



INDORE (MP)

**UNIVERSALISATION
OF**

**ELEMENTARY EDUCATION
IN**

Annual Work Plan

[2005 - 2006]

Submitted by :-
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CHAPTER-1
DISTRICT PROFILE

CHAPTER-I DISTRICT PROFILE

Historical Background :

Situated on one of India's oldest pilgrimage routes from Mahakal at Ujjain on river Kshipra, to Omkareshwar on the river Narmada and onwards to Rameshwaram, Indore was a convenient resting place.

It was on the route of the Marathas of Deccan on their way to North India. These Maratha guerilla warriors were on constant battle with the Mughal empire. Their army transit camps here attracted the local Zamindars (landlords) who, drawn by the promise of lucrative trade, settled in the villages on the confluence of the Khan and Saraswati rivers, thereby laid the foundation of this commerce centre in 1715. In 1741, temple of Indreshwar was erected in the town, from which it derives the name Indore.

The Trade center grew rapidly under the Holkar dynasty (1733-1818) The remains of their two century old palace still stand in the main square (called Rajwada). The city became the capital of the Indore princely state in 1818 after the British forces under sir John Malcolm defeated the Holkars led by Rani-Krishnabai Holkar at Mahidpur. She signed the treaty of Mandasaur by which the control of Indore went in the hand of the East India Company. Between 1948 and 1956, Indore served as the summer capital of the former Madhya Bharat state. Currently, it is the commercial capital of M.P.

Geographical Location

Indore is situated in the west region of Madhya Pradesh. It lies between 22°2' to 23°5' North latitude and 75°25' to 75°75' East longitude and is on the Malwa plateau at an altitude of 553 m above sea level, on the banks of two small rivulets the Saraswati and the Khan. They unite at the centre of the city where a small 18th century temple of Sangamnath or Indoreshwar exists. The name Indore is due to this deity. It is the largest city in Madhya Pradesh state in central India. It

is among the million population cities of India with a population of 1086673 (1991). It is the commercial capital of the state of Madhya Pradesh. Indore city presents a happy blend of historical past and promises of rapid future modernization.

Economy of District Indore

The city of Indore is the center for business, trade and industries. It is famous for manufacturing readymade garments, medicines, steel tubes, cables, etc. In fact Indore is in background 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 kharik. Major crops of the district include Soyabean, Jwar, Wheat, Maize and Pulses. It was once a major producer of cotton and groundnuts. Animal husbandry is also another widely practiced occupation. Levels of industrialization are amongst the highest in Madhya Pradesh.

CHAPTER-2
DEMOGRAPHIC PROFILE

CHAPTER-2
DEMOGRAPHIC PROFILE

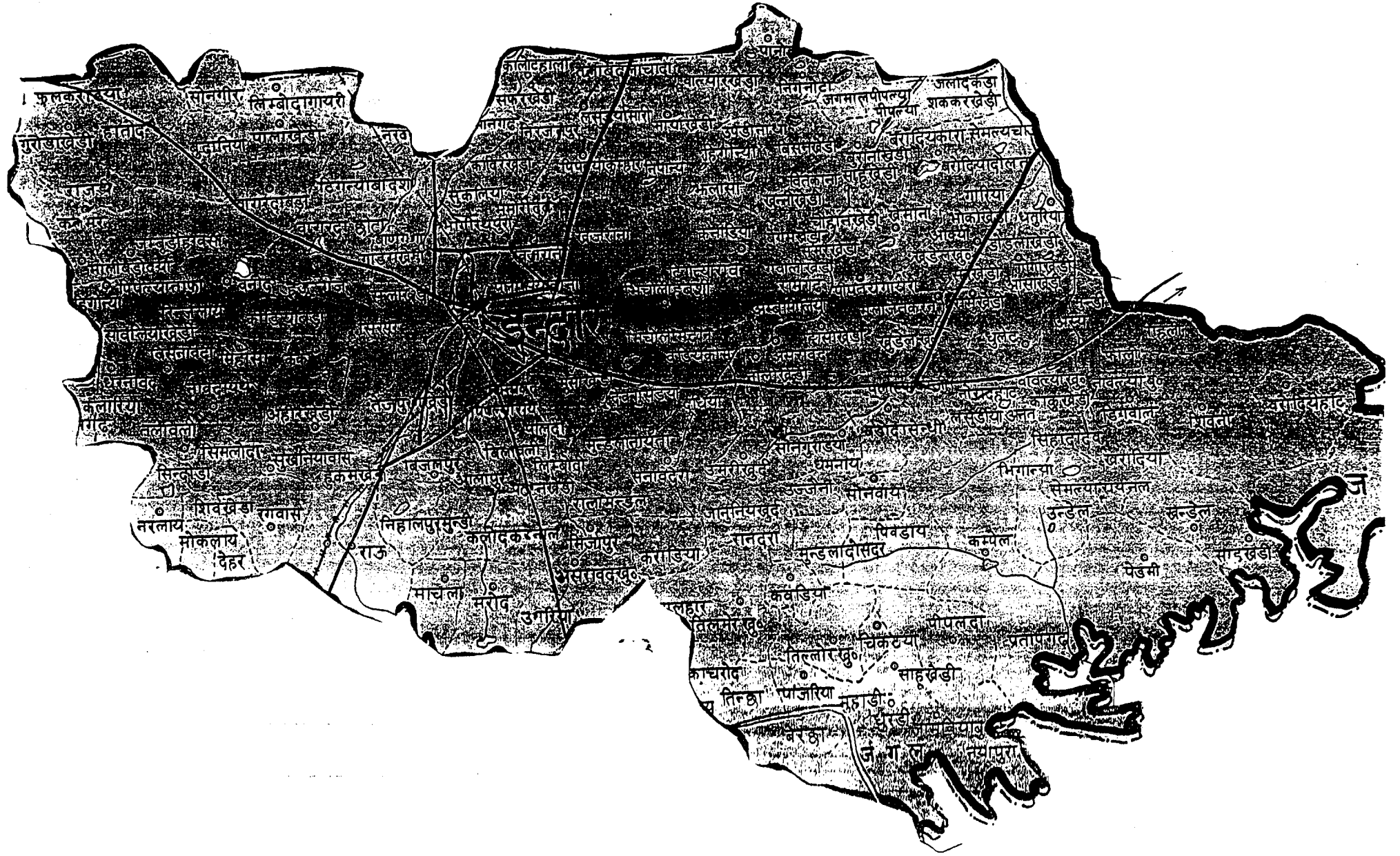
The population of Indore district is 24,65,827 as per census. The density of population is 661 persons per square Kilometer in the district. Sex ratio in the district is women 925 for every 1000 men. The overall Situation of the population is shown in the following Table.

S.No.	Block Name	Population all Community (Census Year 2001)						Total Population all Communi			
		Urban			Rural			Male	Female	Total	
		Male	Female	Total	Male	Female	Total				
1	Deplapur	20947	20018	40965	86963	83675	170638	107910	103693	211603	
2	Indore	814178	736702	1550880	109289	101520	210809	923467	838222	1761689	
3	Mhow	64621	54791	119412	96280	88671	184951	160901	143462	304363	
4	Sanwer	9982	9124	19106	87092	81974	169066	97074	91098	188172	
	Total	909728	820635	1730363	379624	355840	735464	1289352	1176475	2465827	
Percentage against Total pop				70%				30%	52%	48%	

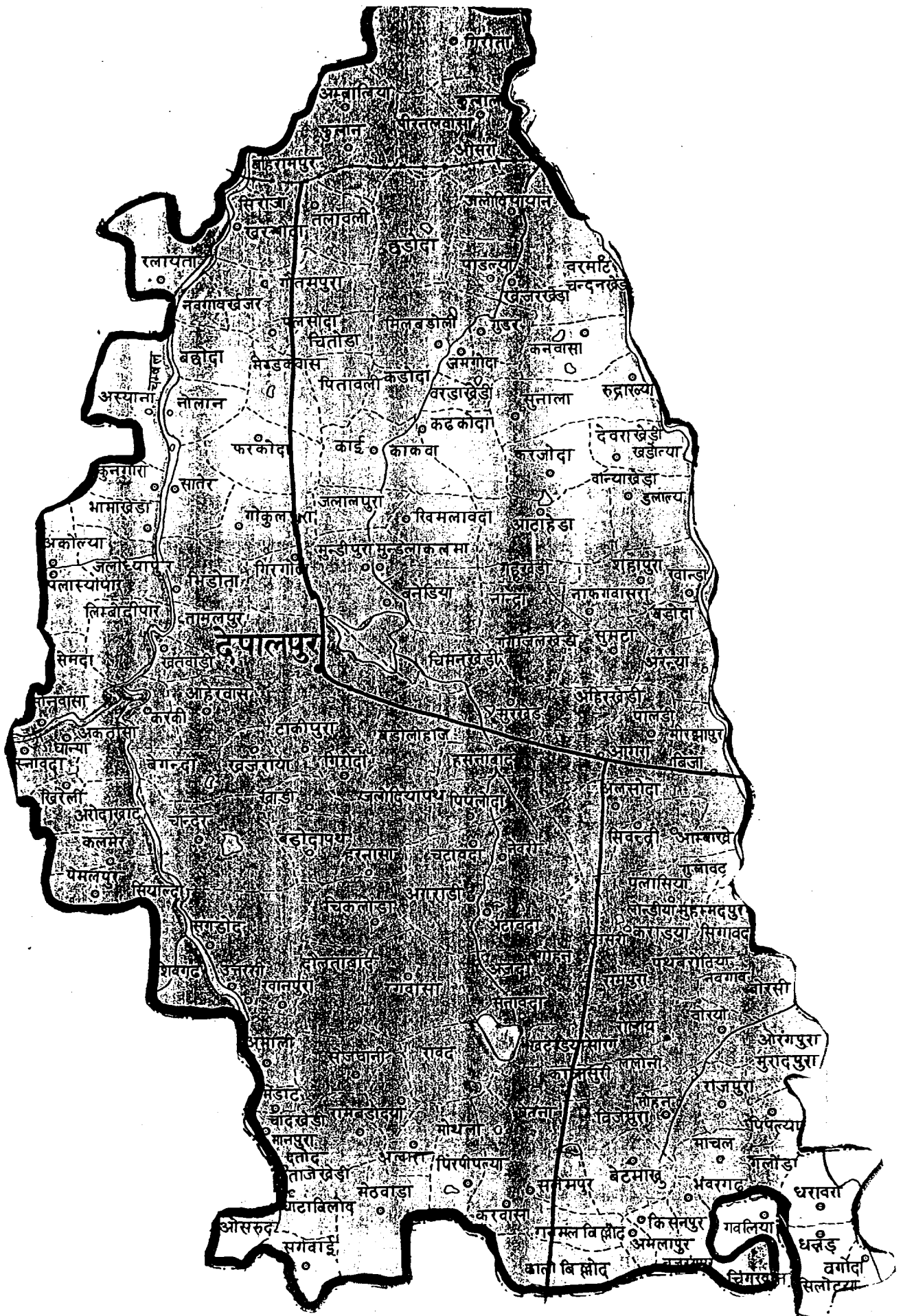
Administrations :

Indore district is divided into 4 Blocks, 4 Tehsils and 304 panchyats. Administrative details of the district is given below :

S.No.	Administrative Structure	No.	Name
1	District Head Quarter	01	Indore
2	Integrated tribal development planning	00	Nil
3	Tehsil	04	Indore, Mhow, Sanwer, Depalpur
4	Blocks	04	Indore, Mhow, Sanwer, Depalpur
5	Parliamentary Constituency	01	Indore
6	Legislative assembly constituency	08	Indore-1, Indore-2, Indore-3, Indore-4, Indore-5, Mhow, Sanwer, Depalpur.
7	Local Body		
	A.Urban Body		
	Nagar Niagan	01	Indore
	Nagar Panchayat	03	Mhow, Sanwer, Depalpur
	B.Rural Body		
	Zila Panchayat	01	Indore
	Janpad Panchayat	04	Indore, Mhow, Sanwer, Depalpur
	Gram Panchayat	303	
8	Total Habitation	860	
	Revenue village	652	
	Forest Village	0	



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CHAPTER-3
EDUCATION PROFILE

CHAPTER-3
EDUCATIONAL PROFILE

3.1 District Indore Literacy status

The district literacy as per census 2001 is 75.20 per cent, which is higher than the national literacy rate at 64.11 per cent. The district has recorded a good growth in the literacy level . A summary of the literacy rate of the district is given in the table below.

Table No.3.1 District Indore Literacy Rate

S.No.	Block Name	Literacy Rate in Percentage									Rural Female Literacy Rate 2001
		All Communities 2001			SC 2001			ST 2001			
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	Deplapur	73.9	36.1	55.3	65	45	55	59.1	52.8	55.3	51.7
2	Indore	87.3	72.3	80.2	85.8	74.4	80.2	86	74.1	80.2	60.7
3	Mhow	79.8	55.5	68.4	70.1	68.3	68.4	80.3	78.1	68.4	58.6
4	Sanwer	77.6	40.9	59.8	63.2	56.2	59.8	71.3	56.3	59.8	58.3
Total		84.60	64.80	75.20	70.8%	61.0%	65.5%	74.0%	65.0%	65.5%	57.35

3.2 Education Status

The Elementary Education Access status of Indore district is given below :

Table No.3.2 Gross Access Ratio

GROSS ACCESS RATIO (GAR)

Block	No of Habitatio ns	No.of Primary Schooling facilities within 1 k.m.narm	Habitatio n eligible for EGS as per norm	Gross Access Ratio (GAR) Primary Level	Government Middle Schooling facilities	Habitations not having Middle Schooling facilities within 3 km	Upgradatio n of PS to MS (New MS) Required (If any)	Gross Access Ratio (GAR) Middle Level	Total no of Villages	No. of Village with Anganwa facilities
Deplapur	198	191	7	96%	134	134	0	100%	175	131
Indore	243	237	6	98%	239	239	0	100%	153	103
Mhow	216	214	2	99%	155	155	0	100%	176	97
Sanwer	212	212	0	100%	108	108	0	100%	149	138
District Total	869	854	15	98%	636	636	0	100%	653	469

Table No.3.3 Existing Primary Schools

Block Name	Primary Schools					Total
	EGS Upgraded to PS	Govt. including local bodies	Govt. aided	Unaided Private		
				Recognized	Unrecognized	
Depalpur	22	203	0	62	0	287
Indore	36	405	50	643	0	1134
Mhow	43	187	5	135	0	370
Sanwer	53	178	0	57	0	288
District total	154	973	55	897	0	2079

In Indore district 154 EGS (Upgraded to Primary Schools) and 973 and 55 (Government aided) primary schools existing in four blocks and 897 Private primary schools existing. Total primary Schools in four blocks 2079 existing.

Table No.3.5 Existing Middle Schools

Block Name	Upper Primary Schools				Total
	Govt. including local bodies	Govt. aided	Unaided Private		
			Recognized	Unrecognized	
Depalpur	134	0	40	0	174
Indore	239	17	614	0	870
Mhow	155	2	38	0	195
Sanwer	108	1	18	0	127
District total	636	20	710	0	1366

In Indore District 636 Government middle and 20 government Aided middle and 710 private middle schools existing.

Table No. 3.6 Position of Teacher/Shiksha karmi in Primary Schools :

Cadre-wise details of Teachers (Govt)								
Block	Shiksha Karmi-II	Shiksha Karmi-III	Sanvida Shikshak-II	Sanvida Shikshak-III	Asst. Teachers	UDTs	Others	Total *
Depalpur	1	161	15	24	79		10	290
Indore	26	128	49	23	1004	43	110	1383
Mhow	13	100	43	30	212	1	15	414
Sanwer	4	66	10	11	99	9	9	208
Total	44	455	117	88	1394	53	144	2295

The above table clearly reflects position of primary level. There are 543 SK-III/SS-III, 1394 Asst. Teacher and SK-II/SS-II 161 , 53 UDTs and primary H.M. and and others are 144. Total 2295 Teachers are in primary level.

Table No. 3.7 Position of Teacher/Shiksha karmi in Middle Schools :

Cadre-wise details of Teachers (Govt)								
Block	Shiksha Karmi-II	Shiksha Karmi-III	Sanvida Shikshak-II	Sanvida Shikshak-III	Asst. Teachers	UDTs	Others	Total *
Depalpur	16	323	56	18	167	10	28	618
Indore	22	160	96	29	996	109	114	1526
Mhow	28	172	78	27	332	24	54	715
Sanwer	25	120	44	23	150	8	24	395
Total	91	775	274	97	1645	151	220	3254

In middle level there are 365 SK-II/SS-II and 872 SK-III/SS-III and 1645 Asst. Teacher 151 UDTs and Middle H.M. and others are 220. Total 3254 Teachers are working in upper primary level.

Table 3.8 Position of Guruji in Upgraded EGS Schools :

Block	No of Gurujis			Pupil Teacher Ratio (PTR)
	Male	Female	Total	
Depalpur	22	2	24	50
Indore	31	8	39	57
Mhow	35	4	39	67
Sanwer	51	7	58	58
Total	139	21	160	62

The PTR of EGS School of district is 62:1 which is very higher than that of PTR fo Primary and Middle School. The PTR of primary is 50:1 and PTR of MS is 39:1 PTR in Depalpur, Mhow and Sanwer blocks i.e. 73:1,58:1 and 60:1 respectively and is on higher side.

Table 3.9 Numbers of teachers Professionally Trained and Untrained (Primary Level):

Block Name	Working Teachers	Professionally Trained	Percentage	Untrained		Total
				Those who have received 60 days training	Those who have not received 60 days training	
Depalpur	304	237	78	22	45	67
Indore	1427	1156	81	271	152	271
Mhow	332	282	85	23	27	50
Sanwer	232	193	83	26	13	39
Total	2295	1868	81.40%	342	237	427

Table 3.10 Numbers of teachers Professionally Trained and Untrained (Middle Level):

Block Name	Working Teachers	Professionally Trained*	Percentage	Untrained		Total
				Those who have received 60 days training	Those who have not received 60 days training	
Deopalpur	618	502	81	502	116	618
Indore	1527	1261	83	1261	266	1527
Mhow	715	578	81	578	137	715
Sanwer	394	330	84	330	64	394
Total	3254	2671	82	2671	583	3254

There are 2295 teachers in primary level and trained teachers are 1868 which is 81% of total teachers.

At Middle level There are 3254 teacher in Middle level and trained teachers are 2671 which is 82% of the total teachers.

Block wise Teacher and PTR at Primary Level and Middle Level

Table 3.11 Block wise Teacher and PTR(Primary Level)

Block Name	No of Govt Primary Schools			No of Teachers (Total) Govt			Pupil Teacher Ratio (PTR) Govt		
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Deopalpur	212	13	225	187	117	304	77:1	69:1	73:1
Indore	333	108	441	455	972	1427	48:1	34:1	41:1
Mhow	215	15	230	197	135	332	63:1	53:1	58:1
Sanwer	219	12	231	124	108	232	64:1	56:1	60:1
District Total	979	148	1127	963	1332	2295	63:1	51:1	50:1

Total PTR is 50:1 and PTR of Rural is high i.e. 63:1 at primary level. This suggest that rationalization of teacher is must.

Table 3.12 Block wise Teacher and PTR(Middle Level)

Block Name	No of Govt Middle Schools			No of Teachers (Total) Govt			Pupil Teacher Ratio (PTR) Govt		
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Deplapur	127	7	134	520	98	618	36:1	32:1	34:1
Indore	187	52	239	859	728	1587	34:1	30:1	32:1
Mhow	149	6	155	631	84	715	46:1	42:1	44:1
Sanwer	103	5	108	324	70	394	40:1	36:1	38:1
District Total	566	70	636	2274	980	3254	42:1	36:1	39:1

Total PTR at Middle level is 39:1 and rural PTR is 42:1

Table 3.13 Population 2004-05 (5+to11 age group): by caste and gender

Block Name	Boys					Girls					Grand Total
	SC	ST	OBC	Gen	Total	SC	ST	OBC	Gen	Total	
Deplapur	10052	8151	10243	12175	40621	7979	4127	9851	11641	33598	74219
Indore	14080	11417	16771	16719	58987	11425	4873	16237	16374	48909	107896
Mhow	7607	6883	7796	9659	31945	5662	3409	7243	8064	24378	56323
Sanwer	6983	5133	6047	8275	26438	5356	2786	6171	8311	22624	49062
District Total	38722	31584	40857	46828	157991	30422	15195	39502	44390	129509	287500

Source : VER/JSR

Total population of 5-11 age group in Indore District is 2,87,500.

Table 3.14 Population 2004-05(11-14 age Group): by caste and gender

BLOCK	Boys					Girls					Grand Total
	SC	ST	OBC	Gen	Total	SC	ST	OBC	Gen	Total	
DEPLAPUR	5272	3667	5111	5723	19773	3747	2155	4608	6485	16995	36768
Indore	6643	4054	8443	8054	27194	5888	2786	7911	8554	25139	52333
Mhow	3715	2669	3784	4446	14614	2684	1793	3540	4664	12681	27295
Sanwer	3658	2386	3223	3794	13061	2707	1421	2858	3905	10891	23952
District Total	19288	12776	20561	22017	74642	15026	8155	18917	23608	65706	140348

Source : VER/JSR

Population of 11-14 age Group is 1,40,348 and Total Population 5-14 age Group is 4,27,848 which is less as compared to Census 2001. This suggest that approximated 1,77,553 children have not been surveyed in the VER some of them children may be attending the school, while others would be out of the school. Looking at the trend of VER, it can be assumed that 52,000 children would be out of the school.

In May 2005 VER will be updated with the help of Education and other department under the leadership of the Collector. Plan has been made for ward and village level. Teacher in Government School and Social worker and NGO's will take part in the survey of the ward/Villages. DPC, BRCC, BAC, and JanShikshak will monitor the survey for the year 2005-06.

Table 3.15 2004-2005 Enrolment primary(class I -V): by caste and gender

Blocks	Boys					Girls					Grand Total
	SC	ST	OBC	GEN	Total	SC	ST	OBC	GEN	Total	
Depalpur	10475	9158	11137	12190	42960	8189	3602	10369	14041	36201	79161
Indore	15518	11398	16484	17513	60913	12232	5610	15557	18917	52316	113229
Mhow	8572	7385	7731	8742	32430	5725	4381	7460	10762	28328	60758
Sanwer	7050	6081	6350	7381	26862	6264	2192	6293	9939	24688	51550
District Total	41615	34022	41702	45826	163165	32410	15785	39679	53659	141533	304698

Source VER/JSR

Table 3.16 Enrolment Middle 2003-04 (Class:6 to 8): by caste and gender

Block Name	Boys					Girls					Grand Total
	SC	ST	OBC	GEN	Total	SC	ST	OBC	GEN	Total	
Depalpur	4944	3017	4842	5889	18692	3569	2070	2866	4699	13204	31896
Indore	7320	2830	8468	6873	25491	5394	2168	7888	9284	24734	50225
Mhow	3742	3200	3680	4428	15050	2730	1368	2607	4176	10881	25931
Sanwer	3550	1621	3682	3421	12274	2388	1327	2285	3807	9807	22081
District Total	19556	10668	20672	20611	71507	14081	6933	15646	21966	58626	130133

Source : VER/JSR

Table 3.17 2004-05 Enrolment primary(class I-V): by caste and gender (Including Govt Primary Schools, upgraded EGS and EGSAIE)

Blocks	Boys					Girls					Grand Total
	SC	ST	OBC	GEN	Total	SC	ST	OBC	GEN	Total	
Depalpur	1004	1116	4575	4463	11158	992	1103	4521	4410	11026	22184
Indore	5283	1174	11741	11154	29352	5337	1186	11861	11268	29652	59004
Mhow	819	1740	3480	4196	10235	743	1579	3158	3808	9288	19523
Sanwer	877	270	2698	2899	6744	941	290	2896	3113	7240	13984
District Total	7983	4300	22494	22712	57489	8013	4158	22436	22599	57206	114695

Table 3.18 2004-05 Enrolment Middle (class VI-VIII): by caste and gender(Only Government Middle Schools Data)

Blocks	Boys					Girls					Grand Total
	SC	ST	OBC	GEN	Total	SC	ST	OBC	GEN	Total	
Depalpur	434	482	1978	1930	4824	321	357	1462	1426	3566	8390
Indore	2798	622	6216	5906	15542	2630	585	5845	5553	14613	30155
Mhow	370	787	1575	1898	4630	293	622	1244	1501	3660	8290
Sanwer	347	107	1067	1146	2667	321	98	984	1058	2461	5128
District Total	3949	1998	10836	10880	27663	3565	1662	9535	9538	24300	51963

Table 3.19 Educational Indicators based data (Year 2004-05)

Block name	Completion Rate (1 to 5)			Retention Rate (1 to 5)			Net Enrolment Ratio (Primary)			Repetition Rate Primary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Depalpur	43	37	40	64	62	63	90	88	89%	8	4	6%
Indore	54	49	51	68	62	66	88	84	86%	6	2	4%
Mhow	44	42	43	66	64	65	89	83	86%	5	2	7%
Sanwer	41	38	44	65	59	62	90	84	87%	5	4	9%
District Total	45.5	41.5	43.5	65.75	61.75	64	89.25	84.75	88%	6	3	6%

Table 3.20 Educational Indicators based data (Year 2004-05)

Block name	Completion Rate (6 to 8)			Retention Rate (6 to 8)			Net Enrolment Ratio (Middle)			Repetition Rate Middle		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Depalpur	43	32	37.5	68	66	66	94	87	91.0%	5	3	4%
Indore	54	48	51	76	68	72	93	85	89.0%	4	2	3%
Mhow	46	44	45	76	68	72	94	87	91.0%	6	4	5%
Sanwer	42	36	34	66	68	67	88	80	84.0%	8	4	6%
District Total	46.25	40	41.87	71.5	67.5	69.25	92.25	84.75	91.0%	5	3	4%

CHAPTER-4
GOALS AND OBJECTIVE OF
SSA

CHAPTER-4
GOALS & OBJECTIVES OF SSA

4.1 Goals of UEE

The goals of Universalisation of elementary education are as follows

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

4.1.1 Universal Access

- To provide primary education facility to all the children of 5-11 years age group within a radius of 1 km from Ward/Village.
- To provide middle level education facility to all the children of 11-14 years age group within a distance of 3 km from every Ward/Village

4.1.2 Universal Enrollment

- To enroll all the children in the age group of 5-11 years in primary school
- To enroll all the children in the age group of 11-14 years in middle school

4.1.3 Universal Retention

- To retain children of 5-11 years in primary schools and 11-14 years in middle school.
- To reduce the dropout of children of primary as well as middle schools.

CHAPTER -5
ACHIVEMENT MADE IN THE YEAR 2004-05 & PROPOSALS

5.1 Upgradation of Primary to Upper Primary Schools

Present status of GAR at middle level :

The GAR at middle level is 100 % Efforts made to provide access at middle level are given as follows :

To achieve the first objective of SSA, it is essential that education facilities are universalized. The access to upper primary facilities has been universalized within the norms of 3k.m in the year 2002-03, 223 primary schools & in the year 2003-04, 18 primary schools were upgraded to upper primary level. Thus from 2002 to 2005 total of 241 middle schools have become functional.

446 Samvida shikshaks were appointed against these upgraded Schools. The recruitment of teachers is done by the Janpad (Block) panchayat. The election code of conduct imposed from October'04 to November'04 affected the completion of recruitment. Presently, there is a temporary ban on the recruitment of all teachers so the recruitment policy of teachers is being reviewed and finalized. The remaining posts of teachers will be filled up after the finalization of teacher recruitment policy.

In the AWP&B 2005-06, provision was made for the third teacher in 223 upper primary schools which were sanctioned till 2004-05. The administrative and financial sanction is awaited from the State government and as per the rules finalized for teacher recruitment, third teacher will be appointed in the upper primary schools.

All the upgraded schools were provided a sum of Rs. 25,000 for procuring teaching learning equipments. This amount was given in the account for shala shiksha kosh, the joint account for Parent Teacher Association (PTA) which is operated by the president and secretary of PTA. The procurement of teaching learning equipments is done by the PTA.

Approximately 18,078 children have been benefited by the up gradation of these 241 schools. Block wise numbers of upgraded primary schools and children enrolled in given in the table below:

Table No. 5.1 Upgrade Primary Schools Status

Block Name	No. of Upgraded PS (New Middle School)	Class	BOYS					GIRLS				
			SC	ST	OBC	GEN	TOTAL	SC	ST	OBC	GEN	TOTAL
Indore	54	6	340	146	340	146	972	227	97	227	97	648
		7	265	113	265	113	756	208	89	208	89	594
		8	227	97	227	97	648	151	65	151	65	432
Mhow	71	6	447	192	447	192	1278	298	128	298	128	852
		7	348	149	348	149	994	273	117	273	117	780
		8	298	128	298	128	852	199	85	199	85	568
Sanwer	45	6	284	122	284	122	812	189	81	189	81	540
		7	221	95	221	95	632	173	74	173	74	494
		8	189	81	189	81	540	126	54	126	54	360
Depalpur	71	6	472	202	472	202	1348	273	117	273	117	780
		7	373	160	373	160	1066	249	107	249	107	712
		8	323	138	323	138	922	174	75	174	75	498
Total	241	6	1543	662	1543	662	4410	987	423	987	423	2820
		7	1207	517	1207	517	3448	903	387	903	387	2580
		8	1037	444	1037	444	2962	650	279	650	279	1858
Total (6-8)			3787	1632	3787	1632	10838	2540	1089	2540	1089	7258

Table No.5.2 Upgradation of PS to MS

NO.	Block	No. of Uopper Primary School	Enrollment
1	Indore	54	4050
2	Mhow	71	5324
3	Sanwer	45	3378
4	Depalpur	71	5326
	Total	241	18078

5.2 UPGRADATION OF EDUCATION GUARANTEE SCHEME (EGS)

SCHOOLS TO PRIMARY SCHOOLS :

The access to primary educational facilities within the norms of 1 km distance and 40 children (25 children in tribal areas) was achieved by opening 154 EGS schools. In the provision salary of two teachers and teaching learning equipment's was made in the AWP&B 2003-04 for the upgraded EGS schools.

The appointment of the Second Guruji in such schools was being done in a phased manner, based on the enrolment in the schools. However there is a temporary ban on the recruitment of all Guruji and teachers as the Government is in process of finalizing the recruitment policy of teachers.

All the upgraded schools were provided a sum of .Rs. 10,000/- for procuring teaching learning equipments. This amount was given in the account of Shala Shiksha Kosh, the joint account of parent Teacher Association (PTA), Which is operated by the president and secretary of PTA . The procurement of teaching learning equipment is done by the PTA.

Approximately 7512 children are studying in the upgraded EGS schools. Blocks wise numbers of upgraded EGS schools is given below:

Table No. 5.3 Upgrade EGS Schools

Block Name	Number of EGS Upgraded to primary School	Number of Guruji	Enrollment					
			Sc	ST	OTHER (GEN+ OBC)	Total Boys	Total Girls	Total (Boys + Girls)
Indore	36	39	361	1064	794	1236	983	2219
Mhow	43	39	166	1674	255	1166	929	2095
Sanwer	53	58	1378	384	1472	1552	1682	3234
Depalpur	27	24	559	438	741	1016	722	1738
Total	154	160	2464	3560	3262	4970	4316	9286

EGS AIE Scheme :

Up to year 2004-05, 154 EGS schools were upgraded into primary school as per the norms of Sarva Shiksha Abhiyan.. 15 New schools are Proposed under EGS AIE Scheme for 2005-06.

Status of Academic Achievement

Table No. 5.4 The result of last year 5th exam (2003-04)

कक्षा पाचवी	दर्ज सख्या	कितने छात्र बोर्ड की परीक्षा में बैठे	सम्मिलित रूप से प्राप्त ग्रेड				कितने छात्र बोर्ड की परीक्षा में उत्तीर्ण (A+B+C) हुए	उत्तीर्ण में से कितने छात्रों ने कक्षा 6 प्रवेश लिया
			A	B	C	D		
कुल अनु.जाति	3783	3420	228	912	760	1521	1899	1629
कुल अनु.जन जाति	4792	4332	289	1155	962	1927	2405	2187
कुल अन्य पिछडा वर्ग	5801	5244	349	1398	1165	2333	2912	2665
कुल सामान्य	10845	9805	653	2613	2178	4361	5444	5201
कुल बालिका	11349	10261	684	2735	2279	4564	5697	5403
कुल बालक	13871	12541	835	3342	2785	5578	6963	6370
कुल योग	25220	22802	1519	6077	5064	10142	12660	11773

Table No. 5.5 The result of last year 8th exam (2003-04)

कक्षा आठवी	दर्ज सख्या	कितने छात्र बोर्ड की परीक्षा में बैठे	सम्मिलित रूप से प्राप्त ग्रेड				कितने छात्र बोर्ड की परीक्षा में उत्तीर्ण (A+B+C) हुए	उत्तीर्ण में से कितने छात्रों ने कक्षा 9 में प्रवेश लिया
			A	B	C	D		
कुल अनु.जाति	2730	2594	135	539	449	1471	1123	936
कुल अनु.जन जाति	3458	3286	171	683	569	1863	1423	1146
कुल अन्य पिछडा वर्ग	4186	3978	207	827	689	2256	1722	1502
कुल सामान्य	7827	7437	387	1545	1288	4217	3220	3101
कुल बालिका	8191	7783	405	1617	1348	4413	3370	3121
कुल बालक	10011	9512	494	1977	1647	5394	4118	4096
कुल योग	18202	17295	899	3594	2995	9807	7488	7217

5.3 Free Text Book Distribution

To ensure enrolment and regular attendance in school, free textbooks were provided to all children of primary level and upper primary level. Special efforts were made to ensure that the textbooks reached the children in the beginning of the session. Statewide meetings of PTA were held on the 01st July' 04, in which the PTA members distributed the textbooks to the children. This intervention played an important role in bringing to school the children belonging to economically weaker families. The details of children who were provided textbooks are as follows:

Table No. 5.6 Free Text book distribution

Block Name	All Student of Class 1 to 5 (Govt. School)						All Girls and SC,ST Boys and Boys BPL o Class 6 to 8 (Govt.School)			
	Class-I	Class-II	Class-III	Class-IV	Class-V	Tot (1to5)	Class-VI	Class-VII	Class-VIII	Tot (6to8)
Indore	16553	16046	13343	11973	11420	69335	10060	7276	7309	24645
Mhow	5856	5900	5062	4882	4963	26663	6237	4272	3438	13947
Sanwer	5154	5069	4644	4392	4065	23324	4902	2994	2235	38592
Depalpur	6037	5625	5511	5273	4542	26988	5556	3588	3218	12362
Total	33600	32640	28560	26520	24990	146310	26755	18130	16200	61085

5.4 Mobilization and Training of PTA

Under Mobilization, pravesh Utsav and Balmelas were at the village level on 1st July' 04. This marked the beginning of enrolment drive. Conventions were held at the Block and District level where people's representatives participated and appealed for universal enrolment to fulfill the first objective of SSA. Declaration of Universalisation of access to upper primary education was also made.

1763 PTA have been formed and 16905 members of PTAs were trained at the cluster level. The training focused on the roles and duties of PTA members and on SSA goals to achieve universal enrolment.

Proposal for the year 2005-06:

Election for the PTA president will be held in the year 2005-06 in democratic manner. After the election the PTA members will be oriented about their duties & powers

as given in the Jan Shiksha Adhiniyam. the PTA members will be responsible for the cent percent enrolment of children and there regularity in the schools. As a whole PTAs will be made responsible for the whole school management.

5.5 SCHOOL GRANT

School contingency worth Rs.2000/- per school was distributed to all the primary, upper primary schools and upgraded EGS Schools . The details is as follows :

Table No. 5.7 School grant,

Number of Government Primary Schools	973
Number of Government Upper Primary Schools	636
Upgrade EGS Schools	154

This amount was given in the account of Shala Shiksha Kosh. The decision to use the funds was taken by the PTA. The use of school grant was monitored to ensure its effective use. The distribution of schools. It helped the schools in creating a more conducive environment by providing facilities in schools like water storage tanks, mattresses, taat pattis, blackboard, etc.

Proposal for the year 2005-06:

Following number of schools will be given schools contingency worth Rs. 2000/- in the Shala Siksha Kosh in the year 2005-06:

Table No.5.8 School School Contingency

Number of Government Primary Schools	973
Number of Government Upper Primary Schools	636
Upgrade EGS Schools	154

5.6 TEACHER GRANT

Teacher grant worth Rs.500 per teacher was distributed to all the teachers of EGS, Government primary and upper primary Schools. The details are as follows:

Table No.5.9 Teacher grant

Gurujis of Upgrade Egs Schools	154
Number of Government primary schools teacher	2295
Number of Government Upper primary Schools	3254

The provision of teacher grant to the teachers had a positive impact as it helped the teachers to in developing local specific required teaching aids. Monthly meeting of teachers at Jan Shiksha Kendras focuses on the preparation and use of teaching aids. The teacher grant also helped teacher in acting according to this by developing the requisite aids with the use of teacher grant.

With the help of this contingency grant there are perceptible change witnessed in the teaching aid and in teaching methods to make learning more interesting and children friendly. In 2004-05 a Pustak Mela were held at Indore to have schools their own library for school children.

To find out the status and pattern of use of contingency in Indore district a survey was carried out. The survey was conducted in 50 Village schools selected on random basis. The study concluded with the following major findings:-

- The government schools have become self sufficient through contingency.
- Teachers got sufficient money for stationary and other necessary expenditure through contingency.
- Children find the learning methods more interesting.
- A congenial & vibrant educational environment in schools was found developed.
- Syllabus easily understandable through teaching aid .

Thus, it can be stated that the contingency grant has really made a significant help in improving the achievement level of children in school

Proposal for the year 2005-06:

Following number of teacher will be given grant worth Rs. 500/- per teacher in the year 2005-06:

Table No 5.10 Teacher grant.

Gurujis of Upgrade Egs Schools	154
Number of Government primary schools teacher	2295
Number of Government Upper primary Schools	3254

5.7 CIVIL WORKS:

All the village level construction of SSA is being done by the village Nirman Samities (VNS), which constitutes of PTA members and an identified technical person. 442 VNS were formed and trained on designs, construction technology and administrative and financial procedures to be followed by the VNS. the first installment was released directly from district into the shala shiksha kosh, which is in joint account of president and member secretary of PTA.

The progress of civil works is not satisfactory. Due to the election code of conduct, which was shortly announced after receiving the funds, construction of new works could not started. But after the elections construction work has been taken on a priority basis. The incomplete works will be completed in the year 2004-05.

The Status of civil works approved in the AWP&B 2004-05 and the Status of progress is given below in the table

Table No. 5.11 Civil Works

S.No.	Components	Target for 04-05	Status	
			Completed	Spill Over
1	Primary School Buildings	113	113	
2	EGS School Buildings	125	125	
3	Upper Primary School Buildings	40	40	
4	Additional Rooms(P.S.)	42	42	
5	Additional Rooms(M.S.)	121	121	
6	Urinals/Toilets(P.S.)	240		240
7	Urinals/Toilets(M.S.)	129		129
8	Drinking Water Facilities (P.S.)	100		100
9	Drinking Water Facilities (M.S.)	100		100

Due to lack of funds in the year 2004-05, all the civil works have been spilled over to next year (i.e.2005-06)

The civil works mentioned above have shown a positive impact on the schools. it has provided an opportunity to the PTA and Nirman Samitis which has not only ensured their active involvement in the school activity but has also developed enthusiasm among the members but also a sense of pride and service to the school. The Additional rooms

have provided additional learning space to the children thus helping the teaching learning process in the schools.

5.8 Convergence with other schemes:

A. PMGY Scheme : 20 EGS building work in progress and will be completed in year 2004-05

B. 11th Finance commission : EGS, 02 primary schools & 04 Middle school buildings Completed in year 2004-05

C. OBB Scheme: 23 Primary Schools building has been completed in year 2004-05 proposals for improving school Infrastructure in the year 2005-06

provision of school Infrastructure helps in the enrolment & retention of children in schools. in the year 2005-06, all the 217 building less schools will be provided school buildings, toilets, drinking water facilities will be completed next year under 11 th Finance Commission, Operation Black and PMGY Convergence of resources will be sought to provide toilets & drinking water facility to the schools not having them. the proposed works in 2005-06 and the remaining gaps are given in the table below:

Table No.5.12 Infrastructure Gap

Block Name	PS Building			PS Additional Rooms			Kitchen Shades			
	Need assessed in PP*	Provision in AWP 2001-02 to 2004-05	Present Gap	Need assessed in PP*	Provision in AWP 2001-02 to 2004-05	Present Gap	Present Gap	Need assessed in PP*	Provision in AWP 2001-02 to 2004-05	Present Gap
Depalpur	80	35	45	150	20	130	75	168	35	133
Indore	80	18	62	200	27	173	175	387	35	352
Mhow	20	17	3	175	20	155	75	170	37	133
Sanwer	27	18	9	175	20	155	75	160	38	122
District Total	207	88	119	700	87	613	400	885	145	740

All the constructions will be done by parent Teacher Association (PTA). The members of VNS will be trained. The training will cover all the aspects related to construction i.e. administrative & technical procedures, designs, monitoring, supervision, financial management & maintenance of buildings after construction. The technical Support will be provided by the technical staff & RES engineers

5.9 Maintenance Grants

There is always attraction for rural people towards school building and wherever it is given, there is positive impact on enrolment, attendance and retention is seen. All schools with school building were given maintenance grant of Rs. 5000 to be used by PTA for maintenance of school building. This includes whitewash, painting of blackboards and undertaking some minor repairs as per requirements.

Proposal for the year 2005-06:

Maintenance Grants worth Rs. 5000/- will be provided to the following schools in the year 2004-05:

5.10 Teacher Development

Teacher is the key factor to facilitate the academic inputs in school. many initiatives were taken up in the academic year 2004-05 to enhance the capacities of the teachers. These include:

- Enhancing the intake capacity of the DIET for correspondence D. Ed. course by increasing the seats to 200 from 50. Enrolling Gurujis in the correspondence D.Ed. course on a priority basis to address the challenge of capacity development of the teachers. The D.Ed. curriculum was developed keeping in view the requirement of the Gurujis . 106 Gurujis were enrolled in the correspondence D.Ed. course. Contact classes are held every month through teleconferencing by which the gurujis are trained directly by the state level subject experts for half a day. The other half of the day is spend for discussion on the assignments provided beforehand. The lecturers of DIET facilitate these discussions.

- Till 2004-05, 482 Samvida Shikshaka were recruited for the upgraded primary schools. These 323 teachers were given induction training for 20 days.
- 165 Shiksha karmis and 73 Samvida Shikshaks were imparted refresher training of 20 days. This refresher training was based on the learning difficulties of teachers, identified through monitoring, analysis of answer sheets of students and discussion with teachers.

Academic Support to Teachers

- Filling up all the vacant posts in DIET for the optimum use of these institutions to facilitate the completion of the backlog of professionally untrained teachers and provide academic support for quality improvement initiatives.
- 04 BRC and 122 JSK have been established for academic for monitoring . 04 BRCC BRCC and 12 BACs were appointed at the block level for smooth functioning of the BRC and to provide academic support to the schools, specially the middle classes. Monthly meeting are held for the primary school teachers at the JSK level and for the middle school teachers at the Block level. the monthly meeting of upper primary teachers is to be made more effective BRCC and BACs were provided with Intensive training in English. Trainings on subjects, planning and management issues were held through teleconferencing.
- 184 Head Start teachers were trained on the use of multi media rich lessons in form of CD.

The details of Teleconferencing held is as follows:

5.11 Teleconferencing :

Tele conferencing were held in the year 2003-04 to train the D.Ed Gurujis and also for DPCS, BRCs, BACs etc. to train on planning & monitoring issues. This has helped the D.Ed Gurujis and others to solved there problems. the detail of Tele Conferencing is given under:

Proposal for year 2005-06 :

All the 106 D.Ed gurujis of second year and 30 gurujis who has been admitted in the year 2004-05 for D. Ed. correspondence course will be given training through teleconferencing in the year 2004-05 by state level experts of different subject for 6 days.

Training through teleconferencing will be given in the first half of the day while in the second half discussion with these gurujis will be held on training which will be facilitated by DIET Lectures

Improving school facilities

school grant of Rs. 2000 per school will be provided to the schools for improving school facilities. Teacher grant of Rs. 500 each will be given to the teachers for improving the TLM & developing teaching aids. The school grant will be given in the account of Shala Shiksha Kosh. The decision to use the Shala Shiksha Kosh will be taken by the PTA.

Strengthening the academic support structures

Academic resource support is required by the teachers not only in terms of trainings but also through regular academic supervision and guidance, discussion, peer sharing, collectively solving problems & by providing supplementary resource materials. This is provided to them through the existing support structures. These support structures will be further strengthened to fulfill the academic requirement of primary & primary level.

The Cluster Resource Centres (Jan Shiksha Kandra) located Within a middle school serves a group of 10-15 schools with a Jan Shikshk, is the pivotal point for regular supervision of schools through visits and in situ support. Regular meeting of teachers is held at JSK where the teachers get a chance to interact with each other and discuss their problems. the agenda of the meeting is set on the analysis of evaluation outcomes & school visit reports. The teachers along with the Jan Shikshak discuss the problems faced by teachers and plan corrective measures/ remedial actions. There are 122 JSK functioning in the district and all the Jan Shikshaks Will be further trained for facilitating in the district and all the Jan Shiskshks will be further trained for facilitating effective monitoring if the schools, providing academic support to the teachers & their roles, duties and responsibilities as envisaged in JSA.

The Block Resource Centers (Janpad Shiksha Kendra) is located at the block. The Block Resource Coordinator (BRCC) reviews the progress of the educational status of the block and provides support to the Jan Shikshaks and teachers. Regular meeting of Jan Shikshaks is held at the JPSk to get feedback on the issues that emerged during the field visit and plan remedial actions. To support the JSK to meet the academic needs of the upper primary level, 3 subject experts (Block Academic Coordinator- BAC) are appointed at the Janpad Shiksha kendra. the BRCC & BACs belong to Maths, Science, Language & Social Science faculties. The meetings of upper primary school teachers are held at the block level to provide academic support. The meeting of the teachers will be fruitful discussion on subjects they teach in order to facilitate valuable and fruitful discussion on subject contents. The block will be divided into 3 to 4 zones where the teachers of middle schools and the BRCC/BAVs will meet once in every month. The BRCC & BACs will be further trained to be subject experts so as to provide academic support to teachers & Jan Shikshaks and for subject specific monitoring & to perform their roles, duties and responsibilities as envisaged in JSA.

The restructuring of DIET has been done to make it faculty based, so that it also caters to the subject specific demands of upper primary level. The recruitment on the post of DIET is taking into consideration the subject specialization and experience in teaching in schools. Training through teleconferencing was imparted to the faculty of DIET on Hindi, English, Environmental Studies and Science. They will be further trained to develop them as experts in subject, academic processes and school supervision, as teacher educators & for providing academic support to teachers, Jan Shikshaks, BRCCs & BACs. The training will also focus on their roles, duties and responsibilities as envisaged in JSA.

Expansion of Headstart programme

The Zila Shiksha Mission has also endeavored to use Information Communication Technology for improving the quality of teaching learning processes. This has been through its computer- enabled programme- Headstart, a unit of three computers is provided in the nodal school of a school cluster called Jan Shiksha kendra. The distinctive feature of Headstart is the development of customized culturally familiar educational softwere in Hindi, Mathematics Environmental Studies and English designed

to be used by the children. These multi – media rich lessons aim at strengthening learning computer literacy along with it. 40 CDs based lessons on different subjects are provided to the Headstart JSKs Which are in house Production of RSk Headstart being positioned in rural schools also aims at bridging the digital divide. In the district, 46 Headstart centers are functional through convergence of resources and running successfully.

Proposal for the yeae 2005-06:

Under SSA, 10 new Head Start center of the 2003-04 are spill over to the year 2004-05 & 6 new HS cenrer are proposed to be opened in the year 2004-05 Hence 16 Headstart centers will be made functional next year. Teachers will be trained further on the use of multi- media rich lessons for developing desired competencies of learner. the training will also focus on software so that teachers are able to develop their own lessons & activities with the help of children.

5.12 Learner Evaluation

Evaluation of learning- achievement is the most critical activity as it reflects the overall impact of initiatives for quality improvement. The learner evaluation system was reviewed and improved to make it non- threatening, competency based & designed to provide a basis for diagnostic & remedial teaching. Monthly and quarterly evaluation of the children is done to assess the competency acquired by the learner. Annual test is conducted to determine the promotion of learner to higher grades. The monthly, quarterly & annual tests are followed by analysis of the learner. This becomes the base for formulation of remedial measures, which is decided by the teacher in consultation with the Jan Shikshak & Block level academic group. The difficult areas, which are common to most of marks they obtain. Children of 'D' grade are given two chances to improve upon their grade and get promoted to the next class.

The Evaluation results are also read out in the PTA meetings, so that the PTA like ensuring regular attendance of teachers & children, timely availability of TLM, etc ensures corrective measures.

CHAPTER-6

ANNUAL WORK PLAN 2005-06

CHAPTER-6

ANNUAL WORK PLAN 2005-06

The AWP 2005-06 proposal is formulated to achieve the objectives of SSA and focuses on ways to improve attendance and retention of children in school and to improve the quality of education. The activities to be undertaken in the year 2004-05 within the over arching frameworks of SSA are as follows :

In 2004-05 to improve the attendance and retention of children in the districts so many programmes were held like community mobilization to make the PTA aware about their role and responsibilities, continuous monitoring from DPO/DIET/BRC/JSK levels remained the thrust area. 4 schools were adopted and 2 schools were selected for intensive monitoring from all levels. By this 720 schools were covered every month. The focus of this monitoring system was to cover as many at all levels and to find out hard spots of students and teachers. these hard spots were discussed and remedial action were chalked out at each level to improve quality of teaching learning in Elementary Education.

6.1 UNIVERSALIZATION OF ACCESS

Ensuring Access to Primary & Upper Primary Education

The first objective of SSA is to ensure all children in schools by 2006. To achieve the above objective it is essential that access to schooling facility is provided to each habitation. The district has universalized access to primary and upper primary education as per the state norms. The state norms provides that primary schooling facilities is made available within a distance of 1 Km. radius to each habitation with a minimum of 40 children (25 children in tribal area) and middle school facility be made available within a distance of 3 km of each habitation.

In Indore urban area there are some wards where Govt. primary and middle schools are not available. The schools were sanction for the wards but these schools are situated in near by wards so reallocation of these schools are necessary in their original wards.

6.2 Universal Enrollment and Retention

Number of children of (4-5 years age group) population and enrollment

Strategies

- ECCE didi and anganwadi workers shall prepare list of children, who will complete the age of 5 years. On 1st July 2005, in their respective centers.
- Copy of such list should be hand over to HM of primary schools which comes in their habitation or wards.
- A ceremony of enrollment day i.e. "Pravesh Utsav" should be organized on 1st July 2005, at primary schools, where all such children with didi/anganwadi workers to confirm their enrollment.
- Parents should also be motivated to get their children admitted in schools.
- A Door to Door contact programme should be organized with the help of local bodies and PTA.

We are all well prepared to bring 100% of the pass outs of class V to class VI with the help of our staff, member of PTA and local bodies etc. by mobilizing them all in the first fortnight of July this year.

The status of enrolment of children in schools is as follows :

Table No. 6.1 Population ,Enrollment & Retention at primary level

Block	Population 5-11 2004-2005			Enrollment Primary 2004-2005			Gross Enrollment Ratio(GER) Primary 2004- 2005		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Indore	58987	48909	107896	58987	48909	107896	103.3	107.6	104.90
Mhow	31945	24378	56323	31945	24378	56323	101.5	116.2	107.90
Sanwer.	26438	22624	49062	26438	22624	49062	101.6	109.1	105.10
Depalpur	40621	22598	63219	40621	33598	74219	105.8	107.7	106.70
Total	157991	118509	276500	157991	129509	287500	103.3	109.3	106.00

Table No. 6.2 2004-2005 Enrollment Primary(Class I-V) By Caste & Gender

Block Name	Boys					Girls					Grand Total
	SC	ST	OBC	Gen	Total	SC	ST	OBC	Gen	Total	
Deplapur	10052	8151	10243	12175	40621	7979	4127	9851	11641	33598	74219
Indore	14080	11417	16771	16719	58987	11425	4873	16237	16374	48909	107896
Mhow	7607	6883	7796	9659	31945	5662	3409	7243	8064	24378	56323
Sanwer	6983	5133	6047	8275	26438	5356	2786	6171	8311	22624	49062
District Total	38722	31584	40857	46828	157991	30422	15195	39502	44390	129509	287500

Source : VER/JSR

The population of 5-11 children is 2,76,500 and enrollment is 2,87,500 at primary level i.e. class 1 to 5

Table No. 6.3 2004-2005 Gross Enrollment Ratio Primary : By Caste & Gender

Block Name	Boys					Girls					Grand Total
	SC	ST	OBC	GEN	Total	SC	ST	OBC	GEN	Total	
Depalpur	104.2	112.4	108.7	100.1	105.8	102.6	87.3	105.3	120.6	107.7	106.70
Indore	110.2	99.8	98.3	104.7	103.3	107.1	115.1	95.8	115.5	107.0	104.90
Mhow	112.7	107.3	99.2	90.5	101.5	101.1	128.5	103.0	133.5	116.2	107.90
Sanwer	101.0	118.5	105.0	89.2	101.6	117.0	78.7	102.0	119.6	109.1	105.10
District Total	107.5	107.7	102.1	97.9	103.3	106.5	103.9	100.4	120.9	109.3	106.00

Source :
VER/JSR

The analysis of above table reveals that Low GER is in the Sanwer block for ST girls i.e. (78.7%) and ST girls in Depalpur block i.e. (87.3%)

Table No. 6.4 Population, Enrollment & GER Middle Level

Block	Population 11-14 2004-2005			Enrollment Middle 2004-2005			Gross Enrollment Ratio(GER) Middle 2004- 2005		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Indore	27194	25139	52333	25491	24734	50225	103.00	85.80	95.00
Mhow	14614	12681	27295	15050	10881	25931	94.00	90.00	92.20
Sanwer	13061	10891	23952	12274	9807	22081	94.50	77.70	86.70
Depalpur	19773	16995	36768	18692	13204	31896	93.70	98.40	96.00
Total	74642	65706	140348	71507	58626	130133	95.80	89.20	92.70

Table No. 6.5 Enrolment Middle 2003-04 (Class 6 to 8): by caste and gender

Block Name	Boys					Girls					Grand Total
	SC	ST	OBC	GEN	Total	SC	ST	OBC	GEN	Total	
Depalpur	4944	3017	4842	5889	18692	3569	2070	2866	4699	13204	31896
Indore	7320	2830	8468	6873	25491	5394	2168	7888	9284	24734	50225
Mhow	3742	3200	3680	4428	15050	2730	1368	2607	4176	10881	25931
Sanwer	3550	1621	3682	3421	12274	2388	1327	2285	3807	9807	22081
District Total	19556	10668	20672	20611	71507	14081	6933	15646	21966	58626	130133

Source : VER/JSR

Table No. 6.6 GER Middle 2004-2005 (Class 6 to 8): by caste and gender

Block Name	Boys					Girls					Grand Total
	SC	ST	OBC	GEN	Total	SC	ST	OBC	GEN	Total	
Depalpur	110.20	69.80	100.30	85.30	93.70	91.60	77.80	99.70	108.50	98.40	96.00
Indore	100.70	119.90	97.30	99.60	103.00	101.70	76.30	73.60	89.50	85.80	95.00
Mhow	97.00	67.90	114.20	90.20	94.00	88.20	93.40	80.00	97.50	90.00	92.20
Sanwer	93.80	82.30	94.70	102.90	94.50	95.20	96.10	62.20	72.50	77.70	86.70
District Total	101.40	83.50	100.50	93.60	95.80	93.70	85.00	82.70	93.00	89.20	92.70

Source : VER/JSR

Analysis of the above table shows that Over all GER is 92.70% at middle level and lowest GER for OBC girls is in block Sanwer i.e. 62.20% . In ST boys low GER is in block Depalpur and Mhow i.e. 69.80% and 67.90% respectively.

Table No. 6.7 Educational Indicators based data 2004-05

Block name	Completion Rate (1 to 5)			Retention Rate (1 to 5)			Net Enrolment Ratio (Primary)			Repetition Rate Primary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Depalpur	43	37	40	64	62	63	90	88	89%	8	4	6%
Indore	54	49	51	68	62	66	88	84	86%	6	2	4%
Mnow	44	42	43	66	64	65	89	83	86%	5	2	7%
Sanwer	41	38	44	65	59	62	90	84	87%	5	4	9%
District Total	45.5	41.5	43.5	65.75	61.75	64	89.25	84.75	88%	6	3	6%

Source:-DISE DATA/Cohort study/Other sources

The overall completion rate 43.5% , Retention rate is 64% , Net Enrollment Ratio is 88% and Repetition rate is 6 % in primary level.

Table No. 6.8 Educational Indicators based data 2004-05

Block name	Completion Rate (6 to 8)			Retention Rate (6 to 8)			Net Enrolment Ratio (Middle)			Repetition Rate Middle		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Depalpur	43	32	37.5	68	66	66	94	87	91.0%	5	3	4%
Indore	54	48	51	76	68	72	93	85	89.0%	4	2	3%
Mhow	46	44	45	76	68	72	94	87	91.0%	6	4	5%
Sanwer	42	36	34	66	68	67	88	80	84.0%	8	4	6%
District Total	46.25	40	41.87	71.5	67.5	69.25	92.25	84.75	91.0%	5	3	4%

Source:-DISE DATA/Cohort study/Other sources

The overall completion rate 44.87% , Retention rate is 69.25% , Net Enrollment Ratio is 91% and Repetition rate is 4 % in Middle level.

Ensuring all Children in schools :

Population of 11-14 age Group is 1,40,348 and Total Population 5-14 age Group is 4,27,848 which is less as compared to Census 2001. This suggest that approximated 1,77,553 children have not been surveyed in the VER some of them children may be attending the school, while others would be out of the school. Looking at the trend of VER, it can be assumed that 52,000 children would be out of the school.

In May 2005 VER will be updated with the help of Education and other department under the leadership of the Collector. Plan has been made for ward and village level. Teacher in Government School and Social worker and NGO's will take part

in the survey of the ward/Villages. DPC, BRCC, BAC, and JanShikshak will monitor the survey for the year 2005-06.

Table No. 6.9 difference of population

	Total	Rural	Urban
Census	6,05,401	1,69,157	3,97,983
VER	4,27,848	1,61,553	2,66,295
Difference	1,77,553	7,604	1,31,688

The plan has been made for Covering all children in VER. In wards at Urban area schools teachers will be appointed for the updation of VER, the Janshiksha Kendra Prabhari and Jan Shikshak will Monitor them and Social worker and NGO those who wants to participate in updation work will be given this job. A team will be made for monitoring. In team Person from other department will work as supervisor in guidance of collector and CEO Jila Panchayat.

The Efforts undertaken to improve Enrolment and Retention:

1. Free of cost Text books and uniforms have been provided.
2. Mid-day meal has been served at primary level.
3. PTA and its members are motivated to promote attendance in schools.
4. 244 ECCE centers have been proposed and 63 centers established to bring the elder girl of the family to the school.
5. 3 KGBV is being proposed to mainstream the girls of 3 blocks
6. Vocational Training for Girls and boys of upper primary level or over aged learner specially in urban area of Indore, to make them learn and earn.
7. Use of provisions of flexible school calendar and vacations under Jan Shiksha Adhinyam, to overcome the problem of absentecism at the time of work.
8. Use of Jan Shiksha Adhinyam for free and compulsory Education Section Number 10 (A).

To achieve the first objective of SSA, targeted local specific interventions are required. The status of out of school children is given below:

Table No. 6.10 Drop out Children

Block Name	Population 5-11 age 2004-05			Dropout Children 5-11 age 2004-05			Population 11-14 age 2004-05			Dropout Children 11-14 age 2004-05		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Indore	58987	48909	107896	313	552	865	27194	25139	52333	834	840	1674
Mhow	31945	24378	56323	184	226	410	14614	12681	27295	542	565	1107
Sanwer	26438	22624	49062	127	270	397	13061	10891	23952	480	550	1030
Depalpur	40621	33598	74219	226	434	660	19773	16995	36768	700	752	1452
District Total	157991	129509	287500	850	1482	2332	74642	65706	140348	2556	2707	5263

Dropouts for 5-11 are 2332 and for 11-14 are 5263 and total for 5-14 are 7595 children has been dropout from the schools for the various reasons

Table No. 6.11 Never Enrolled Children

Block Name	Population 5-11 age 2004-05			Never Enrolled Children 5-11 age 2004-05			Population 11-14 age 2004-05			Never Enrolled Children 11-14 age 2004-05		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Indore	58987	48909	107896	1493	1210	2703	27194	25139	52333	877	888	1765
Mhow	31945	24378	56323	749	683	1432	14614	12681	27295	552	553	1105
Sanwer	26438	22624	49062	867	691	1558	13061	10891	23952	516	513	1029
Depalpur	40621	33598	74219	968	856	1824	19773	16995	36768	714	742	1456
District Total	157991	129509	287500	4077	3440	7517	74642	65706	140348	2659	2696	5355

There are 7515 children in 5-11 age group and 5355 are in 11-14 age group never enrolled in the schools.

All dropouts, never enrolled will be bring back to schools by motivation and awareness to parents the necessity of primary education.

Block Name	Table No. 6.12 Reasons for Boys Drop outs (5-14year) 2004-2005									
	Reason-1	Reason-2	Reason-3	Reason-4	Reason-5	Reason-6	Reason-7	Reason-8	Reason-9	Total
De[alpur	102	263	136	12	36	23	3	16	335	926
Indore	156	282	36	108	7	19	23	14	402	1047
Mhow	53	63	53	11	13	26	1	3	503	726
Sanwer	137	90	53	11	13	56	6	4	237	607
Total	448	698	278	142	69	124	33	37	1477	3306

Block Name	Table No. 6.13 Reasons for Girls Drop outs (5-14 year) 2004-2005									
	Reason-1	Reason-2	Reason-3	Reason-4	Reason-5	Reason-6	Reason-7	Reason-8	Reason-9	Total
De[alpur	36	19	36	23	187	214	33	26	23	597
Indore	112	86	36	108	7	19	23	14	389	794
Mhow	53	63	53	11	13	26	1	3	102	325
Sanwer	137	90	53	11	13	56	6	4	237	607
Total	338	258	178	153	220	315	63	47	751	2323

Block Name	Table No . 6.14 Reasons for Boys Never Enrolled (5-14 year) 2004-2005									
	Reason-1	Reason-2	Reason-3	Reason-4	Reason-5	Reason-6	Reason-7	Reason-8	Reason-9	Total
De[alpur	187	187	36	23	187	296	33	26	23	998
Indore	156	282	36	208	7	19	23	14	402	1147
Mhow	53	63	21	11	13	26	1	3	503	694
Sanwer	63	70	23	11	13	56	6	4	237	483
Total	459	602	116	253	220	397	63	47	1165	3322

Block Name	Table No. 6.15 Reasons for Girls Never Enrolled (5-14 year) 2004-2005									
	Reason-1	Reason-2	Reason-3	Reason-4	Reason-5	Reason-6	Reason-7	Reason-8	Reason-9	Total
De[alpur	13	187	36	23	187	296	33	26	23	824
Indore	102	282	36	108	7	19	23	14	402	993
Mhow	53	63	53	11	13	26	1	3	503	726
Sanwer	137	90	53	11	13	56	6	4	237	607
Total	305	622	178	153	220	397	63	47	1165	3150

1."Working as labour in agricultural wood picking". 2. "Sibling care". 3. "Cattle grazing".4. "Poverty".

5."Non availability of educational facilities".6."Not sending girls to schools due to societies orthodox believes in gender bias" 7." Physically handicapped"8. "School atmosphere physical torture of children by the teachers.9. "Other reasons".

To achieve the first objective of SSA; i.e. "All Children in school", targeted local specific intervention are required. The following strategies will be adopted for ensuring all children in schools.

Strategies to improve Enrolment and Retention:

According to the government policies we too are providing a number of facilities to the children of government schools.

As we have our problem areas specified so we have a specific strategies for the district as follows:

District Specific Strategies:

1. At Indore urban area where the number of out of school children is high we require special treatment to all who are out of school. Pravesh Utsav and Ma Beti Mela will be organized to assure their enrolment and retention at school.
2. In Indore urban area the problems of Access should be solved by shifting of schools to their proper wards.
3. The second problem in urban area is child labor. So for this problem flexible time table of school shall be adapted and earning oriented topics like for boys some technical work in maintaining vehicle or of same type will be taken in schools.
4. A proposal of 4 RBCs to improve retention in the 4 blocks of Indore.
5. We shall introduce some vocational trainings at school level to make their education more evitable.
6. A proposal of 4 Kasturba Gandhi Balika vidyalaya can help to improve enrolment and retention of girls in Indore district.

General Strategies:

1. Free text books to all children at primary level.
2. Free text books to all girls and SC/ST boys of upper primary level.
3. Mid-day-meal to all children of primary level.
4. Free uniform for all girls of primary and upper primary level.
5. A "Get Together" of newly elected members of local bodies of Panchayati Raj to motivate the parents.
6. Quarterly training programs for PTA at cluster level to keep a motivation go on

through out the year.

7. "Pravesh Utsav" shall be organized to fetch attraction towards schools in the 1st week of July.
8. Door to door contact program with the help of the members of local bodies, PTA, Gurujis, Didis and JSK to motivate and convince the parents of drop out children to bring them back to schools.
9. Maa beti mela at cluster level to promote girls education in the last week of June.
10. A general awareness program entitled as "School Chaley Hum" shall be organized in the last week of June to improve enrolment rate.
11. For the dropout especially over aged children shall be brought back with the help of STATE OPEN SCHOOL EXAMINATION. We are determined to double the target for the coming year.

6.3 STRANGTHENING OF PTA :

Under the Jan Shiksha Adhinyam , PTA have been given a legal status. The PTA has been given powers to ensure regular functioning of schools, ensure regular attendance of children & teachers. The Parent teacher Associations have been formed for all schools. The People' s Education Act (Jan Shiksha Adhinyam –JSA) ensures involvement of the PTA in day- to- day management of School and ensuring enrolment and attendance of all children in schools. Under the JSA it would be mandatory for the PTA to make a Jan Shiksha Plan, highlighting the status of education of the habitation, the gaps identified and targets set to achieve the goals of UEE, the interventions planned and assessment of resource requirement.

One of the major tasks of PTA has been to ensure that all children of school going age are enrolled in school and are regular in attending the school. As per the provision of the JSA, any parent/ guardian if found guilty of not sending or preventing children to go to school is punishable and will be liable to pan fine as decided by the Gram sabha. The some would stand for parents/ guardians not sending their children regularly to school. Thus the village Education Registers (VER), which records the Out-of-school children,

will be updated in the beginning of each session. The information recorded in the VER will be shared in the monthly school children back to school. This would allow child wise tracking and interventions. A Shala Shiksha Kosh is being set up for each school to encourage the PTA to raise resources locally so that child specific interventions can be planned and implemented.

The PTA is required to present an annual academic report before the Gram Sabha stating the improvement made in the status of education of the habitation in terms of achievement made against the main educational indicators-access provisioning, GER, Reduction in dropouts & Unenrolled children, Attendance, learner achievement in terms of A, B, C, D grades achieved, completion rate, transition rate.

The PTA will be strengthened by giving them trainings, followed by regular monitoring review & orientation to be organized by the JSK level, the training module will be prepared at the district level following the guidelines from the state. The orientation of the PTA will be held at the cluster level. The trainings focused on the roles, responsibilities & duties of PTA as envisaged in the JSA for their effective role in improving the educational status of habitations. Provision will be made in the plan for training of PTA members and mobilization activities to be carries out at the habitation level.

Efforts are being made for making school timings and vacation flexible. The rights of decision on this have been given to the PTA under JSA to suit the convenience of the children of the habitation. The flexibility in school timings & vacation would provide an opportunity to those children to come school who are involved in the economic activities for a limited time like sowing & harvest season.

6.4 Incentives

Free Text Book distribution

To ensure enrolment and regular attendance in school, free textbooks were provided to all children of primary level and all girls & boys belonging to SC, St category and below poverty line of upper primary level. Special efforts were made to ensure that the textbooks reached the children in the beginning of the session. Statewide meetings of PTA were held in the first week of July'05 in which the PTA members distributed the textbooks to the children. This intervention played an important role in bringing to school the children belonging to economically weaker families. The details of children who were provided textbooks are as follows :

6.5 Rationalisation of Teachers

The SSA norms emphasize the availability of adequate teachers. In every P.S. atleast two teachers & at upper primary level one teacher per class is to be ensured. It is important to ensure that the sufficient number of qualified teachers are in schools and are available in the school. Teacher provisioning has been a key issue. To address the problems of teacher availability in schools, Government of Madhya Pradesh went in for a major review and revamp of teacher policies, local bodies have been given the powers to recruit teachers. Teachers are recruited on contract against specific schools and teachers are not transferable. This has led to a rapid recruitment of teachers and filling long standing vacancies and helping the State to maintain a positive teacher pupil Ratio as 1:40. Decentralization of powers of recruitment, transfer of teacher and school management to the local bodies has also reduced the incidence of teacher absenteeism in schools.

The rationalization of teacher is being adopted to ensure adequate number of teachers in all school. District has undertaken rigorous rationalization exercise to ensure adequate teacher provisioning. A time bound action plan will be drawn up for the district to direct resources toward rural & upper primary school requirements.

6.7 Improving school facilities

School grant of Rs. 2000 per school will be provided to the schools for improving school facilities. Teacher grant of Rs. 500 each will be given to the teachers for improving the TLM & developing teaching aids. The school grant will be given in the account of Shala Shiksha Kosh. The decision to use the shala shiksha kosh will be taken by the PTA.

6.8 Strengthening the academic support structures

Academic resource support is required by the teachers not only in terms of trainings but also through regular academic supervision and guidance, discussion, peer sharing, collectively solving problems & by providing supplementary resource materials. This is provided to them through the existing support structures. These support structures will be further strengthened to fulfill the academic requirement of primary & upper primary level.

The Cluster Resource Centers (Jan Shiksha Kendra) located within a middle school serves a group of 10-15 schools with a Jan Shikshak, is the pivotal point for regular supervision of schools through visits and in-situ support. Regular meeting of teachers is held at the JSK where the teachers get a chance to interact with each other and discuss their problems. The agenda of the meeting is set on the analysis of evaluation outcomes & school visit reports. The teachers along with the Jan Shikshak discuss the problems faced by teachers and plan corrective measures / remedial actions. There are 122 JSK functioning in the district and all the Jan Shikshaks will be further trained for facilitating effective monitoring of the schools, providing academic support to the teachers & their roles, duties and responsibilities as envisaged in JSA.

The Block Resource Centers (Janpad shiksha Kendra) is located at the block. The Block Resource Coordinator (BRCC) reviews the progress of the educational status of the block and provides support to the Jan shikshaks and teachers. Regular meeting of Jan Shikshaks is held at the JPSK to get feedback on the issues that emerged during the field visit and plan remedial actions. To support the JSK to meet the academic needs of the upper primary level, 3 subject experts (Block Academic Coordinator- BAC) are

appointed at the janpad shiksha Kendra. The BRCC & BACs belong the Maths. Science, Language & Social science faculties, the meetings of upper primary school teachers are held at the block level the provide academic support. The meeting of the teachers will be organized based on the subjects they teach in order to facilitate valuable and fruitful discussion on subject contents. The block will be divided into 3 to 4 Zones where the teachers of middle schools and the BRCC/BACs will meet once in every month. The BRCC & BACs will be further trained to be subject expecific so as to provide academic support to teachers & Jan Shishaks and for subject specific monitoring & to perform their roles, duties and responsibilities as envisaged in JSA.

The restructuring of DIET has been done to make it faculty base, so that is also caters to the subject specific demands of upper primary level. The recruitment on the post of DIET is taking into consideration the subject specialization and experience in of teaching in schools. Training through teleconferencing was imparted to the faculty of DIET on Hindi, English] Environmental Studies and Science. They will be further trained to develop them as experts in subject, academic processes, and school supervision, as teacher educators & for providing academic support to teachers, Jan shikshaks, BRCCs & BACs. The training will also focus on their roles, duties and responsibilities as envisaged in JSA.

6.9 Expansion of Headstart programme

the Zila shiksha mission has also endeavored to use information communication technology for improving the quality of teaching learning processes. This has been through its compter-enabled programme- Headstart. Under Headstart, a unit of three computers is provided in the nodal school of a school cluster called Jan shiksha Kendra. The distinctive feature of Headstart is the development of customized culturally familiar educational software in Hindi, Mathematics Environmental Studies and English designed to be used by be children. These multi- media rich lessons aim at strengthening learning competencies and expand the knowledge base of students and teachers and develop computer literacy along with it. 40 CDs based lessons on different subjects are provided

to the Headstart JSKs which are in house production of RSK Headstart being positioned in rural schools also aims at bridging the digital divide. In the district, 46 Headstart centers are functional through convergence of resources and running successfully.

Proposal for the year 2004-05 :

Under SSA, 10 new Head Start center of the 2003-04 are spill over to the year 2004-05 & 6 new HS center are proposed to be opened in the year 2004-05 Hence 16 Head Start centers will be made functional next year. Teachers will be trained further on the use of multi-media rich lessons for developing desired competencies of learner. The training will also focus on software so that teachers are able to develop their own lessons & activities with the help of children.

6.10 Learner Evaluation

Evaluation of learning achievement is the most critical activity as it reflects the overall impact of initiatives for quality improvement. The learner evaluation system was reviewed and improved to make is non-threatening, competency based & designed to provide a basis for diagnostic & remedial teaching. Monthly and quarterly evaluation of the children in done to assess the competency acquired by the learner. Annual test is conducted to determine the promotion of learner to higher grades. The monthly, quarterly & annual tests are followed by analysis of the answer sheets of the learner to identify the hard spots and difficulties faced by the learner, this becomes the base for formulation of remedial measures, which is decided by the teacher in constlation with are common to most of the JSKs and JPSKs, are discussed at the DIET level & accordingly interventions are planned. Students are provided with grades based on the percentage of marks they obtain. Children of 'D' grade are given two chances to improve upon their grade and get promoted to the next class.

6.11 Teleconferencing :

Teleconferencing were held in the year 2004-05 to train the D. ED Guruji and also for DPCs, BRCs, BACs etc. to train on planning & monitoring issues. This has helped the D.Ed Gurujis and others to solve their problems. The detail of Tele conferencing is given under :

Propasal for the year 2005-06 :

All the 106 D.Ed gurujis of second year and 30 gurujis who will be admitted in the year 2005-06 for D.Ed correspondence course will be given training through teleconferencing in the year 2005-06 by state level experts of different subject for 6 days.

Training through teleconferencing will given in the first half of the day while in the second half discussion with these gurujis will be held on training which will be facilitated by DIET lectures

6.12 Teacher's Teaining

- Till 2004-05, 482 sanvida shikshaks were recruited for the upgraded primary schools. These 323 teachers were given induction training for 20 days.
- 165 shisha karmis and 73 samvida shishaks were imparted refresher training for 20 days. This refresher training was based on the learning difficulties of teachers, identified through monitoring, analysis of answer sheets of students and discussion with teachers.

Proposal for the year 2005-06 The plan for in service training of teacher in year 2004-05 will be as follows :

May - July 15 Teachers' training of 4,866 primary teachers' and 2,440 Upper primary teachers' will be conducted with the assistance of 2 resource people at district and block level.

Training Method:

Practice Classes for 2 days shall assist master trainers to ensure the essence of without changing the friendly core of it for the child.

July 25 - Sept 30: Baseline assessment, Mid Test and Final Test shall be done in friendly manner by DITE in each school with VEC/PTA participation, validated by random sample external assessment by local institutions in about 3-4 schools per block, in all the 4 blocks of the district.

All Gramsabhas, Block, BEO, local institutions doing random assessment respectively.

Methods:

- Teacher shall maintain the records of assessments verified by PTAs.
- External assessment will also be done by proposed external agencies by the DITE.

On the basis of analysis of last year board examination results following calendar is framed for the training of teachers engaged in teaching primary and upper primary classes. Teachers are divided in to four groups, according to their results.

- 1- First group - D (0 - 10%)
- 2- Second group - C (11- 45%)
- 3- Third group - B (46 - 60%)
- 4- Fourth group - A (61- 100%)

At primary level(2295)

S.No	Training Programme	Target	Period	Venue	Remark
1	Groups.				
	D-Group	225	14 days	DIET	
	C-Group	575	14 days	B.R.C.+ H.S.S.	
	B-Group	1156	14 days	B.R.C.+ H.S.S.	
	A-Group	339	14 days	B.R.C.+ H.S.S.	
	Total	2295			

Middle Level (3254)

S.No	Training Programme	Target	Period	Venue	Remark
2	Groups.				
	D-Group	275	14 days	DIET	

	C-Group	897	14 days	B.R.C.+ H.S.S.	
	B-Group	1684	14 days	B.R.C.+ H.S.S.	
	A-Group	398	14 days	B.R.C.+ H.S.S.	
	Total	3254			
3	M.T.Training (Primary Level)	125	5 Days	DIET	-
4	M.T.Training (Middle Level)	65	5 Days	DIET	-
5	Middle level Training of Science & Maths	100	7Days	DIET	
6	Training of Head masters	100	3Days	DIET	Winter vaccation
7	Training of Jan shiksha kendra Prabhari	122	1Day	DIET	
8	Training of Jan shikshak	122	1Day	DIET	Every Month.
9	Training of BRC & BAC	20	5 Days	DIET	Subject Based
10	H.S.Training Jan shikshak	62	5 Days	DIET	-
11	Training of B.E.O.	04	1 Day	DIET	
12	Operation Quality				
	Cordinators study-centres	80	1Day	DIET	
	Mentors Training	309	1Day	DIET	
	Registered untrained Teachers.		20 Days	Study centre	
13	P.T.A	3389	1 Day	JSK Level	
14	Research & innovation	20	3 Days	DIET	
15	Training of Madarsa Teachers.	164	10 Days	DIET	
16	Training of Urdu Teachers.	200	10 Days	DIET	
17	Workshop of curriculum Training & Text	500	20 Days	DIET	Per month two workshops & workshops 25

	Book Feed back				Parti cepents
18	Other Trainings				
	E.C.C.E	440	7 Days	Block	
	Evaluation Primary	2105	1 Day	DIET	Priamry Teachers
	Evaluation Middle	1407	1Day	DIET	Middle Teachers

6.13 Monitoring

Monitoring through SIP :

In the year 2004-05, school Improvement plan (SIP) was started in the district in which monitors at each level had adopted the schools for improvement in this connection Jan shikshaks, BRCCs, BACs had adopted 4 school & 2 schools were taken by them for intensive monitoring. Similarly at district level DPC & GC had adopted 2 primary school each & 5 schools were for intensive monitoring while programme han taken 10 head start schools were to visit in a month. At DIET level, principal DIET & faculty members had adopted 01 primary school & .02 schools were taken under intensive monitoring while programmer had takan 10 head Start centers to visit in a month. At DIET level, principal DIET & faculty members had adopted 1 primary school & 2 schools were taken under intensive monitoring. In this way, total 659 PS/ EGS were adopted & 347 PS/ EGS were taken for intensive monitoring. Hence total 1006 PS/EGS were monitored last year.

Adopted schools were visited thrice a month while those schools which were taken for intensive monitoring were visited thrive a month.

Due to the SIP, monitors have ensured cent percent enrolment, attendance & achievements of children as well as regularity of teachers.

Proposal for the year 2005-06

Monitoring of schools will be done each level. Three types of Monitoring will be ensure as follows :

- Date based monitoring
- Field based monitoring
- Review based monitoring

These have been discussed in details in the following paragraphs

Data Based Monitoring

The computerized MIS, which was developed under DPEP, has been further upgraded to cover upper primary school needs. Thus the improved " Integrated Programme Monitoring System" (IPMS) generate a database required for quality and equity indices for regular periodical review. Besides this the programme monitoring information System (PMIS) and the EMIS are the base for data based monitoring. The data pertaining to different aspects of elementary education are collected in a particular interval and analyzed to identify the problems at different levels so as to formulate measures to address the faced problems at the earliest.

Field based monitoring :

Field based monitoring has three fold objectives :

- To examine the authenticity of the data received through the formats.
- To provide on the spot support and guidance to the teacher in the form of institute training.
- To coordinate with the PTA to solve the problems those are hindrance in the development of the school.

To make the field based monitoring an instrument for improving quality in schools; a Monitoring plan called school Improvement plan (SIP), for rigorous monitoring has been developed and implemented throughout the district. The SIP ensures intensive monitoring of schools. This has been planned in a way that the maximum number of schools gets covered in a month/ quarter by shoring the responsibilities of the school supervision at all levels. This will also ensure follow-up on school supervision as well as crosschecking on the quality of school visits at each level. It is expected that the school visit shall consist of one whole day visit at the school in which the school supervisor will assist the teacher, test children, interact with parents, reports, check work done in the school against the quarterly academic plan and make suggestions for improvement to be followed up in the next visit.

The idea of adopting a school for regular handholding has also been introduced at each level. This will enable the supervisor to learn from the school as well as enable the school to learn from the supervision. The school will be adopted for a complete academic session so that improvements to be followed up in the next visit.

The idea of adopting a school for regular handholding has also been introduced at each level. This will enable the supervisor to learn from the school as well as enable the school to learn from the supervision. The school will be adopted for a complete academic session so that improvements as per the school Improvement plan are ensured through monthly visits.

The school improvement plan will be implemented in phased manner so that all schools in the district are covered within a quarter and followed up again in successive quarters. In this way, 1763 PS/EGS will be adopted & 392 PS/EGS 300 madarasas will be taken for intensive monitoring.

Adoption means :

- Teaching and directly making efforts for improvement.
- Skills and competencies earned to be tried out in the schools adopted.
- Remedial measures to be finalized.

Intensive monitoring means :

Supervising and diagnosis

The key educational indicators to be addressed, improved and appraised are enrolment, attendance, retention and achievement along with the quality of district's own monitoring capacity. Thus, the idea is to create a common agenda for quality improvement at the ground level and bring it under rigorous academic support, monitoring and appraisal. Focus areas (of selected schools) to be observed, improved, reviewed and reported and reported at each level. The expected outcome of SIP is to ensure improvement is achievement level of children.

6.14 Improving quality in schools through intensive school monitoring (SIP)

The State government has universalized access to elementary education; the emphasis is now on improving the quality of learning outcomes in schools. This is also the mandate of Jan shiksha Adhinyam (JSA) of which the rules have now been finalized. Jan Shiksha Adhinyam stipulates that constituency- wise Annual Academic Reports be tabled in the legislative assembly. It also stipulates that the teacher presents every month the school academic report to the parent teacher Association (PTA) and that Zila Shiksha Kendra presents the school academic reports to the district planning committee every month.

Quality initiatives now acquire a legal framework under Jan Shiksha Adhinyam (JSA) and the school management system which is with the parent teacher Association (PTA) is accountable for undertaking planned initiatives in improving the quality of learning in schools.

For improving quality in schools, a plan for rigorous school monitoring called school Improvement plan (SIP) has been developed which involves the following ;

1. delineating learning outcomes for each academic quarter to be tested in the quarterly unit test. This is to enable the teacher to complete the course in a systematic way leading to clear testing of competencies.
2. focusing on children's participation in terms of enrolment and attendance so as to ensure study transaction of lessons by all children. This involves special efforts for never enrolled/dropout children, children with irregular attendance and child wise tracking as well.
3. ensuring intensive monitoring of schools. This has been planned in a way that the maximum number of schools gets covered in a month/ quarter by sharing the responsibilities of the school supervision as well as crosschecking on the quality of school visits at each level. It is expected that the school visit shall consist of one whole day visit at the school in which the school supervising agency will assist the teacher, test children, interact with parents, check reports, check work done in the school against the quarterly academic plan and make suggestions for improvement to be followed up in the next visit.
4. the idea of adopting a school for regular handholding has also been introduced at each level. this will enable the supervising agency to learn from the school as well as enable the school to learn from the supervision.
5. school visit will be linked with a system of regular review cum orientation at each level I.e. Jan shiksha Kendra (JSK), Janpad shiksha kendre (JPSK) and Zila shiksha Kendra (ZSK) in a logical sequence to enable discussion on issues that emerge at school level.
6. The school Improvement Plan will be implemented in phased manner so that all schools in the districts are covered within a stipulated period of time and followed up again in successive phases. Thus, approximately 1100 schools will get

- supervised each month in each district through the school visits by JSK, JPSk, ZSk and RSk functionaries.
7. the key educational indicators to be addressed, improved and appraised are enrolment, attendance, retention and achievement, along with the quality of district's attendance retention and achievement along with the quality of district's own monitoring capacity. The feedback from the appraisal will enable the state office to review and improve its own technical support systems. Thus, the idea is to create a common agenda for quality improvement at the ground level and bring it under rigorous academic support, monitoring and appraisal.
 8. based on this monitoring, the grading of schools/JSK/JPSK/Districts will be as follows :
 - D grade for a non functioning strategy,
 - C grade for a functioning strategy,
 - B grade for satisfactory functioning,
 - A grade where there is a clear large-scale impact of strategies on the educational outcomes of enrolment, attendance and achievement.

Review based monitoring

Monthly review will be done at all the levels i.e. PTA, JSK, JPSK, ZSK & RSK. These monitoring aim at reviewing the implemented strategies and activities for achieving the goals of UEE. At the same time they provide an opportunity to discuss the problem & Find out solutions. It provides the stakeholders common platform to set goals and plan further strategies for the monthly review agenda will be formed at each level to discuss both academic & administrative issues in the meeting. Review plan of the meeting will be as follows :

- Discussion on administrative issues-01 hour.

- Review of different components – 04 hour.
- Feedback of monitoring done under SIP- 01 hour.
- Discussion on academic issues – 2 hour.
- Follow up of last review – 01 hour.

Hence total 6 hour will be spent on rigorous monitoring through monthly review;

1. the review meeting at different level will be held as following.
2. first review at Jan Shiksha Kendra level- 1 st week of every month.
3. second review at Jan Janpal shisha Kendre level-2 nd week of every month.
4. third review meeting at Zila shisha Kendra level- 3 nd week of every month.

After the Zilla leve review, the district will be fully prepared to attend state level review in the fourth week of the month.

6.15 Mid day meal (MDM)

convergence was done with Social welfare department to distribute MDM to the primary & EGS school children. This intervention proved fruitful to increase enrolment and attendance of children considerably.

Proposal for the year 2005-06

Convergence will be done with social welfare Department in the year 2005-06 too to distribute MDM to PS & EGS children. Ruchikar bhojan will also be served to the PS & EGS children of block indore as per the govt. norms.

6.16 Convergence with continuing education scheme

Under the programme of continuing education, activities are conducted for neo literates. This provides an opportunity for generating awareness towards elementary education. This has been attempted through convergence. The rural libraries set up under CE are also catering to the children in age group (10-14 years) These children also participate in the activities conducted for neo literates and share resources like library, games & sports etc. the prearaks at the village level are animators for adult & elementary education. The prearaks are being trained for monitoring school activities and for helping dropout children to continue their education.

Proposal for the year 2005-06

Convergence will be done next year with adult literacy to take the help of prearaks to drag the out of school and irregular children to school.

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Proposal for the year 2005-06

Convergence will be done next year with adult literacy to take the help of preraks to drag the out of school and irregular children to school.

CHAPTER-7

PROBLEMS & PROPOSAL FOR INDORE URBAN

Chapter - 7

— Problems & Proposals for Indore Urban area

In the Indore district major population resides in the urban area as this is clear by following table :

Table No. 7.1 population

S.No.	Block Name	Population all Community (Census Year 2001)						Total Population all Community		
		Urban			Rural			Male	Female	Total
		Male	Female	Total	Male	Female	Total			
1	Deplapur	20947	20018	40965	86963	83675	170638	107910	103693	211603
2	Indore	814178	736702	1550880	109289	101520	210809	923467	838222	1761689
3	Mhow	64621	54791	119412	96280	88671	381447	160901	143462	304363
4	Sanwer	9982	9124	19106	87092	81974	169066	97074	91098	188172
	Total	909728	820635	1730363	379624	355840	735464	1289352	1176475	2465827

As this is clear by the table that 15,50,880 persons were residing in Indore urban area which is 62 % approximate of the total population of Indore district. So in AWP&B of 2005-06 a proposals is being given to make a Indore block separate as Indore-Urban Block so it will be easy to meet out the problem of urban areas.

To meet out the goals of UEE i.e. Access, Enrolment, Retention, achievement in Indore urban area the problems are which came across are as follows :

- **Access** In Indore City 69 wards are there and in some wards Govt. schools are not situated so it is must to reallocate them in the wards for what they have been allotted. With the help of this reallocation the problem of developing (where the residential area and commercial buildings are coming up) wards will be solved.
- **Enrollment & Retention** In Indore city the major problem is updation of VER because of size of the cities. Out of 69 wards some wards does not have govt. schools so the VER updation of the same wards is done by the teachers of other wards. This creates problem in tracking out of schools children and VER of these wards does not reflects the actual position of wards.

The major factor in urban cities is “Urban Deprived Children”

Proposal for HDC :

Details of Urban deprived children & process of identification

The concept of Human Development Center involves providing a place for such children where the educational and health related needs of the children are given due attention. The Human Development Center will also provide guidance and counseling for the children, as most of these children do not have a conducive atmosphere in their home, where they can talk about their hopes, aspirations and their future. The centre will also provide a platform for interaction between the children, their parents/guardian, counselors, and community so that issues concerning these children can be discussed and addressed to.

The Human Development Center will be set up as a partnership project of the community and the Government. The inputs of the community would involve:

- Providing space for the Human Development Center (2-3 rooms/halls for about 25-50 children)
- Selection of volunteers to work in the Human Development Center.
- Interface & interaction with the parents/guardians of such children.
- Monitoring & supports as and when required.
- The input of Mission would include
- Honorarium for the 2volunteers.
- Training of the volunteers.
- Provision of TLM.
- Provision of health care through convergence with existing govt. hospitals & Primary Health Centers (PHCs).
- Provision of contingency for running of the centers.

Need & Importance :

- “ Education for all ” cannot be fulfilled unless the education is ensured for Urban Deprived Children (UDP) .

- Special interventions and strategy required to address the specific problems of these children .

Efforts taken :

- Identification of pockets (Slums) with more concentration of UDC has been done.
- Based on this, pockets have been Prioritized .

Key Issues :

- Though UDC have been identified, certain key issues like working status of these children, nature of work, status of education, place of residence and place of work or to be explored
- In-depth Analysis of specific problems faced by these children is yet to be done
- Lack of Awareness and concern among various stakeholders .

Approach for Improving Education of Urban Children :

- UDC
 - Bridge course
 - Education through HDC
- Children in School
 - Focus on slow learner
 - Remedial teaching for slow learner
 - Learning assurance

Further Steps :-

1. Study of urban slums and wards where Govt. schools are available
 - To identify area specific problems
 - To assess the socio-economic status and educational needs of UDC
 - TO assess the prevalence and nature of problems of deprived urban children
 - To prepare an area profile of slum
 - Involvement of NGO for the study
2. Community Mobilizations :-
 - Organizing community meetings and motivational camps
 - Meetings with parents of out of school children

- Generate community participation / Contribution / space / mothers group
- Net working with PTA of nearby schools

3. Enrollment Drive :-

- Listing of all children in the age group of 5 - 14 years in urban slums
- Door to door visits
- Involving PTA / WEC
- Organizing innovative activities- Rally by school children, enrollment fair, community school mela
- Contact with teacher of the near by school
- Enrolling children in schools
- Follow up on regular intervals of newly enrolled children

4. Bridge course :-

- Identification of children and grouping them according to their level
- Running short term / long term non residential bridge course by appointing volunteers / teachers
- Monthly review of academic progress by JS/BAC and DIET Mainstreaming children after BC
- Ensuring retention of Mainstreamed children through school / Comm . Support
- Developing Academic Package by RSK

5. Remedial teaching for scholastically weak children of formal schools :-

- Area approach for enhanced learning
- Identifying slow learners through teachers
- Providing remedial support through volunteers / teachers

6. Working with formal schools :

- Sensitization of teachers
- Mainstreaming children in formal schools after bridge course
- Follow up after Mainstreaming

7. Providing TLM (text book, copy, pencil) :-

8. Involving NGOs who are working in the same area .

9. Regular Health check-up

10. Parents and students counseling

11 Human Developments Centre

- Establishing HDC in collaboration with the community to provide educational and psychological support to children
- The inputs from community are :
 - Providing space for the HDC (2-3 rooms / halls for about 25-50 children
 - selection of volunteers to work in the HDC
 - Interface & interaction with the parents / guardian of such children
 - Monitoring and supports as and when required .
- **The inputs from community are :**
 - Training of the volunteers / teachers
 - Provision of TLM .
 - Provision of health care though convergence with existing govt. hospitals & Primary Health Centers (PHCs)
 - Provision of contingency for running of centers .
- **Structure & Functions of HDC:**
 - 25-50 Children
 - 2 Volunteers from Community / teachers (wherever surplus teachers, no need for Volunteers)
 - Management Committee –Parshad, Jan shikshak, Parents, Volunteers/teachers
 - Training, Monitoring and Upgradation of HDCs .
 - Encouraging NGOs to run HDCs .

CHAPTER-8

RESEARCH & EVALUATION

CHAPTER – 8

RESEARCH & EVALUATION

Evaluation and research studies will be conducted to study the impact of various inputs on the outcomes, so that the strategies can be planned and implemented. The studies will focus on inputs, which have a direct impact on the quality of education. Action studies will be taken up by the RSK & DIET faculty to develop a better understanding on the classroom processes and seek remedial measures for hard spots and difficult areas faced by the teachers. Some areas of research study and programme evaluation would be as follows:-

- Girls participation in education.
- Learners Achievement
- Community Participation in education.
- Factors affecting Enrolment
- Academic inputs
- Impact of development programmes.
- Comprehensive learner evaluation.
- Increase in attendance due to DPEP interventions.
- Understanding Dropouts.
- Impact of Teachers training on classroom processes
- Small projects of Action Research by teachers will be taken up.

Further areas of research would emerge. As work gains pace research findings would be analyzed and used for further improvement.

CHAPTER-9
SPECIAL FOCUS GROUPS

CHAPTER – 9

SPECIAL FOCUS GROUPS

9.1 Integrated Education for Disabled children (IEDC)

Following is the information regarding enrolment of disabled children in the district:

Table No. 9.1 Incidence of Disability: by gender (2004-05)																Enrolment sta of Disable Children		
Block	Dumb + Deaf			Blind			Orthopadic			Mentally disabled			Grand Total			Boys	Girls	To
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
Depalpur	9	11	20	3		3	99	46	145	17	12	29	128	69	197	128	69	197
Indore	12	5	17	4	2	6	30	21	51	12	13	25	58	41	99	58	41	99
Mhow	8	2	10	1	1	2	19	13	32	4	1	5	32	17	49	32	17	49
Sanwer	2	3	5				9	3	12	5	2	7	16	8	24	16	8	24
District Total	31	21	52	8	3	11	157	83	240	38	28	66	234	135	369	234	135	369

Above table shows that there are 369 disabled children in the district. As evident from the table above, out of total 369 disabled children 38% are girls & 62% are boys, while the number of orthopaedically disabled children is 1186 (i.e. 81%) which is highest among all, physically challenged children.

8.2 Efforts under taken so far to bring the physically challenged children to the schools.

- The district resource group has been formed.
- IED has been implemented in all the 4 blocks of the district.
- A cell for handicapped children has been established in DIET Indore which after bifurcation is still working for district Indore
- Identification of enrolled and unenrolled disabled children in the age group 5 to 14 years (class 1to 8) is completed through LSA. Now the district has blockwise updated list of habitation wise, family wise, name wise and disability children.
- Primary school teachers have been trained on IED by DIET, Indore.
- Convergence has been established with anchayat and social welfare departments for providing incentives like free text books, uniform, scholarships and fare for reaching the school to the disabled children.

- Under the project IEDC, Children with mild disabilities may study with other children in schools. For this, one teacher of each cluster must be trained all the educational officer of district had also been trained to acquaint them with the scheme.
- With the help of education department, a medical camp for the orthopaedically disabled children was organized by the district administration in the collaboration with a n NGO in the month of September 2004. In the camp, equipment and aids were provided to the children.

The gaps and problems

- Lack of training among teachers under this scheme.
- In sufficient teaching- learning materials and equipment in schools.
- Lack of awareness in parents towards teaching of their disabled children.

Proposal for the year 2005-06

Education of children with disability is a statutory responsibility of government under the "persons with disability (equal opportunities, protection of rights and full participation) act 1995. " programme for universalisation of primary education for all children provides for interventions in this area. The following activities are proposed :

- Early direction and identification of disabled children
- Functional and formal assessment of disabled children
- IEP (Individual Education Programme)
- Equipment distribution to disabled children after organizing camps.
- Material development of disabled children
- Special 90 day training's to teachers with reference to disabled children
- Special training to BRCs and BACs for 10 days by NGOs
- Provision for the facilities for disabled children, which include actual expenses on the books and stationary, actual expenses on uniform, transport alliance etc.
- Training of PTA/VEC by NGOs.
- Quarterly monitoring by NGOs.
- Research and Evaluation.

NGOs collaboration will be elicited in planning and implementation of strategies for disabled children. According to LSA, the population of children of 6-14 age group is 4,14,104 out of which 1462 children are physically challenged.

Activities to be conducted in convergence with :

1. Red cross society – aids and appliances
2. panchayat & Social welfare dept. – aids and appliances, special school for dumb and deaf, blind and mentally retarded.
3. school education dept. – training to teachers, ramp construction.

8.3 Urban deprived children

as per the information of social welfare Department, the number of identified working children in urban area is 20,000. these children are either dropout or mostly never enrolled and working in restaurants, hotels, garages, tea stalls, small scale industries and as laborers, etc. these urban children are totally deprived of education system resulting in low literacy status and enrolment of the district. There is no agency in the district, which is working for the welfare of these children. Hence these are still deprived, as opportunities are not available in true sense.

8.4 concept of Human Development centers (HDC)

Human development centers (HDC) will be set up in the areas listed in the table above where the children do not get an opportunity to regular attend the school, resulting in their dropping out of the education system.

The condition of such children is pitiable, as they are left on their own from the very beginning. As a result, they have to toil physically the whole day & in turn get a meager amount of money or provision for their existence.

The concept of human development Center involves providing a place for such children where the educational and health related needs of the children are given due attention.

The human development center catering on an average to 30 children will run in a space provided by the community. 2 volunteers, for education & health will be identified. One

of them will be female. Honorarium of Rs. 1000/- pm will be given to them. These 2 volunteers will be the care takers of the children enrolled in human development center. They will ensure that the children are provided an opportunity for getting education and ensure that their parents are sufficiently made aware so that due medical attention is given for the health related problems of these children their parents & family. The volunteers will provide guidance & counseling to the children. The parents/ guardians of such children will also be contacted so that the parents encourage their children to be a part of the Human development center. The overall functioning of the HDC will be the responsibility of the 2 volunteers. A Management committee of Human Development center will further support these 2 volunteers.

Proposal/Strategies of enroll and retain urban deprived children in schools

For these urban deprived children 15 Human development centers (HDCs) will be opened in those identified areas specially, slums where these children mostly reside

The input under SSA would include :

- Honorarium for the volunteers.
- Training of the volunteers.
- Provision of TLM.
- Provision of health care through convergence with existing govt. hospitals & primary Health Centers (PHCs).
- Provision of contingency for running of the centers.

Training

The training's of the volunteers will be coordinated by mission involving concerned departments like Education, health Social welfare department etc. the induct ional training will be of 30 day, followed by recurrent training & orientations. All the aspects involved in dealing with such children, pedagogy, health aspects etc. will be part of the training.

8.5 modernization of madarsas :

There are 167 Madarsh which are registered under madarsa board & are functional in the district in which about 4150 children are enrolled. These madarsh provide religious education (Dini Talim) to the children but they are totally deprived of modern education as result they remain unprivileged hence not even able to manage their livelihood. To bring these children in the mainstream of education Mission has provided academic support in the form of training to two teacher per madarsh and free text books to the children. In the year 2004-05 free text books have been provided to the 4150 children enrolled in madarsas.

Proposal for the year 2005-06

Under the mission's scheme of module of madarsas it is proposed to give training to 2 madarsa teacher per madarsa and free text books will be distributed to 4150 children.

Girls Education

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

- School provisioning close to the habitations within 3 kms which would make it convenient for the girls to come to the schools.
- Gender sensitive teaching learning material and training module to sensitize the teachers will be developed.
- A variety of woman's empowerment programmes will be supported such as women's Education through adult literacy programmes and continuing education.

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

community perceptions of children's role at this age would help in eliciting community interest in and support for middle education. Pravesh utsav, Maa- Beti mel, balmelas and similar mobilization strategy will be undertaken to ensure the enrolment and retention of the girls.

Activities done last year to improve girls participation in school :

Mid Day Meal

1. Mid-day meals was served to all students of primary schools & EGS
2. Ruchkar Bhojan was served to all the students of PS & EGS in indore Block and one school each in all the Nager palikas & Nagar panchayats.
3. Uniform were distributed to all the girls of SC & ST category
4. Free Text books were distributed up to class VIII to improve girls participation.

CHAPTER-10

Management and Institutional support through
capacity development

CHAPTER - 10

Management and Institutional support through capacity development

1. Strengthening of zila shiksha Kendra

DPC, APC(finance) , APC(GENDER) were trained through face to face as well as through teleconferencing . The training included the issues of microplanning monitoring class room observation on both primary and upper primary level. Gender coordinator and DPC were trained for the implementation of Bridge course in the district .

Zila shiksha Kendra is well equipped with computers , fax , photocopier, Inter-net facility etc. .

The recurring operations and maintenance costs and salary of the necessary staff has been booked in the AWP & B. Provision of professional fees for hiring consultants on short term consultancy has been made for focused attention on upper primary level.

• Strengthening of MIS Monitoring & Supervision

The set of monitoring indicators that has been developed by the state to assess the quality of the education has been adopted by the district. These outcome indicators have been developed in such a way that through the use of such indicators the district can achieve the quality in learner's achievement. These indicators are chosen so as to achieve the program goals of:

- ⇒ Access
- ⇒ Enrollment & Retention
- ⇒ Learner's Achievement

Three fold monitoring approach is adopted in order to obtain better results. They are:

- Data based monitoring
- Field based monitoring
- Review based monitoring

Data based monitoring

The computerized MIS, "Jan Shiksha Integrated Programme Monitoring System" (JSIPMS) generates a database required for Quality and equity indices for regular periodical review. Besides this the Jan Shiksha Programme Monitoring Information System (JSPMIS) and the EMIS are the base for data based monitoring. The data pertaining to different aspects of elementary education are collected in a particular interval and analyzed to identify the problems at different levels so as to formulate measures to address the faced problems at the earliest.

Field based monitoring

Field based monitoring has three fold objectives:

- To examine the authenticity of the data received through the formats.
- To provide on the spot support and guidance to the teacher in the form of in-suit training.
- To coordinate with the PTA to solve the problems those are hindrance in the development of the school.

Review based monitoring

Monthly review shall be done at all the levels i.e. PTA, JSK, JPSK, ZSK & RSK. These monthly meetings aim at reviewing the implemented strategies and activities for achieving the goals of UEE. At the same time they provide an opportunity to discuss the problem & find out solutions. It provides the stake holders a common platform to set goals and plan further strategies.

- **Strengthening of janpad shiksha kendra**

The Block Resource Centres (Janpad Shiksha Kendra) is located at the block. The Block Resource Coordinator (BRCC) reviews the progress of the educational status of the block and provides support to the Jan shikshaks and teachers. Regular meeting of Jan Shikshaks is held at the JPSK to get feedback on the issues that emerged during the field visit and plan remedial actions. To support the JSK to meet the academic needs of the upper primary level, 3 subject experts (Block Academic Coordinator- BAC) are appointed at the Janpad Shiksha Kendra.

The BRCC & BACs belong to Maths, Science, Language & social science faculties. The meetings of upper primary school teachers are held at the block level to provide academic support. The meeting of the teachers will be organized based on the subjects they teach in order to facilitate valuable and fruitful discussion on subject contents. The block will be divided into 3 to 4 zones where the teachers of middle schools and the BRCC/BACs will meet once in every month. The BRCC & BACs will be further trained to be subject experts so as to provide academic support to teachers & Jan Shikshaks and for subject specific monitoring & to perform their roles, duties and responsibilities as envisaged in JSA.

4. Strengthening of Jan shiksha kendra

The Cluster Resource Centres (Jan Shiksha Kendra) located within a middle school serves a group of 10-15 schools with a Jan Shikshak, is the pivotal point for regular supervision of schools through visits and in-situ support. Regular meeting of teachers is held at the JSK where the teachers get a chance to interact with each other and discuss their problems. The agenda of the meeting is set on the analysis of evaluation outcomes & school visit reports. The teachers along with the Jan shikshak discuss the problems faced by teachers and plan corrective measures/ remedial actions. There are 220 JSK functioning in the district and all the Jan Shikshaks will be further trained for facilitating effective monitoring of the schools, providing academic support to the teachers & their roles, duties and responsibilities as envisaged in JSA.

Monthly review meeting of Jan shikshaks are regularly organized at diet and after getting feed back from them remedial teaching methods discussed and there academic problems were solved by DIET.

5 Strengthening of DIET

The restructuring of DIET has been done to make it faculty based, so that it also caters to the subject specific demands of upper primary level. The recruitment on the post of DIET is taking into consideration the subject specialization and experience in of teaching in schools. Training through teleconferencing was imparted to the faculty of DIET on Hindi, English, environmental Studies and Science. They will be further trained to develop them as experts in subject, academic processes, and school supervision, as teacher educators & for providing academic support to teachers, Jan Shikshaks, BRCCs & BACs. The training will also focus on their roles, duties and responsibilities as envisaged in JSA.

To make the field based monitoring an instrument for improving quality in schools; a monitoring plan called **School Improvement Plan (SIP)**, for rigorous monitoring has been developed and implemented throughout the district. The SIP ensures intensive monitoring of schools. This has been planned in a way that the maximum number of schools gets covered in a month/quarter by sharing the responsibilities of the school supervision at all levels. This will also ensure follow-up on school supervision as well as crosschecking on the quality of school visits at each level. It is expected that the school visit shall consists of one whole day visit at the school in which the school supervisor will assist the teacher, test children, interact with parents, check reports, check work done in the school against the quarterly academic plan and make suggestions for improvement to be followed up in the next visit.

The idea of adopting a school for regular handholding has also been introduced at each level. This will enable the supervisor to learn from the school as well as enable the school to learn from the supervision. The school will be adopted for a complete academic session so that improvements as per the School Improvement Plan are ensured through monthly visits.

The school improvement plan will be implemented in phased manner so that all schools in the district are covered within a quarter and followed up again in successive quarters.

Design of SIP

Supervisor	No. of schools to be adopted (annually)	No. of schools for intensive monitoring (Monthly)
Jan Shikshak	4	2
BRCC/BAC	4	2
DPC/GC	1	5
Principal/lecturer, DIET	1	2

▪ **Adoption means :**

- Teaching and directly making efforts for improvement.
- Skills and competencies earned to be tried out in the schools adopted.
- Remedial measures to be finalised.

▪ **Intensive monitoring means :**

- Supervising and diagnosis of learning processes.

The key educational indicators to be addressed, improved and appraised are enrolment, attendance, retention and achievement along with the quality of district's own monitoring capacity. Thus, the idea is to create a common agenda for quality improvement at the ground level and bring it under rigorous academic support, monitoring and appraisal. Focus areas (of selected schools) to be observed, improved, reviewed and reported at each level. The expected outcome of SIP is to ensure improvement in achievement level of children.

CHAPTER-11
INNOVATION

CHAPTER-11

INNOVATION

Though several initiatives have been taken up in universalize elementary education several problems to exits at present problems like migration, low enrolment of children, dropout, low attendance for major hurdles in the path of UEE. To address the above mentioned district specific problem few innovative activities will be taken up.

1. Model clusters :

40 model cluster will be open in the district in the middle schools to promote larger participation of students in school in enthuse interest among them to attend the school and to have a better schooling environment. This model cluster school will be open as per the norms of the NPEGL. The details of the norms are discuss in the chapter NPEGL.

2. Development of Libraries :

Poor learning achievements of the students in schools are linked with poor reading abilities. Text book is the only material available to children to read. The text book provides only limited content and there is hardly sufficient opportunity to development their reading abilities through text books. Therefore there is a need of availabilities of variety of good quality inculcate reading habit among children books to grow the children into good readers. Libraries will be developed at middle schools as an innovation. In addition to the course books study material based on information reference and knowledge will be provided to these libraries of students and teachers. This innovation will help in developing school as center of interest and attraction for student's teacher as well as for the community. In the year 2004-05 fund of Rs.2500 have been provided to setup a library in one middle school of each Jan Shiksha Kendra. In the year 2004-05 libraries has been developed in 40 model clusters school of Jan shiksha kentdra.

CHAPTER-12

BUDGET AND CONSTING

Sno	Components	AWP&B 2004-05						AWP&B 2005-06					Total Budget 2005-06 (Fresh Plan + Spillover)
		Physical			Financial			Physical		Fresh Budget 2005-06			
		Target	Achievement till March'05	Spillover Target	Financial Target 2004-05	Expenditure till March'05	Spillover Budget 2004-05	Fresh Physical Target 2005-06	Total Target including S.O. 2005-06	Non-Recurring	Recurring	Total Fresh Plan 2005-05	
ACCESS													
1	Upgradation of EGS to Primary Schools	154	154		80.100	52.294		154		81.00	81.300	81.300	
2	Upgradation of Primary School to Middle School	241	241		269.905	6.115		241		274.775	274.575	274.575	
3	Strengthening of Existing Ashram School												
4	Opening of New Ashram School (50 seater)												
TLE Grant to new School													
	Primary (EGS to PS)	154	100	54	15.409	10.000	5.400					5.400	
	Upper Primary (PS to UPS)	241	241		66.250	66.250							
EGS/AIE Scheme													
4	EGS-AIE Schools	6			1.054			6	6	1.054	1.054	1.054	
5	Residential Bridge Course							1	1	6.542	6.542	6.542	
6	Non-Residential Bridge Course	41	41		6.355	0.817		41	41	7.380	7.380	7.380	
7	New Human Dev. Centre for Urban Deprived Children	15			4.950			41	41	17.323	17.323	17.323	
8	Modernisation of Madarsa & Sanskrit Schools	167	164		6.981	5.364		172	172	14.276	14.276	14.276	
9	Shiksha Ghar for Migrant Children (30 Children)							65	65	15.600	15.600	15.600	
10	Remedial Teaching Class for 'D' Grade Children							600	600	27.000	27.000	27.000	
Free Text Books													
11	Primary level (All Girls+SC/ST Boys) (excluding State Govt Budget Provision for Free Text Books)	93863	152791		39.355	60.564		114695	114695	62.282	62.282	62.282	
12	Upper Primary (All Girls+SC/ST Boys)	54652	56656		42.629	42.684		30247	30247	25.10	25.710	25.710	
School Grants													
13	Primary Schools (PS + EGS to PS)	1122	1101		22.440	22.018		1127	1127	22.40	22.540	22.540	
14	Upper Primary (MS)	636	636		12.720	12.720		636	636	12.720	12.720	12.720	
Teachers Grant													
15	Primary (PS+EGS to PS) Teachers	3777	3644		18.885	18.220		2603	2603	13.015	13.015	13.015	
16	Upper Primary (MS) Teachers	1391	1391		6.955	6.955		3254	3254	16.270	16.270	16.270	
Maintenance Grant													
17	Primary (Existing EGS to PS + PS + Sanskrit Sch, Building)	910	678		45.500	33.880		910	910	45.500	45.500	45.500	
18	Upper Primary (Existing MS building)	212	212		10.600	10.600		212	212	10.600	10.600	10.600	
Teachers Training													
19	In service Teachers Training for PS Teachers (20 days)	944	578		13.216	5.876		2364	2364	33.096	33.096	33.096	
20	DEd/BEU Training for Untrained EGS to PS+PS+MS Teachers (60 days)	340	135		9.520	6.801		1196	1196	50.232	50.232	50.232	
21	Induction Training for New Teachers (PS+EGS to PS+MS) (30 Days)	553			11.613			545	545	11.445	11.445	11.445	
22	In service Teachers Training for (MIS+Headstart+CACs) (20 days)	534	163		7.476	1.681		3194	3194	44.716	44.716	44.716	
23	Teachers Training through Distance Edu. (24 days/Programme)	340	340		1.428			1196	1196	20.093	20.093	20.093	
24	PTAs+VECs members Training	6510	6510		3.906			6572	6572	3.943	3.943	3.943	
25	Integrated Education for Disabled Children (IED)	503			6.031	2.527		1523	1523	18.276	18.276	18.276	
Strengthening of Institutions													
26	Strengthening of BRC (Janpad Shiksha Kendra)	4	4		100.140	5.255		4	4	4.000	149.240	153.240	
27	Strengthening of CRC (Jan Shiksha Kendra)	122	122		19.398	19.398		122	122	12.200	19.398	19.398	
28	Strengthening of Zilla Shiksha Kendra	1	1		24.910	11.756		1	1	1.000	28.590	28.590	
29	Strengthening of MIS (ZSK)	1	1		6.750	2.314		1	1	1.000	6.380	6.380	
30	Supervision, Monitoring, Research & Evaluation per School	1763			24.682	10.126		1982	1982	27.748	27.748	27.748	

Indore		AWP&B 2004-05						AWP&B 2005-06					Total Budget 2005-06 (Fresh Plan + Spillover)		
Sno	Components	Target	Physical Achievement March'05	Spillover Target	Financial Target 2004-05	Expenditure March'05	Spillover Budget 2004- 05	Physical Target 2005-06	Total Target Including S.O. 2005- 06	Fresh Budget 2005-06					
										Non- Recurring	Recurring	Total Fresh Plan 2005-06			
Innovations															
30	Headstart Programme (Computer Enabled Education)	62	46	16	26.844	4.600	20.334	6	68	7.920	6.120	14.040	34.374		
31	Shiksha Chiksha Kendra														
32	Innovative Projects for Disadvantaged Groups														
a	Library Books for Girls, Tribal, SC/ST Children	122	122		3.050	3.548		182	182		7.300	7.300	7.300		
b	Edusat Centre for Edu. Backward Block							1	1	1.300	0.200	1.500	1.500		
c	District Specific Innovations (Learning to Read/Mat. Dev. for SC/ST/Tribal Children etc)										12.160	12.160	12.160		
33	Girls Education & Other District Specific Innovative Projects														
a	Model Cluster School/Activity Centre	50	50		15.900										
b	District Specific Innovations (Learning to Read/Mat. Dev. for Girls etc)				15.000						15.000	15.000	15.000		
CIVIL WORKS															
33	School Building for Enrolment (100 to 150)							107	107	347.750		347.750	347.750		
34	School Building for Enrolment (150 to 200)														
35	School Building for Enrolment (200 to 300)														
36	Additional Rooms(PS)	87	85	2	54.750	49.500	5.250	300	302	330.000		330.000	335.250		
37	Additional Rooms(MS)	26	26		10.250	10.250									
38	Additional Rooms (2) for Ashram School														
Spillover Civil Work Budget															
39	Primary School buildings	58	81	7	86.850	77.850	9.000		7				9.000		
40	Buildings for Upgraded EGS to PS	154	124	30	196.000	126.000	70.000		30				70.000		
41	Middle School buildings	50	20	30	150.000	146.000	4.000		30				4.000		
42	Kitchen Shed In School Building	112	112		28.000	28.000									
43	CRC Additional Rooms	50	50		16.500	16.500									
44	Urinals for PS (Boys + Girls)	210	210		12.000	7.850									
45	Drinking Water facility PS	100	100		30.000										
46	Urinals for MS (Boys + Girls)	129	129		6.450										
47	Drinking Water facility in MS	100	100		30.000										
48	BRC building	1	1		1.500	1.500									
Grand Total SSA AWP 2005-06					1554.342	879.814	113.984			705.170	1093.423	1798.593	1912.577		
Management Cost (Salary, O&M, Fuel, Fee of BSK, M&A BRC)					31.660	14.070						58.970	58.970		
Management cost in % --->					2.0%	1.6%						3.3%	3.1%		
Civil Work Cost					622.300	463.450	88.250					677.750	766.000		
Civil Work Cost in % --->					40.0%	51.7%	77.4%					37.7%	40.1%		
PB+MS+RGR to PB															
										Total INNOVATION Amount =				50.00	70.33

ACCESS

District : Indore

Rs. In Lakhs

1 Upgradation of EGS to Primary Schools			
	Unit Cost	Physical	Budget 2005-06
Non-Rec			
1 TLE for new EGS to PS	0.10000	154 Approved EGS to PS New EGS to PS proposed	
Recurring			
2 Salary of existing SK-III Teachers for 12 months	0.30000	160 SS-III	48.00000
3 Salary of Additional 2nd SK-III Teachers (9 months Salary) @Rs.2500/-p.m.	0.22500	148 SS-III	33.30000
Grand Total (NR+R)	1.52500		81.30000

2 Upgradation of Primary School to Middle School			
Category	Unit Cost	Physical	Budget 2005-06
Non-Recurring			
1 TLE for new MS	0.25000	241 Approved PS to UPS New MS	
Recurring			
2 Salary for SS-II teacher of New MS (@Rs.3500/-p.m. for 9 months)	0.31500	for New MS Teachers	
3 Salary for existing SS-II teachers of MS (@Rs.3500/-p.m. per teacher for 12 months)	6.42000	446 Existing MS Teachers	187.32000
4 Salary for new SS-II teacher including 3rd SS-II of MS (@Rs.3500/-p.m. for 9 months)	0.31500	277 New MST to be appointed	87.25500
Total			274.57500

3 Strengthening of Existing Ashram School			
Category	Unit Cost	Physical	Budget 2005-06
Non-Recurring			
1 Bedding & Utensils (Rs.1800/- per Child for 50 Children)	0.900	Ashram Schools	
Recurring			
2 Salary of 1 Teacher (Rs.2500/-p.m.) & Helper (Rs.1000/-p.m.)	0.420	Ashram Schools	
	1.32000		

4 Opening of New Ashram School (50 seater)			
Category	Unit Cost	Physical	Budget 2005-06
Non-Recurring			
1 Furniture /Equipment including Kitchen Equipment	1.000	New Ashram School	
2 TLE Teaching Learning Equipment	0.500	New Ashram School	
3 Bedding & Utensils (Rs.1800/- per Child for 50 Children)	0.900	New Ashram School	
Total Non-Recurring	2.400		
Recurring			
4 Salary of Staff (Warden cum Teacher, Part time Teacher, Peon, Chowkidar and Cook)	1.080	New Ashram School	
5 Training (20 Days) for Warden & Teachers (20x2x70/-)	0.02	New Ashram School	
6 Contingency (Rent, Misc. O&M etc.)	1.00	New Ashram School	
Total Recurring	2.108		
Grand Total (NR+R)	4.508		

EGS/AIE Scheme

4 EGS-AIE Schools			
Category	Unit Cost	Physical	Budget 2005-06
Recurring			
1 Honorarium to Guruji @ 1000/- pm per Guruji	0.12000	6 Gurujis	0.72000
2 Contingency/Teaching Learning Material @ Rs.1568.75/-p.m.	0.0156875	6 EGS	0.09413
3 Training of Guruji @ 1500/- p.m.	0.01500	6 Gurujis	0.09000
4 Text Books for Students @ Rs.2500/- p.m.	0.02500	6 EGS	0.15000
Total Recurring	0.1756875		1.05413

5 Residential Bridge Course

(Rs. 6000/- per Child for 100 Children = Rs.600000/-)

Category	Unit Cost	Physical	Budget 2005-06
1 Meal (Rs.400/- per month per Child)	3.60000	1 RBC	3.60000
2 Health Checkup (Rs.10/- per month per Child)	0.09000	1 RBC	0.09000
3 TLM (Rs.10/- per month per Child)	0.22500	1 RBC	0.22500
4 Salary (Rs.150/- per month per Child)	1.35000	1 RBC	1.35000
5 Rent of Building (Rs.30/- per month per Child)	2.70000	1 RBC	2.70000
6 Contingency, Water & Electricity (Rs.101/- per month per Child)	0.90900	1 RBC	0.90900
7 Evaluation	0.06300	1 RBC	0.06300
Remedial Teaching (for 3 Months)			
8 Honorarium (Rs.1000/- pm)	0.03000	1 RBC	0.03000
9 Contingency	0.00500	1 RBC	0.00500
Total Recurring	6.54200		6.54200

6 Non-Residential Bridge Course

(Rs.845/- per Child for 25 Children = Rs.21125/-)

Category	Unit Cost	Physical	Budget 2005-06
1 Teaching Learning Materials	0.03000	41 B.Course	1.23000
2 Volunteer Teacher Honorarium (Rs.1000/- pm for 9 Months)	0.09000	41 B.Course	3.69000
3 Training of Teachers/TMs for 10 days	0.00700	41 B.Course	0.28700
4 Review meeting, Evaluation etc.	0.00200	41 B.Course	0.08200
5 Centre Contingency	0.01000	41 B.Course	0.41000
6 Motivation Camp	0.00600	41 B.Course	0.24600
Remedial Teaching (for 3 Months)			
7 Honorarium (Rs.1600/- pm)	0.03000	41 B.Course	1.23000
8 Contingency	0.00500	41 B.Course	0.20500
Total Recurring	0.13000		7.38000

7 New Human Dev. Centre for Urban Deprived Children

(Rs.845/- per Child for 50 Children = Rs.42250/-)

Category	Unit Cost	Physical	Budget 2005-06
1 Honorarium @ 1000 pm (for 2 Educational Volunteers)	0.24000	41 HDC	9.84000
2 Educational Mts. (Books)	0.02500	41 HDC	1.02500
3 Training of E.V.s @ Rs.1000/- pa for 2 E.V.s (Education)	0.02000	41 HDC	0.82000
4 Training @ Rs.1500/- pa for 2 EVs (health/ sanitation/nutrition/edu. for Life)	0.03000	41 HDC	1.23000
5 School Contingency	0.02000	41 HDC	0.82000
6 Educational Aids (Rs.500/- for one teacher)	0.01000	41 HDC	0.41000
7 Vocational Training of Children (30 Days)	0.06750	41 HDC	2.76750
8 Monitoring /supervision/ Cost	0.01000	41 HDC	0.41000
Total Recurring	0.42250		17.32250

8 Modernisation of Madarsa & Sanskrit Schools

(Rs.845/- per Child for 50 Children = Rs.42250/-)

Category	Unit Cost	Physical	Budget 2005-06
1 Free Text Books	0.02500	172 Madarsas+Sanskrit Schools	4.30000
2 Training of 2 Madarsa Teachers (20 days @Rs.70/- per day per teacher)	0.01400	344 Madarsas+Sanskrit Schools	4.81600
3 School Grants (@2000/- per Madarsa)	0.02000	172 Madarsas+Sanskrit Schools	3.44000
4 Teacher's Grant (@500/- per Madarsa Teacher)	0.00500	344 Madarsas+Sanskrit Teachers	1.72000
Total Recurring	0.06400		14.27600

845*20

9 Shiksha Ghar for Migrant Children (30 Children)

for 4 months (Rs.845/- per Child for 30 Children = Rs.25350/-)

Category	Unit Cost	Physical	Budget 2005-06
1 Meal @150/- per child per month	0.18000	65 Shiksha Ghar	11.70000
2 Honorarium for Caretaker @ Rs.1000/- pm	0.04000	65 Shiksha Ghar	2.60000
3 Contingency (Rs.500/- pm)	0.02000	65 Shiksha Ghar	1.30000
Total Recurring	0.24000		15.60000

10 Remedial Teaching Class for 'D' Grade Children

for 30 Children for 3 months (Rs.845/- per Child for 30 Children = Rs.25350/-)

1 Remedial class (@Rs.50/- per child (Hono. & Contingency)	0.04500	600 Classes	27.00000
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District : Indore				Rs. In Lakhs
Category	Unit Cost	Physical	Budget 2005-06	
Free Text Books				
11 Primary Level (All Girls+SC/ST Boys) (State Govt Budget Provision for Free Text Books) ----->	0.00065	114695 Eligible PS Children L to R included	74.55175	12.27
12 Upper Primary (All Girls+SC/ST Boys)	0.00085	30247 Eligible MS Children	25.70995	
School Grants				
13 Primary Schools (PS + EGS to PS)	0.02000	1127 Primary Schools	22.54000	
14 Upper Primary (MS)	0.02000	636 AB MS	12.72900	
Teachers Grant				
15 Primary (PS+EGS to PS) Teachers	0.00500	2603 PS Teachers	13.01500	
16 Upper Primary (MS) Teachers	0.00500	3254 MS Teachers	16.27000	
Maintenance Grant				
17 Primary (Existing EGS to PS + PS + Sanskrit Sch, Building)	0.05000	910 PS Buildings	45.50000	
18 Upper Primary (Existing MS building)	0.05000	212 MS Buildings	10.60000	
Teachers Training				
19 In service Teachers Training for PS Teachers (20 days)	0.01400	2364 Teachers	33.09600	
20 DEd/BEd Training for Untrained EGStoPS+PS+MS Teachers (60 days)	0.04200	1196 Teachers	50.23200	
21 Induction Training for New Teachers (PS+EGS to PS+MS) (30 Days) (30 Days Training @Rs. 70/- per day per participants)	0.02100	545 New Teachers	11.44500	
22 In service Teachers Training for (MS+Headstart+CACs) (20 days)	0.01400	3194 Teachers	44.71600	
23 Teachers Training through Distance Edu. (24 days/Programme)	0.01650	1196 Teachers	20.09280	
24 PTAs+VECs members Training (2 Days Training of 4 members per VEC+2 per PTA @Rs. 30/- per day per part)	0.00060	6572 Members	3.94320	
25 Integrated Education for Disabled Children (IED)				
Category	Unit Cost	Physical	Budget 2005-06	
1 Aids, Appliances & Shivar	0.00400	1523 Disabled Children	6.09200	
2 Training Cost (Survey, Study, Evaluation)	0.00300	1523 Disabled Children	4.56900	
3 Development of TLM, Resource Mat., Work Edu. etc	0.00200	1523 Disabled Children	3.04600	
4 Honorarium of Mobile Teacher & TA/DA	0.00300	1523 Disabled Children	4.56900	
Total for IED)	0.01200		18.27600	

Strengthening of Institutions

26 Strengthening of BRC (Janpad Shiksha Kendra)

Category	Unit Cost	Physical	Budget 2005-06
1 Equipments & Furniture	1.000	4 JPSKs	4.00000
Recurring			
2 Salary of CACs (20 Sr. Teachers per Block @Rs.12000/- p.m.)	1.440	80 (20 per Block)	115.20000
3 Training on EMIS, IPMS & VEP formats	0.050	126 JPSKs+JSKs	6.30000
3 Training of BACs/BRCS/HMs/ Hz	0.250	4 JPSKs	1.00000
4 Workshop/Seminar	0.250	4 JPSKs	1.00000
Management Cost			
5 Professional Fees (for Accounts, Auditors, Sub Experts for Acade.Monu.,DwaEntryOperwor)	6.000	4 JPSKs	24.00000
6 B.P.C Building Maintenance	0.200	4 JPSKs	0.80000
7 Contingency (O & M) (@Rs.12500/- per Block)	0.125	4 JPSKs	0.50000
8 Meeting, TADA (@ Rs 500 month i.e. Rs 6000/- p.a.)	0.060	4 JPSKs	0.24000
9 TLM Grant (@5000/- per BRC)	0.050	4 JPSKs	0.20000
Total Recurring BRC	9.42500		153.24000

27 Strengthening of CRC (Jan Shiksha Kendra)

Category	Unit Cost	Physical	Budget 2005-06
1 Equipments & Furniture	0.10000	122 JSKs	12.20000
Recurring			
2 Office Contingencies	0.02500	122 JSKs	3.05000
3 Meeting, TADA @ Rs. 200 month i.e. Rs 2400/- p.a.	0.02400	122 JSKs	2.92800
4 TLM Grant (@1000/- per CRC)	0.01000	122 JSKs	1.22600
Total Recurring CRC	0.15900		19.39800

28 Strengthening of Zilla Shiksha Kendra

Category	Unit Cost	Physical	Budget 2005-06
1 Equipments & Furniture	1.000	1 ZSK	1.00000
Recurring			
2 Mobilisation(Update of VER preparation of VEP)	1.000	1 ZSK	1.00000
3 Training of Financial Management & Procurement Procedures	0.500	1 ZSK	0.50000
4 Workshop/Seminar	1.000	1 ZSK	1.00000
5 Library Books, Magazines, Documentation etc.	0.250	1 ZSK	0.25000
Management Cost			
6 Salary	21.540	1	21.54000
7 O&M (TADA, POI, meetings, Mace.contr./services etc.)	2.300	1	2.30000
8 Professional Fees (Internal/External Audits etc)	1.000	1 ZSK	1.00000
Total Recurring	27.590		28.59000

O&M Details :-	Unit Cost	Physical	Total Cost
Contingency lumpsum	1.50	1 ZSK	1.50
Contingency per Blocks	0.20	4 Blocks	0.80
			2.30

Salary Details :-	Unit Cost	Physical	Total Cost
District Project Co-ordinator	1.800	1	1.80
APC (Finance, Gender, Comm.Mobi., Academic, AER)	1.440	5	7.20
Assistant Engineer	1.440	1	1.44
Junior Engineer (1 per Block)	1.200	4	4.80
Accountant	0.900	1	0.90
Clerk	0.720	4	2.88
Peon	0.480	3	1.44
Driver	0.600	1	0.60
Watchman	0.480	1	0.48
TOTAL		21	21.54

Details Given

29 Strengthening of MIS (ZSK)

Category	Unit Cost	Physical	Budget 2005-06
1 Equipments & Furniture	1.000	1 District	1.00000
Recurring			
2 Workshop/Seminar	0.100	1 District	0.10000
3 Training on EMIS, IPMS & VEP formats	0.100	1 District	0.10000
4 Library Books, Magazines, Documentation etc.	0.050	1 District	0.05000
Management Cost			
5 Salary	2.88	1 District	2.88000
6 O&M (Consumable, Office contingencies etc.)	1.75	1 District	1.75000
7 Professional Fees	0.50	1 District	0.50000
Total Recurring MIS	6.38		6.38000

O & M (Operation & Maintenance) Details :-

	Unit cost
Computer Maintenance, Insurance etc	0.15
Telephone Maint., Electric Bill etc.)	0.20
Consumables (stationery, floppy, CDs, toners etc)	0.20
Printing of EMIS formats	0.50
Printing of IPMS formats for Project components VER	0.60
Contingency	0.10
Total	1.75

Salary Details :-

	Unit Cost	Physical	Total Cost
Programmer @Rs.12000/- p.m.	1.44	1	1.44
Data Entry Operator @Rs.6000/- p.m.	0.72	2	1.44
Total			2.88

30 Supervision, Monitoring, Research & Evaluation per School

Category	Unit Cost	Physical	Budget 2005-06
ZSK level			
1 Research & Evaluation per School	0.00300	1982 Schools	5.74600
2 Supervision, Monitoring per School	0.00300	1982 Schools	5.94600
MIS level			
1 Research & Evaluation per School	0.00050	1982 Schools	0.99100
2 Supervision, Monitoring per School	0.00100	1982 Schools	1.98200
BRC level			
1 Research & Evaluation per School	0.00100	1982 Schools	1.98200
2 Supervision, Monitoring per School	0.00100	1982 Schools	1.98200
CRC level			
1 Research & Evaluation per School	0.00100	1982 Schools	1.98200
2 Supervision, Monitoring per School (HS Cont)	0.00150	1982 Schools	2.97300
School level			
1 Research & Evaluation per School (Shala Chalo Abhiyan)	0.00100	1982 Schools	1.98200
2 Supervision, Monitoring per School (Monitoring by PTAs, VER Updation etc)	0.00100	1982 Schools	1.98200
Total Recurring Research, Evaluation, Supervision & Monitoring cost	0.01400		27.74800

Innovations
30 Headstart Programme (Computer Enabled Education)

Category	Unit Cost	Physical	Budget 2005-06
Non-Recuring			
1 Equipment (Computers, UPS, Printer, Telephone)	1.20000	6 New Headstart JSKs	7.20000
2 Furniture, Computer room renovation & electrification	0.12000	6 New Headstart JSKs	0.72000
Total Non-Recuring	1.32000		7.92000
Recurring			
3 AMC of Equipments	0.15000	All Headstart JSKs	
4 Insurance	0.01000	68 All Headstart JSKs	0.68000
5 Contingency (Electric Bill, O&M etc.)	0.08000	68 All Headstart JSKs	5.44000
Total Recurring	0.24000		6.12000
Grand Total (NR+R)	1.56000		14.04000

31 Shishu Shiksha Kendra

Category	Unit Cost	Physical	Budget 2005-06
Recurring			
1 Educational Materials	0.010	SSKs	
2 Honorarium of Didi (Rs.400/- pm for 10 Months)	0.040	SSKs	
3 Training (TA/DA)	0.005	SSKs	
5 Honorarium of Resource Persons	0.005	SSKs	
Total Recurring	0.060		

32 Innovative Projects for Disadvantaged Groups

a Library Books for Girls, Tribal, SC/ST Children

Category	Unit Cost	Physical	Budget 2005-06
1 Library Books for Model School (inclu. Almirah)	0.05000	127 Middle Schools	6.10000
2 Library Book for Tribal Children	0.02000	30 Schools	0.60000
3 Library Book for Girls	0.02000	30 Schools	0.60000
Total Recurring	0.09000		7.30000

b) Educat Centre for Edu. Backward Block

Category	Unit Cost	Physical	Budget 2005-06
1 Equipments (Hardware etc.)	1.3000	1 Blocks	1.30000
2 Contingency (Installation, Room preparation etc.)	0.2000	1 Blocks	0.20000
Total Recurring	1.500		1.50000

c District Specific Innovations (Learning to Read/Mat. Dev. for SC/ST/Tribal Children etc) 12.16000

33 Girls Education & Other District Specific Innovative Projects

a Model Cluster School/Activity Centre

Category	Unit Cost	Physical	Budget 2005-06
Recurring			
1 Various Activities to promote girls education	0.100	MCS	
2 Training	0.020	MCS	
3 Part Time Instructor	0.030	MCS	
4 Electrification Bill	0.050	MCS	
Total Recurring	0.200		

b District Specific Innovations (Learning to Read/Mat. Dev. for Girls etc) 15.00000

CIVIL WORKS

Category	Unit Cost	Physical	Budget 2005-06
Non-Recurring			
33 School Building for Enrolment (100 to 150)	3.250	107	347.75000
34 School Building for Enrolment (150 to 200)	4.500		
35 School Building for Enrolment (200 to 300)	5.300		
36 Additional Rooms(P/S)	1.100	300	330.00000
37 Additional Rooms(N/S)	1.100		
38 Additional Rooms (2) for Ashram School	2.500		
Total Civil Works			677.75000

CHAPTER-13

NPEGEL

CHAPTER-13

NPEGEL

(National Programme of Education of Girls at Elementary level)

AS Per LSA 2004-05 the girls population of the district 5 to 14 age group is 1,95,215 (1,29,509 girls of 5 to 11 age group and 65,706 of 11 to 14 age group) a national programme for Education of girls at elementary level has been started by the Government of India for the enhancement of education among the girls of school going age out of the 04 Blocks in Indore NPEGEL has been taken up in 04 Blocks.

Literacy rate in the District has been given below in following table :

2001	Population	Literacy Rate %
Male	13,45,656	84.32%
Female	12,22,011	63.96%
Total	25,67,667	74.82%

Following is the population of girls in 5-11 Years age group and 11-14 years age groups in the District :

Block Name	Population of girls 5-11 age 2004-05	Population of girls 11-14 age 2004-05
	Girls	Girls
Indore	48909	25139
Mhow	24378	12681
Sanwer	22624	10891
Depalpur	33598	16995
District Total	129509	65706

Following is the information of dropout girls in 5-11 years age group and 11-14 years age groups in the District:

Enrollment of class I to 5th in Indore district is as follows :

**Table 2004-2005 Enrolment of girls primary
(class I -V): by caste and gender**

Blocks	Girls				Total
	SC	ST	OBC	GEN	
Depalpur	8189	3602	10369	14041	36201
Indore	12232	5610	15557	18917	52316
Mhow	5725	4581	7460	10762	28328
Sanwer	6264	2192	6293	9939	24688
District Total	32410	15785	39679	53659	141533

Source VER/JSR

GER of primary level is as follows :

Table No. 6.3 2004-2005 Gross Enrollment Ratio Primary : By Caste & Gender

Block Name	Girls				Total
	SC	ST	OBC	GEN	
Depalpur	102.6	87.3	105.3	120.6	107.7
Indore	107.1	115.1	95.8	115.5	107.0
Mhow	101.1	128.5	103.0	133.5	116.2
Sanwer	117.0	78.7	102.0	119.6	109.1
District Total	106.5	103.9	100.4	120.9	109.3

Source : VER/JSR

GER in Indore district is 109.3%. Low GER 87.3% in block Depalpur and 78.7% in Sanwer.

Table No. 6.5 Enrolment Middle 2003-04 (Class 6 to 8): by caste and gender

Block Name	Girls				
	SC	ST	OBC	GEN	Total
Depalpur	3569	2070	2866	4699	13204
Indore	5394	2168	7888	9284	24734
Mhow	2730	1368	2607	4176	10881
Sanwer	2358	1327	2285	3807	9807
District Total	14081	6933	15646	21966	58626

Source : VER/JSR

Table No. 6.6 GER Middle 2004-2005 (Class 6 to 8): by caste and gender

Block Name	Girls					Grand Total
	SC	ST	OBC	GEN	Total	
Depalpur	91.60	77.80	99.70	108.50	93.40	96.00
Indore	101.70	76.30	73.60	89.50	85.80	95.00
Mhow	88.20	93.40	80.00	97.50	90.00	92.20
Sanwer	95.20	96.10	62.20	72.50	77.70	86.70
District Total	93.70	85.00	82.70	93.00	89.20	92.70

Source : VER/JSR

GER of middle level of district is 92.70. low GER is 62.20% in block Sanwer for OBC group.

Block Name	Dropout girls 5-11 age 2004-05	Dropout girls 11-14 age 2004-05
	Girls	Girls
Indore	552	840
Mhow	226	565
Sanwer	270	550
Depalpur	434	752
District Total	1482	2707

Total dropouts of children of age 5-11 in Indore District are 2332 and number of girls dropouts is 1482 which is 63.55% of total dropouts.

Total dropouts of children of age 11-14 in Indore District are 5263 and number of girls dropouts is 2707 which is 51.43% of total dropouts children.

Following is the information of never enrolled girls in 5-11 years age group and 11-14 years age group in the District :

Block Name	Never Enrolled girls 5-11 age 2004-05	Never Enrolled girls 11-14 age 2004-05
	Girls	Girls
Indore	1210	888
Mhow	683	553
Sanwer	691	513
Depalpur	856	742
District Total	3440	2696

Never enrolled children of age 5 to 11 is 7517 and number of never enrolled 3440 which is 45.76% of the total never enrolled children.

Never enrolled children of age 11 to 14 is 5355 and number of never enrolled 2696 which is 50.34% of the total never enrolled children.

Table No. 6.7 Educational Indicators based data 2004-05

Block name	Completion Rate (1 to 5)			Retention Rate (1 to 5)			Net Enrolment Ratio (Primary)			Repetition Rate Primary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Depalpur	43	37	40	64	62	63	90	88	89%	8	4	6%
Indore	54	49	51	68	62	66	88	84	86%	6	2	4%
Mhow	44	42	43	66	64	65	89	83	86%	5	2	7%
Sanwer	41	38	44	65	59	62	90	84	87%	5	4	9%
District Total	45.5	41.5	43.5	65.75	61.75	64	89.25	84.75	88%	6	3	6%

Source:-DISE DATA/Cohort study/Other sources

The completion rate of district is 43.5% in 1st to 5th level and for girls is 41.5%. In block Depalpur completion rate is very low i.e. 37% and in block Sanwer completion rate is 38% which is also very low.

Retention rate of District is 64% in 1st to 5th class and for girls is 61.75%. Low retention rate for girls is in block Sanwer 59%.

Table No. 6.8 Educational Indicators based data 2004-05

Block name	Completion Rate (6 to 8)			Retention Rate (6 to 8)			Net Enrolment Ratio (Middle)			Repetition Rate Middle		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Depalpur	43	32	37.5	68	66	66	94	87	91.0%	5	3	4%
Indore	54	48	51	76	68	72	93	85	89.0%	4	2	3%
Mhow	46	44	45	76	68	72	94	87	91.0%	6	4	5%
Sanwer	42	36	34	66	68	67	88	80	84.0%	8	4	5%
District Total	46.25	40	41.87	71.5	67.5	69.25	92.25	84.75	91.0%	5	3	4%

Source:-DISE DATA/Cohort study/Other sources

The completion rate of district is 41.87% in 6 to 8th level and for girls is 40%. In block Depalpur completion rate is very low i.e. 32% and in block Sanwer completion rate is 36% which is also very low.

Retention rate of District is 69.25% in 6 to 8th class and for girls is 67.5%. Low retention rate for girls is in block Depalpur 66%.

The Blocks taken up under NPEGEL in District Indore are those in which Gender Gap is higher than National average of 21.7%. The main programs taken up under NPEGEL are as Follows :-

1. Free of cost School uniforms has been given to all Girls enrolled in Class 1st to 8th .and Demand for year 2005-06 are as follows :

Free Uniform for Girls

Block	Primary Level (No of Girls)			Middle Level (No of Girls)		
	Target Last year	Achievement Last year	Target for 2005-06	Target Last year	Achievement Last year	Target for 2005-06
Depalpur	16032	16032	16433	5475	5475	5612
Indore	31652	31652	32443	15613	15613	16003
Mhow	10288	10288	10545	4660	4600	4775
Sanwer	8240	8240	8446	4033	4033	4134
District Total	66212	66212	67867	29781	29721	30524

Total No. of PS and MS schools girls 95,933 are given the Uniforms and in year 2005-06 the target is for PS and MS schools girls are 98,391.

2. The Status of Bridge Courses for mainstreaming of out of school Girls in the formal education system are as follows:

Block name	No of Centres (under NPEGEL)		Appoint-ments	Enrolment (under NPEGEL)		
	Target	Functional		Boys	Girls	Total
Depalpur	21	21	21	198	234	432
Indore	41	41	41	408	555	963
Mhow	45	45	45	397	482	879
Sanwer	8	8	8	65	89	154
District Total	115	115	115	1068	1360	2428

3. Establishment of Early child Hood care and Education Center (ECCE) has been done in district are as follows:

Block name	No of Centres (under NPEGEL)		Appoint-ments	Enrolment (under NPEGEL)		
	Target	Functional		Boys	Girls	Total
Depalpur	48	34	34	446	468	914
Indore	84	14	14	117	136	253
Mhow	68	4	4	32	28	60
Sanwer	44	11	11	94	106	200
District Total	244	63	63	689	738	1427

Establishment of ECCE are in progress and target of 244 will we achieved in the month of Jun-05.

4. Development of Model cluster Schools.
5. Training of teachers for Gender Sensitization.
6. the major Responsibility for the Implementation of NPEGEL would be that of DPC & Gender Co-ordinator fo SSA at the District level whereas, there would the core teams at District, Block and Jan Shiksha Kendra level also.

Community mobilization and contract campaign will also be taken up under NPEGEL for furthering the cause of Girls education. For the tasks to be undertaken under NPEGEL a number of Core Groups will be set up at various level, viz., district, blocks and cluster levels.

District level

On district level following members will be in the committee for NPEGEL

1. D.E.O (District Education Officer)
2. District Project Co-ordinator Adult Education officer
3. Gender coordinator
4. One lecturer of DIET
5. District Woman & Child Development Officer
6. One representative of N.G.O

On Block level following members will be in the committee for NPEGEL

1. D.E.O (District Education Officer)
2. BRCC(Back Resource Center Coordinator)
3. Project Officer ICDS
4. One Female Teacher Coordinator
5. One male ~teacher Resource Person
6. One representative of N.G.O.

Cluster level

One cluster level following members will be in the communities for NPEGEL

1. PTA,s. Adyksha.
2. Jan shiksha Kendra Prabhari Secretary Jan Shikshak.
3. ICDS Supervisor.
4. Two females teachers of local PTA
5. Local female teacher
6. Prerak

Uniform for girls

In Year 2005-06 Uniform to all girls enrolled from class 1-8 and to girls enrolled in bridge course will be provided

Objective

- To encourage Girls Education
- To Ensure regular attendance of girls enrolled in schools.

Beneficiaries

- All girls enrolled in Class 1st to 8th in PS, MS and Upgraded EGS,
- Girls enrolled in Bridge course.

Action plan

- Procurement & Distribution by PTA
- Frock/ Blouse of white color and Salwar/ skirt of mushroom colour.

- Orientation of PTA members on Uniform procurement and Distribution will be done. This will include holding of a PTA meeting also where in the executive committee will be side open the measurements number procedure etc. of procurement the PTAs will follow the norms laid down by Government in this regard.
- It some self Help Groups come forward for stitching uniforms, then they will be given priority insuring the time limits and limits prescribed under the programme.
 - Verification of uniforms will be done by committee of five members out of which three would be female

This verification will ensure the use of right material at quality of the same receipt of adequate number of uniforms would be verified.

Proposal for the year 2005-06 :

As per the norms of NPEGEL 2,01,659 girls of primary as well as Middle school & those dropout girls who will be enrolled in Bridge course classes will be given uniform next year. The number of beneficiaries is as follows:

Level	No. Enrolled Girls
Primary Level	1,41,533
Middle Level	59,626
Bridge Course Level	1,520
Total	2,01,659

Bridge Course

A Bridge Courses has been started in the District. There are 115 Non residential Bridge Course Under NPEGEL and 7 Under SSA are in function and One residential Bridge Course in function in Gokalpur in Depalpur Block. 60 Girls are enrolled in RBC.

Door to door campaign organized to motivate the parents of unenrolled children with the help of Teachers, PTA and Jan Shikshak. During this campaign

parents will be informed about the incentives given to children so that they enrolled their children in school. Chaupal Programme will be organized in the month of June 2005. In this programme the people of village will be informed about project, Pravesh Utsava, Bal Mela, Maa Beti Mela, distribution of uniforms, free text book distribution and many other works for increasing children's enrolment in school will be done.

Objective – Mainstreaming the out of school children into the schools.

Types of Bridge Course

1. Residential

2. Non Residential

Non Residential Bridge Course (In identified habitations/villages)

identification of habitation

- At least 20 out of school (never enrolled/ dropour)
- In specific remote/ tribal area 15 children
- Every school teacher will prepare a list of students and submits it to the Janshikshak

Venue

Bridge Course class will be conducted in the school. In specific conditions where sufficient space is not available it will be provided by the community free of cost. The place will not be very far from the school

Duration

Duration of the Bridge Course will be dependant on the age group of children. if all of them are 7-9 age group then the duration will be 3-4 months and if most of them are 9+ age group then it will be 9 months.

Motivation Camp for Bridge Course

- The Bridge Course will be preceded by a contact programme in the area and a 3 day motivation camp for children. this camp will be organized by local PTA and Volunteer teacher with the help of Gram panchayat.

Functioning of Bridge Course

- The names of children enrolled in the bridge course will be entered into the schools register (on a separate page) of the school in which the children are proposed to be admitted at the end of bridge course. This will be done at the beginning of the bridge course itself
- The evaluation of achievement level of children studying for a bridge course at the time of actual entry into the formal schools would be carried out by the headmaster to satisfy himself about the achievements of competencies for the particular class into which he based on major competencies rather than specific information in the lessons of the textbooks of the particular class)

The pre test will be administered to bridge Course children will be taught in 2-3 groups depending on their levels. Decision will be taken at the beginning itself that which child is to be mainstreamed in which class.

- The children from the Bridge course would be allowed to be admitted into a formal school at any point during the year provided they have competencies equivalent to a particular class at any time of the year. This would be ascertained by Janshikshak
- The bridge course children would be an integral part of the formal school
- Bridge Course class will run by a local volunteer.
- Continuous evaluation of the child by the Bridge Course volunteer
- PTA will also be fully involved in day to day functioning of bridge course

Timings

Normally Bridge Course classes will be conducted in school timings but if the parents of the out of school children are not willing to send the children in school timings then they can change the timings to accordingly to their own convenience.

Selection of Volunteer

- The Bridge Course will be run by a local volunteer selected by PTA
- Qualification of volunteer Should be minimum Higher Secondary/Inter 10+2

Training

- 7 days Training should be provided to volunteer for bridge Course.
- 3 days training for janshikshak.

Responsibility for functioning

- The entire responsibility for functioning of bridge courses would be Head master.
- He will be responsible for concurrent evaluation of the children enrolled in the bridge Course and monitoring with contact PTA.
- In addition there would be 4 external evaluations by Jan Shikshak and DIET team.
- The over all academic supervision will be the responsibility of Headmaster of the school.

Supervision

Supervised by District/Block/JSk/DIET/Personnel

Convergence with open School

Over age girls who complete bridge course but are not willing to continue in regular formal school will have opportunity to complete their education through open school facility

primary education facility is provided within one Km. radius and elementary within 3 km. radius. Instead of this Universalisation of access still some girls or not enrolled in Schools. most of them are over are girls, In most of villeges 2-3 girls are out of schools and they are not ready to enroll in class. For these types of residential bridge course will be organized.

Residential

Table No. 11.6 Two camp per block(one for girls and for boys)

Venue	provided by community or rented house
Clicentele	Out of School children i.e. never enrolled and dropouts in the age group of 9-14 years
Strength	100 Children per center
Duration of Course	7-9 Months
Camp Staff	1 camp in – charge + 3 teacher/ volunteers+ 2 peon + 2 Supporting staff
Training of camp staff	2 days
Training of Voivunteer	7 days

Table No. 11.7

Pre Test	Post Test
In the beginning of course a per test will be conducted	By the end of course a post test will be conducted on the achievement of each child. If they will be mainstreamed into formal schools The children who are mainstreamed will followed up at least for 6 months by formal teacher

Proposal for the year 2004-05

- 122 Non Residential Bridge course classes will be proposed to make functional in the year 2006-05 for the 10,324 Out of School girls. These girls will be enrolled in the schools as per their competency.

Monitoring

Every week at least one person should visit the camp

Convergence with open school

Model Cluster School

40 schools of 40 Jan Shiksha kendra, in district will be developer as model cluster schools. Jan shiksha kendra will be identified for Development of model Cluster schools.

Criteria of selection:-

Model cluster Schools will be Established in schools where:-

1. It should be a middle school.
2. 100% enrolment or maximum enrolment .
3. Number of SC and ST girls is more.
4. school building is available.
5. Female Teachers are the available in the schools.
6. Girls Toilet is available in the schools.
7. Drinking water is available in schools.

Proposal initiative and forward by Jan Shiksha Kendras will finalized by the District unit. the faculties would be provided in the school after decision in the meeting of PTAs from the following alternatives.

Infrastructure Facilities :-

- Dari for children to sit on.
- Fencing of play ground, Games& Sports material of games played by girls.
- Activity center.

Academic Facilities:

Arrangement of vocational training of girls as per their choice

- Training of girls for self defense.
- Arrangement of computer Training/ cyclic training to girls.
- Health checkup of girls.
- part time teachers may be appointed for vocational education.
- Those model cluster schools will also be used for contract programm of M.P. open basic school.
- other school can also avail the facilities of model cluster schools.

Vocational Training program

Objective:-

- 1- Education to be imparted along with vocational Education for girls/ women as per their interest.
- 2- To Provide opportunity to girls according to their interest and needs.
- 3- To make girls self dependent.

for this identification of trades according to the local needs and interest of girls would be done. At the very same time identification of institution imparting vocational training would also be accomplished. The target group for this would be out of schools girl (Never Enrolled and Dropout girls) who have achieved.

Competency levels of priority would be given to girls engaged in labour work and cattle grazing .

Agencies for these type of training would be

- 1- ITI Indore
- 2- Jan Shiksha Sansthan etc.

Suggestive Trade:-

Food processing and Marketing Garments and Textiles :- Cutting, Tailoring, carpet industry and Dress Designing .

Catering :- Cooking and Baking

Secretarial :- Typist, Stenographer and Computer

Domestic Industry :- Beautician, Handicrafts and Toy Making, Tomato sauces, Potato chips, Lemon pickles, Different – Different products of “AWLA”

Proposal for the year 2004-05:

- 80 primary schools of Jan shiksha kendra will be taken in order to develop these school as " Model Schools".
- Funds will be provided to these schools to procure necessary infrastructure.

Proposal for the year 2005-06 :

- ❖ 244 ECCE centers will be opened for those children specially girls who are busy in sibling care at home & do not go to school.
- ❖ A Didi will be appointed in each ECCE center.

A teacher (Didi) would be appointed in each of the center for 10 month the appointment of Didi would be a decentralized process in which the selection would be done by PTA considering local candidate belonging the same village from the same Panchayat area More over preference would be given to those women who have already worked in shishu shiksha kendra/ JhoolaGhar/as shahayogini provided they fulfill qualification prescribed for Didi of ECCE under NPEGEL .

- Vocational training will be given to the girls of these selected Model Schools.

Early Childhood Care and Education Center (ECCE)

In Indore district there are 860 habitations where children specially girls are unable to attend the school due to sibling care problem.

02 ECCE centers are being proposed to be established in each Jan Shiksha kendras (JSKs) of Blocks under taken NPEGEL. These centers will be started in those Habitations where there is schooling facilities but no Aaganwadi centers, these centers will take care of :-

- Developing a habits and Educational Traditions among children of 3 to 5 years age group .
- To develop entertaining sports activities as per girls interests and needs and capacity of children.
- These center will help girls of the relevant age groups in their going to school and their regular attendance.
- these center will also develop awareness and consciousness among the people community.

Center will be set up on the basis of Following priorities:-

- The center should being selected NPEGEL block.
- one ECCE center would be essentially setup in model cluster school.
- SC, ST, OBC and minorities population should be more in the village are school for starting of ECCE center there should be sufficient space in near the primary school
- This decision should be taken by PTA it self.
- Where no Aaganwadi is being run.
- They should be 15 children of 3-5 year age group entrant in the school in the center
- The age group to which the center will cater would be 3 to 5 year. The Head Master of primary school will responsible for running the center where as management of the same would be with the PTA

CHAPTER-14

BUDGET AND CONSTING FOR NPGEL

District : Indore

6 Bridge Courses

6.1 Non-Residential Bridge course (Preparation for Class 5) for 20 Children

Category	Unit Cost	Physical	Total Cost
1 Teaching Learning Material (incl. Exercise Books)	0.02000	35 B Course	0.700
2 Volunteer Teacher Honorarium	0.10000	35 B Course	3.500
3 Training	0.00800	35 B Course	0.280
4 Review meeting, Evaluation etc	0.00200	35 B Course	0.070
5 Centre Contingency	0.01000	35 B Course	0.350
Total	0.14000		4.900

6.2 Remedial Teaching

Category	Unit Cost	Physical	Total Cost
1 Honorarium	0.03000	49 Course	1.470
2 Teaching Learning Material	0.00500	49 Course	0.245
Total	0.03500		1.715

6.3 Residential Bridge Course for 100 Children

(1 per District) (Rs.722 x 100 Child x 9 month)

Category	Unit Cost	Physical	Total Cost
1 Meal (Rs.400/- per Child per month)	3.600	2 RBC	7.200
2 Health Checkup (Rs.10/- per Child per month)	0.090	2 RBC	0.180
3 TLM (Rs.25/- per Child per month)	0.225	2 RBC	0.450
4 Staff Salary (Rs.150/- per Child per month)	1.350	2 RBC	2.700
5 Rent (Rs.30/- per Child per month)	0.270	2 RBC	0.540
6 Miscellaneous (Water & Electricity etc) (Rs.101/- per Child per month)	0.909	2 RBC	1.818
7 Evaluation (Rs.7/- per Child per month)	0.063	2 RBC	0.126
Total	6.507		13.014

6.4 Residential Girls Hostel for 10 Girls

Category	Unit Cost	Physical	Total Cost
1 Meal (Rs.400/- per Child per month)	1.800	2 Hostel	3.600
2 Health Checkup (Rs.8/- per Child per month)	0.040	2 Hostel	0.080
3 Staff Salary (Rs.92/- per Child per month)	0.460	2 Hostel	0.920
4 Miscellaneous (Water & Electricity etc) (Rs.1000/- per month)	0.100	2 Hostel	0.200
5 Centre Contingency	0.100	2 Hostel	0.200
Total	2.500		5.000

7 Open Learning Centre for Open School Girls

Category	Unit Cost	Physical	Total Cost
1 Honorarium for Volunteer Teacher @Rs.400/-x3x3	0.03600	32 Centre	1.152
2 Copy, Pencil, Payment of Fee etc	0.07000	32 Centre	2.240
3 Training (TA, DA & Contingency)	0.00600	32 Centre	0.192
4 Centre Contingency	0.00300	32 Centre	0.096
Total	0.11500		3.680

Management Cost

8 Community Mobilisation for female education

(Max. 10 Cluster per Block)

Category	Unit Cost	Physical	Total Cost
1 Conventions, Sammelans Mobilisation & Orientation of Gender groups including	0.01000	122 Clusters	1.220
2 TA/DA etc	0.00500	122 Clusters	0.610
3 Training, Anganwadi workers & Publicity Materials	0.03000	122 Clusters	3.660
4 Mobilisation of Female members of PTA	0.02000	122 Clusters	2.440
5 District level Campaigns, Gokul Gram Strategies	0.01000	122 Clusters	1.220
6 Block level Campaigns, Gokul Gram Strategies	0.01000	122 Clusters	1.220
7 Village level Campaigns	0.01000	122 Clusters	1.220
Total	0.09500		11.590

9 District level

1 Equipment & Furniture	1.000	1	1.000
2 Staff Salary at District Level			
NPEGEL Coordinator (1)	1.440	1	1.440
Accountant cum Clerk (1)	0.720	1	0.720
Data Entry Operator (1)	0.720	1	0.720
Peon (1)	0.480	1	0.480
3 Professional Fees	1.000	1	1.000
4 Office Contingency, Supervision & Monitoring	1.000	1	1.000
Total District level	6.360		6.360

10 Block level

1 Enrolment, Retention Drives for 100% retention & completion	0.100	4 Blocks	0.400
2 Research & Studies (for Dropouts, Impact of incentives, School Environment etc)	0.050	4 Blocks	0.200
3 Professional Fees (Block Coordinator)	0.340	4 Blocks	1.360