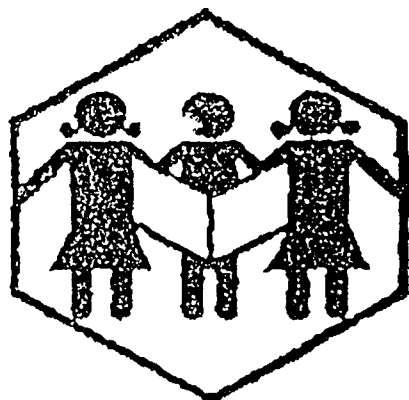


SARVA SHIKSHA ABHIYAN
UNIVERSALIZATION OF ELEMENTARY
EDUCATION IN UJJAIN DISTRICT

2001-2007



Project Proposal

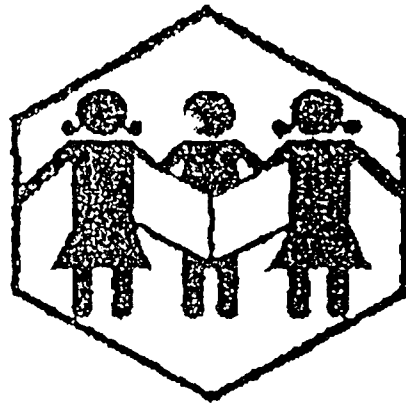
Presented by :

Ujjain District Planning Group For SSA

Jila ShikSha Kendra, Rajeev Gandhi Jila Shiksha Mission, Ujjain (M.P.)

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PREFACE

Education is recognized today as a fundamental human right. It is also seen as a key process for empowering individuals and communities. It is a major instrument for social change and also for economic and political development. Primary education is now recognized as the “cutting edge” of development. As recognized by the world conference on Education for All, Primary Education is the minimum formal education that most of today’s children must receive. Primary education thus, acquires at urgent priority in all developmental plans.

The proposals for “Sarva Shiksha Abhiyan for Ujjain District” has been conceived and planned keeping upper most the socio-economic needs of that segment of society who has not yet enjoyed the fruits of formal education. This proposal is the outcome of numerous consultations at the village, Block and district levels. This process, started with the implementation of the Padhna-Badhna Abhiyan, formally concretized with the setting up of District Planning Group.

Ujjain is a district where education has never been a neglected subject, but, unfortunately a few underprivileged communities have continued to remain far from the mainstream. We seek to address ~~Our beliefs~~ under this SSA primarily to such communities and also to those stray pockets where literacy has not made inroads. We hope that with SSA we may succeed to alter the present scene by an upward educational climb of these social groups.

My thanks are due to the Principal DIET, and its staff members for their keen interest and support for a number of key initiatives, meetings and workshops on primary education in this district over the past few months. The group has greatly benefited from the suggestions and insights from educationists and teachers in the preparation of this proposal.

Preparation of District plan in a short period of time was not an easy task. We have been extremely fortunate to benefit from the vast experience of Smt. Amita Sharma, Mission Director, Rajeev Gandhi Shiksha Mission, Bhopal under whose guidance, the Padhana-Badhna project made great strides. As the head of the mission she has not only provided us the necessary technical guidance but also enabled us to prepare a plan worthy of its quality with all the relevant details. I would like to place on record my sincere thanks to Smt. Amita Sharma, Mission Director.

The working together on this proposal has developed a good team spirit between officers of various departments. I am sure that this team spirit will continue to inform all activities at the implementation stage as well. My thanks to Shri A.K.Singh, CEO, Jila Panchayat. Shri B. K. Sharma, District Education officer, Dr A.P. Pandey, EPO-1, Dr Chitragad Upadhyay EPO-2, Shri O.P. Payak, EPO-3, Shri D.D. Hemnani, Dr. Mohd. Shahid Nagori, Shri Rajeev Nigam, Adult Education Officer, and Secretary Zila Saksharta Samittee, Principal DIET, Smt. Gyan Bhargav; and officers from other departments for their untiring and valuable efforts in ensuring the timely completion of this proposal.


Bhupal Singh

Collector, Ujjain &
Chairman of District Planning Group.

SUMMARY

STATUS OF ELEMENTARY EDUCATION IN THE DISTRICT

Primary School	Middle School	EGS	Anganwari
1213	260	107	969

In addition to that 40 EGS is going to start.

Total number of Teachers					
Primary Level			Middle Level		
Male	Female	Total	Male	Female	Total
2707	1086	3793	1089	531	1620

Total number of children						
Age Group of children	Population			Enrollment		
	Boys	Girls	Total	Boys	Girls	Total
6-11 group	160285	140684	300969	154981	122578	277559
11-14 group	57450	43132	100582	41922	27435	69357
6-14 group'	217735	183745	401480	196903	152013	346916
un enrolled	14078	21882	35960			
dropout	8781	9937	18718			

- Total No of children in age group 3+5 is 142803 Total No of Disabled children is 4361.
- There are 3013 are trained Primary Teachers out of the total of 3793.
- The average teacher student ratio in Ujjain district is 1:43.
The GAR for the entire district is 100 within the EGS norms.

Goals and targets

- **Access** : primary education or their alternatives will be provided to every child in the rural area within a distance of 1 k.m., Middle schools or their alternatives will be provided to every child in the rural area within a distance of 3 k.m.

- **Participation** : Primary education will be provided through schools or alternatives to :
 - (a) 80% of all children upto the age of 11 which will necessarily include at least 70% belonging to every identified disadvantaged group, and
 - (b) 95% of all children up to the age of 11 years, which will necessarily include at least 85% girls for every identified disadvantaged group.
- **Achievement** : Efforts will be made to ensure that minimum levels for learning will be achieved by
 - (a) 70% of all children, including, at least 60% of every disadvantaged group pursuing elementary education by the
 - (b) 80% of all children including at least 70% of the girls from every disadvantaged group pursuing elementary education

STRATEGY

- The project will concentrate on the formal primary school system and would attempt to improve their efficiency/functioning. Both the administrative as well as academic aspects would be given importance. These would be the “Two legs” of the project. For sustainability and involvement of all the functionaries and beneficiaries, the participatory approach would be given the highest consideration in as many aspects/components of the project as possible.
- Many posts continue to be vacant despite numerous candidates being available for promotion. This is another urgent matter requiring priority attention at the district level.
- Building up a “critical mass” of committed officials and teachers within the department for implementation of the project. This becomes an essential requirement to ensure that the education innovation is properly implemented and continued over time.
- For improving quality of education the following programme and measures will be undertaken:
 - Provision, additional construction and repairs of schools buildings;
 - Improvement of the classroom environment through ensuring good quality blackboards as well as blackboards along the wall of the classroom, display of teachers and students work in the classroom
 - Provision of appropriate teaching aids as well as provision of raw materials to the teachers to enable them to prepare their own teaching learning materials.
 - Availability of textbooks on time and in adequate quantity and good quality.

- Development of Learning Milestones based on the MLL to enable the teacher know what is to be done and when
- Moving away from rote learning to child centered learning as one effective solution to multigrade teaching.
- Monitoring classroom processes and curriculum transaction.
- Continuous comprehensive evaluation.
- Continuous decentralized inservice training of teachers with emphasis on skill training and motivation.
- Building capacity of teachers and officers through workshops, study visits, magazines and bulletins.
- Setting up of academic support groups at all levels.

PROGRAMMES

- The first key intervention is to ensure that the system functions effectively and efficiently :
 - All Administrative claims of teachers and officers are settled immediately and settled in a time bound manner.
 - Teachers attend school regularly and teach effectively.
 - All vacant posts and promotions will be done within time limit.

The major programmes suggested are as follows :

- **Making the System work**
 Mobility to all BEOs, supervisors,
 Low cost construction of school buildings.
 Construction of additional classrooms
 Major repairs to school buildings
 Provision of TLM to School
- **Environment Building for UEE**
 Multi Media Campaign
 Awards to villages, groups and schools
 Celebration of teachers' day
 Celebration of Bal-Mela.
- **Universal Access :**
 Upgradation of 179 primary schools
 Expansion of existing EGS.
- **Universal Participation :**
 Establishment of 7 new girls hostels one in each Tehsil
 Provision of scholarships to SC/OBC through TWD.
 Annual medical checkup through Health Department.
- **Quality Improvement :**
 Continues learning evaluation
 Awards to teachers
 Improvement of classroom environment

- **Training and Capacity Building :**
 Strengthening DIET Resources.
 Establishment of Block level resource centres
 Establishment of cluster level resource centres
 Training programmes for BEOs/Supervisors, janpad shiksha Kendra Prabhari.
 Training programmes for teachers/Guruji.
 Training programmes for VECs/NGOs/Women.
- **Management :**
 Establishment of District UEE unit
 Establishment of Block units for UEE
 Modernization of office of District Education office
 Modernization of office of Adult Education.
 Strengthening Block & cluster level resource centres
- **Promoting research and Innovations**
 Surveys, Studies and innovations
 Assistance to DIET for innovations

MANAGEMENT, MONITORING AND EVALUATION :

- For the effective implementation of the project, various Committees such as a DISTRICT MANAGEMENT TEAM (DMT) and a Rajeev Gandhi Jila Siksha Mission, is set up.
 At the district level, an UEE cell would be set up in the office of the District Education officer, Asst. Director of Education as the EPO-I. The District Education office, would be the Mission Coordination. The EPO-2 and 3, from DIET and the planning would be assisted with a team of officers and other supporting staff. The other members of the team would be 6 Block Education Officers with an annual tenure and would be rotated. The EPO-I and the EPO-III would be responsible for the entire implementation of the project

COST AND FUNDING

The total estimated cost of the project (including inflation for each of the subsequent years) works out to Rs. 8604.31.

S.No.	Components	Total
1	New primary school (DPEP only)	0.000
2	EGS school (Primary level)	249.350
	No of EGS Guruji.(primary)	0.000
3	Upgradation of primary school to middle school	1358.250
4	Upgradation of EGS school to middle school	70.900
	No of EGS Guruji.(Middle)	0.000
5	Upgradation of Ashram school to middle school	0.000
6	School contingency (Primary school)	181.950
7	School contingency (Middle school)	65.850
8	IEC / mobilization	458.45
9	Shishu shiksha kendra /jhoolaghar	327.660
10	BRC building for non-DPEP District	36.000
11	Primary School building	331.50
12	Middle School building	962.50
13	Additional room (PS +MS)	999.00
14	Major repairs	409.00
15	Minor repairs	130.00
16	Teachers training (in service for PS)	405.16
17	Teachers training (induction for MS)	11.05
18	Teachers training (in service for MS)	243.41
19	Strengthening of CRC (Jan Shiksha Kendra)	550.80
20	Distance education	289.00
21	Headstart Programme (JPSKS+ 50 JSK per district)	205.52
22	Library movement	208.20
23	Research and evaluation	35.00
24	Strengthening of BRC (Janpad Shiksha Kendra)	123.30
25	Strengthening of ZSK (Zila Shiksha Kendra)	298.78
26	Strengthening of MIS (Zila Shiksha Kendra)	30.11
27	Strengthening of DIET	21.80
28	PTA/ VEC training	312.30
29	Integrated education for disabled Children	14.50
30	Tribal	0.00
31	Gender	17.40
32	Mahila samakhya for DPEP	0.00
33	Innovation	5.00
34	EGS school for urban deprived children	18.63
35	Madarsa School	234.03
	Total	8604.31

CHAPTER- I

DISTRICT PROFILE

1.1 DEMOGRAPHIC PROFILE OF THE DISTRICT

Ujjain is situated on the bank of River Shipra. It is a very holy city for the Hindus, a site for the triennial sinhashta. According to Hindu scriptures, it was originally called Avantika. There is an interesting tale behind the sanctity of the city. Its origin is ascribed to the mythological legend of Sagar Manthan (churning of the primordial ocean to discover the pot of nectar). The story goes that after the nectar was discovered, there was a chase between the gods and the demons to have the nectar first and thus attain immortality. During this chase a drop of nectar spilled and fell on Ujjain, thus making the city sacred.

Apart from mythological legends, the city has a long and distinguished history. It was governed by the likes of Vikramaditya and Ashoka. Kalidas wrote his soul-stirring poetry here. Today, Ujjain represents an interesting blend of an age-old legacy and the modern-day lifestyle.

Ujjain is situated in the west of Madhya Pradesh and is the railway junction of western railway. It is 188 kms away in the west of Bhopal, the capital of M.P.

Tropic of Cancer passes through Ujjain hence it is known as Greenwich of India. Lord Mahakaleshwar, one of the twelve Jyotirlingas of India, is the main deity of this holy city.

Lord Krishna and Sudama were educated here in the Ashram of Maharshi Sandipani. Ujjain was capital of King Vikramaditya. Taught men Raja Bhoj, Bharathari, Kalidas, Varahmihir, Dhanwantari etc. Lived in Ujjain. Vikram University and Vedhshala are well-known and famous institutions of Ujjain City.

Ujjain is district as well as divisional headquarters. As per 2001 census, the total population of the Ujjain district is 1709885. It has 7 tehsils and 1135 villages. The area of the district is 6091 Square Kilometers.

1.2 UJJAIN DISTRICT AT A GLANCE

Total Area of the District	6091 Sq. Kms.
Tehsils	7
Development Blocks	6
Villages	1135
Deserted Villages	25
Police Stations	27
Parliamentary Constituency	1
Legislative Assembly Constituencies	7
Revenue Inspection Circles	14
Municipal Corporation	1
Municipalities	6
Janpad Panchayats	6
Village Panchayats	517
Total Population	1709885
Male	881509
Female	828376
Literate	752942
Male	460030
Female	292912
Habitation	1341

TABLE 1.1 COMPARATIVE STUDY OF SOME SPECIAL FEATURES

PARTICULARS INDIA M . P. UJJAIN DISTRICT

	INDIA		MP		UJJAIN	
	1991	2001	1991	2001	1991	2001
1. Population (Million)	8463.02	1027.01	48.56	60.34	1.38	1.70
2. Population growth rate	23.82	21.34	27.24	24.34	23.82	23.63
3. Population Density	267	324	158	196	227	281
4. Sex Ratio	927	933	912	920	924	940
5. Literacy %	52.11	65.38	44.67	64.11	49.06	71.18

TABLE 1.2 EDUCATIONAL SCENARIO

Institution	Number
Anganwari	969
E.G.S.	107
Primary Schools	1213
Middle Schools	260
Higher Secondary School	92
Colleges	12
Vocational and Technical institutions	10

There are 1135 villages in the district which constitute 7 thesils, namely Barnagar, Khachrod, Nagda, Tarana, Ghatiya, Mahidpur and Ujjain. Geographical status of these thesils is almost alike. The darkside of these areas is that only 2% of villages are connected with main roads and communication, medias where as in remaining 98% villages these facilities are still a daydream. In Ujjain district there are 516 village panchayat.

In the field of elementary education in the district there are 969 Anganwari centers, 107 EGS center, 1213 primary school and 260 middle school have been contributing, but efforts are needed to enhance the educational efficiency of the learners even now. In the district there are 1341 localities where in facilities of primary education are available as per EGS norms.

Ujjain district is the richest in scheduled caste population, which is 25%. Two state assembly seat Ghatiya and Tarana are reserved accordingly for Scs. Population of Scheduled Tribe is only 2.11%, which constitutes primarily Bheel and Mahobia tribes. The tribes are residing in Barnagar and Khachrod tehsils of the district. The principal communication languages are Hindi and Malvi.

There is an earnest need for educational upliftment of the SCs, STs, OBCs and other communities, which are below poverty line and inhabiting in slums of the cities.

This plan is being produced for upliftment of the elementary education in the district viewing geographical and social structure of the district.

1-4 Map of Madhya Pradesh



CHAPTER-II

PLANNING FOR UEE

2.1 SARVA SHIKSHA ABHIYAN:

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide for improving human capabilities to the poorest children, through provision of community-owned quality education in a mission mode.

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayatiraj institutions, the School Management Committees, the village and slum level education Committee, the Parents Teachers' Associations the Mother Teacher Associations in the management of elementary schools.
- An expression of political will for Universalization elementary education at the highest level
- A partnership between the Central, State and local Govt.(Jila Sarkar)
- An opportunity for states/districts to develop their own vision of elementary education.

2.1.1 OBJECTIVES OF SARVA SHIKSHA ABHIYAN

- 1 All children in school, Education Guarantee Center, Alternate School, "Back-to-School camp.
- 2 All children complete five years of primary schooling.
- 3 All children complete eight years of elementary schooling.
- 4 Focus on elementary education of satisfactory quality with emphasis on education for life.
- 5 Bridge all gender and social category gaps at primary stage and at elementary education level.
- 6 Universal retention.

2.1.2 PRIORITIES

1. Ensuring easy access to education for families below poverty line.
2. Ensuring complete enrollment for girl child especially in rural areas and BPL families.
3. Strengthening education amongst minorities and other underprivileged communities.
4. Emphasis on district specific needs in the curriculum.
5. Strengthening the concept of community participation.
6. Strengthening EGS building programme.
7. Strengthening management capabilities through training and skill development
8. Improving quality by giving training at various level functionaries.
9. Strengthening the institutions and agencies to make the system work.
10. Strengthening wide use of Information Technology in the District.
11. To increase GAR to 100%.
12. To increase GER to 98%.

2.2 PLANNING PROCESS

In the formation of SSA Plan full advantage has been taken by consulting public representative at every level. Thus the district and block units were constituted as Zila Shiksha Kendra & Janpad Shiksha Kendra. Plans were prepared at every Janpad Shiksha Kendra. Proposals received from block were scrutinized and on the basis of it district plan was formulated. It was discussed in the Zila Shiksha Mission and was approved. In this way participation of Public Representative was assured.

We called it Micro Planning because all the gaps were; identified at the village level with the participation of local public.

2.2.1 DISTRICT CORE GROUP

A district core group was formed with District Collector as the Chairman and District Edu Officer as Member Convenor with following members :

- Collector
- Chief Executive Officer Zila Panchayat
- District Education Officer
- Principal DIET
- Six Lecturers DIET
- Education Programme Officer - 1
- Education Programme Officer - 2
- Education Programme Officer - 3
- UDC co-ordinator
- Prominent NGOs in the district
- Woman and Child Welfare Officer

- Deputy Director (Adult Education)
Several meetings were held under the Chairmanship of Collector and CEO .It was decided to develop habitation wise educational plan.

Block Level Core Group

- SDO of the Block
- CEO of the Block
- Block Education Officer
- Block Resource Person
- Three Active Jan Shikshak
- Three Active Teachers
- NFE Staff

Habitation Level Group

- Habitation Level Group consists of following persons -
- Head Master of Primary/Upper Primary School
- Five Members by the Gram Sabha with 50% Women Members.
- The local Panch/Ward Member
- Teacher as Secretary
- Parent Teacher Association.

2.2.2 INSTITUTIONAL REFORMS -

As part of the SSA there is a provision for the central and the State Governments which will undertake reforms in order to improve efficiency of the delivery system. The states will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralization and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Our state have already carried out changes to improve the delivery system for elementary education and according the norms of the state our district start functioning on those grounds.

2.2.3 COMMUNITY OWNERSHIP -

The programme calls for community ownership of school-based interventions through effective decentralization. This will be augmented by involvement of women's groups. VEC members and members of Panchayati Raj institutions. This district is already frame District, and Block level Missions and the member discussed the plan from the grass root level before its presentation.

2.2.4 IMPROVING MAINSTREAM EDUCATIONAL ADMINISTRATION -

It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods. This district adopted a new infrastructure in accordance to the state Govt. that minimized the expenditure in Administration by framing Jila Shiksha , Janpad Shiksh Kendra, and Jila Shiksha kendra. The details are given in Annexure.

2.2.5 COMMUNITY BASED MONITORING WITH FULL TRANSPARENCY -

The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will have a notice board showing all the grants received by the school and other details.

2.2.6 ACCOUNTABILITY TO COMMUNITY -

SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency.

2.2.7 PRIORITY TO EDUCATION OF GIRLS -

Education of girls, especially those belonging to the scheduled castes and scheduled tribes, will be one of the principal concerns in Sarva Shiksha Abhiyan. This district also fixed the priority sector for the women empowerment programme which ultimately increase the enrollment ratio of the girls and will increase the retention.

2.2.8 FOCUS ON SPECIAL GROUPS -

There will be a focus on the educational participation of children from SC/ST, religious and linguistic minorities, disadvantaged groups and the disabled children. Scheme of Integrated Education for the Disabled children is prepared for our District

2.2.9 DISTRICT ELEMENTARY EDUCATION PLANS -

As per the SSA framework, this district has prepare a District Elementary Education Plan reflecting all the investments being made in the elementary education sector, with a holistic and convergent approach. We have prepared a

Perspective Plan that will give us framework of activities over a longer time frame to achieve UEE. We have also preparing an Annual Work Planed Budget that will list the prioritized activities to be carried out in that particular year. The Perspective Plan will also be a dynamic document subject to constant improvement in the course of Programme Implementation.

2.3 Lok Sampark Aabhiyan (L.S.A.)

LSA - means Lok Sampark Abhiyan is a door to door to survey and mobilisation compaign. The L.S.A.(Door to Door Survey) was conducted . In this programme data were collected form Door to Door in village as well in town areas. According to progarmme timetable these data compiled at four level

- 1 Village level
- 2 Jan shiksha kendra
- 3 Janpad level
- 4 District level

The LSA is conducted in 1341 habitation of 6 Blocks of Ujjain District. The LSA built up an alternative people information system on the status of elementary schooling in the district.

2.3.1 WHY DOOR TO DOOR SURVEY

1. To know the real status of the education in the village.
2. To know the correct information of that village or habitation.
3. To educate all the children in the village.
4. To create an atmosphere in the favour of education.
5. To make community aware of their children education.
6. To connect the parents of children with school system.

The LSA system gives information like -

The complete description of children of the habitation for e.g. whether they are going to school or not and if not reason for that.

There are nine reasons stated in VER

2.3.2 LSA PROGRAMME

SN	Place of Activity	Person responsible	Participants	Time period	Date	administrative control	Material needed
1.	JSK level training	Jan shikshak	All primary and middle school teacher	one day	4 Oct 2000	cluster incharge	V.E.R
2.	Meeting with villagers	gram prabhari teacher	VEC member, parent, community teacher	one day	9 Oct 2000	school teacher	survey tool
3.	Door to door survey	Teacher VEC member	community member	three day	10oct-12 Oct 2000	school teacher	Survey tool
4.	information collection regarding school teacher	gram prabhari teacher /HM	All primary school teacher	two day	13oct-14 Oct 2000	school teacher	Survey tool
5.	gram Sabha preparation for gram education development programme	gram prabhari teacher	VEC member, villagers	one day	16 Oct 2000	gram prabhari incharge	to find out the educational need of the village.
6.	preparation of gram education development programme	gram prabhari teacher	VEC member, villagers	one day	17 Oct 2000	gram prabhari incharge	to find out the educational need of the village.
7.	submission of GEDP at JSK.	gram prabhari teacher	VEC member, villagers	one day	18 Oct 2000	gram prabhari incharge	to find out the educational need of the village.
8.	Discussion and plan preparation at JSK	Jan Shikshak	All the Teachers & villagers	Four Days	19Oct 2000 to 23 Oct 2000	Jan Shiksha Kendra Incharge	Plan Preparation
9.	Submission of Plan at Janpad Shiksha Kendra	Jan Shikshak	Janpad Shiksha Kendra Incharge	One Day	30 Oct 2000	B.E.O.	

10	Discussion and plan preparation at Janpad Shiksha Kendra	B.E.O. and B.A.C.	Janpad Shiksha Samiti	Five Days	31 Oct 2000 to 6 Nov 2000	B.E.O.	
11	Submission of Block Education Plan at District	B.E.O.	Jila Shiksha Kendra	One Day	07 Nov 2000	B.E.O.	
12	District Plan preparation	District Core Group	District Core Group	Eight Days	08 Nov 2000 to 15 Nov 2000	District Core Group	

2.4 DIAGNOSTIC STUDIES –

The diagnostic study contain the detailed discussion on the issues regarding enrollment, transition from primary to upper primary stage as well as regarding curriculum, teachers, instruction material under privileged class (SC, ST, OBC) girl education and examination system.

Thus the plan based on district diagnostic study would clarify districts pacific issue the plan is prepared by the district look at elementary education as a whole in term of over all needs and strategies. The district has also stated it's all needs and strategies for UEE. According to suggestion given by the state the district carried out following diagnostic study.

1. Desk analysis of text books.
2. Training needs assessment of teacher.
2. Field testing on factors affecting achievement.
3. curriculum gap

2.4.1 DESK ANALYSIS OF TEXT BOOKS.

Under the planning process for SSA the workshop was conducted from 3-2-2001 to 6-2-2001 at Ujjain DIET. 15 teachers from various block attended the workshop for the analysis textbook of 6 standard. The tools for analysis were 8A, 9A, 9B, 9C, 9D, and 9E, 10A, 10D. These formats consist the information about curriculum presentation figures and practice work. Besides the above formats and information's a separate format 12A give the information about the language of lessons, hard spots of the lessons the figure which can not be understandable, the questions which they find hard to answer, the activities which they think is helpful to learn the lesson. We also collected the information regarding the objectionable portion from the teachers, errors, portions to be delited which is above, the level of children's in this way we collected information about the class 6 group.

2.4.2 TRAINING NEEDS ASSESSMENT OF TEACHER.

The teacher-training programme is very necessary to increase professional qualities among the teachers. Each teachers should be benefited by the new inventions and experiments in the education because of above reason the teachers are attracted towards training programme.

There is 260 Middle school in Ujjain district out of which 10 percent school was selected through random sampling we develop tools for the teachers teaching the 6 standard in various schools including rural, urban as well as girl's schools. The proforma 6B also filled up by the teachers the same procedure is adopted for all the subjects.

2.4.3 FIELD TESTING ON FACTORS AFFECTING ACHIEVEMENT.

To increase the achievement level of the students in various subjects. The diagnostic study is conducted on the basis of following 6 points -

- a. Subject wise achievement of children.
- b. Subject wise attendance of children in various classes.
- c. Qualification of subject teacher.
- d. Subject wise learning situation in the classes.
- e. Subject wise training status of teachers.
- f. Subject wise hard level of books.

- a. Subject wise achievement of children.

To know the subject wise achievement of students the results of half-yearly examination form the base line and the subject wise score where converted into percentage and average were taken.

- b. Subject wise attendance of children in various classes.

To collect the attendance data we took the attendance from date of admission upto 31-12-2000. This attendance is divided by total no. of school days and get the percentage.

- c. Qualification of subject teacher.

To know about the subject ability of teacher a programme is developed and they were given administer among teacher. These proformas contains a subject matter from higher secondary up to postgraduate level. For conversion of these data into percentage we assume UT, UQ as 25%, T, UQ as 50%, UT, Q as 75% and T, Q as 100%.

- d. Subject wise learning situation in the classes.

To know the learning situations the teacher was made to observe in different conditions and the various learning's situations such as use of black board, questioning, answering, self-learning, use of learning material, book reading, interaction among the children's etc. tallied.

- e. Subject wise training status of teachers.

The teacher were asked to furnish information about there training status the trained teacher given 100%, rank while and untrained teacher 0%.

- f. Subject wise hard level of books.

To know the hard spots a proforma was developed and administrate amongs the students and these hard spots were scrutinized and the record was put on % were converted into percentage.

2.4.4 CURRICULUM GAP

The subject curriculum analysis of Hindi, Maths, Science, Social Studies of class 5th and 6th was done on the basis of proforma 8B. Which was filled up by subject teachers of 20 middle school. On the basis of these proforma, the lecturers of DIET recorded subjectwise conclusion.

1. Weaknesses of the students taking admission in middle class.
2. Above level subject matter of class 6th
3. Subject matter which is not correlated with the level of class 5th and 6th
4. Difficult part of curriculum that need training

CHAPTER - III EDUCATIONAL PROFILE

3.1 L.S.A. DATA TABLE

The data received by L.S.A.2000 were analysed with the help of format no 1-23 . These formats are as follows.

Table No. -1									
Blockwise Position of Accessless Habitation									
S.N	Name of Block	Total Number of Habitation	Number of Habitation With Primary Schooling Facility (within 1 k.m.radius)	GAR (primary level)	Number of Habitation 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	Badnagar	217	217	100%	44	141	47	7	20%
2	Ghatia	162	162	100%	24	124	17	7	15%
3	Khachrod	255	255	100%	42	180	27	7	16%
4	Mahidpur	270	270	100%	34	192	34	7	12%
5	Tarana	266	266	100%	44	54	38	10	16%
6	Ujjain	171	171	100%	72	35	16	7	42%
	Total	1341	1341	100%	260	726	179	45	19%

Source - L.S.A. 2000

Ujjain District is comprised of 6 blocks having a total 1341 number of habitations in entire districts. Primary level GAR is 100% in the districts within the EGS Normas In order to provide 100% Middle school facility, there is an urgent need of upgradation of 179 primary school and 45 EGS centres to Middle schools. Thus a total need of 224 primary school to be upgraded middle school.

Table No. -2						
Populationwise of Accessless Habitation						
	Number of habitation with Population norm		Population of 6-14 age group	Habitation not having Middle Schooling Facility (within range of 3 km)	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
Ujjain	>500	85	192147	16	16	7
	500-250	35				
	250-200	40				
	200-100	6				
	less then 100	5				
Tarana	>500	153	42661	44	34	10
	500-250	63		12	4	
	250-200	42				
	200-100	6				
	less then 100	2				
Ghatia	>500	83	22390	16	16	7
	500-250	50		1	1	
	250-200	7				
	200-100	22				
	less then 100					
Badnagar	>500	135	44503	40	29	7
	500-250	61		7	18	
	250-200	15				
	200-100	6				
	less then 100	-				
Mahidpur	>500	132	38377	13	13	7
	500-250	110		12	12	
	250-200	12		4	4	
	200-100	12		3	3	
	less then 100	4		2	2	
Khachrod	>500	202	61402	18	18	7
	500-250	45		6	6	
	250-200	4		2	2	
	200-100	2		1	1	
	less then 100	2				
		1341	401480	197	179	45

Source - L.S.A. 2000 Thus there is a need of, upgradation of 179 primary school and 45 EGS school into middle school. The population of 6-14 age group children is 401480

Table No. -3												
Blockwise Target Group and Enrollment at Primary level												
S.No.	Name of Block	Population 6-11 years age group *					Enrollment 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 Enrollment at primary level (I-V)	Girls	Girls as % of total Enrollment at primary level (I-V)	Total	
1	Khachrod											
	Rural	15383	54	13209	46	28592	14340	58	10171	42	24511	85
	Urban	8330	53	7331	47	15661	8415	57	7149	43	15564	99
		23713		20540		44253	22755		17320		40075	
2	Badnagar											
	Rural	16854	56	13014	44	29868	18489	56	12500	44	30989	97
	Urban	2367	54	2014	46	4381	2333	54	1958	46	4291	98
		19221		15028		34249	20822		14458		35280	
3	Tarana											
	Rural	15204	54	12970	46	28174	15560	57	11639	43	27199	97
	Urban	1632	53	1403	46	3035	1623	55	1315	45	2938	97
		16836		14373		31209	17183		12954		30137	
4	Ujjain											
	Rural	12141	52	10894	47	23035	9871	56	7746	44	17617	76
	Urban	63161	52	58830	48	121991	59821	52	53335	48	113156	94
		75302		69724		145026	69692		61081		130773	
5	Mahidpur											
	Rural	14101	55	11509	45	25610	13735	60	9148	40	22883	89
	Urban	1919	51	1828	49	3747	1865	52	1725	48	3590	96
		16020		13337		29357	15600		10873		26473	
6	Ghatia											
		9193	55	7611	45	16804	8929	57	5892	43	14821	93
7	Ujjain Dist	160285	53	140613	47	300998	154981	55	122578	45	277559	93

* Population figures based on Loksampark Abhiyan (door to door survey) conducted on Oct-Nov 2000.

As per survey Record of 6-11 year old children (Primary level) percentage of boys was 53% and 47% of girls. Covering total number of child 300898. Out of which 55% boys and 45% girls students are regularly studying in different school. Thus a total 93% children are regular students only 7% children are of dropped out and or unenrolled category. It is easily observe that percentage of school going girls is less than boys, creating a need of enhancing girls education. Therefore district education planning committee finalised to organise Shala Pravesh Abhiyan with special attention to girls education .

Table No. - 4						
Blockwise Enrollment Scenario at Primary level						
S.No.	Name of Block	% Enrollment		% Enrollment 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 population of girls in age group (6-11) years	% of boys enrolled against population of boys in age group (6-11) years	% of Children enrolled against population of boys in age group (6-11) years
1	Khachrod					
	Rural	77	93	35	50	86
	Urban	96	96	46	54	99
2	Badnagar					
	Rural	96	97	41	55	97
	Urban	97	98	45	53	97
3	Tarana					
	Rural	89	99	41	55	96
	Urban	93	99	43	53	96
4	Ujjain					
	Rural	71	81	34	42	76
	Urban	94	94	45	49	94
5	Mahidpur					
	Rural	78	97	35	53	89
	Urban	94	94	46	49	95
6	Ghatia	88	97	40	52	93
	Ujjain Dist.	89	96	41	51	93

Table 4

This table clearly depicts the pictures of blockwise enrollment data at primary level. It is clear and revealing fact that in rural area Ujjain block has lowest percentage of girls enrollment i.e. 34%.

. Table No. 5

Blockwise Target Group and Enrollment at Upper Primary level

S.N	Name of Block	Population 11-14 Years age group *					Enrollment at Upper Primary level (VI to VIII)					GER
		Boys	Boys as % of total 11-14 population	Girls	Girls as % of total 11-14 population	Total	Boys	Boys as % of total Enrollment of upper primary level (VI-VIII)	Girls	Girls as % of total Enrollment of upper primary level (VI-VIII)	Total	
1	Khachrod											
	Rural	6246	63	3699	37	9945	3210	79	868	21	4078	41
	Urban	3959	55	3245	45	7204	3411	54	2861	46	6272	87
		10205	59	6944	41	17149	6621	64	3729	36	10350	
2	Badnagar											
	Rural	5165	59	3617	41	8782	3985	71	1596	29	5581	63
	Urban	785	53	687	47	1472	728	53	645	47	1373	93
		5950	58	4304	42	10254	4713	68	2241	32	6954	
3	Tarana											
	Rural	6774	65	3569	35	10343	4137	76	1310	24	5447	52
	Urban	622	56	487	44	1109	506	56	401	44	907	93
		7396	65	4056	35	11452	4643	73	1711	27	6354	
4	Ujjain											
	Rural	5353	57	4004	43	9357	3417	72	1321	28	4738	56
	Urban	19159	51	18605	49	37764	16968	52	15629	48	32597	86
		24512	52	22609	48	47121	20385	55	16950	45	37335	
	Mahidpur											
	Rural	5097	67	2547	33	7644	2485	84	483	16	2968	39
	Urban	699	51	677	49	1376	546	49	571	51	1117	81
		5796	64	3224	36	9020	3031	74	1054	26	4085	
	Ghatia	3591	64	1995	35	5586	2529	60	1750	40	4279	60
	Ujjain Dist	57450	56	43132	44	100582	41922	60	27435	40	69357	68

* Population figures based on Loksampark Abhiyan (door to door survey) conducted on Oct-Nov 2000.

This table shows blockwise target group and enrollment and upper primary level. An overall population of boys is 56% in the age group of 11-14 and 44% of girls. While we compare the demography data of boys Tarana has highest percentage of boys i.e. 64% and Ujjain is in the last order having 52% population of boys and reverse situation is observe in these two blocks in the field girls population. Tarana has lowest percentage of girls population i.e. 35% and percentage of Ujjain block is 48%. Boys has highest enrollment rate by achieving highest 60% enrollment while girls are at a loss in enrollment having only 40% enrollment as compare to their population. These figures clearly reveal that an intensive and integrated approach should be adopted fill up the gaps of girls education. An urgent need of girls education facility should be provided in all the villages of Ujjain districts generally and particularly in Ghatiya block.

Table No. - 6						
Blockwise Enrollment Scenario at Primary level						
S.No.	Name of Block	% Enrollment		% Enrollment against total population (6-14) 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 population of girls in age group (11-14) years	% of boys enrolled against population of boys in age group (11-14) years	% of Children enrolled against population of boys in age group (11-14) years
1	Khachrod					
	Rural	23	51	8	32	41
	Urban	88	86	40	47	87
		54	65	22	39	60
2	Badnagar					
	Rural	44	77	18	45	63
	Urban	94	92	43	49	93
		52	79	22	46	68
3	Tarana					
	Rural	36	61	12	39	52
	Urban	82	81	36	45	81
		42	63	15	40	56
4	Ujjain					
	Rural	33	63	14	36	50
	Urban	84	64	41	44	86
		75	89	36	43	79
5	Mahidpur					
	Rural	19	49	6	32	39
	Urban	84	78	41	39	81
		84	78		33	45
6	Ghatia	40	70	14	45	59
	Total	61	79	26	42	68

Source- L.S.A.2000

Table 6

This table shows block wise enrollment percentage at primary level. A total 61.40% of girls population is of school going girls. While 79% boys population is of students. Comparatively 89% of boys and 75% girls are enrolled in Ujjain block that is the highest percentage of enrollment in the district. It is easily observed that only 68% children are enrolled in any one school but still 32% children are not going to any school. Thus creating a need of upgrading middle school facility and enhancing the efforts in this regards is must, specially in Mahidpur block and generally in entire district.

Table No. 7												
Blockwise Target Group and Enrollment at Elementary Primary level												
S.No.	Name of Block	Population 6-14 Years age group					Enrollment at Elementary Primary 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 Enrollment of elementary primary level (I-VIII)	Girls	Girls as % of total Enrollment of elementary primary level (I-VIII)	Total	
1	Khachrod											
	Rural	21629	56	16908	44	38537	17550	61	11039	39	28589	74
	Urban	12289	54	10576	46	22865	11826	54	10010	46	21836	96
		33918	55	27484	45	61402	29376	58	21049	42	50425	
2	Badnagar											
	Rural	22019	57	16631	43	38650	22474	59	14096	41	36570	89
	Urban	3152	54	2701	46	5853	3061	54	2603	46	5664	96
		25171	57	19332	43	44503	25535	58	16699	42	42234	
3	Tarana											
	Rural	21978	57	16539	43	38517	19697	60	12949	39	32646	84
	Urban	2254	54	1890	46	4144	2129	55	1716	45	3845	92
		24232	57	18429	43	42661	21826	60	14665	40	36491	
4	Ujjain											
	Rural	17494	54	14898	46	32392	13288	59	9067	41	22355	92
	Urban	82320	52	77435	48	159755	76789	52	68964	48	145753	85
		99814	52	92333	48	192147	90077	53	78031	47	168108	
5	Mahidpur											
	Rural	19206	58	14056	42	33262	16220	63	9631	37	25851	77
	Urban	2610	51	2505	49	5115	2411	51	2296	49	4707	92
		21816	57	16561	43	38377	18631	61	11927	39	30558	
6	Ghatia	12784	57	9606	43	22390	11458	60	7642	40	19100	85
	Ujjain Dist.	217735	54	183745	46	401480	196903	56	150013	44	346916	86

Source- L.S.A.2000

Table 7

This table shows blockwise target group and enrollment at elementary level. Population figure shows that boys has highest percentage (54%) in comparison to girls (46%). Comparatively in the district Ujjain block has lowest percentage of boys i.e. 52% while Mahidpur has highest boys ratio (57%) and reverse situation is observe in these two blocks in the field of girls population. In entire district 56% boys are enrolled.

Table No. - 8						
Blockwise Enrollment Scenario at elementary level						
S.No.	Name of Block	% Enrolled against gender specific population (6-14) years		% Enrollment 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 population of girls in age group (6-14) years	% of boys enrolled against population of boys in age group (6-14) years	% of Children enrolled against population of boys in age group (6-14) years
1	Khachrod	76	62	34	47	82
	Rural	65	81	28	45	74
	Urban	95	96	43	52	95
2	Badnagar	86	86	37	52	90
	Rural	84	92	36	52	89
	Urban	96	97	44	52	96
3	Tarana	79	93	34	51	89
	Rural	78	89	33	51	84
	Urban	45	54	41	51	92
4	Ujjain	86	90	41	46	55
	Rural	61	76	28	41	69
	Urban	92	93	44	48	92
5	Mahidpur	72	85	31	48	79
	Rural	68	84	29	48	77
	Urban	92	92	45	47	92
6	Ghatia	78	89	34	64	85
7	Ujjain Dist.	82	89	37	48	86

Source- L.S.A.2000

Table No - 9
Enrollment of SC, ST & OBC

S.No.	Block	SC					ST					OBC					General				
		Boys	Boys as % of total SC Enrollment	Girls	Girls as % of total SC Enrollment	Total	Boys	Boys as % of total ST Enrollment	Girls	Girls as % of total ST Enrollment	Total	Boys	Boys as % of total OBC Enrollment	Girls	Girls as % of total OBC Enrollment	Total	Boys	Boys as % of total general Enrollment	Girls	Girls as % of total general Enrollment	Total
1	Khachrod	8005	62	4877	38	12882	648	62	394	38	1042	12892	58	9289	42	22181	7831	55	6489	45	14320
2	Badnagar	5241	61	3357	39	8598	1339	61	834	39	2173	11962	61	7726	39	19688	6993	59	4782	41	11775
3	Tarana	7871	61	4910	39	12781	287	69	153	35	440	9242	59	6387	41	15629	4426	58	3215	42	7641
4	Ujjain	18688	56	14688	44	33376	2324	5	2328	49	4652	58178	53	51176	47	109354	10887	52	9839	48	20726
5	Mahidpur	5345	64	2974	36	8319	152	72	60	28	212	9092	61	5760	39	14852	4042	56	3133	44	7175
6	Ghatia	3834	61	2408	39	6242	128	61	83	39	211	5357	60	3518	40	8875	2139	57	1633	43	3772
	Total	48984	59	33214	41	82198	4878	56	3842	44	8730	106723	55	83856	45	190579	36318	55	29091	45	65409

Table 9

This table Showing the enrollment of SC-ST and OBC students it is clear that 59% SC boys and 41% SC girls are enrolled while 56% boys of ST and 44% girls of this class are enrolled. 55% boys and 45% girls of OBC are enrolled these situations are very closed to enrollment General class.

Table No. 10
Blockwise Details 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	Khachrod										
	Rural	2788	38	4470	62	7258	1291	48	1399	52	2690
	Urban	269	44	344	56	613	189	47	216	53	405
		3057	38	4814	61	7871	1480	48	1615	52	3095
2	Badnagar										
	Rural	913	35	1653	64	2566	632	43	882	57	1514
	Urban	49	50	48	49	97	75	54	64	46	139
		962	36	1701	64	2663	707	43	946	56	1653
3	Tarana										
	Rural	1476	37	2454	62	3930	805	41	1136	58	1941
	Urban	49	50	48	49	97	75	54	64	46	139
		1525	38	2502	62	4027	880	42	1200	58	2080
4	Ujjain										
	Rural	2414	40	3667	60	6081	1792	45	2184	55	3976
	Urban	3093	42	4202	58	7295	2438	52	2269	48	4707
		5507	41	7869	59	13376	4230	49	4453	51	8683
5	Mahidpur										
	Rural	1976	37	3362	63	5338	985	47	1109	53	2094
	Urban	95	46	109	54	204	129	55	104	45	233
		2071	36	3471	63	5442	1114	48	1213	52	2327
6	Ghatia										
	Rural	956	38	1525	61	2481	370	42	510	57	880
	Ujjain Dist.	14078	39	21882	61	35960	8781	47	9937	53	18718

Source- L.S.A.2000

Table 10

There are 35960 unenrolled children in Ujjain district out of which 39% boys and 61% girls. The percentage of unenrolled boys is highest in Ujjain block while for girls it is highest in Badnagar. Special attention should be taken for girls education. The total number of dropped out 18718 in which 8981 boys and 9937 girls naturally the dropped out percentage of girls is higher than boys which needs special attention. The dropped out for girls is highest in Tarana and for boys it is highest in Ujjain.

Table No. 11
Blockwise Details of Dropout Children at Primary & Middle levels

S. NO.	Block	Number of Dropout at Primary level					Number of Dropout at Middle level					Total number of Dropout		
		Boys	Boys as % of total dropout at primary level	Girls	Girls as % of total dropout at primary level	Total	Boys	Boys as % of total dropout of middle level	Girls	Girls as % of total dropout middle level	Total	Boys	Girls	Total
1	Khachrod													
	Rural	1089	47	1203	52	2292	202	51	196	49	398	1291	1399	2690
	Urban	141	46	167	54	308	48	49	49	51	97	189	216	405
		1230	47	1370	52	2600	250	50	245	49	495	1480	1615	3095
2	Badnagar													
	Rural	535	42	725	57	1260	97	39	157	61	254	632	882	1514
	Urban	51	47	46	52	97	24	30	18	60	42	75	64	139
		586	43	771	57	1357	121	37	175	62	296	707	946	1653
3	Tarana													
	Rural	635	41	885	58	1520	170	40	251	59	421	805	1136	1941
	Urban	51	47	46	52	97	24	40	18	60	42	75	64	139
		686	42	931	58	1617	194	40	269	60	463	880	1200	2080
4	Ujjain													
	Rural	967	45	1168	55	2135	825	62	1016	38	1841	1792	2184	3976
	Urban	1670	58	1225	42	2895	768	42	1044	58	1812	2438	2269	4707
		2637	52	2393	47	5030	1593	45	2060	55	3653	4230	4453	8683
5	Mahidpur													
	Rural	892	45	1054	55	1946	93	63	55	37	148	985	1109	2094
	Urban	92	54	79	46	171	37	60	25	40	62	129	104	233
		984	46	1133	54	2117	130	62	80	38	210	1114	1213	2327
6	Ghatia													
	Ujjain Dist.	302	40	450	59	752	68	53	60	47	128	370	510	880
		6425	47	7048	52	13473	2356	45	2889	55	5245	8781	9937	18718

Source - L.S.A. 2000

This table showing a picture of dropped out children in primary and middle level at primary level 47.% boys population is of drop out while girls drop out percentage is higher than boys i.e. 52.%. That means at primary level girls drop percentage is 5% higher than boys at middle level drop out % of girl is 55% , that need a plannig for up graded only primary in to middle school .

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

S.No.	Block	Total number of Dropout	Dropout % to total Population of 6-14		Reasons and % of Dropout #								
			Boys	Girls	1	2	3	4	5	6	7	8	9
1	Khachrod												
	Rural	2690	3	4	27	10	3	12	31	3			9
	Urban	405	1	1	8	2	2	31	1	11	2	1	37
2	Badnagar												
	Rural	1514	2	4	25	20	22	7	8	9.5	0.5	0.06	9
	Urban	139	2	1	18	2	3	27	7	6.5	6.5		28
3	Tarana												
	Rural	1941	2	3	19.7	15.9	17.5	7.3	4.9	15.6	2.3	3.6	12.8
	Urban	139	2	2	19.4	10.97	2.8	28.5	10.7	5.7			9.3
4	Ujjain												
	Rural	3976	6	7	19	9	40	15	5	1	5	4	2
	Urban	4707	1	1	11	23	1	16	20	21	7	6	4
S.No.	Mahidpur												
	Rural	2094	3	3	21	22	29	6	2	10	-5	0.5	10
	Urban	233	3	2	20	8		27	0.05	20	1		21
6	Ghatia	880	2	2									
	Ujjan Dist	18718	2	2	20.1	14.66	24	10.3	9.55	12.6	0.57	0.45	7.61

Source L.S.A 2000

# Reasons and % of Dropout	%
1. Agriculture labourer or daily wages	20.1
2. Carring/Nursing of children at homes	14.7
3. Cattle grazing	24
4. Poor economic conditions of family	10.3
5. Lack of educational facility/ long distance etc.	9.6
6. Lack of social awarenace regarding girls education	12.6
7. Disability/Prolonged illness	0.6
8. Atmosphere of school/Teachers misbehaviour /beating etc.	0.5
9. Others	7.6

Table No. 13

Classwise Numbers of dropout Children

Block	Class	Number of Dropout					% of Dropout against total number of dropouts			
		Boys	%	Girls	%	Total	% Boys	% Girls	Total	
Khachrod	Rural									
	1	128	48	137	51	265	12	11	12	
	2	169	43	217	56	386	15	10	17	
	3	391	44	483	55	874	36	40	38	
	4	198	52	182	48	380	18	15	17	
	5	203	52	184	48	387	19	15	17	
	Total 1 to 5	1089	47	1203	52	2292				
	6	107	53	78	40	185	52	39	46	
	7	66	47	73	52	139	36	36	35	
	8	29	39	45	68	74	14	23	18	
	Total 6 to 8	202	51	196	49	398				
	Total 1 to 8	1291	48	1399	52	2690				
	Khachrod	Urban	Boys	%	Girls	%	Total	% Boys	% Girls	Total
		1	21	43	27	56	48	15	16	15
2		22	40	33	60	55	15	20	18	
3		25	42	34	57	59	16	20	19	
4		21	55	17	44	38	15	18	12	
5		52	48	56	51	108	37	33	35	
Total 1 to 5		141		167		308	2	4		
6		26	55	21	44	47	54	42	48	
7		10	34	19	65	29	20	39	30	
8		12	57	9	42	21	25	18	25	
Total 6 to 8		48	49	49	50	97				
Total 1 to 8		189	46	216	53	405				

Badnagar	Rural	B	%	G	%	Total	% Boys	% Girls	Total
	1	48	43	62	53	110	9	9	9
	2	58	46	67	53	125	10	9	9
	3	190	42	259	57	449	35	36	35
	4	117	43	155	56	272	22	21	21
	5	122	40	182	59	304	23	25	24
	Total 1 to 5	535	42	725	57	1260			
	6	56	33	112	66	168	57	71	66
	7	24	42	33	57	57	24	21	22
	8	17	58	12	41	29	17	7	11
	Total 6 to 8	97	38	157	61	254			
	Total 1 to 8	632	41	882	58	1514			
Badnagar	Urban	Boys	%	Girls	%	Total	% Boys	% Girls	Total
	1	7	58	5	41	12	17	10	12
	2	15	62	9	37	24	36	19	25
	3	9	50	9	50	18	21	19	18
	4	12	60	8	40	20	29	17	21
	5	8	34	15	65	23	19	32	24
	Total 1 to 5	51	42	46	47	97			
	6	11	52	10	47	21	45	15	50
	7	7	53	6	46	13	29	9	31
	8	6	75	2	25	8	25	3	19
	Total 6 to 8	24	57	18	43	42			
	Total 1 to 8	75	53	64	46	139			
Tarana	Rural	B	%	G	%	Total	% Boys	% Girls	Total
	1	39	36	67	63	106	6	7	7
	2	87	44	110	55	197	13	12	13
	3	165	39	248	60	413	25	28	27
	4	149	41	207	58	356	23	23	23
	5	195	43	253	56	448	30	28	29
	Total 1 to 5	635	42	885	58	1520			
	6	75	37	124	62	199	44	49	48
	7	44	44	66	66	100	25	26	24
	8	51	45	61	54	112	30	24	27
	Total 6 to 8	170	23	251	34	411			
	Total 1 to 8	805	42	1136	58	1941			

Tarana	Urban	B	%	G	%	Total	% Boys	% Girls	Total
	1	7	58	5	41	12	13	10	12
	2	15	62	9	37	24	29	19	25
	3	9	50	9	50	18	17	19	18
	4	12	60	8	40	20	23	17	21
	5	8	34	15	65	23	15	32	24
	Total 1 to 5	51	52	46	47	97			
	6	11	52	10	47	21	45	55	50
	7	7	53	6	46	13	29	38	31
	8	6	75	2	25	8	25	11	19
	Total 6 to 8	24	58	18	42	42	11		
	Total 1 to 8	75	54	64	46	139			
Ujjain	Rural	B	%	G	%	Total	% Boys	% Girls	Total
	1	97	45	117	55	214	10	10	10
	2	126	45	152	55	278	13	13	13
	3	309	45	374	55	683	32	32	32
	4	261	45	315	55	576	27	27	27
	5	174	45	210	55	384	18	18	18
	Total 1 to 5	967	225	1168	275	2135	100	100	100
	6	173	45	209	55	382	21	21	21
	7	346	45	438	55	784	42	42	42
	8	306	45	369	55	675	37	37	37
	Total 6 to 8	825	45	1016	55	1841	100	100	100
	Total 1 to 8	1792	45	2184	55	3976	45	55	200
Ujjain	Urban	B	%	G	%	Total	% Boys	% Girls	Total
	1	167	58	122	42	289	10	10	10
	2	217	58	159	42	396	13	13	14
	3	534	58	392	42	926	32	32	32
	4	451	58	322	42	773	45	26	27
	5	301	58	220	42	521	18	18	18
	Total 1 to 5	1670	58	1225	42	2895			
	6	161	42	219	58	380	21	21	21
	7	322	42	438	58	760	42	42	42
	8	285	42	387	58	672	37	37	37
	Total 6 to 8	768	42	1044	58	1812			
	Total 1 to 8	2438	52	2269	48	4707			

Mahidpur	Rural	B	%	G	%	Total	% Boys	% Girls	Total
	1	115	50	117	50	232	13	11	12
	2	136	42	191	58	327	15	18	17
	3	317	42	444	58	761	36	42	39
	4	161	50	163	50	324	18	15	17
	5	163	54	139	46	302	18	13	17
	Total 1 to 5	892	46	1054	55	1946			
	6	64	56	50	44	114	69	91	77
	7	22	85	4	15	26	24	7	18
	8	7	88	1	12	8	8	2	5
	Total 6 to 8	93	63	55	37	148			
	Total 1 to 8	985	47	1109	53	2094			
Mahidpur	Urban	B	%	G	%	Total	% Boys	% Girls	Total
	1	3	60	2	40	5	3	3	3
	2	22	69	10	31	32	24	13	19
	3	22	52	20	48	42	24	26	14
	4	23	58	17	42	40	24	25	24
	5	22	42	30	58	52	24	39	30
	Total 1 to 5	92	54	79	46	171			65
	6	25	63	15	37	40	67	60	24
	7	10	67	5	33	15	27	20	24
	8	2	29	5	71	7	5	20	11
	Total 6 to 8	37	60	25	40	62			
	Total 1 to 8	129	55	104	45	233			
Ghatiya	Rural	B	%	G	%	Total	% Boys	% Girls	Total
	1	18	33	36	67	54	5	8	7
	2	50	39	76	61	126	16	16	16
	3	97	42	129	58	226	32	28	30
	4	50	38	81	62	131	16	18	17
	5	87	40	128	60	215	28	28	28
	Total 1 to 5	302	40	450	60	752			
	6	48	50	47	50	95	70	78	74
	7	10	55	8	45	18	14	13	14
	8	10	66	5	34	15	14	8	11
	Total 6 to 8	68	53	60	46	128			
	Total 1 to 8	370	42	510	57	880			
	Grand Total 1 to 5	6425		7048		13473			
	Grand Total 1 to 8	8781		9937		18718			

Table No. 14					
Blockwise Details of Transition from class V to VI					
S.No	Block	Number of children enrolled in class V in 99-2000	Number of children who passed class V exams in 99-2000	Number of children enrolled in class VI in 2000-2001	Transition Rate
	Khachrod	192	93	79	84
	Badnagar				
	Rural	3701	2184	1873	85
	Urban	254	168	140	83
	Tarana				
	Rural	3430	1997	1652	82
	Urban	269	111	82	73
	Ujjain				
	Ujjain	381	169	134	79
	Mahidpur				
	Rural	1850	1065	868	81
	Urban				
	Ghatia	200	118	90	76
	Total	10277	5905	4918	83

Source - Sample study

Table 14

- This table shows transition scenario. The transition rate of Ujjain block is 83 %. It need planning for up-gradation of primary school.

Table No. 15
Blockwise Achievement of Children at Primary level

S.No.	Block	Total enrolled	Total Number of Children who have got A,B,C,D grade in language Maths & EVS															
			Language				Maths				EVS				Total			
			A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
	Khachrod																	
	Rural	24511	4902	7353	11030	1226	2449	6127	12254	3681	2940	6863	13480	1228	3430	6785	12254	2042
	Urban	15564	934	4669	8405	1556	1090	4514	7471	2489	311	4358	9494	1401	778	4514	8457	1815
	Total	40075	5836	12022	19435	2782	3539	10641	19725	6170	3251	11221	22974	2629	4208	11299	20711	3857
	Badnagar																	
	Rural	30989	1859	9296	16734	3100	2169	8987	14874	4959	620	8677	18903	2789	1549	8966	16837	3637
	Urban	4291	258	1073	2317	643	298	1236	2317	440	86	1201	2618	386	214	1204	2418	455
	Total	35280	2117	10369	19051	3743	2467	10223	17191	5399	706	9878	21521	3175	1763	10170	19255	4092
	Tarana																	
	Rural	27199	1745	6696	14578	4180	1860	7826	13001	4512	18	7557	16705	2919	1803	7359	13721	4316
	Urban	2938	312	690	1247	689	399	797	1172	570	386	837	1140	575	366	774	1155	643
	Total	30137	2057	7386	15825	4869	2259	8623	14173	5082	404	8394	17845	3494	2169	8133	14876	4959
	Ujjain																	
	Rural	17617	1057	4404	9513	2643	1233	5108	8456	2820	195	4933	10746	1743	824	4815	9571	2407
	Urban	112321	6739	33696	60653	11233	7862	32573	53914	17972	2246	31450	68516	10109	5616	33573	61028	13104
	Total	129938	7796	38100	70166	13876	9095	37681	62370	20792	2441	36383	79262	11852	6440	37388	70599	15511
	Mahidpur																	
	Rural	22783	1367	6835	12303	2278	1545	6607	10936	3695	456	6379	13898	2050	1123	6607	12379	2674
	Urban	3590	215	1077	1939	359	251	1041	1723	575	72	1005	2190	323	180	1041	1951	418
	Total	26373	1582	7912	14242	2637	1796	7648	12659	4270	528	7384	16088	2373	1303	7648	14330	6092
	Ghatia																	
	Rural	15756	945	4727	8508	1576	1103	4569	7563	2521	315	4412	9611	1418	788	4569	8561	1838
	Total	277559	20333	80516	147227	20483	20259	79385	133681	44234	7645	77672	167301	24941	16671	79207	148332	33349

Table 15

This table shows that " C " grade students are highest in rural areas. There is a need to improve grade of these students.

Table NO 16
Blockwise details of children in age group 3-6 years

S. No.	Block	Children in age group (3-6) years				
		Boys	Boys as % of total population(3-6 year)	Girls	Girls as % of total population(3-6 year)	Total
1	Ujjain					
	Rural	8520	47	9600	53	18120
	Urban	24869	54	21260	46	46129
		33389	52	30860	48	64249
2	Tarana					
	Rural	6790	51	6328	48	13118
	Urban	643	52	572	47	1215
		7433	52	6900	48	14333
3	Ghatia	3920	53	3480	47	7400
4	Badnagar					
	Rural	11320	55	9220	45	20540
	Urban	1957	54	1641	45	3598
		13277	55	10861	45	24138
5	Mahidpur					
	Rural	7069	51	6635	49	13704
	Urban	772	55	627	45	1399
		7841	52	7262	48	15103
6	Khachrod					
	Rural	7584	51	7140	48	14724
	Urban	1480	51	1376	49	2856
		9064	52	8516	48	17580
	Ujjain Dist.	74924	53	67879	47	142803

Source-L.S.A.2000

Table16

This table clearly shows block wise details of children in the age group of 3-6 years, having 53% Boys and 47% girls in the age group 3-6 year Badnagar block has maximum percentage of boys i.e. 55%. While Khachrod block has lowest population covering only 51 % in the district Girls has lowest % (45) in Badnagar Block while Khachrod has highest % in the district. That clearly reveals the need of 419 SSK.

Table No. 17
Blockwise Details of ECE Facilities

S.No	Name of Block	No. of SSK	No of Jhoolaghar	No of Aanganwadi	No of Habitation not having Early childhood education support services
1	Ujjain				
	Rural		8	110	27
	Urban			124	145
2	Tarana				
	Rural			110	42
	Urban			15	
3	Ghatia			86	26
4	Badnagar				
	Rural			172	42
	Urban			3	5
5	Mahidpur				
	Rural			150	104
	Urban			6	
6	Khachrod				
	Rural			193	28
	Urban				
			8	969	419

Source- L.S.A. 2000

Table 17
Budget provision has been made according to the table.

Table No 18
Blocwise Requirement of school building and additional rooms

S.No	Name of Block	No. of EGS Schools	No. of EGS School having sheher	Additional requirement for shahers	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 for school building		Requirement of additional rooms in primary school building	Requirement in middle school building			
										In exiting Middle school	In PS/EGSn upgradation		additional rooms	Toilet	Boundary wall	Drinking water
1	Ujjain															
	Rural	8	2	6	127	119	8	40	14	26	23	81	20	47	29	44
	Urban	0	0	0	82	12	70	32	20	12	1	103	20	25	39	23
		8	2	6	209	131	78	72	34	38	24	184	40	72	68	67
2	Tarana															
	Rural	14	0	14	210	205	5	39	22	17	48	55	95	26	31	24
	Urban	0	0	0	7	3	4	5	3	2	0	10	15	3	5	3
		14	0	14	217	208	9	44	25	19	48	65	110	29	36	27
3	Ghatia	16	5	11	120	116	4	24	14	10	24	87	28	32	32	26
4	Badnagar															
	Rural	21	9	12	204	200	4	39	27	12	54	109	95	36	41	25
	Urban	0	0	0	13	5	8	6	3	3	0	5	7	4	2	6
		21	9	12	217	205	12	45	30	15	54	114	102	40	43	31
5	Mahidpur															
	Rural	31	15	16	205	197	8	29	17	12	41	200	42	30	25	22
	Urban	0	0	0	7	3	4	5	4	1	0	0	0	1	3	0
		31	15	16	212	200	12	34	21	13	41	200	42	31	28	22
6	Khachrod															
	Rural	17	3	14	222	192	30	33	24	9	30	200	105	29	30	32
	Urban	0	0	0	16	6	10	8	2	6	5	35	10	3	3	3
		17	3	14	238	198	40	41	26	15	35	235	115	32	33	35
	Ujjain Dist.	107	34	73	1213	1058	155	260	150	110	214	885	437	236	240	208

Source-L.S.A. 2000

Table 19
Blockwise PTR at Primary level

S.No	Name of Block	Enrollment in Primary level (PS+EGS)	Number of teachers of PS			Number of Guruji			Number of teachers at Primary level(PS+EGS)			PTR	Need for additional teachers based on criteria of two teachers per PS			Need for additional teachers @ 40 student
			Male	Female	Total	Male	Female	Total	Male	Female	Total		Male	Female	Total	
1	Ujjain															
	Rural	17617	404	120	524	17	0	17	421	120	541	1:29				
	Urban	112321	79	331	410	0	0	0	79	331	410	1:33				
		129938	483	451	934	17	0	17	500	451	951	1:30				
2	Tarana															
	Rural	27199	419	99	518	14	0	14	433	99	532	1:51				
	Urban	2938	66	15	81	0	0	0	66	15	81	1:36				
		30137	485	114	599	14		14	499	114	613	1:49				140
3	Ghatia	15756	243	77	320	14	3	17	257	80	337	1:46				57
4	Badnagar															
	Rural	30989	469	113	582	19	5	24	488	118	606	1:51				
	Urban	4291	41	23	64	0	0	0	41	23	64	1:67				
		35280	510	136	646	19	5	24	529	141	670	1:53				213
5	Mahidpur															
	Rural	22783	368	88	456	29	2	31	397	90	487	1:46				
	Urban	3590	37	18	55	0	0	0	37	18	55	1:65				
		26373	405	106	511	29	2	31	434	108	542	1:48				117
6	Khachrod															
	Rural	24511	404	120	524	17	0	17	421	120	541	1:28				
	Urban	15564	67	72	139	0	0	0	67	72	139	1:81				
		40075	471	192	663	17	0	17	488	192	680	1:38				
	Ujjain Dist.	277539	2597	1076	3673	110	10	120	2707	1086	3793	1:43				527

Note- The PTR of blocks Khachrod and Ujjain is calculated on the basis of student enrolled in govt. schools only i.e Ujjain R 14717 U 13606 T28323 Kaacharod R 14925 U 11216 T 16114 Ujjain district 162010

This table clearly depict the blockwise PTR at primary level. At present in district 3793 teachers and guruji are working. At primary level 162010 children are enrolled in Govt. Schools. The PTR calculated on this basis is 1:43.As per norms of the SSA there is no need Of any teacher just because of the enrolement figure also include the enrolement of Nongoverment school.

Table No. 20
Blockwise PTR at Middle level

S.No.	Block	Enrollment at Middle level	Number of Teachers			PTR
			Male	Female	Total	
1	Ujjain					
	Rural	4738	149	90	239	1.:20
	Urban	32597	140	202	342	1.:12
		37335	289	292	581	1.:15
2	Tarana					
	Rural	5447	169	33	202	1.:27
	Urban	907	23	6	29	1.:31
		6354	192	39	231	1.:28
3	Ghatiya	4279	96	23	119	1:36
4	Badnagar					
	Rural	5581	180	56	236	1:24
	Urban	1373	22	21	43	1:32
		6954	202	77	279	1.:25
5	Mahidpur					
	Rural	2968	107	27	134	1:22
	Urban	1117	35	13	48	1:23
		4085	142	40	182	1:22
6	Khachrod					
	Rural	4078	109	32	141	1:26
	Urban	6272	59	28	87	1.:19
		10350	168	60	228	1.:23
	Total	69357	1089	531	1620	1.:22

Note- The PTR of block Khachrod and Ujjain is calculated on the basis of student enrolled in govt. schools only i.e Ujjain R 4738 U 4245 T 8983 Kaacharod R 3714 U 1628 T 5342 Ujjain district 35997

Table 20

The students enrolled at middle level in govt.school is 35997 a number of teacher is 1620 the PTR for above data comes 1:22.

Table No. 21
Blockwise information of Primary level teachers, their qualification and training status

S.No.	Block	Total number of teachers with qualifications				Total number of teachers having professional qualifications			Number of teachers training						
		HSS	Graduate	Post Graduate	Total	Dip. certificate in education	B.Ed.	M.Ed.	Pre service			In service			
									Male	Female	Total	Male	Female	Total	
1	Ujjain														
	Rural	82	250	209	541	391	125		224	169	393	94	29	123	
	Urban	34	194	182	410	207	202	1	69	298	367	33	10	43	
		116	444	391	951	598	327	1	293	467	760	127	39	166	
2	Tarana														
	Rural	308	147	77	532	305	43	0	128	26	154	158	36	194	
	Urban	15	59	7	81	57	12	1	2	3	5	58	7	65	
		323	206	84	613	362	55	1	130	29	159	216	43	259	
3	Ghatia	144	124	69	337	215	56		10	6	16	211	44	255	
	Badnagar														
	Rural	243	214	149	606	283	143	1	50	19	69	297	60	357	
	Urban	7	38	19	64	38	19		7	5	12	30	15	45	
		250	252	168	670	321	162	1	57	24	81	327	75	402	
5	Mahldpur														
	Rural	258	193	36	487	259	53	1	278	0	278	388	0	388	
	Urban	11	32	12	75	67	26	1	19	0	19	72	0	72	
		269	225	48	542	326	79	2	297	0	297	460	0	460	
6	Khachrod														
	Rural	205	227	109	541	292	103	3	60	70	130	164	101	265	
	Urban	62	56	21	139	70	40	0	26	13	39	42	29	71	
		267	283	130	680	362	143	3	86	83	169	206	130	336	
	Total	1369	1534	890	3793	2184	822	8	873	609	1482	1547	331	1878	

Table 21

There are 3793 teachers are working at primary level. 3014 teachers are trained and number of untrained teachers comes 779. These teachers can easily be trained through correspondence courses.

Table No. 22
Blockwise information of Middle level teachers, their qualification and training status

S.No.	Block	Total number of teachers with qualifications				Total number of teachers having professional qualifications			Number of teachers training						
		HSS	Graduate	Post Graduate	Total	Dip. certificate in education	B.Ed.	M.Ed.	Pre service			In service			
									Male	Female	Total	Male	Female	Total	
1	Ujjain														
	Rural	43	121	75	239	117	122	0	53	36	89	96	54	150	
	Urban	35	147	160	342	165	176	1	86	122	208	54	80	134	
		78	268	235	581	282	298	1	139	158	297	150	134	284	
2	Tarana														
	Rural	53	64	85	202	95	53	0	56	12	68	70	10	80	
	Urban	3	22	4	29	21	8	1	1	1	2	22	6	28	
		56	86	89	231	116	61	1	57	13	70	92	16	108	
3	Ghatia	22	65	32	119	67	43	0	9	2	11	83	16	99	
4	Badnagar														
	Rural	30	134	72	236	144	66	1	5	2	7	166	38	204	
	Urban	4	21	18	43	28	15	0	6	3	9	16	18	34	
		34	155	90	279	172	81	1	11	5	16	182	56	238	
5	Khachrod														
	Rural	32	78	31	141	59	38	0	27	9	36	22	39	61	
	Urban	17	45	25	87	47	32	0	21	18	39	28	12	40	
		49	123	56	228	106	70	0	48	27	75	50	51	101	
6	Mahidpur														
	Rural	100	30	4	134	96	33	1	56	30	86	9	19	28	
	Urban	10	30	8	48	35	12	1	8	8	16	7	8	15	
		110	60	12	182	131	45	2	64	38	102	16	27	43	
	Total	349	757	514	1620	874	598	5	328	243	571	573	300	873	

Table 22

This table shows that 1620 teacher are working at middle level. 1477 teacher are trained at remaining 143 teachers needs professionals training which can be provided through correspondence course.

Table No. 23

Blocwise incidence of disability

S.No.	Name of Block	Number of Disable Children																	
		Dumb			Deaf			Blind			Orthopaedically disabled			Mentally disabled			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Ujjain																		
	Rural	131	123	254	124	114	238	138	133	271	523	492	1015	392	369	761	1308	1231	2539
	Urban	28	24	52	32	30	62	24	17	41	112	96	208	84	72	156	280	239	519
	Total	159	147	306	156	144	300	162	150	312	635	588	1223	476	441	917	1588	1470	3058
2	Tarana																		
	Rural	22	8	30	4	2	6	5	1	6	119	61	180	16	4	20	166	76	242
	Urban	7	2	9	1	1	2	5	1	6	5	9	14	4		4	22	13	35
	Total	29	10	39	5	3	8	10	2	12	124	70	194	20	4	24	188	89	277
3	Ghatia	12	5	17	1	1	2	4	1	5	42	16	56	11	3	14	70	24	94
4	Badnagar																		
	Rural	17	5	22	4	2	6	7		7	137	51	188	19	16	35	184	74	258
	Urban				1		1	1	1	2	6	2	8	5	1	6	13	4	17
	Total	17	5	22	5	2	7	8	1	9	143	53	196	24	17	41	197	78	275
5	Mahidpur																		
	Rural	9	10	19	1	2	3	5	1	6	114	56	170	12	4	16	141	73	214
	Urban	1	2	3	1		1	1		1	13	6	19	1	1	2	17	9	26
	Total	10	12	22	2	2	4	6	1	7	127	62	189	13	5	18	158	82	240
6	Khachrod																		
	Rural	26	13	39	6	1	7	3	2	5	155	114	269	40	9	49	230	139	269
	Urban	4	3	7	1	1	2	2	1	3	18	13	31	3	2	5	28	20	48
	Total	30	16	46	7	2	9	5	3	8	173	127	300	43	11	54	258	159	417
	Grand Total	257	195	452	176	154	330	195	158	353	1244	914	2158	587	481	1068	2459	1902	4361

Source-L.S.A.2000

Table 23

Orthopaedically handicapped children are higher in Ujjain District while deaf children are lowest (330). special provision has been made in budget for the betterment of these children.

3.2 DIAGNOSTIC STUDY

Back ground of the Problem:

The present day teacher-training programme are frequently being criticized for their ineffectiveness in preparing effective classroom teachers. Various educational diagnostic studies have pointed out loopholes in them and have suggested remedial measures. District conducted following studies:

1. Achievement Test.
2. Desk Analysis of Text Books
3. Need of Training
4. Curriculum Gap

It is very clear from the studies that the teachers who are teaching subjects like languages, Mathematics, Science and Social science need lot of training. But in few particular subjects like mathematics and science the students as well as teachers both are facing difficulties. Hence it is necessary to :

1. Organize yearly training for teachers
2. This training should be subject oriented.
3. There is need of discussion on the subject related pictures, practice and activities.
4. The workshop should be organized for proper helping.
5. Papers should be based on blue print, qualities of good questions, cautions during paper, setting should also be discussed during workshop.
6. It should be discussed during training that how the diagnostic studies be carried out so that there studies can be followed up at the 'Block' and 'Complex'(SANKUL) level.
7. During training period it should also be discussed among the teachers that how to create learning conditions repeatedly so that a student (child) be thoroughly benefited. The teachers as well as a student should be encouraged for this.

For all this a team of four subject experts should be developed in DIET. At least three members should be in the team. These team will organize a training programme related to their subject every month. Each batch should have at least 50 teachers and 10 training sessions should be decided for a year. In this way, near about 500 middle school teachers will be trained in subjects in which they have difficulties (hard spot)

In this way in the beginning year the teachers teaching class VI, third year VII class and in the third year the teachers teaching class VIII will receive intensive training schedule should be of ten days.

CHAPTER – IV

TARGETS

4.0 FORMULATION OF TARGET ON THE BASIS OF TABULATIONAL PROFILES FOR.

4.1 GROSS ACCESS RATIO (GAR)

By using the data collected through LSA. We can make a conclusion that all the 1341 habitation has Primary schooling facilities. The GAR Primary level is hundred present. Thus there is no habitation without primary school facilities are in District.

During the planning process it was observed that in many habitation children were discontinued thus studies, specially Girl child offer completion of class Vth. Because no there availability of Middle school facilities.

Under the SSA our target to provide middle school facility within the range of 3 Km. radius. 726 habitation through out the district do not have a middle schooling facility.

The population of 3 to 6 years children in the district is 142803, Currently 969 Aganwadi are catering the need of these children. 419 habitation are not having the ECE facilities. Due to less Aganwadi the class 1st of primary school is over crowded.

So our target to make almost all habitation with ECE facilities.

Data collected through LSA shows that there are 4361 disable children in the district, this is to ensure that all these children are provided special facilities. So they can complete their elementary education

DISABLED CHILDREN

Education of children with disability is a statutory responsibility under the "Persons with Disability (Equal opportunities, Protection of Rights and Full Participation) Act 1995". DEEP, as a Programme for universalization of primary education for all children provided for interventions in this are but present budget limits have permitted only small initiatives.

4.2 GROSS ENROLLMENT RATIO (GER)

There are continuous effort make enrollment by conducting campagnes such as childrenness crossing. Campangns, Admission ceremony etc.

During the planning process at various levels it has been observed that our main indicator is enrollment of the child in the school by which we can achieve the objective of SSA.

The details of the children who are in the school and out of school in the age group of 6 to 14 years in the district are as follows.

Total Children the age group group of 6 to 14			Children in School		
B	G	T	B	G	T
217735	183745	401480	196903	150013	346916

Thus table clearly shows that 54635 childrens which are out of school. Our target is to bring these children in the school

4.3 RETENTION RATE (RR)

There are effort to make retention continuously, such as door to door meeting, childrens fare to make school attractive.

Our first priority goes to the drop out childrens who have left school for different reasons. We must bring them back to school.

At primary level 47.50% boys population of dropout children while girls dropout percentage is higher than boys i.e. 52.50%. 50% population of boys & girls are of drop out at middle level. Further details can be seen in table no. 11

4.4 ACHIEVEMENT LEVEL

This is the most important segment of all we have discussed earlier. It is need of the hour to improved the achievement of learners. Achievement level is largely depends on attendance of the child, teacher training status, availability of books, class room transaction, use of teaching aids in the class room, etc.

If we improve our quality of education we can improve the achievement of childrens. The basic objectives of joining the educational institution is to learn unless learning of the quality & nature takes place were attendance in educational institute has nomeaning .

We have conducted diagnostic studies to know the factor affecting the achievement level of class 6th student in all subject, viz Hindi, Maths, Science & Social Science.

Primary School enrollment is 277559 in the district the grade wise achievement are as follows.

District	Total Enrolled	Grade			
		A	B	C	D
Ujjain	270559	28011	89719	901411	51418

We must act to decrease the numbers of student in C and D grade

CHAPTER V

STRATEGIES

Formulation of strategies for Achieving targets (year time bound actions)

5.1 ACCESS :

5.1.1 UPGRADATION OF PRIMARY SCHOOL TO UPPER PRIMARY SCHOOL & EGS SCHOOLS.

The prominent objective of SSA is all children in school by 2003, in order to fulfil this objective there is an urgent need to facilitate each & every habitation with primary school/EGS has 100% habitation of district primary education facility.

By analysis of LSA data it was observed that many children left the school, after passing class Vth because there were no middle school facility in their village or near by village within the range of 3 km. As a matter of fact girls child are used to left their further education.

Under SSA to fulfil the existing gap 179 primary school 45 EGS are proposed to be up graded in the middle school out of 214 new upgrade school, 95 school are upgraded in this current year remaining will be upgraded in this year 2001-2002.

5.1.2 TEACHER REQUIREMENT.

In Ujjain district there are 3793 teacher at primary level. However the PTR ratio of district is 1:43 its come to know that there are difference in the PTR in Rural and urban areas. There are more teacher and less children in the urban areas and in rural area less teacher & more children. This stage is not good for quality improvement of primary education. In this situation there is a need of teachers rationalization.

5.2 ENROLLMENT & RETENTION

5.2.1 COMMUNITY MOBILIZATION :- During the planning process at various levels it is observed that our main indicator is enrollment & retention of the child in the school by which we can achieve the objective of SSA.

Our first priority goes to dropout childrens who have left school for different reasons we must bring them back to school simultaneously we must make efforts to increase enrollment of unenrolled children.

To make it possible following measure has to be taken in the district.

- (1) Conduct of campaign involving village education committee self help group & parents.

- (2) Improving of teacher pupil ratio by positioning regular teacher.
- (3) Assistance to the school committee for mobilization and as well as monitoring the children for continuous schooling.
- (4) Opening of ECE centers for the children in the age group of 3-5 years.
- (5) Developing close monitoring mechanisms
- (6) Supply of aids & appliances to disabled children through convergence.
- (7) Special efforts for the enrollment of children with special educational needs.

Intervention for enrollment and retention

- (A) Upgradation of 179 Primary School.
- (B) Establishment of 419 SSK to strength the ECE.
- (C) Upgrading of 179 primary school and 45 EGS into middle school.
- (D) Permission for 885 new class rooms in the existing primary school and 437 class rooms in middle school.
- (E) Provision for 236 toilets, 208 drinking water facilities & 240 school with boundary walls.
- (F) Recruitment of additional Guruji in the current year.
- (G) Special educational support for disabled children in the form of equipment, books, transport etc.

SCHOOL ADMISSION ABHIYAN

1. To get involve the village education committee, public representatives & parent teacher union.
2. To set objectives according to the village education registers records.
3. Door to door contact to achieve the objectives.
4. The printed material for publicity is to be made available in every primary school.
5. To unite the person with educational activities to motivate the learners to get admission in schools
6. Continuous monitoring of the admission expedition/abhiyan
7. Self evaluation of the expedition/abhiyan
8. To honour the 'A' grade in-charge of 'Jan Shiksha Kendras' on the 'Independence Day' Serious measures are to taken against Schools/Teachers, achieving less than 80% of the target.
9. Sufficient publicity of the Abhiyan

WORK PLAN FOR 100% ACCESS AND ATTENDANCE UNDER SCHOOL ADMISSION ABHIYAN

DATE	PROGRAMME	RESPONSIBILITY	PARTICIPANTS	REMARK
25-06-01	To prepare a list of Unregistered and drop out children	Incharge of the Jan Shiksha Kendra, Head Master and all the teachers of the Primary School	Aangan Wadi Workers	
26-06-01	To Organise meeting / Chopal in the village	Village incharge/ H.M./ Teachers of the Primary School	VEC/ PTA Parent/ Teacher union members of the Management Committies Guriji of Padna -Badna , Aanganwadi workers, Public representative	
27-06-01	Drum beating & slogan writing in the village	Secretary of the Village Panchayat	Kotwar/ Peon of the Village Panchayat	
28-06-01	Village Conference (all Citizens) Ladies Conference	Village Incharge teacher, Head Master, Primary School	Village Education Committee (P.T.A. , S.M.C. School Management) Committee Padna-Badna , Guruji, Aangan wadi workers. Pub. Representative Village people	
29-06-01 to 30-06-01	Door to Door contact as per list to inform the parents about Admission Festival	Village incharge, teacher/ H.M. of the Primary school	VEC, PTU,SMC,PBG,AW, and villagers	
02-07-01	To celebrate Admision Festival in the school	H.M./ Teachers/ EGS Guruji	VEC,PTA, SMC,PBG, AW, members of the group and villagers	
03-07-01	To organise Rally for 'Shalla Chalo' (Access to School)	H.M./Teachers/ EGS Guruji		Rally will reach two minutes before, the School time

5.2.2 OPENING COMMUNITY MANAGED SHISHU SHIKSHA KENDRA (S.S.K.) CENTRES

As a support service, to promote enrolment of children, specially girls in primary, Shishu Shiksha Kendra model will be development.

In 2001-2002 419 Centres are proposed.

- Remedial training for teachers and helper after one year.
- Awareness campus for parents, specially Mothers towards S.S.K. Objectives.
- Rs. 2000/- as one time grant for purchase of books (Story, Song) and toys in the Second year.
- Activity campus of children/Parents in School premises.
- Incorporate of health Component (at-least health Check up of children)
- The SSK model will be modified, if needed, on the basis of evaluation report.
- Remedial training for teacher of previous year will be organized.

5.2.3 IMPROVING SCHOOL INFRASTRUCTURE AND FACILITIES.

Several initiative have been taken up for providing an atmosphere of school to the existing schools by way of providing minimum required building/class rooms and other infrastructure facilities like compound wall, toilets, storage facilities etc, schools and class room must be attractive to provide an interesting and stimulating climate to the children.

The planning process taken up a part of pre project, activities, revealed over crowded, class rooms inadequate class room summer multiple classes simultaneously in single. Class rooms/verandah with two teacher etc. Majority school do not possess. Proper space for storage and also security for the available audiovisual equipment and other teaching learning material.

During construction work the school committees will be given the responsibility of under taking construction work of new school building, additional class, rooms and black resource centres addition to repair and maintenance of school buildings.

Community Contribution :-

In addition execution of civil works, the community agreed contributing in construction of new school buildings (atixut 1000 sq meters) and additional, class rooms. They also agree with providing local material and other cast effective material (Cash, kind, and service) as diccedeed in the Grama Sabha. While developing habitation educational plans.

The requirement of school building and other facilities :-

No	Primary Level (EGS+PS)	Requirement
No. of school having the school building	Requirement of additional school building	No. of rooms in existing Primary School
1058	228	885

No. of school having the school building	Requirement of additional school building in existing middle school	No. of new proposed middle school including EGS	Middle No. of rooms in existing middle school	School Toilet	Boundary Wall	Drinking water
150	110	214	437	236	240	208

5.3 IMPROVEMENT IN QUALITY

5.3.1 IMPROVING ACADEMIC CONTENT & PROCESSES

Content of Education :

Within the framework of the prescribed Minimum Levels of Learning and the given textbook, to work out a week to week detailed curriculum and adapting the content to suit local needs.

Developing a range of worksheets for students which would cover the entire syllabus in the subjects of Mathematics and Hindi.

The present Hindi & English textbook for Std I needs to be developed and based on new methods of Language teaching and learning and realistic assumptions.

Supplementary reading materials: and teaching learning materials also needs to be developed.

5.3.2 PROCESS OF TEACHING LEARNING

Child centered learning : Given the vast number of single teacher and two teacher schools in the state, multigrade teaching learning continues to be the main form of the teaching-learning process. In this context, child centered learning becomes an essential component if the teacher is to handle many grades at the same time. Towards this end, suitable materials will be developed and teachers equipped to support this process with the help of DIET.

Use of local environment : All the materials, student activities inside and outside the class will draw upon the local environment.

The project will lay an important value on the participative process for involving students in their own learning through questioning, inquiry, search in an atmosphere where the student and teacher become equal partners.

Innovative methods for assessing the teaching learning process in the class room will be evolved and systematized. Observations, recordings and work done by the students, activities conducted and issues raised and queries generated would be some of the key indicators of what is happening in the classroom.

5.3.3 CONTINUOUS COMPREHENSIVE EVALUATION

The learning milestones that would be developed will be so organized so as to provide the key indicators in an operationalized form to provide easy and reliable information about the progress of each child ant critical learning junctures. The teaching-learning materials that would be prepared would be designed in such a manner to support this continuous evaluation process.

An immediate priority for the project is to design, develop establish a system of assessment of levels of achievement based on the accepted Minimum Levels of Learning. This testing and measurement would be done in a phased manner in the project areas.

Examination reforms : An attempt would be made to test higher student abilities such.as reasoning, analysis, problem solving and so on.

5.3.4 REVAMPING TEACHER TRAINING.

This will be an important and continual activity in the project as the quality of teaching-learning in the classroom is largely determined by the skills and abilities/capacities of the teachers and the materials availabel to him/her for use in the teaching-learning process. Accordingly, a decentralized in-service training system would be set up. Some of the key activities that would be undertaken are as follows.

- As there is one functional DIET set up in the district. For the new 6 blocks proposed to be covered during 2001-07, the assistance of teacher/HMs from these blocks would be taken. A team of 16-24 HMss/teachers from each block (2-3 per new block). They would assist the block level resource persons in their monthly meeting of teachers.
- Monthly in-service skill cum production activities for the teachers in a school cluster system. These would be highly compact with very specific skill related outcomes to be achieved as well as focusing on the completion of a definite number of teaching-learning aids/materials.
- Frequent interaction opportunities would be provided to exchange views and experiences which should be result oriented so that definite progress in achieved at the end of each meeting. These meetings could also be linked to the above activity.
- Educational tours and visits would be organized to see and experience the manner and process for improving the performance of the education

- system. This is a major motivational activity to help sustain and enthuse officials and teachers in undertaking educational innovations.
- Participation in district and state level workshops and seminars in another activity for enhancing the capacity of the officials and teachers.
 - News/letters/magazines and bulletins on & for teachers: An effort would be made to decentralize this efforts so that it becomes locally relevant as well as accommodates the views, suggestions as well as shared experiences from one and all.
 - Over a period of time, an effort would be undertaken to work out a comprehensive training plan for staff at various levels, starting from identification of Training needs and moving up to details of training activities and so on.
 - Resource institutions would be set up at the block and school complex centers levels to cater to the need to the numerous staff. These would be suitably equipped for providing academic support to the teachers.
 - Academic support group would be set up in each block which would supplement the existing inspection system. Interested and capable teachers/head teachers from the area would be selected and provided necessary training for this purpose. In addition to their schools, they would provide academic support to school in their vicinity.
 - Teachers and officers would be supported and encouraged to undertaken innovative projects aimed at improving the quality of schools as well as in the provision of physical facilities and teaching aids as well as improving the quality of teaching-learning in the classrooms so as to make the classrooms attractive and the learning process interesting and enjoyable for the child. They would be encouraged to submit brief research and action research proposals on the basis of which funds could be provided for the approved activity.
 - Details of organizational supports as well as building up a team of trainers at the block level a block level resource center is proposed.

5.3.5 ESTABLISHING SYSTEM OF CONTINUOUS ON SITE ACADEMIC RESOURCE SUPPORT.

Jan Shiksha Misssion shall be formed at cluster level as the cluster unit of the Jila Shiksha Kendra. The president of the Gramp Panchayat falling within the cluster areas shall be rotation be the President of the Jan Shiksha Mission and in towns, ward members shall be the President of the Jan Shiksha Mission.

There shall be a centre for total literacy and Primary education at cluster level under Jan Shiksha Mission. It shall be called Jan Shiksha Kendra. This centre shall generally work for groups of 10-12 villages/wards. These centres shall consolidate the activities of literacy, Pre-Primary and primary education in the entire cluster. This centre shall be established as far as possible in one of the Middle schools of the cluster. The principal of this school shall be Jan Shiksha Prabhari of the cluster and the cluster academic coordinator shall be the Jan Shikshak. The academic support shall be decentralized from this centre to

Pre-Primary, Primary education and total literacy in the entire cluster. These entries shall ensure that all children upto the age of 14 years of the villages of the cluster are admitted in Primary schools and secure Primary education regularly and also see that every illiterate person attends adult literacy classes and receives basis education.

The Districts where the district primary Education Programme is being run and where the cluster centre are already formed, shall be converted in to Jan Shiksha Kendra, while in the rest of the Districts, Jan Shiksha Kendra shall be formed. For immediate arrangement at cluster shall be formed for 10-15 Primary/EGS schools. One of the Middle/Primary schools of the cluster shall be named as Jan Shiksha Kendra and accordingly the Head Master of that school shall be made incharge of the Jan Shiksha Kendra. Jan Shiksha shall be provided after the post is sanctioned by the Finance Department.

Responsibilities of the Jan Shiksha

1. To identify the problems at the cluster level and make meaningful attempts to achieve the goal of Primary Education and total literacy.
2. To encourage the participatory development of training and educational requirements and to provide educational assistance to the schools and literacy classes.
3. To review the attendance of students, quality of educational procedure and the result of its achievements.
4. To make periodical inspection of schools and literacy classes for their effective management.
5. To develop supplementary teaching learning material.
6. To exercise administrative and financial powers in respect of Pre-Primary and Primary schools, Teachers, Gurujis literacy programmes.
7. To play its role to make schools and literacy classes more fruitfull according to the expectations of the community.

5.3.6 DISTANCE EDUCATION

"Distance education is the system delivery of educational programmes by means of one or more of a variety of media to students as well as adult at a distance from the campus, building or headquarters of an educatinal agency" A variety of forms of distance education, including correspondence, home, and independent study, currently exists. In general, school boards are using distance-education materials to provide students and adults with a self-instructional credit programme in which they are assisted by tutors. This system is often adopted as an alternative to the traditional evening credit programme.

Distance education courses are useful to students, particularly in rural areas, who cannot attend an existing evening programme on a regular basis, as well as to those who are late in registering for an evening course and wish to begin their studies immediately.

TV is an excellent example of distance-education programming, It provides district households with access to part-time adult and family learning

opportunities in both official languages via cable distribution systems. Satellite distribution extends the service to remote areas of the province. Through both its own and its acquired programming, it is a valuable resource for continuing education in the following ways.

- It complements existing continuing education offerings.
- It supports and encourages the use of existing or newly developed learning resources.
- It provides educational opportunities that would not otherwise be available.

TV programming can be used by individuals at home or, through videotape playback, in regular classrooms and in the adult education classes offered by public libraries and cultural, recreational, and social service agencies. In addition, TV research branches provide current information on learning needs and interests in the province, formative and evaluative input related to specific projects, results of audience-response measurement, and educational marketing.

5.3.7 USE OF INFORMATION TECHNOLOGY

Information Technology is going to change the way we function both inside and outside. Improvement in the delivery of services to our citizens, ensuring transparency and fair play, empowering the less privileged through wider dissemination and easier access to information are some of the ways in which responsiveness in governance can be achieved through the use of IT. IT has an important role to play in accelerating development of the society by providing vital infrastructure and fostering manpower development. Thus, it is our objective to harness the might of IT for the benefit of our citizens. The ultimate goal is that within the next five years, our district shall be among the front ranking district in the IT revolution in India and not be a mere bystander. To achieve this goal, a plan of action will be finalized based on the recommendations of a district Level Task-Force, to be set up with eminent academicians and practitioners in the field of IT. The identification of opportunities for IT-driven economic development including productivity improvements in the diverse fields of Agriculture, Rural Development, Rural Industries, Trade and Services.

Human resource development of utilizing the employment opportunities in the IT Sector, both with in and outside the district. Leveraging the provisions of the National IT Policy relating to the State(s) for the development of IT sector in M.P.

Measures for generating citizen awareness and creating informatic services for the citizens Promotion of IT (including internet usage) in Jila Sarkar, Jan Shiksha Kendra, Panchayat and other institutions; promotion of training facilities in DIET's and identification of measure for raising adequate resources for training purposes. Measures for developing and popularizing IT applications in Hindi will be the priority of the district.

CHAPTER VI

COVERAGE OF SPECIAL FOCUSED GROUPS

6.1 DISABLED CHILDREN

INTEGRATED EDUCATION FOR THE DISABLED CHILDREN :

The country has witnessed a phenomenal expansion of educational opportunities in the post independence period. Disabled children, however, have not benefited substantially from this growth in educational facilities. Government of India, therefore, has brought education of this group of children for special attention to achieve the goal of education for all. The objective is to integrate the handicapped with the general community at all levels as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.

6.1.1 AIMS AND OBJECTIVES

The centrally Sponsored Scheme of Integrated Education for the Disabled Children (IEDC) purports to provide educational opportunities for the disabled children in common schools, to facilitate their retention in the school system. Disabled children, who are placed in special schools should also be integrated in common schools once they acquire the communication and daily living skills at a functional level.

6.1.2 SCOPE

It is proposed to provide educational facilities under this scheme for children with disabilities who can be integrated in general schools. While rehabilitation assistance will be made available to all children with disabilities, student benefits will be extended on the recommendation by the Assessment Team.

The scope of the scheme includes preschool training for the disabled children and counseling for the parents. This would be an activity preparatory to the child coming into the regular school system. It would include, among other things. Special training for the hearing handicapped children, mobility and orientation training for the visually handicapped, daily living and communication skills training required by children with other disabilities, parent counseling and training in home management of these children.

6.1.3 ATTENTION TO DISADVANTAGED GROUPS

As in the case of primary education, universalization of middle education will require a special focus on disabled children strategies in this regard are as follows.

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

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

6.2 GIRLS

During the planning process through LSA data table it was observed that 9889 girls who are out of school. Majority of these girl children are in the age group of 10-14 years, who are never enrolled and few are dropped out after primary education.

Education of girls especially those belonging to the SC, ST and Other Bacward Classes is the primary focus of SSA.

Following are the strategies proposed for girl children.

- Mobilization at the habitation level involving self help group, VEC members, for sensitizing the community, parent on child rights.
- Discussion on issued of girl children in the gram sabhas.
- Developing a women empowerment programme which ultimately increase the enrollment.
- Conduct of regular attendance monitoring of the children especially girl children.
- Improved classroom environment to provide good learning opportunities.

6.3 URBAN DEPRIVED CHILDREN.

There is a urgent need to work for the childrens who belongs to BPL, residing in slums area, working as a child labourer.

There is provision for the elementary education of this children, with the permission of labour ministry of GOI child labour project is going to start in the

district. This project comprises 30 school in the Ujjain tehsil and 10 school in the Nagda tehsil this school will be open in the Urban Area.

This project has academic support form Jila Shiksha Mission. For better quality of education. Finance of this project will be given by GOI.

It is an earnest effort to make elementary education complete of urban deprived children. This school has a intensive for the student. So that they can make their studies continue.

In addition to above stated school. There are slums, where the population of SC,ST, OBC and minorities are in majority. 20 EGS upper Primary School are proposed. These habitation will be identified with local Govt. assistance.

6.4 MADARSA SCHOOL :- In urban area there are 115 school run by Moulvies and minorities community. There is a need to improves there condition of this school, training of Moulana, furniture for there school, T.L.M. for children will be provided. In order to bring this children in mainstream books and other incentives are made available. For this budget provisions has been made.

CHAPTER- VII

RESEARCH

7.1 RESEARCH

Adequate studies will be sponsored on various interventions to guide the future activities of the SSA for UEE. Research under the project will be viewed as a guiding force for taking up of various initiatives for realizing the objective of UEE. Small scale Pilot Projects for the implementation of programmes on emerging issue will be taken up as follows –

- Mains training of out of school children.
 - Improvement of Pupil abilities in the language, arithmetic creating interesting class rooms.
 - Disabled childrens education.
 - Education of focussed group i.e. SC, ST, Girls, ECE minorities etc,
- Further teacher will be encouraged to take up action researches to solve faced in their day to day professional practice.

7.2 Action Research based programme intervention :

- Activities to be more concentrated at grass root level.
- PRA techniques and tools to be used to entertain the system in micro-planning.
- Village mapping for gender to be initiated at least in problem pockets on pilot basis. Village profiles to be drawn through participative, communicable approach.
- Identification of gender related problems, specially problems disallowing girls from going to school, at grass root level and to draw a solution through involvement of community.
- In identifying block with low female literacy, teachers will be trained in using.
- Technique and tools so that teacher can prepare village profiles and can identify gender related problems. This will not only help in getting larger number of gender micro-plans ready but will also ensure gender sensitization of teacher and will widen his/her gender vision.
- In each block a lab area school will be identified to take care of enrollment and retention of girls in primary schools. This year lab area school will be given this single solitary talk so that good quality desegregated date will be available. Immediate corrective measures can be taken on the basis of such field based feedback.
- Instead developing abstract intervention attempt will be made to be more and more area specific in approach and strategy. Recurrent training will facilitate the development of such vision.

INPUTS

- Academic processes and T/L materials will be made gender sensitive through appropriate intervention.
- Gender sensitization training module will be reviewed and field tested. Next year (2002-03) module will be improvised on the basis of feed back of previous year.

7.3 Studies and Innovation :

Gender strategies and programme intervention will be further strengthened through series of studies planned for this year. Broad major areas to be covered may be as follows :

- Impact analysis of various programme strategies such as SSM, EGS various schemes.
- Educational Needs Assessment of SC/OBC girls.
- Comparative profile of status of girls and women in SC and non-SC blocks of the district.
- Impact of gender sensitization of teacher on class room transactions.
- Innovative ideas will be explored and innovations devised will be implemented on pilot basis.

CHAPTER-VIII

8.0 Management Structure and Requirements

The most important contribution of SSA has been established of decentralization structure and process for school management and academic support. This will be through Rajeev Gandhi Jila Shiksha Mission structure like BRCs and CRCs. This has been also been through mission's reinforcement of the state own decentralization process through panchayat. The institutional reform plan builds on these structures and processes. In order to strengthen this process an intensive programme of capacity development will be taken up to improve the quality of support through the institutions that constitute its basic support system. For education upto middle standard and total literacy in the district following institutional setup is established.

At the village /tow	First level	Village/Ward Education Committee.
At the Village/town	Second Level	Gram Panchayat/Nagar palika/Nigam
At the cluster	Third Level	Jan Shiksha Mission/Jan Shiksha Kendra
At the Block	Fourthlevel	Janpad Shiksha / Janpad Shiksha Mission/Kendra
At the District Level	Fifth Level	Jila Shiksha /Jila Shiksha Mission/Kendra

Considerable work has been done in the direction of academic and administrative decentralization. An essential part of institutional reform is therefore, strengthening and decentralization institutional academic resource support through DIET, Janpad Shiksha Kendra and Janshiksha Kendra enabling teachers to play a critical role. Hence professional strengthening of these academic institutions is proposed in this project. Strategies for institutional capacity development are as follows.

8.1 Strengthening of Zia Shiksha Kendra (ZSK)

Key educational personnel of the ZSK will be trained on modern methods of management, participatory planning process and would be oriented towards academic issues. A 7-day training module will be developed for the educational personnel. Panchayat members will 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 district. 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 have to be provided. The recurring operations and maintenance costs would also have to taken care of.

8.2 Strengthening of DIET

At the ZSK level, DIET is the key institution. The DIET, as part of the Zila Shiksha Kendra, is expected to develop an academic perspective plan for the district. This requires capacity development for teacher-needs assessment, pupil needs assessment, development of appropriate methods for improvement in the form of teaching learning material, training, research and evaluation, for curriculum analysis and contexts specific interventions. The administrative and planning capabilities of DIET personnel also need upgradation. A comprehensive plan for professional development of DIET personnel is proposed through SCERT. A special professional programme will be undertaken for personnel chosen from among those who have demonstrated ability and initiative from each block. This will comprise of educational administrators, DIET members and a group of teachers from each block. This will be placed with professional institutions.

8.3 Strengthening of Janpad Shiksha Kendra (JPSK)

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

The block is a very critical level for school administration in terms of information management, co-ordination and supervision. It is however early equipped in handling the enormous quantity of educational data and records. The BRC has been provided a building. The BRC's capacity to manage educational information needs to be strengthened. Computers can help in this. A computerized MIS will be developed at the district and the block level. Thus a lot of time will save at the district level in just entering compiling and organizing data. If computers will install under 'Head start' 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.

8.4 Strengthening of Jan Shiksha Kendra (JPSK / CRC)

The cluster head or Jan Shiksha Prabhari will be developed as a competent school manager. A team of resource persons will be trained to facilitate a quality processes in schools in addition to the Jan Shikshak or the cluster Academic Coordinator the idea being to move from a single Jan Shikshak to gradually building the entire Jan Shiksha Kendra as an academic team,

because just one resource teacher is found inadequate in managing the task of school visit and academic discussions and acting as a link between the school and units above the JSK. The infrastructure available with the JSK would need upgradation to cater to the increasing requirements of the middle sector. Educational materials, books and computers have been additionally proposed. Funds have also been earmarked for the recurring O&M needs of the JSK.

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

8.5 Strengthening of Village Education Committees (VEC)

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

8.6. Parent Teacher Associations.

Every school will have a parent Teacher Association (PTA) which will advise and guide the school in the planning, guide and monitor for its entire range of programmes and activities. Arrangement will be made for the meetings of the PTA every month. The structure of Parent Teacher Association in this district will be as follows:

- 2 teachers of the school nominated by the Head Master.
- 4. Parents of the children elected to represent the parents.
- 1 person nominated by DEO
- Head master of the school.

8.7 Improved monitoring

Critical parameters of monitoring would be as follows.

- Enrolment
- Attendance
- Efficacy of teaching learning processes
- Student academic progress
- Regular of functioning of school
- Effective school supervision

Need based academic planning and timely resource support.
Efficiency of management support relationship between school and community.

Maintenance of records and information flow

Infrastructure support to school

Fund disbursement and utilization.

A computerized MIS will be developed under Rajeev Gandhi Jila Shiksha Mission. This will be strengthened to cover middle needs. Quality and equity indices for regular periodical review will be developed. Monitoring will be through all the institutions VECs, panchayats, JSK, JPSK, ZSK etc.. Sample evaluation will help in deepening understanding of quality issues.

CHAPTER-IX
BUDGET & COSTING

Five years Plan for Universalisation of Elementary Education - Madhya Pradesh

DISTRICT : UJJAIN

(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)	250	250	250	250	250	250	49.87	49.87	49.87	49.87	49.87	249.34
	No. of EGS Gurujis (Primary Level)	275	275	275	275	275	275						
3	Upgradation of Primary School to Middle School	179	179	179	179	179	179	221.96	247.02	271.72	296.42	321.13	1358.25
4	Upgradation of EGS School to Middle School	45	45	45	45	45	45	14.18	14.18	14.18	14.18	14.18	70.88
	No. of EGS Gurujis (Middle Level)	90	90	90	90	90	90						
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)	1213	1213	1213	1213	1213	1213	36.39	36.39	36.39	36.39	36.39	181.95
7	School Contingency (Middle Schools)	439	439	439	439	439	439	13.17	13.17	13.17	13.17	13.17	65.85
8	IEC/Mobilisation	1	1	1	1	1	1	91.69	91.69	91.69	91.69	91.69	458.45
9	Shishu Shiksha Kendra/Jhoolaghar	419	419	419	419	419	419	59.50	62.51	65.53	68.55	71.57	327.66
10	BRC Building for Non-DPEP district	6					6	36.00	0.00	0.00	0.00	0.00	36.00
11	Primary School Buildings	50	100	71	0	0	221	75.00	150.00	106.50	0.00	0.00	331.50
12	Middle School Buildings	57	146	72	0	0	275	199.50	511.00	252.00	0.00	0.00	962.50
13	Additional Rooms(PS+MS)	300	530	502	0	0	1332	225.00	397.50	376.50	0.00	0.00	999.00
14	Major Repair	200	300	318	0	0	818	100.00	150.00	159.00	0.00	0.00	409.00
15	Minor Repair	300	500	500	0	0	1300	30.00	50.00	50.00	0.00	0.00	130.00
16	Urinals (Boys + Girls) MS	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
17	Drinking Water facility MS	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
18	Teachers Training (In service for PS Teachers)	3793	3793	3793	3793	3793	3793	81.03	81.03	81.03	81.03	81.03	405.16
19	Teachers Training- Induction for Middle Schools	448					448	11.05	0.00	0.00	0.00	0.00	11.05
20	Teachers Training (In service for MS Teachers)	1620	2068	2068	2068	2068	2068	40.04	50.84	50.84	50.84	50.84	243.41
21	Strengthening of CRC (Jan Shiksha Kendra)	136	136	136	136	136	136	210.80	78.88	82.96	87.04	91.12	550.80
22	Distance Education	142	142	142	142	142	142	171.40	29.40	29.40	29.40	29.40	289.00
23	Headstart Programme(JPSKs+50 JSKs per districts)	56	56	56	56	56	56	121.74	20.94	20.94	20.94	20.94	205.52
24	Library Movement	2082	2082	2082	2082	2082	2082	124.92	20.82	20.82	20.82	20.82	208.20
25	Research and Evaluation	1	1	1	1	1	1	7.00	7.00	7.00	7.00	7.00	35.00
26	Strengthening of BRC (Janpad Shiksha Kendra)	6	6	6	6	6	6	31.14	20.88	22.32	23.76	25.20	123.30
27	Strengthening of Zilla Shiksha Kendra	1	1	1	1	1	1	63.50	57.13	58.26	59.38	60.51	298.78
28	Strengthening of MIS (ZSK)	1	1	1	1	1	1	8.00	5.21	5.41	5.61	5.82	30.05
29	Strengthening of DIET	1	1	1	1	1	1	5.30	4.08	4.11	4.14	4.17	21.80
30	PTAs/VEGs Training	2082	2082	2082	2082	2082	2082	62.46	62.46	62.46	62.46	62.46	312.30
31	Integrated Education for Disabled Children	1	1	1	1	1	1	4.50	2.50	2.50	2.50	2.50	14.50
32	Tribal	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
33	Gender	1	1	1	1	1	1	3.30	3.39	3.48	3.57	3.66	17.40
34	Mahila Samakhya (DPEP only)	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
35	Innovation	1	1	1	1	1	1	1.00	1.00	1.00	1.00	1.00	5.00
36	EGS Schools for urban deprived children	20	20	20	20	20	20	3.73	3.73	3.73	3.73	3.73	18.63
37	Madarsa School	115	115	115	115	115	115	39.91	43.36	46.81	50.26	53.71	234.03
	Total							2143.07	2265.97	1989.61	1083.75	1121.89	8604.31
	Management Cost (Salary, O&M, Equipments, Furnitures, Vehicles, Professional Fees, Books of ZSK & MIS)							27.51	18.34	19.68	21.01	22.34	108.88
	Management cost in % ----->							1.28%	0.81%	0.99%	1.94%	1.99%	1.27%
	Civilwork Cost							665.50	1258.50	944.00	0.00	0.00	2868.00
	Civilwork Cost in % ----->							31.1%	55.5%	47.4%	0.0%	0.0%	33.33%

1 New Primary Schools(DPEP only)

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

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

	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 Educational Mate.(Books)	0.02500	250 Schools	6.25	6.25	6.25	6.25	6.25	31.25
2 Salary	0.12000	275 Gurujis	33.00	33.00	33.00	33.00	33.00	165.00
3 Monitoring & Contingency	0.00900	250 Schools	2.25	2.25	2.25	2.25	2.25	11.25
4 Training	0.01225	275 Gurujis	3.37	3.37	3.37	3.37	3.37	16.84
5 EGS Improvement Grant	0.02000	250 Schools	5.00	5.00	5.00	5.00	5.00	25.00
Total Recurring	0.18625		49.869	49.869	49.869	49.869	49.869	249.344

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	179 MS	26.85					26.85
2 Educational Materials	0.05	179 MS	8.95					8.95
3 Furniture(Tables, Chairs)	0.20	179 MS	35.80					35.80
Total Non-Recurring			71.60	0.00	0.00	0.00	0.00	71.60
Recurring								
4 Salary - 1st year	0.840	179 MS	150.36					150.36
5 Salary - 2nd year onwards (10% inflation from 3rd year onwards)	1.380	179 MS		247.02	271.72	296.42	321.13	1136.29
Total Recurring			150.36	247.02	271.72	296.42	321.13	1286.65
Grand Total (NR+R)			221.96	247.02	271.72	296.42	321.13	1358.25

Details :-

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

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

	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 Educational Mate.(Books)	0.0250	45 EGS-MS Schools	1.13	1.13	1.13	1.13	1.13	5.63
2 Salary (Rs. 1000/- pm for 2 Teachers)	0.2400	45 EGS-MS Schools	10.80	10.80	10.80	10.80	10.80	54.00
3 Material and Equipment & contingency	0.0200	45 EGS-MS Schools	0.90	0.90	0.90	0.90	0.90	4.50
4 Training of Education volunteers	0.0150	90 Gurujis	1.35	1.35	1.35	1.35	1.35	6.75
Total Recurring	0.3000		14.18	14.18	14.18	14.18	14.18	70.88

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	1213 Primary Schools	24.26	24.26	24.26	24.26	24.26	121.30
2 Educational Aids (Rs.500/- per teacher for 2 Teachers)	0.01	1213 Primary Schools	12.13	12.13	12.13	12.13	12.13	60.65
Total Recurring	0.03		36.39	36.39	36.39	36.39	36.39	181.95

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	439 Middle Schools	8.78	8.78	8.78	8.78	8.78	43.90
2 Educational Aids (Rs.500/- per teacher for 2 Teachers)	0.01	439 Middle Schools	4.39	4.39	4.39	4.39	4.39	21.95
Total Recurring	0.03		13.17	13.17	13.17	13.17	13.17	65.85

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	2082 PTAs/VECs	41.64	41.64	41.64	41.64	41.64	208.20
2 Shiksha Panchayat/Gram Sabhas	0.10	143 ZSK+JPSKs+JSKs	14.30	14.30	14.30	14.30	14.30	71.50
3 Mobilisation	0.25	143 ZSK+JPSKs+JSKs	35.75	35.75	35.75	35.75	35.75	178.75
Total Recurring			91.69	91.69	91.69	91.69	91.69	458.45

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	419 SSKs/Jhoolaghars	30.17	33.18	36.20	39.22	42.24	181.01
2 O & M (Contingency,TA/DA etc.)	0.020	419 SSKs/Jhoolaghars	8.38	8.38	8.38	8.38	8.38	41.90
3 Educational Material	0.030	419 SSKs/Jhoolaghars	12.57	12.57	12.57	12.57	12.57	62.85
4 Training	0.020	419 SSKs/Jhoolaghars	8.38	8.38	8.38	8.38	8.38	41.90
Total Recurring	0.142		59.50	62.51	65.53	68.55	71.57	327.66

Details :-

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

Civil Works		Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring									
	Physical No.		6	6	0	0	0	0	6
10	BRC Building for Non-DPEP district	6.00		36.00	0.00	0.00	0.00	0.00	36.00
	Physical No.		221	50	100	71	0	0	221
11	Primary School Buildings	1.50		75.00	150.00	106.50	0.00	0.00	331.50
	Physical No.		275	57	146	72	0	0	275
12	Middle School Buildings	3.50		199.50	511.00	252.00	0.00	0.00	962.50
	Physical No.		1332	300	530	502	0	0	1332
13	Additional Rooms(PS+MS)	0.75		225.00	397.50	376.50	0.00	0.00	999.00
	Physical No.		818	200	300	318	0	0	818
14	Major Repair	0.50		100.00	150.00	159.00	0.00	0.00	409.00
	Physical No.		1300	300	500	500	0	0	1300
15	Minor Repair	0.10		30.00	50.00	50.00	0.00	0.00	130.00
	Physical No.		0	0	0	0	0	0	0
16	Urinals (Boys + Girls) MS	0.10		0.00	0.00	0.00	0.00	0.00	0.00
	Physical No.		0	0	0	0	0	0	0
17	Drinking Water facility MS	0.30		0.00	0.00	0.00	0.00	0.00	0.00
	Physical No.		0	0	0	0	0	0	0
Total Non-Recurring				665.50	1258.50	944.00	0.00	0.00	2868.00

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	379 MTs	7.59	7.59	7.59	7.59	7.59	37.93
3	Teachers Training (12 Days) for Primary Schools	0.01200	3793 PS Teachers	45.52	45.52	45.52	45.52	45.52	227.58
4	Special Orientation Training of English Language(5 days)	0.00500	3793 PS Teachers	18.97	18.97	18.97	18.97	18.97	94.83
5	Printing of Training Materials(Rs 100/- per participant)	0.00100	7965 participants	7.97	7.97	7.97	7.97	7.97	39.83
Total Recurring				81.03	81.03	81.03	81.03	81.03	405.16

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	22 MTs	1.12					1.12
3	Teachers Training (21 Days) for Middle Schools	0.020	448 Teachers	8.96					8.96
4	Printing of Training Materials(Rs 100/- per participant)	0.00100	470 participants	0.47					0.47
Total Non-Recurring				11.05	0.00	0.00	0.00	0.00	11.05

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)	0.02		162	207	207	207	207	19.80
	Physical		No. -->	3.24	4.14	4.14	4.14	4.14	
3	Teachers Training (12 Days) for Middle Schools	0.01500		1620	2068	2068	2068	2068	148.38
	Physical		No. -->	24.30	31.02	31.02	31.02	31.02	
4	Special Orientation Training of English Language(5 days)	0.00500		1620	2068	2068	2068	2068	49.46
	Physical		No. -->	8.10	10.34	10.34	10.34	10.34	
5	Printing of Training Materials(Rs 100/- per participant)	0.00100		3402	4343	4343	4343	4343	20.77
	Physical		No. -->	3.40	4.34	4.34	4.34	4.34	
Total Recurring				40.042	50.843	50.843	50.843	50.843	243.414

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,Aimrah,Shelves,Bulletin Board)	0.15	136 JSKs	20.40					20.40
2 Library Books	0.10	136 JSKs	13.60					13.60
3 Computer H/W, Telephone	0.75	136 JSKs	102.00					102.00
Total Non-Recurring	1.00		136.00	0.00	0.00	0.00	0.00	136.00
Recurring								
4 Training (Capacity Building)	0.05	136 JSKs	6.80	6.80	6.80	6.80	6.80	34.00
5 Salary (SK's against CAC with 10% inflation from II year onwards)	0.30	136 JSKs	40.80	44.88	48.96	53.04	57.12	244.80
6 O&M (TA/DA, Meetings, Misc.contingencies etc.)	0.15	136 JSKs	20.40	20.40	20.40	20.40	20.40	102.00
7 Insurance of Computer H/W	0.05	136 JSKs	6.80	6.80	6.80	6.80	6.80	34.00
Total Recurring	0.55		74.800	78.880	82.960	87.040	91.120	414.800
Grand Total (NR+R)	1.55		210.800	78.880	82.960	87.040	91.120	550.800

22 Distance Education

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring								
1 Disantce Education Equipments(downlinking facilities)	1.00	142 JPSKs+JSKs	142.00					142.00
Total Non-Recurring			142.00	0.00	0.00	0.00	0.00	142.00
Recurring								
2 Training through Teleconferencing(TA/DA, stay arrange.)	0.20	142 JPSKs+JSKs	28.40	28.40	28.40	28.40	28.40	142.00
3 Educational Mate. Development	1.00	1 Districts	1.00	1.00	1.00	1.00	1.00	5.00
Total Recurring			29.40	29.40	29.40	29.40	29.40	147.00
Grand Total (NR+R)			171.40	29.40	29.40	29.40	29.40	289.00

23 Headstart Programme(JPSKs+50 JSKs per disticts)

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

24 Library Movement

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Non-Recurring								
1 Library Books	0.025	2082 Schools	52.05					52.05
2 Furniture (Book Shelves)	0.025	2082 Schools	52.05					52.05
Total Non-Recurring	0.050		104.10	0.00	0.00	0.00	0.00	104.10
Recurring								
3 Magzines & Journals	0.010	2082 Schools	20.82	20.82	20.82	20.82	20.82	104.10
Total Recurring	0.010		20.82	20.82	20.82	20.82	20.82	104.10
Grand Total (NR+R)	0.060		124.92	20.82	20.82	20.82	20.82	208.20

23 Research and Evaluation

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 Rearch and Evaluation (BAS, MAS & TAS)	2.00	1 Districts	2.00	2.00	2.00	2.00	2.00	10.00
2 Learner Evaluation for PS & MS Children	5.00	1 Districts	5.00	5.00	5.00	5.00	5.00	25.00
3 Training on research & evaluation methodology(4 days x 2 RPs)	0.005	288 ZSK+DIET+JPSKs+JSKs	1.44	1.44	1.44	1.44	1.44	7.20
Total Recurring	7.00		7.00	7.00	7.00	7.00	7.00	35.00

24 Strengthening of BRC (Janpad Shiksha Kendra)

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

Details

O & M (Operation & Maintenance)	Unit Cost	Physical	Total Cost
1 Office exp. (Contingency)& Telephone	0.100	6 JPSKs	0.60
2 Cluster Meeting Exp.	0.020	6 JPSKs	0.12
3 BRC Building Maintenance	0.020	6 JPSKs	0.12
4 Block TA/DA etc.	0.100	6 JPSKs	0.60
5 CACs TA/DA	0.200	6 JPSKs	1.20
6 Insurance of Computer H/W	0.100	6 JPSKs	0.60
Total	0.540		3.24
Salaries details			
Post	Unit Cost	Physical	Total Cost
1 BRCC	0.720	6 JPSKs	4.32
2 Accountant-cum-Clerk	0.600	6 JPSKs	3.60
3 Clerk-cum-Data Entry Operator	0.600	6 JPSKs	3.60
4 Peon	0.240	6 JPSKs	1.44
5 Watchman	0.240	6 JPSKs	1.44
Total	2.400		14.40

25 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,Aimirah)	1.00	1 Districts	1.00					1.00
3 Vehicle	3.50	1 Districts	3.50					3.50
4 Library - Books	1.00	1 Districts	1.00					1.00
Total Non-Recurring			7.50	0.00	0.00	0.00	0.00	7.50
Recurring								
5 Salary(with 10% inflation every year from II year onwards)	11.28	1 Districts	11.28	12.41	13.54	14.66	15.79	67.68 Details Given
6 O&M (TA/DA, POL,meetings, Misce.contingencies etc.)	2.70	1	2.70	2.70	2.70	2.70	2.70	13.50 Details Given
7 Staff Development	0.50	1 Districts	0.50	0.50	0.50	0.50	0.50	2.50
8 Training of Village Nirman Samitis & RPs (2 days)	0.01	4234 VNSs	42.34	42.34	42.34	42.34	42.34	211.70
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			58.82	59.95	61.08	62.20	63.33	305.38
Grand Total (NR+R)			66.32	59.95	61.08	62.20	63.33	312.88

Details

O & M (Operation & Maintenance) :-	Unit Cost	Physical	Total Cost
1 Office Exp.(POL, TA/DA, Stationary, Contingency etc)	1.50	1 District	1.50 Lumsum
2 Block Contingency(Block's TA/DA etc.)	0.20	6 JPSKs	1.20
Total (O & M) for DPO =			2.70
Salary :-			
Post	Unit Cost	Physical	Total Cost
1 District Project Co-ordinator	1.20	1	1.20
2 District Academic Co-ordinator	1.20	1	1.20
3 APC (Finance)	0.96	1	0.96
4 APC (Gender)	0.96	1	0.96
5 Jr. Engineer	0.84	1	0.84
6 Assistant Engg.	0.72	2	1.44
7 Draftsman	0.60	1	0.60
8 Accountant	0.60	1	0.60
9 Clerk	0.48	4	1.92
10 Driver	0.30	2	0.60
11 Peon	0.24	3	0.72
12 Watchman	0.24	1	0.24
TOTAL		19	11.28

26 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 Details Given
5 O&M (Consumable, Office contingencies etc.)	1.00	1 Districts	1.00	1.00	1.00	1.00	1.00	5.02 Details Given
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	142 JPSKS+JSKs	1.42	1.42	1.42	1.42	1.42	7.10
8 Magzines & Journals	0.05	1 Districts	0.05	0.05	0.05	0.05	0.05	0.25
Total Recurring	3.60		5.01	5.22	5.42	5.63	5.83	27.11
Grand Total (NR+R)	6.60		8.01	5.22	5.42	5.63	5.83	30.11

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	1902	0.13
5 Printing of IPMS formats for Project components	0.00005	5398	0.27
6 Contingency	0.20	1	0.20
Total			1.00

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

27 Strengthening of DIET

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

28 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	2082 PTAs/VECs	20.82	20.82	20.82	20.82	20.82	104.10
2 Mobilisation activities per village	0.0200	2082 PTAs/VECs	41.64	41.64	41.64	41.64	41.64	208.20
Total Recurring	0.0300		62.46	62.46	62.46	62.46	62.46	312.30

29 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

30 Tribal

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

31 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 Shivar	1.00	1 Districts	1.00	1.00	1.00	1.00	1.00	5.00
5 Mahila Shiksha Abhiyan	1.00	1 Districts	1.00	1.00	1.00	1.00	1.00	5.00
Total Recurring	3.30		3.30	3.39	3.48	3.57	3.66	17.40

32 Mahila Samakhya (DPEP only)

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)	6.42	0	0.00	0.00	0.00	0.00	0.00	0.00
2 O & M	2.25	0	0.00	0.00	0.00	0.00	0.00	0.00
3 Training	1.00	0	0.00	0.00	0.00	0.00	0.00	0.00
4 Study & Evaluation	1.00	0	0.00	0.00	0.00	0.00	0.00	0.00
5 Mobilisation	1.00	0	0.00	0.00	0.00	0.00	0.00	0.00
Total Recurring	11.67		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	0.84	1	0.84
3 Accountant	0.60	1	0.60
4 Assistant	0.54	1	0.54
5 Steno Typist	0.54	1	0.54
6 Driver	0.30	1	0.30
7 Peon	0.24	2	0.48
8 Sahayogini	0.18	12	2.16
TOTAL		20	6.42

O & M (Operation & Maintenance) :-

	Unit Cost	Physical	Total Cost
1 Rent	0.25	1	0.25
2 Petrol & Maint.	0.90	1	0.90
3 Office exp. & Photocopy	0.10	1	0.10
4 Postage, Tele. & Stationary	0.25	1	0.25
5 Water & Electricity	0.10	1	0.10
6 TA/DA	0.25	1	0.25
7 Contingency	0.40	1	0.40
TOTAL			2.25

33 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

34 EGS Schools for urban deprived children

(as per EGS-AIE Scheme)

	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 Educational Mate.(Books)	0.02500	20 Schools	0.50	0.50	0.50	0.50	0.50	2.50
2 Salary	0.12000	20 Gurujis	2.40	2.40	2.40	2.40	2.40	12.00
3 Monitoring & Contingency	0.00900	20 Schools	0.18	0.18	0.18	0.18	0.18	0.90
4 Training	0.01225	20 Gurujis	0.25	0.25	0.25	0.25	0.25	1.23
5 EGS Improvement Grant	0.02000	20 Schools	0.40	0.40	0.40	0.40	0.40	2.00
Total Recurring	0.18625		3.725	3.725	3.725	3.725	3.725	18.625

35 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	115 Madarsa	34.50	37.95	41.40	44.85	48.30	207.00
2 Supplementary TLM development	0.025	115 Madarsa	2.88	2.88	2.88	2.88	2.88	14.38
3 O & M	0.010	115 Madarsa	1.15	1.15	1.15	1.15	1.15	5.75
4 Training of Teacher (12 Days)	0.012	115 Madarsa	1.38	1.38	1.38	1.38	1.38	6.90
Total Recurring	0.335		39.91	43.36	46.81	50.26	53.71	234.03

CHAPTER X ANNUAL WORK PLAN

10.2 EGS Schools (Primary Level) (as per EGS-AIE Scheme)

	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Recurring															
1- Educational Material	0.02500	250 Schools	6.25				√	√							
2- Salary	0.12000	275 Gurujis	33.00				√	√	√	√	√	√	√	√	√
3- Monitoring & Contingency	0.00900	250 Schools	2.25				√	√	√	√	√	√	√	√	√
4- Training	0.01225	275 Gurujis	3.37				√	√							
5- EGS Improvement Grant	0.02000	250 Schools	5.00												
Total Recurring	0.18625		49.87												

10.3 Upgradation of Primary School to Middle School

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Non-Recurring															
1- Equipment (Laboratory, Science Kit etc.)	0.15	179 MS	26.85				√	√	√						
2- Educational Materials	0.05	179 MS	8.95				√	√	√						
3- Furniture (Tables, Chairs)	0.20	179 MS	35.80				√								
Total Non-Recurring			71.60												
Recurring															
4- Salary - 1st year	0.840	179 MS	150.36				√	√	√	√	√	√	√	√	√
5- Salary - 2nd year onwards (10% inflation form 3rd year onwards)	1.380	179 MS					√	√	√	√	√	√	√	√	√
Total Recurring			150.36												
Grand Total (NR+R)			221.96												

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

	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Recurring															
1- Educational Material (Books)	0.0250	45 EGS-MS Schools	1.13												
2- Salary (Rs. 1000/- pm for 2 Teachers)	0.2400	45 EGS-MS Schools	10.80				√	√	√	√	√	√	√	√	√
3- Material and Equipment & contingency	0.0200	45 EGS-MS Schools	0.90				√	√	√	√	√	√	√	√	√
4- Training of Education volunteers	0.0150	90 Gurujis	1.35				√	√	√	√	√	√	√	√	√
Total Recurring	0.30000		14.18												

10.6 School Contingency (Primary School)

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Recurring															
1- School Improvement Grant	0.02	1213 Primay School	24.26				√					√			
2- Educational Aids (Rs. 500/- per teacher for 2 Teachers)	0.01	1213 Primay School	12.13				√								
Total Recurring	0.03		36.39												

10.7 School Contingency (Middle School)

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Recurring															
1- School Improvement Grant	0.02	439 Primay School	8.78				√	√							
2- Educational Aids (Rs. 500/- per teacher for 2 Teachers)	0.01	439 Primay School	4.39				√								
Total Recurring	0.03		13.17												

10.8 IEC/Mobilisaton

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Recurring															
1- Updation of VERs Microplanning	0.02	2082 PTAs/VECs	41.64				√	√	√						
2- Shiksha Pachayat/Gram Sabhas	0.10	143 ZSK+JPSKs+JSKs	14.30				√	√	√						
3- Mobilisation	0.25	143 ZSK+JPSKs+JSKs	35.75				√	√	√						
Total Recurring	0.37		91.69												

10.9 Shishu Shiksha Kendra/Jhoolaghar

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Recurring															
1- Salary (with 10% inflation every year from II year onwards)	0.072	419 SSKs/Jhoolaghars	30.17				√	√	√	√	√	√	√	√	√
2- O & M (Contingency, TA/DA etc.)	0.020	419 SSKs/Jhoolaghars	8.38				√	√	√	√	√	√	√	√	√
3- Educational Material	0.030	419 SSKs/Jhoolaghars	12.57				√	√	√	√	√	√	√	√	√
4- Training	0.020	419 SSKs/Jhoolaghars	8.38				√	√	√	√	√	√	√	√	√
Total Recurring	0.142		59.50												

Civil Works

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Non-Recurring															
		6	6												
10.10 BRC Building for Non-DPEP district	6.00		36.00				√	√	√	√					
		221	50.00												
10.11- Primary School Buildings	1.50		75.00				√	√	√	√					
		275	57.00												
10.12- Middle School Buildings	3.50		199.50				√	√	√	√					
		1332	300.00												
10.13- Additional Rooms (PS+MS)	0.75		225				√	√	√	√					
		1100	200												
10.14- Major Repair	0.50		100				√	√	√	√					
		1300	300												
10.15- Minor Repair	0.10		30				√	√	√	√					
Total Non-Recurring			665.5												

10.16 Teachers Training (In service for PS Teachers)

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Recurring															
1- District Level Workshop for adoption of the module	1.00	1	1.00				√	√							
2- Training of Resource Persons MTs (2 per Batch of 40)	0.02	379 MTs	7.59				√								
3- Teachers Training (12 Days for Primary Schools)	0.01200	3793 PS Teachers	45.52				√								
4- Special Orientation Training of English Language (5 days)	0.00500	3793 PS Teachers	18.97				√	√							
5- Printing of Training Materials Rs. 100-per participant	0.00100	7965 participants	7.97				√	√							
Total Recurring			81.05												

10.18 Teachers Training (In service for MS Teachers)

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Recurring															
1- District Level Workshop for adoption of the module	1.00	1	1.00				√	√							
			1620												
2- Training of Resource Persons MTs (2 per Batch of 40)	0.02		3.24												
			1620						√						
3- Teacher Training (12 Days for Middle Schools)	0.01500		24.30												
			1620						√	√					
4- Special Orientation Training of English Language (5 days)	0.00500		8.10					√							
			3402												
5- Printing of Training Materials Rs. 100/- per participant	0.00100		3.40				√	√							
Total Recurring			40.042												

10.19 Strengthening of CRC (Jan Shiksha Kendra)

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Non-Recurring															
1- Furniture (Tables, Chairs, Almirah, Shelves, Bulletin Board)	0.15	136 JSKs	20.40				√								
2- Library Books	0.10	136 JSKs	13.60				√								
3- Computer H/W, Telephone	0.75	136 JSKs	102.00				√	√							
Total Non-Recurring	1.00		136.00												
Recurring															
4- Training (Capacity Building)	0.05	136 JSKs	6.80				√	√							
5- Salary (SKs against CAC with 10% inflation from II year onwards)	0.30	136 JSKs	40.80				√	√	√	√	√	√	√	√	√
6- O&M (TA/DA, Meetings, Misc. Contigencies etc.)	0.15	136 JSKs	20.40				√	√	√	√	√	√	√	√	√
7- Insurance of Computer H/W	0.05	136 JSKs	6.80				√	√							
Total Recurring	0.55		74.80												
Grand Total (NR+R)	1.55		210.80												

10.20 Distance Education

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Non-Recurring															
1- Distance Education Equipments (downlinking facilities)	1.00	142 JPSKS+JSKs	142.00				√	√							
Total Non-Recurring			142.00												
Recurring															
2- Training through Teleconferencing (TA/DA, stay arrange)	0.20	142 JPSKS+JSKs	28.40					√	√						
3- Educatinal Materials Development	1.00	1 Districts	1.00					√	√						
Total Recurring			29.40												
Grand Total (NR+R)			171.40												

10.21 Headstart Programme (JPSKs+50 JSKs per districts)

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Non-Recurring															
1- Funiture	0.200	56 Headstart JSKs+JPSKs	11.20				√	√							
2- Library Books	0.100	57 Headstart JSKs+JPSKs	5.60				√	√							
3- Equipment (Computer-2, UPS, Telephone)	1.500	58 Headstart JSKs+JPSKs	84.00				√	√							
Total Non-Recurring	1.80		100.80												
Recurring															
4- Training (Capacity Building in Headstart Programme)	0.050	56 Headstart JSKs+JPSKs	6.80				√	√							
5- Honorarium to Computer Teachers (Rs. 100/-X2TX12)	0.024	56 Headstart JSKs+JPSKs	40.80				√	√	√	√	√	√	√	√	√
6- O&M (TA/DA, Meetings, Contigencies, Stationary etc.)	0.200	57 Headstart JSKs+JPSKs	20.40				√	√	√	√	√	√	√	√	√
7- Insurance of Computer H/W	0.100	58 Headstart JSKs+JPSKs	6.80				√	√							
Total Recurring	0.37		74.80												
Grand Total (NR+R)	2.17		175.60												

10.22 Library Movement

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Non-Recurring															
1- Library Books	0.025	2082 Schools	52.05				√	√							
2- Furniture (Book Shelves)	0.025	2082 Schools	52.05				√	√							
Total Non-Recurring	0.050		104.10												
Recurring															
3- Magzines & Journals	0.010	2082 Schools	20.82				√	√	√	√	√	√	√	√	√
Total Recurring	0.010		20.82												
Grand Total (NR+R)	0.060		124.92												

10.23 Research and Evaluation

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Recurring															
1- Research and Evaluation (BAS, MAS & TAS)	2.00	1 District	2.00				√	√	√				√	√	√
2- Learner Evaluation for PS & MS Children	5.00	1 District	5.00				√	√	√	√	√	√	√	√	√
3- Training on research & evaluation methodology (4 days X 2 R	0.005	288 ZSK+DIET+JPSKs+JSK	1.44					√							
Total Recurring	7.0		7.00												

10.24 Strengthening of BRC (Janpad Shiksha Kendra)

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Non-Recurring															
1- Equipments Photocopier, Fax, Computer HW+SW	1.50	6 JPSKs	9.00				√	√							
2- Furniture (Book Shelves, Tables, Chairs Almirah)	0.25	6 JPSKs	1.50				√	√							
3- Library Books	0.20	6 JPSKs	1.20				√	√							
Total Non-Recurring	1.95		11.70												
Recurring															
4- Workshop/Seminar	0.10	6 JPSKs	0.60					√	√				√		
5- Professional Fees	0.10	6 JPSKs	0.60							√			√		
6- Capacity Building for JPSKs staff	0.10	6 JPSKs	0.60						√	√					
7- Salary (with 10% inflation year from II year onwards)	2.40	6 JPSKs	14.40				√	√	√	√	√	√	√	√	√
8- O&M (TA/DA, meetings, Misce. contingencies etc.)	0.54	6 JPSKs	3.24				√	√	√	√	√	√	√	√	√
Total Recurring	3.24		19.44												
Grand Total (NR+R)	5.19		31.14												

10.25 Strengthening of Zila Shiksha Kendra

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Non-Recurring															
1- Equipments (Photocopier, Computer HW+SW)	2.00	1 District	2.00				√	√							
2- Furniture (Book Shelves, Tables, Charts, Almirah)	1.00	1 District	1.00				√	√							
3- Vehicle	3.50	1 District	3.50				√	√							
4- Library Books	1.00	1 District	1.00				√	√							
Total Non-Recurring			7.50												
Recurring															
5- Salary (with 10% infraction every year from II year onwards)	11.28	1 District	11.28				√	√	√	√	√	√	√	√	√
6- O&M (TA/DA, POL, meetings, Misce. contingencies etc.)	2.70	1 District	2.70				√	√	√	√	√	√	√	√	√
7- Staff Development	0.50	1 District	0.50					√							
8- Training of Village Nidan Samitis & RPs (2 days)	0.01	4234 VNSs	42.34					√							
9- Studies	1.00	1 District	1.00				√	√	√	√	√	√	√	√	√
10- Workshop/Seminar	0.50	1 District	0.50					√							
11- Professional Fees	0.50	1 District	0.50					√	√	√	√				
Total Recurring	16.49		58.82												
Grand Total (NR+R)	16.49		66.32												

10.26 Strengthening of MIS (ZSK)

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Non-Recurring															
1- Computer HW+SW	2.00	1 District	2.00				X	√							
2- Furniture	0.50	1 District	0.50				√	√							
3- Library Books	0.50	1 District	0.50				√	√							
Total Non-Recurring	3.00		3.00												
Recurring															
4- Salary (with 10% inflation every year from II year onwards)	2.04	1 District	2.04				√	√	√	√	√	√	√	√	√
5- O&M (Consumable, Office contingencies etc.)	1.00	1 District	1.00				√	√	√	√	√	√	√	√	√
6- Professional Fees	0.50	1 District	0.50					√	√						
7- Training on EMIS & IPMS formats	0.01	142 JPSKS+JSKs	1.42				√	√				√	√		
8- Magzines & Journals	0.05	1 District	0.05				√	√	√	√	√	√	√	√	√
Total Recurring	3.60		5.01												
Grand Total (NR+R)	6.60		8.01												

10.27 Strengthening of DIET

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Non-Recurring															
1- Computer HW+SW	1.00	1 DIETs	1.00				√	√							
2- Furniture	0.25	1 DIETs	0.25				√	√							
Total Non-Recurring	1.25		1.25												
Recurring															
3- Salary (Driver) with 10% inflation every year from II year onw	0.30	1 DIETs	0.30				√	√	√	√	√	√	√	√	√
4- O&M (POL, Consumable, Office contingencies etc.)	1.00	1 DIETs	1.00				√	√	√	√	√	√	√	√	√
5- Workshop/Seminar	1.00	1 DIETs	1.00				√	√	√	√	√	√	√	√	√
6- Study/Evaluation	1.00	1 DIETs	1.00				√	√	√	√	√	√	√	√	√
7- Development of Supplimentary TLM	0.50	1 DIETs	0.50				√	√	√						
8- Professional Fees	0.25	1 DIETs	0.25				√	√					√	√	
Total Recurring	4.05		4.05												
Grand Total (NR+R)			5.30												

10.28 PTAs/VECs Training

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Recurring															
1- PTAs/VECs Training (15 Members) 2 Days	0.0100	2082 PTAs/VECs	20.82					√	√						
2- Mobilisation activities per village	0.0200	2082 PTAs/VECs	41.64					√	√						
Total Recurring	0.0300		62.46												

10.29 Integrated Education for Disabled Children

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Non-Recurring															
1- IEDC Project (Equipment)	2.00	1 Districts	2.00					√	√						
Total Non-Recurring	2.00		2.00												
Recurring															
2- Professional Fees	1.00	1 Districts	1.00					√	√						
3- Training (Survey, Study, Analysis)	1.00	1 Districts	1.00					√	√						
4- Educational Materials	0.50	1 Districts	0.50					√	√						
Total Recurring	2.50		2.50												
Grand Total (NR+R)	4.50		4.50												

10.31 Gender

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Recurring															
1- Salary(Shahyogini 15 per district (Rs. 500/- p.m. each) 10% infla	0.90	1 Districts	0.90			√	√	√	√	√	√	√	√	√	√
2- O&M (Contingency & TA/DA)	0.25	1 Districts	0.25			√	√	√	√	√	√	√	√	√	√
3- Training of Shahyoginis	0.15	1 Districts	0.15			√	√								
4- Balika Shiksha Shivar	1.00	1 Districts	1.00			√	√	√							
5- Mahila Shiksha Abhiyan	1.00	1 Districts	1.00			√	√	√	√	√	√	√	√	√	√
Total Recurring	3.30		3.30												

10.33 Innovation

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Recurring															
1- Innovation Project per district	1.00	1	1.00			√	√	√	√	√	√	√	√	√	√
Total Recurring	1.00		1.00												

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

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Recurring															
1- Educational Mate. (Books)	0.02500	20 Schools	0.50				√	√							
2- Salary	0.12000	20 Gurujis	2.40				√	√	√	√	√	√	√	√	√
3- Monitoring & Contingency	0.00900	20 Schools	0.18				√	√	√	√	√	√	√	√	√
4- Training	0.01225	20 Gurujis	0.25				√			√					
5- EGS Improvement Grant	0.02000	20 Schools	0.40				√	√							
Total Recurring	0.18625		3.73												

10.35 Madarsa School

Category	Unit Cost	Physical	2001-02	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Recurring															
1- Salary (with 10% inflation every year from II year onwards)	0.300	115 Madarsa	34.50				√	√	√	√	√	√	√	√	√
2- Supplementry TLM development	0.025	115 Madarsa	2.88				√	√	√	√					
3- O & M	0.010	115 Madarsa	1.15					√				√			
4- Training of Teacher (12 Days)	0.012	115 Madarsa	1.38					√	√	√	√				
Total Recurring	0.347		39.91												

ANNEXURE

LIST OF PROPOSED NEW MIDDLE SCHOOL DISTRICT- UJJAIN

S.No.	BLOCK	PROPOSED NEW MIDDLE SCHOOL
1	UJJAIN	Khemasa
2		Jamalपुरa
3		Chandu Khedi
4		Ninora
5		Daudkhedi
6		Gangedi
7		Jawasiya kumar
8		Surajanwasa
9		Chandesara
10		Ganwadi
11		Pingaleshwar
12		Haranaeada
13		Chand mukh
14		Bhesola
15		Biaora
16		Alampura-udana
17		Kadacha
18		Indira Nagar-Tajpur (EGS)

19	BARANAGAR	Dotaru
20		Bhedawad-2
21		AJanda
22		Dolatpur
23		Kiloli
24		Utawas
25		Chanderbela
26		Tilodiya
27		Dehata
28		Bherupachalana
29		Rawadiyapeer
30		Datarwa
31		Birgodarandheer
32		Palwa
33		Kandoda
34		Sarsana
35		Ghudawan
36		Nimboda
37		Kadai
38		Maniyawada
39		Kanjad
40		Roopaheda
41		Onkarpur
42		Banbana
43		Jassakhedi
44		Salawa
45		Baloda koran
46		Limbasa
47		Ajadawada
48		Biriyakhedi
49		Maloda
50		Bhedawad -B
51		Suneda
52		Oradi
53		Khandawabibi
54		Khadotiya
55		Haranawada
56		Amalawad bika
57		Sarola

58	KHACHARAUD	Shribachcha
59		Naredidera
60		Bhuwasa
61		Napakhedi
62		Behalola
63		Antalwasa
64		Khedawadi
65		Lusadawan
66		Bitwaniya
67		Paramakhedi
68		Gidwaniya
69		Kilodiya
70		Umarana
71		Chandwasala
72		Sandala
73		Pachalasi
74		Rohalkhurd
75		Karnawada
76		Banawada
77		Tutiyakedi
78		Hathaypalki
79		Pipaliyamolu
80		jalodiya unhel
81		Barkheda maid
82		Guradiyasanga
83		Ramabaloda
84		Nawada
85		Pipalodapanth
86		Nareli
87		Banjari
88		Borkhadapitramal
89		Vimalukhedi
90		Banbani
91		Baedawaniya (EGS)

92	MAHIDPUR	Lasudimansoor
93		Dharakhada
94		Bani
95		Barukhedi
96		Patalawad
97		Ragawi
98		Jawasiyasolanki
99		Kallapipalya
100		Bilkheda
101		Pipaliyanith
102		Dhablikamma
103		Bejnath
104		Ajamabad
105		Kitiya
106		Lakhakhedi
107		Barkhadbujurga
108		Rohida
109		Chitawad
110		parwatkhada
111		Bawalya
112		Dhanodiya
113		Malikedi
114		Tarot
115		kanthariya
116		Bansing
117		Gelakhedi
118		Gotiyajunada
119		Pipaliyadhuna
120		Kachaliyachand
121		Ghtiyasaid
122		Mahudiya goyal
123		Balya
124		Tarnod
125		Gogakedi
126		Parwakehda
127		Dhulet

128	TARANA	Upadi
129		Naleshir
130		Sarola
131		Beleri
132		Rampura
133		Dhudhli
134		Nanukhada
135		kharpa
136		Dhubali
137		Bijal
138		Bagoda
139		Limboda
140		Banjari
141		Boradagurjar
142		Barachchi
143		Barkheda
144		Siddhipur-nipaniya
145		Tobarikheda
146		Nogaon
147		Pipaliya Ramadi
148		Katwariya
149		Sarali
150		Dhobadagurjar
151		Tilawad
152		Nod
153		Samanera
154		Dhabadarajput
155		Phchola
156		Salanakhedi
157		Lasudiyadhandhu
158		Khokhariya
159		Khadachitawalya
160		Lakhankhedi
161		Sundersa
162		Jhalara
163		Titodi
164		Kokadagurjar
165		Laxmankhedi
166		kharpa

58	KHACHARAUD	Shribachcha
59		Naredidera
60		Bhuwasa
61		Napakhedhi
62		Behalola
63		Antalwasa
64		Khedawadi
65		Lusadawan
66		Bitwaniya
67		Paramakhedi
68		Gidwaniya
69		Kilodiya
70		Umarana
71		Chandwasala
72		Sandala
73		Pachalasi
74		Rohalkhurd
75		Karnawada
76		Banawada
77		Tutiyakedi
78		Hathaypalki
79		Pipaliyamolu
80		jalodiya unhel
81		Barkheda maid
82		Guradiyasanga
83		Ramabaloda
84		Nawada
85		Pipalodapanth
86		Nareli
87		Banjari
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151		Tilawad
152		Nod
153		Samanera
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156		Salanakhedi
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160		Lakhankhedi
161		Sundersa
162		Jhalara
163		Titodi
164		Kokadagurjar
165		Laxmankhedi
166		kharpa

167	GHATIYA	Naweli
168		Tumadawada
169		Ratadiya
170		Banskhedi
171		Kithodajagir
172		Bihariya
173		Bhilkhada
174		Dhabalagaori
175		Ralayatahewat
176		Bedachitawaliya
177		Ranadheda
178		Bandaka
179		LasudiyabaZar
180		Goyalabujurga
181		Surasa

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