

ZILA SHIKSHA KENDRA

DISTRICT – GWALIOR

SARVA SHIKSHA ABHIYAN

(PLAN FOR UNIVERSALIZATION OF
ELEMENTERY EDUCATION)

2001-2006

NIEPA DC



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RAJIV GANDHI SHIKSHA MISSION

DISTRICT – GWALIOR (M.P.)

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EXECUTIVE SUMMARY

Gwalior district is situated in the north side of M.P., 380 Km. away from Bhopal, on the main central railway track. It is a famous town of the country, having historical, cultural and industrial background. It is divided into four blocks, 298 Pachayats and 566 villages. As per the 2001 census its population is 1629881. The district is having urban population as high as 63% of the total. The density population is 357 person/Sq.Km. and sex ratio as low as 847. District is having high literacy rate of 69.79% and it is 80.83% for male and 56.76% for female.

Gwalior district comprises an urban predominant society but with an adverse sex ratio showing the sign of male dominance and conservative attitude. Although the district is having comparatively high rate of literacy but female literacy is quite low. The primary and particularly middle level education needs access and infrastructure facilities to bridge the present gap. So the SSA is of utmost importance and the need of hour.

The proposed 5 years plan for SSA, formulated through micro-planning or peoples participatory process named as LSA. A diagnostic study is also conducted in the district mainly to assess retention, achievement and related academic issues. The goals of the plan are universal access, enrollment, retention and achievement for the children of the age group 6-14. Finding of LSA and DS reveals that the district is having 75.84 % of GAR at middle level, 89.73% GER at elementary level, retention rate of 55.5%. Out of the total students 12.0%, 28.8%, 30.6% and 25.5% are having A, B, C, D grade respectively. Under SSA district is proposed to achieve 100% GAR by this current year 2001-2002, 120% GER at elementary

level, 25% increase in present retention level and lastly to bring C and D grade children into A and B grade.

To achieve 100% GAR it is proposed to upgrade 136 PS and EGS into MS. To ensure enrolment and retention, firstly the infrastructure facilities such as 322 PS buildings, 289 MS buildings, 781 Additional Rooms, 201 major and 200 minor repairs 105 urinal and 100 drinking facilities are proposed in first three years of the plan. A school contingency of Rs. 3000/- for each elementary level school is also provided for contingent expenses and to develop teaching aids. 562 SSKs are also proposed to improve enrolment & retention. But without community co-operation, involvement and watch, there is a very little possibility of achieving the desired goals. So people mobilization, with special emphasis for women have to be given a great priority. The involvement of Panchayat Raj Institutions in planning, monitoring and implementation is also ensured.

To impart quality education and get a higher achievement level, academic reforms, strengthening of district to village level management structures like ZSK, JPSK, JSK and VEC/PTA is ensured through structural reforms and resource support. A comprehensive monitoring of project activities is also ensure through IPMs and EMIS. The special attention to be given for disables child, female child, tribals and urban deprived child.

The total project cost for proposed five year SSA plan is Rs. 6814.90 lakhs.

VITAL STATISTICS OF DISTRICT

1.	District	-	GWALIOR
2.	Area	-	455537 Hectare
3.	Forest area	-	108756 Hectare
4.	Uncultivated area	-	122155 Hectare
5.	Cultivated area	-	224626 Hectare
6.	Double crop area	-	44816 Hectare
7.	Irrigated area	-	131263 Hectare
8.	Population	1991 Census	
	Rural	-	479520
	Urban	-	814047
	Male	-	706337
	Female	-	587230
	Total	-	1293567
	SC	-	258520 M-142276 F-116244
	ST	-	40151 M -21229 F-11922
	Population	2001 Census	Total -1629881 M—8,82,258 F-7,47,623
9.	Density	-	357 person/ sq.km.
10.	Blocks	-	4+1 urban =5
11.	Towns	-	1+7
12.	Literacy rate	1991	T - 58.36 M – 70.87 F – 43.08
	Literacy rate	2001	T - 69.79 M – 80.83 F –56.76
13.	Tahsils	-	3
14.	Tribal Blocks	-	Nil
15.	Panchayat	-	298
16.	Villages	-	566
17.	Habitations	-	1391
18.	No. of Teachers in MS	-	2890
19.	No. of Teacher in PS	-	6368
20.	Height at Sea level	-	205 Mtr –212 Mtr.
21.	Sex Ratio	-	847
21.	Jan Shiksha Kendra	-	90

CHAPTER – I

DISTRICT PROFILE

1.1 LOCATION :

Gwalior district is situated in the north side of Madhya Pradesh, 380Km. Away from the capital Bhopal, lying between North 25.43° and 26.21° South latitude and 77.40° – 78.39° East Longitude. The total are of the district is 5214 Sq.Km. which is about 1% of the state. Areawise, Gwalior district is at the 38th position. The Central Railway line and the famous Agra-Bombay Road pass through the district.

1.2 GEOGRAPHICAL BACKGROUND :

The district is spread in an area of 455537 Hectare from Bhitwar to Morar and the distance between them is about 110 km. The district is situated about the height from 205 mtr – 212 mtr from the sea level. The hilly and forestland has very low ratio of population. These regional imbalances also get reflected in educational disparity.

1.3 DEMOGRAPHIC CHARACTERISTIC :

As per the 2001 census the district had total population of 1629881. The population density is 357 per sq.Km., which is same as the nation figure of 324 but much higher than the state average of 196. The sex ratio is extremely infavourable for women and that is 847. The growth rate of population during the decade 1991-2000 is 26.00 %, which is much higher than national average of 21.34 and the state average 24.34. The high growth of population can be linked to low consciousness of family planning and low literacy level , especially among the women. On the other hand, the high growth rate of population is going to exert more pressure on the existing educational infrastructure the demographic details of the district summerised in following tables :

DEMOGRAPHIC PROFILE**Table No.1.1**

S.No.	Name of Block	No. of Villages	No. of Gram Panchayats	Population	% growth of population
1	Dabra	150	79	135428	13.68
2	Bhitarwar	154	81	132526	6.35
3	Ghatigaon	114	60	106417	24.78
4	Morar U	0	0	814047	36.38
5	Morar R	148	78	105149	23.83
Total	Gwalior	566	298	1293567	27.97

CASTE-WISE POPULATION**Table No. 1.2**

S.no	Name of Block	Population								
		S.C.			ST			OTHERS		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	DABRA	20641	17012	37653	3551	3304	6855	5563	285	5848
2	BHITARWAR	20153	16294	36447	3398	3299	6697	3373	142	3515
3	GHATIGAON	7773	6295	14068	7982	7101	15083	5642	609	6251
4	MORAR R	15001	11673	26674	575	456	1031	3020	140	3160
	GWALIOR	142276	116244	258520	21229	18922	40151	191909	16557	208466

BLOCK WISE WORKING & NON-WORKING POPULATION**TableNo.1.3**

S.no.	Name of Block	Working population			Non-working population			Percentage of working population		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	DABRA	37963	11685	49648	36053	49727	36053	51.29	19.03	36.66
2	BHITARWAR	36976	13399	50375	35776	46375	35776	50.95	22.42	38.01
3	GHATIGAON	29940	8584	38524	28643	39250	28643	51.31	17.95	36.2
4	MORAR R	29719	2390	32109	29431	43609	29431	50.24	5.2	30.54
5	MORAR U	199065	21272	220337	244771	350939	244771	44.85	5.71	27
	GWALIOR	333663	57330	390993	372674	529900	372674	47.23	9.76	30.22

BLOCKWISE POPULATION DENSITY**Table No.4**

S.No	Name of Block	Area Sq. Km.	Population Total	Population Density
1	DABRA	960	135428	141
2	BHITARWAR	853	132526	168
3	GHATIGAON	1678	106417	63
4	MORAR U	217	814047	3751
5	MORAR R	857	105149	123
	GWALIOR	4565	1293567	284

Source :1991 Census

1.4 SEX RATIO :

Block-wise variation of Sex Ratio

Table 1.5

S.N.	Name of Block	Sex Ratio
1	MORAR	848
2	DABRA	774
3	BHITARWAR	856
4	GHATIGAON	856
	DISTRICT GWALIOR	831

Source:1991 Census

Comparative Ratio of Gwalior district (2001 census)

Nation	933
State	920
District	847

As observed in above table, there are wide block-wise variations in sex ratio in block Dabra, compared to Ghatigaon and Bhitwar. The Sex ratio in Dabra is 774 which is an alarming condition.

1.5 CLIMATE :

The Gwalior district has an extreme type of climate. The maximum temperature goes up to 44° C in summer where as the minimum goes down to 1.6° C in the month of February. Temperature starts rising in March & even goes up to 43.7° C on peak summer days of May & June accomplished with hot dusty wind. With the on set of Monsoon the temperature drops appreciably. The average rain in the district is 850mm. In the Year 1999-2000 maximum rain took place in Ghatigaon block i.e.1183mm.

1.6 CULTURAL & HISTORICAL BACKGROUND :

Gwalior is famous for its glorious history, music, crafts and has an important place from the point of view of its architectural and archeological point of view. The great historical Fort of Gwalior situated on the Gopanchal hills seem to welcome one and all with its extended arms.

In the sacred land of Maharishi Galav , Gwalior enjoys the unique place due to it's historical importance and cultural heritage, in the map of India. Surrounded by the Vindhya Ranges the Gopanchal area is telling its tale from ages about its natural beauty, where not only Lord Parshwanath but Rishi Galav and uncounted Sufis and Saints kept on be meditating here. Musical notes of the Music King-Tansen are still echoing here from ages. The unforgettable historical love story of queen Mrignaini and Raja Mansingh enshrined here. Let us move to the main historical heritage of Gwalior i.e. Gwalior's Fort which is known as the "Pearl" in the necklace of the Indian forts. In this fort Manmandir attracts the attention of the visitors for its rich architecture. It is learnt from public hearing that Gwalior Fort was constructed by Raja Suraj Sen. Under the rule of subsequent Kings, various constructions were made here.

In the fort complex, Gwalior gate, Badal Mahal gate, Bhairon gate, Laxman gate, Urbai gate, Hathi pare gate are famous . Mansingh palace over the fort is unique example of its craftsmanship. After Mansingh's palace the another famous spot is Gujari Mahal , the symbol of love of Raja Mansingh and Queen Mrignaini . On the Gopanchal hills another main temple is Sahastrabahu temple , which is now known as Sas-bahu ka Mnadir. It is Lord Vishnu's temple & was constructed in 1093A.D. The smaller temple is called Bahu-ka-mandir. Another important temple is Telangwa Mandir, which is now known as Teli ki lat was built in 9th century A.D. Apart from this there are so many temples & palaces like Kantthia Mandir, Vikram Mandir, Jahangir Mahal, Shahajahan Mahal , Surya Mandir and many tamples of Goddesses. Beside all these in 1968 a Gurudwara has been built on the fort known as "Databandichhod Gurudwara" in the memory of 6th Guru of the sikhs.

Mohammad Ghouse' tomb is another major Mugal's architecture situated in old Gwalior. Md. Ghous was a great Sufi Saint of the 16th century. The tomb of King of music –Tansen is situated near the Md. Ghouse's tomb

1.7 AGRICULTURE AND INDUSTRIAL PROSPECTS :

In district Gwalior, Dabra and Bhitwar are agriculturally rich blocks. These large variety main crops are rice, wheat, mustard , maize, groundnut , soabn and pulses. In 1999-2000 the total production was about 2.78 Lakhs tones . The gross cultivable area of the district is 170246 hectares out of which nearly 60.38 % is irrigated. The main source's of irrigation are canals followed by wells. The important minerals in the district, which are quarried on the commercial basis, include limestone and the sandstone. Dabra block is famous for its sugar plants. There are ample prospects for development of industries in this region. Industrial areas of Malanpur (Distt. Bhind) and Banmore (Distt. Morena) are very close to it.

1.8 LITERACY STATUS :

Gwalior is Educationally rich district, but the Female literacy in rural area is very low.

Blockwise Literacy Percentage

Table No. 1.7

S.N.	Block Name	Male	Female	Total
1.	Dabra	55.46	16.67	38.03
2	Ghatigaon	44.42	12.71	30.47
3.	Bhitwar	54.54	16.22	37.49
4.	Morar R	52.45	13.15	35.44
5.	Morar U	81.95	59.81	71.83

Source : Distt. Statistical H.B.

Castewise Literacy rate

Table No. 1.8

SC			ST			Overall		
Male	Female	Total	Male	Female	Total	Male	Female	Total
60.99	24.17	44.58	27.86	10.24	19.68	70.87	43.68	58.36

Source –Census 2001

As it is clear from the above table the literacy rate among STs is lowest truly indicating their lower socio-economic status. The female literacy in all the

categories is low compared to male literacy showing the lower socio –economic and political status of women in the distt.

Comparative Literacy Percentage of District

Table No. 1.9

	Male	Female	Total
District 1991	70.87	13.08	58.36
District 2001	80.83	56.76	69.79
State 2001	76.80	50.28	64.11
Nation 2001	75.85	54.16	65.38

Source : Census 1991 and 2001

As observed from the above table over all literacy level in the district is higher than the state and national averages. Female literacy level especially in 2001 is much improved but still a huge gap between the male and female literacy . Special attention is needed to bridge that gap.

EDUCATIONAL PROFILE

ACCESS

Table No. 1.10

S.No	No. of habitations	Habitations having Primary School facilities	GAR	No. of habitations having Middle School facilities with in 3k.m.	GAR
1	1391	1391	100%	1055	75.84%

No. of Educational Institution in District Gwalior

Table No. 11

S.No.	Nature of Institution	Numbers of Institutions
1	Pre-Primary School	0
2	Primary School	1934
3	E.G.S	414
4	E.C.E(Agan Bari)	1008
5	Upper Primary School	649
6	High School	213
7	Higher Secondary School	153
8	Vocational Institution	34
9	Colleges	25
10	Ashram	16
11	Library	315

Source : Distt. Statistical H.B.

EXISTING ENROLLMENT

Table No. 1.12

Age Group	Population	Enrolled	To be enrolled	% age of enrollment
6-11 years	177594	186164	29125	104.82
11-14 years	91490	55275	1751	60.42
6-14 years	269084	241439	30876	89.72

Details of existing programmes in Gwalior District.

Table No. 1.15

S.No.	Name of existing Programmes	No. of Centers	No. of beneficiaries	Details
1	Free Distribution of text Books & Scholarship (III onward)	1000	67897	For all SC/ST students enrolled in govt schools & EGS students.
2	Mid-day meal	All primary level school	241439	Every primary school included in the scheme.
3	Early /Childhood care and education	1008	50040	Anganbari comes under the scheme
4	Vikas Path	40	8545	Primary meant for the children of slum area
5	National Bal Sharm Project	40	1950	Primary meant for child labour
6	Rationalization of teachers	-	634	537 teachers has been sent to rural areas
7	Teachers recruitment	-	231	Teachers recruitment on contract basis
8	Enrollment derive	1000	20000	Yearly enrollment derive

The above statistics clearly indicate that a lot of efforts will have to be made to ensure that all children in age group 6-14 get quality education till the elementary level. The plan reflects the present status, gaps and proposed interventions to achieve universalisation of elementary education.

CHAPTER -II

UEE & PLANNING PROCESS

Several interventions have been applied since Independence for the implementation of universalisation of elementary education both in terms of quantity and quality, Yet, the objective of UEE is not achieved so far Perhaps, the basic reason may be that the problem is not attempted in comprehensive way.

Therefore, a new intervention for the universalisation of Elementary Education viz, Sarva Siksha Abhiyan is launched in the district. It is a program with clear time frame for universal elementary education, a response to the demand for quality basic education and an opportunity for promoting social justice through basic education. Specifically, it is an expression of political will & commitment for UEE.

Sarva Siksha Abhiyan is to provide useful and relevant elementary education for all children in the age group of 6- 14 years by 2010 AD. There is also another goal to bridge social and gender gaps with the active participation of the community in the management of schools.

Objectives of Sarva Siksha Abhiyan

- All children in school, Education Guarantee Center, 'Back to School Camps'.
- All children complete five yrs of primary schooling.
- All children complete eight yrs of elementary schooling.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary and elementary education level.

➤ Universal retention.

PLANNING THROUGH PARTICIPATORY PROCESS

The planning process envisaged in the proposal is one that allows the vision of a elementary school to be articulated by teachers, community group, panchayats and through intensive micro-planning and detailed studies, reviews and discussions among all stakeholders. Attempt to universalize and improve elementary school education would have to be focussed on the need of specific and particular region. Previous experience has already indicated the importance of need based & area specific planning. The decentralized planning has been sought for universalisation of elementary education.

LOK SAMPARK ABHIYAN (LSA)

The LSA or Community Contact Campaign has been launched in the district to ensure people's participation and to generate demand for education. Under LSA, a door-to-door survey of all families of the district was conducted for mapping up the educational facilities in primary & middle schools and to catch up the feeling of community regarding education. The campaign was conducted through village incharge teacher or motivator who organized a motivator group comprising Panchayat representantives, prominent persons, social activst/workers, parents etc. in all villages, wards, or the small habitations of village. A special and effective training was imparted to them so that they can perform their activities very efficiently. On the basis of survey, the village education plans were prepared and submitted for appropriate action.

The LSA was conducted following the belief that several long-standing problems could not be solved, if we continue look at them from conventional attitude. Moreover, the official reports on the status of children's schooling were not quite satisfactory. LSA or Community Contact Campaign was designed to understand the need of community and make the ground for them to come forward with them perceptions, exploring the possibility of an alternative

methodology for collective problems mapping. So, LSA as an exercise of people centered micro-planning to solve the problems of :

- Method for a people centered data collection on the status of elementary schooling of age 6-14.
- Information database made wider than that of departmental statistics.
- Primary objectives were not only for statistical data collection but also to lead a motivational campaign for encouraging greater participation in schools.
- The survey being undertaken by panchayat representatives and local peoples was intended to consolidate community management of the elementary education system in the state.

OBJECTIVES OF LSA

- Assessment of the current status of schooling facilities.
- Undertake a survey of children at household level to enlist children of school-going age 6-14, who are enrolled, non-enrolled & dropout.
- Undertake this survey through a combined team of panchayat functionaries, teacher and volunteers so as to make it a conventional campaign for enrollment of all children.
- Develop local understanding on the causes of non-enrollment and encourage local community for action in educational planning.
- Sharing the bonus of universalisation of enrollment in particular and planning for primary education in general with elected panchayat leadership and develop a bonding of these tasks between teachers and community leadership.
- Upgradation of P.S / E.G.S. into middle level schools with in a walking distance of 3 K.M.
- Assess Material gap in upper primary level

➤ Way to expand resources for upper primary education.

LSA was launched in the district to identify issues related to access in primary and middle schools, enrollment, retention, equity and achievement of upper primary education and needs for strategies addressing these issues. Community based management structures such as VECs and SMCs had been involved in the process of preparation “Village Education Plan” arranging “Choupal” in every village for which Head Masters & teachers were trained at JSK level. Head Masters being nucleus of the school determines to a great extent the internal efficiency and effective functioning of the school. So it is essential to train the middle school Head Masters for acquiring sufficient knowledge and skill for institutional planning and management involving community based management structures. Hence, the village education plans have served the purpose of district diagnostic study to plan for SSA or UEE at district level involving teachers, educationists and N.G.O's.

Brief summary of the LSA 2001 April activities are as follows :

S.No.	Name of Program	Date	Level	Details of Participants
1	SRG Training	10,11-1-2001	State	Total - 6 person E.P.O. 1,2,3 .D.I.E.T. Lecturer 1- Programmer-1
2	D.R.G. Training	19-2-2001	District	Total – 20 person. All B.E.O's. (4) All Supervisors (5) 2- DIET Lecturers (2) Identified Jan Sikshak (09)
3	B.R.G. Training	26-2-2001	Block	Total – 136 person. All B.E.O's.(4) All Supervisors (5) DIET Lecturers (4) Identified Jan Sikshak and teachers (123)

4	Village Prabhari teachers	19,20-4-2001	Village and Ward wise	Total no. of Participants 1596 One teacher per village per school
5	Village level function (Chaupal)	21-4-20001	Village	Total no. approx. 22000. Teachers, Guruji, parents, Panchayat Rep., Village level Social activist
6	Door to Door campaign	22-4-2001	Urban and Rural	Total no. Families approx. 3.25 lacs. including all teachers ,Guruji, Shiksha Karmi, Gram Sevak, Panchayat Karmi, village person.
7	Making of Village Plan and compilation of village level data	25,26-4-2001	Village & Urban	All villages and Wards.
8	Gram Shiksha Sabha	27,28-4-2001	Gram	Gram Shiksha Sabha were held in all villages to review VEP.
9	Compilation of Data and preparation of JSK Plan.	30,1-5-2001	JSK	98 JSK Plans were prepared.
10	Shikshak samvad at Jan Shiksha Kendra	2-5-2001	JSK	No. of P.S. teachers 2050
11	Preparation of Janpad Shiksha Yojna	7,8-5-2001	Block	BRG and DRG.
12	Preparation of Jila Shiksha Yojna	14-15-5-2001	District	DRG and SRG.

DIAGNOSTIC STUDY (METHOD SAMPLE)

NEED OF DIGNOSTIC STUDY IN GWAIOR DISTRICT

On successful implementation of target of Universal access to primary school children in August 1998, it is observed that there is a considerable increase in enrollment, retention, and achievement levels in primary schools. Consequently, the demand for upper primary education is evident. To ensure a consistent approach to the quality of elementary education and raise children's learning standard in the elementary education cycle at the national level through the "Sarv shiksha Abhiyan" has been a move to adopt district level planning for whole of the elementary school cycle. District based planning for upper primary education has been an emerging need. There are two main issues

- Only children who actually pass primary school are eligible for upper primary education.
- The achievement of children at the end of primary school stage determines the readiness to learn at the upper primary stage.

Many national and state level schemes and programs for elementary education i.e. for primary as well as for upper primary education has been in existence and being implemented. These include operation black board, non-formal education, SOPT and DIET. New strategies at primary level have also been evolved to achieve U.P.E. e.g. E.G.S. A new program is also to be launched to achieve universalization of upper primary level. So that district achieve the goal of U.E.E. This diagnostic study will reveal the needs and strategies.

The district has first assessed all its needs & strategies for universalization of elementary education. It has then identify the needs that will be fulfilled by existing program of OBB, Non-formal education, DIET etc.

Methodology of Diagnostic study

For this study, all four blocks and one urban area were selected. From these five blocks, 25 primary schools were selected, five primary schools from each block (One Urban and four rural) were also selected on the random basis. The tools developed were filled up to get the following information.

- Enrolment in 1996-97,97-98,98-99 ,99-2000, 2000-2001 (Gender-wise & Category-wise) to study the percent of enrollment
- Average attendance against total enrollment (Gender wise & Category wise)
- Achievement in language, mathematics, EVS to assess the achievement level, 300 students of class V were tested through specially designed test papers. The total number of marks was 100 and results were derived at 0-20,21-40,41-60, 61-80, and 81-100 slot basis.
- Parents were interviewed to assess the causes of dropout, their attitude towards schools and involvement in the school activities.
- Dropped out students were interviewed to assess the causes of dropout.
- The Data collected was tabulated, analyzed and results derived at.

CHAPTER III

EDUTIONAL PROFILE

Based on LSA and Diagnostic Study

The educational profile of the district is given in the following tables. The data reflects the present status & gap in the district with regards to UEE.

Finding of District Diagnostic Study – Primary Level.

ACCESS:

District Gwalior has 100% access for primary school.

ENROLLMENT:

Gross Enrollment Ratio, which was 90.6% in the year 1996-97 rose to 104.8% in the 2000-2001, there by showing an increase by 14.2%. The enrollment study reveals that the Gross Enrollment Ratio, which was 93.6% in the year 1996-97 for boys rose to 96.4% in the 1997-98, 99.1% in the year 1998-99, 103.4% in the year 1999-2000, 106.8% in the year 2000-2001.

The Gross Enrollment Ratio, which was 89.2% in the year 1996-97 for Girls rose to 92.8% in the 1997-98, 96% in the year 1998-99, 102.8% in the year 1999-2000, 109.4% in the year 2000-2001.

RETENTION :-

The retention study was done for 454 students enrolled in class 1 in the year 1996 –1997 in 25 sample schools. Out of these 454 students, 258 students was boys and 196 was girls. The category wise status of these students reveals that there were 109 students belong to S.C. and 23 students S.T. 218 belong to backward classes and rest 104 belongs to General category.

Progress of students enrolled in class 1 in the year 1996-97 was analysed progressively over the year and it was found that out of 454 students enrolled in class 1 in the year 1996 –1997, only 242 students could reach class 5 by the year 2000-2001 . The retention rate is 53.3 %. The boys & girls enrolled in class 1 in the year 1996 –97 has retention percentage of 60.46 and 43.87% respectively. Category wise position brings out that the students belong to SC and ST where the first one to dropout in the classes in which dropout is prominent.

(Detail position may be observed from table DS 1 and 2)

ACHIEVEMENT:-

The achievement test conducted on 546 students of class V in 25 sample school the findings are as follows :

- Only 45.43 % students secured above 40 % marks in Language.
- Only 46.76 % students secured above 40 % marks in Maths
- Only 36% students secured above 40 % marks in EVS.

All these students will pass out through the primary sector into the upper primary sector, so a lot of action would be required at the upper primary level to cater the deficiencies in the competencies of such students.

Table No. - 1

DISTRICT : GWALIOR

Blockwise Position of Accessless Habitation

S.No.	Name of Block	Total Number of Habitation	Number of Habitations with Primary Schooling Facility (within 1 k.m.radius)	GAR (primary level)	Number of Habitations with middle school facility	Number of Habitation without middle school facility	Actual requirement of Middle Schools (within range of 3 km)*		GAR (Middle level).
							Number of PS to be Upgraded	Number of EGS to be Upgraded	
1	2	3	4	5	6	7	8	9	10
1	DABRA	161	161	100	107	54	10	14	66.50
2	BHITARWAR	156	156	100	102	54	10	14	65.38
3	GHATIGAON	148	148	100	88	60	20	6	59.45
4	MORAR U	760	760	100	649	111	20	17	85.39
5	MORAR R	166	166	100	109	57	17	8	65.66
	Total	1391	1391	100	1055	336	77	59	75.84

Source : lsa april 2001

- 1 All 1391 Habitation have primary school within 1 km. Radius.
- 2 GAR at Primary Level - 100 %
Gar at Primary Middle - 75.84 %
- 3 Total 336 habitation in the district have no facility of Middle School.
- 4 GAR of Ghatigaon Block is minimum i.e. 59.45 this block need more attention towards access facility.

Table No. - 2

DISTRICT : GWALIOR

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)	Gaps - Number of M.S. required	
Population norm	No. of Habitation			Number of P.S. to be upgraded	Number of EGS to be upgraded
1	2	3	4	5	6
> 500	1097	247449	0	0	0
500 - 250	116	11020	111	37	34
250 - 200	87	4350	108	20	17
200 - 100	54	2160	60	10	8
less then 100	37	4110	57	10	0
Total	1391	269089	336	77	59

Source :LSA APRIL 2001

- 1 In Population 500 - 250 and 250-200 range 218 Habitation has no Middle School facility.
- 2 59E.G.S. are to be upgraded in upper primary school in 218 Habitaion.
- 3 The above table reveals that No. of P.S. & E.G.S. to be upgreded in this range of population of 500-250 & 2500-200.

Table No. - 3

DISTT: GWALIOR

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	DABRA	15018	55.48	12053	44.52	27071	16258	56.71	12393	43.22	28651	105.84
2	BHITARWAR	11968	56.65	9152	43.32	21120	13008	57.63	9563	42.37	22571	106.87
3	GHATIGAON	14100	54.27	11881	45.73	25981	14610	58.25	10472	41.75	25082	96.54
4	MORAR U	12250	56.81	9315	43.19	21565	13096	57.71	9597	42.29	22693	105.23
5	MORAR R	44615	54.50	37242	45.50	81857	47648	54.66	39519	45.34	87167	106.49
	Gwalior	97951	55.15	79643	44.85	177594	104620	56.20	81544	43.80	186164	104.83

*Source :LSA APRIL 2001**1 Gender gap .*

The gender gap is higher in Ghatigaon block that may be due to scattered(Low density Population) population in the block.

2 Enrollment of boys is 58.25 % which is highest in Ghatigaon Block while in same Block Girls % is 41.75 which is lowest in the District .This gender gap is due to gender gap in population.

3 The Girls primary schools are not available in rural area of the District so the parents does not allow to continue girls in 4Th to 5Th class girls students . Co-Ed system is not accepted by some villegers.

4 GER of Ghatigaon Block is 96.54 is lowest while Bhatarwar Blocks is 106.87 the highest in District.

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	DABRA	102.8	108.75	45.71	60.05	105.8
2	BHITARWAR	104.4	108.7	45.26	61.57	106.84
3	GHATIGAON	88.14	103.6	40.3	56.23	96.53
4	MORAR U	106	106.8	48.27	58.2	106.48
5	MORAR R	103	106.9	44.5	60.72	105.2
	Total	109.4	106.8	45.9	58.9	104.8

Source :LSA APRIL 2001

- 1 The above table reveal's that the girls enrollment is higher in urban area comperative to girls enrollment in rural area. This shows that Primery school facilities in rural area is not satisfactory.
- 2 The % of Boys enrolled against total population is higher in rural areas comperative to urban areas.
- 3 In Ghatigaon block % of girls and boys enrollement is lowest that is 40.3 and 56.23 in the district.
- 4 The bar digram given blow reveals the facts.
- 5 The % of girls enrolled against girls population is higher then Boys enrolled against boys population is because girls of above then 11 yrs. are also enrolled in primary level in rural & urban areas both.

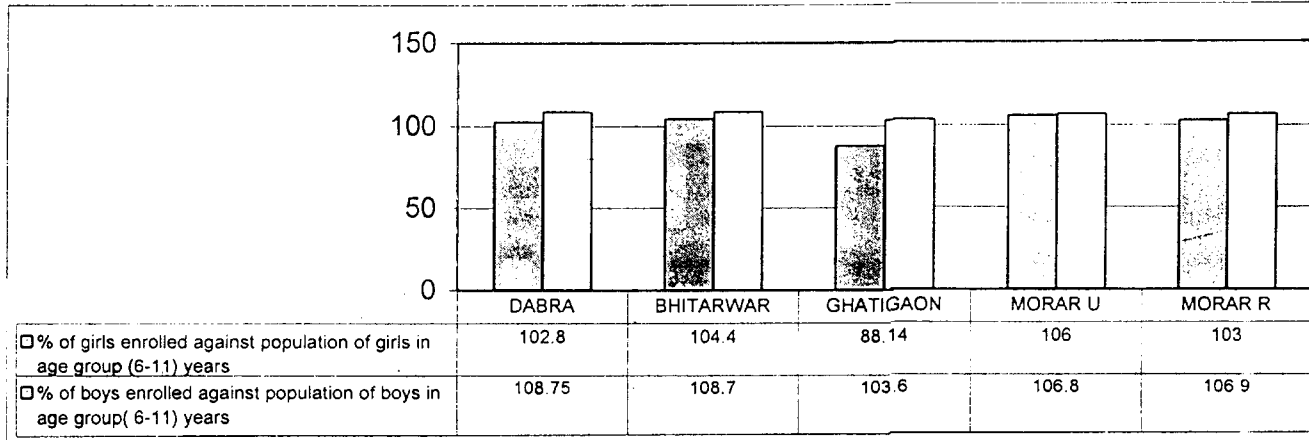


Table No. - 5

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	DABRA	7898	58.41	5624	41.59	13522	3846	68.08	1803	31.92	5649	41.78
2	BHITARWAR	6531	57.84	4760	42.16	11291	3443	71.30	1386	28.70	4829	42.77
3	GHATIGAON	6705	59.32	4598	40.68	11303	3076	68.71	1394	31.14	4477	39.61
4	MORAR U	25038	54.48	20917	45.52	45955	19444	54.94	15946	45.06	35390	77.01
5	MORAR R	5849	62.10	3570	37.90	9419	3491	69.86	1427	30.14	4930	52.34
0	Gwalior	52021	56.86	39469	43.14	91490	33300	60.24	21956	39.72	55275	60.42

Source :LSA APRIL 2001

1 Gender gaps due to following reasons:

Above 50% of population reside in rural areas .

In Middle school the girls are of age 11-14 yrs parents feel insecured in co-education & unhealthy atmosphere of schools.

The distances of the middle schools from habitations are gonger 2-3 km.

Means of conveyance are not available.

Many habitations has no approach roads.

2 In Bhitwar block the percentage of girls enrollment is 28.70 which is lowest in the district .

while in Morar urban it is 45.06 the highest in district which clearly shows that in rural area the parents does not allow the girls to continue their education in upper primary level.

3 In Middle School's gross enrollment ratio of the district is 60.42 which shows that enough .

exercise is to be done for imnprovement in enrollment.

4 The GER of Ghatigaon block is exceotionally low because of scaterred population and density of population is exceptionally i.e.63 person per square kilometer.

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
	BLOCK	GER Girls	Ger Boys			
1	DABRA	32	48.7	13.33	28.44	41.77
2	BHITARWAR	29.11	52.7	12.27	30.5	42.77
3	GHATIGAON	30.3	45.87	12.33	27.2	39.53
4	MORAR U	76.23	77.65	34.7	42.3	77
5	MORAR R	41.62	58.88	15.77	36.56	52.33
	GWALIOR	55.79	63.92	24.06	36.34	60.4

Source : Isa april 2001

- 1 In middle Schools Gross enrolment ratio of the district is 60.41 which shows that enough exercise is to be done for increasing in enrolment
- 2 Block Dabra, Bhitwar, Ghatigaon and Morar rural is having low GER being low developed areas..
- 3 Morar Urban is having higher Ger for being urban area.
- 4 Gender gap is least in urban areas and it is max in bhitwar block which is far off.

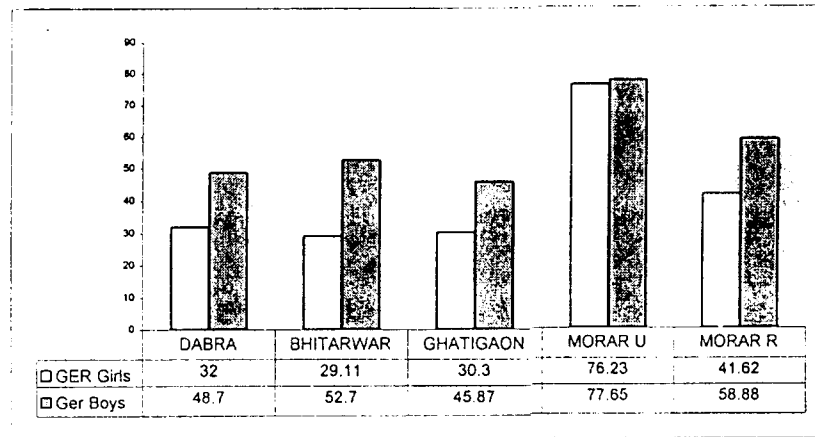


Table No. - 7

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	DABRA	22916	56.45	17677	43.55	40593	20104	58.61	14196	41.39	34300	84.50
2	BHITARWAR	18499	57.08	13912	42.92	32411	16451	60.04	10949	39.96	27400	84.54
3	GHATIGAON	20805	55.80	16479	44.20	37284	17686	59.83	11866	40.14	29559	79.28
4	MORAR U	37288	55.23	30232	44.77	67520	32540	56.02	25543	43.98	58083	86.02
5	MORAR R	50464	55.29	40812	44.71	91276	51139	55.53	40946	44.46	92097	100.90
	Gwalior	149972	55.73	119112	44.27	269084	137920	57.12	103500	42.87	241439	89.73

Source :LSA APRIL 2001

1 Gender gaps due to following reasons:

The gender gap is higher in ghatigaon block that may be due to scattered(Low density Population) population in the block.

Above 50% of population of the district reside in rural areas .

In Middle school for girls of age 11-14 yrs parents feel insecured about co-education & in Schools.

The distances of the middle schools from habitations is prominent.

Means of conveyance are not available.

Many habitations has no approach roads.

2 In Bhitwar block the percentage of girls enrollment is 39.96 which is lowest in the district .

while in same block the % of Boys enrollment of E.level is 60.04 highest in district being the most under developed block showing larger gheder gap.

3 In Gross enrollment ratio of the district is 89.73 which shows that lot to be done for improvement in enrollment .

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	DABRA	80.30	87.72	34.97	49.52	84.49
2	BHITARWAR	78.67	88.92	33.77	50.74	84.51
3	GHATIGAON	72.00	85.00	31.82	47.43	79.25
4	MORAR U	95.36	96.32	43.39	52.49	95.88
5	MORAR R	86.01	91.38	35.77	53.38	89.15
	Gwalior	86.93	91.93	38.48	51.23	89.71

Source : lsa april 2001

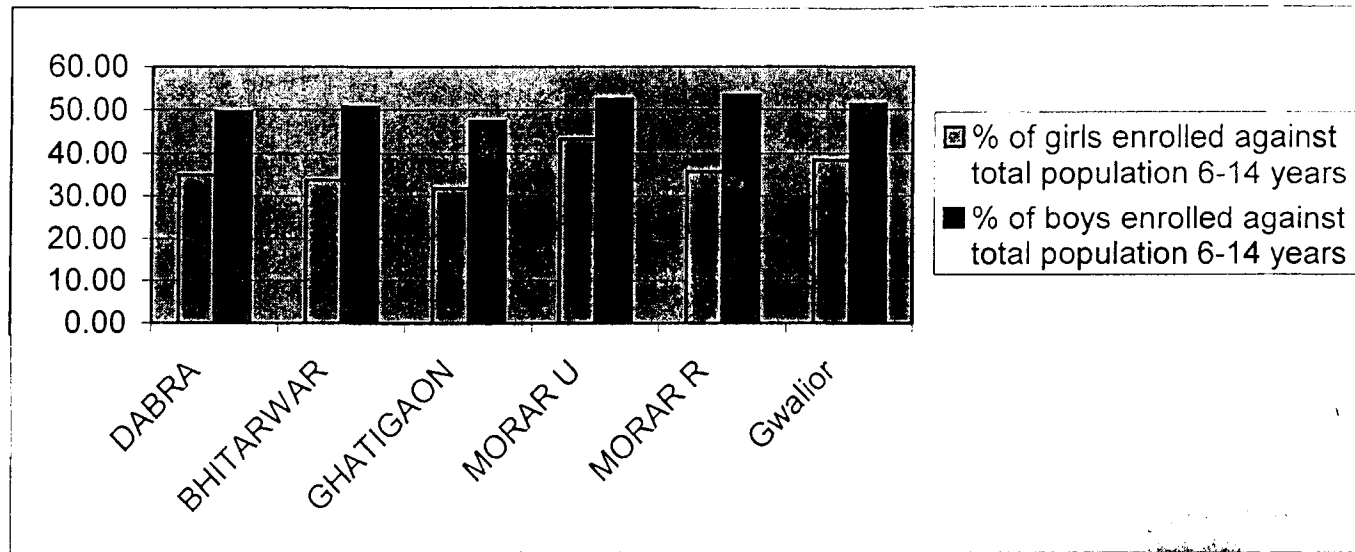


Table No. - 9

Enrolment of SC, ST and OBC

S.No.	Block	SC					ST					OBC					General				
		Boys SC	Boys as % of total SC enrolment	Girls Sc	Girls as % of total SC enrolment	Total	Boys ST	Boys as % of total ST enrolment	Girls ST	Girls as % of total ST enrolment	Total	Boys OBC	Boys as % of total OBC enrolment	Girls OBC	Girls as % of total OBC enrolment	Total	Boys GEN	Boys as % of total Gen enrolment	Girls GEN	Girls as % of total Gen enrolment	Total
1	DABRA	5865	57.15	4398	42.85	10263	1507	56.83	1145	43.17	2652	11232	57.07	8449	42.93	19681	2812	56.27	2185	43.73	4997
2	BHITARWAR	3843	57.42	2850	42.58	6693	1134	64.43	626	35.57	1760	9446	58.25	6770	41.75	16216	2565	56.10	2007	43.90	4572
3	GHATIGAON	2596	55.70	2065	44.30	4661	3082	58.18	2215	41.82	5297	12285	53.28	10773	46.72	23058	2404	54.27	2026	45.73	4430
4	MORAR U	14651	54.33	12315	45.67	26966	474	56.09	371	43.91	845	22429	55.20	18205	44.80	40634	19865	52.63	17878	47.37	37743
5	MORAR R	4866	59.02	3378	40.98	8244	299	57.95	217	42.05	516	10949	59.21	7544	40.79	18493	2066	55.57	1652	44.43	3718
	GWALIOR	31821	56.00	25006	44.00	56827	6496	58.68	4574	41.32	11070	66341	56.18	51741	43.82	118082	29712	53.57	25748	46.43	55460

Source : Isa april 2001

- 1 The above table and Pai graph shows that max. enrollment is of OBC .While 5% enrollment are of ST.
to much has to be done to ensure this enrollment of S.C. & S.T.
- 2 The largest enrollment in the district is of OBC i.e. 118082 which is 48% of total enrollment.

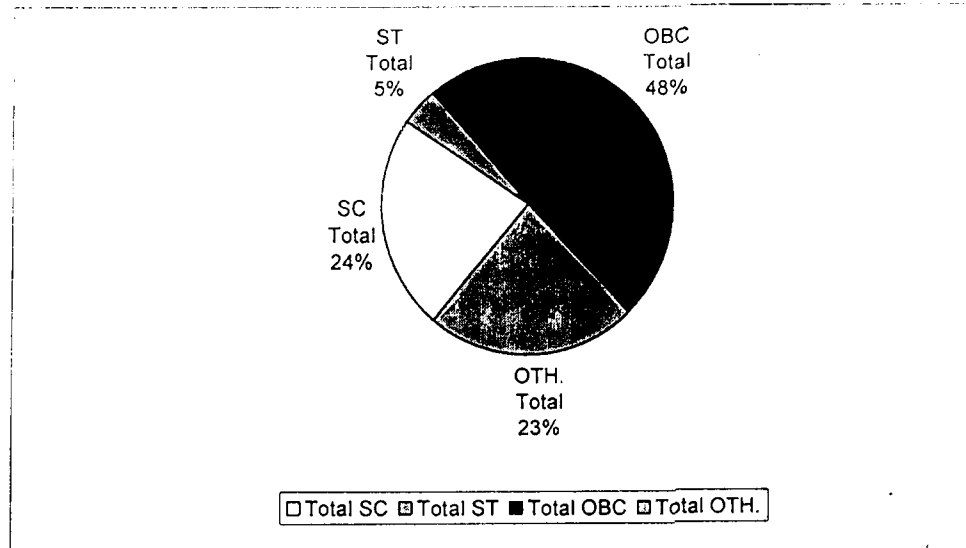


Table No. - 10

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	DABRA	3158	45.26	3820	54.74	6978	725	47.57	799	52.43	1524
2	BHITARWAR	2147	51.75	2002	48.25	4149	372	44.29	468	55.71	840
3	GHATIGAON	3622	47.24	4046	52.76	7668	606	52.88	540	47.12	1146
4	MORAR U	2029	49.00	2112	51.00	4141	503	47.27	561	52.73	1064
5	MORAR R	1198	48.56	1269	51.44	2467	357	39.71	542	60.29	899
	Total	12154	47.84	13249	52.16	25403	2563	46.83	2910	53.17	5473

Source :lsa april 2001

- 1 The above table shows that unenrolled girls in Dabra block is 54.74% to total unenrolled children of the block. This is highest in District.
- 2 Dropout of girls is 53.17% and unenrolled of girls is 52.16% in the District against their total.
- 3 The largest dropout lies in morar R. i.e. 60.29 being under developed block.

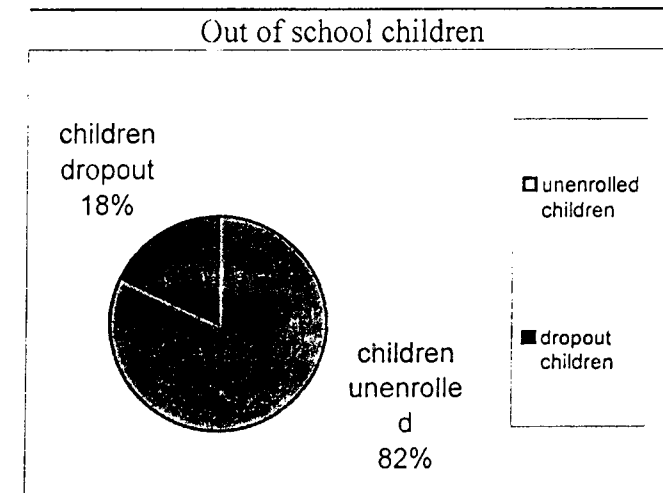
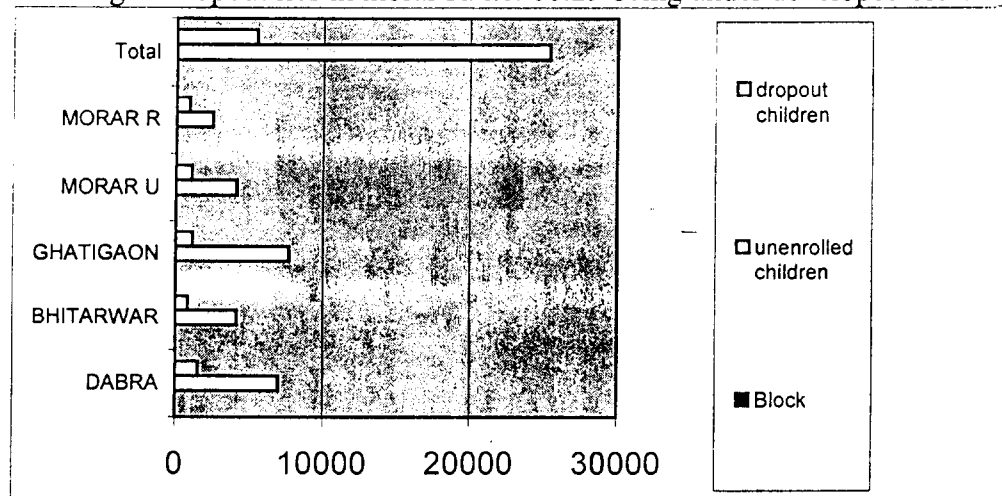


Table No. - 11

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 dropouts at primary level	Boys as % of total dropouts at primary level	Girls dropouts at primary level	Girls as % of total dropouts at primary level	Total	Boys dropouts at middle level	Boys as % of dropouts at middle level	Girls dropouts at middle level	Girls as % of total dropouts at middle level	Total	Boys	Girls	Total
1	DABRA	357	39.98	536	60.02	893	368	58.32	263	41.68	631	725	799	1524
2	BHITARWAR	294	41.76	410	58.24	704	78	57.35	58	42.65	136	372	468	840
3	GHATIGAON	515	53.15	454	46.85	969	91	51.41	86	48.59	177	606	540	1146
4	MORAR U	281	50.00	281	50.00	562	222	44.22	280	55.78	502	503	561	1064
5	MORAR R	231	38.89	363	61.11	594	126	41.31	179	58.69	305	357	542	899
	Gwalior	1678	45.08	2044	54.92	3722	885	50.54	866	49.46	1751	2563	2910	5473

Source : IJa april 2001

1. Gender gap is evident in all the blocks except in Ghatigaon mainly due to cattle grazing, child labour and migration.
2. Gender gap is higher in Dabara, Bhitwar, Ghatigaon and Morar as compared to urban areas due to reasons given in table no. 12.

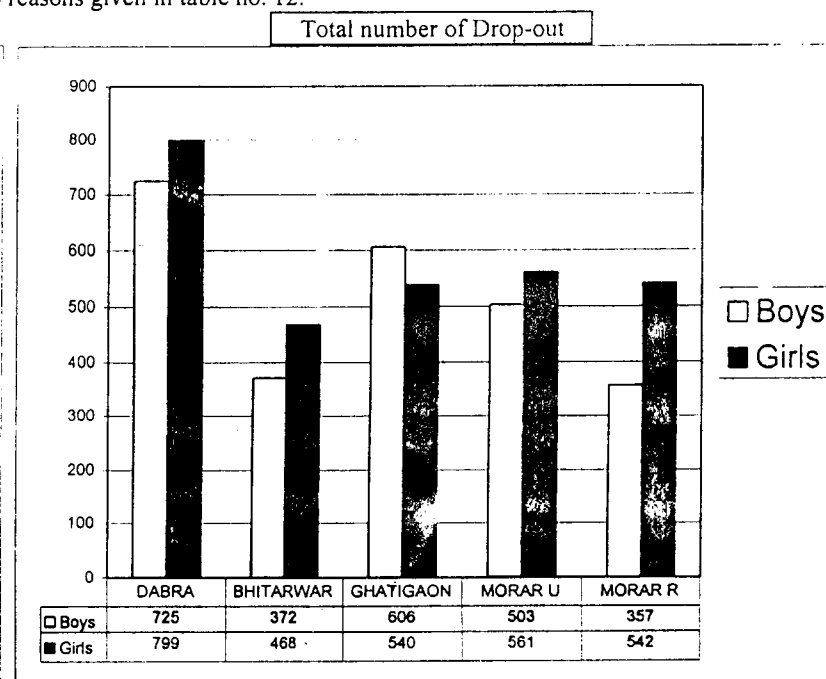
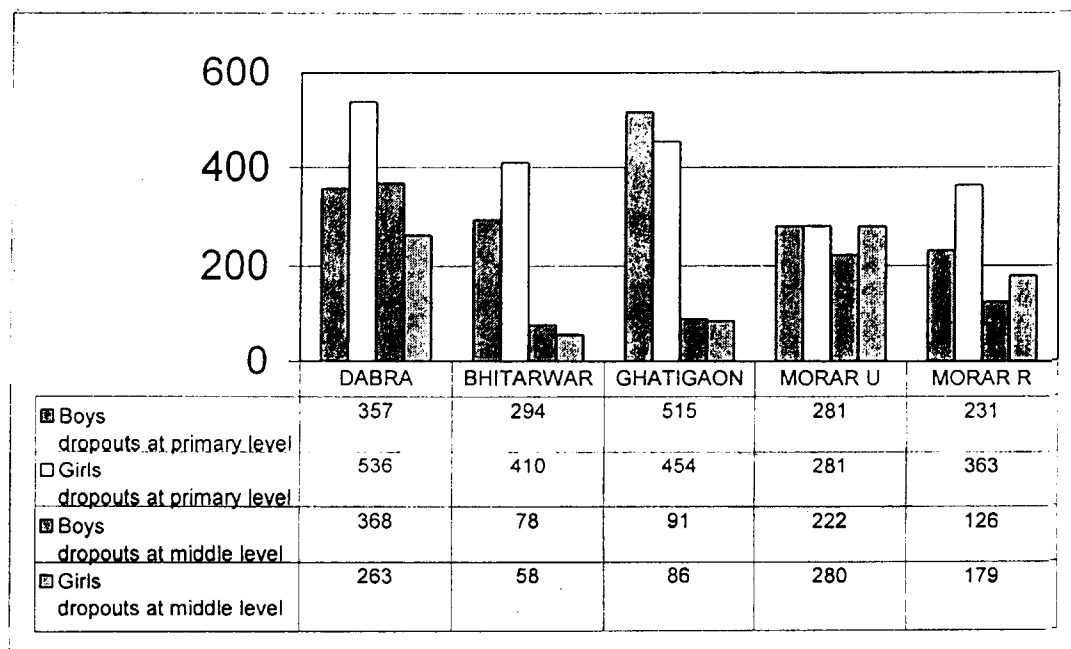


Table No. - 12
Blockwise Details of Dropout Children and Reasons for Dropout

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	10
1	DABRA	1524	3.16	4.51	252	281	250	147	75	227	37	48	205	2
2	BHITARWAR	840	2.01	3.36	161	187	73	94	46	110	39	33	91	6
3	GHATIGAON	1146	2.91	3.27	237	107	144	162	89	63	48	0	246	50
4	MORAR U	1064	0.72	0.96	260	184	0	268	0	112	19	5	216	0
5	MORAR R	899	1.97	4.2	188	239	163	103	34	73	0	0	99	0
	Total	5473	1.7	2.44	1098	998	630	774	244	585	143	86	857	58

Source : Isa april 2001

REASONS OF DROPOUT

REASON	Description	Percentage
REASON 1	Working as a Labour/Agriculture/ cattle garazing/wood pickin	19%
REASON 2	Sibling care/house holds-work	18%
REASON 3	looking after cattles	12%
REASON 4	Not sending girls to school due to orthodox belief	14%
REASON 5	Non availability of education facilities.	4%
REASON 6	Physical handicap/Long illness	11%
REASON 7	School atmosphere/Physical torture children by teacher	3%
REASON 8	Lack of space in school	2%
REASON 9	Migration	16%
REASON 10	others	9%

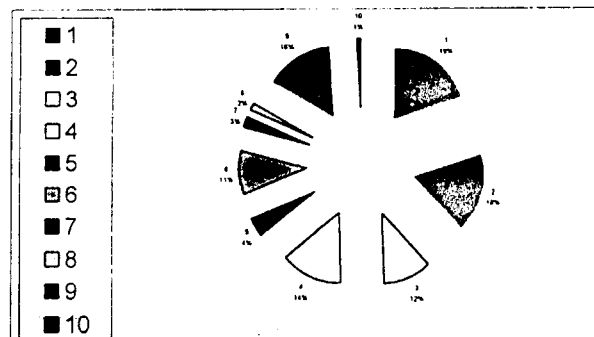


Table - 13

Classwise Numbers of Dropout Children

Class	Number of Dropout					% of Dropouts against total number of dropouts		
	B	%	G	%	Total	% Boys	% Girls	Total
1	248	46.70	283	53.30	531	4.53	5.17	9.70
2	325	52.93	289	47.07	614	5.94	5.28	11.22
3	437	53.03	387	46.97	824	7.98	7.07	15.06
4	328	43.85	420	56.15	748	5.99	7.67	13.67
5	340	33.83	665	66.17	1005	6.21	12.15	18.36
Total I-V	1678	45.08	2044	54.92	3722	30.66	37.35	68.01
6	184	46.58	211	53.42	395	3.36	3.86	7.22
7	377	53.70	325	46.30	702	6.89	5.94	12.83
8	324	49.54	330	50.46	654	5.92	6.03	11.95
Total VI-VIII	885	50.54	866	49.46	1751	16.17	15.82	31.99
Total I-VIII	2563	46.83	2910	53.17	5473	46.83	53.17	100.00

Source : lsa april 2001

- 1 The above table clearly shows that dropout % of girls is 56.17% and 66.17% in class iv & v .
- 2 In v class dropout % of children is 18.36% , The highest other than any class.
- 3 The dropouts in in primary level is more comparative to Upper primary level.

Table No. - 14

Blockwise Details of Transition From Class V to VI

		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	DABRA	2449	1327	3776	1946	1042	2988	1546	840	2386	79.45	80.61	79.85
2	BHITARWAR	1719	1101	2820	1307	875	2182	1470	637	2107	112.47	72.80	96.56
3	GHATIGAON	1566	879	2445	1306	699	2005	1286	578	1864	98.47	82.69	92.97
4	MORAR U	6889	5530	12419	6497	5102	11599	6116	5252	11368	94.14	102.94	98.01
5	MORAR R	1988	1123	3111	1644	882	2526	1478	627	2105	89.90	71.09	83.33
	Gwalior	14611	9960	24571	12700	8600	21300	11896	7934	19830	93.67	92.26	93.10

Sou A APRIL 2001

- 1 The above table reveals that transition rate of girls in Morar Rural and Bhitwar Blocks are low i.e. 71.09 & 72.8 respectively predominantly rural area.
- 2 In Block Morar Urban transition rate is quite satisfactory i.e.98.01 is an urban area.

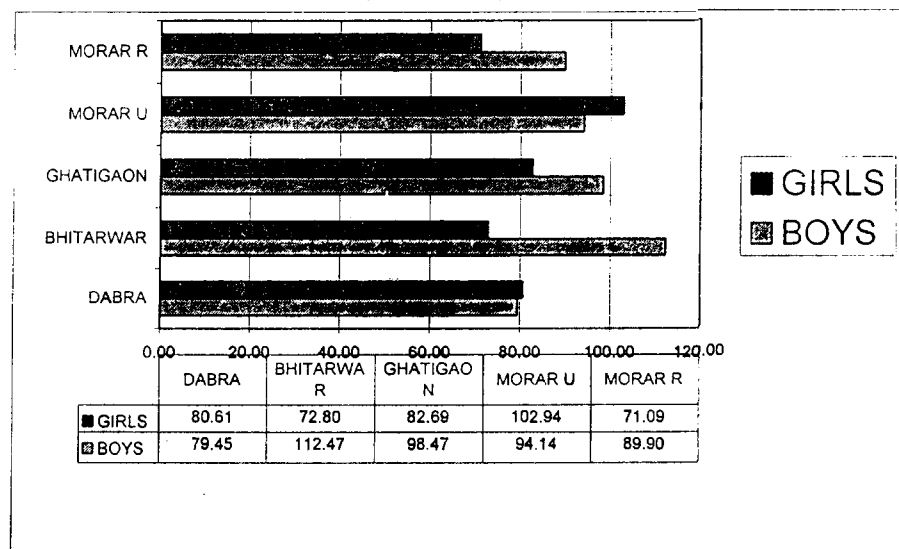


Table No. - 15

GWALIOR

Blockwise Achievement of Children At Primary Level

S.No.	Block	TOTAL APPEAR	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	DABRA	26573	4886	7488	9372	4827	5554	7736	8829	4454	4964	7702	9205	4703	4359	6715	7802	4840
2	BHITARWAR	21302	2446	7358	8543	2955	2675	6945	7958	3724	2256	7406	8458	3186	2204	6703	7904	3243
3	GHATIGAON	23644	2844	6580	9453	4767	2753	7346	8486	5059	3254	5908	8944	5542	2404	6040	7830	4561
4	MORAR U	81365	11542	28502	34614	6707	9568	30568	31804	9425	11435	25609	32509	11812	9640	25297	29460	9871
5	MORAR R	21242	2543	6948	7864	3887	2042	4865	8538	5797	2645	6513	7432	4652	2021	5467	7327	4370
0	Total	174126	24261	56876	69846	23143	22592	57460	65615	28459	24554	53138	66548	29895	20628	50222	60323	26885

Source :LSA APRIL 2001

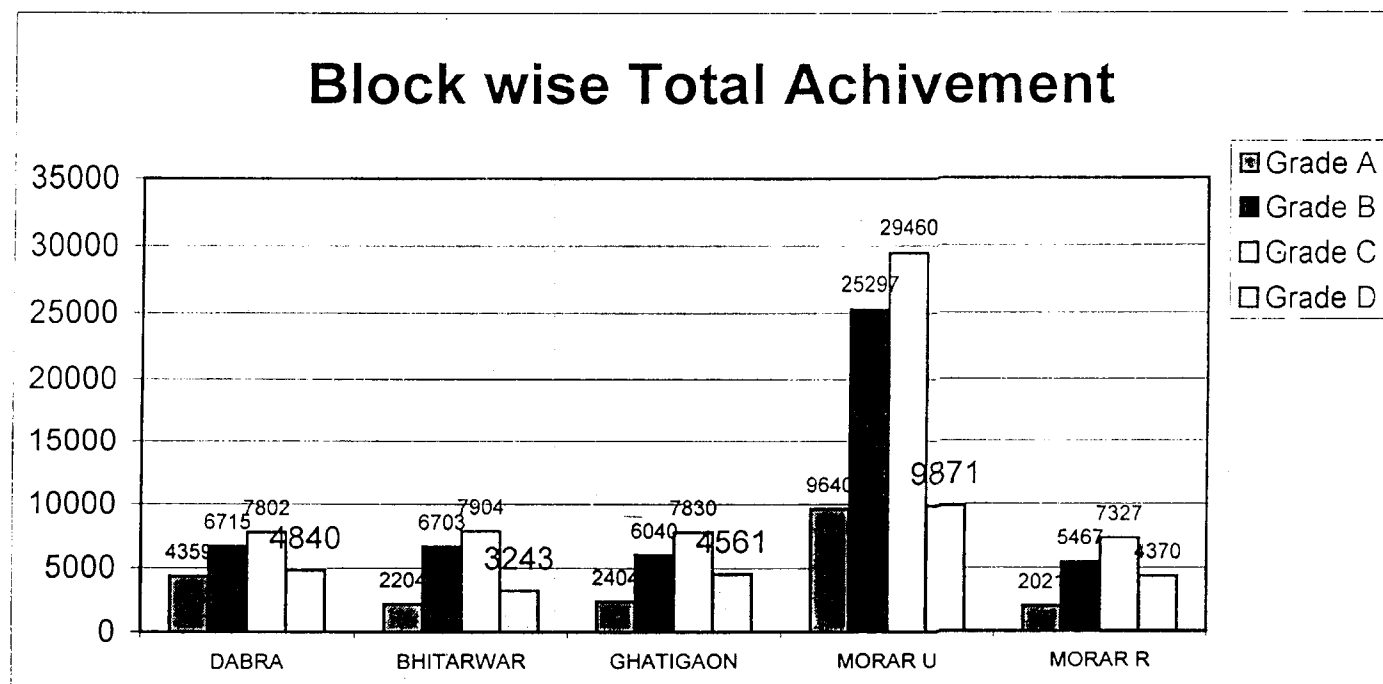


Table No.- 16
Blockwise Details of Children in Age Group 3-6 Years

S.No.	Name of Block	Children in Age Group (3-6) Years				
		boys	Boys as % of total population	Girls	Girls as % of total population	Total
1	DABRA	6797	53.65	5872	46.35	12669
2	BHITARWAR	5030	54.24	4244	45.76	9274
3	GHATIGAON	1993	54.04	1695	45.96	3688
4	MORAR U	16610	54.28	13992	45.72	30602
5	MORAR R	5455	56.58	4187	43.42	9642
	Gwalior	35885	54.47	29990	45.53	65875

Source : Isa april2001

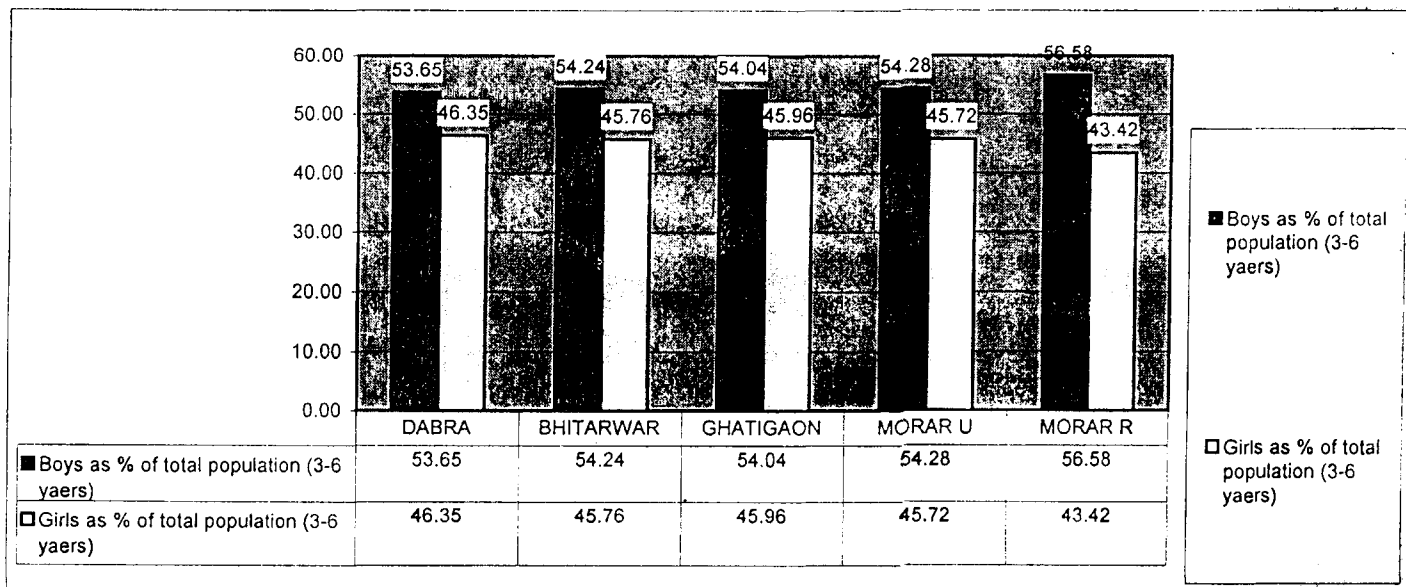


Table No.- 17
Blockwise Details of ECE Facilities

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	DABRA	0	0	152	9
2	BHITARWAR	0	0	165	0
3	GHATIGAON	0	0	94	54
4	MORAR U	0	0	325	435
5	MORAR R	0	0	102	64
0	Gwalior	0	0	838	562

Source : Isa april2001

1. Habitaion not having Early Childhood Education support is taken under SSK coverage.

Table No. - 18

Blockwise Requirement of School Building and Additional Rooms

S.No.	Name of Block	No. of EGS Schools	No. of EGS Schools having Shelter	Additional Requirement for Shelters	No. of Primary Schools	No. of Primary Schools having School Building	Additional Requirement for school building	No. of Middle Schools	No. of Middle Schools having School Building	Additional Requirement of school buildings		Requirement of Additional Rooms in Primary School Building	Requirement of Additional Rooms in Middle School Building
										In Existing Middle School	In PS/EGS which are proposed for upgradation		
1	DABRA	108	0	108	184	180	4	62	6	56	24	148	64
2	BHITARWAR	124	0	124	175	173	2	52	8	44	24	145	104
3	GHATIGAON	118	25	93	149	140	9	93	36	57	26	136	186
4	MORAR U	0	0	0	304	263	41	61	41	20	37	164	122
5	MORAR R	64	0	64	184	177	7	56	31	25	25	156	112
0	Gwalior	414	25	389	996	933	63	324	122	202	136	749	588

Source : isa april 2001

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 DOC. No. 18-10-2002
 Date

Table No. - 19

Blockwise PTR at Primary Level

	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	teachers required @ 35:1	present position	Need for additional teachers based on criteria of two teachers per PS
		Enrolment in Primary Level (PS+EGS)	Male	Female	Total	Male	Female	Total	Male	Female	teachers at ps level				
1	DABRA	24612	323	148	471	112	3	115	435	151	586	42:1	703	586	117
2	BHITARWAR	18252	210	14	224	101	26	127	311	40	351	52:1	521	351	170
3	GHATIGAON	23092	286	82	368	129	5	134	415	87	502	46:1	660	502	158
4	MORAR U	52297	624	669	1293	0	0	0	715	578	1293	40:1	1494	1293	201
5	MORAR R	22083	442	79	521	69	8	77	110	488	598	37:1	631	598	33
0	Total	140336	1885	992	2877	411	42	453	1986	1344	3330	42:1	4009	3330	679

Source :lsa april 2001

Table No. - 20

Blockwise PTR at Middle Level

S.No.	Block	Enrolment at Middle Level in hundred	Number of Teachers			ratio
			Male	Female	Total	
1	DABRA	5649	167	29	196	29:1
2	BHITARWAR	4829	147	31	178	27:1
3	GHATIGAON	4477	99	9	108	42:1
4	MORAR U	25390	280	319	599	42:1
5	MORAR R	4930	237	23	260	19:1
0	Total	45275	930	411	1341	33:1

Source :lsa april 2001

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			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	DABRA	477	63	46	586	240	25	0	20	13	33	435	151	586
2	BHITARWAR	249	60	42	351	174	18	0	24	19	33	311	40	351
3	GHATIGAON	255	208	39	502	249	20	1	59	16	75	415	87	502
4	MORAR U	28	1090	175	1293	265	405	4	301	104	405	715	578	1293
5	MORAR R	291	264	43	598	204	60	2	44	32	76	110	488	598
0	GWALIOR	1300	1685	345	3330	1132	528	7	448	184	622	1986	1344	3330

Source :Isa april 2001

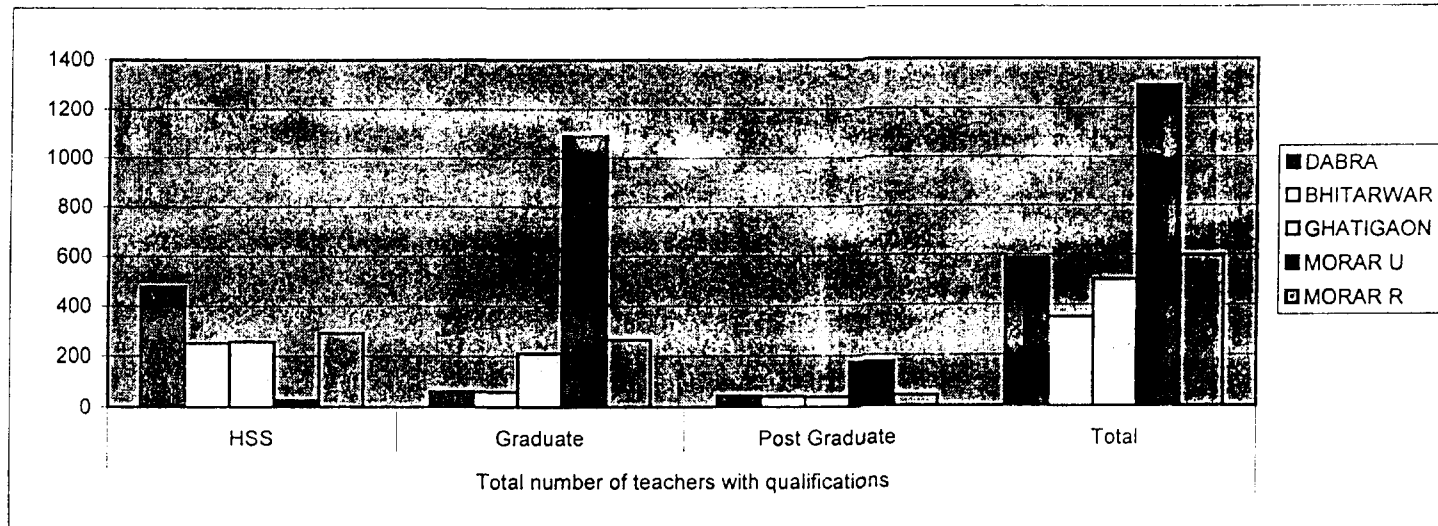


Table No. - 22

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

S.No.	Name of Block	Total number of teachers with qualifications				Total number of teachers having professional qualification			Number of Teachers Trained					
		HSS	Graduate	Post Graduate	Total	Diploma certificate in Education	B.Ed	M.Ed	Pre Service			In Service		
									Male	Female	Total	Male	Female	Total
1	DABRA	37	94	65	196	80	37	0	0	0	0	97	20	117
2	BHITARWAR	115	38	25	178	48	27	0	0	0	0	64	11	75
3	GHATIGAON	65	31	12	108	50	27	0	0	0	0	77	10	87
4	MORAR U	67	273	259	599	288	252	12	0	0	0	315	105	420
5	MORAR R	141	76	43	260	54	44	3	0	0	0	29	15	44
0	Gwalior	425	512	404	1341	520	387	15	0	0	0	582	161	743

Source : Isa april 2001

1 In upper primary level 425 teachers have passed HSS certificate examination.

Table No. - 23

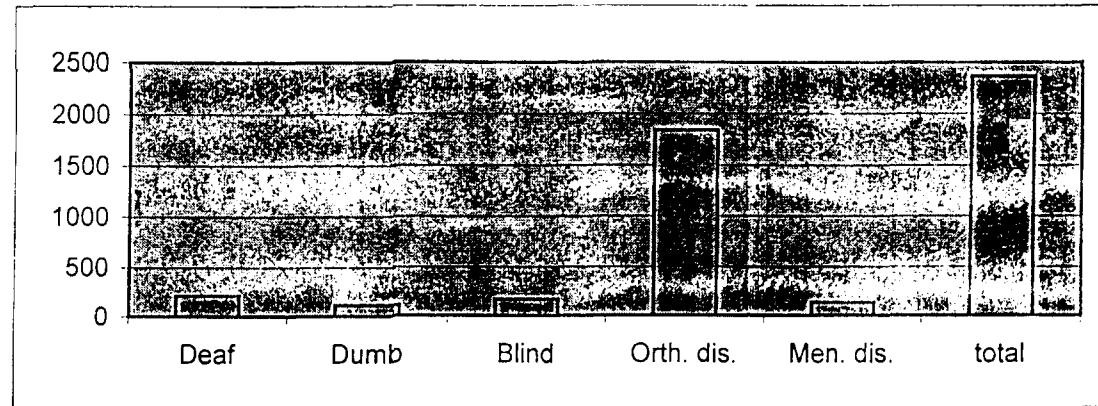
Blockwise incidence of Disability

S.No.	BLOCK	Number of Disable Children																	
		Dumb			Deaf			Blind			Orthopedically disabled			Mentally disabled			Total		
		Boyt	Girls	Total	Boyt	Girls	Total	Boyt	Girls	Total	Boyt	Girls	Total	Boyt	Girls	Total	Boyt	Girls	Total
1	DABRA	30	20	50	5	5	10	30	17	47	308	189	497	29	5	34	402	236	628
2	BHITARWAR	25	16	41	10	4	14	11	10	21	186	117	303	15	4	19	247	151	298
3	GHATIGAON	23	13	36	18	2	20	32	24	56	258	155	413	22	7	29	363	201	554
4	MORAR U	32	17	49	28	12	40	18	9	27	193	121	314	14	18	32	285	177	462
5	MORAR R	24	13	37	22	9	31	12	7	19	199	188	317	8	16	24	265	163	428
0	GWALIOR	134	79	213	83	32	115	103	67	170	1144	770	1844	88	50	138	1562	928	2370

Source :

Indicate incidence of disability through pie charts.

Deaf	213
Dumb	115
Blind	170
Orth. dis.	1844
Men. dis.	138
total	2370



CHAPTER IV

FORMULATION OF TARGETS

The formulation of targets on the basis of decentralized micro planing is as follows :

A. ACCESS

The target for access for primary schooling has already been achieved, and it is 100% but for middle level schooling facilities the GAR is 75.84, indicating that 336 habitations of the distt. do not have this facility. In year 2001-2002 it is proposed to upgrade 77 primary schools and 59 EGS up to the middle level to provide access to 336 habitations. Thus the GAR for the upper primary level will be achieved in the 1st year.

Year	Present	2001-2002	2002-2003	2003-2004	2004-2005
GAR	75.84	100%	100%	100%	100%

B. ENROLLMENT

The GER for the distt. Gwalior is 104% and 60.42% for the primary and middle level respectively. It is proposed to achieve the target of 120% enrollement for primary & middle level as a whole for the distt by the end of the project period, as shown in the following table :-

Name of block	GER (Primary level)				
	2001-02	02-03	03-04	04-05	05-06
Dabra	105.84	110	115	120	120
Bhitarwar	106.87	110	115	120	120
Ghatigaon	96.54	100	105	115	120
Morar U	105.23	110	115	120	120
Morar R	106.49	110	115	120	120
GWALIOR	104.83	108	113	119	120

Name of Block	GER (Upper Primary level)				
	2001-02	02-03	03-04	04-05	05-06
Dabra	41.78	50	65	85	100
Bhitarwar	42.77	50	65	85	100
Ghatigaon	39.61	50	65	85	100
Morar U	77.01	80	90	100	110
Morar R	52.32	60	75	95	105
GWALIOR	60.42	58	72	90	103

The targets from the year 2003 will depend on the achievement made in enrollment at middle level after providing 100% access.

C. RETENTION:

The target for the retention is 25% above than the present retention level summarized as follows :-

Year	2000-01	01-02	02-03	03-04	04-05	05-06
Boys	60.4	65.4	70.4	75.4	80.4	85.4
Girls	43.8	48.8	53.8	58.8	63.8	68.8
TOTAL	53.3	58.3	63.3	68.3	73.3	78.3

(Source : Data collected on sample basis)

D. ACHIEVEMENT :

The target of achievement is to improve the result of elementary level by improving the grade of the children from

- (i) Gr. D to Gr. C by 4% per year
- (ii) Gr. C to Gr. B by 3% per year
- (ii) Gr. B to Gr. A by 3% per year

So the achievement of the children in primary school level will meet the norms of Normal Probability Curve.

CHAPTER V

FORMULATION OF STRATEGIES FOR ACHIEVING TARGETS OF U.E.E.

5.1 IMPROVING ACCESS

The district has assigned high priority to universalizing schooling facilities and has committed itself to provide middle schools within 3 kms of walking distance. The primary school here would also include the EGS schools, which have been started 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 U.E.E. These are indicated below.

5.1.1 ASSESSMENT OF GAPS IN MIDDLE SCHOOLING FACILITIES :

The district has identified the middle schooling gaps. The first preliminary rounds of assessment undertaken in the academic year 2000-2001 indicated the gap of 136 middle schools.

The gap assessment was done against the following universalisation norms.

- While taking the 3 km criteria for upgrading a primary school to a middle school, the choice and the selection of the primary school for upgradation to a middle school would be left to the District Government (Zila Sarkar) in Madhya Pradesh.
- Availability of children of age group 11 – 14 yr. in one or group of habitation within a range of 3 Km. radius.
- The distinction between a separate middle and primary school has been eliminated upgrading the existing primary school and EGS as a middle school.

5.1.2 RATIONALISATION OF STAFFING NORMS: -

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

Existing Middle School Staffing Pattern is as follows :-

- One Head Master (Non teaching person in pure administrative capacity)
- Two Upper division teacher (Shiksha Karmis Grade - II)

The existing teachers will be rationalized to ensure that all the middle schools have two teachers and 1 H.M. and all the primary schools have at least two teachers. At the middle level one teacher will be from the maths & science group and one from language & social sciences group.

Teacher rationalization and redeployment has also been initiated to direct the available resources towards the required blocks in rural areas. Time bound action plan for promotion and redeployment of teacher has also been draw. It has to be completed before the starting academic session.

5.1.3 PROVIDING ADDITIONAL MIDDLE SCHOOLS

Additional middle schools will be provided by upgrading existing primary schools keeping in mind the distance and population norms and number of children passing out primary schools. On the basis of assessment 77 middle schools will be upgraded by providing two teachers in the first year along with contingency for procuring essential equipment and educational material.

5.2 IMPROVING ENROLLMENT & RETENTION

Improving Enrollment and Retention is a major and very important task. The success of plan depends on the achievements of its target. LSA findings reveal that overall elementary level enrollment is only 89.73% out of which at middle level it is just 60.4%. Retention rate on the other hand is as low as 53.3%. For girls children these figures are further low and enrollment & retention is 86.89% and 43.87% respectively.

To formulate the strategy to improve enrollment & retention it is necessary to look into the reasons of non-enrollment and dropout, described in LSA table No.9, summarized below with suggestive remedy:

S.No	REASONS	% OF CHILDREN	REMEDIES
1	Child labours	19%	Regurous & regular motivation & persuasion of monitoring of incentives proposed.
2	Sibling case/house hold work.	18%	562 Sishu Siksha Kendras to be open and strengthen and monitoring of continuing Aganbari under ICDS.
3	Cattle grazing	12	Regurous & regular motivation & persuasion of monitoring of incentives. Flexibility of timings.
4	Not sending girls to school due to orthodox belief	14%	Community mobilization (specially mothers) & awareness campaign. IEC activities to be strengthen.
5	Non availability of education	4%	Upgrade 77 P.S. & 59 EGS to middle schools .infrastructure improvement & pedagogical reform.
6	Physical handicap & long illness	11%	Regular medical checkup strengthens medical facilities, Awareness campaign.
7	School atmosphere/corporal punishment	3%	Teachers training & motivation.
8	Lack of space	2%	611 school buildings & 741 additional rooms.
9	Migration	16%	Motivation, flexibility of school timings and functioning.

5.2.1 IMPROVING SCHOOL INFRASTRUCTURE - (CIVIL WORKS)

Infrastructure needs for the elementary education have been evolved in response to the current infrastructure available in the district, through LSA.

The DPEP has developed the expertise in decentralized community managed constructions. The village level community construction has helped in this. As a result, using alternative materials, innovative technology and designs for

a functionally richer school at lower costs has developed cost –effective models of school building.

MIDDLE SCHOOL BUILDINGS

A middle school's building will mean three classrooms and a covered verandah to serve as an additional class room out of which one class room to serve as an activity room for science education library. This will include laboratory equipment and a computer for computer education.

There are 324 middle schools in Gwalior district out of which only 122 are having buildings and 202 middle schools does not have any building . To provide 100% access in the 3 Km radius there is a need of upgrading 77 primary school to middle schools and 59 EGS to middle level EGS in the in the district. So it is proposed to construct middle school buildings for existing 202 and 136 upgraded primary schools @ 2.50 lacs per building, out of this target 289 buildings have to be constructed out of SSA and balance building will be constructed by converging other resources.

PRIMARY SCHOOL BUILDING

Out of 996 primary schools in the district 993 are having building, so there is a demand of only 63 PS building and at the primary level situation is not that bad as compared to middle level. But out of district 414 EGS presently only 25 are having its own shelters or buildings, the rest are functioning either in open space or some sort of shelters provided by the community. The target for primary level buildings will become 452.

Out of these 452 target places, 322 building are proposed to be constructed. Due to limited resources the buildings are to be given to such places which are most viable for schooling or there requirement in urgent. For rest of the 130 places the funds will be converged from other schemes like OBB or various heads under panchayats.

ADDITIONAL ROOMS

LSA finding reveals the demand of 745 & 588 rooms for primary & upper primary level respectively, out of that 781 rooms are proposed to be constructed. The gap will be covered by using respective schools of primary and middle level, and if needed target will be completed by converging resources.

Repairs, Urinals & drinking water :

LSA reveals that existing schools of the district are getting damage and need major or minor repairs. But due to non availability of the funds for the repair some building may collapse during course of time. Timely repair of the building is urgently needed to save the building from further damage. This will ultimately save the cost of new building.

LSA finding reveals that 201 building need major repairs and 200 building need minor repairs. Drinking water facilities in elementary level is insufficient and 241 schools needed drinking water facilities. Urinal facility is also not available in most of the school and this number is as high as 339.

So it is propose to complete 201 major repair and 200 minor repairs and construct 105 urinals from UEE. It is also proposed to provide 100 schools with drinking water facility. The rest of the district requirement under these categories will be fulfilled through local resources of Panchayat.

5.2.2 Making School Environment attractive :

To fulfil the need for making the school environment attractive the following points are to be kept in view :

- School premises should be neat and clean.
- Classrooms will be well decorated with posters and charts, according to class.

- School will start with prayers run with effective teaching, sports and ends with National Anthem.
- School environment will be kept clean from hygienic point of view.
- Community attachment & co-operation in development of school environment.
- Co-curricular activities like Bal Sabha, Sports meet will be conducted.
- Annual functions and cultural activities will take place regularly.

5.2.3 COMMUNITY MOBILIZATION

The perceptions of the community about the children is critical for elementary 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 the children's roles would help to strengthen middle education.

Climate favourable to middle education could be built through motivational campaigns, Organizations such as the village education committee, MTAs and PTAs have to be strengthened.

A. MOBILISING PANCHAYATS

The Panchayats are uniquely placed to provide leadership to the local community. The need is to tap the strength 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 the village level. The participants of Shiksha Panchayats will include the members and parents.

The objectives of Shiksha Choupal are :

- better interaction between panchayats and teachers.
- to ensure effective involvement of gram panchayats, community and teachers in school development.
- to improve the functioning of all schools under the JSK.
- to evolve strategies to achieve cent percent enrolment and retention of children specially girls.
- to ensure cent percent enrolment of SC/ST girls in the cluster area.
- Teacher's training programmes will incorporate notion of community role. Activities will be designed to include in them a sense of ownership and responsibility for their schools.

B. OTHER COMMUNITY MOBILIZATION PROGRAMMER

For the participation of community, the community mobilization programmes will be taken up as follows :

- Conducting public meeting and rallies
- Orientation and strengthening of women groups, NGOs and Gram Shiksha Samities.
- Organising Siksha Melas, Bal Mela and Ma-beti Mela.
- Child to child campaign using children as resource person.
- Mobilizing self help group members.

A financial provision has been made for above IEC activities.

C. VEC/PTA

One days training cum orientation program will be conducted of community leaders of 1391 habitations with average. 8 members per habitation highlighting there powers and roles. There regular meetings will be facilitated and monitered.

D. SHISHU SHIKSHA KENDRA

562 Shishu Shiksha Kendra are proposed in the district to support early child hood care and education. This will also facilitate the girl child to participate in their schooling because these SSK releave them from sibling care. The target SSKs are proposed in such habitations which are not covered under ICDS project.

E. School Contingency

A school contingency of Rs. 3000/- for every primary and middle school of the district. Out of this Rs. 2000/- will be provided for day to day school expenditures. the decision of expenses regarding this will be taken in VEC/PTA meeting. Rest of Rs. 1000/- will be provided for max. two teachers to develop teaching aids

F. MEDIA

Opportunities created by print and electronic media are being used for communicating with key actors – panchayats and teachers. Additional funds will be provided to intensify the use of mass communication channel.

Teams of creative writers, educationists and people with interdisciplinary skills will be benefited to document the process initiated to learn them and improve upon them.

43 QUALITY ISSUES (Academic Improvement)

43.1 ACADEMIC REFORM :-

The aim of universalisation is not merely to provide some kind of education but to make available education of satisfactory quality and of acceptable standard. The state is attempting to evolve a policy of academic reform which enables access to a wider range of insight, knowledge and skills, gives greater space to teachers, facilitate professional networking, innovation and research and makes educational process 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 an educational quality.

A policy of academic reforms is based on the perception that academic quality can improve only with the development of critical evaluative process. The concern therefore is to identify and support factors identified at the initial stage include the review and strengthening of academic support institutions and the review and renewal of academic processes. D.I.E.T. have 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 have taken place in the state. The first change is administrative. This is the result of macro policy reform involving the decentralization of powers to the panchayats, the formation of district government and concerned action for bringing about greater transparency and lateral accountability in government's functioning through citizen charter, gram sabhas, gram sampark abhiyan etc. with a vision of community actually taking control of its educational It is expected that a kind of dialogue between academic institutions and the local community would be 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 policy of academic reforms also includes the review of teaching learning processes. 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 numeric skills and moves on to acquire more complex competencies.

To transact the curriculum framework, middle schools need to be fairly complex organizations with requisite trained manpower and other facilities such as buildings, libraries and laboratories. This situation is somewhat different from the primary stage where the curriculum framework is much simpler and consists of three broad areas of 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 demands, and specialized teaching for particular subjects takes on greater importance.

Thus the methodology of middle schooling becomes more challenging than the primary stage. It involve 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 the computer – enabled education for middle schools can not be under estimated. The value enrichment, which is possible in academic process through computers, has to be recognized. In the district Gwalior the Head Start Program will be implemented, which is running on a pilot basis in the DPEP

districts. In this programme computer hardware and educational software will be provided in selected schools to ensure computer enabled education.

THE STRATEGY FOR ACADEMIC IMPROVEMENT

A. Curriculum Reform (Middle level)

To diagnose the curriculum gap in the syllabus the diagnostic study carried out in MS on sample basis brought out curriculum gap related feed back, which was communicated to Rajya Siksha Mission. At state level the curriculum has been revised in a participatory mode.

B. Teaching Learning Material

Through participatory method, based on feed back of district, integrated learning material has been developed by Rajya Siksha Mission for primary education. For upper primary level the ITLM has been prepared which will be introduced from 2001-2002 academic year onwards. Its impact assessment will be done through desk analysis, classroom observation and studies.

C. Textbook Development

Text-book development will be done through trialling process for which following process will be adopted :

- Selection of school
- Development of trialling tools
- Training of teachers on the trialling materials, process and tools.
- Field trial.
- Finalisation of material on the basis of feedback of trialing processes.

The finalisation of text-books will be done for class VI in 2001-2002, for class VII in 2002-2003 and for class VIII IN 2003-2004.

D. TEACHER'S 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 program. The methodology of teacher training would make use a diverse range of resources interpersonal communication, distance education, computer based tutorials & self learning materials. The following trainings are proposed under UEE:-

1. In Service teacher's training for all primary school teachers.
2. Induction training to newly recruited middle school teachers.
3. In service teacher's training for all the middle school teachers.
4. Monthly training cum discussion on academic issues at JSK where teacher will meet to impart their experiences and give a regular feed back.

The contents of 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.

DISTANCE EDUCATION :

Distance education methods will be used in providing academic support to teachers and students. Teleconferencing initiated under SCERT Bhopal has

proved beneficial, 457 Guruji's in the district were reached directly through 'teleconferencing' and this proved to be an effective opportunity for feedback, specific problem solving at district level DIET. It is now proposed that BRC and all JSK will be provided with dish antenna. TV so that these may be developed as the unit for organizing training and other programs. This will enable a direct continuous contact with teachers in large numbers and reduce intermediary levels transmission loss. It will above all insure a continuous flow of resource support to the teachers without taking them out of the schools.

USE OF INFORMATION TECHNOLOGY (IT) :

Learning is seen to be inherent in creativity and is facilitated by an interactive process. Information technology by redefining and reconstituting the text can turn passive teaching into creative and interesting learning. The computers creates a new pedagogy where interrogation, choice and self learning become important. Both the process of accessing information will enrich the academic quality of the school and build the confidence of learners and teachers. The aim would at develop to capabilities in teachers and students at the elementary level to use the computer as an effective tool for education. For this it is proposed to launch "Head Start" project at all BRCs and 50 JSKs.

DEVELOPING A LIBRARY MOVEMENT :

Over the years improvement in basic teaching learning materials have been taken up to supplement the teaching learning process to enlarge comprehension. The need for a wider range of reading materials 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 material can best be served through a school library movement. The JSKs conceptualised as resource centers can not develop unless a library is developed within them. A school library movement will establish the JSK as the nodal point. The library in the JSK will be managed by the JSK Prabhari. Books and journals will be circulated among the schools children by the teachers. The

library in the JSK will be the node of 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 teacher and children to upgrade their own skills and knowledge base in a motivational continuous ways . 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 process between the school and the community bringing them together as one learning society.

ACADEMIC RESOURCE SUPPORT :

To fulfill the academic requirements of teachers will need intensive academic resource support. Such support is needed not merely in terms of teacher training, but in terms of academic supervision and guidance, discussion, problem solving and supplementary resource materials. In particular considerable follow up in a class – room situation is needed. Regular visits by Jan Shikshaks and personnel of DIET and BRC will be ensured to provide the teacher on spot guidance. The JSK will be a pivotal point for such regular school visits and in situation support.

We have also proposed rewards to those teachers whose all round performance have been best at cluster level so encourage the teachers. The assessment will be made through continuous evaluation as well as written tests to be conducted which is compulsory to all teachers.

CHAPTER VI

ATTENTION TO DISADVANTAGED GROUPS

As in the case of primary education, universalization of middle education will require a special focus on schedule cast , schedule tribes, female child and disabled children . In this regard strategies are as follows .

6.1 DISABLED CHILDREN :

Education of the disabled child is a statutory responsibility under the “Persons with disability (Equal opportunities, protection of rights and full participation) Act.1995”. UEE, as a program for universalisation of Elementary education provides interventions for all children in this area. Present budget limits have permitted only small initiatives in Gwalior distt. There are 2370 disable children has been identified, out of these 213 are dumb, 115 are deaf, 170 are blind, 1844 are orthopedically disable and 138 are mentally disabled. It is proposed to cover. The following activities under this category are as follows :

- 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 the 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.

6.2 CHILDREN FROM SCHEDULED TRIBES

The Schedule tribe population being under 5%, and their enrollment is about 5%. Although the numbers of tribal children are not very prominent but they still have to be treated under special focus group.

Recent studies indicate children from scheduled tribes have problems in acquiring satisfactory levels in language, Which also affects their achievement in EVS and mathematics. Special attention has to be given in this regard. Context specific supplementary materials will be developed keeping in view the tribal culture. As per the Govt. policy of free text-books, scholarships & uniform are given to tribal children. This will be ensured by improving the monitoring of distribution of incentives.

6.3 GIRLS

Studies reveal that the enrollment and dropout figures of girls are discouraging specially in middle level. This is largely due to social perceptions about girl's identity in the society. In Gwalior Distt. There are 119112 girls of age group 6 to 14 years, out of them only 103500 are enrolled. So there is a huge gap of 15612 unenrolled girls. The most prominent reasons are gender bias and engagement in house hold work. Strategies for facilitating girl's participation in schools are envisaged as follows :

- Schools would be provided within the 3 kms to the habitations, which would make it convenient for the girls to come to schools.
- Gender sensitive teaching learning material and training module to sensitize the teachers will be developed.
- School timing & vacation will be flexible and will be decided by PTA, so as to suit the girls.

- A variety of women's empowerment programs such as self-help groups, Mahila Mandals will be organized.
- Fifty urinals are proposed to be constructed.
- A number of mobilization activities are proposed under IEC., Some of them are described as under :-

Special interventions will also be designed to provide additional support to the academic efforts of girls through strategies like Balika Shiksha Shivar., A residential educational camp is proposed as an intervention specially aimed at the girls who have had a comparatively slower pace of learning. The camp will be organised for women teachers and woman panchayat representatives. Special education camps called Balika Shiksha Shivar will be organised 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. Activities like creative writing, painting, drama, story & poetry writing, toy making, games & 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 interesting methods.

Balika Shiksha Shivar 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 organising these camps, educational material and honorarium for the subject experts who will be called from time to time.

6.4 URBAN DEPRIVED CHILD

Gwalior Distt. Is having a very high percentage of urban population and that is about 63%. The urban population is served by about 350 private schools and 304 Govt. Schools. So there are too many schools are available for higher and affluent class and also for the middle class. but for the children belonging to the backward and lower classes good education is still an illusion.

Gwalior Distt. is also having various types of industries which include number of house hold industries also. The problem of child labour is very evident. A survey was conducted by the department of the labour with the help of literacy worker, reveals that there are about 20 thousand children who has been engaged in some or other kind of labour. Out of these about 10% are engaged in hazardous work.

There are some initiatives have been taken up at district through projects namely Vikas Path and National Child Labour Project. Under Vikas Path there were 40 schools have been started largely in slum areas of Gwalior. These schools actually rationalized and transferred from low enrollment areas to such slum areas where there was no schools. These schools are having an enrollment of 8545. National Bal Sharmik Project is having 40 more school specially meant for child labour. Each school is having 50 students.

But these efforts are insufficient considering the number of slum areas and number of child labor. Under the UEE the following interventions are proposed.

1. The urban area is to be separated from Block Morar and given the name of Morar Urban. and given the status of a block to facilitate administrative and academic monitoring .
2. 20 EGS school are proposed for urban deprived children, which will have flexibility to suit the convenience of children of slum areas specially those engaged in labour etc.
3. The Urban area is divided in to 24 JSKs to further facilitate administrative and academic monitoring.
4. The functioning of the school is to made in such a way that the PTA can decide about the timings as per the convenience of the students.
5. The resources will be rationalized so that the slum areas get the benefit of having a schooling facility in their proximity. The teachers will also be

rationalized so that sufficient number of teachers are available for the working children specially of slum areas.

6. The PTA has to be further strengthened to ensure people's participation in day to day functioning of school for better enrollment and retention.
7. A separate pedagogy would be initiated keeping in mind the requirement of urban child.
8. Intensive training program specially for middle school teachers will be organized.
9. An intensive civil work is also to be proposed to be taken up in urban areas by constructing 17 primary school building, 35 middle school building and 20 EGS school building.

CHAPTER VII

RESEARCH, EVALUATION, SUPERVISION & MONITORING

7.1 RESEARCH SUPPORT

Research is seen as integral part of qualitative educational process. Some of research study and program evaluation would be as follows :

- Girls participation in education
- Community participation in education
- Academic input
- Impact of physical infrastructure on schooling
- Teacher's development programmes
- Comprehensive learner evaluation
- Small projects of action research by teachers will be taken
- Further areas of research would emerge as work gains pace research finding would be analysed shared and used for further improvement.

7.2 EVALUATION

The evaluation of the impact of the project in the field, in terms of achievement of the objectives, in terms of indicators of implementation and progress laid down under SSA will be conducted at regular intervals. It is a sort of reflection and as well as consolidation of various initiatives both in terms of process and as well as outcome. Evaluation of following aspects will be taken up during the projects

- Functional aspects of various initiatives and their impact.

- Progress in terms of achievement of objectives of SSA.
- Participatory evaluation through community participation.
- Learners evaluation through I, II & terminal exams will be done quarterly. Result will be analysed subject wise and block wise and appropriate training will be given to teachers.

INPUTS

- Capacity building of the field staff viz. DIET, BRC, CRC, for conducting evaluation activities.
- Conduct of pupil achievement surveys.
- Orientation to community management structures for participatory evaluation.

7.3 ACADEMIC MONITORING

During SSA intense community based monitoring system will be evolved Administrative as well as academic monitoring will be carried on Important role of panchayats & VECS in envisaged in monitoring processes. Critical parameters of monitoring would be as follows.

- Enrolment
- Attendance
- Efficacy of teaching learning process
- Students academic progress
- Regular functioning of schools
- Effective school Supervision
- Need based academic planning and timely resources supporty

- Efficiency of management support relationship between school and community
- Maintenance of records and information
- Infrastructure support to school
- Fund disbursement & Utilisation.

Block level resources group consisting of 8 persons and Jansiksha Kendra Prabhari / Jansikshaks will also monitor the schools and class room practices one in 15 days and provide on the job support to the teachers, Fortnightly meetings of teachers at Jansiksha Kendras will be a forum of discussion of academic issues and experience sharing. Arrangement will be made so that atleast one member of block or district resource group could remain present in these meetings. The DIET staff will also take-up academic monitoring of schools and provides on job support and training to the teachers of primary and upper primary schools.

For information flow, a well devised format would be developed and information so collected will be computerised at MIS at district level and follow-up action will be taken immediately. Apart from it LSA data collected in village education register will be monitored quarterly. An updated report in format No. 3 of VER will be sent by Gram Siksha Prabhari to block level and based in it LSA data will be updated every year.

Initiatives will be taken for the capacity building of community level structures i.e. school committees, BEC, PTA and Block committees to monitor the schools for its effectiveness and developing enabling atmosphere for the interfacing of school committees and other Panchayatraj bodies.

7.4 MANAGEMENT INFORMATION SYSTEM (MIS)

The MIS is an important component of planning and implementation of Sarva Siksha Abiyan Programmes. The EMIS proposed to be set up at District level to store and analyse the following information.

- Basic information of school like infrastructure facilities. TLM furniture, equipment etc, of the school of primary and upper primary.
- Total Children in the age group 6 - 14.
- Name wise particulars of children those who are out of schools
- Teacher information, their qualification and their training needs
- Pupil achievement in various school subjects for Primary and Upper primary schools.
- Enrolment, retention and actual completion rates.
- School pupil ration, classroom pupil ration, Teacher pupil ratio.
- Progress in terms of Project activities.
- Progress in terms of SSA objectives, quantitative data and analysis.
- Updating of available data base (family survey) as a result of initiatives of SSA (PMIS)

Objectives of MIS

- To create comprehensive database at elementary education level in the district and review the status every year.
- To monitor enrolment and retention
- To monitor performance in respect of students and achievement with special reference to girls and social groups.
- To monitor to implementation of all programmes and schemes under SSA.

Inputs Under SSA

- Provision of computers and peripherals
- Provision of data entry operators (2) and programmer
- Training to MIS staff.
- Printing of Data collecting formats, collection of data analysis output.
- Networking with districts and provision of internet facilities.

CHAPTER - VIII

MANAGEMENT STRUCTURES AND REQUIREMENTS

The establishment of decentralized structures and processes for school management and academic support is in need of hour. This has been through structures like BRCs and CRCs. This has also been through reinforcement of the state own decentralization process through Panchayat. 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.

8.1 REFORMS IN EDUCATION

The district does not perceive the task of U.E.E. 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 suitable 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.

- Coordination within existing structure.
- Converging resources wherever possible.
- Decentralization.
- Increasing space for direct community action.

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

- Developing power and functions.
- Capacity development.

Separate officers at each level have been integrated to form cohesive units to insure internal co-ordination convergence of resource and better interaction through structural reforms.

8.1.1 STRUCTURAL REFORMS :

Zila Shiksha Kendra (ZSK) brings together critical units meant for managing education, namely office of The District Education Officer, DIET, Adult Education Officer they come together to form one integral unit to work with the Zila Panchyat. This integration is critical not only to improving the quality of services but also for the sustainability of project initiatives.

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 Janped SK brings together the BEO office and the BRC.

JAN SHIKSHA KENDRA (JSK) :

The CRC is being strengthened as Jan Shiksha Kendra as the critical unit for school based management. The cluster resource center, now not re-christened as Jan Shiksha Kendra, has been very effective in providing academic and managerial support to the primary schools. Transfer of academic and administrative powers to JSK has been initiated involving Gram Panchayats and teachers in a way that empowers them to manage the school in accordance with a clear plan for quality improvement.

VEC/PTA :

VECs/PTAs have been constituted in all the villages with primary school facilities. The recent order on constitutional reforms seeks to reconstitute these

institutions to make them more participatory and accountable to the local community and more powers have been vested in them.

Capacity development and strengthening infrastructure support to these integrated units is 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 all key agencies, managers, teachers, local bodies and community groups is a key element of the UEE.

8.2 CAPACITY DEVELOPMENT

While considerable work has been done in the direction of administrative decentralization, academic decentralization is still an area requiring major attention and policy. The effort towards decentralized academic processes puts greater demand on the quality of support. An essential part of institutional reform is therefore strengthening and decentralizing institutional academic resource support through DIET, BRC and CRC enabling teachers to play a critical role. Professional strengthening of these academic institutions is proposed to be taken up as an implementation of SSA. Strategies for institutional capacity development are as follows :

8.2.1 STRENGTHENING ZILA SHIKSHA KENDRA (ZSK) :

Key educational personnel of the ZSK will have to be trained. Training will be through professionally developed programmes. Personnel of the ZSK will be trained on modern methods of management, participatory planning process, and would be oriented towards academic issues. A seven days training module will be developed for the educational personnel. Panchayat members will also be trained intensively on a 3 days programme 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 and software, books and materials to cater to the additional needs of the middle school sector

also needs to be provided. The recurring operations and maintenance costs would also have to be taken care of.

8.2.2 STRENGTHENING OF DIET :

At the ZSK level, DIET is the key institution. The DIET as part of Zila Shiksha Kendra is expected to develop an academic perspective plan for the district. This requires capacity development for teacher needs assessment, pupil needs assessment development of appropriate methods for improvement in the form of teaching learning material, training, research and evaluation, for curriculum analysis and content specific interventions. The administrative and planning capacities of DIET personnel also need upgradation. A comprehensive plan for professional development of DIET personnel is proposed. This will comprise of educational administrators, DIET members and a group of teachers from district. These will be placed with professional institutions like IIM.

8.2.3 STRENGTHENING OF JANPAD SHIKSHA KENDRA (JPSK) :

The JPSK will be strengthen 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 considerable gap between the DIET and the school. A team of five resource persons will be developed from the existing teachers for intensive academic support. The Janpad Panchayat Shiksha Samiti will be oriented regarding educational issues.

The block is very critical level for school administration in terms of information management, co-ordination and supervision. It is however weakly equipped in handling the enormous educational data and records. The BRC has been provided a building. The BRCs' capacity to manage educational information, needs to be strengthened. Computers can help in this. Presently a computerized MIS is available only at the district and the state level. Thus a lot of time is spent

at the district level in just entering compiling and organizing data. If this can be done at the block level, it would liberate the district level to verify, analyze and use the data for planning and remedial purposes and the blocks can then share their analysis with the schools and enable them to use this data for improvement. There are four blocks (one for Urban area in addition to that) in Gwalior district.

8.2.4 STRENGTHENING JAN SHIKSHA KENDRA (JSK\CRC) :

The cluster head or Jan Shiksha Prabhari will be developed as a school manager. A team of resource persons will be trained to facilitate quality improvement processes in addition to the Jan Shikshak or the Cluster Academic Coordinator. The idea is 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, 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 Panchayat” will provide a forum to come together and discuss ways and means for improving the educational status of the cluster, address to teacher’s grievances and help to develop the community out reach of the school cluster. In addition, gram panchayat members will also be oriented about the educational issues.

There are 90 Jan Shiksha Kendra in the district.

8.2.5 STRENGTHENING VILLAGE EDUCATION COMMITTEES & PTA:

Presently only a one day orientation a year has been undertaken to orient VEC\PTA highlighting the powers and role as envisaged in management of schools. A more intensive field based interactive and continuous process of training and motivating the VEC\PTA member is envisaged making use of variety of strategies – inter personal discussions and orientations, exchange visits, open educational reviews with community and panchayats and teachers at villages/panchayat and cluster level. VEC\PTA members will be trained in groups at cluster levels once every quarter. The regular contingent needs of the middle schools are proposed to be supplemented by recurring annual school grants and a resource funds "Shala kosh" that will be established by PTA.

In PTA the members will be as follows :

- Parent all the children.
- Teachers of the respective schools.

The school activities will be under observation of PTA monthly meeting of PTA will identify problems faced in Relation on and achievement of the children of the school they will also identify the basic needs of like sitting facility drinking water problems of school building and fulfill the needs through community help & Panchayats.

RESPONSIBILITIES OF PTA

Academic:

1. Ensure the formulation of the school Development plan.
2. Ensure the implementation and review of the school Development plan.
3. Assist in the establishment of libraries and school laboratories.

4. Ensure the procurement and the distribution of the school equipment.
5. Provide a facilitating environment for children's learning.
6. Ensure the distribution of text-books (free to SC/ST, Girls) scholarships, Mid-day meal and other incentives if any.

Administrative :

1. Supervise all administrative and academic activities of school.
2. Grant of CL.
3. PTA shall counter sign on the information of schools, required at the higher levels.
4. Decide the school timings and holidays.
5. PTA shall be responsible for the maintenance of the school infrastructure.
6. PTA shall act on the VER and teachers records of achievements and preparation and implementation of village Education Plan.
7. PTA shall ensure the sharing of the learner record with the parents and community.

Financial:

1. Mobilization of funds for the development of school and ensuring its effective use.
2. The PTA shall maintain a Shala Shiksha Kosh for the well being of the school.

And any other activities and duties to enhance the learning of the children and for the well being of the school.

COSTINGS

Five years Plan for Universalisation of Elementary Education - Madhya Pradesh

DISTRICT : GWALIOR

(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)	514	514	514	514	514	514	99.30	99.30	99.30	99.30	99.30	496.50
	No. of EGS Gurujis (Primary Level)	541	541	541	541	541	541						
3	Upgradation of Primary School to Middle School	77	77	77	77	77	77	95.48	106.26	116.89	127.51	138.14	684.28
4	Upgradation of EGS School to Middle School	59	59	59	59	59	59	18.59	18.59	18.59	18.59	18.59	92.93
	No. of EGS Gurujis (Middle Level)	118	118	118	118	118	118						
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)	996	996	996	996	996	996	29.88	29.88	29.88	29.88	29.88	149.40
7	School Contingency (Middle Schools)	401	401	401	401	401	401	12.03	12.03	12.03	12.03	12.03	60.15
8	IEC/Mobilisation	1	1	1	1	1	1	73.70	73.70	73.70	73.70	73.70	368.50
9	Shishu Shiksha Kendra/Jhoolaghar	562	562	562	562	562	562	79.80	83.85	87.90	91.94	95.99	439.48
10	BRC Building for Non-DPEP district	5					5	30.00	0.00	0.00	0.00	0.00	30.00
11	Primary School Buildings	22	200	100	0	0	322	33.00	300.00	150.00	0.00	0.00	483.00
12	Middle School Buildings	39	150	100	0	0	289	136.50	525.00	350.00	0.00	0.00	1011.50
13	Additional Rooms(PS+MS)	150	400	231	0	0	781	112.50	300.00	173.25	0.00	0.00	585.75
14	Major Repair	101	100	0	0	0	201	50.50	50.00	0.00	0.00	0.00	100.50
15	Minor Repair	50	150	0	0	0	200	5.00	15.00	0.00	0.00	0.00	20.00
16	Urinals (Boys + Girls) MS	50	55	0	0	0	105	5.00	5.50	0.00	0.00	0.00	10.50
17	Drinking Water facility MS	50	50	0	0	0	100	15.00	15.00	0.00	0.00	0.00	30.00
18	Teachers Training (In service for PS Teachers)	4002	4002	4002	4002	4002	4002	85.44	85.44	85.44	85.44	85.44	427.20
19	Teachers Training - Induction for Middle Schools	272					272	6.91	6.91	6.91	6.91	6.91	34.55
20	Teachers Training (In service for MS Teachers)	1341	1613	1613	1613	1613	1613	21.15	25.35	25.35	25.35	25.35	126.55
21	Strengthening of CRC (Jan Shiksha Kendra)	90	90	90	90	90	90	18.00	18.00	18.00	18.00	18.00	90.00
22	Distance Education	95	95	95	95	95	95	18.00	18.00	18.00	18.00	18.00	90.00
23	Headstart Programme(JPSKs+50 JSKs per districts)	55	55	55	55	55	55	119.57	20.57	20.57	20.57	20.57	101.85
24	Library Movement	2005	2005	2005	2005	2005	2005	120.30	20.05	20.05	20.05	20.05	100.45
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)	5	5	5	5	5	5	25.95	17.40	18.60	19.80	21.00	102.75
27	Strengthening of Zilla Shiksha Kendra	1	1	1	1	1	1	41.76	35.39	36.52	37.64	38.77	190.08
28	Strengthening of MIS (ZSK)	1	1	1	1	1	1	7.43	4.64	4.84	5.05	5.25	27.21
29	Strengthening of DIET	1	1	1	1	1	1	5.30	4.08	4.11	4.14	4.17	20.80
30	PTAs/VECs Training	2005	2005	2005	2005	2005	2005	60.15	60.15	60.15	60.15	60.15	300.75
31	Integrated Education for Disabled Children	1	1	1	1	1	1	4.50	2.50	2.50	2.50	2.50	12.50
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	18.30
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	18.65
37	Madarsa School	15	15	15	15	15	15	3.00	3.00	3.00	3.00	3.00	15.00
	Total							1581.64	2017.16	1500.39	847.61	868.09	6814.90
	Management Cost (Salary, O&M, Equipments, Furnitures, Vehicles, Professional Fees, Books of ZSK & MIS)							27.21	15.05	19.38	20.71	22.04	104.39
	Management cost in % ----->							1.72%	0.74%	1.29%	2.44%	2.54%	1.53%
	Civilwork Cost							18.50	11.85	11.85	11.85	11.85	57.90
	Civilwork Cost in % ----->							1.17%	0.59%	0.79%	1.39%	1.36%	0.85%

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
Non-Recurring								
1 Educational Mate.(Books)	0.02500	514 Schools	12.85	12.85	12.85	12.85	12.85	64.25
2 Salary	0.12000	541 Gurujis	64.92	64.92	64.92	64.92	64.92	324.60
3 Monitoring & Contingency	0.00900	514 Schools	4.63	4.63	4.63	4.63	4.63	23.13
4 Training	0.01225	541 Gurujis	6.63	6.63	6.63	6.63	6.63	33.14
5 EGS Improvement Grant	0.02000	514 Schools	10.28	10.28	10.28	10.28	10.28	51.40
Total Non-Recurring	0.18625		99.303	99.303	99.303	99.303	99.303	496.516
Recurring								
4 Salary - 1st year	0.840	77 MS	64.68	106.26	116.89	127.51	138.14	488.80
5 Salary - 2nd year onwards (10% inflation from 3rd year onwards)	1.380	77 MS		106.26	116.89	127.51	138.14	553.48
Total Recurring			64.68	106.26	116.89	127.51	138.14	553.48
Grand Total (NR+R)			95.48	106.26	116.89	127.51	138.14	584.28

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	77 MS	11.55					11.55
2 Educational Materials	0.05	77 MS	3.85					3.85
3 Furniture(Tables, Chairs)	0.20	77 MS	15.40					15.40
Total Non-Recurring			30.80	0.00	0.00	0.00	0.00	30.80
Recurring								
4 Salary - 1st year	0.840	77 MS	64.68	106.26	116.89	127.51	138.14	488.80
5 Salary - 2nd year onwards (10% inflation from 3rd year onwards)	1.380	77 MS		106.26	116.89	127.51	138.14	553.48
Total Recurring			64.68	106.26	116.89	127.51	138.14	553.48
Grand Total (NR+R)			95.48	106.26	116.89	127.51	138.14	584.28

Details :

Salary -1st year	Total	Salary -IInd year	Total
Shiksha Karmi-I	7000	Shiksha Karmi-I	4500.00
Shiksha Karmi-II	2 post (Rs.3500/- per teacher)	Shiksha Karmi-II	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	59 EGS-MS Schools	1.45	1.45	1.45	1.45	1.45	7.55
2 Salary (Ps. 1000/- pm for 2 Teachers)	0.2400	59 EGS-MS Schools	14.16	14.16	14.16	14.16	14.16	70.60
3 Material and Equipment & contingency	0.0200	59 EGS-MS Schools	1.18	1.18	1.18	1.18	1.18	5.91
4 Training of Education volunteers	0.0150	118 Gurujis	1.77	1.77	1.77	1.77	1.77	8.85
Total Recurring	0.3000		18.59	18.59	18.59	18.59	18.59	92.93

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,Wardon,Cook,watchman,peon)(10% inflation from II years)	2.50	0 Ashram	0.00	0.00	0.00	0.00	0.00	0.00
5 O & M(Contingency, TA/DA etc.)	0.50	0 Ashram	0.00	0.00	0.00	0.00	0.00	0.00
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	996 Primary Schools	19.92	19.92	19.92	19.92	19.92	99.60
2 Educational Aids (Rs.500/- per teacher for 2 Teachers)	0.01	996 Primary Schools	9.96	9.96	9.96	9.96	9.96	49.80
Total Recurring	0.03		29.88	29.88	29.88	29.88	29.88	149.40

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	401 Middle Schools	8.02	8.02	8.02	8.02	8.02	40.10
2 Educational Aids (Rs.500/- per teacher for 2 Teachers)	0.01	401 Middle Schools	4.01	4.01	4.01	4.01	4.01	20.05
Total Recurring	0.03		12.03	12.03	12.03	12.03	12.03	60.15

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	2005 PTAs/VECs	40.10	40.10	40.10	40.10	40.10	200.50
2 Shiksha Panchayat/Gram Sabhas	0.10	96 ZSK+JPSKs+JSKs	9.60	9.60	9.60	9.60	9.60	48.00
3 Mobilisation	0.25	96 ZSK+JPSKs+JSKs	24.00	24.00	24.00	24.00	24.00	120.00
Total Recurring			73.70	73.70	73.70	73.70	73.70	368.50

9 Shishu Shiksha Kendra/Jhoolaghar								
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 Salary(with 10% inflation every year from II year onwards)	0.072	562 SSKs/Jhoolaghars	40.46	44.51	48.56	52.60	56.65	242.78
2 O & M (Contingency, TA-DA etc.)	0.020	562 SSKs/Jhoolaghars	11.24	11.24	11.24	11.24	11.24	56.20
3 Educational Material	0.030	562 SSKs/Jhoolaghars	16.56	16.86	16.86	16.86	16.86	84.30
4 Training	0.020	562 SSKs/Jhoolaghars	11.24	11.24	11.24	11.24	11.24	56.20
Total Recurring	0.142		79.80	83.85	87.90	91.94	95.99	439.48

Details :-		Unit cost
Salary :-		
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	5	5	0	0	0	0	5
11 Primary School Buildings	Physical No.	1.50	322	22	200	100	0	0	322
12 Middle School Buildings	Physical No.	3.50	289	39	150	100	0	0	289
13 Additional Rooms(PS+MS)	Physical No.	0.75	781	150	400	231	0	0	781
14 Major Repair	Physical No.	0.50	201	101	100	0	0	0	201
15 Minor Repair	Physical No.	0.10	200	50	150	0	0	0	200
16 Urinals (Boys + Girls) MS	Physical No.	0.10	105	50	55	0	0	0	105
17 Drinking Water facility MS	Physical No.	0.30	100	50	50	0	0	0	100
Total Non-Recurring				387.50	1210.50	673.25	0.00	0.00	2271.25

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	400 MTs	8.00	8.00	8.00	8.00	8.00	40.02
3 Teachers Training (12 Days) for Primary Schools		0.01200	4002 PS Teachers	48.02	48.02	48.02	48.02	48.02	240.12
4 Special Orientation Training of English Language(5 days)		0.00500	4002 PS Teachers	20.01	20.01	20.01	20.01	20.01	100.05
5 Printing of Training Materials(Rs.100/- per participant)		0.00100	8404 participants	8.40	8.40	8.40	8.40	8.40	42.02
Total Recurring				85.44	85.44	85.44	85.44	85.44	427.21

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	14 MTs	0.68					0.68
3 Teachers Training (21 Days) for Middle Schools		0.020	272 Teachers	5.44					5.44
4 Printing of Training Materials(Rs.100/- per participant)		0.00100	286 participants	0.29					0.29
Total Non-Recurring				6.91	0.00	0.00	0.00	0.00	6.91

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		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)	Physical	0.02	161	3.22	3.22	3.22	3.22	3.22	15.56
3 Teachers Training (12 Days) for Middle Schools	Physical	0.015	1613	24.19	24.19	24.19	24.19	24.19	116.90
4 Special Orientation Training of English Language(5 days)	Physical	0.00500	1613	8.07	8.07	8.07	8.07	8.07	38.97
5 Printing of Training Materials(Rs.100/- per participant)	Physical	0.00100	3387	3.39	3.39	3.39	3.39	3.39	16.36
Total Recurring				33.316	39.867	39.867	39.867	39.867	192.784

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	90 JSKs	13.50					13.50
2 Library Books	0.10	90 JSKs	9.00					9.00
3 Computer H/W, Telephone	0.75	90 JSKs	67.50					67.50
Total Non-Recurring	1.00		90.00	0.00	0.00	0.00	0.00	90.00
Recurring								
4 Training (Capacity Building)	0.05	90 JSKs	4.50	4.50	4.50	4.50	4.50	22.50
5 Salary (SK's against CAC with 10% inflation from II year onwards)	0.30	90 JSKs	27.00	29.70	32.40	35.10	37.80	162.00
6 O&M (TA/DA, Meetings, Misc.contingencies etc.)	0.15	90 JSKs	13.50	13.50	13.50	13.50	13.50	67.50
7 Insurance of Computer H/W	0.05	90 JSKs	4.50	4.50	4.50	4.50	4.50	22.50
Total Recurring	0.55		49.50	52.20	54.90	57.60	60.30	274.50
Grand Total (NR+R)	1.55		139.500	52.200	54.900	57.600	60.300	364.500

22 Distance Education

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring								
1 Disatance Education Equipments(downlinking facilities)	1.00	95 JPSKS+JSKs	95.00					95.00
Total Non-Recurring			95.00	0.00	0.00	0.00	0.00	95.00
Recurring								
2 Training through Teleconferencing(TA/DA, stay arrange.)	0.20	95 JPSKS+JSKs	19.00	19.00	19.00	19.00	19.00	95.00
3 Educational Mate. Development	1.00	1 Districts	1.00	1.00	1.00	1.00	1.00	5.00
Total Recurring			20.00	20.00	20.00	20.00	20.00	100.00
Grand Total (NR+R)			115.00	20.00	20.00	20.00	20.00	195.00

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	55 Headstart JSKs+JPSKs	11.00					11.00
2 Library Books	0.100	55 Headstart JSKs+JPSKs	5.50					5.50
3 Equipment(Computer-2,UPS,Telephone)	1.500	55 Headstart JSKs+JPSKs	82.50					82.50
Total Non-Recurring	1.80		99.00	0.00	0.00	0.00	0.00	99.00
Recurring								
4 Training (Capacity Building in Headstart Programmes)	0.050	55 Headstart JSKs+JPSKs	2.75	2.75	2.75	2.75	2.75	13.75
5 Honorarium to Computer Teachers(Rs.100/-x2 T x 12)	0.024	55 Headstart JSKs+JPSKs	1.32	1.32	1.32	1.32	1.32	6.60
6 O&M (TA/DA, Meetings, contingencies, stationary etc.)	0.200	55 Headstart JSKs+JPSKs	11.00	11.00	11.00	11.00	11.00	55.00
7 Insurance of Computer H/W	0.100	55 Headstart JSKs+JPSKs	5.50	5.50	5.50	5.50	5.50	27.50
Total Recurring	0.374		20.57	20.57	20.57	20.57	20.57	102.85
Grand Total (NR+R)	2.17		119.57	20.57	20.57	20.57	20.57	201.85

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	2005 Schools	50.13					50.13
2 Furniture (Book Shelves)	0.025	2005 Schools	50.13					50.13
Total Non-Recurring	0.050		100.25	0.00	0.00	0.00	0.00	100.25
Recurring								
3 Magzines & Journals	0.010	2005 Schools	20.05	20.05	20.05	20.05	20.05	100.25
Total Recurring	0.010		20.05	20.05	20.05	20.05	20.05	100.25
Grand Total (NR+R)	0.060		120.30	20.05	20.05	20.05	20.05	200.50

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	194 ZSK+DIET+JPSKs+JSKs	0.97	0.97	0.97	0.97	0.97	4.85
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	5 JPSKs	7.50					7.50
2 Furniture(Book Shelves, Tables, Chairs, Almirah)	0.25	5 JPSKs	1.25					1.25
3 Library - Books	0.20	5 JPSKs	1.00					1.00
Total Non-Recurring	1.95		9.75	0.00	0.00	0.00	0.00	9.75
Recurring								
4 Workshop/seminar	0.10	5 JPSKs	0.50	0.50	0.50	0.50	0.50	2.50
5 Professional Fees	0.10	5 JPSKs	0.50	0.50	0.50	0.50	0.50	2.50
6 Capacity Building for JPSKs staff	0.10	5 JPSKs	0.50	0.50	0.50	0.50	0.50	2.50
7 Salary(with 10% inflation every year from 11 year onwards)	2.40	5 JPSKs	12.00	13.20	14.40	15.60	16.80	72.00
8 O&M (TA/DA, meetings, Misce.contingencies etc.)	0.54	5 JPSKs	2.70	2.70	2.70	2.70	2.70	13.50
Total Recurring	3.24		16.20	17.40	18.60	19.80	21.00	93.00
Grand Total (NR+R)	5.19		25.95	17.40	18.60	19.80	21.00	102.75

Details			
O & M (Operation & Maintenance)	Unit Cost	Physical	Total Cost
1 Office exp. (Contingency)& Telephone	0.100	5 JPSKs	0.50
2 Cluster Meeting Exp.	0.020	5 JPSKs	0.10
3 BRC Building Maintenance	0.020	5 JPSKs	0.10
4 Block TA/DA etc.	0.100	5 JPSKs	0.50
5 CACs TA/DA	0.200	5 JPSKs	1.00
6 Insurance of Computer H/W	0.100	5 JPSKs	0.50
Total	0.540		2.70
Salaries details			
Post	Unit Cost	Physical	Total Cost
1 BRCC	0.720	5 JPSKs	3.60
2 Acccutant-cum-Clerk	0.600	5 JPSKs	3.00
3 Clerk-cum-Data Entry Operator	0.600	5 JPSKs	3.00
4 Peon	0.240	5 JPSKs	1.20
5 Watchman	0.240	5 JPSKs	1.20
Total	2.400		12.00

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 II year onwards)	11.28	1 Districts	11.28	12.41	13.54	14.66	15.79	67.68 Details Gr.
6 O&M (TA/DA, POL, meetings, Misc. contingencies etc.)	2.50	1	2.50	2.50	2.50	2.50	2.50	12.50 Details Gr.
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	1798 VNSs	17.98	17.98	17.98	17.98	17.98	89.90
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			34.26	35.39	36.52	37.64	38.77	182.58
Grand Total (NR+R)			41.76	35.39	36.52	37.64	38.77	190.08

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 Lumpsum
2 Block Contingency(Block's TA/DA etc.)	0.20	5 JPSKs	1.00
Total (O & M) for DPO =			2.50
Salary:			
Post	Unit Cost	Physical	Total Cost
1 District Project Co-ordinator	1.20	1	1.20
2 District Academic Co-ordinator	0.96	1	0.96
3 APC (Finance)	0.84	1	0.84
4 APC (Gender)	0.84	1	0.84
5 Jr. Engineer	0.78	2	1.56
6 Assistant Engg.	0.72	1	0.72
7 Draftsman	0.60	2	1.20
8 Accountant	0.60	1	0.60
9 Clerk	0.45	4	1.80
10 Driver	0.30	2	0.60
11 Peon	0.24	3	0.72
12 Watchman	0.24	1	0.24
TOTAL		20	11.28

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.)	0.89	1 Districts	0.89	0.89	0.89	0.89	0.89	4.47
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	95 JPSKS+JSKS	0.95	0.95	0.95	0.95	0.95	4.75
8 Magazines & Journals	0.05	1 Districts	0.05	0.05	0.05	0.05	0.05	0.25
Total Recurring	3.49		4.43	4.64	4.84	5.05	5.25	24.21
Grand Total (NR+R)	6.49		7.43	4.64	4.84	5.05	5.25	27.21

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	1970	0.14
5 Printing of IPMS formats for Project components	0.00005	3140	0.16
6 Contingency	0.20	1	0.20
Total			0.89

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	2005 PTAs/VECs	20.05	20.05	20.05	20.05	20.05	100.25
2 Mobilisation activities per village	0.0200	2005 PTAs/VECs	40.10	40.10	40.10	40.10	40.10	200.50
Total Recurring	0.0300		60.15	60.15	60.15	60.15	60.15	300.75

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	
5 O & M	2.25	0 District	0.00	0.00	0.00	0.00	0.00	0.00	
6 Training	2.50	0 District	0.00	0.00	0.00	0.00	0.00	0.00	
7 Workshop	1.00	0 District	0.00	0.00	0.00	0.00	0.00	0.00	
8 Documentation & Printing	0.50	0 District	0.00	0.00	0.00	0.00	0.00	0.00	
9 Innovation	1.00	0 District	0.00	0.00	0.00	0.00	0.00	0.00	
10 Staff Development	0.25	0 District	0.00	0.00	0.00	0.00	0.00	0.00	
11 Study & Evaluation	1.00	0 District	0.00	0.00	0.00	0.00	0.00	0.00	
12 IEC/Mobilisation	2.00	0 District	0.00	0.00	0.00	0.00	0.00	0.00	
Total Recurring	16.50		0.00	0.00	0.00	0.00	0.00	0.00	
Grand Total (NR+R)			0.00	0.00	0.00	0.00	0.00	0.00	

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

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

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	15 Madarsa	4.50	4.95	5.40	5.85	6.30	27.00
2 Supplementry TLM development	0.025	15 Madarsa	0.38	0.38	0.38	0.38	0.38	1.50
3 O & M	0.010	15 Madarsa	0.15	0.15	0.15	0.15	0.15	0.75
4 Training of Teacher (12 Days)	0.012	15 Madarsa	0.18	0.18	0.18	0.18	0.18	0.90
Total Recurring	0.335		5.21	5.66	6.11	6.56	7.01	30.53

ANNUAL WORK PLAN, 2001 -2001

1. ACCESS

- Upgradation of 136 PS/EGS in to MS
- Recruitment of teachers for upgraded MS.
- Training of these teachers
- Provision for furniture and TLE for these schools

2. UNIVERSAL ENROLMENT AND RETENTION

- Bal meals and School Cholo Abhiyan will be organised in July / August 2001.
- Pravesh Utsava
- Community Mobilisation activities such as VEC and PTA member's workshops, Panchayate representatives workshop, training of Literacy Volunteers and NGOs workshops etc.
- Organising Bridge Course Programme on Samples 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 meetings of PTA.

3. CIVIL WORKS

- Construction of additional 150 classrooms.

- Construction of 22 buildings for PS & 39 buildings for MS.
- Construction of 15 BRCS.
- Ensuring repair of 151 schools including Major & Minor repairs.
- Providing 50 Urinals and 50 drinking water facility.

4. UNIVERSAL ACHIEVEMENT

- Training of all untrained PS/EGS teachers on integrated teaching learning material.
- Orientation training programme for all other teachers of PS.
- 30 days induction training for newly recruited teachers.
- Introduction of ITLM for PS.
- Text book development for class - VI through trailing process.
- Training of 598 untrained teachers of middle schools.
- Quarterly evaluation of learners achievement level and ensuring corrective measures thereafter.
- Development of academic support system through having academic resource, group at Zila, Janpad and Jan Shiksha Kendra.
- Training of these resource group through DIET.

5. COVERAGE OF SPECIAL FOCUS GROUPS

Girls Education

- Organisation of Balika Siksha Camps in 5 blocks.
- Female Panchayat representatives workshop

- Special attention to problem of Sahariya Tribal Block.
- Organisation of orientation workshop for Aanganwadi Workers, ANM workers, Female Literacy Workers.
- Preparation of Gender sensitive teaching module
- Provision of ECE facilities in 898 habitations.

Disabled Children

- Organising camps for medical examination of disabled children.
- Training of teachers on issues related to disabled children.
- Providing medical rehabilitation and equipments.
- Provisions of facilities for disabled children such as books, stationery, Uniform etc.

Tribal Children's Education

- Launching of community mobilisation programmes in tribal areas.
- Organising workshop of NGOs working in these areas
- Organising of Bridge Courses.
- Free Text Book and Uniform to the children
- On the Job support to teachers.

6. RESEARCH, EVALUTATION, SUPERVISION AND MONITORING

- Conducting diagnostic studies on issues such as making class room process more interesting, improvement of students abilities in languages and arithmetic, teachers training needs etc.

- Evaluation studies on special focus groups.
- Feedback of newly introduced ITLM in PS.
- Evaluation of Progress made in the direction of achieving goals or SSA.
- Learners quarterly evaluation.
- Introduction of community based monitoring system.
- Academic monitoring by district and block resource groups, Jan Shikshaks and DIET staff.
- Regular meetings and discussions of teachers at Jan Shiksha Kendras.
- Procurements of MIS equipments, computer, Stationery and peripherals.
- Operation and maintenance of MIS equipments.

7. MANAGEMENT STRATEGY

- Furniture and equipment for Zila, Janpad and Jan Shiksha Kendras.
- Hiring of Vehicles for Zila Siksha Kendras.
- Provision for Zila Siksha Kendras Honorarium based staff.
- Recruiting 90 Jan Shikshaks at ever JSKs.
- Organizing training for Zila, Janpad and JSK staff.
- Training of DIET lecturers.
- Equipping 5 BRCS & 90 JSKS.

- Special attention to problem of Sahariya Tribal Block.
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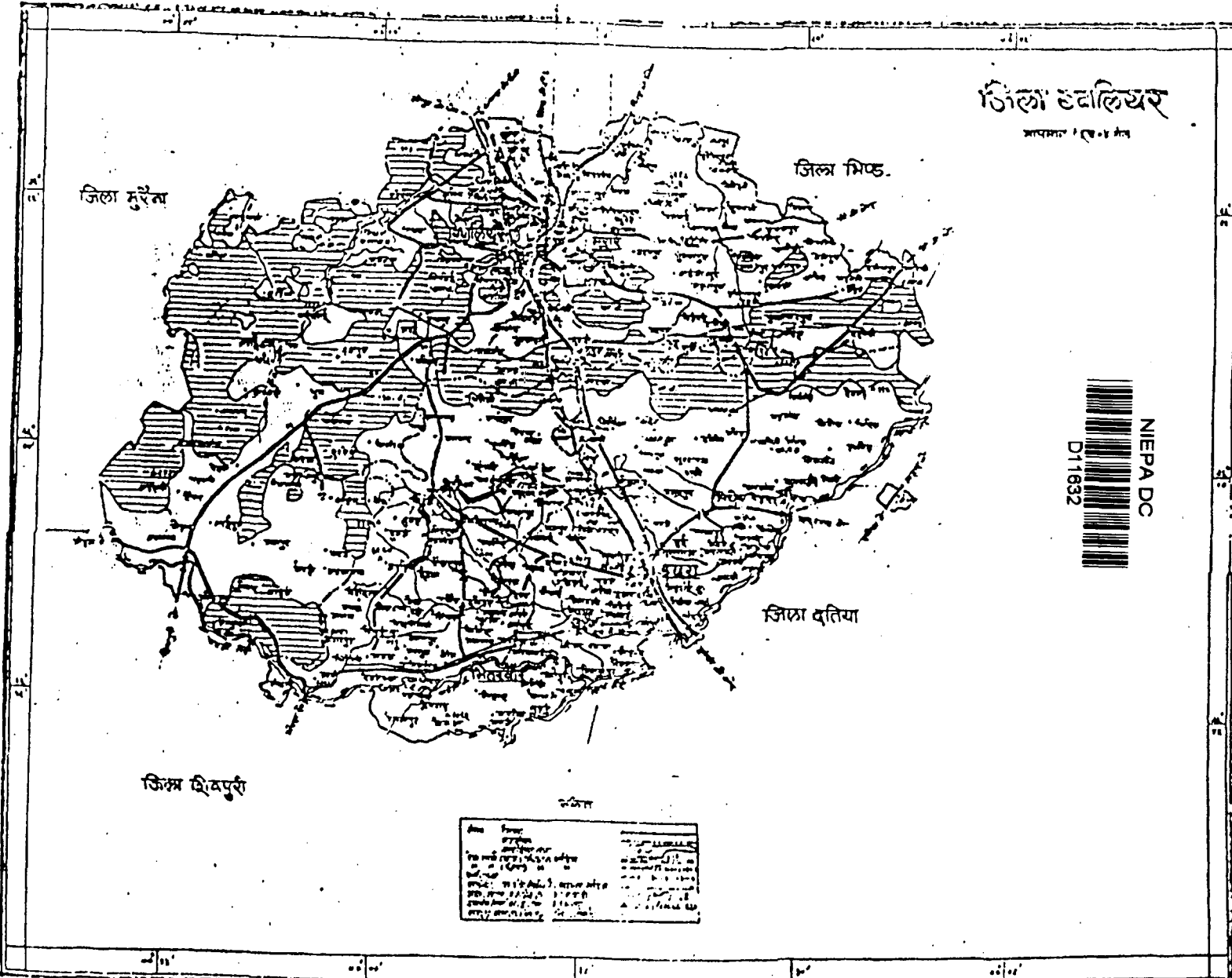
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जिला देहली

सदर प्रदर्श

जिला भिण्ड

जिला मुरादाबाद

जिला देहली

जिला ग्वाल्दर

चिह्न	वर्णना
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