

# **SARVA SHIKSHA ABHIYAN**

## **UNIVERSALISATION OF ELEMENTARY EDUCATION**

**PERSPECTIVE- PLAN  
(2001-2006)**

*July 2001*

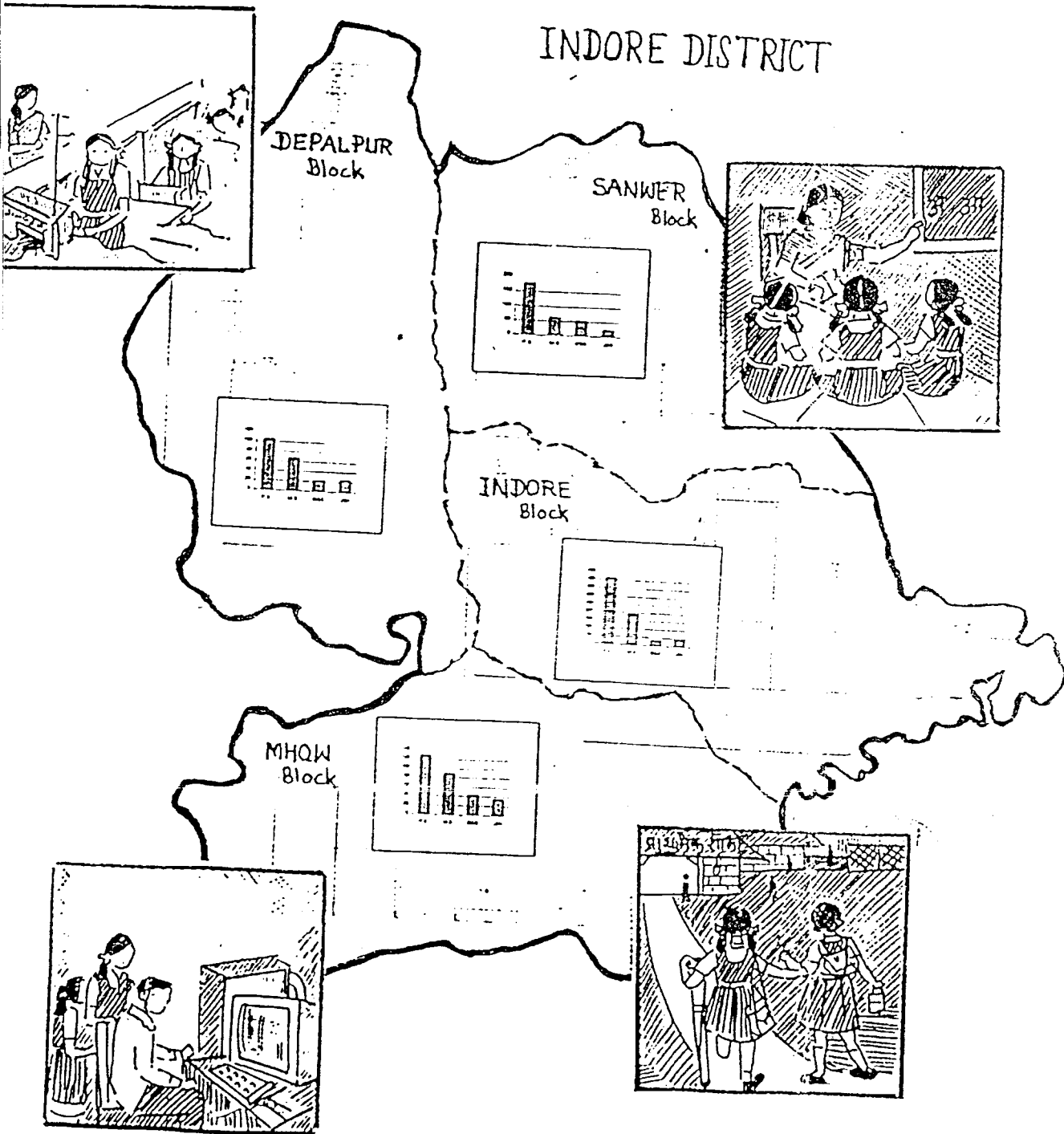
**ZILA SHIKSHA KENDRA  
INDORE**

# UNIVERSALISATION OF ELEMENTARY EDUCATION

## DISTRICT PLAN

### EDUCATIONAL MAP

### INDORE DISTRICT



**UNIVERSALISATION OF ELEMENTARY EDUCATION**

**IN**

**DISTRICT INDORE ( M. P. )**

**PERSPECTIVE PLAN ( 2001-2006 )**

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**CHAPTER –I**  
**DISTRICT PROFILE**

# CHAPTER - 1

## DISTRICT PROFILE

### 1.1 LOCATION & INTRODUCTION.

District Indore is situated in the west region of Madhya Pradesh. It lies between  $22^{\circ} 2'$  to  $23^{\circ} 5'$  North Latitude and  $75^{\circ} 25'$  to  $76^{\circ} 75'$  East Longitude. It is spread over an area of 3910 sq. kms. It is surrounded by district Ujjain, Dhar, Dewas and Khandwa.

History reveals that Indore a small town was known as Indreshwar and later Indoor after the name of the ancient Indreshwar Temple. It is said that the Temple is still there according to the historical data. Indore was the Jagir of Malhar Rao Holkar. Holkars have a special place in history of Malwa. In 1734 Malhar Rao Holkar established Holkar Kingdom and Holkars ruled it for over four centuries. On 16<sup>th</sup> June 1948 a part of the Holkar kingdom became Indore District.

### 1.2 GEOGRAPHICAL BACKGROUND

District Indore is situated on the famous Malwa plateau, which is a remote part of the Deccan trap. It is situated at a height of 553 m. from the sea level. Most of its part is plain, but elevation of Vindhya mountains are frequently visible throughout the district. Black cotton soil covers 80% of the land area in the district.

So far as the river system is concerned rivers Khan, Gambhir, Chambal, Kshipra, Choral and Saraswati etc., flow through this part of land. All these rivers flow towards North and act as tributaries of the river Chambal which later on falls into river Yamuna. But unfortunately none of these rivers is perennial and in most of the rivers water is scarce throughout the year except for in the rainy season. In general underground water level is not only low but has also gone down much during the recent years. The district receives 1177mm. of rainfall annually. The climate is moderate. In the recent past the district is said to have 53000 Hacts of good forest cover

### 1.3 ADMINISTRATIVE DIVISIONS

There are 4 Tehsils and 4 Developmental blocks in the district, viz, Indore, Mhow, Sanwer, Depalpur. There are 645 villages and 818 habitations in the district. There are 9 towns in the district. The city Indore is the centre of trade commerce and industries and biggest city in Madhya Pradesh. Following is a table showing is the administrative information:

#### ADMINISTRATIVE DIVISION

Table – 1

S. No.	Name of Block	Total No. of Habitations Revenue (Villages +hamlets)	No. of Towns	No. of Tehsils
1	Indore	273	3	1
2	Mhow	193	2	1
3	Sanwer	177	1	1
4	Depalpur	175	3	1
<b>Total</b>		<b>818</b>	<b>09</b>	<b>4</b>

Source: District statistical handbook 2000

Zila Shiksha Kendra

### 1.4 DEMOGRAPHIC CONDITION

The population of Indore district is 25,85,321 as per 2000 census. The density of population is 661 persons per square kilometer in the district. Sex ratio in the district is 919 women for every 1000 men. An over all situation of population is shown in the following table:

#### Population (2000-census)

Table -2

	Figures	Percentage
Total	2585321	
Male	1325849	51.28%
Female	1232472	47.67 %

Source: District statistical handbook 2000

The Tribal population in the district is not significant. The tribes living the district are Gond ,Sahariya,Bhil , Bhilala and Korku.

The preliminary data of census 2000 released by the Census Director, M. P., suggests that the districts population has risen to 7,49,406 in the year 2000.

### 1.4.1 LITERACY RATES

The literacy status of the Country, State and the district is as follows:

#### LITERACY RATES

Table -3

	Over all		
	Male	Female	Total
<b>India</b>	64.1	39.3	52.2
<b>M.P.</b>	58.42	28.85	44.2
<b>Indore</b>	84.71	63.96	74.82

Source : Census 2000

It is clear from the table that the literacy rate in the district is more than the average literacy rate in the state.

### 1.5 INFRASTRUCTURE DEVELOPMENT

Out of the total land available for cultivation irrigated area is 69841 Hectares and 258990 Hectares is still unirrigated. Irrigation in the district is mainly done by canals, wells tube wells and tanks.

The main crops are Wheat, Maize, jowar ,Chana ,Tuwar, Munng ,Udad, Cotton, Sugarcane and vegetables.

### 1.6 ECONOMIC BACKGROUND

The City of Indore is the centre of business, trade and industries. It is famous for manufacturing readymade garments, medicines, steel furniture, steel tubes, cables, etc. In fact Indore is in the back ground of the development of large industrial area in Dewas and Pithampur.

Agriculture is the main occupation of the people of rural areas in Indore district. The size of agricultural land holding is mostly small. Two crops are taken up every year, viz, Rabi and Kharif. Major crops of the district include Soyabean, Jwar, Wheat, maize and pulses. Once a major producer of cotton and groundnut, the district hardly produces these now. Of late Soyabean cultivation has increased tremendously leading to prosperity of farmers. Animal husbandry is also yet another widely practiced occupation. Levels of industrialization have been very low. The number of families living under poverty line is large.

## 1.7 SOCIAL BACKGROUND

District Indore is a part of "Malwa region" which has its own historical and cultural importance in the state. People belonging to Malwa region hold their culture in high esteem and are concerned about its perpetuity also. The Malwa region has a distinct culture which derives its traits from local traditions and history dating back to early prehistoric and even protohistoric period. During the prehistoric and historic period this region acted as a bridge to the trade routes starting from northern India and going to the southern part of Indian peninsula. During the Mauryan period and Gupta period this region attained a very high position in the entire country as towns of Vidisha and Ujjaini were considered to be the most fashionable cities and seats of learning. Malwa is the area which has produced literary luminaries like Ashvaghosha and Kalidasa and astronomers like Varahamihira and Aryabhata.

Even during the medieval period this area was a seat of learning as Raja Bhoja of Dhar was himself a great writer and astronomer. The Muslim kingdom of Shadiabad or the kingdom of joy and splendor was located in Mandav (Nearly District Dhar) and was a patron of art, music and architecture. This kingdom reached its pinnacle during the period of king Baz Bahadur and his beloved wife Rani Rupmati.

Besides wide spread use of Hindi language, Malwi, Marathi, Sindhi, Gujrati, and Puajabi is also spoken in the district.

## 1.8 PRESENT EDUCATIONAL SETUP

A Zila Shiksha Kendra has been formed at the district level, Janpad Shiksha Kendra is setup at the block level.

<b>Name of Janpad Shiksha Kendra</b>	<b>Block Wise No. Of Jan Shiksha Kendra</b>
1. Janpad Shiksha Kendra Indore	42
2. Janpad Shiksha Kendra Mhow	33
3. Janpad Shiksha Kendra Sanwer	22
4. Janpad Shiksha Kendra Depalpur	24

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121  
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### **Existing Educational Institutions in Indore District**

Middle Schools	413
Primary Schools	874
Aanganwadis	858
E.G.S.Centre	149



**CHAPTER –II**  
**PLANNING FOR UEE**

## CHAPTER 2

### PLANNING FOR UEE

#### 2.1 EFFORTS SO FAR

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

#### 2.2 UNIVERSALISING UEE

A 5 year initiative with the specific goals of universalisation of elementary education, will ensure the following aims in the district :-

- Universal Access
- Universal Enrollment
- Universal Retention
- Universal Achievement

A 5 year initiative plan has been prepared on the basis of "micro planning" ensuring community participation at the grass root levels, i.e. at the village and Gram Panchayat levels. In order to ensure Participatory Planning at the micro levels a Lok Sampark Abhiyan (LSA) 2000 was carried out in July 2000. This included a door to door survey aiming at :

- The assessment of current educational resources facilities.
- Assessment of the number of children (6-14 years age group) and their present educational status.
- Assessment of literacy status of adult members of the family.
- Assessment of non educational resources that may have a bearing on education .

The out comes of LSA were :

- Creation of an educational database.

### 2.3 PLANNING PROCESS

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

1. Shri Ram Karan Bhamar	President, Zila Panchayat Indore
2. Shri Mohd. Suleman Khan	Collector, Indore
3. . Shri Raghvendra Singh	CEO , Zila Panchayat Indore
4. Shri O.P.Mundra	District Education Officer, Indore
5. Shri S.S.Kaushal	Principal ,DIET Indore
6. Shri V.S.Rathore	EPO -1 ZSK Indore
7. Smt.Surekha Anwekar	EPO-3 ZSK Indore
8. Dr.Y.S.Shaktawat	Sr.Lecturer, DIET Indore
9.Shri Anil Chaturvedi	Sr.Lecturer, DIET Indore
10. Shri Yogesh Vartak	MIS Administrator, Indore
11 Shri Ajit Lalde	MIS Administrator, Indore

This group also including all the block Education Officers (BEOs) and persons from JPSK.

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

1. Through participatory Micro planning
2. Through diagnostic study .
3. Assessment of resource gap and identification of specific need priority. .
4. community mobilisation.

The survey out comes of LSA were compiled at village level giving us 'Village Education Plans' These were further compiled at Gram Panchayat level resulting in "Gram Panchayat Education Plan" .Further on these were compiled at Block level into a "Block Education Plan" Whereas, Block Education Plans were compiled a the district level to make "District Education Plan".

The five year's plan, thus prepared, is proposed to start from 2001 in the district to ensure:

100% habitations with primary education facility and facility of upper primary education in every sphere of three kilometers in the district

carrying out enrollment drives like Mahila Shiksha Abhiyan every year to enroll children, especially those belonging to educationally backward segments of the society, like girls, SC and ST.

- Mobilization of parents and village community to send their children to school.
- efforts are made to check dropout and increase retention.
- Making school more attractive.
- Teachers empowerment through training and provision of school contingencies.
- Proper monitoring of schools through JSK, JPSK, ZSK and DIET.

In this way the survey out comes of LSA 2001 were compiled at the Village, Gram Panchayat, Block and District levels. A computerized Programme helped in this compilation and the analysis of needs and required inputs .The out comes of LSA have been:

- Creation of database.
- Assessment of resource gap, identification of specific need and priority.
- Community mobilisation.
- Preparation of VER and Village Education Plan at the Village level in all 818 habitations
- Preparation of JSK educational plans in all 121 JSKs.
- Preparation of JPSK educational plans in all 4 JPSK.
- Preparation of District educational plans(Including the DIET Plan)at the distirct level.

## **DIGNOSTIC STUDY**

Apart from the LSA 2001 independent Diagnostic study was also carried out in the district through DIET. It 's main objectives are:

- Diagnosis of teaching learning problems of class VI, VII and VIII in Language, Maths, Social studies and Science.

- Establishment of correlation between different Academic and Non-academic variables.
- Diagnosis of curriculum gaps between class V and class VI.
- Desk analysis of books of class VI, VII and VIII.
- Identification of academic inputs and interventions to be incorporated in the UEE plan.

### **COLLECTION OF DATA**

The following data was collected for study

- Subject wise achievement of children .
- Subject wise attendance of children in class.
- Qualification of the teacher.
- Subject wise learning situation in the class.
- Subject wise training status of the teacher.
- Subject wise difficulty level of text book.

### **ANALYSIS OF DATA**

- Subject wise data was collected at the district level.
- The data was expressed in percentile .
- Multiple co-relation was found out
  1. Effect of attendance of children in the class, qualification of the teacher on the achievement of the children.
  2. Effect of the training status of teachers and difficulty level of text book on learning situations in the class.

Discussing in details the Diagnostic study was conducted in the district with the following aims.

- To study critically the present curriculum of class VI .
- To identify the academic problems faced by the teacher and the student.
- To find out and suggest remedial measures .
- To find out multiple co-relation among different factors influencing children achievement.

**SAMPLE :-**

The sample for study was taken by random sampling method .The sample was –

- Randomly selected 10 schools .
- 300 students of class VI from these schools.
- 5 JKS under which these 10 schools came.

**STEPS :-**

- Knowing the achievement of the children in Hindi, Maths, Science and Social Studies .
- Analysing text books of Hindi, Maths, Science and Social Studies .
- Knowing gaps between the curriculum of primary and upper primary levels.
- Knowing training needs of the teachers.

**TOOLS:-**

- Achievement test .
- Format 6 A
- Teachers interviews.
- Students interviews.
- Class room Observation.

**PROCESS:-**

- Tools were provided by state level .
- 15 lecturers of DIET and 5 teachers from middle schools were involved in the study in the capacity of resource persons.
- Field testing of students, interviews of students and teachers, class room observation, questionnaires were administered to teachers, information were furnished in prescribed formats regularly, infrastructure and other facilities.

**CHAPTER –III**  
**EDUCATIONAL PROFILES**

## CHAPTER –III EDUCATION PROFILE

### EDUCATION IN INDORE

Western education was started in 1841 in Indore. In the residency area , a school was established to teach Hindi, English and Persian with three teachers and four students later on in 1843 it was transferred in an inn and was called madarsa. In 1850 it was shifted to its own building. It is today's Maharaja Shivaji Rao Higher Secondary School.

In the year 1876 Rajkumar College was started to attract the boys of royal families towards education. The same was named the Daly College after the name of sir Henry Daly.

In 1923 Malhar Ashram Boys School was established for the education of Dhangars and Marathas. It was run exactly on the lines of Public schools.

### COMPULSORY PRIMARY EDUCATION IN 1916

Primary education was made compulsory in Indore in the year 1916 though initially there were difficulties ,because of the world was 1st .Later on in 1925 efforts were again made under compulsory primary education Act. The number of school going male children of 6 to 13 year age group and female children of 6 to 11 years age group was 9800.

In order to acquire an adequate status of education and get a feel of present education scenario LSA 2000 was conducted in the district. the data thus acquired was compiled and analysed in various tables in order to allow influences and formulate strategies for meeting .The requirements and filling up gaps .The tables are given in the following pages.



**Table No. 1**  
**Blockwise Position of Accessless Habitation**

S.No.	Name of Block	Total Number of Habitation	Number of Habitations with Primary Schooling	GAR (primary level)%	Number of Habitations with middle	Number of Habitation without middle	Actual requirement of		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	Indore	273	273	100%	165	108	45	5	60.43
2	Mhow	193	193	100%	65	128	42	12	33.67
3	Sanwer	177	177	100%	55	122	38	15	31.07
4	Depalpur	175	175	100%	55	120	46	20	31.42
Total		818	818	100%	340	478	171	52	41.56

Source LSA2000

analysis:-

- 1- GAR at primary level is 100% .
- 2- Number of habitations to be covered by middleschooling facility is 478.
- 3- 171 PS and 52 EGS need to be upgraded for covering these habitations under middle schooling facility.

**Table No. - 2**  
**Populationwise Accessless Habitation**  
**District-indore**

Number of Habitation with Population norm		Population of 6-14 age group	Habitation not having Middle Schooling	Gaps - Number of M.S. required	
Population norm	No. of Habitation			Number of P.S. to be upgraded	Number of EGS to be upgraded
1	2	3	4	5	6
> 500	552	349592	478	122	44
500 - 250	153	22348	-	49	8
250 - 200	54	6852	-	-	-
200 - 100	45	3329	-	-	-
less than 10	14	251	-	-	-
<b>Total</b>	<b>818</b>	<b>382372</b>	<b>478</b>	<b>171</b>	<b>52</b>

Source LSA 2000

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

S.No	Name of Block	Population 6-11 years age group					Enrolment at primary level (I to V)					GER %
		Boys	Boys as % of total 6-11 population	Girls	Girls as % of total 6-11 population	Total	Boys	Boys as % of total enrolment at primary level (I-V) %	Girls	Girls as % of total enrolment at primary level (I-V)	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13
1	Indore	100220	54.04	85250	45.96	185470	88445	53.7	76241	46.29	164686	88.79
2	Mhow	13249	52.86	11814	47.14	25063	12473	54.36	10471	45.63	22944	91.54
3	Sanwer	13109	51.96	12119	48.04	25228	11665	52.33	10626	47.66	22291	88.35
4	Deopalpur	13721	53.49	11930	46.51	25651	12845	52.21	11755	47.78	24600	95.9
	Total	140299	53.67	121113	46.33	261412	125428	53.48	109093	47	234521	89.71

Source LSA2000

**Analysis**

- 1-Gender gap in enrollment is very high at 7% it is high in the all blocks therefore special interventions are needed for enrollment and retention of girls.
- 2- Enrollment numbers in block indore is very high as compared to other blocks because it comprises a major chunk of population in the district and highly urbanised also.
- 3-Where as percentage enrollment wise Indore block's enrollment percentage is lower than even the district average. This indicates that a very large population of children in Indore is still out of school in Indore block. There fore enrollment, retention drives and other related programs are to be concentrated more in this block
- 4- Reason for this situation in Indore blocks is its highly urbanised nature pushing children in doing manual works and labour. There by leading to their out of school situation.
- 5- Another block where more attention towards enrollments is to be given is Sanwer block as the GER is lowest in this block.

Table No. 4  
Blockwise Enrolment Scenario at Primary Level

.no	Name of Block	% Enrolment		% Enrolment against total population (6-11) years		
		% of girls enrolled against population of girls in age group (6-11) years	% of boys enrolled against population of boys in age group( 6-11) years	% of girls enrolled against total population of (6-11) years	% of boys enrolled against total population of (6-11) years	% of children enrolled against total population of (6-11) years
1	2	3	4	5	6	7
1	Indora	89.43	88.25	46.29	53.7	88.79
2	Mhow	88.63	94.14	45.63	54.36	91.54
3	Sanwer	87.68	88.98	47.66	52.33	88.35
4	Depalpur	98.53	93.61	47.78	52.21	95.9
	Total	90.97	89.4	46.51	53.48	89.71

Source LBA2000

**Analysis**

1- Percentage of girls enrollment against population of girls in age group (6-11 years) is more than that of boys in the same age. This brings us to a conclusion that there is no gender gap in enrollment (or 1.57% gender gap) in the district overall.

2-Only in blocks Mhow and Sanwer there is gender gap 5.51% and 1.3 respectively. This shows that special enrollment drives are needed in these blocks.

Table No. -5

## Blockwise Target Group and Enrolment at Upper Primary Level

S.No.	Name of Block	Population 11-14 years age group					Enrolment at Upper Primary Level (VI to VIII)					GER
		Boys	Boys as % of total 11-14 population	Girls	Girls as % of total 11-14 population	Total	Boys	Boys as % of total enrolment of upper primary level (VI-VIII)	Girls	Girls as % of total enrolment of upper primary	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13
1	Indore	42262	52.25	38626	47.75	80888	39132	52.51	35382	47.48	74514	92.11
2	Indow	10214	55.90	8059	44.10	18273	8336	55.23	6705	44.43	15091	82.59
3	Sanwer	6409	59.91	4288	40.09	10697	4870	64.37	2695	35.62	7565	70.72
4	Deopalpur	8385	57.51	4717	42.49	11102	5235	68.11	2451	31.88	7686	69.23
	Total	65270	53.96	55690	46.04	120960	57573	54.9	47233	45.04	104856	86.68

Source: I.A.A.2(00)

1. Gender gap in enrollment is very high at 9% .
2. The gender gap situation alarmingly low in block Sanwer and Deopalpur There fore special intervention would be needed in these blocks for enrollment and retention of girls in these blocks.
3. Sanwer happens to be block III which SC population is very high,there fore gender gap situation is uncomfortably low. Hence interventions for SC childrens enrollment and retention with focus on SC girls will be taken up in campaign mode.

**Table No.8  
Blockwise Enrolment Scenario at Upper Primary Level**

S.no.	Name of Block	% Enrolment		% Enrolment against total population (11-14) years		
		% of girls enrolled against population of girls in age group (11-14) years	% of boys enrolled against population of boys in age group (11-14) years	% of girls enrolled against total population of (11-14) years	% of boys enrolled against total population of (11-14) years	% of children enrolled against total population of (11-14) years
1	2	3	4	5	6	7
1	Indore	47.48	52.51	47.75	52.25	92.11
2	Mhow	44.43	55.23	44.1	55.9	82.59
3	Sanwer	35.62	54.37	40.09	59.91	70.72
4	Depalpur	37.88	68.11	42.49	57.51	49.23
	Total	45.04	54.9	46.04	53.96	86.68

Source LSA 2000

**Analysis**

1. The total enrolment percentage of a age group 11-14 years is 86.68% and about 14 % children are out of school. Thus creating middle school facility in this regard is must.

**Table No.7**  
**Blockwise Target Group and Enrolment at Elementry Level**

sn	Name of Block	Population 6-11 years age group					Enrollment at elementary level (I-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 level(I-VII)	Girls	Girls as % of total enrollment of elementary level(I-VII)	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13
1	Indore	142482	89.53	123876	90.11	266358	127577	47.89	111623	41.9	239200	89.8
2	Mhow	23463	88.68	19873	86.42	43336	20809	48.1	17176	39.63	37985	87.76
3	Sanwer	19518	84.71	16407	81.19	35925	16535	46.2	13321	37.08	29856	83.1
4	Deopalpur	20106	89.92	16647	85.33	36753	18080	49.19	14206	38.65	32286	87.84
	<b>Total</b>	<b>205569</b>	<b>89.02</b>	<b>176803</b>	<b>88.41</b>	<b>382372</b>	<b>183001</b>	<b>47.85</b>	<b>156326</b>	<b>40.88</b>	<b>339327</b>	<b>88.75</b>

Source I.S.A.2000

**Analysis**

1. Gender gap in enrollment at elementary level is as high as 7%.
2. Gender gap situation is higher than the district average in blocks Sanwer and Deopalpur these blocks need special attention on girls enrollment and retention.
3. Elementary level GER at district level is 88.75% .
4. Blocks Mhow, Sanwer and Deopalpur need special attention as GER is low in these blocks. There fore special enrollment drives with special emphasis on girls enrollment is needed in these blocks

**Table No 8**  
**Block wise enrollment Scenario**

sn	Name of Block	% enrolled against Gender Specific population(6-14)year		% of Enrolled Against total population (6-14)Year		
		% Of girls enrolled against population of girls in age group(6-14)	% Of Boys enrolled against population of boys in age group(6-14)	% Of girls enrolled against total population (6-14)year	% Of Boys enrolled against total population (6-14)year	% Of children enrolled against total population (6-14)year age group
1	2	3	4	5	6	7
1	Indore	90.11	89.53	41.9	47.89	89.8
2	Mhow	86.42	88.68	39.63	48.1	87.76
3	Sanwer	81.19	84.71	37.08	46.02	83.1
4	Deopalpur	85.33	89.92	38.65	49.19	87.84
	Total	88.41	89.02	40.88	47.85	88.75

Source LSA2(000)

Analysis

1. The percentage of girls enrollment is poor in Mhow, Sanwer and Deopalpur blocks. These blocks have more rural areas. Indore block is in better situation since it has urban population in large number.

2. Enrollment drives need to be made more effective in rural areas.

3. Except Indore block where girls and boys enrollment is almost equal the other blocks show better enrollment of boys than that of girls this fact indicates that more efforts need to be done for the girl enrollment.



**Table No 9**  
**Enrolment of SC, ST and OBC**

S.N	Block	SC					ST					OBC					General				
		Boys	Boys as % of total SC enrolment	Girls	Girls as % of total SC enrolment	Total	Boys	Boys as % of total ST enrolment	Girls	Girls as % of total ST enrolment	Total	Boys	Boys as % of total OBC enrolment	Girls	Girls as % of total OBC enrolment	Total	Boys	Boys as % of total Gen enrolment	Girls	Girls as % of total Gen enrolment	total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1	Indore	28534	52.66	25650	47.33	54184	5942	56.17	4635	43.82	10577	56327	52.69	50574	47.3	106901	36774	54.44	30787	46.55	67541
2	mhow	3216	51.08	3085	48.96	6301	6735	62.74	3999	37.25	10734	6288	53.73	5417	46.27	11705	4578	48.48	4878	50.54	9250
3	Sanwer	5668	54.4	4750	45.6	10418	618	57.02	453	42.37	1089	7303	56.07	5720	43.92	13023	2948	58.14	2898	44.55	5346
4	Depalpur	4487	55.42	3608	44.57	8095	889	63.59	509	38.40	1308	9228	58.65	7060	55.64	16288	3476	58.43	3028	48.56	6505
	Total	41905	53.04	37093	46.95	78998	14182	60.03	9596	38.96	23778	79146	53.67	68771	46.49	147917	47771	58.18	40888	48.88	88642

Source LSA2000

**Analysis**

- 1.The data shows that the enrollment of girls of SC and OBC is poorer than that of boys .Special drive for girls enrollment need to be launched especially for ST girls in Depalpur, Sanwer and Mhow Block.
- 2.The condition of enrollment of OBC children is not very different from that of general category

**Table No. 10**  
**Blockwise Details of Out of School Children (6-14 age group)**

.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	Indore	14905	10.46	12253	9.88	27158	3304	2.58	3527	2.14	6831
2	mhow	2654	11.31	2697	13.57	5351	582	2.79	691	4.12	1273
3	Sanwer	2983	15.28	3086	18.8	6069	723	4.37	119	6.10	1642
4	Depalpur	2026	10.07	2441	14.66	4467	762	4.21	141	7.32	1802
	<b>Total</b>	<b>22568</b>	<b>10.97</b>	<b>20477</b>	<b>11.58</b>	<b>43045</b>	<b>5371</b>	<b>4.21</b>	<b>1177</b>	<b>5.51</b>	<b>11548</b>

Source LSA2000

#### Analysis

- 1- Number of unenrolled children is very high in block Indore. This is because a very large part of this block has urban population. Due to process of urbanization and lack living and learning space a large part of population lives in 103 slums. Children living in slums mostly work as bidi maker, hotel and dhaba boys and in cottage industries some of them also work as rag pickers. Some of these children are deprived of education due to lack of educational infrastructure. For this reason they are unable to attend schools, therefore a substantial program for enrollment, retention and quality education along with awareness generation campaigns, slum development programmes and vocational educational education is proposed.
- 2- Drop out are alarmingly high in block Indore for the above mentioned reasons only. This also needs special attention in the form of special interventions to check drop outs.
- 3- These interventions need to be extended to other blocks also.

**Table no-11**  
Block wise details of drop out children at primary and middle level

.No	Block	Number of Drop.out at Primary Level					Number of Drop.out at Middle level					Total number of Drop out		
		Boys	Boys as % of total dropouts at primary level	Girls	Girls as % of total dropouts at primary level	Total	Boys	Boys as % of total dropouts at middle level	Girls	Girls as % of total dropouts at middle level	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Indore	2336	48.01	2529	51.98	4865	968	49.23	998	50.76	1966	3304	3527	6831
2	Mhow	352	41.26	501	58.73	853	230	54.76	190	45.23	420	582	691	1273
3	Sanwer	393	38.94	616	61.05	1009	330	52.13	303	47.88	633	723	919	1642
4	Depalpur	362	47.50	400	52.49	762	400	38.46	640	61.53	1040	762	1040	1802
	<b>Total</b>	<b>3443</b>	<b>45.97</b>	<b>4046</b>	<b>54.02</b>	<b>7489</b>	<b>2888</b>	<b>47.50</b>	<b>2131</b>	<b>52.50</b>	<b>4019</b>	<b>5371</b>	<b>6177</b>	<b>11548</b>

Source LSA2000

#### Analysis

1. The drop out of girls is more than that of boys special attention toward girls , retention is necessary .
2. Mhow ,Depalpur and the Sanwer are the blocks which requires sincere efforts for checking girls dropout.
3. Awareness programmes for girls education should be launched in villages and in slums.
4. The special efforts for working children should be done in slum area of Indore city.

Table No. . 12

**Blockwise Details of Dropout Children and Reasons for Dropout**

S.No.	Block	Total number of dropout children	Dropout % to total		Reasons and Dropout								
			Boys	Girls	1	2	3	4	5	6	7	8	9
1	?	3	4	5	6	7	8	9	10	11	12	13	14
1	Indore	6831	2.95	2.60	751	683	65	653	648	43	724	714	1039
2	Mhow	1273	3.71	2.78	355	107	10	155	20	30	00	107	835
3	Sanwer	1642	4.52	8.36	181	271	221	70	197	80	23	390	746
4	Deopalpur	1802	3.09	13.53	200	250	175	127	299	20	150	302	907
	Total	11548	14	27	1487	1311	471	1005	1164	173	897	1513	3527

**Source LSA2000****Reasons**

1. working as labour in agriculture wood picking

2. Sibling care

3. Cattle grazing

4. poverty

5. Non availability of educational facilities

6. Not sending of girls due to society orthodox belief in gender basis

7. Physical handicaps long illness

8. School atmosphere/ physical torture to children by teacher

9. Other resources

**Analysis**

1. Maximum drop outs are due to reason 9 ie, "others" This includes working children liveing in slums of block and town Indore in large numbres. This also includes drop out due to lace of eductional infrastructure or because these children work as labours in differnt walks of life. There fore intventions are needed to overcome this situation by providing educational facilities to these children .

2. Reason 9 also includes the perinicious societal practice of child marriage especially in rural ares of Sanwer and Deopalpur blocks. This also needs gender specific special inteventions giving way to better enrollment and retention.

**Table no-13**  
**Classwise Number of Dropout Children**  
**Indore District**

Class	Number of Dropout				
	B	%	G	%	Total
1	2	3	4	5	6
1	372	39.53	569	60.46	941
2	608	48.65	637	51.34	1229
3	749	48.10	808	51.89	1557
4	871	45.74	1033	54.28	1904
5	43	45.76	999	54.23	1842
Total I.V	3443	0.00	4046	0.00	7489
6	687	46.23	799	53.76	1486
7	532	46.67	610	53.32	1144
8	709	49.54	722	50.45	1431
Total VI.VIII	1928	47.52	2131	52.47	4061
Total I.VIII	5371	47.52	6177	53.46	11554

Source :LSA 2000

11/11/13

**Table no-13**  
**Classwise number of dropouts**  
**Indore Block**

Class	Number of Dropout				
	B	%	G	%	Total
	2	3	4	5	6
1	312	13.35	465	18.38	777
2	507	21.7	455	17.99	962
3	553	23.67	582	23.01	1135
4	548	23.45	552	21.82	1100
5	416	17.8	475	18.74	891
Total I.V	2336	19.99	2529	19.99	4865
6	365	37.7	457	45.79	822
7	249	25.72	244	24.44	493
8	354	36.57	297	28.01	651
Total VI.VIII	968	33.33	998	32.75	1966
Total I.VIII	3304	53.32	3527	52.73	6831

Source :LSA 2000

**Mhow-Block**

Class	Number of Dropout				
	B	%	G	%	Total
	2	3	4	5	6
1	40	2.38	65	1.72	105
2	37	3.1	78	1.47	115
3	61	2.53	90	1.95	151
4	104	2.38	144	1.72	248
5	110	2.16	124	1.85	234
Total I.V	352	2.42	501	1.7	853
6	77	2.25	64	1.79	141
7	67	2.22	62	1.81	129
8	86	2.12	64	1.88	150
Total VI.VIII	230	2.19	190	1.83	420
Total I.VIII	582	2.33	691	1.74	1273

Source :LSA 2000

**Table no-13**  
**Classwise number of dropouts**  
**Sanwer-Block**

Class	Number of Dropout				
	B	%	G	%	Total
1	2	3	4	5	6
1	20	0.3	39	0.48	59
2	49	0.7	87	1.1	136
3	112	1	111	1.15	223
4	85	0.9	164	1.5	249
5	127	1.18	215	2	342
Total I.V	393	4.8	616	6.23	1009
6	131	2.75	93	2.4	224
7	96	1.8	99	2.42	165
8	103	1.65	111	2.6	214
Total VI.VIII	330	5.48	303	7.42	633
Total I.VIII	723	4.5	919	6.77	1642

Source :LSA 2000

**Depalpur-Block**

Class	Number of Dropout				
	B	%	G	%	Total
1	2	3	4	5	6
1	-	-	-	-	-
2	15		17		32
3	23		25		48
4	134		173		307
5	190		185		375
Total I.V	362		400		762
6	114		185		299
7	120		205		325
8	166		250		416
Total VI.VIII	400		640		1040
Total I.VIII	762		1040		1802

Source :LSA 2000

**Table -14**  
**Blockwise details of transition from class v-vi**

s.no	Block	Enrollment in class 5 th in year 99-2000	no of sucessfull students of 5 th 99-2000	Enrollment in 6th class in year 2000-01	Transition
1	2	3	4	5	6
1	Indore	29905	22708	21986	96.82
2	mhow	3308	2545	2545	100
3	Sanwer	2878	2166	2089	96.44
4	Depalpur	2874	2137	2055	96.16
	Total	38965	29556	28675	97.01

Source LSA2000

#### Analysis

1. Transition rate is high as fresh enrollments include repeaters also.
2. Total number of children enrolled in class VI th in 2000-01 is 28675 while the number of children who passed class V th exam is 29556. So the transition rate of Indore district is 97%
3. It shows that a large number of students after passing class V th are not enrolled in class VI th This may be because of lack of MS in their locality
4. Up gradation of PS and EGS centre is being proposed in a radius of every 3 kms. in the district.
5. situational analysis will be done to know this state of affair.



**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			
			A	B	C	D	A	B	C	D	A	B	C	D
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Indore	164686	55367	41480	38405	29434	32506	61388	41367	29425	42201	41688	40231	40566
2	mhow	22944	3477	5664	7373	6430	3091	5457	7556	6833	3229	5773	7608	6336
3	Sanwer	22291	2554	4822	8419	6496	2319	5225	8551	6196	2719	5553	7945	6074
4	Depalpur	24600	3198	6396	10578	4428	3690	6150	9348	5412	5116	6888	6398	6150
	Total	234521	64596	58362	64775	46788	41606	78220	66822	47866	53265	59902	62178	59128
	Total %		27.54	24.88	27.6	19.9	17.7	33.3	28.49	20.4	22.7	25.54	26.5	25.2

Source LSA2000

**Analysis**

1.25% children in EVS are in D grade Which is very high. Similarly A grade students are also only 22.7% more than 50% children are in C and D grade this suggest us to design teachers training program in EVS to improve learning process.

2. Achievment of the studies in language is better than other subject.

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

.No	Name of Block	Children in Age Group (3-6) Years				
		Boys	Boys as % of total populati on (3-6 years)	Girls	Girls as % of total populati on (3-6 years)	Total
1	2	3	4	5	6	7
1	Indore	13448	50.61	13119	49.38	26567
2	Mhow	5210	51.91	4825	48.08	10035
3	Sanwer	5333	53.13	4704	46.86	10037
4	Depálpur	6479	51.42	6420	50.95	12599
	Total	30470	51.43	29068	49.06	59238

Source LSA2000

**Analysis**

1. Considering the large number population of 3-6 years children the district proposes 85 ECE centers in concerned villages of the ditrict.

**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	2	3	4	5	6
1	Indore	54	13	441	52
2	mhow	-	-	140	13
3	Sanwer	-	-	143	10
4	Depalpur	-	-	134	10
	Total	54	13	858	85

**Source LSA2000**

**Analysis**

- 1-There are 858 anganwabadis .Services of these would be converged with PS and MS So that children staying out of school for sibling may join the school again.
- 2- The identified 85 habitations without ECE facilities need ECE facilities.

Table No. - 18

**Blockwise Requirement of School Building and Additional Rooms**

S.No.	Name of Block	No. of EGS Schools	No. of EGS Schools having Shelter	Additional Requirement for Shelters	No. of Primary Schools	No. of Primary Schools having School Building	Additional Requirement for school building	No. of Middle Schools	No. of Middle Schools having School Building	Additional Requirement of school		Requirement of Additional Rooms in Primary	Requirement of Additional Rooms in Middle School
										In Existing Middle School	In PS/EGS which are proposed for upgradation		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Indore	33	3	42	405	282	80	188	178	10	41	250	310
2	Mhow	36	2	45	126	103	20	90	72	18	42	50	182
3	Sanwer	51	2	60	149	101	27	66	60	6	37	173	128
4	Depalpur	29	-	38	203	181	80	69	50	9	51	140	231
	Total	149	7	185	874	667	207	413	360	53	171	613	851

**Source LSA2000**

**Analysis** The data given in the table clearly shows that -

1. These are 36 habitations which have less than 40 children (age group 6-14 years) but which may attain the norm of 40 children in a few month. There fore 36 new EGS would be needed in these habitation .Inthis way the number of EGS in the district will increase to 185. This number should be considered for requirement and provision of school buildings under UEE.
2. 270 PS building are required
3. 54 Building are required for eisting MS in the district.
4. 613 additional rooms are required in the distict for PS.
5. 851 additional rooms are required in the distict for MS.

Table No. - 19

**Blockwise PTR at Primary Level**

S.No.	Block	Enrolment at Primary Level	Number of teachers of PS			Number of Gurujis			Number of Teachers at primary level (PS+EGS)			PTR	Need of additional teachers based on criteria of two teachers per PS		
			Male	Female	Total	Male	Female	Total	Male	Female	Total		Male	Female	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Indore	57165	650	912	1562	30	-	30	720	875	1592	35:1	-	-	-
2	mhow	25507	280	335	615	36	-	36	327	324	651	37:1	-	-	-
3	Sanwer	24999	347	242	589	01	-	51	418	222	640	39:1	-	-	-
4	Depalpur	25819	348	355	703	22	-	22	388	337	725	35:1	-	-	-
	Total	132490	1625	1884	3469	149	-	149	1853	1758	3611	36:1	-	-	-

Source LSA2000

**Analysis**

1. Column No.3 furnishes the data of children enrollment at primary level pertaining to Government schools only similarly teachers data show in columns 10-12 is of government primary schools only.
2. PTR in the district is 36:1 which is comfortably in accordance with the norms. Hence there is no need of additional teachers in the district based on this criteria.
3. After rationalisation of teachers based on the criteria of two teachers per PS, no requirement has emerged for additional teachers either.

**Table No.20**  
**Blockwise PTR at Middle Level**

S.No.	Block	Enrolment at Middle Level	Number of Teachers	PTR
1	2	3	4	5
1	Indore	22864	1280	18:1
2	Mhow	15091	361	42:1
3	Sanwer	7565	284	26:1
4	Depalpur	7686	279	28:1
	Total	53206	2204	24:1

Source LSA2000

**Analysis**

1. Sameas in point no.1 of 19 regardind column 3.
2. PTR at the district level is 24:1. This indicates that there is no need for addinational teachers in the district.
3. Mhow is the only block with PTR highre than the acceptable norm of 40:1.Rationalisation of teachers from other block will be under taken for bringing down PTR in this block within comfortable limits.

**Table No. -21**

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

S.No.	Name of Block	Total number of teachers with qualifications				Total number of teachers having			Number of Teachers Trained					
		HSS	Graduate	Post Graduate	Total	Diploma / BTC in Education	B.Ed	M.Ed	Pre Service			In Service		
									Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Indore	422	630	510	1562	315	25	4	215	129	344	620	875	1495
2	Mhow	211	191	213	615	105	35	1	85	56	141	271	324	595
3	Sanwer	194	145	350	589	198	44	0	138	104	242	336	222	558
4	Depalpur	248	180	275	703	132	65	0	89	108	197	338	337	675
	Total	1075	1146	1348	3469	750	169	5	527	397	924	1565	1758	3323

Source LSA2000

**Analysis**

1. 3323 teachers have been trained out of the 3469 PS teachers.
2. These 3323 teachers were trained over a span of 5 years.
3. Now need based training of 3469 teachers need to be imparted every years.

**Table No. -22**

**Blockwise information of Middle Level Teachers, their qualification and training status**

S.No.	Name of Block	Total number of teachers with qualifications				Total number of teachers having			Number of Teachers Trained					
		HSS	Graduate	Post Graduate	Total	Diploma certificate in Education	B.Ed	M.Ed	Pre Service			In Service		
									Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Indore	55	832	393	1280	440	132	8	246	334	580	513	614	1127
2	mhow	18	186	157	361	132	101	4	98	139	237	124	198	332
3	Sanwer	32	146	106	284	79	82	3	70	89	159	111	150	261
4	Depalpur	16	136	127	279	85	46	2	62	69	131	93	169	262
	Total	121	1300	783	2204	736	361	17	476	631	1107	841	1131	1982

**Source** LSA2000

**Analysis**

1. Subject wise training is needed for all the teachers.
2. Professional qualification for all the teachers ,Thus to encourage untrained teachers to get professionally qualified.
3. Re-orientation programmes for the teachers poor in class room translation and content.



Table No. - 23

**Blockwise incidence of Disability**

S. No	Name of Block	Number of Disable Children																	
		Dumb			Deaf			Blind			Orthopaedically			Mentally disabled			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Indore	19	36	55	10	20	30	132	99	231	19	22	41	62	155	217	242	332	574
2	Mhow	30	3	33	6	1	7	124	62	186	16	10	26	11	7	18	187	83	270
3	Sanwer	3	2	5	5	1	6	84	52	136	23	12	35	10	4	14	125	71	196
4	Depalpur	18	12	30	14	9	23	95	34	129	12	7	19	6	7	13	145	69	214
	Total	70	53	123	35	31	66	435	247	682	70	51	121	89	173	262	699	555	1254

Source LSA 2000

**Analysis**

1. The number of blind, mentally disabled children are comparatively larger than other disabled children. These children would be admitted to special school located at Indore.
2. Integrated education of disabled children (IEDC) project should be started in the distric for loving up the rest eligible children.
3. Teachers training will be conducted so that they can deal with such children adequetely.
4. The disabled children will be enrolled in the normal schools.
5. The disabled children will be provided with necessary aids and kits.

## **Diagnostic Study**

As described in the chapter –2 of this plan a diagnostic study was conducted by the DIET in the district to know the facts about :

- The achievement level of the children.
- The effect of various components teachers training, attendance of children, difficulty level of text books, learning situations in the class, qualification of teachers on the achievement of the children.
- The problems regarding the existing text books.
- The training needs of the teachers.

The whole exercise of diagnostic study has done with a single aim of improving quality of elementary education which reflects only through the achievement of the children.

The sample tool and process of the diagnostic study has already been described in the earlier chapter. Here are given the inferences drawn from the analysis of the data.

### **Inferences :-**

#### **1. Achievement of children of class VI in Hindi hold.**

- There is a positive and low co-relation in the attendance of children, the teachers qualifications and their achievement of the children.

$$R_{123} = 0.41 \quad \text{Positive and low}$$

- The teacher are qualified but the achievement of the children is not satisfactory, this shows that either the teachers do not use their abilities or the learning processes in the class are not satisfactory.
- The difficulty level of the text books should be reduced to ensure improvement in learning process in the class rooms.
- Learning process in languages can be improved by organising need based training of the teachers.

#### **2. Achievement of children of class VI in Maths hold.**

- There is a negative and low multiple co-relation in the attendance of Children, the teachers qualifications and their achievement of the children in maths.

$R_{123} = 0.15$                       Negative and low

- despite of satisfactory attendance of the children and qualified teacher the achievement of the children in the maths is not satisfactory this again indicate that class room process need to be improved through need based training.
- The text books of maths should be made easier and simpler

3. Achievement of children of class VI in Science hold.

- There is a positive and low multiple co-relation in the attendance , qualification of the teachers and achievement of the children in Science.

$R_{123} = 0.31$                       Positive and low

- The teachers either do not use their ability or something is wrong with the class room processes. So the teachers should be motivated to be devoted and need based training should be imparted to improve class room processes.

4.The achievement of the children of class VI in Social Science.

- There is a positive and normal multiple co-relation in the attendance of the children, qualification of the teachers and achievement of the children in Social Studies.

$R_{123} = 0.56$                       Positive and Normal

- Despite of satisfactory attendance of the children and qualified teacher the achievement of the children is not satisfactory.
- So value like devotion in the teachers should be inculcated and class room processes should be improved through training.
- The text books should be made simpler and interesting.

The study makes us conclude that teachers training should be given keeping the above points in consideration. Moreover the training should be group based. Group formations of teachers should be based on the principal of homogenous needs of teachers. this underlines that an altogether new approach of revamping of teachers training should be pursued.

## **CHAPTER –IV**

# **FORMULATION OF GOALS & TARGETS**

## CHAPTER – 4

### FORMULATION OF GOALS AND TARGETS

#### GOALS

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

- **Universalisation of Pre Primary Education.**
- **Universalisation of Primary Education.**
- **Universalisation of Middle Education.**

Universalisation of Elementary Education includes :

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

#### UNIVERSAL ACCESS

- Universal Access means providing a pre primary education facility to all children of 3-6 years age group in all the habitations.
- Universal Access means providing a primary schooling facility to all children of 6-11 years age group, within a distance of 1 k.m.
- It also means providing a middle school facility to all children who have passed primary levels belonging to 11-14 years age group within a distance of 3 k.m.

#### UNIVERSAL ENROLLMENT

- Universal Enrollment means enrollment of all children of 3-6 years age group in a pre primary centre.

- Universal Enrollment means 120% enrollment of children belonging to 6-11 years age group in primary schools.
- Also 120% enrollment of children belonging to 11-14 years age group in middle schools.

### **UNIVERSAL RETENTION**

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

### **UNIVERSAL ACHIEVEMENT**

- Universal Achievement means all children enrolled, by the time they complete a certain age, actually achieve the Minimum Levels of Learning (M.L.L.) prescribed for the primary stage and there by get quality education.

### **TARGETS**

Following targets have been set for Universalisation of Elementary education in the district :

- To increase the present GAR to 100%.
- To increase the present GER to 120%.
- To increase the present RR to 90%.
- To increase the present GAMR to 25%.

## **FORMULATION OF TARGETS**

### **GROSS ACCESS RATIO (GAR)**

The population of 3 to 6 years children in indore is 59238 .At present 858 Aganwadis are working. due to less number of aganwadis class 1 of primary schools in villages bears the burden of these children. sure target is to make almost all habitations with ECE facilities.

By using the data collected through LSA, we can make a conclusion that all the 818 habitations have primary schooling without facilities. The GAR at primary level is hundred percent. Thus there is no habitation without primary school facilities in district.

During the planning process it was observed that in many habitations, children discontinue their studies after passing class V , because there is unavailability of middle school facilities.

Under the SSA our main target is to provide middle school facility to every habitation within the range of 3 kms of radius.

### **GROSS ENROLLMENT RATIO (GER)**

During the planning at various levels it has been observed that our main focus is on enrolment of the children in schools by which we can achieve the objective of SSA. In our district there are 11548 children who are out of schools. Our main target is to bring those children in the school.

### **RETENTION RATE (R.R)**

The retention rate of children in school in our district is satisfactory but we shall need to do more efforts in this regard. The drop out of girls after primary educations is to be checked. So our main effort is to keep 90 % of the girls passing out primary education to continue their upper primary education.

### **ACHIEVEMENT LEVEL**

Achievement level largely depends upon the attendance of the children, teachers training, availability of books, class-room process etc. We have conducted diagnostic studies to know the factors affecting the achievement level of class VI student in all subjects, Hindi, Maths, Science, and Social studies. According them decrease the number of students in C and D grade and make efforts to bring in "A" "B" grade.

### BLOCKWISE GOALS (PRIMARY LEVELS)

S. No.	Name of Block		YEAR					
			2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
1	Indore	GAR	100	-	-	-	-	100
		GER	88.79	95	101	107	113	120
		RR	49.40	55	60	70	80	90
2	Mhow	GAR	100	-	-	-	-	100
		GER	91.54	97	103	109	115	120
		RR	47.50	50	60	70	80	90
3	Sanwer	GAR	100	-	-	-	-	100
		GER	88.35	94	103	109	114	120
		RR	46.48	50	60	70	80	90
4	Depalpur	GAR	100	-	-	-	-	100
		GER	95.90	101	105	111	116	120
		RR	45.23	50	60	70	80	90
Total		GAR	100	-	-	-	-	100
		GER	91.14	96.75	103	109	114.5	120
		RR	47.15	51.25	60.00	70.00	80	90



## BLOCKWISE GOALS (MIDDLE LEVELS)

S. No.	Name of Block		YEAR					
			2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
1	Indore	GAR	91.16	93	95	97	99	100
		GER	92.11	97	105	112	118	120
		RR	56.40	60	70	80	85	90
2	Mhow	GAR	80.20	85	90	93	96	100
		GER	82.59	90	97	105	111	120
		RR	52.52	60	70	80	85	90
3	Sanwer	GAR	85.93	90	93	96	98	100
		GER	72.72	83	93	103	113	120
		RR	51.80	55	65	75	85	90
4	Depalpur	GAR	94.82	96	97	98	99	100
		GER	69.23	80	90	100	110	120
		RR	50.32	55	65	75	85	90
Total		GAR	88.02	91	94	96	98	100
		GER	79.16	87.5	96.25	105	113	120
		RR	52.76	57.5	67.5	77.5	85	90

## **CHAPTER –V**

# **FORMULATION OF STRATEGIES FOR UEE**

## CHAPTER -5

### FORMULATION OF STRATEGIES FOR UEE

#### 5.1 ACCESS

##### 5.1.1 UPGRADATION OF PRIMARY SCHOOL TO MIDDLE SCHOOL

please refer to table no. 1 and 2 of chapter 3 Analysis of these tables gives us following conclusions.

1. Maximum drop outs are due to reason 9 i.e. "others". This includes working children living in slums of block and town Indore in large numbers. This also includes drop out due to lack of educational infrastructure or because these children work as labors in different walks of life. Therefore interventions are needed to overcome this situation by providing educational facilities to these children.
2. Reason 9 also includes the pernicious societal practice of child marriage especially in rural areas of Sanwer and Depalpur blocks. This also needs gender specific special interventions giving way to better enrollment and retention.

**On the basis of this analysis following strategies have been formulated**

In the year of 2001-2002 there are provision of upgrading P.S. in to M.S. According the base data of enrollment 183001 boys and 156326 girls are enrolled out of 205569 boys and 176803 girls in age group of 6 - 14 years in district kindly refer to table number 3 to 9.

To rise the transition rate much efforts to be made. The number of children passing V are 29556 and enrolled in VI are 28675 then transition rate is 97%.

To keep in mind the numbers and transition rate it is proposed in plan of 2001 to 2002. To upgrade 171 PS into MS to provide the facilities of education within in the range of 3KM and also GAR which is 88.75 % of middle level.

##### 5.1.2 UPGRADATION OF EGS TO MIDDLE SCHOOL

**Please refer tables 2 of chapter 3**

To give more facility of education we have started 149 EGS in the district

### **5.1.2 UPGRADATION OF EGS TO MIDDLE SCHOOL**

**Please refer tables 2 of chapter 3**

To give more facility of education we have started 149 EGS in the district .The Planning of giving education at the door has given fruitful result to increase the rate and ratio of education after tabulating the result and achievement .It is plan to upgrade 13 EGS into MS so that .The children who have V may get further education at the same place .More children can be enrolled and transition rate will extended .

According to the plan of upgradation of 171 PS and EGS and PS into middle schools in the district there is a requirement of 513 teachers in these schools.

### **5.2 ENROLLMENT & RETENTION RATE**

**Please refer to Tables No. 3,4,5,6,7,8 and 9 of chapter No.3**

#### **5.2.1 Community Mobilization**

In Indore district, which has rural as well as urban areas mobilization will be aimed towards understanding & perceiving the values of education. The strategies for social mobilization will be :

- Convergence with Mahila awareness movement for the creation of a positive environment for education. It will create positive impact on enrolment in shishu shiksha kendras, anganwaris ,primary schools and middle schools.
- Panchayat institutions will be mobilized by holding panchayat conventions and getting the local elected leaders involved with educational functioning, ensuring the participation of the community in the educational process.
- Special campaigns, Jatthas, rallies and other programmes will be organized from time to time with specific messages that amis at UEE.
- Efforts will also be made to involve local leaders as they have influence on the community.

- Special attention to mobilization women and girls of deprived class will be given in village with low female literacy.

### **5.2.2 SHISHU SHIKSHA KENDRA**

**Please refer chapter No.16 and 17 of chapter No.3**

Sibling care is an acute problem in rural areas which is major reason for girls not attending school because of the working parents who go out to the fields or for any other wage earning job, the elder girls are but at the home to take care of domestic work and specially look after the younger ones. This problem needs special focus and attention if goals of UEE to be achieved.

The main object of the Shishu Shiksha Kendra are :-

- To provide opportunity to those school going age group children, engaged in sibling care.
- To attract children to wards school.
- To develop healthy practices in children.
- to develop habit to live together with other children.

## **5.3 IMPROVEMENT IN QUALITY**

### **5.3.1 QUALITY IMPROVEMENT THROUGH TRAINING**

- The teacher of PS & MS will be trained in shishu shiksha techniques where ECE centers will be started and attached with the school.
- Primary school teachers, shiksha karmis, gurus will be trained in teaching of English.

## **LIBRARY MOVEMENT**

Library is the best companion of teachers and students .It is a very sad to note that our schools do not have adequate facility of libraries . This plan proposes library and reading rooms facility in all the middle schools and cluster level. Besides this all the primary schools will be supplied with some number of interesting books.

### **Periodicals :-**

The teachers of primary schools and middle schools are not in the habit of taking references about the topics they teach. They also do not have sources to know latest information and developments taking place in education. The district plans to publish at least four periodicals every year and make them available at all the consumed places including all the JPSK and JSK.

### **Educational Technology Input in Teaching :-**

In order to go face to face with the technological progress of the world and make learning more attractive the district plans to give input of education technology at cluster level compact disc's will be prepared and supplied to them .All the schools under the cluster will be benefited with these lessons.

Selected teachers of district will also be trained in C.D. lesson development and the district will develop its own lessons in all the subjects. For this all the necessary equipments like computers , printers etc will be supplied to the clusters.

- Middle school teachers in the district at present are unaware of new trend in education and effective methods to be adopted in teaching – learning process to make learning more effective and joyful. In fact they are using the traditional methods of teaching. Proper use of teaching – learning process is far from their reach. Hence intensive content based and other types of training is essential for them. The following training activities are proposed for the middle school teachers and shiksha karmees.
  
- Induction training of newly appointed shiksha karmees and samvida teachers of primary and middle schools.
  
- Training of middle school teachers in C.D. making.
  
- Regular monthly meetings of teachers at cluster level will be held in which monthly planning of class room teaching, discussion on academic issues, demonstration of activities etc. will be done.
  
- Continues monitoring of the schools will be done by Janshikshaks, JPSK, ZSK and DIET personals to give them resource support.

## **CHAPTER –VI**

# **COVERAGE OF SPECIAL FOCUSED GROUP**



Mobile van equipped with educational technology :

1- Mobile van having T.V., computer, Printer, Large Screen, Over Head Projector, slide projector, library books & team of experts to demonstrate activities. Tele films & slides will be produced in AVPC of DIET on the basis of the hard spots. A time schedule will be chalked out for the schools where the van will facilitate learning. Additional information will also be given to the children. The team will also train teachers thus training will reach to the trainees.

2- All the JSK, JPSK and ZSK + DIET will be equipped with computers, T.V., large screen, over head projector, slide projector, loudspeaker sets. JSK, JPSK will have teachers training hall/ meeting halls where monthly meetings to plan monthly activities for the class rooms/schools will be done.

There will be a local internetting among JSK, JPSK, ZSK & DIET for smooth information flow regarding examination, achievement, enrollment, teachers problems etc. Other data form the JSK can also be quickly collected.

3- Local T.V. Channels :- They will be used for the interactive teachers training to improve their quality. This exercise will be done twice a year.

4- Radio phone – Phone in program for solving teacher problems will be organized twice a year.

5- Development of SLM - SLM based on hard spots will be developed in the district.

## Chapter VI

### 6. Coverage of Special focus group

#### 6.1 Disabled Children

According to family survey, the list of disabled children habitation-wise, name-wise has been prepared. Under UEE following activities have been proposed: -

- To identify children with special educational needs.
- To assess different types of disability in all habitations of the two blocks through camps.
- To make successful efforts for integrating the disabled with the main straining schools.
- To conduct trainings and capacity building programmes for teachers to teach effectively disabled children.
- To develop Teaching learning material and other training material for the teacher and as well as student.
- To main stream disabled children into special school, developing upon the type and extent of disability.

To supply all types of useful aids and appliances through various sources of Govt. of M.P. and Govt. of India, which include actual expenses an uniform. transport allocated etc.

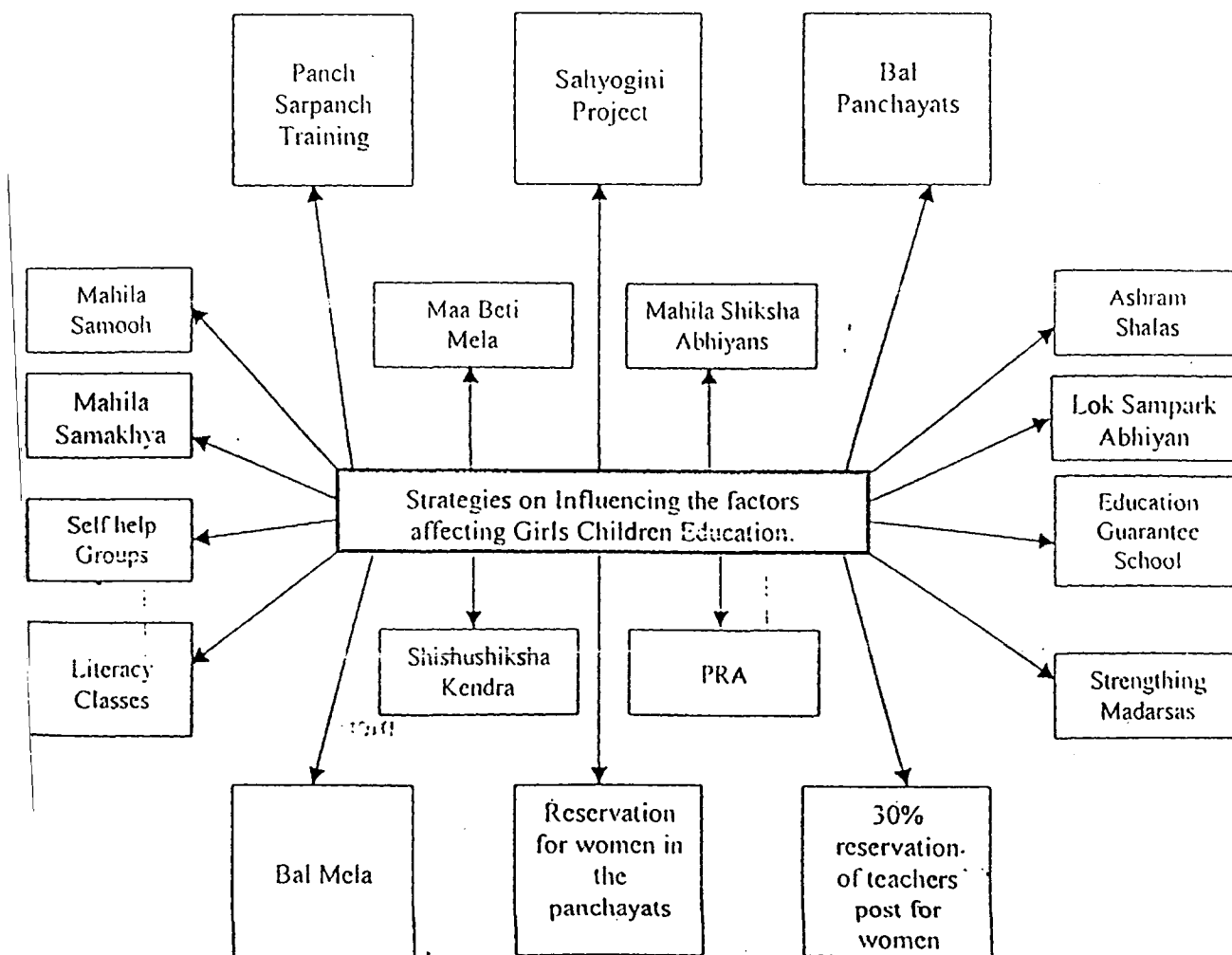
#### 6.2 Education of SC/ST Children

The interventions for children belonging to SC/ST communities have to be based on the intensive micro-planning for every child :

Special training support as per need.

- Improved classroom environment to provide equitable learning opportunities (Teacher sensitization through training, toilets to the middle schools).
- To develop women empowerment programme which ultimately increase the enrollment.
- To provide incentives like midday meals uniforms, scholarships, educational provision like text-books and stationary.

Every activity under the programmes will be judged in terms of its gender focus. It would require a proper identification of girls who are out of school in the course of micro planning /school mapping.



#### **6.4 URBAN DEPRIVED CHILDREN.**

By LSA Survey it has been observed that there is an urgent need to work for the children who reside in slum areas, working as a child labor. Earnest efforts are needed to make elementary education accessible for urban deprived children. In our district, the population of slum dwelling children is significant. These habitations have been identified with the help of a local Govt. Primary schools have been started free text books, uniforms and stationary will be provided.

#### **6.5 EARLY CHILDHOOD CARE AND EDUCATION.**

ECC plays an important role for achieving the UEE by the reducing the gaps in enrollment, dropouts and learning achievements between gender and special groups.

- Establishment of new ECE centers wherever ICDS aganwaris are not in existence.
- Running of ECE's and Aganwaris in school premises during school hours under the supervision of head masters and educative.
- Development of attractive teaching learning materials.
- To conduct trainings for aganwaris in charge to run their aganwaris effectively and to motivate children.

#### **6.6 MADARSA SCHOOL**

In our district there are two hundred and forty four madarsa. out of which 44 receive grants from the state Govt. Madarsa on priority basis will be supported under UEE. Madarsa schools run by maulvies and minority community proper efforts are proposed to improve conditions of

Madarsa, Effective training for maulvies and provision for teachers training of 12 days duration. In order to bring these children in mainstream free of cost text-books and other incentives are needed. Apart from this, emphasis would be given on teaching of science and mathematics along with Dinitalim.

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 (2002-2003) 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.
- Education Needs Assessment of SC/OBC girls.
- Comparative profile of status of girls and women in SC and non-SG 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 –VII**  
**RESEARCH SUPPORT**

## 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.



**CHAPTER –VIII**

**MANAGEMENT STRUCTURE AND  
REQUIREMENTS**

## 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 over 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/town	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
ShikshaKendra At the Block.	Fourth Level	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 Jan Shiksha 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 Zila 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 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 upgrading. 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 be saved at the district level in just entering, compiling and organizing data. If computers will be installed 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 Prabhakar 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 a 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 propped 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 Teacher 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.

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 : INDORE

(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)	185	185	185	185	185	185	35.78	35.78	35.78	35.78	35.78	178.89
	No. of EGS Gurujis (Primary Level)	195	195	195	195	195	195						
	Upgradation of Primary School to Middle School	171	171	171	171	171	171	21.64	23.95	25.58	28.18	306.77	1297.65
4	Upgradation of EGS School to Middle School	52	52	52	52	52	52	16.38	16.38	16.38	16.38	16.38	21.90
	No. of EGS Gurujis (Middle Level)	104	104	104	104	104	104						
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)	874	874	874	874	874	874	26.22	26.22	26.22	26.22	26.22	131.10
7	School Contingency (Middle Schools)	584	584	584	584	584	584	17.52	17.52	17.52	17.52	17.52	87.60
8	IEC/Mobilisation	1	1	1	1	1	1	83.40	83.40	83.40	83.40	83.40	417.00
9	Shishu Shiksha Kendra/Jhoolaghar	85	85	85	85	85	85	12.07	12.68	13.29	13.91	14.52	66.47
10	BRC Building for Non-DPEP district	4					4	24.00	0.00	0.00	0.00	0.00	24.00
11	Primary School Buildings	92	150	150	0	0	392	138.00	225.00	225.00	0.00	0.00	588.00
12	Middle School Buildings	69	150	57	0	0	276	241.50	525.00	199.50	0.00	0.00	966.00
13	Additional Rooms(PS+MS)	198	500	500	0	0	1198	148.50	375.00	375.00	0.00	0.00	898.50
14	Major Repair	50	150	0	0	0	200	25.00	75.00	0.00	0.00	0.00	100.00
15	Minor Repair	50	100	0	0	0	150	5.00	10.00	0.00	0.00	0.00	15.00
16	Urinals (Boys + Girls) MS	50	75	0	0	0	125	5.00	7.50	0.00	0.00	0.00	12.50
17	Drinking Water facility MS	50	60	0	0	0	110	15.00	18.00	0.00	0.00	0.00	33.00
18	Teachers Training (In service for PS Teachers)	3664	3664	3664	3664	3664	3664	78.31	78.31	78.31	78.31	78.31	391.55
19	Teachers Training: Induction for Middle Schools	446					446	11.00	0.00	0.00	0.00	0.00	11.00
20	Teachers Training (In service for MS Teachers)	2204	2650	2650	2650	2650	2650	64.87	64.87	64.87	64.87	64.87	313.57
21	Strengthening of CRC (Jan Shiksha Kendra)	121	121	121	121	121	121	137.55	70.18	73.81	77.44	81.07	490.05
22	Distance Education	125	125	125	125	125	125	151.00	26.00	26.00	26.00	26.00	255.00
23	Headstart Programme(JPSKs+50 JSKs per districts)	54	54	54	54	54	54	117.40	20.20	20.20	20.20	20.20	198.18
24	Library Movement	1965	1965	1965	1965	1965	1965	117.90	19.65	19.65	19.65	19.65	196.50
25	Research and Evaluation	1	1	1	1	1	1	7.00	7.00	7.00	7.00	7.00	35.00
26	Strengthening of BRC (Janpad Shiksha Kendra)	4	4	4	4	4	4	20.76	13.92	14.88	15.84	16.80	92.20
27	Strengthening of Zilla Shiksha Kendra	1	1	1	1	1	1	45.78	39.41	40.54	41.66	42.79	210.18
28	Strengthening of MIS (ZSK)	1	1	1	1	1	1	7.71	4.92	5.12	5.33	5.53	28.61
29	Strengthening of DIET	1	1	1	1	1	1	5.30	4.08	4.11	4.14	4.17	21.80
30	PTAs/VECs Training	1965	1965	1965	1965	1965	1965	58.95	58.95	58.95	58.95	58.95	294.75
31	Integrated Education for Disabled Children	1	1	1	1	1	1	4.50	2.50	2.50	2.50	2.50	14.50
32	Tribal	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
33	Gender	1	1	1	1	1	1	3.30	3.39	3.48	3.57	3.66	17.40
34	Mahila Samakhya (DPEP only)	0	0	0	0	0	0	0.00	0.00	0.00	0.00	0.00	0.00
35	Innovation	1	1	1	1	1	1	1.00	1.00	1.00	1.00	1.00	5.00
36	EGS Schools for urban deprived children	20	20	20	20	20	20	3.73	3.73	3.73	3.73	3.73	18.63
37	Madarsa School	250	250	250	250	250	250	86.75	94.25	101.75	109.25	116.75	508.75
	Total							1967.46	2175.80	1777.56	1015.81	1053.56	7990.18
	Management Cost (Salary, O&M, Equipments, Furnitures, Vehicles, Professional Fees, Books of ZSK & MIS)							26.99	17.83	19.16	20.49	21.82	106.29
	Management cost in % ---->							1.37%	0.82%	1.08%	2.02%	2.07%	1.33%
	Civilwork Cost							602.00	1235.50	799.50	0.00	0.00	2637.00
	Civilwork Cost in % ---->							30.6%	56.8%	45.0%	0.0%	0.0%	33.00%

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

	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
1 Educational Material	0.05	0 NPS	0.00					0.00
<b>Total Non-Recurring</b>	<b>0.05</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Recurring</b>								
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
<b>Total Recurring</b>	<b>0.30</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Grand Total (NR+R)</b>	<b>0.35</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**2 EGS Schools (Primary level)**

(as per EGS-AIE Scheme)

	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Recurring</b>								
1 Educational Mate.(Books)	0.02500	185 Schools	4.63	4.63	4.63	4.63	4.63	23.13
2 Salary	0.12000	195 Gurujis	23.40	23.40	23.40	23.40	23.40	117.00
3 Monitoring & Contingency	0.00900	185 Schools	1.67	1.67	1.67	1.67	1.67	8.33
4 Training	0.01225	195 Gurujis	2.39	2.39	2.39	2.39	2.39	11.94
5 EGS Improvement Grant	0.02000	185 Schools	3.70	3.70	3.70	3.70	3.70	18.50
<b>Total Recurring</b>	<b>0.18625</b>		<b>35.779</b>	<b>35.779</b>	<b>35.779</b>	<b>35.779</b>	<b>35.779</b>	<b>178.894</b>

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

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
1 Equipment (Laboratory, Science Kit etc.)	0.15	171 MS	25.65					25.65
2 Educational Materials	0.05	171 MS	8.55					8.55
3 Furniture(Tables, Chairs)	0.20	171 MS	34.20					34.20
<b>Total Non-Recurring</b>			<b>68.40</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>68.40</b>
<b>Recurring</b>								
4 Salary - 1st year	0.840	171 MS	143.64					143.64
5 Salary - 2nd year onwards (10% inflation from 3rd year onwards)	1.380	171 MS		235.98	259.58	283.18	306.77	1085.51
<b>Total Recurring</b>			<b>143.64</b>	<b>235.98</b>	<b>259.58</b>	<b>283.18</b>	<b>306.77</b>	<b>1229.15</b>
<b>Grand Total (NR+R)</b>			<b>212.04</b>	<b>235.98</b>	<b>259.58</b>	<b>283.18</b>	<b>306.77</b>	<b>1297.55</b>

Details Given

Details Given

Details :-

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

**4 Upgradation of EGS School to Middle School**

(as per EGS-AIE Scheme)

	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Recurring</b>								
1 Educational Mate.(Books)	0.0250	52 EGS-MS Schools	1.30	1.30	1.30	1.30	1.30	6.50
2 Salary (Rs. 1000/- pm for 2 Teachers)	0.2400	52 EGS-MS Schools	12.48	12.48	12.48	12.48	12.48	62.40
3 Material and Equipment & contingency	0.0200	52 EGS-MS Schools	1.04	1.04	1.04	1.04	1.04	5.20
4 Training of Education volunteers	0.0150	104 Gurujis	1.56	1.56	1.56	1.56	1.56	7.80
<b>Total Recurring</b>	<b>0.3000</b>		<b>16.38</b>	<b>16.38</b>	<b>16.38</b>	<b>16.38</b>	<b>16.38</b>	<b>81.90</b>



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

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

**6 School Contingency (Primary Schools)**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Recurring</b>								
1 School Improvement Grant	0.02	874 Primary Schools	17.48	17.48	17.48	17.48	17.48	87.40
2 Educational Aids (Rs.500/- per teacher for 2 Teachers)	0.01	874 Primary Schools	8.74	8.74	8.74	8.74	8.74	43.70
<b>Total Recurring</b>	<b>0.03</b>		<b>26.22</b>	<b>26.22</b>	<b>26.22</b>	<b>26.22</b>	<b>26.22</b>	<b>131.10</b>

**7 School Contingency (Middle Schools)**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Recurring</b>								
1 School Improvement Grant	0.02	584 Middle Schools	11.68	11.68	11.68	11.68	11.68	58.40
2 Educational Aids (Rs.500/- per teacher for 2 Teachers)	0.01	584 Middle Schools	5.84	5.84	5.84	5.84	5.84	29.20
<b>Total Recurring</b>	<b>0.03</b>		<b>17.52</b>	<b>17.52</b>	<b>17.52</b>	<b>17.52</b>	<b>17.52</b>	<b>87.60</b>

**8 IEC/Mobilisation**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Recurring</b>								
1 Updation of VERs, Microplanning	0.02	1965 PTAs/VECs	39.30	39.30	39.30	39.30	39.30	196.50
2 Shiksha Panchayat/Gram Sabhas	0.10	126 ZSK+JPSKs+JSKs	12.60	12.60	12.60	12.60	12.60	63.00
3 Mobilisation	0.25	126 ZSK+JPSKs+JSKs	31.50	31.50	31.50	31.50	31.50	157.50
<b>Total Recurring</b>			<b>83.40</b>	<b>83.40</b>	<b>83.40</b>	<b>83.40</b>	<b>83.40</b>	<b>417.00</b>

**9 Shishu Shiksha Kendra/Jhoolaghar**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Recurring</b>								
1 Salary( with 10% inflation every year from II year onwards)	0.072	85 SSKs/Jhoolaghars	6.12	6.73	7.34	7.96	8.57	36.72
2 O & M (Contingency,TA/DA etc.)	0.020	85 SSKs/Jhoolaghars	1.70	1.70	1.70	1.70	1.70	8.50
3 Educational Material	0.030	85 SSKs/Jhoolaghars	2.55	2.55	2.55	2.55	2.55	12.75
4 Training	0.020	85 SSKs/Jhoolaghars	1.70	1.70	1.70	1.70	1.70	8.50
<b>Total Recurring</b>	<b>0.142</b>		<b>12.07</b>	<b>12.68</b>	<b>13.29</b>	<b>13.91</b>	<b>14.52</b>	<b>66.47</b>

Details :-

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

Details Given

<b>Civil Works</b>									
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total	
<b>Non-Recurring</b>									
	Physical No.	4	4	0	0	0	0	4	
<b>10 BRC Building for Non-DPEP district</b>	6.00		24.00	0.00	0.00	0.00	0.00	24.00	
	Physical No.	392	92	150	150	0	0	392	
<b>11 Primary School Buildings</b>	1.50		138.00	225.00	225.00	0.00	0.00	588.00	
	Physical No.	276	69	150	57	0	0	276	
<b>12 Middle School Buildings</b>	3.50		241.50	525.00	199.50	0.00	0.00	966.00	
	Physical No.	1198	198	500	500	0	0	1198	
<b>13 Additional Rooms(PS+MS)</b>	0.75		148.50	375.00	375.00	0.00	0.00	898.50	
	Physical No.	200	50	150	0	0	0	200	
<b>14 Major Repair</b>	0.50		25.00	75.00	0.00	0.00	0.00	100.00	
	Physical No.	150	50	100	0	0	0	150	
<b>15 Minor Repair</b>	0.10		5.00	10.00	0.00	0.00	0.00	15.00	
	Physical No.	125	50	75	0	0	0	125	
<b>16 Urinals (Boys + Girls) MS</b>	0.10		5.00	7.50	0.00	0.00	0.00	12.50	
	Physical No.	110	50	60	0	0	0	110	
<b>17 Drinking Water facility MS</b>	0.30		15.00	18.00	0.00	0.00	0.00	33.00	
<b>Total Non-Recurring</b>			<b>602.00</b>	<b>1235.50</b>	<b>799.50</b>	<b>0.00</b>	<b>0.00</b>	<b>2637.00</b>	

<b>18 Teachers Training (In service for PS Teachers)</b>									
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total	
<b>Recurring</b>									
1 District Level Workshop for adoption of the module	1.00	1	1.00	1.00	1.00	1.00	1.00	5.00	
2 Training of Resource Persons, MTs (2 per Batch of 40)	0.02	366 MTs	7.33	7.33	7.33	7.33	7.33	36.64	
3 Teachers Training (12 Days) for Primary Schools	0.01200	3664 PS Teachers	43.97	43.97	43.97	43.97	43.97	219.84	
4 Special Orientation Training of English Language(5 days)	0.00500	3664 PS Teachers	18.32	18.32	18.32	18.32	18.32	91.60	
5 Printing of Training Materials(Rs.100/- per participant)	0.00100	7694 participants	7.69	7.69	7.69	7.69	7.69	38.47	
<b>Total Recurring</b>			<b>78.31</b>	<b>78.31</b>	<b>78.31</b>	<b>78.31</b>	<b>78.31</b>	<b>391.55</b>	

<b>19 Teachers Training- Induction for Middle Schools</b>									
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total	
<b>Non-Recurring</b>									
1 District Level Workshop for adoption of the module	0.50	1	0.50					0.50	
2 Training of Resource Persons, MTs (2 per Batch of 40)	0.05	22 MTs	1.12					1.12	
3 Teachers Training (21 Days) for Middle Schools	0.020	446 Teachers	8.92					8.92	
4 Printing of Training Materials(Rs.100/- per participant)	0.00100	468 participants	0.47					0.47	
<b>Total Non-Recurring</b>			<b>11.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>11.00</b>	

<b>20 Teachers Training (In service for MS Teachers)</b>									
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total	
<b>Recurring</b>									
1 District Level Workshop for adoption of the module	1.00	1	1.00	1.00	1.00	1.00	1.00	5.00	
2 Training of Resource Persons, MTs (2 per Batch of 40)	0.02	No. -->	220	265	265	265	265	25.60	
3 Teachers Training (12 Days) for Middle Schools	0.01500	Physical	2204	2650	2650	2650	2650	192.06	
4 Special Orientation Training of English Language(5 days)	0.00500	Physical	2204	2650	2650	2650	2650	64.02	
5 Printing of Training Materials(Rs.100/- per participant)	0.00100	Physical	4628	5565	5565	5565	5565	26.89	
<b>Total Recurring</b>			<b>54.108</b>	<b>64.865</b>	<b>64.865</b>	<b>64.865</b>	<b>64.865</b>	<b>313.568</b>	

**21 Strengthening of CRC (Jan Shiksha Kendra)**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
1 Furniture(Tables,Chairs,Almirah,Shelves,Bulletin Board)	0.15	121 JSKs	18.15					18.15
2 Library Books	0.10	121 JSKs	12.10					12.10
3 Computer H/W, Telephone	0.75	121 JSKs	90.75					90.75
<b>Total Non-Recurring</b>	<b>1.00</b>		<b>121.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>121.00</b>
<b>Recurring</b>								
4 Training (Capacity Building)	0.05	121 JSKs	6.05	6.05	6.05	6.05	6.05	30.25
5 Salary (SK's against CAC with 10% inflation from 11 year onwards)	0.30	121 JSKs	36.30	39.93	43.56	47.19	50.82	217.80
6 O&M (TA/DA, Meetings, Misc.contingencies etc.)	0.15	121 JSKs	18.15	18.15	18.15	18.15	18.15	90.75
7 Insurance of Computer H/W	0.05	121 JSKs	6.05	6.05	6.05	6.05	6.05	30.25
<b>Total Recurring</b>	<b>0.55</b>		<b>66.550</b>	<b>70.180</b>	<b>73.810</b>	<b>77.440</b>	<b>81.070</b>	<b>369.050</b>
<b>Grand Total (NR+R)</b>	<b>1.55</b>		<b>187.550</b>	<b>70.180</b>	<b>73.810</b>	<b>77.440</b>	<b>81.070</b>	<b>490.050</b>

**22 Distance Education**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
1 Disatance Education Equipments(downlinking facilities)	1.00	125 JPSKs+JSKs	125.00					125.00
<b>Total Non-Recurring</b>			<b>125.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>125.00</b>
<b>Recurring</b>								
2 Training through Teleconferencing(TA/DA, stay arrange.)	0.20	125 JPSKs+JSKs	25.00	25.00	25.00	25.00	25.00	125.00
3 Educational Mate. Development	1.00	1 Districts	1.00	1.00	1.00	1.00	1.00	5.00
<b>Total Recurring</b>			<b>26.00</b>	<b>26.00</b>	<b>26.00</b>	<b>26.00</b>	<b>26.00</b>	<b>130.00</b>
<b>Grand Total (NR+R)</b>			<b>151.00</b>	<b>26.00</b>	<b>26.00</b>	<b>26.00</b>	<b>26.00</b>	<b>255.00</b>

**23 Headstart Programme(JPSKs+50 JSKs per disticts)**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
1 Furniture	0.200	54 Headstart JSKs+JPSKs	10.80					10.80
2 Library Books	0.100	54 Headstart JSKs+JPSKs	5.40					5.40
3 Equipment(Computer-2,UPS,Telephone)	1.500	54 Headstart JSKs+JPSKs	81.00					81.00
<b>Total Non-Recurring</b>	<b>1.80</b>		<b>97.20</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>97.20</b>
<b>Recurring</b>								
4 Training (Capacity Building in Headstart Programmes)	0.050	54 Headstart JSKs+JPSKs	2.70	2.70	2.70	2.70	2.70	13.50
5 Honorarium to Computer Teachers(Rs.100/-x2 T x 12)	0.024	54 Headstart JSKs+JPSKs	1.30	1.30	1.30	1.30	1.30	6.48
6 O&M (TA/DA, Meetings, contingencies, stationary etc.)	0.200	54 Headstart JSKs+JPSKs	10.80	10.80	10.80	10.80	10.80	54.00
7 Insurance of Computer H/W	0.100	54 Headstart JSKs+JPSKs	5.40	5.40	5.40	5.40	5.40	27.00
<b>Total Recurring</b>	<b>0.374</b>		<b>20.20</b>	<b>20.20</b>	<b>20.20</b>	<b>20.20</b>	<b>20.20</b>	<b>100.98</b>
<b>Grand Total (NR+R)</b>	<b>2.17</b>		<b>117.40</b>	<b>20.20</b>	<b>20.20</b>	<b>20.20</b>	<b>20.20</b>	<b>198.18</b>

**24 Library Movement**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
1 Library Books	0.025	1965 Schools	49.13					49.13
2 Furniture (Book Shelves)	0.025	1965 Schools	49.13					49.13
<b>Total Non-Recurring</b>	<b>0.050</b>		<b>98.25</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>98.25</b>
<b>Recurring</b>								
3 Magzines & Journals	0.010	1965 Schools	19.65	19.65	19.65	19.65	19.65	98.25
<b>Total Recurring</b>	<b>0.010</b>		<b>19.65</b>	<b>19.65</b>	<b>19.65</b>	<b>19.65</b>	<b>19.65</b>	<b>98.25</b>
<b>Grand Total (NR+R)</b>	<b>0.060</b>		<b>117.90</b>	<b>19.65</b>	<b>19.65</b>	<b>19.65</b>	<b>19.65</b>	<b>196.50</b>

**25 Research and Evaluation**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Recurring</b>								
1 Research and Evaluation (BAS, MAS & TAS)	2.00	1 Districts	2.00	2.00	2.00	2.00	2.00	10.00
2 Learner Evaluation for PS & MS Children	5.00	1 Districts	5.00	5.00	5.00	5.00	5.00	25.00
3 Training on research & evaluation methodology(4 days x 2 RPs)	0.005	254 ZSK+DIET+JPSKs+JSKs	1.27	1.27	1.27	1.27	1.27	6.35
<b>Total Recurring</b>	<b>7.00</b>		<b>7.00</b>	<b>7.00</b>	<b>7.00</b>	<b>7.00</b>	<b>7.00</b>	<b>35.00</b>

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

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
1 Equipments(Photocopier,Fax,Computer HW +SW)	1.50	4 JPSKs	6.00					6.00
2 Furniture(Book Shelves, Tables,Chairs,Almirah)	0.25	4 JPSKs	1.00					1.00
3 Library - Books	0.20	4 JPSKs	0.80					0.80
<b>Total Non-Recurring</b>	<b>1.95</b>		<b>7.80</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>7.80</b>
<b>Recurring</b>								
4 Workshop/seminar	0.10	4 JPSKs	0.40	0.40	0.40	0.40	0.40	2.00
5 Professional Fees	0.10	4 JPSKs	0.40	0.40	0.40	0.40	0.40	2.00
6 Capacity Building for JPSKs staff	0.10	4 JPSKs	0.40	0.40	0.40	0.40	0.40	2.00
7 Salary( with 10% inflation every year from II year onwards)	2.40	4 JPSKs	9.60	10.56	11.52	12.48	13.44	57.60
8 O&M (TA/DA, meetings, Misce.contingencies etc.)	0.54	4 JPSKs	2.16	2.16	2.16	2.16	2.16	10.80
<b>Total Recurring</b>	<b>3.24</b>		<b>12.96</b>	<b>13.92</b>	<b>14.88</b>	<b>15.84</b>	<b>16.80</b>	<b>74.40</b>
<b>Grand Total (NR+R)</b>	<b>5.19</b>		<b>20.76</b>	<b>13.92</b>	<b>14.88</b>	<b>15.84</b>	<b>16.80</b>	<b>82.20</b>

Details Given  
Details Given

**Details**

O & M (Operation & Maintenance)	Unit Cost	Physical	Total Cost
1 Office exp. (Contingency)& Telephone	0.100	4 JPSKs	0.40
2 Cluster Meeting Exp.	0.020	4 JPSKs	0.08
3 BRC Building Maintenance	0.020	4 JPSKs	0.08
4 Block TA/DA etc.	0.100	4 JPSKs	0.40
5 CACs TA/DA	0.200	4 JPSKs	0.80
6 Insurance of Computer H/W	0.100	4 JPSKs	0.40
<b>Total</b>	<b>0.540</b>		<b>2.16</b>

**Salaries details**

Post	Unit Cost	Physical	Total Cost
1 BRCC	0.720	4 JPSKs	2.88
2 Accountant-cum-Clerk	0.600	4 JPSKs	2.40
3 Clerk-cum-Data Entry Operator	0.600	4 JPSKs	2.40
4 Peon	0.240	4 JPSKs	0.96
5 Watchman	0.240	4 JPSKs	0.96
<b>Total</b>	<b>2.400</b>		<b>9.60</b>

**27 Strengthening of Zilla Shiksha Kendra**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
1 Equipments(Photocopier,Computer HW +SW)	2.00	1 Districts	2.00					2.00
2 Furniture(Book Shelves, Tables,Chairs,Almirah)	1.00	1 Districts	1.00					1.00
3 Vehicle	3.50	1 Districts	3.50					3.50
4 Library - Books	1.00	1 Districts	1.00					1.00
<b>Total Non-Recurring</b>			<b>7.50</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>7.50</b>
<b>Recurring</b>								
5 Salary( with 10% inflation every year from 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.)	2.30	1	2.30	2.30	2.30	2.30	2.30	11.50 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	2220 VNSs	22.20	22.20	22.20	22.20	22.20	111.00
9 Studies	1.00	1 Districts	1.00	1.00	1.00	1.00	1.00	5.00
10 Workshop/seminar	0.50	1 Districts	0.50	0.50	0.50	0.50	0.50	2.50
11 Professional Fees	0.50	1 Districts	0.50	0.50	0.50	0.50	0.50	2.50
<b>Total Recurring</b>			<b>38.28</b>	<b>39.41</b>	<b>40.54</b>	<b>41.66</b>	<b>42.79</b>	<b>202.68</b>
<b>Grand Total (NR+R)</b>			<b>45.78</b>	<b>39.41</b>	<b>40.54</b>	<b>41.66</b>	<b>42.79</b>	<b>210.18</b>

**Details**

O & M (Operation & Maintenance) :-	Unit Cost	Physical	Total Cost
1 Office Exp.(POL, TA/DA, Stationary, Contingency etc)	1.50	1 District	1.50 Lumsum
2 Block Contingency(Block's TA/DA etc.)	0.20	4 JPSKs	0.80
<b>Total (O &amp; M) for DPO =</b>			<b>2.30</b>
<b>Salary :-</b>			
Post	Unit Cost	Physical	Total Cost
1 District Project Co-ordinator	1.20	1	1.20
2 District Academic Co-ordinator	0.96	1	0.96
3 APC (Finance)	0.84	1	0.84
4 APC (Gender)	0.84	1	0.84
5 Jr. Engineer	0.78	2	1.56
6 Assistant Engg.	0.72	1	0.72
7 Draftsman	0.60	2	1.20
8 Accountant	0.60	1	0.60
9 Clerk	0.45	4	1.80
10 Driver	0.30	2	0.60
11 Peon	0.24	3	0.72
12 Watchman	0.24	1	0.24
<b>TOTAL</b>		<b>20</b>	<b>11.28</b>

**28 Strengthening of MIS (ZSK)**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
1 Computer HW +SW	2.00	1 Districts	2.00					2.00
2 Furniture	0.50	1 Districts	0.50					0.50
3 Library - Books	0.50	1 Districts	0.50					0.50
<b>Total Non-Recurring</b>	<b>3.00</b>		<b>3.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3.00</b>
<b>Recurring</b>								
4 Salary( with 10% inflation every year from II year onwards)	2.04	1 Districts	2.04	2.24	2.45	2.65	2.86	12.24 Details Given
5 O&M (Consumable, Office contingencies etc.)	0.87	1 Districts	0.87	0.87	0.87	0.87	0.87	4.37 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	125 JPSKS+JSKS	1.25	1.25	1.25	1.25	1.25	6.25
8 Magzines & Journals	0.05	1 Districts	0.05	0.05	0.05	0.05	0.05	0.25
<b>Total Recurring</b>	<b>3.47</b>		<b>4.71</b>	<b>4.92</b>	<b>5.12</b>	<b>5.33</b>	<b>5.53</b>	<b>25.61</b>
<b>Grand Total (NR+R)</b>	<b>6.47</b>		<b>7.71</b>	<b>4.92</b>	<b>5.12</b>	<b>5.33</b>	<b>5.53</b>	<b>28.61</b>

**Details :**

O & M (Operation & Maintenance) :-	Unit cost	Physical	Total Cost
1 Computer Maintenance	0.10	1	0.10
2 Telephone Maint.(Billing)	0.10	1	0.10
3 Consumables	0.20	1	0.20
4 Printing of EMIS formats	0.00007	1695	0.12
5 Printing of IPMS formats for Project components	0.00005	3108	0.16
6 Contingency	0.20	1	0.20
<b>Total</b>			<b>0.87</b>

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

**29 Strengthening of DIET**

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

**30 PTAs/VECs Training**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Recurring</b>								
1 PTAs/VECs Training (15 members) 2 Days	0.0100	1965 PTAs/VECs	19.65	19.65	19.65	19.65	19.65	98.25
2 Mobilisation activities per village	0.0200	1965 PTAs/VECs	39.30	39.30	39.30	39.30	39.30	196.50
<b>Total Recurring</b>	<b>0.0300</b>		<b>58.95</b>	<b>58.95</b>	<b>58.95</b>	<b>58.95</b>	<b>58.95</b>	<b>294.75</b>

**31 Integrated Education for Disabled Children**

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

**32 Tribal**

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

**33 Gender**

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

**34 Mahila Samakhya (DPEP only)**

Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
<b>Non-Recurring</b>								
1 Equipment (Computer & UPS, Fax)	1.00	0 District	0.00			0.00		0.00
2 Furniture	0.40	0 District	0.00			0.00		0.00
3 Vehicle	4.00	0 District	0.00					0.00
<b>Total Non-Recurring</b>	<b>5.40</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Recurring</b>								
4 Salary( with 10% inflation every year from II year onwards)	6.00	0 District	0.00	0.00	0.00	0.00	0.00	0.00
5 O & M	2.25	0 District	0.00	0.00	0.00	0.00	0.00	0.00
6 Training	2.50	0 District	0.00	0.00	0.00	0.00	0.00	0.00
7 Workshop	1.00	0 District	0.00	0.00	0.00	0.00	0.00	0.00
8 Documentation & Printing	0.50	0 District	0.00	0.00	0.00	0.00	0.00	0.00
9 Innovation	1.00	0 District	0.00	0.00	0.00	0.00	0.00	0.00
10 Staff Development	0.25	0 District	0.00	0.00	0.00	0.00	0.00	0.00
11 Study & Evaluation	1.00	0 District	0.00	0.00	0.00	0.00	0.00	0.00
12 IEC/Mobilisation	2.00	0 District	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total Recurring</b>	<b>16.50</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Grand Total (NR+R)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**Details Salary :-**

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

**O & M (Operation & Maintenance) :-**

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

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

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

37 Madarsa School								
Category	Unit Cost	Physical	2001-02	2002-03	2003-04	2004-05	2005-06	Total
Recurring								
1 Salary( with 10% inflation every year from II year onwards)	0.300	250 Madarsa	75.00	82.50	90.00	97.50	105.00	450.00
2 Supplementry TLM development	0.025	250 Madarsa	6.25	6.25	6.25	6.25	6.25	31.25
3 O & M	0.010	250 Madarsa	2.50	2.50	2.50	2.50	2.50	12.50
4 Training of Teacher (12 Days)	0.012	250 Madarsa	3.00	3.00	3.00	3.00	3.00	15.00
<b>Total Recurring</b>	<b>0.335</b>		<b>86.75</b>	<b>94.25</b>	<b>101.75</b>	<b>109.25</b>	<b>116.75</b>	<b>508.75</b>



## **CHAPTER –X**

### **ANNUAL WORK PLAN : 2001-2002**

## CHAPTER 10

### ANNUAL WORK PLAN : 2001-2002

#### 10.1 ACCESS

- Upgradation of 171 PS / EGS in to MS .
- Conversion of EGS into regular PS .
- Recruitment of teachers for schools as upgraded MS .
- Training of these teachers .
- Provision for furniture and TLM for these schools .

#### 10.2 Universal Enrolment and Retention

- Bal melas and School- Chalo Abhiyan will be organised in July / August in every year.
- Pravesh Utsava .
- Community mobilisation activities such as VEC and PTA members, workshops , panchayate representatives workshops, training of Nehru Yuvak Kendras, and NGOs workshops etc .
- Organising bridge course programme on sample basis .
- Making provision of TLM for bridge course and training of volunteers for it .
- Improving class room processes through on the job support .
- Ensuring regular parents and teachers meetings .
- Introduction of card system to improve the pupils attendance .

#### 10.3 Civil Works

- Construction of additional 198 classrooms
- Constructions of 92 buildings for PS & 69 buildings for MS .
- Ensuring repair of 50 Middle schools & 50 primary schols
- Provisions of Toilets ,Boundary walls in 50% of the targeted MS .

#### 10.4 Universal Achievement

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

- Introduction of ITLM for PS .
- Monthly meetings of the teachers at JSK levels
- Monthly meetings of the Jan shikshaks at JPSK levels
- Monthly meetings of the BEO'S at ZSK levels.
- Training of untrined teachers of middle schools .
- Quarterly evaluation of learners achievement level and ensuring corrective measures thereafter .
- Developement of academic support system through having academic resource , groups at Zila,Janpad and Jansikshan Kendra .
- Training of these resource groups through DIET .

## **10.5 Coverage of Special Focus Groups**

### **10.5.1 Girls Education**

- Organisation of Balika Siksha Camps in 04 blocks .
- Female Panchayat representatives workshop .
- Organisation of orientation workshop for anganwadi workers.
- Preparation of Gender sensitive teaching module.
- Provision of ECE facilities in 85 habitations .

### **10.5.2 Disabled Children**

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

## **10.5 Research , Evaluation , Supervision and Monitoring**

- Conducting dignostic studies on issues such as making class room process more intresting , improvement of student abilities in languages and arthimetic , teacher training needs etc. .
- Evaluation studies on special focus groups .

- Feed back of newly introduced ITLM in PS .
- Evaluation of Progress made in the direction of achieving goals of SSA .
- Learners quarterly evaluation .
- Introduction of participatory evaluation .
- Introduction of community based monitoring system .
- Academic monitoring by district and block resource groups , Janshikshaks and DIET staff .
- Regular meetings and discussions of teachers at Jan Siksha Kendras .
- Procurements of MIS equipments , Computer Stationery and peripheals .
- Operation and maintenance of MIS equipments .
- Upgradation Of VER and feed back .

#### **10.6 Management Strategy**

- Furniture and equipment for Zila , Janpad and Janshiksha Kendras .
- Hiring of vehicles for Zila Shiksha Kendra.
- Provision for Zila Shiksha Kendras Honorarium based staff .
- Posting 121 Janshikshas at every JSKs .
- Posting necessary staff at JPSK's and ZSK.
- Organising training for Zila , Janpad and JSK staff .
- Training of DIET lecturers .
- Construction of 4 BRC and 121 CRCs .
- Purchasing equipments necessary for BRC & JSK.