

UNIVERSALISATION

OF

ELEMENTRY EDUCATION

IN

DISTRICT-BALAGHAT(M.P.)

SERVA SHIKSHA ABHIYAN

PROJECT PROPOSAL
(2001-2006)

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Planning and Administration.**

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UNIVERSALISATION OF ELEMENTARY EDUCATION

IN

DISTRICT BALAGHAT (M. P.)

PERSPECTIVE PLAN (2001-2006)

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Executive Summary

District Balaghat has 10 blocks, 155 clusters, 1391 villages & 1759 habitations.

The education details are as follows :—

P.S.	-	1686
E.G.S.	-	400
M.S.	-	396

The total target population of children in age group 6-14 is 194989 . G.A.R. is 94% at primary level and at middle level the G.A.R. is 65% .The G.E.R. for Primary level is 100% and for upper primary level it is 75% . The R.R. rate is 87%. The percentages of children acquiring A,B,C,D. grades are as follows—

A	-	14%
B	-	23%
C	-	34%
D	-	29%

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.
- Mobilisation activities & providing support services to bring the "out of school children" back to school.
- Infrastructure improvement.
- Improving the quality by implementing the strategies-revision of curriculum, text books, 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. 9431.64 lakhs.

BALAGHAT DISTRICT AT A GLANCE

1	NAME OF DISTRICT	BALAGHAT
2	YEAR OF ESTABLISHMENT :	1895
3	GEOGRAPHICAL AREA	9229 Squ.K.M.
4	POPULATION	13,69,870. (Census - 91)
5	POPULATION DENSITY	148 (Per K.M)
6	POPULATION INCREASING RATIO	18.72%
7	POPULATION IN URBAN AREA	1,29,,000 Approx.
8	SCHEDULED CASTE	1,13,105
9	SCHEDULED TRIBES	2,98,665
10	GENDERWISE RATIO	AT 1000 Male : 1002 Female
11	PARLIAMENT CONSTITUENCY	23 BALAGHAT
12	LEGISLATIVE CONSTITUENCIES	8
13	No OF JANPAD PANCHYAT	10
14	Nos. OF TRIBAL BLOCK	3
15	Nos. OF EDUCATION BLOCK	7
16	LITERACY PERCENTAGE OF MADHYA PRADESH	44.2% (Male - 58.4% , Female - 28.8%) Census-91
17	LITERACY PERCENTAGE OF DISTRICT-	53.25%
	Nos of literate	727053 - 53.22%
	Male	491706 - 67.63%
	Female	235347 - 32.37%
	Nos of Illiterate	638817 - 46.77%
	Male	190554 - 32.37%
	Female	448263 - 67.63% Source : Census 1991
18	Nos. OF TAHSIL & NAME	6
19	Nos . OF VILLAGES HAVING HABITATIONS	
	Total Nos of Villages	1391
	Total Nos of Habitations	1759
20	Nos. OF NAGAR PALIKA	3
21	Nos. OF NAGAR PANCHYAT	2
22	Nos. OF GRAM PANCHYAT	665
23	No of JANPAD Shiksha Kendra	10
24	No of JAN Shiksha Kendra	155

CHAPTER 1

DISTRICT PROFILE

1.1 Geographical Aspect

The Balaghat District was independently and temporarily formed in the year 1867 with the head quarters Budha which remained till 1895. Thereafter the name of headquarter was changed to Balaghat.

Situated in the heart of India, Balaghat district exists in the southeastern part of Madhya Pradesh. The Shape of the district is nearly kite shaped. This district is surrounded by Seoni District as in the west, Mandla District in the north and Rajnandgaon district of chhatisgarh in the East and Bhandara district of Maharashtra in the South. Balaghat district is situated between 21.19⁰ Latitude North and 22.24⁰ Latitude North and 79.39⁰ Longitude East and 81.39⁰ longitude East. The length of Balaghat district from North East to South West is approximately 178 Kms. And width from North to South is nearly 123 Kms.

The area of Balaghat district is 9245 Square Kilometers and stands 21st place in M.P. .The district is mostly a part of Decent plateau with yellow soiled plain with rivers & lakes in between. The district has dense forests with Bamboo, Tendu, Seesam. Sal Teak, Kasai & Bija & Sarai trees mostly the mineral resources deposits the District has manganese and copper ores are most prominent. The Manganese deposits are 82% of the Asia's output. Before some time, the ropeways carried manganese ores from Ukwa to Bharweli & Bharweli to Ukwa (Near Balaghat). The granite ores are yet to be excavated for building purposes.

As for as water resources Wainganga, Sone and Deo rivers are the main rivers the canals, which irrigate most of the land of the district. Besides these big tanks of the district like Gangulpara, Kharadi & Nehlasara also help to irrigate the land.

The main crops of the district are rice and sugarcane. However wheat and other miner crops are also prevalent.

The tile and poha industries are main industries of the district. The mukki , Gate of Baihar leads to the Kanha national park, which provides great opportunity to tourist for wild life observation. Tiger, deer, wild buffalo, monkey, peacock, rabbit are the wild animals of the region.

The population of the district as per 1991 census is 13,62,731 lakhs in which Pawar, Lodhi, Marar constitutes 40% SC & ST constitutes 50%and the rest belongs to general castes.

1.3 Historical Aspect

In 1854, The chief commissioner of M.P. Sir Richard Tempal created Balaghat district by taking Paraswada & Baihar region from Mandla district, Lanji from Seoni District and Dhansua & Hatta from Bhandara District of Maharashtra.

The Historical buildings are Gosai Temple of Dhansua, Koteswar Temple & Kila of Lanji, Boudha Temple of Baihar, Jwala Devi's Temple near Payali (Bharveli), and Ram Mandir of Rampayali.

The Wainganga River is the District famous as Holi Ganga touches the Bank of this river. The forest department has developed a Botanical Garden, which is a famous picnic spot.

The main Scheduled tribes are Gond, Pardhan and Baiga. Apart from these major Pawar, Marar, Lodhis are other major backward castes having agriculture as their main profession.

The Languages spoken are Gondi, Chhatisgarhi, Bagheli, Bundeli, and Marathi. The main folk dance styles are Karma, Dadariya, Barha, Sajana, Reela, Lavavi etc. During Sowing season, Holi and other festivals these dances are often seen. The archaeological Museum is situated in Balaghat and has that varied types of rocks, stone idol and the pictures of old temples of Balaghat district.

1.4 Socio – Economical Aspect and its Influence on Education

Balaghat Districts Population comprises nearly 23% scheduled tribes (mostly Baigas), 20% scheduled caste (mostly mahars), 45% other backward classes (Pawar, Lodhi mostly) and rest general castes (including Brahman, Bania and Kshatriya).

The District has 33% of the area under forest, which is more than the average forest area of the province. The mining of Manganese ores is being done since last 70 to 80 years. After our Manganese ore content is the best quality ores in the world. Copper ore digging has been recently started in Malajkhand in Baihar tahsil. The average rainfall in this region is more hence the best quality of Paddy (Rice) is harvested.

Naturally a large amount of manpower is required for cutting, loading and transport of forest products and Mineral ores. In villages most of the Agriculture Land is in possession of Pawars and Lodhis. Some farmers have adapted modern agricultural implements in agriculture. A large amount of manpower is also required for agriculture. Most of the labourers are illiterate and are in mining, and agriculture.

Most of the population of the district does not understand the usefulness of education. Hence the Labour is cheap. Well-qualified labor is scarce, Hence the economic condition of the farmers is not satisfactory. As such the farmers take loan and are loaded with deb. In Baihar Tehsil 42% population is scheduled tribe (nearly 2 lakhs). And they do not want to change their original backward habits. Hence the government

shall have to encourage educational activities for improving their economical and social status.

For the economical development of the (man-power) new methods and technique based industries are essentially to be developed for the improvement in forest, mining and agricultural areas. Also educational & informational technique to be developed to educate the labourers and the masses. Then and only then social and economic status of the masses can be improved.

In adverse conditions of less rain fall , this backward labourers suffer most and have to shift their abode and go to other neighboring districts where they get employment for their sustenance. Thus they improve the infrastructure of the neighbouring districts. This point is to be stressed mainly when future national plans are prepared.

Our nation is not progressing well in national and international Competitions . Our district has represented in many state level competitions in sports however our sports person do not get encouragement for further enhancement on account of lack of proper coaching and guidance centers. Our players are coming forward in national level Hockey games due to Narayan Singh Hockey memorial tournament . Other games like Volleyball, Basketball, Football, Cricket athlete's improvement needs to be done.

1.5 Cultural Aspect

1.5.1 Caste & Customs –

In Balaghat District people of many castes and religions reside. Hence the culture is mixed. But the scheduled castes & tribes are the majority however their customs differ from place to place. In marriage & festivals they enjoy functions according to their culture. The prominent tribes are Baiga, Gond, Urav & Pardhan. In other backward castes Pawar & Lodhi dominate. The dress of the common people is dhoti, shirt or Kurta . Ladies wear Saris .

1.5.2 Language: -

The Language spoken is Gondi in north Chhatisgarhi in east , Marathi in South Hindi in eastern & middle parts.

1.5.3 Cultural Organization: -

Cultural organizations play a prominent role in the development of the culture Nutan Kala Niketan has represented in many national competition through Nukkad Drama, Historical Drama. & Dance drama with charming background music. Every day new artists are coming forward to show their talent. We can not forget the names of late Mohan Singh Parihar, and Late B. Mullick for their ingenious efforts to promote the culture.

Late Bangeshwar Bondu Mullick main organizer of Natya Kala Parishad prepared a three dimensional stage in DIET (Old BTI) where all India level & International level artists like Yamini Krishna murti, Pratima Bedi, and Radha Raja Reddy, staged their Shastriya Nritya.

CHAPTER 2

UNIVERSALISING ELEMENTARY EDUCATION

2.1 EFFORTS SO FAR

A network of Government and private school, both primary and middle has come up in the district since independence. But in the absence of a holistic vision and planning, all habitations of the district could not be provided educational access through these schools. Moreover, opening of these schools confirmed the fact that mere existence of a primary or middle school in the area does not ensure enrollment, retention and quality education of all children living in that area. For this a need for holistic vision and planning was felt. It was also felt that identification of educational problems and finding a separate solution for each of them was essential .

2.2 UNIVERSALISING UEE

The encouraging result of universalisation of UPE makes us think on the question –what after UPE? It is strongly felt in the district that efforts under UPE need not only to be continued further even more, but also that efforts need to be made to do something for the continuance of education of these children who have been brought into primary fold. Therefore, it has been felt as necessary now to make efforts for universalizing Upper Primary Education. More over the Directive Principles of State Policy as stated in our constitution refer to free and compulsory elementary education of all children. Therefore urgency is being felt for preparation of a perspective plan for Universalisation of Elementary Education in the district. Here Elementary Education refers to Primary Education and Upper Primary Education (Middle Education).

The Goals for UEE are perceived as follows :

- That all children acquire satisfactory levels of learning up to the elementary stage of schooling .
- That education intervene effectively for equity .
- That community participate actively in the task of educating its children .

The approach towards Universalisation Elementary Education (UEE) is to strengthen the base for Primary Education and develop it into an elementary education system . This implies consolidation of all ongoing initiatives for Universalisation Primary Education (UPE) , strengthening of existing systems and integrated assessment of resources , identification and analysis of gaps and needs .

2.3 PLANNING PROCESS

In order to prepare UEE plan it was decided that a Lok Sampark Abhiyan, 2000 (LSA) would be conducted. For this purpose a District Planning Group (DPG) was constituted.

This included:

- | | |
|----------------------|-------------------------------------|
| 1. Shri M.Suleman | Collector Balaghat |
| 2. Shri Amit Rathore | CEO. Zila Panchyat Balaghat |
| 3. Shri D.L. Duphare | District Education Officer Balaghat |
| 4. Ku. Leela Naidu | Principal DIET Balaghat |
| 5. Shri Ajay Verma | Education Programme Officer-1 |

This group also included all the Block Education Officers (BEO's) and Block Resource centre Co-Ordinators (B.R.C.C.). It was decided by the DPG that a universalisation of elementary Education (UEE) Plan would be made for Universalisation of Elementary Education in the District. It was also decided that micro planning with community participation would be done for this purpose. It was decided that this participatory micro planing would be conducted through an extensive Campaign called Lok Sampark Abhiyan 2000 (LSA-2000).

For this a core group of DPG was constructed at the district level. Members of this case group were as follows:

- | | | |
|-------------------------|---|---------------------------------------|
| 1. Shri. D. L. Duphare | : | DEO Balaghat |
| 2 Ku. Leela Naidu | : | Principal DIET Balaghat |
| 3 Shri Ajay Verma | : | EPO-1 Zilla Shiksha Kedra , Balaghat |
| 4 Shri S. Dubey | : | DIET Balaghat |
| 5 Shri R.L. Yadav | : | DIET Balaghat |
| 6 Shri S.K. Gupta | : | EPO-3, Zilla Shiksha Kedra , Balaghat |
| 7 Shri Ajay Kashyap | : | Administrator EMIS, Balaghat |
| 8 Shri P.K. Shrivastava | : | Administrator EMIS, Balaghat |
| 9 Shri Rajan Udkude | : | BRCC Baihar |

The DPG decided that the core group of DPG would be responsible for formulation of a perspective plan for UEE. During discussion in the DPG it was felt that for making a plan for UEE in the district it would be necessary to ascertain the existing educational facilities, identify the weakness in the system and specify the actual needs.

To identify the key educational problems and seek possible solution to them, a two-fold methodology was adopted

1. Through participatory Micro planning
2. Through diagnostic study .

CHAPTER - 3

DIAGNOSTIC STUDY

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

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

3.1 OBJECTIVES:

- To identify the problems and shortcomings of primary and middle education and to find ways to counter it.
- To assess the achievements levels of students.
- To assess the standard of teachers.
- To correlate the effect of teacher's qualification and attendance with the achievement levels of students.
- To assess the quality of teaching – learning material and identify the areas in which improvement or change is needed.
- To identify problems and shortcomings in the curriculum and also to find out solutions to it.
- To understand the correlation between teacher's qualification, teacher's attendance, standard of subject wise teaching learning material and achievement level of students.
- To identify methods of increasing self-confidence among the teachers.
- To identify methods of increasing dedication among the teachers.
- To collect suggestions on how to make or improve the middle level textbooks. And also to get subject wise feedback on the prevalent text books.
- Field-testing.
- Identification of curriculum gaps between primary and middle level.

3.2 Clockwise information of Middle level teachers their qualification and training status.

- 26% middle school teachers qualifications is just higher secondary pass. These teachers may require additional support so far as their empowerment to developed teaching skills and developing of proper understanding of relevant pedagogy is concerned.
- 78% Middle school teachers have professional qualification like diploma / certificate in education . B.Ed. Rest 22 % teachers do not have any such professional qualification and hance would need academic support in the form of training orientation etc.
- Only 54% middle school teachers have received “In service teachers training” , rest 46% teachers would need in service teachers training.

3.3 PROCESS

- The Rajya Shiksha Kendra gave guidelines for the Diagnostic Study.
- The tools developed by Core group consisted of field of test paper administered to assess the levels of 482 class VI student. The tools also consisted of classroom observation formats to be used by the field investigators. It also consisted of interview formats for the student and the teachers to be used by the field investigators.
- A complete plane and activity calendar was then developed on how to conduct the study it was then shared with the guide faculty, which was given the responsibility to administer the field tests and analysis, the outcomes.
- The field-testing was carried out in 10 schools during 10.01.2001 to 25.1.2001.
- Out comes of field-testing were analyzed by DIET Balaghat during March 2001.

3.4 STATUS OF ACHIEVEMENT AND OUTCOMES OF THE STUDY

- A Diagnostic study was conducted with the help of DIET for assessing the status of achievements at middle school levels.
- Following are the outcomes of the diagnostic study of 482 students:

Field testing on factors affecting achievement

Class VI

No. of school	No. of student tested	Subject	Grade (A)	Grade (B)	Grade (C)	Grade (D)
10	482	Language	16	19	123	324
			3%	4%	26%	67%
		Maths	8	13	245	216
			2%	3%	51%	44%
		Social Science	17	15	223	227
			4%	3%	46%	47%
		Science	11	14	224	233
			2%	4%	46%	48%

- In Hindi it was found that the achievements levels of students was normal in block Waraseoni and Baihar. It was also found that the low qualification of teachers. Therefore a need for special training was felt on Hindi for the teachers.
- In Mathematics it was found that the achievements level of students was very low in block Waraseoni and Baihar. Therefore need for training in Mathematics for the teachers in these blocks.
- In Science and Social Science it was found the achievement level of student was normal in all blocks.

CHAPTER -4

PRESENT EDUCATIONAL SECENARIO

विद्या ददाति विनयम् , विनयाद् याति पात्रताम् ।
पात्रत्वाद् धनं आप्नोति , धनान् धर्मो ततः सुखम् ॥

“ शुभाषितानि “

The above Sanskrit sloka clearly depicts that all Sukhas are based only on Vidya (Education). Those who learn Vidya (Education) are called Literate. Without Education the life of man is like a tailless & Homeless animal. A man can not meet his daily needs without proper education. Social Economic and political explanation of man is continued as long as he is not educated. If democracy is to be established in its truest sense. The lowest strata of the Society must be properly educated.

The duty of an Efficient , Progressive Welfare administration is to device means, give appropriate opportunities & privileges to each members of the society. This can only be acquired when the education is cheap, simple and easily obtained.

In Balaghat District headquarter a High School was first established in 1891. It has several primary school buildings which have survived for 100 years. In 1937 the Congress ruled provincial interim government established school building through Janpad Panchayat. If economic resources remained available.

The Fancy (Greed) for Education depends on environmental facility. This district has less literacy compared to other districts in the state .The literacy level of women are also below the state's average.

At present the educational propoganda and expansion is done through both Government and Private enterprises. The various types of educational institutions and their number are detailed likewise.

4.1 Higher Education's Institutions

In this district 7 Govt. Collages provide postgraduate degrees facility. Previously the colleges were affiliated to Sagar University but now they are affiliated to Rani Durgavati University at Jabalpur. The oldest of the collage is Government Jata Shankar Post Graduate Collage in Balaghat, which was established at 1958. In Katangi, Baihar, Paraswada, Waraseoni & Lanji too have one government collage each in rural and urban areas. The collage lacks many facilities like proper infrastructure and staff.

In thē area of Technical education there is one Government Polytechnic in Balaghat & two Industrial Training Institution one of which is Private. There is One Forest Rangers Training College here and it has a prominent place in India. Murjhed

Agriculture Farm affiliated to Jawaharlal Nehru Agricultural University trains Krashi Vikas Adhikaris.

The Agriculture Science Centre at Badgao (Kirnapur) is affiliated to Indira Gandhi Agriculture University at Raipur and helps the Farmers of this area of the district District.

In Training Educational personnel Khwaija Garib Nawaj Education Society provides B.Ed. facility and DIET institutions has benefited Diploma in Education & Training facility.

4.2 SCHOOL EDUCATION

In this District 47 Higher Secondary Schools, 42 High Schools, 353 Middle Schools (6th to 8th), 42 Pre Middle Schools (1 to 8), 1612 Primary Schools, 30 Pre Primary Schools (1 to 3), and 419 Education Guarantee Schools are running however 592 Non – formal Educational centers have been closed for want of finance.

Non Government Educational Institutions are also playing their role for the progress of Education in the District. There are two Kendriya Vidyalaya and One Jawahar Navodaya Vidhyalaya at Waraseoni . Previously 37 Jan shikshan nilayam were also organised by Panchayat & Samaj Seva Department but now they have been closed.

The Aangan Badi Centers numbers 1450 and are successfully functioning on their regular duties. At present better Co-Ordination of Adivasi Vikas Nigam, Mahila & Bal Vikas Kendras and School Education Department is needed.

After the formation of District Government (Zila-Sarkar) the duty of the Society towards betterment of Educational management & quality has increased.

The relation between Educational Institutions and the Society has come closer. This needs honesty.

Table No. - 1

Blockwise Position of Accessless Habitation									
S.No.	Name of Block	Total Number of Habitation	Number of Habitations with Primary Schooling Facility (within 1 km radius)	GAR (primary level)	Number of Habitations with middle school facility	Number of Habitation without middle school facility	Actual requirement of Middle Schools (within range of 3 km)*		GAR (Middle level).
							Number of PS to be Upgraded	Number of EGS to be Upgraded	
1	2	3	4	5	6	7	8	9	10
1	Baihar	146	132	90%	43	14	15	0	29%
2	Balaghat	258	230	89.00%	193	65	22	0	75.00%
3	Birsa	257	254	99%	241	16	4	1	94%
4	Katangi	114	114	100%	90	24	9	0	79%
5	Kimapur	182	182	100%	135	47	11	0	74%
6	Khairlanji	112	111	100%	34	72	14	0	99%
7	Lalbarra	169	166	98%	123	46	14	0	73%
8	Lanji	169	159	94%	41	128	12	0	24%
9	Paraswada	223	172	77%	42	181	10	0	19%
10	Waraseoni	124	122	95%	6	25	18	0	82%
	Total	1759	1642	94%	1048	618	129	1	65%

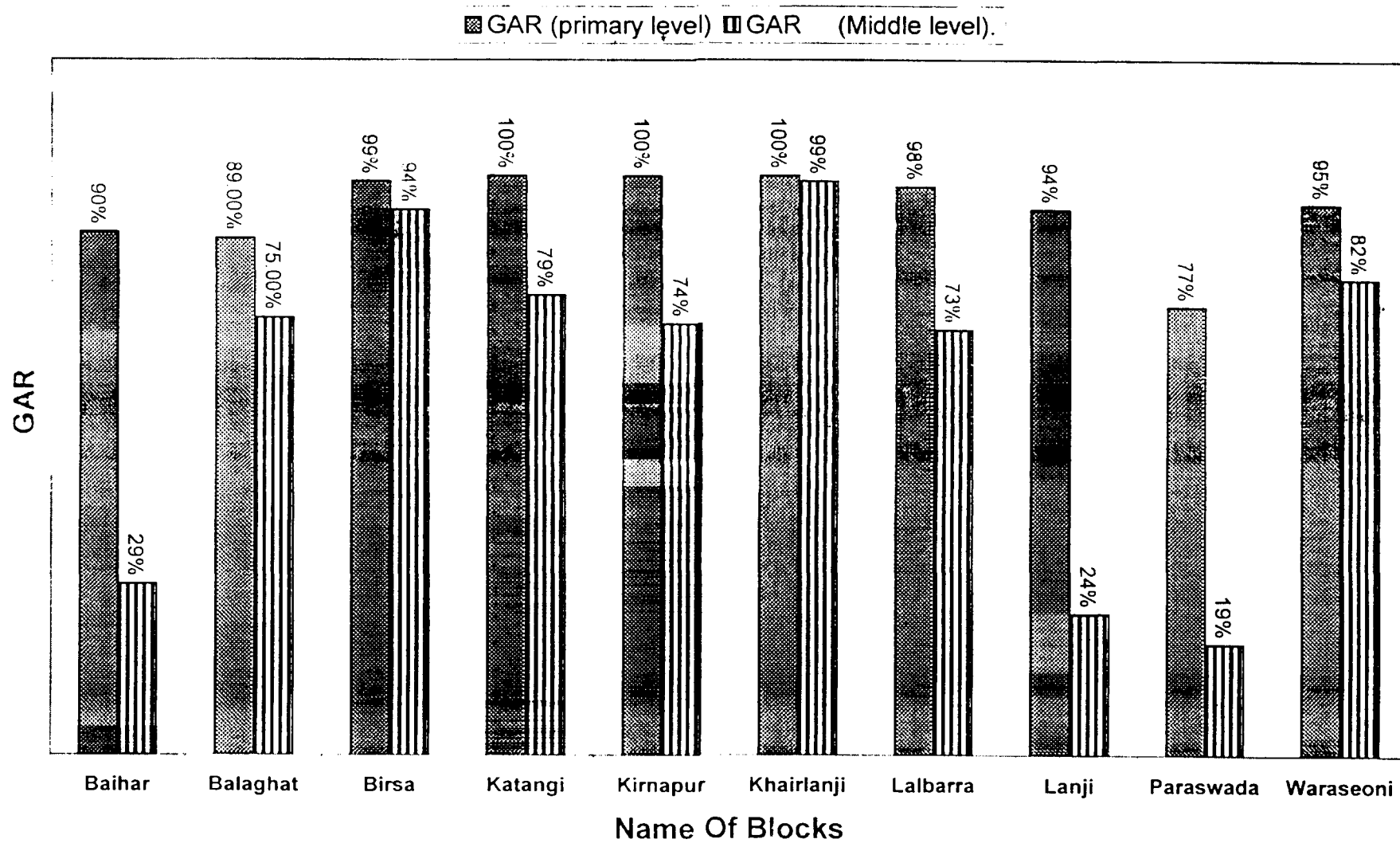
Source: LSA 2000

Table -1 Suggests That:-

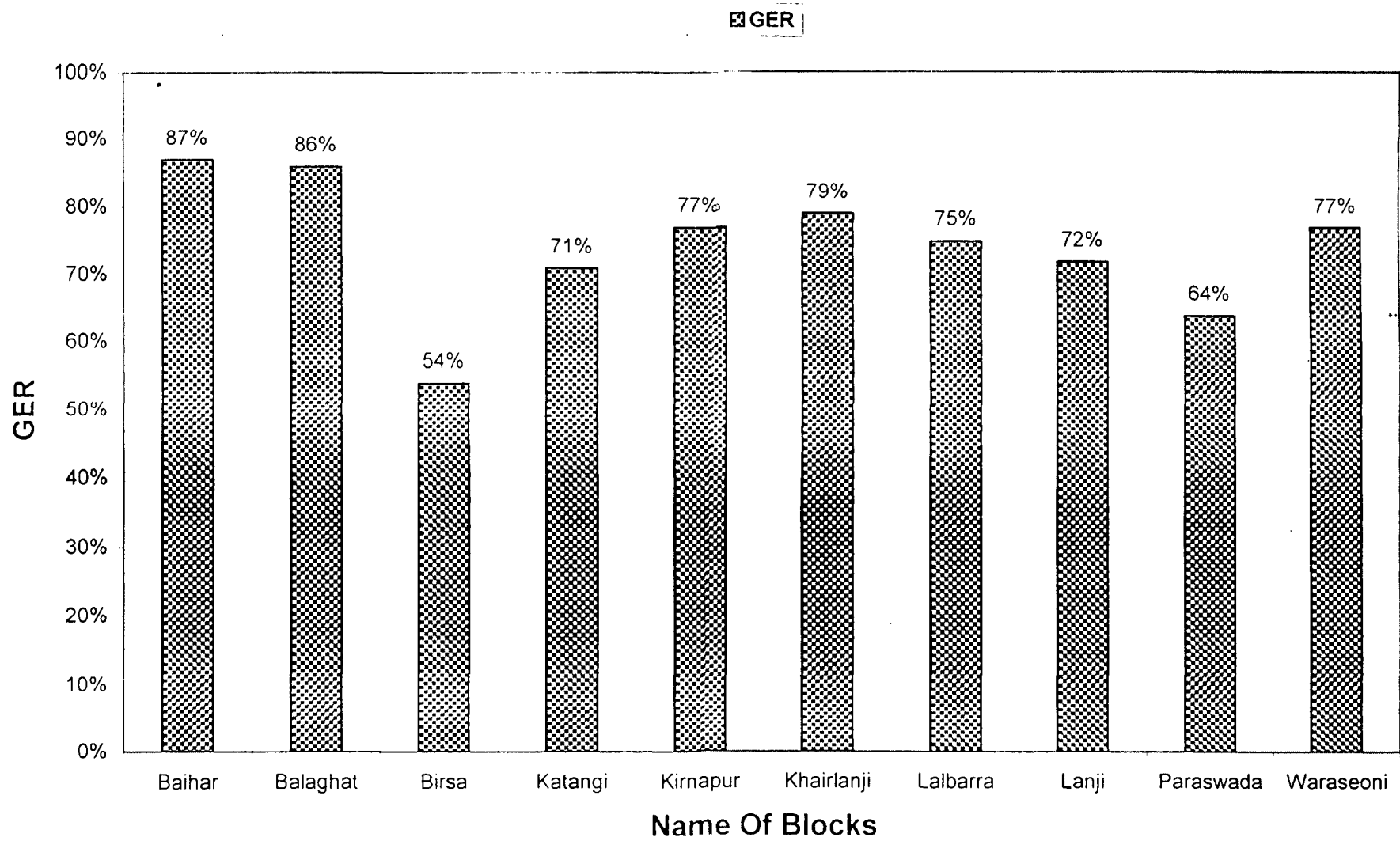
1. There are 1759 habitation in the district out of these 1642 habitation have primary schooling facility within the distance 1 km. This brings the GAR at primary level at 94%. If primary education is to be universalised then this GAR needs to be 100%.
2. There are 1048 habitation which have middle school facility with a distance of 3 km whereas there are such 618 habitation in the district which do not have middle school facility with in a distance of 3 km.
3. GAR at middle level is just 65%. If elementary education is to be universalised then this GAR needs to be 100%.

Table No -1

Blockwise GAR - Primary & Middle Level



Blockwise GER At Middle Level



Block - Baihar

Table No - 2

Populationwise Accessless Habitation

Number of Habitation with Population norm		Population of 6-14 age group	Habitation not having Middle Schooling Facility (within range of 3km)	Caps - Number of M.S. required	
Population norm	No. of Habitation			Number of P.S. to be upgraded	Number of E.G.s to be upgraded
1	2	3	4	5	6
> 500	45	4250	0	0	0
500 - 250	55	10860	8	8	0
250 - 200	18	2210	5	5	0
200 - 100	14	1910	1	1	0
less than 100	14	2109	1	1	0
Total	146	21339	15	15	0

Source :

Suggested format for giving the list

Name of Habitation	Name of PS/EGS to be upgraded	Name of habitations that will be benefited by the upgradation of PS/EGS	*Distance from nearest exiting Middle School	Population of Habitation (indicated in column no)			Number of Children						Year of upgradation
				Male	Female	Total	6-11 year			11-14 year			
							Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Dhanitola	PS Dhanitola	Daldala, Hudditola, Nayatola	4 Km Sonpuri	474	432	906	58	50	108	19	16	35	2001
Hirri	PS Hirri	Bharri	7 Km. Sonpuri	144	132	276	28	28	56	10	12	22	2001
Asindi	PS Asindi	Dhanyashor, Imhitola	6 Km	180	220	400	28	38	66	9	10	19	2001
Kohka	PS Kohka	Thakurtola	4 Km. Katangi	505	506	1011	99	100	199	45	42	87	2001
Birwa	PS Birwa	Bhutola	11 Km. Amgoan	771	822	1583	143	132	275	60	47	107	2001
Khirsadi	PS Khirsadi	Bajhyhai, Gourumar	8 Km	519	203	528	54	31	85	11	6	17	2001
Ghutola	PS Ghutola	Katangi, Rol, Jam	15 Km	97	90	187	20	20	40	6	4	10	2001
Linga	PS Linga	Jangikheda	6 Km	135	140	275	21	25	46	2	5	7	2001
Bhalapuri	PS Bhalapuri	Bargatola	5 Km	290	319	609	64	54	118	8	11	19	2001
Bilaikhar	PS Bilaikhar		6 Km	165	164	329	22	21	43	12	9	21	2001
Newargoan	PS Newargoan		8Km	413	432	845	76	62	138	33	33	66	2001
Murenda	PS Murenda		4 Km	165	175	340	27	30	57	7	4	11	2001
Semorkhero	PS Semorkhero		5 Km	92	106	198	12	15	27	4	3	7	2001
Kevalari	PS Kevalari		4 Km	305	330	635	51	58	109	20	28	48	2001
Boda	PS Boda	Boda (Ma), Boda (Rai)	5 Km	240	313	553	40	33	73	28	24	52	2001

Source :

Block - Balaghat

Table No - 2
Populationwise Accessless Habitation

Number of Habitation with		Population of 6-14 age group	Habitation not having Middle Schooling Facility	Gaps - Number of M.S. required	
Population norm	No. of Habitation			Number of P.S. to	Number of EGS to
1	2	3	4	5	6
> 500	142	31820	31	18	0
500 - 250	57	6737	19	4	0
250 - 200	18	1629	7	0	0
200 - 100	28	492	6	0	0
less than 100	13	181	2	0	0
Total	258	40859	65	22	0

Source :

Suggested format for giving the list

Name of Habitation	Name of PS/EGS to be upgraded	Name of habitations that will be benefited by the upgradation of PS/EGS	*Distance from nearest existing Middle School	Population of Habitation (indicated in column no.			Number of Children						Year of upgradation	
				Male	Female	Total	6-11 year			11-14 year				
							Boys	Girls	Total	Boys	Girls	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1-Gudru	PS Kukda	1-Kukda	4 KM			808			159			35	2002	
	PS Devsarra	2-Devsarra	4 KM			646			82			55	2001	
2-ChangoTola	PS Arnmeta	1-Chamarwahi	4 KM			812			113			48	2001	
		2-Birapuri	4 KM											
		3-Pindkepar	4 KM											
		4-Patappur	4 KM											
		5-Mangratola	4 KM											
		6-Mahkapata	4 KM											
3-Basegaon	PS Mohgaon	1-Mohgaon	4 KM			1117			180			61	2001	
		2-Bakwada	4 KM											
		3-Barkho	4 KM											
		4-Maldhar	4 KM											
4-Lamta	PS Bhondwa PS Kanari	1-Bhondwa	3 KM			1650			403			108	2001	
		2-Khairi	3 KM											
		3-Douni	3 KM											
		4-Kanari	4 KM											
		5-Umaria	4 KM											
		6-Attri	4 KM											
5-Budhiagaon	PS Dongrabodi	1-Dongrabodi	8 KM			600			85		49	2001		
6-Samnapur	PS Titwa	1-Titwa	3 KM			316			46			23	2002	
		2-Hirmutola	3 KM											
		3-Kategaon	3 KM											
		4-Karchuna	3 KM											
7-Charegaon	PS Bhalewara	1-Bhalewara	3 KM										2001	
		2-Chacheri	3 KM											
		3-chicholi	3 KM											
		4-Gonditola	3 KM											
	PS durenla	5-Durenla	3 KM											2002
		6-Khami	3 KM											
		7-Manpur	4 KM											
		8-Manpuratola	4 KM											
8-Awajhari	PS Jagpur	1-Jagpur	5 KM			2280			391		112	2001-2002		
9-Dhansua	PS Rata	1-Rata	7 KM			748			130		52	2002-2003		

Block Katangi

Table No - 2

Populationwise Accessless Habitation

Number of Habitation with		Population of 6-14 age group	Habitation not having Middle Schooling Facility	Gaps - Number of M S required	
Population norm	No of Habitation			Number of P S to	Number of EGS to
1	2	3	4	5	6
> 500	97	30919	18	9	-
500 - 250	11	1187	3	-	-
250 - 200	2	175	-	-	-
200 - 100	4	209	3	-	-
less than 100	-	-	-	-	-
Total	114	32490	24	9	-

Source :NA2000

Suggested format for giving the list

Name of Habitation	Name of PS/FGS to be upgraded	Name of habitations that will be benefitted by the upgradation of PS/FGS	*Distance from nearest exiting Middle School	Population of Habitation (indicated in column no			Number of Children						Year of upgradation	
				Male	Female	Total	6-11 year			11-14 year				
							Boys	Girls	Total	Boys	Girls	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1-BhajaPaar	PS BhajaPaar	Bhajaapar	MS Varun 4 KM			1028			192				43	2001
		JadKharid	5 KM			448			47				31	
		Chirchira	6 KM			463			47				36	
		Ghunadi	3.5 KM			1229			188				71	
		Dhirureeth	6 KM			274			37				22	
		Jamunia	5 KM			754			107			36		
2-BahKal	PS BahKal	Savangi	MS Savangi 4 KM			1269			127			159	2001	
3-AgarWada	PS Agarwada	Agarwada	MS Navegaon 4 KM			1697			269			98	2001	
		Kalgaon	MS Kalgaon 6 KM			1081			168			70		
4- SitaKoh	PS Sitakhoh	SitaKoh	MS Khajn 5 KM			1610			183			88	2001	
5- Hathoda	PS Hathoda	Hathoda	MS ParaswadaGhat			1340			195			112	2001	
6-Chakaheti	PS Chakaheti	Chakaheti	MS Bahmm 5 KM			2062			330			182	2001	
		GarraGosai	6 KM			528			53			31		
		Sadabedi	4 KM			779			82			44		
7- Kodbi	PS Kodbi	Kodbi	MS Mahlepar 5 KM			1422			113			106	2001	
8- Kudva	PS Kudva	Kudva Sangrampur	MS GoreGhat 4 KM			1559			264			158	2001	
		Agri PathraPeth	MS AmbeJhari 6 KM			198			88			36		
9- KharPadia	PS KharPadia	KharPadia	MS GoreGhat 6 KM			517			71			6		
		KharPadia	MS Tirodi 5 KM			739			125			41	2001	
		Sivanheti	MS Tirodi 5 KM			178			46			20		
		SuaPathor	MS Lingponat 5 KM			500			49			17		
		Hirapur	MS Tirodi 5 KM			451			63			46		

Source :NA2000

Block - Kirnapur

Table No - 2
Populationwise Accessless Habitation

Population norm	No. of Habitation	Population of 6-14 age group	Habitation not having Middle Schooling Facility	Capex Number of P.S. to	Number of M.S. required Number of EGS to
1	2	3	4	5	6
> 500	109	36745	34	11	-
500 - 250	47	5485	25	-	-
250 - 200	14	795	3	-	-
200 - 100	6	377	1	-	-
less than 100	6	148	1	-	-
Total	182	43550	64	11	-

Source :LSA2000

Suggested format for giving the list

Name of Habitation	Name of PS/EGS to be upgraded	Name of habitations that will be benefited by the upgradation of PS EGS	*Distance from nearest exiting Middle School	Population of Habitation (indicated in column no)			Number of Children						Year of upgradation
				Male	Female	Total	6-11 year			11-14 year			
							Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1-Kandara	PS Kandara	1-Kandara	MS Kinhi 4 KM	201	201	402	33	27	60	10	15	25	2001
		2-Calcutta	6 KM	168	171	339	12	17	29	11	10	21	
		3-Deu Tola	7 KM	160	140	300	11	16	27	3	2	5	
		4-Ali Tola	5 KM	135	147	282	19	15	34	12	10	22	2002
2-Dehdi	PS Dehdi	1-Dehdi	MS Pala 5 KM	270	280	550	21	36	77	14	9	21	
		2-Nijgi Tola	6 KM	215	210	425	30	32	62	12	29	41	
		3-Salhe	7 KM	752	783	1495	99	88	187	36	28	64	
		4-Pipartola	8 KM	423	434	857	76	72	148	30	22	52	
3-KosamDehi	PS KosamDehi	1-KosMara	MS PipalGaon 5 KM	342	350	652	18	26	44	14	14	28	2002
		2-KosamDehi	6 KM	150	165	315	24	33	57	4	2	6	
		3-Siri	7 KM	180	190	370	18	18	36	6	13	19	
		4-Pendi Tola	7 KM	80	120	200	14	6	20	5	2	7	
4-PipalGaonKhurd	PS PipalGaonKhurd	1-Gondi Tola	MS PipalGaon 5 KM	125	150	275	18	17	35	1	9	10	2003
		2-Bhaku Tola	10 KM	135	143	278	16	10	26	9	13	22	
		3-PipalGaonKhurd	6 KM	130	146	276	44	39	83	14	10	24	
5-Binora	PS Binora	1-Binora	MS Huru 4 KM	600	501	1101	91	84	175	52	55	107	2002
		2-Kanhar Tola	5 KM	501	502	1003	55	64	117	24	21	45	
6-Sarad	PS Sarad	1-Sarad	MS SaradSeoni 4 KM	468	478	946	78	69	147	34	26	60	2002
		2-Sigodi	4 KM	716	658	1444	71	83	154	44	48	92	
		3-Patel Tola	4 KM	327	316	643	21	38	69	21	25	46	
7-Nevara	PS Nevara	1-Nevara	MS Huru 6 KM	719	672	1391	101	90	191	33	23	55	2002
		2-Akola	8 KM	441	450	891	72	63	135	15	15	30	
		3-Tatola	9 KM	142	145	287	40	41	81	22	15	37	
		4-Kumhar Tola	9 KM	143	145	288	26	23	49	7	9	16	
		5-Dongergaon	9 KM	110	150	260	29	18	47	11	5	16	
8-RattaPayli	PS RattaPayli	1-Rattapayli	MS Keshu 4 KM	583	580	1163	80	74	154	10	10	20	2002
9-DongerGaon	PS DongerGaon	1-DongerGaon	MS Suswa 4 KM	222	218	440	34	39	73	12	15	27	2002
		2-Managarh	7 KM	101	116	217	20	18	38	9	6	15	
10-DundaSeoni	PS DundaSeoni	1-Dundaseoni	MS MohgaonKhurd 4 KM	774	776	1550	86	94	180	54	50	104	2003
		2-Lindewada	4 KM	692	686	1378	86	93	179	50	34	84	
11-Marri	PS Marri	1-Dighoda	MS Saleteka 4 KM	183	187	370	45	74	119	14	14	28	2002
		2-Marri	MS Nevargaon 4 KM	200	228	428	80	82	162	25	15	40	

Source :LSA2000

Block - Khairlanji

Table No - 2

Number of Habitation with		Populationwise Accessible Habitation		Habitation not having	
Population norm	No. of Habitation	Population of 6-14 age group	Habitation not having Middle Schooling Facility	Caups - Number of P.S. to	Number of EGS to
1	2	3	4	5	6
> 500	86	25147	20	14	
500 - 250	17	1437	6	-	
250 - 200	5	216	3	-	
200 - 100	4	113	2	-	
less than 100	-	-	-	-	
Total	112	26913	31	14	

Source :LSA2000

Suggested format for giving the list

Name of Habitation	Name of PS/EGS to be upgraded	Name of habitations that will be benefited by the upgradation of PS/EGS	*Distance from nearest existing Middle School	Population of Habitation (indicated in column no			Number of Children						Year of upgradation
				Male	Female	Total	6-11 year			11-14 year			
							Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Chutiya	PS Chutiya	Chutiya	4 km Savri	600	552	1152	101	98	199	49	45	94	2001
Murjhad	PS Murjhad	Murjhad	4 Km Saletaka	506	418	924	93	72	165	38	33	71	2002
		Murjhad Tola	3.5 Km Saletaka										
		Hetitola	4 Km Saletaka										
Dudhara	PS Dudhara	Dudhara	3.25 Km Gajpur	982	922	1904	106	94	200	66	55	121	2001
		Manglegoan	3 Km Gajpur										
		Mahaantola	3.5 Km Gajpur										
Panira	PS Panira	Panira	3.25 Km Gajpur	1386	1293	2679	119	103	222	42	40	82	2001
		Panjratola	3.5 Km Gajpur										
Pulputta	PS Pulputta	Pulputta	4 Km Chhatara	1085	1052	2137	146	139	285	39	35	74	2001
Fulchur	PS Fulchur	Fulchur	3.5 Km Katori	912	906	1818	105	96	201	81	76	157	2001
Tenni	PS Tenni	Tenni	4 Km Bhourgad	825	810	1635	132	117	249	54	51	105	2002
Mowad	PS Mowad	Mowad	3.5 Km Bhourgad	762	785	1547	114	119	233	43	45	88	2001
		Dongriya	4 Km Bhourgad										
		Chicholi	4.5 Km Bhourgad										
Kanhadgoan	PS Kanhadgoan	Kanhadgoan	5 Km Arambha	702	659	1361	53	52	105	22	19	41	2002
		Katangi	4 Km Arambha										
		Chicholi	4 Km Bakodi										
Sivanghat	PS Sivanghat	Sivanghat	3.5 Km Bhendara	996	946	1942	154	147	301	44	42	86	2001
		Futara	3.5 Km Bhendara										
Bhanpur	PS Bhanpur	Bhanpur	4 Km Arambha	819	803	1622	121	115	236	39	38	77	2001
		Machhutola	4 Km Arambha										
Gunas	PS Gunas	Gunas	3.5 Km Arambha	513	514	1047	68	65	133	30	27	57	2002
		Atri	4 Km Arambha										
Satona	PS Satona	Satona	3.5 Km Beni	1102	1071	2173	156	150	306	31	27	58	2001
		Chichgoan	4.5 km Beni										
Salotpar	PS Salotpar	Salotpar	4 Km Beni	751	737	1488	89	85	174	38	36	74	2002

Source :LSA2000

Block - LalBarra

Table No - 2

Populationwise Accessless Habitation						
Number of Habitation with Population norm	No. of Habitation	Population of 6-14 age group	Habitation not having Middle Schooling Facility	Gaps - Number of M.S. required		
1	2	3	4	Number of P.S. to	Number of EGS to	
> 500	112	28066	38	14	-	-
500 - 250	36	2738	8	-	-	-
250 - 200	14	311	1	-	-	-
200 - 100	8	232	-	-	-	-
less than 100	-	-	-	-	-	-
Total	169	31627	47	14	-	-

Source :LSA 2000

Suggested format for giving the list

Name of Habitation	Name of PS/EGS to be upgraded	Name of habitations that will be benefitted by the upgradation of PS/EGS	*Distance from nearest existing Middle School	Population of Habitation (indicated in column no			Number of Children						Year of upgradation	
				Male	Female	Total	6-11 year			11-14 year				
							Boys	Girls	Total	Boys	Girls	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1-Chhigaon	PS Chhigaon	1-Tekadi	4 KM			566			91				37	2001
		2-Chhigaon	5 KM			1534			150				86	
		3-Salhe	4 KM			916			156				48	
		4-Khargondi	9 KM			238			39				16	
		5-Navegaon	10 KM			185			34				9	
2-Tengnikala	PS Tengnikala	1-Tengnikala	5 KM			1207			210			51	2001	
		2-AwasTola	6 KM											
3-Atti	PS Atti	1-Atti	4 KM			1185			175			42	2002	
4-Khurpudi	PS Khurpudi	1-Khurpudi	4 KM			2230			227			45		2002
		2-RamPuri	4 KM											
5-TengniKhurd	PS TengniKhurd	1-TengniKhurd	5 KM			717			184			24	2001	
		2-TengniTola	4 KM			372			101			43		
		3-Salhebhari	5 KM			614			48			43		
6-Khargaoon	PS Khargaoon	1-Khargaoon	4 KM			583			70			30	2004	
		2-Selva	4 KM			785			95			32		
		3-Devitola	4 KM			244			23			15		
7-Natra	PS Natra	1-Natra	5 KM			1107			209			77	2001	
		2-KodiTola	5 KM			365			52			13		
		3-Khursodi	5 KM			518			80			39		
8-Dharpwada	PS Dharpwada	1-Dharpwada	4 KM			1286			179			64	2001	
		2-PalkaMathi	4 KM			803			123			30		
9-FogalTola	PS FogalTola	1-FogalTola	5 KM			425			72			39	2004	
		2-PujariTola	6 KM			324			24			-		
		3-Khairtola	4 KM			454			36			-		
10-Tekadi	PS Tekadi	1-Tekadi	4 KM			888			121			53	2001	
		2-KholTola	4 KM			444			57			31		
		3-Padamtola	5 KM			471			65			45		
		4-JangalTola	6 KM			423			99			7		
11-DokarBandi	PS DokarBandi	1-DokarBandi	3.5 KM			1113			154			82	2003	
		2-Godegaon	3.5 KM			789			116			38		
		3-Gonditola	4 KM			138			35			23		
12-Miregaon	PS Miregaon	1-Miregaon	3.5 KM			1665			224			91	2003	
		2-Salhe	4 KM			1092			84			263		
		3-Khirri	1 KM			1091			129			120		
14-Chatera	PS Chatera	3-KhongaTola	4 KM			708			194			132	2004	
		1-Chatera	4 KM			1493			233			82		
		2-Butta	5 KM			1615			288			131		
		3-GondiTola	4 KM			1615			288			131		
		4-PawariTola	4 KM			1615			288			131		
5-Lavada	2 KM			1244			217			65				

Source :LSA 2000

Block - Lanji

Table No - 2

Populationwise Accessless Habitation

Number of Habitation with		Population of 6-14 age group	Habitation not having Middle Schooling Facility	Gaps - Number of MS required	
Population more than	No. of Habitation			Number of P.S. to	Number of U.G.s to
1	2	3	4	5	6
> 500	136	25945	8	8	
500 - 250	17	6895	3	1	
250 - 200	7	1217	1	1	
200 - 100	9	1063	-	-	
less than 100	8	-	-	-	
Total	169	35050	12	12	

Source -

Suggested format for giving the list

Name of Habitation	Name of PS/EGS to be upgraded	Name of habitations that will be benefitted by the upgradation of PS EGS	*Distance from nearest existing Middle School	Population of Habitation (indicated in column no			Number of Children						Year of upgradation
				Male	Female	Total	0-11 year			11-14 year			
							Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Tekari	PS Tekari	Tekari	4 Km Lanji	410	415	825	47	47	94	19	20	39	2001
		Manpur	5 Km				65	72	137	22	28	50	
		Purvatola	3 Km				59	76	135	52	58	110	
Mohara	PS Mohara	Gesantola	4 Km Lanji	1200	1086	2286	10	11	61	10	12	22	2002
		Mohara	3.5 Km Bhanegoan										
		Moharatola	3.5 Km Bhanegoan										
		Kadamtola	3.5 Km Bhanegoan										
Singola	PS Singola	Singola	3.5 Km Dewalgoan										
		Bastitola	3.5 Km Dewalgoan	714	705	1419	108	100	208	52	60	112	2002
Keregoan	PS Keregoan	Keregoan	4 Km Sadra	880	838	1718	148	136	284	47	42	89	2003
		Pks Keregoan	4 Km Sadra										
		Singaltola	4 Km Sadra										
		Gonditola	4 Km Sadra										
Umri	PS Umri	Umri	3.5 Km Mohihari	1089	1086	2175	175	160	335	56	64	120	2003
		Egs Umri	3.5 Km Mohihari										
Khandafari	PS Khandafari	Khandafari	5 Km Lanji	324	332	656	51	47	98	29	22	51	2001
		Salangtola	4 Km Lanji	146	151	297							
		Kadla	10 Km Lanji	97	112	209	14	22	36	7	13	20	2004
		Bagdi	9 Km Lanji	116	95	211	16	13	29	6	5	11	
Khursitola	PS Khursitola	Khursitola	3.5 Km Ghoti	275	235	510	64	47	111	25	34	59	2004
		Bodadalkha Egs											
		Dhari	23 Km Ghoti	63	80	143	12	19	31	4	5	9	
Ameda(B)	PS Ameda(B)	Ameda	3.5 Km Ameda (B)	820	680	1500	96	98	194	21	22	43	2004
		Andhasyatola	3 Km Ameda (B)	715	690	1405	66	73	139	39	46	85	
Bamhanwada	PS Bamhanwada	Bamhanwada	4 Km Savri	210	198	408	35	22	57	10	20	30	2004
		Mahajantola	4 Km Savri	363	259	722	56	60	116	24	18	42	
Fofsa	PS Fofsa	Fofsa	3 Km Sadra	536	595	1131	65	80	145	25	49	74	2001
		Kareja	2 Km Sadra	377	383	760	43	47	90	14	9	23	
		Bori	3 Km Sadra	439	451	890	65	59	124	30	28	58	
Paraswada	PS Paraswada	Paraswada	3 Km Karanja	411	419	830	52	59	111	29	11	40	2003
		Chichamtola	3 Km Karanja	251	223	474	29	27	56	11	11	22	
Benegoan	PS Benegoan	Benegoan	3 Km Bolegoan	660	607	1267	74	63	137	40	36	76	2002
		Awastola Egs											
		Bramhantola Egs											

Block - Paraswada

Table No - 2

Populationwise Accessless Habitation

Number of Habitation with		Population of 6-14 age group	Habitation not having Middle Schooling Facility	Gaps - Number of M S. required	
Population norm	No. of Habitation			Number of P.S. to	Number of EGS to
1	2	3	4	5	6
> 500	172	19390	51	10	-
500 - 250	41				
250 - 200	7				
200 - 100	3				
less than 100	-				
Total	223	19390	51	10	0

Source :

Suggested format for giving the list

Name of Habitation	Name of PS/EGS to be upgraded	Name of habitations that will be benefited by the upgradation of PS/EGS	*Distance from nearest exiting Middle School	Population of Habitation (indicated in column no)			Number of Children						Year of upgradation	
				Male	Female	Total	6-11 year			11-14 year				
							Boys	Girls	Total	Boys	Girls	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1-Fatehpur	PS Fatehpur	1-Fatehpur	6 KM			632			72				59	2001-2002
		2-Chhinditola	5 KM											2001-2002
		3-Kukda	10 KM											2001-2002
		4-Varurgota	10KM											2001-2002
2-Bhada	PS Bhada	1-Bhada	4 KM			1135								2001-2002
		2-Imritola	7 K.M											2001-2002
		3-Mararitola	4 KM											2001-2002
		4-Khudruyagan	3 KM											2001-2002
3-Chanai	PS Chanai	1-Chanai	6 KM			854			102			50	2001-2002	
4-Tikaria	PS Tikaria	1-Tikaria	5 KM			725			74				17	2001-2002
		2-Madanpur	4 KM											2001-2002
		3-Salghat	5 KM											2001-2002
		4-Dendua	4 KM											2001-2002
		5-Bargunagi	6 KM											2001-2002
5-Korga	PS Korga	1-Korga	4 KM			14023			189				81	2001-2002
		2-Chartola	5 KM											2001-2002
		3-Garari-behra	7 KM											2001-2002
6-Palagondi	PS Palagondi	1-Palagondi	5 KM			632			66				49	2001-2002
		2-Mate	7 KM											2001-2002
		3-Kodaka	9 KM											2001-2002
7-Samnapur	PS Samnapur	1-Samnapur	3 KM			1766			231				93	2001-2002
		2-Khandapar	6 KM											2001-2002
		3-Govaritola	5 KM											2001-2002
8-Badighondi	PS BadiGhondi	1-Badi Ghondi	6 KM			792			98				47	2001-2002
		2-Choti Ghondi	7 KM											2001-2002
9-Kurwahi	PS Kurwahi	1-Kurwahi	8 KM			665			62				45	2001-2002
		2-Pateltola	6 Km											2001-2002
10-Baria	PS Baria	1-Baria	7 KM			548			65				42	2001-2002
		2-Dandajhola	6 Km											2001-2002
		3-Khapa	4 KM											2001-2002
11-Lougur	PS Lougur	1-Lougur	9 KM			171			35			7	2001-2002	
12-Tantotola	PS Tantotola	Tantotola,Chikhalajhodi	3 KM			1027			60			40	2001-2002	

Source :LSA 2000

Block - Waraseoni

Table No. - 2
Populationwise Accessless Habitation

Number of Habitation with		Population of 6-14 age group	Habitation not having Middle Schooling Facility	Gaps - Number of M.S. required	
Population norm	No. of Habitation			Number of P.S. to	Number of EGS to
1	2	3	4	5	6
> 500	98	27270	25	18	-
500 - 250	22	1461	-	-	-
250 - 200	5	317	-	-	-
200 - 100	3	100	-	-	-
less than 100	1	5	-	-	-
Total	129	29153	25	18	-

Source :LSA 2000

The above information can be also given block wise

Block wise list of names of P.S. & EGS to be given in plan which require a middle school facility

Suggested format for giving the list

Name of Habitation	Name of PS/EGS to be upgraded	Name of habitations that will be benefited by the upgradation of PS/EGS	*Distance from nearest existing Middle School	Population of Habitation (indicated in column no)			Number of Children		Year of upgradation
				Male	Female	Total	6-11 year	11-14 year	
Madanpur	PS Madanpur	Madanpur	4 Km Koste			1323	157	90	2001
		Waratola	3.5 Km Koste						
Khapa	Ps Khapa	Khapa	4 Km Mehndiwada			2078	224	90	2003
Bodalkasa	PS Bodalkasa	Bodalkasa	8 Km Mehndiwada			2051	218	80	2001
Khandwa	PS Khandwa	Khandwa	5 Km Mehndiwada			1570	222	87	2004
Sonjhara	PS Sonjhara	Sonjhara	3.5 Km Rampavli			1591	228	88	2001
		Jabartola	5 Km Rampavli						
Rengajhari	PS Rengajhari	Rengajhari	3.5 Km Rampavali			1347	222	67	2002
Banivatola	PS Banivatola	Banivatola	4 Km Kasadi			1042	112	61	2001
Kaspur	PS Kaspur	Kaspur	4 Km Kasadi			1162	149	75	2003
Hudkitola	PS Hudkitola	Hudkitola	3 Km Jakpur			618	92	56	2001
Doke	PS Doke	Doke	3.5 Km Garra			1756	184	66	2001
Bihli	PS Bihli	Bihli	4 Km Garra			1304	159	26	2002
Mohgaon Khurd	PS Mohgaon Krd	Mohgaon Krd	4 Km Garra			1720	244	83	2003
		Chhatarpurtola Egs	4 Km Garra						
Padampur	PS Padampur	Padampur	3.5 Km Mandki			1250	133	38	2001
Denera	PS Denera	Denera	3 Km Dui			1000	68	21	2001
Umarwada	Ps Umarwada	Umarwan	4 Km Bakera			1696	201	103	2001
		Ps Bagholi	3.6 Km Bakera						
Kosritola	Ps Kosritola	Kosritola	5 Km Savangi			2986	491	192	2001
		PS Murjhadform	4 Km Waraseoni						
		PS Sonbatola	5 Km Savangi						
Narwanjpa	PS Narwanjpa	Narwanjpa	6 Km Budbuda			824	121	34	2004
		PS Sukutola	4 Km Budbuda			624	60	53	

Source :LSA 2000

Table No. - 3
Blockwise Target Group and Enrolment at Primary Level

S.No.	Name of Block	Population 6-11 years age group					Enrolment at primary level (I to V)					GER %
		Boys	Boys as % of total 6-11 population	Girls	Girls as % of total 6-11 population	Total	Boys	Boys as % of total enrolment at primary level (I-V) %	Girls	Girls as % of total enrolment at primary level (I-V)	Total	
1	Baihar	8688	50%	8537	50%	17225	8174	91%	7873	92%	16047	93%
2	Balaghat	14834	52%	13932	48%	28766	14393	51%	13812	49%	28205	98%
3	Birsa	11047	52%	10274	48%	21321	11428	53%	10316	47%	21744	101%
4	Katangi	11624	51%	11041	49%	22665	11846	52%	11066	48%	22912	101%
5	Kimapur	14965	50%	11810	50%	23775	12167	101%	12021	101%	24188	101%
6	Khairlanji	9253	50%	9104	50%	18357	9225	99%	9183	101%	18408	100.27%
7	Lalbarra	11385	51%	11119	49%	22504	11355	50%	11165	50%	22520	100%
8	Lanji	12470	51%	12165	49%	24635	12776	51%	12406	49%	25182	102%
9	Paraswada	7128	51%	6850	49%	13978	7096	51%	6712	49%	13808	99%
10	Waraseoni	10232	51%	9861	49%	20093	10385	51%	9981	49%	20366	101%
	Total	108626	51%	104693	49%	213319	108845	65%	104535	63%	213380	100%

Source : ISA 2000

Table -3 Suggests that:

1. Girls as percentage of total 6-11 age group is 49% which is lower to that of boys which is 51% . . . this indicates towards a gender gap of 2 %
2. Girls as persantage of toatl enrollment at elementry level is also low at 63% as compared to that of boys which is 65%. This indicates towards a gender gap of 2%.

Table No. 4
Blockwise Enrolment Scenario at Primary Level

S.no.	Name of Block	% Enrolment		% Enrolment against total population (6-11) years		
		% of girls enrolled against population of girls in age group (6-11) years	% of boys enrolled against population of boys in age group (6-11) years	% of girls enrolled against total population of (6-11) years	% of boys enrolled against total population of (6-11) years	% of children enrolled against total population of (6-11) years
1	Baihar	86%	94%	92%	94%	93%
2	Balaghat	49%	51%	99%	97%	98%
3	Birsa	100%	103%	48%	54%	101%
4	Katangi	100%	101%	48%	52%	100%
5	Kirnapur	101%	101%	51%	51%	101%
6	Khairlanji	101%	100%	50%	50%	100%
7	Lalbarra	100%	100%	50%	50%	100%
8	Lanji	102%	102%	50%	52%	102%
9	Paraswada	98%	99%	48%	52%	98%
10	Waraseoni	101%	101%	50%	52%	101%
	Total	93%	95%	59%	60%	99%

Source :LSA 2000

This table suggests that Girls as percentage of total enrollment at primary level is also low at 59% as compared to that of boys which is 60% this indicates towards a gender gap of 1%.

Table No - 5

Blockwise Target Group and Enrolment at Upper Primary Level

S.No.	Name of Block	Population 11-14 years age group					Enrolment at Upper Primary Level (VI to VIII)					GER
		Boys	Boys as % of total 11-14 population	Girls	Girls as % of total 11-14 population	Total	Boys	Boys as % of total enrolment of upper primary level (VI-VIII)	Girls	Girls as % of total enrolment of upper primary level (VI-VIII)	Total	
1	Baihar	2300	56%	1814	41%	4114	2051	57%	1540	43%	3591	87%
2	Balaghat	6262	52%	5807	48%	12069	5896	52%	4975	48%	10871	86%
3	Birsa	4306	53%	3763	47%	8069	2449	57%	1912	51%	4361	54%
4	Katangi	4956	50%	4869	50%	9825	3547	51%	3473	49%	7020	71%
5	Kirnapur	4928	51%	4603	48%	9531	3876	53%	3486	47%	7362	77%
6	Khairlanji	4298	50%	4238	50%	8536	3395	68%	3356	79%	6751	79%
7	Lalbarra	4662	51%	4461	49%	9123	3564	52%	3286	45%	6850	75%
8	Lanji	4535	52%	4980	48%	10415	4110	55%	3383	45%	7493	72%
9	Paraswada	2858	53%	2554	47%	5412	1916	55%	1567	45%	3483	64%
10	Waraseoni	4667	52%	4393	48%	9060	3577	52%	3358	48%	6935	77%
	Total	43772	51%	41482	48%	86144	33881	55%	30312	50%	64193	75%

Source :LSA 2000

This table suggests that Girls as percentage of total enrollment of upper primary level is also low at 50% as compared to that of boys which is 55%. This indicates towards a larger gender gap of 5%.

Table No. - 6

Blockwise Enrolment Scenario at Upper Primary Level

S.no.	Name of Block	% Enrolment		% Enrolled against total population (11-14) years		
		% of girls enrolled against population of girls in age group (11-14) years	% of boys enrolled against population of boys in age group (11-14) years	% of girls enrolled against total population (11-14) years	% of boys enrolled against total population (11-14) years	% of children enrolled against total population (11-14) years
1	Baihar	85%	89%	37%	50%	87%
2	Balaghat	85%	86%	41%	44%	86%
3	Birsa	51%	57%	24%	30%	54%
4	Katangi	71%	72%	35%	36%	71%
5	Kirnapur	50%	79%	47%	53%	77%
6	Khairlanji	76%	50%	79%	68%	79%
7	Lalbarra	74%	76%	36%	39%	75%
8	Lanji	68%	76%	32%	39%	72%
9	Paraswada	61%	67%	29%	35%	64%
10	Waraseoni	76%	77%	37%	39%	77%
	Total	67%	73%	40%	43%	74%

Source :LSA2000

This table suggests that Girls as persantage of total population of upper primary is also low at 40% as compared to that of boys which is 43% .This indicates towards a gender gap of 3%

Table No -7
Blockwise Target Group and Enrolment at Elementary Level

S.No.	Name of Block	Population 6-14 years age group				Enrolment at Elementary Level (I to VIII)					GER	
		Boys	Boys as % of total 6-14 population	Girls	Girls as % of total 6-14 population	Total	Boys	Boys as % of total enrolment of elementary level (I-VIII)	Girls	Girls as % of total enrolment of elementary level (I-VIII)		Total
1	Bainar	10988	51%	10699	49%	21687	1225	5%	4211	48%	19638	92%
2	Balaghat	20926	51%	19899	49%	40825	19790	51%	18762	49%	38552	94%
3	Birsa	13353	52%	14037	48%	29390	13877	53%	12128	47%	26005	88%
4	Katangji	16580	51%	15910	49%	32490	15393	51%	14339	49%	29932	92%
5	Kirmapur	16843	51%	16413	49%	33256	16043	51%	15507	49%	31550	95%
6	Khairlanji	13551	50%	13362	50%	26913	12620	50%	12539	50%	25159	92%
7	Lalbarra	16047	51%	15580	49%	31627	14919	51%	14451	49%	29370	92%
8	Lanji	17905	51%	17125	49%	35030	16886	52%	15784	48%	32675	92%
9	Paraswada	9986	51%	9404	49%	19390	9012	52%	8279	48%	17291	89%
10	Waraseoni	14899	51%	14254	49%	29153	13962	51%	13339	49%	27361	94%
	Total	153078	51%	146355	49%	299433	142727	51%	134546	49%	277533	92%

Source : LSA 2000

This table suggests that girls as persantage of total enrollment level at 49% as compared to that of boys as elementary levels is 51%. This indicates towards a gender gap of 2%.

Table No. - 8

Blockwise Enrolment Scenario at Elementary Level

S.No.	Name of Block	% Enrolled against gender specific population (6-14) years		% Enrolled against total population 6-14 years		
		% of girls enrolled against population of girls in age group 6-14 years	% of boys enrolled against population of boys in age group 6-14 years	% of girls enrolled against total population 6-14 years	% of boys enrolled against total population 6-14 years	% of children enrolled against total population 6-14 years age group
1	Baihar	91%	93%	44%	47%	92%
2	Balaghat	94%	94%	46%	48%	94%
3	Birsa	86%	90%	41%	47%	88%
4	Katangi	90%	93%	45%	47%	92%
5	Kirnapur	94%	95%	47%	48%	95%
6	Khairlanji	94%	93%	46%	47%	93%
7	Lalbarra	93%	93%	46%	47%	93%
8	Lanji	92%	94%	45%	48%	93%
9	Paraswada	88%	90%	43%	46%	89%
10	Waraseoni	94%	94%	46%	48%	94%
	Total	92%	93%	45%	47%	92%
<i>Source :LSA2000</i>						
This table suggests that Girls as persantage of total population (6-14 years) is low at 45%.						
as compared to that of boys which is 47% .This indicates towards a gender gap of 2%						

Table No - 9

S.No.	Block	SC					ST					OBC					General				
		Boys	Boys as % of total SC enrolment	Girls	Girls as % of total SC enrolment	Total	Boys	Boys as % of total ST enrolment	Girls	Girls as % of total ST enrolment	Total	Boys	Boys as % of total OBC enrolment	Girls	Girls as % of total OBC enrolment	Total	Boys	Boys as % of total Gen enrolment	Girls	Girls as % of total Gen enrolment	Total
1	Baihar	313	48%	334	51%	647	6945	53%	6409	47%	13354	3453	50%	3357	49%	6814	277	52%	251	47%	528
2	Balaghat	1652	50%	1620	49%	3272	3052	54%	2625	46%	5677	13490	51%	12859	49%	26349	1625	50%	1629	50%	3254
3	Birsa	517	50%	509	50%	1026	6978	53%	6214	47%	13192	6169	54%	5553	47%	11522	213	58%	152	42%	365
4	Katangi	1598	51%	1561	49%	3159	1947	52%	1771	48%	3718	11429	51%	10872	49%	22301	419	56%	335	44%	754
5	Kimapur	1298	49%	1336	51%	2634	1280	51%	1214	49%	2494	13293	51%	12793	49%	26066	172	48%	184	52%	356
6	Khairlanji	1190	51%	1160	49%	2350	849	49%	871	51%	1720	10405	50%	10329	50%	20734	175	49%	180	51%	355
7	Lalharra	1094	51%	1043	49%	2137	1870	50%	1860	50%	3730	11787	51%	11576	49%	23357	168	49%	178	51%	346
8	Lanj	1141	99%	1087	102%	2228	3070	88%	2794	87%	5864	12360	95%	11583	92%	23943	315	104%	525	116%	640
9	Paraswada	483	50%	480	50%	963	4575	53%	4139	47%	8714	3796	52%	3576	48%	7316	158	53%	116	47%	298
10	Waraseoni	1677	51%	1607	49%	3284	1628	51%	1572	49%	3200	11052	51%	10605	49%	21657	542	54%	470	46%	1012
	Distt:Balaghat	10963	55%	10737	55%	21700	32194	55%	29469	52%	61663	97234	56%	92641	53%	189859	4064	57%	3844	55%	7908

Source :LSA 2000

Table no -9 **Enrolment Of SC , ST ,OBC & GEN**

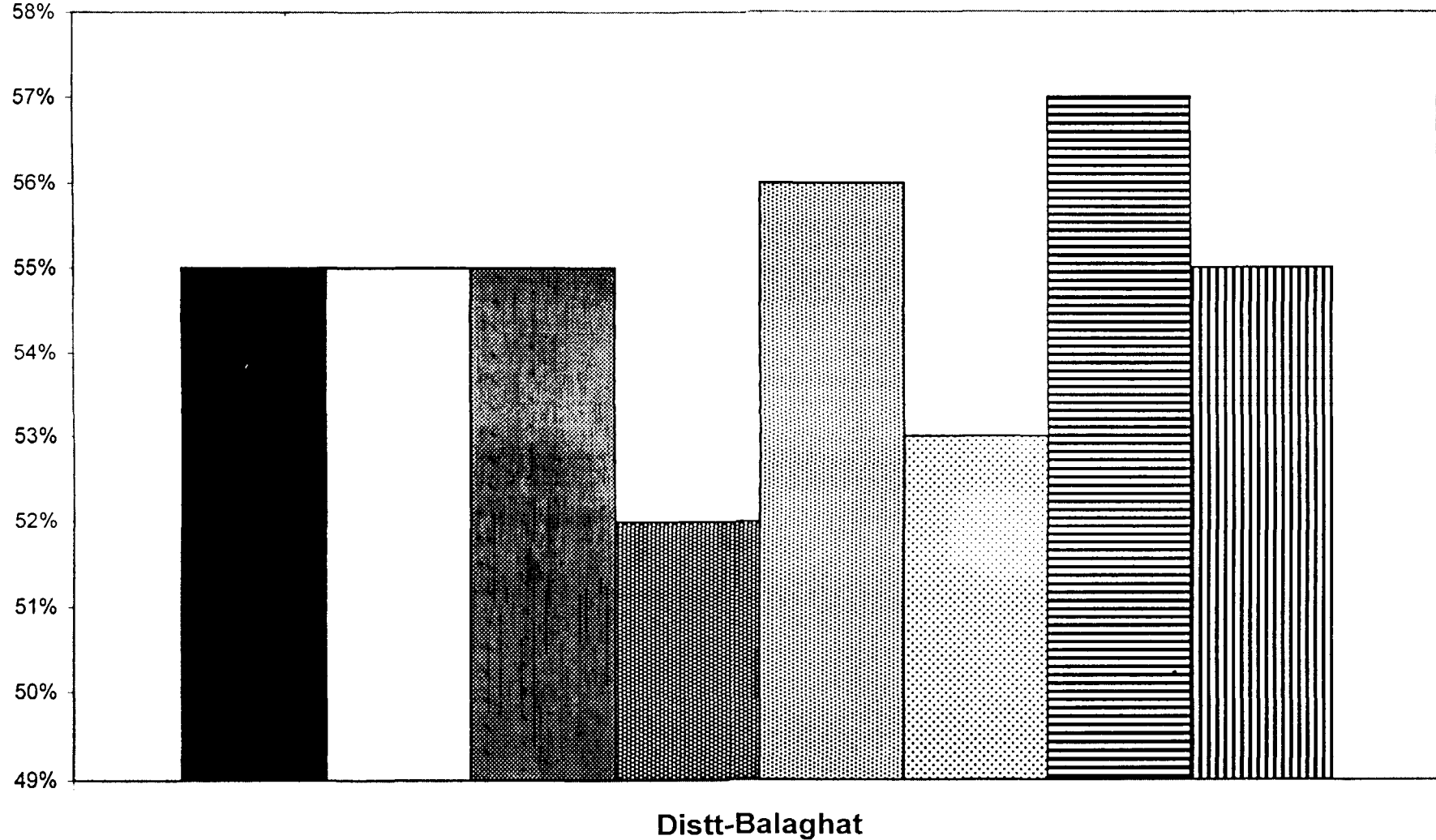


Table No. - 10

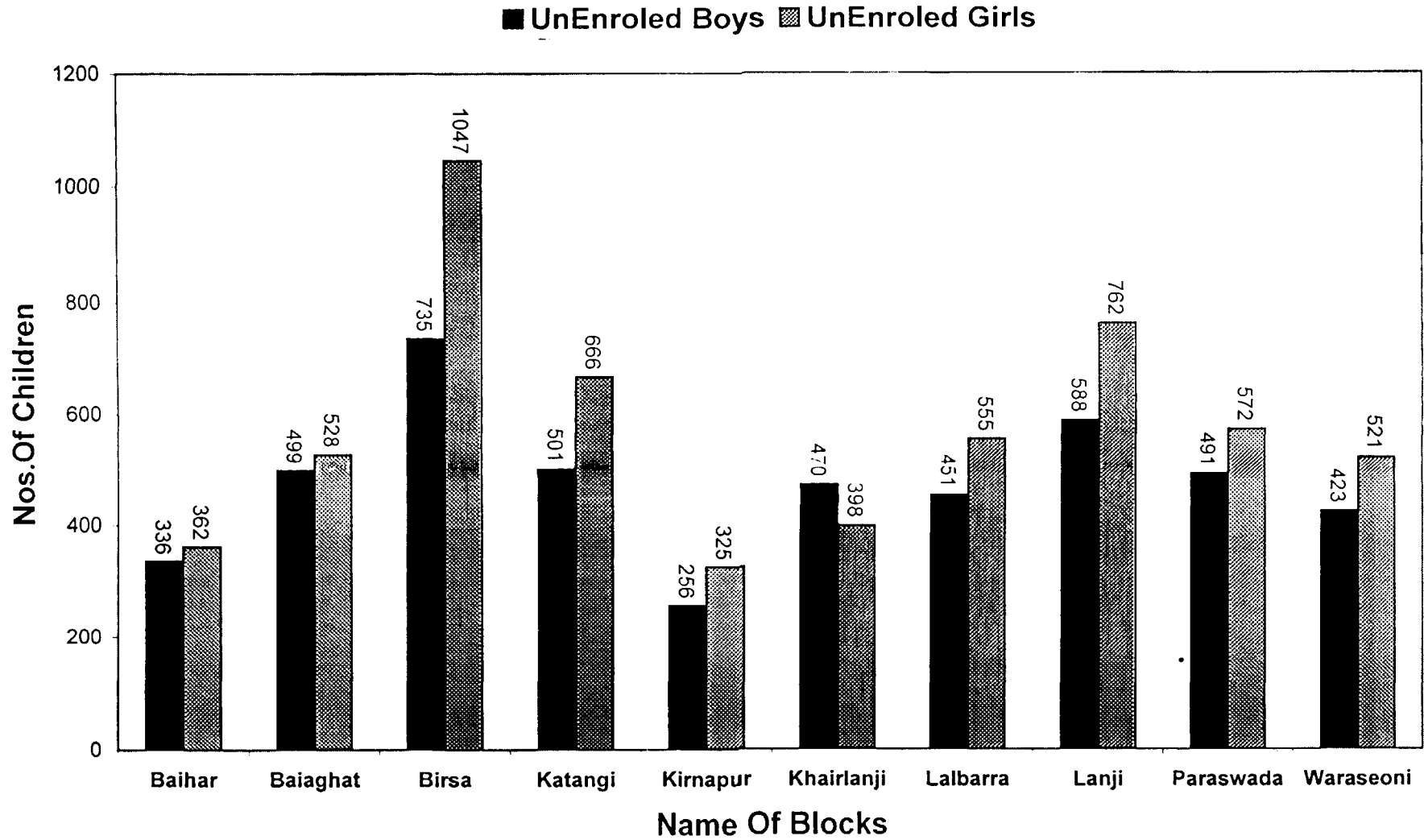
Blockwise Details of Out of School Children (6-14 age group)

S.No.	Block	Number of unenrolled Children					Number of Dropout Children				
		Boys	Boys as % of total unenrolled children	Girls	Girls as % of total unenrolled children	Total	Boys	Boys as % of total dropout children	Girls	Girls as % of total dropout children	Total
1	Baihar	336	3%	362	3%	698	427	42%	576	58%	1003
2	Balaghat	499	2.38%	528	2.65%	1027	586	47%	660	53%	1246
3	Birsa	735	4.70%	1047	8.60%	1782	741	49%	762	51%	1503
4	Katangi	501	3%	666	4.60%	1167	686	49%	705	51%	1391
5	Kirnapur	256	1.50%	325	2.10%	581	544	48%	581	52%	1125
6	Khairlanji	470	3.40%	398	3.10%	868	468	53%	418	47%	886
7	Lalbarra	451	2.30%	555	3.80%	1006	675	53%	588	47%	1263
8	Lanji	588	3.20%	762	4.80%	1350	651	50%	639	50%	1290
9	Paraswada	491	4.90%	572	6.90%	1063	483	47%	553	53%	1036
10	Waraseoni	423	2.80%	521	3.9	944	514	56%	394	44%	908
	Total	4750	3.10%	5736	4.20%	10486	5775	3.60%	5876	50%	11651

Source : LSA 2000

Table No-10

Blockwise UnEnroled Children



Source - LSA 2000

LIBRARY & DOCUMENTATION CENTRE
 National Institute of Educational
 Planning and Administration,
 17-B, Sri Aurobindo Marg,
 New Delhi-110016
 Doc. No. D-11630
 Date 8-10-2008.

Table No. - 11

Blockwise Details of Dropout Children at Primary and Middle Levels.

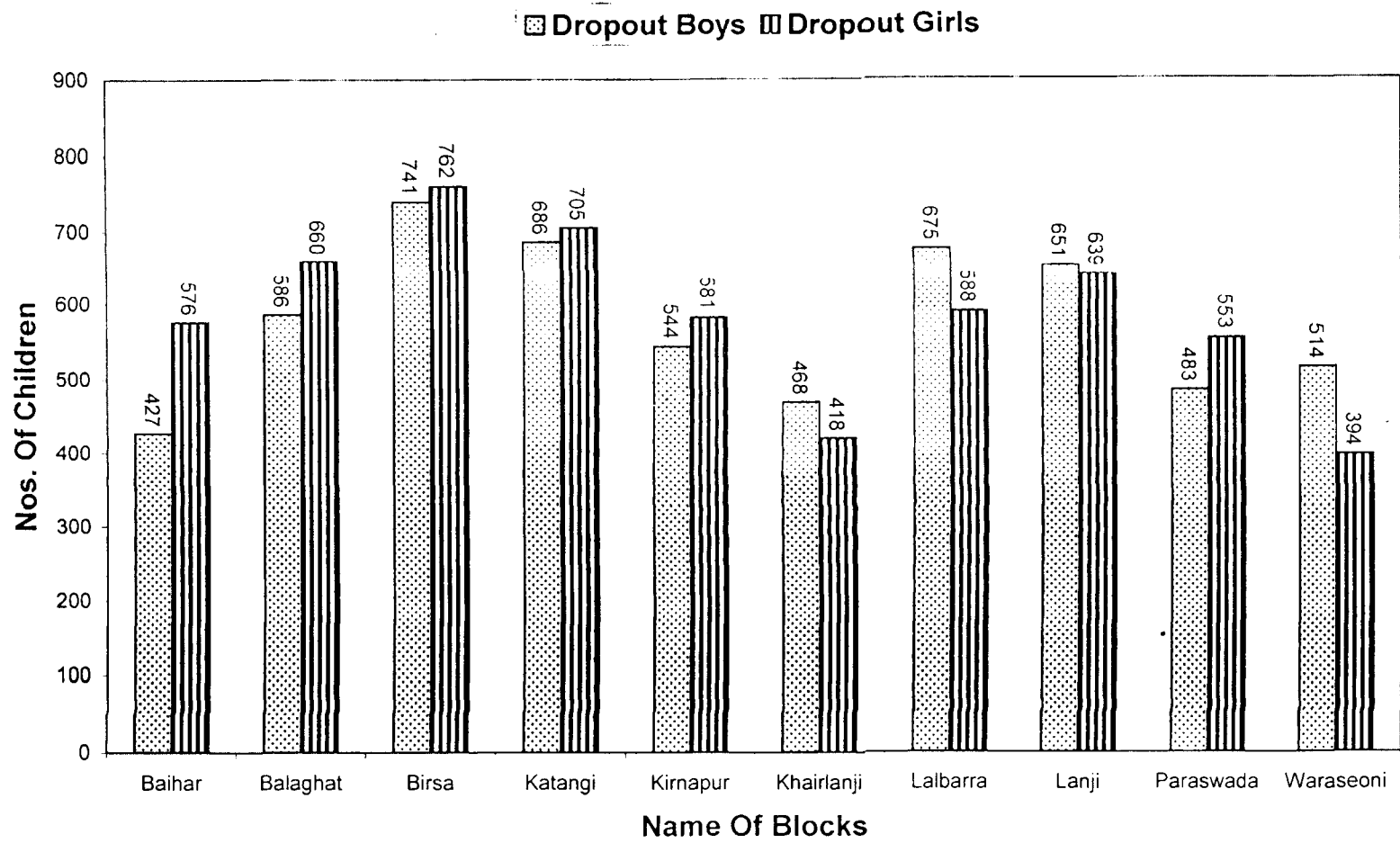
S.No.	Block	Number of Drop-out at Primary Level					Number of Drop-out at Middle level					Total number of Drop-out		
		Boys	Boys as % of total dropouts at primary level	Girls	Girls as % of total dropouts at primary level	Total	Boys	Boys as % of total dropouts at middle level	Girls	Girls as % of total dropouts at middle level	Total	Boys	Girls	Total
1	Baihar	327	4.10%	471	6%	798	100	4.80%	105	6.80%	205	427	576	1003
2	Balaghat	350	2.40%	410	2.90%	760	236	3.70%	250	1.30%	486	586	660	1246
3	Birsa	630	5.50%	654	6.30%	1284	111	4.50%	108	5.60%	219	741	762	1503
4	Katangi	543	4.50%	560	5.00%	1103	143	4%	145	4.10%	288	686	705	1391
5	Kimapur	370	3.00%	433	3.60%	803	174	4.40%	148	4.20%	322	544	581	1125
6	Khairlanji	349	3.80%	270	2.90%	619	115	3.40%	152	4.50%	267	462	424	886
7	Lalbarra	502	4.40%	437	3.90%	939	173	4.80%	151	4.50%	342	675	588	1263
8	Lanji	456	3.50%	451	3.60%	907	195	4.70%	188	5.50%	383	651	639	1290
9	Paraswada	415	5.80%	476	7.00%	891	58	3.50%	77	4.90%	145	483	553	1036
10	Waraseoni	381	3.60%	292	2.90%	673	133	3.70%	102	3%	235	514	394	908
	Total	4323	3.90%	4454	4.70%	8777	1448	4.10%	1426	4.40%	2892	5769	5882	11651

Source : LS4 2000

It can be concluded from Table no. -11:

1. Girls as persantage of total dropout at primary level happen to be 4.7% . as compared to 3.90% boys. This evidently indicates towards a gender gap of 0.8%.
2. Girls as persantage of total dropout at middle level happen to be 4.4% as compared to 4.1% of boys. this evidently indicates towards a gender gap of 0.3%.

Table No -11 **Blockwise Dropout Children**



Source - LSA 2000

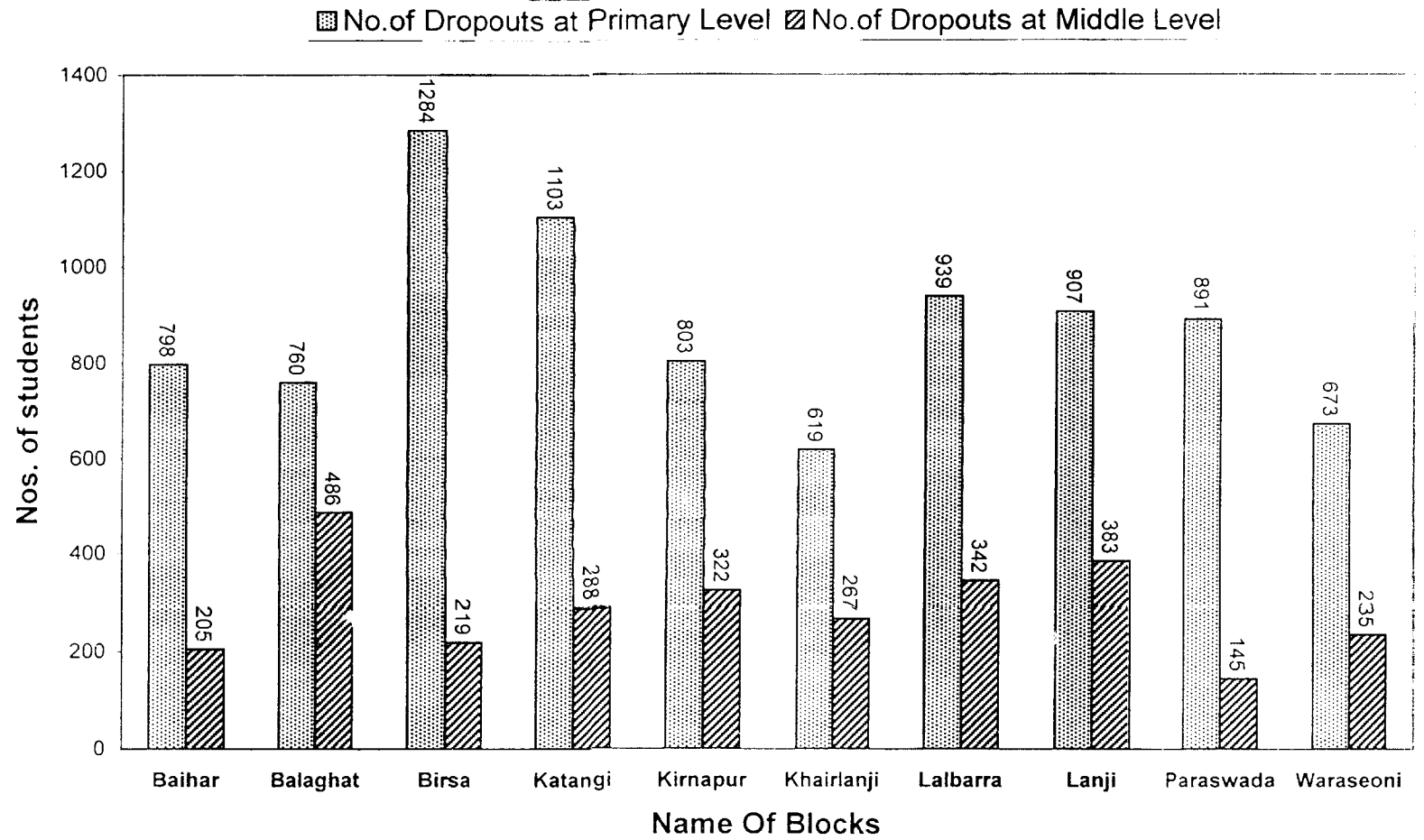
Table No. - 12
Blockwise Details of Dropout Children and Reasons for Dropout

S.No.	Block	Total number of dropout children	Dropout % to total Population of 6-14		Reasons and % of Dropout								
			Boys	Girls	1	2	3	4	5	6	7	8	9
1	Baihar	1003	4.10%	6.10%	16%	23%	18%	21%	6.40%	5.20%	2.90%	0.10%	6.10%
2	Balaghat	1246	2.90%	3.50%	16.05%	16.53%	14.60%	24.87%	6.26%	4.17%	6.66%	2.16%	8.50%
3	Birsa	1503	5.30%	6.20%	20%	16%	15%	29%	6%	6%	2%	1%	6%
4	Katangji	1391	4.40%	4.90%	0.40%	0.60%	0.50%	1.40%	0.20%	0.40%	0.12%	0.02%	0.50%
5	Kirnapur	1125	3.40%	3.70%	20%	9%	8%	42%	5%	2%	2%	-	12%
6	Khairlanji	886	3.60%	3.30%	0.6%	0.3%	0.44	1.02	0.05	0.11	0.12	0.02	0.65
7	Lalbarra	1263	4.50%	4.00%	20%	14%	8.30%	32.30%	3%	7.30%	1.30%	3.30%	10.20%
8	Lanji	1290	3.80%	4.00%	12%	12%	10%	22%	3%	77%	6%	-	35%
9	Paraswada	1036	5.30%	6.60%	16%	15%	9%	33%	3%	6%	2%	0.30%	16%
10	Waraseoni	908	3.70%	2.90%	12.90%	11.10%	11.10%	27.60%	8.30%	6.60%	2.60%	0.60%	18.80%
	Distt Balaghat	11651	4.10%	4.52%	20.20%	15.60%	13.90%	33.50%	4.60%	12.50%	3.70%	0.90%	17.80%

Source :LSA 2000

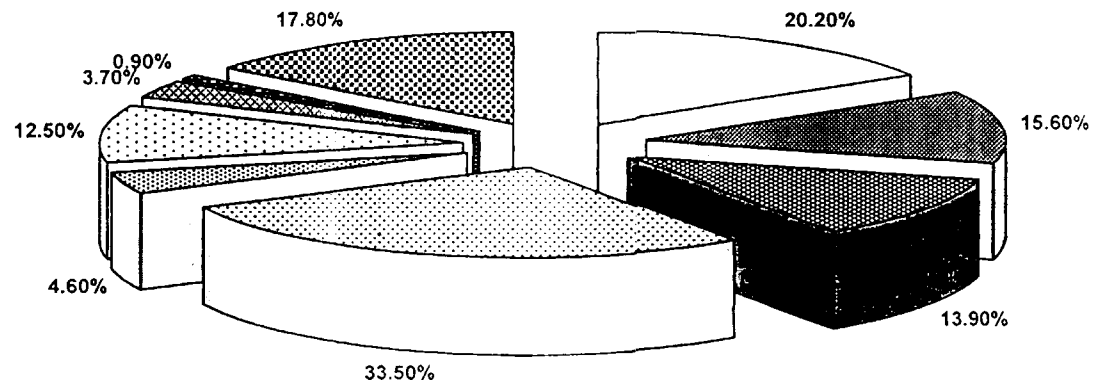
- Reasons for dropout: 1 .working as labour/agriculture/wood picking
2. Sibling care
3. Poverty
4. Not sending girls to school due to Society's orthodox belief in gender basis.
5. Non availability of educational facilities.
6. Sosial reasons 7. Physical handicaps/long illness
8. School atmosphere. 9. Others reasons.

Table No-12 Blockwise Dropout children at Primary & Middle Level



Source - LSA 2000

Table No-12 Dropout Children and Reason for Dropout Children



- 1
- ▨ 2
- ▩ 3
- 4
- ▨ 5
- ▩ 6
- ▨ 7
- ▩ 8
- ▨ 9

Source - LSA 2000

Distt.-Balaghat

BLOCK- BAIHAR

Table - 13

Classwise Numbers of Dropout Children

Class	Number of Dropout					% of Dropouts against total number of		
	B	%	G	%	Total	% Boys	% Girls	Total
1	65	3	99	5	164	40	60	100%
2	57	4	98	6	165	38	62	100%
3	75	4	81	5	156	48	52	100%
4	60	4	103	7	163	27	63	100%
5	70	6	90	8	160	44	56	100%
Total I-V	327	4	471	6	798	41	59	100%
6	33	4	30	5	63	53	47	100%
7	32	5	40	9	73	44	56	100%
8	34	6	35	10	69	49	51	100%
Total VI-VIII	100	0.5	105	6	205	49	51	100%
Total I-VIII	427	4	576	6	1003	43	47	100%

Source :LSA 2000

BLOCK-Balaghat

Table - 13

Classwise Numbers of Dropout Children

Class	Number of Dropout					% of Dropouts against total number of		
	B	%	G	%	Total	% Boys	% Girls	Total
1	42	1.50%	47	1.70%	89	47%	53%	100%
2	54	2.10%	65	2.60%	119	45%	55%	100%
3	75	2.40%	103	4.70%	178	42%	58%	100%
4	79	2.60%	85	3.00%	164	48%	52%	100%
5	100	3.20%	110	3.70%	210	48%	52%	100%
Total I-V	350	2.40%	410	2.90%	760	46%	54%	100%
6	74	3.40%	77	4.20%	151	49%	51%	100%
7	73	4.80%	83	5.90%	156	47%	53%	100%
8	89	5.10%	90	5.30%	179	50%	50%	100%
Total VI-VIII	236	4.30%	250	5.10%	486	49%	51%	100%
Total I-VIII	586	2.90%	660	3.10%	1246	47%	53%	100%

Source :LSA 2000

BLOCK-Bid

Table - 13

Class	Number of Dropout				% of Dropouts against total number of			
	B	%	G	%	Total	% Boys	% Girls	Total
1	123	4.60%	129	4.90%	252	49%	51%	100%
2	127	5.50%	121	5.70%	248	51%	49%	100%
3	147	5.40%	187	8%	334	44%	56%	100%
4	90	4%	118	6.20%	208	43%	57%	100%
5	143	9%	99	7.10%	242	59%	41%	100%
Total I-V	630	5.50%	654	6.30%	1284	49%	51%	100%
6	63	6.00%	54	6.90%	117	54%	46%	100%
7	26	3.30%	32	5.20%	58	45%	55%	100%
8	22	3.50%	22	4.20%	44	50%	50%	100%
Total VI-VIII	111	4.50%	108	5.60%	219	51%	49%	100%
Total I-VIII	741	5.30%	762	6.20%	1503	49%	51%	100%

Source :LSA2000

BLOCK- KATANGI

Table - 13

Class	Number of Dropout				% of Dropouts against total number of			
	B	%	G	%	Total	% Boys	% Girls	Total
1	64	2.7	66	3.1	130	49	51	100%
2	83	4	110	5.4	193	43	57	100%
3	132	4.5	114	4.2	246	54	46	100%
4	107	4.1	82	3.5	189	57	43	100%
5	157	6.3	188	8.5	345	46	54	100%
Total I-V	543	4.6	560	5	1103	49	51	100%
6	72	4.9	74	5.2	146	49	51	100%
7	40	3.9	32	3.2	72	56	44	100%
8	31	1.8	39	3.5	70	44	56	100%
Total VI-VIII	143	4	145	4.1	288	50	50	100%
Total I-VIII	686	4	705	4.8	1391	49	51	100%

Source :LSA2000

BLOCK-KirnaPur

Table - 13

Classwise Numbers of Dropout Children

Class	Number of Dropout					% of Dropouts against total number of		
	B	%	G	%	Total	% Boys	% Girls	Total
1	32	1%	54	2%	86	37%	63%	100%
2	41	2%	66	3%	107	38%	62%	100%
3	74	3%	83	3%	157	47%	53%	100%
4	73	3%	72	3%	145	50%	50%	100%
5	150	6%	158	6%	308	49%	51%	100%
Total I-V	370	3%	433	4%	803	46%	54%	100%
6	72	4%	69	5%	141	51%	49%	100%
7	55	5%	47	5%	102	54%	46%	100%
8	47	4%	32	3%	79	59%	41%	100%
Total VI-VIII	174	4%	148	4%	322	54%	46%	100%
Total I-VIII	544	3%	581	4%	1125	48%	52%	100%

Source : LSA2000

BLOCK-KhairLanji

Table - 13

Classwise Numbers of Dropout Children

Class	Number of Dropout					% of Dropouts against total number of		
	B	%	G	%	Total	% Boys	% Girls	Total
1	45	2.4	46	2.6	91	49.45	50.55	100%
2	55	3.3	46	2.8	101	54.45	45.55	100%
3	80	4.1	63	3.2	143	56	44	100%
4	56	2.8	42	2	98	57.15	42.85	100%
5	115	5.8	84	4.1	199	57.8	42.2	100%
Total I-V	351	3.7	281	2.9	632	55.5	44.5	100%
6	40	2.9	50	3.8	90	44.4	55.6	100%
7	25	2.7	47	5.3	72	34.7	65.3	100%
8	46	4.6	46	5.1	92	50	50	100%
Total VI-VIII	111	3.4	143	4.6	254	43.7	56.3	100%
Total I-VIII	462	3.6	424	3.3	886	52.15	47.85	100%

Source : LSA2000

Classwise Numbers of Dropout Children

Class	Number of Dropout					% of Dropouts against total number of		
	B	%	G	%	Total	% Boys	% Girls	Total
1	44	2%	34	2%	78	56%	44%	100%
2	83	4%	55	3%	138	60%	40%	100%
3	108	4%	99	4%	207	52%	48%	100%
4	99	4%	92	4%	191	52%	48%	100%
5	168	7%	157	6%	325	52%	48%	100%
Total I-V	502	5%	437	4%	939	53%	47%	100%
6	74	5%	67	5%	141	52%	48%	100%
7	52	5%	46	5%	98	53%	47%	100%
8	47	4%	38	3%	85	55%	45%	100%
Total VI-VIII	173	5%	151	4%	324	53%	47%	100%
Total I-VIII	675	5%	588	4%	1263	53%	47%	100%

Source: LSA2000

BLOCK-Lanji

Classwise Numbers of Dropout Children

Class	Number of Dropout					% of Dropouts against total number of		
	B	%	G	%	Total	% Boys	% Girls	Total
1	54	2	48	2	102	53	47	100%
2	72	3	70	3	142	51	49	100%
3	85	3	89	3	174	49	51	100%
4	93	3	96	3	189	49	51	100%
5	152	6	148	6	300	51	49	100%
Total I-V	456	4	451	4	907	50	50	100%
6	81	5	79	6	160	51	49	100%
7	46	4	54	6	100	46	54	100%
8	68	6	55	5	123	55	45	100%
Total VI-VIII	195	5	188	6	383	51	49	100%
Total I-VIII	651	4	639	4	1290	50	50	100%

Source: LSA2000

Table - 13

Class	Number of Dropout					% of Dropouts against total number of		
	B	%	G	%	Total	% Boys	% Girls	Total
1	73	4.40%	114	7.30%	187	39%	61%	100%
2	82	6.60%	91	7.20%	173	47%	53%	100%
3	112	8.40%	116	7.90%	238	47%	53%	100%
4	76	5.00%	70	5.30%	146	52%	48%	100%
5	62	4.70%	85	7.50%	147	42%	58%	100%
Total I-V	415	5.80%	476	7.10%	891	45%	55%	100%
6	28	3.20%	37	5.10%	65	43%	57%	100%
7	31	5.10%	21	4.50%	52	40%	60%	100%
8	9	1.90%	19	5.00%	28	32%	68%	100%
Total VI-VIII	68	3.50%	77	4.90%	145	46%	54%	100%
Total I-VIII	483	5.30%	553	6.60%	1036	47.00%	53.00%	100%

Source : LSA-2000
BLOCK-Waraseoni

Table - 13

Class	Number of Dropout					% of Dropouts against total number of		
	B	%	G	%	Total	% Boys	% Girls	Total
1	55	2.6	22	1.1	77	71	29	100%
2	50	2.6	54	2.9	104	48	52	100%
3	90	4.3	78	3.6	168	54	46	100%
4	82	4.9	51	2	123	67	33	100%
5	104	4.8	97	4.4	201	52	48	100%
Total I-V	381	3.6	292	2.9	673	57	43	100%
6	50	3.3	35	2.5	85	59	41	100%
7	44	4.2	34	3.4	78	56	44	100%
8	37	3.5	35	3.4	72	51	49	100%
Total VI-VIII	133	3.7	102	3	235	57	43	100%
Total I-VIII	514	3.7	394	2.9	908	57	43	100%

Source : LSA2000

Table No. - 14

Blockwise Details of Transition From Class V to VI

S No.	Block	Number of Children enrolled in Class V in 99-2000			Number of children who passed class V exams in 99-2000			Number of children enrolled in class VI in 2000-2001*			Transition Rate		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Baihar	1032	928	1960	648	532	1180	516	480	996	80%	90%	84%
2	Balaghat	2047	2038	4085	1358	1340	2698	1124	1205	2329	83%	90%	86%
3	Birsa	1335	1007	2342	731	702	1433	624	598	1222	85%	85%	85%
4	Katangi	2093	1865	3958	1258	1150	2408	1021	1024	2045	81%	89%	85%
5	Kirnapur	2166	1772	3938	1318	1078	2396	1166	905	2071	88%	84%	86%
6	Khairlanji	1809	1694	3503	1316	1204	2520	1109	1089	2198	84%	90%	87%
7	Lalbarra	1757	1622	3379	1160	1029	2189	988	906	1894	85%	88%	87%
8	Lanji	2331	2280	4611	1373	1349	2722	1215	1196	2411	88%	89%	89%
9	Paraswada	1163	1032	2195	648	577	1225	588	502	1090	91%	87%	89%
10	Waraseoni	1912	1958	3870	1102	1132	2234	1012	978	1990	92%	86%	89%
	Distt Balaghat	17645	16196	33841	10912	10093	21013	9363	8883	18246	86%	88%	87%

Source :LSA 2000

This table suggests :

1. The transition of Girls (88%) is higher than that of boys(86%). This data shows a gender gap of 2%
2. Overall transition rate of the district is 87%.
3. Transition rate is lowest in Baihar block, where as transition rate among the girls is lowest in Kirnapur block.

Table No-14

Transition Of Boys And Girls From Class V To VI

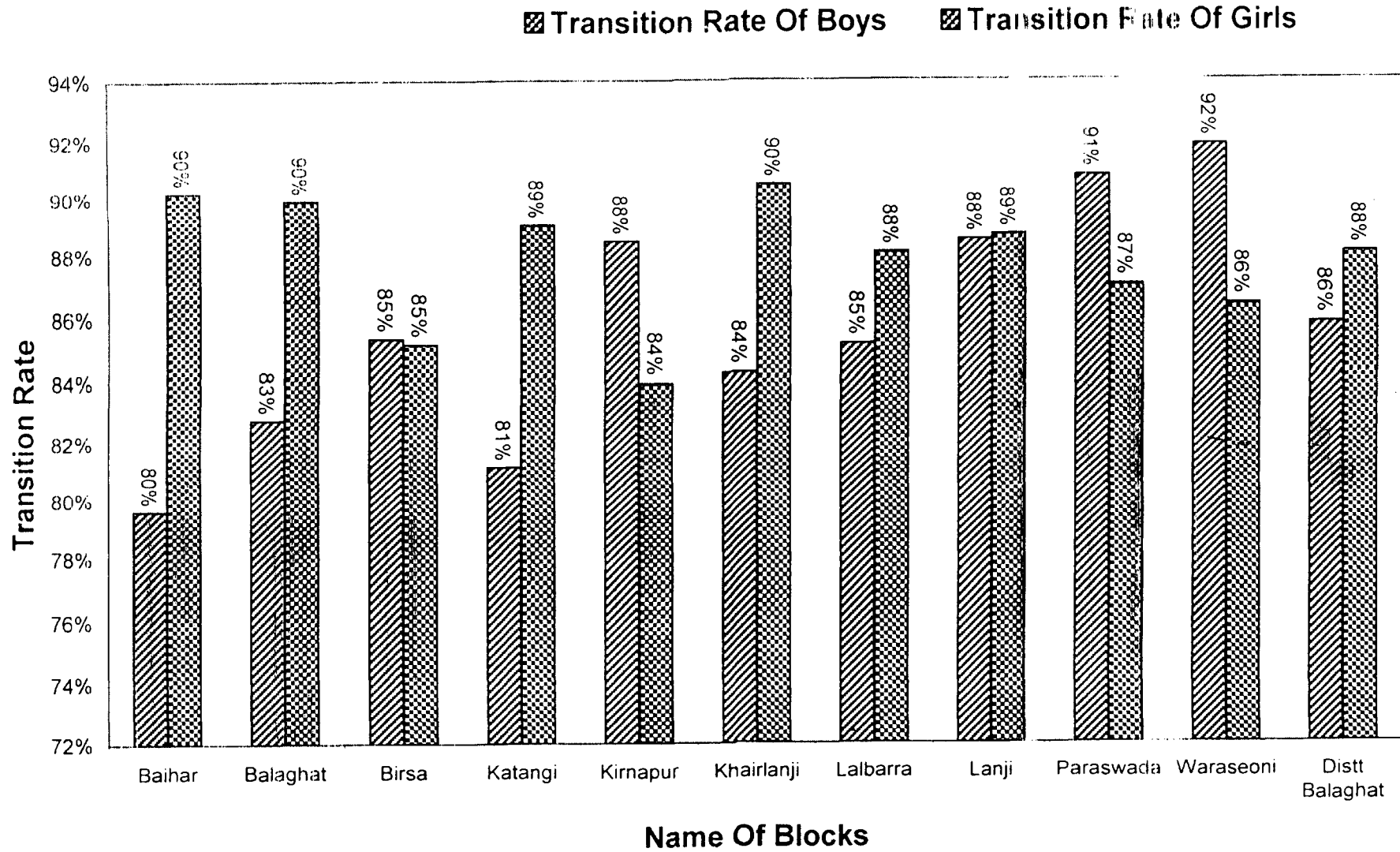


Table No. - 14

Blockwise Details of Transition From Class V to VI

S No.	Block	Number of Children enrolled in Class V in 99-2000			Number of children who passed class V exams in 99-2000			Number of children enrolled in class VI in 2000-2001*			Transition Rate		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Baihar	1032	928	1960	648	532	1180	516	480	996	80%	90%	84%
2	Balaghat	2047	2038	4085	1358	1340	2698	1124	1205	2329	83%	90%	86%
3	Birsa	1335	1007	2342	731	702	1433	624	598	1222	85%	85%	85%
4	Katangi	2093	1865	3958	1258	1150	2408	1021	1024	2045	81%	89%	85%
5	Kirnapur	2166	1772	3938	1318	1078	2396	1166	905	2071	88%	84%	86%
6	Khairlanji	1809	1694	3503	1316	1204	2520	1109	1089	2198	84%	90%	87%
7	Lalbarra	1757	1622	3379	1160	1029	2189	988	906	1894	85%	88%	87%
8	Lanji	2331	2280	4611	1373	1349	2722	1215	1196	2411	88%	89%	89%
9	Paraswada	1163	1032	2195	648	577	1225	588	502	1090	91%	87%	89%
10	Waraseoni	1912	1958	3870	1102	1132	2234	1012	978	1990	92%	86%	89%
	Distt Balaghat	17645	16196	33841	10912	10093	21013	9363	8883	18246	86%	88%	87%

Source : LSA 2000

This table suggests :

1. The transition of Girls (88%) is higher than that of boys(86%). This data shows a gender gap of 2%
2. Overall transition rate of the district is 87%.
3. Transition rate is lowest in Baihar block, where as transition rate among the girls is lowest in Kirnapur block.

Table No-14 Transition Of Boys And Girls From Class V To VI

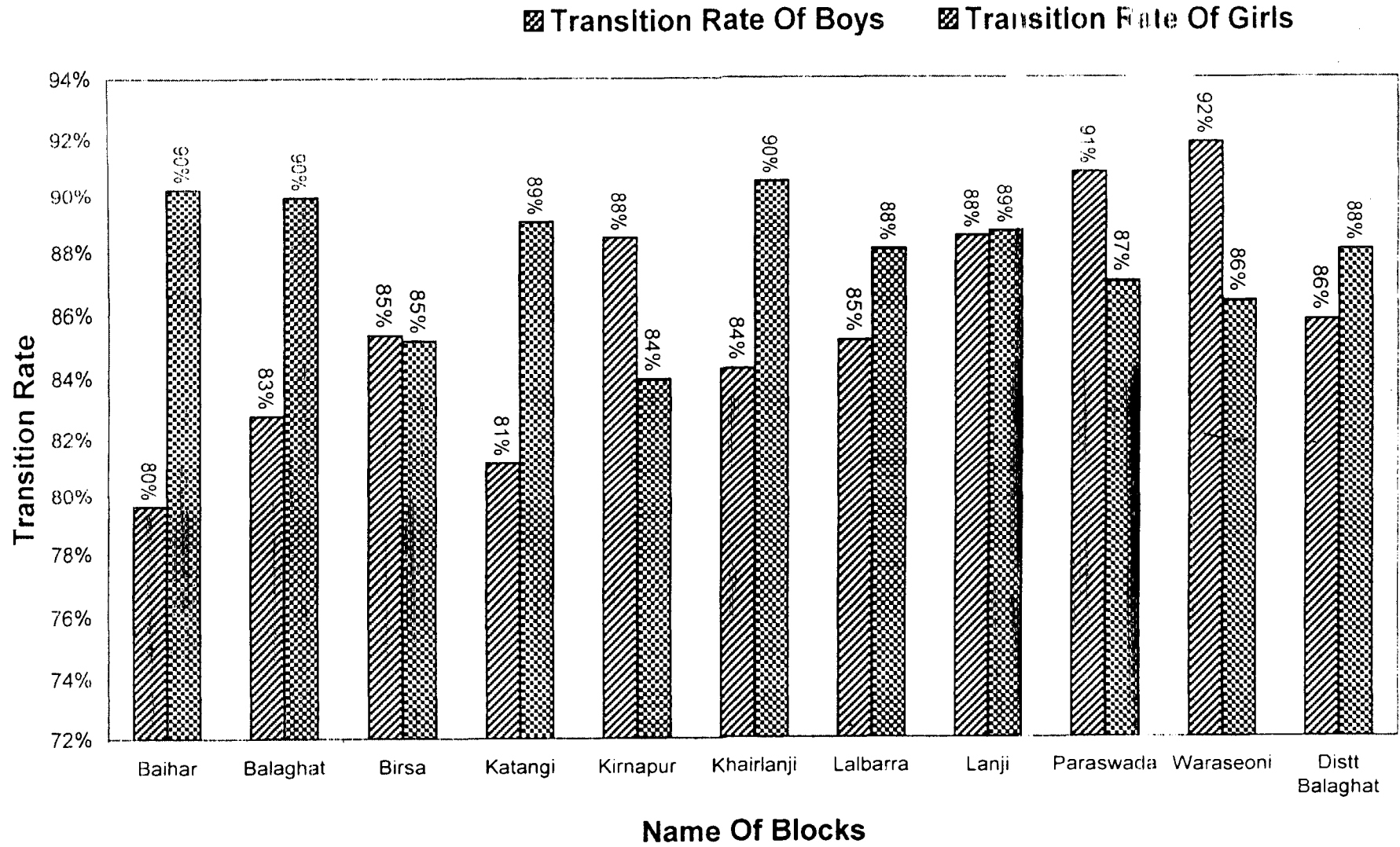


Table No. - 15

Blockwise Achievement of Children At Primary Level

S.No	Block	Total Enrolled	Total Number of children who have got A, B, C, D grade in language Maths & EVS															
			Language				Maths				EVS				Total			
			A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1	Baihar	21334	4330	7938	5935	4036	4038	7230	7035	3036	5836	5432	6035	4036	4574	6866	6035	3764
2	Balaghat	22943	2507	4038	7615	8783	2388	3801	7604	9154	2314	4200	7370	8227	2404	4014	7529	8721
3	Birsa	21744	1808	4632	7212	8092	2800	3010	6422	9512	2034	4433	8252	7025	3893	4213	7428	4210
4	Katangi	20654	2069	3017	7525	8043	1429	3017	7291	8917	1404	3535	7186	8535	1429	3005	8264	7956
5	Kirnapur	22994	5292	5860	6380	5462	5618	6008	6283	5085	5561	6072	6207	5154	5523	5983	6323	5165
6	Khairlanji	17994	2288	3737	5535	6433	2043	3299	5677	6977	2250	3652	5573	6591	2721	3464	5590	6929
7	Lalbarra	17662	1315	2729	5862	7756	1139	2299	5638	8586	1269	2564	5812	8017	1191	2517	5780	8174
8	Lanji	25182	3777	8814	11332	1259	3022	8058	12591	1511	4533	9569	10072	1008	3777	8814	11332	1259
9	Paraswada	13805	2903	3512	3589	3804	3089	3326	3712	3681	2927	3488	3445	3948	2893	3522	3420	3973
10	Waraseoni	20366	2462	3169	6734	8001	2367	3117	6920	7962	3376	4269	7404	5317	2734	3518	7015	7099
		204685	28751	47446	66822	61669	27933	43165	69173	64421	31504	47214	67280	57858	28539	45916	68716	57250

Source :LSA 2000

This Table suggests that:

1. 14% children in the district are in A grade in all the three subjects i.e. Language, Maths & Environmental studies
2. 23% children in the district fared in B grade in all the above mentioned three subjects.
3. 34% children in the district are in C grade in all the above mentioned three subjects
4. Rest 29% children in the district fall in D grade in all the above subjects.

Table No.- 16

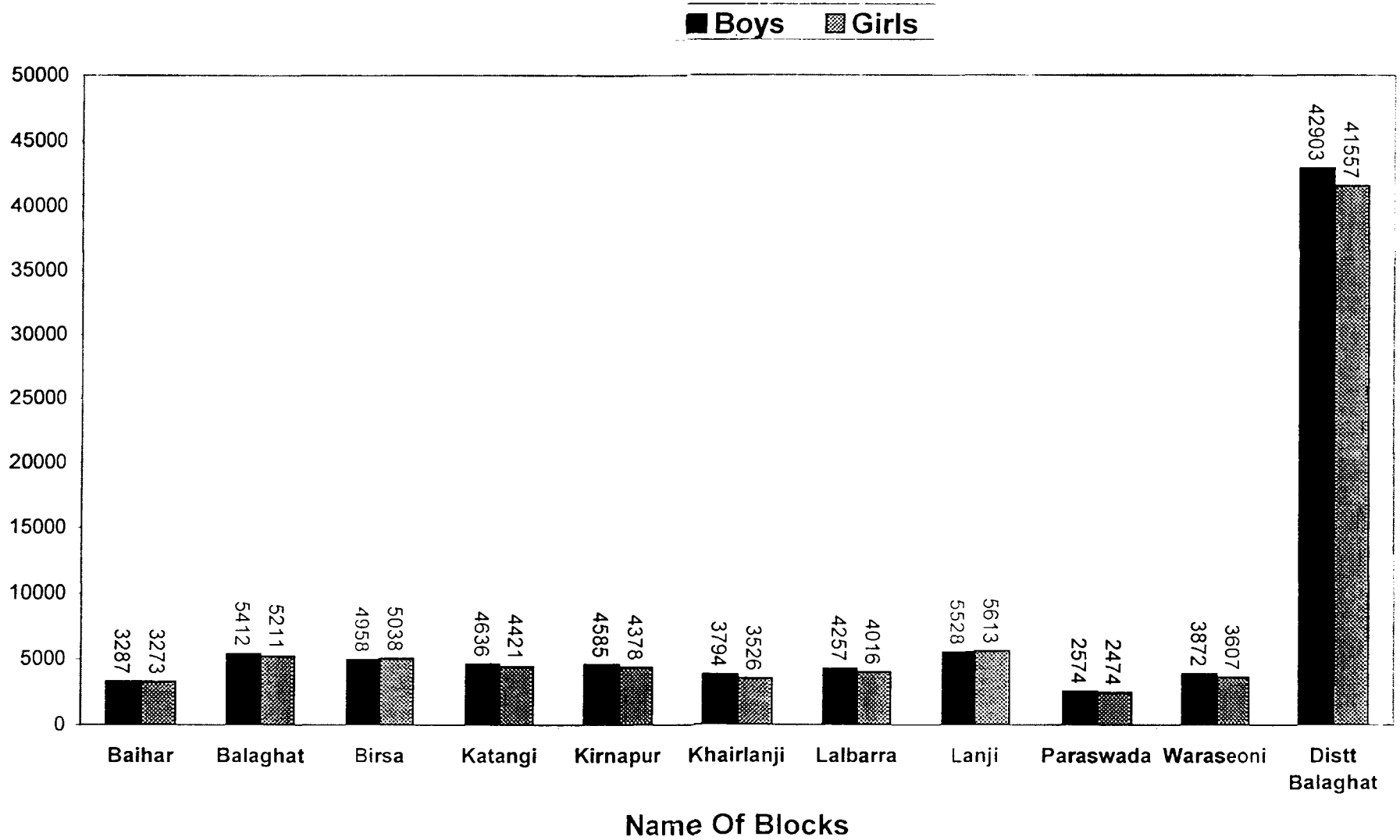
Blockwise Details of Children in Age Group 3-6 Years

S.No.	Name of Block	Children in Age Group (3-6) Years				
		Boys	Boys as % of total population (3-6 yaers)	Girls	Girls as % of total population (3-6 yaers)	Total
1	Baihar	3287	50%	3273	49%	6560
2	Balaghat	5412	51%	5211	49%	10623
3	Birsa	4958	50%	5038	50%	9996
4	Katangi	4636	51%	4421	49%	9057
5	Kirnapur	4585	51%	4378	49%	8963
6	Khairlanji	3794	51%	3526	49%	7370
7	Lalbarra	4257	51%	4016	49%	8273
8	Lanji	5528	49%	5613	51%	11141
9	Paraswada	2574	51%	2474	49%	5048
10	Waraseoni	3872	52%	3607	48%	7479
	Distt Balaghat	42903	51%	41557	49%	84510

Source :LSA 200

Table No-16

Details Of Children In Age Group 3-6 Years



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	No. of Habitaion not having Early Childhood Education support services *
1	Baihar	0	0	149	0
2	Balaghat	1	4	118	58
3	Birsa	2	0	160	95
4	Katangi	0	0	51	63
5	Kirnapur	0	0	91	91
6	Khairlanji	0	0	30	91
7	Lalbarra	0	0	95	72
8	Lanji	0	0	72	97
9	Paraswada	0	0	147	0
10	Waraseoni	0	0	64	65
	Distt Balaghat	3	4	977	632

Source :LSA 2000

This table suggests that :
there are still 632 habitation in the district
which are not covered by the exiting angan
badies.this indicates towards the danger of unenrollment and dropouts of children
engaged in sibling core.

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 Requiriement for Shelters	No. of Primary Schools	No. of Primary Schools having School Building	Additional Requiriement for school building	No. of Middle Schools	No. of Middle Schools having School Building	Additional Requiriement of school buildings		Requirement of Additional Rooms in Primary School Building	Requirement of Additional Rooms in Middle School Building
										In Exiting Middle School	In PS/EGS which are proposed for upgradation		
1	Baihar	65	0	65	176	148	28	43	19	24	14	100	13
2	Balaghat	32	0	32	188	160	28	42	28	14	5	63	19
3	Birsa	88	4	84	203	143	60	45	32	13	5	421	107
4	Katangi	28	0	28	177	164	13	42	28	14	9	226	50
5	Kirnapur	34	0	34	168	145	23	37	26	14	12	92	35
6	Khairlanji	16	0	16	135	121	14	37	22	15	14	64	17
7	Lalbarra	31	0	31	152	143	9	32	25	7	14	87	19
8	Lanji	69	0	69	159	129	30	41	19	12	12	110	69
9	Paraswada	28	0	0	172	147	25	42	26	16	10	91	16
10	Waraseoni	9	0	9	156	138	16	35	24	11	1	292	52
	Total	400	4	368	1686	1438	246	396	249	140	96	1546	397

Source :LSA 2000

Table No. - 19

Blockwise PTR at Primary Level

S.No.	Name of Block	Enrolment in Primary Level (PS+EGS)	Number of teachers of PS			Number of Gurujis			Number of Teachers at Primary Level (PS+EGS)			PTR	Need for additional teachers based on criteria of two teachers per PS		
			Male	Female	Total	Male	Female	Total	Male	Female	Total		Male	Female	Total
1	Baihar	16047	217	60	277	52	13	65	269	73	342	47 : 1	15	45	60
2	Balaghat	28205	405	201	606	36	6	42	441	207	648	43 : 1	-	-	41
3	Birsa	21744	261	78	339	88	11	99	349	89	438	50 : 1	86	60	146
4	Katangi	20654	313	121	434	26	19	45	339	140	479	43 : 1	0	0	0
5	Kirnapur	22244	392	68	460	31	3	34	423	71	494	45 : 1	-	-	-
6	Khairlanji	17204	261	76	337	16	2	18	277	78	355	49 : 1	33	75	108
7	Lalbarra	20051	285	76	361	36	14	50	321	90	411	49 : 1	80	83	133
8	Lanji	25182	338	81	419	57	12	69	395	93	488	51 : 1	22	50	72
9	Paraswada	13808	56	275	331	11	17	28	67	292	359	38 : 1	30	10	40
10	Waraseoni	17436	323	89	412	10	2	12	333	91	425	41 : 1	-	-	-
	Total	202575	2851	1125	3976	363	99	462	3214	1224	4438	50 : 1	266	323	600

Source : LSA 2000

This Table suggests that:

1. PTR in primary school in the district is 50% as against the desired rate of 40:1 .

This indicates towards the need of providing additional teachers

2. On the criteria of 1 teacher on every 40 students and at least 2 teachers in every PS, the need for 600 teachers has emerged .

Table No. - 20

Blockwise PTR at Middle Level

No.	Block	Enrolment at Middle Level	Number of Teachers			PTR
			Male	Female	Total	
1	Baihar	3591	115	7	122	29 : 1
2	Balaghat	10347	-	-	232	44 : 1
3	Birsa	4459	137	19	156	29 : 1
4	Katangi	5862	166	22	188	31 : 1
5	Kirnapur	4713	126	14	140	34 : 1
6	Khairlanji	4371	123	13	136	35 : 1
7	Lalbarra	4662	134	21	155	29 : 1
8	Lanji	7493	197	12	209	34 : 1
9	Paraswada	3483	21	135	156	22 : 1
10	Waraseoni	4171	134	25	159	26 : 1
	Total	53152	1153	268	1653	31 : 1

Source :ISA 2000

Table 20 suggests that:

1. As compared to the PTR 50% of the primary schools. The PTR at middle level is slightly better 31%.
2. Despite this fact additional teachers are still needed subjectives in the middle schools.

No.Of Teachers At Balaghat Distt

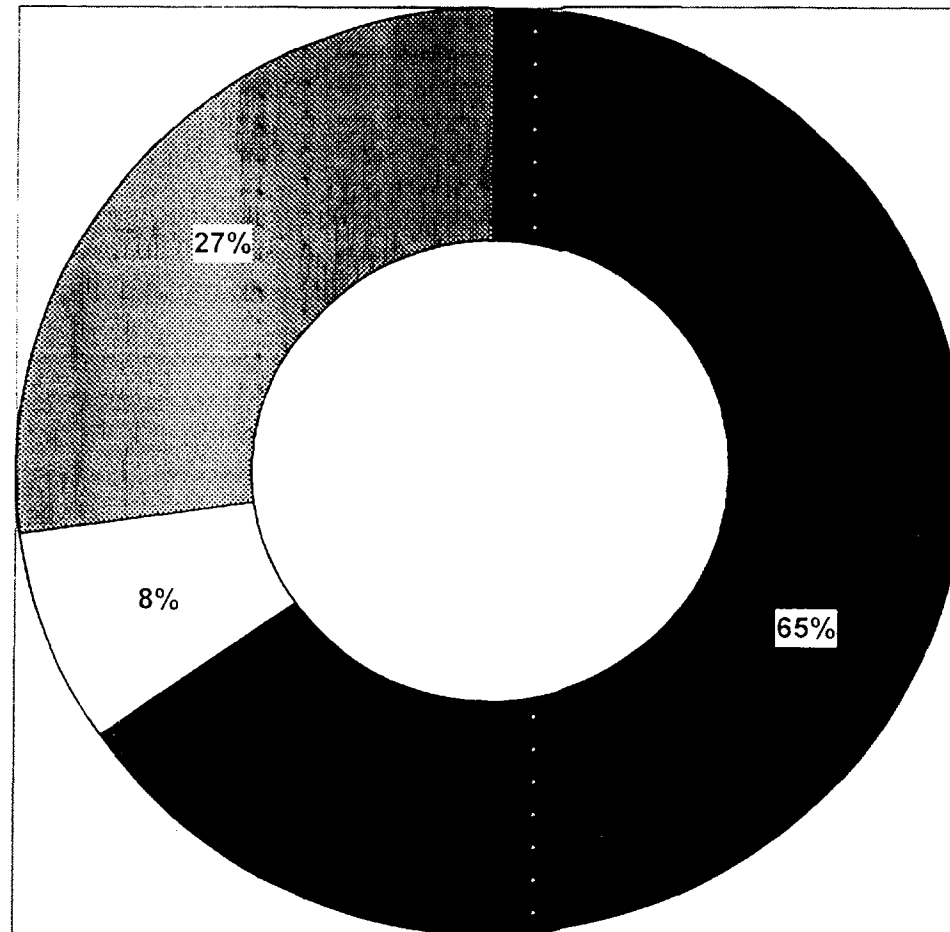


Table No. - 21

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

S.No.	Name of Block	Total number of teachers with qualifications				Total number of teachers having professional qualification			Number of Teachers Trained					
		HSS	Graduate	Post Graduate	Total	Diploma certificate in Education	B.Ed	M.Ed	Pre Service			In Service		
									Male	Female	Total	Male	Female	Total
1	Baihar	187	71	84	342	87	18	-	1	-	1	93	11	104
2	Balaghat	278	157	166	601	338	118	-	153	96	249	245	62	207
3	Birsa	162	79	98	339	137	4	-	44	32	76	36	29	65
4	Katangi	276	86	117	479	226	39	1						
5	Kirnapur	107	198	29	334	241	44	-	23	7	30	297	7	304
6	Khairlanji	162	68	125	355	140	22	-	71	12	83	69	10	79
7	Lalbarra	146	101	114	361	154	101	-	88	28	116	116	23	139
8	Lanji	266	125	87	488	386	102							
9	Paraswada	167	83	85	335	78	26	-	-	-	-	275	56	335
10	Waraseoni	164	99	142	405	279	51	1	49	24	73	242	16	258
	Total	1915	1067	1047	4039	2066	519	2	429	199	628	1373	214	1491

Source :LSA 2000

Table 21 gives as following conclusions:

1. About 50% teachers teaching at primary level are just higher secondary passed . Which underlines the need for their special frequent trainings , orientations and effort for their empowerment, on of their not very higher qualification .
2. About 26% primry teachers are graduate .
3. About 24% are post Graduates.
4. About 51% of teachers teaching at primary level have diploma / certificate in education .
5. Only 13% of primary School teachers are B.Ed. wheras 2 of them are M.Ed. .

Table No. - 22

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

S.No.	Name of Block	Total number of teachers with qualifications				Total number of teachers having professional qualification			Number of Teachers Trained					
		HSS	Graduate	Post Graduate	Total	Diploma certificate in Education	B.Ed	M.Ed	Pre Service			In Service		
									Male	Female	Total	Male	Female	Total
1	Bairhar	15	48	59	122	71	29	-	4	-	4	90	6	96
2	Balaghat	45	82	108	235	129	85	2	70	37	107	75	34	109
3	Birsa	162	79	98	339	137	4	-	44	32	76	36	29	65
4	Katangi	31	61	89	181	95	41	1						
5	Kirnapur	66	49	45	160	130	30	-	36	4	40	110	10	120
6	Khairlanji	22	54	60	136	77	24	-	58	3	61	39	1	40
7	Lalbarra	36	59	60	155	77	51	-	22	7	29	87	12	99
8	Lanji	37	99	73	209	140	69							
9	Paraswada	45	64	47	156	103	22	-	-	-	-	-	-	-
10	Waraseoni	19	60	80	159	75	48	-	19	12	31	74	18	92
	Total	478	655	719	1852	1034	403	3	253	95	348	511	110	621

Source :LSA 2000

Table 22 suggests that:

1. 25.8 % middle teachers qualification is just higher secondary passed. These teachers may require additional support so far as their empowerment to developed teaching skills and developing of proper understanding of relevent pedagogy is concerned.
2. 77.75% middle school teachers have professional qualification like diploma/certificate in education ,B.Ed.,M.Ed. Rest 22.25% teachers do not have any such professional qualification and hance would need academic support in the form of training orientation etc.

Qualifications Of Middle Level Teachers

□1 HSS ▣2 Graduate ▤3 Post Graduate

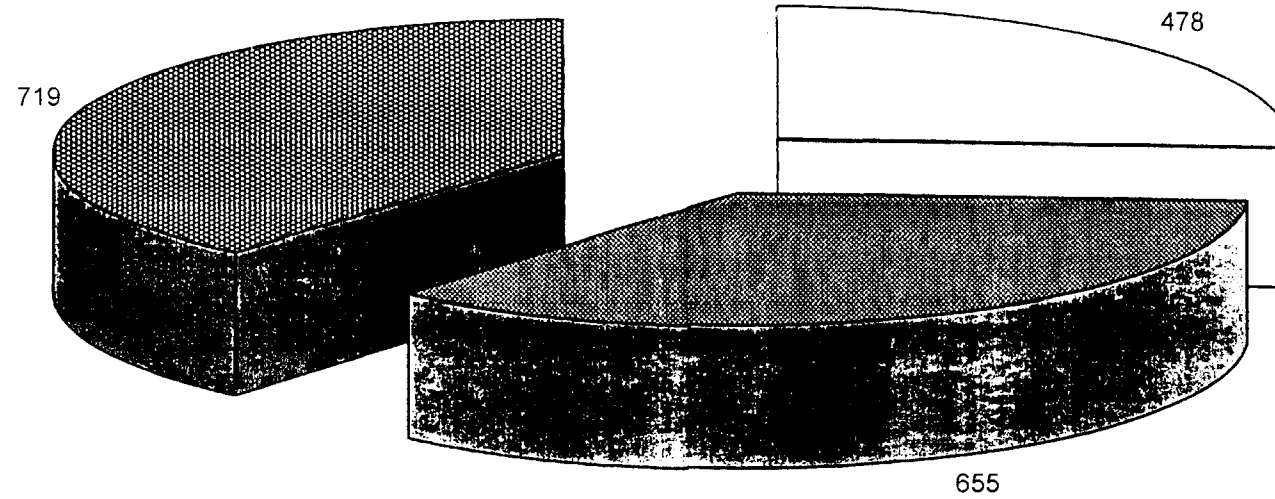


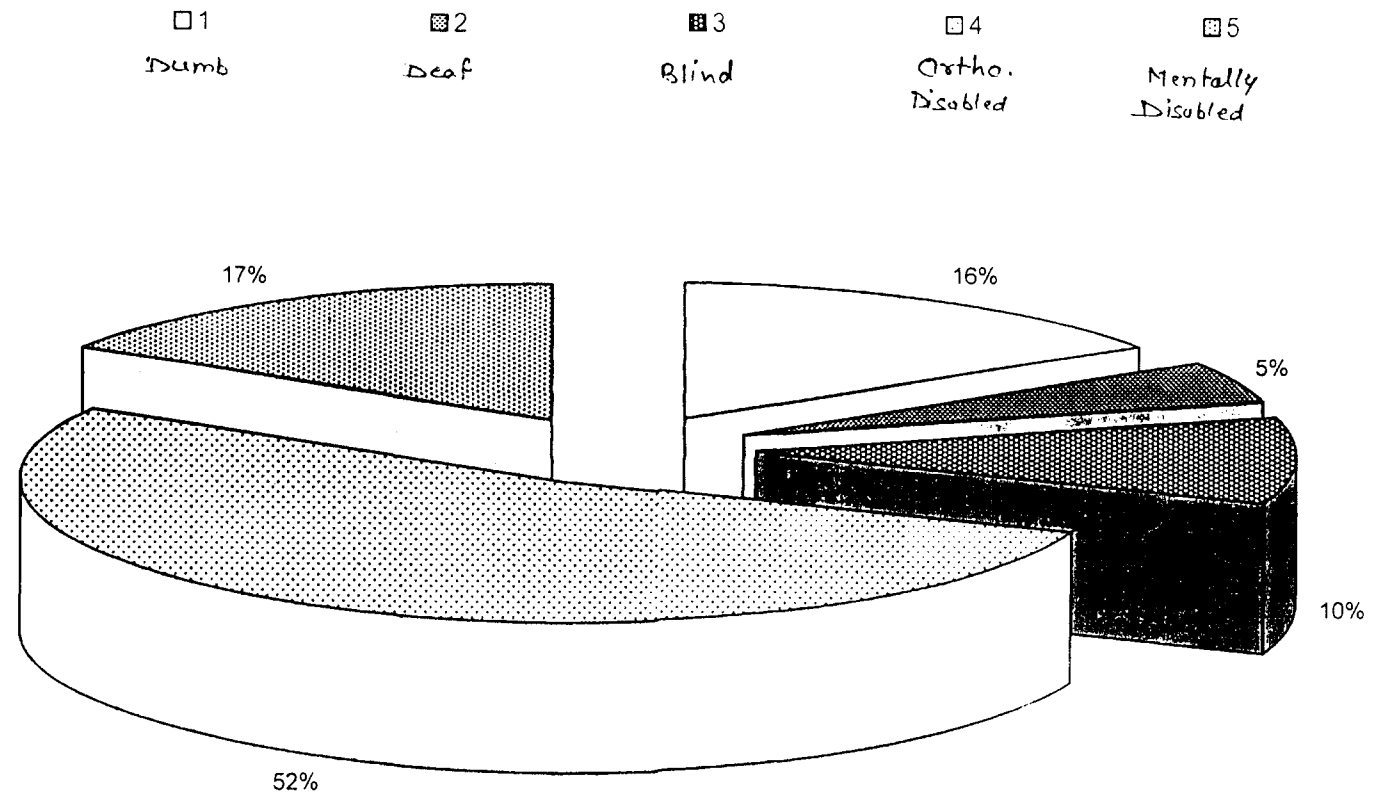
Table No. - 23

Blockwise incidence of Disability

S.No.	Name of Block	Number of Disable Children																	
		Dumb			Deaf			Blind			Orthopaedically disabled			Mentally disabled			Total		
		Boyt	Girls	Total	Boyt	Girls	Total	Boyt	Girls	Total	Boyt	Girls	Total	Boyt	Girls	Total	Boyt	Girls	Total
1	Baihar	23	20	43	13	10	23	11	15	26	105	56	161	8	10	18	160	111	271
2	Balaghat	20	21	41	10	2	12	9	8	17	75	66	141	41	30	71	153	123	276
3	Birsa	2	1	3	0	1	1	11	9	20	41	26	67	1	3	4	55	40	95
4	Katangi	23	22	45	5	1	6	12	8	20	91	45	136	15	15	30	146	91	237
5	Kirnapur	19	8	27	4	3	7	8	15	23	70	45	115	19	15	34	120	86	206
6	Khairlanji	11	17	28	6	4	10	17	9	26	88	52	140	25	25	50	146	108	254
7	Lalbarra	25	17	52	6	3	9	12	7	19	77	40	117	29	23	52	149	90	239
8	Lanji	27	60	43	7	3	10	15	13	28	79	93	172	20	23	43	148	148	296
9	Paraswada	42	19	61	18	11	29	23	21	44	51	25	76	33	22	55	167	98	266
10	Waraseoni	16	13	29	4	1	5	4	6	10	69	42	111	18	14	32	111	76	187
	Total	208	198	372	73	39	112	122	111	233	746	490	1236	209	180	389	1355	971	2327

Source :LSA 2000

Blockwise Incidence Of Disability



Distt.-Balaghat

CHAPTER 5

GOALS AND TARGETS

5.1 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 Balaghat. 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

5.1.1 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.

5.1.2 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 a primary center
- It also means 120% enrollment of children belonging to 11-14 yr. age group (primary passed) into a middle school.

5.1.3. 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.

5.1.4. 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.

5.1.5 TARGETS

Following targets have been set for universalisation of elementary education in the district.

- To increase the present GAR to 100%.
- To increase the present GER to 120%
- To increase the present RR to 90%

BLOCKWISE GOALS (PRIMARY LEVEL)

S.No.	Name Of Block	YEAR					
			2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
1	Baihar	GAR	90%				
		GER	93%				
		RR	84%				
2	Balaghat	GAR	89%				
		GER	98%				
		RR	86%				
3	Birsa	GAR	99%				
		GER	101%				
		RR	85%				
4	Katangi	GAR	100%				
		GER	101%				
		RR	86%				
5	Kirnapur	GAR	100%				
		GER	101%				
		RR	87%				
6	Khairlanji	GAR	100%				
		GER	100%				
		RR	87%				
7	Lalbarra	GAR	98%				
		GER	100%				
		RR	89%				
8	Lanji	GAR	94%				
		GER	102%				
		RR	89%				
9	Paraswada	GAR	77%				
		GER	99%				
		RR	89%				
10	Waraseoni	GAR	95%				
		GER	101%				
		RR	89%				

BLOCKWISE GOAL (MIDDLE LEVEL)

S.No.	Name Of Block	YEAR					
			2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
1	Baihar	GAR	29%				
		GER	92%				
2	Balaghat	GAR	75%				
		GER	94%				
3	Birsia	GAR	94%				
		GER	88%				
4	Katangi	GAR	79%				
		GER	92%				
5	Kirnapur	GAR	74%				
		GER	95%				
6	Khairlanji	GAR	99%				
		GER	93%				
7	Lalbarra	GAR	73%				
		GER	93%				
8	Lanji	GAR	24%				
		GER	93%				
9	Paraswada	GAR	19%				
		GER	89%				
10	Waraseoni	GAR	82%				
		GER	94%				

CHAPTER -6

STRATEGIES FOR UEE

6.1 Moving towards UEE in Balaghat District. Efforts so far :

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

6.2 Middle Level

6.2.1 Assessment of Gaps in Middle Schooling Facilities

The district has identified the middle schooling gaps. The first preliminary round of assessment undertaken in the academic year 2000-2001 indicated a gap of 81 middle schools. The gap assessment was done against the following universalization norms.

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

6.2.2 Rationalization of Staffing Norms

The staffing norm for a middle school has also been rationalized as follows.

. Existing Middle School Staffing Pattern

- One Head Master (teaching person in pure administrative capacity)
- Two Upper Division Teacher (Shiksha Karmis, Grade - II)
- Two Lower Division Teacher (Shiksha Karmis, Grade - III)

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

6.2.3 Revised Staffing Pattern

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

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

6.2.4 Rationalization of Teacher Requirement

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

6.3 District Balaghat Perspective for Elementary Education Reform:

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

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

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

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

- Devolving powers and functions.
- Capacity development.

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

6.3.1 Zila Shiksha Kendra (ZSK) Including DIET

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

6.3.2 Janpad Shiksha Kendra (JPSK).

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

6.3.3 Jan Shiksha Kendra (JSK).

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

6.3.4 Village Education Committee (VEC)

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

6.4 A Policy of Academic Reform

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

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

The second kind of change is academic which is a sectoral change and is the result of DPEP introducing decentralized support structures like BRC and CRC emphasizing nonhierarchical interactions and the need for reorienting technical support to actual class-room requirements and contextual needs. As a result the state is acquiring experience in decentralized and participatory development of academic inputs and on technical partnership with professional agencies outside the government. The structure organization and role of existing academic institution (DIET) has to take into account the emerging roles of BRCs and CRCs. The DIET as part of the ZSK will be made responsible for the districts academic development and be given autonomy and flexibility to respond effectively to local academic needs.

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

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

To transact this curricular framework, middle schools need to be fairly complex organizations with requisite trained manpower and other facilities such as buildings, libraries and laboratories. The situation is somewhat different from the primary level where the circular

framework is much simpler and consists of three broad areas - language (mother tongue), arithmetic and environmental science. Particularly, in the first two grades in the primary stage the curricular requirements are very basic. Consequently, the focus at the primary stage is on promoting learning of simple competencies through joyful and child-centered approaches among very young children, rather than on the complexity of the various disciplines. This situation changes for middle education. While teaching methodology remains crucial, the content becomes increasingly demanding and specialised teaching for particular subjects takes on greater importance.

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

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

The third change that has a major impact on the learning environment is the advent of Information Technology. The world has entered the age of information technology. Computers have started to play a major role in education as well. The importance of computer-enabled education for middle school can not be underestimated. The value enrichment that is possible in academic processes through computer has to be recognized.

6.5 The Need for a Holistic Vision

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

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

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

6.6 Planning for UEE: Doing it through a Participatory Planning Process

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

6.7 Strengthening the Process of Institutional reform through Capacity Development

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

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

6.7.1 Strengthening Zilla Shiksha Kendra (ZSK)

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

6.7.2 Strengthening of DIET

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

orientation of the administrators, DIET members and a group of teachers from each district to be planned. These will be placed with professional institutions like I.I M. The amount for strengthening of DIET is merged with unlevelled in that target proposed for ZSK.

6.7.3 Strengthening Janpad Shiksha Kendra (JPSK)

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

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

6.7.4 Strengthening Jan Shiksha Kendra (JSK/CRC):

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

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

6.7.5 Strengthening Village Education Committees

Presently only a one day orientation a year has been undertaken to orient VECs highlighting their powers and role as envisaged in management of schools. A more intensive field based interactive and continuous process of training and motivating the VEC/SMC member is envisaged making use of a variety of strategies-interpersonal discussions and orientation,

exchange visits, open educational reviews with community and panchayats and teachers at village panchayat and cluster level. VEC member will be trained in-group at cluster levels once every quarter. The regular contingent needs of the middle schools are proposed to be supplemented by recurring annual school grants to the VECs .

6.8 Improving Academic Content and Processes

In upper primary education, unlike for primary education, minimum levels of learning have not yet been defined, through 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 context is the transition from primary to the more complex middle stage in academic terms. Firstly, it is not uncommon for middle teachers to complain that children learn so little at the primary stage that they simply are not capable of grasping the middle curriculum. The veracity of this can. of course, only be ascertained through actual investigations into the levels of learning attained by primary school children and those expected at the beginning of the middle stage. If it is found that children are not prepared adequately for the middle stage in primary school, it may 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 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 class room 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.

6.9 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 an assessment of teacher abilities both for the draft curricular and teaching learning package.
- Finalisation of the teaching learning package based on the above evaluation.

6.9.1 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

6.9.2 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 diverse range of resources interpersonal communication. distance education, computer-based tutorials, and self-learning materials.

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

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

6.9.3 Distance Education

Distance education methods will be used in providing academic support to teachers and students. Teleconferencing initiated under DPEP has proved beneficial. 5000 Gurujis were reached directly through teleconferencing and this proved to be an effective opportunity for feedback, specific problem solving. It is now proposed that the BRC be provided with dish antenna, TV so that 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.

6.9.4 Use of Information Technology (IT)

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

6.9.5 Developing a Library Movement.

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

6.10 Improving Access to Schooling Infrastructure

6.10.1 Providing additional middle schools

Additional middle Schools will be provided by upgrading existing primary schools keeping in mind distance and population norms and the number of children passing out of primary schools. On the basis of need assessment 130 middle schools will be required for upgradation .-

6.10.2 Providing School Buildings

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

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

There are 395 Middle Schools in Balaghat district, at present, out of which 105 have pucca building, 83 have partial pucca buildings, 57 have kuccha building, 150 middle schools does not have only building. To provide 100% access in this 3 km. radius there is a need of upgrading 129 primary schools and 1 EGS to middle school out of 129 primary schools and 1 EGS existing in the district. To provide 100% Access and achieve desired Retention status, school building with facility is required.

6.10.3 Attention to Disadvantage Groups

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

6.11 Disabled Children

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

- Survey / assessment of disabled children.
- Material development for disabled children.
- Special training to teachers with reference to disabled children.

- Provision for the facilities for disabled children, which include actual expenses on books and stationary, actual expenses on uniform, transport allowance etc.
- Actual cost of equipment aids to disabled children.
- Research and evaluation.
- NGOs collaboration will be elicited and implemented.

6.12 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.

6.13 Girls

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

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

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

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

6.14 Communication Support

Communication has been recognized as a critical need of the programme. The effort to communicate internally and externally not only readers the program transparent to the

community but in fact helps those who are implementing it to acquire greater clarity about their own work. Communication strategies drawing up to a partnership of panchayats, teachers, parents, children and media and other resources of civil society will be developed to share information and to respond to demands so as to create a common platform of ideas and objectives.

6.15 Panchayats as Communication Agents

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

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

6.16 Community Mobilization

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

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.

6.17 Media

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

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

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

6.18 Improved Monitoring

Critical parameters of monitoring would be as follows

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

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

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

CHAPTER 7

RESEARCH SUPPORT

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. Calender of activities undertaken during Lok Sampark Abhiyan :

S.No	Activities	Dates	Out come
1	DRG training	8 Aug. to 9 Aug. 2000	45
2	MT and JS training	13 Aug. to 14 Aug. 2000	185
3	Teachers training	19-20 Aug. 2000	3976
4	Village level meeting	24 Aug. 2000	1391
5	Door to door survey	25 -31 Aug. 2000	1642 habitations
6	Compilation	01-03 Sept. 2000	-
7	Village level plan	06-10 Sept. 2000	1391
8	JSK plan	12-18 Sept. 2000	155
9	JPSK plan	24-30 Sept. 2000	10
10	District level plan	5-15 Oct. 2000	1

CHAPTER 8

MANAGEMENT AND MONITORING

Success of any project depends upon proper management and monitoring of the project. Therefore, for proper management and monitoring of UEE an elaborate structure for management and monitoring has been worked upon. This management and monitoring structure has already been established under institutional reforms carried out by Rajiv Gandhi Shiksha Mission in the district. This reformed management and monitoring structure is functional for almost one year in the district, now.

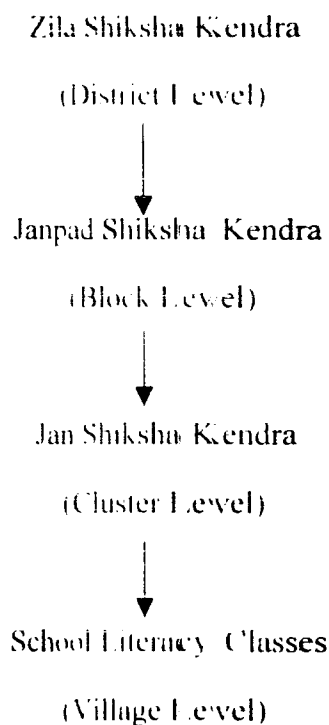
Earlier there were a number of parallel structures carrying out similar and interrelated educational functions and programmes. Through different offices in the district.

These were as follows:

Level	School Education Dept.	Adult Education	N.F.E.	D.P.E.P.	D.I.E.T.
District	Office of the District Education Officer ↓ ↑	Office of the District Adult Education Officer ↓ ↑	Assistant Director N.F.E. ↓ ↑	District Project Office ↓ ↑	D.I.E.T.
Block	Office of the Block Education Officer ↓ ↑	Supervisors ↓ ↑	Project Office N.F.E. ↓ ↑	Block Resource Centre ↓ ↑	
Sub Block Level	Correspondence Centres ↓ ↑			Cluster Resource Centre ↓ ↑	
Village Level	Primary and Middle Schools ↓ ↑	Adult Education Classes ↓ ↑	N.F.E. Centres ↓ ↑		

The above illustration makes it amply clear that through the programmes being run these parallel structures were similar and interrelated in nature, yet they were functioning as water tight compartments with hardly any structural or institutional interrelation with each other. Absence of convergence resulted into duplicacy of functions and programmes, which sometimes consequently led to improper and wasteful utilisation of resources and energy of functionaries.

With a view to do away this problem institutional reforms were carried out in the district. As a result these parallel structures have been merged into the following fashion:



8.1 ZILA SHIKSHA KENDRA (ZSK)

A Zila Shiksha Kendra has been established at the district level under the auspices of Rajiv Gandhi Shiksha Mission. It has a District Committee, which has the following configuration:

1. President Zila Panchayat : Chairman
2. Collector
3. CEO, Zila Panchayat
4. All members of the standing committee on Education zila Panchayat
5. 3 Chairman of Janpad Panchyats
(Nominated by chairman)
6. 3 Sarpanches (Nominated by the chairman)
7. 7 Non official members
(Nominated by the guardian minister of the district)
8. 2 MLAs
9. 2 Members nominated by the State Committee

10. District Education Officer

11. Education Programme Officer –I

12. Principal , DIET

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

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

- | | |
|-------------------------------------|-------------------------------------------------------------------------|
| 1. Collector | Mukhya Adhikari |
| 2. CEO.Zila Panchyat | District Mission Director and Additional Director Education Department. |
| 3. District Education Officer | |
| 4. District Nodal Officer SSA | Education Programme Officer –I |
| 5. District Adult Edu. Officer | Education Programme Officer –II |
| 6. Education Programme Officer- III | |
| 7. Administrator EMIS | |

The DEO has been made responsible for the improvement of all education related programmes and activities .The 3 Education Programme Officer (EPOs) have been made responsible to help DEO in this work EPO-I has been made responsible for the implementation of all programmes related to Elementary Education. EPO-2 has been made responsible for the implementation of all programmes related to Adult Education. EPO-3 has been given responsibility for training and academic. DIET which was earlier functioning under Shiksha Mhavidhyalaya, Jabalpur has been given in the control of DMD, Zila Shiksha Kendra. Job chart and Monthly monitoring targets of schools, JPSK of EPO –1,EPO-2 and EPO-3have been fixed. An Activity Diary has been prepared for this purpose. EPO-1, EPO-2, and EPO-3 are supposed to present their reports to the DFO every month on the issues identification in monitoring who is supposed to take action accordingly. A monthly meeting of all BEOs and BRCCs is also held at ZSK, wherein monthly progress of all programmes is also monitored. Problemes and solutions are also discussed and also collection of IPMS data and other report is done. This meeting is also attended by DIET personnels.

8.2 Janpad Shiksha Kendra (JPSK)

A Janpad Shiksha Kendra has been established at the block level under Rajiv Gandhi Shiksha Mission. It has a Block level committee, which has the following configuration:

1. President, Janpad Panchyat Chairman
2. BEO Secretary
3. CEO Janpad Panchyat
4. All members of the standing committee on education Janpad Panchyat
5. 7 Non Official members
6. Local MLAs.
7. 2 members nominated by the district committee
8. BRCC, DPEP.

The role of block level committee is to monitor the progress of Elementary Education in the block and take decisions for the further course at the block level. The implementation of these decisions along with implementation of all programmes has been given to a block level office, Janpad Shiksha Kendra. This Janpad Shiksha Kendra (JPSK) has been made functional with the following set up:

1. BEO : Chief Co-ordinator
2. BRCC, DPEP : Additional Co-ordinate

Monthly monitoring targets of school JSKs and Head start centres for BEOs, BRCCs and P.O. NFE have been fixed. Monthly meeting of all Jan Shiksha Kendra Prabharies and Jan Shiksha is held at JPSK where in monthly progress of all programmes is also monitoring. Problems and solutions are also discussed. These meetings are also attended by BAC (DIET)

8.3 Jan Shiksha Kendra (JSK)

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

Such 155 JSKs have been made functional through out the district. Every JSK has 2 functionaries.

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

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

8.4 ROLE OF DIET

DIET has been assigned the role of academic monitoring. For this one lecturer of DIET has been assigned the role of block Academic Co-Ordinate (BAC) for each block. BACs are supposed to attend all monthly meeting of the JPSK in block allotted to them. They have also been assigned the duty of attending monthly meeting of 2-3 JSKs every month in the block allotted to them. They have also been assigned the duty of doing academic monitoring of 5-6 primary schools and EGS of their respective blocks every month. Along with have been assigned the duty of monitoring all Head start Centre and Fund-a-School EGS of every month.

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

8.5 MIS

A MIS has been made functional at the JSK.its main function is to collect and computerised informations for Project Monitoring. Analysis of this data help in identification of problems. Problem shooting and follow up action. A programmer and 2 data Entry Operators placed in the MIS for this Job.

The information in IPMS formats are submitted by the school to the JSK in the JSK monthly meeting held on 2nd of every month. This is further submitted by the Jan Shikshaks in the JPSK level monthly meeting held on 5 th of every month. This is further submitted by the BRCC in the ZSK level meeting held on every 8 th of every month. This information is computerised in the MIS of ZSK. Thereafter IPMS sharing is done with the JPSK s and JSKs indicating the progress and these levels take problem further action on the issues thus highlighted.

Computers will be provided to the JSK as it is felt that much of the time in District MIS is spent in entering and organising of data .It has been planned now that this is work would be done at the JPSK level from smoother functioning of the system and better time management.

Other computerised programme like EMIS and FMIS are also used in ,the MIS information regarding unenrollments educational infrastructure and other educational facilities related aspects is collected and computerised once every years in EMIS formats. Similarly, yet another programme FMIS is used for monthly and quartly financial monitoring in the MIS.

8.6 IMPROVED MONITORING

The monitoring and management structures and functionaries mentioned above will be assigned the job to monitor the progress of UFE also. Critical parameters of monitoring would be as follows:

- Enrollment .
- Attendance .
- Efficiency 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 of school .
- Fund disbursement and utilisation .

As discribes above a computerised MIS has been developed under DPEP. 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 institutes, viz. VECs, Panchyat, JSK, JPSK. ZSK etc. Sample evaluation will help in developing understanding of quality issues.

CHAPTER - 9
BUDGET COSTING

Five years Plan for Universalisation of Elementary Education - Madhya Pradesh

DISTRICT : BALAGHAT

(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)	536	536	536	536	536	536	110.54	110.54	110.54	110.54	110.54	552.71
	No. of EGS Gurujis (Primary Level)	617	617	617	617	617	617						
3	Upgradation of Primary School to Middle School	129	129	129	129	129	129	159.96	178.02	195.82	213.62	231.43	978.85
4	Upgradation of EGS School to Middle School	51	51	51	51	51	51	16.07	16.07	16.07	16.07	16.07	80.33
	No. of EGS Gurujis (Middle Level)	102	102	102	102	102	102						
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)	1686	1686	1686	1686	1686	1686	50.58	50.58	50.58	50.58	50.58	252.90
7	School Contingency (Middle Schools)	526	526	526	526	526	526	15.78	15.78	15.78	15.78	15.78	78.90
8	IEC/Mobilisation	1	1	1	1	1	1	115.18	115.18	115.18	115.18	115.18	575.90
9	Shiksha Kendra/Jhoolaghar	632	632	632	632	632	632	89.74	94.29	98.84	101.40	107.95	494.22
10	BRC Building for Non-DPEP district	10					10	60.00	0.00	0.00	0.00	0.00	60.00
11	Primary School Buildings	48	100	100	0	0	246	69.00	150.00	150.00	0.00	0.00	369.00
12	Middle School Buildings	100	137	100	0	0	337	350.00	479.50	350.00	0.00	0.00	1179.50
13	Additional Rooms(P+MS)	243	850	590	0	0	1683	182.25	637.50	442.50	0.00	0.00	1262.25
14	Major Repair	75	131	100	0	0	306	37.50	65.50	50.00	0.00	0.00	153.00
15	Minor Repair	100	150	150	0	0	400	10.00	15.00	15.00	0.00	0.00	40.00
16	Urinals (Boys + Girls) MS	50	75	75	0	0	200	5.00	7.50	7.50	0.00	0.00	20.00
17	Drinking Water facility MS	50	75	75	0	0	200	15.00	22.50	22.50	0.00	0.00	60.00
18	Teachers Training (In service for PS Teachers)	4039	4039	4039	4039	4039	4039	86.22	86.22	86.22	86.22	86.22	431.11
19	Teachers Training- Induction for Middle Schools	360					360	8.98	0.00	0.00	0.00	0.00	8.98
20	Teachers Training (In service for MS Teachers)	1852	2212	2212	2212	2212	2212	45.63	54.31	54.31	54.31	54.31	262.85
21	Strengthening of CRC (Jan Shiksha Kendra)	155	155	155	155	155	155	240.25	89.90	94.55	99.20	103.85	627.75
22	Distance Education	165	165	165	165	165	165	199.00	34.00	34.00	34.00	34.00	335.00
23	Headstart Programme(JPSKs+50 JSKs per district)	60	60	60	60	60	60	130.44	22.44	22.44	22.44	22.44	220.20
24	Library Movement	2854	2854	2854	2854	2854	2854	171.24	28.54	28.54	28.54	28.54	285.40
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)	10	10	10	10	10	10	51.90	34.80	37.20	39.60	42.00	205.50
27	Strengthening of Zilla Shiksha Kendra	1	1	1	1	1	1	54.60	48.23	49.36	50.48	51.61	254.28
28	Strengthening of MIS (ZSK)	1	1	1	1	1	1	8.26	5.47	5.67	5.88	6.08	31.36
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	2854	2854	2854	2854	2854	2854	85.62	85.62	85.62	85.62	85.62	428.10
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	35	35	35	35	35	35	12.15	13.20	14.25	15.30	16.35	71.23
	Total							2405.71	2482.37	2174.28	1168.68	1200.59	9431.64
	Management Cost (Salary, O&M, Equipments, Furnitures, Vehicles, Professional Fees, Books of ZSK & MIS)							28.34	19.18	20.51	21.04	23.17	113.04
	Management cost in % ----->							1.18%	0.77%	0.94%	1.81%	1.93%	1.20%
	Civilwork Cost							728.75	1377.50	1037.50	0.00	0.00	3143.75
	Civilwork Cost in % ----->							30.3%	55.5%	47.7%	0.0%	0.0%	33.33%

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	536 Schools			13.40	13.40	13.40	13.40	13.40	67.00
2 Salary		0.12000	617 Gurujis			74.04	74.04	74.04	74.04	74.04	370.20
3 Monitoring & Contingency		0.00900	536 Schools			4.82	4.82	4.82	4.82	4.82	24.12
4 Training		0.01225	617 Gurujis			7.56	7.56	7.56	7.56	7.56	37.79
5 EGS Improvement Grant		0.02000	536 Schools			10.72	10.72	10.72	10.72	10.72	53.60
Total Recurring		0.18625				110.542	110.542	110.542	110.542	110.542	552.711

3 Upgradation of Primary School to Middle School		Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring										
1 Equipment (Laboratory, Science Kit etc.)			0.15	129 MS			19.35			19.35
2 Educational Materials			0.05	129 MS			6.45			6.45
3 Furniture(Tables, Chairs)			0.20	129 MS			25.80			25.80
Total Non-Recurring							51.60	0.00	0.00	51.60
Recurring										
4 Salary - 1st year			0.840	129 MS			108.36			108.36
5 Salary - 2nd year onwards (10% inflation from 3rd year onwards)			1.380	129 MS			178.02	195.82	213.62	231.43
Total Recurring							108.36	178.02	195.82	213.62
Grand Total (NR+R)							159.96	178.02	195.82	213.62

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	51 EGS-MS Schools			1.28	1.28	1.28	1.28	1.28	6.38
2 Salary (Rs. 1000/- pm for 2 Teachers)		0.2400	51 EGS-MS Schools			12.24	12.24	12.24	12.24	12.24	61.20
3 Material and Equipment & contingency		0.0200	51 EGS-MS Schools			1.02	1.02	1.02	1.02	1.02	5.10
4 Training of Education volunteers		0.0150	102 Gurujis			1.53	1.53	1.53	1.53	1.53	7.65
Total Recurring		0.3000				16.07	16.07	16.07	16.07	16.07	80.33

5 Upgradation of Ashram School to Middle AS

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

6 School Contingency (Primary Schools)

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 School Improvement Grant	0.02	1686 Primary Schools	33.72	33.72	33.72	33.72	33.72	168.60
2 Educational Aids (Rs.500/- per teacher for 2 Teachers)	0.01	1686 Primary Schools	16.86	16.86	16.86	16.86	16.86	84.30
Total Recurring	0.03		50.58	50.58	50.58	50.58	50.58	252.90

7 School Contingency (Middle Schools)

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 School Improvement Grant	0.02	526 Middle Schools	10.52	10.52	10.52	10.52	10.52	52.60
2 Educational Aids (Rs.500/- per teacher for 2 Teachers)	0.01	526 Middle Schools	5.26	5.26	5.26	5.26	5.26	26.30
Total Recurring	0.03		15.78	15.78	15.78	15.78	15.78	78.90

8 IEC/Mobilisation

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 Updation of VERs, Microplanning	0.02	2854 PTAs/VECs	57.08	57.08	57.08	57.08	57.08	285.40
2 Shiksha Panchayat/Gram Sabhas	0.10	166 ZSK+JPSKs+JSKs	16.60	16.60	16.60	16.60	16.60	83.00
3 Mobilisation	0.25	166 ZSK+JPSKs+JSKs	41.50	41.50	41.50	41.50	41.50	207.50
Total Recurring			115.18	115.18	115.18	115.18	115.18	575.90

9 Shishu Shiksha Kendra/Jhoolaghars

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	632 SSKs/Jhoolaghars	45.50	50.05	54.60	59.16	63.71	273.02
2 O & M (Contingency,TA/DA etc.)	0.020	632 SSKs/Jhoolaghars	12.64	12.64	12.64	12.64	12.64	63.20
3 Educational Material	0.030	632 SSKs/Jhoolaghars	18.96	18.96	18.96	18.96	18.96	94.80
4 Training	0.020	632 SSKs/Jhoolaghars	12.64	12.64	12.64	12.64	12.64	63.20
Total Recurring	0.142		89.74	94.29	98.84	103.40	107.95	494.22

Details :-

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

Civil Works		Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring									
10 BRC Building for Non-DPEP district	Physical No.	6.00	10	10	0	0	0	0	10
				60.00	0.00	0.00	0.00	0.00	60.00
11 Primary School Buildings	Physical No.	1.50	246	46	100	100	0	0	246
				69.00	150.00	150.00	0.00	0.00	369.00
12 Middle School Buildings	Physical No.	3.50	337	100	137	100	0	0	337
				350.00	479.50	350.00	0.00	0.00	1179.50
13 Additional Rooms(PS+MS)	Physical No.	0.75	1683	243	850	590	0	0	1683
				182.25	637.50	442.50	0.00	0.00	1262.25
14 Major Repair	Physical No.	0.50	306	75	131	100	0	0	306
				37.50	65.50	50.00	0.00	0.00	153.00
15 Minor Repair	Physical No.	0.10	400	100	150	150	0	0	400
				10.00	15.00	15.00	0.00	0.00	40.00
16 Urinals (Boys + Girls) MS	Physical No.	0.10	200	50	75	75	0	0	200
				5.00	7.50	7.50	0.00	0.00	20.00
17 Drinking Water facility MS	Physical No.	0.30	200	50	75	75	0	0	200
				15.00	22.50	22.50	0.00	0.00	60.00
Total Non-Recurring				728.75	1377.50	1037.50	0.00	0.00	3143.75

18 Teachers Training (In service for PS Teachers)		Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring									
1 District Level Workshop for adoption of the module		1.00	1	1.00	1.00	1.00	1.00	1.00	5.00
2 Training of Resource Persons, MTs (2 per Batch of 40)		0.02	404 MTs	8.08	8.08	8.08	8.08	8.08	40.39
3 Teachers Training (12 Days) for Primary Schools		0.01200	4039 PS Teachers	48.47	48.47	48.47	48.47	48.47	242.34
4 Special Orientation Training of English Language(5 days)		0.00500	4039 PS Teachers	20.20	20.20	20.20	20.20	20.20	100.98
5 Printing of Training Materials(Rs 100/- per participant)		0.00100	8482 participants	8.48	8.48	8.48	8.48	8.48	42.41
Total Recurring				86.22	86.22	86.22	86.22	86.22	431.11

19 Teachers Training- Induction for Middle Schools		Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring									
1 District Level Workshop for adoption of the module		0.50	1	0.50					0.50
2 Training of Resource Persons, MTs (2 per Batch of 40)		0.05	18 MTs	0.90					0.90
3 Teachers Training (12 Days) for Middle Schools		0.020	360 Teachers	7.20					7.20
4 Printing of Training Materials(Rs 100/- per participant)		0.00100	378 participants	0.38					0.38
Total Non-Recurring				8.98	0.00	0.00	0.00	0.00	8.98

20 Teachers Training (In service for MS Teachers)		Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring									
1 District Level Workshop for adoption of the module	Physical	1.00	1	1.00	1.00	1.00	1.00	1.00	5.00
				185	221	221	221	221	
2 Training of Resource Persons, MTs (2 per Batch of 40)	Physical	0.02		3.70	4.42	4.42	4.42	4.42	21.38
				1852	2212	2212	2212	2212	
3 Teachers Training (12 Days) for Middle Schools	Physical	0.01500		27.78	33.18	33.18	33.18	33.18	160.50
				1852	2212	2212	2212	2212	
4 Special Orientation Training of English Language(5 days)	Physical	0.00500		9.26	11.06	11.06	11.06	11.06	53.50
				3889	4645	4645	4645	4645	
5 Printing of Training Materials(Rs 100/- per participant)	Physical	0.00100		3.89	4.65	4.65	4.65	4.65	22.47
				3889	4645	4645	4645	4645	
Total Recurring				45.629	54.305	54.305	54.305	54.305	262.849

21 Strengthening of CRC (Jan Shiksha Kendra)

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring								
1 Furniture(Tables,Chairs,Almirah,Shelves,Bulletin Board)	0.15	155 JSKs	23.25					23.25
2 Library Books	0.10	155 JSKs	15.50					15.50
3 Computer H/W, Telephone	0.75	155 JSKs	116.25					116.25
Total Non-Recurring	1.00		155.00	0.00	0.00	0.00	0.00	155.00
Recurring								
4 Training (Capacity Building)	0.05	155 JSKs	7.75	7.75	7.75	7.75	7.75	38.75
5 Salary (SK's against CAC with 10% inflation from II year onwards)	0.30	155 JSKs	46.50	51.15	55.80	60.45	65.10	279.00
6 O&M (TA/DA, Meetings, Misc.contingencies etc.)	0.15	155 JSKs	23.25	23.25	23.25	23.25	23.25	116.25
7 Insurance of Computer H/W	0.05	155 JSKs	7.75	7.75	7.75	7.75	7.75	38.75
Total Recurring	0.55		85.250	89.900	94.550	99.200	103.850	472.750
Grand Total (NR+R)	1.55		240.250	89.900	94.550	99.200	103.850	627.750

22 Distance Education

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring								
1 Distance Education Equipments(downlinking facilities)	1.00	165 JPSKS+JSKs	165.00					165.00
Total Non-Recurring			165.00	0.00	0.00	0.00	0.00	165.00
Recurring								
2 Training through Teleconferencing(TA/DA, stay arrange.)	0.20	165 JPSKS+JSKs	33.00	33.00	33.00	33.00	33.00	165.00
3 Educational Mate, Development	1.00	1 Districts	1.00	1.00	1.00	1.00	1.00	5.00
Total Recurring			34.00	34.00	34.00	34.00	34.00	170.00
Grand Total (NR+R)			199.00	34.00	34.00	34.00	34.00	335.00

23 Headstart Programme(JPSKs+50 JSKs per disticts)

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring								
1 Furniture	0.200	60 Headstart JSKs+JPSKs	12.00					12.00
2 Library Books	0.100	60 Headstart JSKs+JPSKs	6.00					6.00
3 Equipment(Computer-2,UPS,Telephone)	1.500	60 Headstart JSKs+JPSKs	90.00					90.00
Total Non-Recurring	1.80		108.00	0.00	0.00	0.00	0.00	108.00
Recurring								
4 Training (Capacity Building in Headstart Programmes)	0.050	60 Headstart JSKs+JPSKs	3.00	3.00	3.00	3.00	3.00	15.00
5 Honorarium to Computer Teachers(Rs.100/-x2 T x 12)	0.024	60 Headstart JSKs+JPSKs	1.44	1.44	1.44	1.44	1.44	7.20
6 O&M (TA/DA, Meetings, contingencies, stationary etc.)	0.200	60 Headstart JSKs+JPSKs	12.00	12.00	12.00	12.00	12.00	60.00
7 Insurance of Computer H/W	0.100	60 Headstart JSKs+JPSKs	6.00	6.00	6.00	6.00	6.00	30.00
Total Recurring	0.374		22.44	22.44	22.44	22.44	22.44	112.20
Grand Total (NR+R)	2.17		130.44	22.44	22.44	22.44	22.44	220.20

24 Library Movement

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring								
1 Library Books	0.025	2854 Schools	71.35					71.35
2 Furniture (Book Shelves)	0.025	2854 Schools	71.35					71.35
Total Non-Recurring	0.050		142.70	0.00	0.00	0.00	0.00	142.70
Recurring								
3 Magzines & Journals	0.010	2854 Schools	28.54	28.54	28.54	28.54	28.54	142.70
Total Recurring	0.010		28.54	28.54	28.54	28.54	28.54	142.70
Grand Total (NR+R)	0.060		171.24	28.54	28.54	28.54	28.54	285.40

25 Research and Evaluation

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 Research and Evaluation (BAS, MAS & TAS)	2.00	1 Districts	2.00	2.00	2.00	2.00	2.00	10.00
2 Learner Evaluation for PS & MS Children	5.00	1 Districts	5.00	5.00	5.00	5.00	5.00	25.00
3 Training on research & evaluation methodology(4 days x 2 RPs)	0.005	334 ZSK+DIET+JPSKs+JSKs	1.67	1.67	1.67	1.67	1.67	8.35
Total Recurring	7.00		7.00	7.00	7.00	7.00	7.00	35.00

26 Strengthening of BRC (Janpad Shiksha Kendra)

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring								
1 Equipments(Photocopier, Fax, Computer HW +SW)	1.50	10 JPSKs	15.00					15.00
2 Furniture(Book Shelves, Tables, Chairs, Almirah)	0.25	10 JPSKs	2.50					2.50
3 Library - Books	0.20	10 JPSKs	2.00					2.00
Total Non-Recurring	1.95		19.50	0.00	0.00	0.00	0.00	19.50
Recurring								
4 Workshop/seminar	0.10	10 JPSKs	1.00	1.00	1.00	1.00	1.00	5.00
5 Professional Fees	0.10	10 JPSKs	1.00	1.00	1.00	1.00	1.00	5.00
6 Capacity Building for JPSKs staff	0.10	10 JPSKs	1.00	1.00	1.00	1.00	1.00	5.00
7 Salary(with 10% inflation every year from II year onwards)	2.40	10 JPSKs	24.00	26.40	28.80	31.20	33.60	144.00
8 O&M (TA/DA, meetings, Misce.contingencies etc.)	0.54	10 JPSKs	5.40	5.40	5.40	5.40	5.40	27.00
Total Recurring	3.24		32.40	34.80	37.20	39.60	42.00	186.00
Grand Total (NR+R)	5.19		51.90	34.80	37.20	39.60	42.00	205.50

Details

O & M (Operation & Maintenance)	Unit Cost	Physical	Total Cost
1 Office exp. (Contingency)& Telephone	0.100	10 JPSKs	1.00
2 Cluster Meeting Exp.	0.020	10 JPSKs	0.20
3 BRC Building Maintenance	0.020	10 JPSKs	0.20
4 Block TA/DA etc.	0.100	10 JPSKs	1.00
5 CACs TA/DA	0.200	10 JPSKs	2.00
6 Insurance of Computer H/W	0.100	10 JPSKs	1.00
Total	0.540		5.40

Salaries details

Post	Unit Cost	Physical	Total Cost
1 BRCC	0.720	10 JPSKs	7.20
2 Accountant-cum-Clerk	0.600	10 JPSKs	6.00
3 Clerk-cum-Data Entry Operator	0.600	10 JPSKs	6.00
4 Peon	0.240	10 JPSKs	2.40
5 Watchman	0.240	10 JPSKs	2.40
Total	2.400		24.00

27 Strengthening of Zilla Shiksha Kendra

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total	
Non-Recurring									
1 Equipments(Photocopier, Computer HW +SW)	2.00	1 Districts	2.00					2.00	
2 Furniture(Book Shelves, Tables, Chairs, Almirah)	1.00	1 Districts	1.00					1.00	
3 Vehicle	3.50	1 Districts	3.50					3.50	
4 Library Books	1.00	1 Districts	1.00					1.00	
Total Non-Recurring			7.50	0.00	0.00	0.00	0.00	7.50	
Recurring									
5 Salary(with 10% inflation every year from 11 year onwards)	11.28	1 Districts	11.28	12.41	13.54	14.66	15.79	67.68	Details Given
6 O&M (TA/DA, POL, meetings, Misce.contingencies etc.)	3.50	1	3.50	3.50	3.50	3.50	3.50	17.50	Details Given
7 Staff Development	0.50	1 Districts	0.50	0.50	0.50	0.50	0.50	2.50	
8 Training of Village Nirman Samitis & RPs (2 days)	0.01	2982 VNSs	29.82	29.82	29.82	29.82	29.82	149.10	
9 Studies	1.00	1 Districts	1.00	1.00	1.00	1.00	1.00	5.00	
10 Workshop/seminar	0.50	1 Districts	0.50	0.50	0.50	0.50	0.50	2.50	
11 Professional Fees	0.50	1 Districts	0.50	0.50	0.50	0.50	0.50	2.50	
Total Recurring			47.10	48.23	49.36	50.48	51.61	246.78	
Grand Total (NR+R)			54.60	48.23	49.36	50.48	51.61	254.28	

Details

O & M (Operation & Maintenance) :-	Unit Cost	Physical	Total Cost	
1 Office Exp.(POL, TA/DA, Stationary, Contingency etc)	1.50	1 District	1.50	Lumsum
2 Block Contingency(Block's TA/DA etc.)	0.20	10 JPSKs	2.00	
		Total (O & M) for DPO =	3.50	
Salary :-				
Post	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	
10 Driver	0.30	2	0.60	
11 Peon	0.24	3	0.72	
12 Watchman	0.24	1	0.24	
	TOTAL	19	11.28	

28 Strengthening of MIS (ZSK)

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring								
1 Computer HW +SW	2.00	1 Districts	2.00					2.00
2 Furniture	0.50	1 Districts	0.50					0.50
3 Library - Books	0.50	1 Districts	0.50					0.50
Total Non-Recurring	3.00		3.00	0.00	0.00	0.00	0.00	3.00
Recurring								
4 Salary (with 10% inflation every year from II year onwards)	2.04	1 Districts	2.04	2.24	2.45	2.65	2.86	12.24
5 O&M (Consumable, Office contingencies etc.)	1.02	1 Districts	1.02	1.02	1.02	1.02	1.02	5.12
6 Professional Fees	0.50	1 Districts	0.50	0.50	0.50	0.50	0.50	2.50
7 Training on EMIS & IPMS formats	0.01	165 JPSKS+JSKS	1.65	1.65	1.65	1.65	1.65	8.25
8 Magazines & Journals	0.05	1 Districts	0.05	0.05	0.05	0.05	0.05	0.25
Total Recurring	3.62		5.26	5.47	5.67	5.88	6.08	28.36
Grand Total (NR+R)	6.62		8.26	5.47	5.67	5.88	6.08	31.36

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	2799	0.20
5 Printing of IPMS formats for Project components	0.00005	4550	0.23
6 Contingency	0.20	1	0.20
Total			1.02

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

29 Strengthening of DIET

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

30 PTAs/VECs Training

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 PTAs/VECs Training (15 members) 2 Days	0.0100	2854 PTAs/VECs	28.54	28.54	28.54	28.54	28.54	142.70
2 Mobilisation activities per village	0.0200	2854 PTAs/VECs	57.08	57.08	57.08	57.08	57.08	285.40
Total Recurring	0.0300		85.62	85.62	85.62	85.62	85.62	428.10

31 Integrated Education for Disabled Children

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

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

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

34 Mahila Samakhya (DPEP only)									
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total	
Non-Recurring									
1 Equipment (Computer & UPS, Fax)	1.00	0 District	0.00			0.00		0.00	
2 Furniture	0.40	0 District	0.00			0.00		0.00	
3 Vehicle	4.00	0 District	0.00					0.00	
Total Non-Recurring	5.40		0.00	0.00	0.00	0.00	0.00	0.00	

Recurring									
4 Salary(with 10% inflation every year from II year onwards)	6.00	0 District	0.00	0.00	0.00	0.00	0.00	0.00	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 Innovation	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 IEC/Mobilisation	2.00	0 District	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Recurring	16.50		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Grand Total (NR+R)			0.00	0.00	0.00	0.00	0.00	0.00	0.00

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

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

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

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

37 Madarsa School								
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 Salary(with 10% inflation every year from II year onwards)	0.300	35 Madarsa	10.50	11.55	12.60	13.65	14.70	63.00
2 Supplementry TLM development	0.025	35 Madarsa	0.88	0.88	0.88	0.88	0.88	4.38
3 O & M	0.010	35 Madarsa	0.35	0.35	0.35	0.35	0.35	1.75
4 Training of Teacher (12 Days)	0.012	35 Madarsa	0.42	0.42	0.42	0.42	0.42	2.10
Total Recurring	0.335		12.15	13.20	14.25	15.30	16.35	71.23

CHAPTER 10

ANNUAL WORK PLAN : 2001-2002

10.1 ACCESS

- Upgradation of 130 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 TLM for these schools .

10.2 Universal Enrolment and Retention

- Balmelas and schools Cholo abhiyan will be organised in July / August 2001 .
- Pravesh Utsava .
- Community mobilisation activities such as VEC and PTE members, workshops , panchayate representatives workshops, training of Nehru Yuvak Kendras , and PBA volunteers and NGOs workshops etc .
- Organising bridge course programme on sample basis .
- Making provision of TLM for bridge course and training of volunteers for it .
- Improving class room 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 243 classrooms
- Constructions of 46 buildings for PS & 100 buildings for MS .
- Ensuring repair of 275 schools .
- Provisions of Toilets ,Boundary walls in 50% of the targeted MS .

10.4 Universal Achievement

- Training of all untrained PS / EGS teachers on integrated teaching learning material .
- Orientation training programme for all other teachers for PS .
- 30 days induction training for newly recruited teachers .
- Introduction of TLM for PS .

- Text Book development for class - VI through trialing process .
- Training of 360 untrined 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 Jansikshan Kendra .
- Training of these resource groups through DIET .

10.5 Coverage of Special Focus Groups

10.5.1 Girls Education

- Organisation of Balika Siksha Camps in 10 blocks .
- Female Panchayat representatives workshop .
- Special attention to problems of 3 trible block .
- Organisation of orientation workshop for anganwadi workers.
- Preparation of Gender sensitive teaching module.
- Provision of ECE facilities in 632 habitations .

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 equipments .
- 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
- On the job support to ~~the teachers~~

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
- Feed back of newly introduced TLM in PS .
- 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 Jan Siksha Kendras .
- Procurements of MIS equipments . Computer Stationery and peripherals .
- Operation and maintenance of MIS equipments .
- 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 Honorarium based staff .
- Recruiting 155 Janshikshas at every JSKs .
- Organising training for Zila , Janpad and JSK staff .
- Training of DIET lecturers .
- Construction of 16 BRC and 155 CRCs .

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