



Bihar Madhyamik Shiksha Parishad

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Date : 20 March, 2014

From,

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Bihar Madhyamik Shiksha Parishad, Patna

To,

Director (RMSA-1)
Department of School Education & Literacy
Ministry of Human Resource Development,
Shastri Bhavan, New Delhi- 110015

Sub : Regarding submission of Integrated AWP&B 2014-15.

Sir,

Please find herewith a copy of Integrated AWP&B 2014-15 prepared on the basis of UDISE. It is requested to kindly arrange for its appraisal and approval at earliest.

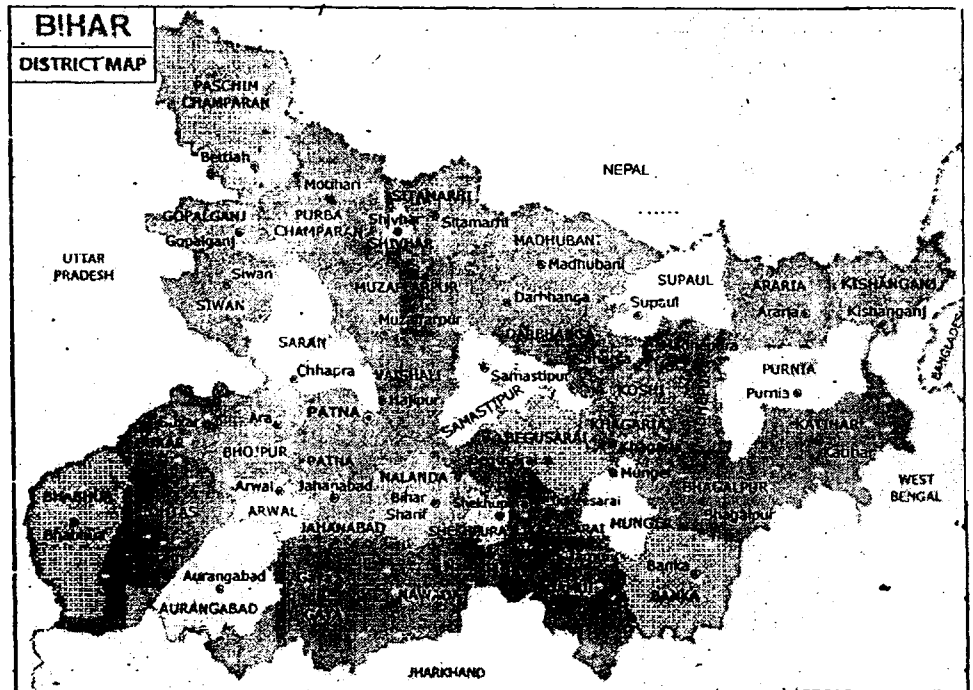
Thanking you

Yours sincerely,


(Rahul Singh)
State Project Director

पढ़े चलो, बढ़े चलो
RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN

RMSA, BIHAR



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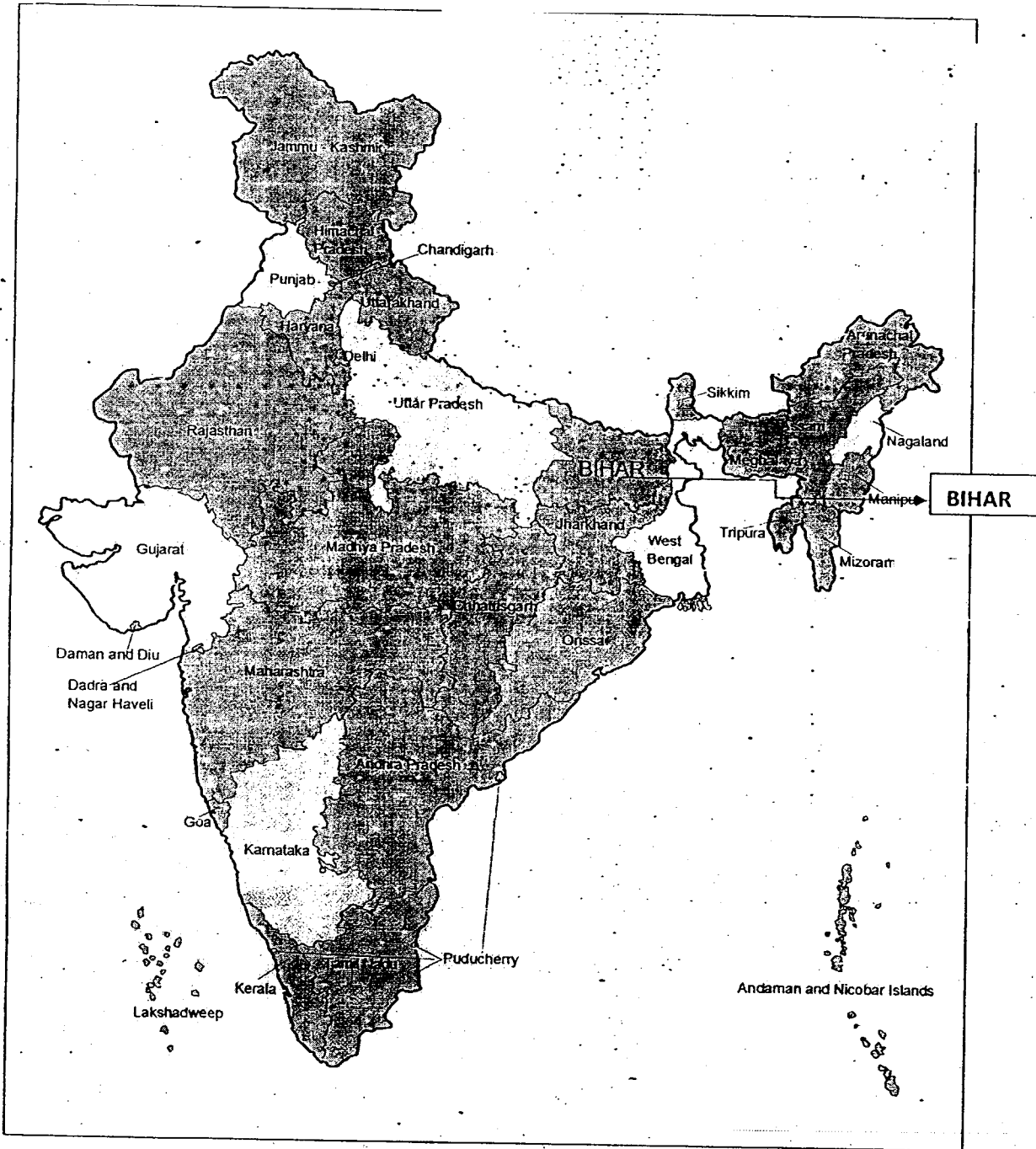
Sl. No.	Table of Content	Page No.
1	Abbreviations	3-4
2	Bihar in India Map	5
3	Bihar Fact Sheet	6
4	Chapter – 1: State Profile	7-26
5	Chapter – 2: Implementation Status of AWP&B	27-48
6	Chapter – 3: Sector Diagnosis – Current Status and Development Priorities	49-81
7	Chapter – 4: Planning Process	82-94
8	Chapter – 5: Alternative Development Scenarios and Plan Targets	95-103
9	Chapter – 6: Strategies And Action Programmes	104-211
10	Chapter – 7: Action Programme for Focus Groups	212-229
11	Chapter – 8: Estimation of Additional Inputs	230-233
12	Chapter – 9: Planning for Implementation	234-241
13	Chapter – 10: Budget Estimates and Financing	242
	Table	

Abbreviations

ACR	Additional Class Room
AEP	Adolescent Education Programme
AWP&B	Annual Work plan & Budget
BPL	Below Poverty Level
BRC	Block Resource Centre
CCE	Continuous Comprehensive Evaluation
CTE	College of Teacher Education
CWSN	Children With Special Needs
DCF	Data Capture Format
DIET	District Institute of Education & Training
DPC	District Programme Coordinator
DPO	District Project Office
FBB	Educationally Backward Block
EC	Executive Committee
EMIS	Educational Management Information System
GER	Gross Enrollment Ratio
GoI	Government Of India
GoM	Government Of Maharashtra
GPI	Gender Parity Index
HHS	House Hold Survey
HI	Hearing Impaired
ICDS	Integrated Child Development Services
ICT	Information & Communication Technology
IEDC	Integrated Education for disabled Children
IEDSS	Integrated Education for Disable at Secondary Stage
KGBV	Kasturba Gandhi Balika Vidyalaya
LD	Learning Disability
LRC	Learning Resource Centre
MCQ	Multiple Choice Questions
MIEPA	Maharashtra Institute of Educational Planning and Administration
MHRD	Ministry of Human Resource Development
MIS	Management Information System
MR	Mentally Retarded
NAC	National Advisory Council
NCC	National Cadet Corp
NCERT	National Council of Educational Research & Training
NCF	National Curriculum framework
NER	Net Enrollment Ratio
NIOS	National Institute of Open Schooling
NPE	National Policy of Education
NSS	National Social Service

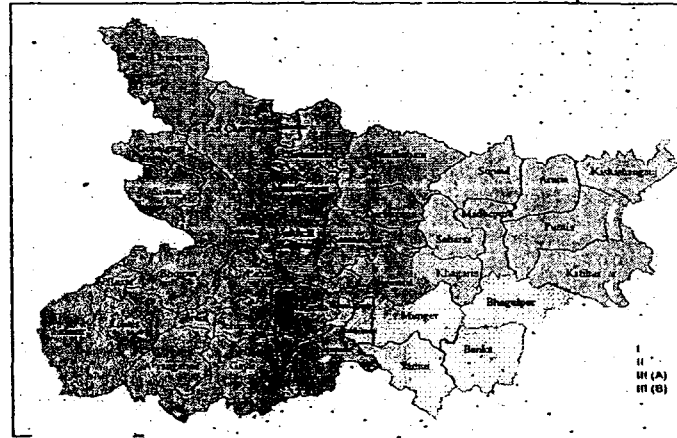
NUEPA	National University of Educational Planning & Administration
OBC	Other Backward Class
ODL	Open & Distance Learning
OH	Orthopaedic Handicapped
OoSC	Out of School Children
PAB	Project Approval Board
PRI	Panchayat Raj Institutes
PTA	Parent Teacher Association
PTR	Pupils Teacher Ratio
PWD	Public Works Department
QCT	Quality Council of India
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RP	Resource Person
SBC	Special Backward Class
SC	Schedule Caste
SCERT	State Council of Educational Research & Training
SCR	Students Class Room Ratio
SEMIS	Secondary Education Management Information System
SFD	Special Focus District
SIP	School Improvement Plan
SMDC	School Management & Development Committee
SPO	State Project Office
SSA	Sarva Shiksha Abhiyan
TBB	Text Book Bureau
TLE	Teaching Learning Equipment
TLM	Teaching Learning Material
TLP	Teaching Learning Process
TSC	Total Sanitary Campaign
TSP	Tribal Sub Plan
U-DISE	Unified District Information System for Education
UPS	Upper Primary School
VI	Visually Impaired
Z.P.	Zilla Parishad

Bihar in India Map



BIHAR FACT SHEET

Area	94,163 sq. km.
Divisions	09
Districts	38
Blocks	534
Panchayats	8464
Revenue villages/wards	45071/2819
Habitations	112067



Population in lakhs	Male	Female	Total
	542.78	498.21	1040.99

Rural share in population	88.7%
Urban share in population	11.3%

Population density	1106
Sex ratio	918
Sex ratio (0-6)	935
Population-decadal growth	25.07

Literacy rate	Male	Female	Total	Decadal increase in literacy
	71.20	51.50	61.80	

No. of schools in Bihar	Primary Section (I-V)	Upper primary Section (VI-VIII)	Secondary Section (IX-X)
	75045	33404	5421

Child Population in lakhs	6-10 years	11-13 years	14-15 years
	158.13	77.59	46.39

Source – Census 2011 and UDISE 2013-14

Chapter 1

State Profile

1.1 Introduction: For long, Bihar was considered a "Bimaru" state, with extreme poverty, violence and corruption being considered synonymous with the state. But that is now history. The state is now on the fast track to shed its "Bimaru" tag, having achieved one of the highest GDP growth rates in recent years. The iconic changes have been ushered in by the present government after it took over the reins in November 2005.

Bihar, spread over an area of 94,164 sq. Km, is the twelfth largest state in India. The capital city of Bihar, Patna is blessed with a rich historical past. The richest city in the state also houses some of the reputed educational institutes in India. Bihar was a major educational hub in the ancient times. It was home to two renowned universities of India namely the Vikramshila University and the Nalanda University. This system of education suffered a huge set back during the medieval period. The education of the area remained neglected during the time of British rule. However, the state witnessed some revival in the education sector later when the British established some prestigious institutions here in Bihar.

'The abode of Brahma' that's what people once called this Eastern state of around 103.8 million in India. Surrounded by other Indian states of Uttar Pradesh, Jharkhand, West Bengal and a neighboring country Nepal, it is one of the most populous and constantly inhabited places in the country. In his book "The Wonder That Was India", A L Basham calls Bihar a place full of intellectual ferment. He further writes of Bihar as a region which has not only produced philosophers and ascetics, but also merchant princes and men of action.

The State of Bihar was reorganised on November 15, 2000 with 38 districts of undivided Bihar. It lies mid-way between West Bengal in the east and Uttar Pradesh in the west. It is bounded by Nepal in the North and by Jharkhand in the south. The state has several rivers such as Ganga, Sone, Bagmati, Kosi, Budhi Gandak, Punpun, etc. Forty-one per cent of cultivated area is flood prone and another forty per cent is drought prone.

The economy of Bihar is predominantly rural in as much as 89.50 per cent population is living in rural areas as against 74.30 per cent for the country. The literate people in the State constitute 47.53 per cent of the population. As much as 42.60 per cent of population is still living below poverty line in the State, as compared to only 26.10 per cent at all-India level.

The community wise break-up of the state comprises 15% Muslims, 16% Scheduled Castes, 11% Ahirs/Yadavs and Brahmins, Kurmis, Rajputs and Koerls are around 5% each. Other communities like Kumhars, Kahars, Kandus and Kayasthas are under 2% each. Of the Scheduled Castes, Chamars are around 5%, Dosadhs 5% and Musahars 3%. Amongst Scheduled Tribes, Santhals are around 4%, Oraons are 2%, Mundas are 1.5% and Hos are 1% dominant.

While 25 lakh children between the ages of six and 14 were found to be out of school in 2005-06, the number is down to a quarter i.e 5.9 lakh. More schools have been opened -- There are now 114.3 schools for every 1 lakh people in the state against just 60 three years ago.

The dramatic improvement is said to be due to political pressure, which just shows how much things can improve if state governments sincerely push for social sector development. Work on the database

programme was rigorously pursued over five years and in the case of books and teaching aids, acquisition was done in a speedy two months.

The State of Bihar at present extends approximately 24° 20' 10" North latitude to 27° 31' 15" North latitude and from 83° 19' 50" East longitude to 88° 17' 40" East longitude. The maximum north – south extent of Bihar is about 385 k.m. and the maximum east west extent is about 483 k.m.. It has Nepal in its north, Jharkhand on its south, Uttar Pradesh on its west and West Bengal on its east.

The history of the land mass currently known as Bihar is very ancient. In fact, it extends to the very dawn of human civilization. Earliest myths and legends of Hinduism - the Sanatana (Eternal) Dharma - are associated with Bihar. Sita, the consort of Lord Rama, was a princess of Bihar. She was the daughter of King Janak of Videha. The present districts of Muzaffarpur, Sitamarhi, Samastipur, Madhubani, and Darbhanga, in north-central Bihar, mark this ancient kingdom. The present small township of Sitamarhi is located here. According to legend, the birthplace of Sita is Punaura, located on the westside of Sitamarhi, the headquarters of the district. Janakpur, the capital of King Janak, and the place where Lord Rama and Sita were married, lies just across the border in Nepal. It can be reached via the rail station of Janakapur Road located in the Sitamarhi district, on the Narkatiyaganj - Darbhanga section of the North-Eastern Railway. It is no accident, therefore, that the original author of the Hindu epic - The Ramayana Maharishi Valmiki lived in Ancient Bihar. Valmikinagar is a small town and a railroad station in the district of West Champaran, close to the railhead of Narkatiyaganj in northwest Bihar. The word Champaran is derived from champa-arnya, or a forest of the fragrant Champa (magnolia) trees.

It was here that Prince Gautam attained enlightenment, became the Buddha - at the present Bodh Gaya - a town in central Bihar; and the great religion of Buddhism was born. It is here also that Lord Mahavira, the founder of another great religion, Jainism, was born and attained nirvana (death). That site is located at the present town of Pawapuri, some miles to the south east of Patna, the Capital of Bihar.

Also, it is here that the tenth and last Guru of the Sikhs, Guru Gobind Singh was born and attained the sainthood of Sikhism, that is, became a Guru. A lovely and majestic Gurudwara (a temple for Sikhs) built to commemorate his memory - the Harmandir Sahib - is located in eastern Patna. Known reverentially as the Patna Sahib, it is one of the five holiest places of worship (Takhat) for Sikhs.

The ancient kingdoms of Magadh and of Licchavis, around about 7-8th century B.C., produced rulers who devised a system of administration that truly is the progenitor of the modern art of statecraft, and of the linkage of statecraft with economics. Kautilya, the author of Arthashastra, the first treatise of the modern science of Economics, lived here. Also known as Chanakya, he was the wily and canny adviser to the Magadh king, Chandragupta Maurya. As an emissary of Chandragupta Maurya, Chanakya traveled far and wide in pursuit of promoting the interests of the State and dealing with the Greek invaders; settled in the northwest of India along the Indus valley. He succeeded in preventing the further onslaught of the Greeks. Indeed, he brought about amicable co-existence between the Greeks and the Mauryan Empire. Megasthenes, an emissary of Alexander's General, Seleucus Nicator, lived in Pataliputra (ancient name of Patna, the Mauryan capital) around 302 B.C. He left behind a chronicle of life in and around Pataliputra. This is the first recorded account by a foreign traveler in India. It describes in vivid terms the grandeur of life in Pataliputra, a city established by King Ajatshatru, around 5th Century B.C., at the confluence of the rivers Sone and Ganga.

Another Mauryan king, Ashok, (also known as Priyadarshi or Priyadassi), around 270 B.C., was the first to formulate firm tenets for the governance of a people. He had these tenets, the so called Edicts of Ashok, inscribed on stone pillars which were planted across his kingdom. The pillars were crowned with the statue of one or more lions sitting on top of a pedestal which was inscribed with symbols of wheels. As the lion denoted strength, the wheel denoted the eternal (endless) nature of truth (dharma), hence the name Dharma (or Dhamma) Chakra. This figure of lions, atop a pedestal, with inscription of a wheel, was adopted as the Official Seal of the independent Republic of India (1947). Also, Ashok's dharma chakra was incorporated into the national flag of India, the Indian tricolor. Remains of a few of these pillars are still extant, for example at Lauriya-Nandan Garh in the district of West Champaran and at Vaishali, in the present district of the same name. Ashok, a contemporary of Ptolemy and Euclid, was a great conqueror. His empire extended from what is now the the North West Frontier Province (in Pakistan) in the west, to the eastern boundaries of present India in the north, and certainly, up to the Vindhyan Range in the south. Ashok was responsible also for the widespread proselytization of people into Buddhism. He sent his son, Prince Mahendra, and daughter, Sanghamitra, for this purpose to as far south as the present country of Sri Lanka (Sinhala Dweep in ancient times, and Ceylon during the British Empire. Some historians, particularly Sinhalese, consider Mahindra and Sanghamitra as brother and sister of King Ashok.) It is no wonder that historians have called Ashok - Ashok, the Great!

Ancient Bihar also saw the glorification of women in matters of state affairs. It was here that Amrapali, a courtesan of Vaishali (the present district of the same name) in the kingdom of the Licchavis, attained and wielded enormous power. It is said that the Lord Buddha, during his visit to Vaishali, refused the invitation of many princes, and chose to have dinner with Amrapali instead. Such was the status of women in the Bihari society of several centuries B.C.

A little-known, but historically and archaeologically documented, event is worth mentioning in this context. After his visit with Amrapali, Lord Buddha continued with his journey towards Kushinagar (also called Kusinara in Buddhist texts.) He travelled along the eastern banks of the river Gandak (also called Narayani, which marks the western border of Champaran, a district now administratively split into two- West and East Champaran.) A band of his devoted Licchavis accompanied Lord Buddha in this journey. At a spot known as Kesariya, in the present Purbi (=East) Champaran district, Lord Buddha took rest for the night. It was here that he chose to announce to his disciples the news of his impending nirvana (death); and implored them to return to Vaishali. The wildly lamenting Licchavis would have none of that. They steadfastly refused to leave. Whereupon, Lord Buddha, by creating a 3,000 feet wide stream between them and himself compelled them to leave. As a souvenir he gave them his alms-bowl. The Licchavis, most reluctantly and expressing their sorrow wildly, took leave and built a stupa there to commemorate the event. Lord Buddha had chosen that spot to announce his impending nirvana because, as he told his disciple Anand, he knew that in a previous life he had ruled from that place, namely, Kesariya, as a Chakravarti Raja, Raja Ben. (Again, this is not just a mere legend, myth or folklore. Rather, it is a historically documented fact supported by archaeological findings. However, neither this part of Buddha's life, nor the little town of Kesariya, is well-known even in India or Bihar.

At Nalanda, the world's first seat of higher learning, a university, was established during the Gupta period. It continued as a seat of learning till the Middle Ages, when the muslim invaders burned it down. The ruins are a protected monument and a popular tourist spot.

1.2 Climate: Climatically Bihar lies in a belt of transition between the wet portion of Bengal and dry Uttar Pradesh to the west. The climate of Bihar can best be described according to three seasons into which the year is divided. The cold weather commences early in November and comes to an end in the middle of March. The hot weather then sets in and lasts till the middle of June. Soon after this the rainy season commences and continues till the end of September, the beginning of this season occurs when a storm from the Bay of Bengal passes over Bihar. The commencement of monsoon may be as early as the last week of May or as the first or second week of July. The monsoon rains begin a little later than in west Bengal and end a little earlier so that the rainfall, though much less than in Bengal is considerably higher than in U.P. In winter the conditions are more akin to those of U.P. though the rainfall is less and the temperature is slightly higher. The days are bright and warm and the sun is not too hot. As soon as the sun sets the temperature falls and the heat of the day yields place to a sharp bracing cold.

1.3 Temperature: The mean temperature in November all over Bihar varies from 19.6oC to 22.2oC. The mean temperature in Gaya and Patna in December is 17oC and 18.2oC respectively. January is the coldest month in Bihar. The mean minimum temperature varies from 7.5oC to 10.5oC though some places like Netarhat record much lower temperatures than 7.5oC. The highest temperature is often registered in May which is the hottest month in the state.

Table 1: Administrative Division of the State.....

DIVISION WITH (H.Q.)	Districts	District H.Q.
1. Patna (Patna)	1. Patna	1. Patna
	2. Nalanda	2. Biharsharif
	3. Rohtas	3. Sasaram
	4. Bhojpur	4. Arrah
	5. Buxar	5. Buxar
	6. Kaimug	6. Bhabhua
2. Tirhut (Muzaffarpur)	1. Muzaffarpur	1. Muzaffarpur
	2. Vaishali	2. Hajipur
	3. Sitamarhi	3. Sitamarhi
	4. Sheohar	4. Sheohar
	5. East Champaran	5. Motihari
	6. West Champaran	6. Bettiah
3. Darbhanga (Darbhanga)	1. Darbhanga	1. Darbhanga
	2. Madhubani	2. Madhubani
	3. Samastipur	3. Samastipur
4. Saran (Chapra)	1. Saran	1. Chapra
	2. Siwan	2. Siwan
	3. Gopalganj	3. Gopalganj
5. Koshi	1. Saharsa	1. Saharsa

(Saharsa)	2. Supaul	2. Supaul
	3. Madhepura	3. Madhepura
6. Munger (Munger)	1. Munger	1. Munger
	2. Jamui	2. Jamui
	3. Lakhisarai	3. Lakhisarai
	4. Sheikhpura	4. Sheikhpura
	5. Begusarai	5. Begusarai
	6. Khagaria	6. Khagaria
7. Bhagalpur (Bhagalpur)	1. Bhagalpur	1. Bhagalpur
	2. Banka	2. Banka
8. Purnia (Purnia)	1. Purnia	1. Purnia
	2. Katihar	2. Katihar
	3. Kishanganj	3. Kishanganj
	4. Araria	4. Araria
9. Magadh (Gaya)	1. Gaya	1. Gaya
	2. Jehanabad	2. Jehanabad
	3. Arwal	3. Arwal
	4. Aurangabad	4. Aurangabad
	5. Nawada	5. Nawada

Table – 2: Details of district and sub-district administrative units

Sl. No.	Districts	Blocks	Panchayat	Revenue Villages	Urban wards	Habitations
1	Araria	9	218	753	54	2457
2	Arwal	5	68	348	0	679
3	Aurangabad	11	203	1786	86	3202
4	Banka	11	185	1681	40	3581
5	Begusarai	18	257	780	45	2927
6	Bhagalpur	16	242	1770	62	2845
7	Bhojpur	14	228	1243	115	1639
8	Buxar	11	142	1194	60	2615
9	Darbhanga	18	330	1268	48	2989
10	E. Champaran	27	419	1345	170	4703
11	Gaya	24	332	2860	56	5870
12	Gopalganj	14	234	1620	74	6191
13	Jamui	10	153	1530	43	3042
14	Jehanabad	7	93	599	52	1346
15	Kaimur	11	151	1360	26	3261

16	Katihar	16	238	1543	57	1923
17	Khagaria	7	129	306	46	1605
18	Kishanganj	7	126	824	66	3135
19	Lakhisarai	7	80	496	57	1702
20	Madhepura	13	170	447	41	2576
21	Madhubani	21	399	1072	67	3163
22	Munger	9	101	861	92	1671
23	Muzaffarpur	16	387	1861	68	2603
24	Nalanda	20	249	1183	122	2478
25	Nawada	14	187	1139	50	2268
26	Patna	23	331	1455	310	2757
27	Purnea	14	251	1241	127	4806
28	Rohtas	19	246	1710	144	2205
29	Saharsa	10	153	432	43	2677
30	Samastipur	20	381	1250	61	4324
31	Saran	20	330	1813	129	5097
32	Sheikhpura	6	54	289	23	437
33	Sheohar	5	53	207	15	465
34	Sitamarhi	17	273	846	79	2068
35	Siwan	19	293	2417	51	5347
36	Supaul	11	181	688	58	3856
37	Vaishali	16	290	1459	45	3191
38	W. Champaran	18	315	1395	137	4356
BIHAR		534	8472	45071	2819	112067

1.4 Economy: Gross state domestic product of Bihar for the year 2011/2012 has been around 2622.30 billion INR. By sectors, its composition is:

Agriculture = 22%

Industry = 5%

Services = 73%.

The economy of Bihar is largely service-oriented, but it has a significant agricultural base. The state also has a small industrial sector. More recently, Bihar's state GDP recorded a very high growth (in the excess of 10%), making Bihar the fastest growing major state of India.

1.5 Agriculture: Bihar lies in the riverine plain of the Ganga basin area and is endowed with fertile Gangetic alluvial soil with abundant water resources, particularly ground water resources. This makes Bihar's agriculture rich and diverse, although it has never reached its full potential. Rice, wheat, and maize are the major cereal crops of Bihar, while arhar urad, moong, gram, peas, lentils, and khesaria are some of the pulses crop cultivated in Bihar. Bihar is the largest producer of vegetables¹ especially

potatoes, onions, brinjal, and cauliflower. In fruit cultivation, it is the largest producer of litchi, the third largest producer of pineapples and a major producer of mangoes, bananas, and guava. Sugarcane and jute are the other two major cash crops of Bihar.

1.6 Industry: Bihar has a very small industrial base compared to the other Indian states including neighbouring Jharkhand. State of Bihar accounts for nearly about 8.5% of India's population and about 3% of its landmass. In percentage terms of industrial units, Bihar holds only around 1% of factories installed in India. In terms of output value, less than 1% of India's industrial output comes from Bihar. The industrial sector contributes about 5% to the GDP of Bihar, while the share of industrial sector in India's GDP is around 20%. Bihar's industrial sector is dominated by small household and cottage industries. Agro-based industries are major constituents of industrial sector in Bihar.

Bihar has emerged as brewery hub with major domestic and foreign firms setting up production units in the state. Three major firms — United Breweries Group, Danish Brewery Company Carlsberg Group and Cobra Beer — are to set up new units in Patna and Muzaffarpur in 2012.

Although Bihar is one of the fastest growing states of India, it faces immense development challenges. The state has high levels of intra-state disparity with north Bihar lagging behind due to low agricultural productivity, poor irrigation facilities and high vulnerability to floods. The state is also often referred to as the most under-developed states in the country. According to the Tendulkar Committee Report 2009, nearly 54.4 percent of the population lives below the poverty line, which is much higher than the national average of 37.2 percent. However, if factors beyond income are considered (Multidimensional Poverty Index), about 79.3 percent of the state's population lives below the poverty line. In fact, the poverty ratio of the state is the second highest in the country after Odisha. The rural poverty at 55.7 percent is also much higher than the urban poverty at 43.7 percent. Poverty in Bihar is a function of low per capita land holding, very low industrialization base and limited opportunities in the service sector. Low human endowment and poor infrastructure compound the problem. Due to limited opportunities in the state, there is large-scale migration from the state both in lean and peak season of agriculture to other parts of the country. The NSSO Consumption Expenditure Survey (2004-5) has showed that Bihar has the lowest level of per capita expenditure in the country.

In addition, Bihar's performance on other human development indicators such as health, education and sanitation is also below the national average. For example, Bihar has the country's lowest literacy rates at 63.82 percent. Youth illiteracy is a serious concern as 50 percent of the population over 15 years of age is illiterate. The adult illiteracy in the state has a debilitating influence on skill attainment, income generation and social welfare initiatives. The percentage of women with Body Mass Index less than 18.5, which is 45.1 percent for Bihar, is also significantly higher than the national average of 35.6 percent; the state has a high under-five mortality rate of 84.8 percent; and the percentage of underweight children in the state at 55.9 percent is also higher than the national average of 42.5 percent. The decline in infant mortality rate to 48 per thousand births is one of the best improvements in health indicators in the last six years when the national average stands at 47 per thousand births. In terms of sex ratio, the state is again amongst the worst performers. With just 916 females per 1,000 males, the state's sex ratio is much lower than the national average of 940 females per 1,000 males. However, the child sex-ratio of the state at 933 is better than the national average of 914.

In terms of infrastructure, the state fares poorly. Road density at 36.75 km per 100,000 persons is the lowest in the country. The annual per-capita consumption of power is only 76 units as against the national average of 612 units per year. For these reasons, the state has a very low HDI value of 0.367, which is the third lowest in the country.

Tube wells are the most important source of drinking water in the state with nearly 91 percent of the population dependent on them.

1.7 Rural Urban disparity: The disparity between the rural and urban areas of Bihar is also quite significant. For example, only 24.5 percent of the rural households in the state have access to electricity. Overall, only 10 percent of the households in rural Bihar have access to all the three basic amenities—water, toilets and electricity, while over 90 percent of the urban households have access to all three. This disparity is evident in housing quality as well. About 35.5 percent of households in rural areas live in kuccha (mud) houses as opposed to 10.3 percent of the urban population. Overall, nearly 32.7 percent of the state's population lives in kuccha (mud) houses.

Development Deficit in the State

- The state has the lowest literacy rates in the country at 63.82%
- Lowest per capita income of **INR 14,654** at current prices and **INR 11,558** at 2004-5 prices
- Highest urban poverty ratio and second highest rural poverty ratio (**Rural 55.7%, Urban 43.7%**)
- One of the lowest consumer expenditure as per the 61st round of NSS- Rural- **INR 416**, Urban- **INR 696** and as per the 66th round of NSS, it is **INR 780** for rural areas, and **INR 1,238** for urban areas)
- Home to second largest number of Below Poverty Line people (BPL) after Uttar Pradesh (48.6 Million in 2005) and (54.35 million in 2009-10)
- Highest Total Fertility Rate and decadal rate of population-growth
- One of the lowest rates of urbanization, only 11% of the state's population lives in urban areas
- One of the lowest HDI (21 out of 23) as per the India Human development Report
- Highly vulnerable to natural disasters: 73% of the geographical area prone to floods. 28 out of 38 districts are in earthquake zone five and four
- Lowest per capita power consumption in the country at 76 units per annum
- One of the highest rates of out-migration to other states- **9.2%** of rural male and **4.4%** of urban male) as per the 64th round of NSS
- Average agricultural productivity below the national average in key cereal crops in the state- For Rice – Bihar- **1,237** and National- **2,202**; For Wheat – Bihar- **2,058** and National- **2,802** (yield in kg hectare)
- One of the lowest average sizes of land holding in the country at 0.58%
- One of the highest rates of child malnutrition in the country with **54.9%** of the children underweight

1.8 Naxalism: The term Naxalism refers to Left Wing extremist movement that traces its roots to the May 1967 peasant uprising at Naxalbari.

In India since 2001 to 2007, 10478 Naxal incidents have occurred, in which 851 Police personnel and 2381 civilians were killed. In Bihar, the Naxalite Movement was started by several groups including the

Maoist Coordination Centre or the MCC, way back in the late seventies. They were the armed squad of the erstwhile underground Communist Party of India – Marxist-Leninist (Liberation) and were founded to counter oppression of the upper caste landowners. The Naxalite movement as witnessed in Bihar is thus entirely different from the other states. That Naxalism is not merely a law and order problem but has its roots to socio-economic deprivation with backwardness of the dispossessed. In Bihar 17.06 percentage area is more affected by naxalism while 24.46 percentages is marginally affected. Moderately affected Districts are Rohtas, Jehananbad, Aurangabad, Gaya, and Jamui whereas marginally affected area are Champaran (W+E), Sitamarhi, Nawada, Nalanda, Patna, Bhojpur and Kaimur. In Bihar since 2003 to 2007, 1001 incidents have occurred, where 82 police personnel and 425 civilians were killed

Table – 3: District-wise demographic details

Sl No	Districts	Population			Sex ratio	Pop. Density	Decade growth
		Total	Male	Female			
1	2	3	4	5	6	7	8
	Bihar	104099452	54278157	49821295	918	1106	25.07
1	West Champaran	3935042	2061110	1873932	909	753	28.89
2	East Champaran	5099371	2681209	2418162	902	1285	29.01
3	Sheohar	656246	346673	309573	893	1880	27.32
4	Sitamarhi	3423574	1803252	1620322	899	1492	27.47
5	Madhubani	4487379	2329313	2158066	926	1282	25.19
6	Supaul	2229076	1155283	1073793	929	919	28.62
7	Araria	2811569	1463333	1348236	921	993	30
8	Kishanganj	1690400	866970	823430	950	897	30.44
9	Purnia	3264619	1699370	1565249	921	1011	28.66
10	Katihar	3071029	1600430	1470599	919	1005	28.23
11	Madhepura	2001762	1047559	954203	911	1120	30.65
12	Saharsa	1900661	997174	903487	906	1127	25.79
13	Darbhanga	3937385	2059949	1877436	911	1728	19
14	Muzaffarpur	4801062	2527497	2273565	900	1514	27.54
15	Gopalganj	2562012	1267666	1294346	1021	1260	18.83

16	Siwan	3330464	1675090	1655374	988	1501	22.25
17	Saran	3951862	2022821	1929041	954	1496	21.37
18	Vaishali	3495021	1844535	1650486	895	1717	28.58
19	Samastipur	4261566	2230003	2031563	911	1467	25.33
20	Begusarai	2970541	1567660	1402881	895	1549	25.75
21	Khagaria	1666886	883786	783100	886	1122	29.46
22	Bhagalpur	3037766	1615663	1422103	880	1182	25.13
23	Banka	2034763	1067140	967623	907	674	26.14
24	Munger	1367765	729041	638724	876	964	19.45
25	Lakhisarai	1000912	526345	474567	902	815	24.74
26	Sheikhpura	636342	329743	306599	930	924	20.82
27	Nalanda	2877653	1497060	1380593	922	1222	21.18
28	Patna	5838465	3078512	2759953	897	1823	22.34
29	Bh oipur	2728407	1430380	1298027	907	1139	21.27
30	Buxar	1706352	887977	818375	922	1002	21.77
31	Kaimur (Bhabua)	1626384	847006	779378	920	488	27.54
32	Rohtas	2959918	1543546	1416372	918	763	20.22
33	Aurangabad	2540073	1318684	1221389	926	769	24.75
34	Gaya	4391418	2266566	2124852	937	883	26.08
35	Nawada	2219146	1144668	1074478	939	890	22.49
36	Jamui	1760405	916064	844341	922	568	25.54
37	Jehanabad	1125313	585582	539731	922	1209	21.34
38	Arwal	699563	362945	336618	921	1099	19.01

Source – Census 2011

The state is the second largest percentage of rural population in the country after Uttar Pradesh. Out of the total population of 103 million, nearly 90 percent of the population lives in the rural areas. Sixteen

percent of the population comprises Scheduled Castes while Scheduled Tribes constitute less than one percent of the rural poor. Further, almost 58 percent of the people in Bihar are below 25 years of age, which is the highest in India.

Bihar can be broadly divided into four major linguistic regions of Anga, Bhojpur, Magadh and Maithili. However, administratively, the state has nine divisions and thirty-eight districts. Hinduism is the predominant religion with 82 percent followers. Muslims constitute 16 percent, Christians 0.03 percent and others 0.3 percent of the state's population.

The decadal population growth (2001- 2011) of Bihar is 25.07 percent against the national average of 17.64 percent. The districts with highest and least decadal growth rate are Madhepura (30.65 percent) and Gopalganj (18.83 percent) respectively. The population density of the state is 1,102 per sq. km against the national average of 382 per sq. km. The most densely and least populated districts are Sheohar (1,882) and Kaimur (488) respectively. The sex-ratio of state is 916 which are lower than the national average of 940. Among 38 districts in Bihar, the district with highest and least sex-ratio is Gopalganj (1,015) and Munger & Bhagalpur (879) respectively. The average literacy rate in Bihar is 63.82 percent which is lower than national average of 74.04 percent. The female literacy rate in Bihar is 53.33 percent against the national average of 65.46 percent. Among 38 districts of Bihar, the districts with highest and lowest literacy rate are Rohtas (75.59 percent) and Purnia (52.49 percent) respectively. As per the census, 2011, Bihar is having 89.53 percent of rural population which is higher than the national average of 72.20 percent. The total SC population of Bihar is 15.7 percent which is lower than the national average of 16.20 percent. The rural population growth rate of Bihar is 28.43 percent which is also higher than the national average of 18.10 percent. Among the population category, 16.4 percent of rural SC population and nearly 1 percent of rural ST population makes the state population more diverse.

1.9 District wise SC / ST / Minority Profile: Among the district wise SC population, Aurangabad has the highest SCs population of 29.6 percent followed by Nawada (24.1 percent) and Kaimur (22.2 percent) respectively. Out of 38 districts, Kisanganj has minimum (6.6 percent) SCs population. Out of 38 districts, the maximum ST population is in Katihar (5.9 percent) followed by Banka (4.7 percent) and Purnia (4.4 percent). Out of 38 districts, Kisanganj has maximum minority population of 67.6 percent followed by Katihar (42.5 percent) against the total minority population of 16.6 percent in Bihar. Among the minority population largest shares of Muslims are in Araria (41.14 percent), Purnea (36.76 percent), Katihar (42.53 percent) and Kisanganj (67.58 percent) while the lowest is in Lakhisarai (4.4 percent).

1.10 Mahadalit: The state government formed the State Mahadalit Commission for the development of the most deprived amongst the Scheduled castes. The Commission observed that out of the 22 scheduled castes in Bihar, 20 are acutely deprived in terms of educational, economic, socio-cultural and political status. The Commission identified these 20 castes primarily on the basis of their literacy rate. The literacy rate of Mahadalit is 16.7 percent against 28.5 percent literacy rate of schedule caste in Bihar. As per census 2001, Bihar has 15.69 percent of Mahadalit. Out of 38 districts, among the top three districts Gaya has 29.62 percent of Mahadalit followed by Nawada (24.04 percent) and Aurangabad (23.46 percent).

1.11 Ranking of Districts by Sex Ratio: As per the ranking of the District by Sex ratio, Gopalganj has replaced Siwan on the 1st position and at the bottom Munger has replaced Bhagalpur in the ranking. The detail ranking of the District by Sex Ratio is mentioned in the table 3.

1.12 Education: As of December 2013, there are 7 government engineering colleges in public sector and 12 engineering colleges in the private sector in Bihar, besides government aided BIT, Patna and Women's Institute of Technology, Darbhanga (affiliated to Lalit Narayan Mithila University, Darbhanga). The overall annual intake of these technical institutes offering engineering education to students in Bihar is merely 6,200. In Bihar, the government colleges are located at Muzaffarpur, Bhagalpur, Gaya, Darbhanga, Motihari, Nalanda and Saran (Chhapra), All institutes are recognized by All India Council for Technical Education (AICTE) affiliated with Aryabhata Knowledge University (AKU). As it is, the foundation stone of eighth engineering college of the state government, named Ramdhari Singh Dinkar Engineering College was laid on 22 December 2013 at Begusarai, while the process to create infrastructure for two new engineering colleges – one each at Madhepura and Sitamarhi — has started.

Bihar established several new education institutes between 2006 and 2008. BIT Mesra started its Patna extension center in September 2006. On 8 August 2008, IIT was inaugurated in Patna with students from all over India these are also prominent engineering colleges in Bihar. NSIT opened its new college in Bihta, which is now emerging as a new education hub in Bihar, in 2008. BCE, Bhagalpur and MIT, Muzaffarpur National Institute of Pharmaceutical Education and Research (NIPER) is being set up in Hajipur. On 4 August 2008, National Institute of Fashion Technology Patna was established as ninth such institute in India. Chanakya National Law University a law university and Chandragupt Institute of Management was established in later half of 2008. Steps to revive the ancient Nalanda University as Nalanda International University is being taken; countries like Japan, Korea and China have also taken initiatives. The Aryabhata Knowledge University in Patna is framed to which all the engineering as well medical colleges are affiliated in Bihar. The A.N. Sinha Institute of Social Studies is a premier research institute in the state.

Bihar is pioneer in the field of yoga with its internationally renowned institute Bihar School of Yoga in Munger.

Bihar e-Governance Services & Technologies (BeST) and the Government of Bihar have initiated a unique program to establish a center of excellence called Bihar Knowledge Center, a finishing school to equip students with the latest skills and customised short-term training programs at an affordable cost. The center aims to attract every youth of the state to hone up their technical, professional and soft skills and prepare them for the present industry requirement/job market.

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One of India's premier medical institute – AIIMS Patna started functioning in Patna. It is in line with AIIMS, New Delhi.

1.13 Literacy: Decadal growth of literacy can be seen from the table below. There is 20 percentage point increase in female literacy in the state which is maximum in the country.

Table-4: Comparative Literacy Rate

Year	Total	Males	Females
2011	63.82	73.39	53.33
2001	47.53	60.32	33.57
1991	37.49	51.37	21.99
1981	32.32	47.11	16.61
1971	23.17	35.86	9.86
1961	21.95	35.85	8.11

Table below shows the district wise social classification of literacy rates to indicate the literacy Gap of social groups in various districts measured with respect to the state average. Table below shows the district level gender gap in literacy among various social groups.

Table – 5: Category wise demographic profile

Social Categories	Sex ratio per '000	Child sex ratio per '000	Gender gap in literacy (%)	Gender gap in literacy Rural (%)	Gender gap in literacy Urban (%)
Overall	919	942	24.4	22	15.3
SC	923	963	24.6		
ST	929	975	24.3		
Hindu	915	939	22.5	23	16
Muslim	943	958	16	16.4	12.4
Christian	974	918	7.2	13.5	2
Sikh	879	919	11.6	17.7	6.6
Budhist	841	919	25.6	24.6	27.6
Jain	904	853	3.7	8.4	2.6
Others	935	944	21.3	21.4	19.6
Religion not stated	841	863	20.8	21.5	11.1

Source: Census 2001

1.14 District wise % of Female Literacy: As per census 2011, Bihar has 63.82 percent of literacy rate against the national average of 74.04 percent. There is literacy decadal growth rate of 16.82 percent in Bihar as compared to national average of 9.24 percent. The population growth rate of Bihar (25 percent) is higher than the national average of 18 percent. The female literacy rate in India is 65.40 percent whereas in Bihar it is 53.7 percent. The female literacy decadal growth rate in Bihar is 20.23 percent in comparison to the national average of 11.7 percent. Similarly, in case of male literacy decadal growth rate, Bihar has 13.23 percent as compared to national growth rate of 6.84 percent.

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As per census 2001, among 38 districts of Bihar, Patna and Rohtas are relatively high literacy rates. The female literacy rate in Patna is also 37.4 percent which is high but when Rohtas is compared, two Districts: Munger and Siwan are higher in female literacy rate. Out of 38 districts, only 7 districts are having more than 35% female literacy. The female literacy rate in Supaul is 26.7% which is lowest in Bihar.

Table – 6: District-wise literacy

Sl. No.	State / District	Persons		Male		Female	
		2001	2011	2001	2011	2001	2011
1	West Champaran	38.93	58.06	51.08	68.16	25.23	46.79
2	East Champaran	37.54	58.26	49.31	68.02	24.27	47.36
3	Sheohar	35.27	56.00	45.28	63.72	23.86	47.25
4	Sitamarhi	38.46	53.53	49.36	62.56	26.13	43.40
5	Madhubani	41.97	60.90	56.79	72.53	26.25	48.30
6	Supaul	37.28	59.65	52.42	71.65	20.81	46.63
7	Araria	35.01	55.10	46.38	64.15	22.37	45.18
8	Kishanganj	31.09	57.04	42.71	65.56	18.63	47.98
9	Purnia	35.10	52.49	45.63	61.09	23.42	43.19
10	Katihar	35.09	53.56	45.31	60.99	23.80	45.37
11	Madhepura	36.07	53.78	48.80	63.82	22.11	42.75
12	Saharsa	39.08	54.57	51.66	65.22	25.27	42.73
13	Darbhanga	44.33	58.26	56.72	68.58	30.78	46.88
14	Muzaffarpur	47.95	65.68	59.10	73.61	35.81	56.82
15	Gopalganj	47.48	67.04	62.96	78.38	32.16	56.03
16	Siwan	51.65	71.59	67.26	82.77	36.88	60.35
17	Saran	51.80	68.57	67.30	79.71	35.82	56.89
18	Vaishali	50.49	68.56	63.23	77.00	36.58	59.10
19	Samastipur	45.13	63.81	57.59	73.09	31.67	53.52
20	Begusarai	47.98	66.23	59.13	74.36	35.64	57.10
21	Khagaria	41.35	60.87	51.82	68.51	29.35	52.16
22	Bhagalpur	49.50	64.96	59.22	72.30	38.13	56.49
23	Banka	42.73	60.12	55.29	69.76	28.67	49.40
24	Munger	59.47	73.30	69.89	80.06	47.40	65.53
25	Lakhisarai	47.96	64.95	60.74	73.98	33.96	54.89
26	Sheikhpura	48.60	65.96	61.94	76.14	33.92	54.93
27	Nalanda	53.19	66.41	66.44	77.11	38.58	54.76
28	Patna	62.92	72.47	73.34	80.28	50.83	63.72
29	Bhojpur	58.96	72.79	74.29	84.08	41.80	60.20
30	Buxar	56.80	71.77	71.92	82.78	39.88	59.84
31	Kaimur (Bhabua)	55.09	71.01	69.64	81.49	38.79	59.56

32	Rohtas	61.28	75.59	75.29	85.29	45.69	64.95
33	Aurangabad	57.03	72.77	71.13	82.52	41.90	62.05
34	Gaya	50.45	66.35	63.27	76.02	36.66	55.90
35	Nawada	46.83	61.63	60.58	71.40	32.17	51.09
36	Jamui	42.43	62.16	57.06	73.77	26.32	49.44
37	Jehanabad	55.22	68.27	69.52	79.30	39.82	56.24
38	Arwal	55.31	69.54	70.95	81.27	38.66	56.85
	Bihar	47.00	63.82	59.68	73.39	33.12	53.33

Source: Census 2001, 2011

1.15 Human Development Index: We may first look at some of the key human development indicators, many of which have a direct bearing on the state of food security in the state. Bihar presents a mixed picture in relation to the All-India scenario of human development. In respect of the poverty scenario, as evident from Table 2.2, the incidence of both rural and urban poverty is considerably more in Bihar than India as a whole. But the difference in Bihar's incidence of poverty and All-India incidence of poverty was higher in respect of rural poverty in 1993-94 (19.33 percentage points) than urban poverty (8.37 percentage points). Table 2.2 gives changes in rural and urban poverty for Bihar as well as at the All-India level. It may be seen that the decline in both urban and rural poverty in Bihar was higher (-14.50 and -6.13) than at All-India level (-8.97 and -6.66 respectively) during 1994-2005.

1.16 Disability Profile of the State: As per the WHO estimation in the Bihar State Policy on disability, it is approximately 10% of the total population who suffer from some or other kind of disabilities. However, as per the Census 2011 the total disabled population in Bihar is 23,31,009, which is 2.23% of the India's total population. This has come down from earlier 3.2% in 2001. The total disabled male population is 13,43,100 (57.62%) as against the female population of 9,87,909 (42.38%). In terms of category wise distribution of disability in the state, Hearing handicapped is 24.54% followed by 23.55% seeing disability. Locomotors disability in the State is 15.85% against the total disabled population. In terms of age-wise breakup the disability percentage for children upto 19 years of age group is 9,33,023 which is about 40.02% of total disabled person. In terms of disability in different categories are concerned the percentage share is almost the same. The detail can be seen from the table below.

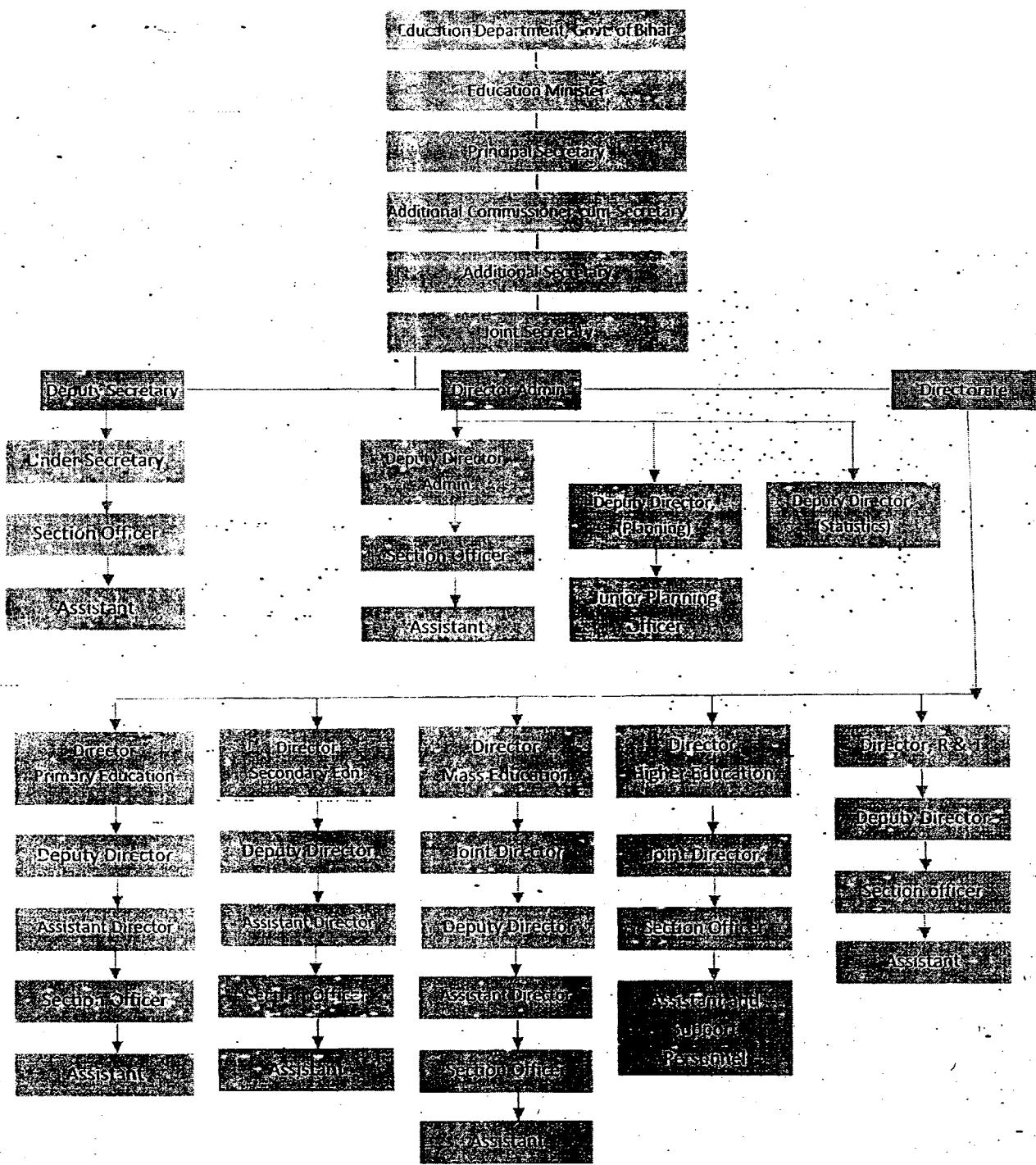
Table – 7: Category-wise Disability figure

Categories	Sex	Total In all age group	Age group		
			0-4	5-9	10-19
In all category	Persons	2331009	186314	257526	489183
	Males	1343100	97813	139317	280903
	Females	987909	88501	118209	208280
In seeing	Persons	549080	52471	65271	107608
	Males	297043	26942	34324	58534

	Females	252037	25529	30947	49074
In Hearing	Persons	572163	54676	69781	116533
	Males	308071	28044	36084	62862
	Females	264092	26632	33697	53671
In Speech	Persons	170845	4165	24862	42770
	Males	97893	2258	13852	24711
	Females	72952	1907	11010	18059
In Movement	Persons	369577	14044	23848	80024
	Males	245576	8007	14250	51299
	Females	124001	6037	9598	28725
Mental Retardation	Persons	89251	4697	9101	23276
	Males	55335	2522	5262	14163
	Females	33916	2175	3839	9113
Mental Illness	Persons	37521	863	2484	7809
	Males	24901	521	1532	4908
	Females	12620	342	952	2901
Any Other	Persons	431728	48555	49018	84946
	Males	246460	25475	25906	47666
	Females	185268	23080	23112	37280
Multiple Disability	Persons	110844	6843	13161	26217
	Males	67821	4044	8107	16760
	Females	43023	2799	5054	9457

Source: Census 2011

Table – 8: Institutional arrangement in the State



Database for Plan Formulation

This report has drawn on several different data sources, the main ones used are as follows:

1. Census 2011, conducted by the census bureau for data on total population with district and age specific details and literacy levels to draw inferences and find gaps in secondary education

2. Selected Education Statistics, 2000-01 to 2009-10 provides national and state data on enrolment, number of schools, shares of schools by government and private management, and public expenditure on education by level on education and composition of spending.
3. SEMIS – Secondary Education Management And Information System- 2009-10 to 2011-12 Data from all high schools and higher secondary schools was captured in Data Capture Formats (DCF) designed by NEUPA, later on was fed online into NEUPA server which will be managed and administered and is accessible to whole country. SEMIS, is the base for planning AWP & B 2011-12 specially for proposing schools for infrastructure facilities.
4. UNIFIED DISTRICT INFORMATION SYSTEM OF EDUCATION (U-DISE) 2012-13
In order to move towards a school based data system which would effectively ensure school as the unit of planning and implementation, to identify schools seamlessly across SSA and RMSA, by providing with a single unique code covered under various schemes, Govt instructed to use U-DISE which is being developed by NEUPA for planning for AWP&B2013-14.

1.17 Participation, Enrolments and Education Efficiency: The enrolment data for classes one to ten is from UDISE 2009-10. The UDISE unlike SEMIS does not have data disaggregated for OBCs and others but only for SCs and STs. The Bihar government has adopted a policy of automatic promotions and the first relatively reliable check of academic performance of the students takes place only with the board examinations at the end of the lower secondary stage at class ten. Consequently there is no direct data prior to that regarding repetition rates, dropout rates and academic performance and these can only be estimated from the difference in the enrolment rates as a cohort progresses through the school education system.

Table – 9: Information on Schools & Enrolment (Only Govt.)

Name of the District	No. of Schools	Enrolment in Class IX			Enrolment in Class X			Enrolment in Class IX-X		
		Total			Total			Total		
		B	G	T	B	G	T	B	G	T
Pashchim Champaran	85	17940	15560	33500	15393	14687	30080	33333	30247	63580
Purbi Champaran	127	25840	24110	49950	23452	20296	43748	49292	44406	93698
Sheohar	18	2923	2755	5678	2696	2351	5047	5619	5106	10725
Sitamarhi	85	15304	14096	29400	13366	12251	25617	28670	26347	55017
Madhubani	139	33422	30838	64260	28020	25262	53282	61442	56100	117542
Supaul	55	11689	9841	21530	10822	8321	19143	22511	18162	40673
Araria	66	10744	9382	20126	9899	7808	17707	20643	17190	37833
Kishanganj	61	5051	6669	11720	4552	4767	9319	9603	11436	21039

Purnia	72	13249	11640	24889	11616	9884	21497	24865	21521	46386
Katihar	88	10604	8517	19121	8524	7082	15606	19128	15599	34727
Madhepura	60	12878	10121	22999	11619	8184	19803	24497	18305	42802
Saharsa	56	9543	6584	16127	8430	5252	13682	17973	11836	29809
Darbhanga	114	20277	17287	37564	17367	15642	33009	37644	32929	70573
Muzaffarpur	152	27110	28017	55127	22503	22955	45458	49613	50972	100585
Gopalganj	80	17378	19517	36895	14576	16303	30879	31954	35820	67774
Siwan	131	22670	25095	47765	19730	20766	40496	42400	45861	88261
Saran	164	29026	27890	56916	24648	23399	48047	53674	51289	104963
Vaishali	123	24108	24362	48470	19937	19395	39332	44045	43757	87802
Samastipur	130	27500	26418	53918	24586	23166	47752	52086	49584	101670
Begusarai	111	17705	18639	36344	14925	15397	30322	32630	34036	66666
Khagaria	52	9949	7664	17613	9334	6047	15381	19283	13711	32994
Bhagalpur	147	17373	15807	33180	16192	14256	30448	33565	30063	63628
Banka	89	12119	10419	22538	11118	8888	20006	23237	19307	42544
Munger	94	9367	7489	16856	9057	6377	15434	18424	13866	32290
Lakhisarai	58	6633	5821	12454	6529	5097	11626	13162	10918	24080
Sheikhpura	39	4113	3809	7922	3577	3676	7253	7690	7485	15175
Nalanda	152	16240	14626	30866	15080	13394	28474	31320	28020	59340
Patna	225	25069	26510	51579	24152	23467	47619	49221	49977	99198
Bhojpur	168	18531	17514	36045	16139	14690	30829	34670	32204	66874
Buxar	98	13975	12115	26090	12690	10538	23228	26665	22653	49318
Kaimur	64	11869	10696	22565	11748	10433	22181	23617	21129	44746
Rohtas	159	23037	22459	45496	22109	20892	43001	45146	43351	88497

Jehanabad	56	7983	6859	14842	7870	6763	14633	15853	13622	29475
Aurangabad	130	17911	16899	34810	16665	14787	31452	34576	31686	66262
Gaya	171	22740	23315	46055	21375	21838	43213	44115	45153	89268
Nawada	91	12269	11617	23886	9807	10254	20061	22076	21871	43947
Jamui	59	10455	7646	18101	9703	6741	16444	20158	14387	34545
Arwal	39	6417	5560	11977	7347	5818	13165	13764	11378	25142
BIHAR	3817	6,01,011	5,64,163	11,65,174	5,37,153	4,87,121	10,24,274	11,38,164	10,51,284	21,89,448

Source:- UDISE (2013-14)

Chapter 2

Implementation Status of AWP&B

Rashtriya Madhyamik Shiksha Abhiyan (RSMA) is aimed at expanding and improving the standards of secondary education — classes IX to X. The RSMA would also take secondary education to every corner of the country by ensuring a secondary school (up to class X) within a radius of 5km for every neighbourhood. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) which is the most recent initiative of Government of India to achieve the goal of universalization of secondary education (USE).

2.1 Vision

The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years. With this vision in mind, the following is to be achieved:

- To provide a secondary school within a reasonable distance of any habitation, which should be 5 kilometer for secondary schools and 7 -10 kilometers for higher secondary schools.
- Ensure universal access of secondary education by 2017 (GER of 100%), and
- Universal retention by 2020,
- Providing access to secondary education with special references to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM).
- The schools have adequate no. of teachers available & real powers are transferred to School Management Committed.

2.2 Goal and Objectives

In order to meet the challenge of universalization of Secondary Education (USE), there is a need for a paradigm shift in the conceptual design of secondary education. The guiding principles in this regard are; Universal Access, Equality and Social Justice, Relevance and Development and Curricular and Structural Aspects. Universalization of Secondary Education gives opportunity, to move towards equity. The concept of 'common school' will be encouraged. If these values are to be established in the system, all types of schools, including unaided private schools will also contribute towards universalization of Secondary Education (USE) by ensuring adequate enrolments for the children from under privileged society and the children Below Poverty Line (BPL) families.

2.3 Specific Objective

- To ensure that all secondary schools have physical facilities, staffs and supplies at least according to the prescribed standards through financial support in case of Government/ Local Body and Government aided schools; and appropriate regulatory mechanism in the case of other schools.

- To improve access to secondary schooling to all young person's according to norms – through proximate location (say, Secondary Schools within 5 kms, and Higher Secondary Schools within 7-10 kms) / efficient and safe transport arrangements/residential faciities, depending on local circumstances including open schooling. However in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas.
- To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers.
- To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.
- To ensure that all students pursuing secondary education receive education of good quality.
- Achievement of the above objectives would also, inter-alia, signify substantial progress in the direction of the Common School System.

2.4 RMSA progress in the year 2013-14

The implementation of RMSA in Bihar has resulted in the introduction of new strategies and innovative experiences in the realm of Secondary education. It has also brought in a new perspective on Special Focus groups – girls, children with special needs, SC & ST children. The role of educational research, teacher education and training has enhanced and improved the quality of education over the past four years. Most importantly the secondary school has become gradually enjoyable to the learners and relevant to the community as a result of the inputs given under RMSA.

The consistent progress in every component of RMSA has been significant and conspicuous and it can very well impact the positive outcomes in the state in the way of relentless journey towards the long cherished goal of Universal access to Secondary education.

With an active and earnest involvement of teachers, parents, educationists, PRI members, educational administrators, public representatives and the NGOs, considerable progress could be achieved by this time in making Secondary education accessible areas and establishing community ownership in education.

State Initiatives:

- One day orientation workshop of all the HM of the State has been organized on 3rd and 5th February 2014. In this workshop they are informed the academic knowhow of RMSA ,their library management ,sports activity at school and other things.
- We are working eith Going to School ,an NGO working for entrepreneurship development in secondary school students .it has worked till date in nine districts of Bihar i.e. Patna ,gaya ,Saran Siwan ,East Champaran & West Champaran and has trained 2205 teachers in 835 schools.

Table 14: Progress 2013-14 (in lakhs)

Sl No	Name of the component	Approved Budget		Expenditure		
		Unit cost	Physical	Financial	Physical	Financial
	Teachers / Staff salary					

1	Salary of Head masters for 906 new schools for previous year 03 months	.40	906	1812	-	-
2	Salary of Teacher of 906 schools	.10	5272	2636	-	-
3	Salary of Lab attendant 01 per schools	.08	906	362.4	-	-
4	Salary of Office assistant /Dufftary per schools	.06	906	271.8	-	-
5	School Annual Grant	.50	3799	1899.50	2737	1368.5
6	Minor repair Grant	.25	2689	672.25	1917	479.25
	Teacher Training					
7	In-service training for Head Master	.30	760	60.80	0	0
8	In-service training for existing teachers	.015	17443	261.65	7692	115.398
9	Training of subject Resource Person	0.015	550	8.25	0	0
10	Training of KRPs	0.015	110	1.65	0	0
11	Training of new teachers	.03	5272	158.16	0	0
	Quality Intervention					
12	Science exhibition at district level	1.00	38	38.00	38	27.049
13	Book fair at district level	1.00	38	38.00	38	31.565
	GIRLS ORIENTED ACTIVITIES					
14	Self defense training of girls	0.005	131384	656.92	0	0
	Community Mobilization					
15	Training of SMDC Members	0.006	6648	39.89	763	4.5686
	Total Outlay			8917.009		2026.3306

2.5 Opening of New Schools and Upgradation of existing Schools

The first and foremost requirement will be to improve physical infrastructure of secondary classes. Improving physical infrastructure in schools implies - creating additional classrooms in the existing secondary schools, upgrading middle schools by making available additional classrooms for secondary classes, ensuring availability of a secondary school within 5 KMs distance/radius of each habitation. Making available one school in the radius of 5 KMs is one of the major requirements of the State, given its unique feature of having a relatively high population density (1102 persons per sq km*), where geographical barrier exists, it is suggested that secondary school must be provided at 3 KM. In the urban agglomerations where there is problem of either vertical or horizontal expansion; starting second shift in the same building remains the only option.

Opening a new school would be based on GIS based school mapping of under-served areas. GIS mapping of all schools is being done with a view to identify more schools for un-served habitation. GIS mapping exercise is in the final stage of completion. Keeping in view the assessment of need for secondary schools, required number of new secondary schools to be opened is given below.

2.6 Modes of Expansion

The status of secondary education in Bihar indicates urgent need for the expansion of the secondary education. Physical access to secondary schooling is itself an instrumental factor in expanding secondary education in the State. In general, three options for the expansion of secondary education has been adopted in Bihar.

1. Horizontal Expansion of existing secondary schools (Strengthening)

Under horizontal expansion, in schools where adequate land is available, additional classes/classrooms will be added on the ground floors to the existing secondary schools.

2. Vertical Expansion of existing secondary schools (Strengthening)

The capacity of the education facility can be expanded either vertically or horizontally or in both ways. In the vertical expansion, classes would be added on upper floors in the existing secondary/upgraded Sec. schools.

3. Opening of New secondary schools

The third option is opening of new schools in unserved areas. As regards the costs of expansion, the third option is the most expensive. However, Secondary Classes have been added in the existing Upper Primary Schools. (upgradation)

In case of Bihar all the three options have been utilized simultaneously.

Given the size of the total population as 96.39 million (as per projection, 2011) and geographical area as about 94000 Sq. Km., on an average, one school with secondary classes in Bihar is serving about 33000 population and 29 Sq. Km of geographical area. If we take a relaxed criterion of one school with secondary classes per 10000 persons (all ages), there would be a requirement of at least 9700 schools with secondary classes in Bihar. This indicates the necessity to have a large number of additional schools (around 6000) in the State. In this scenario, where RMSA provides schools for every 5km area, desired number of schools are not possible. Hence State Govt. has decided to cover all the Gram Panchayat at least with one Secondary School.

Mere expansion of existing secondary schools may not be able to accommodate additional enrolment. There is a need for creation of additional schools in the State. The increase in number of secondary schools is necessary not only because of limited capacity of existing secondary schools but also for addressing the problem of inadequate physical access to secondary school in the State. To increase the number of schools in the State available for secondary classes there are two policy options. One option is to increase number of secondary schools through upgradation of middle schools which is nothing but horizontal/vertical expansion. The other option is opening of number of new secondary schools in the State. Herein one may explore the first option i.e. possibility of upward expansion of the middle schools to secondary classes before going to second option i.e. the opening of new schools.

About 530 model schools are planned to be opened for the educationally backward blocks (EBBs) in Bihar under Central Scheme. Financial viability for opening new schools in very small villages is being examined carefully.

2.7 Financial Year Wise upgradation of schools: (Under RMSA and State plan)

- Proposal for up-gradation of 350, 447, 169 UPS to High Schools had been sanctioned by PAB, Govt. of India in the financial year 2009-10, 2010-11 & 2011-12 respectively but on the recommendation of state govt. 6 schools of F.Y. 2009-10, 4 schools of F.Y. 2010-11 and 4 schools of F.Y. 2011-12 is cancelled.
- Thus, currently 344, 443 and 165 UPS of F.Y 2009-10, 2010-11 and 2011-12 is upgraded to high school.
- In F.Y 2013-14, 318 proposals were sent to GOI for upgradation against which 201 schools were sanctioned.
- So far under RMSA, 1153 UPS have been approved for upgradation to High School. Under State plan of upgradation, 45 schools were upgraded in F.Y 2011-12 and 869 schools are upgraded in F.Y 2013-14.
- Thus, under RMSA as well as State plan, 2067 schools from F.Y. 2009-10 to F.Y 2013-14 is upgraded as of now.

2.8 Physical progress of upgradation of schools: (Under RMSA)

- In F.Y 2009-10, 344 schools were sanctioned for upgradation against which construction of 160 schools is completed. The construction of 124 schools is in progress against which 58 schools is at finishing stage.
- In F.Y 2010-11, 443 schools were sanctioned for upgradation against which construction of 9 school is completed. The construction of 176 school is in progress against which 21 schools is at finishing stage.
- In F.Y 2011-12, 165 schools were sanctioned for upgradation against which there is no progress in construction.
- In F.Y 2013-14, 201 schools were sanctioned for upgradation against which there is no progress in construction.

2.9 Financial progress of upgradation of schools: (Under RMSA)

- In F.Y 2009-10, total PAB approved amount for construction of new schools was Rs. 20342.00 lacs against which 9829.20 lac is utilised as on 31-12-2013.
- In F.Y 2010-11, total PAB approved amount for construction of new schools was Rs. 25979.64 lacs against which 2581.68 lac is utilised as on 31-12-2013.
- In F.Y 2011-12, total PAB approved amount for construction of new schools was Rs. 9822.28 lacs against which there is no utilisation as on 31-12-2013.
- In F.Y 2013-14, no amount is sanctioned and utilised.

2.10 SCIENCE EXHIBITION

It was conducted in the month of January 2014 in all the district of state. Each district first conducted an orientation workshop of science teachers and then exhibits were prepared by student with the help of teachers.

Table – 15: Progress of Science Exhibition

Sl.No.	District	Science Exhibition			
		Target		Achievement	
		Phy	Fin	Phy	Fin (th)
1	Araria	1	1.00	1	48200.00
2	Arwal	1	1.00	1	47506.00
3	Aurangabad	1	1.00	1	100000.00
4	Banka	1	1.00	1	
5	Begusarai	1	1.00	1	60000.00
6	Bhagalpur	1	1.00	1	65406.00
7	Bhojpur	1	1.00	1	40000.00
8	Buxar	1	1.00	1	100000.00
9	Darbhanga	1	1.00	1	87000.00
10	Gaya	1	1.00	1	100000.00
11	Gopalganj	1	1.00	1	68000.00
12	Jamui	1	1.00	1	94200.00
13	Jehanabad	1	1.00	1	50700.00
14	Kaimur	1	1.00	1	32700.00
15	Katihar	1	1.00	1	89262.00
16	Khagaria	1	1.00	1	44000.00
17	Kishanganj	1	1.00	1	84500.00
18	Lakhisarai	1	1.00	1	
19	Madhepura	1	1.00	1	96370.00
20	Madhubani	1	1.00	1	87000.00
21	Munger	1	1.00	1	100000.00
22	Muzaffarpur	1	1.00	1	100000.00
23	Nalanda	1	1.00	1	10000.00

24	Nawada	1	1.00	1	100000.00
	Pashchim	1	1.00	1	66431.00
25	Champaran				
26	Patna	1	1.00	1	67860.00
	Purbi	1	1.00	1	90000.00
27	Champaran				
28	Purnia	1	1.00	1	19741.00
29	Rohtas	1	1.00	1	68850.00
30	Saharsa	1	1.00	1	100000.00
31	Samastipur	1	1.00	1	0.00
32	Saran	1	1.00	1	83000.00
33	Sheikhpura	1	1.00	1	59786.00
34	Sheohar	1	1.00	1	75000.00
35	Sitamarhi	1	1.00	1	98000.00
36	Siwan	1	1.00	1	71362.00
37	Supaul	1	1.00	1	74460.00
38	Vaishali	1	1.00	1	42000.00
	BIHAR	3903	1951.5	3021	1503.5

2.11 BOOK FAIR

A two days workshop was conducted at district level under the banner of RMSA. Invitation to all renowned publishers were made through advertisement in leading newspaper of state. Mass invitation to all students, parents, teachers and public in the districts through local newspaper. It was conducted in all the districts.

Table – 16: Progress on Book Fair

Sl.No.	District	Book Fair			
		Target		Achievement	
		Phy	Fin	Phy	Fin (th)
1	Araria	1	1.00	1	100000.00
2	Arwal	1	1.00	1	89468.00
3	Aurangabad	1	1.00	1	99119.00
4	Banka	1	1.00	1	100000
5	Begusarai	1	1.00	1	76860.00
6	Bhagalpur	1	1.00	1	94301.00
7	Bhojpur	1	1.00	1	68800.00
8	Buxar	1	1.00	1	90000.00
9	Darbhanga	1	1.00	1	96000.00
10	Gaya	1	1.00	1	100000.00

11	Gopalganj	1	1.00	1	98000.00
12	Jamui	1	1.00	1	98435.00
13	Jehanabad	1	1.00	1	92000.00
14	Kaimur	1	1.00	1	47300.00
15	Katihar	1	1.00	1	88200.00
16	Khagaria	1	1.00	1	57000.00
17	Kishanganj	1	1.00	1	100000.00
18	Lakhisarai	1	1.00	1	
19	Madhepura	1	1.00	1	99457.00
20	Madhubani	1	1.00	1	100000.00
21	Munger	1	1.00	1	95000.00
22	Muzaffarpur	1	1.00	1	98500.00
23	Nalanda	1	1.00	1	45000.00
24	Nawada	1	1.00	1	99000.00
25	Pashchim Champaran	1	1.00	1	69310.00
26	Patna	1	1.00	1	106038.00
27	Purbi Champaran	1	1.00	1	95700.00
28	Purnia	1	1.00	1	84740.00
29	Rohtas	1	1.00	1	88060.00
30	Saharsa	1	1.00	1	94707.00
31	Samastipur	1	1.00	1	48507.00
32	Saran	1	1.00	1	88750.00
33	Sheikhpura	1	1.00	1	98575.00
34	Sheohar	1	1.00	1	73000.00
35	Sitamarhi	1	1.00	1	100000.00
36	Siwan	1	1.00	1	100000.00
37	Supaul	1	1.00	1	64526.00
38	Vaishali	1	1.00	1	42000.00
		3903	1951.5	3021	3186353.00

2.12 Minor repair

Table – 17: Progress on Minor Repair

Sl.	District Name	Minor Grant			
		Target		Achievement	
		Physical	Financial	Physical	Financial
1	Araria	48	12.00	31	7.75
2	Arwal	39	9.75	39	9.75
3	Aurangabad	97	24.25	92	23.00

4.	Banka	88	22.00	47	11.75
5	Begusarai	21	5.25	21	5.25
6	Bhagalpur	135	33.75	78	19.50
7	Bhojpur	112	28.00	112	28.00
8	Buxar	69	17.25	69	17.25
9	Darbhangha	100	25.00	79	19.75
10	East Champaran	40	10.00	39	9.75
11	Gaya	93	23.25	80	20.00
12	Gopalganj	41	10.25	41	10.25
13	Jamui	38	9.50	36	9.00
14	Jehanabad	44	11.00	42	10.50
15	Kaimur	45	11.25	44	11.00
16	Katihar	60	15.00	47	11.75
17	Khagaria	41	10.25	0	
18	Kishanganj	23	5.75	23	5.75
19	Lakhisarai	43	10.75	43	10.75
20	Madhepura	57	14.25	44	11.00
21	Madhubani	97	24.25	0	
22	Munger	72	18.00	28	7.00
23	Muzaffarpur	113	28.25	107	26.75
24	Nalanda	157	39.25	72	18.00
25	Nawada	36	9.00	36	9.00
26	Patna	215	53.75	68	17.00
27	Purnea	70	17.50	42	10.50
28	Rohtas	136	34.00	106	26.50
29	Saharsa	55	13.75	16	4.00
30	Samastipur	123	30.75	110	27.50
31	Saran	37	9.25	12	3.00
32	Sheikhpura	39	9.75	38	9.50
33	Sheohar	13	3.25	2	0.50
34	Sitamarhi	74	18.50	30	7.50
35	Siwan	75	18.75	29	7.25
36	Supaul	23	5.75	23	5.75
37	Vaishali	63	15.75	0	
38	West Champaran	57	14.25	49	12.25
Grand Total		2689	672.25	1775	443.75

2.13 School Annual Grant:

Table – 18: Progress on School Annual Grant

Sl.	District Name	Annual Grant			
		Target		Achievement	
		Physical	Financial	Physical	Financial
1	Araria	67	33.50	52	26.00
2	Arwal	39	19.50	39	19.50
3	Aurangabad	120	60.00	117	58.50
4	Banka	103	51.50	58	29.00
5	Begusarai	100	50.00	78	39.00
6	Bhagalpur	154	77.00	96	48.00
7	Bhojpur	147	73.50	143	71.50
8	Buxar	104	52.00	98	49.00
9	Darbhanga	124	62.00	115	57.50
10	East Champaran	132	66.00	132	66.00
11	Gaya	133	66.50	133	66.50
12	Gopalganj	70	35.00	70	35.00
13	Jamui	57	28.50	53	26.50
14	Jehanabad	57	28.50	56	28.00
15	Kaimur	64	32.00	60	30.00
16	Katihar	86	43.00	60	30.00
17	Khagaria	47	23.50	0	
18	Kishanganj	34	17.00	34	17.00
19	Lakhisarai	56	28.00	56	28.00
20	Madhepura	67	33.50	46	23.00
21	Madhubani	159	79.50	0	
22	Munger	86	43.00	29	14.50
23	Muzaffarpur	155	77.50	155	77.50
24	Nalanda	194	97.00	80	40.00
25	Nawada	82	41.00	82	41.00
26	Patna	233	116.50	82	41.00
27	Purnea	77	38.50	55	27.50
28	Rohtas	146	73.00	122	61.00
29	Saharsa	70	35.00	18	9.00
30	Samastipur	156	78.00	110	55.00
31	Saran	144	72.00	68	34.00
32	Sheikhpura	48	24.00	39	19.50

33	Sheohar	20	10.00	7	3.50
34	Sitamarhi	92	46.00	36	18.00
35	Siwan	113	56.50	42	21.00
36	Supaul	45	22.50	23	11.50
37	Vaishali	126	63.00	0	
38	West Champaran	92	46.00	85	42.50
Grand Total		3799	1899.5	2529	1264.5

2.14 Communication skills in English: The linguistic competency of our secondary students needs to be given proper thrust. English language has become very important in this liberalised economy and helps the students in better job placements. In this regard BMSP has taken initiative with the help of British Council. This Year a total of 636 English teachers have been trained.

Table – 19: English trained teachers.

English Teachers trained in BLISS project during 2012-13		
	Number of Teachers trained directly by British council 2012-13 (including new batch)	169
	Teacher material pilot training where BLISS TEs have trained teachers in Patna	28
Total districts covered during district level training is 10	District Level training where BLISS TEs have trained teachers Muzaffarpur in 2012	22
	District Level training where BLISS TEs have trained teachers Darbhanga in 2012	20
	District Level training where BLISS TEs have trained teachers Vaishali in 2012	24
	District Level training where BLISS TEs have trained teachers Bhojpur in 2012	25
	District Level training where BLISS TEs have trained teachers Gaya in 2012	23
	District Level training where BLISS TEs have trained teachers Samastipur in 2013 (2 Batches)	62
	District Level training where BLISS TEs have trained teachers Muzaffarpur in 2013 (2 Batches)	55
	District Level training where BLISS TEs have trained teachers Patna in 2013 (2 Batches)	50
	District Level training where BLISS TEs have trained teachers Bhojpur in 2013	50
	District Level training where BLISS TEs have trained teachers Saran in 2013	23
	District Level training where BLISS TEs have trained teachers Patna in 2013	25
	District Level training where BLISS TEs have trained teachers Lakhisarai in 2013	30
	District Level training where BLISS TEs have trained teachers Nalanda in 2013	30
	Teacher material pilot training where BLISS TEs have trained teachers in Bhagalpur on 10-12 Feb 2014	29
	Total	665

B. ICT@SCHOOL

2.15 For supply, installation and maintenance of I.T. Infrastructure (Establishment of Computer Lab, Hardware including desktops, PC-Sharing Kit, Networking equipment, Operating System (GUI) / Office Suite and Application Software, furniture and trainer etc) in the Schools across rural and urban areas of the State in an efficient and effective manner on Build Own Operate and Transfer Model (BOOT).

2.15.1 Vision:

The ICT Policy in School Education aims at preparing youth to participate creatively in the establishment, sustenance and growth of a knowledge society leading to all round socioeconomics development of the nation and global competitiveness.

2.15.2 Goals:

To achieve the above, the ICT Policy in School Education will Endeavour to Create

- An environment to develop a community knowledgeable about ICT
- An environment community which can deploy, utilize, benefit from ICT and contribute to nation building
- An environment of collaboration, cooperation and sharing, conducive to the creation of a demand for optimal utilization of and optimum returns on the potentials of ICT in education

2.15.3 Objectives

- To establish an enabling environment to promote the usage of ICT especially in rural areas. Critical factors of such an enabling environment include widespread availability of access devices, internet/Broadband connectivity and promotion of ICT literacy.
- To ensure the availability of quality content on-line and through access devices.
- Enrichment of existing curriculum and pedagogy by employing ICT tools for teaching and learning.
- To enable students to acquire skills needed for the digital world for higher studies and gainful employment.
- To provide an effective learning environment for children with special needs through ICT tools.
- Promote critical thinking and analytical skills by developing self-learning skills of the learner leading to student-centric learning.
- To promote the use of ICT tools in distance education, including the deployment of audiovisual medium etc.

2.15.4 ICT Policy

The ICT Policy in School Education aims at preparing youth to participate creatively in the establishment, sustenance and growth of a knowledge society leading to all round socio economic development of the nation and global competitiveness.

2.15.5. ICT Mission

To devise, catalyze, support and sustain ICT and ICT enabled activities and processes in order to improve access, quality and efficiency in the school system

2.15.6 Norms, Standards and Procedures

- In order to ensure uniform and high standards of ICT, optimum utilization and cost effective implementations, State will adapt standards and norms suggested by the inter ministerial group at the national level for all aspects of the ICT implementation, in particular the technology mix, specifications of equipment, selection of software and connectivity, selection and deployment of digital resources and capacity building programmers.
- Prevailing norms in the State will be utilized to phase out, dispose of or exchange old and obsolete equipment. Care will be taken to minimize avoidable up gradation and generation of electronic waste.

States will draft SLA for procurement, installation, operation and maintenance procedures, and draw up appropriate agreements with the vendor / agency. The MoUs/ agreements will involve strict compliance clauses to ensure quality of equipment and service and minimum downtime. Appropriate Guidelines for SLA developed by the Inter Ministerial Group will form the basis.

2.15.7 Project Monitoring Process.

- The teams would be conducting regular assessments for the students
- The teams beyond extending operational support will also be focusing on hardware support to the schools to ensure maximum uptime
- Continuous workshops to take teachers, community & education committee feedback and suggestions for improvement.
- Continuous meeting with departmental officials to take feedback and suggestions for positive impact of the project.
- Online Monitoring of Lab. Lab Running report being sent by School Coordinator in Daily Basis thru Monitoring Software designed and developed by BSEiDC.

2.15.8 Reports

- Hardware Log Book
- Complain Log Book
- ICT Lab Usage Book
- Genset Log Book
- Visitor Record
- School Coordinator Attendance Log Book
- Daily Activities Report /Technical uptime Reports to be submitted on weekly basis.

2.15.9 Proposed interventions in the state/UT in the 12th plan for development of Secondary education.

- Government of Bihar is setting up Computer Labs in Secondary Schools & Senior Secondary Schools in Bihar. The Computer Assisted Learning Model uses a Network of 2+9 computers in each school. Genesis behind the project is to provide IT infrastructure at remotest corner of the state schools to fulfill the dream of poor student to use modern age technology in learning

curve. Government of Bihar is planning to implement menu base Operating System and Application Software to provide user friendly environment to students.

2.15.10 Utilization of Funds

Table 20: Utilisation pattern for ICT in Bihar

Source of Fund	Amount (Rs.)	Remarks
Central govt.	10,0000000.00	Utilization provided to MHRD
State govt.	3,33,00000.00	
State govt.	11,0000000.00	
State govt.	3,34,000000.00	
Total	27,67,00000	

- List of 1000 Schools with U-DISC Code already been submitted to MHRD and EDCIL in Sep. 2013.
- Progress report, utilization report of 1000 has been already been submitted.(vide letters no. BMSP/9 –ICT -214/2012-723, dated 13 sep. 2013)
- List of 37 Schools with U-DISC Code already been submitted to MHRD.(vide letters no. BMSP/9-ICT-214/2011-1161 dated 30-11-13)

2.15.11 Orientation and capacity development for planning

The 'ICT @ schools' scheme is a window of opportunity to the learners in the Government aided Secondary and Sr. Secondary schools in the country to bridge the digital divide. The scheme is a comprehensive and well thought-out initiative to open new vistas of learning and to provide a level-playing field to school students, whether in rural areas or in the metropolitan cities.

C. IEDSS

2.16 Background

Owing to lack of knowledge, educational access and technology, disabled children were initially treated as unwanted and segregated from other children. Later their education was carried out in special schools. In recent times there has been a shift towards having children with disabilities attend the same schools as non-disabled children. The educationists now feel that each child should be allowed to learn in his own way. The concept of inclusive education has been spelt out in the Salamanca statement and the framework for action on special needs education 1994. It states that all governments have been urged to "adopt as a matter of law or policy, the principle of inclusive education, enrolling all children in regular schools unless there are compelling reasons for doing otherwise". The basic premise is that the school should meet the educational needs of all children irrespective of their disabilities or limitations.

Kothari Commission (ME, 1966) and National Policy Education (1968) also recommended education of disabled children in general schools (ME, 1968). The department of Social Welfare, Govt of India launched the centrally sponsored scheme of Integrated Education for Disabled Children in 1974 with a hundred percent Central assistance. The scheme provided funding for rehabilitation aids and equipment, educational material, training of resource teachers, establishment of preschool and parent counselling centres, transport allowance, removal of architectural barriers in school building etc. The above is also clearly mentioned in chapter V "Education" of the PWD Act, 1995. The scheme of Integrated Education for the Disabled children (IEDC) has been replaced by the scheme of Inclusive Education for the disabled at secondary Stage (IEDSS) with effect from 1.4.2009. Under IEDSS children with disability in the secondary stage (classes IX to XII) are covered.

2.16.2 Rationale

Trends in provisions in India reflect that the leading policy predisposition before the 1970s has been that of segregation. During the 1880s, Christian missionaries started schools for the disabled on grounds of charity. This was followed by the government initiatives to establish separate workshops, model schools, central Braille presses and employment exchanges for the disabled population of the country. However, the changing approaches to disability from the charity model to the human rights model have resulted in diversity of policy and practice. In the 1970s, the IEDC scheme was launched by the Union government for providing educational opportunities to learners with Special Educational Needs [SEN] in regular schools. Nevertheless, the statistics show that though the integration of learners with SEN gathered some momentum, the coverage under this scheme remained inadequate. There was a clear need for fuller access of children with SEN to all educational opportunities. Dissatisfaction with the slow progress towards integration along with the consideration of the costs involved led to a demand for a radical change.

In addition to the provision of aids and appliances, a flexible, broad and balanced curriculum that can meet the needs of all children is the call of the day. An inclusive curriculum recognizes the need of schools to be organized with the individual differences of students in mind and is flexible enough to enable all students to achieve their goals. Implementation of an inclusive curriculum would require a number of changes in present day teaching practices, curriculum content, evaluation procedures and available resources at the school level. The goal of providing quality education would remain inclusive so long as the concept of inclusion is not linked to broader discussions on pedagogy and effective participation of all children in the learning experiences provided in the classrooms. The implementation of a programme of inclusive education would also involve curricular modifications and the use of human and technological support, including the use of ICT. It is also important to mobilize support from parents, the community, and special schools. Considering the above context, specific recommendations have been made in the paper for developing guidelines for planning and implementing effective policies and programmes for education of children with special needs.

2.16.3 Goals and Objectives

The goals of the Centrally Sponsored IEDSS Scheme is to:

- enable all students with disabilities completing eight years of elementary schooling an opportunity to complete four years of secondary schooling (classes IX to XII) in an inclusive and enabling environment
- provide educational opportunities and facilities to students with disabilities in the general education system at the secondary level (classes IX to XII).
- support the training of general school teachers to meet the needs of children with disabilities at the secondary level.

The objectives of the scheme will be to ensure that

- Every child with disability will be identified at the secondary level and his educational need assessed.
- Every student in need of aids and appliances, assistive devices, will be provided the same
- All architectural barriers in schools are removed so that students with disability have access to classrooms, laboratories, libraries and toilets in the school.
- Each student with disability will be supplied learning material as per his/ her requirement
- All general school teachers at the secondary level will be provided basic training to teach students with disabilities within a period of three to five years.
- Students with disabilities will have access to support services like the appointment of special educators, establishment of resource rooms in every block.
- Model schools are set up in every district to develop good replicable practices in inclusive education.
- Children with different types and levels of disability require educational provision matched with their needs. The educational provision may be considered on the basis of the extent of their participation in educational activities in common with other children.

2.16.3 Target Group

The scheme will cover all children of age 14+ passing out of elementary schools and studying in secondary stage in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999) in the age group 14+ to 18+ (classes IX to XII), namely

- Blindness
- Low vision
- Leprosy cured
- Hearing impairment
- Loco motor disabilities
- Mental Retardation
- Mental Illness
- Autism
- Cerebral Palsy

- And may eventually cover (i) Speech impairment and (ii) Learning Disabilities, etc.

2.16.4 IEDSS Scheme in Bihar

The scheme in Bihar for IEDSS (Inclusive Education of the Disabled at Secondary Stage) is envisaged to enable all children and young persons with disabilities to have access to secondary education and to improve their enrolment, retention and achievement in the general education system. With the mandate of providing education to every child with special needs (CWSN), irrespective of the kind, category and degree of disability, in an appropriate environment, Inclusive Education for Disabled at Secondary Stage was commenced in the state in 2009-2010. Under the scheme every school is proposed to be made barrier free. The SJ&E Department of Bihar also running Special Schools, three (One for HI and two for VI) in Patna and one for HI in district Bhagalpur. IEDSS is promoting inclusive set up in every secondary school of Bihar. Some programmes will be converging with professional NGOs i.e. sport, Excursion tours, vocational training, Resource support, etc.

Bihar Madhyamic Shiksha Parishad, a society established recently has been assigned with this job of implementation of Inclusive Education of Disabled at Secondary Stage (IEDSS). Unfortunately, the scheme of IEDSS has not taken off well in our state, reason being non approval of the scheme in the consecutive last two years and irregular fund flow. Although the plan under IEDSS was approved for 2009-10 and 2010-11, partial amount can only be released in the year 2010-11 and 2011-12 and thus most of the amount time passed. However the Government is taking necessary steps to provide ramps, barrier free toilets etc. as per the National Building Rules. In all the schools making compulsory and inherent in the designs and ensuring reservation in employment for differently able people. However we need to focus on following thrust areas more objectively through policy planning:-

- Prevention of disabilities;
- Early detection and intervention;
- Rehabilitation measures;
- Providing Special Education, Inclusive Education, itinerary education as per the need
- Development of professionals for rehabilitation, Training and empowerment
- Provision of assistive devices;
- Education and economic empowerment including self-employment;
- Creation of barrier free environment
- Social security and mainstreaming.

D. GIRLS HOSTEL

2.17. Secondary Education Sector (age group 14-18) is a crucial stage in the educational hierarchy as it prepares the students for higher education and for world of work. The female population of the age-group may constitute 48% of the total population. The Secondary Education begins to expose students to the differentiated roles of Science, Humanities and Social Sciences. This sector of Education enables students to compete successfully for education and for jobs globally. Therefore, it is absolutely essential to strengthen this sector of education by providing greater access and also be improving quality in a

significant way. That is why it is proposed to construct Girls Hostel with the capacity of 100 girls in each of the 530 educationally backward blocks.

2.17.2 Target Group

Girl student in the age group 14-18 and studying in Class IX to XII and belonging for SC, ST, OBC, Minority and BPL families will form the target group of the scheme.

2.17.3 Objective

- To bring large number of girls to the schools and to retain them.
- To eliminate Gender disparity.
- Increasing Enrollment of Girls at secondary level.
- Making Secondary Education accessible to large no. of girl students specially girls belonging to focused group (SC, ST, OBC, Minority etc.).

It is proposed to construct one hostel with the capacity of 100 girls in each of the 530 EBBs. Wherever there is space in KGBV compound, the administrative control is of concerned KGBV. Students passing out of KGBV will be given preference in admission in hostel. In case there is no spare space in the KGBV compound or in the blocks where no KGBV has been sanctioned, the hostel is constructed in the campus of Govt. Secondary schools or Govt. taken over secondary schools. The hostel will be under the administrative control of the Head master of the concerned school. However students of neighboring schools will also be eligible for staying in the hostel.

The minimum living space available to each inmate should be 40 square feet excluding kitchen, toilet and other common space.

A lady teacher from schools to which the hostel will be attached may be appointed as warden of the hostel. She will be paid an honorarium as per the norms of the scheme in addition to her salary. She will also be entitled to free family accommodation in the hostel. Each inmate will be provided with photo ID along with unique number in order to ensure easy monitoring. On the back of the cards, grievance redressal mechanisms and contact numbers and addresses of responsible persons should be provided in local language. State govt. is also encouraged to set up free help lines for redressal of grievances.

An ICT based Management System will be developed in consultation with State Government so that the financial assistance can directly go into the account of each student to be maintained by a public sector bank situated nearest to the institutions/hostels.

An annual feedback mechanism from inmates will be developed and put in place by the State Governments. For this purpose, support of independent social audit groups may be enlisted.

Detailed guidelines regarding norms and financial parameters for managing hostels will be issued separately. However, two part-time lady teachers or one full time lady teacher may be appointed who will teach and guide girls residing in hostels in morning and evening. The training of wardens and women teachers will be provided through DIET in the concerned district.

2.17.5 Physical Progress of Girls Hostel:

- For Financial Year 2009-10, 91 Girls Hostel is sanctioned against which 35 Girls Hostel construction is at or above the plinth level as on 31-01-2014.
- For Financial Year 2010-11, 142 Girls Hostel is approved and 24 is sanctioned against which 77 girls hostel construction is at or above the plinth level and 01 is completed as on 31-01-2014.
- For Financial Year 2011-12 & 2012-13, no Girls Hostel was sanctioned and in Financial Year 2013-14, only 7 Girls Hostels were sanctioned against which there is no progress in construction of Girls Hostel.

2.17.6 Financial Progress Regarding Girls Hostel

- For Financial Year 2009-10, the total outlay for Girls Hostel was Rs. 12440.61 lacs. The Central Share was 11196.55 lacs. GOI has released Rs 5935 lacs to BMSP and BMSP has released 1306.00 lacs to BSEIDC against which BSEIDC has utilised Rs 113.76 lacs as 31.01.2014. The balance amount to be released by GOI is 5261.55 lacs. (11196.55-5935.00)
- For Financial Year 2010-11, the total outlay for Girls Hostel was Rs 22693.86 lacs. The Central and State Share was 20424.47 lacs & 2269.39 lacs respectively. GOI has released 1565.30 lacs & State govt. has released 1649.85 lacs. BMSP has released 6986.30 lacs to BSEIDC against which BSEIDC has utilized Rs 972.93 lacs. The GOI is yet to release is 18859.17 lacs (Rs.20424.47 – 1565.30).
- For Financial Year 2013-14, the total outlay is 1128.95 lacs The Central Share is Rs 1016.05 lacs and State Share is 112.89 lacs. The GOI and GOB has not released any amount as of now.

It is proposed to construct one hostel with the capacity of 100 girls in each of the 530 EBBs. In Bihar, in general girls hostel is being constructed in the campus of Govt. secondary schools or Govt. taken over secondary schools and therefore, the hostel will be under the administrative control of the Head master of the concerned school. However students of neighboring schools will also be eligible for staying in the hostel.

As far as equity is concerned, Secondary Education is made accessible to large no. of girl students specially girls belonging to focused group (SC, ST, OBC, Minority etc.).

Total no. of sanctioned girls' hostel as of now is: 264.

There is no upgraded secondary KGBV.

No. of 530 EBBs and 264 EBBs is sanctioned for girls' hostel. Girls' hostel is not functional as of now.

Methodology and norms is that girls' hostel is to be constructed by Bihar State Educational Infrastructure Development Corporation and BMSP is solely responsible for providing land to BSEIDC. Minimum required area is 13362 sq. feet. Since girls hostel is not functioning so there is no Warden, cook, chowkidar as of now.

To give proposals for Girls Hostel is difficult because of land unavailability problems, land dispute and remote location of sites.

E. Vocational Education at Higher Secondary Stage

2.18 Vocational Education can be broadly defined as a training programme which prepares an individual for a specific career or occupation. This not only makes them employable but also helps create opportunity for entrepreneurship. The demand for higher levels of specific skills has been constantly increasing. To become a superpower in true sense, India needs to have a huge base of skilled manpower. It is in this context that vocational Education and training assume greater significance.

According to the occupational profile of India's workforce, 90 percent of the workforce population is employed in skill based job, where as more than 90 percent have not had any kind of exposure to Vocational Education or Training. There is clearly little capacity for imparting VE in India and capacity utilization is quite poor. This has actually led to a huge mismatch in terms of demand and supply for a skilled, trained workforce. More than half of the available seats remain unutilized, which is another reason for mismatch in demand and supply for skilled workforce. Poor penetration of VE and training is not restricted to rural areas alone. It is also low in urban areas where there is a higher installed capacity to impart VET.

Aim of VEP is to increase the percentage of workforce which has received formal skills through VE and training from 12 percent at present to 25 percent by the end of the Twelfth plan. This would mean that about 70 million more people have to be imparted skills in the next five years. Considering the available workforce in our state it is high time to impart skills to our workforces in different sector to become a skilled workforce provider State. Skills in India are largely acquired through two main sources: formal training centers and the informal rather, the hereditary mode of passing on skills sets from one generation to the next. The developing Bihar requires more formal training centre to cater the need of our workforce.

India is emerging as one of the world's largest consumers of Education Services with a target population of close to 450 million (in the age band of 5-24 years). This number is expected to increase to 486 million by 2025, exceeding the combined target population in China (354 million) and US (91 million).

India has roughly close to 5,500 Public and Private VET institutes as against 500,000 similar institutes in China. As against India's 4 percent formally trained vocational workers, countries like Korea or even Botswana have a 96 percent and 22 percent vocationally trained workforce respectively. Our State has a potential to increase the percentage of trained vocational workers.

This does lead us to believe that there are tremendous opportunities for VET in Bihar.

The government of India too, has realized the potential of VET and has listed it as one of the priority areas and launched a mission on vocational education and skill development. It plans to set up more than 10,000 new vocational schools and 50,000 skill development centers across the country.

Since the installed capacity is neither adequate nor fully utilized due to a plethora of reasons, ensuring private participation in VET would ensure for greater success in responding effectively to

the needs of the economy. Hence, there is provision to assist vocational schools under PPP mode and the reputed NGOs to run short duration innovative VEP.

2.18.2 Present Status of VEP in Bihar

The Government of Bihar implemented the VE under CSS from academic year 1988-89 in 40 +2 Schools. Later on in 1990-91 another 108 +2 Schools were covered under this scheme. Total 148 (+2) Schools were imparting VET in Bihar till the partition of the State

At Present 91 (+ 2) Schools are imparting VE at (+2) level i.e. 3rd and 4th stage of NVEQF in Bihar. 25 courses were introduced for training and learning from the core sector like Engineering and Technology, Agriculture, Health and Paramedical, Business & Commerce, Home Science and Humanity.

Now, there is a need for comprehensive review of the curricula and teaching- learning materials of different trades or courses to provide competencies to become Job Providers rather than Job Seekers. Considering the requirement of skilled workforce in high growth sector, inclusion of New Courses like Tourism and Hospitality, Construction, logistics, IT, Security etc is significant.

The National Vocational Education Qualifications Frame Work (NVEQF) prepared by MHRD lays down the basic framework to integrate general education and technical Vocational Education and Training Qualifications from levels 1-10 (Class IX-doctorate).

Hon'ble HRD Minister, Bihar is of the view that a coherent frame work needs to be developed from NVEQF 1-7 and AICTE & UGC have a major role in the implementation of level 5-7 which correspond to Diploma and Degree. He has also warned of the consequences of weak VE, which are:-

- Education raising aspirations but not providing skills for commensurate level of jobs causing discontent
- Rise in educated unemployment leading to disaffected & disillusioned youth
- Global un-competitiveness of industry/work force/economy
- Excessive strain on urban public services causing unsustainability

He is also agreed that the role of the State Governments is very crucial for strong and effective VE. For this we need to:-

- Establish a Directorate of TVET
- Develop an overall TVET strategy for implementation of NVEQF
- Develop Institution-Industry interface at local level
- Identify sectors/occupations for RPL
- Policy changes

The VE is being subsumed within Rashtriya Madhyamik Siksha Abhiyan (RMSA) so that it could be mainstreamed.

Considering the Socio-economic, Geographical and Historical status of Bihar, there is a need to chalk out a special plan for introducing courses in Agriculture and Allied Sector that poses a huge challenge in terms of VE and NVEQF as it is an unorganized sector in Bihar. Tourism is another such sector

2.18.3 Strength at a Glance

No. of (+2) Schools implementing (+2) VE	-	91
No. of Vocational Courses per school	-	03
No. of Student for per Voc. Courses	-	50
No. of Voc. Students in each school	-	150
Nb. of required Sections per school	-	06
Sanctioned Staff (At School Level)		
Instructor	-	03 per School
Lab Assistant (Govt. Schools)	-	01 per School
Lab Assistant (Nationalized Schools)	-	03 per School
Total No. of Instructors	-	273
Total No. of Lab Assistant	-	223

2.18.4 Availability (at school level) immovable and movable

- Total Workshop/Laboratory sheds - 25 only
- Class Rooms - Temporary Arrangement
- Office Rooms - Jointly with (+2) Edn.
- Tools, equipment and furniture - Inadequate
- Computers - No
- Diesel Generator sets - No

Fund is not available for recurring expenses like:

Raw Materials, Books, Software, Educational CDs, seed money for Production cum Training Centre (PTC).

Lack of fund for Office expenses/contingencies like Publicity, guidance and counseling, transport, field visits, stationary, electricity, water etc is observed.

2.18.5 Other Initiatives of the Bihar State

- Recruitment of adequate number of teachers
- Capacity Building of teachers
- Provision of Library facilities
- Rejuvenated Vocational Education
- Cash prize for Top Rankers completing std X & XII/Bihar Gaurav Scholarship
- Inclusive Education for Differently abled @ secondary stage
- Implementation of Scouts and Guides schemes
- Operation of eco-clubs, Junior Red Cross society
- Rural student Talent scheme
- Effective functioning of PTA to ensure cent per cent of enrolment while preventing dropouts

Chapter 3

Sector Diagnosis - Current Status and Development Priorities

3.1. Data sources and limitations

The secondary education department of the government of Bihar has the responsibility for classes IX to XII. The higher secondary stage at the moment is mostly a part of colleges with almost all the secondary schools having provision for class eleven and twelve. MIS infrastructure has been setup at state level, which is equipped with necessary software and hardware. The UDISE data capture formats (DCF) were filled by Govt. schools, private schools and also by schools affiliated to CBSE, ICSE and others. The UDISE data which is the extension of DISE captures data in most extensive format for all the schools in the State.

Also different achievement surveys carried out by NCERT and others are also referred to as per the requirement. Moreover data from Census, teacher data from education department is also being taken into consideration.

Despite the availability of extensive data base data analysis and presentation looks difficult for the implementors. Many discrepancies and inconsistencies have also been cited by the MIS coordinators. Many times as coordination between SSA and RMSA SIS also became apparent and also caused delays.

3.2 Participation, Enrolments and Education Efficiency:-

The enrolment data for classes one to twelve has been taken from UDISE 2013-14. Although UDISE unlike SEMIS does not have data disaggregated for OBCs and others but only for SCs and STs. The Bihar government has adopted a policy of automatic promotions and the first relatively reliable check of academic performance of the students takes place only with the board examinations at the end of the lower secondary stage at class ten. Consequently there is no direct data prior to that regarding repetition rates, dropout rates and academic performance and these can only be estimated from the difference in the enrolment rates as a cohort progresses through the school education system.

Table 21: Enrolment figure at different level

Districts	Primary Schools	U.P. Schools	Secondary Schools		
			High Schools	Upgraded School	Total
Paschim Champaran	605879	190979	77916	3009	877783
Purbi Champaran	743465	297614	116226	5342	1162647
Sheohar	69707	21542	13432	1185	105866
Sitamarhi	536498	187285	66709	3141	793633
Madhubani	703249	296664	139456	3820	114318

					9
Supaul	323621	137079	41320	1294	503314
Araria	450398	136091	39632	4249	630370
Kishanganj	312477	101453	23896	674	438500
Purnea	520848	172727	65286	2480	761341
Katihar	452418	185610	39167	2356	679551
Madhepura	341960	145405	52409	1058	540832
Saharsa	321540	115350	43646	1908	482444
Darbhanga	545505	224284	89459	5283	864531
Muzaffarpur	633426	280198	118162	9236	104102 2
Gopalganj	332612	152347	86752	4308	576019
Siwan	427844	209103	106165	3013	746125
Saran	537054	255835	119001	11126	923016
Vaishali	421251	223968	100635	5518	751372
Samastipur	611804	267510	115753	2986	998053
Begusarai	418805	185350	77985	2454	684594
Khagaria	256573	106716	46226	2361	411876
Bhagalpur	416127	178787	77359	3495	675768
Banka	293241	122286	49989	1082	466598
Munger	182159	83439	39970	2457	308025
Lakhisarai	152997	65098	32236	761	251092
Sheikhpura	99206	39577	17708	1496	157987
Nalanda	396963	156484	80478	3674	637599
Patna	534307	245661	129935	2817	912720

Bhojpur	364445	165908	75822	5595	611770
Buxar	244995	121127	55202	919	422243
Kaimur	240985	108209	55413	475	405082
Rohtas	422770	203321	104522	3271	733884
Jehanabad	162269	75581	37431	2874	278155
Aurangabad	378465	169067	81393	4432	633357
Gaya	607294	236605	112690	12089	968678
Nawada	352424	128326	58325	2717	541792
Jamui	309898	111578	39975	1918	463369
Arwal	106478	49459	29357	0	185294
Total	14831957	6153623	2657038	126873	237694 91

The unified data system base UDISE is more comprehensive than Secondary Education Management Information Systems (SEMIS) and this aims to create a comprehensive database on secondary and higher secondary education for facilitating, planning, monitoring and related secondary education management activities under RMSA. The UDISE intends to cover all recognized institutions and envisages collecting relevant data relating to profile of the institutions, enrolment, repeaters, pass-outs, teacher provision, infrastructure and teaching learning facilities.

TABLE 23: PROJECTION OF SCHOOL AGE POPULATION (14-15) WITH SC & ST

Year	Total Population			Scheduled Castes			Scheduled Tribes		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
2001	3573731	1998388	1575343	505635	295892	209743	31996	18005	13991
2002	3734112	2065886	1667047	505862	296025	209837	32010	18014	13997
2003	3901687	2135660	1764097	506089	296157	209931	32025	18021	14004
2004	4076790	2207795	1866785	506316	296291	210025	32039	18030	14010
2005	4259742	2282369	1975458	506543	296423	210120	32054	18037	14016
2006	4450912	2359458	2090459	506771	296557	210214	32068	18046	14022
2007	4505558	2375441	2128828	506833	296594	210240	32072	18048	14024

2008	4560887	2391534	2167906	506895	296630	210265	32076	18050	14025
2009	4616887	2407746	2207704	506957	296667	210292	32080	18052	14027
2010	4673584	2424050	2248233	507020	296703	210317	32084	18055	14028
2011	4730967	2440475	2289500	507082	296739	210343	32087	18057	14031

The current status of secondary education in government and government aided schools in Bihar is detailed and analysed here.

Table 25: Information on Schools & Enrolment (Only Govt.)

Name of the District	No. of Schools	Enrolment in Class IX			Enrolment in Class X			Enrolment in Cl	
		Total			Total			Total	
		B	G	T	B	G	T	B	G
Pashchim Champaran	85	17940	15560	33500	15393	14687	30080	33333	30247
Purbi Champaran	127	25840	24110	49950	23452	20296	43748	49292	44406
Sheohar	18	2923	2755	5678	2696	2351	5047	5619	5106
Sitamarhi	85	15304	14096	29400	13366	12251	25617	28670	26347
Madhubani	139	33422	30838	64260	28020	25262	53282	61442	56100
Supaul	55	11689	9841	21530	10822	8321	19143	22511	18162
Araria	66	10744	9382	20126	9899	7808	17707	20643	17190
Kishanganj	61	5051	6669	11720	4552	4767	9319	9603	11436
Purnia	72	13249	11640	24889	11616	9881	21497	24865	21521
Katihar	88	10604	8517	19121	8524	7082	15606	19128	15599
Madhepura	60	12878	10121	22999	11619	8184	19803	24497	18305
Saharsa	56	9543	6584	16127	8430	5252	13682	17973	11836
Darbhangha	114	20277	17287	37564	17367	15642	33009	37644	32929
Muzaffarpur	152	27110	28017	55127	22503	22955	45458	49613	50972
Gopalganj	80	17378	19517	36895	14576	16303	30879	31954	35820
Siwan	131	22670	25095	47765	19730	20766	40496	42400	45861

Saran	164	29026	27890	56916	24648	23399	48047	53674	51289	10496
Vaishali	123	24108	24362	48470	19937	19395	39332	44045	43757	8780
Samastipur	130	27500	26418	53918	24586	23166	47752	52086	49584	10167
Begusarai	111	17705	18639	36344	14925	15397	30322	32630	34036	6666
Khagaria	52	9949	7664	17613	9334	6047	15381	19283	13711	3299
Bhagalpur	147	17373	15807	33180	16192	14256	30448	33565	30063	6362
Banka	89	12119	10419	22538	11118	8888	20006	23237	19307	4254
Munger	94	9367	7489	16856	9057	6377	15434	18424	13866	3229
Lakhisarai	58	6633	5821	12454	6529	5097	11626	13162	10918	2408
Sheikhpura	39	4113	3809	7922	3577	3676	7253	7690	7485	1517
Nalanda	162	16240	14626	30866	15080	13394	28474	31320	28020	5934
Patna	225	25069	26510	51579	24152	23467	47619	49221	49977	9919
Bhojpur	168	18531	17514	36045	16139	14690	30829	34670	32204	6687
Buxar	98	13975	12115	26090	12690	10538	23228	26665	22653	4931
Kaimur	64	11869	10696	22565	11748	10433	22181	23617	21129	4474
Rohtas	159	23037	22459	45496	22109	20892	43001	45146	43351	8849
Jehanabad	56	7983	6859	14842	7870	6763	14633	15853	13622	2947
Aurangabad	130	17911	16899	34810	16665	14787	31452	34576	31686	6626
Gaya	171	22740	23315	46055	21375	21838	43213	44115	45153	8926
Nawada	91	12269	11617	23886	9807	10254	20061	22076	21871	4394
Jamui	59	10455	7646	18101	9703	6741	16444	20158	14387	3454
Arwal	39	6417	5560	11977	7347	5818	13165	13764	11378	2514
BIHAR	3817	60101	56416	116517	53715	48712	102427	113816	10512	21894
		1	3	4	3	1	4	4	84	

Table 26: Total Enrolments in Government Schools at the Secondary Level

Class	Category	2009 – 10			2013-14			Growth Rate (%)
		Boys	Girls	Total	Boys	Girls	Total	
IX	Total	486855	382355	869210	601011	564163	1165174	
	SC	59789	39712	99501	95275	78782	174057	
	ST	4893	3662	8555	7962	7315	15277	
X	Total	432652	313859	746511	537153	487121	1024274	
	SC	49184	30314	79498	79738	62977	142715	
	ST	3970	2502	6472	7209	9373	16582	
Secondary Class	Total	919507	696214	1615721	1138164	1051284	2189448	
	SC	108973	70026	178999	175013	141759	316772	
	ST	8863	6164	15027	15171	16688	31859	

Source:- SEMIS 2009-10 and UDISE 2013 14

The enrolment at the secondary level in government schools according to the UDISE data is given in Table 26. The proportion of SC students in 2013-14 to the whole was % which is still less than their proportion in the population of % whereas the proportion of ST students is 1.0% which is close to their population proportion of 1.78%. The OBCs and the other castes have more students than their proportion in the population. The growth rate in enrolment from 2009-10 to 2013-14 for the whole secondary level is quite good at % and it is encouraging that the Scheduled Castes & Scheduled Tribe enrolment shows a growth rate of % and % respectively.

Table 27: Infrastructure Facilities

District Name	Secondary Schools	with Building	% Building	with HM Room	% HM Room
Pashchim Champaran	138	137	99.27	137	99.275
Purbi Champaran	216	208	96.29	208	96.296
Sheohar	26	26	100	26	100
Sitamarhi	139	137	98.56	137	98.561
Madhubani	223	223	100	223	100
Supaul	62	46	74.19	46	74.193
Araria	101	99	98.01	99	98.019

Kishanganj	82	82	100	82	100
Purnia	161	161	100	161	100
Katihar	112	111	99.10	111	99.10
Madhepura	81	79	97.53	79	97.530
Saharsa	100	88	88	88	88
Darbhanga	197	197	16.45	197	16.45
Muzaffarpur	220	216	98.18	216	98.18
Gopalganj	129	127	98.44	127	98.44
Siwan	171	171	100	171	100
Saran	216	211	97.68	211	97.68
Vaishali	166	166	100	166	100
Samastipur	184	184	100	184	100
Begusarai	166	166	100	166	100
Khagaria	80	69	86.25	69	86.25
Bhagalpur	201	192	95.52	192	95.5
Banka	132	132	100	132	100
Munger	123	123	100	123	100
Lakhisarai	78	78	100	78	100
Sheikhpura	54	52	96.29	52	96.29
Nalanda	240	216	90	216	90
Patna	358	328	91.62	328	91.62
Bhojpur	217	211	97.23	211	97.23
Buxar	135	131	97.03	131	97.03

Kaimur	96	96	100	96	100
Rohtas	245	230	93.87	230	93.87
Jehanabad	86	82	95.34	82	95.348
Aurangabad	179	175	97.76	175	97.76
Gaya	245	205	83.67	205	83.67
Nawada	122	122	100	122	100
Jamui	82	82	100	86	100
Arwal	58	58	100	58	100
BIHAR	6621	5482	97.52	5424	96.49

Table 28: Infrastructure Facilities II

DISTRICT NAME	Secondary Schools	Having Library	% Library	Computer Laboratory	% Comp. Lab.	Toilet
Pashchim Champaran	138	25	24.51	20	19.61	673
Purbi Champaran	216	25	42.37	24	40.68	661
Sheohar	26	79	40.93	68	35.23	95
Sitamarhi	139	68	46.58	75	51.37	478
Madhubani	223	63	34.43	70	38.25	506
Supaul	62	82	40.39	97	47.78	100
Araria	101	82	37.79	95	43.78	301
Kishanganj	82	41	30.37	32	23.70	295
Purnia	161	70	35.35	77	38.89	411
Katihar	112	117	43.66	139	51.87	350
Madhepura	81	53	37.32	50	35.21	188

Saharsa	100	39	43.33	25	27.78	245
Darbhanga	197	49	56.98	42	48.84	747
Muzaffarpur	220	57	55.34	50	48.54	965
Gopalganj	129	31	26.72	34	29.31	345
Siwan	171	30	37.50	8	10.00	517
Saran	216	32	36.36	24	27.27	598
Vaishali	166	36	41.86	30	34.88	709
Samastipur	184	18	22.22	33	40.74	507
Begusarai	166	60	25.32	57	24.05	823
Khagaria	80	42	33.87	39	31.45	220
Bhagalpur	201	84	35.29	117	49.16	851
Banka	132	107	44.58	50	20.83	483
Munger	123	68	49.64	31	22.63	483
Lakhisarai	78	85	58.62	71	48.97	208
Sheikhpura	54	204	56.98	206	57.54	205
Nalanda	240	87	39.73	87	39.73	671
Patna	358	58	33.14	57	32.57	1777
Bhojpur	217	75	30.12	100	40.16	635
Buxar	135	46	44.66	33	32.04	715
Kaimur	96	73	38.42	93	48.95	404
Rohtas	245	103	47.69	90	41.67	696
Jehanabad	86	35	57.38	17	27.87	375
Aurangabad	179	11	39.29	11	39.29	535
Gaya	245	65	43.62	50	33.56	665

Nawada	122	55	32.16	65	38.01	451
Jamui	82	21	33.87	20	32.26	307
Arwal	58	53	27.75	55	28.80	188
BIHAR	6621	2329	39.68	2242	38.20	19383

Table 29: infrastructure Facilities C

DISTRICT NAME	Secondary Schools	Common Room Girls	% Common Room Girls
Pashchim Champaran	138	27	26.47
Purbi Champaran	216	41	69.49
Sheohar	26	54	27.98
Sitamarhi	139	35	23.97
Madhubani	223	53	28.96
Supaul	62	54	26.60
Araria	101	53	24.42
Kishanganj	82	26	19.26
Purnia	161	61	30.81
Katihar	112	64	23.88
Madhepura	81	42	29.58
Saharsa	100	21	23.33
Darbhanga	197	33	38.37
Muzaffarpur	220	21	20.39

Gopalganj	129	27	23.28
Siwan	171	19	23.75
Saran	216	26	29.55
Vaishali	166	31	36.05
Samastipur	184	18	22.22
Begusarai	166	49	20.68
Khagaria	80	34	27.42
Bhagalpur	201	77	32.35
Banka	132	82	34.17
Munger	123	43	31.39
Lakhisarai	78	42	28.97
Sheikhpura	54	110	30.73
Nalanda	240	48	21.92
Patna	358	43	24.57
Bhojpur	217	64	25.70
Buxar	135	33	32.04
Kaimur	96	62	32.63
Rohtas	245	45	20.83
Jehanabad	86	15	24.59
Aurangabad	179	8	28.57
Gaya	245	30	20.13
Nawada	122	27	15.79
Jamui	82	14	22.58
Arwal	58	28	14.66

	6621	1560	26.58
BIHAR			

Table 30: Gross Enrolment Ratio at Secondary Level

Class	Boys	Girls	Total	GPI
IX	42.7	45.48	44.01	2.78
X	65.19	63.81	64.53	1.38
Secondary	49.79	49.08	49.45	0.79

The GERs are on the low side and there is a significant gender gap with a significant 14.45% improvement from 2009-10 to 2013-14. The overall GPI is at 1.02 % in 2013-14. Still there is considerable scope for improvement here. Consequently the RMSA will start from a very low base level of enrolment in Bihar.

Table 2: Transition/Promotion Rate

Class	Year	Boys	Girls	Total
VIII - IX	2010-11	95.65	96.27	95.94
	2011-12	95.55	90.67	93.23
	2012-13	92.29	91.13	91.72
	2013-14	89.1	82.5	85.8
IX - X	2010-11	97.77	96.98	97.42
	2011-12	96.04	96.48	96.24
	2012-13	85.89	88.93	87.29
	2013-14	92.74	91.39	92.09

The transition rate from class eight to nine is at 85.8%. The class nine to ten transition rate too is very promising at 92.09% possibly because there is no holding back of students.

TABLE 32: GER IX-X (Gross enrolment ratio)

District	2008	2009	2012	2013
Pashchim Champaran	19.15	23.18	50.27	50.44

Purbi Champaran	25.9	32.16	38.56	15.95
Sheohar	18.26	21.04	44.28	31.49
Sitamarhi	21.26	24.85	63.2	38.52
Madhubani	27.59	32.89	60.64	5.74
Supaul	24.54	29.3	65.64	15.15
Araria	16.65	21.34	32.3	79.43
Kishanganj	12.79	16.13	52.56	26.66
Purnia	18.57	21.94	69.61	26.05
Katihar	20.97	25.14	70.66	63.65
Madhepura	33.14	38.01	67.78	64.56
Saharsa	22.23	25.57	61.65	29.86
Darbhanga	22.58	25.19	41.61	63.01
Muzaffarpur	30.22	34.00	52.02	32.36
Gopalganj	34.68	40.19	41.25	41.92
Siwan	33.74	37.46	42.34	44.41
Saran	37.48	45.18	53.05	55.57
Vaishali	42.5	47.25	43.22	23.07
Samastipur	31.22	36.16	54.65	61.03

Begusarai	27.94	34.09	53.66	32.75
Khagaria	29.73	35.19	34.29	36.07
Bhagalpur	34.17	36.15	43.2	15.5
Banka	29.64	33.58	55.56	45.17
Munger	41.31	43.12	50.93	56.91
Lakhisarai	38.46	40.26	29.23	46.02
Sheikhpura	30.56	38.35	43.18	42.95
Nalanda	33.16	37.99	45.29	27.55
Patna	29.56	32.49	50.51	30.83
Bhojpur	38.21	41.77	53.06	80.87
Buxar	42.77	48.6	64.63	52.22
Kaimur	42.67	47.05	68.12	64.9
Rohtas	47.47	47.77	46.34	48.87
Jehanabad	39.36	47.8	49.04	58.22
Aurangabad	38.96	46.07	73.22	35.68
Gaya	35.26	37.04	46.49	43.1
Nawada	35.74	39.22	52.68	91.92
Jamui	26.94	30.69	56.74	50.71

Arwal	51.38	61.13	94.16	62.24
BIHAR	30.75	35.00	51.51	49.45

The GERs are on the low side. Thus there is considerable scope for improvement here. Consequently the RMSA has started from a very low base level of enrolment in Bihar. Therefore, it has set a specific target to achieve 38% GER by 2010-11 and 45% GER at secondary level by 2012. In 2013-14 the State achieved GER of 49.45%.

TABLE 33: PTR IX-X (Pupil Teacher ratio)

DISTRICT NAME	2009-10	2013-14
Pashchim Champaran	63.19	112.93
Purbi Champaran	76.18	106.6
Sheohar	61.21	124.71
Sitamarhi	59.77	102.45
Madhubani	54.86	112.05
Supaul	59.01	122.14
Araria	75.76	88.19
Kishanganj	71.34	93.09
Purnia	56.93	75.18
Katihar	65.28	113.49
Madhepura	73.77	105.42
Saharsa	46.67	74.9
Darbhanga	59.98	80.65
Muzaffarpur	65.2	98.04
Gopalganj	85.42	124.58
Siwan	67.76	106.08
Saran	77.56	92.72

Vaishali	92.5	110.44
Samastipur	68.35	107.82
Begusarai	62.63	91.32
Khagaria	74.84	107.82
Bhagalpur	51.84	58.86
Banka	53.15	74.38
Munger	42	54.27
Lakhisarai	57.17	64.73
Sheikhpura	45.84	83.38
Nalanda	45.11	52.19
Patna	32.17	46.77
Bhojpur	50.94	68.59
Buxar	55.14	69.56
Kaimur	73.32	102.16
Rohtas	78.9	75.06
Jehanabad	58.5	74.81
Aurangabad	68.32	82.11
Gaya	65.91	100.98
Nawada	74.69	87.37
Jamui	72.26	99.27
Arwal	70.72	84.65
BIHAR	60.84	85.51

The Current Pupil teacher ratio (PTR) is 85.51 in the Secondary Schools. Therefore, specific targets are to be set to achieve a PTR of 55 by 2015 and a Pupil Teacher Ratio (PTR) of 40 at secondary level by 2016.

TABLE 34: SCR IX-X (Student Classroom ratio)

DISTRICT NAME	2009-10	2013-14
Pashchim Champaran	100.36	124.18
Purbi Champaran	105.54	132.9
Sheohar	72.95	90.89
Sitamarhi	104.14	139.64
Madhubani	102.95	192.06
Supaul	90.2	214.07
Araria	122.43	158.96
Kishanganj	83.72	80.3
Purnia	88.06	105.9
Katihar	123.91	131.54
Madhepura	131.92	176.87
Saharsa	103.44	150.55
Darbhanga	100.26	108.57
Muzaffarpur	120.89	161.71
Gopalganj	112.3	164.5
Siwan	108.01	157.89
Saran	117.77	119.96
Vaishali	126.6	149.83
Samastipur	108.3	156.18
Begusarai	93.82	90.09
Khagaria	143.73	164.15
Bhagalpur	89.05	80.44
Banka	85.33	112.85

Munger	97.64	88.95
Lakhisarai	101.16	97.89
Sheikhpura	74.34	93.67
Nalanda	79.41	77.37
Patna	77.94	76.66
Bhojpur	83.15	86.74
Buxar	80.89	96.14
Kaimur	100.96	123.95
Rohtas	96.96	106.75
Jehanabad	92.02	64.36
Aurangabad	99.22	134.41
Gaya	82.6	167.48
Nawada	102.58	120.07
Jamui	115.06	135.47
Arwal	99.85	109.31
BIHAR	99.11	119.79

The current SCR (student class Room ratio) is 119.79 in the state. There is also a huge demand for classrooms in secondary classes. Therefore Specific targets are to be set to achieve 55% SCR by 2015-2016 .

TABLE 35: GPI IX-X (Gender parity index)

District	2009-10	2013-14
Pashchim Champaran	0.77	1.01
Purbi Champaran	0.78	1.12
Sheohar	0.92	1.11
Sitamarhi	0.89	1.05

Madhubani	0.71	1.01
Supaul	0.53	0.89
Araria	0.64	0.94
Kishanganj	0.71	1.19
Purnia	0.75	1.03
Katihar	0.76	0.88
Madhepura	0.6	0.89
Saharsa	0.55	0.80
Darbhanga	0.72	0.94
Muzaffarpur	0.97	1.09
Gopalganj	0.92	1.13
Siwan	0.82	1.13
Saran	0.89	1.01
Vaishali	1.03	1.14
Samastipur	0.93	1.05
Begusarai	0.99	1.11
Khagaria	0.83	0.98
Bhagalpur	0.89	1.03
Banka	0.78	0.95
Munger	0.92	0.92
Lakhisarai	0.79	0.79
Sheikhpura	0.79	1.01
Nalanda	0.8	0.92
Patna	0.94	1.21
Bhojpur	0.76	1.02
Buxar	0.79	1.08
Kaimur	0.9	0.99

Rohtas	0.82	1.08
Jehanabad	0.75	0.87
Aurangabad	0.84	0.98
Gaya	0.84	1.07
Nawada	0.71	1.00
Jamui	0.64	0.80
Arwal	0.68	0.85
BIHAR	0.83	1.02

The overall GPI is high at 102 % in 2013-14.

Table 36: Growth in Literacy Rates by Sex for State and District: 2001 and 2011

State / District	Persons		Male		Female	
	2001	2011	2001	2011	2001	2011
Pashchim Champaran	38.93	58.06	51.08	68.16	25.23	46.79
Purbi Champaran	37.54	58.26	49.31	68.02	24.27	47.36
Sheohar	35.27	56.00	45.28	63.72	23.86	47.25
Sitamarhi	38.46	53.5319%	49.36	62.56	26.13	43.40
Madhubani	41.97	60.90	56.79	72.53	26.25	48.30
Supaul	37.28	59.65	52.42	71.65	20.81	46.63
Araria	35.01	55.10	46.38	64.15	22.37	45.18
Kishanganj	31.09	57.04	42.71	65.56	18.63	47.98
Purnia	35.10	52.49	45.63	61.09	23.42	43.19
Katihar	35.09	53.56	45.31	60.99	23.80	45.37
Madhepura	36.07	53.78	48.80	63.82	22.11	42.75
Saharsa	39.08	54.57	51.66	65.22	25.27	42.73
Darbhanga	44.33	58.26	56.72	68.58	30.78	46.88
Muzaffarpur	47.95	65.68	59.10	73.61	35.81	56.82
Gopalganj	47.48	67.04	62.96	78.38	32.16	56.03
Siwan	51.65	71.59	67.26	82.77	36.88	60.35
Saran	51.80	68.57	67.30	79.71	35.82	56.89
Vaishali	50.49	68.56	63.23	77.00	36.58	59.10
Samastipur	45.13	63.81	57.59	73.09	31.67	53.52
Begusarai	47.98	66.23	59.13	74.36	35.64	57.10
Khagaria	41.35	60.87	51.82	68.51	29.35	52.16
Bhagalpur	49.50	64.96	59.22	72.30	38.13	56.49
Banka	42.73	60.12	55.29	69.76	28.67	49.40

Munger	59.47	73.30	69.89	80.06	47.40	65.53
Lakhisarai	47.96	64.95	60.74	73.98	33.96	54.89
Sheikhpura	48.60	65.96	61.94	76.14	33.92	54.93
Nalanda	53.19	66.41	66.44	77.11	38.58	54.76
Patna	62.92	72.47	73.34	80.28	50.83	63.72
Bhojpur	58.96	72.79	74.29	84.08	41.80	60.20
Buxar	56.80	71.77	71.92	82.78	39.88	59.84
Kaimur (Bhabua)	55.09	71.01	69.64	81.49	38.79	59.56
Rohtas	61.28	75.59	75.29	85.29	45.69	64.95
Aurangabad	57.03	72.77	71.13	82.52	41.90	62.05
Gaya	50.45	66.35	63.27	76.02	36.66	55.90
Nawada	46.83	61.63	60.58	71.40	32.17	51.09
Jamui	42.43	62.16	57.06	73.77	26.32	49.44
Jehanabad	55.22	68.27	69.52	79.30	39.82	56.24
Arwal	55.31	69.54	70.95	81.27	38.66	56.85
Bihar	47.00	63.82	59.68	73.39	33.12	53.33

Source :- Census-2011

3.3.1 Non-Teaching Staff

The number of administrative and support staff are 13079 which is 48.83% of the number of teaching staff. This is a high proportion resulting from the lesser number of teachers in position compared to the sanctioned strength. Thus in future while more teachers will be recruited attention will have to be paid to bring down the ratio of administrative to teaching staff to about 30%. This is the ratio that has been assumed for the cost simulations later.

Table 39: Information of Indicators (Only Govt.)

DISTRICT NAME	Secondary Schools	Enrolment (IX-X)	Teachers	Class-Rooms	PTR	CTR	SCR
Pashchim Champaran	85	63580	563	512	112.93	1.1	124.18
Purbi Champaran	127	93698	879	705	106.6	1.25	132.9
Sheohar	18	10725	86	118	124.71	0.73	90.89
Sitamarhi	85	55017	537	394	102.45	1.36	139.64
Madhubani	139	117542	1049	612	112.05	1.71	192.06
Supaul	45	40673	333	190	122.14	1.75	214.07
Araria	66	37833	429	238	88.19	1.8	158.96

Kishanganj	61	21039	226	262	93.09	0.85	80.3
Purnia	73	46386	617	438	75.18	1.41	105.9
Katihar	88	34727	306	264	113.49	1.16	131.54
Madhepura	60	42802	406	242	105.42	1.68	176.87
Saharsa	56	29809	398	198	74.9	2.01	150.55
Darbhanga	119	70573	875	650	80.65	1.35	108.57
Muzaffarpur	152	100585	1026	622	98.04	1.65	161.71
Gopalganj	80	67774	544	412	124.58	1.32	164.5
Siwan	131	88261	832	559	106.08	1.49	157.89
Saran	164	104963	1132	875	92.72	1.29	119.96
Vaishali	123	87802	795	586	110.44	1.36	149.83
Samastipur	130	101670	943	651	107.82	1.45	156.18
Begusarai	111	66666	730	740	91.32	0.99	90.09
Khagaria	52	32994	306	201	107.82	1.52	164.15
Bhagalpur	147	63628	1081	791	58.86	1.37	80.44
Banka	89	42544	572	377	74.38	1.52	112.85
Munger	94	32290	595	363	54.27	1.64	88.95
Lakhisarai	59	24080	372	246	64.73	1.51	97.89
Sheikhpura	39	15175	182	162	83.38	1.12	93.67
Nalanda	162	59340	1137	767	52.19	1.48	77.37
Patna	225	99198	2121	1294	46.77	1.64	76.66
Bhojpur	168	66874	975	771	68.59	1.26	86.74
Buxar	98	49318	709	513	69.56	1.38	96.14
Kaimur	64	44746	438	361	102.16	1.21	123.95

Rohtas	159	88497	1179	829	75.06	1.42	106.75
Jehanabad	56	29475	394	458	74.81	0.86	64.36
Aurangabad	128	66262	807	493	82.11	1.64	134.41
Gaya	129	89268	884	533	100.98	1.66	167.48
Nawada	91	43947	503	366	87.37	1.37	120.07
Jamui	59	34545	348	255	99.27	1.36	135.47
Arwal	39	25142	297	230	84.65	1.29	109.31
BIHAR	3771	2189448	25606	18278	85.51	1.4	119.79

Table 40: Pass Percentages in Class Ten Board Examinations by Category and Gender

Category	Gender	2007-08	2008-09	2009-10	2013-14
		1	2	3	4
SC	Boys	56.3	57.9	61.53	48.68
	Girls	52.9	52.05	55.97	120.64
	Total	55.2	56	59.64	78.74
ST	Boys	55.1	65.94	63.53	54.57
	Girls	56.2	54.25	9.77	107.40
	Total	55.6	61.74	21.15	77.87
Total	Boys	64.7	64.98	62.95	54.53
	Girls	62.1	66.34	74.04	95.36
	Total	63.7	65.83	69.36	72.61

The pass percentages obtained by students in the Class Ten Board examinations over the four year period from 2007-08 to 2013-14 are given by category and gender in Table 41.

3.4 The UDISE aims at creating a comprehensive database on secondary and higher secondary education for facilitating, planning, monitoring and related secondary education management activities under RMSA. The UDISE is covering all recognized institutions and envisages collecting relevant data relating to profile of the institutions, enrolment, repeaters, pass-outs, teacher provision, infrastructure and teaching leaving facilities.

GPS school mapping is also being carried out by BMSP established under RMSA in all 38 districts of Bihar under which all academic institutions have to be covered. Till date GPS school mapping work in all districts is near completion and It is expected that by the end of September 2012 the whole school mapping work will be completed. This GIS school mapping will further help in correctly assessing the required no. of secondary schools to fulfill the objective of RMSA.

3.6 Schemes & Incentives for Disadvantaged Groups

Incentive schemes have been designed to overcome the non-school fee constraints of demand for schooling. There are number of incentive schemes for school education across states in India.

Table 41: Types of Incentive Schemes Available for Secondary School Children in Bihar

S.N.	Scheme	Availability	Remarks
1	2	3	4
1	Mid-Day Meal	No	Only up to middle schools
2	Uniforms	Yes	From Primary to Higher Secondary schools
3	Scholarships	Yes	For SC/ST and OBC students only.
4	Incentive to Girls	Yes	Rs. 10,000 to those girls who pass 10 th with first division
5	Bicycles	Yes	For Girls and boys of class IX
6	Fee Exemptions	Yes	SC/ST and OBC Girls are exempted from board Exam fee.
7	Hostels	Yes	For SC/ST children
8	Quotas	No	
9	Free Coaching	No	

Source: Department of Education, Bihar.

For the secondary school education in the state, the Government of Bihar has been implementing several schemes. The most popularly implemented scheme in India, i.e. mid-day meal scheme in Bihar is implemented only up to elementary school level. "Bihar Shatabdi Mukhyamantri Poshak Yojna" is for the girl students of class IX to XII under which they are given free uniform per year from 2011-12.

But all the other popular schemes are implemented in the state and are available for the secondary school children. The state distributes the scholarships and free text books for the SC/ST and OBC

students. The distribution of bicycles is for girls and boys of class IX where as the girl students of general & Bc (II) category, who have passed the Board Examination in first division are given Rs.10000/-each as incentive. In Bihar, all the SC/ST children and OBC girls are exempted from payment fee for the Board exams. There are hostel facilities for the SC/ST children in the secondary classes in the state.

3.7 Incentives for Teachers: hardship payments, housing, and quotas for women

In Bihar there are no schemes designed in the form of incentives for teachers. There are no hardship payments and no housing facility for the teachers. But the government of Bihar has a designed policy for the recruitment of teachers where 50 per cent of the total teacher posts are reserved for women. However, the male and female ratio in the total teachers available for the secondary classes indicates that presently it is against the female teachers.

3.8 Targets and time line

Falling in line with the trends witnessed in many developed countries, India has to push its vision forward towards Universalization of Secondary Education.

The vision statement is as follows:

- To make good and quality education available, accessible and affordable to all young children in the age group of 14-16 years.
- The vision statement points out towards three A's i.e., Availability, Accessibility and Affordability of secondary education to the Target group and the overreaching objective of providing quality.

The prepared blue print for the Universalization of Secondary Education by CABE suggests the following guiding principle.

- The guiding principles of Universal Secondary education should be Universal access, equality and social justice, relevance and development, and structural and curriculum consideration.
- There have to be norms for schooling. Such norms should be developed for each state with Common National Parameters as well as state specific parameters.
- Each state should develop a perspective plan for universal secondary education. Decentralized micro level planning should be the main approach to planning and implementation of universal secondary education.
- The immediate allocation of 6 percent of the GDP for education and progressive increase in this proportion will be necessary to move towards universalization of secondary education.

Based on the "CABE" guidelines the Education Department, Bihar defined the following Road map of reforms for universalisation secondary education.

Table 42: Road Map of Reforms for XII Five year plan

Sl. No	Guiding principle	Activity	Time line
1.	Curriculum Reform	Revision state syllabi and text books at secondary/Higher secondary stage in accordance with the NCF -2005/BCF	2013-14

2.	improving class room processes	Pedagogic slight for enhancing participation in learning process and providing success experience for all learners'	2012-13 2013-14	} Within XII five year plan.
3	Assessment and Examination	In consonance with the emerging perspectives on continuous comprehensive evaluation	Within XII five year plan period.	
4	Teacher Preparation	Continuous in-service professional development of secondary stage teachers	XII five year plan period	
5	Researches and monitoring for quality	Skill based Achievement cost (like PISA) 2.subject specific Achievement test. 3.Hard spot Identification	XII five year plan period	
6	E-Governance in schools	Concrete measurable and observable measures to enhance Governance. 1. Internet facility 2. E-correspondence 3. E-establishment 4. E-students attendance monitoring 5. E-teacher attendance monitoring 7. E- online teachers' support. 8. E- counseling	XII five year plan period	
7	Quality and Important Indicators	Monitoring progress of essential educational indicators and quality interventions.	XII five year plan period	
8	Strengthening existing schools as per RMSA Norms	1. Class room pupil ratio (1:40) 2. Secondary/Hr.Sec.science, computer,Math.,Language lab 3. H.M, office ,staff room 4. Separate Toilets, Drinking water 5. Girls Activity, P.E.T, craft rooms	Within five year plan period	
9	School provision nearer to the habitations	Secondary school at 5 km distance to all habitations 100% GAR.	Within five year plan period	
10	GER =100 % all secondary school age children in schools	SEMIS Reflects the enrollment Achievement of 100% Enrollment.	XII five year plan period	
11	Repair & up keep of secondary class rooms	So far only 500schools classrooms are covered by minor repair. The remaining class rooms to be covered within five	Within five year plan period	

		years	
12	Learning Disability Redressal	1. Identification 2. Student specific activity cards 3. Redressal and special care centre	Within five year plan period
13	Habitat Learning	1. Awareness about Environment & Biodiversity 2. Global warming and prevention measures 3. Protect flora and fauna	Within five year plan period
14	Heritage craft	1. Locally relevant craft 2. Craft mela 3. Fine art and music	Within five year plan period
15	SMART	e- Learning content development and SMART classrooms for secondary classes.	Within five year plan period
16	YOGA & Meditation well being of an Individual, sound body, mental health	YOGA, PT Drill(Weekly), Moral classes, safety health activities, Adolescence life skill training.	Within five year plan period

3.9. Other Initiatives of the Bihar State.

- Recruitment of adequate number of teachers
- Capacity Building of teachers
- Provision of Library facilities
- Rejuvenated Vocational Education
- Cash prize for Top Rankers completing std X & XII/Bihar Gaurav Scholarship
- Inclusive Education for Differently abled @ secondary stage
- Implementation of Scouts and Guides schemes
- Operation of eco-clubs, Junior Red Cross society
- Rural student Talent scheme
- Effective functioning of PTA to ensure cent per cent of enrolment while preventing dropouts

3.10 Initiatives of RMSA, BIHAR

The mission mode programme RMSA is equally vigorous to corroborate the efforts of the state government by the following measures:

- Instituting Model schools & Girls' hostels.
- Upgrading Middle schools into High schools.
- Creation of additional posts of graduate/post graduate teachers.
- Creation of posts of non-teaching staff and lab assistants.
- Providing school grants.
- Minor repair grants.

- Capacity building measures for teachers.
- Content enrichment programmes.
- Promotion of sports and games .
- Promotion of Cultural activities.
- Life skills programmes.
- Leadership Training programmes.
- Excursion visits.

Table 43: Enrolment trends

Year	Enrolment (Secondary)			% Increase/decrease		
	B	G	T	B	G	T
2013-14	1403231	1253807	2657038	10.71	8.67	9.75
2012-13	1252896	1145044	2397940	-2.01	2.55	0.17
2010-11	1043838	862083	1905921	13.52	23.82	17.96
2009-10	919507	696214	1615721	9.66	19.83	13.82
2008-09	838508	580995	1419503	8.52	20.41	13.09
2007-08	772698	482528	1255226	5.26	13.59	8.31
2006-07	734114	424790	1158904	NA	NA	NA

3.11 Opening of New Schools and Upgradation of existing Schools- The first and foremost requirement will be to improve physical infrastructure of secondary classes. Improving physical infrastructure in schools implies - creating additional classrooms in the existing secondary schools, upgrading middle schools by making available additional classrooms for secondary classes, ensuring availability of a secondary school within 5 KMs distance/radius of each habitation. Making available one school in the radius of 5 KMs is one of the major requirements of the State, given its unique feature of having a relatively high population density (1102 persons per sq km*), where geographical barrier exists, it is suggested that secondary school must be provided at 3 KM. In the urban agglomerations where there is problem of either vertical or horizontal expansion, starting second shift in the same building remains the only option.

Opening a new school would be based on GIS based school mapping of under-served areas. GIS mapping of all schools is being done with a view to identify more schools for un-served habitation. GIS mapping exercise is in the final stage of completion. Keeping in view the assessment of need for secondary schools, required number of new secondary schools to be opened is given below.

3.12 Modes of Expansion

The status of secondary education in Bihar indicates urgent need for the expansion of the secondary education. Physical access to secondary schooling is itself an instrumental factor in expanding secondary education in the State. In general, there are three options for the expansion of secondary education :-

1. Horizontal Expansion of existing secondary schools

Under horizontal expansion, in schools where adequate land is available, additional classes/classrooms will be added on the ground floors to the existing secondary schools.

2. Vertical Expansion of existing secondary schools

The capacity of the education facility can be expanded either vertically or horizontally or in both ways. In the vertical expansion, classes would be added on upper floors in the existing secondary/Upgraded Sec. schools.

3. Opening of New secondary schools

The third option is opening of new schools in underserved areas.

As regards the costs of expansion, the third option is the most expensive. Vertical expansion requires minimum cost. The cost of horizontal expansion is moderate. The policy option among the three alternatives must not merely be driven by the cost alone. It would be situational and would be based on school mapping at the block level.

In case of Bihar all the three options are to be utilized simultaneously. The horizontal expansion is preferred where a school has a large catchment area of secondary school age children in the vicinity of the school.

Given the size of the total population as 96.3 million (as per projection, 2010) and geographical area as about 94000 Sq. Km., on an average, one school with secondary classes in Bihar is serving about 33000 population and 29 Sq. Km of geographical area. If we take a relaxed criterion of one school with secondary classes per 10000 persons (all ages), there would be a requirement of at least 9700 schools with secondary classes in Bihar. This indicates the necessity to have a large number of additional schools (around 6000) in the State.

Merely expansion of existing secondary schools may not be able to accommodate additional enrolment. There is a need for creation of additional schools in the State. The increase in number of secondary schools is necessary not only because of limited capacity of existing secondary schools but also for addressing the problem of inadequate physical access to secondary school in the State. To increase the number of schools in the State available for secondary classes there are two policy options. One option is to increase number of secondary schools through upgradation of middle schools which is nothing but horizontal/vertical expansion. The other option is opening of number of new secondary schools in the State. Herein one may explore the first option i.e. possibility of upward expansion of the middle schools to secondary classes before going to second option i.e. the opening of new schools.

About 530 model schools are planned to be opened for the educationally backward blocks (EBBs) in Bihar under Central Scheme. Financial viability for opening new schools in very small villages is being examined carefully.

Proposal for up-gradation of 350 UPS to High Schools had been sanctioned by PAB, Govt. of India in the financial year 2009-10. These schools have been up-graded in different districts of the states and the classes at secondary level are on progress from 1st May 2011 in these schools. So far altogether 966 UPS have been upgraded to High School. Further the state proposes to upgrade 6000 schools to secondary stage in the ensuing year which can be seen in the following table.

Table 44: Yearwise No. Of Schools To Be Opened/Upgraded

Targets	2012-13	2013-14	2014-15	2015-16*	2016-17
Upgrading existing schools	800	1100	1100	1200	1200
Opening new schools			200	200	200

Access is not only making schools available to children, but also making minimum basic facilities available in the schools. Therefore, all the secondary schools in the State will be provided with minimum required infrastructure, drinking water, toilet blocks, electricity facility, and a play ground.

Starting Second Shift in the High Schools where there is no scope for either vertical or horizontal expansion-

In the year 2010-11 PAB approved up-gradation of 447 UPS, Up-gradation of 169 UPS is also approved in the year 2011-12.

Table 45: No..of upgraded schools sanctioned

Up-gradation of UPS	No. Of up-graded UPS (2009-10) where secondary class started	No. Of up-graded UPS (2010-11)	No. Of up-graded UPS (2011-12) fund not received.
	344	443	165

Separate Toilet Blocks for Girls and Boys - At the secondary stage lack of separate toilets blocks for girl students works as great distracting reason and results into their drop out from the school. At present 38% schools have separate toilets for girls. The state attaches top priority for providing toilet facility for girls to ensure access and minimising the drop out at zero level. Out of 2937 schools 61% schools have toilet facilities.

Drinking Water Facility - At the secondary stage 98% schools have drinking water facilities..Out of that 96% school have tube well facilities and rest of the schools it is managed by other sources

Learning Resources- Efforts will be made for improving the availability of learning resources wherein every school with secondary classes will have a science laboratory with required equipments/chemicals and a computer lab with internet connectivity. Similarly the state plans to equip its schools with language labs, Math labs and Social science lab also for providing joyful learning experience.

All these labs are developed on the basis of need based and sharing with teachers and students. Electrification facility must be provided in each & every school. Generator and inverter facility should also be available in all schools.

Library- Our secondary schools have to play a role of knowledge centres and can go a long way in making the state a knowledge society. Importance of a good library with latest facilities of furniture, all sorts of relevant books, newspapers, magazines, journals and periodicals cannot be over emphasised. In this age of information revolution the children of the state cannot be deprived of access to internet. Children must have the facility of E-library. Online reading should have in practice of teaching learning process.

The process for recruitment of librarians for existing secondary schools is in progress. so far 1000 librarians have been appointed in as many schools.

GYM/sports room- Sports coaching facilities – All round development and physical growth of children it is pertinent that sports activities are properly integrated in our secondary school system. Only 20% secondary schools have sports room.

Vocational Training Centres- Our Education system has been put into dock for churning out on unemployable youths. In this back drop Vocationalisation of secondary education can not be over emphasised. Particularly, if a state like Bihar has to harness the demographic dividend, then vocationalisation of secondary education is the ideal route. A separate room will also function as Vocational Training Centre. To harness the demographic dividend the state has to vocationalise its secondary education. The state has an ambitious plan to integrate the school experience of the student with the outside world. Different vocational skills would be imparted according to the choice of the children keeping into mind the market demand. At present 91 +2 schools are imparting vocational education at +2 level in 25 approved treads.

3.13 Transport Facilities- To meet the gap of non-availability of a secondary school within 5 KMs distance/radius of each habitation, transport facilities for students/children residing in far flung rural areas from where they cannot walk or cycle to schools, will be made available.

3.14 Mukhya Mantri Balak/ Balika Cycle Yojana- One of the most successful scheme with far reaching implication has been Mukhya Mantri Cycle Yojana which has been launched by the state in the year 2006-07 with its own resources.

Under the scheme each student of class IX is provided Rs. 2,500 in cash to purchase cycle and will continue as before.

3.15 Bihar Shatabdi Mukhyamantri Balika Poshak yojna- Under this scheme each girl students from class IX to XII are provided Rs. 1000 in cash to purchase poshak and will continue as before. In the year 2011-12 the state government has provided Rs. 200 crore in state budget for this purpose.

3.16 Institutional Reforms:

Expansion of secondary education and implementation of RMSA in the state desperately need institutional reforms. Reform will begin with in educational administration including modernization/e-governance and delegation/decentralization necessary for the effective, efficient and better program implementation.

Implementation of RMSA ensures the strengthening of resource institutions at various levels, SCERTs, State Open Schools, SIEMATs, etc., at the State level; and University Departments of Education, Reputed Institutions of Science / Social Science / Humanities Education, and Colleges of Teacher Education (CTEs) / Institutions of Advanced Study in Education (IASEs) funded under the Centrally-sponsored Scheme of Teacher Education.

3.17 Resource Constraints: Financial

With the expansion secondary education is in terms of new schools, additional classrooms and teachers, and provision of the other basic infrastructure, the State needs to mobilize sufficient financial resources for meeting capital expenditure and recurring costs.

To increase the GER of secondary classes in the state to 100% by 2017, the corresponding recurrent cost per capita per student will increase to Rs. 10000/- in 2009 and afterwards. It indicates that the State has to spend (recurrent cost) more than double the amount, roughly more than 1 per cent of its GSDP on secondary education only, excluding higher secondary. Moreover, if the salary increases awarded by the

pay review bodies are taken into account then the estimations will increase pro rata relative to their impact on unit cost and as percent of GSDP per capita.

In addition, the State has to bear the non-recurring development expenditure while upgrading middle schools and strengthening of secondary schools with all the facilities required as per the norms. Inclusion of capital/development cost further increase the cost of education at secondary level. The cost projections indicate that the state of Bihar may have to spend at least one per cent of the GSDP on secondary education. It is possible only when the total expenditure on education increases to more than 6 per cent of the State GSDP.

3.18 Non-Financial Constraints:

There are a number of non-financial constraints which need to be addressed in the process. Universalisation of secondary education is possible only with universal enrolment and retention. For the universal enrolment, a necessary condition is universal access.

To achieve the goal of Universalisation of Secondary Education in Bihar, the State needs to address three issues: universal enrolment in the secondary classes (IX and X), universal retention while achieving zero dropout rate, and universal performance (quality) at a predetermined level (i.e. at least 60 per cent of the children at secondary level should obtain a minimum of 60 per cent mastery over the core-subjects and the other learning tasks). It also needs to resolve issues like achieving universal access, equity and social justice wherein education of the focus groups such as girl children and children belonging to SC, ST, OBC and religious minority communities should be the policy concern. All these groups need special assistance and support. Universal access is possible through expansion of schooling facilities, but special efforts are required for achieving equity, social justice and predetermined level of performance of all the diverse groups of learners.

3.19 ICT @ School Project implementing in all 6 Zones, covering 38 District and 1000 High Schools of Bihar

The total 1000 schools in Bihar have been divided into Six zones as below, namely

Sl. No	Zone	Number of Schools
1	Zone 1	166
2	Zone 2	172
3	Zone 3	168
4	Zone 4	164
5	Zone 5	163
6	Zone 6	167

- All 832 school coordinator has been trained & deployed in 832 schools.

- 168 schools not deployed because Core has not started the project in Zone 3.

3.19.1 Physical access and facilities

Computers	1664+7488
UPS	2496
Scanner	832
Web Camera	832
Printer	832
Projector	0
Other equipment (List the same)	GENSET - 832, LCD TV- 832, VOLTAGE STABILIZER- 832

3.19.2 Equipments provided in the school:

1. Desktop Computer (Windows based)
2. Access Device (Shared Computing)
3. Anti Virus – To protect the computer from virus and malware
4. Multifunctional Printer (Laser printer, Scanner & Copier)
5. Internet Services for Schools
6. Networking Components (Switches etc)
7. Gen set
8. Furniture
9. LCD TV
10. UPS for Desktop PCs & access devices with display units and printer with required battery.
11. Voltage Stabilizer
12. Software

3.19.3 Access device also called as shared computing is best alternate way to cost effective approach towards incorporation of computer lab set-up. All the machines are connective to server through a shared device.

3.19.4 Genset was required to cater the need of electricity where there is a problem of load shading or electricity cut. Using genset ensures the continuity of the classroom in case of the electricity breakdown and it provides uninterrupted electricity.

3.19.5 LCD TV has a large display and using it in a classroom each 30-40 student can easily see the display picture, can read the text and teacher can have an interactive session with the student. Teacher will showcase content which will be visible to every student sitting in the classroom and every student will be in a common platform during the classroom session.

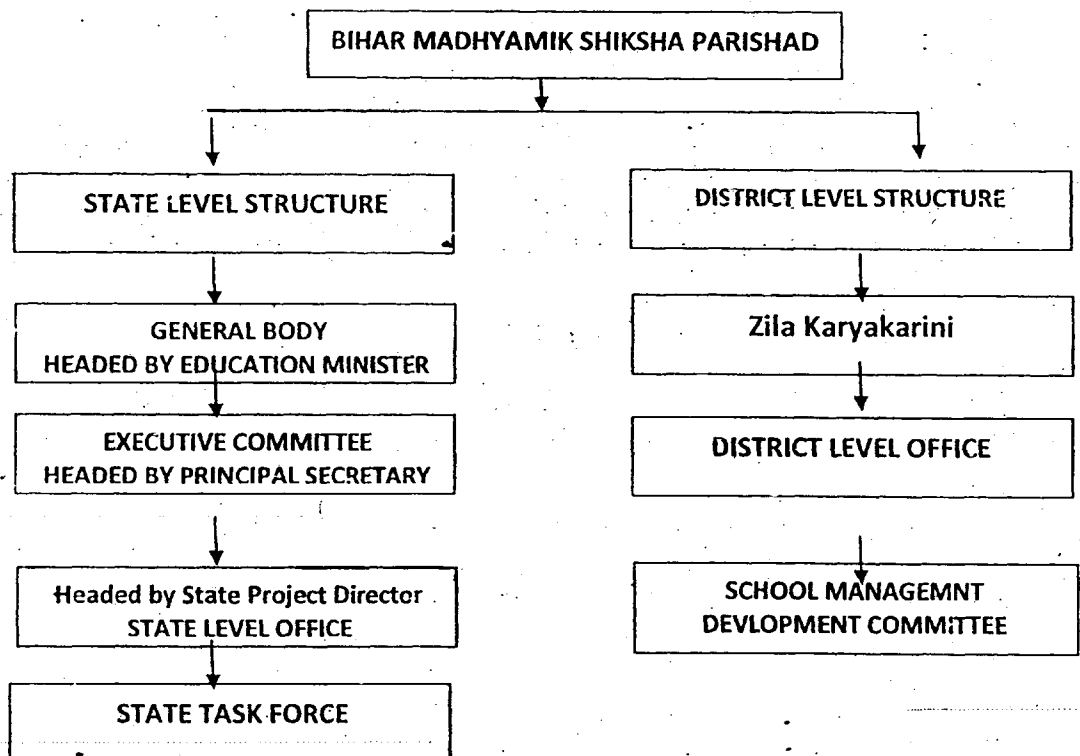
3.19.6 Voltage Stabilizer is installed to keep safe the equipments from any voltage fluctuations in the electricity supply.

Chapter – IV Planning Process

Planning is an important process in any project. Under RMSA the planning arrangement is in a nascent stage. BMSP is strengthening the process of micro level planning and intends to have a comprehensive system of SIP. For this a capacity building programme at the lowest level has been initiated by BMSP, and a bottom to top approach is being evolved. The current state plan that is the annual work plan & budget 2013-14 has been prepared by consolidating the district plans prepared by all 38 districts. Extensive consultations have been carried out with all stakeholders.

4.1 Bihar Madhyamik Shiksha Parishad (BMSP)

Bihar Madhyamik Shiksha Parishad has been constituted under Societies Registration Act, 1960 on 9th February 2009 for providing quality education in school education with the aid of different schemes assisted by the State and the Central Govt. Like Rastriya Madhyamik Shiksha Abhiyan (RMSA), Information and Communication Technology (ICT), Model School, Girls Hostel, Inclusive Education for Disabled at Secondary Stage (IEDSS), INSPIRE, Incentive to girls etc. Fortunately from 2013-14 onward integrated planning process has been initiated validating the policy of Bihar to see the programmes in holistic manner. This year a lot of workshop and planning exercises had been done right from District level to State level involving all the stakeholders for Integrated Planning.



4.2 Process of Planning

The achievement of Universalisation of Secondary Education depends on the quality and the extent of community participation in planning implementation and monitoring of its various aspects. Until and unless the community owns the educational aspects of the children, the USE cannot be realized in its true spirit. Decentralization without participation i.e. involvement of school development, management committees, and other local groups in the process of providing Secondary Education to all the children will remain an exclusive goal.

Bottom up approach is being adopted in the planning process i.e., school Improvement plan are prepared by SMDCs at school level which are consolidated at divisional level which are in turn consolidated at district level and then at state level. i.e meeting with all secondary school Headmasters for preparation of school improvement plans and collection of data from school level and meetings with SMDCs, workshops seminars conducted with Headmasters, work shop with all District Programme Officers and District Education Officers about District Plan after obtaining from the Secondary Schools.

4.3 Participatory planning

- Formation of planning teams at State, District, School levels
- Capacity building of planning teams at various levels through orientation, workshops, exposure visits etc.
- Development of materials formats etc., for planning.
- Development of school-wise habitation-wise data base by involving community, youth groups, teaches, Panchayat members.
- Development of school plan through micro-planning and discussion in the gram sambas.
- Presentation of school plans at district level, selection of activities and development of draft district plans.
- Discussion of district plans in the District Committees chaired by the District Collector and finalization-submission to the State project Office.
- Sharing of approved plans at District level with Mandal staff.

4.4 Planning Committees

Committees are formed at school, divisional, district and state level to make the planning more participatory.

4.4.1 State Level Committee-

Table 48: State Executive Committee

Sl.	Member's Name	
1	Principal Secretary, Department Of Human Resource Development, Bihar	Chairman
2	Secretary, Rural Development Department or Representative	Member
3	Secretary, Planning and Development Department or Representative	Member
4	Director, Primary Education, Bihar	Member
5	Director, Secondary Education, Bihar	Member
6	Director, Adult Education, Bihar	Member

7	Two district Level Officers selected by Chairman	Member
8	Two Secretaries of the School Management Committee from two districts selected by Chairman.	Member
9	3 representative of Central Government from Ministry of HRD, Education Dept, Govt. of India	Member
10	2 Expert on Education experts with experience in Primary/Secondary Education	Member
11	Representative of UNICEF	Member
12	Two Working Teachers	Member
13	Two Women from State and Central Govt.	Member
14	Two person from voluntary organizations, who work in the area of welfare of Scheduled Castes and Scheduled Tribes to be selected by State and Central Govt.	Member
15	State Project Director of Council	Member. Secretary

4.4.2 State Task Force

Table 49: State Task Force members

Sl. No	Name of persons	Designation
1	Rahul Singh	SPD
2	Rameshwar Pandey	SPO
3	Rajesh Thadani	SPO
4	Kiran Kumari	SPO
5	Sharad Kumar	Accounts Officer
6	Pradeep Kumar	Architect
7	Ashwini Kumar Verma	MIS incharge
8	Deepika Singh	ACP

4.4.3 District Level Planning Committee is constituted vide letter number 11/1-126/08/864 dated 22.02.12

Table 50: District Executive Committee members

Sl.	Member's Name	
1	District Magistrate (DM)	Chairperson
2	Regional deputy director of Education (RDD)	Vice-Chairperson
3	Deputy Development Commissioner	Member
4	District Education Officer	Secretary
5	District Programme Officer (RMSA)	Member

6	2 NGO representatives nominated by Chairperson	Members
7	PRl representative nominated by Chairperson	Member
8	SDMC member nominated by Chairperson	Member

4.5 District level Planning Committee

Table 51: District Level Planning Committee

Sl. No.	Name of persons	Designation
1	DEO	
2	DPO	Member
3	MIS incharge	
4	Teacher representative	

4.6 School Level Planning Committee

Table 52: School level Planning Committee

Sl. No.	Name of persons	Designation
1	Headmaster of the School	In-charge of School Plan
2	Senior School Assistant	Member
3	One member from SMDC and one student representative from X class

4.7 Calendar of Activities for Preparing District Integrated AWP&B 2014-15

Table 53: Calendar of activities for planning

S. No.	Activity	Date & Duration	Participants	Organiser	S. No.
1	Video conference on Integrated AWP&B with DEOs	06.09.13	All DPOs and MIS incharge	NUEPA	1
2	5 Days Workshop on Planning & Monitoring at NUEPA	16.09.13 to 20.09.13	APO Planning & APO Quality of SLO	NUEPA	2
3	One Day Orientation on UDISE at Bhubaneswar.	11.11.13	State MIS co-ordinator & MIS co-ordinator of 23 districts	EdCIL	3

4	Two Days Workshop On Planning	29.11.13 to 30.11.13	APO Planning & MIS Co-ordinator of SLO	EdCIL	4
5	Two Days Orientation at SSA State Level office addressed by NUEPA	29.11.13 to 30.11.13	ACPs of SSA District level offices	BEP SLO	5
6	Orientation to District planning Cum MIS Co-ordinator	09.12.13 to 10.12.13	All Planning Cum MIS incharge	BMSP SLO	6
7	A review meeting conducted for district-wise status of UDISE data collection.	13.12.13	All 38 Districts	BEP SSA SLO	7
3	Orientation on preparation of school Improvement Plan (SIP)	09.12.13 to 10.12.13	Same as mentioned in 6	SPO	3

4.8 Orientation and review meetings for planning exercise

Sl. No.	Date	Participants
1	03 Jan 14	DEO and DPOs (RMSA)
2	13-21 Feb 2014	Districtwise Plan Appraisal
3	01-02 March 2014	DPOs
4	3-10 th March 2014	Plan Appraisal

These meetings helped in developing better understanding and feedback on planning at the district level. All plan documents have been submitted in march on the basis of UDISE.

4.9 Micro Planning at the School/Division Level

A series of Meetings have been conducted at divisions for validation of U-DISE data which is a base for AWP&B.

Template for School Improvement Plan

SCHOOL IMPROVEMENT PLAN

YEAR : 2014-15

Name of the School											
School Code (UDISE Code)		1 0									
School Category ("Y" for Yes)					School Type ("Y" for Yes)						
Upto Secondary level					Boys						
Secondary Only					Girls						
Upto Higher Secondary					Co-Education						
Higher Secondary Only											
Name of the Head Master											
Phone Number of the Head Master											
Name of the District											
Name of the Block											
Name of the Habitation / Ward											
Name of the Gram Panchayat											
Name of the Revenue Village/Town											

1-

2- School Management and Development Committee (SMDC) :

	If yes Date of formation of SMDC	Total No. of members in SMDC	Meeting Schedule Available in school	No. of Meetings	Details of School improvement Activities
Whether SMDC formed or not					
Whether SMC formed or not					
Whether Bal Sanshad formed or not					

Whether parent Teacher Association formed or not					
Enrolment Capacity of School	Provide in No.				

3- Building Improvement Plan

	No. of Rooms	Required as per Need	Criteria of requireme	Decide the priority (i.e.1,2,3)	Area for expansion of Rooms (in Sq.mtr.)	Implementation strategies		
						Time Schedule	Working Agency	Monitorin g Agency
No. of Classrooms								
Science Lab								
Computer /ICT Lab								
Common Room for Girls/ Boys								
Toilets for Girls/ Boys								
Other Room								
Others								

4- Human resources inputs.

Total Working Days of School		Teachers Details				Students Details			
		Total teacher in school		Average attendance of teachers		Total students in school		Average attendan ce of Students	
Lab Attendant		Librarian		Office Assistant		Peon		Night Guard	
Sanctioned	Working	Sanctioned	Working	Sanctioned	Working	Sanctioned	Working	Sanction ed	W rk g

5- Teaching Quality improvement

4.1 In-service teacher training

Subject wise total No. of Teachers sanctioned						Subject wise total No. of Teachers available					
Sl. No.	No. of teachers require training		Which type of training required (in Details)						Remarks		

4.2 Curriculum and improvement strategies for teaching.

4.2.1- Are you satisfied with present syllabus? If Yes mentions three good practices.

4.2.2- As per students need what you want to add or remove from present syllabus?

4.2.3- Challenges faced in implementation of Syllabus. If any?

4.2.4- What resources are used in support of teaching?

4.2.5-What you want to add as support materials and what is strategies for use?

4.2.6 – Best practices of your school.

5- Use of ICT(Information communication Technology) in teaching.

5.1. Resources available for ICT in school?

5.2 Resources needed for ICT?
5.3 Strategies for use of ICT?

6- Strategies to minimize Dropout, improve Retention and Outcome.

Enrolment in Class VIII within 5Km. walking distance.	Enrolment of Class IX in before previous year	Enrolment of Class X in previous year	Passout from 10 th Board exam in current year	
			<60%	>=60%
6.1 Reason of dropout in context of school facilities and quality of education? Strategies to improve retention?				
6.2 Reason of Low learning outcomes?				
6.3 How to Improve it?.				

7- What is your expectation from Department including infrastructure?

--

8- Use of Grants and Funds (In Rs.)

Head	Available amount (as on 1 st)	Amount Received during	Balance Available (as on date of	Where it is Used?

	April,13)	the year	SIP Submission)	
School Development Fund				
Scholar fund				
School Annual Grant				
Minor Repair Grant.				

Date of Submission _____

Signature Senior teacher	Signature Member of SMC	Signature Chairman of SMDC -Cum- Headmaster	Signature Chairman of SMC
Name _____	Name _____	Name _____	Name _____

4.10 Consolidation & Compilation at District Level:

The School Improvement Plans/demands from districts were submitted to District Level planning teams. The District Planning Team appraised all SIPs consolidated them to prepare the District Secondary Education Annual Work Plan & Budget for the year 2011-12.

All the AWP&B of districts were consolidated for all activities and financials, accordingly a State level Integrated Annual Work Plan and Budget is prepared for 2013-14.

State Task Force

For Implementing the sanctioned activities under Annual Work Plan & Budget, where General Body & Executive Committee provides guidelines, a State Task Force has been constituted for the implementation and monitoring of day to day activities. It is headed by State Project Director. All officers and senior staff are member There is provision of a District Task Force at district level.

Management under RMSA of all the educational and related activities in the state will be carried out by Bihar Madhyamik Siksha Parishad (BMSP). Member secretary of BMSP is known as State Project Director (SPD). SPD is assisted by personal of state level structure at state level office (SLO) comprising of 3 State Programme Officers, and supported by Controller of Finance, Assistant Programme Officer (APO),

Civil works manager. Architect, Resource Person, Assistant Computer Programmer, Accountant, Stenographer-Hindi, Stenographer-English, Cashier and Peons likewise at District level District Task Force has been formed to plan & monitor the implementation at regular interval.

Management of the educational and related activities in the district will be carried out by a district level office known as District Level Office (DLO). A management structure has been constituted to ensure the effective implementation of RMSA in the district.

District Management Structure is will be headed by District Programme Officer (DPO) who is ex. Officio District Programme Coordinator of RMSA and others schemes. DPO will assisted by assistant Resource Person (ARP), Assistant accountant, Computer Operator and Peons. The key responsibilities of DLO staff will be initiate awareness building activities SEMIS at district level and preparation of annual work plan and budget.

The above staff structure will carry out the earmarked tasks and achieve target coverage in a planned manner as guided by the Executive Committee at the State level.

Orientation and capacity development for Planning

- School Improvement Plan & District AWP & B guidelines :

School Improvement Plan (SIP) guidelines & District Annual Workplan & Budget guidelines were developed by RMSA cell MIEPA, Aurangabad & received the same by all districts on 28th December 2012. In the light of the guidelines SIPs were formulated by SMDCs of Govt. secondary schools and the same were discussed in the meeting of SMDCs.

- Capacity building :

i) All SMDC members of each Govt. sec. school in the district was imparted two day training under RMSA at district level. These members were well versed in formulation of School Improvement Plan.

ii) District level workshop for all Headmasters, Dy. Education officers (sec.) & the concerned Extension Officers (Education) was organized during 28 December 2012 to 9th January 2013. The participants were oriented in formulation of School Improvement Plan & District AWP & B 2013-14 under RMSA.

V) District AWP & B 2014-15 Appraisal & data verification Programme completed as follows:

Table 55: Appraisal meetings of districts

Sl NO.	Division	Sl. No.	District	Date of Appraisal
1	Darbhanga	1	DARBHANGA	13 Feb 2014
		2	MADHUBANI	
		3	SAMASTIPUR	
	Saran	4	SARAN	
		5	SIWAN	
		6	GOPALGANJ	
2	Koshi	1	SAHARSA	14 Feb 2014
		2	SUPAUL	
		3	MADHEPURA	
	Purnia	4	PURNIA	

		5	KATIHAR	
		6	KISHANGANJ	
		7	ARARIA	
3	Bhagalpur	1	BHAGALPUR	17 Feb 2014
		2	BANKA	
	Magadh	3	GAYA	
		4	JEHANABAD	
		5	ARWAL	
		6	AURANGABAD	
		7	NAWADA	
4	Munger	1	MUNGER	18 Feb 2014
		2	JAMUI	
		3	LAKHISARAI	
		4	SHEKHPURA	
		5	BEGUSARAI	
		6	KHAGARIA	
5	Tirhut	1	MUZAFFARPUR	20 Feb 2014
		2	VAISHALI	
		3	SITAMARHI	
		4	SHEOHAR	
		5	PURBI CHMPARAN	
		6	PASCHIM CHAMPRAN	
6	Patna	1	PATNA	21 Feb 2014
		2	NALANDA	
		3	ROHTAS	
		4	BHOJPUR	
		5	BUXAR	
		6	KAIMUR	

4.11 ICT, IEDSS, Girls Hostel & VE

- Orientation and training programmes for personnel engaged in the plan formulation at various levels
- Capacity development programmes for SIP (School has to play a critical role in the planning process. The Headmaster/ Principal and his/her team has to function like the local resource team for planning)
 - Organizing the meetings at district and state level.
 - Compilation of data through various formats.
 - Capacity building of stake holders.

Quarterly Progress Report.

4.12 Database for Plan Formulation

This report has drawn on several different data sources, the main ones used are as follows:

1. Census 2011, conducted by the census bureau for data on total population with district and age specific details and literacy levels to draw inferences and find gaps in secondary education
2. Selected Education Statistics, 2000-01 to 2009-10 provides national and state data on enrolment, number of schools, shares of schools by government and private management, and public expenditure on education by level on education and composition of spending.
3. UNIFIED DISTRICT INFORMATION SYSTEM OF EDUCATION (U -DISE) 2012-13
In order to move towards a school based data system which would effectively ensure school as the unit of planning and implementation, to identify schools seamlessly across SSA and RMSA by providing with a single unique code covered under various schemes, Govt instructed to use U-DISE which is being developed by NEUPA for planning for AWP&B 2013-14.

Chapter 5

Alternative Development Scenarios and Plan Targets

This chapter summarises the targets and outcomes of RMSA by 2012 and 2017 at the state level. The targets and outcomes are identified and placed on a grid. The key mechanisms of implementing policy are identified and interventions are listed along with the forward steps that need to be taken.

5.1 Planning Grid

The goal of universalisation of secondary education by 2020 at national level may not be possible at the state level in Bihar. The primary goal of RMSA is to make secondary education of good quality available, accessible and affordable to all adolescent girls and boys up to the age of 16 by 2020. It may be possible to achieve universalisation of secondary education in Bihar five year ahead by 2025. Similarly achieving GER=75% by 2012 and GER=100% by 2017 in Bihar is very difficult. Therefore it has to set specific targets of the secondary education system different from national level targets. It is targeted to achieve 45% Gross Enrolment Ratio (GER) at secondary level in the short term by 2012 and 65% GER in the mid-term by 2017. Possibly the state will achieve GER=100% by the end of 13th Five Year Plan period i.e. 2022.

5.2 Enrolment

The state of Bihar is taking up the national level short-term target of achieving 45% gross enrolment ratio (GER) of secondary classes by 2012 and the mid-term target 65% GER by 2017 and finally committing to achieve the goal of universalisation of secondary education in the state by 2022. To achieve these targets the enrolment in secondary classes in Bihar has to increase from 1.36 million in 2007-08 to 2.05 million in 2012 and to 3.28 million in 2017.

To improve the enrolment in secondary classes it is foremost important to improve the internal efficiency at secondary level. The status report of secondary education in Bihar indicates that the wastage and stagnation in terms of repetition rate and dropout rate at secondary level seems to be very low. Apparently the internal efficiency of secondary education system is relatively better. Nevertheless, there is an internal inefficiency to some extent wherein it is assumed that with the policy intervention and strategies, the dropout rate in secondary classes would decline from 5 per cent in 2007 to below 1 per cent by 2017 and repetition rate would decline from 5% to below 1 per cent for the same period. Correspondingly, there will be increase in the promotion rate in secondary classes from 90 per cent in 2007 to 92 per cent by 2012 and to 95 per cent by 2017 and further to 99 per cent by 2020.

5.3 Enrolments and Demand for Educational Facilities

The enrolment growth patterns and the corresponding demand for teachers, non-teaching staff and classrooms along with the costs involved are given in this section.

5.4 Planning Scenario I

The modeled enrolments are given in Table 30 below. The assumed annual growth rate for new class nine entrants of 5% results in a GER of 34.0%, by 2012, 40.8% by 2017 and 49.0% by 2022 in the first planning scenario. As will become clear from the costing simulations done later this is the low rate of growth that will result with the current levels of spending. This will leave a huge bank of class eight

leavers denied higher education whose proportion will increase to nearly 42% by 2022 with the assumed high growth at the primary level.

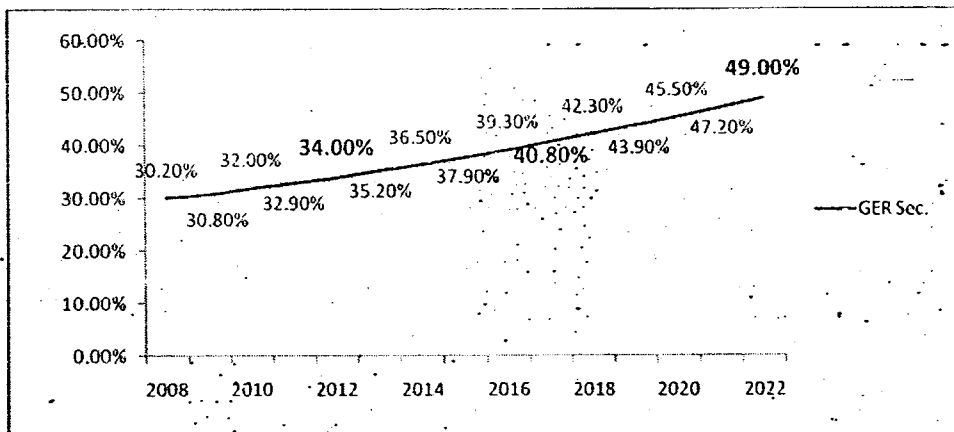
Table 56: Planning Scenario I Enrolment Characteristics

Year	Enrolment Class VIII	Total Enrolment Secondary (IX-X)	Assumed Annual Growth Rate of Class IX Entrants	GER Secondary	Ratio of Class IX Entrants to Class VIII Leavers
2008	779566	1367885	5.0%	30.2%	
2009	795352	1422513	5.0%	30.8%	90.0%
2010	825333	1500819	5.0%	32.0%	92.6%
2011	873563	1570702	5.0%	32.9%	93.7%
2012	936354	1642131	5.0%	34.0%	95.0%
2013	1018401	1716945	5.0%	35.2%	91.1%
2014	1119353	1797404	5.0%	36.5%	87.9%
2015	1256454	1883243	5.0%	37.9%	84.0%
2016	1401311	1973571	5.0%	39.3%	78.6%
2017	1562881	2068466	5.0%	40.8%	74.0%
2018	1739581	2168146	5.0%	42.3%	69.6%
2019	1914153	2271880	5.0%	43.9%	65.7%
2020	2103912	2380616	5.0%	45.5%	62.7%
2021	2278365	2494871	5.0%	47.2%	59.9%
2022	2445372	2614949	5.0%	49.0%	58.1%

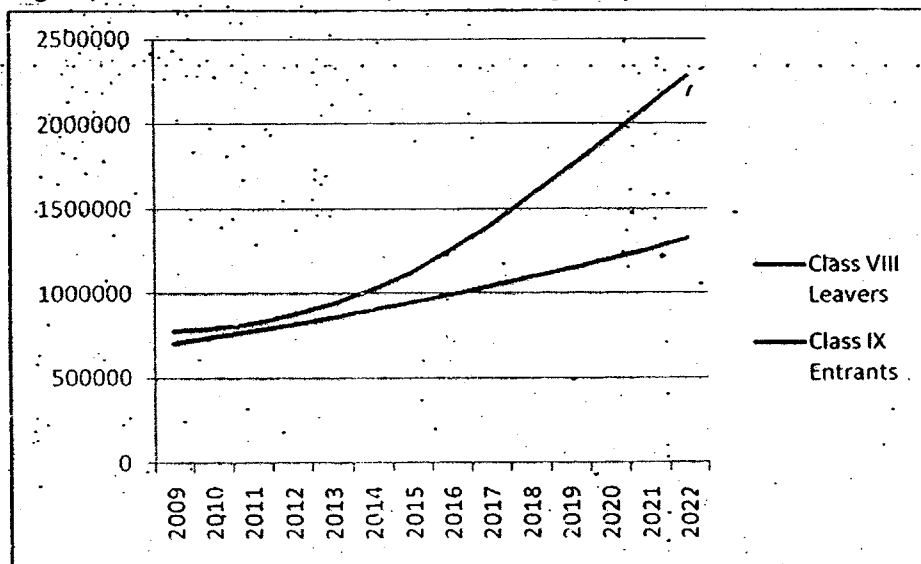
Based on SEMIS Bihar 2007-08 and Lewin (2008)

The growth in GER over the planning period is shown in Table 56 above while the comparison between the growth in numbers of class eight leavers and class nine entrants is shown in Fig below. It is clear that with time a huge backlog of class eight leavers not provided with access to secondary education is created in this planning scenario.

5.4.2 Growth in Gross Enrolment Ratio in Planning Scenario I



5.4.3 Class Eight Leavers and Class Nine Entrants in Planning Scenario I



5.5 Planning Scenario II

The second planning scenario with an assumed growth-rate of 8% which gradually increases to 10% results in a GER of 39.2% in 2012, 56.0% in 2017 and 84.0% in 2022 as shown in Table 57. In this simulation there is a slightly higher demand for new entrants than class eight leavers in the initial years which tapers off towards the end.

Table 57: Planning Scenario II Enrolment Characteristics

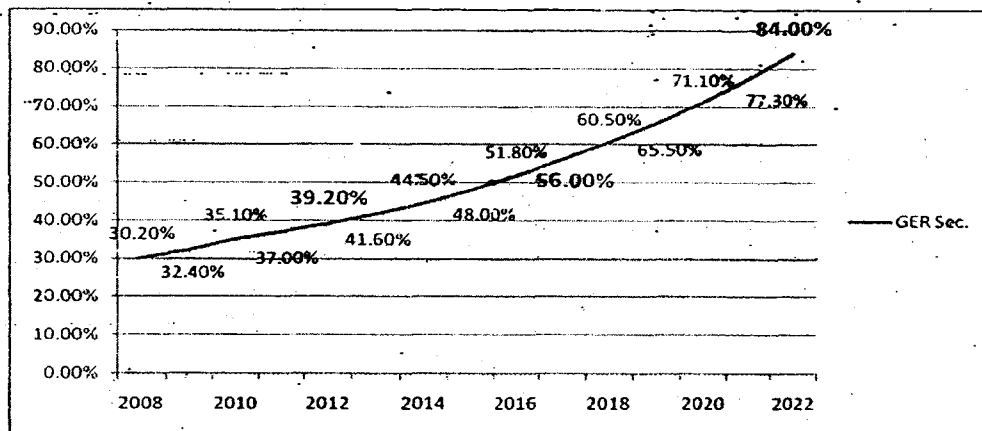
Year	Enrolment Class VIII	Total Enrolment Secondary (IX-X)	Assumed Annual Growth Rate of Class IX Entrants	GER Secondary	Ratio of Class IX Entrants to Class VIII Leavers
2008	779566	1367885	8.0%	30.2%	-
2009	795352	1493474	8.0%	32.4%	97.6%
2010	825333	1648207	8.0%	35.1%	102.9%

2011	873563	1770437	8.0%	37.0%	106.6%
2012	936354	1894334	8.0%	39.2%	108.4%
2013	1018401	2026755	9.0%	41.6%	108.7%
2014	1119353	2192040	9.0%	44.5%	109.0%
2015	1256454	2388486	9.0%	48.0%	108.1%
2016	1401311	2605085	9.0%	51.8%	104.9%
2017	1562881	2841774	9.0%	56.0%	102.6%
2018	1739581	3100213	10.0%	60.5%	100.2%
2019	1914153	3389775	10.0%	65.5%	99.1%
2020	2103912	3717563	10.0%	71.1%	99.0%
2021	2278365	4079535	10.0%	77.3%	99.1%
2022	2445372	4478152	10.0%	84.0%	100.7%

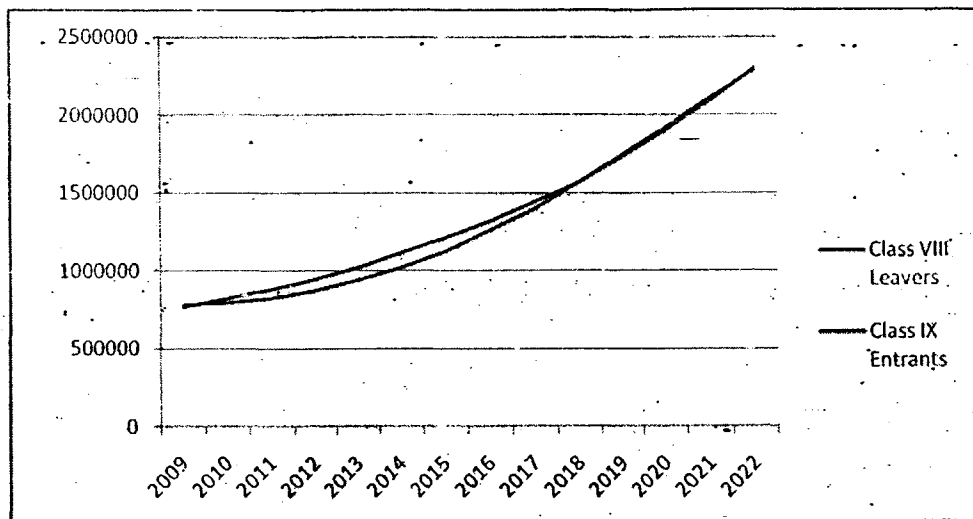
Based on SEMIS Bihar 2007-08 and Lewin (2008)

The growth in GER over the planning period is shown in Fig 5.5.1 while the comparison between the growth in numbers of class eight leavers and class nine entrants is shown in Fig 5.5.2. The model keeps the ratio of class nine entrants to class eight leavers at 90%.

5.5.1 Growth in Gross Enrolment Ratio in Planning Scenario II



5.5.2 Class Eight Leavers and Class Nine Entrants in Planning Scenario II



5.6 Planning Scenario III

The third planning scenario with an assumed growth rate of 8% which increases to 10% has been given in Table 58. This results in a GER of 44.3% by 2012, 64.9% by 2017 and 100.1% by 2022. This will require a class-nine - eight ratio of more than 100% throughout.

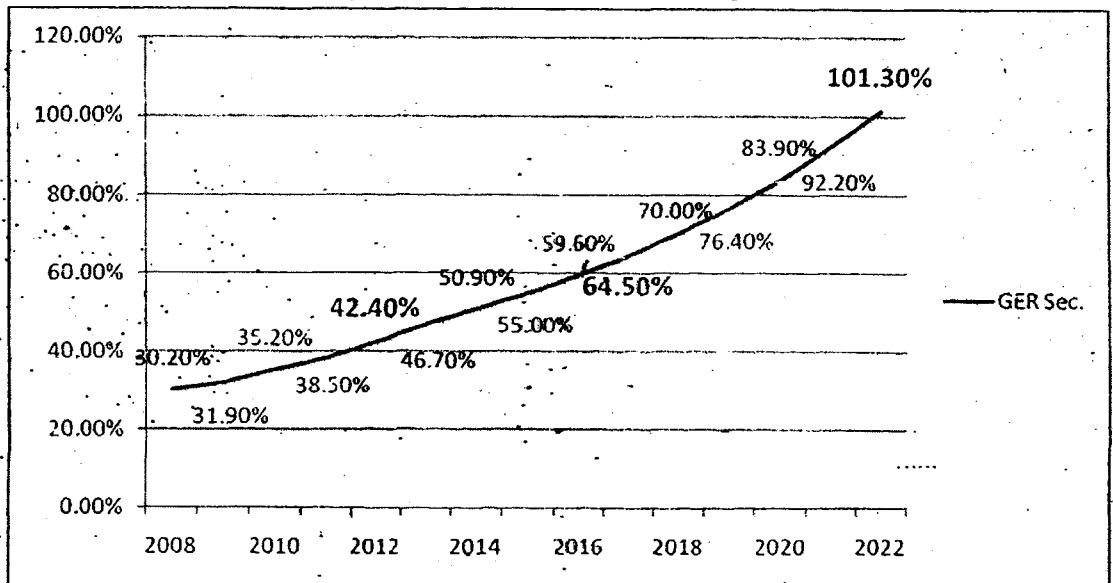
Table – 58: Planning Scenario III Enrolment Characteristics

Year	Enrolment Class VIII	Total Enrolment Secondary (IX-X)	Assumed Annual Growth Rate of Class IX Entrants	GER Secondary	Ratio of Class IX Entrants to-Class VIII Leavers
2008	779566	1367885	10.0%	30.2%	109.0%
2009	795352	1469270	10.0%	31.9%	96.0%
2010	824279	1653128	10.0%	35.2%	104.5%
2011	873963	1841084	10.0%	38.5%	112.1%
2012	940307	2047628	10.0%	42.1%	117.5%
2013	1028678	2277795	10.0%	46.7%	121.4%
2014	1139417	2505029	10.0%	50.9%	122.0%
2015	1311645	2738046	10.0%	55.0%	121.2%
2016	1484282	2993435	10.0%	59.6%	115.8%
2017	1669855	3275636	10.0%	64.5%	112.6%
2018	1867564	3587539	11.0%	70.0%	110.1%
2019	2064484	3953390	11.0%	76.4%	109.3%
2020	2267652	4385505	11.0%	83.9%	109.7%
2021	2491364	4867707	11.0%	92.2%	110.9%
2022	2749208	5403142	11.0%	101.3%	112.0%

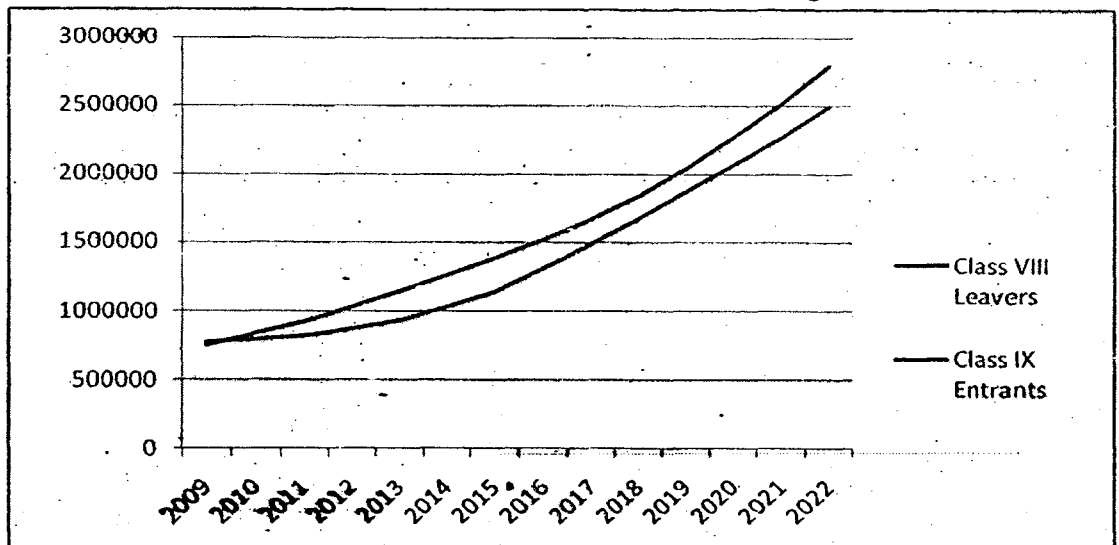
Based on SEMIS Bihar 2007-08 and Lewin (2008)

The growth in GER over the planning period is shown in Fig 5.6.1, while the comparison between the growth in numbers of class eight leavers and class nine entrants is shown in Fig 5.6.2. The model keeps the ratio of class nine entrants to class eight leavers at about 110% or more so as to achieve a 100% GER by 2022.

Growth in Gross Enrolment Ratio in Planning Scenario III



Class Eight Leavers and Class Nine Entrants in Planning Scenario III



5,7 Enrolments and Demand for Educational Facilities

The target set for the year 2014-15 is given below. This target can be achieved by assuming that fund flow is smooth and structure at the state and district level is established.

Table 59: Target set for the year 2014-15

Objective	Weight	Action	Success Indicator	Year 2013-14		Year 2014-15
				Phy unit	Ach	Phy unit
[1] Access: Expansion of quality school and adult education.	25	[1.1] Construction of schools.	[1.1.1] Completion of secondary schools under RMSA.			
			[1.1.2] Upgradation of infrastructure facilities for existing High schools under RMSA.			
		[1.2] Improvement of Infrastructure.	[1.2.1] Completion of additional classrooms Under RMSA			
		[1.3] Approval for establishment of teacher education institutions.	[1.3.1] Approval for DIETs in District under Teacher Education Schemes			
			[1.3.2] Establishment of new CTEs under Teacher Education Scheme.			
			[1.3.3] Upgradation of CTEs into IASEs under Teacher Education Scheme.			
[2] Equity: Inclusion of disadvantaged groups and weaker sections.	20	[2.1] Girl's Education.	[2.1.1] %Girls enrolled in schools			
			[2.1.2] Girls enrolled in Model girls hostels in block			
			[2.1.3] Establishment of Girls Hostels at secondary level.			
		[2.2] Support to disadvantaged population.	[2.2.1] Share of SC children enrolled in secondary schools			
			[2.2.2] Share of ST children enrolled in secondary schools			
			[2.2.3] Providing of incentives to girl child			
			[2.2.4] Conduct of Survey for making Schools, Children friendly for Differently Abled Persons scheme at state level			

		[2.3] Inclusive education for children with special needs.	[2.3.1] Coverage of children with special needs studying in Govt. & Govt. aided secondary schools			
		[2.4] Inter District Tours for children under RMSA.	[2.4.1] Coverage of Children for Tours Inter District.			
		[2.5] Inter State Tour for children under RMSA	[2.5.1] Coverage of Children for Tours Interstate.			
[3] Quality: Improving standards of education.	27	[3.1] Additional teachers at secondary level.	[3.1.1] Recruitment of teachers under RMSA.			
		[3.2] Teacher Training.	[3.2.1] Development of modules for training of teacher educators by SCERT and DIETs.			
		[3.3] In-service teacher training.	[3.3.1] Secondary teachers, to be trained under RMSA.			
			[3.3.3] Training of Principals and Head Masters of secondary schools under RMSA.			
			[3.3.4] Training of SMDC Members under RMSA			
		[3.5] Children assessment	[3.5.1] System of assessment of learners under RMSA.			
			[3.5.2] Children appeared in class Xth board exam			
		[3.6] Skill Development.	[3.6.1] No of learners under vocational courses.			
			[3.6.2] Number of Secondary schools to be covered under Skill Development			
		[3.7] Opening of Model Schools as benchmark of excellence.	[3.7.1] Operationalizaion of approved Model Schools .			
		[3.8] ICT enablement of secondary schools	[3.8.1] Number of secondary schools to be provided with Computers			
[3.9] State / National award for teachers.	[3.9.1] Coverage of teachers for National/ State award under Teacher Education.					
[3.10] Incentives for Girls at secondary level	[3.10.1] Incentives SC/ ST Girls and boys					
[3.11] Annual Minor Repair Grant	[3.11.1] No. of schools utilizing the Annual Repair Grant under RMSA.					

		[3.12] Annual School Grant	[3.12.1] No. of Schools utilizing Annual school Grant under RMSA.			
		[3.14] Distribution of free text books under RMSA.	[3.14.1] No. of Children receiving free text books under RMSA			
		[3.15] Teacher Learning Material Grant under RMSA.	[3.15.1] No. of teachers receiving TLM grant			
[4] Carrying out institutional and systemic reforms towards quality education.	22	[4.1] Policy : Introducing a unified system of data (UDISE)	[4.1.1] Integrating SEMIS with DISE			
		[4.2] Restructuring Teacher Education scheme	[4.2.1] Finalization of Annual Work-Plan Format for teacher recruitment and training.			
			[4.2.2] Government approval for revised teacher education scheme			
		[4.3] Curriculum revision for secondary education	[4.3.1] Approval by SLMA.			
		[4.4] Establishing of Bank accounts	[4.4.1] Account transfer directly into bank accounts.			
		[4.5] Finance and procurement guideline in place	[4.5.1] Monthly finance report is submitted			
			[4.5.2] periodical audit of accounts take place			
			[4.5.3] Procurement is made ontime			
[4.6] Review of RMSA.	[4.6.1] District reviewed at divisional and state level.					
	[4.11.1] District Reviewed in all 38 districts.					
[5] Efficient redressal and complaint mechanism in place	6	[5.1] Timely report of redressal is submitted	[5.1.1] On-time submission			
		[5.2] Redressal forum in place	[5.2.1] Create a compliant system to implement, monitor and review Citizen's / Client's Charter			
			[5.2.1] Create a Compliant system to redress and monitor public Grievances			

Chapter 6

Strategies and Action Programmes

A. RMSA

RMSA envisages providing quality education at secondary level. Quality education includes components like infrastructure, teacher qualification and competence, in-service training to teachers and heads of schools, academic support, curriculum development etc.

A school is an environment which must assist student friendly teaching- learning process. The building structure and the classrooms themselves should act as an effective tool for learning. The size, shape, orientation, colour and other features must be child friendly and relevant to the learning atmosphere. Dust free class rooms with facilities for classroom library, seating arrangements, equipments and space for group work and demonstration facilities with ICT are to be expected.

School Management Development Committee in all Government High Schools were intended to entrust the development of school improvement plans and based on these plans district plan is prepared. State plan is the consolidation of district plans along with some State interventions.

In the annual plan 2014-15, the State has proposed.

- Interventions on quality improvement
- Teachers training
- Quality education for focused groups

The various strategies and interventions are listed is detailed in this chapter.

6.1 Salary of Teachers / Staffs against Existing Secondary Schools

One thousand one hundred fifty three schools has been upgraded under RMSA in four phases and nine hundred fourteen under state plan in two phases as mentioned below:

Table 60: Upgradation under RMSA

Year	Upgradation under RMSA	Upgradation under State Plan	Functional school
2009-2010	344		324
2010-2011	443		408
2011-2012	165	45	149
2013-2014	201	869	0
Total upgradation	1153	914	881

Proposal for a sum of Rs 15531.44 lakhs is required towards salary of staffs for 1153 existing upgraded schools under RMSA is as follows.

Table 61: Proposal for Staff

Staff for upgraded school	Grand total		
	unit cost	Phy	Fin
Head Master (Salary for 12 months)	.40	1153	5521.44
Subject teacher	0.11	6552	8643.64
Lab Attendant (Salary for 10 Months)	.08	153	922.4
Duftary (Salary for 10 Months)	.06	1153	691.8
	Total		15531.44

Against 2009-2010, 2010-2011, 2011-2012, 2013-2014

6.2 School Grant

Annual grants for schools @ Rs. 0.5 Lakh is proposed for 3818 schools which covers all government school. Separate instructions will given on utilization of these grants like previous year. SMDCs will have meetings to decide on utilization these grants.

Table 62: Proposed School grant

Activities	Unit Cost	Phy	Fin (RS in Lakhs)
School Grant	0.50	3818	1909.00

6.3 Minor repair Grant

Annual grants for schools @ Rs. 0.25 Lakh is proposed for 2733 schools which cover all government school. Separate instructions will be given on utilization of these grants like previous year. SMDCs will have meetings to decide on utilization these grants.

Table 63: Proposed Minor repair grant

Activities	Unit Cost	Phy	Fin (RS in Lakhs)
Minor Repair Grant	0.25	2733	683.25

6.4 Training of teachers

For the professional development of teachers, teachers will undergo an in-service training for 5 days every year. SCERT and training college have been strengthened to support secondary school teachers for their professional development, innovate techniques in teaching will be practiced. Quality Improvement The future of quality of secondary education in the state rests strongly on its qualified teachers and their professional updating through in-service and induction training. The supporting process variables in this regard comprise of classroom practices, curriculum and text-books, exam reforms, etc. Therefore, the state is keen to improve its input and output indicators through RMSA. It is in this regard, the following issues and strategies are presented:

6.4.1 Induction Training

It is assuming that that newly appointed teachers are unknown of school and classroom practice. Their experiences must be recognized and their doubts and problems should be addressed. During the preceding years the state have been strengthened by the newly appointed teachers 254, 318 & 449 in respective years 2009-10, 2010-11 & 2011-12.

6.4.1.1 Rationale:

All newly recruited teachers will be trained for understanding of fundamental principal of science and mathematics and strengthen and encouraging them to create an environment in the classroom for student to ask question, rethink superstitions and develop a scientific outlook. There is a great need to train teachers to enthuse them and students as well to think beyond the textbooks. To cultivate an atmosphere where teachers adopt new teaching styles, the original training will need to be followed up with 'boosters'. Their experiences must be recognized and their doubts and problems addressed.

The new teacher training module is being developed and printed by SCERT. The key themes will be administrative structure of school education, RMSA, NCF 2005, RTE 2009, Pedagogy, Guidance and Counseling, CCE, uses of ICT in Teaching etc.

For making induction training module a need assessment is carried out at Govt. Girl's High School, Shastri Nagar Patna on 21st Nov. 2013. In this 34 teachers from Patna district. For identifying these needs a questionnaire was made which were given to all teachers in the school. In this questionnaire school teachers were asked to identify and list out the difficult concept in their respective subjects. Through this questionnaire school teachers were asked to identify and list out the difficulty in their respective subjects of classes 9th and 10th.

Such questionnaire was collected and placed before a 10-membered panel of experts who belongs to SCERT and Training Colleges. The suggestions made by teachers are noted down in questionnaire become the basis for the preparation of modules.

A series of module writing workshop was conducted at Bihar Madhyamik Shiksha Parishad in December 2013 and January 2014. Necessary guidance was provided by the State Program Officer. This module were focussed mainly enrich the secondary education teacher.

The materials thus prepared were refined by the subject experts. Then modules got printed by Bihar Textbook Corporation and would be used in training programs of newly recruited school teachers.

6.4.1.2 Objectives

- The Newly recruited teachers will gain confidence in the content to be transacted.
- The Newly recruited teachers will be equipped with the latest strategies to be adopted in the class room situation.
- The Newly recruited teachers will become familiar with the ICT and CCE advantages.
- The Newly recruited teachers will be geared up to become well motivated and professional teachers.
- The Newly recruited teachers will become responsible and dependable human resources of the school administration.
- The Newly recruited teachers will become the role models to the learners to become future citizens.

6.4.1.3 Target Group:

All the Newly Recruited Teach

ers 5627 in subjects i.e. Hindi, English, Sanskrit and non language subjects in Mathematics, Physical Science, Bio – Science and Social Studies.

Table 64: Proposal for Induction Training

S.No.	Activity	Physical	Unit cost (Rs. In lakhs)	Total out lay (Rs. In lakhs)	Remarks
1	Training for newly recruited teachers	5272	0.03	158.16	

6.4.1.4 Financial Requirement

An amount of Rs 158.16 lakhs would be required for this activity.

6.4.1.6 Monitoring Mechanism:

At school level the Headmaster and experienced senior teacher at District level – District Education Officer. From State Project Office, random visits/inspections by the designated officers from SCERT & State Monitoring team formed by Bihar Madhyamika Shiksha Parishad.

6.4.1.7 Outcomes:

- The Newly Recruited Teachers will be transacting the curriculum confidently and help the learners to increase their pace of learning.
- The Newly Recruited Teachers will become source of inspiration to learners on par with the senior teachers.
- The Newly Recruited Teachers will be learning to work in teams.

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- The Newly Recruited Teachers will become source of inspiration to learners on par with the senior teachers.
- The Newly Recruited Teachers will be learning to work in teams.
- The Newly Recruited Teacher will become a self dependent person for his professional development.

6.4.1.8 Some modules developed by SCERT are as follows:

- SCERT developed the 5 days training module 'TALEEM' for the training of secondary school teachers. Trained district level resource persons to organize the TALEEM training program at district level.
- SCERT developed training module 'UTPRERAK' for the training of science teachers in secondary schools. The district level resource persons to organize the training, were trained by SCERT.
- SCERT developed 4 days training module 'JAGRITI' for the training of Headmaster of secondary school and senior secondary schools. Training of resource persons is in progress.
- SCERT developed the training module 'BHASKAR' for the training of Maths teachers in secondary schools.
- SCERT also developed the training module (pustkalyam) for orientation of librarians in secondary schools.

However this year we are planning to develop advanced modules of all the previously developed module along with new modules for social science subject.

6.4.2 NEED OF ADVANCED IN-SERVICE TEACHER TRAINING

For inducting quality in the system we need to make fresh and differentiated training of in-service teachers as quality improvement has a significant impact not only on enrolment and retention of children in the school but also on the possibilities of further education for increased productivity and exercise of citizenship rights and responsibilities.

Towards improving the quality in teaching learning process, it was planned to organize orientation to teachers handling various school subjects of classes IX and X and to provide them entirely new enrichment material so as to plan for their teaching more effectively and ultimately to see that the students are benefited with better understanding and application of knowledge thus gained.

6.4.2.1 Development of Training Modules

BMSIP is collaboration with SCERT and other institutions and is to outsource experts in the preparation of modules for subject specific, and other training related works. We have already developed modules for all teachers, science and maths subjects. This time we are planning to develop advanced modules for the same as well as modules for social science.

6.4.2.2 PREPARATION OF MODULES

Subject wise module writers would be identified from SCERT, DIET, BTBC, and BMSIP, retired faculty of

department of School Education, School Assistants of Government Schools and Secondary Schools teachers.

- A series of module writing workshops would be conducted during April and May 2014. Necessary guidance would be provided by the State Project Office personnel. These module would be focused mainly to enrich the teachers handling Classes IX and X for effective class room transaction.
- The material thus prepared would be refined by the selected subject experts. Modules consisting of enrichment material in each of the school subjects of classes IX and X mainly motivational aspect, Mathematics, Sciences and Social Studies.
- Modules thus developed will get printed at Bihar Text Book Corporation and would be used as training material in the training programmes.

To pay the honorarium to the resource team and to develop the 5 modules including printing, an amount of 50.00 lakhs earmarked so total cost would be

Table 65: TRAINING MODULE

Sj. No.	Activity	Unit Cost	Phy	Amount
1	Development of Training Modules (5 modules)	10.00	5	50.0
Total :-				50.0

6.4.3 In Service Training

Subject teachers in position to teach the relevant subject is a need across the state, and frequent training to enhance subject professionalism is also an essential criterion to raise the achievement bar of students. All the teachers in place for secondary classes are qualified and trained. While the current status of training to secondary class teachers is rather minimal, in-service training must be highly strengthened to improve teacher quality. Continuous professional development programmes must be organised every year for not less than five days for each teacher. DIETs have played a major role in the success of SSA, and they should be up-scaled and involved in secondary level training also. An RMSA unit could be established in each DIET at the district level to coordinate the training needs and assess impact on Block level Resource Teacher Educators as well as regular graduate teachers.

We have done In-service training for 7692 teachers in this year and have planning to do training with advanced module in year 2014-2015.

Subject specific training for for teachers of science ,mathematics , and social science is as per table

Sl. No.	Activity	Unit Cost	Phy	Amount
1	Subject specific training	.015	8260	123.9

6.4.3.1 Social Science Training: Training in Social Sciences is one of the impending needs of the hour for the students at Secondary stage. They must have a feel for the culture and civilization.. At present, the study of social science only exposes the students to history, geography and politics. But social science laboratories give them a one to one approach to learn social heritage. In order to have a qualitative analysis the iron ore minds were taken to places of historical importance, geographical eminence and archaeological greatness. Field visits are taken to analyse the flora and fauna and improve their scientific temper. It helps them learn and understand history as well as cultural heritage of our nation.

Table 66: Proposal for In-Service Training

S.No.	Training required	Physical proposal for 2014-15	
		Phy.	Fin.
1	In-service Training for Teachers	26333	394.995
	Grand Total		

- Demo lessons are being transacted by the SRG at their own schools and feedback will be collected before review and finalisation of the module. The important points will be incorporated before field testing.
- Duration of training programme 5 days.
- Numbers of training venues 60 at the district end.

Librarian Training

The state has developed module "Pushtakalyam" for libararian training which we are planning to do in this year.Total training of Librarian is 970 for which a total of Rs. 14.55 lakh is required.

Sl. No.	District Name	No. Of Master trainers	Total Librarian
1	PASCHIM CHAMPARAN	1	29
2	PURBI CHAMPARAN	1	34
3	SHEOHAR	0	3
4	SITAMARHI	0	0
5	MADHUBANI	1	47
6	SUPAUL	0	0
7	ARARIA	1	20
8	KISHANGANJ	1	8
9	PURNIA	1	10
10	KATIHAR	0	0
11	MADHEPURA	0	0
12	SAHARSA	1	21
13	DARBHANGA	1	46
14	MUZAFFARPUR	2	78
15	GOPALGANJ	0	0
16	SIWAN	2	53
17	SARAN	0	0
18	VAISHALI	0	0
19	SAMASTIPUR	0	0
20	BEGUSARAI	2	52
21	KHAGARIA	1	23
22	BHAGALPUR	4	147
23	BANKA	1	35
24	MUNGER	0	0
25	LAKHISARAI	1	19
26	SHEIKHPURA	0	11
27	NALANDA	0	0
28	PATNA	2	78
29	BHOJPUR	1	56
30	BUXAR	1	20
31	KAIMUR	1	26
32	ROHTAS	2	64
33	JEHANABAD	1	3
34	AURANGABAD	1	39

35	GAYA	0	0
36	NAWADA	2	2
37	JAMUI	1	26
38	ARWAL	1	20
TOTAL		34	970

Table 68: Districtwise proposed Master Trainers Training

S.No.	District Name	Talim- Advyance	Math- Advyance	Science- Advyance	Social Science	Physical education
1	Araria	3	3	3	2	1
2	Arwal	3	3	3	2	1
3	Aurangabad	3	3	3	3	2
4	Banka	3	3	3	3	2
5	Begusarai	3	3	3	3	2
6	Bhagalpur	3	3	3	3	3
7	Bhojpur	3	3	3	3	2
8	Buxar	3	3	3	3	2
9	Darbhanga	3	3	3	3	3
10	East Champaran	4	4	4	4	2
11	Gaya	4	4	4	4	2
12	Gopalganj	3	3	2	2	1
13	Jamui	3	3	3	3	1
14	Jehanabad	3	3	3	3	2
15	Kaimur	3	3	3	3	2
16	Katihar	3	3	3	3	2
17	Khagaria	3	3	3	3	1
18	Kishanganj	3	3	3	3	1
19	Lakhisarai	3	3	3	2	1
20	Madhepura	3	3	3	3	1
21	Madhubani	3	3	3	3	3
22	Munger	3	3	3	3	2
23	Muzaffarpur	3	3	3	3	3
24	Nalanda	3	3	3	3	4

25	Nawada	3	3	3	3	1
26	Patna	8	8	8	8	4
27	Purnea	3	3	3	3	2
28	Rohtas	3	3	3	3	2
29	Saharsa	3	3	3	3	2
30	Samastipur	3	3	3	3	4
31	Saran	3	3	3	3	3
32	Sheikhpura	3	3	3	3	2
33	Sheohar	2	2	2	2	1
34	Sitamarhi	3	3	3	3	2
35	Siwan	3	3	3	3	2
36	Supaul	3	3	3	3	2
37	Vaishali	3		3	3	3
38	West Champaran	3	3	3	3	2
Grand Total		120	117	119	116	78

Table 70 Schedule of Training of teachers

Training modules	June	July	August	September	October	November	December	January	February
Jagriti(Advanced)	4	13	13	13	2	11	8	8	2
Taleem(Advanced)	10	58	58	58	38	50	50	50	38
Bhaskar(Advanced)	0	7	7	7	0	6	6	6	0
Utprerak(Advanced)	0	10	10	10	2	10	9	9	2
Social Science	8	10	12	12	0	9	9	9	6
Physical education	-	4	5	4	5	4	4	5	4
Librarian Training	3	2	3	3	4	2	2	2	3

Note: No. of Participants in a Batch - 40

6.4.4 Training of Master Trainers

Effective training depends upon- "How much effective is your master trainer". For this a training programme has been introduced at State level to prepare the master trainers for the subjects of above columned master trainers. Since training is subject specified, total 534 master trainers are required.

Table 71: Proposal for Master Trainer

Master Trainer required	Physical proposal for 2014-15	Fin.(In Lakh)
Master Trainers for Teachers	588	8.82

6.4.5 Training of Key Resource Persons

Relatively there is also a need of some key resource persons who shall help master trainers in their work, it is also subject specified. On an average, there is need of two key resource persons for one master trainer for each subjects. we are not introducing the KRP for physical education in this year.

Table 72: Proposal for need of KRPs

S.No.	Key Resource Persons required	Physical proposal for 2014-15	Fin.
1	KRPs for Teachers	294	4.41

Strengthening of training infrastructure in the state- Bihar has signed a MOU with World Bank for overhauling its training infrastructure.

Curriculum, Syllabus and Text book Development- With the technical support of SCERT, development of curriculum, syllabus and text books have been developed. The SCERT has developed Bihar Curriculum Frame-work (BCF) 2008 based on NCF 2005. SCERT has also developed the syllabi for the secondary and senior secondary schools (Class I-XII) based on NCF and BCF.

Training of teachers and educational administrators outside the state: To imbibe the best practices of the outside world and inject fresh air into the system it is imperative that teachers, teacher educators and educational managers of the state are trained at institutions like NUEPA, NCERT and RIE's. These trained personnel would work as Master Trainer and disseminate knowledge and skill.

Improving teacher attendance- It is not only the availability of teacher but their quality of teaching and commitment of teachers that affects the quality of schooling. Increase in percentage of Teachers' attendance in schools will be ensured. Monitoring of their attendance will be done by School Management and Development Committee (SMDC). SMS based reporting of teacher attendance will be evolved.

6.5 Accreditation of Schools: The state has a plan to grade all its secondary schools on the basis of a set of indicators to measure its quality and get proper

6.6 Centre of Excellence: One school at District head-quarter will be developed as Centre of Excellence (CoE). That is, there will be 38 Schools developed as CoE, one in each District. These CoE,s would work as resource centers of the other schools of the district. These would be well furnished and well equipped. These schools will be fenced from all sides. The gate at the entrance will be unique and architecturally designed.

These COEs will be equipped with all modern gadgets and teaching learning aid such as at least 30 computers and related hardware's in a Computer Lab with internet connectivity, one LCD TV for running classes in a distant mode, one Solar Panel, two 2.5 KVA generators as a back-up arrangement, etc.

All office work will be computerized in these schools. Science Labs will be equipped with latest & modern equipments. A Hi-Tech Conference Hall accommodating approx. 100 students will be constructed in these schools. These schools will have provision for ramps, brails, etc., to meet the

requirements of differently abled children. The CoEs will have a playground for playing cricket, basket ball, Volley Ball, Football, etc. The campus will have a lot of greenery and a beautiful garden. For maintenance of these schools PPP mode may be explored.

Orientation & Training Programs

- Training of District Master Trainers on all related topics will need to be conducted at the state level.
- Principals will be subjected to 'Orientation Training', highlighting Department of Education's objective, leadership skills, motivational skills, team orientation, their roles and responsibilities, etc.
- They will be subjected to orientation & training programs supporting IT enabled teaching methods, yoga, meditation, stress management, etc.
- Similarly training programs will be organized for librarians and lab technicians.
- Special orientation programs may be organized for School Management Committees (SMCs) and parents of children.
- All training programs may be run under PPP mode.

6.7 11- DAY PROFESSIONAL LEADERSHIP DEVELOPMENT PROGRAMME TO SELECTED HMS

6.7.1 Background:

There is a need to recognize that the educational management skills of Headmasters become pivotal for any reconstruction of school education. The skills of Headmaster in his/her professional training helps as a source of learning to many such similarly placed persons. As it is not possible to provide immediately to all heads of institutions such specialized professional leadership training in educational management, it appears a necessity to provide at least one Headmaster in a block who will become the resource person for all the stake holders, including RMSA activities in planning, monitoring, organizing trainings and mentoring in educational management (curricular, co curricular and leadership activities). There is a need to involve all these Headmasters in research and innovative activities which is now missing. He will be in a position to take the role of cluster leader for a group of schools.

6.7.2 Rationale:

It is becoming difficult to find, day after day, very skilled, competent, professionally trained heads of the institutions with all required leadership quality persons to head the institutions for its all round development and play significant role in the community. There is a need to improve this group of leaders in the educational system.

6.7.3 Objectives:

- Academic Management Skills
- H.R. Management Skills.
- Office Management / Supervision / Automation Skills for transparency and effective functioning.
- Event Management Skills.
- Composure & Conflict Management Skills including Crisis / Stress Management among all players of the Institution.
- Leadership Skills.
- Skills in promoting moral values, ethics, character building, patriotism, tolerance towards all religions, values for living in global village.

- Skills in Technology utilization by teachers and students including e-Learning.
- Continuous comprehensive evaluation skills for formative and summative levels.
- Skills in promoting citizenship qualities and creating awareness in different political philosophies to develop statesmanship qualities.
- Any other Area for helping the Principals/Headmasters to become Role models in Nation Building Activities.
- Understanding the activities of RMSA & other allied schemes of Secondary Education and shouldering responsibility to represent the cluster of schools.

6.7.4 Target group:

Selected Headmaster with good academic background and commitment having effective communication skills @1 per Block in the State.

Table 74: Proposal for HM Training:

S.No.	Activity	Physical	Unit cost (Rs. In lakhs)	Total out lay (Rs. In lakhs)	Remarks
1	11-day Professional leadership Development programme to selected HMs at premier National Institutions (Residential mode)	2865	.08	229.2	

6.7.5 Outcomes:

- The trained Headmaster will become the role model to other Headmasters in educational management.
- He will be shouldering the responsibilities of RMSA including need analysis, planning, implementation and lead all innovations.

6.7.7 Training of 45 Master Trainers for Leadership Training of HM in the State of Bihar

The programme for Leadership Training of Master Trainers can be organized for 3 days. The first day can be a State Consultation for NCSL Leadership Programme Development, where the master trainers and the state officials are oriented to the Centre's vision and mission and our perspective for school transformation and leadership development.

The next two days can be organized with a focus on understanding the Curriculum on School Leadership Development through sharing of the Curriculum Framework, and orientation on Handbook for Facilitators. The Handbook for Facilitators, explains the 10 day programme design for transaction of the School Leadership Development Curriculum, and detailed day-wise session planning for transaction of the Curriculum with respect to the 6 Key Areas.

Materials Required: School Leadership Development Curriculum, Handbook of Facilitators

Participants: 45 Master Trainers and 3/4 NCSL Faculty/Resource Persons

Estimated Budget: While the expenses towards TA/DA of the participants, logistics and other expenses will be borne by the State Government, an additional budget has been chalked out as follows.

Table 76: Cost implications for HM training

S.No.	Budget Head	Number of Persons	Days	Cost per person	Total Cost
1.	Travel Allowance	3 (NCSL-NUEPA)		Rs.20,000	Rs.60,000
2.	Boarding and Lodging	3	3	Rs.3,000	Rs.27,000
4.	Stationery				Rs,10,000
6.	Local Conveyance				Rs. 10,000
8.	Contingency				Rs 40, 000
9.	TOTAL Estimated Budget				Rs 1,47, 000

Budget for 45 master trainers at the state is as follows

45 MTs to be trained @Rs300 for 3 days =45*300*3=Rs. 40,500

After training of MTs at state level all headmasters would be trained the estimated cost for which are:

Table 77: Estimated cost of HM training

Sl. No.	Activity	Unit Cost	Phy	Amount(in lakhs)
1	Leadership training of Headmasters	0.08	2865	228.20
2	Training of Master Trainers for Leadership Training	0.009	45	.405
Total				228.605

5.8 In-Service Training to the Physical Education Teachers (5 Days)

6.8.1 Background:

In most of the schools this core activity of Physical Education is neglected and the teachers of Physical Education are not able to take up any tangible work for students. It is being forgotten that Physical Education activities help promoting sound mind and sound body which in turn helps to increase the pace of learning in the class rooms. The Physical Education teachers also need some exposure on Yoga, Meditation, latest rules of different games and sports, opportunities available for the students how

excel in these areas. They also need to know the special techniques to involve majority of the students in one or more activity of indoor/outdoor, sports/games activity within the available infrastructure and optimize the utilization of resources.

6.8.2 Rationale:

In the context of background the state is planning to prepare the module for five days in-service physical education teacher training. A sound mind exists only in sound body and hence all the learners are to be made physically fit and participate actively in atleast one game/sport during their school life.

6.8.3 Objectives:

- Orientation on their roles and practicing skills of exercises games and sports.
- Orientation on conduct of motivation classes.
- Orientation on Yoga, Meditation etc., to avoid stress and for maintaining sound mental health.
- Orientation on conduct of mass drill and parade activity.
- Orientation on maintenance of play fields.

Table 79 Costing table for Physical Teacher's Training:

S.No.	Activity	Physical	Unit cost (Rs. In lakhs)	Total out lay (Rs. In lakhs)
1	5-day In-service Teacher training for Physical Education teachers (Residential mode)	925	0.015	13.875

6.8.4 Monitoring Mechanism:

At school level the Headmaster and experienced senior teacher at District level – District Program Officer & state team formed by BMSP.

6.8.5 Outcomes:

- The active Physical Education classes remove all inhibitions among students.
- It enhances the sharing and distribution of responsibilities promotes friendship, makes the learners feel active and enjoyable reliving the stress and strain, depression etc. so as to utilize the advantages for the academics.
- The Physical Education teacher will act as a mentor and counselor.
- The physical education teacher promote good health, good habit, creates awareness on the stages of adolescent growth of the pupil.
- The physical education teacher promotes the skilled students to shine in various national and international competitions /events
- The Physical Education teacher promotes activities like scouting, NCC, NGS etc. which promotes patriotism, national integration, social awareness, civic responsibilities etc.

6.9 Five-Day Training to District Program Officers

6.9.1 Background:

Administrators in the field of education are expected to be the leaders to achieve goals and targets set by the Department. A good educational administrator should have first patience and good communication skills to be able to understand and answer questions, have a positive body language, helping people and doing other tasks with *Diligence, Efficiency and Dedication*.

In Bihar at secondary level Headmasters are the first level administrators at school level, at cluster level Nodal Headmasters and at District Level the District Educational Officer. In spite of their regular administrative activities they are expected to guide and supervise the headmasters and teachers. It is noticed that these administrators coming from in service and direct recruitment pools, lack sufficient awareness about the skills of effective Educational supervisory skills. It is done by the management faculty of leading Management institute.

6.9.2 Rationale:

The rationale behind this programme is that schools in Bihar are functioning with minimal scope of academic monitoring and supervisor system. Most of the time the performance of teachers, Headmasters is judged as per the outcome of end examination which in itself is incomplete and inconsistent. When the work of teachers/headmasters is monitored regularly by the inspecting officers/supervisor officers, the visits become fruitful when appropriate guidance and suggestions are extended to bridge the gaps and strengthen the capabilities of the stake holders, real work takes place. For this purpose the District Educational Officers who are entrusted with the work of monitoring from the side of Government, it is necessary to equip them with required skills and updating the same.

6.9.3 Objectives:

- To develop vision for success.
- To set goals for themselves and for their subordinates.
- To build capacity for leadership.
- To demonstrate ethical and moral leadership.
- To nurture and support learning community.
- To acknowledge and share responsibilities for high academic achievements.
- To develop planning and execution skills.
- To develop the skills of implementation of effective organizational processes.
- To monitor academic activities, motivate and to improve morale among the teachers.
- Effective management of human, financial and material resources.
- Initiation to promote innovative best practices among Teachers.
- To develop building skills for reaching the organizational goals.

6.9.4 The Target Group:

The Target groups of District Educational Officers who are recently recruited have minimal monitoring skills and hence are needed to be strengthened. The out come of this short training may ensure that the

regular departmental monitoring takes place effectively and the students are benefited out of this monitoring.

Table 80: Costing table for Training of DPO:

S.No.	Activity	Physical	Unit cost (Rs. In lakhs)	Total out lay (Rs. In lakhs)
1	5-day Training to District Programme Officers	38	0.3	11.4

6.9:5 Outcomes:

- The District monitoring officers will be in a position to effectively monitor the institutions academic and extracurricular activities to improve the quality of education in the schools and in the nation as whole.
- The District monitoring officers will be in a position to help the school administrators and teachers to improve their capacities there by helping the learners to learn quickly, effectively and purposefully.
- To develop the strategies of effective monitoring system based on the field experience for progressive development of Secondary education.

6.9 Training of SMDC Members

Training of SMDC members is proposed for all four members for two days for 15272 which will cost Rs. 91.632

6.10 Workshop on Continuous Comprehensive Evaluation (CCE)

6.10.1 Background:

Continuous Comprehensive Evaluation (CCE) is introduced to bring out examination reforms by avoiding the mall practices that have crept in knowingly or unknowingly. CCE helps the teacher to change his teaching strategies based on the outcomes. As Continuous Comprehensive Evaluation is very his found very impracticable in the class room, teachers are resorting to the traditional way of evaluation only.

In the present system of Evaluation in Secondary Education stage in Bihar is mainly

- Memory based, out come oriented public examination.
- Testing limited abilities of students with no focus on students understanding or appreciation of knowledge/skill.
- Examination - centric where learner does not enjoy learning rather than see it as a forceful activity.

This is causing concern as it is detrimental to the holistic development of learners and the whole objective of providing Secondary Education system to prepare students as a largest provider of working people and to pursue higher education for leadership manpower in various sectors of economy a total collapse. Keeping this in view, the NCF 2005 suggested examination reforms and the same is a part of scheme of RMSA to provide quality education to the Secondary Education stage students.

6.10.2 Rationale:

As CCE is an inevitable tool to assess the overall development of the learner and as the teachers are not equipped with the necessary skills, all the teachers are to be supplemented with this tool of evaluation.

Continuous and Comprehensive Evaluation implies making evaluation an integral part of teaching learning process through formal and informal methods along with assessment of all areas of learning. The CCE encompasses all aspects of pupils' growth consisting intellectual & physical aspects, social personal qualities, interests, attitudes and values. The CCE is multi dimensional involving multiple techniques and different persons like teacher, pupil, peer, parent and community. The CCE also relates to flexibility, functionality, accountability and economy.

The portfolio assessment is stretched to students' work which represents selected pool of items of performance based on student's best works which brings out the strengths and weaknesses. Thus the portfolios are to be prepared on the basis of classroom assignments in Collection, Selection and Reflection categories.

6.10.3 Objectives:

To equip the teachers with necessary skills in Continuous Comprehensive Evaluation in the subject of teaching.

- There should be scope for a student to achieve learning in a flexible time frame.
- Accumulation of credits, eliminating tests of fixed duration and adopting CCE.
- The practice of mark sheet indicating marks in certain subject should be replaced by a portfolio that would accommodate a student's performance in variety of domains like life skills, academic/non academic and vocational subjects, personal qualities etc.
- School based assessment should be graded internally and moderated externally to eliminate the wide spread fraud in assessments if any.
- Replacement of Multiple Choice Questions in place of Short Answer Questions.
- Reflective type of questions replacing long answer questions etc.

6.10.4 Target group:

Selected persons from all the educational institutions and the academic administrators to evolve the relevant topic/methods/strategies/time line etc.

Table 81: Costing table for CCE Workshop:

S.No.	Activity	Physical	Unit cost (Rs. In lakhs)	Total outlay (Rs. In lakhs)
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1	Workshop on Continuous Comprehensive Evaluation at 3 stages involving experts from National Level institutions.	190	0.015	2.85
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6.11 Quality Interventions

An increasing competitive global context, knowledge gaining preeminence in all aspects of life, effects of information communication revolution, increasing role of market in education and universalisation of education are some of the factors contributing to focus on quality education. To reform the Education Quality it is important to understand what quality is? Quality could be defined as "meeting the requirement". It is very important to understand what the "REQUIREMENT" is and then another important question is whose requirement needs to be met.

1. Priority one is the Requirement of today's students, of good all round education according to the need of the time
2. Priority two is the basic Requirements of the schools in the States to render good over all education and development of the students
3. Even important to know the Requirement of the Teachers for delivery of the education, as good course material, teaching Aid, timely updating of the curriculum.

The various interventions are proposed to be implemented to support improvement of the quality in the schools in particular and creating learning environment in general. Under the head, the activity like strengthening of school support system, development of ability of the students, Teachers & other staff of the school, holistic development of students, development of a good school plan etc are proposed to be covered as follows –

6.12 TEACHER'S HAND BOOK

6.12.1 Background:

Most of the teachers in the schools are Newly Promoted/Recruited having less command of the content in depth. They are finding difficult to transact the curriculum provided the text books and extend the same as per need of the students. The 5-day In-service teacher training programmes could be able to provide these skills to some extent and to bridge the gap hand books containing live and current examples on different concepts, project to be taken up, activities to be done, methodology to be adopted, glossary on terminology, questions to promote creative thinking for the needy students etc. with extension of the text book content helps the teachers to prepare well and help the students effectively in the curriculum transaction. Hence the state propose to have hand books prepared and distributed in all the school subjects and distribute to all the teachers of the subject. The experts in the workshop highlighted the importance of this and recommended on priority basis.

6.12.2 Objectives:

- To facilitate the teachers to prepare and plan the classroom transaction work effectively duly following the time frame and catering the needs of every learner.
- This exercise helps a lot to the teacher as a ready reckoner.
- The teacher can better utilize the saved time to cater the needs of low achievers/slow learners. Uniformity in the usage of handbooks ensures greater advantages.

6.12.3 Target group:

All subject teachers of Government schools in the state

6.12.4 Out comes:

- Hand books provide extra information that are needed to meet the challenges in the class room.
- It suggests appropriate pedagogy.
- Scope to avoid any item of teaching will be zeroed.
- It helps the academic monitoring officers to monitor effectively on all the specific activities of learning process.
- It helps the newly recruited staff to fill confident and conduct curriculum transaction.

It is proposed to develop teacher guides in all the 5 subjects 2 Languages and 3 core subjects and also for Head teachers. But we are proposing budget this year for science subject only and other subjects will be taken up in subsequent year.

This activity will have the following processes

- Constituting state level resource team.
- Identification of requirements and practicing resource teachers.
- Development of material through workshop.
- Review of material.
- Presentation to state resource team.
- Printing and distribution from state.
- Orientation to concerned teachers.

Each science teacher will be provided with one book in science subjects and orientation to teachers regarding the usage and how to make children use these books as self learning materials would be given in the in-service training

Table 82: Cost Proposal for Teacher Hand Book

Activities	Fin (Rs in Lakhs)
Preparation of teacher hand books in science subjects of class IX and X consisting more live and current examples, clarifications required, projects to be taken up and glossary of technical terms for the benefit of students.	31.05

This activity will be done at State level for which following activity is needed to be carried out

- Fifty science teachers from districts will be called for a two days workshop at SLO.
- They will discuss and outline the activities and laboratory integrated materials for handbook
- They will be asked for the usefulness of such activities alongwith science kit to school students.
- The discussed points in workshop will be put for further discussion to a panel of experts.
- Finally selected materials for handbook will be given to Bihar Textbook Corporation for printing

6.13 Self Defense Skills for Safety and Security

The scheme of SELF DEFENCE TRAINING FOR GIRLS in Government School is also designed considering the changing social scenario. It will raise their self confidence.

6.13.1 Background of the Proposal

With the seemingly prevalence of crime on girls in recent times, it makes sense for girls to learn at least basic self-defence and rape prevention techniques. Techniques and awareness learned through martial arts training can help girls avoid assaults before they occur and defend themselves if an assault takes place

6.13.2 Rationale

Lack of physical fitness and self esteem are some the reasons for assaults on girls. Self-esteem is largely based on a student's self-worth; if students feel capable, able, and confident, then they enjoy a healthy self-esteem. Martial art training builds self-esteem by providing small challenges that build incremental successes. Students learn that they can overcome the challenges as they improve in their training.

6.13.3 Target Group

All Girls students of Class IX and X in Government High schools in the state. We are proposed in current plan 25% of total Girls in the school. That is 131384 girls' students in the state.

Table 84: Proposed self defence training for girls

Sl. No.	District Name	No. of girls to be covered
1	Pashchim Champaran	3221
2	Purba Champaran	5344
3	Sheohar	570
4	Sitamarhi	3023
5	Madhubani	5855
6	Supaul	2034
7	Araria	2219
8	Kishanganj	1320
9	Purnia	2501
10	Katihar	2527
11	Madhepura	1918
12	Saharsa	1295

13	Darbhanga	4092
14	Muzaffarpur	6257
15	Gopalganj	4635
16	Siwan	6261
17	Saran	6682
18	Vaishali	6074
19	Samastipur	5629
20	Begusarai	3827
21	Khagaria	1844
22	Bhagalpur	4027
23	Banka	2057
24	Munger	2170
25	Lakhisarai	1388
26	Sheikhpura	859
27	Nalanda	3042
28	Patna	8136
29	Bhojpur	4079
30	Buxar	2876
31	Kaimur	2583
32	Rohtas	5781
33	Jehanabad	1999
34	Aurangabad	4163
35	Gaya	4510
36	Nawada	3307
37	Jamui	1817
38	Arwal	1462
	BIHAR	131384

6.13.4 Monitoring Mechanism:

- Head Masters sends monthly reports to District Education Officers
- SMDC will take responsibility in monitoring the attendance and payment of honorarium to master.

6.13.5 Outcome

- In a fun way students achieve fitness and focus.
- Helps in teaching self-discipline and socialization skills.
- Improves requires concentration and attention.

Physical benefit:

- ✓ Physical fitness
- ✓ Personal security

Mental benefits:

- ✓ Learning abilities
- ✓ Goal setting
- ✓ Discipline

Social benefits:

- ✓ Camaraderie
- ✓ Self-esteem
- ✓ Respect
- ✓ Calming

Table 85: Cost Proposal for Self Defence Training

Sl. No.	Component	Unit Cost	Qty	Amount
1	Self Defense	0.05	131384	6569.2
Total :-				6569.2

6.14 Organisation of Sports at Block / District level/State level

Sports is an integral part of curriculum. It has given due weightage in the framework of National curriculum. In our state junior sports meet is conducted named as "Tarang", but at secondary level there is no such activity till now. Sports talents need to be groomed from school level so that we can get good sportsmen who can successfully complete at National & International level.

So it is proposed to organize at Block level, District level & State level sports with help of funds provided by RMSA so that sports activities can be organized in a systematic manner without putting financial burden on students / parents.

6.14.1 Objectives

To identify, select & groom sports talents in schools so as to produce, National, International players & athletes both in individual & group sports & games.

6.14.2 Strategy

- To organize Block level events on individual & group events in which students from Secondary level will participate.
- Selected players / individuals / Teams from Block level will participate in district level sports meet.

6.14.3 Target

All students of class IX & X

No. of students participants at Block level will be 150 & teachers 50= Total 200

(i) Total unit cost at Block level = Block sports week = Rs 50,000.00

(ii) Total unit cost at District level = District Sports Week = Rs 145000.00

Table 86: Proposed Sports at Block Level

SI No	Activity	Expenditure
1	Preparation of Field & Track	2000.00
2	Lunch & Refreshment for officials & students @ Rs 60/- per day for 2 day for 200 students & 25 teachers	27000.00
3	Decoration of Pandal & banner etc	5000.00
4	Certificate, invitation card & printing leaf lets	2500.00
5	Prizes(9 events , 4groups) (36x3=108 @ Rs 100/-	10800.00
6	Miscellaneous	2700.00
Total		50000.00

Table 87: Proposed Sports at District Level

SI No	Activity	Expenditure (in Rs)
1	Preparation of Field & Track	3000.00
2	Lunch & Refreshment for officials & students @ Rs 60/- per day for 3 day for 400 students & 50 teachers	54000.00
	Travelling Allowance	45000.00
3	Decoration of Pandal & banner etc	10800.00
4	Certificate, invitation card & printing leaf lets	4000.00
5	Prizes(9 events , 4groups) (36x3=108 @ Rs 100/-	22000.00
6	Miscellaneous	6200.00
Total		145000.00

Table 88: Proposed Sports at State Level

Sl No	Activity	Expenditure (in Rs)
1	Preparation of Field & Track	3000.00
2	Lunch & Refreshment for officials & students @ Rs 60/- per day for 3 day for 1200 students & 76 teachers	5472000.00
	Travelling Allowance	127600
3	Decoration of Pandal & banner etc	10800.00
4	Certificate, invitation card & printing leaf lets	13000.00
5	Prizes(9 events , 4groups) (36x3=108 @ Rs 500/-	54000.00
6	Miscellaneous	300000.00
	Total	5980400.00

6.15 Art and Craft

State propose to carry out activity for the promotion of Art and Craft in all the sanctioned school in the State. The districts would identify these activities for their schools. These activities related to candle making, candle craft, painting, sewing and embroidery, doll making, wood craft, rangoli work, folk songs, folk dance, woollen works, local herbs, mat knitting etc. The schools would identified the local experts for these crafts. The activities and the name of the concerned local experts is being ratified by the SMDC.

These local experts will be engaged for a maximum of 45 days. These activities would be organized after the half yearly examination and the care would be taken that the normal study Schedule of the school is not disturbed. The schools would be directed to maintain a record of all these activities.

6.15.1 Monitoring

Monitoring would be done by the DPOs and the DEOs.

- Rs. 10000 would be earmarked for remuneration for the experts,.
- Rs. 7000 would be earmarked for raw material and tools
- Rs. 3000 was assigned to the contingent expenditure.

Table 89: Proposed Art and Craft

District	No. Of govt school	Unit cost(in lakhs)	Total cost
38	3818	.20	763.6

6.15.2 Financial Requirement

A total amount of Rs.763.6 Lakhs would be required for 3818 number of Govt. School in the year 2014-15

6.16 Remedial Teaching

In the present system of education students are identified as slow learner basing on their poor performance in the examination which in most cases deviates from what is taught. A slow learner is one whose performance is very dismal in the examination. He is neither mentally retarded nor in the lower range of intelligence scale. Slow learner is identified of negligence of schools at different stages of learning. Inspire of his/her inert capacity to learn.

For enhancing the learning level of students at secondary level, we are planning to take up all schools phase wise. In the first phase this year we are planning to take 20% students from each Govt. secondary of class IX of special focus districts. To meet the requirement of Special teaching for learning enhancement, an amount of Rs 155709.2 lakhs has been proposed in the plan.

Table No : Physical Target of Remedial Teaching.

District	Total enrollment	Beneficiary of Remedial Teaching
BANKA	46226	9245.2
BHAGALPUR	23896	4779.2
DARBHANGA	129935	25987
GOPALGANJ	58325	11665
MADHUBANI	13432	2686.4
MUZAFFARPUR	77916	15583.2
PURNIA	43646	8729.2
SITAMARHI	66709	13341.8
SIWAN	80478	16095.6
SUPAUL	17708	3541.6
KISHANGANJ	115753	23150.6
KATI HAR	104522	20904.4
TOTAL	778546	155709.2

The key themes which would be done in our programme is to identify the subjectwise learning gap and then to address that. For this a workshop of subject experts will be organized at state level. In first phase learning gap identification will be taken up for the subjects Maths, Science, English and Social Science. On the basis of identified hard points teachers from each focus district will be called for the workshop at district level. Different categories of students will be identified first for with each group having common learning gap. Remedial teaching will be given to these students by identified teachers for two months. This programme will be done according to following time frame.

Table 91: Proposed activity for Remedial Teaching

Activities	Venue	Tetative time	Responsible organization
Workshop for identification of learning gap subjectwise at district level.	BMSP	April 2 nd week	BMSP and SCERT
Setting up of competencies based question paper by panel of experts	BMSP	April 3 rd week	BMSP ,DIET and SCERT
Remedial teaching for specific group at school level	District School	1 st week may to july last	DEO ,DPC,BMSP,DIET

The teacher giving remedial classes will be given extra incentives .Classes will be taken everyday before scheduled classes.

Table 92: Proposed costing for Remedial Teaching

Activity	Unit Cost	Phy.	Fin. (Rs in Lakhs)
Remedial classes	0.005	778546	155709.2

6.17.2 Identification Of Target Students:

- A Base Level Test (BLT) is to be conducted in all 4 subjects. It would be written Test.
- Questions should be of objective type and short answer type
- Questions should be based on concepts of Class-VIII which are to be continued in Class IX in higher order.
- Full mark for each subject is to be 20 to 30

- e). Questions should be prepared by a group of subject teachers (District Resource Group-DRG) in a district level workshop
- f) The questions developed through the workshop at district level is to be administered on all students of Class.IX in the school:
- g) The answer papers are to be evaluated, results recorded and name of students arranged in order of marks secured in aggregate
- h) The 20% in the bottom of this result sheet are to be selected as the Target.

6.17.1 IDENTIFICATION OF teachers:

The subject teachers of own school, nearby school or Retired teachers shall be selected as Teaching resource.

6.18 Guidance and Counselling Centres

Guidance and Counseling services can help in promoting students' retention and better scholastic performance in curricular areas, facilitating adjustment and career development of students, developing right attitudes towards studies, self, work and others.

This stage of education coincides with adolescence, a period in an individual's life that is marked by personal, social and emotional crises created due to the demands of adjustment required in family, peer group and school situations. Counselors, especially trained in theory and practice of counseling, can guide the students and help them develop the right attitudes and competencies to cope with educational, personal, social and career related problems and issues. The provision of these services in schools particularly at this stage would help students cope with increasing academic and social pressures. A multi-pronged strategy is needed to make available guidance services at school stage across the State.

Besides, every school should have at least one teacher and preferably two (one male and one female) teacher trained in guidance and counseling. Teacher-Counselors already trained should be utilized for extending training further at state level. In order to meet the growing demand, the curriculum of in-service training programmes of teachers and principals would be trained accordingly.

Sensitization Programmes for Principals/Heads of Schools at state level and enrichment Programmes for trained guidance Personnel would be a regular feature.

6.18.1 Objectives

- To impart the realization of the need for student.
- To develop among the students the ability to make intelligent choices and decision.
- To provide opportunities for students to gain better understanding of self and his life goals.
- To assist students to expose their potentialities and make full use of such to achieve goals.

Guidance & Counseling will be very much helpful in many ways to students like,

- Promoting students' retention
- Better scholastic performance in curriculum areas

- Facilitating adjustment and career development of students
- Developing right attitudes toward studies, self, work & others

Areas to be covered during the programme are:

- Changes occur in adolescent during their growth and development.
- Reproductive and sexual health, myths and misconception
- Gender issues, eve teasing and sexual harassment
- Preventing Drug abuse
- Developing life skills such as self-awareness, interpersonal relationship, problem solving, effective communication, critical thinking, problem solving, effective communication, empathy building

6.18.2 The main services to be offered are as follows:

- Promoting guidance and counseling in support of the education of students.
- Facilitating the transition of students from upper primary to secondary, from secondary to post-secondary.
- Providing curricular guidance, including subject options; choice of courses, etc. Providing.... personal guidance and counseling.
- Providing information through various activities/materials/seminars both at school and systems level, such as: Career Exhibitions, Career Orientation visits/seminars, Information leaflets etc.
- Promoting staff development in the fields of guidance and counseling.
- Facilitating parenting skills programmes and delivering talks.
- Contacting parents regarding students' holistic development and other specific problem.

6.18.3 Proposal for strengthening and Setting up of Guidance and Counselling Cell through Human Resource Development:

For guidance and counselling of students, state level Cell will be operationalized through developing competencies of Human Resources-Principals and teachers that directly deals with Students. Guidance and Counselling is the sensitive field concerned with psychological aspects. Therefore, Proposal demands enough number of State and District Resource Persons with adequate resources to enhance the capabilities of Principals and Teachers in the area of Counselling and Guidance through intensive training Programme and to monitor the deliverables of them after training.

The whole scenario for delivering Guidance and Counselling to targeted students is proposed as follow:

6.18.4 Financial Implications for Guidance and Counseling Services:

Annual Salary of Resource Persons:

For strengthening the Guidance and Counseling Cell of state level and developing Human Resources in this area, we need adequate number of staff, competent in this area. Therefore, annual salaries for these persons are proposed over here.

Equipments and other resources:

State and District level Cells are required to be equipped with necessary resources like Telephone and Internet Connections, Computers, Stationery and other materials.

Table 94: Costing proposal for Career and Guidance

Particulars	Operation	No.	Unit Cost	Estimated Cost (In lakh)
Psychologist	State Level	1	2.4	2.4
Doctor (preferably female)	State Level	1	2.4	2.4
Career counselor	State Level	1	2.4	4.8
Counseling Associates	State Level	1	2.4	2.4
Person working in guidance and counselling cell of SCERT				
Guidance & Counselling Coordinator	May be placed at the state level but may be charge of a district	38	1	38
Material	State Level	1	0.5	0.5
Total				42.5

We could have three approaches to meet the need of the students-

- (1) The promotion of the participation and the involvement of the students to act as Community group leaders so that they will prove themselves as socially responsible Citizen.
- (2) Access to information of educational programmer and learning opportunities and placement services
- (3) Providing Counselling Services in Schools.

To provide regular guidance and Counselling Services to Students in each and every school, SCERT will be nodal agency for it. There must be a guidance and Counselling Cell at SCERT. The role and major function in this sector is to develop Master trainer or Counsellors minimum – three from each district. In this way State Resource group can be formed. All resource groups will be trained by Psychologists/psychiatrist or experts from this particular field. Then it will go at district level.

6.18.5. School level -

As we have to start this intervention right from this year, we would start the Guidance and Counselling Cell at School level. This Cell would have personal profile of each student of the School. The profile would contain all information necessary in guiding and counselling them. Two lady teacher in all girls' School and one female Teacher/one male teacher in case of co-ed Schools would be made incharge of this Cell. These teachers would be undergo training with a predefined and outcome.

Table 95: District wise proposal for Career and Counselling

Career Counselling and guidance camp at School level (One day) twice in academic year					
	DIST	Total No. of No. Of blocks	No. of workshop	Unit Cost	Amount (In Lacs)
1	Araria	9	2	0.2	3.6
2	Arwal	5	2	0.2	2
3	Aurangabad	11	2	0.2	4.4
4	Banka	11	2	0.2	4.4
5	Begusarai	18	2	0.2	7.2
6	Bhagalpur	16	2	0.2	6.4
7	Bhojpur	14	2	0.2	5.6
8	Buxar	11	2	0.2	4.4
9	Darbhangha	18	2	0.2	7.2
10	E. Champaran	27	2	0.2	10.8
11	Gaya	24	2	0.2	9.6
12	Gopalganj	14	2	0.2	5.6
13	Jamui	10	2	0.2	4
14	Jehanabad	7	2	0.2	2.8
15	Kaimur	11	2	0.2	4.4
16	Katihar	16	2	0.2	6.4
17	Khagaria	7	2	0.2	2.8
18	Kishanganj	7	2	0.2	2.8
19	Lakhisarai	7	2	0.2	2.8
20	Madhepura	13	2	0.2	5.2
21	Madhubani	21	2	0.2	8.4
22	Munger	9	2	0.2	3.6
23	Muzaffarpur	16	2	0.2	6.4
24	Nalanda	20	2	0.2	8
25	Nawada	14	2	0.2	5.6
26	Patna	23	2	0.2	9.2
27	Purnea	14	2	0.2	5.6
28	Rohtas	19	2	0.2	7.6
29	Saharsa	10	2	0.2	4
30	Samastipur	20	2	0.2	8
31	Saran	20	2	0.2	8
32	Sheikhpura	6	2	0.2	2.4
33	Sheohar	5	2	0.2	2

34	Sitamarhi	17	2	0.2	6.8
35	Siwan	19	2	0.2	7.6
36	Supaul	11	2	0.2	4.4
37	Vaishali	16	2	0.2	6.4
38	W. Champaran	18	2	0.2	7.2
BIHAR		534			213.6

6.18.6. District level

At District level there would be District level guidance and counselling cell, comprising two personnel having expertise in their field. They will function and implement the programme under the guidance of task force having members as follow:

- (1) District Programme officer (RMSA)
- (2) A Psychologist
- (3) A doctor (Preferably lady doctor)
- (4) Career Counsellor
- (5) A Principal of High School nominated by DEO.

This task force will meet at least fortnightly and formulate strategies for implementation members of the task force would be given required support for their field movement.

Table 96: Proposal for career and counselling camps at district level

Career Counselling and guidance camp at District level (One day)				
	DIST	No. of workshop	Unit Cost	Amount (In Lacs)
1	PASHCHIM CHAMPARAN	1	0.40	0.40
2	PURBI CHAMPARAN	1	0.40	0.40
3	SHEOHAR	1	0.40	0.40
4	SITAMARHI	1	0.40	0.40
5	MADHUBANI	1	0.40	0.40
6	SUPAUL	1	0.40	0.40
7	ARARIA	1	0.40	0.40
8	KISHANGANJ	1	0.40	0.40
9	PURNIA	1	0.40	0.40
10	KATI HAR	1	0.40	0.40
11	MADHEPURA	1	0.40	0.40
12	SAHARSA	1	0.40	0.40
13	DARBHANGA	1	0.40	0.40
14	MUZAFFARPUR	1	0.40	0.40

15	GOPALGANJ	1	0.40	0.40
16	SIWAN	1	0.40	0.40
17	SARAN	1	0.40	0.40
18	VAISHALI	1	0.40	0.40
19	SAMASTIPUR	1	0.40	0.40
20	BEGUSARAI	1	0.40	0.40
21	KHAGARIA	1	0.40	0.40
22	BHAGALPUR	1	0.40	0.40
23	BANKA	1	0.40	0.40
24	MUNGER	1	0.40	0.40
25	LAKHISARAI	1	0.40	0.40
26	SHEIKHPURA	1	0.40	0.40
27	NALANDA	1	0.40	0.40
28	PATNA	1	0.40	0.40
29	BHOJPUR	1	0.40	0.40
30	BUXAR	1	0.40	0.40
31	KAIMUR	1	0.40	0.40
32	ROHTAS	1	0.40	0.40
33	JEHANABAD	1	0.40	0.40
34	AURANGABAD	1	0.40	0.40
35	GAYA	1	0.40	0.40
36	NAWADA	1	0.40	0.40
37	JAMUI	1	0.40	0.40
38	ARWAL	1	0.40	0.40
Grand Total				15.20

6.18.7 Training

The State would organise training programmes to train District Resource Persons. GC (Guidance & Counselling). SCERT would develop training module for the training of District Resource Person, Principals and Cell incharge of each School.

Training programme for cell incharge of each school would be organised district level career counselling and guidance camp would be also organised at district level for the students of class IX to XII classes in a year.

- Development of training module for training of District Resource Person (DRP) and incharge of the cell at Schools by SCERT - Rs. 1,00,000.00
- Training of DRP at State level by SCERT 3 days.

Table 98: Costing Proposal for DRP Training

Training for District Resource Person

	DIST	No. of workshop	Unit Cost	Amount (In Lacs)
1	PASHCHIM CHAMPARAN	4	0.015	0.06
2	PURBI CHAMPARAN	4	0.015	0.06
3	SHEOHAR	4	0.015	0.06
4	SITAMARHI	4	0.015	0.06
5	MADHUBANI	4	0.015	0.06
6	SUPAUL	4	0.015	0.06
7	ARARIA	4	0.015	0.06
8	KISHANGANJ	4	0.015	0.06
9	PURNIA	4	0.015	0.06
10	KATI HAR	4	0.015	0.06
11	MADHEPURA	4	0.015	0.06
12	SAHARSA	4	0.015	0.06
13	DARBHANGA	4	0.015	0.06
14	MUZAFFARPUR	4	0.015	0.06
15	GOPALGANJ	4	0.015	0.06
16	SIWAN	4	0.015	0.06
17	SARAN	4	0.015	0.06
18	VAISHALI	4	0.015	0.06
19	SAMASTIPUR	4	0.015	0.06
20	BEGUSARAI	4	0.015	0.06
21	KHAGARIA	4	0.015	0.06
22	BHAGALPUR	4	0.015	0.06
23	BANKA	4	0.015	0.06
24	MUNGER	4	0.015	0.06
25	LAKHISARAI	4	0.015	0.06
26	SHEIKHPURA	4	0.015	0.06
27	NALANDA	4	0.015	0.06
28	PATNA	4	0.015	0.06
29	BHOJPUR	4	0.015	0.06
30	BUXAR	4	0.015	0.06
31	KAIMUR	4	0.015	0.06
32	ROHTAS	4	0.015	0.06
33	JEHANABAD	4	0.015	0.06
34	AURANGABAD	4	0.015	0.06
35	GAYA	4	0.015	0.06
36	NAWADA	4	0.015	0.06

37	JAMUI	4	0.015	0.06
38	ARWAL	4	0.015	0.06
	BIHAR	152		2.28

Training for Cell Incharge of School					
DIST		Total No. of Secondary Schools	No. of workshop	Unit Cost	Amount (In Lacs)
1	Araria	9	2	0.015	0.27
2	Arwal	5	2	0.015	0.15
3	Aurangabad	11	2	0.015	0.33
4	Banka	11	2	0.015	0.33
5	Begusarai	18	2	0.015	0.54
6	Bhagalpur	16	2	0.015	0.48
7	Bhojpur	14	2	0.015	0.42
8	Buxar	11	2	0.015	0.33
9	Darbhanga	18	2	0.015	0.54
10	E. Champaran	27	2	0.015	0.81
11	Gaya	24	2	0.015	0.72
12	Gopalganj	14	2	0.015	0.42
13	Jamui	10	2	0.015	0.3
14	Jehanabad	7	2	0.015	0.21
15	Kaimur	11	2	0.015	0.33
16	Katihar	16	2	0.015	0.48
17	Khagaria	7	2	0.015	0.21
18	Kishanganj	7	2	0.015	0.21
19	Lakhisarai	7	2	0.015	0.21
20	Madhepura	13	2	0.015	0.39
21	Madhubani	21	2	0.015	0.63
22	Munger	9	2	0.015	0.27
23	Muzaffarpur	16	2	0.015	0.48
24	Nalanda	20	2	0.015	0.6
25	Nawada	14	2	0.015	0.42
26	Patna	23	2	0.015	0.69
27	Purnea	14	2	0.015	0.42
28	Rohtas	19	2	0.015	0.57
29	Saharsa	10	2	0.015	0.3
30	Samastipur	20	2	0.015	0.6
31	Saran	20	2	0.015	0.6
32	Sheikhpura	6	2	0.015	0.18
33	Sheohar	5	2	0.015	0.15
34	Sitamarhi	17	2	0.015	0.51
35	Siwan	19	2	0.015	0.57

36	Supaul	11	2	0.015	0.33
37	Vaishali	16	2	0.015	0.48
38	W. Champaran	18	2	0.015	0.54
Grand Total		534	76		16.02

6.19.1 Excursion trip for students

6.19.1.1 Background of the Proposal:

For creating learning experience outside the school, EXCURSION is a great activity through which child will be exposed to different places and people. It is an integral part of the school's curriculum and especially students' learning program.

6.19.1.2 Rationale:

Excursions offer enrichment to the planned curriculum, it improves quality of education, develops positive attitudes towards science & other subjects and brings socialization among students, thus the knowledge & experience gained through this activity will enable the students to relate to their life to class room learning.

6.19.1.3 Target Group:

All class IX students of all Government High schools will be taken to historical / science museum within the state. Modalities for executing the activity:

Neighboring 2-3 schools will be formed in to clusters. The SMDCs of these schools will plan to visit a place which must be famous historically/culturally/of scientifically important. They may hire a bus/ book a train for visiting the identified place with in the district or near by districts. This activity connects to the classroom by making the children reflect on the visit so that learning may happen.

Table 100: Proposed budget for exposure (within the state)

District	Enrollment in class IX	BENEFICIARY (20% enrollment)
PASCHIM CHAMPARAN	33500	6700
PURBI CHAMPARAN	49950	9990
SHEOHAR	5678	1135.6
SITAMARHI	29400	5880
MADHUBANI	64260	12852
SUPAUL	21530	4306
ARARIA	20126	4025.2

KISHANGANJ	11720	2344
PURNIA	24889	4977.8
KATIHAR	19121	3824.2
MADHEPURA	22999	4599.8
SAHARSA	16127	3225.4
DARBHANGA	37564	7512.8
MUZAFFARPUR	55127	11025.4
GOPALGANJ	36895	7379
SIWAN	47765	9553
SARAN	56916	11383.2
VAISHALI	48470	9694
SAMASTIPUR	53918	10783.6
BEGUSARAI	36344	7268.8
KHAGARIA	17613	3522.6
BHAGALPUR	33180	6636
BANKA	22538	4507.6
MUNGER	16856	3371.2
LAKHISARAI	12454	2490.8
SHEIKHPURA	7922	1584.4
NALANDA	30866	6173.2
PATNA	51579	10315.8
BHOJPUR	36045	7209
BUXAR	26090	5218
KAIMUR	22565	4513
ROHTAS	45496	9099.2
JEHANABAD	14842	2968.4
AURANGABAD	34810	6962
GAYA	46055	9211
NAWADA	23886	4777.2
JAMUI	18101	3620.2
ARWAL	11977	2395.4
	TOTAL	233034.8

Table 101: Proposed costing for student excursion

Activity	Unit Cost	Physical Target	Estimated Budget
Excursion to Class IX students	0.002	233034.8	466.068

Table 102: Proposed costing for Teacher excursion(two teachers at 40 students)

Activity	Unit Cost	Physical Target	Estimated Budget
Teachers with Excursion to Class IX students	0.02	11653	233.06

So, for this Fund required is 233.06

6.19.1.4 'Monitoring Mechanism:

SMDCs will identify the place to visit, and teachers will be identified who will accompany and take responsibility of students' safety, security and making the event a pleasurable one.

6.19.2 Exposure visit of students to other states

On going beyond the text books, providing the required base or platform to each student for construction of knowledge and learning real life & first hand experiences.

Exposure visits are aimed at achieving the above purposes and many other useful objectives. Exposure visit will help students

- Learn social skills.
- Gain actual experiences & thus get hands on learning.
- Get opportunity to visit places which they could not do for their economic problem.
- Get fun & refreshment
- Develop life skills.

Exposure visits will enhance learning by providing environment for direct learning experience or first hand observation. In a state where most of the students in Govt schools in rural as belong to Socioeconomically backward families, exposure visit to out side the state will give a good opportunity for learning enhancement with no financial burden on their parents.

6.19.2.1 Objectives

- To arrange visits of students to places of Historical importance.
- To expose students to world outside their schools, village & text book.
- To enable them to get first hand observation of national amusements & cultural heritage & vast natural wealth of their country.
- Enable them to interact with & counterparts in other states.
- To enhance learning by linking text book to real life experience.

- To increase enrolment and result in class 9th.

6.19.2.2 Proposal

On a pilot basis 80 students First and second ranker in the district will be selected to visit places outside the state i.e located in bordering Uttar Pradesh, Jharkhand or Eastern state.

6.19.2.3 Target groups

5% of total enrollment

Table 103: Proposed amount for student excursion outside the state

Activity	Unit Cost	Physical Target	Estimated Budget
Exposure visit of students to other states	0.02	58261	1165.22

6.19.3 Exposure visit of teacher for out side the state

6.19.3.1 Back ground

Teachers in secondary schools need to go on field trips, study tour or exposure visit to other states , so that they can observe their counterparts there, they can observe the best practices directly witness successfully implemented programmes where their counterparts have played key roles. But at present there is limited or no scope for teachers at Secondary level in this regard.

6.19.3.2 Rationale

Exposure visits are always important to expand the knowledge base & horizon of thinking of a teacher. Knowledge explosion, globalization & competitive race of countries towards modernization require change in mindset of teachers and enhancement of their knowledge in content & skill of teaching. For better sensitization and realization of their key role in teaching learning process they need to witness the rapid pace of changes occurring around them. This will finally influence their thought process & thus the skill of class room situation.

Exposure visit to place outside state will ensure

- Enable teacher to gain form success stories.
- 1st hand experience of best practices.
- Enhance teaching skill from observation of implemented activities involving new ideas & technology.
- Learn from better examples observed in other states.
- Learn from interaction with counterparts in other states.

6.19.3.2 Objectives

- To expose teacher to best practices in other states.
- To enhance their teaching skill experience gained from the visits.

6.19.3.4 Places proposed

North East state

Table 104: Proposed amount for teacher excursion outside the state

Activity	Unit Cost (Rs in Lakhs)	Physical Target	Estimated Budget (Rs in Lakhs)
Exposure visit of Teachers to other states	0.2	2912	582.4

6.19.4 Exposure visit of Headmasters

Head of the institution plays a key role in shaping the environment for teaching –learning process. He is the man who integrates the entire human & material components create the required environment of the school for smooth running of teaching learning process. He needs the skill to manage teacher, student, community & resources effectively so as to be an effective leader. Most of the HMs being promotive hardly have any experience in managing the institution as whole. RMSA in the state is thinking of imparting such training to headmasters that will enhance skill of academic supervision, human resource management & financial management. To enhance the learning in this area hands on training & direct observation are required. Exposure visit will provide this scope to the hour. Those HM would be selected whose school would be performing best in the district.

Exposure visit of HM to other states is required

- To expose them to best & successful managerial practices followed in other states.
- Enhance theoretical knowledge of managerial skills through practical experiences.
- Enable them learn from direct observation a first hand experience.
- Gain interaction with counterparts involved in successful practices elsewhere.

6.19.4.1 Objectives

- To enhance their managerial ability through gain from visits.
- To arrange exposure visits for HMs to places outside the state where impales of successful implementation of new ideas & techniques are available.

6.19.4.2 Target

38 Headmasters of secondary schools in one batch.

Table 106: Proposed costing for HM excursion visit

Activity	Unit Cost (Rs in Lakhs)	Physical Target	Estimated Budget (Rs in Lakhs)
Exposure visit of HM to other states	0.2	38	7.60

6.19.5 Exposure visit of SMDC Members to other state to observe the best practices of community:

The SMDC members at mini of the schools are having not enough exposure in the manner they have to involve in school development activities including planning, monitoring and decision making.

6.19.5.1 Objective:

To provide exposure to the selected active members of SMDC to grow into a full fledged leadership quality members to motivate and orient other SMDC members to function effectively in their respective places on day to day basis.

6.19.5.2

Target Group: 10 selected active members of SMDC per district.

Table 107: Proposed excursion visit for community members

S.No.	Activity	Physical	Unit cost (Rs. In lakhs)	Total out lay (Rs. In lakhs)
1	Exposure visit of SMDC Members to other state to observe the best practices of community and PTA	380 @ 10 per district	0.02	76.00

6.19.5.3 Outcome: The selected active members of SMDC acquire the skills of participation in the SMDC meetings on various components of school development and participate effectively to discharge their duties true to the word by observing the active participation of SMDC members in other states.

The selected active members of SMDC shall function as leaders/motors to motivate other members of SMDC in their district and shoulder the responsibility of making SMDCs to function effectively

6.20 Science exhibition at District & State Level

6.20.1 Need:

- We are living in the age of Science and technology

- Science and environmental study is compulsory subject at primary & Secondary level, therefore there is need to create interest in science subjects by means of making simple & low cost models.

6.20.2 Objectives:

- To develop scientific attitude & creativity by making simple lowest self made science models by students.
- To make science popular in the society & to develop feeling of social responsibility amongst the students.
- To develop problem solving approach among the students.
- To eradicate superstitions spread in the Society by means of Science Fairs.

6.20.3 Methodology:

Science Fair will be organized at 2 levels i.e. district and state level

- From District level exhibition selected --- exhibits each from up to Secondary level participated in State level Science exhibition.
- From State level science fair selected --- exhibits each from up to Secondary level will be selected to participate in National level Science exhibition.

6.20.4 Time Frame: Three days District level Science Fair in the month of May-June & 5 days for State level Science Exhibition in the month of October will be organized.

Budget Estimate:

District level Science Fair

Total number of District in Bihar : 38

Arrangement of exhibits, remuneration of evaluation, Prizes, contingency, participant TA, DA, Lodging & Boarding & Others: Rs. 1.00 lakh per District:

Total Expenditure at District level = Rs 38.00 Lakhs

Table 108: Proposed Budget for District level Science Fair

Sl. No.	Item	Fin (Rs in Lakh)
1	Pendal Stage & arrangements of Exhibits etc. inauguration of farewell programme (for 3 days)	0.255
2	Remuneration of Judges	0.045
3	Stationary/ Contingency	0.05
4	Printing of Certificates	0.05
5	Prizes	0.10
6	Lodging & Boarding for Participant Students & Guide Teachers (3 days)	0.50
Total expenditure at District Level Exhibition (One)		1.00

Table 109: Proposed Science Fair at State Level - Rs. 15.00 Lakhs

Sl. No.	Item	Fin (Rs in Lacs)
A	1) Total No. of participate Exhibits at State Level-500	
	2) Approximate T.A. for Students :	2.0
	3) Lodging & Boarding for Participant Students & Guide Teachers	3.0
	4) D.A. for Journey	0.5
B	(up to Secondary & Higher Secondary Level)	
	1) T.A. of Teacher (To and From II Railway / ST Bus fair)	0.30
	2) Lodging & Boarding	0.50
	3) D.A. for Journey Fair	0.20
C	State Level Practical Aids-Exhibition by Laboratory Asst./Attendants	
	1) T.A. for Lab attendant/lab.assistant	0.15
	LA (To and From II Railway / ST Bus fair)	
	2) Lodging & Boarding	0.25
	3) D.A. for Journey Fair	0.10
D	No. of Examiners (30 Examiners)	0.75
	1) Honorium Of Examiners (30 Ex. x Rs. 500 x 5 days)	
	State Level Exhibits- 20 Examiners	
	State Level Teaching Aids and	
	Lab Attendant/Lab Assistant- 10 Examiners	
	2) T.A. for Examiners	0.75
	3)) Lodging & Boarding	0.30
	4) D.A. for Journey Fair	0.108
E	Govt. Vehicle Expenditure (Repairing, Oil & etc.) & Transportation	0.30
F	Inauguration/ Culture programme & other programme expenditure i.e. Mandap, Stage, Decoration, State Stage Gate Exhibits Arrangements, Electricity, Generator, Table, Chair, Furniture, Mats etc.	3.542
G	Certificates for students Teachers & Lab. Attendant/Assistant, Invitation Cards, Information Book, Bamees Batches, Printing Expenditure Wall paper printing etc.	0.50
H	Arrangement for Officers and Guest (Hotel Govt. Guest house and Other Expenditure)	0.20
I	One day Science Seminar (2 Outer District and 3 Local Expert) Honorarium, T.A./D.A. Local conveyance and other expenditure	0.10

J	Culture and Science programme expenditure	0.10
K	Water Tanker and Drinking Water Expenditure	0.25
L	Photography and Vediography Expenditure	0.15
M	Stationary, Xerox and contingency etc.	0.45
N	Prize for Students, Teachers, Lab. Assistant/Attendant	0.50
	Total Expenditure at State Level Science Fair (one)	15.00

Table 110: Total Proposed Budget for science fair

Activity	Amount
1. District Level Science Fair	Rs. 38.00 lacs
2. State Level Science Fair	Rs. 15.00 lacs
Total	Rs. 53.00 lacs

Proposal: Provision of Rs. 53.00 lakh is proposed for Science Exhibition at district & state level is proposed in 2013-14.

6.21 Book fair

6.21.1 Proposal:

Provision of Rs. 1 lakh per district for all 38 districts in the state is proposed in 2013-14.

6.21.2 Objectives:

- To develop reading habits among students, parents and the masses.
- To enlighten the people to start personal libraries at home.
- To make available a variety of books on various subjects for school and college libraries to purchase.
- To encourage students to develop their writing skill so that they become future writers and poets.
- To begin Reading Movement in the society.

6.21.3 Nature and Scope of Book Fair:

The Book Fair will certainly provide a golden opportunity for students to visit bookstalls and purchase books of their liking. The various programmes like symposiums, debates, Meeting, lectures, meet with writers, interviews with eminent personalities, organized during the book fair will give a great opportunity to the students to interact with great writers, poets, playwrights, scientists, social reformers, educationists, great orators etc and this will bring about Reading Movement in the district. The wide publicity given to Book Fair will surely bring students from the rural areas to the treasure of books and enjoy themselves abundantly. Thus, district Book Fair will be a great boon to enlighten all about the importance reading and books not only for personal transformation but also for social

transformation. The Book Fair will provide a great chance for school and college libraries to make purchases and the people to start their home libraries.

6.21.4 Programmes during the Book Fair

Activity	Programmes
First	1) Inaugural Ceremony 2) Symposium Cultural Programme of students
Second	1) Recitation of Poems (Kavi Sammelan) 2) Story- Telling 3) Interview (Eminent Writer /Poet/Scientist/ Stage or film Personality) 4) Cultural Programme of teachers
Third	1) Debate 2) Reading of poems 3) Valedictory Function 4) Entertainment Programme (Music / Play/ etc.)

Table 111: Proposed budget for Book Fair

Sr. No.	Particulars	Amounts in Rupees
1	Pandals, Stage, Stalls	20000/-
2	Publicity and advertisement	5,000/-
3	Photography-Video Shooting & Advertising	15,000/-
4	Decorations and Sound System	15,000/-
5	Security	5,000/-
6	Felicitations	10,000/-
7	Printing and Stationery	10,000/-
8	Misc.	20,000/-
	Total	1,00,000/-

Table 112: Districtwise breakup of Book Fair and Science exhibitions/book fair

Science Exhibitions/ Book-Fairs			
S. No	District	Science Exhibition	Book Fair
1	Pashchim Champaran	1	1
2	Purbi Champaran	1	1
3	Sheohar	1	1

4	Sitamarhi	1	1
5	Madhubani	1	1
6	Supaul	1	1
7	Araria	1	1
8	Kishanganj	1	1
9	Purnia	1	1
10	Katihar	1	1
11	Madhepura	1	1
12	Saharsa	1	1
13	Darbhanga	1	1
14	Muzaffarpur	1	1
15	Gopalganj	1	1
16	Siwan	1	1
17	Saran	1	1
18	Vaishali	1	1
19	Samastipur	1	1
20	Begusarai	1	1
21	Khagaria	1	1
22	Bhagalpur	1	1
23	Banka	1	1
24	Munger	1	1
25	Lakhisarai	1	1
26	Sheikhpura	1	1
27	Nalanda	1	1
28	Patna	1	1
29	Bhojpur	1	1
30	Buxar	1	1
31	Kaimur	1	1
32	Rohtas	1	1
33	Jehanabad	1	1
34	Aurangabad	1	1
35	Gaya	1	1
36	Nawada	1	1
37	Jamui	1	1
38	Arwal	1	1
Bihar		38	38

6.22 Governance and Reforms:

School level Governance: All existing Government secondary schools in the state have School Management Committee. This committee is comprised of MLAs / MLCs as President, the Principal of the school as Secretary, senior teacher of the school as Member, Shiksha Premi as a Member, generally hailing from SC / ST category. Following the guidelines of RMSA regarding the formation of SMDC, a proposal for modification in existing management committee has been sent for approval to the Hon'ble Governor of Bihar. Meanwhile temporary arrangement to execute and discharge the responsibilities, the adhoc committees has been constituted for academic and another for building construction. This committee is comprised of the Principal of the School as President, the senior teacher being the Member Secretary, accounts assistant as a member and one member is nominated from PRIs / Nagar Nikay. As soon as the ordinance gets the final approval from the Government, SMDC as per the guidelines of RMSA will be formed in all newly upgraded schools.

Adequate representation of SC / ST and women has been given in the School Management Committee (SMC)

6.23 District level Governance: District education officer and district programme officer for secondary education are the key functionaries for the implementations of all the schemes in secondary education. The office at district level is being strengthened.

6.24 Education for SC/ST/Minority community and girls:

The tribal community are not homogenous and are at various levels of socio-economic and educational development. Their problem lies generally because of their scattered habitations.

The Schedule Caste community are spread over all the districts in the country and lies side by side with the general people. They are also economically and educationally under developed. The problem of education of SC children is mainly attributed to the socio-economic factors and home environment.

Therefore, keeping in view of the existing status and problems of these children, suitable interventions are planned as below:

- Focus on the above groups during micro-planning.
- Cash incentive to SC/ST girls to pursue secondary education (Separate scheme to be subsumed in RMSA later).
- One girl's hostel in each educationally backward block (Separate scheme has been launched in RMSA).
- Appointment of more female teachers.
- Separate toilet block for girls.
- Priority for opening or up-gradation of schools in SC/ST/ Minority concentration areas.
- Scholarships to the students of the above group.
- Conducting special camps/bridge courses/ alternative education facilities.
- Computer education especially for educationally backward minority and children of SC/ST.

6.25 Innovation:

- Anemia eradication program of UNICEF for girls of secondary stage is running successfully in all 38 districts of the state. Under this program the girls are being given free iron/ folic acid tablets and free medical check-up is being done.
- Mukhyamantri Bihar Darshan Yojana: Boys and girls of secondary stage are going on excursions and field visits under this program every year by the state plan. Because of paucity of fund only 50 boys/girls school wise allowed for the trip.
- But RMSA framework quotes, willing student should be allowed to participate in this program. So from the next financial year this excursion trip will be included in the annual plan.

6.26 Learning Assessment Study

For testing the classroom learning transaction we are planning to conduct an assessment study on the basis of NAS conducted by NCERT. This study would take bigger sample size and would cover all the districts. Detail plan and TOR for the outsourcing would be developed in consultation with the SCERT, NCERT and other experts in the field. This study may follow the four stages -

- a. Development and preparation of systems and materials for the survey.

This phase will include selecting test items and test design, accurate translation, sampling, review and design of field administration protocols, survey instruments and processes, and analysis of field trial data. The experience gained from the field trials will be reviewed and used to revise the test items and procedures for the main survey.

- b. Establishing quality assurance of field implementation of Class IX survey

Providing quality assurance advice on aspects of effective field administration of the survey, to ensure that value is derived from the detailed preparations undertaken for the survey.

B. IEDSS

6.27 IEDSS Background

Owing to lack of knowledge, educational access and technology, disabled children were initially treated as unwanted and segregated from other children. Later their education was carried out in special schools. In recent times there has been a shift towards having children with disabilities attend the same schools as non-disabled children. The educationists now feel that each child should be allowed to learn in his own way. The concept of inclusive education has been spelt out in the Salamanca statement and the framework for action on special needs education 1994. It states that all governments have been urged to "adopt as a matter of law or policy, the principle of inclusive education, enrolling all children in regular schools unless there are compelling reasons for doing otherwise". The basic premise is that the school should meet the educational needs of all children irrespective of their disabilities or limitations.

Kothari Commission (ME, 1966) and National Policy Education (1968) also recommended education of disabled children in general schools (ME, 1968). The department of Social Welfare, Govt of India

launched the centrally sponsored scheme of Integrated Education for Disabled Children in 1974 with a hundred percent Central assistance. The scheme provided funding for rehabilitation aids and equipment, educational material, training of resource teachers, establishment of preschool and parent counselling centres, transport allowance, removal of architectural barriers in school building etc. The above is also clearly mentioned in chapter V "Education" of the PWD Act, 1995. The scheme of Integrated Education for the Disabled children (IEDC) has been replaced by the scheme of Inclusive Education for the disabled at secondary Stage (IEDSS) with effect from 1.4.2009. Under IEDSS children with disability in the secondary stage (classes IX to XII) are covered.

6.27.1 Rationale

Trends in provisions in India reflect that the leading policy predisposition before the 1970s has been that of segregation. During the 1880s, Christian missionaries started schools for the disabled on grounds of charity. This was followed by the government initiatives to establish separate workshops, model schools, central Braille presses and employment exchanges for the disabled population of the country. However, the changing approaches to disability from the charity model to the human rights model have resulted in diversity of policy and practice. In the 1970s, the IEDC scheme was launched by the Union government for providing educational opportunities to learners with Special Educational Needs [SEN] in regular schools. Nevertheless, the statistics show that though the integration of learners with SEN gathered some momentum, the coverage under this scheme remained inadequate. There was a clear need for fuller access of children with SEN to all educational opportunities. Dissatisfaction with the slow progress towards integration along with the consideration of the costs involved led to a demand for a radical change.

In addition to the provision of aids and appliances, a flexible, broad and balanced curriculum that can meet the needs of all children is the call of the day. An inclusive curriculum recognizes the need of schools to be organized with the individual differences of students in mind and is flexible enough to enable all students to achieve their goals. Implementation of an inclusive curriculum would require a number of changes in present day teaching practices, curriculum content, evaluation procedures and available resources at the school level. The goal of providing quality education would remain inclusive so long as the concept of inclusion is not linked to broader discussions on pedagogy and effective participation of all children in the learning experiences provided in the classrooms. The implementation of a programme of inclusive education would also involve curricular modifications and the use of human and technological support, including the use of ICT. It is also important to mobilize support from parents, the community, and special schools. Considering the above context, specific recommendations have been made in the paper for developing guidelines for planning and implementing effective policies and programmes for education of children with special needs.

6.27.3 Goals and Objectives

The goals of the Centrally Sponsored IEDSS Scheme is to:

- Enable all students with disabilities completing eight years of elementary schooling an opportunity to complete four years of secondary schooling (classes IX to XII) in an inclusive and enabling environment
- Provide educational opportunities and facilities to students with disabilities in the general education system at the secondary level (classes IX to XII).
- Support the training of general school teachers to meet the needs of children with disabilities at the secondary level.

The objectives of the scheme will be to ensure that

- Every child with disability will be identified at the secondary level and his educational need assessed.
- Every student in need of aids and appliances, assistive devices, will be provided the same
- All architectural barriers in schools are removed so that students with disability have access to classrooms, laboratories, libraries and toilets in the school.
- Each student with disability will be supplied learning material as per his/ her requirement
- All general school teachers at the secondary level will be provided basic training to teach students with disabilities within a period of three to five years.
- Students with disabilities will have access to support services like the appointment of special educators, establishment of resource rooms in every block.
- Model schools are set up in every district to develop good replicable practices in inclusive education.
- Children with different types and levels of disability require educational provision matched with their needs. The educational provision may be considered on the basis of the extent of their participation in educational activities in common with other children.

6.27.4 Target Group

The scheme will cover all children of age 14+ passing out of elementary schools and studying in secondary stage in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999) in the age group 14+ to 18+ (classes IX to XII), namely

- Blindness
- Low vision
- Leprosy cured
- Hearing impairment
- Loco motor disabilities
- Mental Retardation
- Mental Illness
- Autism
- Cerebral Palsy
- And may eventually cover (i) Speech impairment and (ii) Learning Disabilities, etc.

6.27.5 IEDSS Scheme in Bihar

The scheme in Bihar for IEDSS (Inclusive Education of the Disabled at Secondary Stage) is envisaged to enable all children and young persons with disabilities to have access to secondary education and to improve their enrolment, retention and achievement in the general education system. With the mandate of providing education to every child with special needs (CWSN), irrespective of the kind, category and degree of disability, in an appropriate environment, Inclusive Education for Disabled at Secondary Stage was commenced in the state in 2009-2010. Under the scheme every school is proposed to be made barrier free. The SJ&E Department of Bihar also running Special Schools, three (One for HI and two for VI) in Patna and one for HI in district Bhagalpur. IEDSS is promoting inclusive set up in every secondary school of Bihar. Some programmes will be converging with professional NGOs i.e. sport, Excursion tours, vocational training, Resource support, etc.

Bihar Madhyamic Shiksha Parishad, a society established recently has been assigned with this job of implementation of Inclusive Education of Disabled at Secondary Stage (IEDSS). Unfortunately, the scheme of IEDSS has not taken off well in our state, reason being non approval of the scheme in the consecutive last two years and irregular fund flow. Although the plan under IEDSS was approved for 2009-10 and 2010-11, partial amount can only be released in the year 2010-11 and 2011-12 and thus most of the amount time passed. However the Government is taking necessary steps to provide ramps, barrier free toilets etc. as per the National Building Rules. In all the schools making compulsory and inherent in the designs and ensuring reservation in employment for differently able people. However we need to focus on following thrust areas more objectively through policy planning:-

- Prevention of disabilities;
- Early detection and intervention;
- Rehabilitation measures;
- Providing Special Education, Inclusive Education, itinerant education as per the need
- Development of professionals for rehabilitation, Training and empowerment
- Provision of assistive devices;
- Education and economic empowerment including self-employment;
- Creation of barrier free environment
- Social security and mainstreaming.

6.27.7 IEDSS proposal for year 2014-15

6.27.8 Strategies to Achieve Thrust areas:

- Awareness building / Community Mobilization
- Creation of data base on differently able persons
- Networking and capacity building of the existing institutions working in Bihar in this field.

- Creation of Infrastructure facilities.
- Free and compulsory Elementary Education- and its transition to Secondary Education.
- Shift of Focus to address the issues of learning disabilities.
- Formation of Task force in every district for coordination and monitoring of various programmes

6.27.9 Institutional Support:

Bihar leads among other States in implementing various provisions of the Persons with Disabilities (Equal opportunities, Protection of Rights and Full Participation) Act, 1995. The Persons with Disabilities (Equal opportunities, Protection of Rights and Full Participation) Act, 1995 was enacted to give equal opportunities to the differently-able, to protect their rights in order to integrate them with the society and to enable them to have full participation in the normal life. The State Commissioner for the Differently-able has been appointed in Bihar to monitor the implementation of the Act, besides acting as the Head of the Department for the Welfare of the Differently-able Persons.

The existing institutions have been working in Bihar in Disability field: (Source National Trust)

- (1) Lok Seva Sansthan, Begusarai
- (2) Vivek Biklang Sah-Jan Utthan Sansthan, Begusarai
- (3) Aakanksha Institute For Mentally Handicapped, Gaya
- (4) Indian Institute Of Rural Reconstruction & Social Change, Jahanabad
- (5) Baba Garib Nath Viklang Sah Jan Sewa Sansthan Muzaffarpur
- (6) Shubham, Muzaffarpur
- (7) Jagdamba Kalyan Samiti, Nesra, Nalanda
- (8) Samagra Vikas Mission, Bihar Sharif, Nalanda
- (9) Shama Vikas Samiti Nalanda
- (10) Abhiyan, Gulzar Bagh, Patna
- (11) Ayurvedic & Magneto Therapy Research Institute (Special School For Mentally Handicapped), Agamkuan, Patna
- (12) Bihar Rehabilitation & Welfare Institute, Kankarbagh, Patna
- (13) Bihar State Council For Child Welfare, Raj Bhavan Patna
- (14) Child Concern, New Bahadurpur Road Rajendra Nagar, Patna
- (15) Gram Praudyogik Vikas Sansthan, Chowdhury Colony College Road Sahebganj, Patna
- (16) J.M. Institute Of Speech & Hearing Address: Road No.5, Indrapuri P.O. Keshri Nagar District: Patna
- (17) Society For Education & Welfare Activities (SEWA), M-63 Rajendra Nagar District: Patna
- (18) Deepalya Manasik Swasthya Evam Viklang Punervas Sansthan Address: Kailash Puri Srinager Hata District: Purnia
- (19) Navoday Gram Address: Village Tarauni Post. Kukraun-2 Via-Bhawanipur, District: Purnia
- (20) Shree Narayan Samaj Kalyan, Rohtas
- (21) Koshi Kshetriya Biklang Bidhwa Biridh Kalyan Samiti, Saharsa
- (22) Adarsh Viklang Seva Sansthan, Samastipur
- (23) Rajendra Institute Of Education & Social Welfare Sitamarhi
- (24) Rajendra Institute Of Education & Social Welfare, Sitamarhi

6.27.10 Strategy for implementation of IEDSS in the State:

In order to effectively implementing the various centrally sponsored schemes including IEDSS Govt. of Bihar has created a society namely "Bihar Madhyamik Shiksha Parishad (BMSP). In BMSP a senior officer has been made in-charge of this scheme to coordinate with other ongoing similar programmes and to implement it. As the plans under IEDSS have not been approved regularly and funds are not remitted regularly it has been decided that a task force under the chairmanship of District Collector be constituted in every district for coordinating with all similar programmes as well as to steam line the vertical mobility of facilities to the CWSN.

At every district rehabilitation professional and resource teacher works with SSA will also guide the teachers in effectively monitoring the programme.

At school level one teacher has been identified and will be trained. He will function as nodal teacher.

6.27.11 Implementation Structure:

At the state level the IEDSS cell is now implemented by BMSP and the same office structure is going to implement other programmes a greater convergence is envisaged right from state and district level to the SMDC through the involvement of PRI.

The district Education Officer with the assistance of district Programme officers and with the Rehabilitation Professional and Resource Teachers under SSA, least in initial stage, is going to offer capacity building and the monitoring and other services to the schools and SMDCs. In every district, there has been a task force under the chairmanship of DM for coordination and convergence with similar programmes.

6.27.12 Task Force :

Member	Position
District Magistrate	Chairman
District Education Officer	Convener
District Rehabilitation Officer/ Civil Surgeon	Member
District Programme Officer	Member
One of the representative of NGO working in the field of disability in the district	Member
Two Retired teachers of secondary school	Member
One Teacher	Member
Rehabilitation professionals / Resource Teacher working under SSA	Member

The centrally sponsored scheme of Inclusive Education for disabled children at secondary stage was implemented with a view to provide educational opportunities for children with disabilities in general schools to facilitate their retention in school system after completion of elementary grades to change school's environment as per their need & without any discrimination. As per the initial data collected from U-DISE 2013-14, 19781 students with disabilities have been identified in various disabilities in the state as per the details given below:-

Table 113: Total no. of enrolled CWSN Class and gender wise in BIHAR

State	Class IX			Class X			Class XI			Class XII			Total			
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	
Bihar																
1 - TB	242	215	457	193	154	347	204	162	366	19	22	41	658	553	1211	
2 - LV	964	1059	2023	262	190	452	165	182	347	19	44	63	1410	1475	2885	
3 - HI	631	585	1216	267	148	415	125	139	264	15	13	29	1039	885	1924	
4 - SI	685	598	1283	161	156	317	161	156	317	20	10	30	1027	920	1947	
5 - OI	3090	2245	5335	857	698	1555	1101	693	1794	109	96	205	5157	3732	8889	
6 - MR	856	585	1441	57	49	106	66	49	115	4	7	11	983	690	1673	
7 - LD	188	143	331	36	21	57	27	21	48	3	1	4	254	186	440	
8 - CP	84	68	152	7	5	12	7	6	13	1	2	3	99	81	180	
9 - Autism(ASD)	41	41	82	6	3	9	2	3	5	1	1	2	50	48	98	
10 - MD	183	121	304	53	62	115	52	57	109	2	4	6	290	244	534	
TOTAL	6964	5660	12624	1899	1486	3385	1910	1468	3378	194	200	394	10967	8814	19781	

District wise database of CWSN enrolled in secondary schools in Bihar

Table 114: Total no. of enrolled CWSN Class and gender wise

DIST. NAME	CLASS IX			CLASS X			CLASS XI			CLASS XII			CLASS IX to XII TOTAL		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	8	8	16	2	1	3	3	0	3	1	0	1	14	9	23
2 - LV	12	22	34	5	6	11	2	1	3	0	0	0	19	29	48
3 - HI	10	7	17	6	0	6	1	1	2	0	0	0	17	8	25
4 - SI	17	14	31	5	1	6	3	3	6	0	0	0	25	18	43
5 - OI	55	46	101	21	24	45	30	15	45	0	0	0	106	85	191
6 - MR	14	16	30	0	0	0	1	1	2	0	0	0	15	17	32

7 - LD	1	4	5	0	0	0	0	0	0	0	0	0	1	4	5
8 - CP	0	2	2	1	1	2	0	0	0	0	0	0	1	3	4
9 - Autism(ASD)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10 - MD	2	1	3	0	0	0	0	1	1	0	0	0	2	2	4
TOTAL	119	120	239	40	33	73	40	22	62	1	0	1	200	175	375

ARWAL	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	2	2	4	2	1	3	0	0	0	0	0	0	4	3	7
2 - LV	6	17	23	6	2	8	4	1	5	0	0	0	16	20	36
3 - HI	4	3	7	2	0	2	1	4	5	0	0	0	7	7	14
4 - SI	6	4	10	7	4	11	4	4	8	0	0	0	17	12	29
5 - OI	35	27	62	10	5	15	15	8	23	5	5	10	65	45	110
6 - MR	11	5	16	3	1	4	1	1	2	0	0	0	15	7	22
7 - LD	1	0	1	1	0	1	0	0	0	0	0	0	2	0	2
8 - CP	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
9 - Autism(ASD)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10 - MD	2	1	3	0	0	0	0	0	0	0	0	0	2	1	3
TOTAL	68	59	127	31	13	44	25	18	43	5	5	10	129	95	224

AURANGABAD	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	9	7	16	3	2	5	0	1	1	0	0	0	12	10	22
2 - LV	17	30	47	28	31	59	20	22	42	1	0	1	66	83	149
3 - HI	17	16	33	23	6	29	18	21	39	2	0	2	60	43	103
4 - SI	17	23	40	4	8	12	6	3	9	6	0	6	33	34	67
5 - OI	61	28	89	46	20	66	28	12	40	14	4	18	149	64	213
6 - MR	20	11	31	5	0	5	4	3	7	0	3	3	29	17	46
7 - LD	6	2	8	0	2	2	0	0	0	0	0	0	6	4	10
8 - CP	1	0	1	1	0	1	0	0	0	0	0	0	2	0	2
9 - Autism(ASD)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10 - MD	2	4	6	2	3	5	1	3	4	0	0	0	5	10	15
TOTAL	150	121	271	112	72	184	77	65	142	23	7	30	362	265	627

BANKA	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	6	4	10	0	1	1	0	0	0	0	0	0	6	5	11
2 - LV	15	16	31	12	6	18	1	1	2	1	0	1	29	23	52
3 - HI	13	10	23	8	1	9	1	2	3	0	0	0	22	13	35
4 - SI	16	6	22	13	7	20	3	4	7	0	0	0	32	17	49
5 - OI	55	42	97	43	19	62	27	10	37	4	1	5	129	72	201
6 - MR	18	5	23	3	1	4	2	0	2	0	0	0	23	6	29
7 - LD	2	2	4	1	1	2	0	0	0	0	0	0	3	3	6
8 - CP	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
9 - Autism(ASD)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10 - MD	2	1	3	3	0	3	2	0	2	0	0	0	7	1	8
- TOTAL	128	86	214	83	36	119	36	17	53	5	1	6	252	140	392
BEGUSARAI	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	9	11	20	0	0	0	0	1	1	0	0	0	9	12	21
2 - LV	22	34	56	15	12	27	4	13	17	0	0	0	41	59	100
3 - HI	8	11	19	7	4	11	4	1	5	0	0	0	19	16	35
4 - SI	17	19	36	3	2	5	1	7	8	0	0	0	21	28	49
5 - OI	106	81	187	59	45	104	63	47	110	6	5	11	234	178	412
6 - MR	32	15	47	6	1	7	0	1	1	0	0	0	38	17	55
7 - LD	8	6	14	0	0	0	0	0	0	0	0	0	8	6	14
8 - CP	1	9	10	1	0	1	0	0	0	0	0	0	2	9	11
9 - Autism(ASD)	4	6	10	0	0	0	0	0	0	0	0	0	4	6	10
10 - MD	8	3	11	3	5	8	8	0	8	0	0	0	19	8	27
TOTAL	215	195	410	94	69	163	80	70	150	6	5	11	395	339	734
BHAGALPUR	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	12	2	14	0	12	12	0	7	7	0	0	0	12	21	33
2 - LV	22	17	39	5	4	9	1	3	4	0	0	0	28	24	52
3 - HI	28	21	49	5	0	5	3	1	4	3	1	4	39	23	62
4 - SI	21	21	42	0	4	4	0	3	3	0	0	0	21	28	49
5 - OI	79	56	135	32	18	50	32	20	52	7	2	9	150	96	246

6 - MR	21	22	43	5	2	7	1	0	1	0	0	0	27	24	51
7 - LD	8	6	14	1	0	1	0	0	0	0	0	0	9	6	15
8 - CP	6	7	13	0	0	0	0	0	0	0	0	0	6	7	13
9 - Autism(ASD)	7	7	14	0	0	0	0	0	0	0	0	0	7	7	14
10 - MD	9	4	13	3	0	3	0	0	0	0	0	0	12	4	16
TOTAL	213	163	376	51	40	91	37	34	71	10	3	13	311	240	551
BHOJPUR	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	9	10	19	5	4	9	4	3	7	2	1	3	20	18	38
2 - LV	52	46	98	5	8	13	3	3	6	1	3	4	61	60	121
3 - HI	31	26	57	8	6	14	2	1	3	1	3	4	42	36	78
4 - SI	28	19	47	9	7	16	4	4	8	1	3	4	42	33	75
5 - OI	108	50	158	22	14	36	11	7	18	4	2	6	145	73	218
6 - MR	48	27	75	6	5	11	4	2	6	1	1	2	59	35	94
7 - LD	8	8	16	3	1	4	3	3	6	1	1	2	15	13	28
8 - CP	1	1	2	3	1	4	1	1	2	1	1	2	6	4	10
9 - Autism(ASD)	0	2	2	1	1	2	1	1	2	1	1	2	3	5	8
10 - MD	3	1	4	6	3	9	7	6	13	1	1	2	17	11	28
TOTAL	288	190	478	68	50	118	40	31	71	14	17	31	410	288	698
BUXAR	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	9	6	15	164	101	265	15	11	261	0	0	0	323	218	541
2 - LV	30	29	59	6	3	9	2	5	7	0	0	0	38	37	75
3 - HI	9	11	20	2	2	4	5	2	7	0	1	1	16	16	32
4 - SI	9	11	20	8	3	11	5	6	11	3	0	3	25	20	45
5 - OI	70	40	110	39	26	65	31	22	53	3	0	3	143	88	231
6 - MR	25	10	35	3	0	3	1	0	1	0	0	0	29	10	39
7 - LD	1	1	2	1	1	2	4	0	4	0	0	0	6	2	8
8 - CP	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
9 - Autism(ASD)	2	0	2	0	0	0	0	0	0	0	0	0	2	0	2
10 - MD	2	2	4	1	0	1	0	1	1	0	0	0	3	3	6

TOTAL	158	110	268	224	136	360	198	247	345	6	1	7	586	394	980
DARBHANGA	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	9	11	20	0	0	0	0	0	0	0	0	0	9	11	20
2 - LV	33	22	55	7	7	14	6	7	13	0	1	1	46	37	83
3 - HI	15	14	29	3	3	6	3	2	5	0	0	0	21	19	40
4 - SI	14	12	26	1	0	1	5	3	8	0	0	0	20	15	35
5 - OI	106	67	173	53	24	77	42	26	68	5	0	5	206	117	323
6 - MR	21	14	35	4	0	4	1	0	1	0	0	0	26	14	40
7 - LD	9	4	13	0	0	0	0	0	0	0	0	0	9	4	13
8 - CP	3	1	4	0	0	0	0	0	0	0	0	0	3	1	4
9 - Autism(ASD)	0	1	1	0	1	1	0	0	0	0	0	0	0	2	2
10 - MD	2	5	7	6	7	13	5	3	8	0	0	0	13	15	28
TOTAL	212	151	363	74	42	116	62	41	103	5	1	6	353	235	588
GAYA	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	8	12	20	3	1	4	2	0	2	1	0	1	14	13	27
2 - LV	36	40	76	5	8	13	2	7	9	0	3	3	43	58	101
3 - HI	31	32	63	5	7	12	6	2	8	2	0	2	44	41	85
4 - SI	24	28	52	5	13	18	12	2	14	0	0	0	41	43	84
5 - OI	143	94	237	60	39	99	47	34	81	4	5	9	254	172	426
6 - MR	48	32	80	9	1	10	1	3	4	0	0	0	58	36	94
7 - LD	17	21	38	1	2	3	2	1	3	0	0	0	20	24	44
8 - CP	6	12	18	0	0	0	2	0	2	0	0	0	8	12	20
9 - Autism(ASD)	4	7	11	1	0	1	0	0	0	0	0	0	5	7	12
10 - MD	2	7	9	0	0	0	7	3	10	0	0	0	9	10	19
TOTAL	319	285	604	89	71	160	81	52	133	7	8	15	496	416	912
GOPALGANJ	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	4	4	8	3	4	7	2	1	3	0	1	1	9	10	19
2 - LV	13	22	35	14	22	36	11	9	20	0	7	7	38	60	98
3 - HI	8	16	24	1	6	7	7	4	11	0	1	1	16	27	43
4 - SI	22	11	33	8	5	13	6	2	8	0	1	1	36	19	55

5 - OI	46	46	92	53	49	102	43	27	70	3	16	19	145	138	283
6 - MR	5	9	14	3	4	7	1	0	1	0	0	0	9	13	22
7 - LD	0	1	1	0	1	1	0	0	0	0	0	0	0	2	2
8 - CP	1	1	2	0	0	0	0	0	0	0	0	0	1	1	2
9 - Autism(ASD)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10 - MD	1	2	3	4	6	10	1	0	1	0	0	0	6	8	14
TOTAL	100	112	212	86	97	183	71	43	114	3	26	29	260	278	538
JAMUI	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	7	2	9	2	3	5	4	4	8	1	0	1	14	9	23
2 - LV	22	14	36	6	7	13	5	3	8	0	3	3	33	27	60
3 - HI	9	8	17	7	5	12	2	2	4	0	1	1	18	16	34
4 - SI	14	12	26	2	3	5	1	1	2	0	0	0	17	16	33
5 - OI	46	28	74	20	36	56	15	17	32	5	12	17	86	93	179
6 - MR	12	6	18	5	0	5	4	1	5	0	0	0	21	7	28
7 - LD	1	2	3	4	6	10	4	5	9	0	0	0	9	13	22
8 - CP	2	2	4	1	0	1	0	0	0	0	1	1	3	3	6
9 - Autism(ASD)	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
10 - MD	1	2	3	0	1	1	0	1	1	0	0	0	1	4	5
TOTAL	115	76	191	47	61	108	35	34	69	6	17	23	203	188	391
JEHANABAD	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	2	1	3	1	0	1	5	1	6	0	0	0	8	2	10
2 - LV	12	3	15	8	10	18	4	2	6	0	0	0	24	15	39
3 - HI	8	2	10	9	3	12	3	1	4	0	0	0	20	6	26
4 - SI	4	3	7	6	1	7	14	5	19	0	0	0	24	9	33
5 - OI	38	30	68	37	20	57	35	21	56	2	1	3	112	72	184
6 - MR	14	12	26	1	1	2	3	0	3	0	0	0	18	13	31
7 - LD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8 - CP	3	0	3	1	0	1	0	1	1	0	0	0	4	1	5
9 - Autism(ASD)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

10 - MD	2	0	2	0	0	0	0	0	0	0	0	0	2	0	2
TOTAL	83	51	134	63	35	98	64	31	95	2	1	3	212	118	330
KAIMUR (BHABUA)	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	9	4	13	1	3	4	1	1	2	0	0	0	11	8	19
2 - LV	33	26	59	6	3	9	4	2	6	0	0	0	43	31	74
3 - HI	27	16	43	2	3	5	4	2	6	4	1	5	37	22	59
4 - SI	13	6	19	4	2	6	2	4	6	1	0	1	20	12	32
5 - OI	79	58	137	25	17	42	29	15	44	3	1	4	136	91	227
6 - MR	28	19	47	3	1	4	1	2	3	0	0	0	32	22	54
7 - LD	6	2	8	0	0	0	0	0	0	0	0	0	6	2	8
8 - CP	1	1	2	0	0	0	0	0	0	0	0	0	1	1	2
9 - Autism(ASD)	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1
10 - MD	4	5	9	0	0	0	0	2	2	0	0	0	4	7	11
TOTAL	200	138	338	41	29	70	41	28	69	8	2	10	290	197	487
KATIHAR	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	11	11	22	0	0	0	0	1	1	0	0	0	11	12	23
2 - LV	33	37	70	4	5	9	4	3	7	1	0	1	42	45	87
3 - HI	18	16	34	1	7	8	0	0	0	0	0	0	19	23	42
4 - SI	27	30	57	2	3	5	0	2	2	0	0	0	29	35	64
5 - OI	151	110	261	30	27	57	32	14	46	3	4	7	216	155	371
6 - MR	26	13	39	2	3	5	2	1	3	0	0	0	30	17	47
7 - LD	4	3	7	3	0	3	1	1	2	1	0	1	9	4	13
8 - CP	0	3	3	0	0	0	0	0	0	0	0	0	0	3	3
9 - Autism(ASD)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10 - MD	7	2	9	1	0	1	0	0	0	0	0	0	8	2	10
TOTAL	277	225	502	43	45	88	39	22	61	5	4	9	364	296	660
KHAGARIA	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	0	1	1	3	5	8	1	0	1	0	0	0	4	6	10
2 - LV	12	13	25	6	6	12	5	1	6	0	0	0	23	20	43

3 - HI	6	5	11	3	1	4	2	2	4	0	0	0	11	8	19
4 - SI	4	6	10	9	7	15	1	0	1	0	0	0	14	13	27
5 - OI	-29	28	57	38	20	58	19	12	31	2	0	2	88	60	148
6 - MR	12	7	19	1	2	3	0	0	0	0	0	0	13	9	22
7 - LD	4	3	7	0	1	1	0	2	2	0	0	0	4	6	10
8 - CP	2	0	2	0	0	0	0	0	0	0	0	0	2	0	2
9 - Autism(ASD)	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
10 - MD	2	0	2	0	0	0	0	0	0	0	0	0	2	0	2
TOTAL	72	63	135	60	42	102	28	17	45	2	0	2	162	122	284
KISHANGANJ	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	4	4	8	4	5	9	5	2	7	2	0	2	15	11	26
2 - LV	5	9	14	5	4	9	5	1	6	1	0	1	16	14	30
3 - HI	3	1	4	3	0	3	0	0	0	0	0	0	6	1	7
4 - SI	4	12	16	7	3	10	0	2	2	0	0	0	11	17	28
5 - OI	29	37	66	18	20	38	13	5	18	3	0	3	63	62	125
6 - MR	9	5	14	5	4	9	4	5	9	0	2	2	18	16	34
7 - LD	3	0	3	0	0	0	0	0	0	0	0	0	3	0	3
8 - CP	1	2	3	0	0	0	0	0	0	0	0	0	1	2	3
9 - Autism(ASD)	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1
10 - MD	1	2	3	1	1	2	2	2	4	0	1	1	4	6	10
TOTAL	59	73	132	43	37	80	29	17	46	6	3	9	137	130	267
LAKHISARAI	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	4	2	6	0	0	0	0	1	1	0	0	0	4	3	7
2 - LV	8	22	30	5	9	14	9	14	23	0	0	0	22	45	67
3 - HI	8	8	16	7	9	16	1	5	6	0	0	0	16	22	38
4 - SI	14	5	19	2	5	7	4	2	6	0	0	0	20	12	32
5 - OI	34	19	53	39	26	65	31	17	48	2	0	2	106	62	168
6 - MR	5	2	7	3	2	5	0	0	0	0	0	0	8	4	12
7 - LD	0	0	0	1	0	1	2	0	2	0	0	0	3	0	3

8 - CP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9 - Autism(ASD)	2	1	3	0	0	0	0	0	0	0	0	0	2	1	3
10 - MD	2	0	2	0	0	0	1	1	2	0	1	1	3	2	5
TOTAL	77	59	136	57	51	108	48	40	88	2	1	3	184	151	335
MADHEPURA	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	10	4	14	0	0	0	1	1	2	0	0	0	11	5	16
2 - LV	41	52	93	3	0	3	0	0	0	0	0	0	44	52	96
3 - HI	29	24	53	0	1	1	1	1	2	0	0	0	30	26	56
4 - SI	33	15	48	4	2	6	5	3	8	0	1	1	42	21	63
5 - OI	88	53	141	21	17	38	15	11	26	0	0	0	124	81	205
6 - MR	23	7	30	2	3	5	5	1	6	2	0	2	32	11	43
7 - LD	2	1	3	0	0	0	0	0	0	0	0	0	2	1	3
8 - CP	1	0	1	0	1	1	1	0	1	0	0	0	2	1	3
9 - Autism(ASD)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10 - MD	12	5	17	0	0	0	0	0	0	0	0	0	12	5	17
TOTAL	239	161	400	30	24	54	28	17	45	2	1	3	299	203	502
MADHUBANI	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	3	7	10	0	1	1	2	0	2	0	0	0	5	8	13
2 - LV	26	33	59	3	3	6	5	3	8	0	0	0	34	39	73
3 - HI	20	14	34	4	2	6	5	1	6	0	0	0	29	17	46
4 - SI	30	26	56	7	5	12	4	1	5	1	0	1	42	32	74
5 - OI	104	82	186	18	10	28	19	9	28	0	1	1	141	102	243
6 - MR	41	23	64	1	1	2	0	1	1	0	0	0	42	25	67
7 - LD	10	4	14	0	2	2	1	0	1	0	0	0	11	6	17
8 - CP	6	2	8	1	0	1	0	1	1	0	0	0	7	3	10
9 - Autism(ASD)	1	0	1	0	0	0	1	0	1	0	0	0	2	0	2
10 - MD	8	4	12	0	0	0	0	0	0	0	0	0	8	4	12
TOTAL	249	195	444	34	24	58	37	16	53	1	1	2	321	236	557
MUNGER	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	4	6	10	2	0	2	0	1	1	0	1	1	6	8	14

2 - LV	20	14	34	1	4	5	1	4	5	0	0	0	22	22	44
3 - HI	8	7	15	1	1	2	1	1	2	0	0	0	10	9	19
4 - SI	15	9	24	3	2	5	0	1	1	0	0	0	18	12	30
5 - OI	51	39	90	11	3	14	11	5	16	0	1	1	73	48	121
6 - MR	14	8	22	2	3	5	0	1	1	0	0	0	16	12	28
7 - LD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8 - CP	3	1	4	0	0	0	0	0	0	0	0	0	3	1	4
9 - Autism(ASD)	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1
10 - MD	2	0	2	0	0	0	0	0	0	0	0	0	2	0	2
TOTAL	117	85	202	20	13	33	13	13	26	0	2	2	150	113	263
MUZAFFARPU	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	5	6	11	2	1	3	0	0	0	0	0	0	7	7	14
2 - LV	42	30	72	2	0	2	2	2	4	0	0	0	46	32	78
3 - HI	17	20	37	3	0	3	0	0	0	0	0	0	20	20	40
4 - SI	34	17	51	4	2	6	1	1	2	0	0	0	39	20	59
5 - OI	85	71	156	16	8	24	11	7	18	0	0	0	112	86	198
6 - MR	47	31	78	3	1	4	1	0	1	0	0	0	51	32	83
7 - LD	10	6	16	1	0	1	0	0	0	0	0	0	11	6	17
8 - CP	7	4	11	2	1	3	3	2	5	0	0	0	12	7	19
9 - Autism(ASD)	7	8	15	0	0	0	0	0	0	0	0	0	7	8	15
10 - MD	13	7	20	1	0	1	0	0	0	0	0	0	14	7	21
TOTAL	267	200	467	34	13	47	18	12	30	0	0	0	319	225	544
NALANDA	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	6	4	10	3	0	3	2	0	2	1	0	1	12	4	16
2 - LV	20	38	58	4	2	6	4	2	6	0	0	0	28	42	70
3 - HI	6	6	12	5	25	30	1	4	5	0	0	0	12	35	47
4 - SI	26	30	56	2	4	6	2	3	5	0	0	0	30	37	67
5 - OI	158	142	300	59	25	84	49	29	78	0	2	2	266	198	464
6 - MR	20	24	44	7	3	10	4	1	5	0	0	0	31	28	59

7 - LD	0	0	0	0	1	1	0	0	0	0	0	0	1	1	
8 - CP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
9 - Autism(ASD)	2	2	4	0	0	0	0	0	0	0	0	2	2	4	
10 - MD	10	0	10	2	0	2	0	0	0	0	0	12	0	12	
TOTAL	248	246	494	82	60	142	62	39	101	1	2	3	393	347	740
NAWADA	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	5	1	6	0	2	2	0	1	1	0	0	0	5	4	9
2 - LV	17	7	24	2	1	3	3	2	5	0	0	0	22	10	32
3 - HI	14	12	26	1	2	3	2	0	2	0	0	0	17	14	31
4 - SI	23	18	41	6	0	6	5	0	9	4	1	5	38	19	57
5 - OI	68	52	120	14	12	26	19	15	34	4	5	9	105	84	189
6 - MR	13	10	23	1	1	2	1	0	1	0	1	1	15	12	27
7 - LD	4	3	7	2	0	2	0	0	0	0	0	0	6	3	9
8 - CP	2	0	2	0	0	0	0	0	0	0	0	0	2	0	2
9 - Autism(ASD)	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
10 - MD	2	2	4	2	3	5	3	4	7	0	0	0	7	9	16
TOTAL	149	105	254	28	21	49	33	22	55	8	7	15	218	155	373
W. CHAMPARAN	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	4	9	13	4	4	8	5	3	8	1	0	1	14	16	30
2 - LV	18	18	36	5	9	14	1	11	12	0	4	4	24	42	66
3 - HI	19	18	37	9	8	17	4	5	9	0	0	0	32	31	63
4 - SI	17	13	30	5	5	10	9	5	14	1	3	4	32	26	58
5 - OI	90	73	163	34	38	72	31	25	56	5	2	7	160	138	298
6 - MR	22	19	41	4	0	4	0	2	2	0	0	0	26	21	47
7 - LD	4	5	9	0	3	3	0	0	0	0	0	0	4	8	12
8 - CP	1	1	2	2	0	2	0	0	0	0	0	0	3	1	4
9 - Autism(ASD)	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
10 - MD	4	2	6	0	6	6	0	1	1	0	0	0	4	9	13
TOTAL	180	158	338	63	73	136	50	52	102	7	9	16	300	292	592

PATNA	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	4	6	10	0	0	0	0	0	0	0	0	0	4	6	10
2 - LV	33	39	72	1	6	7	3	2	5	0	0	0	37	47	84
3 - HI	14	26	40	3	8	11	2	1	3	2	1	3	21	36	57
4 - SI	30	24	54	6	8	14	3	4	7	0	1	1	39	37	76
5 - OI	122	101	223	57	37	94	47	36	83	4	7	11	230	181	411
6 - MR	21	18	39	3	0	3	2	3	5	0	0	0	26	21	47
7 - LD	10	3	13	0	3	3	2	2	4	0	0	0	12	8	20
8 - CP	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1
9 - Autism(ASD)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10 - MD	2	1	3	3	1	4	4	0	4	0	0	0	9	2	11
TOTAL	236	219	455	73	63	136	63	48	111	6	9	15	378	339	717
P. CHAMPARAN	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	10	7	17	0	0	0	0	0	0	0	0	0	10	7	17
2 - LV	49	46	95	0	1	1	2	0	2	0	0	0	51	47	98
3 - HI	32	25	57	3	4	7	1	2	3	0	0	0	36	31	67
4 - SI	31	26	57	5	4	9	3	0	3	0	0	0	39	30	69
5 - OI	144	77	221	29	18	47	26	13	39	0	4	4	199	112	311
6 - MR	30	15	45	0	2	2	1	2	3	0	0	0	31	19	50
7 - LD	5	7	12	0	0	0	0	0	0	0	0	0	5	7	12
8 - CP	9	2	11	1	0	1	0	0	0	0	0	0	10	2	12
9 - Autism(ASD)	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
10 - MD	8	6	14	1	0	1	0	0	0	0	0	0	9	6	15
TOTAL	319	211	530	39	29	68	33	17	50	0	4	4	391	261	652
PURNIA	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	12	10	22	4	5	9	5	0	5	0	0	0	21	15	36
2 - LV	24	25	49	4	5	9	4	3	7	0	0	0	32	33	65
3 - HI	26	18	44	8	10	18	8	6	14	0	0	0	42	34	76
4 - SI	17	23	40	30	12	42	15	9	24	1	0	1	63	44	107

5 - OI	90	72	162	38	19	57	27	21	48	1	2	3	156	114	270
6 - MR	33	16	49	0	0	0	0	3	3	1	0	1	34	19	53
7 - LD	5	4	9	1	2	3	1	5	6	0	0	0	7	11	18
8 - CP	2	0	2	0	0	0	0	0	0	0	0	0	2	0	2
9 - Autism(ASD)	1	1	2	0	4	4	0	1	1	0	0	0	1	6	7
10 - MD	19	19	38	14	11	25	7	17	24	1	1	2	41	48	89
TOTAL	229	188	417	99	68	167	67	65	132	4	3	7	399	324	723
ROHTAS	B.	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	7	13	20	4	3	7	1	2	3	0	0	0	12	18	30
2 - LV	50	49	99	5	4	9	4	2	6	0	0	0	59	55	114
3 - HI	42	38	80	7	2	9	5	3	8	0	0	0	54	43	97
4 - SI	25	33	58	4	4	8	5	3	8	1	0	1	35	40	75
5 - OI	137	116	253	50	25	75	36	35	71	6	2	8	229	178	407
6 - MR	43	28	71	2	0	2	5	1	6	0	0	0	50	29	79
7 - LD	6	4	10	0	0	0	0	0	0	0	0	0	6	4	10
8 - CP	3	3	6	4	1	5	0	1	1	0	0	0	7	5	12
9 - Autism(ASD)	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1
10 - MD	9	10	19	1	0	1	0	1	1	0	0	0	10	11	21
TOTAL	322	294	616	77	39	116	56	49	105	7	2	9	462	384	846
SAHARSA	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	4	2	6	0	0	0	0	1	1	0	0	0	4	3	7
2 - LV	18	15	33	0	1	1	0	0	0	0	0	0	18	16	34
3 - HI	12	10	22	0	0	0	0	0	0	0	0	0	12	10	22
4 - SI	9	10	19	1	0	1	1	0	1	0	0	0	11	10	21
5 - OI	33	32	65	21	4	25	21	3	24	3	0	3	78	39	117
6 - MR	10	6	16	2	0	2	2	1	3	0	0	0	14	7	21
7 - LD	4	3	7	0	0	0	0	0	0	0	0	0	4	3	7
8 - CP	1	1	2	0	0	0	0	0	0	0	0	0	1	1	2
9 - Autism(ASD)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

10 - MD	3	4	7	0	0	0	0	0	0	0	0	0	3	4	7
TOTAL	94	83	177	24	5	29	24	5	29	3	0	3	145	93	238
JAMASTIPUR	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	7	6	13	0	0	0	1	5	6	0	1	1	8	12	20
2 - LV	55	65	120	19	19	38	17	16	33	3	1	4	94	101	195
3 - HI	13	15	28	13	15	28	17	10	27	0	0	0	43	40	83
4 - SI	24	24	48	11	7	18	10	8	18	0	0	0	45	39	84
5 - OI	145	106	251	95	70	165	99	66	165	4	3	7	343	245	588
6 - MR	31	35	66	7	7	14	3	2	5	0	0	0	41	44	85
7 - LD	16	13	29	2	2	4	2	2	4	1	0	1	21	17	38
8 - CP	2	1	3	1	1	2	0	0	0	0	0	0	3	2	5
9 - Autism(ASD)	1	1	2	0	0	0	0	0	0	0	0	0	1	1	2
10 - MD	4	1	5	2	4	6	4	7	11	0	0	0	10	12	22
TOTAL	298	267	565	150	125	275	15	11	269	8	5	13	609	513	1122
SARAN	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	9	6	15	1	5	6	1	1	2	0	0	0	11	12	23
2 - LV	35	37	72	12	7	19	8	8	16	1	0	1	56	52	108
3 - HI	32	41	73	10	4	14	8	4	12	2	3	5	52	52	104
4 - SI	22	19	41	12	4	15	18	5	23	1	0	1	53	28	81
5 - OI	98	72	170	42	34	76	19	14	33	1	0	1	160	120	280
6 - MR	33	31	64	9	1	10	3	0	3	0	0	0	45	32	77
7 - LD	16	10	26	3	1	4	3	0	3	0	0	0	22	11	33
8 - CP	7	7	14	2	1	3	0	0	0	0	0	0	9	8	17
9 - Autism(ASD)	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
10 - MD	2	3	5	2	1	3	0	0	0	0	0	0	4	4	8
TOTAL	255	226	481	93	58	151	60	32	92	5	3	8	413	319	732
SHEIKHPURA	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	7	6	13	0	0	0	0	0	0	0	0	0	7	6	13
2 - LV	10	12	22	3	1	4	0	0	0	0	1	1	13	14	27

3 - HI	18	20	38	1	0	1	0	0	0	0	0	19	20	39	
4 - SI	9	8	17	1	2	3	0	1	1	0	0	10	11	21	
5 - OI	46	30	76	17	12	29	15	8	23	0	0	78	50	128	
6 - MR	15	11	26	0	2	2	0	0	0	0	0	15	13	28	
7 - LD	6	4	10	0	0	0	0	0	0	0	0	6	4	10	
8 - CP	1	2	3	0	0	0	0	0	0	0	0	1	2	3	
9 - Autism(ASD)	0	1	1	0	0	0	0	0	0	0	0	0	1	1	
10 - MD	3	4	7	0	0	0	0	0	0	0	0	3	4	7	
TOTAL	115	98	213	22	17	39	15	9	24	0	1	1	152	125	277
SHEOHAR	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	2	0	2	0	0	0	0	0	0	0	0	0	2	0	2
2 - LV	5	0	5	2	2	4	2	0	2	0	0	0	9	2	11
3 - HI	1	0	1	2	1	3	1	0	1	0	0	0	4	1	5
4 - SI	2	3	5	3	0	3	0	0	0	0	0	5	3	8	
5 - OI	9	7	16	6	5	11	8	4	12	0	0	0	23	16	39
6 - MR	2	2	4	0	0	0	0	0	0	0	0	0	2	2	4
7 - LD	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1
8 - CP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9 - Autism(ASD)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10 - MD	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1
TOTAL	21	14	35	13	8	21	11	4	15	0	0	0	45	26	71
SITAMARHI	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	5	7	12	0	2	2	0	0	0	0	0	0	5	9	14
2 - LV	20	30	50	4	1	5	0	1	1	0	2	2	24	34	58
3 - HI	8	7	15	2	0	2	0	0	0	0	0	0	10	7	17
4 - SI	13	15	28	7	2	9	3	2	5	0	0	0	23	19	42
5 - OI	64	34	98	24	14	38	19	11	30	0	0	0	107	59	166
6 - MR	11	11	22	0	0	0	0	0	0	0	0	0	11	11	22
7 - LD	2	4	6	2	7	9	0	0	0	0	0	0	4	11	15

8 - CP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9 - Autism(ASD)	1	0	1	0	0	0	0	0	0	0	0	0	1	0	1
10 - MD	2	1	3	1	0	1	0	2	2	0	0	0	3	3	6
TOTAL	126	109	235	40	26	66	22	16	38	0	2	2	188	153	341
SIWAN	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	6	7	13	30	26	56	7	11	18	10	18	28	53	62	115
2 - LV	50	63	113	38	34	72	13	22	35	10	19	29	111	138	249
3 - HI	36	34	70	9	10	19	5	3	8	0	1	1	50	48	98
4 - SI	23	11	34	9	16	25	5	4	9	0	0	0	37	31	68
5 - OI	100	82	182	42	20	62	43	27	70	2	2	4	187	131	318
6 - MR	28	26	54	6	1	7	4	1	5	0	0	0	38	28	66
7 - LD	1	2	3	1	0	1	1	0	1	0	0	0	3	2	5
8 - CP	2	0	2	0	0	0	0	0	0	0	0	0	2	0	2
9 - Autism(ASD)	1	1	2	0	0	0	0	0	0	0	0	0	1	1	2
10 - MD	8	2	10	2	1	3	0	1	1	0	0	0	10	4	14
TOTAL	255	228	483	137	108	245	78	69	147	22	40	62	492	445	937
SUPAUL	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	3	0	3	0	1	1	0	0	0	0	0	0	3	1	4
2 - LV	8	16	24	0	1	1	1	1	2	0	0	0	9	18	27
3 - HI	9	5	14	1	110	111	0	42	42	0	0	0	10	157	167
4 - SI	15	22	37	2	1	3	0	47	47	0	0	0	17	70	87
5 - OI	61	41	102	26	17	43	11	9	20	0	0	0	98	67	165
6 - MR	15	11	26	1	1	2	3	3	6	0	0	0	19	15	34
7 - LD	3	2	5	0	0	0	0	0	0	0	0	0	3	2	5
8 - CP	4	0	4	0	0	0	0	0	0	0	0	0	4	0	4
9 - Autism(ASD)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10 - MD	5	4	9	0	0	0	0	0	0	0	0	0	5	4	9
TOTAL	123	101	224	30	131	161	15	102	117	0	0	0	168	334	502
VAISHALI	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1 - TB	7	6	13	3	0	3	2	2	4	0	0	0	12	8	20

2 - LV	40	51	91	10	8	18	3	5	8	0	0	0	53	64	117
3 - Hi	22	22	44	5	1	6	1	3	4	0	0	0	28	26	54
4 - SI	16	10	26	6	3	9	1	2	3	0	0	0	23	15	38
5 - OI	127	76	203	30	20	50	32	16	48	4	7	11	193	119	312
6 - MR	35	23	58	7	3	10	1	7	8	0	0	0	43	33	76
7 - LD	5	2	7	0	0	0	1	0	1	0	0	0	6	2	8
8 - CP	2	2	4	0	0	0	0	0	0	0	0	0	2	2	4
9 - Autism(ASD)	2	0	2	0	0	0	0	0	0	0	0	0	2	0	2
10 - MD	13	3	16	1	0	1	0	1	1	0	0	0	14	4	18
TOTAL	269	195	464	62	35	97	41	36	77	4	7	11	376	273	649

Abbreviations: - B =Boys, G=Girls, T=Total, TB=Total, Blindness, LV=Low Vision, HI=Hearing Impaired, SI=Speech Impaired, OI=Orthopedically Impaired, MR=Mentally Retarded, LD=Learning Disability, CP=Cerebral Palsy, MD=Multiple Disability.....

Due to the lake of proper training of teachers of secondary schools find it difficult to identify properly the children with various disabilities, that is why the SEMIS data showing number of such children seems to be doubtful and inconsistent with actually available in the school. Following in the number of children with disabilities approved/ proposed in various AWP&B appeared under IEDSS:-

2009-10	10231
2010-11	11586
2011-12	16491
2012-13	19020
2013-14	23073

We have taken into consideration the figure of CWSN as per U-DISE 2013-14 . Secondly we have matched with the number of children enrolled in class VIII last year. As the transition from class VIII to IX is nearly 98% , we have arrived at a number of 15943 children with disabilities . Accordingly we are planning for this number of children in the AWP&B 2014-15. This is also to clarify that the number of children with various categories of disabilities has been arrived at on the basis of the proportion of children as depicted in U-DISE 2013-14.

6.27.13 Activities planned under Inclusive Education for the year 2014-15

Activities planned under Inclusive Education for the year 2014-15

1. STUDENT-ORIENTED COMPONENTS(Beneficiaries)

(i) **Medical Assessment Camps:**-It will be our effort to arrange a meeting with the assistance of Block Education Officer of concerned block to obtain the list of CWSN and to identify them. All technicians / Rehabilitation experts/ Resource Teachers who are working in the block under SSA will be present in the concerned secondary school. In this meeting the Head Masters of all the middle schools (which are situated in the feeder area of concerned secondary school) shall insure to provide the list of such CWSN who have passed class VIII to the HM of secondary school.

The HM of secondary school compare this list which those having being admitted to class IX in April 2014. In this may all CWSN who have passed class VIII but could not be admitted to class IX shall be identified.

All such CWSN who were identified by could not be admitted to class IX shall be admitted under special campaign. This campaign shall be conducted by the HM of the concerned High school in coordination with the SMDC.

After that, two special camps will be organised at district level in every district of the state to assess the need of CWSN. Total 38 assessment camps (Two in every District) for CWSN is proposed. These Camps will be organized in convergence with the department of SJ& E, the Health Department, CRC, ALIMCO, NIH, NIVH and SSA also shall be requested to extend their services. The assessment team may include Doctors and any other professionals based on the basis of students' needs. The total expenses of such need assessment camp shall be Rs. 15,20,000/- as per direction of the HRD Bihar in every district.

$38 \text{ (Districts)} \times 2 \text{ camps} \times \text{Rs.}20000/- = \text{Rs.}1520000/-$

(ii) **Aids and Appliances & Corrective Surgeries:**- After assessment of needs of the identified CWSN, they shall get necessary assistance & the Aids and appliances like; Wheel Chair, Crutches, hearing aids, Spectacles, C.P. Chairs on the basis of rate recommend by Ministry of social justice, which will be purchased on the basis of recommended rate after advertisement.

Corrective Surgeries are proposed for CWSN as per requirement. To expedite disability of CWSN, health authorities at higher level will also be approached to chalk out the strategies.

The 10 % of OI, 20% of HI and 50 % of CP CWSN shall be selected for aids & appliances. So, finally the approx. number of CWSN that would be selected for aids & appliances is 1363 and the expenditure will be Rs. 29,52,000(Rs.Twenty seven lacs & twenty six thousand only @ Rs. 2000/- per CWSN.

$1363(\text{CWSN}) \times \text{Rs.}2000/- = \text{Rs.}2726000/-$

(iii) **Assistive Teaching Materials:**- For the totally Blind & Mentally Retarded among the enrolled CWSN of 14* to 18 age group will be given some assistive devices like Braille slate, Tailors frame, abacus, folding cane, FACP, GLAD, MDPS, DST, VSMS, BKT, MISIIC, BASIC etc at the rate of Rs. 800/- per CWSN. The total number of CWSN that would be given assistive teaching materials is 2884. The expenditure will come to Rs. Twenty three lac, seven thousand & two hundred only.

$2884 \text{ (CWSN)} \times \text{Rs.}800/- = \text{Rs.}2307200/-$

(iv) Text Books:-All the CWSN enrolled in class IX to XII will be given @ Rs. 1000/- per student for the purchase of books & stationeries. The total expenditure will be Rs. One crore:ninety seven lac eighty one thousand only.

$$19781(\text{CWSN}) \times \text{Rs. } 1000/- = 19781000/-$$

(v) Transport/ Escort facility:-Such CWSN who have difficulties in coming to the school shall get facilities of escort which will be at the rate of Rs. 250/- per CWSN per month. The escort will be given in the month having 80 percent of attendance for CWSN. Escort allowances have been proposed for the severe and profound category of children and lower extremity disability, girls with disabilities and children with mental retardation. The approx. number of CWSN who would be selected for this type of facility are 450 and the expenditure will be Rs. six Lac seventy five thousand only.

$$450(\text{CWSN}) \times 6(\text{Months}) \times \text{Rs. } 250/- = \text{Rs. } 675000/-$$

(vi) The use of ICT: Access to technology is especially relevant for the disabled as it increases their access to a vast amount of information not otherwise available. Computers provided to students in secondary schools will also be made accessible to those with disabilities. The scheme will provide for the purchase of appropriate technology by way of special software such as Screen Reading software like JAWS, SAFA, etc. for the visually impaired and speech recognition software for the hearing impaired to develop computer vocabulary for the hearing impaired and modified hardware like adapted keyboards.

Special residential training for CWSN shall be arranged in 9 schools at divisional level (Proposed at serial no. IX). At every centre there shall be provision of 3 sets of computers & trainers. The budgetary provisions @ Rs.3,00,000/- per centre is being proposed. Total expenditure for this will be Rs. Twenty seven Lac only.

$$9(\text{Schools}) \times \text{Rs. } 300000/- = \text{Rs. } 2700000/-$$

(vii) Stipend for Girl Students with Disabilities:-Since Girl students with disabilities face discrimination, they, in addition to availing facilities under all schemes specially targeting girls' education. For each and every CWSN girls of high school there shall be provision of stipend @Rs.200/- per month per CWSN for 12 months which shall be in addition to other facilities. Because of that these CWSN girls shall feel encouraged to read & write further. For such 8814 CWSN girls the total estimated expenditure is being proposed Rs. Two Crore, fifteen Lac, thirty six thousand and six hundred only.

$$8814(\text{CWSN}) \times 12(\text{Months}) \times \text{Rs. } 200/- = \text{Rs. } 21153600/-$$

(viii) Access to Teaching learning material (TLM Development):- TLM is effective method to obtain qualitative development in education especially for the disable student for the academic development of CWSN. There shall be a TLM workshop at district level in which the TLMs for such students shall be developed. The expenditure will be Rs. Nineteen Lac only @ Rs. 50000/- per district.

38(Districts) x Rs. 50000/- = Rs. 1900000/-

(IX) Special Training with Hostel facility – For such children a special training shall be arranged at the divisional level which will be aimed at providing competency according to their age & class. It will be arranged in such schools which are to be developed as a model schools. These schools shall be developed into District Resource Centre (DRC). Under the special training scheme 25 children shall be kept under residential scheme at every centre for the development of their psychological & social rehabilitation because there is a shortage of human resources in the current financial year. In this situation the management of courses shall be maintained by voluntary organisation with the help of teachers & technicians from NGOs and SSA. The budgetary provisions for special training centre shall be as follows:-

9(Commissionaires) X50(Child) X Rs.100 X180(Days) = Rs. 8100000.00

**Budget Summary for STUDENTS -ORIENTED COMPONENTS
(Beneficiaries)**

Sl. no.	Items	Phy. Target	Unit cost@	Amount in Lacs
i	Organisation of Assessment Camp	76	Rs. 20000 per camp Per-Dist.	15.20
ii	Aids and Appliances & Corrective Surgeries	1363	Rs. 2000 Per Student.	27.26
iii	Assistive Teaching Materials	2884	Rs. 800 Per Student.	23.07
iv	Text Books & Stationeries	19781	Rs. 1000/- Per Student.	197.81
v	Transport/ Escort facility	335	Rs. 250 Per Student./	5.05

			Month for 6 months	
vi	The use of ICT	9	Rs. 1,50,000/- per centre	13.50
vii	Stipend for girls Students	8814	Rs. 1200 per girl per 6 months	211.53
viii	Material Development/Procurement TLM/posters/charts/Publicity material/ study material ,kits, health kits, etc	38	Rs. 50000 per Dist.	19.00
ix	Special Training for CWSN	450	Rs. 18000 per student for 6 months	81.0
Total Rs. five crore, ninety three lac, forty two thousand only.				593.42

2. NON-BENEFICIARY-ORIENTED COMPONENT

- (a) **Establishment of Resource Room** – There is being proposed to develop a Model school cum DRC in every district where all facilities for academic development and rehabilitation of CWSN shall be available. Here all the instruments shall be available with rehabilitation experts. As per requirement of state government selection of Resource person & purchase of materials/ equipment's for DRC shall be done by the district headquarter.

The estimated expenditure is as follows:-

Expenditure on Building –

$$38(\text{District}) \times 1500000/- = \text{Rs.}5,70,00,000/-$$

Expenditure on equipment's –

$$38(\text{District}) \times 500000/- = \text{Rs.}1,90,00,000.00$$

Expenditure on Furniture –

$$38(\text{District}) \times 200000/- = \text{Rs.}76,00,000/-$$

Expenditure on Human Resource –

$$38(\text{District}) \times 7(\text{Resource Person}) \times \text{Rs } 15000/- \times 6(\text{Months}) = \text{Rs.}2,39,40,000/-$$

$38(\text{District}) \times 2(\text{Peon/Night guard}) \times \text{Rs } 5000/- \times 6(\text{Months}) = \text{Rs.}2280000/-$

Other Expenditure -

$38 (\text{District}) \times 6(\text{Months}) \times 1000/- = \text{Rs.}228000.00$

Total Expenditure -

Rs.11,00,48,000/- (Rs. Eleven crore, forty eight thousand only)

The budgetary provision in non-recurring likewise resource room & its equipment's will be required in the year 2014-15 & as far as recurring provisions likewise recruitment of rehabilitation professionals and other supporting staffs salaries will be needed after six months from the completion of infrastructure and building.

- (b) **Removal of Architectural Barriers** - Keeping in view the needs of schools with CWSN it will be necessary that all high schools of the state should be made free from difficulties. To achieve this it shall be necessary to make classrooms, lavatories, laboratories, library, entry & exit gate shall be made in accordance with the needs of these children. There is a scheme to make these schools free from all difficulties. Ramps were constructed in 1146 secondary schools in the year 2011-12. Total number of schools in the state is 3818. Only such secondary schools will be taken up in the current year which is operated by government of Bihar that is 3818. Minority school may not be taken for construction. So it is proposed that total 2672 ramps / barrier free structure may be constructed in the year 2014-15. The estimated expenditure @ Rs.25000/- per school for rest 2672 schools shall be Rs. Six crore & sixty eight lac only.

$\therefore 2672 (\text{School}) \times \text{Rs.}25000/- = 6,68,00,000/-\text{A}$

- (c) **Proposal of retrofitting in existing toilets for CWSN** - The toilets in the schools are in the need of being made accessible for CWSN. We propose that existing toilets in 3818 schools may be taken up for retrofitting instead of new toilets during the current year. The estimated expenditure @ Rs.15000/- per school for 3836 schools shall be Rs. five crore; seventy two lac & seventy thousand only.

$\therefore 3818 (\text{School}) \times \text{Rs.}15000/- = 5,72,70,000/-\text{A}$

- (d) **Training of special/ general school teachers and SMDC members**:- The teachers engaged in providing training to CWSN shall be required to undergo special training in respect of disability. To achieve this objective, teachers should be provided in service training by the training centre affiliated to RCI. This will be arranged by the state.

The first stage of orientation and empowerment to the district wise selected trained teachers will aim at making them a key resource person.

The second stage of training will be given to one teacher of every school. In this type of training aimed to enable them school management and classroom management for inclusion of CWSN as per their need.

For key RP's and teacher's training the proposed expenditure will be as follows:

(i) $38 (\text{Districts}) \times 5(\text{Key Resource persons}) \times 20000 = \text{Rs. } 38,00,000/-$

(ii) **Residential Training** % $3818(\text{school}) \times 1(\text{Teacher}) \times 5(\text{days}) \times 400$

= Rs.7636000/-

(e) Appointment of Special Educators at District Level:-

The set of four special teachers (H.I., V.I., M.R., M.D and Therapist) may be appointed in 38 Districts for children requiring special teacher support on permanent basis. The same teachers will provide counselling to parents, help in identifying the needs of children with disabilities and resources. Therefore, participation in the assessment team will help in training programmes and in other ways whenever necessary.

As per guideline total number of resource teachers numbering 1104 should be appointed in the year 2014-15. The total estimated expenditure is being proposed Rs. One crore, sixty five lac & sixty thousand only.

∑1104(Resource Teachers) x Rs. 15000(pm Salary) x 1(Month) = Rs. 16560000/- Å

(f) Development of training module - Three types of training module is under consideration. First of all sensitization training to SMDC members, second a 5-day residential training for teachers and third, 6 month special training for CWSN are being proposed. For this purpose four workshops will be organised at state level. The proposed expenditure will be Rs. 5,00,000/-

∑4 (workshop) x Rs. 1,25,000/- = Rs. 5,00,000/- Å

(g) To run the IEDSS scheme smoothly at school level, the man power must be improved. For this we planned to strengthen six B. Ed colleges of state. The objective of strengthening the teachers there shall be achieved by providing them special training with the support of RCI or other organisations working in this field e.g. IGNOU, BHOJ UNIVERSITY etc. The proposed expenditure will be Rs. 6,00,000/-.

∑6 (B. Ed. college) x 2 Teacher x Rs. 50,000/- = Rs. 6,00,000/- Å

2- Budget Summary for Other Components(Non- beneficiary)

Sl.	Items	Phy.	Unit cost@	Amount in
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no.		Target		lac.
1.Establishment of Resource Room				
1.1	Expenditure on Building	38	15.0	570.00
1.2	Expenditure on equipment's	38	5.0	190.00
1.3	Expenditure on Furniture & Electricity wiring	38	2.0	76.00
2	Removal of Architectural Barriers	2672	Rs. 25000.00 Per school	668.00
3	Retrofitting in existing toilets to make them barrier free	3818	Rs. 15000.00 Per school	572.70
4.1	Special training of KRP's & Teachers	190	Rs. 20000/- per participant	38.0
4.2	5 Days Teachers Training(Residential)	3818	Rs. 400 per participant per day for 5 days	76.36
5	Appointment of Resource Teachers	1104	Rs. 15000/- per month for two month	165.60
6	Development Of Training Module	4	Rs. 1,25,000 per Workshop	5.0
7	Strengthening of training Institutes (Six Govt. B.Ed. colleges)	6	Rs.1,00,000 per Institutions	6.0
Total Rs. Twenty three crore, sixty seven lac & sixty six thousand only.				2367.66

4. STATE COMPONENT

Scholarship for CWSN of 14* to 18 age group will be given by state government which is in addition to other facilities like teaching aids & residential special training. The total number of CWSN is 15943. The proposed expenditure will be Rs.95,65,800/- @ Rs. 600/- per CWSN per year.

$$15943(\text{CWSN}) \times \text{Rs. } 600/- = \text{Rs. } 95,65,800/- \text{ A}$$

State ComponentSl. no.	Items	Phy. Target	Unit cost@	Amount in Rs.

1	Scholarship	15943	Rs. 600 per student/Year	95.658
Total Rs. Ninty five lac, sixty five & eight hundred only.				95.658

Proposed Budget-Summary

Total Budget		
Sl. No.	Components	In lacs
1	Students Oriented Components(Beneficiary)	593.42
2	Other Components(Non- beneficiary)	2367.66
3	State Components	95.658
Total Budget of Rs. thirty Crore, fifty six lac, seventy three thousand & eight hundred only.		3056.738

C. Vocational Education at Higher Secondary Stage

6.28 Vocational Education can be broadly defined as a training programme which prepares an individual for a specific career or occupation. This not only makes them employable but also helps create opportunity for entrepreneurship. The demand for higher levels of specific skills has been constantly increasing. To become a superpower in true sense, India needs to have a huge base of skilled manpower. It is in this context that vocational Education and training assume greater significance.

According to the occupational profile of India's workforce, 90 percent of the workforce population is employed in skill based job, where as more than 90 percent have not had any kind of exposure to Vocational Education or Training. There is clearly little capacity for imparting VE in India and capacity utilization is quite poor. This has actually led to a huge mismatch in terms of demand and supply for a skilled, trained workforce. More than half of the available seats remain unutilized, which is another reason for mismatch in demand and supply for skilled workforce. Poor penetration of VE and training is not restricted to rural areas alone. It is also low in urban areas where there is a higher installed capacity to impart VET.

Aim of VEP is to increase the percentage of workforce which has received formal skills through VE and training from 12 percent at present to 25 percent by the end of the Twelfth plan. This would mean that about 70 million more people have to be imparted skills in the next five years. Considering the available workforce in our state it is high time to impart skills to our workforces in different sector to become a skilled workforce provider State. Skills in India are largely acquired through two main sources: formal training centers and the informal rather, the hereditary mode of passing on skills sets from one generation to the next. The developing Bihar requires more formal training centre to cater the need of our workforce.

India is emerging as one of the world's largest consumers of Education Services with a target population of close to 450 million (in the age band of 5-24 years). This number is expected to increase to 486 million by 2025, exceeding the combined target population in China (354 million) and US (91 million).

India has roughly close to 5,500 Public and Private VET institutes as against 500,000 similar institutes in China. As against India's 4 percent formally trained vocational workers, countries like Korea or even Botswana have a 96 percent and 22 percent vocationally trained workforce respectively. Our State has a potential to increase the percentage of trained vocational workers.

This does lead us to believe that there are tremendous opportunities for VET in Bihar.

The government of India too, has realized the potential of VET and has listed it as one of the priority areas and launched a mission on vocational education and skill development. It plans to set up more than 10,000 new vocational schools and 50,000 skill development centers across the country.

Since the installed capacity is neither adequate nor fully utilized due to a plethora of reasons, ensuring private participation in VET would ensure for greater success in responding effectively to the needs of the economy. Hence, there is provision to assist vocational schools under PPP mode and the reputed NGOs to run short duration innovative VEP.

6.28.2 Present Status of VEP in Bihar

The Government of Bihar implemented the VE under CSS from academic year 1988-89 in 40 +2 Schools. Later on in 1990-91 another 108 +2 Schools were covered under this scheme. Total 148 (+2) Schools were imparting VET in Bihar till the partition of the State.

At Present 91 (+ 2) Schools are imparting VE at (+2) level i.e. 3rd and 4th stage of NVEQF in Bihar. 25 courses were introduced for training and learning from the core sector like Engineering and Technology, Agriculture, Health and Paramedical, Business & Commerce, Home Science and Humanity.

Now, there is a need for comprehensive review of the curricula and teaching- learning materials of different trades or courses to provide competencies to become Job Providers rather than Job Seekers. Considering the requirement of skilled workforce in high growth sector, inclusion of New Courses like Tourism and Hospitality, Construction, logistics, IT, Security etc is significant.

The National Vocational Education Qualifications Frame Work (NVEQF) prepared by MHRD lays down the basic framework to integrate general education and technical Vocational Education and Training Qualifications from levels 1-10 (Class IX-doctorate).

Hon'ble HRD Minister, Bihar is of the view that a coherent frame work needs to be developed from NVEQF 1-7 and AICTE & UGC have a major role in the implementation of level 5-7 which correspond to Diploma and Degree. He has also warned of the consequences of weak VE, which are:-

- Education raising aspirations but not providing skills for commensurate level of jobs causing discontent
- Rise in educated unemployment leading to disaffected & disillusioned youth
- Global un competitiveness of industry/work force/economy
- Excessive strain on urban public services causing unsustainability

He is also agreed that the role of the State Governments is very crucial for strong and effective VE. For this we need to:-

- Establish a Directorate of TVET

- Develop an overall TVET strategy for implementation of NVEQF
- Develop institution-Industry interface at local level
- Identify sectors/occupations for RPL
- Policy changes

The VE is being subsumed within Rashtriya Madhyamik Siksha Abhiyan (RMSA) so that it could be mainstreamed.

Considering the Socio-economic, Geographical and Historical status of Bihar, there is a need to chalk out a special plan for introducing courses in Agriculture and Allied Sector that poses a huge challenge in terms of VE and NVEQF as it is an unorganized sector in Bihar. Tourism is another such sector

6.28.3 Other Initiatives of the Bihar State

- Recruitment of adequate number of teachers
- Capacity Building of teachers
- Provision of Library facilities
- Rejuvenated Vocational Education
- Cash prize for Top Rankers completing std X & XII/Bihar Gaurav Scholarship
- Inclusive Education for Differently abled @ secondary stage
- Implementation of Scouts and Guides schemes
- Operation of eco-clubs, Junior Red Cross society
- Rural student Talent scheme
- Effective functioning of PTA to ensure cent per cent of enrolment while preventing dropouts

Fresh proposal for Vocational Education at Higher secondary level

6.28.4 Need For Revision and Strengthening of VEP

The scheme is overdue for revision for several reasons including the dire need at present for high skilled human resource to sustain the high growth rate of Indian economy and increased possibilities of international demand of skilled manpower, changes in technologies and financial markets, the growing international competition and increasing demand from various segments of population for job-oriented education. Apart from developing the infrastructure as prescribed by the MHRD the following thrust area has to be viewed and address very carefully in respect of State of Bihar.

- i. Assessment of Human Resource Need and skill gaps in locally relevant sector
- ii. Identification of courses to be offered relevant to requirements of industries/ enterprises/ community. Sector Skill Councils (SSCs) will play a big role in laying down National Occupational Standards (NOS) and qualifications acceptable to industries.
- iii. Comprehensive review of the existing curricula and teaching learning materials is required.
- iv. Seamless transition from Higher Secondary School to higher level University Degree.
- v. Integration of Vocational and General Education into a single system.
- vi. Industries partnership and linkage.

- vii. E-learning should be encouraged.
- viii. Review of recruitment rules and procedures.
- ix. Support for self employment.
- x. On Job Training (OJT) and establishment of Production cum Training Centres (PTCs).
- xi. Setting of Management Information System (MIS) and School Management Committee (SMC).
- xii. Training of Teachers /Trainers / Key-Functionaries.
- xiii. Assessment and Certification- parity of esteem between academic and vocational qualification.
- xiv. To ensure Girls participation and coverage of special focus groups.
- xv. Publicity and Vocational guidance and counseling.
- xvi. A full proof apprenticeship training.
- xvii. A student support system will be crucial for the success of the VEP. These will include support in determining the equivalence of various courses and qualifications for lateral and vertical mobility.

6.28.5 ESTABLISHMENT OF 162 NEW +2 VE SCHOOLS

Objective :To introduce vocational courses in higher secondary school

Target group	:	Pass outs of Class IX to XII
No. of vocational courses	:	02 per school
No. of students per vocational course	:	50 (25 in each class i.e. XI & XII)
No. of vocational students in each school:	:	100
No. of sections in each school	:	04

COST ESTIMATE OF DIFFERENT COMPONENT

1. NON-RECURRING EXPENDITURE

Sl. N.	Components	Expenditure (Rs. in lakhs) Unit Cost	Expenditure (Rs. in lakhs) 162 Schools	Centre: share (Rs. in lakhs)	State share (Rs. in lakhs)
1.	Civil Work:-			75%	25%
	(i) 04 Classrooms (each of 7X7 sq. meter)	13.72	2222.64	1666.98	555.66
	(ii) 02 Workshop/ laboratory (each of 10X10 sq. m) for 157 No.	14.00	2268.00	1701.00	567.00
	(iii) 01 Office room (7X7 sq.m)	3.43	555.66	416.75	138.91
	Sub-total	31.15	5046.30	3784.73	1261.57
				100%	

2.	(i) Tools and Equipment & Furniture	5.0	810.00	810.00	
	(ii) Computers	3.0	486.00	486.00	Nil
	(iii) Diesel Generator Set	2.0	324.00	324.00	
	Sub-total	10.0	1620.00	1620.00	Nil
	Total	41.15	6666.30	5404.73	1251.57

2. 2. RECURRING EXPENDITURE

Sl. No.	Components	Expenditure (Rs. in lakhs) Unit Cost	Expenditure (Rs. in lakhs) 200 Schools For six month	Centre: share (Rs. in lakhs)	State: share (Rs. in lakhs)
1.	Vocational Coordinator (regular) @ Rs 35000/- p.m. (for 12 months)	4.20	420.00	90% 378.00	10% 42.00
2.	Vocational Teacher (04) (on contract) @Rs 25000/- p.m.) (for 10 months)	10.00	1000.00	900.00	100.00
3.	Guest Faculty (honorarium @ Rs 200 per hour) on contract (for 10 months)	1.00	200.00	180.00	20.00
4.	Lab Assistant (02) @ Rs 15,000 p.m. each (on contract for 10 months)	3.00	300.00	270.00	30.00
5.	Secretarial Staff (on contract or by outsourcing) (i) Accountant cum Clerk-01 @ Rs 12,000/- p.m. (ii) Helper-01 @ Rs 8,000/- p.m. (iii) Security personnel -01 @ Rs 5,000/- p.m.	3.00	300.00	270.00	30.00
	Sub-total	21.20	2220.00	1998.00	222.00
6.	Raw Materials (including raw materials required for running PTC) @ Rs 75,000 per course	1.5	300.00	<u>100%</u> 300.00	Nil
7.	Books, Software, Education CDs etc.	0.15	30.00	30.00	Nil
8.	Seed money for running of Production cum Training Centers (PTCs)	1.0	200.00	200.00	Nil
9.	Office Expenses / Contingencies (including expenditure on publicity, guidance and	2.4	480.00	480.00	Nil

	counseling, transport, field visit, postage, stationary, electricity water etc.)				
	Sub-total	5.05	1010.00	1010.00	Nil
	Total	26.25	3230.00	3008.00	222.00

Training of Teachers - Batch of 30 Teachers (30 days Induction training)

1	TA/DA to Teachers @ Rs. 4000/- per trainee (30X4000)	Rs. 1,20,000.00
2	Local conveyance to 4 Resource Persons (limited to 1 DA @ Rs 300/-) (300 X 30 X 4)	Rs. 36,000.00
3	Honorarium to Resources Persons @ Rs. 500/- per day for 4 persons per day (500 X 4 X 30)	Rs. 60,000.00
4	Honorarium to Honorary Director @ Rs. 800/- per day (800 X 1 X 30)	Rs. 24,000.00
5	Working lunch @ Rs. 60/- (60 X 30 X 30) + Tea @ Rs. 20/- (20 X 30 X 30)	Rs. 72,000.00
6	Institutional charges @ Rs. 1000/- per day (30 days)	Rs. 30,000.00
7	Stationery @ Rs. 20/- (20 X 30)	Rs. 600.00
8	Miscellaneous (including expenditure on raw materials, daily wagger, banner, field visit, photography etc.)	Rs. 45,000.00
	Total	Rs. 3,87,600.00

Cost per trainee for 30 days = Rs. 12,920.00

Cost for eight hundred trainees for 30 days = Rs. 10336000.00

Unit cost for trainee per day = Rs. 431.00

Calculation for Total cost of the project for 162 New + 2VE Schools

Component	Centre share (Rs. in lakhs)	State share (Rs. in lakhs)	Total (Rs. in lakhs)
Non-recurring expenditure	5404.73	1261.57	6666.30
Recurring expenditure	3008.00	222.00	3230.00
Teachers Training expenditure	103.36	Nil	103.36
MMER @ 4%	399.99	Nil	399.99
Total	8916.08	1483.57	10399.65

Total Cost estimation for establishing and running one hundred sixty two New (+2) VE Schools (Inclusive of MMER) Rs. 10399.65 lakhs (One hundred three crore ninety nine lakh sixty fivethousand only).

Vocational Education Progress 2013-14

For financial year 2013-14, 200 school proposals were sent GOI for sanction/approval but only 38 schools were approved.

For financial year 2014-15, a proposal of 162 schools is being sent to GOI for sanction/approval.

o send 162 school proposal to GOI for sanctioning/approval.

- Develop an overall TVET strategy for implementation of NVEQF
- Develop institution-Industry interface at local level
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No. of vocational students in each school:	:	100
No. of sections in each school	:	04

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	Sub-total	31.15	5046.30	3784.73	1261.57
				100%	

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2.	Vocational Teacher (04) (on contract) @Rs 25000/- p.m.) (for 10 months)	10.00	1000.00	900.00	100.00
3.	Guest Faculty (honorarium @ Rs 200 per hour) on contract (for 10 months)	1.00	200.00	180.00	20.00
4.	Lab Assistant (02) @ Rs 15,000 p.m. each (on contract for 10 months)	3.00	300.00	270.00	30.00
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6.	Raw Materials (including raw materials required for running PTC) @ Rs 75,000 per course	1.5	300.00	<u>100%</u> 300.00	Nil
7.	Books, Software, Education CDs etc.	0.15	30.00	30.00	Nil
8.	Seed money for running of Production cum Training Centers (PTCs)	1.0	200.00	200.00	Nil
9.	Office Expenses / Contingencies (including expenditure on publicity, guidance and	2.4	480.00	480.00	Nil

	counseling, transport, field visit, postage, stationary, electricity water etc.)				
	Sub-total	5.05	1010.00	1010.00	Nil
	Total	26.25	3230.00	3008.00	222.00

Training of Teachers - Batch of 30 Teachers (30 days Induction training)

1	TA/DA to Teachers @ Rs. 4000/- per trainee (30X4000)	Rs. 1,20,000.00
2	Local conveyance to 4 Resource Persons (limited to 1 DA @ Rs 300/-) (300 X 30 X 4)	Rs. 36,000.00
3	Honorarium to Resources Persons @ Rs. 500/- per day for 4 persons per day (500 X 4 X 30)	Rs. 60,000.00
4	Honorarium to Honorary Director @ Rs. 800/- per day (800 X 1 X 30)	Rs. 24,000.00
5	Working lunch @ Rs. 60/- (60 X 30 X 30) + Tea @ Rs. 20/- (20 X 30 X 30)	Rs. 72,000.00
6	Institutional charges @ Rs. 1000/- per day (30 days)	Rs. 30,000.00
7	Stationery @ Rs. 20/- (20 X 30)	Rs. 600.00
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Cost for eight hundred trainees for 30 days = Rs. 10336000.00

Unit cost for trainee per day = Rs. 431.00

Calculation for Total cost of the project for 162 New + 2VE Schools

Component	Centre share (Rs. in lakhs)	State share (Rs. in lakhs)	Total (Rs. in lakhs)
Non-recurring expenditure	5404.73	1261.57	6666.30
Recurring expenditure	3008.00	222.00	3230.00
Teachers Training expenditure	103.36	Nil	103.36
MMER @ 4%	399.99	Nil	399.99
Total	8916.08	1483.57	10399.65

Total Cost estimation for establishing and running one hundred sixty two New (+2) VE Schools (Inclusive of MMER) Rs. 10399.65 lakhs (One hundred three crore ninety nine lakh sixty fivethousand only).

Vocational Education Progress 2013-14

For financial year 2013-14, 200 school proposals were sent GOI for sanction/approval but only 38 schools were approved.

For financial year 2014-15, a proposal of 162 schools is being sent to GOI for sanction/approval.

o send 162 school proposal to GOI for sanctioning/approval.

D. GIRLS HOSTEL

6.29 Secondary Education Sector (age group 14-18) is a crucial stage in the educational hierarchy as it prepares the students for higher education and for world of work. The female population of the age-group may constitute 48% of the total population. The Secondary Education begins to expose students to the differentiated roles of Science, Humanities and Social Sciences. This sector of Education enables students to compete successfully for education and for jobs globally. Therefore, it is absolutely essential to strengthen this sector of education by providing greater access and also be improving quality in a significant way. That is why it is proposed to construct Girls Hostel with the capacity of 100 girls in each of the 530 educationally backward blocks.

6.29.1 Target Group:

Girl student in the age group 14-18 and studying in Class IX to XII and belonging for SC, ST, OBC, Minority and BPL families will form the target group of the scheme.

6.29.2 Objective:-

- To bring large number of girls to the schools and to retain them.
- To eliminate Gender disparity.
- Increasing Enrolment of Girls at secondary level.
- Making Secondary Education accessible to large no. of girl students specially girls belonging to focused group (SC, ST, OBC, Minority etc.).

It is proposed to construct one hostel with the capacity of 100 girls in each of the 530 EBBs. Wherever there is space in KGBV compound, the administrative control is of concerned KGBV. Students passing out of KGBV will be given preference in admission in hostel. In Case there is no spare space in the KGBV compound or in the blocks where no KGBV has been sanctioned, the hostel is constructed in the campus of Govt. Secondary schools or Govt. taken-over secondary schools. The hostel will be under the administrative control of the Head master of the concerned school. However students of neighboring schools will also be eligible for staying in the hostel.

The minimum living space available to each inmate should be 40 square feet excluding kitchen, toilet and other common space.

A lady teacher from schools to which the hostel will be attached may be appointed as warden of the hostel. She will be paid an honorarium as per the norms of the scheme in addition to her salary. She will also be entitled to free family accommodation in the hostel. Each inmate will be provided with photo ID along with unique number in order to ensure easy monitoring. On the back of the cards, grievance redressal mechanisms and contact numbers and addresses of responsible persons should be provided in local language. State govt. is also encouraged to set up free help lines for redressal of grievances.

An ICT based Management System will be developed in consultation with State Government so that the financial assistance can directly go into the account of each student to be maintained by a public sector bank situated nearest to the institutions/hostels.

An annual feedback mechanism from inmates will be developed and put in place by the State Governments. For this purpose, support of independent social audit groups may be enlisted.

6.29.3 Institutional arrangement for Implementation:-

Detailed guidelines regarding norms and financial parameters for managing hostels will be issued separately. However, two part-time lady teachers or one full-time lady teacher may be appointed who will teach and guide girls residing in hostels in morning and evening. The training of wardens and women teachers will be provided through DIET in the concerned district.

It is proposed to construct one hostel with the capacity of 100 girls in each of the 530 EBBs. In Bihar, in general girls hostel is being constructed in the campus of Govt. secondary schools or Govt. taken over secondary schools and therefore, the hostel will be under the administrative control of the Head master of the concerned school. However students of neighboring schools will also be eligible for staying in the hostel.

As far as equity is concerned, Secondary Education is made accessible to large no. of girl students specially girls belonging to focused group (SC, ST, OBC, Minority etc.).

Physical Access and Facilities:

Profile of Girls Hostel:

Total no. of sanctioned girls' hostel as of now is: 264.

There is no upgraded secondary KGBV.

No. of 530 EBBs and 264 EBBs is sanctioned for girls' hostel. Girls' hostel is not functional as of now.

Methodology and norms is that girls' hostel is to be constructed by Bihar State Educational Infrastructure Development Corporation and BMSP is solely responsible for providing land to BSEIDC. Minimum required area is 13362 sq. feet. Since girls hostel is not functioning so there is no warden, cook, chowkidar as of now.

To give proposals for Girls Hostel is difficult because of land unavailability problems, land dispute and remote location of sites.

Since girls' hostel is yet to function therefore no data regarding access etc. is available as of now.

6.29.3 Physical and Financial Proposal for Financial Year 2014-15

Physical Plan for Construction of Girls Hostel:

For Financial Year 2009-10, total 91 Girls Hostel were sanctioned and since 35 Girls Hostel Construction is at or above the plinth level therefore, we propose to operationalise 35 Girls Hostels of Financial Year 2009-10 from 1st Jan. 2015.

- For Financial Year 2010-11, 142 Girls Hostel were approved and 24 were sanctioned. Since 47 Girls Construction is at or above the plinth level & 01 Girls Hostel is completed, therefore we propose to operationalise 48 Girls Hostel of Financial Year 2010-11 from 1st Jan. 2015.
- For Financial Year 2013-14 only 7 Girls Hostel were sanctioned and construction is yet to be started therefore, we do not propose to operationalise any Girls Hostel sanctioned in Financial Year 2013-14.
- Thus, altogether we propose to operationalise 83 Girls Hostel w.e.f 1st Jan. 2015.
- For Financial Year 2014-15, We propose to send 217 (224-07) Girls Hostel proposals to GOI for sanctioning

6.29.5 Budgetary Provision for Financial Year 2014-15.

Physical Plan for Construction of Girls Hostel:

- For Financial Year 2009-10, total 91 Girls Hostel were sanctioned and since 35 Girls Hostel Construction is at or above the plinth level therefore, we propose to operationalise 35 Girls Hostels of Financial Year 2009-10 from 1st Jan. 2015.
- For Financial Year 2010-11, 142 Girls Hostel were approved and 24 were sanctioned. Since 47 Girls Construction is at or above the plinth level & 01 Girls' Hostel is completed, therefore we propose to operationalise 48 Girls Hostel of Financial Year 2010-11 from 1st Jan. 2015.
- For Financial Year 2013-14 only 7 Girls Hostel were sanctioned and construction is yet to be started therefore, we do not propose to operationalise any Girls Hostel sanctioned in Financial Year 2013-14.
- Thus, altogether we propose to operationalise 83 Girls Hostel w.e.f 1st Jan. 2015.
- For Financial Year 2014-15, We propose to send 217 (224-07) Girls Hostel proposals to GOI for sanctioning

Budgetary Provision for Financial Year 2014-15.

- Since we propose to operationalise 83 Girls Hostel w.e.f 1st Jan. 2015, therefore, budget for three months is being proposed as follows for approval.

Table 130: Proposed budget for Girls' Hostel

Non-Recurring Expenditure(in lacs)		
Unit cost	Physical	Financial
196.5	217	42640.5
Total Non- Recurring		42640.5

Recurring Expenditure FOR 83 GIRLS HOSTEL for 3 months (in lacs)		
HEAD	Phy	Financial
Fooding/ lodging per girl child @850 per month	8300	211.65
Warden @5000per month in addition to her salary as teacher	83	12.45
Chowkidar @ Rs.3,000 per month	83	7.47
1 Head Cook @ Rs. 3000 per month and 2 Asstt. Cook @ 2,500 month	83	19.92
Electricity/Water per Year @ Rs 5000 per month	83	12.45
Maintenance per Year @ Rs. 5000 per month	83	12.45
Medical care @ Rs.750 per year per girl	8300	15.5625
Toileteries and sanitation @ Rs.100 per month for each girl	8300	24.9
Newspaper/ Magazines and sports @ 2000 per month	83	4.98
Miscellaneous @8000 per month	83	19.92
Total Recurring		341.7525
Total(Recurring and Non- Recurring)		42982.2525
MMER @4%		1706.2701
Grand Total		44688.5226

Recurring Budget District Wise		
District	PHYSICAL (GH expected to be completed on 31st Dec. 2014)	Financial(in lacs)
Arwal	2	8.235
Aurangabad	2	8.235
Banka	1	4.1175
Bhagalpur	11	45.2925
Darbhanga	7	28.8225
E.champaran	1	4.1175
Gopalganj	6	24.705
Jamui	2	8.235
Kaimur	1	4.1175
Katihar	4	16.47
Madhubani	8	32.94
Munger	2	8.235
Patna	3	12.3525
Purnia	7	28.8225
Samastipur	6	24.705
Saharsa	3	12.3525
Saran	2	8.235
Siwan	5	20.5875
Sitamarhi	8	32.94
Supaul	1	4.1175
Vaishali	1	4.1175
Total	83	341.7525

Non-Recurring Budget of Girls Hostel District Wise for F.Y 2014-15					
Sl	District Name	Blocks Name	Unit Cost(in lacs)	Physical(No. of GH Per District)	Finanacial
1	Araria	Araria	196.5	9	1768.5
2	Araria	Bhargama			
3	Araria	Forbesganj			
4	Araria	Jokihat			
5	Araria	Kursakanta			
6	Araria	Narpatganj			
7	Araria	Palasi			
8	Araria	Raniganj			

9	Araria	Sikti			
10	Arwal	Banshi Suryapur	196.5	2	393
11	Arwal	Kaler			
12	Aurangabad	Aurangabad	196.5	5	982.5
13	Aurangabad	Barun			
14	Aurangabad	Daudnagar			
15	Aurangabad	Goh			
16	Aurangabad	Nabinagar			
17	Banka	Amarpur	196.5	9	1768.5
18	Banka	Banka			
19	Banka	Barahat			
20	Banka	Bounsi			
21	Banka	Chandan			
22	Banka	Dhoraiya			
23	Banka	Fullidumar			
24	Banka	Katoriya			
25	Banka	Shambhuganj			
26	Begusarai	Bachwara	196.5	18	3537
27	Begusarai	Bakhri			
28	Begusarai	Balia			
29	Begusarai	Barauni			
30	Begusarai	Begusarai			
31	Begusarai	Bhagawanpur			
32	Begusarai	Birpur			
33	Begusarai	Cheria Bariyarpur			
34	Begusarai	Chhourahi			
35	Begusarai	Dandari			
36	Begusarai	Garhpura			
37	Begusarai	Khodabandpur			
38	Begusarai	Mansurchak			
39	Begusarai	Matihani			
40	Begusarai	Navkothi			
41	Begusarai	Sahebpur Kamal			
42	Begusarai	Samho			
43	Begusarai	Teghra			
44	Bhojpur	Ara Sadar	196.5	10	1965
45	Bhojpur	Barhara			
46	Bhojpur	Bihiya			
47	Bhojpur	Charpokhri			
48	Bhojpur	Garhani			

49	Bhojpur	Koilwar			
50	Bhojpur	Piro			
51	Bhojpur	Sahar			
52	Bhojpur	Shahpur			
53	Bhojpur	Udwantnagar			
54	Buxar	Brahmpur			
55	Buxar	Buxar			
56	Buxar	Chakki	196.5	6	1179
57	Buxar	Dumraon			
58	Buxar	Kesath			
59	Buxar	Simri			
60	Darbhanga	Alinagar			
61	Darbhanga	Bahadurpur			
62	Darbhanga	Baheri			
63	Darbhanga	Benipur			
64	Darbhanga	Birzul			
65	Darbhanga	Darbhanga, Sadar	196.5	11	2161.5
66	Darbhanga	Hayaghat			
67	Darbhanga	Jale			
68	Darbhanga	Kiratpur			
69	Darbhanga	Kusheswar Asthan (w)			
70	Darbhanga	Singhwara			
71	East Champaran	Areraj			
72	East Champaran	Banjariya	196.5	3	589.5
73	East Champaran	Chhauradano			
74	Gaya	Amas			
75	Gaya	Atri			
76	Gaya	Banke Bazar			
77	Gaya	Barachatty			
78	Gaya	Bathani			
79	Gaya	Belaganj			
80	Gaya	Bodh Gaya			
81	Gaya	Dobhi	196.5	24	4716
82	Gaya	Dumariya			
83	Gaya	Fatehpur			
84	Gaya	Gaya Sadar			
85	Gaya	Guraru			
86	Gaya	Gurua			
87	Gaya	Imamganj			
88	Gaya	Khizar Sarai			

89	Gaya	Konch			
90	Gaya	Manpur			
91	Gaya	Mohanpur			
92	Gaya	Mohra			
93	Gaya	Paraiya			
94	Gaya	Sherghatty			
95	Gaya	Tankuppa			
96	Gaya	Tekari			
97	Gaya	Wazirganj			
98	Gopalganj	Thawe	196.5	1	196.5
99	Jamui	Chakai			
100	Jamui	Isalmanagar Aliganj	196.5	4	786
101	Jamui	Laxmipur			
102	Jamui	Sikandra			
103	Kaimur	Bhabhua			
104	Kaimur	Chainpur			
105	Kaimur	Chand			
106	Kaimur	Kudra	196.5	8	1572
107	Kaimur	Mohania			
108	Kaimur	Nuawon			
109	Kaimur	Ramgarh			
110	Kaimur	Rampur			
111	Katihar	Amdabad			
112	Katihar	Barari			
113	Katihar	Barsoi			
114	Katihar	Dandkhora	196.5	7	1375.5
115	Katihar	Hasanganj			
116	Katihar	Katihar			
117	Katihar	Korha			
118	Madhepura	ALAMNAGAR			
119	Madhepura	BIHARIGANJ			
120	Madhepura	CHAUSA			
121	Madhepura	GAMHARIA			
122	Madhepura	GHAILADH			
123	Madhepura	GWALPARA	196.5	13	2554.5
124	Madhepura	KUMARKHAND			
125	Madhepura	MADHEPURA			
126	Madhepura	MURIGANJ			
127	Madhepura	PURAINI			
128	Madhepura	SHANKARPUR			

129	Madhepura	SIGHESHWAR			
130	Madhepura	UDA KISHANGANJ			
131	Muzaffarpur	AURAI			
132	Muzaffarpur	BOCHAHAN			
133	Muzaffarpur	KANTI			
134	Muzaffarpur	KATRA			
135	Muzaffarpur	MARWAN	196.5	9	1768.5
136	Muzaffarpur	MINAPUR			
137	Muzaffarpur	MOTIPUR			
138	Muzaffarpur	MUSHAHARI			
139	Muzaffarpur	PAROO			
140	Nalanda	ASTHAWAN			
141	Nalanda	BEN			
142	Nalanda	BIHARSARIF			
143	Nalanda	BIND			
144	Nalanda	CHANDI			
145	Nalanda	EKANGARSARAI			
146	Nalanda	GIRIYAK			
147	Nalanda	HARNAUT			
148	Nalanda	HILSA			
149	Nalanda	ISLAMPUR	196.5	20	3930
150	Nalanda	KARAI PARSURAI			
151	Nalanda	KATRISARAI			
152	Nalanda	NAGARNAUSA			
153	Nalanda	NOORSARAI			
154	Nalanda	PARWALPUR			
155	Nalanda	RAHUI			
156	Nalanda	RAJGIR			
157	Nalanda	SARMERA			
158	Nalanda	SILAO			
159	Nalanda	THARTHARI			
160	Nawada	AKBARPUR			
161	Nawada	GOVINDPUR			
162	Nawada	HISUA			
163	Nawada	KASHICHAK			
164	Nawada	KOWAKOLE	196.5	14	2751
165	Nawada	MESKAUR			
166	Nawada	NARDIGANJ			
167	Nawada	NARHAT			
168	Nawada	NAWADA			

169	Nawada	PAKARIBARAWAN			
170	Nawada	RAJALI			
171	Nawada	ROH			
172	Nawada	SIRDALA			
173	Nawada	WARSALIGANJ			
174	Purnea	BANMANKHI	196.5	1	196.5
175	Rohtas	BIKRAMGANJ			
176	Rohtas	DAWATH			
177	Rohtas	DINARA			
178	Rohtas	KARGAHAR			
179	Rohtas	KOCHAS	196.5	9	1768.5
180	Rohtas	NASRIGANJ			
181	Rohtas	RAJPUR			
182	Rohtas	ROHTAS			
183	Rohtas	TILOUTHU			
184	Saharsa	PATARGHAT	196.5	2	393
185	Saharsa	SATTAR KATIYA			
186	Samastipur	PATORI	196.5	1	196.5
187	Sheikhpura	ARIARI			
188	Sheikhpura	BARBIGHA			
189	Sheikhpura	CHEWARA			
190	Sheikhpura	GHAT KUSUMBA	196.5	6	1179
191	Sheikhpura	SHEIKHPURA			
192	Sheikhpura	SHEKHOPUR SARAI			
193	Siwan	DARALI			
194	Siwan	GUTHANI			
195	Siwan	HASANPURA			
196	Siwan	HUSSAINGANJ			
197	Siwan	NAUTAN	196.5	10	1965
198	Siwan	PACHRUKH			
199	Siwan	RAGHUNATHPUR			
200	Siwan	SISWAN			
201	Siwan	SIWAN			
202	Siwan	ZEERADEI			
203	Supaul	NIRMALI	196.5	2	393
204	Supaul	PIPRA			
205	Vaishali	MAHNAR	196.5	2	393
206	Vaishali	PATEDHI BELSAR			
207	West Champan	BAIRIYA	196.5	11	2161.5

208	West Champaran	BETTIAH		
209	West Champaran	BHITHA		
210	West Champaran	GAUNAHA		
211	West Champaran	LAURIYA		
212	West Champaran	MADHUBANI		
213	West Champaran	MAINATAND		
214	West Champaran	NAUTAN		
215	West Champaran	PIPRASI		
216	West Champaran	SIKTA		
217	West Champaran	THAKARAHA		
Total			217	42640.5

Table 131: District wise proposed budget

Girls Hostel Recurring , Non Recurring & MMER Budget for F.Y 2014-15(in lacs)				
	Recurring	Non- Recurring	MMER @4%	Total
GH	341.7525	42640.5	1706.2701	44688.5226

The Rules and Regulations for recruitment of Chowkidars, Cooks, Asst. Cook etc and other activities is being framed and appointments on these posts in 83 Girls Hostels will be filled upto 31st December 2014.

E. ICT

6.30. Fresh Proposal of ICT for year 2014-15

Sl.	District	No of School Proposed	Unit Cost Non-Recurring	Non-Recurring Amount	Unit Cost Recurring	Recurring Amount	Total Amount
1	ARARIA	15	6.40	96.00	2.70	40.50	136.50
2	ARWAL	18	6.40	115.20	2.70	48.60	163.80
3	AURANGABAD	24	6.40	153.60	2.70	64.80	218.40
4	BANKA	7	6.40	44.80	2.70	18.90	63.70
5	BEGUSARAI	27	6.40	172.80	2.70	72.90	245.70
6	BHAGALPUR	35	6.40	224.00	2.70	94.50	318.50
7	BHOJPUR	30	6.40	192.00	2.70	81.00	273.00
8	BUXAR	33	6.40	211.20	2.70	89.10	300.30
9	DARBHANGA	20	6.40	128.00	2.70	54.00	182.00
10	GAYA	25	6.40	160.00	2.70	67.50	227.50
11	GOPALGANJ	15	6.40	96.00	2.70	40.50	136.50
12	JAMUI	20	6.40	128.00	2.70	54.00	182.00
13	JEHANABAD	22	6.40	140.80	2.70	59.40	200.20
14	KAIMUR	19	6.40	121.60	2.70	51.30	172.90
15	KATI HAR	24	6.40	153.60	2.70	64.80	218.40
16	KHAGARIA	2	6.40	12.80	2.70	5.40	18.20
17	KISHANGANJ	13	6.40	83.20	2.70	35.10	118.30
18	LAKHISARAI	12	6.40	76.80	2.70	32.40	109.20
19	MADHEPURA	10	6.40	64.00	2.70	27.00	91.00
20	MADHUBANI	54	6.40	345.60	2.70	145.80	491.40
21	MUNGER	22	6.40	140.80	2.70	59.40	200.20
22	MUZAFFARPUR	7	6.40	44.80	2.70	18.90	63.70
23	NALANDA	25	6.40	160.00	2.70	67.50	227.50
24	NAWADA	30	6.40	192.00	2.70	81.00	273.00
25	PASHCHIM CHAMPARAN	22	6.40	140.80	2.70	59.40	200.20
26	PATNA	6	5.40	38.40	2.70	16.20	54.60
27	PURBI CHAMPARAN	28	6.40	179.20	2.70	75.60	254.80
28	PURNIA	10	6.40	64.00	2.70	27.00	91.00
29	ROHTAS	51	6.40	326.40	2.70	137.70	464.10
30	SAHARSA	11	6.40	70.40	2.70	29.70	100.10
31	SAMASTIPUR	17	6.40	108.80	2.70	45.90	154.70
32	SARAN	52	6.40	332.80	2.70	140.40	473.20
33	SHEIKHPURA	9	6.40	57.60	2.70	24.30	81.90

34	SHEOHAR	4	6.40	25.60	2.70	10.80	36.40
35	SITAMARHI	21	6.40	134.40	2.70	56.70	191.10
36	SIWAN	15	6.40	96.00	2.70	40.50	136.50
37	SUPAUL	38	6.40	243.20	2.70	102.60	345.80
38	VAISHALI	10	6.40	64.00	2.70	27.00	91.00
BIHAR		803	6.40	5139.20	2.70	2168.10	7307.30

6.30.1 Project Monitoring Process

SCAN (School Computer Access Network) has been developed through which, information of these schools regarding computer lab work and work duration will be available in the head quarter on regular basis (Every Day).

- The teams would be conducting regular assessments for the students
- The teams beyond extending operational support will also be focusing on hardware support to the schools to ensure maximum uptime
- Continuous workshops to take teachers , community & education committee feedback and suggestions for improvement
- Continuous meeting with departmental officials to take feedback and suggestions for positive impact of the project.
- Online Monitoring of Lab. Lab Running report being sent by School Coordinator in Daily Basis thru Monitoring Software designed and developed by BSEIDC.

Reports

- Hardware Log Book
- Complain Log Book
- ICT Lab Usage Book
- Genset Log Book
- Visitor Record
- School Coordinator Attendance Log Book
- Daily Activities Report
- Technical uptime Reports to be submitted on weekly basis

6.30.4 Teacher Recruitment

- a) To provide the following personnel to manage the project on a full time basis zone wise:
 - i. The bidder has to appoint one Project Manager (PM) at the Zonal level from the starting of the project, for co-ordination and implementation of the project and to provide periodic feedback and reporting to the Government authorities.

Detailed roles & responsibilities are as below:

Education qualifications:

- Graduate in any discipline (MBA preferred)
- Minimum 10 years project management experience (5 years in handling such large school implementation projects)

Roles and responsibilities:

- In charge of the complete project management from the bidder
- To ensure smooth implementation of the project
- Monitoring of the performance of school Instructors, District coordinators (DC)
- Infrastructure maintenance.
- Conduct Monthly Review meets with the District Coordinators
- Vendor Management to ensure the Machines are have high uptime
- To visit Schools on regular basis to check the execution
- To get the desired data, reports on time always and to send monthly report to the education department.
- To close all RED alerts within 7 days by co-ordinating with DCs and Vendor
- To schedule Faculty Induction and Technical Trainings
- Send Monthly reports to Head office and participate in the monthly review

Principal interface from the vendor with the Govt. throughout the project period-

- To ensure the contractual obligations are met as per agreement
 - MIS requirements from the Govt are met
 - Liaison with the government for submission of monthly reports, bill and timely collection of payment.
 - Interaction with the Govt. on a regular basis to update the progress of the Project
- Attend all Quarterly Review meetings

- ii. One District Co-ordinator (DC) for each district, for monitoring and managing the schools at the district level. The District Co-ordinator will be responsible for providing a help desk and maintaining sufficient stock of spares and consumables.

Detailed roles & responsibilities are as below:

Educational Qualifications:

- Graduate in any discipline
- 1 year Diploma in Computers or any other equivalent qualification in Computer Science/Computer from a recognized institute.
- Diploma in Hardware engineering preferred
- Minimum 4 years experience (Teaching experience / H/W engineering / customer support preferred)

Roles & Responsibilities:

- To review SCs on their performance
 - To provide technical support to SC
 - To verify maintenance of registers
 - To verify equipment uptime
 - To collect and verify all reports
 - To coordinate maintenance work by vendors
 - To send periodic reports to regional office
 - To collect sign-off from SCs for the District
 - To review school performance in consultation with Head Master (HM)
 - To participate in discussions with HM about education delivery
 - To conduct education delivery reviews:
 - To find a replacement SC within 7 days of a SC's resignation
 - To recruit SC by conducting tech/non-tech tests and interviews
 - To conduct Induction or any other training program for SC
 - Other district level Project Management
- iii. School Co-ordinator (SC) in each school for 60 months (5 years) from the time installing & commissioning hardware.

The School Co-ordinator will be responsible for computer education of students, maintain the hardware, software and accessories at the schools as well as provide assistance to the teachers in the use of the IT infrastructure.

Education Qualification

- Graduate in any discipline
- 1 year Diploma in Computers or any other equivalent qualification in Computer Science/Computer from a recognized institute.
- B.Ed from a reputed Institute will be preferred
- Minimum 2 years experience (hardware repairing experience preferred)
- Well versed in basic computer operations

Prime Roles & Responsibilities

- Training students and if required teachers on IT skills as per the school syllabus and time table.
- To keep all the hardware and software in operational condition, on the spot training and hand holding of the teachers to enable the teachers to use the computers for computer teaching & also using educational e-content for Computer Aided Learning.

- To arrange the fuel for the Genset in case of electricity failure.

6.30.5 Training for Headmaster/Principals under RMSA, IEDSS,RMSA

Teacher Training

- On completion of the Teacher Training: 100 % of the contract price for teacher training will be released on submission of invoice after completion of training of the total numbers of teachers assigned.
- In case the training of the teachers is planned over a period of time, the payments will be released in the proportion of the numbers of teachers trained.

Objectives of Training

The trainee becomes capable of using computer for normal operation & installing, operating & using the software.

- The trainee understands the manner in which the topic is dealt with the answer questions/queries from students on the topics.
- The trainee should be able to make his/her own lesson plans using the MIS software developed by the Bidder and using the Internet facility available in the school.
- The training should be hands-on—with the help of computers and software (educational) developed.
- The Training should include presentation/discussion on the topics by subject experts also.
- A teachers' manual should be made available to all the trainees.
- Expected set of questions/answers should be provided at the end of the training.

Training Delivery

The training shall be conducted at the district head quarters/ DIETS/School and duration of training is as follows:

- Total number of training days- 10 @ Minimum of 4 hours training per day.
- Familiarization with equipments and software including Operating Systems etc.; basics of Computer Operation
- Usage of common software application – word processor, presentation software, spreadsheet, internet, emailing, surfing and browsing etc.
- 1:2 computer training ratio should be mentioned for every training program

- Refresher training program of 1 day should be undertaken every three month at respective School.
- **Supply of Computer Hardware, Software and connected accessories**
- Supply of Computer Hardware, Software and connected accessories (must be brand new) and provide maintenance in the specified Government Schools as prescribed in the tender document for a contract period of 5 years.
- To provide, install and maintain in working condition the hardware, software and necessary infrastructure such as Electrification, LAN cabling, UPS (including batteries & separate cabling for each user), Voltage Stabilizer etc. and get insurance in the name of purchaser at bidder's cost against theft and fire of the computer hardware and the accessories.
- To supply following minimum stationary and consumables at each school in the first month of each contracted year to keep each centre up & running.
- 2000 Sheets of A4 size paper (Min 70 GSM) per year.
- 1 new cartridge and 2 refills per year per Lab for multifunctional printer.
- 50 Blank CDs (REWRITABLE) Per year
- Equip each school with the following minimum equipments as per the specifications prescribed in this tender document:
- At least 10 teachers from each school needs to be trained.
- Each training programmed will have maximum 30 persons.
- BSEIDC will provide training space for the training of teachers. Other necessary infrastructure such as computing equipments and other arrangements would be provided by the bidder. The bidder will have to also provide the requisite faculty and other learning resources required for the effective conduct of the training.

Project Implementation

Project Implementation plan is a basic and primary activity of any kind of setup. An appropriate plan will ensure a smooth and successful achievement of all objectives of a project. It also involves coordinating, motivating and deciding a line of action with regards to the various activities. To have a planned approach as per the tender requirements, a holistic structure was designed to answer the complete project requirement. The below given are the steps of activities designed as a plan for project implementation:

1. Pre Project Activities for mapping competencies

- **Baseline Survey for Competency Mapping of Teachers and Students** - In order to map the competency level of teachers and their acceptance levels towards computers in Schools.
- **Assessments** - Mapping of the student's Level of knowledge, interest and basic IT skill. Pre-test of students was taken to help collect the information from students

2. Installation and Commissioning of Hardware & Software

After the mapping of sites being done, the installation and commissioning of Hardware & Software was started and following steps were taken to maintain the standard of project implementation:

- All the hardware and the necessary lab infrastructure as proposed in the tender was delivered to the specified locations with utmost earnestness
- A structured cabling network was prepared for the network installation following industry standards
- Installation and maintenance of entire Network Infrastructure was uphold as per the service levels
- Ongoing maintenance of the lab infrastructure
- Overall quality of the product and the brand image of the company
- Capability of timely delivery of the equipments

6.32 Details of Activities Proposed Under MMER:

Under MMER of all the schemes viz. RMSA, IEDSS, Girls Hostel, ICT@School, Vocational Education—total project Management cost including the establishment of office, their remuneration, furnishing, mobility, operation including the salaries, travel expenses, Rent, Electricity, Water Charges, Statutory liability, Audit & A/c record upkeep, their auditing, publication & strategic, unforeseen expenditure, monitoring & supervision, capacity building of personnel meeting/ workshop study tours, exposure visits & officers etc and the prescribed activities.

Details of staffing pattern, there strengthen & remuneration has been mentioned below.

(I) Management Structure :

A. State level					
Sl. No.	Educational Structure	No. of Posts	Cost	No. of Month	Amount (In Lacs)
1	State Project Director (IAS) (Ex Officio)	1			
2	State Programme Officer (BES)	4	0.85	12	10.2
3	Finance Controller	1	0.4	12	4.8
4	Assistant Programme Officer	10	0.29	12	34.80
5	Civil works Manager	1	0.25	12	3.00
6	Architect	1	0.25	12	3.0
7	Account Officer	1	0.32	12	3.84
8	Resource Person	20	0.2	12	4.80
9	Assistant Computer Programmer	1	0.23	12	2.76
10	Accountant	2	0.21	12	5.04

11	Stenographer(Hindi)	6	0.16	12	11.52
12	Stenographer(English)	2	0.16	12	3.84
13	Cashier	1	0.16	12	1.92
14	Computer Operator	4	0.0765	12	3.672
15	Store Keeper	1	0.16	12	1.44
16	Peons	8	0.08	12	7.68
Total:-					102.31

B. District level office					
Sl. No.	Educational Structure	No. of Posts	Cost	No. of Month	Amount (In Lacs)
1	District Programme Officer (Ex Officio)	1			
2	Assistant Resource Person	3	0.15	12	5.4
3	Assistant Accountant	1	0.12	12	1.44
4	Computer Operator	2	0.0765	12	1.836
5	Peon	1	0.06	12	0.36
Total :-					7.896

TRAVELLING EXPENSES/ MOBILITY

Under the scope of RMSA, it is imperative for personal to execute field level visit as well as visit to state & National level meetings as and when required. Actual travelling expenditures incurred by the officials and the daily allowances stipulated according to their scale of pay are to be taken into account to assess the outlay towards TA and DA. Allowances are to be allotted for State level, District level and educational District level to the functionaries. A sum of Rs.153.0 lacs is proposed towards this head.

Travelling Expences / Mobility				
Sl. No.	Activity	Unit Cost	Phy	Amount (In Lacs)
1	T.A./D.A. for State	5.00	1	5.0
2	T.A./D.A. for District	0.50	38	19.0
3	Hiring of vehicle (State level)	15.00	1	15.0
4	Hiring of vehicle (District level)	3.00	38	114.0
Total :-				153.0

Besides above every district has been authorised to hire a vehicle @ ` 25,000/- per month for all 12 months a lump sum amount of ` 3.00 lacs per district in addition T.A. has been provided.

FORMULATION OF ANNUAL WORK PLAN AND BUDGET (AWP&B)

Every year Annual Work Plan and Budget at the educational District level, District level and State level are prepared. Initially, School Improvement Plans (SIPs) are consolidated at the educational District level and in turn the educational District plans are compiled at the revenue District level. In the educational and revenue District level, the plan preparation requires a team of work that includes the experts in the field of educational planning and administration apart from workshops for school heads. After arriving the District level plan, the District is to submit it to the State level Technical Support Group (TSG) for centralized consolidation. This whole exercise needs an amount to a tune of Rs. 12.5 lacs per year.

Sl. No.	Activity	Unit Cost	Phy	Amount (In Lacs)
1	Annual Plan Preparation (State)	3.00	1	3.0
2	Annual Plan Preparation (District)	0.25	38	9.5
Total :-				12.5

Publications/Advertisement

RMSA is a Central Government's flagship programme. Every year many activities are to be taken under various interventions. It is important to have a chronicle of events for the future reference. Every task in the scheme needs to be photographed and video-graphed to highlight the success of the programme. Documentation in the form of books, pamphlets and cassette may be prepared to keep it at District level and State level. Success stories can be disseminated to other Districts so that they can adopt suitable solutions.

This serves as a record for each activity that is carried out in the District. Towards these tasks, District should be provided with a handy-cam, a camera and other relevant documentation items. Similar activities are to be carried out at the State level. To meet out the expenditures proposed, we are in need of fiscal assistance to a tune of 42.0 lakhs.

Besides above publication of advertisement for stationary needs for procurement, recruitment is required.

Sl. No.	Activity	Unit Cost	Phy.	Amount (in lacs)
1	Publication/ Advertisement (State)	4.00	1	4.0
2	Publication/ Advertisement (District)	1.00	38	38.0
Total :-				42.0

STATIONERY AND COMPUTER PERIPHERALS

Stationery and other petty items are part and parcel of documentation process. Printers, cartridges with drums and colour toners are modern documentation instruments and need to be either changed or refilled from time to time. Apart from these, Local Area Network connection (LAN) is to be established at offices of educational District, revenue District and State level. This is done at the educational District level, revenue District level and at the State level. An estimate of Rs. 83.5 lacs is proposed to meet out these exigencies.

Sl. No.	Activity	Unit Cost	Phy	Amount (In Lacs)
1	Stationery & Computer Peripherals (State)	7.50	1	7.5
2	Stationery & Computer Peripherals (District)	2.0	38	76.0
Total :-				83.5

Furniture, Fixture and furnishing of offices

The allotment under this head is earmarked to meet the office of the state & district levels are to be well equipped with all the electronic equipment. To set up the office it need to be well furnished. For this need furniture i.e. table, chair, almirah etc, and other fixtures and furnishing material. To meet out these for other miscellaneous items that would be required for day-to-day maintenance and running of the office.

Sl. No.	Activity	Unit Cost	Phy	Amount (In Lacs)
1	Furniture, Fixture and furnishing (State)	5.00	1	5.0
2	Furniture, Fixture and furnishing (District)	1.50	38	57.0
Total :-				62.0

Contingencies

The allotment under this head is earmarked to meet unexpected expenditures and for the unhindered running of the educational, Districts offices and the State office. Meetings of heads of schools and other monitoring officials are to be organized often to review the progress achieved. Most of the times, the meeting would last one full day and working lunch and other refreshments to the participants need to be provided. Notebooks, writing materials and other accessories are to be provided to the participants. Basic amenities like telephone, broadband internet connection and facsimile have been established. To meet out these bills in addition to electricity bills and for other miscellaneous items that would be required for day-to-day maintenance and running of the office, Rs. 112.0 lacs is proposed under this head.

Sl. No.	Activity	Unit Cost	Phy	Amount (In Lacs)
1	Contingencies (State)	7.50	1	7.50
2	Contingencies (District)	2.75	38	104.5
Total :-				112.0

Auditing

As per the fund flow norms of RMSA, financial releases are made from State to Districts through Cheques / Demand Draft or via Electronic Clearing System (ECS). In turn, the revenue District officials allocate the fund to the educational District account and thereon the

fund tends to flow to respective secondary schools. A separate account is being maintained at District and educational District levels to carry out the proposed activities in a smooth manner. In the same way, all secondary schools have accounts. After the completion of the financial year, a separate auditing would be done at every school level by District team apart from an external audit team. Consecutively, the District accounts shall be audited by the State teams and by externally appointed audit teams appointed by the State project director. In the same way, audit processes shall be carried out at the State level including AG audit. Huge exercise for this financial assistance to the tune of 97.5 lacs is needed.

Sl. No.	Activity	Unit Cost	Phy	Amount (In Lacs)
1	AUDITING (State) Statutory + Internal	2.50	1	2.5
2	AUDITING (District)	2.50	38	95.0
Total :-				97.5

Workshop/ seminars and meeting

Workshop/ seminars and meeting to develop the skills to monitor the programmes and regarding development of schemes and others would be held at the district and state level. At district level the workshop/seminars will be held for the headmasters/ teachers concern were as at state level it will be for the officers & staffs of the BMSP at district and state as well as DEOs.

Assessment and appraisal teams and their field activities

Field-visits are important to get the first-hand knowledge about implementation and the progress accomplished till date. Officials in charge of implementation seek meetings with the stakeholders during these visits. Field-level inspection is to be done at State level, District levels and educational District levels. For this purpose, arrangements like hiring vehicles among others are needed. Daily allowances viz., travelling, food and daily allowances, are to be granted to inspecting authorities

Sl. No.	Educational Structure	Unit Cost	Phy	Amount (In Lacs)
1	Workshop/Seminars & meeting (State)	5.00	1	5.0
2	Workshop/Seminars & meeting (District)	0.50	38	19.0
Total :-				24.0

Monitoring

Monitoring is an internal management process of continuous control of inputs, processes and outputs in order to identify strengths and weaknesses, formulate practical proposals for action and take the necessary steps to reach the expected results. It is important to remember that monitoring include action and is not simply limited to an identification of strengths and weakness.

In other way monitoring is one significant aspect that merits due attention in any type of work to ensure its quality. The supervision, field-visits, analyzing of sample surveys and evaluation are undertaken to implement an educational programme aiming at improving the quality and quantity of a process. Besides, monitoring helps agenda formulation in any major undertaking.

Monitoring poses a challenge in the implementation of RMSA scheme as it aspires to cover a vast area with acute shortage of staff required for this purpose. Monitoring efforts towards quality improvement need to be an integral part of the scheme. Monitoring guidelines need to be created in such a way that its activities are carried out with no hindrance. This would help in adopting modifications to further growth-oriented activities. Various institutions, personnel and local community should be used in order to identify lacunae in its implementation. RMSA Framework emphasizes the need for community-based monitoring as well. Monitoring must be seen as a process that enables and provide constructive feedback. The monitoring system put in place must be carefully analysed in relation to its objectives. It must provide for sustained interaction with schools in term of teaching-learning processes within the classroom context.

Evaluation

A regular evaluation is needed while conducting evaluation studies at the state as well as at the district level. Evaluation studies may throw light on innovations in planning, monitoring and implementation. Reputed research institutions may be engaged for the purpose. Social assessment survey to assess the social demand for secondary education and the affordability levels will be carried out at regular intervals. While planning for increasing enrolment, demand constraints will have to be taken into account.

Sl. No.	Activity	Unit Cost	Phy	Amount (In Lacs)
1	Having Expert/Groups for Monitoring/ Evaluation (State level)	50.00	1	50.0
2	Having Expert/Groups for Monitoring/ Evaluation (District level)	0.50	38	19.0
3	Institution/ Agency for evaluation & Resarch	50.00	1	50.0
Total :-				119.0

Table 3: Proposed Budget for MMER 2013-14

Head Under MMER		(Rs. In lacs)		
Sl. No.	Component	Unit Cost	No. of Unit	Amount
1.1	Establishment Expenditure (State)	102.31	1	102.31
1.2	Establishment Expenditure (District)	7.896	38	300.048
2.1	T.A./D.A. for State	5	1	5.00
2.2	T.A./D.A. for District	0.5	38	19.00
3.1	Hiring of vehicle (State level)	15.0	1	15.00
3.2	Hiring of vehicle (District level)	3.0	38	114.00
4.1	Annual Plan Preparation (State)	3.0	1	3.00
4.2	Annual Plan Preparation (District)	0.25	38	9.50
5.1.	Publication/ Advertisement (State)	4.0	1	4.00
5.2	Publication/ Advertisement (District)	1.0	38	38.00

6.1	Stationery & Computer Peripherals (State)	7.5	1	7.50
6.2	Stationery & Computer Peripherals (District)	2.0	38	76.00
7.1	Furniture, Fixture and furnishing (State)	5.0	1	5.00
7.2	Furniture, Fixture and furnishing (District)	1.5	38	57.00
8.1	Contingencies (State)	7.5	1	7.50
8.2	Contingencies (District)	2.75	38	104.50
9.1	AUDITING (State)	2.5	1	2.50
9.2	AUDITING (District)	2.5	38	95.00
10.1	Workshop/Seminars & meeting (State)	5.0	1	5.00
10.2	Workshop/Seminars & meeting (District)	0.5	38	19.00
11.1	Having Expert/Groups for Monitoring/ Evaluation (State level)	50.0	1	50.00
11.2	Having Expert/Groups for Monitoring/ Evaluation (District level)	0.5	38	19.00
12	Institution/ Agency for evaluation & Research	50.0	1	50.00
13	Study Tour	5.00	1	5.00
Total				1112.858

Chapter – 7

Action Programmes for Focus Groups

7.1 Rationale and framework guidelines

The educational development of children belonging to the Scheduled Castes, Scheduled Tribes, Minorities and naxal affected districts categorised as special focus zone of the RMSA. This has provided an opportunity to children belonging to the weaker sections and disadvantaged groups namely, children whose parental income is less than Rs.2 lakhs per annum, children belonging to scheduled castes, scheduled tribes, most backward classes, backward classes like Mahadalits in Bihar. This arrangement has been necessitated to reduce the social gap and to provide equality in education.

The framework recommends the following to keep secondary education in the right perspective:

- Every activity under the programme must identify the benefits that are directed toward children from these communities. The participation of SCs/ STs/ OBC and Minorities in the affairs of the school will be ensured through representation in School Management Development Committee.
- Implementation of suggestions by National Curriculum Framework NCF 2005 that include contextualization of pedagogic processes and creation of ethos to enable all children to succeed in life and career, irrespective of the social background and gender.
- Implementation of a flexible education system that is sensitive to local needs. This can be done by making mother tongue the medium of instruction and flexible strategies of evaluation. Contextualization of education is important in case of children belonging to ethnic minorities and minority groups.
- Entrusting SCERT, DIETs, and CTEs with the social responsibility of developing specific supplementary materials taking into consideration the inevitability to bridge the gap arising out of cultural differences.
- Evolving group specific teaching pedagogy and constructivist teaching- learning strategy for teaching these children of special focus groups.
- Imparting training to teachers to develop strategies needed for the implementation of the above. DIETs can play an increasingly important role in the training programmes.

7.2 GIRLS' EDUCATION:

Considering that there is a huge shortage of secondary schools, the dropout of girls is extremely high, mainly in 530 Educationally Backward Blocks in Bihar, the incentives for girls' education need to be given a serious rethinking. The measures taken need to be of such nature, force and magnitude that they are able to overcome the obstacles such as poverty, domestic /sibling responsibilities, girl child labor, low preference to girls' education, preference to marriage over education, etc.

Bihar Government has already started various incentive schemes like provision of bicycles, scholarship schemes, cash incentive schemes etc. Education of girls is the primary focus in the scope of Rashtriya Madhyamik Shiksha Abhiyan. Efforts are made to mainstream gender concerns under RMSA framework. The state governments should undertake community mobilization at the habitation/village/urban slum levels especially among SC/ ST and Educationally Backward Minorities. The participation of women in

the affairs of the school will be ensured by way of constituting School Management Development Committee.

7.3 Education of Children with Special Needs:

Education is a powerful instrument of social change, and often initiates upward movement in the social structure, thereby helping to bridge the gap among the different sections of society. The educational scene in the country has undergone major changes over the years, resulting in better provision of education and better educational practices. In 1944, the Central Advisory Board of Education (CABE) published a comprehensive report called the Sergeant Report on the post-war educational development of the country. As per the report, provisions for the education of the handicapped, were to form an essential part of the national system of education, which was to be administered by the Education Department. According to this report, handicapped children were to be sent to special schools only when the nature and extent of their defects made this mandatory. The Kothari Commission (1964-56), the first education commission of independent India, observed: "the education of the handicapped children should be an inseparable part of the education system." The commission recommended experimentation with integrated programmes in order to bring as many children as possible into these programmes (Alur, 2002).

7.4 Action Programmes for Focus Groups

Rationale:

Gender is not a women's issue; it is a people's issue. "Femininity" does not exist in isolation from "masculinity". The construction and power of one determines the construction and power of the other. Gender relations are neither 'natural' nor 'given'; they are constructed to make unequal relations seem 'natural', and can be naturalized only under the duress of socialization. Thus, there is undue pressure on boys and girls to live up to the established 'norms' of masculinity and femininity.

While girls endure unwarranted social control, discrimination and domination, boys too suffer from the stereotyping that exists in a patriarchal culture. Discouraged from being emotional, gentle or fearful, they are thrust into the role of breadwinners, protectors, and warriors. Thus unequal gender relations stunt the freedom of all individuals to develop their human capacities to their fullest. Therefore, it is in the interest of both men and women to liberate human beings from existing relations of gender.

7.5 State initiatives in bringing equality

7.5.1. Bicycle to all girls : A roadmap has been drawn to fulfill the vision by providing access to schools, teachers, quality education and adequate infrastructure to position the State of Bihar the numero uno in the country. Bihar is one of the pioneers implementing programmes for girls, like providing bicycle to all of them who are enrolled in grade IX.

7.5.2 State Government's Special Post-Matric Scholarship (beyond X Std.):

The State Government is implementing a special Post-Matric scholarship scheme exclusively for the For the financial year, 2012-13, a sum of Rs.12.73 crores has been allocated under this scheme Government of India Pre-Matric Scholarship Scheme for the children of those engaged in unclean occupation.

7.5.3 All girls enrolled in grades VII to X - get scholarship of Rs. 150/- per month from the State government.

This has provided an opportunity to all girls to gain admission in the schools even if that is far from their home.

7.6 NATIONAL FOCUS GROUP RECOMMENDATIONS

- **Access to Education for All Girls:** The Government should be impressed upon to spend more on education. Nothing short of free and quality education for all and the provision of accessible schools for girls in every area of the country will ensure that all girls gain equal access to education
- **Retention and Quality of Girls' Education:** Government schools are increasingly becoming centres of poor quality education for the marginalized sections of society, especially girls, which, in turn, is connected to the high dropout rates of girls. Hence the infrastructure and quality of teaching in Government schools must be brought up to the mark.
- **Integrate Input of Women's Studies Research in Textbooks, Syllabi and Training:** NCERT, as well as the SCERTs in each State, should develop formal linkages with centres and schools of women's studies in universities, as well as with individual scholars and activists who have experience of working on gender issues in different disciplines. Joint programmes, funded by the NCERT and SCERTs, can be set up with a view to deriving inputs from research done in women's studies, and to jointly preparing material, informed by a critical and pro-active approach to gender, for textbooks at the primary, middle and secondary levels. Women's Studies academics and researchers should also be invited to shape the formation of syllabi and content of different disciplines, as well as of teacher training programmes.

7.7 SUGGESTION FROM RMSA FRAME WORK:

Education of girls is the primary focus in Rashtriya Madhyamik Shiksha Abhiyan. Efforts will be made to mainstream gender concerns under RMSA framework.

- The State governments should undertake community mobilization at the habitation/village/urban slum levels, especially among SC/ ST and Educationally Backward Minorities.
- The participation of women in the affairs of the school will be ensured through constitution of School Management Development Committee
- The distribution of uniforms, scholarships, will all take into account the gender focus.
- Every activity under the programme will be judged in terms of its gender component
- Besides, the School Management and Development Committee through school level cultural activities and or with the help of Parent Teachers Association and the Core Group at the District level with the help of PRIs/ ULBs, Local Community leaders, NGOs, retired officers of the locality, women activists of Self Help Group etc. should undertake extensive community mobilization to overcome cultural barriers in girls education at secondary and higher secondary stage.
- The programme should be given wider publicity in the areas where cultural barriers are very strong and where the parents are not inclined to send their adolescent girls due to various socio-economic and cultural reasons.

- The District Programme Coordinators of high population of SC/ST/ Educationally Backward Minorities and BPL families will be allowed to spend Community Mobilization & Innovative Interventions Grant up to Rs. 1.00 lakhs per annum out of 6% Management and Monitoring Cost on such activities at School level, habitation, urban settlements, slums, Block and District level. This should be indicated in the District Plan.
- The incentives for girls' education need to be given a rethinking. The measures taken need to be of such nature, force and magnitude that they are able to overcome the obstacles such as poverty, domestic /sibling responsibilities, girl child labor, low preference to girls' education, preference to marriage over education, etc.
- At the national level, to encourage greater participation of girls in the secondary and Higher secondary stage, a "National Scheme of Incentive to Girls for Secondary Education" has been launched in June, 2008. According to the scheme, a sum of Rs.3,000/- will be deposited in the name of eligible girl as fixed deposit and she would be entitled to withdraw it along with interest thereon on reaching 18 years of age. The scheme will cover (i) all eligible girls belonging to SC/ST communities, who pass Class VIII and (ii) all girls who pass Class VIII examination from Kasturba Gandhi Balika Vidyalayas (irrespective of whether they belong to SC/ST) and enroll in Standard IX in Government, Government-aided and local body schools in the academic year 2008-09.
- In order to avoid covering distance through walking the State governments should also provide means of transport to the girls. These facilities could be provided as follows: (a) A girl child admitted in Standard IX in rural areas may be given a ladies bicycle/wheelchair (for disabled student). She may use it while studying in subsequent
- The Government of Jharkhand is already providing this incentive to the girls. (b) State transport/pass facility may be made available to the girls for going to nearby secondary/secondary schools in rural areas. (c) Ensuring safety and security of girl child while commuting to the school.
- Absence of lady teachers in the Secondary and Higher Secondary Schools is one of the major reasons for dropout among girls. Their absence also affects the access & participation of girls to the schools. In view of the fact that the girls at this stage are in the adolescent age, posting and attendance of female teachers in the schools are a must. It has been experienced that due to long commuting hours to the schools situated in blocks or village, the lady teacher's absenteeism is very high. This leaves the schools practically without any lady teacher. Hence, there is need for Residence Scheme for Women Teachers working in Rural Areas.
- RMSA recognises the need for construction of four residential quarters in Secondary School Campus at the block headquarters to cater to women teachers of the block covering an area of Opening of Bank Accounts 700 sq.ft. Fund for the construction may be provided from State Budget.
- RMSA also recognizes the need for rural posting allowance for women teachers to attract them to rural postings. Rural Allowance in low women literacy Districts @ Rs. 300/- per teacher per month is therefore suggested. This scheme may be operationalised first in the high gender disparity areas (Blocks, Districts). Posting details of women teachers and their absenteeism will be reflected in the District Plan.

- A programme called 'Scheme for Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools' was operational during the Tenth Plan, which envisages recurring grant of Rs.10,000/- per annum per girl boarder and non-recurring grant per girl boarder @ Rs.3,000/- to the Societies and NGOs providing boarding and hostel facilities for girls pursuing education at Secondary and Higher Secondary stages in rural, desert and hilly areas, particularly those predominantly habited by scheduled castes, scheduled tribes and educationally backward minorities.
- The Government of India has recently replaced the earlier scheme with wider and a more comprehensive Girls' Hostel Scheme under which one Girls' Hostel of capacity 100 would be set up in each of the about 3500 educationally backward blocks in the country. The location would preferably be within the campus of Kasturba Gandhi Balika Vidyalaya, and if that is not possible, within a Government Secondary School campus. The main objectives of the scheme are to retain girl child in secondary school and also to ensure that the girl students are not denied the opportunity to continue their study due to distance, parents' non - affordability and other connected societal factors. The girl students in the age group 14-18 studying in Classes IX to XII and belonging to SC, ST, OBC, Minority communities and BPL families will form the target group of the scheme. At least 50% of the girls admitted to the hostels should belong to SC, ST, OBC, Minority communities.

7.8 INTERVENTIONS FOR PROMOTING GIRLS EDUCATION IN SECONDARY SCHOOLS

Based on the National Focus Group recommendations and RMSA framework guidelines the following are the interventions proposed for promoting girls education in secondary schools.

- Exclusive girls' secondary schools in special focus group concentrated areas
- Hostel facility for the girls in secondary section in the EBB blocks
- Tracking the KGBV girls in the primary sector and enrolling them in regular
- Schools and providing accommodation in hostels in EBB blocks.
- Special vocational courses and life oriented education for girls in the secondary Classes through girls' activity rooms.
- Provision of girls activity room in all existing secondary schools and caring their personal hygiene
- Special orientations programme under health care and personal health and hygiene to all girls.
- Special orientation in schools about balanced diet and the need for girls to have balanced diet to overcome anemic and iron deficiencies and malnutrition problems
- Community mobilization in low performing blocks to send the girl child to schools.
- The participation of women in SMDC is taken care of in all secondary schools in the State
- Community mobilization to overcome the cultural barrier: A kalajatha has been proposed to promote girls education. They will perform drama to promote the importance of girls' education in all rural secondary schools in the evening.
- The NSS programme will organize village meets and play the drama to promote girls education.
- Low performing and special focus group concentrated Districts are allotted amount for community mobilization.
- Secondary school administration ensures the presence of women teachers in all coeducational institutions.

COSTINGS:

Based on the above policy decision, the following cost estimate is derived and presented as below:

Sl. No	ACTIVITY	UNIT COST (in Lakhs)
1	Ensuring Women teachers in all secondary schools	
2	Community mobilization in low performing special focus group areas- 10 Districts	Rs.1 lakhs per District
3	Hostel facilities for girls from KGBV and other remote rural areas	

7.9 Education for SC/ST/Minority Communities:

Among the district wise SC population, Aurangabad has the highest SCs population of 29.6 percent followed by Nawada (24.1 percent) and Kaimur (22.2 percent) respectively. Out of 38 districts, Kisanganj has minimum (6.6 percent) SCs population. Out of 38 districts, the maximum ST population is in Katihar (5.9 percent) followed by Banka (4.7 percent) and Purnia (4.4 percent). Out of 38 districts, Kisanganj has maximum minority population of 67.6 percent followed by Katihar (42.5 percent) against the total minority population of 16.6 percent in Bihar. Among the minority population largest shares of Muslims are in Araria (41.14 percent), Purnea (36.76 percent), Katihar (42.53 percent) and Kisanganj (67.58 percent) while the lowest is in Lakhisarai (4.4 percent).

EDUCATION:

Provision of good education improves the status and the living standard of the downtrodden Community. Literacy level is one of the main indicator of socio-economic condition of a society. Therefore, priority is given for the educational development of the Scheduled Castes / Tribes. Numerous schemes are announced and implemented by this Government to improve the literacy rate and to reduce the drop-out rate. As of now, the enrolment which was 89% in 2002-03 has raised to 99.36% and the drop-out rate which was 1.99% was brought down to 0.88%

7.10 Educational Scholarship Schemes**7.10.1 Government of India Post-Matric Scholarship Scheme**

Government of India Post-Matric scholarship scheme is implemented for the SC/ST Students studying beyond X Std. Government of India has fixed an income ceiling of Rs.2 lakhs per annum for the parents / guardians w.e.f. 01.07.2010 to avail this scholarship. The quantum of Scholarship given to SCs/STs is as follows

Maintenance Allowance

Group	Courses	Rate of Maintenance allowance (in Rupees per month) hostellers	Rate of Maintenance allowance (in Rupees per month) day scholars
I	Degree and PG courses in Medicine, Engineering, Technology, Commercial Pilot License, PG Diploma Courses in various management & medicine, CA/ICWA/CS/CFA & LLM, M.Phil., Phd.,	1200	550
II	Professional courses leading to Degree, Diploma, certificates Pharmacy. Nursing, L.B, Hospitality, Tourism and Hotel Management etc.(for which entrance qualification is minimum 12 th Std. and Post Graduate courses which are not covered under Group – I(e.g. M.A., M.Sc., M.Com., M.Ed., M. Pharm., etc.,)	820	530
III	Courses leading to Degree not covered under Group I & II	570	300
IV	All Post-matric level non degree courses for which entrance qualification is Xth Std.(e.g. XI, XII, ITI, Polytechnics etc.,)	380	230

7.10.2 State Government's Special Post-Matric Scholarship (beyond X Std.):

The State Government is implementing a special Post-Matric scholarship all SC/ST/OBC children get 10,000/- Rs., who have passed with first division marks.

7.10.3 Fee Concessions:

(A). Exemption of Tuition Fees

All the students belonging to SC/ST are exempted from development fees in grade IX to X.

All the students belonging to SC/ST are exempted from examination fees in grade IX to X.

The contemporary reality of schooling of children belonging to Scheduled Caste and Scheduled Tribe communities who have been historically excluded from formal education the former due to their oppression under caste feudal society and the latter due to their spatial isolation and cultural difference and subsequent marginalization by dominant society. There are thus sharp differences between these two categories of population in terms of socio-economic location and the nature of disabilities.

However, there is also growing common ground today in terms of conditions of economic exploitation and social discrimination that arise out of the impact of iniquitous development process. Concomitantly, the categories themselves are far from homogenous in terms of class, region,

religion and gender and what we face today is an intricately complex reality. Bearing this in mind this chapter attempts to provide a contextualized understanding of the field situation of the education of SC/ST children and issues and problems that directly or indirectly have a bearing on their future educational prospects.

For the year 2010-11, a sum of Rs.lakhs has been provided for this scheme.

7.10.4 Awards for the Best Students (State Level):

Various cash award schemes are implemented to encourage any girl/ boy students to score higher marks in their Xth board examination. Students who secure the highest marks in Standards X and XII Public Examinations at the State Level are awarded prizes as detailed below.

7.10.5 Education for SC/ ST:

The educational development of children belonging to the Scheduled Castes, Scheduled Tribes, Other Backward Classes and Educationally Backward Minorities is the special focus in the Rashtriya Madhyamik Shiksha Abhiyan. Every activity under the programme must identify the benefit that will accrue to children from these communities. The participation of SCs/ STs/ OBC and Minorities in the affairs of the school will be ensured through representation in School Management Committee.

The interventions for children belonging to SC/ST communities have to be based on the intensive micro-planning addressing the needs of every child. The RMSA provides flexibility to local units to develop a context specific intervention. Some interventions could be as follows:

Preference will be given to Ashram schools while upgrading upper primary schools. Engagement of community organizers from SC/ST communities with a focus on schooling needs of children from specific households.

7.10.6 Special teaching support as per need

- Ensuring a sense of ownership of School Management Development Committees by SC/ST communities.
- Training programmes for motivation for schooling using community teachers, monitoring attendance and retention of children from weaker sections regularly.
- Providing context specific intervention in the form of a hostel, an incentive or special facility as required
- Provision for hostel facilities
- Provision for scholarships.

Strategies for the special focus group in 2014-15

Identification of highly concentrated special focus group Districts, blocks, habitations and concentrating on the development of education Teachers working in these secondary schools will be motivated to serve better for these students with Concern, Compassion and Commitment.

School should ensure 100% coverage and pass from the special group for which remedial classes and other Classes are to be planned

- Hostel facilities for the BPL families girl students
- Provision of scholarship for the students
- Monitoring the attendance and progress of these children in the special focus group of highly concentrated areas.

Below mentioned are the areas concentrated by the special focus groups

Districts	Special Focus Districts (MHRD)	Districts having > 50000 Out Of School Children #	Districts with SC population more than 25% ~	Districts with ST population more than 50% * ~	Minority Concentrated Districts ^	Special Focus Districts (Tribal Welfare Deptt.)
Banka					√	
Begusarai		√				
Bhagalpur					√	
Darbhanga	√	√			√	
East Champaran		√				
Gaya			√			
Gopalganj					√	
Jamui		√				
Madhepura	√	√				
Madhubani	√	√			√	
Muzaffarpur	√				√	
Katihar	√	√			√	
Kishanganj					√	
Nalanda		√				
Patna (Rural)		√				
Purnea	√	√			√	
Rohtas		√				
Saharsa		√				
Sheohar	√					
Sitamarhi	√	√			√	
Supaul	√	√			√	
Samastipur		√				
Saran		√				
Siwan		√			√	

Vaishali		√				
West Champaran		√				

7.11 Interventions for Minority

Education Initiatives for the Minority in Secondary Stage Policy Prevailing

The Constitution of India intends to assure Muslims and other minorities equality of status and opportunities with other citizens to accelerate the process of educational and socioeconomic justice. The Constitution of India grants the right to Equality and Right to Freedom of Religion and Protection of Interests of Minorities in regard to educational rights.

During the last five decades, the trend of upward mobility is noticed among Scheduled Castes and Scheduled Tribes because of special treatment given to them through reservations, provisions for various incentive schemes, opening of residential schools and more access to Government jobs etc. Certain minorities feel that they are deprived of such advantages and are lagging behind in all aspects of life as compared to the majority groups.

The findings of earlier research studies show that Muslims are comparatively educationally backward minority community as compared to other minority communities. In case of minorities, although the census does enlist their population yet no further information is given about their educational status. It is, therefore, only on the basis of observations and sample studies that broad inferences can be drawn on the educational status of minorities in the absence of hard data.

The National Policy on Education (NPE) 1986 that is revised in 1992, states "Some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups in the interest of equality and social justice." The POA, 1986 identified 41 educationally backward districts having sizeable population of Muslims and also States that in school education and adult education sectors, areas of concentration of educationally backward minorities to be taken care of by an Area Approach with Block/Tehsil as a unit. Specially designed programmes would be implemented to ensure accelerated progress in addition to the ongoing programmes of Education Department for improving the educational status of such minority groups. In pursuance with the NPE, the Ministry of Home Affairs, Government of India set up a group in 1990 under the Chairmanship of Dr. Gopal Singh to look into the educational status of disadvantaged groups, backward Classes and minorities in the country.

The group has identified Muslims and Neo-Buddhists as educationally backward minority groups at the national level. Neo-Buddhists were given all the benefits which are available to Scheduled Castes and therefore, the Muslims are recognized as educationally backward minority group at the national level. The group has suggested an Area Approach in school education to promote education of the educationally backward groups. To this end, the Department of Education, Ministry of Human Resource Development (MHRD), Govt has been operating a national scheme (The Area Intensive Programme) of financial assistance with a view to promoting education of children belonging to educationally backward minorities. The programme was launched in 1993 to provide basic educational infrastructure and facilities in areas of concentration of educationally backward minorities which do not have adequate provision for elementary and secondary education.

Group	Courses	Rate of Maintenance allowance (in Rupees per month) hostellers	Rate of Maintenance allowance (in Rupees per month) day scholars
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However, there is also growing common ground today in terms of conditions of economic exploitation and social discrimination that arise out of the impact of iniquitous development process. Concomitantly, the categories themselves are far from homogenous in terms of class, region,

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Gopalganj					√	
Jamui		√				
Madhepura	√	√				
Madhubani	√	√			√	
Muzaffarpur	√				√	
Katihar	√	√			√	
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Sheohar	√					
Sitamarhi	√	√			√	
Supaul	√	√			√	
Samastipur		√				
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Under the scheme, the grant is given on 100% basis to States and union territories for establishment and strengthening of educational infrastructure in primary and upper primary schools and also for opening of multi-stream residential higher secondary schools for girls to promote their participation in science, commerce, humanities and vocational courses.

Recommendation as per Framework RMSA

Prime Minister's 15 Points programme for the Welfare of Minorities inter alia provides, "Improving areas of school education under SSA, KGBV and other similar schemes, it will be ensured that a certain percentage of all such schools are located in villages/localities having a substantial population of minority communities".

One of the recommendations of the Sachar Committee relating to secondary education was as follows: "In pursuance of the goal of universalizing secondary education, priority will be given to opening of secondary/senior secondary schools in areas of Muslim concentration, wherever there is need for such schools".

The interventions for children belonging to Educationally Backward Minorities will have to be based on intensive micro planning. Special interventions need to be designed to address learning needs of children from these communities and relating education to their life. The State governments are expected to design specific interventions and campaign programmes to bring them in the Educational Process. Some interventions could be as follows:

Access and Enrolment

- An area intensive approach ensuring convergences of educational and developmental activities, resource inputs by various agencies and Government departments.
- Community participation in educational endeavors.
- Reduction of educational inequities by giving priority to educationally backward areas and population sectors.
- High Quality Government Schools should be set up in all areas of Educationally Backward Minorities concentration.
- Exclusive Secondary and Higher Secondary schools for Girls should be set up. This would facilitate higher participation of girls from minority community in school education.
- State Government is expected to ensure that a certain percentage of schools/ upgraded upper primary schools are set up in areas of Minority concentration. The percentage may be decided by the State Governments based on State specific requirements.
- In co-education schools more women teachers need to be appointed.

Extensive publicity about availability of educational provision in the identified pockets is made. There should be regular enrolment drives, conduction of special camps and bridge courses for them. Open and Distance learning providing formal Secondary schooling facilities are to be made available in centres of religious instruction viz. **Maktabs** and **Madarsas**. Further, intensive mobilization efforts among the resistant groups are taken up by working in close collaboration with the community and community leaders in identified pockets.

Retention:

- By monitoring attendance in pockets identified for intensive activities
- By provision of some token awards, grades or incentives to ensure better attendance

- Public facilitation of children with good academic/ attendance records
- By involving community in mobilizing parents for regular attendance of their children.
- By organizing retention drives, on regular basis, to put regular pressure on parents and the schools system to ensure retention of girls.

These are not one-time drives but are organized at regular intervals to sustain the pressure and take up corrective measures as may be necessary by providing scholarships.

Achievement

- Special coaching Classes/remedial Classes especially for Educationally Backward Minority girls and the children who are not doing academically well.
- Creation of a congenial learning environment in the Classroom where they are given the opportunity to learn.
- Urdu as a medium of instruction may be facilitated in schools having adequate demand for the same.
- Teacher sensitization programmes
- Deployment of Urdu teachers

INTERVENTION PLANNED FOR RMSA:

- Due representation of minority population in the SMDC
- Enrolment drive with community leaders in the highly concentrated areas
- Provision of women teachers in all the secondary schools
- Urdu as a medium of instruction may be facilitated in schools having adequate demand for the same.
- Special coaching Classes/remedial Classes especially for Educationally Backward Minority girls and the children who are not doing academically well
- Organization of on regular intervals retention drives to put regular pressure on parents and the schools system to ensure retention of girls. These are not one time drives but are organized at regular intervals to sustain the pressure and take up corrective measures as may be necessary.

Exclusive Secondary and Higher Secondary schools for Girls should be set up. This would facilitate higher participation of girls from minority community in school education.

The following are the areas where minority population is more concentrated as per census 2001

Mobilizing Girls in Educationally Backward Areas

Rationale: Despite the frantic and continued efforts of all the stakeholders, still there remains a glaring lacuna in these attempts to bring all the school age female children to schools. Schooling remains still a distant dream for them and further efforts to be taken on war-footing to bring these girls under educational umbrella. Without educating these girls in these backward areas, many social malaises like child labour, child marriage among others cannot be eradicated.

Strategy: Extensive surveys are to be conducted on door-to-door basis to identify the exact number and persons who are deprived of schooling. By means of village mapping, school dropouts also can be identified. The local community must be brought under tremendous pressure to play its role to sending these girl children to the educational mainstream. Such attempts are to focus on areas where child labor menace is still prevalent. NSS volunteers, Scouts, Red Cross volunteers may be involved in the attempts to bring these unfortunate girl children to the educational mainstream.

Special Enrolment Drive in Special Focus Districts

Rationale: There are areas in the State where the importance of education has not been fully recognized. Hundreds of students are still left out of schooling process still. These students need to be brought into the educational stream without losing any more time. Any delay toward this would prove fatal to the nation-building process.

Strategy: Door-to-door canvass is to be taken up in these areas to scan and identify the potential dropouts. After identifying them, their parents need to be convinced about the importance of schooling process. Moreover, motivational camps may also be conducted for both students and parents. For those students who have opted out of school because of low-performance, special remedial coaching sessions are to be conducted to place them on par with other students.

Special Camp for Special Focus Districts

Rationale: The importance of girls' education has been more acutely felt these days than it was ever before. Women share an equal role in all platforms of contemporary society. Indian women achieve immense feats in all disciplines worldwide. When an Indian woman could go to space, legions of Indian women are languishing in filthy dungeons of ignorance, illiteracy and pathetic life conditions. They need to be encouraged to come out of their plight by offering all possible help, including cultural awareness programmes.

Strategy: Low enrolment packets in the State are to be identified. SMDCs are to be encouraged to bring these girls to schooling process. All the available resources and schemes are to be exploited to help these girls out to complete ten years of schooling, before they march on to higher education. Art has a powerful rhetoric to convince people in favor of a social agenda, and nothing can be more important than girls' education. Natak, dances, street performances, puppeteering are some of the cultural means to coax the society to send their girl children back to schools.

Girl Star Programme

Rationale: Girls lack social confidence because of centuries' old discrimination. They are considered to be weaker sex and they are, generally, prejudiced and subjugated. More than anything else, confidence boosting measures to be taken to spiral up the morale of these girl students in tribal and socially backward areas. The mindset of the society too needs to undergo radical change in their outlook toward women. Though one claims to live in a civilized society, there are still barbaric attempts on women's pride and they are, most of the times, vulnerable to the onslaughts launched upon them by culprit elements. They are, at any cost, to be protected.

Strategy: Role model women are to be identified in the local vicinity and these role models are to be encouraged to provide insights to the women in the backward areas. Soft skills are to be catered to these women to come on terms with other women living in the metropolitan and urban areas.

Self-Defense Course for Girls

Rationale: The world is for tough and the weak has no place in it. It is "the survival of the fittest" out there. Girls have always been a vulnerable group and attacks have been regularly launched upon them. They often go defenseless and bear the brunt of such brutal attacks. The whole society should be shameful about such onslaughts upon their modesty. That society is free where a woman walks alone

through the thick of darkness. We are far from the Utopia. The recent incident in Delhi (Nirbhaya) has shocked the whole nation. In the wake of this and similar attacks against women, serious attempts need to be taken to equip and to protect women.

Strategy: To develop confidence to face the real world and to foster a sound mind in them, girls should be encouraged to participate in self-defense courses like karate and martial arts. Life- skills trainings also need to be imparted to the girls.

Education of Children with Special Needs (IEDSS)

Rationale: Trends in provisions in India reflect that the leading policy predisposition before the 1970s has been that of segregation. During the 1880s, Christian missionaries started schools for the disabled on grounds of charity. This was followed by the government initiatives to establish separate workshops, model schools, central Braille presses and employment exchanges for the disabled population of the country. However, the changing approaches to disability from the charity model to the human rights model have resulted in diversity of policy and practice. In the 1970s, the IEDC scheme was launched by the Union government for providing educational opportunities to learners with Special Educational Needs (SEN) in regular schools. Nevertheless, the statistics show that though the integration of learners with SEN gathered some momentum, the coverage under this scheme remained inadequate. There was a clear need for fuller access of children with SEN to all educational opportunities. Dissatisfaction with the slow progress towards integration along with the consideration of the costs involved led to a demand for a radical change.

In addition to the provision of aids and appliances, a flexible, broad and balanced curriculum that can meet the needs of all children is the call of the day. An inclusive curriculum recognizes the need of schools to be organized with the individual differences of students in mind and is flexible enough to enable all students to achieve their goals. Implementation of an inclusive curriculum would require a number of changes in present day teaching practices, curriculum content, evaluation procedures and available resources at the school level. The goal of providing quality education would remain elusive so long as the concept of inclusion is not linked to broader discussions on pedagogy and effective participation of all children in the learning experiences provided in the classrooms. The implementation of a programme of inclusive education would also involve curricular modifications and the use of human and technological support, including the use of ICT. It is also important to mobilize support from parents, the community, and special schools. Considering the above context, specific recommendations have been made in the paper for developing guidelines for planning and implementing effective policies and programmes for education of children with special needs.

Strategy for implementation of IEDSS in the State:

At present the state IEDSS cell is organizing and conducting the programme in 269 centres in 38 districts. The Deputy Director and a resourceful Coordinator is monitoring the programme and covering 1,305 students with the help of nodal NGO. Since the government decided to withdraw the NGO involvement in the scheme now the state team in coordination with the district chief educational officers monitoring the progress of the scheme. 202 teachers post was sanctioned and 189 special teachers were in service. The centres were situated in government and aided schools and the heads of schools are providing the administrative support. With the light the following intervention is suggested for implementation.

EQUITY INTERVENTION

Well planned Interventions to bring about 'Equity in Education' is the need of the hour. Governmental and Non-Governmental Agencies, philanthropists, Mass Movements and Research Institutions have intervened time and again to bring about Equity in Education. However, these measures have not brought about the desired results for various reasons. Some Interventions were thrust upon the beneficiaries, while some were ill timed and ill planned. Many interventions did not take into account the relevant geographical, cultural, ethnic, and social factors prevailing in the areas they meant to improve. As a result, disillusion and lethargy became constant companions of the field level activists; the people who were to benefit from these programmes dubbed them as impractical, and a waste of scarce resources.

In order to overcome these objections and to make the Interventions relevant, the participation of the beneficiaries, that is the stakeholders, is essential right from the very beginning. Participatory Rural Appraisal and Planning is a methodology that involves the community in identifying the needs of the community, listing the problems they in the order of importance, and gathering suggestions from the community itself about the Redressal Measures needed to tackle the problems. This method also takes into account the ground reality, like socio-cultural factors, and geo-political realities prevailing in the area.

Community Participation in Equity Interventions ensure that the measures suggested are acceptable to the community, and that they are practical on account of their being programmes that arose from their collective decision which took into account local realities and less costly, but more effective and lasting solutions. RMSA, Tamil Nadu, has decided to adopt participatory Rural Appraisal and Planning in implementing its programmes in the State.

Life Skill Training for Girls:

RATIONALE:

Adolescence, a vital stage of growth and development, marks the period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psychosocial maturation. Adolescence is also the stage when young people extend their relationships beyond parents and family and are intensely influenced by their peers and the outside world in general. As adolescents mature cognitively, their mental process becomes more analytical. They are now capable of abstract thinking, better articulation and of developing an independent ideology. These are truly the years of creativity, idealism, buoyancy and a spirit of adventure. But these are also the years of experimentation and risk-taking, of giving in to negative peer pressure, of taking uninformed decisions on crucial issues, especially relating to their bodies and their sexuality. Adolescence is thus a turning point in one's life, a period of increased potential but also one of greater vulnerability. Life skills are essentially those abilities that help promote overall wellbeing and competence in young people as they face the realities of life. Life skills are the beginning of wisdom which focuses on behavior change or developmental approach designed to address a balance of three areas- knowledge, attitude and skills. Life skills enable individuals to translate knowledge, attitude and values into actual abilities i.e. what to do and how to do it, given the scope and

opportunity to do so. Life skills however are not a panacea of "how to do abilities" as they are not the only factors that affect behavior.

There are many factors such as social support, culture and environment that affect motivation and ability to behave in positive ways. Effective acquisition and application of Life Skills can influence the way one feels about others, ourselves and will equally influence the way we are perceived by others. It contributes to perception of self confidence and self esteem. Life skills for psychosocial competence needs to be distinguished from other important skills that young people will acquire as they grow up such as reading, numbers, technical and livelihood skills. Life skills education involves a dynamic teaching process. The methods used to facilitate this active involvement includes working in small groups and pairs, Brainstorming, role plays, games and debates. Many life skills are required to manage a particular situation effectively. In a way, various Life Skills work best in conjunction. In fact, the appropriate combination of Life Skills in a given moment is an art. Children learn their Life Skills from parents, teachers and significant others who act as their role model. They gradually learn to use a particular skill effectively in diverse situation to cope with challenges of life.

We all use Life Skills in different situations such as:

- To negotiate effectively at home, school or work place, we need to have thinking skills as well as social skills
- When faced with difficult situations we tend to think critically, to analyze all the pros and cons of the situation to think out of box to find a solution to seemingly difficult problems.
- All adolescent students are constantly facing the pangs of growing up in a pluralistic society the girls students from the educationally backward blocks are burdened even more: They have to fight against the ignorance of the parents and the inability to respond positively to the changing world confuses them even more. Therefore they need five days orientation training to come to grips with the emotional and other social related problems they face every day in life.

KEY ISSUES & CONCERNS OF ADOLESCENT STUDENTS

Developing an Identity

Self – awareness helps adolescents understand themselves and establish their personal identity. Lack of information and skills prevent them from effectively exploring their potential and establishing a positive image and sound career perspective.

Managing Emotions

- Adolescents have frequent mood changes reflecting feelings of anger, sadness, happiness, fear, shame, guilt, and love. Very often, they are unable to understand the emotional turmoil.
- They do not have a supportive environment in order to share their concerns with others. Counseling facilities are not available.

Building Relationships

- As a part of growing up, adolescents redefine their relationships with parents, peers and members of the opposite sex. Adults have high expectations from them and do not understand their feelings.
- Adolescents need social skills for building positive and healthy relationships with others including peer of opposite sex. They need to understand the importance of mutual respect and socially defined boundaries of every relationship.

Resisting Peer Pressure

- Adolescents find it difficult to resist peer pressure. Some of them may yield to these pressures and engage in experimentation.
- Aggressive self conduct; irresponsible behavior and substance abuse involve greater risks with regard to physical and mental health.
- The experiment with smoking and milder drugs can lead to switching over to hard drugs and addiction at a later stage
- Acquiring Information, Education and Services on issues of Adolescence Exposure to media and mixed messages from the fast changing world have left adolescents with many unanswered questions
- The widening gap in communication between adolescents and parents is a matter of great concern.
- Teachers still feel inhibited to discuss issues frankly and sensitively.
- Adolescents seek information from their peer group who are also ill informed and some may fall prey to quacks.
- Fear and hesitation prevents them from seeking knowledge on preventive methods and medical help if suffering from RTIs and STIs.
- Communicating and negotiating safer life situations
- Sexually active adolescents face greater health risks.
- Girls may also face mental and emotional problems related to early sexual
- Resisting the vulnerability to drug abuse, violence and conflict with law or society

Strategy for imparting life skills training for girls in the educationally backward blocks:

Intervention: - skill training for girls in educationally backward blocks

Target: 100 girl students each from identified Educationally Backward Blocks.

Venue: District project office should identify a proper place that can accommodate 100 girls providing them safety and security with comfortable facilities for the camp.

Content for the training: The training is proposed to cover the following areas;

1. How to overcome the social taboos
2. What are my rights?
3. Who are the persons to approach when in need?
4. what are the available institutional support for girls students
5. what are all the basic skills that I need (at school level; at the immediate neighborhood; government and other offices in the area like bank, post office, railway station, taluk office)

Unit cost and split up

For each trainee per day Rs. 300/ allotted for boarding and lodging.

Chapter - 8

Estimation of Additional Inputs

Based on existing gaps, additional enrolment and the interventions proposed in the preceding two chapters, additional requirements in terms of physical, manpower and technical inputs need to be estimated and presented intervention-wise for the schemes.

A. RMSA

1. Advocacy and Stakeholder Participation
2. Quantitative Expansion - Access and Participation
3. Strengthening of Existing Schooling Provisions
4. Quality Improvement
5. Education of Focus Groups
6. Capacity Building for Planning and Management
7. Education Management Information System
8. Internal Efficiency of the School System - Monitoring & Evaluation
9. Innovations
10. Other Inputs

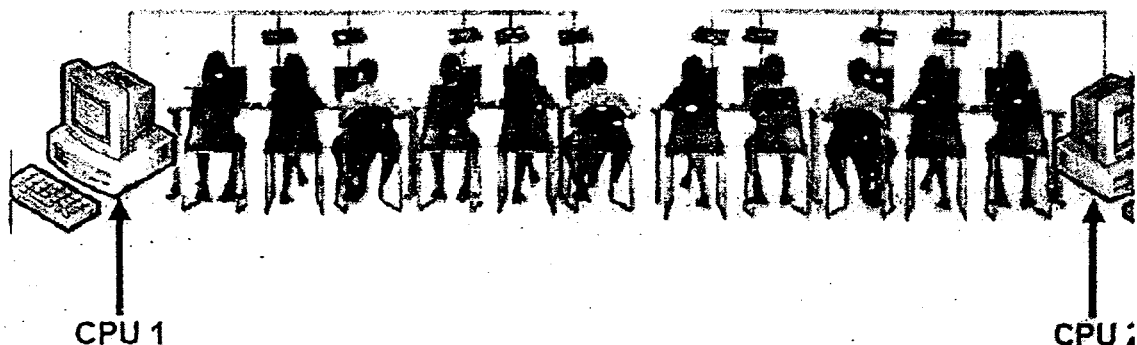
B. ICT

Tracking Software Solution

SCAN (School Computer Access Network) has been developed through which, information of these schools regarding computer lab work and work duration will be available in the head quarter on regular basis (Every Day).

ICT@SCHOOL LAB SETUP IN SCHOOLS

TOTAL 11 USERS SHARED COMPUTING LAB



ISSUES IN ICT@SCHOOL PROJECT

- Uptime of Desktop PC is not known as dependence on BOOT operator or School Administration remains.
- Since the above is not 100% accurate payments linked to the project pilferage of funds takes place.
- Children loose lab time as number of computers is lower in respect of students.
- Government Faces delay in project, tracking of actual runtime of hardware asset is a difficult objective.
- BOOT operator face issues of non payment sometimes as actual report does not reach administration.
- Government does not get any report on daily basis from the schools which make them wait for a quarter as per policy to penalise the non operation issues of BOOT operator.

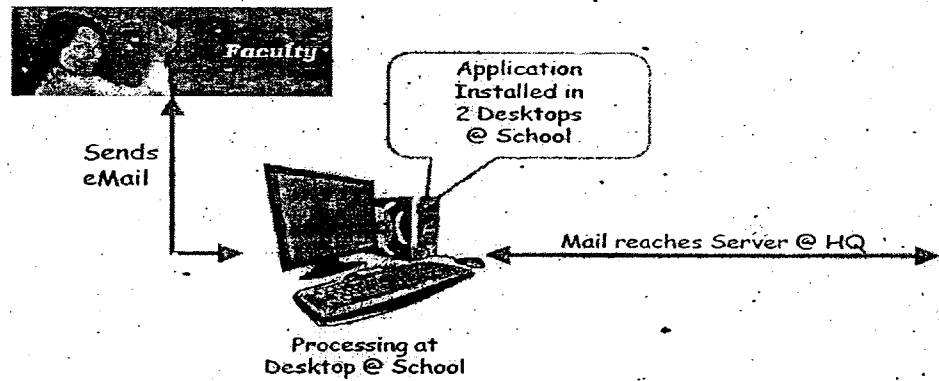
ISSUES-SOLVED

- UPTIME OF DESKTOP@SCHOOL PC CAN BE MONITORED DAILY.
- 100% ACCURATE REPORTS.
- MAIL AND SMS INTEGRATION FOR REAL TIME REPORTING (almost*).
- NO PENALTY FOR BOOT OPERATOR IF REPORTING IS AS PER POLICY/RFP.
- REPORT ON DAILY/WEEKLY/MONTHLY/DISTRICT WISE/ZONE WISE etc (available online).

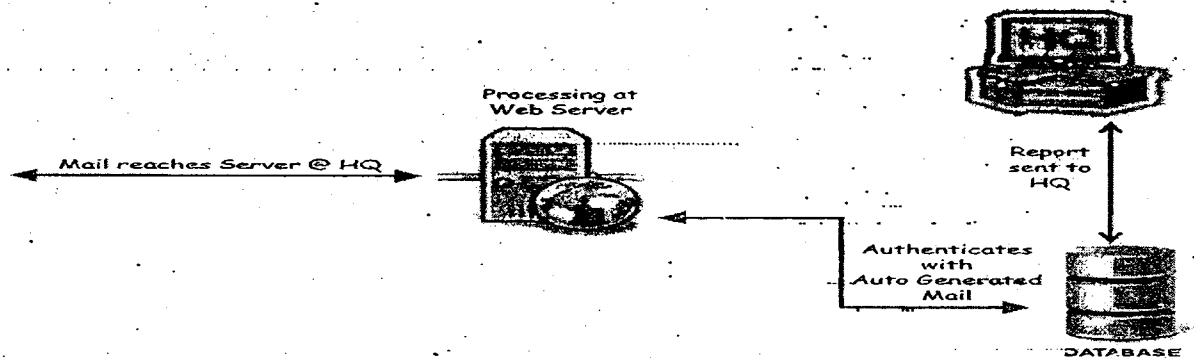
SOLUTION OBJECTIVES

- Monitor the Actual Up Time of number of Desktops in a school per day.
- Send the report to the centralized server for scrutiny by Administrator on a daily basis.
- Generate an 'SMS' in case of any discrepancy to authorised person.
- Track the use of any alternate Computing device apart from the School Desktops being used for report generation through an 'SMS' to authorised person.

Flowchart of the Solution-CLIENT SIDE



Flowchart of the Solution-SERVER SIDE



Complete Flowchart of Solution Proposed

1.

C. Girls Hostel

1. Allowances/Stipend
2. Other facilities for strengthening girls hostel to enhance access and enrolment.
3. Monitoring and Accountability

D. IEDSS

1. Allowances/Stipend, other than books uniform, transport, Reader, Escort.
2. Purchase, other than assistive devices, software etc.
3. Training/Orientation
4. Strengthening of training institution

E. Vocational Education

1. Establishment of new vocational education school

2. Strengthening of existing vocational schools.
3. Training of Teachers (In-service)
4. Assistance to vocational schools under PPP Mode

Chapter 9 Planning for Implementation

Taken under tentative implementation schedule is developed for all activities under RMSA, ICT and IEDSS.

A. RMSA activities

S. No.	Activities	Phy	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Remarks
			13	13	13	13	13	13	13	13	13	14	14	14	
A	RMSA														
	Non recurring														
1	New Schools														
1.01	1 section school														
1.02	2 section school														
	Sub total														
2	Civil Works of new school														
2.01	1 section school														
2.02	2 section school														
	Sub total														
	TOTAL Non recurring														
	Recurring														
8	Staff for new school (2013-14)														
8.01	Head Master														
8.02	Subject teacher														
8.03	Lab Attendant														
8.04	Duftary														
	Sub total														
9	Staff for new schools sanctioned in previous years (2009-2013)														
9.01	Head Master														
9.02	Subject teacher														
9.03	Lab Attendant														
9.04	Duftary														
	Sub total														

10	Additional staff for existing schools (2013-14)																					
10.01	Subject teacher																					
10.02	Lab Attendant																					
10.03	Duftary																					
	Sub total																					
11	Additional staff for existing schools sanctioned till 2012-13																					
11.01	Subject teacher																					
11.02	Lab Attendant																					
11.03	Duftary																					
	Sub total																					
12	School Grant																					
12.01	School Grant (Gov. Schools)																					
12.02	School Grant (Gov. Aided Schools)*																					
	Sub total																					
13	Minor Repair																					
13.01	Minor Repair (Gov. Schools)																					
13.02	Minor Repair (Gov. Aided Schools)*																					
	Sub total																					
14	Teacher Training																					
14.01	Training for head masters																					
14.02	In-service training for existing teachers																					
14.03	Training for new teachers																					
14.04	Training of KRPs																					
14.05	Training of Master Resource																					

	Persons																				
14.06	Other training 1																				
14.07	Other Training 2																				
	Sub total																				
15	Quality Interventions																				
15.01	Excursion trip for students within the State																				
15.02	Study tours for students outside the State																				
15.03	Excursion trip for teachers within the State																				
15.04	Study tour for teachers outside the State																				
15.05	Science exhibition at district level																				
15.06	Book fair at district level	38																			
15.07	Special teaching for learning enhancement																				
15.08	Hub for edusat																				
15.09	Development of Training Module	0																			
15.10	Science exhibition at State level																				
15.11	Other activities(Pls specify)																				
	Sub total																				
16	Guidance and Counseling																				
16.01	Salary for Coordinators																				

16.02	Salary for RAs																		
16.03	Literature & display material																		
16.04	Sensitisation of Principals																		
16.05	Other 2																		
	Sub total																		
17	Equity Interventions																		
17.1	Girls oriented activities																		
17.01.01	Interaction with Role Models																		
17.01.02	Self Defense																		
17.01.03	Activity 3																		
	Sub total																		
19	Community training																		
19.01	Training of SDMC members																		
	Sub total																		
20	MMER																		
20.01	Monitoring Activities																		
20.02	Research and Evaluation																		
20.03	Salaries																		
20.04	Honorarium																		
20.05	TA/ DA																		
20.06	Community Mobilisation																		
20.07	Media oriented activities																		
20.08	Other Activities 3																		
20.09	Other Activities 4																		

B. ICT@School

S.No.	Activities	Phy	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Remarks
			(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	(E)	
C	ICT														
	Non recurring														

1	Outright Purchase Basis/State Model (Hardware and Software including furniture)																			
2	BOOT model(Hardware and Software including furniture)	803																		
3	Establishment of SMART schools (Hardware and Software including furniture)																			
4	Other Activity																			
5	TOTAL non recurring																			
6	Recurring																			
7	One time Induction training to teachers in ICT for 10 days																			
8	Outright Purchase Basis																			
9	BOOT model	8030																		
10	BOOT model sanctioned in previous year	10000																		
11	Under SMART school																			
12	Sub Total																			
13	Refresher training for teachers for 5 days @ Rs. 400 per day per teacher																			
14	Outright Purchase Basis																			
15	BOOT model																			
16	Under SMART school																			

17	Sub Total																		
18	Salary of Computer Teacher (New sanction)																		
19	Outright Purchase Basis																		
20	BOOT model																		
21	BOOT model sanctioned in previous years																		
22	Under SMART school																		
23	Sub Total																		
24	Salary of Computer Teacher Sanctioned in previous years																		
25	Outright Purchase Basis																		
26	BOOT model																		
27	Under SMART school																		
28	Sub Total																		
29	Other Recurring Components for fresh coverage																		
30	Outright Purchase Basis/State Model																		
31	MMER																		
32	BOOT model																		
33	MMER																		
34	Under SMART school																		
35	MMER																		
36	Sub Total																		
37	Other Recurring Components for schools covered in previous years																		
38	Outright Purchase Basis/State Model																		

39	MMER																
40	BOOT model																
41	MMER	803															
42	Under SMART school																
43	MMER																

C. IEDSS

No.	Activities	Qty	Apr 18	May 18	Jun 18	Jul 18	Aug 18	Sep 18	Oct 18	Nov 18	Dec 18	Jan 19	Feb 19	Mar 19	Remarks
B	IEDSS														
	Non recurring														
1	Resource Room	38													
2	Equipment for resource room	38													
3	Removal of architectural barriers	1738													
4	New Toilets for CWSN	2937													
5	Strengthening of training Institutes (Specify the name of Institute)	190													
6	Support to NGO for development of training programme	0													
7	Any other activity	0													
8	Subtotal Non recurring														
9	Recurring														
10	Salary of New Special education teachers	1355													
11	Salary of special education teachers sanctioned in previous years	0													
12	Special pay for general teachers trained in special education	0													

13	Student oriented Activities including assistance and equipments	23073																		
14	In-service training for existing teachers	2937																		
15	Training to special education teachers	0																		
16	Orientation of Principals, Educational administrators, parents / guardians etc.	11748																		
17	Environment Building programme	0																		
18	Other Activities	0																		

Chapter 10

Budget Estimates and Financing

10.1 Utilization Pattern of Funds (separately for all the schemes –RMSA, GH, ICT, IEDSS and Vocational Education): In addition to other information, utilization status may be reported in these formats as well.

S.No.	Suggestive Activities	Proposed for 2014-15					Proposed for 2014-15			Remarks (All mention Budget No. & Budget Allocation for 2014-15)
		Approval		Review of 2013-14			Unit Cost	Piv	Bill	
		Plis	Piv	Plis	Piv	% Piv (Piv/Plis)				
6.01	Head Master	0	0	0	0	#DIV/0!	0	0	0	
6.02	Subject teacher	0	0	0	0	#DIV/0!	0	0	0	
6.03	Lab Attendant	0	0	0	0	#DIV/0!	0	0	0	
6.04	Multi Task Support Staff/office Clerk	0	0	0	0	#DIV/0!	0	0	0	
	Subtotal	0	0	0	0	#DIV/0!	0	0	0	
7	Staff for new schools sanctioned in previous years (2009-2014)									
7.01	Head Master	906	1812	0	0	#DIV/0!	0.4	1153	5634.4	
7.02	Subject teacher	5272	2636	0	0	#DIV/0!	0.11	6552	8648.64	
7.03	Lab Attendant	906	362.4	0	0	#DIV/0!	0.08	1153	922.4	
7.04	Multi Task Support Staff	906	271.8	0	0	#DIV/0!	0.06	1153	691.8	
	Subtotal	7996	3082.2	0	0	#DIV/0!	0	0	15797.24	
8	Additional staff for existing schools (2014-15)									
8.01	Subject teacher	0	0	0	0	#DIV/0!	0	0	0	
8.02	Lab Attendant	0	0	0	0	#DIV/0!	0	0	0	
8.03	Multi Task Support Staff	0	0	0	0	#DIV/0!	0	0	0	
	Subtotal	0	0	0	0	#DIV/0!	0	0	0	
9	Additional staff for existing schools sanctioned till 2013-14									
9.01	Subject teacher	0	0	0	0	#DIV/0!	0	0	0	
9.02	Lab Attendant	0	0	0	0	#DIV/0!	0	0	0	
9.03	Multi Task Support Staff	0	0	0	0	#DIV/0!	0	0	0	
	Subtotal	0	0	0	0	#DIV/0!	0	0	0	
10	School Grant									
10.01	School Grant (Gov. Schools)	3799	1899.5	2737	1368.5	#DIV/0!	0.5	3818	1909	
10.02	School Grant (Gov. Aided Schools)*	0	0	0	0	#DIV/0!	0	0	0	
	Subtotal	3799	1899.5	2737	1368.5	#DIV/0!	0	3818	1909	
11	Minor Repair									
11.01	Minor Repair (Gov. Schools)	2688	672	1917	479.25	#DIV/0!	0.25	2733	683.25	

Sl.No.	Suggestive Activities	Progress Review till 2009-10					Progress Review of 2010-11					Progress Review of 2011-12					Progress Review of 2012-13				
		Approval		Exp till 31st March 2011			Approval		Exp till 31st March 2011			Approval		Exp till 31st March 2014			Approval		Exp till 31st March 2014		
		Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin
		3	4	3	6	75(6/8)	8	9	10	11	12=(11/9)	13	14	15	16	17=(16/14)	18	19	20	21	22=(21/19)
11.02	Minor Repair (Gov. Aided Schools)*	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0%
	Subtotal	0	0	0	0	0%	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0	0%
12	Teacher Training																				
12.01	Inservice training for head masters	0	0	0	0	0%	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0	0%
12.02	In-service training for existing teachers (5 Days)	0	0	0	0	0%	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0	0%
12.03	Induction Training for new teachers (10 Days)	0	0	0	0	0%	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0	0%
12.04	Training of KRPs	0	0	0	0	0%	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0	0%
12.05	Training of Master Resource Persons (5days)	0	0	0	0	0%	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0	0%
12.06	Leadership training of Headmasters	0	0	0	0	0%	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0	0%
	Traning of 45 Master resouce person for 3 days	0	0	0	0	0%	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0	0%
12.07	Subject Specific Training (Social Science, Math & Science) (5 Days)	0	0	0	0	0%	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0	0%
12.08	Librarians Training	0	0	0	0	0%	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0	0%
	Training of Master Resource Persons (Librarian)	0	0	0	0	0%	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0	0%
	Traning cost at state level	0	0	0	0	0%	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0	0%
	Development of Training Module	0	0	0	0	0%	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0	0%
	5-day In-service Teacher training for Physical Education teachers (Residential mode)	0	0	0	0	0%	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0	0%
	5-day Training to District Educational Officers	0	0	0	0	0%	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0	0%

S.No.	Suggestive Activities	Proposals Review in 2013-14					Proposals for 2014-15			As per Govt. Order No. 1000/2013
		Approved		BSP (B) & (C) Category 2014			Proposals for 2014-15			
		Phy	Fin	Phy	Fin	% Fin	Unit Cost	Phy	Fin	
11.02	Minor Repair (Gov. Aided Schools)*	0	0	0	0	#DIV/0!		0	0	
	Sub total	2688	672	1917	479.25	#DIV/0!		2733	683.25	
12	Teacher Training									
12.01	Inservice training for head masters	760	60.8	0	0	#DIV/0!	0.3	3903	1170.9	
12.02	In-service training for existing teachers (5 Days)	17443	261.645	7692	115.398	#DIV/0!	0.015	26333	394.995	
12.03	Induction Training for new teachers (10 Days)	5272	158.16	0	0	#DIV/0!	0.03	5272	158.16	
12.04	Training of KRPs	110	1.65	0	0	#DIV/0!	0.015	294	4.41	
12.05	Training of Master Resource Persons (5days)	550	8.25	0	0	#DIV/0!	0.015	588	8.82	
12.06	Leadership training of Headmasters	0	0	0	0	#DIV/0!	0.08	2865	229.2	
	Training of 45 Master resource person for 3 days	0	0	0	0	0	0.009	45	0.405	
12.07	Subject Specific Training (Social Science, Math & Science) (5 Days)	0	0	0	0	#DIV/0!	0.015	8260	123.9	
12.08	Librarians Training	0	0	0	0	#DIV/0!	0.015	970	14.55	
	Training of Master Resource Persons (Librarian)	0	0	0	0	0	0.015	34	0.51	
	Training cost at state level	0	0	0	0	0	1.47	1	1.47	
	Development of Training Module	0	0	0	0	0	10	5	50	
	5-day In-service Teacher training for Physical Education teachers (Residential mode)	0	0	0	0	0	0.015	925	13.875	
	5-day Training to District Educational Officers	0	0	0	0	0	0.3	38	11.4	

S.No.	Suggestive Activities	Proposed for Review of 2014-15					Proposed for 2014-15			Reference (as mentioned in the No. of the Section of the AWP 2014-15)
		Approved		Budget Allocated 2014			Unit Cost	Qty	Amt	
		Phys	Fin	Phys	Fin	% Fin				
28	29	25	26	27 (28/29)	28	29	30 (28/29)	31 (35)		
	Workshop on Continuous Comprehensive Evaluation at 3 stages involving experts from National Level institutions.	0	0	0	0	0	0.015	190	2.85	
	Teachers Hand Book	0	0	0	0	0	31.05	1	31.05	
	Subtotal	24135	490.505	7692	113.398	10.67209339		0	2216.495	
13	Quality Interventions									
13.01	Excursion trip for students within the State	0	0	0	0	#DIV/0!	0.002	233034	466.068	
13.02	Study tours for students outside the State	0	0	0	0	#DIV/0!	0.02	58261	1165.22	
13.03	Science exhibition at district level	38	38	38	7.049	#DIV/0!	1	38	38	
13.04	Book fair at district level	38	38	38	31.565	#DIV/0!	1	38	38	
13.06	Excursion trip for Teacher within the State	0	0	0	0	#DIV/0!	0.02	11653	233.06	
13.07	Study tours for Teacher outside the State	0	0	0	0	#DIV/0!	0.2	2912	582.4	
13.09	Art and Craft (School Level)	0	0	0	0	0	0.2	3818	763.6	
13.1	Games & Sports Activities (Block Level)	0	0	0	0	0	0.5	534	267	
13.11	Sports Competition/ Cultural Activities at District Level	0	0	0	0	0	1.45	38	55.1	
	Sports Competition/ Cultural Activities at State Level	0	0	0	0	0	59.804	1	59.804	
	Exposure visit of HM to other states	0	0	0	0	0	0.2	38	7.6	
	Exposure visit of SMDC Members to other state to observe the best practices of community and PTA	0	0	0	0	0	0.2	380	76	
	Science exhibition at State level	0	0	0	0	0	15	1	15	

S.No.	Suggestive Activities	Proposed Budget of 2014-15					Proposal for 2014-15			Reference in Annexure No. & Page No. of Annexure 2014-15
		Approved		Disapproved (March 2014)			Unit (Gos)	Qty	Amt	
		Qty	Rs.	Qty	Rs.	% Rs.				
		76	76	76	58.614	#DIV/0!	0	3692.048		
	Subtotal									
14	Guidance and Counselling									
14.01	Salary for Coordinators	0	0	0	0	#DIV/0!	1	38		
14.02	Salary for RAs	0	0	0	0	#DIV/0!	0	0		
14.03	Literature & display material	0	0	0	0	#DIV/0!	0	0		
14.04	Sensitisation of Principals	0	0	0	0	#DIV/0!	0	0		
14.05	Training of District Resource Person (5 Days)	0	0	0	0	#DIV/0!	0.015	38	2.28	
14.06	Training for Cell Incharge of School	0	0	0	0	0	0.015	534	16.02	
14.07	Preparation of Counselling Room in school	0	0	0	0	0	0	0	0	
14.8	Career Counseling and guidance camp at dist. Level	0	0	0	0	0	0.4	38	15.2	
14.9	Career Counseling and guidance camp at Block Level	0	0	0	0	0	0.2	534	213.6	
	Psychologist	0	0	0	0	0	2.4	1	2.4	
	Doctor (preferably female)	0	0	0	0	0	2.4	1	2.4	
	Career counsellor	0	0	0	0	0	2.4	1	2.4	
	Counseling Associates	0	0	0	0	0	2.4	1	2.4	
	Material	0	0	0	0	0	0.5	1	0.5	
	Subtotal	0	0	0	0	#DIV/0!	0	295.4		
15	Equity Interventions									
15.1	Girls oriented activities									
15.01.01	Self Defense	131384	656.92	0	0	#DIV/0!	0.005	131384	656.92	
15.01.03	Activity 3	0	0	0	0	#DIV/0!	0	0		
	Subtotal	131384	656.92	0	0	#DIV/0!	131384	656.92		
15.02	SC/ ST oriented activities									
15.02.01	Activity 1	0	0	0	0	#DIV/0!	0	0		

Sl. No.	Supplementary Activities	Proposed for 2013-14					Proposed for 2014-15			Remarks (if not paid for the same from A/C B (if any)
		Approved		Budget for 2013-14			Unit Cost	Qty	Amt	
		Planned	Actual	Planned	Actual	% Diff				
21	22	23	24	25	26	27	28	29	30-32	
15.02.02	Activity 2	0	0	0	0	#DIV/0!		0	0	
15.02.03	Activity 3	0	0	0	0	#DIV/0!		0	0	
	Sub total	0	0	0	0	#DIV/0!	0	0	0	
15.03	Educational Backward Minorities oriented activities									
15.03.01	Remedial Classes	0	0	0	0	#DIV/0!	0.005	155705	778.525	
15.03.02	Activity 2	0	0	0	0	#DIV/0!		0	0	
15.03.03	Activity 3	0	0	0	0	#DIV/0!		0	0	
	Sub total	0	0	0	0	#DIV/0!	0.005	155705	778.525	
15.04	Left Wings Affected areas oriented activities									
15.04.01	Activity 1	0	0	0	0	#DIV/0!		0	0	
15.04.02	Activity 2	0	0	0	0	#DIV/0!		0	0	
15.04.03	Activity 3	0	0	0	0	#DIV/0!		0	0	
	Sub total	0	0	0	0	#DIV/0!	0	0	0	
16	Interventions for Out of school children									
16.01	Open School System									
16.01.01	Activity 1	0	0	0	0	#DIV/0!		0	0	
16.01.02	Activity 2	0	0	0	0	#DIV/0!		0	0	
16.01.03	Activity 3	0	0	0	0	#DIV/0!		0	0	
	Sub total	0	0	0	0	#DIV/0!	0	0	0	

S.No.	Suggestive Activities	Program Review of 2014-15					Proposal for 2014-15			Reference (Old mention Punjab No. of Com App. 2014-15)
		Approval		Expenditure March 2014			Unit Cost	Qty	Pm	
		Phy	Pm	Phy	Pm	% Pm				
23	23	24	24	24	24	28	29	30, 28, 29		
16.02	Any other activity									
16.02.01	Activity 1	0	0	0	0	#DIV/0!		0	0	
16.02.02	Activity 2	0	0	0	0	#DIV/0!		0	0	
16.02.03	Activity 3	0	0	0	0	#DIV/0!		0	0	
	Sub total	0	0	0	0	#DIV/0!	0	0	0	
17	Community training									
17.01	Training of SMDC members (2 Days)	6648	39,884	763	4,5686	#DIV/0!	0.006	15272	91,632	
	Sub total	6648	39,884	763	4,5686	#DIV/0!		15272	91,632	
	TOTAL Recurring	0	8917,009	0	2026,3306	9,33165766		0	26120,31	
	RMSA Total (Non recurring recurring)	0	24894,499	0	2026,3306	5,649796747		0	26120,31	
B	IEDSS									
	Non recurring									
21	Resource Room	0	0	0	0	#DIV/0!	15	38	570	
22	Equipment for resource room	0	0	0	0	#DIV/0!	5	38	190	
	Furniture & Electricity Wiring	0	0	0	0	0	2	38	76	
23	Removal of architectural barriers	0	0	0	0	#DIV/0!	0.25	2672	668	
24	Toilets for CWSN	0	0	0	0	#DIV/0!	0.15	3818	572.7	
	Strengthening of training institution	0	0	0	0	#DIV/0!		0	0	
	Support to NGO	0	0	0	0	#DIV/0!	0	0	0	
25	Any other activity	0	0	0	0	#DIV/0!		0	0	
	Subtotal Non recurring	0	0	0	0	#DIV/0!		2672	2076.7	
	Recurring									
26	Salary of New Special education teachers (02 months)	0	0	0	0	#DIV/0!	1.8	1104	165.6	

Sl.No	Suggestive Activities	Proposed Budget for 2014-15					Proposed for 2014-15			Remarks Sl. No. & Page No. & Section (A/B/C/D) 2014-15
		Approved 2014		Proposed for 2014			Unit	Qty	Rate	
		Phy	Fin	Phy	Fin	% Fin	Cost	Phy	Rate	
27	Salary of special education teachers sanctioned in previous years	0	0	0	0	#DIV/0!	0	0	0	
28	Special pay for general teachers trained in special education	0	0	0	0	#DIV/0!	0	0	0	
29	Student oriented Activities including assistance and equipments	0	0	0	0	#DIV/0!		0	0	
30	In-service training for existing teachers (05Days)	0	0	0	0	#DIV/0!	0.02	3818	76.36	
31	Training to special education teachers	0	0	0	0	#DIV/0!		0	0	
32	Orientation of Principals, Educational administrators, parents / guardians etc	0	0	0	0	#DIV/0!		0	0	
33	Salary of 07 Resource Person for 06 months	0	0	0	0	#DIV/0!	6.3	38	239.4	
34	Salary of 02 Peon/ Night Guard for 06 Months	0	0	0	0	#DIV/0!	0.6	38	22.8	
35	Other Expenditure for 06 Months	0	0	0	0	0	0.06	38	2.28	
36	Assessment Camp	0	0	0	0	0	0.2	76	15.2	
	Aids and Appliances & Corrective Surgeries	0	0	0	0	0	0.02	1363	27.26	
	Assistive Teaching Materials	0	0	0	0	0	0.008	2884	23.072	
	Text Books & Stationeries	0	0	0	0	0	0.01	19781	197.81	
	Transport/ Escort facility For 06 months	0	0	0	0	0	0.015	335	5.025	
	The Use of ICT (Commissionaires)	0	0	0	0	0	2	9	13.5	
	Stipend for Girl Students with Disabilities	0	0	0	0	0	0.024	8814	211.536	

S.No	Suggestive Activities	Progress Review of 2009-10					Progress Review of 2010-11					Progress Review of 2011-12					Progress Review of 2012-13					
		Approval		Exp till 31st March 2014			Approval		Exp till 31st March 2014			Approval		Exp till 31st March 2014			Approval		Exp till 31st March 2014			
		Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	Phy	Fin	Phy	Fin	% Fin	
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Access to Teaching learning material (TLM Development)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Special Training with Hostel facility (Commissionaires)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Special training of 05 KRP's	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	05 Days Teachers Training (Residential)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Development of Training Module	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Stengthening of training institutes (six Govt.B.ed. Colleges)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Scholorship provided by State	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Subtotal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Subtotal Recurring	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Non Recurring	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0
C	ICT																					
	Non recurring																					
37	Outright Purchase Basis/State Model	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0
37.1	Computers (including server with terminals)	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0
37.2	Operating system & Application Software	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0
37.3	Educational Software & CD ROMs/e-content	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0
37.4	Furniture	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0
	Subtotal	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0
38	BOOT model	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0
38.1	Computers (including server with terminals)	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0
38.2	Operating system & Application Software	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0
38.3	Educational Software & CD ROMs	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0	0	0	0	#DIV/0!	0

S.No.	Suggestive Activities	Proposed Budget of 2014-15					Proposed for 2014-15			Reference (if mention) Page No. (from 2014-15)
		Approved		Exp. till 31st March 2014			Unit Cost	Piv	Piv	
		Biv	Biv	Piv	Biv	% Piv				
23	20	48	20	27 (66.67)	23	23	30 (69.23)			
	Access to Teaching learning material (TLM Development)	0	0	0	0	0	0.5	38	19	
	Special Training with Hostel facility (Commissionaires)	0	0	0	0	0	0.18	450	81	
	Special training of 05 KRP's	0	0	0	0	0	1	190	38	
	05 Days Teachers Training (Residential)	0	0	0	0	0		0	0	
	Development of Training Module	0	0	0	0	0	4	1.25	5	
	Stenghtening of training institutes (six Govt.B.ed. Colleges)	0	0	0	0	0	6	1	6	
	Scholorship provided by State	0	0	0	0	0	0.006	19781	118.686	
	Sub total	0	0	0	0	#DIV/0!		4922	1267.529	
	Sub total Recurring	0	0	0	0	#DIV/0!	0	4922	1267.529	
	Sub total Non Recurring	0	0	0	0	#DIV/0!	0	7594	3344.229	
	RCI									
	Non recurring									
37	Outright Purchase Basis/State Model	0	0	0	0	#DIV/0!		0	0	
37.1	Computers (including server with terminals)	0	0	0	0	#DIV/0!	0	0	0	
37.2	Operating system & Application Software	0	0	0	0	#DIV/0!	0	0	0	
37.3	Educational Software & CD ROMs/e-content	0	0	0	0	#DIV/0!	0	0	0	
37.4	Furniture	0	0	0	0	#DIV/0!	0	0	0	
	Subtotal	0	0	0	0	#DIV/0!		0	0	
38	BOOT model	0	0	0	0	#DIV/0!		0	0	
38.1	Computers (including server with terminals)	0	0	0	0	#DIV/0!	5.1	803	4095.3	
38.2	Operating system & Application Software	0	0	0	0	#DIV/0!	0.2	803	160.6	
38.3	Educational Software & CD ROMs	0	0	0	0	#DIV/0!	0.45	803	361.35	

S.No.	Suggestive Activities	Process Review of 2013-14					Proposal for 2014-15			Reference (As mentioned in P.A. No. & P.C. No. & date from 2013-14)
		Approval		Exp till first March 2014			Proposed for 2014-15			
		Phy	Fin	Phy	Fin	% Fin	Unit Cost	Phy	Fin	
38.4	Furniture	0	0	0	0	#DIV/0!	0.25	803	200.75	
	Subtotal	0	0	0	0	#DIV/0!		1144	4818	
39	Establishment of SMART schools (Hardware and Software including furniture)	0	0	0	0	#DIV/0!	0	0	0	
39.1	Computers (including server with terminals)	0	0	0	0	#DIV/0!	0	0	0	
39.2	Operating system & Application Software	0	0	0	0	#DIV/0!	0	0	0	
39.3	Educational Software & CD ROMs	0	0	0	0	#DIV/0!	0	0	0	
39.4	Furniture	0	0	0	0	#DIV/0!	0	0	0	
	Subtotal	0	0	0	0	#DIV/0!	0	0	0	
40	Other non-recurring components (may be added suitably)	0	0	0	0	#DIV/0!	0	0	0	
	One time recurring	0	0	0	0	#DIV/0!	0	1084	4818	
	Recurring	0	0	0	0	0		0	0	
41	One time Induction training to teachers in ICT for 10 days (No of teachers)									
41.01	Outright Purchase Basis	0	0	0	0	#DIV/0!	0	0	0	
41.02	BOOT model	0	0	0	0	#DIV/0!	0.04	8030	321.2	
41.04	Under SMART school	0	0	0	0	#DIV/0!	0	0	0	
	Subtotal	0	0	0	0	#DIV/0!		7880	321.2	
42	Refresher training for teachers for 5 days @ Rs. 400 per day per teacher (No of teachers)									
42.01	Outright Purchase Basis	0	0	0	0	#DIV/0!	0	0	0	
42.02	BOOT model	0	0	0	0	#DIV/0!	0.02	8030	160.6	
42.03	Under SMART school	0	0	0	0	#DIV/0!	0	0	0	
	Subtotal	0	0	0	0	#DIV/0!		7880	160.6	
43	Salary of Computer Teacher									
43.01	Salary of Computer Teacher under Outright Purchase Basis	0	0	0	0	#DIV/0!	0	0	0	
43.02	Salary of Computer Teacher under BOOT model	0	0	0	0	#DIV/0!	1.2	803	963.6	
	Subtotal	0	0	0	0	#DIV/0!		803	963.6	

S.No.	Suggestive Activities	Progress Review for 2014					Proposed for 2014-15			Page No. & Page Range from 2014-15
		Approval		Ex-Budgetary Grant 2014			Proposed for 2014-15			
		Phys.	Fin.	Phys.	Fin.	% Fin.	Cost	Phys.	Fin.	
44	Other Recurring Components									
44.1	Computer, Stationery (Printer, Cartridges, CD-ROMs, DVD, paper etc.)	0	0	0	0	#DIV/0!	0.8	803	642.4	
44.01	Electricity Charges	0	0	0	0	#DIV/0!	0.12	803	96.36	
44.02	Expenses on Diesel/Kerosene for generator	0	0	0	0	#DIV/0!	0.12	803	96.36	
44.03	Telephone Charges	0	0	0	0	#DIV/0!	0.06	803	48.18	
44.04	Internet/Broadband charges	0	0	0	0	#DIV/0!	0.1	803	80.3	
44.05	Management, Monitoring and Evaluation	0	0	0	0	#DIV/0!	0.1	803	80.3	
	Subtotal	0	0	0	0	#DIV/0!		2148	1043.9	
45	Any other Activity (May be added suitably)									
	Subtotal	0	0	0	0	#DIV/0!	0	0	0	
	Other Recurring	0	0	0	0	#DIV/0!	0	17997	2489.3	
	Other Non-Recurring	0	0	0	0	#DIV/0!	0	3655	7307.3	
46	CW of Girls Hostel	7	1128.95	0	0	#DIV/0!	196.5	217	4264.5	
	Subtotal non recurring	7	1128.95	0	0	#DIV/0!		217	4264.5	
47	Fooding/jodging expenditure per girl child @ Rs. 850 per month (3 month)	0	0	0	0	#DIV/0!	2.55	83	211.65	
48	Honorarium of warden @ Rs. 5,000 per month (in addition to her salary as teacher)	0	0	0	0	#DIV/0!	0.15	83	12.45	
49	Chowkidar @ Rs. 3,000 per month	0	0	0	0	#DIV/0!	0.09	83	7.47	
50	1 Head Cook @ Rs. 3,000 per month and 2 Aast. Cook @ Rs 2,500 per month	0	0	0	0	#DIV/0!	0.24	83	19.92	

S.No	Suggestive Activities	Review of 2014-15					Proposed for 2014-15			Remarks Budget No. Unit Cost
		Approved by		Proposed by			Unit Cost	Pay	Bbn	
		Phy	Bbn	Phy	Bbn	% Bbn				
63.01	Salary for Vocational Coordinator (Regular) 12 month	0	0	0	0	#DIV/0!	4.2	162	340.2	
63.02	Salary for Vocational teacher (Contract) 4 teacher for 10 month	0	0	0	0	#DIV/0!	10	162	972	
63.03	Honorarium for Guest faculty (Annual)	0	0	0	0	#DIV/0!	1	162	162	
63.04	Salary for lab assistant (2) (contract) (10 month)	0	0	0	0	#DIV/0!	3	162	291.6	
63.05	Salary for accountant cum clerk	0	0	0	0	0	1.44	162	116.64	
63.06	Salary for Helper	0	0	0	0	0	0.96	162	77.76	
63.07	Salary for Security personnel	0	0	0	0	0	0.6	162	48.6	
	Sub Total	0	0	0	0	#DIV/0!		0	2008.8	
64	Staff for Introduction of VE in schools sanctioned in previous year									
64.01	Salary for Vocational Coordinator (Regular)	38	159.6	0	0	#DIV/0!	4.2	38	79.8	
64.02	Salary for Vocational teacher (Contract)	76	190	0	0	#DIV/0!	10	38	114	
64.03	Honorarium for Guest faculty	38	38	0	0	#DIV/0!	1	38	38	
64.04	Salary for lab assistant (contract)	38	57	0	0	#DIV/0!	3	38	34.2	
64.05	Salary for accountant cum clerk	0	0	0	0	#DIV/0!		0	0	
64.06	Salary for Helper	0	0	0	0	#DIV/0!		0	0	
64.07	Salary for Security personnel	0	0	0	0	#DIV/0!		0	0	
	Sub Total	190	444.6	0	0	#DIV/0!		0	266	
65	Assistance to Vocational school under PPP mode (new)									
65.01	Number of students	0	0	0	0	#DIV/0!	0	0	0	

S.No.	Suggestive Activities	Progress Review of 2014-15					Proposal for 2015-16			Reference for funding from Govt. & other sources
		Approved		Exp. till 31st March 2015			Proposal for 2015-16			
		Phy.	Fin.	Phy.	Fin.	% Fin.	Unit Cost	PKs	Fin.	
		23	22	25	25	100	28	20	30	2014-15
	Sub Total	0	0	0	0	#DIV/0!	0	0	0	
66	Assistance to Vocational school under PPP mode (continuation)									
66.01	Number of students	0	0	0	0	#DIV/0!	0	0	0	
	Sub Total	0	0	0	0	#DIV/0!	0	0	0	
67	Recurring support to new school									
67.01	Raw material grant for new school per course	38	38	0	0	#DIV/0!	1.5	200	300	
67.02	Books, Software, Educational CDs, etc for new school	38	5.7	0	0	#DIV/0!	0.15	200	30	
67.03	Seed money for running of production cum training centres (PTCs) for new schools	0	0	0	0	#DIV/0!	1	200	200	
67.04	Office expenses / contingencies for new school	38	91.2	0	0	#DIV/0!	2.4	200	480	
	Sub Total	114	134.9	0	0	#DIV/0!		800	1010	
68.00	Teacher Training									
68.01	In-service training of teachers (1 week)	0	0	0	0	#DIV/0!		0	0	
68.02	Induction training of teachers (4 week)	76	9.88	0	0	#DIV/0!	0.1292	800	103.36	
	Sub Total	76	9.88	0	0	#DIV/0!		800	103.36	
69	Curriculum Development	0	0	0	0	#DIV/0!	0	0	0	
70	Cost of engaging with the industry	0	0	0	0	#DIV/0!	0	0	0	
71	Assessment and Certification Cost	0	0	0	0	#DIV/0!	0	0	0	
72	Other Innovative activity	0	0	0	0	#DIV/0!	0	0	0	
	Total Recurring	380	589.38	0	0	#DIV/0!	0	1600	3388.16	

S.No.	Suggestive Activities	Progress Review 01/01/2014 - 31/03/2014					Proposal for 2014-15			Reference ID maintain reference ID No. of Form M/PCB 2014/15
		Approval		Exp. till 31/03/2014			Proposal for 2014-15			
		PHY	FIN	PHY	FIN	% till	Unit Cost	PHY	FIN	
	Office Rent	0	0	0	0	0		0		
	Telephone/Internet	0	0	0	0	0		0		
	Sub total	0	0	0	0	#DIV/0!	22.396	0	851.048	
	VMI/R-Shield (SPO)	0	0	0	0	#DIV/0!		0	0	
	Confidentiality	0	0	0	0	#DIV/0!	7.5	1	7.5	
	Auditing	0	0	0	0	#DIV/0!	2.5	1	2.5	
	Salaries	0	0	0	0	#DIV/0!	102.31	1	102.31	
	Hiring of Vehicle	0	0	0	0	#DIV/0!	15	1	15	
	Travel	0	0	0	0	#DIV/0!	5	1	5	
	Annual Plan Preparation	0	0	0	0	#DIV/0!	3	1	3	
	Publication/Advertisement	0	0	0	0	#DIV/0!	4	1	4	
	Stationery & Computer Peripherals	0	0	0	0	#DIV/0!	7.5	1	7.5	
	Furniture, Fixture and Furnishing	0	0	0	0	#DIV/0!	5	1	5	
	Workshop/ Seminars & Meeting	0	0	0	0	0	5	1	5	
	Building Repair/ Grants for Maintenance/ Education	0	0	0	0	0	50	1	50	
	Assignment Agency for Evaluation & Research	0	0	0	0	0	50	1	50	
	Study Roll	0	0	0	0	0	5	1	5	
	Sub total	0	0	0	0	#DIV/0!		0	261.81	
	Total VMI/R (SPO)	0	0	0	0	#DIV/0!		0	1112.858	
	Grand Total (RMSA AIDS-ICE-GFV)	539	28232.469	0	2350.34433	#DIV/0!		28575	93400.89356	

Table No	Table Heading
1	Basic Information
2	Staffing Status at SPO and DPO under RMSA
3	Status of unserved Habitation under School Mapping
4	Status of Previous years sanctioned School under RMSA
5	Number of Schools having classes IX-X by Management
6	Teachers Sanctioned and Vacancy in Schools having classes IX-X
7	Status of Teacher in Position in Govt & Govt. Aided Schools teaching Secondary Classes
8	State Level Proposal for Trainings during the Financial Year 2013-14
9	Pupil Assessment Systems in States
10	Population 14-15 age group District wise
11	Year wise Enrolment Status in schools having Classes IX to X
12	Total Enrolment District wise (All Management)
13	Total Enrollment Status in schools having Classes IX to X
14	Year Wise Educational Indicators (GER /NER/Dropout Rate/Retention Rate/Transition Rate/GPI/Gender Gap)
15	GER/NER/Dropout Rate/Retention Rate/Transition Rate /Promotion Rate/Gender Gap/ GPI (District wise)
16	Examination Results
17	Status of Special Focus District
18	Information in respect of School Management and Development Committee
19	ICT Summary
20	Recruitment Status of Teaching Staff
21	IEDSS-Recruitment Status of Teaching Staff
22	Recruitment Status of Non-Teaching Staff in New/Upgraded Secondary Schools
23	IEDSS- Recruitment Status of Non-Teaching Staff
24	Category wise enrollment in Girls Hostel
25	Training/Professional Development Status
26	ICT-Training/Professional Development Status
27	IEDSS-Training/Professional Development Status
28	Quality Interventions under RMSA
29	Guidance and Counselling
30	Equity interventions under RMSA
31	Information regarding Community Mobilization in Annual Work Plan and Budget
32	Status of Identification and Enrolment of Disabled Children (Disability Wise)
33	Status of social category-wise Identification and Enrolment of Disabled Children
34	Status of Girls Hostel
35	Status of Facilities, allowances and stipend provided to Disable Children
36	Financial Status
37	Secondary Education expenditure excluding RMSA expenditure since 2007-08
38	District Wise Status of Non-Teaching Staff (Having Class IX & X)

Basic Information

S. No.	UDISE (District Code)	Name of District	No. of Educational Block	No. of CD Blocks	Municipal Corporation/ Urban blocks	No. of revenue Villages/Wards	No. of Panchayats	No. of Habitations
1	1001	PASCHIM CHAMPARAN	18	18	NA	1395	315	4356
2	1002	PURBI CHAMPARAN	27	27	NA	1345	419	4703
3	1003	SHEOHAR	5	5	NA	207	53	465
4	1004	SITAMARHI	17	17	NA	846	273	2078
5	1005	MADHUBANI	21	21	NA	1072	399	3163
6	1006	SUPAUL	11	11	NA	688	181	3856
7	1007	ARARIA	9	9	NA	753	218	2457
8	1008	KISHANGANJ	7	7	NA	824	126	3135
9	1009	PURNIA	14	14	NA	1241	251	4806
10	1010	KATI HAR	16	16	NA	1643	238	1923
11	1011	MADHEPURA	13	13	NA	447	170	2576
12	1012	SAHARSA	10	10	NA	432	153	2677
13	1013	DARBHANGA	18	18	NA	1268	330	2989
14	1014	MUZAFFARPUR	16	16	NA	1861	387	2603
15	1015	GOPALGANJ	14	14	NA	1620	234	6191
16	1016	SIWAN	19	19	NA	2417	293	5347
17	1017	SARAN	20	20	NA	1813	330	5097
18	1018	VAISHALI	16	16	NA	1459	290	3181
19	1019	SAMASTIPUR	20	20	NA	1250	381	4324
20	1020	BEGUSARAI	18	18	NA	780	257	2927
21	1021	KHAGARIA	7	7	NA	306	129	1605
22	1022	BHAGALPUR	16	16	NA	1770	242	2845
23	1023	BANKA	11	11	NA	1681	185	3581
24	1024	MUNGER	9	9	NA	861	101	1671
25	1025	LAKHISARAI	7	7	NA	496	80	1702
26	1026	SHEIKHPURA	6	6	NA	289	54	437
27	1027	NALANDA	20	20	NA	1183	249	2478
28	1028	PATNA	23	23	NA	1455	331	2757
29	1029	BHOJPUR	14	14	NA	1243	228	1639
30	1030	BUXAR	11	11	NA	1194	142	2615
31	1031	KAIMUR	11	11	NA	1360	151	3261
32	1032	ROHTAS	19	19	NA	1710	246	2205
33	1033	JEHANABAD	7	7	NA	599	93	1346
34	1034	AURANGABAD	11	11	NA	1786	203	3202
35	1035	GAYA	24	24	NA	2860	332	5870
36	1036	NAWADA	14	14	NA	1139	187	2268
37	1037	JAMUI	10	10	NA	1530	153	3042
38	1038	ARWAL	5	5	NA	348	68	679
		TOTAL	534	534	NA	45071	8472	112067

SEMIS & Census

Table
Staffing Position & Vacant

Level	Functional Area	No. of Sanctioned Post	No. of post Filled Up	Mode of Recruitment (Please tick)			Please tick if functional area has full time coordination		Please tick if functional area resource group (SRG, DRG, BRG) place
				Deputation	Direct / Contractual	Salary: RMSA / SSA / Parent Dept.	Functional area	Full time coord.	
SPO									
	Planning & Access						1. Planning & Access	yes	SRG
	Civil Work						2. Civil Work	No	
	Finance						3. Finance	Yes	
	MIS						4. Teacher training/Quality	yes	
	T. training/Quality						5. MIS	yes	
	Gender /Equity						6. Media		
	Community Mobilization						7. Equity	yes	
	Inclusive Education						8. CM	yes	
	Others (Please specify name of the components)						9. IED	yes	
	Total Posts at SPO Level	60	31	8	23				
	Common SRG (Y/N)								
DPO									
	DEO/DPO						1. DEO/DPO	yes	DRG
	Planning & Access						2. Planning & Access		
	Civil Work						3. Civil Work		
	Finance						4. Finance	yes	
	MIS						5. Equity		
	T. training/Quality						6. T. Training/Quality		
	Gender Equity						7. MIS		
	Community Mobilization						8. CM		
	Inclusive Education						9. Media		
	Others (Please specify name of the components)						10. IED		
	Total Posts at DPO Level	474	361	40	321				
	Common DRG (Y/N)								
	Resource Persons if any other than SRG & Total Post of the State(SPO+DPO)								

Staffing at different levels														
State Level Staffing Position (RMSA, ICT, GH, IEDSS & VE)														
Staff Sanctioned					Staff Filled					Vacant Post				
RMSA	ICT	IEDSS	GH	VE	RMSA	ICT	IEDSS	GH	VE	RMSA	ICT	IEDSS	GH	VE
60					31					29				
District Level Staffing Position (RMSA, ICT, GH, IEDSS & VE)														
474					361					113				

Note: Please provide a signed hard copy of the same to the appraiser.

Status of unserved Habitation* under School Mapping														
U-DISE Code	Name of District	Method of School Mapping Exercise (GIS Mapping/Manual Mapping)	Whether Distance Matrix Exercise(As suggested by NUEPA) has been conducted (Yes/No)	No. of Habitations	No. of Habitations covered by Sec School in 5 Km areas	No. of Habitations without Sec School in 5 Km radius	No. of unserved Habitations eligible for sec school as per State Norms**	No. of unserved Habitations not eligible for sec school as per State Norms**	Planning for unserved eligible		Planning for unserved ineligible habitations as per col			Remarks
									Number of new schools required	No. of habitations to be covered	Type of strategy proposed (residential/ stand alone/ any other)	Physical Number (as per last column)	No. of habitations to be covered	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1001	PASCHIM CHAMPARAN	GIS Mapping	No	4356	3920	436	436							
1002	PURBI CHAMPARAN	GIS Mapping	No	4703	4233	470	470							
1003	SHEOHAR	GIS Mapping	No	465	419	47	47							
1004	SITAMARHI	GIS Mapping	No	2078	1870	208	208							
1005	MADHUBANI	GIS Mapping	No	3163	2847	316	316							
1006	SUPAUL	GIS Mapping	No	3856	3470	386	386							
1007	ARARIA	GIS Mapping	No	2457	2211	246	246							
1008	KISHANGANJ	GIS Mapping	No	3135	2822	314	314							
1009	PURNIA	GIS Mapping	No	4806	4325	481	481							
1010	KATI HAR	GIS Mapping	No	1923	1731	192	192							
1011	MADHEPURA	GIS Mapping	No	2576	2318	258	258							
1012	SAHARSA	GIS Mapping	No	2677	2409	268	268							
1013	DARBHANGA	GIS Mapping	No	2989	2690	299	299							
1014	MUZAFFARPUR	GIS Mapping	No	2603	2343	260	260							
1015	GOPALGANJ	GIS Mapping	No	6191	5572	619	619							
1016	SIWAN	GIS Mapping	No	5347	4812	535	535							
1017	SARAN	GIS Mapping	No	5097	4587	510	510							
1018	VAISHALI	GIS Mapping	No	3191	2872	319	319							
1019		GIS Mapping	No	4324	3892	432	432							
1020	BEGUSARAI	GIS Mapping	No	2927	2634	293	293							
1021	KHAGARIA	GIS Mapping	No	1805	1445	161	161							
1022	BHAGALPUR	GIS Mapping	No	2846	2561	285	285							
1023	BANKA	GIS Mapping	No	3581	3223	358	358							
1024	MUNGER	GIS Mapping	No	1671	1504	167	167							
1025	LAKHISARAI	GIS Mapping	No	1702	1532	170	170							
	SHEIKHPURA	GIS Mapping	No	437	393	44	44							
1027	NALANDA	GIS Mapping	No	2478	2230	248	248							
1028	PATNA	GIS Mapping	No	2757	2481	276	276							
1029	BHOJPUR	GIS Mapping	No	1639	1475	164	164							
1030	BUXAR	GIS Mapping	No	2815	2354	262	262							
1031	KAIMUR	GIS Mapping	No	3261	2935	326	326							
1032	ROHTAS	GIS Mapping	No	2205	1985	221	221							
1033	JEHANABAD	GIS Mapping	No	1346	1211	135	135							
1034	AURANGABAD	GIS Mapping	No	3202	2882	320	320							
1035	GAYA	GIS Mapping	No	5870	5283	587	587							
1036	NAWADA	GIS Mapping	No	2268	2041	227	227							
1037	JAMUI	GIS Mapping	No	3042	2738	304	304							
1038	ARWAL	GIS Mapping	No	679	611	68	68							
	TOTAL	GIS Mapping	No	112067	100860	11207	11207							

(Note :- If the state is not having state norm for upgrading A upper primary schools into secondary level than, please habitation data may be provided as per national norm i.e. NO existing secondary school within 5 km radius survey is under process

Status of Previous years sanctioned Schools under RMSA

S.No.	UDISE (DIST CODE)	District	No. of new schools sanctioned under RMSA												Progress (No. of schools functioning)					Enrolment in functional Schools under RMSA												Remarks			
			2009-10			2010-11			2011-12			2013-2014			Total			Against 2009-10 sanctioned	Against 2010-11 sanctioned	Against 2011-12 sanctioned	Against 2013-14 sanctioned	Total	2009-10			2010-11			2011-12				2013-14		
			1 sec	2 sec	Total	1 sec	2 sec	Total	1 sec	2 sec	Total	1 sec	2 sec	Total	1 sec	2 sec	Total						B	G	T	B	G	T	B	G	T		B	G	T
1001	PASHCHIM CHAMPARAN	0	14	14	0	5	5	0	4	4	0	16	16	0	39	39	14	4	4	0	22	659	667	1326	306	376	682	467	534	1001	0	0	0		
1002	PURBI CHAMPARAN	0	21	21	0	8	9	0	3	3	0	11	11	0	44	44	21	9	3	0	33	1448	1401	2849	875	801	1676	415	402	817	0	0	0		
1003	SHEOHAR	0	1	1	0	2	2	0	3	3	0	1	1	0	7	7	1	2	3	0	6	159	113	272	117	142	259	316	338	654	0	0	0		
1004	SITAMARHI	0	10	10	0	10	10	0	3	3	0	8	6	0	29	29	8	10	3	0	21	135	75	210	274	396	670	1121	1140	2261	0	0	0		
1005	MADHUBANI	0	7	7	0	8	8	0	2	2	0	10	10	0	27	27	7	8	2	0	17	916	867	1783	847	776	1623	216	198	414	0	0	0		
1006	SUPAUL	0	8	8	0	0	0	0	0	0	0	15	15	0	23	23	8	0	0	0	8	666	628	1294	0	0	0	0	0	0	0	0	0		
1007	ARARIA	0	12	12	0	7	7	0	2	2	0	8	8	0	29	29	12	7	2	0	21	1068	974	2042	829	875	1704	304	199	503	0	0	0		
1008	KISHANGANJ	0	8	5	0	0	0	0	1	1	0	19	19	0	23	23	5	0	1	0	6	266	316	582	0	0	0	40	52	92	0	0	0		
1009	PURNIA	0	12	12	0	5	5	0	3	3	0	19	19	0	39	39	10	4	1	0	15	508	526	1034	172	142	314	580	552	1132	0	0	0		
1010	KATIHAH	0	11	11	0	16	16	0	4	4	0	25	25	0	56	56	11	16	4	0	31	462	374	836	672	544	1216	168	136	304	0	0	0		
1011	MADHEPURA	0	7	7	0	3	3	0	0	0	0	5	5	0	15	15	7	3	0	0	10	562	391	953	75	30	105	0	0	0	0	0	0		
1012	SAHARSA	0	6	6	0	1	1	0	2	2	0	3	3	0	12	12	6	1	2	0	9	836	584	1420	188	151	339	104	45	149	0	0	0		
1013	DARBHANGA	0	13	13	0	16	16	0	5	5	0	14	14	0	48	48	13	16	5	0	34	840	1062	1902	1286	1315	2601	447	333	780	0	0	0		
1014	MUZAFFARPUR	0	17	17	0	31	31	0	5	5	0	0	0	53	53	15	31	5	0	51	1354	1238	2622	3243	2798	6041	270	303	573	0	0	0			
1015	GOPALGANJ	0	9	9	0	17	17	0	0	0	0	0	0	26	26	8	16	0	0	24	731	1088	1819	1126	1363	2489	0	0	0	0	0	0			
1016	SIWAN	0	9	9	0	17	17	0	12	12	0	0	0	38	38	9	9	4	0	22	658	874	1532	515	734	1249	102	130	232	0	0	0			
1017	SARAN	0	9	9	0	27	27	0	1	1	0	0	0	37	37	9	16	0	0	25	1876	1735	3611	3842	3673	7515	0	0	0	0	0	0			
1018	VAISHALI	0	11	11	0	18	18	0	3	3	0	2	2	0	34	34	11	18	3	0	37	1545	1378	2923	1010	1124	2134	216	245	461	0	0	0		
1019	SAMASTIPUR	0	20	20	0	4	4	0	1	1	0	1	1	0	26	26	15	2	1	0	18	1247	1331	2578	118	131	249	69	90	159	0	0	0		
1020	BEGUSARAJ	0	8	8	0	13	13	0	7	7	0	0	0	28	28	8	13	6	0	27	266	363	629	392	478	1070	319	436	755	0	0	0			
1021	KHAGARIA	0	5	5	0	7	7	0	0	0	0	1	1	0	13	13	5	7	0	12	670	515	1185	728	448	1176	0	0	0	0	0	0			
1022	BHAGALPUR	0	13	13	0	20	20	0	8	8	0	1	1	0	42	42	12	20	8	0	40	615	577	1192	810	712	1522	451	330	781	0	0	0		
1023	BANKA	0	9	9	0	5	5	0	3	3	0	17	17	0	34	34	9	4	3	0	16	300	252	552	167	90	257	151	122	273	0	0	0		
1024	MUNGER	0	3	3	0	11	11	0	9	9	0	0	0	23	23	3	11	9	23	150	110	110	418	847	1265	389	693	1082	0	0	0	0	0		
1025	LAKHISARAI	0	1	1	0	7	7	0	7	7	0	1	1	0	16	16	0	7	7	0	14	0	0	0	146	135	281	232	248	480	0	0	0		
1026	SHEIKHPURA	0	1	1	0	8	5	0	3	3	0	0	0	9	9	1	5	3	0	9	68	47	115	310	245	555	428	398	826	0	0	0			
1027	NALANDA	0	10	10	0	15	15	0	8	6	0	0	0	31	31	10	15	6	31	522	376	702	1078	640	1170	1810	318	468	786	0	0	0			
1028	PATNA	0	15	15	0	17	17	0	5	6	0	0	0	38	38	12	12	5	0	29	680	728	1408	528	600	1128	163	118	281	0	0	0			
1029	BHOJPUR	0	10	10	0	35	35	0	12	12	0	0	0	57	57	10	31	10	0	51	756	774	1530	1496	1699	3195	443	427	870	0	0	0			
1030	BUXAR	0	8	8	0	17	17	0	3	3	0	0	0	28	28	8	17	2	0	27	80	70	150	247	379	626	44	99	143	0	0	0			
1031	KAIMUR	0	6	6	0	8	8	0	5	5	0	0	0	19	19	6	8	5	0	19	61	71	132	78	64	142	108	93	201	0	0	0			
1032	ROHTAS	0	6	8	0	24	24	0	9	9	0	0	0	41	41	8	23	9	0	40	266	363	629	798	1089	1887	319	436	755	0	0	0			
1033	JEHANABAD	0	4	4	0	7	7	0	3	3	0	1	1	0	15	15	4	7	3	0	14	567	493	1060	792	645	1437	183	194	377	0	0	0		
1034	AURANGABAD	0	11	11	0	17	17	0	10	10	0	0	0	38	38	11	17	10	0	52	496	858	1354	612	1326	1938	360	780	1140	0	0	0			
1035	GAYA	0	13	13	0	25	25	0	11	11	0	1	1	0	30	30	13	25	11	0	49	1830	1497	3327	3302	3048	6350	1026	1386	2412	0	0	0		
1036	NAWADA	0	7	7	0	13	13	0	5	5	0	5	5	0	30	30	7	13	5	25	342	332	483	815	484	897	1381	176	345	521	0	0	0		
1037	JAMUI	0	7	7	0	1	1	0	4	4	0	19	19	0	31	31	7	1	4	0	12	667	571	1238	60	76	136	286	258	544	0	0	0		
1038	ARWAL	0	3	3	0	0	0	0	0	0	0	0	0	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total		0	244	244	0	443	443	0	168	168	0	204	204	0	1143	1143	324	408	149	79	2340	24106	23986	48092	27703	29319	57022	10231	11528	21759	0	0	0		

Number of Schools having classes IX-X by Management

S. No.	Dist Code	District	Total No. of Secondary Schools	Schools with Enrolment Zero			Deptt. Of Education	Tribal / Social Welfare Dept	Local Body	Pvt. Aided	Pvt. Unaided	Other Schools	Central Govt.	Un Recognized
				Govt.	Aided	Private								
	1001	PASHCHIM CHAMPARAN	146	1	0	0	85	3	0	4	18	1	2	1
	1002	PURBA CHAMPARAN	219	1	0	3	127	0	0	1	49	0	2	2
	1003	SHEOHAR	28	0	0	0	18	0	0	0	0	0	2	0
	1004	SITAMARHI	149	6	0	2	85	1	0	2	19	0	1	1
	1005	MADHUBANI	237	3	0	1	139	3	0	0	27	6	1	0
	1006	SUPAUL	51	3	0	0	45	0	0	0	0	0	0	0
	1007	ARARIA	103	2	1	4	66	1	0	1	8	0	2	0
	1008	KISHANGANJ	88	0	0	0	61	1	0	0	7	0	2	0
	1009	PURNIA	176	1	0	1	73	4	0	2	22	0	2	0
	1010	KATI HAR	125	18	0	3	88	0	0	2	5	0	1	1
	1011	MADHEPURA	81	0	1	0	60	0	0	1	15	0	1	0
	1012	SAHARSA	103	1	0	2	56	2	0	1	23	0	2	5
	1013	DARBHANGA	205	5	0	0	119	2	0	2	32	0	3	4
	1014	MUZAFFARPUR	238	1	0	1	152	1	0	3	36	0	2	14
	1015	GOPALGANJ	143	0	0	3	80	1	0	5	30	0	3	0
	1016	SIWAN	171	16	0	1	131	1	0	3	31	0	2	0
	1017	SARAN	216	15	0	0	164	1	0	1	38	0	4	0
	1018	VAISHALI	191	4	0	2	123	1	0	0	30	0	2	5
	1019	SAMASTIPUR	190	1	0	0	130	0	0	1	37	0	0	2
	1020	BEGUSARAI	181	3	0	0	111	1	0	0	24	0	5	2
	1021	KHAGARIA	80	1	0	4	52	0	0	1	24	0	0	0
	1022	BHAGALPUR	203	3	0	2	147	0	0	5	31	0	2	1
	1023	BANKA	148	0	0	0	89	1	0	2	21	0	2	0
	1024	MUNGER	124	2	0	0	94	1	0	3	24	0	0	0
	1025	LAKHISARAI	87	2	0	1	59	0	0	2	16	0	2	0
	1026	SHEIKHPURA	61	0	0	0	39	0	0	0	12	0	0	1
	1027	NALANDA	240	5	0	1	162	0	0	5	49	0	3	0
	1028	PATNA	363	0	0	6	225	6	0	18	90	0	2	3
	1029	BHOJPUR	217	9	1	1	168	2	0	3	32	0	0	0
	1030	BUXAR	135	0	0	1	98	0	0	0	21	0	2	2
	1031	KAIMUR (BHABUA)	103	1	0	3	64	0	0	0	31	0	1	0
	1032	ROHTAS	249	2	0	2	159	2	0	1	44	0	1	20
	1033	JEHANABAD	86	0	0	0	56	1	0	1	22	0	2	2
	1034	AURANGABAD (BIHAR)	187	5	0	2	128	0	0	0	36	0	1	0
	1035	GAYA	220	7	0	8	129	0	0	6	52	0	1	2
	1036	NAWADA	138	5	0	2	91	1	0	4	23	0	1	1
	1037	JAMUI	90	2	0	2	59	0	0	0	17	0	2	0
	1038	ARWAL	59	0	0	1	39	1	0	0	14	0	1	2
Grand Total			5831	125	3	59	3771	38	0	80	1010	7	62	71

Source

Teachers Sanctioned and Vacancy in Schools having classes IX-X

S. No.	U DISE CODE	District	Govt schools						Govt Aided schools						
			No. of Government Sec Schools	Headmasters/Principals		No. of Secondary School Teachers			No. of Govt. Aided Schools	Headmasters/Principals		No. of Govt Aided school Teachers			
				In position	Vacant	Sanctioned post	In position	Vacant		In position	Vacant	Sanctioned post	In position	Vacant	
1001	PASCHIM CHAMPARAN	85	36	49	888	563	325	4					39		
1002	PURBI CHAMPARAN	127	50	77	1316	879	437	1					7		
1003	SHEOHAR	18	1	17	172	86	86	0					0		
1004	SITAMARHI	85	20	65	899	537	362	2					9		
1005	MADHUBANI	139	31	108	1476	1049	427	0					8		
1006	SUPAUL	45	11	34	597	333	264	0					0		
1007	ARARIA	66	14	52	636	429	207	1					0		
1008	KISHANGANJ	81	18	43	253	226	27	0					0		
1009	PURNIA	73	15	58	850	617	233	2					11		
1010	KATI HAR	88	24	64	712	306	406	2					9		
1011	MADHEPURA	60	33	27	571	406	165	1					0		
1012	SAHARSA	56	20	36	559	398	161	1					5		
1013	DARBHANGA	119	51	68	1228	875	353	2					20		
1014	MUZAFFARPUR	152	58	94	1766	1026	740	3					26		
1015	GOPALGANJ	80	40	40	884	544	340	5					49		
1016	SIWAN	131	63	68	1245	832	413	3					39		
1017	SARAN	184	49	115	1784	1132	652	1					4		
1018	VAISHALI	123	33	90	1042	795	247	0					0		
1019	SAMASTIPUR	130	64	66	1381	943	438	1					10		
1020	BEGUSARAI	111	58	53	1113	730	383	0					0		
1021	KHAGARIA	52	11	41	523	306	217	1					6		
1022	BHAGALPUR	147	32	115	1621	1081	540	5					53		
1023	BANKA	89	24	65	816	572	244	2					22		
1024	MUNGER	94	18	76	994	595	399	3					11		
1025	LAKHISARAI	59	15	44	560	372	188	2					19		
1026	SHEIKHPURA	39	14	25	375	182	193	0					0		
1027	NALANDA	162	45	117	1743	1137	606	5					47		
1028	PATNA	225	143	82	3392	2121	1271	18					185		
1029	BHOJPUR	168	117	51	1730	975	755	3					16		
1030	BUXAR	98	67	31	959	709	250	0					0		
1031	KAIMUR	64	37	27	656	438	218	0					0		
1032	ROHTAS	159	36	123	1627	1179	448	1					10		
1033	JEHANABAD	58	35	21	599	394	205	1					9		
1034	AURANGABAD	128	33	95	1258	807	449	0					0		
1035	GAYA	129	44	85	1773	884	889	6					89		
1036	NAWADA	91	28	63	876	503	373	4					32		
1037	JAMUI	59	23	36	536	348	188	0					0		
1038	ARWAL	39	13	26	452	297	155	0					0		
Total			3772	1424	2347	39860	25606	14254	80			0	0	727	0

Note: Pls refer Letter from MHRD, having DO No.1-42/2011-sch-1, dated 15th May regarding Sanction post of teachers

SOURCE:

Status of Teacher in Position in Govt & Govt. Aided Schools teaching Secondary Classes

S. No.	Dist Code	District	No. of Government Schools	Head Master /Principal	Govt schools											
					Teacher in Position (Class Taught)											
					Secondary Only			Upper Primary & Secondary			Secondary & Higher Secondary			Total Teacher		
					Regular	Para	Total	Regular	Para	Total	Regular	Para	Total	Regular (6+9+12)	Para (7+10+13)	Total (8+11+14)
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	1001	PASCHIM CHAMPARAN	85	36	270	249	519	5	2	7	13	24	37	288	275	563
2	1002	PURBI CHAMPARAN	127	50	437	302	739	22	18	40	49	51	100	508	371	879
3	1003	SHEOHAR	18	1	61	20	81	1	0	1	3	1	4	65	21	86
4	1004	SITAMARHI	85	20	299	154	453	30	7	37	16	31	47	345	192	537
5	1005	MADHUBANI	139	31	515	517	1032	4	4	8	1	8	9	520	529	1049
6	1006	SUPAUL	45	11	229	104	333	0	0	0	0	0	0	229	104	333
7	1007	ARARIA	66	14	408	10	418	0	0	0	11	0	11	419	10	429
8	1008	KISHANGANJ	81	18	180	15	195	6	1	7	20	4	24	206	20	226
9	1009	PURNIA	73	15	319	248	567	14	13	27	7	16	23	340	277	617
10	1010	KATI HAR	88	24	151	88	239	9	15	24	8	35	43	168	138	306
11	1011	MADHEPURA	60	33	226	180	406	0	0	0	0	0	0	226	180	406
12	1012	SAHARSA	56	20	375	2	377	0	0	0	21	0	21	396	2	398
13	1013	DARBHANGA	119	51	488	292	780	6	2	2	16	77	93	504	371	875
14	1014	MUZAFFARPUR	152	58	761	159	920	11	0	11	73	22	95	845	181	1026
15	1015	GOPALGANJ	80	40	283	26	314	101	43	144	65	21	86	454	90	544
16	1016	SIWAN	131	63	441	216	657	53	14	67	57	51	108	551	281	832
17	1017	SARAN	164	49	922	59	981	75	0	75	74	2	76	1071	61	1132
18	1018	VAISHALI	123	33	673	54	727	52	0	52	16	0	16	741	54	795
19	1019	SAMASTIPUR	130	64	665	62	727	83	2	85	104	27	131	852	91	943
20	1020	BEGUSARAI	111	58	412	275	687	2	2	4	20	19	39	434	296	730
21	1021	KHAGARIA	52	11	262	37	299	7	0	7	0	0	0	269	37	306
22	1022	BHAGALPUR	147	32	971	99	1070	7	3	10	0	1	1	978	103	1081
23	1023	BANKA	89	24	149	394	543	17	0	17	3	9	12	169	403	572
24	1024	MUNGER	94	18	547	45	592	0	0	0	3	0	3	550	45	595
25	1025	LAKHISARAI	59	15	295	28	323	15	0	15	16	18	34	326	46	372
26	1026	SHEIKHPURA	39	14	136	41	177	4	0	4	1	0	1	141	41	182
27	1027	NALANDA	162	45	784	230	1014	33	4	37	69	17	86	886	251	1137
28	1028	PATNA	225	143	1870	83	1953	19	1	20	147	1	148	2036	85	2121
29	1029	BHOJPUR	168	117	906	2	908	0	0	0	67	0	67	973	2	975
30	1030	BUXAR	98	67	597	54	651	16	0	16	42	0	42	655	54	709
31	1031	KAIMUR	64	37	366	37	403	9	0	9	19	7	25	394	44	438
32	1032	ROHTAS	159	36	784	91	875	267	0	267	25	12	37	1076	103	1179
33	1033	JEHANABAD	56	35	357	22	379	5	0	5	10	0	10	372	22	394
34	1034	AURANGABAD	128	33	712	14	726	44	1	45	36	0	36	792	15	807
35	1035	GAYA	129	44	830	12	842	15	4	19	22	1	23	867	17	884
36	1036	NAWADA	91	28	340	84	424	38	8	46	28	5	33	406	97	503
37	1037	JAMUI	59	23	305	13	318	2	0	2	23	5	28	330	18	348
38	1038	ARWAL	39	13	220	8	228	32	0	32	37	0	37	289	8	297
Total			3771	1424	18551	4326	22877	998	144	1142	1122	465	1587	20671	4935	25606

SOURCE:

Status of Previous years sanctioned Schools under RMSA

S.No	UDISE (DIST CODE)	District	No. of new schools sanctioned under RMSA												Progress (No. of schools functioning)					Enrolment in functional Schools under RMSA												Remarks			
			2009-10			2010-11			2011-12			2013-2014			Total			Against 2009-10 sanctioned	Against 2010-11 sanctioned	Against 2011-12 sanctioned	Against 2013-14 sanctioned	Total	2009-10			2010-11			2011-12				2013-14		
			1 sec	2 sec	Total	1 sec	2 sec	Total	1 sec	2 sec	Total	1 sec	2 sec	Total	1 sec	2 sec	Total						B	G	T	B	G	T	B	G	T		B	G	T
1001	PASHCHIM CHAMPARAN	0	14	14	0	5	5	0	4	4	0	16	16	0	39	39	14	4	4	0	22	659	667	1326	306	376	682	467	534	1001	0	0	0		
1002	PURBI CHAMPARAN	0	21	21	0	9	9	0	3	3	0	11	11	0	44	44	21	9	3	0	33	1448	1401	2849	875	801	1676	415	402	817	0	0	0		
1003	SHEOHAR	0	1	1	0	2	2	0	3	3	0	1	1	0	7	7	1	2	3	0	6	159	113	272	117	142	259	316	338	654	0	0	0		
1004	SITAMARHI	0	10	10	0	10	10	0	3	3	0	8	6	0	29	29	8	10	3	0	21	135	75	210	274	396	670	1121	1140	2261	0	0	0		
1005	MADHUBANI	0	7	7	0	8	8	0	2	2	0	10	10	0	27	27	7	8	2	0	17	916	867	1783	847	776	1623	216	198	414	0	0	0		
1006	SUPAUL	0	8	8	0	0	0	0	0	0	0	15	15	0	23	23	8	0	0	0	8	666	628	1294	0	0	0	0	0	0	0	0	0		
1007	ARARIA	0	12	12	0	7	7	0	2	2	0	8	8	0	29	29	12	7	2	0	21	1068	974	2042	829	875	1704	304	199	503	0	0	0		
1008	KISHANGANJ	0	5	5	0	0	0	1	1	0	19	19	0	25	25	5	0	1	0	6	266	316	582	0	0	0	40	52	92	0	0	0			
1009	PURNIA	0	12	12	0	5	5	0	3	3	0	19	19	0	39	39	10	4	1	0	15	508	526	1034	172	142	314	580	552	1132	0	0	0		
1010	KATIHAH	0	11	11	0	16	16	0	4	4	0	25	25	0	56	56	11	16	4	0	31	462	374	836	672	544	1216	168	136	304	0	0	0		
1011	MADHEPURA	0	7	7	0	3	3	0	0	0	0	5	5	0	15	15	7	3	0	0	10	562	391	953	75	30	105	0	0	0	0	0	0		
1012	SAHARSA	0	6	6	0	1	1	0	2	2	0	3	3	0	12	12	6	1	2	0	9	836	584	1420	188	151	339	104	45	149	0	0	0		
1013	DARBHANGA	0	13	13	0	16	16	0	5	5	0	14	14	0	48	48	13	16	5	0	34	840	1062	1902	1286	1315	2601	447	333	780	0	0	0		
1014	MUZAFFARPUR	0	17	17	0	31	31	0	5	5	0	0	0	0	53	53	15	31	5	0	31	1384	1238	2622	3243	2798	6041	270	303	573	0	0	0		
1015	GOPALGANJ	0	9	9	0	17	17	0	0	0	0	0	0	0	26	26	8	16	0	0	24	731	1088	1819	1126	1363	2489	0	0	0	0	0	0		
1016	SIWAN	0	9	9	0	17	17	0	12	12	0	0	0	0	38	38	9	9	4	0	22	658	874	1532	515	734	1249	102	130	232	0	0	0		
1017	SARAN	0	9	9	0	27	27	0	1	1	0	0	0	0	37	37	9	16	0	0	25	1876	1733	3611	3842	3673	7515	0	0	0	0	0	0		
1018	VAISHALI	0	11	11	0	18	18	0	3	3	0	2	2	0	34	34	11	18	3	0	37	1345	1378	2923	1010	1124	2134	216	245	461	0	0	0		
1019	SAMASTIPUR	0	20	20	0	4	4	0	1	1	0	1	1	0	26	26	15	2	1	0	18	1247	1331	2578	118	131	249	69	90	159	0	0	0		
1020	BEGUSARAJ	0	8	8	0	13	13	0	7	7	0	0	0	0	28	28	8	13	6	0	27	266	363	629	592	478	1070	319	436	755	0	0	0		
1021	KHAGARJA	0	5	5	0	7	7	0	0	0	0	1	1	0	13	13	5	7	0	0	12	670	515	1185	728	448	1176	0	0	0	0	0	0		
1022	BHAGALPUR	0	13	13	0	20	20	0	8	8	0	1	1	0	42	42	12	20	8	0	40	615	577	1192	810	712	1522	451	330	781	0	0	0		
1023	BANKA	0	9	9	0	5	5	0	3	3	0	17	17	0	34	34	9	4	3	0	16	300	252	552	167	90	257	151	122	273	0	0	0		
1024	MUNGER	0	3	3	0	11	11	0	9	9	0	0	0	0	23	23	3	11	9	23	150	110	110	418	847	1265	389	693	1082	0	0	0			
1025	LAKHISARAI	0	1	1	0	7	7	0	7	7	0	1	1	0	16	16	1	7	7	0	14	0	0	0	146	135	281	232	248	480	0	0	0		
1026	SHEIKHPURA	0	1	1	0	5	5	0	3	3	0	0	0	0	9	9	1	5	3	0	9	68	47	115	310	245	555	428	398	826	0	0	0		
1027	NALANDA	0	10	10	0	15	15	0	6	6	0	0	0	0	31	31	10	15	6	31	522	376	702	1078	640	1170	1810	318	468	786	0	0	0		
1028	PATNA	0	15	15	0	17	17	0	5	6	0	0	0	0	38	38	12	12	5	0	29	680	728	1408	528	600	1128	163	118	281	0	0	0		
1029	BHOJPUR	0	10	10	0	38	35	0	12	12	0	0	0	0	57	57	10	31	10	0	51	756	774	1530	1496	1699	3195	443	427	870	0	0	0		
1030	BUXAR	0	8	8	0	17	17	0	3	3	0	0	0	0	28	28	8	17	2	0	27	80	70	150	247	379	626	44	99	143	0	0	0		
1031	KAIMUR	0	6	6	0	8	8	0	5	5	0	0	0	0	19	19	6	8	5	0	19	61	71	132	78	64	142	108	93	201	0	0	0		
1032	ROHTAS	0	8	8	0	24	24	0	9	9	0	0	0	0	41	41	8	23	9	0	40	266	363	629	798	1089	1887	319	436	755	0	0	0		
1033	JEHANABAD	0	4	4	0	7	7	0	3	3	0	1	1	0	15	15	4	7	3	0	14	567	493	1060	792	645	1437	183	194	377	0	0	0		
1034	AURANGABAD	0	11	11	0	17	17	0	10	10	0	0	0	0	38	38	11	17	10	0	52	496	858	1354	612	1326	1938	360	780	1140	0	0	0		
1035	GAYA	0	13	13	0	25	25	0	11	11	0	1	1	0	30	30	13	25	11	0	49	1830	1497	3327	3302	3048	6350	1026	1386	2412	0	0	0		
1036	NAWADA	0	7	7	0	13	13	0	5	5	0	5	5	0	30	30	7	13	5	25	342	332	483	815	484	897	1381	176	345	521	0	0	0		
1037	JAMUI	0	7	7	0	1	1	0	4	4	0	19	19	0	31	31	7	1	4	0	12	667	571	1238	60	76	136	286	258	544	0	0	0		
1038	ARWAL	0	3	3	0	0	0	0	0	0	0	0	0	0	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total		0	344	344	0	443	443	0	165	165	0	201	201	0	1153	1153	324	408	149	79	2340	24106	23986	48092	27703	29319	57022	10231	11528	21759	0	0	0		

Number of Schools having classes IX-X by Management

S. No.	Dist Code	District	Total No. of Secondary Schools	Schools with Enrolment Zero			Deptt. Of Education	Tribal / Social Welfare Dept	Local Body	Pvt. Aided	Pvt. Unaided	Other Schools	Central Govt.	Un Recognizd
				Govt.	Aided	Private								
	1001	PASHCHIM CHAMPARAN	146	1	0	0	85	3	0	4	18	1	2	1
	1002	PURBA CHAMPARAN	219	1	0	3	127	0	0	1	49	0	2	2
	1003	SHEOHAR	28	0	0	0	18	0	0	0	0	0	2	0
	1004	SITAMARHI	149	6	0	2	85	1	0	2	19	0	1	1
	1005	MADHUBANI	237	3	0	1	139	3	0	0	27	6	1	0
	1006	SUPAUL	51	3	0	0	45	0	0	0	0	0	0	0
	1007	ARARIA	103	2	1	4	66	1	0	1	8	0	2	0
	1008	KISHANGANJ	88	0	0	0	61	1	0	0	7	0	2	0
	1009	PURNIA	176	1	0	1	73	4	0	2	22	0	2	0
	1010	KATI HAR	125	18	0	3	88	0	0	2	5	0	1	1
	1011	MADHEPURA	81	0	1	0	60	0	0	1	15	0	1	0
	1012	SAHARSA	103	1	0	2	56	2	0	1	23	0	2	5
	1013	DARBHANGA	205	5	0	0	119	2	0	2	32	0	3	4
	1014	MUZAFFARPUR	238	1	0	1	152	1	0	3	36	0	2	14
	1015	GOPALGANJ	143	0	0	3	80	1	0	5	30	0	3	0
	1016	SIWAN	171	16	0	1	131	1	0	3	31	0	2	0
	1017	SARAN	216	15	0	0	164	1	0	1	38	0	4	0
	1018	VAISHALI	191	4	0	2	123	1	0	0	30	0	2	5
	1019	SAMASTIPUR	190	1	0	0	130	0	0	1	37	0	0	2
	1020	BEGUSARAI	181	3	0	0	111	1	0	0	24	0	5	2
	1021	KHAGARIA	80	1	0	4	52	0	0	1	24	0	0	0
	1022	BHAGALPUR	203	3	0	2	147	0	0	5	31	0	2	1
	1023	BANKA	148	0	0	0	89	1	0	2	21	0	2	0
	1024	MUNGER	124	2	0	0	94	1	0	3	24	0	0	0
	1025	LAKHISARAI	87	2	0	1	59	0	0	2	16	0	2	0
	1026	SHEIKHPURA	61	0	0	0	39	0	0	0	12	0	0	1
	1027	NALANDA	240	5	0	1	162	0	0	5	49	0	3	0
	1028	PATNA	363	0	0	6	225	6	0	18	90	0	2	3
	1029	BHOJPUR	217	9	1	1	168	2	0	3	32	0	0	0
	1030	BUXAR	135	0	0	1	98	0	0	0	21	0	2	2
	1031	KAIMUR (BHABUA)	103	1	0	3	64	0	0	0	31	0	1	0
	1032	ROHTAS	249	2	0	2	159	2	0	1	44	0	1	20
	1033	JEHANABAD	86	0	0	0	56	1	0	1	22	0	2	2
	1034	AURANGABAD (BIHAR)	187	5	0	2	128	0	0	0	36	0	1	0
	1035	GAYA	220	7	0	8	129	0	0	6	52	0	1	2
	1036	NAWADA	138	5	0	2	91	1	0	4	23	0	1	1
	1037	JAMUI	90	2	0	2	59	0	0	0	17	0	2	0
	1038	ARWAL	59	0	0	1	39	1	0	0	14	0	1	2
Grand Total			5831	125	3	59	3771	38	0	80	1010	7	62	71

Source

Teachers Sanctioned and Vacancy in Schools having classes IX-X

S. No.	U DISE CODE	District	Govt schools						Govt Aided schools					
			No. of Government Sec Schools	Headmasters/Principals		No. of Secondary School Teachers			No. of Govt. Aided Schools	Headmasters/Principals		No. of Govt Aided school Teachers		
				In position	Vacant	Sanctioned post	In position	Vacant		In position	Vacant	Sanctioned post	In position	Vacant
1001	PASCHIM CHAMPARAN	85	36	49	888	563	325	4					39	
1002	PURBI CHAMPARAN	127	50	77	1316	879	437	1					7	
1003	SHEOHAR	18	1	17	172	86	86	0					0	
1004	SITAMARHI	85	20	65	899	537	362	2					9	
1005	MADHUBANI	139	31	108	1476	1049	427	0					6	
1006	SUPAUL	45	11	34	597	333	264	0					0	
1007	ARARIA	86	14	52	636	429	207	1					0	
1008	KISHANGANJ	81	18	43	253	226	27	0					0	
1009	PURNIA	73	15	58	850	617	233	2					11	
1010	KATI HAR	88	24	64	712	306	406	2					9	
1011	MADHEPURA	80	33	27	571	406	165	1					0	
1012	SAHARSA	56	20	36	539	398	161	1					5	
1013	DARBHANGA	119	51	68	1228	875	353	2					20	
1014	MUZAFFARPUR	152	58	94	1766	1026	740	3					26	
1015	GOPALGANJ	80	40	40	884	544	340	5					49	
1016	SIWAN	131	63	68	1245	832	413	3					39	
1017	SARAN	164	49	115	1784	1132	652	1					4	
1018	VAISHALI	123	33	90	1042	795	247	0					0	
1019	SAMASTIPUR	130	64	66	1381	943	438	1					10	
1020	BEGUSARAI	111	58	53	1113	730	383	0					0	
1021	KHAGARIA	52	11	41	523	306	217	1					6	
1022	BHAGALPUR	147	32	115	1621	1081	540	5					53	
1023	BANKA	89	24	65	816	572	244	2					22	
1024	MUNGER	94	18	76	994	595	399	3					11	
1025	LAKHISARAI	59	15	44	560	372	188	2					19	
1026	SHEIKHPURA	39	14	25	375	182	193	0					0	
1027	NALANDA	162	45	117	1743	1137	606	5					47	
1028	PATNA	225	143	82	3392	2121	1271	18					185	
1029	BHOJPUR	168	117	51	1730	975	755	3					16	
1030	BUXAR	98	67	31	959	709	250	0					0	
1031	KAIMUR	64	37	27	656	438	218	0					0	
1032	ROHTAS	159	36	123	1627	1179	448	1					10	
1033	JEHANABAD	58	35	21	599	394	205	1					9	
1034	AURANGABAD	128	33	95	1256	807	449	0					0	
1035	GAYA	129	44	85	1773	884	889	6					89	
1036	NAWADA	91	28	63	876	503	373	4					32	
1037	JAMUI	59	23	36	536	348	188	0					0	
1038	ARWAL	39	13	26	452	297	155	0					0	
Total			1424	2,347	39,860	25,606	14,254	80		0	0	727	0	

Note: Pls refer Letter from MHRD, having DO No.1-42/2011-sch-1, dated 15th May regarding Sanction post of teachers
SOURCE:

Status of Teacher in Position in Govt & Govt. Aided Schools teaching Secondary Classes

S. No.	Dist Code	District	No. of Government Schools	Head Master /Principal	Govt schools											
					Teacher in Position (Class Taught)									Total Teacher		
					Secondary Only			Upper Primary & Secondary			Secondary & Higher Secondary					
					Regular	Para	Total	Regular	Para	Total	Regular	Para	Total	Regular (6+9+12)	Para (7+10+13)	Total (8+11+14)
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	1001	PASCHIM CHAMPARAN	85	36	270	249	519	5	2	7	13	24	37	288	275	563
2	1002	PURBI CHAMPARAN	127	50	437	302	739	22	18	40	49	51	100	508	371	879
3	1003	SHEOHAR	18	1	61	20	81	1	0	1	3	1	4	65	21	86
4	1004	SITAMARHI	85	20	299	154	453	30	7	37	16	31	47	345	192	537
5	1005	MADHUBANI	139	31	515	517	1032	4	4	8	8	9	17	520	529	1049
6	1006	SUPAUL	45	11	229	104	333	0	0	0	0	0	0	229	104	333
7	1007	ARARIA	88	14	408	10	418	0	0	0	11	0	11	419	10	429
8	1008	KISHANGANJ	81	18	180	15	195	6	1	7	20	4	24	208	20	226
9	1009	PURNIA	73	15	319	248	567	14	13	27	7	16	23	340	277	617
10	1010	KATI HAR	88	24	151	88	239	9	15	24	8	35	43	168	138	306
11	1011	MADHEPURA	80	33	226	180	406	0	0	0	0	0	0	226	180	406
12	1012	SAHARSA	58	20	375	2	377	0	0	0	21	0	21	396	2	398
13	1013	DARBHANGA	119	51	488	292	780	8	2	2	16	77	93	504	371	875
14	1014	MUZAFFARPUR	152	58	761	159	920	11	0	11	73	22	95	845	181	1026
15	1015	GOPALGANJ	80	40	283	26	314	101	43	144	65	21	86	454	90	544
16	1016	SIWAN	131	63	441	216	657	53	14	67	57	51	108	551	281	832
17	1017	SARAN	164	49	922	59	981	75	0	75	74	2	76	1071	61	1132
18	1018	VAISHALI	123	33	673	54	727	52	0	52	16	0	16	741	54	795
19	1019	SAMASTIPUR	130	64	665	62	727	83	2	85	104	27	131	852	91	943
20	1020	BEGUSARAI	111	58	412	275	687	2	2	4	20	19	39	434	296	730
21	1021	KHAGARIA	52	11	262	37	299	7	0	7	0	0	0	269	37	306
22	1022	BHAGALPUR	147	32	971	99	1070	7	3	10	0	1	1	978	103	1081
23	1023	BANKA	89	24	149	394	543	17	0	17	3	9	12	169	403	572
24	1024	MUNGER	94	18	547	45	592	0	0	0	3	0	3	550	45	595
25	1025	LAKHISARAI	59	15	295	28	323	15	0	15	16	18	34	326	46	372
26	1026	SHEIKHPURA	39	14	136	41	177	4	0	4	1	0	1	141	41	182
27	1027	NALANDA	182	45	784	230	1014	33	4	37	69	17	86	886	251	1137
28	1028	PATNA	225	143	1870	83	1953	19	1	20	147	1	148	2036	85	2121
29	1029	BHOJPUR	168	117	906	2	908	0	0	0	67	0	67	973	2	975
30	1030	BUXAR	98	67	597	54	651	16	0	16	42	0	42	655	54	709
31	1031	KAIMUR	64	37	366	37	403	9	0	9	19	7	26	394	44	438
32	1032	ROHTAS	159	36	784	91	875	267	0	267	25	12	37	1076	103	1179
33	1033	JEHANABAD	56	35	357	22	379	5	0	5	10	0	10	372	22	394
34	1034	AURANGABAD	128	33	712	14	726	44	1	45	36	0	36	792	15	807
35	1035	GAYA	129	44	830	12	842	15	4	19	22	1	23	867	17	884
36	1036	NAWADA	91	28	340	84	424	38	8	46	28	5	33	406	97	503
37	1037	JAMUI	59	23	305	13	318	2	0	2	23	5	28	330	18	348
38	1038	ARWAL	39	13	220	8	228	32	0	32	37	0	37	289	8	297
Total			3774	1424	18551	4326	22877	998	144	1142	1122	465	1587	20671	4935	25606

SOURCE:

Status of Teacher in Position in G.

S. No.	Dist Code	District	No. of Aided Schools	Head Teacher	Aided Schools											
					Teacher in Position									Total Teacher		
					Secondary Only			Upper Primary & Secondary			Secondary & Higher Secondary			Regular.	Para	Total
					Regular	Para	Total	Regular	Para	Total	Regular	Para	Total	(20 + 23+26)	(21 + 24+27)	(22 + 25+28)
1	2	3	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1	1001	PASCHIM CHAMPARAN	4	3	39	0	39	0	0	0	0	0	0	39	0	39
2	1002	PURBI CHAMPARAN	1	0	7	0	7	0	0	0	0	0	0	7	0	7
3	1003	SHEOHAR	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	1004	SITAMARHI	2	0	8	0	8	1	0	1	0	0	0	9	0	9
5	1005	MADHUBANI	10	0	0	0	0	0	0	0	0	0	0	0	0	0
6	1006	SUPAUL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	1007	ARARIA	1	0	0	0	0	0	0	0	0	0	0	0	0	0
8	1008	KISHANGANJ	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	1009	FURNIA	2	1	7	4	11	0	0	0	0	0	0	7	4	11
10	1010	KATI HAR	2	1	0	9	0	8	1	9	0	0	0	8	1	9
11	1011	MADHEPURA	1	0	0	0	0	0	0	0	0	0	0	0	0	0
12	1012	SAHARSA	1	0	5	0	5	0	0	0	0	0	0	5	0	5
13	1013	DARBHANGA	2	2	14	0	14	0	0	0	6	0	6	20	0	20
14	1014	MUZAFFARPUR	3	3	13	0	13	13	0	13	0	0	0	26	0	26
15	1015	GOPALGANJ	5	3	26	0	26	12	0	12	11	0	11	49	0	49
16	1016	SIWAN	3	2	2	7	9	5	0	5	24	1	25	31	8	39
17	1017	SARAN	1	0	4	0	4	0	0	0	0	0	0	4	0	4
18	1018	VAISHALI	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	1019	SAMASTIPUR	1	0	10	0	10	0	0	0	0	0	0	10	0	10
20	1020	BEGUSARAI	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	1021	KHAGARIA	1	0	6	0	6	0	0	0	0	0	0	6	0	6
22	1022	BHAGALPUR	5	3	53	0	53	0	0	0	0	0	0	53	0	53
23	1023	BANKA	2	1	22	0	22	0	0	0	0	0	0	22	0	22
24	1024	MUNGER	3	1	11	0	11	0	0	0	0	0	0	11	0	11
25	1025	LAKHISARAI	2	2	19	0	19	0	0	0	0	0	0	19	0	19
26	1026	SHEIKHPURA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27	1027	NALANDA	5	4	40	0	40	0	0	0	7	0	7	47	0	47
28	1028	PATNA	18	10	114	0	114	24	0	24	47	0	47	185	0	185
29	1029	BHOJPUR	3	2	16	0	16	0	0	0	0	0	0	16	0	16
30	1030	BUXAR	0	0	0	0	0	0	0	0	0	0	0	0	0	0
31	1031	KAIMUR	0	0	0	0	0	0	0	0	0	0	0	0	0	0
32	1032	ROHTAS	1	0	0	0	0	10	0	10	0	0	0	10	0	10
33	1033	JEHANABAD	1	0	9	0	9	0	0	0	0	0	0	9	0	9
34	1034	AURANGABAD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
35	1035	GAYA	6	5	84	5	89	0	0	0	0	0	0	84	5	89
36	1036	NAWADA	4	1	25	0	25	7	0	7	0	0	0	32	0	32
37	1037	JAMUI	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38	1038	ARWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total			80	44	534	16	550	80	1	81	95	1	96	709	18	727

SOURCE:

Status of Teacher in Position in G

S. No.	Dist Code	District	Schools (Govt + Aided)															
			No. of Schools	Head Teacher	Teacher in Position (Govt + Aided)											Total Teacher		
					Secondary Only			Upper Primary & Secondary			Secondary & Higher Secondary			Regular (17 + 20 + 23)	Para (18 + 21 + 24)	Total (19 + 22 + 25)		
					Regular	Para	Total	Regular	Para	Total	Regular	Para	Total					
1	2	3	32	33	34	35	36	37	38	39	40	41	42	43	44	45		
1	1001	PASCHIM CHAMPARAN	89	39	309	249	558	5	2	7	13	24	37	327	275	602		
2	1002	PURBI CHAMPARAN	128	50	444	302	746	22	18	40	49	51	100	515	371	886		
3	1003	SHEOHAR	18	1	61	20	81	1	0	1	3	1	4	65	21	86		
4	1004	SITAMARHI	87	20	307	154	461	31	7	38	16	31	47	354	192	546		
5	1005	MADHUBANI	139	31	515	517	1032	4	4	8	1	8	9	520	529	1049		
6	1006	SUPAUL	45	11	229	104	333	0	0	0	0	0	0	229	104	333		
7	1007	ARARIA	67	14	408	10	418	0	0	0	11	0	11	419	10	429		
8	1008	KISHANGANJ	61	18	180	15	195	6	1	7	20	4	24	206	20	226		
9	1009	PURNIA	76	16	326	252	578	14	13	27	7	16	23	347	281	628		
10	1010	KATI HAR	90	25	151	88	239	17	16	33	8	35	43	176	139	315		
11	1011	MADHEPURA	61	33	226	180	406	0	0	0	0	0	0	226	180	406		
12	1012	SAHARSA	57	20	380	2	382	0	0	0	21	0	21	401	2	403		
13	1013	DARBHANGA	121	53	502	292	794	0	2	2	22	77	99	524	371	895		
14	1014	MUZAFFARPUR	155	61	774	159	933	24	0	24	73	22	95	871	181	1052		
15	1015	GOPALGANJ	85	43	314	26	340	113	43	156	76	21	97	503	90	593		
16	1016	SIWAN	134	65	443	223	666	58	14	72	81	52	133	582	289	871		
17	1017	SARAN	165	49	828	59	885	75	0	75	74	2	76	1075	61	1136		
18	1018	VAISHALI	123	33	673	54	727	52	0	52	16	0	16	741	54	795		
19	1019	SAMASTIPUR	131	64	675	62	737	83	2	85	104	27	131	862	91	953		
20	1020	BEGUSARAI	111	58	412	275	687	2	2	4	20	19	39	434	296	730		
21	1021	KHAGARIA	58	11	268	37	305	7	0	7	0	0	0	275	37	312		
22	1022	BHAGALPUR	152	35	1024	99	1123	7	3	10	0	1	1	1031	103	1134		
23	1023	BANKA	91	25	171	394	565	17	0	17	3	9	12	191	403	594		
24	1024	MUNGER	97	19	558	45	603	0	0	0	3	0	3	561	45	606		
25	1025	LAKHISARAI	61	17	314	28	342	15	0	15	16	18	34	345	46	391		
26	1026	SHEIKHPURA	39	14	136	41	177	4	0	4	1	0	1	141	41	182		
27	1027	NALANDA	167	49	824	230	1054	33	4	37	76	17	93	933	251	1184		
28	1028	PATNA	243	153	1984	83	2067	43	1	44	194	1	195	2221	85	2306		
29	1029	BHOJPUR	171	119	922	2	924	0	0	0	67	0	67	989	2	991		
30	1030	BUXAR	98	67	597	54	651	16	0	16	42	0	42	655	54	709		
31	1031	KAIMUR	64	37	366	37	403	9	0	9	19	7	26	394	44	438		
32	1032	ROHTAS	160	36	784	91	875	277	0	277	25	12	37	1086	103	1189		
33	1033	JEHANABAD	57	35	366	22	388	5	0	5	10	0	10	381	22	403		
34	1034	AURANGABAD	128	33	712	14	726	44	1	45	36	0	36	792	15	807		
35	1035	GAYA	135	49	914	17	931	15	4	19	22	1	23	951	22	973		
36	1036	NAWADA	95	29	365	84	449	45	8	53	28	5	33	438	97	535		
37	1037	JAMUI	59	23	305	13	318	2	0	2	23	5	28	330	18	348		
38	1038	ARWAL	39	13	220	8	228	32	0	32	37	0	37	289	8	297		
Total			3851	1468	19085	4342	23427	1078	145	1223	1217	466	1683	21380	4953	26333		

SOURCE:

S. No.	U DISE CODE	Name of the Districts	Total Teachers in Secondary Schools			No. of Proposed Master Trainers for Training						
			Gov.Schools (having classes IX-X)	Gov. Aided Schools (having classes IX-X)	Total	Name of the Subjects						
						Mathematics	Science	Social Studies	English	Hindi	Physical Instructor/Teacher	Others
1	1001	PASCHIM CHAMPARAN	563	39	602	3	3	3			1	
2	1002	PUREI CHAMPARAN	879	7	886	3	3	3			2	
3	1003	SHEOHAR	86	0	86	3	3	3			2	
4	1004	SITAMARHI	537	9	546	3	3	3			2	
5	1005	MADHUBANI	1049	0	1049	3	3	3			1	
6	1006	SUPAUL	333	0	333		3	3			3	
7	1007	ARARIA	429	0	429	3	3	2			1	
8	1008	KISHANGANJ	226	0	226	3	3	3			1	
9	1009	PURNIA	617	11	628	3	3	3			2	
10	1010	KATIHAR	306	9	315	3	3	3			2	
11	1011	MADHEPURA	406	0	406	3	3	2			1	
12	1012	SAHARSA	398	5	403	3	3	3			4	
13	1013	DARBHANGA	875	20	895	3	3	3			3	
14	1014	MUZAFFARPUR	1026	26	1052	3	3	3			2	
15	1015	GOPALGANJ	544	49	593	4	4	4			2	
16	1016	SIWAN	832	39	871	3	3	3			2	
17	1017	SARAN	1132	4	1136	3	3	3			2	
18	1018	VAISHALI	795	0	795	3	3	3			2	
19	1019	SAMASTIPUR	943	10	953	3	3	3			3	
20	1020	BEGUSARAI	730	0	730	3	3	3			2	
21	1021	KHAGARIA	306	6	312	3	3	3			2	
22	1022	BHAGALPUR	1081	53	1134	3	3	3			3	
23	1023	BANKA	572	22	594	3	3	3			2	
24	1024	MUNGER	595	11	606	3	3	3			3	
25	1025	LAKHISARAI	372	19	391	3	3	3			1	
26	1026	SHEIKHPURA	182	0	182	2	2	2			1	
27	1027	NALANDA	1137	47	1184	3	3	3			3	
28	1028	PATNA	2121	185	2306	8	8	8			4	
29	1029	BHOJPUR	975	16	991	3	3	3			2	
30	1030	BUXAR	709	0	709	3	3	3			2	
31	1031	KAIMUR	438	0	438	3	3	3			2	
32	1032	ROHTAS	1179	10	1189	3	3	3			2	
33	1033	JEHANABAD	394	9	403	3	3	3			1	
34	1034	AURANGABAD	807	0	807	3	3	3			2	
35	1035	GAYA	884	89	973	4	4	4			2	
36	1036	NAWADA	503	32	535	3	3	3			4	
37	1037	JAMUI	348	0	348	3	2	2			1	
38	1038	ARWAL	297	0	297	3	3	2			1	
Total			25606	727	26333	117	119	116	0	0	78	0

Teacher's Training (In-service and Induction Training)

S. No.	U DISE CODE	Name of the Districts	Name of the Subjects						No. of Proposed Teachers for In-service Training	Name of the Institutes for In-service Training	No. of Proposed Teachers for Induction Training	Name of the Institutes for Induction Training (Complete Address)	
			Mathematics	Science	Social Studies	English	Hindi	Physical Instructor/Teacher					Others
			1	1001	PASCHIM CHAMPARAN	162	42	52					
2	1002	PURBI CHAMPARAN	128	67	59				886	299			
3	1003	SHEOHAR	15	5	13				86	42			
4	1004	SITAMARHI	83	44	50				546	151			
5	1005	MADHUBANI	147	83	81				1049	157			
6	1006	SUPAUL	28	24	37				333	76			
7	1007	ARARIA	35	33	26				429	170			
8	1008	KISHANGANJ	35	24	15				226	43			
9	1009	PURNIA	35	30	45				628	137			
10	1010	KATIHAR	26	15	8				315	213			
11	1011	MADHEPURA	47	27	36				406	87			
12	1012	SAHARSA	62	25	24				403	74			
13	1013	DARBHANGA	148	54	90				895	304			
14	1014	MUZAFFARPUR	125	64	77				1052	304			
15	1015	GOPALGANJ	74	49	29				593	228			
16	1016	SIWAN	89	50	72				871	267			
17	1017	SARAN	247	97	112				1136	241			
18	1018	VAISHALI	84	75	72				795	286			
19	1019	SAMASTIPUR	143	51	65				953	197			
20	1020	BEGUSARAI	65	74	57				730	217			
21	1021	KHAGARIA	41	13	16				312	98			
22	1022	BHAGALPUR	200	107	96				1134	375			
23	1023	BANKA	64	43	53				594	153			
24	1024	MUNGER	86	43	21				606	144			
25	1025	LAKHISARAI	59	52	82				391	93			
26	1026	SHEIKHPURA	36	19	18				182	65			
27	1027	NALANDA	228	120	112				1184	211			
28	1028	PATNA	307	182	240				2306	253			
29	1029	BHOJPUR	53	89	147				991	454			
30	1030	BUXAR	113	64	63				709	231			
31	1031	KAIMUR	88	43	60				438	159			
32	1032	ROHTAS	148	116	182				1189	338			
33	1033	JEHANABAD	51	53	47				403	118			
34	1034	AURANGABAD	110	73	53				807	256			
35	1035	GAYA	124	65	100				973	368			
36	1036	NAWADA	105	53	62				535	219			
37	1037	JAMUI	43	43	56				348	84			
38	1038	ARWAL	27	30	28				297	0			
Total			3661	2143	2456	0	0	0	0	26333	0	7293	0

S. No.	U DISE CODE	Name of the Districts	Headmaster/Principal's Training		
			Name/Type of the Trainings		
			No. of Headmasters/Principals Proposed for Management Training	No. of Headmasters/Principals Proposed for Leadership Development Routed to NUEPA	No. of Headmasters/Principals Proposed for In-service Training
1	1001	PASCHIM CHAMPARAN	30		
2	1002	PURBI CHAMPARAN	30		
3	1003	SHEOHAR	18		
4	1004	SITAMARHI	30		
5	1005	MADHUBANI	30		
6	1006	SUPAUL	30		
7	1007	ARARIA	30		
8	1008	KISHANGANJ	30		
9	1009	PURNIA	30		
10	1010	KATI HAR	30		
11	1011	MADHEPURA	30		
12	1012	SAHARSA	30		
13	1013	DARBHANGA	30		
14	1014	MUZAFFARPUR	30		
15	1015	GOPALGANJ	30		
16	1016	SIWAN	30		
17	1017	SARAN	30		
18	1018	VAISHALI	30		
19	1019	SAMASTIPUR	30		
20	1020	BEGUISARAI	30		
21	1021	KHAGARIA	30		
22	1022	BHAGALPUR	30		
23	1023	BANKA	30		
24	1024	MUNGER	30		
25	1025	LAKHISARAI	30		
26	1026	SHEIKHPURA	30		
27	1027	NALANDA	30		
28	1028	PATNA	30		
29	1029	BHOJPUR	30		
30	1030	BUXAR	30		
31	1031	KAIMUR	30		
32	1032	ROHTAS	30		
33	1033	JEHANABAD	30		
34	1034	AURANGABAD	30		
35	1035	GAYA	30		
36	1036	NAWADA	30		
37	1037	JAMUI	30		
38	1038	ARWAL	30		
Total			1128	0	0

Pupil Assessment Systems in States

Class	No. of tests in a Year	Whether marking or grading system Comprehensive and Continous Evaluation(CCE)	No. of schools where CCE is bieng followed	Performance of class X Students (in %) in Secondary Board Exam			
				1st Division	2nd Division	3rd Division	Failed
IX	3	Marking System	NO				
X	3	Marking System	NO	16.98	37.20	18.44	27.39

SOURCE:

U DISE CODE	District	Population								
		All Community			SC			ST		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1001	PASCHIM CHAMPARAN	105350	94175	199525	15343	13310	28653	6844	6354	13198
1002	PURBI CHAMPARAN	138044	121019	259063	18037	15548	33585	347	312	659
1003	SHEOHAR	17858	15581	33439	2694	2279	4973	11	7	18
1004	SITAMARHI	92369	80802	173171	11325	9633	20958	84	72	156
1005	MADHUBANI	121742	112375	234117	16120	14228	30348	109	102	211
1006	SUPAUL	61989	54887	116876	9681	8633	18314	281	255	536
1007	ARARIA	78702	71125	149827	10502	9273	19775	1064	985	2049
1008	KISHANGANJ	46202	45185	91387	3060	2758	5818	1741	1647	3388
1009	PURNIA	87867	79709	167576	10777	9433	20210	3826	3535	7361
1010	KATIHAR	84918	79308	164226	7261	6355	13616	4941	4558	9499
1011	MADHEPURA	54447	45678	101125	9498	8393	17891	344	316	660
1012	SAHARSA	52616	44350	96966	8722	7674	16396	164	149	313
1013	DARBHANGA	108976	97253	206229	17124	14708	31832	73	75	148
1014	MUZAFFARPUR	126319	114441	240760	20868	18026	38894	169	149	318
1015	GOPALGANJ	70278	68867	139145	8448	8074	16522	1598	1610	3208
1016	SIWAN	91592	89634	181226	10412	9592	20004	2330	2262	4592
1017	SARAN	108832	103809	212641	12878	11591	24469	980	958	1938
1018	VAISHALI	91281	81994	173275	20595	17586	38181	66	54	120
1019	SAMASTIPUR	120291	108219	228510	22193	19344	41537	51	47	98
1020	BEGUSARAI	84629	75509	160038	12055	10272	22327	44	37	81
1021	KHAGARIA	47978	41398	89376	6896	5876	12772	18	17	35
1022	BHAGALPUR	81528	72675	154203	8996	7474	16470	1906	1644	3550
1023	BANKA	54286	48045	102331	6896	5915	12811	2462	2313	4775
1024	MUNGER	36785	32039	68824	5160	4356	9516	589	540	1129
1025	LAKHISARAI	27759	24507	52266	4247	3677	7924	227	211	438
1026	SHEIKHPURA	17416	15724	33140	3608	3197	6805	15	17	32
1027	NALANDA	76177	68912	145089	16714	14669	31383	40	37	77
1028	PATNA	148676	132740	281416	25572	22023	47595	253	228	481
1029	BHOJPUR	73611	65732	139343	11827	10192	22019	395	343	738
1030	BUXAR	46268	41248	87516	6986	6036	13022	758	663	1421
1031	KAIMUR	44701	40356	85057	10229	8873	19102	1591	1467	3058
1032	ROHTAS	80676	74486	155162	15206	13190	28396	878	792	1670
1033	JEHANABAD	68297	64578	132875	16759	14868	31627	25	27	52
1034	AURANGABAD	113617	104931	218548	36303	32654	68957	88	75	163
1035	GAYA	60124	55854	115978	15389	13829	29218	55	54	109
1036	NAVADA	47097	41447	88544	8265	7354	15619	2154	2004	4158
1037	JAMUI	30258	27630	57888	6119	5435	11554	36	30	66
1038	ARWAL	19041	17575	36616	3881	3438	7319	15	17	32
	Total	2818497	2554797	5373294	456646	399766	856412	36572	33963	70535

Enrolment of Schools (having Classes IX and X)

Year	Year Wise Enrolment								
	Total			SC			ST		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2008-09	838508	580995	1419503	95626	55115	150741	7098	4464	11562
2009-10	919507	696214	1615721	108973	70026	178999	8863	6164	15027
2010-11	1043838	862083	1905921	134425	95223	229648	10645	8426	19071
2011-12	1278060	1115847		170579	129226	299805	16838	14781	31619
2012-13	1252896	1145044	2397940	179852	146984	326836	20410	17972	38382
2013-14	1403231	1253807	2657038	200439	167463	367902	19687	20680	40367

Source:



Total Enrolment District wise (All Management)

S.No	U DISE CODE	District	Enrolment								
			All Community			SC			ST		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	1001	PASCHIM CHAMPARAN	40997	36919	77916	5196	3699	8895	3709	6479	10188
2	1002	PURBI CHAMPARAN	58521	57705	116226	6113	5708	11821	145	101	246
3	1003	SHEOHAR	6806	5596	13432	781	592	1373	0	0	0
4	1004	SITAMARHI	34779	31930	66709	3722	3132	6854	53	26	79
5	1005	MADHUBANI	72057	67399	139456	9178	7320	16498	108	445	253
6	1006	SUPAUL	23120	18200	41320	2589	1651	4240	465	445	910
7	1007	ARARIA	21421	18211	39632	2907	1815	4722	280	192	472
8	1008	KISHANGANJ	11029	12867	23896	1136	803	1939	298	227	525
9	1009	PURNIA	33742	31944	65286	3278	2209	5487	1945	1618	3563
10	1010	KATIHAR	21477	17690	39167	2098	1422	3520	1143	868	2011
11	1011	MADHEPURA	29748	22661	52409	3745	2390	6135	270	172	442
12	1012	SAHARSA	26033	17613	43646	2743	1542	4285	66	31	97
13	1013	DARBHANGA	48653	40806	89459	6436	4479	10915	291	494	785
14	1014	MUZAFFARPUR	59499	58663	118162	8294	8168	16462	167	163	320
15	1015	GOPALGANJ	41252	45500	86752	4827	5101	9928	1299	1439	2738
16	1016	SIWAN	50433	55732	106165	5978	6456	12434	2126	1962	4088
17	1017	SARAN	60506	58495	119001	7188	6248	13436	776	790	1566
18	1018	VAISHALI	49745	50890	100635	9686	8517	18203	53	57	110
19	1019	SAMASTIPUR	59465	56288	115753	9381	8191	17572	292	202	494
20	1020	BEGUSARAI	39123	38857	77985	5182	4573	9755	14	25	39
21	1021	KHAGARIA	25005	21221	46226	2873	2070	4943	8	4	12
22	1022	BHAGALPUR	40402	36957	77359	4716	3655	8371	1002	696	1698
23	1023	BANKA	27108	22883	49989	3089	2202	5291	835	685	1520
24	1024	MUNGER	22147	17823	39970	2861	2440	5301	485	474	959
25	1025	LAKHISARAI	18976	13260	32236	2302	1531	3833	104	55	159
26	1026	SHEIKHPURA	9281	8427	17708	1742	1197	2939	9	5	14
27	1027	NALANDA	43956	36522	80478	8442	5750	14192	123	68	191
28	1028	PATNA	62530	67405	129935	10666	9586	20252	211	257	468
29	1029	BHOJPUR	39594	36228	75822	5685	4531	10216	259	166	425
30	1030	BUXAR	28168	27034	55202	4726	3812	8538	564	512	1076
31	1031	KAIMUR	29329	26084	55413	7516	5961	13477	712	626	1338
32	1032	ROHTAS	52287	52235	104522	10329	9256	19585	385	444	829
33	1033	JEHANABAD	20525	16906	37431	3536	2622	6158	8	2	10
34	1034	AURANGABAD	42765	38628	81393	8997	7683	16680	326	120	446
35	1035	GAYA	56462	56228	112690	12775	11556	24331	85	97	182
36	1036	NAWADA	31091	27234	58325	5550	3924	9474	263	194	457
37	1037	JAMUI	23140	16835	39975	3111	2268	5379	952	701	1653
38	1038	ARWAL	16425	12932	29357	2732	1776	4508	2	2	4
Total			1377630	1279408	2657038	202106	165796	367902	19823	20544	40367

Source:

Total Enrollment Status in schools having Classes IX to X

S. No.	U DISE CODE	District	Govt. Secondary Schools																	
			All Community						SC						ST					
			Enrolment Class IX			Enrolment Class X			Enrolment Class IX			Enrolment Class X			Enrolment Class IX			Enrolment Class X		
			B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	1001	PASCHIM CHAMPARAN	17940	15560	33500	15393	14687	30080	2569	1917	4486	1934	1192	3126	1496	1476	2972	4215	5584	152
2	1002	PURBI CHAMPARAN	25040	24110	49950	23452	20296	43748	2963	2839	5802	2549	2077	4626	70	44	114	38	85	145
3	1003	SHEOHAR	2923	2755	5678	2696	2351	5047	405	327	732	320	223	543	0	0	0	0	0	0
4	1004	SITAMARHI	15304	14096	29400	13366	12251	25617	1782	1447	3229	1377	1278	2655	2	0	2	1	2	35
5	1005	MADHUBANI	33422	30838	64260	28200	25262	53282	4241	3397	7638	3474	2879	6353	29	103	132	28	72	0
6	1006	SUPAUL	11689	9841	21530	10822	8321	19143	1394	859	2253	1144	792	1936	235	230	465	215	445	0
7	1007	ARARIA	10744	9382	20128	9899	7808	17707	1523	1001	2524	1361	793	2154	143	85	228	106	239	0
8	1008	KISHANGANJ	5051	6669	11720	4552	4767	9319	559	488	1047	523	284	807	144	117	261	104	246	0
9	1009	PURNIA	13249	11640	24889	11616	9881	21497	1623	1076	2699	1308	827	2135	895	713	1608	627	1414	380
10	1010	KATIHAR	10604	8517	19121	8524	7082	15806	1066	726	1792	889	571	1460	529	452	981	319	772	226
11	1011	MADHEPURA	12878	10121	22999	11619	8184	19803	1793	1067	2860	1374	847	2221	78	78	156	48	139	0
12	1012	SAHARSA	9543	6584	16127	8430	5252	13682	1093	661	1754	919	441	1360	16	9	25	7	21	119
13	1013	DARBHANGA	20277	17287	37564	17367	15842	33009	3048	2225	5273	2452	1740	4192	9	9	18	225	227	269
14	1014	MUZAFFARPUR	27110	28017	55127	22503	22955	45458	4136	4335	8471	3326	3180	6508	30	51	81	44	72	123
15	1015	GOPALGANJ	17378	19517	36895	14576	16303	30879	2203	2303	4506	1680	1822	3502	551	642	1193	508	1008	1708
16	1016	SIWAN	22670	25095	47765	19730	20766	40496	2814	2953	5767	2242	2374	4616	845	920	1765	753	1579	729
17	1017	SARAN	29026	27890	56916	24648	23399	48047	3691	3164	6855	2771	2396	5167	417	441	858	320	646	0
18	1018	VAISHALI	24108	24362	48470	19937	19395	39332	5180	4306	9486	3698	3111	6809	5	9	14	7	12	0
19	1019	SAMASTIPUR	27500	26418	53918	24586	23166	47752	4625	3891	8510	3752	3206	6958	172	100	272	93	196	371
20	1020	BEGUSARAI	17705	18639	36344	14925	15397	30322	2359	2354	4713	2087	1722	3819	1	7	8	5	6	0
21	1021	KHAGARIA	9849	7664	17613	9334	6047	15381	1248	850	2098	1117	649	1766	6	3	9	0	0	0
22	1022	BHAGALPUR	17373	16807	33180	16192	14258	30448	2213	1683	3898	1900	1444	3344	390	274	664	263	631	604
23	1023	BANKA	12119	10419	22538	11118	8868	20008	1530	1109	2639	1309	886	2195	354	239	593	213	541	108
24	1024	MUNGER	9367	7489	16856	9057	6377	15434	1280	1054	2334	1156	904	2060	223	199	422	200	414	69
25	1025	LAKHISARAI	6633	5821	12454	6529	5097	11626	852	644	1496	795	316	1411	39	32	71	16	48	483
26	1026	SHEIKHPURA	4113	3809	7922	3577	3676	7253	854	560	1414	623	511	1134	0	0	0	0	0	0
27	1027	NALANDA	18240	14626	30866	15080	13394	28474	3438	2654	6092	2998	1943	4941	10	14	24	14	34	778
28	1028	PATNA	25069	26510	51579	24152	23467	47619	4816	4180	8996	4361	3392	7753	75	104	179	24	76	1692
29	1029	BHOJPUR	18531	17514	36045	16139	14690	30829	2958	2377	5335	2473	1837	4310	134	92	226	70	185	8
30	1030	BUXAR	13975	12115	26090	12690	10538	23228	2491	1868	4359	2015	1493	3508	244	216	460	179	428	0
31	1031	KAIMUR	11869	10696	22565	11748	10433	22181	3266	2694	5960	3044	2412	5456	218	257	475	210	381	0
32	1032	ROHTAS	23037	22459	45495	22109	20892	43001	4850	4187	9037	4416	3681	8097	170	176	346	194	340	0
33	1033	JEHANABAD	7983	6859	14842	7870	6763	14833	1615	1227	2842	1435	1010	2445	0	0	0	1	1	182
34	1034	AURANGABAD	17911	16899	34810	16665	14787	31452	4184	3703	7887	3565	2848	6413	17	4	21	4	16	0
35	1035	GAYA	22740	23315	46055	21378	21838	43213	5657	5304	10961	5063	4472	9535	15	8	23	4	20	1157
36	1036	NAWADA	12269	11617	23886	9807	10254	20061	2419	1653	4072	1635	1425	3060	13	9	22	3	7	938
37	1037	JAMUI	10455	7646	18101	9703	6741	16444	1352	1074	2426	1391	899	2290	387	202	589	315	697	0
38	1038	ARWAL	6417	5560	11977	7347	5818	13165	1185	825	2010	1252	800	2052	0	0	0	0	0	0
Total			801,011	564,163	1,165,174	537,153	487,121	1,024,274	95,275	78,782	174,057	79,738	62,977	142,715	7,962	7,315	15,277	9,373	16,582	10,274

SOURCE:

S. No.	U DISE CODE	District	Govt. Aided Secondary Schools																	
			All Community						SC						ST					
			Enrolment Class IX			Enrolment Class X			Enrolment Class IX			Enrolment Class X			Enrolment Class IX			Enrolment Class X		
			B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	1001	PASCHIM CHAMPARAN	387	600	997	152	287	439	33	43	76	12	21	33	23	26	49	17	24	41
2	1002	PURBI CHAMPARAN	149	43	192	145	33	178	12	0	12	20	0	20	0	0	0	0	0	0
3	1003	SHEOHAR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	1004	SITAMARHI	30	88	118	35	61	96	0	4	4	4	5	9	0	0	0	0	0	0
5	1005	MADHUBANI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	1006	SUPAUL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	1007	ARARIA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	1008	KISHANGANJ	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	1009	PURNIA	338	429	767	380	359	739	21	16	37	23	19	42	1	37	38	1	20	21
10	1010	KATI HAR	268	155	423	228	136	362	4	2	6	8	1	9	10	2	12	3	4	7
11	1011	MADHEPURA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	1012	SAHARSA	147	0	147	119	0	119	0	0	0	0	0	0	0	0	0	0	0	0
13	1013	DARBHANGA	239	87	536	269	247	516	35	0	35	47	0	47	0	0	0	0	0	0
14	1014	MUZAFFARPUR	152	386	538	123	276	399	4	5	9	4	2	6	0	1	1	0	0	0
15	1015	GOPALGANJ	1800	1508	3308	1706	1371	3077	252	148	400	161	133	294	56	50	106	52	44	96
16	1016	SIWAN	813	598	1409	729	515	1244	56	53	109	46	42	88	4	0	4	2	0	2
17	1017	SARAN	0	451	451	0	499	499	0	49	49	0	58	58	0	0	0	0	0	0
18	1018	VAISHALI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	1019	SAMASTIPUR	388	388	776	371	303	674	48	33	81	37	19	56	0	0	0	1	0	1
20	1020	BEGUSARAI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	1021	KHAGARIA	0	621	621	0	596	596	0	70	70	0	48	48	0	0	0	0	0	0
22	1022	BHAGALPUR	713	1083	1796	604	776	1380	47	54	101	51	43	94	1	5	6	1	7	8
23	1023	BANKA	98	198	296	108	174	282	12	8	20	6	5	11	0	68	68	0	53	53
24	1024	MUNGER	51	30	81	69	76	145	0	0	0	0	0	0	1	0	1	0	0	0
25	1025	LAKHISARAI	457	180	637	483	205	688	60	42	102	58	46	104	4	0	4	0	0	0
26	1026	SHEIKHPURA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27	1027	NALANDA	738	632	1370	778	568	1346	95	65	160	98	41	139	0	0	0	0	0	0
28	1028	PATNA	1760	1987	3747	1692	1860	3552	193	225	418	135	202	337	2	4	6	0	6	6
29	1029	BHOJPUR	9	260	269	8	231	239	0	20	20	0	24	24	0	0	0	0	0	0
30	1030	BUXAR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
31	1031	KAIMUR	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
32	1032	ROHTAS	0	142	142	0	135	135	0	28	28	0	16	16	0	0	0	0	0	0
33	1033	JEHANABAD	139	129	268	182	154	336	28	19	47	36	21	57	0	0	0	0	0	0
34	1034	AURANGABAD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
35	1035	GAYA	1092	1397	2489	1157	1397	2554	139	170	309	105	172	277	0	0	0	0	0	0
36	1036	NAWADA	334	577	911	938	775	1713	47	68	115	169	131	300	89	107	196	155	73	228
37	1037	JAMUI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
38	1038	ARWAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total			10,102	12,177	22,279	10,274	11,034	21,308	1,086	1,120	2,206	1,020	1,049	2,069	191	300	491	232	231	463

SOURCE:

Year Wise Educational Indicators																	
Year	GER			NER			Dropout Rate			Retention Rate			Transition Rate(VIII to IX)			Gender Gap	GPI
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
2008-09	34.83	26.32	30.75	51.75	12.86	14.36	11.88	19.54	15.07	88.12	80.46	84.93	-	-	-	18.14	0.76
2009-10	38.19	31.54	35.00	15.75	12.86	14.36	3.17	1.68	2.55	96.83	98.32	97.45	91.5	91.7	91.3	13.82	0.83
2010-11	43.06	38.34	40.78	26.79	23.74	25.31	4.58	2.71	3.29	95.42	97.29	96.71	95.7	96.3	95.9	9.54	0.89
2011-12	50.9	52.45	51.81	31.81	32.78	32.25	4.18	4.05	4.12	95.82	95.95	95.88	95.6	90.7	93.2	6.78	1.03
2012-13	53.16	53.49	53.32	29.61	30.13	30.62	10.21	7.4	8.92	89.79	92.6	91.08	92.3	91.1	91.7	4.50	1.01
2013-14	49.79	49.08	49.45	22.47	37.5	29.61	5.77	7.36	6.53	94.23	92.64	93.47	89.1	82.5	85.8	3.70	0.99

Source:

GER/NER/Transition Rate / Promotion Rate / GPI (District level)

Current Year		District	GER									NER									TRANSITION RATE FROM CLASS VIII TO IX								
S. No.	U DISE CODE		All community			SC			ST			All community			All community			SC			ST								
			B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T						
1	1001	PASCHIM CHAMPARAN	38.9	39.2	39.1	33.9	27.8	31.0	54.2	102.0	77.2	21.74	19.83	20.84	108.1	90.22	98.97	85.63	65.74	75.83	115.08	108.69	111.81						
2	1002	PURBI CHAMPARAN	42.4	47.7	44.9	33.9	36.7	35.2	41.8	32.4	37.3	24.31	27.75	25.91	80.98	74.98	77.97	76.48	74.03	75.31	81.4	59.46	71.25						
3	1003	SHEQHAR	38.3	42.3	40.2	29.0	26.0	27.6	0.0	0.0	0.0	24.08	25.77	24.87	88.47	85.56	87.03	81.49	79.37	80.53	0	0	0						
4	1004	SITAMARHI	37.7	39.5	38.5	32.9	32.5	32.7	63.1	36.1	50.6	22.28	24.23	23.19	85.52	80.08	82.82	81.56	80.39	81.03	1.71	0	0.91						
5	1005	MADHUBANI	59.2	60.0	59.6	56.9	51.5	54.4	99.1	142.2	119.9	36.06	38.03	37.01	98.67	94.22	96.48	87.55	82.41	85.19	25.89	86.55	57.14						
6	1008	SUPAUL	37.3	33.2	35.4	26.7	19.1	23.2	165.5	174.5	169.8	13.83	11.45	12.71	73.46	74.24	73.81	60.5	56.48	58.9	309.21	403.51	349.62						
7	1007	ARARIA	27.2	25.6	26.5	27.7	19.6	23.9	26.3	19.5	23.0	16.07	15.45	15.78	79.12	68.48	73.77	73.72	65.47	70.21	51.25	32.82	42.38						
8	1008	KISHANGANJ	23.9	28.5	26.2	37.1	29.1	33.3	17.1	13.8	15.5	16.71	17.96	17.33	70.28	70.44	70.37	72.32	72.84	72.56	61.54	68.42	64.44						
9	1009	PURNIA	38.4	39.6	39.0	30.4	23.4	27.2	50.8	45.8	48.4	19.37	19.41	19.39	82.17	78.42	80.37	83.36	80.12	82.04	129.34	115.37	122.75						
10	1010	KATI HAR	25.3	22.3	23.9	28.9	22.4	25.9	23.1	19.0	21.2	14.54	12.09	13.36	57.76	46.88	52.35	60.88	51.05	56.48	48.35	46.99	47.71						
11	1011	MADHEPURA	54.6	48.6	51.8	39.4	28.5	34.3	78.5	54.4	67.0	31.01	27.37	29.33	88.84	85.22	87.21	92.9	81.45	88.27	42.39	39	40.63						
12	1012	SAHARSA	49.5	39.7	45.0	31.5	20.1	26.1	40.2	20.8	31.0	27.92	24.32	26.27	75.11	67.6	71.85	62.74	64.17	63.28	18.18	18.37	18.25						
13	1013	DARBHANGA	44.7	42.0	43.4	37.6	30.5	34.3	398.6	658.7	530.4	29.5	28.67	29.11	84.98	77.5	81.37	76.49	71.06	74.1	6.38	6.57	6.47						
14	1014	MUZAFFARPUR	47.1	51.2	49.1	39.8	45.3	42.3	92.9	109.4	100.6	26.75	29.87	28.23	91.03	86.22	88.52	86.02	84.52	85.25	12.93	20.16	16.7						
15	1015	GOPALGANJ	58.7	66.1	62.4	57.1	63.2	60.1	81.3	89.4	85.4	37.15	42.3	39.7	96.86	97.13	97	87.73	93.58	90.63	82.12	88.31	85.34						
16	1018	SIWAN	55.1	62.2	58.6	57.4	67.3	62.2	91.2	86.7	89.0	32.78	35.56	34.16	91.31	84.31	87.49	86.72	81.73	84.06	78.82	73.42	75.91						
17	1017	SARAN	55.6	56.4	56.0	55.8	53.9	54.9	79.2	82.5	80.8	33.51	33.93	33.71	100.1	90.85	95.34	107.02	98.02	102.67	83.73	80.47	82.03						
18	1018	VAISHALI	54.5	62.1	58.1	47.0	48.4	47.7	80.3	105.6	91.7	34.27	39.65	36.82	88.67	86.6	87.77	88.87	82.57	85.89	5.15	9.68	7.37						
19	1019	SAMASTIPUR	49.4	52.0	50.7	42.3	42.1	42.2	572.6	429.8	504.1	31.53	31.36	31.45	95.81	88.89	92.2	90.54	85.74	88.29	330.77	217.39	277.55						
20	1020	BEGUSARAI	46.3	51.5	48.7	43.0	44.5	43.7	31.8	67.6	48.2	27.83	31.98	29.79	78.86	82.11	80.49	77.47	78.68	78.07	1.59	9.33	5.8						
21	1021	KHAGARIA	52.1	51.3	51.7	41.7	35.2	38.7	44.4	23.5	34.3	31.49	29.27	30.46	77.82	65.54	71.95	77.71	64.59	71.8	17.14	8.57	12.06						
22	1022	BHAGALPUR	49.6	50.9	50.2	52.4	48.9	50.8	52.6	42.3	47.8	26.59	28.83	28.7	88.81	84.35	86.63	88.77	84.83	87.02	47.62	38.38	43.31						
23	1023	BANKA	49.9	47.6	48.9	44.8	37.2	41.3	33.9	29.6	31.8	30.25	28.51	29.43	85.55	78.12	81.94	91.18	86.71	89.25	68.47	56.5	63.09						
24	1024	MUNGER	60.2	55.6	58.1	55.5	56.0	55.7	82.3	87.8	84.9	32.86	35.3	33.99	101	79.37	90.07	101.75	95.56	98.86	130.41	84.68	103.94						
25	1025	LAKHISARAI	68.4	54.1	61.7	54.2	41.6	48.4	45.8	26.1	36.3	42.61	34.81	38.95	92.41	82.44	87.46	94.56	86.33	90.93	66.1	86.49	73.96						
26	1023	SHEIKHPURA	53.3	53.6	53.4	48.3	37.4	43.2	60.0	29.4	43.8	32.92	35.15	33.98	91.52	87.76	89.68	81.83	84.72	88.87	0	0	0						
27	1027	NALANDA	57.7	53.0	55.5	50.5	39.2	45.2	307.5	183.8	248.1	31.71	29.82	30.81	93.25	81.08	87.06	89.3	81.96	85.95	20	29.17	24.49						
28	1028	PATNA	42.1	50.8	46.2	41.7	43.5	42.6	83.4	112.7	97.3	27.03	32.06	29.4	90.16	88.11	89.1	91.52	87.48	89.6	43.86	49.06	46.74						
29	1029	BHOJPUR	53.8	55.1	54.4	48.1	44.5	46.4	65.6	48.4	57.6	33.88	34.55	34.2	98.74	92.74	95.72	97.53	92.42	95.18	73.22	66.19	70.19						
30	1030	BUXAR	60.9	65.5	63.1	67.7	63.2	65.8	74.4	77.2	75.7	32.82	34.95	33.83	99.73	88.42	94.14	103.96	96.14	100.46	93.85	76.33	84.71						
31	1031	KAIMUR	65.6	64.6	65.2	73.5	67.2	70.6	44.8	42.7	43.8	37.74	38.69	38.19	91.64	78.61	84.96	94.04	83.35	88.89	53.33	49.05	51.13						
32	1032	ROHTAS	64.8	70.1	67.4	67.9	70.2	69.0	43.9	56.1	49.6	42.07	44.12	43.06	97.63	88.99	93.16	92.47	88.31	90.5	119.72	87.13	100.58						
33	1033	JEHANABAD	30.1	26.2	28.2	21.1	17.6	19.5	32.0	7.4	19.2	17.83	15.72	16.81	96.58	82.96	89.77	94.06	81.58	88.23	0	0	0						
34	1034	AURANGABAD	37.6	36.8	37.2	24.8	23.5	24.2	370.5	160.0	273.6	23.76	22.43	23.12	92.74	77.61	84.72	85.6	82.12	83.93	12.14	2.72	7.32						
35	1035	GAYA	93.9	100.7	97.2	83.0	83.6	83.3	154.6	179.6	167.0	60.19	66.56	63.26	79.83	78.88	79.36	72.98	69.73	71.37	25.42	9.76	16.31						
36	1036	NAWADA	66.0	65.7	65.9	67.2	53.4	60.7	12.2	9.7	11.0	39.56	38.73	39.17	102.8	90.99	96.69	96.8	72.82	85.38	28.89	20	24.44						
37	1037	JAMUI	76.5	60.9	69.1	50.8	41.7	40.6	2644.4	2336.7	2504.6	43.63	37.09	40.51	80.8	67.31	74.49	66.34	63.48	65.04	59.36	34.53	47.62						
38	1038	ARWAL	86.3	73.6	80.2	70.4	51.7	61.6	13.3	11.8	12.5	53.98	46.38	50.33	104.3	90.36	97.34	103.13	83.59	94.1	0	0	0						
TOTAL			48.9	50.1	48.5	44.3	41.5	43.0	54.2	60.5	57.2	29.22	30.05	29.61	89.07	82.48	85.76	85.79	80.3	83.21	72.99	67.04	70.02						

SOURCE:

Current Year		District	Retention Rate									Dropout rate								
S. No.	U DISE CODE		All			SC			ST			All			SC			ST		
			B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	1001	PASCHIM CHAMPARAN	100.00	100.00	100.00	33.15	34.57	33.69	100.00	100.00	100.00	0.00	0.00	0.00	66.85	65.43	66.31	0.00	0.00	0.00
2	1002	PURBI CHAMPARAN	100.00	100.00	100.00	47.22	47.01	47.18	100.00	100.00	100.00	0.00	0.00	0.00	52.78	52.99	52.82	0.00	0.00	0.00
3	1003	SHEOHAR	14.28	13.15	13.73	2.67	2.27	2.48	100.00	100.00	100.00	85.72	86.85	86.27	97.33	97.73	97.52	0.00	0.00	0.00
4	1004	SITAMARHI	100.00	100.00	100.00	15.13	15.33	15.22	91.07	100.00	100.00	0.00	0.00	0.00	84.87	84.67	84.78	8.93	0.00	0.00
5	1005	MADHUBANI	100.00	100.00	100.00	28.54	24.87	26.77	100.00	100.00	100.00	0.00	0.00	0.00	71.46	75.13	73.23	0.00	0.00	0.00
6	1006	SUPAUL	68.34	55.37	62.00	16.97	7.60	12.75	63.44	51.99	58.56	31.66	44.63	38.00	83.03	92.40	87.25	36.56	48.01	41.44
7	1007	ARARIA	57.54	49.98	53.95	9.55	7.13	8.43	46.82	36.39	42.35	42.46	50.02	46.05	90.45	92.87	91.57	53.18	63.61	57.65
8	1008	KISHANGANJ	33.27	38.94	35.94	4.73	4.91	4.81	23.16	15.67	19.83	66.73	61.06	64.06	95.27	95.09	95.19	76.84	84.33	80.17
9	1009	PURNIA	70.59	63.79	67.29	11.74	8.14	10.00	55.90	40.46	48.04	29.41	36.21	32.71	88.26	91.86	90.00	44.10	59.54	51.96
10	1010	KATI HAR	50.32	43.44	46.91	6.92	6.10	6.51	24.56	32.95	27.95	49.68	56.56	53.09	93.08	93.90	93.49	75.44	67.05	72.05
11	1011	MADHEPURA	79.02	52.61	65.45	16.21	9.44	12.79	62.40	39.38	51.02	20.98	47.39	34.55	83.79	90.56	87.21	37.60	60.62	48.98
12	1012	SAHARSA	92.19	83.51	88.62	13.86	13.23	13.54	73.70	50.87	64.33	7.81	16.49	11.38	88.14	86.77	86.46	26.30	49.13	35.67
13	1013	DARBHANGA	100.00	100.00	100.00	47.95	42.99	45.72	100.00	100.00	100.00	0.00	0.00	0.00	59.52	55.52	57.57	0.00	0.00	0.00
14	1014	MUZAFFARPUR	100.00	100.00	100.00	40.48	44.48	42.43	100.00	100.00	100.00	0.00	0.00	0.00	59.52	55.52	57.57	0.00	0.00	0.00
15	1015	GOPALGANJ	100.00	100.00	100.00	21.19	25.93	23.37	100.00	100.00	100.00	0.00	0.00	0.00	78.81	74.07	76.63	0.00	0.00	0.00
16	1016	SIWAN	100.00	100.00	100.00	41.78	48.87	45.14	100.00	100.00	100.00	0.00	0.00	0.00	58.22	51.13	54.86	0.00	0.00	0.00
17	1017	SARAN	100.00	100.00	100.00	82.81	67.15	74.81	100.00	100.00	100.00	0.00	0.00	0.00	17.19	32.85	25.19	0.00	0.00	0.00
18	1018	VAISHALI	100.00	100.00	100.00	81.28	79.81	80.61	100.00	100.00	100.00	0.00	0.00	0.00	18.72	20.19	19.39	0.00	0.00	0.00
19	1019	SAMASTIPUR	100.00	100.00	100.00	52.84	52.14	52.53	100.00	100.00	100.00	0.00	0.00	0.00	47.16	47.86	47.47	0.00	0.00	0.00
20	1020	BEGUSARAI	55.10	62.34	58.55	10.86	13.17	11.90	57.72	57.13	57.45	44.90	37.66	41.45	89.14	86.83	88.10	42.28	42.87	42.55
21	1021	KHAGARIA	100.00	93.34	100.00	18.41	14.51	15.59	100.00	75.73	92.75	0.00	6.36	0.00	83.59	85.49	84.41	0.00	24.27	7.25
22	1022	BHAGALPUR	65.57	58.00	61.79	12.01	9.71	10.85	54.93	46.07	50.65	34.43	42.00	38.21	87.99	90.29	89.15	45.07	53.93	49.35
23	1023	BANKA	58.85	52.79	56.00	10.69	8.58	9.70	51.63	48.56	50.15	41.15	47.21	44.00	89.31	91.42	90.30	48.37	51.44	49.85
24	1024	MUNGER	73.26	54.48	64.12	16.82	10.72	13.88	49.60	49.67	49.58	26.74	45.52	35.88	83.18	89.28	86.12	50.40	50.33	50.42
25	1025	LAKHISARAI	36.20	38.64	37.23	6.42	6.83	6.59	32.03	40.08	35.11	63.80	61.36	62.77	93.58	93.17	93.41	67.97	59.92	64.89
26	1026	SHEIKHPURA	12.46	13.03	12.74	3.19	2.12	2.66	14.50	14.49	14.50	87.54	86.97	87.26	96.81	97.88	97.34	85.50	85.51	85.50
27	1027	NALANDA	62.90	61.35	62.16	23.02	25.56	24.19	100.00	86.24	100.00	37.10	38.65	37.84	76.98	74.44	75.81	0.00	13.76	0.00
28	1028	PATNA	100.00	100.00	100.00	55.43	50.58	53.08	100.00	100.00	100.00	0.00	0.00	0.00	44.57	49.42	46.92	0.00	0.00	0.00
29	1029	BHOJPUR	65.49	63.28	64.92	13.16	11.23	12.21	51.23	44.53	48.15	33.51	36.72	35.08	86.84	88.77	87.79	48.77	55.47	51.85
30	1030	BUXAR	100.00	100.00	100.00	40.16	57.96	46.48	100.00	100.00	100.00	0.00	0.00	0.00	59.84	42.04	53.52	0.00	0.00	0.00
31	1031	KAIMUR	41.40	36.30	38.84	12.46	10.88	11.69	71.59	60.04	65.98	58.60	63.70	61.16	87.54	89.12	88.31	28.41	39.96	34.02
32	1032	ROHTAS	82.65	82.05	82.36	23.86	19.33	21.81	100.00	100.00	100.00	17.35	17.95	17.64	76.14	80.67	78.19	0.00	0.00	0.00
33	1033	JEHANABAD	100.00	100.00	100.00	45.44	53.65	48.71	100.00	100.00	100.00	0.00	0.00	0.00	54.56	46.35	51.29	0.00	0.00	0.00
34	1034	AURANGABAD	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
35	1035	GAYA	100.00	100.00	100.00	48.54	68.81	58.01	100.00	100.00	100.00	0.00	0.00	0.00	51.46	31.19	41.99	0.00	0.00	0.00
36	1036	NAWADA	39.17	38.05	38.59	10.40	6.89	8.83	56.26	48.16	52.17	60.83	61.95	61.41	89.60	93.11	91.37	43.74	51.84	47.83
37	1037	JAMUI	93.40	82.07	88.40	17.92	18.67	18.20	100.00	100.00	100.00	6.60	17.93	11.60	82.08	81.33	81.80	0.00	0.00	0.00
38	1038	ARWAL	32.67	27.03	29.91	6.07	4.04	4.59	100.00	100.00	100.00	67.33	72.97	70.09	94.93	95.96	95.41	0.00	0.00	0.00
TOTAL			94.23	92.84	93.47	20.22	18.90	19.60	92.67	90.51	91.72	5.77	7.38	6.53	79.78	81.10	80.40	7.33	9.49	8.28

SOURCE:

QE

Current Year		District	PROMOTION RATE CLASS IX TO X									GPI	Gender Gap
S. No.	U DISE CODE		All community			SC			ST				
			B	G	T	B	G	T	B	G	T		
1	1001	PASCHIM CHAMPARAN	100.00	100.00	100.00	30.64	29.81	30.28	100.00	100.00	100.00	1.00719	5.23
2	1002	PURBI CHAMPARAN	100.00	100.00	100.00	39.86	44.47	41.79	100.00	100.00	100.00	1.12479	0.7
3	1003	SHEOHAR	14.26	13.13	13.71	2.85	2.25	2.46	7.35	5.50	6.46	1.1058	1.79
4	1004	SITAMARHI	100.00	100.00	100.00	15.13	15.33	15.22	91.07	100.00	100.00	1.04967	4.27
5	1005	MADHUBANI	100.00	100.00	100.00	26.52	22.87	24.76	100.00	100.00	100.00	1.01335	3.34
6	1006	SUPAUL	61.25	52.68	57.06	9.97	6.75	8.44	58.04	51.63	55.24	0.88901	11.91
7	1007	ARARIA	57.45	49.90	53.86	9.41	7.13	8.35	46.82	36.39	42.35	0.94048	8.1
8	1008	KISHANGANJ	33.26	38.92	35.93	4.73	4.91	4.81	23.16	15.67	19.83	1.19313	-7.69
9	1009	PURNIA	69.61	63.12	66.46	11.45	8.05	9.80	48.09	38.58	42.86	1.03047	3.37
10	1010	KATI HAR	44.40	37.29	40.88	6.38	4.77	5.61	19.88	14.84	17.55	0.88217	9.67
11	1011	MADHEPURA	79.02	52.60	65.45	16.21	9.44	12.79	62.40	39.38	51.02	0.88854	13.52
12	1012	SAHARSA	89.69	76.58	84.29	12.34	9.65	11.17	73.70	50.87	64.33	0.80255	19.29
13	1013	DARBHANGA	100.00	100.00	100.00	42.84	38.00	40.66	100.00	100.00	100.00	0.93975	8.77
14	1014	MUZAFFARPUR	100.00	100.00	100.00	40.14	44.01	42.03	100.00	100.00	100.00	1.08832	0.71
15	1015	GOPALGANJ	100.00	100.00	100.00	21.19	25.93	23.37	100.00	100.00	100.00	1.12555	-4.9
16	1016	SIWAN	100.00	100.00	100.00	41.68	48.87	45.08	100.00	100.00	100.00	1.12931	-4.99
17	1017	SARAN	100.00	100.00	100.00	82.37	67.15	74.57	100.00	100.00	100.00	1.01348	1.69
18	1018	VAISHALI	100.00	100.00	100.00	81.28	79.81	80.61	100.00	100.00	100.00	1.1389	-1.14
19	1019	SAMASTIPUR	100.00	100.00	100.00	52.72	52.14	52.45	100.00	100.00	100.00	1.0522	2.74
20	1020	BEGUSARAI	54.69	61.82	58.09	10.64	12.84	11.63	57.72	57.13	57.45	1.11169	0.35
21	1021	KHAGARIA	100.00	93.32	100.00	16.41	14.51	15.59	100.00	75.73	92.75	0.9835	8.19
22	1022	BHAGALPUR	65.57	57.52	61.55	11.98	9.01	10.49	54.93	44.13	49.68	1.02803	4.45
23	1023	BANKA	57.68	51.82	54.92	9.61	7.75	8.73	36.25	31.89	34.36	0.95394	8.45
24	1024	MUNGER	69.86	53.88	62.08	13.50	10.23	11.79	49.15	49.57	49.38	0.92393	10.82
25	1025	LAKHISARAI	36.20	38.64	37.23	6.42	6.83	6.59	32.03	40.08	35.11	0.79154	17.73
26	1026	SHEIKHPURA	12.48	13.03	12.74	3.19	2.12	2.66	14.50	14.49	14.50	1.00563	4.82
27	1027	NALANDA	59.98	58.18	59.12	18.17	18.55	18.34	100.00	86.24	100.00	0.91854	9.24
28	1028	PATNA	100.00	100.00	100.00	44.70	50.48	47.21	100.00	100.00	100.00	1.20732	-3.75
29	1029	BHOJIPUR	66.27	63.06	64.70	13.08	11.06	12.09	51.23	44.53	48.15	1.02454	4.44
30	1030	BUXAR	100.00	100.00	100.00	30.97	34.56	32.47	100.00	100.00	100.00	1.07654	2.05
31	1031	KAIMUR	41.39	36.30	38.83	12.48	10.88	11.89	71.59	60.04	65.98	0.98506	5.86
32	1032	ROHTAS	79.70	81.91	80.78	20.31	19.12	19.74	100.00	100.00	100.00	1.08209	0.05
33	1033	JEHANABAD	100.00	100.00	100.00	45.44	46.09	46.72	100.00	100.00	100.00	0.87121	9.67
34	1034	AURANGABAD	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	0.97795	5.08
35	1035	GAYA	100.00	100.00	100.00	42.34	47.87	44.76	100.00	100.00	100.00	1.07198	0.21
36	1036	NAWADA	39.16	38.05	38.58	10.37	6.89	8.61	56.26	48.16	52.17	0.99546	6.61
37	1037	JAMUI	92.75	81.11	87.61	17.03	16.86	16.95	100.00	100.00	100.00	0.79668	15.77
38	1038	ARWAL	32.67	27.03	29.91	5.07	4.04	4.59	29.12	22.45	26.10	0.853	11.9
		TOTAL	92.74	91.39	92.09	16.90	17.55	18.27	91.40	88.60	90.14	1.02455	3.7

SOURCE:

Examination Result.

Result of Class X Examination

S.No.	U DISE CODE	District	2012-13																										
			No. of Students Appeared									No. of Students Passed									Passed (%)								
			All			SC			ST			All			SC			ST			All			SC			ST		
			B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	1001	PASCHIM	20077	14012	34089	2031	1303	3334	1698	1322	3020	14449	9336	23785	1509	792	2301	1531	1059	2590	71.97	66.63	69.77	74.30	60.78	69.02	90.16	80.11	85.76
2	1002	PURBI CHAMPARAN	28610	23396	52006	2387	1989	4376	118	85	203	20094	15600	35694	1918	1222	3140	89	45	134	70.23	66.68	68.63	80.35	61.44	71.76	75.42	52.94	66.01
3	1003	SHEKHAR	2548	2197	4745	242	165	407	2	2	4	2254	1681	3935	219	107	326	1	1	4	88.46	76.51	82.93	90.50	84.85	80.10	50.00	50.00	100.00
4	1004	SITAMARHI	15567	12414	27981	1353	960	2313	8	12	20	12086	8559	20645	1161	612	1773	6	7	13	77.64	68.95	73.78	85.81	63.75	76.65	75.00	58.33	65.00
5	1005	MADHUBANI	27172	22566	49738	2863	2045	4908	46	46	92	19528	13776	33304	1979	1026	3005	28	22	50	71.87	61.05	66.96	69.12	30.17	61.23	60.87	47.83	54.35
6	1006	SUPAUL	12734	8011	20745	1169	658	1827	53	32	85	9944	5132	15076	1021	397	1418	36	19	55	78.09	64.06	72.67	87.34	60.33	77.61	57.92	59.38	64.71
7	1007	ARARIA	12132	8451	20583	1080	561	1641	114	85	199	7667	4672	12339	785	287	1072	77	38	113	63.20	55.28	59.95	72.69	51.16	65.33	67.54	42.35	56.78
8	1008	KISHANGANJ	5241	4522	9763	428	303	731	110	70	180	3601	2027	5628	284	116	400	75	28	103	68.71	44.83	57.65	66.36	38.28	54.72	68.18	40.00	57.22
9	1009	PURNIA	13589	10114	23703	1081	684	1785	629	448	1075	9363	6553	15916	786	425	1211	488	308	796	68.90	64.79	67.15	72.71	62.13	68.61	77.58	69.06	74.05
10	1010	KATI HAR	13583	9927	23510	1058	707	1765	657	389	1046	8740	5401	14141	869	371	1040	448	189	637	64.35	54.41	60.15	63.23	52.48	58.92	68.19	48.59	60.90
11	1011	MADHEPURA	21535	12988	34523	1674	888	2562	203	112	315	17498	10508	28006	1673	759	2432	199	100	318	81.25	80.91	81.12	99.94	85.47	94.92	98.03	89.29	100.95
12	1012	SAHARSA	10971	6048	17019	1048	388	1436	28	13	39	9859	5131	14990	1003	337	1410	23	10	50	89.86	84.84	88.08	95.71	86.86	98.19	88.46	76.92	128.21
13	1013	DARBHANGA	21051	16453	37504	2393	1525	3918	30	20	50	14347	9439	23786	1678	763	2441	21	12	33	68.15	57.37	63.42	70.12	50.03	62.30	70.00	60.00	66.00
14	1014	MUZAFFARPUR	27020	25287	52307	3200	2570	5770	49	64	115	16938	11647	27685	2048	1082	3130	42	29	71	59.36	46.06	52.93	64.00	42.10	54.25	85.71	45.31	62.83
15	1015	GOPALGANJ	21774	21919	43693	2141	2108	4247	675	734	1409	15257	13099	28386	1410	961	2371	475	408	883	70.07	59.76	64.90	65.86	45.63	55.03	70.37	55.59	62.67
16	1016	SIWAN	26924	26384	53308	2526	2429	4955	843	825	1666	21790	19227	41017	2255	1595	3850	704	595	1299	80.93	72.87	76.94	89.27	65.66	77.70	83.51	72.12	77.88
17	1017	SARAN	35074	31858	66932	3257	2585	5842	492	431	923	30735	26046	56781	3201	2283	5612	491	380	871	87.63	81.76	84.83	98.28	88.32	96.06	99.80	88.17	94.37
18	1018	VAISHALI	31407	26692	58099	4245	3581	7826	83	29	92	25492	22250	47742	4138	3219	7357	57	27	100	81.17	83.36	82.17	97.48	89.89	94.01	90.48	93.10	108.70
19	1019	SAMASTIPUR	29190	25201	54391	3441	2675	6116	29	22	51	21517	17469	38986	2730	1711	4441	23	14	37	73.71	69.32	71.68	79.34	63.96	72.61	79.31	63.64	72.55
20	1020	BEGUSARAI	21484	17673	39157	2340	1719	4059	20	14	34	15137	11176	26313	1681	334	2615	16	12	28	70.46	63.24	67.20	71.84	54.33	64.42	80.00	85.71	82.35
21	1021	KHAGARIA	14303	9009	23312	1291	718	2009	22	6	28	12134	7078	19212	1273	579	1852	20	5	27	84.84	78.57	82.41	96.61	80.64	92.19	90.91	83.33	96.43
22	1022	BHAGALPUR	21770	16443	38213	1070	1162	3041	391	278	669	14858	8849	23707	1545	652	2197	380	168	580	68.25	53.82	62.04	82.22	56.11	72.25	97.19	60.43	86.70
23	1023	BANKA	14311	9966	24277	1134	682	1816	297	227	524	10538	5379	15915	1070	418	1588	249	152	401	73.62	53.97	65.56	94.36	61.29	87.44	83.84	66.96	76.53
24	1024	MUNGER	14328	10080	24408	1121	928	2049	98	113	211	11848	7173	19021	1005	743	2206	96	81	177	82.69	71.16	77.93	89.65	80.06	107.66	97.96	71.68	83.89
25	1025	LAKHISARAI	10335	6429	16764	1108	625	1731	51	8	59	8698	5278	13976	1010	519	1529	37	5	42	84.16	82.10	83.37	91.32	83.04	88.33	72.55	62.50	71.19
26	1026	SHEIKHPURA	4792	3701	8493	776	443	1219	12	10	22	3450	2437	5887	572	265	837	3	2	5	71.99	65.85	69.32	73.71	59.82	68.66	25.00	20.00	22.73
27	1027	NALANDA	24160	18224	42384	3802	2040	5842	18	6	24	18211	12253	30464	3302	1344	4646	13	13	5	75.38	67.24	71.88	86.85	65.88	79.53	72.22	0.00	54.17
28	1028	PATNA	32700	32861	65561	4387	3362	7779	61	86	147	24014	24559	48573	3333	2615	5948	50	70	120	73.44	74.74	74.09	75.97	77.09	76.46	81.97	81.40	81.63
29	1029	BHOJPUR	29731	19706	49437	2779	1935	4714	149	102	251	22601	15281	37882	2700	1551	4355	143	80	223	75.02	77.54	76.63	97.16	80.16	92.38	95.97	78.43	88.84
30	1030	BUXAR	16065	13130	29195	2029	1393	3422	246	142	388	12523	9225	21748	1706	861	2557	216	116	332	77.95	70.26	74.49	84.08	61.08	74.72	87.80	81.69	85.57
31	1031	KAIMUR	13023	12125	25148	2658	2115	4773	216	170	386	8670	7202	15872	1777	1026	2803	182	77	259	66.57	59.40	63.11	66.85	48.51	58.73	84.26	45.29	67.10
32	1032	ROHTAS	32767	28703	61470	4747	3943	8690	164	173	337	23766	19593	43359	4039	2500	6539	159	106	265	72.53	68.26	70.54	85.09	63.40	75.25	96.95	61.27	78.64
33	1033	JEHANABAD	11255	8725	19980	1822	969	2591	18	11	29	9565	6657	16222	1601	802	2428	17	7	25	84.98	76.30	81.19	98.71	82.77	93.71	94.44	63.64	86.21
34	1034	AURANGABAD	29084	22288	51372	4596	3120	7716	78	55	138	23534	15022	38556	4216	2279	6495	76	32	112	80.92	67.40	75.05	91.73	73.04	84.18	97.44	58.18	84.21
35	1035	GAYA	41881	32491	74372	6041	4794	10835	66	24	90	34263	23099	57367	6733	3783	10519	65	21	91	81.82	71.09	77.14	111.45	78.97	97.08	98.48	87.50	101.11
36	1036	NAWADA	25156	17594	42750	3567	2143	5710	75	42	117	21810	14999	36809	3454	1940	5394	84	33	97	86.70	85.25	86.10	96.83	90.53	94.47	85.33	78.57	82.91
37	1037	JAMUI	15777	9312	25089	1672	978	2650	429	298	727	12758	7285	20041	1555	822	2377	322	221	543	80.85	78.23	79.88	93.00	84.05	89.70	75.06	74.16	74.69
38	1038	ARWAL	10643	7330	17973	1461	920	2381	5	13	18	7538	4181	11717	1078	449	1527	3	7	10	70.81	57.04	65.19	73.79	48.80	64.13	60.00	53.85	55.56
Total			759764	604230	1363994	86625	62141	148766	8261	6517	14778	576174	414279	980453	74969	42173	117142	6899	4508	11507	75.84	68.56	72.61	86.54	67.87	78.74	84.72	69.17	77.87

SOURCE:

Result of Class X Examinatic

S.No.	UDISE CODE	District	2013-14																							
			No. of Students Appeared									No. of Students Passed									Passed (%)					
			All			SC			ST			All			SC			ST			All		SC		ST	
			B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	1001	PASCHIM	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
2	1002	PURBI CHAMPARAN	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
3	1003	SHEOHAR	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
4	1004	SITAMARHI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
5	1005	MADHUBANI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
6	1006	SUPAUL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
7	1007	ARARIA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
8	1008	KISHANGANJ	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
9	1009	PURNIA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
10	1010	KATIHAR	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
11	1011	MADHEPURA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
12	1012	SAHARSA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
13	1013	DARBHANGA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
14	1014	MUZAFFARPUR	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
15	1015	GOPALGANJ	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
16	1016	SIWAN	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
17	1017	SARAN	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
18	1018	VAISHALI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
19	1019	SAMASTIPUR	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
20	1020	BEGUSARAI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
21	1021	KHAGARIA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
22	1022	BHAGALPUR	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
23	1023	BANKA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
24	1024	MUNGER	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
25	1025	LAKHISARAI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
26	1026	SHEIKHPURA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
27	1027	NALANDA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
28	1028	PATNA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
29	1029	BHOJPUR	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
30	1030	BUXAR	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
31	1031	KAIMUR	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
32	1032	ROHTAS	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
33	1033	JEHANABAD	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
34	1034	AURANGABAD	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
35	1035	GAYA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
36	1036	NAWADA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
37	1037	JAMUI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
38	1038	JARWAL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
		Total	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	

SOURCE:

SPECIAL FOCUS DISTRICT

Sr. No.	Category	Name of District	Total Number of New Schools Sanctioned	Gaps	Total Strengthening of schools Sanctioned	Gaps	Total Teachers to New Schools	Teachers Training		Training of SMDCs
								In-Service	Induction	
1	Schedule Caste (ST) >25 % & Above	Gayb	50							
2	Scheduled Tribes (>25% & Above)									
3	Minority (>25% & Above)	Banka	35							
		Bhagalpur	42							
		Darbhanga	49							
		Gopalganj	27							
		Madhubani	28							
		Muzaffarpur	53							
		Katihar	58							
		Kishanganj	25							
		Purnea	39							
		Sitamarhi	29							
Supaul	23									
Siwan	38									
4	Naxalite District									

Proposal, 2014-15

Sr. No.	Category	Name of District	Total Number of New Schools proposed	Gaps	Total Strengthening of schools proposed	Gaps	Total Teachers proposed to New Schools	Teachers Training	Training of SMDCs
1	Schedule Tribes (ST) >25 % & Above							973	368
2	Scheduled Tribes (>25% & Above)								
3	Minority (>25% & Above)							594	153
								1134	375
								895	304
								593	228
								1049	157
								1082	87
								315	213
								228	43
								628	137
								546	151
4	Naxalite District						333	76	
							871	267	

Information in respect of School Management and Development Committee

S.No.	UDISE CODE	District	No. of Secondary Schools having SMDCs												Guidelines issued regarding set up of mentioned bodies (Y/N)
			Common SMC / SMDC		No of SMDCs constituted		No of SMDCs having Bank A/c		No of Schools having Academic Committee		No of Schools having Building Committee		No of Schools having Parent Teacher Association		
			Government and Local Bodies	Government aided	Government and Local Bodies	Government aided	Government and Local Bodies	Government aided	Government and Local Bodies	Government aided	Government and Local Bodies	Government aided	Government and Local Bodies	Government aided	
1	1001	PASCHIM CHAMPARAN	12	1	83	4	72	1	20	0	21	1	27	0	Y
2	1002	PURBI CHAMPARAN	7	0	69	0	68	0	19	0	13	0	21	0	Y
3	1003	SHEOHAR	8	0	11	0	11	0	5	0	8	0	7	0	Y
4	1004	SITAMARHI	14	0	74	1	70	1	5	0	4	0	34	0	Y
5	1005	MADHUBANI	19	0	133	0	122	0	20	0	24	0	25	0	Y
6	1006	SUPAUL	4	0	24	0	20	0	1	0	4	0	8	0	Y
7	1007	ARARIA	11	0	41	0	32	0	5	0	4	0	8	0	Y
8	1008	KISHANGANJ	11	0	46	0	39	0	8	0	7	0	13	0	Y
9	1009	PURNIA	7	0	69	2	63	2	11	0	19	0	25	0	Y
10	1010	KATI HAR	9	0	44	0	37	0	12	0	9	0	15	0	Y
11	1011	MADHEPURA	2	0	47	0	45	0	18	0	10	0	23	0	Y
12	1012	SAHARSA	5	0	50	1	43	1	4	0	5	0	6	0	Y
13	1013	DARBHANGA	0	0	0	0	0	0	0	0	0	0	0	0	Y
14	1014	MUZAFFARPUR	29	2	105	2	95	2	17	0	24	0	27	0	Y
15	1015	GOPALGANJ	19	3	48	3	29	2	12	2	12	1	10	1	Y
16	1016	SIWAN	32	1	78	2	66	2	18	2	15	1	27	1	Y
17	1017	SARAN	37	1	108	1	101	1	26	0	34	0	27	0	Y
18	1018	VAISHALI	23	0	87	0	80	0	12	0	12	0	19	0	Y
19	1019	SAMASTIPUR	12	0	115	1	113	1	19	1	13	1	27	1	Y
20	1020	BEGUSARAI	24	0	64	0	45	0	15	0	21	0	20	0	Y
21	1021	KHAGARIA	7	0	33	0	28	0	7	0	12	0	14	0	Y
22	1022	BHAGALPUR	39	1	91	4	88	3	22	1	32	1	30	0	Y
23	1023	BANKA	13	0	73	1	72	1	4	0	4	0	9	0	Y
24	1024	MUNGER	41	1	63	1	61	1	4	0	9	0	18	1	Y
25	1025	LAKHISARAI	21	0	48	2	43	2	10	0	5	0	17	0	Y
26	1026	SHEIKHPURA	2	0	25	0	14	0	5	0	6	0	8	0	Y
27	1027	NALANDA	12	0	102	5	89	5	20	2	32	2	34	1	Y
28	1028	PATNA	31	1	210	16	202	13	45	4	146	9	64	3	Y
29	1029	BHOJPUR	29	1	96	1	76	0	20	0	24	1	29	1	Y
30	1030	BUXAR	2	0	63	0	57	0	10	0	9	0	11	0	Y
31	1031	KAIMUR	17	0	46	0	44	0	16	0	13	0	22	0	Y
32	1032	ROHTAS	29	0	105	1	99	0	27	0	38	0	31	0	Y
33	1033	JEHANABAD	10	0	35	1	34	1	9	1	11	1	14	1	Y
34	1034	AURANGABAD	12	0	96	0	90	0	5	0	10	0	17	0	Y
35	1035	GAYA	27	2	93	6	76	6	28	3	32	3	44	2	Y
36	1036	NAWADA	14	0	58	2	53	2	13	3	18	2	21	3	Y
37	1037	JAMUI	6	0	37	0	26	0	11	0	13	0	13	0	Y
38	1038	ARWAL	14	0	32	0	29	0	6	0	9	0	13	0	Y
Total			611	14	2597	57	2332	47	507	19	682	23	778	15	Y

Source : Plan tool

ICT Summary

S. No.	Type of School	Nature and number of school			Schools covered under ICT			Balance		
		Govt.	Govt. aided	Total	Govt.	Govt. aided	Total	Govt.	Govt. aided	Total
1	2	3	4	5	6	7	8	9	10	11
1	Secondary school	1011	0	1011	0	0	0	1011	0	1011
2	Higher Secondary school	2865	72	2937	1000	0	1000	1865	72	1937
	Total	3876	72	3948	1000	0	1000	2876	72	2948

SOURCE:

Recruitment Status of Teaching Staff

RMSA : Recruitment Status of Teachers in New/Upgraded & Additional Teachers in Existing Secondary Schools

Year	New/Upgraded Sec Schools under RMSA											Progress of Recruitment of Additional Teachers in Existing Secondary Schools						
	Sanctioned for New Schools				Recruitment Progress of Headmasters & Teachers						Vacant		Additional Teachers in Existing Secondary Schools		Total Number of Teachers Recruited against the Teachers sanctioned			Vacant post against Additional Teachers
	No. of New/Upgraded Sec Schools under RMSA	No. of Sanctioned Post of Headmaster s/Principals	No. of Sanctioned Subject Teachers	Total	Headmasters/Principals			Subject Teachers			Headmaster s/ Principals	Subject Teachers	Total no. of existing Secondary Schools for which additional teachers have been sanctioned	Total No. of additional Teachers sanctioned	Regular	Contractual	Total	
					Regular	Contractual	Total	Regular	Contractual	Total								
2009-10	344	344	2064							577	344	2064	NA	NA				
2010-11	443	443	2658							741	443	2682	NA	NA				NA
2011-12	165	165	990							149	165	1014	NA	NA				NA
2012-13	NA	NA	NA							0	NA	NA	NA	NA				NA
2013-14										1015								

SOURCE:

IEDSS : Appointment of Special Education Teachers and general teachers trained in special education									
S. No.	District	No. of Gov. Schools		Appointment of Special Education Teachers				General teachers trained in special education	
		Secondary schools	Higher secondary schools	No. of Schools under IEDSS (where CWSN are studying)	No. of Sanctioned Special Education Teachers	No. of Special Education Teachers Recruited against the Approved	Vacant Post of Special Education Teachers	No. of Schools where general teachers trained in special education are recruited	No. of general teachers trained in special education are recruited against the sanctioned Post
1	1001	PASCHIM CHAMPARAN							
2	1002	PURBI CHAMPARAN							
3	1003	SHEOHAR							
4	1004	SITAMARHI							
5	1005	MADHUBANI							
6	1006	SUPAUL							
7	1007	ARARIA							
8	1008	KISHANGANJ							
9	1009	PURNIA							
10	1010	KATIHAR							
11	1011	MADHEPURA							
12	1012	SAHARSA							
13	1013	DARBHANGA							
14	1014	MUZAFFARPUR							
15	1015	GOPALGANJ							
16	1016	SIWAN							
17	1017	SARAN							
18	1018	VAISHALI							
19	1019	SAMASTIPUR							
20	1020	BEGUSARAI							
21	1021	KHAGARIA							
22	1022	BHAGALPUR							
23	1023	BANKA							
24	1024	MUNGER							
25	1025	LAKHISARAI							
26	1026	SHEIKHPURA							
27	1027	NALANDA							
28	1028	PATNA							
29	1029	BHOJPUR							
30	1030	BUXAR							
31	1031	KAIMUR							
32	1032	ROHTAS							
33	1033	JEHANABAD							
34	1034	AURANGABAD							
35	1035	GAYA							
36	1036	NAWADA							
37	1037	JAMUI							
38	1038	ARWAL							
TOTAL									

SOURCE:

Recruitment Status of Non-Teaching Staff							
RMSA: Recruitment Status of Non-Teaching Staff in New/Upgraded Secondary Schools							
Year	No. of Sanctioned New/Upgraded Sec Schools under RMSA	Sanctioned Post		Recruitment Progress of		Vacant	
		No. of Sanctioned Lab attendant	No. of Sanctioned Office Assistant /Dufftary	Lab attendant	Office Assistant /Dufftary	Lab attendant	Office Assistant /Dufftary
2009-10	344	344	344			344	344
2010-11	443	443	443			443	443
2011-12	165	165	165			165	165
2012-13							
2013-14	201						

SOURCE:

IEDSS- Recruitment Status of Non-Teaching Staff

Appointment of Attendant in school for children with severe orthopaedics impairment at the ratio of 1:10 children & Assistance of helper/Ayah for children with severely orthopaedic impairments residing in school hostel, under

S. No	District	No. of Schools	Appointment Status						
			No. of Schools under IEDSS	Sanctioned Post		Recruitment Progress of Attendant & Assistance		Vacant	
				No. of Sanctioned Attendant in school for children	No. of Sanctioned Assistance of helper/Ayah for children	Attendant	Assistance of helper/Ayah	Attendant	Assistance of helper/Ayah
1001	PASCHIM CHAMPARAN	85	NA	NA	NA	NA	NA	NA	NA
1002	PURBI CHAMPARAN	127	NA	NA	NA	NA	NA	NA	NA
1003	SHEOHAR	18	NA	NA	NA	NA	NA	NA	NA
1004	SITAMARHI	85	NA	NA	NA	NA	NA	NA	NA
1005	MADHUBANI	139	NA	NA	NA	NA	NA	NA	NA
1006	SUPAUL	45	NA	NA	NA	NA	NA	NA	NA
1007	ARARIA	66	NA	NA	NA	NA	NA	NA	NA
1008	KISHANGANJ	61	NA	NA	NA	NA	NA	NA	NA
1009	PURNIA	73	NA	NA	NA	NA	NA	NA	NA
1010	KATIHAR	88	NA	NA	NA	NA	NA	NA	NA
1011	MADHEPURA	60	NA	NA	NA	NA	NA	NA	NA
1012	SAHARSA	56	NA	NA	NA	NA	NA	NA	NA
1013	DARBHANGA	119	NA	NA	NA	NA	NA	NA	NA
1014	MUZAFFARPUR	152	NA	NA	NA	NA	NA	NA	NA
1015	GOPALGANJ	80	NA	NA	NA	NA	NA	NA	NA
1016	SIWAN	131	NA	NA	NA	NA	NA	NA	NA
1017	SARAN	164	NA	NA	NA	NA	NA	NA	NA
1018	VAISHALI	123	NA	NA	NA	NA	NA	NA	NA
1019	SAMASTIPUR	130	NA	NA	NA	NA	NA	NA	NA
1020	BEGUSARAI	111	NA	NA	NA	NA	NA	NA	NA
1021	KHAGARIA	52	NA	NA	NA	NA	NA	NA	NA
1022	BHAGALPUR	147	NA	NA	NA	NA	NA	NA	NA
1023	BANKA	89	NA	NA	NA	NA	NA	NA	NA
1024	MUNGER	94	NA	NA	NA	NA	NA	NA	NA
1025	LAKHISARAI	59	NA	NA	NA	NA	NA	NA	NA
1026	SHEIKHPURA	39	NA	NA	NA	NA	NA	NA	NA
1027	NALANDA	162	NA	NA	NA	NA	NA	NA	NA
1028	PATNA	225	NA	NA	NA	NA	NA	NA	NA
1029	BHOJPUR	168	NA	NA	NA	NA	NA	NA	NA
1030	BUXAR	98	NA	NA	NA	NA	NA	NA	NA
1031	KAIMUR	64	NA	NA	NA	NA	NA	NA	NA
1032	ROHTAS	159	NA	NA	NA	NA	NA	NA	NA
1033	JEHANABAD	56	NA	NA	NA	NA	NA	NA	NA
1034	AURANGABAD	128	NA	NA	NA	NA	NA	NA	NA
1035	GAYA	129	NA	NA	NA	NA	NA	NA	NA
1036	NAWADA	91	NA	NA	NA	NA	NA	NA	NA
1037	JAMUI	59	NA	NA	NA	NA	NA	NA	NA
1038	ARWAL	39	NA	NA	NA	NA	NA	NA	NA
	TOTAL	3771	NA	NA	NA	NA	NA	NA	NA

SOURCE:

Category wise enrollment in Girls Hostel

S. No	District	Name of Girls Hostel	Whether accomodation Rented /Own building	Enrollment details of inmates as on date						
				SC	ST	OBC	OTHERS	Minority	BPL	Total
1001	PASCHIM CHAMPARAN	NA	NA	NA	NA	NA	NA	NA	NA	NA
1002	PURBI CHAMPARAN	NA	NA	NA	NA	NA	NA	NA	NA	NA
1003	SHEOHAR	NA	NA	NA	NA	NA	NA	NA	NA	NA
1004	SITAMARHI	NA	NA	NA	NA	NA	NA	NA	NA	NA
1005	MADHUBANI	NA	NA	NA	NA	NA	NA	NA	NA	NA
1006	SUPAUL	NA	NA	NA	NA	NA	NA	NA	NA	NA
1007	ARARIA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1008	KISHANGANJ	NA	NA	NA	NA	NA	NA	NA	NA	NA
1009	PURNA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1010	KATIHAR	NA	NA	NA	NA	NA	NA	NA	NA	NA
1011	MADHEPURA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1012	SAHARSA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1013	DARBHANGA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1014	MUZAFFARPUR	NA	NA	NA	NA	NA	NA	NA	NA	NA
1015	GOPALGANJ	NA	NA	NA	NA	NA	NA	NA	NA	NA
1016	SIWAN	NA	NA	NA	NA	NA	NA	NA	NA	NA
1017	SARAN	NA	NA	NA	NA	NA	NA	NA	NA	NA
1018	VAISHALI	NA	NA	NA	NA	NA	NA	NA	NA	NA
1019	SAMASTIPUR	NA	NA	NA	NA	NA	NA	NA	NA	NA
1020	BEGUSARAI	NA	NA	NA	NA	NA	NA	NA	NA	NA
1021	KHAGARIA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1022	BHAGALPUR	NA	NA	NA	NA	NA	NA	NA	NA	NA
1023	BANKA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1024	MUNGER	NA	NA	NA	NA	NA	NA	NA	NA	NA
1025	LAKHISARAI	NA	NA	NA	NA	NA	NA	NA	NA	NA
1026	SHEIKHPURA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1027	NALANDA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1028	PATNA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1029	BHOJPUR	NA	NA	NA	NA	NA	NA	NA	NA	NA
1030	BUXAR	NA	NA	NA	NA	NA	NA	NA	NA	NA
1031	KAIMUR	NA	NA	NA	NA	NA	NA	NA	NA	NA
1032	ROHTAS	NA	NA	NA	NA	NA	NA	NA	NA	NA
1033	JEHANABAD	NA	NA	NA	NA	NA	NA	NA	NA	NA
1034	AURANGABAD	NA	NA	NA	NA	NA	NA	NA	NA	NA
1035	GAYA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1036	NAWADA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1037	JAMUI	NA	NA	NA	NA	NA	NA	NA	NA	NA
1038	ARWAL	NA	NA	NA	NA	NA	NA	NA	NA	NA
	TOTAL									

SOURCE:

Progress of Teacher Training/Professional Development in 2013-14 (From 1st April 2013 to 31st March 2014)

RMSA: Training/Professional Development Status

Training Status under RMSA

S.No.	Name of the Subjects	In-service Training		Induction Training		Training of Key Resource Persons		Training Master Trainers		Management Training of Headmaster/Principals		Leadership Development from of Headmaster/Principals from		In-service Training of Headmaster/Principals	
		Approved No. of Teachers for In-service Training	No. of Teachers Completed In-service Training	No. of Newly Recruited Teachers against the Approval for New/Upgraded schools and Additional Teachers for Existing Schools	No. of Teachers Completed Induction Training	Approved No. of Key Resource Persons	Training of Key Resource Persons Completed	Approved No. of Master Trainers	Training of Master Trainers Completed	Approved No. of Headmaster/Principals	Management Training of Headmaster/Principals Completed	Approved No. of Headmaster/Principals	Training of Headmaster/Principals Completed	Approved No. of Headmaster/Principals for In-service Training	In-service Training of Headmaster/Principals Completed
1	Mathematics	177443	7692	5272	432	110		550				790		760	
2	Science														
3	Social Studies														
4	English														
5	Hindi														
6	Physical Instructor/Teacher														
7	Others														
Total		177443	7692	5272	432	110		550				790		760	

SOURCE:

ICT-Progress of Teacher Training/Professional Development in 2013-14 (From 1st April 2013 to 31st March 2014)

Training Status under ICT

S.No.	Name of the Subjects	In-service Training of ICT Teachers		Induction Training of ICT Teachers	
		Approved No. of ICT Teachers for In-service Training	No. of ICT Teachers Completed In-service Training	No. of Newly Recruited ICT Teachers against the Approved Teachers	No. of ICT Teachers Completed Induction Training
1	NA	NIL	NIL	NIL	NIL
2	NA	NIL	NIL	NIL	NIL
3	NA	NIL	NIL	NIL	NIL
4	NA	NIL	NIL	NIL	NIL
TOTAL	NA	NIL	NIL	NIL	NIL

SOURCE:

IEDSS-Progress of Teacher Training/Professional Development in 2013-14 (From 1st April 2013 to 31st March 2014)

Training Status under IEDSS

S.No.	Name of the Subjects	In-service Training of Special education teachers/Resource teachers		In-service Training of general teachers trained in special education		Orientation of Educational Administrators. Principals/ Headmasters	
		Approved No. of Special education teachers/ Resource teachers for In-service training	No. of Special education teachers/ Resource teachers completed	Approved No. of general teachers for In-service Training	No. of general teachers completed in-service training	Approved No. of Educational Administrators/Principals/ Headmaster's Training	No. of Educational Administrators. Principals/ Headmasters Completed Training
1	NA	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA	NA
TOTAL							

SOURCE:

Category wise enrollment in Girls Hostel

S. No	District	Name of Girls Hostel.	Whether accomodation Rented /Own building	Enrollment details of inmates as on date						
				SC	ST	OBC	OTHERS	Minority	BPL	Total
1001	PASCHIM CHAMPARAN	NA	NA	NA	NA	NA	NA	NA	NA	NA
1002	PURBI CHAMPARAN	NA	NA	NA	NA	NA	NA	NA	NA	NA
1003	SHEQHAR	NA	NA	NA	NA	NA	NA	NA	NA	NA
1004	SITAMARHI	NA	NA	NA	NA	NA	NA	NA	NA	NA
1005	MADHUBANI	NA	NA	NA	NA	NA	NA	NA	NA	NA
1006	SUPAUL	NA	NA	NA	NA	NA	NA	NA	NA	NA
1007	ARARIA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1008	KISHANGANJ	NA	NA	NA	NA	NA	NA	NA	NA	NA
1009	PURNA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1010	KATIHAR	NA	NA	NA	NA	NA	NA	NA	NA	NA
1011	MADHEPURA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1012	SAHARSA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1013	DARBHANGA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1014	MUZAFFARPUR	NA	NA	NA	NA	NA	NA	NA	NA	NA
1015	GOPALGANJ	NA	NA	NA	NA	NA	NA	NA	NA	NA
1016	SIWAN	NA	NA	NA	NA	NA	NA	NA	NA	NA
1017	SARAN	NA	NA	NA	NA	NA	NA	NA	NA	NA
1018	VAISHALI	NA	NA	NA	NA	NA	NA	NA	NA	NA
1019	SAMASTIPUR	NA	NA	NA	NA	NA	NA	NA	NA	NA
1020	BEGUSARAI	NA	NA	NA	NA	NA	NA	NA	NA	NA
1021	KHAGARIA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1022	BHAGALPUR	NA	NA	NA	NA	NA	NA	NA	NA	NA
1023	BANKA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1024	MUNGER	NA	NA	NA	NA	NA	NA	NA	NA	NA
1025	LAKHISARAI	NA	NA	NA	NA	NA	NA	NA	NA	NA
1026	SHEIKHPURA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1027	NALANDA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1028	PATNA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1029	BHOJPUR	NA	NA	NA	NA	NA	NA	NA	NA	NA
1030	BUXAR	NA	NA	NA	NA	NA	NA	NA	NA	NA
1031	KAIMUR	NA	NA	NA	NA	NA	NA	NA	NA	NA
1032	ROHTAS	NA	NA	NA	NA	NA	NA	NA	NA	NA
1033	JEHANABAD	NA	NA	NA	NA	NA	NA	NA	NA	NA
1034	AURANGABAD	NA	NA	NA	NA	NA	NA	NA	NA	NA
1035	GAYA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1036	NAWADA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1037	JAMUI	NA	NA	NA	NA	NA	NA	NA	NA	NA
1038	ARWAL	NA	NA	NA	NA	NA	NA	NA	NA	NA
	TOTAL									

SOURCE:

Progress of Teacher Training/Professional Development in 2013-14 (From 1st April 2013 to 31st March 2014)

RMSA: Training/Professional Development Status

Training Status under RMSA

S.No.	Name of the Subjects	In-service Training		Induction Training		Training of Key Resource Persons		Training Master Trainers		Management Training of Headmaster/Principals		Leadership Development from of Headmaster/Principals from		In-service Training of Headmaster/Principals	
		Approved No. of Teachers for In-service Training	No. of Teachers Completed In-service Training	No. of Newly Recruited Teachers against the Approval for New/Upgraded schools and Additional Teachers for Existing Schools	No. of Teachers Completed Induction Training	Approved No. of Key Resource Persons	Training of Key Resource Persons Completed	Approved No. of Master Trainers	Training of Master Trainers Completed	Approved No. of Headmaster/Principals	Management Training of Headmaster/Principals Completed	Approved No. of Headmaster/Principals	Training of Headmaster/Principals Completed	Approved No. of Headmaster/Principals for In-service Training	In-service Training of Headmaster/Principals Completed
1	Mathematics	177443	7692	5272	432	110		550				790		760	
2	Science														
3	Social Studies														
4	English														
5	Hindi														
6	Physical Instructor/Teacher														
7	Others														
Total		17443	7692	5272	432	110		550				790		760	

SOURCE:

ICT-Progress of Teacher Training/Professional Development in 2013-14 (From 1st April 2013 to 31st March 2014)

Training Status under ICT

S.No.	Name of the Subjects	In-service Training of ICT Teachers		Induction Training of ICT Teachers	
		Approved No. of ICT Teachers for In-service Training	No. of ICT Teachers Completed In-service Training	No. of Newly Recruited ICT Teachers against the Approved Teachers	No. of ICT Teachers Completed Induction Training
1	NA	NIL	NIL	NIL	NIL
2	NA	NIL	NIL	NIL	NIL
3	NA	NIL	NIL	NIL	NIL
4	NA	NIL	NIL	NIL	NIL
TOTAL	NA	NIL	NIL	NIL	NIL

SOURCE:

IEDSS-Progress of Teacher Training/Professional Development in 2013-14 (From 1st April 2013 to 31st March 2014)

Training Status under IEDSS

S.No.	Name of the Subjects	In-service Training of Special education teachers/Resource teachers		In-service Training of general teachers trained in special education		Orientation of Educational Administrators. Principals/ Headmasters	
		Approved No. of Special education teachers/ Resource teachers for In-service training	No. of Special education teachers/ Resource teachers completed	Approved No. of general teachers for In-service Training	No. of general teachers completed in-service training	Approved No. of Educational Administrators/Principals/ Headmaster's Training	No. of Educational Administrators. Principals/ Headmasters Completed Training
1	NA	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA	NA
TOTAL							

SOURCE:

Quality Interventions under RMSA																								
Year	Total No. of Districts	District Level Information						School Level Information						Special teaching for learning enhancement/ Remedial Teaching		Excursion Trip/Study Tour of Teachers				Excursion Trip/Study Tour of Students				
		Total No. of Science Fair/Exhibition		Total No. of Book Fair		Art/Craft Mela		Sports Equipments		Maths Kits		Science Kit				Within the State		Outside the State		Within the State		Outside the State		
		Approved	Completed	Approved	Completed	Approved	Completed	No. of Schools approved for Sports Equipments	Progress - No. of Schools Provided Sports Equipments	No. of Schools approved Maths Kits	Progress - No. of Schools approved Maths Kits	No. of Schools approved Science Kits	Progress - No. of Schools Provided Science Kits	Approved no of students	Progress No. of students	Approved	Progress	Approved	Progress	Approved	Progress	Approved	Progress	
2009-10		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
2010-11		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
2011-12		38	1	38	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NIL	NIL	NIL	NIL	89210	29710	NIL	NIL
2012-13		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NIL	NIL	NIL	NIL	264782	50474	31773	6467
2013-14		38	38	38	38	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
TOTAL																								

SOURCE:

Guidance and Counselling

Year	Total No. of Districts	Guidance and Counselling				Sensitisation programmes (2 days)	
		State Resource		Research Assistant		Approved Number	Progress
		Approved Number	Progress-Recruited Number	Approved Number	Progress-Recruited Number		
2009-10	38	NA	NA	NA	NA	NA	NA
2010-11	38	NA	NA	NA	NA	NA	NA
2011-12	38	NA	NA	NA	NA	NA	NA
2012-13	38	NA	NA	NA	NA	NA	NA
2013-14	38	NA	NA	NA	NA	NA	NA
TOTAL		NA	NA	NA	NA	NA	NA

SOURCE:

Annual Work Plan and Budget 2013-14

Information regarding Community Mobilization in Annual Work Plan and Budget

Training and Sensitization Programmes							Availability of Training Guidelines/ Modules yes/no
S.no	Activity	RMSA	ICT @ Schools	IEDSS	VE	GH	
1	No. of Trainings held for SMDC Members	19					
2	No. of Members who attended SMDC Training	763					
3	No. of Training/ Sensitization programmes for Local Community Leaders						
4	No. of Members who attended the Training/ Sensitization programmes for Local Community Leaders						
5	Other Trainings						
6	Other Sensitization Programmes						

Good Practices in Community Mobilization							People Involved in the Activities
S.no	Activity	RMSA	ICT @ Schools	IEDSS	VE	GH	
1	Mobilizing additional resources						
2	Activity 2						
3	Activity 3						
4	Activity 4						
5	Activity 5						

Partnership with Local Organizations/ NGO's							Other Inputs
S.no	Activity	RMSA	ICT @ Schools	IEDSS	VE	GH	
1	Name of the Organization/s						
	Nature of the Organization/s						
	Nature of Activities						
2	Other Activities						

Cultural Activities and other Extension Activities for Community Mobilization.							Other inputs
S.no	Activity	RMSA	ICT @ Schools	IEDSS	VE	GH	
1	Activity 1						
2	Activity 2						
3	Activity 3						
4	Activity 4						
5	Activity 5						

Community Mobilization at the habitation/village/urban slum level especially among							Other inputs
S.no	Activity	RMSA	ICT @ Schools	IEDSS	VE	GH	
1	Activity 1						
2	Activity 2						
3	Activity 3						
4	Activity 4						
5	Activity 5						

Monitoring Activities by Community/ SMDC Members							Other inputs
S.no	Activity	RMSA	ICT @ Schools	IEDSS	VE	GH	
1	Activity 1						
2	Activity 2						
3	Activity 3						
4	Activity 4						
5	Activity 5						

Parent Teacher Associations(PTA)							Other inputs
S.no	Activity	RMSA	ICT @ Schools	IEDSS	VE	GH	
1	No of Schools having PTA						
2	Nature of activities undertaken by PTA's						
	Activity 1 in PTA						
	Activity 2 in PTA						
	Activity 3 in PTA						
3	Others						

Grant upto 1.00 lakh per annum out of 2.2 % Management and Monitoring cost spent							Other inputs
S.no	Activity	RMSA	ICT @ Schools	IEDSS	VE	GH	
1	No. of districts which received the grant						
2	No. of schools which received the grant						
2	Nature of activities undertaken						
	Activity 1						
	Activity 2						
	Activity 3						
3	Others						

States of Bihar, Jharkhand, Enrolment of Disabled Children (Disability Wise)

S. No.	District	No. of Disabled Students enrolled in schools																																			
		Blindness			Low Vision			Leprosy Cured			Hearing impairment			Locomotor disabilities			Mental retardation			Mental Illness			Autism			Cerebral Palsy			Speech Impairment			Learning Disability			Grand Total		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T			
7	ARARIA	6	1	7	7	7	14				7	1	8	51	99	90	1	3	4		0	0	0	0	1	1	2	8	4	12	0	0	0	81	56	137	
38	ARWAL	2	1	3	10	4	14				0	3	4	7	35	20	55	4	2	6		0	0	0	0	0	0	0	11	5	19	1	0	1	66	39	105
34	AURANGABAD	3	3	6	49	53	102				0	43	27	70	96	29	135	9	8	17		0	0	0	0	1	0	1	16	11	27	0	2	2	217	143	360
23	BANKA	0	1	1	14	7	21				0	9	3	12	74	30	104	5	1	6		0	0	0	0	0	0	16	11	27	1	1	2	119	54	173	
20	BEGUSARAI	0	1	1	19	25	44				0	11	5	16	131	101	232	6	2	8		0	0	0	0	1	0	1	4	9	13	0	0	0	172	143	315
22	BHAGALPUR	0	19	19	6	7	13				0	12	2	14	74	42	116	6	2	8		0	0	0	0	0	0	0	7	7	1	0	1	99	79	178	
29	BHOJIPUR	12	10	22	11	16	27				0	14	12	26	40	25	65	12	9	21		0	4	4	8	6	4	10	17	16	33	8	6	14	124	102	226
30	BUXAR	314	212	526	8	8	16				0	7	5	12	75	48	123	4	1	5		0	0	0	0	0	0	16	9	25	5	1	6	429	284	713	
13	DARBHANGA	0	0	0	13	15	28				0	6	5	11	100	51	151	5	0	5		0	0	1	1	0	0	6	3	9	0	0	0	130	75	205	
35	GAYA	7	1	8	7	18	25				0	14	9	23	116	80	196	12	4	16		0	1	0	1	2	0	2	17	17	34	3	3	6	179	132	311
15	GOPALGANJ	5	6	11	26	38	64				0	8	14	22	105	102	207	4	5	9		0	0	0	0	0	0	14	8	22	0	1	1	162	174	336	
37	JAMUI	7	7	14	11	13	24				0	9	8	17	43	67	110	9	1	10		0	0	0	0	1	1	2	3	6	9	8	11	19	91	114	205
33	JEHANABAD	6	1	7	12	14	26				0	12	4	16	76	43	119	4	1	5		0	0	0	0	1	1	2	20	6	26	0	0	0	131	70	201
31	KAIMUR	2	5	7	10	5	15				0	11	7	18	59	35	94	4	3	7		0	0	0	0	0	0	7	6	13	0	0	0	93	61	154	
10	KATHAR	0	1	1	9	8	17				0	1	7	8	68	52	120	4	4	8		0	0	0	0	0	0	2	5	7	7	1	8	91	78	169	
21	KHAGARIA	4	5	9	11	7	18				0	5	3	8	60	32	92	1	2	3		0	0	0	0	0	0	10	7	17	0	3	3	91	59	150	
8	KISHANGANJ	11	7	18	12	5	17				0	3	0	3	39	25	64	9	11	20		0	0	0	0	0	0	7	5	12	0	0	0	81	53	134	
25	LAKHISARAI	0	1	1	14	23	37				0	8	14	22	75	45	120	3	2	5		0	0	0	0	0	0	6	7	13	3	0	3	109	92	201	
11	MADHEPURA	1	1	2	3	0	3				0	1	2	3	36	28	64	10	4	14		0	0	0	0	1	1	2	10	6	16	0	0	0	62	42	104
5	MADHUBANI	2	1	3	8	6	14				0	9	5	12	37	20	57	1	2	3		0	1	0	1	1	1	2	12	6	18	1	2	3	72	41	113
24	MUNGER	2	2	4	2	8	10				0	2	2	4	22	9	31	2	4	6		0	0	0	0	0	0	3	3	6	0	0	0	33	28	61	
14	MUZAFFARPUR	2	1	3	4	2	6				0	3	0	3	27	19	48	4	1	5		0	0	0	0	5	3	8	5	3	8	1	0	1	51	26	77
27	NALANDA	6	0	6	8	4	12				0	6	29	35	109	57	166	17	4	15		0	0	0	0	0	0	4	7	11	0	1	1	144	102	246	
36	NAWADA	1	3	4	6	3	9				0	4	2	6	39	35	74	2	2	4		0	0	0	0	0	0	18	1	19	2	0	2	72	46	118	
1	PASCHIM CHAMPARAN	10	7	17	6	27	33				0	14	13	27	70	72	142	4	2	6		0	0	0	0	2	0	2	15	15	30	0	3	3	121	139	260
28	PATNA	0	0	0	4	8	12				0	9	11	20	111	83	194	5	4	9		0	0	0	0	0	0	10	13	23	2	5	7	141	124	265	
2	PURBI CHAMPARAN	0	0	0	2	1	3				0	4	7	11	57	37	94	1	4	5		0	0	0	0	1	0	1	8	4	12	0	0	0	73	53	126
9	PURNIA	9	5	14	8	8	16				0	16	16	32	66	43	109	3	3	6		0	0	5	5	0	0	0	47	21	68	2	7	9	151	108	259
32	ROHTAS	5	5	10	9	6	15				0	12	5	17	96	63	159	7	1	8		0	0	1	1	4	2	6	10	7	17	0	0	0	143	90	233
12	SAHARSA	0	1	1	0	1	1				0	0	0	0	46	7	53	4	1	5		0	0	0	0	0	0	2	0	2	0	0	0	52	10	62	
19	SAMASTIPUR	1	6	7	39	36	75				0	31	25	56	198	140	338	10	9	19		0	0	0	0	1	1	2	22	15	37	5	4	9	307	236	543
17	SARAN	2	6	8	21	15	36				0	22	13	35	63	50	113	12	1	13		0	0	0	0	2	1	3	31	9	40	6	1	7	159	96	255
26	SHRIMPURA	0	0	0	3	2	5				0	1	0	1	32	20	52	0	2	2		0	0	0	0	0	0	1	3	4	0	0	0	37	27	64	
3	SHEOHAR	0	0	0	4	2	6				0	3	1	4	14	9	23	0	0	0		0	0	0	0	0	0	3	0	3	0	0	0	24	12	36	
4	SITAMARHI	0	2	2	5	4	9				0	2	0	2	43	26	69	0	0	0		0	0	0	0	0	0	10	4	14	2	7	9	62	43	105	
16	SIWAN	137	146	283	151	167	318				0	14	14	28	87	51	138	10	2	12		0	0	0	0	0	0	14	20	34	2	0	2	415	400	815	
6	SUPAUL	0	1	1	1	2	3				0	1	152	153	37	26	63	4	4	8		0	0	0	0	0	0	2	48	50	0	0	0	45	233	278	
18	VAISHALI	5	2	7	13	13	26				0	6	6	12	70	46	116	8	10	18		0	0	0	0	0	0	7	5	12	1	0	1	110	82	192	
	TOTAL	562	471	1033	546	588	1134				0	343	431	774	2577	1714	4291	200	121	321		0	6	11	17	30	16	46	414	335	749	61	59	120	1739	3746	6485

Status of social category-wise Identification and Enrollement of Disabled Children													
S. No.	District	No. of Disabled Students enrolled in schools											
		SC			ST			General/Others			Grand Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	PASCHIM CHAMPARAN												
2	PURBI CHAMPARAN												
3	SHEOHAR												
4	SITAMARHI												
5	MADHUBANI												
6	SUPAUL												
7	ARARIA												
8	KISHANGANJ												
9	PURNIA												
10	KATI HAR												
11	MADHEPURA												
12	SAHARSA												
13	DARBHANGA												
14	MUZAFFARPUR												
15	GOPALGANJ												
16	SIWAN												
17	SARAN												
18	VAISHALI												
19	SAMASTIPUR												
20	BEGUSARAI												
21	KHAGARIA												
22	BHAGALPUR												
23	BANKA												
24	MUNGER												
25	LAKHISARAI												
26	SHEIKHPURA												
27	NALANDA												
28	PATNA												
29	BHOJPUR												
30	BUXAR												
31	KAIMUR												
32	ROHTAS												
33	JEHANABAD												
34	AURANGABAD												
35	GAYA												
36	NAWADA												
37	JAMUI												
38	ARWAL												
	TOTAL												

SOURCE:

12018-19
Status of Girls Hostel

S.No	Name of the District	No of EBBs	No. of GH sanctioned	No of operational Girls Hostels	How many Girls Hostel are upgraded from KGBV.	Appointment of Warden, Chowkidar, Head Cook & Asst. Cook, under Girls Hostel											
						Warden			Chowkidar			Head cook			Asst cook		
						Sactioned	In position	Vacant	Sactioned	In position	Vacant	Sactioned	In position	Vacant	Sactioned	In position	Vacant
1	PASCHIM CHAMPARAN	18	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2	PURBI CHAMPARAN	27	24	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
3	SHECHAR	5	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	SITAMARHI	17	17	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	MADHUBANI	21	21	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	SUPAUL	11	7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
7	ARARIA	9	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
8	KISHANGANJ	7	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
9	PURNIA	14	13	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
10	KATI HAR	16	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
11	MADHEPURA	13	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	SAHARSA	10	8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
13	DARBHANGA	18	7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
14	MUZAFFARPUR	16	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
15	GOPALGANJ	14	13	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
16	SIWAN	19	6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
17	SARAN	20	9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
18	VAISHALI	16	14	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
19	SAMASTIPUR	20	19	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
20	BEGUSARAI	18	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
21	KHAGARIA	7	7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
22	BHAGALPUR	16	16	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
23	BANKA	11	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
24	MUNGER	8	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
25	LAKHISARAI	6	6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
26	SHEIKHPURA	6	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
27	NALANDA	20	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
28	PATNA	22	22	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
29	BHOJPUR	14	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
30	BUXAR	11	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
31	KAIMUR	11	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
32	ROHTAS	18	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
33	JEHANABAD	7	7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
34	AURANGABAD	11	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
35	GAYA	24	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
36	NAWADA	14	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
37	JAMUI	10	6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
38	ARWAL	5	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
TOTAL		630	257														

SOURCE:

S. No.	District	No of schools in the district	No. of Disable children enrolled in secondary school		No of schools providing Transport facilities	Total Number of students provided with transport facilities		No of schools providing escort facilities	Total Number of students provided with escort facilities		No of Schools providing stipend to disable Girls	Total Number of Girls provided with stipend	Total No of schools providing disability friendly facilities in the hostel	Total No. of students provided with boarding and lodging charges		Total No of schools providing reader facilities	Total No. of students provided with reader facilities		Total No. of schools providing TLM to disable youth	Total No. of schools providing Books and stationeries	Total No. of schools providing Uniform to disable youth	
			Boys	Girls		Boys	Girls		Boys	Girls				Boys	Girls		Boys	Girls				
1	PASCHIM CHAMPARAN																					
2	PURBI CHAMPARAN																					
3	SHEOHAR																					
4	SITAMARHI																					
5	MADHUBANI																					
6	SUPA'L																					
7	ARARIA																					
8	KISHANGANJ																					
9	PURNIA																					
10	KATIHAR																					
11	MADHEPURA																					
12	SAHARSA																					
13	DARBHANGA																					
14	MUZAFFARPUR																					
15	GOPALGANJ																					
16	SIWAN																					
17	SARAN																					
18	VAISHALI																					
19	SAMASTIPUR																					
20	BEGUSARAI																					
21	KHAGARIA																					
22	BHAGALPUR																					
23	BANKA																					
24	MUNGER																					
25	LAKHISARAI																					
26	SHEIKHPURA																					
27	NALANDA																					
28	PATNA																					
29	BHOJPUR																					
30	BUXAR																					
31	KAIMUR																					
32	ROHTAS																					
33	JEHANABAD																					
34	AURANGABAD																					
35	GAYA																					
36	NAWADA																					
37	JAMUI																					
38	ARWAL																					
	TOTAL																					

SOURCE:

**Rashtriya Madhyamik Shiksha Abhiyan
Financial Status**

Rs. In lakhs

Expenditure Head		Opening Balance as on 1st April	GOI releases till 31st March	State releases till 31st March	Other Receipt	Interest	Total available fund	Expenditure till 31st March	Unspent Balance as on 31st March	% Exp to available fund	Shortfall in State Share	Status on audit report
2009-10	Recurring	0.00	372.00	719.60	0.00	0.00	1091.60	0.00	1091.60	0	595.60	Completed
	Non Recurring	0.00	1300.00	6389.40	0.00	0.00	7689.40	0.00	7689.40	0	5947.07	
	Sub Total	0.00	1672.00	7109.00	0.00	0.00	8772.00	0.00	8772.00	0.00	6542.67	
2010-11	Recurring	1091.60	1285.00	0.00	0.00	214.65	2591.25	1126.93	1464.32	43.49	3799.73	Completed
	Non Recurring	7689.40	6442.00	0.00	0.00	0.00	14122.40	0.00	14122.40	0	167.27	
	Sub Total	8772.00	7727.00	0.00	0.00	214.65	16713.65	1126.93	15586.72	43.49	3967.00	
2011-12	Recurring	1464.32	2350.20	1962.37	0.00	537.75	6314.64	2957.18	3647.46	42.24	1346.24	Completed
	Non Recurring	14122.40	0.00	33037.63	0.00	0.00	47160.03	0.00	47160.03	0	36837.36	
	Sub Total	15586.72	2350.20	35000.00	0.00	537.75	53744.67	2957.18	50807.49	42.24	38183.60	
2012-13	Recurring	3647.46	1293.38	0.00	0.00	1767.41	6708.25	2636.88	4071.37	39.31	915.11	Completed
	Non Recurring	47160.03	12472.22	0.00	0.00	0.00	59632.25	2569.20	53063.05	11.02	32679.96	
	Sub Total	50807.49	13765.60	0.00	0.00	1767.41	66340.50	2836.08	57134.42	50.32	33595.07	
2013-14	Recurring	4071.37	0.00	0.00	0.00	1587.17	5658.54	2195.74	3539.80	37.44		
	Non Recurring	53063.05	6000.00	0.00	0.00	0.00	59063.05	7538.85	51524.20	12.76		
	Sub Total	57134.42	6000.00	0.00	0.00	1587.17	64721.59	9657.59	59064.00	50.21	0.00	
Total	Recurring	0.00	5300.58	2681.97	0.00	4106.98	12099.53	2542.73	3539.80	162.48	8656.68	
	Non Recurring	0.00	26214.22	39418.03	0.00	0.00	65632.25	7702.05	51524.20	23.76	75631.66	
	Sub Total	0.00	31514.80	42100.00	0.00	4106.98	77721.78	22527.78	59964.00	166.26	62288.34	

Note :- Rs. 6442 lacs Released by GOI in 2010-11 for F.year 2009-10

Rs.5000 lacs Released by GOB in 2011-12 for F.year 2010-11

Rs. 12472.22 lacs Released by GOI in F.year 2012-13 for F.year 2010-11

Rs. 6000.00 lacs Released by GOI in F.year 2013-14 for F.year 2009-10

*Rs. 431.12 lacs apportioned in the year 2012-13 from the previous excess released amount by GOB

Rs. 2118.74 is utilised from the excess state share released to the SIS in the previous years

ICT @School

Rs. In lakhs

Expenditure Head		Opening Balance as on 1st April	GOI releases till 31st March	State releases till 31st March	Other Receipt	Interest	Total available fund	Expenditure till 31st March	Unspent Balance as on 31st March	% Exp to available fund	Shortfall in State Share	Status on audit report
2009-10	Recurring	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00	Completed
	Non Recurring	0.00	0.00	1333.33	0.00	0.00	1333.33	0.00	1333.33	0	0.00	
	Sub Total	0.00	0.00	1333.33	0.00	0.00	1333.33	0.00	1333.33	0.00	0.00	
2010-11	Recurring	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00	
	Non Recurring	1333.33	0.00	0.00	0.00	0.00	1333.33	0.00	1333.33	0	0.00	
	Sub Total	1333.33	0.00	0.00	0.00	0.00	1333.33	0.00	1333.33	0.00	0.00	
2011-12	Recurring	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00	
	Non Recurring	1333.33	0.00	0.00	0.00	0.00	1333.33	0.00	1333.33	0	0.00	
	Sub Total	1333.33	0.00	0.00	0.00	0.00	1333.33	0.00	1333.33	0.00	0.00	
2012-13	Recurring	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00	
	Non Recurring	1333.33	0.00	0.00	0.00	0.00	1333.33	1333.33	0.00	100	0.00	
	Sub Total	1333.33	0.00	0.00	0.00	0.00	1333.33	1333.33	0.00	100.00	0.00	
2013-14	Recurring	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00	
	Non Recurring	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00	
	Sub Total	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total	Recurring	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Non Recurring	0.00	0.00	1333.33	0.00	0.00	1333.33	1333.33	0.00	100.00	0.00	
	Sub Total	0.00	0.00	1333.33	0.00	0.00	1333.33	1333.33	0.00	100.00	0.00	

IEDSS

Rs. In lakhs

Expenditure Head		Opening Balance as on 1st April	GOI releases till 31st March	State releases till 31st March	Other Receipt	Interest	Total available fund	Expenditure till 31st March	Unspent Balance as on 31st March	% Exp to available fund	Status on audit report
2009-10	Recurring	0.00	360.00		61.39	0.00	421.39	0.00	421.39	0	Completed
	Non Recurring	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0	
	Sub Total	0.00	360.00		61.39	0.00	421.39	0.00	421.39	0.00	
2010-11	Recurring	421.39	353.80		0.00	3.75	778.94	0.25	778.69	0.032095	Completed
	Non Recurring	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0	
	Sub Total	421.39	353.80		0.00	3.75	778.94	0.25	778.69	9.03	
2011-12	Recurring	778.69	0.00		0.00	9.61	788.30	123.15	665.15	15.62223	Completed
	Non Recurring	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0	
	Sub Total	778.69	0.00		0.00	9.61	788.30	123.15	665.15	15.62	
2012-13	Recurring	665.15	0.00		0.00	8.84	673.99	171.10	502.89	25.39613	Under Progress
	Non Recurring	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0	
	Sub Total	665.15	0.00		0.00	8.84	673.99	171.10	502.89	25.39	
2013-14	Recurring	502.89	0.00		0.00	19.18	522.07	172.67	349.40	33.07411	
	Non Recurring	0.00	0.00		0.00	0.00	0.00	0.00	0.00		
	Sub Total	502.89	0.00		0.00	19.18	522.07	172.67	349.40	33.07	
Total	Recurring	0.00	713.80		61.39	41.38	816.57	467.17	349.40	74.11	
	Non Recurring	0.00	0.00		0.00	0.00	0.00	0.00	0.00	0.00	
	Sub Total	0.00	713.80		61.39	41.38	816.57	467.17	349.40	74.11	

Girls Hostel

Rs. In lakhs

Expenditure Head		Opening Balance as on 1st April	GOI releases till 31st March	State releases till 31st March	Other Receipt	Interest	Total available fund	Expenditure till 31st March	Unspent Balance as on 31st March	% Exp to available fund	Shortfall in State Share	Status on audit report
2009-10	Recurring	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00	Completed
	Non Recurring	0.00	1156.00	0.00	0.00	0.00	1156.00	0.00	1156.00	0	564.45	
	Sub Total	0.00	1156.00	0.00	0.00	0.00	1156.00	0.00	1156.00	0.00	564.45	
2010-11	Recurring	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00	Completed
	Non Recurring	1156.00	603.00	1269.95	0.00	22.05	3051.00	0.00	3051.00	0	436.01	
	Sub Total	1156.00	603.00	1269.95	0.00	22.05	3051.00	0.00	3051.00	0.00	436.01	
2011-12	Recurring	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00	Completed
	Non Recurring	3051.00	4176.00	944.35	0.00	47.16	8218.51	10.11	8208.40	0.123015	155486.00	
	Sub Total	3051.00	4176.00	944.35	0.00	47.16	8218.51	10.11	8208.40	0.12	155486.00	
2012-13	Recurring	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0.00	Completed
	Non Recurring	8208.40	1565.30	0.00	0.00	153.51	9927.21	9.18	9918.03	0.092473	1380.94	
	Sub Total	8208.40	1565.30	0.00	0.00	153.51	9927.21	9.18	9918.03	0.10	1380.94	
2013-14	Recurring	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0		
	Non Recurring	9918.03	0.00	-564.45	0.00	69.66	9423.24	2021.69	7401.55	21.4543		
	Sub Total	9918.03	0.00	-564.45	0.00	69.66	9423.24	2021.69	7401.55	21.45		
Total	Recurring	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Non Recurring	0.00	7500.30	1649.85	0.00	292.38	9442.53	2040.98	7401.55	21.67	157867.40	
	Sub Total	0.00	7500.30	1649.85	0.00	292.38	9442.53	2040.98	7401.55	21.67	157867.40	

NOTE:- An amount of Rs. 564.45 lacs State Share received in year 2010-11 return to GOB along with intres of Rs.2.95 lacs

Secondary Education expenditure excluding RMSA expenditure since 2007-08

Rs. In lakhs

Year	Plan Provision	Non Plan Provision	Total Provision	Plan Expenditure	Non-Expenditure	Total
2007-08	2623.67		2623.67	2623.67		2623.67
2008-09	4749.16		4749.16	4647.49		4647.49
2009-10	15649.49		15649.49	15647.04		15647.04
2010-11	34640.93		34640.93	30272.84		30272.84
2011-12	107445.16		107445.16	96029.25		96029.25
2012-13	108804.64		108804.64	77623.67		77623.67
2013-14	6319.69	11348.96	17668.65	4919.4	6982.06	11901.46

SOURCE:

Table-38

District Wise Status of Non-Teaching Staff (Having Class IX & X)

Sl. No.	Name of District	Govt. Schools						
		No. of Acct.	Library Assistant	Lab Assistant	LDC	UDC	Peon	Night Watchman
1	PASCHIM CHAMPARAN	15	29	29	59	33	176	31
2	PURBI CHAMPARAN	0	34	0	65	0	97	1
3	SHEOHAR	0	3	0	0	7	25	7
4	SITAMARHI	1	0	0	0	0	1	0
5	MADHUBANI	0	47	0	25	32	134	32
6	SUPAUL	0	0	0	0	0	0	0
7	ARARIA	0	20	2	33	0	65	0
8	KISHANGANJ	0	8	0	0	16	13	16
9	PURNIA	1	10	0	35	0	152	0
10	KATIHAR	0	0	0	2	0	3	0
11	MADHEPURA	0	0	0	0	1	0	0
12	SAHARSA	1	21	1	20	4	63	4
13	DARBHANGA	0	46	0	65	0	105	0
14	MUZAFFARPUR	0	78	11	78	1	258	0
15	GOPALGANJ	0	0	0	1	1	2	0
16	SIWAN	15	53	18	10	9	119	9
17	SARAN	1	0	0	1	1	4	2
18	VAISHALI	0	0	1	2	0	1	1
19	SAMASTIPUR	0	0	0	0	0	0	1
20	BEGUSARAI	0	52	0	38	12	192	12
21	KHAGARIA	0	23	0	31	1	40	0
22	BHAGALPUR	0	147	147	147	0	294	1
23	BANKA	0	35	0	41	0	103	0
24	MUNGER	0	0	1	3	0	1	0
25	LAKHISARAI	0	19	1	33	1	62	1
26	SHEIKHPURA	0	11	0	34	0	52	0
27	NALANDA	0	0	1	2	1	4	0
28	PATNA	9	78	24	147	81	36	81
29	BHOJPUR	0	56	0	105	0	252	0
30	BUXAR	0	20	0	50	46	77	46
31	KAIMUR	0	26	0	17	15	93	15
32	ROHTAS	10	64	21	81	48	245	48
33	JEHANABAD	0	3	0	8	24	83	24
34	AURANGABAD	0	39	0	0	75	1	75
35	GAYA	128	0	0	0	101	128	101
36	NAWADA	0	2	0	66	0	66	0
37	JAMUI	0	26	0	25	0	72	1
38	ARWAL	0	20	0	35	0	37	0
TOTAL		181	970	257	1279	510	3056	509

SOURCE:

Proposal for establishing of new vocational schools

S. No	2 District	3 Block/ Taluka/ Municipal Corporation	U DISE Code/ Accredited serial number	4 Name of the Higher Secondary schools/ Accredited Institutions where the vocational school being proposed (Base year 2012-13)
1	Araria	9/3.	10071707601	M.M.G.H.S. Panhusi
2	Arwal	Arwal	10380107208	High School, Iwkan
3	Arwal	Karpi	10380603309	High School, Karpi
4	Arwal	Kurtha	10380703402	High School, Kurtha
5	AURANGABAD	DAUDNAGAR	10340100110	RASTRIYA INTER SCHOOL, DAUDNAGAR
6	AURANGABAD	MADANPUR	10340305102	HIGH SCHOOL, BERI
7	AURANGABAD	RAFIGANJ	10340607202	HIGH SCHOOL, KARMA, RAFIGANJ
8	Banka	Amarpur	10231706808	Girls high School Amarpur
9	BEGUSARAI	BARAUNI	10200805002	GOYT SHANKAR +2 SCHOOLMAHNA BEGUSARAI
10	BEGUSARAI	BAUA	10201605501	SAS +2 SCHOOL BALIA BEGUSARAI
11	BEGUSARAI	CH BARIYARPUR	10200303101	RAJESHWARI +2 SCHOOLCHERIYA BARIYARPUR BEGUSARAI
12	BEGUSARAI	MANSOORCHAK	10200101202	SRI NNS +2 SCHOOL MANSOORCHAK BEGUSARAI
13	BEGUSARAI	GARHPURA	10201901801	PARIYOJNA BALIKA +2 SCHOOL GARHPURA BEGUSARAI
14	Bhagalpur	KHARIK	10222201101	HIGH SCHOOL KHARIK
15	Bhagalpur	BIHPUR	10221801001	SARVODAYA HS BIHPUR
16	Bhagalpur	NARAYANPUR	10221500701	HS NARAYANPUR
17	Bhagalpur	RANGRACHAK	10221900401	HS RANGRA
18	Bhagalpur	KAHALGAON	10221323201	SHARDA PATHSALA KAHALGAON
19	Bhagalpur	PIRPAINTI	10222605401	SHERMARI HS PIRPAINTI
20	Bhagalpur	SANHOULA	10220203301	BARI ADARSH HS SANHOULA
21	Bhagalpur	JAGDISHPUR	10220301802	LOKNATH HS JAGDISHPUR
22	Bhagalpur	SULTANGANJ	10220404903	PD BALIKA HS SULTANGANJ
23	BHOJPUR	PIRO	10290712306	HIGH SCHOOL PIRO
24	BHOJPUR	JAGDISPUR	10291105435	RAJKEEKRIT GIRLS HIGH SCHOOL JAGDISPUR
25	BHOJPUR	SAHPUR	10290600107	HARINARAYAN +2 HIGH SCHOOL SHAHPUR PATTI
26	BUXAR	RAJPUR	10301800118	HS RAJPUR
27	DARBHANGA	KEOTI	10130103909	R.J.H.S KEOTI BANWARI
28	DARBHANGA	MANIGACHI	10130803502	H.S.NEHRA
29	DARBHANGA	BAHERI	10130509201	S.N.H.S BAHERI
30	DARBHANGA	K.STHANBIROUL	10131203608	H.SSATIGHAT HIRNI
31	DARBHANGA	BROLUI	10131111902	ONKAR H.S SUPOUL BAZAR
32	DARBHANGA	HANUMANNAGAR	10131305006	D.N.HOBH.S.PANCH
33	DARBHANGA	BENIPUR	10130905301	PROJECT H.S. BENIPUR
34	EAST CHAMPARAN	DHAKA	10020806802	H S S DHAKA
35	EAST CHAMPARAN	CHAKIA	10021500004	T H S S MEHSI
36	EAST CHAMPARAN	RAXAUL	10022305402	H M H S S RAXAUL
37	EAST CHAMPARAN	SANGRAMPUR	10022400113	D A H S S SANGRAMPUR
38	EAST CHAMPARAN	PHENHARA	10022001107	H F H S S PHENHARA
39	GAYA	Wajirganj		Ramanugrah High School Wajirganj
40	GAYA	Tikari		Tikari Raj Inter School Gaya
41	GAYA	Khijarsarai		Yashwant High School Khijarsarai
42	GAYA	Sherghati		Ranglal High School Sherghati
43	GAYA	Gurua		Pro. Girls High School Gurua
44	GOPALGANJ	HATHWA	10150702902	DR.RAJENDRA PRASAD .H.S HATHWA
45	Jamui	Barhat	10370900115	Govt. H.S. Lathiath
46	Jehanabad	Hulasganj	10330304405	High School, Hulasganj
47	Kaimur	Rampur	10310700604	S.N. + 2 H.S. Nauhatta

Proposal for establishing of new vocational schools

S. No	2 District	3 Block/ Taluka/ Municipal Corporation	U DISE Code/ Accridated serial number	4 Name of the Higher Secondary schools/ Accredited Institutions where the vocational school being proposed (Base year 2012-13)
96	Patna	Gulzarbagh(Patna Sdar)	10280105524	F.N.S.Academy +2 School Guljarbagh
97	Patna	Mahendru(Patna Sadar)	10280104707	Raghunath Balika +2 School Kankarbagh Patna
98	Patna	Danapur	10280803806	Baliga Utkramit Middle School Khagaul
99	Patna	Sampatchak	10281000512	Rajkiyakrit High School Chakbairiya
100	Patna	Khushrupur	10281600205	Mahadev High school Khushrupur
101	Patna	Bakhtiyarpur	10281701104	Shri Ganesh +2 School Bakhtiyarpur
102	Patna	Daniyawa	10281501303	High School Daniyawa
103	Patna	Paliganj	10280200403	High School Paliganj
104	Patna	Pandararak	10282300103	Punyark Vidya Mnadir +2 School Pandarak
105	Patna	Dhanarua	10281301505	Rajkiyakrit +2.School Beer Oiyara
106	Patna	Masaurhi	10281205521	Girija Kunwar +2 School Masaurhi
107	Patna	Punpun	10281100205	Shahid Ramanad Ram Govind Singh high School Punpun
108	Patna	Fatuha	10281406804	Rajkiyakrit +2 School Fatuha
109	Patna	Maner	10280703420	Rajkiyakrit High School Maner
110	Patna	Bihta	10280502011	T.P. +2 School Bihta
111	Patna	Bikram	10280401005	Parwati High School Bikaram
112	Patna	Naubatpur	10280607904	Rajkiyakrit +2 School Amarpura
113	Patna	Phulwari Sharif	10280900304	Rajkiyakrit +2.School Phulwari Sharif
114	Patna	Barh	10281803606	A.N.S. +2 School Barh
115	PURNEA	K.NAGAR	10090600102	PRO. G.HS. GOKULPUR
116	PURNEA	AMOUR	10090300101	PRO. G.HS. AMOUR
117	PURNEA	BANMANKHI	10090711205	SUMRIT H.S. BANMANKHI
118	PURNEA	KASBA	10090904505	H.S. KASBA
119	PURNEA	JALALGARH	10091207801	N.D. R. H.S. JALALGARH
120	ROHTAS	DIHARI	10321100102	H.S. DILYAN
121	ROHTAS	NASRIGANJ	10320804403	H.S. NASRIGANJ
122	ROHTAS	CHENARI	10320515201	RAMDULARI GANGA HS CHENARI
123	ROHTAS	ROHTAS	10321210601	HS BAULIYA
124	ROHTAS	DIHARI	10321201503	JAGDEO HS DINARA
125	SAHARSA	SONBARSA	10120704302	SRI HARIBALLAV INSTITUTION
126	SAHARSA	SIMRI BAKHTIYARPUR	10120800108	HIGH SCHOOL
127	SAHARSA	SATTAR KATTIAYA	10120201606	PRIYABRAT SENIOR SECONDARY SCHOOL
128	Samastipur	Dalsinghsarai	10191504813	Chhatra dhari inter school dalsinghsarai
129	Samastipur	M.Nagar	10190903614	Inter school nohaddi nagar
130	Samastipur	Rosera	10191404929	Hariyansh HS Rosara
131	Samastipur	Kalyanpur	10191911103	H S Muktapur
132	Samastipur	Hasanpur	10192005406	NEW india sugar mill inter.HS hasanpur
133	SARAN	MANJHI	10171206401	DALAN SINGH H/S MANJHI
134	SARAN	JLALPUR	10170904601	H/S JALALAPUR BAZAR
135	SARAN	SONPUR	10171900701	GOGAL SINGH H/S NYAGAW
136	SARAN	DIGHWARA	10170504801	JAY GOVIND H/S DIGHWARA
137	SARAN	MAKER	10171706401	RAJENDRA VIDHA MANDIR, MAKER
138	SARAN	PARSA	10171700101	HIGH SCHOOL PARSAS
139	SARAN	MASHARAK	10171403501	HIGH SCHOOL MAASHARAK
140	SARAN	TRAIYA	10172001601	MACIKNONALD H/S DEWRIYA
141	SARAN	BNIYAPUR	10170210301	M.D. H/S KANHAULI
142	SARAN	ISUAAPUR	10170802001	K.S. H/S ISUAAPUR
143	SARAN	GARKHA	10170709701	WED NARAYAN H/S MAHMADPUR

PROPOSAL FOR ICT @ SCHOOL PROJECT 2014-15

Sl. No.	distnm	schcd	schname
1	Arwal	10380101904	F.A.M. HIGH SCHOOL FAKHARPUR
2	Arwal	10380102007	H.S.FATEHPUR SANDA, ARWAL
3	Arwal	10380503306	S.K.HIGH SCHOOL CHANDA
4	Arwal	10380605904	HIGH SCHOOL MIRZAPUR
5	Arwal	10381005007	SJS HIGH SCHOOL MANGA BIGHA
6	Arwal	10380106905	H.S. KORIAM
7	Arwal	10380502407	JAGADISHBRAJ KISHOR HIGH SCHOOL KAMTA
8	Arwal	10380706105	RAM RATAN HIGH SCHOOL, SACHAJ
9	Arwal	10380102704	RAJKIYAKRIT HIGH SCHOOL ITWAN , ARWAL
10	Arwal	10381001104*	SARVODAYA HIGH SCHOOL DANIYALA(ARWAL)
11	Arwal	10380107304	L. N. MISHRA HIGH SCHOOL DARIYAPUR ARWAL
12	Arwal	10380502106	RAGHUNANDAN SINGH H/S JAMUHARI
13	Arwal	10380500108	HIGH SCHOOL AGANOOOR
14	Arwal	10381002404	S.M.H.S.KHATANGI
15	Arwal	10380107602	RAM KEWAL H/S ROHAI
16	Arwal	10380504203	N.N.H.S.NIRANJANPUR
17	Arwal	10380505304	H.S.SOHASA
18	Arwal	10380701604	SAHDEO PRASAD GUPTA HIGH SCHOOL TAKEYA
19	AURANGABAD	10340100113	ASHOK INTER SCHOOL DOUDNAGAR
20	AURANGABAD	10340108901	RASTRYA INTER SCHOOL DAUDNAGAR
21	AURANGABAD	10340010503	RAJKIYAKRIT NANDKESHWAR INTER SCHOOL BAJJALPUR
22	AURANGABAD	10340207302	HIGH SCHOOL RUKUNDI
23	AURANGABAD	10340207903	UPENDRA HIGH SCHOOL MALHAD
24	AURANGABAD	10340208704	RAJKIYAKRIT HIGH SCHOOL DADAR
25	AURANGABAD	10340210310	GANDHI SMARAK HIGH SCHOOL,GOH
26	AURANGABAD	10340312003	RAJARSHI VIDYA MANDIR +2 SCHOOL AURANGABAD
27	AURANGABAD	10340312002	KISHORI SINHA GIRLS HIGH SCHOOL AURANGABAD
28	AURANGABAD	10340312305	ANUGRAH GIRLS +2 HIGH SCHOOL AURANGABAD
29	AURANGABAD	10340600107	GIRL HIGH SCHOOL RAFIGANJ
30	AURANGABAD	10340708404	R-UKRIT H.S. CHANDA
31	AURANGABAD	10340903103	HIGH SCHOOL JAI HIND TENDUA
32	AURANGABAD	10340904302	R.K.H.S., SAYA AURANGABAD
33	AURANGABAD	10340908703	R.K.H.SC.CHARAN MAHBEVA
34	AURANGABAD	10341001502	HIGH SCHOOL DUMARI
35	AURANGABAD	10341005803	RAJKIYAKRITA HIGH SCHOOL CHILHKI AMBA
36	AURANGABAD	10341100908	MAHANTH PANCHAN HIGH SCHOOL KETAKI
37	AURANGABAD	10341102406	S.B. HIGH SCHOOL, BISHNUPUR
38	AURANGABAD	10341107807	RAJA JAGANNATH HIGH SCHOOL
39	AURANGABAD	10341103902	GOVT. RAJKUMAR HIGH SCHOOL BERHNA
40	AURANGABAD	10340108902	PATEL HIGH SCHOOL DAUDNAGAR
41	AURANGABAD	10341002804	GIRL'S HIGH SCHOOL AMBA
42	AURANGABAD	10341201707	GIRLS HIGH SCHOOL, HASPURA
43	Banka	10230500401	नव उत्कृष्ट उच्च विद्यालय, मझगाँव
44	Banka	10231005401	नव उत्कृष्ट उच्च विद्यालय, सहरा
45	Banka	10230906103	नव उत्कृष्ट उच्च विद्यालय, मधुवाचक
46	Banka	10230805403	नव उत्कृष्ट उच्च विद्यालय, बिलनपुर
47	Banka	10232816401	नव उत्कृष्ट उच्च विद्यालय, मनेल
48	Banka	10231717201	नव उत्कृष्ट उच्च विद्यालय, बदतीबा
49	Banka	10230103803	नव उत्कृष्ट उच्च विद्यालय, नीरसा
50	Bhagalpur	1022201107	इन्टर स्कूल खरीक
51	Bhagalpur	1022201205	आर्ट्स उच्च विद्यालय दुलसीपुर जमुनिया
52	Bhagalpur	1022202705	महर्षि मेरी उच्च विद्यालय अठपान: रामपुर
53	Bhagalpur	1022200403	उच्च माध्यमिक दादर, खरीक
54	Bhagalpur	1022200503	उच्च माध्यमिक लखनपुर, इन्साइलपुर
55	Bhagalpur	10221309601	उच्च माध्यमिक पन्नाच, कहलगाँव
56	Bhagalpur	10221800308	मधुबन बर्कदिव उच्च विद्यालय विहपुर
57	Bhagalpur	10221803404	उच्च विद्यालय जबरपुर
58	Bhagalpur	10222604801	उच्च माध्यमिक दिल्ली, खैरती
59	Bhagalpur	10221900401	सेन नायक उच्च विद्यालय रंगर
60	Bhagalpur	10222704101	उच्च माध्यमिक दीनदयालपुर, साहबपुर
61	Bhagalpur	10222703402	उच्च माध्यमिक बकसपुर, साहबपुर
62	Bhagalpur	10222703102	उच्च माध्यमिक खैर, साहबपुर
63	Bhagalpur	10221400201	उच्च माध्यमिक सिवायडीह, खैर
64	Bhagalpur	10220400101	उच्च माध्यमिक जवाईह, सुलतानगंज
65	Bhagalpur	10220408041	उच्च माध्यमिक आमारतनपुर, सुलतानगंज
66	Bhagalpur	10220405802	उच्च माध्यमिक किरणपुर, सुलतानगंज
67	Bhagalpur	10220211901	उच्च माध्यमिक मदारगंज, सन्हीला
68	Bhagalpur	10220304701	उच्च माध्यमिक महम्मदपुर, जगदीशपुर
69	Bhagalpur	10222306201	उच्च माध्यमिक अजनेरीपुर, बेरिया, नासनगर
70	Bhagalpur	10222302501	उच्च माध्यमिक फतेहपुर, नासनगर
71	Bhagalpur	10222105502	इन्टरसरीय विद्यालय नवगनिया
72	Bhagalpur	10222105601	साहू उच्च विद्यालय साहपुरनरकत
73	Bhagalpur	10221203904	एक ही छे उच्च विद्यालय करीफकर घरहर
74	Bhagalpur		प्रोजेक्ट कक्षा उच्च विद्यालय सैदपुर
75	Bhagalpur	10221601906	उच्च माध्यमिक महोतिया, गौरडीह
76	Bhagalpur	10221304802	उच्च माध्यमिक महेशमूल हिन्दी
77	Bhagalpur	10221306801	उच्च माध्यमिक कलगीगंज
78	Bhagalpur	10221323203	नवमल विड उच्च माध्यमिक कहलगाँव
79	Bhagalpur	10222704802	उच्च माध्यमिक मणिपुर
80	Bhagalpur	10220209401	उच्च माध्यमिक पोचिया
81	Bhagalpur	10221310002	उच्च माध्यमिक बुद्धक
82	Bhagalpur	10220316309	मरवाडी मजराता नामतपुर

PROPOSAL FOR ICT @ SCHOOL PROJECT 2014-15

Sl. No.	distnm	schcd	schname
165	East Champaran	10022302904	शुभ्री दुर्गा उच्च विद्यालय
166	GOPALGANJ	10151000111	SRI RAM RATAN SAHI HIGH SCHOOL
167	GOPALGANJ	10150500118	IBRAHIM MEMORIAL HIGH SCHOOL
168	GOPALGANJ	10150500113	MAHENDAR DAS F/S NECHUA JALALPUR
169	GOPALGANJ	10150500119	HAJARI LAL HIGH SCHOOL
170	GOPALGANJ	10151205603	HIGH SCHOOL LARAULI
171	GOPALGANJ	10151200108	HIGH SCHOOL, HALUAR PIPARA
172	GOPALGANJ	10151203104	DHRAM DEV H.S SHER
173	GOPALGANJ	10150700107	DR. RAJENDAR PARSHAD HIGH SCHOOL
174	GOPALGANJ	10150800804	HIGH SCHOOL UCHAKAGAON
175	GOPALGANJ	10150700114	HIGH SCHOOL KALYANPUR
176	GOPALGANJ	10150100108	BACHHAN MISHRA HIGH SCHOOL
177	GOPALGANJ	10150600114	S. B. D. HIGH SCHOOL GANESH ASTHAN
178	GOPALGANJ	10150800108	SAHU JAIN HIGH SCHOOL
179	GOPALGANJ	10151000107	D.A.V.HIGH SCHOOL
180	GOPALGANJ	10151000105	M.M.MEMORIAL URDU HIGH SCHOOL
181	Jehanabad	10331112704	G.B.H.School
182	Jehanabad	103311122703	H.S daudpur
183	Jehanabad	103311112404	H.S Bhawanichak Surangapur
184	Jehanabad	103311106603	H.S Kezarbag Khair
185	Jehanabad	10330808304	H.S Sarta
186	Jehanabad	10330907103	H.S RaksiaDayalchak
187	Jehanabad	10330809802	H.S. Makhdumpur
188	Jehanabad	10330300306	Adarsh H.S Bauri
189	Jehanabad	10330200101	U.H.S.AHIASA
190	Jehanabad	10330300501	UP.H.S.BIRRA
191	Jehanabad	103311100601	U.H.S.SEWMAN
192	Jehanabad	103311112901	U. H.S. BAZAR TALU
193	Jehanabad	103311100402	Upgraded High School Amain
194	Jehanabad	10330401501	U.H.S.BHADRA
195	Jehanabad	10330402701	U.H.S.DERHAIYA
196	Jehanabad	10330403601	U.H.S.KAJI SARAI
197	Jehanabad	10330406201	U.H.S.PINJORA
198	Jehanabad	10330808603	U.H.S.AKBARPUR
199	Jehanabad	10330806801	U.H.S.KOHRA
200	Jehanabad	10331201701	UH.S.DEWARA
201	Jehanabad	10331202701	U.H.S.JALALPUR
202	Jehanabad	10330904906	U.H.S Lakhapur
203	Khagaria	10210200116	JAWAHAR HIGH SCHOOL GOGRI
204	Khagaria	10210200118	RASTRIYA INTER SCHOOL GOGRI
205	Kishanganj	10082602601	N.A High School Gangihat
206	Kishanganj	10082706701	Singha Pochharia-High-School
207	Kishanganj	10082102701	Singha High School
208	Kishanganj	10082705901	K.Lal Alta High School
209	Kishanganj	10082712801	Bisanpur High School
210	Kishanganj	10082301402	Azad High School Chatergachh
211	Kishanganj	10082411701	Bibiganj High School
212	Kishanganj	10082705601	U.H.S.Dhanpura
213	Kishanganj	10082500101	U.H.S Harwadanga
214	Kishanganj	10082601481	U.H.S Haribhaha
215	Kishanganj	10082405002	U.H.S Janglabheeta
216	Kishanganj	10082304401	U.H.S.Haripokahar Kantigachh
217	Kishanganj	10082105801	U.H.S Daula
218	Lakhisarai	10252117436	High School Mannanpur
219	Lakhisarai	10252704302	High School Lakhchak
220	Lakhisarai	10252117402	Mahila Vidya Mandir High School Purani Bazaar
221	Lakhisarai	10252117405	High School Purani Bazaar
222	Lakhisarai	10252117410	K R K High School Naya Bazaar
223	Lakhisarai	10252504401	Sri Govind High School Mano
224	Lakhisarai	10252503802	Janta High School Ali Nagar
225	Lakhisarai	10252506301	Ghosaith High School Piri Bazaar
226	Lakhisarai	10252500902	High School Manikpur
227	Lakhisarai	10252401501	Meghrai Mishri Prashad Inter High School
228	Lakhisarai	10251405802	*2 High School Jaitpur
229	Lakhisarai	10251403823	Ramavtar singh High School, Barahia
230	Patna	10281800801	सकलित माध्यमिक विद्यालय, मुबारकपुर, बाट
231	Patna	10281801183	सकलित माध्यमिक विद्यालय, सराई कपड़वा, मधुबनी
232	Patna	10281201502	सकलित माध्यमिक विद्यालय, छाता, मसीदी
233	Patna	10281301901	सकलित माध्यमिक विद्यालय, कोसुल, धनकुआ
234	Patna	10280900501	सकलित माध्यमिक विद्यालय, कुशौली, फलवारीमरीच
235	Patna	10281405801	सकलित माध्यमिक विद्यालय, दुमरी, फतुली
236	Madhubani	10050100489	CHAUDSWAR HIGH SCHOOL, HARARI
237	Madhubani	10050101502	J.H.D HIGH SCHOOL GOURGAMA
238	Madhubani	10050104222	M.R.G HIGH SCHOOL ANDHARATHARHI
239	Madhubani	10050300205	HIGH SCHOOL LAUTHWA
240	Madhubani	10050303204	KESHAV HIGH SCHOOL BIRATPUR
241	Madhubani	10050403804	SITA MURLIDHAR HIGH SCHOOL,BASANTH
242	Madhubani	10050405416	SRI LILADHAR HIGH SCHOOL BENIPATTI
243	Madhubani	10050405905	SRI JAGDISH HIGH SCHOOL DHAKAJARI
244	Madhubani	10050407007	HIGH SCHOOL EKTARA
245	Madhubani	10050502318	VIDYAPATI HIGH SCHOOL BISFI
246	Madhubani	10050505014	S.L.M.L HIGH SCHOOL GHANDHI NAGAR SIMARI

PROPOSAL FOR ICT @ SCHOOL PROJECT 2014-15

Sl. No.	distnm	schcd	schname
329	Muzaffarpur	10141404802	राजकी गंगालपुर मूजो
330	Muzaffarpur	10141010902	राजकी रुहीविया मूजो
331	Muzaffarpur	10140100105	राजकी साहेंगंज मूजो
332	Muzaffarpur	10140104605	राजकी बेनायपुर मूजो
333	Muzaffarpur	10140305105	राजकी सरयंसपुर मूजो
334	Muzaffarpur	10140500509	राजकी पूर्वी मूजो
335	Vaishali	10181407801	U.M.S. Judavanpur gopalpur.
336	Vaishali	10180502002	U.M.S. Tikha
337	Vaishali	10180113802	U.M.S. Kutubpur.
338	Vaishali	10181106101	U.M.S. Rasulpur
339	Vaishali	10180905002	U.M.S. Gurmia.
340	Vaishali	10180902201	U.M.S. Parmanandpur
341	Vaishali	10180901801	U.M.S. Sathiyautha
342	Vaishali	10180705001	U.M.S. Kamla kanya, karnauti.
343	Vaishali	10180800301	U.M.S. Atzalpur purayna
344	Vaishali	10181302901	U.M.S. Birpur
345	Araria	10071806803	Ramanand High School, Ramai
346	Araria	10071701307	High School Kursakaanta
347	Araria	10071208806	High school Araria
348	Araria	10071806106	+2 Lee Academy
349	Araria	10071202413	Moti High School Madanpur
350	Araria	10071206603	Kalawati Girls High School
351	Araria	10071206808	MGS High School, Araria R.
352	Araria	10071406703	Umanath Roy High School, Udehant
353	Araria	10071800607	Poornanand High School, Sohandarhat
354	Araria	10071900303	Kunkun devi High School, Phoolkaha
355	Araria	10071803704	Ramlal High School, Haripur dak
356	Araria	10071302709	B.I.D. High School, Raniganj
357	Araria	10071805605	High School Jogbani
358	Araria	10071200103	Vidya Niketan High School, Bhojpur
359	Araria	10071400326	High School, Jokihat
360	बेगूसराय	10201000108	जनता उा कि चौदपुरा
361	बेगूसराय	10201000105	उच्च कि चौदपुरा
362	बेगूसराय	10200800103	पबि बालिका उा कि बदलपुरा
363	बेगूसराय	10200800111	शकर उा कि महना
364	बेगूसराय	10200800601	महात्मा गांधी उा कि बीहट
365	बेगूसराय	10200800113	बेदेही बल्लभ राय उा कि बीहट
366	बेगूसराय	10200800107	रामचारी सिंह दिनकर उा कि सिमरिया
367	बेगूसराय	10200700106	श्री पीए उा कि बीरपुर
368	बेगूसराय	10201200112	पबि बालिका उा कि सोमहरा
369	बेगूसराय	10201200108	विशेश्वर राउ उा कि तेंपड़ा
370	बेगूसराय	10201001014	उच्च कि अहिदपुर
371	बेगूसराय	10200101017	पबि बाउ उा कि दरायपुर
372	बेगूसराय	10200101019	टीएनपी उा कि नया टोलना आगापुर
373	बेगूसराय	10201802502	प्रकाश उा कि सैरपुर सहिलोरी
374	बेगूसराय	10201800113	पबि बालिका उा कि बलिया
375	बेगूसराय	10201801902	उच्च कि उा कि सदानदपुर
376	बेगूसराय	10201600109	उच्च कि, प्रमानदपुर
377	बेगूसराय	10201600106	श्री संकर उा कि प्रोबलेटर विन्डपुर
378	बेगूसराय	10201300104	सरोज उा कि तैररी
379	बेगूसराय	10200500115	उा कि सड़मना
380	बेगूसराय	10200500109	पबि बालिका उा कि सनल परदेस
381	बेगूसराय	10200301002	दीप उा बालिका उा कि मंजिन
382	बेगूसराय	10200400109	किशन उा कि गारा बरकापुर
383	बेगूसराय	10201500103	उच्च कि छंडाही महिहानी
384	बेगूसराय	10201400105	पबि बालिका उा कि बखरी
385	बेगूसराय	10201900106	पबि बालिका उा कि गडपुरा
386	बेगूसराय	10201700103	बीएस उा कि बनगागा
387	Bhojpur	10290105202	HIGH SCHOOL BAKHARIYAN
388	Bhojpur	10290114403	ZILA-HIGH SCHOOL
389	Bhojpur	10290114407	DR. NEMICHAND SHASTRI GIRLS HIGH SCHOOL, ARA
390	Bhojpur	10290203716	RAJKEYKRIT HIGH SCHOOL, KHAWASPUR
391	Bhojpur	10290401707	GIRLS HIGH SCHOOL DHANDIHAN
392	Bhojpur	10290405004	MACHA JANTA HIGH SCHOOL RAJA PUR
393	Bhojpur	10290500106	K.V.M. HIGH SCHOOL CHHOTA SASARAM
394	Bhojpur	10290502406	S.R.S.R. GIRLS HIGH SCHOOL, ASAANI
395	Bhojpur	10290506713	S.J.C. HIGH SCHOOL, BELAUR
396	Bhojpur	10290600302	HIGH SCHOOL SAHAULI
397	Bhojpur	10290603206	RAM NAGINA HIGH SCHOOL BELAUTI
398	Bhojpur	10290701905	HIGH SCHOOL KATAR HASAN BAZAR
399	Bhojpur	10290702902	K.K. HIGH SCHOOL JAMORAH
400	Bhojpur	10290705409	PROJECT GIRLS HIGH SCHOOL, JTAURA
401	Bhojpur	10290805018	PROJECT GIRLS HIGH SCHOOL SAHAR
402	Bhojpur	10290900402	HIGH SCHOOL DHRUBDIHAN
403	Bhojpur	10290900603	RAM PRASAD ROSHAN HIGH SCHOOL MAJHAON
404	Bhojpur	10290902005	SARJU VIDYA MANDIR SEMRAON
405	Bhojpur	10291000211	TULSI HIGH SCHOOL, PANWARI
406	Bhojpur	10291003111	HIGH SCHOOL BIHTA
407	Bhojpur	10291004608	HIGH SCHOOL SEDAHAN
408	Bhojpur	10291005704	HIGH SCHOOL ITIMHA
409	Bhojpur	10291105435	RAJKEYKRIT GIRLS HIGH SCHOOL JAGDISHPUR
410	Bhojpur	10291112006	N.S. HIGH SCHOOL ARAILA

PROPOSAL FOR ICT @ SCHOOL PROJECT 2014-15

Sl. No.	distnm	schcd	schname
493	MUNGER	10240801408	HIGH SCHOOL SARHA
494	MUNGER	10240804102	PKK HIGH SCHOOL-06
495	MUNGER	10240203707	HARDEVI TULSI HIGH SCHOOL JAMAL PUR
496	MUNGER	10740201710	HIGH SCHOOL SINGHIA
497	MUNGER	10240202107	HIGH SCHOOL HANSPURI HASANGANJ MUNGER
498	MUNGER	10240205210	HIGH SCHOOL PATAM
499	MUNGER	10240203005	M.C GHOSH GIRLS HIGH SCHOOL +2 JAMALPUR
500	MUNGER	10240500805	INTER LEVEL HIGH SCHOOL LOHCHI MUNGER
501	MUNGER	10240100120	CHANDRA SHEKHAR SINGH GIRLS HIGH SCHOOL
502	MUNGER	10240108013	GANDHI HIGH SCHOOL KUTLUPUR, MUNGER
503	MUNGER	10240100112	HIGH SCHOOL SITAKUND MUNGER
504	MUNGER	10240100410	N.K H.S VASUDEOPUR
505	MUNGER	10240101204	GOVT HIGH SCHOOL (NEW ZILA SCHOOL)
506	MUNGER	10240106305	RAM LAKHAN SINGH YADAV HIGH SCHOOL, MAHAULI
507	MUNGER	10240401303	KRITYANAND VIDYA MANDIR H.S. KUMARSAR
508	MUNGER	10240408102	PUBLIC HIGH SCHOOL BADHAUNIAYA
509	MUNGER	10240402803	R.P. H.S. SANGRAMPUR
510	MUNGER	10240407303	SRI SANTAL KAPARI HIGH SCHOOL DURMATTA
511	MUNGER	10240308005	KISAN VAIDIK HIGH SCHOOL LAUNA MUNGER
512	MUNGER	10240604106	JAGANNATH HIGH SCHOOL-TETIA BAMBER
513	Nalanda	10270105504	LOKPRYAE HIGH SCHOOL SARE
514	Nalanda	10270104603	GANDHI H/S NERUT
515	Nalanda	10270100204	HIGH SCHOOL BFNAR
516	Nalanda	10270201103	S V B P HIGH SCHOOL GANGTI
517	Nalanda	10270200409	SRI BIRCHAND PATEL HIGH SCHOOL ATT
518	Nalanda	10270308101	U M S SINGTHU
519	Nalanda	10270501806	BAPU HIGH SHCOOL CHANDI
520	Nalanda	10270506707	HIGH SCHOOL +2 TULSIGARH
521	Nalanda	10270506001	U M S SUMKA
522	Nalanda	10270600308	HIGH SCHOOL AUNGARI
523	Nalanda	10270802804	HIGH SCHOOL GONAWAN PDARI
524	Nalanda	10270900403	U M S AKBARPUR
525	Nalanda	10270904701	HIGH SCHOOL +2 MAI
526	Nalanda	10270902202	HIGH SCHOOL YOGIPUR GOSAINPUR
527	Nalanda	10271004001	U M S MADARGANJ
528	Nalanda	10271201202	U M S GOWARDHAN BIGHA
529	Nalanda	10271302303	RAM LAL HIGH SCHOOL KHAPURA
530	Nalanda	10271301311	HIGH SCHOOL BALDHA
531	Nalanda	10271301310	HIGH SCHOOL SHAMPUR DAMODARPUR
532	Nalanda	10271302504	M V +2 HS LOHPUR USMANPUR
533	Nalanda	10271402904	HIGH SCHOOL BARARA
534	Nalanda	10271401404	A G HIGH SCHOOL CHANDASI
535	Nalanda	10271604804	BIRCHAND PATEL H/S PESHOUR
536	Nalanda	10271702802	U M S LAHUAR
537	Nalanda	10271903801	U M S NARHAR BIGHA
538	नवादा	10360907841	एकपक्षीसिंह इंटर कि.
539	नवादा	10360907842	कन्या उच्च विद्यालय
540	नवादा	10360902503	उच्च विद्यालय
541	नवादा	10361407524	उच्च विद्यालय
542	नवादा	10361405505	इंटर विद्यालय
543	नवादा	10360305271	इंटर विद्यालय
544	नवादा	10361100810	उच्च विद्यालय
545	नवादा	10360200106	उच्च विद्यालय
546	नवादा	10361403503	श्रीगणेशचन्द्र विद्यालय
547	नवादा	10361001708	उच्च विद्यालय
548	नवादा	10360104703	प्रोजेक्ट कन्या उच्च वि.
549	नवादा	10360900102	उच्च विद्यालय
550	नवादा	10360204901	उत्कृष्ट उच्च विद्यालय
551	नवादा	10361001708	उच्च विद्यालय
552	नवादा	10361201813	इंटर विद्यालय
553	नवादा	10361100810	उच्च विद्यालय
554	नवादा	10360903202	इंटर विद्यालय
555	नवादा	10361117006	उच्च विद्यालय
556	नवादा	10361403307	उच्च विद्यालय
557	नवादा	10360907844	प्रोजेक्ट कन्या उच्च वि.
558	नवादा	10360109202	उच्च विद्यालय
559	नवादा	10360112206	प्रोजेक्ट कन्या उच्च वि.
560	नवादा	10361002308	प्रोजेक्ट कन्या उच्च वि.
561	नवादा	10360907637	प्रोजेक्ट कन्या उच्च वि.
562	नवादा	10361300101	उत्कृष्ट उच्च विद्यालय
563	नवादा	10360906701	उत्कृष्ट उच्च विद्यालय
564	नवादा	10360705201	उत्कृष्ट उच्च विद्यालय
565	नवादा	10361117006	उच्च विद्यालय
566	नवादा	10361202803	इंटर विद्यालय
567	नवादा	10361407525	उच्च विद्यालय
568	Purnea	10090200104	HIGH SCHOOL BAISI
569	Purnea	10090400103	MAA KALI HIGH SCHOOLMADHUBANI
570	Purnea	10090400106	K.G.P. HIGH SCHOOL, BHOGA BHATGAMA
571	Purnea	10090400113	J.L.N.S. HIGH SCHOOL,PURNA,PURNEA
572	Purnea	10090400120	ANCHIT SMA HIGH SCHOOL BELOURI
573	Purnea	10090700114	LULJU HIGH SCHOOL BURHIYA
574	Purnea	10090700115	MANTU RAM GIRLS HIGH SCHOOL BANMANKHI PURNEA

PROPOSAL FOR ICT @ SCHOOL PROJECT 2014-15

Sl. No.	distnm	schcd	schname
657	Siwan	10161502202	K.M.B. HIGH SCHOOL DHANAWATI MATH
658	Siwan	10161510601	ARYA KANYA HIGH SCHOOL, SIWAN
659	Siwan	1016202404	B.F. HIGH SCHOOL
660	Siwan	10160212903	SHEETAL PRASAD HIGH SCHOOL
661	Siwan	10160214004	HIGH SCHOOL, DINDYAL PUR
662	Siwan	10161601206	SR. SECONDARY SCHOOL NAEIGANJ BAZAR, LAKRI
663	Siwan	10160307907	PROJECT YAMUNA GIRLS HIGH SCHOOL
664	सुपौल	10061013556	सुपौल उच्च शैक्षणिक विद्यालय, सुपौल
665	सुपौल	10061013557	श्री कृष्ण कनिष्ठ विद्यालय, सुपौल
666	सुपौल	10061013556	श्री कृष्ण उच्च विद्यालय, सुपौल
667	सुपौल	10061004109	श्री कृष्ण उच्च विद्यालय, सुपौल
668	सुपौल	10061002803	हरिजन उच्च विद्यालय, सुपौल
669	सुपौल	10061006010	तेजो उच्च विद्यालय, सुपौल
670	सुपौल	10061006414	श्री कृष्ण उच्च विद्यालय, सुपौल
671	सुपौल	10061007008	एक श्रेणी उच्च विद्यालय, सुपौल
672	सुपौल	10061007210	मोतीलाल उच्च विद्यालय, सुपौल
673	सुपौल	10060603609	सत्यदेव उच्च विद्यालय, सुपौल
674	सुपौल	10061100910	श्री कृष्ण उच्च विद्यालय, सुपौल
675	सुपौल	10061100909	श्री कृष्ण उच्च विद्यालय, सुपौल
676	सुपौल	10061104911	श्री कृष्ण उच्च विद्यालय, सुपौल
677	सुपौल	10060206212	सुखदेव उच्च विद्यालय, सुपौल
678	सुपौल	10060200309	श्री कृष्ण उच्च विद्यालय, सुपौल
679	सुपौल	10060202805	श्री कृष्ण उच्च विद्यालय, सुपौल
680	सुपौल	10060205707	राज कनिष्ठ उच्च विद्यालय, सुपौल
681	सुपौल	10060109504	राज कनिष्ठ उच्च विद्यालय, सुपौल
682	सुपौल	10060109503	एन के उच्च विद्यालय, सुपौल
683	सुपौल	10060101807	श्री कृष्ण उच्च विद्यालय, सुपौल
684	सुपौल	10060802813	सत्यदेव उच्च विद्यालय, सुपौल
685	सुपौल	10060805402	श्री कृष्ण उच्च विद्यालय, सुपौल
686	सुपौल	10060902405	विद्युत उच्च विद्यालय, सुपौल
687	सुपौल	10060903207	श्री कृष्ण उच्च विद्यालय, सुपौल
688	सुपौल	10060301506	श्री कृष्ण उच्च विद्यालय, सुपौल
689	सुपौल	10060301111	सत्यदेव उच्च विद्यालय, सुपौल
690	सुपौल	10060301704	सत्यदेव उच्च विद्यालय, सुपौल
691	सुपौल	10060503413	श्री कृष्ण उच्च विद्यालय, सुपौल
692	सुपौल	10060503414	श्री कृष्ण उच्च विद्यालय, सुपौल
693	सुपौल	10060500101	श्री कृष्ण उच्च विद्यालय, सुपौल
694	सुपौल	10060400105	श्री कृष्ण उच्च विद्यालय, सुपौल
695	सुपौल	10060700504	श्री कृष्ण उच्च विद्यालय, सुपौल
696	सुपौल	10060700611	एन के उच्च विद्यालय, सुपौल
697	सुपौल	10060801701	श्री कृष्ण उच्च विद्यालय, सुपौल
698	सुपौल	10061100504	श्री कृष्ण उच्च विद्यालय, सुपौल
699	सुपौल	10060402401	श्री कृष्ण उच्च विद्यालय, सुपौल
700	सुपौल	10060201901	श्री कृष्ण उच्च विद्यालय, सुपौल
701	सुपौल	10060201901	श्री कृष्ण उच्च विद्यालय, सुपौल
702	PASHCHIM CHAMPARAN	10010103604	Kedar Pandey High School, Bettiah
703	PASHCHIM CHAMPARAN	10010708610	Harihar High School, Patilar
704	PASHCHIM CHAMPARAN	10010705403	High School, Jharmahul
705	PASHCHIM CHAMPARAN	10010707406	SSBS High School, Mehura
706	PASHCHIM CHAMPARAN	10010817102	NBS Sugar Mills High School, Naraipur
707	PASHCHIM CHAMPARAN	10010818006	Nadi Ghat Yojana High School, Valmikinagar
708	PASHCHIM CHAMPARAN	10010800109	Ramdayal Singh High School, Amwa Majhar
709	PASHCHIM CHAMPARAN	10010807009	Harangun High School, Sariswa
710	PASHCHIM CHAMPARAN	10011807704	Laxmiharyan High School, Pirari
711	PASHCHIM CHAMPARAN	10011605103	High School, Laxmipur Marjawa
712	PASHCHIM CHAMPARAN	10011302302	Pahwari Yadav High School, Jagannathpur
713	PASHCHIM CHAMPARAN	10011305308	Project Girls High School, Sikta
714	PASHCHIM CHAMPARAN	10011204402	MUK High School, Chamua
715	PASHCHIM CHAMPARAN	10011208002	SS Rajendra Smarak High School, Gobrahayadon
716	PASHCHIM CHAMPARAN	10010301710	Ganesh Prasad High School, Chanpatiya
717	PASHCHIM CHAMPARAN	10010301007	Yugal Prasad High School, Bhaishahi
718	PASHCHIM CHAMPARAN	10011509117	Rajkumar Prakeshika High School, Narkatiyaganj
719	PASHCHIM CHAMPARAN	10011511505	Rajaram High School, Sathi
720	PASHCHIM CHAMPARAN	10011505808	RN High School, Kehuniya
721	PASHCHIM CHAMPARAN	10011508102	Ramchandra Lalji High School, Mathura
722	PASHCHIM CHAMPARAN	10010203611	Janta High School, Telhua
723	PASHCHIM CHAMPARAN	10010904513	Champa Kuwar High School, Lauriya
724	Sheohar	10030204501	Kalawati Jiyalal H/S Ambakala
725	Sheohar	10031702214	Shyamdhari Yamuna H/S Nayagaon
726	Sheohar	10032201804	Sri Gudari Jagdeo H/S Sonaul Sultan
727	Sheohar	10030301903	Thakur Ramnandan Rajendra H/S Fatehpur
728	Katihar	10100103505	राज कनिष्ठ उच्च विद्यालय, कटिहार
729	Katihar	10100100112	हरिहर नयक उच्च विद्यालय, निरवाहनरी, कटिहार
730	Katihar	10100100111	उच्च विद्यालय श्री कृष्ण-7, कटिहार
731	Katihar	10100100116	आर्य उच्च विद्यालय न्यू कॉलोनी, कटिहार
732	Katihar	10100100108	मौखी उच्च विद्यालय न्यू कॉलोनी, कटिहार
733	Katihar	10100100109	उच्च विद्यालय कटिहार
734	Katihar	10100100115	उच्च विद्यालय, हफलागंज
735	Katihar	10101300103	राज कनिष्ठ उच्च विद्यालय, धामपुर
736	Katihar	10101300105	श्री कृष्ण उच्च विद्यालय, बरहौल
737	Katihar	10101400105	सत्यदेव उच्च विद्यालय, धनपहाड़ा
738	Katihar	10100906101	राज कनिष्ठ उच्च विद्यालय, धनपहाड़ा

Districtwise selcted schools list for resource centre for disabled children

Sl.	Name of the District	Name of the School
1	Araria	Govt. High School, Simraha, Forbisganj
2	Arwal	G.A. High School, Arwal
3	Aurangabad	Town Inter School, Aurangabad
4	Banka	R.M.K. High School, Simo, Banka
5	Begusarai	B.S.S. Collegiate High School, Begusarai
6	Bhagalpur	Govt. High School (Zila School), Bhagalpur
7	Bhojpur	Zila School, Arrah, Bhojpur
8	Buxar	High School, Buxar
9	Darbhanga	Govt. High School, Darbhanga
10	Gaya	T. Model Inter School, Gaya
11	Gopalganj	V.M. High School, Gopalganj
12	Jamui	+2 High School, Jamui Bazar, Jamui
13	Jehanabad	Gandhi Smarak Inter School, Jehanabad
14	Kaimur	High School, Bhabhua, Kaimur
15	Katihar	Marwari Pathshala, Katihar
16	Khagaria	J.N.K.T. Inter School, Khagaria
17	Kishanganj	High School, Kishanganj
18	Lakhisarai	Govt. Hasanpur High School, Lakhisarai
19	Madhepura	T.P. Collegiate, Madhepura
20	Madhubani	G.M.S.S. Inter School, Madhubani
21	Munger	Govt. High School, Munger
22	Muzaffarpur	Govt. High School, Muzaffarpur
23	Nalanda	Town High School, Biharsharif
24	Nawada	Gandhi (+2) High School, Nawada
25	West Champaran	Govt. High School, Betiah
26	Patna	Govt. High School, Gardanibag, Patna
27	East Champaran	Zila School, Motihari
28	Purnia	Govt. High School, Srinagar, Purnia
29	Rohtas	Sheshah Suri Inter School, Sasaram
30	Saharsa	Govt. High School, Saharsa
31	Samastipur	Tirhut Academy, Samastipur
32	Saran	Zila School, Chhapra
33	Sheikhpura	D.M. High School, Sheikhpura
34	Sheohar	Sri Nawab High School, Sheohar
35	Sitamarhi	Sitamarhi High School, Dumra
36	Siwan	B.M.H. High School, Siwan
37	Supaul	William High School, Supaul
38	Vaishali	Rajkiyakrit Sahyogi High School, Hajipur