

**ZILLA SHIKSHA KENDRA**  
**DISTRICT - KATNI**

**PLAN FOR UNIVERSALIZATION  
OF ELEMENTERY EDUCATION  
DISTRICT - KATNI (M.P.)**

**2000-2001**



Chief Executive Officer  
Zila Panchayat, Katni

Collector  
District - Katni

**RAJIV GANDHI SHIKSHA ISSION**  
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# **CHAPTER-1**

## **DISTRICT PROFILE**

EXECUTIVE SUMMARY P---4

DISTRICT AT A GLANCE		
1.	AREA	4947.3Sqkm
2.	(a) Population -2001	Male Female Total
	(b) 0-6 Age Group	Male Female Total
3.	Sex Ratio	941
4.	Population Density	215
5.	Literacy Rate	Male Female Total
6.	Literates	Male Female Total
7.	Number of	Block Janpad Panchayat Towns Gram Panchayats Revenue Villages Habitations Tahsil
8.	Number of	Govt. Primary Schools Building -less PS Middle Schools Building -less MS Funda School EGS Centers Building less EGS Centre
9.	Children in 3-5 year age group	48228
10.	Total number of Disabled Children	2152
11.	Target Group (6-14 Age) LSA 2000)	Boys Girls Total Children
12.	GER (2000-2001)Elementry Level	92.5
13.	GER (2000-2001) Primary level	94.2
14.	GER (2000-2001) middle level	87.5
15.	Transssition Rate (from V-VI)	85.4
16.	Pupil Teacher Ratio (PTR) at primary level	46.2
17.	Highest PTR at primary level (Block Badwara)	56.4
18.	Pupil Teacher Ratio (PTR) at middle level	40.3
19.	GAR	Primary level Middle level

District Katni has 6 blocks, 968 villages & 1341 habitations.

The education details are as follows :-

P.S.	-	842
E.G.S.	-	422
M.S.	-	194

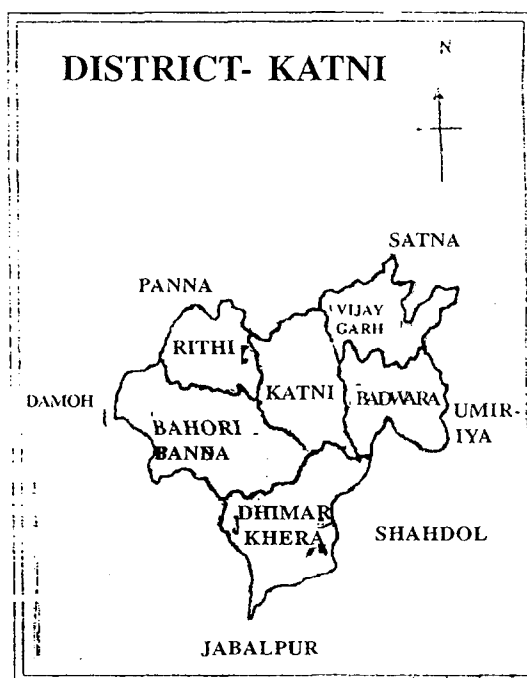
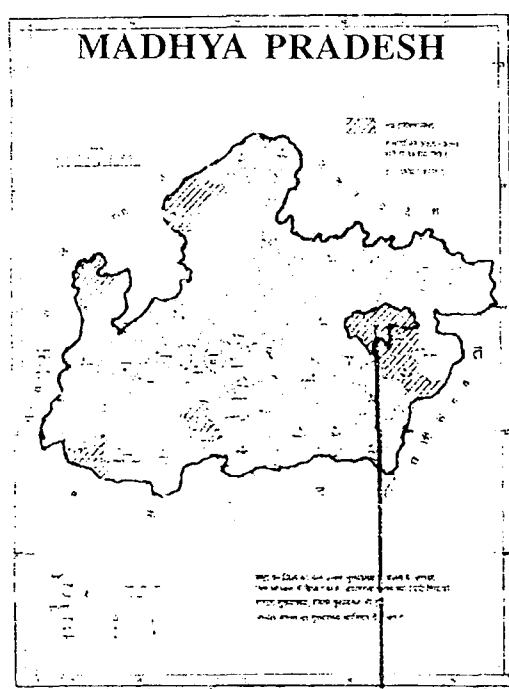
The total target population of children in age group 6-14 is 200505 G.A.R. is 100% at primary level and at middle level the G.A.R. is 51.45% . Our target the G.A.R. for upper primary level it is 100% .The percentages of children acquiring A,B,C,D. grades are as follows :-

A	-	16%
B	-	34.6%
C	-	33.5%
D	-	15.9%

To achieve the goals of U.E.E. the major strategies that will taken up are as follows :-

- Providing access to middle schooling facility by up - gradation of primary schools & E.G.S. to middle schools.
- Rationalisation of teachers.
- Mobilization activities & providing support services to bring the " out of school each children" (age group 6 - 14) back to school.
- Infrastructure improvement.
- Improving the quality by implementing the strategies - revision of curriculum. Text book teacher training . decentralized academic support & supervision , head start , distance education.
- Decentralised Management .
- Special focus on education of girls SC/ST children , disabled children .
- The plan is prepared for 5 year and the estimated budget is Rs. 7385.19 lakhs.

## LOCATION MAP



### LOCATION

Katni occupies the central part of INDIA between 23°10' and 24°10' North latitudes and 79°40' and 81° East longitudes. The tropic of cancer runs through its Southern part District Jabalpur, in the north Satna, in the East Umaria in the West Damoh surround the district. the geographical area of the district is 4947.3 Sq km.

## KATNI : AN OVERVIEW

Katni became district on **25.05.1998** along with fifteen other new districts in undivided Madhya Pradesh. Before that, it constituted a part of Jabalpur district previously. The tehsils of Katni- Murwara and Vijayraghavgarh were under an Additional Collector posted at Katni.

The Old name of Katni was **Murwara**, which has got its own historical importance. According to a myth, the freedom fighters of this place fought bravely with Britishers. Freedom fighters were ultimately defeated and sentenced to death by decapitation. The decapitated heads, called Mund in Hindi were hung by ropes, and thus the place got the name Murwara. This name was later replaced by the present name, Katni derived from the Katni river, on whose bank the city is situated.

Father of the Nation, **Mahatma Gandhi** during his visit to Katni in 1935, was deeply touched by the feeling of patriotism and sacrifice and called katni as "**SECOND BARDOLI OF INDIA**".

The district has got **four Tehsils and six blocks** namely Katni, Rithi, Vijayraghavgarh, Badwara, Dheemarkheda and Bahoriband.

### **GEOGRAPHICAL BACKGROUND**

Katni is also a **potential place of tourist attraction**. The district's cultural and religious heritage dates back to king Karana II, who founded Pushpavati Nagri, a place today known as **Bilehri**, 16 Kms. From Katni. The place has many ancient temples, which still preserve their architectural grace. In **Dithwara**, a village in Katni block, bricks dating back to Gupta dynasty have been excavated. **Bahoriband** is a famous pilgrimage center for Jains and still many statues and remnants of temples are being excavated. **Vijayraghavgarh**, apart from this has grand history of freedom struggle and is famous for its fort, which is in need of repairs at present.

Katni has the pride of having **central most point of India, at Karondi** in Dheemarkheda block. At this place, Maharshi Mahesh Yogi Vedic Foundation has plans for constructing the tallest building of the world and opening an University.

### **ECONOMY**

Katni is a big railway Junction of Central Railway, having lines going in five directions and is well connected with east, west, north and south. Katni has got a big railway yard, which is the second largest in Asia. The Katni city is one of the few in Madhya Pradesh, which have got a Municipal Corporation.

Though the economy is mainly agriculture based, the District has got one ordinance factory at Katni and two cement factories run by ACC at Katni and Kymore. Katni is rich in limestone and minerals and many small scale industries based on these and food grains are located in district. Katni has largest number of Dal mills in the State. In Rithi block, the exploration for mineral oil is progress. There are factories for manufacturing firebricks and dolomite imitations as marble in the district.

Katni has been an important city for trading since last many years, and after achieving district status, development is only beginning. District has the potential of developing faster and enormously, if suitable guidance and help is provided by the Government.

Katni is known as lime city because of its fine quality of lime, which is sent all over India.



## DEMOGRAPHY

1.	AREA		4947.3Sqkm
2.	(a) Population -2001	Male	548077
		Female	515612
		Total	1063689
	(b) 0-6 Age Group		
		Male	95565
		Female	90890
		Total	186455
3.	Sex Ratio		941
4.	Population Density		215
5.	Literacy Rate	Male	79.88
		Female	48.48
		Total	64.68
6.	Literates	Male	361460
		Female	205916
		Total	567376

Katni is industrial city, But has not good literacy rate .

Katni has low literaty rate of 64.68 At present time, katni has good primary literacy rate But low middle literacy rate.

This is because of sufficient primary level education centre, due to some newly opened (422) EGS centers in july 1998.

S. N.	NAME OF BLOCKS	NAME OF TEHSILS	NO. OF VILLAGES	NO OF HABITATIONS	NO OF GRAM PANCHAYAT
1	Katni	Katni	117	182	55
2	Rithi	Katni	119	163	56
3	Badwara	Katni	166	220	66
4	Dhimarkhera	Dhimarkhera	223	255	73
5	Vijayraghavgarh	Vijayraghavgarh	144	260	78
6	Bahoriband	Bahoriband	199	261	81
	Dist. Katni	4	968	1341	409

No. OF JANPAD PANCHAYAT = 6

No. OF C.R.C. = 6

## 1.2 SOCIO ECONOMIC STATUS OF DISTRICT

As per a study "Social assessment study of Primary and Middle level education" conducted by Institute of Regional Analysis, revealed that economic condition of rural people of Katni District was far from satisfactory. About 58.25% of the total households were living below the poverty line. The economic condition of tribal households was even worst. Out of the total tribal population 72.92% had annual income of Rs. 11000.00 or less . The objective nature of this poverty is revealed by the fact that 29.38% of the total and 31.25% of total tribal households had income less than Rs. 6400.00 per annum i.e. Rs. 533.00 per month . Another 28.87% of the total households and 41.67% tribal households had income between Rs. 6400.00 and Rs. 11000.00 per annum . Percentage of households which were in the income bracket of Rs. 11001.00 to Rs. 20,000.00 was 23.94 . However, among tribal households 6.2% were earning annual income between Rs. 11001.00 to Rs. 20,000.00 . In higher annual income brackets between Rs. 20,000.00 and Rs. 30,000.00 the percentage of total households was 12.17 while for tribal it was 6.2 About 5.64% of the total households were earning more than Rs. 30,000.00 per annum as compared to 2.08% of tribal households.

As per "Below poverty line survey" carried out during January-March 1992 by the Government of Madhya Pradesh, Rural Development Department and published by the Registrar General, Government of India, Rural Development Department, the number of families living below poverty line in Katni was 52.45% out of the total of families. This means that during 1991-92 about 52.45% rural families were living below poverty line in Katni district . However , the results of household sample survey conducted by the IRA in November - December 1996 show that 58.25% families were living below poverty line. Thus there is a growth of 11.06% families over 1991-92 During the period between 1991-92 and 1996-97 the number of families living below poverty line increased by 5.8%. In order to know the intensity of poverty blockwise survey results are given below

S.No.	Block	Percentage of families below poverty line
1.	Katni	42.32
2.	Rithi	74.28
3.	Badwara	59.85
4.	Dheemarkheda	61.10
5.	Vijayraghvargarh	58.27
6.	Bahoriband	56.42
	DISTRICT - KATNI	58.25

All the blocks of the district Katni should be categorized under "economically poor" category. There were five blocks where the over all families living below poverty line were more than the district average of 58.25% and these blocks may be considered as poorest among the poor blocks.

**CHAPTER - 2**  
**PLANNING FOR**  
**UEE**

## CHAPTER-II

### PLANNING FOR UEE

#### 2.1 POLICY FRAME WORK

The National Policy of Education 1986 (as updated in 1992) and the Programme of Action (POA) 1992 reaffirm the national commitment to Universalization of Elementary Education (UEE) para 5.12 of NPE resolves that free and compulsory education of satisfactory quality should be provided to all children upto 14 years of age before we enter the 21st century. In para 5.5 the NPE also specifies three aspects of UEE.

- A. Universal access and enrolment.
- B. Universal retention of children upto 14 years of age, and
- C. A substantial improvement in quality of education to enable all children to achieve essential levels of learning.

The outcome of efforts on these aspects should lead to following all children to achieve essential levels of learning .

- \* That all children acquire satisfactory level of learning upto the elementary stage of schooling.
- \* That education intervenes effectively for equity.
- \* That community participates actively in the task of educating its children.

Since independence, India has preserved with the goal of UEE, but the goal still remains elusive because the participation in elementary education has to come from social strata and regions, which are more difficult to reach. ideally the planning for education should be right from the grass- root level, through an intensive process of interaction with the local bodies, teachers and NGOs so that it is owned by all who are to be associated in implementation and it reflects the ground level realities. Universal Elementary Education. UEE plan for Katni District was based principally on the findings of Lok Sampark Abhiyan (LSA) conducted in the district. For preparing a realistic plan for Universalisation of Elementary Education the LSA was conducted in July 2000.

## 2.2 PLANNING FOR UEE

The basic pre-requisites of a middle school, need to be defined after the academic content and process of middle schooling has been carefully analyzed and formulated. Therefore, for upper primary, it is necessary to define not only the minimum number of teachers per school, but also the specialization of these teachers in the curricular areas. Teaching learning materials, libraries, and laboratories have to be developed based on an understanding of the intellectual and need to be prepared as fully informed citizens of democracy.

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

## 2.3 PLANNING THROUGH PARTICIPATORY PROCESS

The planning process envisaged in the proposal is one that allows the vision of a middle school to be articulated by teachers, community groups, panchayats and through intensive micro- planning and detailed studies and reviews and discussions among all stakeholders. Therefore, attempts to universalize and improve elementary education would have to be focused on the importance of need based area specific planning. This decentralized district based approach to planning has been sought for universalisation of elementary education.

## 2.4 LOK SAMPARK ABHIYAN (LSA)

The LSA or Community Contact Campaign (CCC) was launched in the district to ensure peoples participation and generate demand for education. Under LSA, a door-to-door survey of all households of the district was conducted by organizing "Prerak Samoohs" and " Mahila Samoohs" in all villages of the district. Special training was imparted to them to perform the activities efficiently . On the district special training was imparted to them to perform the activities efficiently. On the basis of survey. the Village Education Plans were prepared and submitted for appropriate action. The LSA was conducted following the belief that several long-standing problems could not be solved if we continue to look at them from conventional stand points. Moreover, the official report on the status of children's schooling were not quite all right. LSA or Community Contact Campaign (CCC) was designed to underscore the need to let the community come forward with its perceptions, exploring the possibility of an alternative methodology for collective problem mapping So, LSA as an exercise in people centered micro planing solved the purpose of : -

- \* Method for a people- centered data collection on the status of primary schooling.
- \* Information base made wider than that of school statistics.
- \* Primary objectives in surveying children presented not as one of statistics collection but to lead a motivational campaign for encouraging greater participation in school.
- \* The survey being undertaken by panchayat representatives was intended to Consolidate community management of the primary education system in the State.

## 2.5 OBJECTIVES OF LSA

- \* Assessment of the current status of schooling facilities.
- \* Undertake a survey of children at household level to list children of school going age who are in school and out of school.
- \* Undertake this survey through a combined team of panchayat functionaries, Teachers and volunteers so as to make it a conventional campaign for enrolment of all children.
- \* Develop local understanding on the causes of non-enrolment to trigger local Community action for educational planning.

## 2.6 LSA HAS BEEN CONDUCTED TO FIND OUT: -

- \* Present Status of primary education
- \* Material gaps in upper primary education
- \* Way to expand resources for upper primary education

LSA was launched in the district to assess impact effort made for improving primary education as well to identify issues related to access equity and quality of upper primary education and needs for strategies addressing these issues. Community based management structures such as VECs and SMCs had been involved in the process of preparation of village Education Plan arranging " Choupal" in every Village for which Head Masters (HM) were trained at JSK.

## 2.7 ACCESS

As far as primary education is concerned 100% access has already been provided in all the habitations. Now in LSA 2000 habitations have been identified where no middle school education institution is available within three-kilometer range of the habitation. Along with the distance potential target group 11-14 years age group children has also been identified.

**TABLE - 2.7**  
**POPULATIONWISE ACCESSLESS HABITATION**

No. of Habitations with population norm		Population of 6-14 Age Group	Habitation not having Middle schooling Facility	Gaps- Number of M.S. required	
Population norm	No. of Habitations			Number of P.S. to be upgraded	Number of EGS to be upgraded
>500	699	165623	402	127	112
500-250	331	25296	165	0	5
250-200	119	4364	71	0	-
200-100	110	4174	13	0	-
Less than 100	82	1048	-	-	-
Total	1341	200505	651	127	117

- In order to assess the status of quality of education diagnostic studies would be undertaken to find out the following -:
  - Diagnosis of teaching- learning problems of class VI ,VII & VIII in all subjects .
  - Correlation between deferent academic and nonacademic variables .
  - Diagnosis of curriculum gaps between class V & VI
  - Identification of academic inputs and interventions to be incorporated in the UEE.

The course of LSA 2000 included the following activities:

NO	Activity and Date	Details	Extent of Participation
1.	Training of District Level Resource Persons(May 2000)	<ul style="list-style-type: none"> <li>• Training at Rajya Shiksha Kendra.</li> <li>• Tools for LSA 2000 were provided to district level RPs. (including LSA booklet survey formats, summary formats and education plan formats).</li> </ul>	<ul style="list-style-type: none"> <li>• 4 RPs trained</li> </ul>
2.	Training of Resource Persons (6/6/2000 to 8/6/2000)	<ul style="list-style-type: none"> <li>• 5 block level resource persons were trained for each block at the district level in DIET.</li> <li>• These block level RPs included BEO, And 2 master Trainers (MTs) of quality watch.</li> <li>• Tools for LSA 2000 were provided to participants.</li> </ul>	<ul style="list-style-type: none"> <li>• In all 30 block level RPs were trained</li> </ul>
3.	Training of master Trainers (10/06/2000 to 14/06/2000)	<ul style="list-style-type: none"> <li>• For every Jan Shiksha Kendra (CRC) 2 MTs, viz., One Jan Shikshak and One Jan Shiksha Kendra Prabhari, were given a 2 days training at BRC level.</li> <li>• Tools for LSA 2000 were provided to participants</li> </ul>	<ul style="list-style-type: none"> <li>• In all 286 MTs were trained.</li> </ul>
4.	Training of Village Incharge or Gram Prabharis (17/06/2000 to 19/06/2000)	<ul style="list-style-type: none"> <li>• One village Incharge for each village was given a one-day training at Jan Shiksha Kendra Level.</li> </ul>	<ul style="list-style-type: none"> <li>• In all Gram Prabharis were trained.</li> </ul>
5.	Training of Surveyers (20/6/2000 to 22/6/2000)	<ul style="list-style-type: none"> <li>• Teachers were given a one day training at JSK level for conducting survey and other LSA activities</li> </ul>	<ul style="list-style-type: none"> <li>• More than 4168 Primary and Middle teachers were trained.</li> </ul>
6.	Chaupal in all 1433 habitations (29/06/2000)	<ul style="list-style-type: none"> <li>• Held at village level, was a convention participated by all teachers of Primary/Middle schools and EGS, Anganbadi workers. VEC/SMC members, Guardians of students, Members of community and Local members of Gram Panchayat.</li> <li>• Discussion on objectives and activities of LSA, VER, UEE and village Education Plan was done People were mobilised to participate in LSA in voluntary capacity in desired role.</li> </ul>	<ul style="list-style-type: none"> <li>• More than 14,000 participants participated.</li> </ul>
7.	Praveshotsav or Admission Festival (1/7/2000)	<ul style="list-style-type: none"> <li>• This was done to mark the beginning of academic session and ensure cent percent admissions to school.</li> </ul>	



8.	Ghar-Ghar sampark or door to Door comparing (2/7/2000)	<ul style="list-style-type: none"> <li>Surveyors went door to door in villages and urban areas collecting information and data. They also motivated parents for their children's education.</li> <li>Monitoring by BEO, BRCCs, BACs (DIET) ,DPG members, Janshikshaks and Jan Shiksha Kendra Prabharis.</li> </ul>	<ul style="list-style-type: none"> <li>More than 4000 surveyors participated</li> <li>All households of the district were surveyed.</li> <li>Resulted in environment building for education</li> </ul>
9.	Compilation of data at village level (4/6/2000 to 5/6/2000)	<ul style="list-style-type: none"> <li>Compilation of survey data was done at the village level by all surveyors and Gram Prabharis.</li> <li>On the basis of this data Gram Shiksha Yojana was made.</li> </ul>	<ul style="list-style-type: none"> <li>VER were prepared in all 1341 habitations.</li> <li>Village Education Plans were prepared for all 1341 habitations.</li> </ul>
10.	Gram Shiksha Sabha (6/07/2000)	<ul style="list-style-type: none"> <li>Village Education Registers and Gram Shiksha Yojana( Village Education Plans) were presented before the VEC and village community and discussed. Their suggestions and demands were also incorporated.</li> <li>Village Education plans were approved by the VEC and village community.</li> </ul>	<ul style="list-style-type: none"> <li>Gram shiksha sabha was held in 1341 Habitations.</li> </ul>
11.	Compilation of data and preparation of Jan Shiksha Kendra Yojana at JSK level (7/7/2000 to 11/7/2000)	<ul style="list-style-type: none"> <li>compilation done by teacher, Jan Shikshaks and Jan Shiksha Kendra Prabharis.</li> <li>Compilation of Village Education plans of all villages of the cluster resulted into Jan Shiksha Kendra Yojana</li> </ul>	<ul style="list-style-type: none"> <li>143 Jan Shiksha Kendra Plans were made.</li> </ul>
12.	Shikshak Samvad (Teachers Dialogue ) at Jan Shiksha Kendra (12/7/2000)	<ul style="list-style-type: none"> <li>Discussion on the village education plans and VER at JSK level.</li> <li>Discussion by all teachers of JSK regarding academic issues, demands and also training needs. Out comes of these discussions were included in the JKS Yojana.</li> </ul>	<ul style="list-style-type: none"> <li>More than 4000 primary and middle teachers participated.</li> </ul>
13.	Preparation of janpad Shiksha Yojana at Janpad Shiksha Kendra level (13/7/2000)	<ul style="list-style-type: none"> <li>Compilation of Janpad Shiksha Yojana by BEO, BRCC and Jan Shikshaks.</li> <li>All the JSK Yojanas of the block were compiled. This resulted into Janpad Shiksha Yojanas or BRC plans.</li> </ul>	<ul style="list-style-type: none"> <li>6 BEOs, 6BRCC and 143 Jan Shikshaks Participated.</li> <li>6 Janpad Shiksha Kendra Plans were made.</li> </ul>

14.	Preparation of Zila Shiksha Yojana at Zila Shiksha Kendra level (21/7/2000 to 30/7/2000)	<ul style="list-style-type: none"> <li>• Compilation of BRC plans at the Zila Shiksha Kendra level resulted into the preparation of District plan and Diet's academic plan.</li> <li>• Computerisation of data in DMIS.</li> </ul>	<ul style="list-style-type: none"> <li>• 6 BEOs, 6BRCC and 24 Jan Shikshaks Participated.</li> </ul>
15.	Verification and updation of LSA 2000 data and VER (September 2000)	<ul style="list-style-type: none"> <li>• Verification and Updation of data done by Gram Prabharis, Jan Shiksha Kendra Prabharis.</li> </ul>	

In this way the survey out of LSA 2000 were Compnded at the village Gram Panchayat, Block and District levels. A computerised programme helped in this compilation and in the analysis of needs and required inputs. The out comes of LSA have been :-

- Creation of database.
- Assessment of resource gap, identification of specific need and priority .
- Community mobilisation.
- Preparation or VER and Village Education plan at the Village level in all 1433 habitation.
- Preparation of JSK Educational Plans in all 146 JSKs.
- Preparation of JPSK Educational Plans in all 8 JPSK.
- Preparation of District Education Plan at the district level.

### **DIAGNOSTIC STUDY :**

Apart from the LSA 2000 independent Diagnostic Study were also carried out in the district through DIET. It's main objectives were:

- Diagnosis of teaching- learning problems of class VI, VII and VIII in Language, mathematics , Social Studies and Science.
- Establishment of correlation between different Academic and Non-academic variables
- Diagnosis of curriculum gaps between class V and class VI.
- Desk analysis of books of class VI ,VIII and VIII,
- Identification of academic inputs and intervention to be incorporated in the UEE plan.

CHAPTER -3  
( EDUCATIONAL PROFILES )

## ACCESS

There are 1341 habitations in the district out of these all 1341 habitations have primary schooling facility with in a distance of 1 k.m. This brings the GAR at primary level to 100%.

There are 690 habitations, which have middle school facility within a distance of 3 k.m. Where as there are such 651 habitations in the district which do not have middle school facility with in a distance of 3 k.m.

In such habitations middle schooling facility will be provided under UEE for this PS/EGS will be upgraded to MS

G.A.R. of middle level is just 87.5% if elementary education is to be universalised then this GAR need to be 100%

Actual requirement of middle school with in range of 3 k.m. is 438 out of these middle schools are being proposed to be opened by upgrading 127 P.S. to MS and 117 PS to MSEGS.

Table No. -1  
Zila Shiksha kender ,Katni  
Blockwise Position of Accessless Habitation

Sl. 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(with in 3 k.m. radius)	Number of Habitations requiring Middle School Facility	Actual requirement of Middle Schools (within range of 3km.		GAR (Middle Level)
							Number of PS to be Upgraded	Number of EGS to be Upgraded	
01	Katni	182	182	100%	108	74	18	07	59.3%
02	Rithi	163	163	100%	88	75	18	27	53.99%
03	Badwara	220	220	100%	77	143	25	34	35%
04	Deemarkhera	255	255	100%	147	108	23	16	57.65%
05	V.Garh	260	260	100%	136	124	21	18	52.31%
06	Bahoriband	261	261	100%	134	127	22	15	51.34%
	Katni Distt	1341	1341	100%	690	651	127	117	51.45%

Source : LSA -2000

Analysis

1. There is 100% GAR in the district so far as primary education is concerned.
2. But middle level GAR is only 51.45%, which is very low. Special attention towards increasing middle level GAR is needed. For this upgradation of primary schools and primary EAS to middle schools is needed.
3. Badwara block needs intensive concentration of interventions like upgradation of EGS/PS to middle schools because GAR is 35% only in the block. This happens to be the lowest GAR in the district as compared to other blocks.

Table No-2

## Population wise Accessless Habitation (Distt. Katni)

No of Habitations with population norm		Populati on of 6-14 Age Group	Habitation not having Middle Schooling Facility	Gaps-Number of M.S. required	
Population norm	No. of Habitations			Number of P.S. to be upgraded	Number of EGS to be upgraded
> 500	699	165623	402	127	112
500-250	331	25296	165		05
250-200	119	4564	71		-
200-100	110	4174	13		-
Less then 100	82	1048	-		-
Total	1341	200505	244	127	117

Source : LSA -2000

## ANALYSIS

1. 50% of the habitations in the district have a population more than 500.

Table No-2 A

## Population wise Accessless Habitation (Block- Katni)

No of Habitations with population norm		Populati on of 6-14 Age Group	Habitation not having Middle Schooling Facility	Gaps-Number of M.S. required	
Population norm	No. of Habitations			Number of P.S. to be upgraded	Number of EGS to be upgraded
> 500	104	47831	74	18	07
500-250	35	2728	00	00	00
250-200	33	811	00	00	00
200-100	10	605	00	00	00
Less then 100	--	32	00	00	00
Total	182	52007	74	18	07

Source : LSA -2000

## ANALYSIS

1. 40% Habitations of total Habitations not having middle schooling facility in the block for 100% GAR requirement of middle schools within range of 3 KM. Is 27.

Table No-2 B

## Population wise Accessless Habitation (Block - Rathi)

No of Habitations with population norm		Population of 6-14 Age Group	Habitation not having Middle Schooling Facility	Gaps-Number of M.S. required	
Population No. norm	of Habitations			Number of P.S. to be upgraded	Number of EGS to be upgraded
> 500	70	18438	24	18	27
500-250	64	2484	46	00	00
250-200	10	328	05	00	00
200-100	07	364	00	00	00
Less then 100	12	201	00	00	00
Total	163	21815	75	18	27

Source: LSA -2000

## ANALYSIS

1. 46% Habitations of total Habitations not having middle Schooling facility in the block. For 100% GAR requirement of middle Schools within rang of 3 KM is 45.



Table No-2 C

## Population wise Accessless Habitation (Block -Badwara)

No of Habitations with population norm		Populati on of 6-14 Age Group	Habitation not having Middle Schooling Facility	Gaps-Number of M.S. required	
Population norm	No. of Habitations			Number of P.S. to Be upgraded	Number of EGS to be upgraded
> 500	144	27479	86	25	34
500-250	28	3454	50	0	0
250-200	24	927	7	0	0
200-100	11	811	0	0	0
Less then 100	13	309	0	0	0
Total	220	32980	143	25	34

Source : LSA - 2000

## ANALYSIS

1. 65% Habitations of total Habitations not having middle Schooling facility in the block. For 100% GAR requirement of middle Schools with in rang of 3 KM is 59.

Table No-2 D

## Population wise Accessless Habitation ( Block- Dhimarkhera)

No of Habitations with population norm		Population of 6-14 Age Group	Habitation not having Middle Schooling Facility	Gaps-Number of M.S. required	
Population norm	No. of Habitations			Number of P.S. to be upgraded	Number of EGS to be upgraded
> 500	122	22395	48	23	11
500-250	29	3227	05	00	05
250-200	12	856	42	00	-
200-100	57	987	13	00	-
Less than 100	35	312	00	00	-
Total	255	27777	108	23	16

Source : LSA - 2000

## ANALYSIS

1. 42% Habitations of total Habitations not having middle Schooling facility in the block. For 100% GAR requirement of middle Schools with in rang of 3 KM is 39.

Table No-2 E

## Population wise Accessless Habitation (Block- Vijayraghavgarh)

No of Habitations with population norm		Populati on of 6-14 Age Group	Habitation not having Middle Schooling Facility	Gaps-Number of M.S. required	
Population norm	No. of Habitations			Number of P.S. to be upgraded	Number of EGS to be upgraded
> 500	134	26877	102	21	18
500-250	78	4150	22	0	0
250-200	30	210	0	0	0
200-100	12	96	0	0	0
Less then 100	06	23	0	0	0
Total	260	31356	124	21	18

Source : LSA - 2000

## ANALYSIS

1. 47.7% Habitations of total Habitations not having middle Schooling facility in the block. For 100% GAR requirement of middle Schools with in rang of 3 KM is 39.

Table No-2 F

## Population wise Accessless Habitation ( Block- Bahoriband)

No of Habitations with population norm		Populati on of 6-14 Age Group	Habitation not having Middle Schooling Facility	Gaps-Number of M.S. required	
Population norm	No. of Habitations			Number of P.S. to be upgraded	Number of EGS to be upgraded
> 500	125	22603	68	22	15
500-250	97	9253	42	00	00
250-200	10	1232	17	00	00
200-100	13	1311	0	00	00
Less then 100	16	171	0	00	00
Total	261	34570	127	22	15

Source : LSA - 2000

**ANALAYSIS**

1. 49% Habitations of total Habitations not having middle Schooling facility in the block. For 100% GAR requirement of middle Schools with in rang of 3 KM is 37.

Table No. -3

## Blockwise Target Group and Enrolment at Primary Level Katni

S. No.	Block	Population 6-11 years age group					Enrollment 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 enrollment at primary level	Girls	Girls as % of total enrollment at primary level	Total	
1	Katni	20632	55.5%	16533	44.5%	37165	20418	55.3%	16475	44.7%	36893	99.2%
2	Rithi	9087	54.4%	7441	45.6%	16528	8809	54.6%	7302	45.4%	16111	97.4%
3	Badwara	13377	53.5%	11634	46.5%	25011	12493	53.9%	10692	46.1%	23185	92.6%
4	Dhimarkhera	10969	52.8%	9779	47.2%	20748	10158	52.9%	9032	47.1%	19190	92.5%
5	Vijayraghva garh	13837	56%	10869	44%	24706	12918	59.5%	8764	40.1%	21682	87.7%
6	Bahoriband	13392	53.1%	11822	46.9%	25214	12614	53.1%	11159	46.9%	23773	94.2%
	Distt.Katni	81294	54.4%	68078	45.6%	149372	77410	54.5%	63424	45.5%	140834	94.2%

Source : LSA - 2000

**ANALYSIS**

1. There is a gender gap of 9% in enrollment of classes I - V. this needs special attention. Special enrollment drives , incentives , toilets,provision of lady teachers for girls is needed.
2. GER is lower than the district average GER in blocks Vijayraghva garh , Badwara and Dhimarkheda. Therefore special attention to children's enrollment will be payed in these blocks.

Table No. 4

## Blockwise Enrollment Scenario at Primary Level

SL. No.	Block	% Enrollment		% Enrollment against total population 6-11 years		
		% of Girls enrolled against population of Girls in Age Group 6-11 (GER Girls)	% of Boys enrolled against population of Boys in Age Group 6-11 (GER Boys)	% of Girls enrolled against total population of 6-11 years	% of Boys enrolled against total population of 6-11 years	% of Children enrolled against total population of 6-11 years (GER total)
1	Katni	99.6%	98.9%	44.3%	54.4%	99.2%
2	Rithi	98.1%	96.9%	44.1%	53.2%	97.4%
3	Badwara	91.9%	93.3%	42.7%	49.9%	92.6%
4	Dhimarkhera	92.3%	92.6%	43.5%	48.9%	92.5%
5	Vijayraghvagarh	80.6%	93.3%	35.4%	52.2%	87.7%
6	Bahoriband	94.3%	94.1%	44.2%	50%	94.2%
7	Distt.Katni	93%	94.5%	42.8%	51.4%	94.2%

Source: LSA - 2000

## ANALYSIS

1. There is a gender gap of 9% in enrollment of classes I - V. this needs special attention. Special enrollment drives, incentives, toilets, and provision of lady teachers for girls is needed.
2. GER is lower than the district average GER in blocks Vijayraghvagarh , Badwara and Dhimarkhera. Therefore special attention to children's enrollment will be payed in these blocks.

Table No.5

## Blockwise Target Group and Enrollment at Upper Primary Level

S. No.	Block	Population 11-14 years age group					Enrollment Primary Level (VI-VII)					GER
		Boys	Boys as % of total 11-14 population	Girls	Girls as % of total 11-14 population	Total	Boys	Boys as % of total enrollment at primary level (VI-VIII)	Girls	Girls as % of total enrollment at primary level (VI-VIII)	Total	
1	Katni	10232	68.9%	4610	31.1%	14842	10130	69.6%	4407	30.4%	14537	97.9%
2	Rithi	3476	65.7%	1811	34.3%	5287	3037	69.7%	1319	30.3%	4356	82.3%
3	Badwara	4948	62%	3021	38%	7969	4125	64.9%	2224	35.15	6349	79.6%
4	Dhimarkhera	3781	53.7%	3248	46.3%	7029	3309	62%	2020	38%	5329	75.1%
5	Vijayraghva Garh	2989	44.9%	3661	55.1%	6650	2492	42.8%	3326	57.2%	5818	87.4%
6	Bahoriband	5368	57.3%	3988	42.7%	9356	5046	60.2%	3325	39.8%	8371	89.4%
7	Distt.Katni	30794	60.2%	20339	39.8%	51133	28139	62.8%	16621	37.2%	44760	87.5%

Source: LSA - 2000

## ANALYSIS

1. GER is lower than the district average GER in blocks Vijayraghavgarh, Badwara, Rithi and Dhimarkheda. Therefore special attention to children's enrollment will be payed in these blocks.

Table No. 6

## Blockwise Enrollment Scenerio at Upper Primary Level Katni

SL.N o.	Block	% Enrollment		% Enrollment against total population 6-11 years		
		% of Girls enrolled against population of Girls in Age Group 11-14 (GER Girls)	% of Boys enrolled against population of Boys in Age Group 11-14 (GER Boys)	% of Girls enrolled against total population of 11-14 years	% of Boys enrolled against total population of 11-14 years	% of Children enrolled against total populaction of 11-14years (GER total)
1	Katni	95.5%	99.0%	29.6%	68.2%	97.9%
2	Rithi	72.8%	87.3%	24.9%	57.4%	82.3%
3	Badwara	73.6%	83.3%	27.9%	51.7%	79.6%
4	Dhimarkhera	62.1%	87.5%	28.7%	47%	75.8%
5	Vijayraghvagarh	90.8%	83.3%	50.0%	37.4%	87.4%
6	Bahoriband	83.3%	95.7%	35.5%	53.9%	89.4%
	Distt.Katni	81.7%	91.3%	32.5%	55%	87.5%

Source: LSA - 2000

## ANALYSIS

1. Girl's GER is lower than the district average GER in blocks Badwara, Rithi and Dhimarkheda. Therefore special attention to children's enrollment will be payed in these blocks.
2. Boy's GER is lower than the district average GER in blocks Badwara,Vijayraghvararh, Rithi and Dhimarkheda. Therefore special attention to children's enrollment will be payed in these blocks.



Table No.7  
Blockwise Target Group and Enrollment at Elementry Level

S. No.	Block	Boys	Boys as % of Total 6-14 Population	Girls	Girls as % of Total 6-14 population	Total	Boys	Boys as % of Total enrollment of Upper Primary Level (I-VIII)	GER Boys %	Girls	Gurls as % of Total enrollemen t of Upper Primary Level (I-VIII)	GER Girls %	Total	GER
1	Katni	30864	59%	21143	41.0%	52007	30548	59.3%	98.9%	20882	40.7%	98.7%	51430	98.8%
2	Rithi	12563	57.5%	9252	42.5%	21815	11846	57.8%	94.2%	8621	42.2%	93.1%	20467	93.8%
3	Badwara	18325	55.5%	14655	44.5%	32980	16618	56.2%	90.6%	12916	43.8%	88.1%	29534	89.5%
4	Dhimarkhera	14750	53%	13027	47%	27777	13467	54.9%	91.3%	11052	45.1%	84.8%	24519	88.2%
5	Vijayraghva garh	16826	53.6%	14530	46.4%	31356	15410	56%	91.5%	12090	44%	83.2%	27500	87.9%
6	Bahoriband	18760	54.2%	15810	45.8%	34570	17660	54.9%	94.6%	14484	45.1%	91.6%	32144	92.9%
	Distt.Katni	112088	55.9%	88417	44.1%	200505	105549	56.8%	94.1%	80045	43.2%	90.5%	185594	92.5%

Source: LSA - 2000

#### ANALYSIS

1. GER is lower than the district average GER in blocks Vijayraghvargh, Badwara and Dhimarkheda. Therefore special attention to children's enrollment will be payed in these blocks.

Table No. 8

## Blockwise Enrollment Scenerio at Elementry Level

SL. No.	Block	% Enrollment		% Enrollment against total population 6-11 years		
		% of Girls enrolled against population of Girls in Age Group 6-14 (GER Girls)	% of Boys enrolled against population of Boys in Age Group 6-14 (GER Boys)	% of Girls enrolled against total population of 6-14 years	% of Boys enrolled against total populotion of 6-14 years	% of Children enrolled against total populaltion of 6-14years (GER total)
1	Katni	98.7%	98.9%	40.1%	58.7%	98.8%
2	Rithi	93.1%	94.2%	39.5%	54.3%	93.8%
3	Badwara	88.1%	90.6%	39.1%	50.3%	89.5%
4	Dhimarkhera	84.8%	91.35	39.7%	48.4%	88.2%
5	Vijayraghavgarh	83.2%	91.5%	38.5%	49.1%	87.9%
6	Bahoriband	91.6%	94.6%	41.8%	51%	92.9%
	Total	90.5%	93.1%	39.9%	52.5%	92.5%

Source: LSA - 2000

## ANALYSIS

1. Girl's GER is lower than the district average GER in blocks Badwara, Vijayraghvagarh and Dhimarkheda. Therefore special attention to children's enrollment will be payed in these blocks.
2. Boy's GER is lower than the district average GER in blocks Badwara, Vijayraghvararh and Dhimarkheda. Therefore special attention to children's enrollment will be payed in these blocks.

Table No. 9 (A)

Categorywise Enrolment at Primary Level (Distt. Katni)

S. No	Block	SC					ST					OBC					General				
		Boys	Boys as % of Total SC Enrollment	Girls	Girls as % of Total SC Enrollment	Total	Boys	Boys as % of Total ST Enrollment	Girls	Girls as % of Total ST Enrollment	Total	Boys	Boys as % of OBC Enrollment	Girls	Girls as % of Total OBC Enrollment	Total	Boys	Boys as % of Total GEN Enrollment	Girls	Girls as % of Total GEN Enrollment	Total
1	Katni	4670	60.9	2988	39.1	7658	3354	61	2130	39	5484	3402	63	2007	37	5409	8992	48	9350	52	18342
2	Rithi	1431	56.0	1117	44.0	2548	2194	56	1739	44	3933	4852	55	3990	45	8842	332	42	456	58	788
3	Badwara	1415	56.5	1086	43.5	2501	3780	56	2952	44	6732	5995	55	4831	45	10826	1303	42	1823	58	3126
4	Dhimarkhera	1155	39.4	1073	60.6	2228	2703	54	2255	46	4958	4243	53	3778	47	8021	2057	52	1926	48	3983
5	V.Garh	1831	61.2	1143	38.8	2974	3417	59	2343	41	5760	6353	56	5020	44	11373	1317	83	258	17	1575
6	Bahoriband	2474	53.8	2119	46.2	4593	2916	53	2515	47	5431	5464	52	5087	48	10551	1760	55	1438	45	3198
	Total	12976	57.6	9526	42.4	22502	18364	57	13934	43	32298	30309	55	24713	45	55022	15761	51	15251	49	31012

Source: LSA - 2000

## ANALYSIS

1. Enrollment of general categories of Girls in block Vijayraghvagarh as percentage of total general enrollment is very poor i.e. 17%.
2. It is not satisfactory in other block either therefore special interventions would be needed for the enrollment of the same .

Table No. 9 B

## Categorywise Enrolment at Upper Primary Level (Distt. Katni)

S. No	Block	SC					ST					OBC					General				
		Boys	Boys as % of Total SC Enrollment	Girls	Girls as % of Total SC Enrollment	Total	Boys	Boys as % of Total ST Enrollment	Girls	Girls as % of Total ST Enrollment	Total	Boys	Boys as % of OBC Enrollment	Girls	Girls as % of Total OBC Enrollment	Total	Boys	Boys as % of Total GEN Enrollment	Girls	Girls as % of Total GEN Enrollment	Total
1	Katni	1365	63	802	37	2167	1012	67	501	33	1513	2037	50	2000	50	4037	5716	84	1104	16	6820
2	Rithi	436	73	157	27	593	467	73	175	27	642	1708	68	790	32	2498	426	68	197	32	623
3	Badwara	504	57	387	43	891	1285	79	345	21	1630	1750	64	994	36	2744	586	54	498	46	1084
4	Dhimarkhera	440	63	258	37	698	622	74	222	26	844	1745	62	1080	38	2825	502	52	407	48	962
5	V.Garh	426	53	376	47	802	621	54	527	46	1148	1089	35	1424	65	3113	356	26	999	74	1355
6	Bahoriband	511	66	264	34	775	498	64	287	36	784	3016	62	1837	38	4853	1021	52	938	48	1959
	Total	3682	62	2244	38	5926	4505	69	2056	31	6561	11345	57	8125	43	20070	8607	67	4196	33	12803

Source: LSA - 2000

## ANALYSIS

1. Enrollment of general categories of Girls in block Katni as percentage of total general enrollment is very poor i.e. 16%.
2. It is not satisfactory in other block either therefore special interventions would be needed for the enrollment of the same.

Table No. 9 (C)

## Categorywise Enrolment at Elementry Level (Distt. Katni)

S. No	Block	SC					ST					OBC					General				
		Boys	Boys as % of Total SC Enrollment	Girls	Girls as % of Total SC Enrollment	Total	Boys	Boys as % of Total ST Enrollment	Girls	Girls as % of Total ST Enrollment	Total	Boys	Boys as % of OBC Enrollment	Girls	Girls as % of Total OBC Enrollment	Total	Boys	Boys as % of Total GEN Enrollment	Girls	Girls as % of Total GEN Enrollment	Total
1	Katni	6035	61	3790	39	9825	4366	62	2631	38	6997	5439	58	4007	42	9446	14708	58	10454	42	25162
2	Rithi	1867	59	1274	41	3141	2661	58	1914	42	4575	6560	58	4780	42	11340	758	54	653	46	1411
3	Badwara	1919	57	1473	43	3392	5065	57	3297	43	8962	7745	57	5825	43	13570	1889	45	2321	55	4210
4	Dhimarkhera	1595	54	1331	46	2926	3325	57	2477	43	5802	5988	55	4858	45	10846	2559	52	2386	48	4945
5	V.Garh	2257	60	1519	40	3776	4038	58	2870	42	6908	7442	54	6444	46	13886	1673	57	1257	43	2930
6	Bahoriband	2985	56	2383	44	5368	3414	55	2801	45	6215	8480	55	6324	45	15404	2781	54	2376	46	5157
	Total	16658	59	11770	41	28428	22869	58	15990	42	39459	41654	56	32838	44	74492	24368	56	19447	44	43815

Source: LSA - 2000

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Table No.10

## Blockwise Details of out of School Children ( 6-14 age group dropouts)

S.No.	Block	Number of unenrolled Children					Number of Dropouts				
		Boys	Boys as % of Total Unenrolled	Girls	Girls as % of Total unenrolled	Total	Boys	Boys as % of Total drop out	Girls	Girls as % of Total drop out	Total
1	Katni	355	55.2%	287	44.8%	642	717	41%	1031	59%	1748
2	Rithi	660	44.2%	832	55.8%	1492	465	50%	462	50%	927
3	Badwara	1129	49.9%	1132	51.1%	2261	578	48.7%	607	51.3%	1150
4	Dhimarkhera	1283	39.3%	1975	60.7%	3258	235	60.4%	154	39.6%	389
5	V.Garh	1168	42.5%	1579	57.5%	2747	507	38.5%	892	61.5%	1452
6	Bahoriband	553	42.1%	760	57.9%	1313	547	49.1%	566	50.9%	1113
	Distt.Katni	5148	43.9%	6565	56.1%	11713	3102	45.5%	3712	54.5%	6814

Source: LSA - 2000

## ANALYSIS

1. No. of out of school children is 18527 in total population of 6 - 14 Age group. i.e. 9.2% of total population of 6 - 14. This indicates that a large group of children is still out of school.
2. In Vijayraghvargarh block 3031 children are out of School Children i.e. maximum out of School Children in this block.

Table No.-11

## Blockwise Details of Dropout Children at Primary and Middle Level (Distt. Katni)

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 drop out at Primary Level	Girls	Girls as % of Total drop out at Primary Level	Total	Boys	Boys as % of Total drop out at Middle Level	Girls	Girls as % of Total drop out at Middle Level	Total	Boys	Girls	Total
1	Katni	407	43.8%	521	56.2%	928	310	37.8%	510	62.2%	820	717	1031	1748
2	Rithi	386	51%	370	49%	756	79	46.1%	92	53.9%	171	465	462	927
3	Badwara	288	43%	370	57%	658	290	55%	237	45%	527	578	607	1185
4	Dhimarkhera	175	44.9%	135	55.1%	310	60	75.9%	19	24.1%	79	235	154	389
5	V.Garh	455	38.9%	712	62.1	1167	105	36.8%	180	63.2%	285	560	892	1452
6	Bahoriband	303	50.5%	296	49.5	599	244	47.4%	270	52.6%	514	547	566	1113
	Distt-Katni	2014	45.5%	2404	54.5%	4418	1088	45.4%	1308	54.6%	2396	3102	3712	6814

Source: LSA - 2000

## ANALYSIS

- Dropout percentage of Girl's at primary level is high than the district average dropout in blocks Vijayraghavgarh and Katni. Therefore special attention to children's enrollment will be payed in these blocks.
- Dropout Children at elementary level is high than the district average dropout in blocks Vijayraghavgarh, Badwara and Katni. Therefore special attention to children's enrollment will be payed in these blocks.

Table No. 12

## Blockwise Details of Dropouts and Reasons for Dropouts

All Values in nos.

S.No	Block	Dropout to total Population of 6-11 and 11-14 age group							Reasons of Dropout								
		6-11		11-14		Total			1	2	3	4	5	6	7	8	9
		Boys	Girls	Boys	Girls	Boys	Girls	Total Drop out									
1	Katni	407	521	310	510	717	1031	1748	578	329	283	185	88	79	33	30	143
2	Rithi	386	370	79	92	465	462	927	135	147	144	256	68	86	58	23	10
3	Badwara	288	370	290	237	678	607	1185	267	219	126	192	80	143	45	26	87
4	Dhimarkhera	175	135	60	19	235	154	389	105	40	60	55	45	24	20	25	15
5	V.Garh	455	712	105	180	560	892	1452	276	224	140	280	115	145	115	92	65
6	Bahoriband	303	296	244	270	547	566	1113	260	200	-	-	315	323	-	-	15
	Distt-Katni	2014	2404	1088	1308	3102	3712	6814	1621	1159	753	968	711	800	271	196	335

Source: LSA - 2000

## REASONS OF DROPOUT

1. Working as labour / agriculture /cattle grazing /wood picking.
2. Sibling care.
3. Poverty.
4. Not sending girls to School due to societys orthodox belief in gender bies.
5. Non availability of educational facilities.
6. Physical handicaps / large illness .
7. school atmosphere / Physical torture of Children by the teacher.
8. Lack of space in School.
9. Other reasons .



Table No. 12(A)  
Blockwise Details of Dropouts and Reasons for Dropouts

(All Values in percentage)

S.No	Block	Dropout % total Population of 6-11 and 11-14 age group							Reasons of Dropout								
		6-11		11-14		Total			1	2	3	4	5	6	7	8	9
Boys	Girls	Boys	Girls	Boys	Girls	Total Drop out											
1	Katni	1.09	1.40	2.0	3.4	1.3	1.9	3.36	33	18.82	16.18	10.58	5.03	4.51	1.88	1.71	8.18
2	Rithi	2.93	2.2	1.4	1.7	2.1	2.1	4.24	14.56	15.85	15.53	27.61	7.33	9.27	6.25	2.48	1.07
3	Badwara	1.15	1.4	3.9	2.9	1.7	1.8	3.59	22.53	18.48	10.63	16.20	6.75	12.06	3.79	2.19	7.34
4	Dhimarkhera	.08	0.6	0.8	0.2	0.8	0.5	1.4	26.99	10.28	15.42	14.13	11.56	6.16	5.14	6.42	3.85
5	V.Garh	1.8	2.8	1.5	2.7	1.7	2.8	4.63	19.0	15.42	9.64	19.28	7.92	9.98	7.92	6.33	4.47
6	Bahoriband	1.2	1.2	2.6	2.8	1.5	1.6	3.21	23.36	17.96	-	-	28.30	29.02	-	-	1.34
	Distt- Katni	1.3	1.6	2.1	2.5	0.2	0.02	3.39	23.78	17.0	11.05	14.2	10.43	11.74	3.97	2.87	4.91

Source: LSA - 2000

Following are the percentages of reasons of dropouts among children in descending order :

1. Working as labour / agriculture /cattle grazing /wood picking = 23.78%
2. Sibling care = 17%
3. Not sending girls to School due to societys orthodox belief in gender bias = 14.2%
4. Physical handicaps / large illness = 11.74%
5. Poverty = 11.05%
6. Non availability of educational facilities = 10.43%

This Indicates that special interventions are needed to check dropouts due to children working as labour/agriculture ,cattle crazing and wood picking. Similarly interventions are needed to check dropouts due to children being engaged in sibling care and also girls not being sent to school due to gender bias. These reasons cover about 55% dropouts. Therefore these interventions will be taken up on priority Interventions to check dropout outs due to other reasons will also be taken up.

Table No. 13  
District- Katni  
Classwise Numbers of Dropout Children

Class	Number of Dropout					% of drop out against total		
	B	%	G	%	Total	% Boys	% Girls	Total
1	244	44.3	306	55.7	550	3.6	4.5	8%
2	306	43.0	405	57	211	4.5	5.9	10.4%
3	433	45.7	515	54.3	948	6.3	7.6	14.0%
4	487	47.1	546	52.9	1033	7.1	8.0	15.1%
5	544	46.3	632	53.7	1176	8.1	9.2	17.2%
Total I-V	2014	45.6	2404	54.4	4418	29.5	35.2	64.7%
6	434	42.6	585	57.4	1019	6.5	8.5	15.0%
7	323	44.3	406	55.7	729	4.7	6.0	10.7%
8	331	51.1	317	48.9	648	4.9	4.7	9.6%
Total VI-VIII	1088	45.4	1308	54.6	2396	16.1	19.2	35.3%
Total I-VIII	3102	45.5	3712	54.5	6814	45.6	54.5	100%

Source: LSA - 2000

#### ANALYSIS

1. At primary level dropouts are more during class III - V. Dropout of girls is slightly higher than boys during I - V.
2. In class VI dropouts are highest at the middle level. Dropouts go down in class VII and VIII.
3. In class I to VII % of Dropout of girls is more than % of dropout of Boys but In class VIII % of dropout of Boys is more than % of dropout of girls .
4. In elementary level % of dropout of girls is more than % of dropout of boys.
5. Intervention to check these will be taken up.

Table-13 (A)  
Classwise Number of Dropout Children  
Block- Katni

Class	Number of Dropout				Total
	B	%	G	%	
1	81	46.8	92	53.2	173
2	92	46.9	104	53.1	196
3	56	47.4	62	52.6	118
4	101	50.0	101	50.0	202
5	77	32.2	162	67.8	239
Total I-V	407	43.8	521	56.2	928
6	118	29.0	288	71.0	406
7	110	39.2	170	60.8	280
8	82	61.1	52	38.9	134
Total VI-VIII	310	37.8	510	62.2	820
Total I-VIII	717	41.0	1031	59.0	1748

Source: LSA - 2000

Table-13(B)  
Classwise Number of Dropout Children  
Block- Rithi

Class	Number of Dropout				Total
	B	%	G	%	
1	56	44.0	71	56.0	127
2	64	91.6	60	38.4	124
3	81	48.2	87	51.8	168
4	86	47.7	94	52.3	180
5	99	6.3	58	37.0	157
Total I-V	386	51.0	370	49.0	756
6	20	45.4	24	54.6	44
7	22	40.7	32	59.3	54
8	37	50.6	36	49.0	73
Total VI-VIII	79	46.0	92	54.0	171
Total I-VIII	465	50.0	462	50.0	927

Source: LSA - 2000

Table-13 (C)  
Classwise Number of Dropout Children  
Block- Badwara

Class	Number of Dropout				
	B	%	G	%	Total
1	21	45.6	25	54.4	46
2	42	50.6	41	49.4	83
3	59	38.0	96	62.0	155
4	70	44.8	86	55.2	156
5	96	44.0	122	56	218
Total I-V	288	43.7	270	56.3	658
6	139	59.1	96	40.9	235
7	64	47.0	72	53.0	136
8	37	55.7	74	44.3	156
Total VI-VIII	290	55.0	237	45.0	527
Total I-VIII	578	48.3	607	51.7	1185

Source: LSA - 2000

Table-13(D)  
Classwise Number of Dropout Children  
Block- Dheemarkhera

Class	Number of Dropout				
	B	%	G	%	Total
1	31	56.6	21	45.4	52
2	24	47.0	27	53.0	51
3	37	50.6	36	49.4	73
4	46	61.7	26	38.3	68
5	41	62.1	25	37.9	66
Total I-V	175	56.4	135	43.6	310
6	27	72.9	10	27.1	37
7	19	86.3	03	13.7	22
8	14	70.0	6	30.0	20
Total VI-VIII	60	76.0	19	24.0	79
Total I-VIII	235	60.4	154	39.6	389

Source: LSA - 2000

Table-13(E)  
Classwise Number of Dropout Children  
Block- Vijayraghavgarh

Class	Number of Dropout				
	B	%	G	%	Total
1	47	35.8	84	64.2	131
2	77	32.9	157	67.1	234
3	115	39.9	173	60.1	288
4	104	40.0	157	60.0	261
5	112	44.2	141	53.8	253
Total I-V	455	38.9	712	61.1	1167
6	54	36.9	86	63.1	140
7	30	38.4	48	61.6	78
8	21	31.3	46	68.7	67
Total VI-VIII	105	36.8	180	63.2	285
Total I-VIII	560	38.5	882	61.5	1452

Source: LSA - 2000

Table-13(F)  
Classwise Number of Dropout Children  
Block- Bahoriband

Class	Number of Dropout				
	B	%	G	%	Total
1	8	38	13	62.0	21
2	7	43.7	16	56.3	23
3	85	58.2	61	41.8	146
4	84	50.6	82	49.4	166
5	119	48.9	124	51.1	243
Total I-V	303	50.5	296	49.5	599
6	76	48.0	81	52.0	157
7	78	49.0	81	51.0	159
8	90	45.4	108	54.6	198
Total VI-VIII	244	47.4	270	52.6	514
Total I-VIII	547	49.1	566	50.9	1113

Source: LSA - 2000



Table No. 14

## Blockwise Details of Transition From Class V-VI

S.No.	Block	Number of Children enrolled in class v in 99-2000	Number of children who passed who class V exams in 99-2000	Number of children enrolled in class VI in 2000-2001*	Transition Rate
1	2	3	4	5	6
1	Katni	7973	6802	5150	75.7%
2	Rithi	2502	1641	1598	97.3%
3	Badwara	3715	2404	2358	98.0%
4	Dhimarkhera	3150	2928	2206	75.3%
5	Vijayraghavgarh	2948	2283	2089	91.5%
6	Bahoriband	3155	2894	2785	96.2%
	Distt-Katni	23443	18952	16186	85.4%

Source: LSA - 2000

## ANALYSIS

1. Transition rate is lower than the district Transition rate in blocks Katni and Dhimarkheda. Therefore special attention to children's enrollment will be payed in these blocks.
2. Efforts will be made to make transition rate of district Katni 100%.

Table No. 15

## Blockwise Achievement of Children At Primary Level

			Total Number of children who have got A,B,C,D, grade in Language Maths & EVS															
			Language				Maths				Environment				Total			
Sl No	Block	Total Enrolled	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
	Katni	36893	6557	15014	13220	2102	4859	16228	14372	1434	7123	14228	12862	2680	7015	14008	12762	3108
	Rithi	16111	1375	6715	6701	1320	1057	6917	6817	1320	1210	6822	6759	1320	1214	6818	6759	1320
	Badwara	23185	2793	5216	6632	8544	2556	5423	6868	8338	2870	5019	6647	8649	3798	6533	9006	3848
	Dhimarkhera	19190	3590	4798	5182	5620	3197	4282	5320	6391	3965	4840	5135	5250	3985	4825	5100	5280
	V.Garh.	21682	2450	6205	7655	5372	2870	5492	7607	5713	2601	5906	7349	5826	2649	5863	7560	5610
	Bahoriband	23773	3708	10733	6033	3299	3368	10448	6286	3471	4244	10774	5926	2829	3841	10650	6081	3201
	Total	140834	20473	48681	45423	26257	18107	48790	47270	26667	22013	47589	44678	26554	22502	48697	47268	22367

Source: LSA - 2000

## ANALYSIS

- Percentage of Achievement of children at primary level

Grade	Percentage
A	16%
B	34.6%
C	33.5%
D	15.9%

- Special Attention needs to be given to students in C and D Grade.
- The above table indicates that number of children in A Grade is not adequate. Therefore interventions are needed for beginning children in lower grades to A & B Grades.

Table No. 16

Table No. 16  
Blockwise Details of Children in Age Group 3-5 Years

S.No.	Name of Block	Children in AGE Group (3-5) Years				Total
		Boys	Boys as % of Total Population	Girls	Girls as % of Total Population	
1.	Katni	3285	55.9	2590	44.1	5875
2.	Rithi	3887	53.4	3385	46.6	7272
3.	Badwara	6140	52.2	5607	47.8	11747
4.	Dhimarkhera	3568	48.7	3747	51.3	7315
5.	V.Garh.	5768	51.2	5494	48.8	11262
6.	Bahoriband	2501	52.5	2256	47.5	4757
	Distt- Katni	25149	52.1	23079	47.9	48228

Source: LSA - 2000

Table No.-17

## Blockwise Details of ECE Facilities

S.No.	Name of Block	No. of SSK	No. of Jhoolaghar	No. of Aanganwadi	Habitation not having Early Childhood Education support Service
1.	Katni	-	-	123	78
2.	Rithi	-	-	80	83
3.	Badwara	-	-	109	111
4.	Dhimarkhera	-	-	180	75
5.	V.Garh.	-	-	125	135
6.	Bahoriband	-	-	153	108
	Distt- Katni	-	-	770	590

Source: LSA - 2000

## ANALYSIS

- In district katni 590 Habitations not having early childhood education support service 770 Aanganwadi not sufficient for 48228 children (table - 16 ).

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 School	No. of Middle schools having school Building	Additional Requirement of School Building		Requirement of Additional Rooms in primary school Building	Requirement of Additional Room in Middle school Building
										In Existing School	In proposed Upgradation of PS and EGS		
1.	Katni	31	-	31	146	142	04	42	36	06	25	72	28
2.	Rithi	60	-	60	105	95	10	30	25	05	45	83	18
3.	Badwara	67	-	67	152	145	07	31	28	03	59	55	68
4.	Dheemarkheda	66	-	66	148	137	11	31	28	03	39	141	36
5.	Vijayraghavgarh	103	-	103	145	137	08	27	24	03	39	84	39
6.	Bahori-band	94	-	94	146	143	03	33	32	01	37	159	48
	Distt-Katni	422	-	422	842	799	43	194	173	21	244	594	237

Source: LSA - 2000

## ANALYSIS

1. Additional requirement for primary and EGS School Building are 465 .
2. Additional requirement for Existing middle and proposed upgradation EGS School Building are 465 .

Table No. 19

## Blockwise PTR at Primary Level

S.No	Name of Block	Enrolment of 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		
1.	Katni Govt.	19837	220	191	411	30	5	35	250	196	446	44.4	91
	Katni Private	17056	104	275	379	-	-	-	104	275	379	45	-
2.	Rithi	16111	188	66	254	70	14	84	258	80	338	47.6	70
3.	Badwara	23185	233	91	324	80	7	87	313	98	411	56.4	100
4.	Dheemarakheda	19190	286	59	345	80	7	87	366	66	432	44.2	137
5.	Vijayraghavgarh	21682	329	49	378	123	22	145	452	71	523	41.4	99
6.	Bahori-band	23773	253	121	374	132	10	142	385	131	516	46	83
	Distt-Katni	140834	1613	852	2465	515	65	580	2128	917	3045	46.2	580

Source: LSA - 2000

Table No. - 20

## Blockwise PTR at Middle Level

S.No.	Block	Enrolment at Middle Level	Number of Teachers			PTR
			Male	Female	Total	
1.	Katni Govt.	8053	98	158	256	31
	Private	6484	61	101	162	40
2.	Rithi	4356	81	33	114	38.2
3.	Badwara	6349	109	17	126	50
4.	Dheema- rkheda	5329	152	22	174	30.6
5.	Vijayrag- havgarh	5818	79	27	106	54.1
6.	Bahori-band	8371	147	38	185	45
	Distt- Katni	44760	727	396	1123	39.8

Source: LSA - 2000

Table No.-21

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

S.No.	Block	Total Number of Teachers with qualification				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				Total
									<5	5 to 10 Days	10to 20 Days	> 20 Days		
1.	Katni Govtt	115	216	115	446	310	65	--	285	--	--	--	446	446
	Privete	69	214	96	379	112	04	--	04	263	--	--	--	--
2.	Rithi	202	65	71	338	74	19	02	30	--	--	--	338	338
3.	Badwara	256	72	83	411	95	25	--	35	--	--	--	411	411
4.	Dheemarkheda	261	92	79	432	97	30	--	40	--	--	--	432	432
5.	Vijayraghavgarh	332	97	94	523	115	42	--	52	--	--	--	523	523
6.	Bahoriband	403	53	60	516	194	05	--	--	--	--	--	516	516
	Total	1638	809	598	3045	997	190	02	446	263	--	--	2933	2933

Source: LSA - 2000

## Analysis

- Number of teachers trained is 2933 . these teachers have been trained over a open of 5 years. Now a need is felt that all 2933 Teachers will be trained over every year.



Table No. 23  
Blockwise incidence of Disability

		Number of Disable Children																	
S.No.	Name of Block	Dumb			Deaf			Blind			Orthopaedically disabled			Mentally disabled			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girl	Total
1	Katni	03	--	03	18	11	29	15	02	17	410	58	468	04	01	05	450	72	522
2	Rithi	11	06	17	06	10	16	45	22	67	136	81	217	14	10	24	212	129	341
3	Badwara	48	20	68	11	04	15	34	25	59	159	83	242	28	12	40	280	144	424
4	Dheemarkheda	04	01	05	--	--	--	05	11	16	69	31	100	--	--	--	78	43	121
5	Vijayraghavgarh	33	16	49	08	08	16	56	40	96	131	91	222	21	24	45	249	179	428
6	Bahoriband	26	16	42	25	19	44	29	17	46	57	32	89	54	41	95	191	125	316
	Total	125	59	184	68	52	120	184	117	301	962	376	1338	121	88	209	1460	692	2152

Source: LSA - 2000

#### Analysis

- Orthopaedically disabled children are the most. Therefor special intervention is needed to counter the same.
- IEDC project is needed in the district

CHAPTER - 4  
GOAL AND TARGET

## GOALS AND TARGETS

### 4.1 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 Katni. Universalisation of Elementary Education includes:

- Universalisation of Pre Primary Education.
  - Universalisation of Primary Education
  - Universalisation of Middle Education
- Universalisation of Elementary Education includes:
- Universal Access
  - Universal Enrolment
  - Universal Retention
  - Universal Achievement. i.e. ensuring universal quality education

#### 4.1.1 UNIVERSAL ACCESS

- Universal Access means providing a pre primary education facility to all children of 3-6 years age group in the habitations.
- Universal Access means providing a primary schooling facility to all children of 6-11 years age group within a distance of 1 km.
- 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 km.

#### 4.1.2 UNIVERSAL ENROLMENT

- Universal Enrollment means enrollment of all children of 3-6 yr. age group in a Pre - primary center .
- Universal Enrollment means 120% enrollment of children belonging to 6 -11 yr. Age group in primary center .
- It also means 120% enrollment of children belonging to 11-14 yr. Age group (primary passed) into a middle school.

#### UNIVERSAL RETENTION

- Universal retention means retention of 90% children going to preprimary center.
- Universal retention means retention of 90% children enrolled in preprimary center.
- It also means retention of 90% children enrolled in middle school.

#### UNIVERSAL ACHIEVEMENTS

- Universal achievements means all children enrolled by the time they complete a certain age, actually achieve the minimum levels of learning of (MLL) prescribed for the primary stage.

#### 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%

## BLOCK WISE GOALS (PRIMARY LEVELS )

S. No	NAME OF BLOCK	INDICATORS	YEARS					
			2000	2001	2002	2003	2004	2005
1.	Katni	GAR	100%	100%	100%	100%	100%	100%
		GER	99.2%	103%	105%	110%	115%	120%
		RR	58.6%	62%	70%	80%	85%	90%
2.	Rithi	GAR	100%	100%	100%	100%	100%	100%
		GER	97.4%	102%	105%	110%	115%	120%
		RR	56.2%	62%	70%	80%	85%	90%
3.	Badwara	GAR	100%	100%	100%	100%	100%	100%
		GER	92.6%	97%	102%	108%	114%	120%
		RR	57.8%	62%	70%	80%	85%	90%
4.	Dhimarkhera	GAR	100%	100%	100%	100%	100%	100%
		GER	92.5%	97%	102%	108%	114%	120%
		RR	59%	62%	70%	80%	85%	90%
5.	Vijayraghvagarh	GAR	100%	100%	100%	100%	100%	100%
		GER	87.7%	93%	100%	108%	114%	120%
		RR	48%	62%	70%	80%	85%	90%
6.	Bahoriband	GAR	100%	100%	100%	100%	100%	100%
		GER	94.2%	100%	105%	110%	115%	120%
		RR	52%	62%	70%	80%	85%	90%
	Dist. Katni	GAR	100%	100%	100%	100%	100%	100%
		GER	94.2%	100%	105%	110%	100%	120%
		RR	56%	62%	70%	80%	85%	90%

## BLOCK WISE GOALS (MIDDLE LEVELS )

S. No	NAME OF BLOCK	INDICATORS	YEARS					
			2000	2001	2002	2003	2004	2005
1.	Katni	GAR	59.3%	100%	100%	100%	100%	100%
		GER	97.9%	102%	105%	110%	115%	120%
		RR	56%	60%	65%	70%	75%	80%
2.	Rithi	GAR	53.99%	100%	100%	100%	100%	100%
		GER	82.33%	95%	102%	108%	115%	120%
		RR	54%	60%	65%	70%	75%	80%
3.	Badwara	GAR	35%	100%	100%	100%	100%	100%
		GER	79.6%	90%	98%	108%	115%	120%
		RR	50%	58%	64%	70%	75%	80%
4.	Dhimarkhera	GAR	57.65%	100%	100%	100%	100%	100%
		GER	75.8%	85%	95%	105%	115%	120%
		RR	51%	57%	64%	70%	75%	80%
5.	Vijayraghvagarh	GAR	32.31%	100%	100%	100%	100%	100%
		GER	87.4%	92%	98%	108%	115%	120%
		RR	52%	57%	64%	70%	75%	80%
6.	Bahoriband	GAR	51.34%	100%	100%	100%	100%	100%
		GER	89.4%	95%	105%	110%	115%	120%
		RR	54%	60%	65%	70%	75%	80
	Dist. Katni	GAR	51.45%	100%	100%	100%	100%	100%
		GER	87.5%	95%	105%	110%	115%	120%
		RR	55%	60%	65%	70%	75%	80%

## 4.2 ENROLLMENT

A large number of out of school and dropout children at primary and upper primary level need to be enrolled in schools. The block wise position of target children at elementary level is as follows -

**TABLE- 4.2**  
**Target 6-11 & 6-14 Age Group**

Block	Target Group	Boys	Girls	Total
Katni	6-11 age group	20632	16533	37165
	11-14 age group	10232	4610	14842
	Total 6-14 group	30864	21143	52007
	Unenrolled children 6-14 age	355	287	642
	Dropout Children	717	1031	1748
Rithi	6-11 age group	9087	7441	16528
	11-14 age group	3476	1811	5287
	Total 6-14 group	12563	9252	21815
	Unenrolled children 6-14 age	660	832	1492
	Dropout Children	465	462	927
Badwara	6-11 age group	13377	11634	25011
	11-14 age group	4948	3021	7969
	Total 6-14 group	18325	14655	32980
	Unenrolled children 6-14 age	1129	1132	2261
	Dropout Children	578	607	1185
Dheemar- kheda	6-11 age group	10969	9779	20748
	11-14 age group	3781	3248	7029
	Total 6-14 group	14750	13027	27777
	Unenrolled children 6-14 age	1283	1975	3258
	Dropout Children	235	154	389
Vijayragh- avragh	6-11 age group	13837	10869	24706
	11-14 age group	2989	3661	6650
	Total 6-14 group	16826	14530	31356
	Unenrolled children 6-14 age	1168	1579	2747
	Dropout Children	560	892	1452
Bahoriband	6-11 age group	13392	11822	25214
	11-14 age group	5368	3988	9356
	Total 6-14 group	18760	15810	34570
	Unenrolled children 6-14 age	553	760	1313
	Dropout Children	547	566	1113
District- Katni	6-11 age group	81294	58078	149372
	11-14 age group	30794	20339	51133
	Total 6-14 group	18760	15810	34570
	Unenrolled children 6-14 age	5148	6565	11713
	Dropout Children	455	545	6814

**CHAPTER - 5**  
**STRATEGIES**  
**FOR UEE**

## ACCESS

1. There are 1341 habitations in the district out of these all 1341 habitations have primary schooling facility with in a distance of 1 k.m. This brings the GAR at primary level to 100%.

2. There are 690 habitations, which have middle school facility within a distance of 3 k.m. Where as there are such 651 habitations in the district which do not have middle school facility with in a distance of 3 k.m.

In such habitations middle schooling facility will be provided under UEE for this PS/EGS will be upgraded to MS (For detailed list of the same please refer to Annexures - 1)

3. G.A.R. of middle level is just % if elementary education is to be universalised then this GAR need to be 100%

4. Actual requirement of middle school with in range of 3 k.m. is 438 out of these middle schools are being proposed to be opened by upgrading 127 P.S. to MS and 117 PS to MSEGs.

5. Rationalisation of Teachers would be done in order to workout teacher requirement.



## 5.2 ENROLLMENT

A large number of out of school (and dropout children at primary and upper primary level need to be enrolled in schools. The block wise position of target children at elementary level is as follows -

**TABLE- 5.2**  
**Target 6-11 & 6-14 Age Group**

Block	Target Group	Boys	Girls	Total
Katni	6-11 age group	20632	16533	37165
	11-14 age group	10232	4610	14842
	Total 6-14 group	30864	21143	52007
	Unenrolled children 6-14 age	355	287	642
	Dropout Children	717	1031	1748
Rithi	6-11 age group	9087	7441	16528
	11-14 age group	3476	1811	5287
	Total 6-14 group	12563	9252	21815
	Unenrolled children 6-14 age	660	832	1492
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	Total 6-14 group	18325	14655	32980
	Unenrolled children 6-14 age	1129	1132	2261
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	11-14 age group	3781	3248	7029
	Total 6-14 group	14750	13027	27777
	Unenrolled children 6-14 age	1283	1975	3258
	Dropout Children	235	154	389
Vijayragh- avragh	6-11 age group	13837	10869	24706
	11-14 age group	2989	3661	6650
	Total 6-14 group	16826	14530	31356
	Unenrolled children 6-14 age	1168	1579	2747
	Dropout Children	560	892	1452
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	11-14 age group	5368	3988	9356
	Total 6-14 group	18760	15810	34570
	Unenrolled children 6-14 age	553	760	1313
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	11-14 age group	30794	20339	51133
	Total 6-14 group	18760	15810	34570
	Unenrolled children 6-14 age	5148	6565	11713
	Dropout Children	455	545	6814

## **Following measures will be taken to reduce the number of dropout and enrolling all the children -**

- \* Opening of 270 Shishu Shiksha kendras for the children who are not able to go school for care of Their siblings.(please refer to the relevant section of Chapter -9)
- \* Benefit of different social welfare schemes for poor children.
- \* Organizing social awareness campaign for prohibiting early child marriages and promotion of girl child education . Balika shiksha shivirs will also be organized.
- \* Presently 40 teachers have been trained in integrated education of disabled children. Such training will be imparted to all the primary and middle school teachers. Benefit of on going schemes of health and social welfare department Will be extended to all disabled children.  
Once access is provided by upgrading existing primary school, campaigns will be launched to get all the children enrolled in middle schools who complete their primary education. These campaigns will specially address the issues related to gender as well as social equity . Special efforts would be needed for girl child ,disabled and minority children.

### **5.2.1**

#### **COMMUNITY MOBILIZATION**

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

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

## 52.4 PROVISION OF ADEQUATE SCHOOL BUILDING AND ROOMS

Most of the middle schools are running in primary school Buildings, thereby, affecting adversely Primary education, too, along with low enrolment and retention in middle school. Provision of building for building-less middle schools will also have its bearing on enrolment and retention. There are 21 middle schools, which are building -less and provision of 237 rooms in the some middle school. To provide 100% access 244 primary schools will be upgraded into middle schools and is EGS middle school thereby, total 265 middle school building and 237 additional rooms will be constructed.

There are 43 primary schools and 422 EGS, which are building -less and provision of 594 rooms in the some primary school. To provide 100% access thereby, total 465 primary schools and primary EGS school building and 594 additional rooms will be constructed.

The district has developed an experience and expertise in de-centralized community management construction. As a result using innovative technology and designs for a functionally richer school at lesser cost has developed cost-effective models of school building . Blockwise details of middle schools required is as follows :

**TABLE 5. 2.4**

### Blockwise Requirement of School Building and Additional Rooms

S	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 building	Additional Requirement of school buildings Existing schools	Requirement of school buildings proposed upgradation of ps and EGS	Requirement of Additional Rooms in Primary school Building	Requirement of Additional Room in Middle school Building
1	Katni	31	-	31	146	142	4	42	36	6	25	72	28
2	Rithi	60	-	60	105	95	10	30	25	5	45	83	18
3	Badwara	67	-	67	152	145	7	31	28	3	59	55	68
4	Dheemarkheda	66	-	66	148	137	11	31	28	3	39	141	36
5	VGarh	103	-	103	145	137	8	27	24	3	39	84	39
6	Bahoridan	94	-	94	146	143	3	33	32	1	37	159	48
	Distt Katni	422	-	422	842	799	43	194	173	21	244	594	237

\* 580 teachers need to be recruited for proper pupil teacher ratio to be maintained for primary level. For this a recurring cost of Rs. 186.6 lakhs per annum for primary School & similarly 98 teachers need to be recruited for proper pupil teacher ratio to be maintained for middle level. For recurring cost of Rs. 31.26 lakhs per annum for middle school has been provisioned.

\* All the schools will be provided with contingencies fund and to meet the day to day demands of stationery, drinking water, tat patties, chalk, blackboards etc.

\* School timings shall be adjusted to take into account the needs of working children.

## • STAFFING

At the district level teacher rationalization and redeployment has also been initiated to direct resources towards rural and middle schooling requirements, for which a time-bound action plan for promotion and redeployment of teachers has been drawn up. The staffing norms for a middle school have also been rationalized.

## • EXISTING STAFFING PATTERN

- \* One Head Master
- \* Two Upper Division Teachers (UDT/Shiksha Karmi-II)
- \* Two Lower Division Teachers (LDT/Shiksha Karmi-III)

In addition to this, there is provision of an additional LDT for creation of additional section per class in case the enrolment goes above 35.

## • REVISED STAFFING PATTERN

- \* Two Upper Division Teachers ( Shiksha Karmi-II)
- \* Two Lower Division Teachers (Shiksha Karmi-III)

At initial stage one UDT/Shiksha Karmi-II and one LDT/Shiksha Karmi-III will be provided when school enters class-VI. The senior most teacher would be the Head Master for both primary and the middle school. The similar provision of one UDT and one LDT will be repeated when the school enters class VII. Thus a middle school would have a teaching staff of four teachers, the senior most of whom will be designated as the Head Master, Who in addition to his administrative duties, would teach class, too.

The selected UDT or Shiksha Karmi-II would atleast have graduate level qualifications in science and mathematics, which is essential to take care of the academic needs of the students in these subjects. The peon in the middle school will be dispensed with the local community . The above pattern of the middle school has been suggested so as to ensure that one teacher per class is always available. With the above pattern following number . of staff needs to be recruited.

## 52.5 STRATEGY

The main emphasis is focussed on monitoring and evaluation as well as convergence of various. For focussing on quality teaching and for improvement in children's learning levels, critical factors have been identified and addressed in the strategy. These critical factors are -

- \* **Academic**
- \* **Social**
- \* **Infrastructural**
- \* **Managerial**

## 5.4 ACADEMIC STRATEGY INCLUDES: -

1. **Developing learning Milestones to focus on child's learning:** - Learning milestones for each subject for each grade have been developed which have been desegregated into monthly milestones. These learning milestones are derived from the present state curriculum, which are meant to enable a teacher to assess the child's progress in learning.
2. **Developing a teacher planner:** - A teacher planner has been developed to guide the teacher to transact lessons in a planned way towards the learning milestones. This plan helps a teacher to understand what portion of teaching learning materials will induce what kind of competencies/skills and in approximately what kind of timeframe.
3. **Learner evaluation:** - The academic progress of each child is evaluated on a continuous and periodic basis. Continuous evaluation is in built into the teaching learning materials and also imparted through teacher training. A baseline as well as an end -term evaluation has been conducted in January, 1999 and May 2000 respectively,

4. **Recording Learner Progress** - A Learner record for each child is prepared on a monthly basis, which provides the basic documents for recording and monitoring each child's academic progress. The Learner record shows what the child has achieved and what has not achieved, measured against the learning milestones. This enables the teacher to focus on the child's weak areas and to strengthen them.
5. **Classroom Organization** - EGS has developed improved methods for teachers to handle multi grades learning by organizing students according to their learning levels. This makes sure those children along to groups according to their learning level rather than belongs to classes without fully acquiring competency levels of that class.
6. **Teacher's Training:** - Teachers Training module was developed at district level by District Academic Resource Group (DAG) on the basis of BLE outcomes identifying 'hard spots' of teaching learning. Training for 20 days was imparted to all Jan Shikshak as well as gurujies. Training module for this training was prepared in the form of small booklets addressing different issues in different booklets in an interesting way.
7. **Continuous Academic Supervision** - CAC (Jan Shikshak) are responsible for continuous monitoring of schools and learning processes. Every month there is a review meeting at the JSK (CRC) level to review academic progress according to the milestones and to solve problems. Based on the cluster review, agenda is fixed for BRC level meetings. An academic chain is being strengthened from institutional level to DIET.

**SOCIAL STRATEGY INCLUDES: -**

- **Activising community groups:** - Attempts have been made to make continuity reach out to schools. A Village Education Committee has been setup for every village as per the school Education Department's order. A school Management Committee has been setup for every EGS as well as. This setup has provided a forum for the local community to actively participate in the school management. School improvement grant of Rs. 2000. Teacher's contingency of Rs 500 and amount of Rs 500 for teaching- learning material development will be released to VECs and SMCs.

2. **Integrating school activities with community activities:** - The teacher plays a critical role in making the community break into the school and school breaking out of its self-imposed barriers by locating a lot of schooling activities in the local environment. To express the collective nature of the task, the teacher and SMCs have entered into a contract to fulfill their mutual obligations.

• **Infrastructural and supportive facilities:** -

To improve infrastructure the following measures have been introduced and their effective use through a consultative process between the teacher and community will be ensured.

- \* Each school will be given an initial infrastructure investment amount to ensure that each School has been equipped.
- \* In addition each school will be given school improvement grant to provide and replenish basic amenities.
- \* Each child will be given a complete set of books (free in case of EGS) and each Teacher a complete set of training materials.
- \* Teaching - learning material will be, too, developed with the help of Teacher's Contingency.

• **MANAGERIAL STRATEGY INVOLVES:**

**Institutional Reform:** - The idea behind the process of institutional reform is to move toward making school and its support system increasingly self- sufficient institutional reform within the education sector is lodged within the macro policy framework in Madhya Pradesh which has been guided by the principles of -

- \* Decentralization.
- \* Community Participation Steps the government has undertaken for institutional Reform are -
- \* Transfer of all physical assets of schools to the panchayats by notification which includes the transfer of land, buildings, furniture, other materials and staff.
- \* Vesting of powers of recruitment and transfer of teachers to Janpad panchayat and Zila Panchayat.
- \* Vesting of powers of Additional Director of the Department of School Education to Chief Executive Officer, Zila Panchayat acting as ex-officio Additional

Director

of the Department os school Education.

## 5.3 IMPROVEMENT IN QUALITY

### 5.3.1 IMPROVING ACADEMIC CONTENT AND PROCESSES

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

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

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

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



### 5.3.2 DEVELOPMENT OF APPROPRIATE TEACHING LEARNING MATERIALS.

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

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

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

### 5.3.3 REVIEW AND REFORM OF LEARNER ASSESSMENT SYSTEM.

- The existing learner assessment system will be reviewed and improved do make it non-threatening. Competency based and designed provide a basis for diagnostic and remedial teaching.

### 5.3.4 REVAMPING TEACHER TRAINING

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

- \* The Philosophical and academic vision of elementary education.
- \* Learning responses of middle school children.
- \* Abilities of Conceptual analysis.
- \* Subject knowledge.
- \* Factors affecting teacher motivation.

It is proposed to train at least 2 teachers for each middle school on this a total of 894 teachers would be provided with training in three phases, respectively for each year of material development. In addition to this, inductive training to Shiksha Karmi for the new middle schools is also proposed.

#### **5.3.5 ESTABLISHING SYSTEM OF CONTINUOUS ON-SITE ACADEMIC RESOURCE SUPPORT AND INCENTIVE SYSTEM**

To fulfill the academic requirements of middle stage, teachers will need intensive academic resource support. Such support is needed not merely in terms of teacher training but in terms of academic supervision and guidance, discussion, problem solving and supplementary resource material . In particular considerable follow up in situ in a classroom situation is needed. Regular school visits by Jan Shiksha and personnel 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.

#### **QUALITY WATCH -STRATEGY FOR QUALITY IMPROVEMENT IN PRIMARY EDUCATION.**

##### **OBJECTIVE**

Once 100% access has been provided and many campaigns are being launched to increase enrolment, retaining children in primary education institutions, efforts are being made in quality aspect of the primary education , too. quality watch as a strategy for improving quality in Education Guarantee Schools ( EGS) Alternative School (AS) and New Primary Schools (NPS), has been launched in the district with the primary objective to bring the levels of scholastic learning for each child upto acceptable standards . Secondary objectives include -

- \* **Fostering a greater local ownership of the school.**
- \* **Helping the school to develop as a self-reliant unit.**
- **Making curriculum contextually relevant and more useful.**

The secondary objectives are actually important conditions towards sustainable qualitative schooling for all children. These objectives are particularly critical to school located in deprived communities where the opportunity costs of schooling needs to be more than adequately recompensed, through an education that does not just give functional literacy but equips people to deal with their lives in a more meaningful and useful way. The expected outcomes will be-

- \* 100% enrolment.
- \* Attendance of all children for an average of 200 teaching days.
- \* Attainment of stipulated learning levels by all children.
- \* Improved learning environment.
- \* Better integration of educational content with contextual needs.
- \* Greater local ownership of the school.
- \* More self-reliant school.

### **5.3.6 DISTANCE EDUCATION**

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

### **5.3.7 USE OF INFORMATION TECHNOLOGY(IT)**

Learning is seen to be inherently creative and is facilitated by an interactive process. Although this is recognised, traditional methods of teaching have tended to be hierarchical and text-bound.

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

### **5.3.8 DEVELOPING A LIBRARY MOVEMENT.**

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

**CHAPTER - 6**  
**COVERAGE OF SPECIAL**  
**FOCUSED GROUPS**

## 6.1 DISABLED CHILDREN

A significant number of un-enrolled and drop out children belong to the disabled children category. A total of 2112 children have been found to be disabled due to being deaf, dumb, blind physically/mentally disabled :

Education of Children with disability is a statutory responsibility under the " Persons with Disability (Equal opportunities, Protection of Rights and Full Participation) Act 1995". SSA, as a Programme for 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.
- \* One residential schools for visually handicapped children have been proposed at block Katni and respectively with a total cost of Rs 18.5 lacs (Non Recurring) and recurring cost of Rs. 15.24 Lacs per year.

## 6.2 CHILDREN FROM SCHEDULED TRIBES

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

### 6.3 GIRLS

All studies reveal that the enrolment and drop out figures of girls in middle schools are very encouraging . This is largely due to the social perceptions about girls identity individually and in society . Strategies for facilitating girls participation in school are envisaged as follows-

- \* School provisioning close to the habitations within 3 kms which would make it convenient of 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 state's "Mahila 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" a residential educational camp is proposed as an intervention specially aimed at girls who have had a comparatively slower pace of learning . The camp will be organized by women teachers and women panchayat representatives. Special education camps called Balika Shiksha Shivir will be organized for such girls and specially for those belonging to socially and economically weaker section. 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 method.

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.

**CHAPTER -7**  
**RESEARCH SUPPORT**



**CHAPTER - 7**  
**RESEARCH SUPPORT**

It has been felt time and again that in order to find solutions to the Academic problems of Middle schools a 'Diagnostic study' is essential and imperative. To achieve the goals of UEE and also for improving the quality of elementary education this diagnostic study would be of big use. The following works will be done

- Desk analysis of existing books
- Analysis of curriculum
- Assessment of teacher training needs
- Monitoring of class rooms teaching
- Analysis of question papers and answer sheets
- Testing achievement levels of students.

**Following research works would be taken up :**

- Impact analysis of interventions.
- Quality issues.
- Action research.

The Research will be taken up by DIET. The CAC & teacher will be trained on Action Research. The findings of research will be used to further refine the strategies. Calendar of activities undertaken during Lok Sampark Abhiyan:

S.NO	ACTIVITIES	DATES	OUT COME
1.	DRG Training	8 Aug to 9 Aug .2000	12
2.	M T and J S training	13 Aug to 14 Aug .2000	60
3.	Teachers training	19-20 Aug .2000	2687
4.	Village level meeting	24 Aug .2000	968
5.	Door to door survey	25-31 Aug.2000	1341
6.	Compilation	01 -03 Sept 2000	-
7.	Village level plan	06 - 10 Sept 2000	968
8.	JSK plan	12 -18 Sept 2000	143
9.	JPSK plan	24 - 30 Sept 2000	6
10.	District level plan	5 -15 Oct 2000	1

**CHAPTER - 8**

**MANAGEMENT STRUCTURE**

**AND**

**REQUIREMENT**

## 8. STRUCTURE :-

A State Elementary Education Mission has been setup to implement all programmes to universalize Elementary. The Mission deepens the process of decentralization and participation right down to the village level.

### 8.1 STRENGTHENING ZILA SHIKSHA KENDRA(ZSK)

Key educational personnel of ZSK will have to be trained. Training will be through professionally developed programmers. Person of the ZSK will be trained on modern method of management, participatory planning process and would be oriented towards academic issues. A seven days training module will be developed for the educational personals. Panchayat members capacity will be developed by the state to be supplemented and adapted by the district. In addition to this, incremental support in term of computer hardware and software, books and material to cater to the additional needs of the middle school sector also needs to be provided.

### 8.2 STRENGTHENING OF DIET

At the SK level, DIET is the key institution. The DIET as part of the Zila Shiksha Kendra is expected to develop an academic perspective plan for the district . This requires capacity development for teacher-needs assessment. pupil needs assessment and development of appropriate method for improvement in the form of teaching learning material, training research and evaluation for curriculum analysis and context of DIET personal is proposed. This will comprise of educational administrators, DIET members and a group of teachers form each district . These will replaced with professional institutions like I.I.M. The amount for strengthening of DIET is merged with ZSK.

### 8.3 STRENGTHENING JANPAD SHIKSHA KENDRA (JPSK)

The JPSK will be strenghen both through capacity development initiative and the addition of some infrastructure support. The administrative personnel at the Block level will need to be trained in review methods of support. The Block level particularly needs academic support. The Janpad Panchayat Shiksha Samiti will be oriented towards educational issues.

The BRC is being strengthened as janpad shiksha Kendra for coordinating and facilitating academic intervention at block level. The JPSk brings together the BEOs office and the BRC.

#### **8.4 STRENGTHNING JAN SHIKSHA KENDRA (JSK / CRC) :**

The Cluster head or Jan Shiksha Kendra in-charge will be developed as a competent school manager. A team of resource persons will be trained to facilitate quality process in school in addition to Jan shiksha Kendra as an Academic resource center, because just one resource teacher is found inadequate in managing the task of school visit and organizing academic discussions and acting as a link between the school and units above the JSK. The infrastructure available with the JSK would need upgradation to cater to the increasing requirement of the middle sector. Educational material books and computer have been additionally proposed. Funds have also been earmarked for the recurring O \* M needs of the JSK.

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

The CRC is being strengthened as the Jan Shiksha Kendra as the Critical unit for school based management. The JSK has been very effective in providing academic and managerial support to the schools.

#### **8.5 STRENGTHENING VILLAGE EDUCATION COMMITTEES**

Presently only one-day orientation a year has been undertaken to orient VEC's members highlighting their powers and role as envisaged in management of school. A more intensive field based interactive and continuous process of training and motivating the VEC/SMC member is envisaged making use of a variety of strategies- interpersonal discussion and orientation, exchange visit, open educational reviews with community and panchayat and teachers at the village/ panchayat and cluster level. VEC members will be trained in groups at the cluster level once every quarter. The regular contingency needs of the middle schools are proposed to be supplemented by recurring annual school grants to the VECs. VECs have been constituted in all the villages with primary school facilities, now expanding its field covering upper primary, too. The recent order on institutional reform seeks to reconstitute the VECs to make them more participatory and accountable to the local community. More powers have been vested in the VECs.

## 8.6 PARENTS TEACHER ASSOCIATION :- IMPROVE MONITORING

Critical parameters of monitoring would be as follows.

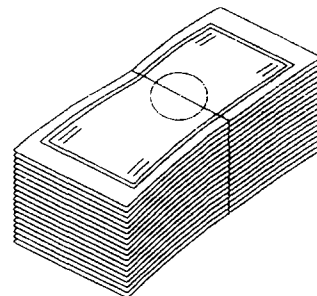
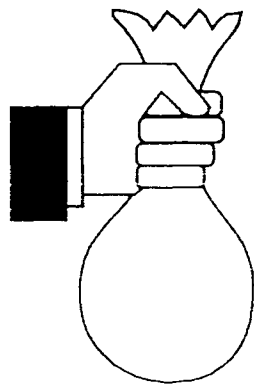
- Enrolment
- Attendance
- Efficacy of teaching learning processes
- Students academic progress
- Regular functioning of school
- Effective school supervision.
- Need based academic planning and timely resource support.
- Efficiency of management support relationship between school and community.
- Maintenance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

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

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

# CHAPTER - 9

## COSTING



DISTRICT - KATNI (M.P.)

BUDGET PROPOSAL  
UNIVERSALIZATION OF ELEMENTRY EDUCATION

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

DISTRICT : KATNI

(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)	422	422	422	422	422	422	99.49	99.49	99.49	99.49	99.49	497.47
	No. of EGS Gurujis (Primary Level)	580	580	580	580	580	580						
3	Upgradation of Primary School to Middle School	127	127	127	127	127	127	157.48	175.26	192.79	210.31	227.84	963.68
4	Upgradation of EGS School to Middle School	117	117	117	117	117	117	36.86	36.86	36.86	36.86	36.86	184.28
	No. of EGS Gurujis (Middle Level)	234	234	234	234	234	234						
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)	842	842	842	842	842	842	25.26	25.26	25.26	25.26	25.26	126.30
7	School Contingency (Middle Schools)	381	381	381	381	381	381	11.43	11.43	11.43	11.43	11.43	57.15
8	IEC/Mobilisation	1	1	1	1	1	1	88.14	88.14	88.14	88.14	88.14	440.70
9	Shishu Shiksha Kendra/Jhoolaghar	270	270	270	270	270	270	38.34	40.28	42.23	44.17	46.12	211.14
10	BRC Building for Non-DPEP district	6					6	36.00	0.00	0.00	0.00	0.00	36.00
11	Primary School Buildings	159	150	156	0	0	465	238.50	225.00	234.00	0.00	0.00	697.50
12	Middle School Buildings	73	100	60	32	0	265	255.50	350.00	210.00	112.00	0.00	927.50
13	Additional Rooms(PS+MS)	331	250	250	0	0	831	248.25	187.50	187.50	0.00	0.00	623.25
14	Major Repair	50	100	0	0	0	150	25.00	50.00	0.00	0.00	0.00	75.00
15	Minor Repair	80	100	0	0	0	180	8.00	10.00	0.00	0.00	0.00	18.00
16	Urinals (Boys + Girls) MS	50	100	0	0	0	150	5.00	10.00	0.00	0.00	0.00	15.00
17	Drinking Water facility MS	50	50	0	0	0	100	15.00	15.00	0.00	0.00	0.00	30.00
18	Teachers Training (In service for PS Teachers)	2687	2687	2687	2687	2687	2687	57.70	57.70	57.70	57.70	57.70	288.48
19	Teachers Training- Induction for Middle Schools	488					488	11.99	0.00	0.00	0.00	0.00	11.99
20	Teachers Training (In service for MS Teachers)	1121	1609	1609	1609	1609	1609	28.01	39.78	39.78	39.78	39.78	187.13
21	Strengthening of CRC (Jan Shiksha Kendra)	143	143	143	143	143	143	221.65	82.94	87.23	91.52	95.81	579.15
22	Distance Education	149	149	149	149	149	149	179.80	30.80	30.80	30.80	30.80	303.00
23	Headstart Programme(JPSKs+50 JSKs per disticts)	56	56	56	56	56	56	121.74	20.94	20.94	20.94	20.94	205.52
24	Library Movement	1782	1782	1782	1782	1782	1782	106.92	17.82	17.82	17.82	17.82	178.20
25	Research and Evaluation	1	1	1	1	1	1	7.00	7.00	7.00	7.00	7.00	35.00
26	Strengthening of BRC (Janpad Shiksha Kendra)	6	6	6	6	6	6	31.14	20.88	22.32	23.76	25.20	123.30
27	Strengthening of Zilla Shiksha Kendra	1	1	1	1	1	1	42.95	36.58	37.71	38.83	39.96	196.03
28	Strengthening of MIS (ZSK)	1	1	1	1	1	1	7.95	5.16	5.36	5.57	5.77	29.81
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	1782	1782	1782	1782	1782	1782	53.46	53.46	53.46	53.46	53.46	267.30
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	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
	<b>Total</b>							<b>2176.39</b>	<b>1711.97</b>	<b>1522.62</b>	<b>1029.78</b>	<b>944.43</b>	<b>7385.19</b>
	Management Cost (Salary, O&M, Equipments, Furnitures, Vehicles, Professional Fees, Books of ZSK & MIS)							27.39	18.23	19.56	20.89	22.22	108.29
	Management cost in % ----->							1.26%	1.06%	1.28%	2.03%	2.35%	1.47%
	Civilwork Cost							831.25	847.50	631.50	112.00	0.00	2422.25
	Civilwork Cost in % ----->							38.2%	49.5%	41.5%	10.9%	0.0%	32.80%

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

2 EGS Schools (Primary level)		(as per EGS-AIE Scheme)		Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring											
1 Educational Mate.(Books)		0.02500	422 Schools			10.55	10.55	10.55	10.55	10.55	52.75
2 Salary		0.12000	580 Gurujis			69.60	69.60	69.60	69.60	69.60	348.00
3 Monitoring & Contingency		0.00900	422 Schools			3.80	3.80	3.80	3.80	3.80	18.99
4 Training		0.01225	580 Gurujis			7.11	7.11	7.11	7.11	7.11	35.53
5 EGS Improvement Grant		0.02000	422 Schools			8.44	8.44	8.44	8.44	8.44	42.20
Total Recurring		0.18625				99.493	99.493	99.493	99.493	99.493	497.465

3 Upgradation of Primary School to Middle School		Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring									
1 Equipment (Laboratory, Science Kit etc.)		0.15	127 MS	19.05					19.05
2 Educational Materials		0.05	127 MS	6.35					6.35
3 Furniture(Tables, Chairs)		0.20	127 MS	25.40					25.40
Total Non-Recurring				50.80	0.00	0.00	0.00	0.00	50.80
Recurring									
4 Salary - 1st year		0.840	127 MS	106.68					106.68
5 Salary - 2nd year onwards (10% inflation from 3rd year onwards)		1.380	127 MS		175.26	192.79	210.31	227.84	806.20
Total Recurring				106.68	175.26	192.79	210.31	227.84	912.88
Grand Total (NR+R)				157.48	175.26	192.79	210.31	227.84	963.68

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

4 Upgradation of EGS School to Middle School		(as per EGS-AIE Scheme)		Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring											
1 Educational Mate.(Books)		0.0250	117 EGS-MS Schools			2.93	2.93	2.93	2.93	2.93	14.63
2 Salary (Rs. 1000/- pm for 2 Teachers)		0.2400	117 EGS-MS Schools			28.08	28.08	28.08	28.08	28.08	140.40
3 Material and Equipment & contingency		0.0200	117 EGS-MS Schools			2.34	2.34	2.34	2.34	2.34	11.70
4 Training of Education volunteers		0.0150	234 Gurujis			3.51	3.51	3.51	3.51	3.51	17.55
Total Recurring		0.3000				36.86	36.86	36.86	36.86	36.86	184.28



5 Upgradation of Ashram School to Middle AS

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

6 School Contingency (Primary Schools)

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
School Improvement Grant	0.02	842 Primary Schools	16.84	16.84	16.84	16.84	16.84	84.20
Educational Aids (Rs. 500/- per teacher for 2 Teachers)	0.01	842 Primary Schools	8.42	8.42	8.42	8.42	8.42	42.10
Total Recurring	0.03		25.26	25.26	25.26	25.26	25.26	126.30

School Contingency (Middle Schools)

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
School Improvement Grant	0.02	381 Middle Schools	7.62	7.62	7.62	7.62	7.62	38.10
Educational Aids (Rs. 500/- per teacher for 2 Teachers)	0.01	381 Middle Schools	3.81	3.81	3.81	3.81	3.81	19.05
Total Recurring	0.03		11.43	11.43	11.43	11.43	11.43	57.15

7 IEC/Mobilisation

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
Updation of VERs, Microplanning	0.02	1719 PTAs/VECs	34.38	34.38	34.38	34.38	34.38	171.90
Shiksha Panchayat/Gram Sabhas	0.10	150 ZSK+JPSKs+JSKs	15.00	15.00	15.00	15.00	15.00	75.00
Mobilisation	0.25	150 ZSK+JPSKs+JSKs	37.50	37.50	37.50	37.50	37.50	187.50
Total Recurring			86.88	86.88	86.88	86.88	86.88	434.40

8 Shishu Shiksha Kendra/Jhoolaghar

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 Salary (with 10% inflation every year from II year onwards)	0.072	270 SSKs/Jhoolaghars	19.44	21.38	23.33	25.27	27.22	116.64
2 O & M (Contingency, TA/DA etc.)	0.020	270 SSKs/Jhoolaghars	5.40	5.40	5.40	5.40	5.40	27.00
3 Educational Material	0.030	270 SSKs/Jhoolaghars	8.10	8.10	8.10	8.10	8.10	40.50
4 Training	0.020	270 SSKs/Jhoolaghars	5.40	5.40	5.40	5.40	5.40	27.00
Total Recurring	0.142		38.34	40.28	42.23	44.17	46.12	211.14

Details :-

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

Details Given

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Civil Works									
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total	
<b>Non-Recurring</b>									
	Physical No.	6	6	0	0	0	0	6	
10 BRC Building for Non-DPEP district	6.00		36.00	0.00	0.00	0.00	0.00	36.00	
	Physical No.	465	159	150	156	0	0	465	
11 Primary School Buildings	1.50		238.50	225.00	234.00	0.00	0.00	697.50	
	Physical No.	265	73	100	60	32	0	265	
12 Middle School Buildings	3.50		255.50	350.00	210.00	112.00	0.00	927.50	
	Physical No.	831	331	250	250	0	0	831	
13 Additional Rooms(PS+MS)	0.75		248.25	187.50	187.50	0.00	0.00	623.25	
	Physical No.	150	50	100	0	0	0	150	
14 Majdr Repair	0.50		25.00	50.00	0.00	0.00	0.00	75.00	
	Physical No.	180	80	100	0	0	0	180	
15 Minor Repair	0.10		8.00	10.00	0.00	0.00	0.00	18.00	
	Physical No.	150	50	100	0	0	0	150	
16 Urinals (Boys + Girls) MS	0.10		5.00	10.00	0.00	0.00	0.00	15.00	
	Physical No.	100	50	50	0	0	0	100	
17 Drinking Water facility MS	0.30		15.00	15.00	0.00	0.00	0.00	30.00	
<b>Total Non-Recurring</b>			<b>831.25</b>	<b>847.50</b>	<b>631.50</b>	<b>112.00</b>	<b>0.00</b>	<b>2422.25</b>	

18 Teachers Training (In service for PS Teachers)									
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	5.00	
2 Training of Resource Persons, MTs (2 per Batch of 40)	0.02	269 MTs	5.37	5.37	5.37	5.37	5.37	26.87	
3 Teachers Training (12 Days) for Primary Schools	0.01200	2687 PS Teachers	32.24	32.24	32.24	32.24	32.24	161.22	
4 Special Orientation Training of English Language(5 days)	0.00500	2687 PS Teachers	13.44	13.44	13.44	13.44	13.44	67.18	
5 Printing of Training Materials(Rs 100/- per participant)	0.00100	5643 participants	5.64	5.64	5.64	5.64	5.64	28.21	
<b>Total Recurring</b>			<b>57.70</b>	<b>57.70</b>	<b>57.70</b>	<b>57.70</b>	<b>57.70</b>	<b>288.48</b>	

19 Teachers Training- Induction for Middle Schools									
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	24 MTs	1.22					1.22	
3 Teachers Training (21 Days) for Middle Schools	0.020	488 Teachers	9.76					9.76	
4 Printing of Training Materials(Rs 100/- per participant)	0.00100	512 participants	0.51					0.51	
<b>Total Non-Recurring</b>			<b>11.99</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>11.99</b>	

20 Teachers Training (In service for MS Teachers)									
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	5.00	
2 Training of Resource Persons, MTs (2 per Batch of 40)	0.02	Physical No. ->	112	161	161	161	161	15.12	
3 Teachers Training (12 Days) for Middle Schools	0.01500	Physical No. ->	1121	1609	1609	1609	1609	113.36	
4 Special Orientation Training of English Language(5 days)	0.00500	Physical No. ->	1121	1609	1609	1609	1609	37.79	
5 Printing of Training Materials(Rs 100/- per participant)	0.00100	Physical No. ->	2354	3379	3379	3379	3379	15.87	
<b>Total Recurring</b>			<b>28.014</b>	<b>39.779</b>	<b>39.779</b>	<b>39.779</b>	<b>39.779</b>	<b>187.130</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,Almirah,Shelves,Bulletin Board)	0.15	143 JSKs	21.45					21.45
2 Library Books	0.10	143 JSKs	14.30					14.30
3 Computer H/W, Telephone	0.75	143 JSKs	107.25					107.25
<b>Total Non-Recurring</b>	<b>1.00</b>		<b>143.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>143.00</b>
<b>Recurring</b>								
4 Training (Capacity Building)	0.05	143 JSKs	7.15	7.15	7.15	7.15	7.15	35.75
5 Salary (SK's against CAC with 10% inflation from II year onwards)	0.30	143 JSKs	42.90	47.19	51.48	55.77	60.06	257.40
6 O&M (TA/DA, Meetings, Misc.contingencies etc.)	0.15	143 JSKs	21.45	21.45	21.45	21.45	21.45	107.25
7 Insurance of Computer H/W	0.05	143 JSKs	7.15	7.15	7.15	7.15	7.15	35.75
<b>Total Recurring</b>	<b>0.55</b>		<b>78.650</b>	<b>82.940</b>	<b>87.230</b>	<b>91.520</b>	<b>95.810</b>	<b>436.150</b>
<b>Grand Total (NR+R)</b>	<b>1.55</b>		<b>221.650</b>	<b>82.940</b>	<b>87.230</b>	<b>91.520</b>	<b>95.810</b>	<b>579.150</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	149 JPSKS+JSKs	149.00					149.00
<b>Total Non-Recurring</b>			<b>149.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>149.00</b>
<b>Recurring</b>								
2 Training through Teleconferencing(TA/DA, stay arrange.)	0.20	149 JPSKS+JSKs	29.80	29.80	29.80	29.80	29.80	149.00
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>30.80</b>	<b>30.80</b>	<b>30.80</b>	<b>30.80</b>	<b>30.80</b>	<b>154.00</b>
<b>Grand Total (NR+R)</b>			<b>179.80</b>	<b>30.80</b>	<b>30.80</b>	<b>30.80</b>	<b>30.80</b>	<b>303.00</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	56 Headstart JSKs+JPSKs	11.20					11.20
2 Library Books	0.100	56 Headstart JSKs+JPSKs	5.60					5.60
3 Equipment(Computer,2,UPS,Telephone)	1.500	56 Headstart JSKs+JPSKs	84.00					84.00
<b>Total Non-Recurring</b>	<b>1.80</b>		<b>100.80</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>100.80</b>
<b>Recurring</b>								
4 Training (Capacity Building in Headstart Programmes)	0.050	56 Headstart JSKs+JPSKs	2.80	2.80	2.80	2.80	2.80	14.00
5 Honorarium to Computer Teachers(Rs.100/-x2 T x 12)	0.024	56 Headstart JSKs+JPSKs	1.34	1.34	1.34	1.34	1.34	6.72
6 O&M (TA/DA, Meetings, contingencies, stationary etc.)	0.200	56 Headstart JSKs+JPSKs	11.20	11.20	11.20	11.20	11.20	56.00
7 Insurance of Computer H/W	0.100	56 Headstart JSKs+JPSKs	5.60	5.60	5.60	5.60	5.60	28.00
<b>Total Recurring</b>	<b>0.374</b>		<b>20.94</b>	<b>20.94</b>	<b>20.94</b>	<b>20.94</b>	<b>20.94</b>	<b>104.72</b>
<b>Grand Total (NR+R)</b>	<b>2.17</b>		<b>121.74</b>	<b>20.94</b>	<b>20.94</b>	<b>20.94</b>	<b>20.94</b>	<b>205.52</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	1719 Schools	42.98					42.98
2 Furniture (Book Shelves)	0.025	1719 Schools	42.98					42.98
<b>Total Non-Recurring</b>	<b>0.050</b>		<b>85.95</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>85.95</b>
<b>Recurring</b>								
3 Magzines & Journals	0.010	1719 Schools	17.19	17.19	17.19	17.19	17.19	85.95
<b>Total Recurring</b>	<b>0.010</b>		<b>17.19</b>	<b>17.19</b>	<b>17.19</b>	<b>17.19</b>	<b>17.19</b>	<b>85.95</b>
<b>Grand Total (NR+R)</b>	<b>0.060</b>		<b>103.14</b>	<b>17.19</b>	<b>17.19</b>	<b>17.19</b>	<b>17.19</b>	<b>171.90</b>

2) Research and Evaluation

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
Research and Evaluation (BAS, MAS & TAS)	2.00	1 Districts	2.00	2.00	2.00	2.00	2.00	10.00
Learner Evaluation for PS & MS Children	5.00	1 Districts	5.00	5.00	5.00	5.00	5.00	25.00
Training on research & evaluation methodology(4 days x 2 RPs)	0.005	302 ZSK+DIET+JPSKs+JSKs	1.51	1.51	1.51	1.51	1.51	7.55
<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>

2) Strengthening of BRC (Janpad Shiksha Kendra)

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

Details Given  
Details Given

Details

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

Salaries details	Unit Cost	Physical	Total Cost
Post			
BRC	0.720	6 JPSKs	4.32
Accountant-cum-Clerk	0.600	6 JPSKs	3.60
Clerk-cum-Data Entry Operator	0.600	6 JPSKs	3.60
Peon	0.240	6 JPSKs	1.44
Watchman	0.240	6 JPSKs	1.44
<b>Total</b>	<b>2.400</b>		<b>14.40</b>

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7 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 II 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.)	2.70	1	2.70	2.70	2.70	2.70	2.70	13.50
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	1356 VNSs	13.56	13.56	13.56	13.56	13.56	67.80
9 Studies	1.00	1 Districts	1.00	1.00	1.00	1.00	1.00	5.00
0 Workshop/seminar	0.50	1 Districts	0.50	0.50	0.50	0.50	0.50	2.50
1 Professional Fees	0.50	1 Districts	0.50	0.50	0.50	0.50	0.50	2.50
<b>Total Recurring</b>			<b>30.04</b>	<b>31.17</b>	<b>32.30</b>	<b>33.42</b>	<b>34.55</b>	<b>161.48</b>
<b>Grand Total (NR+R)</b>			<b>37.54</b>	<b>31.17</b>	<b>32.30</b>	<b>33.42</b>	<b>34.55</b>	<b>168.98</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	6 JPSKs	1.20
Total (O & M) for DPO =				2.70
Salary :-		Unit Cost	Physical	Total Cost
1 District Project Co-ordinator		1.20	1	1.20
2 District Academic Co-ordinator		1.20	1	1.20
3 APC (Finance)		0.96	1	0.96
4 APC (Gender)		0.96	1	0.96
5 Jr. Engineer		0.84	1	0.84
6 Assistant Engg.		0.72	2	1.44
7 Draftsman		0.60	1	0.60
8 Accountant		0.60	1	0.60
9 Clerk		0.48	4	1.92
0 Driver		0.30	2	0.60
1 Peon		0.24	3	0.72
2 Watchman		0.24	1	0.24
<b>TOTAL</b>			<b>19</b>	<b>11.28</b>

3 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>								
1 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
2 O&M (Consumable, Office contingencies etc.)	0.87	1 Districts	0.87	0.87	0.87	0.87	0.87	4.33
3 Professional Fees	0.50	1 Districts	0.50	0.50	0.50	0.50	0.50	2.50
4 Training on EMIS & IPMS formats	0.01	149 JPSKS+JSKs	1.49	1.49	1.49	1.49	1.49	7.45
5 Magazines & Journals	0.05	1 Districts	0.05	0.05	0.05	0.05	0.05	0.25
<b>Total Recurring</b>	<b>3.47</b>		<b>4.95</b>	<b>5.15</b>	<b>5.35</b>	<b>5.56</b>	<b>5.76</b>	<b>26.77</b>
<b>Grand Total (NR+R)</b>	<b>6.47</b>		<b>7.95</b>	<b>5.15</b>	<b>5.35</b>	<b>5.56</b>	<b>5.76</b>	<b>29.77</b>

Details Given  
Details Given

D 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	1699	0.12
5 Printing of IPMS formats for Project components	0.00005	2933	0.15
6 Contingency	0.20	1	0.20
<b>Total</b>			<b>0.87</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 Supplementary TLM	0.50	1 DIETs	0.50	0.50	0.50	0.50	0.50	2.50
3 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>

3/ PTAs/VECs Training								
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
PTAs/VECs Training (15 members) 2 Days	0.0100	1719 PTAs/VECs	17.19	17.19	17.19	17.19	17.19	85.95
Mobilisation activities per village	0.0200	1719 PTAs/VECs	34.38	34.38	34.38	34.38	34.38	171.90
<b>Total Recurring</b>	<b>0.0300</b>		<b>51.57</b>	<b>51.57</b>	<b>51.57</b>	<b>51.57</b>	<b>51.57</b>	<b>257.85</b>

3/ Integrated Education for Disabled Children								
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring								
1 IEDC Project (Equipment)	2.00	1 Districts	2.00					2.00
<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>
Recurring								
2 Professional Fees	1.00	1 Districts	1.00	1.00	1.00	1.00	1.00	5.00
3 Training (Survey, Study, Analysis)	1.00	1 Districts	1.00	1.00	1.00	1.00	1.00	5.00
4 Educational Materials	0.50	1 Districts	0.50	0.50	0.50	0.50	0.50	2.50
<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>

3/ Tribal								
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
Supplementary TLM development(Bridge Materials)	2.00	0 Tribal Districts	0.00	0.00	0.00	0.00	0.00	0.00
Workshop/Seminar	0.50	0 Tribal Districts	0.00	0.00	0.00	0.00	0.00	0.00
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>

3/ Gender								
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
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
O & M (Contingency & TA/DA)	0.25	1 Districts	0.25	0.25	0.25	0.25	0.25	1.25
Training of Shahyoginis	0.15	1 Districts	0.15	0.15	0.15	0.15	0.15	0.75
Balika Shiksha Shivir	1.00	1 Districts	1.00	1.00	1.00	1.00	1.00	5.00
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 M... Samakhya (DPEP only)									
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total	
<b>Non-Recurring</b>									
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>	<b>0.00</b>
<b>Recurring</b>									
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	0.00
5 O.M	2.25	0 District	0.00	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	0.00
7 Workshop	1.00	0 District	0.00	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	0.00
9 Incentive	1.00	0 District	0.00	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	0.00
11 Study & Evaluation	1.00	0 District	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12 IET/Mobilisation	2.00	0 District	0.00	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>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>	<b>0.00</b>

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

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 Transport & conveyance	0.30	1	0.30
7 Contingency	0.25	1	0.25
8 Printing & maintenance	0.20	1	0.20
<b>TOTAL</b>			<b>2.25</b>



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

36 EGS Schools for urban deprived children (as per EGS-AIE Scheme)								
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 Educational Mate.(Books)	0.02500	20 Schools	0.50	0.50	0.50	0.50	0.50	2.50
2 Salary	0.12000	20 Gurujis	2.40	2.40	2.40	2.40	2.40	12.00
3 Monitoring & Contingency	0.00900	20 Schools	0.18	0.18	0.18	0.18	0.18	0.90
4 Training	0.01225	20 Gurujis	0.25	0.25	0.25	0.25	0.25	1.23
5 EGS Improvement Grant	0.02000	20 Schools	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>18.625</b>

37 Madarsa School								
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 Salary( with 10% inflation every year from II year onwards)	0.300	0 Madarsa	0.00	0.00	0.00	0.00	0.00	0.00
2 Supplementry TLM development	0.025	0 Madarsa	0.00	0.00	0.00	0.00	0.00	0.00
3 O & M	0.010	0 Madarsa	0.00	0.00	0.00	0.00	0.00	0.00
4 Training of Teacher (12 Days)	0.012	0 Madarsa	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total Recurring</b>	<b>0.335</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>

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**CHAPTER - 10**

**IMPLEMENTATION SCHEDULE**

**&**

**AWP 2001-2002**

# ANNUAL WORK PLAN : 2001 - 2002

## 10.1 ACCESS

- Upgradation of 244 PS/EGS in to MS.
- Conversion of EGS into regular EGS.
- Recruitment of teachers for upgraded MS
- Training of these teachers
- Provision for furniture and Teaching material for these schools

## UNIVERSAL ENROLMENT AND RETENTION

- "Balmelas" and "school Chalo Abhiyan" will be organised in July/August 2001.
- Pravesh Utsava.
- Community mobilisation activities such as VEC and PTE members. Workshops, panchayate representatives workshops.
- Organising bridge course programme on sample basis.
- Making provision of TLM for bridge course and training of volunteers for it .
- Improving classroom processes through on the job support.
- Ensuring regular parents and teachers meetings.
- Introduction of card system to improve the pupils attendance.

## 10.3 CIVIL WORKS

- Construction of additional 831 classrooms.
- Constructions of 465 buildings for PS & 265 buildings for MS.
- Ensuring repair of 330 schools for PS & MS.
- Provisions of toilets. Boundary walls in 150 of the targeted MS.
- Provisions of drinking water facility in 100 of the targeted MS.

## 10.4 UNIVERSAL ACHIEVMENT

- Orientation training programme for all other teachers for PS.
- 30 days induction training for newly recruited teachers.
- Text book development for class - V I through trailing process.
- Training of 360 untrained teachers of middle schools.
- Quarterly evaluation of learners achievement level and ensuring corrective measures thereafter.
- Development of academic support system through having academic resource, groups at Zila ,Janpad and Jansiksha kendra.
- Training of these resource groups through DIFT.

## 10.5 COVERAGE OF SPECIAL FOCUS GROUPS

### 10.5.1 GIRLS EDUCATION

- Organisation of Balika siksha camps in 6 blocks.
- Female Panchayat representatives work shop.
- Special attention to problems of 3 special block.
- Organisation of orientation workshop for **Anganwadi** workers.
- Preparation of Gender sensitive teaching module.
- 

### 10.5.2 DISABLED CHILDREN

- Organising camps for medical examination of disabled children.
- Training of teachers on issues related to disabled children.
- Providing Medical rehabilitation and equipment.
- Provision of facilities for disabled children such as books, Stationery , Uniform etc.

### 10.5.3 TRIBLE CHILDREN EDUCATION

- Launching of community mobilisation programme in trible areas.
- Organising workshops of NGOs working in these areas.
- Organisation of Bridge courses.
- Free text book and uniform to the children

## 10.6 RESEARCH, EVALUATION, SUPERVISION AND MONITORING

- Conducting diagnostic studies on issues such as making class room process more interesting, improvement of student abilities in languages and arithmetic, teacher training needs etc.
- Evaluation studies on special focus groups .
- Evaluation of Progress made in the direction of achieving goals of SSA.
- Learners quarterly evaluation.
- Introduction of participatory evaluation.
- Introduction of community based monitoring system.
- Academic monitoring by district and block resource groups , Janshikshaks and DIET staff.
- Regular meetings and discussions of teachers at JanSiksha Kendras.
- Upgradation of VER and feed back.

## 10.7 MANAGEMENT STRATEGY:

- Furniture and equipment for Zila, Janpad and Janshiksha Kendras.
- Hiring of vehicles for Zila Shiksha Kendra.
- Provision for Zila Shiksha Kendras Honorary based staff.
- Recruiting 143 Jan Shikshas at every JSKs.
- Organising training for Zila Janpad and JSK STAFF.

# ANNEXURES

RAJIV GANDHI SHIKSHA MISSION  
District - Katni  
List of Proposed New Middle Schools

Chapter- 5.1.1

S.No.	Name of Block	S.No Block	Name of Habitation	Name of PS/EGS to be Upgraded	Name of habitations that will be benefits by upgradation of PS/EGS	No. of Feeding Villages	Distance from nearest Middle school (if more then 3 km)	Total Population of Habitation	Number of 6-11 Year	Children 11-14 Year	Year of Upgradation
1	Katni	1	Bistara	P/s Bistra	Poonchi, kachhagwan , Joba	04	3 Km.	1100	162	63	2001
2		2-	Pondi Patariya	P/s Pondipatariya	Mohari , Sahajspura	03	3 km.	870	101	53	2001
3		3-	Ghangrikalan	P/s Ghangrikalan	Chanehti , Khamriya	03	3 km	1020	87	48	2001
4		4-	Pilaunji	P/s Pilaunji	Piprahta , Khamtara , Lamtara	04	3 km	1280	100	47	2001
5		5	Gulwara	P/s Gulwara	Ganiyari	02	03km	1165	110	43	2001
6		6	Podua	P/s Podua	Podua	01	03km	1300	88	45	2001
7		7	Singhnपुरi	P/S Singhnपुरi	Singhnपुरi , Mado, Semra	02	03 km	1200	104	64	2001
8		8	Majhagwa Phatak	P/S Majhagwan Phatak	Majhagwa Phatak	02	03km	1170	110	82	2001
9		9	Girls Kanhwara	P/s Girls Kanhwara	Kanhwara	01	-	1600	104	81	2001
10		10	Girls HirapurKondia	P/S Hirapurkondia	Hirapurkondia -	01	-	1700	110	84	2001
11		11	Pathra	P/s Pathra	Poonchi, Karahiya, Tikarwara	4	4 km	1170	392	235	2001
12		12	Padariya	P/s Padariya	Khirawa, Sarswahi	3	4 km	2010	258	141	2001
13		13	Hirwara	P/s Hirwara	Gatekheda, Bilgawa, Pipariya	04	04	1010	116	62	2001
14		14	Sivrajpur	P/S Sivrajpur	Khajuri, Tikariya, Bhanpura No. 1	04	03 km	710	348	196	2001
15		15	Tedhi	P/s Tedhi	Gubradhari, Bhatwan, Bhanpura No.2 Manpur	05	4km	635	382	190	2001
16		16	Heeraganj, Katni	P/s Yasoda Bai School	Heeraganj, Hanumanganj,	02	3km	1238	401	58	2001

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17		17	Gandhiganj Katni	P/s Sawarkar School	Gandhiganj, Tilakward, Ghandaghar	3	2km	1720	220	102	2001
18		18	Ganesh Prasad Masurha ward	P/s Swarnkar Girls school	Ganesh Prasad Masurha ward , Rammanohar Lohiya ward , Azad ward	03	2 km	1500	321	115	2001
19	Rithi	01	Dewarikalan	P/S Dewarikalan	Dewarikalan	01	3km.	1772	240	60	2001
20		02	Sugawan	P/s Sugawan	Budam Majhgawan	03	3km.	1515	60	10	2001
21		03	Khamhariya	P/s Khamhariya	Khamariya	01	3km.	1394	110	50	2001
22		04	Dang	P/s Dang	Dang	01	3km.	1450	210	52	2001
23		05	Majhgawan	P/s Majhgawan-1	Majhgawan-1	01	3km.	625	72	33	2001
24		06	Lalpura	P/s Lalpura	Lalpura	01	3km.	779	110	17	2001
25		07	Naigawan	P/sNaigawan	Naigawan	01	3km.	520	157	18	2001
26		08	Badgaon	P/s Badgaon girls	Badgaon	01	.....	4290	218	110	2001
27		09	Kariya	P/s Kariya	Kariya	01	3km.	510	110	22	2001
28		10	Rudinud	P/s Rudmud	Madan pur	02	3km.	1255	152	25	2001
29		11	Barji	P/s Barji	Barji, Latpahari ,Chargawan	03	4 km.	1546	191	95	2001
30		12	Thanora	P/s Thanora	Thanora, Chikhala	02	03 km	913	95	63	2001
31		13	Magardha	P/s Magardha	Magardha , Gudha - Bandha	2	04 km	381	61	30	2001
32		14	Tihkari	P/S Tihkari	Tihkari , Umariyakhurd, Barheta	03	03 km	654	146	41	2001
33		15	Sukha	P/s Sukha	Sukha , Ghumachi	02	10 km	425	52	15	2001
34		16	Tighara kalan	P/s Tighara Kalan	Tighara Kalan, Chargawan	02	03 km	1228	145	25	2001
35		17	Khakhari No. 2	P/s Khakhari	Khakhari ,	01	03 km	1879	216	126	2001
36		18	Dhudari	P/s Dhudari	Dhudari , Dharampura	02	03 km	662	76	49	2001
37	Badwara	01	Badagaon-2	P/s Badagaon	Aagawan	02	03 km	1108	87	47	2001
38		02	Rupond	P/s Rupond	Rupond	01	03	1506	259	64	2001
39		03	Majhgawan	P/s Mjhgawan	Banjaritola, Chegharatola,	02	03	2384	580	70	2001
40		04	Kannor	P/s Kannor	Kannor	01	03	1534	307	50	2001
41		05	Jaguwan	P/s Jaguwan	Jallatola, Negwatola, simratola	04	03	1633	183	113	2001
42		06	Bageha	P/s Begha	Chanhatatola, Kachari	03	03	1670	114	60	2001



43		07	Siroja gadriya	P/s Siroja Gadriya	Simaria Sani, Kuthaia tola	03	03	1422	143	30	2001
44		08	Karondikhurd	P/s Karondikhurd	Dadraatola,	03	03	190	347	60	2001
45		09	Bagdari	P/s Bagdari	Bagdara, Aaswas colony Banhori	04	03	2312			2001
46		10	Barmani	P/s Barmani	Biruhli, Jajagarh, Narwatola,	04	03	1660	243	35	2001
47		11	Badwara	P/s Girls Badwara	Umaria, Jagatpur,	03	03	2711	288	154	2001
48		12	Gudakalan	P/s Gudakalan	Badamohalla ,	02	03	1789	303	125	2001
49		13	Luharwara-2	P/s Luharwara-2	Salaiya khurd, Ladhar	03	03	1840	292	115	2001
50		14	Sakrigarh	P/s Sakrigarh	Karuakap	02	03	1340	244	109	2001
51		15	Jharela	P/s Jharela	Tikratola	02	03	1219	189	95	2001
52		16	Bandri	P/s Bandri	Salhana Midra Bahri	04	03	1340	314	205	2001
53		17	Bamohri (Khitoli)	P/s Bamohri (Khitoli)	Banhori	01	03	2324	231	185	2001
54		18	Khitoli	P/s Girls Khitoli	Bagdari Midra	03	03	2766	193	104	2001
55		19	Sutri	P/s Sutri	nadawan , Sutri Shivrajpur, Godhankap Banglatrola	05	03	1065	235	157	2001
56		20	Bichpura	P/s Bichpura	Dadratola,	02	03	1952	341	210	2001
57		21	Bujbuja	P/s Bujbuja	Gadaha, Ward-1-2	03	03	1745	267	204	2001
58		22	Pathra	P/s Pathra	Chapani, Dadratola	03	03	2204	414	308	2001
59		23	Barchekha	P/s Barchekha	Mehgawan ,	02	03	2133	162	112	2001
60		24	Malahan	P/s Malahan	Jamunia, Guda, Magarhata, Dheerpur, Barhatola, Tikratola	06	03	1589	372	225	2001
61		25	Bachharwara (Badwarakhurd)	P/s Bachharwara (Badwarakhurd)	Badwarakhurd	02	03	640	161	80	2001
62	Dheemar kheda	01	Bareli	P/S Bareli	Bar,	02	03 km	1708	240	172	2001
63		02	Bhanpurakhurd	P/S Bhanpura	Jiriya tola, Dehli, Kusera Sivrajpur,	05	03 km	1925	185	125	2001
64		03	Bhatagawan	P/s Bhatagawan	Bhaseda , Jhunki, Gadmas , Sahdar	05	03 km	1646	197	118	2001
65		04	Sailarpur	P/s Sailarpur	Bitarigarh , Pipariya , Nawaliya , kharsaru	05	03 km	1560	258	160	2001
66		05	Imaliya	P/s Imaliya	Imaliya	01	03 km	1660	225	75	2001

67		06	Jhirri	P/s Jhirri	Katra, Dehari	03	03 km	2040	110	45	2001
68		07	Dadarsuhadi	P/s Dadarsuhadi	Dadarsuhadi	01	03 km	700	113	45	2001
69		08	Gopalpur	P/s Gopalpur	Suntara , Harduya	03	03 km	1020	202	104	2001
70		09	Atarsuma	P/s Atarsuma	Kosamghat	02	03 km	1410	155	92	2001
71		10	Pali	P/s Pali	Jharapani,	02	03 km	1201	152	90	2001
72		11	Kodhi	P/s Kodhi	Saheratola , Chhokitola	03	03 km	1302	202	101	2001
73		12	Khamha	P/s Khamha	Karhi	02	03 km	1689	142	06	2001
74		13	Khamriya (Goura)	P/s Khamriya	Khamriya	01	03 km	1301	182	62	2001
75		14	Negai	P/s Negai	Kisgi, Tilman, Kardoha	04	03 km	2002	280	120	2001
76		15	Simariya	P/S Simariya	Khirwa	02	03 km	1307	230	120	2001
77		16	Karipathar	P/s Karipathar	Mahana	02	03 km	985	179	82	2001
78		17	Atariya	P/s Atariya	Kodo, Sarra , Bhopar Kudari	05	03km	1296	195	62	2001
79		18	Bihariya	P/s Bihariya	Karondi	02	03 km	1020	124	62	2001
80		19	Dewari Pathak	P/s Dewari Pathak	Hardi, Tighara ,	03	03 km	2040	110	52	2001
81		20	Guda	P/s Guda	Bhaisawahi	02	03 km	1490	225	94	2001
82		21	Dewari (Bichhiya )	P/s Dewari (Bichhiya)	Pipariya , Bichhiya , Nayamohalla (Both)	05	03 km	2081	245	146	2001
83		22	Kunsari	P/s Kunsari	Bareheta , Padariya	03	03 km	1982	228	120	2001
84		23	Mangela	P/s Mangela	Jamuniya ,	02	03 km	702	110	58	2001
85	Vijayrag havgarh	01	Kudri	P/s Kudri	Kudri, Koniya, Madwa, Manghata, Devin - Mohalla ,Poniya	05	03 km	838	110	73	2001
86		02	Deorakhurd	P/s Deorakhurd	Deorakhurd, Urdani	02	03 km	980	161	74	2001
87		03	Gohabal	P/s Gohabal	Gohabal, Adiwastola, Gohabal, Padariya	03	03 km	1230	260	110	2001
88		04	Sijahra	P/s Sijahra	Sijahra, Bamahri gawan	02	03 km	2040	243	90	2001
89		05	Hantala	P/s Hantala	Hantala , Pipariya kap, Pipariya , Bhuipar	04	03 km	1041	1041	41	2001
90		06	Khirwa No. 1	P/s Khirwa No.1	Khirwa No. 1 , Ghunaur, Khalindha, St Mohalla , Khalaindha	04	03 km	1365	297	122	2001
91		07	Sijahni	P/s Sijahni	Sijahni Bhatiyatoal Dhaura	03	03 km	790	163	56	2001
92		08	Durjanpur	P/s Durjanpur	Durjanpur	01	03 km	2300	339	146	2001
93		09	Saliya Kauhari	P/s Saliya Kauhari	Salaiya Kauhari , Amariyagaon , Kherwakhurd , Adaras Nagar	04	03 km	2702	339	149	2001

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94		10	Rajarwara No.2	P/s Rajarwara No.2	Rajarwara No. 2 , Belapur Salaiya Paharhayee, Dayars Salaiya	04	3 km	1480	152	77	2001
95		11	Jiwara	P/s Jiwara	Jiwara , Naderi,	02	3 km	1101	135	47	2001
96		12	Paraswara	P/s Paraswara	Paraswara, Khairhayee, Chhapra	03	3km	2034	335	107	2001
97		13	Chari	P/s Chari	Chari, Indira Nagar ,	02	3 km	1629	105	96	2001
98		14	Rajarwara No.1	P/s Rajarwara No.1	Rajarwara No.1 , Jangle Puraini	02	3 km	1455	182	88	2001
99		15	Jamuwanikalan	Jamuwanikalan	Jamuwanikalan, Harijan Mohalla ,Harijan ward , Jhagarhatola Padrehi	04	3km	2320	204	74	2001
100		16	Karitalai	P/s Girls Karitalai	Karitalai , Barha Mohalla , Khairhai, Karanpura , Baratutal	05	-	4200	563	228	2001
101		17	Deorakalan	P/s Girls Deorakalan	Deorakalan, Sundernagar , Chhaighara, Adiwasi Mohalla, Sangwara, Baktha , Jatwara	07	-	3053	468	443	2001
102		18	Pipara	P/s Pipara	Pipara , Harijan ward, chori, Chorakanera	04	03 km	1664	288	96	2001
103		19	Harduwakalan	P/s Harduwakalan	Harduwakalan , Adiwasi mohalla , Harijan Mohalla , Paraswara , Paraswara Mod, Harduwa Khurd , sakri stay Nagar,	08	3 km	1404	316	79	2001
104		20	Kundrehi	P/s Kundrehi	Kundrehi, Nai Basti	02	03	1330	246	42	2001
105		21	Kalahra	P/s Kalahra	Kalahra , Mohantola ,Bhankatola ,	03	03	1264	178	81	2001
106	Bahori band	1	Pahadikhera	P/s Pahadikhera	Duhtari , somakalan , Nai Basti, Gada, Guna ,	06	03	1708	180	89	2001
107		2	Sijahri	P/s Sijahri	Padariya, Mahgawan ,	03	03 km	1102	160	62	2001
108		3	Dihuta	P/s Dihuta	Adawasi tola , Indira Colony, Gatakhera , Santi Nagar,	05	03 km	2125	260	151	2001
109		4	Badkhera (Sleemanabad )	P/s Badkhera (Sleemanabad )	Dhanwahi , Bharda, Bhatawatola ,	04	03	3096	240	120	2001

110	5	Sansarpur	P/s Sansarpur	Bhatiyatola , khudawal , Sarwara , Dugariya , Sigri , Khamariyaphatak, Rituya , Indra Colony,	09	03 km	2200	280	138	2001
111	6	Saliya Phatak	P/s Saliya Phatak	Dewari, Kachhpura , Santinagar ,	04	03	1990	205	110	2001
112	7	Bhatwara	P/s Bhatwara	Khudwal ,	02	03	1625	270	184	2001
113	8	Pipariya Kirhai	P/S Pipariya Kirhai	Patariya , Madaiyatola , Gada,	04	03	2210	198	87	2001
114	9	Padwar	P/s Padwar	Anandpur, Kachanpur, Mahrajpur,	04	03	2435	360	178	2001
115	10	Amadi	P/s Amadi	Charagawa , Chirhai	03	03	1635	160	38	2001
116	11	Kuwna	P/s Girls Kuwna	Adiwasi tola, harijan tola , Rakhi, Saliya	05	0	2768	180	112	2001
117	12	Kondiya	P/s Girls Kondiya	Dhanwahi, Tihari , Anandpur,	04	0	3670	210	132	2001
118	13	Saliya Paysi	P/s Saliya Paysi	Uttampur	02	3	1187	120	80	2001
119	14	Khamtara	P/s Khamtara	Gada	02	3	1615	198	115	2001
120	15	Tiwari	P/s Girls Tiwari	Bhatiyamohalla , Khitwara	03	0	3915	260	120	2001
121	16	Rakhi	P/s Rakhi	Khandwara	02	3	1652	280	165	2001
122	17	Budhanwara	P/s Budhanwara	Nayagaon, Udaypar	03	3	1711	160	92	2001
123	18	Chadankhera	P/s Chadankhera	-	01	3	1927	158	92	2001
124	19	Patna(Mandiya)	P/s Patna (Mandiya)	Mandiya , Kharkhara , Gada,	04	3	1729	188	122	2001
125	20	Lingri	P/s Lingri	Naigaona , Dumarhai,	03	3	1687	210	116	2001
126	21.	Tihari	P/s Tihari							
127	22.	Imaliya	P/s Imaliya							

# RAJIVGANDHI SHIKSH

## A MISSION

### District - Katni

#### Chapter - 5.1.1

#### List of Proposed New EGS Middle Schools

S.No.	Name of Block	S.No. Block	Name of Habitation	Name of PS/EGS to be Upgraded	Name of habitations that will be benefits by upgradation of PS/EGS	No. of Feeding Villages	Distance from nearest Middle school (if more then 3 km)	Total Population of Habitation	Children		Year of Upgradation
									6-11 Year	11-14 Year	
128	Katni	1.	Deodongra	P/s Deodongra	Rampur	02	03 Km	1212	362	288	2001
129		2.	Lakhapateri	P/s Lakhapateri	Lakhapateri, Nayagaon	02	03 Km	1520	101	50	2001
130		3.	Kacchagawan (Deori)	P/s Kacchagawan (Deori)	Bharauli, Imalia, Chhahri	03	03 Km	1225	296	179	2001
131		4.	Patwara	P/s Patwara	Jatwara, Madanpura, Khamriya	03	03Km	1440	350	120	2001
132		5.	Majhagawan	p/s Majhagawan	Joba, Jobikhurd	03	03 Km.	1180	220	72	2001
133		6.	Tharka	P/s Tharka	Bhanpura, Hardua, Tikaria	03	03Km	1210	182	80	2001
134		7.	Madai	P/s Madai	Jugiakap	01	04 Km.	820	106	52	2001
135	Rithi	1.	Saida	P/s Saida	Saida, Madadeori, Madhia	04	04Km	1450	151	88	2001
136		2.	Simra-2	P/s Simra-2	Simra-2 , Kupri	02	03 Km.	1080	142	27	2001
137		3.	Murpaar	P/s Murpaar	Mupaar, Imalia, Raipura	03	03 Km	664	75	42	2001
138		4.	Gudhari	P/s Gudhari	Gudhari, Kumarwara	02	03 Km	575	114	46	2001
139		5.	Kathotia	P/s Kathotia	Kathotia, Mehargawan	02	04 Km.	656	89	35	2001
140		6.	Ghinochi	P/s Ghinochi	Ghinochi	01	03 Km	671	90	27	2001
141		7.	Gudhar	P/s Gudhar	Gudhar	01	03Km	1105	87	54	2001
142		8.	Jalasoar	P/s Jalasoar	Jalasoar, Sagondi	02	03 Km	505	67	25	2001
143		9.	Nauwapatti	P/s Nauwapatti	Nauwapatti	01	03 Km	319	65	15	2001
144		10.	Kena	P/s Kena	Kena	01	03 Km	1053	135	45	2001
145		11.	Biruhala	P/s Biruhala	Bihuhala, EGS Hirapur	02	04 Km	487	80	26	2001
146		12.	Simdari	P/s Simdari	Simdari, EGS Kudhia	02	06 Km	995	75	17	2001
147		13.	Andiya	P/s Andiya	Andiya, EGS Pipariya	02	03 Km.	445	62	15	2001
148		14.	Jamunia	P/s Jamunia	Jamunia	01	03 Km	753	118	22	2001
149		15.	Simra-1	P/s Sinra -1	Simra-1	01	03 Km	888	102	20	2001
150		16.	Barhata	P/s Barhata	Barhata, Mamar, mamarpatti	03	03 Km	989	56	15	2001

151		17	Majhgawan	P/s Majhgawan	Majhgawan-2	01	03 Km	422	94	14	2001
152		18	Bhenda	P/s Bhenda	Bhenda	01	03 Km	647	84	19	2001
153		19	Nayakheda	P/s Nayakheda	Nayakheda	01	04 Km	1081	153	48	2001
154		20	Karhiya	P/s Karhiya	Karhiya -2	01	03 Km	1268	211	68	2001
155		21	EGS Khukhara	P/s Khukhara	Khukhara,Rampura, Kudhari	03	04 Km	350	65	15	2001
156		22	Dhania	P/s Dhania	Dhania, Kaithatola	02	03 Km	230	48	12	2001
157		23	madhia-2	P/s Madhaia -1	Madhaia -1	01	03 Km	542	88	16	2001
158		24	Murawal	P/s Murawal	Murawal, Ranipura	02	03 Km	641	48	10	2001
159		25	Chargawan	P/s Chargawan	Chargawan	01	03 Km	517	67	13	2001
160		26	Kaccharkheda	P/s Kaccharkheda	Kaccharkheda	02	03 Km	295	72	13	2001
161		27	Imlaj	P/s Imlaj	Imlaj	01	03 Km	1279	112	28	2001
162	D'Kheda	1	Tilman	P/s Tilman	Rampur	02	03 Km	912	232	68	2001
163		2.	Chetapal	P/s Chetapal	Kachnari, Majhagawan, Murwas, Karopani	05	03 Km	1905	98	245	2001
164		3.	Bandh	P/s Bandh	harrai	01	03 Km	1315	110	50	2001
165		4.	Barhi	P/s Barhi	Barhi	01	03 Km	1301	148	68	2001
166		5.	Umarpani	P/s Umarpani	Chhahar	02	03 Km	785	92	36	2001
167		6.	Thana	P/s Thana	Thana, Sunarkhedam Bamhori	04	03 Km	1405	108	62	2001
168		7.	Aamajhal	P/s Aamajhal	Mahua	02	03 Km	996	126	52	2001
169		8.	Kudra	P/s Kudra	Mahua	01	03 Km	805	126	52	2001
170		9.	Saraswahi	P/s Saraswahi	Bijaia, Indira Aawas Colony	02	03 Km	1605	272	87	2001
171		10.	Kanoja	P/s Kanoja	Tikaria, Banehri Jharia, Dhudhari Pipariya	05	03 Km	1285	235	120	2001
172		11.	Halka	P/s Halka	Bonda	02	03 Km	860	75	35	2001
173		12	Sagona	P/s Sagona	Harrai, Siwani, Choti mawai	03	03 Km	1015	202	100	2001
174		13	Bichua	P/s Bichua	malwara, Kokodabra, Salaia, Ucchera	04	03 Km	1437	160	60	2001
175		14	Dhanwahi	P/s Dhanwahi	Demapur,	02	03 Km	610	92	45	2001
176		15	Tola	P/s Tola	Itwa	02	03 Km	1985	105	51	2001
177		16	Deori Marwadi	P/s Deori Marwadi	Sighanpuri, Kherani	03	03 Km	1610	198	85	2001
178	Vijayrag havgarh	1	Hardua -2 (Hanuman)	P/s Hardua -2	Hardua-2, Sidhanagar, Hardia	02	03 Km	675	177	51	2001
179		2.	Lakhanpura	P/s Lakhanpura	Lakhanpura	01	03 Km	1187	109	24	2001
180		3.	Badari	P/s Badari	Badari, ST Ward Badari	02	03 Km	1556	234	69	2001

181		4.	Deorimajh gawan	P/s Deorimajh gawan	Deorimajhagawan, Gudgudau Lalnagar	03	03 Km	1680	175	67	2001
182		5.	Rakhi Puraini	P/s Rakhi Puraini	Rakhipurani, Gaurha, Jignaudi, ST/Mohalla Jignaudi, ST Ward, Rakhi puraini	05	03 Km	1038	97	11	2001
183		6.	Tikariya	P/s Tikariya	Tikariya, Purani Basti, Rampur, Shyampur, Tikariya, Singhwara, Harijan Basti	06	03 Km	577	115	27	2001
184		7.	Mudehra	P/s Mudehra	Mudehra, Dedauri	02	03 Km	902	138	47	2001
185		8.	Jugiya	P/s Jugiya	Jugiya, Pahariya	02	03 Km	1029	197	51	2001
186		9.	Padwai	P/s Padwai	Padwai, Nayee Basti, Paswai Badwara	03	03 Km.	717	123	54	2001
187		10.	Pathrahta	P/s Pathrahta	Pathrata, Kacchiya tola Patharhta	02	03 Km	1523	296	76	2001
188		11.	Deeghi	P/s Deeghi	Deeghi, ST Mohalla, Deeghi	02	03 Km	1657	282	108	2001
189		12.	Kuteshwar	P/s Kuteshwar	Kuteshwar	01	03 Km	1080	132	87	2001
190		13.	Itwan	P/s Itwan	Itwan, Hardua, Karreha, St. Mohalla Karreha, St. Moh. Itwan, Harijanward Hardua	06	03 Km	916	151	36	2001
191		14.	Teekar	P/s Teekar	Teekar, ?Tikuratola, Teekar, Simariya	03	03 Km	1308	241	78	2001
192		15.	Khajura	P/s Khajura	Khajura, Harijanmohalla Khajura	02	03 Km	1325			2001
193		16.	Chori	P/s Chori	Chori, EGS Chora Kanera			1089			2001
194		17.	Sighanpura	P/s Sighanpura	Sighanpura, ST/Mohalla Sighanpura Bakeli	03	03 Km	1025			2001
195		18.	Chapra	P/s Chapra	Chapra, Dadauri	02	03 Km	916			2001
196	Bahori band	1.	Nagwa(Gorha)	P/s Nagwa	Jarua kheda, Nayagaon, Andiya, Sikarpur, Rakseha, Tikaria	04	03 Km		180	45	2001
197		2.	Supeli	P/s Supeli	Marwari, Jharoli, Jamunia, Society tola, Bhatwa tola,	06	03 Km		195	113	2001

198		3.	Tijawan	P/s Tijawan	deori, amgawan, mehgawan	04	03 Km		160	87	2001
199		4.	Sindursi	P/s Sindursi	Suhas, Patti	03	03 Km		170	102	2001
200		5.	Amragarh	P/s Amragarh	Imligarh, Padotia, Jamni tola	04	03 Km		180	110	2001
201		6.	Kakrehta	P/s Kakrehta	Padaria, Bamhori	03	03 Km		195	106	2001
202		7.	Aamcoh	P/s Aamoh	Chapra, Rampur	03	03 Km		230	142	2001
203		8.	Tikaria	P/s Tikaria	Chinwara	03	03 Km		215	138	2001
204		9.	Jujawal	P/s Jujawal	Sanhewar, Bilhari	03	03 Km		189	116	2001
205		10.	Bhaganwara	P/s Bhaganwara	Tikaria, Chota Pahadi, Khirwatola, Deorimar	06	03 Km		160	86	2001
206		11.	Kumharwara	P/s Kumharwara	Aadoh, Ratanpura,	04	03 Km		170	114	2001
207		12.	Basan	P/s Basan	Chanpura, Katra, Harijan	04	03 Km		169	99	2001
208		13	Pipariya Baghraj	P/s Pipariya Baghraj		01	03 Km		165	112	2001
209		14	Tamuria	P/s Ramuria	Suhas, Padaria,	03	03 Km		165	97	2001
210		15	Sunai	P/s Sunai	Paharwa, Mudiya pura	03	03 Km				2001
211	Badwara	1.	Salaiya (Dadia)	P/s Salaiya (Dadia)	Salaiya, Dadia, Barhatola, Amradand,	04	03 Km	1392	193	20	2001
212		2.	Dhangawan	P/s Dhangawan	Khadkhada Mohalla, Karibarah,	03	03 Km	926	64	15	2001
213		3.	Pathwari	P/s Pathwari	Jhariatola, tikaria,	03	03	1075	400	35	2001
214		4.	Vilayat khurd	P/s Vilayatkhurd	Vilayakhurd	01	03	1041	56	45	2001
215		5.	Dhanwara	P/s Dhanwara	Lukhan, baragawan	03	03	880	138	15	2001
216		6.	Kachari	P/s Kachari	Kachari, Jhanpi, Lamtara	03	03 Km	1531	201	33	2001
217		7.	Suddi	P/s Suddi	Aaswastola Barhatola Kakritola	04	03	1345	67	50	2001
218		8.	Midra	P/s Midra	Midra	03	03	446	125	09	2001
219		9.	Bhanganwara	P/s Bhaganwara	Bahamgawan,	02	03 Km	1165	172	21	2001
220		10.	Imalia	P/s Imalia	Salaiya Khurd	02	03	1559	73	25	2001
221		11.	Badagaon	P/s Badagaon -3	Dhanwahi, Kher	03	03	761	125	20	2001
222		12.	Piprakalan	P/s Piprakalan	Aahilatola, shantinagar, Ajantola.	04	03	3271	177	42	2001
223		13.	jajgada	P/s Jajgada	Nayatola	02	03	500	127	16	2001
224		14.	Machmacha	P/s Machmacha	Chokitola	02	03	240	127	05	2001
225		15	Harwah	P/s Harwah	Harwah	01	03	1146	156	12	2001
226		16	Chandan	P/s Chandan	Chandan., Churahali, Kinkintola	03	03 Km	967	200	22	2001



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227	17	Salaia sihora	P/s Salaia Sihora							2001
228	18	Guda (Jamunia)	P/s Guda (Jamunia)	Guda, Jamunia	02	03Km	400	92	12	2001
229	19	Sandhi	P/s Sandhi	Sandhi, Bamhori, Gudhar	03	03Km	917	144	30	2001
230	20	Nanhwara Kalan	P/s Nanhwara Kalan	Majholi Tola,	02	03 Km	1109	71	25	2001
231	21	Lakhakhera	P/s Lakhakhera	Bazarwara, Baragwan	03	03Km	950	132	25	2001
232	22	Jhinjhari	P/s Jhinphari	Bacholi,	02	03 Km	1200	150	25	2001
233	23	Luharwara-1	P/s Luharwara	Luharwara	01	03 Km	365	67	09	2001
234	24	Gabatli Nipania	P/s Gabdi Nipaiy	Aaswastola	02	03Km	540	128	15	2001
235	25	Bagdara	P/s Bagdara	Aawasmohalla	02	03 Km	483	125	15	2001
236	26	Utthin	P/s Utthin	Utthin	02	03	399	112	22	2001
237	27	Mohani	P/s Mohani	Gulhatola Nai colony	03	03	738	123	15	2001
238	28	Karondikalan	P/s Karondikalan	Gound Mohalla Dadra Tola	03	03	1381	195	52	2001
239	29	Lurmi	P/s Lurmi	Jhiria, Badhitola	03	02	1112	108	35	2001
240	30	Hartala tola	P/s Hartala tola	Hartalatola	01	03	888	124	12	2001
241	31	Hirapur	P/s Hirapur	Hirapur	01	03	1063	195	11	2001
242	32	Banagawan	P/s Banagawan	Banagawan Khanna banjari , Chegaratola.	03	03	800	110	20	2001
243	33	Bijori	P/s Bijori	Bijori Aagaria	02	03	400	127	15	2001
244	34	Jhiria	P/s Jhiria	Jhriya	01	03	1112	108	35	2001