UNIVERSALIZATION

OF

ELEMENTARY EDUCATION

PERSPECTIVE PLAN

(2001 - 2006)

ZILA SHIKSHA KENDRA
NARSINGHPUR (MP)

INDEX

EXECUTIVE SUMMARY

The district of Narsinghpur is situated between 22^0 5' to 23^0 15' North latitudes, and 78^0 38' to 39^0 38' longitudes. It has 5 Tehsils, 6 blocks 110 Jan Shiksha Kendras, 422 village Panchayats and 1075 habitations.

Objectives of the U.E.E. Plan

♦ Universal access to elementary education.

♦ Universal enrollment in elementary education.

♦ Universal retention in elementary education.

♦ Universal achievement in elementary education.

Present Status

Level	GAR	GER
Primary	100%	99.17%
Middle	72%	78.23%

Yearwise Target

Year	I		II		III		IV		V	
	Primary	Middle	Primary	Middle	Primary	Middle	Primary	Middle	Primary	Middle
GAR	100%	72%	-	100%	-	-	-	-	-	-
GER	99.17%	78.23%	104%	85%	109%	95%	114%	105%	120%	120%

(1)

Strategies to Achieve the Goals of U.E.E.

Access:

> To provide 100% access 87 P.S. and 56 E.G.S. will be upgraded.

> School buildings for P.S. and M.S. would be constructed for buildingless schools.

> Minor and Major repairs will be taken up in schools according to need.

Rationalization of Teacher Requirement :

- The PTR is 1:36 in rural areas and 1:41 in urban areas. The total PTR is 1:37. This shows that the posting of the teachers are not according to need. Adequate redeployment of teachers is proposed. Primary schools which have a single teacher will be provided with yet another teacher. There is a need of 170 teachers in single teacher primary schools.

- 405 SSK are proposed to be started for pre-primary school facility and for bringing children engaged in sibling care back to school.

- Drinking water facilities and toilets will be provided according to need.

- Libraries will be provided to all schools.

Enrollment

- A drive for enrollment will be launched every year in the month of June and July.

- VER will be upgraded every year to identify the target group for enrollment.

- SSK will be started to encourage enrollment of girls.

(2)

- Mobilization activities like Pravesh Utsav, School chalo Abhiyan, Ma-Beti Mela will be organized.
- Disable children will be given special attention for their enrollment.
- VEC/PTA will be trained and encouraged to take note of the unenrolled children and get them enrolled.

Retention :

- Activity centres will be developed in every school with community participation.
- Play-way methods of teaching will be adopted.
- Libraries will be started in the schools and JSKs.
- Bal Mela and other such activities will be arranged to attract the children.
- Learning materials and text books will be developed according to the needs & interests of the children.
- SSK will be started to enable the dropout students engaged in sibling care to join back the school.

Achievement

- Evaluation system will be modified. Quarterly evaluation will be done & the results will be analysed.
- Intensive monitoring will be done and strategies will be undertaken according to the feed back received.
- Need based teachers t raining of all PS/MS teachers will be given.

CHAPTER - I
DISTRICT PROFILE

Narsinghpur or the city of Lord Narasimha has the credit of being the first literate district in the Hindi speaking states. It has a very fertile land and is famous for its agricultural produce. The detail information about the district is as follows :-

1.1   The district at a Glance

●	Area	5133 Sq.Km.
●	Population	957399
●	Male population	501407
●	Female populaion	455992
●	Sex Ratio	909/1000
●	Density of population	187/ persons/Sq.km.
●	Literacy Rate	78.34%
●	Male Literacy Rate	86.79%
●	Female Literacy Rate	69.02%
●	Number of Habitations	1075
●	Village Panchayat	422
●	Tehsil	5
●	Block	6
●	Nagar Palika	2
●	Nagar Panchayat	2
●	Number of Higher Secondary School	37
●	Number of High Schools	38
●	Number of Middle Schools	278
●	Number of Primary Schools	958
●	Number of E.G.S.	215
●	Anganwadi Centres	670
●	Number of Jan Shiksha Kendra	110
●	School Management Committes	215
●	Village Education Committes	881
●	Main Occupation	Agriculture

(4)

1.2 Geographical Background :

The district of Narsinghpur is situated between $22^0 45''$ and $23^0 15''$ latitude North; and $78^0 38''$ and $39^0 38''$ longitude.

Narsinghpur is situated at 346 metres to 377 metres from sea level and the total area of the district is 5133 square Kms. The climate is temperate.

The borders of the district touch Satpura / Vindhyachal range at one end and the river Narmada on the other.

1.3 Administrative Divisions

The district has :

- 5 Tehsils
- 6 Blocks
- 422 Village Panchayats
- 2 Nagar Panchyats
- 2 Nagar Palikas
- 110 Jan Shiksha Kendras
- 6 Janpad Panchayats.

1.4 Demography

As per Census 1991 :

•	Total Population	7,85,496
•	Density of Population	153 persons per square Km.
•	Rural Population	6,68,708 (Male - 349125, Female 319583)
•	Urban Population	1,16,788 (Male - 61,568 + Female - 55,220)
•	S.C. Population	16%
•	S.T. Population	13%

(5.)

The estimated demographic data according to census 2000 ois approximately :

- Total Population 957399
  (Male-501407, Female-455992)

- Density of Population 187 person per Sq. Km.

1.5 Literacy

Narsinghpur is the first district in the Hindi speaking states which was declared totally literate. The present literacy rate is 78.34% (Male-86.79%, Female -69.02%. The post literacy campaign was successfully completed in 1999 and yet another literacy campaign called Padhana-Badhna Andolan was completed in 2001.

1.6 Social Background

The ST population is 13% and SC population is 16%. The OBC population is more than that of any other castes.

1.7 Economic Background

People living in the district depend on agriculture for their livelihood. Following is the data related to agriculture :-

1.	Area of the land sown :	Kharif - 154 hectares.
		Rabi - 241 hactares
		Total - 395 hectares
2.	Irrigated agricultural land :	143 - 154 hactares
3.	Percentage of irrigated land :	36%
4.	Per Hectare fertilizer consumption :	40 Kgs. per hectare.
5.	Average size of the cultivated land :	2.7 hectare
6.	Average rainfall :	1230 mm. anually

7. <u>Underground Water Table :</u>

Tehsil	-	Water Table
Narsinghpur	-	40-60 feet
Gotegoan	-	30-40 feet
Kareli	-	30-40 feet
Gadarwara	-	60-70 feet

8.   <u>Main Crops :</u>   Soyabean, Wheat, Rise, Corn, Gram, Tuwar, Jwar, Mung, Urad, Sugarcane.

9.   <u>Forest wealth :</u>   Sal, Sagaun, Haldu, Bamboo, Tendu Patta, Harra, Gond.

There are no big industries in Narsinghpur. Small scale handicrafts are done at Chichli & Tendukheda. In Chichli utensils of copper, brass and bronze are made . In Tendukheda agricultural tools & other equipments are made from iron.

The condition of agricultural labour is poor. The lack of organized efforts to uplift the labour class has not been done. There fore children of the labour class families tend to leave school or remain unenrolled because they work in the fields. Women in the families do not work due to social constraints. The male - female ratio of labour is 75:25. Female members are not expected to go beyond the house hold jobs. This is one reason for girl's drop out & unenrollment.

Forest wealth provide livelihood to people living near the forests. These forests are close to the Vindhaychal & Satpura ranges. The main occupation of people depending on forest wealth is bidi-making. Tendupatta is abundant in the forest. The other sources are building wood like Sar & Sagaun, fuel wood and Harr, Bhaera, Anwala etc.

Narsinghpur is not rich in minerals. A small amount of Granite is found. There fore mining is not the source of income in this district.

(7)

1.8   Helath Facilities

1.	District Hospital	-	1
2.	Civil Hospital	-	1
3.	Community Health Centre	-	5
4.	Block level Primary Health Centre	-	2
5.	Public Health Centre	-	144
6.	Sector Primary Health Centre	-	18
7.	Blood Bank	-	1
8.	First Referal Servcice Units	-	5
9.	Aurved Hospitals	-	62
10.	Homoeopathic Hospitals	-	3

The Birth rate in the district is 20% and the death rate is 6.5%. Maternity death rate is 0.3% infant mortality rate is 32.5%.

CHAPTER - 2

U.E.E. PLANNING AND PROCESS

2.1 THE NEED FOR SARVA SHIKSHA ABHIYAN.

Every child has a right to education of satisfacry quality t ill he completes the age of fourteen years. Sarva Shiksha Abhiyan is being pursued in a misson mode with a holistic and convergent approach towards universalization of elementry education.

2.2 THE SALIENT FEATURES OF SARVA SHIKSHA ABHIYAN.

- S.S.A will be in a mission mode to provide elementary education to all in a given period of time.

- S.S.A. endeavours to provide education with quality.

- It aims at providing opportunities for social justice through education.

- It endeavours to e ffectively include the Panchayti Raj Institutions, School managment Committies, Village & Slum level Committies, Parent Teacher Association and other autonomous bodies in elementary educational process.

- S.S.A. aims at preparing educational plans at the micro level.

2.3 The Aims of SSA

The SSA aims at providing elementary education to all children in the age group of 6 - 14 years by the year 2006. It also aims at active community participation in school management in such a manner that social and gender discriminations are bridged. SSA gives importance to such a system of education which strengthens the social r elations and solidarity of the community. SSA aims at developing the spiritual and physical capacities of the children in a natural environment. It is based on the value system which ensures welfare of all.

2.4 Objectives of the SSA

- To cunsure enrollment of all children in the age group of 6-14 years in schools, EGS, alternative s chools by the year 2006.

- Every child must complete 5 years primary education by the year 2006.

- Every child must comlete 8 years elemetary education consecutively.

- To ensure education of satisfactory quality at the elementary level in which foucus is on education based on the real life needs of the children.

- To abolish gender and social discrimination in education.

- To ensure retention of all children enrolled in schools.

2.5 The Implications of UEE

(i) Universal Access

Unviersal access implies providing education to all children in the age group of 6-14 years. It means providing primary schools in 1 Km. radius of e ach habitation and middle schools in 3 Km. radius of each habitation.

(ii) Unviersal Enrollment

This implies that all children in the age group of 6-14 years must be enrolled in school irrespective of class, caste, creed or gender differences.

(iii) Universal Retention

This implies that on the enrolled children in the age-group of 6-14 years must comlete 8 years of elementary education. The drop-out children are to be re-enrolled for which the reasons for being drop out are to be identified and resolved.

(iv)   Universal Achievement

This implies that all children enrolled, by the time they complete a certain age, actually achieve satisfactory quality education.

2.6   Planning Process

The universlization of elementary education will be successful only when it is well planned. For this it is necessary to understand the present status of elementary education, to identify the drawbacks and resolve the problem. The process adopted was as follows:

1.   Lok Sampark Abhiyan -

L.S.A. was done to g et basic information of educational structural & other related informations. To gather information the teacher & Gurujee contacted the people with the help of the community & the Panchayat in a door to door exercise. The data collected included the availability of educational facilities informations regarding children in the age group of 6-11 & 11 to 14 year like number of children, number of enrolled children, number of unenrolled & dropouts, the reasons for being dropout, the number of handicapped children etc. These informations were gathered and recorded in the village education registres. The LSA was conducted in the month of June 2000 to 31st July 2000.

Different Programmes were launched to make the LSA successful. From 27th June to 10th July the following programmes were conducted.

1.   Choupals were organised in villages where the villagers gathered and the educational need of the villages were identified through discussions.

2.   Gram Shiksha Sabhas were organized at the village and J.S.K. level where the Jan Shikshak. The Janpad members Sarpanch and Parents participated in full length discussions on educational needs & problems of implications.

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Conventions on education were also organized in the villages. Similarly Bal Mela, Teacher Parent gethering and Shikshak Seminar were also organized.

2.6.1 <u>General Aims</u>

- To eunsure educational opportunity to every boys and girl's in the age group of 6-14 years by universal enrollment in primary EGS and middle schools.

- To develop strategies to ensure learning of every child.

- To analyse the present educational scenario and dete rmine the goals.

- To prepare village educational plans in which the status of every child is identified as enrolled, unenrolled and dropout.

- To analyse the data thus recieved & ensure community participation & responsibilities.

- To prepare a 5 year perspective plan with people's participation.

- To organize activities like Chaupal, Gram Sabha, Bal Mela, Pravesh Utsav and to create an enviornment for education.

- To form Parents Teacher Association and Village Education Committies and make them active in implimenting the strategis f or UEE to form Bal Panchayat and Parents Panchayat with the help of Panchayat Institutions.

- To propose middle school plan praposal through LSA II by collecting data on status of children, educational f acilities and other needs on atime bound programme.

- To identify educational needs & take remedial measures.

- To prepare micro planning on the available education facilities.

- To strengthen the monitoring system and to get feed back through meetings at differents level and aplly them in educational planning.

- To create infrastrcuture and develop administrative & management capacities.

- To have clear concept of the ultimate goals of UEE.

- To plan at the grass root level and to provide inputs so that every child completes his/ her education till class 8th with expected achivements.

2.6.2 Specific aims

- To ensure cent percent educational facilities with the help of community panchayat and other agencies.

- To open new middle school in habitation were middle school facilities are not available in the 3 Km. radius.

- To provide educational facilities in remote areas on a priority basis.

- To ensure cent percent enrollment of every boy and girl in the age group of 6-11 & 11-14 years.

- To ascertain and achieve cent percent retention rate.

- To proceed towards cent percent achievement level.

- To start headstart programme to to make the learning process mutually accessible among schools.

- To develop a r ationalization process of teacher requirement by redeployment and recruitment.

- Strengthening the JSK.

- To ensure regular attendance of enrolled children.

- To prepare gradation list of children and improve the achievement of children in 'C'and 'D' grade.

2.6.3 Activity Calender

(i) The Teachers and Gurujis were trained to prepare village education registers. A team of teachers were first t rained. This team trained all the teachers and gurujis in the district. About 3500 teachers were trained to collect data, maintain VER and prepare village education plan. The training was completed on 27 June 2000.

(ii) On 29th June the teachers arranged Choupals in 1075 habitations. In each Choupal about 15 to 30 people participated. In the choupals members of the village education committies, members of the school management committies, people from the community and parents participated. The main issues discussed were as follows :

- How to get resources for the development of schools.

- How and where to use the contingency funds in EGS.

- Regular attendance of teachers and students.

- How to g et cent percent enrollment in schools.

- How to ensure retention of students in school.

(iii) On the 1st of July Pravesh Utsavs were organised in evey school. 1236 schools organised the Pravesh Utsavs. The schools were cleaned and white washed all the parents and residents of the village were invited to school. They were given an idea about the SSA, the importance of education and the need for 100% enrollment, retention and attendance were discussed. This had an impact on the people. It was evident in the August 15,

14.

Independance Day Programme of the village when people appreciated the task done by the teachers.

(vi)   The Zila Panchayat provided VER to every village. The formats given in the VER were filled by the teachers with the help of the community. The members of the village education committee and parents helped the teachers in v isiting every household in the village. Roughly 35000 households w er e visited for collecting data.

The data entered in the VER was placed before Gram Sabha whereby a village education plan was evolved. 1075 Gram Sabhas were arranged. In this task the government employee like the Patwaris, Gram-Sevaks, Malaria Workers and Anganwadi Workers helped the teachers to a great extent.

The village education plans were sent to the Janpad Shiksha Kendra (JSK). At the JSK level the data from all the villages was compiled and a JSK plan was prepared. In all 110 JSK plans were prepared. These plans were sent to the blocks where the B.E.O., the Academic Coordinators and the Janpad group compiled JSK data and after discussion prepared a Janpad Shiksha Kendra (JPSK) plan. In all 6 JPSK plans were prepared. The 6 JPSK plans were discused at the Zila Shiksha Kendra. The district plan was finalized at the ZSK level.

2.7   Diagnostic Study

A part from the LSA 2000, independent diagnostic study were also ca rr ied out in the district through DIET. Its main objectives were:

● Diagnosis of teaching-learning problems of class VI in all subjects.

● Establishment of correlation between different academic and non-academic variables.

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- Diagnosis of curriculum gaps between class V and VI.

- Identification of academic inputs and interventions to be incorporated in the UEE plan.

2.7.1 Objectives

- To identify the problems and shortcomings of primary and middle education and to find ways to counter it.

- To assess the achievement levels of students.

- To assess the standard of teachers.

- To correlate the effect of teacher's qualification and attendance with the achievement levels of students.

- To assess the quality of teaching - learning material and identify the areas in which improvement or change is needed.

- To identify problems and shortcomings in the curriculum and also to find out solutions to it.

- To understand the correlation between t eacher's qualification, teacher's attendance, standard of subject wise teaching learning material and achievement level of students.

- To identify methods of increasing self-confidence among the teachers.

- To identify methods of increasing dedication among the teacher.

- To collect suggestions on how to make or improve the middle level textbooks. And also to get subject wise feedback on the prevalent text books.

- Field-testing.

- Identification of curriculum gaps between primary and middle level.

CHAPTER - 3

EDUCATIONAL PROFILE

Management wise schools in government are manged by School Education Department and Tribal Welfare Department. There are two types of private schools that is, aided and unaided. Only a few schools are aided in the private sector. In a few schools of Gotegaon block, Hoshangabad Vigyan Programme is also being run.

3.1   Information of Educational Institutions

S.No.	Institution	Name of the Institutions	
		Govt.	Non-Govt.
1.	Degree College	04	02
2.	DIET	01	-
3.	Central School	01	-
4.	Technical College	01	-
5.	I.T.I.	03	-
6.	Agriculture Higher Secondary School	01	-
7.	Higher Secondary Schools	37	27
8.	High Schools	38	18
9.	Middle Schools	278	32
10.	Primary Schools	958	28
11.	E.G.S.	215	-
12.	Anganwadi Centres	670	-
13.	Aided Institution	4PS + 5MS	-

The following tables from Table 1 to 23 give detail data of educational scenario in the district.

Table No. 1
Blockwise Posiion of Accessless Habitation

S.No.	Name of Block	Total No. of Habitation	Number of Habitation with Primary Schooling Facility	GAR (primary level)	Number of Habitation with middle school facility	Number of Habitation without middle school facility	Actual requirement of Middle School (within range of 3 km)*		GAR (Middle level)
							No.of PS to be Upgraded	No. of EGS to be Upgraded	
1	2	3	4	5	6	7	8	9	10
1.	Gotegaon	250	250	100%	153	78	16	10	66.2
2.	Narsinghpur	217	217	100%	138	37	14	04	78.8
3.	Kareli	142	142	100%	123	46	09	04	72
4.	Chawarpatha	206	206	100%	147	59	18	15	67
5.	Chichali	152	152	100%	112	55	18	15	67
6.	Saikheda	108	108	100%	100	27	12	11	78
	Total	1075	1075	100%	773	302	87	56	72

Table - 1

* There are in all 279 middle schools in the district but they serve only 302 habitations. This indicates that there is a need of 143 middle schools. This need can be fulfilled by upgrading 87 Primary Schools and 56 E.G.S. This will provide middle school facility in 3 Km. radius.

*GAR for primary education is 100%.

Table No. 2
Pupulation wise Accessless Habitation

Number of Habitaton with Population norm		Population of 6-14 age group	Habitation not having Middle School Facility (Within range of 3 km)	Gaps-Number of M.S. required	
Population norm	Number of Habitation			Number of P.S. to be upgraded	Number of EGS to be upgraded
1	2	3	4	5	6
>500	579	110627	128	87	04
500-250	258	36300	95	-	13
250-200	72	8242	30	-	10
200-100	113	10645	49	-	20
less then 100	53	4706	05	-	09
Total	**1075**	**170526**	**302**	**87**	**56**

Table No. - 3

Blockwise Target Group and Enrolment at Primary Level

S.No.	Name of Block	Population 6-11 years age group					Enrolment at primary level (I to V)					GER %
		Boys	Boys as % of total 6-11 population	Girls	Girls as % of total 6-11 population	Total	Boys	Boys as % of total enrolment at primary level (I-V) %	Girls	Girls as % of total enrolment at primary level (I-V)	Total	
1	Gotegaon	11996	53.00%	10778	47	22774	11819	53.00%	10589	47.00%	22405	98.37%
2	Narsinghpur	11120	51.00%	10784	49	21904	12099	53.00%	10787	47.00%	22886	104.00%
3	Kareli	9528	52.74%	8536	47.26	18064	9000	52.64%	8097	47.36%	17097	94.37%
4	Chawarpatha	10836	52.92%	9642	47.08	20478	10683	52.00%	9871	48.00%	20554	100.37%
5	Chichli	10235	52.30%	9332	47.69	19567	9765	52.67%	8776	47.33%	18541	86.04%
6	Saikheda	9983	54.00%	8358	46	18341	10281	55.00%	8359	45.00%	18640	101.63%
	Total	63698	52.58%	57430	47.42	121128	63644	52.98%	56479	47.02%	120123	99.17%

Table -3 Suggests that:

* Gender gap is about 5.96%. This indicates that special attention is to be paiv to girls enrollment.

* Gender gap is 10% in Saikheda which is very high. This is because it is of block where children of diprived class is more and it has seasonal migrations. There fore special attention is to be given to this block.

Table No. 4
Blockwise Enrolment Scenario at Primary Level

S.no.	Name of Block	% Enrolment		% Enrolment against total population (6-11) years		
		% of girls enrolled against population of girls in age group (6-11) years	% of boys enrolled against population of boys in age group(6-11) years	% of girls enrolled against total population of (6-11) years	% of boys enrolled against total population of (6-11) years	% of children enrolled against total population of (6-11) years
1	Gotegaon	98.24%	98.49%	46.49%	51.88%	98.37%
2	Narsinghpur	100.02%	109.00%	49.00%	55.00%	104.00%
3	Kareli	94.85%	94.45%	47.36%	52.64%	94.64%
4	Chawarpatha	102.37%	98.58%	48.21%	52.16%	100.37%
5	Chichli	94.04%	95.40%	44.85%	49.90%	94.75%
6	Sainkheda	100.00%	103.00%	46.00%	56.00%	102.00%
	Total	**98.34%**	**99.20%**	**46.63%**	**52.24%**	**99.17%**

Source :LSA 2000

Blockwise Enrollment Scenario at Primary Level Table No. - 4

Legend:
- ■ GOTEGAON
- ■ NARSINGHPUR
- □ KARELI
- ▨ CHAWARPATHA
- ■ CHICHLI
- ■ SAIKHEDA
- ■ TOTAL

X-axis categories:
- % of Girls Enrolled against total population of girls in age group (6-11) Years
- % of Boys Enrolled against total population of boys in age group (6-11) Years
- % of Girls Enrolled against total population of (6-11) Years
- % of Boys Enrolled against total population of (6-11) Years
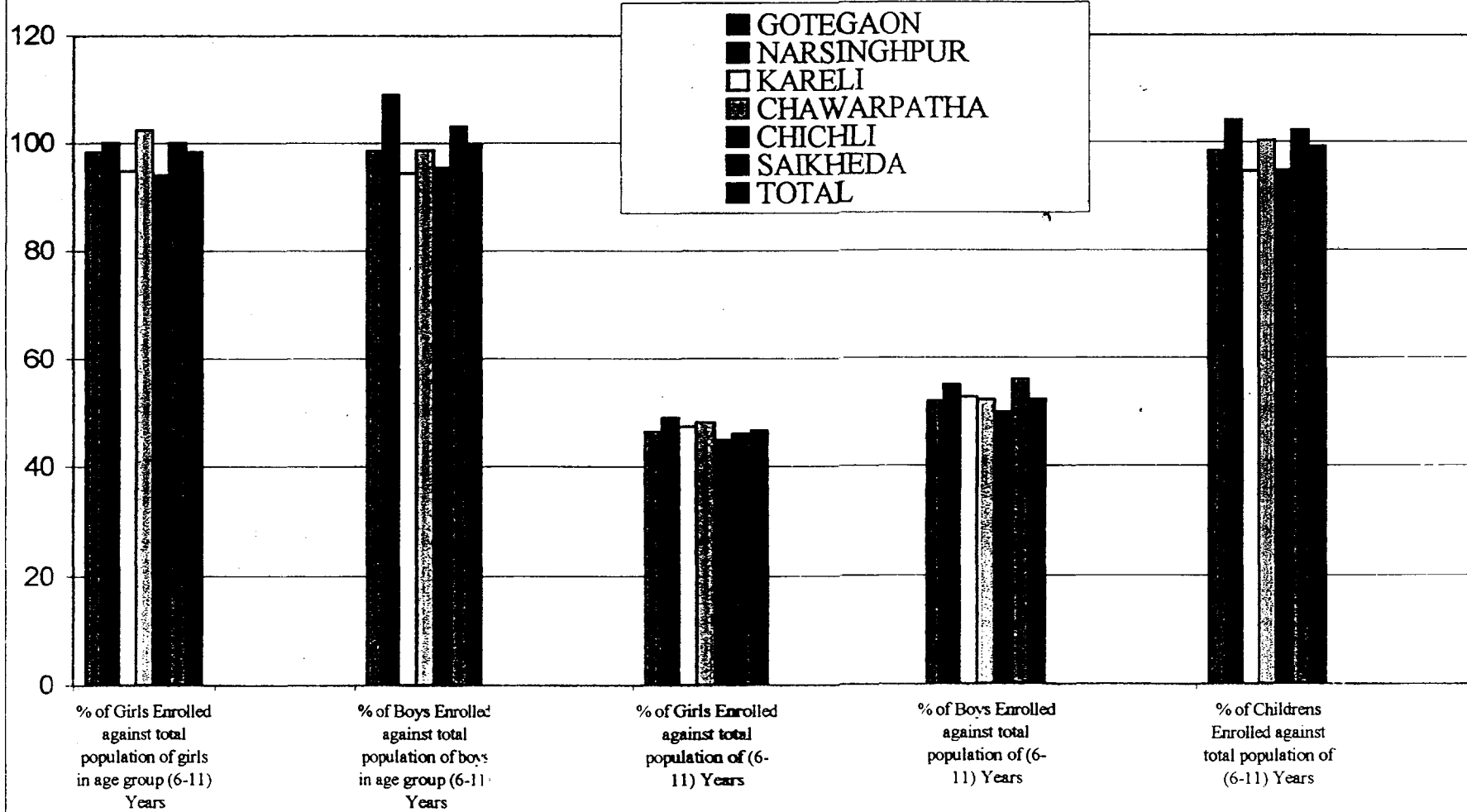- % of Childrens Enrolled against total population of (6-11) Years

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Table No. - 5

Blockwise Target Group and Enrollment at Upper Primary Level

S.No.	Name of Block	Population 11-14 years age group					Enrollment at Upper Primary Level (VI to VIII)					GER
		Boys	Boys as % of total 11-14 population	Girls	Girls as % of total 11-14 population	Total	Boys	Boys as % of total enrolment of upper primary level (VI-VIII)	Girls	Girls as % of total enrolment of upper primary level (VI-VIII)	Total	
1	Gotegaon	5260	54.40%	4409	45.60%	9669	4741	55.40%	3812	44.60%	8553	88.45%
2	Narsinghpur	5507	55.00%	4528	45.00%	10035	4393	56.00%	3430	44.00%	7823	78.00%
3	Kareli	4078	55.41%	3281	44.59%	7359	3506	57.72%	2568	42.28%	6074	81.86%
4	Chawarpatha	4880	58.65%	3440	41.35%	8320	4235	59.25%	2913	40.75%	7148	85.91%
5	Chichli	4017	57.19%	3006	42.80%	7023	2922	61.18%	1854	38.82%	4776	68.00%
6	Sainkheda	4053	58.00%	2939	42.00%	6992	2663	62.00%	1611	38.00%	4274	61.00%
	Total	27795	56.27%	21603	43.73%	49398	22460	58.11%	16188	41.89%	38648	78.23%

Source :LSA 2000

*In middle school the unenrolled / drop out children are more.

*Over all GER is 78.23% which is very low. Steps should be taken to bring about an increase in GER through Community mobalization.

*Gender gap is alarmingly high 16.22%. This very alarming in Chawarpatha, Chicli and Saikheda blocks.

Special drives for girls enrollment is to be undertaken in these two blocks.

Blockwise Enrolment Scenario at Upper Primary Level

S.no.	Name of Block	% Enrolment		% Enrolled against total population (11-14) years		
		% of girls enrolled against population of girls in age group (11 14) years	% of boys enrolled against population of boys in age group (11-14) years	% of girls enrolled against total population (11-14) years	% of boys enrolled against total population (11-14) years	% of children enrolled against total population (11-14) years
1	Gotegaon	86.45%	90.13%	39.42%	49.03%	88.43%
2	Narsinghpur	76.00%	80.00%	34.00%	44.00%	78.00%
3	Kareli	78.27%	85.97%	34.90%	47.64%	82.54%
4	Chawarpatha	84.68%	86.78%	35.00%	51.00%	86.00%
5	Chichli	61.67%	72.24%	26.39%	41.61%	68.00%
6	Saikheda	55.00%	66.00%	23.00%	38.00%	61.00%
	Total	74.93%	80.80%	32.77%	45.47%	78.23%

Source :LSA2000

Analysis

*The percentage of children enrolled against total population (11-14) years is significantly low in Sainkheda . This happens due to poverty and distance of the school.

* Gender gap in enrollment is 5.9% at the upper Primary level. This is even wider in blocks Chicli and Saikheda. block Chichli and Saikheda for increase in enrollment.
This is because in Chicli girls are engaged in sibiling care. There fore special attention is to be given to the

Legend:
- GOTEGAON
- NARSINGHPUR
- KARELI
- CHAWARPATHA
- CHICHLI
- SAIKHEDA
- TOTAL

Categories (x-axis):
- % of Girls Enrolled against total population of girls in age group (11-14) Years
- % of Boys Enrolled against total population of boys in age group (11-14) Years
- % of Girls Enrolled against total population of (11-14 Years)
- % of Boys Enrolled against total population of (11-14 Years)
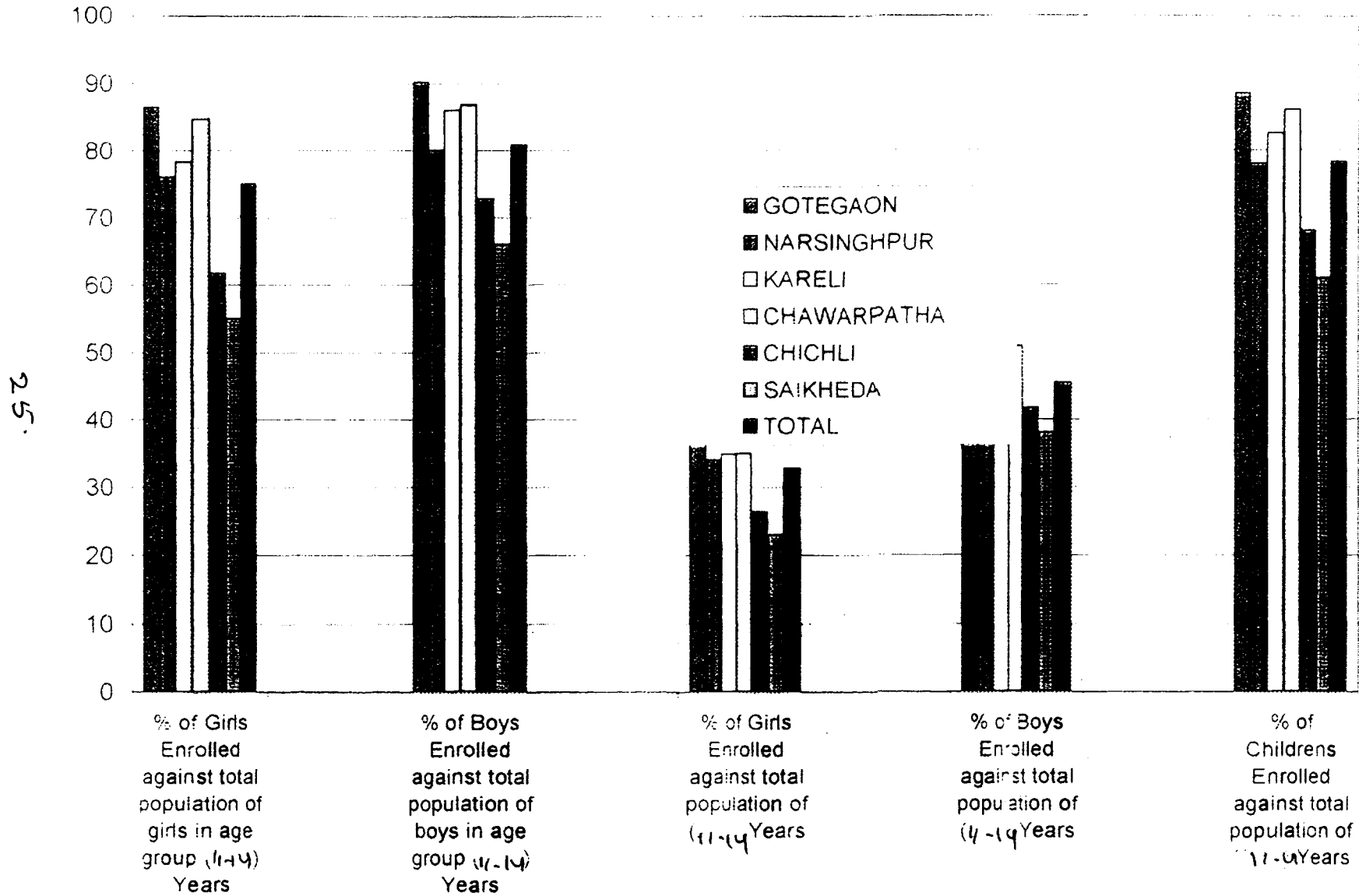- % of Childrens Enrolled against total population of (11-14 Years)

Table No -7

Blockwise Target Group and Enrolment at Elementary Level

S.No.	Name of Block	Population 6-14 years age group					Enrolment at Elementary Level (I to VIII)					GER
		Boys	Boys as % of total 6-14 population	Girls	Girls as % of total 6-14 population	Total	Boys	Boys as % of total enrolment of elementary level (I-VIII)	Girls	Girls as % of total enrolment of elementary level (I-VIII)	Total	
1	Gotegaon	17256	53.18%	15187	46.81%	32443	16557	53.48%	14401	46.50%	30958	96.00%
2	Narsinghpur	16627	52.00%	15312	48.00%	31939	16492	54.00%	14217	46.00%	30709	96.00%
3	Kareli	13606	53.52%	11817	46.48%	25423	12506	53.97%	10665	46.03%	23171	94.87%
4	Chawarpatha	15716	54.57%	13082	45.43%	28798	14918	53.85%	12784	46.15%	27702	96.19%
5	Chichli	14252	53.59%	12338	46.40%	26590	12687	54.42%	10630	45.58%	23317	87.69%
6	Sainkheda	14036	55.00%	11297	45.00%	25333	12944	56.00%	9970	44.00%	22914	90.45%
	Total	91493	53.65%	79033	46.35%	170526	86104	54.23%	72667	45.77%	158771	92.56%

Source : LSA 2000

*This table suggests that girls percentage of total enrollment level is 45.77% as compared to that of boys at the elementry level is 54.23%. This indicates towards a gender gap of 9%.
*The block with low enrollments is Saikheda because here children of the depride classes are more in number whose parents do not sent there children to school due to poverty.

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Table No. - 8

Blockwise Enrolment Scenario at Elementary Level

S.No.	Name of Block	% Enrolled against gender specific population (6-14) years		% Enrolled against total population 6-14 years		
		% of girls enrolled against population of girls in age group 6-14 years	% of boys enrolled against population of boys in age group 6-14 years	% of girls enrolled against total population 6 14 years	% of boys enrolled against total population 6 14 years	% of children enrolled against total population 6-14 years age group
1	Gotegaon	94.82%	95.77%	44.38%	51.03%	95.42%
2	Narsinghpur	93.00%	99.00%	45.00%	52.00%	97.00%
3	Kareli	90.25%	91.91%	41.95%	49.15%	93.24%
4	Chawarpatha	97.78%	94.92%	44.39%	51.80%	96.29%
5	Chichli	86.15%	89.01%	39.97%	47.71%	87.69%
6	Saikheda	88.00%	92.00%	39.00%	51.00%	90.00%
	Total	**90.07%**	**94.10%**	**42.61%**	**50.49%**	**93.00%**

Source :LSA2000

This table suggests that Girls percentage of total population (6-14 years) is low at 42.61%.
as compared to that of boys which is 50.49% .This indicates towards a gender gap of 9%
special attention is to be given to enrollment of girls.

27.

Legend:
- GOTEGAON
- NARSINGH PUR
- KARELI
- CHAWARPATHA
- CHICHLI
- SAIKHEDA
- TOTAL

X-axis categories:
- % of Girls Enrolled against population of girls in age group (6-14) Years
- % of Boys Enrolled against population of boys in age group (6-14) Years
- % of Girls Enrolled against total population of (6-14) Years
- % of Boys Enrolled against total population of (6-14) Years
- % of Childrens Enrolled against total population of (6-14) Years

Table No. - 9

Enrolment of SC, ST and OBC

S.No.	Block	SC					ST					OBC					General				
		Boys	Boys as % of total SC enrolment	Girls	Girls as % of total SC enrolment	Total	Boys	Boys as % of total ST enrolment	Girls	Girls as % of total ST enrolment	Total	Boys	Boys as % of total OBC enrolment	Girls	Girls as % of total OBC enrolment	Total	Boys	Boys as % of total Gen enrolment	Girls	Girls as % of total Gen enrolment	Total
1	Gotegaon	3719	54.00%	3159	46.00%	6878	3048	53%	266⁻	47.00%	5715	8105	53.00%	7053	47.00%	15158	1685	52.00%	1522	48.00%	320⁻
2	Narsinghpur	2912	54.00%	2440	46.00%	5352	3157	53%	277⁻	47.00%	5934	8511	54.00%	7284	46.00%	15795	1912	53.00%	1716	45.00%	3628
3	Kareli	2044	54.12%	1733	45.88%	3777	1808	55%	1479	45.00%	3287	6906	54.07%	5865	45.93%	12271	1748	52.39%	1588	48.00%	3336
4	Chawarpatha	2957	55.83%	2339	44.17%	5296	1697	53%	1513	47.30%	3220	8938	53.41%	7796	46.59%	16734	1326	54.07%	1126	46.00%	2452
5	Chichli	2417	57.50%	1787	42.50%	4204	1646	52%	1510	47.83%	3156	7645	54.24%	6450	45.76%	14095	978	52.54%	884	47.00%	1862
6	Sainkheda	2168	57.00%	1607	43.00%	3775	632	56%	490	44.00%	1122	7933	57.00%	5981	43.00%	13914	2211	54.00%	1892	46.00%	4103
	TOTAL	16217	55%	13065	45%	29282	11988	53%	10446	47%	22434	48038	54%	40429	46%	88467	9860	53%	8728	47%	18588

Source :LSA 2000

29

This Table Suggets that :

* The gender gap in SC enrollment is 10%

* The gender gap in ST enrollment is 6%

* The gender gap in OBC enrollment is 8%

*Therefore special enrollment drives are to be undertaken for girls in general with special attention to SE and OBC casts.

Enrolment of SC, ST and OBC , Table No. - 9

Legend:
- Gotegaon
- Narsinghp
- Kareli
- Chawarpatha
- Chichli
- Saikheda
- Total

Categories (x-axis): Boys SC, Girls SC, Total SC, Boys ST, Girls ST, Total ST, Boys OBC, Girls OBC, Total OBC, Boys GEN, Girls GEN, Total GEN

Blockwise Details of Out of School Children (6-14 age group)

S.No.	Block	Number of unenrolled Children					Number of Dropout Children				
		Boys	Boys as % of total unenrolled	Girls	Girls as % of total unenrolled children	Total	Boys	Boys as % of total dropout children	Girls	Girls as % of total dropout children	Total
1	Gotegaon	506	48%	549	52%	1055	192	52%	177	48%	369
2	Narsinghpur	394	46.00%	465	54.00%	859	268	45%	327	55%	595
3	Kareli	440	46.00%	510	54.00%	950	165	45%	202	55%	367
4	Chawarpatha	375	50%	371	50.00%	748	119	41%	173	55%	292
5	Chichli	1184	48.00%	1273	52.00%	2457	181	47%	435	53%	816
6	Sainkheda	820	47.00%	919	53.00%	1739	313	45%	378	55%	691
7	TOTAL	3721	48.00%	4087	52.00%	7808	1438	46%	1692	54%	3130

Source : LSA 2000

* This Table Suggests that :

*The number of unenrolled and dropout children ae more in Sainkheda and Chchli. This is due to povery and sibling.

* Sesonal migration. The girls are out of school as they are engaged in silding care.

* Chichli and Saikheda have / the largest number of out of school childeren. Therefore special attention is needed for enrollment of children in these block.

*Narsinghpur has dropout mainly due to reasons like children being engaged in sibling care (22%), cattle graging (17%) and poor economic condition (18%),

* Chichli has dropouts mainly due to sibling care (20%) cattle graging (18%) working in the fields (17%) and poor economic conditon (14%)

* Saikeheda has dropouts mainly due to poor economic condition (22%), cattle grazing (19%), sibling care (18%) working in the fields (16%)

*Special interventions are needed to check the above situations.

Blockwise Details of Out of School Children (6-14 age group) , Table No. - 10

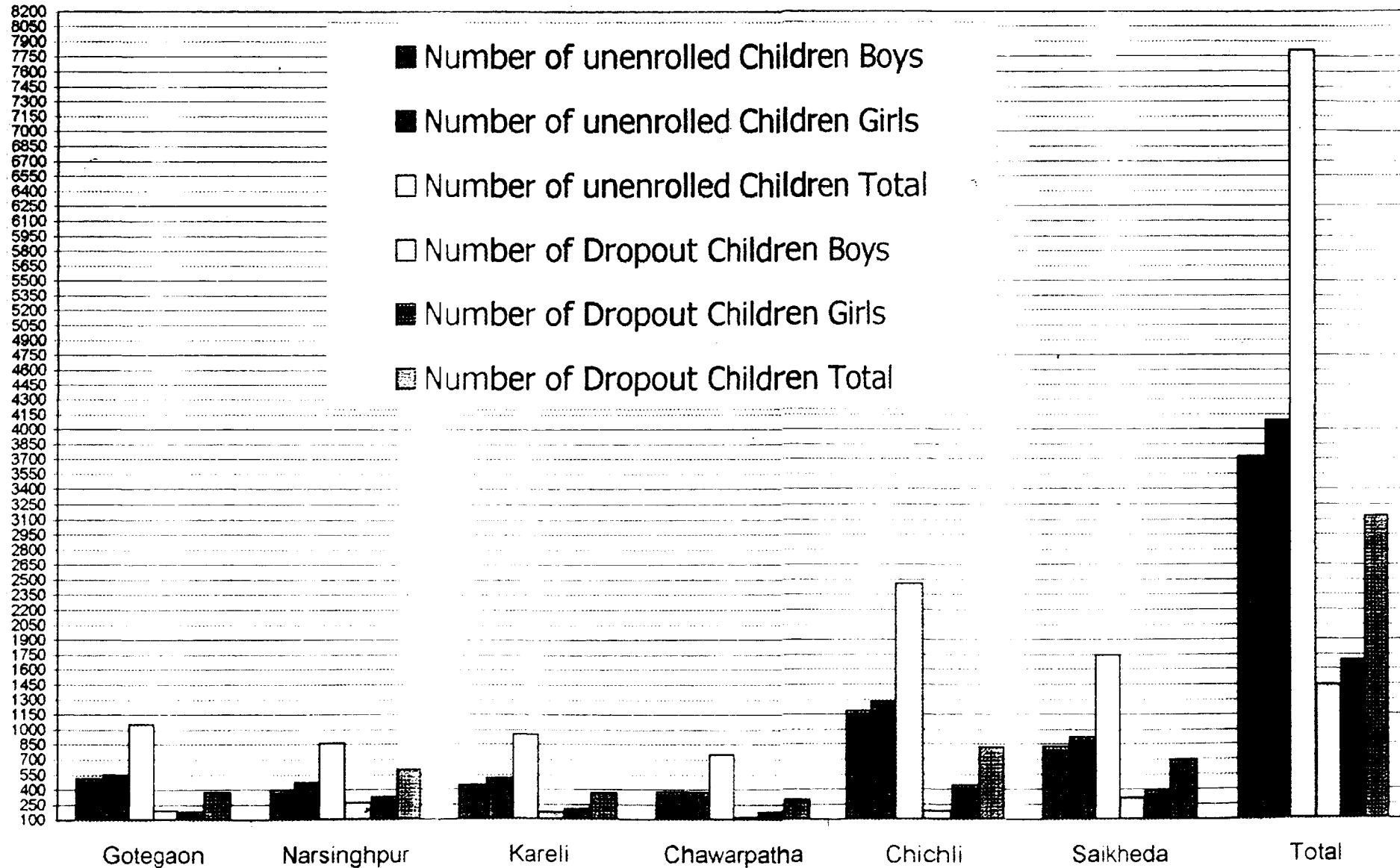

Legend:
- ■ Number of unenrolled Children Boys
- ■ Number of unenrolled Children Girls
- □ Number of unenrolled Children Total
- □ Number of Dropout Children Boys
- ■ Number of Dropout Children Girls
- ▨ Number of Dropout Children Total

X-axis categories: Gotegaon, Narsinghpur, Kareli, Chawarpatha, Chichli, Saikheda, Total

Y-axis (values): 100, 250, 400, 550, 700, 850, 1000, 1150, 1300, 1450, 1600, 1750, 1900, 2050, 2200, 2350, 2500, 2650, 2800, 2950, 3100, 3250, 3400, 3550, 3700, 3850, 4000, 4150, 4300, 4450, 4600, 4750, 4900, 5050, 5200, 5350, 5500, 5650, 5800, 5950, 6100, 6250, 6400, 6550, 6700, 6850, 7000, 7150, 7300, 7450, 7600, 7750, 7900, 8050, 8200

32.

Table No. - 11

Blockwise Details of Dropout Children at Primary and Middle Levels.

S.No.	Block	Number of Drop-out at Primary Level					Number of Drop-out at Middle level					Total number of Drop-out		
		Boys	Boys as % of total dropouts at primary level	Girls	Girls as % of total dropouts at primary level	Total	Boys	Boys as % of total dropouts at middle level	Girls	Girls as % of total dropouts at middle level	Total	Boys	Girls	Total
1	Gotegaon	80	55%	56	41%	136	112	48%	121	52%	233	192	171	369
2	Narsinghpu	180	43%	236	57%	416	88	49%	91	51%	179	268	327	595
3	Kareli	46	38%	75	62%	121	119	48%	127	52%	246	165	202	367
4	C' patha	87	43%	114	57%	201	32	37%	59	65%	91	119	173	292
5	Chichli	278	51%	271	49%	549	103	37%	164	55%	276	381	435	816
6	Saikheda	280	51%	270	49%	550	33	23%	108	77%	141	313	378	691
	Total	951	48%	1022	52%	1973	487	42%	670	58%	1157	1438	16922	3130

Source : LSA 2000

33

Chichli and Saikehda blocks have maximum number of drop-out children. Special attention is to be given to these two blocks.

Blockwise Details of Dropout Children and Reasons for Dropout

S.No.	Block	Total number of dropout children	Dropout % to total Population of 6-14		Reasons and % of Dropout								
			Boys	Girls	1	2	3	4	5	6	7	8	9
1	Gotegaon	369	59.00%	54.00%	11%	11%	18%	20%	12.00%	8.00%	4.00%	-	15.00%
2	Narsinghpur	595	83.00%	1.02%	11.00%	22.00%	17.00%	18.00%	14.00%	5.00%	1.00%	1.00%	10.00%
3	Kareli	367	65.00%	79.00%	16%	10%	11%	15%	21%	16%	4%	3%	3%
4	Chawarpatha	292	41.00%	59.00%	6.00%	21.00%	5.00%	17.00%	3.00%	1.00%	3.00%	-	44.00%
5	Chichli	816	68.00%	1.63%	17%	20%	18%	15%	12%	8%	1%	1	8%
6	Saikheda	691	1.23%	1.49%	16%	18%	19%	22%	4%	10%	1%	-	9%
	Total	3130	84.00%	99.00%	13%	17%	15%	19%	11%	8%	3%	1%	15%

Source :LSA 2000

The reasons of drop-out

1. Working in the field or working as wage labour.

2. Sibling Care.

3. Cattle grazing.

4. Poor economic condition of the family.
5. Lack of educational facilities. Distance from the village.
6. Backwomess whreby parents are reluctant to send their children to schools, specially girls.
7. Physical disability or long illness of children.
8. Unattractive environment of the sechool, scolding of the teacher, punishment etc.
9. Other reasons
(The numbers written in columns under reasons for drop-outs are the serial numbers of the reasons given above)

The main reasons for dropout are reason number 2, 3, 4 and 9. Such villages where the reason number 2 is prominent, Shishu Shisksha Kendras have been proposed. .
In villages where reason number 4 is prominent educational facility will be made available

* For reason 3 school timings would be adjusted according to the timings of children.
*For a reason 9 that is migrations, migration certificates would be issued to migraing childeren and schools / villages of there migrations where continuance of their education would be ensoured.
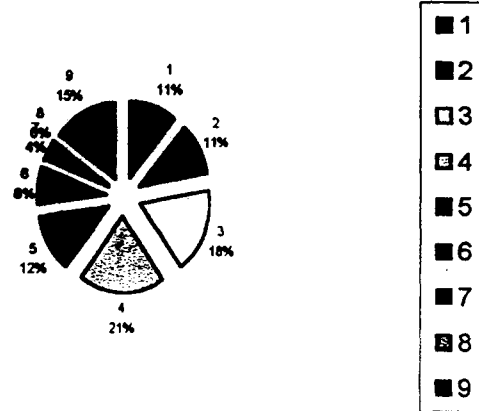
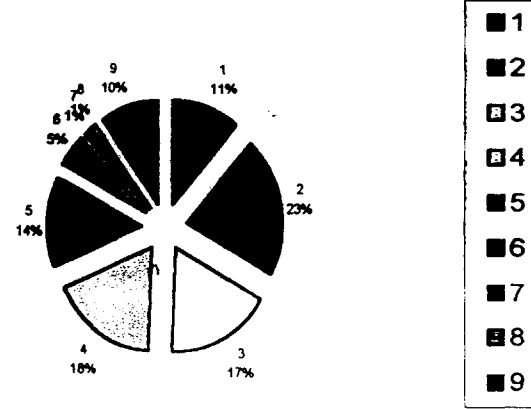# Blockwise Details of of Dropout Children and Reasons for Dropout Table No. 12
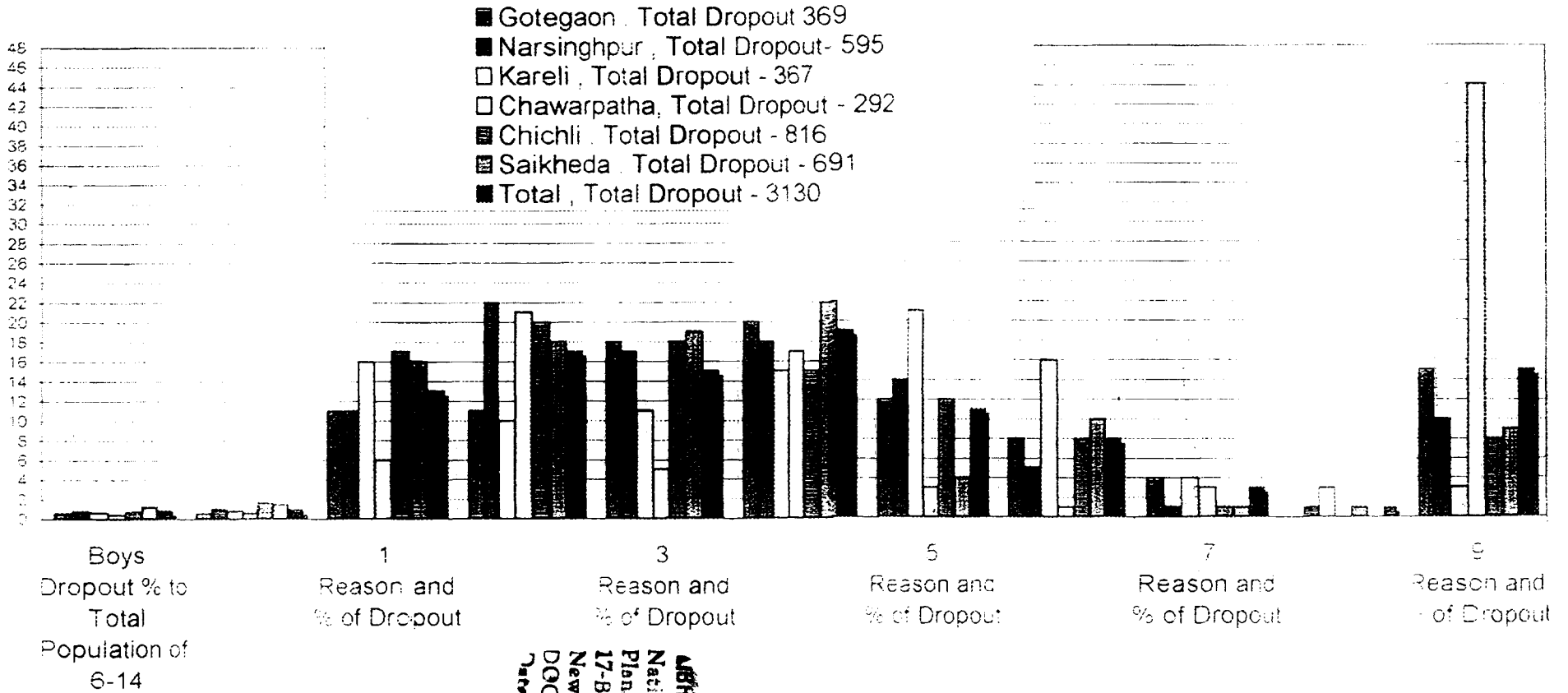
■ Gotegaon . Total Dropout 369
■ Narsinghpur , Total Dropout- 595
□ Kareli , Total Dropout - 367
□ Chawarpatha, Total Dropout - 292
▦ Chichli . Total Dropout - 816
▦ Saikheda . Total Dropout - 691
■ Total , Total Dropout - 3130

Boys Dropout % to Total Population of 6-14

1 Reason and % of Dropout

3 Reason and % of Dropout

5 Reason and % of Dropout

7 Reason and % of Dropout

9 Reason and of Dropout

36

Gotegaon , Total Dropout 369 , Table No. 12

9
15%

1
11%

8
6%

2
11%

4%

8
6%

3
18%

5
12%

4
21%

Legend: ■1 ■2 □3 ▣4 ■5 ■6 ■7 ▣8 ■9

Narsinghpur , Total Dropout- 595, Table No. - 12

9
10%

8

1
11%

7

6 1%

5%

2
23%

5
14%

4
18%

3
17%

Legend: ■1 ■2 ▣3 □4 ■5 ■6 ■7 ▣8 ■9

Kareli , Total Dropout - 367, Table No. - 12

7
4%

8
3%

9
3%

1
16%

6
16%

2
10%

5
22%

3
11%

4
15%

Legend: ■1 ■2 □3 □4 ■5 ▣6 ■7 ▣8 ■9
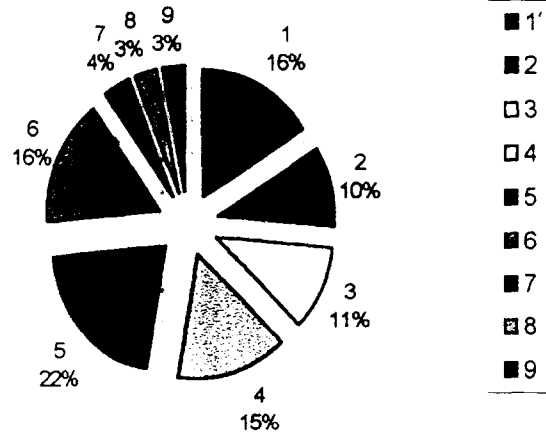
Chawarpatha, Total Dropout - 292 Table No. - 12

■ 1	
■ 2	
□ 3	
□ 4	
■ 5	
■ 6	
■ 7	
▨ 8	
□ 9	

1
6%

2
21%

3
5%

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17%

9
44%

8 7 6 5
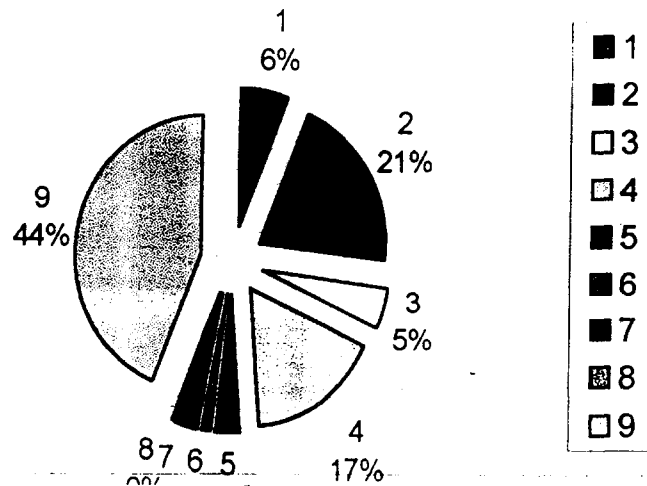
Chichli , Total Dropout - 816 , Table No. 12

■ 1	
■ 2	
□ 3	
▨ 4	
■ 5	
▨ 6	
■ 7	
▨ 8	
■ 9	

9
8%

8
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6
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1
17%

5
12%

2
20%

4
15%

3
18%
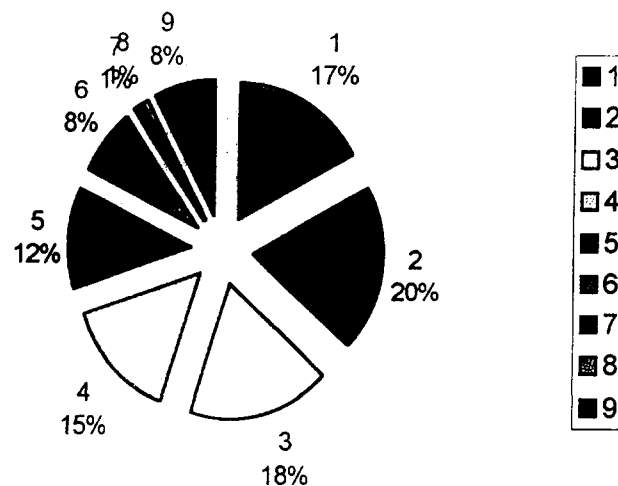
Saikheda , Total Dropout - 691 , Table No. -12

▨ 1	
■ 2	
□ 3	
□ 4	
■ 5	
▨ 6	
■ 7	
▨ 8	
■ 9	

9
9%

8
1%

6
10%

1
16%

5
4%

2
18%

4
23%

3
19%

37.
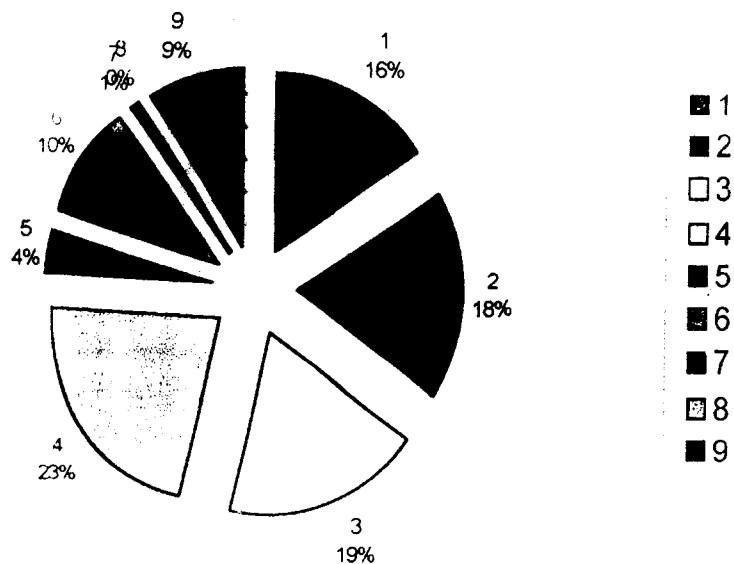
All Block Total , Total Dropout - 3130 , Table No. -12
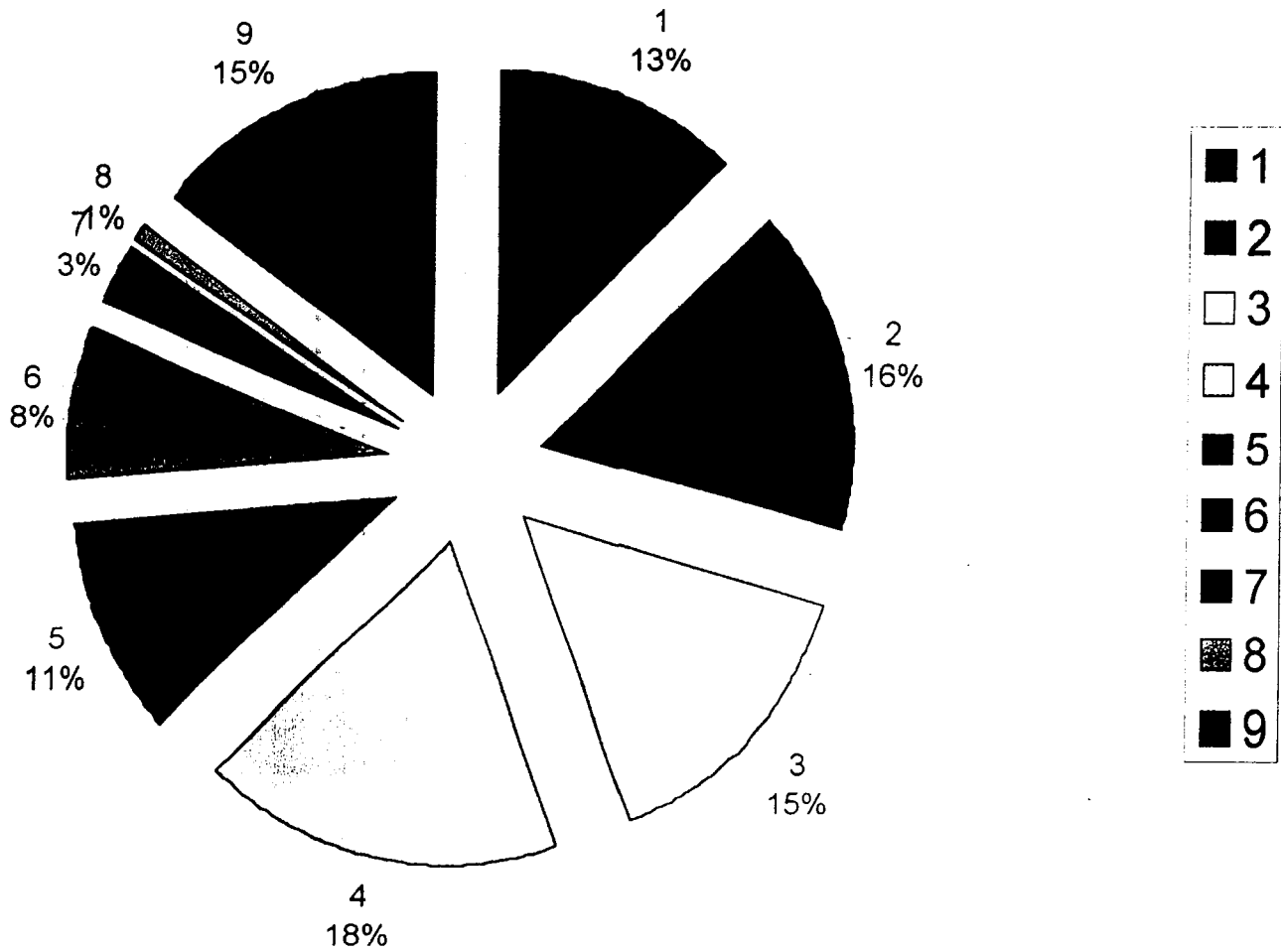
Legend:
- ■ 1
- ■ 2
- □ 3
- □ 4
- ■ 5
- ■ 6
- ■ 7
- ▨ 8
- ■ 9

Pie chart slices:
- 9 — 15%
- 1 — 13%
- 2 — 16%
- 3 — 15%
- 4 — 18%
- 5 — 11%
- 6 — 8%
- 7 — 1%
- 8 — 3%

Table - 13

Classwise Numbers of Dropout Children

Class	Number of Dropout					% of Dropouts against total number of		
	B	%	G	%	Total	% Boys	% Girls	Total
1	-	-	-	-	-	-	-	-
2	6	24	4	17	10	4.41	1.94	7.35%
3	3	11	5	23	8	2.2	3.67	5.87%
4	23	96	11	5	34	16.91	8.08	24.99%
5	48	2.14	36	1.82	84	35.29	26.47	61.76%
Total I-V	80	67	56	53	136	58.82	41.18	100.00%
6	30	1.46	34	2.15	64	12.87	14.59	27.46%
7	28	1.83	42	3.33	70	12.04	18.02	30.02%
8	54	4.61	45	4.61	99	23.17	19.13	42.48%
Total VI-VIII	112	2.36	121	3.07	233	48.08	51.19	100.00%
Total I-VIII	192	1.15	177	1.23	369	52.04	47.96	100.00%

Source :LSA 2000

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BLOCK-NARSINGHPUR

Table - 13

Classwise Numbers of Dropout Children

Class	Number of Dropout					% of Dropouts against total number of		
	B	%	G	%	Total	% Boys	% Girls	Total
1	28	1.19%	46	2.24%	74	7%	11%	18%
2	23	95.00%	38	1.65%	61	6%	9%	15%
3	53	2.13%	48	2.18%	101	12%	12%	24%
4	30	1.24%	39	1.18%	69	7%	10%	17%
5	46	1.85%	65	3.11%	111	11%	50%	26%
Total I-V	180	1.48%	236	2.18%	416	43%	57%	100%
6	54	2.76%	69	4.49%	123	30%	39%	69%
7	18	1.37%	13	1.33%	31	10%	7%	17%
8	16	1.41%	9	0.97%	25	9%	5%	14%
Total VI-VIII	88	2.00%	91	2.65%	179	49%	51%	100%
Total I-VIII	268	1.62%	327	2.30%	595	45%	55%	100%

Source :LSA 2000

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Table - 13

Classwise Numbers of Dropout Children

Class	Number of Dropout					% of Dropouts against total number of		
	B	%	G	%	Total	% Boys	% Girls	Total
1	5	0.31%	4	0.27	9	4	3	7%
2	7	0.36%	8	0.45	15	6	6	12%
3	12	0.57%	21	1.09	33	10	19	29%
4	13	0.70%	19	1.11	32	11	15	26%
5	9	0.59%	23	1.81	32	7	19	26%
Total I-V	46	0.51%	75	0.92	121	38	62	100%
6	41	2.69%	48	4.39	89	17	19	36%
7	27	2.54%	36	4.60	63	11	14	25%
8	51	5.56%	43	6.18	94	21	18	39%
Total VI-VIII	119	4.62%	127	4.94	246	48	52	100%
Total I-VIII	165	1.31%	202	1.89	36	45	55	100%

Source :LSA2000

BLOCK-Chawarpatha

Table - 13

Classwise Numbers of Dropout Children

Class	Number of Dropout					% of Dropouts against total number of		
	B	%	G	%	Total	% Boys	% Girls	Total
1	5	0.20%	17	0.75	22	3	9	12%
2	6	0.30%	24	1.25	30	3	14	17%
3	24	0.88%	23	0.90	47	12	11	23%
4	24	1.26%	23	1.33	47	12	11	23%
5	28	1.63%	27	1.91	55	14	11	25%
Total I-V	87	0.81%	114	1.15	201	44	56	100%
6	18	1.49%	33	3.82	51	20	36	56%
7	5	0.51%	17	2.53	22	5	19	24%
8	9	0.81%	9	1.26	18	10	10	20%
Total VI-VIII	32	0.91%	59	2.63	91	35	65	100%
Total I-VIII	119	0.85%	173	1.42	1.92	41	59	100%

Source :LSA2000

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Table - 13

Classwise Numbers of Dropout Children

Class	Number of Dropout					% of Dropouts against total number of		
	B	%	G	%	Total	% Boys	% Girls	Total
1	13	0.74%	16	1.01%	29	2%	3%	5%
2	46	2.27%	34	2.01%	80	8%	6%	14%
3	92	4.38%	88	4%	180	17%	16%	33%
4	65	3.28%	53	2.86%	118	12%	10%	22%
5	62	3.23%	80	5.13%	142	11%	15%	26%
Total I-V	278	2.84%	271	3.08%	549	50%	50%	100%
6	52	4.10%	112	13.44%	164	19%	42%	61%
7	32	3.53%	27	4.75%	59	12%	10%	22%
8	19	2.53%	25	5.51%	44	7%	10%	17%
Total VI-VIII	103	3.52%	164	8.84%	267	38%	62%	100%
Total I-VIII	381	3.00%	435	4.09%	816	47%	53%	100%

Source :LSA2000

BLOCK- SAIKHEDA

Table - 13

Classwise Numbers of Dropout Children

Class	Number of Dropout					% of Dropouts against total number of		
	B	%	G	%	Total	% Boys	% Girls	Total
1	34	1.77	32	1.9	66	6	5	11%
2	40	1.8	60	3.2	100	7	11	18%
3	88	3.98	126	6.45	214	15	21	36%
4	49	2.45	55	3.45	104	8	9	17%
5	48	2.44	60	4.59	108	8	10	18%
Total I-V	259	2.51	333	3.98	592	44	56	100%
6	25	2.19	21	3.07	46	25	21	46%
7	19	2.16	20	3.89	39	19	20	39%
8	10	1.55	4	0.46	14	11	4	15%
Total VI-VIII	54	2.02	45	2.79	99	55	45	100%
Total I-VIII	313	2.42	378	3.79	691	45	55	100%

Source :LSA2000

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Table - 13

Classwise Numbers of Dropout Children

Class	Number of Dropout					% of Dropouts against total number of		
	B	%	G	%	Total	% Boys	% Girls	Total
1	85	0.68%	115	1.04	200	4	6	10%
2	128	0.99%	168	1.42	296	6	9	15%
3	272	1.92%	311	2.39	583	13	16	29%
4	204	1.63%	200	1.78	404	10	10	20%
5	241	2.03%	291	3.03	532	12	14	26%
Total I-V	930	1.46%	1085	1.42	2015	46	54	100%
6	220	2.40%	317	4.81	537	20	29	49%
7	129	1..94%	155	3.25	284	11	14	25%
8	159	2.78%	135	3.23	294	14	12	26%
Total VI-VIII	508	2.36%	607	3.91	1115	46	54	100%
Total I-VIII	1438	1.68%	1692	2.35	3130	46	54	100%

Source :LSA2000

42

1. In Gotegaon block the maximum number jof drop-outs are in class V - 84 and Class VIII - 99.
2. In Narsinghpur block the dropout numbrs are class - III - 101, Class V - 111 class VI - 123
3. In Kareii block the number of dropouts are Class VI - 89, Class VII- 63, Class VIII - 94.
4. In Chanwarpatha block the number of dropouts are Class V - 55, Class VI - 51.
5. In Chichli block the number of dropout are Class III - 180, Class IV - 118, Class V - 142, Class VI - 164.
6. In Sainkheda block the number of d ropouts are Class II - 100, Class III - 214, Class iv - 164 Class V - 108, Class VI - 46.

Attempts will be made to mobilize the community to send children to schools.

* This indicates that maximum number dropouts are in class 3, 4 and 5.
* Similarly maximum dropout a re in clas 6. Therefore special att ention needs to be given towards the retention of students belonging to there class.
*Dropouts of girls is generally higher than that of the boys in almost all classes.This also calls for special interventions for chacking girls dropout and using their retention in the schools.

Blockwise Details of Transition From Class V to VI

S.No.	Block	Number of Children enrolled in Class V in 99-2000			Number of children who passed class V exams in 99-2000			Number of children enrolled in class VI in 2000-2001*			Transition Rate		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Gotegaon	2334	1751	4085	1888	1415	3303	1888	1415	3303	100%	100%	100%
2	Narsinghpur	2931	2377	5308	2130	1759	3889	1639	1498	3137	77%	85%	81%
3	Kareli	2017	1512	3529	1682	1236	2918	1653	1142	2795	92%	92%	92%
4	Chawarpatha	1833	1378	3211	1455	1100	25553	1429	1084	2513	98%	98%	98%
5	Chichli	1914	1273	3187	1213	793	2006	1213	663	1876	100%	84%	94%
6	Saikheda	2010	1268	3278	1156	693	1849	739	386	1125	64%	54%	61%
7	**Total**	13039	9559	22598	9524	6996	16520	8579	6188	14767	90	88%	89%

* Repeaters have not been included in this table. In Narsinghpour and Sainkheda blocks the number of entrants is less than the students passed.

* Excluding the repeaters the r ate of tramition is expected to come down to the livels of 60% to 70%.

This also indicates towards the need of special intervention ans st ratrgus for exchaning the s ame.

Blockwise Achievement of Children At Primary Level

S.No.	Block	Total Enrolled	Total Number of children who have got A, B, C, D grade in language Maths & EVS.															
			Language				Maths				EVS				Total			
			A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1	Gotegaon	22405	2877	3105	6512	9911	1969	5149	6050	9237	2432	4924	5603	9446	2423	4393	7188	8401
2	Narsinghpur	22886	2464	3675	9174	7573	2529	3248	8908	7701	3026	3694	9032	7134	2673	3706	9041	7466
3	Kareli	17097	1917	4273	6321	4586	1724	4265	6739	4369	1896	4748	5985	4468	1846	4429	6348	4474
4	Chawarpatha	20554	1031	2063	7218	10242	1034	2065	7221	10234	1037	2068	7220	10229	1034	2066	7219	10235
5	Chichli	18541	3708	9270	3750	1813	3680	9315	3818	1728	5562	7416	2781	2782	4316	8667	3450	2108
6	Saikheda	18640	3726	4419	6297	4198	3913	4287	6523	3917	4286	4809	6690	2855	3975	4505	6503	3657
7	Total	120123	15723	26805	39272	38323	14849	28829	39259	37186	18239	27659	37311	36914	16267	27766	39749	36341

Source :LSA 2000

*Number of students in 'A' Grade is less. More than 60% of the students are in C. and 'D'.G

To improve the situations an intensive monitoring system is to developed along jwith revamping of t enchers training.

* For quality called Quality watch II would be imtiated in all the EGS and PS.

Blockwise Achievment of Children at Primary Lavel , Table No.-15
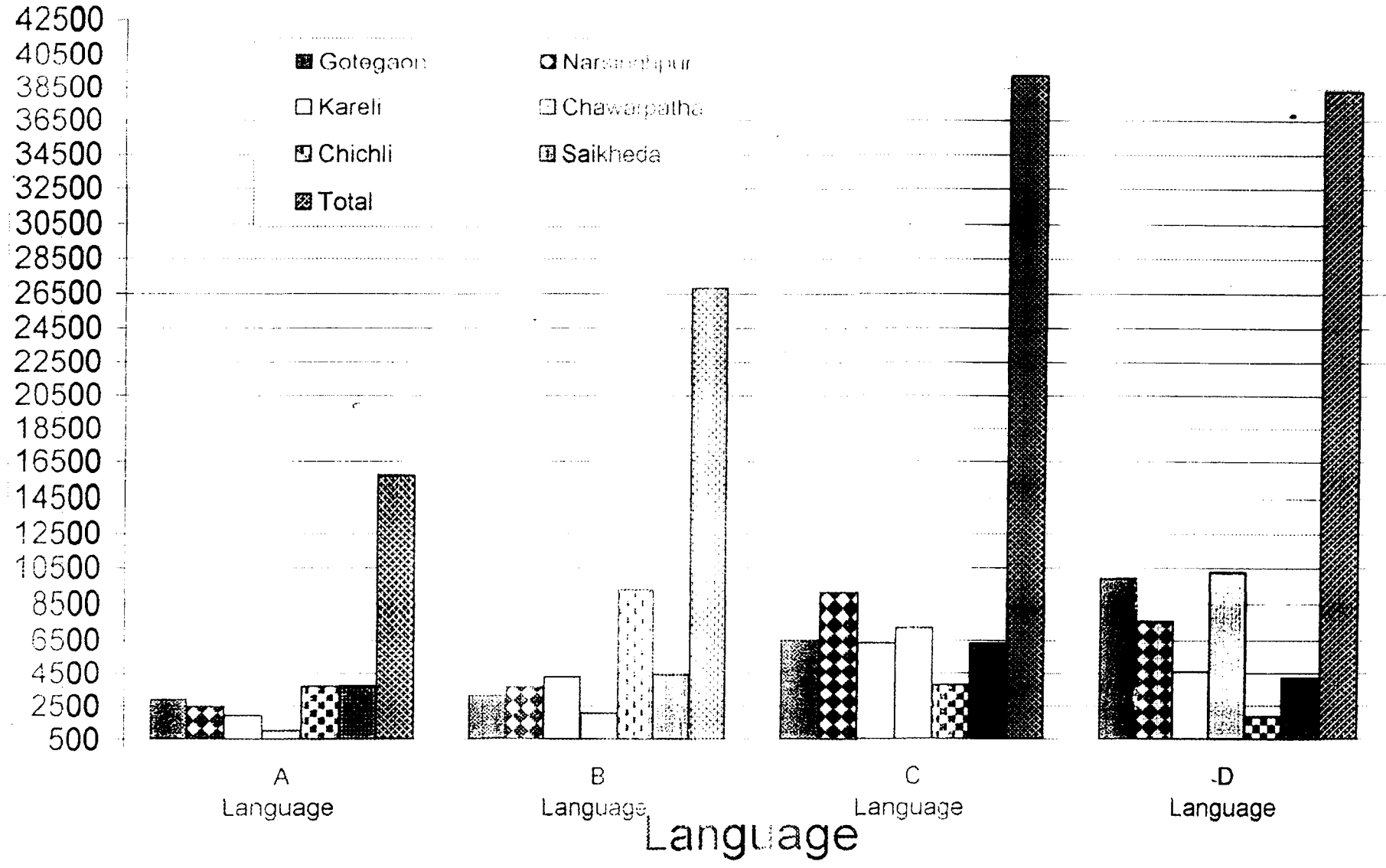
Legend:
- Gotegaon
- Narsinghpur
- Kareli
- Chawarpatha
- Chichli
- Saikheda
- Total

y-axis: 500, 2500, 4500, 6500, 8500, 10500, 12500, 14500, 16500, 18500, 20500, 22500, 24500, 26500, 28500, 30500, 32500, 34500, 36500, 38500, 40500, 42500

x-axis categories: A Language, B Language, C Language, D Language

Language

45.

Blockwise Achievement of Children At Primary Level , Table No. - 15

Legend: Gotegaon, Narsinghpur, Kareli, Chawarpatha, Chichli, Saikheda, Total

A Maths, B Maths, C Maths, D Maths

Maths

Blockwise Achievement of Children At Primer Lavel, Table No. - 15

47

Blockwise Achievement of Children At Primary Level , Table No. - 15

Legend:
- Gotegaon
- Kareli
- Chichli
- Total
- Narsinghpur
- Chawarpatha
- Salkheda

Categories: A, B, TOTAL, C, D
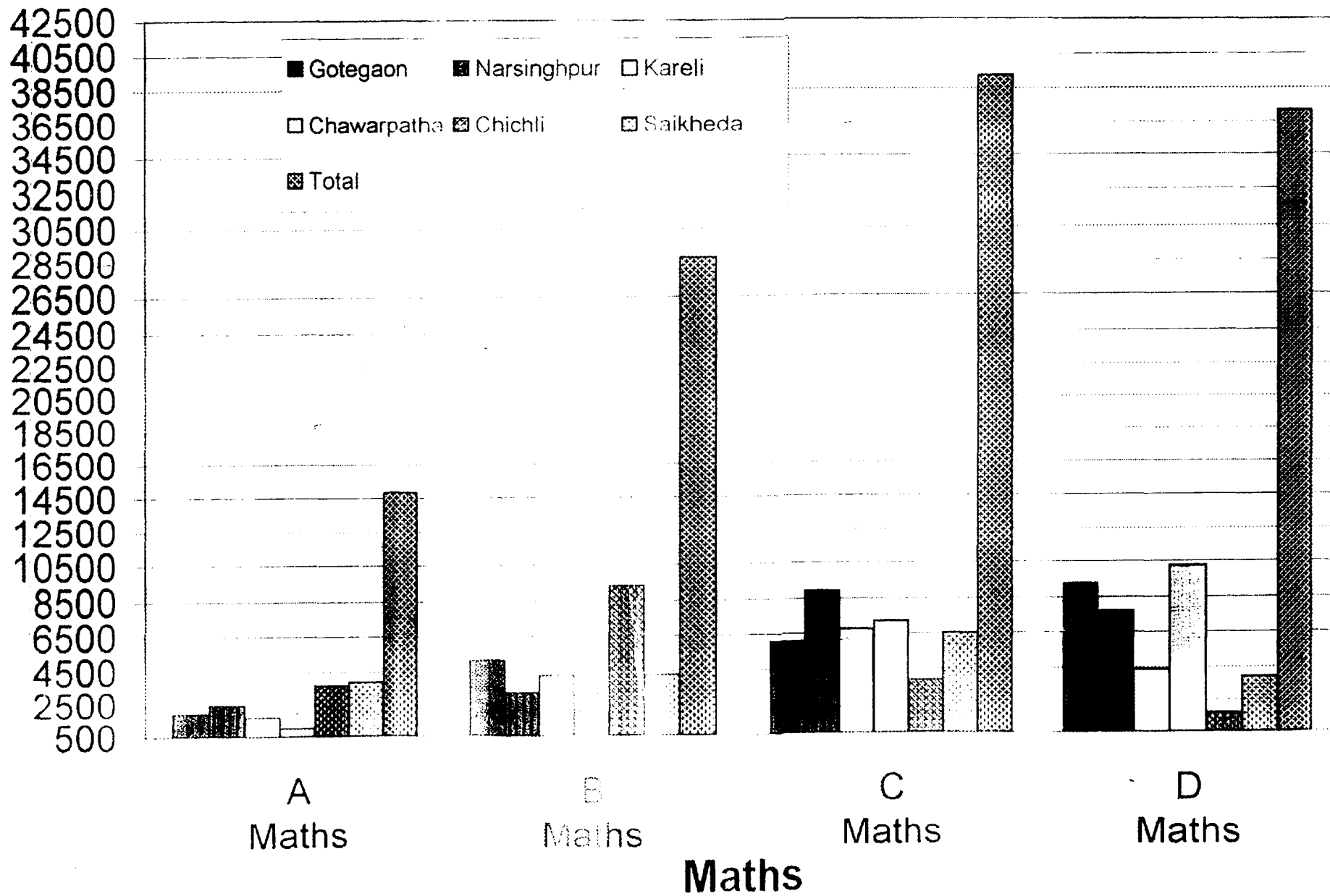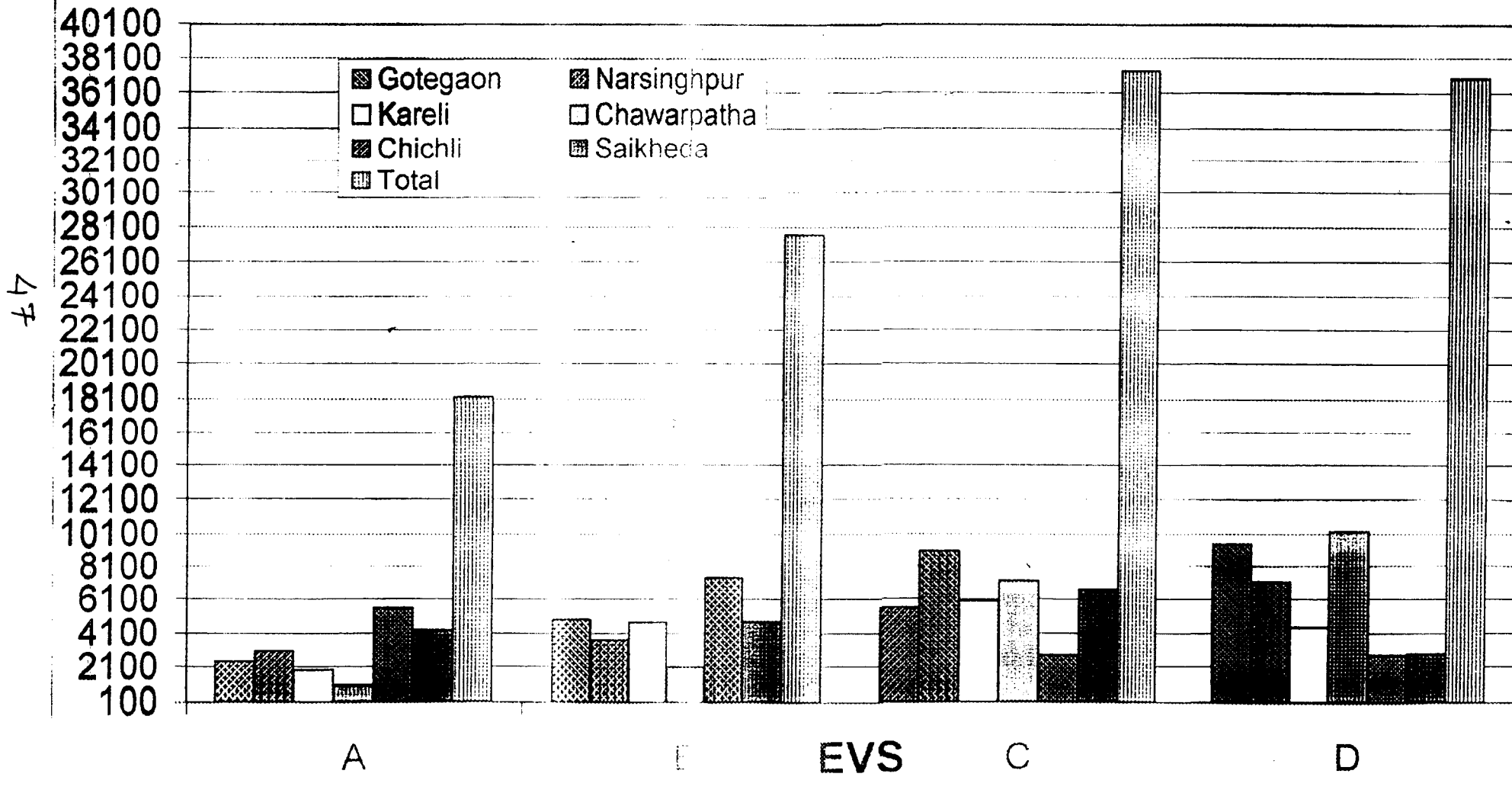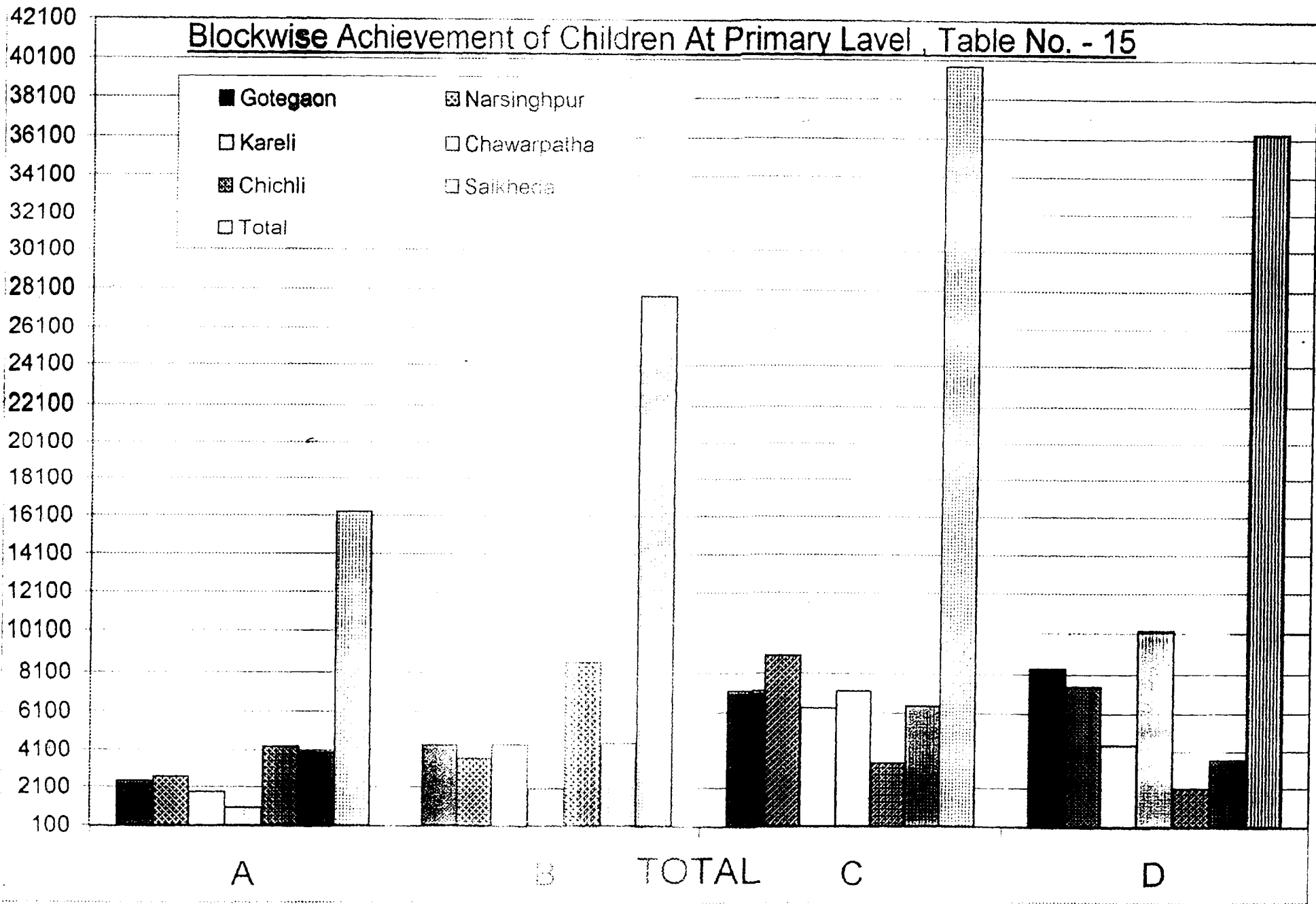
Table No. -15
Gotegaon-Language

A 13%
B 14%
C 29%
D 44%
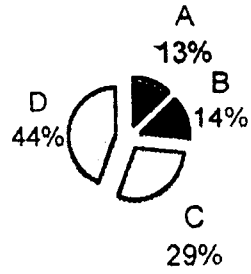
Table No.-15
Chawarpatha-Language

A 5%
B 10%
D 50%
C 35%
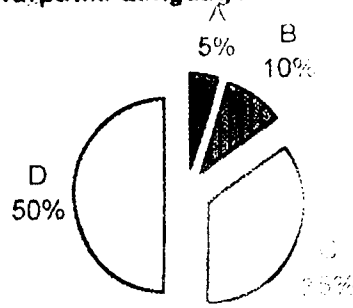
Table No. -15
Narsinghpur-Language

A 11%
B 16%
C 40%
D 33%

49
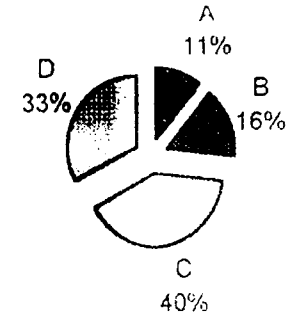
Table No. -15
Chichli-Language

A 20%
B 50%
C 20%
D 10%
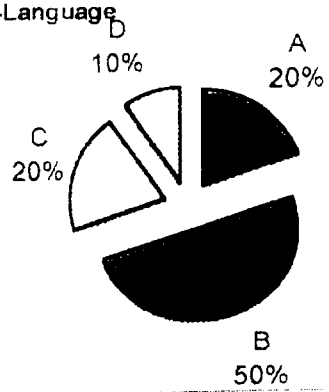
Table No. -15
Kareli-Language

A
B
C 37%
D 27%
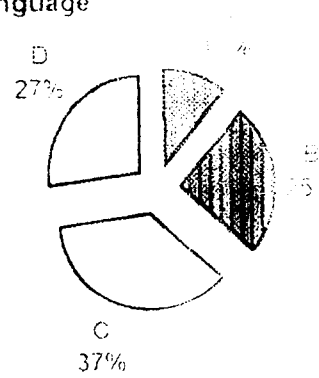
Table No. -15
Saikheda-Language

A 20%
B 24%
C 33%
D 23%
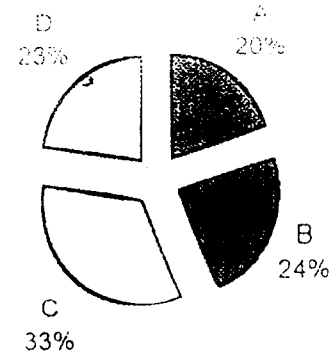
Table No.-15
Total-Language
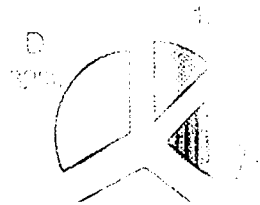
Table No. -15
Total-Total

A
14%

D
30%

B
23%

C
33%
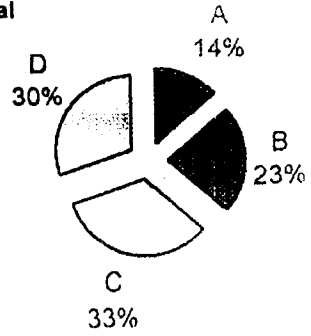
Table No.-15
Gotegaon-Maths

50

Table No. -15
Chawarpatha-Maths

Table No. -15
Narsinghpur-Maths
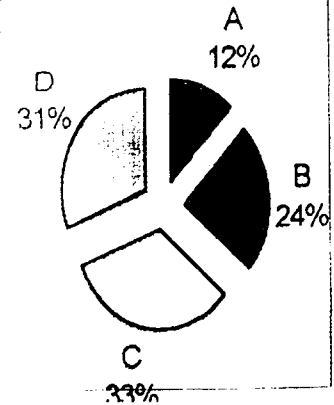
A
11%

D
34%

B
15%

C
40%
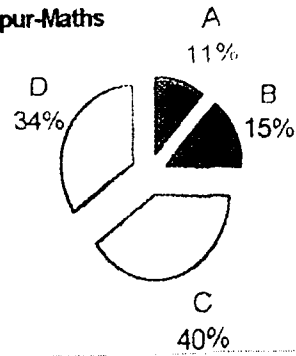
Table No.-15
Chichli-Maths

D
9%

A
20%

C
21%

B
50%
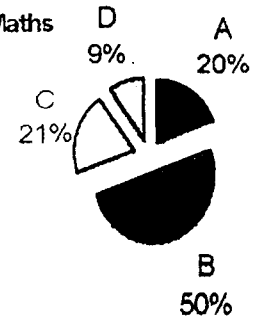
Table No.-15
Kareli-Maths

D
26%

A
10%

B
25%

C

Table No.-15
Saikheda-Maths

D
21%

A
21%

B
23%

C
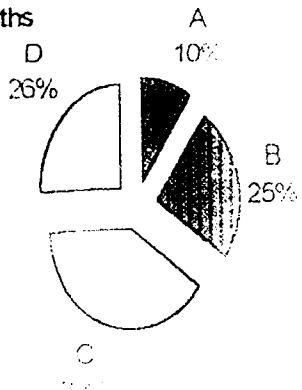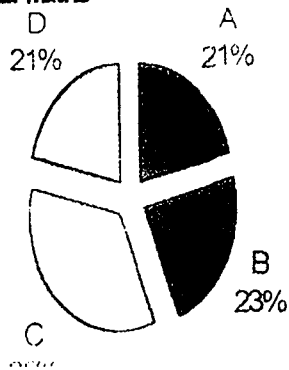
Table No.-15
Total-Maths

D
31%

A
12%

B
24%

C
33%

15

Table No. -15
GOTEGAON - EVS

A
11%

B
22%

D
42%

C

Table No. 15
Chawarpatha -EVS

A
5%

B
10%

D
50%

C
35%

Table No. -15
Narsinghpur- EVS

A
13%

B
16%

D
31%

C
40%
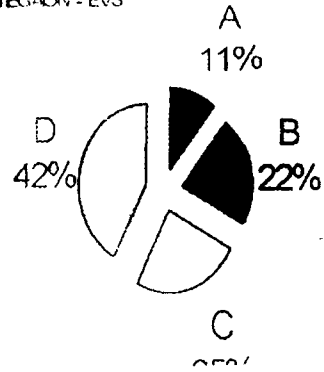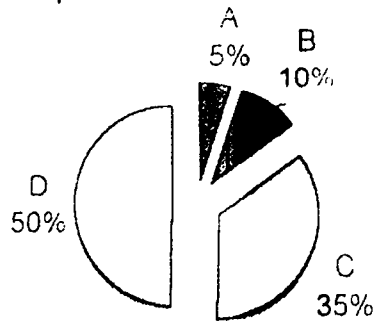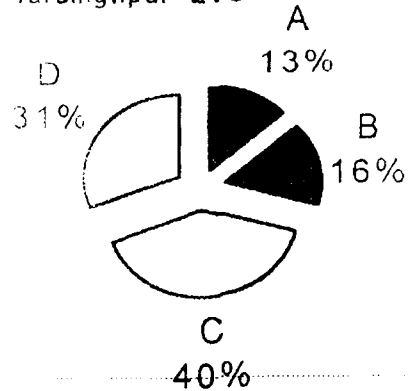
Table No. - 15
Chichli - EVS

D
15%

A
30%

C
15%

B
40%
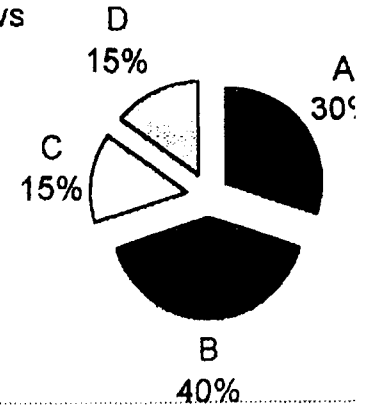
Table No. -15
Kareli - EVS

A
11%

D
26%

B
28%

C
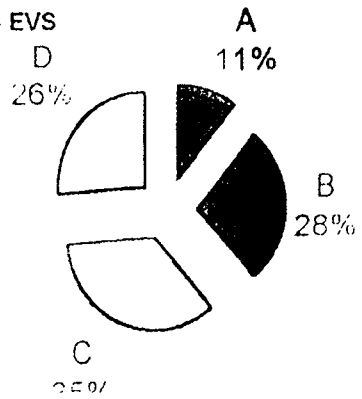
Table No- 15
Saikheda- EVS

A
23%

C
36%

B
26%

Table No. -15
Total- Language

A
15%

D
31%

B
23%

C
31%
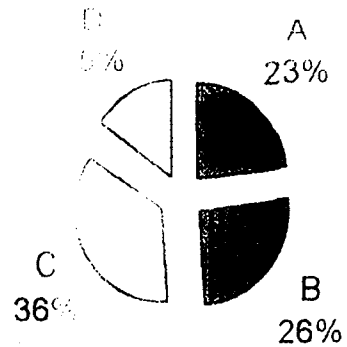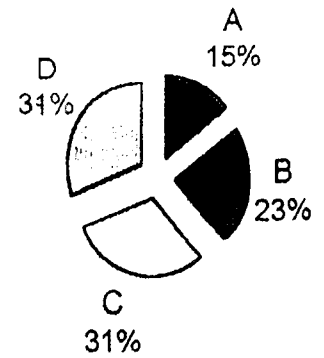
Table No. -15
Gotegaon-Total
A 11%
B 20%
C 32%
D 37%
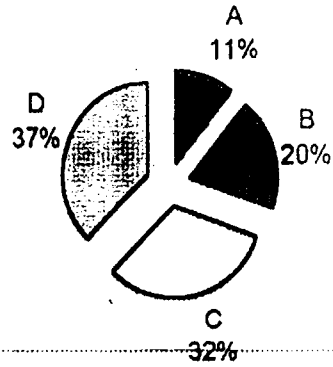
Table No. - 15
Chawarpatha-Total
A 5%
B 10%
C 35%
D 50%
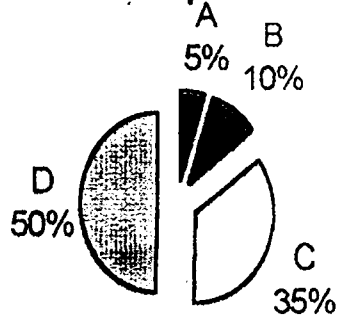
Table No -15
Chichli-Total
A 23%
B 47%
C 19%
D 11%

Table No. -15
Chichli-Total
A 23%
B 47%
C 19%
D 11%
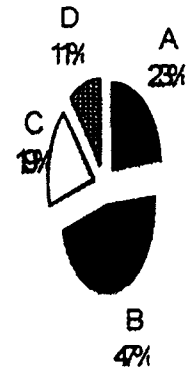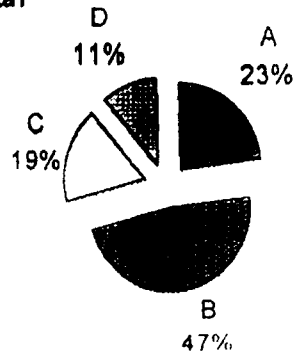
Table No. -15
Kareli-Total
A 11%
B 26%
C 37%
D 26%
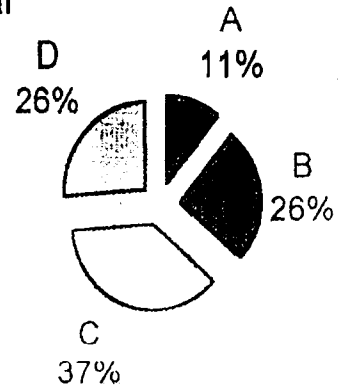
Table No. -15
Saikheda-Total
A 21%
B 24%
C 35%
D 20%

Sheet 17
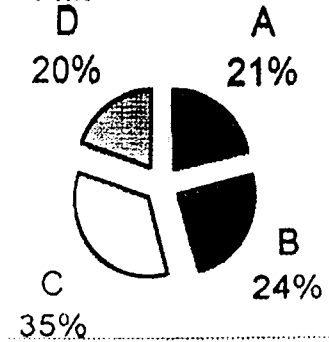
Table No.- 16

Blockwise Details of Children in Age Group 3-6 Years

S.No.	Name of Block	Children in Age Group (3-6) Years							
		Boys	Boys as % of total population (3-6 years)	Girls	Girls as % of total population (3-6 years)	Total	3 yrs	4 yrs	5 yrs
1	Gotegaon	5167	54%	4401	56%	9568	3300	3233	3035
2	Narsinghpur	3691	52%	3409	48%	7100	2467	2464	2169
3	Kareli	3867	53%	3525	48%	7392	2400	2606	2386
4	Chawarpatha	4917	53%	4435	47%	9352	2513	3278	3561
5	Chichli	4734	53%	4219	47%	8953	4476	2685	1792
6	Saikheda	4753	53%	4132	47%	8885	2836	2954	3095
7	**Total**	**27129**	**53%**	**24121**	**47%**	**51250**	**17992**	**17220**	**16038**

Source :LSA 200

Table No.- 17
Blockwise Details of ECE Facilities

S.No.	127	No. of SSK	No of Jhoolaghar	No. of Aanganwadi	No. of Habitaion not having Early Childhood Education support services *
1	Gotegaon	--	--	127	150
2	Narsinghpur	2	-	89	128
3	Kareli	1	-	94	71
4	Chawarpatha	1	-	150	72
5	Chichli	-	-	117	15
6	Saikheda	1	-	93	35
7	**Total**	4	-	670	471

Source :LSA 2000

This table suggests that :

*There are still 471 habitations in the district

which are not covered by the exiting anganwadi

engaged in sibling care.

* 405 SSK/have been proposed which will s e r ve 471 habitaitons not

having ECE support services.

Table No. - 18

Blockwise Requirement of School Building and Additional Rooms

S.No.	Name of Block	No. of EGS Schools	No. of EGS Schools having Shelter	Additional Requriement for Shelters	No. of Primary Schools	No. of Primary Schools having School Building	Additional Requriement for school building	No. of Middle Schools	No. of Middle Schools having School Building	Additional Requriement of school buildings		Requirement of Addtional Rooms in Primary School Building	Requirement of Addtional Rooms in Middle School Building
										In Exiting Middle School	In PS/EGS which are proposed for upgradation		
1	Gotegaon	55	-	55	191	181	26	59	44	15	16	25	95
2	Narsinghpur	35	-	35	202	174	67	51	40	11	14	80	40
3	Kareli	36	-	36	128	112	38	41	27	14	9	105	54
4	Chawarpatha	37	6	31	184	148	86	52	21	31	18	83	24
5	Chichli	22	-	22	137	103	26	40	29	11	18	82	58
6	Saikheda	30	-	30	116	103	31	36	19	17	12	24	25
7	**Total**	215	6	209	958	844	274	279	180	99	87+56EGS	399	296

Source : LSA 2000

1. Number of primary and middle schools requiring school building - 186.

2. Additional rooms required in Primary and middle schools - 695.

* There are 61 habitation in the district in which children belonging to 6-14 years age group are a few less .
then the required number of 40 to start EGS. It is expected that in the year 2001-2002, these habitations
will become eligible for opening a new EGS with the increase of children population. Therefore 61 new EGS
would be opened. These 61 EGS have been considered under additional requirement of shulters.
* Similarly 99 existing middle school and 143, EGS/PS upgraded to MS would be provided with a building.
The gape would be filled through convergence with other schemes like SGSY, 10/11 Finance Commision, EAS etc.

Blockwise PTR at Primary Level

S.No.	Name of Block	Enrolment in Primary Level (PS+EGS)	Number of teachers of PS			Number of Gurujis			Number of Teachers at Primary Level (PS+EGS)			PTR	Need for additional teachers based the criterion of two teachers per PS		
			Male	Female	Total	Male	Female	Total	Male	Female	Total		Male	Female	Total
1	Gotegaon	22405	348	147	495	50	4	54	398	151	549	1:41	32	14	46
2	Narsinghpur	22886	342	215	557	33	2	35	375	217	592	1:39	22	11	33
3	Kareli	17097	255	111	366	32	4	36	287	115	402	1:42	7	3	10
4	Chawarpatha	20554	375	98	473	36	1	37	411	99	510	1:40	21	9	30
5	Chichli	18541	280	84	364	20	2	22	300	86	386	1:46	21	9	30
6	Saikheda	18640	209	103	312	24	6	30	233	109	342	1:55	10	5	15
7	**Total**	120123	1809	758	2567	195	19	214	2004	777	2781	1:44	116	54	170

Source : LSA 2000

This Table suggests that:

1. PTR is 1:44 in the district. In urban areas it is 1:54 and in rural areas it is 1:40.

This gap will be filled through rationalisation.

2. 170 additional teachers are needed based on the criterion of two teachers per primary school.

Blockwise PTR at Middle Level

S.No.	Block	Enrolment at Middle Level	Number of Teachers			PTR
			Male	Female	Total	
1	Gotegaon	8553	161	79	240	1:36
2	Narsinghpur	7823	107	111	218	1:36
3	Kareli	6074	96	40	136	1:45
4	Chawarpatha	7148	131	46	177	1:40
5	Chichli	4776	112	33	145	1:33
6	Saikheda	4274	84	45	129	1:28
7	**Total**	38648	691	354	1045	1:37

Source :LSA 2000

* The PTR is 1:45 which is more than 1:40 in Kareli block.
This gap will be filled through rationalisation.

Blockwise information of Primary Level Teachers, their qualification and training status

S.No.	Name of Block	Total number of teachers with qualifications				Total number of teachers having professional qualification			Number of Teachers Trained					
		HSS	Graduate	Post Graduate	Total	Diploma certificate in Education	B.Ed	M.Ed	Pre Service			In Service		
									Male	Female	Total	Male	Female	Total
1	Gotegaon	257	185	53	495	305	27	-	56	31	87	184	61	245
2	Narsinghpur	406	71	80	557	395	2	-	138	95	233	104	60	164
3	Kareli	246	41	79	366	283	31	-	139	58	197	73	44	117
4	Chawarpatha	387	64	22	473	322	18	-	218	92	310	22	8	30
5	Chichli	250	63	51	364	339	25	-	252	75	327	28	9	37
6	Saikheda	158	86	68	312	229	66	-	172	81	253	23	19	42
7	**Total**	1704	510	353	2567	1873	169	-	975	432	1407	434	201	635

Source :LSA 2000

Table 21 gives as following conclusions:

*In Primary schools 525 teachers are untrained. These 525 teachers are Shiksha Karmis.

They have now been given 20 days traiming in June 2001.

* 2567 PS teachers and 215 Gurujis need to be trained ev ery year. Therefore need based in-service teachers training will be given to all these 2561 PS teachers and 215 Gurujis every year.

*New re cruited Gurujis and Shiksha Karmis will be given inductional training.

Blockwise information of MIDDLE Level Teachers, their qualification and training status

S.No.	Name of Block	Total number of teachers with qualifications				Total number of teachers having professional qualification			Number of Teachers Trained					
		HSS	Graduate	Post Graduate	Total	Diploma certificate in Education	B.Ed	M.Ed	Pre Service			In Service		
									Male	Female	Total	Male	Female	Total
1	Gotegaon	146	51	43	240	210	23	-	39	32	71	117	45	162
2	Narsinghpur	96	62	60	218	148	13	1	42	33	75	55	32	87
3	Kareli	69	29	38	136	83	15	-	62	13	75	17	6	23
4	Chawarpatha	75	42	60	177	77	29	1	71	26	97	7	3	10
5	Chichli	57	39	49	145	109	35	1	100	29	129	12	4	16
6	Saikheda	33	60	36	129	94	18	-	8	6	14	65	33	98
7	Total-	476	283	286	1045	721	133	3	322	139	461	273	123	396

Source :LSA 2000

*All 1045 MS teachers will be trained by DIET every year.
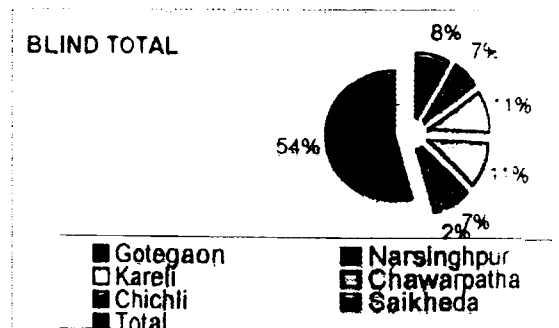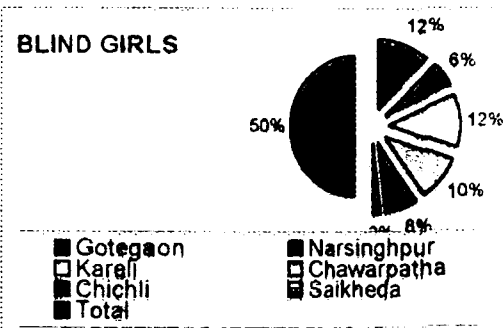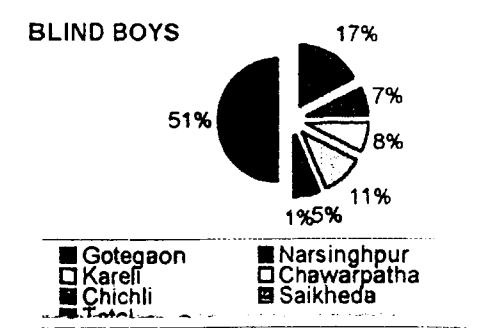
Blockwise incedence of Disability

S.No.	Name of Block	Number of Disable Children																			
		Dumb			Deaf			Blind			Orthopaedically disabled			Mentally disabled			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Gotegaon	17	11	28	17	11	28	26	13	19	74	49	123	11	3	14	128	76	204
2	Narsinghpur	25	4	29	3	4	7	11	6	17	56	23	79	14	6	20	109	43	152
3	Kareli	3	4	7	3	2	5	12	13	25	66	42	108	14	11	25	98	72	170
4	Chawarpatha	20	14	34	5	4	9	16	11	27	101	68	169	9	6	15	151	103	254
5	Chichli	25	12	37	-	1	1	8	8	16	113	52	165	21	11	32	167	84	251
6	Saikheda	7	2	9	1	2	3	2	2	4	14	4	18	3	1	4	27	11	38
7	**Total**	97	47	144	29	24	53	75	53	128	424	238	662	72	38	110	680	389	1069

Source :LSA 2000

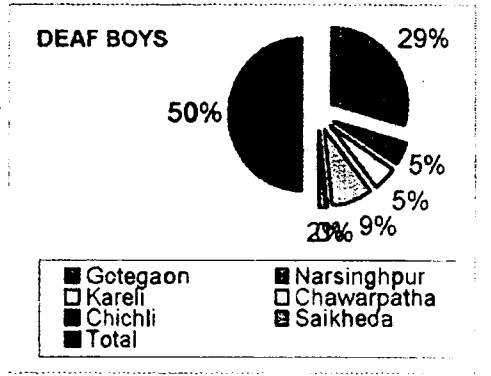*In all 1069 disabled children have been found out of these 662 are orthopaerdically disabled.

For the disabled children the IEDC programme is going on in the district. This programme will be continued during the next 5 years also.

DUMB BOYS

9%
13%
2%
10%
49%
13%
4%

Gotegaon Narsinghpur
Kareli Chawarpatha
Chichli Saikheda
Total

DUMB GIRLS

12%
4%
4%
50%
15%
13%
2%

Gotegaon Narsinghpur
Kareli Chawarpatha
Chichli Saikheda
Total

DUMB TOTAL

10%
10%
2%
50%
12%
13%
3%

Gotegaon Narsinghpur
Kareli Chawarpatha
Chichli Saikheda
Total

DEAF BOYS

29%
50%
5%
5%
9%
2% 3%

Gotegaon Narsinghpur
Kareli Chawarpatha
Chichli Saikheda
Total

DEAF GIRLS

23%
51%
8%
4%
8%
4% 2%

Gotegaon Narsinghpur
Kareli Chawarpatha
Chichli Saikheda
Total

DEAF TOTAL

26%
50%
7%
5%
8%
3% %

Gotegaon Narsinghpur
Kareli Chawarpatha
Chichli Saikheda
Total

BLIND BOYS

17%
7%
8%
51%
11%
1% 5%

Gotegaon Narsinghpur
Kareli Chawarpatha
Chichli Saikheda
Total

BLIND GIRLS

12%
6%
12%
50%
10%
8%

Gotegaon Narsinghpur
Kareli Chawarpatha
Chichli Saikheda
Total

BLIND TOTAL

8%
7%
1%
54%
1%
7%
2%

Gotegaon Narsinghpur
Kareli Chawarpatha
Chichli Saikheda
Total

ORTHOPAEDICALLY BOYS

9% 7%
8%
49%
12%
2% 13%

- Gotegaon
- Narsinghpur
- Kareli
- Chawarpatha

ORTHOPAEDICALLY GIRLS

10% 5%
9%
50%
14%
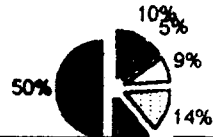
- Gotegaon
- Kareli
- Chichli
- Total
- Narsinghpur
- Chawarpatha
- Saikheda

ORTHOPAEDICALLY TOTAL

9% 6%
8%
51%
13%
1% 12%
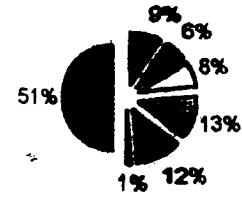
- Gotegaon
- Kareli
- Chichli
- Total
- Narsinghpur
- Chawarpatha
- Saikheda

MENTALLY BOYS

8% 10%
10%
49%
6%
2% 15%
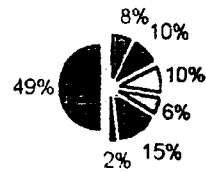
- Gotegaon
- Kareli
- Chichli
- Total
- Narsinghpur
- Chawarpatha
- Saikheda

MENTALLY GIRLS

4% 8%
14%
51%
8%
1% 14%
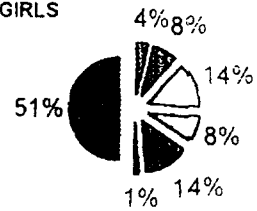
- Gotegaon
- Kareli
- Chichli
- Total
- Narsinghpur
- Chawarpatha
- Saikheda

MENTALLY TOTAL

6% 9%
11%
50%
7%
2% 15%
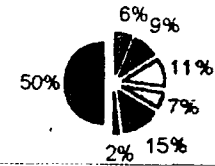
- Gotegaon
- Kareli
- Chichli
- Total
- Narsinghpur
- Chawarpatha
- Saikheda

TOTAL BOYS

9%
8%
7%
51%
11%
2% 12%
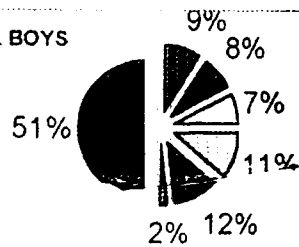
- Gotegaon
- Kareli
- Chichli
- Total
- Narsinghpur
- Chawarpatha
- Saikheda

TOTAL GIRLS

10%
6%
9%
50%
13%
1% 11%
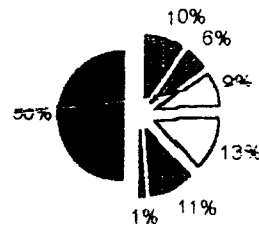
- Gotegaon
- Kareli
- Chichli
- Total
- Narsinghpur
- Chawarpatha
- Saikheda

TOTAL TOTAL

10%
7%
8%
49%
12%
2% 12%
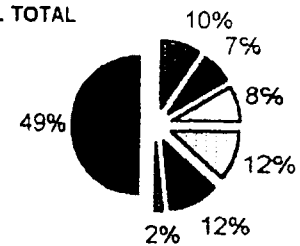
- Gotegaon
- Kareli
- Chichli
- Total
- Narsinghpur
- Chawarpatha
- Saikheda

3.2   Diagnostic Study

·A diagnostic study was conducted by DIET. The results of the study are as follows:

(I)   **Desk Analysis of Text-Books**

Hindi Class - 6

(a)   **Objectionable Portions**

No portion in the text-book violates the national or constitutional ideals. Nothing is contrary to the moral and human values. The national core components have been assimilated in the lessons as far as possible. Thus there is nothing objectionable in the text-book.

(b)   **Errors** : No serious error has been found.

(c)   **Portions to be added :** - There is no need of adding portions separtely. In the opinion of the teachers the satire in the poem "Chuhe Ki Delhi Yatra" is beyond the grasp of the children. Hence some other poem is to be included. The language of the lesson No-11 is to be made easier.

(d)   **Portions above the level of Students :-** Lesson no-11 'Sanchar Ka Madhyam Internet' has difficult concepts.

(e)   **Irrelevant Exercieses :-** No exercise has been found irrelevant.

(f)   **Exercises is to be added :-** Group exercises and Project work may be added.

(g)   **Difficult Pictures :-** Pictures in lesson 16 and 17 are not clear

(h)   **Joyful lessons** :- Feedback from the students show that the children find almost all the lessons joyful except lesson no-1, 16 and 18.

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Mathematics Class - 6

(a)   **Objectionable portions :-** No portion is objectionable

(b)   **Errors :-** No serious error has been found.

(c)   **Portions to be added :-** No portion is to be added separetely

(d)   **Portion above the levels of students :-**

        (i)   Algebraic Expressions

        (ii)   Linear Equations.

        (iii)   Use of Setsquare.

(e)   **Irrelevant Exercises :-** No Exercise is irrelevant.

(f)   **Exercise to be added :-** No exercise is to be saparetely. Project work with clear instructions may be given.

(g)   **Difficult Pictures :-** Picture No. 2.3 in lesson -2 is difficult because children can not correlate the concept and the picture.

(h)   **Joyful lessons :-** Feedback from the student show that they enjoy the lesson No. 2 and 9 i.e. Natural and Whole Numbers, Percentage and its Applications.

SCIENCE CLASS -6

(a)   **Objectionable Portions :-** No portion has been found objectionable.

(b)   **Errors :-** No serious error has been found.

(c)   **Portions to be added :-** No portion is to be added separetely.

(d)   **Portions above the level of students :-** Lesson -2. Electro analysis of water.

(e)   <u>Irrelevant Exercises</u> :- No irrelevant exercise has been found.

(f)   <u>Exercises to be added</u> :- No separate exercise is to be added. Clear instructions should be given for project work.

(g)   <u>Dificult Pictures</u> :- Lesson No-2 picture showing electro anaylsis of water. Lesson No-9 Picture No. 9.5, 9.9 and 9.10. Lesson No. 10, Picture No. 10.9, 10.10 amd 10.11. Lesson No- 12, picture No-12.7, 12.8, 12.11, 12.14 and 12.16. Pictures have become difficult due to their size and faulty printing.

(h)   <u>Joyful lessons</u> :- According to feedback from the students following lessons are joyful.

    (i)   Lesson No-7 - Living World

    (ii)   Lesson No-8 - Structure and Functions of the Living Organisms.

    (iii)   Lesson No-13 - World

Social Science Class - 6

(a)   <u>Objectional Portion</u> :- No portion has been found objectionable.

(b)   <u>Errors</u> :- (i) On page 76 the map of M.P. includes the 16 district of Chattisgarh.

    (ii) On page 69 while explaining the educational administration shows the post of ADIS has been mentioned which has been abolished.

(c)   <u>Portions to be added</u> :- No portion is to be added separately.

(d)   <u>Portion above the level of students</u> :- Lesson -4 'Vedic Culture' is difficult because it does not help the students to correlate the chapter with ancient history.

(e) **Exercises to be added :-**

    (i)   Area survey by the student.

    (ii)   Exercise on globe and map.

(f) **Difficult Pictures** :- Almost all the pictures are not clear due to faulty printing specially pictures on page 20 and 14.

(g) **Joyful Lessons** :- Feedback from the student show that the following lesson are joyful.

    (i)   Primitive Man

    (ii)   Golu's Village

    (ii)   Children's Right

II.   Curriculum Analysis :-

Hindi Class - 6

(a) **Weaknesses of the children :- In class-6.**

Children have weaknesses in :

    (i)   Unseen passages

    (ii)   Discription of Unknown situations.

    (iii) Punctuation

    (iv) Affixes, gender, synonyms and antomyms.

    (v)   'Matra' marks

    (vi) The ability to answer in full sentences.

    (vii) Pronunciation, fluency and intonation.

(b)   <u>Subject Matter Above the Level of the Students</u> :- ' Alankar' in language.

(c)   <u>Training needs</u>

The teachers need training in :

(i)   Reading with proper stress, flow and intonation.

(ii)   Use of language exponents.

Mathematics Class - 6

(a)   **Weaknesses of Students in class - 6**

(i)   Inability to write numbers during dictation.

(ii)   Addition and subtraction of fractions.

(iii)   Changing fractions into decimals and vice-versa.

(iv)   To write the measures of length, weight and capacity in decimals.

(v)   Inability to solve descriptive questions.

(vi)   Multiples and factors.

(b)   **Subject matter above the level of the students :-**

(i)   Algebraic expressions.

(ii)   Mathematical functions on Algebraic expressions.

(iii)   Application of brackets.

(iv)   Use of set square.

(v)   Bar diagram.

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(c)   **Training Needs**

Clarity on:

(i)   Mathematical functions on Algebraic expressions.

(ii)   Use of set square.

Science Class - 6

(a)   **Weaknesses of Children in Class - 6**

Inability to understand :

(i)   Dense and rare particles in matter and the space between the particles.

(ii)   Properties of matter in a mixture.

(iii)   The properties of a compound.

(iv)   Precautions in using the metre scale.

(v)   Area of irregular objects.

(vi)   Levers.

(vii)   Merrits of Friction.

(viii)   Force can change the speed direction and shape of objects.

(ix)   Linear, circular and periodic oscillation.

(x)   Functions of the pulley.

(xi)   Hardness of water can be removed.

(xii)   Water cycle.

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(b) **Training Needs :-**

Clarity on :

(i)   Electro analysis of water.

(ii)   Galaxy and outer space.

Social Science Class - 6

(a) **Weaknesses of students in class - 6**

The students have problems in tabulation, analysis and inference.

(b) **Interrelation of Subject matter**

(i)   Cause and effect relationship in historical phenomena.

(ii)   How History, Civics and Geography are interrelated studies.

(c) **Training Needs :**

(i)   Relating teaching to real life situations.

(ii)   Understanding of the different subjects as branches of knowledge and their interrelation.

(III) **Training Needs of Teachers**

The following data is based on a sample of 100 teachers.

(a) **Profile of the teachers in the sample.**

(i) **Educational Qualification :**

Graduate	-	53%
Post Graduate	-	42%
Higher Secondary	-	5%

(ii) **Professional Qualifications :**

D.Ed / B.T.C.	-	78%
B.Ed.	-	22%

(iii) **In-service training :**

5 to 10 day training	-	70%
10 to 20 day training	-	28%
One month course from English Language Teaching Institute, Bhopal.	-	2%

(b) **Training Needs :**

The teachers desire to be trained as follows :

Training area		% of teachers demanding training
Computer	-	92%
English	-	90%
Maths	-	88%
Science	-	88%

(c) **Problems in Planning lessons :**

Problems		% of teachera
Understanding the previous knowledge of children	-	86%
Choosing activities	-	64%

Preparing teaching aids   -   53%

(d)   **Problems in making the lesson interesting :**

Knowing the needs of the children   -   64%

Motivating the children for self   -   63%
learning.

Factors affecting students achievement and correlation between them

Multiple correlation was found in the following :

1.   Achievemnet of children.

2.   Attendance of children.

3.   Qualification of the teachers.

4.   Learning Process.

5.   Training of teachers.

Data was collected on a sample of 30 students

Hindi

Correlation	r12	r13	r23	R1-23
Coefficient of correlation	0.73	0.34	0.24	0.74
Conclusion	Normal positive correlation	Low positive correlation	Low positive correlation	Normal positive correlation

Correlation	r14	r15	r45	R1-45
Coefficient of correlation	0.3	0.5	0.2	0.27
Conclusion	Low positive correlation	Low positive correlation	Low positive correlation	Low positive correlation

The factors of attendance and the qualification of teachers do not significantly affect the achievement of children. So, in Hindi these factors need little attention.

Learning process and training of teachers show low positive correlation. So the learning process shuld be reformed and teachers should be trained.

Mathematics

Correlation	r12	r13	r23	R1-23
Coefficient of correlation	0.9	-0.5	-0.3	0.9
Conclusion	High positive correlation	Low negative correlation	Low negative correlation	High positive correlation

Correlation	r14	r15	r45	R1-45
Coefficient of correlation	-0.2	-0.5	-0.2	0.5
Conclusion	Low negative correlation	Low negative correlation	Low negative correlation	High positive correlation

The factors of qualification of the teachers and attendance of the teachers show high positive correlation. This means that qualified teachers should be recruited to teech maths, and the attendance of the students should be confirmed.

Science

Correlation	r12	r13	r23	R1-23
Coefficient of correlation	0.1	-0.2	0.1	0.2
Conclusion	Low positive correlation	Low negative correlation	Low positive correlation	Low positive correlation

Correlation	r14	r15	r45	R1-45
Coefficient of correlation	0.1	0.7	0.4	0.3
Conclusion	Low positive correlation	Normmal positive correelation	Low positive correlation	Low positive correlation

.The attendance of students and qqualification of teachers show low positive correlation. Learning process and training obf teachers show low positive coorelation. Data show that teachers without qualificaton in sciience and training are forced to teach science. Hence teachers with qualification in science are to be recruited and they should go through intensive training.

Social Science

Correlation	r12	r13	r23	R1-23
Coefficient of correlation	0.8	0.4	0.5	0.8
Conclusion	High positive correlation	Low positive correlation	Low positive correlation	High positive correlation

Correlation	r14	r15	r45	R1-45
Coefficient of correlation	0.3	0.7	0.7	0.8
Conclusion	Low positive correlation	Normaal positive correllation	Normal positive correlation	High positive correlation

The attendance of children and the cqualification of teachers, and learning process and the training of teachers show high positivee correlation with the achievement of children. This shows that qualified teachers who can ggenerate appropriat learning process influence the achievment of students.

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CHAPTER - 4

FORMULATION OF TARGETS ON THE BASIS OF EDUCATIOAL PROFILES

4.1 GOALS

After analysis of the present educational scenario we have come to a conclusion that "Universalisation of Elementary Education" is needed in district Narsinghpur. Universalisation of Elementary Education includes :

- Universalisation of Pre Primary Education.

- Universalisation of Primary Education.

- Universalisation of Middle Education.

- Universal Access.

- Universal Enrollment.

- Universal Retention.

- Universal Achievement, i.e., ensuring universal quality education.

4.2.1 UNIVERSAL ACCESS

- Universal Access means providing a pre primary education facility to all children of 3-6 years age group in all the habitations.

- Universal Access means providing a primary schooling facility to all children of 6-11 years age group, within a distance of 1 k.m.

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- It also means providing a middle school facility to all children who have passed primary levels belonging to 11-14 years age group within a distance of 3 k.m.

4.2.2 UNIVERSAL ENROLLMENT

- Universal Enrollment means enrollment of all children of 3-6 years age group in a pre primary centre.
- Universal Enrollment means 120% enrollment of children belonging to 6-11 years age group in a primary school.
- It also means 120% enrollment of children belonging to 11-14 years age group (primary passed) in to a middle school.

4.2.3 UNIVERSAL RETENTION

- Universal retention means retention of 90% children going to pre primary centre.
- Universal retention means retention of 90% children enrolled in primary school.
- It also means retention of 90% children enrolled in middle school.

4.2.4 UNIVERSAL ACHIEVEMENT

- Universal Achievement means all children enrolled, by the time they complete a certain age, actually achieve the Minimum Levels of Learning (M.L.L.) prescribed for the primary stage.

4.3 TARGETS

Following targets have been set for Universalisation of Elementary education in the district :

- **To increase the present GAR to 100%.**

- To increase the present GER to 120%.

- To increase the present RR to 90%.

- To increase the present GAMR to 25%.

BLOCKWISE GOALS (PRIMARY LEVEL)

S.No.	Name Of Block		YEAR				
			2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
1	GOTEGAON	GAR	100.00	-	-	-	-
		GER	98.00	104	109	114	120
2	NARSINGHPUR	GAR	100.00	-	-	-	-
		GER	104.00	108	112	116	120
3	KARELI	GAR	100.00	-	-	-	-
		GER	95.00	100	108	115	120
4	CHAWARPATHA	GAR	100.00	-	-	-	-
		GER	110.00	115	120	-	-
5	CHICHLI	GAR	100.00	-	-	-	-
		GER	86.40	94	102	110	120
6	SAINKHEDA	GAR	100.0	-	-	-	-
		GER	102.00	106	110	115	120
	TOTAL	GAR	100.00	-	-	-	-
		GER	99.17	104	109	114	120

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BLOCKWISE GOAL (MIDDLE LEVEL)

S.No.	Name Of Block		YEAR				
			2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
1	GOTEGAON	GAR	66.00	100	-	-	-
		GER	88.00	96	104	112	120
2	NARSI'PUR	GAR	78.00	100	-	-	-
		GER	78.00	88	100	110	120
3	KARELI	GAR	72.0	100	-	-	-
		GER	81.00	90	100	110	120
4	C'PATHA	GAR	71.00	100	-	-	-
		GER	86.00	106	110	115	120
5	CHICHLI	GAR	67.00	100	-	-	-
		GER	86.00	102	107	115	120
6	SAINKHEDA	GAR	78.00	100	-	-	-
		GER	61.00	80	90	100	120
	TOTAL	GAR	72.00	100	-	-	-
		GER	78.23	102	107	114	120

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CHAPTER – 5
STRATEGIES FOR ACHIEVING TARGETS

In order to achieve the goals of Universalisation of elementary education, different strategies and interventions are being proposed in this chapter to deal with the problems of universalisation of access, enrollment, retention and achievement at the various levels, i.e., pre primary, primary and middle levels.

A number of strategies have been worked out in this regard after the analysis of LSA 2000 data and problems which emerged in the planning of UEE through micro planning process. These strategies are discussed below in detail.

5.1   Ensuring Universal Access, Problem of Enrollment and Retention

5.1.1 Shishu Shisksha Kendra

* LSA 2000 brought to light the fact there is a considerable number of children who are unenrolled or dropouts as they are engaged in sibling care. Following table shows this data:

S. No.	Name of Block	Total Number of dropout children	% of children engaged in sibling care
1	Gotegaon	369	11%
2	Narsinghpur	595	22%
3	KARELI	367	10%
4	Chawarpatha	292	21%
5	Chichli	816	20%
6	Saikheda	691	18%
Total		**3130**	**17%**

Source : LSA 2000

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- It is clear from the analysis of above table that without the enrollment of these children in primary/middle schools the goal of universal enrollment can not be achieved. The above information shows data collected during LSA 2000 (July 2000). Whereas, with passage of time, it is expected that number of dropout children engaged in sibling care may increase even more. This calls for the need of starting Shishu Shiksha Kendra in these habitations. This will provide the children engaged in sibling care a facility to leave their younger brothers and sisters in the care of these centres, while they attend their schools.

- In the habitations where Anganbadis are already being run by 'Women and Child Development Department', this facility is already in existence. Therefore, Shishu Shiksha Kendra will not be opened in these habitations. Shishu Shiksha Kendra will be opened in those habitations, where there are primary or middle schools but no Anganbadi.

- There are only 670 Anganbadis in the district which render these Early Childhood Education support services. 405 Jhula Ghars/Shishu Shiksha Kendras are proposed in the district which will serve 471 habitations.

S. No.	Name of Block	No. of SSK	No. of Jhula Ghars	No. of Anganbadis	Habitations not having Early Childhood Education support services
1	GOTEGAON	0	0	127	150
2	NARSINGHPUR	2	0	89	128
3	KARELI	1	0	94	71
4	CHAWARPATHA	0	0	150	72
5	CHICHLI	0	0	117	15
6	SAINKHEDA	1	0	93	35
	Total	4	0	670	471

Source :: LSA 2000

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- **Salient features of Shishu Shiksha Kendra will be as follows :**

  - Shishu Shiksha Kendra will function as a creche for the children of 3-6 years age group.

  - They will provide Early Childhood Education support to children belonging to 3-6 years age group. Unit size will be of 30 children.

  - It will also provide pre schooling facilities to children of 3-6 years age group and support these children for school preparedness also.

  - It will help to reduce dropout of children of 6-14 years age group, especially girls by releasing them from sibling care.

  - It will help to enhance the enrollment of children belonging to 6-14 years age group in schools by releasing unenrolled children from sibling care.

  - One Didi (local female teacher) and a female helper will be appointed on every Shishu Shiksha Kendra through concerning Gram Panchayat.

  - Above mentioned each Shishu Shiksha Kendra will be attached to a local EGS, Primary School or Middle School.

  - The time of Shishu Shiksha Kendra will be the same as that of the school to which it would be attached. This will enable children engaged in sibling care to bring their younger brothers and sisters to their school and leave them in the care of Shishu Shiksha Kendra workers, while they themselves would attend their classes.

Each Shishu Shiksha Kendra will be provided with the following facilities :

- One Didi with a salary of Rs. 400/- per month and one helper with a salary of Rs. 200/- per month.

- Educational materials worth Rs. 3000/-
- Contingency T.A./D.A. etc worth Rs. 2000/-
- In all a budget of Rs. 316.71 lakhs is required for this purpose.

Change in Timings of Anganbadis

- Analysis of LSA 2000 data and village education plans brought to light the fact that linkage of Anganbadis to schools is not very functional and this needs special attention.

- Also that the timing of Anganbadis does not coincide with that of the local school. As a result Anganbadis in there present form are not much helpful in releasing children from sibling care.

- For the solution of this problem co-ordination with the 'Women And Child Development Department' will be done so that the best out of Anganbadi services is utilised in tackling enrollment and dropout problems.

- In the habitations the timings of Anganbadis will be changed with the help of Gram Panchayats to suit school timings, so that the children engaged in sibling care get a facility to leave their younger brothers and sisters there, while they attend their schools.

5.1.2 Upgrdation of Primary School & EGS to Upper Primary School

The district has assigned high priority to middle schooling and has committed itself to providing a middle school within 3 kms of every primary school in a time bound manner, by 2006. The primary school here would also include the EGS schools, which have been opened over these years. The existing Primary/EGS School would have to be taken as a unit. Working on the

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basis of universal access to primary schooling, the district has assessed the need for UEE. These are indicated below.

5.1.2.1 Assessment of Gaps in Middle Schooling Facilities

The district has identified the middle schooling gaps. The first preliminary round of assessment undertaken in the academic year 2000-2001 indicated a gap of 143 middle schools. The gap assessment was done against the following universaization norms.

- Population norm at least 80-90 children of age group 11-14 in 1 or group of habitations .

- Primary School passing norm - 30-40% children of age group 6-11 should actually passing class V .

- The distinction between a separate middle and primary school would be eliminated. Upgrading the existing primary school would do provision of middle school.

- The middle school and the primary school would be located on the same campus and would have a common Head Master.

- While taking the 3-km criteria for upgrading a primary school to a middle school, the choice and selection of the primary school for upgradation to a middle school would be left to the District Goverment (Zila Sarkar in Madhya Pradesh).

- For this please refer to table 1 and 2 wherein 87 PS will be upgraded to MS. Similarly 56 EGS will be upgraded to MS.

- These upgraded PS/EGS will provide Middle School Education facility to 302 habitations.

5.1.3 Rationaliztion of Teacher Requirement

At the primary level there are 2781 teachers and the PTR is 1:44, but there are schools with only one teacher working. Thus these schools require at least one more teacher for effective management of schools. The need for additional teachers based on the criterion of two teachers per primary school is depicted in the following table ;

S.No.	Block	No. of Additional Teachers		
		Male	Female	Total
1.	Gotegaon	32	14	46
2	Narsinghpur	22	11	33
3.	Kareli	07	03	10
4	Chanwarpatha	24	12	36
5.	Chichli	21	09	30
6	Sainkheda	10	05	1
	TOTAL :	116	54	170

143 primary schools and EGS will be upgraded to middle schools. These will require one Science and one Arts teacher. Thus there is a need of recruiting 286 teachers in the new middle schools. This task is under process.

The other problems will be solved by promotion and redeployment of teachers.

5.1.4 Improving School Infrastructure :

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

- Each of the 87 PS upgraded to MS will be given the following facilites :

- Equipment (laboratory, Science kit etc.) worth Rs. 1500/-

- Educational materials worth Rs. 5000/-.

- Furniture (tables, chairs, etc.) worth Rs. 20000/-

- In the first year 2 posts of Shksha Karmi-II will be filled up. Each of these teachers will be given a salary worth Rs. 3500/- per month.

- In the second year yet another Shiksha Karmi- I will be appointed, who will be given a salary worth Rs. 4500/- per month.

- Appointement of Shiksha Karmi – I and II will be done by Zila Panchayat and concerned Janpad Panchayats respectively.

- In all a budget worth Rs. 660.36 lakhs would be needed during the plan period. For details kindly refer to chapter –9 of this plan.

- Each of the 56 EGS upgraded to MS will be given the following facilities:

- Educational materials worth Rs. 2500/-.

- 2 teachers with a salary of Rs. 100/- per month

- Material and e quipment and contingency worth Rs. 2000/-

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- Training will be given to educations volunteers (112 in number). The unit cost of the training will be Rs. 1500/-.

- In all a budget worth Rs. 88.20 lakhs would be needed during the plan. For details kindly refer to chapter –9 of this plan.

- There are 6 blocks in district 1 Block Resource Centre would be setup in each of them. Each of these 6 BRCs would be provided with a building worth Rs. 6.00 lakhs each.. These buildings would be constructed through Janpad Pachayat level Nirman Samitis under the supervision of RES department. These building will have 2 training halls, one male dormitory and one female dormitory along with office area.

PS Buildings:

209 EGS need a school building

61 new EGS will need a new school building.

274 PS need a school building.

- In this way in all 544 PS buildings are required to be constructed in the district. Each buildings.

- Each building will cost Rs. 1.50 lakhs. In all Rs. 816 lakhs will be required. Please refer to chapter 9 of this plan.

- These buildings will be based on cost effective techniques. Child friendly elements like green chalk boards, ramps for locomotor disabled children, sitting ledges, long windows, activity centre etc. will be included in the designs.

M.S. Buildings :

- In the existing MS 99 schools have forwarded the demand of a building.

- Similarly 87 PS to be upgraded to MS would need a school building.

- Similarly 56 EGS to be upgradded to MS would need a school building.

- In all 242 buildings require a buuilding.

- Cost norms allow us to constitruct only 170 MS buildings. Gap of 72 buildings would be build up byy achieving convergence with other govt. schemes like, SGSY, 10th/11th l Finance Commission, EAS etc.

- Each building will cost Rs. 3.:.50 lakhs. In all Rs. 595 lakhs would be required.

Additional rooms :

- There is a total requirement of 6695 (PS+MS) additional rooms.

- Each room would be built with ι a cost of Rs. 75000/-.

- In all Rs. 521.25 lakhs will wouuld be required for this purpose.

Repairs :

- Major repairs are needed in 2844 schools.

- Minor repairs are needed in 3077 schools.

- Each major repair would cost Rΰs. 5000/- and minor repair would cost Rs. 10000/-.

- In all a total budget of Rs. 172.770 lakhs would be required for repairs.

Other facilities:

- 235 Urinals are required in PϨS/MS. Each would be constructed at the cost of Rs. 10000/-.

- Prinking water facilities are reqquired in 240 MS, which will be provided at the cost of Rs. 30000/- each.

5.1.5 Community Mobilization

- **Village Education Committee (VEC) and Parent Teacher Association (PTA)**

PTAs have been constituted in all the villages. Each PTA consists of all the parents and teachers who elect their representative as office bearers of the PTA. The office bearers of the APTA are also the members of the VEC. They have to be made more participatory and accountable to the local community. Capacity development and strengthening infrastructure support to these integrated units are needed to enable them to function effectively. A comprehensive plan of capacity building for as key agencies, managers, teachers, local bodies and community group's is a key element of the UEE. These agencies will specially take measures for universal enrollment and retention.

Every year 15 member of the VEC/PTA will be trained for two days. In all 1700 PTA/VEC will be trained every year. A budget worth Rs. 225 lakhs will be required for this purpose.

5.2 IMPROVEMENT OF QUALITY

5.2.1 Improving Academic Content and Processes

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

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

The strategy for academic improvement will consist of the following measures and studies will be undertaken on the following critical areas

- To assess levels of learning of children who complete the primary stage and also to assess the learning levels of middle school children.

- Review of the existing curriculum for middle schooling and the relationship of the Curriculum at the primary stage to the middle stage.

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- A review of the syllabi will be umndertaken for the middle stage in the all curricular areas, scholastic and mon- scholastic, in terms of relationship with the primary stage curriculum, the nationally recommended pattern and adaptation for state specific nieeds.
- Current class room practices.
- Present teaching learning materialls.
- Teacher training system.
- Evaluation systems.
- These studies will be undertakem with the help of DIET, teachers and professional agencies on a sample: basis in each district.

5.2.2 Development of Appropriate Teaching Learning Materials.

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

The impact of primary stage maiterials on achievement levels will be evaluated. The middle level textbooks currently in use will also be evaluated. The programme of evaluation would be lfollowed by programme of preparation of revised textbooks. This will mean finaalization of teaching learning materials for primary stages and preparation of drafft teaching learning material for middle stage keeping their mutual needs in mindl. The process of material development would follow the following steps.

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

5.2.3 Review and Reform of Learner Assessment System.

The existing learner assessment system will be reviewed and improved to make it non- threatening, competency based and designed to provide a basis for diagnostic and remedial teaching . The learners evaluation would be quarterly analysed.

5.2.4 Revamping Teacher Training

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

The content for training would be shaped by the following factors.
- The philosophical and academic vision of elementary education.
- Learning responses of middle school children.
- Abilities of Conceptual analysis.
- Subject knowledge.
- Factors affecting teacher motivation.

- Innovation, experimentation, stimulating critical independent thinking and access to a wide range of intellectual and cultural resources.
- The training will be of two kinds- In service for both PS and MS teachers and inductional for new teachers. The in service training for PS/MS teachers would be in the following lines :
- District level workshop for adoption of the module.
- Training of Resource Persons, MTs (2 per batch of 40)
- Teachers training (12 days).
- Special orientation of English language (5days)
- For training purposes there will be a need of training materials. Materials worth Rs. 100/- per participant would be given. For details of other expenditure please refer to chapter -9 of this plan.

5.2.5 Distance Education

Distance education methods will be used in providing academic support to teachers and students. It is proposed that the BRC be formed and provided with dish antenna, TV so that BRCs may be developed as the unit for organizing training and other programmes. This will enable a direct contact with teachers in large numbers and reduce intermediary levels and the consequently transmission loss. It will above all ensure a continuous flow of resource support to the teachers without taking them off the schools.

- 156 JPSKs+JSKs would be provided with Distance Education equipments with down linking facilities worth Rs. 1.00 lakhs.
- Personals would be trained through teleconferencing. Rs. 516 lakhs would be required for training.

- Rs. 1.00 lakhs would be required for material development for Distance Education.

(For details please refer to chapter –9 of this plan.)

5.2.6 Use of Information Technology (IT)

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

- 56 Headstarts would be formed at JSK+JPSK in the district. They would be given the following facilities.

- 2 computers, UPS and telephone worth Rs.1.5 lakhs.

- Furniture worth Rs. 20000/-.

- Library books worth Rs. 10000/-

- 2 Computer teachers with an honorarium of Rs. 100/- per month.

- Insurance of Computer Hardware worth Rs. 1.00 lakhs.

5.2.7 Developing a Library Movement.

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

Libraries would be developed in 1700 schools. These libraries will have the following facilities.

- Library books worth Rs.25000/-.

Furniture (book shelves) worth Rs. 25000/-

Magzine and Journals worth Rs. 10000/- per year.

(For details please refer to chapter -9 of this plan)
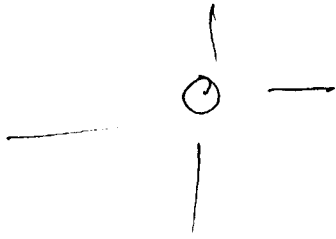
Chapter – 6

COVERAGE OF SPECIAL FOCUSSED GROUPS

Universalization of education will required special focus on girls, disable children and the deprived class of the society. Strategies in this regard are as follows :

6.1 Disabled Children

Education of Children with disability is a statutory responsibility under the "Persons with Disability (Equal opportunities, Protection of Rights and Full Participation) Act 1995". SSA, as a Programme for universlization of primary education for all children provides for interventions in this area. The following activities are proposed under it.

- Survey / assessment of disabled children.
- Material development for disabled children.
- Special training to teachers with reference to disabled children.
- Provision for the facilities for disabled children, which include actual expenses on books and stationary, actual expenses on uniform, transport allowance etc.
- Actual cost of equipment aids to disabled children.
- Research and evaluation.
- NGOs collaboration will be elicited and implemented.
- For survey study and analysis Rs. 1.00 lakhs would be required.

- Integrated Education for Disabled Children Project Equipment worth Rs. 2.00 lakhs would be made available to the disabled children.
- Educational materials for disabled children worth Rs. 50000/- would be provide every year.

(For details please refer to chapter – 9 of this plan)

6.2 Children from Scheduled Tribes/Castes

The tribal population is 13% and SC population is 16% in the district. The people belonging to the ST/SC population are poor and they often remain out of school due to poverty, helping parents in their work and seasonal migration.

Special drives for enrollment and retention of SC/ST children would be under taken through community mobilization.

6.3 Girls

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

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

- VEC/PTA will be sensitized on gender issues during their training.

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

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

- Rs. 1.00 lakh per year would be provided for Balika Shiksha Shivirs.

- 15 Sahayognies would be appointed who will monitor girls education and empowerment. Each Sahayogni would be paid a salary worth Rs. 500/- per month.

- Rs. 1.00 lakhs per year would be spent for Mahila Shiskha Abhiyan (Mahila Padhna- Badhana Andolan.

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CHAPTER – 7

RESEARCH SUPPORT

Action research and innovations are important for making plans because it is through research that we get relevant data where appropriate strategies can be evolved for improvement. It is therefore necessary that we take undertake action research and innovation from time to time.

Areas of Research :

The following areas of research are proposed.

- A study of the factors that effect learners achievement.

- Equity measures in elementary education girls, SC/ST, economically deprived.

- Appropriate teaching methodology and techniques of teaching different subjects.

- Problems of multi level/multi grade classrooms.

- Assessment of the training programmes.

- Assessment of the evaluation system of the students.

- Finding out training needs.

- Developing tools for monitoring and feed back.

- Training on research and evaluation methodology would be given to 316 persons in ZSK, DIET, JPSK and JSK. Rs. 1.58 lakhs per year during the plan. would be required for this training.

- Quarterly learners evaluation of PS/MS and other strategies for learner evaluation would be done, which will require Rs.5.0 lakhs per year during the plan.

- Rs. 2.00 lakhs. per year would be spent on other research and e valuation projects, like field trails of text book, identify hard spots in education etc.

- One innovation project would be made every year costing Rs. 1.00 lakhs. Innovation projects may be taken up for designing strategies to bring back to schools children who are engaged in work with their parents, sibling care, or who seasonally migrate with their families.

CHAPTER - 8

MANAGEMENT STRUCTURES AND REQUIREMENTS

8.0   Strengthening the Process of Institutional reform through Capacity Development

There is a need of establishing decentralized structure and processes for school management and academic support. This has been through structures like JSK, JPSK,BRC & CRC. This has also been through reinforcement of the process through Panchayati Raj . In order to strengthen this process an intensive programme of capacity development will be taken up to improve the quality of support offered to the school through the institutions that constitute its basic support system.

Improving Management

There is a need of establishing structure and processes for school management and monitoring. For this Jana Shiksha Kendra, Janpad Shiksha Kendra, Zilla Shiksha Kendras have been formed. These units will be responsible for management and academic support.

Improving Management

The following structure has been developed for effective management.

Zila Shiskha Kendra

(District level)

↕

Janpad Shiksha Kendra

(Block level)

↕

Jan Shiksha Kendra

(Cluster level)

↕

School/Literacy Classes

(Village level)
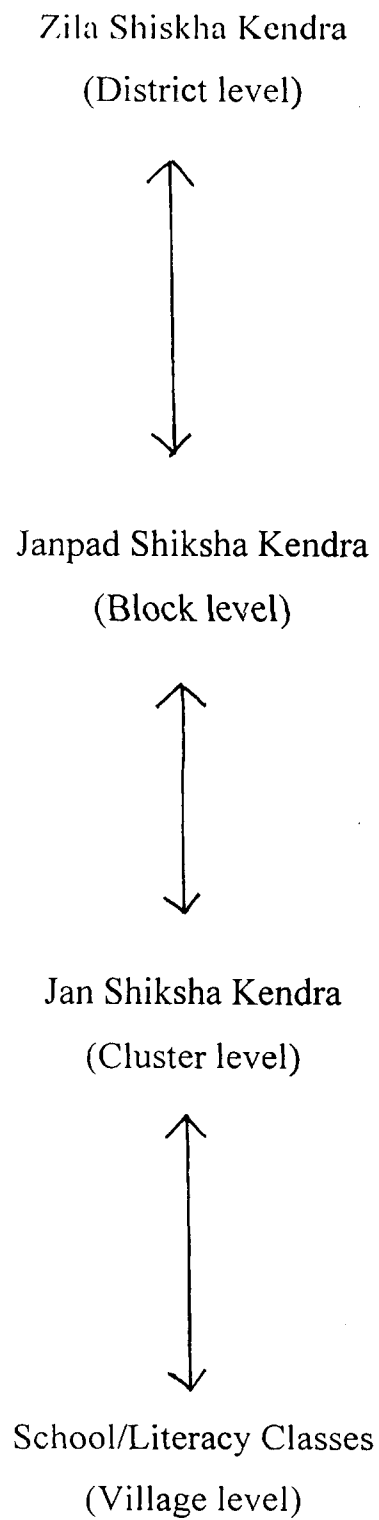
Zila Shiksha Kendra (ZSK)

A Zila Shiksha Kendra has been established at the district level. It is a District Committee, which has the following configuration.

1.   President Zila Panchayat   :   Chairman
2.   Collector
3.   CEO, Zila Panchayat
4.   All members of the standing committee on Education Zila Panchayat.
5.   3 Chairman of Janpad Panchayats
     (Nominated by chairman)
6.   3 Sarpanches (Nominated by the chairman)
7.   7 Non official members
     (Nominated by the guardian minister of the district)
8.   2 MLAs
9.   2 members nominated by the State Committee.
10. District Education Officer.
11. Education Proramme Office – I
12. Principal, DIET

The role of District Committee is to monitor the progress of elementary Education and take decision for the further course at the district level. The implementation of the decisions alongwith implementation of the all programmes has been given to the district leveloffice, Zila Shiksha Kendra.

This Zila Shiksha Kendra (ZSK) has been made functional at the district level with the following set-up:

1. Collector :)Mukhya Adhikari
2. CEO, Zila Panchayat :)District Mission Director and Additional)Director Education Department
3. District Education Officer:
4. District Nodal Office SSA:)Education Programme Office-I
5. Distict Adult Edu. Officer:)Education Programme Office-II
6. Education Programme Officer-III
7. Administrator EMIS

The DEO has been made ressponsible for the improvement of all education related programmes the aictivities. The 3 Education Programme Ofifcer (EMOs) have been made respconsible to help DEO in this work EPO-1 has been made responsible for the impulementation of all programmes related to Elementary Education EPO-2 has been made responsible for the implementation of all programmes related to Aduilt Education. EPO-3 has been given responsibility for training and academmic. Job chart and Monthly monitoring targets of schools, JPSK of EPO-1, EPO-2 and EPO-3 have been fixed. An Activity Diary has been prepared for lthis purpose. EPO-1, EPO-2 and EPO-3 are supposed to present their reports to the DEO every month on the issues identification in monitoring who is ssupposed to take action accordingly. A monthly meeting of all BEOs and BRCCs is also held at ZSK, wherein monthly progres sof all programmes is also monitored. Problems and solutions are also discussed and also collection of IPMS cdata and other report is done.

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While considerable work has been done in the direction of administrative decentralization, academic decentraliization is still an area requiring major attention and policy. The effort towaards decentralization & academic process puts greater demands on the quality off support. An essential part of institutional reform is therefore strengthening amd decentralizing institutional academic resource support through DIET, and CRC, enabling teacher to play a critical role. Professional Capacity Developmeent would be as follows :

8.1 Strengthening Zilla Shiksha Kenidra (ZSK)

Key educational personnel of tlhe ZSK will have to be trained. Training will be through professionally developped programs. Persons of the ZSK will be trained on modern methods of manageement, participatory planing process, and would be oriented towards academicc issues. A 7 day training module will developed for the educational persoinnel. Panchayat members will also be trained intensively on a 3 days prograimme module. The core training modules will be developed by the state to be supplemented and adapted by the district. In addition to this, incremental support im terms of computer hardware, books and materials to cater to the additional neeeds of the middle school sector also needs to be provided.

ZSK would be provided with the following facilities :

- Equipments (Photocopier, Computeir) worth Rs. 2.00 lakhs.

- Furniture (Book shelves, Tables, Chiairs, Almirah) worth Rs. 1.00 lakh.

- Vehicle worth Rs. 3.50 lakhs.

- Library books worth Rs. 1.00 lakh.

(For details please refer to Chapter —9 of this plan)

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8.2 Strengthening of DIET

At the ZSK level, DIET is the key institution. The DIET as part Zilla Shiksha Kendra is expected to develop an academic perspective plan for the district. This requires capacity development for teacher-needs assessment, pupil needs assessment, development of appropriate methods for improvement in the form of teaching learning material, training, research and evaluation, for curriculum analysis and context specific interventions. The administrative and planing capabilities of DIET personal also need upgradation. Comprehensive plans for the orientation of the administrators, DIET members and a group of teachers from each district to be planned.

DIET would be provided with computer worth Rs. 1.00 lakh and Furniture worth Rs. 25000/- . DIET will organize workshops, seminar study and evaluation. For this a total amount of Rs. 21.80 lakhs would be spent during the 5 years of plan.

8.3 Strengthening Janpad Shiksha Kendra (JPSK)

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

The Block is a very critical level for school administration in terms of information management, co-ordination and supervision. It is however weakly

equipped in handling the enormous quantity of educational data and records. The JPSK's capacity to manage education information needs to be strengthened. Computers can help in this stand. Presently a computerized MIS is available only at the district and the state level. Thus a lot of time is spent at the district level in just entering , compiling and organizing data. If this can be done at the Block level, it would liberate the district level to verify, analyze and use the data for planning and remedial purposes and the block can then share their analysis with the schools and enable them to use this data for improvement.

Each JPSK would be provided with :

- Equipments (Photocopier, Fax, computer) worth Rs. 1.50 lakhs.

- Furniture (Book shelves, Tables, Chairs, Almirah) worth Rs. 25000-

- Library books worth Rs. 20000/-

(For details please refer to chapter –9 of this plan)

8.4 Strengthening Jan Shiksha Kendra (JSK/CRC):

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

Educational material. Books and computers have been additionally proposed. Funds have also been earmarked for the recurring O&M needs of the JSK. For this a total amount of Rs. 607.5 lakhs would be required during the plan.

Presently there are 110 JSK's in the district. New schools are proposed and many schools will be upgraded. In this condition it will not be possible for One Jan-Shikshak to monitor all the schools in the JSK. So 40 new JSK's have been proposed.

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

8.5 Strengthening Village Education Committees/ Parents-Teachers Association.

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

schools are proposed to be supplemented by recurring annual school grants to the VECs .

8.6 Improved Monitoring

Critical parameters of monitoring would be as follows
- Enrolment
- Attendance
- Efficacy of teaching learning processes
- Students academic progress
- Regular functioning of school
- Effective school supervision.
- Need based academic planning and timely resource support.
- Efficiency of management support relationship between school and community.
- Maintenance of records and information flow.
- Infrastructure support to school.
- Fund disbursement and utilization.

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

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

CHAPTER – 9

BUDGET AND COSTING

Five years Plan for Universalisation of Elementry Education - Madhya Pradesh

DISTRICT : NARSINGHPUR

(Rs in Lakhs)

S. No	Components	Physical						Financial Budget					
		2001-02	2002-03	2003-04	2004-05	2005-06	Target	2001-02	2002-03	2003-04	2004-05	2005-06	Total
1	New Primary Schools(DPEP only)	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
2	EGS Schools (Primary level)	276	276	276	276	276	276	53.12	53.12	53.12	53.12	53.12	265.62
	No. of EGS Gurujis (Primary Level)	289	289	289	289	289	289						
3	Upgradation of Primary School to Middle School	87	87	87	87	87	87	107.88	120.06	132.07	144.07	156.08	660.16
4	Upgradation of EGS School to Middle School	56	56	56	56	56	56	17.64	17.64	17.64	17.64	17.64	88.20
	No. of EGS Gurujis (Middle Level)	112	112	112	112	112	112						
5	Upgradation of Ashram School to Middle AS	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
6	School Contingency (Primary Schools)	958	958	958	958	958	958	28.74	28.74	28.74	28.74	28.74	143.70
7	School Contingency (Middle Schools)	365	365	365	365	365	365	10.95	10.95	10.95	10.95	10.95	54.75
8	IEC/Mobilisation	1	1	1	1	1	1	88.95	88.95	88.95	88.95	88.95	444.75
9	Shishu Shiksha Kendra/Jhoolaghar	405	405	405	405	405	405	57.51	60.43	63.34	66.26	69.17	316.71
10	BRC Building for Non-DPEP district	6					6	36.00	0.00	0.00	0.00	0.00	36.00
11	Primary School Buildings	90	150	250	54	0	544	135.00	225.00	375.00	81.00	0.00	816.00
12	Middle School Buildings	42	100	28	0	0	170	147.00	350.00	98.00	0.00	0.00	595.00
13	Additional Rooms(PS+MS)	95	200	300	100	0	695	71.25	150.00	225.00	75.00	0.00	521.25
14	Major Repair	82	123	79	0	0	284	41.00	61.50	39.50	0.00	0.00	142.00
15	Minor Repair	82	125	100	0	0	307	8.20	12.50	10.00	0.00	0.00	30.70
16	Urinals (Boys + Girls) MS	100	85	50	0	0	235	10.00	8.50	5.00	0.00	0.00	23.50
17	Drinking Water facility MS	90	100	50	0	0	240	27.00	30.00	15.00	0.00	0.00	72.00
18	Teachers Training (In service for PS Teachers)	3037	3037	3037	3037	3037	3037	65.08	65.08	65.08	65.08	65.08	325.40
19	Teachers Training- Induction for Middle Schools	286					286	7.24	0.00	0.00	0.00	0.00	7.24
20	Teachers Training (In service for MS Teachers)	1069	1355	1355	1355	1355	1355	26.77	33.67	33.67	33.67	33.67	161.43
21	Strengthening of CRC (Jan Shiksha Kendra)	150	150	150	150	150	150	232.50	87.00	91.50	96.00	100.50	607.50
22	Distance Education	156	156	156	156	156	156	188.20	32.20	32.20	32.20	32.20	317.00
23	Headstart Programme(JPSKs+50 JSKs per disticts)	56	56	56	56	56	56	121.74	20.94	20.94	20.94	20.94	205.52
24	Library Movement	1700	1700	1700	1700	1700	1700	102.00	17.00	17.00	17.00	17.00	170.00
25	Research and Evaluation	1	1	1	1	1	1	7.00	7.00	7.00	7.00	7.00	35.00
26	Strengthening of BRC (Janpad Shiksha Kendra)	6	6	6	6	6	6	31.14	20.88	22.32	23.76	25.20	123.30
27	Strengthening of Zilla Shiksha Kendra	1	1	1	1	1	1	44.04	37.67	38.80	39.92	41.05	201.48
28	Strengthening of MIS (ZSK)	1	1	1	1	1	1	8.02	5.22	5.43	5.63	5.83	30.13
29	Strengthening of DIET	1	1	1	1	1	1	5.30	4.08	4.11	4.14	4.17	21.80
30	PTAs/VECs Training	1700	1700	1700	1700	1700	1700	51.00	51.00	51.00	51.00	51.00	255.00
31	Integrated Education for Disabled Children	1	1	1	1	1	1	4.50	2.50	2.50	2.50	2.50	14.50
32	Tribal	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
33	Gender	1	1	1	1	1	1	3.30	3.39	3.48	3.57	3.66	17.40
34	Mahila Samakhya (DPEP only)	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
35	Innovation	1	1	1	1	1	1	1.00	1.00	1.00	1.00	1.00	5.00
36	EGS Schools for urban deprived children	20	20	20	20	20	20	3.73	3.73	3.73	3.73	3.73	18.63
37	Madarsa School	25	25	25	25	25	25	8.68	9.43	10.18	10.93	11.68	50.88
	Total							1751.47	1619.17	1572.23	983.80	850.86	6777.53
	Management Cost (Salary, O&M, Equipments, Furnitures, Vehicles, Professional Fees, Books of ZSK & MIS)							27.39	18.22	19.55	20.88	22.22	108.26
	Management cost in % ------>							1.56%	1.13%	1.24%	2.12%	2.61%	1.60%
	Civilwork Cost							475.45	837.50	767.50	156.00	0.00	2236.45
	Civilwork Cost in % ------>							27.1%	51.7%	48.8%	15.9%	0.0%	33.00%

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1 New Primary Schools(DPEP only)

	Unit Cost	Physical		2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring									
1 Educational Material	0.05	0	NPS	0.00					0.00
Total Non-Recurring	0.05			0.00	0.00	0.00	0.00	0.00	0.00
Recurring									
2 Salary of SKs(with 10% inflation every year from II year onwards)	0.30	0	Teachers	0.00	0.00	0.00	0.00	0.00	0.00
Total Recurring	0.30			0.00	0.00	0.00	0.00	0.00	0.00
Grand Total (NR+R)	0.35			0.00	0.00	0.00	0.00	0.00	0.00

2 EGS Schools (Primary level) (as per EGS-AIE Scheme)

	Unit Cost	Physical		2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring									
1 Educational Mate.(Books)	0.02500	276	Schools	6.90	6.90	6.90	6.90	6.90	34.50
2 Salary	0.12000	289	Gurujis	34.68	34.68	34.68	34.68	34.68	173.40
3 Monitoring & Contingency	0.00900	276	Schools	2.48	2.48	2.48	2.48	2.48	12.42
4 Training	0.01225	289	Gurujis	3.54	3.54	3.54	3.54	3.54	17.70
5 EGS Improvement Grant	0.02000	276	Schools	5.52	5.52	5.52	5.52	5.52	27.60
Total Recurring	0.18625			53.124	53.124	53.124	53.124	53.124	265.621

3 Upgradation of Primary School to Middle School

Category	Unit Cost	Physical		2001-02	2002-03	2003-04	2004-05	2005-06	Total	
Non-Recurring										
1 Equipment (Laboratory, Science Kit etc.)	0.15	87	MS	13.05					13.05	
2 Educational Materials	0.05	87	MS	4.35					4.35	
3 Furniture(Tables. Chairs)	0.20	87	MS	17.40					17.40	
Total Non-Recurring				34.80	0.00	0.00	0.00	0.00	34.80	
Recurring										
4 Salary - 1st year	0.840	87	MS	73.08					73.08	Details Given
5 Salary - 2nd year onwards (10% inflation from 3rd year onwards)	1.380	87	MS		120.06	132.07	144.07	156.08	552.28	Details Given
Total Recurring				73.08	120.06	132.07	144.07	156.08	625.36	
Grand Total (NR+R)				107.88	120.06	132.07	144.07	156.08	660.16	

Details :-

Salary -Ist year		Total	Salary -IInd year			Total
			Shiksha Karmi-I	1 post		4500.00
Shiksha Karmi-II	2 post (Rs.3500/- per teacher)	7000	Shiksha Karmi-II	2 post		7000.00
Total Salary/month		7000				11500.00

4 Upgradation of EGS School to Middle School (as per EGS-AIE Scheme)

	Unit Cost	Physical		2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring									
1 Educational Mate.(Books)	0.0250	56	EGS-MS Schools	1.40	1.40	1.40	1.40	1.40	7.00
2 Salary (Rs. 1000/- pm for 2 Teachers)	0.2400	56	EGS-MS Schools	13.44	13.44	13.44	13.44	13.44	67.20
3 Material and Equipment & contingency	0.0200	56	EGS-MS Schools	1.12	1.12	1.12	1.12	1.12	5.60
4 Training of Education volunteers	0.0150	112	Gurujis	1.68	1.68	1.68	1.68	1.68	8.40
Total Recurring	0.3000			17.64	17.64	17.64	17.64	17.64	88.20

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5 Upgradation of Ashram School to Middle AS

Category	Unit Cost	Physical		2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring									
1 Furniture(Tables,Chairs,Almirah,Shelves,Bulletin Board)	0.25	0	Ashram	0.00					0.00
2 Library Books	0.10	0	Ashram	0.00					0.00
3 Computer H/W. S/w, UPS, Printer	1.00	0	Ashram	0.00					0.00
Total Non-Recurring	1.35			0.00	0.00	0.00	0.00	0.00	0.00
Recurring									
4 Salary(SK-II-2,SK-I-2,Warden,Cook,watchman,peon)(10% inflation from II years)	2.50	0	Ashram	0.00	0.00	0.00	0.00	0.00	0.00
5 O & M(Contingency, TA/DA etc.)	0.50	0	Ashram	0.00	0.00	0.00	0.00	0.00	0.00
Total Recurring	3.00			0.00	0.00	0.00	0.00	0.00	0.00
Grand Total (NR+R)	4.35			0.00	0.00	0.00	0.00	0.00	0.00

6 School Contingency (Primary Schools)

Category	Unit Cost	Physical		2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring									
1 School Improvement Grant	0.02	958	Primary Schools	19.16	19.16	19.16	19.16	19.16	95.80
2 Educational Aids (Rs.500 per teacher for 2 Teachers)	0.01	958	Primary Schools	9.58	9.58	9.58	9.58	9.58	47.90
Total Recurring	0.03			28.74	28.74	28.74	28.74	28.74	143.70

7 School Contingency (Middle Schools)

Category	Unit Cost	Physical		2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring									
1 School Improvement Grant	0.02	365	Middle Schools	7.30	7.30	7.30	7.30	7.30	36.50
2 Educational Aids (Rs.500 per teacher for 2 Teachers)	0.01	365	Middle Schools	3.65	3.65	3.65	3.65	3.65	18.25
Total Recurring	0.03			10.95	10.95	10.95	10.95	10.95	54.75

8 IEC/Mobilisation

Category	Unit Cost	Physical		2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring									
1 Updation of VERs, Microplanning	0.02	1700	PTAs/VECs	34.00	34.00	34.00	34.00	34.00	170.00
2 Shiksha Panchayat/Gram Sabhas	0.10	157	ZSK+JPSKs+JSKs	15.70	15.70	15.70	15.70	15.70	78.50
3 Mobilisation	0.25	157	ZSK+JPSKs+JSKs	39.25	39.25	39.25	39.25	39.25	196.25
Total Recurring				88.95	88.95	88.95	88.95	88.95	444.75

9 Shishu Shiksha Kendra/Jhoolaghar

Category	Unit Cost	Physical		2001-02	2002-03	2003-04	2004-05	2005-06	Total	
Recurring										
1 Salary(with 10% inflation every year from II year onwards)	0.072	405	SSKs/Jhoolaghars	29.16	32.08	34.99	37.91	40.82	174.96	Details Given
2 O & M (Contingency,TA/DA etc.)	0.020	405	SSKs/Jhoolaghars	8.10	8.10	8.10	8.10	8.10	40.50	
3 Educational Material	0.030	405	SSKs/Jhoolaghars	12.15	12.15	12.15	12.15	12.15	60.75	
4 Training	0.020	405	SSKs/Jhoolaghars	8.10	8.10	8.10	8.10	8.10	40.50	
Total Recurring	0.142			57.51	60.43	63.34	66.26	69.17	316.71	

Details :-

Salary :-	Unit cost
Deedi (Rs.400/- p.m.)	0.0480
Helper (Rs.200/- p.m.)	0.0240
	0.0720

I/I

Civil Works

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring								
	Physical No.	6	6	0	:	0	0	6
10 BRC Building for Non-DPEP district	6.00		36.00	0.00	0.C:	0.00	0.00	36.00
	Physical No.	544	90	150	25:	54	0	544
11 Primary School Buildings	1.50		135.00	225.00	375.C:	81.00	0.00	816.00
	Physical No.	170	42	100	23	0	0	170
12 Middle School Buildings	3.50		147.00	350.00	98.C:	0.00	0.00	595.00
	Physical No.	695	95	200	3C:	100	0	695
13 Additional Rooms(PS+MS)	0.75		71.25	150.00	225.C:	75.00	0.00	521.25
	Physical No.	284	82	123	7:	0	0	284
14 Major Repair	0.50		41.00	61.50	39.5:	0.00	0.00	142.00
	Physical No.	307	82	125	1C:	0	0	307
15 Minor Repair	0.10		8.20	12.50	10.C:	0.00	0.00	30.70
	Physical No.	235	100	85	5:	0	0	235
16 Urinals (Boys + Girls) MS	0.10		10.00	8.50	5 C:	0.00	0.00	23.50
	Physical No.	240	90	100	5:	0	0	240
17 Drinking Water facility MS	0.30		27.00	30.00	15.C:	0.00	0.00	72.00
Total Non-Recurring			475.45	837.50	767.50	156.00	0.00	2236.45

18 Teachers Training (In service for PS Teachers)

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 District Level Workshop for adoption of the module	1.00	1	1.00	1.00	1 C:	1.00	1.00	5.00
2 Training of Resource Persons. MTs (2 per Batch of 40)	0.02	304 MTs	6.07	6.07	6 C:	6.07	6.07	30.37
3 Teachers Training (12 Days) for Primary Schools	0.01200	3037 PS Teachers	36.44	36.44	36 44	36.44	36.44	182.22
4 Special Orientation Training of English Language(5 days)	0.00500	3037 PS Teachers	15.19	15.19	15 19	15 19	15.19	75.93
5 Printing of Training Materials(Rs 100 - per participant)	0.00100	6378 participants	6.38	6.38	6 38	6.38	6.38	31.89
Total Recurring			65.08	65.08	65.08	65.08	65.08	325.4

19 Teachers Training- Induction for Middle Schools

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring								
1 District Level Workshop for adoption of the module	0.50	1	0.50					0.50
2 Training of Resource Persons, MTs (2 per Batch of 40)	0.05	14 MTs	0.72					0.72
3 Teachers Training (21 Days) for Middle Schools	0.020	286 Teachers	5.72					5.72
4 Printing of Training Materials(Rs.100/- per participant)	0.00100	300 participants	0.30					0.30
Total Non-Recurring			7.24	0.00	0.00	0.00	0.00	7.24

20 Teachers Training (In service for MS Teachers)

Category	Unit Cost	Physical		2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring									
1 District Level Workshop for adoption of the module	1.00	1		1.00	1.00	1.00	1.00	1.00	5.00
		Physical	No. -->	107	136	136	136	136	
2 Training of Resource Persons, MTs (2 per Batch of 40)	0.02			2.14	2.72	2.72	2.72	2.72	13.02
		Physical	No. -->	1069	1355	1355	1355	1355	
3 Teachers Training (12 Days) for Middle Schools	0.01500			16.04	20.33	20.33	20.33	20.33	97.34
		Physical	No. -->	1069	1355	1355	1355	1355	
4 Special Orientation Training of English Language(5 days)	0.00500			5.35	6.78	6.78	6.78	6.78	32.45
		Physical	No. -->	2245	2846	2846	2846	2846	
5 Printing of Training Materials(Rs.100/- per participant)	0.00100			2.25	2.85	2.85	2.85	2.85	13.63
Total Recurring				26.765	33.666	33.666	33.666	33.666	161.429

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21 Strengthening of CRC (Jan Shiksha Kendra)

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring								
1 Furniture(Tables.Chairs.Almirah.Shelves.Bulletin Board)	0.15	150 JSKs	22.50					22.50
2 Library Books	0.10	150 JSKs	15.00					15.00
3 Computer H/W. Telephone	0.75	150 JSKs	112.50					112.50
Total Non-Recurring	1.00		150.00	0.00	0.00	0.00	0.00	150.00
Recurring								
4 Training (Capacity Building)	0.05	150 JSKs	7.50	7.50	7.50	7.50	7.50	37.50
5 Salary (SK's against CAC with 10% inflation from II year onwards)	0.30	150 JSKs	45.00	49.50	54.00	58.50	63.00	270.00
6 O&M (TA/DA, Meetings. Misc.contingencies etc.)	0.15	150 JSKs	22.50	22.50	22.50	22.50	22.50	112.50
7 Insurance of Computer H/W	0.05	150 JSKs	7.50	7.50	7.50	7.50	7.50	37.50
Total Recurring	0.55		82.500	87.000	91.500	96.000	100.500	457.500
Grand Total (NR+R)	1.55		232.500	87.000	91.500	96.000	100.500	607.500

22 Distance Education

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring								
1 Disatance Education Equipments(downlinking facilities)	1.00	156 JPSKS+JSKs	156.00					156.00
Total Non-Recurring			156.00	0.00	0.00	0.00	0.00	156.00
Recurring								
2 Training through Teleconferencing(TA/DA, stay arrange.)	0.20	156 JPSKS+JSKs	31.20	31.20	31.20	31.20	31.20	156.00
3 Educational Mate. Development	1.00	1 Districts	1.00	1.00	1.00	1.00	1.00	5.00
Total Recurring			32.20	32.20	32.20	32.20	32.20	161.00
Grand Total (NR+R)			188.20	32.20	32.20	32.20	32.20	317.00

23 Headstart Programme(JPSKs+50 JSKs per disticts)

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring								
1 Furniture	0.200	56 Headstart JSKs+JPSKs	11.20					11.20
2 Library Books	0.100	56 Headstart JSKs+JPSKs	5.60					5.60
3 Equipment(Computer-2,UPS,Telephone)	1.500	56 Headstart JSKs+JPSKs	84.00					84.00
Total Non-Recurring	1.80		100.80	0.00	0.00	0.00	0.00	100.80
Recurring								
4 Training (Capacity Building in Headstart Programmes)	0.050	56 Headstart JSKs+JPSKs	2.80	2.80	2.80	2.80	2.80	14.00
5 Honorarium to Computer Teachers(Rs.100/-x2 T x 12)	0.024	56 Headstart JSKs+JPSKs	1.34	1.34	1.34	1.34	1.34	6.72
6 O&M (TA/DA, Meetings, contingencies, stationary etc.)	0.200	56 Headstart JSKs+JPSKs	11.20	11.20	11.20	11.20	11.20	56.00
7 Insurance of Computer H/W	0.100	56 Headstart JSKs+JPSKs	5.60	5.60	5.60	5.60	5.60	28.00
Total Recurring	0.374		20.94	20.94	20.94	20.94	20.94	104.72
Grand Total (NR+R)	2.17		121.74	20.94	20.94	20.94	20.94	205.52

24 Library Movement

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring								
1 Library Books	0.025	1700 Schools	42.50					42.50
2 Furniture (Book Shelves)	0.025	1700 Schools	42.50					42.50
Total Non-Recurring	0.050		85.00	0.00	0.00	0.00	0.00	85.00
Recurring								
3 Magzines & Journals	0.010	1700 Schools	17.00	17.00	17.00	17.00	17.00	85.00
Total Recurring	0.010		17.00	17.00	17.00	17.00	17.00	85.00
Grand Total (NR+R)	0.060		102.00	17.00	17.00	17.00	17.00	170.00

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25 Research and Evaluation

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 Rearch and Evaluation (BAS, MAS & TAS)	2.00	1 Districts	2.00	2.00	2.00	2.00	2.00	10.00
2 Learner Evaluation for PS & MS Children	5.00	1 Districts	5.00	5.00	5.00	5.00	5.00	25.00
3 Training on research & evalution methodology(4 days x 2 RPs)	0.005	316 ZSK+DIET+JPSKs+JSKs	1.58	1.58	1.58	1.58	1.58	7.90
Total Recurring	7.00		7.00	7.00	7.00	7.00	7.00	35.00

26 Strengthening of BRC (Janpad Shiksha Kendra)

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring								
1 Equipments(Photocopier,Fax,Computer HW +SW)	1.50	6 JPSKs	9.00					9.00
2 Furniture(Book Shelves, Tables,Chairs,Almirah)	0.25	6 JPSKs	1.50					1.50
3 Library - Books	0.20	6 JPSKs	1.20					1.20
Total Non-Recurring	1.95		11.70	0.00	0.00	0.00	0.00	11.70
Recurring								
4 Workshop/seminar	0.10	6 JPSKs	0.60	0.60	0.60	0.60	0.60	3.00
5 Professional Fees	0.10	6 JPSKs	0.60	0.60	0.60	0.60	0.60	3.00
6 Capacity Building for JPSKs staff	0.10	6 JPSKs	0.60	0.60	0.60	0.60	0.60	3.00
7 Salary(with 10% inflation every year from II year onwards)	2.40	6 JPSKs	14.40	15.84	17.28	18.72	20.16	86.40 Details Given
8 O&M (TA/DA. meetings. Misce.contingencies etc.)	0.54	6 JPSKs	3.24	3.24	3.24	3.24	3.24	16.20 Details Given
Total Recurring	3.24		19.44	20.88	22.32	23.76	25.20	111.60
Grand Total (NR+R)	5.19		31.14	20.88	22.32	23.76	25.20	123.30

Details

O & M (Operation & Maintenance)	Unit Cost	Physical	Total Cost
1 Office exp. (Contingency)& Telephone	0.100	6 JPSKs	0.60
2 Cluster Meeting Exp.	0.020	6 JPSKs	0.12
3 BRC Building Maintenance	0.020	6 JPSKs	0.12
4 Block TA/DA etc.	0.100	6 JPSKs	0.60
5 CACs TA/DA	0.200	6 JPSKs	1.20
6 Insurance of Computer H/W	0.100	6 JPSKs	0.60
Total	0.540		3.24

Salaries details			
Post	Unit Cost	Physical	Total Cost
1 BRCC	0.720	6 JPSKs	4.32
2 Accoutant-cum-Clerk	0.600	6 JPSKs	3.60
3 Clerk-cum-Data Entry Operator	0.600	6 JPSKs	3.60
4 Peon	0.240	6 JPSKs	1.44
5 Watchman	0.240	6 JPSKs	1.44
Total	2.400		14.40

27 Strengthening of Zilla Shiksha Kendra

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring								
1 Equipments(Photocopier,Computer HW +SW)	2.00	1 Districts	2.00					2.00
2 Furniture(Book Shelves, Tables,Chairs Almirah)	1.00	1 Districts	1.00					1.00
3 Vehicle	3.50	1 Districts	3.50					3.50
4 Library - Books	1.00	1 Districts	1.00					1.00
Total Non-Recurring			7.50	0.00	0.00	0.00	0.00	7.50
Recurring								
5 Salary(with 10% inflation every year from II year onwards)	11.28	1 Districts	11.28	12.41	13.54	14.66	15.79	67.68 Details Given
6 O&M (TA/DA, POL,meetings, Misc.contingencies etc.)	2.70	1	2.70	2.70	2.70	2.70	2.70	13.50 Details Given
7 Staff Development	0.50	1 Districts	0.50	0.50	0.50	0.50	0.50	2.50
8 Training of Village Nirman Samitis & RPs (2 days)	0.01	2006 VNSs	20.06	20.06	20.06	20.06	20.06	100.30
9 Studies	1.00	1 Districts	1.00	1.00	1.00	1.00	1.00	5.00
10 Workshop/seminar	0.50	1 Districts	0.50	0.50	0.50	0.50	0.50	2.50
11 Professional Fees	0.50	1 Districts	0.50	0.50	0.50	0.50	0.50	2.50
Total Recurring			36.54	37.67	38.80	39.92	41.05	193.98
Grand Total (NR+R)			44.04	37.67	38.80	39.92	41.05	201.48

Details

O & M (Operation & Maintenance) :-	Unit Cost	Physical	Total Cost	
1 Office Exp.(POL, TA/DA, Stationary, Contingency etc)	1.50	1 District	1.50	Lumsum
2 Block Contingency(Block's TA/DA etc.)	0.20	6 JPSKs	1.20	
Total (O & M) for DPO =			2.70	

Salary :- Post	Unit Cost	Physical	Total Cost
1 District Project Co-ordinator	1.20	1	1.20
2 District Academic Co-ordinator	0.96	1	0.96
3 APC (Finance)	0.84	1	0.84
4 APC (Gender)	0.84	1	0.84
5 Jr. Engineer	0.78	2	1.56
6 Assistant Engg.	0.72	1	0.72
7 Draftsman	0.60	2	1.20
8 Accountant	0.60	1	0.60
9 Clerk	0.45	4	1.80
10 Driver	0.30	2	0.60
11 Peon	0.24	3	0.72
12 Watchman	0.24	1	0.24
TOTAL		20	11.28

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Non-Recurring

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
1 Computer HW +SW	2.00	1 Districts	2.00					2.00
2 Furniture	0.50	1 Districts	0.50					0.50
3 Library - Books	0.50	1 Districts	0.50					0.50
Total Non-Recurring	3.00		3.00	0.00	0.00	0.00	0.00	3.00
Recurring								
4 Salary(with 10% inflation every year from II year onwards)	2.04	1 Districts	2.04	2.24	2.45	2.65	2.86	12.24 Details Give
5 O&M (Consumable, Office contingencies etc.)	0.87	1 Districts	0.87	0.87	0.87	0.87	0.87	4.34 Details Give
6 Professional Fees	0.50	1 Districts	0.50	0.50	0.50	0.50	0.50	2.50
7 Training on EMIS & IPMS formats	0.01	156 JPSKS+JSKs	1.56	1.56	1.56	1.56	1.56	7.80
8 Magzines & Journals	0.05	1 Districts	0.05	0.05	0.05	0.05	0.05	0.25
Total Recurring	3.47		5.02	5.22	5.43	5.63	5.83	27.13
Grand Total (NR+R)	6.47		8.02	5.22	5.43	5.63	5.83	30.13

Details :

O & M (Operation & Maintenance)	Unit cost	Physical	Total Cost
1 Computer Maintenance	0.10	1	0.10
2 Telephone Maint.(Billing)	0.10	1	0.10
3 Consumables	0.20	1	0.20
4 Printing of EMIS formats	0.00007	1655	0.12
5 Printing of IPMS formats for Project components	0.00005	3031	0.15
6 Contingency	0.20	1	0.20
Total			0.87

Salary :-	Unit Cost	Physical	Total Cost
1 Programmer	1.08	1	1.08
2 Data Entry Operator	0.48	2	0.96
Total			2.04

29 Strengthening of DIET

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring								
1 Computer HW +SW	1.00	1 DIETs	1.00					1.00
2 Furniture	0.25	1 DIETs	0.25					0.25
Total Non-Recurring	1.25		1.25	0.00	0.00	0.00	0.00	1.25
Recurring								
3 Salary (Driver) with 10% inflation from II year onwards	0.30	1 DIETs	0.30	0.33	0.36	0.39	0.42	1.80
4 O&M (POL, Consumable, Office contingencies etc.)	1.00	1 DIETs	1.00	1.00	1.00	1.00	1.00	5.00
5 Workshop/Seminar	1.00	1 DIETs	1.00	1.00	1.00	1.00	1.00	5.00
6 Study/Evaluation	1.00	1 DIETs	1.00	1.00	1.00	1.00	1.00	5.00
7 Development of Supplimentary TLM	0.50	1 DIETs	0.50	0.50	0.50	0.50	0.50	2.50
8 Professional Fees	0.25	1 DIETs	0.25	0.25	0.25	0.25	0.25	1.25
Total Recurring	4.05		4.05	4.08	4.11	4.14	4.17	20.55
Grand Total (NR+R)			5.30	4.08	4.11	4.14	4.17	21.80

30 PTAs/VECs Training

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 PTAs/VECs Training (15 members) 2 Days	0.0100	1700 PTAs/VECs	17.00	17.00	17.00	17.00	17.00	85.00
2 Mobilisation activities per village	0.0200	1700 PTAs/VECs	34.00	34.00	34.00	34.00	34.00	170.00
Total Recurring	0.0300		51.00	51.00	51.00	51.00	51.00	255.00

31 Integrated Education for Disabled Children

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring								
1 IEDC Project (Equipment)	2.00	1 Districts	2.00					2.00
Total Non-Recurring	2.00		2.00	0.00	0.00	0.00	0.00	2.00
Recurring								
2 Professional Fees	1.00	1 Districts	1.00	1.00	1.00	1.00	1.00	5.00
3 Training (Survey, Study, Analysis)	1.00	1 Districts	1.00	1.00	1.00	1.00	1.00	5.00
4 Educational Materials	0.50	1 Districts	0.50	0.50	0.50	0.50	0.50	2.50
Total Recurring	2.50		2.50	2.50	2.50	2.50	2.50	12.50
Grand Total (NR+R)	4.50		4.50	2.50	2.50	2.50	2.50	14.50

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32 Tribal

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 Supplementry TLM development(Bridge Materials)	2.00	0 Tribal Districts	0.00	0.00	0.00	0.00	0.00	0.00
2 Workshop/Seminar	0.50	0 Tribal Districts	0.00	0.00	0.00	0.00	0.00	0.00
3 Research/Study	1.00	0 Tribal Districts	0.00	0.00	0.00	0.00	0.00	0.00
Total Recurring	3.50		0.00	0.00	0.00	0.00	0.00	0.00

33 Gender

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 Salary (Shahyogini 15 per district) (Rs.500/-p.m. per Shahyogini) 10% inflation	0.90	1 Districts	0.90	0.99	1.08	1.17	1.26	5.40
2 O & M (Contingency & TA/DA)	0.25	1 Districts	0.25	0.25	0.25	0.25	0.25	1.25
3 Training of Shahyoginis	0.15	1 Districts	0.15	0.15	0.15	0.15	0.15	0.75
4 Balika Shiksha Shivir	1.00	1 Districts	1.00	1.00	1.00	1.00	1.00	5.00
5 Mahila Shiksha Abhiyan	1.00	1 Districts	1.00	1.00	1.00	1.00	1.00	5.00
Total Recurring	3.30		3.30	3.39	3.48	3.57	3.66	17.40

34 Mahila Samakhya (DPEP only)

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring								
1 Equipment (Computer & UPS, Fax)	1.00	0 District	0.00			0.00		0.00
2 Furniture	0.40	0 District	0.00			0.00		0.00
3 Vehicle	4.00	0 District	0.00					0.00
Total Non-Recurring	5.40		0.00	0.00	0.00	0.00	0.00	0.00
Recurring								
4 Salary(with 10% inflation every year from II year onwards)	6.00	0 District	0.00	0.00	0.00	0.00	0.00	0.00
5 O & M	2.25	0 District	0.00	0.00	0.00	0.00	0.00	0.00
6 Training	2.50	0 District	0.00	0.00	0.00	0.00	0.00	0.00
7 Workshop	1.00	0 District	0.00	0.00	0.00	0.00	0.00	0.00
8 Documentation & Printing	0.50	0 District	0.00	0.00	0.00	0.00	0.00	0.00
9 Innovation	1.00	0 District	0.00	0.00	0.00	0.00	0.00	0.00
10 Staff Development	0.25	0 District	0.00	0.00	0.00	0.00	0.00	0.00
11 Study & Evaluation	1.00	0 District	0.00	0.00	0.00	0.00	0.00	0.00
12 IEC/Mobilisation	2.00	0 District	0.00	0.00	0.00	0.00	0.00	0.00
Total Recurring	16.50		0.00	0.00	0.00	0.00	0.00	0.00
Grand Total (NR+R)			0.00	0.00	0.00	0.00	0.00	0.00

Details Salary :-

	Unit Cost	Physical	Total Cost
1 Distt. Programme Coordinator	0.96	1	0.96
2 Resource Person	0.78	1	0.78
3 Accountant	0.54	1	0.54
4 Assistant/DEO	0.42	1	0.42
5 Typist/LDC	0.36	1	0.36
6 Driver	0.30	1	0.30
7 Peon	0.24	2	0.48
8 Sahayogini	0.18	12	2.16
TOTAL		20	6.00

O & M (Operation & Maintenance) :-

	Unit Cost	Physical	Total Cost
1 Rent	0.30	1	0.30
2 Fuel & Maintenance	0.50	1	0.50
3 Office expenses	0.15	1	0.15
4 Postage, Tele. & Stationary	0.45	1	0.45
5 Water & Electricity	0.10	1	0.10
6 TA/DA & conveyance	0.30	1	0.30
7 Contingency	0.25	1	0.25
8 Photocopy & maintenance	0.20	1	0.20
TOTAL			2.25

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35 Innovation

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 Innovation Project per district	1.000	1	1.00	1.00	1.00	1.00	1.00	5.00
Total Recurring	**1.000**		**1.00**	**1.00**	**1.00**	**1.00**	**1.00**	**5.00**

36 EGS Schools for urban deprived children   (as per EGS-AIE Scheme)

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 Educational Mate.(Books)	0.02500	20 Schools	0.50	0.50	0.50	0.50	0.50	2.50
2 Salary	0.12000	20 Gurujis	2.40	2.40	2.40	2.40	2.40	12.00
3 Monitoring & Contingency	0.00900	20 Schools	0.18	0.18	0.18	0.18	0.18	0.90
4 Training	0.01225	20 Gurujis	0.245	0.245	0.245	0.245	0.245	1.225
5 EGS Improvement Grant	0.02000	20 Schools	0.40	0.40	0.40	0.40	0.40	2.00
Total Recurring	**0.18625**		**3.725**	**3.725**	**3.725**	**3.725**	**3.725**	**18.625**

37 Madarsa School

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 Salary(with 10% inflation every year from II year onwards)	0.300	25 Madarsa	7.50	8.25	9.00	9.75	10.50	45.00
2 Supplementry TLM development	0.025	25 Madarsa	0.63	0.63	0.63	0.63	0.63	3.13
3 O & M	0.010	25 Madarsa	0.25	0.25	0.25	0.25	0.25	1.25
4 Training of Teacher (12 Days)	0.012	25 Madarsa	0.30	0.30	0.30	0.30	0.30	1.50
Total Recurring	**0.335**		**8.68**	**9.43**	**10.18**	**10.93**	**11.68**	**50.88**

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CHAPTER – 10

ANNUAL WORK PLAN 2001-2002

10.1 Access

- Upgradation of 87 PS and 56 EGS into MS.

- Recruitment of teachers for upgraded MS.

- Rationalization of teacher requirement.

- Training of the teacher.

- Provision for furniture and TLM for the upgraded schools.

10.2 Universal Enrollment and Retention :

- Pravesh Utsav on 1st July 20001.

- Bal Melas and School Chalo Abhiyan in July/August 2001.

- Mahila Padhna Badhna Andolan.

- Community mobilisation activities through workshops of VEC, PTA members and panchayat representatives.

- Ensuring regular parent teacher meetings.

- Improve attendance of the pupils with community support.

10.3 Civil Works

- Construction 90 primary school buildings.

- Construction 185 middle school buildings.

- Construction of 695 additional rooms in primary and middle schools.

- Construction of 6 JPSK buildings.

- Construction 100 Urinals in schools.

- Providing drinking water facilities in 90 schools.

- 164 major and minor repairs.

10.4 Universal Achievements :

- Quarterly evaluation of learners achievement and ensuring corrective measures thereafter.

- Development of academic support system through academic resource groups at Zila, Janpad and Zan Shiksha Kendra.

- Training of these resource groups through DIET.

- Introduction of ITLM for PS.

- Text book development for class VI through trialling process.

- Training of untrained teachers.

- Inductional training for newly recruited teachers.

10.5 Coverage of Special Focussed Groups

Girls

- Balika Shiksha Mela.

- Ma-Beti Mela.

- Workshop of Women Panchayat representatives.

- Orientation workshop for Anganbadi workers.

- Provision of ECE facilities in 670 Anganbadi centres.

- Opening of 405 Shishu Shiksha Kendras.

Disabled Children

- Organizing camps for medical examination of disabled children.

- Training of teachers on issues related to disabled children.

- Providing equipments like hearing aid to disabled children.

10.6 Research Evaluation, Supervision and Monitoring

- Conducting diagnostic studies on issues such as improvement of students abilities in different subjects, teacher training needs etc.

- Evaluation of special focussed groups.

- Feedback of newly introduced ITLM in PS.

- Quarterly evaluation of learners.

- On the job training of teachers.

- Academic monitoring by district block resource groups, Jan Shikshak and DIET staff.

- Regular meetings at JSK, JPSk and ZSK.

♦ Upgradation of VER and feed back.

♦ Procurements of MIS equipments, computers, stationery and peripherals.

♦ Operation and maintenance of MIS equipments.

10.7 Management Strategies

♦ Furniture and equipment for ZSK, JPSK and JSK.

♦ Recruiting Jan Shikshas at every JSK.

♦ Construction of 6 BRCs and 110 CRCs.

♦ Organizing training for Zila, Janpad and JSK staff.

♦ Training of DIET lectures.