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***UNIVERSALIZATION  
OF  
ELEMENTARY EDUCATION***

**PERSPECTIVE PLAN**  
(2001 - 2006)

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D-11636

18-10-2002.

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## EXECUTIVE SUMMARY

The district of Jabalpur is situated between 22° 49' to 24° 80' North latitudes, and 79° 21' to 88° 58' East longitudes. It has 5 Tehsils, 7 blocks 205 Jan Shiksha Kendras and 1605 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%	96.90%
Middle	64.0%	92.6%

### Yearwise Target

(In %)

Year	I		II		III		IV		V	
	Primary	Middle	Primary	Middle	Primary	Middle	Primary	Middle	Primary	Middle
GAR	100	64	100	100	100	100	100	100	100	100
GER	96.9	92.6	100	100	105	110	110	115	120	120

## Gaps and Requirements

### **Building**

Particulars	EGS	PS	MS		Total	Grand Total
			Existing	To be upgraded		
Total No. of Schools	397	1615	374	181	555	2567
No. of Schools building	07	916	244	181	425	1348
Requirement of School building	390	699	130	181	130	1219

### **Physical Facilities :**

Requirement of drinking water facility	:	289
Requirement of Toilets	:	241
Requirement of Repair	:	422
Head Start (computers etc.)	:	56

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

#### **Access:**

To provide 100% access 181 P.S./EGS will be upgraded.

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

#### **Rationalization of Teacher Requirement :**

- ◆ The PTR is 1:43 in the areas and 1:39 in urban areas. This shows that the posting of the teachers are not according to need. Redeployment of teachers is proposed. Primary schools which are single teacher will be provided with another teacher. There is a need of teacher in single teacher primary schools.
- ◆ 426 SSK/Jhoolaghar are proposed to be started for pre-primary school facility.
- ◆ Drinking water facilities and toilets libraries will be provided.

## **Enrollment**

- ◆ A drive for enrollment will be launched every year in the month of June and July.
- ◆ VER will be upgraded every year to diagress the target group.
- ◆ SSK will be started to encourage enrollment of girls.
- ◆ Mobilization activities like Pravesh Utsav, School chalo Abhiyan, Ma-Beti Mela will be organized.
- ◆ Disable children will be given special attention for their enrollment.

## **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 book will be developed according to the needs & interests of the children.

## **Achievement**

- ◆ Curriculum, syllabus and text books will be redesigned according to diagnostic studies.
- ◆ Evaluation system will be modified. Quarterly evaluation will be done & the results will be analysed.
- ◆ Intensive monitory will be done and strategies will be upgraded accordingly to the feed back received.

## **Improving Management:**

The structures of Zila Shiksha Kendra, Janpad Shiksha Kendra and Jan Shiksha Kendra have been formed and the personnel will be given training for improving the management of the programme.

# CHAPTER-1

## DISTRICT - PROFILE

### District at a Glance :-

Geographical Position :	22°49" Latitude - North to 24° 80" Latitude - North and 79° 21" Longitude - East to 88° 58" Longitude - East
Height from Sealevel :	394 mt.
Area :	5655.34 Square Km.
Population :	1768037
Population Density :	313
Sex Ratio :	1000:916
Parliament Area :	01
Assembly Area :	07
No of Blocks :	07
No of Janpad Panchayat :	07
No. of Villages :	1605
No. of Habitations :	1405

### Introduction :-

Madhya Pradesh is the Heart of our Country. Its Historical and Cultural heritage is very prosperous and glorious. It has produced the famous musician Tansen. People of M.P. have been living under the very heritage of devotional practices of Saints like Tulsidas, Mirabai and Kabir. Jabalpur happens to be at the top of five main cities of M.P. It is said that the great saint Jabali lived in a hut very near to this city and earlier it was known as Jabalipuram.

Jabalpur is famous for its Marble Rocks, it also recalls the tale of Rani Durgawati's bravery & sacrifice of her life in the freedom struggle. Jabalpur is also a city of intense tourist interest. Attraction for the tourists are spots like Bheda Ghat "Madan Mahal", the temple of Sixty Four "Yoginis & Bajnamath"



## **GEOGRAPHICAL POSITION :-**

Area of Jabalpur District is 56536.4 Sq km. The district is located between the latitudes 22.4-24.8 north and the longitude 79.21 - 80.53 East Besides the hill ranges of Bhandar and Kymore of Vindhyaachal, the district also includes the south eastern plateau of Satpura mountains. The river Narmada is the life line of Jabalpur. Small rivers Hiran, Gaur and Katni originates from this district. The district has many ponds and tanks, It is said that in the time of Rani Durgawati, as many as 52 (in number) ponds and tanks were created.

## **SOCIAL POSITION :-**

From linguistic point of view, the language spoken is mainly Hindi as 90% of population speak Hindi. Jabalpur has a society composed of people belonging to different castes and creed having many specialities. The social caste based set-up comprises of people mainly belonging to castes like Brahimins, Kshatriyas, Vaishys and SC and ST. People who migrate from other lands namely Sindhis & Punjabis have their own recognition, however they are similar to Hindus. Though the district mainly is not the area of SC and ST, people belonging to ST namely Kole, Gond or Bhurja are found in the social fabric.

## **INDUSTRIAL SET-UP :-**

Jabalpur has been an important industrial centre the Central Provinces (CP) during the British Period. Many ordinance factories, depots and other military units were set up by the British during the second world war and a Post and Telegraph Factory was also established. Porcelain factories mainly produce a variety of house hold utility goods alongwith other products of engineering. Under the private sector a number of small scale industries are making electrical goods, Gelatine factory and ancilliary units to ordnance & Vehicle factory, of Defence are in Jabalpur.

**DEMOGRAPHY**  
**RURAL AND URBAN POPULATION**

Block	Rural Population		Urban Population		Sex Ratio
	Male	Female	Male	Famel	
1. Sihora	51571	48363	15708	14407	903
2. Manjholi	60358	56236	5558	5061	911
3. Patan	50165	45769	5846	5154	882
4. Sahrura	66087	61502	5064	4482	911
5. Panagar	52701	47596	11277	10183	922
6. Jabalpur	65720	59632	402966	361620	882
7. Kundam	46393	46045	-	-	-
<b>TOTAL</b>	<b>393495</b>	<b>365589</b>	<b>535403</b>	<b>473550</b>	<b>916</b>

Source : Statical Hand Book 2000.

**SC/ST POPULATION**

Block	Total	SC Population				Total Popu. in %	ST Population				Total Popu. in %	
		Male	Female	Rural	Urban		Total	Male	Female	Rural		Urban
1. Sihora	13406	6866	6540	13406	3109	13.41	19105	9793	9312	19105	3723	19.12
2. Manjholi	15684	8112	7572	19684	1549	13.45	23738	12149	11589	23738	472	20.34
3. Paran	16756	8711	8045	16754	1470	17.47	14528	7459	7069	14528	638	15.14
4. Sahrura	18428	9606	8822	18428	727	14.44	30295	15460	14835	30295	754	23.74
5. Panagar	12958	6787	6171	12958	2181	12.22	22816	11904	10912	22816	2028	2275
6. Jabalpur	14655	7610	7045	14655	104795	11.69	36604	18715	17889	36604	31752	29.20
7. Kundam	7506	3819	3687	7506	-	8.12	65610	32484	33124	65610	-	70.98
<b>TOTAL</b>	<b>234873</b>	<b>122764</b>	<b>112109</b>	<b>99414</b>	<b>135459</b>	<b>13.28</b>	<b>2633347</b>	<b>134708</b>	<b>128639</b>	<b>213562</b>	<b>49785</b>	<b>14.89</b>

Source : Statical Hand Book 2000.

## CHAPTER - 2

### UEE AND PLANNING PROCESS

#### 2. SARVASKIKSHA ABHIYAN

The Sarva Shiksha Abhiyan is a historic stride towards achieving the long cherished goals of Universalisation of Elementary Education (U.E.E.) through a time bound integrated approach. SSA, which promises to change the face of the elementary education sector of the country aims at providing useful and quality elementary education to all children in the 6-14 age group by 2010.

The SSA in an effort to recognize the need for improving the performance of the school system and to provide community owned quality elementary education in a mission mode. It also envisages the bridging of gender and social gaps.

#### 2.1 OBJECTIVES :- The main objectives of SSA are

- (a) All children in school, Education Guarantee Schools, 'Back to school' camp for dropout children.
- (b) All children complete eight years of schooling.
- (c) Universal retention.
- (d) Focus on elementary education with satisfactory quality and emphasis on education for life.
- (e) Bridge all gender and social gaps at elementary education level.

## **2.2 PLANNING PROCESS FOR SSA.**

- (a) Involvement and participation of community in the district planning
- (b) Involvement and participation of VEC members, and members of all Panchayati Raj institutions.
- (c) Community based approach to planning with habitation as an unit of planning.
- (d) Co-operation between teachers, parents and PRA'S as well as accountability and transparency.
- (e) Education of girls is the principal concern of SSA.
- (f) Focus on participation of Children from SC,ST, religious and linguistic minorities, disadvantaged groups and the disabled children.
- (g) Capacity building of existing institutions / training institutes .
- (h) Involvement of N.G.O.'S.

## **2.3 LOKSAMPARK ABHIYAN :-**

There has been almost 100% access to primary schooling in Jabalpur district. Further, certain school improvement and pedagogical improvement process begun in the primary schools needed to be carried on. To ensure a consistent approach to the quality of elementary education and raise children's learning standard in the elementary education cycle, a participatory Micro planning process was carried out in the district. It was necessary to do the analysis of the existing position and status of elementary education. The participatory micro planning was designed as Lok Sampark Abhiyan. Objectives of Lok Sampark Abhiyan was to :-

- assess the present educational status of elementary level.
- assess the needs and gaps of elementary level.

- assess the status of non educational factors that have an impact on the education at elementary level.
- mobilise the community to ensure their participation in the planning process to achieve UEE.

### **2.3.1 Methodology of LSA**

For conducting Lok Sampark Abhiyan, detailed formats were prepared and resource persons at various level such as the district and block level were drained.

The LSA was also an important instrument for social mobilization to seek the community participation in the micro planning process for universalizing the elementary education.

As a part of micro planning, several panchayat conventions were held, since the panchayat constituted the grassroots structures of democracy and have a popular participative character. 7 block and 1405 village/panchayat conventions were held in the district.

"Prerak Smooh", to assist the teachers were constituted and trained in micro planning. The animators, had a key role at village level in the door to door campaign during which a child wise, family wise survey was held. PRA techniques were used for survey and recording survey outcomes, School Mapping and VER. This yielded significant perception and insights into the educational needs and aspirations of the community. Village level surveys and discussions were held to formulate the village level plans which were endorsed by gram panchayat.

These were then compiled at the Block and District level, a computerized program helped in this compilation and in the analysis of needs and requirements.

For this, district and block planning groups were also constituted to formulate the block and district plans. At the JSK level School mapping was done for assessing the needs of new middle school and upgrading the EGS and PS into middle schools.

The data collected through LSA and its analysis is given in the next chapter.

- To understand the correlation between teacher's qualification, teacher's attendance, standard of subject wise teaching learning material and achievement level of students.
- 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.
- Identification of curriculum gaps between primary and middle level.

#### **2.4.2 PROCESS**

- The DIET personnel were trained at state level for conducting the Diagnostic Study.
- The tools developed by State & District Core group consisted of field of test paper administered to assess the levels of class VI student. The tools also consists of classroom observation formats to be used by the field investigators. It also consisted of interview formats for the student and the teachers to be used by the field investigators.
- A complete plan and activity calendar was developed on how to conduct the study it was then shared with the DIET faculty, which was given the responsibility to administer the field tests and analysis.
- The field-testing was carried out in 10 schools during 10.01.2001 to 25.1.2001.
- Out comes of field-testing were analyzed by DIET Jabalpur during March 2001.

## **2.4 DIAGNOSTIC STUDY**

Apart from the LSA 2000 , independent diagnostic study were also carried out in the district through DIET. Its main objectives were:

- ◆ Diagnosis of teaching–learning problems of class VI, VII, and VIII in all subjects .
- ◆ Establishment of correlation between different academic and non-academic variables.
- Diagnosis of curriculum gaps between class V and VI.
- Identification of academic inputs and interventions to be incorporated in the UEE Plan.

### **2.4.1 OBJECTIVES:**

- To identify the problems and shortcomings of primary and middle education and to find ways to counter it.
- To assess the achievements levels of students.
- To assess the competency 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.

**CHAPTER -3**  
**EDUCATIONAL PROFILE**

**Literacy (%) :-**

Male	Female	Total
91.40%	59.47%	76.41%

*Source : Census 2001.*

**Number of Educational Institutions**

Primary Schools	Middle Schools	High Schools
1615	374	127
Highier Sec. Schools	Mahavidhayla	Ashram
124	118	13
Number of EGS Schools	Anganbadi	Universities
343	889	03

**(C) Numbers of Students in Educational Institutions**

	Primary School	Middle School	E.G.S.
Boys	131282	34895	60356
Girls	123539	25302	

**(D) Numbers of Teachers in Educational Institutions**

	Primary School	Middle School	E.G.S. School
	5883	1169	394



## **General Observation :**

- (a) Jabalpur District as compared to other districts in the State, has more educational institutions. It has three Vishwavidhalayas. Mahavidhalayas are functioning right from the British times. Engineering and Medical Colleges have been founded here for last five decades
- (b) In spite of having so many educational institutes the educational standard is far below the required mark.
- (c) Women's literacy could be achieved only upto 52.23% in spite of an intense Saksharta Abhiyan.
- (d) The condition of the Govt. Institutes of Jabalpur District is quite unsatisfactory due to the lack of basic facilities and infrastructure.
- (e) In spite of the fact that there have been a variety of Teachers training programmes, It is found that the examination results of the Government Institutions is not satisfactory.
- (f) The numbers of Students in the government institutes is on the decline as compared to that of the private institutions spread all over the urban area.

### **3.1 LSA Data Tables**

The outcomes of LSA and Diagnostic Studies are presented in the chapter, which gives an overall status & needs at elementary level.

Table No. - 1

## Blockwise Position of Accessless Habitation

S.No.	Name of Block	Total Number of Habitation	Number of Habitations with Primary Schooling Facility (within 1 k.m.radius)	GAR (primary level)	Number of Habitations with middle school facility	Number of Habitation without middle school facility	Actual requirement of Middle Schools (within range of 3 km)*		GAR (Middle level).
							Number of PS to be Upgraded	Number of EGS to be Upgraded	
1	2	3	4	5	6	7	8	9	10
1	JABALPUR	228	228	100	152	78	20	8	66
2	PANAGAR	226	226	100	138	106	16	9	61
3	SIHORA	179	179	100	106	101	21	5	59
4	MAJHOLI	236	236	100	148	116	17	6	62
5	PATAN	254	254	100	154	128	21	12	60
6	SAHAPURA	260	260	100	191	97	26	13	73
7	KUNDAM	222	222	100	151	99	7	0	68
	Total	1605	1605	100	1040	725	128	53	64

Source LSA 2000

Depicts that there is almost 100% access to primary schooling in the district. 53 EGS Schools to be upgraded in the middle schools. A strategy for 100% access to the middle schools is urgently required to be made.

Table No. - 3

**Blockwise Target Group and Enrolment at Primary Level**

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	JABALPUR	23754	51%	23479	49%	47233	21447	51%	20734	49%	42181	89.30%
2	PANAGAR	18926	51%	18056	49%	36987	18325	51%	17745	49%	36070	97.50%
3	SIHORA	17586	51%	17426	49%	35011	16531	51%	16442	49%	32973	94.10%
4	MAJHOLI	19577	52%	17669	48%	37246	19028	53%	17209	47%	36237	97.20%
5	PATAN	18274	51%	17309	49%	35583	18202	52%	17143	48%	35345	99.30%
6	SAHAPURA	22311	56%	17711	44%	40021	22177	54%	19383	46%	41560	103.80%
7	KUNDAM	15688	51%	15008	49%	30695	15572	52%	14883	48%	30455	99.20%
	Total	136116	51%	126658	49%	262776	131282	52%	123539	48%	254821	96.90%

Source : LSA 2000

Table-3 1. Depicts that Present GER is 96.9% strategies are to be made to increase GER in primary level upto 120%

2 GER in Sahapura is more than 100% because the number of students consist of children over 11 years at primary level.

3 The block where there are unenrolled or dropout children. The children will be brought to school by community mobilization.

Table No. - 5

**Blockwise Target Group and Enrolment at Upper Primary Level**

No	Name of Block	Population 11-14 years age group					Enrolment 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	JABALPUR	9759	57%	9166	43%	16925	5292	58%	5918	42%	11201	66%
2	PANAGAR	4148	51%	3829	49%	7977	4039	54%	3384	46%	7423	93%
3	SIHORA	6875	59%	4620	41%	11495	6115	60%	4007	40%	10122	88%
4	MAJHOLI	4499	64%	2495	36%	6994	4090	64%	2245	36%	6335	90%
5	PATAN	3888	58%	2737	42%	6625	3810	54%	2593	46%	6403	96%
6	SAHAPURA	4200	63%	2400	37%	6600	4100	64%	2299	36%	6399	96%
7	KUNDAM	2903	57%	2104	42%	5007	2803	59%	1897	41%	4700	93%
	Total	36272	58%	27351	42%	61623	34895	60%	25302	40%	60197	93%

Source : LSA 2000

- Table -5
1. Depicts that present GER of upper primary level is 79% strategies to be made to increase GER at middle level.
  - 2 In Jabalpur Block the GER is less because children are engaged in economic activities.
  - 3 GER of Jabalpur is 66% and Sehora is 88% which will require special attention.

Table No. - 7

**Blockwise Target Group and Enrolment at Elementary Level**

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	JABALPUR	34172	65%	35607	35%	69779	22542	48%	23693	52%	419197	72.2
2	PANAGAR	23074	51%	21885	49%	44959	22365	51%	21129	49%	43494	96.7
3	SIHORA	24461	52%	22046	48%	46507	22646	52%	20449	48%	43095	92.6
4	MAJHOLI	24077	54%	20164	46%	44241	23118	54%	19454	46%	42572	96.22
5	PATAN	22162	52%	20046	48%	42208	22012	53%	19736	47%	41748	98.9
6	SAHAPURA	26511	57%	201111	43%	46622	26277	55%	21682	45%	47959	102.8
7	KUNDAM	18591	52%	17112	48%	35703	18375	53%	16779	47%	35154	98.4
	TOTAL	154457	53%	320859	47%	294316	138960	52%	126143	48%	638065	91.8

Source: LSA 2000

1. Table No. 7 : Depicts that GER of Patan Block is more than other blocks due to literacy campaign and the number of schools are more.
2. GER of Jabalpur block is less because children engaged in child labour and economic activities.

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	JABALPUR	3564	53%	3138	47%	6702	4664	57%	3402	43%	8066	8251	51%	7787	49%	16038	1755	57%	1755	43%	3753
2	PANAGAR	5083	53%	4705	47%	9788	5332	53%	4885	47%	10217	6476	50%	6342	50%	12818	5470	52%	8762	48%	14232
3	SIHORA	5192	55%	4792	45%	9984	5306	57%	4667	43%	9973	11471	52%	10385	48%	21856	4779	56%	4729	44%	9508
4	MAJHOLI	3832	59%	3160	41%	6992	3821	63%	2919	37%	6740	9469	59%	8129	41%	17588	4590	45%	2036	45%	6626
5	PATAN	4329	54%	3983	46%	8312	4010	55%	3560	45%	7570	9735	52%	8891	48%	18626	5817	59%	6368	41%	12185
6	SAHAPURA	4722	58%	3964	42%	8686	6454	58%	5109	42%	11562	6856	53%	3842	47%	10695	7742	53%	6518	47%	14260
7	KUNDAM	3024	54%	2863	46%	5889	9262	54%	8157	46%	17419	4022	53%	3717	47%	7739	2062	53%	2040	47%	4104
	Total	29746	54%	26605	46%	56353	38849	56%	32699	44%	71547	56280	53%	49093	47%	1E+05	32215	52%	32208	48%	64668

Source LSA 2000

Table - 9

- 1 Depicts that OBC students are more than SC and ST students.
- 2 The number of Students of General Categories in Jabalpur Block are more.
- 3 The number of students of ST category are more in Kundam Block.
- 4 The gender gap among SC & ST is significant.

Table No. - 10

**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 children	Girls	Girls as % of total unenrolled children	Total	Boys	Boys as % of total dropout children	Girls	Girls as % of total dropout children	Total
1	JABALPUR	234	48%	240	52%	457	3911	39%	3244	61%	7155
2	PANAGAR	710	49%	756	51%	1466	516	47%	573	53%	1089
3	SIHORA	1015	49%	995	51%	2010	800	55%	652	55%	1452
4	MAJHOLI	959	52%	910	48%	1869	510	46%	481	56%	991
5	PATAN	42	45%	51	55%	93	126	55%	142	45%	268
6	SAHAPURA	99	73%	37	27%	136	198	60%	129	40%	327
7	KUNDAM	119	33%	239	67%	358	226	39%	322	61%	548
	Total	3178	49%	3228	51%	6389	6287	43%	5543	57%	11830

Source : LSA 2000

1. The number of dropout girls were more than that of boys in Panagar, Majhali and Kundum block
2. The number of unenrolled boys more in Sahapura and Majhali blocks where boys are involved in fields.

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	JABALPUR	2073	45%	2522	55%	4595	1838	71%	722	29%	2560	3911	3244	7155
2	PANAGAR	223	41%	317	59%	540	293	53%	256	47%	549	516	573	1089
3	SIHORA	560	60%	375	40%	935	240	46%	277	44%	517	800	652	1452
4	MAJHOLI	280	37%	201	63%	481	230	45%	280	55%	510	510	481	991
5	PATAN	44	46%	51	54%	95	82	47%	91	53%	173	126	142	268
6	SAHAPURA	120	62%	74	38%	194	78	59%	55	41%	133	198	129	327
7	KUNDAM	126	48%	115	52%	241	100	33%	207	67%	307	226	322	548
	<b>Total</b>	<b>3426</b>	<b>47%</b>	<b>3655</b>	<b>53%</b>	<b>7081</b>	<b>2861</b>	<b>60%</b>	<b>1888</b>	<b>40%</b>	<b>4749</b>	<b>6287</b>	<b>5543</b>	<b>11830</b>

Source : LSA 2000

Table - 11 : Depits that dropout in girls are more than that of boys in primary level.

- 2 In Middle level dropout in boys are more than number of girls because of child labour and due to social factors.
- 3 The Majholi block number of dropout girls are more than boys.
- 4 Number of dropout children is more in Jabalpur block.
- 5 Number of dropout children in Patan Block is less.



Table No. - 12

**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
1	JABALPUR	7155	4.12%	3.12%	60%	10%	5%	10%	2%	8%	3%	2%
2	PANAGAR	1089	1.12%	0.88%	40%	20%	10%	10%	8%	2%	7%	3%
3	SIHORA	1452	0.32%	0.28%	50%	10%	15%	5%	2%	3%	15%	-
4	MAJHOLI	991	0.38%	0.31%	70%	10%	10%	22%	1%	3%	2%	2%
5	PATAN	268	0.28%	0.41%	60%	10%	10%	2%	2%	2%	3%	2%
6	SAHAPURA	327	0.21%	0.31%	50%	30%	10%	2%	2%	2%	2%	2%
7	KUNDAM	548	0.31	0.32	50%	30%	10%	2%	2%	2%	2%	2%
	Total	11830	0.3743	0.3731	50%	10%	10%	10%	10%	4%	4%	2%

Source : LSA 2000

**Reasons**

- (i) 1 50% dropout from working in fields in rural area and in urban area due to child labour.  
 2 20% looking after younger brother & sisters.  
 3 10% cattle grazing.  
 4 10% poor economic condition  
 5 10% lack of education facility  
 6 4% social factors.  
 7 4% School environment  
 8 2% other reasons.
- (ii) The working children are more in Jabalpur dropout children are more.
- (iii) More dropout due to reasons no. 1 & 2.

Table No. - 14

## 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	JABALPUR	2844	2546	5390	1477	1303	2780	1386	1073	2459	93%	82%	88%
2	PANAGAR	2597	2222	4819	1707	1513	3220	1106	903	2009	34%	59%	62%
3	SIHORA	2449	2160	4629	1610	1198	2808	1585	1170	2755	56%	97%	98%
4	MAJHOLI	2116	1645	3761	1491	1144	2635	1411	1024	2435	53%	89%	92%
5	PATAN	2147	1776	3923	1830	1585	3415	1800	1520	3320	98%	95%	97%
6	SAHAPURA	2224	1703	3927	1585	1324	2909	1522	1125	2647	52%	84%	90%
7	KUNDAM	1230	886	2116	949	667	1616	902	530	1432	55%	79%	88%
7	TOTAL	15607	12938	28565	10649	8734	19383	9712	7345	17057	50%	86%	89%

Source : LSA 2000

Table No. 14

- 1 Depicts that it is significant to observe that transition rate of girls are more that of boys.
- 2 Transition rate in Patan is more than that of other blocks.
- 3 Transition rate in Panagar is less. Girls leavs schools after Vth Class.

Table No. - 15

**Blockwise Achievement of Children At Primary Level**

S.No.	Block	Total Children appeared in Class V exams	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	JABALPUR	26954	5391	13263	5247	8053	5347	12972	5926	2709	6389	13396	6997	212	17127	39631	18170	10974
2	PANAGAR	4819	73	747	1487	913	78	914	1387	841	81	838	1512	749	217	825	1508	2503
3	SIHORA	17751	1775	8826	3550	3600	1650	8951	3565	3585	1775	8826	3500	3600	5200	26603	10665	10785
4	MAJHOLI	21015	2522	9036	7565	1892	8195	7145	3783	3152	3152	9877	6304	1683	9036	7004	2453	6727
5	PATAN	3923	83	816	1704	1320	74	792	1649	1408	110	811	1692	76	267	2419	5045	2804
6	SAHAPURA	3927	807	1198	449	164	807	1198	449	164	307	1192	449	164	1921	3588	1347	492
7	KUNDAM	14200	161	263	7142	6634	138	311	7241	6510	185	309	7551	6155	151	312	7100	19299
	Total	92589	10812	34149	27144	22576	16289	32283	24000	18369	11999	35249	28005	12639	33919	80382	46288	53584

Source : LSA 2000

Table No. 15

- 1 Depicts that number of children getting D grade in mathematics are more than that of EVS that is students are very poor in language & mathematics.
- 2 Number of students in Panagar having A grades in language Maths & EVS are less.
- 3 Achievement level in Patan is good in EVS.
- 4 Number of students are in more in B and C Grade in a District.

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 yaers)	Girls	Girls as % of total population (3-6 yaers)	Total
1	JABALPUR	3220	49%	3240	51%	6460
2	PANAGAR	3421	50%	3398	50%	6819
3	SIHORA	2960	55%	2390	45%	5350
4	MAJHOLI	1832	49%	1918	51%	3750
5	PATAN	2259	50%	2245	50%	4504
6	SAHAPURA	239	55%	92	45%	431
7	KUNDAM	3669	51%	3516	49%	7185
	Total	17600	51%	16799	49%	34499

Source : LSA 2000

Table No. 16

- 1 Depicts that there are 34499 children in the age group 3-6 years.
- 2 In Kundum number of children of age group 3-6 years are more than other blocks.
- 3 Number of children is age group 3-6 years are less in block Sahapura.

Table No. - 17  
**Blockwise Details of ECE Facilities**

S.No.	Name of Block	No. of SSK	No of Jhoolaghar	No. of Aanganwadi	No. of Habitaion not having Early Childhood Education support services *
1	JABALPUR	Nil	Nil	182	14
2	PANAGAR	Nil	Nil	119	79
3	SIHORA	Nil	Nil	99	67
4	MAJHOLI	Nil	Nil	111	97
5	PATAN	Nil	Nil	110	116
6	SAHAPURA	Nil	Nil	128	
7	KUNDAM	3	1	140	49
	Total	3	1	889	422

Source : LSA 2000

Table No. 17

1 Depicts that population of children in the age group 3-6 years is 34409 in the district duly supported by the 889 E.C.E. facilities whereas 442 habitation are still not having ECE facility.

2 More Jhoolaghar and SSK are required in the district.

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 Requirement for Shelters	No. of Primary Schools	No. of Primary Schools having School Building	Additional Requirement for school building	No. of Middle Schools	No. of Middle Schools having School Building	Additional Requirement of school buildings		Requirement of Additional Rooms in Primary School Building	Requirement of Additional Rooms in Middle School Building
										In Existing Middle School	In PS/EGS which are proposed for upgradation		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	JABALPUR	77	Nil	77	251	161	90	70	42	28	28		52
2	PANAGAR	39	Nil	39	219	111	108	45	36	9	25	9	27
3	SIHORA	12	Nil	12	207	110	97	48	30	18	26	122	52
4	MAJHOLI	81	Nil	81	229	130	99	54	27	27	23	20	29
5	PATAN	54	Nil	54	221	122	99	51	37	14	33	25	30
6	SAHAPURA	90	Nil	90	229	122	107	52	32	20	39	49	48
7	KUNDAM	41	7	34	259	160	99	54	40	14	7	75	56
	Total	397	7	390	1615	916	696	374	244	130	181	300	300

Source : LSA 2000

1395

- 1 Depicts that out of 342 EGS schools only 7 EGS schools are having there own buildings remainign 335 EGS schools are running in accomodations provided by the community.
- 2 Total number of 181 schools are upgraded and required buildings.
- 3 300 extra rooms are needed in primary school.
- 4 106 extra rooms are neede in middle school

Table No. - 19

## 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 on criteria of two teachers per PS		
			Male	Female	Total	Male	Female	Total	Male	Female	Total		Male	Female	Total
1	JABALPUR	42181	523	469	992	67	11	78	590	480	1070	39	NIL	NIL	14
2	PANAGAR	36070	429	432	861	29	9	38	458	461	919	39	NIL	NIL	NIL
3	SIHORA	33303	459	298	757	5	1514	5	465	298	761	43	36	35	71
4	MAJHOLI	36237	506	310	816	65	11	76	571	321	892	40	NIL	NIL	NIL
5	PATAN	35345	471	368	839	55	7	62	526	375	901	39	NIL	NIL	NIL
6	SAHAPURA	41560	464	353	817	86	15	101	550	368	918	45	57	57	114
7	KUNDAM	30455	494	307	801	30	4	34	524	311	835	36	NIL	NIL	NIL
	Total	254821	3346	2537	5883	337	1571	394	3684	2614	6296	42	93	92	199

Source : LSA 2000

1 PTR is 42: 1 at primary level.

2 PTR of Sihora &amp; Sahapura Block is more. There fore more teacher are needed.

Table No. - 20

**Blockwise PTR at Middle Level**

S.No.	Block	Enrolment at Middle Level	Number of Teachers			PTR
			Male	Female	Total	
1	JABALPUR	7905	105	117	222	35
2	PANAGAR	7423	92	123	215	34
3	SIHORA	10122	131	48	179	56
4	MAJHOLI	6335	109	29	138	45
5	PATAN	6403	111	54	165	38
6	SAHAPURA	6399	98	60	158	40
7	KUNDAM	4700	65	27	92	51
	TOTAL	49287	711	458	1169	42

Source :

LSA 2000

- 1 PTR at middle level is 42:1
- 2 PTR at middle level in Sehora block is more. It concludes that number of middle school teachers in urban area are more than that or rural areas. Therefore Rationalization of teachers are necessary.



Table No. - 21

## 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	JABALPUR	746	268	59	992	879	113	NIL	523	469	992	523	469	992
2	PANAGAR	427	330	104	861	618	218	NIL	429	407	836	429	432	861
3	SIHORA	326	381	50	757	500	217	NIL	419	298	717	459	298	757
4	MAJHOLI	404	358	54	816	762	50	NIL	506	306	812	506	310	816
5	PATAN	448	316	80	839	600	234	NIL	466	368	834	471	368	839
6	SAHAPURA	450	298	69	817	500	317	NIL	464	353	817	464	353	817
7	KUNDAM	409	315	77	801	500	301	NIL	494	307	801	494	307	801
	TOTAL	3210	2266	493	5883	4359	1450		3301	2508	5809	3346	2537	5883

Source :

LSA 2000

Table No. - 22

**Blockwise information of upper 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	JABALPUR	102	88	32	222	113	87	Nil	45	40	85	48	77	125
2	PANAGAR	68	53	42	163	88	69	Nil	39	51	90	29	38	67
3	SIHORA	179	141	38	179	122	52	Nil	35	20	55	96	28	124
4	MAJHOLI	51	59	28	138	57	24	Nil	30	14	44	28	9	37
5	PATAN	56	59	60	175	52	70	1	32	25	57	44	22	66
6	SAHAPURA	42	60	56	158	89	36	3	30	33	63	36	29	65
7	KUNDAM	189	95	77	361	151	42	Nil	3	6	9	157	27	184
	TOTAL	687	490	258	1169	672	380	4	214	189	403	438	230	668

Source : LSA 2000

Table No. 22 : Depicts that there are 600 teachers having higher secondary qualifications .

2 All teacher are trained either in pre service or in in service.

Table No. - 23

**Blockwise incidence of Disability**

S.No.	Name of Block	Number of Disable Children																	
		Dumb			Deaf			Blind			Orthopaedically disabled			Mentally disabled			Total		
		Boyt	Girls	Total	Boyt	Girls	Total	Boyt	Girls	Total	Boyt	Girls	Total	Boyt	Girls	Total	Boyt	Girls	Total
1	JABALPUR				-	8	32	24	14	38	152	96	248	32	20	52	232	138	370
2	PANAGAR	9	1	10	16	9	25	23	21	44	98	55	153	8	14	22	154	100	254
3	SIHORA				10	5	15	31	14	45	128	68	196	29	12	41	195	101	296
4	MAJHOLI	7	5	12	25	23	48	31	20	51	187	61	248	26	9	35	276	98	374
5	PATAN	10	5	15	21	8	29	34	30	64	134	76	210	14	7	21	213	126	339
6	SAHAPURA	0	0	0	15	9	24	12	7	19	82	55	137				109	71	180
7	KUNDAM	16	12	28	16	10	16	17	8	25	90	47	137	12	4	16	151	81	232
	<b>Total</b>	<b>42</b>	<b>23</b>	<b>65</b>	<b>103</b>	<b>72</b>	<b>189</b>	<b>172</b>	<b>114</b>	<b>286</b>	<b>871</b>	<b>458</b>	<b>1329</b>	<b>121</b>	<b>66</b>	<b>187</b>	<b>1330</b>	<b>715</b>	<b>2045</b>

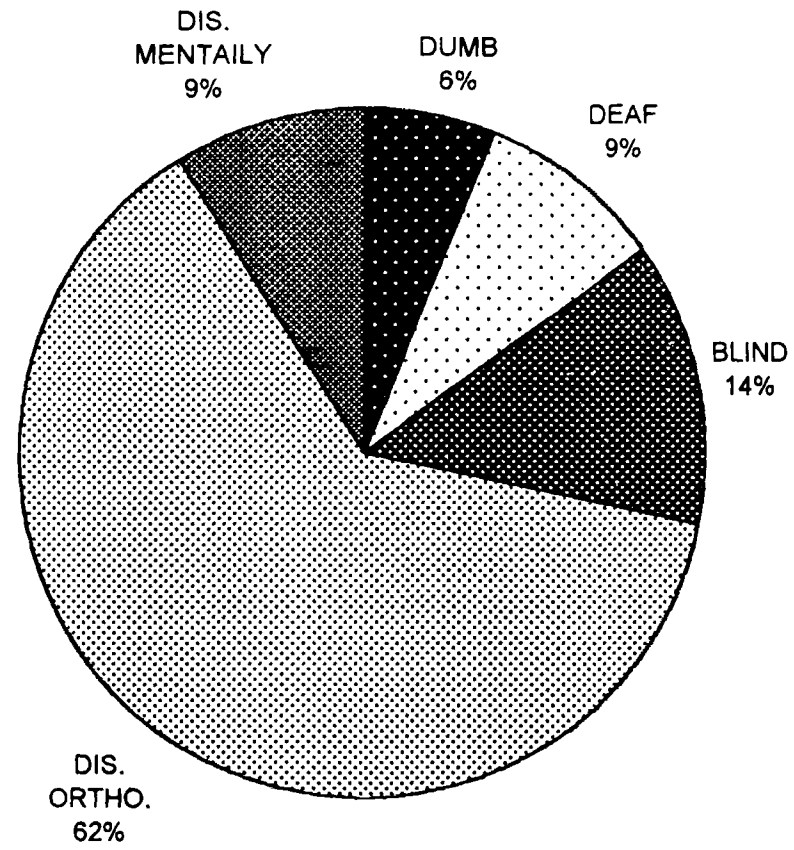
Source : LSA 2000

Table 23 : Depicts that more no. of students orthopadically disabled.

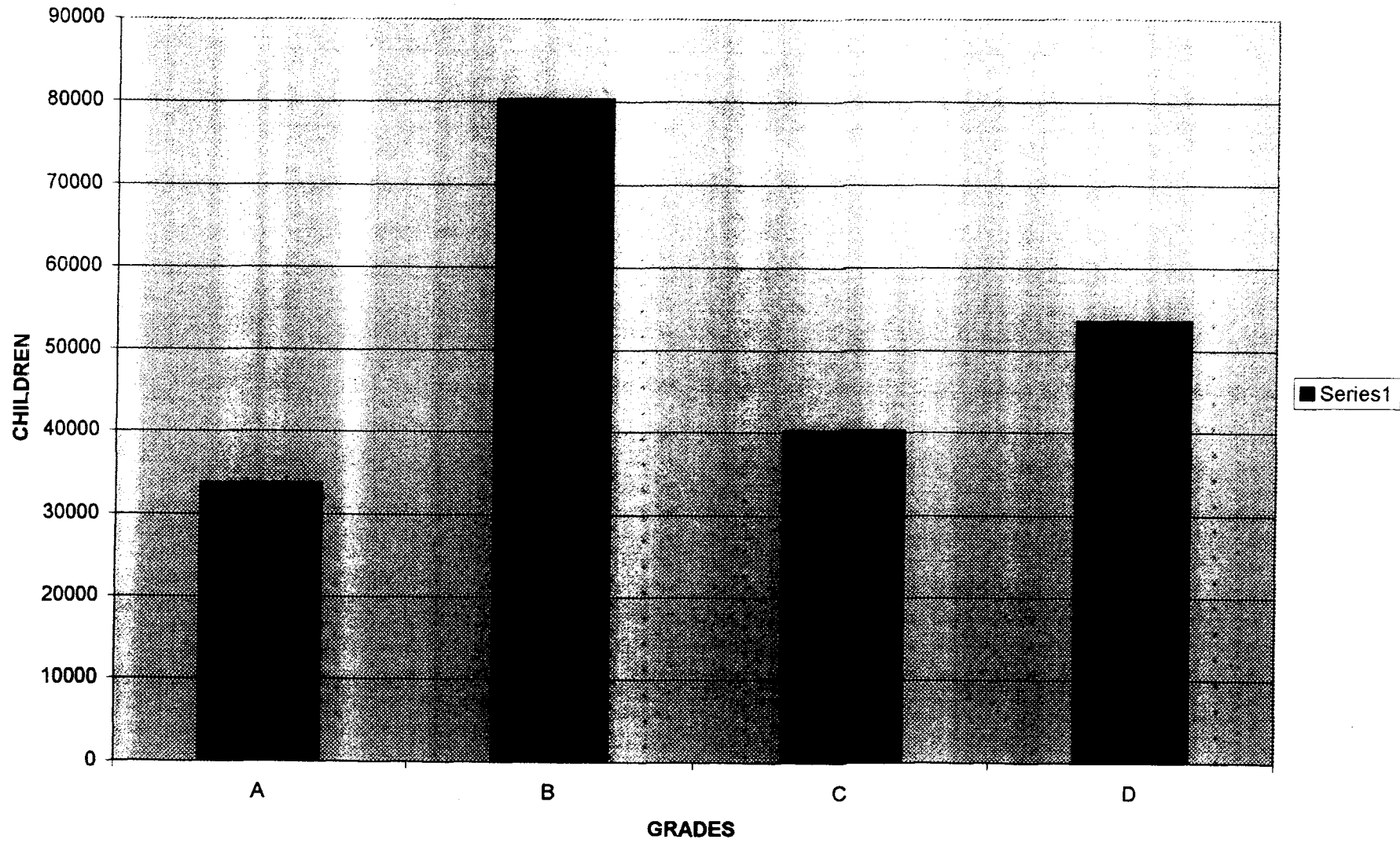
2 Total number of 2045 children are disabled.

3 Boys are more disabled than girls.

# INCEDENCE OF DISABLITY



# TOTAL ACHIEVEMENT AT PRIMARY LEVEL



### **3.2 DIAGNOSTIC STUDY**

**Under Diagnostic Study analysis of subjects (Middle School) was done.**

The following inference can be drawn on the basis of outcomes of Diagnostic Studies.

#### **SUBJECT :**

##### **1. HINDI**

1. Middle School student are weak in spelling and the knowledge of grammar is poor.
2. Subject matter is according to 5th and 6th standard.
3. Training needs to organised to ensure solutions to hard spots.
4. To identify training needs.

##### **2. MATHS**

1. After primary level children who take admission in M.S. are generally weak in measurement skills and square root.
2. In class VI geometry and linear equation were found to be difficult.
3. There is lack of coordination in subject matter of Class V and Clas VI.
4. All hard spots require training.

#### **INFERENCE**

Attention should be drawn on correlation in class V and Class VI. Even some topics can be removed.

##### **3. SCIENCE**

Generally children are not able to understand the concept of science. It should be empowered through using local techniques and local material.

1. Class VI syllabus is above the level of students.
2. No correlation in Class V and VI.
3. Hard spots identified need training.

#### **INFERENCE**

Student's who take admission is class VI are generally weak at Science and Maths.

## **CONCLUSION**

1. HINDI- by the analysis of this book it is found that there is no objectionable part in the book wrong parts as "chuhe ki Delhi yatra", etc, should be removed. "Medium of communication through Internet" is beyond the standard of 6th Class. There are so many useless exercises in the books. They are to be lessened. Pictures should be clear.
2. MATHS- by the analysis of this book it is found that there are 8% parts are wrong which are to be corrected. In additions to its parts of the lessor related to become try wich are to be essentially removed. Different diagrams should be clear.
3. SOCIAL SCIENCE: by the analysis of this book it is found that there are 5% parts which are wrong and 60% parts which are above the level of the students.
4. SCIENCE : by the analysis of this book it is found that there are 5% parts which are wrong which should be minimize. Clear and meaningful pictures are to be given removing the wrong pictures. Materials related to the ways to pollution problems come upfrom energy means of conservation. Plantation and the importance of environment should be essentially included in the book.

## **TARGET**

At first our target should be to raise achievement level of children. The children having "D" & "C", have to be brought to "B" or "A" grades, similarly for those having "C and B" to respective upper grade, those have "A" grade need to maintain it.

## **SLIGHT CANGE IN SYLLABUS :**

Finding of desk analysis and diagnostic study of syllabus suggest slight change in the syllabus.

1. Hindi : In class VI Hindi syllabus lessons such as "Dilli Visit" of rat or "Black Dear" should be removed since it is only imaginary and confuses the children. Teacher should use local examples.
2. Maths : Maths syllabus is higher as compared to the level of children as they come from primary schools and their level is weak. Errors should be rectified.

3. Science : Science syllabus requires subject change it should be district specific and the example of local environment should be given.
4. Social Science : Lesson in Social Science for Class VI are more. Number of lesson should be reduced and training based on hard spots should be regularly provided to teachers.

## TEACING LEARNING MATERIAL

The situation of districts should be kept in view.

### Formation of teaching aids

To make teaching more effective teaching aids are necessary. Teaching aids should be on the basis of hard sports identified. The teacher should use it as per local and school environment.



## CHAPTER - 4

### FORMULATION OF TARGET

#### 4. GOALS

In the previous chapter the present educational scenario has been discussed in detail. After analysis of present educational scenario we come to a conclusion that “Universalisation of Elementary Education” is needed in district Jabalpur. Universalisation of Elementary Education includes :

- **Universal Access.**
- **Universal Enrollment.**
- **Universal Retention.**
- **Universal Achievement, i.e., ensuring universal quality education.**

#### 4.1 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.
- 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 2-3 k.m.

#### 4.2 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 centre.
- It also means ensuring enrollment of children belonging to 11-14 years age group (primary passed) into a middle school

### 4.3 UNIVERSAL RETENTION

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

### 4.4 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.

### 4.5 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	JABALPUR	GAR	100	100	100	100	100
		GER	84.21	90	100	110	120
		RR	66.4	76.4	86.4	90	90
2	PANAGAR	GAR	100	100	100	100	100
		GER	95.0	100	105	110	120
		RR	90.2	90	90	90	90
3	SIHORA	GAR	100	100	100	100	100

		GER	89.69	90	100	110	120
		RR	90.0	90	90	90	90
4	MAJHOLI	GAR	100	100	100	100	100
		GER	95.41	100	110	119	120
		RR	90.0	90	90	90	90
5	PATAN	GAR	100%	100	100	100	100
		GER	98.8	100	110	115	120
		RR	69.0	75	80	85	90
6	SAHAPURA	GAR	100%	100	100	100	100
		GER	106.20	105	110	115	120
		RR	61.0	71	81	90	90
7	KUNDAM	GAR	100	100	100	100	100
		GER	100	105	110	120	
		RR	61	70	80	90	90
	TOTAL	GAR	100	100	100	100	100
		GER	94.90	100	110	115	120
		RR	64.0	70	80	90	90

### BLOCKWISE GOAL ( MIDDLE LEVEL )

S.No.	Name Of Block	YEAR					
			2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
1	JABALPUR	GAR	66.00	100	100	100	100
		GER	46.7	76	88	106	120
2	PANAGAR	GAR	61.0	100	100	100	100
		GER	93.05	52	60	70	100
3	SIHORA	GAR	59.0	100	100	100	100
		GER	88.05	90	100	110	120
4	MAJHOLI	GAR	62.00	100	100	100	100
		GER	90.5	100	105	110	120
5	PATAN	GAR	60.0	100	100	100	100
		GER	96.6	100	100	100	100
6	SAHAPURA	GAR	73.0	100	100	100	100
		GER	96.95	100	100	100	100
7	KUNDAM	GAR	68.0	100	100	100	100
		GER	93.86	100	100	100	100
	TOTAL	GAR	64.0	100	100	100	100
		GER	79.98	80	90	100	120

## CHAPTER – 5

### STRATEGIES FOR UEE

In chapter – 4 detailed analysis of present elementary education scenario, problems and need gap assessment has been done. 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. STRATEGIES TO BE IMPLEMENTED FOR UEE**

##### **5.1 PROVIDING ACCESS**

###### **5.1.1 Upgradation of Primary Schols and EGS**

Assesment of Gaps in middle schooling facilities:- The first preliminary round of assessment brings out the gaps of 181 middle schools. Thus 181 PS/EGS in be upgraded to Middle Schools. Jabalpur district has assigned high priority to universalization of middle school in a time bound manner by 2002. The primary school will be upgraded based on the following norms.

- (a) While having the 3 km criteria for upgrading a primary school to a middle school, the choice and selection of the primary schools for the upgradation to a middle school would be done on basis of school mapping and would be approved by Zila Sarkar (Distt. Planning Committee).
- (b) The middle school and the primary school would be located on the same campus and would have one Head master.

- (c) Population norms of atleast 80-90 children of age group 11-14 group at habitation to be considered for prioritisation. Two teachers & educational material will be provided for upgradation. Out of the two teachers one will be from Scinece/Maths stream & the other from Language/Social Sceince stream.

### **5.1.2 Rationalisation of staffing Norms :**

The staffing norms for a middle school has also been rationalised for the new middle schools staffing pattern would be :

- (a) One Head master
- (b) Two upper Division teacher (Shiksha Karmi, Grade II)

The rationalisation of teachers will be undertaken to ensure that teachers in required number are available in the schools as per the norms i.e. 2 teachers in PS & 1 HM & 2 SK-II in Middle School.

## **5.2 INCREASING ENROLLMENT AND RETENTION**

- The focus is to be for girls and children belonging to Jabalpur, Majholi & Sahapura blocks, where number of unenrolled and dropout are more.

### **5.2.1 Adjusting School Timings**

For children engaged in labour / Agriculture / Cattle Grazing / Wood picking (Reason no. 1) timings of the schools would be changed to suit these children. This would be done with the help of Gram Panchayats, Village education committee, 4 members of PTA.

### **5.2.2 Special efforts for children belonging to economically deprived families**

- For out of school children due to poverty, co-ordination with developmental departments would be done in order to provide benefits to their family and for

elevation of their economic status. At the very same time it would be ensured that these children be benefited through different scholarships, given free of cost mid day meal free text books and free uniforms under the schemes of School Education Department, Food Department, Social Welfare Department, Women And Child Development Department and Tribal Welfare Department. Also wide publicity of these schemes would be undertaken to motivate parents to send their children to schools and get benefit from these schemes.

### **5.2.3 Providing pre-primary centres**

There are only 889 Anganbadi in the district which render to the need of childhood education system.

### **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 for older children to free them 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.

### **5.2.4 Ensuring enrollment of Girls**

The LSA data indicates that 3228 girls are unenrolled and 5543 are dropout.

Strategies for facilitating girls participation in school are envisaged as follows.

- School provisioning close to the habitations within 3 kms which would make it convenient for the girls to come to the schools.
- Gender sensitive teaching learning material and training module to sensitise the teachers.

Women's Education through Adult Literacy Programmes such as the Padhna Badhna Andolan will be ensured which will also have an positive impact on enrollment of girls.

- Balika Shiksha Shivirs will be organised at BRC/CRC level. This will be a residential educational camp specially aimed at girls of weaker sections having a comparatively slower pace of learning. The camp will be organized by women teachers and women panchayat representatives. A batch of 25 girls will participate in a residential camp of 3 days each. Activities like creative writing, painting, drama, story and poetry writing, toy making, games and sports etc. will be organised.
- “Mahila Shiksha Abhiyans” will be organised during the month of July to September. These will be extensive girls enrollment drives. Parents, women and women panchs will be motivated and trained during this campaign for participating as catalyst of the drive. The VEC will be also motivated and trained how to play a pivotal role of catalyst and monitor of this drive. Parents and community will be motivated for sending their children of school. Also VER will be upgraded in the beginning of this campaign. This will give the names of actual unenrolled and dropout children. VEC and local community with the help of teachers would with the help of VER data carry out enrollment drive and back to school drives.

#### **5.2.5 Making School More Attractive**

- For those children who do not go to school due to unattractive schools efforts would be made to make the school attractive. For this better schooling

facilities would be provided by giving each primary school a school contingencies worth Rs. 3000. Out of this amount Rs. 1000 would be given to 2 teachers at the rate of Rs. 500 each for development of better teaching learning aids. Teachers would be given a training of 10 days for the preparation and use of these teaching-learning aids. Rest amount of Rs. 2000 would be given to VEC for development of school facilities. For making the school more attractive this amount would be spent by VEC on minor repairs of the school building, white washing of the school building, repair and procurement of furniture for school teachers and school office, stationary, tat patties, charts, sports material, bal melas, etc. Middle schools with a primary section would be provided school contingencies worth Rs. 5000.

## 5.2.6 MOBILISATION STRATEGIES

### Shiksha Panchayats

- "Shiksha - Panchayats" will be held at JSK level to provide a forum for interaction between teachers and panchayat representatives for discussion and improving the educational status of the cluster and address teacher grievances.
- Shiksha panchayats would be held after an interval of every 3 months, i.e., on every quarter at Jan Shiksha Kendra Level. During this review, of work will be done in schools in the last 3 months and planning for activities for the next three months will be done. This will serve as a participatory monitoring system as all panchayat representatives of the cluster along with all teachers will participate in these Shiksha Panchayats.
- Gram panchayat members will be oriented towards educational issues at the JSK level. Shilsha Panchayat conventions or Shiksha Choupal will be held at district, Block and cluster level. The participants of the Shiksha Panchayats will include the members of Panchayats, VECs, teachers, cluster head, cluster academic coordinators, community members and parents. The objectives of Shiksha Choupal are :



- Better interface between panchayats and teachers.
- To ensure effective involvement of gram panchayat and community and teachers in school development.
- To improve the functioning of all the schools of the JSK.
- To involve strategies for achieving cent percent enrolment and retention of children specially girls.
- To ensure cent percent enrolment of SC/ST girls in the cluster area.

### **VEC Training and Meetings**

- For ensuring the implementation of all the above strategies Village Education Committees and members of Parent Teacher Association will be given a one day training.
- Every month VEC and PTA meetings will be held to review the progress of schools in the last one month and to make future plans.
- An intensive field based interactive training and motivation of the VEC/PTA members is proposed making use of a number of strategies, e.g., discussions, orientations, exchange visits, reviews, etc. VEC members will be trained in groups at cluster levels once every quarter.
- The regular contingent needs of the middle schools are proposed to be supplemented by recurring "Annual School Grants" to the VECs.

### **Bal Melas**

- Bal Melas will be organised every year at cluster and school level during the first three months of every academic year.
- The objectives of these Bal Melas will be to attract children to school specially the dropout and unenrolled children and also for counseling of their parents through VEC members and teachers.

- In cluster where the dropouts is more Bal Melas will be held weekly regularly. Bal meals will include activities for involvement of children. These activities will not only be enjoyed by the children but they will also learn from these activities. Activities like sculpting different shapes from clay, drawing and colouring, acting, dancing, singing Quiz. Etc will be held. Also community and panchs would be invited to see their children enjoy activities in the school
- The prime motive behind Bal Melas would be attracting children to school.
- Funds from school funds upto Rs. 150 per Bal Mela would be used, local contributions would also be sought.

### **Motivating Parents**

- For motivating parents towards education of their Children Parent Panchayats and Teacher-Parents meet will be organised. This will also give the parents an opportunity to understand children's problems and progress. For this Parents-teacher meet would be organised in the school every month.

Parents of regular students would be facilitated.

### **5.2.7 Improving Infrastructure**

To provide 100% access and achieve retention middle schools building will be provided for the upgraded 181 existing primary /EGS schools. District Jabalpur have 916 primary school building at present out of which 800 schools building are pukka building and 118 have kuccha/ partial pakka building. District required 699 new building in primary schools. 300 primary schools needed additional extra rooms and 300 extra rooms are also needed in existing of middle schools.

## **5.3 IMPROVEMENT IN QUALITY :**

The strategy for academic improvement will be based on following criteria.

- The potential of children till middle level to learn to achieve the standards expected and actual acquisition of competencies would form the basis for pedagogic reform and improvement.
- Continuity of inputs at the primary stage will be ensured so that after completing primary education children emerge ready for the middle stage in academic terms.
- Quality improvement at the primary will be ensured to continue along with quality improvement at the middle stage.
- Scrutiny of the curriculum to ascertain whether transition from primary to middle is smooth or disruptively sudden for the child will be done.
- Assessment of the current status of middle school level academic inputs in terms of curricular training, teaching learning materials, and to assess the impact of these on teacher capabilities, teaching learning processes and learning levels will be taken up.

### **5.3.1 Improving Academic Content**

A diagnostic study is conducted in the District. It is assessed that text books and learning material need to be improved. There is lack of local input i.e. dialect, festivals, culture, life style etc.

The learning material available is not interesting and activity based. More exercises like puzzles, cartoons, fairytales, quiz and games. The language which is used in textbooks is also difficult for some children, especially belonging to SC/ST families.

#### **Strategies :**

- ◆ The Syllabus and curriculum have been discussed, analyzed and the outcomes sent to the State level, where curriculum & text books will be revised.

- ◆ Supplementary materials will be developed at the district which will have district specific inputs, puzzles, cartoons, fairytales and quiz etc. based on child centered approach.
- ◆ Some small activities and experiments will be incorporated in the supplementary material based on local environment.
- ◆ Hard spots, identified in diagnostic study will be explained in detail and lot of practice exercises will be developed in the form of supplementary material & self learning materials.

### **5.3.2 Development of Appropriate Teaching Learning Materials :**

According to the needs identified through diagnostic study supplementary materials will be developed for teachers and students. This will fulfill the mutual needs of primary and middle level both. The material will be developed as self learning materials based on the identified hardspots faced by teachers & children during teaching learning process.

#### **Strategies :**

- ◆ The teaching learning material will be developed at the District and JSK level as specific by PS and MS teachers.
- ◆ Teachers competencies are assessed in diagnostic study and according to the need training material will be prepared.
- ◆ Learning material will be modified and implemented in schools on the basis of pilot trial feed back.

### **5.3.3 Revamping Teacher Training :**

The teacher training will be of two type (I) Recurrent (ii) Induction. Induction training will be given to the teachers who will be recruited for new middle schools

Recurrent training will be not only for the existing teacher but for the new teachers of Middle School.

**Strategies :**

- ◆ Integrated teaching learning material for primary level has been developed at the State level. Recurrent training of 20/12 days will be given to the Gurujis and teachers by MT's, based on the training needs assessment.
- ◆ Head start teachers of Kundam block has also been trained in two phase, occurent trainings for computer enable education will be given.
- ◆ Besides the Computer teachers and Jan Shikshak of Head Start clusters, other teachers of head start cluster will also be trained.
- ◆ The teachers who will do the work of trial will also trained.
- ◆ Subject specific training will be given to the middle school teachers. This will based on competencies of teachers identified in Mathematics Science, and English.
- ◆ Special training will be provided to the teachers who will teach disabled children.

Salient features of primary school teachers training will be as follows :

- Mode of training will be 'face to face.'
- Training programme will include 20 days recurrent refresher training of all teachers.
- Training will be done on the basis of training need assessment by forming seperate groups of teachers with similar training needs and hard spots. Each such group will be given training according to their needs and hard spots.
- Common issues and hard spots of all teacher will be tackled by distance learning mode.

### **5.3.4 Establishing System of Continuous on site academic resource support :**

To fulfill the academic requirements of middle stage, teachers will need intensive academic resource support. Such support is needed not merely in terms of teachers training, but in terms of academic resource materials. Considerable follow up in class room situation is needed. Regular school visits by Jan Shikshaks and personnels of DIET and BRC will be ensured to provide the teacher on spot guidance. The JSK will be pivotal point for such regular school visits and in situ support. The funds for this have been provided for under the Strengthening of JSK head.

#### **Strengthening of DIET**

At the ZSK level DIET is the key institution related to all training activities done in district. DIET will implement all the strategies related to training designed by SPO. The DIET as part of the Zila Shiksha Kendra has developed an academic perspective plan for the district on the basis of Diagnostic Study conducted recently. The administrative and planning capabilities of DIET personnel also need to be Upgraded in respect of their qualification and training. A comprehensive plan for professional development of DIET personnel is proposed in this plan. DIET will be assigned to develop training and self learning materials for students according to the needs of the district.

#### **Formation of BRC**

The Block is a very critical level for school administration in terms of information management, coordination and supervision. It is however weakly equipped in handling the enormous quantity of educational data and records. The BRC building needs to be extended. The BRC's capacity to manage educational information needs to be increased. One block academic coordinator, Two block master trainers, one data entry operator, three LDC and two peon are proposed for BRC's to accomplish proper achievement of plan. Computers can help in this 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, analysis and use the data for planning and remedial purposes and the blocks can then share their analysis with the schools and enable them to use this data for improvement.

### **Training for Academic Support and Monitoring to different functionaries**

Training for Academic Support and monitoring will be organised for the following :

- DIET lecturers
- BEOs
- BRCCs
- Jan Shikshaks
- Jan Shiksha Kendra Prabharis

### **These training will include academic issues like :-**

- Methods and process of Academic monitoring of the above functionaries.
- School visits
- Monthly meetings

### **Evaluation Process :**

The existing learner assessment system will be reviewed and improved to made it non-threatening, competency based and provide to base for diagnostic and remedial teaching. The learners will be qualitively analysed.

### **5.3.5 Distance Education :**

Teleconferencing programme programme provided very successful in the past. Teachers and Guruju discussed their problems to educationist directly. This is a very good approach. Teachers will be provided academic support from time to time by teleconferencing.

### **Strategies :**

- ◆ It is planned to connect all head start centres and JPSK to ZSK by Local Area Network Programme. That will be supportive in teleconferencing trainings at the sub district level.
- ◆ Teleconferencing programmes will be arranged for EGS Gurujis and teachers.
- ◆ Expert will prepare programmes on hard spots in specific subjects and the teachers according to the needs will be imparted training through teleconferencing.

### **5.3.6 Use of Information Technology (IT)**

The present age is the age of IT. Education is not alien from that. The scenario of present education is completely impressed by IT sector. The beginning of Head Start is the step achieved to reach IT trend in present scenario. The district proposed Computer sets to each Middle School JSK's .

10 Jan Shiksha Kendra have been started Heda start Yojna on pilot basis in district in the Kundam block under Jan Shala Programme. Children have been provided Education through Computers and as seen by the analysis of the data and the on site monitoring, out comes are very good. Common erros made by children in language and mathe's are being solved easily and fast.

### **5.3.7 Developing a Library Movement**

The JSK's conceptualized as resources centres cannot develop unless a library is developed within them. A school library movements will be established with the JSK as the nodal point. The library in the JSK will be managed by the JSK Pradhari. Books and journals will be circulated among the schools by the teachers. The library in the JSK will be the node of a school library network in that area. Each school would be given a small library to be managed by the children. The JSK library will support and supplement the school libraries with more materials. There will be particularly useful in enabling the teachers and children to upgrade their own skills and knowledge.



## CHAPTER - 6

### COVERAGE OF SPECIAL FOCUSED GROUPS

#### 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”. Programme for universalization of primary education for all children provides for interventions in this area but present budget limits have permitted only small initiatives. It is proposed to expand the cover. The following activities are proposed under it.

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

#### 6.2 Children from Scheduled Tribes

The percentage of SC & ST children in Jabalpur is not very significant. The incentives provided to SC/ST children are free textbooks, uniforms & scholarship. The distribution of these incentives will be monitored regularly, so that the children get the maximum benefit.

## Migration

- For the enrollment of children who have migrated from their village, information and list of these children will be given to the school of that village to which they have migrated. So that they could study in those-village also, to which they have migrated.

### 6.3 Girls

The LSA data of Jabalpur reveal that the enrolment and drop out figures of girls in middle schools are not very encouraging. This is largely due to the social perceptions about girls identity individually and in society. Strategies for facilitating 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 Mahila Samakhya, Women's Education through Adult Literacy Programmes such as the Padhna Badhna Andolan will be supported.

Special interventions will also be designed to provide additional support to the academic efforts of girls through strategies like "Balika Shiksha 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.

A 'Sahyogini' project will be taken up on a pilot basis, in which a Sahyogini each will be provided in 15 JSK to closely monitor the education of girls with the local community, the Sahyogini will find out the shortcoming, cause and solution to ensure education of all children. This will help in the implementation of area specific interventions.

**CHAPTER - 7**  
**MANAGEMENT AND MONITORING**

Success of any project depends upon proper management and monitoring of the project. Therefore, for proper management and monitoring of UEE a reformed structure for management and monitoring has been established. This reformed management and monitoring structure is now functional for almost one year in the district.

Earlier there were a number of parallel structures carrying out similar and interrelated educational functions and programmes through different offices in the district. These were as follows :

<b>Level</b>	<b>School Education Department</b>	<b>Adult Education</b>	<b>N. F. E.</b>	<b>D. I. E. T.</b>
District	Office of the District Education Officer	Office of the District Adult Education Officer	Assistant Director, N. F. E.	D. I. E. T.
Block	Office of the Block Education Officer	Supervisors	Project Officer, N. F. E.	
Sub Block Level	Correspondence Centres			
Village Level	Primary and Middle Schools	Adult Education Classes	N. F. E. Centres	

The above illustration makes it amply clear that though the programmes being run by these parallel structures were similar and interrelated in nature, yet they were functioning as water tight compartments with hardly any structural or institutional interrelation with each other. Absence of convergence resulted into duplicacy of functions and programmes which sometimes consequently led to improper and wasteful utilisation of resources and energy of functionaries. With a view to do away with this problem institutional reforms were carried out in the district. As a result these parallel structures have been merged into the following fashion:

**Zila Shiksha Kendra**

(District Level)

**Janpad Shiksha Kendra**

(Block Level)

**Jan Shiksha Kendra**

(Cluster Level)

**Schools // Literacy Classes**

(Village Level)

**Zila Shiksha Kendra (ZSK)**

A Zila Shiksha Kendra has been established at the district. It has 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 the chairman)

5. 3 Sarpanchs (Nominated by the chairman)

7. 7 Non official members

(Nominated by the guardian minister of the district)

3. 2 MLAs

9. 2 Members nominated by the State Committee.

0. District Education Officer

1. Principal, DIET

The role of District Committee is to monitor the progress of Elementary Education and take decisions for the further course at the district level. The implementation of these decisions along with implementation of all programmes has been given to the district level office, Zila Shiksha Kendra.

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

1. Collector
2. CEO, Zila Panchayat                      District Mission Director and  
Additional Director Education  
Department.
3. District Education Officer
4. District Project Co-ordinator      Education Programme Officer – I
5. District Adult Education      Education Programme Officer – II  
Officer
6. District Academic co-      Education Programme Officer-III  
ordinator

The DEO has been made responsible for the improvement of all education-related programmes and activities. The 3 Education Programme Officer (EPOs) have been made responsible to help DEO in this work. EPO – 1 has been made responsible for the implementation of all programmes related to

Elementary Education. EPO – 2 has been made responsible for the implementation of all programmes related to Adult Education. EPO – 3 has been given responsibility for training and academic. DIET which was earlier functioning under Shiksha Mahavidyalaya, Jabalpur has been given in the control of DMD, Zila Shiksha Kendra. Job chart and Monthly monitoring targets of schools, JPSK and JSK of EPO – 1, EPO- 2 and EPO- 3 have been fixed. An Activity Diary has been prepared for this purpose. EPO-1, EPO-2 and EPO-3 are supposed to present their reports to the DEO every month on the issues identified in monitoring, who is supposed to take action accordingly. A monthly meeting of all BEOs and BRCCs is also held at ZSK, wherein monthly progress of all programmes is also monitored. Problems and solutions are also discussed. This meeting is also attended by DIET personnels.

## **ROLE OF DIET**

DIET has been assigned the role of Academic Monitoring. For this, one lecturer of DIET has been assigned the role of Block Academic Co-ordinator (BAC) for each block. BACs are supposed to attend all monthly meetings of the JPSK in the block allotted to them. They have also been assigned the duty of attending monthly meetings of 2-3 JSKs every month in the block allotted to them. They have also been assigned the duty of doing academic monitoring of 5-6 primary schools and EGS of their respective blocks every month. Along with this they have been assigned the duty of monitoring all Head Start Centres, M.S., P.S. and EGS of their block every month.

A district core group for Head Start Monitoring has been made by DIET which includes Principal DIET, BACs, BRCCs and Gender Co-ordinator. A monthly monitoring meeting of Head Start Programme is held by this core group at the DIET attended by computer teachers also.

## **MIS**

An MIS will be made functional programme at the ZSK. Its main function will be to collect and computerise informations for Monitoring. Analysis of this data will helps in identification of problems, problem shooting and follow up action. A Programmer and 2 Data Entry Operators are proposed to be placed in the MIS for this job.

Computerised programmes like LSA, IPMS, EMIS will be used for the purpose of monitoring. Information regarding unenrollments, educational infrastructure and other educational facilities related aspects will be collected and computerised once every year in EMIS formats.

### **Janpad Shiksha Kendra (JPSK)**

A Janpad Shiksha Kendra will be established at the block. It has a block level committee which has the following configuration:

- |  |           |
|--|-----------|
| 1. President, Janpad Panchayat   | Chairman  |
| 2. BEO   | Secretary |
| 3. CEO, Janpad Panchayat   |           |
| 4. All members of the standing committee on education, Janpad panchayat. |           |
| 5. 7 Non official members  |           |
| 6. Local MLAs  |           |
| 7. 2 members nominated by the district committee.                        |           |

The role of block level committee is to monitor the progress of Elementary Education in the block and take decisions for the further course at the block level. The implementation of these decisions along with implementation of all programmes has been given to a block level office, Janpad Shiksha Kendra.



## **Jan Shiksha Kendra (JSK)**

On a cluster of 10-15 villages within a radius of 8 km, a JSK has been established in the Middle School of the cluster's head quarter village.

JSKs have been made functional through out the district. Every JSK has 2 functionaries :

1. Jan Shiksha Kendra Prabhari (Head Master of the JSK Middle School)
2. Jan Shikshaks.

Jan Shikshaks have been assigned the duty of monitoring all Primary Schools of their cluster once every month. They have been also assigned the monitoring of each EGS of the cluster twice every month. The middle schools of the cluster would be monitored once every month by the Jan Shiksha Kendra Prabharis. Every month a monthly meeting of all the primary school teachers is held at the JSK, wherein IPMS formats and other reports are collected. Academic problems and activities are discussed in the meeting and solutions are worked upon.

## **Strengthening the process of Institutional Reform through Capacity Development :**

In order to strengthen the institutional reform process an intensive programme of capacity development will be taken upto improve the quality of support offered to the school through the institutions that constitute its basic support system.

While considerable work has been done in the direction of administrative decentralisation, academic decentralisation is still an area requiring major attention and polic. The effort towards decentralised academic proceses puts greater demands on the availability of support. An essential part of institutional reform is therefore strengthening and decentralising institutional academic resource support through DIET, BRC and CRC enabling teachers to play a critical role professional strengthening of these academic institutions is proposed to be taken up.

## MONITORING SYSTEM

The monitoring and management structures and functionaries mentioned above will be assigned the job to monitor the progress of UEE also.

Critical parameters of monitoring would be as follows :

- Enrollment
- Attendance
- Efficacy of teaching learning processes.
- Student 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 of school.
- Fund disbursement and utilization.

As discussed above a computerised MIS has been developed. 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, viz, VECs, Panchayats, JSK, JPSK, ZSK etc. Sample evaluation will help in developing understanding of quality issues.

## CHAPTER – 8

### RESEARCH SUPPORT

District Resource Group and District Academic Group have already been organized. These groups will do research and diagnostic study in district. The research and diagnostic study will be done specially in the field of problem areas. On the basis of outcomes new strategies will be formed and Implemented. The researches will be done in the following areas :

- Enrollment
- Dropout
- Achievement level
- Teachers competency
- Adequacy of Teaching Learning Materials
- Impact of Physical facilities

Outcomes of the research and diagnostic study will be sent to SPO and all probable solutions will be made to eradicate the problems.

### INNOVATION AND ACTION RESEARCH

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 learner 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.

#### **INNOVATIONS :**

Innovation project per year for child labour is taken up in the district, to bring them into main stream of education.

Innovation project for enrollment and dropout girls is to be taken up to bring them in main stream of education and to increase enrollment in elementary education to 100%.

## CHAPTER – 9

### COSTS & BUDGET

The budget for the strategies discussed earlier are given below: The details can be seen detailed budget sheets.

**1. Upgradation of Primary Schools :**

Provision is made to upgrade 128 primary schools to middle school. Unit cost is 2lakh per school Rs. 51.20 lakhs is to be estimated for this. Recurring salary for first year is Rs. 3500/- per month for 2 S.Karmi-II and in the IIInd year onwards salary will be Rs. 4500/- upto the extent Rs. 7000/-.

**2. Upgradation of EGS schools to Middle Schools :**

Provision for 53 EGS schools is to be upgraded with unit cost Rs. 3.00 lakhs and total estimated is Rs. 83.48 lakhs approximately.

**3. IEC /Mobilation :**

Provision for IEC/Mobilation for 2305 PTA's/VEC, 226 ZSK + JPSK + JSKS and 226 ZSK + JPSK + JSP in the year 2001-02 to 2006. For this Rs. 626.00 lakhs is estimated.

**4. ECE Facility :**

426 SSK will be open in the district. Provision for made for this is 333.13 lakhs approximately.

5. **Civil Works :**

Provision for BRC building, primary school building, middle school building etc. are made in year 2001-02 to 2006. For this Rs. 2984.00 lakhs is estimated.

6. **Teachers Training :**

- a) For induction for middle school 380 teachers is to be trained. Expenditure for this is Rs. 9.37 lakhs is estimated.
- b) For in service MS teachers & provision of Rs. 208.140 lakhs is estimated.
- c) Provision for strengthening of CRC :- For this 218 SSK is to be trained total expenditure of 882.90 lakhs are estimated.

7. **Distance Education :**

Provision for distance education equipments to 225 JPSK + JSK Rs.225.00 lakhs is estimated.

Training through teleconferencing for 225 JPSK + JSK is provided. For this total amount of Rs. 448.00 lakhs will be estimated.

8. **Head Start Programme :**

For head start programme in the district. Training and provision for hardware and software, total amount of Rs. 209.19 lakhs is estimated for 57 head start JSK's + JPSK.

9. **Library Movement :**

To enrich 2305 middle/primary schools with library books, furniture and with magazine and journals Rs. 115.25 lakhs is provided.

**10. Research and Evaluation :**

Provision is made for Research and Evaluation for a district (454 ZSK + DIET + JPSK + JKS). For Rs. 35.00 lakhs is provided.

**11. PTA / VECs Training :**

Training for PTA/VECs and for mobilisation activities for village Rs.345.25 lakhs is provided.

**12. IEDC :**

Provision for training (Survey, Study, Analysis) and for education material Rs. 14.50 lakhs is estimated.

**13. Gender :**

Provision is made for Balika Siksha Shivir, Mahila Shiksha Abhiyan and Sahyogini 15 per district, Rs. 17.40 lakhs is provided.

**14. Innovation :**

Innovation project for a district Rs. 5.00 lakhs is provided.

**15. EGS School for Urban Deprived Children :**

For deprived children in urban area 20 EGS school will be upon. Provision of Rs. 18.625 lakhs is made for it.

**16. Madarsa School :**

Provision is made for 20 Madarsa Schools in the district Rs. 40.70 lakhs is estimated.

## Five years Plan for Universalisation of Elementry Education - Madhya Pradesh

DISTRICT : JABALPUR

(Rs in Lakhs)

S. No.	Components	Physical					Target	Financial Budget					Total
		2001-02	2002-03	2003-04	2004-05	2005-06		2001-02	2002-03	2003-04	2004-05	2005-06	
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)	396	396	396	396	396	396	100.34	100.34	100.34	100.34	100.34	501.69
	No. of EGS Gurujis (Primary Level)	597	597	597	597	597	597						
3	Upgradation of Primary School to Middle School	128	128	128	128	128	128	158.72	176.64	194.30	211.97	229.63	971.26
4	Upgradation of EGS School to Middle School	53	53	53	53	53	53	16.70	16.70	16.70	16.70	16.70	83.48
	No. of EGS Gurujis (Middle Level)	106	106	106	106	106	106						
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)	1400	1400	1400	1400	1400	1400	42.00	42.00	42.00	42.00	42.00	210.00
7	School Contingency (Middle Schools)	416	416	416	416	416	416	12.48	12.48	12.48	12.48	12.48	62.40
8	IEC/Mobilisation	1	1	1	1	1	1	125.20	125.20	125.20	125.20	125.20	626.00
9	Shishu Shiksha Kendra/Jhoolaghar	426	426	426	426	426	426	60.49	63.56	66.63	69.69	72.76	333.13
10	BRC Building for Non-DPEP district	7					7	42.00	0.00	0.00	0.00	0.00	42.00
11	Primary School Buildings	150	250	250	49	0	699	225.00	375.00	375.00	73.50	0.00	1048.50
12	Middle School Buildings	81	100	100	31	0	312	283.50	350.00	350.00	108.50	0.00	1092.00
13	Additional Rooms(PS+MS)	100	250	250	0	0	600	75.00	187.50	187.50	0.00	0.00	450.00
14	Major Repair.	100	100	100	50	0	350	50.00	50.00	50.00	25.00	0.00	175.00
15	Minor Repair	100	150	100	50	0	400	10.00	15.00	10.00	5.00	0.00	40.00
16	Urinals (Boys + Girls) MS	75	100	150	50	0	375	7.50	10.00	15.00	5.00	0.00	37.50
17	Drinking Water facility MS	75	100	150	5	0	330	22.50	30.00	45.00	1.50	0.00	99.00
18	Teachers Training (In service for PS Teachers)	3545	3545	3545	3545	3545	3545	75.80	75.80	75.80	75.80	75.80	379.00
19	Teachers Training- Induction for Middle Schools	362					362	9.03	0.00	0.00	0.00	0.00	9.03
20	Teachers Training (In service for MS Teachers)	1396	1758	1758	1758	1758	1758	34.65	43.37	43.37	43.37	43.37	208.14
21	Strengthening of CRC (Jan Shiksha Kendra)	218	218	218	218	218	218	337.90	126.44	132.98	139.52	146.06	882.90
22	Distance Education	225	225	225	225	225	225	271.00	46.00	46.00	46.00	46.00	455.00
23	Headstart Programme(JPSKs+50 JSKs per disticts)	57	57	57	57	57	57	123.92	21.32	21.32	21.32	21.32	209.19
24	Library Movement	2305	2305	2305	2305	2305	2305	138.30	23.05	23.05	23.05	23.05	230.50
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)	7	7	7	7	7	7	36.33	24.36	26.04	27.72	29.40	143.85
27	Strengthening of Zilla Shiksha Kendra	1	1	1	1	1	1	47.86	41.49	42.62	43.74	44.87	220.58
28	Strengthening of MIS (ZSK)	1	1	1	1	1	1	8.78	5.98	6.19	6.39	6.60	33.94
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	2305	2305	2305	2305	2305	2305	69.15	69.15	69.15	69.15	69.15	345.75
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	20	20	20	20	20	20	6.94	7.54	8.14	8.74	9.34	40.70
	<b>Total</b>							<b>2415.90</b>	<b>2060.61</b>	<b>2106.61</b>	<b>1323.61</b>	<b>1136.12</b>	<b>9042.86</b>
	Management Cost (Salary, O&M, Equipments, Furnitures, Vehicles, Professional Fees, Books of ZSK & MIS)							27.66	18.49	19.82	21.16	22.49	109.62
	Management cost in % ----->							1.14%	0.90%	0.94%	1.60%	1.98%	1.21%
	Civilwork Cost							715.50	1017.50	1032.50	218.50	0.00	2984.00
	Civilwork Cost in % ----->							29.6%	49.4%	49.0%	16.5%	0.0%	33.00%



**1 New Primary Schools(DPEP only)**

	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
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
<b>Recurring</b>								
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
<b>Grand Total (NR+R)</b>	<b>0.35</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**2 EGS Schools (Primary level)**

(as per EGS-AIE Scheme)

	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Recurring</b>								
1 Educational Mate.(Books)	0.02500	396 Schools	9.90	9.90	9.90	9.90	9.90	49.50
2 Salary	0.12000	597 Gurus	71.64	71.64	71.64	71.64	71.64	358.20
3 Monitoring & Contingency	0.00900	396 Schools	3.56	3.56	3.56	3.56	3.56	17.82
4 Training	0.01225	597 Gurus	7.31	7.31	7.31	7.31	7.31	36.57
5 EGS Improvement Grant	0.02000	396 Schools	7.92	7.92	7.92	7.92	7.92	39.60
<b>Total Recurring</b>	<b>0.18625</b>		<b>100.337</b>	<b>100.337</b>	<b>100.337</b>	<b>100.337</b>	<b>100.337</b>	<b>501.686</b>

**3 Upgradation of Primary School to Middle School**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
1 Equipment (Laboratory, Science Kit etc.)	0.15	128 MS	19.20					19.20
2 Educational Materials	0.05	128 MS	6.40					6.40
3 Furniture(Tables, Chairs)	0.20	128 MS	25.60					25.60
Total Non-Recurring			51.20	0.00	0.00	0.00	0.00	51.20
<b>Recurring</b>								
4 Salary - 1st year	0.840	128 MS	107.52					107.52
5 Salary - 2nd year onwards (10% inflation from 3rd year onwards)	1.380	128 MS		176.64	194.30	211.97	229.63	812.54
Total Recurring			107.52	176.64	194.30	211.97	229.63	920.06
<b>Grand Total (NR+R)</b>			<b>158.72</b>	<b>176.64</b>	<b>194.30</b>	<b>211.97</b>	<b>229.63</b>	<b>971.26</b>

Details Given  
Details Given

Details :-

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

**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
<b>Recurring</b>								
1 Educational Mate.(Books)	0.0250	53 EGS-MS Schools	1.33	1.33	1.33	1.33	1.33	6.63
2 Salary (Rs. 1000/- pm for 2 Teachers)	0.2400	53 EGS-MS Schools	12.72	12.72	12.72	12.72	12.72	63.60
3 Material and Equipment & contingency	0.0200	53 EGS-MS Schools	1.06	1.06	1.06	1.06	1.06	5.30
4 Training of Education volunteers	0.0150	106 Gurus	1.59	1.59	1.59	1.59	1.59	7.95
<b>Total Recurring</b>	<b>0.3000</b>		<b>16.70</b>	<b>16.70</b>	<b>16.70</b>	<b>16.70</b>	<b>16.70</b>	<b>83.48</b>

**45 Upgradation of Ashram School to Middle AS**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
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
<b>Total Non-Recurring</b>	<b>1.35</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Recurring</b>								
4 Salary(SK-II-2,SK-I-2,Wardon,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
<b>Total Recurring</b>	<b>3.00</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Grand Total (NR+R)</b>	<b>4.35</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**6 School Contingency (Primary Schools)**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Recurring</b>								
1 School Improvement Grant	0.02	1400 Primary Schools	28.00	28.00	28.00	28.00	28.00	140.00
2 Educational Aids (Rs.500/- per teacher for 2 Teachers)	0.01	1400 Primary Schools	14.00	14.00	14.00	14.00	14.00	70.00
<b>Total Recurring</b>	<b>0.03</b>		<b>42.00</b>	<b>42.00</b>	<b>42.00</b>	<b>42.00</b>	<b>42.00</b>	<b>210.00</b>

**7 School Contingency (Middle Schools)**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Recurring</b>								
1 School Improvement Grant	0.02	416 Middle Schools	8.32	8.32	8.32	8.32	8.32	41.60
2 Educational Aids (Rs.500/- per teacher for 2 Teachers)	0.01	416 Middle Schools	4.16	4.16	4.16	4.16	4.16	20.80
<b>Total Recurring</b>	<b>0.03</b>		<b>12.48</b>	<b>12.48</b>	<b>12.48</b>	<b>12.48</b>	<b>12.48</b>	<b>62.40</b>

**8 IEC/Mobilisation**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Recurring</b>								
1 Updation of VERs, Microplanning	0.02	2305 PTAs/VECs	46.10	46.10	46.10	46.10	46.10	230.50
2 Shiksha Panchayat/Gram Sabhas	0.10	226 ZSK+JPSKs+JSKs	22.60	22.60	22.60	22.60	22.60	113.00
3 Mobilisation	0.25	226 ZSK+JPSKs+JSKs	56.50	56.50	56.50	56.50	56.50	282.50
<b>Total Recurring</b>			<b>125.20</b>	<b>125.20</b>	<b>125.20</b>	<b>125.20</b>	<b>125.20</b>	<b>626.00</b>

**9 Shishu Shiksha Kendra/Jhoolaghar**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Recurring</b>								
1 Salary( with 10% inflation every year from II year onwards)	0.072	426 SSKs/Jhoolaghars	30.67	33.74	36.81	39.87	42.94	184.03
2 O & M (Contingency,TA/DA etc.)	0.020	426 SSKs/Jhoolaghars	8.52	8.52	8.52	8.52	8.52	42.60
3 Educational Material	0.030	426 SSKs/Jhoolaghars	12.78	12.78	12.78	12.78	12.78	63.90
4 Training	0.020	426 SSKs/Jhoolaghars	8.52	8.52	8.52	8.52	8.52	42.60
<b>Total Recurring</b>	<b>0.142</b>		<b>60.49</b>	<b>63.56</b>	<b>66.63</b>	<b>69.69</b>	<b>72.76</b>	<b>333.13</b>

Details :-

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

Details Gv

<b>Civil Works</b>									
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total	
<b>Non-Recurring</b>									
	Physical No.								
10 BRC Building for Non-DPEP district	6.00	7	42.00	0.00	0.00	0.00	0.00	0	7
11 Primary School Buildings	1.50	699	150	250	250	49	0	0	699
12 Middle School Buildings	3.50	312	81	100	100	31	0	0	312
13 Additional Rooms(PS+MS)	0.75	600	100	250	250	0	0	0	600
14 Major Repair	0.50	350	100	100	100	50	0	0	350
15 Minor Repair	0.10	400	100	150	100	50	0	0	400
16 Urinals (Boys + Girls) MS	0.10	375	75	100	150	50	0	0	375
17 Drinking Water facility MS	0.30	330	75	100	150	5	0	0	330
<b>Total Non-Recurring</b>			<b>715.50</b>	<b>1017.50</b>	<b>1032.50</b>	<b>218.50</b>	<b>0.00</b>		<b>2984.00</b>

<b>18 Teachers Training (In service for PS Teachers)</b>									
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total	
<b>Recurring</b>									
1 District Level Workshop for adoption of the module	1.00	1	1.00	1.00	1.00	1.00	1.00	1.00	5.00
2 Training of Resource Persons, MTs (2 per Batch of 40)	0.02	355 MTs	7.09	7.09	7.09	7.09	7.09	7.09	35.45
3 Teachers Training (12 Days) for Primary Schools	0.01200	3545 PS Teachers	42.54	42.54	42.54	42.54	42.54	42.54	212.70
4 Special Orientation Training of English Language(5 days)	0.00500	3545 PS Teachers	17.73	17.73	17.73	17.73	17.73	17.73	88.63
5 Printing of Training Materials(Rs.100/- per participant)	0.00100	7445 participants	7.44	7.44	7.44	7.44	7.44	7.44	37.22
<b>Total Recurring</b>			<b>75.80</b>	<b>75.80</b>	<b>75.80</b>	<b>75.80</b>	<b>75.80</b>	<b>75.80</b>	<b>379.00</b>

<b>19 Teachers Training- Induction for Middle Schools</b>									
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total	
<b>Non-Recurring</b>									
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	18 MTs	0.91						0.91
3 Teachers Training (21 Days) for Middle Schools	0.020	362 Teachers	7.24						7.24
4 Printing of Training Materials(Rs.100/- per participant)	0.00100	380 participants	0.38						0.38
<b>Total Non-Recurring</b>			<b>9.03</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>9.03</b>

<b>20 Teachers Training (In service for MS Teachers)</b>									
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total	
<b>Recurring</b>									
1 District Level Workshop for adoption of the module	1.00	1	1.00	1.00	1.00	1.00	1.00	1.00	5.00
2 Training of Resource Persons, MTs (2 per Batch of 40)	0.02		140	176	176	176	176	176	16.88
3 Teachers Training (12 Days) for Middle Schools	0.01500		1396	1758	1758	1758	1758	1758	126.42
4 Special Orientation Training of English Language(5 days)	0.00500		20.94	26.37	26.37	26.37	26.37	26.37	42.14
5 Printing of Training Materials(Rs.100/- per participant)	0.00100		1396	1758	1758	1758	1758	1758	17.70
			2932	3692	3692	3692	3692	3692	17.70
<b>Total Recurring</b>			<b>34.652</b>	<b>43.372</b>	<b>43.372</b>	<b>43.372</b>	<b>43.372</b>	<b>43.372</b>	<b>208.140</b>

21 Strengthening of CRC (Jan Shiksha Kendra)								
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
1 Furniture(Tables,Chairs,Aimrah,Shelves,Bulletin Board)	0.15	218 JSKs	32.70					32.70
2 Library Books	0.10	218 JSKs	21.80					21.80
3 Computer H/W, Telephone	0.75	218 JSKs	163.50					163.50
<b>Total Non-Recurring</b>	<b>1.00</b>		<b>218.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>218.00</b>
<b>Recurring</b>								
4 Training (Capacity Building)	0.05	218 JSKs	10.90	10.90	10.90	10.90	10.90	54.50
5 Salary (SK's against CAC with 10% inflation from II year onwards)	0.30	218 JSKs	65.40	71.94	78.48	85.02	91.56	392.40
6 O&M (TA/DA, Meetings, Misc.contingencies etc.)	0.15	218 JSKs	32.70	32.70	32.70	32.70	32.70	163.50
7 Insurance of Computer H/W	0.05	218 JSKs	10.90	10.90	10.90	10.90	10.90	54.50
<b>Total Recurring</b>	<b>0.55</b>		<b>119.90</b>	<b>126.44</b>	<b>132.98</b>	<b>139.52</b>	<b>146.06</b>	<b>664.90</b>
<b>Grand Total (NR+R)</b>	<b>1.55</b>		<b>337.90</b>	<b>126.44</b>	<b>132.98</b>	<b>139.52</b>	<b>146.06</b>	<b>882.90</b>

22 Distance Education								
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
1 Disatance Education Equipments(downlinking facilities)	1.00	225 JPSKS+JSKs	225.00					225.00
<b>Total Non-Recurring</b>			<b>225.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>225.00</b>
<b>Recurring</b>								
2 Training through Teleconferencing(TA/DA, stay arrange.)	0.20	225 JPSKS+JSKs	45.00	45.00	45.00	45.00	45.00	225.00
3 Educational Mate. Development	1.00	1 Districts	1.00	1.00	1.00	1.00	1.00	5.00
<b>Total Recurring</b>			<b>46.00</b>	<b>46.00</b>	<b>46.00</b>	<b>46.00</b>	<b>46.00</b>	<b>230.00</b>
<b>Grand Total (NR+R)</b>			<b>271.00</b>	<b>46.00</b>	<b>46.00</b>	<b>46.00</b>	<b>46.00</b>	<b>455.00</b>

23 Headstart Programme(JPSKs+50 JSKs per disticts)								
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
1 Furniture	0.200	57 Headstart JSKs+JPSKs	11.40					11.40
2 Library Books	0.100	57 Headstart JSKs+JPSKs	5.70					5.70
3 Equipment(Computer-2,UPS,Telephone)	1.500	57 Headstart JSKs+JPSKs	85.50					85.50
<b>Total Non-Recurring</b>	<b>1.80</b>		<b>102.60</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>102.60</b>
<b>Recurring</b>								
4 Training (Capacity Building in Headstart Programmes)	0.050	57 Headstart JSKs+JPSKs	2.85	2.85	2.85	2.85	2.85	14.25
5 Honorarium to Computer Teachers(Rs.100/-x2 T x 12)	0.024	57 Headstart JSKs+JPSKs	1.37	1.37	1.37	1.37	1.37	6.84
6 O&M (TA/DA, Meetings, contingencies, stationary etc.)	0.200	57 Headstart JSKs+JPSKs	11.40	11.40	11.40	11.40	11.40	57.00
7 Insurance of Computer H/W	0.100	57 Headstart JSKs+JPSKs	5.70	5.70	5.70	5.70	5.70	28.50
<b>Total Recurring</b>	<b>0.374</b>		<b>21.32</b>	<b>21.32</b>	<b>21.32</b>	<b>21.32</b>	<b>21.32</b>	<b>106.59</b>
<b>Grand Total (NR+R)</b>	<b>2.17</b>		<b>123.92</b>	<b>21.32</b>	<b>21.32</b>	<b>21.32</b>	<b>21.32</b>	<b>209.19</b>

24 Library Movement								
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
1 Library Books	0.025	2305 Schools	57.63					57.63
2 Furniture (Book Shelves)	0.025	2305 Schools	57.63					57.63
<b>Total Non-Recurring</b>	<b>0.050</b>		<b>115.25</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>115.25</b>
<b>Recurring</b>								
3 Magzines & Journals	0.010	2305 Schools	23.05	23.05	23.05	23.05	23.05	115.25
<b>Total Recurring</b>	<b>0.010</b>		<b>23.05</b>	<b>23.05</b>	<b>23.05</b>	<b>23.05</b>	<b>23.05</b>	<b>115.25</b>
<b>Grand Total (NR+R)</b>	<b>0.060</b>		<b>138.30</b>	<b>23.05</b>	<b>23.05</b>	<b>23.05</b>	<b>23.05</b>	<b>230.50</b>

**25 Research and Evaluation**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Recurring</b>								
1 Research 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 & evaluation methodology(4 days x 2 RPs)	0.005	454 ZSK+DIET+JPSKs+JSKs	2.27	2.27	2.27	2.27	2.27	11.35
<b>Total Recurring</b>	<b>7.00</b>		<b>7.00</b>	<b>7.00</b>	<b>7.00</b>	<b>7.00</b>	<b>7.00</b>	<b>35.00</b>

**26 Strengthening of BRC (Janpad Shiksha Kendra)**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
1 Equipments(Photocopier,Fax,Computer HW +SW)	1.50	7 JPSKs	10.50					10.50
2 Furniture;Book Shelves, Tables,Chairs,Almirah)	0.25	7 JPSKs	1.75					1.75
3 Library - Books	0.20	7 JPSKs	1.40					1.40
<b>Total Non-Recurring</b>	<b>1.95</b>		<b>13.65</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>13.65</b>
<b>Recurring</b>								
4 Workshop/seminar	0.10	7 JPSKs	0.70	0.70	0.70	0.70	0.70	3.50
5 Professional Fees	0.10	7 JPSKs	0.70	0.70	0.70	0.70	0.70	3.50
6 Capacity Building for JPSKs staff	0.10	7 JPSKs	0.70	0.70	0.70	0.70	0.70	3.50
7 Salary( with 10% inflation every year from II year onwards)	2.40	7 JPSKs	16.80	18.48	20.16	21.84	23.52	100.80
8 O&M (TA/DA, meetings, Misce.contingencies etc.)	0.54	7 JPSKs	3.78	3.78	3.78	3.78	3.78	18.90
<b>Total Recurring</b>	<b>3.24</b>		<b>22.68</b>	<b>24.36</b>	<b>26.04</b>	<b>27.72</b>	<b>29.40</b>	<b>130.20</b>
<b>Grand Total (NR+R)</b>	<b>5.19</b>		<b>36.33</b>	<b>24.36</b>	<b>26.04</b>	<b>27.72</b>	<b>29.40</b>	<b>143.85</b>

Details Given

Details Given

**Details**

O & M (Operation & Maintenance)	Unit Cost	Physical	Total Cost
1 Office exp. (Contingency)& Telephone	0.100	7 JPSKs	0.70
2 Cluster Meeting Exp.	0.020	7 JPSKs	0.14
3 BRC Building Maintenance	0.020	7 JPSKs	0.14
4 Block TA/DA etc.	0.100	7 JPSKs	0.70
5 CACs TA/DA	0.200	7 JPSKs	1.40
6 Insurance of Computer H/W	0.100	7 JPSKs	0.70
<b>Total</b>	<b>0.540</b>		<b>3.78</b>

Salaries details	Unit Cost	Physical	Total Cost
<b>Post</b>			
1 BRCC	0.720	7 JPSKs	5.04
2 Accountant-cum-Clerk	0.600	7 JPSKs	4.20
3 Clerk-cum-Data Entry Operator	0.600	7 JPSKs	4.20
4 Peon	0.240	7 JPSKs	1.68
5 Watchman	0.240	7 JPSKs	1.68
<b>Total</b>	<b>2.400</b>		<b>16.80</b>

**27 Strengthening of Zilla Shiksha Kendra**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
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
<b>Total Non-Recurring</b>			<b>7.50</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>7.50</b>
<b>Recurring</b>								
5 Salary( with 10% inflation every year from 11 year onwards)	11.28	1 Districts	11.28	12.41	13.54	14.66	15.79	67.68
6 O&M (TA/DA, POL,meetings, Misce.contingencies etc.)	2.90	1	2.90	2.90	2.90	2.90	2.90	14.50
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	2368 VNSs	23.68	23.68	23.68	23.68	23.68	118.40
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
<b>Total Recurring</b>			<b>40.36</b>	<b>41.49</b>	<b>42.62</b>	<b>43.74</b>	<b>44.87</b>	<b>213.08</b>
<b>Grand Total (NR+R)</b>			<b>47.86</b>	<b>41.49</b>	<b>42.62</b>	<b>43.74</b>	<b>44.87</b>	<b>220.58</b>

**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
2 Block Contingency(Block's TA/DA etc.)		0.20	7 JPSKs	1.40
Total (O & M) for DPO =				2.90
<b>Salary :-</b>				
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	
<b>TOTAL</b>		<b>20</b>	<b>11.28</b>	

**28 Strengthening of MIS (ZSK)**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
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
<b>Total Non-Recurring</b>	<b>3.00</b>		<b>3.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3.00</b>
<b>Recurring</b>								
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
5 O&M (Consumable, Office contingencies etc.)	0.94	1 Districts	0.94	0.94	0.94	0.94	0.94	4.70
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	225 JPSKS+JSKs	2.25	2.25	2.25	2.25	2.25	11.25
8 Magzines & Journals	0.05	1 Districts	0.05	0.05	0.05	0.05	0.05	0.25
<b>Total Recurring</b>	<b>3.54</b>		<b>5.78</b>	<b>5.98</b>	<b>6.19</b>	<b>6.39</b>	<b>6.60</b>	<b>30.94</b>
<b>Grand Total (NR+R)</b>	<b>6.54</b>		<b>8.78</b>	<b>5.98</b>	<b>6.19</b>	<b>6.39</b>	<b>6.60</b>	<b>33.94</b>

**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	2265	0.16
5 Printing of IPMS formats for Project components	0.00005	3636	0.18
6 Contingency	0.20	1	0.20
<b>Total</b>			<b>0.94</b>

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

**29 Strengthening of DIET**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
1 Computer HW +SW	1.00	1 DIETs	1.00					1.00
2 Furniture	0.25	1 DIETs	0.25					0.25
<b>Total Non-Recurring</b>	<b>1.25</b>		<b>1.25</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1.25</b>
<b>Recurring</b>								
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
<b>Total Recurring</b>	<b>4.05</b>		<b>4.05</b>	<b>4.08</b>	<b>4.11</b>	<b>4.14</b>	<b>4.17</b>	<b>20.55</b>
<b>Grand Total (NR+R)</b>			<b>5.30</b>	<b>4.08</b>	<b>4.11</b>	<b>4.14</b>	<b>4.17</b>	<b>21.80</b>

**30 PTAs/VECs Training**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Recurring</b>								
1 PTAs/VECs Training (15 members) 2 Days	0.0100	2305 PTAs/VECs	23.05	23.05	23.05	23.05	23.05	115.25
2 Mobilisation activities per village	0.0200	2305 PTAs/VECs	46.10	46.10	46.10	46.10	46.10	230.50
<b>Total Recurring</b>	<b>0.0300</b>		<b>69.15</b>	<b>69.15</b>	<b>69.15</b>	<b>69.15</b>	<b>69.15</b>	<b>345.75</b>

**31 Integrated Education for Disabled Children**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
1 IEDC Project (Equipment)	2.00	1 Districts	2.00					2.00
<b>Total Non-Recurring</b>	<b>2.00</b>		<b>2.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2.00</b>
<b>Recurring</b>								
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
<b>Total Recurring</b>	<b>2.50</b>		<b>2.50</b>	<b>2.50</b>	<b>2.50</b>	<b>2.50</b>	<b>2.50</b>	<b>12.50</b>
<b>Grand Total (NR+R)</b>	<b>4.50</b>		<b>4.50</b>	<b>2.50</b>	<b>2.50</b>	<b>2.50</b>	<b>2.50</b>	<b>14.50</b>

32 Tribal		Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring									
1	Supplementary 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
<b>Total Recurring</b>		<b>3.50</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

33 Gender		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 Shivar	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
<b>Total Recurring</b>		<b>3.30</b>		<b>3.30</b>	<b>3.39</b>	<b>3.48</b>	<b>3.57</b>	<b>3.66</b>	<b>17.40</b>

34 Mahila Samakhya (DPEP only)		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
<b>Total Non-Recurring</b>		<b>5.40</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
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
<b>Total Recurring</b>		<b>16.50</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Grand Total (NR+R)</b>				<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

Details Salary :-

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

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
<b>TOTAL</b>			<b>1</b>	<b>2.25</b>



<b>35 Innovation</b>									
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total	
<b>Recurring</b>									
1 Innovation Project per district	1.000	1	1.00	1.00	1.00	1.00	1.00	1.00	5.00
<b>Total Recurring</b>	<b>1.000</b>		<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>5.00</b>

<b>36 EGS Schools for urban deprived children (as per EGS-AIE Scheme)</b>									
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total	
<b>Recurring</b>									
1 Educational Mate.(Books)	0.02500	20 Schools	0.50	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	2.40	12.00
3 Monitoring & Contingency	0.00900	20 Schools	0.18	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	0.245	1.225
5 EGS Improvement Grant	0.02000	20 Schools	0.40	0.40	0.40	0.40	0.40	0.40	2.00
<b>Total Recurring</b>	<b>0.18625</b>		<b>3.725</b>	<b>3.725</b>	<b>3.725</b>	<b>3.725</b>	<b>3.725</b>	<b>3.725</b>	<b>18.625</b>

<b>37 Madarsa School</b>									
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total	
<b>Recurring</b>									
1 Salary( with 10% inflation every year from II year onwards)	0.300	20 Madarsa	6.00	6.60	7.20	7.80	8.40	36.00	
2 Supplementry TLM development	0.025	20 Madarsa	0.50	0.50	0.50	0.50	0.50	2.50	
3 O & M	0.010	20 Madarsa	0.20	0.20	0.20	0.20	0.20	1.00	
4 Training of Teacher (12 Days)	0.012	20 Madarsa	0.24	0.24	0.24	0.24	0.24	1.20	
<b>Total Recurring</b>	<b>0.335</b>		<b>6.94</b>	<b>7.54</b>	<b>8.14</b>	<b>8.74</b>	<b>9.34</b>	<b>40.70</b>	

## CHAPTER – 10

### ANNUAL WORK PLAN

S.NO.	ACTIVITIES	IMPLEMENTING AGENCY	TIME FRAME
1.	Access Related		
1.1	Upgradation of EGS	RSK/ZSK	July to Aug. 2001
1.2	Upgradation of EGS	RSK/ZSK	Aug. 2001
1.3	Opening of New EGS	RSK/ZSK	July 2001
2.	Enrollment and Retention Related		
2.1	Mobilisation	VEC/PTA/JSK/JPSK/ZSK	July to Aug. 2001
2.2	Reducing the no.of Dropouts & unenrolled children	NEC/PTA/JSK/JPSK/ZSK	July to Oct. 2001
2.3	Opening Community Managed ECE Centres.	DIET/VEC/VP/PTA/ZSK	Aug. to Sept.2001
2.4	Training of PTAs/VEC's	ZSK/JPSK/JSK	Aug.-Sept. 2001 & Jan.-Feb.2001
3	Improvement and Quality		
3.1	Implementation of ILM	RSK/ZSK/DIET	July to Dec.2001
3.2	Supplementary material development	ZSK/DIET	Aug. 2001
3.3	Training of Teachers Primary level & Middle level	ZSK/DIET/JPSK	Sept. to Oct.2001 May to Jun 2002

3.4	Evaluation of learners	ZSK/DIET/JPSK/ JSK/TEACHER/ GURUJI	July – Aug.2001
3.5	Strengthening academic support system	RSK/ZSK/DIET	July to Sept.2001
3.6	Academic monitoring system	RSK/ZSK./DIET	July 2001
3.7	Strengthening of CRC	RSK/ZSK	July to Aug. 2001
3.8	Distance Education	RSK/ZSK	July to Aug.2001
3.9	Library Movement	RSK/ZSK	Aug. 2001
4.0	Improving management structure		
4.1	Putting structure into place	RSK/ZSK	June- July 2001
4.2	Recruiting / Placin the personnel	RSK/ZSK	June to July 2001
4.3	Capacity development of functionaries of ZSK,JPSK, JSK, VEC and PTA	RSK/JSK	July to Dec.2001
4.4	Implementation of the state integrated MJS	RSK/ZSK/JPSK/ JSK	June 2001 to April 2002
5	Special focus on		
5.1	Girls Education	ZSK/JPSK/JSK	July 2001 to Jun.2002
5.2	Tribal Children	ZSK/DIET/JPSK	July 2001 to Jun 2002
5.3	Disabled Cildren	ZSK/DIET	July to Sep. 2001

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( JABALPUR )

Suggested format for giving the list

Name of Habitation	Name of PS/EGS to be upgraded	Name of habitations that will be benefitted by the upgradation of PS/EGS	*Distance from nearest exiting Middle School	Population of Habitation (indicated in column no. 1)			Number of Children						Year of upgradation
				Male	Female	Total	6-11 year			11-14 year			
							Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Beragi	P/S. Beragi	Beragi Khairi	3 km	822	787	1609	167	143	310	107	96	203	2002
Pipariya Indra	P/S. Pipariya	Pipariya Indra	3 km	783	759	1532	145	122	267	98	94	192	2002
Mahagawn	P/S.Mahagawn	Mahagawn.Duga	3 km	475	474	949	82	85	167	73	71	144	2003
Mahagawn	P/S.Mahagawn (Barela)	Mahagawn.Pipariya	2 km	923	914	1837	232	221	453	137	135	272	2002
Khapa	P/S Khapa (Kaladehi)	Khapa Qeori	3 km	778	738	1516	143	135	278	87	79	166	2003
Tihari	P/S.Tihari Purwa	Tihari Purwamakra	4 km	765	729	1494	136	131	267	72	69	141	2003
Pahadikheda	P/S.Pahadikheda	Pahadikheda	3 km	820	812	1632	173	168	341	121	119	240	2002
Khapa Gwari	P/S. Khapa Gwari	Khapa Gwari Sahajour	2 km	857	845	1702	198	186	384	125	123	238	2002
Mankedi	P/S.Mankedi	Mankedi	1 km	768	737	1505	143	129	272	106	103	209	2002
Parasi Jhiri	P/S.Parasi Jhiri	Parasi Jhiri	2 km	469	443	912	97	95	192	68	77	145	2004
NarayanPur	P/S NarayanPur	NarayanPur	3 km	923	914	1837	196	193	389	132	127	259	2002
Khirhani	P S Khirhani	Khirhani	3 km	570	551	1021	117	125	242	59	64	124	2004

Source :

Year of upgrading the school to be given in column no. 14 can be given i.e. Schools to be upgraded in 2001-2001, 2002-2003, 2003-2004.

( SIHORA )

Suggested format for giving the list

Name of Habitation	Name of PS/EGS to be upgraded	Name of habitations that will be benefitted by the upgradation of PS/EGS	*Distance from nearest exiting Middle School	Population of Habitation (indicated in column no. 1)			Number of Children						Year of upgradation
				Male	Female	Total	6-11 year			11-14 year			
							Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
जुनवानी	जुनवानी	जुनवानी	3 कि.मीटर	424	361	815	47	43	90	42	39	81	2001-2002
घुघरी	घुघरी	घुघरी	3 कि.मीटर	280	285	565	30	31	61	28	28	56	2002-2003
घौराकोनी	घौराकोनी	घौराकोनी	3 कि.मीटर	318	294	612	35	32	67	31	29	60	2001-2002
मडई	मडई	मडई	3 कि.मीटर	145	140	285	16	15	31	14	14	28	2002-2003
पोडी खुई	पोडी खुई	पोडी खुई	3 कि.मीटर	374	350	724	41	39	80	37	35	72	2002-2003
अमगवौ	अमगवौ	अमगवौ	3 कि.मीटर	467	453	920	51	50	101	46	45	91	2002-2003
पडरिया	पडरिया	पडरिया	3 कि.मीटर	460	423	883	50	47	97	46	42	88	2002-2003
घुघरा	घुघरा	घुघरा	3 कि.मीटर	195	154	349	21	17	38	19	15	34	2002-2003
छन्नगवू	छन्नगवू	छन्नगवू	3 कि.मीटर	380	348	728	42	38	80	38	34	72	2001-2002
सेलवारा	सेलवारा	सेलवारा	3 कि.मीटर	480	457	937	53	50	103	48	45	93	2001-2002
लमतरा	लमतरा	लमतरा	3 कि.मीटर	265	270	335	29	30	59	26	27	53	2001-2002
बुधारी	बुधारी	बुधारी	3 कि.मीटर	475	410	885	52	45	97	47	41	88	2001-2002
सिधनपुरी	सिधनपुरी	सिधनपुरी	3 कि.मीटर	132	147	279	15	16	31	13	14	27	2002-2003
बरगवू रजगवौ	बरगवू रजगवौ	बरगवू रजगवौ	3 कि.मीटर	15	162	347	20	18	38	18	16	34	2002-2003
सिमरिया	सिमरिया	सिमरिया	3 कि.मीटर	204	190	394	22	21	43	20	19	39	2002-2003
भाटादीन	भाटादीन	भाटादीन	3 कि.मीटर	360	305	665	39	32	71	36	30	66	2002-2003
मकुरा	मकुरा	मकुरा	3 कि.मीटर	605	560	1165	66	57	123	60	56	116	2001-2002

Source :

Year of upgrading the school to be given in column no. 14 can be given i.e. Schools to be upgraded in 2001-2001, 2002-2003, 2003-2004.

\* More than one habitations can be benefitted by upgradation of one PS/EGS to middle indicated in column no. 2.

( MAJHELI )

Suggested format for giving the list

Name of Habitation	Name of PS/EGS to be upgraded	Name of habitations that will be benefitted by the upgradation of PS/EGS	*Distance from nearest exiting Middle School	Population of Habitation (indicated in column no. 1)			Number of Children						Year of upgradation
				Male	Female	Total	6-11 year			11-14 year			
							Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Hinota	P/S Hinota	Gatora ; Binhuli ; Busrai	4 km	402	384	786	57	61	118	28	24	52	2001-2002
Amagwan Deori	P/S Amagwan Deori	Monagriya ; Amgnwa	3 km	430	408	888	64	58	122	33	29	62	2001-2002
Nandgram	P/S Nandgram	Khabra ; Hatoli	3 km	350	339	689	128	113	241	35	38	73	2001-2002
Gourha	P/S Gourha	Bnitoni ; GandniGanj	4 km	1650	1407	3057	211	189	400	74	68	142	2001-2002
Paharuaa	P/S Paharuaa	Majai ; Chhapra	4 km	770	738	1508	105	90	195	41	37	78	2001-2002
Marhathi	P/S Marhathi	BaBiya	3 1/2 km	288	272	560	43	39	92	26	24	50	2001-2002
Hathlewa	P/S Hathlewa	Ghana Kala ; Bilganwa	4 km	339	325	664	40	55	95	29	31	60	2001-2002
Baregwan Daranchi	P/S Baregwan Daranchi			429	290	719	58	63	121	32	27	59	2001-2002
Jouli	P/S Jouli	Somakhunj ; Rosara ; Chagnwa	4 km	393	354	747	69	58	127	28	37	65	2002-2003
Alasoor Simariya	P/S Alasoor Simariya	Sungnwa ; Parena ; Ppriya	3 km	423	410	833	63	66	129	24	27	51	2002-2003
Kailwas	P/S Kailwas	Urnriya ; Tapa	5 km	431	388	819	71	64	135	26	29	55	2002-2003
Mahagwan Khalari	P/S Mahagwan Khalari		3 km	1030	977	2007	120	110	230	61	64	125	2002-2003
Goura Naigai	P/S Goura Naigai	Gata ; Gurja	3 km	622	396	1018	154	138	282	56	45	101	2003-2004
Sagodi	P/S Sagodi	Rimjhha	3 km	392	411	803	68	56	124	28	25	53	2003-2004
DeoriSahajpura	P/S DeoriSahajpura	Deori ; Tala	3 km	380	325	705	56	49	105	21	24	45	2003-2004

Source :

Year of upgrading the school to be given in column no. 14 can be given i.e. Schools to be upgraded in 2001-2001, 2002-2003, 2003-2004.

( पट्टन )

Suggested format for giving the list

Name of Habitation	Name of PS/EGS to be upgraded	Name of habitations that will be benefitted by the upgradation of PS/EGS	*Distance from nearest exiting Middle School	Population of Habitation (indicated in column no. 1)			Number of Children						Year of upgradation
				Male	Female	Total	6-11 year			11-14 year			
							Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Mala Khurda	P/S Mala Khurda	Mala Khurda, Malakhwda	3.5 km	428	385	813	148	133	281	26	21	47	2001-2002
Gwari	P/S Gwari	Gwari ; Ohaneta ; Chandwa	3 km	212	189	401	154	138	292	29	24	53	2001-2002
Mudia	P/S Mudia	Mudia ; Khamand ; Kukabuka	4 km	282	254	536	114	101	215	26	22	48	2001-2002
Amarpur	P/S Amarpur	Amarpur ; Kunagwan ;	3.5 km	234	209	443	152	137	289	23	19	42	2001-2002
Badkheda	P/S Badkheda	Badkheda ; Cheddi Imalia		359	322	681	108	96	204	17	15	32	2001-2002
Padariya	P/S Padariya	Padariya ; Sahsan ; Nawkheda	3.5 km	253	227	440	104	94	198	21	17	38	2001-2002
Benikheda	P/S Benikheda	Benikheda ; Timri ; Agasod	3 km	364	324	686	175	158	333	27	22	49	2001-2002
Binaiki	P/S Binaiki	Binaiki ;	3 km	509	458	967	67	59	126	13	11	24	2001-2002
Khajari	P/S Khajari	Khajari ; Mibki ; Domi	3 km	247	222	469	96	83	179	18	13	31	2001-2002
Pondi	P/S Pondi	Pondi ; Patna ; Banbata ; Kanti	3 km	605	544	1149	257	201	458	35	29	64	2001-2002
Bagaswahi	P/S Bagaswahi	Bagaswahi ; Chikli ; Sajtani	3.5 km	301	271	572	87	71	158	14	10	24	2001-2002
Ramkhiriya	P/S Ramkhiriya	Ramkhiriya ; Khaira	3.5 km	330	297	627	73	63	136	14	9	23	2001-2002
Kunda	P/S Kunda	Kunda ; Charagwana ; Dohra	3.5 km	116	112	238	167	137	304	28	13	41	2001-2002
Konikala	P/S Konikala	Konikala ; Basan ;	2.9 km	18	465	983	116	96	212	19	12	31	2001-2002
Simariya	P/S Simariya	Simariya ; Suraiya ; Bada ;	4 km	301	271	572	145	131	276	27	20	47	2001-2002
Majagwona	P/S Majagwona	Majagwona ; Haidua ;	3.5 km	204	183	387	164	134	298	28	23	41	2002-2003
Banwar	P/S Banwar	Banwar ; Mahagwana ;	3.5 km	200	180	380	124	111	235	19	16	35	2002-2003

Source :

Year of upgrading the school to be given in column no. 14 can be given i.e. Schools to be upgraded in 2001-2001, 2002-2003, 2003-2004.

( शहपुरा )

Suggested format for giving the list

Name of Habitation	Name of PS/EGS to be upgraded	Name of habitations that will be benefitted by the upgradation of PS/EGS	*Distance from nearest exiting Middle School	Population of Habitation (indicated in column no. 1)			Number of Children						Year of upgradation
				Male	Female	Total	6-11 year			11-14 year			
							Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
टिपरा	किसरौथ			507	717	1224	32	31	63				
बिलखरवा	नवीन खेरी			347	647	994	36	50	86				
सिहोदा	शिघौरा , नीमखेडा			370	207	577	32	49	81				
धुसोद	बिहोरी, बम्नोदा			1610	201	1811	88	77	165				
नीमखेडा	झुरई , पिपहा, कुसमी			1017	510	1527	40	40	80				
बिलपटार	वाघनखेडा , झोझी ,			814	247	1061	29	30	59				
छपरट	माथवधाट, कुन्दोन,			1070	70	1140	63	60	123				
झमलियातला	बीसाबेल,			507	270	777	39	43	82				
नवीन चरणवा	खेरी ,			670	70	740	84	82	166				
गुटरी	नार्ज, महगर्वा			1070	127	1197	19	30	49				
कुन्दोन	बिजना ,			571	572	1143	26	16	42				
नयानगर	पिपरिया , भरतपुर			387	459	846	65	41	106				

Source :

Year of upgrading the school to be given in column no. 14 can be given i.e. Schools to be upgraded in 2001-2001. 2002-2003. 2003-2004.



( KUNDAM )

Suggested format for giving the list

Name of Habitation	Name of PS/EGS to be upgraded	Name of habitations that will be benefitted by the upgradation of PS/EGS	*Distance from nearest exiting Middle School	Population of Habitation (indicated in column no. 1)			Number of Children						Year of upgradation
				Male	Female	Total	6-11 year			11-14 year			
							Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Amjhar	P/S Amjhar	Amjhar; Nimota	3 km	224	267	513	43	32	75	22	12	34	2001-2002
Deohara	P/S Deohara	Deohara	4 km	378	302	680	39	40	79	11	6	17	2001-2002
Biltukri	P/S Biltukri	Biltukri	7 km	333	357	690	62	73	135	41	34	75	2001-2002
DeoryKala	P/S DeoryKala	DeoryKala	3 km	492	508	1000	64	60	124	22	11	33	2001-2002
Makharar	P/S Makharar	Makharar ; Kuivra	12 km	390	440	830	61	60	121	21	60	81	2001-2002
Amhetd	P/S Amhetd	Amhetd ; Ladwar	3 km	270	266	536	41	37	78	14	18	32	2001-2002
Narargawan	P/S Narargawan	Narargawan	4 km	233	269	502	34	30	64	21	15	36	2001-2002

Source :

Year of upgrading the school to be given in column no. 14 can be given i.e. Schools to be upgraded in 2001-2001, 2002-2003, 2003-2004.



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