. Taken together there has been a rise of 20.45% in the decade of 1991-2001 in literacy in Madhya Pradesh. Districtwise literacy details given at *Annexure-8*.

Growth of Literacy in Madhya Pradesh



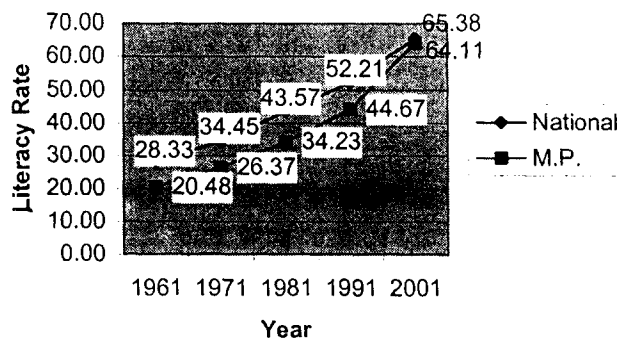
As per 2001 Census, the literacy rate of the State is 64.11 % as against the national average of 65.38 %. The male literacy rate is 76.80 % as against 75.85 % of national, while female literacy rate 50.28 % as against 54.16% of national average.

Table No. - 12 - Comparative Literacy Rates

Literacy Rate	National	M.P.
Over all	65.38	64.11
Male	75.85	76.80
Female	54.16	50.28

Madhya Pradesh Closes the Gap

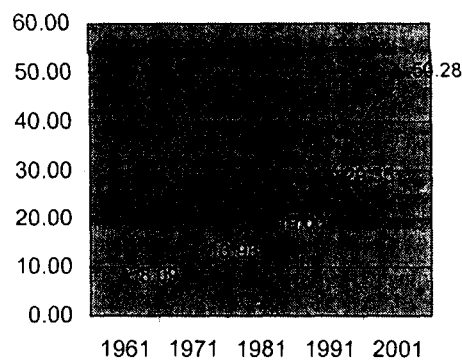
Comparison of Literacy rate



7.2.2 Female Literacy: Condensing three decades growth into one decade

- In female literacy, Madhya Pradesh has condensed the growth of three decades into one decade. Taken as a combined state, the growth in female literacy has been 22.49% in the decade of the nineties. Female literacy was 8.88 in the 1961 Census, the first Census after the formation of the state of Madhya Pradesh. It grew to 13.93% in 1971, to 10.00% in 1981 and to 29.35% in 1991 making the combined growth in the 3 decades equals to 20.47%. Against 20.47 % growth in 3 decades, in the decade 1991-2001, Madhya Pradesh's female literacy went up by 22.49% in the combined state and by 20.93% in the new state of Madhya Pradesh.

Decadal Increase in Female Literacy



This figure also shows the impact of the period of the nineties on this vital development indicator.

- Female literacy growth rate exceeds male literacy growth rate and it goes from 29.35% in 1991 to 50.28% in 2001 registering a 20.93 % growth
- The growth in Madhya Pradesh in female literacy far exceeds the national average. At the national level female literacy went up

from 39.29% in 1991 to 54.16% in 2001 registering a 14.87 growth whereas in Madhya Pradesh the growth has been 22.49% (combined) and 20.93% (after division)

7.2.3 Probing Deeper into Some Districts

Districts with larger Scheduled Caste Population did better in literacy growth.

Scheduled Caste population constitute approximately 15% of Madhya Pradesh population.

Table No. – 13 Growth in Literacy in districts with high SC Population

Selected Districts with SC Population above state average	% of Scheduled Caste Population in district	% Literacy in 2001 Census	% of growth in literacy between 91-2001 (against State Growth 20%, National Growth 13%)
Datia	24.67	73.51	28.32
Bhind	21.34	71.22	21.99
Morena	19.89	65.58	19.65(Sheopur 20.06)
Rajgarh	18.00	54.05	22.24
Shivpuri	19.36	59.55	26.52
Guna	18.08	59.93	25.35
Tikamgarh	22.75	55.80	21.02
Raisen	16.55	72.76	32.00
Ujjain	24.56	71.18	22.12
Panna	20.40	61.61	27.93
Shajapur	22.34	71.14	31.94
Sehore	20.30	63.83	23.40
Satna	17.85	65.12	20.47
Narsinghpur	16.59	78.34	22.69
Chatarpur	23.70	53.44	18.24
Dewas	18.15	61.04	16.96
Vidisha	20.31	62.10	18.02
Sagar	21.09	68.08	14.64
Damoh	20.08	62.06	15.79

As may be seen 14 out of 19 districts with above average population of scheduled castes have a growth rate in literacy exceeding the state average. All these districts have a growth rate ahead of the national growth rate in literacy of 13.17%. Only two urban districts Gwalior and Indore which

though they have a higher than state average of population of Scheduled caste also have a relatively higher literacy rate of 69.79 and 74.82 respectively have logged a lower growth rate than the national growth rate.

- Districts with larger than state-share of Scheduled Tribes also did well in literacy in the nineties

Madhya Pradesh has a population of approximately 20% scheduled tribes after the division of the state. 13 districts (of 1991) have a population of Scheduled Tribes exceeding 20% of the population.

Table No. – 14 Growth in Literacy in districts with high ST Population

District	Population of ST in district	% of Literacy in 2001 Census	% growth in literacy
Jhabua	85.67	37.08	18.07
Mandla	60.84	60.77	23.75
Dindori	60.48	54.49	16.75
Umaria	54.84	60.26	27.63
Shahdol	46.32	57.76	22.31
Dhar	53.48	52.70	18.16
Khargone	46.23	63.41	22.18
Barwani	66.50	41.35	13.27
Betul	37.51	66.87	20.98
Seoni	36.95	65.88	21.39
Chindwara	34.47	66.03	21.13
Sidhi	30.43	52.82	23.67
Khandwa	26.77	61.71	16.22

Here again 8 out of 13 predominantly tribal districts far exceed the state average and national average in the growth rate of literacy between 1991-2001. Only the districts of Barwani, Dindori, Dhar, Khandwa and Jhabua have a growth rate below the state average. All these five districts however have a growth rate above the national average.

7.3. Challenges Ahead

There are FOUR major challenges that are currently encountered at the end of the year-long Padhna Badhna Andolan.

One, Sustainability of Literacy skill- The fragile nature of literacy imparted and the need to consolidate it through the Scheme for Continuing Education.

Two, the transition of Padhna Badhna Samitis into Self-Help Groups for economic activities that are empowering. This is being facilitated but is a complex process and need to be dealt with patience, as the collectivity of the Samiti itself is seen as a resource along with the intangible social spill-overs such bonding creates.

Three, the need to prevent the social energy generated by the 2,17,000 Gurujis from being orphaned. These are young men and women who came forward to make a difference in their communities. They are the biggest assets of the Andolan and their capacity as change agents need to be built upon by forming them into Padhna Badhna Sanghs which can function as non-governmental organisations at the village level and federating them into an apex organisation at the state-level for steady capacity enhancement. This was a larger enterprise.

Four, the continuing challenge of Residual illiteracy-Madhya Pradesh has, made the critical leap in this decade in terms of literacy catching up with the national average and clocking a male literacy rate of 76.8 %. Female literacy has made a significant increase from 29 % to over 50%. Though the jump is impressive against the base of 1991 and in fact exceeds the total increase in three decades from 1961-1991, at 50% it still means that one out of two women in Madhya Pradesh is not literate. This is the task to be addressed with urgency.

7.4. Strategies

These challenges promoted the Rajiv Gandhi Shiksha Mission to develop its alternative strategies

7.4.1. Transformation of Padhna Badhna Samities into Self Help Groups

In addition to the three Literacy Primers of NLM, a fourth Primer (*Choutha* Primer) was developed by the Rajiv Gandhi Shiksha Mission on Rights and ending up with the formation of SHG or rather repositioning the *Padhna Badhna Samitis* as a SHG.

- This was a new element and as they transact the Fourth Primer they begin thrift and credit as a society.
- 57000 *Padhna Badhna Samitis* have repositioned as Self Help Groups with saving of Rs. 4 crores.
- Over 90% of these are Groups of Women.

7.4.2. Residual illiteracy

Special focus on women - Mahila Padhna Badhna Andolan

To improve the status of female literacy, M.P. launched a female literacy focused campaign i.e. *Mahila Padhna Badhna Aandolan* from 8th March 2002 based on *Padhna Badhna Aandolan*.

Achievements

No. of Mahila Padhna Badhna Samitis formed 1.82 lakh

Target (Verified Non literates) 35 lakh

No. of women made literate during one year period 15.17 lakh

In addition to the three literacy Primers of NLM, the fourth Primer (*Choutha* Primer) developed by the Rajiv Gandhi Shiksha Mission for *Mahila Padhna Badhna Aandolan* was revised to focus on gender issues. The revised Fourth Primer provides information on gender related issues, Women's rights, laws, health, child care, & institutions i.e. *Gram Sabha*, VEC, *Padhna Badhna Sangh*, and Self Help Group.

After a year long Mahila Padhna Badhna Andolan 15 lakh women were made literate but still approximately 63 lakh women in the 15 to 50 age group and also 39 lakh male are illiterate (According to Census figures estimation). It is targeted to make all people literate till 2007. Rural libraries and Preraks of Padhna Badhna Sangh have given responsibility to ensure that all people are made literate. Each prerak has been given a target of approximately 200 persons to make literate in 5 years plan of Continuing Education

7.4.3. Continuing Education [CE]: from Padhna Badhna Andolan to Padhna Badhna Sangh

Problems emerging as a result of concept -structure mismatch as well as - structural disjunctions have been sought to be addressed at the national level through the CE concept. It can do so only if it does not itself get caught in the TL-PL-CE sequentiality-as an end link to TL-PL Significant strength of National model –it indicates broad framework- allows state’s to develop their content and contextualise the framework in response to their needs. This inherent flexibility of the programme gives the opportunity to evolve state specific models that because they are contextually relevant would be able to converge resources and be sustainable

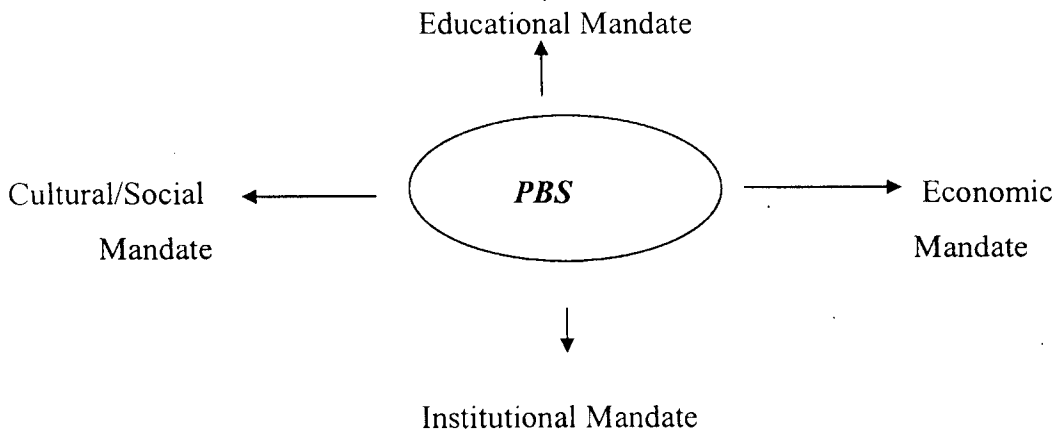
7.4.3.1 Process of transformation of Padhna Badhna Samities into Padhna Badhna Sanghs

After a year long campaign of Padhna Badhna Andolan, the Government of Madhya Pradesh felt the need to prevent the social energy generated by the 2,17,000 Gurujis from being orphaned. These are young men and women who came forward to make a difference in their communities. They are the biggest assets of the Andolan and their capacity as change agents need to be built upon by forming them into Padhna Badhna Sanghs which can function as non-governmental organisations at the village level and federating

them into an apex organisation at the state-level for steady capacity enhancement. This is a larger enterprise.

The unit for literacy for empowerment in Madhya Pradesh has been conceived as *Padhna Badhna Sangh* [PBS]. There is a Sangh in each village, which runs a rural library and functions as a unit for cultural and social action.

The *Sangh* converges multiple mandates:



- **Educational Empowerment Mandate**

- Make all people literate.
- Consolidate fragile neo-literacy
- Create equivalence programmes.
- Make the rural library an effective, contextually relevant, information dissemination unit for the community's intellectual development utilizing all appropriate educational and information software.
- Become an effective watchdog at the village-level for the implementation of the Madhya Pradesh *Jan Shiksha Adhiniyam*.

- **Social and Cultural Empowerment Mandate**

- Promote water conservation as agricultural productivity is dependent on it and collective action for water harvesting can make a significant difference. MP government has a state-level Mission for water conservation, which has created a *Pani Roko*

Samiti in each village. The animation of this would be done through PBS.

- Promote Community Health, especially sanitation. Here again, MP government has a Mission for Community Health (supported by DFID) trying to address the determinants of health. The PBS will animate this process.
 - Promote activities for gender empowerment.
 - Promote activities for removal of discriminatory practices like untouchability.
 - Develop activities for physical development like sports and make PBS a youth club.
 - Make this unit for community entertainment/infotainment.
- The state government has already given this mandate to PBS.

▪ **Economic Empowerment Mandate**

- Converting all PBS into SHGs for micro finance.
- Creation of more SHGs in the village.

▪ **Institutional Empowerment Mandate**

- The PBS is a nascent structure but holds the dramatic potential to transform itself into a Community-Based Organisation.
- Padhna Badhna Sangh is conceived as a Community Based Organization. It is a group of Volunteer Teachers or Gurujis and Neo-literates who will manage the Centre called Sanskriti Kendra/Tele Info Centre.

7.4.3.2 Fostering capabilities of CE animators: Role, duties & functions of PB Sanghs and Preraks

- Implementation of *PustakalayAandolan*, conduct of library & CE activities
- The other specific tasks of Prerak are:-
 - 100% female literacy
 - 100% enrolment of children
 - Motivating people to adopt water conservation
 - Motivating people to adopt sanitation practices

- Mobilisation against untouchability
- Motivating people to participate in Gram Sabha

Training

- In First Phase- 39,000 Preraks have been trained
- In Second Phase- Prerak Sammelan have been organised for orientation of Preraks.
- In Third Phase- 7 days residential training is schedule in the month of September 2003

7.4.3.3. Strengthening State Open School for neo-literate and to support the overage children who are dropout. Approximately 39 thousand overage girls have been identified and about 9 thousand girls have cleared the third primer and are ready to appear for class 4 exams.

7.5. Structure for Implementation

The basic institution at the village level for community empowerment is the Padhna Badhna Sangh, which has been set up in 47,100 villages of the state. The Padhna Badhna Sangh is a collective of volunteer teachers (gurujis) and the neo-literates at the village level coordinated by an animator or Prerak selected from among the gurujis. This is funded from the Continuing Education stream of Government of India.

In Madhya Pradesh, the Padhna Badhna Sangh has been conceived as a Community-Based Organisation. It has a charter that encompasses action in areas of education, social and cultural action, promotion of gender empowerment, promotion of economic empowerment and institutional development. It operates a “*Gramin Pustakalaya and Sanskriti Kendra*” which is a physical unit for the Padhna Badhna Sangh. Currently 45,000 Libraries have been established.

Continuing Education will articulate its educational, social and economic empowerment objectives through this *Sangh*.

VILLAGE PADHNA BADHNA SANGH

➤ Level – At Village Level

- ◆ The *Village Padhna Badhna Sangh* consists:
 - All the *Gurujis* of the *Padhna Badhna Samiti*
 - Neo-literate of the *Padhna Badhna Samiti*

- ◆ Selection of *Prerak*
- Village *Padhna Badhna Sangh* selects a *prerak* from among the *Gurujis*
- The *Guruji* who made maximum number of people literate in the *andolan* should be chosen as a *prerak*.

7.6. Institutional Framework

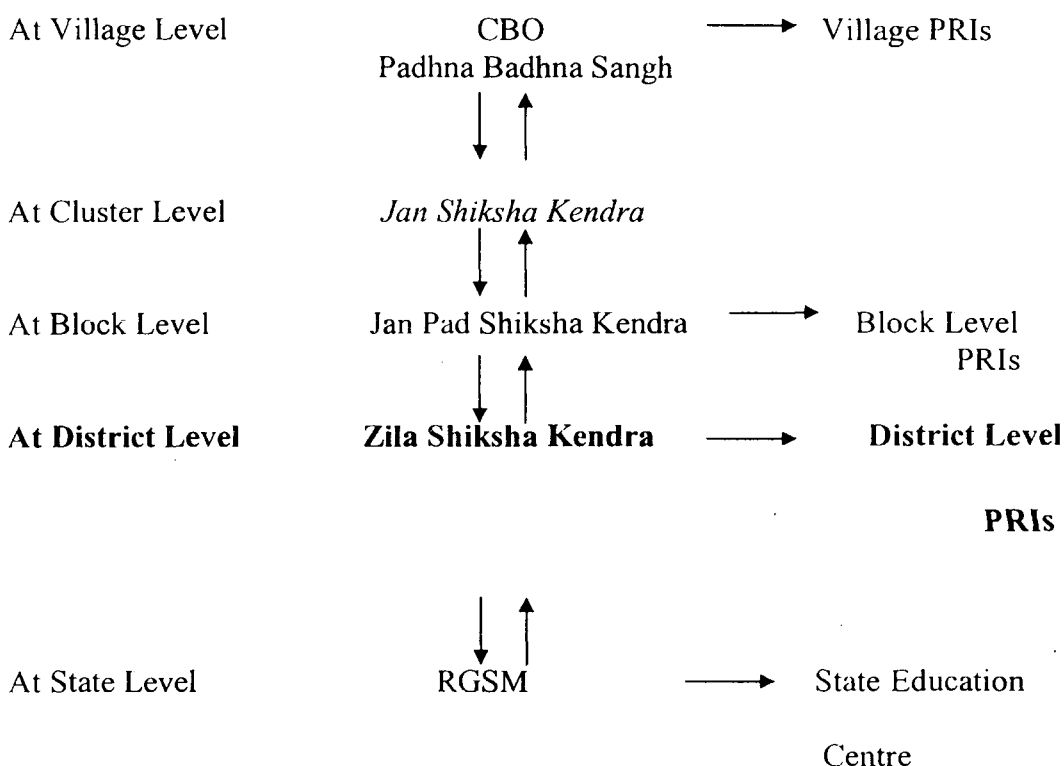
Management of education has been steadily decentralized both vertically and laterally. Decentralisation has created opportunities for Institutional Restructuring. Prior to decentralization, the educational management was characterized by multiple agencies with scant coordination and since decision-making was centralized, it actually created multiple sources of authority located on top leading to a situation where directives abounded, but action at the end-point became unconnected, if not conflicting. Decentralisation re-locates powers and functions and necessitates a realignment of structures.

In the elementary education sector, substantive powers have been delegated to the panchayats, District Planning body and now to the Gram Sabha through Gram Swaraj. The role of administrative and technical bodies is now seen as being one of laying down broad parameters and norms, facilitating, monitoring, and problem solving and resource-support. With decentralization transferring powers locally, and allowing flexible planning, co ordination and convergence of structures for ensuring that a common perspective informs all action was perceived as a necessary condition. Accordingly, administrative arrangements for integrating structures have been initiated.

At the state level, Elementary and Adult Education programmes have been brought under one agency designated as the Rajya Shiksha Kendra that has been created by bringing the Directorate of Adult Education, the state project offices for various projects, and the SCERT together into one common institution. District and block level elementary and adult education structures have been involved in planning and implementing these programmes come together for coordinated action. The unit to support the

village level schooling and literacy activities would be the Jan Shiksha Kendra.

Thus structural integration at each level creates opportunities for convergence. Because the institutional framework is constituted by permanent department resources initiatives have a sustainable management base.



8. FINANCIAL RESOURCES

8.1 For Universalisation of Elementary Education

- (i) State government was spending Rs. 945 crores on Elementary Education in 1993-1994 that was 71% of State Education Budget. The expenditure incurred was mainly on Salaries of 142220 Primary school teachers of 51813 Primary schools, 42690 Middle school teachers of 13225 Middle school, Administrative cost and some trainings of Teachers.

- (ii) In 1994 DPEP came up as a major resource support and provided a Budget of Rs. 951.34 crores outlay in 9 years (1994 to 2003) for 33 districts. This additionality of about Rs.105.71 Crores annually was 7% per year to the State Education Budget. The DPEP supported budget was spent on the following components :-

Table No. - 15 - DPEP main Contribution for Primary Education:

	Component
Providing Access	New Primary Schools : 4209
	Teachers : 14826
	EGS schools : 26571
	Guruji : 31815
Improving infrastructures through Civil Works	BRC Building : 236
	Primary School Building : 17595
	Additional Rooms : 4566
Improving Quality	Teachers Training : 61214
	School Contingency : 42667
	Head Start : 2718
	Free Text Books (EGS) : 1230994
	Libraries in JSK and EGS schools : 13395
Community Mobilisation	VEC Training : 53460
	PTA Training : 103546

- (iii) State has taken over the recurring expenditure of DPEP in the form of salaries of 14826 Shiksha Karmis-III teachers which amounts to Rs. 47.54 crores per year.

- (iv) At the time of launching of SSA i.e. prior to 10th plan period State Government was spending of Rs. 2381.33 crores on Elementary Education in 2002-03. The resource support of Sarva Shiksha Abhiyan (SSA) is an additionality which is approximately 23% of existing Elementary Education budget and 18% of the total School Education budget. During 10th Plan period GOI has approved an amount of Rs.2812 Crores averaging 562 crores per year for Elementary

Education. For Financial Year 2003-04 the GOI has approved AWP&B of Rs.768.42 Crores.

- (v) The gaps of Elementary Education that will be covered under SSA are as follows :

Table No. - 16 - SSA Coverage

	I. Component	Target Set	Financial
Providing ACCESS	Upper Primary Schools	10960	
	Upper Primary Teachers	32880	Rs.138.09 Cr per year
	EGS to PS Upgradation	26571	
	EGS Gurujis	53054	Rs.159.16 Cr per year
Improving Quality	Free Text Books (PS+EGS+MS)	90.83 Lakhs Children	Rs.50.00 Cr per year
	School Contingency (PS+EGS+MS)	106734 Schools	Rs.21.35 Cr per year
	Teacher's Grant (PS+EGS+MS)	274710 Teachers	Rs.13.74 Cr per year
	DEd/BEed Training for Untrained Teacher	60000	Rs.21.0 Cr
	Induction Training for New MS Teachers	32880	Rs.46.0 Cr
	In service Teachers Training	221656	Rs.18.62 Cr
	Headstart JSKs	2085 JSKs	Rs.32.32 Cr
Improving infrastructures gaps through Civil Works	BRC Buildings	78	Rs.5.07 Cr
	Primary /EGS School Building	21398	Rs.320.97 Cr
	Middle school building	11013	Rs.385.46 Cr
	Additional Rooms	45508	Rs.341.31 Cr
	Drinking Water Facilities	38296	Rs.114.88 Cr
	Toilets/Urinals	43059	Rs.25.84 Cr
	Maintenance of School Buildings	69562	Rs.34.78 Cr per year
Community Mobilisation	PTA's Training & VECs Training	105959 PTAs & 53460 VECs	Rs.6.78 Cr per year
Strengthening of Academic & Management Structures	Zila Shiksha Kendra	45	Rs.9.18 Cr per year
	Janpad Shiksha Kendra	314	Rs.46.24 Cr per year
	Jan Shiksha Kendra	6176	Rs.5.18 Cr per year
Modernisation of Madarsas & New Human Dev.Centre	Madarsas	6259	Rs.2.62 Cr per year
	Human Development Centre for Urban area	60	Rs.0.20 Cr per year
IED	Integrated Education for disabled Children	100369 children	Rs.4.01 Cr.per year

- (vi) Resources under SSA would be able to cover most of the gaps assessed for Elementary Education. The remaining gaps would be of school infrastructure development which is as follows:

Table No. - 17 - Remaining Gaps

II. Component	Target Set	Financial Requirement
Middle School Buildings	4513	Rs. 15.80 Crores
Additional Rooms	15278	Rs. 114.59 Crores
Drinking Water Facilities	1545	Rs. 4.64 Crores
Toilets/Urinals	837	Rs. 0.51 Crores

All gaps of Drinking Water Facility will be covered under Sector reform & Savjal Dhara sanitary campaign and gaps of Toilets/Urinals will be covered by Total sanitary campaign. Gaps in MS buildings and Additional rooms will be mobilized through Convergence of various schemes like 12th Finance, PMJRY and also by SSA 11th Plan schemes.

8.2. For Universalisation of Adult Education

Table No. - 18 - Residual Illiteracy

Target	90 lakh non-literate
	60 lakh Female
	30 lakh Male
Estimated Budget Requirement	34.20 crore (@ Rs.38 per non-literate)

Resources - From Continuing Education Projects - 28.20 crores (Five Years)

*Residual Illiteracy Project - 6.00 crores (One Year)

* Project is being sent to GOI for sanction

Table No. - 19 - Continuing Education

Target	47000 Rural Libraries
Established	45000 Rural Libraries
Estimated Budget Requirement	58.75 crore per year (@ 12500 per library)
Total	293.75 crore (Five Years)

Resources - From Continuing Education Projects

MILESTONE ON THE EFA ROAD

2010

2007

Retention Rate 100

Pass Percentage
Class Vth Board 100
Class VIIIth Board 100

Cover all
Infrastructure Gaps

Literacy rate
more than 80%

GER

Primary - 120
Upp. Pri - 110

Out of School - below 1%
Retention Rate - above 90%

Pass Percentage
Class Vth Board 90
Class VIth Board 75

Transition
above 95%

Literacy rate
more than 80%

2003

GAR

Upp. Primary - 100

GER

Primary - 120
Upp. Pri - 110

Out of School - below 2%

Retention Rate - 88

Pass Percentage
Class Vth Board 70
Class VIth Board 56

Transition
above 95%

2002
LSA-III

GAR

Upp. Primary - 59

GER

Primary - 101.7
Upp. Pri - 74.0

Out of School
7.74 Lakh (6.2%)

Never Enrolled
4.95 lakh (4%)

Dropout
2.79 lakh (2.2%)

Literacy Rate - 64.11%

2000
LSA-II

GAR

Primary - 100

GER

Primary - 96.2
Upp. Pri - 70.3

Out of School
13.28 Lakh (11.2%)

Never Enrolled
9.39 lakh (7.9%)

Dropout
3.88 lakh (3.3%)

1996
LSA-I

GAR

Primary - 70

GER

Primary - 76.5
Upp. Pri - 56.6

Out of School
29.19 lakh (29.3%)

Never Enrolled
23.9 lakh (24.1%)

Dropout
5.20 lakhs (5.2%)

Retention Rate
below 50%

Academic Reform
- Curriculum reform at upper primary
- Teacher education
- Intensive monitoring

Managerial Reform
- Autonomy of schools
- Strengthening of VEC, PTA & decentralised management school support structures

Legal Reform
- JSA for quality education
- Public accountability

■ Achieved so far
■ Way ahead

ANNEXURE

Status of Access at Primary Level

District	Primary School	EGS School	GAR
Betul	1568	434	100%
Raisen	1285	546	100%
Rajgarh	1290	593	100%
Sehore	1036	344	100%
Guna	1640	1040	100%
Dhar	1886	1326	100%
Rewa	1817	2034	100%
Satna	1737	906	100%
Shahdol	1774	1161	100%
Umaria	605	276	100%
Sidhi	1732	1455	100%
Chhatarpur	1393	494	100%
Panna	936	674	100%
Tikamgarh	1177	609	100%
Mandsaur	1013	231	100%
Ncemuch	640	229	100%
Ratlam	1133	534	100%
Bhind	1349	420	100%
Damoh	1061	356	100%
Datia	702	126	100%
Dewas	1206	285	100%
Jhabua	1830	1860	100%
Khandwa	1409	275	100%
Khargone	1640	980	100%
Barwani	1009	1117	100%
Mandla	1419	675	100%
Dindori	984	392	100%
Morena	1315	453	100%
Shecopur	604	175	100%
Soni	1659	535	100%
Shajapur	1178	350	100%
Shivpuri	1362	900	100%
Vidisha	1329	501	100%
Balaghat	1677	442	100%
Gwalior	1000	421	100%
Bhopal	605	192	100%
Narsinghpur	958	266	100%
Hoshangabad	954	216	100%
Harda	393	147	100%
Indore	973	154	100%
Chhindwara	1917	818	100%
Ujjain	1213	240	100%
Jabalpur	1215	352	100%
Katni	862	441	100%
Sagar	1537	596	100%
Total (45 Dist)	56022	26571	100%

Status of Access at Upper Primary Level

District	Number of Middle Schols till 2000	Number of new Middle Schools opened	Total Existing M.S.
Betul	385	213	598
Raisen	268	279	547
Rajgarh	359	252	611
Sehore	306	226	532
Guna	316	484	800
Dhar	518	163	681
Rewa	285	224	509
Satna	456	400	856
Shahdol	362	234	596
Umaria	180	156	336
Sidhi	428	560	988
Chhatarpur	198	226	424
Panna	250	380	630
Tikamgarh	192	273	465
Mandsaur	210	191	401
Neemuch	183	112	295
Ratlam	346	162	508
Bhind	347	382	729
Damoh	187	321	508
Datia	121	196	317
Dewas	231	190	421
Jhabua	316	210	526
Khandwa	326	231	557
Khargone	455	333	788
Barwani	189	286	475
Mandla	235	242	477
Dindori	176	112	288
Morena	309	105	414
Sheopur	105	70	175
Seoni	344	251	595
Shajapur	311	359	670
Shivpuri	319	329	648
Vidisha	307	215	522
Balaghat	476	129	605
Gwalior	322	213	535
Bhopal	167	139	306
Narsinghpur	241	144	385
Hoshangabad	292	176	468
Harda	81	186	267
Indore	395	241	636
Chhindwara	592	272	864
Ujjain	270	228	498
Jabalpur	349	229	578
Katni	200	239	439
Sagar	378	339	717
Total (45 Dist)	13283	10902	24185

Infrastructure Gaps

District	Building Gaps		Additional Room Gaps		Buildings Requiring Major Repairs	Buildings Requiring Minor Repairs	Building Requiring Drinking Water Facility		Building Requiring Toilets	
	Primary Level	Upper Primary	Primary	Upper Primary			Primary Level	Upper Primary	Primary Level	Upper Primary
Betul	191	311	1320	355	154	232	652	424	1137	491
Raisen	437	319	1282	342	117	176	785	325	585	260
Rajgarh	379	469	618	328	144	215	631	308	630	284
Schore	384	326	418	178	113	169	298	319	596	266
Guna	766	653	800	300	248	372	984	190	820	158
Dhar	1050	279	640	325	207	311	612	263	504	404
Rewa	1303	338	505	360	114	171	300	150	1218	160
Satna	1000	329	658	415	182	274	963	274	1155	228
Shahdol	720	340	871	500	232	347	1624	111	1561	99
Umaria	162	108	1636	687	21	32	598	120	600	120
Sidhi	660	746	2196	717	164	246	420	220	416	285
Chhatarpur	120	256	743	468	118	178	856	189	1021	248
Panna	455	384	633	363	84	125	784	378	400	187
Tikamgarh	316	360	452	84	77	115	544	279	326	20
Mandsaur	127	215	1065	230	89	133	608	175	507	175
Neemuch	74	158	199	92	73	110	248	120	297	97
Ratlam	224	351	407	108	124	186	650	250	200	275
Bhind	316	562	745	855	171	256	654	169	884	197
Damoh	420	453	541	171	110	164	637	200	400	321
Datia	113	232	1187	859	56	84	476	140	515	140
Dewas	189	312	411	132	116	173	460	419	777	419
Jhabua	400	318	881	267	182	272	600	201	916	60
Khandwa	295	323	561	480	130	196	882	313	735	261
Khargone	1020	446	445	254	182	273	704	375	1836	384
Barwani	935	421	274	107	94	142	500	140	504	116
Mandla	706	397	576	226	109	164	749	194	643	149
Dindori	237	204	521	100	70	105	1169	288	1000	288
Morena	415	180	810	555	124	185	1038	248	865	207
Sheopur	269	108	253	114	108	162	362	60	301	55
Seoni	754	357	1249	885	138	206	984	336	820	275
Shajapur	209	535	1939	374	124	187	920	680	764	135
Shivpuri	425	519	494	109	126	188	180	106	200	166
Vidisha	687	261	1013	1046	123	184	467	225	1516	639
Balaghat	538	320	1575	397	158	238	1012	238	943	200
Gwalior	595	338	749	588	296	443	276	69	771	278
Bhopal	392	223	315	252	208	311	363	180	302	176
Narsinghpur	356	243	545	358	82	123	252	90	879	205
Hoshangabad	291	292	304	296	109	163	600	165	500	224
Harda	133	216	932	582	43	64	250	90	377	140
Indore	217	442	700	800	334	500	500	500	600	645
Chhindwara	861	362	1200	805	184	277	1150	344	959	287
Ujjain	488	338	895	437	199	299	788	416	788	472
Jabalpur	480	369	919	240	150	224	531	80	1019	107
Katni	591	317	594	237	149	224	220	60	772	194
Sagar	698	496	1597	564	151	227	952	187	700	140
Total (45 Dist)	21398	15526	36668	17942	6287	9426	29233	10608	33259	10637

District wise Teachers and PTR

District	No. of Children Enrolled Govt. Primary School	Total Number of Teacher in Govt. Primary School	PTR	Number of Children Enrolled in EGS	Total Number of Gurujis of EGS	PTR	Number of Children Enrolled in Govt. Middle School	Total Number of Teacher at Middle School	PTR
Betul	166281	4520	36.79	20962	543	38.60	62780	1969	31.88
Raisen	134709	3664	36.77	22113	676	32.71	36438	1510	24.13
Rajgarh	126115	3424	36.83	28464	689	41.31	42950	1837	23.38
Sehore	102504	2925	35.04	17406	546	31.88	38284	1325	28.89
Guna	184257	4721	39.03	37336	1323	28.22	37823	1366	27.69
Dhar	119795	3988	30.04	55997	1506	37.18	55488	2471	22.46
Rewa	189269	5092	37.17	96818	2547	38.01	54648	1559	35.05
Satna	193357	5602	34.52	45934	1190	38.60	70039	1807	38.76
Shahdol	172398	4983	34.60	41332	1538	26.87	71185	2022	35.21
Umari	51724	1582	32.70	16946	336	50.43	22162	673	32.93
Sidhi	190983	5402	35.35	45687	1710	26.72	57027	2302	24.77
Chhatarpur	170109	3547	47.96	21736	697	31.19	33315	1109	30.04
Panna	89476	2100	42.61	28173	987	28.54	25645	774	33.13
Tikamgarh	141119	3347	42.16	36357	798	45.56	39506	1138	34.72
Mandsaur	102782	2729	37.66	12005	307	39.10	30450	605	50.33
Neemuch	59544	1687	35.30	9497	279	34.04	20790	749	27.76
Ratlam	114651	3250	35.28	22855	803	28.46	33363	1460	22.85
Bhind	167200	3973	42.08	21252	509	41.75	55498	1849	30.02
Damoh	135660	2954	45.92	22307	528	42.25	44476	1074	41.41
Datia	62260	2236	27.84	7888	179	44.07	16550	587	28.19
Dewas	129671	3411	38.02	13512	342	39.51	36063	896	40.25
Jhabua	152237	4051	37.58	75479	2003	37.68	28981	2313	12.53
Khandwa	175851	3899	45.10	15774	328	48.09	38354	1796	21.36
Khargone	151663	3607	42.05	45511	1072	42.45	45161	2595	17.40
Barwani	91160	2894	31.50	46825	1146	40.86	25712	1791	14.36
Mandla	112767	2712	41.58	30726	767	40.06	46537	1261	36.90
Dindori	65732	1812	36.28	17001	405	41.98	19689	957	20.57
Morena	159313	4451	35.79	27470	473	58.08	54953	1302	42.21
Sheopur	64657	1409	45.89	10533	185	56.94	10919	373	29.27
Seoni	149720	4018	37.26	20731	703	29.49	45273	1497	30.24
Shajapur	128460	4400	29.20	17455	417	41.86	44073	1270	34.70
Shivpuri	165819	4155	39.91	46971	981	47.88	40330	1472	27.40
Vidisha	132664	3334	39.79	24023	514	46.74	37422	952	39.31
Balaghat	167944	4033	41.64	24434	531	46.02	72404	1907	37.97
Gwalior	120018	2804	42.80	25045	424	59.07	43318	1947	22.25
Bhopal	105456	3233	32.62	8087	192	42.12	30849	786	39.25
Narsinghpur	99446	2926	33.99	12789	297	43.06	37984	1236	30.73
Hoshangabad	102967	2616	39.36	7726	217	35.60	33662	1020	33.00
Harda	43839	952	46.05	6938	147	47.20	18792	703	26.73
Indore	135076	3469	38.94	7343	155	47.37	77027	2204	34.95
Chhindwara	207314	5711	36.30	38266	894	42.80	75247	2403	31.31
Ujjain	209643	3673	57.08	12804	245	52.26	62712	1620	38.71
Jabalpur	166697	3718	44.84	24640	539	45.71	48269	1608	30.02
Katni	109298	2249	48.60	27783	495	56.13	41094	1195	34.39
Sagar	203641	5783	35.21	34121	652	52.33	53203	1356	39.24
Total (45 Dist)	6025246	157046	38.37	1233052	31815	38.76	1916445	64646	29.65

Population ,Enrolment and GER Primary level (2002-03)

District	Population 6-11			Enrolment Primary			Gross Enrolment Ratio (GER)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Betul	113018	104014	217032	118725	106417	225142	105.0%	102.3%	103.7%
Raisen	89667	79131	168798	94655	81967	176622	105.6%	103.6%	104.6%
Rajgarh	99199	91599	190798	106088	90418	196506	106.9%	98.7%	103.0%
Sehore	97310	87300	184610	106032	80616	186648	109.0%	92.3%	101.1%
Guna	118717	97195	215912	133002	105667	238669	112.0%	108.7%	110.5%
Dhar	145802	128601	274403	149194	119187	268381	102.3%	92.7%	97.8%
Rewa	171689	150308	321997	168643	142660	311303	98.2%	94.9%	96.7%
Satna	138029	126020	264049	140423	129988	270411	101.7%	103.1%	102.4%
Shahdol	115174	106565	221739	125501	114720	240221	109.0%	107.7%	108.3%
Umaria	47610	42288	89898	46161	41766	87927	97.0%	98.8%	97.8%
Sidhi	155335	141441	296776	168869	145758	314627	108.7%	103.1%	106.0%
Chhatarpur	113758	97838	211596	123645	104301	227946	108.7%	106.6%	107.7%
Panna	72668	60270	132938	74343	60962	135305	102.3%	101.1%	101.8%
Tikamgarh	102481	86250	188731	105895	87554	193449	103.3%	101.5%	102.5%
Mandsaur	83695	74738	158433	86085	74198	160283	102.9%	99.3%	101.2%
Neemuch	49643	42961	92604	49196	41375	90571	99.1%	96.3%	97.8%
Rattlam	94669	78882	173551	106142	83205	189347	112.1%	105.5%	109.1%
Bhind	127811	99764	227575	138378	108866	247244	108.3%	109.1%	108.6%
Damoh	98896	85132	184028	96617	83676	180293	97.7%	98.3%	98.0%
Datia	53679	45243	98922	56017	47468	103485	104.4%	104.9%	104.6%
Dewas	103318	96827	200145	107367	88384	195751	103.9%	91.3%	97.8%
Jhabua	164164	130427	294591	168096	120029	288125	102.4%	92.0%	97.8%
Khandwa	124286	107086	231372	130673	105861	236534	105.1%	98.9%	102.2%
Khargone	121091	109985	231076	120171	107123	227294	99.2%	97.4%	98.4%
Barwani	86793	79913	166706	89885	75511	165396	103.6%	94.5%	99.2%
Mandla	75110	70722	145832	77590	73576	151166	103.3%	104.0%	103.7%
Dundori	45424	42491	87915	44950	39959	84909	99.0%	94.0%	96.6%
Morena	139038	114336	253374	144127	118335	262462	103.7%	103.5%	103.6%
Sheopur	48732	39020	87752	52314	37115	89429	107.4%	95.1%	101.9%
Seoni	97567	94084	191651	99823	94489	194312	102.3%	100.4%	101.4%
Shajapur	106028	89360	195388	106536	89816	196352	100.5%	100.5%	100.5%
Shivpuri	156202	122757	278959	159506	122428	281934	102.1%	99.7%	101.1%
Vidisha	100547	89015	189562	107015	91525	198540	106.4%	102.8%	104.7%
Balaghat	112531	109543	222074	116650	111418	228068	103.7%	101.7%	102.7%
Gwalior	102757	83469	186226	104700	83132	187832	101.9%	99.6%	100.9%
Bhopal	128302	109501	237803	120927	106008	226935	94.3%	96.8%	95.4%
Narsinghpur	65869	59491	125360	71310	63166	134476	108.3%	106.2%	107.3%
Hoshangabad	75617	66412	142029	74898	66954	141852	99.0%	100.8%	99.9%
Harda	39777	32400	72177	40333	32260	72593	101.4%	99.6%	100.6%
Indore	147979	126926	274905	136670	132201	268871	92.4%	104.2%	97.8%
Chhindwara	149130	134876	284006	148387	131387	279774	99.5%	97.4%	98.5%
Ujjain	168188	147217	315405	165659	142824	308483	98.5%	97.0%	97.8%
Jabalpur	142649	132738	275387	151717	139319	291036	106.4%	105.0%	105.7%
Katni	84859	71242	156101	81392	73285	154677	95.9%	102.9%	99.1%
Sagar	125560	112363	237923	127463	112644	240107	101.5%	100.3%	100.9%
Total MP	4800368	4197741	8998109	4941770	4209518	9151288	102.9%	100.3%	101.7%

Population ,Enrolment and GER Middle level (2002-03)

District	Population 11-14			Enrolment Middle			Gross Enrolment Ratio (GER)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Betul	43162	39254	82416	35606	30221	65827	82.5%	77.0%	79.9%
Raisen	31702	23326	55028	25044	14944	39988	79.0%	64.1%	72.7%
Rajgarh	40977	34200	75177	29012	24876	53888	70.8%	72.7%	71.7%
Sehore	37683	28676	66359	34178	23027	57205	90.7%	80.3%	86.2%
Guna	51902	36509	88411	37888	20445	58333	73.0%	56.0%	66.0%
Dhar	59054	49731	108785	37205	25860	63065	63.0%	52.0%	58.0%
Rewa	77233	61518	138751	57925	47671	105596	75.0%	77.5%	76.1%
Satna	68139	54015	122154	59417	43751	103168	87.2%	81.0%	84.5%
Shahdol	51905	45595	97500	49916	40615	90531	96.2%	89.1%	92.9%
Umaria	20835	17319	38154	16876	12297	29173	81.0%	71.0%	76.5%
Sidhi	68604	53335	121939	48023	28268	76291	70.0%	53.0%	62.6%
Chhatarpur	46793	30738	77531	30639	15937	46576	65.5%	51.8%	60.1%
Panna	26045	19862	45907	19262	12797	32059	74.0%	64.4%	69.8%
Tikamgarh	41740	27605	69345	38102	13900	52002	91.3%	50.4%	75.0%
Mandsaur	30831	20894	51725	27750	16841	44591	90.0%	80.6%	86.2%
Neemuch	18076	11719	29795	16468	10207	26675	91.1%	87.1%	89.5%
Ratlam	35147	22947	58094	24462	12541	37003	69.6%	54.7%	63.7%
Bhind	54504	36463	90967	52324	33181	85505	96.0%	91.0%	94.0%
Damoh	36908	26427	63335	31003	21458	52461	84.0%	81.2%	82.8%
Datia	22529	14793	37322	17706	11237	28943	78.6%	76.0%	77.5%
Dewas	46151	33663	79814	38579	22271	60850	83.6%	66.2%	76.2%
Jhabua	53010	44783	97793	19401	11911	31312	36.6%	26.6%	32.0%
Khandwa	45218	34243	79461	29392	19861	49253	65.0%	58.0%	62.0%
Khargone	51296	36700	87996	34688	25367	60055	67.6%	69.1%	68.2%
Barwani	32124	24658	56782	14778	11096	25874	46.0%	45.0%	45.6%
Mandla	28901	23516	52417	28711	19046	47757	99.3%	81.0%	91.1%
Dindori	16839	13106	29945	12461	9331	21792	74.0%	71.2%	72.8%
Morona	61556	35740	97296	56017	30736	86753	91.0%	86.0%	89.2%
Sheopur	21414	12987	34401	11135	4416	15551	52.0%	34.0%	45.2%
Soni	39924	35917	75841	28745	23345	52090	72.0%	65.0%	68.7%
Shajapur	39033	19848	58881	36068	15301	51369	92.4%	77.1%	87.2%
Shivpuri	38725	20102	58827	32529	11438	43967	84.0%	56.9%	74.7%
Vidisha	38624	24684	63308	27423	15057	42480	71.0%	61.0%	67.1%
Balaghat	65180	62072	127252	55708	51879	107587	85.5%	83.6%	84.5%
Gwalior	54518	41364	95882	33802	22750	56552	62.0%	55.0%	59.0%
Bhopal	59611	48030	107641	53063	43806	96869	89.0%	91.2%	90.0%
Narsinghpur	29297	22753	52050	23408	16906	40314	79.9%	74.3%	77.5%
Hoshangabad	34100	26694	60794	26121	18713	44834	76.6%	70.1%	73.7%
Harda	20304	15368	35672	15147	9835	24982	74.6%	64.0%	70.0%
Indore	68403	58363	126766	60538	50483	111021	88.5%	86.5%	87.6%
Chhindwara	62051	55700	117751	43931	37876	81807	70.8%	68.0%	69.5%
Ujjain	60208	51322	111530	44253	29768	74021	73.5%	58.0%	66.4%
Jabalpur	38013	28663	66676	32122	23590	55712	84.5%	82.3%	83.6%
Katni	34403	23362	57765	29586	17488	47074	86.0%	74.9%	81.5%
Sagar	57982	41533	99515	46559	28575	75134	80.3%	68.8%	75.5%
Total (45 Dist)	1960654	1490097	3450751	1522971	1030919	2553890	77.7%	69.2%	74.0%

Population ,Enrolment and GER Elementary level

District	Population 6-14 2002-03			Enrolment Elementry(class 1-8) 2002-03			Gross Enrolment Ratio (GER) Middle 2002-03		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Betul	156180	143268	299448	154331	136638	290969	98.8%	95.4%	97.2%
Raisen	121369	102457	223826	119699	96911	216610	98.6%	94.6%	96.8%
Rajgarh	140176	125799	265975	135100	115294	250394	96.4%	91.6%	94.1%
Sehore	134993	115976	250969	140210	103643	243853	103.9%	89.4%	97.2%
Guna	170619	133704	304323	170890	126112	297002	100.2%	94.3%	97.6%
Dhar	204856	178332	383188	186399	145047	331446	91.0%	81.3%	86.5%
Rewa	248922	211826	460748	226568	190331	416899	91.0%	89.9%	90.5%
Satna	206168	180035	386203	199840	173739	373579	96.9%	96.5%	96.7%
Shahdol	167079	152160	319239	175417	155335	330752	105.0%	102.1%	103.6%
Umaria	68445	59607	128052	63037	54063	117100	92.1%	90.7%	91.4%
Sidhi	223939	194776	418715	216892	174026	390918	96.9%	89.3%	93.4%
Chhatarpur	160551	128576	289127	154284	120238	274522	96.1%	93.5%	94.9%
Panna	98713	80132	178845	93605	73759	167364	94.8%	92.0%	93.6%
Tikamgarh	144221	113855	258076	143997	101454	245451	99.8%	89.1%	95.1%
Mandsaur	114526	95632	210158	113835	91039	204874	99.4%	95.2%	97.5%
Neemuch	67719	54680	122399	65664	51582	117246	97.0%	94.3%	95.8%
Ratlam	129816	101829	231645	130604	95746	226350	100.6%	94.0%	97.7%
Bhind	182315	136227	318542	190702	142047	332749	104.6%	104.3%	104.5%
Damoh	135804	111559	247363	127620	105134	232754	94.0%	94.2%	94.1%
Datia	76208	60036	136244	73723	58705	132428	96.7%	97.8%	97.2%
Dewas	149469	130490	279959	145946	110655	256601	97.6%	84.8%	91.7%
Jhabua	217174	175210	392384	187497	131940	319437	86.3%	75.3%	81.4%
Khandwa	169504	141329	310833	160065	125722	285787	94.4%	89.0%	91.9%
Khargone	172387	146685	319072	154859	132490	287349	89.8%	90.3%	90.1%
Barwani	118917	104571	223488	104663	86607	191270	88.0%	82.8%	85.6%
Mandla	104011	94238	198249	106301	92622	198923	102.2%	98.3%	100.3%
Dindori	62263	55597	117860	57411	49290	106701	92.2%	88.7%	90.5%
Morena	200594	150076	350670	200144	149071	349215	99.8%	99.3%	99.6%
Sheopur	70146	52007	122153	63449	41531	104980	90.5%	79.9%	85.9%
Seoni	137491	130001	267492	128568	117834	246402	93.5%	90.6%	92.1%
Shajapur	145061	109208	254269	142604	105117	247721	98.3%	96.3%	97.4%
Shivpuri	194927	142859	337786	192035	133866	325901	98.5%	93.7%	96.5%
Vidisha	139171	113699	252870	134438	106582	241020	96.6%	93.7%	95.3%
Balaghat	177711	171615	349326	172358	163297	335655	97.0%	95.2%	96.1%
Gwalior	157275	124833	282108	138502	105882	244384	88.1%	84.8%	86.6%
Bhopal	187913	157531	345444	173990	149814	323804	92.6%	95.1%	93.7%
Narsinghpur	95166	82244	177410	94718	80072	174790	99.5%	97.4%	98.5%
Hoshangabad	109717	93106	202823	101019	85667	186686	92.1%	92.0%	92.0%
Harda	60081	47768	107849	55480	42095	97575	92.3%	88.1%	90.5%
Indore	216382	185289	401671	197208	182684	379892	91.1%	98.6%	94.6%
Chhindwara	211181	190576	401757	192318	169263	361581	91.1%	88.8%	90.0%
Ujjain	228396	198539	426935	209912	172592	382504	91.9%	86.9%	89.6%
Jabalpur	180662	161401	342063	183839	162909	346748	101.8%	100.9%	101.4%
Katni	119262	94604	213866	110978	90773	201751	93.1%	96.0%	94.3%
Sagar	183542	153896	337438	174022	141219	315241	94.8%	91.8%	93.4%
Total	6761022	5687838	12448860	6464741	5240437	11705178	95.6%	92.1%	94.0%

Details of Out-of-School Children

District	Out of School Children in the age group of 6-14 year (2002-03)											
	Never Enrolled Children 6-14 age 2002-03			Dropout Children 6-14 age 2002-03			Total Out of School Children 6-14 age (dropouts+never enrolled) 2002-03			% of Out of School Children in the age group 6-14 year agaist population 6-14 age group of 2002-03		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Betul	2498	3155	5653	2411	2841	5252	4909	5996	10905	3.1%	4.2%	3.6%
Raisen	2121	1854	3975	724	767	1491	2845	2621	5466	2.3%	2.6%	2.4%
Rajgarh	4809	5520	10329	2884	5546	8430	7693	11066	18759	5.5%	8.8%	7.1%
Sehore	6116	8122	14238	2460	4397	6857	8576	12519	21095	6.4%	10.8%	8.4%
Guna	3997	4382	8379	3423	4062	7485	7420	8444	15864	4.3%	6.3%	5.2%
Dhar	19712	25076	44788	8934	9729	18663	28646	34805	63451	14.0%	19.5%	16.6%
Rewa	11242	16607	27849	4416	4760	9176	15658	21367	37025	6.3%	10.1%	8.0%
Satna	5097	5828	10925	2711	3396	6107	7808	9224	17032	3.8%	5.1%	4.4%
Shahdol	4250	4800	9050	4293	4315	8608	8543	9115	17658	5.1%	6.0%	5.5%
Umariya	1088	1350	2438	1272	1316	2588	2360	2666	5026	3.4%	4.5%	3.9%
Sidhi	1504	22129	23633	4991	5722	10713	6495	27851	34346	2.9%	14.3%	8.2%
Chhatarpur	1812	1432	3244	1189	1184	2373	3001	2616	5617	1.9%	2.0%	1.9%
Panna	2334	1907	4241	1128	955	2083	3462	2862	6324	3.5%	3.6%	3.5%
Tikamgarh	1860	1898	3758	1227	1548	2775	3087	3446	6533	2.1%	3.0%	2.5%
Mandsaur	1303	1344	2647	791	1694	2485	2094	3038	5132	1.8%	3.2%	2.4%
Neemuch	1385	1903	3288	1107	1709	2816	2492	3612	6104	3.7%	6.6%	5.0%
Ratlam	1860	2257	4117	2307	2262	4569	4167	4519	8686	3.2%	4.4%	3.7%
Bhind	675	527	1202	214	161	375	889	688	1577	0.5%	0.5%	0.5%
Damoh	3021	3078	6099	2076	2832	4908	5097	5910	11007	3.8%	5.3%	4.4%
Datia	730	706	1436	513	511	1024	1243	1217	2460	1.6%	2.0%	1.8%
Dewas	3704	4525	8229	3609	5319	8928	7313	9844	17157	4.9%	7.5%	6.1%
Jhabua	30055	38020	68075	10083	7789	17872	40138	45809	85947	18.5%	26.1%	21.9%
Khandwa	7542	8898	16440	3606	3906	7512	11148	12804	23952	6.6%	9.1%	7.7%
Khargone	6182	5414	11596	3988	3548	7536	10170	8962	19132	5.9%	6.1%	6.0%
Barwani	9339	10223	19562	3624	3523	7147	12963	13746	26709	10.9%	13.1%	12.0%
Mandla	905	1181	2086	913	1073	1986	1818	2254	4072	1.7%	2.4%	2.1%
Dindori	659	692	1351	645	641	1286	1304	1333	2637	2.1%	2.4%	2.2%
Morena	1794	2119	3913	783	1205	1988	2577	3324	5901	1.3%	2.2%	1.7%
Sheopur	2718	3292	6010	1571	1463	3034	4289	4755	9044	6.1%	9.1%	7.4%
Seoni	3175	3438	6613	2530	2794	5324	5705	6232	11937	4.1%	4.8%	4.5%
Shajapur	1388	1133	2521	2349	2844	5193	3737	3977	7714	2.6%	3.6%	3.0%
Shivpuri	895	1440	2335	1200	4622	5822	2095	6062	8157	1.1%	4.2%	2.4%
Vidisha	2830	2723	5553	725	1107	1832	3555	3830	7385	2.6%	3.4%	2.9%
Balaghat	1655	1493	3148	4732	5037	9769	6387	6530	12917	3.6%	3.8%	3.7%
Gwalior	8973	8515	17488	2614	2795	5409	11587	11310	22897	7.4%	9.1%	8.1%
Bhopal	1088	1350	2438	1272	1316	2588	2360	2666	5026	1.3%	1.7%	1.5%
Narsinghpur	877	888	1765	517	684	1201	1394	1572	2966	1.5%	1.9%	1.7%
Hoshangabad	8241	10787	19028	2137	2568	4705	10378	13355	23733	9.5%	14.3%	11.7%
Harda	1248	1814	3062	917	1093	2010	2165	2907	5072	3.6%	6.1%	4.7%
Indore	9593	12635	22228	3681	4282	7963	13274	16917	30191	6.1%	9.1%	7.5%
Chhindwara	10109	13781	23890	9346	10677	20023	19455	24458	43913	9.2%	12.8%	10.9%
Ujjain	10289	14168	24457	7019	9705	16724	17308	23873	41181	7.6%	12.0%	9.6%
Jabalpur	6336	5651	11987	6013	6845	12858	12349	12496	24845	6.8%	7.7%	7.3%
Katni	1697	1584	3281	2451	2110	4561	4148	3694	7842	3.5%	3.9%	3.7%
Sagar	8148	8719	16867	3162	3259	6421	11310	11978	23288	6.2%	7.8%	6.9%
Total	216854	278358	495212	128558	149912	278470	345412	428270	773682	5.1%	7.5%	6.2%

Genderwise and Categorywise Out-of-Schol Children

District	2002-03									
	Out of School Boys (6-14 years)					Out of School Girls (6-14 years)				
	SC	ST	OBC	GEN	Total	SC	ST	OBC	GEN	Total
Betul	207	3934	684	84	4909	286	4885	740	85	5996
Raisen	504	859	1188	293	2844	481	832	1047	261	2621
Rajgarh	1392	279	5285	737	7693	2413	532	7010	1112	11067
Schore	1522	2283	3587	1184	8576	3041	2978	4831	1669	12519
Guna	1440	1809	3682	488	7419	1694	1871	4401	478	8444
Dhar	2209	20694	4440	1302	28645	2638	24715	5445	2008	34806
Rewa	2550	6193	5321	1594	15658	4245	7471	7118	2533	21367
Satna	1239	2972	2761	836	7808	1898	3129	3374	822	9223
Shahdol	915	4777	1866	984	8542	1197	4300	2559	1058	9114
Umaria	137	1598	496	128	2359	225	1707	524	210	2666
Sidhi	1086	3059	1922	428	6495	4420	11719	9326	2386	27851
Chhatarpur	785	279	1659	277	3000	816	188	1397	214	2615
Panna	820	1000	1281	361	3462	763	731	1068	300	2862
Tikamgarh	657	324	1911	196	3088	906	352	2013	174	3445
Mandsaur	390	107	1312	284	2093	712	181	1757	388	3038
Neemuch	297	333	1207	654	2491	907	726	1302	677	3612
Ratlam	1074	1518	1156	420	4168	1027	1686	1378	429	4520
Bhind	244	18	475	152	889	202	21	361	104	688
Damoh	858	1245	2622	371	5096	1579	1167	2746	417	5909
Datia	251	54	826	112	1243	251	39	819	109	1218
Dewas	1173	2636	2924	580	7313	2234	2961	3653	995	9843
Jhabua	2625	36912	465	136	40138	1355	43828	475	150	45808
Khandwa	1183	6266	2859	839	11147	1510	7104	3263	926	12803
Khargone	1181	5982	2428	579	10170	1323	4912	2307	419	8961
Barwani	932	10301	1434	296	12963	866	11231	1411	238	13746
Mandla	125	1094	510	90	1819	145	1349	650	109	2253
Dindori	140	943	182	39	1304	83	960	219	72	1334
Morena	465	111	1587	413	2576	725	74	2039	486	3324
Sheopur	631	1570	1969	119	4289	638	1777	2193	148	4756
Seoni	622	2751	0	2331	5704	482	3248	0	2502	6232
Shajapur	552	164	2241	779	3736	1114	126	2228	508	3976
Shivpuri	286	629	799	381	2095	1879	1387	1861	934	6061
Vidisha	639	324	2017	577	3557	779	313	2075	663	3830
Balaghat	636	1850	3528	372	6386	566	1971	3704	289	6530
Gwalior	2671	1698	5563	1657	11589	3295	894	5673	1448	11310
Bhopal	399	118	415	1429	2361	434	128	599	1504	2665
Narsinghpur	210	259	832	95	1396	330	284	852	106	1572
Hoshangabad	1499	1478	2141	5259	10377	2143	1863	2672	6675	13353
Harda	402	876	582	305	2165	485	1321	696	407	2909
Indore	1914	768	3708	6885	13275	2998	1047	4534	8339	16918
Chhindwara	1875	10028	7055	499	19457	2263	13477	8028	690	24458
Ujjain	4663	635	8585	3425	17308	8584	727	11321	3242	23874
Jabalpur	1492	3037	3259	4561	12349	1977	3875	1970	4675	12497
Katni	655	1906	1186	401	4148	972	1374	944	404	3694
Sagar	2506	2917	4579	1307	11309	2991	2681	5086	1222	11980
Total	48053	148588	104529	44239	345409	69872	178142	127669	52585	428268

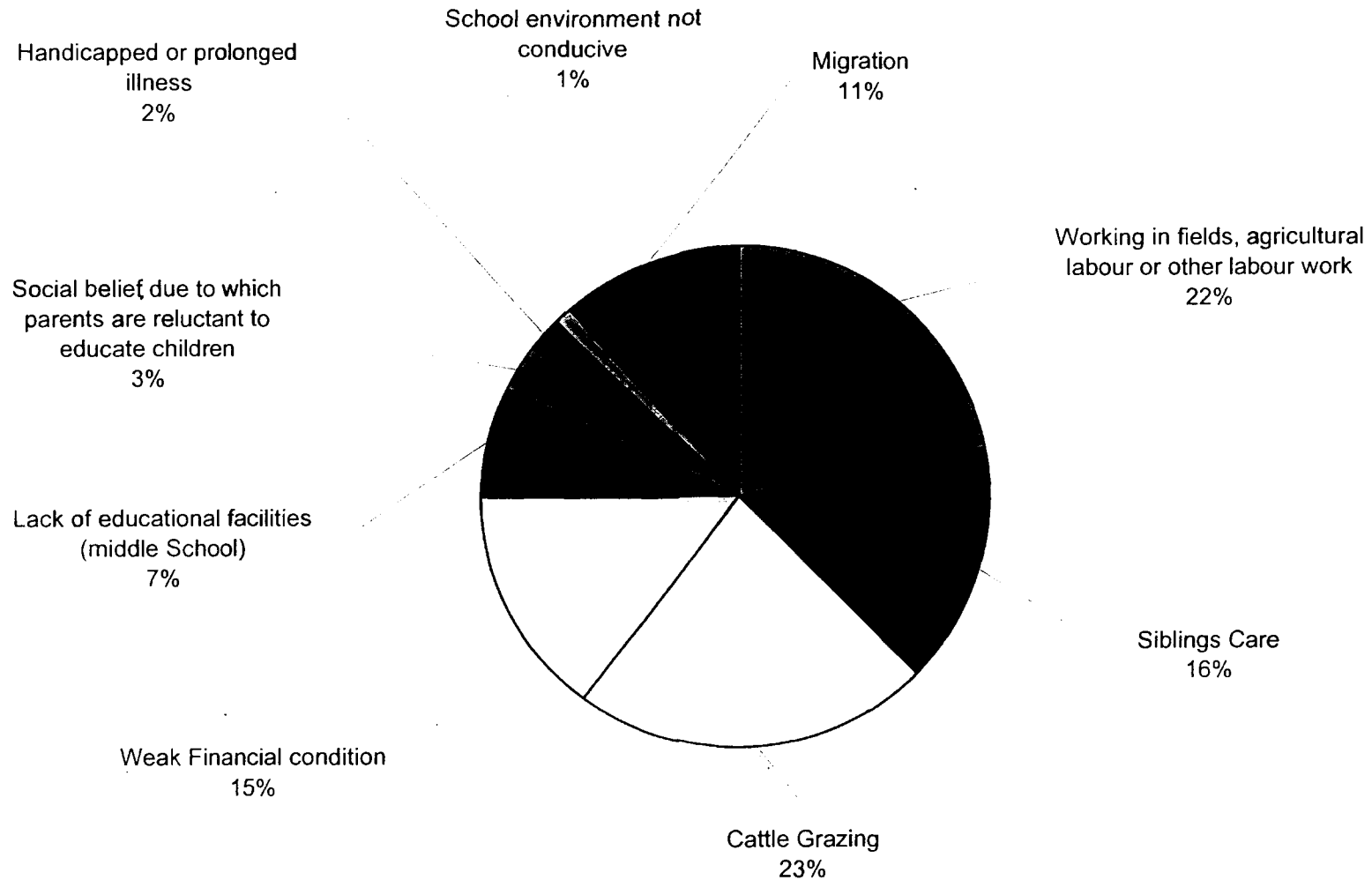
Genderwise and Categorywise Never Enrolled Children

District	2002-03									
	2002-03 Never Enrolled Boys (6-14 year)					2002-03 Never Enrolled Girls (6-14 year)				
	SC	ST	OBC	GEN	Total	SC	ST	OBC	GEN	Total
Betul	91	2089	289	29	2498	122	2650	342	40	3154
Raisen	392	661	842	225	2120	324	619	743	168	1854
Rajgarh	1146	148	3079	436	4809	1290	270	3449	511	5520
Sehore	1469	1619	2253	775	6116	1858	2352	2911	1001	8122
Guna	750	1167	1848	232	3997	824	1183	2163	212	4382
Dhar	1208	14759	2955	789	19711	1724	18561	3492	1299	25076
Rewa	1996	4449	3750	1047	11242	3333	6138	5418	1718	16607
Satna	934	1852	1739	572	5097	1045	2097	2135	551	5828
Shahdol	584	2310	704	652	4250	542	2109	1385	763	4799
Umaria	89	700	234	65	1088	132	873	258	87	1350
Sidhi	223	744	441	96	1504	3619	9426	7364	1720	22129
Chhatarpur	633	186	866	127	1812	461	134	748	88	1431
Panna	683	664	766	221	2334	536	496	705	170	1907
Tikamgarh	495	190	1083	93	1861	494	204	1119	80	1897
Mandsaur	343	53	748	158	1302	351	71	777	145	1344
Neemuch	201	188	685	311	1385	457	435	666	345	1903
Ratlam	449	518	692	202	1861	632	615	827	183	2257
Bhind	221	16	322	116	675	160	15	276	76	527
Damoh	776	711	1318	215	3020	720	760	1363	234	3077
Datia	181	36	440	73	730	143	26	474	64	707
Dewas	721	1312	1410	261	3704	933	1390	1753	448	4524
Jhabua	829	28789	352	85	30055	1011	36576	325	107	38019
Khandwa	778	4285	1921	558	7542	910	5180	2264	543	8897
Khargone	807	3969	1154	252	6182	700	3421	1129	163	5413
Barwani	579	7421	1121	218	9339	515	8613	935	160	10223
Mandla	53	553	258	41	905	76	713	334	58	1181
Dindori	33	512	102	12	659	35	510	117	31	693
Morena	397	90	1049	257	1793	390	62	1351	316	2119
Sheopur	413	992	1224	89	2718	388	1331	1480	94	3293
Seoni	293	1418	0	1463	3174	252	1752	0	1435	3439
Shajapur	434	67	688	199	1388	306	42	635	149	1132
Shivpuri	212	201	319	163	895	412	309	446	272	1439
Vidisha	584	258	1575	414	2831	578	224	1518	403	2723
Balaghat	134	588	872	60	1654	128	478	836	51	1493
Gwalior	2421	1483	3862	1208	8974	2549	669	4247	1050	8515
Bhopal	195	59	137	697	1088	225	67	310	748	1350
Narsinghpur	166	165	491	56	878	180	179	476	53	888
Hoshangabad	1320	1156	1648	4117	8241	1726	1507	2158	5395	10786
Harda	238	572	294	144	1248	329	788	447	251	1815
Indore	1674	541	2582	4796	9593	2243	799	3382	6212	12636
Chhindwara	928	5712	3296	174	10110	1107	8174	4240	260	13781
Ujjain	3987	386	4675	1242	10290	5383	502	6599	1685	14169
Jabalpur	1029	2231	1319	1757	6336	979	1996	912	1765	5652
Katni	458	714	397	128	1697	388	601	380	215	1584
Sagar	2185	2018	3364	581	8148	2183	1984	3875	678	8720
Total (45 Dist)	33732	98552	59164	25406	216854	42693	126901	76764	31997	278355

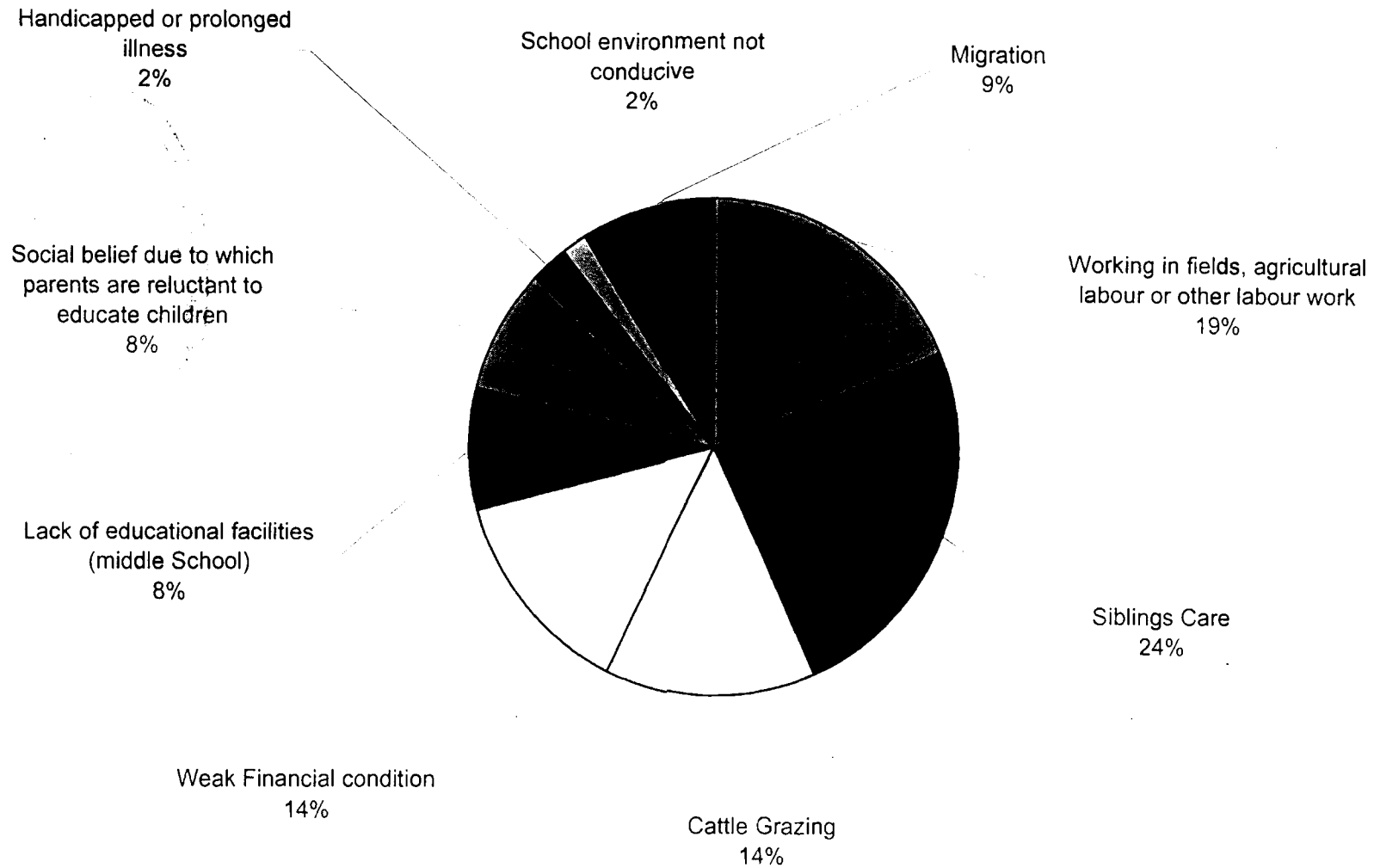
Genderwise and Categorywise Dropouts

District	2002-03									
	2002-03 Dropout Boys (6-14 years)					2002-03 Dropout Girls (6-14 years)				
	SC	ST	OBC	GEN	Total	SC	ST	OBC	GEN	Total
Betul	116	1845	395	55	2411	164	2235	398	45	2842
Raisen	112	198	346	68	724	157	213	304	93	767
Rajgarh	246	131	2206	301	2884	1123	262	3561	601	5547
Sehore	53	664	1334	409	2460	1183	626	1920	668	4397
Guna	690	642	1834	256	3422	870	688	2238	266	4062
Dhar	1001	5935	1485	513	8934	914	6154	1953	709	9730
Rewa	554	1744	1571	547	4416	912	1333	1700	815	4760
Satna	305	1120	1022	264	2711	853	1032	1239	271	3395
Shahdol	331	2467	1162	332	4292	655	2191	1174	295	4315
Umaria	48	898	262	63	1271	93	834	266	123	1316
Sidhi	863	2315	1481	332	4991	801	2293	1962	666	5722
Chhatarpur	152	93	793	150	1188	355	54	649	126	1184
Panna	137	336	515	140	1128	227	235	363	130	955
Tikamgarh	162	134	828	103	1227	412	148	894	94	1548
Mandsaur	47	54	564	126	791	361	110	980	243	1694
Nemuch	96	145	522	343	1106	450	291	636	332	1709
Ratlam	625	1000	464	218	2307	395	1071	551	246	2263
Bhind	23	2	153	36	214	42	6	85	28	161
Damoh	82	534	1304	156	2076	859	407	1383	183	2832
Datia	70	18	386	39	513	108	13	345	45	511
Dewas	452	1324	1514	319	3609	1301	1571	1900	547	5319
Jhabua	1796	8123	113	51	10083	344	7252	150	43	7789
Khandwa	405	1981	938	281	3605	600	1924	999	383	3906
Khargone	374	2013	1274	327	3988	623	1491	1178	256	3548
Barwani	353	2880	313	78	3624	351	2618	476	78	3523
Mandla	72	541	252	49	914	69	636	316	51	1072
Dindori	107	431	80	27	645	48	450	102	41	641
Morena	68	21	538	156	783	335	12	688	170	1205
Sheopur	218	578	745	30	1571	250	446	713	54	1463
Seoni	329	1333	0	868	2530	230	1496	0	1067	2793
Shajapur	118	97	1553	580	2348	808	84	1593	359	2844
Shivpuri	74	428	480	218	1200	1467	1078	1415	662	4622
Vidisha	55	66	442	163	726	201	89	557	260	1107
Balaghat	502	1262	2656	312	4732	438	1493	2868	238	5037
Gwalior	250	215	1701	449	2615	746	225	1426	398	2795
Bhopal	204	59	278	732	1273	209	61	289	756	1315
Narsinghpur	44	94	341	39	518	150	105	376	53	684
Hoshangabad	179	322	493	1142	2136	417	356	514	1280	2567
Harda	164	304	288	161	917	156	533	249	156	1094
Indore	240	227	1126	2089	3682	755	248	1152	2127	4282
Chhindwara	947	4316	3759	325	9347	1156	5303	3788	430	10677
Ujjain	676	249	3910	2183	7018	3201	225	4722	1557	9705
Jabalpur	463	806	1940	2804	6013	998	1879	1058	2910	6845
Katni	197	1192	789	273	2451	584	773	564	189	2110
Sagar	321	899	1215	726	3161	808	697	1211	544	3260
Total	14321	50036	45365	18833	128555	27179	51241	50905	20588	149913

Reasons of out of School Boys (6-14 age group)



Reasons of out of School Girls (6-14 age group)



District wise Literacy Status as per 2001 Census

District	Literacy % in 1991			Literacy % in 2001			Literacy growth in decade(1991- 2001)		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Sheopur	26.55	40.73	12.27	46.61	62.19	28.99	20.06	21.46	16.72
Morena	45.93	63.53	23.79	65.58	80.97	46.81	19.65	17.44	23.02
Bhind	49.23	66.20	28.20	71.22	84.06	55.73	21.99	17.86	27.53
Gwalior	58.36	70.87	43.08	69.79	80.83	56.76	11.43	9.96	13.68
Datia	45.19	62.50	24.45	73.51	82.94	62.48	28.32	20.44	38.03
Shivpuri	33.03	47.50	15.64	59.55	74.78	41.54	26.52	27.28	25.90
Guna	34.58	48.86	17.99	59.93	74.70	43.06	25.35	25.84	25.07
Tikamgarh	34.78	47.52	19.96	55.80	68.83	40.98	21.02	21.31	21.02
Chatarpur	35.20	46.87	21.32	53.44	65.50	39.38	18.24	18.63	18.06
Panna	33.68	46.29	19.41	61.61	74.02	47.84	27.93	27.73	28.43
Sagar	53.44	67.02	37.78	68.08	79.96	54.50	14.64	12.94	16.72
Damoh	46.27	60.49	30.46	62.06	75.05	47.51	15.79	14.56	17.05
Satna	44.65	60.03	27.80	65.12	77.82	51.40	20.47	17.79	23.60
Rewa	44.38	60.67	26.88	62.33	75.97	47.83	17.95	15.30	20.95
Umaria	32.63	46.85	17.43	60.26	74.11	45.57	27.63	27.26	28.14
Shadol	35.45	48.93	20.93	57.76	69.55	45.40	22.31	20.62	24.47
Sidhi	29.15	43.23	13.61	52.82	68.03	36.43	23.67	24.80	22.82
Neemuch	50.27	69.34	30.04	66.47	83.04	49.12	16.20	13.70	19.08
Mandsaur	47.66	66.98	27.24	70.65	85.77	54.87	22.99	18.79	27.63
Ratlam	44.15	58.36	29.13	67.65	80.10	54.66	23.50	21.74	25.53
Ujjain	49.06	64.25	32.64	71.18	83.70	57.87	22.12	19.45	25.23
Shajapur	39.20	56.99	19.77	71.14	83.68	57.58	31.94	26.69	37.81
Dewas	44.08	61.15	25.57	61.04	76.07	44.90	16.96	14.92	19.33
Jhabua	19.01	26.29	11.52	37.08	48.75	25.50	18.07	22.46	13.98
Dhar	34.54	47.62	20.71	52.70	66.18	38.62	18.16	18.56	17.91
Indore	66.32	77.99	53.35	74.82	84.32	63.96	8.50	6.33	10.61
Khargaoan	41.23	55.43	26.09	63.41	75.23	50.89	22.18	19.80	24.80
Badwani	28.08	36.77	19.01	41.35	51.09	31.35	13.27	14.32	12.34
Khandwa	45.49	58.53	31.53	61.71	74.09	48.46	16.22	15.56	16.93
Rajgarh	31.81	46.73	15.62	54.05	69.53	37.37	22.24	22.80	21.75
Vidisha	44.08	58.04	27.81	62.10	74.71	47.45	18.02	16.67	19.64
Bhopal	64.27	73.14	54.17	75.08	82.56	66.67	10.81	9.42	12.50
Sehore	40.43	56.90	21.99	63.83	78.14	47.95	23.40	21.24	25.96
Raisen	40.76	54.02	25.47	72.76	82.18	61.89	32.00	28.16	36.42
Betul	45.89	57.42	33.90	66.87	77.31	56.05	20.98	19.89	22.15
Harda	48.84	62.54	33.76	66.82	78.45	54.14	17.98	15.91	20.38
Hoshangabad	54.11	67.19	39.29	70.36	81.36	58.02	16.25	14.17	18.73
Katni	47.81	63.97	30.53	64.68	79.88	48.48	16.87	15.91	17.95
Jabalpur	64.60	75.64	52.29	76.21	91.40	59.47	11.61	15.76	7.18
Narsingpur	55.65	68.44	41.59	78.34	86.79	69.02	22.69	18.35	27.43
Dindori	37.74	55.05	20.21	54.49	70.41	38.48	16.75	15.36	18.27
Mandla	37.02	50.45	23.48	60.77	76.71	45.39	23.75	26.26	21.91
Chhindwara	44.90	56.65	32.52	66.03	76.70	54.82	21.13	20.05	22.30
Seoni	44.49	57.50	31.14	65.88	77.50	54.06	21.39	20.00	22.92
Balaghat	53.23	67.63	38.95	68.81	81.09	57.02	15.58	13.46	18.67
M.P.	44.67	58.54	29.35	64.11	76.80	50.28	19.44	18.26	20.53

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